



MEETING MINUTES
Coordinating Commission for Postsecondary Education
Public Hearing and Commission Meeting
Thursday, June 10, 2010
9:00 a.m.

Videoconference locations:

Lincoln: NET, Room 132, 1800 N. 33rd Street

Kearney: Kearney Public Library, 2020 1st Avenue

Norfolk: Northeast Community College, Maclay Bldg., Room 122, 801 E. Benjamin Avenue

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
Clark Anderson
Riko Bishop
Dr. Dick C. E. Davis
Mary Lauritzen
Eric Seacrest
Dr. Joyce Simmons
W. Scott Wilson
John Winkleblack

Commissioners Absent:

Dr. Ron Hunter
Carol Zink

Commission Staff Present:

Miste Adamson-DaMoude, Administrative Assistant
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. Carna Pfeil, Associate Director for Finance & Administration

I. CALL TO ORDER

Commission Chairman Joyce Simmons called the meeting to order at 11:00 a.m. at the NET, Room 132, in Lincoln, Nebraska on June 10 following a public hearing. Attendance is indicated above.

II. WELCOME

Introductions

III. MINUTES

A. Action item Approve the May 13, 2010 meeting minutes

Motion Motion by Commissioner ANDERSON and second by Commissioner DAVIS to approve the May 13, 2010 meeting minutes as presented.

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

IV. ACADEMIC PROGRAMS COMMITTEE

A. Proposal for an out-of-state institution to offer programs in Nebraska

1. Action item Herzing University, Milwaukee, Wisconsin – Lincoln Campus

Diploma:

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

Associate of Science:

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

Bachelor of Science:

- Business Administration
- Computer Science

- Criminal Justice
- Graphic Design
- Health Care Management
- Nursing*

(* Withdrawn at the request of the institution)

Motion Motion by Commissioner LAURITZEN and second by Commissioner DAVIS to approve Herzing University, Milwaukee, Wisconsin request for the Lincoln Campus to offer programs in Nebraska with the following conditions: 1) that an adequate facility is obtained and a Commission staff member has visited the site; 2) a director of the Lincoln campus and faculty for that campus are hired and vitae or information on their qualifications are provided to the Commission; and 3) required regional approval is received and documentation supplied to the Commission.

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

Motion Commissioner Simmons moved that the main motion be amended to insert the words “and approved” after the word “provided” in condition (2).

Dr. Marshall Hill stated that the Commission does not have the authority to approve those qualifications. Dr. Hill recommended no amendment to the motion.

Commission Simmons withdrew her motion.

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

2. **Action item** Herzing University, Milwaukee, Wisconsin – Omaha Campus

Diploma:

- Cisco Networking
- Microsoft Networking
- Network Systems

Associate of Science:

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

- ~~Surgical Technology*~~

Bachelor of Science:

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

(* Withdrawn at the request of the institution)

Motion Motion by Commissioner LAURITZEN and second by Commissioner DAVIS to approve the Herzing University, Milwaukee, Wisconsin request for the Omaha Campus to offer programs in Nebraska with the following conditions: 1) an adequate facility is obtained and a Commission staff member has visited the site; 2) a director of the Omaha campus and faculty for that campus are hired and vitae or information on their qualifications are provided to the Commission; and 3) required regional approval is received and documentation supplied to the Commission.

Commissioner Adam clarified that this approval does not affect programs already approved for Omaha and offered at the facilities associated with the Omaha School of Massage and Healthcare of Herzing University.

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

V. FUTURE MEETINGS

The next regular Commission meeting will be August 5, 2010 and will be held at College of Saint Mary, Omaha, Nebraska.

VI. COMMISSIONER COMMENTS

None.

VII. ADJOURNMENT of regular Commission meeting

There being no further business, the meeting was adjourned at 11:16 a.m.

Coordinating Commission General Fund - Program 640

	2009-2010 General Fund Budget	2009-2010 Current Expenditures	Expended Expended Time Elapsed 100.00%
PERSONAL SERVICES			
Permanent Salaries	\$839,000	\$837,369	99.8%
Temporary Salaries	\$0	\$0	
Overtime	\$0	\$0	
Subtotal	\$839,000	\$837,369	99.8%
PSL	\$872,210	\$837,369	96.0%
Benefits	\$237,000	\$237,697	100.3%
Subtotal	\$1,076,000	\$1,075,066	99.9%
OPERATING EXPENSES			
Postage	\$2,500	\$3,364	134.6%
Communication	\$13,800	\$14,518	105.2%
Freight	\$100	\$0	0.0%
Data Processing	\$2,000	\$1,933	96.7%
Publication & Printing	\$11,000	\$9,824	89.3%
Awards Expense	\$200	\$140	70.0%
Dues & Subscriptions	\$13,909	\$12,260	88.1%
Conference Registration Fees	\$3,000	\$2,986	99.5%
Electricity	\$3,500	\$2,267	64.8%
Rent Expense	\$45,500	\$42,881	94.2%
Repair & Maintenance	\$0	\$15	0.0%
Office Supplies	\$2,000	\$1,831	91.6%
Food Expenses	\$2,000	\$976	48.8%
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	\$1,529	101.9%
Subtotal	\$108,260	\$101,610	93.9%
STAFF TRAVEL			
Board & Lodging	\$4,000	\$3,633	90.8%
Commercial Transportation	\$2,000	\$1,633	81.7%
State-Owned Transportation	\$2,000	\$1,113	55.7%
Mileage	\$500	\$687	137.4%
Other	\$350	\$225	64.3%
Subtotal	\$8,850	\$7,291	82.4%
COMMISSIONER TRAVEL			
Board & Lodging	\$2,000	\$1,182	59.1%
Commercial Transportation	\$0	\$0	0.0%
Mileage	\$10,500	\$6,779	64.6%
Other	\$50	\$0	0.0%
Subtotal	\$12,550	\$7,961	63.4%
CAPITAL OUTLAY			
Office Equipment	\$0	\$701	0.0%
Hardware	\$0	\$0	0.0%
Software	\$1,600	\$1,532	95.8%
Subtotal	\$1,600	\$2,233	139.6%
MHEC Dues	\$95,000	\$95,000	100.0%
TOTAL EXPENDITURES			
	\$1,302,260	\$1,289,161	99.0%
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	\$13,099	1.0%

2010 Policies, Practices, and Composition of Higher Education Coordinating Boards and Commissions

July 2010

Ingram Center for Public Trusteeship and Governance
Association of Governing Boards of Universities and Colleges

AGB ASSOCIATION OF
GOVERNING BOARDS
OF UNIVERSITIES AND COLLEGES

CONTENTS

Introduction	1
About the Survey	2
Report Descriptors	3
Comparisons of Coordinating Boards to Public Governing Boards	3
Profile of the Typical Coordinating Board or Commission	4
Characteristics of Coordinating Boards and Board Members	5
Board Size	5
Gender and Ethnicity	5
Age Distribution	6
Occupations	6
Service on Other Boards	7
Board Policies and Practices	8
Appointment and Selection Processes for Board Members	8
Conditions for Appointment and Selection of Board Members	8
Board Member Terms of Service	9
Policies for Removing Board Members	9
Board Chairs	10
Coordinating Board Chief Executive Officers	12
Meetings	12
Frequency of Board Meetings	13
Committees	15
Ad Hoc Committees	16
Board Executive Committee Meetings	17
Board Education and Training	17
Board Retreats	17
Conclusion	19
Special Notes of Thanks	19
References	20

INTRODUCTION

Coordinating boards and commissions have long been members of the Association of Governing Boards of Universities and Colleges (AGB), but we have never attempted to systematically collect data about how they are structured internally or about the citizens who serve on them. This report does that. It provides us considerable information about the citizens who serve on these boards and commissions (a demographic profile), as well as some of the internal policies and operations of such boards and their members.

This report delves much deeper than a November 2008 AGB Ingram Center report, *Public Higher Education Governing and Coordinating Boards: Composition, Characteristics, and Structure*. In addition to the information in that report, this report provides data on basic board and committee structures, as well as the frequency and number of board meetings and the time commitment required of board members. One interesting finding in this report, for example, is that coordinating boards meet, on average, eight times a year and spend just over 10 days in full board meetings (some additional time is spent in standing and ad hoc committee meetings). This may be sufficient time for the challenges facing states and their higher education systems, and is only slightly less than the time spent by public governing boards. Or is it sufficient? Do today's challenges require more of these boards and their members; and, indeed, of all higher education boards?

The survey for this report asked questions about the state higher education executive-board relationship, and those questions were limited to hiring practices, evaluation, and compensation. A fuller examination of this relationship may be worthwhile given the relatively high turnover rate among state coordinating board executives, for example: what responsibility rests with the board in terms of selection, meaningful performance assessment, expectations, and support that could improve the service of coordinating agency executives (at least for the 20 boards that retain authority to select executives)?

Statutorily created citizen coordinating boards and commissions wield considerable authority; a few have governing board-related powers. Even in those states in which the board and the state agency they oversee are officially advisory, the board is often made up of prominent citizens whose leadership and guidance on state policy is sought often. Examining how board authority and leadership are exercised is not the purpose of this report. We view it as the first step in what will be a further examination of state coordinating boards and commissions, their individual members, and the nature of their work and engagement—in partnership with their executives and agency staffs—on the critical education-related policies facing states and their higher education systems.

Much is at stake for asserting state higher-education policy and in creating and advancing public agendas for higher education. Public colleges and universities and the states need highly effective, high-performing governing and state coordinating boards to help ensure that our nation achieves its educational goals. We believe the information in this report will contribute to an understanding of the work and structure of state coordinating boards and commissions as they address the educational challenges ahead.

Richard Novak



Senior Vice President for Programs and Research
Association of Governing Board of Universities and Colleges

ABOUT THE SURVEY

AGB's *2010 Survey of Policies, Practices and Composition of Coordinating Boards and Commissions* collects and analyzes the characteristics of state higher education coordinating boards and board members. To put this information into perspective, comparisons to public institution and university system governing boards from AGB's *2004 Policies, Practices and Composition of Governing Boards of Public Colleges and Universities* are included where such comparisons are illuminating. This report builds upon earlier work by Dr. Aims McGuiness for the Education Commission of the States.

This report provides chief executives, board members, government leaders, staff, scholars, and others with a basis for comparing the attributes of their boards to those in other states. The survey results reveal data and information regarding the following:

- Board member age, gender, and ethnicity;
- Board member occupations;
- Board size;
- Length of terms for board members and chairs, as well as appointment methods;
- Board meetings;
- Service on other types of boards;
- Use of executive sessions;
- Most common board committees;
- Written policies for removing board members;
- Board education, training, and assessment practices; and
- Coordinating board executive officers.

Out of 26 possible respondents (coordinating boards and commissions), 25 responded to part I of this survey (multiple choice and brief response questions regarding board member terms of service, board meetings, chief executives, board committees, and related policies).¹ Twenty-four boards responded to part II of this survey (questions regarding board member characteristics—age, ethnicity, occupation, and service on other boards). Averaging the surveys submitted, the overall response rate was 94 percent.

The surveys were conducted electronically and responses are confidential unless boards granted AGB permission to use the data provided in identifying ways. Where specific coordinating boards and commission are cited, information is provided with permission from survey respondents. Generally, most survey data are reported in aggregate form. Please note that voting students and faculty representatives are included in the data.

The following statewide coordinating boards and commissions are described in this report:

1. Alabama Commission on Higher Education
2. Arkansas Higher Education Coordinating Board
3. California Postsecondary Education Commission
4. Colorado Commission on Higher Education
5. Connecticut Board of Governors for Higher Education
6. Delaware Higher Education Commission
7. Illinois Board of Higher Education
8. Indiana Commission for Higher Education
9. Kentucky Council on Postsecondary Education
10. Louisiana Board of Regents
11. Maryland Higher Education Commission
12. Massachusetts Board of Higher Education

1. The Delaware Higher Education Commission was able to submit part I of the survey, but could not complete part II—this includes questions regarding board member age, gender, ethnicity, occupations, and service to other boards. DHEC's Board has not met since October 2002, when the Department of Education went through transition/restructuring. Since DHEC has no active board members, the Commission was unable to complete part II.

13. Missouri Coordinating Board for Higher Education
14. Nebraska Coordinating Commission for Higher Education
15. New Hampshire Postsecondary Education Commission
16. Board of Regents of The University of the State of New York
17. Ohio Board of Regents
18. Oklahoma State Regents for Higher Education
19. Puerto Rico Council on Higher Education
20. South Carolina Commission on Higher Education
21. Tennessee Higher Education Commission
22. Texas Higher Education Coordinating Board
23. State Council of Higher Education for Virginia
24. Washington Higher Education Coordinating Board
25. West Virginia Higher Education Policy Commission

Report Descriptors

Members of the coordinating boards and commissions go by various names: commissioner, regent, governor, board member, etc. For this report, we use “board member” generically. Likewise, the citizen boards advising and overseeing the state higher education agencies and coordinating higher education systems go by many different names: state council, state commission, board of regents, board of governors, and coordinating board. For this report, we use “coordinating board” inclusively.

When considering the information provided about coordinating boards in this report, it might be helpful to know that 24 of the 25 reporting boards coordinate both two- and four-year colleges and universities in their states.

Comparisons of Coordinating Boards to Public Governing Boards

In addition, and as mentioned previously, when we compare coordinating boards to “public governing boards,” this aggregated value includes data from two-year, four-year, and system governing boards.

PROFILE OF THE TYPICAL COORDINATING BOARD OR COMMISSION

Averaging the data from respondents reveals the following prototypical characteristics:

Board Size, Gender, and Ethnicity. The typical public higher education coordinating board has 12 voting members (four women and eight men) of whom nine are Caucasian, one is Black or African American, one is Hispanic or Latino, and one is Asian or American Indian/Alaska Native, or an ethnicity not listed.

Age, Occupation, and Service. Two board members are 49 years old or younger, eight are 50 to 69 years old, and two are 70 or older. The average length of a single term of service is 5.5 years.

The typical board includes two members who are retired and 10 who are currently employed. Of those employed, four are in business, two in professional services, two in education, one is an elected official (or in a government position), and one is in an occupation not listed. Of the two retired board members, one had a career in education and the other in business.

In addition, the typical board includes one member who serves on a college or university governing board, six members who also serve on another nonprofit organization board, and 1.5 members who serve on a for-profit corporate board.

Board Policies and Practices. The chief executive is not a voting member of the board. However, in almost all cases, he/she routinely participates in executive session meetings.

Over half of all board members attend about 76 to 90 percent of all board meetings. The typical board meets eight times each year for three or more hours each time. The board has four standing committees: academic programs/certification/instructional affairs, finance/budget, executive, and other committees. “Other committees” may include: cultural education; facilities planning; investment; policy and planning; research; strategic communication, and others.

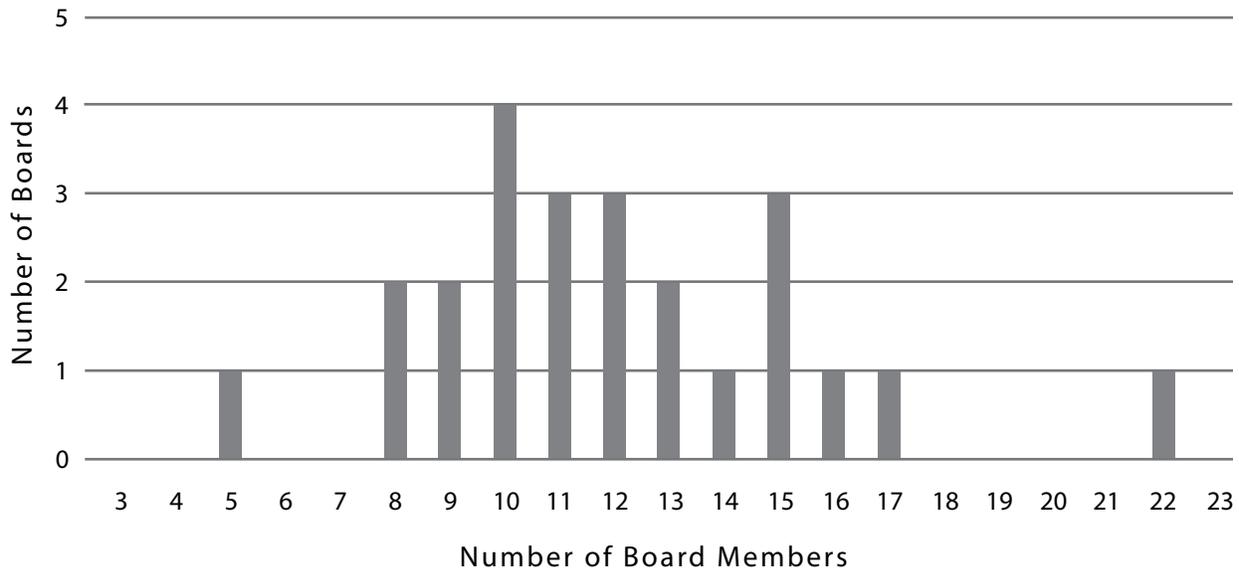
CHARACTERISTICS OF COORDINATING BOARDS AND BOARD MEMBERS

Board Size

Considering the most common board size, four boards report 10 members while others indicate three boards with 11 members, three with 12, and three with 15 members. The sizes of the coordinating boards in this study range from five to 22 members. The mean is 12.

Comparison to public governing boards. The average public governing board has 10.5 members.

Graph 1: Frequency of Board Size



Gender and Ethnicity

Coordinating boards are composed of more than twice as many men as women, with a gender breakdown of 69 percent men and 31 percent women.

Comparison to public governing boards. The gender imbalance in coordinating boards mirrors that of public governing boards, where men outnumber women by almost a two and a half to one ratio: in 2004, the gender breakdown of public governing boards was 71 percent men and 29 percent women.

The ethnic composition of coordinating boards is as follows: 79 percent Caucasian, 11 percent Black or African American, and seven percent Hispanic or Latino. Public governing boards increased their representation of minorities from 1997 to 2004. It is highly likely that coordinating boards parallel these increases but data is unavailable to confirm this. Future research will demonstrate if coordinating boards increase their diversity.

Table 1: What is the gender and ethnic breakdown of voting board members?

