
MINUTES

**COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
September 19, 2013
University of Nebraska-Lincoln East Union
Cottonwood Room
37th & Fair Street
Lincoln, Nebraska**

Public notice of meeting

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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON SEPTEMBER 19, 2013. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 3:00 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 8:35 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Ron Hunter called the meeting to order at 8:35 a.m. and asked for introductions.

Commissioners Present

Colleen Adam	Eric Seacrest
Clark Anderson	Dr. Joyce Simmons
Dr. Deborah Frison	W. Scott Wilson
Dr. Ron Hunter	John Winkleblack
Mary Lauritzen	Carol Zink

Commission Staff Present

Benjamin Civic	Dr. Carna Pfeil
Dr. Kathleen Fimple	Helen Pope
Jason Keese	James Schiltz
Kadi Lukesh	Mike Wemhoff
Dr. Barbara McCuen	

Amended agenda approved

AMENDED AGENDA

Commissioner Simmons moved to amend the agenda by adding an action item that would ratify the principles contained in Marshall Hill's July 31st, 2013 letter to Nebraska community college presidents.

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

Minutes of August 1, 2013
Commission meeting approved

MINUTES OF AUGUST 1, 2013 COMMISSION MEETING

Commissioner Simmons moved that the August 1, 2013 minutes be approved. Commissioner Anderson seconded the motion. A roll call vote was taken. Commissioners Winkleblack and Zink abstained, with all other Commissioners present voting yes.

CHAIRPERSON’S REPORT

Chair Hunter distributes article

Chair Hunter distributed a national publication to the Commissioners that included an article on five unusual college degrees.

Resolution 09-19

Resolution 09-19

Chair Hunter read Resolution 09-19. The Coordinating Commission for Postsecondary Education wishes to ratify the principles stated in a letter sent to the community college presidents by Marshall Hill on July 31, 2013.

Resolution 09-19 approved

Commissioner Winkleblack made a motion to approve Resolution 09-19, the ratification of principles in Dr. Marshall Hill’s July 31, 2013 letter to Nebraska community college presidents. Commissioner Simmons seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

INTERIM EXECUTIVE DIRECTOR’S REPORT

Dr. Pfeil speaks about out-of-service area applications

Dr. Carna Pfeil, Interim Executive Director, reported that the following out-of-service area applications have been authorized.

1. Offered by Northeast Community College
Interactive two-way video originated from Lynch High School in Lynch, NE
Delivered to Axtell High School in Axtell, NE
 - HIST 2010 – American History K (3 cr.)
-August 19, 2013 – December 20, 2013
2. Offered by Central Community College
Interactive two-way video originated from CCC in Grand Island, NE
Delivered to Madison High School in Madison, NE
 - MATH 2060 Calculus I (3 cr.)
-August 19, 2013 – December 12, 2013
3. Offered by Central Community College
Interactive two-way video originated from CCC in Grand Island, NE
Delivered to West Point High School in West Point, NE
 - MATH 1150 College Algebra (3 cr.)

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- August 19, 2013 – December 12, 2013
4. Offered by Northeast Community College
Interactive two-way video originated from Bancroft-Rosalie High School in Bancroft, NE
Delivered to Giltner High School in Giltner, NE
 - MATH 2000 Analytic Geometry & Calculus I (5 cr.)
-August 12, 2013 – May 23, 2014
 5. 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.)
-August 14, 2013 – May 7, 2014
 6. 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 15, 2013 – December 20, 2013
 7. Offered by Northeast Community College
Traditional delivery at North Bend Central High School in North Bend, NE
 - NURA 1110 Nurse Aide (3 cr.)
-August 26, 2013 – May 20, 2014
 8. Offered by Northeast Community College
Interactive two-way video originated from Wayne High School in Wayne, NE
Delivered to Logan View High School in Hooper, NE
 - PSYC 1810 Introduction to Psychology (3 cr.)
-August 15, 2013 – December 20, 2013
 9. Offered by Northeast Community College
Interactive two-way video originated from West Point Beemer High in West Point, NE
Delivered to Howells Dodge High School in Howells, NE
 - ENGL 1010 English Composition I (3 cr.)
-August 15, 2013 – December 20, 2013

Dr. Pfeil introduces James Schiltz

Dr. Pfeil introduced the newest CCPE employee, Data Analyst James Schiltz. Jay spoke briefly, stating he recently graduated with a master's degree from Iowa State University. While there he was a research assistant for the Research Institute for Studies and Education, which is a department within the Education Department.

Dr. Pfeil speaks about Dr. Marshall Hill

Dr. Pfeil reported that she has been in touch with Marshall Hill. Dr. Hill informed her that with the extensive flooding in Boulder, Colorado travel is challenging but he is doing fine.

Deficit request to be made

A deficit request will be made to cover the costs associated with recruiting a new executive director. The deficit request is due October 23, and since the

Commission will not be meeting until October 31, the request will be submitted pending approval by the Commission.

First community college payment was made September 16, 2013

Dr. Kathleen Fimple, Academic Programs Officer, and Dr. Pfeil have been working with representatives from the community colleges. CCPE is responsible for making the community college payments, and the first of 10 equal payments was made on September 16, 2013.

Dr. Pfeil discussed Innovation Grant for Community Colleges

The Legislature provided a \$500,000 Innovation Grant for Community Colleges. A request for proposal went out with all six of the community colleges responding in a single proposal. Each community college will receive approximately one-sixth of the \$500,000. Commissioner Simmons inquired as to how the funds are distributed. Dr. Pfeil stated that Mid-Plains is the fiscal agent. CCPE will make one payment to them and they will distribute the funds. Each community college is asked to provide a report on how the funds are being used.

Dr. Pfeil reports on research coordinator position

Dr. Pfeil stated that 170 applications were received for the research coordinator position currently held by Dr. Barbara McCuen who is retiring. The pool was narrowed down to nine applicants. A project was sent to those nine and four of the nine applicants have been chosen to be interviewed next week.

TAACCCT grant money availability

The U.S. Department of Labor recently contacted Dr. Pfeil about grant money available from TAACCCT (Trade Adjustment Assistant Community College Career Training Program). TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs. There is approximately \$2.5 million available for a single institution in our state. Since no community college from Nebraska had applied, CCPE, as an oversight agency for higher education, was contacted to designate an institution by September 20th. Dr. Pfeil has contacted Jack Huck at Southeast Community College and they have agreed to be the applying institution. SCC is required to send in an application by September 23, 2013.

Drs. Barbara LaCost and Marilyn Grady CACG presentation

COLLEGE ACCESS CHALLENGE GRANT

Dr. Barbara LaCost and Dr. Marilyn Grady provided their annual evaluation of the College Access Challenge Grant subgrantees for 2012-2013. They evaluated nine programs, and provided guidance to the Western Nebraska Rural Initiative. They made multiple visits to all of the subgrantee program sites, reviewing their objectives and goals and how they accomplish those goals and objectives. They use the quarterly reports from each program to summarize what has been done over the year. This year they have worked with CCPE staff to provide training to subgrantee staff. It was noted that the subgrantees have attempted to meet the evaluators' recommendations, goals, and objectives. Drs. LaCost and Grady were complimented on the work they do by the Commissioners and answered questions from the Commissioners.

Ben Civic, CACG Program Director

Ben Civic, CACG Program Director, noted that there are more students requesting money from ACE Plus funds than are available. At this point the program could use an additional \$25-30K.

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.

Consent Agenda

CONSENT AGENDA ITEMS

UNL – Chemical Engineering (BSCH and MS)

- **University of Nebraska-Lincoln – Follow-up Report on existing instructional program: Chemical Engineering (BSCH and MS)**

UNK – Spanish (MAE)

- **University of Nebraska at Kearney – Follow-up Report on existing instructional program: Spanish (MAE)**

With no discussion on the Consent Agenda Items, Chair Hunter recommended to move forward with the vote.

Consent Agenda Items approved

Commissioner Simmons made a motion to approve the Consent Agenda Items - University of Nebraska-Lincoln – Follow-up Report on existing instructional program: Chemical Engineering (BSCH and MS), and University of Nebraska at Kearney – Follow-up Report on existing instructional program: Spanish (MAE). Commissioner Wilson seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Public Hearing on Academic Programs Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Karen Grigsby, UNMC College of Nursing

Dr. Karen Grigsby, Interim Associate Dean for Academic Programs at UNMC College of Nursing, addressed the Commissioners. She proposed that the Kaplan University Nursing – BSN proposal be delayed by a year, allowing time for the Nebraska nursing schools to work together with clinical agencies to study the impact of adding a program of the size that Kaplan proposes, and to account for any changes in the clinical environment that may result from healthcare reform.

Dr. Stacey Ocander, Metropolitan Community College

Dr. Stacey Ocander, Dean of Health and Public Services at Metropolitan Community College, spoke in opposition of Kaplan University's Nursing – BSN proposal. She stated Metro's program has lost students because of a lack of clinical spots. Clinical spots are a moving target based on the number of patients at a site at any given time. She also spoke about the difference in cost of attending Metro vs. Kaplan resulting in the same industry certificate. Dr. Ocander answered questions from the Commissioners.

Dr. Linda Hughes, Nebraska
Methodist College

Dr. Linda Hughes, Dean of Nursing at Nebraska Methodist College, expressed her concerns regarding Kaplan University placing an additional 125 students in clinical sites within a 100 mile radius of Omaha. She proposed that CCPE consider delaying approval of the Kaplan BSN program until a feasibility study is implemented to assess the ability of current programs to place their nursing students in adequate clinical sites after the full implementation of the Affordable Care Act.

Dr. Judy Muyskens, Nebraska
Wesleyan University

Dr. Judy Muyskens, Provost at Nebraska Wesleyan University, testified in opposition of the Kaplan University Nursing - BSN. She noted that without the fundamental liberal arts skills of critical thinking and problem solving, Kaplan students will not be successful, and will leave with enormous student debt. She asked that if the program be accepted that the Commission ensure the protection of the student consumer, carefully monitor student success rates and amounts of student debt, clinical placements, and the quality of the faculty.

**Chair Hunter closed the Public Hearing on Academic Programs
Committee Items.**

Commission Meeting break

Chair Hunter called for a break at 10:51 a.m. The meeting resumed at 11:01 a.m.

Kaplan University – Omaha
Campus – Nursing – BSN
Presentation

**KAPLAN UNIVERSITY – OMAHA CAMPUS - NURSING - BSN
REQUEST FOR MODIFICATION PRESENTATION**

Jeremy Brunssen, Campus
President, Kaplan University –
Omaha

Jeremy Brunssen, Campus President at Kaplan University- Omaha, introduced himself and three other representatives from Kaplan University. A handout was given to the Commissioners and all Kaplan University representatives spoke during a PowerPoint presentation on the request for modification to initiate a pre-licensure Bachelor of Science in Nursing program at the Omaha Campus of Kaplan University. He stated that Kaplan University School of Nursing tailors its program to help each individual student, many of whom are non-traditional students who have jobs, families, and a lack of support.

Dr. Helen Johnstone, Kaplan
University School of Nursing–
Omaha

Dr. Helen Johnstone, Director of Nursing at Kaplan University-Omaha, spoke on the curriculum that was put together by a national team of nurse experts. The curriculum is divided into three phases: general courses that meet state and national requirements, nursing courses required by the Nebraska Board of Nursing and recommended nationally for nursing programs, and other resources available including online courses.

Dr. Sheila Burke, Kaplan
University School of Nursing

Dr. Sheila Burke, Dean of Kaplan University School of Nursing, noted that Kaplan's nursing curriculum meets all of the Commission on Collegiate Nursing Education requirements. She also briefly discussed simulation education, electronic health record documentation, clinical site availability for their students, and faculty competence and expertise.

John Carreon, Kaplan University

John Carreon, Vice President of State Affairs and Associate General Counsel at Kaplan University, discussed meeting the standards of the

Antonio Moore, Sr., More Than Just a Village speaks in support of Kaplan University's nursing program

Commission Meeting lunch break

Kaplan University representatives answer Commissioner's questions

Coordinating Commission. He noted the Nebraska Board of Nursing will be the guiding force and tasked with monitoring the passage of this program.

Antonio Moore, Sr., executive director of More Than Just a Village Academy and alumnus of Kaplan University's practical nursing program, spoke briefly of his educational experience at Kaplan University and expressed his support of the Bachelor of Science Nursing program.

Chair Hunter called for lunch break at 11:45 a.m. The Commissioners met with the Nebraska Board of Regents for lunch. The meeting resumed at 1:14 pm.

Representatives from Kaplan University answered questions from the Commissioners.

ACADEMIC PROGRAMS COMMITTEE

Commissioner Zink thanked Commissioner Lauritzen for serving as chair of the committee on the APC conference call in her absence. She stated that she received a letter of support of Kaplan University's Nursing BSN program from State Senator Colby Coash, and a phone call of support from Chris Peterson, a healthcare consultant. Commissioner Wilson heard from State Senator Jim Smith echoing support of the Kaplan program. Several other Commissioners noted receiving phone calls and letters of support for the Kaplan University Bachelor of Science Nursing program.

Kaplan University-Omaha Campus – Nursing – BSN

Dr. Fimple presents the proposal

Application to Modify a Previous Authorization to Operate – Kaplan University-Omaha Campus – Nursing – BSN.

Dr. Fimple commented on the proposal. The financial score is low, but is a reflection of a change in scoring procedure rather than a significant decline from the previous scores. The facilities are adequate with Kaplan pledging funds for renovation and construction that would be needed to support the BSN program. Lastly, she noted a technical correction that the Nebraska Board of Nursing had a "positive vote" on step 1 of Kaplan's application. In the Committee Draft it was stated that the Nebraska Board of Nursing "approved" step 1.

Commissioner Zink stated the Kaplan proposal will have to go to the Nebraska Board of Nursing for final approval if the Commissioners approve it. Because of the breadth and the depth of this issue, the Academic Programs Committee decided to bring it to the full Commission without a recommendation.

Kaplan University-Omaha Campus – Nursing-BSN approved

Commissioner Zink moved to approve the modification to the recurrent authorization to operate for Kaplan University – Omaha Campus to include the Bachelor of Science in Nursing, with the following condition: approval is received from the Nebraska Board of Nursing. Commissioner Anderson seconded the motion. A roll call

vote was taken. Commissioners Simmons and Adams voted no, with all other Commissioners present voting yes.

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.

Dr. Barbara McCuen, Research
Coordinator presents Section C

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen introduced Dr. Barbara McCuen, Research Coordinator, to present information on Section C (Faculty and Salaries) of the *2012-2013 Factual Look at Higher Education in Nebraska*.

Dr. McCuen distributed handouts on Section C to the Commissioners and presented a PowerPoint overview.

EXECUTIVE COMMITTEE

Ratification of Interim Executive
Director

Ratification of Interim Executive Director

Chair Hunter moved to enter into executive session as authorized by the Nebraska Revised Statutes, Section 84-1410, for the protection of the public interest and to prevent needless injury to the reputation of persons who have not requested a public hearing, for the purpose of discussing the appointment of Dr. Pfeil as interim executive director. Commissioner Simmons seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Chair Hunter requested that staff and guests leave the room.

Closed session begins at 2:25
p.m.

The Commission entered into closed session at 2:25 p.m.

Closed session ends at 3:35
p.m.

At 3:35 p.m. a motion to end the executive session was made by Commissioner Seacrest and seconded by Commissioner Wilson. A roll call vote was taken, with all Commissioners present voting yes.

Resolution 19-13 read and
approved

Chair Hunter stated that Resolution 19-13 has been rewritten and formal action must be taken in open session. Commissioner Winkleblack read Resolution 19-13, the ratification of the Executive Committee's actions as identified, whereas Dr. Marshall Hill has resigned effective August 16, 2013, to offer Dr. Carna Pfeil the position of interim executive director effective September 3, 2013, that effective immediately, Dr. Pfeil will begin the process of hiring and training a research coordinator and an associate director for finance and administration, and that from the starting date of a new executive director, Dr. Pfeil may be retained as a consultant.

Commissioner Simmons moved to accept Resolution 19-13 appointing Dr. Carna Pfeil as interim executive director. Commissioner Zink seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Next Commission Meeting:
October 31, 2013

FUTURE MEETINGS

The next Commission meeting will be held Thursday, October 31, 2013 at Lincoln Public Schools Administration Building in Lincoln, Nebraska.

Dr. David Hardin, UNL
Veterinary Diagnostic Center

COMMISSIONER COMMENTS

Chair Hunter stated that Dr. David Hardin, Department Head of Veterinary and Biomedical Sciences, will conduct a tour of the UNL Veterinary Diagnostic Center following the meeting.

Meeting adjourned at 3:45 p.m.

ADJOURNMENT

The meeting was adjourned at 3:45 p.m.

