
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION April 30, 2015 University of Nebraska – Lincoln Innovation Campus, Commons Building, Rooms B1-B2 2021 Transformation Drive Lincoln, Nebraska

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.

Public notice of meeting

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON APRIL 30, 2015. THE MEETING WILL BEGIN AT 9:00 A.M. AND ADJOURN AT APPROXIMATELY 2:30 P.M.

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

COLLEEN ADAM, CHAIR

CALL TO ORDER AND INTRODUCTIONS

Chair Colleen Adam called the meeting to order at 9:00 a.m. and asked for introductions.

Commissioner Hunter arrived at 9:05 a.m.

Commissioners Present

Colleen Adam	Eric Seacrest
Dr. John Bernthal	Dr. Joyce Simmons
Dr. Deborah Frison	Lori Warner
Dr. Ron Hunter	W. Scott Wilson
Mary Lauritzen	Carol Zink
Dwayne Probyn	

Commissioners Absent

Commission Staff Present

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	James Schiltz
Jason Keese	Gary Timm
Kadi Lukesh	Mike Wemhoff

*Dr. Ronnie Green, University of
Nebraska - Lincoln*

**GREETING BY DR. RONNIE GREEN, NU VICE PRESIDENT AND
HARLAN VICE CHANCELLOR OF AGRICULTURE AND NATURAL
RESOURCES**

Dr. Ronnie Green, NU Vice President and Harlan Vice Chancellor of Agriculture and Natural Resources, welcomed the Commissioners to UNL's Innovation Campus conference center, formerly the 4-H building at State Fair Park. He stated they are very excited about the construction on campus. The entire food science department will be relocated to the campus, in partnership with ConAgra Foods. They are building an alliance around food science methodology with eight international companies. Today the Commissioners will be given a tour of the campus that includes a new state-of-the-art greenhouse. UNL is planning a public open house in October when phase one is complete.

Dr. Tim Hodges, Gallup

GREAT JOBS, GREAT LIVES

Dr. Michael Baumgartner, Executive Director, introduced former Commissioner and current Director of Research at Gallup Dr. Tim Hodges, who gave a PowerPoint presentation on Great Jobs, Great Lives. Dr. Hodges stated that all polling calls that Gallup makes originate from one of its call centers in Nebraska. 30,000 U.S. college graduates were polled, which yielded insight for educators, employers, colleges, and students on factors that contribute to getting a good job and having a better life after completing a college degree. Dr. Hodges highlighted the findings of the survey. 95% of people say it is somewhat or very important to have a certificate or degree after high school to be successful in your career. The focus of this alumni study was to find out what happens to a person after graduation and in their working life to understand the impact of higher education. Gallup polled people on how they are doing in terms of their well-being across five areas: career, physical, financial, social, and community well-being. The data suggest the type of postsecondary institution attended does not matter as much as what the student experiences in college and how they experience it. Factors of success included being emotionally supported during college by a caring professor, a mentor, or someone who encouraged their goals and dreams; involvement in extra-curricular activities or organizations; and an internship or job where they applied what they were learning. In summary, the study indicated it isn't so much where you go to school, but how you go. Dr. Hodges noted that we need to be intentional about creating positive campus experiences regardless of what type of institution attended. Dr. Hodges answered questions from the Commissioners.

*Dr. Gabrielle Banick, University of
Nebraska, and Dr. Jodi Kupper,
Nebraska State College System*

TRANSFER NEBRASKA

Dr. Baumgartner introduced Dr. Gabrielle Banick, Assistant Vice President for P-16 Initiatives, University of Nebraska, and Dr. Jodi Kupper, Vice Chancellor for Academic Planning and Partnerships, Nebraska State College System, to show a PowerPoint presentation and discuss the Transfer Nebraska initiative they have spearheaded.

Dr. Banick stated the Transfer Nebraska initiative was the vision of Stan Carpenter, Nebraska State College System; Dennis Baack, Nebraska Community College Association; and Dr. Susan Fritz, University of Nebraska. Their goal was to facilitate course transfer among all Nebraska public institutions, with transparency and ease of location of transfer information. The initiative helps students know if their credits transfer, and helps them plan for future credits to transfer. Colleges that participate in Transfer Nebraska purchase the software product Transfer Evaluation System (TES) in order to be linked to the initiative's website. Dr. Banick also discussed Transferology, a nationwide network designed to help students explore their college transfer options. www.transfer.nebraska.edu is a one-stop website that provides a list of courses that will transfer from one school to another. So far it has been successful, with 1,900 visitors since January. The top four colleges that students and visitors access on the website are UNO, UNK, Wayne State College, and Central Community College, representative of all of the college systems in Nebraska.

Dr. Kupper accessed www.transfer.nebraska.edu and demonstrated how to navigate throughout the website. Dr. Banick and Dr. Kupper answered questions from the Commissioners.

MINUTES OF MARCH 12, 2015 COMMISSION MEETING

Commissioner Simmons moved that the March 12, 2015 minutes be approved. Commissioner Zink seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

*Minutes of March 12, 2015
Commission meeting approved*

CHAIR'S REPORT

Chair Adam appointed Commissioners Simmons, Probyn, and Hunter to the nominating committee, with Commissioner Simmons as chair. The nominating committee is responsible for submitting nominations at the June 25th Commission meeting for Commission officers who will serve July 1, 2015 through June 30, 2016.

*Chair Adam appoints nominating
committee*

Chair Adam reminded Commissioners that the June 25th Commission meeting is in Chadron and there will be a work session the evening before on June 24th at 5:30 p.m. at the Chadron State College Student Center.

*Chair Adam speaks about June
Commission meeting*

Chair Adam called for a break at 10:27 a.m. The meeting resumed at 10:37 a.m.

EXECUTIVE DIRECTOR'S REPORT

Dr. Michael Baumgartner, reported that the following out-of-service area applications have been authorized, noting that Learner's Edge is a company in Omaha that provides professional development to teachers. Chadron State College uses them to deliver its online graduate courses.

*Dr. Baumgartner speaks about out-
of-service area authorizations*

1. Offered by Chadron State College
Traditional delivery at Learner's Edge, Inc. in Omaha, NE

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- INS 501: Expanding the Classroom Walls II (3 cr.)
-Summer 2015
 2. Offered by Chadron State College
Traditional delivery at Learner's Edge, Inc. in Omaha, NE
 - INS 501: Expanding the Classroom Walls IV (3 cr.)
-Summer 2015
 3. Offered by Chadron State College
Traditional delivery at Learner's Edge, Inc. in Omaha, NE
 - INS 501: Service Learning (3 cr.)
-Summer 2015
 4. Offered by Chadron State College
Traditional delivery at Learner's Edge, Inc. in Omaha, NE
 - INS 501: Teaching with ARTitude (3 cr.)
-Summer 2015
 5. Offered by Chadron State College
Traditional delivery at Learner's Edge, Inc. in Omaha, NE
 - INS 501: Leadership and Learning (3 cr.)
-Summer 2015

Kadi Lukesh presents third quarter budget report

Dr. Baumgartner called on Kadi Lukesh, Budget Coordinator, to present the third quarter budget report. Ms. Lukesh noted this is the second year of the biennium, so unspent general funds will be returned to the State Treasury. Those figures will be available after June expenses are paid. Expenditures yet to be paid in this fiscal year are the June Commission meeting in Chadron, air fare and conference registration for summer SHEEO meetings, and SHEEO dues.

Ms. Lukesh speaks on State of Nebraska Food Bank drive

Ms. Lukesh also reported on CCPE's latest charitable giving project, the State of Nebraska Food Bank Drive. The food barrel was filled with quality non-perishable foods and the drive was a success.

Jason Keese gives Legislative update

Dr. Baumgartner introduced Jason Keese, Public Information and Special Projects Coordinator, who updated the Commissioners on current Legislative bills of interest. He thanked Commissioner Probyn for providing handouts on *How a Bill Becomes a Law in Nebraska*, which gives a good overview of the process. Mr. Keese noted there are 18 days left in the session. Dr. Baumgartner briefly discussed LB 661, which includes a new appropriation to CCPE for oral health services contracts.

Dr. Baumgartner stated the Supplemental Data Forms were reviewed by the Planning and Consumer Information committee and will be posted to the CCPE website.

Dr. Baumgartner distributed the Midwestern Higher Education Compact (MHEC) performance indicator publication to the Commissioners. A lot of the information is also in the Nebraska Higher Education Progress Report, but the information is in the context of the MHEC states. It also includes more P-12 components than the Commission generally looks at in terms of the preparation of students coming through the K-12 system.

*Public Hearing on Matters of
General Concern*

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

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

*Public Hearing on Academic
Programs Committee Items*

*Dr. Paul Sedlacek, and Trevor
Mischke, National American
University*

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Paul Sedlacek, General Council, and Trevor Mischke, Bellevue Campus Director, from National American University, came forward in support of the five programs National American University is proposing to offer, and to answer questions from the Commissioners. Mr. Sedlacek gave a short history of the institution.

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

*Commission Probyn thanks fellow
APC members*

ACADEMIC PROGRAMS COMMITTEE

Commissioner Probyn thanked Dr. Kathleen Fimple, Academic Programs Officer, the members of the Academic Programs Committee, and staff, for their participation in the committee conference call.

