



MEETING MINUTES
Coordinating Commission for Postsecondary Education
Southeast Community College,
Continuing Education Center
Room 302-303
Lincoln, NE
Thursday, March 11, 2010
8:30 a.m.

PUBLIC NOTICE:

Public notice of the time and place of the regular meeting was posted to the state's public meeting calendar and was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services. A copy of the Open Meetings Act was made available at the meeting and its location was announced.

Commissioners Present:

Colleen Adam
Riko Bishop
Dr. Dick C. E. Davis
Dr. Ron Hunter
Mary Lauritzen
Eric Seacrest
Dr. Joyce Simmons
W. Scott Wilson
John Winkleblack
Carol Zink

Commissioners Absent:

Clark Anderson

Commission Staff Present:

Angela Dibbert, Executive Assistant
Dr. Kathleen Fimple, Academic Programs Officer
Katherine Green, Planning and Policy Coordinator
Dr. Marshall Hill, Executive Director
Jason Keese, Public Information and Special Projects Coordinator
Dr. Barbara McCuen, Research Coordinator
Ritchie Morrow, Financial Aid Coordinator
Dr. Carna Pfeil, Associate Director for Finance & Administration
Kermit Spade, Data Analyst
Mike Wemhoff, Facilities Officer

I. CALL TO ORDER

Commission Chairman Joyce Simmons called the meeting to order at 8:37 a.m. at the Southeast Community College, Continuing Education Center, Room 302/303, in Lincoln, Nebraska on March 11. Attendance is indicated above.

II. WELCOME

Introductions

III. MINUTES

A. Action item Approve the January 25, 2010 meeting minutes

Motion Motion by Commissioner ZINK and second by Commissioner HUNTER to approve the January 25, 2010 meeting minutes as presented.

Result A roll-call vote was taken, with all Commissioners present voting yes.
Motion carried.

IV. CHAIRMAN'S REPORT

A. Presentation of plaque to former Commission Chairman, Colleen Adam

B. Updates and other reports

Commission Chairman Simmons announced that two items would be removed from the agenda. First, under the Academic Programs Committee report, consideration of the MAE degrees in French and German under Item XI-D(6) was withdrawn at the request of the committee.

Second, under the Budget, Construction and Financial Aid Committee report, Item XIII-C(1) was withdrawn at the request of the committee.

Commission Chairman Simmons announced the new Chairman for the Academic Programs Committee is Carol Zink and the new Chairman for the Planning and Consumer Information Committee is Mary Lauritzen.

V. EXECUTIVE DIRECTOR'S REPORT

A. Out-of-service area authorizations

1. Offered by Northeast Community College via two-way video originated from Burwell High School in Burwell, NE, delivered to Arcadia High School in Arcadia, NE:
 - *MATH 2000, Analytic Geometry & Calculus I (5 credits) (January 11 – May 21, 2010)*

2. Offered by Northeast Community College via two-way video originated from Rock County High School in Bassett, NE, delivered to Cody-Kilgore High School in Cody, NE:
 - *ENGL 2200, Survey of English Literature I (3 credits) (January 11 – May 3, 2010)*
3. Offered by Northeast Community College via on-site instruction at North Bend Central High School in North Bend, NE:
 - *AGRI 1020, Introduction to Farm Management Records (4 credits) (January 11 – May 17, 2010)*
4. Offered by Northeast Community College via two-way video originated from Wayne High School in Wayne, NE, delivered to Hooper-Logan View High School in Hooper, NE and Dodge High School in Dodge, NE:
 - *PSYC 1810, Introduction to Psychology (3 credits) (January 11 – May 20, 2010)*
5. Offered by Northeast Community College via two-way video originated from West Point-Beemer High School in West Point, NE, delivered to Dodge High School in Dodge, NE:
 - *SPCH 1110, Public Speaking (3 credits) (January 13 – May 25, 2010)*

B. Legislative update

Ms. Katherine Green gave an update on the following bills:

LB 21 – This bill was introduced last session. It would change our Nebraska State Grant program from just providing money to students who were Pell eligible to reaching students who were just above Pell eligible. This bill was reintroduced via LB 956, which also changes the program's name to the Nebraska Opportunity Grant.

Community College bills. A recent agreement may resolve Metropolitan Community College lawsuit and cause a change to the statues this year via LB 1072.

LB 935 – The State Budget bill, which is expected to be debated next week.

LB 977 – This bill is requiring new state buildings to use Energy Star standards. It will also require any capital construction projects of the State Colleges, University, or state agencies to be Energy Star compliant. Mr. Mike Wemhoff briefed Commissioners on Leadership Energy and Environment Design (LEED) and Energy Star standards.

C. Updates and other reports

Dr. Marshall Hill mentioned that Metropolitan Community College has agreed to withdraw their lawsuit and thanked staff for all their help in dealing with it. Also, next week the State Auditors will be in our office for about two weeks.

Dr. Hill announced that University of Nebraska at Kearney had initiated the process to discontinue the MAE programs that have been removed from the Commission's agenda for today. The University must complete a final step before the programs are discontinued.

Dr. Hill mentioned LB 957, which would require public institutions of higher education to reach agreement on memoranda of understanding with the Nebraska Department of Education about sharing data.

VI. PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

No testimony.

VII. PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

VIII. PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen announced the Planning and Consumer Information committee consists of Colleen Adam, Clark Anderson, Ron Hunter, and Scott Wilson.

Dr. Barbara McCuen presented the *2010 Nebraska Higher Education Progress Report* and answered questions from Commissioners.

A. Action item *2010 Nebraska Higher Education Progress Report*

- | | |
|----------------|---|
| Motion | Motion by Commissioner LAURITZEN on behalf of the Committee to approve the <i>2010 Nebraska Higher Education Progress Report</i> . |
| Amended Motion | Motion by Commissioner LAURITZEN seconded by Commissioner DAVIS to approve the <i>2010 Nebraska Higher Education Progress Report</i> with identified corrections. |
| Result | A roll-call vote was taken, with all Commissioners present voting yes. Motion carried. |

IX. PRESENTATION BY EDUCATIONQUEST FOUNDATION

A. EducationQuest Foundation's New Initiatives with 8th-10th Grade Students – presentation by Christine Denicola, J.D., Executive Vice-President, Grant-Outreach-Scholarships and Daphne Hall, Vice-President for College Access and Planning Programs

Ms. Denicola and Ms. Hall talked about the variety of free services that EducationQuest offers to students and/or parents and answered questions from Commissioners.

NOTE: Adjourned for break at 10:57 a.m. Back on the record at 11:05 a.m.

X. PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Korrine Tande, Vice Chancellor for Academic & Student Affairs, Nebraska State College System, provided additional information on the Library Media Specialist program at Chadron State College.

Dr. Hesham Ali, Professor and Dean, College of Information and Science and Technology, University of Nebraska at Omaha, provided supportive information on the proposed University of Nebraska at Omaha School of Interdisciplinary Informatics.

XI. ACADEMIC PROGRAMS COMMITTEE

Commissioner Zink introduced the Academic Programs Committee consisting of Eric Seacrest, Mary Lauritzen, John Winkleblack, Ron Hunter, and herself.

Dr. Fimple explained the proposals and answered questions from Commissioners. She also provided information on the agriculture programs supplied by Dr. Steve Waller. Dr. Waller left the meeting prior to the public hearing item to keep a previous commitment.

A. Proposal for a new organizational unit

1. Action item University of Nebraska at Omaha – School of Interdisciplinary Informatics

Motion Motion by Commissioner ZINK on behalf of the Committee to approve the University of Nebraska at Omaha School of Interdisciplinary Informatics.

Result A roll-call vote was taken, with all Commissioners present voting yes. Motion carried.

B. Existing Program Review

1. Information Items Program continuations approved by the Executive Director:

- Nebraska College of Technical Agriculture: Agriculture Production (AAS, AS, Certificate); Agribusiness Management Systems (AAS, Certificate); Veterinary Technology Systems (AAS, Certificate)
- University of Nebraska-Lincoln: Mechanized Systems Management (BS); Agricultural Engineering (BSAE); Biological Systems Engineering (BSBS); Fisheries & Wildlife (BSFW); Natural Resource Sciences (MS, PhD)
- University of Nebraska at Omaha: Management Information Systems (BGS, BIS/BCS, MS)
- Chadron State College: Organizational Management (MS); Social Science (BS)
- Peru State College: Organizational Management (MS)
- Wayne State College: Social Science (BA, BS)
- Central Community College: Hospitality Management & Culinary Arts (AAS, Diploma, Certificate)
- Metropolitan Community College: Culinary Arts & Management (AAS, Diploma, Certificate); Hospitality & Restaurant Leadership (AAS)
- Southeast Community College: Food Service/Hospitality (AAS)

2. Action item for existing program review

- a. **Nebraska College of Technical Agriculture: Horticulture Systems (AAS, AS, Certificate)**
- b. **University of Nebraska-Lincoln: Mechanized Systems Management (MS); Agricultural and Bio Systems Engineering (MS); Water Science (BSWS); Grazing Livestock Systems (BSGL); Grassland Ecology and Management (BSGE); Rangeland Ecosystems (BSRE)**
- d. **Wayne State College: Organizational Management (MS)**
- e. **Metropolitan Community College: Leadership & Supervision (AAS)**
- f. **Mid-Plains Community College: Fire Science Technology (AAS, Diploma)**

Motion Motion by Commissioner ZINK on behalf of the Committee to approve the recommendations for action items “b”, “d”, and “e” for existing program reviews with a report due March 15, 2012, action item “a” continue with a report due September 30, 2013, and action item “f” continue with a report due September 30, 2011.

Result A roll-call vote was taken, with all Commissioners present voting yes. Motion carried.

c. Chadron State College: Library Information (BA, BSE)

Motion Motion by Commissioner ZINK on behalf of the Committee to approve an in-depth review with the possibility of eliminating the program, due September 30, 2010.

Result A roll-call vote was taken, with all Commissioners present voting yes.
Motion carried.

C. Action item Follow-up reports on existing instructional programs and organizational units

1. University of Nebraska at Omaha: Art & Art History (BAH)

Motion Motion by Commissioner ZINK on behalf of the Committee to continue the University of Nebraska at Omaha Art & Art History (BAH) program.

Result A roll-call vote was taken, with all Commissioners present voting yes.
Motion carried.

2. University of Nebraska-Lincoln: Ethnic Studies (BA)

Motion Motion by Commissioner ZINK on behalf of the Committee to continue the University of Nebraska-Lincoln Ethnic Studies (BA) program.

Result A roll-call vote was taken, with all Commissioners present voting yes.
Motion carried.

3. University of Nebraska at Kearney: Philosophy (BA)

Motion Motion by Commissioner ZINK on behalf of the Committee to continue the University of Nebraska at Kearney Philosophy (BA) program.

Result A roll-call vote was taken, with all Commissioners present voting yes.
Motion carried.

4. University of Nebraska at Omaha: Political Science (MS)

Motion Motion by Commissioner ZINK on behalf of the Committee to continue the University of Nebraska at Omaha Political Science (MS) program.

Result A roll-call vote was taken, with all Commissioners present voting yes.
Motion carried.

5. University of Nebraska at Omaha: Women's Studies (BA)

Motion Motion by Commissioner ZINK on behalf of the Committee to continue the University of Nebraska at Omaha Women's Studies (BA) program.

Result A roll-call vote was taken, with all Commissioners present voting yes.
Motion carried.

6. University of Nebraska at Kearney: French (BA, BAE)

Motion Motion by Commissioner ZINK on behalf of the Committee to continue the University of Nebraska at Kearney French (BA, BAE) program until the next regular review due June 30, 2011. At that time, the Commission will review the enrollment and graduation rates and consider whether it should initiate the process to discontinue the program.

Result A roll-call vote was taken, with all Commissioners present voting yes. Motion carried.

7. Mid-Plains Community College: Early Childhood Education (AAS, Diploma)

Motion Motion by Commissioner ZINK on behalf of the Committee to approve an in-depth review of the Mid-Plains Community College Early Childhood Education (AAS, Diploma) program, focusing particularly (but not exclusively) on student demand for the program and additional opportunities for students, such as a certificate program: due October 15, 2010.

Result A roll-call vote was taken, with all Commissioners present voting yes. Motion carried.

8. University of Nebraska Medical Center: Center for Advanced Surgical Technology

Motion Motion by Commissioner ZINK on behalf of the Committee to accept the report on the University of Nebraska Medical Center Center for Advanced Surgical Technology.

Result A roll-call vote was taken, with all Commissioners present voting yes. Motion carried.

D. Information item Courses offered in Nebraska by out-of-state institutions 2008-2009

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

1. Reasonable and Moderate Extensions

- MCC – Criminal Justice – Private Security (AAS)
- MCC – Culinary Arts-Culinary Competition (Specialist Diploma)
- MCC – Horticulture-Organic Gardening (Specialist Diploma)
- MCC – Horticulture-Arbiculture (Specialist Diploma)

MCC – Horticulture-Plant Production and Propagation (Specialist Diploma)
MCC – Horticulture-Professional Landscape Design (Specialist Diploma)
WNCC – Academic Transfer-Vocal Performance (AA)
NECC – Business-Insurance Services (Certificate)
UNO – Business Administration-Bioscientist (Graduate Certificate)

2. Name Changes

MCC – Culinary Arts-Bakery Fundamentals (Specialist Diploma) to
Culinary Arts-Baking and Pastry Foundations (Specialist Diploma)
MCC – Horticulture-Nursery Management (AAS, Specialist Diploma) to
Horticulture-Horticulture Management (AAS, Specialist Diploma)
MCC – Information Technology-IBM iSeries Systems (Certificate) to
Information Technology-IBM i Systems (Certificate)

3. Deletions

MCC – Criminal Justice-Nebraska Law Enforcement Training (AAS)
MCC – Electrical Technology-Information Transport System (Specialist
Diploma)
MCC – Horticulture-Floriculture (Certificate)
MCC – Horticulture-Landscape Development (Certificate)
MCC – Horticulture-Nursery Management (Certificate)
MCC – Electronics Technology-CISCO Certified Network Professional
(Specialist Diploma)
MCC – American Sign Language-English Interpreter Preparation (AAS)
UNL – Rangeland Ecosystems (BSRE)

XII. PUBLIC HEARING ON BUDGET, CONSTRUCTION, AND FINANCIAL AID PROGRAMS COMMITTEE ITEMS

No testimony.

XIII. BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Davis read the following statement regarding the removal of action item XIII-C(1):

As announced earlier, Agenda Item XIII-C(1) has been removed from today's agenda. The Budget Committee recommended its removal during a conference call yesterday after determining we did not have enough information to consider a recommendation today.

The removed item is a proposal from the University of Nebraska at Omaha to issue revenue bonds to finance the purchase of Scott Village II student housing complex to be constructed at UNO's Pacific Street location. The Commission must recommend to the Legislature whether it recommends approval or recommends disapproval. The Legislature has the final approval authority. After today's Commission meeting, members of the Commission's Budget Committee will be meeting with university representatives to discuss the proposal. Following the

meeting, the Committee will develop its recommendation for consideration by the full Commission. We will likely schedule a special video conference meeting of the Commission to act on this proposal. Commissioners will be notified about that schedule and videoconference sites as soon as possible. The information also will be posted on the Commission's web site.

A. 2008-09 Nebraska State Grant Final Report

Mr. Ritchie Morrow reported on the 2008-09 Nebraska State Grant Year-end Report and answered questions from Commissioners. Mr. Morrow reported that 14,106 students received the Nebraska State Grant, which was an increase from last year.

B. Informational item Update on construction projects at Nebraska College of Technical Agriculture – Dr. Weldon Sleight, Dean

Dr. Sleight gave a brief presentation on the Nebraska College of Technical Agriculture construction projects and answered questions from Commissioners.

XIV. FUTURE MEETINGS

The next Commission meeting will likely be March 18, 2010 and will be held by videoconference. (NOTE: That meeting was subsequently re-scheduled for March 24. MAH-03/23/10)

The following Commission meeting will be May 13, 2010 and will be held at the BryanLGH College of Health Sciences, Lincoln, Nebraska.

XIII. COMMISSIONER COMMENTS

No testimony.

XIV. ADJOURNMENT of regular Commission meeting

There being no further business, the meeting was adjourned at 12:35 p.m.



MEETING MINUTES
Coordinating Commission for Postsecondary Education
NET, Room 132
1800 N. 33rd Street, Lincoln, NE
Wednesday, March 24, 2010
9:30 a.m. (CST)

Videoconference locations:

Chadron: Chadron State College – Burkheiser (far east building on campus) Room 109, 10th & Main Streets

Hastings: Hastings Public Library, 2nd Floor, 517 West 4th Street

McCook: McMillen Hall, Room 208, 1205 E. 3rd Street

Norfolk: Northeast Community College, MaClay Bldg., Room 122, 801 E. Benjamin Ave.

Valentine: Cherry County Extension Office, 132 S. Hall Street

PUBLIC NOTICE:

Public notice of the time and place of the regular meeting was posted to the state's public meeting calendar and was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services. A copy of the Open Meetings Act was made available at each location and its location was announced.

Commissioners Present:

Colleen Adam (Hastings)
Clark Anderson
Riko Bishop
Dr. Dick C. E. Davis
Dr. Ron Hunter (Chadron)
Mary Lauritzen (Norfolk)
Eric Seacrest (McCook)
Dr. Joyce Simmons (Valentine)
W. Scott Wilson
John Winkleblack (Norfolk)
Carol Zink

Commissioners Absent:

None.

Commission Staff Present:

Angela Dibbert, Executive Assistant
Katherine Green, Planning and Policy Coordinator

Dr. Marshall Hill, Executive Director
Jason Keese, Public Information, and Special Projects Coordinator
Dr. Carna Pfeil, Associate Director for Finance & Administration
Mike Wemhoff, Facilities Officer

I. CALL TO ORDER

Commission Chairman Dr. Joyce Simmons called the meeting to order at 9:34 a.m. from the Valentine, Nebraska site on March 24. Attendance is indicated above.

II. WELCOME

Introductions

III. PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

No testimony.

IV. PUBLIC HEARING ON BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Mr. Ron Withem, Director of Government Relations, University of Nebraska Central Administration, gave a few general comments and said that Mr. David Lechner, Vice President for Business and Finance, and Ms. Rebecca Koller, Assistant Vice President/Director Facility Planning Management, both with the University of Nebraska Central Administration, were present to answer questions.

Mr. Bill Conley, Vice Chancellor for Budget and Finance, University of Nebraska at Omaha, spoke and provided three main points concerning why Scott Village II should be purchased: 1) provides needed housing for future students in the Bright Futures and Avenue Scholarship Programs, 2) provides additional housing right now for UNO students, and 3) the location is ideal.

V. BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

A. Revenue bond project proposal

Mr. Mike Wemhoff explained that the role of the Commission is to make a recommendation to the Legislature for either approval or disapproval of the issuance of revenue bonds for University of Nebraska at Omaha, Pacific Street location – Scott Village II purchase. He also answered questions from Commissioners.

Mr. Conley and Mr. Lechner addressed comments/concerns about the financing and answered questions from Commissioners.

1. Action item University of Nebraska at Omaha, Pacific Street location – Scott Village II purchase

Motion Motion by Commissioner DAVIS on behalf of the Committee to recommend that the Legislature approve the university's proposal to issue revenue bonds for the acquisition of Scott Village II facilities and furnishings on the University of Nebraska at Omaha's Pacific Street location as outlined in the university's proposal and finance plan provided for review.

Discussion: Questions were asked about the means of financing, the amount of development fees to be paid by University of Nebraska at Omaha (UNO) over a 30-year period, possible alternate approaches to financing the proposed (or smaller) project, the ability of UNO to self-finance the project, the effects of various approaches on UNO's overall debt service coverage ratio, ways in which the Scott Foundation has supported UNO, and other issues.

Result A roll-call vote was taken, and the motion passed 8-3, with Commissioners Simmons, Winkleblack, and Zink voting no. Motion carried.

VI. FUTURE MEETINGS

The next Commission meeting will be May 13, 2010 and will be held at BryanLGH College of Health Sciences, Lincoln, Nebraska.

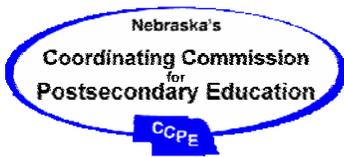
VII. COMMISSIONER COMMENTS

VIII. ADJOURNMENT of regular Commission meeting

There being no further business, the meeting was adjourned at 10:46 a.m.

Coordinating Commission General Fund - Program 640

	2009-2010 General Fund Budget	2009-2010 Current Expenditures	Expended Expended Time Elapsed 75.07%
PERSONAL SERVICES			
Permanent Salaries	\$839,000	\$627,291	74.8%
Temporary Salaries	\$0	\$0	
Overtime	\$0	\$0	
Subtotal	\$839,000	\$627,291	74.8%
PSL	\$872,210	\$627,291	71.9%
Benefits	\$237,000	\$178,892	75.5%
Subtotal	\$1,076,000	\$806,183	74.9%
OPERATING EXPENSES			
Postage	\$2,500	\$2,002	80.1%
Communication	\$13,800	\$11,018	79.8%
Freight	\$100	\$0	0.0%
Data Processing	\$2,000	\$1,445	72.3%
Publication & Printing	\$11,000	\$6,151	55.9%
Awards Expense	\$200	\$140	70.0%
Dues & Subscriptions	\$13,909	\$11,474	82.5%
Conference Registration Fees	\$3,000	\$2,479	82.6%
Electricity	\$3,500	\$1,727	49.3%
Rent Expense	\$45,500	\$32,059	70.5%
Repair & Maintenance	\$0	\$0	0.0%
Office Supplies	\$2,000	\$1,338	66.9%
Food Expenses	\$2,000	\$991	49.6%
Education Supplies	\$250	\$243	97.2%
Account & Auditing Services	\$7,001	\$6,843	97.7%
Other Cont. Srvs & Travel Exp.	\$0	\$0	0.0%
Other	\$1,500	\$1,371	91.4%
Subtotal	\$108,260	\$79,281	73.2%
STAFF TRAVEL			
Board & Lodging	\$4,000	\$3,787	94.7%
Commercial Transportation	\$2,000	\$1,673	83.7%
State-Owned Transportation	\$2,000	\$1,055	52.8%
Mileage	\$500	\$696	139.2%
Other	\$350	\$258	73.7%
Subtotal	\$8,850	\$7,469	84.4%
COMMISSIONER TRAVEL			
Board & Lodging	\$2,000	\$1,081	54.1%
Commercial Transportation	\$0	\$0	0.0%
Mileage	\$10,500	\$5,106	48.6%
Other	\$50	\$0	0.0%
Subtotal	\$12,550	\$6,187	49.3%
CAPITAL OUTLAY			
Office Equipment	\$0		0.0%
Hardware	\$0	\$0	0.0%
Software	\$1,600	\$1,532	95.8%
Subtotal	\$1,600	\$1,532	95.8%
MHEC Dues	\$95,000	\$95,000	100.0%
TOTAL EXPENDITURES			
	\$1,302,260	\$995,652	76.5%
General Fund Appropriation	\$1,278,523	\$1,278,523	
Cash Fund Appropriation	\$17,714	\$17,714	
Federal Fund (old acct)	\$6,023	\$6,023	
Encumbrances & Carryover	\$0	\$0	
TOTAL APPROPRIATION	\$1,302,260	\$1,302,260	
Remaining Balance	\$0	\$306,608	23.5%



OUT-OF-STATE INSTITUTION PROPOSAL To Offer Programs in Nebraska

Institution: Herzing University, Milwaukee, Wisconsin

Programs: Bachelor of Science (BS)
Associate of Science (AS)
Diploma
(see Appendix 1 for a complete listing of majors)

Institution's Existing Degrees in Same or Similar Discipline: All proposed programs are offered at other Herzing University locations

Proposed Site for Delivery: Lincoln, Nebraska
(Lincoln Campus of Herzing University)

Proposed Start Date: 2010

Introduction

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

In 2008 Herzing University purchased the Omaha School of Massage Therapy. The Commission subsequently approved Herzing to offer AS degrees in therapeutic massage, medical assisting, and medical billing and insurance coding in Omaha as well as a BS degree in health information management. An AS degree in physical therapy assistant was also proposed but denied by the Commission due to insufficient evidence of ability to provide clinical sites. This proposal is for authorization for Herzing University to offer in Lincoln the associate programs already approved for Omaha as well as six bachelor of science degree programs, seven other associate of science degree programs, and three additional diploma programs.

Note: State statute and Commission rules require out-of-state institutions to seek approval to offer courses and/or programs in Nebraska. There is no provision for establishing a new campus, other than the location and facilities portions of the application for a new program.

REVIEW CRITERIA

A. Demonstrated Need and Demand for the Programs in the Area to be Served

High-----Low				
		√		

Herzing conducted a market analysis for the Lincoln area. The proposal described the process the university uses in evaluating potential campus locations. Five criteria were identified: geographic, competitive

environment, states that offer grants to students, nursing friendly states/cities, and states that have existing Herzing campuses. Each criterion was weighted 1-5 based on its importance. The highest weighting of 5 was assigned to competitive environment and the lowest to Herzing campuses in the state. The resulting number is called the Market Validity Index. Lincoln scored highest in “nursing friendly” and lowest in “nearby Herzing campus.” The index number for the city of Lincoln was 3.82 (out of 5.0).

