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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION December 1, 2016 Apothecary Building Lincoln, Nebraska

Public notice of this meeting was given by posting notice on the Commission's website; posting notice on the State of Nebraska's online public meeting calendar; e-mailing news media; and keeping a current copy of the agenda in the Coordinating Commission for Postsecondary Education's office, listing the date, time, and location of the meeting.

*Public notice of meeting*

<p style="text-align: center;"><b>NOTICE OF MEETING</b></p> <p>NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON DECEMBER 1, 2016. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:30 P.M.</p> <p>AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8<sup>TH</sup> STREET, SUITE 300, LINCOLN, NEBRASKA.</p> <p style="text-align: right;">CAROL ZINK, CHAIR</p>
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*Meeting called to order at 8:32 a.m.*

### **CALL TO ORDER AND INTRODUCTIONS**

Chair Carol Zink called the meeting to order at 8:32 a.m. and asked for introductions.

#### **Commissioners Present**

Colleen Adam	Dwayne Probyn
Gwenn Aspen	Dr. Joyce Simmons
Dr. Deborah Frison	W. Scott Wilson
Mary Lauritzen	Carol Zink

#### **Commissioners Absent**

Dr. John Bernthal  
Dr. Ron Hunter

#### **Commission Staff Present**

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Gary Timm
Jill Heese	Mike Wemhoff
Jason Keese	

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Minutes of October 13, 2016  
Commission meeting approved

**MINUTES OF OCTOBER 13, 2016, COMMISSION MEETING**

**Commissioner Wilson moved that the October 13, 2016, minutes be approved. Commissioner Frison seconded the motion. A roll call vote was taken. Commissioners Adam and Lauritzen abstained. The remaining six Commissioners present voted yes. The motion carried.**

*Chair Zink's report*

**CHAIR'S REPORT**

Chair Zink reported that Commissioners Bernthal and Hunter were not able to attend the meeting due to other commitments.

*Dr. Baumgartner discussed NCCA meeting in Kearney and visit to Mid-Plains Community College in Broken Bow*

**EXECUTIVE DIRECTOR'S REPORT**

Michael Baumgartner, Executive Director, noted there were no out-of-service area authorization requests.

Dr. Baumgartner stated he attended the NCCA meeting in Kearney on November 7-8. He spoke on the update to Chapter One of the Comprehensive Plan for Postsecondary Education. After the meeting he visited Mid-Plains Community College's extended campus site in Broken Bow. He noted that Greg Adams has been named the new executive director of the NCCA, starting November 1. Mr. Adams and out-going executive director Dennis Baack are overlapping the position during the month of December.

*Dr. Baumgartner reports attending MHEC meeting*

In mid-November, Dr. Baumgartner attended the Midwestern Higher Education Compact (MHEC) meeting in St. Louis, where he was joined by fellow MHEC Commissioners from Nebraska, Chairwoman Zink, State Sen. Sue Crawford, and Dr. Randy Ferlic. MHEC celebrated its 25<sup>th</sup> anniversary, which included a retrospective on the policy areas that MHEC is engaged with and discussion of their strategic plan. On the second day, there was a brief forum on affordability featuring Tom Mortenson and Sandy Baum, two researchers we use extensively for things like our progress and tuition and fees reports.

*Dr. Baumgartner speaks about attending the Education Commission of the States meeting*

Dr. Baumgartner also attended the Education Commission of the States meeting this week, which included conversations about federal policy and speculation on what the new administration would mean for postsecondary education, given the appointment of the new secretary of education. Dr. Baumgartner attended presentations on existing federal and state funding to improve affordability and student success, financial aid, the Workforce Innovation and Opportunity Act (WIOA), and data collection. He also attended a session on computer science and economic development, which is timely in light of UNO's proposal on today's agenda. Arkansas has mandated that every high school offers at least one computer science course in high school and has developed comprehensive standards for K-8 and high school. Massachusetts also has adopted digital literacy standards and is working on teacher certification issues.

*Dr. Baumgartner comments on federal rule on overtime*

Dr. Baumgartner reported that the new federal rule on overtime eligibility is currently on hold because of a federal judge's injunction. The Commission

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has recently encountered this topic because of the State College's request for mid-biennium budget adjustments and new funding to meet the requirements of the regulations. It is unclear if the regulations will ever be implemented as they were originally written.

*Dr. Baumgartner noted Chapter 9 Capital Construction Rules have been signed by the Governor and Attorney General*

Chapter 9 Capital Construction Rules have been signed by Governor Ricketts and the Attorney General and are final.

*Dr. Baumgartner discussed the state budget*

Dr. Baumgartner reported that in terms of the state budget, one percent of allotment is being held back each quarter in the fiscal year 2017. There may be a bill introduced to reduce the appropriations which will affect our office operations and our grant programs. J. Ritchie Morrow, Financial Aid Officer, has notified the colleges and universities of the possibility of reductions to the grants. Gary Timm, Chief Finance & Administrative Officer, has notified the community colleges of the possibility of reduction to their state aid, and the University and State Colleges have been notified directly by the budget office.

State revenue is growing, but less than expected when the budget was put together. The state is projected to be about \$1 billion negative by the end of Fiscal Year 2020-21 if no adjustments are made. The Commission was asked to put together budget scenarios that include up to an 8 percent reduction, so plans are in place. Dr. Baumgartner has recently met with several members of the current appropriations committee to discuss our grant programs.

*Dr. Baumgartner distributed article on Nebraska leading FAFSA submissions and completions*

Dr. Baumgartner distributed a recent article on how Nebraska led the nation in Free Application for Federal Student Aid (FAFSA) submissions and completions during the first four weeks of the new early FAFSA timeline. This year students are able to submit their FAFSA applications much earlier. The article reports on the work EducationQuest has done to raise awareness in the state. Dr. Baumgartner complimented Mr. Morrow, who runs the Coordinating Commission's FAFSA Completion Initiative and works closely with school counselors throughout the state and with EducationQuest.

*Public Comment on Matters of General Concern*

**PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

**Chair Zink closed the public hearing on Matters of General Concern.**

*Public Hearing on Academic Programs Committee Items*

**PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

Dr. David Jackson, Vice Provost from the University of Nebraska, came forward to point out that representatives from the University are present to answer questions and provide discussion on the programs the University has on the agenda.

*Dr. David Jackson, University of Nebraska*

Dr. Tom McDonnell, Vice President for Academic Affairs at Metropolitan Community College, spoke in opposition to the Creative Center's request

*Dr. Tom McDonnell, Metropolitan Community College*

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for recurrent authorization to operate. He asked the Commissioners to consider cost, debt, and academic value when making a decision.

**Chair Zink closed the public hearing on Academic Programs Committee Items.**

*Commissioner Frison acknowledged APC committee*

**ACADEMIC PROGRAMS COMMITTEE**

Commissioner Frison, Committee Chair, acknowledged committee members and staff on the recent Academic Programs Committee conference call.

*University of Nebraska at Omaha  
Dr. Fimple presented the proposal*

**University of Nebraska at Omaha - Proposal for a New Instructional Program - Computer Science Education (MS, graduate certificate)**

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal, stating this program is designed for persons wanting to teach computer science in K-12. UNO has documented high need and demand for computer science courses and teachers at the secondary level. Dr. Deepak Khazanchi, Associate Dean, College of Information Science and Technology, spoke briefly about the proposal, and answered Commissioners' questions.

*Dr. Deepak Khazanchi, University of Nebraska at Omaha*

*University of Nebraska at Omaha  
New Instructional Program -  
Computer Science Education (MS,  
graduate certificate) approved*

**Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's Proposal for a New Instructional Program - Computer Science Education (MS, graduate certificate). A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.**

*University of Nebraska at Omaha*

**University of Nebraska at Omaha - Proposal for a New Instructional Program - Tribal Management and Emergency Services (undergraduate certificate)**

*Dr. Fimple presented the proposal*

Dr. Fimple presented the program, stating that all communities need emergency services. The Native American communities have the same needs, but as separate entities it is difficult to find funding and training. This certificate would be available on campus and online. Edouardo Zendejas, a professor at UNO, noted this program would be the first one of its kind offered in the country. He stated that this program is necessary to give Tribal government and its people an opportunity to develop the skills needed for emergency management. Mr. Zendejas answered Commissioners' questions. Commissioner Simmons asked what criteria is required to get into the program. Dr. Jackson commented that students must meet the academic requirements to enter the University of Nebraska at Omaha.

*Edouardo Zendejas, University of Nebraska at Omaha*

*Dr. David Jackson, University of Nebraska*

*University of Nebraska at Omaha  
New Instructional Program – Tribal  
Management and Emergency  
Services (undergraduate certificate)  
approved*

**Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's Proposal for a New Instructional Program - Tribal Management and Emergency Services (undergraduate certificate). A roll call vote was taken. Commissioner Aspen stated for the record her concern with undergraduate certificates watering down the brand of UNO; however,**

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given the strong need for the program she is in favor. All eight Commissioners present voted yes. The motion carried.

*University of Nebraska Medical Center*

*Dr. Fimple presented the proposal*

*Dr. Jan Thompkins, University of Nebraska Medical Center*

*University of Nebraska Medical Center New Instructional Program – Health Professions Teaching and Technology (Master’s, graduate certificate) approved*

*University of Nebraska – Lincoln*

*Dr. Fimple presented the proposal*

*Dr. Chuck Hibberd, Nebraska Extension*

*University of Nebraska – Lincoln New Organization Unit – Eastern Nebraska Research and Extension Center approved*

*Creative Center*

*Dr. Fimple presented the proposal*

**University of Nebraska Medical Center - Proposal for a New Instructional Program - Health Professions Teaching and Technology (Master’s, graduate certificate)**

Dr. Fimple presented the program, commenting that this program is geared toward medical professionals who teach other medical professionals. There has not been a systemic change in the method of training healthcare professionals since 1910. With technology changing, college faculty know their subject matter but require improvement in instructional methods. Students will have access to virtual and simulation education and equipment. Dr. Jan Thompkins, an Assistant Professor at UNMC, clarified that while simulation is used extensively, some students do not use it because of the time and opportunity to be trained. These specific courses would give them that opportunity.

**Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center’s Proposal for a New Instructional Program - Health Professions Teaching and Technology (Master’s, graduate certificate). A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.**

**University of Nebraska – Lincoln Proposal for a New Organizational Unit - Eastern Nebraska Research and Extension Center**

Dr. Fimple presented the proposal, reporting that at this time there are four regions served by the Extension Center: West Central, Panhandle, Northeast, and Southeast. The western regions are being well served. This new center would combine the Northeast and Southeast regions to offer and create new opportunities, especially for the state’s metropolitan areas. Dr. Chuck Hibberd, Dean and Director of Nebraska Extension, spoke about how the new center would strengthen extension work in a metropolitan setting where they can offer robotics, science and STEM preparation, career development, and civic engagement in urban settings. Dr. Hibberd answered Commissioners’ questions.

**Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska - Lincoln’s Proposal for a New Organizational Unit - Eastern Nebraska Research and Extension Center. Approval of the Center does not constitute approval of any new programs or construction projects requiring Commission review now or in the future. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.**

**Creative Center - Application to Renew a Recurrent Authorization to Operate**

Dr. Fimple presented the application, noting that in the interest of full disclosure she sits on the advisory committee for the Creative Center but no policy making or voting is involved. Each institution has to report to the Commission every year, but the renewal for authorization to operate comes

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up every five years. The Creative Center is accredited by a national accreditor recognized by the US Department of Education.

*Commissioner Joyce Simmons*

*Dr. Tom McDonnell, Metropolitan Community College*

*Dr. Michael Baumgartner*

*Commissioner Simmons makes a motion to amend the length of authorization for the Creative Center*

*The motion is rescinded*

*Commissioner Frison reads the Committee recommendation and reporting requirements for the Creative Center*

Commissioner Simmons expressed her concern for students of the Creative Center due to its uneven revenue stream. She asked that if they would close, as two other postsecondary institutions recently have, what protection students have in regards to teach-out and financial aid concerns. She asked Dr. McDonnell to discuss Metropolitan Community College's program offerings, if they have room to accommodate the Creative Center's students, and to compare the programs. Dr. McDonnell noted Metro currently has close to 100 students in its graphic design program, does have room for more students, and has the most up-to-date, state-of-the-art equipment. He noted that Metro is an open-admissions institution and the Creative Center has selective admissions. Dr. Baumgartner stated there may be state legislation in 2017 offering protection to students of closed institutions. Discussion followed concerning the length of authorization to operate. It was noted that the Commission may ask that an institution report their financials more often than annually.

**Commissioner Simmons made a motion to amend the length of authorization from five years to one year for the Creative Center. Commissioner Adam seconded the motion.** With the motion on the floor discussion followed. Commissioner Adam asked what authority the Commission has after annual financial statements are received. Dr. Fimple stated the Commission could rescind an institution's authorization to operate if there is solid proof that requirements were not met. **The motion on the floor to amend the length of authorization from five years to one year for the Creative Center was rescinded.**

Commissioner Frison read the Committee recommendation and reporting requirements.

**Committee Recommendation: Approve the renewal of the authorization to operate.**

Institution:	Creative Center, College of Art and Design
Owner:	The Creative Center, Inc., Ray Dotzler, President
Level of authorization:	Authorized to offer one or more complete degree programs at the associate and baccalaureate level, limited to the AOS in Graphic Design and BFA in Graphic Design.
Length of authorization:	Five years (valid through December 31, 2021)

**Reporting requirements:**

Annual reports are required in a form provided by the Commission. The next report is due December 8, 2017. The college will continue to routinely provide annual audited financial statements that Commission staff will review.

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*Commissioner Simmons makes a motion to amend the length of authorization for the Creative Center*

*The vote tied, motion failed*

*Creative Center Renewal of Recurrent Authorization to Operate approved*

*Bryan College of Health Sciences*

*Dr. Fimple presented the proposal*

*Dr. Richard Lloyd, Dr. Kay Crabtree, Dr. June Smith, Bryan College of Health Sciences*

*Commissioner Frison reads the Committee recommendation and reporting requirements for Bryan College of Health Sciences*

**Commissioner Simmons made a motion to amend the Committee's recommendation on the length of authorization for the Creative Center's Application to Renew a Recurrent Authorization to Operate from five years to three years. Commissioner Aspen seconded the motion. With the motion on the floor, Mr. Timm discussed the Creative Center's financial state and answered Commissioners' questions. A roll call vote was taken. Commissioners Frison, Probyn, Zink, and Adam voted no. Commissioners Lauritzen, Simmons, Wilson, and Aspen voted yes. The vote was tied, therefore the motion failed.**

**Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve the Creative Center's Application to Renew a Recurrent Authorization to Operate. A roll call vote was taken. Commissioners Probyn and Simmons voted no. The remaining six Commissioners voted yes. The motion carried.**

Chair Zink called for break at 10:42 a.m. The meeting resumed at 10:55 a.m.

**Bryan College of Health Sciences - Application to Renew a Recurrent Authorization to Operate**

Dr. Fimple presented the application, stating the Bryan College of Health Sciences is an embedded educational entity within Bryan Health Center and their subsidiaries. The college increased its faculty, continues to provide state of the art simulation learning opportunities for its students, and is in a sound financial position. Dr. Richard Lloyd, President of Bryan College of Health Sciences, Dr. Kay Crabtree, Dean of Health Professions, and Dr. June Smith, Dean of Operations, came forward to introduce themselves and answer questions. Dr. Smith stated 95 percent of the students in the Health Sciences College are from Nebraska, with 10-15 percent of the nursing students being male.

Commissioner Frison read the Committee recommendation and reporting requirements.

**Committee Recommendation: Approve the renewal of the authorization to operate.**

Institution:	Bryan College of Health Sciences
Owner:	Bryan Medical Center
Level of authorization:	Authorized to offer one or more complete degree programs at the associate, baccalaureate, master's, and doctoral levels, limited to nursing, sonography, health care management, healthcare studies, simulation education, health professions, biomedical sciences, nurse anesthesia, and nursing education.
Length of authorization:	Five years (valid through January 31, 2022)

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*Bryan College of Health Science's  
Application to Renew a Recurrent  
Authorization to Operate approved*

*Strayer University*

*Dr. Fimple presented the proposal*

*Commissioner Frison reads the  
Committee recommendation and  
reporting requirements for Strayer  
University*

**Reporting requirements:** Annual reports are required in a form provided by the Commission. The next report is due January 19, 2018.

**Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve the Bryan College of Health Science's Application to Renew a Recurrent Authorization to Operate. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.**

**Strayer University - Application to Renew a Recurrent Authorization to Operate**

Dr. Fimple presented the application, noting that Strayer University had two authorizations, with the original being to offer business courses and degree programs at the Verizon Call Center in Lincoln. Strayer asked to establish a campus in the Omaha metro area offering more degrees and program areas, which was approved. This fall the Verizon Call Center announced that it is closing, so Strayer University has a plan in place to assist its students in completing their programs by March 2017. Strayer University would like to keep the option open to establish a campus in Omaha.

Commissioner Frison read the Committee recommendation and reporting requirements.

**Committee Recommendation: Approve the renewal of the authorization to operate.**

Institution:	Strayer University
Owner:	Strayer University, Inc.; Brian Jones, President
Length of authorization:	One year from the time Strayer University ceases offering classes at the Verizon facility in Lincoln (valid through March 31, 2018)

The 2013 Commission action approving the new campus follows and should remain in place:

Approve the modification to the recurrent authorization to operate for Strayer University to include the certificates, associate, baccalaureate, and master's degrees in the program areas listed on the following page on a campus in the Omaha metropolitan area, with the following conditions:

1. Strayer University submit its audited financial statements annually to the Coordinating Commission,
2. Strayer University provide to the Coordinating Commission any notice of adverse action or matters of concern from the regional accreditor, any programmatic accreditor, or the U.S. Department of Education, and
3. Prior to the university offering courses in Omaha:
  - a. An appropriate facility is secured and Commission staff visit the facility,
  - b. Qualified faculty are hired for the Omaha location and resumes are submitted to the Commission, and



- c. Approval is received from the Middle States Commission on Higher Education and the U.S. Department of Education.

**Reporting requirements:**

If Strayer University decides to re-establish a physical presence in Nebraska, they must apply for renewal of the authorization to operate by February 15, 2018.

Program	Degree
Criminal Justice	AA
	BS
Public Administration	MPA
Accounting	AA
	BS
	MS
Acquisition & Contract Mgmt	Diploma
	AA
Business Administration	Undergrad Certificate
	AA
	BBA
	Executive Grad. Cert
	MBA
	Executive MBA
Economics	AA
	BS
Marketing	AA
Health Services Admin	Masters
Human Resource Mgmt	MS
Management	MS
Education	MEd
Information Systems	AA
	BS
	MS
Information Technology	AA
	BS

*Strayer University Application to Renew a Recurrent Authorization to Operate approved*

*University of Oklahoma*

*Dr. Fimple presented the proposal*

**Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve Strayer University’s Application to Renew a Recurrent Authorization to Operate. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.**

**University of Oklahoma - Extension Request to a Recurrent Authorization to Operate**

Dr. Fimple presented the request, stating that the University of Oklahoma’s current authorization to operate is valid until December 31, 2016. They

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have notified the Commission that they will be ceasing operations at Offutt Air Force Base at the end of April 2017. Rather than requiring a full renewal, an extension for those four months has been requested to teach out and complete their plans. Commissioner Frison read the Committee Recommendation, noting that the University of Oklahoma is required to verify to the Commission that the location closed by the end of April 2017.

*Commissioner Frison reads the Committee recommendation and reporting requirements for the University of Oklahoma*

Commissioner Frison read the Committee recommendations and reporting requirements.

**Committee Recommendation: Approve the extension of the authorization to operate.**

Institution: The University of Oklahoma  
Owner: The University of Oklahoma  
Level of authorization: Authorized to offer one or more complete degree programs at the master's level, limited to the Master of Arts with emphases in economics and international relations and the Master of Human Relations with corresponding graduate certificates.  
Length of authorization: Valid through April 30, 2017

**Reporting requirements:** Verify to the Commission that the location closed by the end of April. Since the University of Oklahoma will no longer have a physical presence after April 30, 2017, there will be no additional reporting.

*The University of Oklahoma's Extension Request to a Recurrent Authorization to Operate approved*

**Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve the University of Oklahoma's Extension Request to a Recurrent Authorization to Operate. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.**

*2015-2016 Existing Program Review*

**2015-2016 Existing Program Review**

Dr. Fimple reported that UNMC's Physician Assistant Program at Fort Sam Houston, Texas, has been active since 1972 in conjunction with the military. The military is consolidating much of its training around the Fort Sam Houston area.

University of Nebraska-Lincoln  
Fire Protection Technology (AS)

University of Nebraska at Omaha  
Emergency Management (BGS, BS)

University of Nebraska Medical Center  
Interservice Physician Assistant Program, Ft. Sam Houston, TX (BS, MPAS)

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Central Community College  
Environmental Health and Safety (AAS, diploma, certificate)  
Hospitality Management and Culinary Arts (AAS, diploma, certificate)

Metropolitan Community College  
Fire Science Technology (AAS)  
Culinary Arts and Management/Hospitality (AAS, certificate)

Mid-Plains Community College  
Fire Science Technology (AAS, diploma)

Northeast Community College  
Food Service/Dietary Manager (certificate)

Southeast Community College  
Fire Protection Technology (AAS, certificate)  
Fire & Emergency Services Management (certificate)  
Food Service/Hospitality (AAS, diploma, certificate)  
Radiologic Technology (AAS)

*State Authorization Reciprocity  
Agreements Update*

**State Authorization Reciprocity Agreements (SARA) Update**

Dr. Fimple provided a map that shows a total of 44 states and the District of Columbia have joined the State Authorization Reciprocity Agreement as of November 2016. Dr. Fimple gave an overview of the growth of SARA Institutions and SARA states, noting there are over 1,100 SARA institutions. Dr. Fimple discussed a document detailing distance education students from SARA and non-SARA states that attend Nebraska institutions.

**Report on Name Changes, Reasonable and Moderate Extensions  
Relating to Existing Programs**

*Certificate Name Change*

A. Certificate Name Change

1. NECC - Administrative Assistant certificate to  
*Administrative Professional certificate*

*Reasonable and Moderate  
Extension*

B. Reasonable and Moderate Extension

1. NECC - Associate of Arts concentration in Global Studies

*Public Hearing on Planning and  
Consumer Information Committee  
Items*

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

There was no testimony on Planning and Consumer Information Items.

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

*Commissioner Lauritzen  
acknowledged members of  
committee*

**PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner Lauritzen, Committee Chair, acknowledged committee members and stated that sometimes it is difficult to define what the Coordinating Commission does. The Biennial Report does a great job of

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providing information on the agency and its duties. She introduced Jason Keese, Public Information & Special Projects Coordinator, to give an overview of the report.

