



**MEETING MINUTES**  
**Coordinating Commission for Postsecondary Education**  
**College of Saint Mary**  
**Mercy Hall Meeting Room**  
**Omaha, NE**  
**Thursday, August 5, 2010**  
**8:30 a.m.**

**PUBLIC NOTICE:**

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

**Commissioners Present:**

Colleen Adam  
Clark Anderson  
Riko Bishop  
Dr. Ron Hunter  
Mary Lauritzen  
Eric Seacrest  
Dr. Joyce Simmons  
John Winkleblack  
Carol Zink

**Commissioners Absent:**

Dr. Dick C. E. Davis  
W. Scott Wilson

**Commission Staff Present:**

Angela Dibbert, Executive Assistant  
Dr. Kathleen Fimple, Academic Programs Officer  
Katherine Green, College Access Challenge Grant Program Director  
Dr. Marshall Hill, Executive Director  
Jason Keese, Public Information and Special Projects Coordinator  
Kadi Lukesh, Bookkeeper/Budget Coordinator, & Office Manager  
Ritchie Morrow, Financial Aid Coordinator  
Dr. Carna Pfeil, Associate Director for Finance & Administration

## I. CALL TO ORDER

Commission Chairman Joyce Simmons called the meeting to order at 8:30 a.m. at the College of Saint Mary, Mercy Hall Meeting Room, Omaha, Nebraska on August 5. Attendance is indicated above.

## II. WELCOME

Introductions

## III. MINUTES

### A. Action item Approve the June 10, 2010 meeting minutes

Motion Motion by Commissioner HUNTER and second by Commissioner ANDERSON to approve the June 10, 2010 meeting minutes as presented.

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

## IV. CHAIRMAN'S REPORT

### A. Updates and other reports

Commission Chairman Simmons thanked Colleen Adam for chairing the public hearing on July 19 regarding Baker University.

## V. EXECUTIVE DIRECTOR'S REPORT

### A. Out-of-service area authorization

1. ~~Offered by Central Community College via traditional delivery originated at Hamilton Sundstrand in York, NE:~~
  - ~~*BSAD 1920, Leading & Motivating (May 25 to July 2, 2010) (withdrawn by the institution)*~~
2. Offered by Mid-Plains Community College via two-way video originated from Arthur County High School in Arthur, NE, delivered to Ainsworth High School in Ainsworth, NE:
  - *SPAN 1020, Beginning Spanish II (5 credits) (August 23, 2010 – May 13, 2011)*
3. Offered by Mid-Plains Community College via two-way video originated from Arthur County High School in Arthur, NE, delivered to Hyannis High School in Hyannis, NE:
  - *SPAN 1020, Beginning Spanish II (5 credits) (August 23, 2010 – May 13, 2011)*

4. Offered by Mid-Plains Community College via two-way video originated from Arthur County High School in Arthur, NE, delivered to Garden County High School in Oshkosh, NE:
  - *SPAN 1020, Beginning Spanish II (5 credits) (August 23, 2010 – May 13, 2011)*
5. Offered by Mid-Plains Community College via two-way video originated from MPCC in McCook, NE, delivered to Arapahoe High School in Arapahoe, NE:
  - *FACS 2060, Early Childhood Curriculum Planning (3 credits) (August 22 to December 15, 2010)*
6. Offered by Mid-Plains Community College via two-way video originated from Ogallala High School in Ogallala, NE, delivered to Adams Central High School in Hastings, NE:
  - *PSYC 1810, Intro to Psychology (3 credits) (August 23 to December 17, 2010)*
7. Offered by Mid-Plains Community College via two-way video originated from Brady High School in Brady, NE, delivered to Adams Central High School in Hastings, NE:
  - *ENGL 1520, Creative Writing (3 credits) (August 24 to December 17, 2010)*
8. Offered by Mid-Plains Community College via two-way video originated from Arnold High School in Arnold, NE, delivered to Sumner High School in Sumner, NE:
  - *ENGL 1520, Creative Writing (3 credits) (August 24 to December 17, 2010)*
9. Offered by Mid-Plains Community College via two-way video originated from Anselmo-Merna High School in Merna, NE, delivered to Arcadia High School in Arcadia, NE:
  - *PSYC 1810, Intro to Psychology (3 credits) (August 23 to December 17, 2010)*
10. Offered by Central Community College via two-way video originated from ESU #7 in Columbus, NE, delivered to Anselmo-Merna High School in Merna, NE; Minden High School in Minden, NE; Elm Creek High School in Elm Creek, NE; and Columbus High School in Columbus, NE:
  - *BSAD 1050, Intro to Business (3 credits) (August 23 to December 16, 2010)*
11. Offered by Central Community College via two-way video originated from Pleasanton High School in Pleasanton, NE, delivered to Anselmo-Merna High School in Merna, NE; Holdrege High School in Holdrege, NE; Minden High School in Minden, NE; and Ravenna High School in Ravenna, NE:
  - *HLTH 1000, Intro to Health Science (3 credits) (August 23 to December 16, 2010)*

12. Offered by Central Community College via two-way video originated from Centura High School in Cairo, NE, delivered to Loup County High School in Taylor, NE:
  - *ENGL 1010, English Composition (3 credits) (August 23 to December 16, 2010)*
13. Offered by Northeast Community College via two-way video originated from Burwell High School in Burwell, NE, delivered to Arcadia High School in Arcadia, NE; Sargent High School in Sargent, NE; and Loup County High School in Taylor, NE:
  - *MATH 2000, Analytic Geometry & Calculus I (5 credits) (November 14, 2010 to May 16, 2011)*
14. Offered by Northeast Community College via two-way video originated from Wayne High School in Wayne, NE, delivered to Hooper-Logan View High School in Hooper, NE:
  - *PSYC 1810, Intro to Psychology (3 credits) (August 18 to December 21, 2010)*
15. Offered by Northeast Community College via two-way video originated from Wayne High School in Wayne, NE, delivered to Hooper-Logan View High School in Hooper, NE; and Dodge High School in Dodge, NE:
  - *PSYC 1810, Intro to Psychology (3 credits) (January 4 to May 19, 2011)*
16. Offered by Northeast Community College via two-way video originated from West Point-Beemer High School in West Point, NE, delivered to Dodge High School in Dodge, NE:
  - *ENGL 1010, English Composition I (3 credits) (August 18 to December 22, 2010)*
  - *ENGL 2100, Intro to Literature (3 credits) (January 5 to May 24, 2011)*
  - *SPCH 1100, Public Speaking (3 credits) (January 5 to May 24, 2011)*
17. Offered by Northeast Community College via two-way video originated from Wisner-Pilger High School in Wisner, NE, delivered to Dodge High School in Dodge, NE:
  - *HIST 1050, World History I (3 credits) (August 23 to December 22, 2010)*
18. Offered by Northeast Community College via two-way video originated from Lynch High School in Lynch, NE, delivered to Cody-Kilgore High School in Cody, NE:
  - *HIST 2010, American History I (3 credits) (August 19 to December 18, 2010)*
  - *HIST 2020, American History II (3 credits) (January 5 to May 2, 2011)*

**B. Quarterly budget report**

Ms. Kadi Lukesh reviewed the fourth quarter report with Commissioners. The remaining sum of \$13,099 is carried over to the 2010-11 budget.

**C. Association of Governing Boards report on Policies, Practices and Composition of Coordinating Boards and Commissions**

Dr. Marshall Hill stated that, according to the report, Nebraska's CCPE is a typical coordinating board, in terms of its size, how often it meets, who appoints the Commissioners, the number of members it has, and the types of issues considered.

**D. Updates and other reports**

Dr. Hill briefed the Commissioners about the closing of Dana College.

Dr. Hill updated the Commissioners regarding the visits Dr. Hill and Jason Keese have been making to Senators on the Education Committee before the LB 542 hearing on August 19.

**VI. PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN**

No testimony.

**VII. PUBLIC HEARING ON THE EXECUTIVE COMMITTEE ITEMS**

No testimony.

**VIII. EXECUTIVE COMMITTEE**

**A. Action item 2010-2011 CCPE Budget**

Ms. Lukesh presented the 2010-11 budget to Commissioners. The Commission will be operating with less money than in the previous fiscal year due to the current economic challenges faced by the state of Nebraska.

Dr. Hill gave a report on the benefits that the state receives due to its participation in the Midwestern Higher Education Compact (MHEC). Dues for MHEC represent a high budget expense (\$95,000) for the Commission.

Motion Motion by Commissioner LAURITZEN and second by Commissioner ANDERSON to approve the 2010-2011 CCPE Budget.

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

**B. Action item 2011-2013 CCPE Biennial Budget Request**

Dr. Carna Pfeil explained the 2011-2013 CCPE Biennial Budget Request to the Commissioners. This is the first time that the Commission is not requesting additional administration funds due to the economic situation in the state. The Commission is requesting an increase in financial aid funding

to assist low-income students with tuition increases in the next biennium. The Commission administers two financial aid programs for low-income students 1) Nebraska Opportunity Grant and 2) Access College Early Scholarship (ACE). Dr. Pfeil answered questions from Commissioners.

Motion Motion by Commissioner HUNTER and second by Commissioner ZINK to approve the 2011-2013 CCPE Biennial Budget Request.

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

**C. Action item College Access Challenge Grant (CACG) sub-grantees**

Ms. Katherine Green and Dr. Pfeil provided information about the funding and process of selecting the sub-grantees and answered questions from Commissioners. The following entities were recommended for funding:

1. EducationQuest
2. Omaha Public Schools
3. Central Plains Center for Services
4. Grand Island Public Schools and Central Community College
5. Mid-Plains Community College
6. Ho-Chunk Community Dev. Corp.
7. Nebraska Methodist College
8. Grace University
9. Bright Futures Foundation

Motion Motion by Commissioner Zink on behalf of the Committee to approve the awarding of funds to the recommended College Access Challenge Grant (CACG) sub-grantees.

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

*NOTE: Adjourned for break at 9:53 a.m. Meeting resumed at 10:08 a.m.*

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

No Testimony.

**X. BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE**

**A. Report on 2009-10 Access College Early Scholarship program**

Mr. Ritchie Morrow reported that \$338,000 has been awarded from the 2009-10 Access College Early Scholarship program. The funding provided scholarships to 1,301 students for an average of \$259 per scholarship. He

also answered questions from Commissioners.

**B. Report on 2010-11 Nebraska Opportunity Grant (NOG) allocations**

Mr. Morrow reported on the 2010-11 target allocations for the Nebraska Opportunity Grant. Mr. Morrow reported that the majority of funding for the grant program now comes from the Nebraska Lottery, as funding through Nebraska's General Funds has been reduced the past two years.

**C. Action item 2010-11 Tuition, Fees and Financial Aid Report**

Mr. Morrow presented the *2010-11 Tuition, Fees and Financial Aid Report* to Commissioners. Mr. Morrow reported that students at all Nebraska public institutions, except for students at the University of Nebraska-Lincoln (UNL), paid less in tuition and fees per full-time resident student in comparison to the national average. Mr. Morrow touched on other important results in the report and answered questions from Commissioners.

Motion Motion by Commissioner WINKLEBLACK and second by Commissioner LAURITZEN to approve the *2010-11 Tuition, Fees and Financial Aid Report*.

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

**D. Action item Approve the amendments to Title 281, Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant Act**

Ms. Green addressed the changes in Title 281, Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant Act. The changes were a name change for the program and modestly expanded eligibility for students.

Motion Motion by Commissioner HUNTER and second by Commissioner ANDERSON to approve the amendments to Title 281, Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant Act.

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

**XI. PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

Ms. Connie Beene, Director of Professional and Experiential Learning and Mr. Pete Stobie, Executive Director New Program Development and Contract Services from Baker University, presented information about Baker University and answered questions from Commissioners.

Dr. Karen Falconer Al-Hindi, Program Director, University of Nebraska at Omaha, provided supportive information on UNO's Women's and Gender Studies Program.

## **XII. ACADEMIC PROGRAMS COMMITTEE**

Dr. Kathleen Fimple explained the proposals and answered questions from Commissioners.

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

#### **1. Action item Baker University, Baldwin City, KS**

- **Associate of Arts in Business**
- **Bachelor of Business Administration**
- **Master of Business Administration**
- **Master of Arts in Education**

Motion            Motion by Commissioner ZINK on behalf of the Committee to approve the proposal by Baker University, Baldwin City, KS with the following conditions: 1) that 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.

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

### **B. Proposals for New Instructional Programs**

#### **1. Action item Southeast Community College – Long Term Care Administration (AAS, Certificate)**

Motion            Motion by Commissioner ZINK on behalf of the Committee to approve the Southeast Community College – Long Term Care Administration program (AAS, Certificate).

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

#### **2. Action item Southeast Community College – Intelligent Machine Integration (Certificate)**

Motion            Motion by Commissioner ZINK on behalf of the Committee to approve the Southeast Community College – Intelligent Machine Integration program (Certificate).

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

**3. Action item Southeast Community College – Event – Venue Operations Management (Certificate)**

Motion Motion by Commissioner ZINK on behalf of the Committee to approve the Southeast Community College – Event – Venue Operations Management program (Certificate).

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

**C. Proposal for off-campus center with long-term commitment**

**1. Action item Mid-Plains Community College – Broken Bow Extended Campus**

Ms. Jody Tomanek, Vice President of Educational Services & Student Development, Mid-Plains Community College, gave a brief overview via conference call of the proposed extended campus and answered questions from Commissioners.

Motion Motion by Commissioner ZINK on behalf of the Committee to approve the proposal from Mid-Plains Community College for an off-campus center with a long-term commitment in Broken Bow.

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

*NOTE: Change in the agenda order due to an institutional representative being present.*

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

*NOTE: Adjourned for lunch at 12:10 p.m. Meeting resumed at 12:34 p.m.*

**D. Action item Improving Teacher Quality (ITQ) 2010-2011 Request for Proposals**

Motion Motion by Commissioner ZINK on behalf of the Committee to accept the Improving Teacher Quality (ITQ) 2010-2011 Request for Proposals.

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

**E. Existing Program Review – Follow-up Report**

**1. Action item Western Nebraska Community College – Early Childhood Education (AA, AAS, Certificate)**

Motion Motion by Commissioner ZINK on behalf of the Committee to 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.

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

Dr. Hill briefed the Commissioners about the National Governor’s Association’s new initiative called “Complete to Compete.”

