
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

September 29, 2011
Grace University
Omaha, Nebraska

Public notice of meeting

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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON SEPTEMBER 29, 2011. THE MEETING WILL BEGIN AT 8:30 AM. AND ADJOURN AT APPROXIMATELY 1:30 P.M.

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

DR. JOYCE D. SIMMONS, CHAIR

Meeting called to order at 8:36 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Joyce Simmons called the meeting to order at 8:36 a.m. and asked for introductions.

Commissioners Present

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

Commission Staff Present

Miste Adamson-DaMoude	Dr. Kathleen Fimple
Katherine Green	Dr. Marshall Hill
Jason Keese	Dr. Barbara McCuen
Ritchie Morrow	Dr. Carna Pfeil
Mike Wemhoff	

Michael James, Executive Vice President, Grace University greets Commissioners

GREETINGS BY MICHAEL JAMES, EXECUTIVE VICE PRESIDENT OF GRACE UNIVERSITY

The University was originally founded in 1943 as a Mennonite school. It no longer has formal ties with Mennonites, and now is a non-denominational, Bible-centered Christian college. The school's enrollment is approximately 460 students, of which 220 live on campus, 350 are undergraduate students, 75 are in the adult degree completion program, and another 75 are in the master's program.

*Minutes of July 21, 2011
Commission meeting approved*

MINUTES OF JULY 21, 2011 COMMISSION MEETING

Commissioner Adam moved that the July 21, 2011 minutes be approved. Commissioner Lauritzen seconded the motion. A roll call vote was taken. Commissioner Winkleblack abstained with all other Commissioners present voting yes.

Chair Simmons announces the nominating committee members

CHAIRPERSON'S REPORT

Chair Simmons announced the nominating committee members for elections to be held in December 2011. The committee will consist of Eric Seacrest, Colleen Adam, and Mary Lauritzen. Eric Seacrest will act as Chair of the committee.

Chair Simmons requests volunteers to plan 20th Anniversary for CCPE

Chair Simmons announced the Coordinating Commission will be reaching its 20th Anniversary in 2012, and asked for volunteers to head a committee to plan a commemoration.

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

EXECUTIVE DIRECTOR'S REPORT

Dr. Marshall Hill explained that the large number of out-of-service area authorizations granted since the last commission meeting is due to the start of a new academic year. The following out-of-service area applications have been authorized:

1. Offered by Central Community College
Interactive two-way video originated from CCC in Columbus, NE
Delivered to Hitchcock County High School in Trenton, NE
 - MATH 1150 College Algebra (3 cr.) 8/22/11 – 12/15/11
2. Offered by Central Community College
Traditional Delivery at Cedar Catholic High School in Hartington, NE
 - PHIL 265 Introduction to Ethics (3 cr.) 8/22/11 – 12/22/11
3. Offered by Northeast Community College
Interactive two-way video originated from Lynch High School in Lynch, NE
Delivered to Cody-Kilgore High School in Cody, NE
 - HIST 2010 American History I (3 cr.) 8/16/11 – 12/22/11
4. Offered by Northeast Community College
Interactive two-way video originated from Burwell High School, Burwell, NE
Delivered to Arcadia High School in Arcadia, NE
 - MATH 2000 Analytic Geometry & Calculus I (5 cr.)
12/21/11 – 5/12/12
5. Offered by Northeast Community College
Interactive two-way video originated from Bancroft-Rosalie High School in Bancroft, NE. Delivered to Arcadia High School in Arcadia, NE
 - ENGL 1010 English Composition I (3 cr.) 8/17/11 – 12/22/11
6. Offered by Northeast Community College
Interactive two-way video originated from Homer High School in Homer, NE
Delivered to Giltner High School in Giltner, NE
 - MATH 1200 Algebra & Trigonometry (5 cr.) 8/17/11 – 5/23/12
7. Offered by Northeast Community College
Interactive two-way video originated from Bancroft-Rosalie High School in Bancroft, NE. Delivered to Giltner High School in Giltner, NE

- MATH 2000 Analytic Geometry & Calculus I (5 cr.)
8/17/11 – 5/18/12
- 8. Offered by Northeast Community College
Interactive two-way video originated from Wisner High School, Wisner, NE
Delivered to Dodge High School in Dodge, NE
 - HIST 1050 World History I (3 cr.) 8/23/11 – 12/22/11
- 9. Offered by Northeast Community College
Interactive two-way video originated from West Point High School in West Point, NE. Delivered to Dodge High School in Dodge, NE
 - ENGL 1010 English Composition I (3 cr.) 8/19/11 – 12/22/11
- 10. Offered by Northeast Community College
Interactive two-way video originated from Wayne High School, Wayne, NE
Delivered to Logan View High School in Hooper, NE
 - PSYC 1810 Introduction to Psychology (3 cr.) 8/18/11 – 12/22/11
- 11. Offered by Western Nebraska Community College
Interactive two-way video originated from Banner County High School in Harrisburg, NE. Delivered to Elba Secondary School in Elba, NE, and Brady High School in Brady, NE
 - ENGL 1010 English Composition I (3 cr.) 8/17/11 – 12/15/11
- 12. Offered by Mid-Plains Community College
Interactive two-way video originated from MPCC in McCook, NE
Delivered to Pleasanton High School in Pleasanton, NE
 - ENGL 1020 Expository Writing I (3 cr.) 8/22/11 – 12/15/11
- 13. Offered by Mid-Plains Community College
Interactive two-way video originated from Arcadia High School, Arcadia, NE
Delivered to Red Cloud High School in Red Cloud, NE, Elwood High School in Elwood, NE, Axtell High School in Axtell, NE, and Burwell High School in Burwell, NE
 - BIOS 1100 Basic Anatomy & Physiology (3 cr.) 8/22/11 – 5/10/12
- 14. Offered by Mid-Plains Community College
Interactive two-way video originated from Arcadia High School, Arcadia, NE
Delivered to Axtell High School in Axtell, NE
 - OFFT 2500 Medical Terminology (3 cr.) 8/22/11 – 5/10/12
- 15. Offered by Mid-Plains Community College
Interactive two-way video originated from Anselmo-Merna High School in Merna, NE. Delivered to Alma High School in Alma, NE, and Sutton Secondary School in Sutton, NE
 - PSYC 1810 Introduction to Psychology (3 cr.) 8/22/11 – 12/15/11
- 16. Offered by Mid-Plains Community College
Interactive two-way video originated from Arthur County High School in Arthur, NE. Delivered to Hyannis High School in Hyannis, NE, Garden County High School in Oshkosh, NE, and Ainsworth High School in Ainsworth, NE
 - SPAN 1020 Beginning Spanish II (5 cr.) 8/22/11 – 5/10/12

Dr. Hill introduces Carol Zink as the representative for MHEC

Dr. Hill introduced Carol Zink as the new representative for the Midwestern Higher Education Compact (MHEC) and asked her to give a report on recent activity.

Commissioner Zink gives an overview of MHEC's mission and organizational member states

MHEC is a regional interstate compact devoted to advancing cooperation and resource sharing in higher education. The member states of the compact are: Illinois, Indiana, Iowa, Kansas, Minnesota, Michigan, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. MHEC is one of four regional compacts in the United States dedicated to advancing higher education and is headquartered in Minneapolis. The compact seeks to achieve its mission in higher education through initiatives in cost savings, student access, and policy research. Within these three areas MHEC attempts to reduce administrative costs, encourage student access, facilitate public policy analysis and information analysis, increase regional academic cooperation, promote educational programs, and encourage innovation in the fields of higher education.

The Nebraska members of MHEC are: Senator Greg Adams, Chair of the Education Committee for the Nebraska Legislature; Dr. Randy Ferlic, Regent of University of Nebraska; Senator Deb Fischer; Dr. Linda Ray Pratt, Executive VP, Provost of University of Nebraska; and Carol Zink, Commissioner of Nebraska's Coordinating Commission for Postsecondary Education. Marshall Hill is a Commissioner-alternate.

Commissioner Zink provided a chart outlining cumulative and annual savings for MHEC member states through June 2010.

Commissioner Seacrest comments on MHEC members

Eric Seacrest added comments about Nebraska's extraordinary leadership in MHEC through chairing numerous committees. Nebraska members have helped make MHEC the success that it has become.

Commissioner Adam recognizes Commissioner Seacrest for his numerous years spent as a MHEC representative

Commissioner Adam pointed out that Commissioner Seacrest was our MHEC representative for several years, and asked everyone to acknowledge his fine work and time commitment.

Dr. Hill speaks about staff projects.

Dr. Hill discussed CCPE's budget cuts and briefed commissioners about the person hired on a part-time basis to replace former Executive Assistant Angela Dibbert.

Dr. Hill gave an overview of state authorization of institutions for distance learning. He is a member of a small drafting team that is attempting to model a state compact that states could adopt to deal with the issue of approving out-of-state institutions. This is a complicated and time consuming project.

Dr. Hill discusses the Dual Enrollment study

There is an ongoing dual enrollment study with an advisory committee and two subcommittees that have met three times to date. Nebraska is one of four states that does not have any uniform statewide policy regarding dual enrollment. This will be a challenging policy-making issue. Commission staff expects that the outcome will not be supported by all advisory board members due to wide differences in opinions.

Public Hearing on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony regarding Matters of General Concern.

Chair Simmons closed the public hearing on Matters of General Concern.

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Doctor of Nurse Anesthesia Practice at BryanLGH College of Health Sciences

*Sharon Hadenfeldt from
BryanLGH College of Health
Sciences*

Sharon Hadenfeldt, Dean of Graduate Studies – Program Director at BryanLGH College of Health Sciences, spoke in favor of the proposed Doctor of Nurse Anesthesia Practice program. The school will be seeking specialized and regional accreditation for the program and approval from the Coordinating Commission is the first step in the process. The American Academy of Colleges of Nursing has stated that all new advanced practice nurses must be educated at a doctoral level by 2015. The school's specialized accreditor has made it a mandatory requirement beginning 2022. BryanLGH will be adding information knowledge courses to help students learn to access up-to-date information on a constant basis, leadership courses, and research-based courses.

Application to Establish a Campus in Nebraska by Wright Career College

*President John Mucci from
Wright Career College*

John Mucci, President of Wright Career College, spoke in favor of the application to establish a campus in Nebraska. Wright Career College was founded in 1921 as Dickinson's Business School in Kansas City. The school was sold in the mid-1960s to a prominent educator in the state of Missouri, then Mr. James Miller, Jr. purchased it in 1978. The mission of the school from the beginning was to provide career training to those who might not have other opportunities. They focus in career fields known to be "growth" areas.

Wright Career College strives to provide not only knowledge, but tools to their students to help them succeed. Each student is provided a laptop to use during school, then upon graduation they are presented with a new laptop to take with them into the working world.

*Dr. Adam John from Wright
Career College*

Dr. Adam John, Vice President of Wright Career College, stated one of the long-term goals of the college is to attain regional accreditation. When the bachelor degree programs were developed, they were done so with HLC (Higher Learning Commission) standards in mind. Their current accrediting body, ACICS, requires faculty to have a minimum of a bachelor's degree to teach core courses, and, minimum of a master's degree to teach general education courses. However, HLC standards require a minimum of a degree higher than that which is being taught. Since Wright Career College is moving toward regional accreditation with HLC, a mandate has been sent to all schools that any new hires must hold a minimum of a master's degree.

Dr. John said that Wright Career College is unique from other career colleges in its dedication to students, not only during school but also after graduation. The college's staff tracks student attendance and progress on a

weekly basis. They contact students to identify potential problems and help manage situations as they arise.

Faculty and staff at Wright Career College are encouraged to become involved in their community through the chamber of commerce or other volunteer programs. Each individual school holds fund drives pertinent to their area for anything from clothing to food, etc. The institution offers free GED programs, including books, to anyone who wants them. During tax season, the accounting department offers free tax preparation for members of the community.

Wright Career College's pricing is similar to for-profit career training schools, but Wright does not receive any subsidized funding. Not-for-profit is an IRS tax status that means it must fund everything they do from the revenue generated by enrollment. Nearly 85% of Wright Career College students are eligible for Title IV Pell Grants, which reduces their debt. Wright Career College offers laptops to each student and transportation to and from classes, which reduce costs to students.

Wright Career College's goal is to operate schools with 350 – 400 students, and the programs offered have specialized curriculum. Classrooms are smaller and more intimate than other institutions, and some students learn better in that environment. Wright Career College hopes to reach the students who are not comfortable in a large classroom and prefer more personal attention than large institutions are able to provide.

Commissioner Zink closed the public hearing on Academic Programs Committee items.

UNIVERSITY OF NEBRASKA STATE OF THE UNIVERSITY ADDRESS

Chancellor Harvey Perlman from the University of Nebraska-Lincoln presented highlights from his recent State of the University Address. The University of Nebraska-Lincoln is focusing its attention on two priorities: undergraduate education and research. These represent the greatest needs of the state of Nebraska by keeping and attracting young people. Enrollment has increased approximately 2,500 students over the past 4 – 5 years.

Two projects given high priority at this time are entry into the Big Ten conference and Innovation Campus. The athletic side as well as the academic side of the University are challenged to rise to the elevated expectations of being a Big Ten member. As compared to other Big Ten universities, Nebraska is the smallest in student body and faculty, and lowest in research activity and expenditures. One major goal is to become larger in size and quality as an institution. The University is striving to reach 30,000 students by 2017. Part of this objective is also to shorten time to degree and increase retention. Increasing tenure track faculty is a necessary step to increasing the student body. Another goal is to double research within the next seven years. Research leads directly to economic growth for the state of Nebraska. There are currently several units at the

Chancellor Harvey Perlman presents highlights from his recent State of the University Address

University that are not maximizing their potential in terms of research attractiveness. This creates an opportunity to engage with the private sector to increase research expenditures, which leads to Innovation Campus.

Innovation Campus is built on the notion that there are opportunities for public institutions to partner with private-sector companies which will make both better. Seventy to seventy-five percent of research is currently being done through federal money received by universities. Public institutions do the basic research, then private-sector companies find ways to commercialize the research and give it productive value. Woodbury Corporation has been hired as the developer at Innovation Campus. Woodbury is investing its own money up-front to build the infrastructure, which is badly needed. The Legislature awarded \$25 million to build initial buildings. Of the \$25 million, \$10 million will be spent to convert the horse arena within the 4-H building to a conference center. Woodbury Corporation will renovate the other part of the 4-H building and also build a companion building. A Life Science Research center will be built with the other \$15 million. Woodbury Corporation will build comparable space in hopes of leasing to private sector companies doing joint research with the University. Innovation Campus will be the first campus in North America with the ability to detect drought resistance in plants. Changing to the Big Ten conference opened many new opportunities to generate more research dollars; it also offers the potential for collective purchasing and collaboration on research activities.

Student recreation, student life, quality of dormitories, and the manner in which students envision themselves living during their college years are critical to their decision in choosing a university. The proposed Outdoor Adventure Center is a key component to attracting Big Ten students. Twenty percent of the current student body voted to approve the project. They were fully aware of costs, and many will never get to use the facility because they will graduate before it is finished. This is an investment the University and its students must commit to in order to attract students from other states, as well as to keep resident students in Nebraska.

Adjourned for break at 10:40 a.m. Meeting resumed at 10:55 a.m.

ACADEMIC PROGRAMS COMMITTEE

Wright Career College, Overland Park, Kansas' Application to Establish a Campus in Nebraska

The Academic Programs Committee recommended approval of the application, with the following conditions: 1) Commission staff conduct a site visit of the proposed facility as part of the college's statutory obligation to demonstrate that facilities are adequate, 2) approval is received from the Accrediting Council for Independent Colleges and Schools (ACICS), and 3) Mission Group Kansas, Inc. files with the Nebraska Secretary of State.

Wright Career College, Overland Park, KS application to establish a campus in Nebraska

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to Commissioners. The format of the review has been updated because of new requirements from LB 637. Criteria are grouped differently, and two new categories appear: credit hours awarded, and institution's policies and procedures related to recruiting and admissions practices.

Commissioner Lauritzen and Commissioner Winkleblack shared information learned at the public hearing held August 31, 2011.

Application for Wright Career College to establish a campus in Nebraska approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the application from Wright Career College to establish a campus in Nebraska with the conditions as listed above. A roll call vote was taken. Commissioner Simmons voted no, with all other Commissioners present voting yes.

BryanLGH College of Health Sciences application to offer a new program

BryanLGH College of Health Sciences' Application to Modify a Previous Authorization to Operate: New instructional program, Doctor of Nurse Anesthesia Practice

The Academic Programs Committee recommended approval of the proposed application to offer a Doctor of Nurse Anesthesia Practice.

Dr. Fimple reviews the application

Dr. Fimple presented the application to Commissioners. This would be the first Doctor of Nurse Anesthesia Practice program in Nebraska.

Application for BryanLGH College of Health Sciences to offer Doctor of Nurse Anesthesia Practice approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the application from BryanLGH College of Health Sciences to offer a Doctor of Nurse Anesthesia Practice. A roll call vote was taken, with all Commissioners present voting yes.

Existing Program Review approved by the Executive Director

Existing Program Review Information Items

Executive Director Dr. Marshall Hill approved continuation of the following existing programs, whose productivity fell within Commission thresholds.

Central Community College

Dental Hygiene – AAS

Dental Assisting – AAS, Diploma

Metropolitan Community College

Dental Assisting – Certificate

Respiratory Care Technology – AAS

Interior Design – AAS

Southeast Community College

Major Appliance Professional Technology – Diploma

Dental Assisting – Diploma

Respiratory Care – AAS

Polysomnographic Technology – Certificate

MPCC Dental Assisting program

Existing Program Review Action Item: Mid-Plains Community College, Dental Assisting (AAS, Diploma)

The Academic Programs Committee recommended continuation of the program with a report on graduation rates and SCH/FTE due on September 15, 2014.

Dr. Fimple reviews the program

Dr. Fimple presented the program information and MPCC's governing board action.

MPCC Dental Assisting program continued

Commissioner Zink, on behalf of the Academic Programs Committee, moved to continue the program at Mid-Plains Community College with the above listed condition. A roll call vote was taken, with all Commissioners present voting yes.

Program Deletions

Information Items: Program Deletions

MCC – Polysomnography (AAS, Certificate)

SCC – John Deere Technology (AOS)

UNL – Plant Protection Sciences (BS)

New Certificate

New Certificate

SCC – Fire Protection Technology (Certificate)

Program Name Change

Program Name Change

SCC – Diesel Technology-Farm to *Diesel Technology-Ag Equipment Service Technology*

Focus Area Name Change

Focus Area Name Change

SCC – Merge Computer Information Technology-Programmer and Computer Information Technology-Web Applications Programmer

New focus:

Computer Information Technology-Applications/Web Programmer

Department Merger

Department Merger

UNL – Department of Engineering Mechanics and Department of Mechanical Engineering

New department:

Department of Mechanical and Materials Engineering

Center Renaming

Center Renaming

UNMC – Center for Biopreparedness Education to *Center for Biosecurity, Biopreparedness and Emerging Infectious Diseases*

Center Elimination

Center Elimination

UNO – Center for ePortfolio-Based Assessment

PUBLIC HEARING ON BUDGET, CONSTRUCTION AND FINANCIAL AID COMMITTEE ITEMS

Ron Withem from University of Nebraska

UNL – City Campus Outdoor Adventure Center

Ron Withem, Associate VP for University Affairs/Director of Government Relations, introduced representatives from the University of Nebraska-Lincoln who wished to testify regarding the proposed City Campus Outdoor Adventure Center. The representatives were: Stan Campbell, Director of Campus Recreation and Associate Vice Chancellor of Student Affairs; Lane Carr, University of Nebraska Board of Regents non-voting student representative; and Eric Kamler, Association of Students of the University of Nebraska.

Stan Campbell from UNL

The Outdoor Adventure Center is not just a rock-climbing wall. It sponsors adventure trips throughout Nebraska and across the United States, such as backpacking, canoeing, hiking, etc. International trips are also sponsored to Spain, Nepal, Mexico City, South America, the Bahamas -- basically all over the world. The center runs a bike shop that served over 2,600 students last year. The center has a leadership development series with a challenge course located near the airport. The center rented out 4,600 items including canoes, backpacks, sleeping bags, cross country skis, kayaks, snow shoes, back country stoves, etc., last year. Over 450,000 hours of equipment usage was logged. The center offers instructional classes both for academic credit and personal interest. There is a student resource center to aid students in designing their own trips. Nebraska has been recognized as a national leader in outdoor adventures. The new Adventure Center will allow Nebraska to continue to meet the needs of students.

The current climbing wall is 38 feet high with six climbing lines, constructed in 1997. This wall has limited availability for a student body of nearly 25,000. Due to its location, the climbing wall is closed various times of the year. Any time there is an athletic event being held in the Coliseum the wall is closed. A new outdoor adventure center with dedicated space to outdoor adventures, not just climbing, but the bike shop and other entities as well, will see a tremendous increase of student usage. The first time the adventure center was updated there was a 474% increase in use. Similar increases are expected with this new adventure center. It is estimated that 2/3 of all learning at a college campus takes place outside the classroom. The Outdoor Adventure Center is a wonderful learning environment, and a place to meet others with similar interests while also being active.

Eric Kamler from UNL

Eric Kamler, Association of Students of the University of Nebraska, spoke about the campaign encouraging students to vote in favor of the proposed revenue bonds to renovate the current City Campus Recreation Center, construct a new East Campus Recreation Center, and construct a new Outdoor Adventure Center on City Campus. While touring current facilities the lines of students waiting to use equipment were phenomenal. Student energy behind the campaign "Yes to Better Rec Centers" was very high. The students that voted for these projects did so knowing they will never get to use these facilities rather, they see it as leaving their legacy for future students.

Lane Carr from UNL

Lane Carr, University of Nebraska Board of Regents non-voting student representative, spoke in favor of the proposed Outdoor Adventure Center. The Sapp Recreation Facility Remodel cannot happen without the new Outdoor Adventure Center. The two projects are tied together. Sixty-one percent of students polled indicated recreation facilities was a contributing factor in choosing a university. A similar proposal was put to student vote four years ago and failed. At that time the students felt it was too expensive and wasn't how they felt their student dollars should be spent. The present proposal is more financially sound, and would increase accessibility to the recreation center.

UNL student supporters introduce themselves

Eight University of Nebraska students who were present in the audience to show support for the proposed Outdoor Adventure Center introduced themselves, stating their name, home town, year in college, and major of study.

Lane Carr from UNL

Lane Carr stated that over 50 Town Hall meetings were held at student organizations throughout the campus to enlighten students and answer questions they had with regard to the "Yes to Better Rec Centers" campaign. The proposed student fee increases were made very clear, and students understood what they were voting for.

Commissioner Davis closed the public hearing on Budget, Construction and Financial Aid Committee items.

BUDGET, CONSTRUCTION AND FINANCIAL AID COMMITTEE

UNL East Campus Recreation Center

University of Nebraska-Lincoln – East Campus Recreation Center
The Budget, Construction and Financial Aid Committee recommended approval of the revenue bond proposal to the Legislature.

Mike Wemhoff presents the proposal

Mr. Mike Wemhoff, Facilities Officer, presented an updated Committee Draft of the proposal information which included highlighted language clarification, then answered general questions from Commissioners.

Rebecca Koller from University of Nebraska

Rebecca Koller, Assistant Vice President/Director Facility Plan Management from the University of Nebraska, answered questions from Commissioners regarding the unusual scope of this project.

Dr. Hill suggests necessary changes to the Committee Draft

Dr. Marshall Hill indicated that several changes needed to be made to the updated Committee Draft to comply with this morning's discussion.

Recommendation for approval of proposal for UNL – East Campus Recreation Center

Commissioner Davis, on behalf of the Budget, Construction and Financial Aid Committee, moved to recommend approval of the proposal to the Legislature as revised to remove language restricting the size of the facility to what was presented in the student referendum. A roll call vote was taken, with all Commissioners present voting yes.

UNL City Campus Outdoor Adventure Center

University of Nebraska-Lincoln – City Campus Outdoor Adventure Center

The Budget, Construction and Financial Aid Committee recommended disapproval of the revenue bond proposal to the Legislature.

Mr. Wemhoff discusses the proposal

Mr. Wemhoff presented the proposal and answered general questions from Commissioners.

Commissioner Seacrest discussed statutory review instructions

Commissioner Seacrest discussed the Coordinating Commission's specific statutory instructions by which they are to review proposals. He stated that in light of the testimony, none of the criteria thresholds reviewed has changed.

Motion to recommend approval

Commissioner Davis moved to approve an amended Committee Recommendation that recommends approval of the proposal to the Legislature with staff modifications to the written document which conform with a recommendation for approval. Commissioner Adam seconded the motion.

Motion withdrawn

Commissioner Adam withdrew her second to the motion. Commissioner Davis withdrew his motion.

Motion to support original Committee Recommendation which recommends disapproval with additional language regarding change-of-space in the Coliseum

Commissioner Seacrest moved to approve the Committee Recommendation to recommend disapproval of the proposal to the Legislature, while adding language regarding change-of-space issues in the Coliseum expected in future years. Commissioner Bishop seconded the motion. A roll call vote was taken. Commissioners Zink, Bishop, Seacrest, Simmons, and Wilson voted yes. Commissioners Winkleblack, Adam, Anderson, Davis, Hunter, and Lauritzen voted no. The motion was defeated.

Motion to recommend approval

Commissioner Davis moved to recommend approval of this proposal to the Legislature. Staff is charged to modify the current written document to reflect a recommendation for approval to the Legislature while retaining language voicing concerns about increasing student fees. Staff modifications are subject to the approval of the Budget, Construction, and Financial Aid Committee. Commissioner Winkleblack seconded the motion. A roll call vote was taken. Commissioners Davis, Lauritzen, and Winkleblack voted yes. Commissioners Zink, Adam, Anderson, Bishop, Hunter, Seacrest, Simmons, and Wilson voted no. The motion was defeated.

Commissioner Davis left the meeting at this time (1:08 p.m.)

Motion to support original Committee Recommendation which recommends disapproval

Commissioner Bishop moved to approve the original Committee Recommendation to recommend disapproval of the proposal to the Legislature. Commissioner Anderson seconded the motion. A roll call vote was taken. Commissioner Winkleblack voted no, with all other Commissioners present voting yes.