*2016 Biennial Report*

*Jason Keese presented the report*

### **2016 Biennial Report**

Mr. Keese stated the Commission is required by statute to produce a biennial report on even numbered years. The document provides a detailed overview of the Commission's responsibilities, required reports, and initiatives and programs. The report is electronically submitted to the State Legislature and available on the Coordinating Commission's website: [ccpe.nebraska.gov/reports](http://ccpe.nebraska.gov/reports).

*2016 Biennial Report approved*

**Commissioner Lauritzen, on behalf of the Planning and Consumer Information Committee, moved to approve the 2016 Biennial Report. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.**

*2016 Factual Look at Higher Education in Nebraska – Enrollment*

*Jill Heese presented the report*

### **2016 Factual Look at Higher Education in Nebraska - Enrollment**

Jill Heese, Research Coordinator, provided a PowerPoint presentation on the Enrollment section of the *2016 Factual Look at Higher Education in Nebraska*. The report is primarily an online publication that looks at 10-year trends from fall 2005 through fall 2015. Fall enrollment at the state's postsecondary institutions has increased by 11.6 percent over that 10-year period. Ms. Heese stated the Fall Enrollment Data Dashboard also is available online and corresponds to data found in this report. Users can filter data for each institution by student level, full-time/part-time status, gender, and race/ethnicity.

*Next Commission meeting is January 17, 2017*

### **FUTURE MEETINGS**

The next Commission meeting will be Tuesday, January 17, 2017, at the Barbara Weitz Community Engagement Center, Omaha, Nebraska.

*Commissioner Probyn comments*

### **COMMISSIONER COMMENTS**

Commissioner Probyn offered to attend any upcoming Legislative hearing and speak in favor of any bills that would create protections for students of closed institutions. Dr. Baumgartner noted that Commission staff have assisted Sen. Patty Pansing Brooks and her staff in drafting potential legislation.

*Commissioner Simmons comments*

Commissioner Simmons asked if such legislation could be reviewed by the Coordinating Commission's Executive Committee. Dr. Baumgartner replied that could be done.

*Chair Zink comments*

Chair Zink thanked Commissioner Simmons for putting the best interest of the students first. She also acknowledged her appreciation for the Executive Committee, the committee chairs, Dr. Baumgartner, and the staff for their dedication and commitment to education in Nebraska.

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*Commissioner Wilson comments*

Commissioner Wilson stated for the record that U. S. Sen. Deb Fischer, a former Commissioner, recently honored his uncle who was wounded in the Vietnam War by coming to his home. Sen. Fischer's staff did research and found he was eligible to receive five medals and citations that he should have received but did not because of the political unrest in the country upon his return in 1968. Commissioner Wilson praised Sen. Fischer for honoring his uncle and for her support of our veterans.

*Commissioner Frison comments*

Commissioner Frison noted that not all meetings she attends are open to introducing guests and welcoming their comments. The Commission's practice of doing this makes for a warm and inviting meeting, she said, along with getting to know our guests.

*Meeting adjourned at 12:20 p.m.*

**ADJOURNMENT**

Chair Zink adjourned the meeting at 12:20 p.m.

**Second Quarter Report as of December 31, 2016**

**Administrative Funds (Program 640)**

	<i>2016-2017 Appropriations</i>	<i>2016-2017 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$894,006	\$434,832	\$459,174	48.6%
Subtotal	\$894,006	\$434,832	\$459,174	48.6%
PSL	\$894,006			
Benefits	\$294,789	\$119,004	\$175,785	40.4%
Subtotal	\$1,188,795	\$553,836	\$634,959	46.6%
<b>OPERATING EXPENSES</b>				
Postage	\$4,000	\$961	\$3,039	24.0%
Communication	\$14,000	\$3,496	\$10,504	25.0%
Freight	\$300	\$0	\$300	0.0%
Data Processing	\$18,900	\$7,123	\$11,777	37.7%
Publication & Printing	\$15,700	\$4,241	\$11,459	27.0%
Awards Expense	\$500	\$315	\$185	63.0%
Dues & Subscriptions	\$28,371	\$1,337	\$27,034	4.7%
MHEC Dues	\$115,000	\$115,000	\$0	100.0%
Conference Registration Fees	\$8,000	\$805	\$7,195	10.1%
Electricity	\$4,500	\$1,180	\$3,320	26.2%
Rent Expense	\$53,800	\$23,672	\$30,128	44.0%
Repair & Maintenance	\$500	\$270	\$230	54.0%
Office Supplies	\$4,650	\$832	\$3,818	17.9%
Non-Capitalized Equipment	\$5,500	\$125	\$5,375	2.3%
Food Expenses	\$4,000	\$1,594	\$2,406	39.9%
Education Supplies	\$800	\$419	\$381	52.4%
Account & Auditing Services	\$4,458	\$4,458	\$0	100.0%
Purchasing Assessment	\$224	\$224	\$0	100.0%
HRMS Assessment	\$743	\$372	\$371	50.1%
Other Cont. Srvs & Travel Exp.	\$6,000	\$0	\$6,000	0.0%
Other	\$2,190	\$334	\$1,856	15.3%
Subtotal	\$292,136	\$166,758	\$125,378	57.1%
<b>STAFF TRAVEL</b>				
Board & Lodging	\$7,355	\$4,535	\$2,820	61.7%
Commercial Transportation	\$4,500	\$130	\$4,370	2.9%
State-Owned Transportation	\$5,000	\$1,404	\$3,596	28.1%
Mileage	\$5,500	\$942	\$4,558	17.1%
Other	\$500	\$136	\$364	27.2%
Subtotal	\$22,855	\$7,147	\$15,708	31.3%
<b>COMMISSIONER TRAVEL</b>				
Board & Lodging	\$8,800	\$1,264	\$7,536	14.4%
Commercial Transportation	\$0	\$0	\$0	0.00%
Mileage	\$17,000	\$3,000	\$14,000	17.6%
Other	\$700	\$93	\$607	13.3%
Subtotal	\$26,500	\$4,357	\$22,143	16.4%
<b>TOTAL EXPENDITURES</b>	\$1,530,286	\$732,098	\$798,188	47.8%
General Fund	\$1,453,550	\$730,486	\$723,064	
Cash Fund	\$64,690	\$1,610	\$63,080	
Federal Fund	\$12,046	\$0	\$12,046	
<b>Remaining Balance</b>	\$1,530,286	\$732,096	\$798,190	52.2%

## Second Quarter Report as of December 31, 2016

### Oral Health Training

	<i>2016-2017 Appropriations</i>	<i>2016-2017 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$12,875	\$428	\$12,447	3.3%
Subtotal	\$12,875	\$428	\$12,447	3.3%
PSL	\$12,500			
Benefits	\$4,500	\$126	\$4,374	2.8%
Subtotal	\$17,375	\$554	\$16,821	3.2%
<b>OPERATING EXPENSES</b>				
Other Cont. Srvs & Travel Exp.	\$8,007,028	\$0	\$8,007,028	0.0%
Subtotal	\$8,007,028	\$0	\$8,007,028	0.0%
<b>TOTAL EXPENDITURES</b>				
	\$8,024,403	\$554	\$8,023,849	0.0%
Cash Fund	\$8,024,403	\$554	\$8,023,849	
<b>Remaining Balance</b>	\$8,024,403	\$554	\$8,023,849	100%

### Nebraska Opportunity Grant Program (NOG)

	<i>2016-2017 Appropriations</i>	<i>2016-2017 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
<b>GOVERNMENT AID</b>				
Other Government Aid	\$16,971,958	\$5,887,705	\$11,084,253	34.7%
<b>TOTAL EXPENDITURES</b>				
	\$16,971,958	\$5,887,705	\$11,084,253	34.7%
General Fund	\$6,868,156	\$3,148,357	\$3,719,799	
Cash Fund	\$10,103,802	\$2,739,348	\$7,364,454	
<b>Remaining Balance</b>	\$16,971,958	\$5,887,705	\$11,084,253	65.3%

### Access College Early Scholarship (ACE)

	<i>2016-2017 Appropriations</i>	<i>2016-2017 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
<b>GOVERNMENT AID</b>				
Other Government Aid	\$1,107,778	\$272,731	\$835,047	24.6%
<b>TOTAL EXPENDITURES</b>				
	\$1,107,778	\$272,731	\$835,047	24.6%
General Fund	\$1,107,778	\$272,731	\$835,047	
Federal Fund	\$0	\$0	\$0	
<b>Remaining Balance</b>	\$1,107,778	\$272,731	\$835,047	75.4%

## Second Quarter Report as of December 31, 2016

### Improving Teacher Quality (ITQ) Grant

	<i>2016-2017 Appropriations</i>	<i>2016-17 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$18,647	\$5,180	\$13,467	27.8%
Subtotal	\$18,647	\$5,180	\$13,467	27.8%
PSL	\$18,647			
Benefits	\$5,997	\$1,599	\$4,398	26.7%
Subtotal	\$24,644	\$6,779	\$17,865	27.5%
<b>OPERATING EXPENSES</b>				
Communication	\$25	\$0	\$25	0.0%
Postage	\$25	\$10	\$15	40.0%
Data Processing	\$50	\$0	\$50	0.0%
Dues & Subscriptions	\$600	\$600	\$0	100.0%
Food Expense	\$106	\$106	\$0	100.0%
Auditing Services	\$345	\$345	\$0	100.0%
Subtotal	\$1,151	\$1,061	\$90	92.2%
<b>STAFF TRAVEL</b>				
Board & Lodging	\$1,607	\$211	\$1,396	13.1%
Commercial Transportation	\$100	\$52	\$48	52.0%
State-Owned Transportation	\$175	\$86	\$89	49.1%
Mileage	\$350	\$287	\$63	82.0%
Misc. Travel	\$25	\$18	\$7	72.0%
Subtotal	\$2,257	\$654	\$1,603	29.0%
<b>GOVERNMENT AID</b>				
Subrecipient Payment	\$598,270	\$189,018	\$409,252	31.6%
<b>TOTAL EXPENDITURES</b>				
	\$626,322	\$197,512	\$428,810	31.5%
Federal Fund	\$626,322	\$197,512	\$428,810	
Remaining Balance	\$626,322	\$197,512	\$428,810	68.5%



## Second Quarter Report as of December 31, 2016

### Community College GAP Program

	<i>2016-2017 Appropriations</i>	<i>2016-17 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$60,000	\$20,838	\$39,162	34.7%
Subtotal	\$60,000	\$20,838	\$39,162	34.7%
PSL	\$60,000			
Benefits	\$24,666	\$5,315	\$19,351	21.5%
Subtotal	\$84,666	\$26,153	\$58,513	30.9%
<b>OPERATING EXPENSES</b>				
Communication	\$500	\$298	\$202	59.6%
Printing	\$300	\$0	\$300	0.0%
Data Processing	\$800	\$149	\$651	18.6%
Conference Registration	\$500	\$139	\$361	27.8%
Non Capitalized Equipment	\$1,000	\$0	\$1,000	0.0%
Subtotal	\$3,100	\$586	\$2,514	18.9%
<b>STAFF TRAVEL</b>				
State-Owned Transportation	\$500	\$222	\$278	44.4%
Mileage	\$200		\$200	0.0%
Subtotal	\$700	\$222	\$478	31.7%
<b>GOVERNMENT AID</b>				
Other Government Aid	\$1,374,781	\$418,736	\$956,045	30.5%
<b>TOTAL EXPENDITURES</b>				
	\$1,463,247	\$445,697	\$1,017,550	30.5%
Cash Fund	\$1,463,247	\$445,697	\$1,017,550	
Remaining Balance	\$1,463,247	\$445,697	\$1,017,550	69.5%



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

<b>Institution:</b>	<b>Metropolitan Community College (MCC)</b>
<b>Program:</b>	<b>Prototype Design</b>
<b>Award:</b>	<b>Associate of Applied Science (AAS)</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>AAS in related fields such as Information Technology, Business, and Drafting</b>
<b>Proposal Received by Commission:</b>	<b>November 21, 2016</b>
<b>Proposed Start Date:</b>	<b>2017-18 academic year</b>

### Description

The proposed program is designed to provide students with a mix of business, design, and prototype education necessary for prototype design. Students with this education would be able to fill positions in a variety of industries that use prototypes for product development. The degree would require 99 quarter credit hours (66 semester credit hours), consisting of 27 credit hours of general education courses and 72 credit hours of courses in the major including a capstone course. MCC intends to partner with Sympateco, Inc.\* The company would provide personnel and equipment to launch a co-located training program in MCC's new Center for Advanced and Emerging Technologies (CAET) when it opens in fall 2017.

Seven new courses would be needed. The program would be offered on the Fort Omaha campus with some courses available online and several offered in hybrid format.

<b>Consistent with Institutional Role and Mission?</b>	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
<b>Consistent with Statewide Comprehensive Plan?</b>	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

*\*Sympateco is a company that assists retail businesses by providing custom design, engineering, manufacturing, sourcing, assembly, shipping, and installation of furniture, fixtures, and equipment. Sympateco's services include new location design, architectural engineering, cabinet engineering, project management, production, staging, logistics, installation, and aftercare. The company has built more than 1,200 projects in 45 states. A division of Sympateco is KuL 3D, a 3D printing and engineering company whose services include 3D printing, prosthetics, product development, rapid prototyping, 3D scanning, reverse engineering architectural models, and 3D engineering.*

## REVIEW CRITERIA

### A. Need for the Program

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

MCC reports that prototyping skills are increasingly in demand by industries such as manufacturing, medicine, engineering, architecture, and art. The proposal cites a report from Industry ARC (analytics, research, consulting) stating that the 3D scanning market generated revenue of \$8.2 billion in 2014 and is projected to grow at 4.7% annually through 2020.

MCC asserts that prototyping skills are becoming essential for a range of occupations, including electro-mechanical technicians, engineering technologists, commercial and industrial designers, industrial engineering technicians, and mechanical and electronics drafters. For these occupations, the MCC region will need nearly 900 technicians by 2020, with the demand increasing by 4 to 9 percent, according to Economic Modeling Specialists.

To better determine local need, a two-day Developing a Curriculum (DACUM) job analysis was held with six members of industry where prototype production technician duties and tasks were identified. The industry representatives listed seven core duties, over 48 tasks, and 11 essential courses needed in a prototype design program. The suggestions were incorporated into the proposed degree curriculum.

Because of its interdisciplinary nature and innovative approach of using a co-located industry partner, it is difficult to measure need by any quantitative method. The proposal does indicate a need for people with prototype design skills (not necessarily a degree) in the MCC region in a variety of settings.

### B. Demand for the Program

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

MCC provides several examples intended to demonstrate student demand for the proposed program.

- Currently students wishing to learn prototyping are limited to one class (How to Make Almost Anything) and/or intensive one-on-one with a faculty member. The new MCC Do Space has 3D printers, but there is a long wait time for using the equipment and little instruction involved.
- Existing programs that complement prototyping, such as AutoCAD, entrepreneurship, and manufacturing design, have steady enrollments that are expected to increase as MCC partners with area accelerators.
- Over the past three years MCC has launched a range of new offerings that use the same model as the proposed program, i.e., integrating hardware and software with project-based, hands-on learning. The new offerings have been positively received by students.

MCC estimates that during the first year of the program (prior to the opening of the CAET), 10 students would begin the course sequence for the degree, and 50 students would enroll in prototyping courses. The opening of the CAET and Sympateco co-located training would provide additional space to enroll more students. MCC's goal is to double enrollments in year two and increase participation by 5% in year three and 3% in years four and five.

While the proposal narrative doesn't provide specific rationale for the projected enrollments, the estimate for the program launch seem reasonable. Enrolling 30 full-time students in years 4 and 5 (see Section G., Budget) may be overstretching, although the Omaha metro area has the population base to support those numbers.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
√				

There are no AAS degrees in prototype design currently offered in Nebraska by either a public or private institution. Iowa Western Community College has a design technology program featuring software that builds 3D virtual products without building a prototype. The goal of the training is similar to that of the proposed program but the tools and techniques are very different. Northeast Wisconsin Technical College offers an associate degree in Prototype and Design that is similar to the proposed degree with a somewhat narrower focus.

**D. Resources: Faculty/Staff**

High-----Low				
	√			

MCC reports that a ten-member team of faculty and staff created the program. While all ten would play a role in implementation, a core group of four faculty and staff would guide implementation. Four additional faculty from business, drafting, IT, and electronics, as well as an adjunct who serves as a prototyping engineer for an industry partner, would support curriculum development and/or implementation. The budget shows 2.0 FTE faculty in each year with a .5 FTE prototyping lab coordinator.

**E. Resources: Physical Facilities/Equipment**

High-----Low				
√				

The program would be housed on the Fort Omaha campus where the Center for Advanced and Emerging Technologies is under construction. The CAET will include an 8,600 sq. ft. prototyping lab, technology-enabled classrooms, office hoteling for corporate partners and adjuncts, faculty and staff offices, and space for students to work independently or in small groups. There will also be a 2,500 sq. ft. lab dedicated to the work-based learning partnership with Sympateco and its Kul Factory division.

Until the CAET is complete, the program would utilize the Fab Lab, located near the Fort Omaha campus, and the college's mobile production lab. Equipment at the Fab Lab includes 3D scanners, 3D printers, table top CNC (computer numerical control) machines, laser cutters, and computers with software for 2D and 3D design. MCC is in the process of purchasing an expanded range of equipment for the CAET that would directly apply to prototyping such materials as metals and electronics. Sympateco has committed to providing over \$600,000 in personnel and equipment. A five-year total of \$1,875,000 is included in the budget for equipment.

**F. Resources: Library/Information Access**

High-----Low				
		√		

The proposal described the college's recent investment in a dedicated Wide Area Network, connecting all campuses and significantly expanding bandwidth. There is \$5,200 in the budget for library and information

resources.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$1,188,694	Reallocated Funds <sup>2</sup>	\$1,008,736
General Operating <sup>1</sup>	\$427,931	New State Funds	
Equipment	\$1,875,000	New Local Funds	
New/Renovated Space	\$2,000,000	Tuition and Fees <sup>3</sup>	\$397,440
Library/Information	\$5,200	Other: SBIR <sup>4</sup>	\$250,000
		Corporate Partners <sup>5</sup>	\$2,080,000
		Capital/Gift <sup>6</sup>	\$2,000,000
<b>Five-Year TOTAL</b>	<b>\$5,496,825</b>	<b>Five-Year TOTAL</b>	<b>\$5,736,176</b>

<sup>1</sup> 36% of personnel

<sup>2</sup> Existing faculty salaries transferred from other areas

<sup>3</sup> Based on 10 students taking 54 credit hours at \$64 per hour in year 1, 20 students in year 2, 25 students in year 3, and 30 students in years 4 and 5 (part-time, non-degree students are not included).

<sup>4</sup> Small Business Innovation Research project (federally funded grant) with an industry partner

<sup>5</sup> Time and expertise contributed by corporate partners for training development and delivery

<sup>6</sup> Reflects a portion of total gifts to support construction of the new CAET

**Committee Recommendation: Approve**

**First Program Review Date: Due June 30, 2021.**



**POSTSECONDARY INSTITUTION RENEWAL APPLICATION  
For a RECURRENT AUTHORIZATION to OPERATE in NEBRASKA**

<b>Institution:</b>	<b>Kaplan University (Omaha)</b>
<b>Nebraska Street Address:</b>	<b>5425 North 103<sup>rd</sup> Street, Omaha, Nebraska</b>
<b>Name of Owner:</b>	<b>Iowa College Acquisition Corporation d/b/a Kaplan University</b>
<b>Corporate Address:</b>	<b>550 West Van Buren, Chicago, Illinois</b>
<b>Legal Status:</b>	<input type="checkbox"/> Nonprofit; <input checked="" type="checkbox"/> For-profit: <input type="checkbox"/> sole proprietorship <input type="checkbox"/> partnership <input checked="" type="checkbox"/> corporation
<b>Institutional Accreditation:</b>	<b>Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools</b>
<b>Medical Assisting Program:</b>	<b>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</b>
<b>Dental Assisting Program:</b>	<b>Commission on Dental Accreditation (CODA)</b>
<b>Nursing Program:</b>	<b>Commission on Collegiate Nursing Education (CCNE)</b>
<b>Business (Accounting and Business Administration) Programs:</b>	<b>Accreditation Council for Business Schools and Programs (ACBSP)</b>
<b>Last accreditation review and result:</b>	<b>HLC - comprehensive evaluation in 2015-16; accreditation continued with the next evaluation scheduled for 2025-26. CAAHEP - comprehensive review in 2013; awarded continuing accreditation with the next review scheduled for 2023 CODA- February 2016; awarded status of approval without reporting requirements; next review scheduled for 2022 CCNE – baccalaureate degree accreditation, 2011; next review scheduled for 2021 ACBSP – Initial accreditation granted in April 2013 with “Conditions, Notes, and Opportunities for Improvement”</b>
<b>Date initially approved by CCPE:</b>	<b>May 13, 2004</b>
<b>Date Authorization Expires:</b>	<b>January 31, 2017</b>

## Student Data

Academic year: December 1, 2015 –December 1, 2016		(2010-2011 figures in parentheses)	
	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
<b>Institution:</b>	299 (1275)		150 (337)
<b>Program/s:</b>			
Associate Degree in Accounting	4 (35)		2 (10)
Associate Degree in Business	24 (106)		8 (28)
Associate Degree in Criminal Justice	16 (133)		7 (31)
Associate Degree in Human Services	4 (22)		14 (0)
Associate Degree in Information Technology	5 (46)		3 (18)
Associate Degree in Interdisciplinary Studies	N/A (15)		N/A (3)
Associate Degree in Medical Assisting	6 (355)		17 (77)
Associate Degree in Medical Office Management	3 (24)		3 (0)
Associate Degree in Medical Transcription	N/A (6)		N/A (0)
Associate Degree in Paralegal Studies	3 (49)		3 (14)
Bachelor Degree in Accounting	7 (22)		4 (9)
Bachelor Degree in Business	20 (70)		4 (15)
Bachelor Degree in Communication	3 (1)		2 (0)
Bachelor Degree in Criminal Justice	10 (39)		14 (13)
Bachelor Degree in Health and Wellness	6 (7)		2 (0)
Bachelor Degree in Health Care Administration	19 (5)		10 (0)
Bachelor Degree in Human Services	21 (7)		9 (0)
Bachelor Degree in Information Technology	3 (15)		0 (1)
Bachelor Degree in Nursing	80 (N/A)		4 (N/A)
Bachelor Degree in Psychology	14 (N/A)		3 (N/A)
Certificate in Computer Support Technician	N/A (9)		N/A (5)
Certificate in Criminal Justice	1 (N/A)		1 (N/A)
Certificate in Human Services	11 (N/A)		0 (N/A)
Certificate in Medical Assisting	16 (N/A)		0 (N/A)
Certificate in Medical Billing and Coding	11 (18)		8 (0)
Certificate in Office Management	N/A (8)		N/A (2)
Diploma in Dental Assistant	12 (113)		14 (50)
Diploma in Practical Nursing	0 (170)		18 (61)

\* for the Omaha location

## REVIEW CRITERIA

***A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)***

Meets minimum standards				
yes	√		no	

Commission staff reviewed the 2015 financial statements of Kaplan Higher Education (KHE). The statements provided are for Kaplan Higher Education and include an appendix for Kaplan University, which includes the Omaha and Lincoln campuses. Kaplan University accounts for approximately 96% of the Kaplan Higher Education financial statements. In September 2015, Kaplan Higher Education completed the sale of substantially all of the assets of 38 nationally accredited ground campuses, including Kaplan College, Kaplan Career Institute, Texas School of Business, and TESST College of Technology, to Education Corporation of America (ECA). This did not include Kaplan University, which now consists of 15 campuses, including the Omaha and Lincoln campuses.

