
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

October 13, 2016
Nebraska State Capitol
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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON OCTOBER 13, 2016. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 11:30 A.M.

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

CAROL ZINK, CHAIR

Meeting called to order at 8:31 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Carol Zink called the meeting to order at 8:31 a.m. and asked for introductions.

Commissioners Present

Gwenn Aspen
Dr. John Bernthal
Dr. Deborah Frison
Dr. Ron Hunter

Dwayne Probyn
Dr. Joyce Simmons
W. Scott Wilson
Carol Zink

Commissioners Absent

Colleen Adam
Mary Lauritzen

Commission Staff Present

Dr. Michael Baumgartner
Dr. Kathleen Fimple
Jason Keese
Kadi Lukesh

Helen Pope
Gary Timm
Mike Wemhoff

*Minutes of September 8, 2016,
Commission meeting approved*

MINUTES OF SEPTEMBER 8, 2016, COMMISSION MEETING
Commissioner Simmons moved that the September 8, 2016, minutes be approved. Commissioner Frison seconded the motion. A roll call vote was taken, with all eight Commissioners present voting yes. The motion carried.

*Chair Zink mentioned absent
Commissioners*

CHAIR'S REPORT

Chair Zink reported that Commissioners Adam and Lauritzen had other commitments and could not attend the meeting. Commissioner Simmons will fill in for Commissioner Adam as chair for the Budget, Construction, and Financial Aid Committee.

*Out-of-service area applications
authorized*

EXECUTIVE DIRECTOR'S REPORT

Dr. Michael Baumgartner reported that the following out-of-service area applications have been authorized:

1. Offered by Mid-Plains Community College
Interactive two-way video originated from Arthur Cty High School in Arthur, NE
Delivered to Garden County High School in Oshkosh, NE
 - SPAN 1020 Beginning Spanish II (5 cr.)
8/22/16 - 5/11/17
2. Offered by Northeast Community College
Traditional delivery at North Bend Central High School in North Bend, NE
 - NURA 1110 Nurse Aide (3 cr.)
8/16/16 - 12/20/16

*Kadi Lukesh presents the first
quarter budget report*

Dr. Baumgartner introduced Kadi Lukesh, Budget Coordinator & Office Manager, to present the first quarter budget report. Ms. Lukesh addressed the permanent salary category, which will be adjusted by the next quarter report, as the allocations haven't been received yet for the Gap Assistance program, which is lottery funded. First quarter payments, such as Midwestern Higher Education Compact (MHEC) dues, contributed to the large amount of operating expenses. Ms. Lukesh gave a brief overview of the budget for Oral Health Training, the Nebraska Opportunity Grant program (NOG), the Access College Early Scholarship (ACE) program, and the Improving Teacher Quality (ITQ) grant.

*Dr. Baumgartner discussed
Comprehensive Plan Metrics
Advisory committee*

Dr. Baumgartner stated the Comprehensive Plan Metrics Advisory Committee met last week to discuss the plan's metrics, data sources, and calculations. In attendance were representatives from the University of Nebraska, the State Colleges, and all of the community colleges. With good input from the meeting, some changes will be made based on feedback that was received. Dr. Baumgartner noted that close to 90 percent of the plan's metrics section has been accepted as written.

Dr. Baumgartner speaks about September 20 hearings on the Comprehensive Plan and Sen. Pansing Brooks interim study resolution

On September 20, hearings were held before the Legislature's Education Committee on the Comprehensive Plan updates and Sen. Patty Pansing Brooks' interim study resolution. Dr. Baumgartner and Commission Chair Zink testified on the Comprehensive Plan changes and responded to questions from the State Senators. Regarding the interim study resolution, Dr. Baumgartner focused specifically on the regulation of postsecondary education in the state and the Commission's role. As a result of the study resolution and follow-up received from Sen. Pansing Brooks' office, they are moving forward on a bill addressing surety bonds and tuition recovery for certain for-profit colleges. Sen. Pansing Brooks is interested in presenting that legislation during the 2017 session.

Dr. Baumgartner mentioned FAFSA participation rate increase

Dr. Baumgartner commented that high schools continue to sign up for the FAFSA Completion Initiative, noting that J. Ritchie Morrow, Financial Aid Officer, reported 129 high schools have enrolled, covering 15,000 seniors, or 63 percent of the 2017 graduating class. Participation has increased because of the change in the FAFSA filing dates. This year is the first time students are able to file for the subsequent school year by October 1 instead of January 1.

Dr. Baumgartner spoke about ITT Tech

ITT Tech has turned over all of their electronic transcripts to Parchment, which is a company that supplies records for students and institutions to fulfill transcript requests quickly. The University of Nebraska is now working directly with Parchment and the school's bankruptcy trustee. In the meantime, Dr. Kathleen Fimple, Academic Programs Officer, and Mr. Morrow continue to counsel students on their options and monitor U.S. Department of Education notices to help students obtain their degrees.

Dr. Baumgartner and Chair Zink will attend MHEC meeting in November

Chair Zink and Dr. Baumgartner will attend the MHEC meeting in St. Louis in November. Mr. Morrow will attend the National Association of State Student Grant and Aid Programs (NASSGAP) conference next week.

Dr. Baumgartner announced two significant staff anniversaries

Dr. Baumgartner reported that CCPE has two significant anniversaries to celebrate this month. Ms. Lukesh will be recognized for 40 years of service to the State of Nebraska, and Dr. Fimple will be recognized for 20 years of service.

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, University of Nebraska came forward to state there are representatives present for all three programs that are up for consideration and they are available to answer Commissioners' questions.

Dr. David Jackson, University of Nebraska

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

Commissioner Frison acknowledged
APC committee

ACADEMIC PROGRAMS COMMITTEE

Commissioner Frison, Academic Programs Committee Chair, acknowledged those who attended the recent committee conference call. She introduced Dr. Fimple to present an overview of each program proposal.

University of Nebraska at Omaha
Dr. Fimple presented the proposal

University of Nebraska at Omaha – Proposal for a New Instructional Program – Gerontology (PhD)

Dr. Fimple presented the program, noting UNO has offered gerontology programs since 1973 and currently has the only gerontology program in the state. With the aging population, need for gerontology services, and with over 50 students enrolled in UNO's master's program in gerontology, the demand for the PhD program should be high.

University of Nebraska at Omaha
New Instructional Program –
Gerontology (PhD) 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 – Gerontology (PhD). A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

University of Nebraska at Omaha
Dr. Fimple presented the proposal

University of Nebraska at Omaha – Proposal for a New Instructional Program – Gender and Leadership (undergraduate certificate)

Dr. Fimple presented the program, stating that in 2011 there was a change in statute allowing the University of Nebraska to offer certificates above the associate degree level. The Gender and Leadership program is intended for undergraduate students but would be open to high school graduates, students with an associate degree, and students with limited undergraduate credits. Dr. Fimple noted there are three existing gender and leadership courses that are paired with community service to provide hands-on and practical experience. This program would be offered online, with the intention of appealing to non-traditional students. Initial funding for the program came from a grant from University of Nebraska Online Worldwide, along with a UNO Information Services grant. Commissioner Aspen expressed her concern that having a certificate at UNO that a high school graduate with only one prerequisite class could take, would dilute UNO's brand as a four-year university, and questioned if the students taking these courses would obtain the skill set needed in business. In response, Dr. Jackson commented that these issues are examined carefully by the University. Candice Batton, UNO Assistant Vice Chancellor for Academic and Student Affairs, added that English 1150 also serves as a means to ensure that students have the appropriate skill set required to pursue the coursework and be successful. Peggy Jones, Associate Professor and Associate Director, Women's and Gender Studies, stated that these courses are a base for preparation for broad leadership skills, in business and other areas.

Dr. David Jackson, University of
Nebraska

Candice Batton, University of
Nebraska at Omaha

Peggy Jones, University of Nebraska
at Omaha

University of Nebraska New
Instructional Program – Gender and
Leadership (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 – Gender and Leadership

(undergraduate certificate). A roll call vote was taken. Commissioners Simmons and Aspen voted no. The remaining six Commissioners voted yes. The motion carried.

University of Nebraska – Lincoln

Dr. Fimple presented the proposal

Melanie Simpson, University of Nebraska – Lincoln

*University of Nebraska – Lincoln
New Instructional Program –
Complex Biosystems (PhD)
approved*

University of Nebraska – Lincoln – Proposal for a New Instructional Program – Complex Biosystems (PhD)

Dr. Fimple presented the program proposal, commenting that there is a specialization in bioinformatics at UNL, which is the closest thing to a complex biosystem program. The current specialization is not meeting the needs of students or employers. This program would provide an interdisciplinary approach within multiple life science fields, preparing students for a full range of career opportunities. Melanie Simpson, Willa Cather Professor of Biochemistry, answered Commissioner Probyn's question regarding STEM, stating biosystems is one of the most rapidly growing areas of demand and sought-after skillsets in the workforce.

Commissioner Frison, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska - Lincoln's proposal for a New Instructional Program – Complex Biosystems (PhD). 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

Commissioner Frison stated that for the benefit of the Commissioners, a handout of common higher education acronyms has been distributed. Dr. Fimple presented an overview of the 2015-2016 Existing Program Review, pointing out that institutions have various reasons for not meeting target thresholds. A list of accepted justifications is included in the report.