UNL City Campus Sapp
Recreation Facility Remodel

Mr. Wemhoff discussed the
proposal

Proposal for UNL - City Campus
Sapp Recreation Facility
Remodel recommendation for
approval

Dr. LaCost and Dr. Grady
present the Evaluation Report for
College Access Challenge Grant

2011-2012 Budget Deficit
Requests

Dr. Hill reviews the proposed
deficit requests

2011-2012 Budget Deficit
Requests approved

2012 Commission Meeting Dates

2012 meeting dates approved

University of Nebraska-Lincoln – City Campus Sapp Recreation Facility Remodel

The Budget, Construction and Financial Aid Committee recommended approval of the revenue bond proposal to the Legislature.

Mr. Wemhoff presented the proposal and answered general questions from Commissioners.

Commissioner Bishop moved to approve the recommendation for approval of this proposal to the Legislature to issue revenue bonds to remodel a portion of the Sapp Recreation Facility on the University of Nebraska-Lincoln City Campus as outlined in the project statement, financial feasibility plan and supplemental information provided by the university. Commissioner Seacrest seconded the motion. A roll call vote was taken, Commissioner Simmons voted no, with all other Commissioners present voting yes.

Commissioner Anderson left the meeting at this time (1:20 p.m.)

EXECUTIVE COMMITTEE

2010-2011 College Access Challenge Grant subgrantee program report from evaluators

Barbara LaCost, PhD, and Marilyn L. Grady, PhD, presented their *Evaluation Report for College Access Challenge Grant 2010-2011*. The report addresses three areas for each of the eight awards to eight organizations: program overview and progress, evaluator observations, and suggestions and recommendations. Commissioners asked general questions following the report.

2011-2012 Budget Deficit Requests

The Executive Committee recommended approval of the proposed 2011-2012 Budget Deficit Requests.

Dr. Hill discussed the proposed deficit requests.

Chair Simmons, on behalf of the Executive Committee, moved to approve the proposed 2011-2012 Budget Deficit Requests. A roll call vote was taken, with all Commissioners present voting yes.

2012 Proposed Commission Meeting Dates

The Executive Committee recommended approval of the proposed 2012 Commission meeting dates.

Chair Simmons, on behalf of the Executive Committee, moved to approve the proposed 2012 Commission meeting dates. A roll call vote was taken, with all Commissioners present voting yes.

Commissioner Wilson left the meeting at this time (1:50 p.m.)

BUDGET, CONSTRUCTION AND FINANCIAL AID COMMITTEE

Ritchie Morrow presents report on 2010-2011 ACE program

2010-2011 Access College Early (ACE) program statistics

Mr. J. Ritchie Morrow, Financial Aid Coordinator, presented a report on the 2010-2011 Access College Early (ACE) program and answered general questions from Commissioners.

Chair Simmons left the meeting at this time (2:10 p.m.)

Mr. Morrow presents 2011-2012 NOG allocations

2011-2012 Nebraska Opportunity Grant (NOG) allocations

Mr. Morrow presented the allocation breakdown of Nebraska Opportunity Grant funds for institutions for academic year 2011-2012. A graph showing allocations by sector was also provided that shows the past 12 academic years. Commissioners asked general questions following the report.

Katherine Green presents report on 2011-2012 ACE Plus Scholarships

2011-2012 ACE Plus Scholarships

Ms. Katherine M. Green, CACG Program Director, presented a summary report on ACE Plus Scholarships for academic year 2011-2012 and answered general questions from Commissioners.

PLANNING AND CONSUMER INFORMATION COMMITTEE

Dr. McCuen presents sections A and C of the Factual Look

Sections A and C of the 2010-2011 Factual Look at Higher Education in Nebraska

Dr. Barbara McCuen, Research Coordinator, presented Sections A (Enrollment) and C (Faculty and Salaries) of the 2010-2011 *Factual Look at Higher Education in Nebraska* and answered general questions from Commissioners.

Next Commission Meeting: December 8, 2011

FUTURE MEETINGS

The next meeting of the Commission is scheduled for Thursday, December 8, 2011. The meeting will be held at the State Capitol in Lincoln.

Meeting adjourned 3:02 p.m.

ADJOURNMENT

The meeting adjourned at 3:02 p.m.

Coordinating Commission General Fund - Program 640

	2011-2012 General Fund Budget	2011-2012 Current Expenditures	% of Budget Expended Time Elapsed 25.00%
PERSONAL SERVICES			
Permanent Salaries	\$749,084	\$185,093	24.7%
Temporary Salaries			
Overtime			
Subtotal	\$749,084	\$185,093	24.7%
PSL	\$844,420	\$185,093	21.9%
Benefits	\$214,000	\$56,666	26.5%
Subtotal	\$963,084	\$241,759	25.1%
OPERATING EXPENSES			
Postage	\$3,400	\$630	18.5%
Communication	\$15,000	\$3,306	22.0%
Freight	\$100		0.0%
Data Processing	\$2,000	\$439	22.0%
Publication & Printing	\$9,500	\$2,025	21.3%
Awards Expense	\$150		0.0%
Dues & Subscriptions	\$13,000	\$12,311	94.7%
Conference Registration Fees	\$2,000	\$929	46.5%
Electricity	\$1,800	\$875	48.6%
Rent Expense	\$40,000	\$10,498	26.2%
Repair & Maintenance	\$100		0.0%
Office Supplies	\$1,900	\$537	28.3%
Food Expenses	\$1,100	\$254	23.1%
Education Supplies	\$300		0.0%
Account & Auditing Services	\$6,705	\$6,705	100.0%
Other Cont. Srvs & Travel Exp.	\$500		0.0%
Other	\$1,500	\$978	65.2%
Subtotal	\$99,055	\$39,487	39.9%
STAFF TRAVEL			
Board & Lodging	\$4,046	\$3,736	92.3%
Commercial Transportation	\$2,000	\$1,775	88.8%
State-Owned Transportation	\$750	\$109	14.5%
Mileage	\$500	\$146	29.2%
Other	\$250	\$209	83.6%
Subtotal	\$7,546	\$5,975	79.2%
COMMISSIONER TRAVEL			
Board & Lodging	\$2,000	\$108	5.4%
Commercial Transportation			0.0%
Mileage	\$7,500	\$1,191	15.9%
Other	\$25		0.0%
Subtotal	\$9,525	\$1,299	13.6%
CAPITAL OUTLAY			
Office Equipment	\$500	\$0	0.0%
Hardware	\$5,000	\$164	0.0%
Software	\$2,500	\$30	1.2%
Subtotal	\$8,000	\$194	2.4%
MHEC Dues	\$95,000	\$95,000	100.0%
TOTAL EXPENDITURES			
	\$1,182,210	\$383,714	32.5%
General Fund	\$1,170,872	\$1,170,872	
Cash Fund	\$11,338	\$11,338	
TOTAL APPROPRIATION			
	\$1,182,210	\$1,182,210	
Remaining Balance	\$0	\$798,496	67.5%



**POSTSECONDARY INSTITUTION
RENEWAL APPLICATION
For 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; X For-profit:
___ sole proprietorship ___ partnership X corporation

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

Last accreditation review and result: January 15, 2010; accredited for five years,
effective June 2009

Date initially approved by CCPE: December 8, 2005

Student Data

Academic year: 2010-2011			
	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
Institution:	118	110	64
Program/s:			
Design Illustration and Computer Graphics AOS	86	81	38
Graphic Design BFA	32	29	26

* 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	

Financials for years ending December 31, 2010 and 2009 were reviewed by Commission staff.

- Retained earnings have increased and provide a cushion for enrollment fluctuations.
- More than 10% of the institution’s revenue is from sources other than federal (Title IV) financial aid funds, putting them in compliance with U.S. Department of Education requirements.
- The institution’s 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.)

Tuition and fees:

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

Student loan default rate: 2007 – 0; 2008 – 2.8%; 2009 – 9.8%

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 semester credit hour is equivalent to 15 clock hours of classroom instruction or 30 clock hours of lab/shop 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 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	√

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 Design Illustration and Computer Graphics and BFA in Graphic Design.
 Length of authorization: Five years (valid through December 31, 2016)

Reporting requirements: Annual reports will be required in a form provided by the Commission. The institution will be notified when the process and forms have been finalized.



**POSTSECONDARY INSTITUTION
RENEWAL APPLICATION
For 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.; Dr. Sandra Stallard, President

Corporate Address: 1133 15th Street, NW, Suite 300, Washington, DC

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

Accreditation: Middle States Commission on Higher Education (ACCSC)
(a regional accrediting body)

Last accreditation review and result: Accreditation reaffirmed June 28, 2007
(reviewed at least every five years)

Date initially approved by CCPE: April 16, 2009

Student Data

Academic year: 2010-2011				
		Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
Institution:		39	17.9	
Program/s:				
Business Administration	AA	2	.8	0
	BBA	20	7.9	0
	MBA	17	7.7	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	

Financials for years ending December 31, 2010 and 2009 were reviewed by Commission staff.

- The university appears to have a stable cash flow and is debt free.
- Approximately 22% of the institution’s revenue is from sources other than federal (Title IV) financial aid funds, putting them in compliance with U.S. Department of Education requirements.
- The institution’s composite financial score, according to the U.S. Department of Education, is 2.9, 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.)

Tuition and fees:

Program	Tuition	Fees	Books	Other	Total
Undergraduate full-time	\$1,590 per course	\$39.60 per quarter (technology)	\$1,500	\$44 fee (application)	varies
Undergraduate part-time	\$1,665 per course		\$1,500		varies
MBA	\$2,175 per course		\$1,500		varies

Student loan default rate: not applicable. Verizon Wireless pays the tuition and fees for all employees who study at the Lincoln call center.

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	<input type="checkbox"/>	<input type="checkbox"/>	no	<input checked="" type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	no	<input checked="" type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	no	<input checked="" type="checkbox"/>

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.; Dr. Sandra Stallard, President
 Level of authorization: Authorized to offer one or more complete degree programs at the associate, baccalaureate, and master's level, limited to programs in business administration.
 Length of authorization: Five years (valid through December 31, 2016)

Reporting requirements: Annual reports will be required in a form provided by the Commission. The institution will be notified when the process and forms have been finalized.



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

Institution: Central Michigan University

Nebraska Street Address: 106 Peacekeeper Drive, Suite 806, Base Education Center, Offutt AFB, Nebraska

Name of Owner: Central Michigan University Board of Trustees

Corporate Address: Warriner Hall 106, Mount Pleasant, Michigan

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: 2005-06 (next evaluation in 2015-16)

Date initially approved by CCPE: October 29, 1981

Student Data

Academic year: 2010-2011			
	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
Institution:	23	Not provided	5
Program/s:			
Administration, concentration in general administration MS	15		4
Administration, concentration in health services administration MS	1		0
Administration, concentration in human resources administration MS	7		1

* 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.

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	

Financials for years ending June 30, 2011 and 2010 were reviewed by Commission staff.

- Central Michigan is a state supported institution, but the state funding is minimal compared to tuition and other revenue sources, which continue to increase annually.
- The university has utilized interest rate swapping to hedge interest rates on bonds. Currently the variable rate portion of the swap is less than the fixed rate being paid, putting the university in a negative position. This situation could reverse if interest rates increase in the bond market. While this is an issue, it should not interfere with the institution’s ability to fulfill its commitment to Nebraska students.

Tuition and fees:

Program	Tuition	Fees	Books	Other	Total
Graduate – standard	\$468 / credit hour	\$50 application	NA	\$50 graduation	Varies
Graduate - military	\$288 / credit hour				varies

Student loan default rate: 2007 – 2.9%; 2008 – 2.3%; 2009 – 2.7%

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 – The total number of classroom instruction hours per three credit course is equal to 36 (or 12 instructional hours per credit hour).

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	no	<input checked="" type="checkbox"/>

See page 1 for location.

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

Meets minimum standards				
yes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	no	<input type="checkbox"/>

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	no	<input checked="" type="checkbox"/>

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

Changes since previous reporting?				
yes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	no	<input checked="" type="checkbox"/>

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

Institution: Central Michigan University
 Owner: Central Michigan University Board of Trustees
 Level of authorization: Authorized to offer one or more complete degree programs at the master's level, limited to the Master of Science in Administration.
 Length of authorization: Five years (valid through December 31, 2016)

Reporting requirements: Annual reports will be required in a form provided by the Commission. The institution will be notified when the process and forms have been finalized.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska-Lincoln
Program:	Civic Engagement
Award:	Undergraduate Certificate
Institution's Existing Degree(s) in Same or Similar Discipline:	Various courses and activities across the campus
Proposal Received by Commission:	September 29, 2011; revised November 11, 2011
Proposed Start Date:	Upon approval

Description

The goal of the proposed certificate is to help students connect what they learn, especially in their general education courses, with key co-curricular activities to develop a life-long habit of civic engagement. The requirements are structured so that students develop competence in six values:

- Civic identity and commitment
- Leadership within civic contexts
- Diversity of communities and culture
- Civic communication
- Analysis of knowledge
- Action within civic contexts

The certificate would require 12 semester credit hours comprised of four courses. Three of the courses must be at or above the 300 (junior) or 400 (senior) level; all courses could be completed as part of a student's required general education classes. Students would be required to have attained at least sophomore standing and be fully enrolled in another program as a major.

In addition to the coursework, students would be expected to:

- complete co-curricular activities that align with the six values. Activities could range from mentoring school children, to serving in VISTA, to providing a service or skill to a community organization.
- maintain an e-portfolio of their activities and their reflections on them
- attend a series of short seminars
- prepare a final project representing their achievement of the civic engagement values, and
- present the project during a final reflection seminar.

Given the length of time required for a co-curricular activity and the subsequent academic requirements, UNL expects that it would take students a minimum of two years to complete the certificate while enrolled in courses for their major.

The program would first be available in the College of Education and Human Resources and the College of Agricultural Sciences and Natural Resources. Within a year, the certificate would be open to students in any college at UNL.

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

UNL cites several sources in establishing a need for the proposed certificate. Business and government leaders encourage institutions to provide students with the experiences that make them competent thinkers in the realms of ethics, global knowledge, and intercultural literacy rather than simply prepared for narrow workforce specialties (*National Leadership Council for Liberal Education and America's Promise*, 2007). Other works cited report that civic engagement practices benefit students by fostering deep learning and helping improve retention (*High Impact Educational Practices*, 2008) and that students themselves believe that community-based projects motivate them to continue contributing to the greater good. Such projects also help them make connections between academics and real life (*Civic Responsibility: What is the Campus Climate for Learning?*, 2009) Locally, students in the Freshman Campus Leadership Association were asked what difference pursuing a certificate in civic engagement would make to them. They responded that it would broaden their education, build character, and give a wider world perspective.

UNL reports that the need for this type of program is reflected in a grant competition sponsored by the Association of American Colleges and Universities. The Bringing Theory to Practice two-year grants attracted 50 proposals. UNL was named one of six institutions to serve as a demonstration site.

B. Demand for the Program

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

UNL held discussions with academic advisors on campus. Based on these conversations, the university states that students most interested in the program would be those in pre-professional tracks and those seeking to make themselves more marketable to employers. Students in learning and scholars

communities, such as Pepsi Service Scholars and the Honors Program, would also be likely to seek the certificate. Some scholarships even require a civic component. UNL’s student government also passed a resolution supporting the concept of a civic engagement initiative.

UNL anticipates enrolling 40 students in the first semester, with an additional 80 in the second semester. The proposal states that if the program does not attract student interest, UNL will discontinue it.

There is little solid evidence that students would enroll in this certificate program. If general education courses were selected carefully, it would require no additional coursework. It would, however, require considerable time in other activities and therefore may appeal to a limited number of students.

C. Avoidance of Unnecessary Duplication

High-----Low
√

Since statutory language has barred public four-year institutions from offering undergraduate certificates until the passage of LB 637, there are no public institutions in Nebraska offering similar programs. There are, however, other institutions in the United States that offer an undergraduate certificate in civic engagement. Many are private institutions and the programs often emerged during the last two decades from service learning programs already on campuses.

D. Resources: Faculty/Staff

High-----Low
√

UNL reports that budget lines previously assigned to service learning and leadership development would be realigned to support office staffing and operating expenses. These are reflected in the budget as well as .25 FTE for the Vice Chancellor of Student Affairs office.

An advisory committee, comprised of faculty, staff, and students, would be established to provide oversight and assist with assessment.

E. Resources: Physical Facilities/Equipment

High-----Low
√

Space in the Nebraska Union would be renovated to serve as the Civic Engagement Office. The renovation would be paid for through funds allocated for building improvement.

F. Resources: Library/Information Access

High-----Low
√

No additional informational resources would be needed since the program would utilize existing courses which presumably have sufficient resources in place. A Web presence for UNL’s civic engagement work is being created with help from students in a web design class in the College of Journalism and Mass Communications.

G. Budget

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

PROJECTED COSTS*		ANTICIPATED REVENUES	
Faculty and Staff	\$494,418	Reallocated Funds	\$494,418
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	
Equipment		Other	
Five-Year TOTAL	\$494,418	Five-Year TOTAL	\$494,418

* No additional personnel or operating expenses are required as the certificate is based exclusively on existing courses and existing faculty.

Committee Comment: This is not a stand-alone certificate. It could only be earned in addition to a student's major. It requires few additional resources from UNL, but does require a considerable time commitment from the student. If that time commitment proves a deterrent to students, UNL has stated they will discontinue the certificate.

Committee Recommendation: **Approve, with a report on the number of students enrolled and the courses selected by them to meet the program requirements, due June 30, 2014.**

[The first regular program review is due June 30, 2016.]

2010-11 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR							
Institution	Program	5 yr Average (2005-2010)					
		SCH/FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded
UNO	Chemistry	497	BA	0.8			
			BS	6.6			
UNO	Geography	856	BA	1.2	MA	5.8	
			BS	7.0			
			BGS	4.2			
	Environmental Studies – Geography and Planning		BS	1.4			
	Geographic Information System (GIS)				Grad. Cert.	2.6	

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR							
Institution	Program	5 yr Average (2005-2010)					
		SCH/FTE	Associate		Diploma	Certificate	Total Awards
CCC	Early Childhood Education	519	AAS	26	17	29	73
MCC	Early Childhood Education	748	AAS	27.6		2.6	30.2
NECC	Early Childhood Education	481	AA	11.2	1.0		12.2
SCC	Early Childhood Education	755	AAS	25.6			25.6

PROGRAMS DISCONTINUED by the INSTITUTIONS			
Institution	Program	Degree(s)	Comments
SCC	Laboratory Science Technology	AAS	

Commission Thresholds

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

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

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

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

2010-2011 Programs Requiring Additional Review

**** (Item in bold is under Commission Threshold)**

			Five Year Average (2005-10)								
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments	
UNO	Geology	BS, BA	3.2	3067	4.58	671	In the new University-wide general education curriculum, courses in Geology are likely to experience increased enrollment, which will likely lead to an increase in majors. The program has already experienced an increase in the number of majors from 21 in 2008-2009 to 35 in 2009-2010.	Continue	Continue, with a report on enrollments and graduation rates due October 15, 2013.		
	Environmental Studies – Earth Science	BS	1.8								
MPCC	Medical Laboratory Technician	AAS	6.0	328	1.5	217	The program has had 100% employment rate for the last 20+ years. Availability of students in the 18 county MPCC area is low compared to metro areas. The ratio of MLT graduates to total area student pool is far greater at MPCC than metro areas. Retention/attrition rates compare favorably with the national average. The national average number of faculty is 2.2; MPCC's is 1.5. A new partnership with North Platte High School resulted in four students enrolling in fall 2011.	Continue	Continue, with a report on enrollment and productivity due September 30, 2013.	MPCC reported that the program has an adequate number of training sites. In addition, the college is constructing a new Health Complex to allow for expansion and consolidation of health programs in one location.	

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

Background:

- The Commission first reviewed the math program at PSC in **1995**. The program averaged 10.6 graduates for the previous five years. In the **2002** review, the average was 9.4.
- In **2009** the Commission again reviewed the math program as part of its regular review cycle. The program averaged 2.4 graduates over the previous five years and averaged 510 SCH/FTE.
- Peru reported that the program played significant role in supplying math teachers to rural areas as well as supporting students who major in other fields.
- The Commission **continued the program** and called for a report on demand for the program.

Summary of Institution's Report:

- The math program is a critical supporting element necessary to achieve the college's mission and goals, particularly developing independent inquiry and critical thinking skills in students.
- The average number of graduates between 2006 and 2010 was 2.2, with five graduates in 2009-10. These numbers include students seeking an endorsement to teach secondary math.
- The average SCH/FTE was 476. The total SCH averaged 2,849, although the figure was 3,372 in 2009-10.
- Though small, the program accommodates a variety of student needs including general education courses, elementary algebra for those not prepared for college programs, and support for other fields such as business and education.
- Students benefit from faculty trained broadly in the field as well as a very low student/faculty ratio.
- There are four reasons the program should be retained.
 - *"It is necessary to the long run health of the college."* Peru offers only 13 undergraduate majors and eliminating fundamental majors will change the character of the institution and reduce flexibility. The college was recently added as a participant in the Rural Health Opportunities Program (RHOP) in which a strong math component is critical.
 - *"Demand is more significant than the number of graduates would indicate."* In addition to the nine declared math majors, there are 18 students seeking a teaching endorsement in math. This represents a 50% increase from the low point in the review period.
 - *"The program plays a small, yet important, role providing teachers in a critical shortage area."* Math has been identified as a teacher shortage area in Nebraska for nine of the last eleven years. Peru helps provide math teachers to rural areas.
 - *"Other opportunities to promote growth exist."* The department is considering offering variants that would be of interest to students in other disciplines, such as biostatistics for science majors. As the state and nation continue to

promote STEM education, the college should be prepared for growth in this area.

Committee Comment:

The five graduates in 2009-10 is the largest number since 2003-04. The total SCH for 2009-10 (3,372) is the largest reported in the 17 years of data reported by Peru to the Commission. This is evidence of the demand for math classes, although not for a math major.

Peru State College identified reasons for continuing the program. While all carry some weight, the one that most directly addresses Commission review criteria is that the demand is greater than the number of graduates reflects. Again, this is an argument for math classes, but not necessarily for a degree program.

Another Commission criterion is consistency with role and mission. State statute identifies the state colleges' purpose as "the training and instruction of persons...in the arts of teaching and managing schools, the principles and practice of the various branches of learning taught in our public schools, and the arts and sciences generally." (§ 85-949) Mathematics is a basic "arts and sciences" discipline.

A final consideration is the difficulty that higher education as a whole is experiencing in attracting students to the STEM fields (science, technology, engineering, math). Except at a few institutions, enrollments in these programs have been on the decline for many years.

Committee Recommendation:

Encourage Peru State College to pursue strategies for increasing the number of math majors and retaining them through to graduation. Continue the program with a report on the college's efforts and on enrollments and graduation rates, due September 30, 2013.

[The next regular program review is due June 30, 2016.]

**Sociology Master of Arts
University of Nebraska at Omaha
Follow-up Report**

Background:

In **2001** the Commission reviewed the sociology programs at UNO. The number of graduates from the master's program averaged 1.6, about the same as reported in 1993. The Commission **continued the programs and asked for a report** on the number of master's level graduates and demand for the new non-thesis option, intended for graduate students who had shown no interest in writing a thesis.

In **2004** the Commission reviewed the follow-up report submitted by UNO. Five students had graduated in the previous three years. UNO reported "As a result of the budget reductions implemented in fall, 2002, admission to the master's degree program in Sociology has been suspended until further notice." The Commission **asked for a report** on whether the University intended to continue or discontinue the MA in Sociology at UNO.

In **2005** UNO reported that seven students received MA degrees in 2003-2004 with five additional students actively pursuing the degree. Nonetheless, the moratorium on new student enrollment into the program would remain in place. Meanwhile, the sociology department had developed a plan for "restructuring and potentially reactivating the program in the future." The Commission **continued the program** with the next regular program review due June 30, 2007.

In **2007** the MA program averaged 3.2 graduates and UNO reported that no students had been admitted since 2002. The institution stated that they would develop "recommendations for the future of the program based on demonstrated need, demand, and resources." The Commission **accepted the report** on the condition that UNO advise them of the decision regarding the program by June 30, 2008.

In **2008** UNO reported that they had lifted the moratorium and would admit students for fall 2008. As of June 1, 2008, ten students had been admitted to the program with five more anticipated. The department expected that the program would produce more than an average of five graduates per year. The Commission **continued the program with a report on student demand, including enrollments and graduation rates.**

Summary of Institution's Report:

- Since fall 2008 the program has admitted 62 students out of 69 applicants.
- Two students have graduated and 40 are completing coursework or preparing to defend a thesis. Five to eight students are expected to graduate in 2011-12.
- Many students are working professionals and, therefore, attending part-time. To attract more students and help current students progress more rapidly, the department has proposed an applied community research project as an alternative to the comprehensive exam track.
- The program is on track to average five or more graduates per year beginning in 2011-12.

Committee Comment: The large number of applicants to the program is encouraging. The part-time nature of most students, coupled with the recent lift of the moratorium, explains the low number of graduates reported.

Committee Recommendation:
Continue the program.

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

**Special Education—MSE
Wayne State College
Follow-up Report**

Background

- In **2008** the Commission reviewed the special education program at WSC. The bachelor's programs averaged 6.4 graduates per year while the master's program averaged 1.8. The SCH/FTE was above commission threshold.
- Wayne reported that while enrollments in the master's program were low, there was a need for special educators with advanced degrees.
- In an attempt to attract new students, the college was making 27 hours of the required graduate coursework for the degree available online with the remaining 9 hours offered using other distance technology
- The Commission **continued the program, with a report** on student demand, student progress, and degrees awarded.

Summary of WSC's Report

- The average number of graduates was 1.2, with no graduates in 2009-10. The undergraduate program remains strong averaging 6.4 graduates for 2005-10, 6.6 graduates for the period 2006-11, and a projected average of 8.8 for 2007-12. In addition, between 2005 and 2010, 32 post-baccalaureate students sought special education certification.
- There is clear evidence that the need for highly qualified and certified special educators continues to outpace the supply in Nebraska, resulting in critical shortages. However, graduate special education enrollments and degree completers have remained low for the past several years. Consequently, Wayne State College will eliminate the MSE in Special Education.
- To address the urgent need in the state, the college will focus on recruiting and preparing an increased number of undergraduate majors as well as serving post-baccalaureate students seeking to add special education certification.

Committee Comment

Wayne State College is to be commended for finding a way to try to meet the special education teacher shortage without offering a program that has not evidenced student demand.