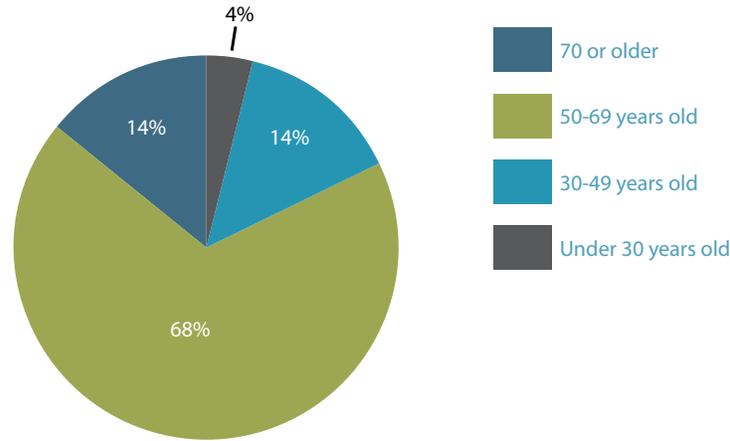
	American Indian/ Alaska Native	Asian	Black or African American (non-Hispanic)	Hispanic or Latino (of any race)	Native Hawaiian/ Pacific Islander	White (non-Hispanic)	Other
Men	0%	1%	7%	4%	0%	56%	1%
Women	0%	1%	4%	3%	0%	23%	0%

Age Distribution

The vast majority (68 percent) of board members on coordinating boards tend to be between the ages of 50 to 69 years old. Two categories, board members between the ages of 30 to 49 years old and board members 70 or more years old, each make up 14 percent of coordinating boards.

Comparison to public governing boards. Similar to coordinating boards, 65 percent of public governing board trustees are between the ages of 50 and 60 years old. However, public governing boards have more trustees (20 percent) who are between the ages of 30 and 49 years old than at the age of 70 or older (11 percent).

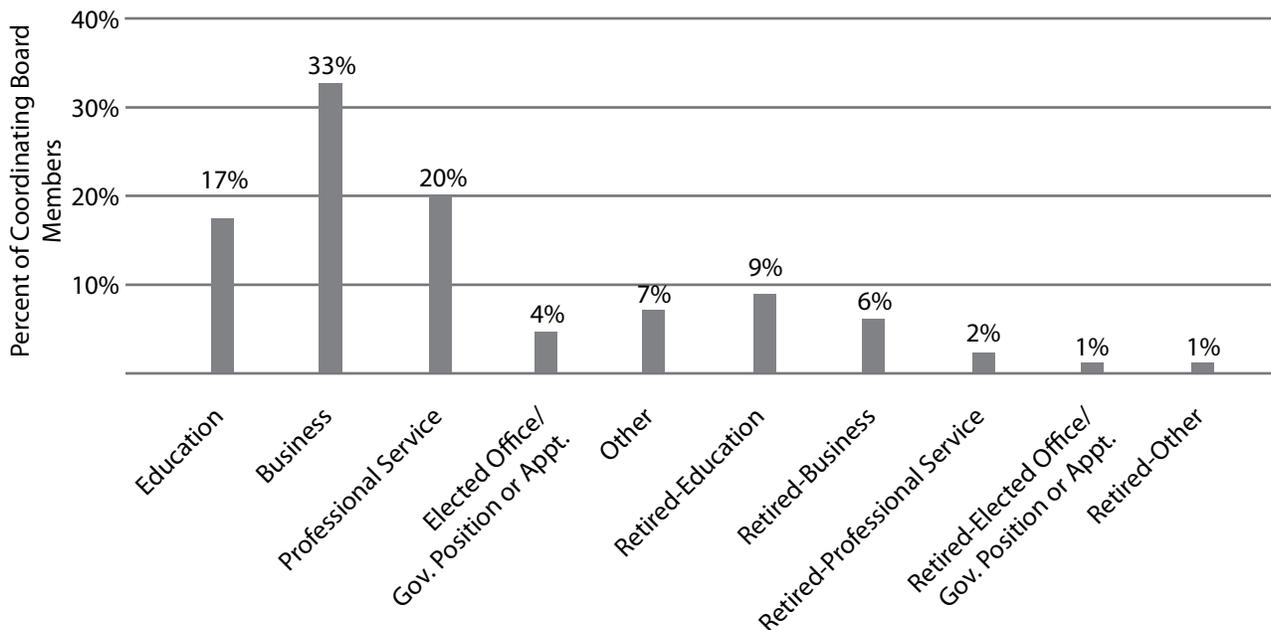
Chart 1: What is the age distribution of voting members of the board?



Occupations

Among employed board members, 33 percent are in business, 20 percent in professional service, 17 percent in education, seven percent in other occupations,² and four percent are in elected office or serving in a government position/appointment. Altogether, retired citizens make up 19 percent of coordinating boards. Of retired trustees, more had careers in education (9 percent) and business (6 percent). Others who have retired (as a percentage of all board members) include two percent in professional services and one percent in both elected office or government position/appointment, and retired from another occupation not listed.

Graph 2: What are the occupations of the voting members of your board?



2. "Other occupations" includes nonprofit executives, members of the clergy, homemakers, artists, and others.

Descriptions of top occupation categories:

Education. Includes: officer, administrator, or faculty member of a college, university or higher-education organization; full-time student; teacher/administrator of a primary/secondary school; and others.

Business. Includes: executive, administrator, or employee of: a large business corporation; a banking, financial, insurance, or real estate company; a small business; and others.

Professional Service. Includes: accountant; attorney/law; dentist, physician/medical professional; psychologist/mental health professional; and others.

Comparison to public governing boards. Similar to today’s coordinating boards, over half of trustees of public governing boards (50.7 percent) were employed in business, 25 percent in professional service, 13.2 percent in education, and 11.1 percent in other occupations. As a percentage of all board members, 38.1 percent of retired trustees had careers in education, 37.2 percent in business, 15 percent in professional services, and 9.7 percent in other occupations.

Service on Other Boards

The average coordinating board has 6.1 members who also serve as board members of one or more nonprofit organization boards, and 1.5 members who serve as board members of one or more for-profit corporate boards. The average board also includes one member serving as a board member of one or more college or university governing boards. Service to another college or university governing board is considered a conflict of interest in some states. This value might represent that coordinating board members are also serving on governing boards of out-of-state colleges and universities.

Table 2: How many voting board members also serve as a board member of the following types of organizations?

	One or more college or university governing board(s)	One or more for-profit corporate board(s)	One or more nonprofit organization board(s)
Average Number of Members on the Typical Coordinating Board	1	1.5	6.1
Percent of Coordinating Board Members	13%	16%	71%

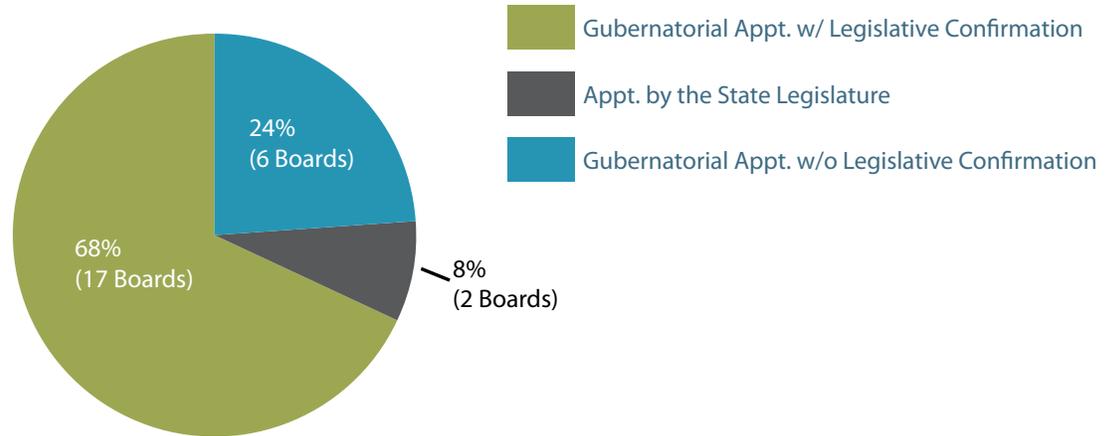
Comparison to public governing boards. The average public governing board included four trustees who also served on a nonprofit organization board, 2.1 who served on a corporate board, and 1.5 who served on another college or university foundation board. The average number of public trustees who served on another college or university governing board was less than one (0.4).

BOARD POLICIES AND PRACTICES

Appointment and Selection Processes for Board Members

Seventeen coordinating boards (68 percent) report that members serve by gubernatorial appointment with legislative confirmation. Six boards (24 percent) indicate appointments are gubernatorial without legislative confirmation, and two boards (eight percent) report that members are appointed by state legislatures.

Chart 2: Who appoints board members?



The California Postsecondary Education Commission and the Board of Regents of the University of the State of New York make up the eight percent reporting state legislative appointments. When taking a closer look at the California Postsecondary Education Commission, board members are appointed by both the state legislature and the governor. Six members are appointed by the governor, three by the senate rules committee, and three by the speaker of the assembly. The Board of Regents of the University of the State of New York is composed of 17 members elected by the state legislature: one from each of the state’s 13 judicial districts and four members who serve at large.

Comparison to public governing boards. Board member appointment methods for public governing boards include the following: 38.4 percent are gubernatorial appointments with legislative confirmation; 9.9 percent are gubernatorial without legislative confirmation; 26.1 percent are elected; and 19.9 percent are appointments by some other method not listed in the original survey. The large number of community college trustees included in the above values deflates the number of trustee gubernatorial appointments. Gubernatorial appointment is the selection process for the vast majority of four-year institutions.

Conditions for Appointment and Selection of Board Members

State officials serving as board members. Sixty-four percent of coordinating boards report that state employees (including elected officials) may serve as voting board members.

Comparison to public governing boards. Similarly, most public governing boards (71.6 percent) allow state employees and elected officials to serve and vote as well.

Table 3:

Other than ex-officio appointments, are state employees (including elected officials) prohibited from serving as voting members of the board?	Number of Boards
No	16 (64%)
Yes	9 (36%)

Also, recognizing special situations, if a new member is not appointed at the time a scheduled vacancy occurs, 23 boards (92 percent) report that the current board member may continue to serve until an appointment is made.

Board Member Terms of Service

On average, the length of a single term for board members is 5.5 years. The range of term length is four to nine years. All but one board (96 percent) reported that the length of term for board members has not changed over the past five years. The board that reported a change indicated that a single term is now shorter.

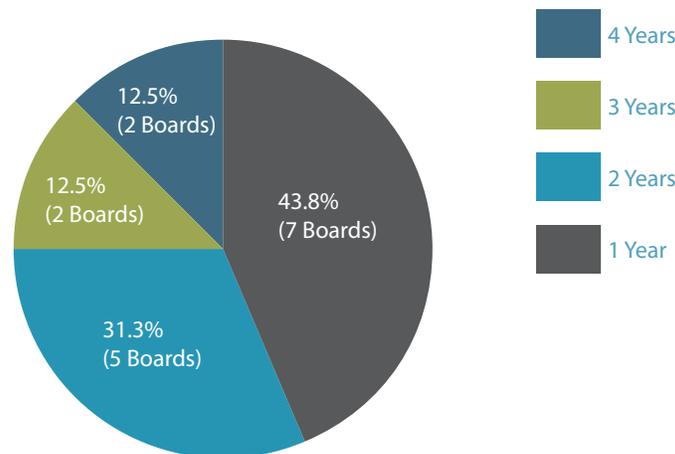
When asked whether or not there is a limit on the number of consecutive terms board members may serve, 19 boards (64 percent) responded “no” and nine boards (36 percent) responded “yes.” For those that responded in the affirmative, the average number of consecutive terms board members may serve is two.

Comparison to public governing boards. One-fourth of public governing boards reported policies that limit the number of terms a board member may serve; the maximum number of consecutive terms allowed was the same, two.

In addition, 17 coordinating boards (70.8 percent) reported that board member terms are staggered. Seven boards do not have staggered terms and one board did not respond to this question. Staggered terms are considered good practice as they may provide continuity by lessening the chance of substantial board member turnover at a specific time. For these 17 coordinating boards, 43.8 percent have a one-year interval between appointment classes.

The following chart demonstrates the intervals between appointment classes.

Chart 3: If board member terms are staggered, what is the interval between appointment classes?



Policies for Removing Board Members

Twelve of the 25 responding coordinating boards and commissions operate under policies for removing board members. Attendance (number of absences), board member conflicts of interest, and misconduct are most frequently cited as reasons for removing members.

Attendance clauses. Seven boards report a maximum number of absences allowed. On average, board members are expected to miss no more than 2.5 meetings in a 12-month period. For six out of the seven boards, personal illness, family illness, or board-approved absence(s) will not lead to dismissal. Policies regarding who has the authority to remove board members were also documented. For example, regarding the Texas Higher Education Coordinating Board, if the commissioner and presiding officer of the board inform the governor and/or attorney general that a board member was absent from more than half the regularly scheduled meetings without board approval, the governor and attorney general have the authority to remove the board member. The Washington Higher Education Coordinating Board provided another process: the board chair can ask the governor to remove any board member who misses two meetings in a year without cause.

Misconduct or conflict of interest. Six of the seven coordinating boards with board removal policies also address conflicts of interest and board member misconduct. Three boards report that in these circumstances, charges must be presented and the board member in question must be provided an opportunity to respond to the allegations. For

example, regarding the Nebraska Coordinating Commission for Higher Education, a member can be removed by the governor for cause, but must be presented with the charges and given a hearing to defend him or herself. Another process, presented in the state constitution of Maryland, allows the governor to remove members (and all other executive-appointed civil officers) for incompetence or misconduct.

Board Chairs

Board chair’s term. The average length of a single term for coordinating board chairs is 2.3 years. All but one coordinating board (96 percent) report that the length of a single board chair term has not changed over the past five years.

Table 4:

Within the past five years, has the length of the term for a board chair changed?	Percent of Boards
No	96%
Yes, it is now shorter	0%
Yes, it is now longer	4%

It is also noteworthy that board chairs of two coordinating boards do not serve for a specified term. In these states, board chairs are appointed by governors.

For 17 coordinating boards (68 percent), there is no policy limiting the number of consecutive terms board chairs may serve. For the eight boards (32 percent) that indicated there is a limit on the number of consecutive terms board chairs may serve, the average maximum number of terms is 2.5.

Table 5:

Is there a limit on the number of consecutive terms the board chair may serve?	Percent of Boards
No	68%
Yes	32%

Comparison to public governing boards. Twenty-nine percent of governing boards reported policies for limiting the number of terms board chairs may serve. For these boards, the average maximum number of terms is two years.

Gender. Assessing the gender of board chairs, 20 coordinating boards (80 percent) have board chairs that are male, and five boards (20 percent) reported female board chairs.

Table 6:

What is the gender of the current board chair?	Percent of Boards
Male	80%
Female	20%

Comparison to public governing boards. This is comparable to public governing boards, which reported that 72.7 percent of board chairs were male and 26.4 percent were female.

Ethnicity. Survey responses also reveal that 19 coordinating boards (76 percent) include current board chairs that are Caucasian, three (12 percent) are Black or African American, and three (12 percent) are Hispanic or Latino. There were no reported board chairs that are American Indian/Alaska Native, Asian, or Native Hawaiian/Pacific Islander.

Table 7:

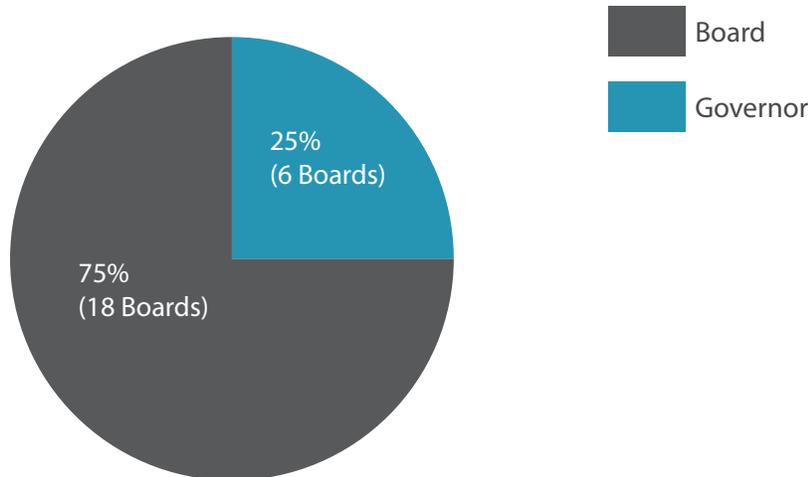
Ethnicities of Current Boards Chairs	Percent of Board Chairs
American Indian/ Alaska Native	0%
Asian	0%
Black or African American (non-Hispanic)	12%
Hispanic or Latino (of any race)	12%
Native Hawaiian/ Pacific Islander	0%
White (non-Hispanic)	76%
Other	0%

Comparison to public governing boards. The make-up of board chairs for governing boards was: 82.1 percent Caucasian, 7.7 percent Black or African American, 3.4 percent Hispanic or Latino, 2.6 percent American Indian/Alaskan Native, 0.6 percent Asian/Pacific Islander, 0.6 percent “Other,” and 3.1 percent unknown.

Selection. Fifteen coordinating boards (62.5 percent) indicated that board by-laws are the source of current board chair selection policies; nine boards (37.5 percent) reported that board chair selection policies are defined in state statutes. One board did not respond to this question.

In practice, three-fourths (75 percent) of chairpersons serving coordinating boards are selected by the board, 25 percent are selected by governors, and no board chairs are selected by state legislatures.

Chart 4: In practice, who selects the board chair?



Comparison to public governing boards. By comparison, board chair selection practices differ for public governing boards. Data reveal that 90 percent of boards selected board chairs, a mere 1.7 percent were selected by the governor, and 6.8 percent were selected by another method; two percent of boards did not report this information.

Coordinating Board Chief Executive Officers

Twenty boards (80 percent) reported having the authority to appoint state higher education executive officers. For the five coordinating boards that do not have this authority, four are appointed by governors and one is appointed by the state’s secretary of education.

Gubernatorial influence. In considering the influence of governors, it is noteworthy that they appoint 25 percent of board chairs (six board chairs) and 20 percent of chief executives (five chief executives).

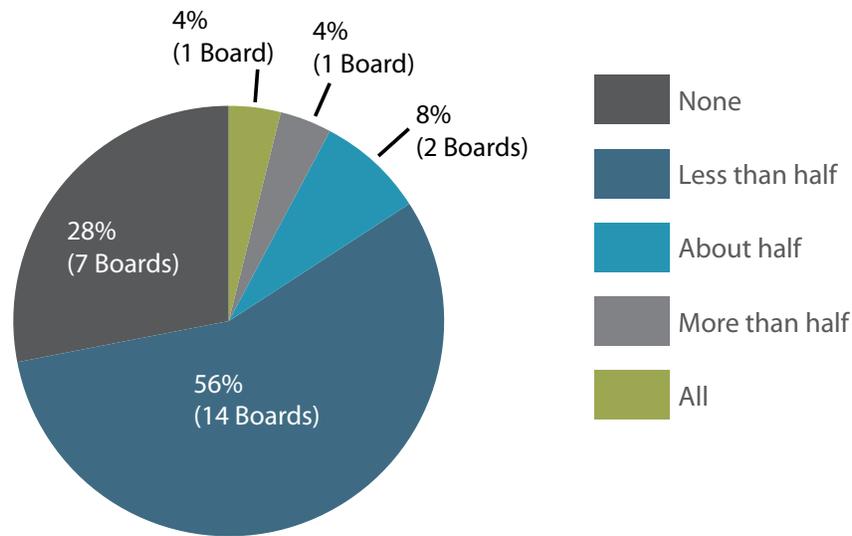
Comparison to public governing boards. For all governing boards, it is common practice for the board to select and appoint chief executives.