On a programmatic level, Herzing used www.simplyhired.com and ihiretherapy.com to support the need for additional physical therapist assistant (PTA) graduates in the area. The search, conducted on March 9, 2010, revealed 13 advertised openings in Lincoln, several in the Omaha area, two in Grand Island, and others in Seward, Columbus, Sidney, and Scottsbluff.

Herzing also cited the Nebraska Department of Labor’s projections for employment trends for PTAs from 2006 to 2016. Those figures indicate a state-wide increase of 49% (from 423 to 630) and an entry level wage of \$16.18 per hour (\$22.48 for experienced personnel). The proposal supplemented this data with information from the *Bureau of Labor Statistics – Employment Outlook Handbook*. The *Handbook* projected a national increase of 35% from 2008 through 2018. Among factors cited that will result in an increased demand were: changes to restrictions on reimbursement for physical therapy services by third-party providers resulting in increased patient access; an increase in the number of elderly; and advanced medical technology that permits an increased number of trauma victims and newborns with birth defects to survive.

Commission staff consulted the Nebraska Department of Labor’s Web site for estimated annual job openings in Lincoln for some of the fields represented by the proposed programs.

- The department’s highest estimates were for registered nurses (142 openings) and business positions requiring less than a baccalaureate degree (at least 118 openings).
- Bachelor’s level computer related positions were considered “hot”, especially network systems and data communication analysts (35 openings).
- The department estimated 33 openings for medical assistants, 24 for medical secretaries, and 18 for medical records.
- Graphic design was labeled “hot” but there were no estimates provided for number of openings.
- There were also no estimates for surgical technologists or physical therapist assistants, both deemed “fair,” although both were considered “hot” on the state level.
- The only “hot” prospects within criminal justice were police patrol officers, sheriffs, and security guards, none of which require college courses.

Commission staff compiled a table showing Herzing’s proposed programs and the institutions in Lincoln that offer similar programs. The table is in Appendix 2. Except for two specialized diplomas, all proposed programs are offered by at least one other institution located in Lincoln.

B. Quality of Programs of Instruction to be Offered in the State

High-----Low
√

All of the proposed programs are offered on other Herzing campuses with the same curricula (Appendix 3 details the requirements for each degree and diploma program). The physical therapist assistant program

is offered on the Orlando campus only. All other programs are offered on at least four of Herzing’s ten campuses.

Each bachelor of science degree requires a minimum of 120 semester credit hours including 37 hours of general education courses (34 for nursing). The general education courses are appropriate for a BS degree and include information literacy; English composition or literature; speech; computer applications; mathematics; natural science with a lab component; social or behavioral science; cultural diversity; and humanities with a critical thinking focus.

Associate degrees require a minimum of 60 semester credit hours including 21 hours of general education courses. Diploma programs range from 16 credit hours for CISCO networking to 48 hours for medical assisting.

The programs all appear to be comparable to those offered by the public and private institutions in Lincoln. There are variations within some aspects of the curricula, but the cores of the programs and the requirements seem similar for all. The listing in Appendix 2 also includes accreditation of existing programs in Lincoln.

The Bachelor of Science in Nursing program would be offered entirely on campus. For all other programs about half of the courses would be offered on campus and the other half online. Herzing reports that this maximizes the classroom space and provides more flexible scheduling for students.

Many of the programs, especially in health fields, require an internship, externship, clinical, practicum, or preceptorship. Internships in areas such as business are often relatively easy to obtain, due to the number of companies located in urban areas. Generally, health-related placements are more difficult to secure. Herzing states that the specialized approvals for nursing, physical therapist assistant, and surgical technology require the institution to prove that sufficient clinical sites have been secured to support the program before students can be admitted.

Herzing has spoken to placement coordinators at Alegent Healthcare Systems, which has facilities throughout eastern Nebraska and western Iowa, and received tentative clinical commitments. The university also contacted other potential placement locations such as community hospitals and rehabilitation centers. For the nursing program, Herzing contacted 17 facilities that identified placements for 126 students. Many agreed to support surgical technology students as well. For the physical therapist assistant program, 19 facilities were contacted with placements for 50 to 52 students. Herzing did not differentiate between Lincoln and Omaha programs since the placements are not only in those cities but in surrounding areas. However, there is only one PTA placement within the city of Lincoln and eight nursing placements. Placements nearby are located in Beatrice, Schuyler, Avoca, and Fremont. (Appendix 4 contains the listing of all facilities and placement capacities.)

Some professions must meet state of Nebraska requirements for licensure. These include:

- Physical Therapist Assistant: The National Licensing Examination for Physical Therapist Assistants is required for certification as a physical therapist assistant in Nebraska. Nebraska statutes also require students to have graduated from a program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. (See Section H. for accreditation information.)
- Nursing: Only graduates of nursing programs approved by the Nebraska Department of Health and Human Services (Nebraska Nursing Board) are eligible for licensure in Nebraska. Applicants for licensure must also pass either the National Council Licensure

Examination for Practical Nurses or the National Council Licensure Examination for Registered Nurses.

- Other allied health: There are no state requirements for the other allied health professions that the proposed programs would serve.

There are accrediting bodies that offer optional accreditation for programs. See Section H. for more information on accreditation and Herzing’s stated intentions for seeking accreditation.

C. Quality of Teaching Faculty

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

Herzing intends to hire faculty for the proposed Lincoln programs after receiving Commission approval for their application. Faculty would be hired according to university policy, a copy of which was provided.

Generally, faculty must have at least:

- a master’s degree and expert knowledge in the teaching discipline (for core courses in programs which have a bachelor’s degree in the discipline at Herzing)
- a master’s degree in the teaching discipline, or in a related discipline with 18 credit hours in the teaching discipline (for general education courses)
- a bachelor’s degree and expert knowledge in the teaching discipline (for core courses in programs which do not have a bachelor’s degree in the discipline at Herzing).

Faculty teaching online courses are part of Herzing University’s Online Campus, based in Milwaukee. Herzing reports that all distance learning faculty are provided training on distance learning methodologies and pedagogical support in developing course materials. They are also monitored in the quality of delivery of their online courses by their department chair. The chair logs onto each course section weekly and provides feedback on the quality of student interaction to both the faculty member and the dean.

D. Quality of Library and Support Services

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

The campus would have a relatively small on-site library with a professional librarian on staff. Herzing states that the resources would include core book and journal collections in each of the disciplines

offered on the campus as well as videos/DVDs and tapes.

In addition to the local library, students would be able to check out books from any Herzing University library through interlibrary loan. There is also online material available through two library consortia, NebraskAccess and the Library and Information Resources Network (LIRN). LIRN contains thousands of titles, many available in full-text form. Computers would be available in the library, computer classrooms, and computer commons, with wireless Internet access available throughout the campus building.

The staff would include a registrar, financial aid personnel, and career services support. At the career services center students would receive assistance in resume writing, honing interview skills, and identifying employment opportunities.

E. Legal Form and Ownership

Herzing Incorporated is a for-profit organization incorporated in the state of Wisconsin. The proposal included copies of incorporation documents, a list of the company’s principals, board of directors, and senior administrators, and biographic information for each. Herzing, Inc. has filed with the Nebraska Secretary of State to operate in Nebraska.

F. Financial Soundness & Ability to Fulfill Commitments to Students

High-----	-----	Low
	√	

Herzing University provided audited financial statements for the year ending December 31, 2008. The financials were reviewed by Commission finance staff. Staff noted that Herzing is a Chapter S Corporation with three owners or shareholders. In 2007 the corporation distributed less to the shareholders than it generated in net income. This was not the case in 2008, resulting in a decline in net earnings retained. However, as an S Corporation, Herzing is maintaining as much retained earnings as legally allowed. The remainder is distributed to shareholders. Herzing reported two lines of credit, but one has expired.

The proposal included a three year annualized budget for the Lincoln Campus (for 2010, 2011, and 2012). The budget shows the campus producing a profit in the third year.

The tuition rates per semester would be \$700 per credit hour for the nursing and PTA programs. All other program credit hours are \$460 tuition for the first 11 credit hours each semester and \$445 for any hours beyond 11. This would make the total cost of tuition for the PTA program \$51,100 and \$84,000 for nursing. The cost for all other programs would be approximately \$6,840 per semester if attending full-time. If a student attended part-time only, the cost for a baccalaureate degree would range from \$57,040 to \$63,480; from \$27,600 to \$36,340 for an associate degree; and \$7,360 to \$22,080 for a diploma, depending on the required number of hours.

Selected comparison tuition and fees (roughly estimated):

Program	Herzing	SCC	UNL	Methodist	Wesleyan	Kaplan	Bryan
Business – Bachelor	\$56,560*		\$29,130		\$90,050	\$93,500*	
Business - Associate	\$29,200*	\$8,185*				\$46,750*	
Nursing - BSN	\$84,000*			\$64,300*			\$46,390
Surgical tech (Assoc)	\$29,200*	\$7,000*		\$32,500*			

*includes books

Herzing had previously provided a copy of the college catalog, including the federal return policy for Title IV funds (financial aid), college withdrawal policy, and college refund procedures.

G. Program Location

Herzing University is investigating possible sites for the Lincoln campus. They report that sites under consideration include former retail or light industrial facilities with ample parking. The facility must also have good visibility to the public and the potential to be economically converted for educational purposes. Since Herzing does not propose to provide student housing, the location must also be reasonably close to apartment complexes.

Typical facilities under consideration average between 20,000 and 40,000 square feet and are housed in a single building. The plan for the building includes five lecture classrooms, five computer classrooms, two seminar rooms, one tiered lecture classroom, administrative and faculty offices, and four laboratories. The labs would house medical/science, nursing (simulated hospital ward), surgical technology (simulated operating room), and physical therapist assistant

(simulated PT facility). The sample building layout provided (which is the actual layout for the proposed Omaha facility) also shows a library, bookstore, computer commons, and break room (see Appendix 5).

H. Accreditation

Herzing University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and has been fully accredited since 2004. If approval for the Lincoln programs is received, Herzing will apply to the HLC to include the new location under the university's accreditation. (Action by the state is required before an institution can apply to the HLC.) Some of the proposed programs can or must seek programmatic accreditation by an entity recognized by the U.S. Department of Education.

- Physical therapist assistant: In Nebraska students must have graduated from a program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE has granted Candidacy for Accreditation status to Herzing University for its physical therapist assistant program on its campus in Florida. Herzing states that they will seek CAPTE accreditation for the Lincoln program and will not matriculate students until candidacy status is achieved.
- Surgical technology: Programs in Nebraska do not have to be accredited although accreditation is available from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Accrediting Bureau of Health Education Schools (ABHES). Herzing has stated their intention to apply to ABHES for program accreditation.
- Nursing: The nursing program must be approved by the Nebraska Nursing Board (Department of Health and Human Services) before Herzing can matriculate students. The proposal states that intention. Nursing programs can also be accredited by the National League of Nursing or the Commission on Collegiate Nursing Education, but it is not required in Nebraska.
- Medical assisting: CAAHEP and ABHES also accredit medical assisting programs, although it is not required in Nebraska. The medical assisting degree programs at three other Herzing campuses are accredited by ABHES. Two diploma programs are accredited by CAAHEP. At the public hearing for the medical assisting program in Omaha, a Herzing representative confirmed that they will seek accreditation for the Omaha program. The proposal did not address accreditation for the Lincoln program.
- Medical billing and insurance coding: The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is a national accrediting body for degree-granting programs. The bachelor's program in health informatics at Herzing University's Online Campus is accredited by CAHIIM. At the public hearing for the program in Omaha, a Herzing representative confirmed that they will seek CAHIIM accreditation for the Omaha program. The proposal did not address accreditation for the Lincoln program, which is not required in the state.
- Business: Accreditation is not required. The Association of Collegiate Business Schools and Programs and the Association to Advance Collegiate Schools of Business both accredit business programs. It does not appear that any of Herzing University's business programs are accredited.

I. Transferability of Credits

Since Herzing University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, students should be able to transfer credits in the same manner as they transfer credits earned at any other regionally accredited institution.

Public Hearing

A public hearing was held on April 19, 2010, at the State Capitol in Lincoln. The Commission was represented by Marshall Hill, Kathleen Fimple, Katherine Green, and Miste Adamson-DaMoude. Commissioners Colleen Adam and Clark Anderson were in attendance with Commissioner Adam serving as the hearing officer.

Dr. Bill Getter, Vice President of Academic Affairs for the Herzing University system, spoke in support of the application. He stated that Herzing University was experienced and had the financial resources to provide the programs proposed in the application. The programs that are clinically intense require accreditation or approval before students can be matriculated. Dr. Mary Urbanski, Director of Nursing and Health Programs for the Herzing University system, who was also present, had arranged clinicals in the region for Herzing students without harming the existing programs at other institutions.

In response to specific questions from the Commissioners and Commission staff, Dr. Getter provided the following additional information.

- Herzing does have a line of credit, but they rarely use it.
- In expanding, the university looks for moderate-size cities and a friendly state regulatory environment.
- The physical therapist assistant programs would be modest in size. The accrediting body (CAPTE) requires the institution to secure 150% of the needed placements for clinicals. Herzing now has verbal and written agreements sufficient to meet program needs.
- Instructors for nursing programs are difficult to find, but Herzing has been able to find nurses with master's degrees to teach at all of their program sites. The director of the nursing program must have a Ph.D. Dr. Urbanski already has one qualified applicant. Herzing does not plan to offer an accelerated nursing program.
- Pharmacy technician is a popular program but primarily at Herzing's Canadian institutions where the field is more highly regulated. It is not likely that they would offer a pharm tech program in the United States in the near future.
- The programs with clinicals would have two starts per year with about 24 students. These are considered "anchor programs" which give credibility to a campus and institution.
- The programs' start dates are dependent upon the accreditation/approval process. It takes about a year to complete an application through the Nebraska Board of Nursing. The earliest the PTA program might start is winter 2011, with summer 2012 more likely.
- When students have lower cost options in a city, the advantages to attending Herzing are quality and customer service. Herzing is small, experienced, and very customer oriented. Class sizes don't exceed 24, there are frequent starts, courses are offered consistently year round and throughout the day and evening. There are many adult students (about 15% enroll directly out of high school).
- The primary marketing strategy is utilizing the Internet, although Herzing works with high schools and uses other forms of advertising.
- Tuition and fees compare well with Kaplan; University of Phoenix isn't a competitor in most markets; state-supported institutions always have much lower cost of attendance. Herzing does not anticipate problems with attracting students. They consider 300 students a modest campus and 600 students a robust campus.
- Some of the prospective sites in Lincoln have not materialized. Herzing will not open a location in Lincoln until they have a good location. If necessary, they will build.
- Funding is not predicated on students receiving state support.

- The percentage of Pell eligible students varies with location. The average is about 50% with some as high as 75%.
- In addition to federal and state support for students, Herzing provides its own scholarships and institutional loans.
- Student loan default rates for Omaha are about 4% according to Steve Carper, President of Omaha School of Massage and Healthcare of Herzing University, who was present at the hearing. Across the university, the rate is about 8%. Herzing is not an open enrollment institution. They conduct admissions testing which eliminates students who are not adequately prepared and therefore, if admitted, more likely to default.

There was no testimony in opposition.

Dr. Urbanski offered a comment in a neutral capacity. She stated that the health care and education environment as we know it is changing. What has been for years considered reasonable and customary is no longer the case in many instances. As an example, some of the private physical therapy clinics in Omaha have always held their clinical slots open only for physical therapy students. They recently began taking PTA students as well.

Committee Recommendation: Approve the programs proposed for Lincoln, Nebraska, with the stipulation that classes are not offered until the following conditions have been met:

- 1. an adequate facility is obtained and a Commission staff member has visited the site;**
- 2. a director and faculty are hired and vitae or information on their qualifications are provided to the Commission; and**
- 3. required regional and programmatic accreditation and state programmatic approval, where appropriate, are received and documentation supplied to the Commission.**

Reporting requirements: Out-of-state institutions report annually to the Commission in response to a questionnaire sent each fall.

APPENDIX 1

Herzing University Proposed Instructional Programs
Lincoln Campus

Bachelor of Science in:

- Business Administration
- Computer Science
- Criminal Justice
- Graphic Design
- Health Care Management
- Nursing

Associate of Science in:

- Business Administration
- Computer Networking & Security Technology
- Computer Science
- Criminal Justice
- Graphic Design
- Medical Assisting
- Medical Billing and Insurance Coding
- Physical Therapist Assistant
- Surgical Technology

Diploma in:

- Cisco Networking
- Medical Assisting
- Medical Billing and Insurance Coding
- Microsoft Networking
- Network Systems

APPENDIX 2

Herzing University Proposed Programs for the Lincoln Area

Lincoln Area Institutions offering similar programs	BS Business Admin	BS Computer Science	BS Criminal Justice	BS Graphic Design	BS Health Care Mgmt	BS Nursing	AS Business Admin	AS Computer Networking	AS Computer Science	AS Criminal Justice	AS Graphic Design	AS Physical Therapist Asst	AS Surgical Technology	AS Medical Assisting	AS Medical Billing & Ins. Coding	Cisco Networking Diploma	Microsoft Networking Diploma	Network Systems Diploma	Medical Assisting Diploma	Medical Bill & Ins. Coding Diploma
Bellevue University	X	X	X	X	X															
BryanLGH College of Health						XX														
College of St. Mary	X					XX														
Doane College			X	X																
Kaplan University - Lincoln	X		X				X	X		X				XX						
Nebraska Institute of Tech.									X									X		
Nebraska Wesleyan University	XX	X				XX														
Southeast Community College							XX	X		X		XX	XX		X			X	XX	X
Union College	X	X		X		XX	X				X									
University of Nebraska-Lincoln	XX	X	X																	
<p><i>Programs in bold (XX) hold accreditation from one of the programmatic accreditors listed in Section H.</i></p>																				

APPENDIX 3

Degree and Diploma Programs Proposed by Herzing University

Bachelor of Science degrees:

Major (w/ minors and concentrations)	Total credit hours	General education hours	Hours in the major	Hours in minor/concentration	Elective Hours	Other requirements
Business Administration	124	37	44	no minor	37	4 hrs senior project or internship 2 hrs personal development
w/ a minor in:				22	15	
- accounting						
-business management				25	12	
Computer Science w/ a concentration in:						
-software engineering	138	37	19	36	12 in CS + 28	4 hrs senior project or internship 2 hrs personal development
- computer networking & security technology	134	37	19	36	12 in CS + 24	4 hrs senior project or internship 2 hrs personal development
Criminal Justice						
w/ a concentration in:						
-homeland security	125	37	54	no minor	28	4 hrs senior project or internship 2 hrs personal development
				13	15	
Graphic Design						
	124	37	66	no minor	15	4 hrs senior project or internship 2 hrs personal development
Health Care Management						
	129	37	33 Bus	9 HC Mgt		minimum of 45 hrs from a related associate degree*
Nursing						
	120	34	70*	14 nursg support		2 hrs personal development

*Includes internship/externship (health care management) or clinicals and preceptorship (nursing)

Associate of Science degrees:

Major	Total credit hours	General education hours	Hours in the major	Elective Hours	Other requirements
Business Administration	71	21	41	7*	2 hrs personal development
Computer Networking and Security Technology	79	21	28	28*	2 hrs personal development
Computer Science	78	21	32	23*	2 hrs personal development
Criminal Justice	60	21	31	6*	2 hrs personal development
Graphic Design	67	21	36	8*	2 hrs personal development
Physical Therapist Assistant	73	21	50*		2 hrs personal development
Surgical Technology	65	24	39*		2 hrs personal development
# Medical Assisting	65	21	42*		2 hrs personal development
# Medical Billing and Insurance Coding	65	21	39*	3	2 hrs personal development

Approved for the Omaha School of Massage and Healthcare of Herzing University by the Coordinating Commission for Postsecondary Education on October 22, 2009.

*Includes internship/externship or clinical practicum (physical therapist assistant and surgical technology)

Diplomas:

Major	Total credit hours	Hours in the major	Other requirements
Cisco Networking	16		
Microsoft Networking	24		
Network Systems	32		
# Medical Assisting	48	46*	2 hrs personal development
# Medical Billing and Insurance Coding	45	43*	2 hrs personal development

Previously approved by the Nebraska Department of Education for the Omaha School of Massage and Healthcare of Herzing University.

*Includes internship/externship

Appendix 4

NURSING			
FACILITY	CONTACT PERSON	PHONE NUMBER	# OF STUDENTS
ALEGENT HEALTHCARE SYSTEM-OMAHA	Diane Lee diane.lee@alegent.org		
• Immanuel Medical Center	Sherri Stephany		8
• Bergan Mercy Medical Center	Sherri Stephany		8
• Lakeside Hospital	Sherri Stephany		8
• Lasting Hope Recovery Center	Sherri Stephany		6
ALEGENT HEALTHCARE SYSTEM-PAPILLION			
• Midlands Hospital	Sherri Stephany		8
ALEGENT HEALTHCARE SYSTEM-SCHUYLER			
• Schuyler Memorial Hospital	Roseann Neuhaus		8
ALEGENT HEALTHCARE SYSTEM-COUNCIL BLUFFS, IOWA			
• Mercy Hospital	Susan Esler		8
ALEGENT HEALTHCARE SYSTEM-MISSOURI VALLEY, IOWA			
• Community Memorial Hospital	Debbie Tizzy		8
ALEGENT HEALTHCARE SYSTEM-CORNING, IOWA			
• Mercy Corning Hospital	Angie Ebelyn		8
ST.MARY'S HOSPITAL-AVOCA, NEBRASKA	Kathy Yost		8
BEATRICE COMMUNITY HOSPITAL-BEATRICE, NEBRASKA	Tera Mintze		6
MEMORIAL COMMUNITY HOSPITAL-BLAIR,NE	Tamara Hime		6

Appendix 4

NURSING			
CASS COUNTY COMMUNITY HOSPITAL-ATLANTIC, IOWA	Amber Scott		6
EDMUNSON MEMORIAL HOSPITAL-COUNCIL BLUFFS, IOWA	Sandy Westfall		8
METHODIST HOSPITAL-OMAHA, NEBRASKA	Terri Tipton		8
FREMONT AREA MEDICAL CENTER-FREMONT, NEBRASKA	Angie (Human Resources)		6
ST. ELIZABETH REGIONAL MEDICAL CENTER-LINCOLN, NEBRASKA	Sue Schuelke		8
		Student Totals	126

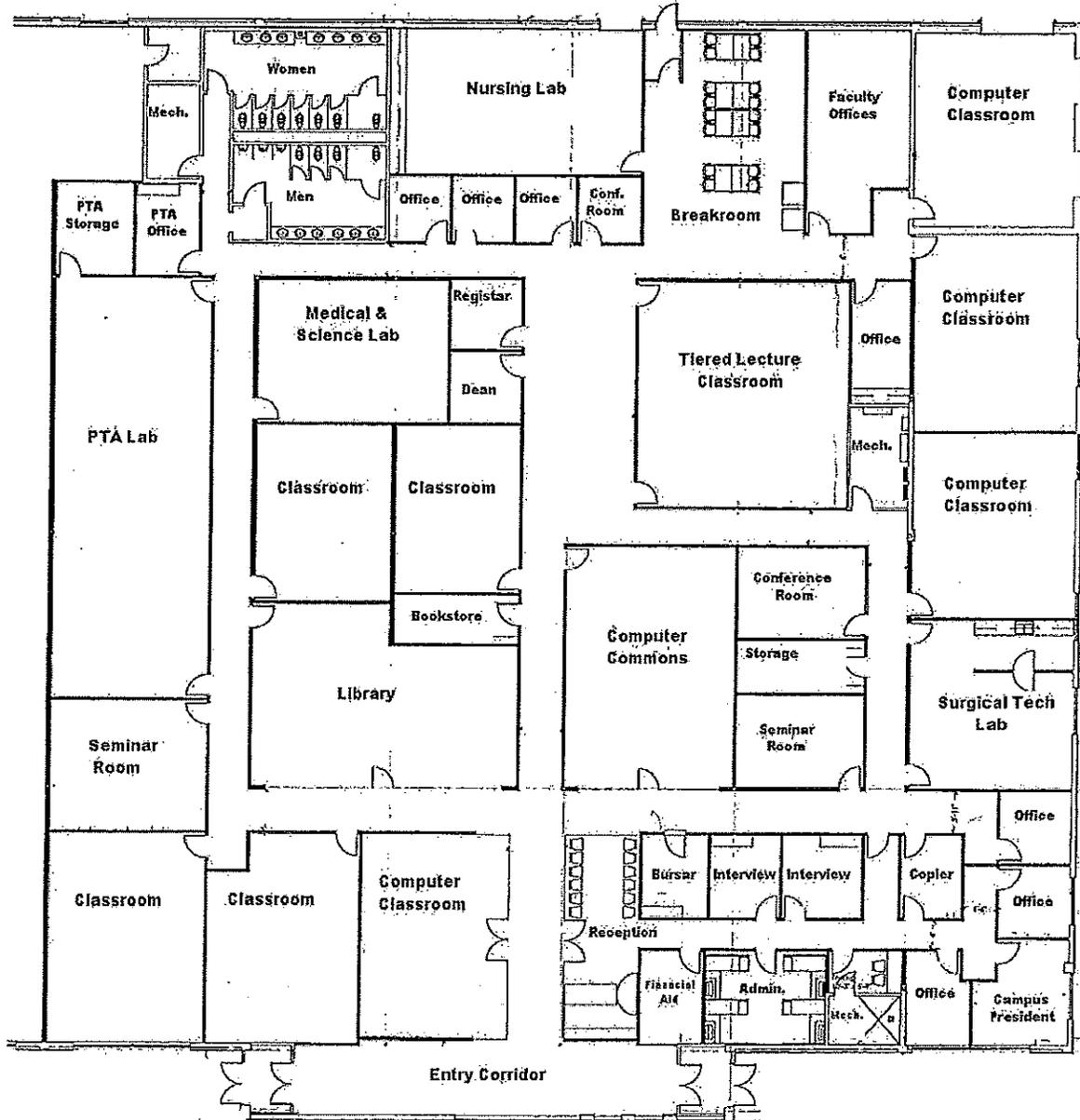
Appendix 4

PHYSICAL THERAPY ASSISTANT			
FACILITY	CONTACT PERSON	PHONE NUMBER	# OF STUDENTS
ALEGENT HEALTHCARE SYSTEM-OMAHA	Diane Lee diane.lee@alegent.org		
• Immanuel Medical Center	Jill Powers		4/WEEK
• Bergan Mercy Medical Center	Jill Powers		4/WEK
• Lakeside Hospital	Jill Powers		4/WEEK
• Lasting Hope Recovery Center	Jill Powers		4/WEEK
ALEGENT HEALTHCARE SYSTEM-PAPILLION			
• Midlands Hospital	Physical Therapy Mgr.		1
ALEGENT HEALTHCARE SYSTEM-SCHUYLER			
• Schuyler Memorial Hospital	Nathan Olson		1-2
ALEGENT HEALTHCARE SYSTEM-COUNCIL BLUFFS, IOWA			
• Mercy Hospital	Tammy Phillips		2
ALEGENT HEALTHCARE SYSTEM-MISSOURI VALLEY, IOWA			
• Community Memorial Hospital	Heather Fogleman		2
ALEGENT HEALTHCARE SYSTEM-CORNING, IOWA			
• Mercy Corning Hospital	Clint Allen		Can take 1 student each day (Mon-Fri)
ST.MARY'S HOSPITAL-AVOCA, NEBRASKA	Tristin Miller		Can take 1 student each day (Mon-Fri)
MEMORIAL COMMUNITY HOSPITAL-BLAIR,NE			