**XIII. FUTURE MEETINGS**

The next regular Commission meeting will be September 16, 2010 and will be held at Kaplan University, Lincoln, Nebraska.

**XIV. COMMISSIONER COMMENTS**

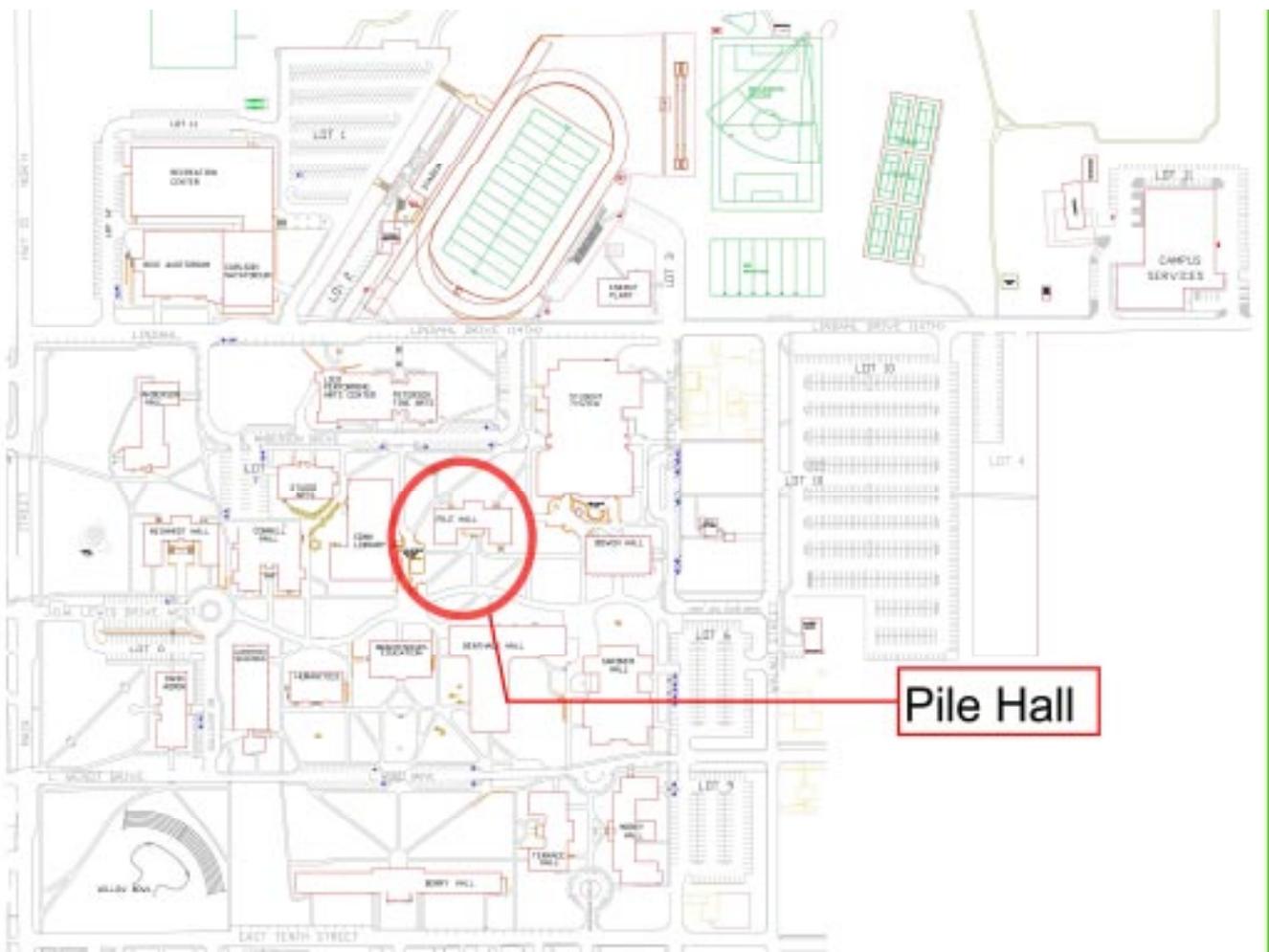
Commissioner Lauritzen commented on the Time Magazine article, “The Case against Summer Vacation.”

**XV. ADJOURNMENT of regular Commission meeting**

There being no further business, the meeting was adjourned at 1:00 p.m.

**Institution/Campus:** Wayne State College  
**Project Name:** Pile Hall Renovation  
**Date of Governing Board Approval:** April 22, 2010 / September 10, 2010 (finance plan)  
**Date Complete Proposal Received:** July 23, 2010 (finance plan)  
**Date of Commission Evaluation:** September 16, 2010

**Project Description:** Wayne State College is proposing to renovate Pile Hall, a 39,137 gross square foot (gsf) residence hall constructed in 1932. Pile Hall, along with Terrace and Neihardt Halls, are the three oldest residence halls on campus, constructed prior to WWII. Terrace and Neihardt Halls have been renovated in the past 10 years. Pile Hall is located in the center of campus (see site plan below), between the library and student center.



*(WSC Pile Hall renovation evaluation continued)*

The project would renovate the four-story residence hall (including basement) and construct 1,055 gsf of new space for an accessible north entrance. Currently, Pile Hall provides primarily double-occupancy rooms with 134 beds, mainly for sophomore and upper class students. The renovated residence hall would provide space for 138 students, a residence hall director and a guest apartment for short-term visiting faculty. Improved utilization of existing corridor space would create additional usable space for six three-person semi-suites (1 double room and 1 single room with a shared bathroom) and six four-person semi-suites (2 double rooms with a shared bathroom).

The total project costs for the renovation/addition are projected to be a minimum of \$5 million (\$124.40/gsf or \$35,714/bed). The proposed source of funding for the project would be a minimum of \$4.5 million in revenue bond proceeds and \$500,000 in surplus funds. The revenue bond issue would be financed over a 20-year period from revenue bond facilities fees, including: room and board fees, food service fees, revenue bond facilities fee, bookstore income, parking permit fees, investment income and other miscellaneous income such as summer programs. Annual debt service would average up to \$421,813 per year based on current interest rates of 4.7% for an 'A' rated bond issue plus a 95 basis point cushion. Ongoing facility operations and maintenance (O&M) costs are projected to increase minimally to air-condition the existing facility and provide an additional part-time building maintenance staff. Additional O&M expenses would be funded from room and board fees.

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

Yes

No

*Comments:* Page 2-12 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

- Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.
- Campus facilities are well maintained to assure the safety of students."

This project would address safety, accessibility and maintenance issues.

Page 4-4 of the *Plan* states: "The state expects auxiliary

*(WSC Pile Hall renovation evaluation continued)*

services at public postsecondary education institutions and some student services, such as residence halls, bookstores, and food services, to be self-supporting.” As proposed, this project would be self-supporting through student housing room and board fees.

Page 6-3 of the *Plan* states: “Facilities funding has historically come from a variety of sources. These sources of funding and example applications include: . . . User fees for student centers, residence halls, and parking;” The proposal meets that provision of the *Plan*.

This project is not directly applicable to WSC’s role and mission assignment, as it involves student support space.

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

Yes

No

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

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

High . . . . . Low

*Comments:* The Nebraska State College Board of Trustees approved the Wayne State College *2002 Campus Master Plan* on April 9, 2002. Page 14 of the *Master Plan* states: “Renovate Neihardt Hall and Pile Hall. . . . Locate the Multicultural Center on the first floor of Pile Hall. Eventually phase out housing in Pile Hall in lieu of academic or student service functions.”

Neihardt Hall has been renovated since the *2002 Campus Master Plan* was completed. The WSC Multicultural Center is currently located across the street from the student center in a house purchased by WSC in 1998. High residence hall occupancy rates do not make converting Pile Hall to other uses practical.

The Board of Trustees approved the *WSC Residence Halls Modernization Master Plan* on April 2, 1993. This

(WSC Pile Hall renovation evaluation continued)

plan also identified the need to renovate Pile Hall.

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

High . . . . . Low

*Comments:* The main exterior rehabilitation work proposed for Pile Hall is the replacement of the one-story flat roof over the lounge along with enlarging the existing drainage scupper; tuck-pointing of 15%-20% of the brick masonry; cleaning and tuck-pointing all of the limestone joints; removal/replacement of the parapet coping stones, along with installation of new thru-wall flashing; replacement of the south entry stair/ramp; and site drainage work.

Interior rehabilitation work would include replacement of the entire heating system that is original to the building, including piping, fan-coil units and temperature controls; replacement of all plumbing, which is also original to the building, except for the underground sewer and incoming water lines; replacement of all bathroom fixtures and finishes; improved ventilation in laundry and restrooms; new fire sprinkler and fire alarm systems; replacing sinks and plumbing in each residence hall bedroom; new energy-efficient lighting would replace existing lighting that has reached the end of its useful life; installation of new doors to student bedrooms; refinishing/replacing existing flooring; and wall/ceiling repair/repainting as needed.

Historical features/finishes of the building would be repaired, including the main lounge coffered plaster ceiling, fireplace and columns; wood floors in student bedrooms; terrazzo stairs and hallways; and marble wainscoting in the hallways and stairs.

(WSC Pile Hall renovation evaluation continued)

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

High . . . . . Low

*Comments:* Several enhancements to Pile Hall are being proposed to correct existing programmatic deficiencies including:

- The provision for semi-suite style rooms that are presently not available on campus;
- Improved acoustical treatment between residence hall rooms is needed;
- the existing building is not air-conditioned, which would require the installation of new chilled water lines;
- limited visibility is available to staff at the front desk;
- limited security is available to limit visitors from accessing “resident only” areas;
- a lack of useable recreation space;
- lack of meeting/study space;
- lack of trash/recycle space;
- accessibility is limited to the south entrance and first floor of the building, as there is no elevator available for residents/visitors;
- the number of electrical outlets needs to be increased in resident bedrooms;
- a redundant primary electrical feed is not currently available; and
- a lack of wireless computer access within the building.

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

High . . . . . Low

*Comments:* Available Space Guidelines were utilized to the extent possible to determine net square foot needs. An economical consideration was given to existing interior wall layouts when considering appropriate room size.

WSC presently has a residence hall capacity of 1,566

*(WSC Pile Hall renovation evaluation continued)*

beds. Pile Hall has an existing capacity of 134 beds. The proposed renovation would increase capacity to about 138 beds, plus an apartment for a residence hall director and a separate visiting faculty/guest apartment. The college's fall 2009 residence hall occupancy rate indicated that 86.1% of available beds were under contract. WSC anticipates that it will maintain this high occupancy rate by continuing to enhance the quality of its existing residence halls.

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

High . . . . . Low

*Comments:* Where space guidelines are not applicable for specialized spaces, conceptual room diagrams, coupled with information from consultants, were used to calculate the amount of proposed space.

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

High . . . . . Low

*Comments:* The primary purpose of this project is to replace aging building systems and enhance existing residence halls to meet student needs. WSC's fall headcount enrollment has remained steady at around 3,600 for the past 10 years. This current enrollment is sufficient to maintain the high residence hall occupancy rates and revenues that help support a healthy income stream to adequately maintain campus revenue bond facilities.

(WSC Pile Hall renovation evaluation continued)

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

High . . . . . Low

*Comments:* The college is not proposing to use state funds for this project, nor would this project result in the need for future projects. Revenue and expenditure projections appear to support the ability to finance a 20-year revenue bond issue for purposes of renovating this residence hall. Sufficient income also appears to be available to adequately operate and maintain Pile Hall.

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

High . . . . . Low

*Comments:* Operating existing residence halls without making continual improvements would likely increase vacancy rates and reduce revenues over time. The construction of semi-suite-style housing should help increase occupancy rates by meeting student demands for this type of housing. Renovation of the existing facility can be completed for about 2/3 the cost of new construction. Renovation also preserves an existing historic campus structure.

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

High . . . . . Low

*Comments:* Complete renovation of Pile Hall would provide safe, accessible, comfortable and convenient housing to students in the second-oldest residence hall on campus. High residence hall occupancy rates help to keep room and board increases at a reasonable level.

(WSC Pile Hall renovation evaluation continued)

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

High . . . . . Low

*Comments: **Construction Costs*** - The college's estimate to renovate Pile Hall (including the addition of possible bid alternates), construct an accessible north entry and provide moveable furnishings is \$5,295,304 (\$131.75/gsf). Commission staff's estimate of the total project cost is \$5,326,500 (\$132.53/gsf) for renovation of a 2-3 story college dormitory per *R.S. Means Square Foot Costs* and comparable past projects. The college's estimate is \$31,200 (0.6%) lower than Commission staff's estimate for the project. With both estimates higher than the \$5 million proposed budget, WSC may need to withhold purchase of moveable equipment until a subsequent year if bids do not come in below estimates.

**Operating and Maintenance Costs** - The college stated that increased facility operating and maintenance (O&M) for air-conditioning the existing space and operating and maintaining a small addition would be minimal. Commission staff's estimate to provide increased facility O&M is \$14,400 per year (\$0.36/gsf/year) for the first year of operations. Increased revenue from four additional beds in the renovated hall will assist in accommodating these increased costs.

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

High . . . . . Low

*Comments:* The use of revenue bond facilities fees, including room and board fees, to retire a 20-year revenue bond issue is appropriate. The use of surplus funds for renovation of student housing is also appropriate.

The total cost of the proposed bond issue would be between \$5,000,000 up to a maximum of \$5,200,000. This amount is broken out as follows:

- Construction Fund (minimum) - \$4,500,000
- Debt Service Reserve Fund (minimum) - \$ 424,000
- Issuance & Misc. Costs (minimum) - \$ 76,000

*(WSC Pile Hall renovation evaluation continued)*

Bond counsel for the state colleges originally estimated the average coupon rate as 5.65%, based on current interest rates plus 95 basis points of cushion to accommodate possible changes in rates prior to issuing bonds. Annual debt service for the bond issue is estimated to average up to \$421,813 per year, totaling up to \$8.44 million in principal and interest payments if interest rates would average the highest estimated rate. The Nebraska State College Board of Trustees would set a maximum average coupon rate of 5.25% for this revenue bond issue, which includes about a 50 basis point cushion. Should interest rates remain at their current rate, estimated debt service would be reduced by about \$35,000 per year.

The Surplus Fund balance as of June 30, 2009, was \$1.57 million. The estimated Surplus Fund balance on June 30, 2012, including expenditures of \$500,000 for this project, is estimated to be \$2.7 million.