CCPE First Quarter Report for 2013-14

	<i>2013-2014 General Fund Budget</i>	<i>2013-14 Current Expenditures</i>	<i>% of Budget Expended Time Elapsed 25.00%</i>
PERSONAL SERVICES			
Permanent Salaries	\$838,707	\$189,487	22.6%
Temporary Salaries			
Overtime			
Subtotal	\$838,707	\$189,487	22.6%
PSL	\$838,707	\$189,487	22.6%
Benefits	\$216,000	\$48,446	22.4%
Subtotal	\$1,054,707	\$237,933	22.6%
OPERATING EXPENSES			
Postage	\$4,000	\$376	9.4%
Communication	\$15,000	\$3,185	21.2%
Freight	\$500	\$0	0.0%
Data Processing	\$4,200	\$1,052	25.0%
Publication & Printing	\$11,000	\$1,641	14.9%
Awards Expense	\$500	\$62	12.4%
Dues & Subscriptions	\$25,000	\$1,863	7.5%
Conference Registration Fees	\$6,000	\$600	10.0%
Electricity	\$4,500	\$1,153	25.6%
Rent Expense	\$45,000	\$11,307	25.1%
Repair & Maintenance	\$100	\$0	0.0%
Office Supplies	\$5,750	\$1,485	25.8%
Food Expenses	\$1,973	\$0	0.0%
Education Supplies	\$600	\$0	0.0%
Account & Auditing Services	\$7,000	\$4,314	61.6%
Other Cont. Srvs & Travel Exp.	\$16,500	\$0	0.0%
Other	\$3,000	\$638	21.3%
Subtotal	\$150,623	\$27,676	18.4%
STAFF TRAVEL			
Board & Lodging	\$6,000	\$1,930	32.2%
Commercial Transportation	\$5,000	\$0	0.0%
State-Owned Transportation	\$2,500	\$806	32.2%
Mileage	\$2,000	\$268	13.4%
Other	\$500	\$52	10.4%
Subtotal	\$16,000	\$3,056	19.1%
COMMISSIONER TRAVEL			
Board & Lodging	\$5,850	\$2,070	35.4%
Commercial Transportation	\$0	\$0	0.0%
Mileage	\$12,000	\$2,586	21.6%
Other	\$25	\$0	0.0%
Subtotal	\$17,875	\$4,656	26.0%
CAPITAL OUTLAY			
Office Equipment	\$3,000		0.0%
Hardware	\$4,000	\$1,422	35.6%
Software	\$1,000	\$0	0.0%
Subtotal	\$8,000	\$1,422	17.8%
MHEC Dues	\$95,000	\$95,000	100.0%
TOTAL EXPENDITURES			
	\$1,342,205	\$369,743	27.5%
GENERAL FUND			
General Fund	\$1,311,182	\$1,311,182	
Federal	\$6,023	\$6,023	
Cash Fund	\$25,000	\$25,000	
TOTAL APPROPRIATION			
	\$1,342,205	\$1,342,205	
Remaining Balance	\$0	\$972,462	72.5%

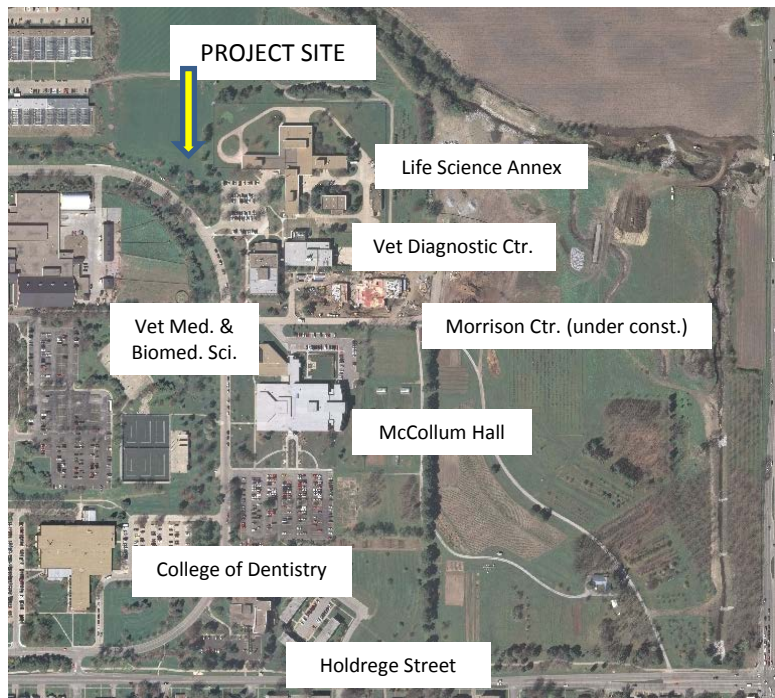
Institution/Campus: University of Nebraska-Lincoln / East Campus
Project Name: Nebraska Veterinary Diagnostic Center
Date of Governing Board Approval: January 25, 2013
Date Complete Proposal Received: October 3, 2013
Date of Commission Evaluation: October 31, 2013

**University of Nebraska-Lincoln
 Total Fall Semester Administrative Site Headcount Enrollment***

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
23,822	24,347	24,854	24,842	24,460

* Source: Board of Regents agendas as reported by the UNL Office of Institutional Research. Includes full- and part-time undergraduate, graduate and professional students. Includes UNMC College of Dentistry enrollment located on the UNL East Campus.

Project Description: The University of Nebraska-Lincoln is proposing to replace the existing 18,058 gross square feet (gsf) Veterinary Diagnostics Center (VDC) on the University of Nebraska-Lincoln East Campus (see partial site plan below) with a new Nebraska Veterinary Diagnostics Center (NVDC) located nearby. The approximately 65,600 gsf NVDC would be located west of the Life Science Annex along the East Campus Loop Drive on an existing recreation field.



The Nebraska Veterinary Diagnostic Laboratory's mission is to assist veterinarians, their clients, and others responsible for animal and public health in the detection, prevention and understanding of disease. The faculty and staff approach this task by providing accessible, accountable, timely and accurate diagnostic and research services; by sharing information generated through scholarly publication, meeting presentations and direct communication; and through supporting animal health education programs. Diagnostic services involve production and companion animals in addition to wildlife populations. In addition to its public service, research and academic missions, the NVDC coordinates services with other state and federal agencies as part of a network to provide early human and animal disease detection.

The existing Veterinary Diagnostic Center was constructed in 1975, and has not had any major renovations completed during that time. As a result, it fails to meet the current accrediting standards of the American Association of Veterinary Laboratory Diagnosticians (AAVLD).

The proposed new NVDC would include diagnostic and research labs, "interaction" (conference/meeting/seminar/study) space, offices and support facilities. Administrative office and office support functions would be designed to a minimum of Bio-safety Level 1 (BSL-1) in the proposed building. Diagnostic laboratories necropsy and laboratory support would be designed to a minimum of Bio-safety Level 2 (BSL-2) standards. The project would also include an Animal Bio-safety Level 3 (ABSL-3) laboratory allowing work with biological hazards in small animals. The form of highly pathogenic airborne microorganisms worked with in this laboratory pose a serious risk of infection from inhalation or direct contact with infectious agents. The need for a ABSL-3 laboratory was determined by the university to be essential for surveillance testing and early detection of an animal disease outbreak that could threaten the livestock industry of both Nebraska and the U.S. as a whole. As part of the National Animal Health Laboratory Network, overseen by the USDA, the ABSL-3 lab would allow the NVDC to assist in public health and livestock services in diagnosing diseases such as mad cow, foot and mouth, and chronic wasting disease, as well as newly emerging diseases such as African swine fever, which is moving into eastern Europe.

The university estimates the total project cost of the NVDC to be \$45.644 million (\$694.63/gsf). LB 198, passed by the Legislature in 2013, states that \$4.15 million of this amount is to be private or other funds. The remaining funds would be not less than \$5.101 million per year in state tax dollars beginning in FY 2014 through a period not to extend beyond FY 2023 to make long-term financing payments on the project. The university estimates increased facility operating and maintenance (O&M) costs of \$498,000/year (\$7.58/gsf/year). Fees generated from the facility and other institutional funds would be used to finance the incremental increase in facility O&M costs associated with a new facility.

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

Yes

No

Comments: Page 3-5 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* outlines the following major statewide goal regarding research and technology transfer: "Institutions will contribute to the health and prosperity of the people and to the vitality of the state through research and development efforts, technology transfer and technical assistance, and by attracting external funds to support these activities." A strategy that is listed on page 3-5 suggests that Nebraskans should: "Provide ongoing assistance to Nebraska's agricultural industry through shared research, technical assistance, public services, and programming focused on areas such as value-added production and international marketing."

Page 4-3 of the *Plan* outlines the following two goals regarding research:

- "Public institutions with major research roles, including the University of Nebraska-Lincoln and the University of Nebraska Medical Center, set goals and prioritize areas of research to become more prominent and nationally competitive for research funding and to meet the health and economic needs of the state."
- "High quality, state-of-the-art research facilities on the University of Nebraska-Lincoln and the University of Nebraska Medical Center will help the institutions to attract external research funding."

Page 4-7 of the *Plan* outlines the following major statewide goal regarding accountability and effectiveness: "Higher education in Nebraska will be effective in meeting the needs of students and the state; will be efficient in its expenditure of the state's resources; and will be accountable for developing and sustaining exemplary teaching, learning, research, and public service."

Page 7-23 of the *Plan* related to the University of Nebraska's role and mission states: "The University of Nebraska has

primary responsibility for instruction in agriculture and natural resources and primary statewide responsibility for research and public service in agriculture and natural resources.”

Page 7-32 of the *Plan* related to the University of Nebraska-Lincoln’s role and mission states: “UNL attracts increasing amounts of private and federal research funds, becoming more prominent in prioritized areas of research, often interdisciplinary in scope, that will advance knowledge in the field as well as meet the economic needs of the state.”

This proposal would assist UNL in improving public and animal health capabilities and attracting additional external research funding.

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

Yes

No

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

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

Yes

No

Comments: The UNL Veterinary Science and Veterinary Technology programs were last approved for continuation by the Commission’s Executive Director and reported to the Commission on January 31, 2008. The Commission reviews all existing academic programs on a seven-year review cycle. Awards approved for continuation included:

- Veterinary Science – Bachelor of Science and Master of Science degrees
- Veterinary Technology – Bachelor of Science in Agricultural Sciences degree

The Commission also approved a contract for a cooperative veterinary medicine program between the University of Nebraska-Lincoln and Iowa State University on June 1, 2006. The agreement is for a 2+2 program that allows the first two years of the Veterinary Medicine

program to be located at UNL and the final two years at Iowa State University for the Doctor of Veterinary Medicine degree.

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

High Low

Comments: The Board of Regents accepted the UNL *Physical and Landscape Master Plan 2013-2022* on September 20, 2013. Page 31 of the *Master Plan's Executive Summary* states: "On East Campus, new development and building expansions are sited carefully to create programmatic clusters. In today's universities, innovation increasingly happens at the intersection of multiple programs. These small groups of buildings have shared landscapes or indoor gathering spaces that are meant to encourage cross-disciplinary collaboration and social interaction between members of different areas of expertise. Other opportunities identified for program clusters on East Campus include Nursing, Veterinary Diagnostics, Activities Center and Hardin Hall." The Master Plan also identifies the proposed NVDC building site on several pages.

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 Veterinary Diagnostic Center (VDC) was constructed in 1975 and has not undergone a major renovation since that time. The age of the building suggests that many of its original systems are past their useful life expectancy. This includes interior finishes that have deteriorated.

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 university program statement outlines the following functional deficiencies with the existing Veterinary Diagnostic Center (VDC):

- Lack of control over access to sensitive areas;
- Inability to consolidate space and cooperatively use staff and equipment;
- Scattered biohazards, which creates difficulty in controlling and containing these areas;
- Fragmented operations limits staff interaction time;
- Inability to monitor and control temperatures and humidity settings;
- Current facilities fail to meet Center for Disease Control, National Institute of Health bio-containment and funding guidelines, which will disqualify the VDC from future matching grants.

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

High Low

Comments: The university stated that square footages indicated for the proposed building are based on *University of Nebraska Space Guidelines and Land Guidelines* when applicable. Space guidelines for this type of facility are typically applicable for office, office support and conference spaces.

Utilization of office and laboratory space is determined by the number of faculty, staff and students assigned. There is also a large “interaction” area that includes a large foyer, meeting space (seating capacity up to 100 for each of the two divisible spaces) and ancillary support spaces. The university estimates utilization of this space to average one conference per month. Additional uses of this space would be for faculty/staff meetings and

classroom/seminar overflow scheduling as needed. Veterinary medicine students would also use the space for after-hours studying.

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

High Low

Comments: The university hired a veterinary planning consultant in 2008 to assist in programming the space needs for a new facility. The consultant determined space needs in part through benchmarks with comparable peer institutions. University planners also used the experience of the Department of Veterinary and Biomedical Sciences Departmental and Veterinary Diagnostic Center administrative and diagnostic staff to determine detailed room and equipment needs. Considerable future expansion space is included, as the proposed new facility would be more than three times larger than the existing facility.

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

High Low

Comments: The amount of space assigned for the proposed new facility was planned to accommodate a minimum of 20 years of veterinary diagnostic program expansion.

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

High Low

Comments: This project would not directly create the need for additional construction involving state funds. Space vacated in the existing Veterinary Diagnostic Center (VDC) would be used as swing space for campus laboratory renovations. The facility may eventually be

repurposed into appropriate research space as campus research activities increase.

Ongoing facility operating and maintenance (O&M) costs associated with this project would likely be financed from a variety of funding sources including diagnostic service fees and institutional funds. Facilities & Administrative (F&A) cost funds from increased research grant activities may also be available.

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

High Low

Comments: Improvements and expansion of existing VDC spaces is required to meet current accrediting standards of the American Association of Veterinary Laboratory Diagnosticians (AAVLD). The university reviewed three alternatives to address this need.

One alternative would renovate and expand the existing VDC facility. This alternative was rejected by the university due to 1) the high costs of temporarily relocating the diagnostic laboratories, 2) the high costs to renovate the existing spaces that would require a complete gutting of the building, and 3) limited area to expand the existing facility for new functions such as the ABSL-3 laboratory and “interaction” space.

The university selected the alternative of constructing a new facility. This alternative allows current diagnostic services to proceed without interruption and provides a building site large enough to accommodate increased programmed spaces.

A final alternative to outsource all diagnostic services to private industry was rejected by the university as it would deprive the veterinary medicine program’s instructional and research missions with practical lab and diagnostic experience on campus.

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

High Low

Comments: No cost savings would be realized by this proposal. Construction of modern state-of-the-art public service and research space would assist the Veterinary Diagnostic Center in accomplishing its mission to serve Nebraskans.

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

High Low

Comments: Construction Costs - The university's estimate to construct a 65,624 gsf veterinary diagnostic center is \$45,644,000 (\$695.54/gsf). Commission staff's estimate of the total project cost is \$44,143,000 (\$671.79/gsf) for construction of research space per *R.S. Means Square Foot Costs* modified to account for specialized laboratory needs and local conditions. The university's estimate is \$1,501,000 (3.4%) higher than Commission staff's estimate. The primary difference between these estimates is in estimated contingency costs, where the university has included a 10% contingency as opposed to a generally accepted 5% contingency for new construction.

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

High Low

Comments: A minimum of \$4.15 million of private or other institutional funds would be used for this project. The university has stated that the intent is to match private donations with Institute for Agriculture and Natural Resource (IANR) operating funds. It is appropriate that non-state funding sources be used to offset the cost of spaces such as the conference spaces used for veterinary continuing education programs.

The remaining funds would be not less than \$5.101 million per year in state tax dollars beginning in

FY 2014 through a period not to extend beyond FY 2023 to make long-term financing payments on the project. The use of state funds to construct public service space is appropriate.

The university estimates increased facility operating and maintenance (O&M) costs of \$498,000/year. Increased diagnostic service fees generated from the facility and other institutional funds would be used to finance the incremental increase in facility O&M costs associated with a new facility. The university has stated that it will not seek an increase in state appropriations for this proposal as state funding for this purpose has not been provided for several years. Prior to the 2007-2009 biennium, state general fund appropriations were historically used to finance ongoing facility operating and maintenance (O&M) costs for new facilities at Nebraska public postsecondary educational institutions.

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

Yes No

Comments: This project will not unnecessarily duplicate other veterinary diagnostic or research space.

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 Veterinary Diagnostic Center (VDC) at UNL's East Campus is the sole remaining VDC operated by the University of Nebraska. UNL has closed two satellite centers at Scottsbluff and North Platte in recent years due to budget cuts. Diagnostic and research laboratory space in the proposed facility is unique to meet the needs of this program. The proposed conference/meeting/seminar/study spaces would benefit the veterinary programs and may be useful to other UNL programs/ departments, particularly those located on East Campus.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove

Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of University of Nebraska-Lincoln’s proposal to construct a Nebraska Veterinary Diagnostic Center on East Campus as outlined in the governing board approved program statement and follow-up materials, including the October 3rd email stating that the university will not request state funds for an incremental increase in operating and maintenance (O&M) funds for this project.