Appendix 4

PHYSICAL THERAPY ASSISTANT			
CASS COUNTY COMMUNITY HOSPITAL-ATLANTIC, IOWA	Mike Ketchum		2
EDMUNSON MEMORIAL HOSPITAL- COUNCIL BLUFFS, IOWA	Lisa Fidone		Can take 1 student each day (Mon-Fri)
METHODIST HOSPITAL- OMAHA, NEBRASKA	Debbie Cuttler		4/week
FREMONT AREA MEDICAL CENTER- FREMONT, NEBRASKA	Human Resources		1-2
ST. ELIZABETH REGIONAL MEDICAL CENTER-LINCOLN, NEBRASKA	Jeff Wiessert		1
ST. JOSEPH VILLA NURSING & REHABILITATION CTR- OMAHA	Tiffany Harrahill		2
NEBRASKA SKILLED NURSING &REHABILITATION- OMAHA	Teresa Lundy		1
EXCEL REHABILITATION- OMAHA	Tom Flynn		2
		Student Totals	50-52

Typical Herzing University Campus Building Layout





OUT-OF-STATE INSTITUTION PROPOSAL To Offer Programs in Nebraska

Institution: Herzing University, Milwaukee, Wisconsin

Programs: Bachelor of Science (BS)
Associate of Science (AS)
Diploma
(see Appendix 1 for a complete listing of majors)

Institution's Existing Degrees in Same or Similar Discipline: All proposed programs are offered at other Herzing University locations

Proposed Site for Delivery: Near 96th and L Streets, Omaha, Nebraska (Omaha Campus of Herzing University)

Proposed Start Date: 2010

Introduction

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

In 2008 Herzing University purchased the Omaha School of Massage Therapy. The Commission subsequently approved Herzing to offer AS degrees in therapeutic massage, medical assisting, and medical billing and insurance coding in Omaha as well as a BS degree in health information management. An AS degree in physical therapy assistant was also proposed but denied by the Commission due to insufficient evidence of ability to provide clinical sites. This proposal is for authorization for Herzing University to offer six additional bachelor of science degree programs, seven new associate of science degree programs, and three additional diploma programs in Omaha but at a separate site from the Omaha School of Massage and Healthcare of Herzing University.

Note: State statute and Commission rules require out-of-state institutions to seek approval to offer courses and/or programs in Nebraska. There is no provision for establishing a new campus, other than the location and facilities portions of the application for a new program.

REVIEW CRITERIA

A. Demonstrated Need and Demand for the Programs in the Area to be Served

High-----Low				
		√		

Herzing conducted a market analysis for the Omaha area. The proposal described the process the university uses in evaluating potential campus locations. Five criteria were identified: geographic, competitive

environment, states that offer grants to students, nursing friendly states/cities, and states that have existing Herzing campuses. Each criterion was weighted 1-5 based on its importance. The highest weighting of 5 was assigned to competitive environment and the lowest to Herzing campuses in the state. The resulting number is called the Market Validity Index. Omaha scored highest in “nursing friendly” and lowest in “competition” and “state grants.” The index number for the city of Omaha was 3.62 (out of 5.0).

On a programmatic level, Herzing used www.simplyhired.com and ihiretherapy.com to support the need for additional physical therapist assistant graduates in the area. The search, conducted on March 9, 2010, revealed seven advertised openings in the Omaha area, 13 in Lincoln, two in Grand Island, and others in Seward, Columbus, Sidney, and Scottsbluff.

Herzing also cited the Nebraska Department of Labor’s projections for employment trends from 2006 to 2016. Those figures indicate a state-wide increase of 48.94% (from 423 to 630) and an entry level wage of \$16.18 per hour (\$22.48 for experienced personnel). The proposal supplemented this data with information from the *Bureau of Labor Statistics – Employment Outlook Handbook*. The *Handbook* projected a national increase of 35% from 2008 through 2018. Among factors cited that will result in an increased demand were: changes to restrictions on reimbursement for physical therapy services by third-party providers resulting in increased patient access; an increase in the number of elderly; and advanced medical technology that permits an increased number of trauma victims and newborns with birth defects to survive.

Commission staff consulted the Nebraska Department of Labor’s Web site for estimated annual job openings in Omaha for some of the fields represented by the proposed programs.

- The department’s highest estimates were for registered nurses (401 openings) and business positions requiring less than a baccalaureate degree (at least 280 openings).
- Bachelor’s level computer related positions were considered “hot”, especially network systems and data communication analysts (108 openings).
- The department estimated 115 openings for medical assistants, 76 for medical secretaries, and 43 for medical records.
- Graphic design was labeled “hot” but there were no estimates provided for number of openings.
- There were also no estimates for surgical technologists or physical therapist assistants, the former deemed “hot” and the latter “fair,” although both were considered “hot” on the state level.
- The only “hot” prospects within criminal justice were correctional officers, police patrol officers, sheriffs, and security guards, none of which require college courses.

Commission staff compiled a table showing Herzing’s proposed programs and the institutions in Omaha that offer similar programs. The table is in Appendix 2. With the exception of two diploma programs, all proposed programs are offered by at least one other institution located in Omaha.

B. Quality of Programs of Instruction to be Offered in the State

High-----Low
√

All of the proposed programs are offered on other Herzing campuses with the same curricula (Appendix 3 details the requirements for each degree and diploma program). Each bachelor of science degree requires a minimum of 120 semester credit hours including 37 hours of general education courses (34 for nursing). The general education courses are appropriate for a BS degree and include

information literacy; English composition or literature; speech; computer applications; mathematics; natural science with a lab component; social or behavioral science; cultural diversity; and humanities with a critical thinking focus.

Associate degrees require a minimum of 60 semester credit hours including 21 hours of general education courses. Diploma programs range from 16 credit hours for CISCO networking to 48 hours for medical assisting.

The programs all appear to be comparable to those offered by the public and private institutions in Omaha. There are variations within some aspects of the curricula, but the cores of the programs and the requirements seem similar for all. The listing in Appendix 2 also includes accreditation of existing programs in Omaha.

The Bachelor of Science in Nursing program would be offered entirely on campus. For all other programs about half of the courses would be offered on campus and the other half online. Herzing reports that this maximizes the classroom space and provides more flexible scheduling for students.

Many of the programs, especially in health fields, require an internship, externship, clinical, practicum, or preceptorship. Internships in areas such as business are often relatively easy to obtain, due to the number of companies in Omaha. Generally, health-related placements are more difficult to obtain. Herzing reports that the specialized approvals for nursing, physical therapist assistant (PTA), and surgical technology require the institutions to prove that sufficient clinical sites have been secured to support the program before students can be admitted.

Herzing has spoken to placement coordinators at Alegent Healthcare Systems, which has facilities throughout eastern Nebraska and western Iowa, and received tentative clinical commitments. The university also contacted other potential placement locations such as community hospitals and rehabilitation centers. For the nursing program, Herzing contacted 17 facilities that identified placements for 126 students. Many agreed to support surgical technology students as well. For the physical therapist assistant program, 19 facilities were contacted with placements for 50 to 52 students. Herzing did not differentiate between Lincoln and Omaha programs since the placements are not only in those cities but in surrounding areas. There are 25 PTA placements within the city of Omaha and 38 nursing placements. Placements nearby are located in Papillion and Blair in Nebraska, and in Council Bluffs, Missouri Valley, Corning, and Atlantic, Iowa. (Appendix 4 contains the listing of all facilities and placement capacities.)

Some professions must meet state of Nebraska requirements for licensure. These include:

- Physical Therapist Assistant: The National Licensing Examination for Physical Therapist Assistants is required for certification as a physical therapist assistant in Nebraska. Nebraska statutes also require students to have graduated from a program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. (See Section H. for accreditation information.)
- Nursing: Only graduates of nursing programs approved by the Nebraska Department of Health and Human Services are eligible for licensure in Nebraska. Applicants for licensure must also pass either the National Council Licensure Examination for Practical Nurses or the National Council Licensure Examination for Registered Nurses.
- Other allied health: There are no state requirements for the other allied health professions that the proposed programs would serve.

There are accrediting bodies that offer optional accreditation for programs. See Section H. for more information on accreditation and Herzing’s stated intentions for seeking accreditation.

C. Quality of Teaching Faculty

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

Herzing intends to hire faculty for the proposed Omaha programs once the Commission has given approval to their application. Faculty would be hired according to university policy, a copy of which was provided.

Generally, faculty must have at least:

- a master’s degree and expert knowledge in the teaching discipline (for core courses in programs which have a bachelor’s degree in the discipline at Herzing)
- a master’s degree in the teaching discipline, or in a related discipline with 18 credit hours in the teaching discipline (for general education courses)
- a bachelor’s degree and expert knowledge in the teaching discipline (for core courses in programs which do not have a bachelor’s degree in the discipline at Herzing).

Faculty teaching online courses are part of Herzing University’s Online Campus, based in Milwaukee. Herzing reports that all distance learning faculty are provided training on distance learning methodologies and pedagogical support in developing course materials. They are also monitored in the quality of delivery of their online courses by their department chair. The chair logs onto each course section weekly and provides feedback on the quality of student interaction to both the faculty member and the dean.

D. Quality of Library and Support Services

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

The campus would have a relatively small on-site library with a professional librarian on staff. Herzing states that the resources would include core book and journal collections in each of the disciplines offered on the campus as well as videos/DVDs and tapes. The library would be on the campus in the new facility physically separate from the Omaha School of Massage and Healthcare of Herzing University (see Section G. for details).

In addition to the local library, students would be able to check out books from any Herzing University library through interlibrary loan. There is also online material available through two library consortia, NebraskAccess and the Library and Information Resources Network (LIRN). LIRN contains thousands of titles, many available in full-text form. Computers would be available in the library, computer classrooms, and computer commons, with wireless Internet access available throughout the campus building.

The staff would include a registrar, financial aid personnel, and career services support. At the career services center students would receive assistance in resume writing, honing interview skills, and identifying employment opportunities.

E. Legal Form and Ownership

Herzing Incorporated is a for-profit organization incorporated in the state of Wisconsin. The proposal included copies of incorporation documents, a list of the company’s principals, board of directors, and senior administrators, and biographic information for each. Herzing, Inc. has filed with the Nebraska Secretary of State to operate in Nebraska.

F. Financial Soundness & Ability to Fulfill Commitments to Students

High-----Low
√

Herzing University provided audited financial statements for the year ending December 31, 2008. The financials were reviewed by Commission finance staff. Staff noted that Herzing is a Chapter S Corporation with three owners or shareholders. In 2007 the corporation distributed less to the shareholders than it generated in net income. This was not the case in 2008, resulting in a decline in net earnings retained. However, as an S Corporation, Herzing is maintaining as much retained earnings as legally allowed. The remainder is distributed to shareholders. Herzing reported two lines of credit, but one has expired.

The proposal included a three year annualized budget for the Omaha Campus (for 2010, 2011, and 2012). The budget shows the campus producing a very small profit in the third year.

The tuition rates per semester would be \$700 per credit hour for the nursing and PTA programs. All other program credit hours are \$460 tuition for the first 11 credit hours each semester and \$445 for any hours beyond 11. This would make the total cost of tuition for the PTA program \$51,100 and \$84,000 for nursing. The cost for all other programs would be approximately \$6,840 per semester if attending full-time. If a student attended part-time only, the cost for a baccalaureate degree would range from \$57,040 to \$63,480; from \$27,600 to \$36,340 for an associate degree; and \$7,360 to \$22,080 for a diploma, depending on the required number of hours.

Selected comparison tuition and fees (roughly estimated):

Program	Herzing	MCC	UNO	Kaplan	Creighton	Methodist	Clarkson
Business – Bachelor	\$56,560*		\$23,760	\$93,500*	\$88,480		
Business - Associate	\$29,200*	\$4,825		\$46,750*			
Criminal Just - Bachelor	\$57,500*		\$23,760	\$93,500*			
Criminal Just - Associate	\$32,660*	\$4780		\$46,750*			
Computer Sci - Bachelor	\$61,640*		\$24,670		\$88,480		
Nursing - BSN	\$84,000*				\$88,480	\$64,300*	\$58,375
PTA - Assoc	\$51,100*					\$36,790*	\$33,060

*includes books

Herzing had previously provided a copy of the college catalog, including the federal return policy for Title IV funds (financial aid), college withdrawal policy, and college refund procedures.

G. Program Location

The Omaha School of Massage and Healthcare of Herzing University is located in southwest Omaha and would continue to house the programs that have been approved for that location. Herzing University has investigated possible sites for the new, larger Omaha campus and is nearing finalization of a location. Typical facilities average between 20,000 and 40,000 square feet and are housed in a single building. The plan for the building under consideration includes five lecture classrooms, five computer classrooms, two seminar rooms, one tiered lecture classroom, administrative and faculty offices, and four laboratories. The labs would house

medical/science, nursing (simulated hospital ward), surgical technology (simulated operating room), and physical therapist assistant (simulated PT facility). The sample building layout provided is the actual layout for the proposed Omaha facility and also shows a library, bookstore, computer commons, and break room (see Appendix 5).

H. Accreditation

Herzing University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and has been fully accredited since 2004. If approval for the additional Omaha programs is received, Herzing will apply to the HLC to include the new location under the university's accreditation. (Action by the state is required before an institution can apply to the HLC.) Some of the proposed programs can or must seek programmatic accreditation by an entity recognized by the U.S. Department of Education.

- Physical therapist assistant: In Nebraska students must have graduated from a program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE has granted Candidacy for Accreditation status to Herzing University for its physical therapist assistant program on its campus in Florida. Herzing states that they will seek CAPTE accreditation for the Omaha program and will not matriculate students until candidacy status is achieved.
- Surgical technology: Programs in Nebraska do not have to be accredited although accreditation is available from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Accrediting Bureau of Health Education Schools (ABHES). Herzing has stated their intention to apply to ABHES for program accreditation.
- Nursing: The nursing program must be approved by the Nebraska Nursing Board (Department of Health and Human Services) before Herzing can matriculate students. The proposal states that intention. Nursing programs can also be accredited by the National League of Nursing or the Commission on Collegiate Nursing Education, but it is not required in Nebraska.
- Business: Accreditation is not required. The Association of Collegiate Business Schools and Programs and the Association to Advance Collegiate Schools of Business both accredit business programs. It does not appear that any of Herzing University's business programs are accredited.

I. Transferability of Credits

Since Herzing University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, students should be able to transfer credits in the same manner as they transfer credits earned at any other regionally accredited institution.

Public Hearing

A public hearing was held on April 19, 2010, at the State Capitol in Lincoln. The Commission was represented by Marshall Hill, Kathleen Fimple, Katherine Green, and Mistie Adamson-DaMoude. Commissioners Colleen Adam and Clark Anderson were in attendance with Commissioner Adam serving as the hearing officer.

Dr. Bill Getter, Vice President of Academic Affairs for the Herzing University system, spoke in support of the application. He stated that in addition to the information provided during the previous hearing for the Lincoln campus, he would like the Commission to know that the lease was ready to sign for the Omaha location. If the application is approved by the Commission, students would be admitted in September 2010.

In response to specific questions from the Commissioners and Commission staff, Dr. Getter provided the following additional information.

- The intent for a new Herzing campus is to spend more than is taken in during the development year. By the end of the first full year, there would be a positive cash flow. Steve Carper, President of Omaha School of Massage and Healthcare of Herzing University, who was also present, said that Omaha had a 6% profit last year. The original budget was for 17% but did not include the expansion. The goal for most years is 17-18%. For the first quarter of 2010 Omaha is at 24%.
- The Omaha School of Massage and Healthcare and the proposed Omaha campus of Herzing University would be two separate facilities. Although both are in southwest Omaha and would be within a mile of each other, they will be primarily stand-alone facilities. There may be a limited sharing of services such as admissions counselors. However, what may appear to be efficient may not be the most effective strategy for serving students.
- The campus presidents for the new Omaha and Lincoln locations will likely be hired locally.
- Over the entire Herzing system, about 75% of the on campus students are full-time. Of the online students, the number is near 50%.
- Baccalaureate programs in which job opportunities do not require a bachelor's degree, such as criminal justice, are designed to help people who are already employed to advance in their field.
- The university is a family operation and the founder has never wanted to sell the company. His daughter, who has the same philosophy, recently became the CEO. In the past, Herzing has purchased smaller institutions in its efforts to expand. Currently, expansion plans focus primarily on adding programs and degrees at existing locations.
- At the home office in Milwaukee, there are roughly 55 employees. The Online Campus is also housed in Milwaukee with about 75 faculty and staff.

There was no neutral testimony or testimony in opposition to the application.

Dr. Mary Urbanski, Director of Nursing and Health Programs for the Herzing University system, was also present.

Committee Recommendation: Approve the programs proposed for the new Omaha, Nebraska, facility, with the stipulation that classes are not offered until the following conditions have been met:

- 1.) the pending lease is signed (or another adequate facility is obtained) and a Commission staff member has visited the site;**
- 2.) a director and faculty are hired and vitae or information on their qualifications are provided to the Commission; and**
- 3.) required regional and programmatic accreditation and state programmatic approval, where appropriate, are received and documentation supplied to the Commission.**

This stipulation does not affect programs already approved for Omaha and offered at the facilities associated with the Omaha School of Massage and Healthcare of Herzing

Reporting Requirements: Out-of-state institutions report annually to the Commission in response to a questionnaire sent each fall.

APPENDIX 1

Herzing University Proposed Instructional Programs
Omaha Campus

Bachelor of Science in:

- Business Administration
- Computer Science
- Criminal Justice
- Graphic Design
- Health Care Management
- Nursing

Associate of Science in:

- Business Administration
- Computer Networking & Security Technology
- Computer Science
- Criminal Justice
- Graphic Design
- Physical Therapist Assistant
- Surgical Technology

Diploma in:

- Cisco Networking
- Microsoft Networking
- Network Systems

APPENDIX 2

Herzing University Proposed Programs for the Omaha Area

Omaha Area Institutions offering similar programs	BS Business Admin	BS Computer Science	BS Criminal Justice	BS Graphic Design	BS Health Care Mgmt	BS Nursing	AS Business Admin	AS Computer Networking	AS Computer Science	AS Criminal Justice	AS Graphic Design	AS Physical Therapist Asst	AS Surgical Technology	Cisco Networking Diploma	Microsoft Networking Diploma	Network Systems Diploma
Bellevue University	X	X	X	X	X											
Clarkson College					X	XX						XX				
College of St. Mary	X					XX										
Creative Center				X							X					
Creighton University	XX	X	X	X		X										
Grace University	X	X				X										
ITT		X						X	X	X						
Kaplan University - Omaha	X		X				X	X		X						
Metropolitan Community College							XX	X	X	X	X			X		
Nebraska Methodist College					X	XX						XX	XX			
University of Nebraska at Omaha	XX	X														
University of Phoenix	XX				X											
Vatterott College								X			X					
<i>Programs in bold (XX) hold accreditation from one of the programmatic accreditors listed in Section H.</i>																

APPENDIX 3

Degree and Diploma Programs Proposed by Herzing University

Bachelor of Science degrees:

Major (w/ minors and concentrations)	Total credit hours	General education hours	Hours in the major	Hours in minor/concentration	Elective Hours	Other requirements
Business Administration	124	37	44	no minor	37	4 hrs senior project or internship 2 hrs personal development
w/ a minor in:				22	15	
- accounting						
-business management				25	12	
Computer Science w/ a concentration in:						
-software engineering	138	37	19	36	12 in CS + 28	4 hrs senior project or internship 2 hrs personal development
- computer networking & security technology	134	37	19	36	12 in CS + 24	4 hrs senior project or internship 2 hrs personal development
Criminal Justice						
w/ a concentration in:						
-homeland security	125	37	54	no minor	28	4 hrs senior project or internship 2 hrs personal development
				13	15	
Graphic Design						
	124	37	66	no minor	15	4 hrs senior project or internship 2 hrs personal development
Health Care Management						
	129	37	33 Bus	9 HC Mgt		minimum of 45 hrs from a related associate degree*
Nursing						
	120	34	70*	14 nursg support		2 hrs personal development

*Includes internship/externship (health care management) or clinicals and preceptorship (nursing)

Associate of Science degrees:

Major	Total credit hours	General education hours	Hours in the major	Elective Hours	Other requirements
Business Administration	71	21	41	7*	2 hrs personal development
Computer Networking and Security Technology	79	21	28	28*	2 hrs personal development
Computer Science	78	21	32	23*	2 hrs personal development
Criminal Justice	60	21	31	6*	2 hrs personal development
Graphic Design	67	21	36	8*	2 hrs personal development
Physical Therapist Assistant	73	21	50*		2 hrs personal development
Surgical Technology	65	24	39*		2 hrs personal development
# Medical Assisting	65	21	42*		2 hrs personal development
# Medical Billing and Insurance Coding	65	21	39*	3	2 hrs personal development

Approved for the Omaha School of Massage and Healthcare of Herzing University by the Coordinating Commission for Postsecondary Education on October 22, 2009.

*Includes internship/externship or clinical practicum (physical therapist assistant and surgical technology)

Diplomas:

Major	Total credit hours	Hours in the major	Other requirements
Cisco Networking	16		
Microsoft Networking	24		
Network Systems	32		
# Medical Assisting	48	46*	2 hrs personal development
# Medical Billing and Insurance Coding	45	43*	2 hrs personal development

Previously approved by the Nebraska Department of Education for the Omaha School of Massage and Healthcare of Herzing University.

