
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

May 24, 2012
Northeast Community College
Norfolk, 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 MAY 24th, 2012. THE MEETING WILL BEGIN AT 9:15 AM. AND ADJOURN AT APPROXIMATELY 1:00 P.M.

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

DR. RON HUNTER, CHAIR

*Meeting called to order at
9:20 a.m.*

CALL TO ORDER AND INTRODUCTIONS

Chair Ron Hunter called the meeting to order at 9:20 a.m. and asked for introductions.

Commissioners Present

Dr. Ron Hunter
Mary Lauritzen
Eric Seacrest

Dr. Joyce Simmons
W. Scott Wilson
John Winkleblack

Commissioners Absent

Colleen Adam
Clark Anderson
Riko Bishop

Carol Zink

Commission Staff Present

Dr. Kathleen Fimple
Katherine Green
Dr. Marshall Hill
Jason Keese

Dr. Carna Pfeil
Helen Pope
Mike Wemhoff

*Dr. Michael Chipps greets
Commissioners*

GREETINGS BY DR. MICHAEL CHIPPS, PRESIDENT OF NORTHEAST COMMUNITY COLLEGE

On behalf of Northeast Community College, Dr. Michael Chipps welcomed the Commissioners. A new *Fast Facts* brochure on Northeast Community College that is being distributed throughout the area was given to all those in attendance. Dr. Chipps showed a short presentation highlighting

Commissioner Bishop joined the meeting

*Minutes of April 12, 2012
Commission meeting approved*

Chairperson's Report

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

Dr. Hill update on new commissioner search

Dr. Hill discusses state authorization

*Katherine Green discusses
College Access Challenge Grant
Update*

information and data on NECC. Dr. Chipps graciously offered to give Commissioners and staff a tour of the college following the meeting.

Commissioner Bishop joined the meeting at 9:40 a.m.

MINUTES OF APRIL 12, 2012 COMMISSION MEETING

Commissioner Wilson moved that the April 12, 2012 minutes be approved. Commissioner Simmons seconded the motion. A roll call vote was taken with all Commissioners present voting yes.

CHAIRPERSON'S REPORT

Chair Hunter thanked the staff for the tremendous amount of work they put into the mailings that were sent to the Commissioners this past month.

EXECUTIVE DIRECTOR'S REPORT

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

1. Offered by Northeast Community College
Interactive two-way video originated from Burwell High School in Burwell, NE
Delivered to Arcadia High School in Arcadia, NE
 - MATH 2000 Analytic Geometry & Calculus I (5 cr.)
- October 17, 2012 – May 3, 2013
2. 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.)
- August 16, 2012 – December 21, 2012

Dr. Hill gave an update on replacing former Commissioner Dick Davis. He recently met with two candidates, both were interested, but one stood out. He has recommended this person to the governor and an appointment should be announced within a couple of weeks.

Dr. Hill noted that he continues to be very active with the issue of state authorization. Today another national commission on the regulation of distance education will be announced. This commission is to be chaired by former US Secretary of Education Riley. Dr. Hill will participate on this commission. The concerns they face include difficulties institutions have gaining authority to operate in states in which they have online students.

COLLEGE ACCESS CHALLENGE GRANT UPDATE

Katherine Green, College Access Challenge Grant Program Director, announced that two people will speak today relating to the College Access

*College access Challenge Grant
Update Continued*

Challenge Grant. She stated that the Commission was nearing the end of the grant year, which started in August. A request for proposals (RFP) was just recently issued where K-12 schools, non-profits, and institutions are asked to send in proposals to receive grants. The College Access Challenge Grant is funded through 2015. The RFP is designed to give subgrants for these last three years. The ACE Plus scholarship also is funded through this grant. Students receive \$500 the first year and \$1000 for the second year. Applications are received from students starting in April. Last year's total was \$230,000 for 317 scholarships; this year the Commission received 175 applications in the first week, amounting to \$115,000. An application to the US Department of Education for the next grant will be submitted this summer, and at the July commission meeting subgrantees will be considered for approval. The three current subgrantees that will continue to be funded for the next three years include Nebraska Methodist College, who spoke to the Commission last year. The other two are the Central Plains Center for Services and Ho-Chunk Community Development, who have representatives here today to provide updates on their programs.

*Nancy Ferguson, Central Plains
Center for Services*

Nancy Ferguson, Executive Director, and Andra White, Success Through Education supervisor, from Central Plains Center for Services spoke on the Success Through Education Program. This is a program designed to target youth transitioning out of the state foster care system in western Nebraska. The program is funded by the College Access Challenge Grant. A short DVD was shown demonstrating how the program is designed to change cycles of poverty and abuse by providing education to young people who otherwise may not have the opportunity to go to college. The program not only provides funding for education, but one-on-one support by caring staff assisting each student as they navigate through college. Ms. White noted that the impact of this program on the students so far has been tremendous, but the real impact will be down the road as these young people enter the work force and have the opportunity to be successful individuals in their communities. Ms. Ferguson thanked the commissioners for approving the funding for the services they are able to provide.

*Brenda Conway, Ho-Chunk
Community Development
Corporation*

Brenda Conway, Community Project Coordinator for the Ho-Chunk Community Development Corporation, briefed the commissioners on the progress of the Challenging our Youth to Succeed Program. This is a non-profit organization located in Winnebago, Nebraska. She is working with guidance counselors and students at Winnebago and Walthill High Schools. A majority of the students are Native American and choose to stay in their community and not pursue college; many do not graduate from high school. This program is designed to help them understand GPAs and what courses and credits they need to graduate high school so they may transition into college. Many students are not aware there is funding and support available to them to further their education. College visits, volunteering in their communities, and providing information on educational funding available to them are a few of the things Ms. Conway has been working on with the students. Challenges that she faces are lack of parental involvement, turnover in faculty at the schools, places and times to meet with the students, students' lack of remedial skills, and not being career ready. The

program is funded by the College Access Challenge Grant. Ms. Conway expressed her gratitude to the commission for the opportunity to continue this program for the next three years.

Public Comment on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony regarding Matters of General Concern.

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

Public Comment on Consent Agenda Items

PUBLIC COMMENT ON CONSENT AGENDA ITEMS

There was no testimony regarding Consent Agenda Items.

Chair Hunter closed the public hearing on Consent Agenda Items.

Consent Agenda Items

CONSENT AGENDA ITEMS

Commissioner Simmons moved to approve the three items listed on the Consent Agenda:

1) Renewal of Authorization to Operate in Nebraska: Embry-Riddle Aeronautical University. Authorized to offer one or more complete degree programs at the associate, baccalaureate, and master's levels, limited to associate and baccalaureate programs in aviation management, professional aeronautics, and technical management, and to the Master of Aeronautical Science through May 31, 2017.

2) Follow-up report: University of Nebraska at Kearney - Math/Science Education (MSE). Continue the program.

3) Follow-up report: Western Nebraska Community College - Health Information Technology (AAS, Diploma). Continue the program.

Commissioner Winkleblack seconded the motion. A roll call vote was taken with all Commissioners present voting yes.

Public Hearing on Academic Programs Committee Items

Dr. David Crouse, University of Nebraska Medical Center

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Dave Crouse, Vice Chancellor for Academic Affairs, representing the University of Nebraska Medical Center, offered to answer any questions on the master's program in Emergency Preparedness.

Dr. William Mahoney, University of Nebraska at Omaha

Dr. William Mahoney, Associate Professor at the University of Nebraska at Omaha, spoke on behalf of the Information Assurance master's program. He noted there has been an undergraduate degree in place for five years and they are ready to go to the next level.

Dr. Timothy Wei, University of Nebraska- Lincoln

Dr. Timothy Wei, Dean of the University of Nebraska - Lincoln College of Engineering, introduced himself and Dr. David Jones, Associate Dean, on

behalf of the proposed independent PhD programs in the College of Engineering.

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

ACADEMIC PROGRAMS COMMITTEE

Commissioner Lauritzen represented the Academic Programs Committee in the absence of Commissioner Zink.

*UNMC Emergency
Preparedness (MS) proposal*

UNMC Proposal for a New Instructional Program: Emergency Preparedness (MS)

The Academic Programs Committee recommends approval of the proposed request to offer a new instructional program, Emergency Preparedness (MS).

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to Commissioners. She noted that in addition to public health and emergency response agencies, hospital accrediting bodies have added emergency preparedness to the requirements for continued accreditation. Commissioner Lauritzen noted that a 2005 study found there was a lack of partnerships between public health and emergency response agencies in their service areas which made communication difficult between the academic and the actual field. She asked if this has improved since then.

Sharon Medcalf, UNMC

Sharon Medcalf, Associate Director of the Center for Preparedness Education at UNMC College of Public Health, stated they have been working in the continuing education environment for approximately ten years. LB 692 created 18 new public health departments, requiring each to hire an emergency response coordinator. In 2002 post- 9/11 dollars were used to form a training center designed to strengthen the relationship between the hospitals, first responders, and public health. The training center was instrumental in teaching how to respond to a disaster as a community.

*Emergency Preparedness (MS)
approved*

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center's new instructional program, Emergency Preparedness (MS). A roll call vote was taken with all Commissioners present voting yes.

*UNO Information Assurance
(MS) proposal*

UNO Proposal for a New Instructional Program: Information Assurance (MS)

The Academic Programs Committee recommends approval of the proposed request to offer a new instructional program, Information Assurance (MS).

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to Commissioners. In 2007 the Commissioners approved the bachelor's degree, and there are two masters programs that have concentrations in Information Assurance, so UNO has a foundation for adding a master's degree.

*Dr. William Mahoney, University
of Nebraska at Omaha*

Dr. William Mahoney, Assistant Professor at UNO, noted that federal agencies are looking for information assurance graduates and are particularly

interested in the advanced degrees. There is a scholarship program available that pays for students to go through this program, assuming they will go to work for a government agency.

*Information Assurance (MS)
approved*

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's new instructional program, Information Assurance (MS). A roll call vote was taken with all Commissioners present voting yes.

*UNL Architectural Engineering
(PhD) proposal*

UNL Proposal for a New Instructional Program: Architectural Engineering (PhD)

The Academic Programs Committee recommends approval of the proposed request to offer a new instructional program, Architectural Engineering (PhD).

Dr. Hill thanked the colleagues from the University for assisting with the large number of engineering program proposals at the meeting. Four of the seven proposed programs will be voted on today. In the next few weeks we will receive additional materials from the University in response to questions about the other proposals. Those will be reviewed and brought to the July Commission meeting.

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to Commissioners. An overview is located in the front of the Architectural Engineering proposal. This overview shows ABET accreditation, need and demand, requirements related to curriculum, and engineering salaries at a bachelor's degree level. This overview applies to each of the four engineering program proposals.

Commissioner Winkleblack inquired if recently announced UNL Business College limits on transfer credits apply to these engineering programs as well. Dean Wei responded that they accept transfer students at all levels.

Dr. Hill requested information on the recent UNL external review on the engineering programs. Dr. Susan Fritz, Associate Vice President for Academic Affairs from the University of Nebraska- Lincoln stated the Provost's Office organized the review of post-graduate programs within the University system. Two expert members of the National Academy of Engineering teamed with a third person, a senior faculty member from the medical center. They spent the day meeting with faculty and administration asking questions about the programs. There was an affirmation that offering stand-alone doctoral engineering programs is a common practice.

*Architectural Engineering (PhD)
approved*

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska –Lincoln new instructional program, Architectural Engineering (PhD). A roll call vote was taken with all Commissioners present voting yes.

*UNL Biological Engineering
(PhD) proposal*

UNL Proposal for a New Instructional Program: Biological Engineering (PhD)

The Academic Programs Committee recommends approval of the proposed request to offer a new instructional program, Biological Engineering (PhD).

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to Commissioners. This program has three specializations; agricultural engineering, biomedical engineering, and biological systems engineering.

Biological Engineering (PhD) approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska - Lincoln new instructional program, Biological Engineering (PhD). A roll call vote was taken with all Commissioners present voting yes.

UNL Chemical and Biomolecular Engineering (PhD) proposal

UNL Proposal for a New Instructional Program: Chemical and Biomolecular Engineering (PhD)

The Academic Programs Committee recommends approval of the proposed request to offer a new instructional program, Chemical and Biomolecular Engineering (PhD).

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to Commissioners. Biomolecular engineering is grouped with chemical engineering rather than biological engineering because it requires an understanding of biological process-based technologies *in light of chemical principles*. There has been an increase in demand for biomedical engineers and a decrease in chemical engineers. Funding from the National Institutes of Health enticed chemical engineers into the “bio” field.

Chemical and Biomolecular Engineering (PhD) approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska - Lincoln new instructional program, Chemical and Biomolecular Engineering (PhD). A roll call vote was taken with all Commissioners present voting yes.

UNL Civil Engineering (PhD) proposal

UNL Proposal for a New Instructional Program: Civil Engineering (PhD)

The Academic Programs Committee recommends approval of the proposed request to offer a new instructional program, Civil Engineering (PhD).

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal to Commissioners. There are five areas of specialization under this major. She referenced a need for the program based on a 2009 American Society of Civil Engineers report. This report indicated roads, wastewater, and bridges as the top three infrastructure concerns for Nebraska. As a side note, Dr. Fimple stated the Nebraska Transportation Center is related to this program. It was created to connect all of the research on all the NU campuses that are related to transportation services. It is housed at UNL because the majority of the research is conducted there. The Commission allowed engineering to count as a discipline for improving teacher quality grants, since engineers are scientists with a math and science background. UNL has been funded by the Commission for three years for grants coming out of the Nebraska Transportation Center.

Civil Engineering (PhD) approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska - Lincoln new instructional program Civil Engineering (PhD). A roll call vote was taken with all Commissioners present voting yes.

Title 281, Chapter 1 Repeal

Approve the repeal of Title 281, Administrative Code, Chapter 1, Rules and Regulations Concerning Authorization for Out-of-state Institutions to Offer Courses and Degree Programs in the State of Nebraska

The Academic Programs Committee recommends approval of the repeal of Title 281, Chapter 1, Rules and Regulations Concerning Authorization for Out-of-state Institutions to Offer Courses and Degree Programs in the State of Nebraska. The action required is a final vote in order to forward the rules to the attorney general, the governor, and secretary of state.

Dr. Fimple presents the proposal

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal. A public hearing was held, chaired by Commissioner Bishop. During that time changes could be made, but none were needed. One result of LB 637 was the repeal of statutes. Rules 1 and 2 addressed those statutes and so also must be repealed. New statutes are in place. Rule 7 will be the rules on how the new statutes are implemented. Under Rule 7 the attorney general has stated that application forms that institutions use to apply for renewal or initial authorization have to be attached to the rule. The rule included in the agenda does not have the applications but was distributed to the Commissioners.

Repeal of Title 281, Chapter 1 approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the repeal of Title 281, Administrative Code, Chapter 1, Rules and Regulations Concerning Authorization for Out-of-state Institutions to Offer Courses and Degree Programs in the State of Nebraska. A roll call vote was taken with all Commissioners present voting yes.

Title 281, Chapter 2 Repeal

Approve the repeal of Title 281, Administrative Code, Chapter 2, Rules and Regulations Concerning In-state Private Institutions

Commissioner Lauritzen commented that a great amount of work goes into this. Dr. Marshall Hill, Executive Director, noted that numerous staff hours of work went into LB 637 and the rules and regulations. He stated that compared to other states, Nebraska is in great shape with rational, reasonable, and defensible policies.

Repeal of Title 281, Chapter 2 approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the repeal of Title 281, Administrative Code, Chapter 2, Rules and Regulations Concerning In-state Private Institutions. A roll call vote was taken with all Commissioners present voting yes.

Adoption of Title 281, Chapter 7

Adopt Title 281, Administrative Code, Chapter 7, Rules and Regulations for the Postsecondary Institution Act

Adoption of Title 281, Chapter 7 approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve adoption of Title 281, Administrative Code, Chapter 7, Rules and Regulations for the Postsecondary Institution Act. A roll call vote was taken with all Commissioners present voting yes.

Name Changes, Minor Programs, Program Mergers, New Focus on Existing Program and Award Deletions

Information Items: Report on name changes, deletions, reasonable and moderate extensions, and other institutional activities relating to existing programs

Program Name Changes

UNL – International Studies (BA, BS) to
Global Studies (BA, BS)

PSC – Sport Management & Exercise Science to
Sport & Exercise Science

PSC – Human Performance and Systems Management option in Business to
Management option

SCC – Emergency Medical Services/Paramedic to *Paramedic*

New Minor Programs

CSC – Military Science

PSC – Journalism

Program Mergers

PSC – Merge K-9 Special Education and 7-12 Special Education endorsement options into one
K-12 Special Education endorsement option

SCC – Merge Graphic Design and Visual Publications into one
Graphic Design/Media Arts

New Focus within an Existing Program

PSC – Law & Society in Criminal Justice program

PSC – Educational Studies in Education program

SCC – Baking/Pastry in Food Service/Hospitality program

Program Award Deletion

CCC – Medical Assisting diploma (will continue to offer AAS)

Commissioner Lauritzen concluded the Academic Programs Committee report on behalf of the Academic Programs Committee.

Public Hearing on Planning and Consumer Information Committee Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

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

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

Adjourned for break at 11:30 a.m. Meeting resumed at 11:40 a.m.

Planning and Consumer Information Committee

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen noted that the commission assumed responsibility for the Supplemental Forms Report and stated that the information included

makes this a remarkable report we are very proud of. She introduced Dr. Carna Pfeil, Associate Director for Finance and Administration, to present the Supplemental Forms Report.

Dr. Pfeil presents Supplemental Forms Report

Dr. Pfeil gave a brief explanation of the history of Supplemental Forms. In 1976, Dave Wagaman, Senior Budget Analyst for the governor's budget office, wanted more information than what was in the budget documents the institutions submitted biennially. He created forms to supplement the data provided in the biennial budget reports. Dr. Pfeil displayed and discussed three of the five parts: Enrollment, Tuition & Fees, and Student Financial Aid. The other two are Utilities and O & M for the Fiscal Plant, and the Off-Campus Report.

EXECUTIVE COMMITTEE

Approval of recommended salary increases

Approve salaries for Dr. Marshall Hill, executive director, and Dr. Carna Pfeil, associate director for finance & administration

The Commissioners agreed not to go into executive session to discuss salaries. Chair Hunter stated that the Commission is limited on raises based on the budget the state approves.

Recommended salary increase approved

Chair Hunter moved to accept the recommendation of the Executive Committee to approve salaries for Dr. Marshall Hill, Executive Director, and Dr. Carna Pfeil, Associate Director for Finance & Administration. A roll call vote was taken with all Commissioners present voting yes.

Next Commission Meeting: July 19, 2012

FUTURE MEETINGS

The next meeting of the Commission is scheduled for Thursday, July 19, 2012. The meeting will be held at Peru State College, Peru, Nebraska.

Commissioner Lauritzen comments

COMMISSIONER COMMENTS

Commissioner Lauritzen reminded the Commissioners and staff that Deb Fischer, a former commissioner for CCPE, is running for the United States Senate against former Nebraska State Governor Bob Kerrey.

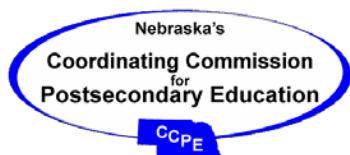
Meeting adjourned at 12:30 p.m.

ADJOURNMENT

The meeting adjourned at 12:30 p.m.

Coordinating Commission General Fund - Program 640

	2011-2012 General Fund Budget		2011-2012 Current Expenditures		% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES					
Permanent Salaries	\$747,084		\$735,649		98.5%
Temporary Salaries					
Overtime					
Subtotal	\$747,084		\$735,649		98.5%
PSL	\$844,420		\$735,649		87.1%
Benefits	\$214,000		\$204,938		95.8%
Subtotal	\$961,084		\$940,587		97.9%
OPERATING EXPENSES					
Postage	\$3,750		\$3,717		99.1%
Communication	\$15,000		\$12,324		82.2%
Freight	\$100				0.0%
Data Processing	\$2,000		\$1,779		89.0%
Publication & Printing	\$9,500		\$8,880		93.5%
Awards Expense	\$400		\$372		93.0%
Dues & Subscriptions	\$15,000		\$14,774		98.5%
Conference Registration Fees	\$3,000		\$2,231		74.4%
Electricity	\$2,790		\$2,410		86.4%
Rent Expense	\$42,000		\$40,686		96.9%
Repair & Maintenance	\$100				0.0%
Office Supplies	\$1,900		\$1,567		82.5%
Food Expenses	\$1,100		\$827		75.2%
Education Supplies	\$350		\$305		87.1%
Account & Auditing Services	\$6,705		\$6,705		100.0%
Other Cont. Srvs & Travel Exp.	\$27,715				0.0%
Other	\$1,500		\$1,449		96.6%
Subtotal	\$132,910		\$98,026		73.8%
STAFF TRAVEL					
Board & Lodging	\$5,056		\$4,965		98.2%
Commercial Transportation	\$2,750		\$2,735		99.5%
State-Owned Transportation	\$1,750		\$1,292		73.8%
Mileage	\$800		\$772		96.5%
Other	\$500		\$372		74.4%
Subtotal	\$10,856		\$10,136		93.4%
COMMISSIONER TRAVEL					
Board & Lodging	\$2,000		\$1,632		81.6%
Commercial Transportation					0.0%
Mileage	\$7,500		\$7,435		99.1%
Other	\$25				0.0%
Subtotal	\$9,525		\$9,067		95.2%
CAPITAL OUTLAY					
Office Equipment	\$1,200		\$1,064		88.7%
Hardware	\$8,000		\$7,616		95.2%
Software	\$1,000		\$989		98.9%
Subtotal	\$10,200		\$9,669		94.8%
MHEC Dues	\$95,000		\$95,000		100.0%
TOTAL EXPENDITURES	\$1,219,575		\$1,162,485		95.3%
General Fund	\$1,202,772		\$1,202,772		
Cash Fund	\$16,803		\$16,803		
TOTAL APPROPRIATION	\$1,219,575		\$1,219,575		
Remaining Balance	\$0		\$57,090		4.7%



POSTSECONDARY INSTITUTION REQUEST for AUTHORIZATION to OPERATE on a CONTINUING BASIS in NEBRASKA

Institution:	La Sierra University
Nebraska Street Address:	Union College, Lincoln, Nebraska
Name of Owner:	Seventh-day Adventist Church
Corporate Address:	4500 Riverwalk Parkway, Riverside, CA
Legal Status:	<u> x </u> Nonprofit; ___ For-profit: ___ sole proprietorship ___ partnership ___ corporation
Accreditation:	Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) (a regional accrediting body)
Last accreditation review and result:	June 24, 2011; accredited through 2018-19; interim report in 2014
Date initially approved by CCPE:	January 14, 1984—MA in elementary education

Summary

Financial: The institution's composite financial score, according to the U.S. Department of Education, was 2.7 for 2010, falling within the Department's acceptable range of 1.5 to 3.0. (The scale is based on financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution's financial status.)

Program: La Sierra University has been offering the Master of Arts in Elementary Education program at Union College since 1984. Commission files for 20 or more years ago are incomplete and staff was unable to verify that La Sierra had been continuously operating in the state. The university provided documentation that they had been offering courses at Union College for over twenty years.

Institution's Request: La Sierra University is requesting authorization to operate on a continuing basis pursuant to Nebraska Revised Statutes §85-2412 (3)*.

Committee Recommendation: Authorize La Sierra University to operate on a continuing basis without a renewal requirement.

** "If an institution has, for at least twenty academic years under the same ownership, continuously offered one or more graduate or four-year undergraduate programs with a physical presence in Nebraska in compliance with state and federal law, the institution may request authorization to operate on a continuing basis."*

OVERVIEW

University of Nebraska-Lincoln

College of Engineering

Proposal to Disaggregate Seven Tracks of the Unified PhD in Engineering and Create Seven Stand-Alone Ph.D. Programs

In 1973, UNL had doctoral programs in four engineering fields with a fifth one pending. At that time the Board of Regents approved the Unified PhD in Engineering with five “fields of study” (mechanical engineering, engineering mechanics, electrical engineering, chemical engineering, and civil engineering). The program was intended to provide an avenue for development of the graduate programs within the participating disciplines. Over the years, other fields of study were added and existing ones modified.

Today, UNL reports that the research and graduate activities in the College of Engineering are well established, generating approximately \$30 million of external research funding annually and awarding 149 doctoral degrees in the last five years (2007-2011). Each of the departments has grown, supporting qualified faculty and sophisticated research equipment. The proposals from UNL would create seven stand-alone PhD programs*:

- Architectural Engineering
- Biological Engineering
- Chemical and Biomolecular Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Mechanical Engineering and Applied Mechanics

The existing Unified PhD in Engineering with specializations in biomedical engineering; computer engineering; construction, industrial and management systems engineering; and materials engineering would remain.

UNL believes that creating stand-alone, department-based programs will:

- promote greater visibility, resulting in more effective recruitment of students and faculty and placement of graduates,
- allow faculty to focus more specifically on student needs and needs of employers,
- improve national rankings,
- attract more funding, and
- align UNL with other Big Ten colleges where only department-based doctoral programs are offered.

* The first four programs in the list were approved by the Coordinating Commission on May 24, 2012.

PROGRAM INFORMATION

The following information is applicable to all seven proposed programs.

External Review

All of the proposed programs were reviewed, with favorable results, on February 21 and 22, 2012, by engineering experts from universities outside the state.

Accreditation: ABET

ABET is a nonprofit, non-governmental organization that accredits college and university programs in the disciplines of applied science, computing, engineering, and engineering technology. ABET accredits over 3,100 programs at more than 660 colleges and universities in 23 countries. **ABET does not accredit** certification, training, or **doctoral programs**.

ABET accreditation, which is voluntary and achieved through a peer review process, provides assurance that a college or university program meets the quality standards established by the profession for which the program prepares its students.

Originally, "ABET" stood for "the Accreditation Board for Engineering and Technology." The organization changed its name to simply "ABET" in 2005.

The following UNL programs that are related to the seven proposed are ABET accredited:

Architectural Engineering, MAE
Biological Systems Engineering, BSBS; Agricultural Engineering, BSAE
Chemical Engineering, BSCH
Civil Engineering, BSCE
Computer Engineering, BSCP
Electrical Engineering, BS
Mechanical Engineering, BS

UNL PhD Requirements Related to Curriculum

- 90 semester credit hours beyond the baccalaureate degree
- A maximum of 30 credit hours from the master's degree can be applied to the 90 required hours
- Of the 60 remaining hours, at least 12 but no more than 55 hours may be assigned to dissertation research
- Not fewer than 45 semester hours must be completed at the University of Nebraska after the filing of the program of studies.

Need And Demand

The Coordinating Commission's review criteria include evidence of need and demand for a program (Nebraska Revised Statutes § 85-1414). The review process naturally focuses on need and demand in all or parts of Nebraska, but at the doctoral level consideration should be given to national needs as well, particularly in specialized fields like engineering.

Engineering Salaries

National Salaries for Selected Engineering and Related Occupations, 2010

All occupations require at least a bachelor's degree.

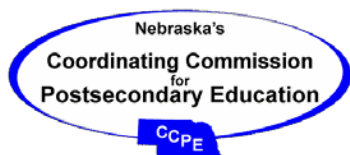
OCCUPATION	2010 MEDIAN PAY
Aerospace Engineers	\$97,480
Agricultural Engineers	\$71,090
Architects	\$72,550
Biomedical Engineers	\$81,540
Chemical Engineers	\$90,300
Civil Engineers	\$77,560
Computer Hardware Engineers	\$98,810
Electrical and Electronics Engineers	\$87,180
Environmental Engineers	\$78,740
Health and Safety Engineers	\$75,430
Industrial Engineers	\$76,100
Marine Engineers and Naval Architects	\$79,920
Materials Engineers	\$83,120
Mechanical Engineers	\$78,160
Mining and Geological Engineers	\$82,870
Nuclear Engineers	\$99,920
Petroleum Engineers	\$114,080

Source: U.S. Department of Labor-Bureau of Labor Statistics

Faculty Salaries in Engineering and Related Fields, 2011-12

Field	Associate Professor
Agriculture	\$72,360
Architecture	\$62,764
Biological and biomedical sciences	\$70,938
Computer and information sciences	\$85,280
Engineering	\$89,754
Engineering technologies	\$73,507
Natural resources and conservation	\$71,376
Physical sciences	\$69,071

Source: *Chronicle of Higher Education*, March 16, 2012.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln

Program: Computer Engineering

Award: Ph.D.

Institution's Existing Degree(s) in Same or Similar Discipline: Unified Ph.D. in engineering with computer science and engineering specialization, computer and electronics engineering specialization, and electrical engineering specialization; BS in computer engineering; BS and MS in electrical engineering; BS in electronics engineering; MS in telecommunications engineering; BA, BS, MS, and PhD in Computer Science

Proposal Received by Commission: Initial proposal: April 19, 2012
Additional information: July 9, 2012

Proposed Start Date: Fall 2012

Description

Computer engineering, as a discipline, grew out of the overlapping fields of computer science and electrical engineering. UNL's College of Engineering has three departments related to this discipline: computer science and engineering (or CSE, located on the UNL campus), computer and electronics engineering (or CEEN, located on the UNO campus), and electrical engineering (located at UNL). Since 2009 all three have had their own specializations in the unified PhD program in engineering. Prior to that date the first two departments were represented by a single computer engineering specialization.

The proposed curriculum would be comprised of three tracks: circuits and cyber-physical interfaces; systems; and communications, networking, and signal processing. Each student would be required to select the track closest to her/his area of interest and take nine semester credit hours from that track. An additional nine hours total would be required from the other two tracks and six hours from computer science or electrical engineering courses toward a minor.

Students would also be required to take a qualifying exam that encompasses four areas of study: computer architecture/microprocessors, operating systems/data structures/algorithms, circuits, and electrical engineering systems.

The proposal states that this program would focus on the computer science and electrical engineering aspects of computer engineering. Subsequent information from UNL also noted that the computer and electronics engineering specialization, which has a focus on communications, did not have a sufficient number of graduates to support its own stand-alone PhD. Therefore, UNL will continue to offer a computer and electronics engineering specialization under the

unified PhD in engineering. UNL states that the faculty from the computer and electronics engineering department would have the opportunity to participate in the proposed PhD in computer engineering (by serving on a student's committee, for example).

The BS program in computer engineering at UNL is ABET accredited.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNL cites the U.S. Bureau of Labor Statistics that predicts a 45% growth in the demand for computer engineers from 2008 through 2018. The proposal states that computer engineers with PhDs are in high demand in both industry and academia. Since 1996, an average of 50% of new PhDs find employment in industry. The demand for computer engineers has resulted in the profession being one of the highest paid in both industry and academic engineering (see Engineering Overview).

Commission staff consulted the Nebraska Department of Labor's Web site. For computer software and hardware engineers with a baccalaureate degree, the department estimates a total of 151 annual openings in the state. The total likely includes some people with degrees in other areas such as electrical engineering or computer science, but is still an acceptable indicator of need. The average hourly wage reported was about \$36 (\$74,880 annually).

B. Demand for the Program

High-----Low				
		√		

Because computer engineering can reach into several disciplines, it is difficult to determine how many students have graduated in the field. The proposal states that the 22 faculty members listed in section D. have graduated 32 doctoral students in the past five years. However, this includes students from electrical engineering as well as computer science whose research was deemed by UNL to be more closely related to computer engineering.

Consequently, Commission staff asked for a list of the number of graduates from all the unified PhD specializations. The computer engineering specialization, which includes students in both computer science and engineering and computer and electronics engineering, graduated 13 students between spring 2007 and spring 2012. A breakdown of this figure shows that two of the students came from computer science and engineering, the department that is supporting this proposal, with the remainder coming from computer and electronics engineering. Two questions come from this data:

1. Will there be sufficient student demand to support the program if there have been only two graduates in the past five years? Although not fully documented, UNL reports that four or five graduates from the electrical engineering specialization would have been more appropriately categorized in computer engineering. The proposal lists 24 graduates with PhDs in computer science whose dissertations better fit in computer engineering. This is an estimated total of at least 30 graduates over the past five years, an average of

6.0 students. While it is possible that not all the students in this total would have chosen computer engineering, the numbers appear to be sufficient for a viable program.

2. In a peripheral issue, there were 11 graduates from the computer and electronics engineering program. The proposal stated that there were insufficient numbers for a stand-alone program in this area. The five-year average is 2.2, but the average for the past three years is 3.0, the Commission threshold for doctoral programs. This is a growing program that may deserve attention in the future.

C. Avoidance of Unnecessary Duplication

High-----Low					
√					

There are no doctoral programs in engineering at any other Nebraska institution. ABET accredits 218 institutions in computer engineering at the baccalaureate level and two at the master's level. In neighboring states, the University of Iowa and Iowa State University offer doctorates in computer engineering.

D. Resources: Faculty/Staff

High-----Low					
	√				

The proposal lists 22 faculty members—13 from the department of computer science and engineering and 9 from the department of electrical engineering who have computer engineering expertise. The

proposed program would be administered by the department of computer science and engineering where existing support staff would assist the program. There are also two system support managers for the laboratories. Since all of these positions are in place and there would be no reassigning of faculty or staff, they are not included in the budget. The budget does list 9 FTE graduate assistantships that would be covered by reallocating existing assistantships in the unified PhD program. Most of those are research assistantships funded through external sources that average \$6.8 million in active grants.

E. Resources: Physical Facilities/Equipment

High-----Low					
	√				

The department of computer science and engineering and the department of electrical engineering are located in Avery Hall, the Schorr Center, and Scott Engineering Center, all on the UNL city campus. The

facilities and equipment for the following labs was detailed: Holland Computing Center (with locations at PKI and the Schorr Center), computer networking lab, ADSL laboratory (Abacus Distributed Storage Lab), Computer Architecture Laboratory, Cyber Physical Networking (CPN) Laboratory, UNL Smart Space (with an emphasis on applications to health care and assistive technology), Robotics Lab, NIMBUS (Nebraska Intelligent MoBile Unmanned Systems) Lab, and ANDES Lab.

F. Resources: Library/Information Access

High-----Low					
	√				

The proposal did not address this resource, but since UNL has numerous programs in areas contributing to computer engineering and several related specializations in the unified PhD, there should be sufficient

resources available for the program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$724,375	Reallocated Funds	\$0
General Operating	\$0	New State Funds	\$0
Library	\$0	New Local Funds	\$0
Facilities	\$0	Tuition and Fees *	\$905,098
Equipment	\$0	Other	
Five-Year TOTAL	\$724,375	Five-Year TOTAL	\$905,098

*Based on 13 students in year 1 with a 5% yearly increase in student credit hour generation.

Committee Comment: The nature of computer engineering and its relationship to other disciplines, complicates analysis. This is obvious in the structure of UNL's College of Engineering where there are two separate departments with "computer" and "engineering" in their names. Having a stand-alone degree as well as a specialization in computer engineering may be confusing to students. However, the two departments have different structures and foci; hopefully, students would be able to determine which program would best fit their interests.

