



MEETING MINUTES
Coordinating Commission for Postsecondary Education
State Capitol
Room 1113
Lincoln, NE
Thursday, October 14, 2010
8:30 a.m.

PUBLIC NOTICE:

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

Commissioners Present:

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

Commissioners Absent:

W. Scott Wilson

Commission Staff Present:

Angela Dibbert, Executive Assistant
Katherine Green, College Access Challenge Grant Program Director
Dr. Marshall Hill, Executive Director
Jason Keese, Public Information and Special Projects Coordinator
Kadi Lukesh, Bookkeeper/Budget Coordinator, & Office Manager
Dr. Barbara McCuen, Research Coordinator
Dr. Carna Pfeil, Associate Director for Finance & Administration
Mike Wemhoff, Facilities Officer

I. CALL TO ORDER

Commission Chairman Joyce Simmons called the meeting to order at 8:34 a.m. at the State Capitol, Room 1113, Lincoln, Nebraska on October 14. Attendance is indicated above.

II. WELCOME

Introductions

III. MINUTES

A. Action item Approve the September 15, 2010 work session minutes

Motion Motion by Commissioner HUNTER and second by Commissioner ANDERSON to approve the September 15, 2010 work session minutes as presented.

Result A roll-call vote was taken and the motion passed 8-0 with Commissioner Bishop and Commissioner Lauritzen abstaining.
Motion carried.

B. Action item Approve the September 16, 2010 meeting minutes

Motion Motion by Commissioner ZINK and second by Commissioner HUNTER to approve the September 16, 2010 meeting minutes as presented.

Result A roll-call vote was taken and the motion passed 7-0 with Commissioner Anderson, Commissioner Bishop, and Commissioner Lauritzen abstaining.
Motion carried.

IV. CHAIRMAN'S REPORT

A. Announcement of tentative 2011 meeting dates

B. Announcement of Nominating Committee members, who will submit nominations for next year's Commission Chair and Vice Chair

Chairman Simmons announced the Nominating Committee members for 2011. Members are Commissioner Mary Lauritzen - chair, Commissioner Carol Zink, and Commissioner John Winkleblack, who will submit nominations for Commission Chair, Vice Chair and two members for the Executive Committee.

C. Updates and other reports

Chairman Simmons asked Commissioner Davis to talk about Building Bright

Futures' annual event coming up on October 18.

V. EXECUTIVE DIRECTOR'S REPORT

A. Out-of-service area authorization

1. Offered by Mid-Plains Community College via two-way video originated from Brady High School in Brady, NE, delivered to St. Edward High School in St. Edward, NE:
 - *ENGL 1010, Expository Writing I (3 credits) (August 24 to December 17, 2010)*

B. 2010-11 First quarter Commission budget report

Ms. Kadi Lukesh presented the first quarter budget report and explained that the first quarter spending is consistent with previous fiscal years. Ms. Lukesh answered questions from Commissioners.

C. Updates and other reports

Dr. Marshall Hill reported that Mr. Larry Isaak, President of Midwestern Higher Education Compact (MHEC), has resigned and the interim president is Ms. Lana Oleen.

Dr. Hill mentioned that the Commission is working on two bills to take to the Legislature: 1) the Commission needs to make modifications to statutes dealing with how the Commission reviews and approves institutions to operate in Nebraska and 2) a bill that would direct the Commission to do a study on dual enrollment in Nebraska.

VI. PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

No testimony.

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

Mr. Stan Carpenter, Chancellor, State College System, commented about the Morgan Hall renovation at Peru State College.

Mr. Chris Kabourek, Assistant Vice President/Director Budget & Planning, and Mr. Ron Withem, Director of Government Relations, University of Nebraska, commented on the 2011-13 Biennial Budget Recommendations.

VIII. BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

A. Revenue bond and surplus fund project proposal:

1. Action item Peru State College – Morgan Hall Renovation

Mr. Mike Wemhoff gave a brief overview of the Morgan Hall

Renovation project and answered questions from Commissioners.

Motion Motion by Commissioner DAVIS on behalf of the Committee to approve the Peru State College – Morgan Hall Renovation.

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

B. Capital construction project proposal:

1. Action item University of Nebraska-Lincoln East Campus – Ken Morrison Life Sciences Addition O&M

Mr. Mike Wemhoff gave a brief overview of the University of Nebraska-Lincoln East Campus – Ken Morrison Life Sciences Addition operating and maintenance O&M request and answered questions from Commissioners.

NOTE: (VIII.B.2. was tabled until later in the meeting. Please see below for the motion.)

C. Recommendations on public postsecondary education institutions' 2011-13 biennial budget requests:

1. Action item 2011-13 biennial public postsecondary education operating budget recommendations

Dr. Carna Pfeil presented the recommendations regarding the 2011-2013 biennial public postsecondary education operating budget requests.

Motion Motion by Commissioner DAVIS on behalf of the Committee to recommend approval of the 2011-13 biennial public postsecondary education operating budget recommendations.

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

NOTE: Adjourned for break at 10:48 a.m. Meeting resumed at 10:58 a.m.

B. Capital construction project proposal:

2. Action item University of Nebraska-Lincoln East Campus – Ken Morrison Life Sciences Addition O&M

Dr. Prem Paul, Vice Chancellor for Research and Mr. Mike Zeleny, Assistant Vice Chancellor for Research, University of Nebraska-Lincoln, provided a brief background on the University of Nebraska-Lincoln East Campus – Ken Morrison Life Sciences Addition O&M request and answered questions from

Commissioners.

Motion Motion by Commissioner DAVIS on behalf of the Committee to recommend approval of the University of Nebraska-Lincoln East Campus – Ken Morrison Life Sciences Addition O&M request.

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

C. Recommendations on public postsecondary education institutions' 2011-13 biennial budget requests:
2. Action item 2011-13 biennial public postsecondary education capital construction budget recommendations and prioritization

Mike Wemhoff presented the recommendations regarding the 2011-2013 biennial public postsecondary education capital construction budget and prioritization requests.

Motion Motion by Commissioner DAVIS on behalf of the Committee to recommend approval of the 2011-13 biennial public postsecondary education capital construction budget recommendations and prioritization.

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

IX. PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS
No testimony.

X. ACADEMIC PROGRAMS COMMITTEE

A. Existing Program Review

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

- University of Nebraska-Lincoln: Biochemistry (BS, MS, PhD); Chemistry (BA, BS, MS, PhD); Geography (BA, BS, MA, PhD); Anthropology (BA, BS, MA); Geology (BA, BS); Meteorology-Climatology (BA, BS); Geosciences (MS, PhD)
- University of Nebraska at Kearney: Chemistry (BA/BS, BSE); Geography (BA/BS, BAE/BSE, BS Environment)
- University of Nebraska at Omaha: Environmental Studies (BGS, BS Life Science, BS Earth Science, BS Geography & Planning, BS Analytic)

- Wayne State College: Chemistry (BA, BS); Geography (BA, BS)
- Central Community College: Media Arts (AAS, Diploma, Certificate)
- Northeast Community College: Broadcasting, Audio, and Video Production (AAS, AA, Diploma, Certificate)

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

1. Name Changes
 - a. UNL – Advertising to *Advertising and Public Relations*
 - b. UNL – News-Editorial to *Journalism*
 - c. UNL – Geosciences to *Earth and Atmospheric Science*
2. Deletions
 - a. UNL – Mathematics and Statistics (joint degrees)
MS, MA, MAT, MSCT, and PhD
3. Inactive
 - a. WNCC – Office Technology program

XI. PRESENTATION

**A. Presentation, “Statewide Analysis and Implications of Increasing Numbers of Women at Nebraska Colleges and Universities”
by Dr. Barbara McCuen, *Research Coordinator, CCPE***

Dr. Barbara McCuen gave a presentation on “Statewide Analysis and Implications of Increasing Numbers of Women at Nebraska Colleges and Universities” and answered questions from Commissioners.

XII. FUTURE MEETINGS

The next regular Commission meeting will be December 9, 2010 and will be held at the State Capitol, Room 1113, Lincoln, Nebraska.

XIII. COMMISSIONER COMMENTS

Commissioner Lauritzen commented on the passing away of former Commissioner Roy Smith.

XIV. ADJOURNMENT of regular Commission meeting

There being no further business, the meeting was adjourned at 12:06 p.m.



Memorandum

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

DATE December 1, 2010
TO Commissioners
FROM Marshall A. Hill, Executive Director
SUBJECT Heroes Earnings Assistance and Relief Tax Act

The Heroes Earnings Assistance and Relief Tax Act of 2008 provides additional tax and pension benefits to individuals who are absent from work due to duty in uniformed military service. Consequently, the Commission needs to make certain modifications to its retirement plans to comply with the law. Compliance is required by December 31, 2012, but our plan provider (TIAA-CREF) recommends that we make adjustments earlier – by December 31, 2010. We agree with their recommendation.

Here are the high points:

- Adjustments are required by federal law.
- The adjustments won't affect any current staff member. Because of that, there are no current financial implications to the changes. Changes could affect obligations to future staff members who leave our employment for active, uniformed service in the military. Those additional obligations would likely be minimal.
- The Commission's current vesting policy puts us in good stead in regard to the new requirements.
- The Commission needs to approve the proposed modifications at its December 9, 2010 meeting. Following that, I will affirm compliance to the appropriate authorities.

Please see the attached document for details, and contact Carna if you have questions.

Amendment to the Commission's TIAA-CREF Retirement Plan

On June 17, 2008, President Bush signed into law the Heroes Earnings Assistance and Relief Tax Act of 2008 (HEART Act). This law provides additional tax and pension benefits to individuals who are absent from work due to duty in uniformed military service. The HEART Act clarifies some of the requirements regarding active-duty military personnel that apply to employer-sponsored retirement plans.

Retirement plans must be amended to reflect the required provisions of the HEART Act by the last day of the plan year or December 31, 2010. The deadline for amending government plans is December 31, 2012.

Although the Commission has until December 31, 2012 to amend its plan, TIAA-CREF (our plan provider) recommended that the Commission amend its policy provisions at the same time as the TIAA-CREF non-government plans are amended. The staff believes this is a reasonable suggestion and is recommending the following amendments to the Commission's TIAA-CREF retirement plan. (See below and the attached document.)

Contributions:

Part A – Benefits accrual in the Case of Death or Disability Resulting from Qualified Military Services.

Option 2 No

This section applies to individuals who die or become disabled while performing qualified military service. The law requires that a retirement plan treat participants who die on or after January 1, 2007, while performing qualified military services, as being reemployed and then dying for purposes of entitlement to certain additional benefits. One of the benefits that applies to the retirement portion of benefits is accelerated vesting.

Option 2 was selected because Commission employees are 100% vested from day one of employment. Therefore, no accelerated vesting is needed.

Vesting and Forfeitures:

Part A – Vesting in the Case of Disability Resulting from Qualified Military Services.

Option 3 Not Applicable

This section applies to individuals who are unable to be reemployed because of a disability as the result of performing qualified military services. The HEART Act requires that the employee's military service be treated as service with the employer for vesting and benefit accrual purposes. The individual must be treated as having been rehired as of the day of disability and then terminated.

Option 3 was selected because Commission employees are 100% vested during their employment and may receive a disbursement of any or all retirement funds upon discontinuing employment. If a disability precludes an individual from working for the Commission and must sever employment, the disabled individual has full access to all his or her retirement funds. Therefore, this feature of the HEART Act does not apply.

Distributions:

Part A – Deemed Severance from Employment.

Option 1 Yes, effective January 1, 2009.

This section applies to a distribution of the employee's retirement funds upon severance of employment. According to the HEART Act, an employer may treat an individual's service in the uniformed service while on active duty for more than 30 days as a severance from employment. If the active duty of more than 30 days is deemed severance from employment, the individual may request a distribution of retirement funds.

Option 1 was selected because Option 1 provides flexibility to the active duty individual and because all employees may request a distribution of their retirement funds upon severance of employment. Choosing Option 1 would permit the active duty individual the option of declaring severance of employment and requesting a distribution of retirement funds or continuing the designation of employed and not being able to request a distribution of retirement funds. If the individual chose the severance of employment while on active duty and opted for a distribution of retirement funds, the

individual could not make contributions to the retirement plan for 6 months after becoming reemployed.

Definitions:

Part A – Differential Wage Payments.

Option 1 Yes, effective January 1, 2009.

This section applies to differential pay that an employer may provide for retirement plan purposes. Differential pay is the difference between a person's pay from the employer and his or her military pay. The retirement plan does not have to treat differential pay as compensation to determine contributions and benefits, but must consider the differential pay when determining the total amount of employer and employee contributions to the retirement plan.

Option 1 was selected because if the employee has not opted to sever employment during active military duty, the individual must be treated as an employee with the employer and employee making contributions to the retirement plan. Further, the differential pay must be treated as wages from the employer to the employee. Consequently, employees must be allowed to make contributions of their wages to the retirement plan and the employer must compile with plan contributions designated for the employer.