Comments: The Existing Veterinary Diagnostic Center does not meet current accrediting standards of the American Association of Veterinary Laboratory Diagnosticians (AAVLD). It is necessary to renovate or replace this facility if these services are to be continued in Nebraska.

In addition to providing modern state-of-the-art veterinary diagnostic spaces to replace the VDC’s current operations, several new functions are proposed for a new facility. These include 1) an Animal Bio-safety Level 3 (ABSL-3) laboratory and support space and 2) “interaction” conference/meeting/seminar/study space. The ABSL-3 laboratory was determined by the university to be essential for surveillance testing and early detection of an animal disease outbreak that could threaten the livestock industry. The “interaction” areas would provide for conferences of up to 200, and could also be used for faculty/staff meetings and classroom/seminar overflow scheduling as needed. Veterinary medicine students would also use the space for after-hours studying.

The proposed new facility is more than three times the size of the existing VDC and would likely accommodate program expansion for several decades. The Commission encourages the university to review the proposed size of the new facility and ensure that this considerable expense to Nebraska taxpayers is utilized as efficiently as possible.

Institution/Campus: Univ. of Nebr. Medical Center – Kearney Division
Project Name: Health Science Education Building
Date of Governing Board Approval: March 15, 2013
Date Complete Proposal Received: October 14, 2013
Date of Commission Evaluation: October 31, 2013

**University of Nebraska at Kearney Campus
 Total Unduplicated Headcount Enrollment***

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
6,543	6,650	6,753	7,100	7,199

* Source: Board of Regents agendas as reported by the UNK Office of Institutional Research. Includes full and part-time undergraduate and graduate students.

Project Description: The University of Nebraska Medical Center in collaboration with the University of Nebraska at Kearney is proposing to construct a 48,500 gross square foot (gsf) Health Science Education building on the UNK campus (see site plan below). The UNMC College of Nursing Kearney Division, currently located in a portion of the UNK West Center building, would relocate to the new facility along with six UNMC School of Allied Health programs. This would be the UNMC School of Allied Health’s first satellite location outside the Omaha campus.



The proposed project would make it possible for the University of Nebraska Medical Center College of Nursing and School of Allied Health Professions to co-locate in a new building on the University of Nebraska Kearney campus. The inter-campus partnership between UNMC and UNK is intended to help address current and projected nursing and allied health workforce shortages in rural Nebraska. The College of Nursing would expand its Baccalaureate of Science in Nursing (BSN) program and graduate program for nurse practitioners. The School of Allied Health Professions would bring to the UNK campus its programs for physician assistants, physical therapists, clinical laboratory scientists, radiographers, diagnostic medical sonographers and medical nutritionists. The university intends for these expansions to provide more students interested in rural health and primary care with the opportunity to obtain a health professions education without the necessity of relocating to Omaha.

The proposed new 48,500-gsf facility would increase College of Nursing – Kearney Division faculty office, classroom, class laboratory and support space in order to allow for an increase in nursing enrollment, which currently turns away nearly half of qualified applicants. The new facility would also provide office space, shared classroom, class laboratory and support space for the six allied health programs previously listed. Four of the six allied health programs currently participate in the Rural Health Opportunities Program (RHOP), which provides an opportunity for students outside of Omaha to complete the first two or three years of a program at an institution nearer their home before completing their degree at UNMC's Omaha campus. Co-locating six of the School of Allied Health programs at UNK allows students to complete their degree in Kearney, with the intent of enhancing the likelihood of them returning to practice in a rural community.

The College of Nursing Kearney Division is currently located in 8,123 net assignable square feet (nasf) of space in UNK's West Center building. The space vacated by the nursing program after completion of a new facility would be used to help consolidate one additional program in UNK's College of Business and Technology to the West Center complex.

The university estimates the total project cost for design, construction and equipping a new facility to be \$19.0 million (\$391.74/gsf). The source of funding for this project would be \$4 million in private donations and \$15 million in state appropriations per Law 2012, LB 968. A separate privately funded project would expand central utility plant capacity and bring utility lines to the proposed building site. The university estimates that \$424,000 per year (\$8.74/gsf/year) would be needed for increased facility operating and maintenance (O&M) costs. The source of funding for the new building's O&M costs would be university operating funds.

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

Yes

No

Comments: Page 1-8 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state."

Page 3-5 of the *Plan* states the following regarding the important role of higher education research: "Equally important is higher education research that directly impacts the citizens of the state by contributing to their social, educational, and health needs."

Page 3-6 of the *Plan* states: "Adequate health care, especially in underserved rural areas, is a critical issue that postsecondary education can help resolve through health education programs, research, and services. The University of Nebraska and community colleges, as well as some independent colleges and universities and private career schools, all have important roles in providing education and training in the many health-related fields. Most of these institutions incorporate training at rural hospital sites into their curriculum to expose students to rural health career opportunities.

- Institutions with a role in health-care education identify and respond to the changing health-care needs of Nebraska's citizens, including those in underserved rural areas."

Page 7-23 of the *Plan* outlining the University of Nebraska's role and mission assignment states: "The University of Nebraska has sole responsibility for baccalaureate, first-professional, master's, and doctoral degree programs in the health professions to include medicine, dentistry, pharmacy, nursing, and allied health professions, with the exception of the baccalaureate programs in allied health professions established at the state colleges."

Page 7-34 of the *Plan* outlining the University of Nebraska

Medical Center’s role and mission assignment states:
“University of Nebraska Medical Center is the University of Nebraska’s primary unit for programs in health-related disciplines. This includes responsibility for educating dentists, nurses, pharmacists, physicians, the allied health professions, and biomedical scientists such as toxicologists and pharmacologists.”

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

Yes

No

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

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

Yes

No

Comments: The UNMC College of Nursing programs were last approved for continuation by the Commission’s Executive Director and reported to the Commission on February 1, 2007. The UNMC School of Allied Health Clinical Laboratory Science program was last approved for continuation by the Commission’s Executive Director and reported to the Commission on February 1, 2007. The UNMC School of Allied Health Physician Assistant program was last approved for continuation by the Commission’s Executive Director and reported to the Commission on January 31, 2008. The UNMC School of Allied Health Physical Therapy program was last approved for continuation by the Commission’s Executive Director and reported to the Commission on October 14, 2008. The UNMC School of Allied Health Diagnostic Medical Sonography, Radiography and Medical Nutrition programs were last approved for continuation by the Commission’s Executive Director and reported to the Commission on April 25, 2013. The Commission reviews all existing academic programs on a seven-year review cycle. Awards approved for continuation included:

- Nursing – Bachelor of Science in Nursing, Master of

- Science in Nursing and Doctor of Philosophy degrees, and a Post Master of Science certificate
- Clinical Laboratory Science – Bachelor of Science degree
- Physician Assistant – Masters of Physician Assistant Studies degree
- Physical Therapy – Doctorate of Physical Therapy degree
- Diagnostic Medical Sonography – Bachelor of Science in Radiation Science Technology degree
- Radiography – Bachelor of Science in Radiation Science Technology degree
- Medical Nutrition – Graduate certificate

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

High Low

Comments: The Board of Regents approved the UNK *Facilities Development Plan 2006-2015* on January 19, 2007. Page 12 of the *Plan's* introduction states: "We have made substantial progress in renewing and modernizing our academic infrastructure. Ten years ago the West Center, housing UNK's business programs and UNMC's nursing program, was outdated and unsuited to modern instruction. Today, it is an educational showcase." While the West Center is in good physical condition, increasing demand for nursing, the need for improved laboratory spaces and the addition of Allied Health programs have altered UNMC's facilities needs on the UNK campus.

Pages 62 and 63 of the *Plan* outline potential future building sites on campus, including the site that is currently proposed for the Health Science Education Building. Discussion regarding the old softball site states: "These fields will provide a western terminus to the campus and to Main Street. While the academic use of the site should create a flow of students to this portion of campus, the building must take into consideration the historic significance of both the Frank House and West

Center. Of greater significance is the fact that the building will be highly visible as the front door of campus to visitors from the west on Highway 30.” The proposed project appears to be consistent with these goals.

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

High Low

Comments: Space used by UNMC College of Nursing Kearney Division in UNK’s West Center Building is in good condition; the building was constructed in 1939, with a major renovation completed in 2000. The building appears to have been well maintained since completion of this renovation. Use of vacated nursing space for further consolidation of UNK College of Business and Technology programs should be accommodated with minimal need for repairs to existing spaces.

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 UNMC School of Allied Health does not currently use space on the UNK campus. Existing College of Nursing – Kearney Division space is currently fragmented on two levels in two separate wings of the West Center building. This existing nursing program space has several functional deficiencies as outlined in the program statement:

- Poor configuration of clinical learning areas inhibits the effective delivery of clinical skills training.
- Lack of control over access to sensitive areas such as clinical simulation space.
- Inability to consolidate space and cooperatively use staff and equipment.
- Fragmented operations sometimes result in missed opportunities for meaningful collaboration between

- faculty and staff.
- Classrooms and class laboratories are not configured to allow for active and small group learning, as well as effective lecture or distance learning.
- Very little student and faculty interaction space is currently provided in the existing nursing facilities.
- Graduate assistants research space, exam rooms, and other research support facilities are not available, limiting the potential to pursue research programs on campus.

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



Comments: Individual classroom, class laboratory and office sizes were based on *University Space and Land Guidelines* with modifications as needed to meet specific needs.

Classroom Utilization – UNMC estimates that utilization of seven classrooms for nursing and allied health programs would average 28.9 hours per week during the fall semester once projected enrollments were met. This compares to nationally recognized standards of 30 hours per week for classroom scheduling at four-year institutions.

Class Laboratory Utilization – UNMC estimates that utilization of five dedicated class labs for nursing and allied health programs would average 14.3 hours per week during the fall semester once projected enrollments were met. This compares to nationally recognized standards of 20 hours per week for class laboratory scheduling at four-year institutions. Several of these dedicated class labs would be open to students outside of regularly scheduled labs for student practice.

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

High Low

Comments: The experience of the administrative staff and faculty of the College of Nursing and School of Allied Health Professions were also utilized in determining appropriate room sizes. The faculty, staff, and consultants worked closely to determine detailed requirements, room criteria, and equipment needs. Currently, nursing students use lounge space provided in the West Center building that is not assigned to the nursing program. Lounge space in a new facility would be utilized by nursing and allied health students.

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

High Low

Comments: Existing space and faculty loads have limited the UNMC College of Nursing Kearney Division enrollments to the existing 96 undergraduate and 24 graduate student headcounts. A proposed new facility would allow for an additional seven faculty, 4.5 staff and one graduate assistant to serve an increase of 16 undergraduate and 32 graduate nursing students.

A new facility would provide space for six programs in the UNMC School of Allied Health. Space would be provided for one administrator, 7.75 faculty and 4.5 staff, which would serve 32 undergraduate and 102 graduate allied health students. The breakout of projected allied health enrollment is as follows:

- Clinical Laboratory Science – 24 undergraduate
- Radiography – 8 undergraduate
- Diagnostic Med. Sonography – 2 graduate
- Physician Assistant – 48 graduate
- Physical Therapy – 48 graduate
- Medical Nutrition – 4 graduate

The choice of these six allied health programs for

inclusion in this proposal was based on a number of factors to include: work force projections, applicant pools and faculty recruitment potential.

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.



Comments: The relocation of the nursing program into a new facility would permit the College of Business and Technology to begin to consolidate its programs into the West Center complex. The interior design department would likely be relocated into the vacated nursing space with only minor remodeling needed.

Increased facility operating and maintenance (O&M) costs associated with a new facility would be financed from university operating funds.

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



Comments: Renovation of existing nursing space in the UNK West Center building would not allow for an increase in nursing enrollment or expansion of six UNMC School of Allied Health programs to better serve the health care needs of central Nebraska.

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



Comments: No cost savings would be realized by this proposal. A modern instructional facility for UNMC nursing and allied health programs would provide an asset to assist in recruiting students to campus.

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

High Low

Comments: Construction Costs - The university’s estimate to construct a 48,500 gsf health science education building is \$19,000,000 (\$391.74/gsf). Commission staff’s estimate of the total project cost is \$19,104,500 (\$393.89/gsf) for construction of college laboratory space per *R.S. Means Square Foot Costs* modified to account for specialized laboratory needs and local conditions. The university’s estimate is \$104,500 (0.6%) lower than Commission staff’s estimate. The minor differences between these estimates are in contingency and construction costs. A separate privately funded project would expand central utility plant capacity and bring utility lines to the proposed building site.

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

High Low

Comments: \$4 million in private donations would be used for this project. It is appropriate that health care providers in central Nebraska support a facility that would generate additional nursing and allied health graduates to meet a growing need in the region.

The remaining funds would be \$15 million in state appropriations. The use of state funds to construct instructional space is appropriate.

The university estimates increased facility operating and maintenance (O&M) costs of \$424,000/year. The university has stated that it will not seek an increase in state appropriations for this proposal as state funding for this purpose has not been provided for several years.¹ University operating funds would finance these ongoing facility O&M costs.

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

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

Yes

No

Comments: This project will not unnecessarily duplicate other UNK instructional space or UNMC nursing and allied health space in Nebraska.

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 university has demonstrated that this project would adequately meet the needs of UNMC's nursing and allied health programs for central Nebraska. The College of Nursing would have additional space to accommodate an increase in nursing demand. The School of Allied Health would be able to expand program offerings beyond the Omaha campus to better serve central Nebraska's health care needs. Recent UNK enrollment increases indicate that space vacated by the nursing program should be adequately used by other campus programs.

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 the University of Nebraska at Kearney and University of Nebraska Medical Center’s proposal to construct a Health Science Education Building on the UNK campus as outlined in the governing board approved program statement and follow-up materials, including the October 14th email stating that the university does not anticipate requesting state funds for an incremental increase in operating and maintenance (O&M) funds for this project.

Comments: This project would allow for enrollment expansion of the UNMC College of Nursing Kearney Division program and provide complete degree programs in six allied health fields. The long-term need for additional nurses both nationally, statewide, and particularly in rural communities is well documented. An increasing need for allied health professionals is also well documented with many rural communities currently lacking these vital services. The completion of this project should assist in meeting these long-term health care needs.

Distribution of the 2012-13 Access College Early Scholarship

The Access College Early Scholarship is funded through state general funds appropriated by the Legislature and the Federal College Access Challenge Grant Program.

Nebraska colleges and universities enrolled 1,705 low-income, Nebraska high school students who received 3,445 Access College Early Scholarships in 2012-13. The total amount awarded was \$813,760.15, with the average award per scholarship equating \$236.21.

The Access College Early Scholarship allowed these low-income high school students to enroll in 11,877 credit hours of college course work. Of the grades received by these students, 76% received a grade of B or better.

Students from 210 Nebraska high schools took advantage of the Access College Early Scholarship during the 2012-13 school year.