The proposed program is essentially in place, although only two students have chosen it in the past five years. The next program review is due in four years and should determine if UNL's assertions that students from related areas will select the computer engineering PhD program are correct.

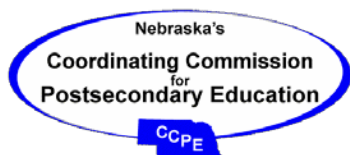
On the morning of the Academic Programs Committee meeting, the Commission received an email composed by the associate dean of the College of Engineering and written on behalf of the dean. The dean's message was:

"The faculty in CEEN have made it evident that they wish to participate in the stand-alone Computer Engineering PhD program. The department chairs of CEEN and CSE are tasked to determine how faculty from each department can access the program. I anticipate that this task will commence as soon as is practical and a resolution determined during the Fall 2012 semester."

The Committee hopes that this statement by the College of Engineering will result in action that creates a stronger program, resolving, at least in part, some of the issues raised above.

Committee Recommendation: Approve, with strong encouragement that all resources, including those available on the UNO campus, be brought to bear to ensure the strongest possible program, both for students and the university, and to ensure that a productivity threshold of three graduates per year (average) be reached in a short period of time.

First Program Review Date: Due June 30, 2016.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln

Program: Electrical Engineering

Award: Ph.D.

Institution's Existing Degree(s) in Same or Similar Discipline: Unified Ph.D. in engineering with electrical engineering specialization; BS and MS in electrical engineering

Proposal Received by Commission: Initial proposal: April 19, 2012
Additional Information: June 22, 2012

Proposed Start Date: Fall 2012

Description

Electrical engineering generally deals with the study and application of electricity, electronics, and electromagnetism. Electronics engineering is sometimes considered a separate field of study (UNL offers a BS in electronics engineering at the Peter Kiewit Center in Omaha).

The proposed program would comply with university policy for doctoral programs, including the 90 credit hours required beyond a baccalaureate degree. Students would develop their own plan of study in consultation with their advisor and advisory committee and in accordance with their specific research interests. The courses would be a combination of electrical engineering courses, courses from other engineering programs, and courses from other university programs.

Students would be required to take a qualifying exam with a mathematics section and an electrical engineering section. The math section covers five areas (probability and random processes, differential equations, vector calculus, matrix theory, and transform techniques). There are nine areas in the engineering section: communication systems, digital signal processing, control theory, electronic circuits, digital system design, electromagnetics, materials and devices, power systems, and optics. Students would select three areas for testing.

The BS program in electrical engineering is ABET accredited.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
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UNL reports that in 2009 there were an estimated 318,700 electrical engineering jobs in the U.S. and that the U.S. Bureau of Labor Statistics

predicts a 5% to 7% job growth in the field. The National Science Board predicts that the science and engineering workforce will continue to grow but at a slowing rate as individuals reach retirement age. Currently 26% are over 50 and 50% are older than 40. The proposal also states that in 2006 engineers held roughly 1.5 million U.S. jobs of which about 20% were in electrical/electronic engineering. About 30-40% of those jobs were in manufacturing and 20-30% in the service sector. UNL asserts that for U.S. electrical/electronic manufacturing industries to remain competitive, there will be a need for a heavy investment in research and development, which will result in an increase in the need for engineers with advanced training.

Commission staff consulted the Nebraska Department of Labor's Web site. The department estimates 14 annual openings in the state for electrical engineers with a baccalaureate degree with an average hourly wage of \$37.30 (\$77,584 annually). The projection for electronics engineers was 9 annual openings. While these figures aren't large, a doctoral program of this type is serving an area larger than the state of Nebraska, as seen in the national data.

B. Demand for the Program

High-----Low				
√				

UNL reports 42 graduates in the unified PhD electrical engineering specialization in the eight years from 2003 to 2010 (an annual average of 5.25 students). From 2007 through 2012 there were 29 graduates, for a five-year average of 5.8, well above the Commission threshold of 3.0

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no doctoral programs in engineering at any other Nebraska institution. ABET accredits 297 institutions in electrical and electronics engineering at the baccalaureate level and three at the master's level.

Institutions in numerous neighboring states offer electrical engineering programs, as do most of the Big 10 institutions.

D. Resources: Faculty/Staff

High-----Low				
√				

The proposal lists 26 full-time faculty (eight of whom are also listed in the proposal for the PhD in computer engineering) and their areas of specialization. Since all of these positions are in place and there would

be no reassigning of faculty, they are not included in the budget. The budget does list 9.5 FTE graduate assistantships that would be covered by reallocating existing assistantships in the unified PhD program.

E. Resources: Physical Facilities/Equipment

High-----Low				
√				

UNL states that in addition to computing facilities individually operated by each research group, the department administers a network of high-end UNIX workstations and PCs. The proposal also listed the following

facilities (with the corresponding equipment): communications and signal-processing laboratories; applied electromagnetics research facilities; nanostructure research; electro-optics research; and energy systems laboratories.

F. Resources: Library/Information Access

High-----Low				
√				

The proposal did not address this resource, but since UNL has an electrical engineering program and a specialization in the unified PhD, there should be sufficient resources available for the program.

G. Budget

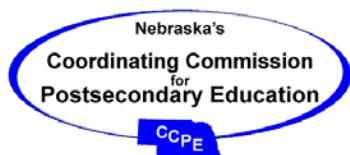
PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by UNL

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$1,350,315	Reallocated Funds	\$0
General Operating	\$0	New State Funds	\$0
Library	\$0	New Local Funds	\$0
Facilities	\$0	Tuition and Fees	\$1,392,459
Equipment	\$0	Other	
Five-Year TOTAL	\$1,350,315	Five-Year TOTAL	\$1,392,459

*Based on 20 students in year 1 with a 5% yearly increase in student credit hour generation.

Committee Recommendation: Approve.

First Program Review Date: Due June 30, 2016.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln

Program: Mechanical Engineering and Applied Mechanics

Award: Ph.D.

Institution's Existing Degree(s) in Same or Similar Discipline: Unified Ph.D. in engineering with mechanical engineering specialization and engineering mechanics specialization; BS and MS in Mechanical Engineering; MS in Engineering Mechanics

Proposal Received by Commission: Initial Proposal: April 19, 2012
Additional Information: June 25, 2012

Proposed Start Date: Fall 2012

Background

- Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems. Two commonly studied areas are robotics and heat mass transport. At UNL mechanical engineering traditionally covered fluid mechanics, thermal sciences, and design.
- Applied mechanics is a branch of the physical sciences that makes practical application of mechanics. At UNL engineering mechanics (applied mechanics) traditionally covered solid mechanics and dynamics. The field focuses on system integration; a recent area of study is nanostructures.
- The UNL departments of mechanical engineering and engineering mechanics have recently merged.
- The PhD in Engineering Mechanics was one of the few stand-alone engineering doctorates at UNL prior to the creation of the unified PhD in Engineering.

Description

The proposed curriculum would include six specialties: thermal sciences; fluid mechanics; solid mechanics; systems, design, and controls; dynamics and vibrations; and computational methods. Students would be required to complete at least three courses in his/her designated specialization, at least one course from each of four other areas, and a seminar course each semester. In consultation with advisors, students would select courses within the chosen specialty that focus on either mechanical engineering or applied mechanics. In addition, students would be required to take a written qualifying exam in engineering analysis and in any two of seven subject areas (the six listed above plus materials).

The BS program in mechanical engineering is ABET accredited.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
<u> √ </u>

UNL cites the U.S. Bureau of Labor Statistics that predicts a 9% growth in mechanical engineering jobs through 2020. The proposal notes that college enrollments in the discipline have increased nationally 4-5% per year, placing stress on academic programs, with an additional pressure of a large number of faculty poised to retire (the average age of fully-promoted mechanical engineering faculty is 60).

The proposal states that the external reviewers indicated the importance of a stand-alone degree for the attraction of good students and for the success of students after completion of the program. UNL reports that the newly created department is comparable to those in other institutions that offer stand-alone doctoral programs in mechanical engineering, including Iowa State University and many in the Big 10.

UNL states that graduates are employed across the U.S. in both industrial and academic positions and are being hired even in an economic down-turn. Mechanical engineers are important to the nation's economy, driving the development of new industries and opening opportunities for new product development. This is evidenced by the research expenditure of about \$6,000,000 per year for the UNL program.

Commission staff consulted the Nebraska Department of Labor's Web site. The department estimates 32 annual openings in the state for mechanical engineers with a baccalaureate degree. The average hourly wage was \$31.04 (\$64,563 annually).

B. Demand for the Program

High-----Low
<u> √ </u>

The combined mechanical engineering and engineering mechanics specializations in the unified PhD program have produced an average of 3.8 PhDs in the ten years prior to the writing of the proposal and an average of 4.8 in the previous five years. More recent information shows 28 PhD graduates since spring 2007, an average of 5.6 per year. There are approximately 140 graduate students and 500 undergraduates currently enrolled. UNL estimates 20 students would initially enter the program, a reasonable estimate given the number of current graduate students and the increasing graduation rates.

C. Avoidance of Unnecessary Duplication

High-----Low
<u> √ </u>

The proposal did not address this topic. However, there are no doctoral programs in engineering at any other Nebraska institution. ABET accredits 289 institutions in mechanical engineering at the baccalaureate level and two at the master's level. In the category of mechanical engineering technology, ABET accredits 66 institutions at the baccalaureate level.

D. Resources: Faculty/Staff

High-----Low
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The proposal lists 14 faculty members from mechanical engineering and 11 from engineering mechanics. Information submitted at a later date states there are approximately 30 faculty. Since all of these positions are in place and there would be no reassigning of faculty, they are not included in the budget. The budget does list 15 FTE graduate assistantships that would be covered by reallocating existing assistantships in the unified PhD program.

E. Resources: Physical Facilities/Equipment

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

The program is housed in Nebraska Hall and Scott Engineering Center on the UNL city campus. The buildings provide office space for faculty and graduate students. An addendum to the proposal lists and describes 23 laboratories, centers, and facilities that include labs for advanced nanomaterials and nanomanufacturing, applied mechanism and design, robotics and mechatronics, and dynamic and vibrations (a complete list follows the last page of this document). There are also supporting labs for the undergraduate program. The proposal states that no new equipment or facilities are anticipated.

F. Resources: Library/Information Access

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

The proposal did not address this resource, but since UNL has long-standing programs in both mechanical engineering and engineering mechanics and a specialization in the unified PhD, there should be sufficient resources available for the program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$1,417,310	Reallocated Funds	\$0
General Operating	\$0	New State Funds	\$0
Library	\$0	New Local Funds	\$0
Facilities	\$0	Tuition and Fees *	\$1,392,459
Equipment	\$0	Other	
Five-Year TOTAL	\$1,417,310	Five-Year TOTAL	\$1,392,459

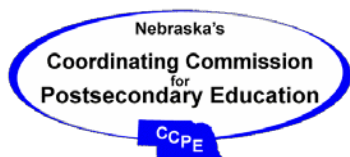
*Based on 20 students in year 1 with a 5% yearly increase in student credit hour generation.

Committee Recommendation: Approve.

First Program Review Date: Due June 30, 2016.

The facilities available in the program and accessible to do research include:

- The Advanced Nanomaterials and Nanomanufacturing Laboratory
- The Applied Mechanisms & Design Laboratory
- The Atomic Force Microscopy, Nano-Indentation, and Nano-DMA Laboratory
- The Biomaterials & Mechanotransduction Laboratory
- The Center for Nontraditional Macro, Micro and Nano Machining Research
- The Computational Thermal-Fluid Sciences Laboratory.
- The Computational Mechanics
- The Dynamics and Vibrations Laboratory
- The Midwest Roadside Safety Facility
- The Dynamic Loading and Dynamic Tribology Laboratory
- The Micro/Nanoscale Thermal Science Laboratory
- The Microstructures and Magnetic Materials Laboratory
- The Nondestructive Evaluation Laboratory
- The Organic Electronics and Nanoelectronics Laboratory
- The Polymer Mechanics Laboratory
- The Polymer Composites and Nondestructive Evaluation Laboratory
- The Robotics and Mechatronics Laboratory
- The Central Facility for Electron Microscopy
- The Physical/Mechanical Materials Characterization Laboratory
- The Trauma Mechanics Research Laboratory
- The Thin Film Laboratory
- The X-Ray Diffraction Laboratory
- The Ultrasonic Materials Characterization



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha

Program: Emergency Management

Award: Bachelor of Science (BS)

Institution's Existing Degree(s) in Same or Similar Discipline: AS in Fire Protection Technology (UNL program at UNO)

Proposal Received by Commission: June 11, 2012

Proposed Start Date: January 2013

Description

The proposed program would be housed in the School of Public Administration within the College of Public Affairs and Community Service (CPACS). It is interdisciplinary, but many of the contributing disciplines, such as public administration, criminal justice, and aviation, are part of CPACS. The College of Information Science and Technology would also support the program.

The program would prepare students to work in public, private, and non-profit entities that have responsibility for emergency planning, response, recovery, and prevention. It evolved from the associate degree program in fire protection technology offered by UNL on the UNO campus. Under this proposal, the associate degree program would be phased out, but the fire protection courses would remain and be renamed fire service management. UNO would offer two new concentrations in the Bachelor of General Studies (BGS) degree program: one in fire service management and one in emergency management.

The new BS program would consist of 30 semester credit hours: 27 hours in the major and a three hour internship. In addition, students would be required to complete two 15-hour concentrations for a total of an additional 30 hours. The concentrations would be selected from the following: fire protection, safety, and technology; criminology and criminal justice; public administration and management; aviation administration; and information technology and communication. Each would focus on emergency situations in its respective area, such as emergencies in prison settings and threats to airport travel and security. There would also be 13 hours of electives. The program would be offered on-campus with the intention of developing online offerings after approval.

The proposal states that UNO has spoken with UNMC and determined that the proposed BS would not duplicate UNMC's certificate in emergency preparedness and that the dean of the College of Public Health sees this as a "great opportunity". The proposed degree would also prepare students for entry into UNMC's newly approved MS in emergency preparedness (May 2012) should they decide to pursue a graduate program.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNO cites the U.S. Bureau of Labor Statistics (BLS) for evidence of need for the program. The BLS estimates the number of job openings for emergency management specialists will grow by 43% nationally between 2008 and 2018 with a median annual wage of \$55,360. Sixty-five percent of these positions are expected to be in government and 15 percent in “health care and social assistance.” Fifty-two percent would require a bachelor’s degree and 26 percent a master’s degree.

UNO also consulted Economic Modeling Specialists Inc. (EMSI). EMSI reported that in 2011 there were 89 people in the Omaha area in positions titled “emergency management specialist” with a median salary of \$40,000. Only 44% held bachelor’s degrees and 32% had some college. UNO asserts that this difference between national and state data indicates a lower level of education for employees in Nebraska, and therefore a need for a baccalaureate program. EMSI projected a growth rate of 5.7% from 2010-2013.

The proposal states that the U.S. Department of Homeland Security National Response Framework identifies 15 emergency support functions the government would need to provide in the event of an incident as well as planning and mitigating risks beforehand. Each of the areas needs trained personnel. UNO asserts that the proposed program would meet this need.

Commission staff consulted the Nebraska Department of Labor’s Web site. The department estimates a change of 21% in employment for emergency management specialists in the Omaha region and 19% state-wide. This translates to only eight openings. However, there are many people whose job titles vary where emergency management is only part of their duties. The average hourly wage reported by the Department was \$28.78 (\$59,862 annually).

The proposal does not provide a strong argument for need in the Omaha area, but since the September 11 attacks on the U.S., there has been a heightened awareness of the need for planning and preparation for emergency situations. Many recent natural disasters, including the large outbreak of fires in the western U.S. this summer, also speak to the need for formal training in emergency management.

B. Demand for the Program

High-----Low				
	√			

UNO states that a likely pool of potential students would be the employees of local agencies that are part of the intergovernmental support network. In firefighting, there are currently 52 command staff and 253 company officers in Omaha, Lincoln, Papillion, Norfolk, and Council Bluffs who are likely to be involved as emergency managers. In Omaha and Lincoln there are 59 command staff and 136 sergeants in the area of public safety and security who would be involved in similar positions. Many of these people do not currently hold a baccalaureate degree which will increasingly be required for advancement. There are also federal agencies and non-profit organizations that employ people in this field.

UNO intends to “aggressively reach out” to community colleges in the area that offer associate degrees in fire protection. Graduates from these programs do not have a natural baccalaureate program into which they can transfer. The two-year programs were modeled on the UNL program, so there should be no problem in transferring. UNO estimates that once the program reaches maturity there will be an average of 35 declared majors and eight graduates per year. The AS in

fire protection technology has graduated an average of seven students per year over the past ten years and 8.2 students over the past five years. This supports the projected enrollment figures.

C. Avoidance of Unnecessary Duplication

High-----Low				
	✓			

There are no programs at public institutions in Nebraska. The emergency management institute of FEMA lists 34 bachelor degree programs in emergency management in the U.S. Union College in Lincoln has a BS degree in international rescue and relief. Upper Iowa University offers a BS program in emergency and disaster management. There are similar programs at the University of Central Missouri and North Dakota State University. Although not on the FEMA list, Bellevue University offers a BS and a BAS in World Security and Strategic Studies.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNO plans to offer nine emergency management courses annually once the proposed program is fully operational (planned for 2013-14). If enrollments are strong, they might also need additional sections of some of the required criminal justice and public administration courses. In 2012-13 UNO would offer sections of lower level courses that are pre-requisites for upper level courses. CPACS would cover the expense. In 2013-14 two additional full-time faculty, one of whom would serve as program director, would be needed as well as adjunct instructors and a .5 FTE administrative technician. All of these costs are reflected in the budget. Since all of the courses needed are in place at UNO, no new faculty would be needed to implement the program.

E. Resources: Physical Facilities/Equipment

High-----Low				
	√			

The program would be housed in the CPACS building. UNO reports that space was recently vacated when Facilities offices moved to another building. This would provide office space for the program. Classrooms for all programs are assigned by the registrar. UNO does not anticipate the need for specialized equipment or services.

F. Resources: Library/Information Access

High-----Low				
		√		

UNO states that it does not anticipate the need for additional informational resources. Since there are existing departments making significant contributions to the proposed curriculum there should be sufficient informational resources available to support the program.

G. Budget

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

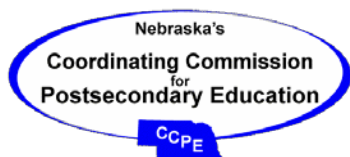
PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$1,000,282	Reallocated Funds ¹	\$422,488
General Operating	\$45,000	New State Funds ²	\$372,488
Library	\$8,000	New Local Funds	
Facilities		Tuition and Fees	\$195,538
Five-Year TOTAL	\$1,053,282	Five-Year TOTAL	\$990,514

¹ 2013; reallocation from CPACS; 2014-2017: transfer of funds from UNL Durham School (\$102,314)

² Requested allocation from UNO Office of Academic and student Affairs

Committee Recommendation: Approve.

First Program Review Date: Due June 30, 2015.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Central Community College (CCC)
Program: Paramedicine
Award: Associate of Applied Science (AAS),
 Diploma, Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: Academic programs in allied health such as nursing and medical assisting; continuing education program for paramedics

Proposal Received by Commission: May 21, 2012

Proposed Start Date: Fall 2012

Background

"Paramedicine" is a broad term coming into common use only recently. It describes activities that supplement the work of more highly trained medical professionals. It can include the more familiar term "paramedic" as well as those who serve in similar capacities in hospitals.

Through its continuing education division, CCC has been providing emergency medical responder (EMR) and emergency medical technician (EMT) non-credit training since the 1980s and paramedic training since 2006. The certificate and diploma programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Description

The proposed program would prepare students for employment with volunteer or paid public and private emergency medical services and medical transport squads. There are several levels of training for emergency medical services (EMS) personnel: EMR, EMT, paramedic, and advanced emergency medical technician (AEMT).

The curriculum would require 61 semester credit hours for the degree, 49 hours for the diploma, and 38 for the certificate. Each award would prepare students for a specific level of emergency medical services: EMR, EMT, or paramedic (the state of Nebraska has not yet finalized the scope of practice for the AEMT). The number of credit hours for the certificate is larger than a typical certificate program because the curriculum is designed to meet national guidelines for certification. The graduates from any of the award levels would be able to sit for the corresponding national certification exam offered by the National Registry of Emergency Medical Technicians (NREMT).

The program would be delivered on- and off-campus and could include some synchronous course delivery.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

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

The proposal provided information from the EMS Division of the Nebraska Department of Health and Human Services. There were 93 licensed advanced-level emergency medical services squads at the end of 2011. Of those, 14 were located within CCC's service area. The number of squads has been growing rapidly: there were fewer than 40 in 2000. CCC also notes that there are 130 state-licensed paramedics in its service area, but that with the increase in squads there will likely be an increase in the need for paramedics. This would be in addition to the need generated by retirements, relocations, and continuing education.

CCC states that the expected growth in this field is nine percent between 2008 and 2018, equating to 20 openings per year in Nebraska. The proposal cites the Occupational Employment Statistics (OES) from the US Bureau of Labor Statistics for wage information. The mean annual wage for paramedics was \$26,940 for nonmetropolitan and \$30,290 for metropolitan areas.

Commission staff consulted the Nebraska Department of Labor's Web site. The department estimates 20 annual openings in the state, but only four in the central region. The average hourly wage in the central region was \$13.52 (\$28,122 annually). However, these figures and those from the OES count only paid EMTs and paramedics and do not include the large number of volunteer personnel in Nebraska. CCC notes that the number of volunteers is starting to decline because of the time and financial commitment required. Consequently, squads are having to increase the number of paid personnel. Some squads are also requiring a degree for advancement (see Section B.)

B. Demand for the Program

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

CCC reports that since 2006 there have been 185 paramedics who completed refresher classes that enabled them to maintain or renew their certification and licensure. The college estimates that an average of 15 students would enroll in the program offerings.

To evaluate demand for the proposed program, CCC surveyed the EMS squads in their region as well as current and former students. Six squads (37%) responded. They indicated an average of four weeks to fill a paramedic position. Their estimated need for new and replacement paramedics totaled six in 2012, eight in 2013, and seven in 2014. Thirty-two students (26%) responded to the survey, many of whom are employed in the EMS field. Nineteen indicated an interest in enrolling in the AAS if it were offered. Eleven also noted that a degree is either preferred or required for advancement within their current squad.

The state of Nebraska requires applicants for initial EMS licensure to pass the national exam appropriate to their level of training. CCC reports that starting in 2013 NREMT will require any person sitting for a national exam to have taken their training through an accredited program. Currently, there are only three CAAHEP accredited programs in the state: CCC's, a degree program at Metro Community College, and a program at Creighton University that offers a certificate, associate degree, and baccalaureate degree. CCC states that students could transfer the degree into the Health Management or Business baccalaureate programs at Bellevue University. Creighton University has indicated that the degree could be used as a starting point for entry into its BS in Emergency Medical Services program.

It appears that the majority of the past enrollments in the program were for refresher and renewal purposes. The estimate of 15 students is realistic, but it is not certain to what extent they will be degree-seeking.

C. Avoidance of Unnecessary Duplication

High-----Low
√

Similar programs are offered at the other five community colleges in Nebraska. Since the program would likely attract many people currently employed, either in EMS or other areas, having a program accessible to residents of central Nebraska would not constitute an unnecessary duplication.

D. Resources: Faculty/Staff

High-----Low
√

CCC currently has a full-time director of EMS who is nationally certified. Faculty from other program areas, such as biology, teach some of the required courses. Preceptors for field and clinical training are also in place. Since all courses are already being taught, no new faculty would be needed. The budget indicates a 1.0 FTE professional (the director) and .9 FTE faculty that represents the five current, part-time advanced level instructors.

E. Resources: Physical Facilities/Equipment

High-----Low
√

The program would be housed on the Grand Island campus. CCC states that no additional rooms, labs, or offices would be needed. Off-campus classes would be housed at a college center or collaborating partner's location. The continuing education paramedic program has been offered in Hastings and Columbus in their fire station/EMS facilities and at Good Samaritan Hospital in Kearney. Formal agreements are in place with EMS squads, hospitals, and clinics for field and clinical training.

F. Resources: Library/Information Access

High-----Low
√

CCC reports that it has a centralized library that includes electronic databases specifically for health fields. Local libraries and those of four-year colleges are also available to students.

G. Budget

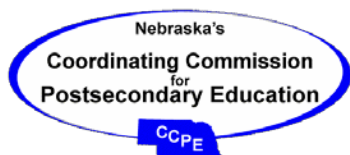
PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
As reported by CCC

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$97,085	Reallocated Funds	\$100,244*
General Operating	\$1,625	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	\$8,428
Other (Accreditation)	\$3,125		
Five-Year TOTAL	\$100,210	Five-Year TOTAL	\$108,672

*From existing continuing education program.

Committee Recommendation: Approve, with a report on enrollments and graduation rates due October 15, 2016.

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



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Metropolitan Community College (MCC)

Program: Health Information and Administration

Award: Associate of Applied Science (AAS)

Institution's Existing Degree(s) in Same or Similar Discipline: Health Information Management Systems, AAS and Certificate; Health Information Technology Professional, AAS and Diploma

Proposal Received by Commission: April 30, 2012

Proposed Start Date: Fall 2012

Description

The proposed program is designed to prepare students for entry-level employment in a healthcare facility. The curriculum would require 105.5 quarter credit hours (70 semester credit hours) including 27 hours of general education courses, 38 hours in the major area of study, and 40.5 hours in closely related courses. For admission to the program, students would be required to have a GPA of at least 2.0 in their general education courses, submit an application essay, and provide two letters of reference.

The program would be delivered entirely online, with no offerings on campus. Students would be able to transfer to baccalaureate-granting institutions in the Omaha metro area that offer similar programs. MCC states that they intend to seek accreditation from the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Accreditation would make transfer easier and would also allow students to transfer to accredited online baccalaureate programs throughout the United States.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

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

MCC notes the growing emphasis on Electronic Health Records (EHRs) in today's society. As health data becomes increasingly digitized, the opportunities increase for people with the skills and knowledge to collect, analyze, monitor, maintain, and report health data. The American Recovery and Reinvestment Act of 2009 includes \$22 billion to modernize the nation's health information technology systems.

MCC cites the US Bureau of Labor Statistics' expectation that employment in the field will grow much faster than average. Employment of medical records and health information technicians is expected to increase by 20% through 2018 as a result of an increase in the number of tests, procedures, and treatments with an aging population. MCC also cites the Nebraska Health Initiative figures of over 1.5 million Nebraska patients registered with approximately 500 physicians using electronic health records systems (April 2010). The proposal asserts that by 2014 every medical office will need to have the capacity to file electronically.

According to the proposal, the median annual wage of medical records and health information technicians was \$30,610 in 2008.

Commission staff consulted the Nebraska Department of Labor's Web site. The department estimates 43 annual openings in the Omaha area for medical records and health information technicians with an average hourly wage of \$16.36 (\$34,029 annually).

B. Demand for the Program

High-----Low				
		√		

MCC states that their Health Information Management Services program and Health Information Technology Professional program are "highly successful" and that many current and former students will want to complement their skill set by adding coursework that has a specific focus on electronic health records technology.

To become a registered health information technician (a designation conferred by the American Health Information Management Association), a candidate must have earned at least an associate degree from a health information technology program accredited by CAHIIM. There is no requirement in Nebraska to hold such a credential in order to work in the field. However, MCC states that they intend to seek CAHIIM accreditation. Accreditation may be an additional attraction to potential students since the only CAHIIM accredited associate degree programs in the state are at Western Nebraska Community College, Central Community College, and Clarkson College (which also offers an accredited baccalaureate program).

MCC reports that the College of St. Mary in Omaha recently ended its associate degree program in health information management, providing an opportunity for MCC to offer the program to a larger number of students. According to IPEDS, the average number of graduates for the last five years of the program at St. Mary was 13.8 for the certificate program and 6.6 for the associate degree.

In the budget, the proposal estimates tuition based on 35 students in the first year cohort, with the enrollments increasing by a factor of 1.5 each subsequent year. Even if this prediction does not materialize, there should be sufficient enrollments for a viable program.

C. Avoidance of Unnecessary Duplication

High-----Low				
		√		

Similar programs in Nebraska are in "health information management", including an AAS, diploma, and certificate at Central Community College and an associate degree and certificate at Clarkson College. These programs, plus an associate degree program at Western Nebraska Community College, are all CAHIIM accredited. Other institutions, public and private, in Omaha and throughout the state offer associate and baccalaureate degrees in areas related to health information technology. MCC states that their program would not be a duplication because it would be offered entirely online.

D. Resources: Faculty/Staff

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

MCC reports that nine new courses are under development by current full-time faculty who would also teach the new courses. Part-time faculty would teach the existing courses. The budget indicates one new full-time faculty member in year one with additional part-time faculty in years three through five.

E. Resources: Physical Facilities/Equipment

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

MCC intends to offer the program strictly courses online, so there would be little additional physical space needed.

The budget projects annual expenditures of \$5,000 for software for virtual labs. Cloud technology, Angel software, and technology devices such as thin clients and iPads would be used to deliver the curriculum. MCC states that their Academic Data Center would provide support for cloud technology.

F. Resources: Library/Information Access

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

Technology resources are described in Section E. Also, Since MCC has fairly large related programs, including HMS, there should be sufficient information resources available to students.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$498,000	Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees	\$1,320,992*
Software	\$60,000		
Five-Year TOTAL	\$558,000	Five-Year TOTAL	\$1,320,992

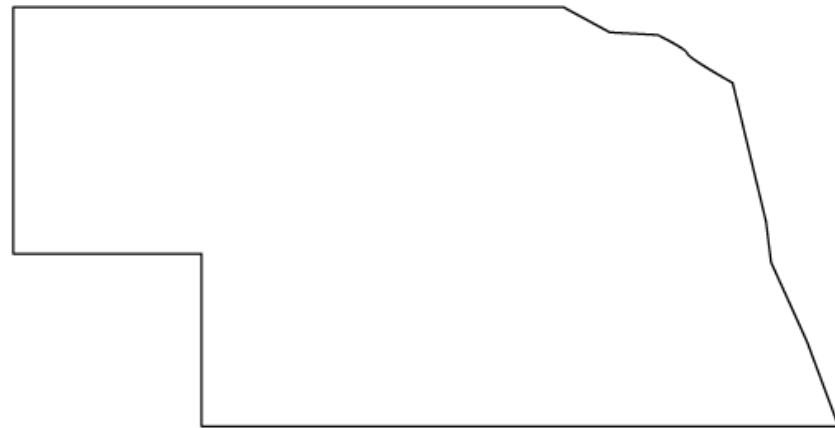
*Based on one cohort of 35 taking three courses every quarter and increasing the cohort by 1.5 each year.

Committee Recommendation: **Approve**

First Program Review Date: **Due June 30, 2014**

July
2012

A Report by the
Coordinating Commission
for Postsecondary
Education



***Delivering Courses Beyond
Campus Walls***

**Off-campus and Distance Education in Nebraska
2009-2010 & 2010-2011**

**Delivering Courses Beyond Campus Walls
Off-campus and Distance Education in Nebraska
2010-2011**

I.	Summary	Pg. 2
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Delivering Courses Beyond Campus Walls

Highlights of the Report

2009-2010 & 2010-2011

What is distance delivery?

- Traditional delivery—instructor and students are in the same time and place away from the campus; for example, a face-to-face class in a different town or a location in the community other than the campus.
- Synchronous delivery—instructor and students are in the same time, but not the same place; for example, two-way interactive video, where the instructor is in one location, often on the campus with students in a classroom, and delivers the course at the same time by video to other students at a “receiving” site or sites.
- Asynchronous delivery—instructor and students are in a different time and place; for example, an online course where students work on their own and there is no specified time for the class as a whole to have contact with the instructor.

Which Nebraska public institutions offer courses at distance?

- All six community colleges, the three state colleges, and the University of Nebraska campuses offer courses at distance (Table I). Institutions were instructed to report all courses offered at a location other than a main campus or a branch campus.
- Overall, the number of courses offered at distance increased by 35.8% from 2008-09 to 2010-11. All three sectors reported increases from 2008-09 to 2009-10. The university and community colleges also increased the number of courses offered from 2009-10 to 2010-11, while the state colleges reported a small decline.
 - Between 2008-09 and 2010-11, the university increased their offerings by 28%. While the number of courses at NCTA was down slightly, UNL and UNO increased the number of courses by 32% and 27%, respectively. UNMC more than doubled their offerings.

- The state colleges increased their offerings by 9% overall, with a small decrease at PSC.
- The number of distance courses at the community colleges increased by almost 46%. Five of the six colleges experienced increases; the only decline was at MPCC.
 - Except for WNCC, all community colleges increased the number of asynchronous courses since 2008, some significantly. CCC, for example, increased their offerings by 55% (an additional 164 courses).
 - The number of courses offered by traditional delivery at MCC appears high because the college has three education centers that are not considered branch campuses but enroll large numbers of students (Sarpy, Applied Technology-Irvington, and Fremont with adjacent Washington County Technology).
 - WNCC does not report classes held in Sidney & Alliance under traditional delivery, but those two locations are reported as receive sites for synchronous courses.

What is the most popular method of delivery?

- When the Commission first collected this information in the early 1990s, traditional delivery was the primary method of reaching students who could not be present on campus. Synchronous delivery consisted of a few two-way interactive video courses and asynchronous delivery was mainly pre-recorded audio and video courses.
- Today asynchronous delivery is the most popular delivery mechanism in all three sectors, while synchronous is the least-used. There are some exceptions however.
 - UNMC offers half of its courses synchronously. Many are received at sites in Gering and other cities across Nebraska and in neighboring states. But the courses, primarily in nursing, are also sent to locations ranging from California to Connecticut.
 - The community colleges offer almost 500 courses (6% of their total) synchronously in 2010-11, and close to 600 (9%) in 2009-10. This number is due, in part, to dual enrollment courses offered

to high school students at their high school building. The ability of colleges to offer synchronous courses to K-12 schools was enhanced by the passage of LB1208 in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

- The popularity of asynchronous courses is illustrated in Graph I. Asynchronous delivery surpassed synchronous delivery in 2000-01 and traditional delivery in 2004-05. The number continues to climb dramatically, with an increase of almost 47% between 2008-09 and 2010-11. CCC contributed significantly to the jump, offering more than 3.5 times the number of asynchronous courses in 2010 than in 2008.
- The number of traditional delivery courses declined steadily from 2005-06 to 2009-10, but increased by 18% in 2010-11. The increase was primarily a result of small increases at several institutions, although NECC doubled their traditional offerings over the two-year period.
- Some of the increase in asynchronous delivery and decline in traditional delivery might be attributed to institutional enrollment policies. Traditionally-delivered courses often have a minimum enrollment of 8 or 10 students to ensure that the majority of instructional costs are covered by tuition. Likewise, receive sites for synchronously delivered courses may have a required threshold of 2 or 3 students. If these numbers aren't reached, the class or receive site is cancelled. Asynchronous courses may have a much lower threshold, or even no threshold, resulting in fewer cancellations and, therefore, a higher number of course offerings.