Heroes Earnings and Assistance Relief Tax Act of 2008 (HEART) Adoption Agreement Amendment

This amendment of the Plan (hereinafter referred to as "the Amendment") is comprised of this Heroes Earnings and Assistance Relief Tax Act of 2008 (HEART) Adoption Agreement Amendment (the "Adoption Agreement Amendment") and the corresponding Basic Plan Document Amendment. The Amendment is adopted to reflect the provisions of the Heroes Earnings and Assistance Relief Tax Act of 2008 (HEART). The Amendment is intended to provide good faith compliance with HEART and related guidance until the Plan is formally restated to incorporate such guidance. The Amendment is effective as specified in this Adoption Agreement Amendment except as otherwise provided in the Basic Plan Document Amendment. The Amendment supersedes the existing provisions of the Plan to the extent that those provisions are inconsistent with the provisions of the Amendment.

EMPLOYER INFORMATION

Name of Plan COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION 403(B)

Plan Sequence Number _____ Account Number 314413

CONTRIBUTIONS

Complete Part A

Part A. Benefit Accrual in the Case of Death or Disability Resulting from Qualified Military Service

Will the benefit accrual provisions under Code Section 414(u)(9) apply to individuals who are unable to be reemployed on account of death or Disability while performing qualified military service as defined in Code Section 414(u) (select one)?

Option 1: Yes, effective _____ (Specify a date that is on or after January 1, 2007, or, if later, the Effective Date of the Plan.)

Option 2: No.

NOTE: If no option is selected, Option 2 will apply.

VESTING AND FORFEITURES

Complete Part A

Part A. Vesting in the Case of Disability Resulting from Qualified Military Service

Will Years of Vesting Service be credited to individuals who are unable to be reemployed on account of Disability while performing qualified military service as defined in Code Section 414(u) (select one)?

Option 1: Yes, effective _____ (Specify a date that is on or after January 1, 2007, or, if later, the Effective Date of the Plan.)

Option 2: No.

Option 3: Not applicable. Individuals become 100% Vested upon Disability under the terms of the Plan.

NOTE: If no option is selected, Option 2 will apply. Regardless of which option is selected, individuals who are unable to be reemployed on account of death while performing qualified military service must be credited with Years of Vesting Service.

DISTRIBUTIONS

Complete Part A

Part A. Deemed Severance from Employment

May a Participant request a distribution of their Elective Deferrals and earnings on account of Deemed Severance from Employment while performing military service as defined in Code Section 3401(h)(2)(A) (select one)?

Option 1: Yes, effective _____ (Specify a date that is on or after January 1, 2009, or, if later, the Effective Date of the Plan.)

Option 2: No.

NOTE: If no option is selected, Option 1 will apply.

DEFINITIONS

Complete Part A

Part A. Differential Wage Payments

Unless a different definition of Compensation is required by the Code, will Differential Wage Payments be included in Compensation for contribution, allocation and other general Plan purposes (select one)?

Option 1: Yes, effective _____ (Specify a date that is on or after January 1, 2009, or, if later, the Effective Date of the Plan.)

Option 2: No.

NOTE: If no option is selected, Option 1 will apply and the effective date will be the later of January 1, 2009, or the Effective Date of the Plan.

EMPLOYER SIGNATURE

Signature of Employer

1. I acknowledge that I have relied upon my own advisers regarding the completion of the Amendment and the legal and tax implications of amending this Plan;
2. I understand that my failure to properly complete the Amendment may result in disqualification of the Plan; and
3. I have received a copy of the Amendment.

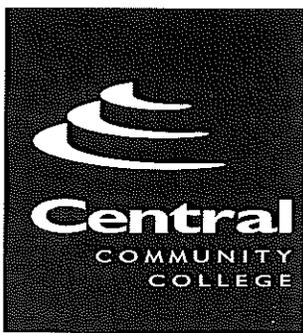
Signature of Adopting Employer _____ Date Signed _____

Type Name _____ Title _____

2010 College Access Challenge Grant

Approved Funding

Entity	Project Name	Funding Approved	
		Year 1	Year 2
1. EducationQuest	<i>8th-9th-10th Grade Initiative</i>	\$238,300	\$204,500
2. Omaha Public Schools	<i>Careers for Kids Resource Center</i>	\$280,000	\$280,000
3. Central Plains Center for Services	<i>Success Through Education</i>	\$76,000	\$76,000
4. Grand Island Public Schools — Central Community College	<i>Project CARE (College Access Readiness for Education)</i> <i>ACE Scholars and Academy Student Advantage (A2 Advantage)</i>		
Shared funding contingent on forming partnership and creating new proposal		\$223,000	\$223,000
5. Mid-Plains Community College	<i>Building Bridges to College Access</i>	\$40,000	N/A
6. Ho-Chunk Community Dev. Corp.	<i>Challenging Our Youth to Succeed</i>	\$100,000	\$100,000
Funding contingent on forming partnership with Creighton University and writing new proposal			
7. Nebraska Methodist College	<i>College Challenge</i>	\$47,000	\$47,000
8. Grace University	<i>College 101</i>	\$19,000	\$19,000
9. Bright Futures Foundation	<i>Building Bright Futures/Bright Futures Foundation Avenue Scholars</i>	\$102,700	\$102,700
		Total Approved	
		\$1,126,000	\$1,052,200
		\$903,000	\$829,200



Toll-free, all locations:
1-877-CCC-0780
www.cccneb.edu

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Coordinating Commission
for Postsecondary Ed.

November 1, 2010

Katherine Green
College Access Challenge Grant Program Director
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Fax: (308) 324-5885

Dear Katherine,

This letter is notification that Central Community College will not be accepting the College Access grant recently awarded by the CCPE. Dr. Robin Dexter, our partner from the Grand Island Public Schools, is aware of and approves this action. We want to stress our appreciation for the help and work that went into this grant application.

Best regards,

A handwritten signature in black ink that reads "Greg P. Smith".

Dr. Greg P. Smith, PhD
College President
Central Community College

Cc Dr. Robin Dexter



Postsecondary Institutional

Operating Budget

Deficit Appropriation Requests

Fiscal Years 2010-11

Coordinating Commission for Postsecondary Education

COMMISSION DRAFT

Executive Summary

The Commission reviewed one deficit request submitted by the State Colleges. The Commission's recommendations follow:

Operating Budget Requests

Institution	Request		Commission Recommendation
State Colleges	\$2,105,535	\$1,220,341	The Commission recommends that the state provide some additional general funds to assist the State Colleges with the significant increase in salaries required by the Special Master/CIR ruling, such as providing \$1,220,341 as a base funding adjustment that would provide faculty salary increases for 2010-11 as directed by court order and would also adjust the salary base for future salary increases.

Introduction

According to statutes, the Commission is to review and make recommendations to the Governor and the Legislature regarding any major operating budget deficit appropriation requests coming from Nebraska's public postsecondary institutions. (See pages 9 to 10) The Commission considers the institutional deficit request submitted this year to be major and, consequently, will review and make recommendations on the state college deficit request.

The state budget administrator has stated in his deficit appropriations memorandum that "a deficit budget request should only be made for extraordinary circumstances that are beyond an agency's control and ability to manage during the 2009-11 biennium." The state DAS Budget Administrator further states that an agency is to undertake any necessary management actions that will allow an agency to operate within the 2009-11 biennial appropriation.

Operating Budget Requests

The deficit request submitted by the governing board of the Nebraska State College System is as follows:

Institution	Request	Dollars Requested
		2010-11
State Colleges	Resulting impact of the Supreme Court decision affirming the Commission of Industrial Relations (CIR) ruling regarding faculty salary increases.	\$2,105,535

I. State Colleges

1. Impact of the Supreme Court decision affirming the Commission of Industrial Relations (CIR) ruling regarding faculty salary increases - \$2,105,535.

Description and Narrative:

The State Colleges are requesting \$2,105,535 in 2010-11 for faculty salary increases. The additional funding is needed as a result of an August, 2010 Supreme Court decision affirming the Special Master/CIR ruling regarding faculty salary increases for the 2009-11 biennium.

The funding requested is the difference between the final offer made by the State College Board of Trustees and the Commission of Industrial Relations' ruling on salary increases. The request is broken into two parts – a one-time request of \$885,194 for 2009-10 that the State Colleges have already paid and an adjustment to the funding base of \$1,220,341 to provide for 2010-11 salary increases. The salary increases affirmed by the CIR were a 7% increase for 2009-10 and a 4% increase for 2010-11.

Recommendation:

The Commission recommends that the state provide some additional general funds to assist the State Colleges with the significant increase in salaries required by the Special Master/CIR ruling, such as providing \$1,220,341 as a base funding adjustment that would provide faculty salary increases for 2010-11 as directed by court order and would also adjust the salary base for future salary increases.

Background and Rationale:

The Nebraska State College Board (NSCB) and the State College faculty bargaining unit, State College Education Association (SCEA), began negotiations on salary increases for the 2009-11 biennium in September, 2008. The two parties exchanged proposals, but could not come to an agreement. On January 6, 2009, the two parties met with a federal mediator and, on January 12, the two parties presented their final offers. Since no agreement could be reached on the final offers, and the two entities were at an impasse, the NSCB and the SCEA submitted their final offers to the

“Special Master.” (The “Special Master” is an individual who is a factfinder and is selected jointly by the NSCB and the SCEA.)

The Nebraska State College Board (NSCB) based its offer on salary levels of an array of institutional peers originally identified by the Coordinating Commission in 1997. From the full list of peers, NSCB selected nine institutions within 500 air miles of the nearest state college. The NSCB’s analysis of faculty salaries was based on academic rank. NSCB determined that professors were above their peers by 0.73 percent, associate professors were below their peers by 6.78 percent, assistant professors were below their peers by 11.73 percent, and instructors were below peers by 4.36 percent. NSCB’s final offer based on the array of peers selected was as follows: professors receive no increase in base salary for the 2009-11 biennium; associate professors receive a 3.39 percent increase each year of the biennium, assistant professors receive a 5.87 percent increase for 2009-10 and a 5.86 percent increase for 2010-11, and instructors receive a 2.18 percent increase for both years.

The State College Education Association (SCEA) based its final offer on the full list of college peers established by CCPE in 1997. The complete list included institutions located all across the country. The SCEA stated it selected the full array of peers because those schools were classified as similar institutions by CCPE. Further the SCEA believed having a geographically based array of institutions was warranted because NSC faculty are part of a national labor pool.

The SCEA evaluated faculty salaries as a whole and not by rank. The SCEA determined that the average of the faculty salaries at the State Colleges was 4.17 percent below the average of the peer salaries in 2007-08. Further, the SCEA predicted that peer salaries would increase by 4.22% each of the next two years. Its final offer requested a 7% across-the-board increase for 2009-10 and a 4.0% across-the-board increase for 2010-11. The SCEA justified its offer of an 11% increase over 2-years based on faculty salaries being 5.02% below peers in 2007-08, and that average annual faculty salary increases from 1996-97 through 2006-07 were 4.22%.

The Special Master reviewed both offers and stated that he was required to choose between two “decidedly unattractive” final offers. However, he was required by law to select one of the final offers as presented. The Special Master compiled his own array of peer institutions consisting of 12 Midwestern schools.

The Special Master evaluated faculty salaries as a whole and not by faculty rank. It was determined by the Special Master that faculty salaries at peer institutions would increase about 10% over the 2009-11 contract term. The Special Master concluded that the SCEA’s final offer of 11% did a better job of moving and keeping faculty comparable to peers during the contract period than did the NSCB’s overall offer of 4.33%. Therefore, the Special Master selected the SCEA’s offer as being the most reasonable.

The NSCB appealed the Special Master's decision to the Commission of Industrial Relations (CIR). At the time of the appeal, NSCB asked to submit additional evidence regarding comparability studies with other colleges and their belief that there were computational errors contained in the SCEA data. That request was denied because the Bargaining Act does not permit additional evidence to be submitted to the CIR after the order is issued by the Special Master.

The CIR is required to show significant deference to the Special Master's ruling and to set the ruling aside only if it finds the ruling is significantly different than prevalent rates of pay as determined by the CIR. The CIR analysis determined that the Special Master's 10% increase was correct and fell between the Board's offer of 4.33% and the SCEA's offer of 11%. The CIR gave the Special Master significant deference, concluded the Special Master's ruling was not significantly different from prevalent rates of pay, and affirmed the Special Master's ruling.

The NSCB appealed the CIR ruling and was granted a petition to bypass the Court of Appeals and have the appeal heard by the Nebraska Supreme Court. The Supreme Court looked at two issues: (1) did the CIR err by not allowing the NSCB to offer new evidence, and (2) did the CIR err in affirming the Special Master's order because the order was significantly different than prevalent pay for faculty salaries.

The Supreme Court may modify, reverse, or set aside an order of the CIR on the following grounds and no other: (1) the CIR acts without or in excess of its powers, (2) the order was procured by fraud or is contrary to law, (3) the facts found by the CIR do not support the order, and (4) the order is not supported by a preponderance of competent evidence on the record considered as a whole. The Supreme Court ruling affirmed that the CIR was correct in not allowing additional evidence to be submitted. Further, the CIR did not err in finding that the Special Master's order was not significantly different than prevailing pay rates. Therefore, the Supreme Court affirmed the decision of the CIR.