Committee Recommendation

Concur with the institution's decision to discontinue the program.

Information Items

1. Program Deletion

- a. SCC – Laboratory Science Technology (AAS)

2. Center Eliminations

- a. UNL – Lentz Center for Asian Culture
- b. UNL – Center for Albanian Studies

3. Institution Location Change

- a. ITT Technical Institute, effective December 2011
move from 9814 M Street, Omaha, NE
to 1120 North 103rd Plaza, Suite 200, Omaha, NE

LB 637 Study of Dual Enrollment and Career Academies in Nebraska

Current practice and recommendations for the future

Prepared by Nebraska's Coordinating Commission for Postsecondary Education

COMMITTEE DRAFT

December 2011

Nebraska's
Coordinating Commission
for
Postsecondary Education

CCPE

CCPE Commissioners

Colleen A. Adam of Hastings

Dr. Joyce D. Simmons of Valentine

Riko E. Bishop of Lincoln

Dr. Dick C.E. Davis of Omaha

John Winkleblack of Tilden

William “Scott” Wilson of Papillion

Dr. Ronald Hunter of Hay Springs

Clark W. Anderson of Ogallala

Mary Lauritzen of West Point

Eric Seacrest of North Platte

Carol A. Zink of Lincoln

Table of Contents

Executive summary.....1

Introduction.....12

National practice.....16

Nebraska practice.....21

Recommendations.....28

References.....34

Appendices.....35

Draft

Executive summary

This section was added at a later date than the rest of the report. [Click here.](#)

Draft

Introduction

“It has been a game-changer. Kids used to take lots of electives and ‘blow off’ their senior years...Not any more. Now it is fast and furious and very rigorous academically and they are walking out with not just (a) high school diploma but a year of college credit under their belts, and that is true of the vast majority of our seniors.”

– Nebraska high school guidance counselor

“It gives students a jump start on college. If a kid is on the fence about college and can experience success at high school and have college credit earned prior to going they are more likely to go to college.”

– Nebraska high school guidance counselor

The above quotes offer anecdotal support for the effectiveness of dual-enrollment programs, which allow high school students to earn college and high school credit for the same course. There is growing evidence in Nebraska and nationwide that dual enrollment and similar programs are a key strategy in addressing our future educational and economic needs, which are increasing every year.

A recent report from the Georgetown University Center on Education and the Workforce shows that, as the economy slowly recovers, there will be a growing disconnect between the types of jobs employers need to fill and the numbers of Americans who possess the education and training required to fill them. The report, *Help Wanted: Projecting Jobs and Education Requirements Through 2018*, forecasts that by 2018, 63 percent of all jobs will require at least some postsecondary education.

In Nebraska, that need is projected to be even greater, with 66 percent of jobs requiring postsecondary education by 2018 – the seventh-highest percentage among all states. Within the next six years, that translates to 56,000 new jobs in Nebraska that will require postsecondary education. (Carnevale, Smith, & Strohl, 2010)

Even though progress toward Nebraska’s higher-education goals is generally in the right direction, it is not aggressive enough to meet the state’s long-term needs and goals – including this growing need for a more educated workforce. As indicated in the state’s *2011 Higher Education Progress Report*, produced by the Coordinating Commission, data indicates that:

- The college-going rate of Nebraska high school students continues to improve, but is not high enough to place the state among the top 10 nationally;
- Freshmen retention rates have risen only slightly since 2004, and college graduation rates also are only slightly higher. Furthermore, graduation rates are significantly lower for Hispanics, blacks, and Native Americans compared to white and Asian undergraduate students; and

- Nebraska’s needy students – particularly males – are enrolling and succeeding in higher education at much lower rates than their higher-income classmates.

Nebraska must address this issue through a comprehensive set of strategies that encourage our young people to graduate high school, advance to postsecondary education, and earn credentials that prepare them to be productive members of the state workforce, as well as more informed, involved members of their communities. Furthermore, these efforts must target not only high-achieving students – as has been the case traditionally in this country – but our underrepresented student populations, such as minorities and those from low-income families. Dual-enrollment and similar programs should be a part of this effort.

Dual-enrollment – often called “dual-credit” – courses allow high school students to earn both high school and college credit at the same time. Dual enrollment courses are taught by high school faculty or by full-time or adjunct college or university faculty, either at the high school, at the college or university, or sometimes through online delivery systems. Dual enrollment courses are offered by both public and private institutions, four-year and two-year institutions.

Career academies, Advanced Placement (AP), and International Baccalureate (IB) programs also are part of this broader effort to bridge high school and college.

Career academies – joint initiatives of secondary and post-secondary schools – typically offer a plan of study created for high school students from a “career cluster” area (health, manufacturing, agriculture, etc.) that outlines a pathway for career exploration. The courses within the career academy may be completed for high school credit, dual credit, or college credit only. Each course typically includes a component that explores the career field associated with that course. This “career exploration” is an important characteristic of career academies that distinguishes them from dual-enrollment courses. A career academy is typically a partnership between a K-12 entity and a postsecondary institution.

In the case of AP and IB programs, there are two key differences between these courses and dual-enrollment courses. First, AP and IB courses are high school courses taught at college rigor, whereas dual-enrollment courses are *college courses*, typically with identical syllabi, assessments and instructor qualifications. Second, with AP and IB courses, to earn college credit students in most cases must take and perform well on a single, end-of course examination, which colleges and universities can use to decide whether to offer credit for qualified scores related to those AP and IB examinations.¹

¹ The University of Nebraska at Omaha is a notable exception to common national practice in terms of the awarding of dual credit for AP courses. High-school students participating in UNO's dual-enrollment program are strongly encouraged, but not required, to take the end-of-course AP exam to receive credit from UNO, as long as the AP course is offered as part of the UNO dual-enrollment program.

Most states, seeing the potential benefits of dual enrollment and these other programs, have been pro-active in recent years and passed legislation that encourages access and establishes minimum standards. Nebraska is now one of only five states with no legislation regarding dual-enrollment programs, along with Alaska, New Hampshire, New York, and Rhode Island.²

With this in mind, in May 2011, the Nebraska Legislature passed and Gov. Dave Heineman signed into law LB 637, part of which calls on Nebraska’s Coordinating Commission for Postsecondary Education to conduct a study on the need for uniform policies and practices regarding dual-enrollment courses and career academies in Nebraska. The legislation also called for examination of other opportunities for Nebraska high-school students to earn college credit, such as AP and IB programs. *(See sidebar on this page for the full portion of LB 637 that calls for the study.)*

LB 637 directs the Coordinating Commission to collaborate with numerous stakeholders in completing this study. To help foster this collaboration – as well as to gain the valuable insight of education leaders from across the state and from all sectors – the Commission formed a 15-member advisory committee. This committee included representatives from public and private high schools; the state’s Educational Service Units; private postsecondary institutions; and the State of Nebraska’s community college, college, and university systems. When seeking nominations and choosing committee members, the Coordinating Commission placed a premium on “hands-on” experience in the areas examined in this study. *(See Appendix I for advisory committee roster)*

From LB 637:

In collaboration with the State Department of Education, public and private postsecondary educational institutions, private, denominational, or parochial secondary schools, educational service units, and school districts, conduct a study regarding the need for uniform policies and practices for dual-enrollment courses and career academies in Nebraska, including transferability of dual enrollment courses and consistency of administration of career academies. The study shall also include a review of any program that provides Nebraska high school students with the opportunity to earn college credit or advanced placement through participation in courses and examinations administered by a not-for-profit organization and of the need for uniform policies and practices related to the acceptance and transferability of such courses and the college credit or advanced placement earned as a result of a student's performance on such examinations. The commission shall report the findings of such study and its recommendations, including recommendations for possible legislation, to the Legislature on or before December 15, 2011. For purposes of this subdivision, dual-enrollment course has the same definition as provided in section 79-1201.01.

² This information comes from the Education Commission of the States, which actually includes Nebraska as among the states with legislation regarding dual enrollment. However, the primary rationale for that decision is Nebraska’s legislation regarding the Access College Early scholarship program, which deals with dual-enrollment courses for low-income students only. The Coordinating Commission does not believe the ACE-related legislation is sufficient enough to include Nebraska among the states with dual-enrollment legislation, as it deals only with the distribution of financial aid to a limited amount of students.

The Coordinating Commission, in addition to consulting with this advisory committee, examined national practice in these areas and surveyed Nebraska's high schools and postsecondary institutions to gauge their involvement and opinions in the areas of dual-enrollment and career academies. (As directed by LB 637, the Commission focused primarily on dual-enrollment programs and career academies for this study, but did examine national and Nebraska practice for AP and IB programs, as well. In particular, LB 637 directed the Commission to focus on credit transfer issues when examining AP and IB programs.)

Finally, the Coordinating Commission, at the end of this report, offers a series of recommendations about dual-enrollment, career academies, and AP and IB programs in Nebraska. Some recommendations urge specific policy, while others call for further study, consideration or collaboration. All of the recommendations, however, share a common goal: To increase the quantity and quality of postsecondary education opportunities for Nebraska's high school students, as well as to increase their participation in these opportunities.

Draft

National practice

Dual enrollment

Current research, although not extensive, shows that dual-enrollment programs are growing in popularity and are effective in increasing academic performance and educational attainment. The National Center for Education Statistics (NCES), in the first and only national study of dual-enrollment patterns, found that approximately 813,000 high-school students took college-level courses through postsecondary institutions in 2002-03. (Waits, Setzer, & Lewis, 2005) The NCES study did not differentiate between students who took these courses through dual-enrollment programs and those who took the courses for college credit only, but there are other findings in the report that illustrate the prevalence of dual-enrollment programs:

- Dual enrollees accounted for 1.2 million postsecondary course enrollments in 2002-03;
- During the 2002-03 school year, 71 percent of public high schools offered dual-credit course opportunities to their students;
- Additionally, there are numerous examples of specific states that have seen a growth in dual-enrollment programs. In Kentucky, the number of students enrolled in the state's dual-enrollment program increased from 6,821 in 2000 to 14,123 in 2005. In Virginia, the number of dual-enrollment students rose from 2,000 to 6,700 during a six-year period. In the Philadelphia area, the number of high schools that offered dual-enrollment programs rose from 75 to 112 between 2003 and 2005. (Krueger, 2006) And in Oregon, the number of students enrolled in dual-enrollment courses increased 33 percent between 2005-06 to 2007-08, from 11,855 to 15,707. (Oregon University System, Office of Institutional Research, 2010)

As these programs grow in popularity, they also expand in their focus and objectives. Dual enrollment was once seen exclusively as a way for high-achieving students to gain a head-start on college. Increasingly, though, dual enrollment is viewed as a potential bridge to college for all students, including those traditionally underrepresented in higher education, such as minorities and those from low-income families. This expanded approach is referred to as a "school-wide strategy" for dual enrollment.

There also are isolated studies that show dual enrollment's effectiveness in preparing students to not only to stay in school and complete college, but to complete college at a faster rate. Studies of dual-enrollment programs in Arizona, Florida and California showed that students who participated in such programs subsequently performed better in college than those students who did not. (Hoffman, Vargas, & Santos, 2009) Another national study found that students who earned college credit through dual-enrollment programs graduated from college sooner than those who did not – 4.25 years compared to 4.65. (U.S. Department of Education, 2004) A 2008 study found that students who participated in dual enrollment and showed other signs of "academic momentum" were more likely to complete a degree in

less than the average length of time, which was established as 4.56 calendar years for that study. (Swanson, 2008) Dual enrollment's positive effect on college completion time is perhaps the weakest research-supported argument for such programs at this point, with only a few studies that support this claim. The body of research on this topic will certainly grow in the coming years, however, as more states implement dual-enrollment programs and track student achievement data from high school through college.

There is evidence that dual-enrollment programs still tend to reach mainly high-achieving students, however, and not the underrepresented groups that also can benefit. According to NCES, schools with the highest minority enrollment are the least likely to offer dual-enrollment courses – 58 percent, compared to 78 percent of schools with lower minority populations. (National Center for Education Statistics, 2005)

In terms of policy, as previously stated, Nebraska is one of only five states with no legislation or state regulations addressing dual enrollment. (*We do have voluntary guidelines, however, adopted by the Coordinating Commission; see Appendix VI*) The number of states with no such policies has continued to shrink in recent years; in 2004, there were 12.

There is wide variance in what states legislate regarding dual enrollment. However, state policies typically fall into one of ten categories, as outlined by the U.S. Department of Education, Office of Vocational and Adult Education: (Karp, Bailey, Hughes, & Fermin, 2004)

- *Target student population* – Are only high-achieving students targeted for such programs? What about low-income students or minorities?
- *Student admissions requirements* – What criteria is used to allow students to take dual-enrollment courses? Year in high school? Grade-point average? Their score on a standardized test?
- *Location* – Where are dual-enrollment courses offered? At the high school only? At a combination of locations and through various delivery methods?
- *Student mix* – Are dual-enrollment and non-dual-enrollment students allowed to take the same class?
- *Instructor* – What are the required qualifications for dual-enrollment instructors?
- *Course content* – Are there requirements that ensure dual-enrollment courses are taught at college rigor?
- *Method of earning credit* – How do dual-enrollment students earn college credit? Are postsecondary institutions required to accept dual-enrollment credit?
- *Program intensity* – Are dual-enrollment programs offered at varying degrees of intensity, depending on the needs and ability of the student?
- *Funding* – Who pays the student's tuition or the cost of books and supplies? How are school districts and postsecondary institutions compensated for offering dual-enrollment programs?

- *Mandatory nature of policy* – Are postsecondary institutions and school districts required to offer some form of dual enrollment? Are they required to adhere to a set of minimum standards for dual-enrollment programs?

Of the 45 states that legislate dual enrollment in some way:

- 17 require public school districts and postsecondary institutions to offer students some form of dual-enrollment opportunity.
- 29 have statewide policies of some kind regarding instructor qualifications and the rigor of dual-enrollment courses.
- 14 require their public postsecondary institutions to accept dual-enrollment credits, either for general education or elective credit.
- 22 leave it up to the students/parents to pay dual-enrollment tuition, while six require the school district to pay and three require the postsecondary institution to pay.

Not everyone is an advocate of dual-enrollment programs. Indeed, some educators are highly skeptical of such programs, both nationally and in Nebraska. At the secondary level, critics believe these programs take away from a student's "high school experience." At the postsecondary level, skeptics worry about the rigor of dual-enrollment courses when they're offered at high schools by high school instructors.

Career academies

As previously stated, career academies typically offer a plan of study created for high school students from a "career cluster" area that outlines a pathway for career exploration. Edison High School in Philadelphia started the first career academy in 1969, in conjunction with Philadelphia Electric Co. Since then, career academies have grown steadily nationwide. It's estimated there are currently 7,000 career academies nationwide, enrolling more than 1 million students, generally in grades 10 through 12. (Stern, Dayton, & Raby, 2010) Career academies have traditionally been located in urban school districts, but in recent years have expanded to suburban and rural areas, as well.

There is extensive data that proves the effectiveness of career academies in improving students' academic performance, preparing them for postsecondary education, and boosting their earning potential after high school. In particular, there are numerous studies that show how successful career academies are in encouraging the success of students who otherwise were likely to fall between the cracks – those who, early in high school, earned low grades, had high absenteeism, and demonstrated disciplinary problems.

Much of this evidence originates from California, which has been measuring the effectiveness of its career academies for more than 30 years. A 1997 study found that high school dropout rates among career academy students were 7 or 8 percent over a three-year period – about half the rate of California's general student population. (Dayton, 1997) Furthermore, another study found that

California career academy students from the same time period were just as likely as students on the “academic track” to enroll in four-year colleges after graduation. (Maxwell & Rubin, 1997) (The state-funded career academies examined in this study were required to recruit students deemed not likely to graduate from high school based on their early performance and behavior. Career academies have traditionally catered to these students, but there is now a national movement among career academies to emphasize college readiness in tandem with career and technical education, therefore expanding the pool of potential students.)

As stated in a 2010 report from the Career Academy Support Network, academies now increasingly try to walk the middle ground between focusing on college preparation and career preparation – realizing that in many cases, they are one in the same. As the report states, “Even students who are determined to attend the most selective four-year college can benefit from a career academy, because they can gain a better understanding of academic subjects when these subjects are applied to problems and situations in which the students are interested.” For example, “Students who are interested in health and medicine can enroll in a health academy and gain additional insight into biology and chemistry by using them to perform actual lab tests.” (Stern, Dayton & Raby, 2010)

Although there is more performance data on career academies than dual-enrollment programs, there are fewer examples of state policy. Traditionally, career academy legislation nationwide has been included as part of broader legislation regarding career and technical education. There are recent examples, though, of academy-specific legislation.

In 2011, the Georgia legislature established clear definitions and guidelines for career academies in order for them to be eligible for state funding. Among other things, the legislation calls for clearer involvement of business and industry, increased focus on reporting of student achievement data, and required integration of dual-enrollment opportunities into academies that previously stressed only career and technical education (2011 Ga. Laws SB 161). In 2009, South Dakota passed legislation that further strengthened the blending of career and academic courses in state-approved career academies (2009 S.D. Laws HB 1044). And in 2007, Florida passed into law the State Career and Professional Education Act, part of which specifically addressed career academies (2007 Fla. Laws SB 1232).

Advanced Placement

The Advanced Placement program is administered by the College Board, a not-for-profit organization founded in 1900. The College Board also administers the SAT.

In 2011, more than 1.7 million high school students took nearly 3 million AP exams nationwide. High schools offer AP exams, with students having the option of taking the exam at the conclusion of their AP course, in May. Each AP exam grade consists of a combination of the student’s score on the multiple-choice section and the free-response section, with a score of 5 being the highest and 1 the lowest. The fee for taking each AP exam is \$87, which is one reason some parents and students cite for not taking the exam. Another reason students may not take the exam is because they are either unaware that they could earn college credit or unsure if a specific college or university will accept AP credit. In many cases, it’s difficult to determine if and how a certain postsecondary institution accepts AP credit.

To address these concerns, numerous states have not only adopted policies that encourage the widespread offering of AP courses, but the requirement that their public postsecondary institutions accept a student's AP credit if they achieve a minimum exam score.

Indiana now requires its public postsecondary institutions to accept AP credit toward a student's degree requirements if the student scores at least a 3 on the AP exam (2010 Ind. Acts HB 1135). Florida requires the same of its public institutions, going as far as providing a matrix that tells students and educators exactly which college courses they'll earn credit for with scores of 3, 4 or 5 (www.fldoe.org/articulation/pdf/ACC-CBE.pdf). Similarly, since 2009 Ohio dictates that all of its public postsecondary institutions accept AP credit from Ohio students when they score at least a 3; this policy gives the state's colleges and universities the freedom to decide the number of credits and how they're applied, but does say the credits should count toward the general education curriculum when possible (http://regents.ohio.gov/actions/documents/Directive_2008-10.pdf).

International Baccalaureate

International Baccalaureate (IB) is a non-profit educational foundation that began in Switzerland in the 1960s. By the late 1970s, private schools in the United States began to offer these programs, drawn to their rigor and internationally-focused curriculum. IB now offers academic programs worldwide for three age levels: Primary Years (3 to 12); Middle Years (11 to 16); and Diploma (16 to 19, or junior and senior years of high school). Like AP, IB students in the Diploma program can take an exam at the conclusion of a course to potentially earn college credit. Far fewer institutions offer credit for IB than AP, although there are examples of postsecondary institutions that offer IB graduates sophomore standing and special scholarships.

The United States offers more IB programs than any other country, with 743 Diploma programs, 444 Middle Years programs, and 296 Primary Years programs. As with AP programs, cost can be a prohibitive factor, both for students and schools. IB charges roughly \$10,000 a year per school, \$141 per student, and \$96 per exam. (Lewin, 2010) A number of states have enacted policies to encourage the establishment of IB programs, including easing the financial burden for schools and students. Ten states offer subsidies to offset the cost of IB exams, while 11 states offer financial incentives for schools to implement IB programs. Additionally, 17 states have passed legislation that encourages or requires their public postsecondary institutions to accept IB credit.

Nebraska practice

Current Nebraska practice in the areas of dual enrollment, career academies, AP and IB programs is challenging to gauge, as there is no comprehensive data system to track these efforts, only pockets of data at the institutional level and anecdotal information. (The Nebraska Department of Education does plan on collecting some basic dual-enrollment data beginning with the 2011-12 school year. As part of the Nebraska Student and Staff Records System, the Department will now know whether a student took a course that was eligible for dual credit and whether that student chose to take that course for dual credit or high school credit only.)

To help bridge this gap, the Coordinating Commission administered four separate surveys to measure state involvement and opinions in the areas of dual enrollment and career academies. The Commission surveyed all postsecondary institutions – more than 40, including private career schools – located in Nebraska in regard to dual enrollment, and all six community colleges about their participation in career academies. (Community colleges are almost exclusively the postsecondary institutions that administer career academies in Nebraska, although there are indications that more of the state’s four-year institutions are exploring the option, as well.) In conjunction with the Nebraska Department of Education, the Commission also surveyed all of the state’s 242 public K-12 school districts about dual enrollment and career academies at their high schools. There are gaps in this data, due primarily to varying degrees of participation among school districts and postsecondary institutions. This stems, at least in part, from a lack of a state longitudinal data system, which can make it difficult to identify a school district’s or postsecondary institution’s contact person for data requests. However, these survey results do offer a useful snapshot of current practice in Nebraska.

Following is a summary of the results from each of the surveys. *(Full results are available in Appendix III)*

K-12 dual enrollment survey

For this survey, 126 school district representatives completed the survey (52 percent), with varying response rates to individual questions. Key findings include:

- 5,812 students from responding schools completed dual-enrollment courses during the 2010-11 academic year, an average of 42 students per school.
- Of those students, 31 percent were low income and 26 percent were minorities.
- Schools offered an average of five different dual-enrollment courses.
- 80 percent of dual-enrollment students took these courses at their high school, 52 percent through interactive video, and 30 percent online.

- Most schools (84 percent) determine student eligibility by year in school and/or counselor/teacher recommendation (71 percent), with 47 percent using grade-point average and 40 percent using ASSET or COMPASS test scores.³
- Nearly half the high schools paid for the students' cost of books and supplies; 32 percent of the schools required the students to pay. Covering the costs of books and tuition are two areas, in particular, that illustrate the wide variance in practice among Nebraska high schools.
- More than 60 percent of the students had to pay their tuition for dual-enrollment courses.
- Two of the survey's open-ended questions asked schools to further explain their funding policies for books and tuition. Responses included:
 - "If needed for (high school) graduation, the school pays; if wanted for personal growth, the student pays."
 - "Students pay the tuition. If they receive an A or B in the class our school refunds half of the tuition."
 - "If the student is considered a High Ability Learner, the district pays, otherwise the student pays tuition."
 - "School would pay if no other funding available for student."
- Finally, respondents were asked to describe any issues surrounding dual-enrollment courses at their school. Much like the funding issue, responses varied widely but the two most common themes were the cost of such courses for students and the challenge of finding dual-enrollment instructors – typically from their high schools – who meet their partnering postsecondary institution's faculty qualifications.

K-12 career academy survey

For this survey, 164 district representatives completed the survey (68 percent), with varying response rates to individual questions. Key findings include:

- 59 percent said their district participates in at least one career academy.
- Nearly 6,000 Nebraska high school students were enrolled in a career academy during the 2010-11 academic year, an average of 69 students per reporting school.
- Of these students, 2,696 (32 percent) were low-income and 39 percent were minorities.
- Nearly 90 percent of the respondents said their students participated in a "health sciences" career academy.

³ ASSET and COMPASS are a series of short placement tests covering the areas of reading, writing and math.

The majority of the questions dealt with the Nebraska Statewide Career Academy Quality Indicators. (See Appendix V) These quality indicators, adopted from the National Career Academy Coalition Standards, were approved by the chief instructional officers from all six community colleges and the Nebraska State Board of Education in 2010. They were developed in response to the wide variety of career academy practices and policies in the state and are intended to provide statewide uniformity and consistency of program development, while affording the flexibility of local implementation. At this point, these indicators are strictly guidelines, however, with no enforceability.

Survey results show that compliance with these quality indicators varies greatly.

Postsecondary dual enrollment survey

For this survey, all postsecondary institutions located in Nebraska – more than 40, including private career schools – were surveyed. All six community colleges completed the survey, along with all four State University System institutions and five of the state’s largest independent institutions: Bellevue University, Creighton University, Clarkson College, Nebraska Wesleyan University, and Hastings College. Key findings include:

- 53 percent said they offered dual-enrollment courses.
- Responses ran the gamut in terms of the number of dual-enrollment courses offered, the number of dual-enrollment credits awarded, and the number of dual-enrollment students enrolled during the 2010-11 academic year. For example, one school offered as many as 76 different dual-enrollment courses, with as many 2,000 dual-enrollment students, while another offered as few as one course for three students. For the most part, community colleges are the most active in dual-enrollment programs.
- The most common dual-enrollment instructor qualifications among colleges are a master’s degree in the content area they’ll be teaching (60 percent), as well as at least 18 credit hours of graduate study in that content area (40 percent).
- 73 percent of responding institutions offer dual-enrollment courses at a reduced tuition rate.
- 40 percent of the institutions said students are responsible for paying dual-enrollment tuition.
- 27 percent said dual-enrollment students are responsible for paying for their books and supplies, while 27 percent of the institutions said they pay for these costs.
- Respondents offer almost exclusively general education courses through their dual-enrollment programs. (Advisory committee members offered information that conflicts with this survey finding; multiple members indicated that Nebraska postsecondary institutions offer many courses that would not fall under “general education,” i.e., career and technical education courses offered through career academies.)
- Most of their dual-enrollment courses (72 percent) are offered at their partnering high schools.

- Institutions use a variety of admission criteria for dual-enrollment students, with the most common being counselor/teacher recommendation and year in school.
- Institutions primarily use high school instructors to teach their dual-enrollment courses, approving those instructors according to each postsecondary institution’s policies. Those policies vary by institution.
- In terms of transferability, 59 percent of four-year institutions said they accept dual-enrollment courses as general education credit, 53 percent said they accept these courses as elective credit, while 35 percent said they do not accept dual-enrollment courses as college credit. Among two-year institutions, 91 percent said they accept dual-enrollment courses as general education credit.
- When asked to describe any issues surrounding dual-enrollment courses at their institution, the most common response was the difficulty in finding qualified high school instructors.

Postsecondary career academy survey

All six Nebraska community colleges responded to this survey. Like the high school career academy survey, the questions focused mainly on the institutions’ alignment with the career academy quality indicators they agreed to in 2010.