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

Yes                      No  
                     

*Comments:* The college has demonstrated that this project would not unnecessarily duplicate other available residential space on campus.

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

High . . . . . Low

*Comments:* While the project's primary purposes would be to improve the quality, safety and accessibility of existing on-campus residence hall space, the renovation should also help support the college's high residence hall occupancy rates. Pile Hall is needed as a viable residence hall to serve the existing student demand for on-campus housing.

(WSC Pile Hall renovation evaluation continued)

4. **The project’s proposal provides sufficient information from which the Commission can review and make an informed recommendation.**

Yes

No

*Comments:* Sufficient information was provided in the proposal and finance plan to make an informed recommendation.

**COMMISSION ACTION AND COMMENTS:**

Approve

Disapprove

*Action:* Pursuant to the Nebraska Revised Statutes (2008), Section 85-404 and 85-408, the **staff** of the Coordinating Commission for Postsecondary Education recommends that the Legislature approve Wayne State College’s proposal to issue revenue bonds and use surplus funds for the renovation, addition and furnishing of Pile Hall as outlined in the college’s proposal and finance plan provided for review.

*Comments:* This proposal requires the review and approval of the Legislature or the Executive Board of the Legislative Council as required by Statute. The Commission believes that this proposal would improve the quality, safety and accessibility of student housing and assist in the retention of students.

With a residence hall occupancy rate of over 86% of available beds during the 2009 fall semester, WSC presently provides on-campus housing for less than half its students. Attractive student housing should help with student retention and graduation efforts.

The use of between \$5.0 million to \$5.2 million in revenue bonds amortized over a 20-year period is an acceptable means of financing. A debt service coverage ratio for the new revenue bond issue along with other existing revenue bond issues is estimated to be about 1.55 times available income after expenses in FY 2011 and would likely increase in subsequent years. Nebraska State College bond covenants require a minimum debt service coverage ratio of 1.10, while the Nebraska State College Board of Trustees policy requires CSC and WSC to maintain a minimum 1.25 debt service coverage ratio and PSC to maintain a minimum 1.35 debt service coverage ratio.

*(WSC Pile Hall renovation evaluation continued)*

The Commission recommends that if WSC issues the larger \$5.2 million revenue bond issue, that the debt service coverage ratio not be allowed to go lower than the 1.55 estimate. A higher debt service coverage ratio would allow WSC to set aside additional funds for renovation of its remaining residence halls.

The use of \$500,000 in surplus funds is also an appropriate means of financing a portion of this project. The Surplus Fund balance as of June 30, 2009, was \$1.57 million which is projected to increase to \$2.7 million by 2012 when construction would be completed.

WSC's current academic year 2010-2011 room and board rates are reasonable compared to other Nebraska public higher education institutions. The following compares current room and board rates for a double room with a 7-day meal plan:

	<u>Room</u> <u>Rate .</u>	<u>7-Day</u> <u>Meal .</u>
• Chadron State College -	\$2,410	\$2,686
• Wayne State College -	\$2,660	\$2,880
• Peru State College (air-cond.) -	\$2,868	\$2,700
• Univ. of Nebraska at Kearney -	\$3,640	\$3,566
• Univ. of Nebraska-Lincoln -	\$7,660 to \$8,196 (incl. meals)	

**Theatre—BA, BAE  
University of Nebraska at Kearney  
Follow-up Report**

***Background***

- In **1997** the Commission reviewed the theatre program at UNK. The BA and BAE each averaged .4 graduates per year and the BFA averaged 2.8 graduates (3.6 total for the program). The SCH/FTE was 477. The Commission called for a university-wide review that focused on the need for three small undergraduate programs.
- In **1999** UNK reported that they had discontinued the BFA in theatre. In **2000** the Commission **continued** the remaining theatre programs.
- In **2005** the Commission reviewed the theatre program at UNK during its regular review cycle. The BA averaged 2.2 graduates per year and the BAE averaged .4 graduates. The SCH/FTE for Music and Performing Arts (Dance, Theatre, and Music) averaged 261, below the Commission threshold of 300. The individual nature of music instruction, however, contributed to the low number.
- The Commission **deferred their decision**, encouraged UNK to maximize efforts to increase enrollments, and called for a report on enrollments and number of graduates.
- In **2007** UNK reported an average of 3.0 graduates, with a high of seven in 2006-07. The number of declared theatre majors ranged from 34 in 2003 and 2006 to 22 in 2007.
- The Commission **continued the program**, with a report due on enrollment and graduation rates.

***Summary of UNK's Report***

- The program has averaged 3.6 graduates over the past five years.
- The number of declared theatre majors has increased to 26.
- The program is recovering from a period in which a significant faculty member was lost. The position has been filled, facilities have been improved, and faculty have increased recruiting efforts.
- The program serves three groups: theatre majors, theatre education majors, and theatre minors. The courses also support the general studies curriculum as well as the Bachelor of Music with an emphasis in musical theatre, the only program of its kind in the state.
- Graduates often receive full scholarships to graduate schools and/or secure professional positions in a variety of venues throughout the U.S.

***Committee Comment:***

The most recent IPEDS data indicates that four students graduated in 2008-09, bringing the average number of graduates to 4.2. While this does not meet the Commission threshold of seven, the average is improving and is higher than in previous years.

***Committee Recommendation:***

Continue the program.

[The next regular program review is due June 30, 2011.]

**Master of Arts in Education—Music Specialization  
University of Nebraska at Kearney  
Follow-up Report**

***Background:***

- In **2005** the Commission reviewed all music programs at UNK. The master's program averaged 2.0 graduates over the previous five years.
- UNK reported that the MAEd had become a summer program for teachers. The music department was attempting to revitalize the program primarily through distance education and a rotating schedule of course offerings.
- The Commission **postponed their decision**, asking for a report on any program changes resulting from an internal UNK review in 2004-05.
- UNK reported that all of the music graduate courses were offered online during the summer of 2005. Graduation rates improved from zero in 2001-02 and 2002-03 to two in 2003-04, and four in 2004-05.
- In **2006 the Commission continued the program**, with a report due on enrollments and number of graduates.

***Summary of Institution's Report:***

- Since 2004 there have been at least five declared majors every year.
- The number of graduates averaged 1.6, but three students were expected to graduate in 2009-10.
- In August 2009 the program became available entirely online and enrollment increases followed immediately. The online program is especially suited to the geography of Nebraska where the population is spread out.
- There is no other program of this kind entirely online in Nebraska.

***Committee Comment:***

The low number of graduates may be due to the length of time it takes working teachers to complete the degree. Teachers enrolling in the online courses in 2005 would only be graduating in the last year or two.

***Committee Recommendation:***

Continue the program, with the next regular program review, due June 30, 2011, including information on student demand as evidenced by enrollments and number of majors (as well as the normal reporting of number of graduates and student credit hour production).

**Creative Center  
Annual Report**

***Background:***

The Creative Center was opened in Omaha in 1993, offering two associate of occupational studies degrees (AOS). The school is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a body recognized by the United States Department of Education.

In 2005 the Commission approved the Creative Center as a new four-year institution offering a Bachelor of Fine Arts (BFA) degree (as well as the AOS), with annual reports as required by Commission Rule 2. Commission Rule 2 also requires that an institution's authorization to offer bachelor's degree programs be reviewed at the end of the second academic year. If the review is favorable, authorization is to be extended for five years, at which time the programs will again be reviewed. In 2008 the Commission extended authorization for five years.

***Summary of Institution's Report:***

- In fall 2008, 21 students were enrolled in the BFA program. Thirteen (62%) completed the program. Of the seven students who withdrew from the program, three intended to repeat failed courses in order to graduate. Of the graduates, seven are employed in the graphic design field (54% placement rate).
- In fall 2009, there were 27 students enrolled in the BFA program. All either graduated in December 2009 or continued their studies in January 2010 (100% retention).
- Five additional students are on track to graduate in 2010. These are students who started their studies with a previous cohort and are completing a needed course/s or repeating failed courses.
- For fall 2009 the college made several course changes. Consumer Business was moved from online delivery to face-to-face. Business Communication, Ecology, Consumer Behavior, and Introduction to Finance were all renumbered to the 300 level.
- There are seven faculty members teaching courses for the BFA program for the 2009-10 academic year. Seven hold master's degrees, one has a doctorate, and one holds a BA with seven years of experience in multimedia and Web design, the course he is teaching.
- ACCSC conducted a re-accreditation review of the Creative Center in 2009. The college was granted a five-year renewal, the maximum renewal period.

***Committee Comment:***

The Commission has received no complaints about the school.

***Committee Recommendation:***

Accept the annual report. The next annual report is due February 1, 2011.

## Universal College of Healing Arts Annual Report

### ***Background:***

Universal College of Healing Arts (UCHA) offers a diploma and AAS degree program in massage therapy in Omaha. It is accredited by ABHES, the Accrediting Bureau of Health Education Schools, an accrediting body recognized by the United States Department of Education. In 2004 the Commission approved UCHA as a new two-year institution offering the AAS. In 2006 the Commission extended the authorization for five years.

### ***Summary of the Institution's Report:***

- The college experienced a problem in 2007 when there were no graduates from the degree program. They found that students were leaving the degree program after three semesters when they had earned the diploma and could be employed as a massage therapist. UCHA began counseling students to enroll in the diploma program, complete it, and then decide if they wanted to enroll in the degree program.
- At the beginning of the 2008-09 academic year there were 26 students enrolled in the diploma program and three in the AAS program. There were 21 graduates from the diploma program and three from the AAS. During the year, 24 new students enrolled in the college, 16 in the diploma and 8 in the AAS programs. UCHA also had 28 out-of-state students enrolled in a program which is delivered primarily online.
- In the diploma program, 15 of the 21 graduates were employed in their field. Five others needed to pass the national exam before seeking employment. All three graduates from the AAS program were placed in massage therapy or a related field.
- Of the students taking the national exam, 92% passed (86% on the first attempt).

### ***Committee Comment:***

While the lack of graduates from the degree program is disappointing, three students did graduate and eight more enrolled in 2008-09. Additionally, all passed the national exam and are employed.

### ***Committee Recommendation:***

Accept the report. The next annual report is due September 15, 2010.

Note: The reporting date is September 15 of each year. However, the 2009 report was not submitted until 2010, so the next report is due shortly.

## Kaplan University-Lincoln Annual Report

### **Background:**

In 2004 the Commission approved an application from Hamilton College-Lincoln to establish a new four-year private institution offering a Bachelor of Science (BS) degree in management. Hamilton College, based in Cedar Rapids, Iowa, was subsequently acquired by Kaplan University, an Iowa-based institution accredited by the Higher Learning Commission of the North Central Association.

Commission Rule 2 requires annual reports from new institutions. In 2007 the Commission authorized Hamilton-Lincoln to continue as a four-year institution until receipt and review of the fifth annual report. After review of the fifth report in 2009, the Commission extended authorization to operate through May 31, 2011.

### **Summary of Institution's Report:**

#### Baccalaureate Programs

Program	Date Initiated	Current Students	Graduates	Placement rate
Business Admin	1-28-09	23	0	
Business Management	7-7-04	2	16	86%
Criminal Justice	1-28-09	28	3	100%
Information Technology	4-15-09	9	*	*
Health Science	9-16-09	12	*	*
MBA	10-7-09	3	*	*

\*New program—not applicable

Note: Bachelor of Science in Business Administration replaced Bachelor of Science in Management which is phasing out.

- In the second half of 2009 Kaplan began offering a Bachelor of Science in Health Science and a Master's in Business Administration.
- In June 2009 Dr. Sandra Muskopf was named campus president, moving from the presidency of the Omaha campus. In December, Martin Tucker was hired as campus dean and in February 2010 Michael Klacik became Director of Admissions. (Dr. Muskopf was recently reassigned and replaced by Teresa Hutchinson.)
- During the last year, 17 faculty members have taught in the baccalaureate programs. Two hold a Ph.D., one an Ed.D., and 14 have master's degrees.
- Renovation and construction of the primary campus building was completed in August 2009. It includes additional classrooms, a larger library, and state-of-the-art technology.

***Committee Comment:***

The Commission was informed by Kaplan Higher Education, Inc. that the MBA would be offered entirely online and described as such to potential students. As a strictly online program, it does not require Commission approval.

In the past year the Commission received one complaint about Kaplan-Lincoln. A student with an identified learning disability did not believe she received adequate assistance, even though she documented her disability when she applied. She stayed only one term at Kaplan and was faced with paying back student loans. Commission staff contacted Kaplan Higher Education, Inc. They investigated and decided to return all of her financial aid funds to the lender. In addition, they acknowledged that their services for students with disabilities needed to expand from physical disabilities to include learning disabilities. Commission staff also provided initial assistance with the student's financial aid issues.

***Committee Recommendation:***

Accept the report. The next annual report is due May 31, 2011.

## Kaplan University-Omaha Annual Report

### ***Background:***

In 2004 the Commission approved an application from Hamilton College-Omaha to establish a new four-year private institution offering a Bachelor of Science (BS) degree in management. Hamilton College, based in Cedar Rapids, Iowa, was subsequently acquired by Kaplan University, an Iowa-based institution accredited by the Higher Learning Commission of the North Central Association.

Commission Rule 2 requires annual reports from new institutions. In 2007 the Commission authorized Hamilton-Omaha to continue as a four-year institution until receipt and review of the fourth annual report. In October 2008 the Commission accepted the fourth report and extended authorization to operate through May 31, 2011.

### ***Summary of Institution's Report:***

#### **Baccalaureate Programs**

<b>Program</b>	<b>Date Initiated</b>	<b>Current Students</b>	<b>Graduates</b>	<b>Placement rate</b>
Business Admin	1-28-09	64	1	100%
Business Management	7-7-04	3	17	92%
Criminal Justice	1-28-09	35	1	0 (one pursuing additional education)
Information Technology	4-15-09	8	*	*
Accounting	7-1-09	13	1	0 (one pursuing additional education)
MBA	10-7-09	9	*	*

\*New program—not applicable

Note: Bachelor of Science in Business Administration replaced Bachelor of Science in Management which is phasing out

- In the second half of 2009 Kaplan began offering a Bachelor of Science in Accounting and a Master's in Business Administration.
- The Commission on Dental Accreditation (CODA) conducted a site visit in 2009 and granted the dental assisting program the accreditation status of "Approval with Reporting Requirements." In 2010 CODA changed the status to "Approval without Reporting Requirements."
- Dr. Paul Illian assumed the position of Academic Dean in July 2009. He holds a Ph.D. in Adult Education.
- During the last year, 14 faculty members have taught in the baccalaureate programs: two with a Ph.D., four with J.D.s, and eight with master's degrees.