According to the State Colleges, the NSCB made contingency plans and set aside funding to pay salary increases reflective of the NSCB final offer. The Special Master/CIR order is significantly more than the Board's final offer.

The funding requested is the difference between the NSCB's final offer and the CIR ruling. For 2009-10, the difference is \$885,194. For 2010-11, the difference is \$335,147.

The NSCB is requesting a one-time allocation of \$885,194 to compensate the State Colleges for the salary adjustments already made to faculty for the 2009-10 fiscal year. The NSCB is also requesting a general fund base salary adjustment of \$1,220,341 for 2010-11. The base adjustment of \$1,220,341 is to adjust the salary base for 2009-10 by \$885,194 and to adjust the 2010-11 salary base by another \$335,147 to accommodate the required salary increases for 2010-11.

The Coordinating Commission analyzes faculty salaries in its *Factual Look* publication using Integrated Postsecondary Education Data System (IPEDS) and uses American Association of University Professors (AAUP) data for budget recommendations. The Commission agrees with the findings of both the NSCB and the SCEA that salaries at the State Colleges are below their peer salaries. Indeed, the Coordinating Commission has reported that point for several years. However, the methods use by the NSCB, SCEA, and the Special Mater for determining the appropriate salary increases are questionable, at best, when considering the identified outcomes.

The Coordinating Commission believes it is reasonable and prudent to evaluate salaries according to rank. Professors are always paid more than associate professors, assistant professors, and lecturers. If an institution has a significant number of full professors and those professors have been at an institution for a considerable length of time, the professors' salaries will significantly increase the average salary number for the whole institution. While the Coordinating Commission identifies an average salary by institution in some of its analyses, it does not believe in or recommend using an average institutional salary for compensation negotiations.

Although the State College Board's final offer suggested funding faculty salaries by rank, the NSCB has historically provided an across the board salary increase for all faculty, as suggested by the SCEA. As an example, if professor salaries are at the peer average, as indicated by the State College Board, and an across the board percentage salary increase is provided, professors' salaries will increase dollar wise significantly more than the lower ranks. This would most likely place professors above their peers, at least in the short-term. The associate professor and assistant professor salary averages are less likely to move significantly toward the average for these ranks at peer institutions. However, the State College Board's suggestion or offer to not provide a salary increase for professors for two years when professor salaries are less than one percent above the peer average would, most likely in the two-year period, cause the professor salaries to be below the peer average at the end of the 2-year period.

The Special Master projected the salary increases of the peers for 2009-10 and 2010-11 from an array of 8 institutions. In the projection process, the Special Master determined that the average faculty salary increase for the peers was 3.75% in 2008-09. The NSCB provided a 4% faculty salary increase for 2008-09. Further the Special Master took judicial notice of the worsening national economy and determined there was no basis for the SCEAs assumption that wages in peer institutions would increase by 4.22% in 2008-09, 2009-10 and 2010-11. Even though all the indicators identified by the Special Master showed that faculty salaries would not increase 11% over the 2009-11 biennium, the Special Master concluded that the SCEA's offer of 11% for the biennium did a better job of moving all unit members toward comparability.

The CIR affirmed the Special Master's ruling in accordance with the Bargaining Act. The Bargaining Act clearly defines the CIR's role in state employee cases to be an appellate body and not a redundant factfinder. Further, the Bargaining Act requires the CIR to show significant deference to the Special Master's ruling.

In the past several years, the Coordinating Commission has become aware of concerns individuals have expressed with rulings issued by the Commission of Industrial Relations (CIR). The CIR has little discretion regarding its rulings for state employees and must adhere to the State Employees Collective Bargaining Act, Neb. Rev. Stat. §§ 81-1369 to 81-1390 (2008). Due to the inflexibility of the Bargaining Act, the Coordinating Commission suggests that the Legislature give some consideration to reviewing relevant provisions of the Bargaining Act in regard to issues identified above.

The Coordinating Commission agrees with the Special Master that neither final offer was optimum. The Commission does not, however, agree with the Special Master's decision made after the Special Master determined that faculty salaries would not increase to the level projected by the SCEA. Further, the Commission believes, contrary to the Special Master, that salary negotiations should include a recognition of salaries by rank. However, the Supreme Court affirmed the ruling of the Special Master and CIR. Consequently the NSCB is required to increase all faculty salaries over the 2-year period by 7% the first year and 4% the second year for a total of 11% for the 2009-11 biennium.

Commission Recommendation:

The Commission recommends that the state provide some additional general funds to assist the State Colleges with the significant increase in salaries required by the Special Master/CIR ruling, such as providing \$1,220,341 as a base funding adjustment that would provide faculty salary increases for 2010-11 as directed by court order and would also adjust the salary base for future salary increases.

The Commission is required by Section 85-1416, Nebraska Revised Statute (Supp. 2007), to provide a recommendation on all major deficit requests submitted by the public postsecondary institutions.

Section 85-1416, Neb. Rev. Stat. (Supp. 2007)

(1) Pursuant to the authority granted in Article VII, section 14, of the Constitution of Nebraska and the Coordinating Commission for Postsecondary Education Act, the Commission shall, in accordance with the coordination function of the Commission pursuant to section 85-1403, review and modify, if needed to promote compliance and consistency with the Comprehensive Statewide Plan and prevent unnecessary duplication, the budget requests of the governing boards.

(2)(a) At least thirty days prior to submitting to the Governor their biennial budget requests pursuant to section 81-1113 and *any major deficit appropriation requests* pursuant to instructions of the Department of Administrative Services, the Board of Regents of the University of Nebraska and the Board of Trustees of the Nebraska State Colleges shall each submit to the Commission an outline of its proposed operating budget. The outline of its proposed operating budget or outline of proposed state aid request shall include those information summaries provided to the institution's governing board describing the respective institution's budget for the next fiscal year or biennium. The outline shall contain projections of funds necessary for (i) the retention of current programs and services at current funding levels, (ii) any inflationary costs necessary to maintain current programs and services at the current programmatic or service levels, and (iii) proposed new and expanded programs and services. In addition to the outline, the Commission may request an institution to provide to the Commission any other supporting information to assist the Commission in its budget review process. An institution may comply with such requests pursuant to section 85-1417.

(b) On September 15 of each biennial budget request year, the boards of governors of the community colleges or their designated representatives shall submit to the Commission outlines of their proposed state aid requests pursuant to the Community College Foundation and Equalization Aid Act.

(c) The Commission shall analyze institutional budget priorities in light of the Comprehensive Statewide Plan, role and mission assignments, and the goal of prevention of unnecessary duplication. The Commission shall submit to the Governor and Legislature by October 15 of each year recommendations for approval or modification of the budget requests together with a rationale for its recommendations. The analysis and recommendations by the Commission shall focus on budget requests for new and expanded programs and services and major statewide funding issues or initiatives as identified in the Comprehensive Statewide Plan. If an institution does not comply with the Commission's request pursuant to subdivision (a) of this subsection for additional budget information, the Commission may so note the refusal and its specific information request in its report of budget recommendations. The Commission shall also provide to the Governor and the Appropriations Committee of the Legislature on or before October 1 of each even-numbered year a report identifying public policy issues relating to student tuition and fees, including the appropriate relative differentials of tuition and fee levels between the sectors of public postsecondary education in the state consistent with the Comprehensive Statewide Plan.

(3) At least thirty days prior to submitting to the Governor their biennial budget requests pursuant to section 81-1113 and *any major deficit appropriation requests* pursuant to instructions of the Department of Administrative Services, the Board of Regents of the University of Nebraska and the Board of Trustees of the Nebraska State Colleges shall each submit to the Commission information the Commission deems necessary regarding each board's capital construction budget requests. The Commission shall review the capital construction budget request information and may recommend to the Governor and the Legislature modification, approval, or disapproval of such requests consistent with the statewide facilities plan and any project approval determined pursuant to subsection (10) of

section 85-1414 and to section 85-1415. The Commission shall develop from a statewide perspective a unified prioritization of individual capital construction budget requests for which it has recommended approval and submit such prioritization to the Governor and the Legislature for their consideration. In establishing its prioritized list, the Commission may consider and respond to the priority order established by the Board of Regents or the Board of Trustees in their respective capital construction budget requests.

(4) Nothing in this section shall be construed to affect other constitutional, statutory, or administrative requirements for the submission of budget or state aid requests by the governing boards to the Governor and the Legislature.



Memorandum

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

DATE December 9, 2010
TO Commissioners
FROM Katherine Green
SUBJECT ACE Plus Scholarship Program operating procedures

Central Community College, along with Grand Island Public Schools, has withdrawn from participation in the College Access Challenge Grant. The Commission had granted its program \$223,000 for each of the next two award years. Commission staff has recommended that those funds be used for a new scholarship program that would help former ACE students while they attend college after high school. The Commission is requested to approve operating procedures for the new scholarship program. Below is a summary of the proposed program. Attached are the proposed operating procedures.

The Proposal:

Use forfeited federal College Access Challenge Grant funds in the amount of \$223,000 per year to fund a new scholarship program for college students who participated in the Access College Early Program as high school students. It would be called the ACE Plus Scholarship. The Commission has the authority to operate this scholarship program under the College Access Challenge Grant Program.

Details:

- To qualify, students must be enrolled full time in postsecondary education and have received an average of a C or better in all ACE-funded courses taken.
 - Students must have graduated from high school and enrolled in college full time the following year to be eligible.
- Awards will be first come, first serve, although we will make an effort to ensure as many as possible can get the scholarship.
- The scholarship will be for the first two years of college. This will not be calculated by hours but by the actual time they have been enrolled full time at the higher education institution.
- Award for the first year of college will be \$500 for the year, divided between semesters/quarters.
- Award for the second year of college will be \$1000 for the year. Students must maintain a GPA of 2.5 to qualify for the second year.
- The scholarship can be applied toward all education expenses, defined as tuition, mandatory fees, other education-related fees, room and board, and other costs related to the student's education.

- For the 2010-11 award year, will provide awards of \$250 for the spring semester only.
- We will request grades from the students to monitor how they are doing in college.

The numbers:

For the Class of 2010, 733 students received ACE awards during their senior year. With approximately 80 percent of ACE students going on to college, that leaves 586 students who would be eligible for the scholarship in the spring of 2011. If all 586 students were to qualify for the \$250 award this year, we would spend \$146,500 of the \$223,000 budget for 2010-2011. The balance would carry forward to the next fiscal year, giving us \$299,500 to award in 2011-2012.

However, we will be limited in how many qualifying students can be contacted this year, so it is very likely we will spend less than \$146,500 in 2010-2011.

After 2011, the Commission could consider providing more funds from the College Access Challenge Grant to fund the program. A goal might be to guarantee a scholarship to every successful ACE student enrolled full time.

ACE Plus Scholarship Program

Operating Procedures

December 9, 2010

001 Purpose and Objectives

The purpose of the ACE Plus Scholarship Program is to encourage postsecondary enrollment and persistence for students who received a Nebraska ACE Scholarship while in high school by providing financial assistance during the first two academic years of postsecondary education.

002 Funding and Authority

The ACE Plus Scholarship Program is funded solely by the federal College Access Challenge Grant, CFDA No. 84.378A. The Commission will administer ACE Plus under the authority of the College Access Challenge Grant, including applicable federal statutes and regulations: Title VII, Part E of the Higher Education Act of 1965, as amended, 20 U.S.C. § 1141; 34 CFR Parts 74, 76, 77, 78, 80, and 208; and OMB Circular A-133.

003 Definitions

003.01 Award means a grant of money to an eligible student for educational expenses.

003.02 Award year means the period from July 1 of one year through June 30 of the succeeding year.

003.03 Commission means the Coordinating Commission for Postsecondary Education.

003.04 Educational expenses means the student's cost for tuition, mandatory fees, other education-related fees, room and board, books, and other costs related to students' education.

003.05 First-year award means an award for a student's first academic year of postsecondary education following high school graduation in the amount of:

003.05A \$250 during the 2010-2011 award year.

003.05B \$500 during each award year after the 2010-2011 award year.

003.06 Full-time student means a student who is enrolled in at least 24 semester credit hours, 36 quarter credit hours, or 900 clock hours per academic year.

003.07 Postsecondary educational institution means a postsecondary institution which is a member of an accrediting body recognized by the United States Department of Education.

003.08 Second-year award means an award for a student's second academic year of postsecondary education in the amount of \$1,000.

003.09 Student means a student who:

- (1) Received a Nebraska ACE Scholarship, as defined in Neb. Rev. Stat. § 85-2101 through 85-2108;
- (2) Received a grade point average of 2.0 or better on a 4.0 scale for all completed ACE-funded courses taken while in high school; and
- (3) Has enrolled in a postsecondary educational institution as a full-time student.