For the most part, the community colleges responded that they are in compliance with the quality indicators.

- All six of the community colleges said their career academy has a well-defined mission and goals.
- All six responded that their career academy focuses on career exploration, career preparation, and early college access – three key elements of career academies.
- All of the community colleges indicated their career academies have “visible support” from area business and industry leadership.
- Five of the colleges responded that their career academies’ curricula were framed around state or national standards.
- They all said their career academies offered a “work-based learning component,” such as internships or job shadowing.

There were, however, examples of non-compliance with the agreed-upon quality indicators: Two community colleges indicated their career academies do not have advisory boards; only two community colleges indicated that business and industry representatives served on their advisory boards; only three of the community colleges infuse core academic concepts into career education courses; and two of the community colleges said they do not collect any career academy student achievement data.

Access College Early scholarship program

Another useful means of gauging current Nebraska practice in the area of dual enrollment is the Access College Early (ACE) scholarship program, administered by the Coordinating Commission. Authorized by the Nebraska Legislature in 2007, the ACE program pays tuition and mandatory fees for qualified, low-income high school students to enroll in college courses at participating Nebraska colleges or universities, either through dual-enrollment or early enrollment agreements with these institutions. To qualify for the ACE Scholarship, students must either be eligible to receive assistance under a variety of federal government programs or the student and his or her family must have experienced a recent hardship. The student also must be a legal resident of the United States. Several recent national studies indicate that dual enrollment students remain in high school, graduate from high school, attend college, and persist in college at higher rates than those students who do not take dual enrollment courses. All those points remain true even if you adjust for socioeconomic status.

In 2009, the Coordinating Commission started conducting research to determine how many of the state's high school seniors who receive ACE scholarships continue on to college, compared to other low-income and non-low-income graduates of Nebraska's public high schools. Following is a summary of the findings of this research.

The college-going rates of Nebraska low-income high school seniors who received ACE scholarships in 2007–2008 and 2008–2009 were higher than the college continuation rates of other low-income high school graduates and also higher than the college-going rates of the non-low income graduates of Nebraska's public schools.

All 14 of the seniors at nonpublic (private) high schools who received ACE scholarships in 2008–2009 continued on to college. Of the 438 public high school seniors who received ACE scholarships in 2008–2009, 80.6 percent enrolled in college sometime during the 2009–2010 academic year, ending May 31, 2010.

While females accounted for 72 percent of the public high school seniors who received ACE scholarships in 2008–2009 and males accounted for only 28 percent of the recipients, the college-going rates of the male and female scholarship recipients were almost equal: 81.0 percent for the females and 79.7 percent for the males. This is an important finding because male high school graduates generally go on to college at lower rates than their female classmates.

Another important finding is that the overall college continuation rate for the public high school seniors who received ACE scholarships in 2008–2009 was 30 percentage points higher than the college-going rates for other low-income graduates of Nebraska's public schools. Furthermore, the ACE scholarship recipients had an overall college continuation rate that was five percentage points higher than the non-low-income students who graduated from Nebraska's public high schools in 2008–2009.

So, while lacking extensive data on dual-enrollment programs in general, Nebraska can certainly point to the success of the ACE scholarship program as a sign of the potential for such programs.

Nebraska Dual Enrollment Standards

In 2005, the Coordinating Commission published the “Nebraska Dual Enrollment Standards” as part of the *Comprehensive Statewide Plan for Postsecondary Education*. The state constitution and statutes assign the Coordinating Commission the responsibility for comprehensive planning for postsecondary education in Nebraska. The *Comprehensive Plan* serves as the guiding document for this planning.

The Coordinating Commission created and included the dual-enrollment standards in the 2005 revised version of the *Comprehensive Plan* after consulting with representatives from Nebraska high schools and postsecondary institutions. These standards also were informed by national practice at that time and addressed many of the issues still prevalent today: student eligibility; faculty qualifications; curriculum rigor; assessment and student achievement evaluation; and the funding of such programs.

These standards still serve as a helpful resource, despite needing revision to reflect evolved national and state practice. However, these standards were never more than *guidelines* – not required practice – for school districts and postsecondary institutions.

Advanced Placement

The Nebraska Department of Education does not track how many of its students take AP courses, but College Board, which administers AP courses and exams, does release data annually on the number of AP exams taken by Nebraska high school students. In May 2011, the number of AP test-takers in Nebraska increased by 11.2 percent, to 4,631 students, compared to 7.6 percent growth nationally. Furthermore, Nebraska high schools saw an 8 percent increase in students who scored a 3 or higher in 2011, from 2,856 to 3,085. (Rodriguez, 2011) (Nationally, a score of 3 is often the minimum score considered for college credit by postsecondary institutions) However, even with these gains, Nebraska still ranks near the bottom of the country in terms of AP participation. Nebraska ranks 49th in the country with only 12 percent of its high school seniors taking an AP exam. Of those test-takers, 7.4 percent scored a 3 or above, which ranks Nebraska 47th.

Only a portion of Nebraska students who score a 3 or higher on an AP exam seek to convert that to college credit at a Nebraska public postsecondary institution. According to College Board, in 2011 there were 686 Nebraska high school seniors who sent a total of 1,841 AP exam scores to one of the State Colleges (Chadron, Peru, Wayne) or the University of Nebraska campuses at Lincoln, Omaha or Kearney. It’s unknown how many of those students earned college credit for those exams, as acceptance policies vary by institutions and, sometimes, by college or department within those institutions.

LB 637 was specific about what this study should consider in terms of potential AP policies. Such policy recommendations, it said, should address “the need for uniform policies and practices related to the acceptance and transferability of such courses and the college credit or advanced placement earned as a result of a student’s performance on such examinations.” However, the Coordinating Commission

believes it's also beneficial to highlight other issues related to AP in Nebraska, which in turn could help inform future policy. Nebraska currently has no statewide policy addressing Advanced Placement, either at the K-12 or postsecondary levels.

Aside from the transferability issue, members of the advisory committee stressed the issue of teacher training when it comes to offering AP courses in Nebraska. College Board encourages AP instructors to attend "summer institutes" to receive training. These institutes can be costly – as much as \$1,000 per teacher – but are seen as valuable by both the high schools and College Board. In addition to the registration fee, school districts must incur the travel costs of sending teachers to such training.

International Baccalaureate

IB programs are not common in Nebraska, nor does there seem to be a movement toward more such programs. Only two Nebraska school districts, Millard and Lincoln, offer IB programs. Both offer the Diploma program, which can potentially serve as a dual-enrollment program for high school juniors and seniors. Millard typically has 80-100 students enrolled in its Diploma Program, with 36 Diploma candidates in the class of 2011. Lincoln had 120 IB students in fall 2011, including 20 Diploma candidates.

Central High School in Omaha is in the final stages of the application process and hopes to begin offering IB Diploma courses in fall 2012.

Most Nebraska school districts view the cost, as well as the unique curriculum, as deterrents to offering IB programs.

Transfer of credits

The transferability of college credits is a general issue across all of higher education. The transfer of credits earned during high school is certainly no exception. Some states, as noted, have chosen to pass legislation that require their postsecondary institutions to accept dual-enrollment and AP credit, at least at some level. Nebraska has not. This report does not call for such legislation, rather it encourages postsecondary institutions to be thoughtful, considerate and cooperative in dealing with this issue, to the betterment of their students.

Recommendations

It's clear that Nebraska high schools and postsecondary institutions, like many throughout the country, are utilizing dual enrollment, career academies, and AP and IB programs. It's also clear that Nebraska lags behind other states in terms of policy and statewide standards that address dual enrollment, career academies, and AP and IB programs – particularly dual enrollment, for which Nebraska is one of only five states with no explicit state policies or goals outlined in statutes.

This can partly be attributed to the relative newness of policies that address dual enrollment, career academies, and AP and IB programs. However, Nebraska also prides itself on a long history of placing “local control” ahead of statewide regulation when it comes to most matters of education policy, whether it's on the K-12 or postsecondary level. There are advantages to high levels of local control – specifically, the flexibility it allows for innovation, as well as the ability to cater to specific community needs.

But there are evolving common practices nationwide, particularly in the areas of dual enrollment and career academies. Nebraska fails to support its educational and economic future by ignoring such practices. The Coordinating Commission fully believes it's possible for Nebraska high schools and postsecondary institutions to maintain their independence and flexibility, while still clustering around a focused set of such practices. In fact, there are examples of dual-enrollment programs and career academies in Nebraska that already align with national practice. A set of standards, adopted at the state level, could have the effect of raising the performance of those dual-enrollment programs and career academies not currently operating at a high level, with relatively little impact on those already in line with such standards.

As one member of this study's advisory committee put it, it's time Nebraska moved toward a “culture of standards.” Such a culture of standards should, first and foremost, work to ensure the *quality* of dual-enrollment programs and career academies, particularly in the areas of curriculum rigor and instructor qualifications in the case of dual enrollment. Simply put, quality must be the foundation on which future policies are built.

With that in mind, the Coordinating Commission makes the following recommendations.

Dual enrollment

- *The state should aggressively work toward establishing state K-12 and postsecondary data systems that identify current and former dual enrollees and distinguish participants and outcomes by social and demographic characteristics. These data systems should allow the K-12 and postsecondary sectors to share data and monitor the progress of dual enrollees from high school to and through postsecondary education. This data should be reported annually to identified stakeholders and be made readily available to the public.* This process has begun in Nebraska but

is proceeding at a much slower rate than most other states, many of whom can already determine the effectiveness of their dual-enrollment programs by tracking students from high school through college. It's believed dual enrollment programs are effective in Nebraska, but until a longitudinal data system is in place, it will be impossible to know for certain.

- *The state should fund a cost study of dual-enrollment programs at both the high school and postsecondary levels.* Determining the true cost of such programs could help inform future policy regarding potential state funding.

- *The state should strive for all Nebraska high school students and their families to be informed of the availability and benefits of dual enrollment.* As part of this goal, the state should support a statewide public information campaign on dual-enrollment opportunities. Furthermore, a separate public information campaign should specifically target the state's underrepresented students, many of whom would be the first in their families to attend college. One high-school guidance counselor on the advisory committee noted that these students often lack even a basic understanding of college – much less dual enrollment. Any public information campaign should utilize online delivery methods and other forms of technology, which would allow students to access the information when and where they choose.

- *Together with the Coordinating Commission and the Nebraska Department of Education, Nebraska public postsecondary institutions should work with state K-12 representatives to establish a set of standard general-education courses that, when taken as dual-enrollment courses, are clearly transferable for general education credit.* These entities should create a matrix that clearly outlines how these courses transfer. This matrix should be made easily available to high school students and their parents.

- *The state should establish a set of minimum standards for all dual-enrollment courses offered through public high schools and postsecondary institutions.* These standards may include the following:

- Dual enrollment courses should be of the same rigor as comparable college courses. The Coordinating Commission believes this concept is key to expanding support for dual enrollment.

- Dual-enrollment instructors teaching academic/transferable courses must possess, at minimum, a master's degree and at least 18 hours of graduate-level study in the course content area. Dual-enrollment instructors teaching career and technical education (i.e., vocational) courses should possess, at a minimum, the postsecondary institution's equivalent faculty hiring requirements.

- *Together with the Coordinating Commission and the Nebraska Department of Education, Public postsecondary institutions and K-12 representatives should work together to establish target entrance standards for dual-enrollment students.* Such standards should include some form of formal assessment, i.e., COMPASS, ASSET or ACT, and not rely solely on a student's year in school

and/or a teacher/counselor recommendation. By requiring some form of assessment, this process also could serve as an early indicator that a student would require additional support in order to succeed.

- *Once minimum quality standards are established, all Nebraska public postsecondary institutions should be required to accept dual-credit, general education courses from other Nebraska public postsecondary institutions.* These courses should be accepted as general education courses, not electives.

- *The state should further examine the creation of incentives for high-school instructors to earn content-specific master's degrees, as well as incentives for the state's postsecondary institutions to offer these programs, which are often low-producing in terms of credit hours and graduates.* It's often a challenge for high school instructors to access a content-specific master's program, depending on their geographic location, area of study and monetary resources. It's also a challenge for postsecondary institutions to allocate the resources necessary to create cohort student groups of these teachers. One way legislators could potentially address this issue is by renewing funding for and making modifications to the Enhancing Excellence in Teaching Program, which was created in 2009 and provided loan forgiveness for teachers seeking master's degrees. In 2011, the Legislature suspended funding for the program through 2012-13.

- *The state should continue to support access to dual-enrollment courses for underrepresented student populations through increased funding of the Access College Early scholarship program.* However, as student demand for ACE scholarships continues to rise – and would certainly increase even more as the result of a statewide dual-enrollment public information campaign – the ACE application process must move from its current manual process to an automated process. The state should consider appropriating funds in the Coordinating Commission's budget for this purpose.

- *The state needs to further examine the issue of high school students paying dual-enrollment tuition and the cost of books and supplies.* All public high schools must comply with the provisions of the Public Elementary and Secondary Student Fee Authorization Act, Sections 79-2, 125 to 79-2, 135, (RRS). The Act requires that all K-12 education must be free in public schools. However, students may be charged tuition by the college for college credit. If dual enrollment arrangements between schools and postsecondary institutions make it impossible or difficult for a student to take a course as a high school course only and without cost for college tuition, such arrangements might be considered a violation of the Student Fee Authorization Act. The issue of students paying for dual-enrollment books and supplies, in particular, should be closely reviewed.

- *The state should consider setting aside funds to pay for at least a portion of students' dual-enrollment costs, which often includes both tuition and books and supplies.* This would be separate from the ACE scholarship program, as there are students who do not qualify as low income but still find it difficult to pay for dual-enrollment courses. K-12 representatives who responded to the survey for this study repeatedly cited cost as a prohibiting factor for many

students who want to take dual-enrollment courses. (Unlike college students, high school dual-enrollment students are not eligible for federal financial aid, such as the Pell Grant.) In contrast, students in Minnesota and Iowa pay nothing for dual-enrollment courses.

- *The state must consider dual-enrollment needs as part of any long-term technology planning for education, including the Nebraska Virtual High School.* It's often challenging for the state's rural students to access dual-enrollment courses due to a lack of postsecondary institutions within a reasonable distance, as well as a lack of suitable Internet access in many cases.
- The Coordinating Commission should update and revise the "Nebraska Dual Enrollment Standards," as published in the *Comprehensive Statewide Plan for Postsecondary Education*. The standards would still serve only as guidelines, but would better reflect current practice. The Commission would further revise the standards as necessary to reflect any future state legislation regarding dual enrollment.

Career academies

- *The state should make the Nebraska Career Academy Quality Indicators requirements, not just suggested standards, for any educational entity participating in a career academy as defined by the state.* The state's community colleges and Department of Education have already agreed to these standards, which address all major facets of career academies. Requiring compliance to these standards would create a quality baseline for academies statewide. This also would establish Nebraska as a national leader in career academy policy.
- *The Nebraska Department of Education should establish the position of Career Academy/Dual Enrollment Specialist.* All Nebraska career academies would be required to annually collect and report student data through the Nebraska Student and Staff Records System; the person occupying this position would then be responsible for analyzing this data and reporting the results to identified stakeholders. This person also could facilitate statewide professional development for dual-enrollment and career academy administrators and help market these programs and their benefits to statewide stakeholders.
- *The Nebraska Department of Education should establish a Career Academy flag within the Nebraska Student and Staff Record System that identifies those students who are participating in a Career Academy Program of Study.* The Nebraska Department of Education, in collaboration with Partnerships for Innovation, will establish the criteria for determining a Career Academy student.
- *The state should fund a cost study of career academies' needs at both the high school and postsecondary levels.* Determining the true cost of career academies could help inform future policy regarding potential state funding.

- *The state must consider career academies as part of any long-term technology planning for education, including the Nebraska Virtual High School. It's often challenging for the state's rural-based career academies to access career exploration opportunities, which are vital in offering a fully-formed academy.*

Advanced Placement

- *The state's public postsecondary institutions should be required to make clearly available on their websites their Advanced Placement credit transfer policies. Furthermore, the online location of these policies should be reported to the Coordinating Commission, which in turn should create a clearinghouse of these policies on its website.*
- *The state's public postsecondary institutions, in conjunction with the Nebraska Department of Education and the Coordinating Commission, should establish a matrix of AP credit transfer policies. This matrix, published online, should make it clear to students and parents the transferability of AP credit, including which postsecondary courses and at which public postsecondary institutions AP credit could be applied. Currently this information varies by institution in terms of accessibility, with no central collection point. (It is possible to search AP transfer policies by institution on the College Board website, but not by state.)*
- *If a public postsecondary institution chooses to accept AP credit, such credit should count toward the student's general education degree requirements, not merely elective credit. Nationally, many groups have identified college completion time as a major issue, with part of the issue, they believe, being the excess number of credits many students earn before graduating – typically in the form of electives that do not count toward their major area of study. Nebraska's P-16 Committee also has identified shortening degree completion time as a goal for the state.*
- *The state should provide incentives for the state's postsecondary institutions to offer Advanced Placement summer institutes for training Nebraska high school teachers.*
- *The state must consider AP programs as part of any long-term technology planning for education, including the Nebraska Virtual High School. It's often challenging for the state's rural-based high schools to provide AP programs, often due to a limited number of available instructors.*
- *The state should provide financial assistance for more high schools to serve as proctor sites for AP exams. This would increase the accessibility of AP exams for students to take AP exams, which could lead to them earning college credit.*
- *The state should explore the option of providing financial assistance to students wishing to take an AP exam, particularly those from low-income households. One way to do this would be through better utilization of the AP Test Fee and Incentive Program, administered by the U.S. Department of Education. This program provides funding to states to help low-income students*

pay for AP exam fees. Nebraska is currently underutilizing this program, receiving only \$19,500 in 2011, compared to \$87,000 for Kansas and \$60,000 for Iowa.

- *The Nebraska Department of Education should separate AP courses from other courses labeled as “Honors” courses in the Nebraska Student and Staff Record System. These two categories are currently grouped together. By separating them, the state could identify the number of AP courses taken by students.*

International Baccalureate

- *The state should encourage the state’s public postsecondary institutions to accept a minimum number of IB credits as a way of keeping high-achieving students in-state.*

Draft

References

- Carnevale, A.P., Smith, N., & Strohl, J. (2010). *Help Wanted: Projections of Jobs and Education Requirements through 2018*. The Georgetown University Center on Education and the Workforce.
- Dayton, C. (1997) *California Partnership Academies: 1995-96 Evaluation Report*. Nevada City, CA: Foothill Associates.
- Hoffman, N., Vargas, J. and Santos, J. (2009). *New directions for dual enrollment: Creating stronger pathways from high school through college*. New Directions for Community Colleges, 2009: 43–58.
- Waits, T., Setzer, J. Carl, & Lewis, L. (2005). *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-03*. U.S. Department of Education, Washington, DC: National Center for Education Statistics.
- Karp, M., Bailey, T., Hughes, K., & Fermin, B. (2004) *State Dual Enrollment Policies: Addressing Access and Quality*. Washington, DC: U.S Department of Education, Office of Vocational and Adult Education.
- Krueger, C. (2006). *Dual Enrollment: Policy Issues Confronting State Policymakers*. (Denver, CO: Education Commission of the States)
- Lewin, Tamar (2010, July 2). International Program Catches on in U.S. Schools. *New York Times*. Retrieved October, 2011, from www.nytimes.com
- Maxwell, N.L. and Rubin, V. (1997) *The Relative Impact of a Career Academy on Post-Secondary Work and Education Skills in Urban, Public High Schools*. Hayward, CA: the Human Investment Research and Education Center (HIRE), School of Business and Economics, California State University, Hayward.
- National Center for Education Statistics (2005). *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002:2003*. (Washington, D.C.: NCES, 2005)
- Oregon University System, Office of Institutional Research (2010). *Dual Credit in Oregon, 2010, Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08 with Subsequent Performance in College*. OUS, Office of Institutional Research.
- Rodriguez, Ileana. (2011) *Student Achievement Report 2010-2011, Nebraska*. Rosemont, IL: The College Board.
- Stern, D., Dayton, C., Raby, M., & University of California, Berkeley. (2010) *Career Academies: A Proven Strategy to Prepare High School Students for College and Careers*. Career Academy Support Network, Graduate School of Education, University of California, Berkeley, CA.
- Swanson, J. (2008) *An analysis of the impact of high school dual enrollment course participation on post-secondary academic success, persistence and degree completion*. Paper presented at the meeting of the National Association for Gifted Children, Tampa, FL and the National Alliance of Concurrent Enrollment Partnerships, Kansas City, MO.
- U.S. Department of Education (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education 1972-2000*. (Washington, D.C.: U.S. Department of Education)

Appendices

I. Advisory committee roster	36
II. Additional resources	37
II. Full survey results – summaries	
a. K-12 dual enrollment	38
b. Postsecondary dual enrollment	61
c. K-12 career academy	87
d. Postsecondary career academy	106
IV. <i>Projecting Jobs and Education Requirements Through 2018</i>	129
V. Nebraska Career Academy Quality Indicators	132
VI. Nebraska Dual Enrollment Standards	135

Appendix I: Advisory committee roster

Matt Blomstedt, Executive Director, Nebraska Educational Service Unit Coordinating Council

Marian Borgmann-Ingwersen, Director of Honors Academy, Nebraska Wesleyan University

Connie Eichhorn, Director of Secondary Partnerships, Metropolitan Community College

Marge Harouff, retired, formerly 43 years with Department of Education

Dennis Headrick, Vice President for Instruction, Southeast Community College

Rich Katt, Director of Career Education, Nebraska Department of Education

Gaye Lannan, Counselor, Omaha Benson High School

Jon Lopez, Superintendent, Beatrice Public Schools

Cheryl Kreikemeier, Counselor, Wisner-Pilger High School, Wisner

Marty Mahler, Coordinator, Nebraska P-16 Initiative

Kelly Malone, Dual Enrollment Coordinator, University of Nebraska at Omaha

Doris Rempe, Counselor, Grand Island Catholic High School

Korinne Tande, Vice Chancellor for Student Affairs, Marketing, Enrollment and Public Information, Nebraska State College System

Erika Volker, Director, Partnerships for Innovation

Barb Waller, Coordinator of Career and Technical Education Programs, Millard Public Schools

Appendix II: Additional resources

Dual enrollment

- National Alliance of Concurrent Enrollment Partnerships – www.nacep.org
- Concurrent Courses Initiative (Community College Research Center) – www.concurrentcourses.org
- Education Commission of the States – www.ecs.org
- Jobs for the Future – www.jff.org

Career academies

- Career Academy Support Network – www.casn.berkeley.edu
- National Career Academy Coalition – www.ncacinc.com
- Partnerships for Innovation – www.partnershipsforinnovation.org

Advanced Placement

- The College Board – www.apcentral.collegeboard.com

International Baccalaureate

- International Baccalaureate – www.ibo.org

Appendix III: Full survey summary results

a. K-12 dual enrollment survey

Note: This survey was distributed to the superintendents of each Nebraska public school district via email. The email directed them to the survey via a link to surveymonkey.com, a commonly used online survey tool. A follow-up email was sent to every superintendent a week after the initial email.

1. You are asked to take part in this study. The purpose of this survey is to identify the need for uniform policies and practices for dual-enrollment courses in Nebraska. This survey serves to collect information about existing dual-credit courses and course taking. All current Nebraska public school superintendents have been invited to participate in this survey. Your school district will not be affected if you choose not to participate in this study - your participation is completely voluntary. This survey is estimated to take about 15 minutes to complete. You have the right to ask, and have answered, any questions you may have about this study. If you have questions or concerns, you should contact Matt Hastings at matt.hastings@nebraska.gov or 402-471-3104. By beginning this survey, you are acknowledging that you have read this information and agree to participate in this survey, with the knowledge that you are free to withdraw your participation at any time without penalty.

	Response Percent	Response Count
I agree to participate in this survey	98.6%	208
I do not agree to participate in this survey	1.4%	3
Answered question		211
Skipped question		0

3. How many of your school's students completed dual-credit courses during the 2010-11 academic year?

	Response Average	Response Total	Response Count
Number of students	42.42	5,812	137

Answered question	137
Skipped question	74

4. Of these students, how many were:

	Response Average	Response Total	Response Count
Low-income (qualified for free or reduced lunch)	13.24	1,735	131
Minorities (Hispanic, Black non-Hispanic, Native American, Asian/Pacific Islander)	10.79	1,359	126
Answered question			133
Skipped question			78

5. What was your school's total enrollment of sophomores, juniors and seniors during the 2010-11 academic year?

	Response Average	Response Total	Response Count
Number of students	248.19	34,499	139
Answered question			139
Skipped question			72

6. How many of your school's teachers taught dual-credit courses during the 2010-11 academic year?

	Response Average	Response Total	Response Count
Number of teachers	2.50	347	139
Answered question			139
Skipped question			72

7. Criteria for dual-credit instructor qualifications are determined by:

	Response Percent	Response Count
Your high school	7.4%	10
Your partnering postsecondary institution	46.3%	63
Both	46.3%	63
Answered question		136
Skipped question		75

8. Does your school district have criteria for dual-credit instructors above and beyond state certification/endorsement qualifications?

	Response Percent	Response Count
Yes	13.8%	19
No	86.2%	119
Answered question		138
Skipped question		73

9. Please explain your criteria for dual-credit instructors above and beyond state certification/endorsement qualifications.

	Response Count
	17
Answered question	17
Skipped question	194

1. MA
2. They have to have a master's degree in the area or SCC will not let them teach the course. It cannot be an education master's it must be in the area.
3. They have earned a Master's Degree
4. Dual enrollment instructors must meet the requirements of our partnering postsecondary institutions. (Master's Degree in the field or Master's Degree and 18 graduate hours)
5. Masters in Curriculum area
6. College approved with masters in the area of instruction.
7. a
8. State certification
9. Must have Master Degree in content area or 18 graduate hours in the subject area
10. Must be able to teach a class along with other teaching assignments.
11. Proven to possess instructional effectiveness and strong organization, management, and communication effectiveness.
12. Must have a Master's Degree in their subject area.
13. College has requirements and does transcript review
14. These teachers must hold a Masters Degree.
15. requirements as per the cooperating college. at least a masters in the subject taught

16. must have master degree of higher in the subject being taught. Must also have valid NDE teaching certificate in subject area.