What courses are offered at distance?

- Almost every type of course is offered at distance, including courses requiring hands-on activities such as biology, nursing, and mechanics. (Also see the section on degrees and awards available at distance on page 5.)
- At the community colleges, the largest single category of courses is "liberal arts and sciences", including those for academic transfer programs, that are reported together in a single category.
- At the four year institutions, large numbers of courses were offered in business, education, health professions, and computer and information sciences.

How many students are served by distance technology?

- In 1998-99, the first year the Commission collected enrollment data, there were 7,512 students (duplicated headcount^{1*}) enrolled in courses offered either synchronously or asynchronously. Over three times that many were served at distance by traditional delivery (Graph II).
- By 2005-06 the numbers had shifted dramatically as the delivery methods shifted—a trend that continues in 2010-11. The number of students enrolled in asynchronous courses increased from just over 4,400 in 1998 to 122,906 (duplicated headcount*) in 2010.
- The total number of students served by some form of distance education was 168,185 (duplicated headcount) in 2009-10 (Table II) and 182,259 in 2010-11 (Table III). The 2010-11 figure is a 21% increase over 2008-09 but is not indicative of the activity at every institution. All university campuses as well as CSC, CCC, MCC, NECC, and SCC increased enrollments. While enrollment at the other institutions declined, the most significant was a 22% decrease at PSC.

Are degrees or other awards available entirely by distance technology?

- A variety of awards are available at distance, ranging from certificates at the community colleges to master's degrees at the university and state colleges and a PhD at UNL.
- In 2008-09 the number of awards approached 100. In 2010-11 there were 241 reported (Table IV). A small number are available utilizing strictly traditional delivery. A greater number are delivered with a combination of distance and traditional delivery. By far, the largest number are delivered entirely by some type of distance delivery technology (180 in 2010).
- The awards are made in numerous disciplines. The following highlights apply only to awards available entirely at distance in 2010-11.
 - The majority of the awards reported at UNL, UNO, and UNK are master's degrees and although the disciplines vary, many are in education. In addition, of the 74 awards reported, almost 14% are teaching

* Duplicated headcount means that a student is counted every time that student takes a course.

endorsements and close to 19% are certificates (undergraduate and graduate). Baccalaureate degrees were reported by UNK and UNO, but UNL does not report any four-year degrees because not all the general education courses are available at distance, even though all the courses for the major are.

- All of the state colleges offer the master of organizational management at distance. CSC and WSC offer the MBA and CSC and PSC have baccalaureate degrees in business. WSC provides the Education Specialist entirely at distance.
- At the five community colleges that reported the information in 2010-11, all offered their academic transfer program entirely at distance. All five also offered a certificate, diploma, and degree in at least one area of business. Five of the six offered some type of program related to allied health. For some this was limited to medical billing and insurance coding. SCC, however, offers its LPN program entirely at distance as well as awards in six other allied health fields. Awards in information technology are also common.

Where are the distance courses offered?

- Most asynchronous courses are available anywhere a student has access to a computer, including his or her home, work place, or on campus. Because students enrolled in asynchronous courses could be anywhere in the world, the Commission does not ask the institutions to report this information.
- Synchronous and traditionally-delivered courses were once offered in the majority of Nebraska counties, but this number has declined as the popularity of asynchronous courses has increased.
- Most synchronous courses require a location capable of receiving a live transmission from the campus. Many high schools and public buildings have this capability. Some institutions utilize this capability to offer college courses to high school students, especially after the passage of LB1208.

How are high school students served?

- The courses counted in this report are frequently offered for both high school and college credit and are usually called “dual enrollment” courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses.
- Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and are not reflected in the high school data.
- In 2008-09 there were 1,388 college courses offered to 11,464 high school students. In 2010-11 the number of courses offered had increased only slightly, but the number of students increased by over 17% (Table V).
- All sectors increased the number of students served over the period, although there were some declines at individual institutions. UNK, for example, did not report any classes for high school students in 2009-10 or 2010-11. The university and state colleges also increased the number of courses offered; over half of the community colleges reduced their course offerings.
- The largest number of both students and courses was reported by UNO (Graphs III and IV). This can be attributed to a partnership between UNO and the Omaha area high schools by which UNO accepts Advanced Placement courses taught in high schools for college credit.
- UNO also had the greatest increase in *number* of courses and high school students served. The largest *percentage* increases were reported by WNCC with 56% more courses offered and MPCC with 57% more students served (Table V, Graphs III and IV).

Future Reporting

- The off-campus/distance education reporting format was developed 20 years ago with input from the public sectors. It was substantially revised in the late 1990s to reflect the changes in distance education. Smaller changes have been made over the past decade to improve the reporting process and quality of the final report.

- During summer 2012, Commission staff will be consulting with the distance education coordinators at each public institution in the state. The purpose of the meetings is to determine:
 - data that is routinely collected on each campus,
 - the ease or difficulty in converting the data to the Commission's format,
 - data currently collected by the Commission that is difficult to compile on the campus level,
 - state-level information that would be useful to the coordinators and their institutions, and
 - suggestions for improving the current reporting requirements and format.
- Taking comments and suggestions from the institutions into account, the Commission will develop a new or modified reporting format that will be introduced for use in fall 2012.

TABLE I
Summary of Delivery Methods and Number of Courses
2008-2011

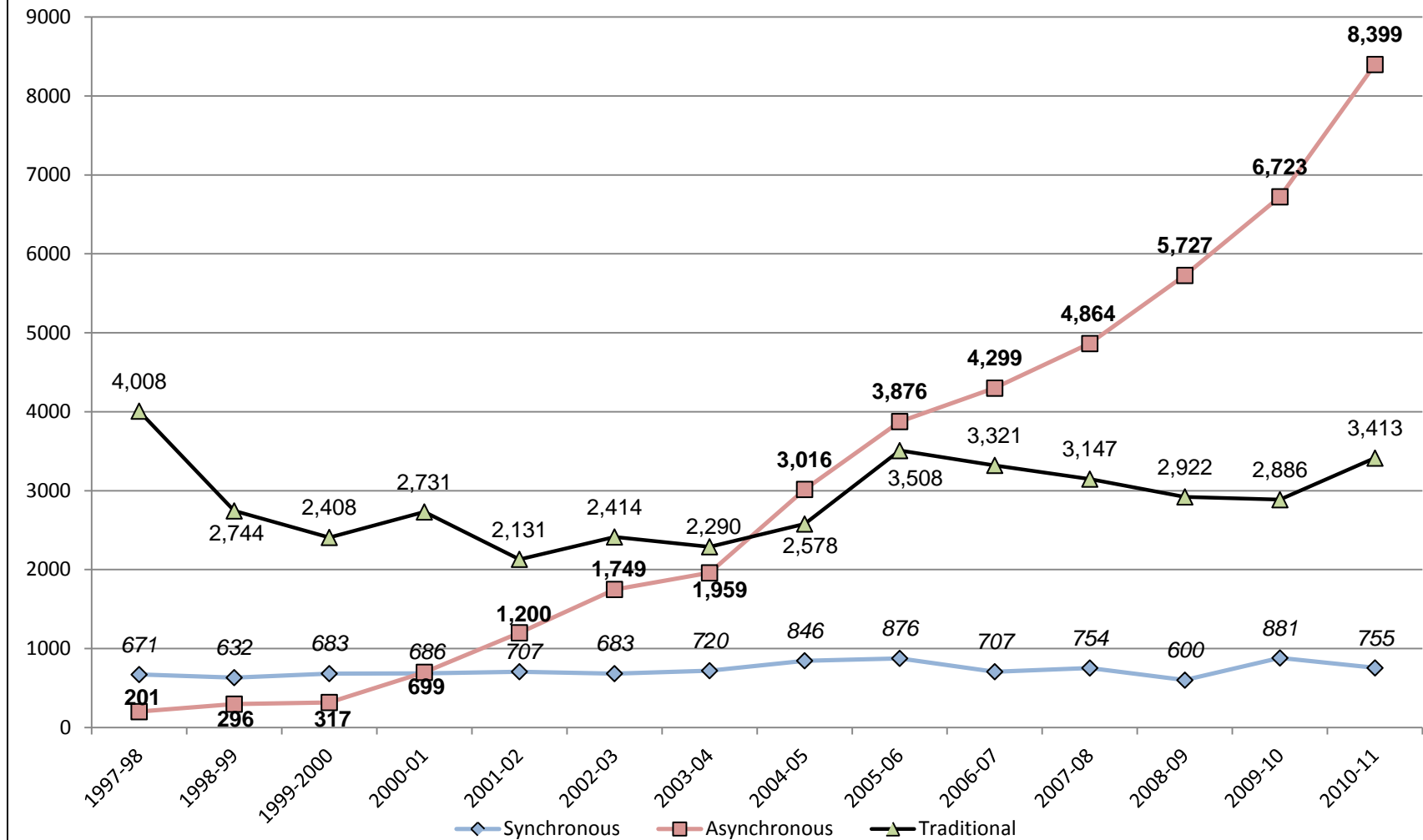
Institution	2008-09				2009-10				2010-11			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK	13	487	20	520	14	467	11	492	16	559	2	577
UNL	0	462	4	466	0	626	5	631	0	609	7	616
UNMC	35	89	0	124	100	103	9	212	125	125	0	250
UNO	11	320	555	886	14	419	582	1015	13	527	581	1121
NCTA	0	39	1	40	0	54	0	54	0	32	0	32
University Total	59	1397	580	2036	128	1669	607	2404	154	1852	590	2596
CSC	73	439	26	538	160	496	1	657	106	527	42	675
PSC	0	383	195	578	0	378	197	575	0	339	220	559
WSC	9	243	123	375	11	285	113	409	4	282	111	397
State College Total	82	1065	344	1491	171	1159	311	1641	110	1148	373	1631
CCC	137	464	137	738	274	614	110	998	171	1691	254	2116
MCC	35	1255	1256	2546	33	1519	1321	2873	13	1754	1386	3153
MPCC	87	185	79	351	80	184	0	264	84	190	0	274
NECC	129	276	227	632	105	317	134	556	129	347	455	931
SCC	9	949	97	1055	7	1088	144	1239	4	1249	111	1364
WNCC	62	136	202	400	83	173	259	515	90	168	244	502
Community College Total	459	3265	1998	5722	582	3895	1968	6445	491	5399	2450	8340
Grand Total	600	5727	2922	9249	881	6723	2886	10490	755	8399	3413	12567

MCC's Traditional total includes courses offered at Sarpy Center, Applied Technology Center, and Fremont Center

WNCC's Traditional total includes courses offered at Regional West Medical Center, Pine Ridge Job Corps, and Cabela's

GRAPH I

**Distance Education Courses Offered by Nebraska Public Institutions
1997-2011**



GRAPH II

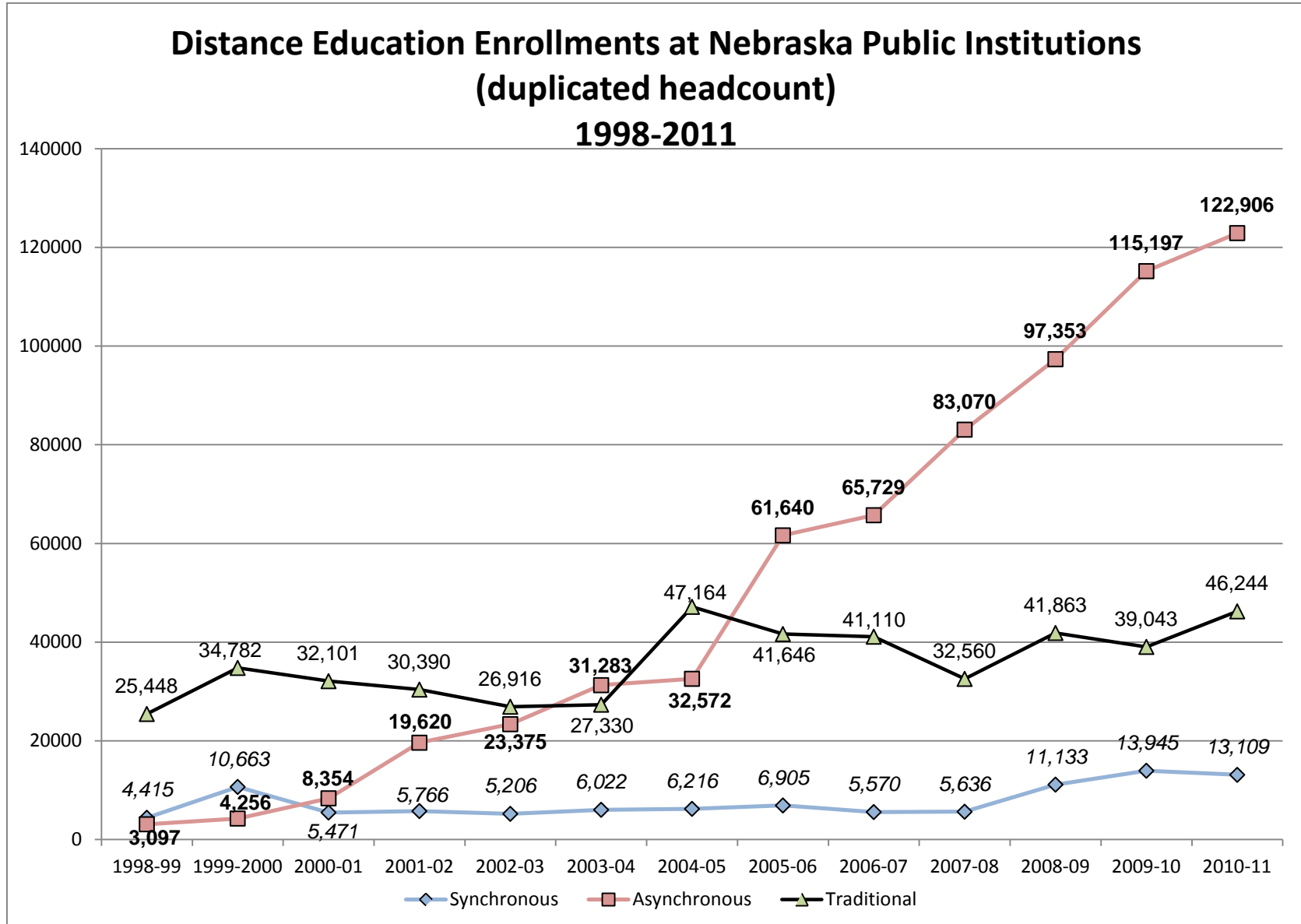


TABLE II
Estimate of the Number of Students Served by Nebraska Public Institutions by Distance Learning
(duplicated headcount)
2009-2010

2009-10 Institution/Sector	Synchronous		Asynchronous	Sub-Total	Traditional	Grand Total
	Sending	Receiving				
UNK	179	63	8,616	8,858	71	8,929
UNL	0	0	6,295	6,295	39	6,334
UNMC	1,147	850	1,610	3,607	119	3,726
UNO	0	225	10,253	10,478	4,203	14,681
NCTA	0	0	372	372	0	372
University Total	1,326	1,138	27,146	29,610	4,432	34,042
CSC	0	723	8,231	8,954	6	8,960
PSC	0	0	9,772	9,772	1,731	11,503
WSC	108	50	4,069	4,227	1,921	6,148
State College Total	108	773	22,072	22,953	3,658	26,611
CCC	1,329	4,142	12,737	18,208	1,733	19,941
MCC	358	190	28,657	29,205	18,372	47,577
MPCC	887	633	3,046	4,566	0	4,566
NECC	794	572	4,080	5,446	2,025	7,471
SCC	10	95	14,548	14,653	1,651	16,304
WNCC	934	656	2,911	4,501	7,172	11,673
Community College Total	4,312	6,288	65,979	76,579	30,953	107,532
Grand Totals	5,746	8,199	115,197	129,142	39,043	168,185

*Some institutions do not report the number of students at sending sites.

TABLE III
Estimate of the Number of Students Served by Nebraska Public Institutions by Distance Learning
(duplicated headcount)
2010-2011

2010-11 Institution/Sector	Synchronous		Asynchronous	Sub-Total	Traditional	Grand Total
	Sending	Receiving				
UNK	0	37	9,574	9,611	9	9,620
UNL	0	0	5,662	5,662	133	5,795
UNMC	1,962	1,513	2,311	5,786	0	5,786
UNO	0	217	12,040	12,257	5,207	17,464
NCTA	0	0	351	351	0	351
University Total	1,962	1,767	29,938	33,667	5,349	39,016
CSC	0	651	8,782	9,433	260	9,693
PSC	0	0	6,894	6,894	2,195	9,089
WSC	35	9	4,043	4,087	1,534	5,621
State College Total	35	660	19,719	20,414	3,989	24,403
CCC	1,329	2,006	12,588	15,923	2,751	18,674
MCC	154	15	32,620	32,789	19,226	52,015
MPCC	924	648	3,085	4,657	0	4,657
NECC	1,021	897	4,861	6,779	4,899	11,678
SCC	9	24	17,028	17,061	1,328	18,389
WNCC	985	673	3,067	4,725	8,702	13,427
Community College Total	4,422	4,263	73,249	81,934	36,906	118,840
Grand Totals	6,419	6,690	122,906	136,015	46,244	182,259

*Some institutions do not report the number of students at sending sites.

TABLE IV
Awards Available at Distance from Nebraska Public Institutions
2009-2011

Institution	2009-10			2010-11		
	Entirely by Distance	Traditional	Combination of Distance & Traditional	Entirely by Distance	Traditional	Combination of Distance & Traditional
UNK	24	0	2	29	0	2
UNL	32	0	13	37	0	16
UNMC	1	0	3	1	0	1
UNO	0	0	6	7	0	14
NCTA	0	0	0	0	0	0
University Total	57	0	24	74	0	33
CSC	10	0	3	10	0	3
PSC	9	2	9	9	2	9
WSC	3	2	1	3	2	1
State College Total	22	4	13	22	4	13
CCC	NR	NR	NR	37	0	0
MCC	20	0	0	20	0	0
MPCC	NR	NR	NR	NR	NR	NR
NECC	12	18	12	12	12	16
SCC	NR	NR	NR	20	0	0
WNCC	NR	NR	NR	19	0	0
Community College Total	32	18	12	108	12	16
Grand Total	111	22	49	204	16	62

*NR – Not Reported

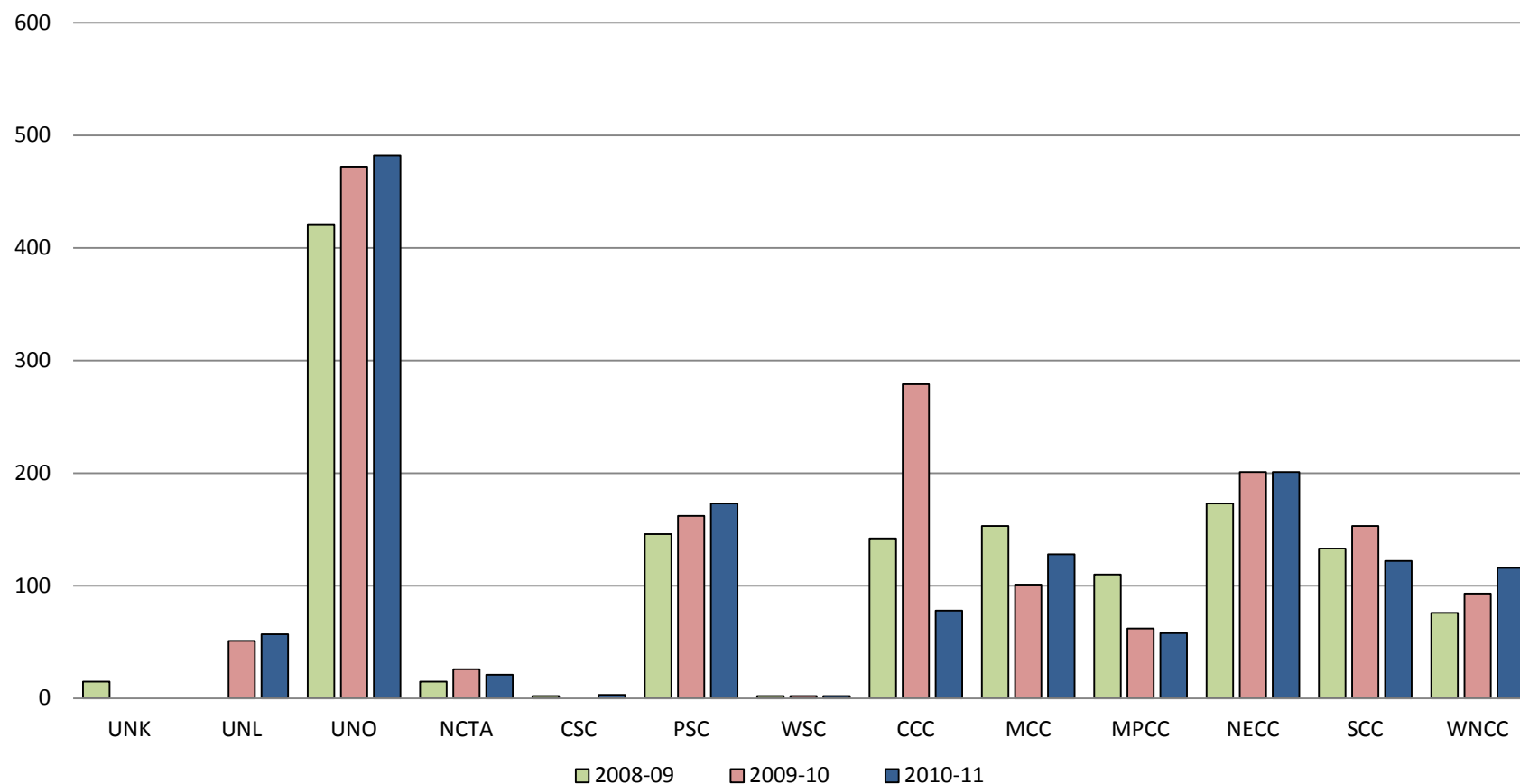
TABLE V
Summary of College Courses Offered to High School Students in Nebraska by Institution
(duplicated headcount)
2008-2011

Institution	2008-09		2009-10		2010-11	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	15	98	0	0	0	0
UNL	0	0	51	213	57	214
UNMC	0	0	0	0	0	0
UNO	421	3383	472	3210	482	4243
NCTA	15	79	26	179	21	165
University Total	451	3560	549	3602	560	4622
CSC	2	33	0	0	3	19
PSC	146	1136	162	1297	173	1504
WSC	2	15	2	14	2	9
State College Total	150	1184	164	1311	178	1532
CCC	142	1061	279	2211	78	849
MCC	153	1704	101	1106	128	1671
MPCC	110	493	62	764	58	774
NECC	173	1271	201	1294	201	1588
SCC	133	1471	153	1764	122	1412
WNCC	76	720	93	901	116	995
Community College Total	787	6720	889	8040	703	7289
Grand Total	1388	11464	1602	12953	1441	13443

*None of the courses delivered synchronously – a common method of delivering courses to high schools – were marked by CCC as offered for high school students in 2010-11. Since the 2010-11 CCC figures are considerably smaller than those for the previous two years, the high school offerings are most likely under-reported.

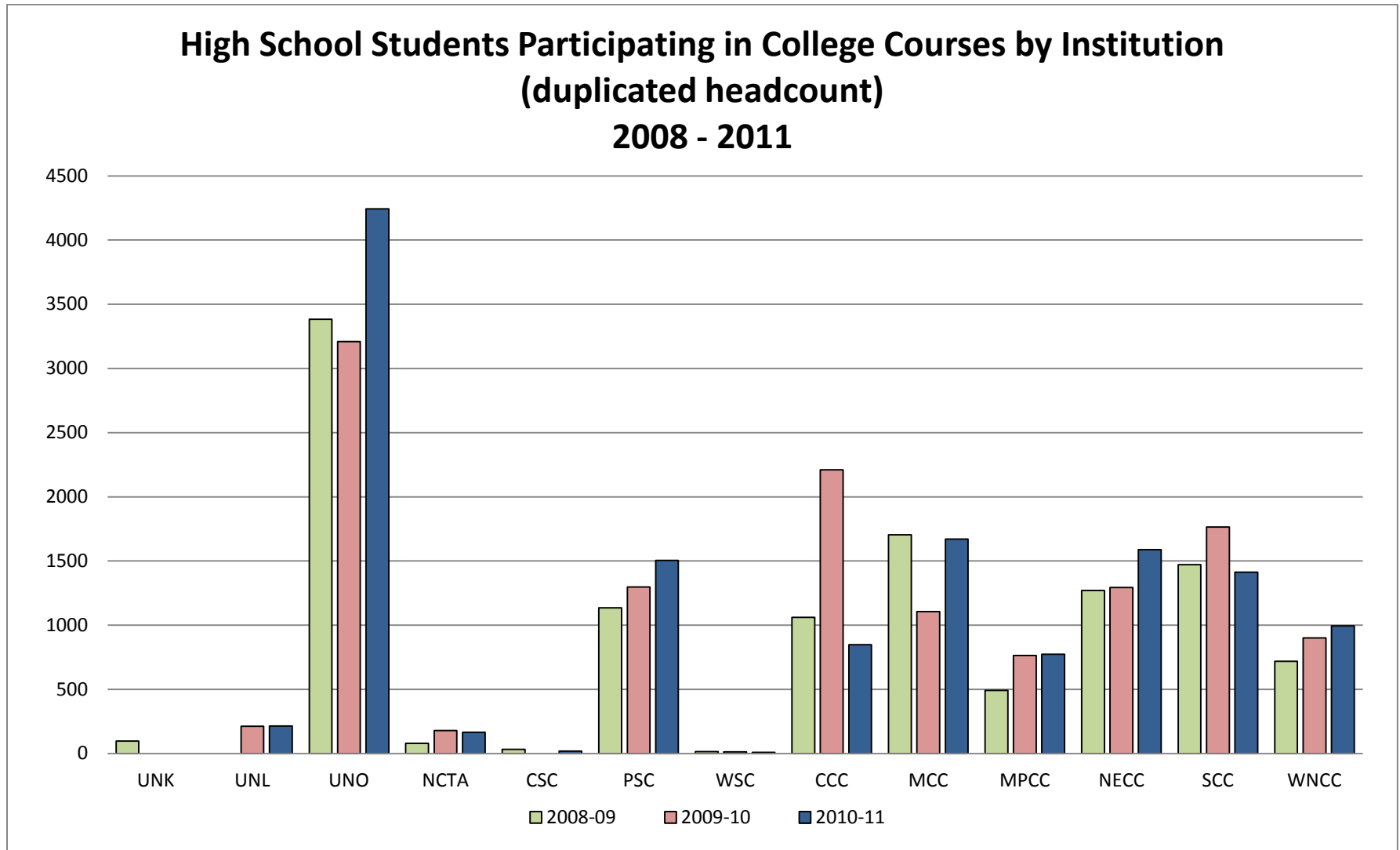
GRAPH III

College Courses Offered to High School Students by Institution 2008 - 2011



*see footnote regarding CCC on previous page

GRAPH IV



Information Items

A. Program Name Changes

1. UNL – Textiles, Clothing and Design (BS) to
Textiles, Merchandising, and Fashion Design (BS)
2. UNL – Textiles, Clothing and Design (MA) to
Textiles, Merchandising, and Fashion Design (MA)
3. UNL – Textiles, Clothing and Design (MS) to
Textiles, Merchandising, and Fashion Design (MS)
4. UNL – Textiles, Clothing and Design (PhD specialization in Human Sciences) to
Textiles, Merchandising, and Fashion Design (PhD specialization in Human Sciences)

B. Program Mergers

1. UNL - Horticulture (PhD) & Agronomy (PhD) merged together to form
Agronomy and Horticulture (PhD)

C. Reasonable and Moderate Extensions of Existing Programs

New Emphasis in Existing Programs

1. MPCC - Nonprofit Management in Business Technology
2. MPCC - Event Management in Business Technology
3. MPCC - Sports and Recreation Management in Business Technology
4. MPCC - Hydropower in Electrical Mechanical
5. MPCC - Pre-Athletic Training & Exercise Science in Associate of Science

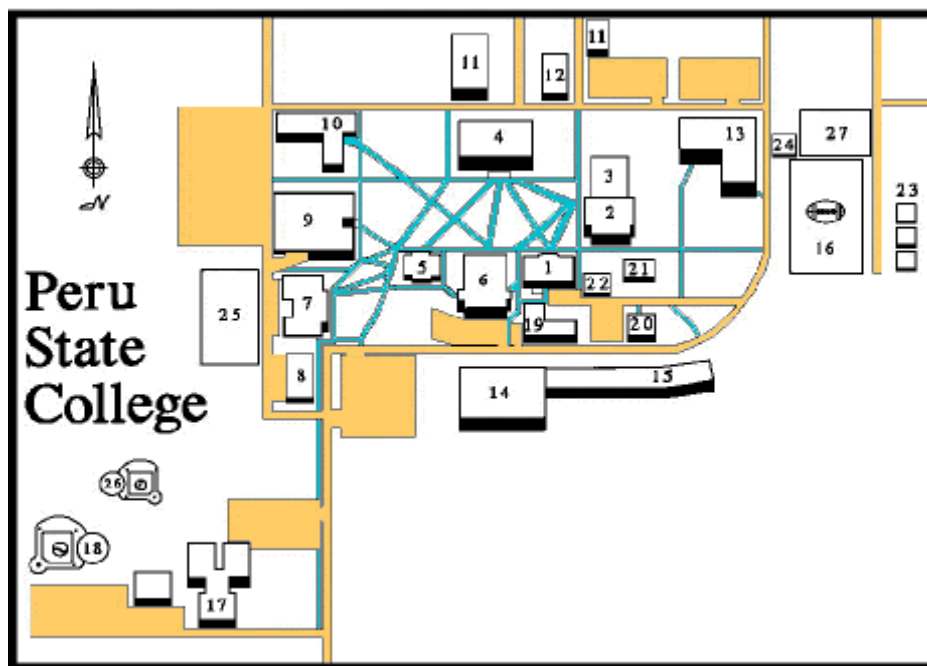
New Certificate

1. MPCC - Medical Billing and Coding

July 11, 2012

Institution/Campus: Peru State College
Project Name: Oak Bowl Stadium Improvements - Phase 1
Date of Governing Board Approval: March 25, 2011 & April 20, 2012 (state funding)
Date Complete Proposal Received: May 30, 2012 (complete program statement)
Date of Commission Evaluation: July 19, 2012

Project Description: Peru State College is proposing to make improvements to the existing Oak Bowl Stadium complex on the east side of the campus (see site plan below that identifies the football field as #16 and existing fieldhouse as #24). The existing football field was originally constructed in 1900. Concrete bleachers with 800-seats were added in 1955. The existing fieldhouse, totaling approximately 4,680 gross square feet (gsf), was originally constructed in 1966 with some remodeling in 1986. Ancillary facilities consisting of a press box, concession stand, restrooms and ticket booth, totaling approximately 1,600 gross square feet (gsf), were also constructed during this time.



The proposal submitted for Commission for review involves Phase 1 of a two phase project. Phase 1 includes three projects as follows: 1) improved field storm drainage including replacement of a 1,060 foot long drainage ditch along the north, east and south end of the football field with a seven-foot diameter underground pipe, replacing the existing grass field with an artificial turf field, and installing field lighting for night games; 2) lowering Fifth Street to the west of the football field by 20-30 feet, constructing new handicap street parking, renovating the existing 800-seat concrete grandstand and constructing an additional 1,200-seats, demolishing and expanding the existing press box, concession stand, restrooms and ticket booth, totaling

(PSC-Oak Bowl Stadium improvements evaluation continued)

about 6,620 gsf; and 3) renovating the existing fieldhouse. Phase 2, to be completed with nonstate funds, would provide new fieldhouse space for the home team, allowing the existing fieldhouse to then be used by visiting football teams.

Planning for the Oak Bowl Stadium improvements has been underway since at least 2002 as part of general improvements to Peru State College's athletic facilities. Until the 2012 legislative session, the college identified nonstate funding as the source of funds.

The college estimates the Phase 1 total project costs to be \$8,606,553 (\$761.71/gsf including substantial field/site development costs). The proposed project would be funded from a \$7.5 million deficit appropriation per LB 968 during the 2012 legislative session and other non-tax funds. The appropriations bill stated that "The budget administrator of the budget division of the Department of Administrative Services shall allot up to \$5,000,000 of the appropriation contained in this section to meet project expenditures without specific limitation. The budget administrator shall allot amounts from the \$2,500,000 remaining balance of the appropriation contained in this section upon evidence provided by the board that a minimum of \$1,500,000 from private or other funds or nonstate in-kind services, materials, or property has been received by the board to meet project costs in excess of the appropriation contained in this section." The college has stated the college will not request additional state tax funds beyond the \$7.5 million appropriation for either Phase 1 or 2 of this proposed project, nor would the college request an incremental increase in facility operating and maintenance (O&M) funds for either Phase 1 or 2 of this proposed project.

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

Yes

☐

No

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Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* outlines the following shared value and belief: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication."

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

- Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.

(PSC-Oak Bowl Stadium improvements evaluation continued)

- Campus facilities are well maintained to assure the safety of students.”

This project would address safety, accessibility and maintenance issues.

This project is not directly applicable to PSC’s role and mission assignment regarding instruction, research and public service activities.

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

Yes

No

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

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

Yes

No

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Comments: Not applicable to this proposal as the project does not involve new or existing academic programs.

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

High Low

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Comments: The Nebraska State College Board of Trustees adopted the Peru State College *2012 Campus Master Plan* on April 20, 2012. Page 15 of the *Master Plan* provides goals that included “Improve athletic facilities to improve recruitment and retention”.

Page 27 of the *Master Plan* states the following regarding the existing Oak Bowl: “This facility is outdated, fails to comply with ADA accessibility, and is not of commensurate quality to other athletic facilities among PSC’s peers.”

Page 75 of the *Master Plan* recommends the following renovations/additions/new construction for the Oak Bowl Athletic Complex: “Implement complete renovation of existing Stadium, football field, concessions, press box

(PSC-Oak Bowl Stadium improvements evaluation continued)

and fan amenities per recently updated and approved Oak Bowl Athletic Complex Program Statement. Upgrades to the existing Field House include tuck pointing and new roofing to stabilize the structure until funding is in place for the full renovation as proposed in the Oak Bowl Program Statement.”

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

High Low

Comments: The existing football field is in poor condition with many ruts and poor drainage. The existing concrete grandstand is in generally good condition; however the stadium seating was used prior to installation and in fair condition.

