
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION July 31, 2014 Southeast Community College – Milford Campus Dunlap Center, Rooms A & B 600 State Street Milford, Nebraska

Public notice of meeting

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JULY 31, 2014. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.

COLLEEN ADAM, CHAIR

Meeting called to order at 8:33 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Colleen Adam called the meeting to order at 8:33 a.m. and asked for introductions.

Commissioners Present

Colleen Adam
Dr. Deborah Frison
Dr. Ron Hunter
Mary Lauritzen
Dwayne Probyn

Eric Seacrest
Dr. Joyce Simmons
W. Scott Wilson
Carol Zink

Commissioners Absent

Lori Warner

Commission Staff Present

Dr. Kathleen Fimple
Jason Keese
Kadi Lukesh
Dr. Carna Pfeil

Helen Pope
Gary Timm
Mike Wemhoff

Dr. Paul Illich, Southeast
Community College

**WELCOME BY DR. PAUL ILLICH, PRESIDENT, SOUTHEAST
COMMUNITY COLLEGE**

Dr. Paul Illich, the new President of Southeast Community College, welcomed the Commissioners, staff, and guests to the Milford Campus. Being new to Southeast Community College, Dr. Illich commented that he spent the past 17 years in Waco, Texas, with a background in research and statistics. He noted that becoming the new President of Southeast Community College is an incredible opportunity for him as SCC is a complex and thriving institution. The Lincoln campus has around 7,000 students, Milford has 750 students, and the Beatrice campus has 900 students. He stated that Doug Meyer, SCC – Milford Admissions' Representative, will provide a campus tour after lunch.

Minutes of June 19, 2014
Commission meeting approved

MINUTES OF JUNE 19, 2014 COMMISSION MEETING

Commissioner Probyn moved that the June 19, 2014 meeting minutes be approved. Commissioner Simmons seconded the motion. A roll call vote was taken. Commissioners Hunter, Seacrest, and Zink abstained. All other Commissioners present voted yes.

Minutes of July 11, 2014,
11:00 a.m. Commission meeting
approved

MINUTES OF JULY 11, 2014, 11:00 A.M. COMMISSION MEETING

Commissioner Frison moved that the July 11, 2014, 11:00 a.m. meeting minutes be approved. Commissioner Hunter seconded the motion. A roll call vote was taken. Commissioners Simmons and Adam abstained. All other Commissioners present voted yes.

Minutes of July 11, 2014,
5:00 p.m. Commission meeting
approved

MINUTES OF JULY 11, 2014, 5:00 P.M. COMMISSION MEETING

Commissioner Hunter moved that the July 11, 2014, 5:00 p.m. meeting minutes be approved. Commissioner Wilson seconded the motion. A roll call vote was taken. Commissioners Probyn, Simmons, and Adam abstained. All other Commissioners present voted yes.

Chair Adam announced
committee assignments for
2014-2015

CHAIR'S REPORT

Chair Adam announced the committee assignments for 2014-2015.

Executive Committee

Colleen Adam (Chair)
Carol Zink (Vice Chair)
Ron Hunter
Scott Wilson

Academic Programs Committee

Deb Frison
Ron Hunter
Mary Lauritzen
Dwayne Probyn
Eric Seacrest

Budget, Construction, and Financial Aid Committee

Colleen Adam
Eric Seacrest
Joyce Simmons
Scott Wilson
Carol Zink

Planning and Consumer Information Committee

Deb Frison
Mary Lauritzen
Dwayne Probyn
Lori Warner
Carol Zink

The chair for each committee will be decided at the first committee conference call.

Chair Adam gives update on Commissioner Warner

Chair Adam reported that Commissioner Lori Warner has encountered a health situation. She has contacted Chair Adam and Interim Executive Director Carna Pfeil to inquire if she should resign from the Commission. The Commission bylaws state that a Commissioner has to attend at least 50% of the meetings, and cannot miss more than three consecutive meetings. There are exceptions to that rule, including illness or other unusual circumstances. Chair Adam is classifying this as an illness and not asking for Commissioner Warner's resignation. The hope is by the end of this year Commissioner Warner will be well enough to attend meetings.

Chair Adam presents plaque to former Commissioner Anderson

Chair Adam recognized Clark Anderson, former Commissioner, for serving his six-year term as a Commissioner on Nebraska's Coordinating Commission for Postsecondary Education. She presented him with a plaque of appreciation for his dedicated service. Mr. Anderson accepted the plaque, noting his appreciation.

Chair Adam thanks Vice Chair Zink for conducting July 11, 2014 Commission meeting

Chair Adam thanked Commissioner Carol Zink, Vice Chair, for stepping in at the last moment on the July 11th Commission meeting when she could not be there.

Chair Adam discusses Dr. Pfeil's retirement

Chair Adam stated this is Dr. Pfeil's last Commission meeting, noting she has been a member of the staff for over 20 years, and served as Interim Executive Director for the past twelve months. Chair Adam said Dr. Pfeil is respected by her peers in the state, and has been an asset to the Commission. Chair Adam thanked Dr. Pfeil for her service and mentioned there will be an official recognition event in her honor in October.

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

INTERIM EXECUTIVE DIRECTOR'S REPORT

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

1. Offered by Northeast Community College
Interactive two-way video originated from Bancroft-Rosalie High School in Bancroft, NE

Delivered to Pleasanton High School in Pleasanton, NE

- MATH 2000 Analytic Geometry & Calculus I (5 cr.)
8/18/14 – 12/9/14

2. Offered by University of Nebraska at Omaha

Traditional delivery at Southeast Community College in Lincoln, NE

- SOWK 3010 Human Behavior (3 cr.)
- SOWK 3320 Generalist Practice I (3 cr.)
- SOWK 3890 Writing for Social Work (3 cr.)
- SOWK 3890 Human Behavior II (3 cr.)
- SOWK 3110 Social Welfare Policy I (3 cr.)
- SOWK 3350 Generalist Practice II (3 cr.)
- SOWK 4400 Research Methods (3 cr.)
- SOWK 4030 Minority content/diversity (3 cr.)
- SOWK 4360 Macro Practice III (3 cr.)
- SOWK 4410 Practicum I (5cr.)
- SOWK 4420 Practicum II (5 cr.)
- SOWK 4450 Senior Seminar (1 cr.)
- SOWK ____ Elective TBD, 4th semester (3 cr.)
- SOWK 4640 Intellectual Disabilities (3 cr.)

Dr. Pfeil comments on new Executive Director, Dr. Baumgartner

Dr. Pfeil stated she has been in contact with the new Executive Director, Dr. Michael Baumgartner and is assisting him with locating an apartment in Lincoln. Dr. Baumgartner's first day in the office will be September 3, 2014.

Dr. Fimple speaks on SARA

Dr. Pfeil called on Dr. Kathleen Fimple, Academic Programs Officer, to give an update on the State Authorization Reciprocity Agreement (SARA). Commissioner Zink requested that while SARA is being discussed, this would be a good time to bring in the Academic Programs Committee item to approve an application fee to apply to participate in SARA. Dr. Fimple commented that once Nebraska is approved, the process allows any Nebraska institution that wants to participate to apply through the Coordinating Commission. Dr. Fimple also stated everything is in place, so once approval is received, the application will be accessible on our website. The proposed fee for this year is \$300, with reevaluation of the fee in one year.

Ms. Lukesh presents fourth-quarter budget report

Kadi Lukesh, Office Manager/Bookkeeper, gave the fourth-quarter budget report, noting that this marks the end of the fiscal year. There is a large carryover amount that will be helpful with expenses this year, including the new executive director search, moving expenses for the new Executive Director, and payout of unused vacation and sick leave for Dr. Pfeil. Ms. Lukesh answered questions from the Commissioners.

Public Hearing on matters of general concern

Tip O'Neill thanks Dr. Pfeil

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

Tip O'Neill, President of the Association of Independent Colleges and Universities of Nebraska, came forward to thank Dr. Pfeil for her years of service to Nebraska's Coordinating Commission for Postsecondary

Education on behalf of himself and other sector representatives that could not be present.

Chair Adam closed the Public Hearing on Matters of General Concern.

Public Hearing on Academic Programs Committee items

Dr. Melissa Berke, Chair of Music Department at UNO

Dr. Tiffany Heng-Moss, Associate Dean at UNL

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Melissa Berke, Chair of the Department of Music at the University of Nebraska at Omaha, came in support of and spoke briefly on the proposal for Music (BA) at UNO, and answered questions from the Commissioners.

Dr. Tiffany Heng-Moss, Associate Dean, College of Agricultural Sciences and Natural Resources at the University of Nebraska, presented her support of the UNL proposal for Integrated Science (BA) and offered to answer questions from the Commissioners.

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

Commissioner Zink distributes acronyms and abbreviations handouts

ACADEMIC PROGRAMS COMMITTEE

Commissioner Zink thanked Commissioner Lauritzen for chairing the July Academic Programs Committee conference call and giving the committee report at the July Commission meeting. She distributed two documents: *Common Higher Education Acronyms for CCPE* and *Degree Abbreviations Used at Nebraska Public Institutions*. She noted her appreciation to Jason Keese, Public Information and Special Projects Coordinator, and Dr. Pfeil for putting these documents together for the Commission. She asked Dr. Fimple to present the proposals for New Instructional Programs.

University of Nebraska Medical Center

Dr. Fimple presents the proposal

University of Nebraska Medical Center – Proposal for New Instructional Program: Health Policy (certificate)

Dr. Fimple presented the proposal, noting that the University of Nebraska Medical Center is trying to serve working professionals by offering more courses from the College of Public Health. No new facilities, equipment, or faculty would be needed to offer this program.

UNMC Health Policy - Certificate approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center’s new instructional program Health Policy (certificate). A roll call vote was taken, with all Commissioners present voting yes.

University of Nebraska at Omaha

Dr. Fimple presents the proposal

University of Nebraska at Omaha – Proposal for New Instructional Program: Music (BA)

Dr. Fimple presented the proposal, pointing out that UNO provided good information under the demand category for the Music program. Also, the University of Nebraska – Lincoln and the University of Nebraska at Kearney both offer a BA in music, but the opportunities that UNO offers and additional concentrations that will be available will be a benefit to them and their students, avoiding unnecessary duplication.

UNO Music – BA approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha’s new instructional program Music (BA). A roll call vote was taken, with all Commissioners present voting yes.

University of Nebraska - Lincoln
Dr. Fimple presents the proposal

University of Nebraska – Lincoln – Proposal for New Instructional Program: Integrated Science (BA)

Dr. Fimple stated that this program is intended to be an interdisciplinary program designed to broaden the opportunities for students interested in science-based programs. Students would be able to design their own curriculum.

Dr. Heng-Moss, UNL, discusses the program proposal

Dr. Heng-Moss replied to Commissioner Hunter’s question as to why the curriculum would require three courses in international studies. The hope within the next 5-10 years is for the College of Agricultural Sciences and Natural Resources to become more global in their thinking and perspective, she said.

Dr. Fimple remarked that the most compelling part of this program proposal was the letters of support from Dow AgroSciences and Monsanto. Both companies expressed interest in contributing to the program by providing internships, experiential learning opportunities, and serving on advisory committees.

UNL Integrated Science – BA approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska – Lincoln’s new instructional program Integrated Science (BA). A roll call vote was taken, with all Commissioners present voting yes.

2014-15 RFP – Improving Teacher Quality state grant program

2014-2015 Request for Proposal (RFP) - Improving Teacher Quality state grant program

Dr. Fimple presented the RFP, noting the purpose of the ITQ state grants is to ensure that teachers, paraprofessionals, and principals have access to high-quality professional development in core academic subjects. Changes from last year’s RFP were made in two areas: the amount of funds set for each award was lowered to a range of \$40,000 to \$70,000, and, the special consideration for projects that are new, creative, and not previously or recently funded through the grant was reduced to 6 points out of 20.

Dr. Fimple discusses the proposal

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the Improving Teacher Quality state grant program request for proposal. A roll call vote was taken, with all Commissioners present voting yes.

2014-15 RFP – Improving Teacher Quality state grant program approved

Updated fees for Authorization to Operate

Approval of updated fees for Authorization to Operate

Dr. Fimple presented the proposal, reviewing the previous fee schedule with the proposed fee listing.

Dr. Fimple presents the proposal

Updated Fees for Authorization to Operate approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve updating the fees for Authorization to Operate. A roll call vote was taken, with all Commissioners present voting yes.

Chair Adam called for a break at 10:02 a.m. The meeting resumed at 10:14 a.m.

Approval of SARA fees for Institutional Participation

Approval of State Authorization Reciprocity Agreement (SARA) fees for Institutional Participation

Dr. Fimple answers questions from the Commissioners

Commissioner Zink asked if the Commissioners have any questions since this proposal had been discussed in the Interim Executive Director's report. Commissioner Wilson asked where the \$300 fee goes. It will be kept in the CCPE cash fund. Commissioner Lauritzen asked if the fee will remain a flat fee in years to come. Dr. Fimple stated it may become a two or three tier fee. Statute states the fees will be reevaluated every two years.

Approval of SARA fees for Institutional Participation approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve an application fee of \$300 for institutions applying to participate in the State Authorization Reciprocity Agreement (SARA) during the first year of Nebraska's participation in SARA. A roll call vote was taken, with all Commissioners present voting yes.

2012-2013 Off-Campus Distance Education Report

Information Item: 2012-2013 Off-Campus Distance Education Report

Dr. Fimple discusses the report

Dr. Fimple gave an overview of the report, referring to the graphs and tables within the report. Western Nebraska Community College showed a significant drop in credit courses since they now offer a large number of non-credit courses to Cabela's that previously were for-credit courses. Dr. Greg Smith, President of Central Community College, spoke on dual enrollment and the growth of early college activities in high schools.

Commissioner Zink took a moment to thank Dr. Fimple for her attention to detail and her openness to communicate with the Commissioners, and Dr. Pfeil for her leadership with the committee. She also thanked the Academic Programs Committee: Commissioners Frison, Lauritzen, Seacrest, and Wilson.

Public Hearing on Budget, Construction, and Financial Aid Committee Items

PUBLIC HEARING ON BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE ITEMS

Dr. Greg Smith, President, Central Community College

Dr. Greg Smith, President of Central Community College, was present to support the Kearney Learning Center capital construction project, and to answer questions from the Commissioners. Dr. Smith noted that Central Community College's Vice President of Administrative Services, Joel King, was also present to answer questions.

Tip O'Neill, AICUN

Tip O'Neill, President of the Association of Independent Colleges and Universities of Nebraska, came forward to discuss the Biennial Operating Budget for 2015-2017. He appreciates the requested increased funding

for the Nebraska Opportunity Grant. The Legislature's Education Committee has not agreed on a revised mission statement for its visioning process. They will meet the first week in August to come to an agreement. There will be public hearings held on the visioning process. Mr. O'Neill also noted a hearing for the lottery funding issue will be held in November.

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

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

2015- 2017 Biennial General Statewide Funding Issues and Initiatives inclusion in the 2015-2017 Biennial Postsecondary Education Operating Budget Recommendations

Mr. Timm presents the proposal

2015-2017 Biennial General Statewide Funding Issues and Initiatives inclusion in the 2015-2017 Biennial Postsecondary Education Operating Budget Recommendations

Commissioner Simmons, Chair of the Budget, Construction, and Financial Aid Committee, stated the committee identified state-wide funding issues and those issues are part of the upcoming budget recommendation. Commissioner Simmons introduced Gary Timm, Chief Finance & Administrative Officer, to present the proposal. Mr. Timm discussed three state-wide funding issues for recommendation to the Governor and State Legislature: financial aid for low income students, funding for renovation and maintenance of public higher education facilities, and the revision of the formula for community college aid distribution.

2015- 2017 Biennial General Statewide Funding Issues and Initiatives inclusion in the 2015-2017 Biennial Postsecondary Education Operating Budget Recommendations approved

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the 2015-2017 Biennial General Statewide Funding Issues and Initiatives inclusion in the 2015-2017 Biennial Postsecondary Education Operating Budget Recommendations. A roll call vote was taken, with all Commissioners present voting yes.

Central Community College / Kearney – Kearney Learning Center

Mr. Wemhoff presents the project proposal

Central Community College / Kearney – Kearney Learning Center

Mike Wemhoff, Facilities Officer, presented an overview of the project. Central Community College is planning to provide a substantially larger learning center than they currently have in the Kearney area. The current space is used for nursing programs, general academic programs, GED and English as a second language, and other community education classes. The current center is being utilized to capacity. The new site would expand offerings in each of the existing programs, and will be located across the street from the new high school, providing numerous advantages and possible future expansion.

Dr. Smith answers Commissioner's questions

Dr. Smith answered Commissioners' questions noting discussions with the University of Nebraska at Kearney need to take place so duplication of services will not be an issue. People in the manufacturing sector want a facility that is close and accessible, and has the ability to attract students from surrounding counties. He noted that Buffalo is the fastest

Central Community College /
Kearney – Kearney Learning
Center approved

growing county in the area, with a current need for increased business and industry training opportunities.

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Central Community College’s proposal to use \$10 million in capital improvement property taxes for a new Kearney Learning Center. A roll call vote was taken, with all Commissioners present voting yes.

Public Hearing on Planning and
Consumer Information
Committee Items

**PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION
COMMITTEE ITEMS**

There was no testimony regarding Planning and Consumer Information Committee Items.

Chair Adam closed the public hearing on Planning and Consumer Information Committee Items.

Commissioner Lauritzen speaks
about the Comprehensive
Statewide Plan for Higher
Education

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen commented this proposal is to revise Appendix 3 of the Comprehensive Statewide Plan for Postsecondary Education, which is a list of the peer groups for the Community Colleges and the State College System.

Comprehensive Statewide Plan
for Higher Education

Comprehensive Statewide Plan for Higher Education

Jason Keese stated that two changes have been made since the committee meeting. Three of the originally approved peers chose not to participate. Three alternates have moved into those spots. Also, new alternates have been added.

Mr. Keese discusses the
revisions

Commissioner Lauritzen, on behalf of the Planning and Consumer Information Committee, moved to approve the Revision to Appendix 3 of the Comprehensive Statewide Plan for Higher Education. A roll call vote was taken, with all Commissioners present voting yes.

Revision to Appendix 3 of the
Comprehensive Statewide Plan
for Higher Education approved

EXECUTIVE COMMITTEE

2014-2015 Proposed CCPE
Operating Budget

2014-2015 Proposed CCPE Operating Budget

Ms. Lukesh provided the proposed Operating Budget for the current fiscal year 2014-2015. She reviewed several categories comparing them with the previous two years expenditures. She added that unique circumstances this year will utilize the carryover funds.

Ms. Lukesh presents the budget

2014-2015 Proposed CCPE
Operating Budget approved

Chair Adam, on behalf of the Executive Committee, moved to approve the proposed CCPE Operating Budget for 2014-2015. A roll call vote was taken, with all Commissioners present voting yes.

2015-2017 Proposed CCPE
Biennial Budget Request

Ms. Lukesh presents the
proposed budget request

2015-2017 Proposed CCPE Biennial Budget Request

Ms. Lukesh reviewed the Operating Funds portion of the proposed biennial budget that is due to the DAS-Budget Office by September 15, 2014. The Commission is requesting the following in the Operating Budget:

- Request for a three-percent increase in Operating Expenses
- Request for increase in Midwest Higher Education Commission (MHEC) annual dues
- Request for purchase of FAFSA (Free Application for Federal Student Aid) Software
- Request for Community College Specialist position
- Request for re-instatement of the Chief Academic Officer position
- Request for increase in SHEEO (State Higher Education executive Officers) dues
- Request for additional spending authority in cash fund (no new funds)

Mr. Timm reports on the financial
aid portion of the budget request

Mr. Timm reported on the financial aid portion of the budget request, noting that besides the current appropriation, we will request additional funds each year of the biennium for the Nebraska Opportunity Grant, the ACE, and ACE Plus programs. These increases will compensate for the increased cost of attending college and the loss of federal funding. Commissioner Zink noted that the Midwestern Higher Education Compact (MHEC) dues will be increasing by \$20,000.

2015-2017 Proposed CCPE
Biennial Budget Request
approved

Chair Adam, on behalf of the Executive Committee, moved to approve the proposed CCPE Biennial Budget Request for 2015-2017. A roll call vote was taken, with all Commissioners present voting yes.

Interim Executive Director Salary

Interim Executive Director Salary

Discussion of Interim Executive
Director salary

Chair Adam stated the Commissioners may choose to go into executive session to discuss the salary of the Interim Executive Director. This item was on the June Commission meeting agenda, and since several Commissioners were not present, it was postponed. Dr. Pfeil said the Commission is required by statute to set the salary for the Executive Director by July 1st of each year. Dr. Pfeil has asked for no increase in her salary as her last day with the Commission is September 30th.

Vote to leave Interim Executive
Director salary as is approved

Commissioner Wilson made a motion to leave the Interim Executive Director's salary at \$169,450 until the end of her employment on September 30, 2014. Commissioner Hunter seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Letter of Appointment for Dr.
Michael Baumgartner

Letter of Appointment for Dr. Michael Baumgartner, new Executive Director

Chair Adam discusses the letter
of appointment

Chair Adam reviewed the Letter of Appointment, pointing out that several items within the letter are stipulated by the State of Nebraska.

Letter of Appointment for Dr.
Michael Baumgartner approved

Chair Adam, on behalf of the Executive Committee, moved to approve the Letter of Appointment for Dr. Michael Baumgartner, the new Executive Director. A roll call vote was taken, with all Commissioners present voting yes.

Next Commission Meeting
September 16, 2014

FUTURE MEETINGS

The next Commission meeting will be Tuesday, September 16, 2014 at The Apothecary Building, 140 North 8th Street, 5th Floor, Lincoln, Nebraska.

Dr. Pfeil thanks Commissioners
and staff

COMMISSIONER COMMENTS

Dr. Pfeil commented on her appreciation of the staff and Commissioners during her 22 years at the Coordinating Commission.

Commissioner Seacrest speaks
about working to increase the
number of trade and industrial
teachers at community college
level

Commissioner Seacrest suggested the Commissioners brainstorm to see what can be done to increase the number of qualified teachers in the trade and industrial technology programs at the community college level.

Meeting adjourned at 12:36 p.m.

ADJOURNMENT

The meeting was adjourned at 12:36 p.m.

Nebraska Institutions Approved for Participation in SARA

Concordia University, Nebraska – Seward

- Incorporated under the laws of Nebraska as a non-profit corporation on December 5, 1940.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1953; current accreditation to be reaffirmed in 2017-18.
- U.S. Department of Education composite financial score for 2011-12: 2.9*
- Enrollment: 1,779 full time equivalent students
- Approved by CCPE Interim Executive Director on August 25, 2014
- Approved by the National Council of SARA on August 27, 2014

Bellevue University – Bellevue

- Incorporated under the laws of Nebraska as a non-profit corporation on November 26, 1965.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1977; current accreditation to be reaffirmed in 2014-15.
- U.S. Department of Education composite financial score for 2011-12: 3.0*
- Enrollment: 8,461 full time equivalent students
- Approved by CCPE Interim Executive Director on August 25, 2014
- Approval by the National Council of SARA pending

Creighton University – Omaha

- Incorporated under the laws of Nebraska as a non-profit corporation on March 3, 1960.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1916; current accreditation to be reaffirmed in 2016-17.
- U.S. Department of Education composite financial score for 2011-12: 2.3*
- Enrollment: 7,455 full time equivalent students
- Approved by CCPE Executive Director on September 8, 2014
- Approval by the National Council of SARA pending

*The scale is based on financial soundness, operating funds, and debt. The range is 1.0 to 3.0; the higher the score, the better the institution's financial status. An acceptable rating falls between 1.5 and 3.0.



**National Council for
State Authorization
Reciprocity Agreements**

*A voluntary, regional approach
to state oversight of distance education*

Indicate Regional Compact:

- Midwestern Higher Education Compact
- New England Board of Higher Education
- Southern Regional Education Board
- Western Interstate Commission for Higher Education

**Application and Approval form for
Institutional Participation in SARA**

An institution applying to operate under the State Authorization Reciprocity Agreement (SARA) must submit this form to its home state's portal agency for SARA.

When a state checks "yes" on this form, the state affirms that the applicant institution has followed proper procedures and provided necessary documents to operate under SARA, but this affirmation does not necessarily represent state evaluation of the institution's ability to perform under SARA policies.

An institution seeking approval to operate under the terms and standards of SARA must meet the following requirements:

<u>Applicant</u> Institution affirms meeting the requirement		<u>State</u> Institution meets the requirement
Initial here		Yes No
<input style="width: 100px; height: 25px;" type="text"/>	1. Have its principal campus or central administrative unit domiciled in a state that has joined the State Authorization Reciprocity Agreement (SARA) initiative and be authorized to operate in that state.* Only distance education content originating in the United States or a U.S. territory is eligible to be offered under SARA.** (Attach documentation)	<input type="checkbox"/> <input type="checkbox"/>
<input style="width: 100px; height: 25px;" type="text"/>	2. Be a U.S. degree-granting institution that is accredited by an accrediting body recognized by the U.S. Secretary of Education. (Attach documentation)	<input type="checkbox"/> <input type="checkbox"/>
<input style="width: 100px; height: 25px;" type="text"/>	3. For non-public institutions, have a financial responsibility index score from the U.S. Department of Education that is 1.5 or above, or, if its score is between 1.0 and 1.5, successfully demonstrate to its home state's portal agency that it is nevertheless sufficiently financially stable to justify participation in SARA. Public institutions are presumed to be sufficiently financially stable for SARA purposes. (Attach documentation)	<input type="checkbox"/> <input type="checkbox"/>
<input style="width: 100px; height: 25px;" type="text"/>	4. Agree to abide by the <i>Interregional Guidelines for the Evaluation of Distance Education</i> adopted by the Council of Regional Accrediting Commissions, as summarized in SARA policy 5(2)1-9. (See Appendix)	<input type="checkbox"/> <input type="checkbox"/>
<input style="width: 100px; height: 25px;" type="text"/>	5. Agree to be responsible for the actions of any third-party providers used by the institution to engage in operations under SARA.	<input type="checkbox"/> <input type="checkbox"/>

Applicant
Institution affirms
meeting the requirement

State
Institution meets
the requirement

Initial here

Yes No

- | | | | |
|----------------------|---|--------------------------|--------------------------|
| <input type="text"/> | 6. Agree to notify its home state's portal agency of any negative changes to its accreditation status. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | 7. Agree to provide data necessary to monitor SARA activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | 8. Agree to work with its home state's portal agency to resolve any complaints arising from its students in SARA states, and to abide by decisions of that entity.*** | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | 9. Apply to its home state's portal agency over the signature of the institution's CEO or chief academic officer. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | 10. Agree to notify in writing all students in a course or program that customarily leads to professional licensure, or which a student could reasonably believe leads to such licensure, whether or not the course or program meets requirements for licensure in the state where the student resides. If an institution does not know whether the course or program meets licensure requirements in the student's state of residence, the institution may meet this SARA requirement by informing the student in writing and providing the student the contact information for the appropriate state licensing board(s). An e-mail dedicated solely to this purpose and sent to the student's best known e-mail address meets this requirement. The institution should use other means to notify the student if needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | 11. Agree, in cases where the institution cannot fully deliver the instruction for which a student has contracted, to provide a reasonable alternative for delivering the instruction or reasonable financial compensation for the education they did not receive. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | 12. Pay its annual SARA participation fee to the National Council for SARA (NC-SARA). This single annual fee replaces any fees that the institution would ordinarily pay to other SARA member states. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | 13. Pay to the state any state fees for SARA participation required by the home state for administering SARA. | <input type="checkbox"/> | <input type="checkbox"/> |

*SARA considers the home campus to be where an institution has its legal domicile. Any disputes about which state is the home state will be resolved for SARA purposes by the affected regional compacts or the National Council (NC-SARA), as needed.