*Renaming of Program or
Department*

Report on Name Changes and Other Institutional Activities Relating to Existing Programs

Dr. Fimple noted that both centers that were dissolved were grant funded.

A. Renaming of Program or Department

1. UNO - Information Assurance program to *Cybersecurity program*
2. UNL - Department of Art and Art History to *School of Art, Art History, and Design*
3. UNK - Department of Music and Performing Arts to *Department of Music, Theatre, and Dance*
4. UNK - Department of Art and Art History to *Department of Art and Design*
5. UNO - School of Health, Physical Education and Recreation to *School of Health and Kinesiology*

Dissolved Center

B. Dissolved Center

1. UNL - Center for At Risk Children's Services
2. UNL - National Center for Information Technology in Education

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

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

There was no testimony on Budget, Construction, and Financial Aid
Committee Items.

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

Commissioner Simmons
acknowledged Commissioners and
staff on committee conference call

Wayne State College

Mike Wemhoff presented the
proposal

Dr. Jodi Kupper Nebraska State
College System

Wayne State College – Applied
Technology Center and Benthack
Hall Renovation approved

Postsecondary Education Operating
Budget Recommendations for 2016-
2017 Deficit Request

Gary Timm presented the deficit
request

Commissioner Simmons read the
committee recommendation

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Simmons acknowledged Commissioners and staff that
were in attendance for the committee conference call.

**Wayne State College – Applied Technology Center and Benthack Hall
Renovation**

Mike Wemhoff, Facilities Officer, commented this is a two-project, two-
phase proposal. The first project is the Center for Applied Technology, a
new facility to support the Industrial Technology program. The second
piece of this proposal is the renovation of Benthack Hall, which will be
completed when industrial technology moves out of the building. The
Industrial Technology program is the only four-year program (UNL- IANR
offers a 2+2 program) in Nebraska in which students can become
certified teachers within that field. The Benthack Hall renovation would
bring the building up to code and improve the quality of space for
academic programs within the building. Mr. Wemhoff was joined by Jodi
Kupper, Vice Chancellor for Academic Planning & Partnerships, and
Steve Hotovy, Vice Chancellor for Facilities and Information Technology.
Dr. Kupper answered Commissioners questions.

**Commissioner Simmons, on behalf of the Budget, Construction, and
Financial Aid Committee, moved to approve Wayne State College’s
proposal – Applied Technology Center and Benthack Hall
Renovation. A roll call vote was taken. All eight Commissioners
present voted yes. The motion carried.**

Chair Zink called for a break at 10:04 a.m. The meeting resumed at 10:15
a.m.

**Postsecondary Education Operating Budget Recommendations for
2016-2017 Deficit Request**

Gary Timm, Chief Finance & Administrative Officer, presented the deficit
request, noting it identifies a specific dollar amount based off not only an
effective date of the regulation, but the specific dollar threshold.

Commissioner Simmons read the committee recommendation: *The
Commission recommends funding this request on a one-time basis in the
amount of \$206,752 for 2016-17. This amount should not be included in
the base amount as the NSCS has included the annualized cost in its
2017-19 operating budget request. Additionally, if passage of H. R. 6094,
which would delay implementation of the new regulation from December*

1, 2016, until June 1, 2017, occurs, the Commission would recommend no funding for this request.

Postsecondary Education Operating Budget Recommendations for 2016-2017 Deficit Request approved

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Postsecondary Education Operating Budget Recommendations for 2016-2017 Deficit Request*. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Postsecondary Education Operating and State Aid Budget Recommendations for the 2017-2019 Biennium

Postsecondary Education Operating and State Aid Budget Recommendations for the 2017-2019 Biennium

Mr. Timm presented the Recommendations

Mr. Timm presented the recommendations stating that due to the time frame to complete the recommendations, the institutions and the Commissioners were given the committee draft at the same time. The institutions responded with comments and potential changes. Mr. Timm provided the Commissioners a handout with the details of the recommended changes and gave a brief overview of the institutional requests, and the Commission recommendation. Mr. Timm provided information on each section of the recommendations and answered Commissioners' questions. Several suggestions for modifications to the document were taken into consideration and will be implemented.

Postsecondary Education Operating and State Aid Budget Recommendations for the 2017-2019 Biennium approved

Commissioner Simmons made a motion to approve the *Postsecondary Education Operating and State Aid Budget Recommendations for the 2017-2019 Biennium* with the recommended changes stated during discussion and noted by Mr. Timm. Commissioner Frison seconded the motion. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Capital Construction Budget Recommendations and Prioritization for the 2017-2019 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Agriculture

Capital Construction Budget Recommendations and Prioritization for the 2017-2019 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture

Mr. Wemhoff presented the Recommendations and Prioritization report

Mr. Wemhoff reviewed each of the five sections of the Capital Construction Budget Recommendations and Prioritization document. The Commission places high priority on fire and life safety, completion of partially funded projects, and adequate funding of ongoing and continued upkeep of existing State-supported facilities. Ongoing routine maintenance and deferred repair are two areas that need attention for the upcoming biennium. Mr. Wemhoff answered Commissioners' questions.

Capital Construction Budget Recommendations and Prioritization for the 2017-2019 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture approved

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Capital Construction Budget Recommendations and Prioritization for the 2017-2019 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture*. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

EXECUTIVE COMMITTEE

2017 Commission Meeting Dates

2017 Commission Meeting Dates

Dr. Baumgartner presented the proposed 2017 Commission Meeting Dates.

2017 Commission Meeting Dates approved

Chair Zink, on behalf of the Executive Committee, moved to approve the 2017 Commission Meeting Dates with modifications made as needed. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Next Commission meeting is December 1, 2016

FUTURE MEETINGS

The next Commission meeting will be Thursday, December 1, 2016, at the Apothecary Building, 5th Floor Loft, Lincoln, Nebraska.

Commissioner Probyn comments

Commissioner Frison comments

COMMISSIONER COMMENTS

Commissioner Probyn thanked staff and fellow Commissioners for the amount of effort and work that goes into preparation for the conference calls and the reports that were presented at the meeting. Dr. Frison added her appreciation for the flexibility of the staff when it came to rescheduling the conference call due to phone system issues.

Meeting adjourned at 11:28 a.m.

ADJOURNMENT

Chair Zink adjourned the meeting at 11:28 a.m.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha
Program: Computer Science Education
Awards: Master of Science (MS) and graduate certificate

Institution's Existing Degree(s) in Same or Similar Discipline: MS in Computer Science, MS in Elementary Education, MS in Secondary Education; information technology supplemental endorsement (teaching)*

Proposal Received by Commission: September 20, 2016

Proposed Start Date: Upon approval from the Coordinating Commission

Description

The proposed degree program is designed for students who are interested in teaching computer science at the K-12 level. It would consist of 30 semester credit hours comprised of courses from the Departments of Education and Computer Science. Completion of the degree would require a thesis, capstone course, or a research project. The curriculum for the graduate certificate would require 18 credit hours, all of which would apply toward the degree if a student decided to work toward the MS. In addition, 15 of the 18 certificate credit hours would meet the Nebraska Department of Education's requirements for a supplemental endorsement in information technology.* Graduates would be able to teach computing courses, including AP Computer Science A, a new AP CS Principles course, and dual enrollment courses in partnership with the University of Nebraska campuses.

In fall 2015 the UNO College of Education began offering the supplemental endorsement. All of the additional courses needed for the certificate and degree are in place with the exception of the Computer Science Education capstone and thesis. Courses were developed based on the recommendations from the Association for Computing Machinery and the Institute for Electrical and Electronics Engineers Computer Society. All courses would be offered on campus and online. Some that are currently online only would need to be developed for face-to-face instruction and vice versa.

* The Nebraska Department of Education defines endorsement as an area of specialization indicated on a teaching certificate or permit. There are many types of endorsements. Three of the most common are subject endorsement, field endorsement, and supplemental endorsement (a subject area that cannot stand alone on a teaching certificate, but must be added to a certificate with an endorsement previously or concurrently earned). The information technology endorsement is a supplemental endorsement that requires a minimum of 15 semester hours in information technology courses.

Consistent with Institutional Role and Mission? √ YES NO
 Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

UNO cites several reports documenting the need for computer science courses and teachers at the secondary level. Statements from the reports include:

- A 17% decrease in access to pre-AP computing courses and a 35% decrease in access to AP computer science courses in high schools nationwide between 2005 and 2010 (*Running on Empty*, 2010).
- Information technology and computer science courses do not fulfill graduation requirements in nearly every state and no specific teacher certification is available or required (*Bugs in the System: Computer Science Teacher Certification in the US*, 2013).
- Lack of computer science instruction is a significant national issue, but teachers receive little instruction despite the existence of frameworks and standards (*Washington Post*, 2014).
- By 2020 one of every two STEM jobs will be in computing (*Rebooting the Pathway to Success*, 2014).
- In response to the need for teachers, the National Science Foundation began the CS10K initiative to train 10,000 new secondary school computer science teachers to effectively teach a new curriculum that engages students in meaningful computational thinking (*Computational Thinking*, 2006).
- In Nebraska there are few specifically designated K-12 computer science teachers, no training is required to teach computer science, and there is no standardized computer science curriculum.
- Compared to other states relatively few Nebraska students take the AP computer science exam. In 2014, 10,000 Nebraska high school students took AP exams, but only 71 took the AP computer science A exam.
- The lack of quality experiences in computing for secondary students results in fewer students studying the field in college. This is a significant pipeline problem for the state and hinders competitiveness in the information technology job sector which is estimated to grow by 1.4 million jobs nationally by 2020 (Bureau of Labor Statistics).
- The Omaha Chamber of Commerce projected that there would be over 1,300 new IT job openings in the Omaha metro area between 2013 and 2015.