In conducting the review, staff noted the following:

- **Assets:** KHE’s cash balance represents 43% of the total asset balance, indicating KHE assets are readily available to meet current needs. One factor of financial soundness is whether the number of months of cash on hand, calculated by dividing the cash balance by the monthly expenses, is greater than 3 months. KHE had 5 months of cash on hand.
- **Liabilities:** KHE does not have any significant long-term borrowing and has only \$128 million in liabilities.
- **Revenue and Expenses:** Revenue substantially exceeded expenses. Because of the sale of 38 campuses, comparison to prior year financial statements for trend analysis has not been done as the results of the prior year would not be comparable.
- **90-10 Rule:** KHE has met the U.S. Department of Education requirements that no more than 90% of an institution’s revenue can be from federal (Title IV) financial aid funds. The percentage for 2015 was 75%.
- **Composite financial score:** The U.S. Department of Education’s rating scale runs from -1.0 to 3.0, with a 1.0 or above deemed acceptable. The scale is based on financial soundness, operating funds, and debt; the higher the score, the better the institution’s financial status. The Department does not provide scores for individual institutions within a corporation. Kaplan’s most recent score was not available, but KHE calculated it to be 3.0 for 2015. On December 17, 2015, Kaplan University received a notice from the Department of Education that it had been placed on provisional certification status until September 30, 2018, in connection with the open and ongoing program review by the Department. To date, Kaplan University has not been notified of any negative findings.

Kaplan University appears to be financially sound with adequate cash to meet current expenses and revenue that exceeds its expenses. KHE has no letter of credit requirements.

**Tuition and fees:**

Program	Tuition	Fees	Other	Total
Certificate	\$5,109 per term or \$371 per credit	\$25 registration fee (first semester only)  BSN: \$150/clinical course ; \$75/lab course	\$20 application fee	\$13,356 to \$23,085
Diploma (dental assisting)	\$5,270 per term			\$19,770
Associate Degree (AAS)	\$5,109 per term			\$30,654
Bachelor’s Degree	\$5,109 per term			\$65,358 to \$66,417



**Student loan default rate:** 14.2 % for 2013 for the Omaha campus

For Kaplan University: 12.4% for 2013 12.9% for 2012 20.4% for 2011

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

Changes since previous reporting?				
yes	√		no	

A link to the 2016-17 Kaplan University catalog was included in the application. Admissions requirements were identified. Kaplan has recently implemented additional admissions procedures to ensure that first-time students are prepared to succeed (see Section G.)

In 2013 the Commission approved a Bachelor of Science in Nursing degree.

The application included a list of affiliation agreements for the medical assisting, dental assisting, and nursing programs for student externship opportunities and for students to observe or provide direct patient care, with either a faculty or preceptor supervisor.

**Credit** – One documented in-class hour and two documented out-of-class hours per week for ten weeks is equivalent to one quarter credit hour.

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

Changes since previous reporting?				
yes	√		no	

Information for 43 full and part-time Omaha faculty members was provided. Nine hold doctorates, 25 have master’s degrees, and nine hold baccalaureate degrees, four of whom are enrolled in master’s programs. All the degrees are in disciplines appropriate to the programs offered on the Omaha campus.

The application included information on the Kaplan University Library and resources available to students.

Meets minimum standards				
yes	√		no	

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

Changes since previous reporting?				
yes			no	√

See page 1 for location.

The original application included a listing of program specific labs.

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

Meets minimum standards				
yes	√		no	

See page 1 for details.

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

Changes since previous reporting?				
yes			no	√

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

Changes since previous reporting?				
yes			no	√

The university has implemented the Kaplan Commitment. All first-time students are conditionally enrolled for three weeks. Students can opt-out of school for any reason during this time period without any financial obligation.

Meets minimum standards				
yes	√		no	

**Method for meeting student interests if the institution were to discontinue offerings:** Kaplan reports that should they find it necessary to close the Nebraska campuses, students would still be able to continue their education through Kaplan’s online university. Any potential suspension of operations would involve planning and collaboration with local and state regulators and accreditors to ensure obligations to students are met. In addition, Kaplan states that they maintain the financial stability to support a teach-out and work with each student.

**Committee Recommendation: Approve the renewal of the authorization to operate.**

Institution: Kaplan University (Omaha)  
 Owner: Iowa College Acquisition Corporation d/b/a Kaplan University  
 Level of authorization: Authorized to offer one or more complete programs at the certificate, associate degree, and baccalaureate levels, limited to the programs identified on page 2 and to any programs in CIP series 09, 11, 30, 43, 44, and 52.  
 Length of authorization: Five years (valid through January 31, 2022)

**Reporting requirements:** Annual reports are required in a form provided by the Commission. The next report is due January 19, 2018.

**CIP Codes for Kaplan University Approvals**

- 09 Communication, Journalism, Related Programs
- 11 Computer And Information Sciences and Support Services
- 30 Multi/Interdisciplinary Studies
- 42 Psychology
- 43 Homeland Security, Law Enforcement, Firefighting and Related Protective Services
- 44 Public Administration and Social Service Professions
- 52 Business, Management, Marketing, and Related Support Services



**POSTSECONDARY INSTITUTION RENEWAL APPLICATION  
For a RECURRENT AUTHORIZATION to OPERATE in NEBRASKA**

**Institution:** Kaplan University (Lincoln)  
**Nebraska Street Address:** 1821 K Street, Lincoln, Nebraska  
**Name of Owner:** Iowa College Acquisition Corporation d/b/a Kaplan University  
**Corporate Address:** 550 West Van Buren, Chicago, Illinois  
**Legal Status:**  Nonprofit;  For-profit;  
 sole proprietorship  partnership  corporation  
**Institutional Accreditation:** Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools  
**Medical Assisting Program:** Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
**Business Program Accreditation:** Association of Collegiate Business Schools and Programs (ACBSP)  
**Last accreditation review and result:** HLC - comprehensive evaluation in 2015-16; accreditation continued with the next evaluation scheduled for 2025-26.  
CAAHEP - comprehensive review in 2015; awarded continuing accreditation with the next review scheduled for 2024  
ACBSP- Initial accreditation granted in April 2013 with "Conditions, Notes, and Opportunities for Improvement"  
**Date initially approved by CCPE:** May 13, 2004  
**Date Authorization Expires:** January 31, 2017

**Student Data**

Academic year: July 1, 2015 – June 30, 2016		(2010-2011 figures in parentheses)	
	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
<b>Institution:</b>	191 (885)		124 (247)
<b>Program/s:</b>			
Associate Degree in Accounting	5 (24)		5 (10)

	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
Associate Degree in Business	17 (99)		9 (23)
Associate Degree in Criminal Justice	6 (107)		3 (32)
Associate Degree in Human Services	1 (34)		12 (1)
Associate Degree in Information Technology	5 (70)		1 (6)
Associate Degree in Interdisciplinary Studies	N/A (27)		(2)
Associate Degree in Medical Assisting	0 (213)		8 (77)
Associate Degree in Medical Office Management	1 (12)		4 (0)
Associate Degree in Medical Transcription	N/A (7)		N/A (0)
Associate Degree in Nursing	45 (N/A)		22 (N/A)
Associate Degree in Paralegal Studies	1 (36)		5 (12)
Bachelor Degree in Accounting	9 (N/A)		4 (N/A)
Bachelor Degree in Business	30 (42)		5 (15)
Bachelor Degree in Communication	0 (N/A)		1 (N/A)
Bachelor Degree in Criminal Justice	9 (38)		10 (14)
Bachelor Degree in Health Care Administration	6 (7)		2 (0)
Bachelor Degree in Health and Wellness (Health Sciences)	4 (17)		2 (1)
Bachelor Degree in Human Services	14 (4)		7 (0)
Bachelor Degree in Information Technology	6 (10)		3 (1)
Bachelor Degree in Psychology	12 (3)		8 (0)
Certificate in Computer Support Technician	N/A (6)		N/A (1)
Certificate in Criminal Justice	0 (N/A)		0 (N/A)
Certificate in Human Services	4 (N/A)		2 (N/A)
Certificate in Medical Assisting	3 (N/A)		0 (N/A)
Certificate in Medical Coding and Billing	10 (N/A)		7 (N/A)
Certificate in Office Management	3 (8)		4 (6)
Diploma in Practical Nursing	N/A (121)		N/A (46)

\* for the Lincoln location

## REVIEW CRITERIA

***A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)***

Meets minimum standards				
yes	√		no	

Commission staff reviewed the 2015 financial statements of Kaplan Higher Education (KHE) .The statements provided are for Kaplan Higher Education and include an appendix for Kaplan University, which includes the Omaha and Lincoln campuses. Kaplan University accounts for approximately

96% of the Kaplan Higher Education financial statements. In September 2015, Kaplan Higher Education completed the sale of substantially all of the assets of 38 nationally accredited ground campuses, including Kaplan College, Kaplan Career Institute, Texas School of Business, and TESST College of Technology, to Education Corporation of America (ECA). This did not include Kaplan University, which now consists of 15 campuses, including the Omaha and Lincoln locations.

In conducting the review, staff noted the following:

- **Assets:** KHE’s cash balance represents 43% of the total asset balance, indicating KHE assets are readily available to meet current needs. One factor of financial soundness is whether the number of months of cash on hand, calculated by dividing the cash balance by the monthly expenses, is greater than 3 months. KHE had 5 months of cash on hand.
- **Liabilities:** KHE does not have any significant long-term borrowing and has only \$128 million in liabilities.
- **Revenue and Expenses:** Revenue substantially exceeded expenses. Because of the sale of 38 campuses, comparison to prior year financial statements for trend analysis has not been done as the results of the prior year would not be comparable.
- **90-10 Rule:** KHE has met the U.S. Department of Education requirements that no more than 90% of an institution’s revenue can be from federal (Title IV) financial aid funds. The percentage for 2015 was 75%.
- **Composite financial score:** The U.S. Department of Education’s rating scale runs from -1.0 to 3.0, with a 1.0 or above deemed acceptable. The scale is based on financial soundness, operating funds, and debt; the higher the score, the better the institution’s financial status. The Department does not provide scores for individual institutions within a corporation. Kaplan’s most recent score was not available, but KHE calculated it to be 3.0 for 2015. On December 17, 2015, Kaplan University received a notice from the Department of Education that it had been placed on provisional certification status until September 30, 2018, in connection with the open and ongoing program review by the Department. To date, Kaplan University has not been notified of any negative findings.

Kaplan University appears to be financially sound with adequate cash to meet current expenses and revenue that exceeds its expenses. KHE has no letter of credit requirements.

**Tuition and fees:**

Program	Tuition	Fees	Other	Total
Certificate	\$5,109 per term or \$371 per credit	\$25 registration fee (first semester only)	\$20 application fee	\$13,356 to \$23,085
Associate Degree in Nursing	\$5,109 per term			\$35,763
Associate Degree (AAS)	\$5,109 per term			\$30,654
Bachelor’s Degree	\$5,109 per term			\$66,417

**Student loan default rate:** 14.0 % for 2013 for the Lincoln campus  
 For Kaplan University: 12.4% for 2013 12.9% for 2012 20.4% for 2011

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

Changes since previous reporting?				
yes	√		no	

A link to the Kaplan University 2016-17 catalog was included in the application. Admissions requirements were identified. Kaplan has recently implemented additional admissions procedures to ensure that first-time students are prepared to succeed (see Section G.)

The application included a list of affiliation agreements for the medical assisting and nursing programs for student externship opportunities and for students to observe or provide direct patient care, with either a faculty or preceptor supervisor.

**Credit** – One documented in-class hour and two documented out-of-class hours per week for ten weeks is equivalent to one quarter credit hour.

Meets minimum standards				
yes	√		no	

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

Changes since previous reporting?				
yes	√		no	

Information for 33 full and part-time Lincoln faculty members was provided. Four hold doctorates, 24 have master’s degrees, and five hold baccalaureate degrees, two of whom are enrolled in master’s programs. All the degrees are in disciplines appropriate to the programs offered on the Lincoln campus.

The application included information on the Kaplan University Library and resources available to students.

Meets minimum standards				
yes	√		no	

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

Changes since previous reporting?				
yes			no	√

See page 1 for location.

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

Meets minimum standards				
yes	√		no	

See page 1 for details.

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

Changes since previous reporting?				
yes			no	√

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

Changes since previous reporting?				
yes	√		no	

The university has implemented the Kaplan Commitment. All first-time students are conditionally enrolled for three weeks. Students can opt-out of school for any reason during this time period without any financial obligation.

Meets minimum standards				
yes	√		no	

**Method for meeting student interests if the institution were to discontinue offerings:**

Kaplan reports that should they find it necessary to close the Nebraska campuses, students would still be able to continue their education through Kaplan’s online university. Any potential suspension of operations would involve planning and collaboration with local and state regulators and accreditors to ensure obligations to students are met. In addition, Kaplan states that they maintain the financial stability to support a teach-out and work with each student.

**Committee Recommendation: Approve the renewal of the authorization to operate.**

Institution: Kaplan University (Lincoln)  
 Owner: Iowa College Acquisition Corporation d/b/a Kaplan University  
 Level of authorization: Authorized to offer one or more complete programs at the certificate, associate degree, and baccalaureate levels, limited to the programs identified on pages 1 and 2 and to any programs in CIP series 11, 30, 42, 43, 44, and 52.  
 Length of authorization: Five years (valid through January 31, 2022)

**Reporting requirements:** Annual reports are required in a form provided by the Commission. The next report is due January 19, 2018.



**CIP Codes for Kaplan University Approvals**

- 09 Communication, Journalism, Related Programs
- 11 Computer And Information Sciences and Support Services
- 30 Multi/Interdisciplinary Studies
- 42 Psychology
- 43 Homeland Security, Law Enforcement, Firefighting and Related Protective Services
- 44 Public Administration and Social Service Professions
- 52 Business, Management, Marketing, and Related Support Services

**Improving Teacher Quality  
State Grant Program**

**2016 - 2017 Allocation  
to the State Agency for Higher Education**

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## **IMPROVING TEACHER QUALITY STATE GRANT PROGRAM**

The purpose of the Improving Teacher Quality State Grant Program is to increase student academic achievement by helping to ensure that highly qualified teachers, paraprofessionals, and principals have access to sustained and intensive high quality professional development in core academic subjects. The program provides grants to partnerships comprised of Nebraska institutions of higher education and high-need local educational agencies (LEAs)\* for projects to improve the skills of teachers, paraprofessionals, and principals. Once the required partners are established, partners from any other LEA, higher education institution, or entity may be added to the project.

The Improving Teacher Quality grant program was authorized under the No Child Left Behind Act of 2001 (NCLB). The Every Student Succeeds Act, replacing NCLB, was signed on December 10, 2015. The Improving Teacher Quality program was not included in that legislation. However, the Consolidated Appropriations Act of 2016 provided FY 2016 funding for the program—funding for the projects recommended below. Once these grants are awarded, Improving Teacher Quality grants will no longer be available.

### **RECOMMENDATIONS OF THE INDEPENDENT EVALUATION PANEL December 7, 2016**

The evaluation panel met on December 7, 2016, at the Coordinating Commission office in Lincoln. Ten proposals were submitted by partnerships that involved four different institutions (UNL, UNK, WSC, and Creighton University) and a variety of school districts and educational service units (ESUs). The panel ranked the proposals based on the degree to which they met the criteria identified in the RFP, discussed the proposals, and made their recommendations, attempting to fund as many quality projects as possible.

At this time, the total amount of funds available for awards in 2016-2017 is \$364,111. The total amount recommended for the following seven projects is \$366,544. While this exceeds the current available amount, previously funded projects often return funds at the end of the grant, funds that can be applied to the current grants.

Below are synopses of the seven proposals the panel has recommended for funding. The title of the project is listed, followed by the project director, the partners required by federal statute, and any other partners. Projects that are open state-wide may not have all additional partners identified until after their recruitment phase.

**Committee recommendation: concur with the panel's recommendations.**

*\* High need LEAs are defined by statute as school districts having at least 20% or 10,000 children of school age living in poverty, as identified by the U.S. Census, with some portion of the teachers teaching in areas for which they are not endorsed.*

## **Increasing Scientific Literacy through Inquiry-Based Professional Development in Genetics, Muscle Biology, Microbiology, and Nutrition**

**Project Director: Dr. Nathan Conner**

- **Higher education partner (teachers college): UNL - Agricultural Education, Leadership, and Communications**
- **Higher education partner (arts and sciences): UNL - College of Agricultural Sciences and Natural Resources (Animal Science Department)**
- **High-need LEA: Sumner-Eddyville-Miller Schools, Scottsbluff Schools, Keya Paha County Schools**

This project would address U.S. high school students' lack of proficiency in science. A two-day workshop for 30 teachers in summer 2017 (10 teachers at three sites), three online meetings during the 2017-18 school year, and a summer workshop in 2018 would prepare teachers to present science content in the context of genetics, muscle biology, microbiology, nutrition, and inquiry-based teaching methods.

Amount Requested: \$60,623

**Amount Recommended: \$60,623**

Note: Travel to a national meeting was eliminated in order to provide a second day for each summer 2017 workshop.

## **Husker Writers: A Public Writing Collaborative Partnership**

**Project Director: Dr. Robert Brooke**

- **Higher education partner (teachers college): UNL - Department of Teaching, Learning and Teacher Education**
- **Higher education partner (arts and sciences): UNL - English Department**
- **High-need LEA: Omaha Public Schools**
- **Other partners: Lincoln North Star High School, Brownell-Talbot School (Omaha)**

The goal of this project is to develop teachers' capacity to engage student writers by providing real community audiences and real purposes for civic writing. Twenty high school teachers would pair with a mentor from UNL or one from a civic agency during a week-long summer workshop in 2017, project development during the school year, and a conference in summer 2018.

Amount Requested: \$95,012

**Amount Recommended: \$75,708**

Explanation of Reduction: Reduce teacher stipends, workshop leader stipends, materials, and indirect cost rate

## Preparing Paraprofessionals to Work Effectively in the Early Childhood Classroom

**Project Directors: Dr. Jean Hearn and Dr. Lynn Olson**

- **Higher education partner (teachers college): Creighton University - College of Arts & Sciences, Education Department**
- **Higher education partner (arts and sciences): Creighton University - College of Arts & Sciences**
- **High-need LEA: Omaha Public Schools**
- **Other partners: Schools of the Omaha Archdiocese**

This project would allow highly qualified paraprofessionals, as well as preservice teachers, to increase their content knowledge in math and science while working with high-risk students in early childhood classrooms. Preservice teachers would also gain knowledge and experience dealing with adult workers in the classroom. Thirty participants would attend six after-school (4:30 to 7:00 p.m.) workshops spread throughout the 2017-18 school year.

Amount Requested: \$37,649

**Amount Recommended: \$36,929**

Explanation of Reduction: Reduce food costs

## Water Education Leaders for Secondary Science (WELS<sup>2</sup>)

**Project Director: Dr. Cory Forbes**

- **Higher education partner (teachers college): UNL - Department of Teaching, Learning and Teacher Education**
- **Higher education partner (arts and sciences): UNL - School of Natural Resources**
- **High-need LEA: Harvard Public Schools, Omaha Public Schools**
- **Other partners: The Groundwater Foundation, Millard Public Schools, Hastings Public Schools, Lincoln Public Schools**

The project director recently received funding from the USDA to provide the WELS<sup>2</sup> program to high school teachers. This project would fund 10 middle school teachers to participate in the same 15-month professional development. Teachers would learn about water resources and methods to translate their knowledge into curricular resources. Participants would receive nine hours of graduate credit. Each funding source would function separately.

Amount Requested: \$65,311

**Amount Recommended: \$62,037**

Explanation of Reduction: Reduce administrative costs.

## **Improving Social Studies Instruction Using the Student Atlas of Nebraska, 2017-18**

**Project Director: Dr. Randy Bertolas**

- **Higher education partner (teachers college): WSC - School of Education and Counseling**
- **Higher education partner (arts and sciences): WSC - School of Natural and Social Sciences**
- **High-need LEA: Omaha Public Schools**

With the goal of improving the geographic content knowledge and map reading skills of fourth grade teachers, this project was funded in 2014. Five one-day workshops were held in summer 2015 and again in 2016. Fifty teachers participated, each receiving 25 atlases for classroom use. This project would repeat the workshops, offering them in summers 2017 and 2018 to 50 different teachers. Each workshop would be held at a different site and would be open to teachers, both public and private, state-wide. The atlas has received the support of the Nebraska Sesquicentennial Commission and will be made available online.

Amount Requested: \$17,300

**Amount Recommended: \$17,300**

## **Helping Rural Middle School Science Teachers Create Classroom Aquaponic Systems Enhancing Soft Skills and Career Readiness**

**Project Director: Dr. Matthew Bice**

- **Higher education partner (teachers college): UNK - College of Education**
- **Higher education partner (arts and sciences): UNK - College of Natural and Social Sciences**
- **High-need LEA: Anselmo-Merna Public School, Gibbon Public Schools, Loup County Public School, Maywood Public Schools, Sumner-Eddyville-Miller Schools**
- **Other Partners: ESU 10, North Platte School District, North Platte Catholic Schools**

This project would promote active learning in the middle school science classroom utilizing an aquaponics growing system. A series of three workshops would provide 24 teachers with an aquaponics system for their classrooms and the knowledge and skills to integrate its use into the curriculum.

Amount Requested: \$67,866

**Amount Recommended: \$59,766**

Explanation of Reduction: UNK will cover the cost of graduate assistant tuition. Adjustment to incorrect listing of indirect costs.

## Using Hands-on Technology to “Energize” Elementary Teachers’ Physics Instruction

Project Director: Dr. Dena Harshbarger

- Higher education partner (teachers college): UNK - College of Education
- Higher education partner (arts and sciences): UNK - College of Natural and Social Sciences
- High-need LEA: Anselmo-Merna Public School, Gibbon Public Schools, Loup County Public School, Maywood Public Schools, Sumner-Eddyville-Miller Schools
- Other Partners: ESU 10

This six-month professional development program would provide 24 teachers with hands-on opportunities to learn and use interactive kits, simulations, videoclips, mobile devices, and rapid-response classroom-polling apps to explore physics content. The three face-to-face workshops and two online modules would focus on the laws of motion, optics, electricity, and magnetism.

Amount Requested: \$59,381

**Amount Recommended: \$54,181**

Explanation of Reduction: Reduce personnel budget. Cut number of circuit sets from eight to six. Reduce number of participants from 25 to 24.