**The fact that a foreign institution is owned by a U.S. entity does not qualify distance education originating from the non-U.S. institution to be offered under SARA. Only distance education offerings under the oversight of the U.S. state or territory can be offered through SARA.

***Complaints must follow the institution's customary resolution procedure prior to being referred to the state under SARA procedures. Grade appeals and student conduct appeals are not allowed under SARA.

Institutional Designation and Affirmation

I, the undersigned representative of (institution name) _____, having the authority to commit the institution to operate under the SARA interstate agreement, hereby certify that this institution meets all of the standards and requirements stated herein required for operation under the SARA agreement.

Mailing address of institution:

Institution OPEID number:

Institution FTE (latest IPEDS):

Name of principal SARA contact:

Email of principal SARA contact:

Typed name of signatory officer:

Signature:

Date signed:

Title of signatory
institutional officer:

If institutional membership in SARA is denied by the home state's portal agency, the portal agency will provide to the applicant institution a written reason for the denial. The institution may reapply at any time, having corrected any deficiencies, or may appeal the denial to the SARA director of its regional compact. If the denial is upheld by the regional compact, the institution may further appeal to NC-SARA.

Interregional Guidelines for the Evaluation of Distance Education 2011

Council of Regional Accrediting Commissions (C-RAC)

1. Online learning is appropriate to the institution's mission and purposes.

*Analysis/Evidence:*****

- The mission statement explains the role of online learning within the range of the institution's programs and services;
- Institutional and program statements of vision and values inform how the online learning environment is created and supported;
- As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution;
- The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served;
- The students enrolled in the institution's online learning courses and programs fit the admissions requirements for the students the institution intends to serve;
- Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

Analysis/Evidence:

- Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it;
- Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them;
- Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings;
- Plans for expanding online learning demonstrate the institution's capacity to assure an appropriate level of quality;
- The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs.

****These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements.

3. Online learning is incorporated into the institution's systems of governance and academic oversight.

Analysis/Evidence:

- The institution's faculty have a designated role in the design and implementation of its online learning offerings;
- The institution ensures the rigor of the offerings and the quality of the instruction;
- Approval of online courses and programs follows standard processes used in the college or university;
- Online learning courses and programs are evaluated on a periodic basis;
- Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Analysis/Evidence:

- The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings;
- Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions;
- The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions;
- Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees;
- The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students;
- Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly;
- Course design and delivery supports student-student and faculty-student interaction;
- Curriculum design and the course management system enable active faculty contribution to the learning environment;
- Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed.

5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Analysis/Evidence:

- Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods;
- Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements;
- Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning;
- The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement;
- The institution demonstrates the appropriate use of technology to support its assessment strategies;

- The institution documents its successes in implementing changes informed by its programs of assessment and evaluation;
- The institution provides examples of student work and student interactions among themselves and with faculty;
- The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.

6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

Analysis/Evidence:

- Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover;
- The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution;
- Faculty are proficient and effectively supported in using the course management system;
- The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery;
- Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution;
- Students express satisfaction with the quality of the instruction provided by online learning faculty members.

7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Analysis/Evidence:

- The institution's admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning;
- The institution provides an online learning orientation program;
- The institution provides support services to students in formats appropriate to the delivery of the online learning program;
- Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling;
- Students in online learning programs have ready access to 24/7 tech support;
- Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems;
- Students using online learning demonstrate proficiency in the use of electronic forms of learning resources;
- Student complaint processes are clearly defined and can be used electronically;
- Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty;
- Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Analysis/Evidence:

- The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure;
- The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its online offerings.

Analysis/Evidence:

- The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.);
- The institution's policies on academic integrity include explicit references to online learning;
- Issues of academic integrity are discussed during the orientation for online students;
- Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating.

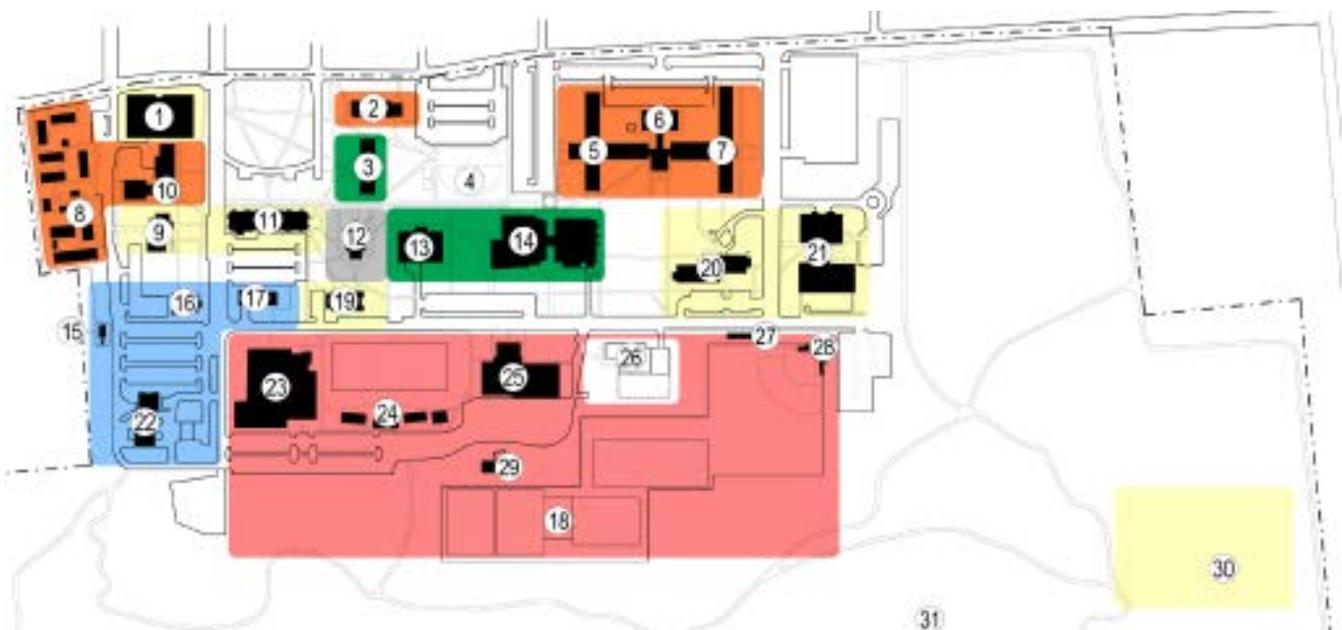
Institution/Campus: Chadron State College
Project Name: Math Science Building renovation/addition
Date of Governing Board Approval: January 14, 2014 / September 6, 2014
Date Complete Proposal Received: July 8, 2014
Date of Commission Evaluation: September 16, 2014

Chadron State College
Total Undergraduate & Graduate Fall Headcount Enrollment*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
On-Campus	1,893	1,910	1,708	1,686	1,628	1,671
Off-Campus	875	956	1,133	1,245	1,377	1,397
Totals	2,768	2,866	2,841	2,931	3,005	3,068

* Source: Board of Trustees Fall Enrollment Report. Based on end of term enrollment, including full-time, part-time and withdrawals. Off-campus includes students that may also attend on-campus classes.

Project Description: Chadron State College is proposing to renovate and add to the existing Math Science Building (#20 on site plan below) on the eastern portion of campus. The existing three-story 57,092 gross square feet (gsf) building was originally constructed in 1968, for the math and science (biology/chemistry/physics/geosciences) programs. The program statement addendum approved by the Board of Trustees proposes a major renovation of existing spaces and an addition of 14,564 gsf.



The existing Math Science Building provides classroom, class laboratory, laboratory preparation/storage, and office space for these math and science programs. The existing facility currently has two lecture halls and five classrooms. Biology currently uses seven class laboratories for general biology, anatomy and physiology, gross anatomy, botany, zoology, microbiology and biotechnology. The biology program also operates an applied research laboratory. Chemistry currently uses four class laboratories for general chemistry, organic chemistry, biochemistry and analytical chemistry. Physics currently uses three class laboratories for general and advanced physics. The advanced physics laboratory is also used for applied research. Geosciences currently use two class laboratories. One of the geoscience laboratories is also used for applied research. Space is also currently provided for the High Plains Herbarium, Planetarium, and Eleanor Barbour Cook Museum of Geology.

The proposed renovation/addition project would continue to accommodate the existing math and science programs in addition to herbarium, museum, planetarium and student study/lounge spaces. The college has outlined the following needs to be addressed by the proposed renovation/addition: 1) Provide the college with a science and classroom complex that meets contemporary laboratory and teaching standards, 2) reconfigure the site north of the Math Science Building to allow the implementation of the *2012 Campus Master Plan* recommendations for this area of campus, 3) replace deficient and out-moded laboratory furnishings and mechanical/electrical and plumbing systems with state-of-the-art facilities designed for energy efficiency and integration with campus control systems, 4) provide a teaching and laboratory facility that conforms to indoor air quality standards that has modern safety measures for the storage and use of chemicals, 5) install modern technology to allow active learning pedagogy that engage students fully and promotes a collaborative learning and social environment, 6) provide space to accommodate existing programs and improve utilization and include the necessary support spaces for the existing programs including the Rural Health Opportunity Program (RHOP), 7) configure the renovated spaces to allow for universal access, ease of maintenance and energy efficiency, and 8) update the utility and laboratory infrastructure, ensuring flexibility to adapt as future teaching and laboratory technology evolve.

The college is estimating a total project cost of \$25,281,664 (\$352.82/gsf) for design, construction and equipping a renovated and expanded facility. The source of funds for the proposed project would be \$21,281,664 in tax funds designated by the Legislature (combination of state appropriation and Task Force for Building Renewal funding), \$2 million in private donations and \$2 million in institutional cash funds. The college is estimating an increase in facility operating and maintenance (O&M) costs associated with new construction at \$41,888/year (\$2.87/gsf/year) upon substantial completion estimated to be fall semester 2018. The college would request additional state appropriation for increased facility O&M costs in a future biennium.

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

Yes

No

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." This project would provide appropriate facilities for Chadron State College math and science students.

Page 3-6 of the *Plan* states: "Adequate health care, especially in underserved rural areas, is a critical issue that postsecondary education can help resolve through health education programs, research, and services. The University of Nebraska and community colleges, as well as some independent colleges and universities and private career schools, all have important roles in providing education and training in the many health-related fields. Most of these institutions incorporate training at rural hospital sites into their curriculum to expose students to rural health career opportunities.

- Institutions with a role in health-care education identify and respond to the changing health-care needs of Nebraska's citizens, including those in underserved rural areas."

Chadron State College is a participant in the Rural Health Opportunity Program (RHOP), which is a cooperative program with UNMC. Renovation of the existing science laboratories and teaching spaces should enhance recruitment of students into this program.

Page 4-7 of the *Plan* outlines the following as one of the strategies for funding exemplary institutions: "The state will continue to invest monies for the ongoing and deferred repair and maintenance of existing facilities at the public institutions, and for new facilities when warranted." This project would address numerous deferred repair needs in the Math Science Building.

Page 7-19 of the *Plan* outlines CSC role and mission, which

includes: “Chadron State College is classified as a Master’s (comprehensive) College/University I. Chadron State College's programmatic service area includes baccalaureate-level liberal arts and occupational degree programs and professional degree programs in education.

- The primary focus of Chadron State College's educational programs is high quality, comprehensive undergraduate programs leading to baccalaureate degrees in arts and sciences, business, and teacher education, all of which are enhanced by a coherent general education program.”

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

Yes

No

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

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

Yes

No

Comments: The Commission’s Executive Director approved the following degree programs for continuation: Bachelor of Science (BS) and Bachelor of Science in Education (BSE) in Biology and BS in Health Science on December 6, 2007; BS and BSE in Math on October 22, 2009; and BS and BSE in Physical Sciences on May 19, 2011.

The BS in Health Science represents students who complete three years at CSC and their fourth year in an accelerated-entry professional program. Students not accepted at the end of three years can complete the BS in Biology. Physical Science degrees offer options in chemistry, geosciences and physics.

2.B 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 adopted the Chadron State College 2012 *Campus Master Plan* on April 20, 2012.

Pages 21 through 31 of the *Master Plan* include a Campus Analysis and Opportunities section, which identifies the Math and Science Building to be in fair condition.

This section of the *Master Plan* also states: “Based on the academic space analysis conducted during this master planning process, CSC has adequate overall capacity for teaching and learning space on campus. However, disparities exist in the distribution and quality of specific spaces, pointing to the need for upgrades and renovations in some areas.”

Page 23 of the *Master Plan* specifically states the following regarding the Math and Science Building: “This building needs expansion and upgrade of its science labs. A new addition will allow new labs to be built with appropriately designed and zoned ventilation and utilities systems. Lab space vacated in the building can be repurposed and renovated for general classroom and office space.”

Page 73 of the *Master Plan* outlines the following recommendation for implementation for the Math and Science Building: “Renovate Math Science building to address deficiencies in building envelope, replace windows/doors, improve HVAC systems, replace outdated building furnishings and finishes, upgrade labs including utilities and equipment, and reorganize for programmatic needs. Building addition will provide space for additional labs, offices, classrooms and accessible entrance from central campus walk.”

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

High Low

Comments: The proposed renovation would address many rehabilitation needs outlined in the program statement. Many of the building systems are at or beyond the end of their useful life.

The program statement states that exterior brick veneer and concrete structural frame is in good condition and does not show any significant signs of settlement. The windows have been replaced recently and are in good condition. Entrance doors are hollow metal and deteriorated containing many areas of rust. The fully adhered EPDM (ethylene propylene diene monomer) roof was replaced in 2010 and is in good condition.

The program statement also states that the general sanitary and acid waste and vent piping are original to the building and need to be replaced. The chemical fume hoods do not use any means of control to maintain face velocity. As a result, in the event of a pressure fluctuation in the heating, ventilating and air-conditioning (HVAC) systems due to doors opening and closing, the face velocity can drop to unsafe levels. Chemical fume hood exhaust discharges on the roof with utility style fans. These fans do not get the exhaust fumes up into the jet stream and provide an opportunity for the fumes to mix with the 100% outdoor air-handling units (AHU's). The college estimates that HVAC equipment ranges from 13 - 43 years old with a majority of the equipment past its American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) estimated service life.

The college stated that the primary electrical infrastructure supporting the Math Science Building has been upgraded. New transformers were installed in 1995. The service entrances and main distribution switchboard panel has not been upgraded. Sub-panels and individual circuits from subpanels to point-of-use devices were also not upgraded. These are in fair to poor condition.

Numerous building code deficiencies are also outlined in

the program statement that would require compliance with a major renovation. Deficiencies include:

- The corridors should be rated, however there are no rating labels for the doors or frames in the rated conditions.
- The storage at the chemical storage and prep area utilizes combustible storage shelving and the room's walls do not extend to the floor above.
- Hazardous materials are stored in the corridor.
- Storage occurs in some rated stairways.
- Lack of exterior wall insulation with the existing facility not meeting current energy codes and energy conservation standards.

The proposed project intends to address all of these issues.

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

High Low

Comments: The proposed renovation/addition would also address many functional deficiencies outlined in the program statement. The current laboratories are outdated and do not meet many of the current standards for postsecondary laboratories. The deficiencies associated with the laboratories include all aspects of the existing conditions under the interrelated categories of laboratory safety, laboratory capacity and the poor state of repair of the existing furnishings. In addition, some of the lab bench aisle widths are as little as 4'-0" compared to a recommended width of five feet.

Most classrooms and teaching laboratories in the Math Science Building have basic audiovisual presentation systems. The college stated that it is preferable for technology, space design, and pedagogy to converge as a unified concept in these spaces.

Offices are not zoned to their respective department labs

and classrooms and do not allow for student/staff meetings because of the small size. Students also use a variety of spaces for study but these spaces are undefined and occur where space is available. These current community spaces are not conducive spaces for study or interaction.

Spaces such as the Herbarium, Planetarium, and Eleanor Barbour Cook Museum of Geology are utilized by the general public in addition to students. Currently many of the spaces are difficult to find and are not placed near entries to the building.

The college stated that there is not an adequate amount of electrical receptacles to serve the current equipment. Receptacles are not available for students to plug in laptops or chargers.

There is not a dedicated raceway system for voice communication, data, cable TV or other data transmission systems. Data ports have been added to some spaces with surface mounted conduits. There is a need for a consolidated cable management system for cable TV, data and phone systems.

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

High Low

Comments: The college stated that spaces were sized initially to conform to the University of Nebraska's *Space and Land Guidelines* prepared by the University of Nebraska Office of Facilities Management and also with standards of other peer institutions and similar state college projects. Room use categories and proposed net square footages are in general conformance with these guidelines for most spaces, including office and laboratory preparation/storage service space.

Classroom Utilization – Math and science programs would occupy five classrooms with a total of 232 student stations in the proposed renovation/addition. The existing facility's seven classrooms (with 375 student stations)

were scheduled an average 19.1 hours per week per classroom during the Fall 2013 semester. This compares to nationally recognized standards of 30 hours per week considered acceptable for classroom scheduling. The proposed five classrooms would have averaged 26.8 hours per week per classroom using Fall 2013 enrollment and scheduling information.

Class Laboratory Utilization - Science programs would occupy 15 class laboratories with a total of 300 student stations in the proposed renovation/addition. The existing facility has 17 class laboratories (with 359 student stations) that were scheduled an average 8.5 hours per week per laboratory during the Fall 2013 semester. This compares to nationally recognized standards of 20 hours per week considered acceptable for class laboratory scheduling. The proposed 15 class laboratories would have averaged 9.6 hours per week per class laboratory using Fall 2013 enrollment and scheduling information.

It should be noted that as design proceeds adjustments will be necessary to accommodate conditions and constraints of the existing facility.

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

High Low

Comments: Space guidelines are not applicable for certain types of specialized spaces. There are several of these specialized spaces included in the proposed renovation/addition including herbarium, museum, planetarium and student study/lounge spaces. In these circumstances, the college stated that a concept room diagram, coupled with information from consultants, was used to calculate the amount of proposed space.

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

High Low

Comments: The renovated facility would provide modern classroom, laboratory and office space for the science and math programs for the foreseeable future. The proposed renovation and expansion allows for adequate existing space and would easily accommodate substantial enrollment growth in the areas of biology, chemistry and physical science.

Chadron State College's fall semester on-campus undergraduate and graduate headcount enrollment has declined over the past 10 years, from 2,073 in the fall 2004 to 1,671 in the fall 2013. Review of 15 and 20 year trends also show continuing decreases in on-campus enrollment.

Specifically related to the math and science programs, enrollment for the five most recently reported academic years by the college indicate a stable to increasing enrollment pattern as shown in the table below.

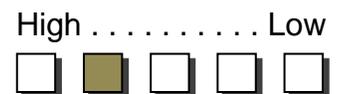
	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013	5-Yr. Avg.
Mathematics	78	76	68	92	84	80
Physical Sci.	42	32	31	44	37	37
Life Sciences	173	135	224	237	259	206

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



Comments: Completion of this project would not create the need for a future capital construction project. Additional facility operating and maintenance (O&M) costs associated with the new construction have been identified by the college as state appropriations that would be requested in a future biennium.

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



Comments: The college considered three primary solutions to address the program needs in the Math Science Building: 1) Renovate the existing facility, 2) renovate and expand the existing facility, and 3) construct a new science facility. The option of renovating and expanding the existing facility was chosen by the college as the most viable option as it allowed a phased construction approach and it supported the renewal of an existing building that is in good structural condition. The college stated that the existing facility is in a prime location on the CSC campus and provides an opportunity to introduce a renovated facility into the 1960s area of campus. Renovation of the existing facility can be completed for approximately 75% of the cost of new construction.

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

High Low

Comments: The proposed project may provide some cost efficiencies through energy savings in the renovated spaces. A modern instructional facility for CSC math and science programs could provide an asset to assist in recruiting students to campus.

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

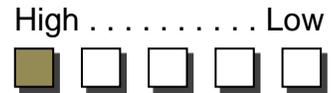
High Low

Comments: Construction Costs - The college's estimate to renovate, construct additional space and equip the Math Science Building, including sitework, is \$25,281,664 (\$352.82/gsf). Commission staff's estimate of the total project cost is \$25,400,600 (\$354.30/gsf) for construction of college laboratory space per *R.S. Means Square Foot Costs* modified to account for science laboratory requirements and local conditions. The college's estimate is \$118,900 (0.5%) lower than Commission staff's estimate for the project. Both estimates are inflated for a fall 2018 building opening. The minor difference between

these estimates is primarily in the professional fee estimate.

Operating and Maintenance Costs - The college is estimating an increase in ongoing facility operating and maintenance (O&M) costs of \$41,888 per year (\$2.87/gsf/year) for the new addition. Commission staff's estimate to provide ongoing facility O&M for a new addition is \$82,700 per year (\$5.66/gsf/year). The college's estimate is \$40,900 per year (49.4%) lower than Commission staff's estimate for facility O&M. Both estimates are inflated to FY 2017. The primary difference between these estimates is in the building maintenance estimate. Both estimates include utility cost savings from a renovated existing facility.

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



Comments: \$2 million in private donations and another \$2 million in institutional cash funds are being proposed for this project. Use of non-state funds to assist in funding the renovation or new construction of herbarium and interpretive/exhibit space is appropriate. Historically, interpretive/exhibit space has been funded with state appropriations and private donations.

The remaining \$21,281,664 is proposed to be a combination of state appropriations and Task Force for Building Renewal LB 309 funds. The use of state funds to renovate and construct instructional space is appropriate.

The college estimates increased facility operating and maintenance (O&M) costs of \$41,888/year. The college has stated that it will seek an increase in state appropriations in a future biennial operating budget request to fund these costs. The Commission endorses the college's efforts to seek state appropriations to support necessary academic facilities O&M. However, the amount estimated by the college for increased facility O&M costs may be insufficient to fully operate and maintain the additional space. The college may find it necessary to use other campus fund sources to fully

operate and provide routine building maintenance over the life of the facility. It should also be noted that state appropriations for increased O&M costs have not been provided for several years.¹

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

Yes No

Comments: This project will not unnecessarily duplicate other college instructional space.

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

High Low

Comments: The project's primary purpose is to improve the quality of existing academic science and mathematics space on campus. Classroom and class laboratory utilization would improve slightly by providing two fewer classrooms (including one lecture hall) and two fewer class laboratories than currently exist. Many of the remaining science laboratories are unique in nature and require their own space. Utilization improvements in these classrooms and class laboratories would likely need to come through enrollment increases. There are no other available and suitable science facilities in northwest Nebraska that could be used by the college to meet its needs.

Much of the collection in the High Plains Herbarium is unique for providing long-term archive and repository of specimens that document plant occurrence and ecological relationships of the high plains. Spaces such as the Herbarium, Planetarium, and Eleanor Barbour Cook Museum of Geology provide teaching opportunities for students, the community and the region.

¹ Prior to the 2007-2009 biennium, state general fund appropriations were historically used to finance ongoing facility operating and maintenance (O&M) costs for new instructional facilities at Nebraska public postsecondary educational institutions.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove



Action: Pursuant to the Nebraska Revised Statutes, Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Chadron State College’s proposal to renovate and construct additional space to the Math Science Building as outlined in the program statement and revised in the program statement addendum approved by the Board of Trustees on January 14, 2014 and September 6, 2014 respectively.

Comments: This project will improve the quality of space for the existing science and math programs located in the Math Science Building and bring the building up to current codes and standards. A major renovation has not been completed on this facility since it was constructed in 1968.

As design of this project proceeds, the Commission encourages the college to continue to pursue opportunities for additional collaboration between and within disciplines to provide further utilization improvement within the various science laboratories. The Commission understands that it is difficult for a smaller institution to achieve optimal utilization of specialized science laboratories. However, every effort should be made to provide the most cost effective solution that meets students’ needs.

The Commission supports Chadron State College’s efforts to utilize multiple sources of funding to complete this renovation and addition. Renovation and construction of instructional space has historically been funded with state appropriations. The use of private donations and other non-tax funds for Herbarium, Planetarium, and Eleanor Barbour Cook Museum of Geology facility improvements is commendable.

Appendix 4 will be made available at the meeting.

2014 Access College Early (ACE) Scholarship Recipient Survey

September 8, 2014



Access College Early (ACE) Scholarship Program

The Access College Early (ACE) Scholarship Program started in the fall of 2007. Originally funded by the State of Nebraska and currently also includes a federal grant, eligible low-income Nebraska high school students are awarded ACE scholarships to take college courses and receive credit from postsecondary institutions while they are still enrolled in high school. For the purposes of the ACE Scholarship Program, low-income students are those students who receive free or reduced-price lunches.

The college continuation rate is defined as the percentage of high school graduates who were enrolled in college within one year of their high school graduation. Research indicates the ACE Scholarship Program helps low-income students go on to college. The college continuation rates for the low-income ACE recipients are close to, or higher than, the college continuation rates of their classmates who are not classified as low-income. To be more specific, 82.2% of the 2011–2012 public high school senior ACE recipients went on to college, versus 77.2% of their non-low income classmates. Meanwhile, only 52.6% of their low-income classmates continued on to college. Therefore, ACE recipients who do not go on to college are of particular interest.

Background

Dual enrollment programs allow high school students to take courses at the college level (Karp & Hughes, 2008). These courses allow students to earn college credit while they are still in high school, and give them a chance to be more academically prepared and challenged. The dual enrollment program aligns the curriculum between the secondary and postsecondary education levels and tries to create a seamless path between them (Martinez & Klopott, 2005). Some of the bumps on a student's road to college are a result of the disconnection that exists between secondary and postsecondary education and dual enrollment programs have attempted to smooth them out (Museus et al, 2007). In addition, this alignment hopefully decreases the need for remedial coursework for students entering postsecondary education (Martinez & Klopott, 2005).

While once only for students who were on college-prep tracks, dual enrollment programs are now seen as good opportunities for other students as well, including, for example, students who have not done well in the more traditional academic environment (Karp & Hughes, 2008). This is a result of the many positive outcomes linked to dual enrollment programs. These outcomes include helping those students who are low-achieving reach the higher academic standards of the high school, giving students more challenging courses so they do not get bored, providing an increase in elective classes, helping lower the high school dropout rate, mentally preparing students for postsecondary education, and lowering the cost of college. There is also evidence that those students who take part in dual enrollment courses are more likely to graduate from college than nonparticipants (An, 2013).