Meetings

When coordinating boards were asked whether or not they use a consent agenda (combining routine agenda items for board approval without discussion), 15 boards (60 percent) responded in the affirmative. Ten boards (40 percent) do not use a consent agenda.

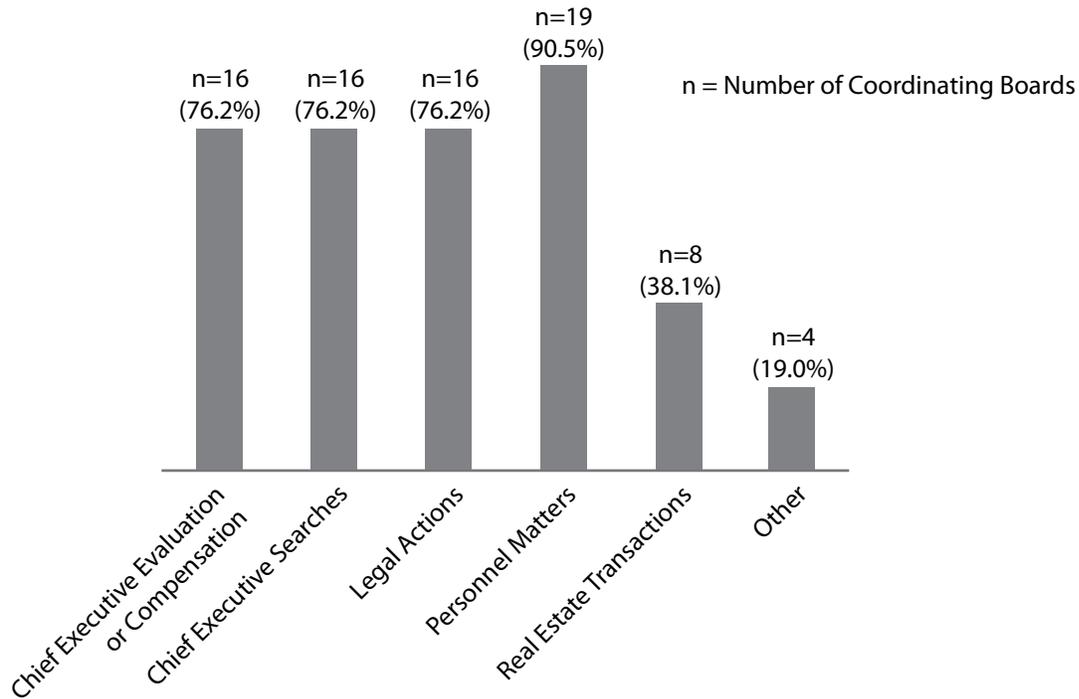
When asked if coordinating boards convene “executive sessions” (a portion of the board meeting restricted only to board members) at scheduled full-board meetings, 20 boards (80 percent) reported using this practice. For eighteen boards (72 percent), chief executives routinely participate in at least part of each executive session. *Note: Five boards (20 percent) are not able to hold executive sessions at full-board meetings.*

Chart 5: At how many of its meetings during the past year did your coordinating board convene in executive session?



Twenty boards (83.3 percent of responding boards) report that under state laws, executive sessions are limited to certain issues. *Note: One board did not respond.* In addition, boards were also asked to identify all issues for which boards are permitted to meet in executive session. As shown in Graph 3, responding coordinating boards report the following issues for executive sessions: general personnel matters (19 boards, 90.5 percent), chief executive searches (16 boards, 76.2 percent), chief executive evaluations or compensation (16 boards, 76.2 percent), legal actions (16 boards, 76.2 percent), and real estate transactions (eight boards, 38.1 percent). Four boards (19 percent of responding boards) reported that executive sessions are limited to “other” issues, including but not limited to: personnel, contractual, and discipline matters; special appointments; security issues; investigative proceedings; location of companies; and other purposes specified in statute. It was also reported that state Freedom of Information Acts may limit reasons for executive sessions and might prohibit action from being taken while board members are in session.

Graph 3: Issues for which Coordinating Boards are Permitted to Meet in Executive Session.



Note: Four boards did not respond to this question.

Frequency of Board Meetings

The typical board met an average of eight times over the course of a year (this includes full-board meetings, not committee meetings or social events). In addition to their scheduled meetings, two boards held extra/special meetings of the board to address policy issues as they arose. One board held an additional two meetings of the full board, while another board held an additional three meetings.

Comparison to public governing boards. The typical public governing board met an average of 10 times over the course of a year (not including committee meetings or social events).

Number of hours for business portions of board meetings. For the typical coordinating board, the business portion of board meetings lasts an average of 3.5 hours. This does not include committee meetings or social events.

Comparison to public governing boards. The typical public governing board spent slightly more time (4.3 hours) addressing the business portion of meetings.

Percentage of board members attending a typical board meeting. Overall, attendance at scheduled coordinating board meetings was high. When boards were asked what percentage of voting board members attended a typical full board meeting during the past 12 months, board responses reveal the following: 13 boards (52 percent) report that board members attend 76 to 90 percent of meetings; nine boards (36 percent) report board members attend more than 91 percent of meetings; two boards (8 percent) report board members attend 51 to 75 percent of meetings; and one board (4 percent) reports that board members attend less than half of all full board meetings.

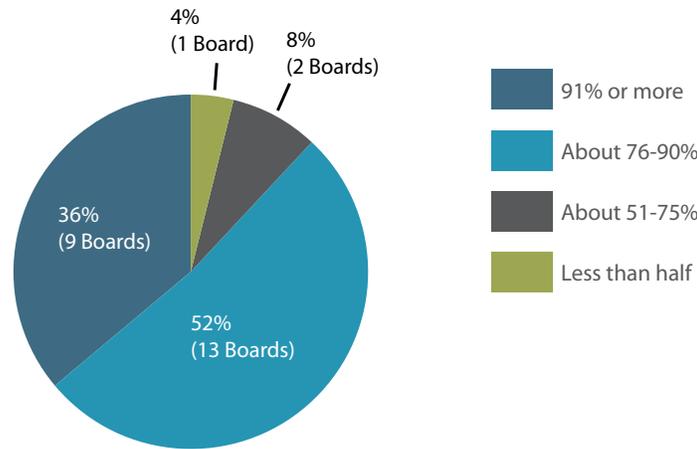


Chart 6: During the past 12 months, what percentage of voting board members attended a typical full board meeting?

Participation in board meetings. Given that not all board members may reside within close proximity to meeting locations, it is not surprising that 16 coordinating boards (64 percent) allow members to participate in regularly scheduled board meetings via telephone, internet, or video broadcast.

Does participation in a board meeting by telephone, internet, or video count as attendance at the meeting?	Percent of Boards
No	36%
Yes	64%

Table 8:

While attendance and participation in board meetings is one matter, voting is another. Fewer boards (13 boards, 52

Does your board allow voting on resolutions electronically (phone, video conference, fax, or Internet)?	Percent of Boards
No	48%
Yes	52%

percent) allow voting on resolutions electronically—by phone, video, conference, fax, or internet.

Table 9:

Coordinating board Web sites. Additionally, when asked whether or not coordinating boards have their own Web sites, with use restricted to board members and authorized staff, five boards (20 percent) responded “yes,” while 16 boards (64 percent) reported “no” but they did indicate that a public Web site with board information is available.

Table 10:

Does your board have its own Web site, with use restricted to board members and authorized staff?	Number of Boards
Yes, there is a restricted Web site for board members	5 (20%)
No, but a public Web site with board information is available	16 (64%)
No	4 (16%)

Committees

On average, the typical coordinating board includes four standing committees, excluding ad hoc committees and subcommittees. Two coordinating boards (Louisiana Board of Regents and the Board of Regents of The University of the State of New York) tie for having the most standing committees (a total of six each). The following are the most common coordinating board standing committees.

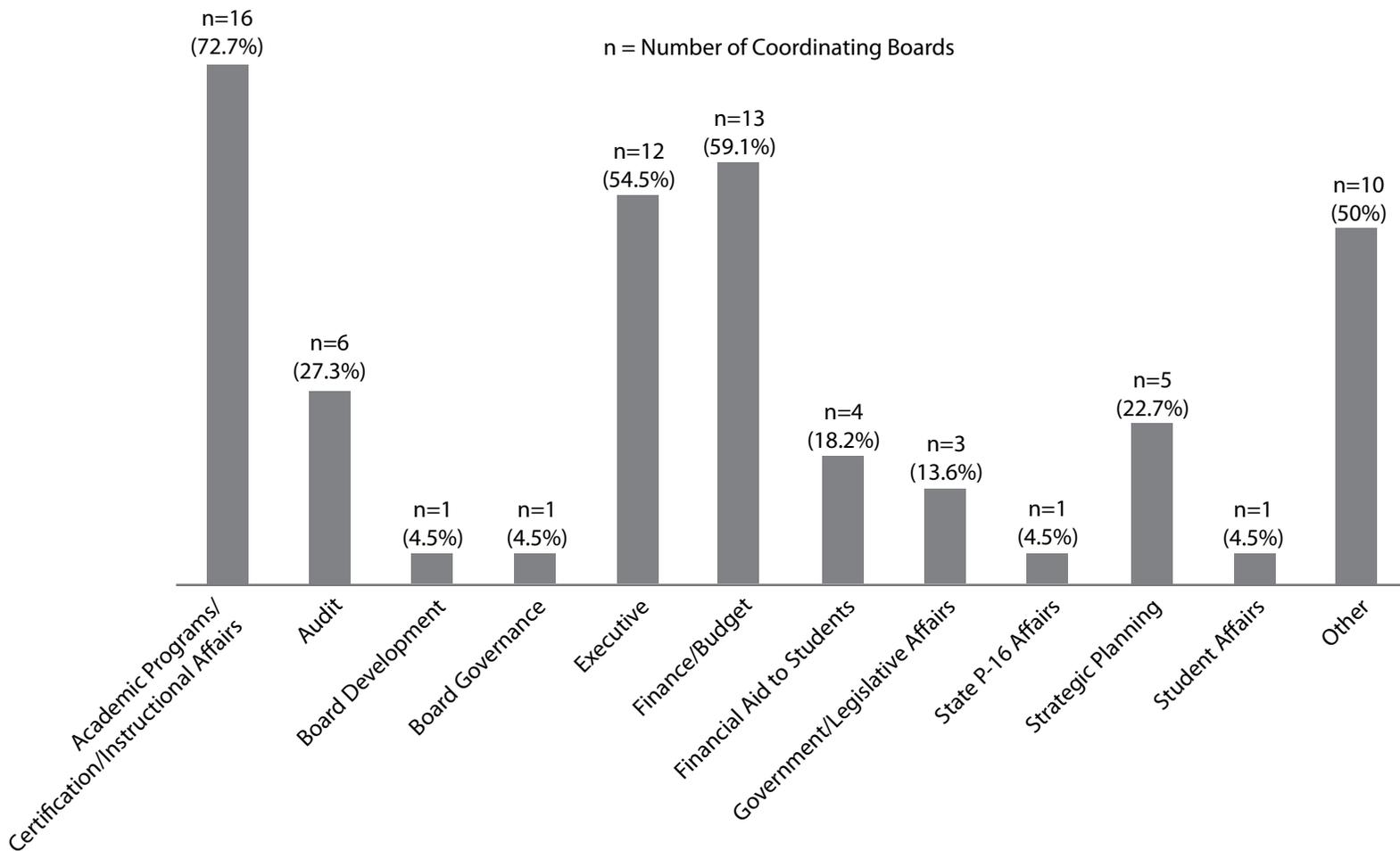
Table 11:

Top Standing Committees	Percent of Boards
Academic Programs/Certification/Instructional Affairs	72.7%
Finance/Budget	59.1%
Executive	54.5%
Other	50%

Note: Three boards did not respond.

“Other” includes: consumer information; continuing education; cultural education; elementary, middle, and secondary education; facilities planning; investment; online learning; personnel and human resources; policy and planning; professional practice; research; strategic communication; technology; and vocational and educational services for persons with disabilities.

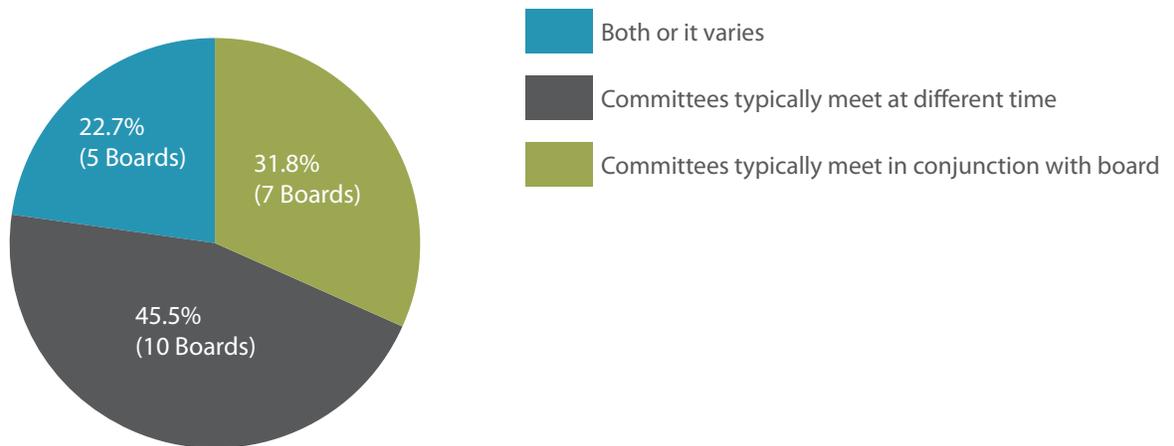
Graph 4: Coordinating Boards Standing Committees



Comparison to public governing boards. The top governing board committees are: finance (81.1 percent), academic affairs (46.1 percent), buildings and grounds (40.3 percent), and executive (30.5 percent). In 2004, audit committees were reported by 23 percent of public governing boards, of which 40 percent were system boards, 25.4 percent were four-year boards, and 11.8 percent were two-year boards.

When do coordinating board committees meet? When asked if coordinating board committees typically meet in conjunction with regularly scheduled board meetings or at different times, 10 coordinating boards (45.5 percent) report that committees typically meet at a time other than at board meetings; seven boards (31.8 percent) responded that committees typically meet in conjunction with board meetings; and approximately five boards (22.7 percent) meet at various times.

Chart 7: Excluding the executive committee, do board committees typically meet in conjunction with regularly scheduled board meetings or at a different time?



Note: Three boards did not respond to this question.

Ad Hoc Committees

In addition to standing committees, 15 coordinating boards (60 percent) use ad hoc committees. It is noteworthy that many of these committees aim to address specific goals of statewide master plans for higher education. For example, if states are trying to increase access and student attainment, they may establish specific groups to study transfer and articulation agreements along with a special focus on degree completion and productivity. For this report, coordinating boards listed their most utilized ad hoc committees, which include:

- strategic vision and planning committees (three boards);
- cost efficiency committee (one board);
- council of presidents, advisory group (one board);
- degree completion committee (one board);
- committee on diversity (one board);
- early childhood education committee (one board);
- governance restructuring subcommittee (one board);
- a legislatively mandated study of Nebraska’s community colleges (one board);
- presidential evaluation committee (one board);
- science and graduate scholarships, advisory group (one board);
- transfer and articulation committee (one board); and
- veterans affairs committee (one board).

Board Executive Committee Meetings

Twelve coordinating boards (48 percent) report that there is either no executive committee or that the executive committee did not meet during the past 12 months. In addition, there was variation among the boards that reported they did have an executive committee. One board's executive committee reported meeting 12 times (once per month) during the year, while another board's executive committee met six times and convened regular monthly teleconferences prior to full board meetings. It was also reported that executives and board chairs held frequent (sometimes weekly) conference calls.

Comparison to public governing boards. Overall, coordinating board executive committees met an average of 2.7 times during the past 12 months. The average for public governing boards was 2.6 times over a 12-month period.

Board Education and Training

Board member education can be essential to developing a greater understanding of board member responsibilities and board productivity. According to our survey, 10 coordinating boards (41.7 percent) budget for board education activities (such as conference registration and travel, speakers at meetings, and publications). *Note: One board did not respond to this question.*

Budgeted amounts for board education and training range from \$1,000 to \$30,450 (median is \$10,500). Four coordinating boards (16 percent) reported that they do not directly budget for education activities, but that they do occasionally fund them. As a result of agency budget cuts, two boards reported significant reductions to these line-item allocations.

It is also noteworthy that three coordinating boards (12 percent) require ongoing board education and training for their institutional governing boards. These three boards include the Arkansas Higher Education Coordinating Board, Texas Higher Education Coordinating Board, and the West Virginia Higher Education Policy Commission.

Comparison to public governing boards. Nearly 74 percent of public governing boards reported budgeting for board education activities; these allocations also vary greatly, with \$10,000 being the median.

Board Retreats

Twenty coordinating boards (83.3 percent) held a retreat or an in-depth meeting to plan or reassess state higher education goals within the past five years. Four coordinating boards (16.7 percent) did not hold retreats. *Note: One board did not respond to this question.*

Comparison to public governing boards. On average, 81.5 percent of public governing boards held such retreats.

In addition, coordinating boards report that they conduct board performance reviews for various reasons. Over the past three years, nine coordinating boards (36 percent) held retreats to review their own performance. Some components of these reviews and self-assessments include: president (CEO)/board member relationships; effectiveness of board committees; and board responses to higher education trends, issues, and policy developments.

Comparison to public governing boards. By comparison, 43.8 percent of public governing boards held retreats to review their own performance.

Chart 8: Why was a board performance review conducted?

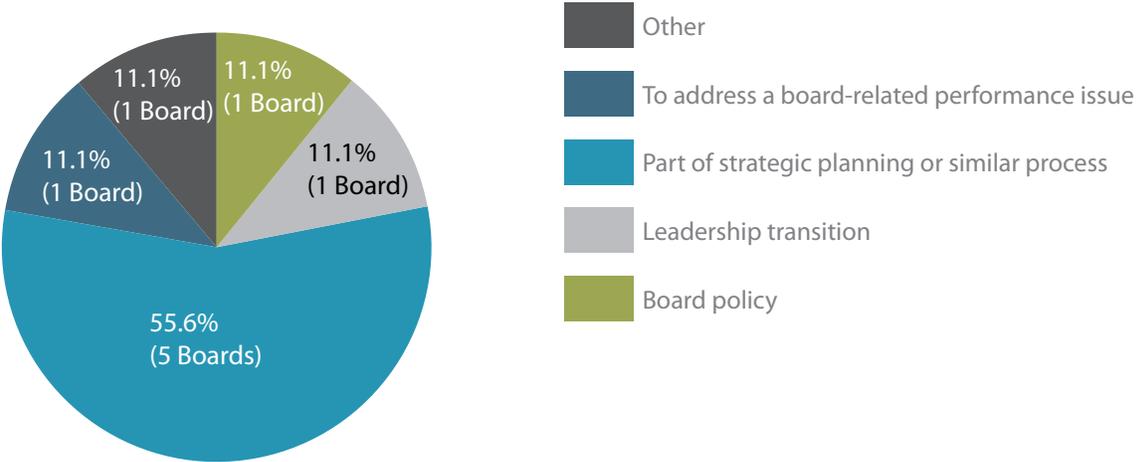


Chart 8 demonstrates that for five coordinating boards, the most common reason for board performance reviews relates to strategic planning efforts. Other reasons include: addressing board-related performance issues, board policies, and leadership transitions.