17. proper certification by college course work and high school subject area certification

10. How many unique dual-credit courses were available to your students during the 2010-11 academic year? (Only count each course once; for example, you would only count English 101 as one course, even if you offered 4 sections of it throughout the year.)

	Response Average	Response Total	Response Count
Number of dual-credit courses	5.33	661	124
Answered question			124
Skipped question			87

11. During the 2010-11 academic year, your students completed dual-credit courses (check all that apply):

	Response Percent	Response Count
At your school (face-to-face)	80.5%	91
At a partnering postsecondary institution (face-to-face)	15.0%	17
Online (asynchronous)	30.1%	34
Blended format (combination of asynchronous, synchronous, and/or face-to-face)	9.7%	11
Distance Learning System (synchronous)	52.2%	59
Other (please specify)		3

Answered question	113
Skipped question	98

12. Please list the postsecondary institutions you partnered with to offer dual-credit courses during the 2010-11 academic year.

Institution	Number of times listed
Central Community College	30
Northeast Community College	24
Mid-Plains Community College	16
Peru State College	15
Western Nebraska Community College	14
Metropolitan Community College	13
Nebraska Wesleyan University	13
Southeast Community College	13
Nebraska College of Technical Agriculture	6
University of Nebraska at Omaha	5
University of Nebraska-Lincoln	5
Wayne State College	3
Hastings College	2
Chadron State College	2
Oglala Lakota College (S.D.)	1
Little Priest Tribal College	1
University of Nebraska at Kearney	1
Creighton University	1

Answered question	114
Skipped question	97

13. Dual-credit admission criteria for your students are decided by:

	Response Percent	Response Count
Your high school	13.2%	16
Your partnering postsecondary institution	23.1%	28
Both	63.6%	77
Answered question		121
Skipped question		90

14. What criteria does your school district require for a student to take a dual-credit course?

	Response Percent	Response Count
GPA	46.8%	51
Class rank	26.6%	29
Asset/Compass score	40.4%	44
ACT cut score	34.9%	38
Counselor/teacher Recommendation/referral	70.6%	77
Year in school (senior, junior, sophomore, freshman)	83.5%	91
Answered question		109

Skipped question	102
------------------	-----

15. Who pays dual-credit tuition for your students?

	Response Percent	Response Count
The student	60.3%	73
Your high school or school district	7.4%	9
Your partnering postsecondary institution	2.5%	3
Foundation/private organization/business/other	0.0%	0
Some combination of the above	29.8%	36
Answered question		121
Skipped question		90

16. Please explain the combination of funding for dual-credit tuition for your students.

1. Student, district, post-secondary, grant funding
2. Student and district for free/reduced
3. Students pay some but scholarships are widely available, both needs and merit-based.
4. Most dual credit classes are paid for by students. We have one exception. To provide Auto Mechanics/Transportation course work in our District, we had to use CCC staff members. Because this program replaced our existing Auto Mechanics Program, we pay entry-level tuition. Students in the second year of this program pay his or her own tuition.
5. The college offers it at a reduced rate and then the student pays for it
6. Postsecondary institutions reduce tuition, Millard Foundation tuition scholarships for 1/2 reduced rate tuition, ACE scholarships

7. Peru Students pay themselves SCC costs are paid by the district and SCC
8. normally the student does, but we do some scholarships, depending on the college.
9. Most students pay for their own credit. We do have limited funding from private sources for those that can't pay.
10. Most students pay for their own credit. We do have limited funding from private sources for those that can't pay.
11. Student, Columbus Public Schools Foundation, ACE scholarship, Columbus Chamber Workforce scholarship
12. if needed for graduation school pays, if wanted for personal growth student pays
13. Student or ACE Scholarship
14. Students pay the tuition. If they receive an A or B in the class our school refunds half of the tuition.
15. 0
16. some scc, some local, some student
17. Parent Paid Tuition with Possibility for Partial Reimbursement
18. ACE Scholarship
19. Some qualify for ACE scholarship, some pay and others are in Career Academy, which means the college pays half and our high school pay
20. Student along with ACE Scholarships
21. Majority of the tuition is paid for by students. ACE scholarships for students that apply and are accepted.
22. school would pay if no other funding available for the student
23. Student is responsible, scholarships, community grants
24. Student and ACE Scholarships
25. HAL money partially reimburses students upon successful completion
26. Student and/or school based scholarships
27. Students do but free/reduced students can apply for ACE scholarship consideration.
28. ACE Scholarship, Local Foundation Scholarship, or they pay their own tuition

- 29. Some courses paid by district / others paid by student
- 30. ACE scholarships, student full-pay, HAL students get one class free
- 31. Scholarship, Student, Foundation
- 32. Student, the SCC Foundation, and the Weeping Water Public School Foundation split the cost for tuition
- 33. school district, student, post secondary institution
- 34. if the student is considered High Ability Learner, the district pays, otherwise the student pays tuition; school pays tuition for Career Academy dual credit courses
- 35. Student pays for math and english. School pays for CNA.

17. Who pays for dual-credit books and supplies for your students?

	Response Percent	Response Count
The student	32.0%	39
Your high school or school district	47.5%	58
Your partnering postsecondary institution	0.0%	0
Foundation/private organization/business/other	0.0%	0
Some combination of the above	20.5%	25
Answered question		122
Skipped question		89

18. Please explain the combination of funding for dual-credit books and supplies for your students.

- 1. Students purchase some materials but the school acquires entire class sets of books using school budget.
- 2. District pays for UNO an Millard Career Academy Dual Enrollment books and supplies.

Students pay for MCC Career Academy Books and Supplies

3. The student pays unless they are on free and reduced lunches in which case they can apply for a waiver
4. each class is different, some the school provides and some the students buy the book.
5. Southern is part of the college access grant funded by Education Quest and some funds are used to rent textbooks.
6. Both the district and the student pay for books.
7. For classes taught by Columbus High staff, the books/supplies are provided. For classes taught by college instructors, students are responsible for paying for books/supplies.
8. if needed for graduation school pays, if wanted student pays
9. For online classes the students pay for textbooks and supplies
10. student and school in combination
11. ACE Scholarship
12. Some have an ACE scholarship, some pay and Career Academy students are funded by our high school and the college
13. school would pay if no other funding available for the student
14. Most of the time the school has purchased the books, but we are trying to get away from that so we are starting to have students purchase their own books.
15. Student is responsible for books, community grants or donations help.
16. Classes taught in our school, the school supplies. Online the student provides
17. Student and/or school bases scholarship
18. We use EducationQuest College Access Grant money to pay for books. When the grant is out, either the school or the students will have to pay for the books.
19. High Ability Learners sometimes get their books and supplies paid for through those funds
20. Students must purchase all textbooks and supplies required for the course.
21. school district
22. same as above, if the student is HAL, the district pays for books and supplies

19. Does your dual-credit program allow a mix of dual-credit and non-dual-credit students in the same classroom?

	Response Percent	Response Count
Yes	78.4%	91
No	21.6%	25
Answered question		116
Skipped question		95

20. Describe the issues surrounding dual-credit courses in your school. Please be specific.

1. Technology problems when the ITV system is not working properly.
2. Dual enrollment tuition can be an obstacle for students. It is difficult for a district to update textbooks to stay current with college requirements
3. None
4. Not enough capable teachers.
5. The "college" level instructors sent by SCC do not necessarily possess the pedagogical skills our teachers do, but SCC claims our teachers do not possess the "content expertise" of their teachers.
6. While there may be a number of logistical issues raised by these courses, the portability of the credits to higher education institutions other than those issuing the dual credit is, for the most part, non-existent. This is unfortunate as I believe the work of secondary students in this setting should have greater portability.
7. Making dual enrollment consistently available in all buildings. This is related to placing qualified teachers.
8. All dual-credit classes are on-line
9. Most students in our school do not need the courses for high school credit because of the variety of class offerings.

10. None that I know of. The only issue I have and this is my own personal opinion with dual-credit is that, are we replacing high schools with college. Why do students need to stay in high school, if most of their classes are college? I want to see kids being kids, they will have enough pressures on them in adult life, let them be high school students.
11. Additional paperwork, additional letters mailed, procedures students and parents need to know, awareness of what colleges will accept credit
12. Scheduling and availability
13. Managing students who are not self disciplined for this type of course. Deciding who the cooperating teacher will be in the school district.
14. The biggest issue surrounding dual-credit courses is with respect to teachers being qualified to teach the courses. Many teachers are more than capable, but are not qualified according to the post-secondary institution.
15. The student does not know if they are receiving college credit until they decided where they are going to college. Colleges treat dual credit differently. Also, the 18 hours in the content area requirement for high school teachers who teach dual credit is problematic. We have multiple sections of pre-calculus, for example, and only one of the teachers meets this requirement. So students have an unfair playing field on whether they can teach dual credit based on which teacher they are randomly enrolled. There needs to be an alternate pathway to allow teachers to teach dual credit beyond 18 hours in the content area.
16. None
17. Time is always an issue. Sending or receiving courses in alignment with other districts is a challenge.
18. scheduling and student interest
19. The most difficult issues are getting instructors that dual endorsed and making sure that the program is of high quality and has rigorous standards worthy of college credit.
20. none
21. Credits being accepted by all colleges.
22. Postsecondary institution requiring ACT or COMPASS test scores for the student to take a dual-credit course taught by high school instructor. For some distance learning courses, meshing two or more schedules.
23. none
24. Teachers with necessary degree is a problem

25. Problems not being able to get college instructors with a Nebraska Teaching Certificate
26. Upper level courses allowing students to earn credits towards high school graduation, while earning college credits
27. There are no issues. Several of the dual-credit courses are through the career-tech era with our industrial tech, ag, and fcs department. The others have been offered in content areas such as math and english through Wesleyan and Central Community college for upper level math and English courses.
28. Scheduling
29. a
30. Having qualified teachers - masters degree in their teaching area
31. Getting students interested
32. Teacher Qualifications-Renewal of Certificate
33. Cost and the instuition being required to have a NE teaching certificate.
34. We have no student issues.
35. It is a good opportunity for students to begin their college careers and at the same time strengthens our overall curriculum.
36. affording tuition, books, before or after school
37. Sometimes we would rather offer college credit only classes, especially in English so that our teachers work with our students to meet their graduation requirements. We offered college credit only classes to our students for English Comp, Intro to Psychology, College Literature, and Principles of Accounting.
38. To make sure that teachers at the sending site are certified as secondary teachers in Nebraska
39. Difficulty finding teachers qualified to teach the courses
40. Finding the instructors and courses matching our schedule.
41. NDE Certification of the College Instructor
42. Class section times. College entrance requirements sometimes higher than the school. Local teachers gaining approval to be adjunct faculty. Cost of taking the classes for college credit. Dropping a class.
43. Getting teachers approved by the college is sometimes an issue.

44. We need to offer more
45. non accredited post secondary teachers, tuition responsibility
46. matching our school's schedule with the college
47. Teacher Certification, scheduling
48. schedule
49. A certified staff member is in the classroom with the college instructor teaching the class because the college professor lacks certification in Nebraska. Waste of man power.
50. We do not have enough staff to cover the students taking separate rooms, they meet in the Library and our Media Specialist supervises them. or the Counselor does.
51. U.S. History can be taken dual credit through NE Wesleyan, Career Academy courses are dual credit, some CCC courses can be dual credit
52. Finding eligible instructors for the courses within our faculty.
53. Organization of the institution, the process for enrollment, communication of qualifications, timeliness of processing
54. Payment by the student to the postsecondary institution can be a challenge.
55. No real issues, however, sometimes the English students have to realize this is a College Level Class
56. Maintaining qualified teachers as Metro requires master level teachers in the content area.
57. We have dual credit courses in 2011-2012 but we did not have them in 2010-2011.
58. MATCHING QUALIFIED STAFF WITH COURSE OFFERINGS. FINANCIAL BURDEN ON STUDENTS FOR CREDIT
59. Funding, qualified teachers, scheduling Colleges send billing statements to students
60. convincing students to take the classes. Fear of failure.
61. No Issues
62. None has worked fine for years
63. Some students that do not qualify for the ACE do not sign up because of the cost of tuition. We do not have any instructors on our campus certified to teach dual credit, so our students have only the option of taking them online or through a distance learning system. Some students do not sign up because they do not want to take a course with that type of format.

64. DL classes must fit our schedule - doesn't always happen smoothly.
65. The low income students are fortunate to have the ACE scholarship opportunity to take the dual credit courses
66. Dual credit classes have been an excellent addition to our curriculum
67. Restricted time schedules, how to treat failing students
68. none
69. None
70. Some only want college credit as to not affect their high school GPA and Rank.
71. None
72. Dual credit class from Rock County has students from other district enrolled through distance learning capabilities. Students from Ainsworth and Keya County High School participated
73. The ecompass test has been an issue for some students attaining an acceptable score
74. We have recognized criteria for making dual credit available to students; gives the members chance for inter-action with college teachers, students and other high school students.
75. None
76. No negative issues. Just some obstacles to overcome, such as distance from the colleges.
77. We don't have enough students that are capable of doing dual credit courses.
78. Not enough teachers are qualified to teach dual-credit courses, For the current year we waited 6 months to get an answer about the classes we could offer, and then were turned down. We looked to another institution who approved teacher and classes.
79. I need more Mastered teachers.
80. There are no issues
81. scheduling is always an issue - offerings may appeal to students, but if they are synchronous, the timing must match
82. no issues
83. They are great, I wish we had more on-staff teachers who were qualified to teach dual credit courses.
84. The cost for some students wanting to take the class keeps them from enrolling.

85. class load limits set by cooperating schools restricting the number of students able to participate
86. Teacher qualifications. Masters is too stringent. Some Bachelor teachers are primo.
87. Cut scores for some classes are way to high by Western Nebraska CC
88. none
89. Some people feel that we are moving away from the mission of high schools
90. They are not allowed to substitute the dual credit for our core subjects. Only for recovery.
91. None. It is a wonderful program.
92. The main issue I hearing counselors discuss across the state deals with the concern that students a missing out on a full year of a college preparatory class. Even though the students satisfactorily complete a dual-credit college composition course, some four year colleges complain that those students are still ill prepared to complete college level work. We are starting to see four year institutions (see UNO and UNL) starting to combat this by requiring "placement" tests for all incoming freshmen - regardless of what college or dual credit classes they have completed.
93. None
94. We do not offer dual-credit options.
95. Monitoring the students -- we have to divert teacher time to monitoring students while they work independently on coursework.
96. The requirements set by the post-secondary school to teach these course is increasing. This will eventually end the program at our school as we will not have instructors on staff to teach these courses.
97. Students who want to take the class but don't meet the criteria.

21. Describe the benefits of offering dual-credit courses in your school.

1. Students enter college with general education credits.
2. Great opportunity for students and staff. Increases rigor in high school courses. Saves students time and money Helps prepare students for post-graduation
3. Better preparation for post-secondary education
4. Get a head start on college.

5. We're at a point wherein most of our seniors end up with a full college year and some a year and a half of college done and on the books by the time they graduate from HS. It has been a game-changer. Kids used to take lots of electives and "blow off" lots of time their senior years in particular. Not any more. Now it is fast and furious and very rigorous academically and they are walking out with not just an HS diploma but a year of college credit under their belts, and that is true of the vast majority of our seniors.
6. There are two primary benefits. Dual-credit allows high school students to experience a college course before going to college. In addition, students higher education costs and time commitment is reduced through dual-credit course work.
7. Students are able to acquire college credit while attending high school
8. Career exploration and college readiness.
9. Rigor & Relevance, Persist to postsecondary education, earn high school and college credit, increased student engagement
10. It helps the students prepare for college.
11. It allows students to get college credit while in school.
12. If a student is lacking in high school credit, they can receive it as well as college credit and offer choices we do not have available.
13. complete some college credits before leaving high school. May be able to get done with college sooner.
14. Students and parents appreciate earning credits prior to enrolling in college.
15. Students get a cheaper rate for college credit plus they get face to face time with an instructor that knows the students well.
16. Students earn the chance to receive college credit before entering college
17. Students get a chance to earn college credit with the safety of having adults in high school who can assist them when it becomes a challenge. I have had students who were afraid of a computer course until they had this opportunity and now they have a 4.0 in their third year of college.
18. There are MANY benefits. Some of them include: 1) jump start on college, 2) cheaper college tuition, 3) exposure to college level work, 4) college level work at high school pace, 5) college level work with a low teacher to student ratio, 6) challenging courses for upper level students, etc.

19. Gain college credit while in high school and do not have to leave their high school campus.
20. Allows college credit in high school. Allows classes in career field.
21. A positive for us. Greater student course selection, preparation for post-HS education.
22. wider curriculum available to students
23. We have students starting college with Sophomore standings.
24. none
25. Challenge students
26. Students are able to get a head-start on earning college credits.
27. headstart on college credits; college credit earned at a reduced rate;
encouragement to attend college
28. Allows students to attain college credit at minimum cost
29. Students being able to complete college courses without leaving our school
30. college credits earned by students
31. The students and the parents like going off to college with credit in hand. Also, they like the fact that it is fairly economical for the students to take the credit in a safe, structured environment.
32. More opportunities for students.
33. a
34. Give kids a head start on college
35. Helping students to get an early start on their college work
36. Allows students to gain credits at a cheaper rate. Takes a higher schedule load off them at college.
37. Gets our students a jump start on college for general studies.
38. Students are starting their freshman year of college with credits that can be applied to their elective credits.
39. college credit and fulfilling high school graduation requirements

40. Wonderful opportunity for students to earn college credit while still in high school. Nice for students to be able to complete college credits with the help of their high school teacher who is allowed to teach some classes for dual credit.
41. Early start on college courses, prepare students for college
42. Alignment with post-graduate programs, students can get begin to acquire college credit
43. Get students a head start on college.
44. It allows students to hit the ground running in college.
45. Can truly prepare our students for the next level of education. Empowers students.
46. Huge benefit to students. Cost savings as well as potential to get students who might not otherwise pursue a degree started in a program.
47. Students are able to gain hs as well as college credit, and they are taking more advanced level courses. Dual-credit tends to keep students interested in class.
48. broaden curriculum available, career exploratory for undecideds
49. students get a less expensive way of picking up college credit early; serves as an enrichment for accelerated students.
50. College readiness, meeting needs of high performing students
51. college credit for hs students, half-price tuition, exposure to college expectations
52. Students have the opportunity to experience college level courses with a lot of support.
53. It has been a tremendous benefit for our students. It has created a relevant curriculum and given them a head start in their future endeavors.
54. We can offer more classes and more rigorous schedule which looks good on our student's transcripts and scholarship applications. We can prepare our high ability students better for college.
55. Allows student to get college credit at a lower tuition rate through CCC, allows students to graduate from college in 4 or less years
56. Great for students to learn advanced concepts and obtain some college credit.
57. allows students to earn college credit while still in high school
58. Students feel special for taking college classes, get a jumpstart on college career
59. Allows students to earn college credit.

60. Offering college credit hours and a reasonable rate for students.
61. College credit at reduced rates; reduced time on campus for students and overall financial outlay for degree is less.
62. Students will directly benefit from earning college credit.
63. TUITION SAVINGS FOR STUDENTS. STUDENTS GET A HEAD START ON CREDIT ACCUMULATION.
64. Student motivation to learn
65. We believe that students that take college credit classes are more likely to attend college. Offers more rigor to our students
66. prepare them for college. Currently working on offering more dual-credit next semester in an effort to prepare them for college.
67. It is an excellent benefit for students to get college credits in the high school setting.
68. Head start on college
69. We love having these an options for our students. It helps keep them focused on pursuing a college education and I think it makes the transition much easier for them.
70. Students learn to use systems like Moodle or Blackboard, etc. Student can take classes for 1/2 the cost while in HS. Can shorten the length of time needed to complete a degree.
71. Students are able to achieve college credit and have college credit before entering college
72. money savings for students when attending college, cost is less per hour than when they are enrolled full time after graduation. It is also used to enhance our curriculum.
73. Allows students the opportunity to start their college academic careers during high school.
74. Help students complete college sooner.
75. earning college credit, college experience, augments schedule, explore interests
76. Preparing students for college, allows us to offer more classes, prepares students to become better college students
77. Provides students the opportunity to experience college type environment in the high school setting. Also the opportunity to gain college credit at a minimal expense.
78. Greater # of course offerings, Incentive to take rigorous subjects, Incentive to study hard.

79. Allows students head start on college credits. Students paying for classes increases focus on doing well in class.
80. allows students to prepare for college and perhaps accelerate their college career
81. It is both an advantage for the district per curriculum offering or variety and more so for students start to post secondary schools.
82. Cost saving students, college experience, smaller class sizes
83. Students benefit by being able to take courses we may not be able to offer at our school, it prepares them for the demands of college and online learning, and gives them a headstart on college at a less expensive rate.
84. Students are able to get college credit prior to college enrollment.
85. Allows students to earn college credit while in high school, allowing them to finish college sooner.
86. It gives the students a leap forward in their college career.
87. students can graduate from HS with up to 12 college credits
88. Students get a leg up on their post-secondary careers and also get a feel for how college courses will work
89. Able to take classes they wouldn't otherwise have the opportunity and get started on college credits before setting foot on a campus.
90. Our students have the possibility of leaving high school with over twenty hours of college credit. That's quite a savings for the students in time and money.
91. Prepares students for college and increases awareness for what college instructors require of students.
92. It gives our students an idea of the caliber of college courses and challenges them in their regular classes knowing what may be ahead in their post- secondary courses
93. Allows our students to begin post-secondary education ahead of many of their peers.
94. gives students an advantage when enrolling in college
95. Money, time and culture.
96. Main benefit is that students are completing classes that will shorten their coursework in college. This will allow them to finish sooner and save money.
97. earn college credit while in high school and works with our alternating block schedule

98. Allows a much more diverse curriculum, allows students to move ahead with more challenging work, can get a great head-start on college credits
99. One step up on college, can be used for recovery credit.
100. It gives students a purpose for being in high school, therefore increasing the school climate.
101. Allows students to take challenging courses and begin working towards the associate or 4 year college degree
102. Students earn credits for college at a far reduced tuition rate.
103. It gives students a jump start on college. If a kid is on the fence about college and can experience success at HS and have college credit earned prior to going they are more likely to go to college.
104. Students get exposed to college level coursework.

Draft

Appendix III: Full survey summary results (continued)

b. Postsecondary dual enrollment survey

Note: This survey was distributed to the chief academic officer of each Nebraska public school district via email. The email directed them to the survey via a link to surveymonkey.com, a commonly used online survey tool. A follow-up email was sent to every chief academic officer a week after the initial email.

1. Under this definition, does your institution offer dual-credit courses?

	Response Percent	Response Count
Yes	53.3%	16
No	46.7%	14
Answered question		30
Skipped question		0

1. dual enrollment but not dual credit

2. Please identify the postsecondary institution you represent.

1. Metropolitan Community College
2. Central Community College
3. Nebraska Wesleyan University
4. Larabee School of Real Estate & Ins. Inc.
5. University of Phoenix
6. University of Nebraska Medical Center
7. Kaplan University
8. Western Nebraska Community College
9. University of Nebraska at Kearney
10. UNL

11. University of Nebraska at Omaha
12. Hastings College (NE)
13. Nebraska Indian Community College
14. Clarkson College
15. Southeast Community College
16. Nebraska Christian College
17. Northeast Community College
18. Nebraska Law Enforcement Training Center
19. NEBRASKA HEALTH CARE LEARNING CENTER
20. Creative Center
21. Gallup University
22. Bellevue University
23. Creighton University
24. Concordia University
25. Xenon International Academy
26. Mid-Plains Community College
27. JTL Truck Driver Training, Inc.
28. ITT
29. Regional West Medical Center School of Radiologic Technology

3. How many credit hours did your institution award through dual credit during the 2010-11 academic year?

1. 7,684 does not include MCC Career Academies and CollegeNOW
2. 11,252
3. 6500
4. 0
5. 583

6. 2565
7. 398
8. 12,274
9. About 350 total
10. 9
11. 3-12
12. 3766
13. 5536
14. 0
15. 0
16. 138
17. 1588
18. 3,246 credit hours

4. What was your institution's student enrollment for dual-credit courses during the 2010-11 academic year (unduplicated headcount)?

1. 1,053 does not include MCC Career Academies and CollegeNOW
2. 1,938
3. 1300
4. 0
5. 108
6. 486 unduplicated; 759 total
7. 133
8. 1966
9. About 25
10. 3
11. 2-4

- 12. 650
- 13. 820
- 14. 0
- 15. 0
- 16. 46
- 17. 250
- 18. 656
- 19. 6

5. How many unique dual-credit courses did you offer during the 2010-11 academic year? (Only count each course once; for example, English 101 would count as one course, even if you offered 4 sections of it throughout the year or at four receive sites for a synchronous course.)

- 1. 54
- 2. 76
- 3. 30
- 4. 0
- 5. 18
- 6. 45
- 7. 5
- 8. 42
- 9. 1
- 10. 1
- 11. one - Medical Terminology
- 12. 19
- 13. 34
- 14. 0
- 15. 0

- 16. 13
- 17. 15
- 18. 68
- 19. 6

6. Please list the high schools that participated in your institution’s dual-credit program during the 2010-11 academic year.