The press box and concession stand are wood construction and in poor condition. The restrooms and ticket booth are concrete block construction and in fair condition except for the sanitary sewer system that is in poor condition.

The existing fieldhouse was last renovated in 1986 and has several physical deficiencies including exterior masonry wall and roof repair needs previously mentioned. Electrical, mechanical and plumbing systems have reached the end of their usable life. Existing finishes are worn and in need of replacement.

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

High Low

Comments: The existing football field does not currently have field lighting for night games. Circulation and egress in the grandstand does not currently meet the life safety code for the number of aisles, stair riser height, aisle handrails and guardrails.

The existing press box’s second level is only accessible by stairs. The concession stand and restrooms also do

not meet current accessibility standards.

The existing fieldhouse lockers are not currently large enough to store all of a player's equipment. Locker space for game officials is located remote from the football field in another facility. The location of the locker room for the visiting team is also located remotely from the Oak Bowl Stadium requiring the visiting team to walk uphill to another facility at halftime or conduct team meetings in the end zone.

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

High Low

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Comments: The majority of programmed spaces do not readily conform to space guidelines due to their unique requirements.

Nationally recognized utilization standards are not available for intercollegiate athletic spaces. Home football game attendance varies with the largest crowds typically during home openers (approximately 1,000) and homecoming (approximately 1,500). The largest crowd in recent years was 2,000 at the 2010 home opener. The existing fieldhouse is presently used by the 120 football players with 90 to 100 suiting up for home games. The existing field and fieldhouse are currently used about 84 days per year for about 3 hours per day. The college averages six home football games per year. Installation of a larger field sized for soccer could increase utilization of the Oak Bowl Complex for another sport and intramural recreation. High school football playoff games and other community uses could also use a renovated Oak Bowl Stadium.

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

High Low

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Comments: The amount of space needed is developed on such criteria as comparisons with conference opponents, the amount and layout of various equipment needs, etc. The square footage for each respective space was determined based on the planning consultant's past experience with similar athletic facilities over the past 30 years and appears reasonable.

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

High Low

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Comments: The proposed project would fulfill the needs of restoring/replacing the existing Oak Bowl Stadium Complex field and existing facilities to a level that would be very competitive with any public college of similar size. On-campus enrollments have been increasing over the past five years from 885 in the 2007 fall semester to 964 in the 2011 fall semester.

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

High Low

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Comments: Phase 2 of this project would construct a new fieldhouse or renovate an adjacent property to allow the home locker room, training room, equipment storage, coaching offices and meeting spaces to be relocated. The existing fieldhouse would then become the visiting team's locker facility. The college has pledged that no additional state funds would be requested to construct, purchase, renovate or operate and maintain a newly constructed or acquired fieldhouse for the home team.

Ongoing facility operating and maintenance (O&M) costs associated with Phase 1 would likely result in a net

savings due to reduced annual maintenance costs associated with an artificial turf field.

Replacement of an artificial turf field is estimated to cost \$500,000 to \$550,000 in current dollars and would be needed about every ten years. One potential source of funding for this would be a newly created State College Sports Facilities Cash Fund that will receive up to \$400,000/year. The source of this newly created fund is a portion of the increased Omaha and Lincoln sales tax revenues initiated to finance arena/convention facilities in those two cities.

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

High Low

Comments: One alternative to consider is the retention of the college’s football program and supporting facilities. A review of Peru State College’s peer group shows that the college is one of the smaller institutions in terms of enrollment. However, eight of PSC’s ten peers currently have football programs. The two peers that do not have football programs are Indiana University-East in Richmond and the University of South Carolina-Aiken. Within the Heart of America Athletic Conference (HAAC) that PSC joined in 2011, PSC is the only public institution and the largest in terms of enrollment. The other nine colleges in the conference are religious affiliated private institutions, with all nine having football programs. PSC currently has about 120 players on the football team. Assuming that a majority of these student-athletes live on campus, this represents a substantial portion of the college’s 964 on-campus enrollment in the 2011 fall semester. The football program can reasonably be seen as an important recruiting and retention tool for the college.

A second alternative considered would be to relocate the football complex. A new complex would need to be located away from the campus core and would be more costly than the proposed project.

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

High Low

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Comments: No overall cost savings would be realized by this proposal. Construction of modern athletic space would provide an asset for recruiting and retaining student athletes and possibly other students as well.

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

High Low

☐ ☒ ☐ ☐ ☐

*Comments: **Construction Costs*** - The state college's estimate for Phase 1 improvements to the Oak Bowl Stadium is \$8,606,553 (\$761.71/gsf including substantial field/site improvements). Commission staff's estimate of the Phase 1 total project cost is \$8,197,800 (\$725.53/gsf) for construction of athletic gymnasium space (closest comparison to football stadium space) per *R.S. Means Square Foot Costs* modified to account for local conditions. The state college's estimate is \$408,753 (5.0%) higher than Commission staff's estimate. The primary difference between these estimates is in estimated construction costs. Should a lower project cost be realized, remaining private funds could assist in funding a fieldhouse for the home team.

Operating and Maintenance Costs - The state college has estimated that no additional facility operating and maintenance (O&M) costs would be required for Phase 1 of this proposal involving renovation of the existing Oak Bowl Stadium and installation of a new artificial turf field and field lighting. Commission staff estimates that the net annual maintenance savings from an artificial turf field would offset the small increase in additional space from expanded press box/concessions/restroom facilities and field lighting costs resulting in a net annual savings of \$22,200 per year for facility O&M. This excludes an estimated \$50,000 to \$55,000/year depreciation set-aside charge for replacing the artificial turf field about every 10 years.

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

High Low

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Comments: Historically, both state appropriations and alternative funding have been used to construct non self-supporting intercollegiate athletic facilities. The majority of projects, however, have been funded with tax dollars. The following list provides a summary of Nebraska’s public postsecondary education athletic facilities funding, excluding UNL and UNMC:

- CSC Armstrong Physical Education Building - State appropriations used for construction and O&M of original building. Renovation and addition to the facility is being funded with state appropriations and private donations.
- PSC AI Wheeler Activity Center - State appropriations used for construction and O&M.
- WSC Rice Health & Physical Education Building and Carlson Natatorium - Built in the late 1950's and early 1960's. The source of construction funding is not known. State appropriations are used for O&M.
- UNK Health and Sports Center - State appropriations funded 79% of construction with student fees funding the remainder. State appropriations fund O&M costs.
- UNO Fieldhouse Addition - Private donations constructed the addition with state appropriations used for O&M.
- Nebraska Community Colleges - Most if not all intercollegiate athletic space has been constructed and operated with capital improvement property tax levies.

The Commission’s preferred priority for use of the state’s limited resources would be to address instructional and research role and mission assignment needs of the state colleges. To the extent possible, the Commission encourages institutions to seek private funding to support athletic programs.

(PSC-Oak Bowl Stadium improvements evaluation continued)

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

Yes

No
- Comments: This project will not unnecessarily duplicate other intercollegiate athletic space in the immediate area.
- 3.A Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.

High Low

Comments: The primary purpose of this proposal is to help in the recruitment and retention of students at Peru State College. The facilities involved in this proposal are unique to the football program and are not available elsewhere in the city of Peru.

COMMISSION ACTION AND COMMENTS:

Approve

Disapprove

Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Peru State College’s proposal to make improvements to the Oak Bowl Stadium Phase 1 as outlined in the governing board approved program statement and follow-up supporting materials. This includes confirmation that the state college system will not request additional state funds beyond the current \$7.5 million appropriation for phases 1 or 2 and will not request an incremental increase in facility operating and maintenance (O&M) funds for this proposal.

Comments: Until the 2012 legislative session, Oak Bowl Stadium improvements had been identified as an entirely privately funded project. The Commission is encouraged that at least \$1.5 million in nonstate funds would be used for this project in addition to the \$7.5 million state appropriation. These nonstate funds will help fund expansion of the football complex beyond renovation/replacement of existing facilities for such items as new field lighting, reconstruction of a city-owned street, expansion of stadium seating capacity, and increasing the size of the press box.

(PSC-Oak Bowl Stadium improvements evaluation continued)

Appropriation of additional state tax funds beyond the \$7.5 million appropriation for a new fieldhouse or other athletic facilities at Peru State College would not be recommended by the Commission. The limited public resources available are needed to maintain, renovate and upgrade the state's sizable investment in its existing state-supported public postsecondary education physical plant (estimated at \$2.7 billion).

Section A: Enrollment

2011-2012 Factual Look at Higher Education in Nebraska Fall Enrollment 2001 through 2011

Reporting information from the Integrated Postsecondary
Education Data System (IPEDS)

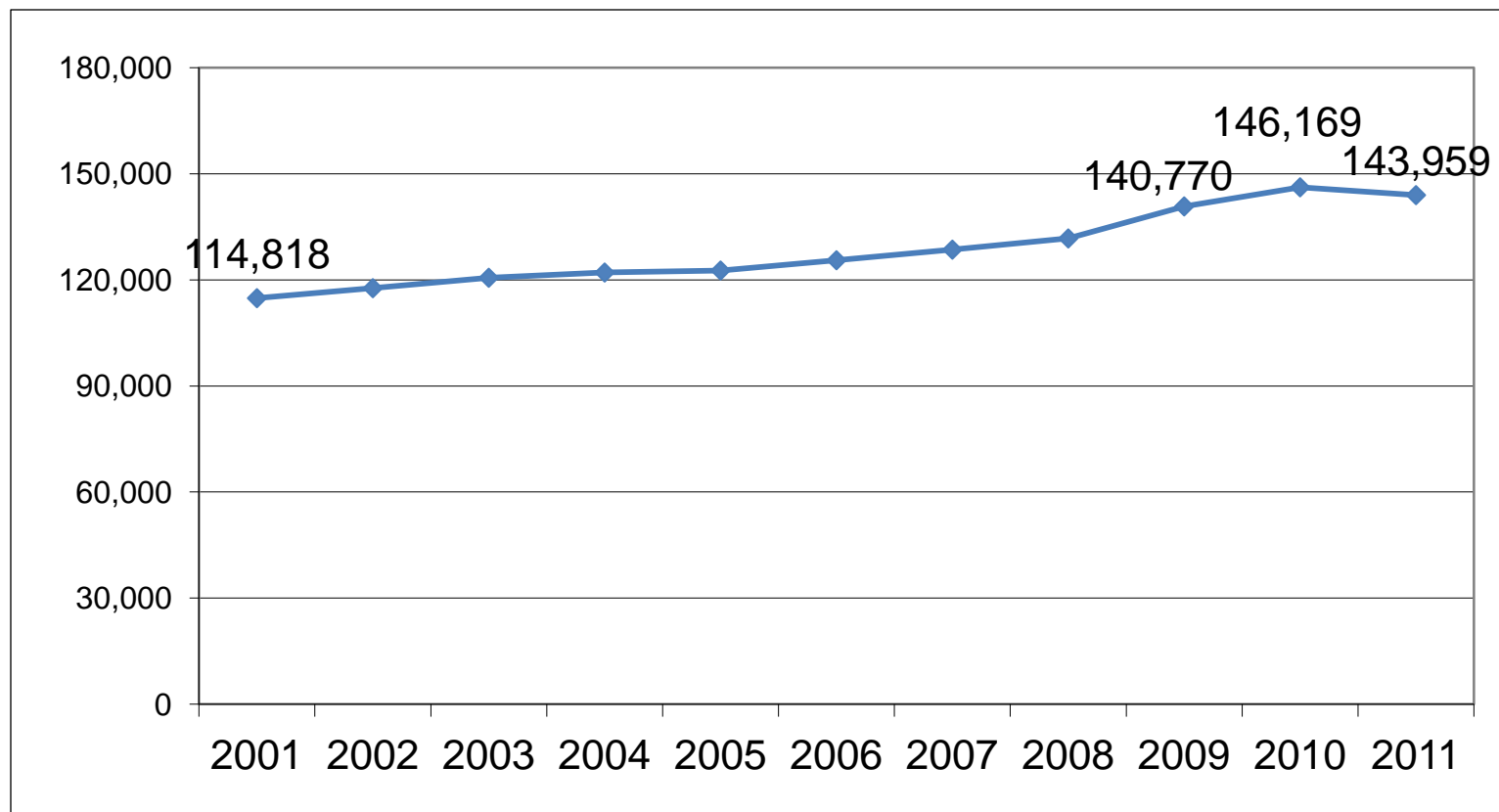
Presented July 19th, 2012



Section A: Student Enrollment

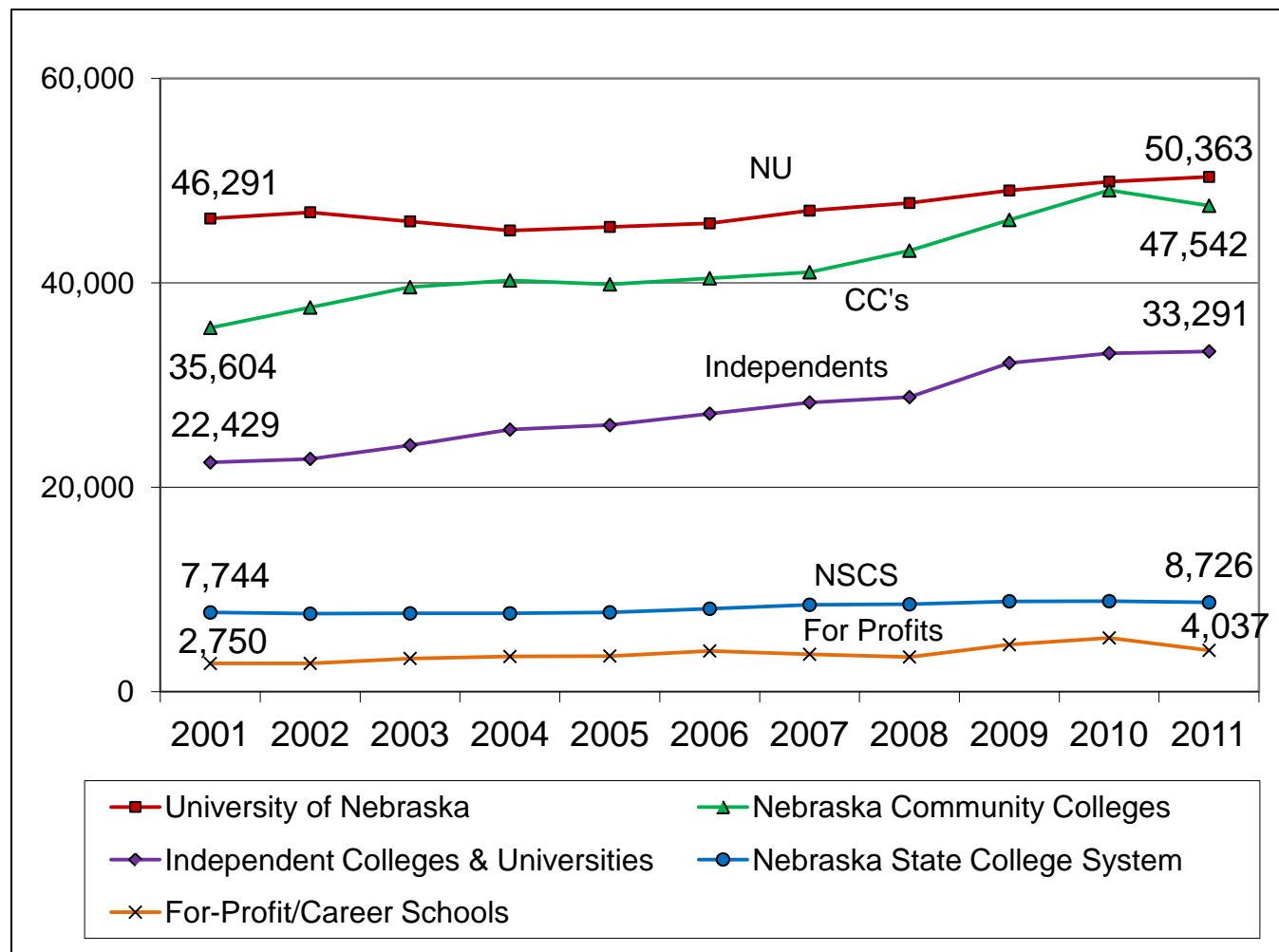
- ♦ **Fall enrollment**
- ♦ **12-month enrollment**
- ♦ **Enrollment of first-time freshmen**

Total Fall Enrollment Nebraska Public and Independent Institutions and For-Profit/Career Schools



- ◆ 2001-2010: up 31,335 (27.3%) or 3.0% per year
- ◆ 2010-2011: down 2,210 or 1.5% Net 10-year increase of 25.4%

Total Fall Enrollment by Sector Nebraska Public and Independent Institutions and For-Profit/Career Schools



Since Fall 2001:

Up 8.8%

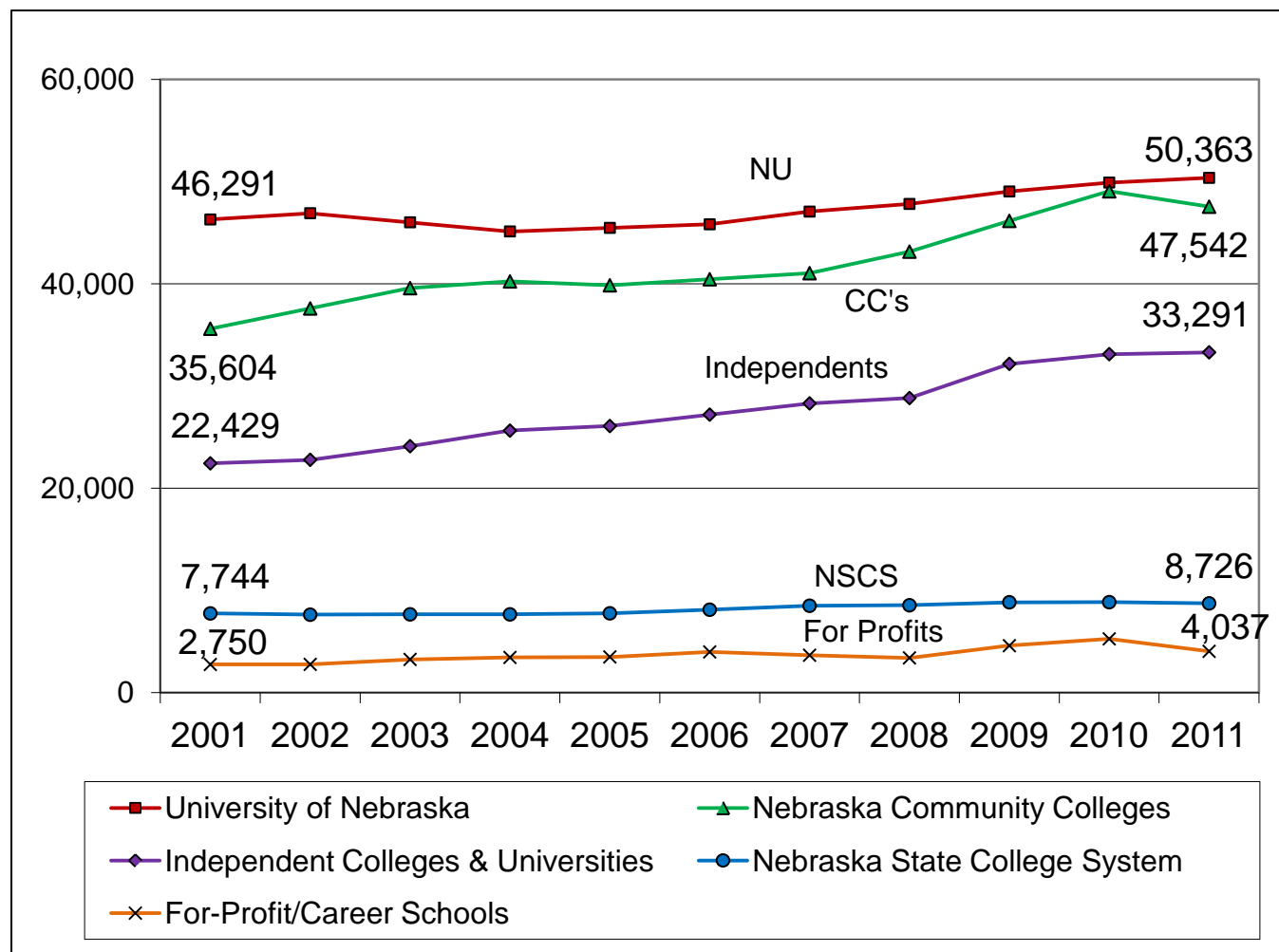
Up 33.5%

Up 48.4%

Up 12.7%

Up 46.8%

Total Fall Enrollment by Sector Nebraska Public and Independent Institutions and For-Profit/Career Schools



Since Fall 2001:

Up 4,072

Up 11,938

Up 10,862

Up 982

Up 1,287

Total
29,141
students

Total Fall Enrollment by Sector Nebraska Public and Independent Institutions and For-Profit/Career Schools

Between
Fall 2010
and Fall 2011:

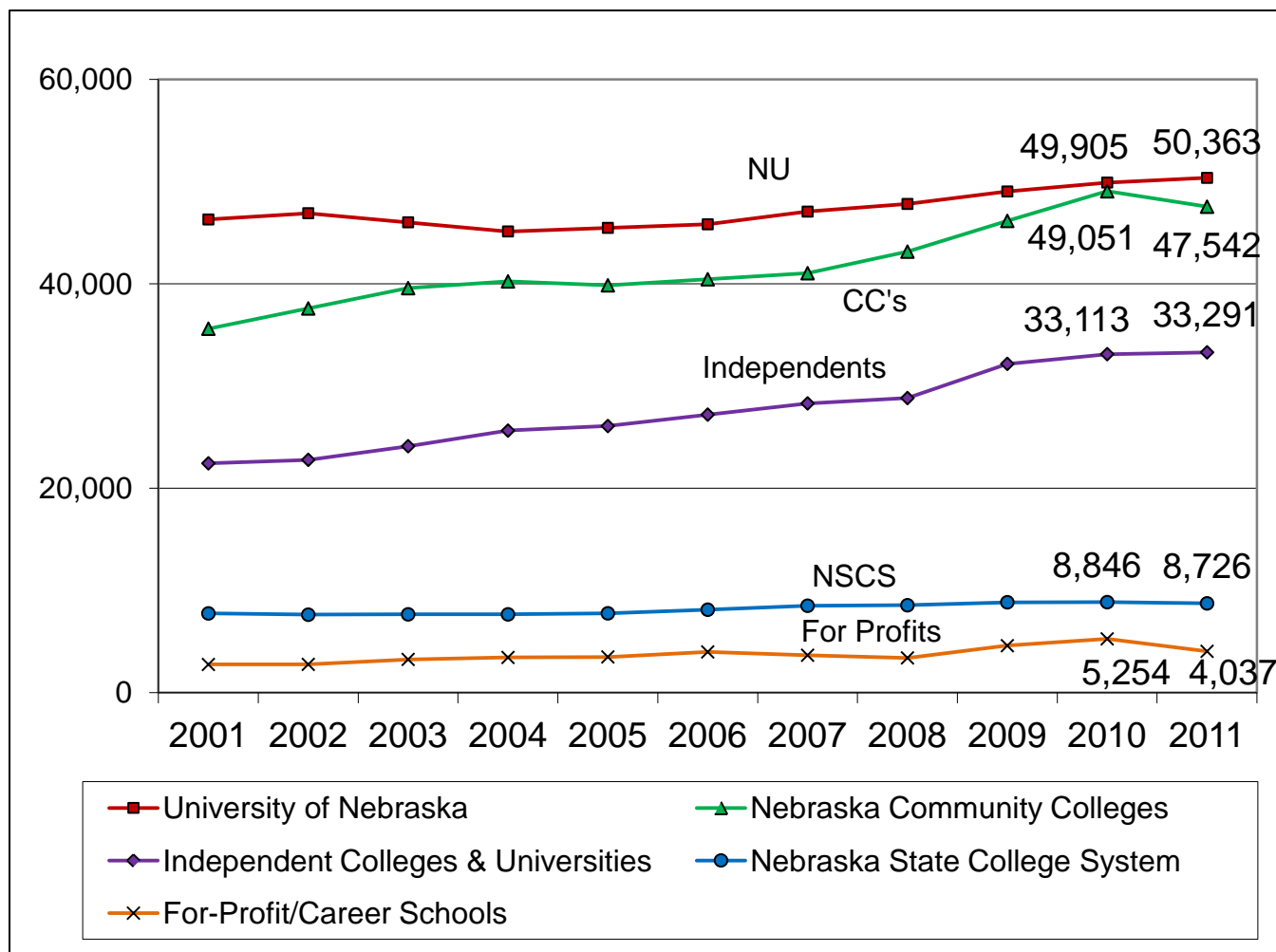
Up 0.9%

Down 3.1%

Up 0.5%

Down 1.4%

Down 23.2%



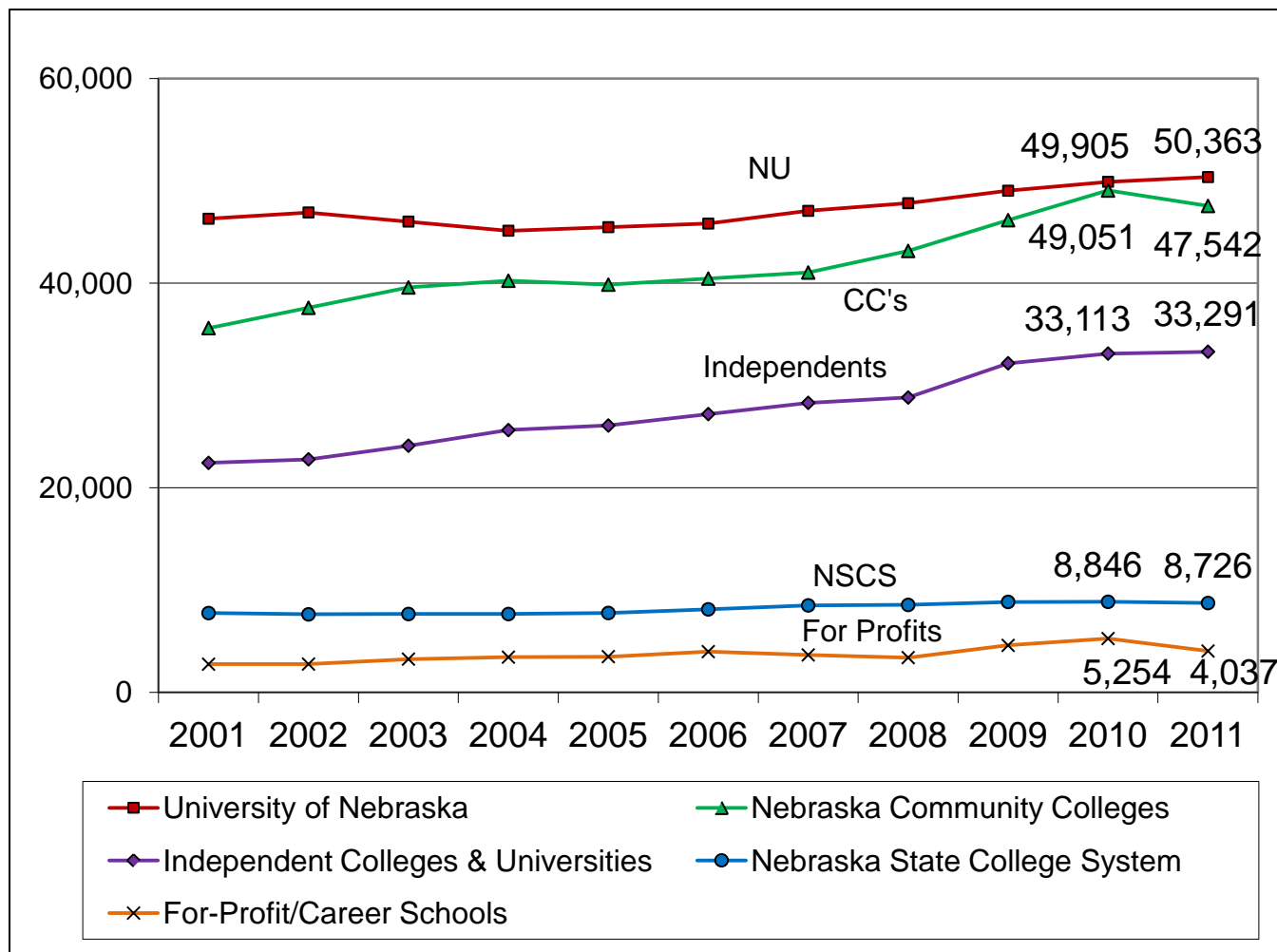
Total Fall Enrollment by Sector Nebraska Public and Independent Institutions and For-Profit/Career Schools

Between
Fall 2010
and Fall 2011:

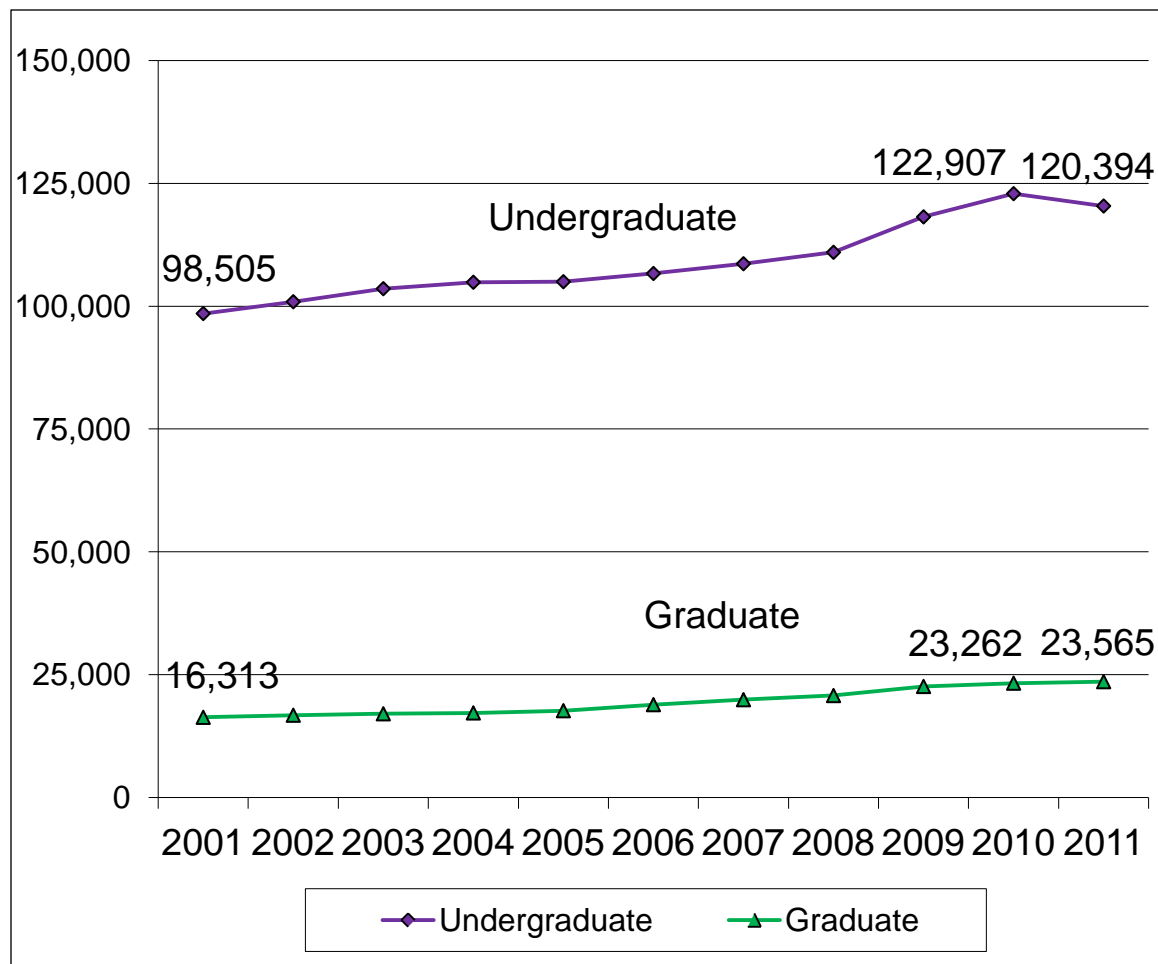
Up 458
Down 1,509
Up 178

Down 120
Down 1,217

Total
2,210
students



Total Fall Enrollment by Student Level Nebraska Public and Independent Institutions and For-Profit/Career Schools



10-Year Increase of 22.2%
21,889 Students

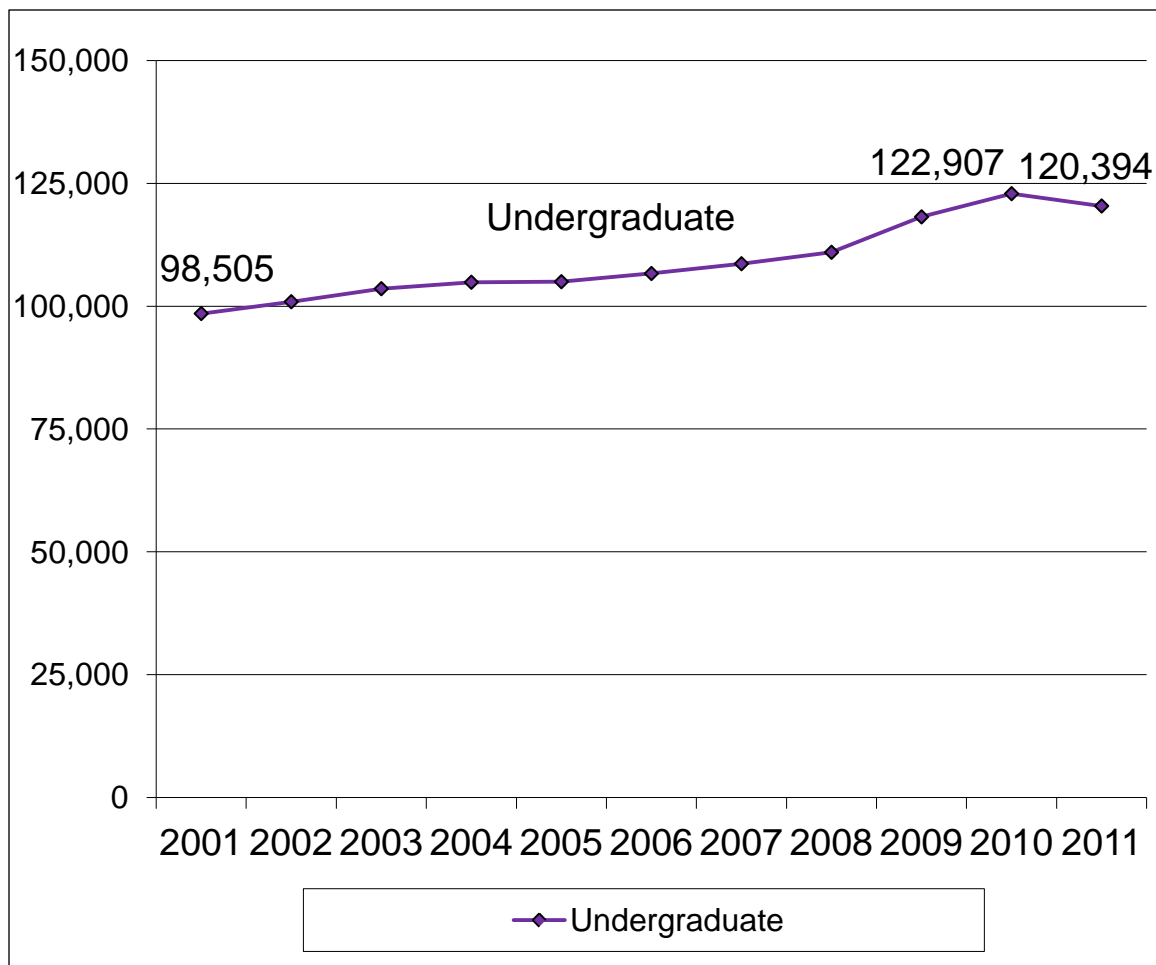
1-Year Decrease of 2.0%
1,174 First-Time
Freshmen
1,339 Other Students
2,513 Total Decrease