Ambitions to go to college have risen (Bailey et al, 2002). However, there is a discrepancy between those seniors in high school who say they are going on to get a bachelor's degree and those who actually go on to graduate with one. The National Center for Education Statistics states that, "About 59% of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2006 completed that degree within six years" (2014, para. 1). In addition, only about 30% of the population actually graduates with a bachelor's degree (Hoffman, 2005). Most of the students who do not complete are those with low socioeconomic status (SES).

Dual enrollment can help with the transition from high school to postsecondary school (Karp & Hughes, 2008), but how do students decide to go on to college once they graduate from high school? Encouragement from parents, peers, teachers and counselors, academic preparation, access to college information and information about college costs, and the educational attainment of siblings and parents are all forces in the college-choice process (Cabrera & La Nasa, 2000). Parental encouragement seems to be the strongest factor. In fact, "Development and maintenance of postsecondary education aspirations among high school students is proportionally related to the frequency and consistency with which parents provide encouragement" (Cabrera & La Nasa, 2000, pg. 8). In addition, for high school students whose parents expected them to go to college and get a bachelor's degree, 26% were more likely to apply.

It has also been found that counselors influence whether students go to college and that there is a significant positive relationship between college-going rates and the number of years a student took college preparatory classes (King, 1996). In addition, low-income students, students of color, and students who do not have parents who attended college often have a more difficult time getting the information and knowledge needed to understand how to prepare and apply for postsecondary education (Martinez & Klopott, 2005).

Since information is such an important factor in college-going rates, students who access this information through teachers and counselors are able to better prepare and plan for postsecondary education (Martinez & Klopott, 2005). Students who received help from counselors in writing essays for college applications were 8% more likely to apply and students who received help from counselors with assistance in filing paperwork were 11% more likely. In addition, the chances of a high school student applying to college went up 5% for each unit increase in the quantity of financial aid information they had (Cabrera & La Nasa, 2000). Dual enrollment itself may be a source of college information for students who take part in it (Museus et al, 2007).

Variables such as these, that affect a high school graduate's decision to go on to postsecondary school, may affect low-socioeconomic status and high-socioeconomic status students differently. For example, high school counselors are usually the information source for low-SES students about college, whereas higher income students report more sources such as

parents, counselors, other students, college representatives, and college information brochures (Cabrera & La Nasa, 2000). In addition, students who had parents who were not college-educated were less likely to go to college directly after graduating high school than students who had parents with a college degree or who had some college. Going through the process of meeting the admission requirements of college, along with academically preparing for college while in high school, have been found to help even the playing field by eliminating some of the college participation rate differences between low- and high-income students. When qualifications for college are reached while a student is in high school, the chances the student will apply to college increases by 14%.

Enough credit accumulation is an important element in whether students finish their first year of postsecondary education (An, 2013). When students get college credit while taking dual enrollment courses in high school, a “nest egg” of credits is built that then helps push students towards attaining a postsecondary degree. In addition, it has been shown that students who participate in dual enrollment are not as likely to have to take remediation math courses in college. In terms of being academically prepared for college, a powerful predictor of completing postsecondary education is the taking of a high-level math course while in high school (Martinez & Klopott, 2005).

There are many educational disparities, but research shows dual enrollment may help close the gap between low- and high-SES students. For example, a positive relationship has been found between participation in dual enrollment courses and getting a postsecondary degree among students whose parents did not go to college (An, 2013). In other words, students whose parents are less educated may benefit more by taking dual enrollment courses than their peers with parents who are college-educated. In general, students who partake in dual enrollment are more likely to go on to college and get a college degree than those who do not take dual enrollment courses. However, those students with a high-SES background are more likely to participate in programs and courses that better prepare them for secondary education than their low-income peers.

Those students who take dual enrollment courses are more likely to start postsecondary education within seven months of graduating from high school (Swanson, 2010). For those high school graduates who enroll in college within seven months of graduating, participation in dual enrollment may help them continue to getting a degree (Swanson, 2008). In fact, Swanson found that students who participated in dual enrollment were 12% more likely to enroll in postsecondary school within seven months of graduating high school (2008).

But what about those low-income students who participate in dual enrollment courses but do not go on to postsecondary school within seven months after their high school graduation? What stops them from participating in postsecondary education?

Research Design and Methodology

Prenotification Letters

To address this question, students who received one or more ACE scholarships while seniors in the academic years 2011-12 and 2012-13 were surveyed. There were 174 students who received ACE scholarships during their senior year of 2011-12 but did not go on to college after high school graduation. For the 2012-13 senior ACE recipients, 138 did not go on, bringing the population of interest to 312. Due to the small population, a census, rather than a sample, was taken. Prenotification letters alerting the 312 potential respondents of an online survey that would be sent to them via email were mailed (see Appendix I).

Of the 312 individuals, email addresses were only available for 279. Therefore, two slightly different prenotification letters were sent. For consistency, the contents of the two letters were kept mostly the same. The only real difference between the two letters was the letter sent to those individuals whose emails were *not* known asked them to email or call in with their current email address. The letter sent to individuals whose emails were available listed their email address in the letter and asked the respondent to email or call in if it was not up-to-date.

A prenotification in letter form was chosen for multiple reasons. Prenotification letters can help respondents see the survey as legitimate as well as inform them that an email is on its way (Porter & Whitcomb, 2007). In addition, not all respondents will use email regularly so having a paper contact may in turn lead them to check their inbox for the survey. Additionally, different contact modes have the possibility of bringing in different types of respondents (Dillman et al, 2009). Therefore, using a combination of contacts by mail and by email could bring in different respondents and therefore decrease nonresponse bias as well as increase response rates. A postcard was not used due to the personal information involved.

Of the 312 prenotification letters mailed, 55 were returned. Nine were returned with a forwarding address, and 46 were returned with no forwarding address. For those with new addresses, new letters were printed and promptly mailed. None of the letters sent to the new addresses were returned.

Email Invitations

The 2014 ACE Scholarship Recipient Survey was sent through SurveyMonkey with each email invitation containing a unique link to the online survey (see Appendix II). Each respondent's survey link was connected to their email address. As mentioned earlier, a total of 279 email addresses were available. Some of these were already in the frame data, and the rest were found by locating them in paper records of the ACE application forms from the 2011-12 academic year. Of the 279 email invitations sent, 29 were undeliverable due to invalid email addresses. Fourteen new emails were tried for those that had bounced and from those 14, only three bounced. Therefore, a total of 18 email invitations bounced.

In a survey invitation, research has shown that specifying clearly who the survey is coming from is important so the respondent knows it is legitimate and not junk mail (Manfreda & Vehovar, 2008). In order to add Nebraska's Coordinating Commission for Postsecondary Education's logo, the email invitation had to be coded in HTML. It is possible for HTML code to send an email to the junk mailbox, so the reminder emails sent later in the survey process did not include any HTML coding with the intention that they would end up in the inbox of those whose original invite ended up in the spam folder. The follow-up emails mentioned the first email so in the event the respondents were curious, they could check their spam folder to see if the original email invite was sent there.

The 2014 ACE Scholarship Recipient Survey

The 2014 ACE Scholarship Recipient Survey included two questionnaire paths or versions. The shorter version was set in place to catch respondents who actually did go on to college within one year of high school graduation, and the more in-depth questions were saved for our population of interest: students who received one or more ACE scholarships to take dual enrollment classes while in their senior year of high school, but did not go on to postsecondary education within one year of graduating. Both groups were asked the same demographic questions.

The survey offered no "neutral" option answer choices. A respondent may have two reasons they cannot agree or disagree (Fowler, 1995). First, respondents may not know enough about their opinions or the question topic to pick a response option, and second, the respondent's opinions may honestly be balanced. However, it was felt that for the questions asked in the 2014 ACE Scholarship Recipient Survey, neither of these reasons would apply. In addition, satisficing was hoped to be avoided. Satisficing is the notion that some respondents put forth only the bare minimum to complete the questionnaire (Krosnick, 2000). One way respondents may satisfice is by choosing the neutral/no opinion categories. In other words, respondents may try to "take the easy way out" and say "I don't know" instead of taking the time to think about the question and formulate a response. Therefore, neutral and no opinion options were not used as response options in the survey, unless these options were absolutely necessary.

The entire survey can be found in Appendix II.

Reminder Emails

Reminder emails were sent out four times throughout the field period. Each time, two versions of the reminder emails were sent: one for those who had not responded asking them to respond, and one for those who had partially responded asking them to finish their survey (see Appendix I).

Each set of reminder emails differed from the previous one in the hope of appealing to different types of people and motivating them to respond (Dillman et al, 2009). The follow-ups

were also sent at different times of the day and on different days of the week. There is little definitive research on the best time and day of the week to send an email reminder, so by varying them the hope again was to reach different types of people with each one.

Telephone

In order to reach more potential respondents, telephone interviews were attempted with those in the target population who did not initially respond to the online version of the questionnaire. The paper ACE applications for the 2011–12 academic school year contained most of the phone numbers for the 2011–12 high school seniors and a few of the numbers for the 2012–13 seniors. A majority of the 2012–13 seniors were not in the paper records, so their telephone numbers were searched via online telephone directories. (Beginning with the 2012–13 academic year, ACE applications were completed online rather than via paper. Unfortunately, the online application does not ask for the student’s telephone number.) When a respondent was reached by telephone, the survey was read to them exactly as it was written for the web to reduce the effects of different stimuli.

Response Rate

Total

There were 312 individuals who received an ACE scholarship while seniors in high school. One respondent was listed incorrectly as a recipient during their senior year, which brought the total population down to 311. Three respondents were deceased, two were out of the country or out of town and could not be reached for the entire field period, and seven were not available because they were in the military. There were a total of 201 noncontacts. Three respondents terminated while they were in the questionnaire and four refused or opted out of the survey. A total of 86 respondents fully completed the survey and three partially completed the survey. This led to a response rate of 29.0%. Fifty-two respondents completed the survey online, as well as two partials, and 34 completed the survey by phone, along with one partial.

2011–12

There were 174 ACE scholarship recipients who were seniors during the 2011–12 academic year and did not continue onto college according to the National Student Clearinghouse. Two of these students were deceased, one was not able to be reached for the entire field period because he/she was out of the country or out of town. Five respondents were in the military and not reachable. There were 102 noncontacts. One respondent terminated during the survey, and three refused or opted out. A total of 56 respondents completely finished the survey, and two partially finished, which gives a response rate of 33.9%.

2012–13

During the 2012–13 academic year, there were 138 students seniors who received one or more ACE scholarships for that year, but did not continue onto college according to the Clearinghouse. There was one respondent who was listed incorrectly in our population was from this year, so a final total of 137 students made up the 2012–13 population. One of these potential respondents was deceased, one could not be reached due to being out of the country or out of town, and two could not be reached due to military service. There were 99 noncontacts. Two respondents terminated in the questionnaire, and one refused or opted out. Thirty respondents completed the survey fully, and one partially completed the survey. This group had a response rate of 22.8%.

Analysis

Frame Data

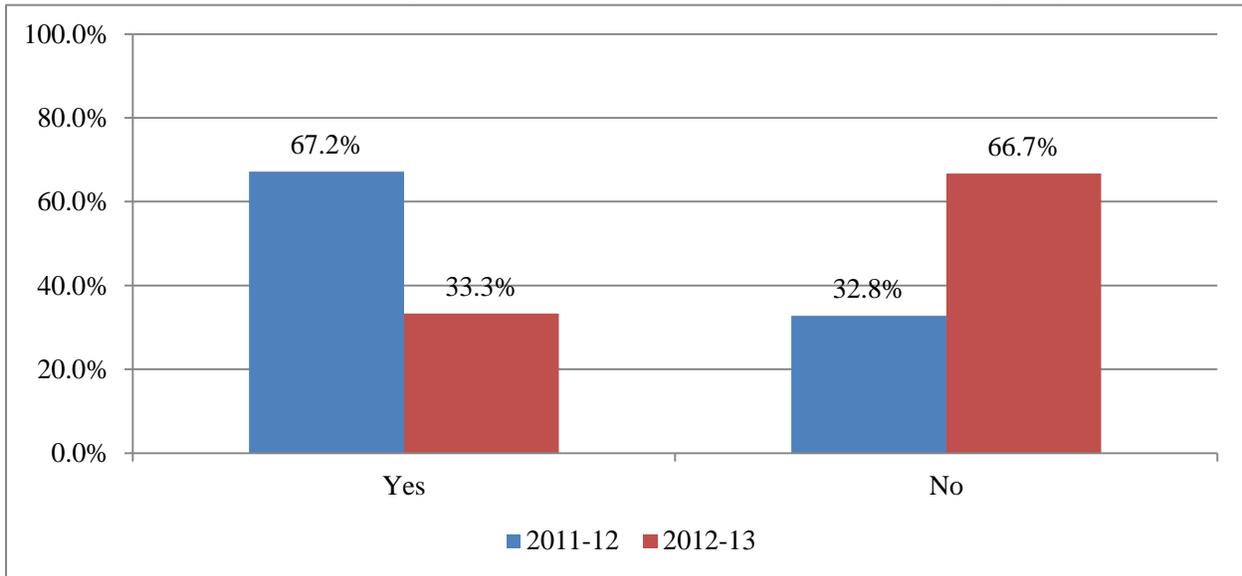
In survey research, the survey frame is essentially the list from which potential respondents are drawn. Survey frames will often include contact information for the respondent along with supplemental information, such as the respondent's race or age.

For ACE scholarship recipients, frame data was available from the recipients' ACE Scholarship applications. Data was available for all ACE scholarship recipients, whether they continued on to college within one year of high school graduation or not. This data consisted of graduation year, whether the student went on to college within one year of graduating, birthday, race, gender, type of high school (public, private), and ACE class grades, ACE credit hours, and GPA. In addition, the records contain the students' names, email addresses, and street addresses.

However, as surveys started to be submitted, errors in the frame data were found. The largest discrepancy was with students whom the frame data showed did not go on to postsecondary education within one year of graduating high school, but who actually did. Forty-nine out of the 89 who responded to the survey had in fact gone on within a year. According to National Student Clearinghouse (NSC) coverage data, this should be less than 5% (2014). However, as shown in Figure 1 on the next page, 67.2% of the 2011–12 respondents and 33.3% of the 2012–13 respondents reported continuing onto college within one year of their high school graduation, despite the fact that NSC data indicated that none of these students continued onto college within one year of high school graduation.

This finding brings up a new question: why are these high school graduates who went on to college within one year of graduating high school not being matched by the National Student Clearinghouse? We know that students and entire schools can put directory blocks on their information, which could lead to coverage error. However, it is suspected that many of these students failed to match because of name misspellings and/or birth date errors. During the survey period, CCPE staff identified at 14 name misspellings as well as 14 birth date errors.

Figure 1
Went on to Postsecondary Education within One Year of Graduating High School



In addition to the unmatched respondents, there were 18 undeliverable emails, 46 prenotice letters returned with no forwarding address, and two students who were in the frame data for graduating on time but did not.

Survey Data

Frequency tables can be found in Appendix IV for each survey question divided by whether or not the student continued on to postsecondary education at any time after graduating high school, and by gender and race. Figure 2 shows how many students graduated in each academic year, and Figure 3 (shown on the next page) shows the percentage of respondents who went on to college within one year of high school graduation and those who went on to college at any time after high school graduation. Several correlations were run as well, with significant results shown in Appendix V.

Figure 2
Academic Year Graduated from High School

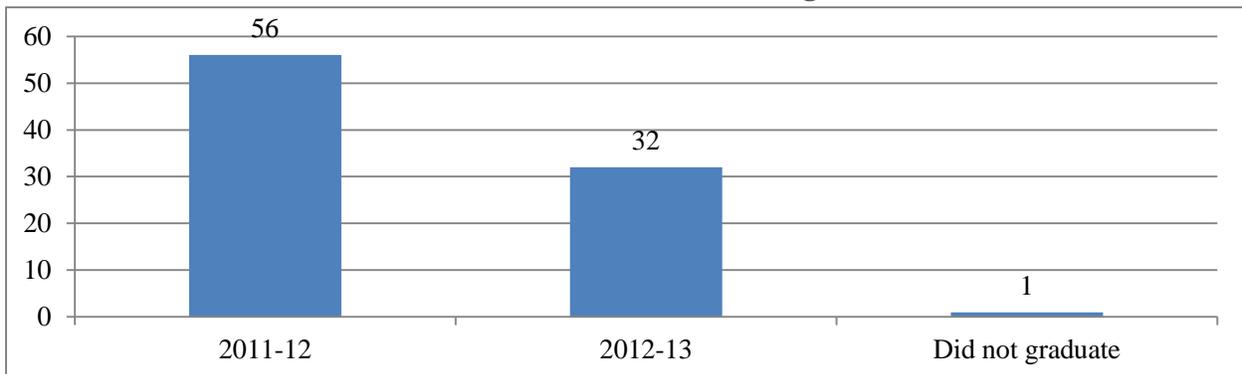
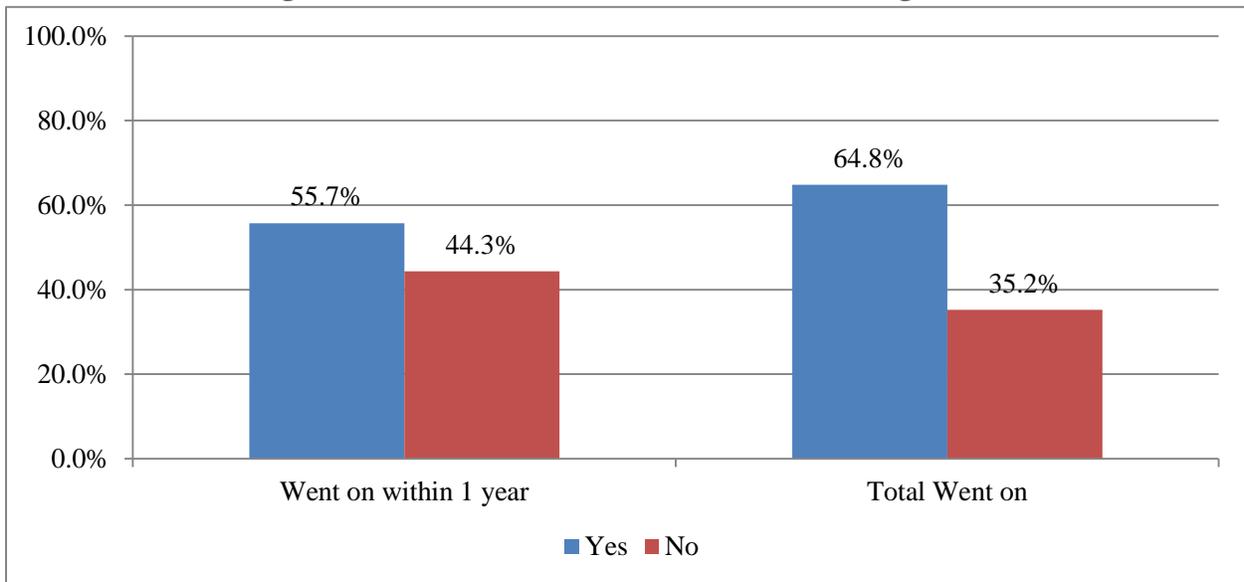


Figure 3
Percentage of Survey Respondents who went on to Postsecondary Education within One Year of High School Graduation and the Total Percentage who Went on



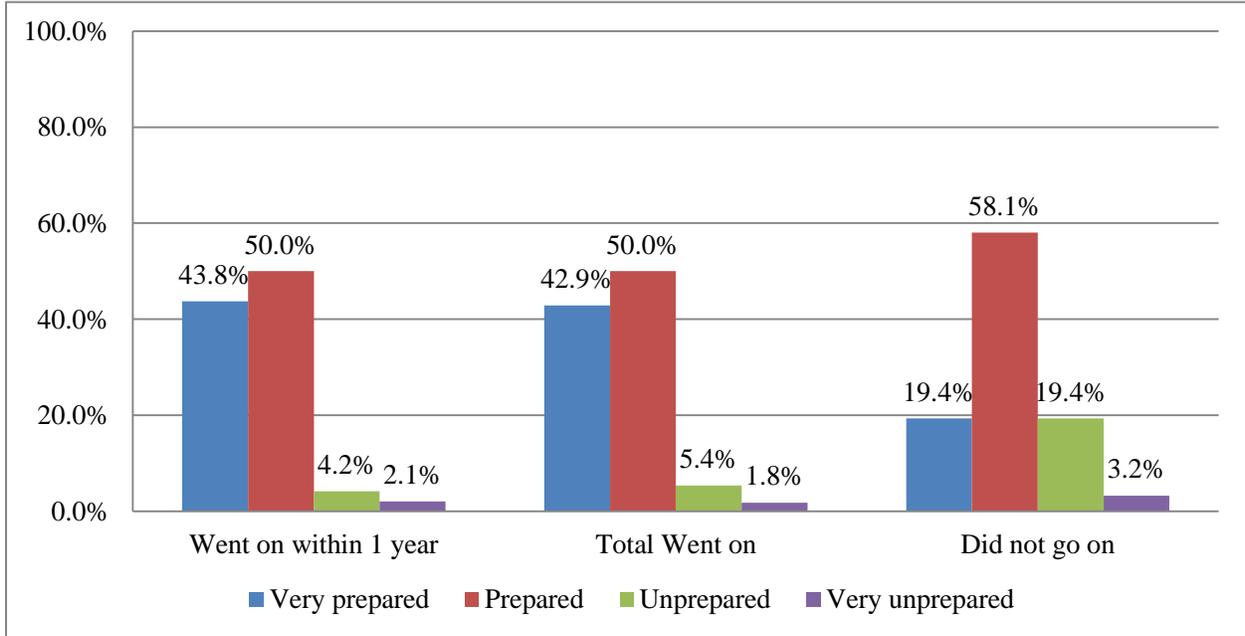
Note. Does not include the respondent who did not graduate from high school. A total of 49 respondents reported they continued on within one year of high school graduation. In addition, eight respondents who graduated in 2011–12 stated they continued onto college within one to two years after high school graduation. Therefore, for the 2011–12 cohort, 47 out of 58 respondents continued onto college within two years of high school graduation. For the 2012–13 cohort, 10 out of 30 respondents continued onto college within one year of high school graduation. (Since the survey was conducted in the summer of 2014, it is not yet possible to know how many of the 2012–13 cohort will continue onto college within two years of high school graduation.)

Results

As a result of a little over half of the survey respondents actually going on to postsecondary education, some comparisons were able to be made on those respondents who went on within one year, went on any time after high school graduation, and those who currently have not gone on at all.

When asked how prepared or unprepared they felt to take college-level courses after graduating high school (Figure 4), those who went on within one year and the total who went on were more than twice as likely to respond “very prepared” than those who did not go on (43.8%, 42.9%, and 19.4% respectively). In addition, when responses of ‘unprepared’ and ‘very unprepared’ were combined, only 6.2% and 7.1% of respondents who went on within one year and the total who went on, respectively, answered in that manner, versus 22.5% of those respondents who have not gone on.

Figure 4
Preparedness for College-level Courses after High School Graduation



A positive correlation was also found between preparedness and going on to postsecondary education both within one year of high school graduation and any time after graduation. A one-tailed test showed significance at the $p < .01$ level.

In addition, those students who went on to postsecondary education tended to be more likely to have received advice or information from a teacher, taken the ACT or SAT, visited a college, applied to a college, be accepted by a college and to have applied for financial aid (Figures 5 and 6).

Figure 5
Did any of the Following while in High School (went on to Postsecondary)

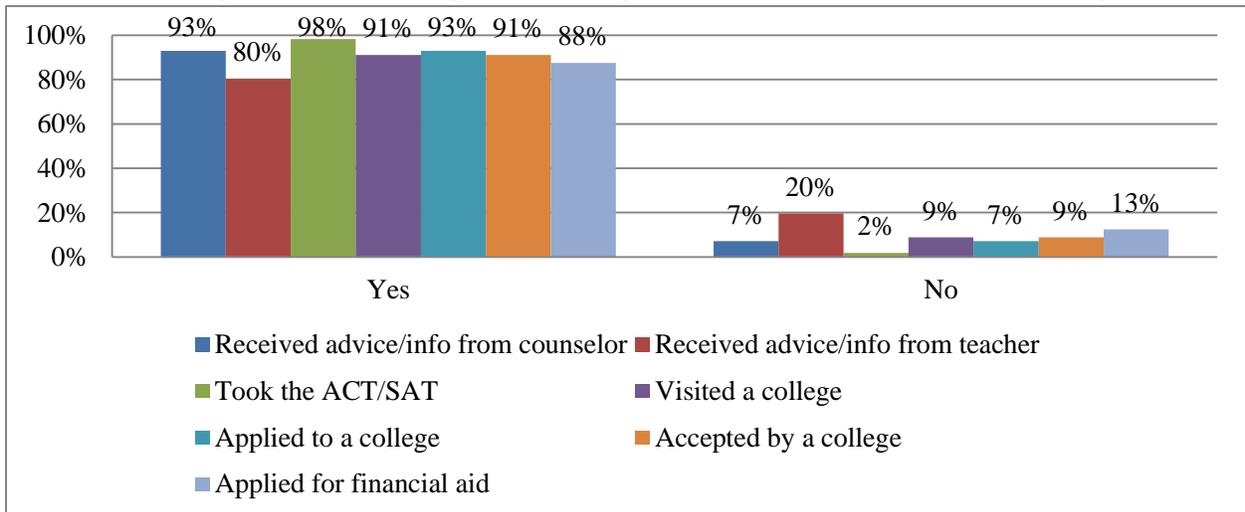
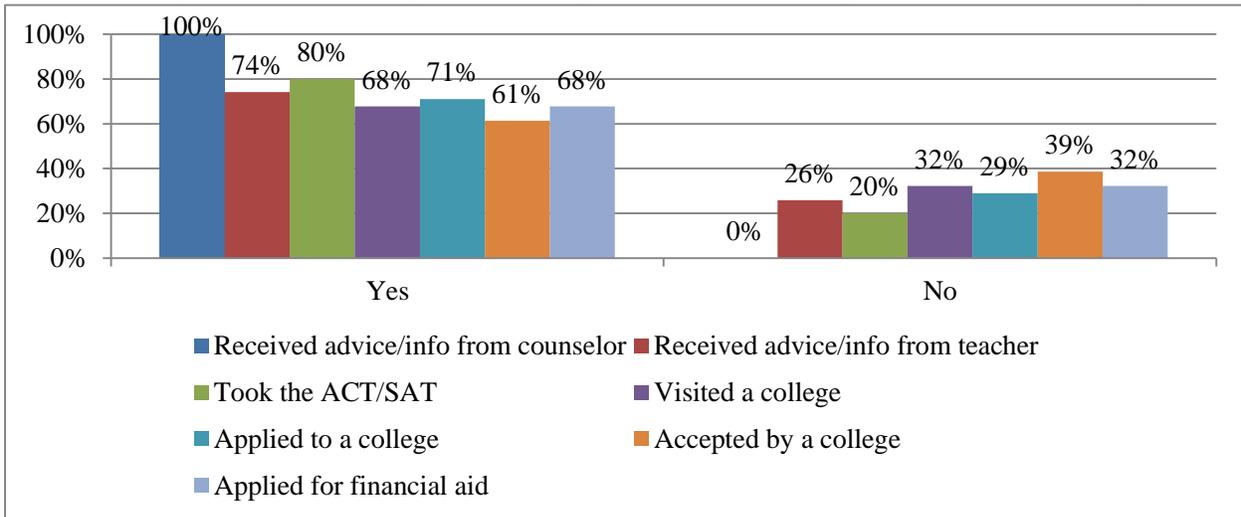


Figure 6

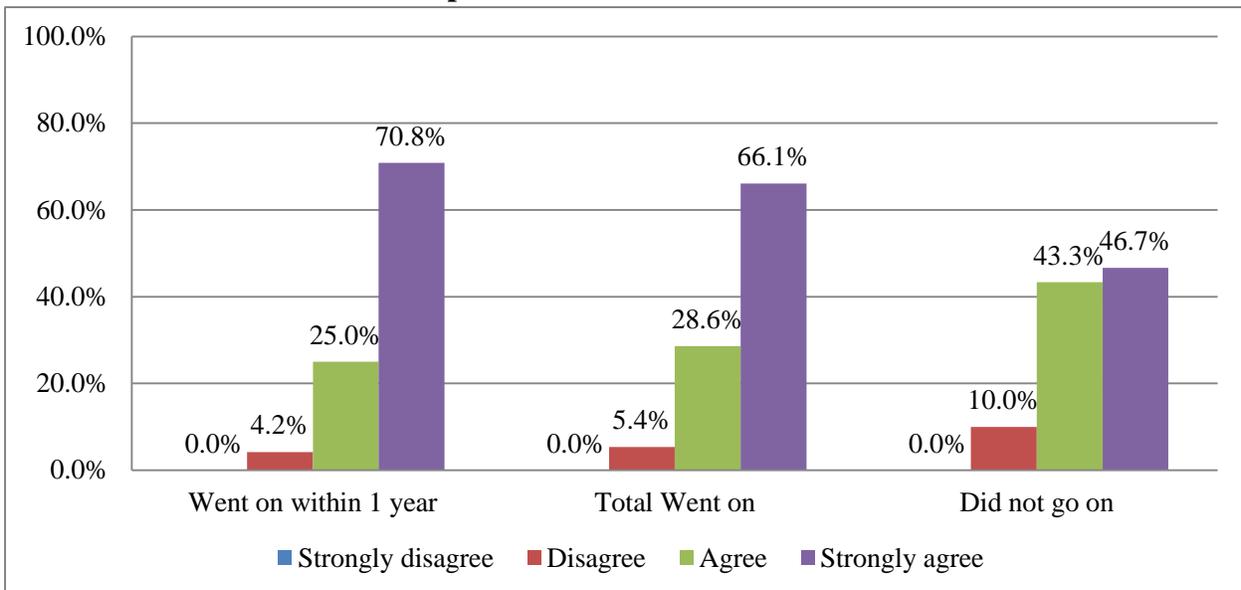
Did any of the Following while in High School (Did Not go on to Postsecondary)



When asked if participation in dual enrollment was beneficial, no respondent replied with “strongly disagree.” However, those students who did not go on to postsecondary education were less likely to strongly agree, and about twice as likely to disagree (Figure 7). A positive correlation was also found between how beneficial respondents found their dual enrollment classes and whether they continued on to postsecondary education both within one year and whether they continued on at all. A one-tailed test showed significance at the $p < .01$ level.