***Committee Comment:***

The Commission was informed by Kaplan Higher Education, Inc. that the MBA would be offered entirely online and described as such to potential students. As a strictly online program, it does not require Commission approval.

In the past year the Commission received one complaint about Kaplan-Omaha. The college was unable to locate the records of a student who attended Hamilton College-Omaha. Commission staff contacted Kaplan Higher Education, Inc. and also suggested some alternatives to the student who wished to transfer his credits.

***Committee Recommendation:***

Accept the annual report. The next annual report is due May 31, 2011.

## Proposed Changes to Fees for Out-of-state Institution and New Private Institution Applications

State statutes authorize the Commission to charge a “reasonable fee” based on administrative costs. The last comprehensive evaluation of fees, and subsequent increases, was in April 2003. Minor changes were made in 2006. Evaluations of the current administrative costs are on the following pages. The Commission will re-evaluate the fee structure every three years.

### Out-of-state Institution Applications

Fees	Current	Proposed
1. Courses Only (e.g., Morningside College offering education courses in South Sioux City)		
a. Single course	\$1,000 per course	\$1,775 (base)
b. Additional courses (in the same application)		\$100
2. Programs		
a. One cohort only (e.g., Drake University offering MS in adult learning for one group of students)		
1. Single program	\$1,300	\$2,625 (base)
2. Additional programs (in the same application)	\$1,300	\$200
b. On-going – Application with:		
1. Single program (e.g., University of Missouri offering MLS on-going in Omaha)	\$1,300	\$2,900 (base)
2. Multiple programs in the same discipline (up to 4)* (e.g., Strayer University offering AA, BBA, MBA in business)	\$1300 per program	\$100/ program after 1 <sup>st</sup>
3. Multiple programs in various disciplines* (e.g., Herzing University offering allied health, business, etc.)	\$1300 per program	\$200/ program after 1 <sup>st</sup>

\*For multiple programs in one application. Proposals for additional programs submitted at a later date are considered separate proposals.

**New Private Institution Applications**

<b>Fees</b>	<b>Current</b>	<b>Proposed</b>
1. Single program (e.g., St. Gregory the Great Seminary offering BA in Philosophy)	\$2,400	\$3,550
2. Each additional program (in the same application) (e.g., Gallup University offering three graduate programs)		\$200

## **Differences Between 2003 and 2010 in the Review Process for Out-of-state and New Institution Applications**

In 2003:

- Most out-of-state reviews were of institutions that wanted to offer a single program in Nebraska, sometimes for only one cohort of students. These institutions were not establishing a permanent presence in Nebraska. Public hearings were most often held in Lincoln and often there were no Commissioners present. These reviews took less staff time and Commission resources.
- Existing colleges that were purchased by an out-of-state institution, but wanted to offer higher level or additional degrees, were reviewed as new private institutions.
- Indirect costs were calculated as 15% of the staff time committed to the review process.
- No staff time was included for financial analysis.

In 2010:

- Most out-of-state reviews are of institutions that want to offer multiple programs in Nebraska and establish a permanent presence in the state. Public hearings are held in the community in which the institution plans to locate, often Omaha, and every attempt is made to have at least one Commissioner present. The review takes more staff time and Commission resources, especially for the public hearing.
- Existing colleges that are purchased by an out-of-state institution, but want to offer higher level or additional degrees, are reviewed for each new program under the rule for out-of-state institutions.
- Indirect costs are calculated at 8% of the basic cost of operating the office (rent, utilities, supplies, communications, printing, etc.), pro-rated for the average number of reviews conducted each year.
- Staff time for financial analysis of all applications is included.

**Private and Out-of-State Institution Applications for New Programs or Courses in Recent Years**  
**Comparison of Actual vs. Proposed Fees**

<b>Date</b>	<b>Institution</b>	<b>Fee Paid</b>	<b>Proposed Fee</b>	<b>Difference</b>
11/21/08	Herzing University	\$1,300	\$2,900	\$1,600
1/26/09	Strayer University	\$1,300	\$3,100	\$1,800
2/10/09	Gallup University	\$2,400	\$3,950	\$1,550
4/27/09	Herzing University	\$1,300	\$3,300	\$2,000
8/17/09	Herzing University	\$1,300	\$2,900	\$1,600
2/18/10	Herzing University	\$2,600	\$12,600	\$10,000
5/27/10	Baker University	\$5,200	\$3,500	(\$1,700)
	<i>TOTALS</i>	\$15,400	\$32,250	\$16,850

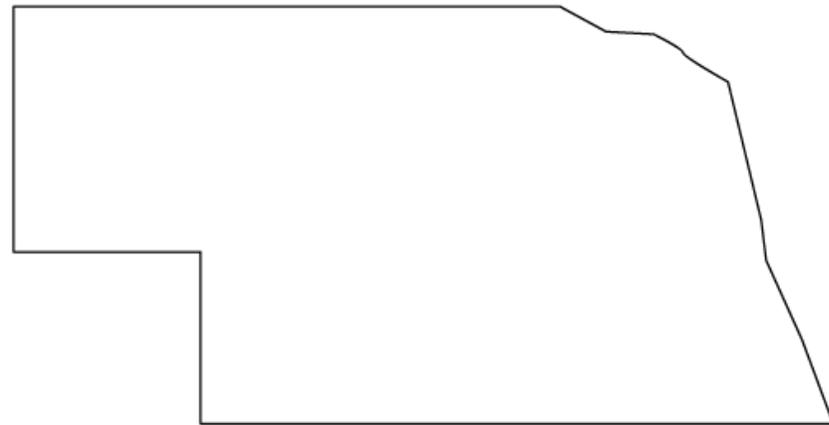
See the following page for examples of Fee Structures in other states.

<b>Alabama</b>	No fee	
<b>Alaska</b>	Initial Authorization Fee	\$2,500
	Renewal Fee	\$500 - \$2,500
	New/Modify Program	\$100
<b>Arkansas</b>	Notification fee	\$250
	Planning and Development Fee	\$3,000
	Initial Course/Degree Program Certification for 1 – 5 degree programs.	\$2,500
	Each program over 5	\$500
	Recertification Fee for 1 - 10 course/degree programs. Each course/degree program over 10	\$2,000 \$200
<b>California</b>	Application fee for accredited institutions	\$750
	Application fee for non accredited institutions	\$5,000
	Renewal fee for accredited institutions	\$500
	Renewal fee for non-accredited main campus	\$3,500
	Renewal fee for non-accredited branch campus	\$3,000
<b>Kansas</b>	Application fee for degree granting institution	\$5,500
	Initial fees for specific degree programs in addition to application fee:	
	Associate degree	\$2,000
	Baccalaureate degree	\$3,000
	Master's degree	\$4,000
	Professional and/or Doctoral degree	\$5,000
	Renewal fee for degree granting institution	\$3,000 - \$25,000
	New program submission fees for Associate degree	\$750
New program submission fees for Baccalaureate degree	\$1,000	
New program submission fees for Master's degree	\$1,500	
New program submission fees for Professional and/or Doctoral degree	\$2,500	
<b>Illinois</b>	No fee structure	
<b>Kentucky</b>	New in-state college	\$1,000
	New out-of-state college	\$5,000
	Fees charged in addition to application:	
	Per course if not offering entire program	\$200
	Per program for Certificate, Diploma or Associate degree	\$200
	Per program for Bachelor degree	\$500
Per program for Master's or Specialist	\$1,500	
Per program for Doctoral degree	\$2,000	
<b>West Virginia</b>	Initial Application fee	\$2,000 plus site visit expenses
	Annual report submission fee	\$500



September  
2010

A Report by the  
Coordinating Commission  
for Postsecondary  
Education



***Delivering Courses Beyond  
Campus Walls***

**Off-campus and Distance Education in Nebraska  
2008 - 2009**

**Delivering Courses Beyond Campus Walls  
Off-campus and Distance Education in Nebraska  
2008-2009**

<b>I.</b>	<b>Summary</b>	Pg. 2
<b>II.</b>	<b>Delivery Methods</b>	
	A. Summary of Delivery Methods and Number of Courses, 2006-2009 (Table I)	Pg. 8
	B. Delivery Mode by Sector (Figure I)	Pg. 9
	C. Change in Number of Courses Offered by Delivery Method, 1997-98 to 2008-09 (Graph I)	Pg. 10
<b>III.</b>	<b>Enrollment</b>	
	A. Change in Distance Education Enrollments, 1998-99 to 2008-09 (Graph II)	Pg. 11
	B. Estimate of the Number of Students Served by Distance Learning (Table II)	Pg. 12
<b>IV.</b>	<b>Distance Delivery to High Schools</b>	
	A. Summary of Courses Offered to High School Students by Institution (Table III)	Pg. 13
	B. Courses Offered to High School Students by Institution (Graph III)	Pg. 14
	C. High School Students Participating in College Courses (Graph IV)	Pg. 15

# Delivering Courses Beyond Campus Walls

## Highlights of the Report

### 2008-09

#### ***What is distance delivery?***

- Traditional delivery—instructor and students are in the same time and place away from the campus; for example, a face-to-face class in a different town or a location in the community other than the campus.
- Synchronous delivery—instructor and students are in the same time, but not the same place; for example, two-way interactive video, where the instructor is in one location, often on the campus with students in a classroom, and delivers the course at the same time by video to other students at a “receiving” site or sites.
- Asynchronous delivery—instructor and students are in a different time and place; for example, a course on CD-ROM or an online course where students work on their own and there is no specified time for the class as a whole to have contact with the instructor.

#### ***Which Nebraska institutions offer courses at distance?***

- All six community colleges, the three state colleges, and the University of Nebraska campuses offer courses at distance (Table I). The data reflect all courses offered at a location other than a main campus or a branch campus.
- Overall, the number of courses offered at distance increased by 5.5% from 2007-08. All three sectors reported increases in 2008-09, although some institutions experienced declines.
  - The university increased their offerings by 15%; while the number of courses at UNMC was down, UNK and UNO increased the number of courses by 35% and 18%, respectively. NCTA more than doubled their offerings, with all but one course delivered asynchronously.
  - The state colleges increased their offerings by 1%, with small increases at PSC and WSC.

- The number of distance courses at the community colleges increased by almost 4%. Four of the six colleges experienced increases with declines at MCC and NECC.
  - The number of courses reported by WNCC in traditional delivery has varied over the years. In 2006-07 WNCC reported very large numbers of courses in business and information technology in Sidney, primarily for Cabela's employees. There were almost none of these courses reported in 2007-08, but a larger number was again reported in 2008-09.
  - Except for WNCC, all community colleges increased the number of asynchronous courses, some significantly. CCC, for example, increased their offerings by 55% (an additional 164 courses).
  - The number of courses offered by traditional delivery at MCC appears high because the college has three education centers that are not considered branch campuses but enroll large numbers of students.
- Some increases in course offerings are due to one credit workshops and other training opportunities that may be a response to the slow economy and the resulting demand for fast retraining by unemployed workers.

### ***What is the most popular method of delivery?***

- When the Commission first collected this information in the early 1990s, traditional delivery was the primary method of reaching students who could not be present on campus. Synchronous delivery consisted of a few two-way interactive video courses and asynchronous delivery was mainly pre-recorded audio and video courses.
- Today asynchronous delivery is the most popular delivery mechanism in all three sectors, while synchronous is the least-used (Figure I). The community colleges, however, offer over 450 courses (8% of their total) synchronously. This larger number is due, in part, to dual enrollment courses offered to high school students at their high school building. The ability of colleges to offer synchronous courses to K-12 schools was enhanced by the passage of LB1208 in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

- The popularity of asynchronous courses is illustrated in Graph I. Asynchronous delivery surpassed synchronous delivery in 2000-01 and traditional delivery in 2004-05. The number continues to climb dramatically, with an increase of almost 18% between 2007-08 and 2008-09.
- The number of traditional delivery courses has declined steadily since 2005-06.
- The figure for synchronous courses rebounded slightly in 2007-08, but in 2008-09 reached the lowest number reported since the Commission began counting synchronous courses.
- Some of the increase in asynchronous delivery and decline in traditional delivery might be attributed to institutional enrollment policies. Traditionally-delivered courses often have a minimum enrollment of 8 or 10 students to ensure that the majority of instructional costs are covered by tuition. If this number isn't reached, the class is cancelled. Asynchronous courses may have a much lower threshold, or even no threshold, resulting in fewer cancellations and, therefore, a higher number of course offerings.

### ***What courses are offered at distance?***

- Almost every type of course is offered at distance, including courses requiring hands-on activities such as biology, nursing, and mechanics.
- Most community colleges report liberal arts and sciences courses, including those for academic transfer programs, together in a single category.
- Large numbers of courses were also offered in business, education, health professions, and computer and information sciences.

### ***How many students are served by distance technology?***

- In 1998-99, the first year the Commission collected enrollment data, there were 7,512 students (duplicated headcount) enrolled in courses offered either synchronously or asynchronously. Over three times that many were served at distance by traditional delivery (Graph II).

- By 2005-06 the numbers had shifted dramatically as the delivery methods shifted—a trend that continues in 2008-09. The number of students enrolled in asynchronous courses increased from just over 4,400 in 1998 to 97,353 (duplicated headcount) in 2008. And although the number of traditional and synchronous courses declined in 2008-09, the number of students served increased in both delivery modes.
- The total number of students served by some form of distance education was 150,349 (duplicated headcount) in 2008-09 (Table II). This is an 18.3% increase over 2007-08 and is reflected in increases at every institution except WSC and NECC. The latter also reported offering fewer courses.

### ***Are degrees or other awards available entirely by distance technology?***

- Awards ranging from certificates at the community college to master’s degrees at the university and state colleges are available at distance.
- In 2008-09 the number of awards approached 100. A small number are available utilizing strictly traditional delivery. A greater number are delivered with a combination of distance and traditional delivery. By far, the largest number are delivered entirely by some type of distance delivery technology.

### ***Where are the distance courses offered?***

- Most asynchronous courses are available anywhere a student has access to a computer, including his or her home or work place.
- Synchronous and traditionally-delivered courses were once offered in the majority of Nebraska counties, but this number has declined as the popularity of asynchronous courses has increased.
- Most synchronous courses require a location capable of receiving a live transmission from the campus. Many high schools and public buildings have this capability. Some institutions utilize this capability to offer college courses to high school students, especially after the passage of LB1208.