1. Arlington High School, Bellevue East High School, Bellevue West High School, Bennington High School, Blair High School, DC West High School, Dodge High School, Elkhorn High School, Elkhorn South High School, Fort Calhoun High School, Fremont High School, Gretna High School, howells High School, Logan View High School, Millard Horizon High School, Millard North High School, Millard South High School, Millard West High School, North Bend Central High School, OPS Career Center, Benson High School, Bryan High School, Burke High School, Central High School, North High School, Northwest High School, South High School, Papillion-LaVista High School, Papillion-LaVista South High School, Platteview High School, Plattsmouth High School, Ralston High School, Roncalli Catholic High School, Scribner-Snyder High School, Westside Career Center, Westside High School
2. ADAMS CENTRAL JR-SR HIGH SCHOOL ALLEN HIGH SCHOOL ALMA HIGH SCHOOL AMHERST HIGH SCHOOL ANSELMO-MERNA HIGH SCHOOL ARAPAHOE HIGH SCHOOL ARCADIA HIGH SCHOOL ARTHUR COUNTY HIGH SCHOOL AURORA HIGH SCHOOL AXTELL COMMUNITY SCHOOL BERTRAND HIGH SCHOOL BLUE HILL HIGH SCHOOL BOONE CENTRAL SCHOOLS BRADY HIGH SCHOOL BURWELL JR-SR HIGH SCHOOL CAMBRIDGE HIGH SCHOOL CEDAR CATHOLIC HIGH SCHOOL CEDAR RAPIDS JR-SR HIGH SCHOOL CENTRAL CATHOLIC HIGH SCHOOL CENTRAL CITY HIGH SCHOOL CENTURA SECONDARY SCHOOL CLARKSON JR-SR HIGH COLUMBUS HIGH SCHOOL COZAD HIGH SCHOOL CROSS COUNTY HIGH SCHOOL DAVID CITY SECONDARY SCHOOL DONIPHAN-TRUMBULL PUBLIC SCHOOL EAST BUTLER HIGH SCHOOL ELBA SECONDARY SCHOOL ELWOOD HIGH SCHOOL FILLMORE CENTRAL HIGH SCHOOL FRANKLIN SECONDARY SCHOOL FRIEND HIGH SCHOOL FULLERTON HIGH SCHOOL GIBBON HIGH SCHOOL GILTNER HIGH SCHOOL GOTHENBURG HIGH SCHOOL GRAND ISLAND SENIOR HIGH SCHOOL GREELEY-WOLBACH HIGH SCHOOL HAMPTON HIGH SCHOOL HARTINGTON HIGH SCHOOL HARVARD HIGH SCHOOL HASTINGS SENIOR HIGH SCHOOL HEARTLAND LUTHERAN HIGH SCHOOL HIGH PLAINS COMMUNITY HIGH SCHOOL HOLDREGE HIGH SCHOOL HOLY FAMILY HIGH SCHOOL HOWELLS JR-SR HIGH SCHOOL HUMPHREY JR-SR HIGH SCHOOL KEARNEY CATHOLIC HIGH SCHOOL KEARNEY SENIOR HIGH SCHOOL LAKEVIEW HIGH SCHOOL LAWRENCE/NELSON SECONDARY LEIGH HIGH SCHOOL LEXINGTON HIGH SCHOOL

LITCHFIELD HIGH SCHOOL LOOMIS SECONDARY SCHOOL LOUP CITY HIGH SCHOOL LOUP COUNTY HIGH SCHOOL MADISON SENIOR HIGH SCHOOL MERIDIAN HIGH SCHOOL MINDEN HIGH SCHOOL NEBRASKA CHRISTIAN HIGH NORTH LOUP SCOTIA HIGH SCHOOL NORTHWEST HIGH SCHOOL OGALLALA HIGH SCHOOL ORD JR-SR HIGH SCHOOL OSCEOLA HIGH SCHOOL OVERTON HIGH SCHOOL PALMER JR-SR HIGH SCHOOL PLEASANTON HIGH SCHOOL RANDOLPH HIGH SCHOOL RAVENNA SENIOR HIGH SCHOOL RED CLOUD HIGH SCHOOL RISING CITY HIGH SCHOOL SAINT CECILIA HIGH SCHOOL SAINT EDWARD HIGH SCHOOL SAINT FRANCIS HIGH SCHOOL SAINT PAUL HIGH SCHOOL SANDY CREEK JR-SR HIGH SCHOOL SCHUYLER CENTRAL HIGH SCHOOL SCOTUS CENTRAL CATHOLIC SCHOOL SHELBY HIGH SCHOOL SHELTON HIGH SCHOOL SILVER LAKE HIGH SCHOOL SOUTHERN VALLEY JR-SR HIGH SCHOOL SPALDING ACADEMY HIGH SCHOOL SPALDING SECONDARY SCHOOL SUMNER-EDDYVILLE-MILLER HIGH SCHOOL SUPERIOR JR/SR HIGH SCHOOL SUTTON SECONDARY SCHOOL TRUMBULL HIGH SCHOOL TWIN RIVER SENIOR HIGH SCHOOL WAHOO HIGH SCHOOL WALLACE HIGH SCHOOL WEEPING WATER HIGH SCHOOL WEST POINT-BEEMER JR/SR HIGH WHEELER CENTRAL HIGH WILCOX HILDRETH HIGH SCHOOL WILCOX-HILDRETH PUBLIC SCHOOLS WOOD RIVER RURAL HIGH SCHOOL

3. Albion - Boone Central High School Alma High School Aurora High School Axtell High School Bennington High School Columbus High School Elkhorn High School Elkhorn High School and ESHS Elkhorn Mt. Michael High School Elkhorn Valley High School Elm Creek High School Elwood High School Franklin High School Grand Island Northwest Hampton High School Hastings Adams Central High School Hastings High School Hastings St. Cecilia High School Holdrege High School Kearney High School Lexington High School Lincoln Arts & Humanities Focus School Lincoln Christian High School Lincoln East High School Lincoln High School Lincoln North Star High School Lincoln Northeast High School Lincoln Science Focus School Lincoln Southeast High School Lincoln Southwest High School Loomis High School Minden High School Norfolk High School Norris High School Omaha Brownell-Talbot Omaha Creighton Prep Omaha Duchesne Academy Omaha Marian High School Omaha Mercy High School Omaha Roncalli Catholic High School Omaha Skutt High School Omaha Westside High School Ord High School Papillion LaVista High School Papillion- LaVista High School Papillion-LaVista South High School Scottsbluff High School Seward High School Sidney High School Sutton High School Thayer Central High School Utica Centennial High School Waverly High School Wayne High School
4. NA
5. St Patricks, Ainsworth, Ansley, Chadron, Coleridge, Conestaga, Crawford, Elba, Fillmore, Franklin, Garden Co., Gordon/Rushville, Heartland, Hershey, High Plains, Laurel Conrad, Loomis, Loup Co., Maywood, McPherson Co., Perkins Co., Ogallala, Pawnee City, Paxton, Pleasanton, Medicine Valley High School, Rock Co., Sidney, Sutherland, Sulton, Wheeler Central, Wauneta/Palisades, Wheeler Central, Sunner/Eddieville/Miller, Lourdes Central,

Humbolt/Tablerock/Stienauer, Wood River, Valentine, Chase Co., Johnson Co., Mead, Stuart and Winside

6. Alliance, Banner County, Bayard, Bridgeport, Chadron, Chappell, Crawford, Leyton, Gering, Gordon-Rushville, Hay springs, Hemingford, Kimball, Mithchell, Morrill, Oshkosh, Potter-Dix, Scottsbluff, Sidney
7. Kearney High School
8. Blair High School Papillion-LaVista High School Papillion-LaVista South High School Westside High School Millard North High School Millard South High School Millard West High School Marian High School Concordia High School Ralston High School Creighton Prep High School Bellevue East High School Bellevue West High School Skutt Catholic High School Elkhorn High School Elkhorn South High School Brownell-Talbott High School Roncalli Catholic High School St. Pius X Catholic High School, Atlanta GA McCook High School Plattsmouth High School Omaha Benson High School Omaha Bryan High School Omaha Burke High School Omaha Central High School Omaha North High School Omaha Northwest High School Omaha South High School Omaha Career Center Mercy High School
9. Hastings Senior High School (Hastings, NE)
10. Santee Public
11. Benson High School
12. Ashland, Beatrice, Crete, Deshler, Fairbury, Falls City, Friend, Heartland, Lincoln Christian, LPS -East, LPS-Northeast, LPS-North Star, LPS-Southeast, LPS-Southwest, LPS-Lincoln High, Louisville, Mead, Milford, Norris, Plattsmouth, Raymond Central, Wahoo, Weeping Water, Yutan, Thayer Central, Seward, Freeman, Nebraska City, Bruning, Waverly, Meridian, Wilber, Auburn, Lewiston, Johnson Co. Central, Malcolm, Exeter, Palmyra, Shickley, Southern, Diller-Odell, Tri-County
13. Ainsworth Atkinson-West Holt Bancroft-Rosalie Bassett - Rock County Battle Creek Burwell Chambers Clearwater Cody-Kilgore Creighton Crofton Dodge Elgin Public Elgin Pope John Giltner Hartington Public Hartington Cedar Catholic Homer Hooper - Logan View Laurel-Concord Lynch Lyons-Decatur Madison Neligh Newcastle Newman Grove Norfolk Public Norfolk Catholic O'Neill Public O'Neill St. Marys Oakland-Craig Pender Pierce Plainview Randolph South Sioux City Spencer Springview Keya Paha Stanton Stuart Superior Tekamah- Herman Tilden - Elkhorn Valley Veridgre Wakefield Wayne West Point Public West Point Central Catholic Wisner-Pilger Wynot
14. Creighton Prep, Mount Michael, Duchesne Academy, Saint Albert's

15. Lincoln Lutheran HS, Lincoln, NE Concordia HS, Omaha, NE Seward HS (NE) Baltimore (MD) Lutheran HS Faith Lutheran HS, Las Vegas, NV Lake Country Lutheran HS, Hartland, WI Martin Luther HS, Greendale, WI St. Paul Lutheran HS, Concordia, MO Vail Christian HS, Edwards, CO Valley Lutheran HS, Phoenix, AZ
16. Ainsworth High School Anselmo-Merna High School Ansley High School Arapahoe High School Arcadia High School Arnold High School Arthur High School Brady High School Broken Bow High School Burwell High School Callaway High School Cambridge High School Chase County High School Cody- Kilgore High School Dunty County/Stratton High School Elwood High School Eustis-Farnam High School Hastings Adam Central High School Hayes Center High School Hershey High School Hitchcock County High School Hyannis High School Keya Paha High School Loup County High School Maxwell High School Maywood High School McCook High School McPherson County High School Medicine Valley High School Mullen High School North Platte High School North Platte St. Patrick's High School Ogallala High School Oshkosh High School Paxton High School Perkins County High School Rock County High School Sandhills High School Sargent High School South Platte High School Southwest High School St. Edward High School Stapleton High School Sumner High School Sutherland High School Sutton High School Thedford High School Valentine High School Wallace High School Wauneta-Pallisade High School
17. Thomas Jefferson High School, Council Bluffs Fremont high School Platteview High School Northwest High School

7. Dual-credit admission criteria for your students are decided by:

	Response Percent	Response Count
Your partnering high school/s	18.8%	3
Your postsecondary institution	31.3%	5
Both	50.0%	8
Answered question		16
Skipped question		14

8. What criteria does your institution require for a student to take a dual-credit course?

	Response Percent	Response Count
GPA	53.3%	8
Class rank	26.7%	4
Asset/Compass	40.0%	6
ACT cut score	40.0%	6
Counselor/teacher recommendation/referral	66.7%	10
Year in School	66.7%	10
Other	33.3%	5
Answered question		15
Skipped question		15

GPA (fill in the blank)

- 3. 3.0
- 4. Minimum H/S GPA
- 5. 3.00 or better
- 6. 3.00 cumulative
- 9. 2.5
- 11. Recommended GPA of 3.0 or better
- 13. 3.0 or higher
- 14. no

Class rank (fill in the blank)

- 4. Recommended by school officials
- 11. Recommend rank in top 1/2 of high school class

13. N/A

14. no

Asset/Compass (fill in the blank)

2. Asset/Compass

4. Writing > 65; Reading > 76; Algebra > 66

10. Appropriate score

11. REQUIRED -- Asset of 45 or better for Math & 79 or better for English ACT score of 21 or better & ACT score of 18 or better for English --no minimum score for courses other than English & math --consistent with regular on campus programs.

13. N/A

14. Yes

ACT cut score (fill in the blank)

4. Writing > 18; Reading > 18; Algebra > 22

5. Earned a score of 20 or higher

10. Appropriate score

11. Recommended ACT of 20 or better

13. N/A

14. Yes

Counselor/teacher recommendation/referral (fill in the blank)

1. Counselor and high school administrators refer

3. Yes, if not a Jr or Sr

4. Counselor/Principal/Parent signatures

5. Must be identified as high ability by the high school

7. Consultation among the high school counselor and teacher and our Chemistry Department

8. YES

9. Counselor chooses appropriate students

- 11. Required signature of school official
- 13. Counselor or Principal
- 14. Yes

Year in school (fill in the blank)

- 2. junior/senior
- 3. Juniors/Seniors
- 4. Junior or Senior
- 5. Juniors or seniors
- 9. Jr. and Senior
- 10. Junior/Senior level
- 11. Junior or Senior
- 13. Junior or Senior
- 14. Yes
- 15. Seniors

Other (fill in the blank)

- 5. Must meet prerequisites of the course
- 10. Recommendation of Principal
- 11. Northeast has a policy regarding early entry.
- 12. Must attend designated high school.
- 13. N/A

9. How many instructors (unduplicated) taught in your institution’s dual-credit program during the 2010-11 academic year?

	Response Average	Response Total	Response Count
High school instructors	42.57	596	14

Postsecondary instructors	10.33	124	12
Answered question			16
Skipped question			14

10. The criteria for dual-credit instructor qualifications are established by:

	Response Percent	Response Count
The high school	6.3%	1
Your postsecondary institution	68.8%	11
Both	25.0%	4
Answered question		16
Skipped question		14

11. Instructors in your institution's dual-credit program must have (check all that apply):

	Response Percent	Response Count
A master's degree in any discipline	13.3%	2
A master's degree in the content area they'll be teaching	60.0%	9
At least 18 hours of graduate study in content area	40.0%	6
At least 18 hours taught in content area	13.3%	2
Postsecondary Dual Credit	20.0%	3

Endorsement (NDE)		
Other	33.3%	5
Answered question		15
Skipped question		15

1. A Masters degree with at least 18 hours of graduate work in the content area -this may be part of the MS and/or outside of it.
2. We prefer all faculty have a Masters within the discipline but we do have some educators that have been with NCTA for a number of years that only have their Bachelors.
3. Usually such an instructor would have a degree in the discipline which they are teaching.
4. CTE Instructors would require the same credential as a on campus instructor and 2 years of experience. If instructors do not have the teaching certificate we work with them to obtain the certificate from NDE.
5. Faculty teaching courses intended for transfer to four-year institutions will hold a minimum of a master's degree which includes substantial study appropriate to the academic field in which they are teaching (typically a minimum of 18 semester hours of graduate credit. (Same as all NECC faculty)
6. Faculty teaching in trades areas need
7. General Education courses require master's degree in the subject being taught, Technical courses, instructor must have a bachelor degree and 3 years experience in their field

12. Is the tuition cost of dual-credit courses at your institution:

	Response Percent	Response Count
Less than regular tuition	73.3%	11
The same as regular tuition	26.7%	4
More than regular tuition	0.0%	0
Answered question		15

1. High School Nebraska residents pay half price tuition for MCC courses.
2. Dual credit tuition is substantially less than regular tuition.
3. \$43.75 per credit
4. Area enrolled high school students pay 1/2 tuition and 1/2 fees
5. \$75 per credit hour
6. Dual enrollment at UNO is a fee-based program, not tuition based.
7. High school students enrolled in our dual-credit Chemistry course pay \$50 per credit hour--far less than our tuition charge for undergraduates.
8. The college does not charge the dual credit students a fee due to limited size and limited funding.
9. Lower amount was charged the students who requested dual credit for Clarkson
10. \$110 fee per course.
11. Students are charged \$80/credit hour.
12. We do not charge

13. Who pays dual-credit tuition for your students?

	Response Percent	Response Count
The student	40.0%	6
Your partnering high school or school district	0.0%	0
Your institution	13.3%	2
Foundation/private organization/business/other	0.0%	0
Some combination of the above	46.7%	7

Answered question	15
Skipped question	15

1. Varies by district/school. Bellevue Public Schools pay for their students. Some districts have student totally responsible for tuition. Some districts seek foundation help. Many students apply for the ACE scholarship funds.
2. Also partner high schools and foundations; some schools choose to; students use the ACE scholarship
3. Mostly students unless then qualify for the ACE scholarship or a school-based foundation.
4. Students/parents, some high schools pay, ACE Scholarships
5. Some courses are sponsored by high schools, but in other cases the students pay individually.
6. Some students receive the ACE scholarship, others receive a scholarship through their school, while others will pay themselves.
7. In most cases it is the student, but some schools may assist or have a foundation or outside resource that is available.
8. The majority of students pay their own tuition. At least one community has a foundation that provides \$10,000 to refund a portion of the student's tuition after successful completion. ACE scholarships are very important to the students.
9. In most schools, the student pays the tuition. In some, the school pays some or all of the tuition.
10. We offer a variety of tuition payment options depending upon the high school. It could be student, high school, or scholarship.

14. Who pays for dual-credit books and supplies for your students?

	Response Percent	Response Count
The student	26.7%	4
Your partnering high school or school district	20.0%	3

Your institution	26.7%	4
Foundation/private organization/business/other	0.0%	0
Some combination of the above	26.7%	4
Answered question		15
Skipped question		15

1. Same as answer to # 13. The payment for books and materials varies by school/district.
2. Also partner high schools and foundations; some schools choose to; students use the ACE scholarship
3. Some schools furnish books, but in other cases students purchase books themselves.
4. Books are furnished by the high school - UNK provides \$\$ for supplies
5. We offer only one dual-credit course, using a high-quality model. We use a current chemistry textbook (the same text that our undergraduates use), and the college purchases these books for the high-school students' use during the course.
6. Same as above, usually the student, in many cases the school pay for the textbook and they will provide some of the supplies. Or there might be a outside resource that also assists with funds.
7. Most schools supply books and materials as part of the class. Some have a per hour charge (ranging from \$5/hr to \$20/hr) that they add to cover local expenses related to the class.

15. What types of courses can your students complete for dual credit? (Check all that apply)

	Response Percent	Response Count
100/1000-level	100.0%	16
200/2000-level	81.3%	13
Other	6.3%	1

Answered question	16
Skipped question	14

16. Does your institution allow a mix of dual credit and non-dual credit students in the same class?

	Response Percent	Response Count
Yes	75.0%	12
No	25.0%	4
Answered question		16
Skipped question		14

17. Are students taking the class for dual credit required to complete more rigorous coursework than non-dual-credit earning students?

	Response Percent	Response Count
Yes	43.8%	7
No	56.3%	9
N/A	0.0%	0
Answered question		16
Skipped question		14

18. During the 2010-11 academic year, students completed dual-credit courses (check all that apply):

	Response Percent	Response Count
At your institution	33.3%	6

At a partnering high school (face-to-face)	72.2%	13
Online (asynchronous)	33.3%	6
Blended format	33.3%	6
Distance Learning System (synchronous)	27.8%	5
Other	11.1%	2
Answered question		18
Skipped question		12

1. Do not offer
2. None of the above - we offer NO dual credit courses (4 yr inst - Q 2, 18, 22)

19. Four-year institutions: Does your institution accept the transfer of general education, 100/1000- and 200/2000-level dual-credit courses as (check all that apply):

	Response Percent	Response Count
General Education credit (100/100- and 200/2000-level courses)	58.8%	10
Elective credit	52.9%	9
None of the above	35.3%	6
Answered question		17
Skipped question		13

1. I think you meant Q19 for 4 yr inst
2. If C or above, depending on programs either Gen Ed or Elective

3. Each course is evaluated separately, but we are willing to look at dual credit courses.
4. If a student received credit for the course in high school, we do not accept it again for credit at our college.
5. It depends on whether course shows up on the college transcript. We do not accept courses from a high school transcript.

20. Two-year institutions: Does your institution accept the transfer of general education,100/1000- and 200/2000-level dual-credit courses as (check all that apply):

	Response Percent	Response Count
General Education credit (100/100- and 200/2000-level courses)	90.9%	10
Elective credit	63.6%	7
None of the above	9.1%	1
Answered question		11
Skipped question		19

1. Accept career and technical program credits

21. Describe the issues surrounding dual-credit courses at your institution. Please be specific.

1. Training MCC staff to work with high school students and finding high school staff qualified to be MCC adjunct; Funding for books/materials is often a challenge--college changes more frequently than most high schools/districts
2. All institutions do not require the 18 graduate credits of the teachers; general cost to students who may not be able to afford college costs - do low income students participate at the same rate?
3. Lack of qualified high school instructors is the limiting factor in our program. This causes inequity across the state in giving students access to our program and many others. This is the number one factor that should be brought to the forefront with policy-makers in my opinion. Teachers need access to quality, discipline-based graduate work with a schedule and costs that work for them.

4. N/A
5. Delivery mediums Communication from Institution to high school to HS faculty to students Technology Connection to and with high school learners
6. Community college are required by audit committee guidelines to ensure that the same syllabus, learning objectives, course rigor, and textbook apply to all courses, including those offered to high school students. Also, all community colleges use the master's in the specific area or a master's degree in a related field with at least 18 hours of graduate coursework in the specific teaching area as qualification criteria for adjunct instructors. All students are placed into courses on the basis of nationally standardized placement testing, with local testing methods to cross-check for placement accuracy in place at individual colleges. Certain universities and private schools use lower standards for instructors, especially high school teachers, and at least one private university allows the high school curriculum to be taught and high school level books to be used, besides allowing the students to take a course with no placement testing. The same institution provides an extremely deep discount to high school students. Consequently, in our service area, the vast preponderance of dual credit instruction is delivered by institutions with no physical presence here that grant credit under less specific guidelines than those in place for community colleges. We offer credit opportunities, but only to limited numbers of students, while the larger schools with lower standards are able to offer large sections of more traditional courses, such as general education composition, etc.
7. Many of the high school teachers have master's degrees, but not always in the area of content Departments at the university are not interested in working with the high school There is the issue of building in the assessment so that it fits within the university assessment procedures
8. The issues of dual enrollment is the transferability of the courses to post-secondary institutions outside of Nebraska, the cost of dual enrollment is an issue for some and also getting students to take the AP exam seriously.
9. We offer only a high-quality model (our chemistry faculty partner with local high-school faculty whom they know well) to offer a course identical to the introductory college chemistry course that Hastings College students take. At HC, we have wanted to offer something better than the dual-courses that some NE institutions offer--essentially college credit for high school work. Under the later model, the students may receive credit for essentially a high-school course but do NOT know the things that they need to know in order to succeed in next courses in a college course sequence.
10. The largest issues are finding funding for the courses and finding high school instructors who are qualified and willing to instruct at the college level.

11. Because we have very few students at the high school wanting dual credit, the cost to send a faculty there is prohibitive, thus we will be ending the agreement.
12. Instructor availability and credentials in rural areas is becoming more difficult. Textbooks - a college course will change textbooks more frequent than HS, which is difficult for them to understand. Ongoing interactions between college faculty and HS teachers to make sure there is communication flowing both ways for the students. Compensation to the HS when using a qualified HS instructor rather than it going directly to the HS teacher, which they don't see the personal or departmental benefit in teaching a dual-credit course. Student expectations - getting the students to understand that this is a college level course the rigor will be there and it isn't another HS course and that the college is ok with a student failing if they do not do the work.
13. 1) We would like to apply to become NACEP accredited but are having difficulty developing a method to mentor the adjunct (high school) instructors because of distance from campus and numbers of these instructors. 2) There are some students that are not eligible for the ACE scholarship that find it hard to pay for the tuition/fees (the College's payment plan does help). 3) It is sometimes difficult to transfer credits to South Dakota schools if everyone in the dual credit class is not enrolled for college credit (becoming NACEP accredited will help that) 4) It's more difficult to find high school teachers with the credentials necessary for instructors. Many teacher education institutions are offering masters degree in Curriculum & Instruction without 18 hours in a specific teaching discipline. 5) There is more demand for dual credit classes than Northeast can fill. 6) Not all schools are able to offer dual credit classes or the number, or types of classes because they do not have high school instructors that meet the credential requirements of Northeast Community College. 7) Northeast compensates schools for providing instruction (same pay as overload paid to full time faculty or compensation paid to adjunct faculty) but high schools make their own decision regarding the use of these funds (they could be used to provide compensation to the instructor or to pay for textbooks since the College updates textbooks on a shorter rotation than high schools).
14. See my response in 23.
15. A new, incoming freshman may actually arrive at Creighton with enough earned credit hours that they are a new, incoming junior. Essentially, two years of the college experience is lost.
16. We want to have our high school dual credit students included in our assessment data. We have been successful in getting work samples from all of our partner schools but it is sometimes challenging to get the information we seek. We would like to develop richer sources of data. As our program evolves we expect this to happen. Because we have chosen to work with outlying schools in different states, we have to be very conscious

about maintaining high- quality contact with the teachers in the program. We have at least one site visit per year by university personnel to each high school and seek to bring teachers to campus when possible. Technology is also helping to make this easier. We hosted a "collaboration" conferences this summer for the English and psychology disciplines to plan for increased interaction between the main campus and out Dual Credit adjuncts. As the program develops, we would like to see the College of Arts and Sciences take even more "ownership" of the program and to generate even more ideas about ways to collaborate and cooperate. We are seeking to build a culture among the Dual Credit teachers

17. Finding qualified teachers to meet the demand. Offering courses in two different time zones. Distance. Competing with four-year institutions that don't require their instructors to have the same educational background (masters with 18) as the community colleges, yet won't accept transfer credit from the community colleges if the faculty don't have the masters with 18 hours. Out of state transferability.
18. Some high schools will not accept the credits

22. Describe the benefits of offering dual-credit courses through your institution.

1. Increases student achievement with more rigorous course work Some students might consider college as a stronger possibility upon high school graduation General awareness regarding opportunities at MCC
2. opportunity for students; reduces costs for those going to a four-year institution; students have a head start on college studies
3. For us, we gain a relationship with the high schools involved which is beneficial and the students end up with credit from our institution which may inspire them to consider attending. For students, they receive a quality college-level experience at an affordable price and they receive access to many of our campus resources. For teachers, we provide a fund for them to use as they wish to enhance their ability to teach their classes. We also offer annual, paid professional development for our teachers in the program. For schools, we offer a fund for curricular enhancement, and our program - as with every dual credit program - enhances the schools' reputation in academic opportunities.
4. N/A
5. We don't offer them
6. Recruitment of students Building relationships with area high schools Giving students a college experience Reduced fees for college level courses Transferability of classes Gives students a head start on post-secondary education

7. High-performing high school students get a head start on a college education and are challenged by more demanding college curricula, helping to raise the college-going rate for Nebraska. High schools in our area can offer a broader range of courses in cases where they don't have full-time teachers qualified in instructional areas, and they can also offer college credit to smaller pools of students at one time, increasing access and opportunity for higher education. Supplementing traditionally low enrollment courses by allowing qualified high school students to enter the course increases the institution's efficiency as well, especially by using the distance delivery system through the ESU system (real-time audio/visual TV projection).
8. Provides student headcount and credit hour production - particularly helpful in areas where this is lower
9. The benefits of dual enrollment is that students are allowed to receive college credit through UNO, a four-year institution, while in their AP classes in high school, regardless of the score that they receive on the AP exam in May. The cost is 1/4 of the cost of tuition at UNO. We offer enhancements with the courses. It can vary from course to course.
10. The high-school students who take our dual-credit chemistry course are introduced to the top-quality instruction, facilities, etc. available at HC. They tell their friends. Their parents are impressed. Great word-of-mouth advertising results. This is only our second year of this program, but we hope that it will attract some top students (probably not huge numbers) to apply here who would otherwise not look so close to home.
11. It helps the student know that they can undertake college coursework and to have a few courses under their belt. It also helps the partnerships between the college and the high school, as well as introducing our institution to the learner early in the process. Further, dual credit offers a chance for the college to stand out in the community.
12. For those students who are gifted or motivated it is a great way to get a head start on earning college credits. It is a cost savings to the students and parents if they are going to college and have a sense of what they want to do to make sure the courses will benefit them. Exposes the students to college level work maybe one course at a time rather than a full load so they get to experience the difference. In some cases it is a way of taking a college course rather than taking a HS course and then having to pass an AP Exam and pay for it. For the college, it is a means of getting to HS students where if they get a course transcribed it might help them decide to attend that college. It also helps some students decide if college is for them or not and if they decide not to attend it then frees up a spot for a student who does want to attend, this is especially true for programs that have waiting lists.
13. 1) Students can understand the rigor of a post-secondary class(es). 2) Students that are successful taking a college class in high school are more confident of their ability to

attend college, increase "college going rate" (this is especially true for 1st generation students).3) Dual credit classes give high school seniors a purpose to work hard during their senior year. 4) Have a better opportunity of graduating with an Associates Degree in two years or a Bachelors Degree in four years. 5) Provides more opportunities for students to earn a dual major. 6) Provides an opportunity for students to take a lighter class load as a freshman student, allowing adjustment to college and being away from home (may be especially true for those from a smaller community) or 7) provide a lighter class load so that they can work to help pay for their college degree.