*Includes internship/externship

Appendix 4

NURSING			
FACILITY	CONTACT PERSON	PHONE NUMBER	# OF STUDENTS
ALEGENT HEALTHCARE SYSTEM-OMAHA	Diane Lee diane.lee@alegent.org		
• Immanuel Medical Center	Sherri Stephany		8
• Bergan Mercy Medical Center	Sherri Stephany		8
• Lakeside Hospital	Sherri Stephany		8
• Lasting Hope Recovery Center	Sherri Stephany		6
ALEGENT HEALTHCARE SYSTEM-PAPILLION			
• Midlands Hospital	Sherri Stephany		8
ALEGENT HEALTHCARE SYSTEM-SCHUYLER			
• Schuyler Memorial Hospital	Roseann Neuhaus		8
ALEGENT HEALTHCARE SYSTEM-COUNCIL BLUFFS, IOWA			
• Mercy Hospital	Susan Esler		8
ALEGENT HEALTHCARE SYSTEM-MISSOURI VALLEY, IOWA			
• Community Memorial Hospital	Debbie Tizzy		8
ALEGENT HEALTHCARE SYSTEM-CORNING, IOWA			
• Mercy Corning Hospital	Angie Ebelyn		8
ST.MARY'S HOSPITAL-AVOCA, NEBRASKA	Kathy Yost		8
BEATRICE COMMUNITY HOSPITAL-BEATRICE, NEBRASKA	Tera Mintze		6
MEMORIAL COMMUNITY HOSPITAL-BLAIR,NE	Tamara Hime		6

Appendix 4

NURSING			
CASS COUNTY COMMUNITY HOSPITAL-ATLANTIC, IOWA	Amber Scott		6
EDMUNSON MEMORIAL HOSPITAL- COUNCIL BLUFFS, IOWA	Sandy Westfall		8
METHODIST HOSPITAL- OMAHA, NEBRASKA	Terri Tipton		8
FREMONT AREA MEDICAL CENTER- FREMONT, NEBRASKA	Angie (Human Resources)		6
ST. ELIZABETH REGIONAL MEDICAL CENTER-LINCOLN, NEBRASKA	Sue Schuelke		8
		Student Totals	126

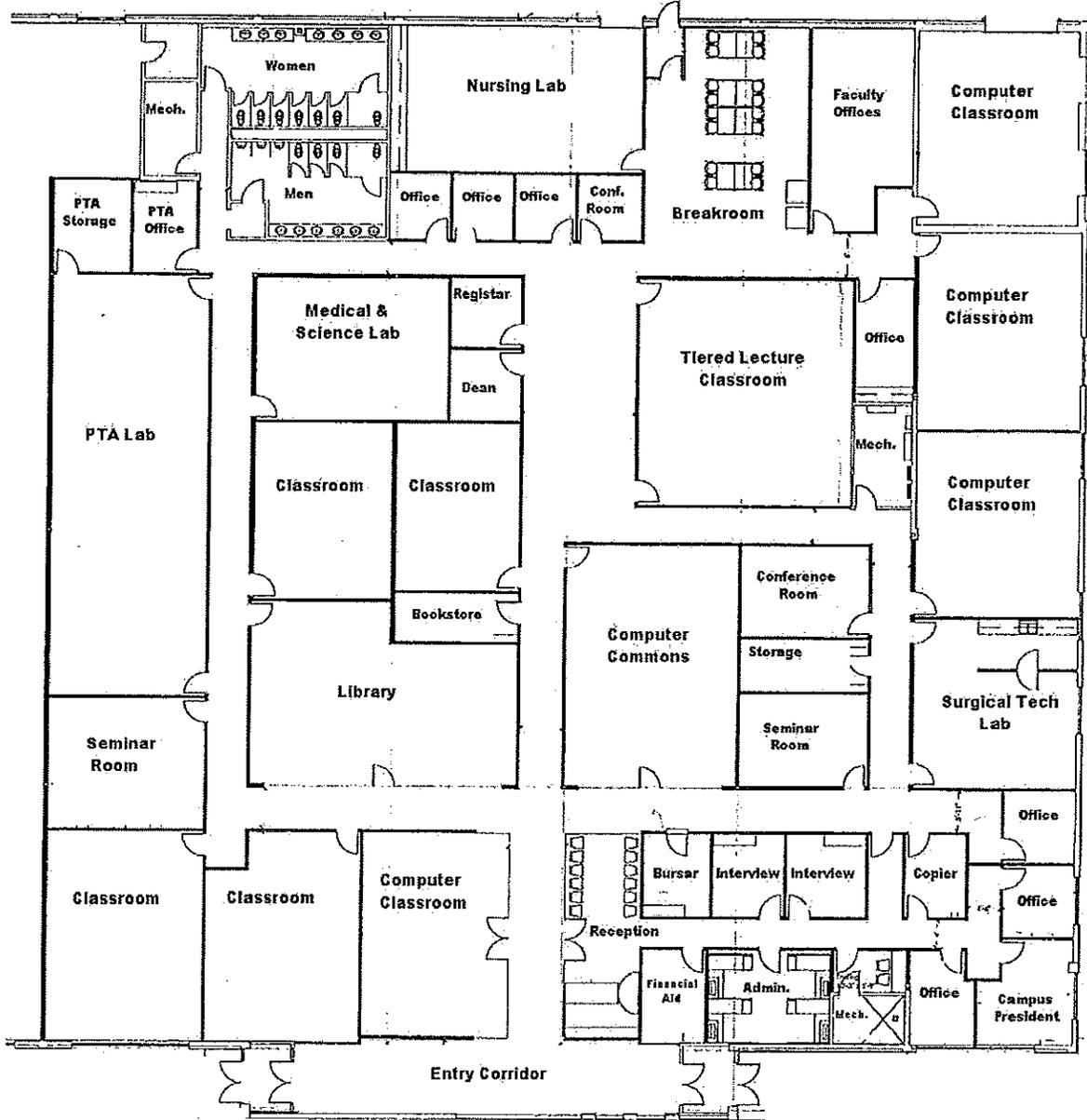
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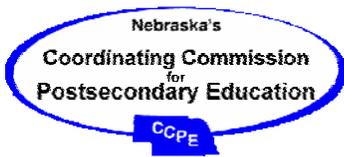
PHYSICAL THERAPY ASSISTANT			
FACILITY	CONTACT PERSON	PHONE NUMBER	# OF STUDENTS
ALEGENT HEALTHCARE SYSTEM-OMAHA	Diane Lee diane.lee@alegent.org		
• Immanuel Medical Center	Jill Powers		4/WEEK
• Bergan Mercy Medical Center	Jill Powers		4/WEK
• Lakeside Hospital	Jill Powers		4/WEEK
• Lasting Hope Recovery Center	Jill Powers		4/WEEK
ALEGENT HEALTHCARE SYSTEM-PAPILLION			
• Midlands Hospital	Physical Therapy Mgr.		1
ALEGENT HEALTHCARE SYSTEM-SCHUYLER			
• Schuyler Memorial Hospital	Nathan Olson		1-2
ALEGENT HEALTHCARE SYSTEM-COUNCIL BLUFFS, IOWA			
• Mercy Hospital	Tammy Phillips		2
ALEGENT HEALTHCARE SYSTEM-MISSOURI VALLEY, IOWA			
• Community Memorial Hospital	Heather Fogleman		2
ALEGENT HEALTHCARE SYSTEM-CORNING, IOWA			
• Mercy Corning Hospital	Clint Allen		Can take 1 student each day (Mon-Fri)
ST.MARY'S HOSPITAL-AVOCA, NEBRASKA	Tristin Miller		Can take 1 student each day (Mon-Fri)
MEMORIAL COMMUNITY HOSPITAL-BLAIR,NE			

Appendix 4

PHYSICAL THERAPY ASSISTANT			
CASS COUNTY COMMUNITY HOSPITAL-ATLANTIC, IOWA	Mike Ketchum		2
EDMUNSON MEMORIAL HOSPITAL-COUNCIL BLUFFS, IOWA	Lisa Fidone		Can take 1 student each day (Mon-Fri)
METHODIST HOSPITAL-OMAHA, NEBRASKA	Debbie Cuttler		4/week
FREMONT AREA MEDICAL CENTER-FREMONT, NEBRASKA	Human Resources		1-2
ST. ELIZABETH REGIONAL MEDICAL CENTER-LINCOLN, NEBRASKA	Jeff Wiessert		1
ST. JOSEPH VILLA NURSING & REHABILITATION CTR-OMAHA	Tiffany Harrahill		2
NEBRASKA SKILLED NURSING & REHABILITATION-OMAHA	Teresa Lundy		1
EXCEL REHABILITATION-OMAHA	Tom Flynn		2
		Student Totals	50-52

Typical Herzing University Campus Building Layout





NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Metropolitan Community College (MCC)

Program: Health Information Technology

Award: Specialist Diploma

Institution's Existing Degree(s) in Same or Similar Discipline: Health Information Management Services, AAS and Certificate

Proposal Received by Commission: March 25, 2010

Proposed Start Date: Fall 2010

Description

The proposed program is designed to train students to facilitate the implementation and support of an electronic health care system. The curriculum would require six courses that total 27 quarter credit hours (18 semester credit hours). Course topics would include health care business process and systems analysis, health care/medical office management, health care technology, and applied training and presentations in health care. Courses would be offered online and on campus.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

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

MCC notes the growing emphasis on Electronic Health Records (EHRs) in today's society. As health data become increasingly digitized, the opportunities increase for people with the skills and knowledge to collect, analyze, monitor, maintain, and report health data. All of the data handling must be in accordance with established data quality principles, professional best-practice guidance, and legal and information security standards.

MCC cites the US Department of Labor's estimate of 40% job growth in health information and informatics. As evidence of that need, MCC was recently awarded an ARRA grant from Health and Human Services to provide Health Information Technology (HIT) training statewide. The Nebraska Health Information Initiative (NeHII), which would help market the program, reports that in less than a year over 1.5 million patients have registered with approximately 500 Nebraska physicians using the EHRs system. MCC reports that NeHII and the state of Nebraska were recently recognized as leading the area of HIT implementation.

Commission staff consulted the Nebraska Department of Labor’s Web site. The department estimates 43 annual openings in the Omaha area for medical records and health information technicians with an average hourly wage of \$16.36 (\$34,029 annually).

B. Demand for the Program

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

MCC states that their Health Information Management Services (HIMS) program is “highly successful” and that many current and former students will want to complement their skill set by adding courses that focus on the technology aspect of HIMS. The program may also attract students from the Information Technology program.

MCC initially made a conservative estimate of enrollments, based on feedback from NeHII and employers, of 10 to 20 students. MCC subsequently received notice of the ARRA grant, which provides resources for training 150 people state wide. They did not revise their enrollment projections, but with the funding provided, enrollments are likely to exceed initial projections. The grant is indicative of the current focus on health care in this country, including the role of EHRs, and suggests that MCC will have a sufficient number of students enroll in the program.

C. Avoidance of Unnecessary Duplication

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

The only comparable program in Nebraska is Central Community College’s 18 hour certificate in health informatics. Other institutions, public and private, in Omaha and throughout the state offer associate and baccalaureate degrees in areas related to health information management or technology.

D. Resources: Faculty/Staff

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

MCC reports that curriculum development with an industry partner would be funded by a Department of Labor grant. Six courses are currently under development. The first year courses would be taught by a part-time faculty member. That position would become full-time in the second year. The budget reflects this staffing. Adjunct faculty would be hired as needed with program growth.

E. Resources: Physical Facilities/Equipment

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

MCC intends to initially offer the courses online, so there would be little additional physical space needed. Eventually all or part of the program may be offered face-to-face, but only general purpose and computer classrooms would be needed.

Funding for instructional needs would come from the ARRA/HHS grant. The budget projects annual expenditures of over \$37,000 for software licenses. MCC states that their Academic Data Center would provide support for the server-based software. The college will also purchase or build trainers for the program.

F. Resources: Library/Information Access

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

Although not directly addressed, the budget includes software and the ARRA/HHS grant covers instructional materials that would include books. Since MCC has a fairly large HIMS program, there should be sufficient information resources available to students.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$344,580	Reallocated Funds	
General Operating	\$5,000	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees*	\$502,700
Equipment		Other: DOL grant	\$50,000
Software Licenses	\$190,000		
Five-Year TOTAL	\$539,580	Five-Year TOTAL	\$552,700**

*Based on \$48 per credit hour with 7-8 courses in the first year, increasing to 20 courses by the second year.

**This does not include the ARRA/HHS grant, which would increase the revenue total.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2014



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Southeast Community College (SCC)

Program: Energy Generation Operations

Award: Associate of Applied Science (AAS)

Institution's Existing Degree(s) in Same or Similar Discipline: Ethanol Production (certificate)

Proposal Received by Commission: February 23, 2010

Proposed Start Date: January, 2011

Description

The purpose of the proposed degree program is to prepare graduates for entry-level jobs in a variety of energy generation fields including, nuclear, coal, natural gas, biofuels, and wind. Employees monitor conditions in the plant, make remote adjustments as needed, and generally control the overall plant operation.

The general skills needed for power plant operators are similar for all types of power sources, so the program would require all students to take a common core of courses related to systems, safety, process dynamics, motor controls, and other topics. The core would consist of 64.5 to 69 quarter credit hours (43-46 semester hours), including an internship, with an additional 28.5 quarter credit hours (19 semester hours) in general education and other required courses. In the last quarter, students would take courses in their chosen focus area (nuclear, fossil fuels, biofuels, or wind). Focus area requirements would range from 12 quarter credit hours (9 semester hours) to 19.5 quarter credit hours (13 semester hours). The total requirements for the degree would range from 105 to 117 quarter credit hours (70-78 semester hours).

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

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

Representatives from Lincoln Electric System (LES) and Nebraska Public Power District (NPPD) contacted SCC stating their need for plant operators. NPPD supplied SCC with a list of retirement-eligible plant operators, working operation leads, and shift managers. In 2009, 43 employees were eligible to retire; that number is estimated to be almost 100 by 2019.

SCC also cites a 2006 study, "The Aging Workforce in the Utility Industry," that estimated 1000 new plant managers would be needed per year for the next decade (presumably in the U.S.).

The power industry, according to SCC, has traditionally trained its own plant operations personnel, but internal training can no longer keep up with the demand and existing community college programs do not meet the industry’s needs.

Wind energy and other “alternative” energy sources are relatively new to Nebraska, so there is not a long history of workforce development in those areas. SCC cites figures from the U.S. Department of Energy ranking Nebraska sixth in the nation for wind power potential, but 22nd in installed wind generation capacity. The proposal also discusses solar and other renewable energy sources and states that SCC is in a position to meet industry needs in these areas. There is no focus area proposed for this field, but SCC states that the program design is flexible so that such a focus could be added.

B. Demand for the Program

High-----Low				
		√		

SCC states that they have received many calls and inquiries regarding the type of training the proposed program would provide. Power generating companies have also requested help to fill vacancies. SCC estimates a minimum of eight students in the first class and a maximum of 25 by the third cycle, presumably based on this information.

The college currently offers a certificate in ethanol production which would be rolled into the new program, presumably with the existing courses as part of the biofuels focus area. The ethanol production certificate would not be retained. SCC also states that they may add an energy generation operations certificate and/or diploma program in the future if industry needs it.

C. Avoidance of Unnecessary Duplication

High-----Low				
		√		

While there is not a program with this title in Nebraska, Metropolitan Community College offers an AAS degree in Process Operations Technology. The purpose of that program is to train graduates to operate and maintain continuous process operating plants, such as power generating plants, ethanol plants, and bio-diesel plants. This new program may help fill the void identified by SCC (see Section A.)

D. Resources: Faculty/Staff

High-----Low				
		√		

SCC reports that one faculty member would be hired for the first year and a second person hired in year two if a second cohort of students is started. The specialized courses in the sixth quarter would be taught by adjuncts, including personnel from NPPD. The wind energy focus would not be implemented immediately, so faculty with that expertise would not initially be needed.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

SCC did not report a need for new facilities or equipment. The college has table top trainers that could be used. Facilities and equipment for other programs, such as HVAC, electrical/electromechanical, and electronics, would be used by the proposed program. The NPPD training center would also be utilized. However, there is \$60,000 allocated in the budget for non-specified equipment that might be needed in the future.

F. Resources: Library/Information Access

High-----Low
√

SCC reports that the Learning Resource Center would expand their holdings “as necessary to support book and trade journal needs” of the proposed program but there is no budget item for library materials.

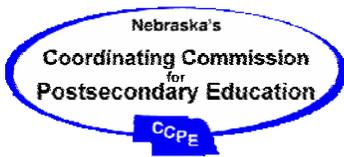
G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$755,000	Reallocated Funds	\$382,000
General Operating	125,000	New State Funds	15,000
Library		New Local Funds	15,000
Facilities		Tuition and Fees	528,000
Equipment	60,000	Other:	
Five-Year TOTAL	\$940,000	Five-Year TOTAL	\$940,000

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2014.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Western Nebraska Community College (WNCC)

Program: Wind Energy Technician

Award: Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: None

Proposal Received by Commission: April 21, 2010

Proposed Start Date: Fall 2010

Description

The proposed certificate program is designed to train students to operate, maintain, and repair wind turbines. The 36 semester credit hour curriculum includes courses in wind plant systems, hydraulic systems, safety, electrical systems, diagnostics and test equipment, supervisory control and data acquisition, and troubleshooting, as well as two general education courses. The skill set incorporated in the curriculum aligns with the core skill set outlined by the American Wind Energy Association (AWEA).

Consistent with Institutional Role and Mission? √ YES _____ NO

Consistent with Statewide Comprehensive Plan? √ YES _____ NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low
	√	

WNCC reports that the Wildcat Ridge Wind Farm is currently in the beginning phases of development for Banner County (directly south of Scotts Bluff County). The farm is scheduled to have almost 1,000 wind turbines. Based on estimates of a farm of similar size, this would mean the creation of 50 or more full time jobs to maintain the field. WNCC also notes that in North Dakota, a state with similar wind energy to Nebraska, the Public Service Commission is projecting a need for at least 180 wind energy technicians by 2012 to maintain the 480 turbines established in that state.

The proposal also cites windindustryjobs.com for an estimate of jobs openings: wind farm construction (49), wind farm management (37), wind project/farm development (53), and wind resource assessment (5). Although not specified, it is presumed that these are for Nebraska. WNCC did state that the industry standard is one employee for every six turbines.

As an additional impetus to wind energy development, on April 12, 2010, Governor Heineman signed LB 1048, designed to attract wind-energy companies that would export the energy from the state. Staff has included the intent language from the bill on the last page of this document.

B. Demand for the Program

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

WNCC states that a certificate would give students the short-term education needed for entry into the industry as well as laying the foundation for an associate’s degree. The one-year program would also give students faster access to the job market. WNCC anticipates 15 to 20 students in the first year of the program, growing to over 40 by the second year. The enrollment projections were based in part on the 41 inquiries WNCC has already received about the program, as well as the 1:6 industry standard for employees. The proposal listed numerous companies with which the college has established a relationship, including Vestas, enXco, the Peetz/Cedar Creek Power Plants, Midwest Wind Energy, Northstar Wind Towers, LLC., Ainsworth Wind Energy Facility, Johnson Controls, and Nebraska Public Power District. These certainly could be sources for potential students.

C. Avoidance of Unnecessary Duplication

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

Northeast Community College offers a wind energy diploma, approved by the Commission in April 2009. There are no other public institutions with wind energy programs in the western two-thirds of the state. There are three programs in neighboring states: Casper (WY) Community College (renewable energy AAS and certificate), Laramie County (WY) Community College (wind energy AS and AAS), and Red Rocks (CO) Community College (renewable energy associate degree and certificate).

D. Resources: Faculty/Staff

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

WNCC states they will need to hire one new faculty member to teach the technical courses during the first year and a second faculty member the second year. No new administrative or support personnel would be needed. Both faculty lines are included in the budget.

E. Resources: Physical Facilities/Equipment

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

The program would be housed in Sidney at the Sidney Municipal Airport where the aviation mechanic program is also located. WNCC selected Sidney for the program location because of its proximity to major wind energy production sites. Just south of Sidney in Colorado is the fifth largest wind farm in the United States. To the west of the city is the Kimball Wind Farm and the proposed Wildcat Ridge facility would be located northwest of Sidney.

The college reports that they would construct a new building adjacent to the Aviation Mechanic Building. The 1600 square foot facility would include a climbing structure, classrooms, and labs. The proposal did not indicate if faculty offices would be located in the new building or in the Sidney Center.

Computer and technical equipment to replicate jobsite activities would need to be purchased or leased. This includes a demonstration wind tower, wind power simulators, electronics equipment, a turbine, a generator, and a hydraulic power unit. The budget shows over \$1 million in the first year for equipment, with much smaller amounts in the following four years. Most of this cost would be covered by federal funding.

F. Resources: Library/Information Access

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

The proposal states that the library at the Sidney Center currently has 16 books directly related to wind energy. Other books available at the Scottsbluff campus would be moved to Sidney to initiate the program.

Additional books would be purchased, as evidenced by \$5,000 for library resources in the budget. Online databases and interlibrary loan are also available to students at the Sidney Center.

G. Budget

The budget also includes significant “other expenses”. The proposal lists educational and instructional materials and marketing as components of this category.

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

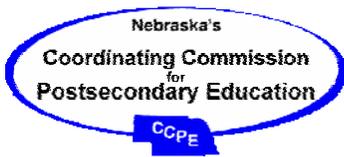
PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$1,127,267	Reallocated Funds	
General Operating	261,917	New State Funds	\$536,623
Library	5,000	New Local Funds	536,623
Facilities	558,341	Tuition and Fees	506,160
Equipment	1,114,263	Other: grants	1,840,120
Other	352,739		
Five-Year TOTAL	3,419,527	Five-Year TOTAL	\$3,419,526

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2014

The Nebraska Legislature provided this explanation of the intent of LB 1048.

The intent of LB 1048 is to encourage and allow opportunities for private developers to develop, own, and operate renewable energy facilities for the export of wind energy from the state, while at the same time preserving the benefits Nebraskans receive as a result of the state’s unique public power system. The bill would create a mechanism for the Nebraska Power Review Board to consider, and approve of, such renewable energy facilities for the purpose of energy export. The bill also provides an exemption from public power’s use of eminent domain for export projects, thus removing what is viewed as a significant barrier to greater wind energy development. In addition, the bill provides a new method for taxing projects that will benefit local communities and the developers by creating an alternative to the five-year accelerated depreciation of personal property schedule that is currently in place.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln (UNL)
Program: Music
Award: PhD
Institution's Existing Degree(s) in Same or Similar Discipline: Doctor of Musical Arts (DMA)
 Master of Music
Proposal Received by Commission: April 19, 2010
Proposed Start Date: Upon CCPE Approval

Description

UNL currently offers a Doctor of Musical Arts degree that focuses on the creation and performance of music. The proposed PhD program would focus on research and scholarship. The curriculum for the proposed program is currently offered through the College of Education and Human Sciences (CEHS). The PhD in that college is in Educational Studies with a specialization in Teaching, Curriculum and Learning and a concentration music education.

The proposed degree would initially feature a focus in music education with the intent of preparing students to hold faculty positions in research-oriented universities and thus educate future K-12 teachers. Other foci, such as music history or music theory, could be added as demand dictates. The requirements would include core music courses, research tools, and dissertation which would be common to all students. To complete the 90 hours students would also take courses and seminars in their major area of study as well as in a minor or related field.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

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

UNL quotes one of the goals of *The National Standards for Arts Education (1994)*. That goal is for students to be able to “compose and arrange music within specified guidelines.” According to UNL, the profession has not been focusing on this aspect in educating K-12 music teachers. UNL also cites a 2004 study that reports that Great Plains/Midwest states are experiencing a shortage of K-12 music teachers.

Music is often reported by the Nebraska Department of Education as a shortage area. It was designated as such in 2009-10 but was not on the list of shortage areas for 2010-11.

UNL also reports that for people seeking a doctoral degree in music education, the PhD in music is the preferred degree, rather than a PhD in education.

B. Demand for the Program

High-----Low				
			√	

UNL reports that the College of Fine and Performing Arts receives about nine requests per year for information about doctoral programs with an emphasis on music education. In one section of the proposal they project two to three students would enroll each year for the first five years, although in another section they suggest that four to six per year might enroll while continuing to teach in the state. Faculty members have been in contact with Lincoln Public Schools to investigate locations for practica for the doctoral students.

IPEDS data shows an average of ten graduates per year for the DMA. Because the current PhD is part of an interdisciplinary Educational Studies program, the number of graduates in the music education focus cannot be determined from IPEDS. Upon CCPE staff inquiry, UNL reported an average of 1.2 graduates per year, with five students currently enrolled in the program and a sixth admitted for fall 2010.

C. Avoidance of Unnecessary Duplication

High-----Low				
			√	

There is not a similar program in Nebraska, but similar doctoral education is available in many neighboring states, including Colorado, Kansas, Iowa, and Missouri. UNL reports that all MHEC states except South

Dakota offer a PhD in music. It would be difficult for employed K-12 teachers to take advantage of out-of-state programs, but that could be the case for the proposed program as well. UNL has a residency requirement for students employed in their major field. They must complete 24 credit hours of graduate study within a consecutive two-year period, at least 12 of which must be after receiving a master’s degree. Significant online and/or summer scheduling would be needed for a K-12 teacher to meet this requirement.

D. Resources: Faculty/Staff

High-----Low				
		√		

The proposal listed 14 music faculty members and their areas of expertise. Seven of the 14 have expertise in some aspect of music education and one of them will oversee the program. It is not clear if

there are also faculty members from CEHS who would be available to teach in the program. UNL states that no new faculty would be needed but that three graduate assistantships would be relocated to the music education focus area from within the College of Fine and Performing Arts. Both the assistantships and reallocated funds are listed in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low				
	√			

The facilities available to the UNL School of Music are Kimball Recital Hall, an 850-seat concert venue, space in Mabel Lee Hall, and the Westbrook Music Building. Westbrook houses offices, classrooms,

rehearsal halls, practice rooms, music technology facilities, and the music library. The building also includes a new state-of-the-art computer lab equipped with keyboards.

F. Resources: Library/Information Access

High-----Low				
	√			

The proposal listed the collections available in the music library, including 56,000 scores, books, and microfilms, 17,000 sound recordings, and more than 160 periodical subscriptions. The library also provides

locations for listening to sound recordings and viewing tapes/DVDs. There are funds identified in the budget for library acquisitions.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$189,125	Reallocated Funds	\$189,125
General Operating		New State Funds	
Library	\$5,000	New Local Funds	
Facilities		Tuition and Fees	\$189,725
Equipment		Other: grants	
Five-Year TOTAL	\$194,125	Five-Year TOTAL	\$378,850

Committee Comment:

The evidence of need and demand is not strong, especially for other focus areas. However, the curriculum and the necessary resources for the music education focus are in place and currently lead to an existing PhD offered through CEHS. Placing that program within the School of Music is a reasonable adjustment that would likely benefit students.

Any additional focus areas would need to be evaluated to determine if they constituted new instructional programs.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2011



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln (UNL)
Program: Nebraska Beef Industry Scholars
Award: Certificate (undergraduate)
Institution's Existing Degree(s) in Same or Similar Discipline: Animal Science, BSAS
Proposal Received by Commission: April 19, 2010
Proposed Start Date: None identified

Description

The Nebraska Beef Industry Scholars certificate program would focus on providing opportunities for students to interact with leaders in the beef industry, emphasizing issues, policies, and careers. Students interested in advanced experiences in the industry would apply to the program as a freshman and be evaluated annually in order to progress through the program. The certificate would be awarded only upon completion of all requirements and a bachelor's degree.