### ***How are high school students served?***

- The courses counted in this report are frequently offered for both high school and college credit and are called “dual enrollment” courses. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses.
- Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and are not reflected in this data.
- In 2006-07 there were 1,123 college courses offered to 9,319 high school students. In 2008-09 both numbers had increased by over 23%. (Table III)
- All sectors increased both the number of courses offered and the number of students served over the period, although there were some declines at individual institutions.
- The largest number of both students and courses was reported by UNO (Graphs III and IV). This can be attributed to a partnership between UNO and the Omaha area high schools by which UNO accepts Advanced Placement courses taught in high schools for college credit.
- UNO also had the greatest increase in *number* of courses and high school students served. The largest *percentage* increase was reported by Western Nebraska Community College with 359 more students served, a 99% increase (Table III, Graph IV).
- Most of the decreases and significant variation from 2006-07 through 2008-09 occurred at the community college level. This is the sector that has historically served the majority of high schools students. Some of the variation might be attributable to the phase-in of LB 1208. The bill required installation of hardware and software that was accomplished in phases, focusing on specific geographic regions over four years. As additional areas became more accessible to the community colleges and the high schools, a natural shifting of course offerings may have occurred.

***Note on Data Collection:***

- The State of Nebraska's Department of Administrative Services collects the data used in this report each fall. Starting in 2011, the Commission will be collecting the data directly from the institutions. This should improve the ability of the Commission to obtain complete and accurate data.
- Prior to the 2011 data submittal, the Commission intends to review the current data elements, especially in light of changing institutional practices and state-level data needs. Staff will seek input from the institutions in the review process.

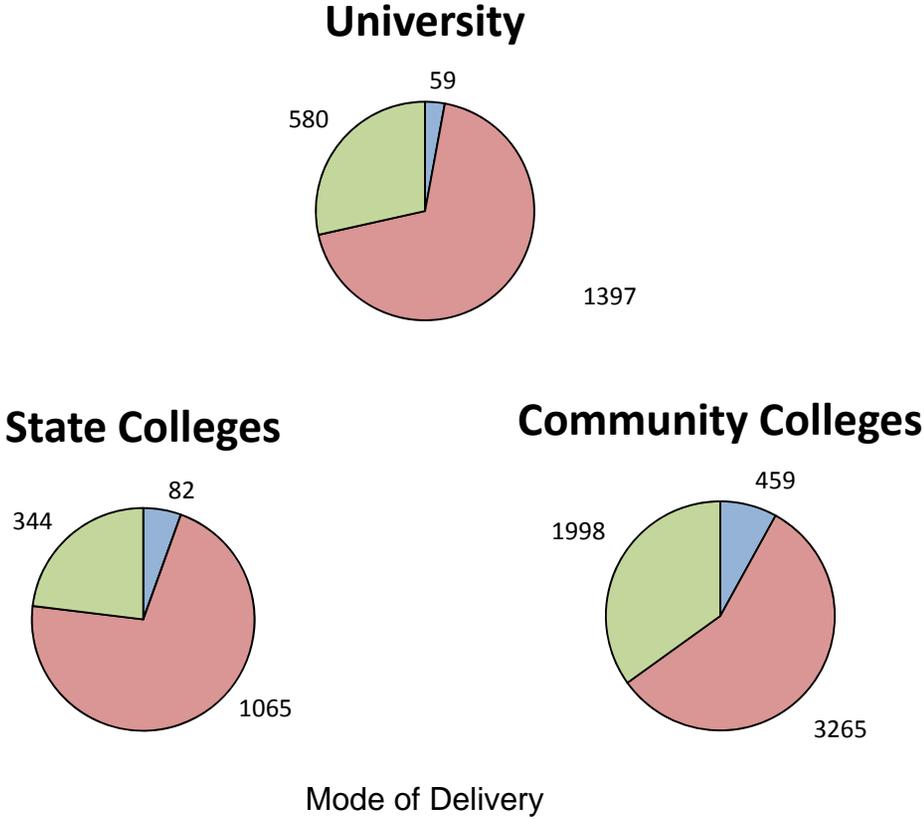
**TABLE I**  
**Summary of Delivery Methods and Number of Courses**  
**2006-2009**

Institution	2006-07				2007-08				2008-09			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK	27	328	153	508	24	354	7	385	13	487	20	520
UNL	0	513	24	537	0	404	5	409	0	462	4	466
UNMC	106	7	0	113	130	77	4	211	35	89	0	124
UNO	8	165	420	593	8	223	517	748	11	320	555	886
NCTA	1	4	0	5	0	17	0	17	0	39	1	40
University Total	142	1017	597	1756	162	1075	533	1770	59	1397	580	2036
CSC	144	375	58	577	88	439	54	581	73	439	26	538
PSC	0	343	169	512	0	377	141	518	0	383	195	578
WSC	18	198	134	350	15	224	135	374	9	243	123	375
State College Total	162	916	361	1439	103	1040	330	1473	82	1065	344	1491
CCC	52	274	144	470	132	300	252	684	137	464	137	738
MCC	81	1007	1183	2271	50	1140	1488	2678	35	1255	1256	2546
MPCC	73	106	100	279	67	144	83	294	87	185	79	351
NECC	119	220	170	509	143	240	285	668	129	276	227	632
SCC	16	655	63	734	16	772	79	867	9	949	97	1055
WNCC	62	104	703	869	81	153	97	331	62	136	202	400
Community College Total	403	2366	2363	5132	489	2749	2284	5522	459	3265	1998	5722
Grand Total	707	4299	3321	8327	754	4864	3147	8765	600	5727	2922	9249

MCC's Traditional total includes courses offered at Sarpy Center, Fremont Center, and Applied Technology Center.

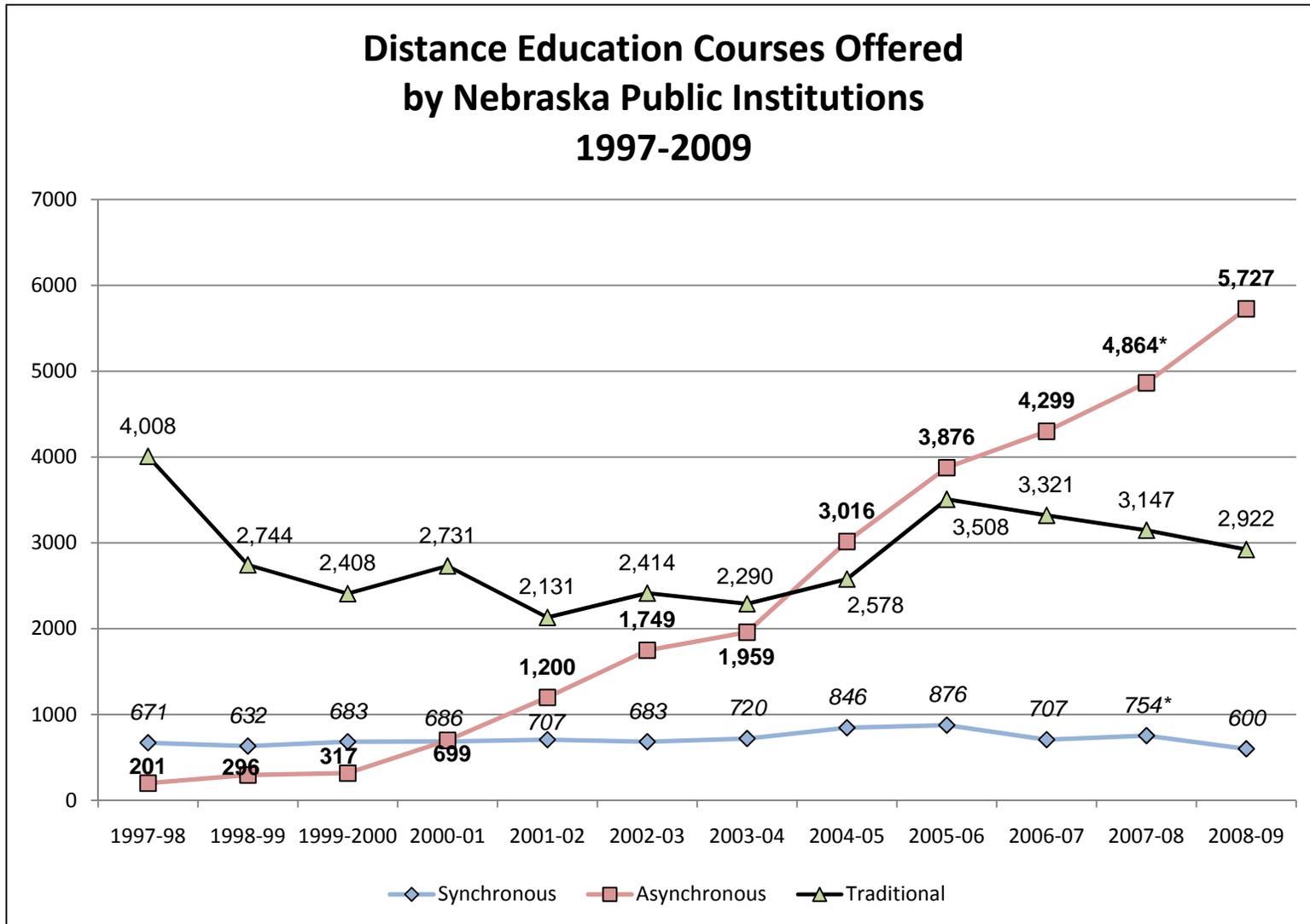
WNCC's Traditional total includes courses offered at Alliance Center, Sidney Center, Regional West Medical Center, and Cabela's.

**FIGURE I**  
**Delivery Modes by Sector**  
 Number of Courses, 2008-2009



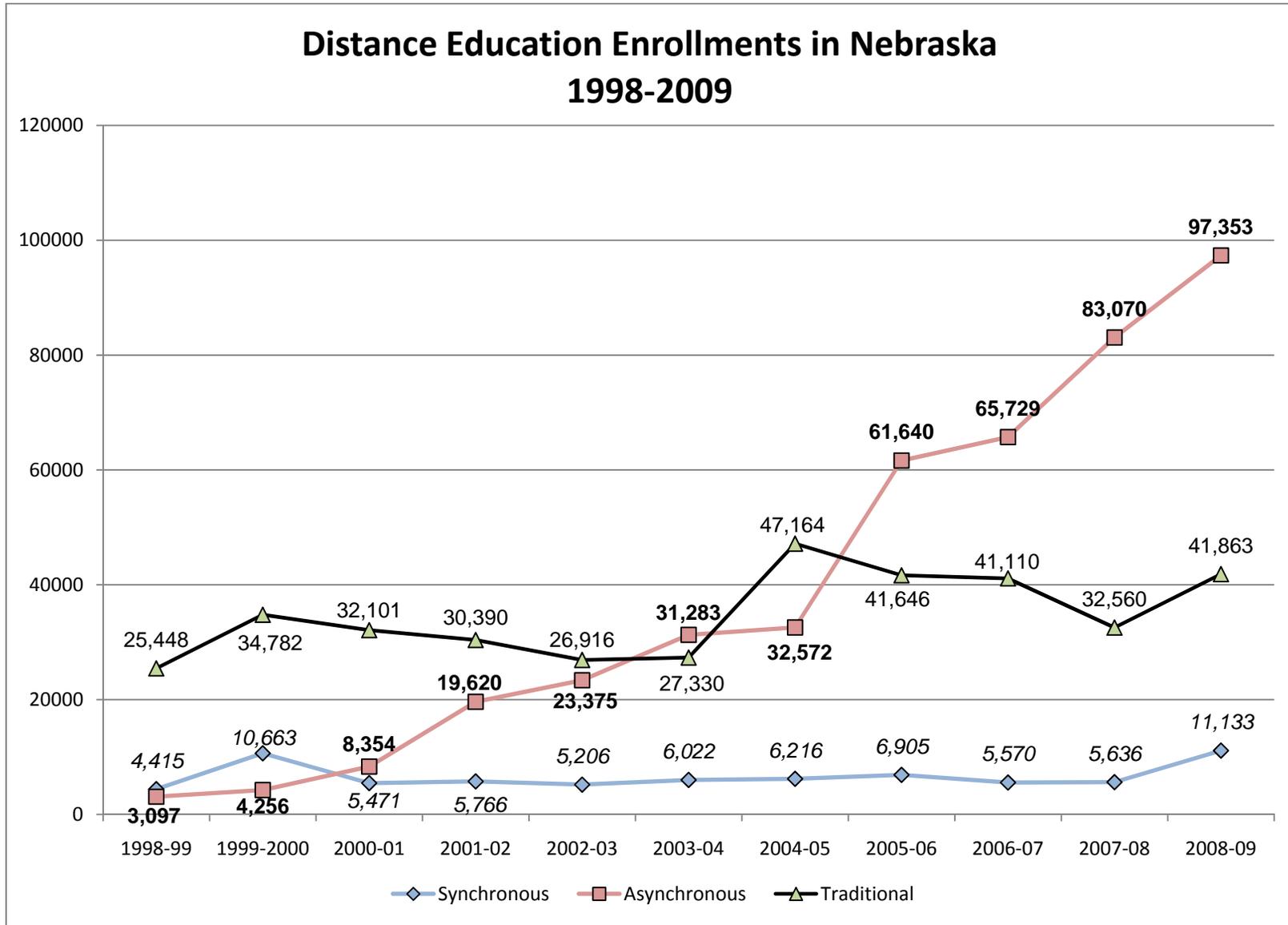
- Traditional: Instructor and students are in the same time and same place
- Synchronous: Instructor and students are in the same time but separated geographically
- Asynchronous: Instructor and students are not in the same time or the same place

GRAPH I



\*corrected from previous count

GRAPH II



**TABLE II**  
**Estimate of the Number of Nebraska Students Served by Distance Learning**  
**(duplicated headcount)**  
**2008-2009**

Institution/Sector	Synchronous		Asynchronous	Sub-Total	Traditional	Grand Total
	Sending*	Receiving				
UNK	214	36	7,699	7,949	214	8,163
UNL	0	0	5,741	5,741	30	5,771
UNMC	1,736	1,135	1,349	4,220	0	4,220
UNO	0	105	6,793	6,898	4,501	11,399
NCTA	0	0	219	219	1	220
University Total	1,950	1,276	21,801	25,027	4,746	29,773
CSC	0	546	7,024	7,570	138	7,708
PSC	0	0	9,896	9,896	1,632	11,528
WSC	37	39	3,386	3,462	2,203	5,665
State College Total	37	585	20,306	20,928	3,973	24,901
CCC	1,115	1,405	10,637	13,157	1,707	14,864
MCC	344	154	23,176	23,674	15,617	39,291
MPCC	855	662	2,806	4,323	659	4,982
NECC	919	610	3,745	5,274	2,794	8,068
SCC	15	123	13,002	13,140	1,236	14,376
WNCC	626	457	1,880	2,963	11,131	14,094
Community College Total	3,874	3,411	55,246	62,531	33,144	95,675
Grand Totals	5,861	5,272	97,353	108,486	41,863	150,349

\*Some institutions do not report the number of students at sending sites.