14.
 1. We are able to get our institution's name out to a population of high schools and students that have traditionally been a strong part of our recruiting base but who are becoming harder to reach because of the financial challenges of recruiting on a nationwide basis. 2. We routinely assign student teachers to the schools where we have Dual Credit programs. It is very helpful in continuing to build a partnership with these schools that is now broader than just student teaching. 3. Funds from Dual Credit have allowed us to share some of the money with our high school partner schools through direct course support payments to the school and by bringing high school teachers to campus to meet and work with our on-campus professors. 4. Bringing teachers to campus is helpful in a competitive recruiting environment where students gain (through Dual Credit) a teacher who is connected to and understanding of the school's mission and ministry. 4. The program pays for itself and the surplus is an appreciated addition to the bottom line of the university.
15. College exposure to high school students who may not have known about the college before. Opportunity to gain college credit while in high school. Cost savings for parents. Enrollment. Greater public relations opportunities for smaller communities.
16. Students get to learn about college and how college courses are delivered, they also can get a head start on the college career

23. If you are not offering dual-credit courses through your institution, please explain the issues or rationale leading to this decision.

1. We have only professional and graduate degree programs. We have NO First Year (or Second Year) students.
2. We would be interested in the opportunity to offer dual credit courses.
3. When our Advanced Scholars courses for high school students were created several years ago, it was decided that we could move more quickly if these courses were only offered for University credit. We will likely re-consider that decision in the next year.
4. Funding - Funding - Funding

5. This is just not something we do now. We have considered doing this for home school high school students.
6. The Nebraska Law Enforcement Training Center has admission standards that are not limited to academic issues. Admission requirements include a thorough background investigation including a criminal history of the applicant. Additionally there is an age entrance requirement of 21 years old.
7. Due to the structure of our classes (8:30-3:30 for one class), it is impossible to offer dual credit to high school students.
8. We have not completed the process of regional accreditation, and have not started offering classes for credit to students. The approved programs are at the graduate level so we would not likely be participating in dual credit opportunities in the foreseeable future. I greatly appreciate and support future expansion of dual credit and believe it is an efficient and effective way to help students and to assist in the achievement of the state's P-16 goals.
9. I have resisted offering dual credit. We have taught our college courses at high schools and found that with our professors who are certified for hs teaching. We have found that the students weren't able to keep the pace and that we had to extend the courses for them to achieve the same outcomes we expected at Bellevue University. I am willing to offer these courses but only when our faculty are directly involved and we are assured that the students are working at the same level as our matriculated students. I am concerned that many of the dual credit courses are simply high school courses taught by high school instructors with no or little oversight from the college and no or little involvement of college faculty. I have seen numerous examples of a college sending their syllabus to the high school instructor and then receiving grades at the end of the course. How they know or determine that any of the college content has been taught is not evident. Mary Hawkins
10. In order to obtain a Commercial Drivers License to drive in the State of Nebraska, the individual must be 18 years old. In order to obtain a Commercial Drivers License to drive in Interstate commerce and individual must be 21 years old. We would be more than willing to cooperate in this program if it were to the students advantage. Our program is 160 clock hours, and it is to the students advantage to complete the course all at once. Employers prefer to have the individual right out of the training program. It is difficult to place anyone under 21 in this field because of the proximity to the State line with Iowa. Many employers require a minimum age of 21-25.
11. Applicants must have completed at least 33-35 hours of college credit before the applicant can be select to interview for a position in the program.

Appendix III: Full survey summary results (continued)

c. K-12 career academy survey

Note: This survey was distributed to the superintendents of each Nebraska public school district via email. The email directed them to the survey via a link to surveymonkey.com, a commonly used online survey tool. A follow-up email was sent to every superintendent a week after the initial email.

1. You are asked to take part in this study. The purpose of this survey is to identify the need for uniform policies and practices for career academies in Nebraska. This survey serves to collect information about existing career academies. All current Nebraska public school superintendents have been invited to participate in this survey. Your school district will not be affected if you choose not to participate in this study - your participation is completely voluntary. This survey is estimated to take about 15 minutes to complete. You have the right to ask, and have answered, any questions you may have about this study. If you have questions or concerns, you should contact Matt Hastings at matt.hastings@nebraska.gov or 402-471-3104. By beginning this survey, you are acknowledging that you have read this information and agree to participate in this survey, with the knowledge that you are free to withdraw your participation at any time without penalty.

	Response Percent	Response Count
I agree to participate in this survey	95.8%	205
I do not wish to participate in this survey	4.2%	9
Answered question		214
Skipped question		0

3. Does your school district participate in a career academy as identified in the paragraph above?

	Response Percent	Response Count
Yes	58.7%	108
No	41.3%	76

Answered question	184
Skipped question	30

4. In which of the following Career Academies does your school district participate? (check all that apply)

	Response Percent	Response Count
ESU 4	2.1%	2
Central Community College	20.8%	20
Metropolitan Community College	6.3%	6
Mid-Plains Community College	9.4%	9
Northeast Community College	25.0%	24
Southeast Community College	29.2%	28
Western Nebraska Community College	6.3%	6
Papillion LaVista Public Schools	1.0%	1
Millard Public Schools	0.0%	0
Omaha Public Schools	4.2%	4
Answered question		96
Skipped question		118

1. High School of Business
2. UNMC

- 3. Central Nebraska Career Academy Project
- 4. Peru State College

5. How many students in your school district were enrolled in career academy courses during the 2010-11 academic year?

	Response Average	Response Total	Response Count
Number of students	68.63	5,971	87
Answered question			87
Skipped question			127

6. Of these students, how many were:

	Response Average	Response Total	Response Count
Low-income (qualified for free or reduced lunch)	32.48	2,696	83
Minorities (Hispanic, Black non-Hispanic, Native American, Asian/Pacific Islander)	38.69	3,018	78
Answered question			84
Skipped question			130

7. Does the Career Academy have a well-defined mission and goals?

	Response Percent	Response Count
Yes	90.6%	77
No	9.4%	8

Answered question	85
Skipped question	129

8. The mission and goals of the Career Academy are made available to which of the following? (check all that apply)

	Response Percent	Response Count
Administrators	92.8%	77
Teachers	79.5%	66
Students	83.1%	69
Parents	69.9%	58
Advisory Boards	26.5%	22
Others	9.6%	8
Answered question		83
Skipped question		131

9. Does the Career Academy focus on a specific career or Career Cluster?

	Response Percent	Response Count
Yes	96.4%	81
No	3.6%	3
Answered question		84
Skipped question		130

10. The Career Academy focuses on which of the following Career Clusters? (check all that apply)

	Response Percent	Response Count
Agriculture, food and natural resources	34.9%	29
Architecture and Construction	4.8%	4
Arts, A/V Technology and Communications	6.0%	5
Business management and administration	42.2%	35
Education and Training	41.0%	34
Finance	6.0%	5
Government and Public Administration	1.2%	1
Health Sciences	89.2%	74
Hospitality and Tourism	3.6%	3
Human Services	6.0%	5
Information Technology	18.1%	15
Law, Public Safety, Corrections and Security	8.4%	7
Manufacturing	14.5%	12
Marketing	7.2%	6
Science, Technology, Engineering and Math	9.6%	8
Transportation, Distribution and Logistics	6.0%	5
Answered question		83

Skipped question	131
------------------	-----

11. On which of the following outcomes does the Career Academy focus? (check all that apply)

	Response Percent	Response Count
Raising Student Aspirations	53.0%	44
Increasing Student Achievement	42.2%	35
Career Exploration	79.5%	66
Career Preparation	89.2%	74
Early College Access	67.5%	56
None of the above	1.2%	1
Answered question		83
Skipped question		131

12. Does the Career Academy have a defined leadership structure?

	Response Percent	Response Count
Yes	88.1%	74
No	11.9%	10
Answered question		84
Skipped question		130

13. The Career Academy leadership structure incorporates the views of which of the following stakeholders?

	Response Percent	Response Count
Parents	0.0%	0
Students	8.6%	6
Business/Industry	24.3%	17
School Counselors	22.9%	16
School Administration	40.0%	28
Boards of Education	4.3%	3
Answered question		70
Skipped question		144

14. Does the Career Academy have an advisory board?

	Response Percent	Response Count
Yes	74.1%	60
No	25.9%	21
Answered question		81
Skipped question		133

15. Who is included on the Career Academy advisory board? (check all that apply)

	Faculty	Admin.	Counselors	Advisors	Parents	Students	Others
Secondary	43.9%	78.8%	78.8%	18.2%	19.7%	19.7%	16.7%

	(29)	(52)	(52)	(12)	(13)	(13)	(11)
Postsecondary	61.0% (25)	75.6% (31)	12.2% (5)	39.0% (16)	7.3% (3)	12.2% (5)	14.6% (6)

16. Are there at least annual meetings of the Career Academy advisory board?

	Response Percent	Response Count
Yes	83.3%	60
No	16.7%	12
Answered question		72
Skipped question		142

17. Does the Career Academy have a well-defined operating structure?

	Response Percent	Response Count
Yes	86.6%	71
No	13.4%	11
Answered question		82
Skipped question		132

18. Is there a defined recruitment process for Career Academy students?

	Response Percent	Response Count
Yes	56.6%	47
No	43.4%	36

Answered question	83
Skipped question	131

19. Are there defined exit procedures for students from the Career Academy?

	Response Percent	Response Count
Yes	55.7%	44
No	44.3%	35
Answered question		79
Skipped question		135

20. Which type of educational entity administers the Career Academy?

	Response Percent	Response Count
High School District(s)	22.0%	18
Postsecondary Institution	61.0%	50
Educational Service Unit	17.1%	14
Answered question		82
Skipped question		132

1. High School of Business
2. Career Academies administered by MPS and Career Academies administered by MCC
3. CCC personnel
4. It is actually a joint venture with the ESU.& Post secondary.

21. The Career Academy has visible support from which of the following? (check all that apply)

	Response Percent	Response Count
Business/Industry Leadership	53.1%	43
Partnering Postsecondary Institutions	80.2%	65
Partnering Secondary Institutions	60.5%	49
Partnering Educational Service Units	43.2%	35
None of the above	3.7%	3
Answered question		81
Skipped question		133

22. The Career Academy has contractual/financial support from which of the following? (check all that apply)

	Response Percent	Response Count
Business/Industry Leadership	19.2%	15
Partnering Postsecondary Institutions	67.9%	53
Partnering Secondary Institutions	56.4%	44
Partnering Educational Service Units	32.1%	25
None of the above	10.3%	8

Answered question	78
Skipped question	136

23. Currently, the Career Academy is funded by which of the following? (check all that apply)

	Response Percent	Response Count
Local School District Funds	64.6%	53
Postsecondary Funds	54.9%	45
Perkins Basic Grant Funds	54.9%	45
Perkins Innovation Grant Funds	29.3%	24
Student Tuition	34.1%	28
Answered question		82
Skipped question		132

1. Small Learning Communities Grant (5-yr)
2. Scholarship funding from cooperating foundations
3. Not sure

24. Are there school counselors and/or non-Career Academy teachers involved with the day-to-day operations of the Career Academy?

	Response Percent	Response Count
Yes	64.2%	52
No	35.8%	29
Answered question		81

Skipped question	133
------------------	-----

25. Is there common planning time for Career Academy staff?

	Response Percent	Response Count
Yes	27.5%	19
No	72.5%	50
Answered question		69
Skipped question		145

26. Unique professional development opportunities are provided for which of the following? (check all that apply)

	Response Percent	Response Count
Secondary Career Academy Teachers	61.6%	45
Postsecondary Career Academy Teachers	34.2%	25
None of the above	27.4%	20
Answered question		73
Skipped question		141

27. The Career Academy provides an orientation for which of the following? (check all that apply)

	Response Percent	Response Count
Parents	45.0%	36

Students	78.8%	63
Other Employees	16.3%	13
None of the above	18.8%	15
Answered question		80
Skipped question		134

28. Does the Career Academy offer a sequenced student curriculum?

	Response Percent	Response Count
Yes	92.7%	76
No	7.3%	6
Answered question		82
Skipped question		132

29. Does the Career Academy offer curriculum framed around state or national standards?

	Response Percent	Response Count
Yes	84.0%	63
No	16.0%	12
Answered question		75
Skipped question		139

30. Both core academic and career education are incorporated into the Career Academy by which of the following means?

	Response Percent	Response Count
Core academic concepts are infused into career education courses	36.4%	28
Career education concepts are infused into core academic courses	28.6%	22
Classes are team-taught by both career education and core academic faculty	16.9%	13
None of the above	18.2%	14
Answered question		77
Skipped question		137

1. Career Ed infused in Academic Core and Academic Core infused in Career Education
2. NOT SURE

31. Does the Career Academy provide "real-world" work experiences using problem- or project-based teaching strategies?

	Response Percent	Response Count
Yes	95.0%	76
No	5.0%	4
Answered question		80
Skipped question		134

32. Does the course content of the Career Academy meet college-level rigor?

	Response Percent	Response Count
Yes	96.3%	77
No	3.8%	3
Answered question		80
Skipped question		134

33. Are personal learning plans highlighting educational entry and exit points utilized with Career Academy students?

	Response Percent	Response Count
Yes	56.3%	40
No	43.7%	31
Answered question		71
Skipped question		143

34. The Career Academy deliberately addresses the needs of which of the following? (check all that apply)

	Response Percent	Response Count
Local Economy	54.7%	41
Regional Economy	74.7%	56
None of the above	16.0%	12
Answered question		75

Skipped question 139

35. Does the Career Academy provide a work-based learning component such as internships, job shadowing, or entrepreneurship?

	Response Percent	Response Count
Yes	87.3%	69
No	12.7%	10
Answered question		79
Skipped question		135

36. Does the Career Academy offer postsecondary college courses that could be approved by the high school district as dual credit courses for high school credit?

	Response Percent	Response Count
Yes	89.9%	71
No	10.1%	8
Answered question		79
Skipped question		135

37. Does the Career Academy create experiential components like field trips, mentoring, or guest speakers?

	Response Percent	Response Count
Yes	92.2%	71
No	7.8%	6

Answered question	77
Skipped question	137

38. Does the Career Academy collect student achievement data?

	Response Percent	Response Count
Yes	64.4%	47
No	35.6%	26
Answered question		73
Skipped question		141

39. Does the Career Academy analyze the student achievement data collected?

	Response Percent	Response Count
Yes	67.1%	47
No	32.9%	23
Answered question		70
Skipped question		144

**40. Which of the following measures does the Career Academy use to evaluate student achievement?
(check all that apply)**

	Response Percent	Response Count
Attendance	64.0%	48
Retention	21.3%	16

Credits Earned	58.7%	44
GPA	53.3%	40
Test Scores	49.3%	37
Graduation Rates	26.7%	20
College-Going Rates	26.7%	20
Matriculation into a Postsecondary Program of Study (of the same nature as the career academy)	26.7%	20
Employment upon graduation	20.0%	15
None of the above	12.0%	9
Answered question		75
Skipped question		139

41. Are both academic and technical student knowledge evaluated?

	Response Percent	Response Count
Yes	89.2%	66
No	10.8%	8
Answered question		74
Skipped question		140

42. Does the Career Academy report student performance data to stakeholders?

	Response Percent	Response Count
Yes	66.7%	50
No	33.3%	25
Answered question		75
Skipped question		139

Draft

Appendix III: Full survey summary results (continued)

d. Postsecondary career academy survey

Note: This survey was distributed to the chief academic officer of each Nebraska community college via email. The email directed them to the survey via a link to surveymonkey.com, a commonly used online survey tool. A follow-up email was sent to every chief academic officer a week after the initial email.

1. By beginning this survey, you are acknowledging that you have read this information and agree to participate in this survey, with the knowledge that you are free to withdraw your participation at any time without penalty.

	Response Percent	Response Count
I agree to participate in this survey	100.0%	6
I do not wish to participate in this survey	0.00%	0
Answered question		6
Skipped question		0

2. Please identify which postsecondary institution you represent.

	Response Percent	Response Count
Central Community College	16.7%	1
Metropolitan Community College	16.7%	1
Mid-Plains Community College	16.7%	1
Northeast Community College	16.7%	1
Southeast Community	16.7%	1

College		
Western Nebraska Community College	16.7%	1
Answered question		6
Skipped question		0

3. Does your institution participate in a Career Academy as identified in the paragraph above?

	Response Percent	Response Count
Yes	100.0%	6
No	0.00%	0
Answered question		6
Skipped question		0

4. Which school districts and/or Educational Service Units does your institution coordinate Career Academies with?

1. ESUs 7, 9, 10, 11 Alma Amherst Anselmo Merna Cedar Rapids Centura Clarkson Columbus Cross County David City Doniphan Trumbul Elm Creek Greeley / Wolbach Gibbon Giltner Hampton Holdrege Lawrence / Nelson Loomis Minden Ord Osceola Palmer Pleasanton Ravenna Sandy Creek Shelby Shelton Spalding St. Edward Sutton Wilcox / Hildreth Wood River
2. ESU 13 Scottsbluff Public Schools Chadron Public Schools Gering Public Schools Bayard Public Schools
3. ESU 1, ESU 2, ESU 8, ESU 17, Norfolk High School, and South Sioux City High School.
4. ESU #16 North Platte Public Schools Paxton Public Schools Hershey Public Schools Mullen Public Schools Medicine Valley Public Schools Broken Bow Public Schools Dundy County Public Schools Ansley Public Schools
5. Ashland Greenwood, Bruning-Davenport, Cedar Bluffs, Centennial, Crete, Deshler, Elmwood-Murdock, Exeter-Milligan, Fairbury, Fillmore Central, Freeman, Friend,

Heartland, Malcom, Mead, Meridian, Milford, Norris, Raymond Central, Seward, Shickley, Southern, Thayer Central, Tri-County, Wahoo, Waverly, Weeping Water, Wilber-Clatonia, York, Diller-Odell, McCool Junction

6. ESU 19, 2, 3, All high schools in Dodge, Douglas, Washington, and Sarpy counties

5. Does the Career Academy that your institution participates in have a well-defined mission and goals?

	Response Percent	Response Count
Yes	100.0%	6
No	0.00%	0
Answered question		6
Skipped question		0

6. The mission and goals of the Career Academy are made available to which of the following? (check all that apply)

	Response Percent	Response Count
Administrators at the postsecondary institution	100.0%	6
Administrators at the partnering high school	100.0%	6
Teachers	66.7%	4
Faculty	83.3%	5
Students	83.3%	5
Parents	66.7%	4
Advisory Boards	66.7%	4
Others	33.3%	2

Answered question	6
Skipped question	0

1. Educational Service Units
2. Educational Service Units

7. Does the Career Academy focus on a specific career or Career Cluster?

	Response Percent	Response Count
Yes	100.0%	6
No	0.00%	0
Answered question		6
Skipped question		0

8. On which of the following career clusters does your career academy focus? (check all that apply)

	Response Percent	Response Count
Agriculture, Food and natural Resources	33.3%	2
Architecture and Construction	33.3%	2
Arts, A/V Technology and Communications	0.0%	0
Business Management and Administration	66.7%	4
Education and Training	66.7%	4
Finance	16.7%	1

Government and Public Administration	0.0%	0
Health Sciences	100.0%	6
Hospitality and Tourism	0.0%	0
Human Services	0.0%	0
Information Technology	50.0%	3
Law, Public Safety, Corrections and Security	33.3%	2
Manufacturing	33.3%	2
Marketing	16.7%	1
Science, Technology, Engineering and Math	0.0%	0
Transportation, Distribution and Logistics	16.7%	1
Other	16.7%	1
Answered question		6
Skipped question		6

1. Energy Operations

9. On which of the following outcomes does the Career Academy focus? (check all that apply)

	Response Percent	Response Count
Raising Student Aspirations	83.3%	5
Increasing Student Achievement	66.7%	4
Career Exploration	100.0%	6
Career Preparation	100.0%	6

Early College Access	100.0%	6
Recruitment Strategy for Postsecondary Programs	66.7%	4
None of the Above	0.0%	0
Other	0.0%	0
Answered question		6
Skipped question		0

10. Does the Career Academy have a defined leadership structure?

	Response Percent	Response Count
Yes	100.0%	6
No	0.00%	0
Answered question		6
Skipped question		0

11. The Career Academy leadership structure incorporates the views of which of the following stakeholders? (check all that apply)

	Response Percent	Response Count
Parents	33.3%	2
Students	66.7%	4
Business/Industry Representatives	83.3%	5
High school Counselors	83.3%	5
High school Administrators	100.0%	6

Postsecondary Administration	100.0%	6
Board of Education Representatives	16.7%	1
Postsecondary Governing Board Members	16.7%	1
None of the Above	0.0%	0
Answered question		6
Skipped question		0

12. Does the Career Academy have an advisory board?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

13. Who is included on the Career Academy advisory board? (check all that apply)

	Faculty	Admin.	Counselors	Advisory	Parents	Students	Others
Secondary	50.0%	100.0%	50.0%	25.0%	0.0%	25.0%	50.0%
	(2)	(4)	(2)	(1)	(0)	(1)	(2)
Postsecondary	50.0%	100.0%	50.0%	50.0%	0.0%	25.0%	25.0%
	(2)	(4)	(2)	(2)	(0)	(1)	(1)

14. Are Business and Industry Representatives included on the Career Academy advisory board?

	Response Percent	Response Count
Yes	40.0%	2
No	60.0%	3
Answered question		5
Skipped question		1

15. Are Postsecondary Program Advisory Council Members included on the Career Academy Advisory Board?

	Response Percent	Response Count
Yes	20.0%	1
No	80.0%	4
Answered question		5
Skipped question		1

16. Are there at least annual meetings of the Career Academy advisory board?

	Response Percent	Response Count
Yes	80.0%	4
No	20.0%	1
Answered question		5
Skipped question		1

17. Does the Career Academy have a well-defined operating structure?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

18. Is there a defined recruitment process for Career Academy students?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

19. What criteria does your institution require for a student to take a dual-credit course?

	Response Percent	Response Count
GPA	50.0%	3
Class rank	50.0%	3
Asset/Compass score	100.0%	6
ACT cut score	83.3%	5
Counselor/teacher recommendation/referral	83.3%	5

Year in school	83.3%	5
Other	33.3%	2
Answered question		6
Skipped question		0

20. Are there defined exit procedures for students from the Career Academy?

	Response Percent	Response Count
Yes	33.3%	2
No	66.7%	4
Answered question		6
Skipped question		0

21. Which type of educational entity administers the Career Academy?

	Response Percent	Response Count
High School District	0.0%	0
Community College	100.0%	6
Educational Service Unit	0.0%	0
Other	0.0%	0
Answered question		6
Skipped question		0

22. The Career Academy has visible support from which of the following? (check all that apply)

	Response Percent	Response Count
Business/Industry Leadership	100.0%	6
Other Postsecondary institutions	33.3%	2
Partnering High School Districts	100.0%	6
Partnering Educational Service Units	83.3%	5
None of the above	0.0%	0
Answered question		6
Skipped question		0

23. The Career Academy has contractual/financial support from which of the following? (check all that apply)

	Response Percent	Response Count
Business/Industry Leadership	16.7%	1
Partnering Postsecondary Institutions	66.7%	4
Partnering High School Districts	66.7%	4
Partnering Educational Service Units	66.7%	4
None of the above	16.7%	1
Answered question		6

Skipped question	0
------------------	---

24. Currently, the Career Academy is funded by which of the following? (check all that apply)

	Response Percent	Response Count
Local School District Funds	50.0%	3
Postsecondary Funds	83.3%	5
Perkins Basic Grant Funds	83.3%	5
Perkins Innovation Grant Funds	16.7%	1
Student Tuition	66.7%	4
Other	16.7%	1
Answered question		6
Skipped question		0

1. Student tuition is paid for the college credit class, but that tuition goes directly to the offering of that course. It does not go towards the career academy budget.

25. Are there school counselors, non-Career Academy teachers and/or non-Career Academy postsecondary faculty involved with the day-to-day operations of the Career Academy?