National American University

*Commissioner Probyn and Dr.
Fimple present the program*

National American University – Application to Modify a Recurring Authorization to Operate – Accounting (BS, AAS), Small Business Management (AAS), Health and Beauty Management (AAS), and RN to BSN (BSN)

Commissioner Probyn introduced Dr. Fimple to present the program proposal. Dr. Fimple reported the financial soundness of the institution has been analyzed, with nothing being of concern. There is a demand for accounting programs as the number of graduates does not reach the projected number of job openings statewide. A letter was received from the Nebraska State College System stating that current offerings of a BS in Accounting through the public and private institutions in the state are sufficient.

*Dr. Jodi Kupper, Nebraska State
College System*

Dr. Jodi Kupper, the State College's Vice Chancellor for Academic Planning and Partnerships, spoke briefly, stating she understands the numbers show a perceived need for accounting graduates, but she's unsure of whether current programs are at capacity to meet the demand that Department of Labor figures are reflecting. Dr. Baumgartner noted that National American University is a private for-profit institution and is not duplicating public resources, therefore demand is not a criteria we consider.

National American University stated there are 130 small beauty salons in the Omaha area, which presents the need for the Health and Beauty Management associate degree. Dr. Fimple stated this presents an opportunity for someone to obtain a degree to manage a beauty salon.

RN and BSN have two different purposes. An RN is a credential you receive after taking a national test. A BSN is an academic degree. This proposed

program offers an opportunity to those who have an RN credential to earn a bachelor's degree in nursing. Commissioner Simmons stated that the Nebraska Board of Nursing should approve these types of programs. They approve LPN and RN programs, but not RN to BSN. The South Dakota Board of Nursing approved the RN to BSN; National American University's primary campus is located in South Dakota.

Commissioner Simmons proposes amendment to NAU application

Commissioner Simmons offered an amendment to remove the RN to BSN (BSN) program portion of the proposal from National American University's application to modify a recurring authorization to operate. There was not a second to the motion, and the motion failed.

National American University BS and AAS in accounting, AAS in small business management, AAS in health and beauty management, and RN to BSN program approved

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the modification to the recurrent authorization to operate for National American University to include the BS and AAS in accounting, AAS in small business management, AAS in health and beauty management, and the RN to BSN program. A roll call vote was taken. Commissioner Simmons voted no. All other Commissioners present voting yes.

University of Nebraska – Lincoln

Commissioner Probyn and Dr. Fimple present the program

University of Nebraska - Lincoln – Follow-up Report on Existing Instructional Program – Civic Engagement (undergraduate certificate)

Commissioner Probyn and Dr. Fimple presented the program information. The Commission had asked for a report on the number of students enrolled and their courses in 2011. Since then the program appears to have been successful.

University of Nebraska – Lincoln Civic Engagement (undergraduate certificate) program approved

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the continuation of the University of Nebraska – Lincoln's Civic Engagement (undergraduate certificate) program. A roll call vote was taken, with all Commissioners present voting yes.

University of Nebraska – Lincoln

Commissioner Probyn presents the program

University of Nebraska – Lincoln - Follow-up Report on Existing Instructional Program – Philosophy (MA, PhD)

Commissioner Probyn presented the report, noting it is intentionally small due to a limited amount of external funding available to the doctoral students, and the limited number of academic positions available upon graduation. The program consistently produces graduates.

University of Nebraska – Lincoln Philosophy (MA, PhD) program approved

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the continuation of the University of Nebraska – Lincoln's Philosophy (MA, PhD) program. A roll call vote was taken, with all Commissioners present voting yes.

University of Nebraska at Kearney

Commissioner Probyn and Dr. Fimple present the program

University of Nebraska at Kearney – Follow-up Report on Existing Instructional Program – Art (MAE)

Commissioner Probyn and Dr. Fimple presented the program report. Since 2005 the Commission has continued this program after in-depth reviews and reports on enrollments and graduation rates. Since UNK began offering this program online, it has been an outstanding success, and is one of the

*University of Nebraska at Kearney
Art (MAE) program approved*

*2013-2014 Existing Program Review
approved by the Executive Director*

*SARA Institutional Applications
Approved by the Executive Director*

*Annual Reports from Institutions
Holding Recurrent Authorizations to
Operate in Nebraska*

lowest cost per credit hour programs in the U.S.

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the continuation of the University of Nebraska at Kearney's Art (MAE) program. A roll call vote was taken, with all Commissioners present voting yes.

2013-2014 Existing Program Review

Commissioner Probyn presented the Existing Program Review approved by the Executive Director.

University of Nebraska – Lincoln

Survey Research and Methodology (MS, Grad Cert, PhD)
Statistics (MS, PhD)
Medieval and Renaissance Studies (BA)

University of Nebraska at Kearney

International Studies (BA)

University of Nebraska at Omaha

International Studies (BA, BGS)
Latino/Latin American Studies (BA, BGS)

Chadron State College

Communication Arts (BA)
Interdisciplinary (BA)

Peru State College

Liberal Arts (BA)

Wayne State College

Speech Communication (BA, BS)

Southeast Community College

Energy Generation Operations (AAS)

Northeast Community College

Wind Energy (AAS, diploma)

SARA Institutional Applications Approved by the Executive Director

Dr. Fimple reported that there will be 18 institutions in Nebraska approved for participation in SARA when Chadron State College's application is completed. New Mexico and Wyoming are in process at the national level and will make 22 states that have been approved.

Annual Reports from Institutions Holding Recurrent Authorizations to Operate in Nebraska

Dr. Fimple stated that this annual report is part two of the reports received in February and March 2015.

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

Commissioner Probyn presented the report on activities related to existing programs.

Reasonable and Moderate Extensions

A. **Reasonable and Moderate Extensions**

1. MCC – Architectural Design Technology
 - Architectural Documentation Software – career certificate
 - Architectural Design option under the AAS
 - Architectural Documentation option under the AAS
2. MCC – Business Management
 - Management Generalist – certificate of achievement
 - General Management – career certificate
 - Financial Studies – certificate of achievement & career certificate
3. MCC – General Studies
 - Publication Writing and Design – certificate of achievement
 - Automotive Parts Sales – career certificate
 - Immigration Laws, Policies, and Procedures – career certificate
4. MCC – Health Information Management Systems
 - Patient Transfer Coordinator – career certificate
5. MCC – Early Childhood Education
 - Early Childhood Education Director – career certificate
6. MCC – Civil Engineering Technology
 - Land Development Technology option under the AAS
7. MCC – Industrial and Commercial Trades
 - Precision Machine CNC and Tool and Die Technology option under the AAS

Program Name Changes

B. **Program Name Changes**

1. MCC – Industrial and Commercial Trades-Precision Machine Technology to *Industrial and Commercial Trades-Precision Machine CNC Technology*
2. MCC – Electrical Technology-Industrial Electrical to *Industrial and Commercial Trades-Industrial Electrical*
3. MCC – Sound Recording to *Video/Audio Communication Arts-Sound Recording*
4. MCC – Screenwriting to *Video/Audio Communication Arts-Screenwriting*
5. MCC – Digital Cinema to *Video/Audio Communication Arts-Digital Cinema*
6. MCC – Playwriting to *Theatre-Playwriting*
7. MCC – Entrepreneurship for the Artist to *Art-Entrepreneurship for the Artist*

C. Program Deletions

1. MCC - Applied Technology-Automotive Electronics (career certificate)
2. MCC - Apprentice-Related Technology-Laborer option (AAS)
3. MCC - Leadership and Supervision-Cox Communications (AAS)
4. MCC - Business Management-Credit Management (career certificate)
5. MCC - Business Management-Financial Counseling (career certificate)
6. MCC - Business Management-Financial Planning Specialist (career certificate)
7. MCC - Business Management-Financial Services Management (career certificate)
8. MCC - Business Management-Insurance and Risk Management (career certificate)
9. MCC - Business Management-International Business (career certificate)
10. MCC - Business Management-Insurance and Risk Management (certificate of achievement)
11. MCC - Business Management-Marketing Administration (career certificate)
12. MCC - Business Management-Financial Services Specialist (career certificate)
13. MCC - Business Management-Insurance Entrepreneurship (career certificate)
14. MCC - Criminal Justice-Network Security/Computer Forensics option (AAS)*
15. MCC - Criminal Justice-Private Security option (AAS)*
16. MCC - Criminal Justice-Generalist option (AAS)*
17. MCC - Criminal Justice-Homeland Security option (AAS)*
18. MCC - Criminal Justice-Community Based Corrections (career certificate)
19. MCC - Art-Art (certificate of achievement)
20. MCC - Interior Design-Interior Design Entrepreneurship (certificate of achievement)
21. MCC - Information Technology-Database Systems (certificate of achievement)**
22. MCC - Information Technology-Helpdesk Support Specialist (career certificate)
23. MCC - Information Technology-Network Technology (career certificate)
24. MCC - Information Technology-Transitional Object-Oriented Programming (career certificate)
25. MCC - Information Technology-Oracle Database Systems (certificate of achievement)**
26. MCC - Information Technology-Project Management (career certificate)
27. MCC - Information Technology-Microcomputer Office Technology option (certificate of achievement)**
28. MCC - Liberal Arts-Pre-Clinical Lab Science (AS)

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- * 2 AAS options remain
 - ** 5 certificates of achievement remain

UNK Reasonable and Moderate Extension of an Existing Program

D. University of Nebraska at Kearney
Reasonable and Moderate Extension of an Existing Program

Modern Languages (BA, BAE) with concentrations in French, German, Spanish, Translation Interpretation, and two languages

Discontinued Programs

Discontinued Programs (being replaced by the Modern Languages program)

- French (BA, BAE)
- German (BA, BAE)
- Spanish (BA, BAE)

Chair Adam called for a lunch break at 12:05 p.m. The meeting resumed at 1:34 p.m.