Figure 7

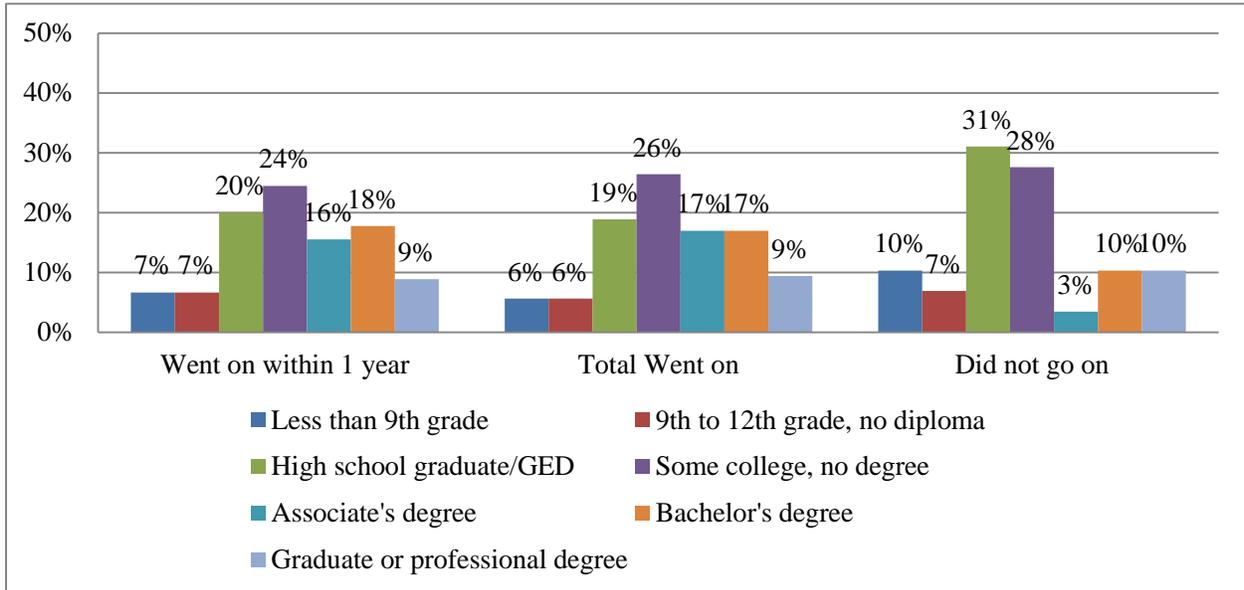
Was Participation in Dual Enrollment Beneficial?



The highest level of education obtained by either of the respondents’ parents or guardians was not correlated with going on to postsecondary education within one year of high school

graduation, but was positively correlated with the total number who went on to postsecondary education. A one-tailed test showed significance at the $p < .05$ level. The frequency distribution can be seen in Figure 8.

Figure 8
Highest Level of Education Obtained by Either Parent(s)/Guardian(s)



Race of the respondent was also found to be correlated with continuing on to postsecondary education. The respondent's race was part of the frame data, so the variable was collected for respondents as well as nonrespondents. With a one-tailed test and significance at the $p < .10$ level, respondents who were white, non-Hispanic were more likely to go on to postsecondary education within one to two years after graduating from high school than non-white respondents. In fact, all eight respondents who did not go on within one year of high school graduation, but did go on within two years of high school graduation, were white non-Hispanic. However, there was no correlation between race and continuing on within one year. (Two-thirds of the population, both 2011–12 and 2012–13 cohorts, was white, non-Hispanic, and one-third was non-white.)

Figures 9 through 13 show the frequency distributions of the extent to which different factors affected the respondents' decision to not attend college within a year of high school graduation. These questions were only asked of respondents who did not go on to postsecondary education within one year of high school graduation.

Interestingly, not wanting to take out student loans ($p < .10$), needing to work full time ($p < .10$), availability of transportation to and from college ($p < .10$), the distance college was from home ($p < .05$), being uninformed about the college application process and financial aid ($p < .05$ and $p < .01$ respectively), not completing college applications on time ($p < .05$), low college admissions test scores ($p < .05$), not feeling prepared for college-level coursework ($p < .05$), not

knowing what to major or study in college ($p < .01$), not completing the necessary courses ($p < .10$), entering the military ($p < .10$), being more interested in working than in school ($p < .05$), and not needing college for their job ($p < .05$) were the factors that were found to be most correlated with not going on to postsecondary education within one year of high school graduation. All correlation tests were one-tailed.

Figure 9
To what Extent did the Following Financial Factors affect your Decision to not Attend College within a Year of High School Graduation?

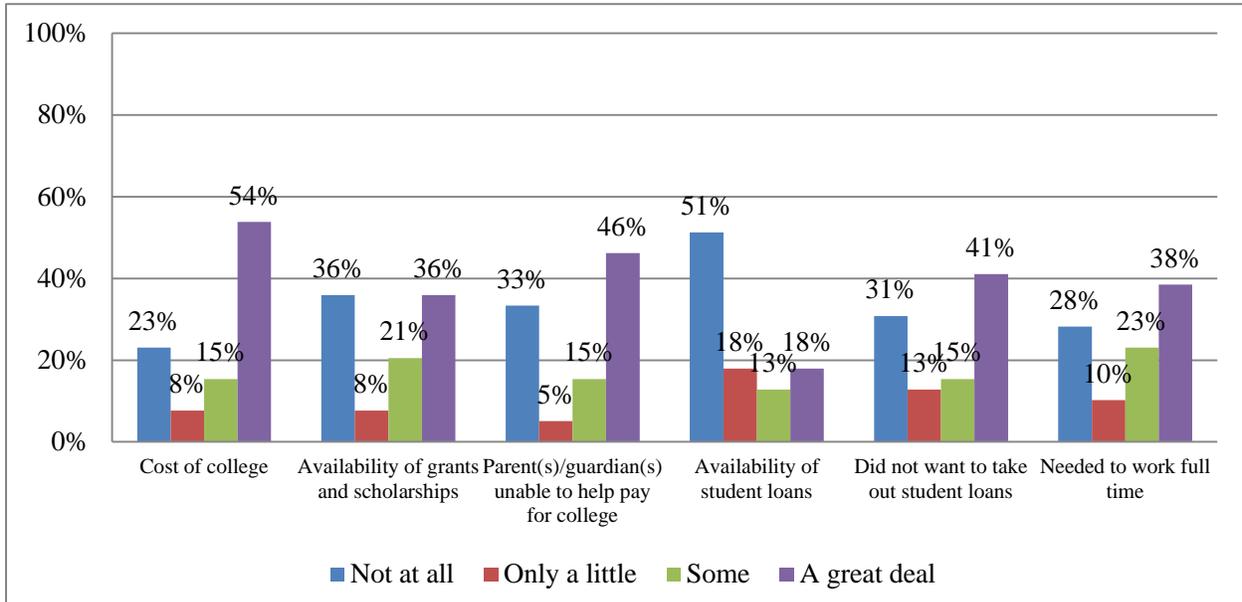


Figure 10
To what Extent did the Following Social Factors affect your Decision to not Attend College within a Year of High School Graduation?

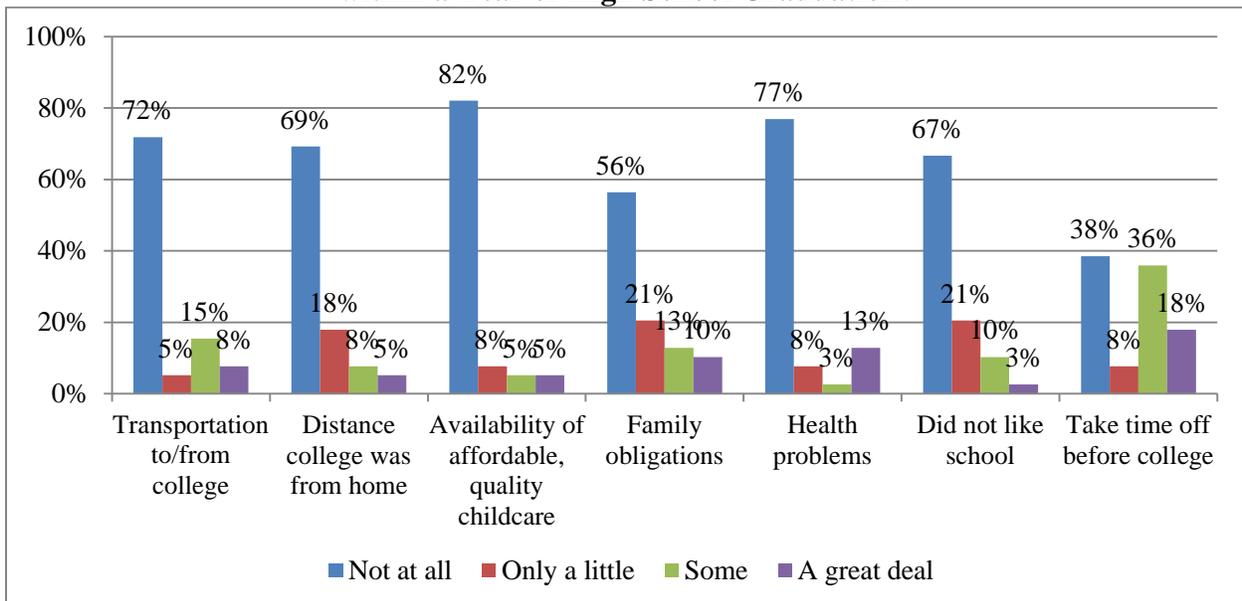


Figure 11

To what Extent did the Following Information/Application Factors affect your Decision to not Attend College within a Year of High School Graduation?

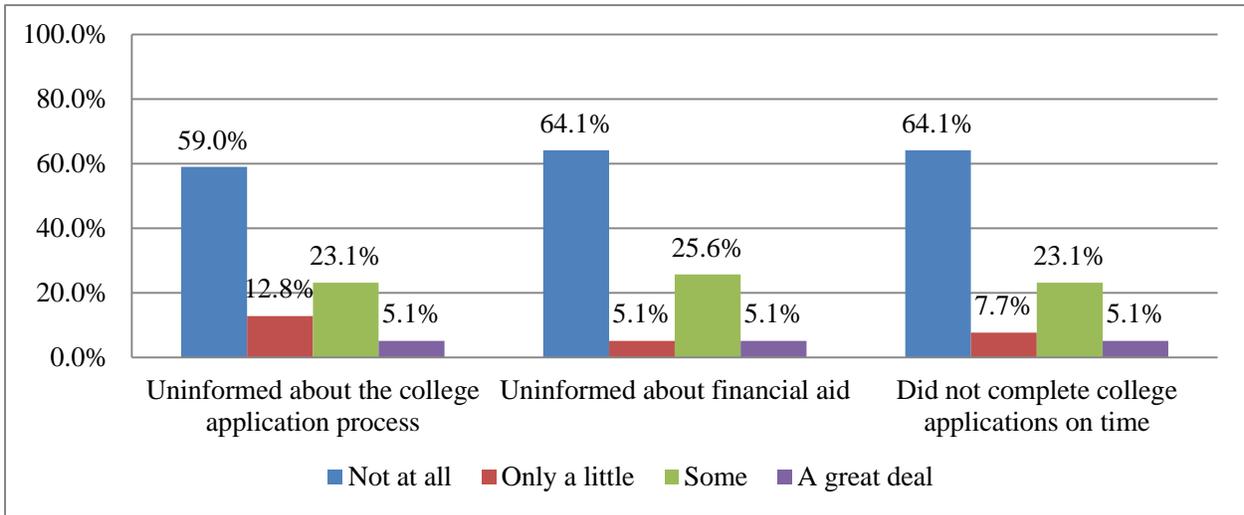


Figure 12

To what Extent did the Following Educational Factors affect your Decision to not Attend College within a Year of High School Graduation?

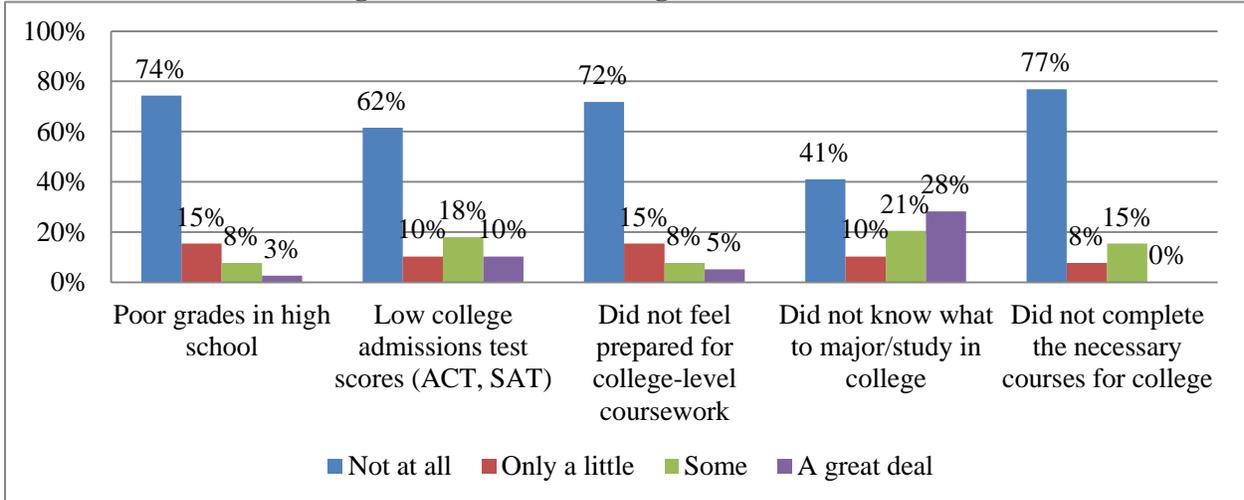
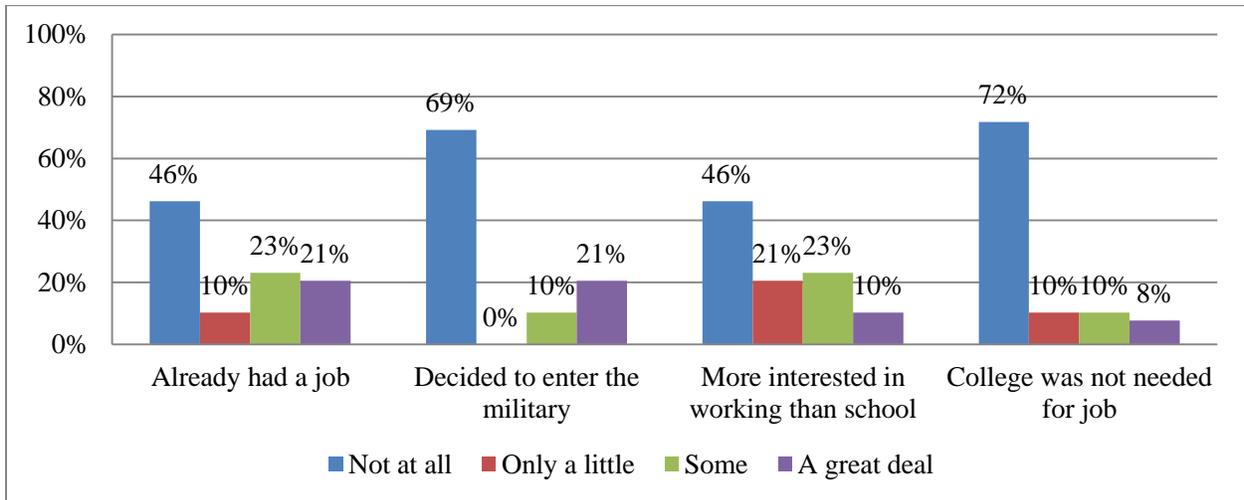
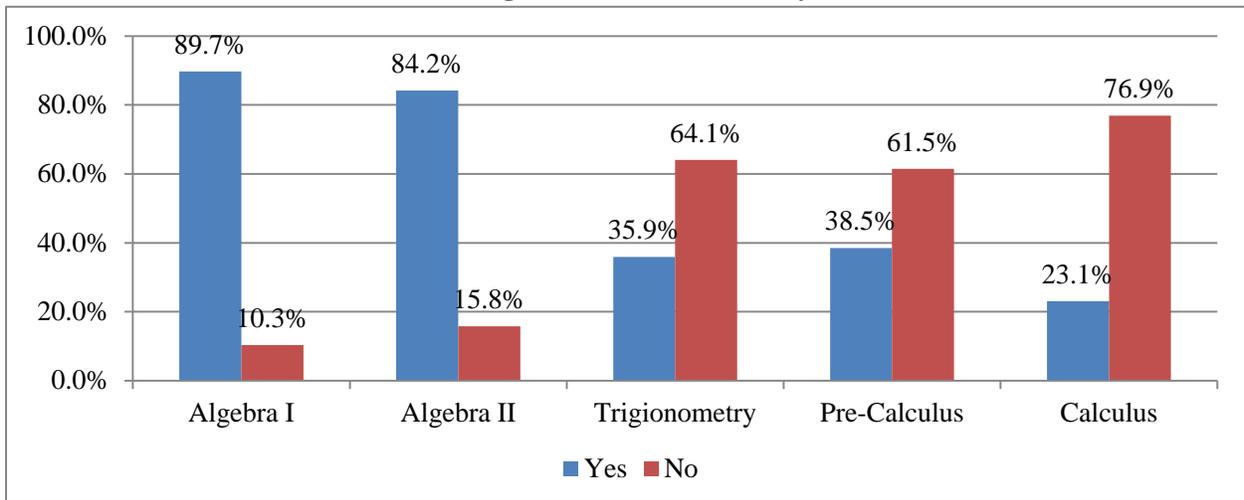


Figure 13
To what Extent did the Following Employment Factors affect your Decision to not Attend College within a Year of High School Graduation?



Previous research has shown a correlation between taking higher level math classes (pre-calculus and calculus) and going on to postsecondary education. However, analyses of survey respondents in this study did not show a correlation between taking higher level math classes and continuing on to college. It should be noted that only 38 respondents were asked these questions: eight who continued on to college after one year and 30 who have not continued on. Therefore, the lack of correlation may be due to small comparison groups. Figure 14 shows the frequency distributions of the math classes taken by respondents who did not go on to postsecondary education within one year of high school graduation. Those respondents who went on after one year and who have not gone on are both represented.

Figure 14
Math Classes Taken Prior to High School Graduation
(Students who did not go on to Postsecondary within One Year)



As mentioned before, encouragement from parents, peers, teachers and counselors, and access to college information are very important factors in the college-going decision process (Carbrera & La Nasa, 2000). Figures 15 through 17 show the frequencies for the responses to how often post-high school graduation plans were discussed, how much encouragement to go to college was received, and how much information was received about college from counselors, teachers, parents or guardians, and friends. Significant positive correlations were found for discussing post-high school graduation plans with teachers ($p < .10$), encouragement to attend college from teachers ($p < .05$), and receiving information about college from counselors ($p < .10$) and going on to postsecondary education after one year. Again, these questions were only asked of those respondents who did not go on to postsecondary education within one year of high school graduation, so the correlation is between those who went on after one year and those who have not gone on.

Figure 15
While in High School, How Often did you Discuss your Post-high School Graduation Plans with the Following?

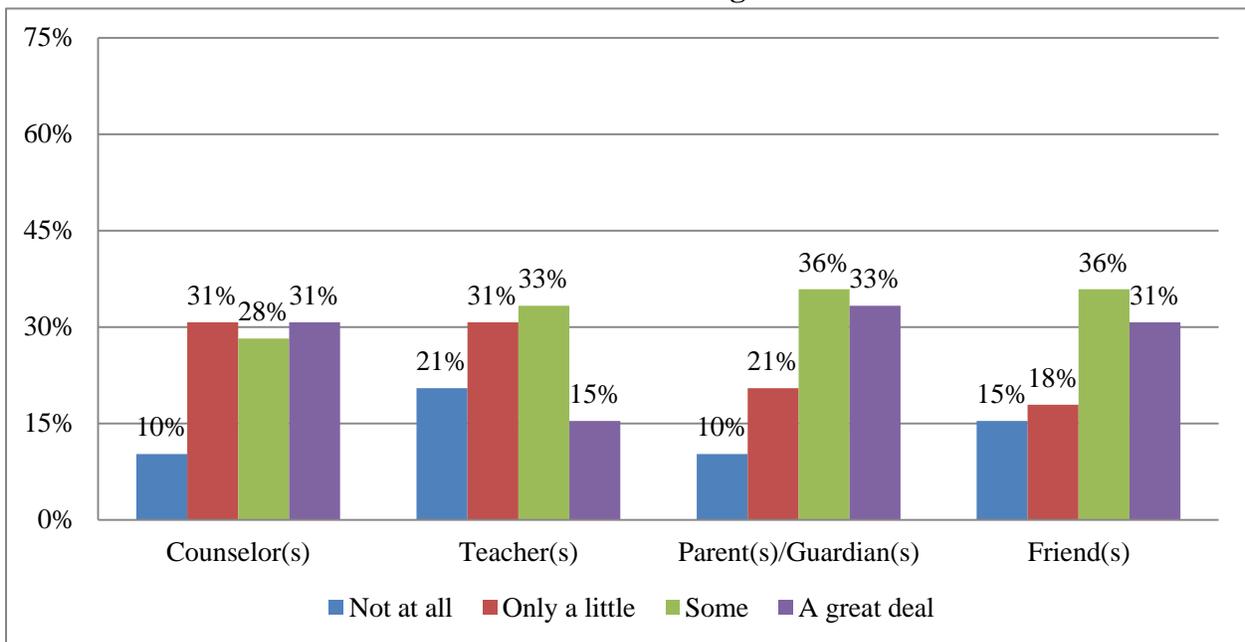


Figure 16
While in High School, How Much Encouragement to Attend College did you Receive from the Following?

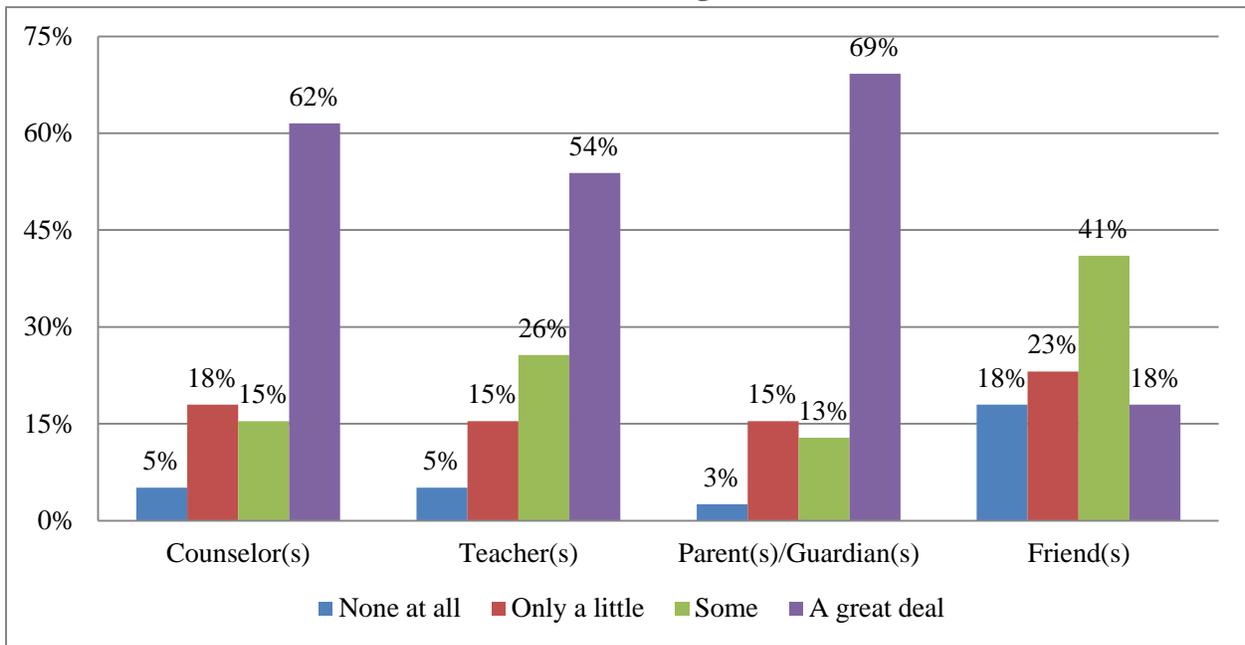


Figure 17
While in High School, How Much Information about College did you Receive from the Following?