004 Student Application

004.01 A student who is applying for a first-year award is eligible if:

004.01A For the 2010-2011 award year, the student graduated from high school during the 2009-2010 academic year; or

004.01B For any award year following the 2010-2011 award year, the student has enrolled and will be attending courses at the postsecondary educational institution as a full-time student no later than the award year immediately following the academic year in which the student graduated from high school.

004.02 A student who is applying for a second-year award is eligible if the student:

- (1) Has attended a postsecondary educational institution for one full academic year as a full-time student;

- (2) Received an ACE Plus first-year award during the previous award year;
- (3) Received the equivalent of a 2.5 grade point average on a 4.0 scale during the previous academic year; and
- (4) The student has enrolled as a full-time student for the next academic term.

004.03 An applicant must complete a form developed by the commission. The student must sign the form. A copy of the form is included in Appendix A.

005 Commission Responsibilities

005.01 The commission shall verify the student's eligibility by reviewing the submitted application to ensure it has been properly completed and signed.

005.02 The commission shall establish dates for when applications may be received for each award year.

005.03 The commission shall make awards, both first-year and second-year awards, on a first-come, first-serve basis, until all money budgeted for the program has been expended.

005.04 Awards shall be paid directly to the postsecondary educational institution. Under no circumstances will an award be made directly to a student.

005.05 Each award shall be divided equally among the terms (semesters, quarters, etc.) in an award year. 450 clock hours shall be deemed one term.

005.06 The commission shall notify the student of the verification of eligibility and the award amount in writing within 30 days following receipt of the application. Notification will be given in writing, either by U.S. mail or e-mail.

005.07 The commission may make awards to students contingent on verification of enrollment and grade point average earned, as required for eligibility. Funds will not be transferred to the postsecondary educational institution until the commission receives verification of enrollment from the institution.

005.08 Any unawarded funds shall be carried over to the next award year in accordance with federal statutes and regulations.

006 Appeal Process

006.01 A student may request in writing a review of any adverse decision by requesting such review within 20 days following notice of the adverse decision, addressed to the executive director of the commission. The review shall be pursuant to the Nebraska Administrative Procedure Act, Neb. Rev. Stat. § 84-901, et seq.

ACE Plus Scholarship Student Application

(All applications must be typed. All information required unless indicated otherwise.)

_____			____/____/____	Gender*: <input type="checkbox"/> Male
First	Middle	Last	Birth Date (MM/DD/YYYY)	<input type="checkbox"/> Female
_____			_____	
Home Address/City/Zip			Email Address	
_____		_____	____/____	
High School		City	High School Graduation Date (MM/YYYY)	
_____			_____	
Final high school GPA (on a 4.0 scale) *			Average GPA for all ACE-funded courses	

Attending postsecondary institution				
_____			_____	_____
Institution Address			City	State/Zip

I am applying for an ACE Plus:

- First-year award (recent high school graduate)
- Second-year award (previously received an ACE Plus Scholarship)
An up-to-date, unofficial college transcript must be included with your application.

I certify that the above information is accurate and correct. I acknowledge that this scholarship must be used for educational expenses only and that the scholarship will be applied after other grants/scholarships are applied. I agree to return any unused scholarship funds to the Coordinating Commission for Postsecondary Education in the event that I withdraw as a full-time student. I authorize the attending college/university listed above to release my tuition and fees statement and grades to the Coordinating Commission for Postsecondary Education upon request. This authorization is good for one year from the date of this form.

Student Signature

Date

Race/Ethnicity* (optional; check one box only):

- White, non-Hispanic Black, non-Hispanic Hispanic
- Asian/Pacific Islander Native American Two or more races

* For research purposes only. This information will not be used to determine your eligibility for the scholarship.

Please return this form via mail to Katherine Green, College Access Challenge Grant Program Director, CCPE, PO Box 95005, Lincoln, NE 68509-5005, e-mail to Katherine.Green@Nebraska.gov, or fax to 402.471.2886.

Institution/Campus: Southeast Community College / Lincoln Campus
Project Name: Classroom/Student Serv./Welcome Center Addition
Date of Governing Board Approval: October 12, 2010
Date Complete Proposal Received: October 18, 2010
Date of Commission Evaluation: December 9, 2010

Project Description: Southeast Community College is proposing to construct a 59,630 gross square foot (gsf) addition to the Lincoln Campus Main Building and construct a new parking lot with 434 parking spaces. A site plan of the SCC Lincoln Campus is provided below.



The addition would provide 21 additional classrooms, two computer labs, a computer learning resource center, relocated and expanded student services space, a new welcome center and relocation of the Arts and Sciences Division faculty/staff office space. The proposed building site includes a portion of an existing parking lot that would lose about 40 parking spaces.

Office space vacated by the Arts and Sciences Division would be used for classroom or office space as needed. Space vacated by student services staff would be remodeled to expand the cafeteria/food service space in a separate remodel project.

The total project cost is estimated to be \$6,745,170 (\$107.66/gsf and \$749/parking stall) with Capital Improvement Funds proposed as the source of funding. Facility operating and maintenance (O&M) costs are projected to increase by \$255,319/year (\$4.28/gsf/year) with General Operating Funds being the source of funds.

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

Yes

No

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states:

“Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication.” This project would provide an efficient use of facilities to meet the needs of increasing campus enrollment.

Page 7-7 of the *Plan* outlining the community colleges’ role and mission states: “Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer program.” Space associated with this project would be used for all of these academic programs.

(SCC-Lincoln / classroom/student services/welcome center addition evaluation continued)

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

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

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

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

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

Comments: This project would be used as general classroom space available to all existing academic programs on campus including applied technology, academic transfer and continuing education classes.

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

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

Comments: The SCC Board of Governors endorsed a *Facilities Development Plan* for the Lincoln Campus in November 1981. The *Facilities Development Plan* allowed for phased expansion to meet growing enrollments.

The SCC Board of Governors also updates a comprehensive plan for facilities in conjunction with the college budgeting process. Potential projects for both the next fiscal year and future years are identified. The proposed classroom expansion, student services/welcome center and parking lot expansion was identified as a potential project for FY 2011 in the Capital Improvement Budget approved by the SCC Board of Governors on September 14, 2010.

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

High Low

Comments: Not applicable to this proposal as the project primarily involves new construction.

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

High Low

Comments: Not applicable to this proposal as the project primarily involves new construction.

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: SCC has utilized a uniform classroom specification since the original Lincoln Campus building was constructed in 1979. This guideline provided standardized 750 square foot classrooms with 25 to 35 student stations. The proposed addition would construct slightly larger classrooms of 875 square feet that would accommodate 40 students each. Part of the reason for an increase in the size of a typical classroom is to accommodate a table and chair layout for student seating. The use of tables and chairs, in lieu of tablet armchairs, has become the standard for new construction at most postsecondary institutions. Tables allow students more room for electronic devices and are generally more comfortable than tablet armchairs.

The SCC Lincoln Campus scheduled 68 existing classrooms an average of 57.9 hours per week during the 2009 fall quarter (includes average daytime scheduling of 43.7 hours per week and evening scheduling of 14.2 hours per week per classroom). As a comparison, nationally recognized classroom utilization standards for four-year institutions consider classrooms scheduled 30

hours per week to be fully utilized. Classroom utilization would still average 44.2 hours per week if the proposed project's 21 additional classrooms were constructed and student enrollment were to remain at current levels.

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: Detailed furniture plan layouts have been used to justify the size of classroom and computer laboratories. Space planning for faculty and staff office space was based on summarizing programmatic needs for the architect to use in developing design drawings.

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

High Low

Comments: Southeast Community College has seen full-time equivalent (FTE) enrollment increase from 8,181 to 10,335 between academic year (AY) 2002-2003 and AY 2009-2010 (26.8% increase). Continued enrollment increases can reasonably be expected, based on continuing population growth in Lancaster County and increasing tuition differentials between two- and four-year public postsecondary education institutions. If future enrollment increases continue at a similar pace, average classroom utilization would exceed 50 hours per week in the next five years without further building additions beyond this proposal.

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

High Low

Comments: This proposed new addition would not create a need for future projects. Increased ongoing facility operating and maintenance costs associated with the new addition are within the college's general operating and capital improvement funds' budget capacities given existing levy limits.

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

High Low

Comments: SCC's other Lincoln site with classroom space is at the downtown Energy Square building, which has 17 classrooms available. Energy Square classrooms were scheduled an average of 43.5 hours per week during the 2009 fall quarter (includes average daytime scheduling of 30.1 hours per week and evening scheduling of 13.4 hours per week per classroom). Little additional classroom capacity is available at Energy Square.

SCC also considered leasing space, but the college does not consider this option to compare favorably to the long-term costs of ownership.

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

High Low

Comments: The proposed project would not provide cost efficiencies. However, the additional space would allow for additional classroom sections to be scheduled and provide adequate space for faculty offices. The addition would also enhance student services and create a new welcome center for prospective students that would assist in student recruitment activities.

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

High Low

Comments: Construction Costs - The college's estimate for construction of a building addition and additional parking is \$6,745,170 (\$113.12/gsf). Commission staff's estimate of the total project cost is \$7,635,400 (\$128.05/gsf) for construction of vocational school space per *R.S. Means Square Foot Costs*. The college's estimate is \$890,230 (11.7%) lower than Commission staff's estimate for the project. The primary difference between these estimates is in construction costs. The college stated that if bids come in higher than anticipated they would use tuition revenues included in the Capital Improvement Fund to finance an increase in the total project cost.

Operating and Maintenance Costs - The college is estimating an increase in ongoing facility operating and maintenance (O&M) costs of \$255,319 per year (\$4.28/gsf/year) to support the new addition and parking lot. Commission staff's estimate to provide ongoing facility O&M for this project is \$300,700 per year (\$5.04/gsf/year). Both estimates are based on 2010 dollars. The college's estimate is \$45,341 (15.1%) lower than Commission staff's estimate. SCC has demonstrated the capacity to adequately maintain its existing facilities and has the ability to allocate operating and capital improvement funds as needed for building maintenance.

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

High Low

Comments: The use of capital improvement property tax funds by a community college to construct instructional and student support space is appropriate. SCC had a Capital Improvement Fund balance of \$22,889,638 as of June 30, 2010. A substantial portion of these funds come from a shift of tuition revenue into the Capital Improvement Fund in 2009. SCC presently collects 0¢ per \$100 property valuation for the Capital Improvement Fund. The maximum capital improvement levy limit allowed by statute is 1.0¢ per \$100 property valuation.

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

Yes No

Comments: The college has demonstrated that this project would not unnecessarily duplicate instructional facilities at Southeast Community College's Lincoln sites.

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 need for additional academic and administrative/faculty office space has been well documented in the college's proposal. SCC area-wide FTE enrollment has increased by 26.8% since 2003, when the last classroom addition was constructed on the Lincoln Campus.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove



Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Southeast Community College's proposal for the Lincoln Campus classroom/student services/welcome center addition and parking lot expansion as outlined in the program statement dated October 1, 2010.

Comments: The need for additional space to address expanding enrollment has been well documented in this proposal. The addition would address immediate classroom scheduling conflicts and allow additional class sections to be offered.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Metropolitan Community College (MCC)

Program: Medical Assisting

Award: Certificate of Achievement

Institution's Existing Degree(s) in Same or Similar Discipline: Professional Health Studies; Nursing and other allied health programs

Proposal Received by Commission: October 28, 2010

Proposed Start Date: June 2011

Description

The proposed program is designed to train students to perform administrative and clinical tasks in medical offices. Medical assistants are responsible for a variety of activities, especially in small offices, and usually report to an office manager or a health practitioner. The program would require 69 quarter credit hours (46 semester credit hours): 50.5 hours (34 semester hours) in medical assisting courses and an 18.5 credit hour (12 semester hours) externship. The program would take four quarters to complete with the student required to pass each class each term before moving to the next quarter. The curriculum is essentially that currently offered by Alegent Health School of Medical Assisting in Omaha, a program that is nationally accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs). Alegent is discontinuing their program and working with MCC and CAAHEP to transfer both the program and accreditation to the MCC campus.

MCC would also make available the option of earning an AAS degree in Professional Health Studies, a program approved by the Commission in 2007. The Professional Health Studies program provides an avenue for students who have earned a certificate or credential in a health field to receive an associate degree. The program currently provides this opportunity for dental assistants and paramedics. If the medical assisting certificate is approved, the graduates would be eligible to enroll in the Professional Health Studies program.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

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

MCC cites figures from *Occupational Outlook Quarterly* to demonstrate demand for the program. Health care job openings for workers who do

not have a bachelor’s degree are expected to exceed three million by 2014. And while the group of people aged 55-64 will grow by 36 percent, the group aged 16-24 will grow only 2.9 percent, resulting in an increased demand with a decreasing ability to meet it.

For the medical assisting field, MCC provides data from CC Benefits. Statewide, a 25% increase in jobs is projected between 2010 and 2018 and a 32% increase in the Omaha metro region. The percentages translate to 1,183 job openings in the state and 710 in the region.

Commission staff consulted the Nebraska Department of Labor’s Web site. The department estimates 80 annual openings in the Omaha area for medical assistants, an increase of 35%. The average hourly wage was projected to be \$14.53 (\$30,222 annually).