	Response Percent	Response Count
Yes	50.0%	3
No	50.0%	3
Answered question		6
Skipped question		0

26. Is there an identified leader of the Career Academy?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

27. Is there common planning time for Career Academy staff?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

28. Unique professional development opportunities are provided for which of the following? (check all that apply)

	Response Percent	Response Count
High school Career Academy Teachers	66.7%	4
Postsecondary Career Academy Teachers	66.7%	4
Career Academy	83.3%	5

Staff/Administration		
School District Staff/Administration	16.7%	1
Postsecondary Staff/Administration	0.0%	0
None of the above	16.7%	1
Answered question		6
Skipped question		0

29. The Career Academy provides an orientation for which of the following? (check all that apply)

	Response Percent	Response Count
Parents	66.7%	4
Students	66.7%	4
Postsecondary Advisors/Counselors	50.0%	3
Other Employees (not directly involved in the Career Academy)	16.7%	1
None of the above	33.3%	2
Answered question		6
Skipped question		0

30. Does the Career Academy offer a sequenced student curriculum?

	Response Percent	Response Count
Yes	100.0%	6

No	0.0%	0
Answered question		6
Skipped question		0

31. Does the Career Academy offer curriculum framed around state or national standards?

	Response Percent	Response Count
Yes	83.3%	5
No	16.7%	1
Answered question		6
Skipped question		0

32. Both core academic and career education are incorporated into the Career Academy by which of the following means?

	Response Percent	Response Count
Core Academic concepts are infused into Career Education courses	50.0%	3
Career Education concepts are infused into Core Academic courses	33.3%	2
Classes are team-taught by both career education and core academic faculty	0.0%	0
None of the above	16.7%	1
Answered question		6

Skipped question	0
------------------	---

33. Does the Career Academy provide "real-world" work experiences using problem- or project-based teaching strategies?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

34. Do all of the Career Academy dual-credit courses delivered meet college-level rigor?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

35. Does the Career Academy provide a work-based learning component, such as internships, job shadowing, or entrepreneurship?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0

Answered question	6
Skipped question	0

36. Does the Career Academy award:

	Yes	No	Response Count
High School Credit	83.3% (5)	16.7% (1)	6
College Credit	100.0% (6)	0.0% (0)	6
Dual Credit (High School and College Credit Concurrently)	100.0% (6)	0.0% (0)	6
Answered question			6
Skipped question			0

37. Does the Career Academy collect student achievement data?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

38. Are the Career Academy postsecondary faculty certified by the Nebraska Department of Education (Dual Credit/Career Education Teaching Certifications)?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

39. Does the Career Academy analyze the student achievement data collected?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

**40. Which of the following measures does the Career Academy use to evaluate student achievement?
(check all that apply)**

	Response Percent	Response Count
Retention	66.7%	4
Credits Earned	100.0%	6
Grade Point Average	50.0%	3
Test Scores	50.0%	3

High School Graduation Rates	33.3%	2
College-Going Rates	33.3%	2
College/Postsecondary Graduation Rates	0.0%	0
Matriculation into a Postsecondary Program of study (of the same nature as the career academy)	33.3%	2
Employment Upon Graduation	33.3%	2
None of the above	0.0%	0
Answered question		6
Skipped question		0

41. Are both academic and technical student knowledge evaluated?

	Response Percent	Response Count
Yes	83.3%	5
No	16.7%	1
Answered question		6
Skipped question		0

42. Does the Career Academy report student performance data to stakeholders?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0

Answered question	6
Skipped question	0

43. Is there a regular assessment of the Career Academy's mission?

	Response Percent	Response Count
Yes	50.0%	3
No	50.0%	3
Answered question		6
Skipped question		0

44. Which of the following groups are part of the Career Academy assessment process? (check all that apply)

	Response Percent	Response Count
Students	80.0%	4
Parents	40.0%	2
Career Academy Faculty	100.0%	5
Career Academy Staff	80.0%	4
Partnering Organizations/Stakeholders	60.0%	3
High School Administration	100.0%	5
External Evaluator	0.0%	0
Other	20.0%	1
Answered question		5

Skipped question	1
------------------	---

1. College Administration

45. Is there a systematic review of the Career Academy's design and implementation?

	Response Percent	Response Count
Yes	33.3%	2
No	66.7%	4
Answered question		6
Skipped question		0

46. Are there planned refinements for the Career Academy?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

47. Do these refinements consider measurable outcomes based on data to address Career Academy strengths or weaknesses?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2

Answered question	6
Skipped question	0

48. Comments

- Our Career Academy model allows us to offer career academy classes to any high school within our service area, no matter the distance they are away from our college. We train the high school teachers to teach at least two of the career academy classes. This allows students the opportunity of experiencing a career academy no matter where they are located. It is exciting that we are able to allow students the opportunity to explore a career field in depth while in high school. We are giving them the advantage of possibly deciding upon or ruling out a career before they even set foot on a college campus. We also provide class trips which include hands on experience, for example our Health Science academy students visit the UNMC campus and Creighton Cadaver Lab. We provide a charter bus to take groups of students from across our service area to experience this together. Many of the students said it was an opportunity they wouldn't have had if they were not part of the career academy. Our career academy teachers get the opportunity to network and exchange classroom strategies, techniques, and ideas with one another. We have an Online Repository where academy teachers can continually access and post teaching tools and information. It provides them with a great opportunity to enhance their classroom teaching by learning from one another and sharing best practices. They are constantly adding and updating the information on this site and I am sure their students are benefiting as a result! One of the biggest challenges is the large geographic region that we serve. We have career academies spread out all across Northeast Nebraska, which makes it difficult to visit and offer professional development opportunities to each one equally. We can easily train high school teachers for the introductory high school credit only course, and for our articulated credit courses, but to find qualified dual-credit instructors to teach at the high school level the "capstone" college credit career academy course is a challenge. The Health Science Academy and Nurse Aide course was easy because we could pull qualified instructors from within the community. It is not as easy to find interested and qualified drafting or agriculture instructors within each community that has a career academy. So, many of our college credit only/dual credit course options have to be offered as online opportunities. Another challenge/concern is funding our career academy project. We currently utilize Perkin's funds for our budget, and we know these funds are decreasing and will not be around forever. We have a very sustainable career academy model, where we train high school teachers and give them the tools to teach the classes to their students. Once they attend training, they will be able to continue to offer that class to their students regardless of career academy funding. The problem of

no budget would be for ongoing professional development of current teachers and training of new teachers.

2. Challenges Providing college level courses on demand for a large rural service area. Variety of methods are available for the variety of schools. Programs are administered in two different time zones. Providing actual on-the-job training in small rural communities. Opportunities Provide career information and opportunities to students. Allow more students college credit options. Secondary students are able to get a jumpstart on their college career. Provides high schools to focus on career clusters that were not always available.
3. A lot of opportunities for students who in many ways would not have been granted the opportunities to explore a career but also to do so while possibly earning college credit that if they pursue that career will have credits toward their program of study. Challenges; common schedule, distances between schools, funding - we provide half tuition and the local school pays the other half which are times is a challenge for schools, understanding the importance of this initiative to everyone outside the schools, finding qualified teachers to teach college level courses on a part time basis throughout the area we serve, small schools versus large schools in terms of students able to participate, understanding that dual credit is not a high school course but rather a college course that the high school grants HS credit.
4. There are several career academies at MCC. They vary in structure and content. These questions are a bit difficult to answer because it feels like the questions are referring to a single academy rather than to multiple academies offered by one organization.

Appendix IV: *Help Wanted: Projecting Jobs and Education Requirements Through 2018*

A new, highly detailed forecast shows that as the economy struggles to recover, and jobs slowly return, there will be a growing disconnect between the types of jobs employers need to fill and numbers of Americans who have the education and training to fill those jobs.

A report, *Help Wanted: Projecting Jobs and Education Requirements Through 2018*, by the Georgetown University Center on Education and the Workforce, forecasts that by 2018, 63 percent of all jobs will require at least some postsecondary education. Employers will need 22 million new workers with postsecondary degrees – and the report shows that we will fall short by three million workers without a dramatic change in course. This translates into a deficit of 300,000 college graduates every year between now and 2018.

“America needs more workers with college degrees, certificates and industry certifications,” said Anthony P. Carnevale, the Center’s director. “If we don’t address this need now, millions of jobs could go offshore.”

The Center’s study is the first to help Americans connect the dots between employment opportunity and specific education and training choices. The report projects job creation and education requirements through most of the next decade, showing job growth by industry and occupation nationally, and with state-by-state forecasts.

Randi Weigarten, President of the American Federation of Teachers, put it simply: “The bottom line is: we are under-investing in education. This report shows that the demand for well-educated Americans isn’t being met by our current investments.”

“We’re sending more students to college than ever before, but only about half them will ever earn a degree,” said Hilary Pennington, Director of Education, Postsecondary Success & Special Initiatives of the Bill & Melinda Gates Foundation. “This report shows why it is critical that we create the kinds of supports and incentives that help students earn the credentials that employers value.”

Nebraska’s data is on the following pages. The full report is available online at <http://cew.georgetown.edu>.

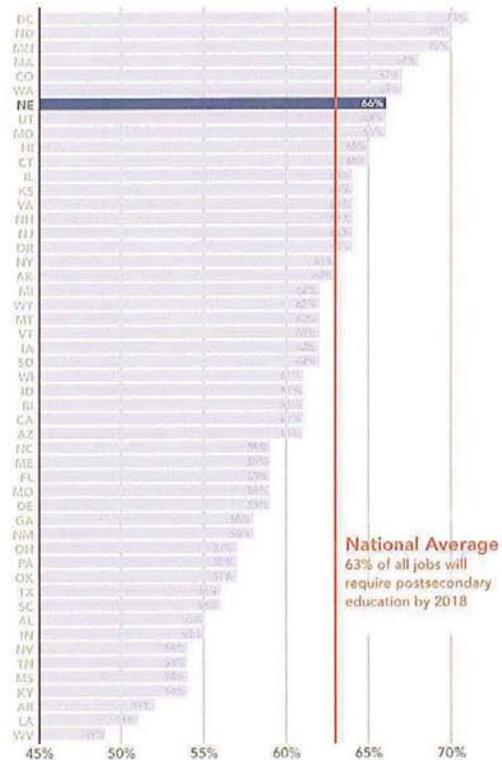
Nebraska

- Between 2008 and 2018, new jobs in Nebraska requiring postsecondary education and training will grow by 56,000 while jobs for high school graduates and dropouts will grow by 25,000.
- Between 2008 and 2018, Nebraska will create 321,000 job vacancies both from new jobs and from job openings due to retirement.
- 207,000 of these job vacancies will be for those with postsecondary credentials, 89,000 for high school graduates and 25,000 for high school dropouts.
- Nebraska ranks 17th in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 36th in jobs for high school dropouts.
- 66% of all jobs in Nebraska (715,000 jobs) will require some postsecondary training beyond high school in 2018.

Job vacancies arise from two sources: There are brand new positions created as an occupation grows, and there are pre-existing jobs that people leave behind when they retire, or move into other occupations.

NEBRASKA'S RANK IN JOBS FORECASTED FOR 2018, BY EDUCATION LEVEL.		
Education level	2018 Jobs	Rank
High school dropouts	87,000	36
High school graduates	307,000	36
Some college, no degree	127,000	7
Associate's degree	274,000	10
Bachelor's degree	225,000	17
Graduate degree	89,000	26

Percentage of jobs in 2018 that will require a postsecondary education, by state.



National Average
63% of all jobs will require postsecondary education by 2018

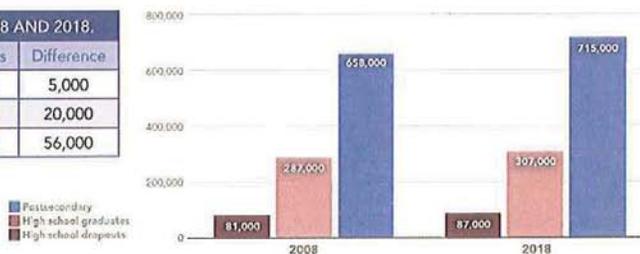
By 2018, **66%** of jobs in Nebraska will require postsecondary education.

This is **3** percentage points above the national average of **63%**.

Nebraska ranks **7th** in postsecondary education intensity for 2018.

NEBRASKA

CHANGE IN JOBS BY EDUCATION LEVEL: 2008 AND 2018.			
Education level	2008 Jobs	2018 Jobs	Difference
High school dropouts	81,000	87,000	5,000
High school graduates	287,000	307,000	20,000
Postsecondary	658,000	715,000	56,000



WHERE THE JOBS WILL BE IN 2018, BY OCCUPATION AND EDUCATION LEVEL (in thousands of jobs)*								
OCCUPATIONS		High school dropouts	High school graduates	Some college	Associate's degree	Bachelor's degree	Graduate degree	Total
Managerial and Professional Office	Management	1	12	6	11	17	6	54
	Business operations specialty	0	5	3	8	10	3	29
	Financial specialists	0	1	3	3	13	2	21
	Legal	-	0	0	0	0	3	5
STEM	Computer and mathematical science	-	1	4	5	13	4	27
	Architects and technicians	-	0	1	1	1	0	3
	Engineers and technicians	0	1	1	1	5	1	9
	Life and physical scientists	0	1	0	0	2	2	5
	Social scientists	-	-	0	0	2	3	4
Community Services and Arts	Community and social services	0	1	1	2	7	6	18
	Arts, design, entertainment, sports, and media	0	2	2	4	7	1	17
Education	Education	1	3	3	6	27	25	66
Healthcare	Healthcare practitioners	1	3	15	8	20	17	64
	Healthcare support	1	12	5	14	2	1	36
Food and Personal Services	Food preparation and serving	17	37	8	21	6	1	90
	Building and grounds cleaning and maintenance	9	18	3	9	3	0	42
	Personal care	1	10	4	9	3	1	28
	Protective services	1	3	1	7	4	0	17
Sales and Office Support	Sales	4	33	13	35	35	5	126
	Office and administrative support	5	50	23	63	32	4	177
Blue Collar	Farming, fishing and forestry	2	4	1	2	1	0	11
	Construction and extraction	7	21	5	12	4	0	50
	Installation, maintenance, and equipment repair	3	15	12	12	3	0	45
	Production	19	33	7	17	4	1	81
	Transportation and material moving	12	40	5	22	4	2	86
TOTAL**		87	307	127	274	225	89	1,110

*Zero does not necessarily mean no jobs. Since jobs are rounded to the nearest thousand, zero means less than 500 jobs.

**Total jobs are a snapshot of the economy that shows where jobs are located by education type. They differ from job vacancies because total jobs are filled by people currently working in these positions who may not be leaving in the short-term to create a job opening.

Appendix V: Nebraska Career Academy Quality Indicators

Nebraska Statewide Career Academy Quality Indicators for Local Implementation

The **Nebraska Career Academy Quality Indicators**, adopted in 2008 from the National Career Academy Coalition Standards, are intended to provide statewide uniformity and consistency of program development while affording the flexibility of local implementation. As the state and local programs evolve so shall this document. The Quality Indicators have been approved by the Chief Instructional Officers of the Nebraska Community Colleges and the Nebraska State School Board of Education in 2010.

Career Academy: A plan of study created for high school students from a Career Cluster area which outlines a pathway for career exploration. The course(s), within the plan of study, may be for high school credit, dual credit or college credit. Each course will include a component that explores the career field associated with that course. This plan of study may lead to employment or continued education. The academy is typically a partnership between a K-12 entity and a post-secondary institution. *(developed by Nebraska Community Colleges Chief Instructional Officers)*

1. Defined Mission and Goals: The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board and others involved in the academy. Criteria include:

- Well-defined mission and goals, focusing on careers and college, raising student aspirations and increasing student achievement
- Clearly identified student and stakeholder code of conduct
- Impact of the Career Academy on local, regional and/or state economies through high wage, high skill, high demand and/or high interest career pathways

2. Leadership: The academy has a leadership structure that incorporates the views of stakeholders. Criteria include:

- Representation on advisory board from aspects of the industry and stakeholders to include, but not limited to: faculty, administrators, counselors, advisors, parents, students, at both secondary and postsecondary levels
- Holding of regular advisory meetings
- Evidence of a healthy partnership between the school and the community
- Opportunity for student input

3. Academy Structure: An academy has a well-defined structure within the high school or consortium, reflecting its status as a small learning community. Criteria include:

- Recruitment and selection process for students, with appropriate exit procedures
- Recognized space, physical and/or virtual, in a school or business setting
- Participation in student organizations and competitions where available
- Identified career or industry cluster(s)/field(s)
- Supportive atmosphere

4. Host District and High School: Career academies exist in a variety of consortia, district and high school contexts which are important determinants of an academy's success. Criteria include:

- Support from the local Board of Education and the superintendent
- Support from the principal and high school administration
- Support from the local high school teaching faculty, counselors, and postsecondary faculty
- Visible and contractual support from partnering postsecondary and business/industry leadership
- Funding, facilities, equipment and materials available

5. Faculty and Staff: Teacher selection, leadership, credentialing and cooperation are critical to an academy's success. Criteria include:

- Identified leader (teacher leader, team leader, coordinator, directors, etc.)
 - Credentialed teachers in their field and by partnering institution(s) who are committed to the mission and goals
 - Supportive counselors and non-academy teachers
- Nebraska Statewide Career Academy Quality Indicators for Local Implementation

6. Professional Development: Provide professional development time, leadership and support. Criteria include:

- Common planning time for academy staff, either face-to-face or by electronic means such as telephone and/or online
- Professional development for secondary and postsecondary Career Academy teacher
- Orientation for parents, students and other district employees not directly involved in the Career Academy

7. Curriculum & Instruction: The curriculum and instruction within an academy meets or exceeds external standards and college entrance requirements, while differing from a regular high school by focusing learning around a career cluster/field. Criteria include:

- Sequenced, integrated and relevant curriculum framed around state or national standards which incorporates academics and career education when applicable
- Shared learning environment where students learn from and instruct one another with faculty, business/industry, and the community
- Provide "real-world" work experiences using problem and project-based teaching strategies
- Rigorous learning meeting college requirements
- Integration of 21st Century learning and skills in all areas of the curriculum
- Course delivery methods such as, but not limited to, face-to-face, distance learning, blended, team-taught, online, or other possible distance delivery means.
- Utilize Personal Learning Plans that highlight multiple entrance and exit points along the career pathway which include certificates, 2-year, 4-year and professional degree options

8. Business, Postsecondary Education & Community Involvement: A career academy links high school to its host community and involves members of the business, postsecondary education and the civic community. Criteria include:

- Address the needs of the local and regional economy

- Utilize multiple methods to engage the business and civic communities
- Provide a work- based learning component that may include internships, job shadowing (virtual or face-to-face), entrepreneurship, etc.
- Provide post-secondary college courses which could be approved by the high school/district as a dual credit course for high school credit
- Provide opportunities for high school courses to be evaluated for possible post-secondary articulated credit
- Create experiential components such as field trips, mentoring, and guest speakers (virtual or face-to-face)

9. Student Assessment: Collect and report student proficiency data. *Criteria include:*

- Collection and analysis of student achievement data including assessment of both academic and technical knowledge and skills
- Use of multiple measurements which include items such as student attendance, retention, credits, grade point averages, state test scores, graduation rates, authentic assessment and college going rates
- Accurate and transparent reporting of Career Academy data to stakeholders

10. Cycle of Improvement: An academy will engage in a regular, well-defined, objective self-examination. *Criteria include:*

- Systemic and planned assessment of the academy’s mission and program conducted by students, parents, academy faculty and staff, partnering organizations and stakeholders
- Systematic review of the academy’s design and implementation
- Planned refinements for the academy which include timetables and measurable outcomes based on data to address strengths and weaknesses

Appendix VI: Nebraska Dual Enrollment Standards

(From the Comprehensive Statewide Plan for Postsecondary Education, 5-8 through 5-11)

Defining Dual Enrollment

Dual enrollment programs are intended to meet the needs of academically advanced students, to provide enrichment for students who have special, academic, or vocational needs, or to provide technical education. Dual enrollment courses will articulate with degree programs at postsecondary institutions. Academic courses will articulate with baccalaureate degree programs or associate degree programs, diplomas, and certificates. Vocational or technical courses will articulate into applied associate degree programs, diplomas, or certificates.

In this document, dual enrollment programs are often referred to as “dual-credit programs” or “programs.” Students enrolled in such programs are referred to as “dual-credit students.” Dual enrollment programs and dual-credit students are distinguished from concurrent enrollment programs and concurrent enrolled students in the following definitions:

Dual-credit students: High school students who take a course for both college and high school credit. High schools count these students in their average daily attendance.

Concurrent enrolled students: High school students who take college courses for college credit only (no high school credit), while remaining enrolled in high school and counted in their school’s average daily attendance.

Standards

The following minimum standards apply specifically to dual enrollment programs developed and maintained by school districts and cooperating colleges and universities.

Students

- 1) Student eligibility for the program is determined by participating high school and college/university officials; however, eligible students will typically:
 - a) Be juniors or seniors; and
 - b) Meet the prerequisites of the course or otherwise demonstrate the ability to achieve success in the course; or
 - c) Be formally identified as high ability or gifted students by the school participating in the dual enrollment program.

Students will complete a dual enrollment application signed by a high school official.

- 2) The college/university has the following recommended academic guidelines to increase students’ opportunity for academic success. Eligible students will typically:

- a) Have attained a GPA of 3.0 or better; or

- b) Earned an ACT composite score of at least 20 or an equivalent score on another valid assessment; or
- c) Earned an ACT sub-score of at least 20 or equivalent on another valid assessment relevant to the offered dual enrollment course or courses; or
- d) Rank in the upper one-half of their high school class; or
- e) Demonstrate through some alternative means the capacity for academic success in the desired course or courses. (Examples include student portfolios, letters of recommendations, and student performances/exhibitions.)

The preceding student eligibility guidelines may be waived in special circumstances by the appropriate secondary or postsecondary officials.

- 3) Participating students are admitted and registered by the appropriate postsecondary institution with mutual consent of the district and college/university.
- 4) Eligible students are provided appropriate course materials, including policies, college procedures, course outline/syllabus, and assessment materials if not specified in the course outline.
- 5) Eligible students receive guidance regarding their program responsibilities, weighted credit options, if any, and specific grading practices.
- 6) Institutions provide participating students information clearly describing institutional procedures for academic credit transfer. Institutions are encouraged to provide the Coordinating Commission for Postsecondary Education with information or Web site links describing institutional credit transfer policies and procedures so that the Commission can maintain a Nebraska dual enrollment Web site.

Faculty

- 1) Instructors meet approved requirements for teaching at the department/college level. Minimally, instructors for academic courses hold a master's degree. Instructors meet district teaching requirements for program participation. All faculty have the mutual support of the district and college/university participating in the dual enrollment program.
- 2) High school and postsecondary faculty receive appropriate orientation and training (e.g., curriculum, assessment, policies, and procedures) for participation in the program.
- 3) Collaboration between high school and postsecondary faculty is encouraged and faculty development is available where appropriate.
- 4) Collaboration between high school and postsecondary faculty is encouraged and faculty development is available where appropriate.
- 5) High school and postsecondary faculty maintain contact throughout the program. In some instances, this contact is facilitated by technology.

The preceding faculty guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials.

Curriculum

- 1) Courses must reflect college-level experiences and rigor as well as district and state standards and practices.
- 2) Course outlines or syllabi (including at minimum a description of content, teaching strategies, performance measures, grading standards, resource materials, objectives/outcomes, and course calendar) utilized in the program meet district(s), state, and college/university standards.
- 3) Courses in this program are of the highest quality and intended to challenge eligible students while preparing them for transition to postsecondary education.

Assessment

- 1) Assessment policies and procedures are consistent with district and college/university practice.
- 2) To assure the academic rigor of courses for which college credit will be awarded, universities or colleges participating in dual enrollment programs will include valid student and faculty assessment measures that are consistent with the typical assessment measures of such university or college.
- 3) Ideally, curricula should progress logically and neatly with greater complexity and depth as students pass from secondary to postsecondary education.

Therefore, jointly developed assessment policies and procedures of K-12 schools and postsecondary education institutions should be designed to align dual enrollment curricula with state course content standards. Additional statewide cooperative work is needed to accomplish this objective.

Evaluation

- 1) The district(s) and college/university review the program on an annual basis.
- 2) Program participants are tracked following graduation through postsecondary experiences when possible. Tracking elements may include district(s) data (e.g., class rank, GPA, ACT where available, AP exam where available and appropriate, and course outcomes and grade) and postsecondary data (e.g., GPA, major, number of hours completed, and enhancements, if appropriate to program).
- 3) Data sharing occurs consistent with the policies of the district(s) and college/university.

Instructional Context and Resources

The instructional context and appropriate resources are determined by district(s) and college/university officials.

School districts and postsecondary education institutions should work together to ensure broad access to dual enrollment courses for all students, irrespective of the students' financial resources. Postsecondary education institutions are encouraged to offer tuition remissions or find other means of support for eligible students qualifying for free or reduced lunches or otherwise demonstrating financial need.

School districts that receive state aid related in part to significant numbers of students challenged by poverty or English language limitations should consider using such aid or finding other means of support to fund the tuition expenses of eligible students who would not otherwise be able to enroll in dual enrollment courses.

All public high schools must comply with the provisions of the Public Elementary and Secondary Student Fee Authorization Act, Sections 79-2,125 to 79-2,135, (RRS). The Act requires that all K-12 education must be free in the public schools. However, students may be charged tuition by the college for college credit. If dual enrollment arrangements between schools and colleges make it impossible or very difficult for a student to take a course as a high school course only and without cost for college tuition, such arrangements might be considered a violation of the Student Fee Authorization Act and Article VII, Section I of the Nebraska Constitution, on which the Act is based.

Draft

Nebraska's Coordinating Commission for Postsecondary Education

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

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

Consideration of employing a consent agenda for Commission meetings

The Executive Committee recommends that the Commission employ a consent agenda as a means of considering and acting on routine and/or non-controversial items during Commission meetings. The following provisions would apply:

Items shall be selected for the consent agenda by the Commission's standing committees, following their consideration of the items under their purview. The following types of items shall not be eligible for inclusion on a consent agenda:

- Requests from new or out-of-state institutions to operate campuses in Nebraska
- Capitol construction projects
- New academic programs
- Closure of academic programs
- Reports and recommendations to be sent to the Governor and Legislature

The consent agenda shall be published as part of the regular meeting agenda. Prior to a Commission meeting, or at the meeting itself, any Commissioner may ask that an item listed on the consent agenda be removed for separate discussion and consideration. Immediately before consideration of the consent agenda, the Commission Chair will ask if any member wants an item removed from the consent agenda. Any such desire shall be honored, and the item will then be considered under the agenda of the relevant committee.

The consent agenda shall be voted on as a single action item.

The Executive Committee recommends that the Commission begin use of a consent agenda at the first meeting of 2012 and that the usefulness of the procedure be evaluated at the end of 2013 to determine whether it should be continued.