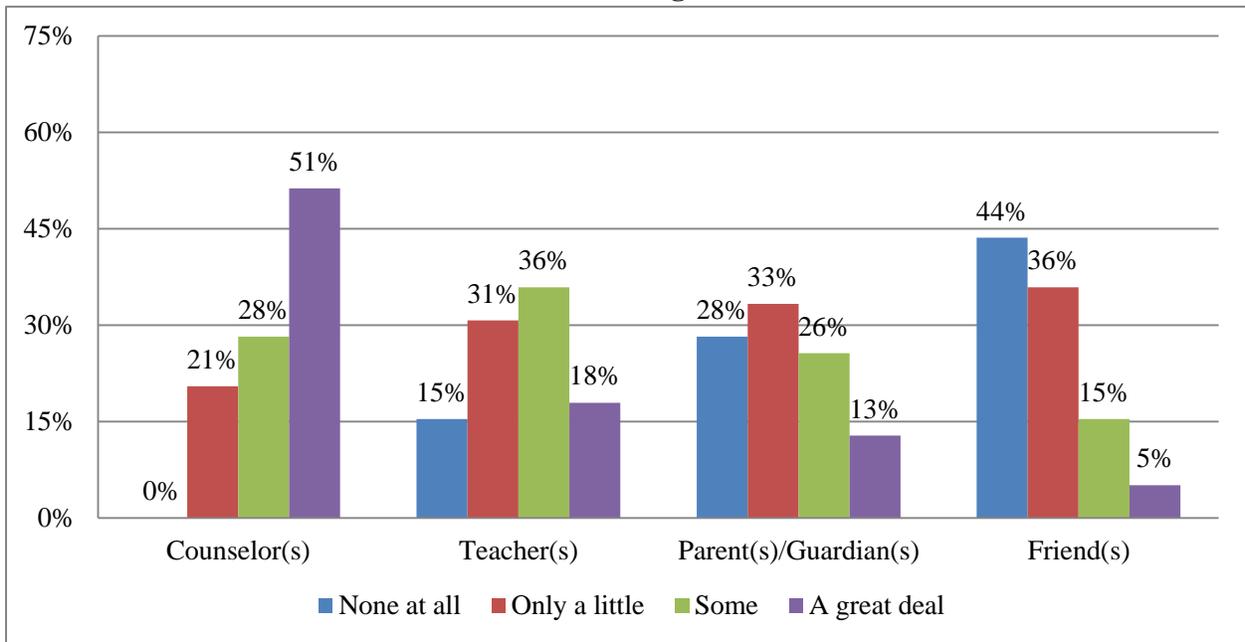
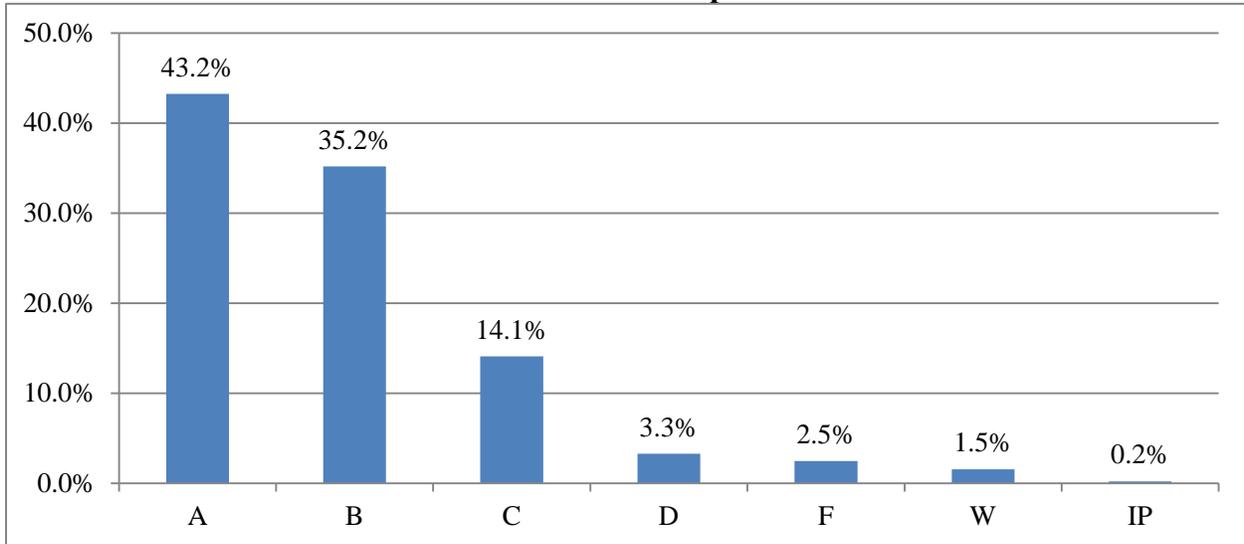


Figure 18 shows the frequency distribution of grades received by all ACE recipients in dual enrollment classes throughout high school, and Figure 19 shows grades by whether the

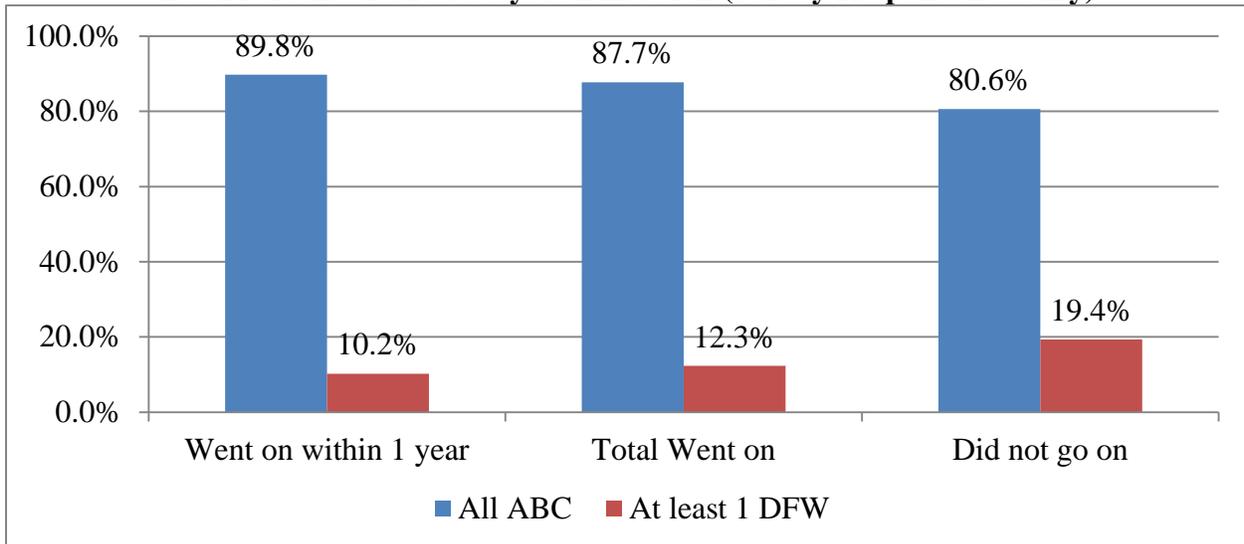
student continued on to postsecondary education within one year, the total who went on, and those who have not continued on to college.

Figure 18
Total Percent of All Grades in All ACE Recipients' Dual Enrollment Classes



Note. Grade data was available on the frame, so this figure includes data for all 1,998 ACE recipients who received an ACE scholarship during their senior year (during 2011–12 or 2012–13). Total number of scholarships = 5,507. Total As = 2,381. Total Bs = 1,937. Total Cs = 776. Total Ds = 180. Total Fs = 137. Total Ws = 85. Total IPs = 11.

Figure 19
Total Percent of Grades by Continuation (Survey Respondents Only)



Note. Went on within one year = 49 respondents. Went on total = 57 respondents. Did not go on = 31 respondents. Does not include the one respondent who did not graduate from high school.

Encouragingly, Figure 20 and 21 show that of those students who have not gone on to postsecondary education, 93.5% would like to complete a college degree someday and 51.6% are planning on attending college or another educational institution during the Summer 2014 or Fall 2014 term.

Figure 20
Future College Goals for Respondents who have Not Continued on to College

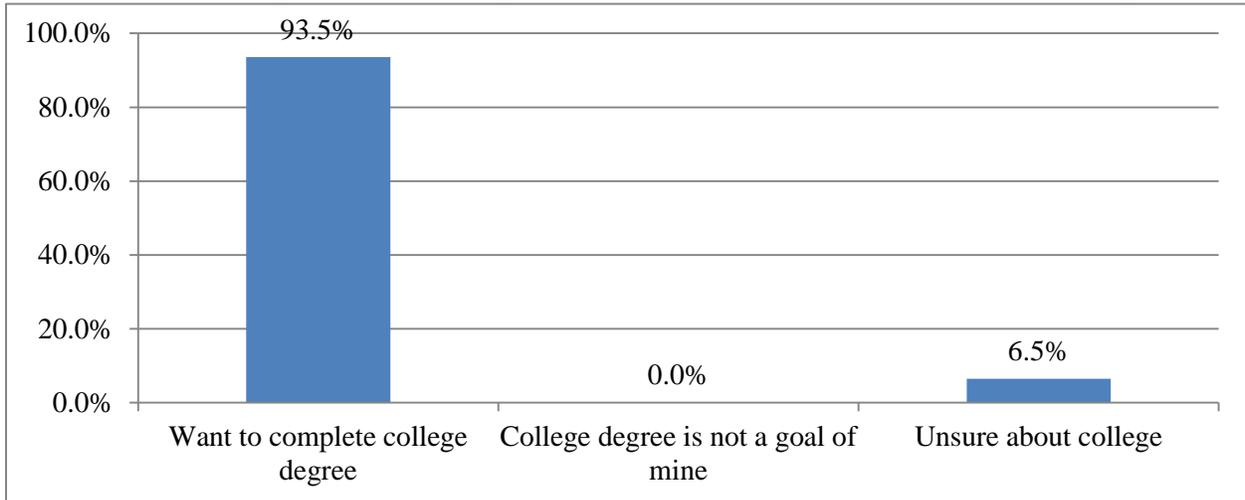
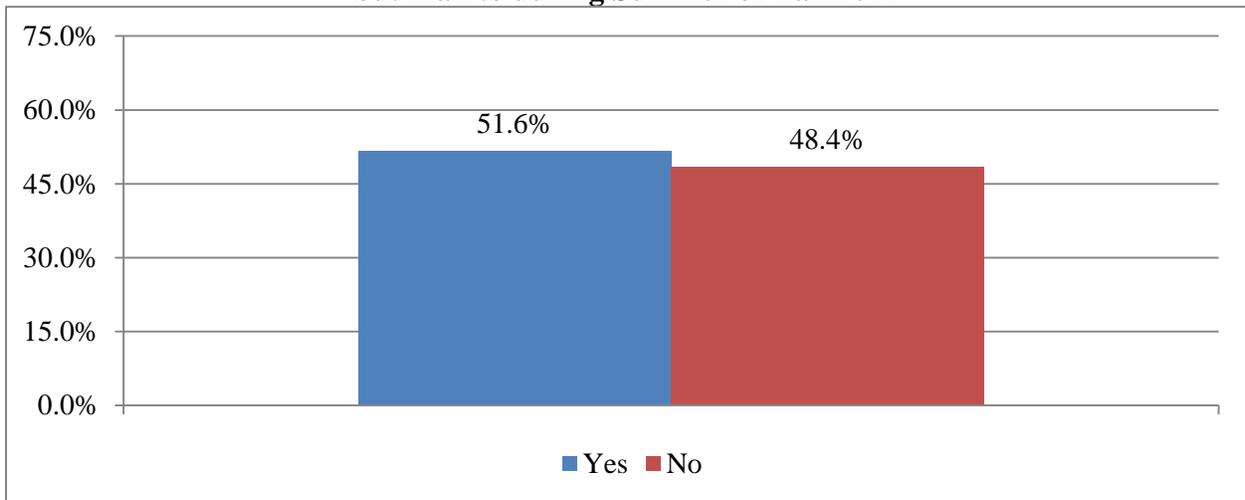


Figure 21
Percent of Respondents who Never Continued on to College but Plan to during Summer or Fall 2014



Discussion and Conclusion

There are many reasons why students may delay college enrollment right after high school. The top two main reasons found for senior ACE recipients dealt with finances and employment. When probed for other reasons, respondents again listed financial reasons as well as not knowing what to major in or study in college or not knowing which college to attend.

When asked what could have changed their mind, the top two responses were ‘nothing,’ and ‘financial assistance/stability.’ For a full list of responses, go to Appendix III.

Compared to previous research, it was found that this particular population had similar factors that affect whether or not a student goes on to postsecondary education. Senior ACE scholarship recipients who took advanced math classes while in high school, whose parents had higher levels of education, who felt more academically prepared, who received more encouragement to attend college from teachers and who received more information about college from counselors were more likely to continue on. However, this is for students who continued on within one to two years after high school graduation, not within one year.

According to the National Student Clearinghouse (NSC), 82.9% of the 2011–12 cohort (836 out of 1009 students) and 86.0% of the 2012–13 cohort (851 out of 989 students) continued onto college within one year of high school graduation, for a combined college-going rate of 84.4%.

However, according to survey responses, at least 49 additional students continued onto college within one year of graduating from high school (i.e., 55.7% of respondents actually continued on within one year of high school graduation). For the 2011–12 cohort, 67.2% of respondents stated they continued onto college within one year (39 out of 58 respondents), while 33.3% of the 2012–13 cohort stated they continued within one year of high school graduation (10 out of 30 respondents).

This is a very important finding as many students who are categorized as not continuing onto college within a year of high school graduation have actually continued onto college. The impact of this is that rather than a college-going rate of 84.4% for the combined cohorts (82.9% for 2011–12 and 86.0% for 2012–13), the survey results show that the actual college-going rate is at least 86.9% (86.7% for 2011–12 and 87.1% for 2012–13).

One question then is whether the college-going rates for ACE recipients really did increase from the 2011–12 academic year to the 2012–13 academic year (82.9% to 86.0% respectively) or if it was due to the change in the way applications are filled out. Starting with the 2012–13 academic year, applications are completed online, which could reduce errors from name misspellings and/or birth date errors. Therefore, it is possible that there has been real change over time, that continuation rates have actually been underestimated this whole time for ACE recipients, or both.

In addition, while it is unlikely that non-respondents continued onto college at the same rate as the respondents, if one were to extrapolate the survey responses to the non-respondents, the college-going rate for ACE recipients could be as high at 92.6% (94.4% for 2011–12 and 90.7% for 2012–13).

Furthermore, it is important that decision makers understand that when the National Student Clearinghouse says a student didn't continue on within a year, it does not equal a "fail" for the ACE program. It is entirely possible that the student actually did continue onto college, either immediately after high school or a year or two after graduation. Students also entire military service and make a conscious decision to take time off to travel or volunteer. Overwhelmingly, the survey responses show that students benefited from the ACE program whether or not they continued onto to college, as shown in the respondents' open-ended responses in Appendix III.

Future Research

Future research will look into why the college continuation numbers do not match. What is known now is that both students and schools can put directory blocks on their information at the National Student Clearinghouse, and not every school reports to NSC. We know that of those 49 respondents who reported continuing onto college within one year of high school graduation, 39 (79.6%) attended institutions that are NSC participants. However, we do not know what contributed to these inconsistencies.

To dig deeper into these inconsistencies, the institutions that these students have gone on to within one year will be contacted by CCPE staff to ascertain why the NSC did not match on them. In addition, CCPE will attempt to obtain the listing of high school graduates from the Nebraska Department of Education to ensure the ACE recipients graduated from high school on time and to reduce errors from name misspellings.

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Swanson, J. L. Joni Swanson about 6100 words 10 Edgewood Drive 6800 incl. bibliography Geneseo, IL 61254 309-441-6619 jswanson19@ yahoo. com.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Enrollment component; and Fall 2011, Institutional Characteristics component. See *Digest of Education Statistics 2013*, table 326.30.

Appendix I. Prenotification Letters and Email Invites

Figure A1.1.a
Prenotification letter for those with email addresses



P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508
Telephone: 402-471-2847 • Fax: 402-471-2886 • www.ccpe.state.ne.us
Cama Pfeil, Ph.D., Interim Executive Director

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

June 17, 2014

<<Fname>> <<Lname>>
<<Address1>>
<<Address2>>
<<City>>, <<State>> <<Zip>>

Dear <<Fname>>:

I am writing to ask for your help with an important survey being conducted by Nebraska's Coordinating Commission for Postsecondary Education (CCPE). The purpose of this survey is to help us better understand the outcomes and effects of the **Access College Early (ACE) Scholarship Program**. You are receiving this letter because our records indicate you received one or more ACE Scholarships to take dual enrollment classes during your senior year at <<name of high school>>.

In the next few days, you will receive an email with a link to participate in this brief online survey. This survey will be sent to the email address we have on file for you, <<email>>.

Your participation in this survey is very important.

We are only surveying a small number of prior ACE recipients. Therefore, if you are no longer using the email address above, or if you have any questions regarding this survey, please email me at Caitlin.Deal@nebraska.gov or call me directly at 402.471.8276. The survey invitation will be sent from my email address, so please keep an eye out for the questionnaire in your inbox.

The voices of our ACE recipients are vital to CCPE, and ultimately this research will only be successful when those voices are heard. Please help make this program better for those that follow you. The survey only takes a few minutes to complete, and your responses will be kept completely confidential.

Please, make your voice heard.

Many thanks,

Caitlin Deal
Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Figure A1.1.b
Prenotification letter for those without email addresses



P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508
Telephone: 402-471-2847 • Fax: 402-471-2886 • www.ccpe.state.ne.us
Carna Pfeil, Ph.D., Interim Executive Director

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

June 17, 2014

<<Fname>> <<Lname>>
<<Address1>>
<<Address2>>
<<City>>, <<State>> <<Zip>>

Dear <<Fname>>:

I am writing to ask for your help with an important survey being conducted by Nebraska's Coordinating Commission for Postsecondary Education (CCPE). The purpose of this survey is to help us better understand the outcomes and effects of the [Access College Early \(ACE\) Scholarship Program](#). You are receiving this letter because our records indicate you received one or more ACE Scholarships to take dual enrollment classes during your senior year at <<name of high school>>.

In the next few days, I would like to send you an email with a link to participate in this brief online survey. However, I do not currently have an email address on file for you. [Please let me know your most up-to-date email address by emailing me at \[Caitlin.Deal@nebraska.gov\]\(mailto:Caitlin.Deal@nebraska.gov\) or calling me directly at 402.471.8276.](#)

Your participation in this survey is very important.

We are only surveying a small number of prior ACE recipients. If you have any questions regarding this survey, don't hesitate to contact me. Once I receive your current email address, the survey invitation will be sent from my email address, so please keep an eye out for the questionnaire in your inbox.

The voices of our ACE recipients are vital to CCPE, and ultimately this research will only be successful when those voices are heard. Please help make this program better for those that follow you. The survey only takes a few minutes to complete, and your responses will be kept completely confidential.

Please, make your voice heard.

Many thanks,

Caitlin Deal
Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Figure A1.2
Initial Email Invitation (HTML code not included)

Subject: 2014 ACE Scholarship Recipient Survey

Dear [FirstName],

Recently, we sent you a letter asking you to respond to a very brief online survey about your experiences as an ACE scholarship recipient. You are receiving this email because you received one or more ACE Scholarships to take dual enrollment classes during your senior year at [High School]. The questionnaire is short and only takes about five minutes to complete.

Your responses to this survey are very important! We are only surveying a small number of prior ACE recipients, and by helping us better understand the effects and outcomes the ACE Scholarship Program had on individuals like yourself, we will be able to make the program better for those that follow you.

Please click on the link below to go to the survey (or copy and paste the survey link into your Internet browser).

Survey Link: [Survey Link]

Your participation in this survey is voluntary and your responses will be kept completely confidential. If you have any questions or comments, please feel free to contact me at Caitlin.Deal@nebraska.gov or call me directly at 402.471.8276.

Many thanks,

Caitlin Deal

Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

[Opt Out Link]

Figure A1.3.a
First Reminder Email for Nonrespondents

Subject: Please Help the ACE Scholarship Program by Sharing your Opinion

Dear [FirstName],

We recently sent you an email asking you to respond to a brief survey conducted by Nebraska's Coordinating Commission for Postsecondary Education (CCPE) about the outcomes and effects of the Access College Early (ACE) Scholarship Program. Your responses to this survey are important and will help us understand the ACE program better as well as help us improve the program for those students who participate next.

Please click on the link below to take the survey now.

Survey Link: [Survey Link]

Your responses are very important to us. Getting direct feedback from ACE recipients like you is crucial in understanding the outcomes and effects of the ACE scholarship program. Thank you for your help in making our research successful.

Sincerely,

Caitlin Deal

Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

[Opt Out Link]

Figure A1.3.b
First Reminder Email for Partial

Subject: Please Help the ACE Scholarship Program by Sharing your Opinion

Dear [FirstName],

I noticed you started your 2014 ACE Scholarship Recipient Survey and wanted to thank you for your time. You only have a few more questions to complete!

Your responses are very important because only a few prior ACE recipients are surveyed. Getting direct feedback from ACE recipients like you is crucial in understanding the outcomes and effects of the ACE scholarship program and making the program better for those students who participate next.

Please click on the link below to finish your survey now.

Survey Link: [Survey Link]

Thank you for your help in making our research successful!

Sincerely,

Caitlin Deal

Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list

[Opt Out Link]

Figure A1.4.a
Second Reminder Email for Nonrespondents

Subject: ACE Scholarship You Received at [High School]

Dear [FirstName] [LastName],

I recently sent you an email reminding you to respond to your short 2014 ACE Scholarship Recipient Survey. It will only take around 5 minutes to complete.

I am writing again because of how important your responses are to us. Since only a few prior ACE recipients are surveyed, hearing from ACE recipients like you is essential in understanding the ACE scholarship program better and improving the program for those students who participate after you.

The survey will not be open for much longer. Please click on the link below to take the survey now.

Survey Link: [Survey Link]

Thank you in advance for completing the survey. Your responses are important! Getting direct feedback about your experience with the ACE Scholarship program is invaluable to us and your time is appreciated.

Sincerely,

Caitlin Deal

Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list

[Opt Out Link]

Figure A1.4.b
Second Reminder Email for Partial

Subject: ACE Scholarship You Received at [High School]

Dear [FirstName] [LastName],

I noticed you still have a few more questions to complete on your 2014 ACE Scholarship Recipient Survey.

I am writing again because of how important your responses are to us. Since only a few prior ACE recipients are surveyed, hearing from ACE recipients like you is essential in understanding the ACE scholarship program better and improving the program for those students who participate after you.

The survey will not be open for much longer. Please click on the link below to finish yours now.

Survey Link: [Survey Link]

Thank you in advance for completing the survey. Your responses are important! Getting direct feedback about your experience with the ACE Scholarship program is invaluable to us and your time is appreciated.

Sincerely,

Caitlin Deal

Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list

[Opt Out Link]

Figure A1.5.a
Third Reminder Email for Nonrespondents

Subject: [FirstName], Please Complete Your ACE Scholarship Recipient Survey

Dear [FirstName],

We recently sent you an email reminding you to respond to a brief survey conducted by Nebraska's Coordinating Commission for Postsecondary Education (CCPE) about the Access College Early (ACE) Scholarship Program. Your responses are very important to us and are crucial in understanding the outcomes and effects of the ACE scholarship program better as well as helping us improve the program for those students who participate next.

The survey will soon close so make your voice heard. Please click on the link below to take the survey now.

Survey Link: [Survey Link]

Thank you for your help in making our research successful.

Sincerely,

Caitlin Deal

Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list

[Opt Out Link]

Figure A1.5.b
Third Reminder Email for Partial

Subject: [FirstName], Please Finish Your ACE Scholarship Recipient Survey

Dear [FirstName],

I noticed you started your 2014 ACE Scholarship Recipient survey. I wanted to thank you for your time and let you know you only have a few more questions until you're done!

Your responses are very important because only a few prior ACE recipients are surveyed. Your responses are crucial in understanding the outcomes and effects of the ACE scholarship program and making the program better for those students who participate next.

The survey will soon close so make your voice heard. Please click on the link below to finish yours now.

Survey Link: [Survey Link]

Thank you for your help in making our research successful!

Sincerely,

Caitlin Deal

Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list

[Opt Out Link]

Figure A1.6.a
Fourth Reminder Email for Nonrespondents

Subject: Last Chance to Have Your Voice Heard

Dear [FirstName],

During your senior year of high school, you received a scholarship from us, the Coordinating Commission for Postsecondary Education, to take one or more dual enrollment courses through the ACE Scholarship Program.

- We are conducting a brief survey about your experiences with the program
- We are only contacting a select group of ACE recipients so your opinions are very important!
- Your responses will help us improve the program for those who participate next

The survey will close next week. Please click on the link below to take your survey now.

Survey Link: [Survey Link]

Thank you for your time.

Sincerely,

Caitlin Deal

Research Analyst
Coordinating Commission for Postsecondary Education
Phone: (402) 471-8276
Caitlin.Deal@Nebraska.gov
www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list

[Opt Out Link]

Figure A1.6.b
Fourth Reminder Email for Partial

Subject: Last Chance to Have Your Voice Heard, You're Almost Done

Dear [FirstName],

During your senior year of high school, you received a scholarship from us, the Coordinating Commission for Postsecondary Education, to take one or more dual enrollment courses through the ACE Scholarship Program.

- You have already started your 2014 ACE Scholarship Recipient Survey, just a few questions left!
- We are only contacting a select group of ACE recipients so your opinions are very important!
- Your responses will help us improve the program for those who participate next

The survey will close next week. Please click on the link below to finish your survey now.

Survey Link: [Survey Link]

Thank you for your time.

Sincerely,

Caitlin Deal

Research Analyst

Coordinating Commission for Postsecondary Education

Phone: (402) 471-8276

Caitlin.Deal@Nebraska.gov

www.ccpe.state.ne.us

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list

[Opt Out Link]

Appendix II. Questionnaire

Figure A2.1 Welcome Screen of Questionnaire

2014 ACE Scholarship Recipient Survey

An effort to understand the outcomes and effects of the ACE Scholarship Program

Hello,

Welcome to the 2014 Access College Early (ACE) Scholarship Recipient Survey! You were selected to participate in this study because you received one or more ACE scholarships to take dual enrollment courses during your senior year of high school. The purpose of this survey is to help us better understand the outcomes and effects of the ACE Scholarship Program.

To begin, please click on the "Next" button below.