2012-2013 Access College Early Scholarship Demographic Information

Female – 1,109
Male – 596

American Indian/Alaskan Native – 14
Asian – 54
Black – 103
Hawaiian Native/Pacific Islander – 1
Hispanic – 436
Multiple – 85
White – 1,012

9th Grade – 6
10th Grade – 129
11th Grade – 580
12th Grade – 990

Free/Reduced Price Lunch Program – 1,624
Other Hardship – 62
SNAP – 14
SSI – 4
TANF – 0
WIC - 1

NOTE: Student numbers on the following charts do not total 1,705 due to students taking classes at multiple institutions in the same term

2012-13 Access College Early Scholarship				
College	Amount Awarded	Number of Students	Number of Scholarships	Average per Scholarship
CCC	\$ 199,672.00	390	736	\$271.29
CSC	\$ 7,735.80	22	38	\$203.57
Concordia	\$ 240.00	1	1	\$240.00
Creighton	\$ 4,884.00	11	11	\$444.00
MCC	\$ 37,144.78	186	460	\$ 80.75
Midland	\$ 3,825.00	12	17	\$225.00
MPCC	\$ 56,948.00	87	190	\$299.73
NCTA	\$ 787.50	6	6	\$131.25
NECC	\$ 142,968.75	262	464	\$308.12
NWU	\$ 90,376.00	211	320	\$282.43
PSC	\$ 36,950.00	119	234	\$157.91
SCC	\$ 31,632.19	70	124	\$255.10
UNL	\$ 9,071.50	15	22	\$412.34
UNO	\$ 169,711.50	384	673	\$252.17
WNCC	\$ 21,813.13	86	149	\$146.40
Totals	\$ 813,760.15	1,862	3,445	\$236.21

**2012-13 Access College Early Scholarship
Grades Earned per Course**

College	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	IP**	Hours^
CCC	11	280	-	45	227	-	26	92	-	4	24	-	10	17	-	2,269
CSC	-	18	-	-	12	-	-	3	-	-	3	-	1	-	1	117
Concordia	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	3
Creighton	-	-	-	-	2	-	1	1	-	-	3	-	4	-	-	44
MCC	-	192	-	-	152	-	-	62	-	-	31	-	8	15	-	2,147.05
Midland	-	1	3	-	8	3	-	1	-	-	-	-	1	-	-	56
MPCC	31	92	-	14	34	-	5	10	-	-	1	-	1	2	-	619
NCTA	-	2	2	1	-	-	1	-	-	-	-	-	-	-	-	18
NECC	74	149	-	48	94	-	32	21	-	7	11	-	17	11	-	1,564
NWU	22	118	30	44	54	14	13	15	2	1	2	1	3	1	-	1,027
PSC	-	99	-	28	56	-	13	27	-	-	5	-	6	-	-	739
SCC	12	28	-	24	27	-	12	10	-	3	4	-	3	1	-	572.5
UNL	4	4	7	3	2	-	-	1	-	-	-	-	-	1	-	72
UNO	28	140	96	35	180	72	10	68	16	1	18	1	6	2	-	2,183
WNCC	7	42	9	9	24	5	4	13	5	1	7	5	10	8	-	446.5
Totals	189	1,165	147	251	873	94	117	324	23	17	109	7	70	58	1	11,877.05

** Course work in progress

^ Total number of credit hours paid for by the scholarship

**2012-13 Access College Early Scholarship
Gender & Race/Ethnicity**

College	Female	Male	American Indian/Alaskan Native	Asian	Black	Hawaiian Native/Pacific Islander	Hispanic	Multiple	White
CCC	229	161	1	7	7	-	132	18	225
CSC	14	8	-	-	-	-	2	1	19
Concordia	-	1	-	-	-	-	-	-	1
Creighton	5	6	1	-	4	-	5	-	1
MCC	102	84	1	10	30	-	44	8	93
Midland	8	4	-	1	2	-	2	1	6
MPCC	58	29	-	-	1	-	6	2	78
NCTA	3	3	-	-	-	-	-	-	6
NECC	185	77	5	3	2	-	57	6	189
NWU	144	67	1	15	4	-	35	10	146
PSC	86	33	-	-	1	-	11	2	105
SCC	44	26	1	2	-	-	2	4	61
UNL	10	5	-	-	-	-	2	-	13
UNO	271	113	1	19	56	1	139	32	136
WNCC	55	31	3	1	-	-	25	10	47
Totals	1,214	648	14	58	107	1	462	94	1,126

2012-13 Access College Early Scholarship Grade & Eligibility Criteria											
College	9 th	10 th	11 th	12 th	F/R	Other Hardship	SNAP	SSI	TANF	WIC	
CCC	-	50	92	248	369	17	1	3	-	-	
CSC	-	-	9	13	22	-	-	-	-	-	
Concordia	-	-	1	-	1	-	-	-	-	-	
Creighton	-	-	-	11	11	-	-	-	-	-	
MCC	5	13	73	95	181	1	4	-	-	-	
Midland	-	4	3	5	12	-	-	-	-	-	
MPCC	1	2	23	61	84	2	1	-	-	-	
NCTA	-	2	2	2	6	-	-	-	-	-	
NECC	-	14	82	166	249	13	-	-	-	-	
NWU	-	3	86	122	198	11	1	1	-	-	
PSC	-	-	49	70	107	8	2	1	-	1	
SCC	-	1	15	54	65	4	1	-	-	-	
UNL	-	-	1	14	14	1	-	-	-	-	
UNO	-	36	141	207	363	16	4	1	-	-	
WNCC	-	4	34	48	86	-	-	-	-	-	
Totals	6	129	611	1,116	1,768	73	14	6	0	1	

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

Access College Early 2012-13 Number of Scholarships Awarded by High School

College (number of high schools)

High School (number of students, number of scholarships)

Central Community College (59):

Adams Central (Hastings) (2, 8)
Alma (2, 2)
Amherst (2, 4)
Arcadia (1, 1)
Aurora (10, 11)
Blue Hill (13, 30)
Boone Central (Albion) (7, 13)
Burwell (4, 6)
Cedar Catholic (Hartington) (5, 5)
Cedar Rapids (1, 1)
Central City (14, 19)
Centura (Cairo) (3, 4)
Clarkson (3, 7)
Columbus (12, 17)
Cozad (4, 8)
Cross Co (Stromsburg) (4, 10)
David City (1, 3)
Deshler (1, 1)
Elba (4, 6)
Franklin (3, 6)
Fullerton (9, 21)
Gibbon (2, 2)
Grand Island (169, 336)
Greeley-Wolbach (3, 10)
Hampton (3, 5)
Hastings, (1, 1)
Holdrege (3, 5)
Holy Family (Lindsay) (5, 6)
Home School (1, 1)
Humphrey (6, 12)
Kearney (1, 1)
Lakeview (Columbus) (3, 9)
Leigh (3, 6)
Lexington (10, 13)
Litchfield (2, 3)
Madison (3, 3)
North Loup Scotia (3, 6)
Northwest (Grand Island) (13, 24)
Ord (4, 5)
Osceola (1, 2)
Ravenna (3, 4)
Red Cloud (1, 1)
Sandhills (Dunning) (1, 2)

Sandy Creek (Fairfield) (1, 1)
Sargent (1, 1)
Scotus Central (Columbus) (3, 3)
Shelby-Rising City (2, 2)
Shelton (3, 7)
Silver Lake (Roseland) (2, 3)
Spalding (11, 47)
Spalding Academy (1, 1)
St Cecilia (Hastings) (2, 2)
St Francis (Humphrey) (4, 5)
St Paul (4, 10)
Sutton (2, 4)
West Holt (2, 3)
West-Point-Beemer (1, 1)
Wheeler Central (Bartlett) (2, 2)
Wood River (2, 4)

Chadron State College (4):

Chadron (19, 34)
Gering (1, 2)
Gordon-Rushville (1, 1)
Sandhills (Dunning) (1, 1)

Concordia University (1):

Seward (1, 1)

Creighton (5):

Omaha Bryan (4, 4)
Omaha Burke (1, 1)
Omaha Central (3, 3)
Omaha North (1, 1)
Omaha Northwest (2, 2)

Metropolitan Comm College (25):

Arlington (5, 7)
Bellevue West (1, 5)
DC West (Valley) (9, 35)
Elkhorn (3, 3)
Fort Calhoun (7, 15)
Fremont (16, 34)
Gretna (3, 8)
Home School (2, 19)
Logan View (Hooper) (5, 10)
Louisville (2, 2)

Millard North (Omaha) (6, 31)
Millard South (Omaha) (9, 46)
Millard West (Omaha) (6, 23)
Omaha Benson (9, 17)
Omaha Bryan (14, 34)
Omaha Burke (6, 12)
Omaha Central (16, 30)
Omaha North (22, 38)
Omaha Northwest (5, 9)
Omaha South (29, 57)
Papillion-La Vista (3, 10)
Ralston (2, 5)
Scriber-Snyder (1, 1)
Wahoo (1, 5)
Westside (Omaha) (4, 4)

Midland University (1):

Omaha Central (12, 17)

Mid-Plains Community College (27):

Alma (3, 3)
Anselmo-Merna (1, 1)
Arcadia (1, 1)
Brady (2, 4)
Broken Bow (9, 13)
Callaway (3, 5)
Cambridge (2, 5)
Chase Co (Imperial) (5, 16)
Dundy Co (Benkelman) (2, 5)
Eustis-Farnam (1, 1)
Garden County (Oshkosh) (1, 2)
Hayes Center (1, 1)
Home School (1, 5)
Hyannis (2, 2)
Maxwell (1, 2)
McCook (1, 2)
McPherson County (Tryon) (1, 3)
Mullen (1, 2)
North Platte (33, 87)
Ogallala (1, 1)
Red Cloud (1, 2)
Sandhills (Dunning) (2, 3)
Sargent (4, 5)
St Patrick's (North Platte) (1, 1)
Sutherland (3, 10)
Sutton (3, 3)

Wallace (1, 5)

NCTA (5):

Amherst (1, 1)
Conestoga (Murray) (1, 1)
Franklin (2, 2)
Garden Co (Oshkosh) (1, 1)
Wheeler Central (Bartlett) (1, 1)

Nebraska Wesleyan (44):

Alma (5, 5)
Aurora (14, 22)
Bancroft-Rosalie (1, 1)
Bishop Neumann (Wahoo) (1, 1)
Cambridge (2, 2)
Centennial (Utica) (1, 2)
Columbus (8, 10)
Elkhorn South (1, 2)
Elwood (6, 9)
Franklin (2, 4)
Gordon-Rushville (4, 4)
Hampton (2, 2)
Hastings (10, 27)
Hay Springs (2, 2)
Kearney (1, 2)
Lakeview (Columbus) (1, 1)
Lexington (16, 32)
Lincoln Christian (1, 1)
Lincoln East (4, 7)
Lincoln North Star (37, 38)
Lincoln Northeast (4, 7)
Lincoln Southeast (5, 9)
Lincoln Southwest (3, 5)
Lynch (1, 1)
Marian (Omaha) (1, 1)
Mercy (Omaha) (1, 1)
Minden (1, 1)
Norfolk (5, 8)
Norris (Firth) (3, 3)
Oakland-Craig (5, 6)
Omaha Burke (2, 4)
Ord (7, 13)
Papillion-La Vista (1, 1)
Seward (1, 1)
Sidney (2, 3)
South Sioux (2, 2)

St Cecilia (Hastings) (2, 5)
Stuart (12, 18)
Sutton (8, 14)
Thayer Central (Hebron) (1, 2)
Waverly (11, 16)
Wayne (9, 18)
West Boyd (1, 2)
West Point-Beemer (4, 5)

Northeast Community College (50):

Ainsworth (4, 4)
Bancroft-Rosalie (1, 2)
Battle Creek (4, 8)
Burwell (2, 2)
Cedar Cath (Hartington) (11, 20)
Chambers (3, 5)
Clearwater-Orchard (5, 6)
Creighton (7, 16)
Crofton (1, 2)
Elgin (7, 12)
Elkhorn Valley (Tilden) (1, 2)
Emerson-Hubbard (1, 3)
Ewing (2, 2)
Guardian Angels (West Pt) (1, 1)
Hartington (2, 4)
Home School (1, 6)
Keya Paha Co (Springview) (2, 6)
Laurel-Concord (3, 8)
Logan View (Hooper) (1, 2)
Loup County (Taylor) (1, 1)
Lutheran High NE (Norfolk) (1, 1)
Lynch (1, 2)
Madison (9, 10)
Newcastle (2, 4)
Newman Grove (8, 10)
Niobrara (4, 9)
Norfolk (28, 37)
Oakland-Craig (5, 13)
O'Neill (4, 8)
Osmond (4, 6)
Pender (1, 1)
Pierce (6, 9)
Plainview (3, 6)
Ponca (1, 1)
Randolph (4, 7)
Rock County (Bassett) (1, 4)

South Sioux (40, 48)
St Mary's (O'Neill) (1, 1)
Stanton (3, 5)
Stuart (8, 16)
Tekamah-Herman (2, 5)
Wakefield (3, 6)
Wausa (2, 3)
Wayne (12, 16)
West Boyd (2, 4)
West Holt (12, 27)
West Point-Beemer (16, 36)
Wheeler Central (Bartlett) (1, 1)
Wisner-Pilger (12, 33)
Wynot (6, 23)

Peru State College (28):

Aurora (2, 3)
Beatrice (3, 5)
Cedar Rapids (2, 4)
Cody-Kilgore (6, 18)
Crete (4, 9)
Fairbury (1, 2)
Falls City (4, 6)
Fillmore Central (Geneva) (3, 6)
Fullerton (6, 14)
Homer (2, 2)
HTRS (Humboldt) (12, 22)
Johnson-Brock (3, 14)
Keya Paha Co (Springview) (2, 6)
Lourdes Central (NE City) (3, 6)
Meridian (Daykin) (1, 1)
Nebraska City (4, 5)
Norris (Firth) (11, 15)
North Bend (8, 16)
Pawnee City (7, 8)
Pleasanton (2, 2)
Scribner-Snyder (3, 6)
Shickley (2, 5)
Southern (Wymore) (5, 8)
St Edward (2, 3)
Syracuse-Dunbar-Avoca (3, 5)
Thayer Central (Hebron) (2, 3)
Twin River (Genoa) (2, 3)
York (14, 37)

Southeast Community College (23):

Ashland-Greenwood (4, 6)
 Beatrice (8, 9)
 Falls City (10, 29)
 Freeman (Adams) (1, 1)
 Heartland (Henderson) (1, 2)
 Home School (1, 1)
 HTRS (Humboldt) (2, 2)
 Lincoln Christian (1, 1)
 Lincoln Southwest (1, 1)
 Malcolm (1, 1)
 Mead (3, 3)
 Nebraska City (4, 5)
 Norris (Firth) (7, 14)
 Pawnee City (1, 1)
 Plattsmouth (4, 4)
 Raymond Central (1, 3)
 Seward (1, 1)
 Southern (Wymore) (2, 2)
 Thayer Central (Hebron) (3, 6)
 Wahoo (5, 18)
 Wilber-Clatonia (2, 7)
 York (6, 6)
 Yutan (1, 1)

University of Nebraska – Lincoln (13)

Aurora (1, 1)
 Bishop Neumann (Wahoo) (2, 3)
 Broken Bow (1, 1)
 Fillmore Central (Geneva) (1, 4)
 Fremont (1, 1)
 Gordon-Rushville (1, 1)
 Home School (1, 2)
 Humphrey (1, 1)
 Lexington (1, 1)
 Lincoln Southwest (1, 2)
 Oakland-Craig (1, 1)
 Pius X (2, 3)
 Plattsmouth (1, 1)

University of NE at Omaha (24):

Bellevue East (6, 17)
 Bellevue West (9, 15)
 Blair (2, 4)
 Brownell Talbot (Omaha) (3, 5)
 Creighton Prep (Omaha) (1, 2)

Douglas Co West (Valley) (4, 4)
 Elkhorn South (1, 1)
 Marian (Omaha) (2, 4)
 McCook (1, 2)
 Millard North (Omaha) (9, 13)
 Millard South (Omaha) (1, 2)
 Millard West (Omaha) (3, 7)
 Omaha Benson (14, 31)
 Omaha Bryan (50, 84)
 Omaha Burke (57, 117)
 Omaha Central (39, 80)
 Omaha North (13, 23)
 Omaha Northwest (22, 44)
 Omaha South (116, 160)
 Papillion-La Vista (4, 6)
 Plattsmouth (3, 6)
 Ralston (12, 26)
 Skutt Catholic (Omaha) (1, 3)
 Westside (Omaha) (11, 17)

Western NE Community College (12):

Bayard (3, 4)
 Bridgeport (11, 30)
 Chadron (8, 11)
 Elba (2, 4)
 Gering (2, 2)
 Gordon-Rushville (8, 12)
 Hay Springs (1, 1)
 Kimball (2, 3)
 Mitchell (4, 5)
 Morrill (4, 5)
 Scottsbluff (40, 71)
 Sidney (1, 1)

Nebraska Opportunity Grant 2012-13 Year-end Report

J. Ritchie Morrow

CCPE Financial Aid Coordinator

Staff Draft

Tuesday, October 21, 2013

NOG Yearly Process

- NOG applications to participate sent to colleges in April
- Tentative allocations sent out in May
 - Pool of available funds
 - Use state general funds (if known) and estimate lottery funds
- Final lottery allocation received in June
 - Final allocation notice sent to colleges in July
 - Pool of available funds