The curriculum would consist of nine semester credit hours of new specialized courses. The new courses would be one or two credits each and participatory in nature (seminar, tour, internship, etc.). Three existing agricultural courses (9-10 credit hours) would also be required. In addition to the coursework, students would be required to participate in three activities, such as developing a beef mentor or attending a regional or national discipline-specific meeting.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low
	√	

According to UNL the beef cattle industry as a whole constitutes the largest segment of agriculture in the state (55% of agricultural revenue). There are over 4,500 feeding operations, 20,000 beef cow operations, and the country's largest packing/processing sector. Nebraska also plays a pivotal role in nationwide beef production. The proposed certificate would strengthen ties with Nebraska industry, aid in recruitment and retention of undergraduate students, and allow graduates to be easily identified by prospective employers looking for leaders in the beef cattle industry.

The certificate is essentially an additional credential a student can earn simultaneously with their baccalaureate degree. It would give industry the assurance that the student has initiative, leadership, and specialized knowledge.

B. Demand for the Program

High-----Low				
		√		

UNL anticipates an enrollment of 20 students per year in the certificate program (revenue projections are based on this number). Since the certificate would give a student a competitive advantage, there should be interest in the program. This is especially true since the student can graduate without accruing additional hours beyond the requirement for the bachelor's degree.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no undergraduate certificate programs in the state that are comparable to the proposed program. Nebraska College of Technical Agriculture does offer a certificate program in Animal Production Systems-Beef Production Emphasis. The curriculum, however, is significantly different from the proposed program. Since the Nebraska Beef Industry Scholars certificate would be earned alongside the bachelor's degree, a student could not reasonably earn a certificate that might be offered elsewhere, especially out of state.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNL reports that the only needed faculty time would be a small portion of a current faculty member's instructional FTE. About 5% would be assigned to administration of the certificate program. While nine credit hours of the curriculum are new, no new faculty would be needed since the courses are primarily participatory and some of the activities related to those courses are currently offered. Instead, the administration would involve arranging for tours, internships, summits, travel, etc. UNL will also establish an external advisory committee for the program.

E. Resources: Physical Facilities/Equipment

Acceptable				
yes	√		no	

The three-credit courses are currently offered at UNL. The new courses would require only a classroom or would be held off campus. Therefore, no additional instructional facilities or equipment would be needed.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

Since the program would draw on existing courses and topics, the Commission accepts that resources are sufficient.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$25,417	Reallocated Funds	\$25,417
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	\$112,200
Equipment		Other	
Five-Year TOTAL	\$25,417	Five-Year TOTAL	\$137,617

Committee Recommendation:
First Program Review Date:

Approve
Due June 30, 2014



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center (UNMC)

Program: Public Health

Award: Professional Certificate (graduate)

Institution's Existing Degree(s) in Same or Similar Discipline: Master of Public Health

Proposal Received by Commission: April 19, 2010

Proposed Start Date: None identified

Description

The goal of the proposed certificate is to educate a new generation of public health professionals and to meet the educational needs of current students and professionals working in public health and other medical fields. Professionals interested in public health are not limited to people working in local or regional public health departments. Others might include veterinarians, clinical scientists, and doctors and nurses in private practice. To be eligible for admission to the proposed program, individuals must have completed a baccalaureate degree in a relevant discipline. People who have earned a graduate or professional degree but wish to earn the certificate would also be eligible.

The 18 semester credit hour curriculum would include five required courses (administration, biostatistics, environment and safety, health behavior, and epidemiology) and one elective course. There are no new courses, but if new courses are developed in the College of Public Health they may be added to the elective list. The existing courses are routinely offered on campus and by live video-streaming and IP video. In the future they will also be available asynchronously through the Blackboard web platform.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low
	√	

UNMC reports that 95% of the current public health workforce in Nebraska has not received any formal training in the field. Additionally, the number of departments of health in the state has increased by 18 in the past few years. It is also likely that health departments in the future will be certifiable, requiring at least some staff with formal public health education. There is a growing international demand for public health workers as well. UNMC intends to recruit students from Nebraska, the U.S., and international institutions.

B. Demand for the Program

High-----Low				
		√		

The proposed certificate is in direct response to a need expressed by the existing health profession workforce, according to UNMC. Many of these professionals are employed in small towns and do not have the time, resources, or inclination to earn a full master’s degree.

The number of courses required and various formats in which the proposed program would be offered would make the certificate attractive to working professionals. However, there are many online certificate programs available in the U.S. (see Section C.)

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

There are no post-baccalaureate certificates offered at any public or private institution in Nebraska. However, many institutions and colleges of public health nationwide offer such certificates, including the University of Iowa and Kansas State University. Many of these certificates are also available online.

D. Resources: Faculty/Staff

Acceptable				
yes	√		no	

The courses are all currently offered by UNMC full-time faculty, so no additional faculty would be needed. A program director would be appointed by the Dean of the College of Public Health.

E. Resources: Physical Facilities/Equipment

High-----Low				
√				

The courses are currently taught in the Michael Sorrell Center for Health Sciences Education. The new Harold M. and Beverly Maurer Center for Public Health building is schedule for completion in fall 2010. The facility will have classrooms, a computer laboratory, and distance education technology that would be available for this program.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

Students enrolled in the proposed program would have access to the same library and informational resource materials as students in the Master of Public Health and doctoral programs.

G. Budget

The University of Nebraska reports that there would be no additional cost to offer this program and so did not provide a budget. UNMC, however, did note that implementation and maintenance of the program would “incur little initial allocation and should be self-supporting through the generated tuition fees.” They also note that any needed funds would come from reallocated resources within the College of Public Health.

Committee Comment: The evidence of demand is not strong, especially in light of the availability of online programs. However, the certificate is composed of existing courses and would require few additional resources.

Committee Recommendation: **Approve**

First Program Review Date: **Due June 30, 2012.**



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska Medical Center (UNMC)
Name of the new unit: Center for Global Health and Development
Proposal Received by the Commission: April 19, 2010
Programs included in the new unit: Programs from most of the departments and colleges at UNMC
Proposed Start Date: April 1, 2010

Description

The proposed center would expand on the work of faculty members who have been in India for eight years. The center would provide a mechanism for UNMC to create opportunities for its students and scholars to have a global health collaborative experience; to become a center point in sharing health expertise and resources around the world; to improve the health status of Nebraskans; and to expand external funding, credibility, and internal recognition for UNMC.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Demonstrated Need

High-----Low				
		√		

UNMC quotes the new director of the National Institutes of Health (NIH) who singled out global health as one of five areas he would like to focus on during his tenure. President Obama has pledged \$63 billion in funding for global health in 57 countries for economic, scientific, and technological development. The effort would focus on polio eradication, improving child and maternal health, and establishing centers of scientific excellence in Africa, the Middle East, and Southeast Asia.

The proposal notes that work is being conducted by agencies such as the World Health Organization, the Gates Foundation, and the U.S. Agency for International Development as well as higher education institutions. The approach, according to UNMC, is often very narrow, targeting specific locations (mainly China and India) and medical situations. Most higher education institutions have limited activities to major urban areas. The proposed center would use public health as its platform, an approach not used by others, and utilize UNMC's expertise in rural health care.

A practical consideration is a requirement by the Council on Education for Public Health (CEPH), a national accrediting body that accredits colleges, schools, and graduate programs in public health. The proposal states that CEPH requires all colleges and schools of public health to offer global health as one of the "domains of learning" and that establishing "an entity within

the College with special focus on global health is essential to its accreditation.” When Commission staff researched this requirement on the CEPH Web site, the five “basic knowledge areas” of public health were identified as biostatistics, epidemiology, health policy/health services research, environmental health science, and social and behavioral science areas. These are the same five areas UNMC identified in 2006 when they submitted to the Commission their proposal to establish the College of Public Health. Staff has contacted UNMC and is continuing to research this issue.

B. Demonstrated Appropriateness of the Unit

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

UNMC has had a relationship for eight years with Orissa, India. The university reports that they base their activities on the philosophy that the common interest of both parties and mutual trust ultimately dictate

success. The team in India has worked with the local officials to identify problems at the grass roots level and address the most critical ones first. These include: neonatal and infant infections, tobacco exposure in pregnancy, educational interventions in rural and tribal villages, human papillomavirus, cervical cancer, and hospital-based and community-based probiotics trials. The needs are addressed through education of local physicians and community leaders, providing seminars, and making movies to explain processes.

UNMC’s next step is to establish a partnership with the first school of public health in Orissa/India, the Asia Institute of Public Health (AIPH). Subsequently, UNMC/AIPH would establish joint certificate and degree programs in public health and Orissa would serve as an educational site for UNMC students. UNMC courses would also be available online to AIPH students. Finally, UNMC/AIPH would launch clinical trials.

Once the model for partnership has been established and tested in Orissa, UNMC would expand to other locations such as China, Afghanistan, the Middle East, or other Asian or African locations. UNMC would ultimately like to join a consortium of higher education institutions to benefit from the expertise and international relationships developed by the consortium members.

C. Resources: Faculty/Staff

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

UNMC reports that three new faculty members would be needed, supported by reallocation of funds at the College of Public Health. In the 2006 proposal for the College of Public Health, UNMC noted that

additional faculty members would need to eventually be hired to meet accreditation requirements.

Existing faculty who have an interest in global health may also have responsibilities within the center. The new faculty would spend considerable time building a local support system in India, necessitating significant expenditures for travel, lodging, etc. Students who eventually study in Orissa would have similar needs.

D. Resources: Physical Facilities/Equipment

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

The center would be housed in the Department of Epidemiology in the College of Public Health. To reach students outside the U.S. UNMC would continue to develop their distance learning capabilities. The

proposal states that the center would use free software and platforms, but funding would likely be needed for new synchronous and asynchronous Web-casts and recordings.

E. Budget

UNMC projects that the center would be self-sustaining in four years. The proposal notes that once a bond has been established with a local institution in an emerging economy, that institution looks to its partner when health needs arise that cannot be addressed locally. These are sometimes provided onsite and sometimes at the partner’s home facility.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$2,369,641	Reallocated Funds	\$2,071,743
General Operating	\$176,030	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees ¹	\$1,317,543
Library		Other: grants ²	\$473,929
Other	\$1,317,543		
Five-Year TOTAL	\$3,863,214	Five-Year TOTAL	\$3,863,215

¹From students at UNMC and the Asia Institute of Public Health

² One of the current faculty members, who would become director of the center, currently has extramural funding which UNMC expects to continue. Funding could come from the U.S. Agency for International Development (USAID) or the National Institutes of Health. Both agencies annually request applications for projects in global health and global public health partnerships.

Committee Recommendation: Approve

Approval does not constitute approval of any future programs or organizational units.

B. Demonstrated Appropriateness of the Unit

High-----Low
√

UNMC reports that currently eleven faculty members are engaged in projects related to the staphylococci and have earned external funding that puts them at the top of UNMC researchers. At the center of the funding is an \$11.1 million multi-investigator program project grant from the National Institute of Health (NIH). The grant is one of the largest staphylococci-focused grants ever awarded by NIH. Among other awards is a \$1.9 million grant from the Department of Defense. UNMC proposes to build on the momentum generated by this group of researchers to foster more translational research, including the development of molecular/genetic tools and novel therapeutics to combat staphylococcal infection. The creation of the Center for Staphylococcal Research would be the mechanism to accomplish these goals. The CSR would also enhance the university's competitiveness for extramural funding.

C. Resources: Faculty/Staff

High-----Low
√

Most faculty members would have their primary appointments in the Department of Pathology and Microbiology. Eleven faculty members are listed in the proposal, including the person appointed as founding director of the CSR. Subsequently, the director would be appointed by the chair of the department. A project grant supports an administrative assistant and the department would provide additional support for faculty. The proposal also identifies eleven faculty from the region, ranging from South Dakota to Arkansas, who have expressed interest in the CSR. Some have already initiated collaborative projects with UNMC faculty.

D. Resources: Physical Facilities/Equipment

High-----Low
√

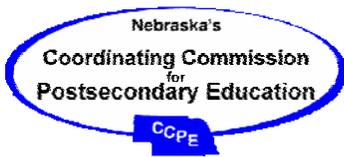
Most of the faculty are located in the newly opened Durham Research Center II, which provides facilities for animal research, biosafety level 3 space, and telecommunications technology. The NIH multi-investigator grant funds two core labs in Durham containing over \$1million in state-of-the-art equipment.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$250,660	Reallocated Funds	\$125,000
General Operating	\$25,000	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees	
Library	\$25,000	Other: grants and projects	\$250,660
Other	\$75,000		
Five-Year TOTAL	\$375,660	Five-Year TOTAL	\$375,660

Committee Recommendation: Approve



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska-Lincoln (UNL)
 Name of the new unit: University of Nebraska-Boys Town Center on Child and Family Well Being
 Proposal Received by the Commission: April 19, 2010
 Programs included in the new unit: Various, including those in the Department of Special Education and Communication Disorders
 Proposed Start Date: Fall 2009

Description

The proposed center would combine the research efforts of Boys Town and UNL to enhance the well being of children and families. In addition to research the center would provide professional development opportunities to students, staff, clinicians, and educators working with children, and families. It would also serve as a resource to mental health and child welfare service providers, education agencies, and families.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Demonstrated Need

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

UNL cites the Surgeon General's Report on Children and Mental Health that estimates 21% of youth within the general population have a diagnosable mental health disorder and approximately 11% meet the criteria for a significant impairment. Additionally, almost 40% enter school ill-prepared for academic instruction. Also cited is the Child Welfare League of America that reports there are over 100,000 youth being served in residential group care settings across the United States.

Children in any of these situations are at risk for failure in some aspect of their lives. The recent events in Nebraska following the passage of a liberal safe haven law indicate a need nationwide for information and assistance regarding child welfare.

B. Demonstrated Appropriateness of the Unit

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

Boys Town is a national service provider for professionals, families, and children in need. UNL provides these figures for Boys Town's service: 700 children at the residential facility in Omaha; over 51,000 children through the youth care and health care programs; 500,000 children and families

through the Boys Town National Hotline; and 900,000 children through Child and Family Services. The total estimate is that Boys Town reaches 1.4 million children annually in more than a dozen states and the District of Columbia.

Boys Town National Research Institute (NRI) in Omaha conducts applied research that is focused on understanding the problems identified through Boys Town’s interaction with children and families. UNL faculty members have been working with the NRI staff and to date have secured three external grants and three contracts.

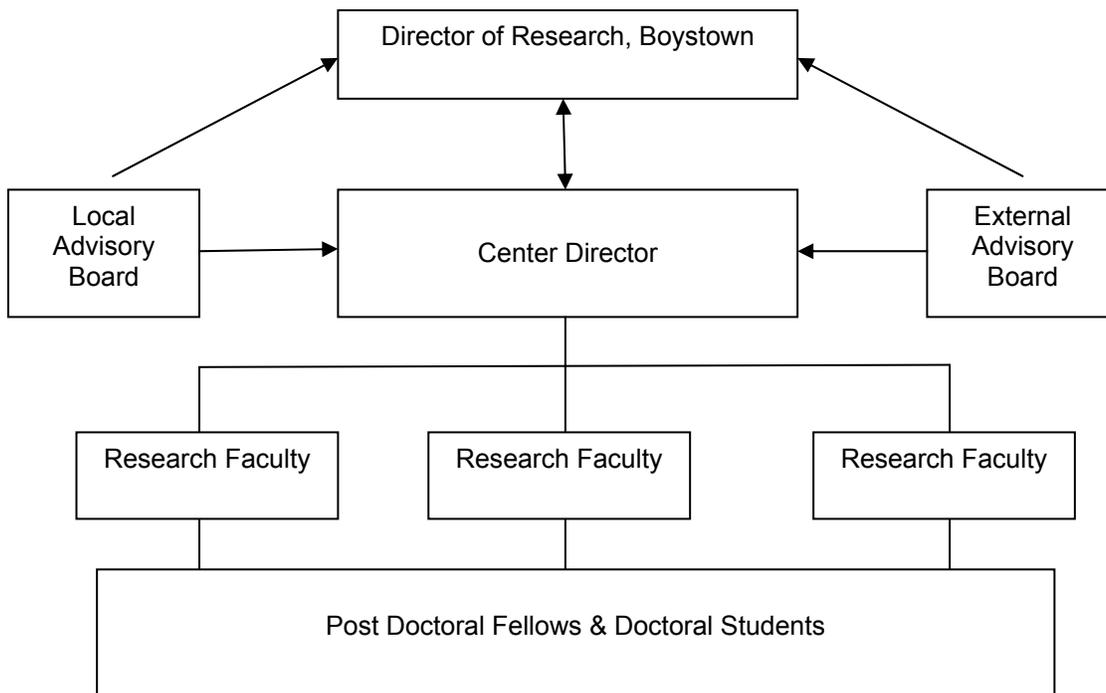
The proposed center would formalize an existing relationship and provide for expanded opportunities for both partners.

C. Resources: Faculty/Staff

High-----Low				
		√		

UNL states that the only internal funds utilized have been for the director of an existing informal center. Four faculty at UNL and three UNL research staff at NRI have been funded by external grants and the expectation is that funding will continue. The staffing and the external funding are included in the budget. Additionally, Boys Town has provided a .5 FTE research analyst, a .3 FTE administrator, .2 FTE secretarial time, and .5 FTE database and data management staff time.

The Center Director would be a UNL professor of special education. As the organizational chart below illustrates (from the proposal, p. 8), he would work together with the Director of Research at Boys Town to lead the proposed center. An external advisory board has already been formed to evaluate efforts to secure funding and provide direction on strategic planning. A local advisory board would be created to review grant activities, identify areas of need, and support efforts to secure funding.



D. Resources: Physical Facilities/Equipment

Acceptable			
yes	√		no

The existing center is housed in the Barkley Center on UNL's East Campus. It includes offices for five faculty and staff, a data collection room, and office space for graduate students and post-doctoral fellows.

UNL also supports office space at NRI.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$6,918,958	Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees	
Library		Other: grants*- existing	\$1,885,000
Other	\$1,216,042	**-anticipated	\$6,150,000
Five-Year TOTAL	\$8,035,000	Five-Year TOTAL	\$8,035,000

*Existing grants from the Institute of Educational Sciences, Department of Education, National Institute of Mental Health, and Boys Town

**Pending or proposed grants from Institute of Educational Sciences and National Institute of Mental Health, as well as program and faculty salary support from Boys Town

Committee Recommendation: Approve

2008-2009 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR								
Institution	Program	5 yr Average (2003-2008)						
		SCH/FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	
UNL	Architectural Engineering	506	BSAR	26.2	MAE	20.2		
UNL	Civil Engineering	388	BSCE	65.6	MS	14.4		
UNL	Construction Engineering Technology	506	BSCT	30.2				
UNL	Electrical Engineering	349	BSEE	47.4	MS	14.6		
UNL	Electronics Engineering	353	BSEL	8.8				
UNL	Engineering	*			MENG	9.6	PhD	21.6
UNL	Engineering Interdisciplinary Studies	*	BS	1.0**				
UNL	Engineering Mechanics	642			MS	4.8		
UNL	Environmental Engineering	*			MS	7.0		
UNL	Industrial Engineering	427	BSIE	18.2				
UNL	Industrial & Management Systems Engineering	427			MS	16.2		
UNL	Manufacturing Systems Engineering				MS	2.6**		
UNL	Mechanical Engineering	377	BSME	62.0	MS	11.4		
UNL	Telecommunication Engineering	*			MS	5.6		
UNL	Construction Management	506	BSCM	51.4				
UNK	Industrial Technology	459	BS	91.2				
CSC	Design and Technology Education	345	BA	6.0				
			BSE	2.4				
WSC	Industrial Technology	510	BS	20.8				

*Programs are interdisciplinary

**Program is being phased out

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR							
Institution	Program	5 yr Average (2003-2008)					
		SCH/ FTE	Associate		Diploma	Certificate	Total Awards
CCC	Quality Control	447	AAS	6.0		8.8	14.8
CCC	Industrial Technology	419	AAS	10	7	50.6	67.6
MCC	Architectural Design Technology	566	AAS	10.2	3		13.2
MCC	Mechanical Design Technology	433	AAS	3.8	2.8	1.4	8.0
SCC	Architectural Engineering Technology	536	AAS	28.8			28.8
SCC	Land Surveying & Civil Engineering	377	AAS	11.4			11.4
SCC	Nondestructive Testing Technology	614	AAS	20.2			20.2
SCC	Manufacturing Engineering Technology	505	AAS	15.8			15.8
WNCC	Business	310	AAS	6.4		0.6	41
			AA	29.2			
			AOS	2.4			
			AS	2.4			

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

2008-2009 Programs Requiring Additional Review

(Item in bold is under Commission Threshold)

			Five Year Average (2003-08)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNL	Chemical Engineering	BSCH MS	18.6 5.6	1148	6	205	These programs provide opportunities to work in process and equipment design, production, medicine, nanotechnology, research and teaching.	Continue	Continue, with a report on program efficiency, focusing on SCH/FTE due 9/30/2011.	
MCC	Civil Engineering Technology	AAS Certificate Diploma	5.0 0.6 1.2	717	1	572	An increasing number of students are currently enrolled at UNO, but take their drafting software programs from MCC. Unfortunately, these students do not become Metro graduates. In addition, several recent graduates have been referred from rehabilitation agencies. These tend to be students who have worked in a physically demanding trade and have been injured. Civil Engineering is a path they can pursue, applying their skills in a less physically demanding trade.	Continue	Continue, with a report on enrollments and number of graduates due 10/15/2012.	The number of graduates for 2007-2008 was 14, exceeding CCPE thresholds.
WNCC	Welding Technology	AAS AOS Certificate Diploma	1.0* 3.5* .25* 0*	635*	2*	342*	Based on several employment resources, there is a need for training in welding. The employment outlook for welding and related repairers for Nebraska has a 20% change from 2007-2017 with 984 job openings. The report for the region is 21% with 32 openings. Many students have completed their goals, developed the skills necessary to secure employment and are currently experiencing successful careers in the field of welding.	Continue	Continue, with a report on student demand and number of completers due 10/15/2012.	WNCC has developed an improvement plan focused on marketing. While still below CCPE threshold, the number of graduates is more than double the number reported at the last review.

*Four Year Average (2004-2008)

Information Items

Reasonable and Moderate Extensions

1. SCC – Home Visitor/Family Advocate (Certificate)
2. NECC – Drafting-Industrial Facility Design option (AAS)

Name Change

1. UNL – Department of Geosciences to
Department of Earth and Atmospheric Sciences

Administration Change

1. UNMC – Master of Public Health program from Joint Status (UNMC/UNO) to UNMC, and from the University of Nebraska Graduate College to the UNMC College of Public Health as a Professional Degree.
2. UNL & UNO – Cooperative PhD program in Psychology will now be a Joint PhD program.

2009-2010 Factual Look at Higher Education in Nebraska

Section B Degrees and Awards Executive Summary of Data

Section B of the *Factual Look at Higher Education in Nebraska* summarizes the numbers of degrees and other awards reported through Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not for profit) colleges and universities and for-profit/career schools. Institutions report the number of degrees and other awards conferred during a one-year period beginning on July 1. For example, degrees and awards reported for 2008-2009 were awarded between July 1, 2008 and June 30, 2009. Ten-year trends are based on the Fall 1999 through Fall 2009 IPEDS completion surveys of Nebraska public and independent colleges and universities. Beginning with the degrees and awards conferred in 2000-2001, eight-year trends include Nebraska's for-profit/career schools. In this section, the number of degrees and awards conferred are analyzed by (1) sector and institution, (2) degree level, (3) gender, (4) race/ethnicity and (5) discipline.

Executive Summary of Data 1998-1999 through 2008-2009

Total Number of Degrees Conferred

- In 2008-09, Nebraska’s public and independent colleges and universities conferred 25,645 degrees, certificates and diplomas.¹
- Between 1998-99 and 2008-09, the total number of degrees conferred by public and independent institutions increased 34.3%.
- Including the for-profit/career schools, the total number of awarded degrees increased to 27,381 in 2008-09, an increase of 27.1% from 2000-01 when 21,540 degrees were conferred by all of Nebraska’s postsecondary institutions.

Increases in the Number of Degrees by Sector

The number of degrees increased across all sectors, but the highest rates of increase were in the independent and for-profit sectors.

Sector	Eight-Year Increase in the Number of Degrees & Other Awards 2000-01 through 2008-09	
University of Nebraska	984 degrees & other awards	Up 11.2%
Nebraska State College System	346 degrees & other awards	Up 24.9%
Nebraska community colleges	1,300 degrees & other awards	Up 28.1%
Independent colleges and universities	2,681 degrees & other awards	Up 48.7%
For-profit/career schools	195 degrees & other awards	Up 43.9%

Shifts in the Degrees Awarded by Sector

- As a result of the increases in the number of degrees awarded within the independent and for-profit/career school sectors, the public sectors conferred about the same or lower percentages of the total number of degrees, diplomas and certificates awarded in 2008-09- than in 2000-01.

¹Throughout the remainder of this summary, “degrees” include certificates and diplomas.