In addition, the proposal included letters of support from UNO’s College of Education, the Nebraska Department of Education, and four metro area high school teachers. The letters especially stressed the need for computer programming education in high schools, and therefore the need for appropriately trained teachers. One teacher stated that educators have worked hard “to make students technology users; now we need to focus on making them technology creators.”

UNO provided an exceptionally well-documented argument for the need for the program.

B. Demand for the Program

High-----Low
√

UNO reports that they have had a program planning group in place for three years. The teachers participating in the group's activities have expressed interest in taking graduate coursework that would enable them to design and deliver high quality programs in their schools. Using information from the National Science Foundation's CS10K initiative, the Departments of Computer Science and Teacher Education estimate that over 100 computer science teachers from Nebraska could comprise a potential pool of students. Extending this to the six states bordering Nebraska plus Minnesota and North Dakota, it is estimated that the potential demand could exceed 1,000 students. From these figures UNO projects that 300 students might enroll in the first five years. If potential national enrollments are considered, another 250 students might be added.

The proposal notes that given the eight core faculty for the program, the optimum program size would be 30-35 students per year, although the program would be viable with 10 (the tuition projections in the budget are based on 10 students). Since the primary target audience is in-service middle and high school STEM teachers, students would take longer to complete the program than a full-time student, probably three to four years. A secondary target is graduate students in other fields who may want to take one or two courses.

Although the process used by the National Science foundation to reach its figures is not identified, the numbers given suggest that there will be sufficient demand for a viable program.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There is no other program in the state exactly like the proposed program, although UNK offers a Master of Science in Education degree in Instructional Technology with an Information Technology concentration. As an education degree, the UNK program requires 12 hours in general teacher education courses and nine hours in instructional technology, i.e., use of technology in the classroom to enhance student learning in any subject area. The proposed program focuses directly on actual computing content and teaching of that content, including computer programming. The two programs are complementary but not duplicative.

D. Resources: Faculty/Staff

High-----Low
√

UNO reports that one new faculty member has been hired through internal funding reallocation to launch and stabilize the program. There are dozens of faculty in the two participating departments with four from each identified as core faculty for the proposed program. Those existing faculty would be sufficient to provide the courses, although additional faculty and graduate assistants would be needed if the program expands beyond the state as projected. Funding for new faculty would come from distance education tuition revenue. The new staff are included in the budget in year five.

A Graduate Program Committee would be formed consisting of two faculty from Teachers Education and four from Computer Science. The committee would supervise day-to-day operations of the program. An existing faculty member would be identified to serve as student advisor.

E. Resources: Physical Facilities/Equipment

Acceptable				
yes	√		no	

UNO states that they do not anticipate needing any new instructional equipment. However, college maintenance funds and other sources could meet any need that would arise.

Current classroom space is adequate. The program would be housed administratively in the Department of Computer Science in the Peter Kiewit Institute on the Scott Campus.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

UNO states that the current budget in the college and school are adequate for obtaining library resources. The existing information resources should be sufficient since all the courses are in place as are the participating

programs.

G. Budget

A grant from University of Nebraska Online Worldwide in 2014 funded program development (\$35,000). That amount is not reflected in the budget.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$248,307	Reallocated Funds ¹	\$518,617
General Operating	\$12,500	New State Funds	
Equipment		New Local Funds	
		Tuition and Fees--MS ²	\$323,194
		--certificate ³	\$360,693
Five-Year TOTAL	\$260,807	Five-Year TOTAL	\$1,202,504

¹ The College of Information Science and Technology would reallocate one graduate assistantship to the program. Distance education dollars returned to the college would support one new faculty member in year 5.

² Based on 10 students taking 12 credit hours in spring and summer of year 1 and 21 credit hours in subsequent years (at \$282.74 per credit hour in year 1); year 5 is based on 15 students.

³ Based on 12 students taking 6 credit hours per year increasing to 25 students in years 4 and 5 (at \$274.50 per credit hour in year 1).

Committee Recommendation: Approve.

First Program Review Date: Due June 30, 2019.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha

Program: Tribal Management and Emergency Services

Award: Undergraduate certificate

Institution's Existing Degree(s) in Same or Similar Discipline: Bachelor of Science and Bachelor of General Studies in Emergency Management with a concentration in Tribal Management and Emergency Services; Tribal Management and Emergency Services minor

Proposal Received by Commission: September 20, 2016

Proposed Start Date: Upon approval from the Coordinating Commission

Description

The proposed certificate program is designed for students seeking employment in the public sector at the local, state, federal, and specifically tribal government level, as well as in tribal non-profit and private organizations responsible for emergency management planning. The curriculum would consist of 15 semester credit hours comprised of five existing courses:

EMGT 1150	Introduction to Tribal Emergency Management	3 credits
EMGT 2060	Foundational Indian Law & Policy Issues	3 credits
EMGT 3020	Federal/Tribal Government to Government Relations	3 credits
EMGT 4020	Protecting and Sustaining Tribal Economies	3 credits
EMGT 4050	Integration of Contemporary issues in Tribal EMGT	3 credits

- EMGT 1150 is a pre-requisite for the other four courses.
- Many students, especially non-traditional and adult learners, will take one course per semester. However, the program can be completed in a year.
- Courses would be offered on campus as well as online to maximize access.
- No new courses would be needed.

Consistent with Institutional Role and Mission? YES* NO

Consistent with Statewide Comprehensive Plan? YES NO

*LB 637, signed by the Governor on May 4, 2011, changed the language of the role and mission statutes of the Nebraska community colleges to allow four-year institutions to offer undergraduate certificates above the associate degree level. Correspondingly, the bill also changed the University of Nebraska role and mission statutes to allow the university to offer certificates if the preponderance of courses comprising the certificate are above the associate degree level.

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

The proposal’s statement of need is primarily a broad-brush description of Native American communities. As sovereign entities, the tribes want to maintain their sovereignty, especially in times of disaster. However, they may lack the resources and training to adequately meet their community needs during and after a disastrous event. In addition, isolation from state government and lack of coordination between states and tribes puts tribal communities at greater risk for harm from disasters.

UNO reports that in response to the acknowledged need, leaders from numerous tribal nations formed the Tribal Emergency Management Association (ITEMA). The association’s goal is to establish a national collaborative tribal organization capable of providing a standardized emergency services professional and educational framework that can be used by all 567 distinct and sovereign tribal nations. The proposal includes a letter of support from ITEMA that states that the partnership with UNO is “essential in establishing a formalized process” that allows tribal personnel the opportunity to access a curriculum that is tribal-centric. The letter also asserts that the certificate offers a creative opportunity to “initiate transformative change in the quality of life for Native American communities.”

This is not a program for which need can be readily evaluated utilizing traditional data sources. The letter from ITEMA is compelling and the online nature of the proposed program provides the potential to reach place-bound individuals, especially those in tribal communities.

B. Demand for the Program

High-----Low
√

UNO reports that all 567 Recognized Indian Nations have established governmental management, emergency management, and emergency services positions. The U.S. Department of Homeland Security identifies 15 emergency support functions that need to be in place in the event of an incident (e.g., housing, transportation, and firefighting). According to UNO, the proposed program would address all 15 functions.

The proposal included a list of nine federal agencies tasked with coordinating with tribal nations that could employ graduates of the program, such as the Environmental Protection Agency, the FBI, and the Army Corps of Engineers. Five state agencies were listed and nonprofit organizations were also noted.

To provide an estimate of interest in the program, EMGT 1150 (Introduction to Tribal Emergency Management) was offered in spring 2016. On-campus enrollment was capped at 40. There was no advertising. Enrollments reached capacity prior to the start of the semester based only on word-of-mouth. Utilizing enrollment figures, UNO projects 30 students will enter the certificate program each semester and summer (90 new students each calendar year).

The proposal also notes that UNO has established relationships with Little Priest Tribal College and Nebraska Indian Community College. The tribal colleges have little funding and no current faculty who could teach emergency management courses. UNO sought their input in developing the proposed certificate. Tribal college students could complete the certificate online and have 18 hours of UNO credit. UNO hopes that would increase the number of transfers from those institutions as well as from community colleges.

Forty-two students actually enrolled in spring 2016. The course was not offered online that semester due to time constraints. Nonetheless, 90 students each calendar year may be a high estimate. With the potential for online enrollment and at least a significant local interest, there should be sufficient student demand.

C. Avoidance of Unnecessary Duplication

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

There is no certificate program in Tribal Management and Emergency Services in Nebraska. The proposal states that there are no other programs of this kind in the United States, and a Google search by Commission staff

did not identify any.

D. Resources: Faculty/Staff

Acceptable
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
yes √ no

UNO reports that all courses have been developed and approved and are being offered as part of the Tribal Management and Emergency Services concentration in the Emergency Management major. Therefore, no new

faculty would be needed.

E. Resources: Physical Facilities/Equipment

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

UNO states that the program would be housed in the College of Public Affairs and Community Service (CPACS) Building and utilize space in the Community Engagement Center. No new facilities would be needed.