B. Demand for the Program

High-----Low				
	√			

Alegent provided graduation and placement information for their most recent class. Thirteen students graduated and eleven of them were hired by Alegent. They also reported that they had openings for 15 full-time medical assistants and that there were 689 openings in the city of Omaha.

MCC estimates enrollments of 25 students per class. Given Alegent’s class sizes, the lower tuition at MCC, and the need for medical assistants, this number is realistic.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

There are many medical assisting programs in Nebraska. Two community colleges offer the program—CCC and SCC. In the Omaha area Kaplan University offers an accredited associate degree program, Nebraska Methodist College has an accredited certificate program, and Vatterott College offers a degree program. Nonetheless, there are no public institutions offering the program in MCC’s service area.

D. Resources: Faculty/Staff

High-----Low				
	√			

MCC reports that their faculty and administration have been working with that of Alegent Health for over a year. Since this is essentially the transfer of a program from one institution to another, there should be little need for curriculum development, although MCC will need to add four new courses to its offerings. MCC states that they would employ one additional full time faculty member. Some courses, such as medical terminology, are already taught by full-time faculty in other health programs. One adjunct faculty member would also be hired initially. The budget indicates 1.5 FTE for the program, funding for which would come from the faculty funding line for a discontinued program (shown as reallocated funds in the budget).

E. Resources: Physical Facilities/Equipment

High-----Low				
	√			

The program would be based on Metro’s South Omaha campus. Most of the classes require a general purpose classroom or a lab designed for allied health programs, both of which are available at that location.

Alegent would partner with MCC to provide access to their facilities for clinical procedures courses and externships.

Alegent Health will make an “in-kind” donation to MCC comprised of the contents of the Medical Assisting School. The donation, valued at \$150,000, includes equipment as well as supplies.

The equipment ranges from large items, such as exam tables and venipuncture chairs, to glucose monitors and centrifuges. This amount is included under “Other” in the budget.

F. Resources: Library/Information Access

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

Part of the in-kind donation from Alegent includes instructional videos and DVDs. In addition to the existing allied health resources already in the college’s collections, the budget includes \$500 annually for new

library acquisitions.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$395,607	Reallocated Funds	\$311,684
General Operating	\$15,600	New State Funds	
Library	\$2,500	New Local Funds	
Facilities		Tuition and Fees	\$682,000
Equipment	\$8,000	Other:	\$250,000
Five-Year TOTAL	\$421,707	Five-Year TOTAL	\$1,243,684

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2012



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska
Name of new unit: Water for Food Institute
Programs included in new unit: Interdisciplinary, university-wide initiative
Proposal received by Commission: October 20, 2010
Proposed start date: Fiscal year 2010-2011

Description

The proposed institute would be a global research, education, and policy entity designed to help the world use its limited fresh water resources efficiently, with a special focus on current and future food supplies. The university lists five primary objectives:

- Create strong partnerships and an extensive knowledge base to develop solutions
- Increase water productivity in agriculture
- Develop advanced decision-making tools and knowledge-delivery systems
- Develop educational programs
- Disseminate findings

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Demonstrated Need and Demand

High	-----	Low
	√	

The university reports that global agricultural productivity has increased dramatically over the past 50 years, often by increasing the supply of water (dams, pipelines, wells, etc.) By 2050 the world population is expected to increase by 40% with the demand for food doubling. With these projections, the university states that increasing the supply of water is no longer a sustainable option. The focus must switch to advanced technologies and innovative management to ensure sufficient water for the world's needs.

In 2008, at the request of NU President Milliken, a group of faculty met with a charitable foundation to begin addressing the issue of world-wide water shortages. The result was The Future of Water for Food Conference, held in May 2009 at UNL. It was hosted by the university and the Bill and Melinda Gates Foundation and sponsored by the Robert B. Daugherty Charitable Foundation. Over 230 representatives from universities, industry, government, and non-governmental organizations from the U.S. and five foreign countries attended. Following the conference, 65 of the experts met and noted that there is no organization either nationally or internationally that is focusing exclusively on this issue. They recommended that Nebraska was

a good place to house such an organization and that the time was right to establish it. Further discussions ensued and planning was initiated for the institute.

B. Resources: Faculty/Staff

High-----Low
√

The university reports that the proposed institute would be university-wide, incorporating faculty and students from all four campuses. It would have a board of directors appointed by the President of the University, who will serve as the chair. Initially the board would have no more than five members, including a representative from the Robert B. Daugherty Charitable Foundation. There would also be two advisory boards: one for NU faculty and one for international experts and partner institutions.

An executive director would be hired and would report directly to the NU President. Assisting the executive director would be a director of research and a director of policy analysis.

The proposed institute is intended to address a full range of issues related to water use, so the faculty involved would come from departments across the campuses. These departments are likely to include engineering, geosciences, sociology, biology, agriculture, business, political science, and others. NU states that the institute may use a system similar to other research centers where faculty have a partial FTE in the institute as well as their home department. The budget lists 8.1 FTE faculty in year 1 with four new faculty added in year 2. A new professional staff person and two international visiting scholars would also be added. In addition, the budget includes .9 FTE for support staff that increases to 2.1 FTE in year 3.

C. Resources: Physical Facilities/Equipment

The proposed institute is an organizational unit that would be housed initially in the Whittier Building on the UNL campus. UNL recently renovated the entire envelope of the Whittier Building but less than half of the gross square footage. The costs identified for year 1 in the budget would be for office space not previously renovated.

The budget also includes start-up and publishing costs for a *Water for Food* academic journal.

D. Budget

In April 2010 the university reported a \$50 million founding gift from the Robert B. Daugherty Charitable Foundation to support the Water for Food Institute (the first five years of the gift appears in the budget under NU Foundation which is serving as the pass-through entity). The intent of the gift is to establish a base from which the university can launch their initial efforts. The university intends to leverage these funds to secure competitive grants, contracts, and additional donations.

PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by the University of Nebraska

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$13,063,000	Reallocated Funds ³	\$6,977,000
General Operating ¹	\$4,185,000	New State Funds	
Library	\$662,000	New Local Funds	
Renovated space	\$350,000	Other: NU Foundation	\$14,000,000
Other ²	\$17,655,000	Research grants/contracts	\$10,000,000
		Private gifts	\$5,000,000
Five-Year TOTAL	\$35,915,000	Five-Year TOTAL	\$35,977,000

¹ Includes international partnership and program development, annual conference, and Director’s Innovation Award.

² Includes a research stimulation fund and faculty/student international exchange.

³ Includes \$300,000 annual support from NRI (National Research Initiative of the USDA) for the Water Science lab, \$862,786 annually from the university’s Programs of Excellence fund, and salaries of existing faculty.

Committee Comment:

The new organizational unit is appropriate for a land grant institution, especially one already active in water research. The cost is high, but the majority of the funding is from external sources.

Committee Recommendation: Approve the new organizational unit

Approval does not constitute or imply CCPE approval of any new programs that may be proposed in the future

St. Gregory the Great Seminary Annual Report

Background

In 1998 the Commission approved St. Gregory the Great Seminary as a new institution located near Seward, Nebraska. Although the primary goal of the seminary is to prepare Catholic men to enter the priesthood, it also functions as a four-year undergraduate institution, offering a bachelor of arts degree in philosophy.

Commission Rule 2 requires a review of a new institution at the end of two years. If the review is satisfactory, authorization is extended for five additional years. St. Gregory submitted a report that was approved by the Commission in 2000. Annual reports, however, are required until regional accreditation is achieved.

Summary of Institution's Report

- St. Gregory has been working toward regional accreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The college achieved initial candidacy in October 2008.
- Following the recommendations of the HLC site visit team, as well as items identified internally, the college made several changes, including revisions to the mission statement, the planning process and the strategic plan, and assessment practices.
- The Board of Trustees is reviewing the articles of incorporation and bylaws, and considering the development of a trustee handbook.
- The seminary continues to enroll about fifteen new students each year. The total enrollment for the most recent year is 44, the largest since the seminary opened. A sixth diocese has been added to those that sponsor St. Gregory, which should help increase enrollments even more.
- The college will add a senior capstone seminar to the curriculum this spring.
- The library is continuing its steady growth, now holding over 41,000 volumes; electronic periodical databases were recently added.
- SMARTboards have been installed in every classroom. The college supplies students with laptop computers for use during the time they are enrolled.
- There have been no changes to the faculty, but two of the current professors recently earned their doctorates.
- A second site visit was conducted in April 2010. HLC staff have informed St. Gregory that they intend to recommend initial accreditation for the seminary at their November meeting.

Committee Comment

Knowing that Higher Learning Commission action was pending, staff did not present this annual report to the Commission at the time it was received. On November 5, 2010, the HLC granted initial accreditation to St. Gregory the Great Seminary.

Committee Recommendation

Accept the report, congratulate St. Gregory on its success in achieving accreditation, and discontinue all reporting requirements.

Universal College of Healing Arts Annual Report

Background

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

Summary of the Institution's Report

For the period July 1, 2009 through June 30, 2010, for the AAS program only:

- Students enrolled 8
- Students withdrawing 1 (90% retention rate)
- Students graduating 3
- Graduates employed in this or related field 3 (100% placement rate)

The college anticipates greater enrollments in 2011, since many of the recent graduates from the diploma program have expressed interest in starting the degree program in January.

Committee Comment

UCHA previously reported that students were not enrolling in the degree program because they can become licensed massage therapists with only a diploma (after passing the national exam). While the lack of graduates from the degree program is still disappointing, it is understandable, and three students did graduate in both 2008-09 and 2009-10.

Committee Recommendation

Accept the report. The next annual report is due September 15, 2011.

Gallup University Annual Report

Background

In 2009 the Commission approved Gallup University as a new institution located in Omaha. The university is authorized to offer master's level degrees and certificates in business, organizational leadership, and education.

Commission Rule 2 requires annual reports from a new institution, a review of the institution at the end of two years, and, if the review is satisfactory, annual reports for an additional five years or until regional accreditation is achieved.

Summary of Institution's Report

- Gallup University has been in consultation with the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and will be seeking accreditation.
- The university has not yet admitted students. The administration believes that the added value of regional accreditation is worth delaying admissions and has been focusing its efforts on preparation for the application for accreditation.
- As part of the preparation process, faculty have submitted course curricula to subject matter experts for review and updated the content as needed. Instructional designers and faculty have worked together to build courses within the online framework.
- Short courses and non-credit certificate programs that will eventually be incorporated into the curriculum have been piloted with more than fifty participants.
- In addition to curriculum development and pilot courses, the faculty have continued their research, publication, and participation in professional organizations. They have made presentations at conferences including the Academy of Management, the Society for Industrial-Organizational Psychologists, and the American Psychological Association.

Committee Recommendation

Accept the report. The next annual report is due October 15, 2011.

Automotive Technology—AOS, AAS, Diploma, Certificate
Western Nebraska Community College
Follow-up Report

Background:

- In **1994** the Commission reviewed the Automotive Technology program at Western Nebraska Community College. The program was offered in Sidney and Scottsbluff.
 - Scottsbluff averaged 3.4 graduates per year and Sidney averaged 1.4.
 - Both locations averaged between 240 and 250 SCH/FTE. However, Scottsbluff reported an average of 690 SCH and Sidney averaged 859.
 - WNCC reported that they were discontinuing the program at Sidney and would be offering it only at Scottsbluff.
 - The Commission **postponed its decision** with a report on the restructuring.
- In **1996** WNCC reported that the Sidney program was discontinued following the spring semester 1994.
 - The data for 1995-96 showed three graduates, 3.11 FTE faculty, 745 SCH, and 239 SCH/FTE.
 - One of the first programs in the state to receive NATEF/ASE certification, the program was due to be reviewed for recertification in 1997.
 - Along with related programs, the Automotive program would be undergoing a curriculum study in 1996-97.
 - The commission **continued** the program.
- In **2001** the Commission again reviewed the program during its regular review cycle. The program averaged 3.0 graduates and 229 SCH/FTE.
 - WNCC reported that they were in the process of establishing an occupational studies option that should better meet the needs of students.
 - The Commission **postponed its decision** and asked for a report on need and demand and status of the occupational studies option.
- In **2003** WNCC reported that an internal review of the program had been completed in 2002.
 - The number of students enrolled ranged from 61 in fall 2001 to 40 in fall 2003.
 - The Associate of Occupational Studies degree and a Professional Skills award were in place.
 - The Commission **postponed its decision** and asked for a report on enrollments, degrees awarded, placement of graduates, and recruiting efforts.

Committee Draft

- In **2008** the Commission again reviewed the program during its regular review cycle. The program averaged 2.8 graduates and 331 SCH/FTE. There were also 31 students who had earned the Professional Skills award. The Commission **postponed its decision** with a report on demand for the program including enrollments and number of graduates.
- In **2010** WNCC provided the following information:
 - In 2007-08 two students graduated with an AOS degree. In 2008-09 three earned the degree and one earned a diploma.
 - For 2008-09 the SCH produced was 973, the FTE was 2.4, and the SCH/FTE was 400.
 - In 2007-08 there were 38 high school students who participated in the class offerings and 52 students in 2008-09.