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

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

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

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

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Draft of the Amendment of Title 281, Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant

Commissioner Simmons acknowledges BCF committee members

Gary Timm presents the proposal

Draft of the Amendment of Title 281, Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant Act

Commissioner Simmons acknowledged the Budget Construction and Financial Aid Committee members who were present for the committee conference call, and introduced Gary Timm, Chief Finance and Administration Officer, to present the Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant Act. Mr. Timm stated we are in the first phase of the process, when the draft is approved by the Commission. Next a public hearing is held, and any necessary changes will be incorporated into the document. The Commissioners then vote on the final draft. The document will then go to the Governor, Secretary of State, and Attorney General for approval. Once they approve, it will go into effect. Mr. Timm noted the institutions have received copies, with replies from Metropolitan Community College, Creighton University, and Central Community College. Commissioner Simmons added that changes to the document are in red ink.

Draft of the Amendment of Title 281, Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant approved

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, move to approve the Draft of the Amendment of Title 281, Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant Act. A roll call vote was taken, with all 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 the Planning and Consumer Information Committee Items.

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

PLANNING AND CONSUMER INFORMATION COMMITTEE

University of Nebraska at Kearney
Peer Report

James Schiltz presents the Peer
Report

University of Nebraska at Kearney (UNK) Peer Report

Commissioner Lauritzen called on James Schiltz, Data Analyst, to present the *University of Nebraska at Kearney (UNK) Peer Report*. Mr. Schiltz noted that by statute, it is the responsibility of the Coordinating Commission to select peer institutions for Nebraska's public postsecondary institutions. The report is important because it helps monitor and evaluate performance of our institutions by comparing them with schools that have similar missions, academic programs offerings, financial resources, and students. Mr. Schiltz answered questions from the Commissioners.

University of Nebraska at Kearney
Peer Report approved

Commissioner Lauritzen, on behalf of the Planning and Consumer Information Committee, moved to approve the University of Nebraska at Kearney (UNK) Peer Report and Peer Group List. A roll call vote was taken, with all Commissioners present voting yes.

University of Nebraska at Omaha
Peer Report

Mr. Schiltz presents the Peer Report

Commissioner Bernthal makes a
motion to amend the UNO Peer
Report

University of Nebraska at Omaha (UNO) Peer Report

Mr. Schiltz gave a brief presentation on the *University of Nebraska at Omaha (UNO) Peer Report*, noting the peers for UNO are urban institutions with similar types of enrollments.

Commissioner Bernthal made a motion to amend the *UNO Peer Report* to use the proposed alternate, Cleveland State University, instead of Middle Tennessee State University. Tennessee has two institutions listed in the proposed peers, and Cleveland State would add more geographic representation. Dr. Bernthal noted that given the urban nature of UNO, Cleveland State would be a logical choice. Commissioner Probyn seconded the motion. Discussion followed Commissioner Bernthal's motion. It was decided to postpone the motion until UNO administration is consulted regarding the proposed change.

UNO Peer Report tabled until the
June Commission meeting

Commissioner Seacrest made a motion to table the amendment, which would table the main motion of the *University of Nebraska at Omaha (UNO) Peer Report* until the June Commission meeting. Commissioner Simmons seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

EXECUTIVE COMMITTEE

Approve Staff Salary Ranges for the 2015-2017 Biennium

Dr. Baumgartner discusses salary ranges

Staff Salary Ranges for the 2015-2017 Biennium approved

Next Commission meeting June 25, 2015

Chair Adam comments on significant events

Commissioner Lauritzen speaks on WPCC state championship in speech

Commissioner Warner introduces new magazine by South Sioux City Chamber of Commerce

Commissioner Simmons discusses nominating committee

Meeting adjourned at 2:18 p.m.

Approve Staff Salary Ranges for the 2015-2017 Biennium

Chair Adam asked Dr. Baumgartner to discuss the salary ranges. Dr. Baumgartner reviewed the proposed salary recommendations noting that the minimum ranges are based on receiving 2.25% each year calculated from the prior biennium minimum, and the maximum range is based on receiving 2.25% in FY16 and 2.4% in FY17 as included in the Legislative appropriation and calculated on the prior biennium maximum. All salary ranges are based on Nebraska state employee ranges, with the exception of the Executive Director's range, which is influenced by SHEEO Peer States. Chair Adam added that the full Commission approves the ranges for all of the positions, the Executive Director sets the salaries for all staff members, and the Commissioners set the salary for the executive director. That will be acted upon at the June Commission meeting.

Chair Adam, on behalf of the Executive Committee, moved to approve the Staff Salary Ranges for the 2015-2017 Biennium. A roll call vote was taken, with all Commissioners present voting yes.

FUTURE MEETINGS

The next Commission meeting will be Thursday, June 25, 2015 at Chadron State College, Chadron, NE. Chair Adam reminded Commissioners that there will be a work session the evening of June 24th beginning at 5:30 p.m.

COMMISSIONER COMMENTS

Commissioner Adam acknowledged two significant events: Commissioner Simmons' recent retirement from her dental practice and Commissioner Frison's retirement as a high school principal to accept an appointment as deputy commissioner of the Nebraska State Department of Education.

Commissioner Lauritzen reported that since the March Commission meeting, Guardian Angels West Point Central Catholic won the state championship in speech for the second year in a row. She mentioned that five Nebraska colleges were in the top ten in national speech competitions.

Commissioner Warner commented that the South Sioux City Chamber of Commerce has started a new magazine called *Business Focus*. The first publication is available June 1st. In the September issue there will be a section that focuses on education at seven of the colleges in the region.

Commissioner Simmons, chair of the nominating committee, reminded Commissioners if they are interested in serving as chair, vice chair, or on the executive committee, to please contact her or other members of the nominating committee.

ADJOURNMENT

The meeting adjourned at 2:18 p.m.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska at Omaha (UNO)
Program:	Biomechanics
Award:	Bachelor of Science (BS)
Institution's Existing Degree(s) in Same or Similar Discipline:	Athletic Training (BS, MA); Exercise Science (PhD)
Proposal Received by Commission:	April 13, 2015
Proposed Start Date:	Fall 2015

Background

Biomechanics is the study of forces that act on the body and the effects that they produce. As such, it lies at the point where biology, physiology, and anatomy intersect with physics, math, and chemistry. This combination provides one educated in biomechanics the ability to solve complicated problems in medicine and health.

A related field is biomedical engineering. The two have a similar foundation but biomedical engineering focuses on the biological elements, with courses in molecular and cellular biology, biological control systems, and biomaterials. Biomechanics focuses on the mechanics and is more closely aligned with mechanical engineering.

Description

The proposed program would be housed in the School of Health, Physical Education, and Recreation (HPER) in the College of Education. It would require 120 semester credit hours: 42 credit hours in general education and 92 hours in the professional core (14 of which apply to the general education requirements). The core includes 45 hours of natural sciences, 20 hours of math, six hours of behavioral science, nine hours of movement sciences, and 12 hours of practica. Graduates of the proposed program could find employment in research and development for industry. The program would also prepare students to enter graduate school. With the wide variety of undergraduate and graduate programs currently offered in the School of Health, Physical Education, and Recreation, UNO would not need to add any courses in order to provide this program.

Other baccalaureate programs offered in the School of Health, Physical Education, and Recreation are athletic training, public health, exercise science, physical education teaching, and recreation administration. Each has its own focus area (prevention and treatment of injuries; promotion of general public health; promotion of fitness and health; physical education of K-12 students; and promotion and organization of leisure and recreation services.) Athletic training and exercise science require considerable science, as does the proposed program. Athletic training has a 36 hour core required by national accreditation. Exercise science requires

33 hours in physical education, fitness, prevention and treatment of injury, nutrition, and movement. None of these courses are part of the proposed curriculum. Biomechanics would require additional science courses, six hours of engineering, and 20 credit hours of math, none of which are required in the other HPER majors.

Consistent with Institutional Role and Mission? √ YES _____ NO

Consistent with Statewide Comprehensive Plan? √ YES _____ NO

REVIEW CRITERIA

A. Need for the Program

High-----	-----Low
	√

UNO describes biomechanics as a rapidly growing, flexible discipline with applications in many different environments, such as robotics, forensics, ergonomics, clinical assessment of movement disorders, design of prosthetics, sports performance, sports equipment design, and safety. Program graduates might also choose to enroll in graduate school or professional programs such as physical therapy or occupational therapy. (The proposal states that the curriculum meets all or nearly all of the requirements for admission to most PT, OT, or other movement related graduate programs.)

The proposal noted that there is no specific data available to quantify job growth or job availability in biomechanics, although CNN Money ranked biomedical engineering first in the category of best jobs in America. The Bureau of Labor Statistics also has a category called biomedical engineering. In this broader field, the estimated job growth nationally was 70% for 2012-2022.