F. Resources: Library/Information Access

Acceptable
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
yes √ no

The program would not require unique equipment or services, according to the proposal. \$10,000 per year is included in the budget for general operating costs.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Existing Funds	
General Operating ¹	\$50,000	New State Funds	
Equipment		New Local Funds	
		Tuition and Fees ²	\$1,654,756
Five-Year TOTAL	\$50,000	Five-Year TOTAL	\$1,654,756

¹Office supplies and expenses for marketing, recruitment, and retention.

² Based on 30 new students each semester and summer taking 3 credit hours at \$257.24 per credit hour for in-state students and \$335 for non-residents (with an estimated 80% resident and 20% non-resident)

Committee Recommendation: Approve.

First Program Review Date: Due June 30, 2022.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center
Program: Health Professions Teaching and Technology
Award: Master's and post-baccalaureate (graduate) certificate
Institution's Existing Unit(s) in Same or Similar Discipline: Interdisciplinary Experiential Center for Enduring Learning (iEXCEL)
Proposal Received by Commission: September 21, 2016
Proposed Start Date: Upon approval

Description

The proposed programs are intended to foster improvement in instructional methods. They would provide health professions educators an academic foundation in health science education, teaching skills, and the science of teaching utilizing emerging technologies. The master's program would require 30 semester credit hours consisting of five core courses, four elective courses, and a capstone project. The certificate would require a student to complete four of the five core courses (12 credit hours). The five core courses are:

- HPTT 601 Foundations of Health Professions Education
- HPTT 602 Instructional Design for Health Professions Education
- HPTT 603 Integrating Technology into Health Professions Curriculum
- HPTT 604 Multi-media and Emerging Technologies for Learning in the Health Professions
- HPTT 605 Evaluation and Assessment of Teaching and Learning in Health Professions Education

Both programs would be offered entirely online.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

The proposal cited a 2010 review of over 3,000 medical, nursing, and public health schools conducted by the Education of Health Professionals for the 21st Century Commission. The report concludes that there have

not been major, systemic changes in the method of training healthcare professionals since a reform movement in 1910. Unlike other higher education, healthcare education has not embraced competency-based education, inter- and transprofessional education/collaboration, innovations in technology and information exchange, and adoption of learner-centered teaching and assessment methods.

The report attributed some of the reluctance to change to education being provided by skilled practitioners, not teachers. Without preparation, they teach as they were taught. Technology is changing rapidly, and keeping up to date is demanding of time many instructors don't have. Additionally, accrediting bodies are shifting their focus to the learning and teaching environment—not just what is taught but how it is taught. UNMC cited the recent approval of iEXCEL (Interdisciplinary Experiential Center for Enduring Learning) at the University of Nebraska as an example of the significant change in teaching and learning.

To provide a local example, in 2015 UNMC sought the opinions of 638 students about simulation, a method of active learning for the training in and assessment of procedural skills. Of those surveyed, 78% felt that the instructional method was critical to healthcare education. However, only 34% reported having been exposed to simulation activities during that academic year, despite the large variety of simulation technology available to UNMC faculty.

The survey results are startling and speak directly to the need for the program.

B. Demand for the Program

High-----Low
√

UNMC states that the primary pool of applicants for the program would be current and future health professions educators from all health disciplines. An internal survey of 82 UNMC faculty, medical residents, and graduate assistants revealed that 72 people would be interested in the program and over half (40) desired to begin coursework as soon as possible. The 40 individuals came from five separate colleges at UNMC.

Other potential students include health professions educators at other local institutions. In Nebraska alone, UNMC estimates the number of possible students at a minimum of 300. This number does not include the more than 100 clinical preceptors who might also be interested. With the online format, the program could draw from the entire country.

UNMC recently piloted two of the courses for the program. With little advertising, 12 students enrolled with the intention of completing the degree when approved. Two of the 12 students are from outside UNMC. Based on these figures and available market data, the estimated enrollment is 14 students each semester over a three-year ramp-up period. Of those 14, six are expected to enroll for the certificate only. Given the survey results and pilot course enrollments, the estimate is realistic.

C. Avoidance of Unnecessary Duplication

High-----Low
√

UNMC reports that there are 36 master level medical education programs in the United States, but only 11 are offered online. Unlike programs with similar titles at other universities, the proposed program

would focus on training its students to effectively evaluate and utilize educational technology, including simulations, in training medical professionals.

D. Resources: Faculty/Staff

High-----Low				
	√			

The proposal states that a program committee facilitated the development of the program and would direct and oversee the administration of the program. The program faculty is made up of 16 members from interdisciplinary departments or units: six from the College of Medicine, one from the College of Nursing, four from the College of Allied Health Professions, one from the College of Public Health, and four from Information Technology Services. Nine of these faculty members would teach in the certificate program. All faculty have academic credentials or professional experience in the best practices for online instructional delivery of courses. Faculty would be paid by stipend for individual courses taught.

A program director would be hired at .25 FTE in the first year, increasing to .75 FTE in year three. Support staff for admissions would be needed at approximately .35 FTE in year one, increasing to .5 FTE in year two and subsequent years. Both positions are reflected in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low				
√				

The program would be administratively housed within Academic and Student Affairs in the College of Allied Health Professions located in Bennett Hall. UNMC states that existing office space in Bennett is sufficient for admissions staff and the program coordinator with conference rooms available if needed. All program faculty have office space and computers from which to administer the online instruction. With the online delivery mechanism, no new equipment would be needed. Local students would also have access to all of the simulation equipment located in the Michael F. Sorrell Center if they wished, while students at distance could consult with the Center’s staff for expert advice and guidance.

F. Resources: Library/Information Access

High-----Low				
	√			

According to UNMC, all students have complete access to library and other online resources whether on or off the UNMC campus. Many resources are housed in the McGoogan Library of Medicine including an e-learning laboratory.

UNMC reports that all matriculating distance and online students in the College of Allied Health Professions are required to complete an on-boarding orientation process on how to deal with the various aspects of the course technology. The campus also provides 24/7 on call support for IT issues.

G. Budget

The UNMC Vice Chancellor for Academic Affairs supported the program committee and faculty in design and development of the pilot courses and the remaining curriculum (one time allocation in 2015-16, not included in the budget below).

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$476,830	Reallocated Funds	
General Operating ²	\$158,990	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees ³	\$666,030
Library		Other:	
Five-Year TOTAL	\$635,820	Five-Year TOTAL	\$666,030

¹ Includes faculty stipends estimated at \$3,000 per 15 week semester for a three-credit course

² Includes faculty development, office supplies, communications, data processing, and equipment maintenance

³ Based on 14 students enrolling each semester taking at least one course at \$560 per credit hour (Online Worldwide graduate rate)

Committee Recommendation: Approve

First Regular Program Review: Due June 30, 2019



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska-Lincoln

Name of the new unit: Eastern Nebraska Research and Extension Center

Proposal Received by the Commission: September 20, 2016

Units included in the new unit: Northeast Extension District
Southeast Extension District
Metropolitan Extension District

Proposed Start Date: Upon CCPE approval

Background

The Institute of Agriculture and Natural Resources (IANR) currently divides the state into four regions served by extension centers: the Panhandle Research and Extension Center, the West Central Research and Extension Center, the Northeast Research and Extension Center (based in Norfolk), and the Southeast Research and Extension Center with facilities in Mead. The Mead location was named the University of Nebraska Agricultural Research and Development Center in 1985 and has become known as ARDC.

Description

The proposed new organizational unit would reconfigure IANR’s eastern Nebraska resources to include a more meaningful commitment to the state’s metropolitan areas. The mission would be to engage in “cutting-edge, translational science, leveraging local, regional, and global partners, to create innovative solutions and strategic entrepreneurial and educational opportunities within integrated agricultural, natural resource, and community systems.”

Instead of two research and extension centers (Northeast and Southeast), there would be a single Eastern Nebraska Research and Extension Center with three districts: the Northeast Extension District, the Southeast Extension District, and a new Metropolitan Extension District.

Consistent with Institutional Role and Mission? ___√___ YES _____ NO

Consistent with Statewide Comprehensive Plan? ___√___ YES _____ NO

REVIEW CRITERIA

A. Demonstrated Need

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

UNL reports that in 2014 a task force comprised of administrators, faculty, staff, and external stakeholders was charged with reviewing the use and allocation of the statewide research and extension assets. The

conclusion was that while the Panhandle and West Central Research and Extension Centers were meeting the mission to serve their specific geographic regions, eastern Nebraska presented opportunities to increase service to a broader population in that part of the state,

particularly metropolitan areas. The task force recommended reconfiguration of the eastern Nebraska resources as well as a redefined mission (see Description section). In carrying out this mission, the center would focus on the following strategic programs:

- integrated crop and livestock production systems,
- mitigation of uncontrolled exogenous events (weather, markets, disasters, etc.),
- themes important to people and communities (e.g., water and ecosystems, local foods, turf management) , and
- sustainable crop and livestock production.

B. Demonstrated Appropriateness of the Unit

High-----Low
√

UNL states that while the center would continue its primary focus on agriculture and natural resources, other programming would also be provided. These programs include crops and water, community environment, community vitality, 4-H youth development, the learning child, and food, nutrition, and health. Extension will continue to offer in-school, after-school, and summer programs for K-12 students, especially in diverse and underserved communities.