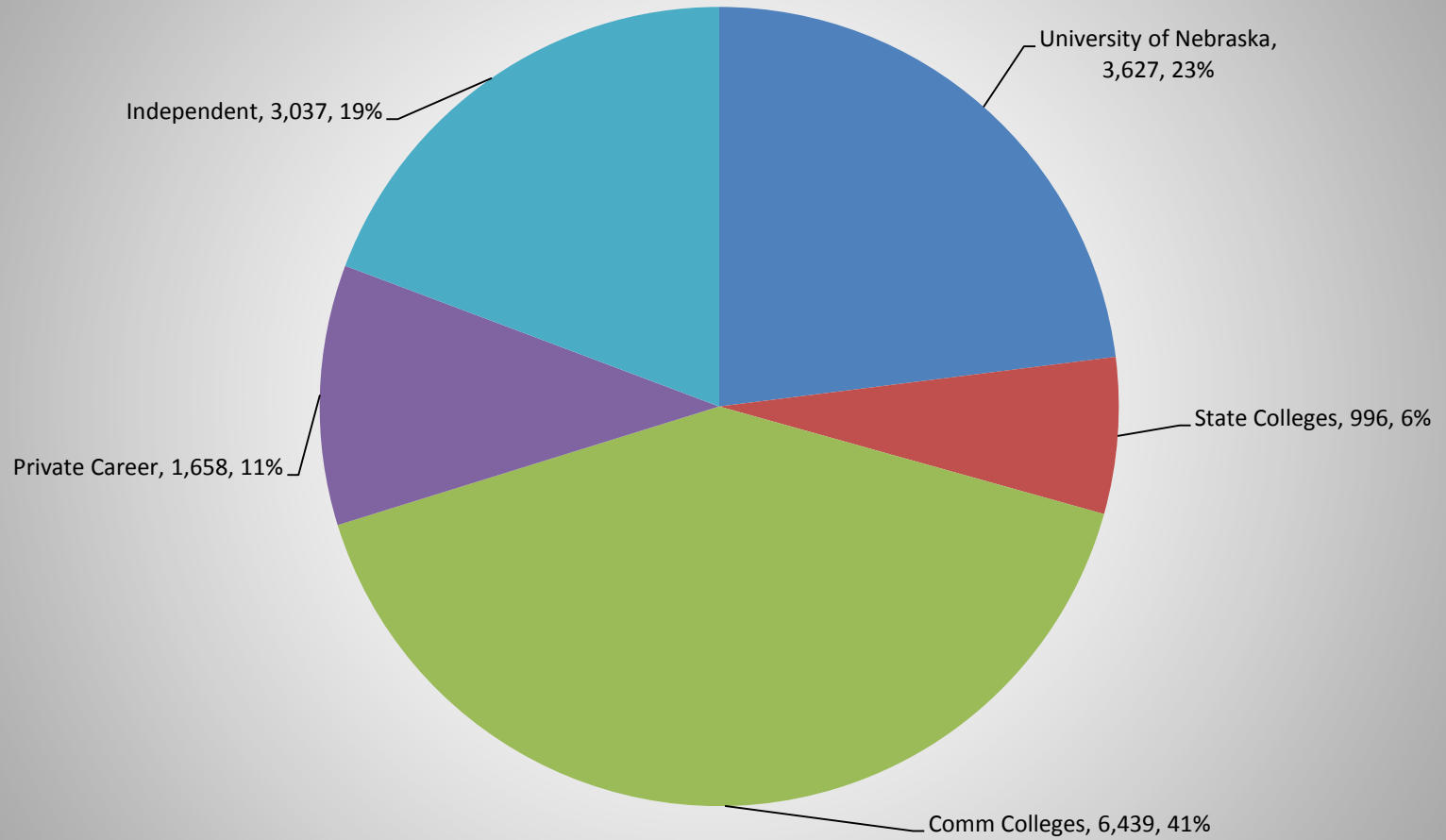
NOG Yearly Process – cont.

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

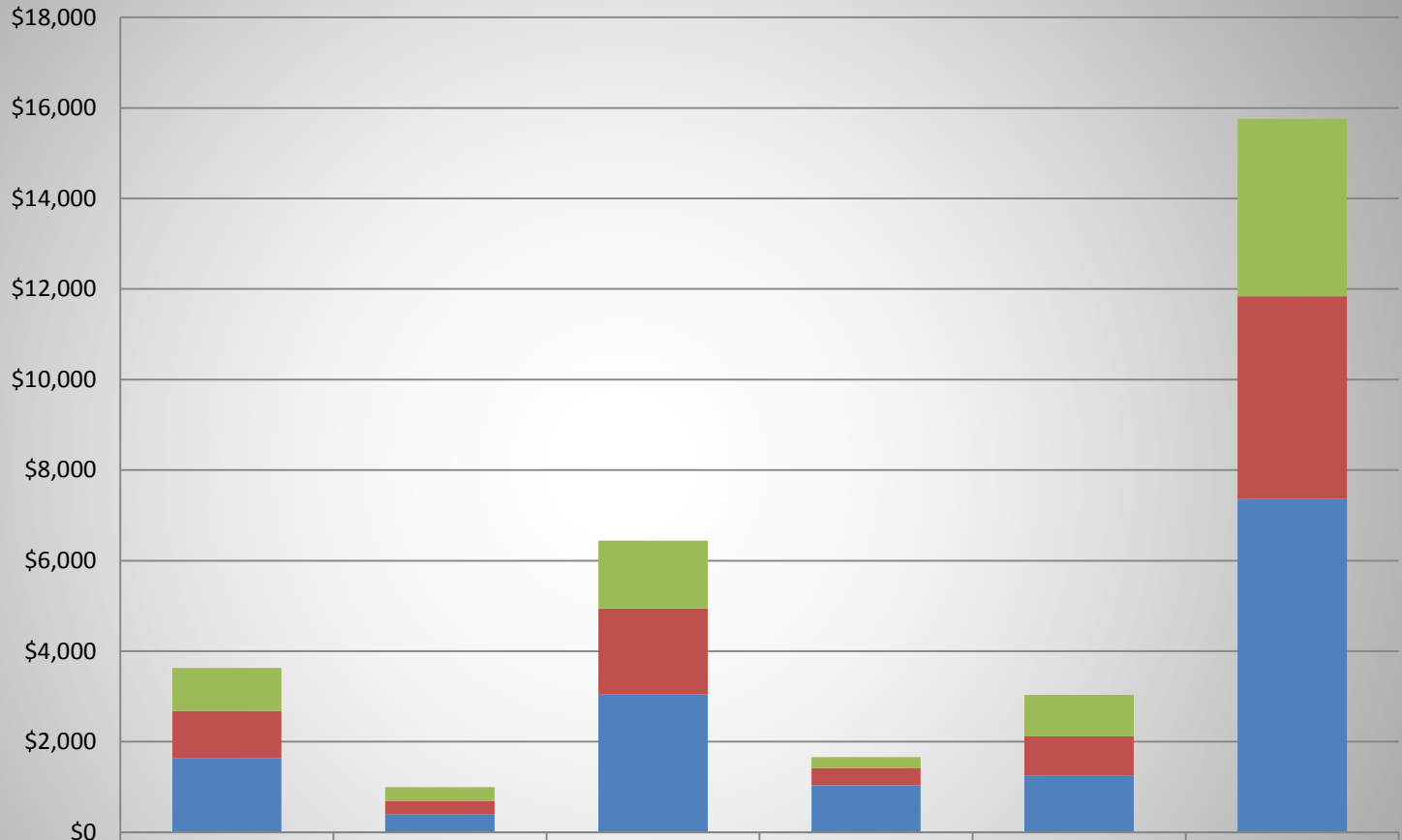
2012-13 NOG Info

- \$15,185,498 awarded
- 15,757 students received a Nebraska Opportunity Grant
- Average Grant - \$963.73

**Total Recipients by Sector
2012-13**

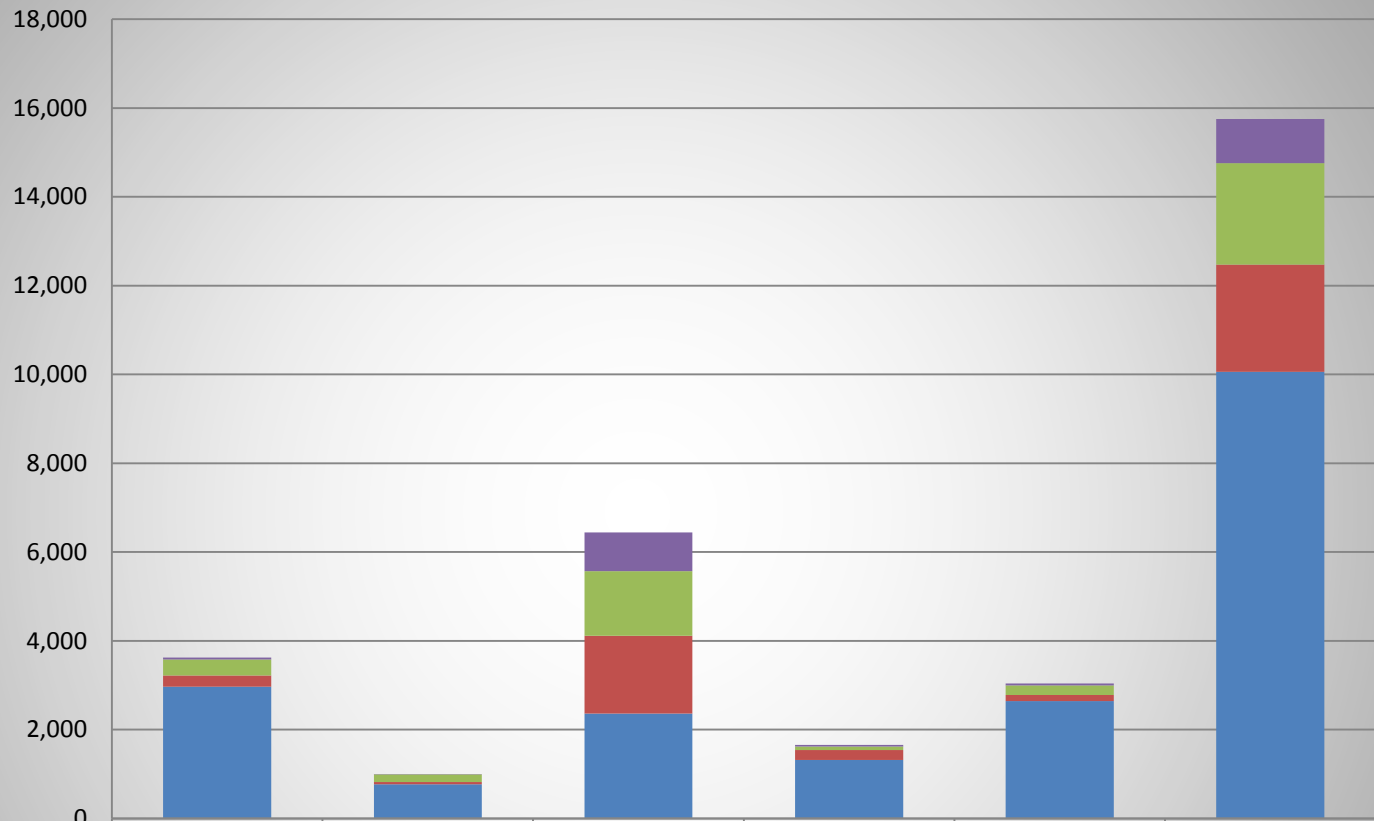


**Total 2012-13
Recipients by Sector by Income**



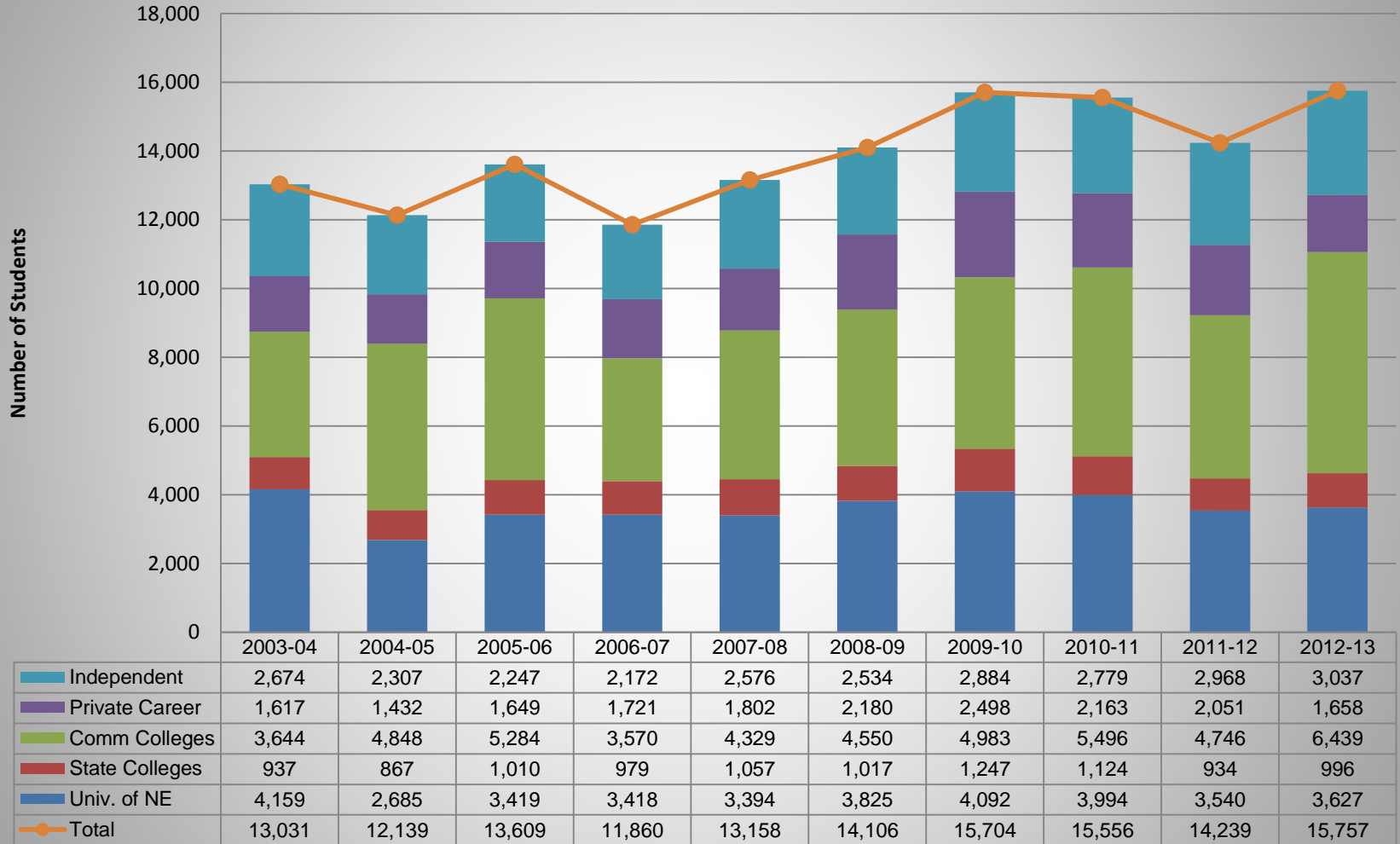
	Univ. of NE	State Colleges	Comm Colleges	Private Career	Independent	Total
\$40,000+	947	309	1,497	246	919	3,918
\$20,000-\$39,999	1,050	288	1,902	373	862	4,475
0-\$19,999	1,630	399	3,040	1,039	1,256	7,364

Total 2012-13 Recipients by Sector by Enrollment

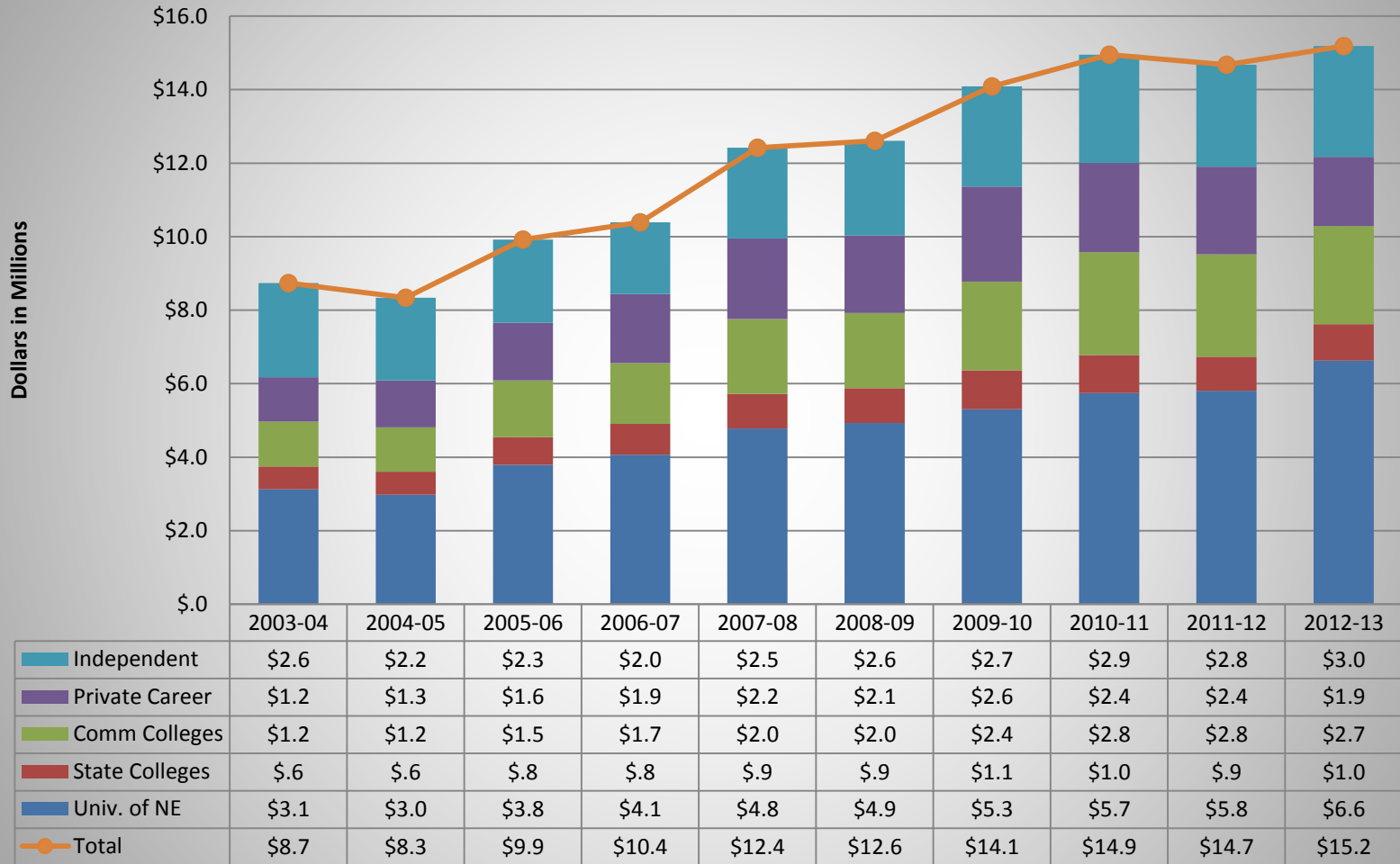


	Univ. of NE	State Colleges	Comm Colleges	Private Career	Independent	Total
Less Than 1/2 Time	45	5	871	37	37	995
1/2 Time	358	174	1,455	80	217	2,284
3/4 Time	259	48	1,751	221	138	2,417
Full-Time	2,965	769	2,362	1,320	2,645	10,061