Your participation in this survey is voluntary and your responses will be kept completely confidential. If you have any questions or comments, please feel free to contact me at Caitlin.Deal@nebraska.gov or call me directly at 402.471.8276.

We appreciate your time and consideration in completing this survey. It is only through the help of past ACE recipients like you that we can be successful in our research.

Figure A2.2 Questionnaire

1. When did you graduate from High School?
 - 2011-12 academic year **[GO TO #2]**
 - 2012-13 academic year **[SKIP TO #4]**

2. **(Asked only of 2011-12 graduates)** Did you participate in any college courses or other education beyond high school at any time between Summer 2012 and Spring 2013?
This does not include college courses taken in high school for dual credit.
 - Yes **[GO TO #3]**
 - No **[SKIP TO #4]**

3. **(Asked only of 2011-12 graduates)** What is the name of the institution you attended between Summer 2012 and Spring 2013?
If you attended more than one institution, please list all institutions attended.

4. **(Asked of all respondents)** Did you participate in any college courses or other education beyond high school at any time between Summer 2013 and Spring 2014?

This does not include college courses taken in high school for dual credit.

- Yes **[GO TO #5]**
- No **[SKIP TO #6]**

5. What is the name of the institution you attended between Summer 2013 and Spring 2014?

If you attended more than one institution, please list all institutions attended.

6. Are you planning to attend college or any other educational institution during the Summer 2014 or Fall 2014 term?

- Yes **[GO TO #7]**
- No **[SKIP TO #8]**

7. Which institution do you plan to attend for the Summer 2014 or Fall 2014 term?

IF RESPONDENT DID GO ON TO COLLEGE WITHIN 1 YEAR OF HIGH SCHOOL GRADUATION, THEY WENT ON TO #8.

IF RESPONDENT DID NOT GO ON TO COLLEGE WITHIN 1 YEAR OF HIGH SCHOOL GRADUATION, THEY SKIPPED TO # 20.

8. When you graduated from high school, how prepared or unprepared did you feel to take college-level courses?

- Very prepared
- Prepared
- Unprepared
- Very unprepared

9. (a-g) Did you do any of the following while in high school?

		Yes	No
A	Received advice/information about college from a counselor	<input type="radio"/>	<input type="radio"/>
B	Received advice/information about college from a teacher	<input type="radio"/>	<input type="radio"/>
C	Took the ACT or SAT	<input type="radio"/>	<input type="radio"/>
D	Visited a college	<input type="radio"/>	<input type="radio"/>
E	Applied to a college	<input type="radio"/>	<input type="radio"/>
F	Accepted by a college	<input type="radio"/>	<input type="radio"/>
G	Applied for financial aid	<input type="radio"/>	<input type="radio"/>

10. Thinking back to when you were taking dual enrollment classes in high school, at that time were you planning to attend college after high school graduation?

- Yes
- No
- Undecided at the time

11. How much do you agree or disagree that your participation in dual enrollment classes in high school was beneficial for you?

Strongly disagree	Disagree	Agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please explain.

Just a few more questions!

13. Which best describes your current living situation?

Check all that apply.

- Living alone
- Living with spouse/partner
- Living with your own children at home (biological, adopted, and/or step)
- Living with parent/guardian
- Living with other family members – relatives, brothers or sisters
- Living with others (non-family members)

14. Which best describes you?

- Married
- Divorced
- Widowed
- Separated
- Never married
- Member of an unmarried couple

15. Which of the following best describes your current employment status?

**Bureau of Labor Statistics definitions for part time and full time used*

- Employed, part time (1-34 hours per week)
- Employed, full time (35 or more hours per week)
- Not employed, looking for work
- Not employed, NOT looking for work
- Not able to work, ex: health reasons, disability

16. How many children, if any, do you have?

- 0
- 1
- 2
- 3 or more

17. What is the highest level of education obtained by either of your parent(s)/guardian(s)?

- Less than 9th grade
- 9th to 12th grade, no diploma
- High school graduate / GED
- Some college, no degree
- Associate's degree
- Bachelor's degree
- Graduate or professional degree
- Unknown

18. Do you have any older brothers or sisters?

- Yes **[GO TO #19]**
- No **[DONE WITH SURVEY]**

19. Did any of your older brother(s) and/or sister(s) go to college or any other educational institution beyond high school?

- Yes
- No

[DONE WITH SURVEY]

20. There are many reasons why students delay college enrollment after high school. What is the main reason you did not attend college within a year of high school graduation?

21. Were there any other reasons you did not attend college within a year of high school graduation?

22. What could have changed your mind about not attending college within a year of high school graduation?

23. When you graduated from high school, how prepared or unprepared did you feel to take college-level courses?

- Very prepared
- Prepared
- Unprepared
- Very unprepared

24. (a-g) Did you do any of the following while you were in high school?

		Yes	No
A	Received advice/information about college from a counselor	<input type="radio"/>	<input type="radio"/>
B	Received advice/information about college from a teacher	<input type="radio"/>	<input type="radio"/>
C	Took the ACT or SAT	<input type="radio"/>	<input type="radio"/>
D	Visited a college	<input type="radio"/>	<input type="radio"/>
E	Applied to a college	<input type="radio"/>	<input type="radio"/>
F	Accepted by a college	<input type="radio"/>	<input type="radio"/>
G	Applied for financial aid	<input type="radio"/>	<input type="radio"/>

25. Which of the following best describes your future plans regarding college?

- I want to complete a college degree some day
- A college degree is not a goal of mine
- I am not sure about college

26. (a-f, responses are randomized) From not at all to a great deal, to what extent did the following financial factors affect your decision to not attend college within a year of high school graduation?

	Not at all	Only a little	Some	A great deal
Cost of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of grants and scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parent(s)/guardian(s) were unable to help pay for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of student loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not want to take out student loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I needed to work full time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. (a-g, responses are randomized) From not at all to a great deal, to what extent did the following social factors affect your decision to not attend college within a year of high school graduation?

	Not at all	Only a little	Some	A great deal
Availability of transportation to/from college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance college was from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of affordable, quality childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did not like school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to take time off before college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. (a-c, responses are randomized) From not at all to a great deal, to what extent did the following information/application factors affect your decision to not attend college within a year of high school graduation?

	Not at all	Only a little	Some	A great deal
Uninformed about the college application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uninformed about financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did not complete college applications on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. (a-e, responses are randomized) From not at all to a great deal, to what extent did the following educational factors affect your decision to not attend college within a year of high school graduation?

	Not at all	Only a little	Some	A great deal
Poor grades in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low college admissions test scores (ACT, SAT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did not feel prepared for college-level coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did not know what to major/study in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did not complete the necessary courses for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. (a-d, responses are randomized) From not at all to a great deal, to what extent did the following employment factors affect your decision to not attend college within a year of high school graduation?

	Not at all	Only a little	Some	A great deal
Already had a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decided to enter the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in working than school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College was not needed for job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Did you attend more than one high school (grades 9-12)?

- Yes [GO TO #32]
- No [SKIP TO #33]

32. During which year(s), or summer between years, did you switch high schools?

Check all that apply.

- Freshman year (9th grade) or summer between 8th and 9th grade
- Sophomore year (10th grade) or summer between 9th and 10th grade
- Junior year (11th grade) or summer between 10th and 11th grade
- Senior year (12th grade) or summer between 11th and 12th grade

33. (a-e) Prior to high school graduation, did you take any of the following math courses?

		Yes	No
A	Algebra I	<input type="radio"/>	<input type="radio"/>
B	Algebra II	<input type="radio"/>	<input type="radio"/>
C	Trigonometry	<input type="radio"/>	<input type="radio"/>
D	Pre-Calculus	<input type="radio"/>	<input type="radio"/>
E	Calculus	<input type="radio"/>	<input type="radio"/>

34. (a-d) From not at all to a great deal, while in high school, how often did you discuss your post-high school graduation plans with the following?

		Not at all	Only a little	Some	A great deal
A	Counselor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B	Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C	Parent(s)/Guardian(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D	Friend(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. (a-d) From none at all to a great deal, while in high school, how much encouragement to attend college did you receive from the following?

		None at all	Only a little	Some	A great deal
A	Counselor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B	Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C	Parent(s)/Guardian(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D	Friend(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. (a-d) From none at all to a great deal, while in high school, how much information about college did you receive from the following?

		None at all	Only a little	Some	A great deal
A	Counselor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B	Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C	Parent(s)/Guardian(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D	Friend(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Thinking back to when you were taking dual enrollment classes in high school, at that time were you planning to attend college after high school graduation?

- Yes
- No
- Undecided at the time

38. How much do you agree or disagree that your participation in dual enrollment classes in high school was beneficial for you?

Strongly disagree	Disagree	Agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Please explain.

Just a few more questions!

40. Which best describes your current living situation?

Check all that apply.

- Living alone
- Living with spouse/partner
- Living with your own children at home (biological, adopted, and/or step)
- Living with parent/guardian
- Living with other family members – relatives, brothers or sisters
- Living with others (non-family members)

41. Which best describes you?

- Married
- Divorced
- Widowed
- Separated
- Never married
- Member of an unmarried couple

42. Which of the following best describes your current employment status?

- Employed, part time (1-34 hours per week)
- Employed, full time (35 or more hours per week)
- Not employed, looking for work
- Not employed, NOT looking for work
- Not able to work, ex: health reasons, disability

43. How many children, if any, do you have?

- 0
- 1
- 2
- 3 or more

44. What is the highest level of education obtained by either of your parent(s)/guardian(s)?

- Less than 9th grade
- 9th to 12th grade, no diploma
- High school graduate / GED
- Some college, no degree
- Associate's degree
- Bachelor's degree
- Graduate or professional degree
- Unknown

45. Do you have any older brothers or sisters?

- Yes **[GO TO #56]**
- No **[DONE WITH SURVEY]**

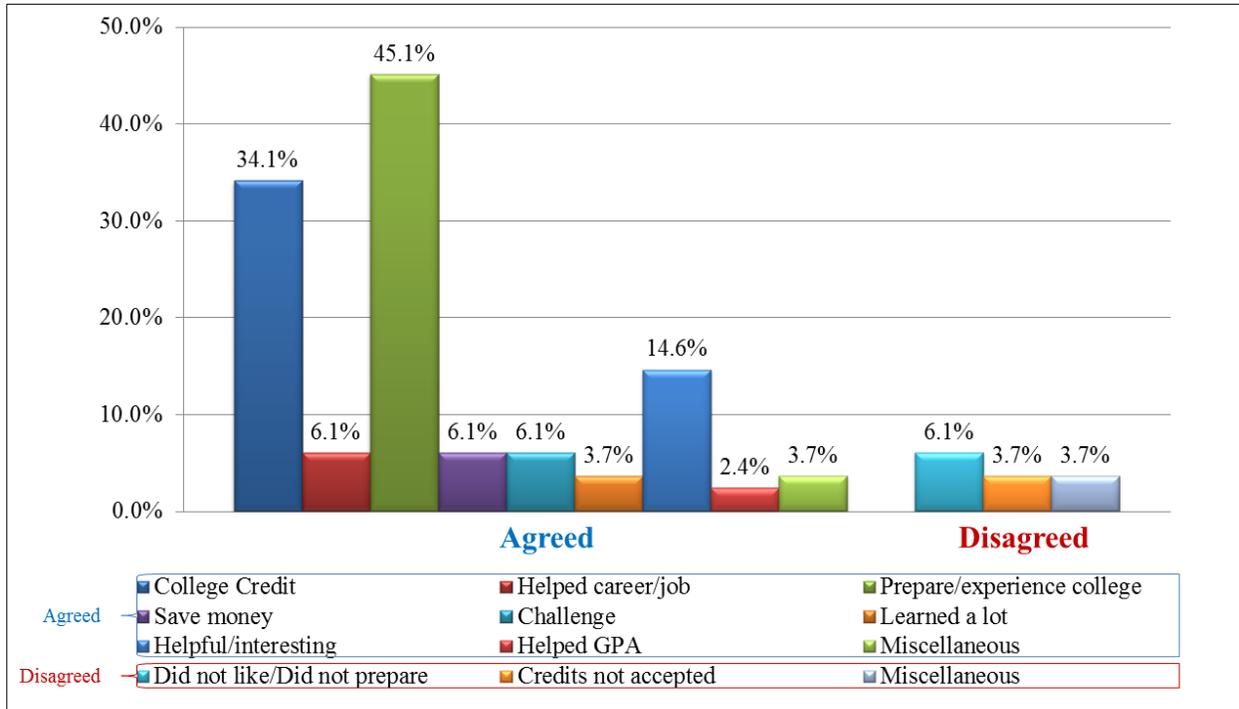
46. Did any of your older brother(s) and/or sister(s) go to college or any other educational institution beyond high school?

- Yes **[DONE WITH SURVEY]**
- No **[DONE WITH SURVEY]**

Appendix III. Open-Ended Responses

Figure A3.1

2014 ACE Scholarship Recipient Survey: Dual Enrollment Participation Beneficial (agree/disagree)?



Note. Multiple responses allowed, total will not equal 100%.

Table A3.1.a

2014 ACE Scholarship Recipient Survey: Dual Enrollment Participation Beneficial (agree/disagree)?

Q12, 39. Please explain?	N	%
+ Allowed me to earn college credit / get started on college / save time	28	34.1%
+ Helped me make career choices / helped me get a job / helps in my job	5	6.1%
+ Helped prepare me for college / experience college	37	45.1%
+ Helped with the cost of college / allowed me to save money	5	6.1%
+ I appreciated the challenge	5	6.1%
+ I learned a lot	3	3.7%
+ It was helpful / interesting / important / fun (non-specific)	12	14.6%
+ Went into college with a good GPA / helped my GPA	2	2.4%
+ Miscellaneous positive response	3	3.7%
- Did not like the class / course disorganized / not individualized / did not prepare me for college / etc	5	6.1%
- Some credits were not accepted in college or were only accepted as electives	3	3.7%
- Miscellaneous negative response	3	3.7%

Note. Multiple responses allowed, total will not equal 100%.

Table A3.1.b

Open-ended Responses:

"How much do you agree or disagree that your participation in dual enrollment classes in high school was beneficial to you? Please Explain."

Response	Please explain:
Never Continued onto College:	
Strongly Agree:	<p>It is mainly because I come from a lower class family, and taking classes like Psychology 101, I wouldn't have to take it during college if I decided to go on for nursing. It would save me money.</p> <p>I took one class my senior year and that class showed me a little of what it would be like in college.</p> <p>It was a great chance to push myself and an awesome challenge.</p> <p>It just prepares you a lot, it's nicer to take them in high school and get them out of the way, it definitely gets you ready for what you need to do when you get to college.</p> <p>The classes I took, one was biology, it's something I was definitely interested in. And the job I have right now, it's come in handy and gave me a better understanding so that when I do go into college, I have a basic understanding of biology.</p> <p>It really makes you feel like you're actually doing something more than just high school. It gives you a leg up.</p> <p>Gave me college level classes experience and showed me I was capable of doing the work.</p> <p>They challenged me more than they regular classes did. I actually learned and was challenged.</p> <p>I agreed.</p> <p>The classes gave me a taste of what college work is going to be like, and they gave a little bit of a head start on credits.</p> <p>I feel like I learned more and at a college level pace.</p> <p>Because it made me more excited for college and knowing the fact that I'm receiving credits and working/jumping ahead, it made me feel like I'm ready to go and anticipated going to college even more because I knew I was receiving credits and the material seemed really fun and I was ready to go to college.</p> <p>Having the opportunity to have some college credits completed before I entered the military helped me to advance in the military ranks.</p> <p>It will help so I don't have so much in college to take.</p> <p>It allowed me to get my early entry classes for my major out of the way.</p>
Agree:	<p>They offered more online classes for teenagers wanting to go into the medical field, like I was wanting to.</p> <p>I don't know, the counselors helped you do it.</p> <p>I agree to an extent that it would help except the cost of collage with little money people have... but there are many courses to take and the cost of college still adds up.</p> <p>Just because.</p> <p>It prepared me for the work that college would require</p> <p>It got me the job I'm at now.</p> <p>Because I thought it was interesting I didn't take one class very seriously though because I thought it was stupid.</p>

(Continued on next page.)

Table A3.1.b (Continued)

Open-ended Responses:

"How much do you agree or disagree that your participation in dual enrollment classes in high school was beneficial to you? Please Explain."

Response	Please explain:
Disagree:	<p>This prepares you to college and expect more to accomplish more as well. Mostly cause it's one less class you have to stress about when you get to college. Helped me prepare for college. It helped me focus on what I needed to take the next step. (no response) Then I wouldn't have to take it in college.</p>
Have Continued onto College:	<p>I didn't really do anything extra for me. I just didn't enjoy it, wasn't individualized enough for me or had problems with the technology in Calculus. I honestly disagree. I feel like the course was not very organized.</p>
Strongly Agree:	<p>Since I took dual enrollment classes in high school I was able to get ahead on my generals and take more classes on what I was majoring in. I graduated with 28 college credits, which means in my current program of study, accounting, I do not have to waste an entire year on gen eds. It also helps me graduate from college at about the same rate as my other classmates, even with the gap from me being in [another country] for a while. Just finished first year. Knowing I already had that course done, it helped a lot. It was a smart move being in the program. Dual enrollment classes in high school were beneficial because they prepared me for the classes that I am currently attending. Those classes were taught by credited teachers who helped enrich my high school education, and helped me improve my skills needed for college. It helped me prepare for the classes I was going to take in college and the attitude of the professors I would face. I believe that taking dual enrollment classes helped prepare me better for college seeing as how the classes were more advanced and provided me with a better perspective of what to expect in college. I feel it was very beneficial in helping me prepare and get used to being in courses at that level. It's a very different setting and pace than a high school class. A lot of the courses weren't that high above what I was getting in high school, it seemed a lot cheaper to take them during high school with as much as college was, I was in a rush to get through college, already having some of the credits knocked out before attending college was nice. It gave you a taste of doing it on your own. Participating in dual credit courses allowed for me to get ahead in my general credit hours for college and prepared me for full time college semesters. Helped eliminated some unwanted classes in the University I am now and gave me time to work on more important things.</p>

(Continued on next page.)

Table A3.1.b (Continued)

Open-ended Responses:

"How much do you agree or disagree that your participation in dual enrollment classes in high school was beneficial to you? Please Explain."

Response	Please explain:
	Prepared me for what to expect from college classes.
	The teachers were different than in non-dual enrollment classes.
	It helped me get my college GPA started and gave me a head start above everyone else.
	It gave insight as to what to expect from a college level course. It was a great way to prepare.
	It gave me an early start into my college education. It gave me the feel of college like as a casual student.
	Due to me applying myself in dual credit classes, I came into college with a gap of 3.8 and I took enough credits to allow me to graduate a year early.
	I got my first year of college done while going to high school. That is irreplaceable.
	Was free to take other classes besides the basics my first college semester.
	My dual enrollment classes were more challenging for me compared to high school credit only classes. This rigor in high school made my transition to a full time college curriculum much more smooth. I also benefited in college by coming in as a Sophomore, as a result of the credits I had already gained. Many of my peers at Creighton also came in with college credits gained during high school. My dual enrollment classes put me on a more level playing field with other students regarding previous academic experiences before coming to Creighton.
	Just because it helped out with school and gives you a preview of what college will be like.
	I would say that because I go to one of the hardest institutions in the US and I really haven't struggled too much there and I think college level classes, the hard work that you have to put in just helps prepare students for what they're going to have to deal with. Just having to work a little harder in high school when you could be taking easier classes or getting out of school early.
	I think it helps you get ahead when you're in college if you take a couple classes in high school so you can get rid of some of them and not have to worry about them later.
	I saved time and money.
	It let me have a head start on college. It made my freshman year a lot easier because I had already taken classes.
	Because it made me more able to focus and know what was expected in college classes and how much work it was going to take.
	Just because it helped me get some of my generals out of the way and I could just move into my major classes.
	Because I had the opportunity to take college classes in high school through ACE, I was able to accumulate 24 credits and will now graduate one year early from college. I will spend my last semester studying peace and conflict resolution in [three other countries] and hope to obtain my graduate degree in international relations and/or obtain relevant work experience in that field within the next five years. Earning those credits in high school has saved me time and money, and both of those elements are extremely important in my future.
	They helped prepare me for what to expect in college after high school. They helped make me a better student and a wiser person.
	I took the same classes in college and the way they did paperwork and course work and put it up to caliber more equally matched to what doing in college.
	Allowed me to work on college level work and gave me more responsibility.

(Continued on next page.)

Table A3.1.b (Continued)

Open-ended Responses:

"How much do you agree or disagree that your participation in dual enrollment classes in high school was beneficial to you? Please Explain."

Response	Please explain:
Agree:	<p data-bbox="369 329 1188 354">Helped me to understand what is expected in college and started with credits.</p> <p data-bbox="369 363 646 388">Helped me prepare better.</p> <p data-bbox="369 402 1871 488">I took them because teachers said it would help. I got to college and they did help. Helped me organize stuff. I felt more prepared in college classes. For example calculus was faster in college but since I'd had the material before I feel my good grade was because of taking the class before through dual enrollment.</p> <p data-bbox="369 498 1388 522">It was helpful to get me started on a path to college after I got done with basic training and AIT.</p> <p data-bbox="369 532 1871 589">It just made me more aware of what I need to do in college and take notes and a better way to learn. It made me more prepared in general for college courses.</p> <p data-bbox="369 638 1871 695">College didn't accept half of credits because were too far past when I took them made me take math all over again, made me take English all over again.</p> <p data-bbox="369 704 506 729">(No answer.)</p> <p data-bbox="369 738 1871 794">It was helpful but I think taking AP courses would have be much better. My high school did not even offer AP courses and I feel like I missed out.</p> <p data-bbox="369 803 827 828">I really don't know. I honestly don't know.</p> <p data-bbox="369 837 1902 925">I agree that participating in dual enrollment classes in high school were beneficial because I could see myself attending college and having a feel of how it would be. Also, being prepared for a test like it was a final was a good way that I learned while taking a dual enrollment class. Made my freshman year of college a little bit easier.</p> <p data-bbox="369 935 680 959">I just think they're important.</p> <p data-bbox="369 969 762 993">It helped me with credits for college.</p> <p data-bbox="369 1003 1629 1027">It would have been especially but most of them only count as electives so they are just wasted time, money, and effort.</p> <p data-bbox="369 1037 1108 1062">It helped me make further future career choices on what I liked to do.</p> <p data-bbox="369 1081 1892 1229">Dual enrollment classes in high school allowed me to further develop something I'm passionate about: languages. I was able to take French 101 and 102 at the University of Nebraska-Lincoln while continuing in my fourth year of Spanish during my senior year [in high school]. I appreciated being able to study both languages at the same time and the challenge that the college course offered me in French. I appreciated being able to experience a college campus and classroom every day; it helped to keep my eye on my goal of college and helped to give me a sense of what I wanted out of a college when I started the college search process.</p> <p data-bbox="369 1239 768 1263">It was a good preparatory for college.</p> <p data-bbox="369 1273 1083 1297">It helped me understand the severity of the college level work load.</p> <p data-bbox="369 1307 1843 1364">I changed career fields. I was going into psychology but decided to go into Culinary Arts. They are two very different breeds of school and require different ways of thinking and prepping yourself for school.</p>

(Continued on next page.)

Table A3.1.b (Continued)

Open-ended Responses:

"How much do you agree or disagree that your participation in dual enrollment classes in high school was beneficial to you? Please Explain."

Response	Please explain:
Disagree:	<p>Because then you are somewhat prepared for what classes will be like in college Cause it like helped out but I just didn't stick with it though. It prepared me better for when I went onto college.</p> <p>I felt that the instructor I had for my dual credit English class in high school did not provide me with the tools I would need in college. I took another comp one class during the summer of 2013.</p> <p>The university I attend only accepts the credit if you get a perfect score. College and high school are different, you learn different material. So it is actually beneficial to take the courses in college anyway. But dual enrollment is great if you plan on attending the school you are dual enrolling with.</p> <p>I didn't do well in high school.</p>

Note. Some open-ended comments were changed slightly to mask the identity of the respondents.

Figure A3.2.a
2014 ACE Scholarship Recipient Survey: Main Reasons Delay Enrollment

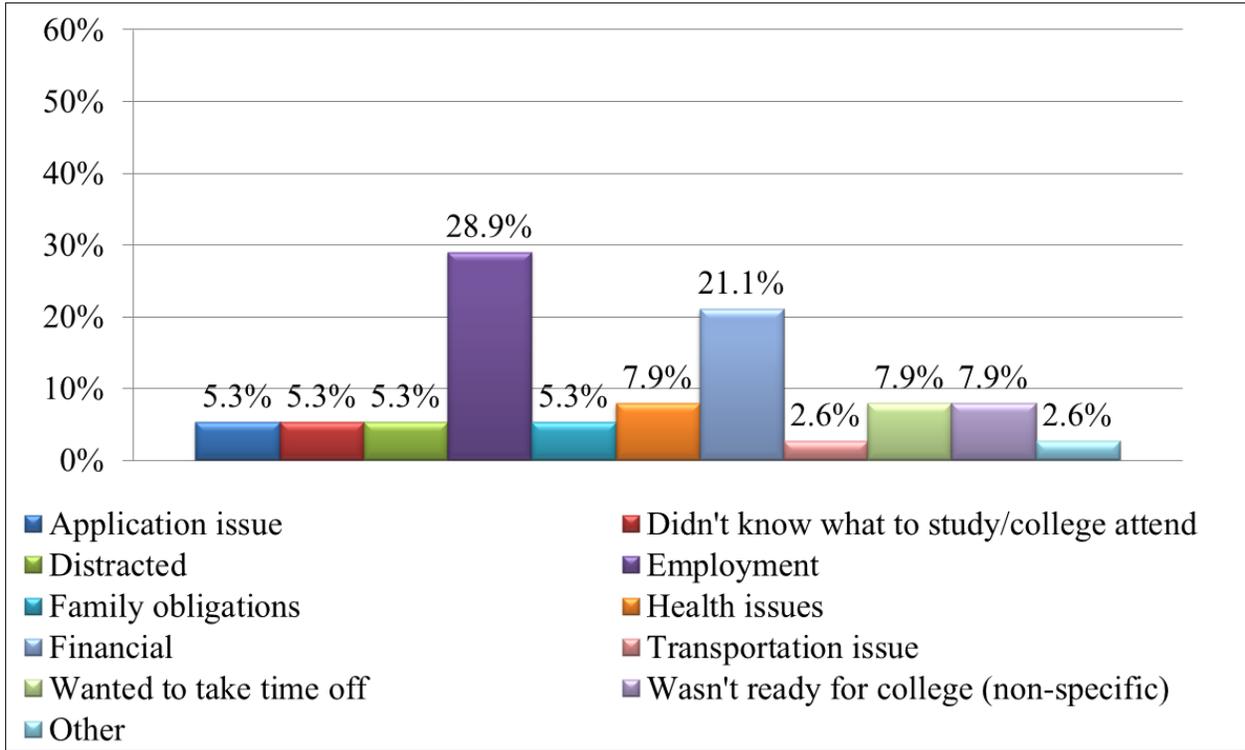
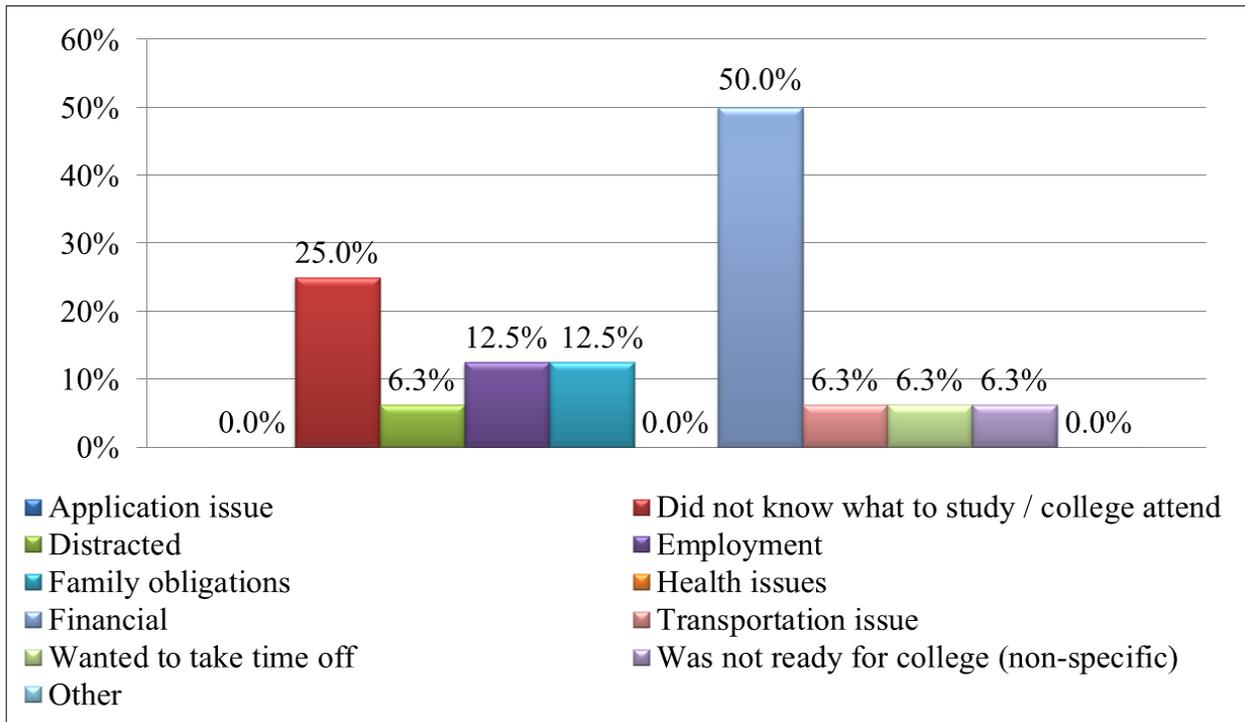


Figure A3.2.b
2014 ACE Scholarship Recipient Survey: Other Reasons Delay Enrollment



Note. Multiple responses allowed, total will not equal 100%.