## IMPROVING TEACHER QUALITY STATE GRANTS: SUMMARY SHEET – 2016-2017

Projects in bold are recommended for funding by the Independent Review Panel (recommendation may be for a lesser amount)

PROJECT TITLE	INSTITUTION/ DIRECTOR	DESCRIPTION	AMOUNT REQUESTED
1. <b>Increasing Scientific Literacy through Inquiry-Based Professional Development in Genetics, Muscle Biology, Microbiology, and Nutrition</b>	<b>UNL / Dr. Nathan Conner</b>	Workshops for 30 teachers at three sites preparing them to teach science concepts within the context of animal and food science	<b>\$60,623</b>
2. <b>Husker Writers: A Public Writing Collaborative Partnership</b>	<b>UNL / Dr. Robert Brooke</b>	Develop capacity of teachers to engage student writers with real world experiences; 20 teachers paired with UNL or civic partners	<b>\$95,012</b>
3. The Next Generation of Family and Consumer Science	UNL / Dr. Guy Trainin	Create a cohort of mentors that will infuse STEM content into Family and Consumer Science classes via webinars; 15 teachers and 15 mentors	\$51,984
4. Strengthening Mathematics Instruction in Intermediate Grades in Southeast Nebraska	UNL / Dr. Michelle Homp	Deepen knowledge of math content and pedagogy for 20 teachers of grades 4-6; six college courses for 18 hours of graduate credit	\$100,216
5. Teacher Boot-camp in Economics	UNL / Ms. Jennifer Davidson	3-day camp for 30 teachers providing the foundation for teaching economics	\$39,100
6. <b>Preparing Paraprofessionals to Work Effectively in the Early Childhood Classroom</b>	<b>Creighton Univ./ Dr. Jean Hearn &amp; Dr. Lynn Olson</b>	30 paraprofessionals increasing math and language arts knowledge and learning best practices for working with at-risk students	<b>\$37,649</b>
7. <b>Water Education Leaders for Secondary Science (WELS<sup>2</sup>)</b>	<b>UNL / Dr. Cory Forbes</b>	Improve knowledge of water resources and related curricular development; 10 teachers over 15 months	<b>\$65,311</b>
8. <b>Improving Social Studies Instruction Using the Student Atlas of Nebraska, 2017-18</b>	<b>WSC / Dr. Randy Bertolas</b>	Improve geographic content knowledge and map reading skills for 25 fourth grade teachers in one-day workshops in summer 2017 and 25 teachers in 2018	<b>\$17,300</b>
9. <b>Helping Rural Middle School Science Teachers Create Classroom Aquaponic Systems enhancing Soft Skills and Career Readiness</b>	<b>UNK / Dr. Matthew Bice</b>	Promote active science learning utilizing an aquaponics growing system; three workshops for 24 teachers	<b>\$67,866</b>
10. <b>Using Hands-on Technology to “Energize” Elementary Teachers’ Physics Instruction</b>	<b>UNK / Dr. Dena Harshbarger</b>	Learn and use hands-on technology to teach physics; 25 elementary teachers	<b>\$59,381</b>
TOTAL REQUEST			\$594,442



**December 7, 2016**

**Voting Members**

**Members are selected who have expertise in a variety of fields. Many are recipients of local or regional awards or recommended by a curriculum specialist from the Nebraska Department of Education. As a partner with the Commission in promoting quality education for Nebraska students, the Department of Education is always asked to provide a panel member.**

Mike Baumgartner  
Executive Director  
Nebraska's Coordinating Commission for Postsecondary Education

Pat Madsen  
Adult Program Services  
Nebraska Department of Education

Nicole Miller  
Life Science  
Lakeview Junior-Senior High School, Columbus  
2016 Presidential Award for Excellence in Mathematics and Science Teaching

Mike Musil  
English  
Papillion LaVista South High School

**Staff**

Kathleen Fimple  
Academic Programs Officer

Miste Adamson  
Administrative Assistant

Kadi Lukesh  
Office Manager

**Paramedicine—AAS, Diploma, Certificate  
Central Community College  
Follow-up Report**

**Background**

- In July 2012 the Commission approved a new Paramedicine program at CCC with a report in 2016 on enrollments and graduation rates.

**Summary of CCC's Report**

Year	AAS	Certificate	Diploma	Unduplicated Headcount
2012-13	1	0	0	17
2013-14	5	7	0	12
2014-15*	0	0	0	21
2015-16	1	29	0	20
2016-17	9	0	0	16

\*No new students admitted and no awards conferred due to uncertainty of accreditation

- No new students were admitted in 2014-15. This action was a result of a review of the program by CAAHEP, the Commission on Accreditation of Allied Health Education Programs. Concerns about the credentials of the program director were being resolved and CCC decided not to accept students or confer awards while the accreditation questions were unresolved.
- CAAHEP ultimately granted the program accreditation for five years.
- Students whose award had been put on hold during the CAAHEP review were granted awards when accreditation issues were resolved, hence the large number of certificate awards in 2015-16.
- As a result of the temporary suspension on admissions, there will be no graduates in 2017. The next graduating class will be in 2018.

**Committee Recommendation**

Continue the program.

[The next regular program review is due June 30, 2019.]

**Early Childhood Education - AA, AAS, Diploma, Certificate  
Western Nebraska Community College—Scottsbluff, Sidney, Alliance  
Follow-up Report**

**Background:**

- In **2004** the Commission reviewed the Early Childhood Education program at Western Nebraska Community College.
  - The program averaged 2.0 graduates per year and produced 326 SCH/FTE (Commission thresholds are 10 graduates and 275 SCH/FTE).
  - The college reported that because child care workers are mandated to meet specific educational requirements, the program was viable.
  - The Commission **continued the program** and requested a **report** on need for the degree and student demand.
- In fall **2006** WNCC reported that the program was “in transition”.
  - In summer 2006 they hired a full-time faculty member who was revising curriculum and scheduling classes at times convenient for working adults.
  - The number of declared majors almost tripled between 2002 and 2005, but there were no graduates. The five year average for graduates was 1.8.
  - The Commission asked for an **in-depth review**.
- In **2007** WNCC reported that the new program director was having a significant impact on the program with an increase in course offerings, students enrolled, and credit hour production.
  - The Commission noted that IPEDS indicated there were four degrees awarded in 2006 alone. The Commission **accepted the report, with annual reports on enrollments and graduation rates**, with the possibility of another in-depth review in the future.
- In **2009** WNCC submitted the first annual report:
  - The program director hired in 2006 resigned in 2007. A new program director was hired in August 2008.
  - The Academic Programs Committee asked for additional information and **tabled** the report.
- In **2010** WNCC provided the following additional information:
  - Graduates for 2006-07 and 2007-08 were all currently working in the field.
  - Of the students who did not complete a degree, 23 continued with their education at another institution.
  - One student received an AAS degree in 2008-09. In fall 2009 there were 25 students enrolled in the AA program, 12 in the AAS program, and two in a certificate program. The SCH/FTE for 2009-10 was 269.17.
  - The recruitment strategy for the program was revised to focus on the career academy model (in conjunction with high schools).
  - The Commission **continued** the program **with annual reports**.
- In **2012** WNCC reported:
  - The program averaged 1.4 graduates from the AAS program and an SCH/FTE of 238. There were no graduates reported for the certificate.
  - The college also offers an AA in its academic transfer program for students interested in early childhood who may want to transfer to a four-year institution.
  - The program director is working with students to complete the Child

Development Associate credential (a national credential that requires 120 clock hours of classroom instruction or approximately 9 credit hours). Over a three year period, 40 students earned the credential, a three-year average of 13.3.

- Program enrollments since 2007 have ranged from a low of 23 in 2008 to a high of 42 in 2010, with 37 enrolled in 2012, most in the AA program.
- Many students do not complete the early childhood program because they elect to pursue an elementary education transfer program with an endorsement in early childhood.
- The Commission **continued the program, with a report on enrollments and graduation rates** due by October 15, 2014, noting that they may request an in-depth review or take other action at that time.

#### **Summary of WNCC's report (received 10-25-16):**

- During the past year, the decision was made to focus on degrees, resulting in the diploma and certificate being made inactive.
- The program instructor/coordinator resigned. A new one, with experience in the Panhandle region, was hired.
- Six goals/actions were identified to promote program growth:
  1. Courses were rearranged so that the degree can be completed in two years.
  2. WNCC will continue working with statewide educators to align the curriculum across the state.
  3. The coordinator is networking with early childhood directors to reintroduce the program.
  4. First steps have been taken to form an advisory committee.
  5. There are plans to offer online and evening classes to accommodate working students. A survey will be sent to licensed early childhood providers to determine needs.
  6. A high school academy has been established for Early Childhood. There are five students enrolled, with two classes in fall 2016 and two scheduled for spring 2017.
- Updated figures for the past five years were provided:

	2011-12	2012-13	2013-14	2014-15	2015-16	Average
AAS	2	2				0.8
AA	1	4	2	3	4	2.8
Diploma			2	2		0.8
Certificate		3	1		1	1.0
SCH/FTE	402	285	265	210	164	265

#### **Committee Comment:**

The program has suffered from frequent turnover in staffing. It is also a field that offers minimal financial incentive for completing a degree since pay for child care providers is traditionally low. The average number of graduates (5.4), while significantly below threshold, is the highest it's been in many years. The career academy may help boost enrollments even further.

#### **Committee Recommendation: Continue the program**

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

**The state of Nebraska has no academic requirements for owners or employees of family child care homes. Child care center directors and teachers do have such requirements, as do Head Start teachers and coordinators.**

## **State Day Care Licensure and Training Requirements**

Nebraska law requires any individual who provides child care to four or more children from different families at any one time to become licensed.\* The Department of Health & Human Services, Division of Public Health, issues five separate child care and preschool licenses:

1. Family Child Care Home I: maximum capacity is 8 children and 2 additional school age children during non-school hours
2. Family Child Care Home II: maximum capacity is 12 children with two providers
3. Child Care Center: at least 13 children
4. School-Age-Only Center: at least 13 children who are attending or have attended school
5. Preschool: providing educational services where children do not nap and are not fed a meal.

*\*Buffett Early Childhood Institute estimates that 38% of children are in unlicensed care settings, 42% are in licensed settings (20% in family child care and 22% in centers), and 20% are in some other setting such as Head Start.*

### **Child Care Provider Required Training (workshops, seminars, conferences, etc.)**

#### **All Licenses**

The applicant must complete training in the following areas: Pre-service Orientation Training or Director Orientation and Training (2 hours provided by the Department of Health and Human Services); Cardiopulmonary Resuscitation (CPR); and First Aid.

Additional training is required for certain employees. The licensee, primary provider, director, and teacher must complete training in several areas within a specified period of years, often with renewal required. In addition to the training options (workshops, seminars, etc.), Early Learning Guidelines training requirements can be met by holding an associate degree or above in Early Childhood awarded by a Nebraska institution of higher education.

#### **All Child Care Providers**

Annual in-service training required, consisting of a minimum of 12 clock hours.

## **Child Care Provider Educational Qualifications**

### **Child Care Center, School-Age-Only Center, and Preschool**

Director shall meet one of the following requirements:

1. Hold a bachelor's degree in child development, education, or early childhood education
2. Hold a bachelor's degree and at least 6 credit hours in child development, education, or early childhood education;
3. Have an associate degree in child development, education, or early childhood education
4. Have a Child Development Associate Credential; or
5. Have a high school diploma or GED and 3000 clock hours of verifiable experience, and have
  - a. completed 6 credit hours or 36 clock hours of Department-approved training, or
  - b. a written plan to acquire 6 credit hours or 36 clock hours of training.

Certificated Teacher shall hold a valid Nebraska teaching certificate.

Non-Certificated Teacher shall meet one of the following requirements:

1. Hold a bachelor's degree in child development, education, or early childhood education
2. Hold an associate degree in child development, education, or early childhood education
3. Have a Child Development Associate Credential; or
4. Have a high school diploma or GED and
  - a. have 1500 clock hours of experience, or
  - b. have a written plan to acquire 3 credit hours or 45 clock hours of training.

## **Federal Head Start Teacher Qualifications**

**Education Coordinators** must have

1. a baccalaureate or advanced degree in early childhood education; or
2. a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.

### **Teachers**

At least 50 percent of teachers and must have

1. a baccalaureate or advanced degree in early childhood education; or
2. a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.

**Teaching Assistants** must have

1. at least a child development associate credential;
2. enrolled in a program leading to an associate or baccalaureate degree; or
3. enrolled in a child development associate credential program.

**Great Plains Studies—BA and BS  
University of Nebraska-Lincoln  
Follow-up Report**

***Summary of Commission Procedure***

Due to the minimal resources generally required to offer interdisciplinary programs, the Academic Programs Committee adopted the following procedure.

Programs under threshold for number of graduates will not require justification or further review if:

1. The program is individualized and custom-designed and has no specified curriculum, or
2. The program has an identified curriculum, draws from two or more departments, and has two or less courses of its own, AND averages at least two graduates per year.

***Background***

- In **2006** the Commission reviewed the Great Plains Studies program. The average number of graduates was .8. The program was designed to provide an individually tailored curriculum for interested students. The Commission **continued the program** and encouraged UNL to more actively promote the availability of the program.
- In **2012** UNL reported that the average number of graduates was .6. The Center for Great Plains Studies had a new leader and curricular revisions had the potential to increase the number of students. The Great Plains Studies minor remained popular. The Commission **continued the program with a report on student demand**.

***Summary of UNL's Report***

- The average number of graduates was .8.
- An external review of the Center for Great Plains Studies, conducted in May 2016, recommended discontinuation of the undergraduate major due to limited funding and student demand.
- UNL will take the steps necessary to discontinue the program, but requests continuation to allow current students to complete the program.
- The minor will be retained.

***Committee Recommendation***

Continue the program. Notify the Commission when all students have completed the program and it is formally discontinued.

[The next regular program review would be due June 30, 2019.]

**2015-2016 EXISTING PROGRAM REVIEW**  
*(Item in bold is under Commission Threshold)*

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	Program	5 yr Average (2010-2015)							
		SCH	SCH/ FTE	Baccalaureate Degrees awarded	Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold
CSC	Social Science	1901	626	BSE	10.0				
PSC	Social Sciences	3375	433	BS	13.8				
WSC	Social Sciences	350	436	BA BS	0.2 11.0				
UNK	Economics	5124	651	BS - Economics BS - Business Economics	5.4 2.8*				
UNL	Economics	14899	684	BSBA BA BS	41.2 14.6 3.2	MA	<b>4.4</b>	PhD	<b>2.8</b> Need R & M
UNO	Economics	6799	346	BA BGS BS BSBA	2.8 0.6 1.6 23.0	MA MS	0.6 17.6		
UNL	Civic Engagement	0**	0**	Undergrad Certificate	<b>9.5</b>				New
UNL	Interdisciplinary Studies	0**	0**	BA BS	<b>0.4</b> <b>0.4</b>				Interdisciplinary

\*closed in 2010

\*\*interdisciplinary



## Commission Thresholds

<b>Number of Degrees/Awards in this Program</b> (the mean of the prior 5 years)	<b>Student Credit Hour Production by Department</b> <b>Per Full-Time Equivalent Faculty</b> (the mean of the prior 5 years)				
Less Than Two Years and Associate	10	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
Baccalaureate and First Professional	7				
Masters Degree	5				
Specialist	4				
Doctoral Degree	3				

## Justification Key

R & M:	Program is critical to the role and mission of the institution
Gen Ed:	Program contains courses supporting general education or other programs
Interdisciplinary:	Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs)
Demand:	Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program
Access:	Program provides unique access to an underserved population or geographical area
Need:	Program meets a unique need in the region, state, or nation
New:	Program is newly approved within the last five years
Other:	Detailed explanation provided

## **INFORMATION ITEMS**

### A. Program Renaming

1. UNMC - BS in Radiation Science Technology to  
*BS in Medical Imaging and Therapeutic Sciences*
2. UNMC - BS in Clinical Laboratory Science to  
*BS in Medical Laboratory Science*

### B. Reasonable and Moderate Extension

1. UNL - Construction Engineering and Management graduate certificate

**Institution/Campus:** University of Nebraska at Omaha / Dodge Campus  
**Project Name:** Strauss Performing Arts Center Renov. & Addition  
**Date of Governing Board Approval:** July 22, 2016  
**Date Complete Proposal Received:** December 21, 2016  
**Date of Commission Evaluation:** January 19, 2017

**University of Nebraska at Omaha – Dodge & Scott Campuses**  
**Fall Semester Enrollment by Campus\***

	Fall 2014	Fall 2015
On-campus HC	13,564.0	13,647.0
Off-campus HC	491.0	516.0
Online HC	6,753.0	8,218.0
Campus FTE	11,281.7	11,435.2

\* Source: 2014 & 2015 Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment, both undergraduate and graduate/professional. Full-time equivalent (FTE) enrollment based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

**Project Description:** The University of Nebraska at Omaha is proposing to renovate and add to the 54,461 gross square foot (gsf) Strauss Performing Arts Center on the Dodge Campus. A site plan is provided on the following page. The project would add 25,025 gsf of space to the existing facility. The University indicated that the addition was initially proposed during the original construction in 1972, but eliminated do to a lack of funding.

Faculty, staff, and students for the School of Music are housed in the Strauss Performing Arts Center (SPAC), which has not undergone a renovation since its original completion. Renovation work would include: roof replacement; hazardous materials abatement to remove asbestos from structural steel fireproofing and floor tile mastic; accessibility and acoustical upgrades; mechanical, electrical, and plumbing system upgrades; and replacement of finishes and furnishings as needed.

The existing 460-seat recital hall and associated service spaces, comprising one third of the existing space for this proposal, has the largest seating capacity of any building on the Dodge and Pacific Campuses (excluding athletic facilities). The recital hall is utilized for both campus functions and community-based events, including guest lectures and other high-profile events. Renovation of this space would involve replacing theatrical lighting and controls, making audio-visual infrastructure and acoustical improvements, and replacing existing seats.

The addition would provide classrooms, acoustically isolated practice rooms, percussion and piano laboratories, and a recording studio. Offices for instructors and graduate students would be adjacent to the teaching and practice space. A small recital hall would be created with

*(UNO Strauss Performing Arts Center addition & renovation evaluation continued)*

seating for up to 150 people that would provide a more appropriate and intimate setting for many of the college's performance needs. The new space would allow performer accommodation improvements and provide greenrooms as well as additional storage.

The University estimates the total project cost of the renovation and addition to be \$18,000,000 (\$226.45/gsf) for design, construction, and equipment costs. The proposed project would be funded from \$9,000,000 in facilities bond proceeds, \$8,550,000 in private donations, and \$450,000 in University funds that would not include State funds. State appropriation of \$215,131 (\$8.60/gsf/year) is requested for an incremental increase in facility operating and maintenance (O&M) costs for the new building addition.

The facilities bond proceeds are available as a result of statutory revisions per LB 957 in the 2016 legislative session. LB 957 extends the current facilities bond program, created by LB 605, for an additional 10 years through FY 2030. State appropriations of \$11,000,000 per year and institutional matching funds (student tuition) up to \$11,000,000 per year are to be used to finance facility repair, renovation, addition, or replacement projects. LB 957 permits the issuance of facilities bonds to provide funding for nine additional projects, including the "University of Nebraska at Omaha Strauss Performing Arts Center."



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* 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." The proposed project would provide needed upgrades to School of Music program space and extend the useful life of the Strauss Performing Arts Center.

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

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

The proposed project would address safety, accessibility, and maintenance issues at SPAC.

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

Page 7-26 of the *Plan* related to the University of Nebraska's role and mission states: "The University, to the extent its resources permit, supports its fine art centers, museums, performing art centers, and other activities that provide cultural and educational resources to the citizens of the state as well as students of the institutions."

UNO's role and mission assignment outlined on page 7-36 of the *Plan* states: "The University of Nebraska at Omaha is a

metropolitan campus serving the educational needs of the Omaha metropolitan area. One of its responsibilities is to play a major role in preparing teachers and administrators for service in local K/12 school systems.” UNO offers a Bachelor of Music and Master of Music with a concentration in music education.

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

Yes  No

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

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

Yes  No

*Comments:* The UNO Department of Music, located in the SPAC, was approved to become the School of Music by the Commission on December 4, 2014. The following academic degree programs were approved by the Executive Director for continuation on April 25, 2013:

- Bachelor of Music (two concentrations offered in music education (K-12) and performance)
- Bachelor of Arts (three concentrations offered in performance (general and jazz), music technology, and music entrepreneurship)
- Bachelor of General Studies (concentration in music)
- Master of Music (three concentrations offered in performance, music education, and conducting)

The Commission reviews existing academic programs on a seven-year cycle.

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

High . . . . . Low

*Comments:* The Board of Regents approved the *UNO Facilities Development Plan 2006-2015* on June 15,

2006. The *Plan* specifically addresses the need to renovate and add to the Strauss Performing Arts Center on pages 34, 36, 60, and 61.

Page 11 of the *Plan* states: “Both the mission and vision stress the importance of community relationships as keys to UNO’s success as Nebraska’s metropolitan university. UNO has, therefore, invested in developing those relationships with the Omaha community. These relationships, in turn, have opened the door for the Omaha community to support, sustain, and positively impact UNO. Community influences on UNO are, therefore, numerous and positive. A number of community influences have affected planning efforts at UNO. These include partnerships that have developed:

- Between the Omaha community and UNO in support of the arts.”

The proposed project would expand and enhance this community relationship related to the School of Music and other campus events held in the recital hall.

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

High . . . . . Low

*Comments:* Except for the roof and stair tower windows, the exterior of SPAC is in generally good condition. The building interior is generally adequate to fair condition. The only major upgrades over the past 10 years have included replacement of the fire alarm system, installation of fire sprinklers, and some general lighting upgrades. Mechanical/electrical/plumbing and elevator control systems are all original to the building and are reaching the end of their serviceable life. This includes such items as HVAC controls, stage lighting, and electrical subpanels. Room finishes and furnishings are in fair to poor condition and in need of repair or replacement.

**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:* One of the primary functional deficiencies outlined relates to acoustical problems with the existing facility including: lack of acoustical isolation between practice rooms, classrooms, and offices; lack of acoustical control in the recital hall; and the unacceptable noise level from the HVAC system in the recital hall.

Other functional deficiencies outlined in the proposal include a lack of audio/visual infrastructure throughout the facility, lack of humidity control to protect musical instruments, and the lack of a storm shelter or loading dock.

The building also has accessibility, life/safety, and other code compliance deficiencies that would need to be addressed in a renovation.

**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:* Individual classroom, class laboratory, and office sizes were based on *University Space and Land Guidelines* with modifications as needed to meet specific needs. SPAC currently houses 21 full-time and 23 part-time faculty, 4 staff, and 5 graduate assistants. UNO has needed to convert some practice rooms into offices, locate up to 4 part-time faculty in a single office, and co-locate offices in classrooms in order to accommodate existing office needs. The proposed project would provide 4 to 8 additional offices for faculty/staff/student use to help alleviate this overcrowding.