All the programs identified in Sections A and B are within the land-grant mission of the University of Nebraska.

C. Resources: Faculty/Staff

High-----Low
√

UNL states that the same number of administrators would be needed for the new organizational structure as for the old. The difference is that in the old structure there were two directors (one at the Northeast Center and one at the Southeast) and two associate directors. The new structure would have one director with an associate director for each of the three districts. This results in a savings of almost \$13,000. The reduced salary total is used in the budget.

All current specialists, educators, assistants, staff, farm managers, and technicians would continue in their positions. These are not included in the budget.

D. Resources: Physical Facilities/Equipment

High-----Low
√

UNL reports that the center would be administered from the facilities at ARDC* in Mead. The space in Norfolk was leased for the center there and that lease would not be renewed. The director for the Northeast District would be housed at the Haskell Agriculture Lab in Concord, Nebraska, north of Wayne. The cost savings from the Norfolk lease would be used to lease space for an office in Omaha for the new Metropolitan District.

*Since the Christenson Research and Extension Building in Mead would serve as the main building for the new center, UNL reports that expansion and renovation would be needed. A plan has been drafted but is not part of this proposal.

E. Budget

**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
as reported by UNL**

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$2,760,751	Existing Funds (IANR)	\$2,760,751
General Operating		New State Funds	
Equipment		New Local Funds	
Facilities (Omaha area lease)	\$75,000	Tuition and Fees	
		Other: Savings from discontinued lease	\$75,000
Five-Year TOTAL	\$2,835,751	Five-Year TOTAL	\$2,835,751

Committee Recommendation: Approve

Approval of the Center does not constitute approval of any new programs or construction projects requiring Commission review now or in the future.



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

Institution: Creative Center
College of Art and Design

Nebraska Street Address: 10850 Emmet St., Omaha, Nebraska

Name of Owner: The Creative Center, Inc., Ray Dotzler,
President

Corporate Address: 10826 Emmet St., Omaha, Nebraska

Legal Status: Nonprofit; For-profit:
 sole proprietorship partnership corporation

Accreditation: Accrediting Commission of Career Schools
and Colleges (ACCSC)

Last accreditation review and result: June 1, 2014; accredited for five years

Date initially approved by CCPE: December 8, 2005

Student Data

Academic year: 2015-2016 (2010-2011 figures in parentheses)			
	Enrollment (headcount)	Enrollment (FTE)	Graduates
Institution:	63 (118)	59 (110)	39 (64)
Program/s:			
Design Illustration and Computer Graphics AOS*	45 (86)	43 (81)	23 (38)
Graphic Design BFA	18 (32)	16 (29)	16 (26)

*Associate of Occupational Studies

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)

Financials for 2015 were reviewed by Commission staff.

Meets minimum standards				
yes	√		no	

- Assets: Since the review of the 2010 financial statements in November 2011, the Creative Center has increased their cash and investments by 47%.
- Liabilities: The Creative Center does not have any long-term borrowing and liabilities have increased only slightly.
- Revenue: Income has shown significant decreases from the 2010 financial statement review. A concern is a one-time consulting contract that represented over 8% of the 2015 income.
- Expenses: Since 2010, total expenses and educational expenses have decreased significantly. Until 2015, this allowed the Creative Center to show positive income even with declining revenues. General and administrative costs and marketing and admissions costs both increased, but much less than the percentage decreases in expenses.
- 90-10 Rule: Federal statutes dictate that a proprietary institution can derive no more than 90% of its revenues from the Title IV federal student aid programs. The Creative Center received 78% of its revenues from Title IV for both 2015 and 2014 and is therefore in compliance.
- The institution's most recent composite financial score, according to the U.S. Department of Education, is 2.2, falling within the Department's acceptable rating scale of 1.0 to 3.0. (The scale is based on financial soundness, operating funds, and debt. The higher the score, the better the institution's financial status.) The scores for previous years are:

<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
2.8	2.5	3.0	3.0	2.2

- Student loan default rate: 2011 – 3.7% 2012 – 0 2013 – 0

Tuition and fees 2015-16 (2011 figures in parentheses)

Program	Tuition	Fees	Books	Other	Total
AOS year 1	\$25,600 (\$21,600)	\$2,000 lab (\$1,000)	\$1,500 (\$1,500)	\$2,800 Computer (\$2,800)	\$32,000 (\$26,900)
AOS year 2	\$25,600 (\$20,400)	\$2,000 lab (\$2,000)	\$1,500 (\$1,500)	\$55 matriculation (\$55)	\$29,155 (\$23,955)
BFA (year 3)	\$25,600 (\$18,800)	\$2,000 lab (\$2,000)	\$1,500 (\$1,500)	\$55 matriculation (\$55)	\$29,155 (\$22,355)

Conclusion: Of concern is the Creative Center's loss in 2015 compared to a comparable gain in 2014. The college has experienced a 17% decrease in revenue since 2010 (24% decrease excluding the recent consulting contract) and as a result has decreased expenses by 11.6% over the same time period. The Creative Center has a small enrollment base and a relatively high per student cost for attendance. This makes them susceptible to large decreases in revenue when enrollment decreases by a small percentage. Between 2010-11 and 2014-15, the estimated enrollment decreased 47%, from 118 to 63, and between 2014-15 and 2015-16 decreased 16%, from 75 to 63.

Because of the 2015 loss of \$86,000, the decline in the composite score, and the continued decline in enrollment over the past several years (which is the main source of operating income), there is a strong concern that the Creative Center may no longer be in a stable financial position. However, Creative Center provided the following supplemental information.

- Recent enrollment declines were due to more stringent admissions standards and the loss of an admissions representative who was not immediately replaced. Enrollments for fall 2016 were up and fall 2017 enrollments are on track to exceed 2016.
- To mitigate declining revenues, the Creative Center has ceased utilizing on-staff professionals in the classroom (in addition to faculty) and is hiring more adjunct faculty. The college also has discretion in providing funding to a profit-sharing account. For the past two years the Creative Center has provided \$100,000 each year to this account - an amount that could be used to meet expenses.

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	

In 2013 the number of credit hours for four courses in the BFA program, all valued at six credit hours, was reduced. Three courses were changed to 4.5 credit hours and one course to 5.0 credit hours. The total credit hours required for the program was reduced to 137 from 142.5.

Also in 2013 the name of the associate degree program was changed from Design, Illustration and Computer Graphics to Graphic Design.

Credit – As an institution with a curriculum relying heavily on supervised lab time and extensive out-of-class work production, the Creative Center has a formula for each semester identifying the number of didactic hours, supervised lab hours, and required homework hours. The basis for the formula is one credit hour equal to one hour of didactic time and two to three hours of supervised lab time per week.

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

Changes since previous reporting?				
yes	√		no	

The majority of the faculty remains the same. Information was provided for all faculty, including the few new members.

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

See page 1 for details.

Meets minimum standards				
yes	√		no	

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	√

Creative Center has articulation agreements with Bellevue University for the associate degree and courses leading to it and with University of Phoenix for associate degree courses.

The college also has an agreement with National American University for online course hosting and technical assistance.

Meets minimum standards				
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	√

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

If Title IV funding were available, the college would implement a teach-out plan, allowing students to complete their programs.

If Title IV funding were not available, the college could not implement a teach-out plan. The faculty and staff would meet with students one-on-one and in small groups to advise them on future possibilities and assist them with planning for the continuance of their education. The Creative Center states that due to its small size and family-style atmosphere, it is probable that the administration would take a personal interest in all students and would likely involve professionals in the local design industry to assist students.

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.



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

Institution:	Bryan College of Health Sciences
Nebraska Street Address:	5035 Everett Street, Lincoln, Nebraska
Name of Owner:	Bryan Medical Center
Corporate Address:	1600 S. 48th Street, Lincoln, NE
Legal Status:	<input checked="" type="checkbox"/> Nonprofit; <input type="checkbox"/> For-profit: <input type="checkbox"/> sole proprietorship <input type="checkbox"/> partnership <input type="checkbox"/> corporation
Institutional accreditation:	Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools
Nurse anesthesia program:	Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
Nursing program:	Accreditation Commission for Education in Nursing (ACEN)
Sonography program:	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Last accreditation review and result:	HLC – accreditation reaffirmed through 2023-24; 5-12-14 COA – 10 year accreditation; 10-15-10 ACEN (for MSN) – accreditation continued through fall 2018; 3-13-14 ACEN (for BSN) – accreditation continued through fall 2021; 3-13-14 CAAHEP (for diagnostic medical sonography) – continued accreditation through 2026; 1-21-16 CAAHEP (for cardiac/vascular sonography) – continued accreditation through 2023; 11-15-13
Date initially approved by CCPE:	July 17, 2001

Student Data

The college has made several programmatic changes, such as migrating from an AS to a BS or adding a new program or option, that result in some programs not having numbers, either for 2010-11 or 2015-16, in the table on the following page.