Committee Comment: The program is clearly serving students (973 SCH and 52 high school students in 2008-09). It's also possible some students are taking only the courses necessary to gain employment. However, the other community colleges are graduating many more students (see table below). In addition, since the Commission first reviewed the program in 1994, there has been a consistent pattern of low graduation rates and, until recently, of low SCH/FTE (see p. 3 for a timeline of productivity).

Committee Recommendation: In-depth review to determine the viability of the program, due September 1, 2011.

Automotive Technology Programs

Five-year averages reported to the Commission in 2008

Institution	SCH/FTE	Degrees	Diplomas	Certificates	Total Awards
CCC	463	6.0	9.4	26.2	41.6
MCC	370	7.4	0.8	0.6	8.8
MPCC	349	3.0	5.2	22.8	31.0
NECC	472	27.0	n/a	n/a	27.0
SCC	460	59.2	n/a	n/a	59.2
WNCC	331	2.0	0.4	0.4	2.8

Committee Draft

WNCC Automotive Technology Timeline

	Data from first review - 1994					Data from second review - 2001					Data from third review - 2008					
Year	88-89	89-90	90-91	91-92	92-93	95-96	96-97	97-98	98-99	99-00	03-04	04-05	05-06	06-07	07-08	08-09
Awards*	5 +7= 12	0+4= 4	0+2= 2	2+0= 2	0+2= 2	3	2	3	2	5	6	4	2	1	2	4
SCH*	742 914	708 882	787 804	708 837	506 852	1072	726	584	678	721	689	683	881	859	971	na
SCH/FTE*	251 248	267 245	269 223	276 261	177 237	244	214	225	237	225	284	260	372	348	393	na

*For 1988-89 through 1992-93, the first or top number is for Sidney, the second or bottom number is for Scottsbluff

**Health Information Management Services—AAS, Diploma
Western Nebraska Community College
Follow-up Report**

Background:

- In **1996** the Commission **approved** a new degree and diploma program in Health Information Management Services (HIMS) as a partnership between WNCC and CCC. The program was nationally accredited in 2000.
- In **2000** the Commission reviewed the program during its regular review cycle. WNCC reported a three-year average of 2.3 graduates and 234 SCH/FTE. There were 23 graduates, however, in 1999-2000. Although the program did not meet productivity thresholds, based on its age and the number of graduates in the most recent year, the Commission **continued** the program.
- In **2008**, during its second regular review, WNCC reported that the program produced an average of 804 credit hours, with a SCH/FTE of 140. The average number of graduates was 15.4. WNCC was initiating an entirely online program, converting it to a 12 month format, and increasing recruiting efforts. The Commission **continued the program with a report** on SCH/FTE and the results of the new recruiting activities.

Summary of report received in 2010:

- The average number of graduates was 11.0 and the average SCH/FTE was 175.
- WNCC is partnering with MPCC to provide courses to their students. They will also continue to work with students who need recertification.
- The program graduates who take the national exam have a 95% pass rate.
- The college completed an internal review of the program making the following recommendations:
 - Rename the program Health Information Technology (HIT) to better align with other institutions.
 - Reduce faculty from 2.0 FTE to 1.3 or 1.4 FTE.
 - Eliminate the medical transcription option.
 - Develop a three-semester online degree option.
 - Maintain all accreditation.
 - Continue current marketing and create a formal marketing and recruitment plan.
 - Expand the offering of the HIT Career Academies to high schools.
 - Submit reports to the Vice-President of Educational Services, with the final one due April 5, 2011.

Committee Comment

WNCC has clearly taken a serious look at this program. Changes to the program are likely to increase enrollments and the reduction of faculty should result in a higher SCH/FTE.

Committee Recommendation

Continue the program, with a summary of the final report from the internal review committee provided to the Commission by September 1, 2011. The next regular program review is due June 30, 2014.

**Information Technology—AA, AS, AAS, Diploma, Certificate
Western Nebraska Community College
Follow-up Report**

Background:

- In **2008**, during its regular program review, WNCC reported that the program produced an average of 2,245 credit hours, with a SCH/FTE of 329. The average number of graduates was 6.6. WNCC planned to redesign courses into an 8-week evening format, increase online offerings, restructure and cluster courses, and develop a formal recruiting plan. The Commission **continued the program with a report** on the number of graduates and the status of program changes.

Summary of report:

- The average number of graduates was 7.0 and the average SCH/FTE was 293. The numbers do not include classes offered by the business and industry program.
- Although the threshold for number of graduates was not met, students have completed their goals, developed skills, and secured employment.
- The microcomputer applications class is required of all AA degree graduates.
- The college completed an internal review of the program making the following recommendations:
 - Convert and offer at least five classes to online format in 2010-11 and another five in 2011-12.
 - Collaborate and consolidate offerings that are now listed in both Information Technology and Computer (for business and individual training), eliminating duplication and increasing average class size.
 - Develop a course cancellation process for Computer offerings.
 - Complete faculty attainment of certifications by summer 2011.
 - Align offerings with faculty expertise and credentials.
 - Promote certificates and diplomas in alignment with industry recognized credentials.
 - Continue current marketing and recruitment for Sidney and develop a formal plan for other locations.

Committee Comment

The average number of graduates has increased slightly. WNCC has identified a strategy for improvement of the program.

Committee Recommendation

Continue the program.

The next regular program review is due June 30, 2014.

**Communication Arts—BA
Chadron State College
Follow-up Report**

Background

- In **2008** the Commission reviewed the communication arts program at CSC. The journalism and speech communication majors had been merged into a single communication arts major in 2004. The average SCH/FTE for the previous five years was 520. Since the change in program name and structure, there had been two graduates.
- CSC reported that in fall 2006 they had 32 declared majors and minors and would meet the Commission threshold of seven graduates in the 2006-07 academic year.
- The Commission **continued the program, with a report** on enrollments and number of graduates.

Summary of the Report

- The average number of graduates over the previous five years was 6.4 and average SCH/FTE was 435. Six students graduated in 2006-07, ten in 2007-08, and nine in 2008-09.
- The program is the only four-year communication arts program in western Nebraska. The closest is at UNK, 346 miles to the southeast.
- A public relations option that focuses on rural areas was added in 2005.
- The program supports the general education curriculum, as well as the master of science in organizational management. One of the three courses routinely offered online for the MS averages 24 students.
- Online courses have contributed significantly to increased enrollments.
- The program is housed in a recently renovated building with state of the art computer facilities, software, and equipment.
- The college is developing a campus radio station.
- Efforts are underway to align the curriculum with two-year institutions to make transfer easier for students.

Committee Comment

The average number of graduates has increased and exceeded the Commission threshold in each of the last two years. The program appears to be growing and gaining strength.

Committee Recommendation

Continue the program.

The next regular program review is due June 30, 2014.

2009-10 EXISTING PROGRAM REVIEW

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR							
Institution	Program	5 yr Average (2004-2009)					
		SCH/ FTE	Associate		Diploma	Certificate	Total Awards
CCC	Diesel Technology	323	AAS	11.2	4.6	19.0	34.8
NECC	Diesel Technology	423	AAS	25.6			25.6
SCC	Diesel Technology-Farm	460	AAS	21.2			21.2
SCC	Diesel Technology-Truck	293	AAS	19.0			19.0
SCC	Deere Construction & Forestry Equipment Technology	481	AAS	5.8			5.8
SCC	John Deere Technology	597	AAS	17.8			17.8
MCC	Utility Line Technician	697	AAS	20.6		1.4	22.0
NECC	Utility Line	342	AAS	34.0			34.0
WNCC	Powerline Construction & Maintenance Technology	424	AOS	9.75*	5.0*		14.75*

*4-year average (program was initiated Summer 2006)

Commission Thresholds

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

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

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

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.	300	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275
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2009-2010 Programs Requiring Additional Review

** (Item in bold is under Commission Threshold)

			Five Year Average (2004-09)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
MPCC	Diesel Technology	AAS Certificate Diploma	5.0 0.2 2.6	862	4	205	During the 2009-10 academic year, the Diesel Technology program graduated 10 students with Associate Degrees and Certificates. For fall of 2010, 18 students are currently registered. Because of the variety of diesel mechanics in several different industries, there is a need for a large number of employees and this is the only Diesel Technology program west of Hastings.	Continue	Continue, with a report due 12/15/12 on SCH/FTE.	MPCC addressed the number of graduates but not the low SCH/FTE.

Information Item

Reasonable and Moderate Extension

1. CCC – Business Technology – Paralegal Specialization (AAS, Diploma, Certificate)



2010 Biennial Report

Covering the period from December 2008 to December 2010

Committee Draft
November 2010

COMMISSIONERS

Dr. Joyce Simmons, Chair (Valentine)

Dr. Ron Hunter, Vice Chair (Hay Springs)

Colleen A. Adam, (Hastings)

Clark Anderson (Lincoln/Ogallala)

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Carol Zink (Lincoln)

This report and others are available at the
Coordinating Commission's website:
www.ccpe.state.ne.us

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2010 Biennial Report

Provided pursuant to §85-1412 (12) of Nebraska Statutes.

Welcome!

The 2010 Biennial Report provides an “insider’s view” of Nebraska’s Coordinating Commission for Postsecondary Education’s accomplishments during the past two years. Pursuant to state statute, the Coordinating Commission utilizes this report to inform its readers of what the Commission does and how well it is achieving its goals.

The Coordinating Commission is proud to share its activities during the past two years and how its accomplishments relate to the Commission’s overarching goals and mission.

What is the Commission?

In 1990, Nebraskans saw a need for an independent entity to coordinate the state’s public higher education institutions from a statewide — rather than an institutional — perspective. To accomplish this, voters amended the state constitution, creating the Coordinating Commission for Postsecondary Education [Article VIII-14].

Nationwide, 28 states have coordinating commissions very much like Nebraska’s Coordinating Commission, providing an objective point of view of higher education statewide. An additional 26 states have statewide governing boards that provide a similar perspective. (Some states have both types of agencies.)

Nebraska's CCPE

Nebraska's Coordinating Commission is an independent agency with 11 Commissioners, who are appointed by the Governor and approved by the Legislature. There are 12 state-funded employees and one federally-funded employee on the Commission's staff. The Commission promotes high quality, ready access and efficient use of resources in Nebraska higher education by carrying out its duties as outlined in the Coordinating Commission for Postsecondary Education Act.

The Commission's duties primarily affect the community colleges, the Nebraska State College System and the University of Nebraska.

To assist in carrying out its duties, the Commission maintains regular contact with the State Board of Education, the Nebraska Community College Association Board of Directors, the Nebraska State College System Board of Trustees and the University of Nebraska Board of Regents. These contacts help improve communication and coordination of services among the Coordinating Commission and providers of higher education.

The following sections will address the points above and will describe the past two years of activities conducted under each of them.

What does the Commission do?

The Commission:

- Implements a statewide, comprehensive plan to guide Nebraska's higher education system, in collaboration with state colleges and universities;
- Administers student financial aid and other federal programs;
- Conducts research and publishes reports on issues pertaining to higher education;
- Provides information and advice on higher education to the Legislature;
- Authorizes academic programs;
- Considers and approves or disapproves proposals from new or out-of-state institutions to operate in Nebraska.
- Approves proposals for facilities; and
- Reviews institutions' budget proposals and makes recommendations on those requests to the Governor and the Legislature.

What does the Commission do?

◆—————◆
**Implements a statewide, comprehensive plan to guide
Nebraska's higher education system, in collaboration
with the state's colleges and universities**

◆—————◆
**Nebraska's *Comprehensive Statewide Plan
for Postsecondary Education***

As required by statute, the Commission has developed and periodically revises a plan to provide direction for the future of higher education in Nebraska. This document, the *Comprehensive Statewide Plan for Postsecondary Education*, identifies goals that lead to an educationally and economically sound, vigorous and “let’s-work-together” system of higher education.

The *Comprehensive Plan* was developed in collaboration with the state’s colleges and universities and guides the coordination of Nebraska’s public higher education institutions and sectors. The Commission uses the *Plan* to facilitate most of its statutory decision-making processes.

In addition to identifying the overall goals and objectives for Nebraska’s public higher education system, the *Plan* defines the role and mission of each public higher education institution in Nebraska.

When developing proposals for new facilities or academic programs, Nebraska’s public colleges and universities must do so in compliance with the *Plan*.

The *Plan* is considered a “living document,” meaning it is reviewed and revised as the environment for postsecondary education evolves. Substantive changes to the *Plan* are made with care, however, and only after distributing drafts of proposed changes to all affected parties, taking those parties’ concerns under advisement, and holding one or more public hearings in front of the Commission. After the Commission approves the revision, the Legislature’s Education Committee reviews the *Plan* and the revisions at a public hearing and reports its findings to the Legislature. The *Plan* is available on the Commission’s website, www.ccpe.state.ne.us, under the “Data Collection, Reports, and Presentations” link.

A Summary of the *Comprehensive Plan's* 14 Major Goals

Meeting the Needs of Students

Goal 1: Seek methods to increase participation and success in higher education for all students.