CONCLUSION

Knowledge of state coordination is important to understanding higher education governance. As board policies, practices, and compositions remain central to the structure and ability of boards to effect and implement change, AGB will continue to research and report many of the variables represented in this report—with the addition of other data points as appropriate.

The information provided indicates that through board policies and practices, coordinating boards continue to develop strategies and recommendations that address statewide goals for higher education. It is significant that 20 boards held retreats or in-depth meetings to plan or reassess state higher education goals within the past five years.

Overall, coordinating boards did not prove to be significantly different from governing boards in terms of board policies, practices, and composition. Exceptions relate to appointment methods of board chairs and chief executives.

If you have questions or would like additional information, please contact Cristin Toutsis, assistant for policy analysis, by phone at 202-776-0845 or by e-mail at cristint@agb.org. AGB encourages readers to follow up if there are additional data points that should be considered in future reports.

Special Notes of Thanks

Dr. Merrill Schwartz, director of research at the Association of Governing Boards, provided meaningful guidance during the development of this report. The 2004 report she authored, *Policies, Practices, and Composition of Governing Boards of Public Colleges and Universities*, served as a template for this report. This resource is noted in the reference section on the following page. This fall 2010, AGB will publish a separate report that summarizes the results of AGB's *2010 Survey of Policies, Practices, and Composition of Governing Boards of Public Colleges and Universities*.

The State Higher Education Executive Officers (SHEEO) provided special insight into the types of questions that are most relevant to today's coordinating boards and commissions. AGB appreciates their review of the survey instrument and their continued collaboration in several areas of mutual interest.

Individual state higher-education executives and their staff members provided the survey data and information to develop this report. AGB is truly grateful for their time and continued assistance in projects relating to statewide coordination of public higher education.

REFERENCES

Ogle, Greg; Cristin Toutsis; and Richard Novak. *Ingram Center Public Boards Database*. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2008. The database can be accessed using the following link: <http://www.agb1.org/s1698.html>.³

Ogle, Greg; Cristin Toutsis; and Richard Novak. *Report: Public Higher Education Governing and Coordinating Boards: Composition, Characteristics, and Structure*. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2008. This report can be accessed using the following link: <http://www.agb1.org/AGBDatabaseReport122008.pdf>.⁴

Schwartz, Merrill and Louis Akins. *Policies, Practices, and Composition of Governing Boards of Public Colleges and Universities*. Washington, D.C.: Association of Governing Boards of Universities and Colleges, 2004.

Coordinating Board Webpages: The Web sites of the participating coordinating boards and commissions were referenced as needed.

3. The Public Higher Education Boards Database currently contains information on state coordinating boards, four-year institution and system governing boards, statewide two-year boards, and a limited number of two-year governing boards in the 50 states. The database aims to be the most comprehensive and up-to-date source on the composition, structure, and appointment methods of public governing boards.

4. This report analyzes several data points from the Public Higher Education Boards Database and presents them in understandable and readable formats. It explores the diversity of citizen trusteeship in American public higher education.

Proposed Budget for Fiscal Year 2010-2011

Coordinating Commission for Postsecondary Education

	2008-2009 Expenditures	2009-2010 Expenditures	2010-2011 Proposed Budget
PERSONAL SERVICES			
Permanent Salaries	\$835,804	\$837,369	\$799,000
Temporary Salaries	\$0	\$0	\$0
Overtime	\$0	\$0	\$0
Subtotal	\$835,804	\$837,369	\$799,000
PSL	\$850,937	\$837,369	\$799,000
Benefits	\$238,047	\$237,697	\$236,344
Subtotal	\$1,073,851	\$1,075,066	\$1,035,344
OPERATING EXPENSES			
Postage	\$3,168	\$3,364	\$3,400
Communication	\$12,362	\$14,518	\$15,000
Freight (one-day carrier service)	\$429	\$0	\$100
Data Processing	\$1,892	\$1,933	\$2,000
Publication & Printing	\$16,684	\$9,824	\$11,000
Awards Expense	\$136	\$140	\$150
Dues & Subscriptions	\$8,046	\$12,260	\$11,500
Conference Registration Fees	\$3,193	\$2,986	\$2,000
Employee Moving Expense	\$0	\$0	\$0
Electricity	\$2,500	\$2,267	\$2,300
Rent Expense	\$44,209	\$42,881	\$38,680
Repair & Maintenance	\$657	\$15	\$100
Office Supplies	\$3,423	\$1,831	\$2,000
Food Expenses	\$2,300	\$976	\$1,200
Education Supplies	\$560	\$243	\$250
Account & Auditing Services	\$6,135	\$6,843	\$7,363
Other Cont. Srvs & Travel Exp.	\$6,961	\$0	\$0
Other	\$1,420	\$1,529	\$1,600
Subtotal	\$114,075	\$101,610	\$98,643
STAFF TRAVEL			
Board & Lodging	\$8,169	\$3,633	\$4,000
Commercial Transportation	\$3,582	\$1,633	\$1,750
State-Owned Transportation	\$1,321	\$1,113	\$1,500
Mileage	\$1,771	\$687	\$750
Other	\$311	\$225	\$250
Subtotal	\$15,154	\$7,291	\$8,250
COMMISSIONER TRAVEL			
Board & Lodging	\$1,888	\$1,182	\$1,750
Commercial Transportation	\$0	\$0	\$0
Mileage	\$11,789	\$6,779	\$7,500
Other	\$38	\$0	\$25
Subtotal	\$13,715	\$7,961	\$9,275
CAPITAL OUTLAY			
Office Equipment	\$0	\$701	\$0
Hardware	\$7,074	\$0	\$0
Software	\$757	\$1,532	\$1,000
Subtotal	\$7,831	\$2,233	\$1,000
MHEC DUES			
MHEC Dues	\$95,000	\$95,000	\$90,000
Subtotal	\$95,000	\$95,000	\$90,000
TOTAL EXPENDITURES			
	\$1,319,626	\$1,289,161	\$1,242,512
General Fund Appropriation			
General Fund Appropriation	\$1,303,819	\$1,278,523	\$1,219,698
Cash Fund Appropriation	\$23,127	\$17,714	\$10,768
Federal Fund (old acct)	\$12,034	\$6,023	\$12,046
Encumbrances & Carryover	\$39,892	\$0	\$0
End-of-Year Balance	\$40,126	\$13,099	\$0
TOTAL APPROPRIATION			
	\$1,378,872	\$1,302,260	\$1,242,512



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 Marshall A. Hill, Ph.D., Executive Director

*Promoting high quality, ready access, and efficient use of resources
 in Nebraska higher education.*

TO: Commissioners
 FROM: Executive Committee
 RE: 2011-2013 Biennium Budget
 DATE: July 27, 2010

The 2011-2013 Biennium Budget is due to DAS-Budget Division on September 15, 2010. Due to the current financial climate, the following is a very austere budget request.

Administrative Funds

Program 640 - Administration. No new funds will be requested.

	<u>Current Appropriation</u>	<u>2011-12 Request</u>	<u>2012-13 Request</u>
General Fund	\$1,213,855	\$1,213,855	\$1,213,855
Cash Fund	9,535	9,535	9,535
Federal Account	<u>6,023</u>	<u>6,023</u>	<u>6,023</u>
	\$1,229,413	\$1,229,413	\$1,229,413

Financial Aid Programs

Program 690 - Nebraska Scholarship Program. The Executive Committee recommends increases in both the state funds and spending authority in the cash fund. This additional funding is important during these times of increasing tuition. We are requesting an increase of \$581,844 in state general funds for each year of the biennium for a total of \$7,000,000 state funds each year. We are also requesting an increase of \$1,250,000 in **spending authority** for each year in the cash fund (lottery money). While we would request additional spending authority, there is no guarantee the additional lottery funds would be available to provide grants. We are asking for increased spending authority in hopes more lottery dollars are available.

Commissioners

Dr. Joyce D. Simmons, Chair <i>Valentine</i>	Dr. Ron Hunter, Vice Chair <i>Hay Springs</i>	Colleen A. Adam <i>Hastings</i>	Clark Anderson <i>Ogallala</i>	Riko Bishop <i>Lincoln</i>	Dr. Dick C.E. Davis <i>Omaha</i>
Mary Lauritzen <i>West Point</i>	Eric Seacrest <i>North Platte</i>	W. Scott Wilson <i>Papillion</i>	John Winkleblack <i>Tilden</i>	Carol Zink <i>Lincoln</i>	

	<u>Current Appropriation</u>	<u>2011-12 Request</u>	<u>2012-13 Request</u>
State Funds	\$6,418,156	\$7,000,000	\$ 7,000,000
Cash Fund	<u>7,750,000</u>	<u>9,000,000</u>	<u>9,000,000</u>
	\$14,168,156	\$16,000,000	\$16,000,000

Program 691 - Access College Early Scholarship Program (ACE)

The Executive Committee recommends requesting additional funding for the ACE program. ACE is a relatively new program. The purpose of the program is to encourage qualified low-income high school students to enroll in college courses, which has the prospect of increasing the college-going rate in Nebraska.

The Commission is requesting \$54,750 in additional state general funds in 2011-12, and an additional \$50,000 in 2012-13.

	<u>Current Appropriation</u>	<u>2011-12 Request</u>	<u>2012-13 Request</u>
General Fund	\$445,250	\$500,000	\$550,000

After September 15, 2010, the 2011-13 Biennium Budgets for all state agencies will be available for viewing at www.budget.ne.gov.

2010 College Access Challenge Grant

Executive Committee Funding Recommendations

Entity	Project Name	Funding Requested		Funding Recommended	
		Year 1	Year 2	Year 1	Year 2
1. EducationQuest	<i>8th-9th-10th Grade Initiative</i>	\$251,154	\$247,779	\$238,300	\$204,500
2. Omaha Public Schools	<i>Careers for Kids Resource Center</i>	\$400,000	\$400,000	\$280,000	\$280,000
3. Central Plains Center for Services	<i>Success Through Education</i>	\$76,880	\$78,280	\$76,000	\$76,000
4. Grand Island Public Schools	<i>Project CARE (College Access Readiness for Education)</i>	\$364,705	\$393,183		
Central Community College	<i>ACE Scholars and Academy Student Advantage (A2 Advantage)</i>	\$151,682	\$194,305		
Shared funding contingent on forming partnership and creating new proposal				\$223,000	\$223,000
5. Mid-Plains Community College	<i>Building Bridges to College Access</i>	\$41,415	N/A	\$40,000	N/A
6. Ho-Chunk Community Dev. Corp.	<i>Challenging Our Youth to Succeed</i>	\$131,886	\$131,063	\$100,000	\$100,000
Funding contingent on forming partnership with Creighton University and writing new proposal					
7. Nebraska Methodist College	<i>College Challenge</i>	\$61,500	\$66,500	\$47,000	\$47,000
8. Grace University	<i>College 101</i>	\$19,451	\$20,034	\$19,000	\$19,000
9. Bright Futures Foundation	<i>Building Bright Futures/Bright Futures Foundation Avenue Scholars</i>	\$324,066	\$326,567	\$102,700	\$102,700
Total Recommended				\$1,126,000	\$1,052,200

2010 College Access Challenge Grant

Summary of Recommended Proposals

1. EducationQuest Foundation – “8th-9th-10th Grade Initiative”

Project contact: Christine Denicola, executive vice-president

The initiative will work with 8th, 9th, and 10th grade students to increase the number of low-income and underrepresented minorities in higher education. Methods for reaching and encouraging more 8th, 9th, and 10th graders will be:

1. Provide college access training for counselors, teachers, community agencies, and parents;
2. Provide college age students to speak to classes on “I did it, so can you”, and;
3. Provide college access materials for students to understand the requirement for going to college and the classes they need to take to be prepared for college.

The second year funding will be used to test innovative approaches to early college access intervention in ten pilot schools.

2. Omaha Public Schools – “Careers for Kids Resource Center”

Project contact: Dr. Dennis Pool, assistant superintendent

This is a new program designed to increase the number of underrepresented, low-income families involved in college preparation activities that are intended to help students complete high school and/or enroll in postsecondary education. The program will provide college preparatory activities that enable students and parents to successfully complete college entrance exams, college applications, FAFSA completion, and scholarship applications.

The program will serve a minimum of 200 high school students and parents identified as “placed at-risk” for not enrolling in or completing college. Those students will receive seamless support and opportunities beginning with high school through postsecondary education to post graduation, ensuring living wage employment for participants and participating parents.

3. Central Plains Center for Services – “Success Through Education”

Project contact: Nancy Ferguson, executive director

This program serves current and former state wards in western Nebraska. It seeks to guarantee that state wards have the opportunity, knowledge, and pathway to explore, attend and complete a postsecondary education. Activities include developing relationships with high schools and institutions, providing a pathway for students to access and complete their education, and developing educational and financial plans. Ongoing support is provided through mentoring, problem solving, encouragement, and linking students to campus support services, clubs and resources.

4. Grand Island Public Schools – “Project CARE (College Access Readiness for Education)”

Project contact: Dr. Robin Dexter, assistant superintendent

This program will serve high school students, their parents, and school counselors at Grand Island Public Schools. The goal of the program is to improve the information about college planning that is provided to students in order to increase the number of students attending postsecondary education. The program will also encourage students to take college classes while in high school.

Central Community College – “ACE Scholars and Academy Student Advantage (A2 Advantage)”

Project contact: Dr. Gregory Smith, college president

This project proposes to significantly increase the number of underrepresented students who enter and remain in postsecondary education. To significantly increase enrollments and retention in higher education, the project targets Career Academy students (high school juniors and seniors) and ACE students who enter college (college freshmen and sophomores). The proposal will use several methods to produce the proposed outcomes: financial aid, mentoring and guidance, preparation and survival classes, tutoring, tools to navigate first college experiences, and workshops on benefits of early college enrollment, placement exams, and college applications. Funding will also be used to conduct workshops for counselors, parents, and students as a means to assist students in their path to and through college.

5. Mid-Plains Community College – “Building Bridges to College Access”:

Project contact: Terri Burchell, area director of institutional advancement

This program targets students entering their sophomore year through their senior year of high school. It will provide educational presentations and workshops, informational outreach materials, one-on-one guidance and support, early college placement testing and support, links to national resources, and assistance with financial aid and enrollment forms. Mid-Plains will partner with three ESUs in its service area, as well as Valentine High School, Wells Fargo and other area partners to increase the number of underrepresented students who enter and remain in college.

6. Ho-Chunk Community Development Corp. – “Challenging Our Youth to Succeed”

Project contact: Frank Schersing, executive director

The proposed funding will be used to form a partnership with the Winnebago/Walthill high school and Ho-Chuck Community Development Corporation, affiliated with the Winnebago Tribe. The purpose is to increase underrepresented Native American students' and parents' knowledge of the importance of postsecondary education, knowledge of the importance of preparation for college, knowledge about testing for college, and knowledge about financial aid process and procedures. The program proposes to hire an outreach specialist to assist guidance counselors at the high school, keep lines of communication open between students and parents, and provide early awareness of issues affecting students, parents, and faculty at the high school.

7. Nebraska Methodist College – “College Challenge”

Project contact: Allison Kinney-Walker, project director

The proposal is to provide college preparation services to at-risk students attending Burke High School in Omaha. The funding would help add new services, expand current services, and offer services to more students than is currently feasible with the Upward Bound Program operated by Nebraska Methodist College. A teacher-mentor program would be implemented, and additional outreach activities would be offered to all students at Burke High School. The program would also offer an incentive savings and matching program for Upward Bound students. The project proposes to increase the GPA of participating students and assist students in learning how to save for college.

8. Grace University – “College 101”

Project contact: Chris Pruitt, dean of enrollment management

The goal of the College “101” program is to bridge the education and economic gap between groups in Omaha and help address the needs of students of all backgrounds. To accomplish this goal, the program is partnering with Eastern Nebraska Community Action Partnership and Midlands Latino Development Corporation to educate the underserved families in North and South Omaha about the benefits of higher education and the fundamental steps of applying and paying for higher education. The project is a multi-step approach to help students and families. The first step is to inform students and families about FAFSA and assist them with completion of the financial aid document. A second step will be an outreach endeavor to younger high school students and parents to help them create a strategic plan for completing high school and continuing their education. A final step will focus on college selection and the application process through workshops and individual assistance.

9. Bright Futures Foundation – “Building Bright Futures/Bright Futures Foundation Avenue Scholars”

Project contact: Dr. Ken Bird, CEO/president

Bright Futures is a currently operating the program and last year assisted 175 students in four Omaha schools. In the current year, the program added four more schools and served 227 students. The plan is to add more schools, including those across the state, support students in public and private higher education institutions, and support graduates into the workforce. Increased funding from the grant will be used to increase the number of students who graduate from high school and are properly prepared for postsecondary education and improve the success of students in postsecondary education. To accomplish this outcome, the program will hire talent advisors who will monitor and track students in high schools across the state and who will counsel students on the importance of college and support them during college.