Because of the broad definition of biomedical engineering, data for it isn't a reliable source for determination of need for the proposed program. Commission staff asked UNO for any additional evidence. They reported that undergraduate students working in the Biomechanics Research Building on campus have found employment in related fields based on their work experience. UNO also stated that they had been in touch with multiple companies that sell biomechanical- based equipment, manufacture prosthetics, or develop footwear who would employ people with a BS degree. In addition, UNO noted that biomedical engineers are in very high demand but low supply (and therefore high salary, with a median salary in Nebraska of \$71,550). So, for the companies UNO had contacted, someone with a baccalaureate degree in biomechanics would likely be better prepared to meet the company's needs than a biomedical engineer. Biomechanists could also meet the need of smaller organizations or non-profits that could not afford to hire a biomedical engineer.

There are few statistics available to support the need for the program. We do know that there are constant advances in medicine and engineering and an increasing demand for allied health services. The anecdotal information provided by UNO helps justify the need.

B. Demand for the Program

High-----	-----Low
	√

UNO expects five to ten students to enroll in the program each year with larger numbers once the program becomes more visible. The HPER School is setting a target of 20 students admitted annually as the program matures. The director of the Biomechanics Research Building (BRB) receives 30 to 40

inquiries every year from students interested in a degree in biomechanics. UNO anticipates that one-third of the program graduates would go into industry, one-third to graduate school, and one-third to medical school or a professional program such as physical or occupational therapy.

The proposal states that the university hopes to attract students from around the country since there are only two other institutions offering a baccalaureate biomechanics program in the U.S. (see Section C.) In addition, UNO has been developing the movement science aspect of its health-related programming. In 2011 the Commission approved a stand-alone major in athletic training (BS and MA) at UNO and a PhD in Exercise Science in 2012. The new (2013) BRB houses the Center for Research in Biomechanics and the Nebraska Biomechanics Core Facility that provides biomechanical support to the state. In 2013 UNO hosted the annual meeting of the American Society of Biomechanics on its campus. And in 2014 the National Institutes of Health awarded a \$10.1 million grant to UNO to develop the world’s first Center for Research in Human Movement Variability. The center will be housed in the BRB. These awards and activities are expected to contribute to the state and national reputation of UNO and consequently attract more students.

Biomechanics is a somewhat narrow field. However, prospective students have expressed interest. The fairly small projected enrollments would appear reasonable.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are no biomechanics programs in Nebraska. UNO states that they were able to locate only two others in the United States: one in the College of Engineering at Marquette University in Wisconsin, and one in the School of Kinesiology at Marshall University in West Virginia. The program at Marquette is under biomedical engineering and is actually a track with only two courses that are focused strictly on biomechanics. Marshall has a free-standing biomechanics BS program with four areas of concentration: physics, pre-medical, pre-physical therapy, and comprehensive. The proposed program does not match any single concentration but has aspects of all of them. It requires more science and math than any of the four.

D. Resources: Faculty/Staff

High-----Low
√

The proposal listed five full-time faculty in biomechanics (see table below) and five HPER faculty who would teach some of the courses in the curriculum. Five additional faculty were listed as well as eight graduate assistants. Eight of the faculty members also hold appointments in University of Nebraska Medical Center programs. UNO states that no new faculty would be needed but that an increase of .25 FTE workload for an academic advisor is anticipated. The budget reflects this increase in staffing. Existing HPER support staff would provide administrative assistance.

Faculty	Degree	Institution for PhD	Field/Concentration	Support Area
#1	PhD	University of Oregon	Biomechanics	Motor control, math
#2	PhD	UNMC	Biomechanics	
#3	PhD	University of Kansas Medical Center	Rehabilitation Science	Biomechanics, motor control
#4	PhD	UNMC	Motor Development	Biomechanics, motor control
#5	PhD	UNMC	Biomechanics	Motor control

E. Resources: Physical Facilities/Equipment

High-----Low
√

UNO reports that classes are held in the Health, Physical Education, and Recreation building. In addition to classrooms, the building houses an exercise physiology lab and is connected to the new Biomechanics

Research Building (BRB). The BRB includes a patient evaluation room, changing rooms, machine shop, conference rooms, two data processing rooms, faculty offices, student work stations, and seven labs. The labs serve a variety of research areas such as motor development, balance and strength, acoustics, motor learning, gait, and upper extremity robotics; a virtual reality lab enhances research capabilities. Students would also have access to UNMC facilities.

All classrooms in the HPER building have been recently upgraded with new equipment that includes software for specific courses, computers and LED projectors, VCRs, televisions, internet access, and digital overhead projectors (ELMO).

F. Resources: Library/Information Access

High-----Low
√

UNO states that the current holdings and access to UNMC and web based sources would be adequate to support the program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$67,424	Reallocated Funds	\$72,948
General Operating	\$5,524	New State Funds	
Library		New Local Funds	
Equipment		Tuition and Fees *	\$152,030
Five-Year TOTAL	\$72,948	Five-Year TOTAL	\$224,978

*Based on five full-time undergraduate students, starting in year 2.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2022



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska at Omaha (UNO)
Program:	Critical and Creative Thinking
Award:	Master of Arts (MA)
Institution's Existing Degree(s) in Same or Similar Discipline:	Fourteen master's programs in the College of Arts and Sciences
Proposal Received by Commission:	April 13, 2015
Proposed Start Date:	Fall 2015

Description

The purpose of the proposed program is to provide students with the ability to analyze complex information and to solve challenging problems while pursuing an approach that is innovative and collaborative, theoretically informed, and practical in outcome. The core competencies, aimed at cultivating creativity and leadership capacity, are:

- Critical analysis
- Problem solving
- Applied creativity
- Applied research methods
- Writing and documentation

Housed in the College of Arts and Sciences, the 30 semester credit hour program would be interdisciplinary and individualized for each student within the parameters of the curriculum. Students would select one 12 credit hour concentration from six available as their primary concentration. The six concentrations, while multidisciplinary, are themed around societal topics. They are:

- Cultural and global analysis
- Ethics and values
- Health and the environment
- International migration, development, and citizenship
- Organizational science and leadership
- Writing and critical reflection

A second concentration or a compilation of courses of interest totaling 12 hours would also be required. An introductory course and a graduate project would comprise the remaining six hours. The graduate project would provide the opportunity to creatively solve a problem, meet a goal in the community, or otherwise demonstrate a synthesis of the knowledge gained in the program.

The introductory course and capstone project would be new courses. The courses comprising the six concentrations were submitted by faculty to be included in the proposed program. Some are new, but 80% of all the program courses would be cross-listed in other disciplines, thus contributing to other program areas as well.

The program could be completed in two years of full-time enrollment, but is flexible enough to allow a longer completion time. Since it would be offered entirely online, UNO would create online mechanisms for students to network and “convene” outside the online classroom. These online spaces would function as a type of student organization as well as a networking opportunity for students and eventually alumni.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
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UNO cites several sources supporting need for the proposed program.

- A 2002 article from the *Journal of General Education* in which the authors support interdisciplinary courses concludes that “[T]he world’s problems...do not fit neatly into our constructed disciplinary boxes. In such [interdisciplinary] courses, students can learn to put multiple disciplinary discourses into conversation with each other on issues of concern to them as citizens.”
- The author of a 2013 article in the *Chronicle of Higher Education*, in support of creative skills, asserts that “Today’s students will need such tools to tackle the problems they stand to inherit. Climate change, income inequality, and escalating health-care costs cannot be remedied by technocratic solutions alone...Knowledge will need to be combined across disciplines, and juxtaposed in unorthodox ways.”
- In 2007 the National Leadership Council for Liberal Education and America’s Promise recommended “an education that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges.” In addition, the Council states that “employers are calling with new urgency for graduates who are broadly prepared and who also possess the analytical and practical skills that are essential both for innovation and for organizational effectiveness.”
- A survey cited in a 2013 article in *Liberal Education* reported that “When presented with a description of liberal education, fully 94% of employers say it is important for today’s colleges to provide this type of education, including half (51%) who say it is very important...”
- Also in 2013 the *New York Times* reported that “Employers say that future workplaces need degree holders who can come up with novel solutions to problems and better sort through information to filter out the most critical pieces.”

The proposal asserts that students with liberal arts degrees are still in demand and that salaries have been rising. UNO cites a 2013 article in *Forbes* magazine: “The highest starting salary for liberal arts majors, \$43,100, comes in the broad-ranging category of liberal arts and sciences/general studies. That salary is up 3.9% over 2011...”

UNO, in partnership with the University of Nebraska Online Worldwide, contracted with UMarketing, a market research company, to determine the desirability of the Master of Arts in Critical and Creative Thinking. This research was conducted across 15 states, including Nebraska and its neighboring states, California, and Texas. The 450 respondents to the survey included 75 Human Resource (HR) decision makers. Based on name of the proposed program alone, 25% of HR decision makers rated an MA in Critical and Creative Thinking as highly valuable to their organization while 53% rated the degree as moderately valuable. Compared to other proposed degree names, the MA in Critical and Creative Thinking was ranked as most appealing or second most appealing by 65% of HR decision makers. Of those who ranked the name most appealing, 88% ranked the degree as extremely valuable or moderately valuable when the description of the program was added.

In another portion of the survey, 64% of HR decision makers responded that a master’s degree would influence an individual’s chances of getting hired while 56% responded that a master’s degree would influence an individual’s promotional likelihood. The research also showed that 45% of HR decision makers whose organizations provide educational reimbursement benefits for masters programs believe their employees would be highly likely to be reimbursed for this specific degree program.