**Recipients by Sector
2003-04 to 2012-13**



**Amount Awarded by Sector
2003-04 to 2012-13**



Sector	# and % of Eligible Students	# and % of NOG Recipients	% of Elig who Received NOG	\$ and % of NOG Awarded	Average NOG Award
University of Nebraska (5)	12,574	3,627	28.8%	\$6,633,642	\$1,828.96
	22.5%	23.0%		43.7%	
State Colleges (3)	3,111	996	32.0%	\$985,819	\$989.78
	5.6%	6.3%		6.5%	
Community Colleges (6)	29,188	6,439	22.1%	\$2,667,857	\$414.33
	52.2%	40.9%		17.6%	
Private Career Schools (11)	3,810	1,658	43.5%	\$1,882,075	\$1,135.15
	6.8%	10.5%		12.4%	
Independent Colleges & Universities (16)	7,248	3,037	41.9%	\$3,016,105	\$993.12
	13.0%	19.3%		19.9%	
Total	55,931	15,757	28.2%	\$15,185,498	\$963.73
	100.0%	100.0%		100.0%	

2012-13 NOG Report

- Questions?

2013-14 Allocations for Students Attending:	
UNIVERSITY OF NEBRASKA:	
Kearney	\$1,085,750
Lincoln	\$3,140,118
Medical Center	\$158,990
Omaha	\$2,601,354
NCTA	\$40,707
STATE COLLEGES:	
Chadron	\$317,096
Peru	\$224,440
Wayne	\$567,882
COMMUNITY COLLEGES:	
Central	\$451,710
Metropolitan	\$1,106,126
Mid-Plains	\$136,782
Northeast	\$368,328
Southeast	\$953,611
Western Nebraska	\$171,085
PRIVATE CAREER COLLEGES:	
Capitol Schools of Hairstyling	\$77,965
College of Hair Design	\$96,834
Creative Center	\$35,954
ITT Educational Services, Inc.	\$190,559
Joseph's Colleges of Beauty	\$161,601
Kaplan University - Lincoln	\$362,764
Kaplan University - Omaha	\$445,884
La'James College	\$27,089
Omaha School of Massage and Health Care	\$54,796
Vatterott College	\$359,060
Xenon International School of Hair	\$173,273
INDEPENDENT COLLEGES:	
Bellevue University	\$555,192
Bryan College of Health Sciences	\$109,706
Clarkson College	\$199,928
College of Saint Mary	\$204,089
Concordia University	\$124,158
Creighton University	\$268,348
Doane College	\$428,011
Grace University	\$83,220
Hastings College	\$201,647
Little Priest Tribal College	\$23,602
Midland University	\$273,057
Nebraska Christian College	\$26,137
Nebraska Methodist College	\$156,072
Nebraska Wesleyan University	\$361,036
Union College	\$68,171
York College	\$55,912
GRAND TOTALS:	\$16,448,044

2013-14		
	Dollars	Percent
UN	\$7,026,919	42.7%
State	\$1,109,418	6.7%
CC	\$3,187,642	19.4%
Priv	\$1,985,779	12.1%
Ind	\$3,138,286	19.1%
Total	\$16,448,044	100.0%
	Dollars	Percent
Public	\$11,323,979	68.8%
Private	\$5,124,065	31.2%
Total	\$16,448,044	100.0%

2012-13		
	Dollars	Percent
UN	\$6,633,642	43.6%
State	\$987,719	6.5%
CC	\$2,668,007	17.5%
Priv	\$1,915,261	12.6%
Ind	\$3,018,355	19.8%
Total	\$15,222,984	100.0%
	Dollars	Percent
Public	\$10,289,368	67.6%
Private	\$4,933,616	32.4%
Total	\$15,222,984	100.0%

2011-12		
	Dollars	Percent
UN	\$5,810,137	39.4%
State	\$923,198	6.3%
CC	\$2,787,113	18.9%
Priv	\$2,419,700	16.4%
Ind	\$2,787,951	18.9%
Total	\$14,728,099	100.0%
	Dollars	Percent
Public	\$9,520,448	64.6%
Private	\$5,207,651	35.4%
Total	\$14,728,099	100.0%

2010-11		
	Dollars	Percent
UN	\$5,747,492	38.4%
State	\$1,037,024	6.9%
CC	\$2,805,202	18.7%
Priv	\$2,451,469	16.4%
Ind	\$2,943,720	19.6%
Total	\$14,984,907	100.0%
	Dollars	Percent
Public	\$9,589,718	64.0%
Private	\$5,395,189	36.0%
Total	\$14,984,907	100.0%

2009-10

	Dollars	Percent
UN	\$5,310,772	37.5%
State	\$1,050,714	7.4%
CC	\$2,417,967	17.1%
Priv	\$2,622,400	18.5%
Ind	\$2,743,627	19.4%
Total	\$14,145,480	100.0%
	Dollars	Percent
Public	\$8,779,453	62.1%
Private	\$5,366,027	37.9%
Total	\$14,145,480	100.0%

2008-09

	Dollars	Percent
UN	\$4,933,679	38.8%
State	\$950,136	7.5%
Comm	\$2,044,908	16.1%
Priv	\$2,193,087	17.3%
Ind	\$2,588,115	20.4%
Total	\$12,709,925	100.0%
	Dollars	Percent
Public	\$7,928,723	62.4%
Private	\$4,781,202	37.6%
Total	\$12,709,925	100.0%

2007-08

	Dollars	Percent
UN	\$4,751,381	38.3%
State	\$944,640	7.6%
Comm	\$2,027,431	16.3%
Priv	\$2,229,853	18.0%
Ind	\$2,463,599	19.8%
Total	\$12,416,904	100.0%
	Dollars	Percent
Public	\$7,723,452	62.2%
Private	\$4,693,452	37.8%
Total	\$12,416,904	100.0%

2006-07

	Dollars	Percent
UN	\$4,001,490	38.7%
State	\$831,656	8.0%
Comm	\$1,653,096	16.0%
Priv	\$1,923,959	18.6%
Ind	\$1,935,529	18.7%
Total	\$10,345,730	100.0%
	Dollars	Percent
Public	\$6,486,242	62.7%
Private	\$3,859,488	37.3%
Total	\$10,345,730	100.0%

2005-06

	Dollars	Percent
UN	\$3,783,872	37.9%
State	\$751,125	7.5%
Comm	\$1,538,026	15.4%
Priv	\$1,657,353	16.6%
Ind	\$2,260,037	22.6%
Total	\$9,990,413	100.0%
	Dollars	Percent
Public	\$6,073,023	60.8%
Private	\$3,917,390	39.2%
Total	\$9,990,413	100.0%

2004-05

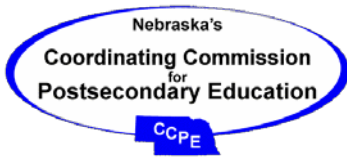
	Dollars	Percent
UN	\$2,979,570	35.6%
State	\$625,268	7.5%
Comm	\$1,212,454	14.5%
Priv	\$1,305,742	15.6%
Ind	\$2,246,249	26.8%
Total	\$8,369,283	100.0%
	Dollars	Percent
Public	\$4,817,292	57.6%
Private	\$3,551,991	42.4%
Total	\$8,369,283	100.0%

2003-04

	Dollars	Percent
UN	\$3,098,263	35.3%
State	\$614,328	7.0%
Comm	\$1,213,109	13.8%
Priv	\$1,327,900	15.1%
Ind	\$2,523,052	28.8%
Total	\$8,776,652	100.0%
	Dollars	Percent
Public	\$4,925,700	56.1%
Private	\$3,850,952	43.9%
Total	\$8,776,652	100.0%

2002-2003

	Dollars	Percent
UN	\$942,939	15.1%
State	\$378,769	6.0%
Comm	\$997,524	15.9%
Priv	\$657,188	10.5%
Ind	\$3,284,478	52.5%
Total	\$6,260,898	100.0%
	Dollars	Percent
Public	\$2,319,232	37.0%
Private	\$3,941,666	63.0%
Total	\$6,260,898	100.0%



Application to Modify a Recurrent Authorization to Operate

Institution:	Omaha School of Massage and Healthcare of Herzing University
Program:	Personal Fitness Training
Degree:	Associate of Science (AS) and Diploma
Institution's Existing Degree(s) in Same or Similar Discipline:	AS and Diploma in therapeutic massage
Proposal Received by Commission:	October 3, 2013
Proposed Start Date:	January 2014 or later (dependent on size of initial enrollments)

Background

Herzing University has operated for over 45 years as a private, career-oriented campus with its home office and online programs based in Milwaukee. There are currently eleven physical campuses in eight states with programs ranging from certificates to master's degrees in business, computer technology, public safety, design, nursing, and health care. Herzing University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

In 2008 Herzing University purchased the Omaha School of Massage Therapy. The Commission subsequently approved Herzing to offer AS degrees in therapeutic massage, medical assisting, and medical billing and insurance coding in Omaha as well as a BS degree in health information management. In 2010 the Commission authorized three diplomas in computer networking, and five BS and five AS degrees in business and computer fields as well as graphic design and criminal justice. Applications for programs in physical therapist assistant, nursing, and surgical technology were withdrawn by the institution due to insufficient evidence of ability to provide clinical sites. In June 2013 the Commission approved an AS degree and diploma in chiropractic technician. This proposal is for authorization for Herzing University to offer an AS and diploma in personal fitness training.

REVIEW CRITERIA

A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations

High	-----	Low
√		

Herzing University provided its 2012 audited financial statements. The audit did not include the university's composite financial score. In 2010, according to the U.S. Department of Education, the score was 3.0, falling within the Department's acceptable ratings 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.) The 2010 information is the most recent available to Commission staff, but the institution reports a rating of 3.0 for 2011.

The audit noted that Herzing University meets the “90 percent rule” of the United States Department of Education. The rule requires that an institution’s revenue from Title IV (federal financial aid programs) cannot exceed 90% of its total revenue. For 2012, Herzing’s percentage was 83.6, putting it in compliance with the rule.

Commission staff examined the audit and concluded that there were no issues of concern. The university’s financial position improved slightly over the previous year with cash and cash equivalents increasing by 1.4%.

Costs: for the diploma program—tuition: \$17,670; for the AS program—tuition: \$26,505; fees: \$75 application fee; all other fees, including textbook costs, are included in tuition. For comparison, tuition for an AAS degree in personal training and fitness at Wright Career College in Omaha is \$28,500 and \$33,443 when fees, supplies, and books are included.

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

High-----Low				
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Curriculum – The goal of the proposed program is to provide a background in the basic science and theory related to personal training, nutrition, and client support. The diploma program would require 43 semester credit hours: 41 in the discipline and two in professional development. The curriculum includes courses such as exercise physiology, nutrition, and performance conditioning. A two credit hour externship is also required. Herzing provided a list of five area fitness centers that have verbally agreed to externship sites for students. The curriculum also includes a one credit hour exam preparation course for national certification by the American College of Sports Medicine.

The AS program consists of the same 43 hours for the diploma plus a minimum of 24 hours in general education courses, totaling 67 hours for the degree. The general education curriculum includes courses in computer applications, English composition, information literacy, math, speech, natural science or humanities, social or behavioral science, and critical thinking. The general education curriculum is appropriate in both number and type of courses.

The state of Nebraska does not require licensure for personal fitness trainers—only for athletic trainers, which requires a four-year degree from an accredited program. Voluntary national certification is available from the American College of Sports Medicine (ACSM) and the National Academy of Sports Medicine (NASM). The ACSM Certified Personal Trainer must be at least 18 years old, have a high school diploma or equivalent, hold adult CPR/AED certification, and have passed the ACSM Personal Trainer exam.

Enrollment –Herzing estimates that each program would enroll 15 to 20 students per year. Since the diploma program ladders into the AS, the diploma program should have larger enrollments at first, while the degree program would show enrollments after a few years. The enrolment estimates were derived from a survey of current students, many of whom work in fitness centers and indicated they would like to have the personal fitness credential.

In Omaha, Wright Career College offers an AS degree in personal training and fitness and Vatterott College offers a diploma in personal fitness trainer. The Commission staff consulted the Nebraska Department of Labor’s website. The occupational category closest to the proposed program was “Fitness Trainers and Aerobics Instructors”. The department noted that the outlook nationally was “bright” for this field and that in Nebraska the employment change from 2010 to 2020 was projected to be 320 positions or 1.3% annual average percent increase. The median salary for the Omaha area was \$13.17 an hour or \$27,405 annually.

Credit – The institutional policy for awarding credit is based on the following: lecture courses: 15 contact hours for each semester credit hour; science and healthcare labs: 30 contact hours for each semester credit hour; externship, practicum, clinicals: 45 contact hours for each semester credit hour. These programs would have lecture courses, labs, and an externship.

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

High-----Low
√

Faculty – The core courses and general education courses, when cohort size warrants, would be taught face-to-face by faculty working from the Omaha campus. Students would also have the option to complete the general education courses online. Herzing intends to hire faculty for the proposed Omaha programs once the Commission has given approval to their application. Faculty would be hired according to university policy:

Undergraduate faculty teaching courses in disciplines supporting the core of vocational allied health programs which do not have a bachelor’s degree in that discipline at Herzing University must have at least a bachelor’s degree and expert knowledge in the teaching discipline.

Resumes were provided for ten faculty members currently teaching in Omaha. Four have master’s degrees, two hold PhDs, one has an EdD in progress, two are DCs (doctor of chiropractic), and one holds a BS and is a licensed massage therapist. Of these ten, one has a degree in physical education and another has a degree in exercise science. For an associate degree program, the minimum educational level expected for faculty is a bachelor’s degree, with a master’s degree for faculty teaching general education classes. The faculty described exceed these expectations.

Faculty teaching online courses are part of Herzing University’s Online Campus, based in Milwaukee. Herzing states that all distance learning faculty are provided training on distance learning methodologies and pedagogical support in developing course materials. They are also monitored in the quality of delivery of their online courses by their department chair. The chair logs onto each course section weekly and provides feedback on the quality of student interaction to both the faculty member and the dean.

Library – Resumes were also included for the five full-time librarians employed by Herzing to manage all aspects of the university’s libraries. Resources include a small physical library specifically focused on the needs of the campus and extensive online materials. Herzing reports that the Omaha library holds many of the needed materials on topics such as health issues, injury prevention, exercise science, kinesiology, pathology, sports medicine, and wellness. Upon receiving CCPE approval, additional materials specific to physical fitness training would be purchased.

In addition to the local library, students would be able to check out books from any Herzing University library through interlibrary loan. There is also online material available through two library consortia, NebraskAccess and the Library and Information Resources Network (LIRN). LIRN contains thousands of titles, many available in full-text form. Computers are available in the library and student break room with Internet access. Wireless access is available throughout the facility.

Support Services -- The staff includes a registrar and personnel for educational funding and career services. Educational funding includes counseling on financial literacy and borrowing responsibility as well traditional financial aid assistance. At the career services center students receive tutoring and assistance in resume writing, honing interview skills, and identifying employment opportunities.