2009-10 Access College Early Scholarship

School	Amount Awarded	Number of Students	Average Award
CCC	\$73,843.00	313	\$235.92
Kaplan-Omaha	\$4,323.75	3	\$1,441.25
MCC	\$2,744.00	21	\$130.67
MPCC	\$24,948.00	95	\$262.61
NCTA	\$1,312.60	9	\$145.84
NECC	\$86,179.07	317	\$271.86
NWU	\$52,725.00	145	\$363.62
PSC	\$10,850.00	64	\$169.53
SCC	\$12,722.00	55	\$231.31
UNL	\$6,429.50	16	\$401.84
UNO	\$58,934.00	240	\$245.56
WNCC	\$3,138.75	23	\$136.47
Totals	\$338,149.67	1,301	\$259.92

Grades of Recipients*

	A	B	C	D	F	W	IP**	Hours^
CCC	92	91	53	8	14	23	2	959.0
Kaplan-Omaha	2	0	0	0	0	1	0	15.0
MCC	8	7	3	1	0	0	2	103.0
MPCC	46	25	9	4	4	5	2	308.0
NCTA	1	2	2	0	1	1	2	30.0
NECC	128	107	45	13	4	8	11	1,073.0
NWU	66	90	35	10	4	8	0	704.0
PSC	25	28	8	1	0	1	1	217.0
SCC	16	22	6	2	2	0	7	265.5
UNL	3	9	2	0	1	1	0	53.0
UNO	69	101	51	12	5	2	0	749.0
WNCC	8	8	2	0	3	2	0	77.5
Totals	464	490	216	51	38	52	27	4,554.0

* Includes + and - grades

** Number of courses in progress

^ Total number of hours paid by the scholarship

2009-10 Access College Early Scholarship

School	Female	Male	White	Asian	Black	Hispanic	Native American	Multi-Race
CCC	190	123	223	4	4	72	1	7
Kaplan-Omaha	3	0	1	0	2	0	0	0
MCC	9	12	17	2	0	1	0	0
MPCC	64	31	83	0	0	7	0	4
NCTA	3	6	9	0	0	0	0	0
NECC	220	97	253	1	4	42	7	9
NWU	99	46	98	8	1	26	2	8
PSC	48	16	57	0	0	6	0	1
SCC	34	21	51	1	0	0	2	0
UNL	9	7	16	0	1	0	0	0
UNO	175	65	105	18	60	36	0	18
WNCC	20	3	7	0	0	11	1	4
Totals	874	427	920	34	72	201	13	51

2009-10 Access College Early Scholarship

School	9th	10th	11th	12	SSI	TANF	Food Stamps	WIC	F/R Price Lunch	Other
CCC	0	23	129	161	0	0	1	1	287	24
Kaplan-Omaha	0	0	0	3	0	0	0	0	3	0
MCC	2	1	5	13	0	0	0	0	20	1
MPCC	0	5	33	57	0	0	2	2	83	8
NCTA	0	0	3	6	0	0	0	0	6	3
NECC	0	11	89	217	0	0	3	1	291	22
NWU	0	11	54	80	0	0	1	1	114	29
PSC	0	0	35	29	0	0	1	0	60	3
SCC	0	1	15	39	0	0	1	0	50	4
UNL	0	1	6	9	0	0	0	0	12	4
UNO	0	29	104	107	0	0	2	0	228	10
WNCC	0	2	9	12	0	0	0	0	22	1
Totals	2	84	482	733	0	0	11	5	1176	109

Access College Early 2009-10

Number of Scholarships Awarded by High School

Students attending:

Central Community College (49):

Adams Central (Hastings) (1)
Aurora (2)
Blue Hill (13)
Boone Central (Albion) (1)
Central City (9)
Centura (Cairo) (1)
Clarkson (12)
Columbus (27)
Cozad (14)
Cross Co (Stromsburg) (9)
David City (4)
East Butler (Brainard) (1)
Elba (1)
Fullerton (3)
Garden County (Stromsburg) (5)
Gibbon (4)
Giltner (2)
Grand Island (96)
Holdrege (4)
Howells (1)
Humphrey (4)
Kenesaw (1)
Lakeview (Columbus) (2)
Lawrence-Nelson (2)
Lindsay Holy Family (6)
Litchfield (3)
Loup City (1)
Minden (1)
Northwest (Grand Island) (16)
Ord (8)
Osceola (5)
Pleasanton (4)
Randolph (6)
Ravenna (2)
Red Cloud (2)
Rising City (3)
Sandy Creek (Fairfield) (2)
Scotus Cent Catholic (Columbus) (1)
Shelby (2)
Silver Lake (Roseland) (5)
Southern Valley (Oxford) (1)
Spalding Academy (13)
St Cecilia (Hastings) (4)
St Francis (Humphrey) (5)
St Paul (2)
Sutton (1)
Wahoo (1)
Wilcox-Hildreth (2)
Wood River (5)

Kaplan-Omaha (3):

Central (Omaha) (1)
Ft Calhoun (1)
North (Omaha) (1)

Metropolitan Community College (9):

Blair (2)
Dodge (2)
Douglas Co West (1)
Ft Calhoun (2)
Gretna (3)
Logan View (Hooper) (3)
North Bend (3)
Tekamah-Herman (1)
West (Millard) (1)

Mid-Plains Community College (18):

Ansley (3)
Arcadia (2)
Brady (2)
Broken Bow (8)
Cambridge (8)
Cody-Kilgore (4)
Hershey (4)
Home School (2)
Maxwell (2)
Maywood (4)
Mullen (2)
North Platte (37)
Ogallala (4)
Randolph (1)
Southwest (Bartley) (1)
St Patrick's (North Platte) (4)
Sutherland (2)
Wallace (7)

NCTA (7):

Broken Bow (1)
Conestoga (2)
High Plains (Polk) (1)
Orchard (2)
Pleasanton (1)
Stuart (1)
Wynot (1)

Nebraska Wesleyan (30):

Adams Central (Hastings) (5)
Alma (6)
Aurora (3)
Axtell (2)
Boone Central (Albion) (4)

Columbus (8)
Duchesne Academy (Omaha) (1)
East (Lincoln) (2)
Elm Creek (3)
Elkhorn (1)
Elwood (6)
Franklin (10)
Hastings (21)
Kearney (5)
Lexington (15)
Marian (Omaha) (1)
Mercy (Omaha) (1)
Norris (Firth) (2)
North Star (Lincoln) (10)
Northeast (Lincoln) (6)
Ord (7)
Science Focus (Lincoln) (1)
Scottsbluff (3)
Seward (1)
Southeast (Lincoln) (5)
Southwest (Lincoln) (2)
Sutton (1)
Waverly (4)
Wayne (7)
Westside (Omaha) (2)

Northeast Community College (50):

Ainsworth (1)
Arapahoe (1)
Bancroft-Rosalie (6)
Burwell (8)
Cedar Catholic (Hartington) (26)
Cedar Rapids (1)
Central Catholic (West Point) (1)
Chambers (9)
Clearwater (5)
Cody-Kilgore (8)
Coleridge (2)
Creighton (13)
Dodge (3)
Elgin (6)
Elkhorn Valley (Tilden) (2)
Ewing (3)
Keya Paha (2)
Laurel-Concord (2)
Lynch (1)
Lyons-Decatur (3)
Madison (18)
Mead (1)
Neligh-Oakdale (1)
Newcastle (1)

Newman Grove (15)
Niobrara (6)
Norfolk (19)
Norfolk Catholic (1)
North Bend (2)
Oakland-Craig (1)
O'Neill (6)
Orchard (1)
Osmond (3)
Pierce (5)
Plainview (6)
Pope John Cent Catholic (Elgin) (4)
So. Sioux City (15)
St Francis (Humphrey) (1)
St Mary's (O'Neill) (3)
Stanton (10)
Stuart (15)
Wakefield (10)
Wausa (1)
Wayne (6)
West Boyd (Spencer) (10)
West Holt (Atkinson) (2)
West Point-Beemer (25)
Winnebago (1)
Wisner-Pilger (15)
Wynot (5)

Peru State College (19):

Aquinas (David City) (1)
Cedar Rapids (5)
Cody-Kilgore (1)
Crete (4)
Falls City (1)
Fullerton (5)
HTRS (Humboldt) (7)
Johnson-Brock (3)
Lourdes Central (NE City) (2)
McCool Junction (1)
Nebraska City (1)
Norris (Firth) (5)
North Bend (7)
Pawnee City (11)
Prague (1)
Shickley (1)
Southern (Wymore) (2)
Thayer Central (Hebron) (1)
York (5)

Southeast Community College (17):

Ashland-Greenwood (2)
Beatrice (2)
Crete (1)
Deshler (1)
Fairbury (2)
Falls City (13)
Heartland (Henderson) (1)
Meridian (Daykin) (5)
Milford (2)
Norris (Firth) (5)
Pawnee City (1)
Plattsmouth (3)
Southern (Wymore) (1)
Tri-County (DeWitt) (2)
Wahoo (1)
Wilber-Clatonia (1)
Yutan (12)

Western NE Community College (2):

Scottsbluff (22)
Sioux County (Harrison) (1)

University of Nebraska – Lincoln (13)

Bishop Neuman (Wahoo) (1)
Coleridge (1)
Cross County (Stromsburg) (1)
Eustis-Farnam (2)
Gordon-Rushville (1)
Grand Island (2)
Johnson-Brock (1)
Laurel-Concord (1)
Malcolm (1)
North (Omaha) (1)
Pius X (Lincoln) (2)
Southern (Wymore) (1)
Waverly (1)

University of NE at Omaha (16):

Benson (Omaha) (22)
Blair (10)
Bryan (Omaha) (1)
Burke (Omaha) (40)
Central (Omaha) (79)
East (Bellevue) (14)
McCook (1)
Norfolk (1)
North (Omaha) (22)
Northwest (Omaha) (22)
Papillion LaVista (6)
South (Millard) (3)
South (Omaha) (1)
West (Bellevue) (6)
West (Millard) (1)
Westside (Omaha) (11)

2010-11 Target Allocations for Students Attending:

UNIVERSITY OF NEBRASKA:	
UNK	\$885,232
UNL	\$2,805,814
UNMC	\$126,324
UNO	\$1,898,956
NCTA-Curtis	\$26,413
STATE COLLEGES:	
Chadron	\$261,001
Peru	\$230,375
Wayne	\$544,725
COMMUNITY COLLEGES:	
Central	\$401,694
Metropolitan	\$904,543
Mid-Plains	\$140,743
Northeast	\$346,063
Southeast	\$832,095
Western Nebraska	\$176,849
PRIVATE CAREER COLLEGES:	
Capitol Schools of Hairstyling	\$65,214
College of Hair Design	\$80,589
Creative Center	\$38,466
ITT Educational Services, Inc.	\$195,918
Joseph's Colleges of Beauty	\$177,115
Kaplan University - Lincoln	\$346,861
Kaplan University - Omaha	\$793,057
La'James College	\$23,368
Myotherapy Institute	\$0
Omaha School of Massage Therapy	\$37,778
Vatterott College	\$621,436
Xenon International School of Hair	\$69,230
INDEPENDENT COLLEGES:	
Bellevue University	\$755,764
Bryan School of Nursing	\$88,741
Clarkson College	\$129,396
College of Saint Mary	\$237,926
Concordia University	\$115,340
Creighton University	\$325,268
Dana College	\$0
Doane College	\$332,789
Grace University	\$71,245
Hastings College	\$154,551
Little Priest Tribal College	\$11,647
Midland Lutheran College	\$161,660
Nebraska Christian College	\$20,660
Nebraska Methodist College	\$111,144
Nebraska Wesleyan University	\$328,662
Union College	\$53,634
York College	\$42,628
GRAND TOTALS: \$14,970,914	

2010-11		
	Dollars	Percent
UN	\$5,742,739	40.6%
State	\$1,036,101	7.3%
CC	\$2,801,987	19.8%
Priv	\$2,449,032	17.3%
Ind	\$2,941,055	20.8%
Total	\$14,970,914	105.8%
	Dollars	Percent
Public	\$9,580,827	67.7%
Private	\$5,390,087	38.1%
Total	\$14,970,914	105.8%

2009-10		
	Dollars	Percent
UN	\$5,310,772	37.5%
State	\$1,050,714	7.4%
CC	\$2,417,967	17.1%
Priv	\$2,622,400	18.5%
Ind	\$2,743,627	19.4%
Total	\$14,145,480	100.0%
	Dollars	Percent
Public	\$8,779,453	62.1%
Private	\$5,366,027	37.9%
Total	\$14,145,480	100.0%

2008-09		
	Dollars	Percent
UN	\$4,933,679	38.8%
State	\$950,136	7.5%
Comm	\$2,044,908	16.1%
Priv	\$2,193,087	17.3%
Ind	\$2,588,115	20.4%
Total	\$12,709,925	100.0%
	Dollars	Percent
Public	\$7,928,723	62.4%
Private	\$4,781,202	37.6%
Total	\$12,709,925	100.0%

2007-08		
	Dollars	Percent
UN	\$4,751,381	38.3%
State	\$944,640	7.6%
Comm	\$2,027,431	16.3%
Priv	\$2,229,853	18.0%
Ind	\$2,463,599	19.8%
Total	\$12,416,904	100.0%
	Dollars	Percent
Public	\$7,723,452	62.2%
Private	\$4,693,452	37.8%
Total	\$12,416,904	100.0%

2006-07

	Dollars	Percent
UN	\$4,001,490	38.7%
State	\$831,656	8.0%
Comm	\$1,653,096	16.0%
Priv	\$1,923,959	18.6%
Ind	\$1,935,529	18.7%
Total	\$10,345,730	100.0%
	Dollars	Percent
Public	\$6,486,242	62.7%
Private	\$3,859,488	37.3%
Total	\$10,345,730	100.0%

2005-06

	Dollars	Percent
UN	\$3,783,872	37.9%
State	\$751,125	7.5%
Comm	\$1,538,026	15.4%
Priv	\$1,657,353	16.6%
Ind	\$2,260,037	22.6%
Total	\$9,990,413	100.0%
	Dollars	Percent
Public	\$6,073,023	60.8%
Private	\$3,917,390	39.2%
Total	\$9,990,413	100.0%

2004-05

	Dollars	Percent
UN	\$2,979,570	35.6%
State	\$625,268	7.5%
Comm	\$1,212,454	14.5%
Priv	\$1,305,742	15.6%
Ind	\$2,246,249	26.8%
Total	\$8,369,283	100.0%
	Dollars	Percent
Public	\$4,817,292	57.6%
Private	\$3,551,991	42.4%
Total	\$8,369,283	100.0%

2003-04

	Dollars	Percent
UN	\$3,098,263	35.3%
State	\$614,328	7.0%
Comm	\$1,213,109	13.8%
Priv	\$1,327,900	15.1%
Ind	\$2,523,052	28.8%
Total	\$8,776,652	100.0%
	Dollars	Percent
Public	\$4,925,700	56.1%
Private	\$3,850,952	43.9%
Total	\$8,776,652	100.0%

2002-2003

	Dollars	Percent
UN	\$942,939	15.1%
State	\$378,769	6.0%
Comm	\$997,524	15.9%
Priv	\$657,188	10.5%
Ind	\$3,284,478	52.5%
Total	\$6,260,898	100.0%
	Dollars	Percent
Public	\$2,319,232	37.0%
Private	\$3,941,666	63.0%
Total	\$6,260,898	100.0%

2010-11 Tuition, Fees and Financial Aid Report

Appendix 9 will be sent under separate cover

TITLE 281, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 5
COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
RULES AND REGULATIONS CONCERNING THE
NEBRASKA OPPORTUNITY GRANT ACT

Final Amendments

**For Commission Approval
August 5, 2010**

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

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Purpose and Objectives	Neb. Rev. Stat. § 85-1911	001
Statutory Authority	Neb. Rev. Stat. §§ 85-1901 to 85-1919	002
Definitions	Neb. Rev. Stat. §§ 85-1903 to 85-1910	003
Commission Responsibilities	Neb. Rev. Stat. §§ 85-1912, 85-1914, and 85-1917	004
Institutional Responsibilities	Neb. Rev. Stat. §§ 85-1913, 85-1916, and 85-1918	005
Student Responsibilities	Neb. Rev. Stat §§ 85-1915, 1916	006
Appeal Process	Neb. Rev. Stat § 85-1917	007

TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY
EDUCATION
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OPPORTUNITY GRANT ACT

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Appeal Process	Neb. Rev. Stat § 85-1917	007
Commission Responsibilities	Neb. Rev. Stat. §§ 85-1912, 85-1914, and 85-1917	004
Definitions	Neb. Rev. Stat. §§ 85-1903 to 85-1910	003
Institutional Responsibilities	Neb. Rev. Stat. §§ 85-1913, 85-1916, and 85-1918	005
Purpose and Objectives	Neb. Rev. Stat. § 85-1911	001
Statutory Authority	Neb. Rev. Stat. §§ 85-1901 to 85-1919	002
Student Responsibilities	Neb. Rev. Stat §§ 85-1915, 1916	006

NEBRASKA ADMINISTRATIVE CODE

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

001 PURPOSE AND OBJECTIVES

001.01 The purpose of the Nebraska Opportunity Grant 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.

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 through 1914 relating to the process and procedures for distribution of grants to students based on financial need.

002.03 Chapter 85, Sections 1915 relating to criteria for granting an award to an eligible student.

002.04 Chapter 85, Sections 1912, 1914, 1917 and 1919 relating to the Coordinating Commission for Postsecondary Education's responsibilities.

002.05 Chapter 85, Sections 1913, 1916, 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 Neb. Rev. Stat. § 85-502; (2) is enrolled as a full- or part-time undergraduate student in an eligible program at an eligible postsecondary institution; and (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 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 total number of credit or clock hours taken by eligible 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 Section 003.06 of these rules and regulations and an award year shall be as defined in Section 003.12.

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 demonstrated by a student who meets the yearly maximum EFC, as defined in Section 003.18.
- 003.11 Award shall mean a grant of money to an eligible student for educational expenses. Awards shall not exceed:
- For the 2010-11 award year and each award year thereafter, 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 Award Year shall mean that period from July 1st of one year through June 30th of the succeeding year.
- 003.13 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 Tuition and Mandatory Fees shall mean 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 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 Eligible Program shall mean a program of study that is eligible to be funded with federal Title IV funds, as defined by federal regulations.
- 003.17 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.

003.18 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, which will be determined as follows:

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

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

(3) Divide the product derived pursuant to subdivision (2) of this section for each eligible postsecondary educational institution by the sum of the products derived pursuant to subdivision (2) of this section for all eligible postsecondary educational institutions; and

(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 (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 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 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, 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 Opportunity Grant Act.

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 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 these documents, in 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 yearly reports as requested by the Commission. The 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 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 Opportunity Grant Act and may be ineligible to participate in the Act and receive 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.

006.02 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.

006.03 The student shall complete a financial aid application at the eligible postsecondary education institution to be eligible to be considered for an award.

006.04 A student shall be an undergraduate and a resident who is domiciled in Nebraska as provided by Neb. Rev. Stat. § 85-502.

006.05 A student receiving an award under the Nebraska Opportunity Grant Act shall certify that the award will be used for educational expenses only.

006.06 The student shall maintain satisfactory academic progress, as defined by the institution.

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.

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.**

Appendix A: Sample Application for Institutions Participating in the Nebraska Opportunity Grant Program: Page 2 of 2

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 understand that all institutional information obtained to complete this application will be maintained for review during an on-site audit. 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 Opportunity Grant Act.**

Name of Authorized Institutional Representative (Printed or Typed)

Signature of Authorized Institutional Representative

Date

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



OUT-OF-STATE INSTITUTION PROPOSAL To Offer a Program in Nebraska

Institution: Baker University, Baldwin City, Kansas/
Overland Park, Kansas (School of
Professional and Graduate Studies)

Program: Associate of Arts in Business (AAB),
Bachelor of Business Administration (BBA),
Master of Business Administration (MBA)

**Institution's Existing Degree in Same
or Similar Discipline:** All degrees and programs are offered at
other Baker locations

Proposed Site(s) for Delivery: Omaha, Nebraska

Proposed Start Date: August 2011

Introduction

Baker University was chartered in 1858 in Baldwin City, Kansas, 13 miles south of Lawrence. It is a private, liberal arts institution affiliated with the United Methodist Church. The university currently serves nearly 4,000 students, many of them working adults, across seven campuses in Kansas and Missouri. The College of Arts and Sciences operates from the original Baldwin City location which serves as the college's residential campus with about 900 students enrolled there. The School of Education is also based in Baldwin City, but offers master's and doctoral degrees in the Kansas City area, Wichita, and Topeka. The School of Nursing is located in Topeka and the School of Professional and Graduate Studies is based in Overland Park, Kansas, with programs in five additional locations.