10-Year Increase of 44.5%
7,252 Students

1-Year Increase of 1.3%
303 Students

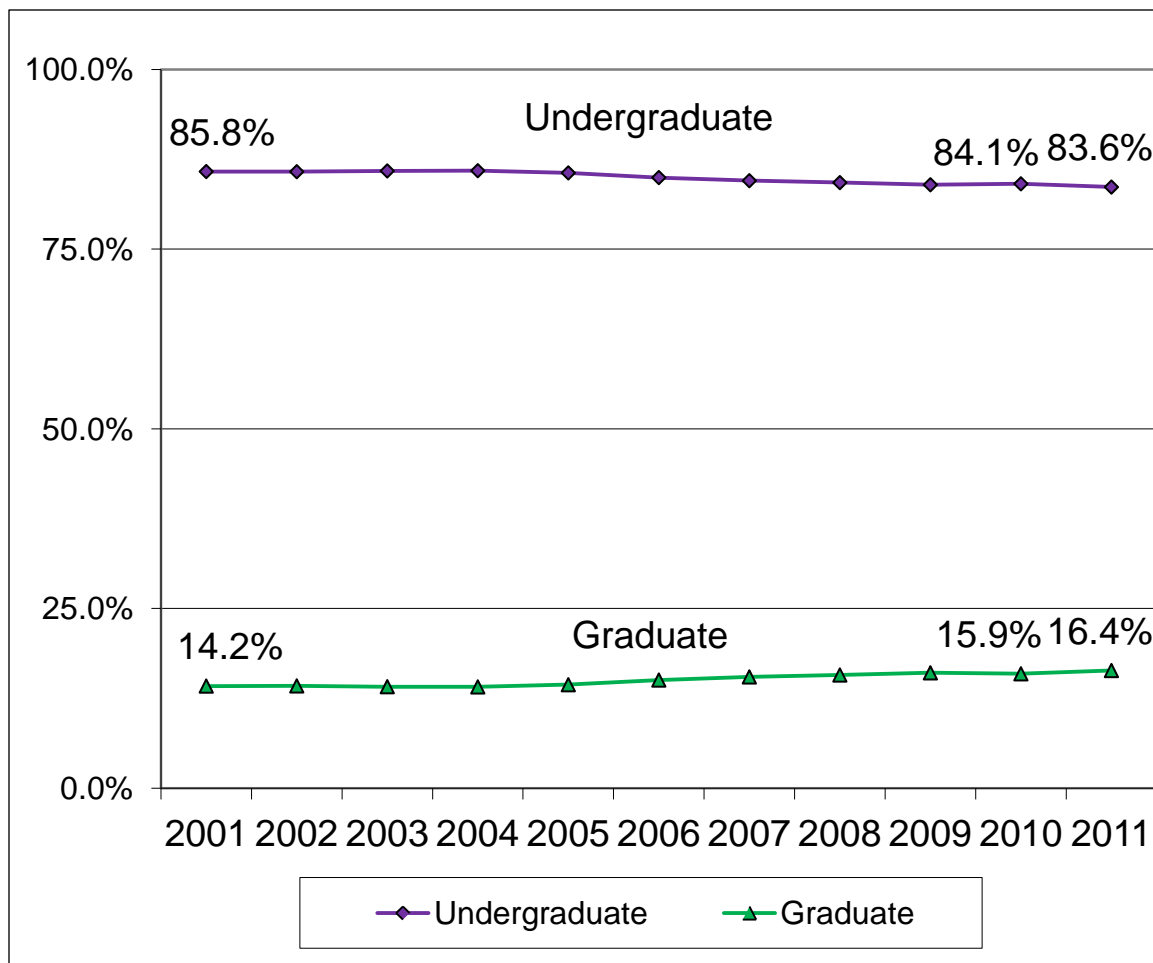
Net 1-Year Decrease of
2,210 Students

Total Fall Enrollment by Student Level Nebraska Public and Independent Institutions and For-Profit/Career Schools



Further analysis reveals:
the decrease of 1,174
first-time freshmen (FTF)
accounted for 47% of the
total decrease of 2,513
undergraduates in 2011,
even though FTF
accounted for only 16%
of all undergraduates
in 2010 and for 15.4%
in 2011.

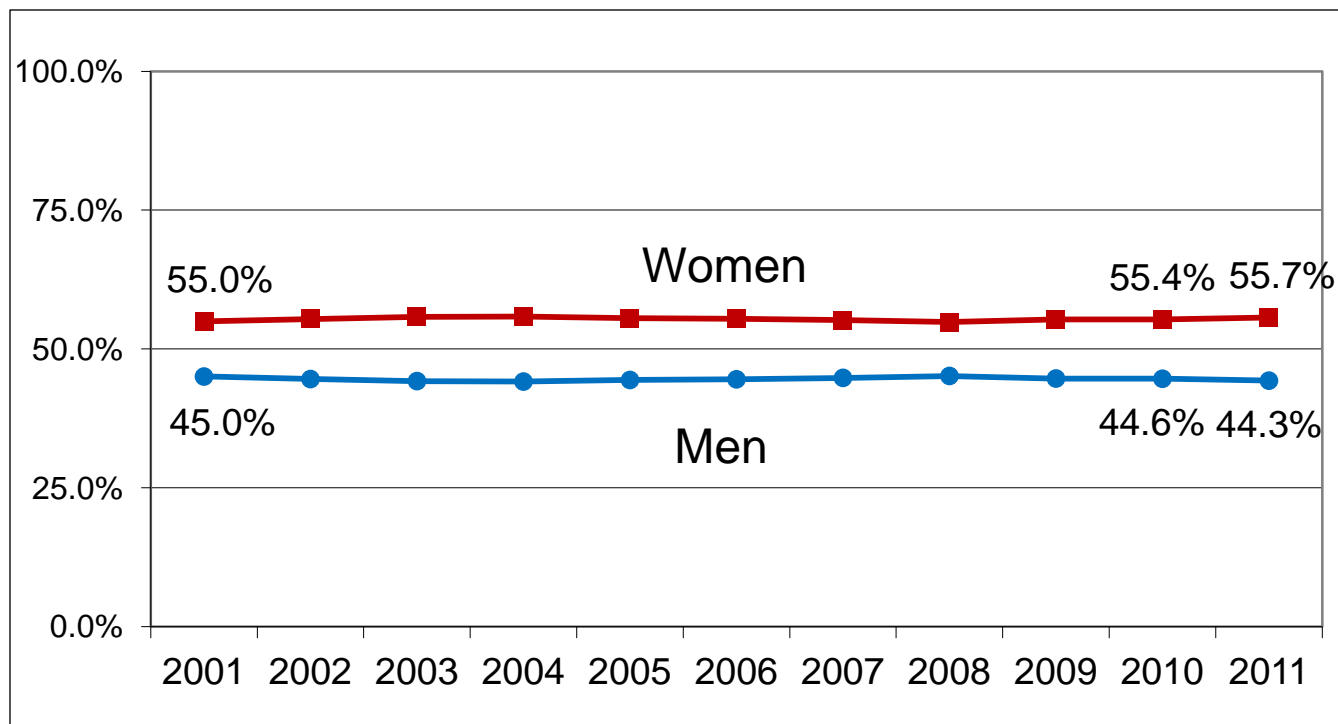
% of Total Fall Enrollment by Student Level Nebraska Public and Independent Institutions and For-Profit/Career Schools



Graduate enrollments accounted for higher percentages of total fall enrollment in 2011 than in 2001, statewide, and at:

- University of Nebraska
- Nebraska State College System
- Independent sector
- For-Profit/Career School sector

Total Fall Enrollment by Gender Nebraska Public and Independent Institutions and For-Profit/Career Schools



- ◆ Women continue to outnumber men at the undergraduate and graduate levels and across all racial/ethnic groups except among foreign students.

Undergraduate Total Fall Enrollment of Minorities Nebraska Public and Independent Institutions and For-Profit/Career Schools

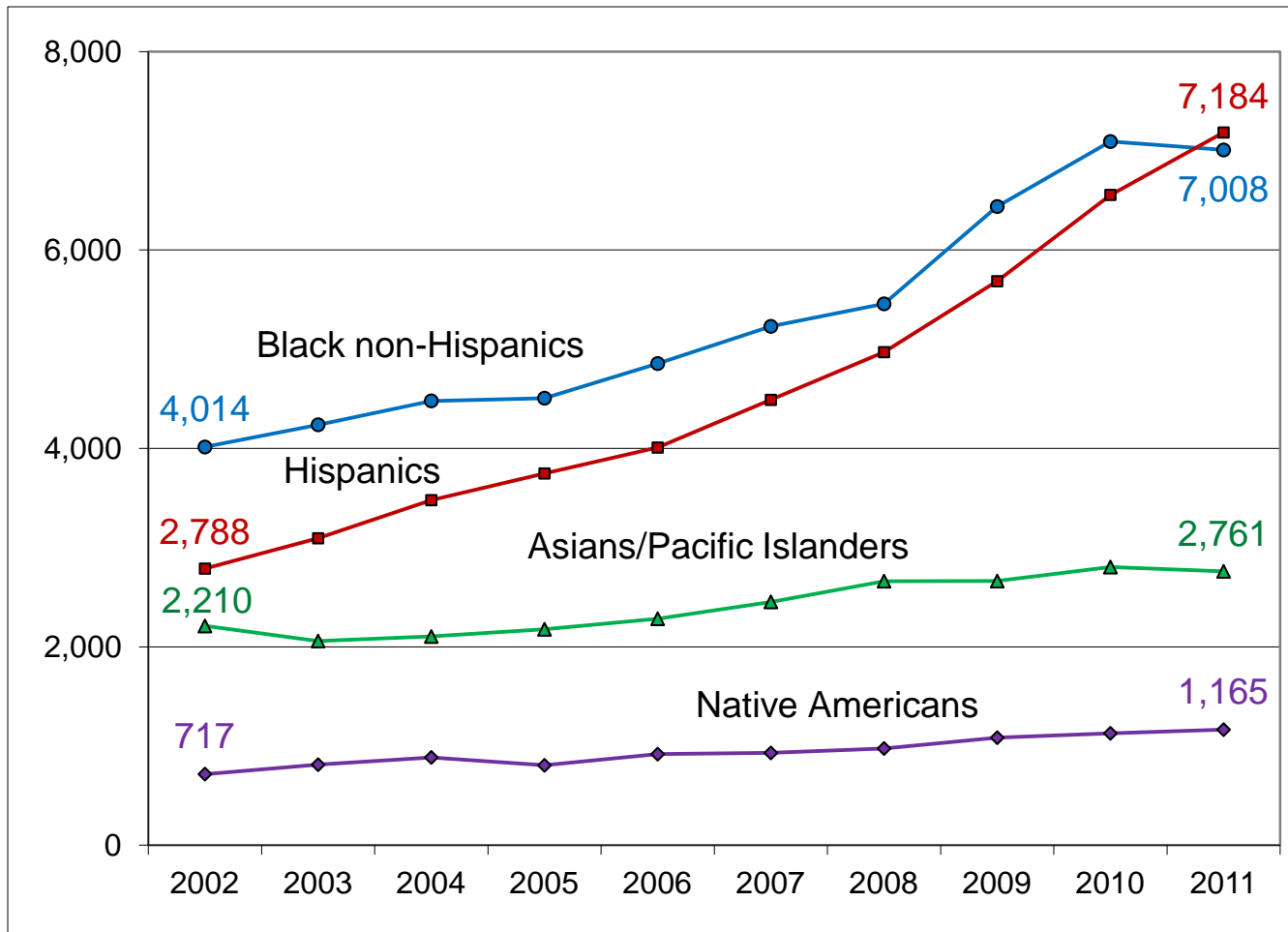
Since Fall 2001:

Up 183.3%

Up 92.6%

Up 34.7%

Up 51.3%



Graduate Total Fall Enrollment of Minorities Nebraska Public and Independent Institutions and For-Profit/Career Schools

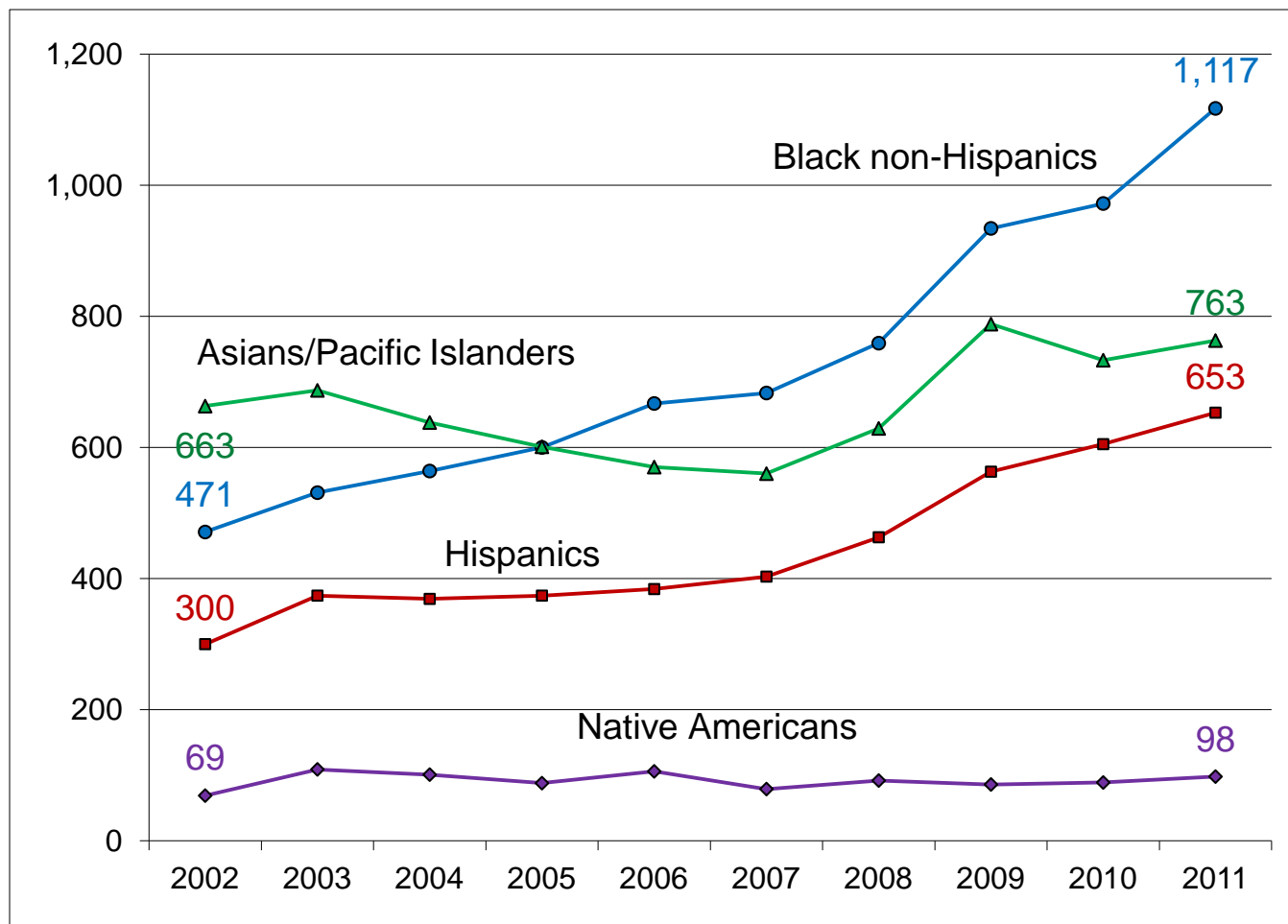
Since Fall 2001:

Up 155.0%

Up 22.5%

Up 136.6%

Up 8.9%

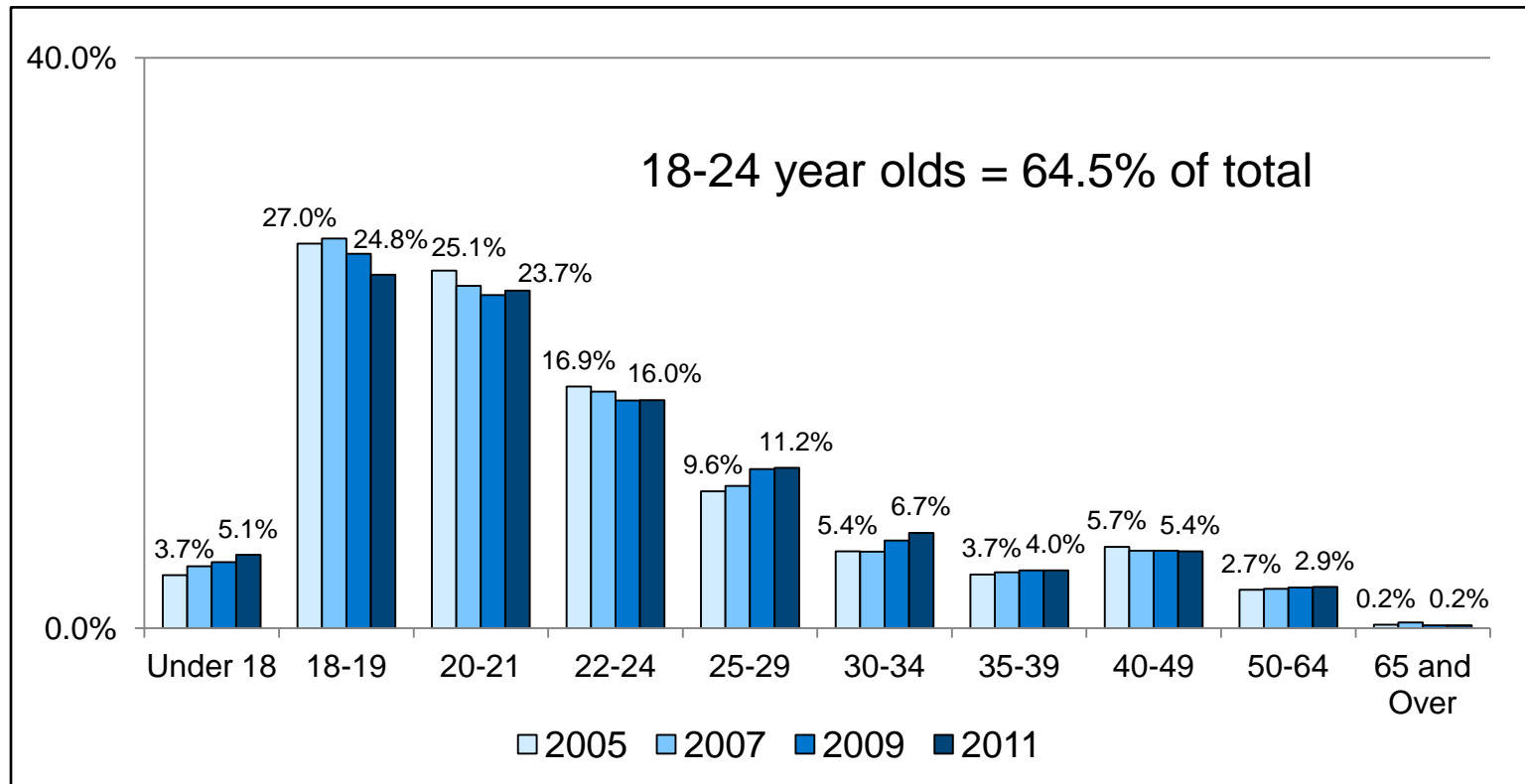


Undergraduate Fall 2011 Total Postsecondary Enrollment by Race/Ethnicity Compared to the 2010 Nebraska Population of 18-24 Year Olds

<u>Race/Ethnicity</u>	<u>% of Census 2010 Nebraska Population of 18-24 Year Olds</u>	<u>% of Fall 2011 Nebraska Total Undergraduate Enrollment</u>
White non-Hispanic	79.3%	83.6%
Black non-Hispanic	5.5%	6.3%
Hispanic	11.7%	6.5%
Asian/Pacific Islander	2.5%	2.5%
Native American	<u>1.0%</u>	<u>1.1%</u>
Total	100.0%	100.0%

Sources: 2010 U.S. Census, Summary File 1, PCT 12 series and Fall 2011 IPEDS data.

Total Fall Undergraduate Enrollment by Age Nebraska Public and Independent Institutions and For-Profit/Career Schools – Fall 2005 - Fall 2011

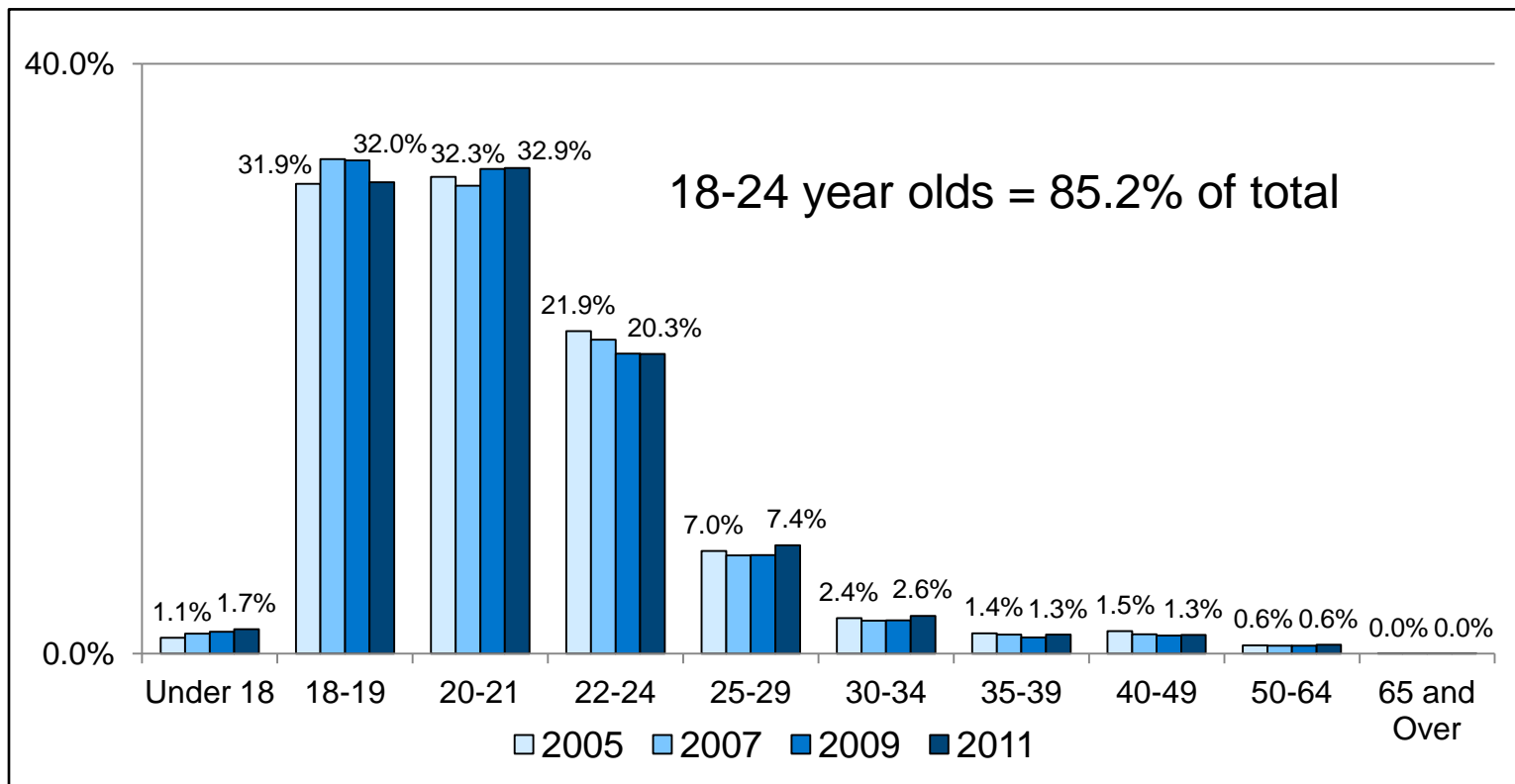


- ◆ Increasing: Under 18, 25-39, and 50-64 year olds
- ◆ Decreasing: 18-24 and 40-49 year-olds

University of Nebraska

Total Fall Undergraduate Enrollment by Age

Fall 2005 - Fall 2011

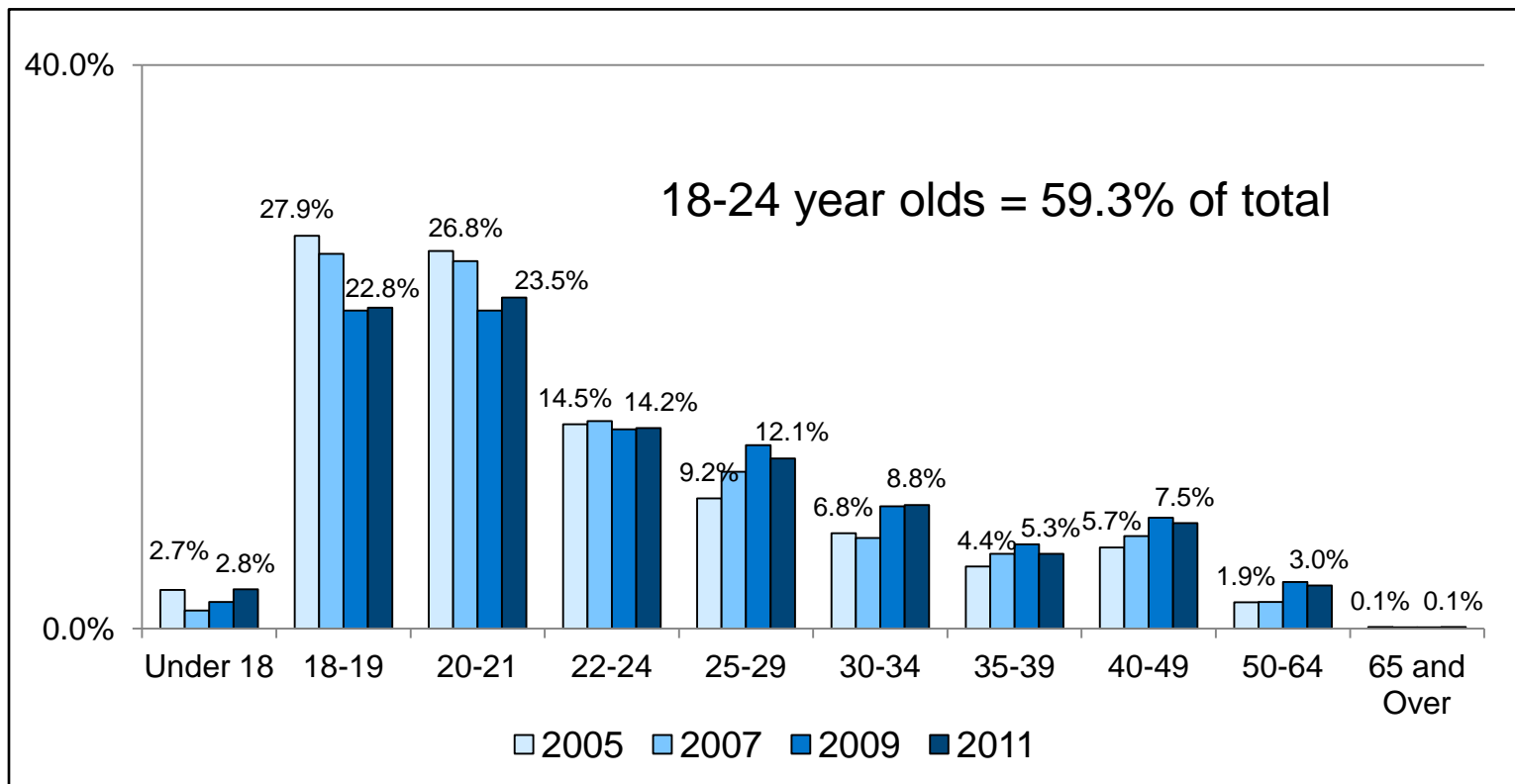


- ◆ Increasing: Under 22 and 25-34 year-olds
- ◆ Decreasing: 22-24 and 35-49 year-olds

Nebraska Independent Colleges & Universities

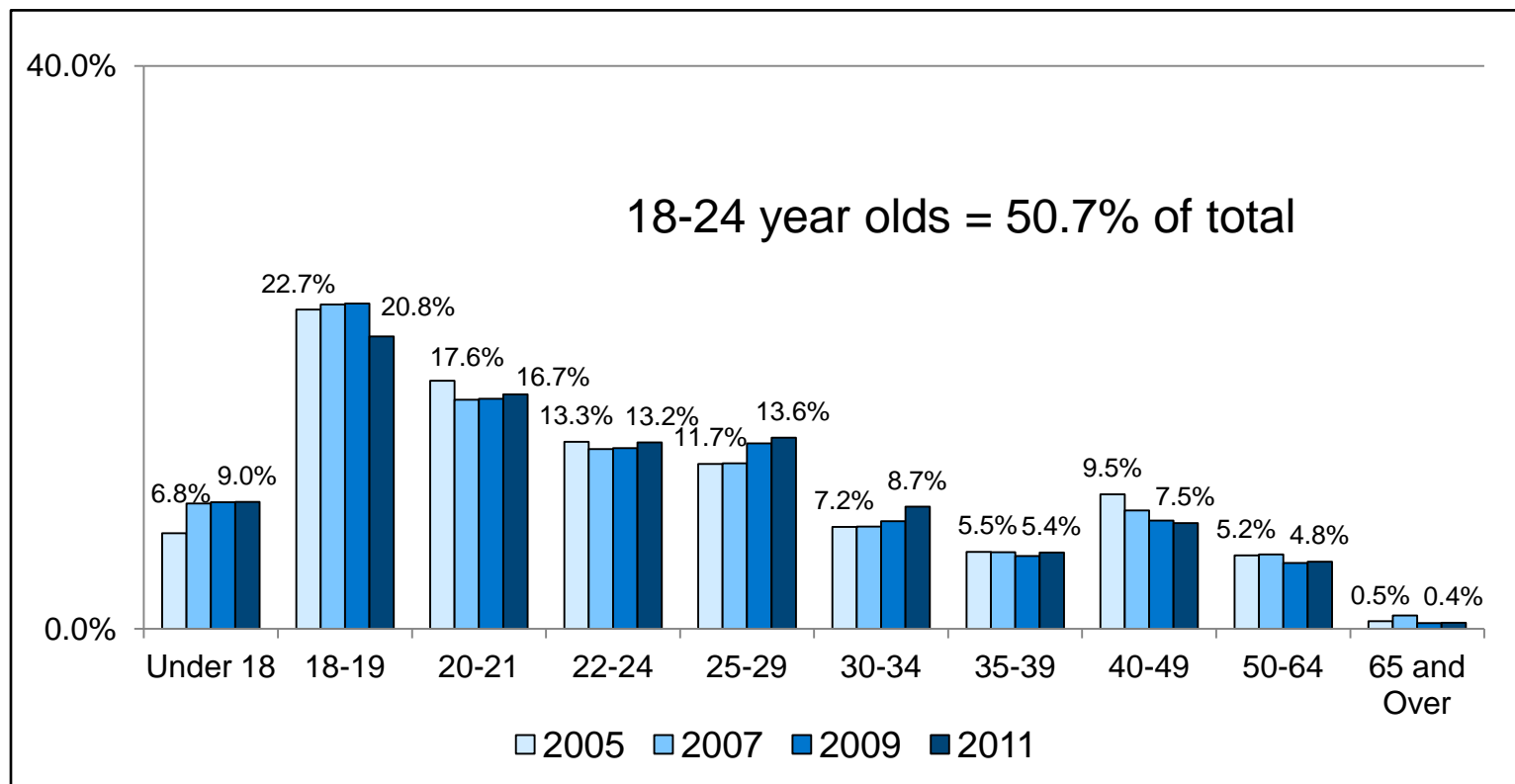
Total Fall Undergraduate Enrollment by Age

Fall 2005 - Fall 2011



- ◆ Small and fluctuating %: Under 18 Stable: 22-24 year-olds
- ◆ Decreasing: 18-21 year-olds Increasing: 25-64 year-olds