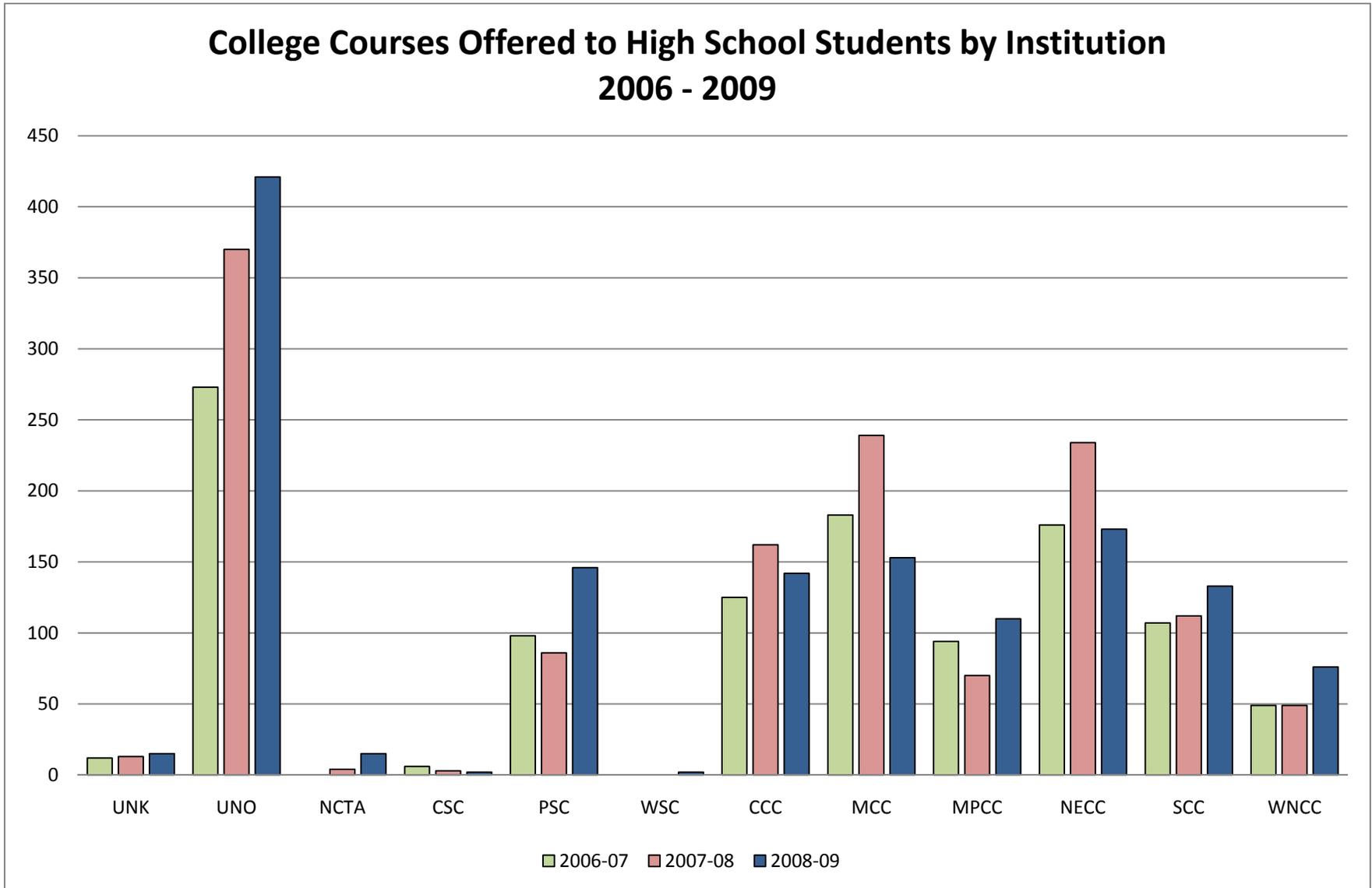
**TABLE III**  
**Summary of College Courses Offered to High School Students in Nebraska by Institution**  
**2006 – 2009**

Institution	2006-07		2007-08		2008-09	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	12	30	13	29	15	98
UNL	0	0	0	0	0	0
UNMC	0	0	0	0	0	0
UNO	273	2150	370	3072	421	3383
NCTA	0	0	4	38	15	79
University Total	285	2180	387	3139	451	3560
CSC	6	73	3	16	2	33
PSC	98	782	86	691	146	1136
WSC	0	0	0	0	2	15
State College Total	104	855	89	707	150	1184
CCC	125	1233	162	1316	142	1061
MCC	183	1657	239	1863	153	1704
MPCC	94	518	70	325	110	493
NECC	176	1493	234	1452	173	1271
SCC	107	1022	112	1197	133	1471
WNCC	49	361	49	360	76	720
Community College Total	734	6284	866	6513	787	6720
Grand Total	1123	9319	1342	10359	1388	11464

\*\*UNK's 2007-08 data is estimated

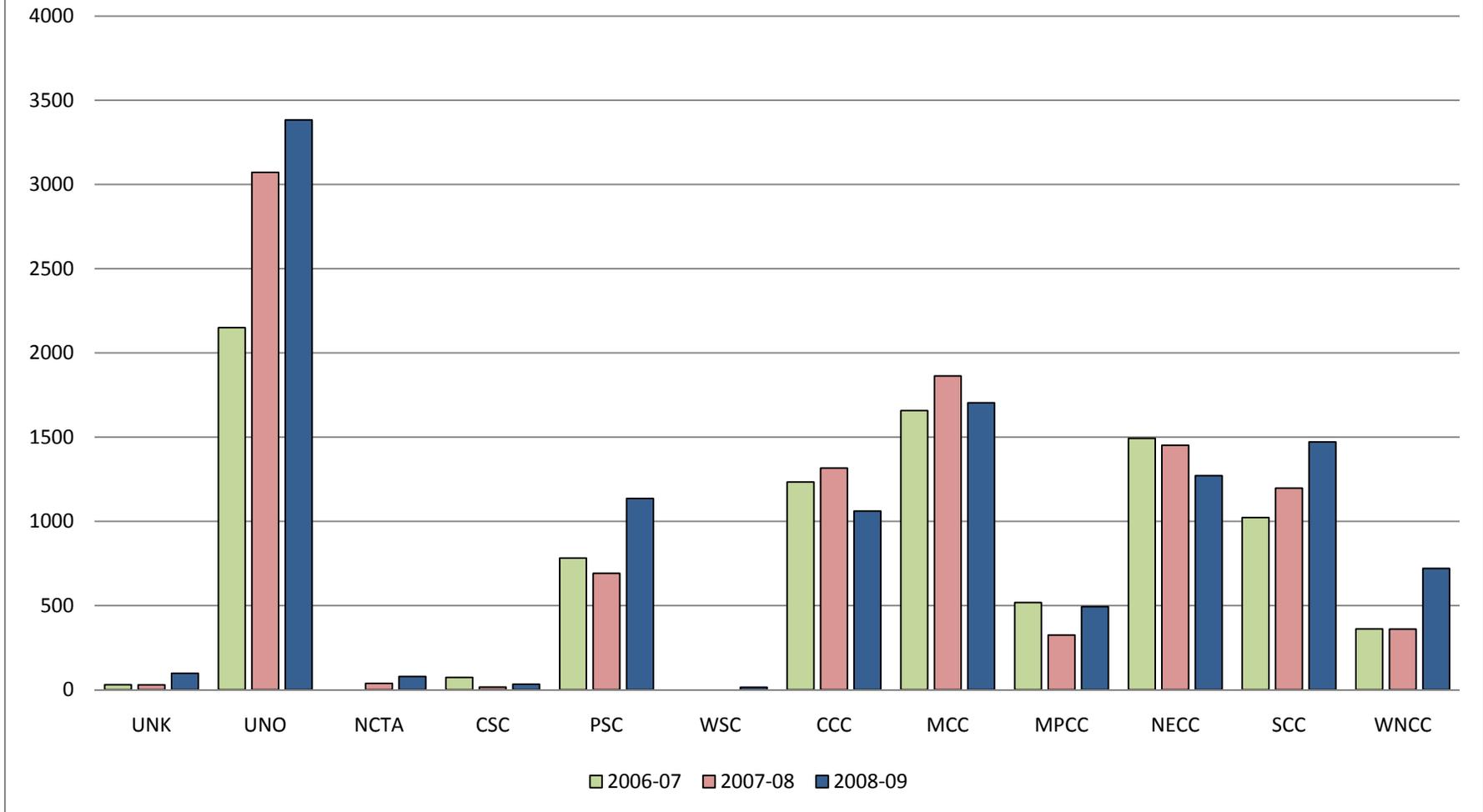
**GRAPH III**

**College Courses Offered to High School Students by Institution  
2006 - 2009**



GRAPH IV

### High School Students Participating in College Courses by Institution 2006 - 2009



# **2009-2010 Factual Look at Higher Education in Nebraska**

**Nebraska's Coordinating Commission  
for Postsecondary Education**

## **Section A: Enrollment**

**Published August 2010  
on the Commission Website  
[www.ccpe.state.ne.us](http://www.ccpe.state.ne.us)**

**Reporting information from the Integrated Postsecondary Education Data System (IPEDS)  
Surveys of Nebraska Public Colleges and Universities,  
Independent Colleges and Universities, and For-Profit/Career Schools**

**Ten-Year Trends based on the 1999-2000 through 2009-2010 IPEDS Collection Surveys  
of Nebraska Public and Independent Colleges and Universities  
and Eight-Year Trends including Nebraska For-Profit/Career Schools**

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# Section A Enrollment

## Executive Summary of Data

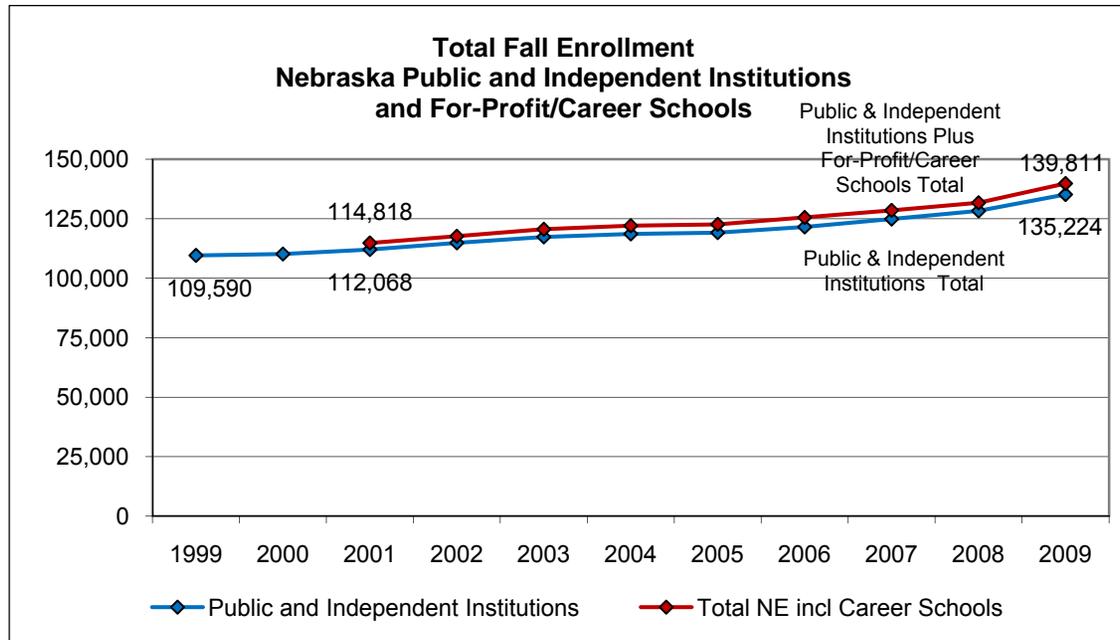
Section A of the *Factual Look at Higher Education in Nebraska* summarizes data from the Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities and for-profit/career schools. Ten-year trends are based on the IPEDS survey data submitted by Nebraska's public and independent colleges and universities. Eight-year trends include Nebraska's for-profit/career schools. In this section, fall enrollments are analyzed by (1) sector and full/part-time classification, (2) student level and full/part-time classification, (3) gender, (4) race/ethnicity, (5) race/ethnicity and gender, and (6) age. Fall enrollments are compared to 12-month enrollments in the last sub-section of this report.