Classroom Utilization – SPAC currently has three general-purpose classrooms that were scheduled an average 21.7 hours per week for the 2016 fall semester (One additional seminar room is scheduled on an



arranged basis). This compares to nationally recognized standards of 30 hours per week for classroom scheduling at four-year institutions. The proposed addition would add two classrooms for a total of about 168 stations in SPAC.

Overall, UNO reported 137 general-purpose classrooms scheduled an average 35.9 hours per week for the 2005 fall semester on the Dodge and Pacific Campuses, per the *UNO Facilities Development Plan 2006-2015*. The 6,663 stations in these classrooms had an average station-utilization of 75% per class period. This compares to nationally recognized standards of 65% station-utilization at four-year institutions.

Class Laboratory Utilization – SPAC currently has three class laboratories that were scheduled an average 19.7 hours per week for the 2016 fall semester. This compares to nationally recognized standards of 20 hours per week for class laboratory scheduling at four-year institutions. The proposed addition would add three class laboratories for percussion rehearsal, percussion studio, and piano.

Overall, UNO reported 51 class laboratories that were scheduled an average 21.2 hours per week for the 2005 fall semester. This compares to nationally recognized standards of 20 hours per week for class laboratory scheduling at four-year institutions. Average station-utilization of 82% per lab period was reported. This compares to nationally recognized standards of 80% station-utilization at four-year institutions.

Practice Rooms – SPAC currently has 22 to 27 practice rooms (some currently double as offices). The proposed addition would provide an additional 12-15 practice rooms. The additional practice room space is consistent with a shortfall identified as far back as the 1985 *University of Nebraska Comprehensive Facilities Plan*.

Recital Halls – SPAC currently has one recital hall that has between 140 to 150 performances/events/festivals scheduled per year. Average attendance is approximately 300 in the 460-seat recital hall. In addition to performances/events/festivals, the recital hall scheduled classes for 8 hours per week in the 2016 fall semester.

The proposed addition would include a smaller 100- to 150-seat recital hall for smaller ensemble rehearsals, guest artists, and other campus/community events.

**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:* The University stated that square footage/planning parameters were primarily based upon University space guidelines and were augmented when necessary for special situations. In situations where there were no University space guidelines, parameters based upon areas at similar institutions were used. Following detailed interviews with staff and actual measurement of existing space equipment and usage, UNO states that these numbers were either reduced, enlarged or maintained as the function dictated.

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

High . . . . . Low

*Comments:* The proposed project would provide modern classroom, class laboratory, practice, recital, and office space for the School of Music for the foreseeable future. The proposed renovation and expansion allows for adequate existing space and would also accommodate enrollment/program growth.

Full-time equivalent (FTE) enrollment in the School of Music has been increasing for the past three years, as reported by UNO:

<b>UNO School of Music FTE Enrollment</b>			
	FY	FY	FY
	2014	2015	2016
Undergraduate (BAM & BM)	161	182	183
Graduate	18	15	23
<i>Totals</i>	<i>179</i>	<i>197</i>	<i>206</i>

UNO is projecting annual increases between 6% to 10% in undergraduate enrollment and 10% increases in graduate enrollment in the School of Music over the next five years. The University projections are based historical growth in School of Music enrollment and the campus-wide goal of reaching 20,000 students by 2020.

**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:* Completion of this project would not create the need for a future capital construction project. The University is requesting additional State appropriations for facility operating and maintenance (O&M) costs associated with the new addition as part of the 2017-2019 biennial budget request.

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

High . . . . . Low

*Comments:* The University considered three other alternatives to the proposed renovation/addition: 1) Do nothing. UNO rejected this option because of the present overcrowding in the SPAC, along with building systems and finishes that have serious wear and require replacement; 2) Construct a new facility on the Pacific or Center Campus to house SPAC Functions. This option was rejected by the University because of the distance from the Dodge Campus' fine arts programs, the high cost of a new facility, and the lack of a suitable location that did not disrupt planned future uses; and 3) Move SPAC into renovated space elsewhere on campus. This option was rejected by UNO since no available building on campus can meet the specialized needs of SPAC and the size of spaces required.

**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 generate cost efficiencies. Modern instructional facilities for the School of Music could provide an asset in recruiting students.

**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 University estimate to design, construct, and equip the SPAC renovation and addition is \$18,000,000 (\$226.45/gsf). Commission staff's estimate of the total project cost is \$18,198,200 (\$229.25/gsf) for construction of college classroom space per *R.S. Means Square Foot Costs* modified to account for local conditions. The University's estimate is \$198,200 (1.1%) lower than Commission staff's estimate. The minimal difference between these estimates is in construction costs.

**Operating and Maintenance Costs** - The University is estimating an incremental increase in facility operating and maintenance (O&M) costs for the building addition at \$215,131 per year (\$8.60/gsf/year). Commission staff's estimate to provide facility O&M for the new space is \$210,000 per year (\$8.40/gsf/year). The University's estimate is \$5,131 (2.4%) more than Commission staff's estimate. The minimal difference between these estimates is between building maintenance costs of a new addition. The University's estimate is based on prior campus expenditures while the Commission's estimate is based on recommended expenditures.

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

High . . . . . Low

*Comments:* Private donations are being provided that are sufficient to construct the new addition and procure much

of the special and technical equipment for the facility, including musical instruments. Use of non-State funds to assist in funding new construction of academic and public service space is appropriate.

Equal amounts of State appropriations and student tuition would also be used to finance long-term bonds that would provide \$9 million in funding for this proposal. The use of State funds to renovate instructional and public service space is appropriate.

The University has stated that it will seek an increase in State appropriations in the biennial operating budget request to fund an incremental increase in facility operating and maintenance (O&M) costs. The Commission endorses the University's efforts to seek State appropriations to support necessary academic facilities O&M. However, it should be noted that State appropriations for increased O&M costs have rarely been provided for several biennia.<sup>1</sup>

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

Yes  No

*Comments:* This project will not unnecessarily duplicate other instructional and public service space on the UNO campus.

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

High . . . . . Low

*Comments:* The project's primary purpose is to improve the quality of existing academic space for the School of Music on campus. An expanded number of classrooms and class laboratories could initially show utilization below recommended levels. This utilization would improve as enrollment increase. It should also be noted that class laboratories are unique to their program needs and

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

require their own space. There are no other available and suitable facilities on campus that could be used to meet these needs.

**COMMISSION ACTION AND COMMENTS:**

Approve      Disapprove



*Action:* Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska at Omaha's proposal to utilize State appropriations to renovate and construct additional space in the Strauss Performing Arts Center, including providing additional operating and maintenance funding, as outlined in the governing board approved program statement and supplemental addendums to the program statement.

*Comments:* This project would improve the quality of space for School of Music programs located in the Strauss Performing Arts Center (SPAC) and bring the building up to current codes and standards. A renovation of SPAC has also been demonstrated to be necessary, as most of the building systems are original to this facility constructed in 1972.

The Commission supports the University of Nebraska at Omaha's efforts to utilize multiple sources of funding to complete this project. While renovation and new construction of instructional space has historically been funded with State appropriations in past decades, limited State resources are requiring increasing levels of non-tax funds such as private donations and student tuition. This is particularly applicable to the increasing reliance on private funding to support increased public service and research space on campuses. UNO is to be commended for its efforts to raise a significant amount of private funding for this project.



**NEBRASKA'S**  
COORDINATING COMMISSION  
FOR POSTSECONDARY EDUCATION

**ACCESS COLLEGE EARLY SCHOLARSHIP  
2015-16 YEAR-END REPORT**

**Statutory Authority 85-2106**

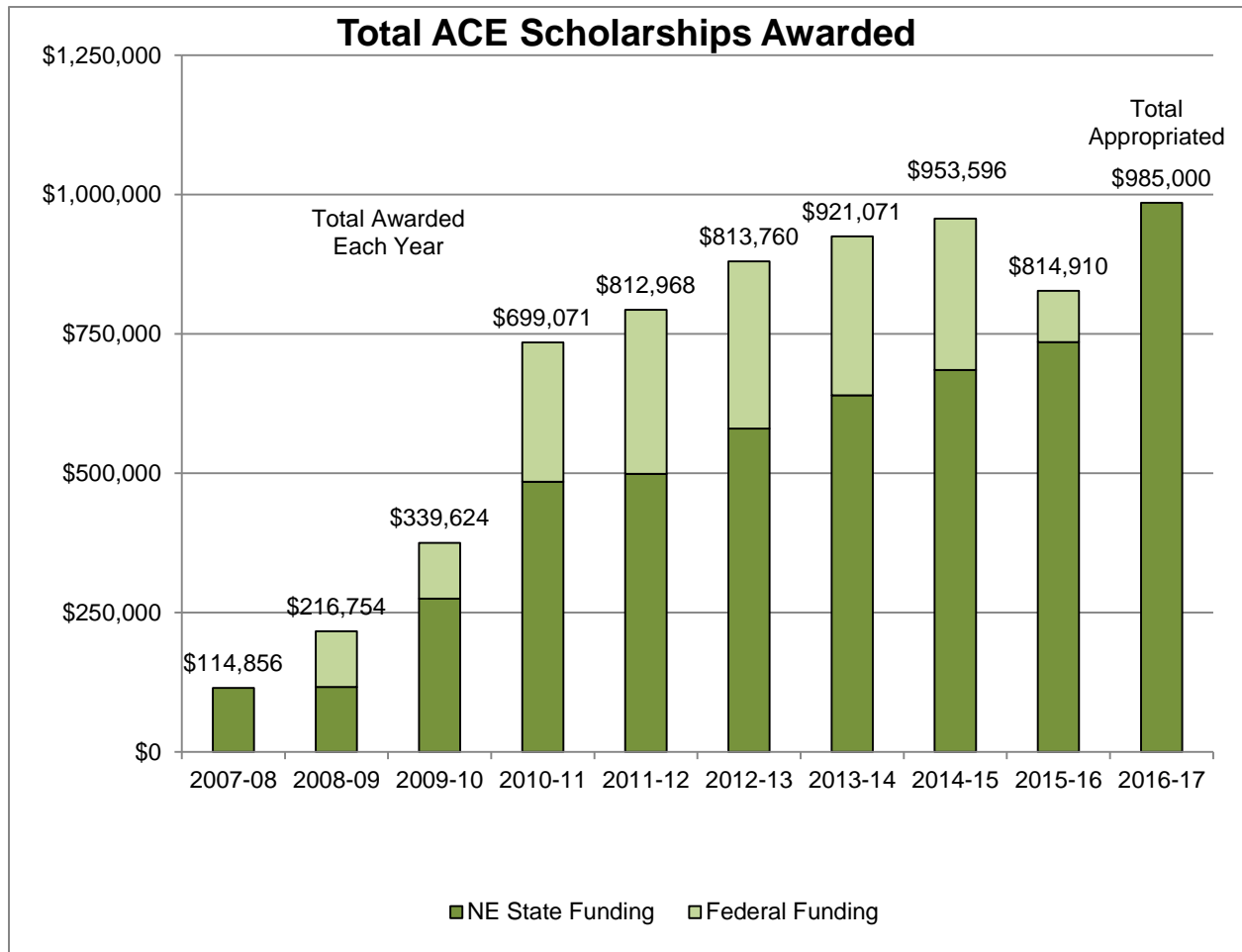
**Committee Draft January 6, 2017**

## Distribution of the 2015-16 Access College Early Scholarship

The Access College Early (ACE) Scholarship pays the tuition and mandatory fees of eligible Nebraska high school students taking dual-enrollment and early-admit college courses at participating Nebraska colleges and universities. For 2015-16 the ACE Scholarship program was funded with \$735,000 General funds appropriated by the Legislature and \$92,082 in federal College Access Challenge Grant funds returned by CACG sub-grantees at the conclusion of their projects.

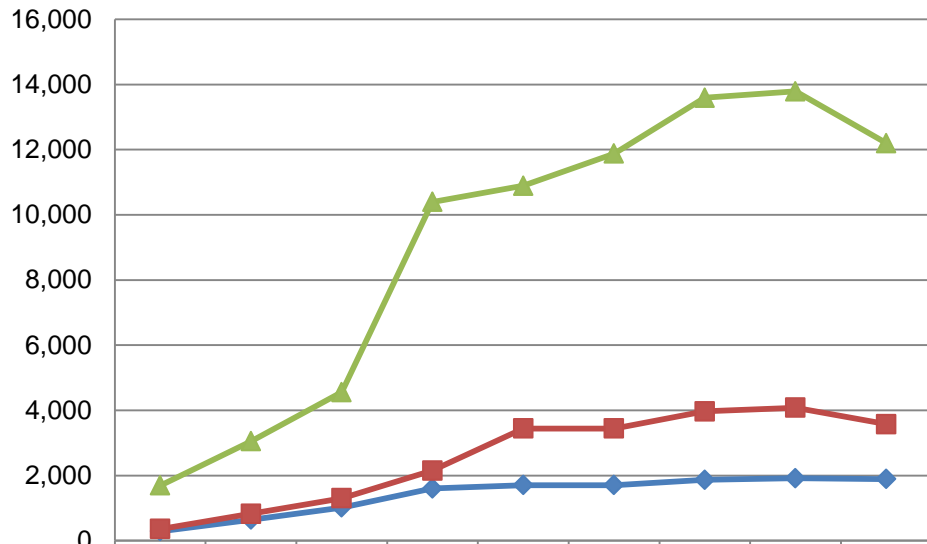
Nebraska colleges and universities enrolled 1,894 low-income, Nebraska high school students from 204 high schools who received 3,575 ACE Scholarships in 2015-16. The total amount awarded was \$814,909.91, with the average award per scholarship equaling \$227.95.

The ACE Scholarship allowed these low-income high school students to enroll in 12,194.5 credit hours of college course work. Seventy-six percent of the grades received by these students were a B or better.



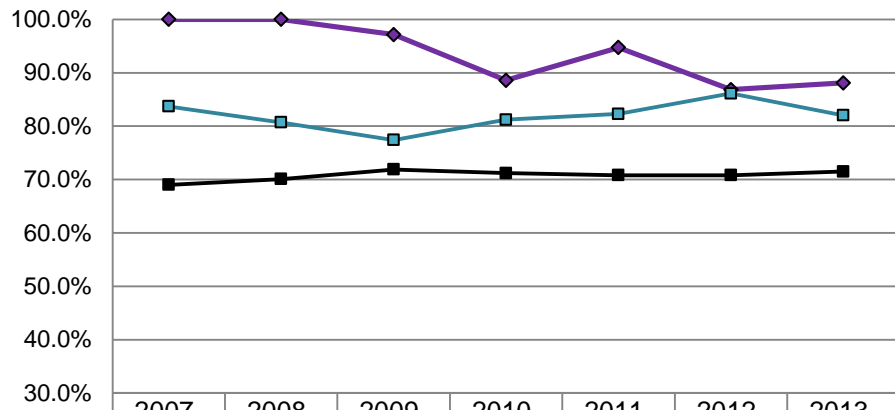


### ACE Recipients



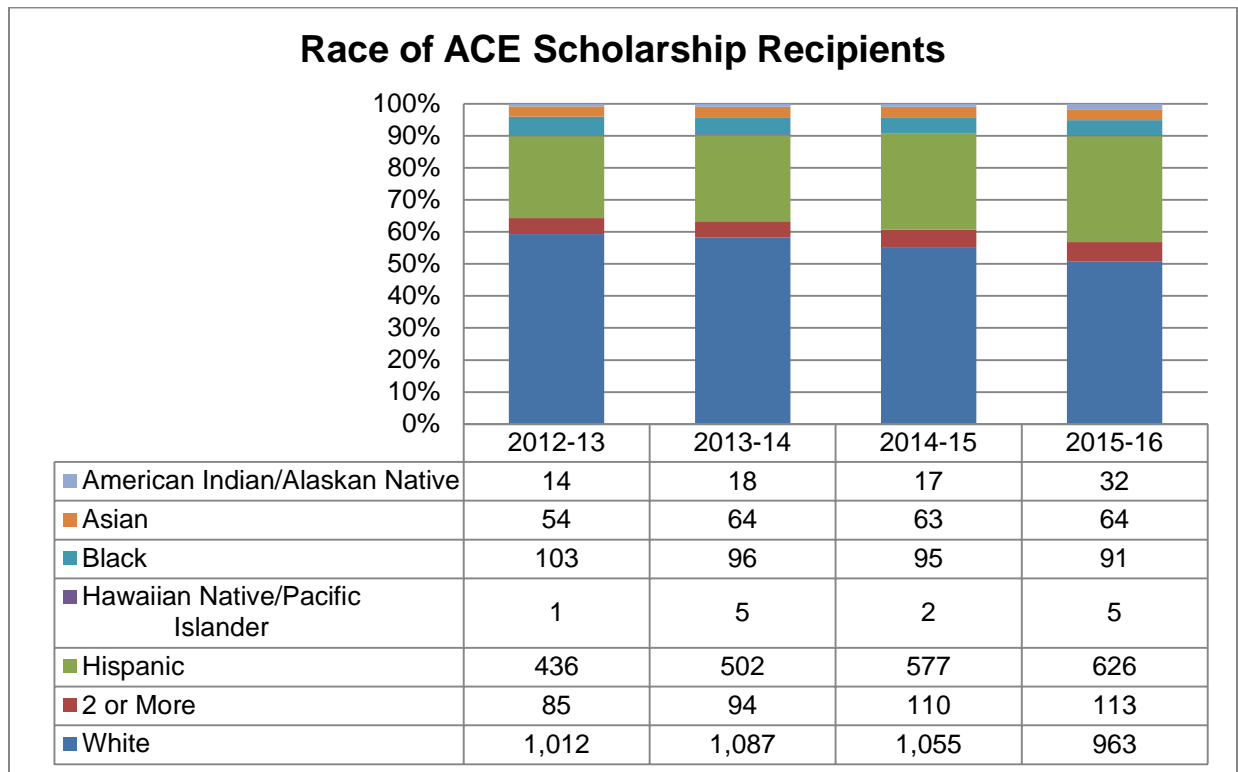
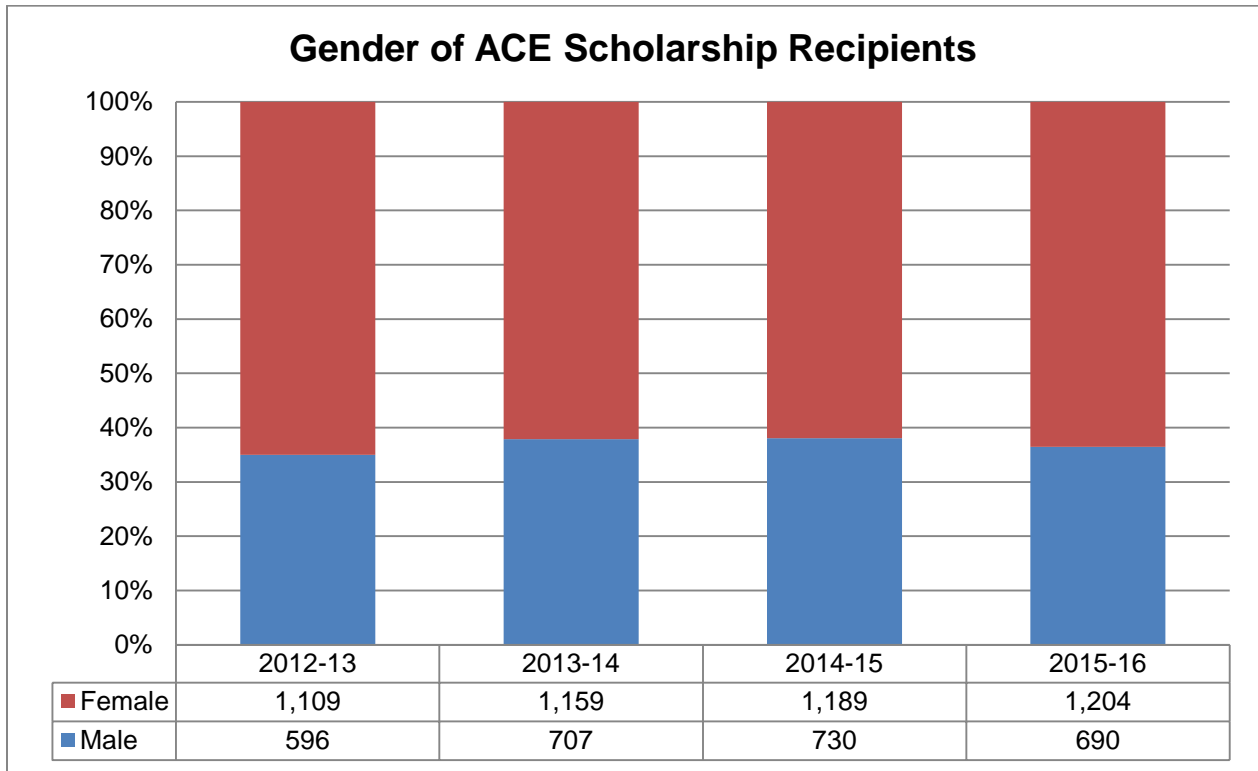
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
◆ Number of Recipients	294	643	1,020	1,601	1,707	1,705	1,866	1,919	1,894
■ Number of Scholarships	363	825	1,302	2,152	3,442	3,445	3,969	4,082	3,575
▲ No. of Credit Hours	1,698	3,050	4,558	10,396	10,889	11,877	13,592	13,785	12,195

### Percent of Seniors Going on to College

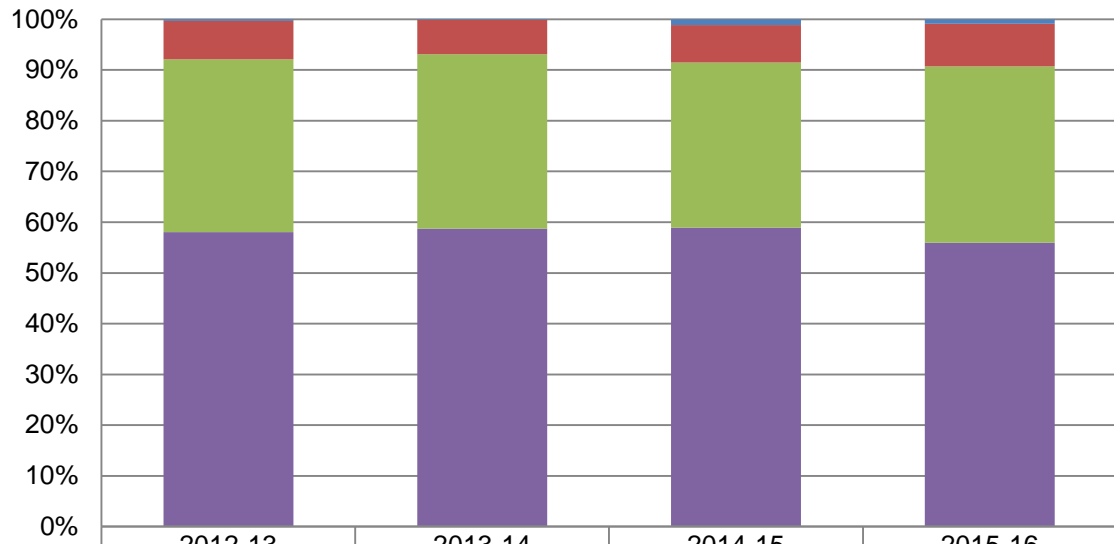


	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
◆ Senior ACE Recipients at Nonpublic High Schools or who were Homeschooled	100.0%	100.0%	97.1%	88.6%	94.7%	86.8%	88.1%
■ Senior ACE Recipients at Public High Schools	83.7%	80.7%	77.4%	81.2%	82.3%	86.1%	82.0%
■ All Public High School Graduates	69.0%	70.1%	71.9%	71.2%	70.8%	70.8%	71.5%