In recent years it has become more apparent that employers, even those in technical fields, want job applicants with skills such as critical thinking, problem solving, the ability to work in teams, and effective communication. The proposal contained considerable research supporting the need for broadly-trained employees. The marketing research provides some evidence of a need for a graduate program specifically targeting these skills.

B. Demand for the Program

High-----Low
√

UNO also utilized UMarketing to determine the target population for the proposed program. UMarketing concluded that the ideal target population is students who have completed a baccalaureate degree in the liberal arts, who seek broad interdisciplinarity, and who are motivated primarily by their desire to advance their careers. While UNO has been supportive of interdisciplinary efforts, the College of Arts and Sciences does not offer a graduate program that serves the target population.

According to UNO, the majority of the survey respondents rated an advanced degree in critical and creative thinking very high, above more common professional degrees like the MBA or MPA (Master of Public Administration). Respondents were also asked to rank eight potential concentrations. The six concentrations for the proposed curriculum are a result of the survey.

UNO expects to enroll 12 students in the first year of the program; the program would be viable with nine. Based on historical growth rates of other UNO graduate programs, enrollments are expected to increase by 5% each year. The proposal did not explain the basis for the estimate of initial enrollment, although in providing an overview of the UNO environment, the proposal noted that there were 14 master’s programs in the College of Arts and Sciences with 389 students enrolled in 2011-12 and 96 master’s degrees conferred.

The marketing research identified the target population for the proposed degree, but not the potential for those students enrolling in the program at UNO. However, with the number of

graduate students in the college as a potential pool, the relatively small projected enrollments may be attainable.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no programs directly comparable to the proposed program in Nebraska. UNO states that three existing programs would, however, target similar student populations: UNL’s MS in Agricultural Leadership, Education, and Communication; Creighton University’s MA in Liberal Studies; and Bellevue University’s MA in Leadership Studies.

Close to Nebraska there are several institutions offering similar master’s programs including Fort Hayes (KS) State University, online Master of Liberal Studies; Baker (KS) University, online Master of Liberal Arts; and University of Illinois—Springfield, online MA in Liberal and Integrative Studies. There are other programs offered online by institutions scattered across the U.S. The proposal states that none of the programs, in Nebraska or out-of-state, provide the content focus offered by the proposed program and none balance the academic component with practical application. The proposal included a five page analysis of other programs’ content, credit hours, and tuition.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNO reports that 29 faculty members from the College of Arts and Sciences submitted proposals for 26 courses to be included within one or more of the six concentrations. There were six faculty each from English and psychology, four from philosophy/religious studies, three from political science, two each from sociology, history, and foreign language, and one each from black studies, chemistry, geography/geology, and biology. Many faculty would require adjunct faculty to teach in their home department when they are teaching in the proposed program. This cost would initially be funded by the College of Arts and Sciences Dean’s Distance Education fund. Tuition revenue would eventually support adjuncts. Both the cost and College’s contribution are reflected in the budget. UNO states that once the program has matured it would investigate ways to secure full-time interdisciplinary scholars, including a director.

For fall 2015 there are 37 students currently enrolled for the six scheduled courses that are part of the proposed curriculum but cross-listed in other disciplines. No courses have yet been advertised as part of the proposed degree since it has not yet received approval. Generally, at least five students are needed for a graduate course to be offered. With additional enrollments likely once the program is promoted, UNO should be able to offer the courses in the proposed curriculum without fear of cancellation.

Leadership for the program would be provided by one faculty member from each of the six areas of concentration. A faculty member employed by the dean’s office in the College of Arts and Sciences would serve as the administrative coordinator for the program—the de facto program chair. Another employee of the dean’s office would serve as program coordinator. An academic advisor and a person to provide clerical support would be needed. The budget includes a full-time program coordinator and a part-time administrative coordinator.

The program would also have an advisory board consisting of community members from local non-profit and for-profit organizations.

E. Resources: Physical Facilities/Equipment

High-----Low
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The program would be offered entirely online, so UNO reports little need for additional space. The College of Arts and Sciences has allocated suite 206 in Arts and Sciences Hall as the home office for the proposed program. The College made budgetary accommodations for needed office equipment and supplies; furniture was obtained from surplus.

Faculty are expected to need licensing for appropriate software to ensure quality online delivery. This is reflected in the budget under equipment costs for instructional design and/or technology upgrades.

F. Resources: Library/Information Access

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

UNO did not address this topic. Since the proposed program is based on courses from existing programs in the College of Arts and Sciences, there should be sufficient resources to support the program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$639,500	Reallocated Funds	\$407,647
General Operating	\$65,500	New State Funds	
Equipment	\$22,500	New Local Funds	
		Tuition and Fees ¹	\$302,353
		Other ²	\$17,500
Five-Year TOTAL	\$727,500	Five-Year TOTAL	\$727,500

¹Based on 12 resident students taking 15 credit hours per year times 50% of distance education tuition plus a portion of distance education fees

²Portion of Online Worldwide Program Development Grant

Committee Recommendation: The committee recommends approval but requests an explanation for the selection of the program name.

First Program Review Date: Due June 30, 2021



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska at Omaha (UNO)
Program:	Information Technology
Award:	Executive Master of Science
Institution's Existing Degree(s) in Same or Similar Discipline:	Numerous graduate programs, e.g., information assurance (MS); management information systems—IT audit and control, analytics, and project management concentrations (MS); information technology (PhD); global information operations (graduate certificate)
Proposal Received by Commission:	April 13, 2015
Proposed Start Date:	When approved by the Coordinating Commission

Background

An Executive Master's degree is one designed specifically for mid-career (or "rising") executive professionals. It allows students to attend full-time but continue working. This is accomplished by adapting schedules to meet student needs, including night and weekend classes and hybrid formats. Many programs also utilize an accelerated format where the degree can be completed in 12 to 18 months. An executive degree program offered by many institutions, including UNO, is the Executive MBA (Masters in Business Administration). The Commission would measure productivity for an executive master's degree just as it would for any master's degree, i.e., an average of five graduates per year over five years as the productivity threshold.

Description

The proposed program is intended to prepare and train the next generation of IT executives. The entrance requirements would include a baccalaureate degree, at least four years of full-time, relevant IT experience, and a 250 word description of the candidate's future career goals.

The program would be housed in the College of Information Science and Technology (IS&T) and would require 30 semester credit hours that could be completed in 12 months: 24 credit hours of coursework and 6 hours of an integrated project experience. The curriculum would be offered in modules on topics that address globalization; data analytics and visualization; information assurance; IT leadership; distributed project management; and IT infrastructure and emerging technologies. The program would use the cohort model where students starting at the same time all take the same courses in the same sequence. Flexible and hybrid formats would be used, including face-to-face instruction on the UNO campus, online, and in partner businesses. Students would meet every other Saturday for required face-to-face sessions and take most, if not all, of the coursework online.

Since 2011 UNO has offered an IT Professional Development Academy quarterly for local IT professionals. A variety of four-hour sessions are offered over a two-day period. Participants can use the training sessions for professional development units or continuing education units. The course modules for the proposed program would utilize components of these sessions as well as elements of existing courses. Faculty have already written the first two modules.

Consistent with Institutional Role and Mission? √ YES _____ NO

Consistent with Statewide Comprehensive Plan? √ YES _____ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNO cites several sources supporting need for IT executives. According to a 2008 article in *CIO* “Retirement, outsourcing and a tight talent supply are thinning IT’s leadership ranks...” A report for the Society for

Information Management Advanced Practices Council states that the “growing demand for CIOs is not being offset by an increasing supply of talented, well-prepared executives.” A 2012 study concluded that “IT spending might have softened, but skilled IT leaders are still in demand.” The proposal also notes that the Greater Omaha Chamber of Commerce and Nebraska Department of Economic Development have identified as a critical area of focus the development of the next generation of IT leaders.

The proposal also states that the United States Bureau of Labor Statistics predicted that job opportunities for CTOs (Chief Technology Officers) would be on the rise between 2008 and 2018. In the larger “computer and information systems managers” field, the estimated job growth nationally was 17%. Commission staff consulted the Nebraska Department of Labor’s website for information on computer and information systems managers. The average annual number of openings in the state from 2012 to 2022 is projected to be 46. The average salary for an experienced position is \$140,513. UNO also expects to draw students from other states where need could be higher (see Section B.)

There appears to be a need for the program, at least nationally. The need in Nebraska is less apparent but difficult to evaluate.

B. Demand for the Program

High-----Low				
		√		

UNO expects 10 students to enroll in the program in the first year and 15 students in each subsequent year. In fall 2012 there were 259 students enrolled in master’s programs in the College of Information Science and

Technology, with 60% attending part-time. Some of the students may transfer to the proposed program, but the primary target student population is mid-career IT and other professionals who would be attracted to the online and every other Saturday format. UNO also anticipates that the format will draw students from around the country who could travel to Omaha for the Saturday program meetings.