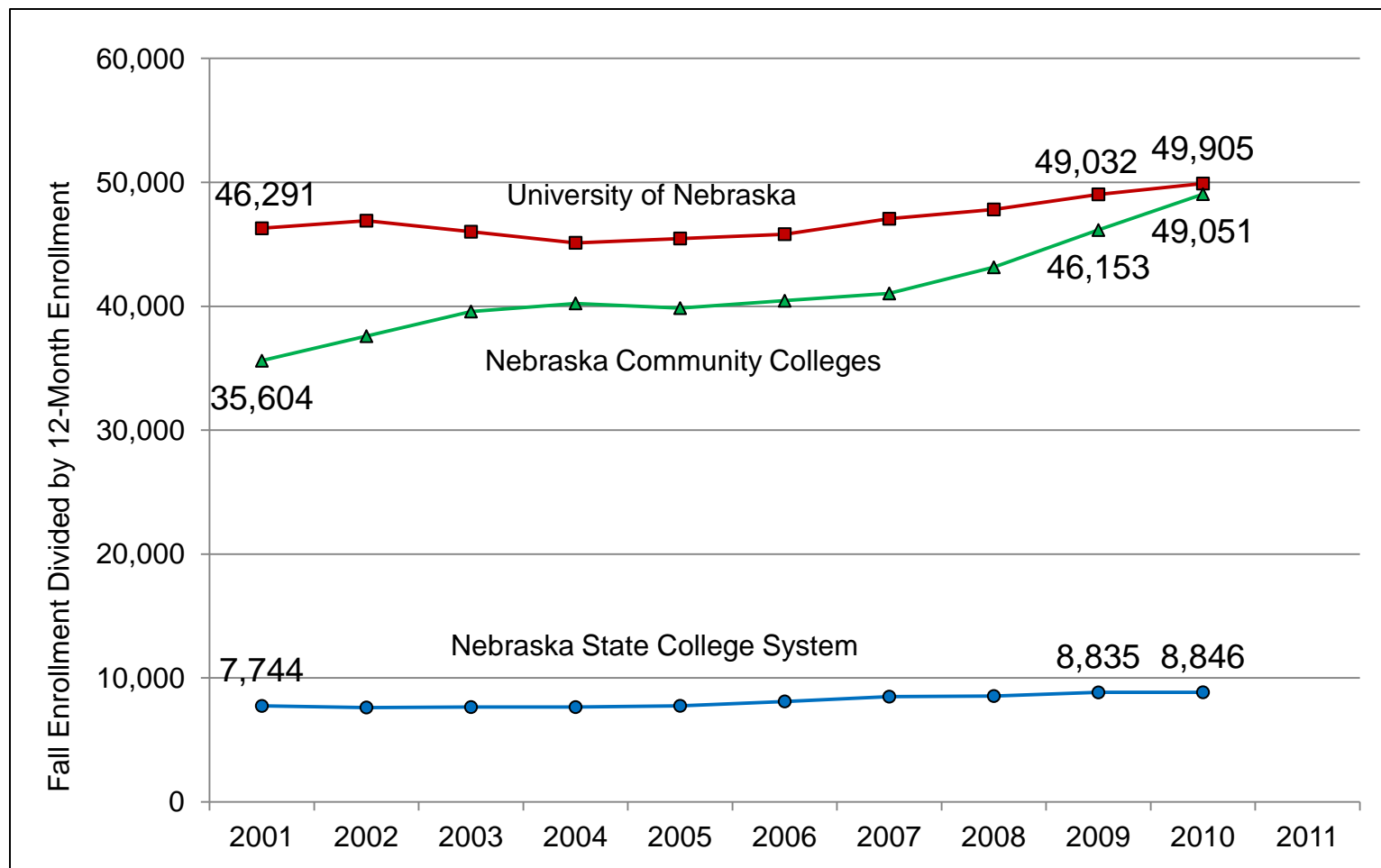
Nebraska Community Colleges Total Fall Enrollment by Age Fall 2005 - Fall 2011



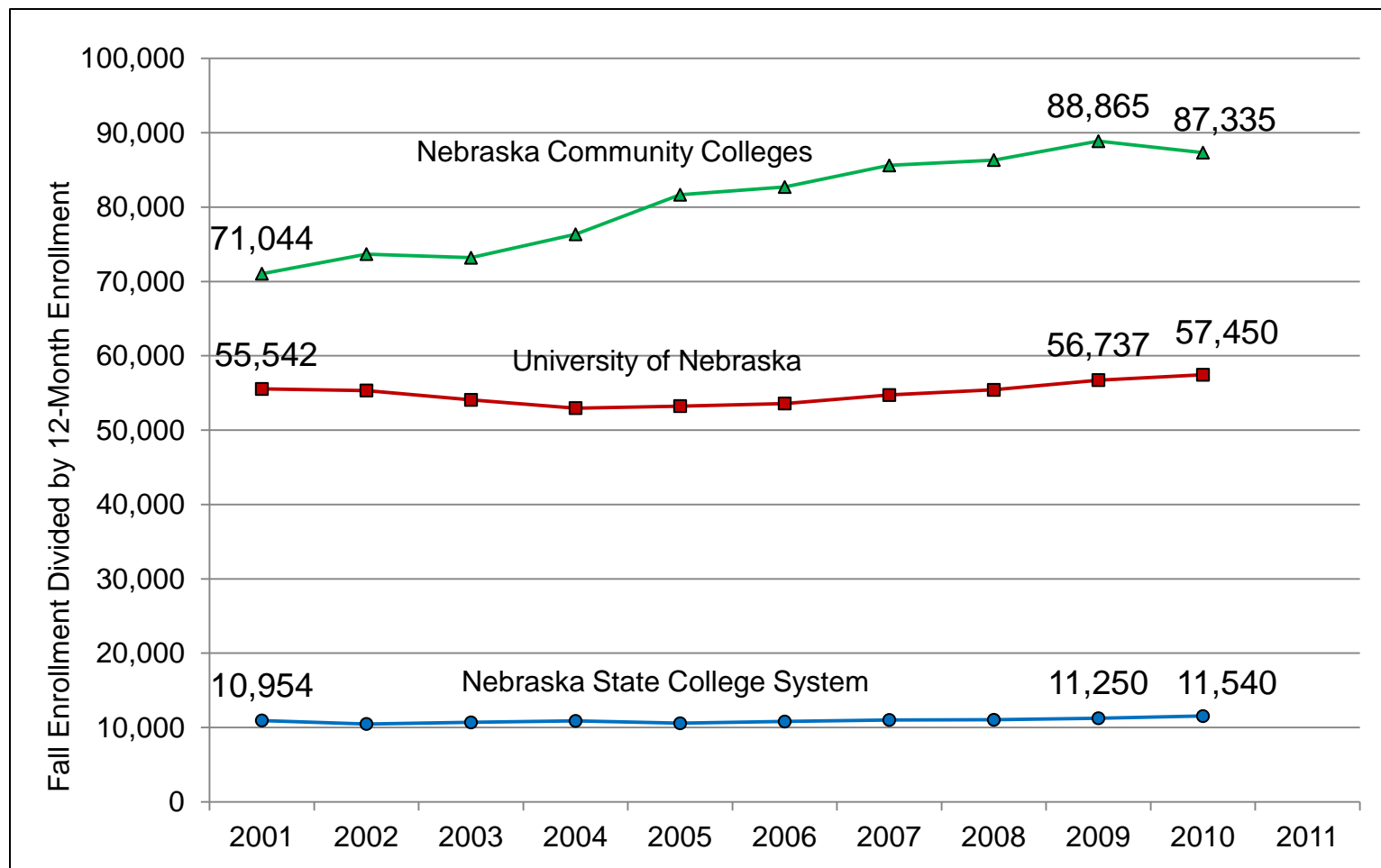
- ◆ Increasing: Under 18 and 25-34 year olds
- ◆ Stable: 22-24 year-olds Decreasing: 18-21 and 35 or older

Fall Enrollment Compared to 12-month Enrollment at Nebraska's Public Institutions

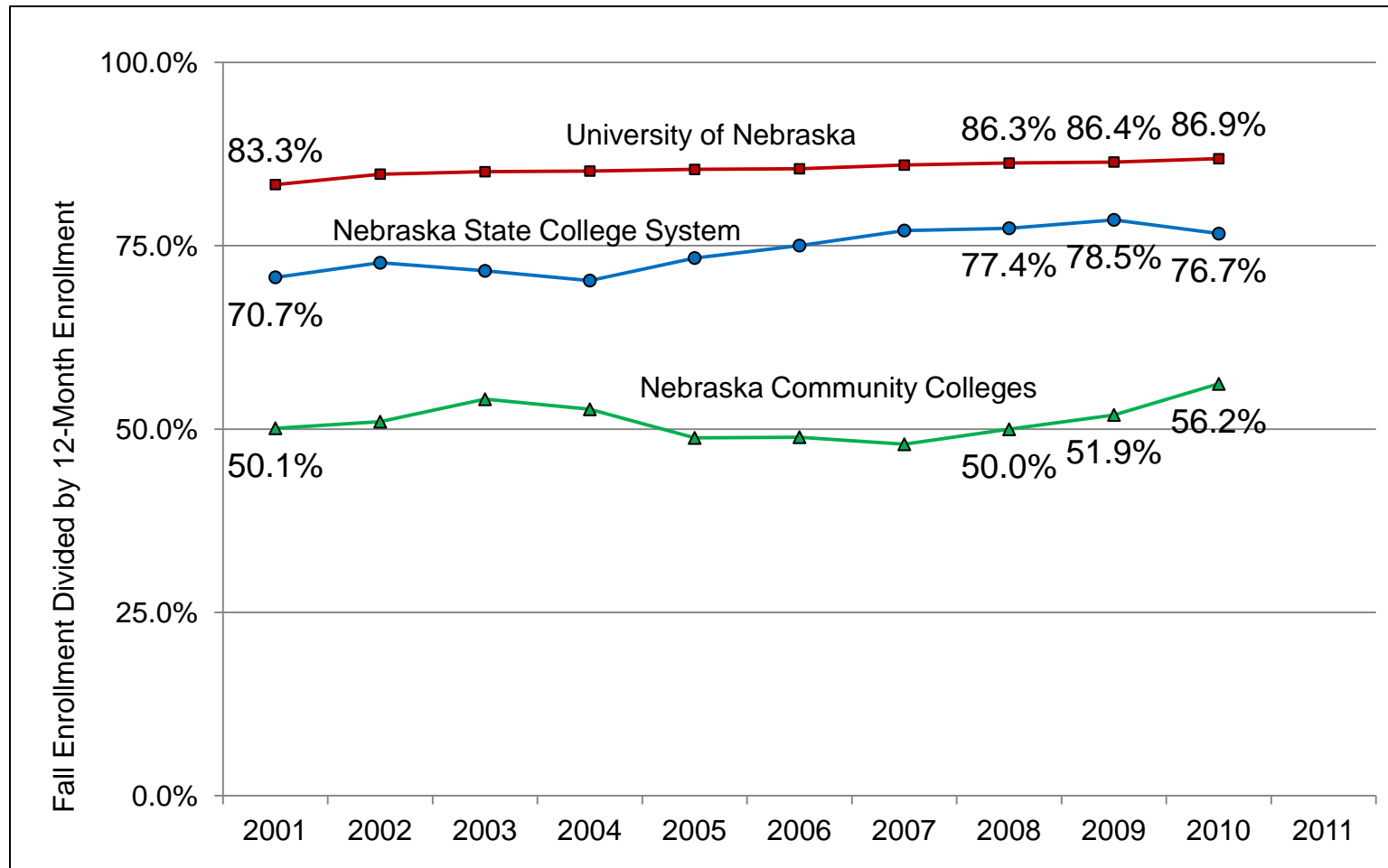
Nebraska Public Colleges and Universities Fall Enrollment



Nebraska Public Colleges and Universities 12-Month Enrollment

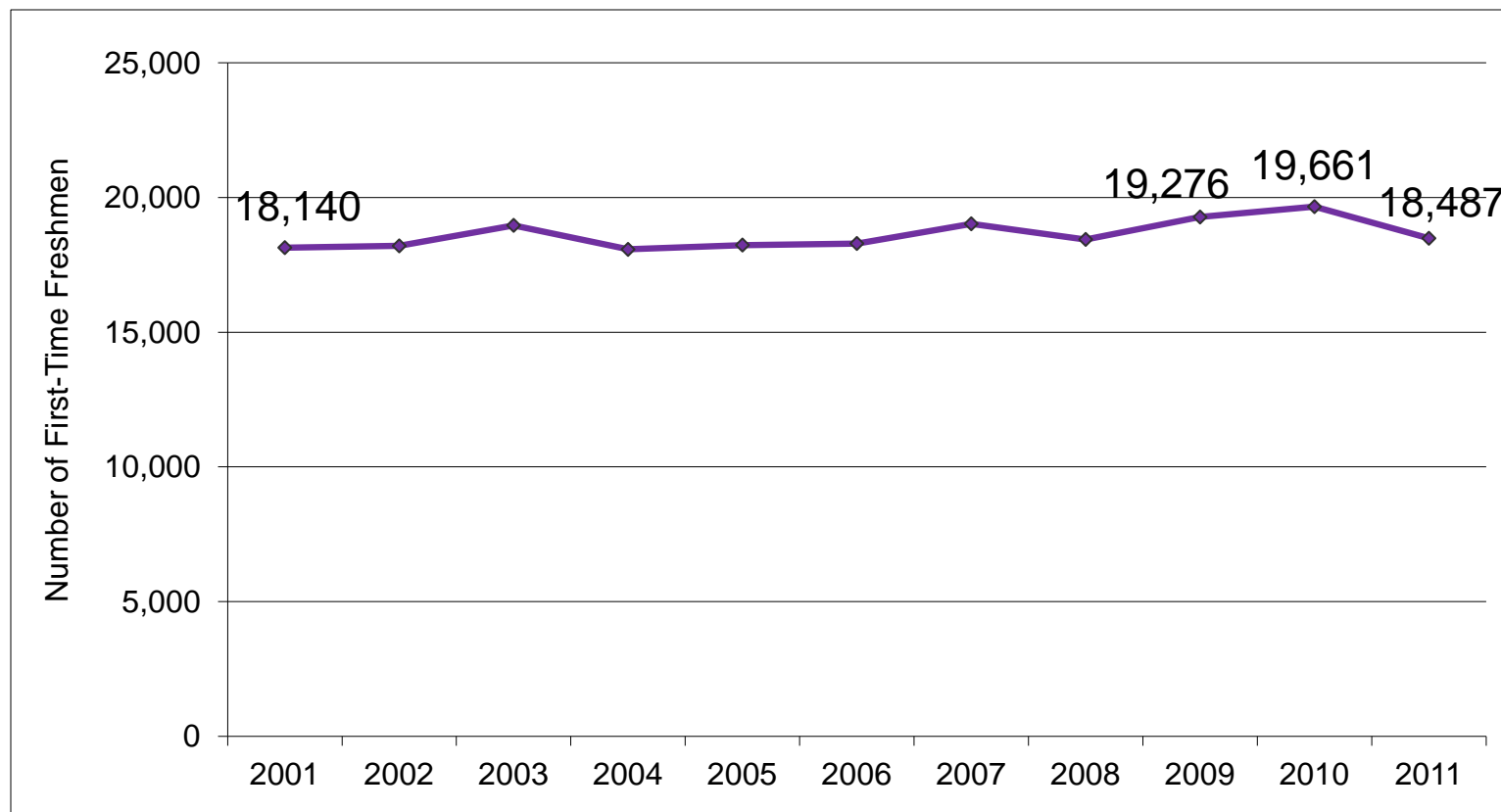


Nebraska Public Colleges and Universities Fall Enrollment Divided by 12-Month Enrollment



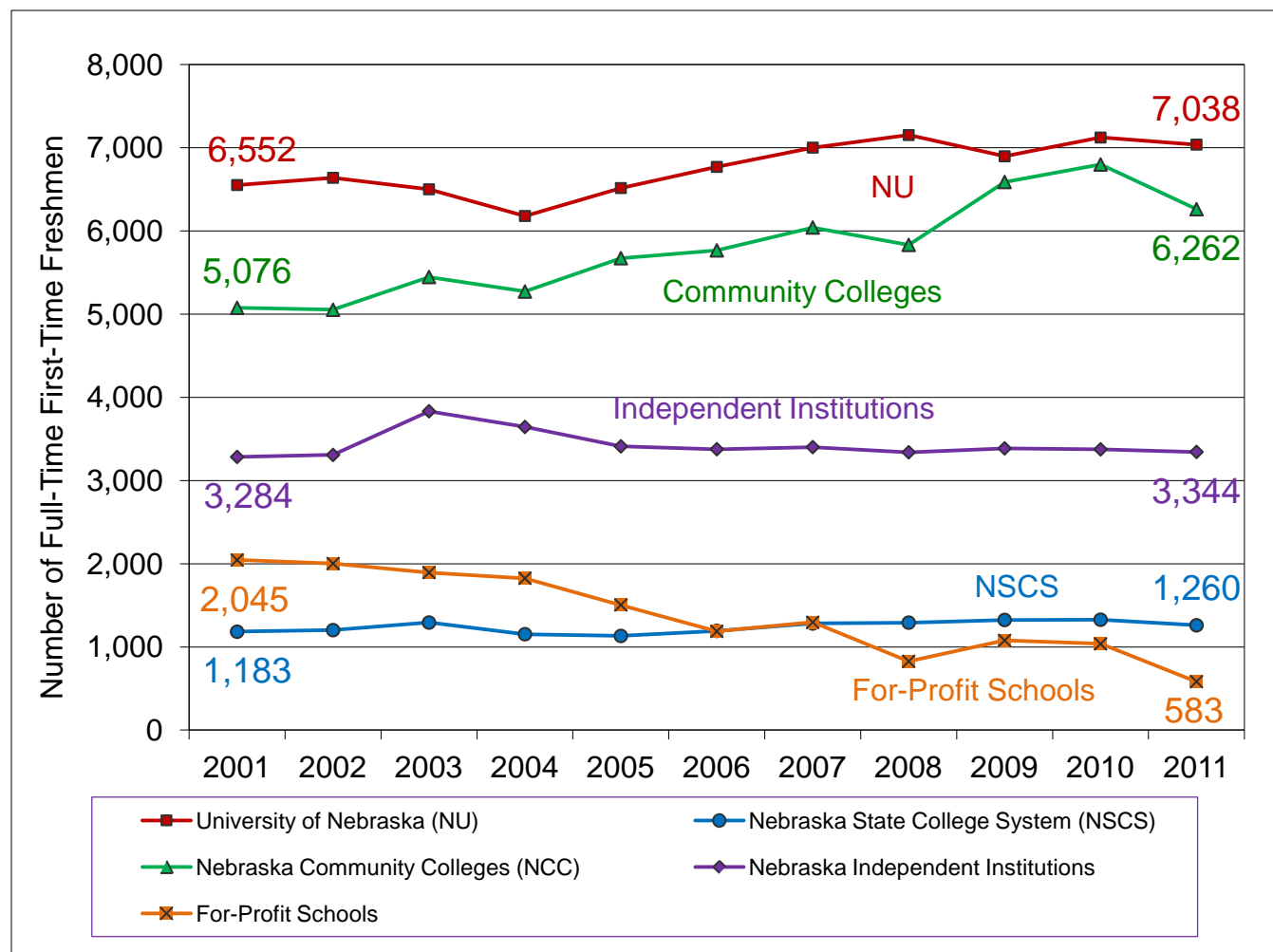
Fall Enrollment of First-Time Freshmen

Total Fall Enrollment of First-Time Freshmen (FTF) Nebraska Public and Independent Institutions and For-Profit/Career Schools



- ◆ 2001-2010: up 1,521 (8.4%) or 0.9% per year
- ◆ 2010-2011: down 1,174 or 6.0% Net 10-year increase of 1.9%

Total Fall Enrollment of FTF by Sector Nebraska Public and Independent Institutions and For-Profit/Career Schools



Since Fall 2001:

Up 7.4%

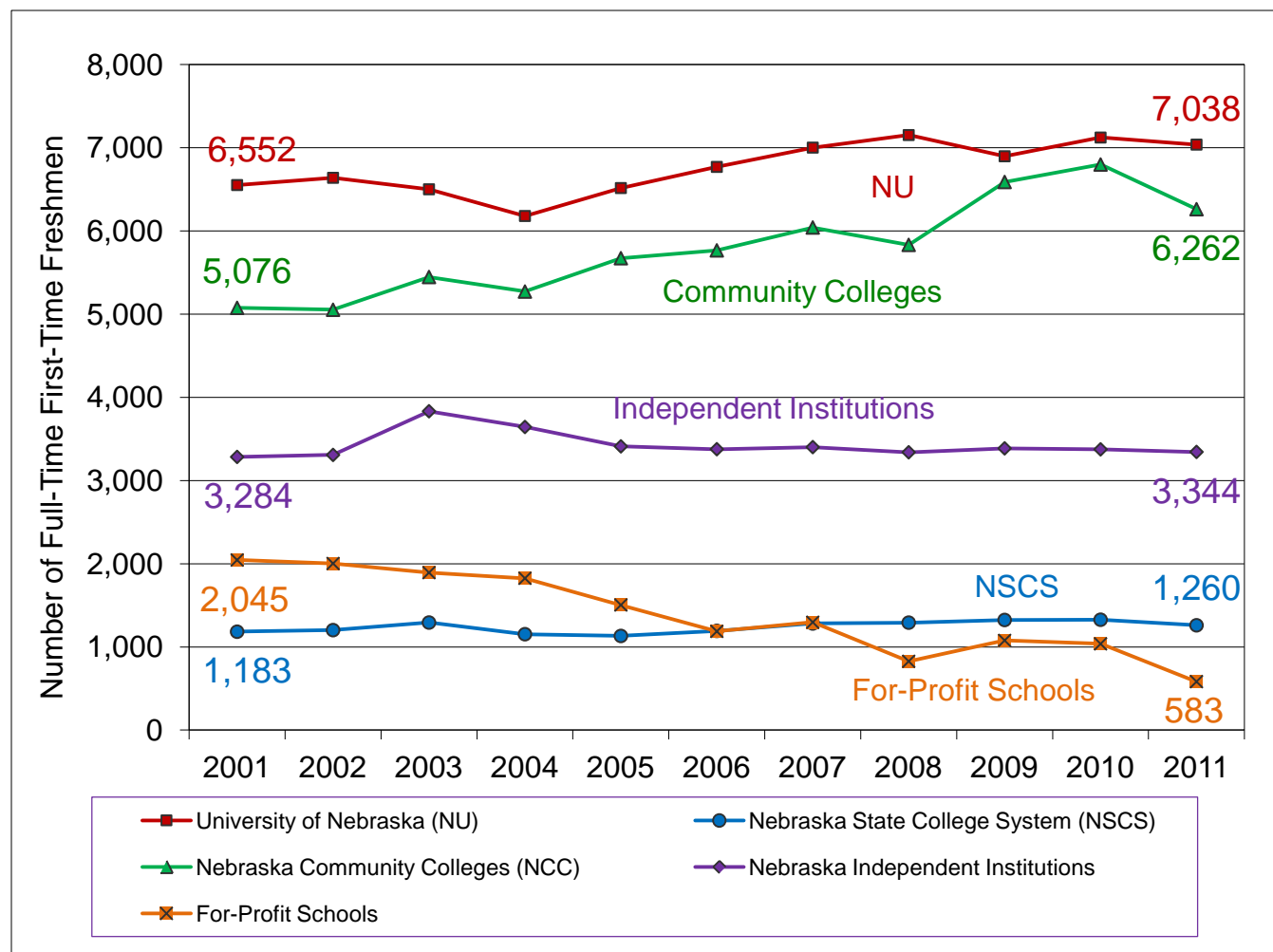
Up 23.4%

Up 1.8%

Up 6.5%

Down 71.5%

Total Fall Enrollment of FTF by Sector Nebraska Public and Independent Institutions and For-Profit/Career Schools



Since Fall 2001:

Up 486

Up 1,186

Up 60

Up 77

Down 1,462

Total net of
+ 347
students

Total Fall Enrollment of FTF by Sector Nebraska Public and Independent Institutions and For-Profit/Career Schools

Between
Fall 2010
and Fall 2011:

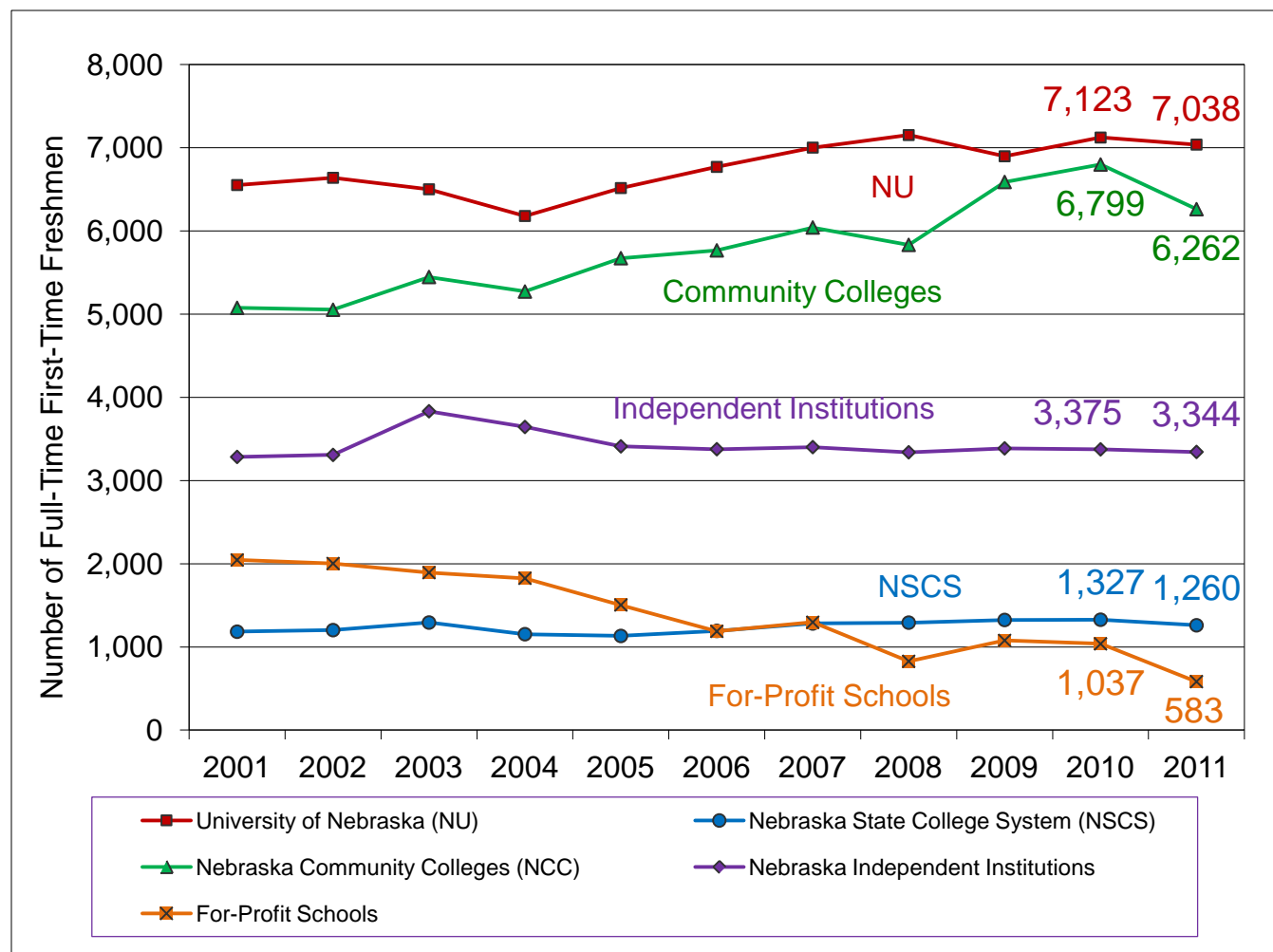
Down 1.2%

Down 7.9%

Down 0.9%

Down 5.0%

Down 43.8%



Total Fall Enrollment of FTF by Sector Nebraska Public and Independent Institutions and For-Profit/Career Schools

Between
Fall 2010
and Fall 2011:

Down 85

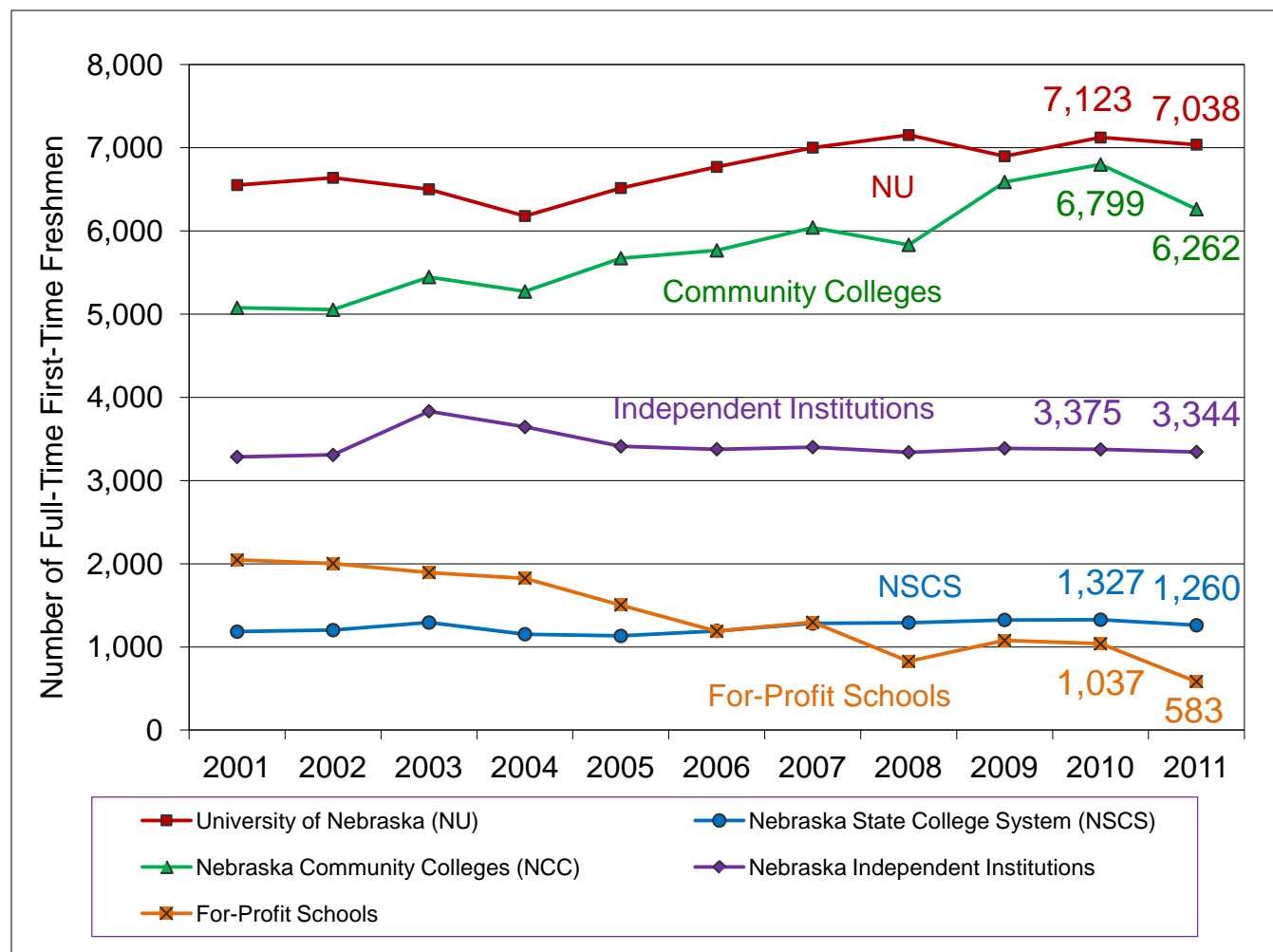
Down 537

Down 31

Down 67

Down 454

Total
- 1,174
students



QUESTIONS?

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Section B: Degrees and Other Awards

2011-2012 Factual Look at Higher Education in Nebraska

**Degrees & Other Awards Conferred
2000-2001 through 2010-2011**

Reporting Information from the Federal Integrated
Postsecondary Education Data System (IPEDS)

Presented July 19th, 2012



Background

- The Coordinating Commission is required by statute to report IPEDS data.
- The Commission fulfills this responsibility through the publication of the *Factual Look* and other reports, such as the *Nebraska Higher Education Progress Report*

Background

- The *Factual Look* is generally used by legislative staff, institutional researchers, and Commission staff.
- This publication provides a statewide statistical analysis.
- It does not answer the “Why?” questions.