Academic year: 2015-2016 for graduates; fall 2015 for enrollments (2010-11 figures in parentheses)						
	Enrollment (headcount)		Enrollment (FTE)		Graduates	
Institution:	703	(636)	477.7	(453.3)	165	(121)
Program/s:						
Healthcare Mgt Certificate (UG)	1	(3)	.33	(1)		(0)
Certificate (Grad)	1		.33			
Simulation Education Certificate	9	(30)	3	(10)	8	(17)
Health Professions AS	3		2.33		1	
BS Completion	1	(10)	.33	(4)	6	(0)
Healthcare Studies BS	1		1			
Cardiac/Vascular Sonography Dual major *	44		26		11	
BS						
Diagnostic Medical Sonography (AS in 2011)	39	(37)	27.7	(29.7)	10	(0)
BS						
Biomedical Sciences BS	25		24.33			
Nurse Anesthesia MS	43		43		11	
Nursing BSN	414	(418)	294	(307.3)	87	(75)
Nursing (RN -BSN Completion)	41	(26)	14.33	(10)	17	(7)
Nursing Education MSN	19		10.33		10	
Nursing Leadership MSN	17		11.7			
Nurse Anesthesia MS		(43)		(43)	15	(11)
2012 converted to DNAP	49		49			
Education (Nursing) EdD	10		3.33			
Student at Large undergraduate	28	(17)	9.33	(6.33)	Not applicable	
graduate	1		.33			

*In 2010 there were two AS programs: Adult Cardiac Sonography

27 headcount	23.7 FTE	5 grads
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and Vascular Sonography

25 headcount	18.3 FTE	5 grads
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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	

Staff reviewed the 2015 financial statements of Bryan Health and Subsidiaries. The statements include seven legally separate entities but Bryan College of Health Sciences is not a separate entity. It is an embedded educational entity within Bryan Medical Center.

- Assets: Since the last review of the 2012 financial statements in March 2013, Bryan Health has increased their cash and investments by 41% and total assets increased by

17.7%. This provides Bryan Health 10 months of working capital, exceeding the recommended minimum of three months.

- Liabilities: While Bryan Health has significant long-term debt, it is evident that this debt is being paid down as long-term debt has decreased 27% since 2012.
- Revenue: Both revenue and operating income have shown significant increases from the 2012 financial statement review (17.5% and 64.7%, respectively). Because Bryan College of Health Sciences is embedded within Bryan Medical Center, specific information related to tuition and fees revenue is not included in the financial statements.
- Expenses: Since 2012 total expenses have increased 13.7%, and compares very favorably with the percentage increase of the revenue. One indicator of financial stability is to calculate the revenue to expense ratio, with a result greater than 100% indicating the ratio revenue exceeds expenses. Bryan Health's ratio is calculated at 111%.
- The institution's composite financial score for 2012-13, according to the U.S. Department of Education, is 3.0, falling within the Department's acceptable rating scale of 1.0 to 3.0. (The scale is based on financial soundness, operating funds, and debt. The higher the score, the better the institution's financial status.) Bryan College of Health Sciences was not included in the 2014 spreadsheet from the U.S. Department of Education. The 2014 score of 3.0 was calculated by the Higher Learning Commission.

<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
3.0	2.6	3.0	3.0	--

- Student loan default rate: 2011: 3.9% 2012: 2.2% 2013: 1.9%
- 90-10 Rule: Federal statutes dictate that a proprietary institution can derive no more than 90% of its revenues from the Title IV federal student aid programs. This rule does not apply to Bryan, a non-profit entity.

Tuition and fees: 2016-17 (2010-11 figures in parentheses)

Program	Tuition	Fees	Other
Undergraduate	\$533 per credit hour (\$426)	\$30 per credit hour (\$23)	application \$50 (\$40); enrollment \$150 (\$150)
Graduate nursing and certificate	\$509 per credit hour (\$500 and \$518)	\$30 per credit hour (\$37 and \$23)	application \$75 (\$75); enrollment \$150 (\$150) nursing, \$75 certificate (\$75)
Graduate anesthesia	\$944 per credit hour (\$704)	\$45 per credit hour (\$37)	application \$75 (\$75); enroll \$800 (\$800); clinical \$200 per semester (\$200)
Simulation Education cert	\$630	\$30 per credit hour	Application \$75; enrollment \$75
Healthcare Mgt certificate	\$544	\$30 per credit hour	Application \$75; enrollment \$75
Doctor of Ed	\$699	\$30 per credit hour	Application \$75; enrollment \$150

Conclusion: The analysis was based on Bryan Health and Subsidiaries financial statements. The College is an embedded entity of Bryan Health and as such, benefits from the operations of the medical center. Based on this analysis, Bryan Health is in a sound financial position.

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	

Bryan included the most recent college catalog (both undergraduate and graduate) with complete program and course descriptions.

The following significant changes have taken place since 2011:

- In February 2012 the Commission approved Bryan to offer a Doctor of Nurse Anesthesia Practice (DNAP).
- In April 2013 the Commission approved Bryan to offer an Education Doctorate (EdD) in Nursing Education and a BS in Health Professions.
- In May 2013 an AS in Health Sciences was determined to be a reasonable and moderate extension of an existing program.
- In November 2014 a nursing leadership track in the existing MSN and two graduate certificates in nursing were determined to be reasonable and moderate extensions of an existing program.

Credit - One semester credit hour is equivalent to 15 clock hours of didactic instruction. Students are expected to spend at least 30 hours outside class preparing for class or completing assignments. One laboratory/skill lab/practicum/clinical credit hour is equal to 45 contact hours of relevant experience. A contact or clock hour is 50 minutes.

Meets minimum standards				
yes	√		no	

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

Changes since previous reporting?				
yes	√		no	

The college provided information on 87 part-time, full-time, and adjunct faculty members: 6 in the nurse anesthesia program, 35 in undergraduate nursing, 6 in graduate nursing and health professions, 8 in health professions, 12 in biomedical science, and 21 teaching general education courses. All were appropriately credentialed for their field.

A description of the library resources, equipment, and facilities was also included. Bryan noted that they had increased online access to a core collection of nursing journals.

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 college also utilizes space at Bryan Medical Center’s West campus in Lincoln.

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

See page 1 for details.

Meets minimum standards				
yes	√		no	

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	√

The college has dual admissions agreements with Southeast Community College and with Mid Plains Community College.

A list of contracts with facilities for clinical sites was provided, including sites outside Nebraska.

Meets minimum standards				
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	√

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)

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



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

Institution:	Strayer University
Nebraska Street Address:	Verizon Wireless Call Center, 4600 Innovation Drive, Lincoln, Nebraska
Name of Owner:	Strayer University, Inc.; Brian Jones, President
Corporate Address:	1133 15th Street, NW, Suite 300, Washington, DC
Legal Status:	<input type="checkbox"/> Nonprofit; <input checked="" type="checkbox"/> For-profit: <input type="checkbox"/> sole proprietorship <input type="checkbox"/> partnership <input checked="" type="checkbox"/> corporation
Accreditation:	Middle States Commission on Higher Education (a regional accrediting body)
Last accreditation review and result:	Accreditation reaffirmed November 15, 2012
Date initially approved by CCPE:	April 16, 2009
Modifications to authorization:	August 1, 2013; approved to establish a campus in the Omaha area, offering 12 awards in business, education, criminal justice, and information systems and technology; as of this application, a campus has not been established

Background:

Verizon announced in the fall of 2016 that it would close the call center in Lincoln. Strayer University will cease to provide instruction at the Lincoln Call Center at the end of the 2017 winter quarter (March 24, 2017). Strayer University provided their support plan for students in Lincoln and three other Verizon locations (following page 5 of this document). Due to the relatively short notice Strayer received about the closing, they do not plan to immediately establish a physical presence in Nebraska. However, they would like to maintain the option of establishing a campus and so have applied to renew their authorization to operate.

Student Data

Academic year: 2015-2016 (2010-11 figures in parentheses)				
		Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
Institution:		134 (39)	44.5 (17.9)	
Program/s:				
Business Administration	AA	48 (2)	15.8 (.8)	2 (0)
	BBA	27 (20)	8.9 (7.9)	0 (0)
	MBA	26 (17)	8.5 (7.7)	3 (1)

* for the Nebraska 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	

The 2015 financials for Strayer University, Inc. were reviewed by Commission staff.

- **Assets:** Since the last review of the 2013 financial statements in March 2015, Strayer University has increased their cash and equivalents even though in July 2015 they used existing cash and cash equivalents to repay a term loan. For 2015, Strayer had 3.6 months of cash on hand. This is a decrease from 2014 when Strayer had 5.4 months of cash on hand. The decrease is the result of Strayer retiring the long-term debt.
- **Liabilities:** Strayer retired its long-term debt. Liabilities have increased 3%.
- **Revenue:** Income decreased 13.7% since the 2013 financial statement review. The decline in revenue in 2014 and 2015 was due in part to actions taken by Strayer in response to fluctuating enrollments, including reducing undergraduate tuition for new students by 20% and crediting students one free course for every three completed (applicable to the final academic year).
- **Expenses:** Since 2013, total operating expenses and educational expenses have decreased significantly. The decreases have allowed Strayer to remain profitable.
- **90-10 Rule:** Federal statutes dictate that a proprietary institution can derive no more than 90% of its revenues from the Title IV federal student aid programs. Strayer University received 73% of its revenues from Title IV in 2014 and 74% in 2013 and 2015 and is therefore in compliance.
- **The institution’s most recent composite financial score, according to the U.S. Department of Education, is 2.8, falling within the Department’s acceptable rating scale of 1.0 to 3.0. (The scale is based on financial soundness, operating funds, and debt. The higher the score, the better the institution’s financial status.)**

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
2.5	2.8	2.8	Not available

Tuition and fees: 2015-16 (2010-11 figures in parentheses)

Program	Tuition	Fees	Books	Other	Total
Undergraduate	\$1,420 per course (\$1,590)	\$65 per quarter-technology	varies* (\$1,500)	varies (\$44 fee-application)	varies
MBA	\$2,325 per course (\$2,175)	(\$39.60)	varies* (\$1,500)		varies

*Some courses have a Materials Fee. For those that do not, students can estimate \$150 per course for books and supplies.