## Access College Early Scholarship Demographic Information

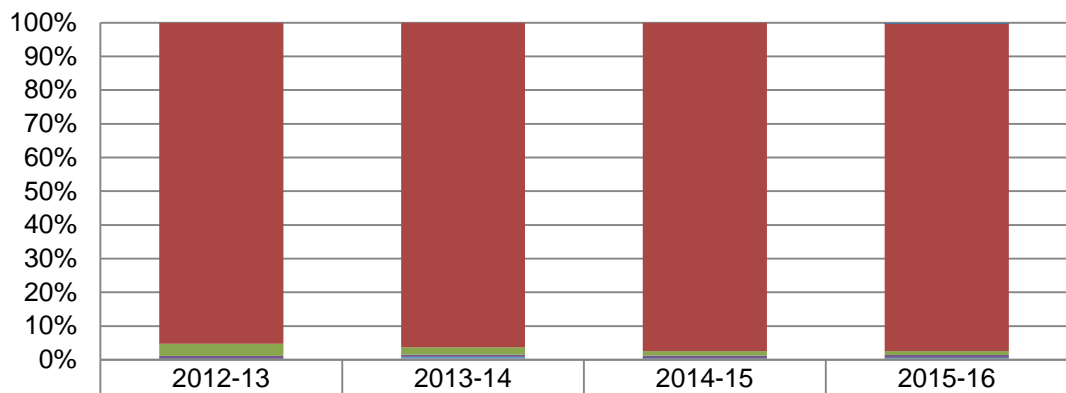


### Grade of ACE Scholarship Recipients



	2012-13	2013-14	2014-15	2015-16
9th Grade	6	3	22	17
10th Grade	129	125	141	159
11th Grade	580	642	625	658
12th Grade	990	1,096	1,131	1,060

### Eligibility of ACE Recipients\*



	2012-13	2013-14	2014-15	2015-16
CPSE				5
F/R Price Lunch	1,624	1,797	1,871	1,841
Other Hardship	62	41	25	21
SNAP	14	12	16	16
SSI	4	6	4	6
TANF	-	-	-	-
WIC	1	10	3	5

\* CPSE – Career Program of Study; F/R – Free or Reduced Price Lunch Program; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program

### 2015-16 Access College Early Scholarship

College	Amount Awarded	Number of Students	Number of Scholarships	Average per Scholarship
CCC	\$214,032.00	406	758	\$282.36
CSC	\$4,851.42	15	18	\$269.52
Creighton	\$3,540.00	8	8	\$442.50
Hastings	\$1,000.00	3	10	\$100.00
MCC	\$32,565.25	288	469	\$69.44
Midland	\$30,500.00	82	122	\$250.00
MPCC	\$48,708.00	80	156	\$312.23
NCTA	\$11,092.00	32	62	\$178.90
NECC	\$115,911.75	272	523	\$221.63
NWU	\$119,065.00	250	392	\$303.74
PSC	\$23,700.00	95	154	\$153.90
SCC	\$63,306.46	164	302	\$209.62
UNK	\$6,168.75	24	26	\$237.26
UNL	\$3,311.75	8	8	\$413.97
UNO	\$98,222.59	244	336	\$292.33
WSC	\$8,350.00	43	55	\$151.82
WNCC	\$30,584.95	98	176	\$173.78

NOTE: Student numbers on the above and following charts do not total 1,894 due to students taking classes at multiple institutions.

NOTE 2: Data related to colleges where the number of students in the above chart equaled five or less were masked in the Grades Earned per Course chart, the Gender Race/Ethnicity chart, and the Grade & Eligibility chart on the following pages

**2015-16 Access College Early Scholarship  
Grades Earned per Course**

<b>College</b>	<b>A+</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>	<b>W</b>	<b>IP**</b>	<b>Hours^</b>
CCC	35	331		97	153		22	75		4	13		15	13		2,277
CSC		10			7			1								66
Creighton					3			3					2			32
Hastings®																-
MCC		147			159		1	92			31		30	9		2,057
Midland		18	42		25	11	1	11			8		6			365
MPCC	17	57		16	22		14	9		2	5		7	7		504.5
NCTA	2	24	9	8	4	3	1		3	1			3	2	2	188
NECC	93	214		52	72		28	35		4	4		9	12		1,622.5
NWU	28	129	37	48	79	11	11	24	2	5	10	1	4	3		1,354
PSC		72		27	33		6	8		3	1		4			474
SCC	18	69		64	41		36	32		12	4		14	12		1,317
UNK	7	5	1	5	4		1	2						1		80
UNL		1	2		1	1		1	1		1					27
UNO	7	70	83	16	73	32	5	30	4		6		8	2		1,084
WSC		19	13	6	10	4		1	1				1			167
WNCC	13	36	24	15	17	16	5	18	4	3	4	1	15	6		559.5

\*\* Course work in progress

^ Total number of credit hours paid for by the scholarship

@ Data masked due to low numbers

**2015-16 Access College Early Scholarship  
Gender & Race**

<b>College</b>	<b>Female</b>	<b>Male</b>	<b>American Indian/Alaskan Native</b>	<b>Asian</b>	<b>Black</b>	<b>Hawaiian Native/Pacific Islander</b>	<b>Hispanic</b>	<b>2 or More</b>	<b>White</b>
CCC	235	171	4	4	5	1	171	25	196
CSC	13	2	-	-	1	-	4	-	10
Creighton	7	1	-	1	2	-	2	-	3
Hastings <sup>@</sup>									
MCC	171	117	4	4	36	-	115	23	106
Midland	55	27	1	4	8	-	50	6	13
MPCC	52	28	2	-	2	-	8	8	60
NCTA	20	12	-	-	-	-	5	2	25
NECC	185	87	9	4	5	-	72	6	176
NWU	153	97	2	25	8	-	59	14	142
PSC	77	18	3	2	-	1	17	4	68
SCC	100	64	4	9	6	-	15	9	121
UNK	16	8	-	-	-	-	10	2	12
UNL	7	1	-	-	-	-	1	-	7
UNO	158	86	2	17	22	1	114	16	72
WSC	31	12	1	-	1	-	3	1	37
WNCC	67	31	3	2	1	2	44	9	37

@ Data masked due to low numbers

**2015-16 Access College Early Scholarship  
Grade & Eligibility\* Criteria**

<b>College</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>	<b>CPSE</b>	<b>F/R</b>	<b>Other Hardship</b>	<b>SNAP</b>	<b>SSI</b>	<b>TANF</b>	<b>WIC</b>
CCC	-	16	126	264	-	397	2	5	1		1
CSC	-	-	1	14	-	15	-	-	-	-	-
Creighton	-	-	-	8	3	5	-	-	-	-	-
Hastings <sup>@</sup>											
MCC	11	77	110	90	1	277	3	6	1	-	-
Midland	-	4	75	3	-	82	-	-	-	-	-
MPCC	-	2	20	58	-	77	1	1	1	-	-
NCTA	3	5	9	15	1	30	1	-	-	-	-
NECC	1	9	78	184	-	267	3	1	-	-	1
NWU	-	1	106	143	-	246	3	1	-	-	1
PSC	-	1	37	57	-	92	2	-	-	-	1
SCC	-	1	58	105	-	159	3	1	1	-	-
UNK	-	-	6	18	-	22	2	-	-	-	-
UNL	-	-	1	7	-	8	-	-	-	-	-
UNO	2	54	59	129	-	239	1	1	1	-	2
WSC	-	-	5	38	-	43	-	-	-	-	-
WNCC	-	-	32	66	-	97	-	-	1	-	-

\*CPSE – Career Program of Study; F/R – Free or Reduced Price Lunch Program; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program

@ Data masked due to low numbers

## Access College Early 2015-16 Number of Scholarships Awarded by High School

College (number of high schools)

High School (number of students, number of scholarships)

### Central Community College (45):

Adams Central (Hastings) (4, 7)  
Alma (3, 4)  
Arcadia (4, 7)  
Aurora (5, 6)  
Blue Hill (2, 2)  
Boone Central (Albion) (4, 5)  
Burwell (1, 1)  
Cedar Catholic (Hartington) (1, 1)  
Central City (7, 12)  
Central Valley (Greeley) (4, 7)  
Clarkson (1, 3)  
Columbus (22, 37)  
Cozad (9, 17)  
Cross Co (Stromsburg) (3, 3)  
David City (3, 3)  
Doniphan-Trumbull (1, 3)  
Elba (2, 3)  
Fullerton (11, 27)  
Gibbon (3, 3)  
Giltner (1, 2)  
Grand Island (189, 406)  
Hampton (3, 6)  
Hastings, (27, 30)  
High Plains (Polk) (1, 1)  
Humphrey (4, 9)  
Lakeview (Columbus) (1, 1)  
Leigh (1, 2)  
Lexington (21, 32)  
Northwest (Grand Island) (11, 18)  
Palmer (3, 8)  
Pope John XXIII (Elgin) (1, 1)  
Ravenna (4, 12)  
Sandy Creek (Fairfield) (11, 16)  
Schuyler Central (1, 1)  
Scotus Central (Columbus) (3, 3)  
S-E-M (3, 5)  
Shelby-Rising City (3, 3)  
Silver Lake (Roseland) (2, 2)  
Southern Valley (Oxford) (5, 7)

Spalding Academy (2, 3)  
St Edward (3, 6)  
St Paul (4, 10)  
Twin River (Genoa) (1, 1)  
Wood River (10, 22)  
York (1, 1)

### Chadron State College (5):

Arcadia (2, 2)  
Chadron (4, 6)  
Gordon-Rushville (4, 4)  
Scottsbluff (1, 1)  
Sidney (4, 5)

### Creighton (5):

Omaha Bryan (1, 1)  
Omaha Burke (2, 2)  
Omaha North (1, 1)  
Omaha Northwest (1, 1)  
Omaha South (3, 3)

### Hastings College (2)

Hastings (2, 6)  
St Cecilia (Hastings) (1, 4)

### Metropolitan Comm College (22):

Arlington (5, 13)  
DC West (Valley) (10, 17)  
Fort Calhoun (3, 5)  
Fremont (30, 63)  
Gretna (8, 13)  
Home School (3, 11)  
Logan View (Hooper) (2, 2)  
Millard South (Omaha) (13, 27)  
Millard West (Omaha) (3, 6)  
Omaha Benson (3, 4)  
Omaha Bryan (132, 182)  
Omaha Burke (11, 13)  
Omaha Central (33, 51)



**Metro Comm College (cont)**

Omaha North (6, 7)  
 Omaha Northwest (5, 5)  
 Omaha South (7, 11)  
 Papillion-LaVista (2, 4)  
 Papillion-LaVista South (4, 11)  
 Platteview (1, 1)  
 Ralston (6, 20)  
 Westside (Omaha) (1, 3)

Gordon-Rushville (1, 3)  
 Hampton (1, 2)  
 Ord (1, 1)  
 Pender (1, 1)  
 Riverside (Cedar Rapids) (2, 5)  
 Wheeler Central (Bartlett) (1, 2)  
 Wilcox-Hildreth (1, 1)  
 York (2, 4)

**Midland University (6):**

Fremont (4, 4)  
 Omaha Benson (1, 1)  
 Omaha Bryan (31, 49)  
 Omaha Central (4, 4)  
 Omaha North (7, 7)  
 Omaha South (35, 57)

**Nebraska Wesleyan (41):**

Alma (4, 8)  
 Aurora (2, 3)  
 Bancroft-Rosalie (5, 5)  
 Boone Central (Albion) (6, 12)  
 Central Valley (Greeley) (5, 7)  
 Columbus (5, 5)  
 Cozad (1, 1)  
 Duchesne (Omaha) (1, 2)  
 Elkhorn (2, 3)  
 Elwood (1, 2)  
 Franklin (1, 1)  
 Gordon-Rushville (6, 6)  
 Guardian Angels (West Pt) (1, 1)  
 Hampton (2, 2)  
 Hastings (36, 76)  
 Hay Springs (1, 1)  
 Lexington (28, 51)  
 Lincoln Christian (1, 1)  
 Lincoln East (1, 1)  
 Lincoln High (5, 5)  
 Lincoln North Star (38, 54)  
 Lincoln Northeast (10, 12)  
 Lincoln Southeast (1, 3)  
 Lincoln Southwest (2, 2)  
 Malcolm (1, 1)  
 Mercy (Omaha) (3, 4)  
 Norfolk (8, 9)  
 Norris (1, 1)  
 Oakland-Craig (6, 8)  
 Omaha Burke (8, 15)  
 Papillion-LaVista (2, 3)  
 Papillion-LaVista South (2, 2)  
 Roncalli Catholic (Omaha) (1, 2)  
 Seward (2, 2)  
 Sidney (12, 24)

**Mid-Plains Community College (20):**

Arcadia (4, 4)  
 Brady (4, 8)  
 Broken Bow (6, 7)  
 Callaway (1, 2)  
 Chase Co (Imperial) (3, 5)  
 Cody-Kilgore (4, 9)  
 Dundy Co (Benkelman) (5, 5)  
 Hershey (7, 12)  
 Home School (1, 2)  
 Hyannis (2, 7)  
 Medicine Valley (Curtis) (3, 6)  
 Mullen (1, 1)  
 North Platte (28, 63)  
 Ogallala (2, 4)  
 Paxton (3, 7)  
 Sandhills (Dunning) (1, 2)  
 Sargent (2, 3)  
 St Patrick's (North Platte) (1, 2)  
 Sutherland (1, 4)  
 Wallace (1, 3)

**NCTA (13):**

Burwell (1, 1)  
 Cambridge (11, 29)  
 Cozad (7, 9)  
 Elm Creek (2, 3)  
 Elwood (1, 1)

**Nebraska Wesleyan (cont):**

South Sioux (14, 14)  
Southern Valley (Oxford) (2, 2)  
St Cecilia (Hastings) (3, 5)  
Stuart (10, 21)  
Wayne (5, 8)  
West Point-Beemer (5, 7)

**Northeast Community College (51):**

Ainsworth (5, 10)  
Bancroft-Rosalie (10, 16)  
Battle Creek (4, 9)  
Bloomfield (1, 2)  
Burwell (5, 6)  
Cedar Cath (Hartington) (5, 12)  
Chambers (2, 7)  
Clarkson (1, 1)  
Clearwater-Orchard (3, 9)  
Creighton (8, 17)  
Crofton (1, 1)  
David City (1, 1)  
Elgin (5, 14)  
Elkhorn Valley (Tilden) (3, 3)  
Ewing (1, 1)  
Guardian Angels (West Pt.) (1, 3)  
Hartington-Newcastle (5, 6)  
Home School (1, 5)  
Homer (2, 4)  
Kearney (1, 1)  
Keya Paha (Springview) (3, 7)  
Laurel-Concord-Coleridge (2, 2)  
Logan View (Hooper) (2, 2)  
Meridian (1, 1)  
Neligh-Oakdale (7, 16)  
Newman Grove (8, 16)  
Niobrara (6, 11)  
Norfolk (27, 42)  
Norfolk Catholic (1, 2)  
Oakland-Craig (3, 3)  
O'Neill (9, 30)  
Palmyra (1, 1)  
Pender (3, 7)  
Pierce (5, 7)  
Plainview (6, 14)  
Pope John XXIII (Elgin) (1, 1)  
Randolph (4, 4)

South Sioux (45, 63)  
St Mary's (O'Neill) (2, 23)  
Stanton (6, 10)  
Stuart (4, 4)  
Tekamah-Herman (1, 2)  
Wakefield (4, 9)  
Wausa (1, 2)  
Wayne (6, 6)  
West Boyd (7, 16)  
West Holt (2, 4)  
West Point-Beemer (19, 33)  
Wheeler Central (Bartlett) (1, 1)  
Wisner-Pilger (14, 38)  
Wynot (6, 18)

**Peru State College (30):**

Arcadia (2, 4)  
Aurora (1, 1)  
Beatrice (1, 1)  
Brady (1, 2)  
Centennial (1, 1)  
Crete (1, 1)  
Cross Co (Stromsburg) (3, 4)  
Deshler (1, 2)  
Elwood (1, 2)  
Falls City (9, 13)  
Homer (1, 1)  
HTRS (Humboldt) (5, 11)  
Johnson Co (Tecumseh) (4, 8)  
Johnson-Brock (5, 8)  
Kenesaw (1, 2)  
Lewiston (1, 4)  
Lourdes Central (NE City) (2, 3)  
McCool Junction (1, 1)  
Meridian (Daykin) (3, 5)  
Milford (3, 3)  
Nebraska City (2, 2)  
Norris (Firth) (5, 7)  
North Bend (1, 2)  
Riverside (Cedar Rapids) (15, 21)  
Scribner-Snyder (2, 5)  
Southern (Wymore) (1, 1)  
Syracuse-Dunbar-Avoca (2, 4)  
Tri County (Dewitt) (4, 8)  
Wallace (1, 1)

**Peru State College (cont)**

York (15, 26)

**Southeast Community College (28):**

Ashland-Greenwood (2, 2)

Beatrice (7, 13)

Crete (1, 1)

Falls City (5, 15)

Friend (1, 1)

Heartland (Henderson) (1, 1)

HTRS (Humboldt) (2, 2)

Lincoln East (4, 8)

Lincoln High (4, 10)

Lincoln North Star (41, 67)

Lincoln Northeast (9, 17)

Lincoln Southeast (8, 16)

Lincoln Southwest (7, 11)

Malcolm (1, 2)

McCool Junction (1, 1)

Meridian (Daykin) (3, 4)

Milford (7, 12)

Nebraska City (1, 1)

Norris (Firth) (6, 8)

Pius X (Lincoln) (2, 4)

Plattsmouth (4, 5)

Raymond Central (1, 3)

Southern (Wymore) (5, 10)

Wahoo (4, 10)

Waverly (2, 6)

Wilber-Clatonia (8, 16)

York (15, 21)

Yutan (12, 35)

**Univ. of Nebraska at Kearney (8):**

Brady (1, 1)

Crete (1, 1)

Hastings (3, 3)

Kearney Catholic (3, 4)

Kearney (1, 2)

Lexington (12, 12)

Wood River (2, 2)

York (1, 1)

**Univ. of Nebraska – Lincoln (6):**

Gordon-Rushville (1, 1)

Hershey (1, 1)

Omaha Bryan (1, 1)

Ravenna (1, 1)

Seward (1, 1)

Sidney (3, 3)

**Univ. of Nebraska at Omaha (23):**

Bellevue East (4, 8)

Bellevue West (4, 4)

Blair (1, 2)

Brownell Talbot (Omaha) (1, 1)

Creighton Prep (Omaha) (1, 1)

Crete (1, 1)

Lincoln East (2, 2)

Marian (Omaha) (2, 2)

McCook (1, 1)

Millard South (Omaha) (1, 2)

Millard West (Omaha) (1, 2)

Omaha Benson (11, 15)

Omaha Bryan (39, 48)

Omaha Burke (33, 49)

Omaha Central (17, 24)

Omaha North (13, 20)

Omaha Northwest (17, 26)

Omaha South (75, 104)

Papillion-La Vista (4, 4)

Papillion-La Vista South (3, 3)

Plattsmouth (4, 4)

Ralston (2, 4)

Westside (Omaha) (7, 9)

**Wayne State College (11):**

Aurora (3, 3)

Cross Co (Stromsburg) (4, 6)

Fullerton (7, 9)

Oakland-Craig (1, 1)

Osmond (1, 2)

Riverside (Cedar Rapids) (9, 14)

Sandy Creek (9, 9)

Schuyler Central (2, 3)

St. Edward (3, 4)

Twin River (Genoa) (1, 1)

Wayne (3, 3)

**Western NE Community College (15):**

Ainsworth (1, 1)

Alliance (11, 18)

Banner Co (Harrisburg) (1, 2)

Bayard (4, 8)

Bridgeport (1, 2)

Chadron (2, 2)

Elba (2, 4)

Gering (1, 1)

Gordon-Rushville (7, 14)

Hyannis (1, 1)

Minatare (2, 5)

Mitchell (3, 3)

Morrill (3, 4)

Scottsbluff (57, 109)

Sidney (2, 2)

## Access College Early 2015-16 Courses Taken by Scholarship Recipients

College (number of different subject areas)  
Subject Area (number of scholarships)

### Central Community College (25):

Agribusiness (4)  
Advanced Manufacturing (19)  
Auto Body (35)  
Biological Sciences (14)  
Chemistry (3)  
Construction Tech (10)  
Drafting & Design Tech (30)  
Early Childhood (1)  
Economics (16)  
English (203)  
Entrepreneurship (1)  
History (35)  
Health Occupations (51)  
Human Services (1)  
Information Tech (15)  
Media Arts (2)  
Mathematics (81)  
Physical Education (6)  
Philosophy (1)  
Physical Sciences (2)  
Political Science (31)  
Psychology (23)  
Sociology (8)  
Speech (110)  
Welding Tech (56)

### Chadron State College (5):

Finance (3)  
Health, PE & Recreation (2)  
Mathematics (11)  
Marketing (1)  
Theatre (1)

### Creighton (1):

Emergency Medical Services (8)

### Hastings College (1)

Chemistry (10)

### Metropolitan Comm College (37):

Accounting (1)  
Auto Collision Tech (12)  
Automotive Tech (6)  
Biology (15)  
Business Management (3)  
Chemistry (2)  
Culinary/Hospitality Mngt (20)  
Criminal Justice (9)  
Early Childhood (89)  
Economics (1)  
Education (1)  
Emergency Medical Services (4)  
English (23)  
Entrepreneurship (3)  
Finance (1)  
French (1)  
German (1)  
Health Info Mngt Systems (7)  
History (30)  
Horticulture/Land Mngt (55)  
Health (5)  
Human Relations (4)  
Industrial/Commercial Trade (63)  
Information Tech (16)  
Legal Studies (3)  
Mathematics (17)  
Photography (1)  
Physics (2)  
Political Science (1)  
Process Operations Tech (12)  
Psychology (11)  
Sociology (13)  
Spanish (4)  
Speech – (15)  
Video/Audio Communication (10)  
Welding (6)  
Workplace Skills (2)

**Midland University (4):**

English (69)  
 Earth Science (3)  
 History (49)  
 Mathematics (1)