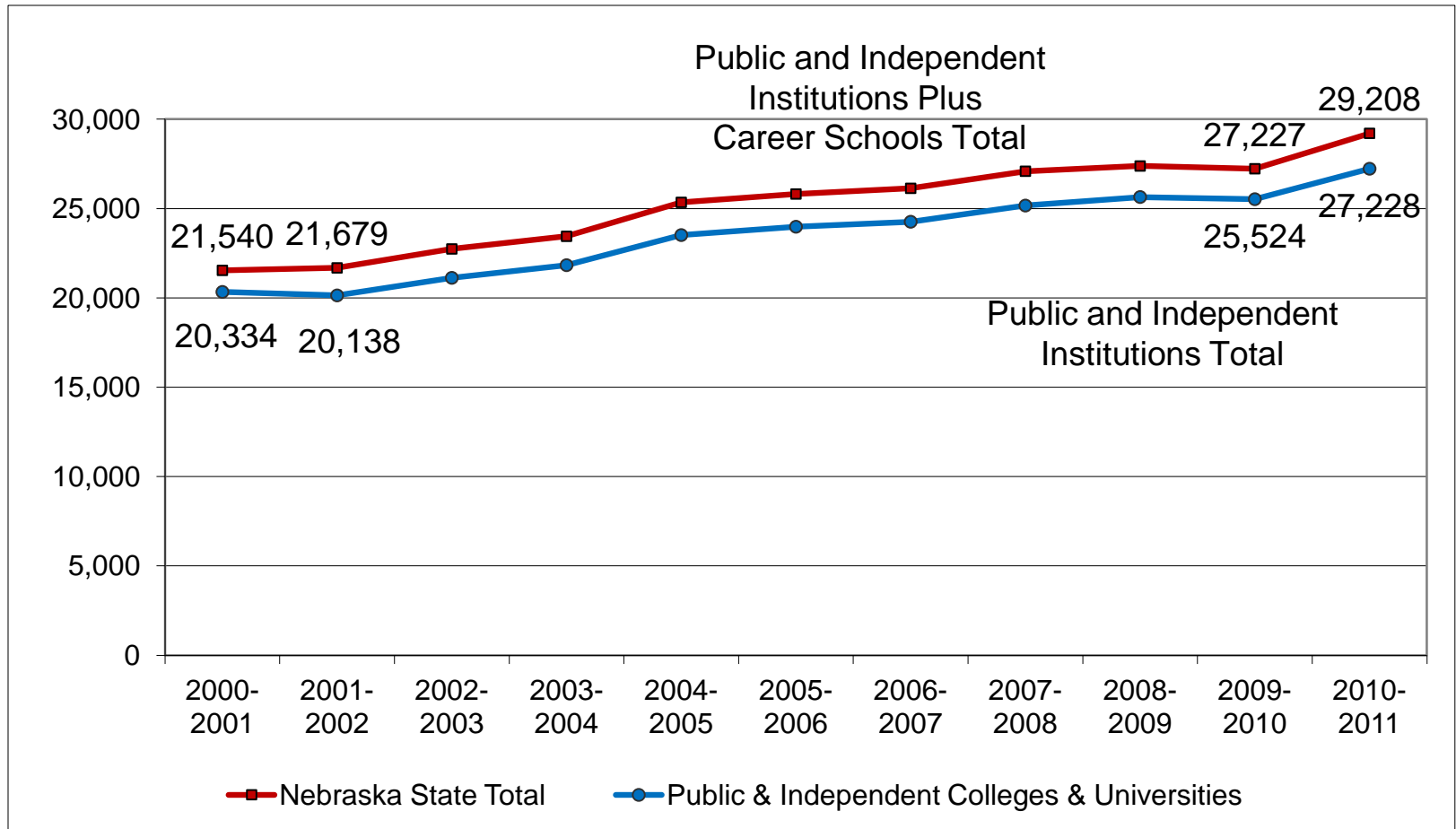
Features of the *Factual Look*

- The *Factual Look* now consists of three parts:
 - Section A: Enrollment
 - Section B: Degrees and Other Awards
 - Section C: Faculty and Salaries

Features of the *Factual Look*

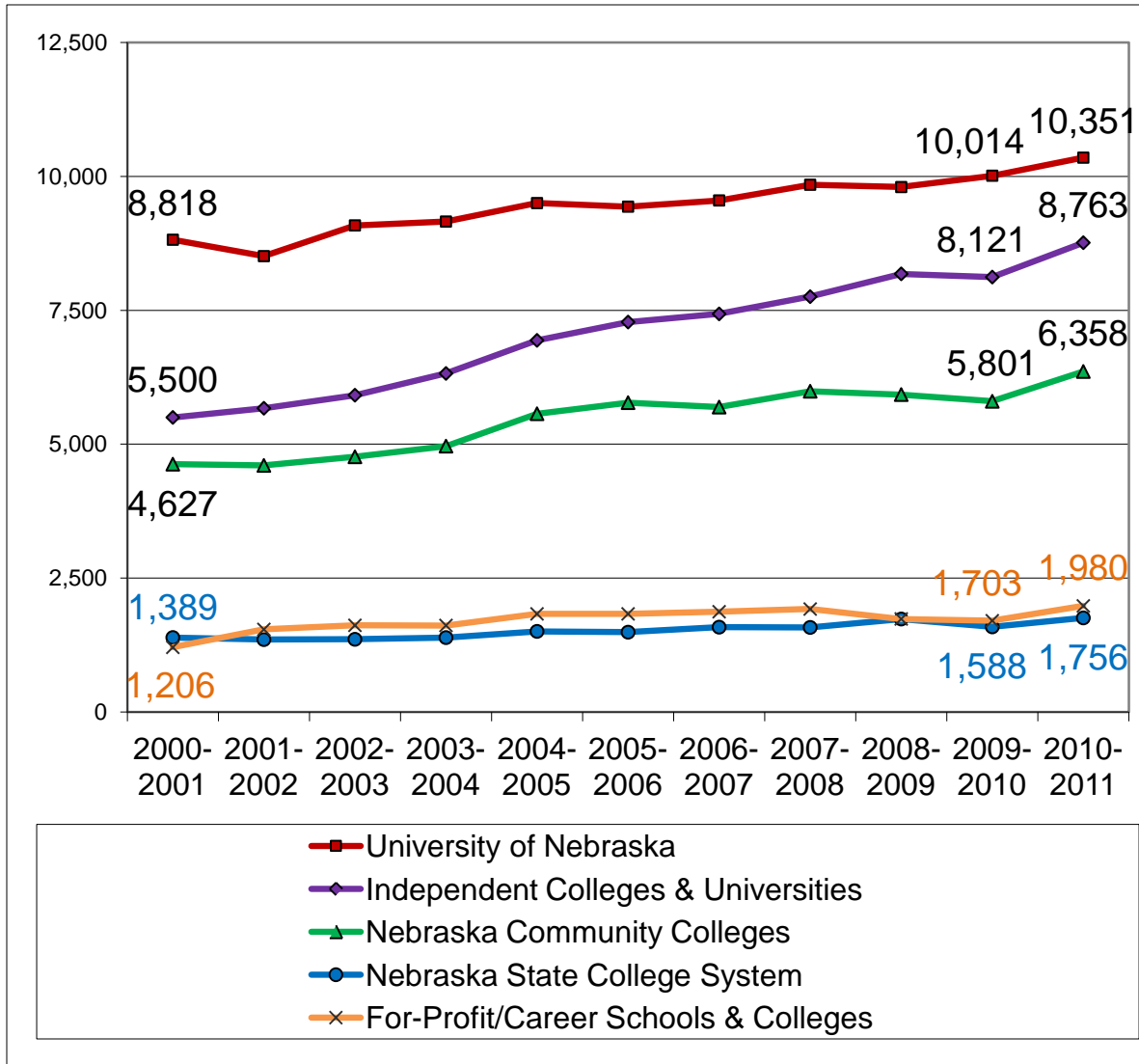
- It is now primarily an online publication.
- Data are summarized in 10-year trend charts that are colored for easier readability and interpretation.
- Excel spreadsheets of the corresponding data are available for downloading.

Total Number of Degrees, Certificates and Diplomas



Since 2000-01, the number of degrees and other awards conferred statewide has increased 35.6%. A one-year increase of 7.3% in 2010-11.

Total Number of Degrees and Other Awards by Sector



Over the past 10 years:

NU up 17.4%

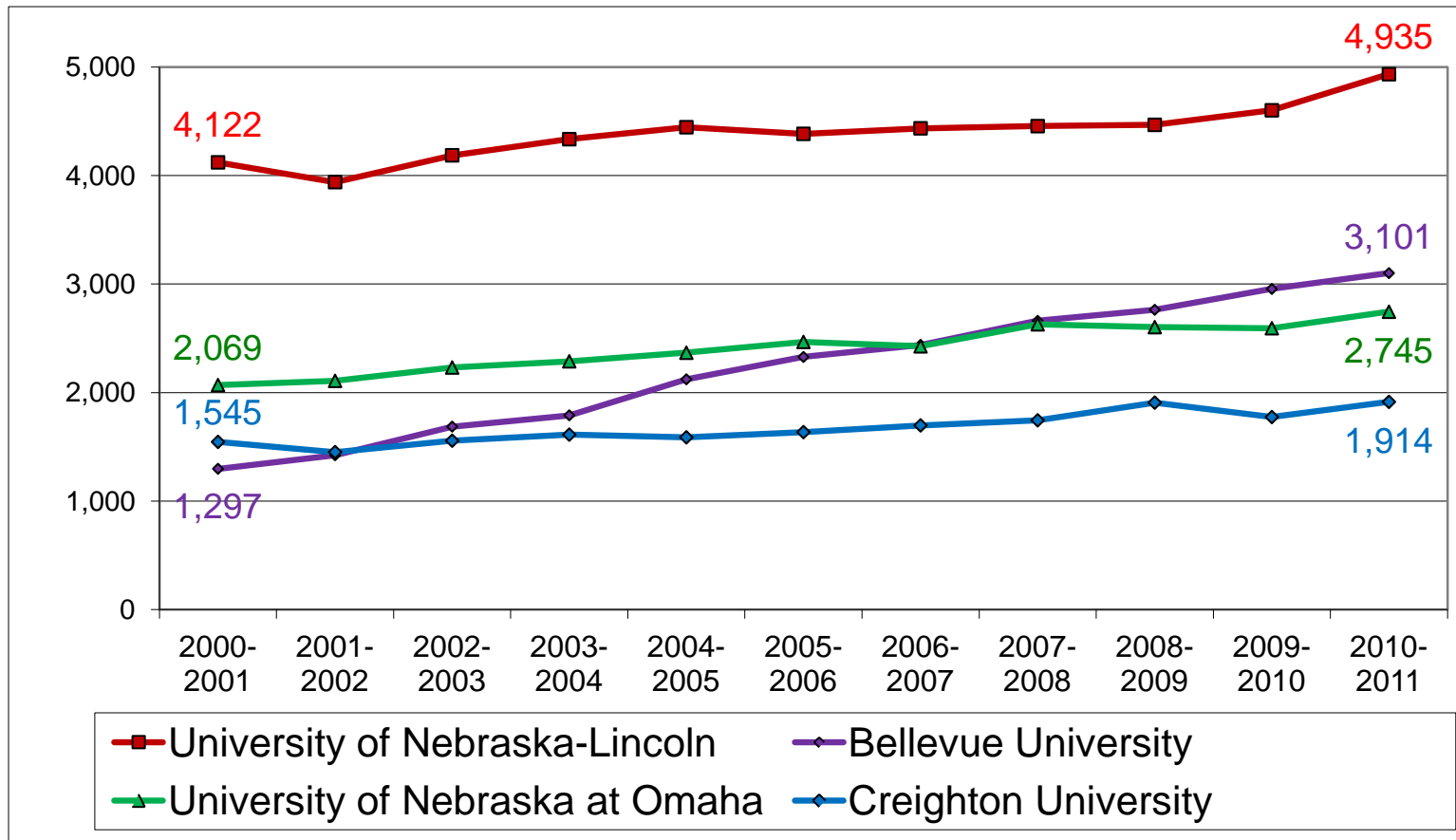
**Independents
up 59.3%**

NE CCs up 37.4%

For-Profits up 64.2%

NSCS up 26.4%

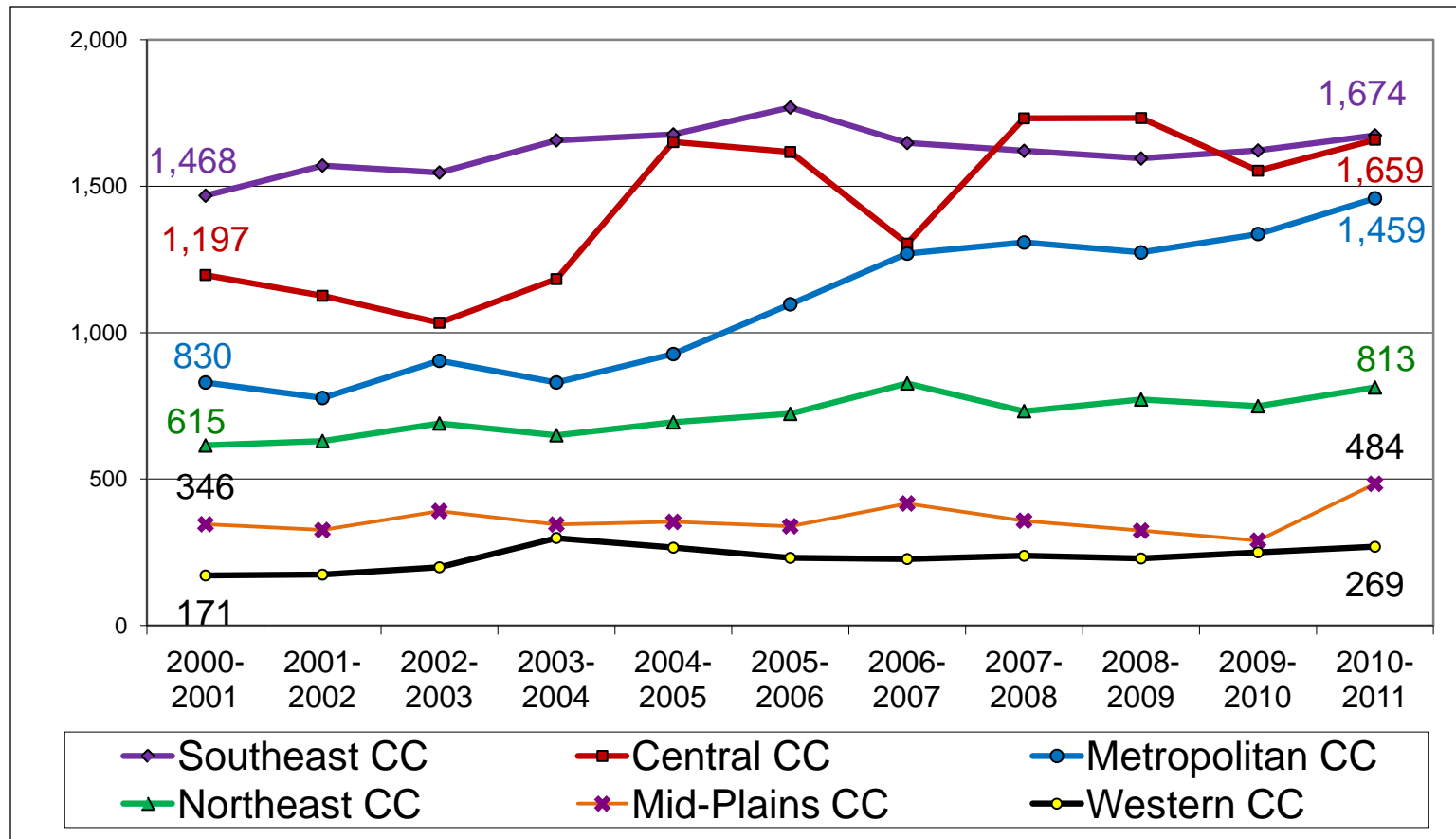
The Four Institutions Awarding the Highest Numbers of Degrees



Independent Sector: Up 59.3% over 10 years

Bellevue: Up 1,804 degrees, accounting for 55% of the sector increase

Nebraska Community Colleges Numbers of Degrees & Awards by College



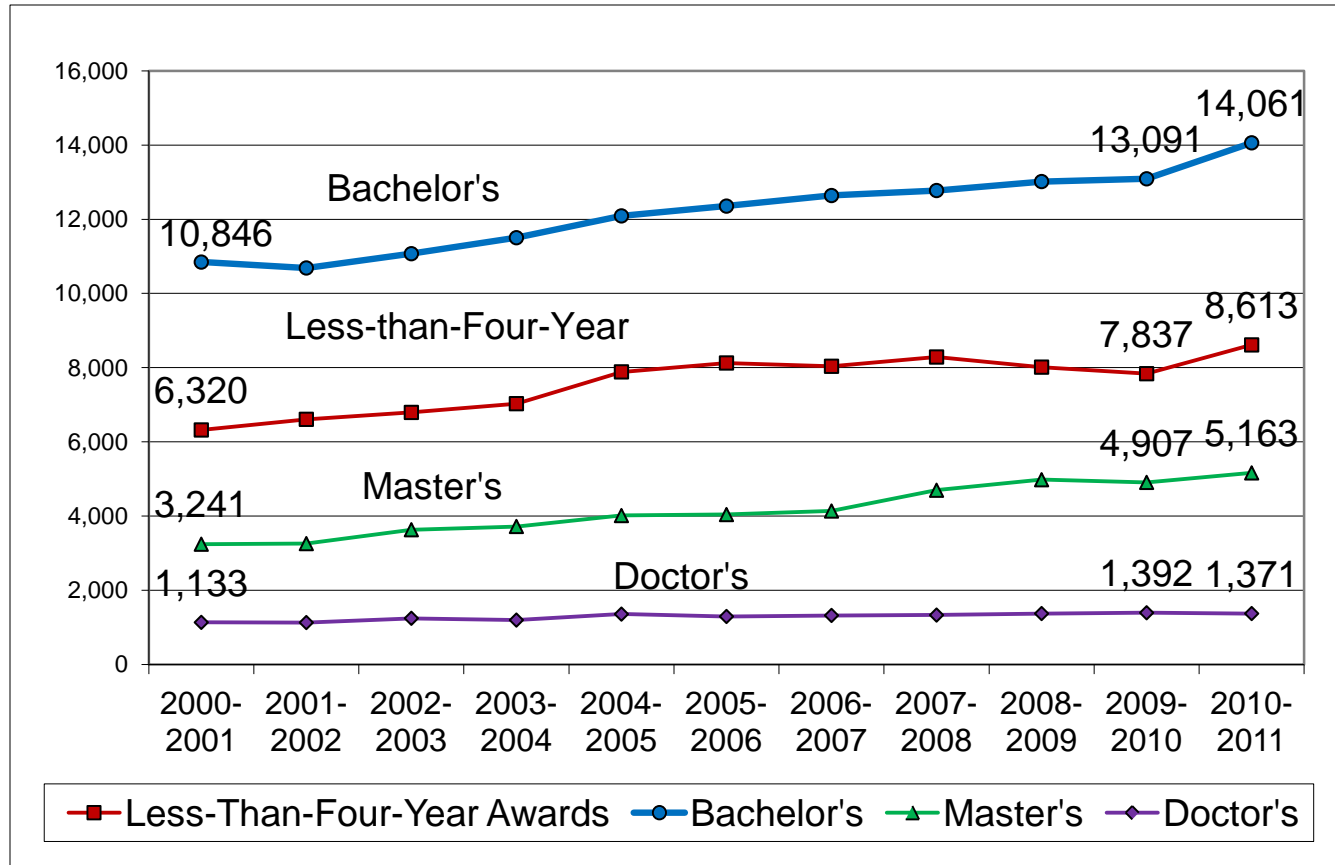
Community College Sector: Up 37% (1,731) over 10 years

Metro: Up 629 Central: Up 462 SECC: Up 206 NECC: Up 198

Nebraska Community Colleges Numbers of Degrees & Awards by College

- In 2010-11, Southeast awarded the fifth highest number of degrees and other awards in the state, and 80% of these awards were associate's degrees.
- Central conferred almost as many awards as Southeast, but 43% of the awards at Central were for programs of less than one year in length, while 35% were associate's degrees.
- Associate's degrees account for 65% of the awards at Mid-Plains, for about 80% of the awards at Metro, Southeast, and Western Nebraska, and for about 85% of the awards at Northeast.

Nebraska Total Number of Degrees and Other Awards by Level



**Up 21%
over
10 years**

Up 36%

Up 59%

Up 21%

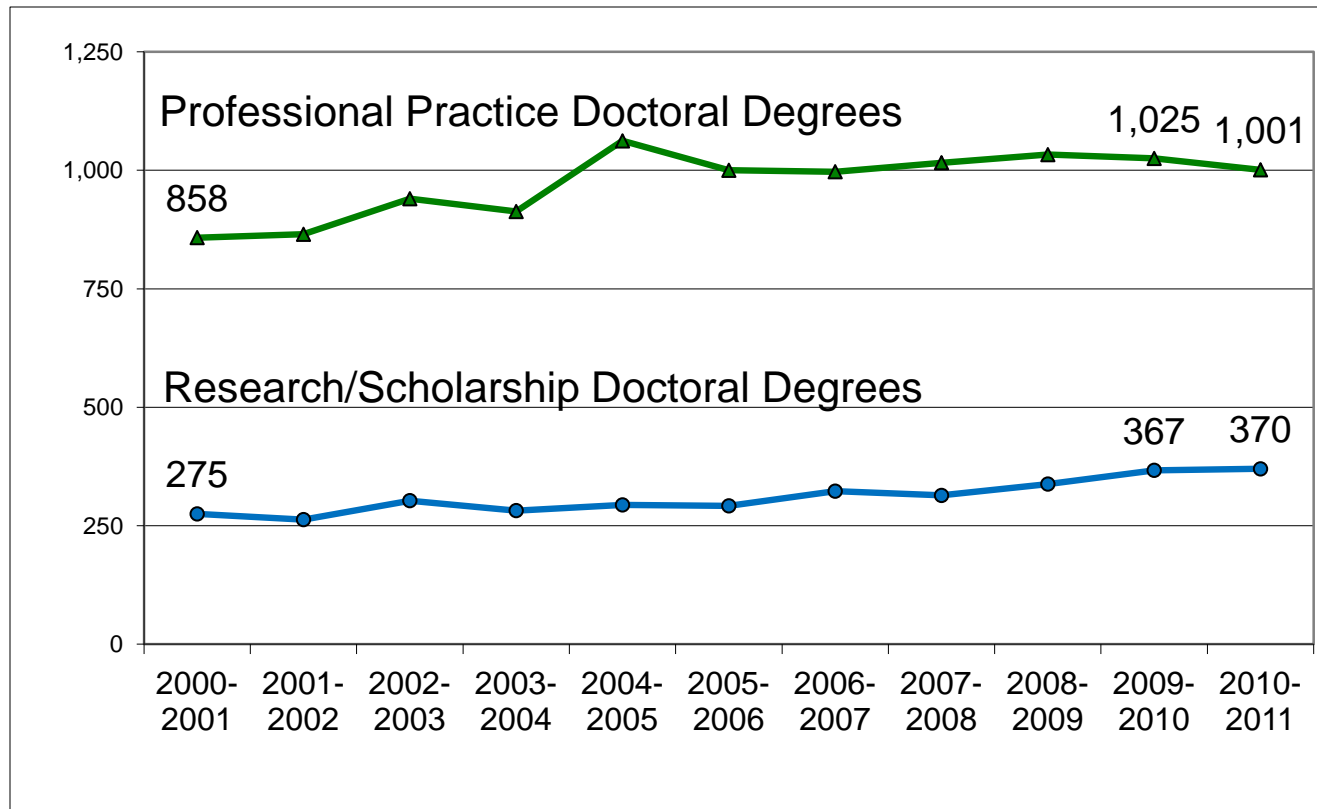
- Undergraduate degrees account for 78% of the degrees awarded in Nebraska, but the highest rate of growth has been at the master's level.

Important Changes in the Definition and Classification of Doctor's Degrees

- The NCES-IPEDS has eliminated the “first-professional degree” category.
- All doctoral degrees, including those formerly classified as “first professional,” are now classified into two categories:
 - Doctor's degree – research/scholarship
 - Doctor's degree – professional practice

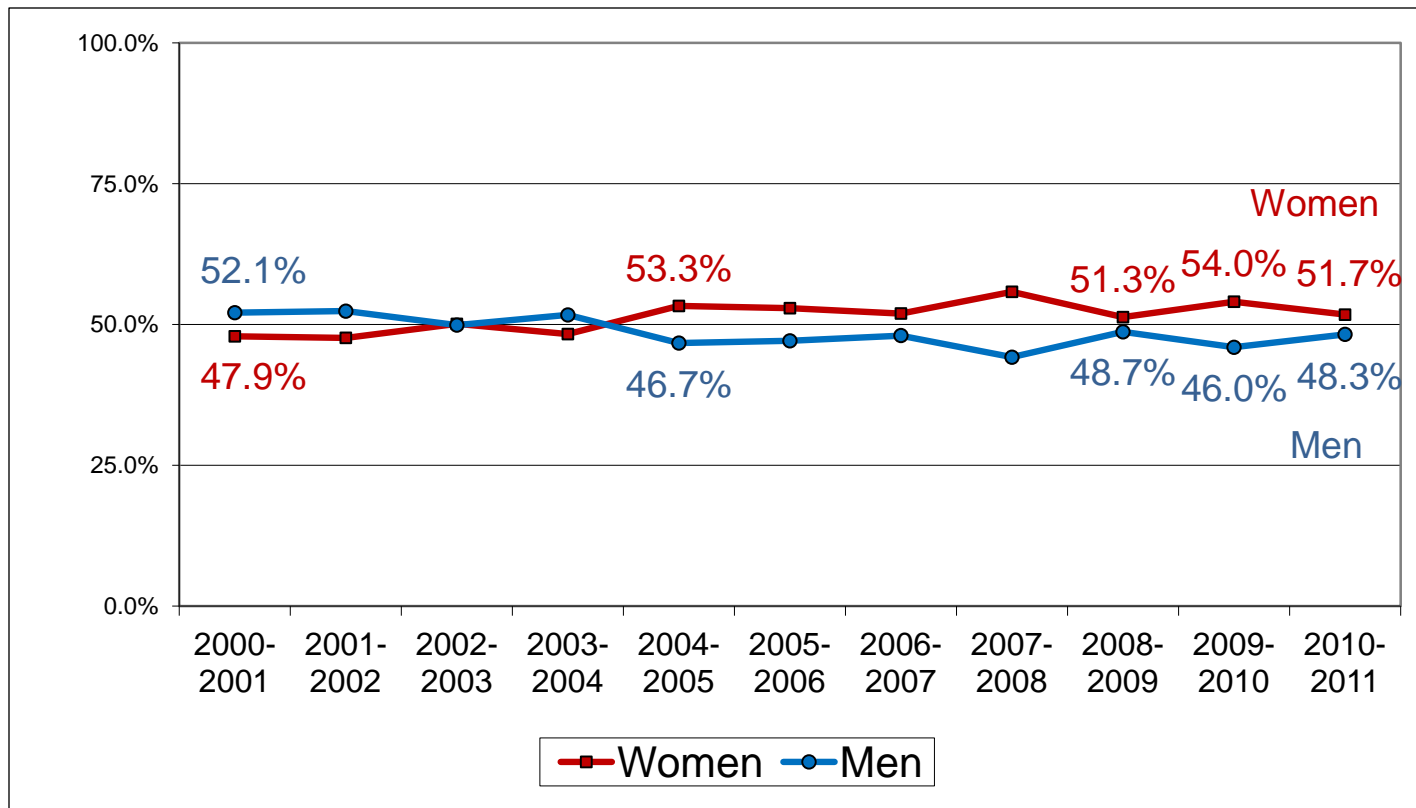
- In Nebraska, professional practice doctoral degrees are awarded in:
 - Audiology
 - Physical therapy
 - Occupational therapy
 - Dentistry
 - Medicine
 - Nursing Administration
 - Pharmacy
 - Law

Total Number of Professional Practice and Research/Scholarship Doctoral Degrees Conferred by UNL, UNMC, UNO, Creighton University and College of Saint Mary



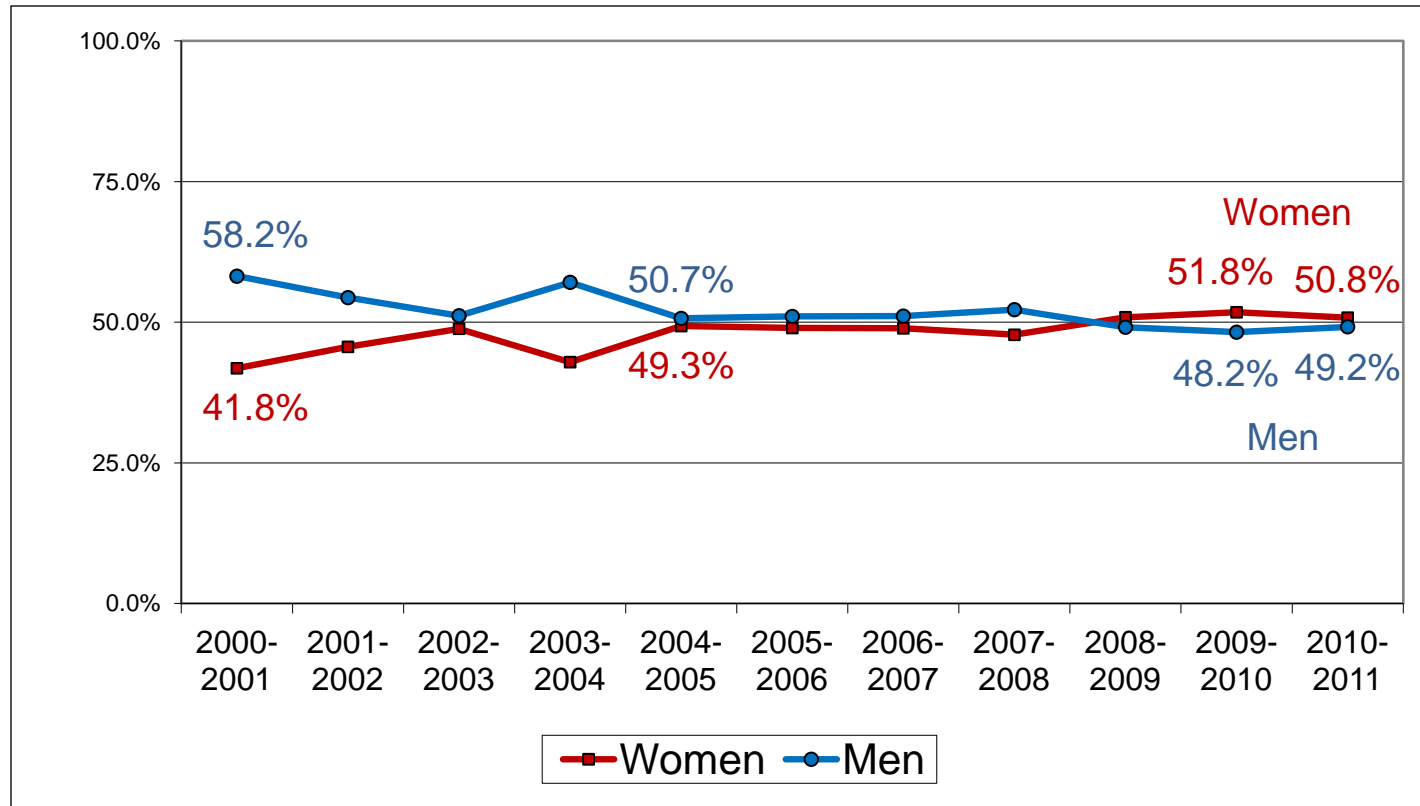
From WB 1.2 WS PhdFP

Percentage of Professional Practice Doctoral Degrees Conferred by Nebraska Institutions, by Gender



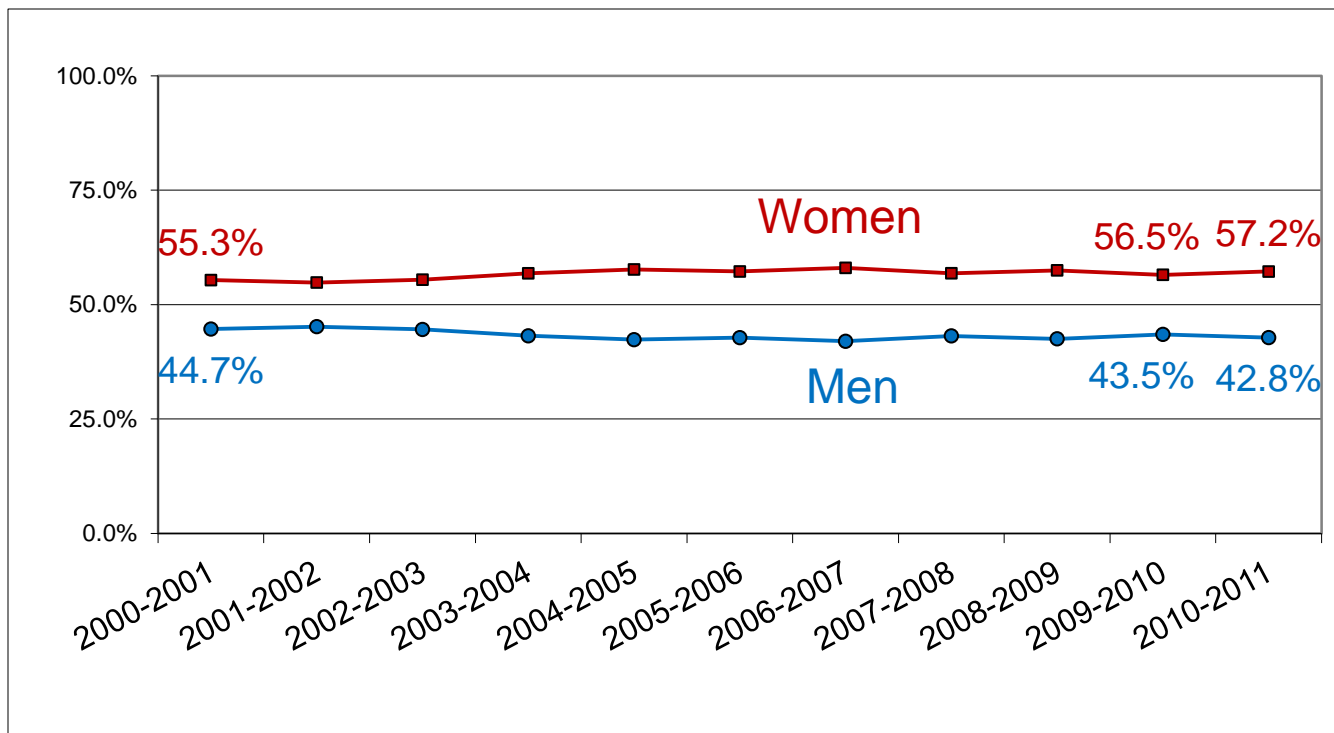
Of the 1,001 professional practice degrees conferred in 2010-11, 51.7% were earned by women.

Percentage of Research/Scholarship Doctoral Degrees Conferred by Nebraska Institutions, by Gender



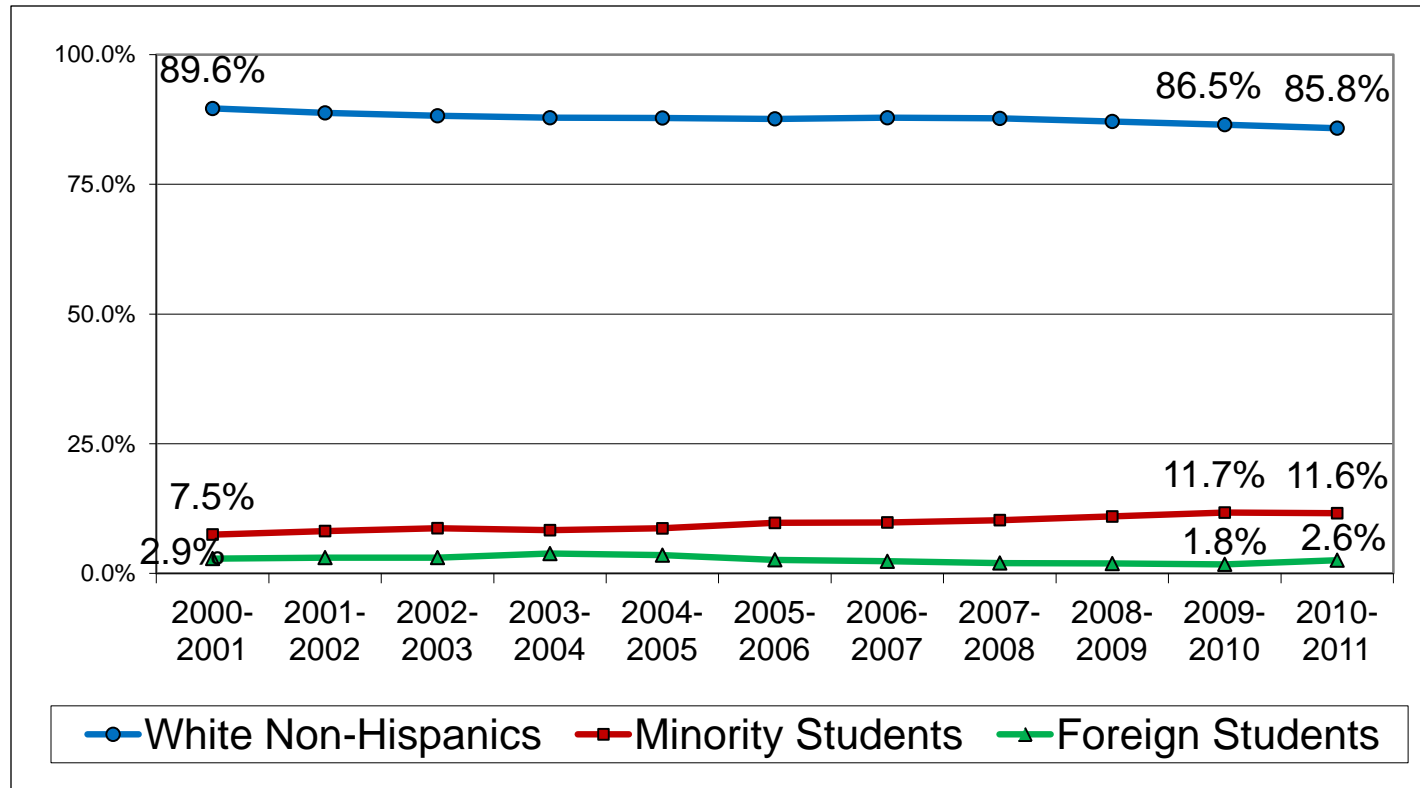
Of the 370 research/scholarship doctoral degrees conferred in 2010-11, 50.8% were earned by women.