Goal 2: Be student-centered and offer lifelong learning opportunities.

Goal 3: Provide appropriate support services to help all students reach their educational goals.

Goal 4: Provide graduates with the skills and knowledge needed to succeed as capable employees and responsible citizens.

Meeting the Needs of the State

Goal 5: Be responsive to the workforce development and ongoing training needs of employers.

Goal 6: Contribute to the health and prosperity of citizens through research and development efforts, technology and attracting external funds.

Goal 7: Prepare individuals for productive, fulfilling lives.

Goal 8: Assess evolving needs and priorities and adopt new methods and technologies to address them.

Meeting Needs by Building Exemplary Institutions

Goal 9: Fulfill roles and missions in an exemplary manner and compare favorably with peers.

Goal 10: Provide fair and reliable funding policies that provide appropriate levels of support to enable institutions to excel.

Goal 11: Be effective in meeting the needs of students and the state. Be efficient and accountable in expenditure of state resources.

Meeting Needs through Partnerships and Collaboration

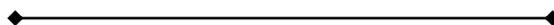
Goal 12: Collaborate with one another and with other entities to share resources and deliver programs cooperatively.

Goal 13: Work effectively with elementary and secondary schools to improve teaching and learning and to facilitate articulation.

Facilities Planning to Meet Educational Needs

Goal 14: Advocate a physical environment for public postsecondary institutions that is: supportive of role and mission; well-utilized and effectively accommodates space needs; safe, accessible, cost-effective and well-maintained; and flexible to adapt to future changes.

What does the Commission do?



Administers student financial aid programs



Financial Aid

The Commission administers the Nebraska Opportunity Grant and the Access College Early (ACE) Scholarship Program. The Commission also conducts annual audits of all postsecondary institutions in the state that receive state and federal grant funds for financial aid.

Nebraska Opportunity Grant

The Nebraska Opportunity Grant, formerly known as the Nebraska State Grant, is awarded to students in consultation with financial aid administrators at Nebraska's postsecondary institutions. These grants are awarded to students who are residents of Nebraska, attend a Nebraska postsecondary institution, and have a minimum Expected Family Contribution (EFC) as determined by completing the Free Application for Federal Student Aid (FAFSA).

Nebraska Opportunity Grant Biennium History:

2008-09:

Total awarded: \$12,611,384

- 14,106 students received a grant (48% of Nebraska Pell Grant-eligible students)
 - Public institutions: 9,392 students
 - \$890 average award
 - Private, non-profit: 2,534 students
 - \$1,018 average award
 - Proprietary/for-profit: 2,180 students
 - \$966 average award

Average grant awarded: \$894

2009-10:

Total awarded: \$14,093,053

- 15,704 students received a grant (41% of Nebraska Pell Grant-eligible students)
 - Public institutions: 10,322 students
 - \$850 average award
 - Private, non-profit: 2,884 students
 - \$947.79 average award
 - Proprietary/for-profit: 2,498 students
 - \$1,034 average award

Average grant awarded: \$897

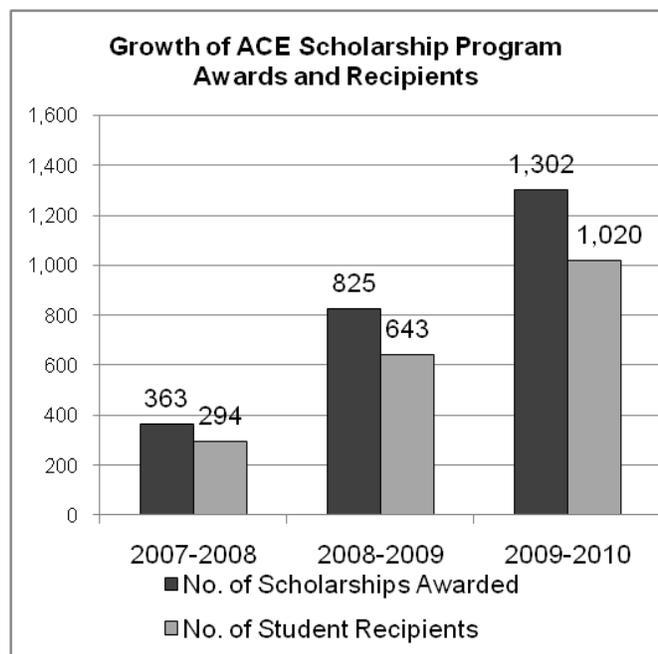
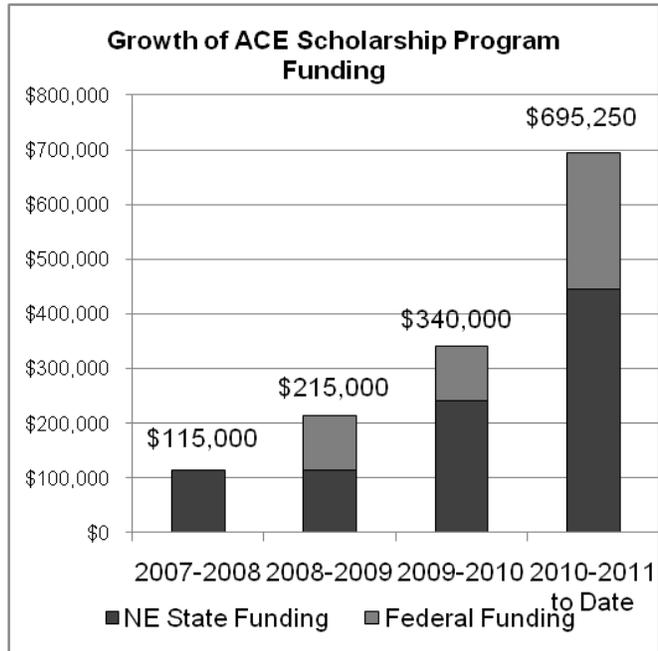
Access College Early Scholarship Program

The Access College Early (ACE) Scholarship Program awards scholarships to low-income high school students who enroll in a college course at a participating public or private postsecondary institution while the student is still in high school. The Commission recommended the creation of this program in 2007, funding it through the transfer of funds from a relatively inactive program, the Community Scholarship Foundation Program, to the ACE program.

Current research indicates that high school students who take college courses while in high school:

- increase academic rigor during high school;
- remain in school and graduate at higher rates;
- enroll in college at an increased rate;
- streamline their transitions from high school to college;
- have a head start on their chosen postsecondary programs;
- save money once in college; and
- return for their college sophomore years at higher rates.

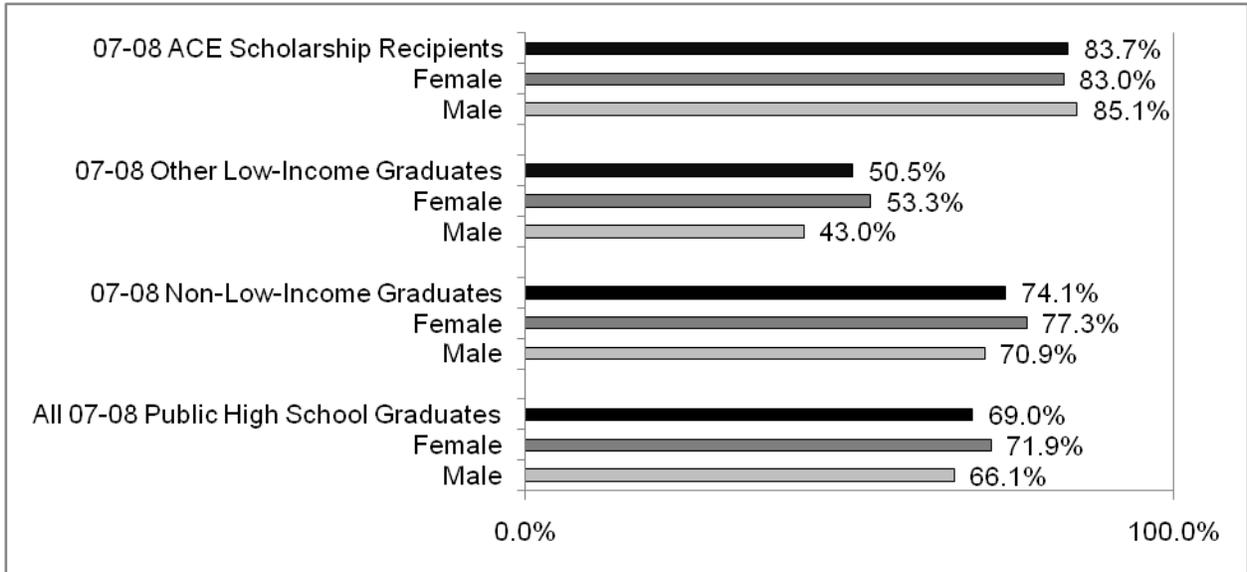
The Commission believes the opportunity to take college courses while in high school should be available to all qualified students regardless of family income.



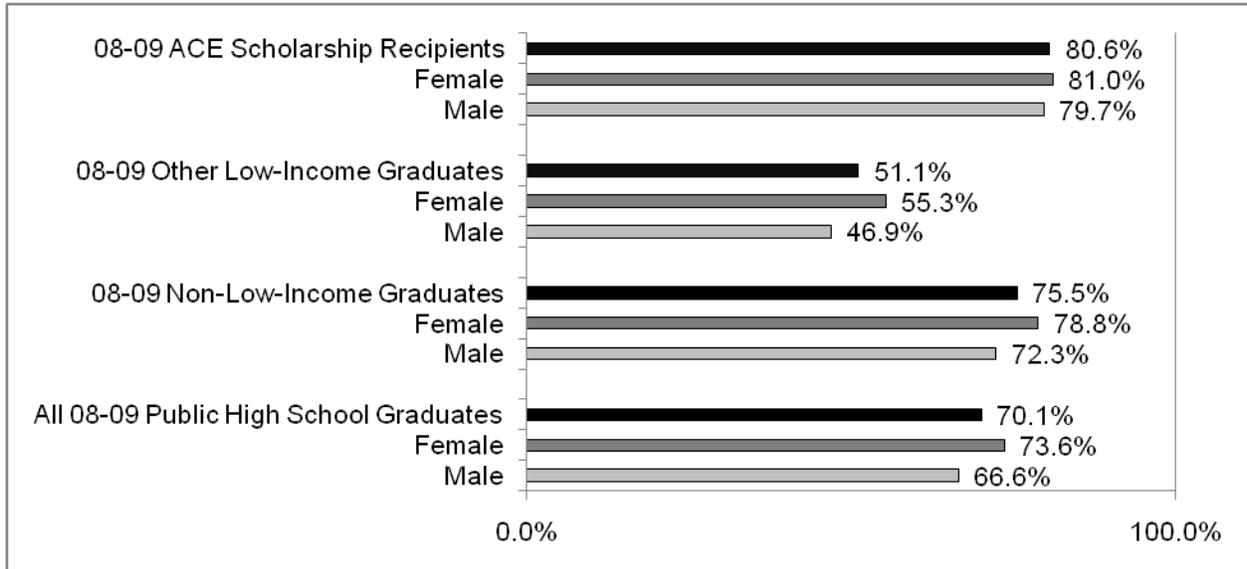
(ACE charts continued on next page)

(ACE charts continued)

Nebraska public high school college continuation rates - 2007-2008



Nebraska public high school college continuation rates - 2008-2009



What does the Commission do?

Provides information and advice on higher education to the Legislature and Governor. Conducts research, publishes reports on issues regarding higher education.

Reports and Analysis

The Commission utilizes extensive data to produce a wide array of objective, comprehensive reports. This in-depth research provides an independent —and invaluable — voice within Nebraska’s postsecondary education system. No other entity in Nebraska maintains and reports all of these kinds of data.

CCPE research is used by legislators, the governor’s office, reporters, higher education institutions, other state agencies and the public. Following are descriptions of the Commission-produced reports during the last two years.

All of these reports are available on the Commission’s website, www.ccpe.state.ne.us, under the “Data Collection, Reports, and Presentations” link.

Budget and Financial Analyses

Postsecondary Education Operating Budget Recommendations for 2011-13 *(October 2010)*

This is a statutorily required analysis of public institutional budget requests. It includes information about higher education appropriations, affordability, access and accountability, discussions of statewide funding issues, and recommendations. See page 19 of this document for more information.

Capital Construction Budget Recommendations and Prioritization for 2011-13 *(October 2010)*

This statutorily required report includes the Commission’s funding and priority recommendations on capital construction budget requests from the Nebraska State College System, the University of Nebraska and the Nebraska College of Technical Agriculture at Curtis. See page 19 for more information.

2010 Tuition, Fees, Financial Aid Report *(August 2010)*

This statutorily required report covers public policy issues relating to tuition, fees and financial aid for students in Nebraska. It shows how Nebraska's public postsecondary institutions rank on these points when compared to their Commission-designated peer institutions.