Baker University has been continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (or its predecessors) since 1913 and is a member of the Kansas Independent College Association. The business programs on the Baldwin City campus are accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and the education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE), both programmatic accrediting bodies recognized by the United States Department of Education. Other programs at Baker University hold programmatic accreditations as well.

This proposal is for authorization for Baker University to offer three degrees in the field of business. A proposal to offer a master of arts in education degree follows this proposal.

REVIEW CRITERIA

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

High-----Low
√

Baker University's research on the feasibility of establishing a campus in Nebraska focused on the need for accelerated degree programs catering

to adult populations. The analysis was presented in three categories: market, demographic growth, and location.

Market: The niche that Baker hopes to fill is for accelerated, on-ground bachelor of business administration and MBA specific courses. The university acknowledged that there are several other institutions that offer accelerated business programs, but states that few are on-ground. They also note that while there are many local institutions graduating students with degrees in general business and occupational specific areas at the bachelor's level, there are few business administration graduates, an area that Baker hopes to fill with its BBA. An MBA program would have more competition in the Omaha market (producing over 400 graduates annually), but Baker hopes that the accelerated classroom format would attract students to their program. In looking at other institutions, the university identified Midland Lutheran as the only Nebraska provider of an accelerated BBA and UNO as the sole provider of an accelerated MBA.

In its market analysis, Baker also notes that Omaha is the largest service area in Nebraska, South Dakota, and Iowa, with a market pool of potential students over 290,000. This number reflects those who need to complete degrees or who are eligible for graduate school (this is presumably all students, not just those in business fields). Additionally, the Omaha unemployment rate is lower than the national average. Baker also states that their tuition rates are lower than the overall average in the area and “considerably lower than the average of denominational schools.”

Baker University utilizes a cohort model for instruction. Students start the program and stay with the same group of students (their cohort) for the duration of the program. Baker estimates that the associate degree and MBA programs would have three cohorts in the first year, enrolling a total of 40 students in each program. The estimate for the baccalaureate program is two cohorts with 30 students total. This would be 110 students in the business program (with another 30 in the proposed education program).

Demographic Growth: Baker reports that the population within the target age ranges is expected to remain stable, with the number of college graduates increasing. The median household income for the Omaha area is higher than the national average while the cost of living is well below. The median household income is expected to rise slightly more than the national average.

Location: Baker states that a large majority of the residents, employers, and colleges and universities lie within the I-80/I-680 loop. Council Bluffs residents comprise 15% of the metro area's population and many residents work in Omaha. They also attend college in Omaha since there is no four-year institution in Council Bluffs. (See Section G. for additional information.)

There are numerous business programs in Omaha, at all levels and in all sectors. Metropolitan Community College and Kaplan University offer associate degrees. The University of Nebraska at Omaha, Kaplan University, College of St. Mary, Creighton University, Bellevue University, University of Phoenix, and Grace University all offer baccalaureate degrees in business. A student can earn an MBA from UNO, Creighton, or Bellevue. In addition, institutions from nearby cities have business programs and many offer courses in the metro area. There are also online and blended programs available to Omaha area students.

Baker’s target niche is accelerated, on-ground programs. Bellevue University offers an accelerated on-campus baccalaureate degree and accelerated online MBA. Most other accelerated programs include online components.

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

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

Since the proposed programs target adult students, Baker emphasizes two critical learning objectives in all of the programs: student responsibility for self-directed learning and development of interpersonal skills necessary for effective team participation. The requirements for each of the three proposed business degrees are listed in the table below.

Degree	Total Credit Hours	General Education Hours	Hours in Major Field	Elective Hours	Time to Complete Requirements	Additional Requirements of Note
AAB	60	36	21	3	25 months	2.5 cumulative GPA
BBA	124	39	32	53	18 months for business core	2.5 cumulative GPA
MBA	43				22 months	3.0 cumulative GPA

The curricula and requirements for the three programs are identical to those for the programs offered on existing Baker campuses. The associate program provides a foundation in various business areas including accounting, economics, finance, marketing, and management. Students who earn the AAB degree can move directly into the BBA program. The baccalaureate program builds on the knowledge acquired in the AAB and adds leadership, technology, project planning, and business law to the curriculum. The MBA program, in addition to core business fields of study, includes courses in statistics, human resources, international business, innovative thinking, and strategic planning.

The general education requirements for the AAB include courses in English, communication, mathematics (college algebra or higher), science, social science, humanities, and critical thinking. Students in the BBA program must also take an upper division English writing course and a computer science course. These are appropriate requirements for associate and baccalaureate degrees.

Student assessment includes an academic achievement portfolio, a major capstone project, a comprehensive exam, and /or participation in alternative assessment initiatives such as specific writing assignments.

All courses are available online, but Baker’s intention is to offer them on site in Omaha.

C. Quality of Teaching Faculty

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Faculty would be hired after approval

Upon receiving CCPE approval, Baker would hire a campus director and a person to oversee operations, financial aid, and student services. The university intends to subsequently hire faculty from the Omaha area, although faculty from Kansas may initially teach or assist with some of the courses on site in Nebraska. The university requires that all faculty

have at least a master’s degree, preferably with an additional 18 hours in the subject they teach. They also seek faculty with direct working experience in their field.

The 2009-10 catalog for the School of Professional and Graduate Studies (home to the business programs) lists approximately 240 full and part-time faculty for the business and management area. These faculty members teach courses ranging from the associate level to master’s programs. There were 21 faculty with Ph.D.s, 5 with Ed.D.s, 23 with J.D.s, 76 with MBAs, and 113 with other master’s degrees. The remaining held a variety of other degrees; all are above the baccalaureate level. While this is not a listing of the faculty who would teach in Nebraska, it is representative of the types of credentials typically held by faculty employed by Baker University.

D. Quality of Library and Support Services

High-----Low				
		√		

Students would have access to Baker University library’s electronic resources, including online full-text databases such as LexisNexis, EBSCOHost, and OCLC First Search. Librarians have access to additional databases to assist students in their research.

Baker reports that in supporting an adult learning environment, they provide many student support services online. These include a formatting and style guide for writing, live writing assistance, resource guides for content areas, college algebra review sessions, a listing of math tutors, and tutorials for Moodle, the student portal, and other electronic resources. The Moodle help desk is available 24 hours a day. Administrative resources, such as course schedules, grades, university catalog and handbook, and a variety of forms are also available online.

Baker stated that they would initially hire someone to oversee operations, financial aid, and student services. Once the campus is established, an educational resource person would be hired to serve the information and technology needs of students.

E. Legal Form and Ownership

Baker University is a non-profit organization with IRS 501 (c) 3 status. The proposal included documents filed with the Nebraska Secretary of State to operate in Nebraska.

F. Financial Soundness & Ability to Fulfill Commitments to Students

High-----Low				
		√		

Baker University provided audited financial statements for fiscal years 2007-08 and 2008-09. They also supplied unaudited financial information through March 2010. Baker acknowledged that “fiscal year 2009 showed some challenges” but the university made adjustments with expense reductions and “revenue growth opportunities.” The financials were reviewed by a Commission finance staff member, who expressed concern over some aspects of the financial situation. The staff analysis begins on page 10.

The tuition for the associate degree courses would be \$235 per semester credit hour, \$385 per credit hour for the baccalaureate courses, and \$470 per hour for the MBA courses. Additionally, each course has a \$30 technology fee. There is also a \$45 application fee, a \$20 registration fee, and a \$40 materials fee (the latter two payable upon registration for the first course). The tuition and technology fees for an associate degree would be \$14,700. For only the upper

division courses of the BBA, the tuition and technology fees would be \$25,030. The base cost of the MBA would be \$20,630.

Selected comparison tuition and fees (estimated):

Program	Baker	Herzing	MCC	UNO	Kaplan	Creighton	St. Mary	Bellevue
MBA	\$20,630			\$7,650 **		\$22,308 ***		\$16,200 **
Business – Bachelor	\$39,730	\$56,560*		\$23,760	\$56,224*	\$116,904	\$91,000	\$31,750- \$44,450
Business - Associate	\$14,700	\$29,200*	\$4,825					

*includes books **36 credit hours ***33 credit hours

While the above figures are rough estimates and not entirely comparable, it appears that Baker’s tuition analysis described in Section A. is generally accurate. Their tuition rates *might* be “lower than the overall average in the area” and do appear to be “considerably lower than the average of denominational schools.”

Baker 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

Baker University first developed a program for working professionals in 1975. In keeping with their mission of serving adult learners, classes are offered at locations convenient to working professionals. The university has determined that the optimum location for their campus would be in southwest Omaha, in the vicinity of the I-80/I-680 interchange. Access to the highway system would make the campus location convenient to residents and workers from many parts of the metropolitan area.

H. Accreditation

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Accredited since 1913, the university is authorized to offer associate, baccalaureate, and master’s degrees. Accreditation at the doctoral level is limited to the Ed.D. in Educational Leadership at the Overland Park campus.

The business programs on the Baldwin City campus are accredited by the Association of Collegiate Business Schools and Programs (ACBSP), a programmatic accrediting body recognized by the United States Department of Education. While this accreditation is only for the business program on the home campus, the program that would be offered in Omaha is identical to the one that is accredited for Baldwin City.

I. Transferability of Credits

Since Baker 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. Acceptance of transfer credits is at the discretion of the receiving institution.

Public Hearing

A public hearing was held on July 19, 2010, at the State Office Building in Omaha, room 224. See page 8 for a summary.



OUT-OF-STATE INSTITUTION PROPOSAL To Offer a Program in Nebraska

Institution: Baker University, Baldwin City, Kansas

Program: Master of Arts in Education (MAEd)

Institution's Existing Degree in Same or Similar Discipline: The degree and program are offered at other Baker locations

Proposed Site(s) for Delivery: Omaha, Nebraska

Proposed Start Date: August 2011

Introduction

This proposal is for authorization for Baker University to offer a master of arts in education degree in Omaha.

For additional background information on the university, see the Baker University proposal to offer Business programs in Omaha.

REVIEW CRITERIA

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

High	-----			Low
		√		

Baker University's research on the feasibility of establishing a campus in Nebraska focused on the need for accelerated degree programs catering to the working teacher. The analysis was presented in three categories: market, demographic growth, and location.

Market: The niche that Baker hopes to fill is for an accelerated, on-ground master's degree in education. The university acknowledged that there are other institutions that offer accelerated programs, but states that few are on-ground (as opposed to online). They also note that retiring teachers will continue to create many jobs in the area and that positions in educational services are expected to grow by 12 percent between 2008 and 2018.

In its market analysis, Baker notes that Omaha is the largest service area in Nebraska, South Dakota, and Iowa, with a market pool of potential students over 290,000. This number reflects those who need to complete degrees or who are eligible for graduate school (this is presumably all students, not just those in education fields). Additionally, the unemployment rate in Omaha is lower than the national average. Baker also states that their tuition rates are lower than the overall average in the area and "considerably lower than the average of denominational schools."

Baker University utilizes a cohort model for instruction. Students start the program and stay with the same group of students (their cohort) for the duration of the program. Baker estimates that the MAEd program would attract two cohorts per year, with 30 students total (in addition to the 110 students projected for the business program).

Demographic Growth: Baker reports that the population within the target age ranges is expected to remain stable with the number of college graduates increasing. The median household income for the Omaha area is higher than the national average while the cost of living is well below. The median household income is expected to rise slightly more than the national average.

Location: Baker states that a large majority of the residents, employers, and colleges and universities lie within the I-80/I-680 loop. Council Bluffs residents comprise 15% of the metro area’s population and many residents work in Omaha. They also attend college in Omaha since there is no four-year institution in Council Bluffs. (See Section G. for additional information.)

The University of Nebraska at Omaha, Creighton University, and College of St. Mary offer MAEd programs in Omaha. Peru State College also has a Graduate Education Center in LaVista that serves working teachers. College of St. Mary offers an accelerated MA in teaching, but it is designed for people already holding a bachelor’s degree who desire a teaching credential. Other private institutions located outside the metro area offer courses and programs in Omaha, but the Commission does not have the database to determine these locations and types of programs.

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

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

Baker University reports that the program objectives for the 36 credit hour MAEd program are closely aligned with the National Board for Professional Teaching Standards (NBPTS). A concentration in Teacher Leadership is available within the program.

The curricula and requirements for the program are identical to those for the MAEd program offered on the other Baker campuses. The requirements include 18 credit hours of core education courses, 9 credit hours of graduate liberal arts courses, and nine hours of graduate education electives. Students must maintain a graduate GPA of at least 3.0 and complete an individually developed portfolio. The Teacher Leadership concentration replaces the electives with specified leadership courses.

All courses would be offered on site in Omaha, with the exception of the last two courses in each program, which are typically offered online.

C. Quality of Teaching Faculty

High-----Low
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Faculty would be hired upon approval

Upon receiving CCPE approval, Baker would hire a campus director and a person to oversee operations, financial aid, and student services. The university intends to subsequently hire faculty from the Omaha area, although faculty from Kansas may initially teach or assist with some of the courses on site in Nebraska. The university requires that all faculty have at least a master’s degree, preferably with an additional 18 hours in the subject they teach. They also seek faculty with direct experience in their field. Baker reports that currently 52% of the faculty in the School of Education have either an Ed.D. or Ph.D. degree. In the 2009-10 catalog for the School of Education 14 graduate faculty members are listed, five with Ph.D.s, five with Ed.Ds, two with Education Specialist degrees, and two with master’s degrees.

D. Quality of Library and Support Services

High-----Low

See Baker University proposal for Business programs.

E. Legal Form and Ownership

See Baker University proposal for Business programs.

F. Financial Soundness & Ability to Fulfill Commitments to Students

High-----Low

The tuition for the MAEd program would be \$315 per hour. Additionally, each course has a \$30 technology fee. There is also a \$45 application fee, a \$20 registration fee, and a \$40 materials fee (the latter two payable upon registration for the first course). The tuition and technology fees for the MAEd would be \$11,700.

Selected comparison tuition and fees (**estimated**):

Program	Baker	UNO	Creighton	St. Mary
MAEd	\$11,700	\$7,650	\$23,400	\$14,436

While the above figures are only rough estimates and not entirely comparable, it appears that Baker’s tuition analysis described in Section A. is generally accurate. Their tuition rates *might* be “lower than the overall average in the area” and do appear to be “considerably lower than the average of denominational schools.”

For analysis of the financial statements provided by Baker, see the Baker University proposal for Business programs and page 10.

G. Program Location

See Baker University proposal for Business programs.

H. Accreditation

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Accredited since 1913, the university is authorized to offer associate, baccalaureate, and master’s degrees. Accreditation at the doctoral level is limited to the Ed.D. in Educational Leadership at the Overland Park campus.

The education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE), a programmatic accrediting body recognized by the United States Department of Education. They are also accredited by the Kansas State Department of Education.

I. Transferability of Credits

See Baker University proposal for Business programs.

Public Hearing

A public hearing was held on July 19, 2010, at the State Office Building in Omaha, room 224. Commissioner Colleen Adam served as hearing officer. Commissioner Carol Zink, chair of the Academic Programs Committee, also attended the hearing. The Commission was represented by Marshall Hill, Carna Pfeil, Kathleen Fimple, Katherine Green, Jason Keese, and Miste Adamson-DaMoude.

Connie Beene, Director of Professional and Experiential Learning for Baker University, provided a power point presentation. She highlighted the history of Baker University, its mission, accreditation, and school structure. She explained the emphasis that Baker places on serving working professionals utilizing online and on ground courses. She briefly addressed the current financial position of the university and its ability to fulfill commitments to students.

Four other members of the Baker University administration were present: Kelly Belk, Vice President for Enrollment Management; Robert Layton, Vice President for Finance; Susan Lindahl, Chief Operating Officer; and Pete Stobie, Executive Director new Program Development and Contract Services. In addition, Drew Blossum, an employee of KPMG in Omaha and a previous member of the Baker Board of Trustees, testified in support of the application. He stated that the 2010 financials look much better and he is confident they will hold up in June (when the end of the year audit is conducted). Language in the staff comments (see p. 11) that quotes last year's audit is typical in most audits conducted during the recent economic down-turn.

In response to questions from Marshall Hill, Carna Pfeil, and Colleen Adam, the Baker representatives and Mr. Blossum provided the following information.

- Omaha was chosen because the university wanted to expand outside the state of Kansas. A market study showed that there was potential in Omaha and the city seemed like a good cultural match.
- The university is very risk-adverse and has been studying expansion possibilities for 18 months.
- Baker hopes to have five to seven cohorts start each year, with 100 to 130 students. However, because of their instructional model, they can maintain a presence with as little as one-third of that number.
- The HLC recently approved Baker University to offer all programs online. Subsequently, the HLC invited Baker to give a presentation as an example of an exemplary program.
- Baker's Wichita campus is about the same distance from their home campus as is Omaha. They have a successful model in Wichita which can be used for Omaha.
- Baker has a very positive reputation in the business community. This is due to the quality of the graduates and the university's structure that allows working professionals to enroll and complete a degree.
- Baker's MBA program is the largest in the Kansas City area. The cohort model uses study groups that act as a support mechanism. The result is a 90% retention rate for the MBA program.
- Initially, Baker would hire three to four faculty members for each discipline. Some faculty may come from Overland Park at the outset. The Wichita campus has approximately 90 faculty.
- Electives would be available online and on ground and are not part of the cohort model.
- Students can transfer more courses into the BBA program than is often possible with a 2+2 agreement. Baker accepts a variety of courses in transfer, including military credit.
- Baker's "accelerated" program is structured in five week blocks. Students take one course at a time. Each course is five weeks long, four hours per week in class, four hours per week in study group, and up to 12 hours per week in individual study.

Prior to the hearing, Baker provided a response to the concerns expressed by the Commission staff (on pages 10 and 11) regarding the financial status of the university. That response can be found on pages 12 and 13.

Memorandum

FROM: Carna Pfeil
RE: Baker University
DATE: June 28, 2010

Baker University provided the audited financial statements for 2008-09 and 2007-08. They also provided unaudited financial information through March 2010 and a comparison with March, 2009.

The University has stated that it experienced some challenges in 2008-09. From the information I reviewed, it appears the institution did have difficulties in 2007-08 and 2008-09. These problems are possibly the result of the recession: (1) pledges were down, (2) investment values and the resulting income were down, (3) student payments came in at a slower rate resulting in increased receivables, and (4) the use of financing such as loans and lines of credit increased.