Percentage of All Degrees Conferred by Nebraska Postsecondary Institutions, by Gender



Of the 29,208 degrees, certificates and other awards conferred in 2010-11, 57.2% were earned by women. The highest percentage (61.1%) was at the master's level.

Percentage of Total Degree and Award Recipients at Nebraska Institutions, by Race/Ethnicity (Including For-Profit/Career Schools)



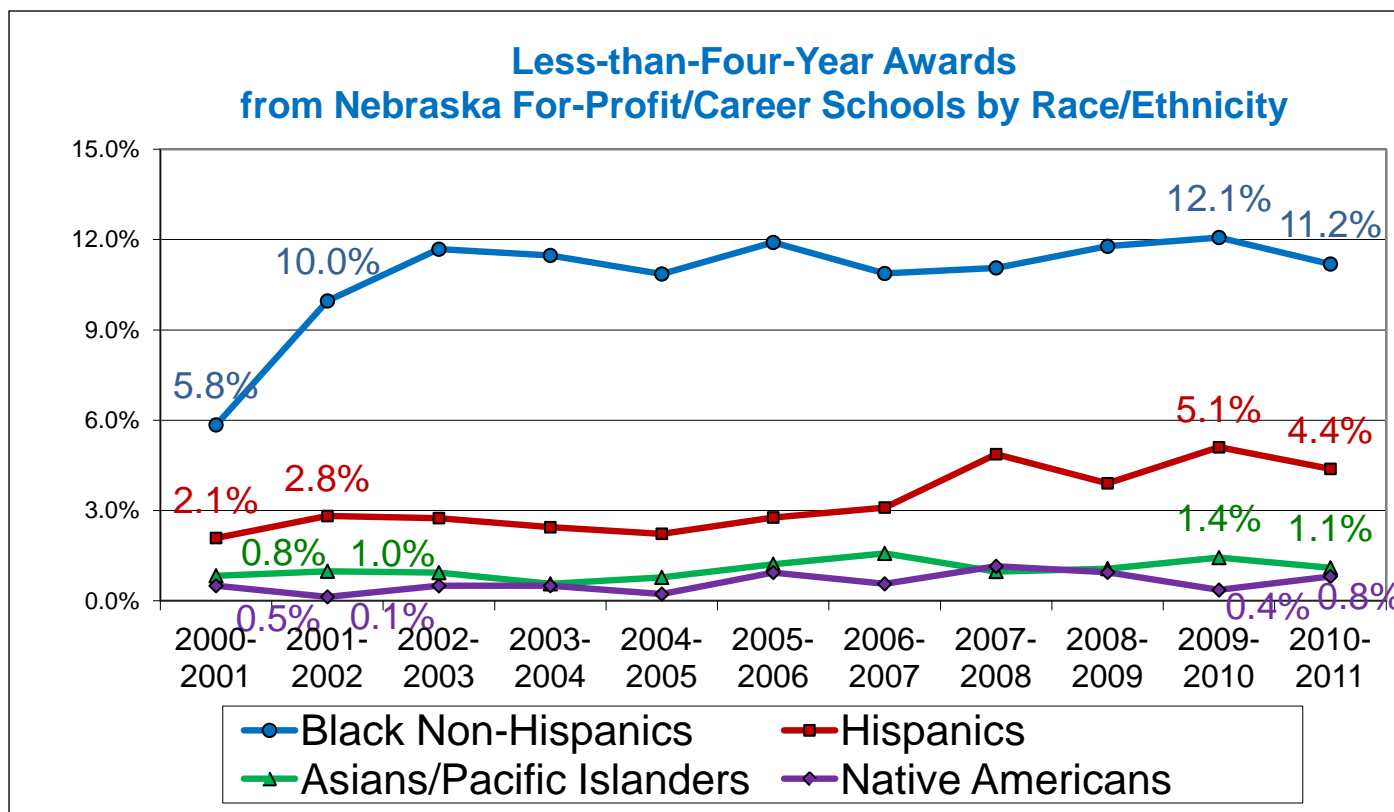
Minorities continue to account for a slowly increasing share of the degrees and other awards conferred at Nebraska institutions.

Percentage of Undergraduate Degree and Award Recipients at Nebraska Institutions Conferred in 2010-11 Compared to Fall 2010 Undergraduate Enrollment (Including For-Profit/Career Schools)

	% of Undergrad <u>Enrollment*</u>	% of Degrees <u>Awarded</u>
White non-Hispanic	82.8%	85.8%
Minority Students	15.1%	11.6%
Foreign Students	2.1%	2.6%

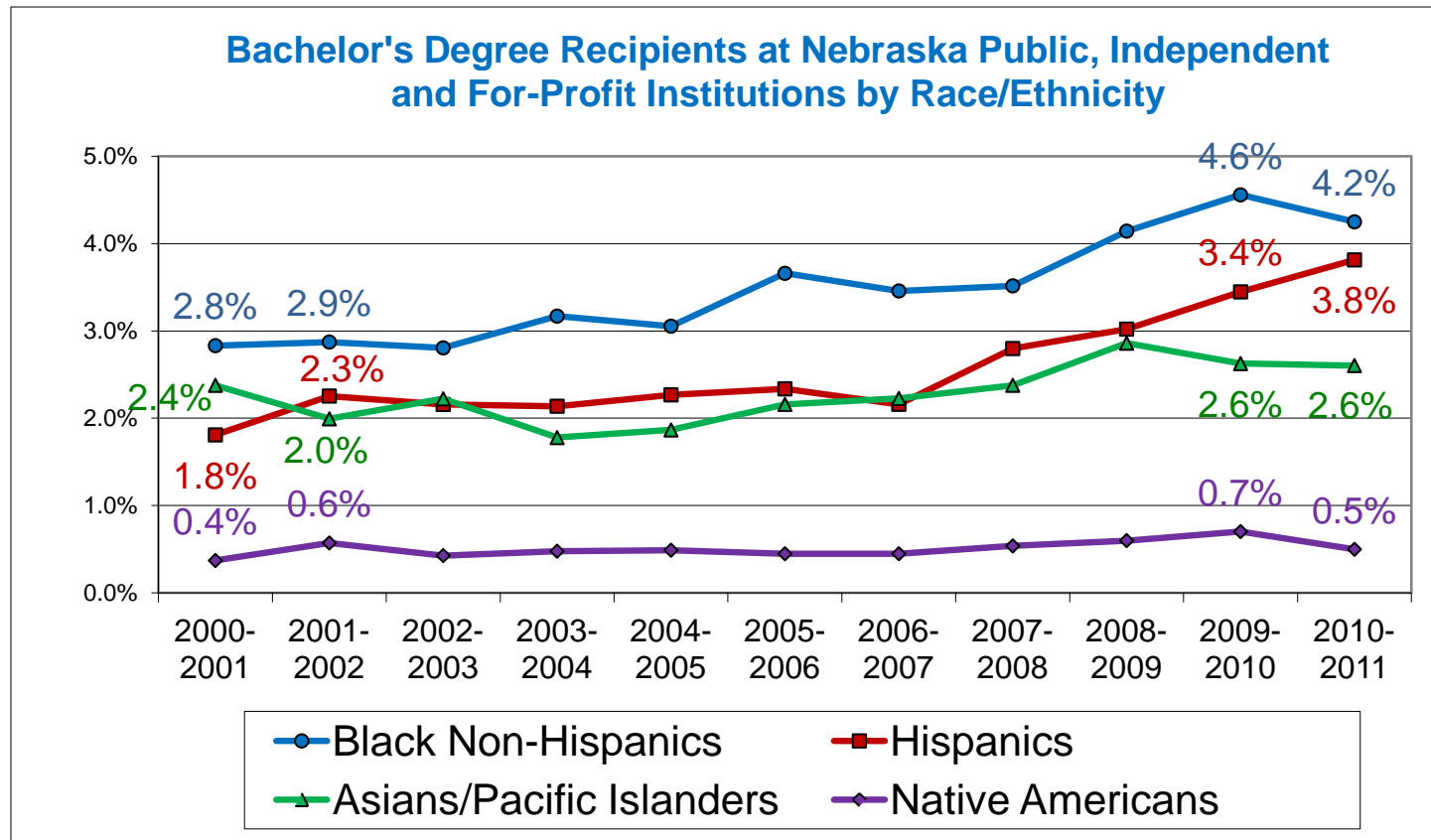
*Factual Look, Section A, August 2011, page A4.16

Within the minorities, the highest increase in the percentage of degrees awarded was for black non-Hispanics who earned less-than-four year awards from for-profit/career schools (70 or 5.8% of 1,198 degrees to 194 or 11.2% of 1,734 degrees; up 5.4%).



Total Minorities--For-Profits: 2000-01 9.2% 2010-11 17.5%

Minority students also are accounting for increasing percentages of the bachelor's degrees awarded by Nebraska institutions.



Total Minorities—All Schools 2000-01 7.4% 2009-10 11.1%

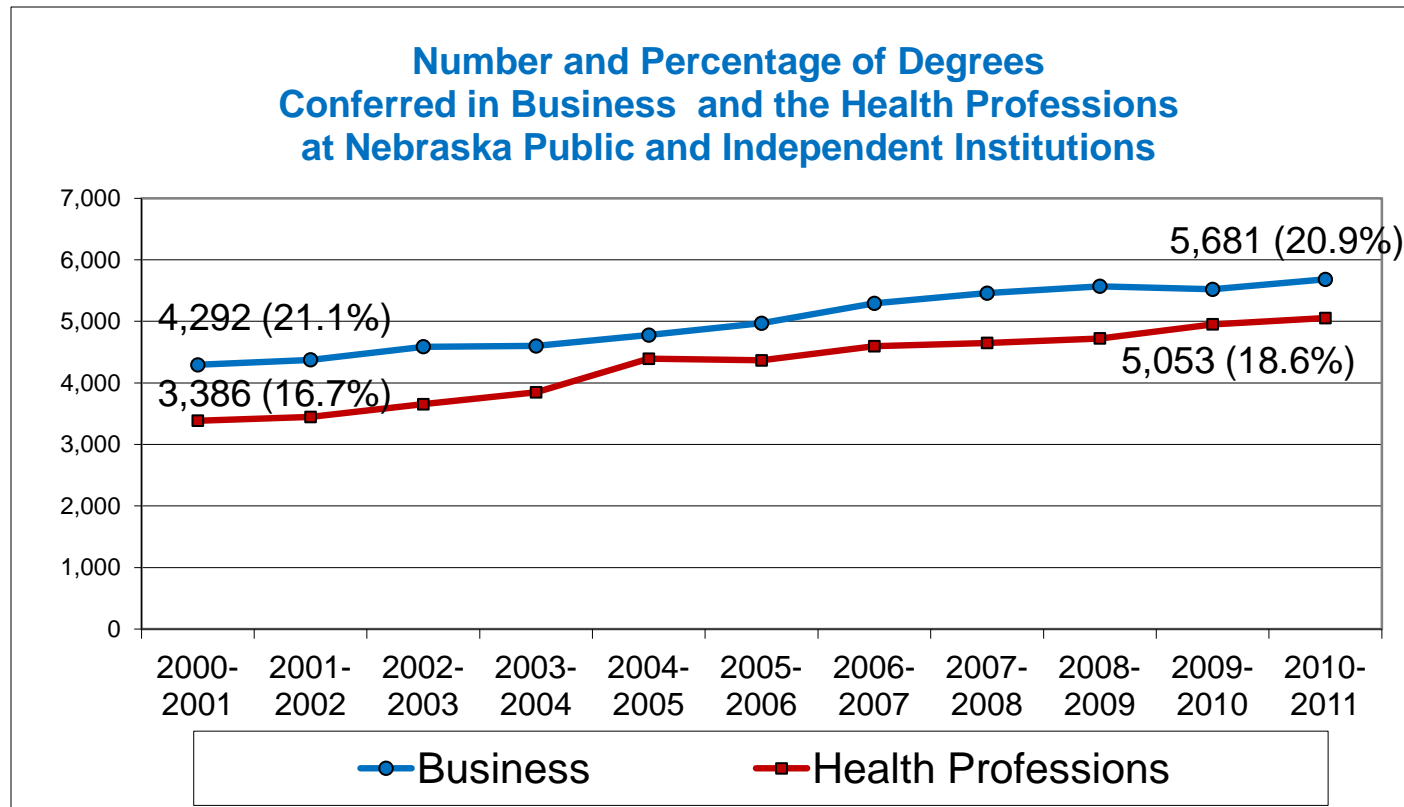
Number of Degrees and Other Awards by Race/Ethnicity All Postsecondary Institutions in Nebraska: 2010-2011

	White	Asian/PI	Hispanic	Native	Black	Foreign	Total
Less-than-4-Year	7,244	130	365	79	492	49	8,359
Bachelor's Degree	11,255	340	498	65	555	347	13,060
Master's Degree	3,767	134	119	12	207	218	4,457
Doctoral Degree	1,016	79	40	5	31	83	1,254
Total	23,282	683	1,022	161	1,285	697	27,130

From WB 1.2 WS 4 LvlbyRc

Number of Degrees Conferred by Nebraska Public and Independent Institutions (Not including For-Profit/Career Schools)

- Business and the health professions continue to account for the highest shares of the degrees and other awards conferred.



QUESTIONS?

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Proposed Budget for Fiscal Year 2012-2013

Coordinating Commission for Postsecondary Education

	2010-2011 Expenditures		2011-2012 Expenditures		2012-2013 Proposed Budget
PERSONAL SERVICES					
Permanent Salaries	\$788,500		\$735,649		\$772,000
Temporary Salaries	\$0		\$0		\$0
Overtime	\$0		\$0		\$0
Subtotal	\$788,500		\$735,649		\$772,000
PSL	\$788,500		\$735,649		\$827,400
Benefits	\$238,972		\$204,938		\$208,000
Subtotal	\$1,027,472		\$940,587		\$980,000
OPERATING EXPENSES					
Postage	\$3,059		\$3,717		\$3,800
Communication	\$14,978		\$12,324		\$15,000
Freight (one-day carrier service)	\$0		\$0		\$100
Data Processing	\$1,950		\$1,779		\$3,000
Publication & Printing	\$7,598		\$8,880		\$10,000
Awards Expense	\$24		\$372		\$400
Dues & Subscriptions	\$12,899		\$14,774		\$18,000
Conference Registration Fees	\$1,200		\$2,231		\$5,000
Employee Moving Expense	\$0		\$0		\$0
Electricity	\$1,666		\$2,410		\$3,000
Rent Expense	\$38,769		\$40,686		\$41,000
Repair & Maintenance	\$0		\$0		\$100
Office Supplies	\$1,790		\$1,567		\$2,000
Food Expenses	\$949		\$827		\$1,200
Education Supplies	\$287		\$305		\$500
Account & Auditing Services	\$7,363		\$6,705		\$6,705
Other Cont. Svcs & Travel Exp.	\$656		\$0		\$37,000
Other	\$1,430		\$1,449		\$1,500
Subtotal	\$94,618		\$98,026		\$148,305
STAFF TRAVEL					
Board & Lodging	\$1,445		\$4,965		\$5,841
Commercial Transportation	\$495		\$2,735		\$3,000
State-Owned Transportation	\$1,129		\$1,292		\$1,750
Mileage	\$319		\$772		\$850
Other	\$34		\$372		\$500
Subtotal	\$3,422		\$10,136		\$11,941
COMMISSIONER TRAVEL					
Board & Lodging	\$1,670		\$1,632		\$2,000
Commercial Transportation	\$0		\$0		\$0
Mileage	\$6,449		\$7,435		\$10,000
Other	\$0		\$0		\$25
Subtotal	\$8,119		\$9,067		\$12,025
CAPITAL OUTLAY					
Office Equipment	\$0		\$1,064		\$3,300
Hardware	\$0		\$7,616		\$9,000
Software	\$0		\$989		\$1,000
Subtotal	\$0		\$9,669		\$13,300
MHEC DUES					
MHEC Dues	\$95,000		\$95,000		\$95,000
Subtotal	\$95,000		\$95,000		\$95,000
TOTAL EXPENDITURES	\$1,228,631		\$1,162,485		\$1,260,571
General Fund Appropriation	\$1,219,698		\$1,202,772		\$1,244,689
Cash Fund Appropriation	\$10,768		\$16,803		\$15,882
Encumbrances & Carryover	\$0		\$0		\$0
End-of-Year Balance	\$6,835		\$57,090		\$0
TOTAL APPROPRIATION	\$1,230,466		\$1,219,575		\$1,260,571



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

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

TO: Commissioners
FROM: Executive Committee
RE: 2013-2015 Biennium Budget
DATE: July 12, 2012

The 2013-2015 Biennium Budget is due to DAS-Budget Division on September 15, 2012. This budget includes requests for increases in our financial aid programs. The administrative budget includes requests for reinstatement of the data research assistant and restoration of operating funds lost due to the inclusion of the MHEC pass through funds that were included during across-the-board budget cuts. These two items were requested in the 2011-12 deficit budget, but were not funded at that time.

Financial Aid Programs

Program 690 - Nebraska Scholarship Program. The Executive Committee recommends increases in both the state funds and spending authority in the cash fund. This additional funding is important during these times of increasing tuition. We are requesting an increase of \$250,000 in state general funds for 2013-14 and an addition \$100,000 in 2014-15. We are also requesting an increase of \$1,000,000 in spending authority in the cash fund (lottery money). This would be a total of \$10,000,000 each year in spending authority of lottery money. While we request additional spending authority, there is no guarantee the additional lottery funds would be available to provide grants. We are asking for increased spending authority in case lottery disbursements increase.

	<u>Current Appropriation</u>	<u>2013-14 Request</u>	<u>2014-15 Request</u>
State Funds	\$ 6,418,156	\$6,668,145	\$ 6,768,156
Cash Fund	<u>9,000,000</u>	<u>10,000,000</u>	<u>10,000,000</u>
	\$14,168,156	\$16,668,145	\$16,768,156

Commissioners

Dr. Ron Hunter, Chair
Hay Springs

Riko Bishop, Vice Chair
Lincoln

Colleen A. Adam
Hastings

Clark Anderson
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Mary Lauritzen
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Valentine

W. Scott Wilson
Papillion

John Winkleblack
Tilden

Carol Zink
Lincoln

Program 691 - Access College Early Scholarship Program (ACE)

The Executive Committee recommends requesting additional funding for the ACE program.

ACE is a relatively new program but continues to grow in popularity. The purpose of the program is to encourage qualified low-income high school students to enroll in college courses, while still in high school, which has the prospect of increasing the college-going rate in Nebraska.

The Executive Committee recommends that the Commission request \$65,000 in additional state general funds in 2013-14, and an additional \$45,000 in 2014-15.

	<u>Current Appropriation</u>	<u>2013-14 Request</u>	<u>2014-15 Request</u>
General Fund	\$575,000	\$640,000	\$685,000

Administrative Funds

Program 640 - Administration

The following is a listing of proposed budget requests in the general and cash funds of program 640, which is the Commission's operating budget. The main focus of these items is to "catch-up" from several years of budget cuts. For example, we are requesting funds to update computers that are over seven years old and are no longer under warranty or compatible with the state's new cloud software. Two items that do not represent re-instating previous budget cuts are the request for \$1,037 for the increase in Workers' Compensation dues that the Commission is required to pay at the beginning of each fiscal year and a 10% increase in SHEEO dues for both years of the biennium.

	<u>2013-14</u>	<u>2014-15</u>
●Cash Fund increase in spending authority	\$10,000	
●Full-time Data Research Assistant (Including benefits)	\$60,534	
●Seven Computers (one-time expenditure)	8,217	
●Ten Percent Increase in SHEEO dues	1,105	1,215
●Office rent increase	838	838
●Increase in Workers' Compensation	1,037	
●Increase in operating expenses (3.0%) (does not include rent or dues)	1,800	1,854
●Restoration of operating funds	9,500	

	<u>Current Appropriation</u>	<u>2013-14 Request</u>	<u>2014-15 Request</u>
General Fund	\$1,188,481	\$1,271,512	\$1,275,419
Cash Fund	15,000	25,000	25,000
Federal Account	<u>6,023</u>	<u>7,000</u>	<u>7,000</u>
	\$1,209,504	\$1,303,512	\$1,307,419

After September 15, 2012, the 2013-15 Biennium Budget requests for all state agencies will be available for viewing at www.budget.ne.gov.

College Access Challenge Grant 2012-2013

Proposed Funding

Subgrantees Entity:	Project Name:	2012-13 Funding:
1. Central Plains Center for Services	<i>Success Through Education</i>	\$134,320
2. Creighton University	<i>College Access Challenge Grant Program (2012-2013 only)</i>	\$60,300
3. EducationQuest Foundation	<i>8th-10th Grade Initiative; Learning More About College Access for Adult Learners; Enhancing College Access for 11-12th Grade Students</i>	\$138,800
4. Ho-Chunk Community Dev. Corp.	<i>Challenging Our Youth to Succeed</i>	\$100,000
5. Nebraska Methodist College	<i>College Challenge</i>	\$100,000
6. Metropolitan Community College	<i>Prepare - Lead - Enroll - Succeed</i>	\$125,000
7. Omaha Public Schools	<i>Careers for Kids Program</i>	\$155,500
Total Subgrantee Funding:		\$813,920

CCPE Programs:	2012-13 Funding:
1. Access College Early (ACE) Scholarship Program	\$300,000
2. ACE Plus Scholarship Program	\$250,000
3. Western Rural Schools Initiative	\$11,080
Total Funding:	\$561,080
TOTAL PROGRAM FUNDING	1,375,000

College Access Challenge Grant 2013-15

Proposed Funding

Subgrantees

Entity:	Project Name:	2013-15 Funding:
1. Central Plains Center for Services	<i>Success Through Education</i>	\$134,320
2. EducationQuest Foundation	<i>8th-10th Grade Initiative; Learning More About College Access for Adult Learners; Enhancing College Access for 11-12th Grade Students</i>	\$138,800
3. Ho-Chunk Community Dev. Corp.	<i>Challenging Our Youth to Succeed</i>	\$100,000
4. Nebraska Methodist College	<i>College Challenge</i>	\$100,000
5. Metropolitan Community College	<i>Prepare - Lead - Enroll - Succeed</i>	\$125,000
6. Omaha Public Schools	<i>Careers for Kids Program</i>	\$155,500
7. Not yet awarded	<i>Western Rural Schools Initiative (up to \$100,000)</i>	\$74,380
Total Subgrantee Funding:		\$828,000

CCPE Programs:

	2013-15 Funding:
1. Access College Early (ACE) Scholarship Program	\$300,000
2. ACE Plus Scholarship Program	\$250,000
Total Funding:	\$550,000
TOTAL PROGRAM FUNDING	1,378,000

College Access Challenge Grant

Subgrantee program summaries 2012-2015

1. Central Plains Center for Services – *Success Through Education*

This program began with CACG funding in 2010 with the following two goals: 1) increase the number of state ward youth leaving the state's custody who access and enroll in postsecondary education; and 2) increase the number of state ward youth who complete their postsecondary education.

Beginning in 2012 and continuing through 2015 the program will begin to work with area high schools to ensure that processes are in place early in a youth's educational life to guarantee that the youth is college ready in the core curriculums, especially in Math and English. Further, the program will add youth incentives. The youth and the Education Specialist will identify the goal that the youth most needs to achieve and want the incentive tied to. The youth and specialist monitor the goal achievement, and when it has been met the incentive is provided. Incentives may range from college entrance fees to college supplies, bedding for the dorm, or something more personal like money toward their high school graduation pictures. Incentives will range from \$30 to \$50.

With additional funding the program will be expanded into 15 counties in central and west central Nebraska. These counties include: Custer, Blaine, Thomas, Sherman, Loup, Garfield, Wheeler, Greeley, Holt, Boyd, Brown, Rock, Keya Paha, Cherry and Valley. The additional funding will cover the salary, benefits and mileage for an additional Education Specialist to cover this territory. By expanding the territory, most of western rural Nebraska will now have access to this service.

2. Creighton University – *College Access Challenge Grant Program (2012-2013 only)*

The Educational Opportunity Center (EOC) at Creighton University will utilize the College Access Challenge Grant Program (CACGP) to help support and increase the number of adult low-income as well as underrepresented students entering postsecondary education by offering General Education Development (GED), Adult Education (AE), and English as a Second Language (ESL) instruction.

The EOC/CACGP initiative will encompass three areas:

- A. Enroll adults in our GED or AE Course. GED classes are for those persons who are seeking to earn their high school equivalency diploma. AE classes refresh participants' competencies in specific areas to enable them to pass entrance tests for skilled trade jobs.
- B. Enroll adults in our ESL Course. ESL classes will provide instruction in English speaking, reading, writing and listening for adults who range in ability from non-speakers of English to those who are nearly fluent. Courses are designed to help

students acquire the language skills needed to function more effectively in their daily lives. In addition, American history, customs, and government are included in the curriculum to help students assimilate.

C. Assist adults with understanding the intricacies of postsecondary education. The program will provide counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program will also assist with completing admission and financial aid applications, especially the Free Application for Federal Student Aid (FAFSA).

3. EducationQuest Foundation – *8th – 10th Grade Initiative; Learning More About College Access for Adult Learners; Enhancing College Access for 11th – 12th Grade Students*

EducationQuest Foundation will enhance the most successful components of its 8th-10th Grade Initiative, funded by the College Access Challenge Grant in 2010 and 2011. EducationQuest will also add activities that enhance the college access process for adult learners, 11th and 12th grade students, and families.

The program will provide enhanced and new college access activities for both 8th-10th graders and the 11th and 12th grades. In addition, EducationQuest would add a third focus for CACG purposes: adult learners. Funding will allow EducationQuest to spend more time encouraging adult learners, particularly those who have some college but no degree, to attend college.

4. Ho-Chunk Community Development Corp. – *Challenging Our Youth to Succeed*

Ho-Chunk CDC began the Challenging Our Youth to Succeed Program with CACG funds in 2010. The program consists of a full-time project director who works with students at Winnebago and Walthill high schools where the majority of students are low-income and Native American. Students receive one-on-one meetings with the project director where they discuss whether the student is on track for high school graduation and begin college planning. Students also participate in activities such as college visits, financial aid and FAFSA workshops, and a summer program.

With funding in 2012-2015, the program will continue to build on its recent success by incorporating more tutoring opportunities and college visits. The program plans to work with the University of Nebraska at Omaha and Little Priest Tribal College to offer additional programs and experiences for the students. The grant will provide funds for ACT fees, college application and housing fees, and college scholarships for the students.

5. Nebraska Methodist College – *College Challenge*

Nebraska Methodist College Upward Bound Program and St. Luke Teen Center currently provide tutoring services, college visits, educational field trips, cultural experiences, and college preparation services. Since 2010, after receiving a College Access Challenge Grant, services were expanded to include a comprehensive mentoring program, additional outreach activities, such as college and financial aid workshops; and a matching scholarship program for graduating seniors. Through these programs students received personalized one-on-one

attention, information about colleges and the college application process, and the skills and knowledge necessary to finance their education.

With additional funding from the College Access Challenge grant, the program will provide access to technology, scholarships, expanding the college savings program, and access to grant funds that can be used for educational activities or fees.

6. Metropolitan Community College – *Prepare – Lead – Enroll – Succeed*

This program incorporates four complementary initiatives to increase postsecondary enrollment, retention and success among underrepresented Omaha high school students and their parents: the Men of Distinction Conference, the Young Gifted Black Girls Conference, STEM Academy and the Parent Involvement Program. Together, these initiatives will provide avenues for fulfilling the four key goals to 1) Prepare underrepresented high school youth and their parents to participate in postsecondary education, 2) Empower underrepresented high school youth and their parents to lead the way on a postsecondary pathway, 3) Enroll youth and their parents in postsecondary education and 4) Provide underrepresented students with the resources they need to succeed in postsecondary education.

This is an enhancement of the program funded by CACG in 2011, which included the Men of Distinction Conference and the Parent Involvement Program.

Each one-day conference provides accessible, campus-based learning and leadership experiences, encouraging and teaching 180 low income minority high school students to take specific steps to ensure their successful transition to college. The STEM Academy takes 40 high school students' postsecondary participation to the next level, through summer and academic year bridge programs focused on STEM skill building and careers. The Parent Involvement Program (PIP) is a nine-month program for 10-15 adult Omaha Housing Authority residents, with the goal of simultaneously advancing the educational attainment of these parents and their children. PIP members become college student leaders among their peers and role models for their children, enrolling in MCC classes and participating in workshops to increase self-awareness, parenting skills, academic success and their ability to support the ongoing academic motivation and success of their children.

7. Omaha Public Schools – *Careers for Kids Program*

Careers for Kids is a program designed to increase the number of underrepresented, low-income families involved in college preparation activities by providing individual or small-group assistance to any person(s) who meet low-income status and reside in the Omaha Tier I Poverty Area needing help with completing high school and/or enrolling in a postsecondary institution.

Careers For Kids will target 180 Omaha Public Schools students and families to provide a continuum of support services that include: assisting students in successful grade level advancement, preparation for ACT/SAT college entrance exams, multiple opportunities to take the ACT/SAT college entrance exams, assistance with completion of the Free Application for Federal Student Aid (FAFSA), assistance with completion of postsecondary applications, postsecondary visits, dual enrollment, career exploration, job shadowing and/or internships.

In addition to college preparatory and career exploration activities, the Careers For Kids staff will meet individually with students through monthly visits to their home schools during study halls and after school. The purpose of the visits are to monitor grades, attendance, behavior and engagement (GABE) in school to ensure grade level advancement and to provide a consistent and significant adult presence in their lives that encourages graduation and the pursuit of postsecondary education.

8. Western Rural Schools Initiative

This program is currently in the planning and development stage. It evolved out of a discussion during the grant advisory committee meeting after reviewing proposals from two high schools in Western Nebraska. There was a desire by the committee to provide funds to this area of the state for the high schools but wanting a more collaborative effort that would touch more than one high school.

Commission staff has sought guidance from our CACG evaluators, and we are working to develop a new Request for Proposals that will be specific to this program. Further details will be offered during the committee meeting.

College Access Challenge Grant 2012-2013

Proposed Funding

Subgrantees Entity:	Project Name:	2012-13 Funding:
1. Central Plains Center for Services	<i>Success Through Education</i>	\$134,320
2. Creighton University	<i>College Access Challenge Grant Program (2012-2013 only)</i>	\$60,300
3. EducationQuest Foundation	<i>8th-10th Grade Initiative; Learning More About College Access for Adult Learners; Enhancing College Access for 11-12th Grade Students</i>	\$138,800
4. Ho-Chunk Community Dev. Corp.	<i>Challenging Our Youth to Succeed</i>	\$100,000
5. Nebraska Methodist College	<i>College Challenge</i>	\$100,000
6. Metropolitan Community College	<i>Prepare - Lead - Enroll - Succeed</i>	\$125,000
7. Omaha Public Schools	<i>Careers for Kids Program</i>	\$155,500
Total Subgrantee Funding:		\$813,920

CCPE Programs:	2012-13 Funding:
1. Access College Early (ACE) Scholarship Program	\$300,000
2. ACE Plus Scholarship Program	\$250,000
3. Western Rural Schools Initiative	\$11,080
Total Funding:	\$561,080
TOTAL PROGRAM FUNDING	1,375,000

College Access Challenge Grant 2013-15

Proposed Funding

Subgrantees

Entity:	Project Name:	2013-15 Funding:
1. Central Plains Center for Services	<i>Success Through Education</i>	\$134,320
2. EducationQuest Foundation	<i>8th-10th Grade Initiative; Learning More About College Access for Adult Learners; Enhancing College Access for 11-12th Grade Students</i>	\$138,800
3. Ho-Chunk Community Dev. Corp.	<i>Challenging Our Youth to Succeed</i>	\$100,000
4. Nebraska Methodist College	<i>College Challenge</i>	\$100,000
5. Metropolitan Community College	<i>Prepare - Lead - Enroll - Succeed</i>	\$125,000
6. Omaha Public Schools	<i>Careers for Kids Program</i>	\$155,500
7. Not yet awarded	<i>Western Rural Schools Initiative (up to \$100,000)</i>	\$74,380
Total Subgrantee Funding:		\$828,000

CCPE Programs:

	2013-15 Funding:
1. Access College Early (ACE) Scholarship Program	\$300,000
2. ACE Plus Scholarship Program	\$250,000
Total Funding:	\$550,000
TOTAL PROGRAM FUNDING	1,378,000

College Access Challenge Grant

Subgrantee program summaries 2012-2015

1. Central Plains Center for Services – *Success Through Education*

This program began with CACG funding in 2010 with the following two goals: 1) increase the number of state ward youth leaving the state's custody who access and enroll in postsecondary education; and 2) increase the number of state ward youth who complete their postsecondary education.

Beginning in 2012 and continuing through 2015 the program will begin to work with area high schools to ensure that processes are in place early in a youth's educational life to guarantee that the youth is college ready in the core curriculums, especially in Math and English. Further, the program will add youth incentives. The youth and the Education Specialist will identify the goal that the youth most needs to achieve and want the incentive tied to. The youth and specialist monitor the goal achievement, and when it has been met the incentive is provided. Incentives may range from college entrance fees to college supplies, bedding for the dorm, or something more personal like money toward their high school graduation pictures. Incentives will range from \$30 to \$50.

With additional funding the program will be expanded into 15 counties in central and west central Nebraska. These counties include: Custer, Blaine, Thomas, Sherman, Loup, Garfield, Wheeler, Greeley, Holt, Boyd, Brown, Rock, Keya Paha, Cherry and Valley. The additional funding will cover the salary, benefits and mileage for an additional Education Specialist to cover this territory. By expanding the territory, most of western rural Nebraska will now have access to this service.

2. Creighton University – *College Access Challenge Grant Program (2012-2013 only)*

The Educational Opportunity Center (EOC) at Creighton University will utilize the College Access Challenge Grant Program (CACGP) to help support and increase the number of adult low-income as well as underrepresented students entering postsecondary education by offering General Education Development (GED), Adult Education (AE), and English as a Second Language (ESL) instruction.

The EOC/CACGP initiative will encompass three areas:

- A. Enroll adults in our GED or AE Course. GED classes are for those persons who are seeking to earn their high school equivalency diploma. AE classes refresh participants' competencies in specific areas to enable them to pass entrance tests for skilled trade jobs.
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