Note: The numbers of degrees reported since 1998-99 include 500 to 600 bachelor’s and master’s degrees conferred each year by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, these students are not included in UNMC enrollment counts.

- The University of Nebraska continues to award the highest number and percentage of degrees conferred in the state. However, in 2008-09, the University of Nebraska accounted for a lower percentage of the degrees conferred in the state than in 2000-01. At the end of the eight-year period, the state's independent institutions, community colleges, state colleges and for-profit/career schools accounted for the about the same or increased percentages of the awards conferred.

**% of Total Degrees Awarded by
Public, Independent, and For-Profit/Career Institutions**

Sector	2000-01	2008-09
University of Nebraska	40.9%	35.8%
Independent colleges and universities	25.5%	29.9%
Nebraska community colleges	21.5%	21.6%
Nebraska State College System	6.4%	6.3%
For-profit/career schools	5.6%	6.3%

Institutions Conferring the Highest Number of Degrees

- The University of Nebraska-Lincoln (UNL) conferred the highest number of degrees in the state throughout the 10-year period from 1998-99 to 2008-09.
- The University of Nebraska at Omaha (UNO) awarded the second-highest number of degrees and other awards until 2006-07, when Bellevue University in the independent sector conferred a slightly higher number of academic awards.

Number of Degrees

Rank	Sector	1998-99	2008-09	% Increase
1	University of Nebraska-Lincoln	3,966	4,468	12.7%
2	Bellevue University	1,032	2,763	167.7%
3	University of Nebraska at Omaha	2,141	2,603	21.6%
4	Creighton University	1,421	1,907	34.2%
5	Central Community College	1,165	1,733	48.8%

Institutions with the Highest Growth Rates

- Between 1998-99 and 2008-09, the largest increase in the number of degrees awarded was at Bellevue University, where the number of degrees more than doubled.
- The highest growth rates within the public sector were at Peru State College, where the number of degrees increased 105.3% (265 in 1998-99 to 544 in 2008-09), at Central Community college where degrees and awards increased 48.8% (1,165 in 1998-99 to 1,733 in 2008-09), and at Metropolitan Community College with a 53.1% growth rate (832 in 1998-99 to 1,274 in 2008-09).

Degrees by Level

Undergraduate degrees, including awards for the completion of less-than-four-year programs, accounted for 76.8% of the 27,381 degrees granted in 2008-09, but the highest rate of growth between 2000-01 and 2008-09 was at the master's level.

- A significant increase in the number of master's degrees was evidenced within the Nebraska State College System, where the number of master's degrees increased 186.1%, from a low of 202 in 2003-04 to 578 in 2008-09.
- Within the independent sector, the number of master's degrees increased more than two and one-half times, from 734 in 2000-01 to 1,948 in 2008-09.
- By 2008-09, master's degrees accounted for 18.2% of the degrees awarded, up from 15.0% in 2000-01.
- Professional practice² and research/scholarship doctor's degrees accounted for the remaining 5.0% of all degrees awarded in 2008-09, down slightly from 5.3% in 2000-01.

Degrees by Discipline (Not Including Degrees Conferred by For-Profit/Career Schools)

- Nebraska's public and independent institutions confer high numbers of degrees in business, education and health professions. Together, these disciplines accounted for 52.6% of the degrees awarded in 2008-09 and for 61.0% of the growth in the number of degrees that were conferred between 1998-99 and 2008-09.
- Over the 10-year period, business accounted for the highest total number of degrees awarded in Nebraska, but the health professions had a slightly higher rate of growth.

Number of Degrees

Discipline	1998-99	2008-09	Increase	% Increase
Business	3,844	5,570	1,726	44.9%
Health professions	3,242	4,723	1,481	45.7%
Education	2,397	3,186	789	32.9%

- The highest 10-year rates of growth in business degrees were at the bachelor's level and master's level, whereas the highest rates of growth in the number of education degrees were at the master's and doctoral levels.
- In the health care professions, the highest rates of 10-year growth in the number of degrees were at the less-than-four-year degree level and the bachelor's level, while there was lower, but still significant, growth at the master's and doctoral levels.

²In Nebraska, professional practice doctor's degrees are awarded in dentistry, pharmacy, medicine, audiology, occupational therapy, physical therapy and law. The remaining degrees at the doctoral level are classified as research/scholarship doctor's degrees.

- 1,938 more master’s degrees were conferred in 2008-09 than in 1998-99. Of these additional degrees, 17.7% were in the health professions, 31.5% were in education and 31.2% were in business.
- Degrees in the health professions accounted for 89% of the increased number of professional practice doctor’s degrees between 1998-99 and 2008-09, while law degrees accounted for 11% of the 10-year increase.
- Among the professional practice doctorates, the highest increase in the number of degrees was in pharmacy, followed by physical therapy and occupational therapy.

Professional Practice Doctor’s Degrees	<u>Number of Degrees</u>		10-Year Increase (or Decrease) in the <u>Number of Degrees</u>
	1998-99	2008-09	
Dentistry	126	132	6
Pharmacy	166	228	62
Medicine, M.D.	225	244	19
Audiology	0	8	8
Occupational Therapy	13	41	28
Physical Therapy	<u>48</u>	<u>100</u>	<u>52</u>
Health professions total	578	753	175
Law	<u>258</u>	<u>279</u>	<u>21</u>
Total	836	1,032	196

Degrees by Gender

- In 2008-09, women earned 57.5% of the degrees awarded by Nebraska’s public, independent and for-profit institutions, down slightly from the high of 58.0% in 2006-07, but up from 55.3% in 2000-01.
- The widest gender gap was at the master’s level, where men earned 37.4% and women 62.6% of the degrees in 2008-09.
- The most significant change in gender gaps occurred for professional practice degrees at the doctoral level. In 2008-09, women earned 51.4% of the professional practice doctor’s degrees, down from a high of 55.8% in 2007-08, but up from 44.1% in 1998-99.
- In 2008-09, women earned 49.8% of the research/scholarship doctor’s degrees, up from 43.0% on 1998-99.
- In 2008-09, the smallest gender gaps at the undergraduate level were evidenced at the Nebraska community colleges, where women earned 52.2% of the less-than-four-year degrees, and at the University of Nebraska, where women earned 51.7% of the bachelor’s degrees. In comparison, women earned 56.4% of the bachelor’s degrees conferred by the state colleges and 59.0% of the bachelor’s degrees awarded by independent institutions.

Minorities and Foreign Students

- Minority students – consisting of Black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans³ – earned 11.0% of the degrees conferred by public, independent and for-profit/career schools in 2008-09, up from 7.5% in 2000-01.
- In 2008-09, foreign students earned 1.9% of the degrees, down from 3.1% eight years earlier.
- As shown below, minorities and foreign students earned higher percentages of the degrees at the doctoral level than at the master's or undergraduate level in 2008-09.

	% of Degrees Earned in 2008-09			
	Less-Than-Four-Year Degrees	Bachelor's Degrees	Master's Degrees	Professional Practice and Research/Scholarship Doctoral Degrees
White non-Hispanics	88.1%	87.7%	85.4%	81.4%
Minorities	11.2%	10.6%	11.1%	13.1%
Foreign students	0.7%	1.7%	3.5%	5.6%

- Within the minorities, the highest increase in the percentage of degrees awarded was for black non-Hispanics who received less-than-four-year awards from for-profit/career schools. In 2008-09, black non-Hispanics accounted for 11.8% of the less-than four-year awards conferred by for-profit/career schools in Nebraska, up from 5.8% in 2000-01.
- Hispanics also earned increasing percentages of the degrees conferred between 1998-99 and 2008-09. However, in 2008-09, depending on degree level, Hispanics still accounted for only 2.5% to 4.1% of all of the degrees and other awards conferred by Nebraska postsecondary institutions, including the for-profit/career schools.

³The Coordinating Commission is continuing to use these names for race/ethnicity categories until all Nebraska higher education institutions convert to the new race/ethnicity categories for reporting IPEDS data. The new IPEDS category names that are equivalent to the ones currently used by the Commission are Black or African American; Hispanic or Latino; Asian, Native Hawaiian or Other Pacific Islander; American Indian or Alaska Native.

List of 52 Reporting Institutions

University of Nebraska (5)	Independent Colleges & Universities (Continued)
Nebraska College of Technical Agriculture	Little Priest Tribal College
University of Nebraska at Kearney	Midland Lutheran College
University of Nebraska-Lincoln	Nebraska Christian College
University of Nebraska Medical Center	Nebraska Indian Community College
University of Nebraska at Omaha	Nebraska Methodist College of Nursing & Allied Health
	Nebraska Wesleyan University
Nebraska State College System (3)	Summit Christian College
Chadron State College	Union College
Peru State College	York College
Wayne State College	
	Degree-Granting For-Profit/Career Schools (10)
Nebraska Community Colleges (6)	Alegent Health School of Radiologic Technology
Central Community College	ITT Technical Institute-Omaha
Metropolitan Community College	Kaplan University-Lincoln Campus
Mid Plains Community College	Kaplan University-Omaha Campus
Northeast Community College	Myotherapy Institute
Southeast Community College	The Creative Center
Western Nebraska Community College	Omaha School of Massage Therapy
	Universal College of Healing Arts
Independent Colleges & Universities (20)	University of Phoenix-Omaha Campus
Bellevue University	Vatterott College-Spring Valley Campus
BryanLGH College of Health Sciences	
Clarkson College	Non-Degree-Granting For-Profit/Career Schools (8)
College of Saint Mary	Capitol School of Hairstyling
Concordia University	College of Hair Design
Creighton University	Fullen School of Hair Design
Dana College	Josephs College of Beauty-Lincoln
Doane College	La'James International College
Doane College-Lincoln	Mary Lanning Memorial Hospital School of Radiologic Technology
Grace University	Regional West Medical Center School of Radiologic Technology
Hastings College	Xenon International School of Hair Design II Inc

Commission Areas of Emphasis

1995-1997 through 2009-2011

Background:

Beginning with the 1995-97 biennial budget requests, the Commission required the institutions to identify “Areas of Emphasis.” The “Areas of Emphasis” were a means for the institutions to address critical funding issues related to submission of biennial budget requests. They were intended to encourage institutions to set priorities for requesting additional state funds and to target additional funding for achievement of excellence in a specified educational area.

In the following biennial budget cycle (1997-99), the Commission decided to establish its own “Areas of Emphasis” that were reflective of major statewide educational issues and priorities.

The Commission’s staff uses the institutions’ “Areas of Emphasis” and the Commission’s “Areas of Emphasis” in the review of all institutional requests for new state funding. Preference in the recommendation is given to those requests that fit within one of the “Areas of Emphasis” of the governing board or the Commission.

1995-1997:

- * Requested the institutions to identify their Areas of Emphasis.

1997-1999:

- Instructional Uses of Information Technology and Telecommunications
- Collaboration Among Postsecondary Educational Institutions

1999-2001:

- Instructional Uses of Information Technology and Telecommunications
- Collaboration Among Postsecondary Educational Institutions

2001-2003:

- Initiatives to Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.
- Collaboration and Sharing Among Postsecondary Education Institutions, including Collaboration on Courses and Courseware for the benefit of Institutions, Sectors, and K-12.
- Increased Uses of Information Technology and Telecommunications.

2003-2005:

- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.
- Sharing Course Materials and Faculty Among Postsecondary Education Institutions.
- Improvement of Retention and Graduation Rates.

2005-2007:

- Initiatives to Increase Need-based Financial Aid Funding
- Initiatives to Improve Retention and Graduation Rates
- Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.
- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.

2007-2009:

- Initiatives to Improve Retention and Graduation Rates.
- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.
- Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.
- Increased Uses of Information Technology and Telecommunications.

2009-2011

- Initiatives to Increase Need-based Financial Aid Funding
- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State
- Initiatives to Improve Retention and Graduation Rates
- Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.

2011-2013 Areas of Emphasis

(Proposed by the Budget, Construction and Financial Aid Committee)

- **Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.**

The Commission would support initiatives that help improve Nebraska's workforce, address identified regional needs and provide new, high-skill, high-wage jobs for graduates of our colleges and universities. Requests could focus on targeting program development in fields of high demand, on updating the skills of working adults, or on meeting needs of existing, new and planned businesses. This area of emphasis would include initiatives that enhance an institution's ability to provide workforce training and retraining, or to expand degree programs into rural areas where there is need and demand.

This area of emphasis could also include technical assistance to employers and dissemination of applied research to support job creation and new employment opportunities for individuals with high levels of education attainment. The Commission would support requests that improve college partnerships with business and industry or respond to a specifically expressed workforce need, to support a targeted industry or cluster, meet a community need, or meet a rural regional need.

This area of emphasis relates to LR 174 Task Force Recommendation #3 -- to reduce the out-migration of Nebraskans with high levels of educational attainment.

- **Initiatives to Improve Remediation Success.**

Various studies estimate that about half of the students entering public two-year institutions nationwide are deemed unready for college-level work due to deficiencies in reading, writing, and/or mathematics. Recent testimony by Nebraska community college representatives indicates that even greater percentages of students in some of Nebraska's community colleges arrive on campus needing help in one or more of those skills before they can succeed in college. Those students include recent high school graduates as well as adults returning to college after a long absence or enrolling for the first time.

Many of those less-than-ready students can succeed in college if their deficiencies are precisely identified and appropriate measures (by the student and the institution) are taken. An increasing body of research has set forth innovative ways to increase the likelihood that students will complete remediation and move on to success in credit-bearing courses. The Commission would support budget requests for initiatives that replace traditional approaches with innovative practices proven elsewhere to be more successful.

This area of emphasis draws from research undertaken by the Commission and reported in its LB 340 Community College Study, December, 2009. Available online at www.ccpe.state.ne.us

- **Initiatives to Improve Retention and Graduation Rates.**

The Commission would encourage and support budget requests and initiatives that help to improve student retention and graduation rates at the institutions. Approved requests could be for analyses of the causes of poor retention rates and development of campus-based strategies to address those problems. Requests could also focus on services to adult students, such as the development of degree completion programs for those who stopped college in earlier years, assessment of work experience that may count towards a degree, development of alternative course scheduling to enable completion of degrees for those who are employed, new support systems for those who must work while completing their degrees, or development of student services that positively affect retention and graduation rates.

This area of emphasis relates to LR 174 Task Force Recommendation #2 -- to increase the proportion of students who enroll and successfully persist through degree completion.

- **Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.**

The Commission would support budget requests that enhance or promote collaboration among postsecondary education institutions, PK-12 educational systems, or with private sector organizations. The requests could include initiatives to strengthen or expand upon 2-plus-2 programs and other academic credit transfer programs. In addition, collaboration and sharing initiatives could focus on sharing of course offerings or course development costs among several institutions; collaborative efforts to improve college support services for adult and distance learners; collaborative efforts to share data to better inform policy and practice decisions; or efforts that bring institutions together to meet the needs of regions, communities and employers of the state. The initiatives could also provide sharing of facilities and faculty or collaborative development of instructional programs for serving dual enrollment students in high schools.

This area of emphasis relates to LR 174 Task Force Recommendation #1 -- to increase the number of students who enter postsecondary education in Nebraska; and Recommendation #2 -- to increase the proportion of students who enroll and successfully persist through degree program completion.

NOTE: As part of the Commission's recommendations on institutional operating budgets for FY 2011-2013, the Commission will identify the following *Area of Emphasis* as a statewide funding issue. As in past years, we welcome and would appreciate institutional support for additional funding for the Nebraska Opportunity Grant, the state's principal need-based financial aid program.

- **Initiatives to Increase Need-based Financial Aid Funding.**

The Commission encourages efforts and initiatives to increase need-based student financial aid as a means to improve access to higher education for Nebraskans with limited financial means. Because the Nebraska Opportunity Grant program benefits students at a wide range of institutions, the Commission particularly supports increases to that program.

The Commission would also support institution-based initiatives to decrease the unmet financial need of students and decrease reliance on student loans. Initiatives might focus on new institutional grants, scholarships or other forms of assistance.

Financial initiatives might target low-income dual enrollment students or other low-income students enrolling in college while still in high school. Initiatives might provide such students discounts to enroll in college courses or scholarships for a portion of the cost of enrolling in a college course.

This area of emphasis relates directly to recommendation #1 of the LR174 Task Force -- to increase the number of students who enter postsecondary education in Nebraska.



Prioritization Process to Sequence Appropriations for Approved Capital Construction Projects

Committee Draft
May 4, 2010

May 13, 2010 Revision

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

PRIORITIZATION PROCESS TO SEQUENCE APPROPRIATIONS FOR APPROVED CAPITAL CONSTRUCTION PROJECTS

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INTRODUCTION

The Coordinating Commission for Postsecondary Education is statutorily responsible for recommending to the Governor and Legislature a list, in priority order, of approved capital construction projects that should receive funding. The following pages outline the Commission's process for establishing the sequential order for financing University of Nebraska, Nebraska State College System, and Nebraska College of Technical Agriculture capital construction requests. The process reflects the Major Statewide Facilities Goal in the *Comprehensive Statewide Plan for Postsecondary Education*:

“Nebraskans will advocate a physical environment for each of the state’s postsecondary institutions that supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.”

Capital projects will be considered for this prioritization list only after prior approval of the institution’s governing board and the Commission, and only if the institution is requesting State funding through the biennial budget request process. In addition, the Commission’s capital project prioritization and budget recommendations will identify any other project eligible for State funding that has been previously approved by the Commission, and for which governing boards are not requesting State funding in their capital budget request.

The prioritization process involves the use of ten weighted criteria. The percentage resulting from these criteria’s cumulative point total establishes the recommended funding order of capital projects. The following outline provides a synopsis of each criterion, including the maximum point total for each. Individual criteria are explained in greater detail within this document.

- | | |
|--|-----------|
| 1. Statewide Facilities Category Ranking | 30 points |
| The Commission will determine statewide ranking of broad facilities request categories as part of a continual evaluation of the State's needs. | |
| 2. Sector Initiatives | 10 points |
| Governing boards may designate initiatives that promote immediate sector capital construction needs for the coming biennium. | |
| 3. Institutional Strategic and Long-Range Planning | 10 points |
| Governing boards may display the need for individual capital construction requests through institutional strategic and long-range planning. | |
| 4. Immediacy of Need | 10 points |

Urgency of need for a capital construction request will be considered.

- | | |
|---|-----------|
| 5. Quality of Facility | 10 points |
| The condition and function of a program or service's facility(s) will be considered in the development of priorities. | |
| 6. Avoid Unnecessary Duplication | 10 points |
| Unnecessary duplication will be evaluated in this process by reviewing the ability to increase access and/or serve a valid need while avoiding unnecessary duplication. | |
| 7. Appropriate Quantity of Space | 5 points |
| An institution can show how a capital construction request provides an appropriate quantity of space for the intended program or service. | |
| 8. Statewide Role and Mission | 5 points |
| Broad statewide role and mission categories will be considered. | |
| 9. Facility Maintenance Expenditures | 5 points |
| Ability of an institution to maintain its existing facilities is considered. | |
| 10. Ongoing Costs | 5 points |
| Potential long-term costs (or savings) associated with a capital construction project will be considered. | |

CRITERION NO. 1: STATEWIDE FACILITIES CATEGORY RANKING

Maximum Possible Points: 30 points.

Process for Awarding Points:

This criterion ranks the types of facilities request categories based on the Commission view of overall statewide needs. The table that follows lists statewide priorities for broad capital construction categories used in developing capital construction budget requests. The Commission places a high priority on the safety of facility occupants and maintaining the State's existing physical assets.

Facilities Category Rankings		
LB 309 Task Force for Building Renewal Classifications	All Other Types of Facilities Request Categories	Max. Points
Fire & Life Safety - Class I		30 pts.
Deferred Maintenance - Class I	or Partially-funded Projects	27 pts.
Amer. w/ Disabilities Act - Class I or Energy Conservation - Class I	or Instructional Tech. & Telecom.	24 pts.
Fire & Life Safety - Classes II & III		21 pts.
	Master Planning/Programming or Renov./ Remdl./Replacement or Infrastructure Repair/Replacement	18 pts.
	Infrastructure Expansion	15 pts.
Deferred Maintenance - Classes II & III	or New Construction or Land Acquisition - Program Needs	12 pts.
Energy Conservtn. - Classes II & III		9 pts.
Amer. w/ Disab. Act - Classes II & III		6 pts.
	Land Acquisition - Future Expansion	3 pts.

Projects that include combinations of two or more of the listed categories will be weighted to attain an average point total. The Commission will only weight multiple categories in a project when each category comprises a minimum of 5% of the project. The weighting of projects will use square foot comparisons where possible, with an institution's cost estimate used as an alternate method when necessary. For example, if one third of a renovation project addresses fire & life safety - Class I needs, then the project would receive 10 points

(1/3 of 30 pts.) for its fire & life safety component and 12 points (2/3 of 18 pts.) for its renovation component for a total of 22 points. It is the institution's responsibility to inform the Commission of projects that may receive points from two or more categories and to provide supporting information. Possible sources for identifying this information may include the LB 309 Budget Requests, program statements, or institutional capital construction budget request forms.

Partially funded projects will be defined as follows: Projects previously approved by the Commission (or grandfather projects) that have received partial funding (including appropriations from the Legislature and confirmed grants or pledges) for design and/or construction within the past two years. The Commission places a high priority on completing projects to prevent disruptions in programs or services. A high priority is also placed on approved capital projects with substantial amounts of alternate funding available.

Projects that qualify for the partially funded classification will be weighted based on the percentage of the project that is partially funded to attain an average point total. For example, a new construction project approved by the Commission with 50% of the design or construction funds pledged by a donor would receive half the weighted points for this criterion from the partially funded category and half from the new construction category.

Replacement space will be defined as follows: Replacement of a program or service's existing space with new construction, or relocation and renovation, due to the insufficient quality of its existing space. The project includes removal of the program or service's existing space by demolition or sale. The need for replacement space may be appropriate when it is more economically feasible than renovation. Additional functional issues that are considered in the decision whether to renovate or to replace would include: net-to-gross square footage ratios, actual useable space, floor-to-floor height needs, flexibility of floor plans, utility service needs, etc.

Comments and Possible Future Refinements to the Process:

The Commission should review these broad statewide facilities category rankings at the beginning of each biennial budget cycle. Changes in the postsecondary education environment such as enrollment or budgetary fluctuations, governmental mandates, and technological advances will have a significant impact in establishing the priority needs of the State's public postsecondary institutions.

CRITERION NO. 2: SECTOR INITIATIVES

Maximum Possible Points: 10 points.

Process for Awarding Points:

This criterion allows each sector to identify programmatic initiatives related to capital construction requests that are a high priority to the institution and the State. The need for a facility cannot be determined solely on how much space an institution requires or the facility's condition. Facilities should also be evaluated on the basis of whether they address strategic initiatives for postsecondary education or respond expeditiously to meet Nebraskans' educational, economic, and societal needs. Evaluation must also be concerned with meeting the qualitative requirements of programs. This criterion allows each sector to identify its immediate or short-term initiatives that relate to capital construction. A "sector initiative" should result in the identification of clearly focused requirements. It is not intended to identify broad sector role and mission assignments as identified in statutes.

The following table provides the method for distribution of points for each capital request:

Sector Initiatives	Max. Points
The project promotes a designated "sector initiative"	10 pts.

No one project may earn more than the maximum ten points. Governing boards that would like Commission consideration for this criterion should identify "sector initiatives" in their capital construction budget request to the Governor, Legislature, and Commission. These designations must be limited to no more than three initiatives for the University of Nebraska System and no more than two initiatives for the Nebraska State College System. Points will not be awarded to or counted against Nebraska College of Technical Agriculture at Curtis (NCTA) projects.

Governing boards may designate "sector initiatives" to promote issues they determine are a priority for the coming biennium. The following examples are provided for illustrative purposes only:

- 1) Designating a specific academic program or service offered by one or more institutions within a sector;
- 2) Designating a college or school within an institution or sector;
- 3) Designating a specific research, public service or support area at one or more institutions; or

- 4) Designating system-wide initiatives such as classroom or class laboratory improvements, enhancing instructional technology, or addressing the deferred maintenance backlog on campuses.

Initiatives may be used to enhance specific instructional capabilities, improve economic development for the State, or provide better service to Nebraska's citizens. The only restriction to be placed on these designations is that they cannot be so broad as to incorporate a sector's role and mission assignment, such as general improvements to instruction, research, or public service.

The Commission will award points to projects containing a "sector initiative" based on the percentage of space or funding that relates to the designation. For example, if half a renovation project's space is for a college designated as a "sector initiative," then that project would receive five points.

Comments:

Inclusion of this criterion allows governing boards to inform the Governor, Legislature, and Commission of "sector initiatives" involving institutional programs or services that will affect capital construction needs for the coming biennium. This criterion incorporates institutional strategic issues affecting capital construction into the priority process.

Unlike other University campuses, NCTA submits a separate capital construction budget request to the Governor, Legislature, and Commission. NCTA is a small campus that generally submits few projects in its capital construction budget request. By excluding NCTA projects from this criterion, it prevents penalizing any institutional requests.

CRITERION NO. 3: INSTITUTIONAL STRATEGIC AND LONG-RANGE PLANNING

Maximum Possible Points: 10 points.