UNO states that the “large and increasing ongoing demand for talented IT leaders just in Nebraska and Iowa alone gives us great confidence that the numbers needed to sustain the viability of this program are easily achievable”. The proposal provides no evidence to support this statement, but asserts that the local business community provided the impetus for the vision and implementation of the proposed degree. The university also has letters of support from the College’s IS&T Community Advisory Board, representing 14 firms (including Union Pacific, TD Ameritrade, Mutual of Omaha, Valmont, and West), and from IS&T’s Alumni Advisory Board. With the number of graduate students in the college as a potential pool, the relatively small projected enrollments may be attainable.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There is no comparable program in Nebraska. UNO states that while there are Executive MBAs around the country, some with an IT specialization, none prepare rising IT executives in the in-depth and interdisciplinary format of the proposed program. The proposal noted that a few institutions, including Georgia State University and New York University Polytechnic, have recently developed executive graduate programs in information technology management, but that they do not address emerging areas as the proposed program does. Both programs meet every other week, utilize the cohort model, require a capstone project, and include project management and globalization in the curriculum. Other topics in the curriculum for the proposed program do not appear in the course descriptions at Georgia State or New York Polytechnic.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNO reports that a full-time professional director would be hired for the program as well as one graduate assistant. A part-time advisor would also be hired to assist the director, with the potential to move to full-time as the program expands. All three positions are included in the budget.

Other IS&T faculty and interested faculty from other colleges at UNO would be invited to participate in teaching in the program. Their assignments could be part of their regular teaching load or, at the discretion of the program chair, assigned as an overload (overload costs are included in the budget). The proposal lists 17 faculty members and two community partners as lead faculty for the 27 modules that would comprise the curriculum. According to UNO all have a mix of industrial, academic, collaborative R&D, and specific executive teaching experience. Many have taught in the IT Professional Development Academy (see Description section). They also have experience in designing and delivering distance and hybrid courses.

E. Resources: Physical Facilities/Equipment

Acceptable				
yes	√		no	

UNO did not address this topic directly. Since there are related programs in place there should be sufficient facilities and equipment. In addition, most of the program would be offered online and the face-to-face meetings would take place on Saturday when the campus has less activity.

The budget does include equipment costs for providing a mobile device for each student.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

UNO did not address this topic. Since there are related programs in place there should be sufficient resources to support the program.

G. Budget

The program would have a flat-rate tuition of \$40,000 for the 12-month program that would cover graduate tuition and fees; cost of e-books, e-papers or case studies; and a mobile computing device with UNO blackboard and other applications licensed for it. (The executive MBA at UNO also utilizes a flat-rate tuition.) In their application, students would be required to provide a letter of recommendation from their current employer that includes a pledge of financial support for the tuition and release time to attend the program. However, self-supported students would also be considered.

In addition to covering the items listed above, the flat-rate tuition would cover the salary for a graduate assistant and fund a competitive tuition scholarship for a highly qualified, economically disadvantaged candidate. The scholarship would cover the difference between in-state graduate tuition (\$7,357.50 for 30 credit hours) and the flat-rate program cost.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$804,260	Reallocated Funds	
General Operating	\$249,529	New State Funds	
Equipment	\$26,546	New Local Funds	
Cost of tuition and fees reallocated ¹	\$892,507	Tuition and Fees ²	\$2,800,000
Overload stipends; scholarship	\$560,124		
Five-Year TOTAL	\$2,532,967	Five-Year TOTAL	\$2,800,000

¹ Tuition and fees for 30 credit hours based on a cohort of seven in-state students and three out-of-state students in year one. Cohorts of 15 students in years two through five. These are tuition and fees that would have been paid by master's students in IT programs who will enroll in the proposed program instead.

² Flat-rate tuition of \$40,000 for 10 students in year one and 15 students in years two through five.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2021



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska Medical Center
Program:	Undergraduate Certificate for Internationally Educated Nurses
Award:	Undergraduate Certificate
Institution's Existing Degree(s) in Same or Similar Discipline:	Nursing BSN (Bachelor of Science in Nursing)
Proposal Received by Commission:	April 13, 2015
Proposed Start Date:	When approved by the Coordinating Commission

Background

People who have earned an RN designation in a country other than the United States face multiple challenges in seeking an RN in this country. Over 30 states, including Nebraska (Board of Nursing), require that internationally educated nurses (IEN) go through a certification process with CGFNS International—an independent, non-profit, immigration-neutral organization, formerly known as the Commission on Graduates of Foreign Nursing Schools. The certification involves evaluating the applicant's academic credentials and English language proficiency, and the applicant passing the CGFNS International examination. An aspiring IEN must then pass the National Council Licensure Examination (NCLEX)—the same exam any aspiring RN must take in the United States.

Internationally educated nurses seeking a BSN or any other post-licensure credential in the United States face an additional barrier. They cannot get a student visa until they are accepted into an educational program, but they can't be admitted to such a program unless they are recognized as an RN by the state in which they seek to continue their education.

Description

The proposed certificate is designed to assist pre-licensure applicants to better prepare for the licensing requirements of the Nebraska Board of Nursing, thus increasing the number of nurses licensed in Nebraska as well as the number of international students qualified to enroll in post-licensure programs.

The curriculum would consist of 12 semester credit hours: five credit hours of classroom instruction and seven credit hours in simulation and clinical practice. While the courses are technically new, much of the curriculum is drawn from the traditional BSN program. The new content would include topics common to U.S. education, such as understanding the U.S. healthcare system, professional communication with other healthcare professionals, cultural

safety (the process of confronting bias, discrimination, and profiling in health care), and cultural expectations within the U.S. healthcare system. The program could be completed in a 15 week semester, but UNMC suggests that a student take two semesters and complete the program parallel with the CGFNS International process.

The Commission for Collegiate Nursing Education, the accreditor for UNMC’s nursing programs, verified with the College of Nursing that the program would not need to be accredited. The Nebraska Board of Nursing also affirmed that the program would not need the board’s approval.

Consistent with Institutional Role and Mission? √ YES _____ NO

Consistent with Statewide Comprehensive Plan? √ YES _____ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
	√			

UNMC divides the need for the program into three areas: nursing shortage and current success of individuals writing the NCLEX exam; immigration of skilled individuals into Nebraska; and the opportunity to

increase international students at UNMC.

- Nursing shortage —UNMC cites the 2011 Nebraska Center for Nursing report wherein a shortage of 3,838 nurses by 2020 is identified for the state. And while the U.S. Bureau of Labor Statistics indicates that Nebraska has more nurses per 100,000 population than the nation, the Center for Nursing report suggests that misdistribution of RNs in rural areas results in Nebraska having fewer nurses per 100,000 than the nation in most areas.
- Current success of individuals writing the NCLEX exam —The National Council of State Boards of Nursing reports a national pass rate of 84.93% in 2014 for students who had earned a BSN from an institution in the U.S. while internationally educated nurses had a 28.88% pass rate.
- Immigration of skilled persons—UNMC reports that one of the primary issues for IENs is facility in spoken English. The applicants may read and write well in English but have had little opportunity to converse in English, especially with the vocabulary necessary to function well with patients and other healthcare professionals.
- Opportunity to increase international students at UNMC— Having IENs on the UNMC campus broadens local students’ understanding of global health care. Over the last several years UNMC has increased its international presence. One of the most recent is the creation of a satellite office in Shanghai where UNMC has entered into an MOU for nursing education with the Shanghai Institute of Health Sciences. While some of the international students who attend UNMC graduate and remain in Nebraska, many return home and become invaluable in helping to improve the health of the citizens in their home country, in educating others, and in providing skilled assistance in crisis situations such as the recent Ebola epidemic.

According to UNMC, there are no other programs of this type in the U.S. (see Section C.) The low pass rate on the NCLEX by IENs and the predicament they face in trying to earn credentials

and degrees in the U.S. suggest a strong need for the program in the United States. Lacking numbers for Nebraska (see Section B.), the need in the state is less evident.

B. Demand for the Program

High-----Low
√

UNMC acknowledges that demand is difficult to quantify. The fact that Canada, with only 10% of the population of the United States, has several programs of this type speaks to the potential for a program in the U.S. and the possibility of drawing students to Nebraska. The Shanghai Institute expects that sending 20 students per year to Nebraska would be a reasonable estimate. And Oman has indicated that it would like to send 20 or more students per year with the goal of completing the RN to BSN or to prepare for graduate programs.

Recruitment of international students to UNMC has been limited because students cannot obtain visas without having an RN. Consequently, they often complete the requirements for an RN from their home countries, compounding the issue of cultural orientation and the use of professional English. The proposed program would allow students to enroll in an academic program and thus be eligible for a visa. The program would assist the student in meeting nursing requirements, aid in acculturation, and facilitate improved English.

Another potential pool of students is internationally educated nurses who are already living in Nebraska. While they would not face the problem of obtaining a visa, they would still have to complete the CGFNS process and pass the NCLEX to be licensed in the state. UNMC reports that the Nebraska Board of Nursing receives calls regularly from IENs who are looking for assistance in this effort; the Board does not keep a record of calls.

UNMC expects 20 students to enroll in the first year of the program, increasing to 48 in years four and five. Based on the interest expressed by China and Oman alone, this seems a reasonable projection. The budget projection of 10 resident and 10 non-resident students in year one was used by UNMC so as not to overestimate projected revenues. There is no data available to determine if 10 resident students is a realistic estimate.

C. Avoidance of Unnecessary Duplication

High-----Low
√

UNMC states that a search they conducted revealed no other institutions in the United States offering a program of this type, although there may be some isolated programs such as refresher courses for foreign educated nurses. Programs similar to the one proposed have been in place in Canada for several years.