History (67)  
 Mathematics (20)  
 Physics (17)  
 Political Science (4)  
 Spanish (24)

**Mid-Plains Community College (18):**

Accounting (2)  
 Agriculture (2)  
 Biology (21)  
 Business (10)  
 Chemistry (10)  
 English (47)  
 History (3)  
 Information Tech (3)  
 Mathematics (28)  
 Music (2)  
 Nursing Asst (2)  
 Business Office Tech (7)  
 Philosophy (2)  
 Psychology (6)  
 Sociology (1)  
 Spanish (5)  
 Speech (4)  
 Welding (1)

**Northeast Community College (30):**

Accounting (8)  
 Administrative Assistant (6)  
 Agriculture (12)  
 Biology (23)  
 Business (1)  
 Building Construction (2)  
 Criminal Justice (3)  
 Drafting (8)  
 Economics (9)  
 Education (1)  
 English (83)  
 Entrepreneurship (3)  
 Geography (2)  
 History (12)  
 Health Education (4)  
 Home Economics (1)  
 Health/Phys Ed/Rec (14)  
 Human Services (1)  
 Information Tech (6)  
 Mathematics (114)  
 Music (3)  
 Nurse Aide (44)  
 Nursing (15)  
 Physics (3)  
 Political Science (4)  
 Psychology (62)  
 Sociology (11)  
 Spanish (17)  
 Speech (50)  
 Welding (1)

**NCTA (11):**

Agronomy (5)  
 Agribusiness Mngt (7)  
 Animal Science/Ag Ed (10)  
 Biology (2)  
 Chemistry (11)  
 English (9)  
 Horticulture (1)  
 History (6)  
 Mathematics (5)  
 Speech (1)  
 Veterinary Tech (5)

**Nebraska Wesleyan (11):**

Accounting (7)  
 Biology (4)  
 Chemistry (19)  
 Communication Studies (9)  
 English (215)  
 French (6)

**Peru State College (11):**

Biological Science (6)  
 Business (1)  
 Education (1)  
 English (44)  
 History (18)  
 Mathematics (10)

**Peru State College (cont)**

Political Science (5)  
Psychology (48)  
Sociology (13)  
Spanish (2)  
Speech (6)

**Southeast Community College (25):**

Accounting (3)  
Ag Business/Mngt Tech (6)  
Automation Tech (2)  
Bioscience (5)  
Business Admin (12)  
Bldg Construction Tech (8)  
Comp Aided Design Drafting (1)  
Computer Info Tech (9)  
Early Childhood Ed (11)  
Economics (5)  
Education (7)  
Electrical Systems Tech (1)  
English (62)  
Entrepreneurship (3)  
Food Service/Hospitality (15)  
History (13)  
Health (10)  
Mathematics (53)  
Medical Assisting (6)  
Nursing Assistant (11)  
Office Professional (1)  
Psychology (13)  
Spanish (1)  
Speech (20)  
Welding (24)

**Univ. of Nebraska at Kearney (7):**

Art (1)  
Comp Sci & Info Tech (2)  
English (5)  
French (6)  
German (1)  
History (2)  
Spanish (9)

**Univ. of Nebraska – Lincoln (6):**

Animal Science (1)  
Criminal Justice (1)  
Comp Sci & Engineering (1)  
Nutrition/Health Science (1)  
Political Science (1)  
Psychology (3)

**Univ. of Nebraska at Omaha (22):**

Art/Art History (2)  
Aviation (2)  
Biology (17)  
Information Science/Tech (13)  
Criminal Justice (3)  
English (62)  
Geography (53)  
German (1)  
History (17)  
Info Assurance Science (8)  
Mathematics (23)  
Marketing (2)  
Philosophy (1)  
Physics (5)  
Political Science (53)  
Psychology (13)  
Religion (2)  
Sociology (5)  
Spanish (32)  
Teacher Ed (12)  
University Seminar (9)  
Writers Workshop (1)

**Wayne State College (11):**

Business (5)  
Chemistry (2)  
Communication Arts (1)  
English (19)  
History (3)  
Mathematics (11)  
Music (2)  
Political Science (2)  
Psychology (4)  
Sociology (5)  
Spanish (1)

**Western NE Community College (20):**

Art (2)  
Auto Body Tech (5)  
Biological Sciences (20)  
Construction (6)  
English (43)  
History (6)  
Health (18)  
Information tech (8)  
Mathematics (18)  
Music (2)

Nursing Assistant (25)  
Physical Education (2)  
Personal Development (6)  
Physical Education/Coaching (3)  
Psychology (2)  
Sociology (2)  
Spanish (3)  
Speech (2)  
Statistics (1)  
Theatre Arts (2)





**NEBRASKA'S**  
COORDINATING COMMISSION  
FOR POSTSECONDARY EDUCATION

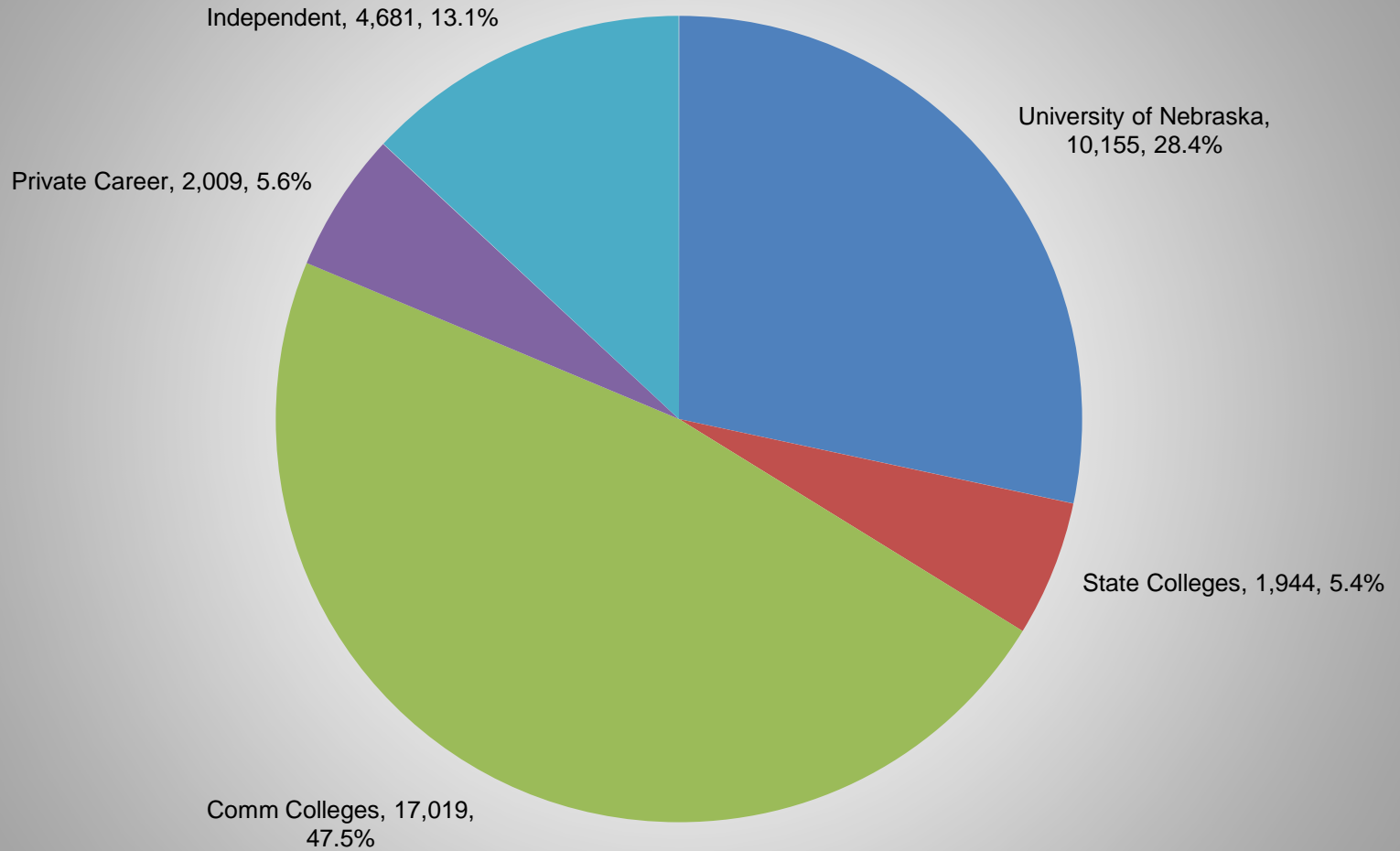
# Nebraska Opportunity Grant 2015-16 Year-end Report

J. Ritchie Morrow

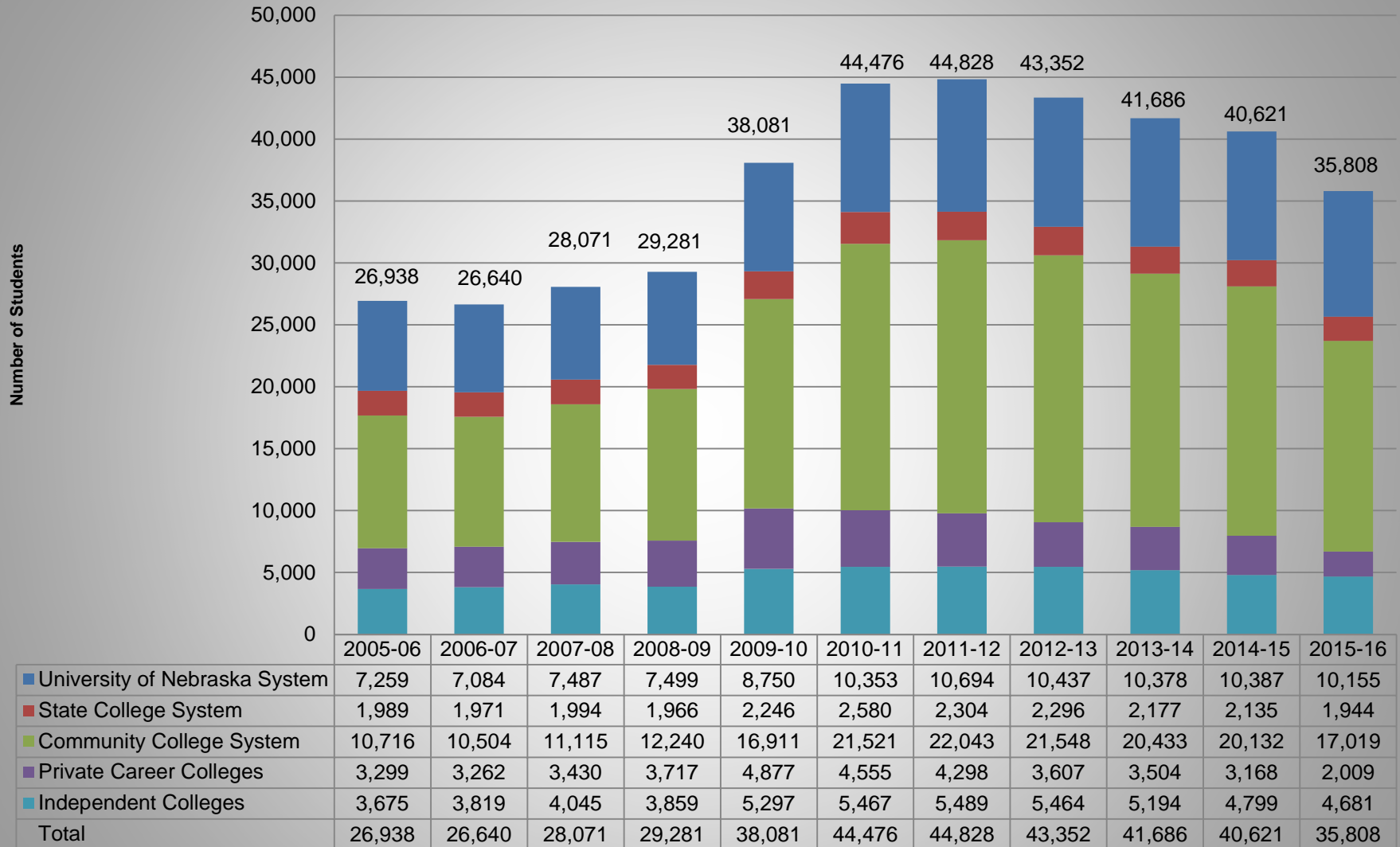
CCPE Financial Aid Officer

January 17, 2017

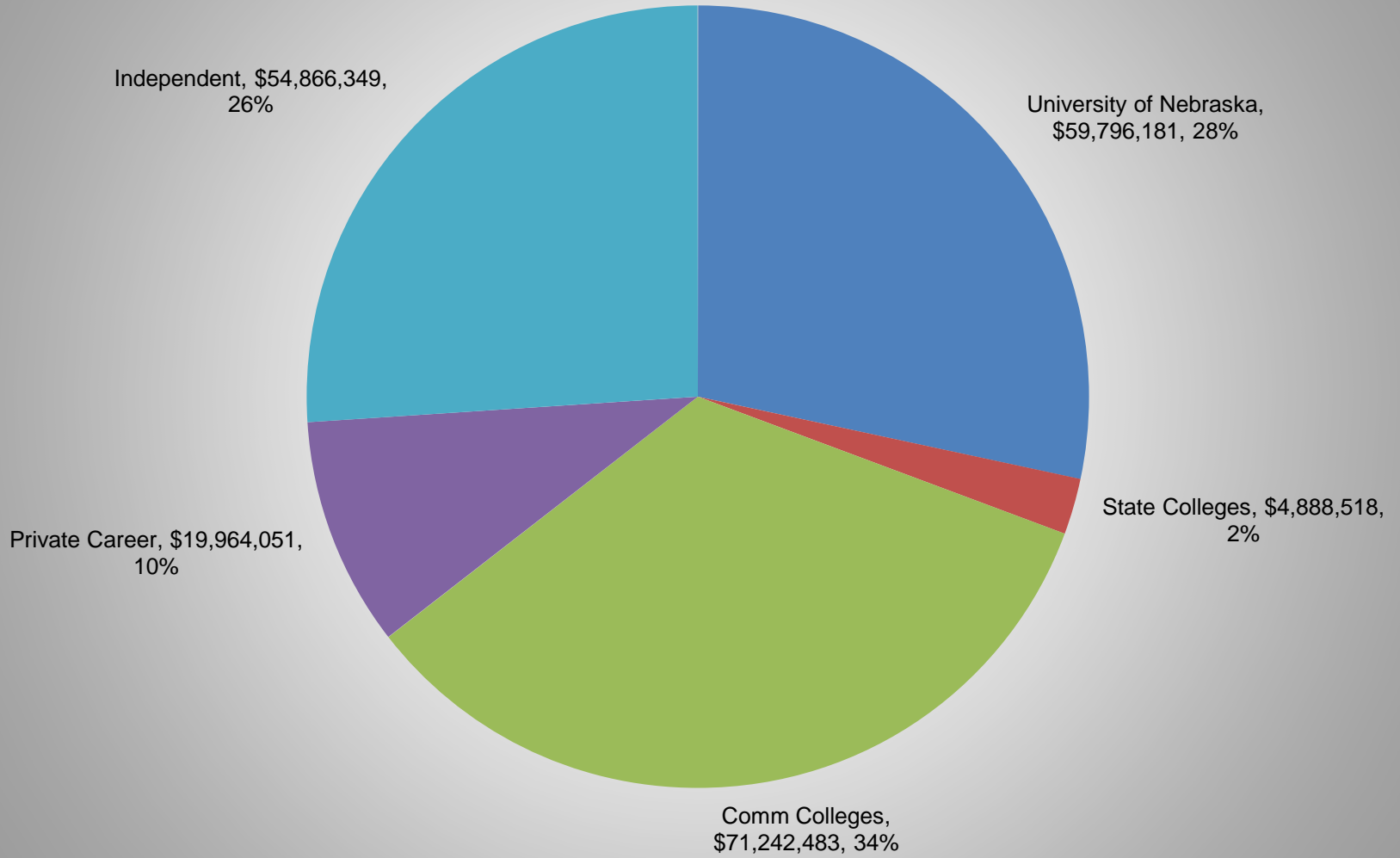
## 2015-16 Nebraska Resident Pell Grant-Eligible Students by Sector (percentage is of total enrollment)



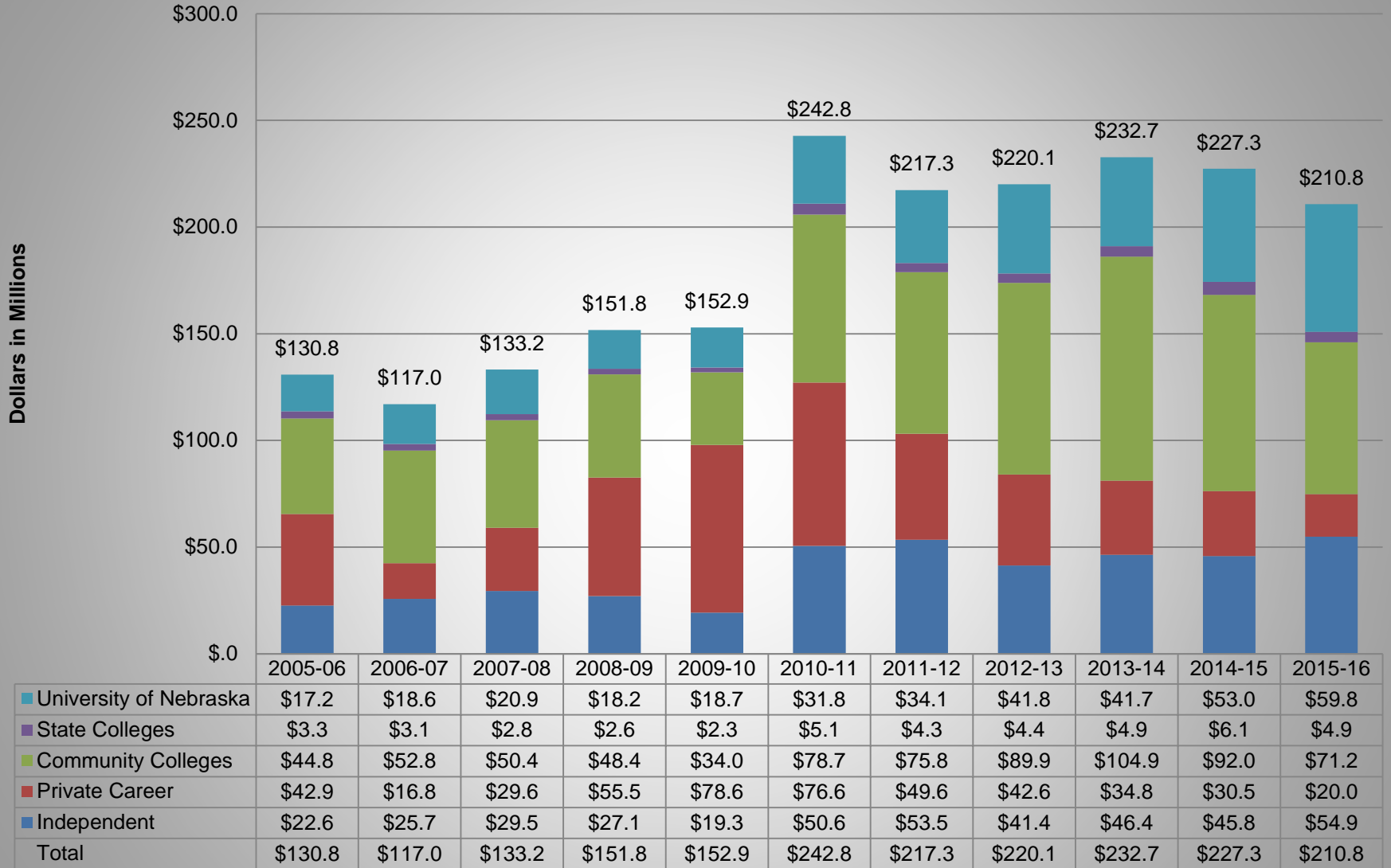
## Nebraska Resident Pell Grant-Eligible Students by Sector



# 2015-16 Unmet Need of Pell Grant-Eligible Students (percentage is of total amount)



## Nebraska Resident Pell Grant-Eligible Unmet Need by Sector



# NOG Yearly Process

- Tentative allocations sent out in January for next AY
  - Use estimated state general and lottery funds
- NOG applications to participate sent to colleges and returned to CCPE in June
- Data from application used in allocation formula
- Final lottery allocation received in June
  - Final allocation notice sent to colleges in July

# NOG Yearly Process – cont.

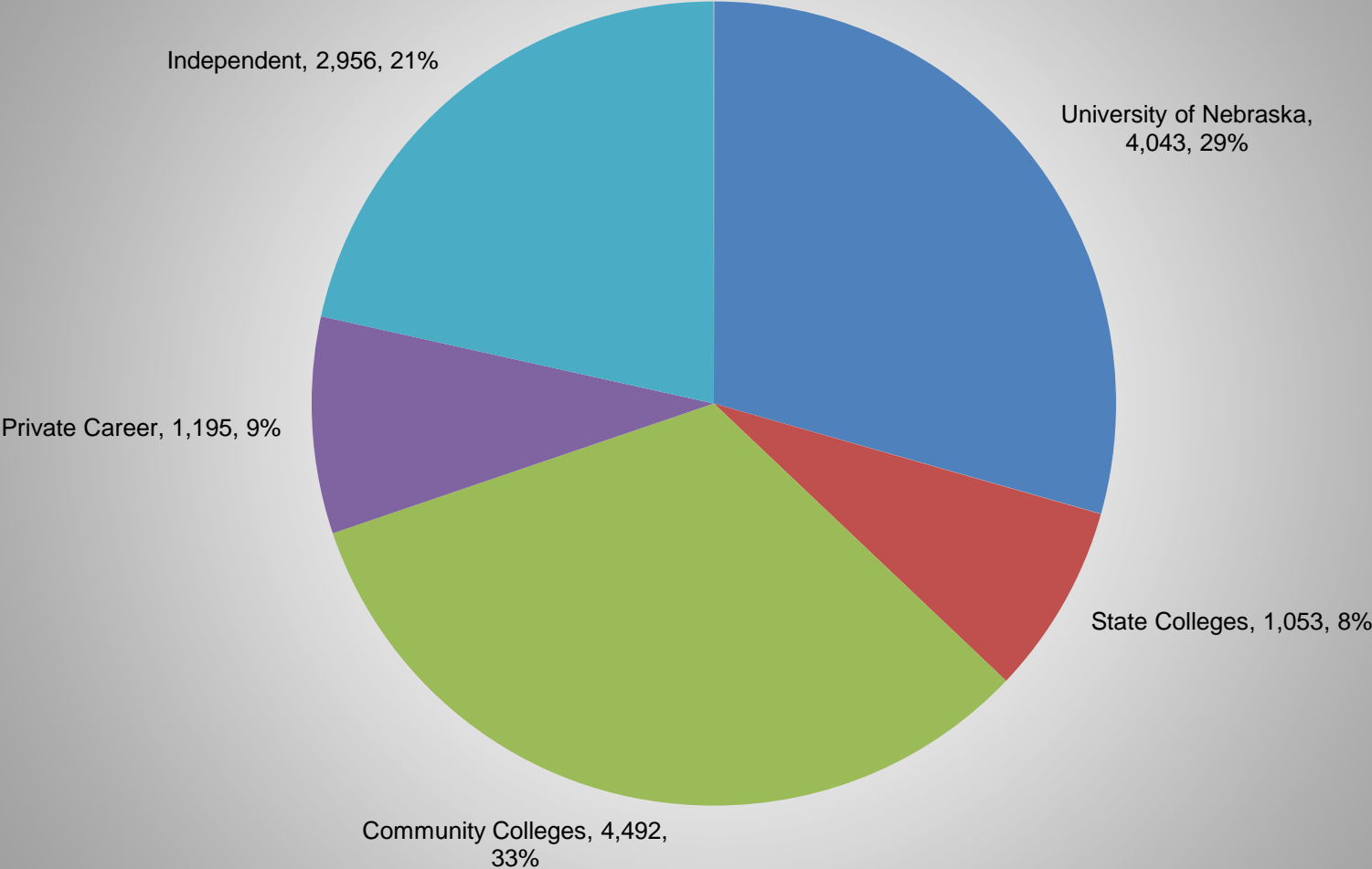
- Colleges submit list of recommended students for CCPE approval
  - Must be done prior to disbursement to student
  - Send in multiple lists throughout the year
  - Funds sent at least twice a year based on approved list of students
  - Final submission must be in by May 31st of the award year
- Perform audits of student eligibility at each participating college every fall