Process for Awarding Points:

This criterion quantifies the degree to which a project supports the institutional Strategic Plan and Comprehensive Facilities Plan. Postsecondary education must take a long-range view of its facilities needs and create a vision of the institution's direction, mission, array of programs, and physical facilities. The Commission recognizes existing institutional strategic and long-range planning efforts and encourages continued planning by institutions and governing boards. Strategic and long-range planning is one tool that enables institutions to meet such objectives as: promoting access to education, improving the economic development potential for Nebraska, and improving our quality of life. Therefore, all capital construction budget requests that conform with existing governing-board-approved plans may receive up to six points as shown in the table below. Additional points may be allocated based on the inclusion of other critical planning elements.

Institutional Long-range Planning	Points
The project is in compliance with governing-board-approved Strategic Plan and Institutional Comprehensive Facilities Plan submitted to the Commission	6 pts.
The governing-board-approved Strategic Plan identifies major external and internal environmental trends, forecasts, and assumptions that affect the capital construction project's program or service	2 pts.
A clear link is shown between the program or service's direction and needs in both the Strategic Plan and Institutional Comprehensive Facilities Plan	2 pts.
Sum of points allocated for institutional long-range planning	10 pts.

External and internal environmental trends, forecasts, and assumptions may include such determinates as key social, demographic, educational, economic, and technological issues affecting an institution's programs and services. Trend data and analysis should go back an appropriate length of time. Forecasts should similarly cover an appropriate length of time to adequately implement strategies in the Institutional Comprehensive Facilities Plan.

An institution's Strategic Plan is the driving force through which its goals are articulated. Any capital construction budget request should not only be justified through the Institutional

Comprehensive Facilities Plan, but should also be linked to the overall direction that the institution moves toward in the Strategic Plan.

Comments:

Inclusion of this criterion allows for significant participation by the institutions and governing boards in identifying institutional direction.

CRITERION NO. 4: IMMEDIACY OF NEED

Maximum Possible Points: 10 points.

Process for Awarding Points:

This criterion quantifies the degree of immediacy of need for individual capital construction project requests. The number of capital construction requests has always exceeded the ability of the Legislature to fund them. Therefore, projects intended to meet existing needs of a program or service versus projected needs will be given priority. Those projects that would have an immediate impact on unmet programmatic or service needs, or statewide initiatives will also be given priority.

The following table provides the method for distribution of points for each capital request:

Degree of Need	Points
Primarily meets short-term needs of program or service (<5 years)	8-10 pts.
Primarily meets mid-term needs of program or serv. (\geq 5 yrs. to 10 yrs.)	4-7 pts.
Prim. meets long-range needs of program or serv. (\geq 10 yrs. to 20 yrs.)	1-3 pts.
Prim. meets needs of prog. or serv. past long-range needs (>20 yrs.)	0 pts.

This criterion is not intended to discourage proper planning and programming of facilities. The consideration of a program or service's future expansion needs will be recognized when appropriate. Points awarded in this criterion will focus on the primary reason a project is requesting funding. The Commission recognizes that proper planning of a facility may require long-range expansion space to be incorporated into a project that primarily addresses short-term needs.

CRITERION No. 5: QUALITY OF FACILITY

Maximum Possible Points: 10 points.

Process for Awarding Points:

This criterion quantifies the degree to which the project provides a suitable quality physical environment. The quality of facilities available to a program or service can be measured in two areas:

- 1) By the condition of the primary or secondary structural and facility service systems (5 possible points); and
- 2) The functional layout of the facilities (5 possible points).

The following tables provide the method for distribution of points for each capital request:

Condition of Primary, Secondary and Service Systems	Points
Facility in poor condition (cost of repairs >10% of replacement value)	5 pts.
Facility in fair condition (cost of repairs >5% to 10% of facility replacement value)	3 pts.
Facility in good condition (cost of repairs >0% to 5% of facility replacement value)	1 pt.
Facility in excellent condition (cost of repairs is 0% of facility replacement value)	0 pts.

The condition of existing facilities will be determined based on the following sources:

- 1) A recent (within the last five years) *Facilities Audit Survey*;
- 2) *LB 309 Task Force for Building Renewal Budget Request*; or
- 3) Institutional or Commission staff estimates.

The cost of repairs should not consider alterations in room layout or other remodeling costs.

Functional Layout of Space	Points
Addresses inadequate flexibility or layout of existing space	2.0 pts.
Addresses accessibility deficiencies with existing space	1.0 pt.
Addresses inadequate utility services or infrastructure needs (including instructional technology needs) of program	1.0 pt.
Addresses insufficient fixed or specialized equipment needs of program	0.5 pts.
Addresses environmental problems with existing space (acoustical problems, poor illumination, etc.)	0.5 pts.
Sum of points allocated for functional layout of space	5 pts.

Planning and programming requests will be allocated points based on the perceived quality of the spaces where the program or service is presently located.

Fire & life safety, deferred maintenance, ADA, and energy conservation project point totals for this criterion will be determined based on the following table:

Fire & Life Safety, Deferred Maint., ADA, and Energy Conservation	Points
Fire & Life Safety Projects - Class I	10 pts.
Deferred Maintenance Projects - Class I	9 pts.
American w/ Disabilities Proj. - Class I & Energy Conserv. Projects - Class I	8 pts.
Fire & Life Safety Projects - Class II & III	7 pts.
Deferred Maintenance Projects - Classes II & III	4 pts.
Energy Conservation Projects - Classes II & III	3 pts.
American with Disabilities Act Projects - Classes II & III	2 pts.

Points will not be awarded to or counted against land acquisition projects.

CRITERION NO. 6: AVOID UNNECESSARY DUPLICATION

Maximum Possible Points: 10 points.

Process for Awarding Points:

Projects will receive the maximum points possible for this criterion if the project contains no unnecessary duplication of facilities. This criterion quantifies the degree to which a project increases access or serves valid needs while avoiding unnecessary duplication. The number of points deducted from the maximum allowed will be based on how much space or funds related to a request is an unnecessary duplication.

Unnecessary duplication will not substantially increase access and/or serve valid needs. The Commission will consider unnecessary duplication in existing public and/or private facilities in Nebraska, neighboring states, or consortia such as the Midwestern Higher Education Commission Compact, which are reasonably accessible to the institution.

The following table provides the method for distribution of points for each capital request:

Amount of Unnecessary Duplication	Points
Space or funding contains no unnecessary duplication	10 pts.
Space or funding contains >0% to 2% unnec. duplication	8 pts.
Space or funding contains >2% to 4% unnec. duplication	6 pts.
Space or funding contains >4% to 6% unnec. duplication	4 pts.
Space or funding contains >6% to 8% unnec. duplication	2 pts.
Space or funding contains >8% to 10% unnec. duplication	1 pt.
Space or funding contains >10% unnecessary duplication	0 pts.

Comments:

This criterion allows the Commission to approve a generally needed project with a small amount of duplication. Minor amounts of unnecessary duplication are then addressed through this prioritization process.

CRITERION NO. 7: APPROPRIATE QUANTITY OF SPACE

Maximum Possible Points: 5 points.

Process for Awarding Points:

This criterion quantifies the degree to which the project effectively accommodates space needs. The quantity of space proposed for a program can be justified by at least one of the following three methods:

- 1) Use of governing-board-adopted and/or externally mandated space or land guidelines;
- 2) Use of utilization reports; and
- 3) By requirements determined by professional planners.

The following table provides the method for distribution of points for each capital request:

Justification for Quantity of Space Needs	Points
Amount of space required for a program is justified by space or land guidelines as applicable	2 pts.
Amount of space required for a program is justified by utilization reports as applicable	2 pts.
Amount of space required for a program is justified by professional planners in the program statement when space or land guidelines do not apply to a particular type of space	1 pt.
Sum of points allocated for quantity of space needs	5 pts.

Space that does not easily conform to space or land guidelines or utilization reporting formats will not adversely affect the number of points allocated to a project. An example of a type of space that would not conform to both qualitative measures would be research laboratory space. Utilization reports for this type of space are not practical since research space is generally not shared. A project that included only research laboratory space would receive five points if it is verified by appropriate space guidelines and professional planners. The Commission will also consider the adaptability of existing space in renovation projects when comparing space guidelines with the amount of space proposed.

Fire & Life Safety, Deferred Maintenance, Code Compliance, and Energy Conservation projects will not be included in this criterion since they do not address an institution's space needs.

CRITERION NO. 8: STATEWIDE ROLE AND MISSION

Maximum Possible Points: 5 points.

Process for Awarding Points:

In determining priorities for individual requests, the Commission will consider the relative priorities of role and mission categories from a broad statewide perspective. The priorities are not intended to reflect any individual institution, but the overall role of these areas in meeting the needs of Nebraska's citizens.

The following table establishes broad statewide priorities for role and mission categories as it is reflected in each capital request:

Statewide Role and Mission Categories	Points
Undergraduate Instructional Space and Academic or Student Support Space	5 pts.
Graduate or Professional Instructional Space and Basic or Technology Transfer Research Space	4 pts.
Public Service Space and Applied Research Space	3 pts.
Administrative or Operational Support Space	2 pts.

Projects that include combinations of two or more of the listed categories will be weighted to attain an average point total. The Commission will only weight multiple categories in a project when each category comprises a minimum of 10% of the project. The weighting of projects will use square foot comparisons where possible, with an institution's cost estimate used as an alternate method when necessary. The following examples are provided for each category:

- Undergraduate Instructional Space - Includes classrooms, class laboratories, classroom service, class laboratory service, and faculty offices used to support undergraduate instruction.
- Academic Support Space - Includes space for learning or student assistant centers (includes tutoring services, study skills' services, etc.), libraries, academic computing services, museums or galleries, educational media services, academic administration, etc.
- Student Support Space - Includes space for counseling and career guidance services, social and cultural centers, financial aid services, non-self-supporting intercollegiate athletics, student service administration, etc. The following self-supporting functions are excluded: dormitories or residence halls, student unions, student medical services, student auxiliary services (includes child care services, bookstores, etc.), recreational facilities, etc.

- Graduate or Professional Instructional Space - Includes classrooms, class laboratories, classroom service, class laboratory service, and faculty offices used to support graduate or professional instruction.
- Basic or Technology Transfer Research Space - Includes research laboratories, research laboratory service, and offices used to support all "organized research" as specified in the Office of Management and Budget (OMB) Circular A-21, including both "sponsored research" (sponsored by federal and non-federal agencies or organizations) and "university research" (institutional research and development separately budgeted by the institution under an internal application of institutional funds).
- Public Service Space - Includes space for direct patient care, community services, cooperative extension services, public broadcasting services, etc.
- Applied Research Space - Includes space for departmental research used for instructional improvement and research that is not separately budgeted by the institution per OMB Circular-21.
- Administrative or Operational Space - Includes space for executive management, administrative computing services, student admissions or records, physical plant administration, facility maintenance services, custodial services, utility services, landscape or grounds services, central stores services, etc.

Comments and Possible Future Refinements to the Process:

A review of the above priorities in the Commission's *Comprehensive Statewide Plan* confirms the Commission's statewide perspective of these role and mission categories.

Existing role and mission statutes for the University of Nebraska lists the following priorities in section 85-942:

"It is recognized that as the state's land grant institution the University of Nebraska is engaged in instruction, research, and public service, and that these three parts of the university's mission are interdependent. However, when viewed in its entirety, the university's first priority will be undergraduate instruction, the university's second priority will be graduate and professional instruction and research, and the university's third priority will be public service."

Existing role and mission statutes for the Nebraska state colleges lists the following priorities in section 85-951:

"The state colleges, collectively and individually, will have as their first priority the provision of baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs in education. The colleges' second instructional priority will be master's programs in education and other areas authorized by the Legislature. Such colleges' third priority will be the continuation and development of applied research and public service activities. The colleges' fourth priority will be the awarding of the specialist degree in education."

Similar to the first criterion regarding Statewide Facilities Category Ranking, this criterion should be reviewed on a biennial basis. Commission recommendations may involve statutory revisions.

CRITERION NO. 9: FACILITY MAINTENANCE EXPENDITURES

Maximum Possible Points: 5 points.

Process for Awarding Points:

This criterion quantifies the degree to which an institution supports well-maintained facilities. A formula based on dollars expended for facility maintenance per gross square foot (GSF) of State-owned facilities compared to like institutions will be used. Dollars expended will be determined from the mean average of the most recently completed biennium as reported in the institution's biennial *Operating Budget Request* and Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* as follows:

- 1) Program Classification System (PCS) program number 707-Physical Plant Operations, sub-program summary number 72-Building Maintenance from each institution's biennial *Operating Budget Request* will be included;
- 2) The portion of PCS program 707, sub-program 76-Major Repairs and Renovations of each institution's biennial *Operating Budget Request* used for facility maintenance as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. Institutions may be requested to identify the amount expended for facility maintenance projects within this sub-program by project and year;
- 3) The portion of departmental or administrative unit funds excluded from PCS sub-program numbers 72 and 76 used for facility maintenance as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. University campuses will report departmental facility maintenance information from accounts 552630 - R&M Building and Other Structure and 553440 - Construction & Maintenance Supplies. Institutions may be requested to identify the amount expended for facility maintenance by administrative unit and year; and
- 4) Plant Fund Transfer Projects that are primarily (over 50%) facility maintenance projects as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. Individual Plant Transfer Fund Projects will be identified in each institution's biennial *Operating Budget Request*. These Plant Fund Transfer Projects must be based on the facility maintenance definition in the Association of Higher Education Facilities Officers (APPA) study, *Facilities Performance Indicators*.

Gross square feet (GSF) of State-owned and operated facilities will be determined from the Statewide Facilities Database. The average GSF at an institution will be determined for the same years from which the maintenance expenditures were taken, and will be verified with sector facilities representatives.

Comparative expenditures per GSF will then be determined from the most recent APPA study, *Facilities Performance Indicators*. The median of each Carnegie classification for public institutions in the Central, Midwest, Rocky Mountain and Southeastern regions will be used as the comparison with Nebraska institutions. The following table provides the formula for the distribution of points for each capital request:

Facility Maintenance Formula	Points
Institution's facility maint. \$/GSF ÷ APPA survey median \$/GSF is ≥ 1.00	5.0 pts.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.95 to 1.00	4.5 pts.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.90 to 0.95	4.0 pts.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.85 to 0.90	3.5 pts.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.80 to 0.85	3.0 pts.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.75 to 0.80	2.5 pts.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.70 to 0.75	2.0 pts.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.65 to 0.70	1.5 pts.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.60 to 0.65	1.0 pt.
Institution's facility maint. \$/GSF ÷ APPA survey med. \$/GSF is ≥ 0.50 to 0.60	0.5 pts.
Institution's facility maint. \$/GSF ÷ APPA survey median \$/GSF is < 0.50	0.0 pts.

Institutions that expend more than 2.2% of their total general and cash fund appropriation for facility maintenance, as averaged over the same period, will automatically receive 5 points for this criterion.

Comments and Possible Future Refinements to the Process:

Additional consideration for using an "ideal" expenditure per gross square foot or replacement value of facilities as the comparison to Nebraska institutions will be evaluated in the future. Use of an "ideal" expenditure would give the State a truer picture of what should be spent on facility maintenance rather than a comparison with other institutional spending, which may or may not be sufficient to maintain their existing facilities.

CRITERION No. 10: ONGOING COSTS

Maximum Possible Points: 5 points.

Process for Awarding Points:

This criterion quantifies the degree to which a project will affect ongoing operating and maintenance commitments for State tax funds. The following table provides the method for distribution of points for each capital request:

Ongoing Costs	Points
Eliminates state funding requirements for facilities operations & maintenance (O&M) costs through use of alternative funding sources or is an LB 309 Energy Conservation - Class I Project	5 pts.
Reduces the level of increased state funding requirements for facilities O&M costs through use of alternative funding sources or is an LB 309 Energy Conservation - Class II or III Project	4 pts.
Does not increase state funding requirements for facilities O&M costs	3 pts.
Increases state funding requirements for facilities O&M costs	2 pts.

Comments:

The Commission supports institutional initiatives to limit the incremental increase for state funding for new and renovated facility O&M costs. This criterion's intent is to maintain an awareness of future State funding obligations created by construction of additional institutional space. An incentive is provided to reduce future State funding obligations.

OTHER PRIORITIZATION CONSIDERATIONS: ESSENTIAL SEQUENCING OF MULTIPLE PROJECTS

Comments: Projects that require a phasing sequence with other projects in the Commission's prioritized list will be listed in the order required. An example of a phasing requirement would be a utility plant expansion request that would need to be completed before a new facility request could come on line due to insufficient existing utilities capacities. If the priorities established by the process stated in this document do not rank projects in the appropriate phasing sequence, then the project rankings will be revised accordingly. This will be accomplished by ranking all other projects involved in the phasing sequence behind the initial phase project. If the second phase project has a higher percentage point total, then it will be moved and ranked immediately after the first phase project. This rationale will continue for the third and subsequent phase projects as necessary.



Key Deadlines Concerning Coordinating Commission Recommendations for Public Postsecondary Education 2011-2013 Biennial Operating Budget Requests

May 13, 2010 - The Commission approves statewide “Areas of Emphasis” for use by institutions in the development of their 2011-2013 Biennial *Operating Budget Request* and by the Commission in the review of these requests.

May 14, 2010 - The Commission submits budget instructions to institutions for the 2011-2013 biennial budget request cycle.

August 16, 2010 - The University of Nebraska and Nebraska State College System each submit an outline of their 2011-2013 Biennial *Operating Budget Request* to the Commission.

September 15, 2010 - The Nebraska Community College Areas each submit an outline of their 2011-2013 Biennial *Operating Budget Request* to the Commission.

September 15, 2010 - The University of Nebraska, Nebraska State College System and Nebraska Community College Areas each submit their 2011-2013 Biennial *Operating Budget Request* to the Governor, Legislature and Commission.

September 16, 2010 - The University of Nebraska, Nebraska State College System and Nebraska Community College Areas each present their 2011-2013 Biennial *Operating Budget Request* to Commissioners.

October 15, 2010 - The Commission submits its 2011-2013 Biennial *Public Postsecondary Operating Budget Recommendations* to the Governor and Legislature.



Key Deadlines Concerning Coordinating Commission Recommendations for Public Postsecondary Education 2011-2013 Biennial Capital Construction Budget Requests

May 13, 2010 - The Commission approves the *Prioritization Process to Sequence Appropriations for Approved Capital Construction Projects* to be used for developing priorities for its 2011-2013 biennial capital construction budget recommendations.

June 15, 2010 - The University of Nebraska and Nebraska State College System submit complete proposals to the Commission for any capital construction project to be included in their 2011-2013 biennial budget requests that is: a) A new proposal for a capital construction project, b) a grandfather project with a change in scope, or c) a previously approved capital construction project with a change in scope. This includes projects with state funding requests for construction, acquisition and/or facilities O&M costs.

September 15, 2010 - The University of Nebraska and Nebraska State College System submit their 2011-2013 Biennial *Capital Construction Budget Request* and *Operating Budget Request* to the Governor, Legislature, and Commission.

September 16, 2010 - The University of Nebraska and Nebraska State College System each present their 2011-2013 Biennial *Capital Construction Budget Request* to Commissioners.

October 14, 2010 - Latest date for Commission review and action on University of Nebraska and Nebraska State College System capital construction projects that have not been previously approved by the Commission for the 2011-2013 biennial budget requests.

October 15, 2010 - The Commission submits its 2011-2013 Biennial *Statewide Capital Budget Recommendations* and *Public Postsecondary Operating Budget Recommendations* to the Governor and Legislature. The *Statewide Capital Budget Recommendations* includes a unified prioritization of each capital project that the Commission has approved and recommended funding. The *Public Postsecondary Operating Budget Recommendations* identifies those capital construction projects requesting facilities O&M funding that have been approved by the Commission.

TITLE 281, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 5
COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

RULES AND REGULATIONS CONCERNING THE
NEBRASKA SCHOLARSHIP OPPORTUNITY GRANT ACT

Proposed amendments for Commission approval on 05.13.10

NEBRASKA ADMINISTRATIVE CODE

TITLE 281 - COORDINATING COMMISSION FOR POSTSECONDARY
EDUCATION
CHAPTER 5 - RULES AND REGULATIONS CONCERNING THE NEBRASKA
SCHOLARSHIP OPPORTUNITY GRANT ACT

001 PURPOSE AND OBJECTIVES

001.01 The purpose of the Nebraska ~~Scholarship Act~~ Scholarship Opportunity Grant Act is to enhance the educational opportunities of Nebraska resident students by providing direct financial assistance to eligible students, based on financial need, attending eligible postsecondary institutions.

002 STATUTORY AUTHORITY

This rule is adopted pursuant to authority granted to the Coordinating Commission for Postsecondary Education in Neb. Rev. Stat. § 85-1901 through 85-1919. ~~Chapter 85, Sections 1901 through 1919.~~

- 002.01 Chapter 85, Sections 1903 through 1910 relating to definitions of eligible students, eligible postsecondary institutions, and tuition and mandatory fees.
- 002.02 Chapter 85, Sections 1911, 1912, and 1914 relating to the process and procedures for distribution of grants to students based on financial need.
- 002.03 Chapter 85, Sections 1915 and 1916 relating to criteria for granting an award to an eligible student.

002.04 Chapter 85, Sections 1917 and 1919 relating to the Coordinating Commission for Postsecondary Education's responsibilities.

002.05 Chapter 85, Sections 1913 and 1918 relating to eligible postsecondary educational institutions responsibilities.

003 DEFINITIONS

003.01 Commission shall mean the Coordinating Commission for Postsecondary Education.

003.02 Postsecondary Education shall mean the provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education.

003.03 Eligible Postsecondary Educational Institution shall mean a public or private educational institution located in Nebraska which: (1) is primarily engaged in the instruction of students; (2) is satisfying the provisions of Nebraska law relating to the approval and licensure of schools, colleges, and universities; (3) is maintaining accreditation by an accrediting organization recognized by the U.S. Department of Education; (4) is offering courses of instruction in regularly scheduled classes to regularly enrolled undergraduate students who reside in Nebraska and who have received high school diplomas or the equivalent; and (5) shall have adopted award refund and repayment policies and must make the policies available for inspection by all who request such information.

003.04 Eligible Student shall mean an individual who (1) is domiciled in Nebraska as provided in Nebraska Statute, Section Neb. Rev. Stat. § 85-502, and (1) ; (2) is enrolled as a full- or part-time undergraduate student in an eligible program at an eligible postsecondary institution; and (2) is (3) has applied for federal

financial aid through the Free Application for Federal Student Aid for the applicable award year and either is eligible to receive a U.S. Department of Education Federal Pell Grant student financial assistance. or has an expected family contribution for the applicable award year of no more than the qualifying yearly maximum EFC.

003.05 Full-time Equivalency shall mean: ~~the sum of (1) all eligible full-time students (each counting as 1.0) together with (2) the total number of credit or clock hours taken by eligible part-time students divided by 24 semester, 36 quarter, or 900 clock hours as appropriate. The determination of full-time students shall be based upon the directives in 003.06 of these rules and regulations and an award year shall be as defined in 003.11.~~

003.06 Full-time Student shall mean:

(1) For enrollment calculations of full-time equivalent students, an individual who is enrolled in at least 24 semester credit hours, 36 quarter credit hours, or 900 clock hours per award year; or

(2) For tuition and mandatory fee determination, an individual who is enrolled in at least 30 semester credit hours, 45 quarter credit hours, or 900 clock hours per award year.

003.07 Enrollment shall mean the establishment and maintenance of an individual's status as a student in a postsecondary institution, regardless of the definition used at that institution.

003.08 Undergraduate Student shall mean an individual who has not earned a first baccalaureate or professional degree and is enrolled in a postsecondary educational program which leads to, or is creditable toward, a first baccalaureate degree, associate degree, certificate, diploma, or equivalent.

003.09 Financial Need shall mean the financial need determined by an eligible postsecondary educational institution for each student in accordance with the federal needs analysis prescribed in Part F of Title IV of the Higher Education Act of 1965 as amended.

003.10 Substantial Financial Need shall mean the need ~~required by~~ demonstrated by a student who ~~is eligible to receive a Federal Pell Grant~~ meets the yearly maximum EFC, as defined in Section 003.17.

~~003.11~~
003.10 Award shall mean a grant of money to an eligible student for educational expenses. Awards shall not exceed:

~~(1) For award years prior to the 2006-07 award year:~~

~~(a) For students who received an award from the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2002-03 award year, the greater of the total awards received by the student pursuant to such acts for the 2002-03 award year or one-half of the tuition and mandatory fees for a full-time, resident, undergraduate student for the last completed award year at the University of Nebraska-Lincoln; or~~

~~(b) For students who did not receive an award from the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2002-03 award year, one-half of the tuition and mandatory fees for a full-time, resident, undergraduate student for the last completed award year at the University of Nebraska-Lincoln; and~~

(2) For the ~~2006-07~~ 2010-11 award year and each award year thereafter, ~~twenty-five~~ fifty percent of the tuition and mandatory fees for a full-time, resident, undergraduate student for the last completed award year at the University of Nebraska-Lincoln.

~~003.12~~
003.11 Award Year shall mean that period from July 1st of one year through June 30th of the succeeding year.

~~003.13~~
003.12 Award Period shall mean that period of time, as defined by the institution, for which an award is given (example: semester, quarter, 450 contact hours, etc.)

~~003.14~~
003.13 Tuition and Mandatory Fees shall mean ~~(1) for students who received an award from the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2002-03 award year, the student's costs for tuition and mandatory fees for a full-time resident undergraduate student for the last completed award year at the eligible postsecondary educational institutions; or (2) for students who did not receive an award from the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2002-03 award year, the lesser of the student costs for tuition and mandatory fees for a full-time resident undergraduate student for the last completed award year at the eligible postsecondary educational institution or the student costs for tuition and mandatory fees for a full-time resident undergraduate student for the last completed award year at the University of Nebraska-Lincoln.~~

~~003.15~~
003.14 Educational Expenses shall mean student costs for tuition, mandatory fees, other education related fees, room and board, books, and other costs related to students' education.