Verizon pays the tuition for its employees.

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	√

Credit - One quarter credit hour is equivalent to 10 contact hours. The standard requirement for a 4.5 credit hour course is for students to spend 13.5 hours in weekly work.

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

Changes since previous reporting?				
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 page1 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	√

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

Student Support Plan

Verizon Call Center Closings January 2017 – March 2017

As a result of the decision by Verizon to close seven (7) call centers, Strayer University will cease to provide instruction to Verizon employees at four (4) of its Verizon Onsite locations. The affected locations are Rancho Cordova, California, Bangor, Maine, Lincoln, Nebraska and Wallingford, Connecticut. All locations are closing after the end of the Winter quarter in 2017 (March 24), except the Rancho Cordova location is closing in early January 2017. The enrollment data and address for each affected location is listed on Exhibit 1.

Each student will receive an individual planning session with either the Campus Dean or Onsite Program Manager to review their available options to continue their education with Strayer University as a student of Verizon Virtual, Global campus, or at an on ground campus.

Students that Remain Verizon Employees

Students who remain Verizon employees will continue to receive the uninterrupted benefits of continued enrollment with Strayer University if they so choose. Verizon will continue to pay for the employee's tuition no matter where the employee relocates within the organization.

Students at the Rancho Cordova call center who are Verizon employees will be able to enroll in Verizon Virtual if they are enrolled as of the first day start of the Winter 2017 quarter. Verizon will also pay for the employee's tuition in this case.

Students that are no longer Verizon Employees

Students that are no longer employed by Verizon may continue as a Strayer University student uninterrupted; however, they will have to pay their tuition directly to Strayer or apply for and receive financial aid, if they are eligible.

Student Support for All Students

Students who choose to continue their education will have access to a robust tutorial – our “Online 101” course – that will enable them to quickly become comfortable in the online learning environment if they are not already. This support is already a part of their curriculum.

Students will be encouraged to continue their studies and complete their degrees online or attend classes at Strayer campuses that are near their new home or work locations.

Students will retain all academic credits they have earned and may not experience any interruption to their studies provided they make certain decisions with enough time to register for classes at other campuses or online. Students will not be required to re-apply to the University and will simply register for their online courses as they have done for campus-based courses.

Strayer will work on a case-by-case basis with those students for whom the online option or campus transfer is not satisfactory. Options for such students may include assistance in transferring to another institution of higher education. We will work with the student and the institution to ensure the maximum transferability of credits.

Any communication to students will include information about the students' options, and the resources that will be available to them during the transition. Because a students' decision about their education will likely be directly related to their continued employment with Verizon, campus leadership understands the importance of working with students on an ongoing continuous basis through their transition process. Campus leadership will discuss enrollment, academic matters, billing and financial aid.

Faculty and staff who provide instruction, academic advising, and tutoring will remain at the physical call centers until the last day of the Winter 2017 quarter (March 21). Because the Rancho Cordova site will close in January, the last day for students at this site will be January 13, 2016. Students at the Rancho Cordova call center who remain Verizon employees as of the start of the Winter quarter will be transferred to Verizon Virtual prior to January 13, 2017.

Students will continue to receive face-to-face academic advising at the campuses through January 13, 2017 as well. At Strayer University, academic advising is a communication process by which the University helps working adult students realize their educational and career potential and become effective agents for their lifelong learning endeavors. Strayer University views advising as a comprehensive process designed to help each student make sound academic decisions.

On-site tutoring services will also be available to students in need of assistance in their academic programs through March 21, 2017 for the sites closing in March and January 13, 2017 for the site closing in January 2017. Tutoring is offered for courses in subject areas such as English, writing skills development, mathematics, accounting, and computer information systems. Tutoring services are provided by experts with a strong background in the subject area in which they are tutoring. Online tutoring always is available for students, and will remain so after March 21, 2017. Supplemental instruction offers real-time sessions with faculty to support students in a variety of courses ranging from math to economics. In addition, synchronous tutoring is available for students.

Once enrolled online, students will be served by student support teams that are dedicated to online students. Each student will have an assigned student support representative, and will have access to the same excellent academic support and student services to which they have been accustomed. Online faculty have academic credentials and experience comparable to those who teach at our physical campuses. Student advising and tutoring, as well as other student support services, such as career services, are readily available to online students.

Student Records

The closure will not affect the disposition and retention of student records, including student transcripts. All records are held in the Office of the Registrar in Herndon, Virginia and students may access their personal records at any time through iCampus.



POSTSECONDARY INSTITUTION APPLICATION for EXTENSION to AUTHORIZATION to OPERATE in NEBRASKA

Institution: University of Oklahoma
Nebraska Street Address: 106 Peacekeeper Drive, Suite 806, Offutt AFB, Nebraska

Name of Owner: The University of Oklahoma

Corporate Address: 1610 Asp Avenue, Norman, Oklahoma

Legal Status: Nonprofit; For-profit:
 sole proprietorship partnership corporation

Accreditation: Higher Learning Commission of the North Central Association of Colleges and Schools

Last accreditation review and result: 2012-13; Accreditation reaffirmed

Date initially approved by CCPE: May 18, 1993

Student Data

Academic year: 2015-16 (2010-11 figures in parentheses)					
	Enrollment (headcount)*		Enrollment (FTE)*	Graduates*	
Institution:	24	(51)	All part-time	24	(12)
Program/s:					
Master of Arts					
Economics emphasis	16	(19)		3	(7)
International Relations emphasis	nr	(6)		nr	
Master of Human Relations	9	(26)		11	(5)

* for the Nebraska location

Note: The majority of students are active or retired military or civilian employees of the military. However, the programs are open to others who occasionally enroll. If it were not for the occasional outside enrollee, the institution would be exempt from Nebraska requirements by statute.

The University of Oklahoma notified the Commission that they would be ceasing operations at Offutt Air Force Base at the end of April 2017. Their current authorization to operate is valid through December 31, 2016. This application is for an extension to the authorization to operate through April 30, 2017.

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

Institution: 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.

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
UNL	Fire Protection Technology	9,164	402	AS	4.6				Transferring to UNO
UNO	Emergency Management	1,223	310*	BGS BS	4.0* 1.3*				New
UNMC	Interservice Physician Assistant Program Ft. Sam Houston, TX	25,286	1,054	BS	201.6	MPAS	269.0		

*3 year average

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	Program	5 yr Average (2010-2015)							
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards	Justification if under threshold
MCC	Fire Science Technology	1,796	513	AAS	9.2			9.2	Demand
MPCC	Fire Science Technology	130	177	AAS	1.4	0.6		2.0	Need
SCC	Fire Protection Technology	1,708	607	AAS	23.4		1.6	25.0	
SCC	Fire & Emergency Services Management	NA	NA				1.5**		New
CCC	Environmental Health and Safety	NA	NA		0.0	0.0	0.0	0.0	New
CCC	Hospitality Management and Culinary Arts	909	417	AAS	6.0	7.8	15.8	29.6	
MCC	Culinary Arts and Management/Hospitality	9,789	520	AAS	41.2		12.6	53.8	
NECC	Food Service/Dietary Manager	423	582				0.0	0.0	New
SCC	Food Service/Hospitality	8,145	941	AAS	32.4	0.6	12.8	45.8	
SCC	Radiologic Technology	2,333	316	AAS	29.4			29.4	