Baker University also indicated it had made adjustments to get the University back on track. Although the audited financial statements for 2009-10 are not available and will not be available for about four months, Baker provided an unaudited statement of financial position for March 31, 2010 compared the March 31, 2009. It is difficult and speculative to determine if the institution's financial position is improving from these types of unaudited snapshots. However, it does appear from the snapshot that revenues are improving slightly, mainly due to improvement in market conditions that allow for increased values of investments, and expenses have been trimmed.

I do have some concerns about the current and long-term financial strength of Baker University.

- (1) Baker extends unsecured credit to its students. Loans are made to students based on demonstrated financial need and repayment does not begin until after the student has graduated. Baker does provide an allowance for doubtful loans that amounts to about 2 to 3 percent of the outstanding loans. There is no indication whether this allowance for bad debts is sufficient or not. Loans that are past due for at least one payment are considered delinquent and delinquent loans are written off based on individual credit evaluation. Writing the loans off after one month of delinquency is unusual in the lending environment so I question whether the allowance for bad debts is sufficient. With the economy still struggling and the fact there are fewer jobs available for recent college graduates, Baker may experience more delinquencies in the next few years resulting in decreased financial resources.
- (2) Baker has significant revenue bond debt totaling \$18,300,000. The aggregate bond payment for the next two years is \$945,765 and \$969,436, respectively. The bond covenants require Baker to maintain a coverage ratio of 1.0. Baker did not meet this coverage ratio in 2008 and 2009. The University retained a consultant to review the bond program and make recommendations regarding rates, fees, charges, and operations to improve the University's revenue bond financial position. If Baker does not meet the coverage ratio of 1.0 by the end of 2010 or fails to pay the debt service payment, the University will be considered in default. From the information provided

by Baker, we do not have sufficient information to determine if Baker is on track to meet its revenue bond obligations.

- (3) Baker University continues to borrow from the Kansas Independent College Finance Authority for operating funds. These are short-term Revenue Anticipation Notes secured during the academic year and payable the following year. On May 1, 2008, Baker borrowed \$2,500,000 with a due date of May 1, 2009. On May 1, 2009, Baker borrowed \$5,000,000 with a due date of May 1, 2010. It would appear Baker did not have sufficient funds to repay the \$2,500,000 note so borrowed \$5,000,000 using \$2,500,000 to repay the 2008 note and using the remaining \$2,500,000 for 2009 operations. The data supplied by Baker does not indicate whether the \$5,000,000 note was repaid on May 1, 2010 or whether Baker borrowed additional funds to repay the note and continue to supplement the operations of the institution.
- (4) Baker has a majority of its endowment in permanently restricted assets. New pledges and donations appear to be decreasing. With interest rates on investments at an all time low, it appears Baker's endowment is not providing the income sufficient to assist with scholarships, student loans, library books, buildings and equipment, endowed chairs, and other operating expenses as the endowment did in prior years. This may indicate Baker will need to continue to borrow significant operating funds until the economy recovers.

The independent accountant's report makes a couple of very important statements at the end of the financial audit that, in my opinion, we should consider as we evaluate the financial soundness of this institution.

"Current economic and financial market conditions could adversely affect the University's results from operations in future periods. The current instability in the financial markets may make it difficult for donors and students, which could have an adverse impact on the University's future operating results."

"In addition, given the volatility of current economic conditions, the values of assets and liabilities recorded in the financial statements could change rapidly, resulting in material future adjustments in investment values, allowances for contributions and student receivables that could negatively impact the University's ability to meet debt covenants or maintain sufficient liquidity."

From the information provided, I am not comfortable stating that Baker University is financially sound and has the ability to fulfill commitments to students, without stating some qualifications. A review of the 2010 audited financial statements may provide some additional positive financial information, but those financial statements are not due until October, 2010. Right now, there are too many outstanding issues contingent on the results of 2009-10 fiscal year to determine if Baker University is improving its financial position.

FROM: Robert A. Layton, Vice President of Finance and
Susan Lindahl, PhD, Chief Operating Officer
RE: Baker University
DATE: July 16, 2010
SUBJECT: Memo in Response to memorandum from Carna Pfeil dated June 28, 2010

Please accept our explanation for the points raised in your memorandum and let me know if you have questions.

Your analysis of the University financials is insightful. Baker, like most higher education institutions, has experienced difficult financial conditions over the last two years. To strengthen our foundation we have reduced payroll costs, reduced operating debt, reduced accounts receivable, and decreased our dependency on endowment fund spending for operations. Specific to the points raised in paragraph four of the above referenced memorandum, our Director of Internal Audit and SPGS/SOE Finance, Matt Mills, CPA, has prepared the following response:

In response to Point #1

Per our fiscal year 2008-2009 audit, loans that are delinquent continue to accrue interest. Loans that are past due for at least one payment are considered delinquent. Delinquent loans are written off based on individual credit evaluation and specific circumstances of the student.

Please note that Baker University does not write off accounts based on missing one payment. Loans are written off based on individual credit evaluations and specific circumstances. It is also important to note that our allowance for doubtful accounts is in direct relation to our student receivables, and that our allowance coverage ratio is 43.8%. This is well within industry standards. We have also improved our receivable balance by \$233,202 when comparing March over March. This improvement has continued through June.

In response to Point #2

Baker University will meet the bond debt service coverage ratio as well as the liquidity ratio as of the June 30th, 2010 audit. We have met all payment required by the bond debt in the current fiscal year and will meet the scheduled payments going forward.

In response to Point #3

Please note, Baker University has elected not to participate in the revenue anticipation notes offered by the Kansas Independent College Finance Authority for operating funds in fiscal year 2010 – 2011. All previous debts to the Kansas Independent College Finance Authority have been paid. The only outstanding debt is long – term and is noted within the balance sheet on the attached financial statements.

In response to Point #4

In fiscal year 2009 – 2010 Baker University drew funds out of the endowment totaling \$500,000. This is a significant decrease when compared to historical draws. We will continue to work to ensure that operating revenues cover operating expenses.

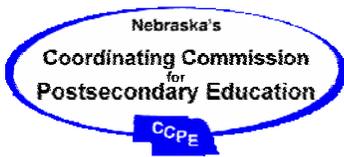
Baker University has made significant progress over the past year in implementing financial controls and proper oversight that is required of a successful University. The performance over the past year proves our dedication to financial sustainability. We know where we are, where we are going, and how we are going to get there. We have attached an updated financial statement for May 2010 and would be happy to share our audited financials for the year ended June 30, 2010 when available to build confidence in Baker University as a financially sound University.

Thank you again for your assistance in this analysis. We are very risk adverse and are focusing on a positive future. We believe expansion to Nebraska will enable us to meet the needs of our current and future students.

Committee Recommendation: Approve, with the following conditions:

- 1. Baker University provide annual audited financial statements at the time they submit their annual report to the Commission for a period of three years,**
- 2. an adequate facility is located and Commission staff visit the location prior to offering courses,**
- 3. vitae for staff hired for the Omaha location are submitted to the Commission, and**
- 4. approval is received from the Higher Learning Commission.**

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



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Southeast Community College (SCC)

Program: Long Term Care Administration

Award: Associate of Applied Science (AAS)
Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: AAS in Human Services
AAS in Business Administration

Proposal Received by Commission: June 18, 2010

Proposed Start Date: January 2011

Description

The purpose of the proposed program is to prepare students to become qualified administrators for long term care facilities. The AAS degree would require 107.5 quarter credit hours (72 semester credit hours), including 62.5 credit hours in long term care administration courses, 22.5 hours in related courses, and 22.5 hours of general education courses. The certificate would require 36 quarter credit hours (24 semester credit hours).

There are five core courses required for licensure both nationally and in Nebraska (see Section A.). These five courses are already in place and have been taught online at SCC within the Human Services and Business Administration programs. Both proposed curricula include the five courses needed for licensure. The remaining required courses, which include a capstone course, would be new and offered online.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

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

Nebraska requires people seeking licensure as a nursing home administrator to hold at least an associate degree (or a nursing diploma) and to have completed courses in five core areas within their educational

program. The five areas required are patient care and services, social services, financial management, administration, and rules, regulations, and standards relating to the operation of a health care facility. A mentoring or administrator-in-training program is also required. The proposed program would be the only one in Nebraska directly meeting this need (see Section C.)

SCC reports that 2,880 individuals and facilities were surveyed in fall 2009. Of the 277 that responded, 85% supported the need for an associate degree to cover Nebraska requirements. SCC also cites data from Economic Modeling Specialists Inc. (EMSI) as evidence of need. EMSI projects a need of 609 positions in Nebraska from 2009-2019. Since the program would be entirely online, it could reach students in many areas of the state, not just the SCC service area.

B. Demand for the Program

High-----Low
√

The five core courses for Long Term Care Administration are in place and have been taught at SCC within the Human Services and Business Administration programs. SCC reports that these courses have consistently enrolled 20 students, the maximum SCC allows for online courses. Over the past 2 and one half years, the courses have averaged a 70% completion rate. Based on these figures, SCC anticipates enrolling 16 students at the first intake and 20 in each subsequent intake.

SCC also reports that an advisory committee has been formed and is providing information on workforce needs.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are no long term care administration programs offered at any of the community colleges in Nebraska. Central Community College does offer a business administration degree with a long term care administration focus under an agreement with SCC whereby their students can take the required courses online from SCC. Several institutions offer baccalaureate degrees in health care management, but none focus specifically on long term care and most do not offer the courses needed for licensure.

D. Resources: Faculty/Staff

High-----Low
√

SCC reports that they currently have a full-time instructor and several adjuncts. They would hire a second full-time instructor in 2011 and as growth dictates. Two faculty members as well as adjunct faculty are shown in the budget projections starting in year two.

SCC states that an advisory committee for the program is already in place and has advised on curriculum and workforce needs. The committee would continue its work upon program approval.

E. Resources: Physical Facilities/Equipment

High-----Low
√

The program would be housed on the Lincoln campus but offered entirely online, so only office space would be needed. SCC reports that office space is available.

F. Resources: Library/Information Access

High-----Low
√

SCC states that students would have access to all facilities and services currently offered to all students, including the Learning Resource Center (LRC), tutoring, career counseling, and state of the art technology. Major services, such as advising and tutoring, are available to online students either electronically or by telephone.

SCC reported that since there are already five courses in place, LRC resources are currently available and any additional costs would be handled within the existing LRC budget. For online programs the LRC has subscribed to a variety of resources that students can access electronically. For the Long Term Care Administration program, the LRC has four electronic databases that focus on health related topics and a fifth will be added. The LRC has books, journals, and electronic magazines and publications related to long term care. The LRC also subscribes to “The Compliance Store” which is a database dealing with rules and regulations for a variety of professions. In addition, SCC students can utilize a reciprocal borrowing agreement between SCC and the University of Nebraska, Nebraska Wesleyan, and Union College.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$765,000	Reallocated Funds	\$490,310
General Operating	\$36,350	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees *	\$311,040
Equipment		Other	
Five-Year TOTAL	\$801,350	Five-Year TOTAL	\$801,350

*Based on 72 credit hours per year at \$48 per credit hour for 20 students

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2015



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Southeast Community College (SCC)

Program: Intelligent Machine Integration

Award: Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: AAS in Manufacturing Engineering Technology
AAS, Diploma in Machine Tool Technology

Proposal Received by Commission: June 18, 2010

Proposed Start Date: January 2011

Description

The proposed program would only be available to students who have completed the AAS degree in manufacturing engineering technology or machine tool technology. The certificate would provide students with knowledge and skills to apply automation concepts and implement automation in the areas of machine tool and manufacturing. The certificate would require 21 quarter credit hours (14 semester credit hours). All of the five required classes would be new and offered on the Milford 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 checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

SCC surveyed 15 leaders of large manufacturing businesses in the Lincoln area. The nine respondents' replies are summarized below.

- Eight believe the manufacturing industry is becoming more dependent on automation and the use of computerized equipment
- Six employ people in the area of computerized automation
- Four employ people whose duties deal solely with automation
- Six employ people who incorporate automation within their regular duties
- All would provide additional compensation to employees with automation-specific training

This is a relatively small sample of manufacturing industries, but it is generally known that automation is being incorporated into most aspects of industry as well as business and service industries.

A staff review of the current courses shows that the content focuses primarily on the how the machinery operates but not on how it could be, or is, automated. It would seem that this could

eventually become part of curriculum. Until that time, it appears that there is a need for training in automation.

B. Demand for the Program

High-----Low				
	√			

SCC surveyed students currently enrolled in the machine tool and manufacturing engineering programs. 52 students (about two thirds of enrolled students) indicated an interest in this type of training. 43 of the 52 were in the last one or two terms of their programs. SCC expects that many of these students would enroll in the program. Former graduates of the two programs would also be eligible to enroll. The courses would be offered twice per year with enrollment limited to 16 each term.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no certificate programs of this type in Nebraska.

D. Resources: Faculty/Staff

High-----Low				
	√			

SCC reports that they currently have three faculty and staff who would develop and teach the new curriculum. Through adjusted workloads, these faculty members would teach the courses every other quarter. The college plans to utilize the expertise of the advisory committees for the machine tool and manufacturing programs to inform curricular needs.

Since the courses would be offered on a rotating basis, the current faculty should be able to handle the teaching assignments.

E. Resources: Physical Facilities/Equipment

High-----Low				
	√			

The program would be offered on the Milford campus. The machine tool program lab would serve as the lab for the new courses. SCC states that they currently have over \$180,000 worth of industry-donated equipment that can be used in the courses. Through the regular budget process the college would acquire the computerized controls to set up the automation process for hands-on instruction.

F. Resources: Library/Information Access

High-----Low				
		√		

SCC states that students would have access to all equipment, technical, and resource information. The Learning Resource Center is prepared to procure any additional reference and technical material required.

There are no funds specifically budgeted for library/information resources, although there are a few hundred dollars budgeted each year for unidentified "Additional Other Expenses."

G. Budget

SCC states that through the college’s regular budgeting process the program will be adequately funded.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$199,240	Reallocated Funds	\$62,386
General Operating		New State Funds	
		New Local Funds	
		Tuition and Fees *	\$139,104
Other	\$2,250	Other	
Five-Year TOTAL	\$201,490	Five-Year TOTAL	\$201,490

*Based on 10 students completing 21 credit hours in year one at \$48 per credit hour and 32 students completing 21 hours in years two through five

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2015



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Southeast Community College (SCC)
Program: Event – Venue Operations Management
Award: Certificate

Institution’s Existing Degree(s) in Same or Similar Discipline: AAS, Diploma, Certificate in Food Service/Hospitality
 AAS, Diploma, Certificate in Business Administration

Proposal Received by Commission: June 18, 2010

Proposed Start Date: January 2011

Description

The purpose of the proposed program is to provide students with knowledge and skills in areas such as event conception and implementation, marketing, risk management, client services, and venue management. The certificate would require 36 quarter credit hours (24 semester credit hours), including a practicum. Five of the eight classes are currently taught in the business, food service/hospitality, and general education programs. SCC would develop three new courses. The program would be delivered online and on site.

The food service/hospitality program is accredited by the Accrediting Commission of the American Culinary Federation Foundation. The business program is accredited by the Association of Collegiate Business Schools and Programs. SCC asserts that the program would meet all accreditation standards required by both bodies.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low
		√

SCC reports that faculty from the business, entrepreneurship, and food service/hospitality programs conducted a feasibility study that “proved the need for such a program.” Specific details were not provided. However,

SCC quoted an industry representative who stated that many facilities host both conventions and arena events which require two different knowledge and skill sets. He noted that when he hires people with a hospitality/hotel background they are prepared to work with conventions but not arena events. SCC states that most of the existing training comes in the form of workshops at industry conferences, on-the-job training, or within a four-year degree program.

SCC also cites data from Economic Modeling Specialists Inc. (EMSI) that identified 197 positions in the “event/venue/recreation management fields” in eastern Nebraska. According to SCC there are 92 event-venue locations in Nebraska and over 1,000 in the surrounding 5-state area.

B. Demand for the Program

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

To determine demand for the program, SCC interviewed seven individuals, most from local and regional event facilities. They all endorsed the program and identified the most important elements that the curriculum should cover which SCC incorporated. This information more appropriately addresses need for the program. There is little evidence of student demand.

SCC envisions this program as company driven, i.e., an event facility would require their employees to enroll. SCC hopes to work with the new arena recently approved for Lincoln to train managers. Since classes would be online, SCC policy would limit enrollment to 20 students per class. Although not addressed in the proposal, SCC apparently believes that the program will attract 20 students per year since this is the number used in the budget calculations.

An advisory committee has been formed with representatives from Lincoln, Omaha, Denver, and Los Angeles.

C. Avoidance of Unnecessary Duplication

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

There are no programs of this type in Nebraska. Many institutions offer programs in management, food service, hospitality, or hotel/restaurant management, but none specialize in event-venue management. The same is true for institutions outside the state. For example, the University of Montana-Missoula School of Business Administration offers an entertainment management studies program. New York University has a certificate in meeting, conference, and event management and a certificate in sports marketing. Southwest Missouri State provides an entertainment management program in which students can focus on event, venue, or sports management. The requirement that students select from one of three options at Southwest Missouri supports SCC’s statement that there are different knowledge sets involved and that the combination of event and venue operations is unusual.

D. Resources: Faculty/Staff

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

SCC reports that they currently have full-time instructors teaching the five existing courses and that through scheduling adjustments those same faculty members will be able to teach the three new classes as well.

Advisory board members will serve as additional resources for students.

E. Resources: Physical Facilities/Equipment

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

The program would be offered online with on site instruction taking place at cooperating venues. SCC reports that three local facilities (Qwest Center, Pershing Center, Embassy Suites) and several out-of-state event centers have agreed to work with students.

F. Resources: Library/Information Access

High-----Low
√

SCC states that students would have access to all facilities and services presently offered to all students. The current equipment and instructional resources are adequate to initiate the three new courses, but any new library or educational resources could be acquired through the regular budget process.

Since both the business and food service/hospitality degree programs at SCC are accredited, the resources should be sufficient to serve the proposed certificate program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$161,500	Reallocated Funds	
General Operating		New State Funds	
		New Local Funds	
		Tuition and Fees *	\$164,160
Other	\$2,660	Other	
Five-Year TOTAL	\$164,160	Five-Year TOTAL	\$164,160

*Based on 36 credit hours per year (for year one) at \$48 per credit hour for 20 students

Committee Comment: This is a highly specialized program that would attract a relatively small subset of people interested in business or the hospitality industry and the evidence provided of need and demand is weak. However, the cost is small and the online format with practicum sites available outside Nebraska could provide sufficient enrollments for on-going viability.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2016



PROPOSAL FOR AN OFF-CAMPUS CENTER WITH A LONG-TERM COMMITMENT

Institution: Mid-Plains Community College (MPCC)

Facility: Broken Bow Extended Campus

Awards: AAS, Diploma, Certificate

Programs: Varied (including LPN, CNA, CMA, EMT, academic, 21st Century Ag Tech, ABE/GED)

Institution's Existing Degree(s) in Same or Similar Discipline: All programs are offered at other MPCC campuses, centers, or sites

Proposed Site/Location: Broken Bow (west side of town, south side of Highway 2)

Proposed Start Date: 2011

DESCRIPTION

Mid-Plains Community College has been serving Custer, Loup, and Blaine Counties from a single office and shared classroom in the Broken Bow City Library. The city has encouraged the college to find an alternate site but the college was unable to obtain one that would meet its physical and fiscal requirements. The city of Broken Bow is now proposing a partnership with MPCC to provide a facility that will meet the educational needs of Custer and surrounding counties.