~~003.16~~
003.15 Eligible Program shall mean ~~one~~ a program of study that is ~~Federal Pell Grant eligible to be funded with federal Title IV funds,~~ as defined by federal regulations.

~~003.17~~
003.16 Target Level of Funds shall represent the maximum amount of state and federal dollars that may be awarded pursuant to the Act to eligible students enrolled in eligible postsecondary educational institutions.

003.17 Yearly Maximum EFC shall mean the expected family contribution amount calculated by applying for federal financial aid through the Free Application for Federal Student Aid that is equal to:

003.18A For the 2010-2011 award year, six thousand dollars; and

003.18B For the 2011-2012 award year and each award year thereafter, the previous year's yearly maximum EFC increased by two and one-half percent.

004 COMMISSION RESPONSIBILITIES

004.01 The Commission shall determine a target level of funds to be distributed to students at each eligible postsecondary educational institution. The target is the maximum total amount that may be awarded to eligible students enrolled at eligible postsecondary education institutions, as which will be determined pursuant to the section. ~~as follows:~~

~~004.01A~~ ~~Determination of Institutional Target Level of Funds.~~

~~(1) Award years prior to the 2006-07 award year. For eligible postsecondary educational institutions when the student cost for tuition and mandatory fees for a full-time, resident, undergraduate student for the last completed award year at the eligible postsecondary educational institution was greater than the student costs for tuition and mandatory fees for a~~

~~full-time, resident, undergraduate student for the last completed award year at the University of Nebraska-Lincoln:~~

~~(a) Determine the number of eligible full-time-equivalent students enrolled at the eligible postsecondary educational institution for the last completed award year;~~

~~(b) Determine the number of eligible full-time-equivalent students enrolled at the eligible postsecondary educational institution for the last completed award year who received an award pursuant to the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2002-03 award year;~~

~~(c) For the 2003-04 award year, multiply the number determined in subdivision (1)(b) of this section by the ratio equal to the number of eligible full-time-equivalent students who received an award pursuant to the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act in 2001-02 as well as in 2002-03 at the eligible postsecondary educational institution divided by the number of eligible full-time-equivalent students who received an award pursuant to the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2001-02 award year at the eligible postsecondary educational institution;~~

~~(d) For the 2004-05 award year, multiply the number determined in subdivision (1)(b) of the section by the ratio equal to the number of eligible full-time-~~

~~equivalent students who received both an award pursuant to the Nebraska Scholarship Act for the 2003-04 award year as well as an award pursuant to the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2001-02 award year at the eligible postsecondary educational institution divided by the number of eligible full-time-equivalent students who received an award pursuant to the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act in 2002-03 award year as well as in the 2001-02 award year at the eligible postsecondary educational institution;~~

~~(e) For the 2005-06 award year, multiply the number determined in subdivision (1)(b) of this section by the ratio equal to the number of eligible full-time-equivalent students who received both an award pursuant to the Nebraska Scholarship Act for the 2004-05 award year as well as an award pursuant to the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2001-02 award year at the eligible postsecondary educational institution divided by the number of eligible full-time-equivalent students enrolled at the eligible postsecondary educational institution who received both an award pursuant to the Nebraska Scholarship Act for the 2003-04 award year as well as an award pursuant to the Postsecondary Education Award Program Act, the Scholarship Assistance Program Act, or the State Scholarship Award Program Act for the 2001-02 award year at the eligible postsecondary educational institutions;~~

~~(f) Multiply the difference of the number determined pursuant to subdivision (1)(a) of this section minus the number determined pursuant to subdivision (1)(c), (d), or (e) of this section by the tuition and mandatory fees determined pursuant to subdivision (2) of division 003.14 of section 003 of this rule;~~

~~(g) Multiply the number determined pursuant to subdivision (1)(c), (d), or (e) of this section by the tuition and mandatory fees determined pursuant to subdivision (1) of division 003.14 of section 003 of this rule;~~

~~(h) Divide the sum of the products derived pursuant to subdivisions (1) (f) and (g) of this section for each eligible postsecondary educational institution by the sum of the products derived pursuant to subdivisions (1) (f) and (g) and (2) (b) of this section for all eligible postsecondary educational institutions; and~~

~~(i) Multiply the total of state and federal funds appropriated for purposes of distribution pursuant to the Nebraska Scholarship Act by the ratio derived pursuant to subdivision (1)(h) of this section; and~~

~~(2) For award years prior to 2006-07. For eligible postsecondary educational institutions when the student costs for tuition and mandatory fees for a full-time, resident, undergraduate student for the last completed award year at the eligible postsecondary educational institution was less than or equal to the student costs for tuition and mandatory fees for a full-time, resident, undergraduate student for the last completed award year at the University of Nebraska-Lincoln:~~

~~(a) Determine the number of eligible full-time-equivalent students enrolled at the eligible postsecondary educational institution for the last completed award year;~~

~~(b) Multiply the number determined in subdivision (2)(a) of this section by the tuition and mandatory fees as limited pursuant to subdivision (2) of division 003.14 of section 003 of this rule;~~

~~(c) Divide the product derived pursuant to subdivision (2) (b) of this section for each eligible postsecondary educational institution by the sum of the products derived pursuant to subdivisions (1) (f) and (g) and (2) (b) of this section for all eligible postsecondary educational institutions; and~~

~~(d) Multiply the total of state and federal funds appropriated for purposes of distribution pursuant to the act by the ratio derived pursuant to subdivision (2)(c) of this section.~~

~~(3) For award years 2006-07 and each award year thereafter for all eligible postsecondary educational institutions:~~

~~(a) (1) Determine the number of eligible full-time-equivalent students enrolled at the eligible postsecondary educational institution for the last completed award year;~~

~~(b) (2) Multiply the number determined in subdivision (2)(a) (1) of this section by the tuition and mandatory fees as limited pursuant to ~~subdivision (2) of division 003.14~~ Section 003.13 of section 003 of this rule;~~

~~(e)~~ (3) Divide the product derived pursuant to subdivision (2) ~~(b)~~ of this section for each eligible postsecondary educational institution by the sum of the products derived pursuant to ~~subdivisions (1) (f) and (g) and (2) (b)~~ subdivision (2) of this section for all eligible postsecondary educational institutions; and

~~(d)~~ (4) Multiply the total of state and federal funds appropriated for purposes of distribution pursuant to the act by the ratio derived pursuant to subdivision ~~(2)~~(e) (3) of this section.

004.02 Prior to June 1 of each award year, the Commission shall receive recommendations as often as necessary from each eligible postsecondary educational institution listing proposed awards to eligible students, including name, social security number of each eligible student, and amount of proposed award for each eligible student and other information necessary for the Commission to determine compliance with the Act.

004.03 Within thirty days after receiving recommendations pursuant to 004.02 of this rule, the Commission shall review the recommended awards for compliance with the Nebraska Scholarship Opportunity Grant Act and its rules and regulations, and notify each eligible postsecondary educational institution of the approval or disapproval of recommended awards.

004.04 If awards are disapproved, the eligible postsecondary institution may resubmit the recommended list of awards to eligible students after modifying the recommendation to address the disapproved awards. The Commission will review the modified list of recommendations in a timely manner.

004.05 Upon approval of awards, the Commission shall distribute funds appropriated to the Nebraska Scholarship Opportunity Grant Act to each eligible institution, based on the level of approved awards, for

direct disbursement to eligible students as determined by the Commission according to the provisions of the Act.

004.06 As a separate requirement for federal reporting purposes, ~~due to the state's participation~~ as long as the state participates in the federal LEAP and SLEAP programs, each eligible institution shall report annually to the Commission information required by the U.S. Department of Education pertaining to the federal funds distributed to students within the last completed award year. Only those institutions providing this information are eligible for participation in the program. The Commission shall then report this information to the Department of Education.

004.07 The Commission shall supervise the issuance of public information concerning the Nebraska Scholarship Opportunity Grant Act, ~~which will be commonly known as the Nebraska State Grant (NSG) program.~~

004.08 The Commission shall assure through regular audits and reports that institutions, as agents of the Commission, maintain fiscal control and fund accounting procedures as are necessary to assure proper disbursement of funds and compliance with the Act.

005 INSTITUTIONAL RESPONSIBILITIES (as agents of the Commission)

005.01 The eligible postsecondary educational institution shall act as an agent of the Commission to disburse the awards directly to eligible students during the award year.

005.02 As agents of the Commission, the eligible postsecondary educational institutions shall:

005.02A Receive and process applications for awards from enrolled students as determined by the Nebraska Scholarship Opportunity Grant Act.

- 005.02B Determine eligibility of students based on criteria established in Commission rules and regulations as set forth in the definitions of the Act.
- 005.02C Determine awards without regard to race, creed, color, national origin, ancestry, age, sex, or handicap.
- 005.02D Submit, prior to June 1 of each award year, recommendations as often as necessary to the Commission for awards to eligible students, including the name of each eligible student, social security number of each eligible student, the recommended amount for each eligible student, and other information necessary for the Commission to determine compliance with the Act.
- 005.02E After notification of approval of awards to eligible students and distribution of total award amounts approved for eligible students by the Commission, disburse the awards directly to the eligible students during the award year.
- 005.02F Require all award recipients to certify that the award will be used only for educational expenses.
- 005.03 Maintenance of all recipient records of awards shall be the responsibility of the eligible postsecondary educational institution.
- 005.04 Disbursement of awards made by an institution shall cover at least one award period but no more than one award year. This does not prevent an institution from making awards to the same students in successive years.
- 005.05 To participate in the Act, all eligible postsecondary educational institutions shall complete an annual application and statement of

assurance provided by the Commission for such purpose. Postsecondary educational institutions failing to complete ~~the application~~ these documents, in ~~its~~ their entirety within the time period allowed, may be deemed ineligible to participate in the Act for the application award year. (See Appendix A and B)

- 005.06 An audit trail shall be established by each participating institution. Institutional and student records are subject to normal auditing procedures by the State of Nebraska and the Coordinating Commission for Postsecondary Education pursuant to the requirement that institutions maintain fiscal and fund accounting procedures necessary to assure proper disbursement of funds and compliance with the Act.
- 005.07 Any award recipient that discontinues attendance before the end of the award year shall remit any award balance allowable to the eligible postsecondary institution pursuant to the institution's withdrawal policy.
- 005.08 Prior to June 1 of each award year, an institution may make new recommendations to the Commission as needed when funds are returned in accordance with its institutional refund policy. The Commission shall review the submissions pursuant to Section 004.03 of this rule. Award funds not awarded within the award year in which the funds were allocated shall be returned to the Commission by the institution at a time specified by the Commission.
- 005.09 Eligible institution reporting requirements:
- 005.09A The eligible postsecondary educational institution shall submit ~~a year-end report~~ yearly reports as requested by the Commission. The ~~report~~ reports shall include, but not be limited to: recipient's name, recipient's Social Security number, amount disbursed to recipient, each recipient's Expected Family

Contribution (EFC) amount, recipient's income level and enrollment status, whether the recipient is a dependent student or independent student, and the institution's unmet need data as defined by the Commission.

~~005.09B As a separate requirement for federal reporting purposes, due to the state's participation in the federal LEAP and SLEAP programs, each eligible institution shall report annually to the Commission information required by the U.S. Department of Education pertaining to the federal funds distributed to students within the last completed award year. Only those institutions providing this information are eligible for participation in the program.~~

~~005.09C~~
005.09B The eligible postsecondary educational institution shall comply with the Commission's requests for reports to verify award amounts and eligibility of individual student recipients. The eligible institutions shall also comply with requests for reports necessary to complete federal reporting requirements. Any eligible postsecondary educational institution not providing the requested reports as outlined by the Commission within the time period allowed shall be deemed in non-compliance with the Nebraska Scholarship Opportunity Grant Act and may be ineligible to participate in the Act and receive scholarship grant funding for eligible students.

005.10 Aid may not be awarded or disbursed from this Act if that aid, when combined with all other resources, would exceed the student's financial need or is not in compliance with federal award guidelines.

006 STUDENT RESPONSIBILITIES

- 006.01 A student shall apply for federal financial aid through the Free Application for Federal Student Aid for the applicable award year.
- ~~006.01~~
006.02 A student shall be eligible to receive a Federal Pell grant from the United States Department of Education or have an Expected Family Contribution of no more than the yearly maximum EFC for the current award year.
- ~~006.02~~
006.03 The student shall complete a financial aid application at the eligible postsecondary education institution to be eligible to be considered for an award.
- ~~006.03~~
006.04 A student shall be an undergraduate and a resident who is domiciled in Nebraska as provided by ~~section~~ Neb. Rev. Stat. § 85-502.
- ~~006.04~~
006.05 A student receiving an award under the Nebraska ~~Scholarship Opportunity Grant~~ Act shall certify ~~to use~~ that the award will be used for educational expenses only.
- ~~006.05~~
006.06 The student shall maintain satisfactory academic progress, as defined by the institution.
- ~~006.06~~
006.07 If the student award recipient discontinues attendance before the end of an award period, the student shall remit to the institution any award balances in accordance with the institution's withdrawal or refund policy addressing that issue.

007 STUDENT APPEAL PROCESS

- 007.01 Students who are adversely affected by the actions of the Commission or an eligible postsecondary educational institution in

the distribution of funds or granting of awards may appeal the decision.

007.01A Students shall first make an appeal directly through the eligible postsecondary educational institution's financial aid appeal procedure.

007.01B Students who desire further consideration of an institutional decision may appeal, in writing, to the Coordinating Commission for Postsecondary Education within 21 calendar days of the institutional decision. The decision of the Commission shall be final unless appealed to the District Court pursuant to the Administrative Procedure Act.

~~Appendix A — Application for Schools whose
Tuition and Fees are Greater
than the University of Nebraska
— Lincoln~~

~~**Nebraska State Grant Application**~~

~~Information for the Nebraska Scholarship Program Act
[YYYY-YY]~~

~~Institution _____~~

~~Contact
Person _____ Phone _____~~

~~**Please read the instructions carefully.** Complete and return to J. Ritchie
Morrow, Coordinating Commission for Postsecondary Education, P.O. Box
95005, Lincoln, NE 68509-5005, by [Month Day, Year]. Please make sure
that the application **and** the Statement of Assurance are signed and dated.~~

~~The final Electronic Statement of Account (ESOA) for [YYYY YY] must be
submitted to the Commission when received by the institution but no later
than December 1, [YYYY]. The ESOA will provide the total number of
unduplicated Pell Grant recipients. If there is a discrepancy between
the number of recipients reported on the grant application and the number
reported on the ESOA, the Commission will make the appropriate adjustment
in the second disbursement for [YYYY YY].~~

~~_____ A. Is the teaching calendar at your institution based on semester
credit hours (SCH), quarter credit hours (QCH), or clock hours
(CH)?~~

~~_____ B. **Pell eligible Nebraska residents** for the award year July 1,
[YYYY] to June 30, [YYYY], the total number of all Pell
eligible students who were also Nebraska residents.~~

~~_____ 1. Of those students listed in "B" above, the number of
students enrolled in at least 24 SCH, 36 QCH, or 900 CH.~~

~~_____2. Of those students listed in "B" above, the number of students enrolled in less than 24 SCH, 36 QCH, or 900 CH.~~

~~_____3. The total number of aggregate hours for the less than-full time students listed in Question 2.~~

~~[Note: The number of students reported in 1 and 2 should equal the total number of students reported for "B".]~~

~~_____C. **The number of Nebraskans receiving state grants in [yy-yy] who are enrolled in [YY-YY]** - the total number of Nebraska resident students (unduplicated) who received awards from any of the three state grant programs (SAP, SSAP, or PEAP) for the award year July 1, [YYYY] to June 30, [YYYY], and who are enrolled in the [YYYY YY] academic year.~~

~~_____1. Of those students listed in "C" above, the number of students enrolled in at least 24 SCH, 36 QCH, or 900 CH during the [YY YY] year.~~

~~_____2. Of those students listed in "C" above, the number of students enrolled in less than 24 SCH, 36 QCH, or 900 clock hours during the [YY YY] year.~~

~~_____3. The total number of aggregate hours for the less than-full time students listed in Question 2.~~

~~[Note: The number of students reported in 1 and 2 should equal the total number of students reported for "C".]~~

~~_____D. **The number of Nebraskans receiving state grants in [YY-YY] and [YY-YY]** - number of students (unduplicated) who were Nebraska residents and who received a state grant (SAP, SSAP, or PEAP) in award year [YYYY YY] **and** a state grant (NSG) in award year [YYYY YY].~~

~~_____1. Of those students listed in "D" above, the number of students enrolled in at least 24 SCH, 36 QCH, or 900 CH during the [YY YY] year.~~

~~_____2. Of those students listed in "D" above, the number of~~

~~students enrolled in less than 24 SCH, 36 QCH, or 900 CH during the [YY-YY] year.~~

~~_____3. The total number of aggregate hours for the less than full time students listed in Question 2.~~

~~[Note: The number of students reported in 1 and 2 should equal the total number of students reported for "D".]~~

~~_____ E. **The number of Nebraskans receiving state grants in both [YY-YY] and [YY-YY]** - number of students (unduplicated) who were Nebraska residents and who received a state grant (SAP, SSAP, or PEAP) in both award year [YYYY YY] **and** award year [YYYY-YY].~~

~~_____1. Of those students listed in "E" above, the number of students enrolled in at least 24 SCH, 36 QCH, or 900 CH within the period July 1, [YYYY], through June 30, [YYYY].~~

~~_____2. Of those students listed in "E" above, the number of students enrolled in less than 24 SCH, 36 QCH, or 900 CH within the period July 1, [YYYY], through June 30, [YYYY].~~

~~_____3. The total number of aggregate hours for the less than full time students listed in Question 2, for the period July 1, [YYYY], through June 30, [YYYY].~~

~~[Note: The number of students reported in 1 and 2 should equal the total number of students reported for "E".]~~

~~F. **Tuition and mandatory fees**~~

~~_____ For institutions that charge by the semester or quarter hour, provide the resident, full time tuition and mandatory fees for your institution's [YYYY YY] academic year.~~

~~— Full time is defined as 30 semester credit hours or 45~~

~~quarter credit hours.~~

~~—If your institution has programs with substantially different costs, a weighted average is required.~~

~~—For independent colleges and universities and private career colleges the resident distinction does not apply.~~

~~For institutions that charge by the program, in the space below provide the name of the program, the cost for the program, and the length of the program for July 1, [YYYY], through June 30, [YYYY], (e.g., cosmetology, \$10,000, 14 months; computer technology, \$25,000, 18 months). If the institution offers more than one program provide the weighted average program cost and the weighted average program length of all programs.~~

~~I assure that the information contained in this document is, to the best of my knowledge, an accurate portrayal of the records maintained by the institution I represent. I have included the signed Statement of Assurance.~~

~~**I understand that any intentional misrepresentation of the facts will void this institution's participation in the Nebraska Scholarship Act Program.**~~

~~_____
Name of Authorized Institutional Representative (Printed or Typed)~~

~~_____
Signature of Authorized Institutional Representative Name _____ Date _____~~

~~Appendix B Application for Schools whose
Tuition and Fees are Equal to
or less than the University of
Nebraska — Lincoln~~

~~Nebraska State Grant Application~~

~~Information for the Nebraska Scholarship Program Act
[YYYY-YY]~~

~~Institution _____~~

~~Contact
Person _____ Phone _____~~

~~**Please read the instructions carefully.** Complete and return to J.
Ritchie Morrow, Coordinating Commission for Postsecondary Education,
P.O. Box 95005, Lincoln, NE 68509 5005, by **[Month Day, Year]**. Please
make sure that the application **and** the Statement of Assurance are
signed and dated.~~

~~The final Electronic Statement of Account (ESOA) for [YYYY YY] must be
submitted to the Commission when received by the institution but no
later than December 1, [YYYY]. The ESOA will provide the total number
of unduplicated Pell Grant recipients. If there is a discrepancy
between the number of recipients reported on the grant application and
the number reported on the ESOA, the Commission will make the
appropriate adjustment in the second disbursement for [YYYY-YY].~~

~~_____A. Is the teaching calendar at your institution based on
semester credit hours (SCH), quarter credit hours (QCH), or
clock hours (CH)?~~

~~_____B. **Pell eligible Nebraska residents** for the award year July
1, [YYYY] to June 30, [YYYY], the total number of all Pell
eligible students who were also Nebraska residents.~~

~~_____1. Of those students listed in "B" above, the number of
students enrolled in at least 24 SCH, 36 QCH, or 900 CH.~~

~~_____ 2. Of those students listed in "B" above, the number of students enrolled in less than 24 SCH, 36 QCH, or 900 CH.~~

~~_____ 3. The total number of aggregate hours for the less than full-time students listed in Question 2.~~

~~_____ [Note: The number of students reported in 1 and 2 should equal the total number of students reported for "B".]~~

~~C. **Tuition and mandatory fees**~~

~~_____ For institutions that charge by the semester or quarter hour, provide the resident, full time tuition and mandatory fees for your institution's [YYYY YY] academic year.~~

~~— Full-time is defined as 30 semester credit hours or 45 quarter credit hours.~~

~~— If your institution has programs with substantially different costs, a weighted average is required.~~

~~— For independent colleges and universities and private career colleges the resident distinction does not apply.~~

~~For institutions that charge by the program, in the space below provide the name of the program, the cost for the program, and the length of the program for July 1, [YYYY], through June 30, [YYYY], (e.g., cosmetology, \$10,000, 14 months; computer technology, \$25,000, 18 months). If the institution offers more than one program provide the weighted average program cost and the weighted average program length of all programs.~~

~~_____
_____~~

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~~I assure that the information contained in this document is, to the best of my knowledge, an accurate portrayal of the records maintained~~

~~by the institution I represent. I have included the signed Statement of Assurance.~~

~~I understand that any intentional misrepresentation of the facts will void this institution's participation in the Nebraska Scholarship Act Program.~~

~~_____
Name of Authorized Institutional Representative (Printed or Typed)~~

~~_____
Signature of Authorized Institutional Representative Name Date~~

DRAFT

Nebraska Opportunity Grant Application
[YYYY-YY] Academic Year

Institution _____

Contact Person _____ Phone _____

Please read the instructions carefully. Complete and return via mail to J. Ritchie Morrow, Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005, via fax at 402.471.2886, or via e-mail at Ritchie.Morrow@nebraska.gov by **[DATE]**. Please make sure that the application **and** the Statement of Assurance are signed and dated.

____ A. Is the teaching calendar at your institution based on semester credit hours (SCH), quarter credit hours (QCH), or clock hours (CH)?

____ B. **Number of eligible students** - for the award year July 1, YYYY to June 30, YYYY, the total number of Nebraska resident students who have not earned a bachelor's degree and whose EFC is equal to or less than [the yearly maximum EFC for the current award year].

____ 1. Of those students listed in "B" above, the total number of enrolled credit hours.

C. Tuition and mandatory fees

_____ For institutions that charge by the semester or quarter hour, provide the resident, full-time tuition and mandatory fees for your institution's YYYY-YY academic year.

– Full-time is defined as 30 semester credit hours or 45 quarter credit hours.

--For independent colleges and universities and private career colleges the resident distinction does not apply.

For institutions that charge by the program, in the space below provide the name of the program, the cost for the program, and the length of the program for July 1, YYYY, through June 30, YYYY, (e.g., cosmetology, \$10,000, 14 months; computer technology, \$25,000, 18 months). **If the institution offers more than one program, you must provide the weighted average program cost and the weighted average program length of all programs.**

**Statement of Assurance
[YYYY-YY] Nebraska Opportunity Grant**

I assure that the below-named institution will work with the Coordinating Commission for Postsecondary Education (CCPE) in identifying students who are eligible for the Nebraska Opportunity Grant (NOG) and will act as the Commission’s agent to disburse such grant funds directly to the eligible student, pursuant to the Nebraska Opportunity Grant Act (LB956 2010).

I assure that the CCPE may review the financial aid recipients’ files, including but not limited to those files associated with enrollment and financial aid for the award year specified.

I assure that all recipients of the NOG will be undergraduate students that have not earned a bachelor’s degree; that all recipients will have applied for financial assistance; that all students will not have an EFC in excess of the yearly maximum; that all recipients will be Nebraska residents; that grants will not exceed 50% of UNL’s tuition and mandatory fees; and that students benefiting from the program will meet all requirements listed in the rules and regulations governing the program.

I further assure that the information provided on the NOG application is accurate. The CCPE staff can verify these numbers during an on-site audit. Failure to report accurate numbers will result in a review of the institution’s participation in the state grant program. Intentional misrepresentation will result in the institution’s suspension from the program.

I understand I am required to provide the CCPE a copy of my institution’s fiscal year audit. If this institution expends \$500,000 or more in federal award funds, I understand it is the institution’s responsibility to provide a copy of the A-133 audit to the CCPE. All audit information must be provided to the CCPE within 30 days of completion of the audit or within 9 months of the close of the award year, whichever is earlier. Failure to submit the audit, and when required the A-133 audit, can result in suspension of state grant funding. I further understand that the fiscal year audit and the A-133 audit files may be examined by the CCPE during its regular financial aid audit.

Name (Please print or type)

Institution

Signature

Date