Table A3.2.a*2014 ACE Scholarship Recipient Survey: Main Reasons Delay Enrollment*

Q20. There are many reasons why students delay college enrollment...main reason?	N	%
College application issue / preferred college deferred my enrollment	2	5.3
Did not know what to major in / undecided on what I wanted to do / did not know what college I wanted to attend	2	5.3
Distracted / lost focus / got into the wrong crowd	2	5.3
Employment / military / AmeriCorps	11	28.9
Family obligations (includes having a child)	2	5.3
Health issues / unexpected emergency	3	7.9
Money / financial / could not get scholarships/grants	8	21.1
Transportation issue	1	2.6
Wanted to take time off	3	7.9
Was not ready/prepared for college (non-specific)	3	7.9
Other	1	2.6

Table A3.2.b*2014 ACE Scholarship Recipient Survey: Other Reasons Delay Enrollment*

Q21. There are many reasons why students delay college enrollment...other reasons?	N	%
Did not know what to major in / undecided on what I wanted to do / did not know what college I wanted to attend	4	25.0%
Distracted / lost focus / got into the wrong crowd	1	6.3%
Employment / military / AmeriCorps	2	12.5%
Family obligations (includes having a child)	2	12.5%
Money / financial / could not get scholarships/grants	8	50.0%
Transportation issue	1	6.3%
Wanted to take time off	1	6.3%
Was not ready/prepared for college (non-specific)	1	6.3%

Note. Multiple responses allowed, total will not equal 100%.

Table A3.2.c

Open-ended Responses: "There are many reasons why students delay college enrollment after high school.

What is the main reason you did not attend college within a year of high school graduation? Were there any other reasons?"

Main Reason	Any Other Reasons
Basic training, military.	This was for why I dropped out after starting at the community college after basic: didn't complete internship, needed to get life back on track, almost got girl pregnant, scared crap out of me, need to get money saved up just in case, better vehicle.
Because I had a kid my senior year.	No.
Definitely money.	No not really.
Enlisted in the military.	.
Felt like I needed a break.	No, that was it.
I am saving money to move to another state and start college there.	No.
I could have went for mechanic, but I had to work. My Mom told me I had to pay for my own car at 16. I was working 40 hours a week. Main reason = finance.	I wasn't sure what I wanted at the time - nursing, mechanics, aviation, and truck driving.
I did attend college. College is very important.	I did attend the following year
I don't know what I want to do yet.	No.
	I didn't think that I would be able to afford it financially. I never learned how to drive in high school therefore, I didn't have a car of my own. So transportation was also a factor that affected my decision about going to college. I also became pregnant the summer right after graduation, that made it seem less possible for me to get into college.
I felt that I wasn't smart enough.	I also was not sure of what I wanted to do. I knew I wanted to attend and get my generals out of the way.
I had an unexpected emergency and was not able to attend school.	My younger sister had a baby.
I had become terminally ill.	No.
I had planned on the military but decided not to at the last minute.	
I joined the United States Air Force and wanted to seize other once in a lifetime opportunities.	College didn't appeal to me as much as the military did.
I moved [out of the country] and then moved back to Nebraska.	No.
I started working at a pretty decent job. It would be nice but currently working so no reason but would like to in the future.	No.
I volunteer AmeriCorps specific program City Year, tutoring 5th graders in math and English, doing behavior mentoring, organizing enrichment after school programs for the students, really wanted to volunteer for one year.	I just wanted to volunteer for one year and be more prepared for college and get into the real world before I actually go to college and also just to take a break and refocus myself.

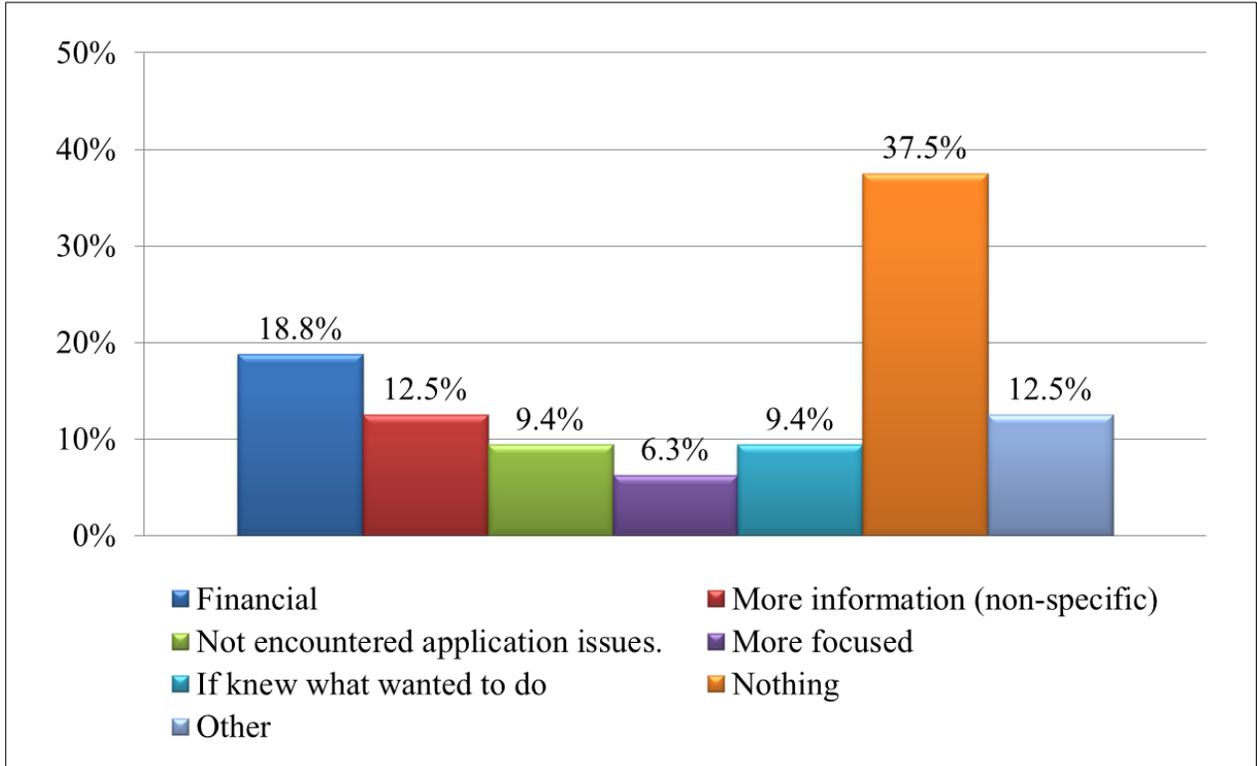
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Table A3.2.c (Continued)*Open-ended Responses: "There are many reasons why students delay college enrollment after high school.**What is the main reason you did not attend college within a year of high school graduation? Were there any other reasons?"*

Main Reason	Any Other Reasons
I wanted to wait until my son was old enough for preschool.	Lack of financial stability.
I was admitted to the University of Chicago with deferred enrollment, as their Class of 2016 was over-enrolled. I took a gap year in order to go to UChicago.	I wanted to earn money so I wouldn't have to take out loans right away
I was in the military.	No money.
I was signed up to go to Southeast, but when I showed up, I wasn't in the system.	Because of what happened at SCC, I just said forget it, and I got a job.
I went down the wrong path in the beginning. Personally, I got into the wrong crowd. I was bullied in high school, and I got down the wrong path.	I didn't know that there were any scholarships available after high school.
Indecision.	Financially.
Insufficient funds.	Slightly still deciding where I want to go to school.
Joined the Air Force, I have training that has to get done before college.	No.
Make too much money, didn't live with parents, just couldn't get approved, making 9 dollars an hour, I don't know, couldn't get help to go to school.	Nope.
Medical: Unresolved foot problem and surgery	No.
Money.	Didn't know what I wanted to do.
My financial situation.	No.
The cost of attending collage with few scholarships. A big dream goal to be a pilot.	Joining the Air Force.
They get distracted and lose focus.	I was distracted and lost focus.
To take a break from school.	No.
Transportation and my housing situation.	No.
US Navy.	No.
Wanted to take a year off to figure out what I want to do.	No.
Wasn't prepared.	Not enough money.
Wasn't ready to go.	No.
Work.	Not really.
Worked my full time job and part time.	No.

Note. Some open-ended comments were changed slightly to mask the identity of the respondents.

Figure A3.3
2014 ACE Scholarship Recipient Survey: What Could Have Changed Mind



Note. Multiple responses allowed, total will not equal 100%.

Table A3.3.a (Frequencies)

2014 ACE Scholarship Recipient Survey: What Could Have Changed Mind

	N	%
22. What could have changed your mind about not attending college within a year...?		
Financial assistance / stability	6	18.8%
If I had more information / if I had help / if it was easier (non-specific)	4	12.5%
If I had not encountered registration / application / transfer credit issues.	3	9.4%
If I hung around better people / if I was more focused	2	6.3%
If I knew what I wanted to do / what classes to take / if I had a purpose.	3	9.4%
Nothing	12	37.5%
Other	4	12.5%

Note. Multiple responses allowed, total will not equal 100%.

Table A3.3.b

Open-ended Responses: "What could have changed your mind about not attending college within a year of high school graduation?"

Response

\$10,000. That'd give me enough to get all my bills set.

A full ride scholarship.

A purpose.

Better financial stability.

Definitely scholarships, having more scholarships.

Getting accepted into UChicago right away.

Graduating on time.

Having money.

I did attend.

I didn't want to go to college and spend a bunch of college and end up not liking what I'm doing or be able to find a job, didn't want to go and not know what to do.

I don't know, that's a loaded question.

I don't know. It seems daunting applying for all the money applications and getting super deep into debt.

I honestly could not attend due to my emergency and would love to attend as soon as I can.

If I could have gotten help, couldn't do it all by myself.

If I could've kept focused on my goals.

If I had been registered, I would have went and made it work.

If I had everything lined up, I would have jumped into it right away. I had to get my car situated. I had to get a few things out of the way first, but I do plan on attending in the near future.

If I knew better opportunities for it or if it was easier then I would've gone.

If I knew what I was going to take for classes.

If it was possible to transfer all my courses from a community college to a Florida's university.

If my parents would have been a little more encouraging to get a college degree, and if I would've applied for scholarships.

I'm not sure.

Know what I want to do.

More information.

No.

No, it's something that I've always wanted to do so nothing would've changed my mind.

None.

Nope, pretty set going into military.

Not moving to [another country].

Nothing.

(Continued on next page.)

Table A3.3.b (Continued)

Open-ended Responses: "What could have changed your mind about not attending college within a year of high school graduation?"

Response

Nothing.

Nothing.

Nothing.

Nothing I just wanted a break from school.

Nothing, I wanted to be healthy and not stressing out more than I already was. Also, I wanted to take care of my family.

Nothing.

Nothing; medically influenced.

Probably if I would have not been around the people I was around. I was depressed at the time.

Unknown.

Wanted to further my future.

Note. Some open-ended comments were changed slightly to mask the identity of the respondents.

Appendix IV. Survey Results

Table A4

2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender

	Continued	Did Not Continue	Male		Female	
			White NH	Minority	White NH	Minority
1. When did you graduate from high school?						
2011-12	45	11	13	3	28	12
2012-13	12	20	8	7	10	7
Did not graduate	0	1	1	0	0	0
2. Did you participate in any college courses or other education beyond high school at any time between Summer 2012 and Spring 2013? ...						
Yes	37	0	9	2	17	9
No	8	11	4	1	11	3
4. Did you participate in any college courses or other education beyond high school at any time between Summer 2013 and Spring 2014? ...						
Yes	48	0	12	4	24	8
No	9	31	9	6	14	11
6. Are you planning to attend college or any other educational institution during the Summer 2014 or Fall 2014 term? ...						
Yes	46	16	11	7	29	15
No	11	15	10	3	9	4
8, 23. When you graduated from high school, how prepared or unprepared did you feel to take college-level courses?						
Very unprepared	1	1	1	1	0	0
Unprepared	3	6	0	1	5	3
Prepared	28	18	13	4	18	11
Very prepared	24	6	7	4	14	5
9, 24 a. Did you do any of the following while you were in school: Received advice or information about college from a counselor?						
Yes	52	31	19	10	36	18
No	4	0	2	0	1	1
9, 24 b. Did you do any of the following while you were in school: Received advice or information about college from a teacher?						
Yes	45	23	16	7	31	14
No	11	8	5	3	6	5
9, 24 c. Did you do any of the following while you were in school: Took the ACT or SAT?						
Yes	55	24	17	9	35	18
No	1	6	4	1	1	1

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female		
			White NH	Minority	White NH	Minority	
9, 24 d. Did you do any of the following while you were in school: Visited a college?							
Yes	51	21	14	9	32	17	
No	5	10	7	1	5	2	
9, 24 e. Did you do any of the following while you were in school: Applied to a college?							
Yes	52	22	14	10	32	18	
No	4	9	7	0	5	1	
9, 24 f. Did you do any of the following while you were in school: Accepted by a college?							
Yes	51	19	14	9	30	17	
No	5	12	7	1	7	2	
9, 24 g. Did you do any of the following while you were in school: Applied for financial aid?							
Yes	49	21	13	8	32	17	
No	7	10	8	2	5	2	
10, 37. Thinking back to when you were taking dual enrollment classes in high school, at that time were you planning to attend...?							
Yes	53	23	19	9	32	16	
No	1	2	1	1	1	0	
Undecided at the time	2	5	1	0	4	2	
11, 38. How much do you agree or disagree that your participation in dual enrollment classes in high school was beneficial for you?							
Strongly disagree	0	0	0	0	0	0	
Disagree	3	3	2	0	2	2	
Agree	16	13	6	3	13	7	
Strongly agree	37	14	13	7	22	9	
13, 40. Which best describes your current living situation? Check all that apply. Living alone?							
Yes	6	7	5	2	4	2	
No	49	23	16	7	33	16	
13, 40. Which best describes your current living situation? Check all that apply. Living with spouse or partner?							
Yes	12	4	3	0	9	4	
No	43	26	18	9	28	14	
13, 40. Which best describes your current living situation? Check all that apply. Living with your own children at home...?							
Yes	2	2	0	0	3	1	
No	53	28	21	9	34	17	

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female		
			White NH	Minority	White NH	Minority	
13, 40. Which best describes your current living situation? Check all that apply. Living with parent or guardian?							
Yes	23	13	7	5	16	8	
No	32	17	14	4	21	10	
13, 40. Which best describes your current living situation? Check all that apply. Living with other family members - relatives, brothers or sisters?							
Yes	15	10	5	3	12	5	
No	40	20	16	6	25	13	
13, 40. Which best describes your current living situation? Check all that apply. Living with others (non-family members)?							
Yes	13	5	5	2	8	3	
No	42	25	16	7	29	15	
14, 41. Which best describes you? ...							
Married	4	2	1	0	3	2	
Divorced	0	0	0	0	0	0	
Widowed	0	0	0	0	0	0	
Separated	0	0	0	0	0	0	
Never married	45	21	18	9	27	12	
Member of an unmarried couple	6	7	2	0	7	4	
15, 42. Which of the following best describes your current employment status?							
Employed, part time...	18	9	5	5	15	2	
Employed, full time...	22	17	12	3	15	9	
Not employed, looking...	13	4	4	1	6	6	
Not employed, NOT...	2	0	0	0	1	1	
Not able to work...	0	0	0	0	0	0	
16, 43. How many children, if any, do you have?							
None	52	27	20	9	34	16	
One	3	3	1	0	3	2	
Two	0	0	0	0	0	0	
Three or more	0	0	0	0	0	0	

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female	
			White NH	Minority	White NH	Minority
17, 44. What is the highest level of education obtained by <u>either</u> of your parent(s)/guardian(s)?						
Less than 9th grade	3	3	0	1	0	5
9th to 12th grade, no diploma	3	2	0	0	1	4
High school graduate/GED	10	9	3	4	10	2
Some college, no degree	14	8	10	2	8	2
Associate's degree	9	1	2	1	6	1
Bachelor's degree	9	3	2	0	9	1
Graduate or professional degree	5	3	3	1	3	1
18, 45. Do you have any brothers or sisters?						
Yes	35	18	13	7	21	12
No	20	12	8	2	16	6
19, 46. Did any of your older brother(s) or sister(s) go to college or any other educational institution beyond high school?						
Yes	27	13	10	6	17	7
No	8	5	3	1	4	5
25. Which of the following best describes your future plans regarding college?						
I want to complete a college...	8	29	9	5	15	8
A college degree is not a goal..	0	0	0	0	0	0
I am not sure about college	0	2	1	0	1	0
26 a. From not at all to a great deal, to what extent did the following <u>financial</u> factors affect your decision...?						
Cost of college?						
Not at all	2	6	5	2	0	1
Only a little	1	2	1	0	2	0
Some	2	4	2	1	2	1
A great deal	3	18	2	2	12	5
26 b. From not at all to a great deal, to what extent did the following <u>financial</u> factors affect your decision...?						
Availability of grants and scholarships ...?						
Not at all	4	10	8	3	2	1
Only a little	0	3	0	0	1	2
Some	2	5	1	1	5	0
A great deal	2	12	1	1	8	4

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female	
			White NH	Minority	White NH	Minority
26 c. From not at all to a great deal, to what extent did the following <u>financial</u> factors affect your decision...?						
Parent(s) or guardian(s) unable to help pay...?						
Not at all	3	10	6	3	3	1
Only a little	0	2	1	0	1	0
Some	1	4	2	0	3	0
A great deal	4	14	1	2	9	6
26 d. From not at all to a great deal, to what extent did the following <u>financial</u> factors affect your decision...?						
Availability of student loans...?						
Not at all	5	14	8	1	6	4
Only a little	1	6	1	2	3	1
Some	1	4	1	1	2	1
A great deal	1	6	0	1	5	1
26 e. From not at all to a great deal, to what extent did the following <u>financial</u> factors affect your decision...?						
Did not want to take out student loans...?						
Not at all	2	9	4	2	4	1
Only a little	0	5	1	1	1	2
Some	0	6	3	0	2	1
A great deal	6	10	2	2	9	3
26 f. From not at all to a great deal, to what extent did the following <u>financial</u> factors affect your decision...?						
Needed to work full time?						
Not at all	4	7	6	2	2	1
Only a little	1	3	0	1	3	0
Some	1	8	2	0	3	4
A great deal	2	12	2	2	8	2
27 a. From not at all to a great deal, to what extent did the following <u>social</u> factors affect your decision...?						
Availability of transportation...?						
Not at all	7	20	7	4	10	6
Only a little	1	1	0	0	2	0
Some	0	6	2	1	2	1
A great deal	0	3	1	0	2	0
27 b. From not at all to a great deal, to what extent did the following <u>social</u> factors affect your decision...?						
Distance college was from...?						
Not at all	8	18	8	4	9	5
Only a little	0	7	1	1	3	2
Some	0	3	1	0	2	0
A great deal	0	2	0	0	2	0

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female	
			White NH	Minority	White NH	Minority
27 c. From not at all to a great deal, to what extent did the following <u>social</u> factors affect your decision...?						
Availability of affordable, quality childcare...?						
Not at all	6	25	9	4	12	6
Only a little	1	2	1	1	1	0
Some	0	2	0	0	1	1
A great deal	1	1	0	0	2	0
27 d. From not at all to a great deal, to what extent did the following <u>social</u> factors affect your decision...?						
Family obligations?						
Not at all	6	16	7	4	8	3
Only a little	1	6	2	1	2	2
Some	0	5	0	0	4	1
A great deal	1	3	1	0	2	1
27 e. From not at all to a great deal, to what extent did the following <u>social</u> factors affect your decision...?						
Health problems?						
Not at all	6	24	10	5	12	3
Only a little	1	2	0	0	2	1
Some	0	0	0	0	0	0
A great deal	1	4	0	0	2	3
27 f. From not at all to a great deal, to what extent did the following <u>social</u> factors affect your decision...?						
Did not like school?						
Not at all	7	19	7	3	10	6
Only a little	1	7	3	1	3	1
Some	0	3	0	0	3	0
A great deal	0	1	0	1	0	0
27 g. From not at all to a great deal, to what extent did the following <u>social</u> factors affect your decision...?						
Wanted to take time off...?						
Not at all	4	11	6	3	4	2
Only a little	0	3	1	0	1	1
Some	2	12	3	1	8	2
A great deal	2	4	0	1	3	2
28 a. From not at all to a great deal, to what extent did the following <u>info/app</u> factors affect your decision...?						
Uninformed about college application process...?						
Not at all	7	16	9	2	9	3
Only a little	1	4	0	1	3	1
Some	0	8	1	2	3	2
A great deal	0	2	0	0	1	1

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female	
			White NH	Minority	White NH	Minority
28 b. From not at all to a great deal, to what extent did the following <u>info/app</u> factors affect your decision...?						
Uninformed about financial aid...?						
Not at all	8	16	8	2	10	4
Only a little	0	2	0	0	1	1
Some	0	10	2	3	3	2
A great deal	0	2	0	0	2	0
28 c. From not at all to a great deal, to what extent did the following <u>info/app</u> factors affect your decision...?						
Did not complete college applications on time...?						
Not at all	8	17	10	2	9	4
Only a little	0	3	0	1	2	0
Some	0	8	0	2	3	3
A great deal	0	2	0	0	2	0
29 a. From not at all to a great deal, to what extent did the following <u>educ.</u> factors affect your decision...?						
Poor grades in high school?						
Not at all	7	22	8	3	12	6
Only a little	1	4	2	0	2	1
Some	0	3	0	2	1	0
A great deal	0	1	0	0	1	0
29 b. From not at all to a great deal, to what extent did the following <u>educ.</u> factors affect your decision...?						
Low college admissions test scores...?						
Not at all	7	17	9	2	9	4
Only a little	1	3	0	2	2	0
Some	0	6	0	1	4	1
A great deal	0	4	1	0	1	2
29 c. From not at all to a great deal, to what extent did the following <u>educ.</u> factors affect your decision...?						
Did not feel prepared for...?						
Not at all	8	19	8	2	13	4
Only a little	0	6	2	2	0	2
Some	0	3	0	1	2	0
A great deal	0	2	0	0	1	1
29 d. From not at all to a great deal, to what extent did the following <u>educ.</u> factors affect your decision...?						
Did not know what to major...?						
Not at all	7	9	4	2	7	3
Only a little	0	4	1	0	1	2
Some	0	7	1	2	2	2
A great deal	1	10	4	1	6	0

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female	
			White NH	Minority	White NH	Minority
29 e. From not at all to a great deal, to what extent did the following <u>educ.</u> factors affect your decision...?						
Did not complete necessary courses...?						
Not at all	8	22	9	3	13	5
Only a little	0	3	1	0	1	1
Some	0	5	0	2	2	1
A great deal	0	0	0	0	0	0
30 a. From not at all to a great deal, to what extent did the following <u>employ.</u> factors affect your decision...?						
Already had a job?						
Not at all	6	12	4	3	9	2
Only a little	0	4	0	0	1	3
Some	0	9	3	2	3	1
A great deal	2	5	3	0	3	1
30 b. From not at all to a great deal, to what extent did the following <u>employ.</u> factors affect your decision...?						
Decided to enter military?						
Not at all	4	22	5	1	13	7
Only a little	0	0	0	0	0	0
Some	1	3	0	2	2	0
A great deal	3	5	5	2	1	0
30 c. From not at all to a great deal, to what extent did the following <u>employ.</u> factors affect your decision...?						
More interested in work...?						
Not at all	6	12	5	2	8	3
Only a little	2	6	1	1	3	3
Some	0	8	3	1	3	1
A great deal	0	4	1	1	2	0
30 d. From not at all to a great deal, to what extent did the following <u>employ.</u> factors affect your decision...?						
College was not needed for job...?						
Not at all	8	19	7	2	13	5
Only a little	0	4	2	0	0	2
Some	0	4	0	3	1	0
A great deal	0	3	1	0	2	0
31. Did you attend more than one high school (grades 9-12)?						
Yes	2	7	1	3	4	1
No	6	23	9	2	12	6