D. Resources: Faculty/Staff

High-----Low
√

According to UNMC, the faculty resources fall into several categories: teaching, clinical supervision, advising, and simulation. If demand dictates, the program may be offered more than once per year, requiring additional faculty. The simulation scenarios have already been created for use in the BSN program, but additional time for a simulation specialist is included in the budget. UNMC notes that there are several faculty members who have experience in working with international

students as well as with students who are struggling with their studies. The budget also includes a .5 FTE student services coordinator.

Clinicals would utilize the Dedicated Education Unit (DEU) model that allows fewer faculty to supervise more students.* The model also better serves students who are improving their English language skills by assigning them to only one staff nurse per rotation. The clinical placements would be primarily at Nebraska Medicine where staff have expressed support and an intention to schedule clinical experiences at times in the year when more traditional programs are not using the clinical facilities, reducing impact on existing programs. This is realistic since the proposed program would have fewer students and require fewer clinical hours than a full degree program.

The clinical placements would not supersede placements for pre-licensure BSN students because the clinicals for the IEN program would be specifically designed to familiarize nurses with the healthcare environment in the U.S. They would observe professional practice but would not need to repeatedly demonstrate their mastery of nursing skills, as pre-licensure BSN students would. Therefore, IEN students could be placed in different and less diverse locations than BSN students who require a wide variety of experiences.

E. Resources: Physical Facilities/Equipment

High-----Low				
	√			

The proposal states that any of the College of Nursing’s five facilities would be appropriate for the program, but that Omaha currently has the most available space. As the Lincoln building is completed, or as more space becomes available elsewhere, other locations may be possible.

All locations have simulation equipment and tele-connectivity. Initially UNMC reports that no new equipment would be needed. The budget includes amounts for the update or replacement of simulation and IT equipment.

F. Resources: Library/Information Access

High-----Low				
	√			

UNMC reports that no additional resources would be needed since the program would primarily utilize existing course content. The McGoogan Library is available to students on the Omaha campus

*In the traditional clinical model, the academic faculty provides clinical instruction for several students (often eight) with varying levels of support from staff nurses who supervise one or two students. Students are assigned to certain patients for their rotation, while nurses assigned to those patients change, so the student works with a variety of staff nurses. In the DEU model, students are assigned to one nurse for the entire rotation and the faculty member provides coaching for the staff nurses and manages students’ education (rather than serving as the primary clinical instructor). This allows faculty to supervise as many as 16 students per rotation (versus the traditional eight). It also more closely reflects the day-to-day activities of a nurse.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$1,276,311	Reallocated Funds	
General Operating	\$58,193	New State Funds	
Equipment	\$143,000	New Local Funds	
		Tuition and Fees ²	\$1,477,504
Five-Year TOTAL	\$1,477,504	Five-Year TOTAL	\$1,477,504

¹ 1.3 FTE faculty in year one and 2.0 FTE in subsequent years; .20 FTE simulation specialist in years one, two, and three and .30 FTE in years four and five; .5FTE student services coordinator starting in year two.

² Based on a minimum of 12 credit hours per student and 20 students in year one, split 50% resident and 50% non-resident. Non-resident tuition is \$849.50 per credit hour; resident tuition is \$273.50 per credit hour. The number of students increases to 32 in year two, 40 in year three , and 48 in years four and five (all split 50-50 resident and non-resident).

Committee Recommendation: Approve

First Program Review: Due June 30, 2020



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Northeast Community College (NECC)
Program: Precision Agriculture
Award: Associate of Applied Science (AAS)
Institution's Existing Degree(s) in Same or Similar Discipline: AAS; Agronomy, Diversified Agriculture, Agribusiness, Mechanized Agriculture
Proposal Received by Commission: May 26, 2015
Proposed Start Date: August 2016

Description

Precision agriculture is the application of technologies and principles of agronomy to manage spatial and temporal variability associated with all aspects of agricultural production for the purpose of improving crop performance and environmental quality. The students in the proposed program would develop skills and abilities to interpret, analyze, and utilize data gathered from precision agriculture technologies. A key component of the program would be a deepening understanding of the intricacies that exist between agriculture and natural resources, especially water.

The proposed program would require 69.5 to 73.5 semester credit hours: 17 hours of general education courses, 48.5 to 50.5 hours of required agriculture courses, and four to six hours of agriculture electives. An internship is an option that can be substituted for one of the required agriculture courses. Of the 36 courses contributing to the program, 25 exist in other programs and 11 new precision agriculture courses would be developed. The curriculum design provides the opportunity for transfer into select agriculture programs at four-year institutions. Once the program is approved, NECC will seek articulation agreements. The college already has several agreements in place with UNL and the South Dakota State University College of Agriculture.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

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

NECC reports that they integrate precision agriculture content where relevant into existing courses, but do not offer an award of any kind in the field. They have been working with industry partners to study the need for a precision agriculture program and to inform curriculum design. One tool used was a survey given to industry leaders. There were 14 respondents including implement dealers, farm and

feedlot owners, co-ops, farm supply companies, irrigation companies, a bank, a land management company, labs, and a seed company. Below is a sample of the survey responses.

- Seven responded that there was a need for precision agriculture technicians while the other seven responded that the need was great.
- Five responded that there was a need for a precision agriculture program while nine responded that the need was great.
- Six reported employing between 2 and 14 precision technicians, while two employed considerably more.
- Eleven reported they would “most definitely” support a program at NECC.
- Ten agreed that a program would serve their business needs now and/ or in the future.

There were three open-ended questions and the opportunity to comment on all questions. Some of the responses include:

- The need for expertise and labor are great. We constantly have several openings for full-time positions in precision areas.
- Retailers are starting or expanding programs but there are few trained employees.
- Individuals are going to require a slightly different type of training than a general ag tech.
- Industry alone cannot provide nor have the resources and avenues to students. We need this program.
- Shortage of skilled precision techs.
- Precision ag is very important to the future of farming. Excellent direction to be going.

The proposal also cited national figures, with an expected increase of 17,940 new precision agriculture jobs by 2018. Wages in Nebraska exceed the average national wage, with a median annual income of \$52,200.

The survey of industry partners provides a solid argument for the need for the proposed program.

B. Demand for the Program

High-----Low
√

NECC conducted a survey of current agriculture students. The random sample yielded 59 respondents. Fifty-five said Northeast should offer a precision agriculture program. Eight responded that they would have enrolled in the such a program had it been available when they entered college. Fifteen said that they would be interested in adding precision agriculture as a second major, and seven said they would come back for a second degree in the area. Fifty-six of the respondents reported that they knew of at least one person who would be interested in a precision agriculture degree.

Northeast also notes that at this time students who are interested in precision agriculture must go out of state for their education. Similarly, employers who wish to provide training for their employees must send them out of state, a costly endeavor for industry.

Based on survey results, NECC expects to enroll 20 students each year in the program. This estimate may be high, but the student responses suggest enough student demand for a viable program.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There is no associate degree in precision agriculture at any institution in Nebraska. Southeast Community College offers a certificate program on its Beatrice campus. In a state where agriculture is one of the leading industries, it is appropriate for a community college to offer this program.

D. Resources: Faculty/Staff

High-----Low				
	√			

NECC reports that current faculty and adjuncts would be used to teach the existing courses. The precision agriculture courses would be taught by the current agriculture technology instructor and a new full-time precision agriculture instructor. There is sufficient space in the existing courses to absorb the increased enrollment from the proposed program. The budget shows a line for one new faculty member.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

The Agriculture and Allied Health Building has classrooms for lecture and one computer lab that has the necessary software to implement the program. A second lab in the building could also be utilized if it were updated with new software. Since the labs are also used by other agriculture technology courses, the program would ultimately need one or more dedicated (rather than shared) labs. The college reports that this item is included in its master facilities plan.

The program would also need a large laboratory space for equipment-based instruction and training. Upon completion of the new Applied Technology Building (scheduled for summer 2015), the college will have space to reconfigure for this purpose.

The program would need simulation equipment, instructional supplies, and updating of current equipment and software. Equipment at the college is purchased through an established general budget process whereby the academic deans prioritize equipment purchases; precision agriculture equipment would be added to this process. The budget includes a one-time equipment and supplies cost in year one.

While the proposal didn't detail the equipment to be purchased, there are many types of equipment needed in the various stages of precision agriculture. GPS (global positioning systems) receivers are used to determine an exact location on the ground. GPS units are used in conjunction with monitoring systems, such as crop yield monitors and real-time vehicle-mountable sensors, to locate variations in crop yields, soil type, nitrogen content, moisture levels, etc. GIS (geographic information systems) software aids in sorting and mapping the data collected. Farmers then use specialized equipment to make appropriate adjustments based on the data. The equipment is generally called variable-rate equipment and includes seeders, sprayers, and spreaders.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

The proposal did not address this topic. Since the proposed program is heavily based on courses from existing program areas, there should be sufficient resources to initiate the program. In addition, equipment purchases may come with operation manuals that essentially serve as textbooks.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$379,874	Reallocated Funds	
General Operating	\$125,000	New State Funds	
Equipment	\$200,000	New Local Funds	
Library		Tuition and Fees ¹	\$476,796
		Other ²	\$200,000
Five-Year TOTAL	\$704,874	Five-Year TOTAL	\$676,796

¹Based on 20 students in year one and 30 students in years two through five.