# Executive Summary of Data

## Enrollment Fall 1999 - Fall 2009

### Total Fall Enrollment<sup>1</sup>

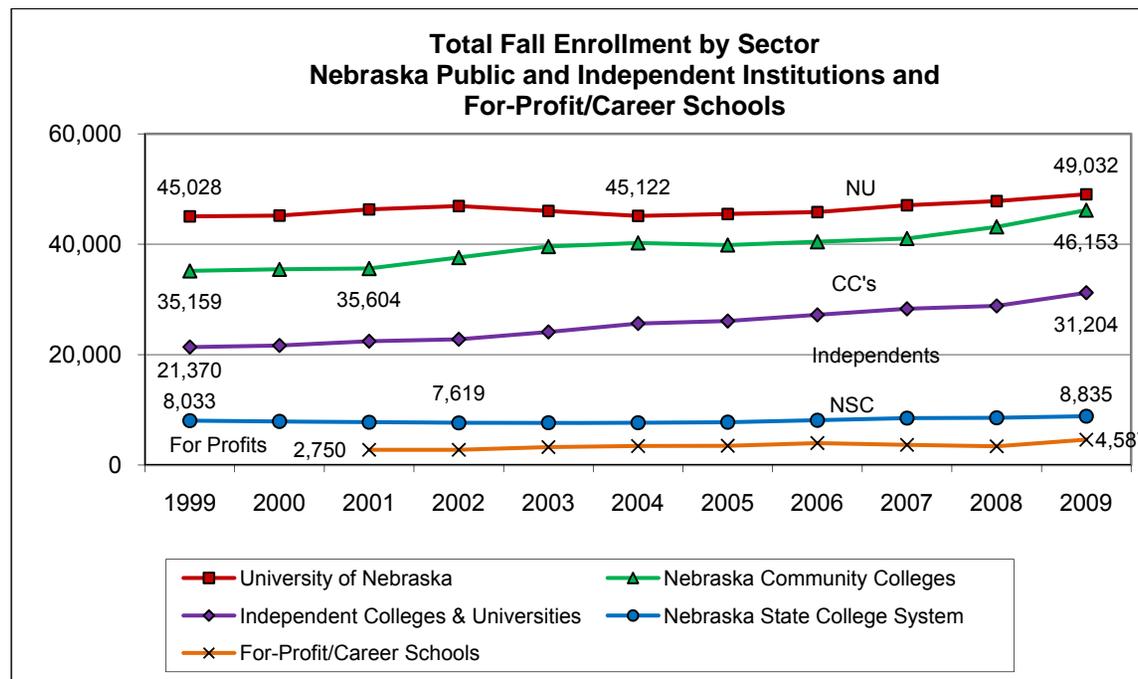
- Total fall enrollment at Nebraska’s public and independent colleges and universities steadily increased from 109,590 in fall 1999 to 135,224 in fall 2009. Between fall 2001 and fall 2009, total enrollment grew by 20.7%, from 112,068 in 2001 to 135,224 in 2009.
- Including the for-profit/career schools, statewide fall enrollment increased 21.8%, from 114,818 in 2001 to 139,811 in fall 2009. Between fall 2008 and fall 2009, statewide enrollment increased 6.2%.



<sup>1</sup>Reported enrollments do not include students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor’s and master’s degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.

## Total Fall Enrollment by Sector

- After increasing and then decreasing between fall 1999 and fall 2004, enrollment at the University of Nebraska (■) increased 8.7% between fall 2004 and fall 2009.
- Total enrollment at Nebraska’s community colleges (▲) increased only 1.4% between fall 1999 and fall 2001, but between 2001 and 2009, fall headcount increased 29.6%. Full-time enrollment increased 7.0% from fall 2007 to fall 2008 and increased 22.4% from fall 2008 to fall 2009.
- Independent colleges and universities (◆) steadily increased fall enrollments 46.0%, or 9,834 students, over the ten-year period between fall 1999 and fall 2009, with increases in full-time and part-time enrollments at the undergraduate and graduate levels.
- The Nebraska State College System (●) experienced a 5.2% decline in enrollments between fall 1999 and fall 2002, but total headcount at the state colleges increased 16.0%, or 1,216 students, from fall 2002 to fall 2009.
- Over the eight-year period for which reliable data are available for the for-profit/career schools (x), total fall enrollment at these schools increased 66.3%, or 1,837 students, between fall 2001 and fall 2009.



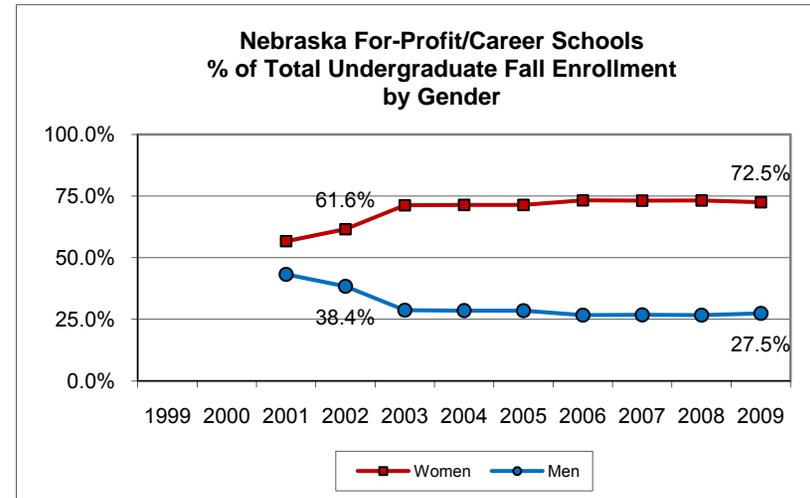
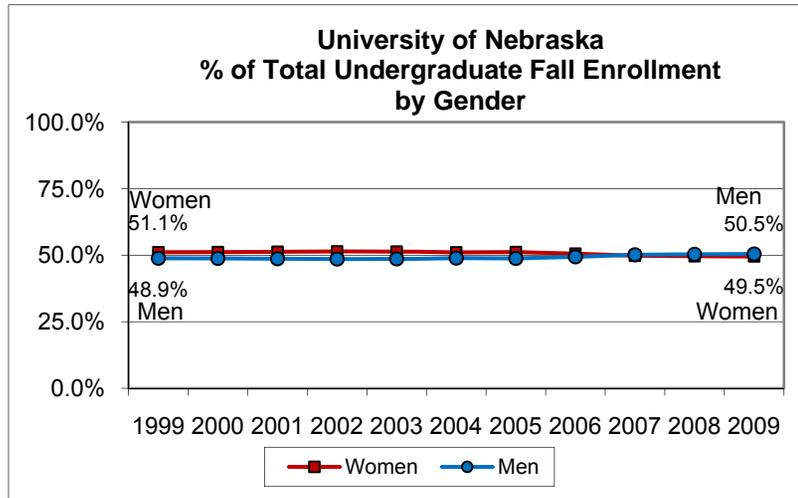
### **Total Fall Enrollment by Student Level<sup>1</sup>**

- Between fall 2001 and fall 2009, statewide undergraduate enrollment increased 19.3% to 117,550, while graduate enrollment increased 36.5% to 22,261.
- From fall 2001 to fall 2009, enrollment of undergraduates going to school part time increased 18.1% to 38,362 students, while full-time fall enrollment increased 19.9% to 79,188 undergraduates.
- Between fall 2001 and fall 2009, enrollment of full-time graduate students increased 29.9% to 10,633 and part-time graduate enrollment rose 43% to 11,628.
- As a result of recent increases in graduate enrollments, graduate students accounted for higher percentages of total enrollment at the University of Nebraska, the Nebraska State College System, the independent sector, and the for-profit/career school sector in fall 2009 than in fall 1999.

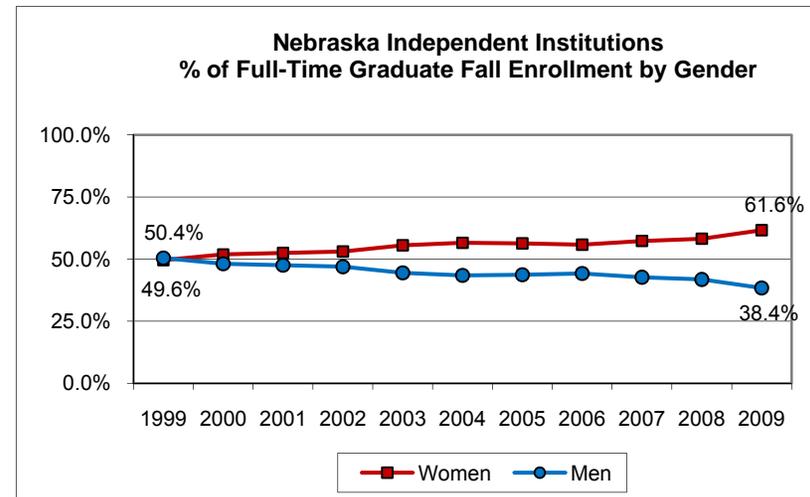
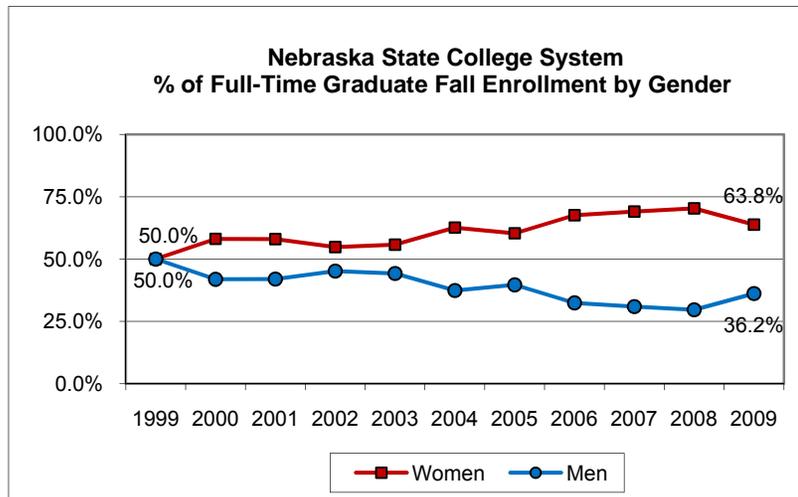
### **Fall Enrollment by Gender**

- The gender gap between men and women was almost the same in fall 2009 as in fall 2001. In 2001, women accounted for 55.0% of the state's total postsecondary enrollment, compared to 55.4% in 2009.
- As shown in the first chart on the next page, the smallest gender gap among undergraduates in fall 2009 was at the University of Nebraska, where 49.5% of the students were women.
- As shown in the second chart on the next page, the largest gender gap was at the for-profit/career schools, where 72.5% of the students were women. The increased difference between the percentage fall enrollments of men and women at for-profit/career schools is due primarily to increased enrollments of women at degree-granting schools such as Kaplan University, Vatterott College, and ITT Technical Institute.

<sup>1</sup>Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as "first professional" are now counted in the graduate student category for all years of data reported.



- At the graduate level, women enrolled full time started to outnumber men in 2000. Since 2000, the gender gap has widened, due primarily to increased full-time enrollment of women in graduate programs at the Nebraska state colleges and the independent institutions that offer opportunities for graduate study.

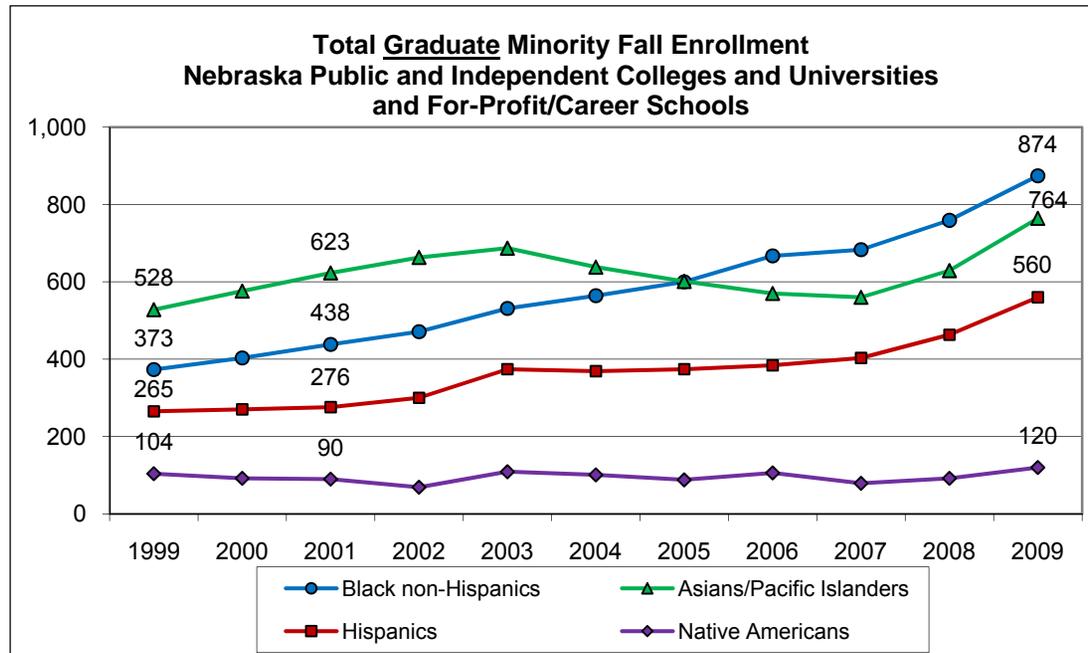
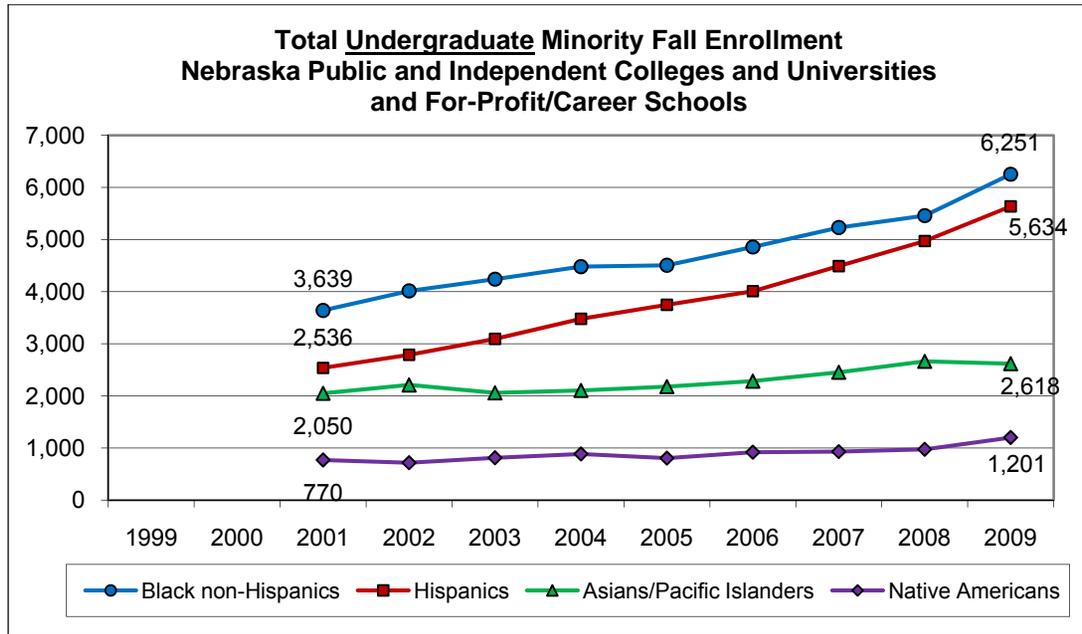


### **Fall Enrollment by Race/Ethnicity**

- Students of unknown race/ethnicity increased from 3.2% of total headcount in fall 2001 to 6.1% in fall 2009. The remaining findings in this section focus on students of known race/ethnicity, who accounted for 93.9% of total headcount in fall 2009.
- Minorities—consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans—accounted for 13.7% of total postsecondary enrollment in fall 2009. Foreign students made up 3.0% of fall enrollment. White non-Hispanics accounted for 83.2%, down from 87.5 in fall 2001.
- From 2001 to 2009, enrollment of minorities increased in total and at both the undergraduate and graduate levels. As shown in the chart below, growth rates varied by race/ethnicity and by level over the eight-year period.