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female		
			White NH	Minority	White NH	Minority	
32. During which year(s) or summer between years, did you switch high schools? Check all that apply.							
Freshman year (9th grade)...?							
Yes	0	4	1	2	1	0	
No	2	3	0	1	3	1	
32. During which year(s) or summer between years, did you switch high schools? Check all that apply.							
Sophomore year (10th grade)...?							
Yes	0	4	1	0	2	1	
No	2	3	0	3	2	0	
32. During which year(s) or summer between years, did you switch high schools? Check all that apply.							
Junior year (11th grade)...?							
Yes	2	3	1	1	3	0	
No	0	4	0	2	1	1	
32. During which year(s) or summer between years, did you switch high schools? Check all that apply.							
Senior year (12th grade)...?							
Yes	0	1	0	0	1	0	
No	2	6	1	3	3	1	
33 a. Prior to high school graduation, did you take any of the following math courses? Algebra I?							
Yes	8	26	10	5	13	6	
No	0	4	0	0	3	1	
33 b. Prior to high school graduation, did you take any of the following math courses? Algebra II?							
Yes	7	25	10	5	11	6	
No	1	4	0	0	4	1	
33 c. Prior to high school graduation, did you take any of the following math courses? Trigonometry?							
Yes	4	10	4	3	5	2	
No	4	20	6	2	11	5	
33 d. Prior to high school graduation, did you take any of the following math courses? Pre-Calculus?							
Yes	4	11	5	4	6	0	
No	4	19	5	1	10	7	
33 e. Prior to high school graduation, did you take any of the following math courses? Calculus?							
Yes	3	6	2	3	4	0	
No	5	24	8	2	12	7	

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female		
			White NH	Minority	White NH	Minority	
34 a. From not at all to a great deal, while in high school, how often did you discuss your post-high school...? Counselor(s)?							
Not at all	1	3	1	1	1	1	
Only a little	3	9	2	1	8	1	
Some	3	7	5	0	4	1	
A great deal	1	11	2	3	3	4	
34 b. From not at all to a great deal, while in high school, how often did you discuss your post-high school...? Teacher(s)?							
Not at all	1	7	1	0	4	3	
Only a little	0	11	3	3	4	1	
Some	6	7	5	1	6	1	
A great deal	1	5	1	1	2	2	
34 c. From not at all to a great deal, while in high school, how often did you discuss your post-high school...? Parent(s) or guardian(s)?							
Not at all	1	3	1	1	1	1	
Only a little	2	6	2	1	3	2	
Some	2	12	5	2	6	1	
A great deal	3	9	2	1	6	3	
34 d. From not at all to a great deal, while in high school, how often did you discuss your post-high school...? Friend(s)?							
Not at all	1	5	0	2	4	0	
Only a little	1	6	4	2	0	1	
Some	3	11	2	1	7	4	
A great deal	3	8	4	0	5	2	
35 a. From none at all to a great deal, while in high school, how much encouragement to attend college...? Counselor(s)?							
None at all	0	2	0	1	1	0	
Only a little	2	5	0	1	4	2	
Some	2	4	2	1	3	0	
A great deal	4	19	8	2	8	5	
35 b. From none at all to a great deal, while in high school, how much encouragement to attend college...? Teacher(s)?							
None at all	0	2	0	2	0	0	
Only a little	0	6	0	1	3	2	
Some	1	8	4	2	2	1	
A great deal	7	14	6	0	11	4	

Table A4*2014 ACE Scholarship Recipient Survey: Questionnaire Wording and Results by Race and Gender*

	Continued	Did Not Continue	Male		Female	
			White NH	Minority	White NH	Minority
35 c. From none at all to a great deal, while in high school, how much encouragement to attend college...? Parent(s) or guardian(s)?						
None at all	0	0	0	0	0	0
Only a little	1	5	0	2	3	1
Some	1	4	1	0	3	1
A great deal	6	21	9	3	10	5
35 d. From none at all to a great deal, while in high school, how much encouragement to attend college...? Friend(s)?						
None at all	1	5	1	2	2	1
Only a little	3	6	1	1	7	0
Some	3	13	8	1	4	3
A great deal	1	6	0	1	3	3
36 a. From none at all to a great deal, while in high school, how much information about college...? Counselor(s)?						
None at all	0	0	0	0	0	0
Only a little	2	6	1	1	5	1
Some	4	6	4	1	4	1
A great deal	2	18	5	3	7	5
36 b. From none at all to a great deal, while in high school, how much information about college...? Teacher(s)?						
None at all	1	5	0	1	2	3
Only a little	1	10	3	3	5	0
Some	5	9	5	1	7	1
A great deal	1	6	2	0	2	3
36 c. From none at all to a great deal, while in high school, how much information about college...? Parent(s) or guardian(s)?						
None at all	2	8	1	0	5	4
Only a little	3	10	3	2	7	1
Some	2	8	4	2	2	2
A great deal	1	4	2	1	2	0
36 d. From none at all to a great deal, while in high school, how much information about college...? Friend(s)?						
None at all	3	13	7	2	6	1
Only a little	4	10	3	2	6	3
Some	1	5	0	0	4	2
A great deal	0	2	0	1	0	1

Note. NH = Non-Hispanic.

Appendix V. Correlations

Table A5.1

Correlations

College-choice Factors	Went on Within 1 Year of HS Graduation	Went on Any Time after HS Graduation	Has not Continued On
Race (White (1), non-White (0))	0.007	.141*	-.141*
Parent/Guardian Education	0.104	.203**	-.203**
How prepared or unprepared student felt to take college-level courses	.260***	.281***	-.281***
Did not want to take out student loans	NA	.243*	-.243*
Needed to work full time	NA	-.219*	.219*
Availability of transportation to or from college (lack of)	NA	-.218*	.218*
Distance college was from home	NA	-.344**	.344**
Did not like school	NA	-.223*	.223*
Uninformed about the college application process	NA	-.309**	.309**
Uninformed about financial aid	NA	-.386***	.386***
Did not complete college applications on time	NA	-.364**	.364**
Low college admissions test scores (ACT, SAT)	NA	-.287**	.287**
Did not feel prepared for college-level coursework	NA	-.324**	.324**
Did not know what to major or study in college	NA	-.395***	.395***
Did not complete the necessary courses for college	NA	-.265*	.265*
Decided to enter the military	NA	.216*	-.216*
More interested in working than school	NA	-.340**	.340**
College not needed for job	NA	-.324**	.324**
How often discussed post-high school graduation plans with teachers	NA	.245*	-.245*
How much encouragement to attend college received from teachers	NA	.346**	-.346**
Information about college received from Counselors (while in HS)	NA	-.233*	.233*
How much student agreed or disagreed that participation in dual enrollment was beneficial	.258***	.184**	-.184**

Note. * = $p < .10$, ** = $p < .05$, *** = $p < .01$ (one-tailed).



Application to Modify a Recurrent Authorization to Operate

Institution: Wright Career College
Program: Veterinary Technology
Degree: Associate of Applied Science (AAS)

Institution's Existing Degree(s) in Same or Similar Discipline: AAS in veterinary technology based at the Overland Park, Kansas campus

Proposal Received by Commission: May 12, 2014

Proposed Start Date: Upon approval from CCPE and ACICS (no earlier than January 2015)

Background

Wright Career College is a non-profit institution based in Overland Park, Kansas. The college has five campuses, including one in Omaha approved by the Commission in September 2011. The Commission initially approved a BS degree in business administration and one in healthcare administration, as well as nine associate degrees and eight diplomas. The college first admitted students in Omaha in February 2012. A modification was made to the college's authorization in April 2012 to include a BS and AAS in computer information systems and an AAS in network administration and security; a BS in accounting was approved in October 2012 and an AAS in surgical technology in January 2014. This application is for an AAS degree program in veterinary technology.

REVIEW CRITERIA

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

High-----Low				
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In fall 2011 when Wright Career College initially applied, the Commission staff reviewed the audited financial statements for years ending December 31, 2009 and 2010. At that time the staff found no financial issues of concern. In fact, the institution had just paid off all of its debt. The college's composite financial score in 2011, according to the U.S. Department of Education, was 3.0, falling within the Department's acceptable ratings of 1.5 to 3.0. (The scale is based on financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution's financial status.)

Upon receipt of a subsequent application, the Commission requested and received the statements for the year ending December 31, 2012. The college's composite score had fallen to

1.9. This was of some concern, but not unexpected because student enrollments—and therefore tuition—at career colleges had recently declined. The score was still within the acceptable range identified by the Department of Education.

The current application included the financial statements for the year ending December 31, 2013. The composite financial score was 1.3, below the acceptable rating. The college explained that they were intending to sell the property on which their headquarters is located prior to the end of the audit year. Had they done so, the score would have been approximately 1.9. The sale didn't close until early 2014. Using actual balance sheet and income statement values, the college calculates its composite score at 2.03 as of May 31, 2014.

Wright provided a detailed explanation. Commission staff accepts that explanation, and believes that the college is financially sound.

Costs: for AAS in veterinary technology program—tuition: \$28,000; fees: \$2,800 (includes licensing exam fees); books and supplies: \$2,857.27; Total: \$33,657.27 (total minus books = \$30,800)

For comparison:

- Northeast Community College AAS in veterinary technology costs: \$6,187.50 for tuition, \$1,387.50 for fees; total: \$7,575 (books and supplies are additional).
- Vatterott College AAS in veterinary technology costs: \$36,550 for tuition and fees; books and supplies: \$3,800; total: \$40,350

Student loan default rate: 2011: 11.7%; 2010: 9.9; 2009: 15.5% (These are the three most recent years available on the U.S. Department of Education's website.)

The U.S. Department of Education considers a school to be administratively capable if the student loan default rate for most loans is below 25% for the three most recent fiscal years, or if the most recent default rate is less than 40%. Wright Career College meets these standards.

B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution's ability to generate and sustain enrollment

High	-----	Low
	√	

Curriculum – The proposed associate degree program would require 70 semester credit hours comprised of 33 credit hours in veterinary technology, 13 hours of clinical applications (5 practica totaling 585 clock hours), and 24 hours of general education. The curriculum is based on the rules and regulations of the American Veterinary Medical Association. The general education courses are appropriate in number and content, including English composition I, introduction to mathematics, and biology.

The program would be offered in three modalities. First, students would take 48 semester credit hours of online coursework using both asynchronous delivery (including threaded discussion forums) and synchronous web-conferencing software. The web-conferencing provides live lectures from instructors and allows students to ask questions and meet with the instructors during virtual office hours. The general education courses use strictly online (asynchronous)

delivery as do about half of the veterinary technician courses. These tend to cover topics that are less hands-on, such as veterinary pharmacology and animal nutrition and diseases. The courses delivered using web-conferencing include veterinary office procedures, diagnostic imaging, veterinary clinical laboratory techniques I and II, and companion animal nursing.

The second modality, face-to-face instruction, would take place in a mobile classroom/laboratory (see Section D.) Students would spend six to eight hours per day, one day per week for the 75 weeks of the program in this environment. Lastly, the program would require 585 clock hours of a clinical/externship. This instructional model allows the college to reach students who cannot come to the Omaha campus. In Kansas, for example, the mobile classroom travels to five different cities in Kansas as well as Independence, Missouri, and Tulsa, Oklahoma. Four of the sites are at a humane society, two at an SPCA location, and one at a local animal shelter. While the effort to reach rural or place-bound students is laudable, there is little evidence provided of student demand for a mobile program.

Wright Career College has secured one mobile site in Sarpy County and would pursue others upon Commission approval of their application. The college has been in contact with ten other sites in the Omaha metro area that are potential externship locations.

The state of Nebraska requires anyone offering services as a veterinary technician to be licensed. To use the title Registered Veterinary Technician (RVT) a person must have graduated from an AVMA accredited program (see Section F.), earn a passing score on the Veterinary Technician National Exam (VTNE), and pass a jurisprudence exam. Wright Career College has applied for accreditation for its Overland Park program.

Enrollment – Wright Career College estimates that the program would start 10 students per term, with three terms per year. The figure is based on demographic research, experience with the program in Kansas, and the space available in the mobile classroom.

The Commission staff consulted the Nebraska Department of Labor's website. For the state of Nebraska, the Department estimated 251 additional veterinary technologists and technicians would be needed between 2010 and 2020 (total projected employment of 885 in 2020). The average annual salary is \$28,351, with an average entry level salary of \$20,194.

Wright Career College also accessed the Nebraska Department of Labor website, seeking job postings. At the time of the search, there were 156 job openings that program graduates would qualify for. In addition, the college searched projectionscentral.com for openings. That website indicated 40 annual job openings in the state for veterinary technologists and technicians.

There are only three institutions offering veterinary technology programs in Nebraska: Nebraska College of Technical Agriculture (NCTA) in Curtis, Northeast Community College (NECC) in Norfolk, and Vatterott College in Omaha. All three are accredited by the CVTEA (see Section F.), but Vatterott's program is under "terminal accreditation" since their Omaha campus is being phased out. For the five years ending in 2011, IPEDS data show that the average number of associate degrees awarded in the field at NECC was 12.8; at NCTA, 21; and at Vatterott, 22.4. The state was producing over 56 graduates per year, but almost 40% were from a program that is no longer accepting new students and will be gone within two years. The remaining programs in the state are at public institutions, but the closest is over 100 miles from Omaha. Iowa

Western Community College in Council Bluffs offers an AAS in veterinary technology. The average class size is 16 and tuition for a Nebraska resident for the 71 credit hour program would be \$11,147.

Given the projected number of job openings and the closure of the largest program in the state—and the only one in the Omaha metro area—it is likely that Wright Career College will have sufficient student interest to sustain enrollments in the proposed program. There is less evidence of need or demand for a program in rural areas, but the Omaha area alone should provide adequate student numbers.

Credit – The awarding of credit is based on the following: one semester credit hour is earned by 15 contact hours of lecture, 30 hours of lab work, or 45 hours of an externship.

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

High-----Low
√

Faculty – The application provided a list of faculty currently associated with the Overland Park program. The program director holds an EdD and is a Registered Veterinary Technician (RVT) and Certified Laboratory Animal Technician. Of the three other faculty members, one holds a DVM, one is an RVT with a BS degree, and one is a licensed veterinary technician with two master’s degrees. These are the faculty who teach in the mobile classroom/lab. All of the faculty listed have degrees appropriate for teaching in a program at the associate degree level and consistent with accreditation requirements. Wright also provided the information for an Omaha-area veterinary technician who has agreed to serve on the program advisory board.

Online faculty are required to complete a three-week training related to best practices in online teaching and learning, training on the Moodle and online web conferencing systems, and college policies and expectations for online instructors.

Library – The college reports that online learners have access to the same online resources as on-campus students, including EBSCO Host and 14 different databases, some that provide full-text articles.

Support Services – Wright Career College reported that Director of Education, the Director of Student Affairs, and Learner Services Coordinators are available to online students. If they detect a need, such as counseling, they direct the student to a local resource. A variety of placement services are also available online. Student services for online students are the same as for on-campus, with live phone support from 8am to 10 pm CST, and email support available 24/7.

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

The program would be based in the college’s facility at 3000 South 84th Street in Omaha. However, all instruction would be online, in the mobile classroom/lab, or at externship sites. Should local students choose to use the Omaha campus, it includes student support services, a library, and a student lounge.

If the veterinary technology program is approved, Wright Career College intends to purchase a mobile classroom/laboratory housed in a 42 foot gooseneck trailer/truck combination with two slide-outs. The trailer space is built to represent a virtual veterinary clinic and includes clinic equipment, management software, and manikins. The floor plan for the trailer shows two hydraulic lift surgery tables, X-ray camera, chemical X-ray developer, two folding wall-mount tables, a lab area (microscopes, blood chemistry center, autoclaves, etc.), countertop with doctor's stool, a three-tiered cage bank, and numerous base cabinet and overhead cabinet storage spaces (see the last page of this document for the floor plan). Wright currently has two trailer units in use for its program based in Overland Park.

The mobile classroom/laboratory seems to be unique to this program. Commission staff could not locate any others and when asked, Wright Career College stated that they were not aware of other mobile vet classroom/laboratories, although there are some mobile labs used in other program areas at other institutions. While this may seem to be an unusual learning environment, it would help reach rural students and could prove beneficial in other ways. There are veterinarians who utilize mobile clinics in their practices that cover large areas or simply to accommodate clients, so students would enter the workforce with experience in that setting.

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

The proposed program is identical to the one based on the Overland Park campus and therefore would transfer fully to that location. Since the college is accredited by ACICS (Accrediting Council for Independent Colleges and Schools), one of the largest "national" accrediting bodies, students might be able to transfer credits to other institutions accredited by ACICS, at least the general education courses. Acceptance of transfer credit by institutions that are accredited by other accrediting bodies would vary. Acceptance of transfer credits is always determined by the receiving institution.

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

Wright Career College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS), an accrediting body recognized by the United States Secretary of Education. Accredited since 1988, the college's accreditation was recently renewed for four years, running through 2017. Wright Career College has received approval from ACICS to offer the veterinary technology program based at the Overland Park campus (subsequent to receiving approval from the state of Kansas). When approval is received from the Coordinating Commission, the college will submit the proposed program to ACICS for approval to offer it in Omaha.

Programmatic accreditation is available for veterinary technology from the Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medical Association (AVMA), a body recognized by the United States Secretary of Education. Wright Career College has applied to CVTEA for accreditation of its program based at the Overland

Park campus. A site visit is scheduled for August 2014. A Report of Evaluation follows the site visit and ultimately the CVTEA makes an accreditation decision at one of its biannual meetings. The college will also seek accreditation for the Omaha campus once the program is approved by the Commission and ACICS.

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

The admission standards were outlined; they are also included in the college catalog. In addition to the college admission requirements, the veterinary technology program requires applicants to have completed a minimum of eight hours of observation, volunteer service, and/or work under the supervision of a veterinarian or RVT, as well as an online orientation. The college previously reported that they will recruit students using traditional methods, including media (television, yellow pages, Internet, etc.), community events, and career fairs. Locations in other cities have also experienced enrollments based on referrals from current students or graduates.

The Commission has received several complaints regarding Wright Career College, but most were issues in which students simply needed direction on resolving their problem within the institutional administration. Twice the Commission staff directly assisted students by contacting Wright's central office. Action was taken within 48 hours in both instances.

Committee Recommendation: Approve the modification to the recurrent authorization to operate for Wright Career College to include the AAS in veterinary technology, with the following conditions:

- 1) Approval is received from ACICS prior to the college offering the program in Omaha,
- 2) Resumes of faculty hired to teach in the program are submitted to the Commission prior to offering veterinary technology classes,
- 3) As soon as regulations allow, an application is submitted for programmatic accreditation for Omaha, and
- 4) Audited financial statements are submitted to the Commission annually.

Reporting Requirements:

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

**Medical Laboratory Technician-AAS
Mid-Plains Community College
Follow-up Report**

Background:

- In **2011** the Commission reviewed the Medical Laboratory Technician program at Mid-Plains Community College. The program averaged 6.0 graduates (Commission threshold is 10) and 217 SCH/FTE (Commission threshold is 275). These numbers were almost identical to those reported seven years previously.
- The Commission **continued the program with a report** on enrollment and productivity.

Summary of Institution's Report:

- The SCH/FTE average for 2008-2013 was 229 and the average number of graduates was 6.8.
- There are nine students enrolled in the second year of the program, with all expected to graduate. There are 13 students in the first year of the program with four additional students who had stopped-out reentering. This brings the total to 17 in the first year.
- Faculty and administrators believe that the new Health Science Center has helped draw additional students. Faculty members have also been making special efforts to encourage students who have withdrawn from the program to reenter as soon as possible.
- Faculty continue to revise the curriculum and have added a short-term phlebotomy course to spark interest in potential students.

Committee Comment:

Western Nebraska Community College does not offer a medical laboratory technician program, so Mid-Plains is serving the needs of the western third of the state. The median salary in Nebraska for medical lab technicians is \$34,051 per year (information was not available for regions within the state).

The SCH/FTE for 2012-13 was 278. It is the largest number ever reported for the program during a Commission review and exceeds the Commission threshold. The number of students enrolled bodes well for the program reaching the Commission threshold for number of graduates in 2015.

Committee Recommendation:

Continue the program.

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

**Heating, Ventilation, and Air Conditioning—AAS, Diploma, Certificate
Mid-Plains Community College
Follow-up Report**

Background:

- In the HVAC program's first review in **1997** it averaged 11.8 graduates (Commission threshold is 10) and 417.6 SCH/FTE (Commission threshold is 275). In **2004** the averages were 6.2 and 218 respectively.
- In **2012** the Commission again reviewed the program. It averaged 7.6 graduates and 160 SCH/FTE. The college reported that the program had recently undergone major downsizing and possible elimination just prior to the current instructor being hired. Lack of recruiting and marketing had been corrected with the new hire.
- The Commission **continued the program with a report** on need, number of graduates, and SCH/FTE.

Summary of Institution's Report:

- The SCH/FTE average for 2008-2013 was 233 and the average number of graduates was 7.8. The number of students graduating in the last three years of the period was 9, 10, and 8.
- The number of students enrolled has decreased, but the SCH is increasing as is the graduation trend.
- Program graduates are employed throughout the college's service area and beyond, from Broken Bow and North Platte to Kearney and Fremont. The faculty member reports that he has 30 area HVAC/Refrigeration contractors on a list for needing technicians. The program has also been recommended by Lennox Industries Denver Division representatives to the Colorado Front Range Dealers for viable entry level technicians.
- Faculty and recruiting staff are seeking ways to reach more potential students, especially those in local high schools.
- MPCC administration recommends that this is a viable program for which there is a need in the service area. They recommend that the program be continued with a follow-up in two years

Committee Comment:

The SCH/FTE, although still not reaching Commission threshold, increased significantly in the years between the regular review in 2011 and the follow-up report (from 160 to 233). The average number of graduates for the last three years (9.0) is approaching the Commission threshold. Perhaps most importantly, there is a documented need in the region for HVAC graduates.

Committee Recommendation:

Postpone the decision, with a report on enrollments, graduates, and SCH/FTE due March 1, 2016, as suggested by the college. The Commission encourages MPCC and business constituents to enhance recruiting efforts to meet the strong apparent need in the Mid-Plains service area.

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

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

Background:

- The first review was conducted in **1997** when PSC reported an average of 2.4 graduates, including two years with no graduates (Commission threshold is 7) and 258 SCH/FTE (Commission threshold is 300).
- In **2005** the Commission again reviewed the music program at PSC. The program averaged 3.4 graduates over the previous five years and averaged 284 SCH/FTE. The Commission continued the program with a report on number of graduates.
- In **2007** PSC reported that the average number of graduates remained at 3.4 with an SCH/FTE of 472, due in part to a revised curriculum.
- In **2011** the college reported an average of 3.6 graduates and 481 SCH/FTE, with 28 declared majors. The Commission continued the program with a report on enrollments and graduation rates.

Summary of Institution's Report.

- There was a five-year average of 4.6 graduates and an SCH/FTE of 462.
- For the previous five years the program averaged 33 majors, with the number increasing. In 2011-12 there were 36 majors and 38 in 2012-13.
- The college increased its marketing efforts and the visibility of the performing ensembles. An additional faculty member was added to strengthen vocal and introductory music courses.
- In addition to serving majors, the music courses serve general education requirements, provide personal enrichment, and allow for performances for the community.
- There is a shortage of music teachers, especially in rural schools, and graduates from the music education program help meet this need.
- PSC recently completed renovation of the Jindra Fine Arts Building. The project resulted in major improvements to the recital hall, a new recording studio, improved rehearsal facilities, an expanded front porch for outdoor performances, and more attractive meeting and office space. The old facilities limited growth potential; the renovated building will be a marketing asset.

Committee Comment:

An increase in the average number of graduates from 3.6 to 4.6 in three years is substantial. If the college can retain the majority of declared majors, it should be able to reach Commission threshold of seven graduates (38 majors spread over four years would yield over nine graduates per year if all continued to completion). The new faculty member and new facilities should enhance recruitment efforts. Performances in the community could also serve as a recruiting tool.

The SCH/FTE is well over Commission threshold, indicating an efficient program. The average 1,387 SCH reflects student demand for the courses.

Committee Recommendation:

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

2013-2014 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR										
Institution	Program	5 yr Average (2008-2013)								
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		
UNL	Biological Sciences	21,559	828	BA	0.6	MS	7.6	PhD	8.6	
				BS	112.2					
UNK	Biology	10,560	530	BS	21.8	MS	58.6			
	Molecular Biology			BS	0.33*					
UNO	Biology	14,022	525	BA	21.4	MS	7.2			
				BS	57.0					
	Biotechnology			BGS	1.6					
				BS	25.8					
CSC	Biology	3,433	618	BS	34.4					
				BSE	0.4					
PSC	Natural Science	3,725	425	BA/BS	12.2					
WSC	Life Sciences	4,695	404	BA	0.4					
				BS	27.4					
UNL	Computer Science	6,711	319	BA	0.0	MS	17.8	PhD	6.6	
	Computer Engineering (Lincoln)			BS	32.8					
	Computer Engineering (Omaha)			BS	18.4					
				BS	17.8					
UNK	Applied Computer Science	1,582	321	BS	3.0					
	Computer Science			BS	2.6					
	Information Systems			BS	3.8					
UNO	Computer Science	7,852	392	BS	39.8	MS	19.6			
	Software Engineering			BGS	1.0			Grad Cert	1.0	
	Artificial Intelligence							Grad Cert	0.0	
	Communication Networks							Grad Cert	0.0	
	Systems & Architecture							Grad Cert	0.0	
UNO	Data Management	4,727	314	Cert	0.4**					
	IT Administration			Cert	0.00***					
	Data Analytics							Grad Cert	0.0****	

*New program; three-year average; **New in 2012; ***New in 2013; ****New in 2014

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR									
Institution	Program	5 yr Average (2008-2013)							
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	
UNO	Information Technology Innovation	1,370	421	BSITI	0.4*	Grad Cert MS	2.8 0.0***		
	BGS			1.2					
	Information Assurance			BSIA	3.8				
				BGS	0.2**				
WSC	Computer Information Systems	1,577	386	BA	0.4				
				BS	14.6				
WSC	Computer Science	765	360	BA	0.4				
				BS	4.4				
UNMC/UNO	Biomedical Informatics					MS	0.0****	PhD	0.0****
UNMC	Physician Assistant	Interdisciplinary				MPAS	40		

*New in 2010; **New in 2011; ***New in 2012; ****New in 2013

PROGRAMS DISCONTINUED by the INSTITUTIONS			
Institution	Program	Degree(s)	Comments
MPCC	Renewable Fuels Technology	Certificate	

Commission Thresholds

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

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

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below. 300

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

All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008) 275

INFORMATION ITEMS

A. Program Name change

1. UNL – Master of Science in Construction to
Master of Science in Construction Engineering and Management
2. UNL – Master of Engineering to
Master of Engineering Management

B. Department Merger

3. UNL – Department of Computer and Electronics Engineering & Department of Electrical Engineering to form
Department of Electrical and Computer Engineering

C. Discontinued Program

1. MPCC – Renewable Fuels Technology

D. Reasonable and Moderate Extension

1. UNO – Managing Juvenile and Adult Populations (graduate certificate)

E. Collaborative Program

1. Bachelor of Science in Environmental Studies at UNL & Master of Public Health with a concentration in Environmental and Occupational Health at UNMC

Appendix 10

will be made available
at the meeting.