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

The Omaha School of Massage and Healthcare of Herzing University is located in southwest Omaha and would house the proposed programs as well as those that have previously been approved for that location. The campus consists of two buildings. The proposed programs would be located in the "Annex" (5406 S. 99th St.) that was the home for the medical assisting and insurance billing and coding programs. Those two programs are no longer offered face-to-face in Omaha (but are available online). The therapeutic massage and chiropractic technician programs currently use the Annex in the morning and part of the space in the evening. The proposed programs would have classes scheduled in the afternoon and evening (as available) so that there would not be a space conflict.

Courses that have a lab component would be held at the Prairie Life Fitness Center, approximately one mile from the Herzing campus. Since students would have use of Prairie Life's equipment, Herzing would only need to acquire some small equipment, such as body fat calipers and tape measures, for use on campus.

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

Credits would transfer to any Herzing University campus. Since Herzing University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, students should be able to transfer credits in the same manner as they transfer credits earned at any other regionally accredited institution. The application included language from the college catalog explaining transferability and stating that the student should check with the school to which they wish to transfer.

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

Herzing University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and has been fully accredited since 2004. The next reaffirmation of credit is scheduled for 2015-16.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) offers accreditation for personal fitness training programs. There are only two programs in the United States that hold this accreditation—a community college in North Dakota and one in Ohio. There are many personal fitness training programs available, but they are likely not accredited because graduation from an accredited program is not required in many states such as Nebraska. There is voluntary certification available from the American College of Sports Medicine (ACSM) and the National Academy of Sports Medicine (NASM).

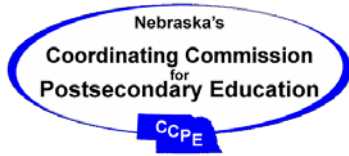
G. The institution's policies and procedures related to students, including, but not limited to, recruiting and admissions practices

The undergraduate catalog was provided. Page references were identified for admissions criteria and procedures, graduation requirements, grading policy, academic warning and probation, standards of satisfactory academic progress, and refund policy.

Committee Recommendation: Approve the modification to the recurrent authorization to operate for Herzing University (dba Omaha School of Massage and Healthcare of Herzing University) to include the AS and diploma in personal fitness training.

Reporting Requirements:

Omaha School of Massage and Healthcare of Herzing University has an annual reporting requirement in place. These programs would be included in that report which is due March 15, 2014.



PROPOSAL FOR AN OFF-CAMPUS CENTER WITH A LONG-TERM COMMITMENT

Institution:	Northeast Community College (NECC)
Facility:	O'Neill Extended Campus
Degrees:	AAS, Diploma, Certificate
Programs:	Varied (See Section A.)
Institution's Existing Degree(s) in Same or Similar Discipline:	All programs are offered at other NECC campuses, centers, or sites
Proposed Site/Location:	505 East Hwy 20, O'Neill
Proposed Start Date:	March 2015

DESCRIPTION

Northeast Community College has served the city of O'Neill since the late 1970s and operated an education center there since 1998. The center is housed in an old elementary school built in 1938 and leased to the college on a year-to-year basis. It consists of 4,750 square feet composed of five classrooms, a computer lab, and one office. It is not fully ADA compliant, lacks updated heating and cooling, and does not have specialized classrooms such as science labs and training rooms.

Acknowledging the deficiencies of the existing facility, NECC conducted a needs assessment/feasibility study in 2012 in the northwestern portion of its service area focused on O'Neill and Atkinson. The study determined that a new facility was needed in order to offer the types of courses and training identified by constituents. Therefore, NECC purchased land in O'Neill for a proposed O'Neill Extended Campus that would be larger and provide for the needs of credit courses, non-credit courses, and workforce development opportunities (see Section C.1. for complete description).

COMMISSION RULES

Commission Rule 10 requires any institution intending to enter into a long-term commitment for a facility to seek Commission approval. The criteria for review of the request are need and demand, avoidance of unnecessary duplication, adequacy of resources, and consistency with the *Comprehensive Statewide Plan*. The approval of a long-term commitment makes no judgment regarding the cost for acquisition or construction of the proposed facility or for operation and maintenance costs.

As part of the feasibility study, residents indicated that they would be willing to raise private funds in support of a new facility. Therefore, the only state funds needed would be for operation and maintenance, which NECC estimates to be \$78,084 and as such would not trigger Commission facility review. This figure was calculated using the same method as NECC has used in the past for new construction projects submitted to the Commission.

REVIEW CRITERIA

Consistent with Institutional Role and Mission? YES NO

Consistent with *Comprehensive Statewide Plan*? YES NO

A. Demonstrated Need and Demand for the Facility

High-----Low
√

NEED

NECC described the condition of the current facility as well-kept but showing signs of age. Examples of the problems encountered in the old elementary school building include:

- The water is rusty and people bring water from home or purchase it from vending machines.
- In the past the roof has leaked, there has been a gas leak, and the boiler system leaked and flooded the computer classroom.
- The boiler system is activated and set at one temperature in the winter often causing instructors to run air conditioners.
- Noise from the steam radiators and air conditioners disrupts the ITV classes, so air conditioning must be turned off during those times.
- There is only one ADA accessible restroom; two classrooms can be reached using a chair lift; other classrooms are not accessible.
- There is no science lab (students use a bucket for a sink, carry in water, and use classroom tables or window sills for experiments and dissections), no space for technical training, no student lounge, and no private areas for testing and advising.
- Portions of the building are still used by O’Neill Public Schools and the community for some activities and NECC is concerned about security during those times.
- Because of the other uses for the building NECC cannot expand its offerings and has been unable to schedule some classes due to lack of space.

The new facility would address all of these concerns (see Section C.1. for facility description).

The 2012 needs assessment indicated that residents particularly wanted workforce development courses and that they were willing to support a capital campaign to fund a facility that would be designed to provide those training opportunities.

The current facility has a very limited ability to offer these types of courses, focusing primarily on academic transfer, general education, developmental education, and adult basic education/ESL courses. The new facility would allow expansion of these programs (with appropriate laboratories) and the addition of a variety of technical and training courses. Courses would be offered that contribute to areas such as EMT, nurse aide, medication aide, nursing, irrigation/agriculture, welding, and entrepreneurship. Students could complete full associate degree programs in business, business administration, accounting, and academic transfer. Other opportunities would include truck driver training/CDL, GED preparation, and non-credit courses and workshops based on community demand (e.g., computer training, continuing education for licensure, business skills, customized training for business and industry, and personal interest classes).

DEMAND

NECC provided the number of students served in O’Neill for the past four years.

- In 2009-10 a total of 230 students were served in credit-bearing courses (unduplicated headcount) with an additional 455 registered for non-credit classes.
- The number of students in non-credit courses remained fairly stable over the four year period, with 434 registered in 2012-13.

- The number of students taking classes for credit steadily declined over the four years—from 230 in 2009-10 to 186 in 2010-11, 146 in 2011-12, and 136 in 2012-13.
- The number of both credit and non-credit courses offered increased from 2011-12 to 2012-13.

A partial explanation for the decline in students enrolled in credit-bearing courses is the re-designation of some credit courses as non-credit. In addition, when UNMC opened a joint nursing facility with NECC in Norfolk, NECC signed an agreement to reduce the number of associate degrees in nursing throughout its service area to allow some students to enroll in UNMC’s bachelor of nursing program. All of the nursing general education courses and some of the nursing core courses are offered on extended campuses, so enrollments in these courses dropped in O’Neill.

NECC states that other factors have negatively influenced enrollments in O’Neill. The needs assessment revealed that many area residents were unaware of the college’s offerings in O’Neill. This may be influenced by the facility itself. Located in an old elementary school, the “extended campus” is not perceived by residents as a college facility and does not project a college atmosphere, something that many traditional students seek. NECC plans to revamp its marketing to better inform residents about its presence and services.

With a new, attractive building, increased marketing to raise constituent awareness, outreach to business, and the ability to offer science classes with modern labs and a variety of credit and non-credit courses in technical fields, NECC believes that enrollments will rebound and exceed previous levels. The college projects the following increase in contact hours the first year the extended campus is open: 360 new contact hours in community education, 60 new hours in continuing education, and 1,502 new hours of contract training. Credit hours are also expected to increase, but NECC did not project those enrollments.

Given the severe limitations and deteriorating conditions of the current building, a different location for instruction in O’Neill appears to be justified. Even though student enrollments have declined recently, NECC believes it has a good plan to raise student demand once a new facility is available.

B. Avoidance of Unnecessary Duplication

High-----Low
√

NECC reports that there are no large structures available in O’Neill for purchase and renovation or lease and renovation that would meet the college’s needs. The new facility would provide NECC with the ability to offer a greater number and variety of courses and training to residents in and around O’Neill than previously possible. NECC’s main campus in Norfolk is 75 miles away. It’s only other extended campus locations (education centers) are in West Point and South Sioux City, both further east than Norfolk. Wayne State College is 96 miles from O’Neill, Central Community College in Grand Island is 114 miles, and Chadron State College is 248 miles to the west.

C. Adequacy of Resources for Instruction

C. 1. Physical Facilities and Instructional Equipment

High-----Low
√

The proposed facility would have a multi-purpose classroom and a general classroom separated by a moveable wall, a dedicated science lab, a dual purpose ITV classroom/science lab (in the event a second lab is needed), two ITV classrooms, a computer lab, a conference room, three offices, and a student lounge. A separate wing of the building (connected by a vestibule to the main section) would house a “technical lab”—a large, heated, open space with overhead doors and an adjacent heated and

cooled classroom for courses and training involving large and/or specialized equipment. The classroom wing would be approximately 9,400 square feet and the technical wing would have approximately 5,400 square feet (for a total of 14,800 square feet for the entire facility). There are two areas in the proposed structure that would allow for expansion of classroom space and technical training space (see floor plan following page 4).

NECC reports that the ITV equipment, nursing equipment, and other instructional equipment in the current location would be used in the new facility, but the college has also set aside \$200,000 for any new equipment and furniture that might be needed.

The total estimated cost for the project is approximately \$2.8 million (includes land, building, and equipment/furniture). The capital campaign has raised \$2 million as of October 4. NECC states that it will not break ground until \$2.8 million has been raised.

C. 2. Library, Information Resources, Student Support Services

High-----Low				
		√		

The current center provides electronic access to a variety of library resources, including full-text databases and ebooks. Interlibrary loan service, both from the library at the Norfolk campus and other educational institutions, is also available, often with a 24-hour turnaround time. Staff in O’Neill provides academic advising as do advisors from Norfolk who make regularly scheduled visits to O’Neill. Financial aid advisors also travel to O’Neill and additional assistance is available by phone and email. Other support services currently available include tutoring, Writers Clinic, technology helpdesk, testing services, and programs for special populations.

Since this would be a center by Commission definition and not a branch campus, the number and range of student support services and library resources would not be as extensive as in Norfolk. Those described appear appropriate for the extended campus.

C. 3. Faculty and Staff

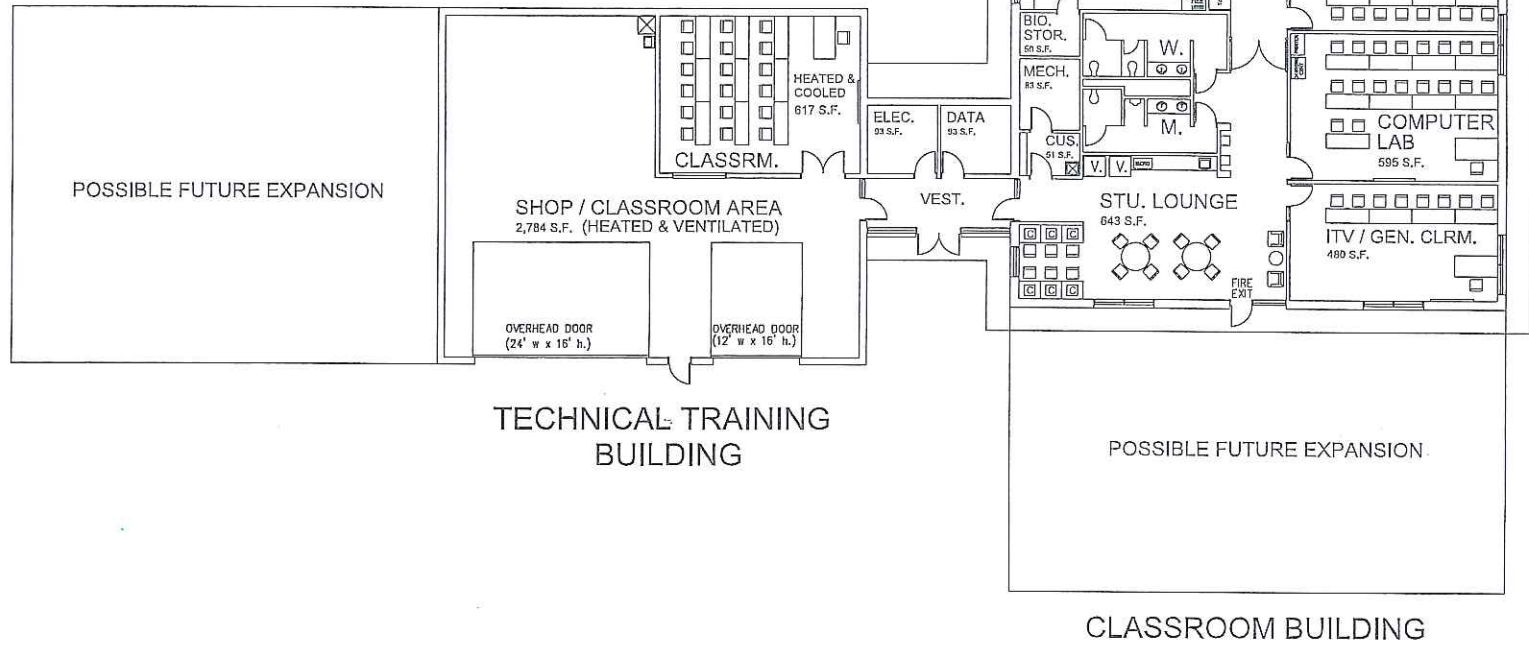
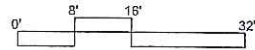
High-----Low				
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NECC currently employs a full-time Director of Extended Campus (previously “regional coordinator”) and full-time administrative assistant in O’Neill to help identify the needs of students in this section of the college’s service area and schedule appropriate courses. Currently, the O’Neill area does not have a broad enough student base to warrant full-time faculty, so adjunct faculty are utilized. NECC states that its policy is to provide orientation activities for adjunct faculty that connect them to a full-time faculty mentor located on the Norfolk campus and to expose them to the variety of support services available to them as well as their students. Courses are also delivered by ITV from Norfolk to O’Neill and are often taught by full-time faculty.

The number of students served who are taking credit-bearing courses at the current facility is not exceptionally large, especially in recent years. Since the courses offered cover a wide range of disciplines, staff would not expect NECC to be able to justify full-time faculty at the center. Students would have the opportunity to interact with full-time faculty by electronically delivered courses (ITV or online) or if they chose to take a class in Norfolk.

Committee Comment: It appears the condition of the current facility warrants a new arrangement. The Commission accepts NECC’s statement that there is no existing building available that would meet the college’s needs.

Committee Recommendation: Approve the proposal from Northeast Community College for an off-campus center with a long-term commitment in O’Neill (O’Neill Extended Campus).



PROPOSED FLOOR PLAN

NORTHEAST COMMUNITY COLLEGE - O'NEILL CENTER - ONEILL NEBRASKA

2 MAY 2013

**French—BA, BAE
University of Nebraska at Kearney
Follow-up Report**

Background:

- In **2005** the Commission reviewed the modern language programs at UNK.
 - The modern language department, with 374 student credit hours per full-time equivalent faculty (SCH/FTE), exceeded the Commission productivity threshold of 300.
 - The French baccalaureate program averaged 2.0 graduates per year.
 - The Commission **deferred their decision**, encouraged UNK to maximize efforts to increase enrollments, and called for a **report on enrollments and number of graduates**.

- In **2008** UNK reported several changes to their programs.
 - The requirements for a BA degree changed to allow students to study a second foreign language and receive 10 hours credit at the beginning level. UNK believed that this would increase enrollments in French, which had been losing students to Spanish. In fall 2007 in response to increased enrollments, UNK added a second section of beginning French.
 - The Commission requested an **in-depth review** of the BA and BAE in French.

- In **2010** UNK reported that the number of BA/BAE majors and minors remained steady (averaging 6 and 7 students respectively). The program averaged one graduate per year for 2007-08 and for each of the four years prior. Course enrollments for beginning and intermediate French had increased from 44 in 2004 to 77 in 2008. The Commission **continued the program** until the next regular review.

- In **2011** during the regular program review, UNK reported an average of 1.0 graduate in French. The program had been placed under internal review. The Commission **continued the program with a report** on the results of UNK's review at which time the Commission would review the enrollment and graduation rates and consider if it should initiate the process to discontinue the BA/BAE program in French.