# 2015-16 NOG Info

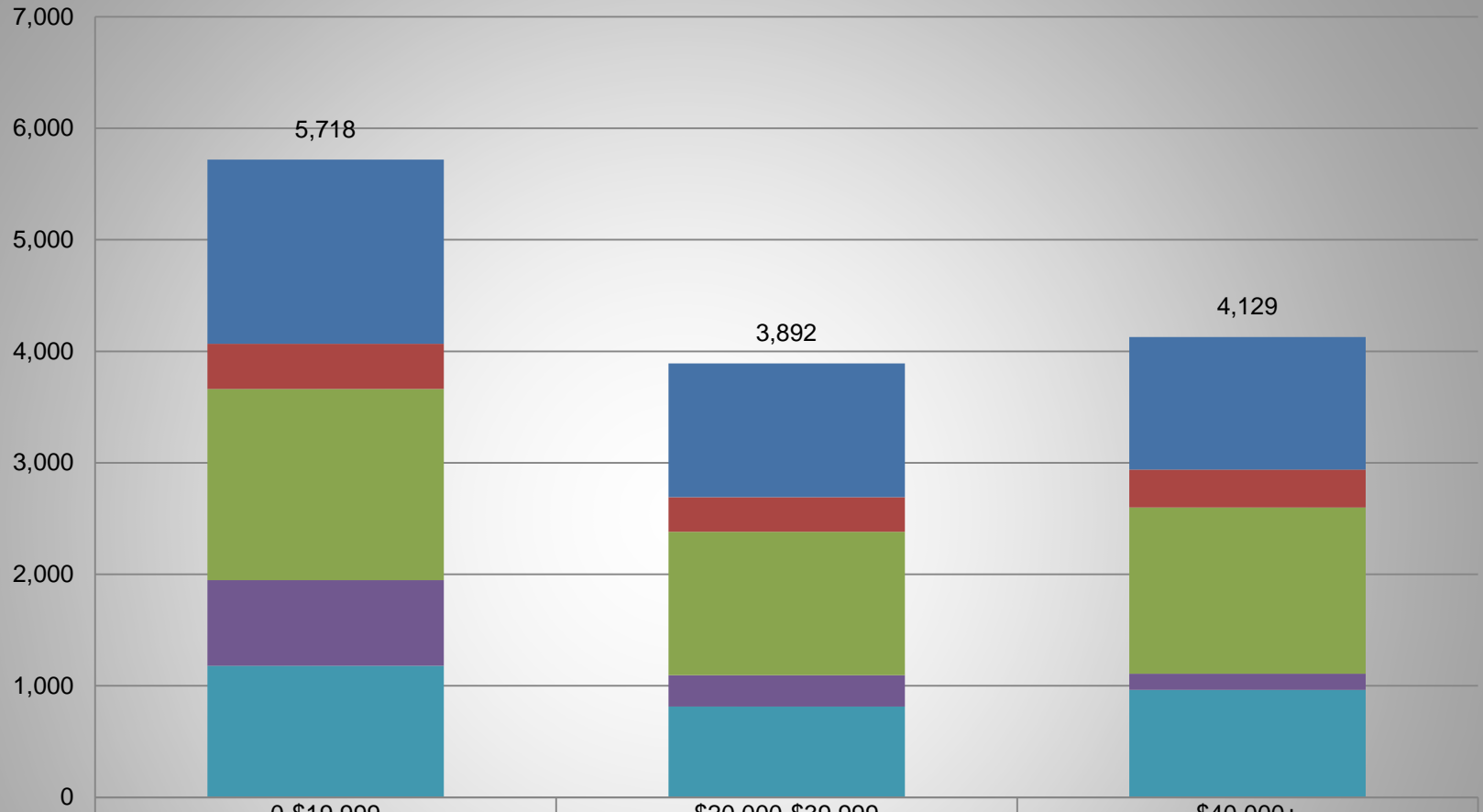
- \$16,833,918 awarded
- 13,739 students received a Nebraska Opportunity Grant
- Average Grant - \$1,225.27
- Note: The NOG program is “decentralized.” Institutions allocate awards to eligible students subject to eligibility criteria, maximum award limits, and allocations. CCPE does not determine individual student award amounts or dictate how many eligible students receive grants.



# 2015-16 NOG Recipients by Sector

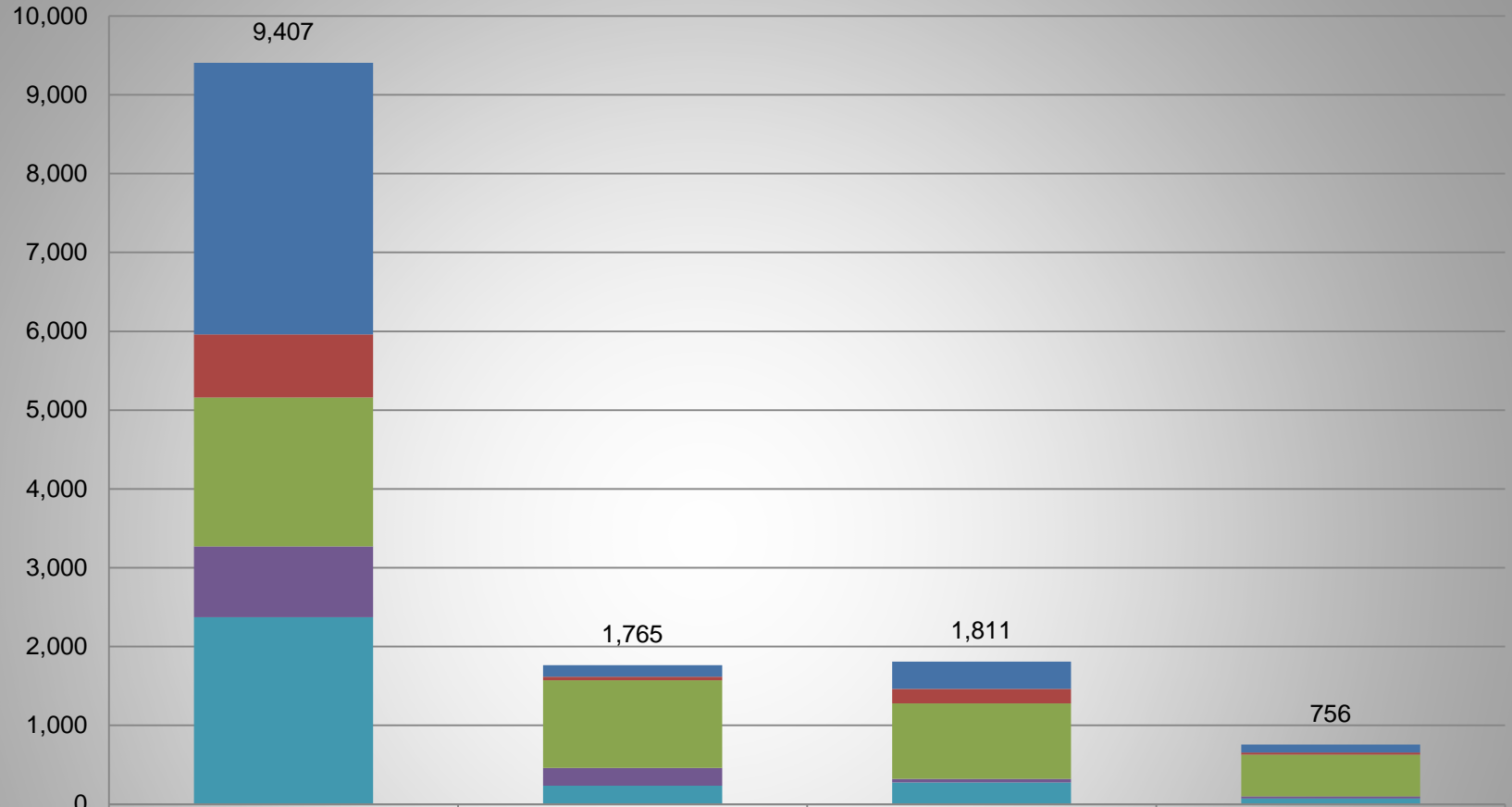


## 2015-16 NOG Recipients by Family Income



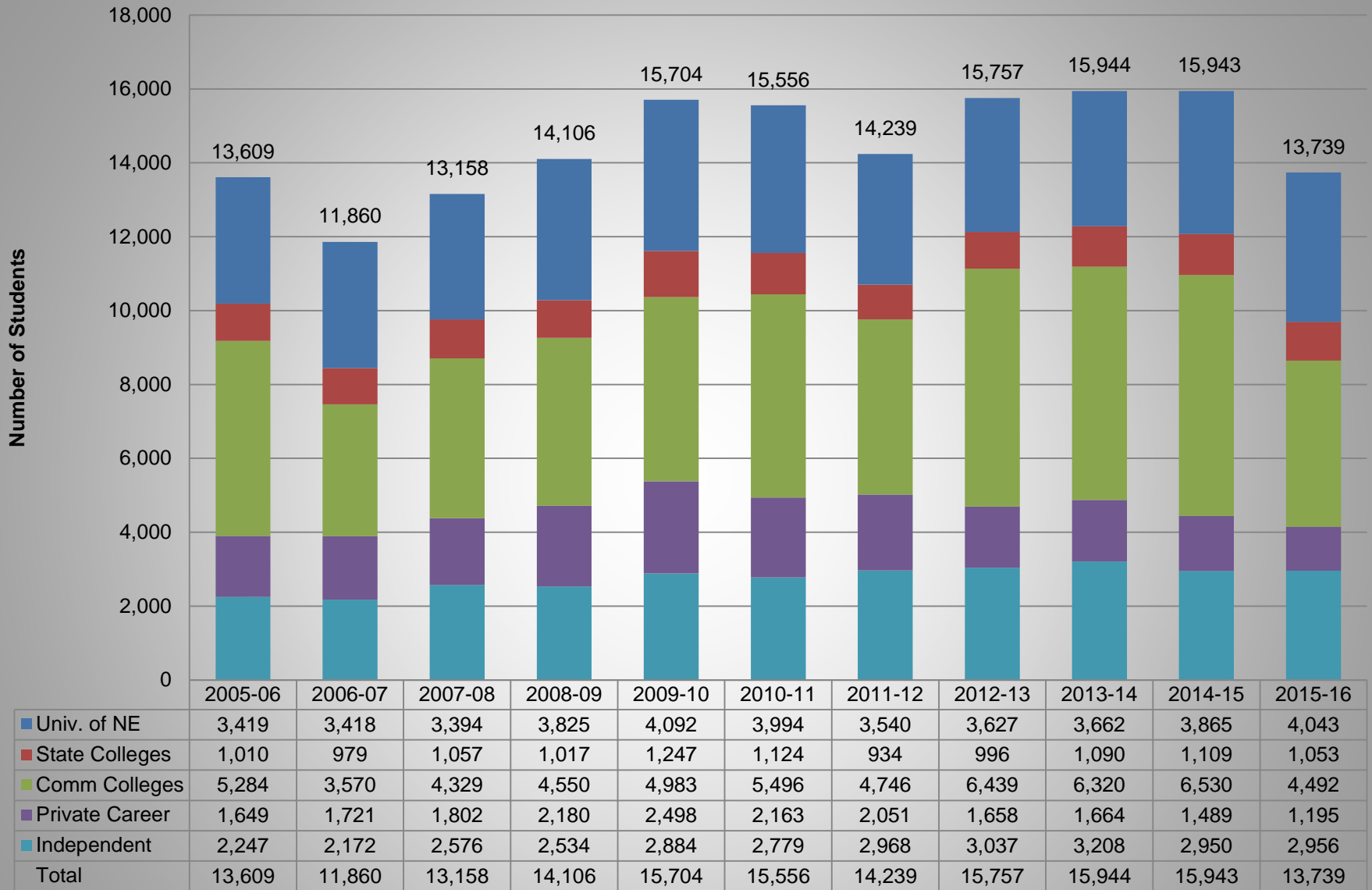
	0-\$19,999	\$20,000-\$39,999	\$40,000+
Univ. of NE	1,652	1,200	1,191
State Colleges	404	311	338
Comm Colleges	1,714	1,286	1,492
Private Career	769	281	145
Independent	1,179	814	963
<b>Total</b>	<b>5,718</b>	<b>3,892</b>	<b>4,129</b>

## 2015-16 NOG Recipients by Sector by Enrollment

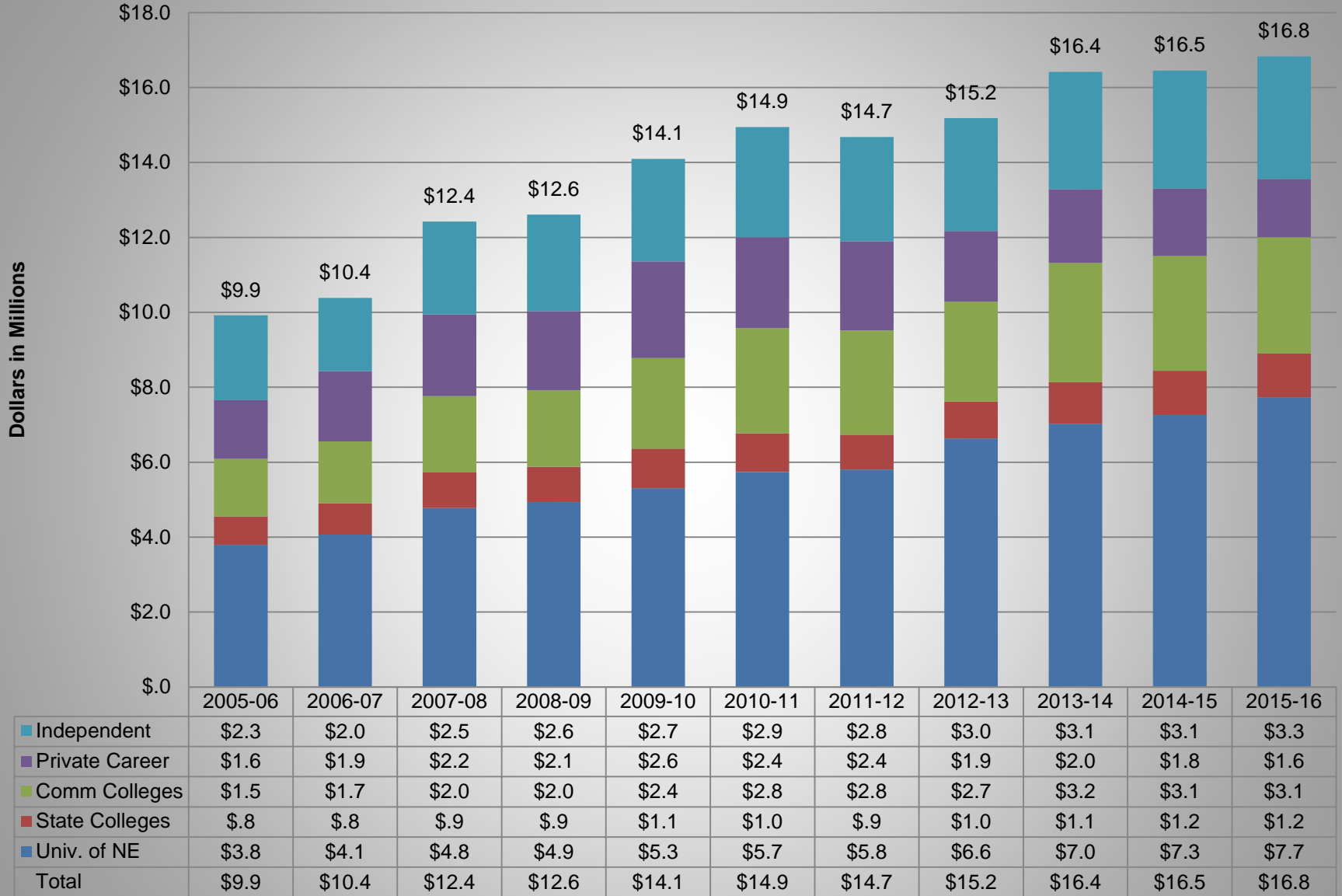


	Full-Time	3/4 Time	1/2 Time	Less Than 1/2 Time
■ Univ. of NE	3,446	148	349	100
■ State Colleges	801	45	181	26
■ Comm Colleges	1,891	1,111	960	530
■ Private Career	897	226	44	28
■ Independent	2,372	235	277	72
<b>Total</b>	<b>9,407</b>	<b>1,765</b>	<b>1,811</b>	<b>756</b>

## NOG Recipients by Sector



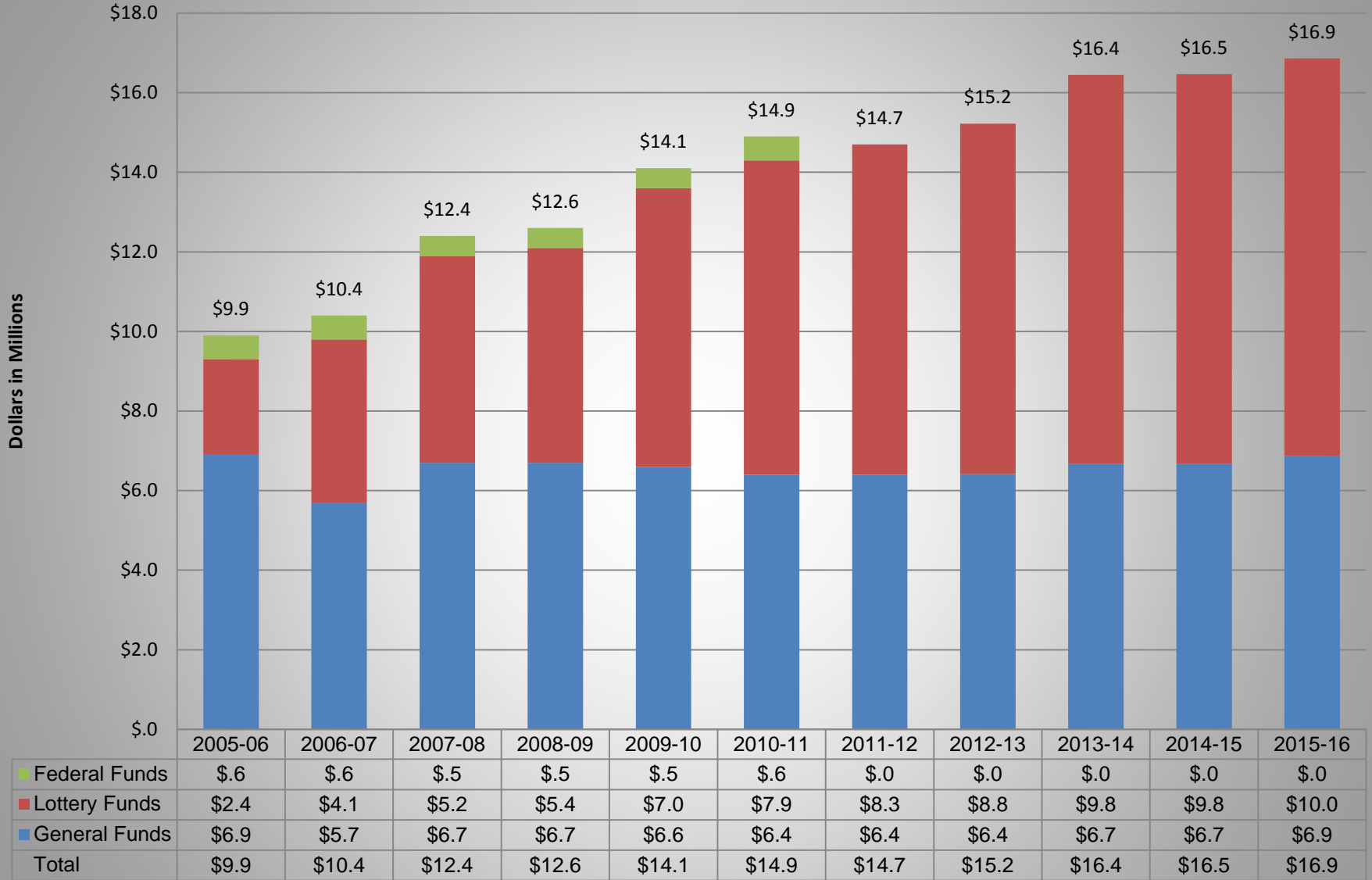
## Amount Awarded by Sector



# 2015-16 NOG Summary

Sector	# and % of Eligible Students	# and % of NOG Recipients	% of Elig who Received NOG	\$ and % of NOG Awarded	Average NOG Award
University of Nebraska (5)	11,816	4,043	34.2%	\$7,732,539	\$1,912.57
	27.8%	29.4%		45.9%	
State Colleges (3)	2,161	1,053	48.7%	\$1,172,019	\$1,113.03
	5.1%	7.7%		7.0%	
Community Colleges (6)	21,129	4,492	21.3%	\$3,100,026	\$690.12
	49.6%	32.7%		18.4%	
Private Career Schools (12)	2,275	1,195	52.5%	\$1,550,358	\$1,297.37
	5.3%	8.7%		9.2%	
Independent Colleges & Universities (16)	5,195	2,956	56.9%	\$3,278,976	\$1,109.26
	12.2%	21.5%		19.5%	
Total	42,576	13,739	32.3%	\$16,833,918	\$1,225.27
	100.0%	100.0%		100.0%	

# NOG Funding by Source



# 2015-16 NOG Report

- Questions?