The library space is currently being leased for \$250 per month on a year-to-year basis. The proposed new facility would be comprised of a 4,600 square foot educational building and a 2,880 square foot technical lab. The city would lease the facility to MPCC for 30 years at a cost of \$1 per year, with ownership of the facility transferring to MPCC at the end of the lease. The college's portion of the construction and furnishing costs would be \$200,000. The remaining \$1.3 to \$1.5 million would be raised by the community of Broken Bow and surrounding areas. MPCC would pay the operation and maintenance costs for the facility.

COMMISSION RULES

Commission Rule 10 requires any institution intending to enter into a long-term commitment for a facility to seek Commission approval. The criteria for review of the request are need and demand, avoidance of unnecessary duplication, adequacy of resources, and consistency with the *Comprehensive Statewide Plan*. The approval of a long-term commitment makes no judgment regarding the cost for acquisition or construction of the proposed facility or for operation and maintenance costs. However, neither the financial commitment nor the anticipated operation and maintenance costs for the Broken Bow Extended Campus would trigger a review by the Budget, Construction, and Financial Aid Committee.

The new facility would have three classrooms seating 20 students each, a computer/technology lab, a health/science classroom, a multi-purpose area, offices, restrooms, and a reception area. There would also be space for a technical lab designed to offer training for agricultural and heavy technical occupations.

The cost for furnishings for the new facility is included in the total cost for the project, of which MPCC is paying \$200,000.

The new facility would provide spaces appropriate to a center that serves not only a city of approximately 4,000 people but also a large geographic area. The current space has only an office. The arrangement is entirely inadequate for a community college charged with serving this region of Nebraska.

C. 2. Library, Information Resources, Student Support Services

High-----Low				
		√		

MPCC has an existing extended campus in Broken Bow, so they did not directly address these items. Students would have access to the city library and there is a college coordinator to assist with administrative issues. Since this is a center and not a branch campus, Commission staff would not expect MPCC to offer a wide range of student support services or library resources at the site.

C. 3. Faculty and Staff

High-----Low				
	√			

Since MPCC has an existing extended campus in Broken Bow, they have staff in place, including a coordinator. If they are eventually able to schedule additional courses, more faculty may need to be hired.

Committee Recommendation: Approve the proposal from Mid-Plains Community College for an off-campus center with a long-term commitment in Broken Bow.

Request for Proposals

Improving Teacher Quality:
State Grants Program

(Federal Public Law 107-110)

2010-2011 Guidelines



Coordinating Commission for Postsecondary Education

REQUEST FOR PROPOSALS

TABLE OF CONTENTS

Introduction	1
Eligible Projects	2
Priorities for 2010-2011	3
Project Requirements	3
Criteria for the Evaluation of Proposals	5
Submission and Review Procedures	6
Budget Guidelines	7
Format for the Proposal	8

APPENDICES

1. Excerpts from Federal Statutes Governing Higher Education Partnership Grants
2. Schools Identified by the Nebraska Department of Education as Low-Performing
3. LEAs Meeting Federal Definition of High Need
4. Proposal Cover Sheet
5. Budget Summary Forms
6. Statement of Assurances
7. Private School Participation Statement
8. Checklist

NOTE: Highlighted areas reflect significant changes that were made in 2009-10 and 2010-11

REQUEST FOR PROPOSALS – 2010-2011

IMPROVING TEACHER QUALITY STATE GRANTS

(authorized under the No Child Left Behind Act of 2001,
Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals)

I. INTRODUCTION

A. Purpose

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

B. Amount of Funds

The Coordinating Commission expects to have approximately \$425,000 to award in grants during the 2010-2011 competition. Although no minimum or maximum has been set for each award, funding typically ranges from \$20,000 to \$80,000.

C. Eligible Applicants

All public and non-profit private institutions of higher education and high-need local educational agencies based in Nebraska may form a partnership and apply for grants. See section IV. for partnership requirements.

D. Calendar

Deadline for Submission of Proposals	November 12, 2010
Project Starting Date	February 15, 2011 or later
Project Ending Date	August 15, 2012 or earlier
Deadline for Final Project Report	90 days after completion of project or August 15, 2012, whichever is earlier

E. Project Duration

The duration of projects may be one to two years. Funds for activities beyond the term of the initial grant are not guaranteed. Project directors should not anticipate being able to apply for a continuation grant in subsequent years since the funding source for this program may be eliminated when the Elementary and Secondary Education Act is reauthorized.

II. ELIGIBLE PROJECTS

Federal statutes specify that the Commission may make grants to **eligible partnerships** for the following types of activities (see Appendix 1 for relevant portions of legislation, including definitions):

A. Professional Development activities related to **content knowledge** in core academic subjects, including the use of computer related technology. Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Activities can

1. Ensure that teachers and highly qualified paraprofessionals, and, if appropriate, principals, have subject matter knowledge in the academic subjects that teachers teach, or
2. Ensure that principals have the instructional leadership skills that will help the principal work effectively with teachers to help students master core academic subjects.

B. Professional Development activities related to **state academic content and student academic achievement standards and state assessments**. Activities can

1. Ensure that teachers, highly qualified paraprofessionals, and principals are able to use the standards and assessments to improve instructional practices and improve academic achievement, or
2. Intensively prepare an individual who will return to the school to provide instruction related to the professional development in B.1.

C. Professional Development activities related to **improving teaching and learning at low-performing schools** (see Appendix 2 for schools identified by the Nebraska Department of Education as low-performing). Providing assistance to local education agencies, and the teachers and staff of each agency, for sustained, high-quality professional development activities.

III. PRIORITIES FOR 2010-2011

The Commission invites eligible applicants to submit any proposals consistent with the purpose of this program and the federal statutes. However, the Commission is most interested in projects that address one of the following (order does not indicate priority):

A. Providing professional development for teachers teaching in K-12 academic shortage areas, especially those who do not currently hold an endorsement in the subject area in which they are teaching. The shortage areas are: foreign language, sciences, math, English/language arts, and art (considered core subject areas under “arts”). This priority also includes special education teachers who are required to teach content, but are not endorsed in the content area.

B. Projects that are new, creative, or innovative and, ideally, not previously or recently funded through this grant.

C. Improving teaching and learning at low-performing schools. (A low-performing school is not necessarily the same as a high-need LEA. Both would be required for this priority.)

IV. PROJECT REQUIREMENTS

The following requirements apply to all proposals. **Proposals that do not meet these requirements will be disqualified.**

A. Partnership Eligibility

Federal regulations for this program require that funds be awarded only to partnerships that consist of:

1. an institution of higher education and the division of the institution that prepares teachers and principals,
2. a school of arts and sciences, and
3. a high-need local educational agency (See Appendix 3 for the Title II. definition of high-need LEA and a list of Nebraska LEAs that meet this definition. **This list has been recently revised.**)

In addition to the required three partners, partnerships may also include one or more of the following: other local educational agencies (including those that are not classified as high-need), elementary or secondary schools, educational service agencies, nonprofit educational organizations, other institutions of higher education, nonprofit cultural organizations, entities carrying out pre-kindergarten programs, teacher organizations, principal organizations, or businesses.

B. Partnership Documentation

1. The proposal will identify in the narrative the role of each partner.
2. The budget will specify the total amount requested and the amount of funds that each partner will **use**. No single partner can use more than 50% of the total grant amount.
3. Each partner will sign the cover page of the proposal, thereby agreeing to its role as identified in the narrative.
4. The partnership will identify one of the partners to act as fiscal agent.
5. The fiscal agent will sign the Statement of Assurances representing all partners.

C. Coordination

An eligible partnership that receives a grant under the Teacher and Principal Training and Recruiting Fund and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities of the two grants.

D. Equitable Service for Private School Students and Teachers

Partners must provide the *opportunity* for private school teachers to participate in the professional development activity equivalent to the opportunity provided public school teachers involved in the activities. If a private school is not identified as one of the partners, the proposal will provide a statement indicating that any private school in the geographic area served by the LEA/s involved was consulted and invited to participate.

V. CRITERIA FOR THE EVALUATION OF THE PROPOSALS

The following criteria will be used in the evaluation of proposals.

A. Demonstrated Need—in addition to basic eligibility of high-need LEA (20 points)

- The proposal clearly describes the need(s) addressed by the project and explains why those needs are important to the improvement of K-12 education in Nebraska.
- A brief description of the research base underpinning the project is provided.
- Consideration is given to the priorities listed in section III above.
- Special consideration is given to priority B. listed in section III above (8 of the 20 points for this section).

B. Plan of Action (20 points)

- The objectives are clearly defined.
- The project activities are clearly and fully described, including the role of each partner, and are related to the successful achievement of the objectives.
- The timetable for the project activities is reasonable and appropriate.
- The plan for recruitment and selection of participants is well developed.
- A plan is in place for state-wide dissemination of results of the project.

C. Applicant's Commitment and Capacity (5 points)

- The key personnel are well qualified to conduct the project. If any of the key personnel has been the project director for a professional development activity previously funded under this program or the Eisenhower Professional Development Program, proposals may include this information; past performance will be considered.
- The equipment, facilities, and other resources required by the project are available.
- The extent of financial support from the partners will also be considered.

D. Budget and Cost Effectiveness (20 points)

- The proposed expenditures are directly related to the objectives and activities of the project. While indirect costs can be included, the degree to which a partnership is willing to reduce the indirect costs charged to the grant will be considered.
- The proposed budget is cost effective as measured by cost per participant and/or the potential impact of the project on the improvement of instruction.
- The proposal includes a detailed explanation for each budget line.
- The proposal includes a break-down of the funds to be used by each partner.

E. Long-Term Impact (25 points)

- The project is of high quality and of sufficient duration and intensity to promote a lasting effect on the improvement of teacher performance and student learning.
- The project will have a long-term impact on other regions or projects in that it could be replicated by other organizations, or to serve other populations.
- The project may be scalable, in that the size of the project could be changed to serve the needs of different groups.
- The proposal includes a plan to sustain the project in the future. This does not preclude partnerships from submitting proposals for continuation of previously funded projects. Rather, it encourages partnerships to find a mechanism for long-term support of the project from funding sources other than this grant.

F. Evaluation Plan (10 points)—an external evaluator is encouraged, but not required

- The proposed evaluation plan is related to the objectives.
- The plan is rigorous, comprehensive, and effective.
- The plan includes means to assess increases in teachers' content knowledge.

G. Other Considerations—other characteristics of proposals may be considered in making awards

Among them may be:

- The number of partnerships which receive awards;
- The geographic distribution of the partnerships;
- Other appropriate considerations.

VI. SUBMISSION AND REVIEW PROCEDURES

A. Submission

Applicants must submit the unbound original and eight unbound, three-hole punched copies of the proposal to:

Coordinating Commission for Postsecondary Education
Attention: Dr. Kathleen Fimple
140 N. 8th Street, Suite 300
P.O. Box 95005
Lincoln, NE 68509-5005

Proposals must be delivered to the Commission office no later than 5:00 p.m., November 12, 2010, or postmarked no later than November 12, 2010. Proposals that are below the minimum criteria, late, incomplete, or submitted by ineligible partnerships will be disqualified.

B. Review and Award Procedures

The Commission will convene an independent evaluation panel to review the proposals and rank them in order of merit. Panelists shall be free of any direct involvement in any proposal. The panel may include K-12 teachers or administrators, college or university faculty, staff of the Nebraska Department of Education, representatives of the private sector, and those conversant on work force demands and the needs of the employer community.

The recommendations of the panel may be contingent upon the acceptance by the project director of certain changes in the project or the budget. The recommendations of the panel will be submitted by the Commission staff to the Commission for consideration at its first meeting in 2011.

Grant awards will be made by the Commission. All applicants will be notified in writing of the decisions of the Commission. Non-funded applicants may request information from the Commission staff regarding the concerns of the evaluation panel about the proposal.

VII. BUDGET GUIDELINES

Items to consider when preparing budgets include:

1. Partnerships are encouraged, but not required, to provide some matching funds to support the project.
2. Funds may be requested for indirect costs, but partnerships are encouraged to limit the amount charged to the grant (see Section V. D.)
3. Funds are intended to support action projects and may not be used for faculty research.
4. If the project is dependant on funds from other sources, all other sources must be

identified and the amount expected from each must be reported on the budget form. Evidence of the commitment of those funds must also be provided.

5. If grant funds are used to pay instructional costs, the institution of higher education may not charge the participants for tuition.

6. Stipends for participants should fall within current, acceptable stipend ranges. Amounts should be based on required participant activity and not on other considerations such as time lost from summer employment, child care costs, or tuition for any college credit that may be offered.

VIII. FORMAT FOR THE PROPOSAL

All proposals must include the following:

1. Application cover sheet, signed by all partners. (see Appendix 4 for sample)
2. Abstract of approximately 250 words.
3. Narrative that does not exceed ten pages double spaced with one inch margins in font size of 11 or larger and that has clearly identified subsections corresponding to each of the evaluation criteria in Section V. A-G.
4. Budget and budget narrative. (see Appendix 5 for budget format)
5. Brief resumes of key personnel. Emphasize experience and skills directly relevant to the proposed project. (two pages per person maximum)
6. Statement of assurances from the **fiscal agent**. (see Appendix 6)
7. *If there are no private schools or teachers involved in the activity*, a statement that any private school/s in the same geographic area as that served by the partner LEA/s were consulted and invited to participate. (see Appendix 7 for private school participation statement)

Committee Draft

Early Childhood Education—AA, AAS, Certificate Western Nebraska Community College Follow-up Report After In-depth Review

Background:

- In **2004** the Commission reviewed the Early Childhood Education program at Western Nebraska Community College.
 - The program averaged 2.0 graduates per year and produced 326 SCH/FTE.
 - The college reported that because child care workers are mandated to meet specific educational requirements, the program was viable.
 - The Commission continued the program and requested a **report** on need for the degree and student demand.
- In fall **2006** WNCC reported that the program was “in transition”.
 - Finding and funding faculty was the primary challenge. In summer 2006 they hired a full-time faculty member who was revising curriculum and scheduling classes at times convenient for working adults.
 - The number of declared majors almost tripled between 2002 and 2005 (from 9 to 24), but there were no graduates. The five year average for graduates was 1.8.
 - The Commission asked for an **in-depth review**, focusing on demand for the program and the degree, completion rates, and program faculty, due January 15, 2007.
- In **2007** WNCC reported that the new program director was having a significant impact on the program.
 - The number of class offerings increased from one or two a semester to six, with enrollments of 41 students. The largest number of enrollments in the previous four years was 30 in 2002, with a low of 14 in 2005.
 - The student credit hour production in 2006-07, the first year of the program with the new faculty member, was 247, compared to 111 the previous year
 - The number of students officially entering the program was 23 in fall 2006. This compares with five in 2001 and ten in 2002.
 - The program was articulated with Chadron State College, allowing students to transfer into a baccalaureate program.
 - The curriculum was revised to incorporate the 13 courses identified as core curriculum by the Nebraska Community Colleges.
 - The program director was working on national accreditation for the program, a two year process.
 - Courses were being offered at distance, with the first online course scheduled for fall 2007.

Committee Draft

- The Commission noted that IPEDS indicated there were four degrees awarded in 2006 alone. The Commission **accepted the report, with annual reports on enrollments and graduation rates**, with the possibility of another in-depth review in the future.
- In **2009** WNCC submitted the first annual report:
 - The program director hired in 2006 resigned in December 2007. Classes for the following semester were reduced in number and taught by an adjunct.
 - A new program director was hired in August 2008 who is expanding on the efforts initiated by the previous director, including initiating contact with business and industry and pursuing the high school academy concept.
 - Enrollments in 2007 averaged 43 per semester. Those dropped to 23 per semester in 2008. With the new director, the enrollments rose to 30 for spring 2009 (which matches the 2002 number).
 - The Academic Programs Committee asked for additional information and **tabled** the report.
- In **2010** WNCC provided the following additional information:
 - Graduates for 2006-07 and 2007-08 are all currently working in a day care program, pre-school, setting, or an elementary school as a para-professional.
 - Of the students who did not complete a degree, 23 continued with their education at another institution.
 - One student received an AAS degree in 2008-09. In fall 2009 there were 25 students enrolled in the AA program, 12 in the AAS program, and two in a certificate program. The SCH/FTE for 2009-10 was 269.17.
 - A full-time instructor was hired approximately a year and a half after the position was vacated. She has spent considerable time rebuilding the program. In 2009-10, 30 students took the Intro to Early Childhood Education course.
 - There is a Child Development Center on site at WNCC but it is not operated by the college. WNCC students utilize the center for required student observations.
 - The Vice President and the Dean of Educational Services have revised the recruitment strategy for the program. Rather than focusing on employed persons, they are using the career academy model (in conjunction with high schools) to build a potential student pool for the program. At the same time they have opened up scholarship money for the program.

Committee Recommendation: Continue the program and continue annual reports. The next regular program review is due June 30, 2011. That report should include information on enrollments and graduation rates.

Western Nebraska Community College
Early Childhood Education Program

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
# grads	2	6	7	1	2	0	4	1	3	1	
SCH	96	138	126	116 - 150	114 - 150	123	111	247	195* minimum	159* minimum	358
# of majors			5	10	9	16	24	23			39
History Notes					No FT faculty	No FT faculty	No FT faculty; adjuncts teaching	FT hired in Aug 06	FT resigned Dec 07; classes reduced, adjuncts taught in spring	New FT hired in Aug 08	

*This is a minimum estimated from number of students in the program. The totals are likely to be considerably higher. Non-credit courses for business and industry were also taught. That instruction is not included in the totals.

Comment: The figures above clearly illustrate the benefits of having a full-time faculty member. WNCC reports that the person hired in August 2008 is still employed and working to build the program.

Information Items

1. Reasonable and Moderate Extensions

- a. UNL – Insect Biology for Educators (Graduate Certificate)
- b. UNL – K-3 Mathematics Specialist (Graduate Certificate)

2. Name Changes

- a. CCC – Drafting to *Drafting Design Technology*
- b. CCC – Machine Tool Technology to *Advanced Manufacturing Design Technology*
- c. UNO – Small Business Institute to *The Center for Innovation, Entrepreneurship, & Franchising*
- d. UNO – Women's Studies to *Women's and Gender Studies*
- e. UNL – Nutrition Science and Dietetics to *Nutrition and Health Sciences*

3. Merger of Departments

- a. UNMC – Department of Hospital Dentistry into the Department of Growth and Development