Summary of UNK's Report:

- The five-year average for number of degrees awarded was 1.2.
- The average number of majors was 7.6.
- There was an increase in the number of French minors (16 on record in fall 2011 and 16 in fall 2012). The minor consists of 24 credit hours (versus 36 for the major) and is increasingly popular. A total of nine minors in French were awarded between 2008 and 2012.
- Courses leading to both the major and minor have good enrollments, ranging from 20 to 25 in beginning level courses and 10 to 15 for intermediate level classes.
- The student credit hour production average for the three-year period from 2010-11 to 2012-13 was 404. The credit hours were steady over the period. (Note that this is the credit hours for the individual language, not SCH/FTE.)

- There is an increased interest in combining a language major with a major or minor in International Studies.
- The integration of language study into the 2010 general studies program (general education) supports the enrollments and creates a better opportunity to recruit majors.
- Summer study abroad opportunities are available and semester-long study abroad options are provided by UNL.
- The modern language programs are central to the mission of UNK.
- Among the recommendations of the internal review team:
 - Investigate the possibility of expanding the French degree to Francophone Studies, allowing the department to collaborate with related disciplines to build an area of concentration across disciplines.
 - Hire a language acquisition professor with instructional technology skills that include experience in online course development and support. This would result in an increased use of the technology lab, integration of technology into the curriculum, development of hybrid and online courses, and greater access to potential students globally. (This has been accomplished.)
 - Make connections with high schools to increase awareness and visibility of language opportunities; pursue dual credit options.
 - Pursue study abroad exchanges/internships that are often less expensive than traditional study abroad programs.

Committee Comment:

The University of Nebraska requires two years of a foreign language in high school for admission. However, if a student has not taken those courses, he or she can be admitted with the stipulation that one year of a foreign language is taken at the university. Commission staff conducted a sample survey of the foreign language offerings at high schools, varying in size and location, in western and central Nebraska. Of the 43 schools surveyed, 16 schools (37%) offered French (all offered Spanish).

In addition to UNK, there are at least six four-year institutions offering a baccalaureate degree in French in Nebraska. IPEDS data show that neither UNL nor UNO meets the Commission's threshold for number of graduates at the baccalaureate level (7). From 2006 to 2011 UNL averaged 5.4 graduates and UNO averaged 3.0. Also, Creighton University offers a program that averaged 2.0 graduates for that time period. The UNL and UNO five-year averages are lower than the previous five-year averages (from 2001 to 2006) that were 6.2 and 4.0 respectively, suggesting a decline in student interest in foreign language study at those institutions.

The Commission has identified nine peer institutions for UNK. Eight have baccalaureate programs in French. The number of graduates as reported to IPEDS is displayed below. Most of the programs average about two graduates per year; UNK's average is the lowest of the nine. None of the programs would meet the Commission threshold of seven graduates.

Number of Graduates with a Baccalaureate Degree in French—UNK and Peers

Peer Institution	2008	2009	2010	2011	2012	Average
Minn. St. Moorhead						
W. Illinois	4	0	0	1	2	1.4
Pittsburg State (KS)	2	0	1	0	1	0.8
Central Missouri	1	4	2	2	1	2.0
SE Missouri State	4*	0*	3*	2*	1*	2.2*
Western Carolina	0	0	0	0	0	0
Bloomsburg of PA	2	3	2	10	6	4.6
Wisc. Whitewater	2	1	1	2	4	2.0
Wisc. La Crosse	2	3	2	1	2	2.0
UNK	1	1	0	0	1	0.6

*plus 5, 4, 4, 6, 6 in “Foreign Language Teacher Education” (2008 through 2012 respectively; averaging 5.0 for all foreign language teachers)

The number of declared French majors at UNK is steady while the number of minors is increasing. Course enrollments have also increased, at least partly in response to changes in general education requirements. While the increase in minors and SCH is encouraging, neither is likely to contribute to a significant increase in the number of majors or graduates. The addition of a Francophone Studies concentration has the potential for increasing majors and/or minors without increasing departmental expenditures. A foreign language is a good companion (double major or major and minor) for international studies, as UNK points out, as well as for business and other fields. Marketing this aspect of foreign language study, as well as marketing to high school students, could also contribute to an increase in enrollments and ultimately graduates.

Based on the offerings of UNK’s peers, it appears that French is a major that the majority of the institutions have chosen to offer despite consistently low graduation rates. Many Nebraska high schools are teaching French. If UNK is to continue to prepare foreign language teachers endorsed to teach French, it must continue to offer a French major (the BA for language majors and the BAE for language teachers are essentially the same).

Committee Recommendation:

The committee is concerned that this program is chronically low producing, averaging less than two graduates per year, and is continuously on the Commission’s list for follow-up or in-depth reviews. Even so, for this follow-up review the committee recommends that the BA/BAE in French at UNK be continued with the following stipulations:

- **A report is submitted by October 15, 2015 that includes evidence of implementation of the recommendations made in the 2011 internal Review Team Report and documentation of results.**
- **The report also includes the number of majors and minors, the number of degrees and minors awarded, and the student credit hour production.**
- **UNK provides a justification for continuing the program.**

Following receipt of this information in 2015, the Commission will make a decision on whether this program should be continued or the process to discontinue should be initiated.

**German—BA, BAE
University of Nebraska at Kearney
Follow-up Report**

Background:

- In **2005** the Commission reviewed the modern language programs at UNK.
 - The modern language department, with 374 student credit hours per full-time equivalent faculty (SCH/FTE), exceeded the Commission productivity threshold of 300.
 - The German baccalaureate program was reported as a collaborative program with UNL.
 - The Commission **deferred their decision**, encouraged UNK to maximize efforts to increase enrollments, and called for a **report on enrollments and number of graduates**.

- In **2008** UNK reported that the requirements for a BA degree changed to allow students to study a second foreign language and receive 10 hours credit at the beginning level. UNK believed that this would increase enrollments in foreign languages. The Commission requested an **in-depth review of the French program**. The German program was not included because it had been reported as a collaborative program with UNL.

- In **2010** UNK reported on the French program only. However, UNK reported to IPEDS five graduates from the German program between 2004 and 2009 (five-year average of 1.0). The Commission **continued the French program** until the next regular review.

- In **2011** during the regular program review, UNK reported an average of 2.2 graduates in German. The program had been placed under internal review. The Commission **continued the program with a report** on the results of UNK's review at which time the Commission would review the enrollment and graduation rates and consider if it should initiate the process to discontinue the BA/BAE program.

Summary of UNK's Report:

- The collaboration with UNL for German courses was discontinued, making German an independent program at UNK.
- The five-year average for number of degrees awarded was 1.0.
- The average number of majors was 7.8.
- Two minors in German were awarded between 2008 and 2012. The minor consists of 24 credit hours (versus 36 for the major).
- Courses leading to both the major and minor have good enrollments, ranging from 20 to 25 in beginning level courses and 10 to 15 for intermediate level classes.
- The student credit hour production average for the three-year period from 2010-11 to 2012-13 was 260. This was an increase of 75% over the period. (Note that this is the credit hours for the individual language, not SCH/FTE.)
- There is an increased interest in combining a language major with a major or minor in International Studies.
- Theme-based courses, such as one offered on Berlin, have resulted in two new majors in German.

- The integration of language study into the 2010 general studies program (general education) supports the enrollments and creates a better opportunity to recruit majors.
- Summer study abroad opportunities are available and semester-long study abroad options are provided by UNL.
- The modern language programs are central to the mission of UNK.
- Among the recommendations of the internal review team:
 - Investigate the possibility of expanding the German degree to German Studies, allowing the department to collaborate with related disciplines to build an area of concentration across disciplines.
 - Hire a language acquisition professor with instructional technology skills that include experience in online course development and support. This would result in an increased use of the technology lab, integration of technology into the curriculum, development of hybrid and online courses, and greater access to potential students globally. (This has been accomplished.)
 - Make connections with high schools to increase awareness and visibility of language opportunities; pursue dual credit options.
 - Pursue study abroad exchanges/internships that are often less expensive than traditional study abroad programs.

Committee Comment:

The University of Nebraska requires two years of a foreign language in high school for admission. However, if a student has not taken those courses, he or she can be admitted with the stipulation that one year of a foreign language is taken at the university. Commission staff conducted a sample survey of the foreign language offerings at high schools, varying in size and location, in western and central Nebraska. Of the 43 schools surveyed, 11 schools (25%) offered German (all offered Spanish).

In addition to UNK, there are at least six four-year institutions offering a baccalaureate degree in German in Nebraska. IPEDS data show that neither UNL nor UNO meets the Commission’s threshold for number of graduates at the baccalaureate level (7). From 2006 to 2011 UNL averaged 5.2 graduates and UNO averaged 0.8. The UNL and UNO five-year averages are lower than the previous five-year averages (from 2001 to 2006) that were 6.2 and 2.0 respectively, suggesting a decline in student interest in foreign language study at those institutions.

The Commission has identified nine peer institutions for UNK. Five have baccalaureate programs in German. The number of graduates as reported to IPEDS is displayed below. The programs vary in average number of graduates; UNK’s average is the lowest of the six. None of the programs would meet the Commission threshold of seven graduates.

Number of Graduates with a Baccalaureate Degree in German—UNK and Peers

Institution	2008	2009	2010	2011	2012	Average
Minn. St. Moorhead						

W. Illinois						
Pittsburg State						
Central Missouri						
SE Missouri State	8*	2*	7*	3*	4*	4.8*
Western Carolina	1	1	1	2	2	1.4
Bloomsburg of PA	4	0	0	2	2	1.6
Wisc Whitewater	1	4	2	2	1	2.0
Wisc La Crosse	7	3	4	2	7	4.6
UNK	1	1	0	1	0	0.6

*plus 5, 4, 4, 6, 6 in “Foreign Language Teacher Education” (2008 through 2012 respectively; averaging 5.0 for all foreign language teachers)

The number of declared German majors at UNK is steady. Course enrollments have increased, at least partly in response to changes in general education requirements. The increase in SCH is especially encouraging, but is unlikely to contribute to a significant increase in the number of majors or graduates. The addition of a German Studies concentration and theme-based courses has the potential for increasing majors and/or minors without increasing departmental expenditures. A foreign language is a good companion (double major or major and minor) for international studies, as UNK points out, as well as for business and other fields. Marketing this aspect of foreign language study, as well as marketing to high school students, could also contribute to an increase in enrollments and ultimately graduates.

Based on the offerings of UNK’s peers, it appears that German is a major that over half of the institutions have chosen to offer despite consistently low graduation rates. Some Nebraska high schools are teaching German. If UNK is to continue to prepare foreign language teachers endorsed to teach German, it must continue to offer a German major (the BA for language majors and the BAE for language teachers are essentially the same).

Committee Recommendation:

The committee is concerned that this program is chronically low producing, averaging less than two graduates per year, and is continuously on the Commission’s list for follow-up or in-depth reviews. Even so, for this follow-up review the committee recommends that the BA/BAE in German at UNK be continued with the following stipulations:

- **A report is submitted by October 15, 2015 that includes evidence of implementation of the recommendations made in the 2011 internal Review Team Report and documentation of results.**
- **The report also includes the number of majors and minors, the number of degrees and minors awarded, and the student credit hour production.**
- **UNK provides a justification for continuing the program.**

Following receipt of this information in 2015, the Commission will make a decision on whether this program should be continued or the process to discontinue should be initiated.

2011-2012 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR								
Institution	Program	5 yr Average (2007-2012)						
		SCH/FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	
UNL	Insect Science	1120	BSIS	4.0				
	Entomology				MS	16.4	PhD	4.0
	Forensic Science		BS	8.6				

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR							
Institution	Program	5 yr Average (2007-2012)					
		SCH/FTE	Associate		Diploma	Certificate	Total Awards
CCC	Electrical Technology	494	AAS	11.6	9.8	25.4	46.8
MCC	Electrical Technology	608	AAS	11.0		3.4	14.4
MPCC	Electrical Technology	402	AAS	4.2	7.6		11.8
NECC	Electrical Construction & Control	371	AAS	24.2			24.2
MCC	Industrial & Commercial Trades	471	AAS	16.8		0.6	17.4
CCC	Construction Technology	368	AAS	10.6	13.4	31.6	55.6
MCC	Construction Technology	481	AAS	15.4		0.6	16.0
MPCC	Building Construction Technology	266	AAS	4.6	4.2	1.4	10.2
NECC	Building Construction	266	AAS	16.8			16.8
SCC	Building Construction	415	AAS	30.8			30.8

Commission Thresholds

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

Information Items

- A. Reasonable and Moderate Extension
 - 1. UNO – Data Analytics (graduate certificate)

- B. Discontinued Program
 - 1. UNO – Instructional Technology (graduate certificate)

- C. Program Name Change
 - 1. UNO – Master of Science in Reading to
Master of Science in Literacy



2014 CCPE Meeting Calendar

(Tentative Dates and Locations)

January 23 - Thursday

Video Conference - NET

March 13 - Thursday

Country Inn & Suites - Lincoln

May 1 - Thursday

Concordia University - Seward

June 19 - Thursday

Wayne State College - Wayne

July 31 - Thursday

Southeast Community College - Milford

September 16 - Tuesday

Apothecary Building – 5th Floor – Lincoln

October 14 - Tuesday

Nebraska State Capitol - Lincoln

December 4 – Thursday

Nebraska State Capitol - Lincoln

Revised (changes made to this document are in bold type)

Executive Director Search

Summary Description

The Commission is requesting funding to conduct a search for an executive director. Due to the resignation of the current executive director, the Commission must conduct a nation-wide search to fill the position. The nation-wide search is essential to attract candidates with visionary leadership in all aspects of higher education. Staff will be working closely with the Commission board members, consultants, and Nebraska higher education leaders to provide candidates that will best enhance collaboration and communication among Nebraska postsecondary institutions.

To achieve this goal, the Commission is requesting funding to bring the salary level of this position to the mid-point of executive directors salaries in other SHEEO offices nationally, which also increases the employer benefits costs. The Commission will also incur moving expenses for the new executive director. Expenses for a nation-wide search include consultant fees, meetings, expenses for commission members due to extra meetings, consultant and candidates' travel, advertising costs, and various operating expenses connected with the search process.

Performance Measures

The Commission will look for candidates with the following attributes:

1. Have demonstrated the ability to form key partnerships in the education community and have advocated for the needs of students, colleges, and universities at the local, state and national levels.
2. Have proven ability to achieve consensus among varied constituencies regarding complex issues.
3. Provide objective analyses and policy guidance.
4. Have the ability to make difficult decisions.
5. Be a strong leader and strategic thinker.

The consultant will deliver at least three candidates with the above-mentioned attributes plus check the references for all final candidates.

Research, Analysis, and Justification

The Commission estimates that it will need **\$76,847** to conduct the search and employ a new executive director. The staff and board members of the Commission will meet with the consultant to decide on the parameters of the search. Although consultants are usually paid about \$60,000 for conducting a search of this magnitude, **one consultant** is willing to give some of the search responsibilities to staff and work within a **\$30,000** fee plus travel expenses. **The other potential search firm would only discount the cost for the search to \$55,000.** Although the Commission staff is small and extremely busy, we are always cognizant of the financial constraints of the state of Nebraska and search for economies in every activity we perform.

Revised (changes made to this document are in bold type)

The additional funds requested are for the increase in expenses that accompany a high-level search. **There will be mileage/airfare and hotel expenses for Commissioners and for finalists. The Commission will advertise in the Chronicle of Higher Education, Omaha World Herald, and appropriate websites. There will be moving expenses and other required reimbursements for the new hire.** The Commission will have incidental expenses for conducting additional Commission meetings and meetings with higher education officials, state senators, fiscal, and budget representatives of the state. **Other than salary and benefits adjustment for the new executive director, most of the 2013-14 deficit request is a one-time allocation of state funds.**

The salary enhancement of \$17,000 plus \$6,237 in benefits is requested at the recommendation of national higher education experts to allow Nebraska to be competitive in its search for a qualified executive director.

Implementation Plan

We will begin the search as soon as the deficit request is approved by the Legislature and the Governor. It is our hope the search can start no later than April with expected employment of a new director by June or July, 2014.

Anticipated Expenses for Search*

Advertising (<u>Chronicle of Higher Education</u> , <u>Omaha World Herald</u> , and <u>Lincoln Journal Star</u>) We will also advertise on higher education websites that do not charge for this service, such as SHEEO	\$1,900
Search Consultant	30,000
Travel expenses	1,000
Expenses for three interviews	
Airfare (applicant and spouse)	3,900
Hotel	300
Meals	560
Miscellaneous Expenses (may include rental car if flying into Omaha)	500
Moving Expenses (this includes one house-hunting trip)	13,500
Adjustment in Salary	17,000
Adjustment in Benefits	
Retirement	1,360
FICA	1,301
Insurance	3,576
Extra Commission Meeting	
Room Rental	250
Mileage	1,000
Board and Lodging	700
	<u>\$76,847</u>

*The Commission realizes that there will be additional search expenses but will work to absorb them in our current budget.