**2 year average

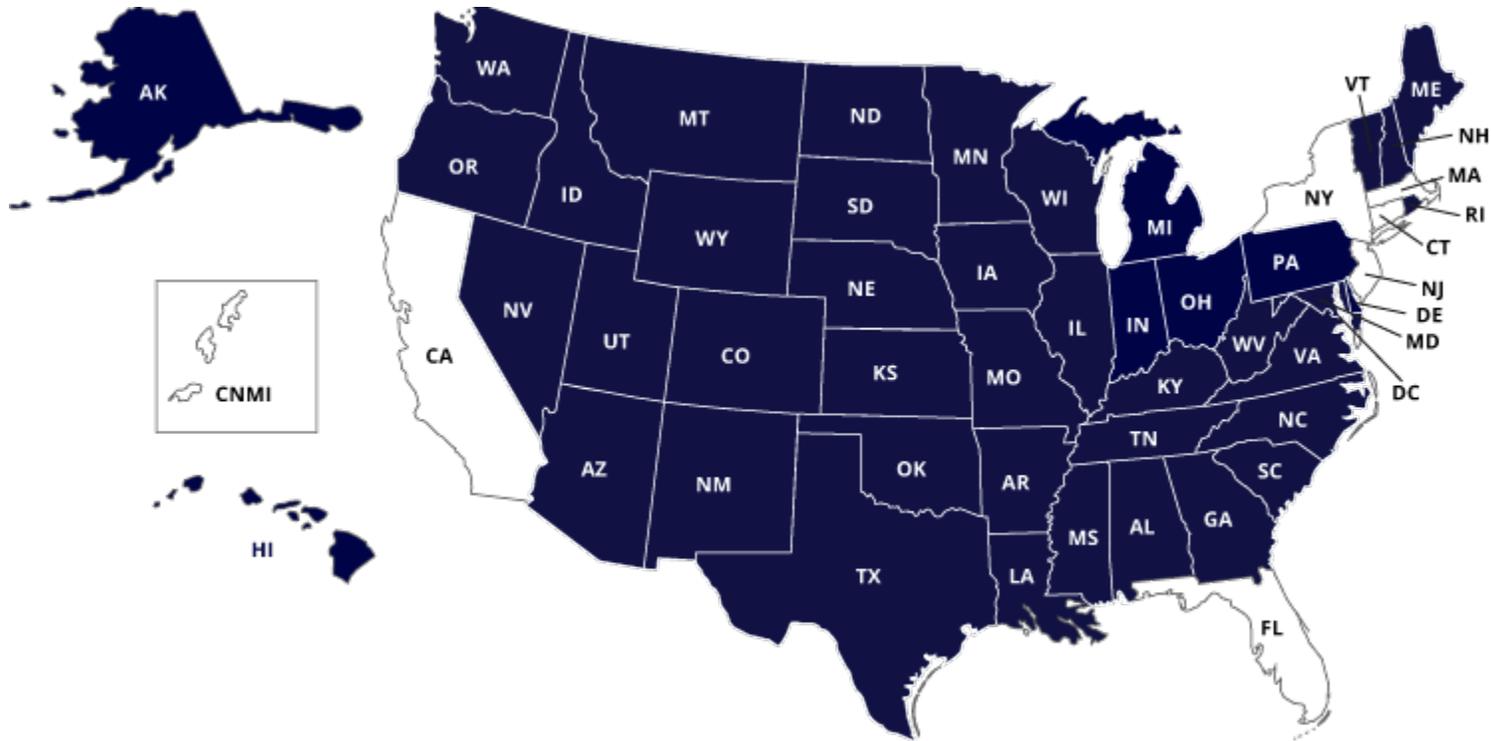
Commission Thresholds

Number of Degrees/Awards in this Program (the mean of the prior 5 years)	Student Credit Hour Production by Department Per Full-Time Equivalent Faculty (the mean of the prior 5 years)	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)
Less Than Two Years and Associate 10 Baccalaureate and First Professional 7 Masters Degree 5 Specialist 4 Doctoral Degree 3	All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below. 300	275

Justification Key

R & M: Gen Ed: Interdisciplinary: Demand: Access: Need: New: Other:	Program is critical to the role and mission of the institution Program contains courses supporting general education or other programs Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program Program provides unique access to an underserved population or geographical area Program meets a unique need in the region, state, or nation Program is newly approved within the last five years Detailed explanation provided
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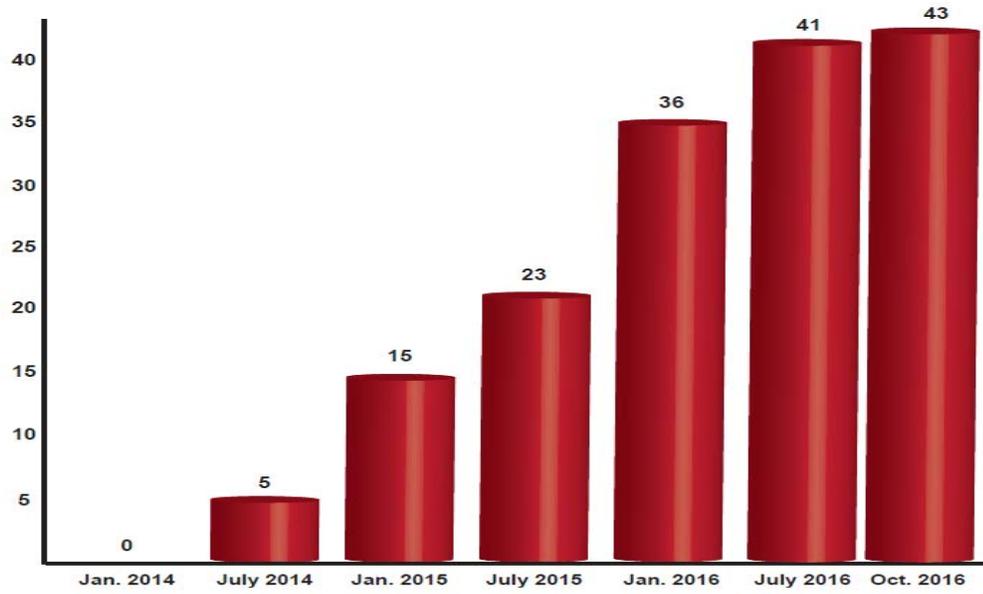
State Authorization Reciprocity Agreement (SARA) States & Institutions, 11-3-16



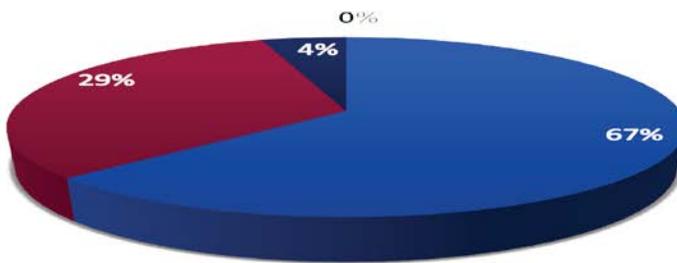
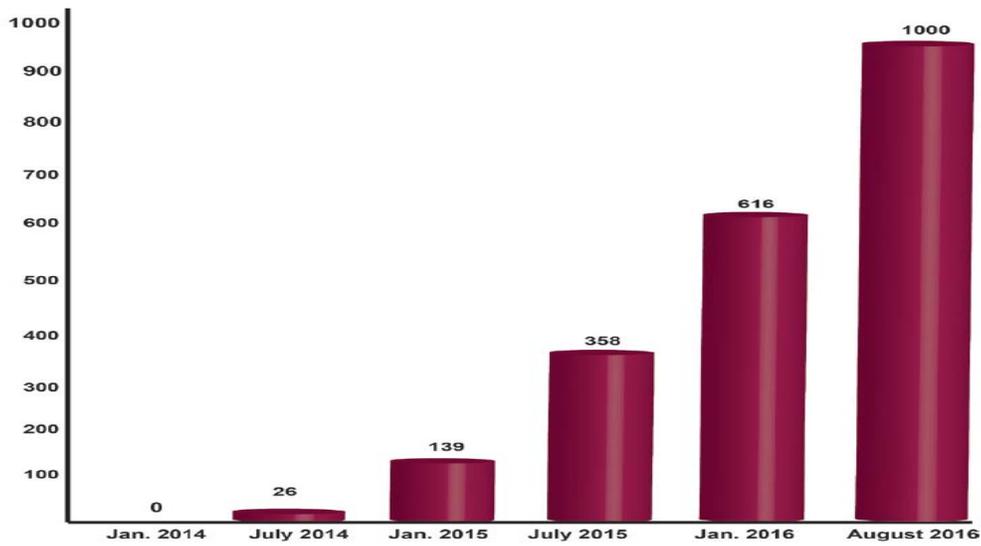
Total: 44 states and the District of Columbia

Over 1,100 institutions

Number of SARA States



Number of SARA Institutions



Institutions by SECTOR



Distance Students from SARA and Non-SARA States at Nebraska Institutions

Fall 2015

Institution (23 participating)	# students from SARA	# students from non-SARA	State w/ largest # of students	State w/ 2 nd largest #
Bellevue University	3335	1500	IA - 571	TX - 385
Bryan College of Health Sciences	0*	0*		
Central Community College	0	0		
Chadron State College	364	80	WY - 150	SD - 60
Clarkson College	250	1	IA - 161	SD - 27
College of Saint Mary	36	0	IA - 36	
Concordia University	338	160	TX - 48	CA, IL, NY - 35
Creighton University	939	329	IA - 220	CA - 95
Metropolitan Community College	666	93	IA - 299	KS - 93
Mid-Plains Community College	0*	0*		
Midland University	0	0		
Nebraska Methodist College of Nursing and Allied Health	62	0	IA - 62	
Northeast Community College	95	0	IA - 71	SD - 24
Peru State College	150	34	IA - 48	MO - 27
Southeast Community College	104	10	KS - 31	IA - 23
Union College	0	0		
University of Nebraska - Lincoln	368	133	KS - 54	IA - 50
University of Nebraska at Kearney	270	111	CA - 33	CO - 31
University of Nebraska at Omaha	97	20	IA - 63	CA - 20
University of Nebraska Medical Center	17	11	OH - 17	VA - 11
Wayne State College	38	0	IA - 38	
Western Nebraska Community College	54	0	WY - 31	CO - 23
York College	0	0		
TOTALS	7183	2482	IA - 1696	TX - 683
			#3: CA - 641	#4: FL - 462

*less than 10 students

States Enrolling the Most Students from Nebraska:

(38 states reporting)

IA - 1096 AZ - 741 WV - 493 CO - 348

INFORMATION ITEMS

A. Certificate Name Change

1. NECC - Administrative Assistant certificate to
Administrative Professional certificate

B. Reasonable and Moderate Extension

1. NECC - Associate of Arts concentration in Global Studies

2016 Biennial Report

(Appendix 13)

Under Separate Cover

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

(Appendix 14)

Under Separate Cover