Race/Ethnicity	Total Enrollment Change 2001-09	Undergraduate Enrollment Change 2001-09	Graduate Enrollment Change 2001-09
Black non-Hispanic	74.8%	71.8%	99.5%
Hispanic	120.3%	122.2%	102.9%
Asian/Pacific Islander	26.5%	27.7%	22.6%
Native American	53.6%	56.0%	33.3%

- The two charts on the following page summarize minority enrollment growth at the undergraduate and graduate levels.



### Fall Enrollment by Race/Ethnicity and Gender

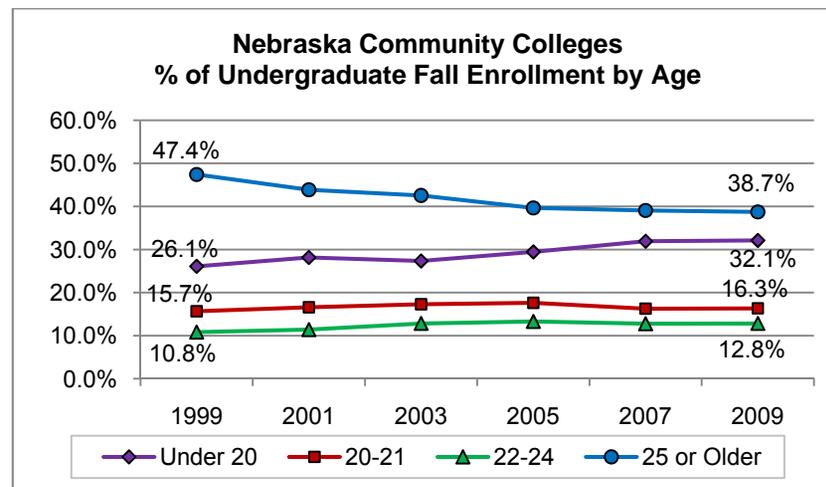
- For fall 2009, the total enrollment gender distribution by race/ethnicity was as follows:

Race/Ethnicity	Women	Men
Native American	60.7%	39.3%
White non-Hispanic	55.7%	44.3%
Black non-Hispanic	56.0%	44.0%
Hispanic	56.0%	44.0%
Asian/Pacific Islander	54.9%	45.1%

### Fall Enrollment by Age

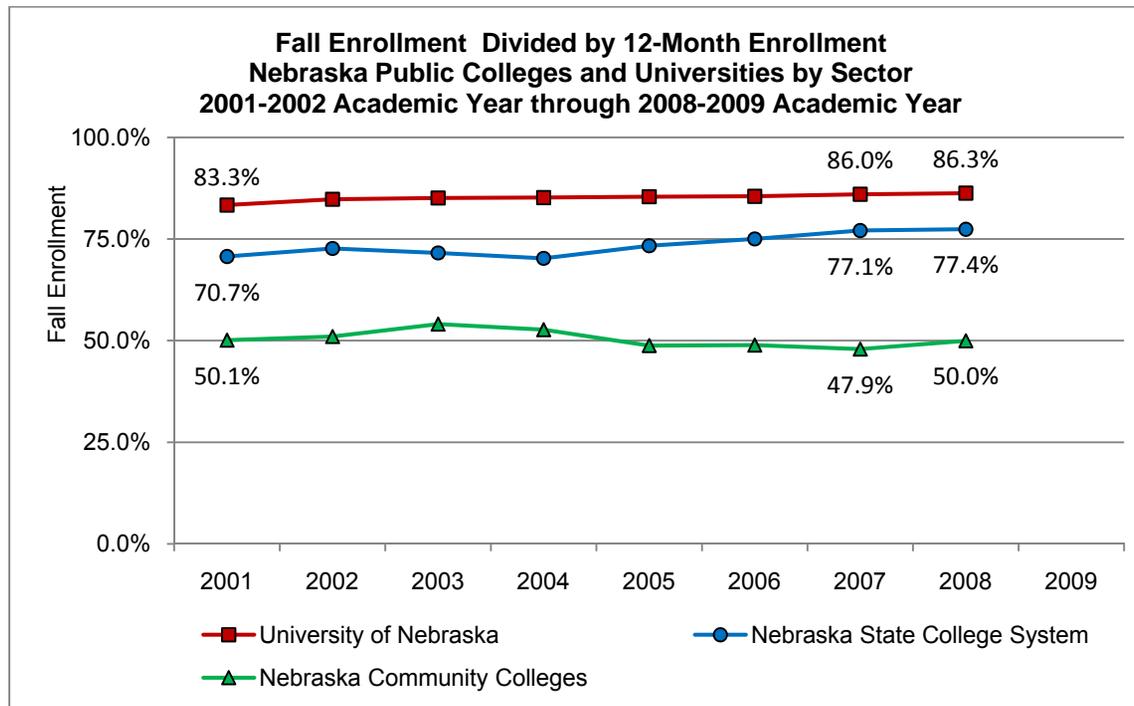
- In fall 2009, students age 24 and younger made up 63.5% of all students enrolled at Nebraska's postsecondary institutions. Students age 25 to 29 made up 14.3% and students over 30 accounted for 22.2% of the student body.
- In 2009, the University of Nebraska enrolled the highest percentage of undergraduates under the age of 25 (88.2% of total University of Nebraska undergraduate enrollment), while the for-profit/career schools enrolled the highest percentage of students 25 or older (47.7% of total sector undergraduate enrollment).
- Consistent with national trends, the percentage of students at Nebraska's community colleges who were 25 years of age or older decreased from 47.4% in fall 1999 to 38.7% in 2009. On the other hand, students under 20 at community colleges increased from 26.1% of fall enrollment in 1999 to 32.1% in fall 2009.

Note: Enrollment by age data are collected every 2 years.



## **Fall Enrollment Compared to 12-Month Enrollment**

- Fall enrollment provides a “snapshot” of the total number of students who were enrolled at an institution on October 15 or the institution’s official fall reporting date. In comparison, 12-month enrollment is the total, unduplicated headcount of students who were enrolled at an institution at any time during the academic year.
- In general, fall enrollment and 12-month enrollment follow a similar trend at most of Nebraska’s public institutions. However, the amount of 12-month enrollment that is captured by fall enrollment varies by sector and institution. For example, since 2001, fall enrollment figures have captured 70% or more of the 12-month enrollment reported by the Nebraska State College System. On the other hand, fall enrollment now captures only 50% of the students who attend Nebraska’s community colleges at some time during the academic year.



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# **2009-2010 Factual Look at Higher Education in Nebraska**

**Nebraska's Coordinating Commission  
for Postsecondary Education**

## **Section C: Faculty and Salaries**

**Faculty and Salary Data for the 1999-2000 through 2009-2010 Academic Years**

**Published August 2010  
on the Commission Website  
[www.ccpe.state.ne.us](http://www.ccpe.state.ne.us)**

**Reporting information from the Integrated Postsecondary Data System (IPEDS)  
Surveys of Nebraska Public and Independent Colleges and Universities  
(Section C does not include data from for-profit/career schools.)**

**Ten-Year and Eight-Year Trends based on the 1999-2000 through 2009-2010 IPEDS Surveys  
of Nebraska Public and Independent Colleges and Universities**

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# Section C Faculty and Salaries

## Executive Summary of Data

Section C of the *Factual Look at Higher Education in Nebraska* summarizes the numbers and average salaries of full-time instructional faculty reported through Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities. These institutions do not include the state's for-profit/career schools. Institutions currently report faculty counts and salaries as of November 1 for the academic year. For example, data reported in fall 2009 is for the 2009-2010 academic year. In this section, ten- and eight-year trends are presented, based on data collected through the fall 1999-2009 IPEDS surveys of Nebraska public and independent colleges and universities. Using these data, the numbers and average salaries of full-time instructional faculty are analyzed by (1) sector, (2) rank, (3) gender, and (4) race/ethnicity.

# Executive Summary of Data

## Faculty and Salaries Fall 1999 - Fall 2009

### Total Number of Full-Time Instructional Faculty

- Full-time instructional faculty at Nebraska's public and independent colleges and universities increased from 4,117 in fall 1999 to 4,665 in fall 2009, an increase of 13.3%.
- Over the same 10 years, total fall student enrollment increased 23.4%.
- Increases in faculty generally parallel increases in fall enrollment. However, between fall 1999 and fall 2009, the ratio of total fall enrollment to full-time instructional faculty increased noticeably within the Nebraska State College System, the community college sector, and the sector comprised of independent institutions. A much smaller increase in the ratio was evidenced at the University of Nebraska.
- When analyzed by sector and rank, the most significant changes in the numbers of full-time instructional faculty were as follows:
  - 43 additional professors and 112 additional assistant professors at the University of Nebraska, offset by 41 fewer associate professors.<sup>1</sup>
  - 19 fewer associate and assistant professors within the Nebraska State College System.
  - 271 additional professors, associate professors, assistant professors, and instructors at Nebraska's independent institutions.
  - 136 additional faculty with no academic rank at Nebraska's community colleges<sup>2</sup>

### Average Salaries of Full-Time Instructional Faculty

- Between fall 1999 and fall 2009, the average salary for full-time faculty at Nebraska's public and independent institutions increased 34.7%, from \$48,771 to \$65,694.<sup>3</sup>

<sup>1</sup>Historically, faculty were generally hired on a tenure track leading from instructor to assistant professor to associate professor to full professor. The most common current practice is to hire tenure-track faculty at the assistant professor rank. A lecturer is most frequently a non-tenure track position.

<sup>2</sup>Faculty are not classified by academic rank at Nebraska's community colleges.

<sup>3</sup>Institutions report the number of full-time faculty and the corresponding total outlay for salaries at each academic rank. An average salary is calculated by dividing the total salary outlay by the number of faculty. Salaries for faculty on 12-month appointments are adjusted to make them comparable to the salaries for faculty on 9-month appointments.

- When average salaries are adjusted for inflation by converting them to 2009-10 dollars, the statewide average salary increased 5.2% over the ten years.
- Average faculty salaries generally increased across all four sectors between fall 1999 and fall 2009.

	<u>10-Year Increase in Average Paid Salary</u>	<u>10-Year Increase in Average Salary Adjusted for the Effects of Inflation</u>
Nebraska community colleges	up 41.1%	up 10.2%
University of Nebraska	up 35.7%	up 6.0%
Nebraska independent colleges and universities	up 32.8%	up 3.7%
Nebraska State College System	up 30.7%	up 2.1%

### **Full-Time Instructional Faculty by Gender**

- Between fall 1999 and fall 2009, women accounted for an increased percentage of the full-time instructional faculty at Nebraska’s public and independent colleges and universities.
  - In fall 1999, 35.3% of the full-time instructional faculty were women.
  - By fall 2009, women accounted for 44.4% of the full-time instructional faculty.
- Over the 10-year period, women generally accounted for higher numbers and percentages of the full-time instructional faculty at every level of academic rank at the University of Nebraska, the Nebraska State College System, and Nebraska’s independent colleges and universities.<sup>4</sup>
- However, percentages of female faculty continued to be inversely related to academic rank. From fall 1999 through fall 2009, the lowest percentages of women were at the full professor level, while the highest percentages were at the rank of instructor.
- At the Nebraska community colleges, where faculty are not classified by academic rank, women accounted for 42.2% of the full-time instructional faculty in fall 1999 and for 47.6% in fall 2009.
- In comparison, women constituted 49.5% of the full-time instructional faculty at the independent institutions in fall 2009, while 42.7% of the faculty at the state colleges and 40.3% of the faculty at the University of Nebraska were women.

<sup>4</sup> The exception was that women accounted for a slightly lower percentage of the assistant professors at the University of Nebraska in 2009 than in 1999.

### **Average Salaries of Full-time Instructional Faculty by Gender**

- In fall 1999, the average salary of male, full-time instructional faculty at Nebraska's public and independent colleges and universities was \$9,666 higher than the average salary received by female faculty. By fall 2009, the gap between the average salaries of men and women had widened to \$13,982.
- Statewide, the average salary of female full-time instructional faculty was 80.6% of the average salary of male full-time faculty in fall 2009, down slightly from 81.5% in fall 1999.
- Over the 10 years, the ratio of women's average salary to men's continued to be inversely related to the academic ranks that range from instructor to full professor. For example, in fall 2009, female professors earned, on the average, 84.7% of the average salary of male professors, whereas female instructors earned 103.4% of the average salary paid to male instructors.
- Female full-time instructional faculty have been paid, on average, as much or more than their male colleagues only at the instructor level.

### **Total Full-Time Faculty by Race/Ethnicity<sup>5</sup>**

- In fall 2009, 84.1% of the full-time instructional, research, and other faculty were white non-Hispanics, down from 87.1% in fall 2001, which is the current baseline for the Commission's analysis of full-time faculty by race/ethnicity.
- Over the eight-year period between fall 2001 and fall 2009, total minority faculty – consisting of Asians/Pacific Islanders, Hispanics, Native Americans, and black non-Hispanics – increased 37.5%, from 506 to 696, while white non-Hispanic faculty increased 5.3%, from 4,684 to 5,071.
- During this period, the number of non-resident alien faculty increased 37.9%, from 190 to 262.
- When percentages of full-time faculty are compared to percentages of total student headcount enrollment by race/ethnicity, Hispanics, black non-Hispanics and Native Americans continued to be underrepresented among the faculty in fall 2009, relative to the percentages of students in these racial/ethnic groups.
- In contrast, Asians/Pacific Islanders and non-resident aliens accounted for higher percentages of the faculty than of total headcount enrollment of Asians/Pacific Islanders and non-resident aliens in fall 2009.

<sup>5</sup>Race/ethnicity data are collected for total faculty every two years. Total faculty includes instructional, research, and other faculty. In 2001-02 and 2009-10, 0.2% of the faculty was of unknown race/ethnicity.