Among the report's general findings:

- Higher education is becoming less affordable—and therefore less attainable—for students as tuition continues to rise;
- State appropriations per full-time equivalent student are increasingly threatened by other state obligations. This was increasingly true during the economic challenges of the past two years;
- Financial aid is a necessity and increasingly important for many students;
- Participation and success rates for students from median-, low- and very low-income families would likely increase if additional financial assistance could be provided by the state.

Did you know?

In 2008-09, Nebraska ranked 38th among states in need-based student aid grant dollars per full-time undergraduate enrollment. In 2007-08, the state ranked 41st.

From the "2010 Tuition, Fees, and Financial Aid Report."

Academic Analyses

Delivering Courses Beyond Campus Walls *(September 2010)*

This report describes the types of distance education courses available to Nebraska residents, what institutions offer distance education, how distance education is delivered and how many students are taking advantage of distance education. Future reports will have major revisions.

Academic Programs Database

For those interested in learning what Nebraska's public colleges and universities offer in various areas of academic study, the CCPE has created a database of the programs and courses available.

Survey of Programs and Courses Offered in Nebraska By Out-of-State Institutions *(January 2010)*

This report provides information on the current course and program offerings as well as a historical perspective that includes institutions approved in the past but no longer offering courses or programs in the state.

Other Analyses, Publications

Estimated College Continuation Rates for Nebraska Counties for the High School Class of 2007-2008 *(April 2009)*

This report provides the CCPE's estimate of college going rate by county for the high school graduating class of 2007-2008.

LB 340 Community College Study

(December 2009)

LB 340 directed the Coordinating Commission to study Nebraska's community college system and offer recommendations for a variety of issues, including the roles and missions of the community colleges and appropriate weighting of courses for state funding. This report provides the results of that study.

Nebraska P-16 Initiative: Proposed Increase in Nebraska's College-Going Rate to Reach the Top 10 Nationally

(February 2010)

This report outlines a proposed strategy to achieve the Nebraska P-16 Initiative's goal to improve Nebraska's college-going rate to the Top 10 tier nationally.

2010 Nebraska Higher Education Progress Report *(March 2010)*

This statutorily required annual report provides data to the Nebraska Legislature, with comparative statistics to monitor and evaluate progress toward achieving three key priorities for Nebraska's postsecondary education system. These priorities are:

- Increase the number of students who enter postsecondary education;
- Increase the proportion of students who enroll and successfully persist through degree program completion; and
- Reduce, eliminate and then reverse the net out-migration of Nebraskans with high levels of educational attainment.

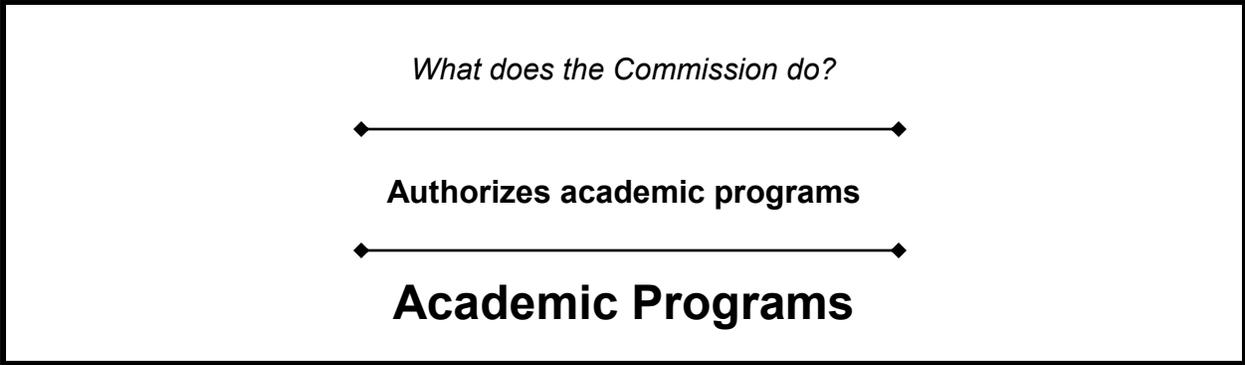
2010 Factual Look at Higher Education in Nebraska *(August 2010)*

This statutorily required report provides comparative data from 1998 to 2008 for Nebraska's public higher education institutions in three areas: enrollment, degrees awarded, and faculty and salaries.

Did you know?

In terms of enrollment, women in Nebraska continue to outnumber men at the undergraduate and graduate levels across all racial/ethnic groups, except foreign students.

From the "2009-10 Factual Look at Higher Education in Nebraska" report.



Existing Programs Review

The Commission is constitutionally required to review, monitor, and approve or disapprove each public institution’s existing and proposed new academic programs to provide compliance with the *Comprehensive Plan* and to prevent unnecessary duplication.

In the 2010 biennium, the Commission reviewed 369 existing programs. Of those, 293 were approved, 44 were referred to the institutions for further review or additional information, and 32 were discontinued by the institutions.

The Commission also reviewed 30 program assessments that had previously been returned to the originating institutions.

Approval of Proposed New Academic Programs

In the past two years, the Commission reviewed and approved 31 proposals for new academic programs and organizational units at public institutions. Another 46 proposed programs were reviewed and determined to be reasonable and moderate extensions of existing programs, thus requiring no action by the Commission.

Did you know?

The number of students taking courses by synchronous delivery (instructor and students are in class at the same time but not the same place) increased dramatically in 2008-09, from 5,636 to 11,133. This followed nearly a decade of little or no growth. However, the number enrolled in asynchronous courses (instructor and students are in class at different times and places) continued to increase dramatically: from just over 4,400 in 1998, to 61,640 (duplicated headcount) in 2005, to nearly 100,000 in 2008-09.

From the 2010 “Delivering Courses Beyond Campus Walls” report

What does the Commission do?

◆—————◆
**Considers and approves or disapproves proposals from
new or out-of-state institutions to operate in Nebraska**

◆—————◆
New or out-of-state institutions

Out-of-State Authorizations

Out-of-state institutions that want to offer programs in Nebraska must receive Commission authorization, as required by statute. A public hearing is held prior to any institution receiving such authorization. In 2008 the Commission reviewed and revised the rules that govern out-of-state institutions. The Commission approved the new rules in December 2008, with final approval coming from the Secretary of State in 2009.

In 2010 the Commission examined the statutes that govern out-of-state institutions as well as new private institutions. The Commission is recommending a new act to replace the existing statutes. The reasons for updating the statutes are numerous, but the primary reasons are that the current statutes are outdated and challenging to apply in many situations. Most of these statutes date back to the 1960s and '70s. Higher education has changed significantly

since then, and the Commission believes an update is necessary in order to carry out the original purposes of the statutes.

New Private College Authorizations

The Commission has statutory responsibility to approve or disapprove any proposal to create a new private institution in Nebraska. During the 2010 biennium, the Commission approved the creation of one new private institution: Gallup University. The Commission also approves or disapproves proposals from an existing institution to change its level of degree offerings, such as changing from a two-year associate degree institution to a four-year baccalaureate degree institution. This process is described in Title 281 Nebraska Administrative Code Chapter 2, "Rules and Regulations Concerning Establishment of a Two-Year or a Four-Year Private College."

Because of a national movement of two-year, private postsecondary career schools seeking to offer four-year degrees—and

changes in statute, as a result—the Commission modified Chapter 2 in 2003.

Postsecondary education continues to change rapidly, influenced by the role of for-profit institutions as well as the ability afforded by technology to provide courses outside a physical classroom. In response to these changes, and having worked with the modified rules for several years, the Commission in 2008 decided to reevaluate Chapter 2. The increased complexity of the higher education world necessitated significant revisions in order to clarify the role of the Commission as defined in state statute and to make clearer the procedures required of institutions.

**Out-of-state institutions
authorized in the 2010 biennium:**

Herzing College (Milwaukee, Wisc.)

First approved in January 2009 to offer an associate of science degree in Nebraska. Has since been approved multiple times to offer additional programs.

Strayer University (Washington, D.C.)

In April 2009, approved to offer the following programs in Nebraska: associate of arts in business; bachelor of business administration; and master of business administration.

Baker University (Baldwin City, Kan.)

In August 2010, approved to offer an associate of arts, bachelor of business administration, master of business administration, and master of arts degree programs.

Following procedures established in Chapter 2, the Commission also reviewed 13 annual reports from previously approved institutions and authorized one institution to offer two additional baccalaureate degrees.

priorities for the 2011-13 biennium. To read the full recommendations report, go to the Commission's website, www.ccpe.state.ne.us, and click the "Data Collection, Reports, and Presentations" link.

What does the Commission do?



**Reviews the institutions' budget proposals and makes
Recommendations on those requests to the Governor and Legislature**



Budget Review and Recommendations

The Commission has constitutional responsibility to review and modify the biennial budget requests of Nebraska's public postsecondary institutions and make recommendations on those requests to the Governor and Legislature. Through this review, the Commission can assure consistency with the *Comprehensive Plan* and promote effective use of state funds in support of public postsecondary education in Nebraska. The Commission reviews budgets and makes its recommendations in October of every even-numbered year.

In fall 2010, the Commission reviewed 28 requests for additional state funding from the University of Nebraska System, the Nebraska College of Technical Agriculture at Curtis, the Nebraska State College System and the community colleges.

Of those 28 requests, the Commission:

- Strongly recommended new general funds for none of the requests.
- Recommended new general funds for three requests.
- Recommended funding be appropriated to an already established program for one request.

In addition, there were 15 requests that were part of the continuation budget recommendation, and nine requests for new building openings. The total dollars for institutional new and expanded requests for the biennium was \$36,763,270.

The 2011-2013 report and recommendations are located on the Commission's website, www.ccpe.state.ne.us, under the "Data Collection, Reports, and Presentations" link.

Nebraska's Coordinating Commission for Postsecondary Education



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



Operational Projects and Accomplishments

Introduction

The past two years have been a period of exceptional growth in helping Nebraska's lawmakers and citizens become more aware of the progress and challenges for Nebraska's public postsecondary institutions. The following narratives provide a summary of the CCPE's activities and accomplishments during the last two years.

Ongoing Initiatives

College Access Challenge Grant

In August 2010, the CCPE received \$1.5 million in grant funds from the federal College Access Challenge Grant Program (CACGP). This was a significant increase in funding compared to this program's 2008 allocation, which was \$330,000. The CACGP is a five-year formula grant program designed to increase the number of underrepresented students who enter and remain in postsecondary education. The CCPE will use CACGP funds to support the following Nebraska groups and initiatives: the Access College Early grant program; ACE Plus; Central Plains Center for

Services, in western Nebraska; Omaha Public Schools; EducationQuest Foundation, based in Lincoln; Ho-Chunk Community Development Corp., which is affiliated with the Winnebago Tribe; Mid-Plains Community College; Nebraska Methodist College; Grace University; and the Bright Futures Foundation, in Omaha.

Improving Teacher Quality: State Grants Program Administration

The CCPE continues to award Improving Teacher Quality (ITQ) state grants to Nebraska's innovative leaders in education. The grants are funded under the federal Elementary and Secondary Education Act, also known as the No Child Left Behind Act (Title IIA). Grants are not awarded to individuals, but to partnerships formed by local, high-need educational agencies and a Nebraska college or university. These partnerships design and produce professional development activities to improve the skills of K-12 teachers, paraprofessionals and

principals. For 2008-09, a review panel awarded funding for one project in literacy, one in science, one math-science combination, and two in Spanish. The total amount of funds available for awards in 2008-09 was \$344,398. The total amount recommended for the five chosen projects was \$346,877. The additional money came from funds not awarded in 2007-08.

For 2009-10, a review panel selected funding for one project in literacy, one in geography, one in foreign languages, one in writing, and one in art and language arts. The total amount of funds available for awards in 2009-10 was \$373,508. The total amount recommended for the seven chosen projects was \$290,955. The remaining funds were available for projects that had more participant applications than slots funded or other unexpected costs. Any additional remaining funds will be carried forward for use in the 2010-11 competition. Funding for the 2010-11 ITQ competition will be determined in late 2010.

The ITQ program continues to focus on professional development activities for in-service teachers, especially those teaching in shortage areas and those who don't hold an endorsement in the subject area in which they are teaching. In some instances, ITQ funds are awarded for activities that address one or both challenges. Projects that address the needs of low-performing schools or model the use of technology are given priority. For more information about the ITQ program, visit www.ccpe.state.ne.us and click on the "Improving Teacher Quality Grants" link.

Legislative Breakfast

The Commission held a Legislative Breakfast at the beginning of the 2009 Nebraska Legislative Session to welcome new senators and make all senators aware of current educational issues relating to higher education.

New Initiatives

Website Redesign

Commission staff redesigned the CCPE website in 2010. The new site features the same information and navigation, but with an updated design. Also, visitors to the site can click to the *Issues in Education* blog, home to news and information about the Coordinating Commission, as well as general education news.

Education News Digest

Commission staff redesigned the Education News Digest, which is a weekly collection of higher education news from across the country, distributed internally to staff and commissioners. The News Digest switched from a PDF format to a blog.

New Employee

Jason Keese started in July 2009 as the CCPE's new public information and special projects coordinator.