²From the College's budget for equipment procurement

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2021



NEW DEGREE PROPOSAL

Institution:	Mid-Plains Community College (MPCC)
Award:	Associate of Fine Arts (AFA)
Institution's Existing Degree(s) in Same or Similar Discipline:	Associate of Arts (AA) with courses available in art, music, and theatre
Proposal Received by Commission:	May 14, 2015
Proposed Start Date:	Fall 2015

Background

An associate of fine arts degree is a two-year degree designed to transfer to a four-year institution for a baccalaureate degree in fine arts. The curriculum consists of a core of general education courses that often comprise close to half of the curriculum and a block of fine arts courses. The fine arts courses usually focus on a single area—most often art, music, or theatre. Occasionally students are allowed to take a mix of two or three of the areas to create a generalist focus area. Some institutions offer an AFA with only one or two focus areas (see page 5 for a sample of institutions offering AFA degrees).

The AFA differs from the Associate of Arts in that after the general education requirements are met for the AA, a student may take any combination of courses, from any field, identified as transferrable. The courses are often the first one or two introductory courses for a discipline; more in-depth courses may not be available, depending on the size of the institution and scope of its offerings.

Description

The proposed degree would require 31 hours of general education courses and a minimum of 29 hours in a fine arts field—art, music, or theatre. An interdisciplinary option would also be available with six hours required in each of the fine arts areas and 11 elective hours from any of the fine arts courses. As part of the general education courses, AFA students would also be required to take Introduction to the Humanities and two “Appreciation” courses. Many of the courses needed for the degree are already in place and are offered on both the McCook and North Platte campuses. A few courses would be available online. Some new courses in music and theater would need to be developed in order to provide the complete skill sets needed for a student to transfer into a baccalaureate program.

Consistent with Institutional Role and Mission? YES NO

Consistent with *Statewide Comprehensive Plan*? YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

MPCC states that previously students wishing to pursue a degree in fine arts were directed to other programs, such as the AA, or to other institutions. Students who chose to stay and enroll in the AA program were exceeding the number of credits for an associate degree in order to meet the requirements of four-year institutions for transfer students in a fine arts field. In addition, the fine arts courses at Mid-Plains are primarily introductory, leaving the students with little in-depth knowledge of the field.

The proposal states that students would be prepared to transfer to a four-year institution as well as trained for a variety of jobs in theaters, galleries, ensembles, commercial business, and the entertainment industry. Some of the local enterprises that might employ a student with an AFA include:

- Prairie Arts Center- North Platte
- Henri Museum- Cozad
- Thedford Gallery- Thedford
- Meadowlark Gallery- Grant
- Art and Gift Gallery- North Platte
- Neville Center- North Platte
- Personal Professional Studios

EMSI (Economic Modeling Systems) was utilized by the college to collect data related to job opportunities. Within the region, EMSI reported a small increase in “Artists and Related workers” as well as “Set and Exhibit designers” over the past ten years. These employees would earn an average of \$13 an hour. Statewide, there was an increase of 15% in the number of jobs, with the greatest increase in “Fine Artists, including Painters, Sculptors, and Illustrators.” The average salary was \$17.25 per hour.

The proposal also states that there are students who would not want or feel prepared for a baccalaureate program who could be attracted to an AFA. These students may want to sharpen their drawing skills as a tattoo artist, learn elements and principles of art to apply in their professional field, judge or jury an art exhibit, or write creative art reviews. For students who may not feel sufficiently prepared for a four-year institution, particularly music students, earning the AFA would provide the background needed, boost their confidence, and improve retention at the four-year institution.

The number of job openings in the region would not be large. However, the number of students earning an AA with a block of fine arts courses over the past five years is significant.

# of fine arts credit hours taken	# of students
17 (half of available AA electives)	45
21 – 22	32
23 or more	22
Total	99

The average is almost 20 students per year. While this doesn’t account for students who enrolled elsewhere or not all, it lends credence to the argument that there is a need for the degree.

B. Demand for the Program

High-----Low				
		√		

Mid-Plains surveyed 47 students currently enrolled in fine arts courses to determine demand for the program. Of those taking art courses, 92% indicated they would be “favorable/interested” in an associate of fine arts degree. Of the students currently enrolled in music courses, 82% expressed interest in pursuing an AFA. In 2014 faculty and students attended the State Music Convention in Lincoln and spoke with potential students about the AFA. Many reported interest and asked when the college might be starting such a program. If approved, the AFA would be the only one in Nebraska (see Section C.). Therefore, Mid-Plains hopes to attract students from across the state.

The college also reports contacting four-year institutions to discuss transfer opportunities. The majority were interested in working with Mid-Plains to develop articulation agreements. The proposal includes letters of support for the degree, including one from Doane College indicating a desire to work with Mid-Plains to ensure a smooth transfer of credits. MPCC also contacted Hastings College, Bellevue University, and UNK, sharing their proposed curriculum. If the institutions had questions, MPCC either addressed them or made changes to the proposed curriculum based on their concerns.

Letters of support were included from the North Platte Community Playhouse, the Museum of Nebraska Art, the McCook College Foundation, the Nebraska Arts Council, Schnert’s Bakery and Bieroc Café, two community members involved in the arts, and Hastings College.

The college expects to enroll 18 students in the first year (total for all the focus areas), 24 students in year two, and 30 in years three, four, and five.

Enrollments in the fine arts courses and interest expressed by students could result in a viable degree program, especially considering the number of students taking a large number of fine arts courses in the AA (see Section A.)

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There is no other institution in Nebraska offering an AFA degree. Other community colleges, like Mid-Plains, offer an AA degree with fine arts courses available to complete degree requirements. With the program emphasizing its transferability, the college hopes to become a niche program in the state, serving students from all areas and bolstering college enrollments at the same time.

D. Resources: Faculty/Staff

High-----Low				
		√		

Mid-Plains currently employs five full-time faculty in fine arts: two each in art and theatre and one in music. They report that there is a plan to add a second music instructor. As the program is developed, adjunct faculty may be needed to allow permanent faculty the time to develop and teach new courses. The budget indicates one new faculty member in year one—the second music instructor. An additional faculty member is listed for year four to accommodate program growth. No additional support staff would be needed.

E. Resources: Physical Facilities/Equipment

High-----Low				
	√			

The proposal states that both the McCook and North Platte campuses have adequate facilities. With program growth, additional space could be needed. The three program areas have taken advantage of a \$300,000 instructional equipment plan within the college to update their equipment. The plan is for three-

years and the program areas would be able to access additional funds within that time frame. The college also has an instructional equipment enhancement fund for future needs.

Both McCook and North Platte have community centers and art guilds that would provide access to cultural experiences for students, as well as professional organizations and local events that promote visual and performing arts.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

MPCC did not address this topic. Since the proposed program is based on courses from existing program areas, there should be sufficient resources to support the program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$501,907	Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Library		Tuition and Fees	\$709,100
Five-Year TOTAL	\$501,907	Five-Year TOTAL	\$709,100

Committee Comment

An AFA degree is consistent with Mid-Plains’ role and mission as defined in statute and with the Commission’s *Statewide Comprehensive Plan for Postsecondary Education*. Drawing students to the campuses may be a challenge, but there is little additional cost to offer the program.

Committee Recommendation: **Approve**

First Program Review Date: **Due June 30, 2020**

AFA Degrees at Selected Community Colleges

MPCC Peers

Carl Sandburg College, IL	AFA with emphasis in art, music performance, or music education
Cloud County Community College, KS	AA
College of the Albermarle, NC	AFA with concentration in art or theatre
Flathead Valley Community College, MT	AA
Highland Community College, KS	AA
Iowa Lakes Community College, IA	AA
Lake Michigan College, MI	AA
Southeastern Community College, IA	AA
Southwestern Michigan College, MI	AA
Western Nebraska Community College	AA

Note: All institutions have a variety of fine arts courses that a student could select to complete the requirements for the AA program (beyond the general education requirements); specific areas and number of courses vary by institution.

Other Selected Institutions

Anoka-Ramsey Community College, MN	AFA in art
Burlington County College, NJ	AFA in art
Sheridan College, WY	AFA for music or the visual arts
College of DuPage, IL	AFA in art
John Wood Community College, IL	AFA in music performance
Ivy Tech Community College, IN	AFA in fine arts

Credit hours and areas of study for the AFA (unless noted)

Institution	Gen Eds	Art	Music	Theatre	Other
MPCC AFA	31	33	34	31	Interdisciplinary 29
AA	37				Electives 23
Carl Sandburg	31	33			
	28		35		
Albermarle	34	31		30	
Anoka-Ramsey	26	34			
Burlington	22	36			Plus 6 elective
Sheridan	24	42	41		
DuPage	31	36			
John Wood	29		36		
Ivy Tech	30				Fine arts 34



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska Medical Center (UNMC)

Name of the new unit: Center for Substance Abuse Research

Proposal Received by the Commission: April 13, 2015

Programs included in the new unit: Programs from the Departments of Pharmacology and Experimental Neuroscience, Neurological Sciences, Psychiatry, Internal Medicine, and Anesthesiology; College of Public Health

Proposed Start Date: To be determined

Description

The goal of the proposed center is to promote and facilitate research in drug abuse and neurodegenerative diseases with a focus on cell signaling, behavioral assessments, and development of models of drug addiction. The center would be housed in the Department of Pharmacology and Experimental Neuroscience with faculty from several departments and outside entities participating in research activities.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Demonstrated Need

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

UNMC states that substance abuse leading to addiction is one of the most devastating problems facing Nebraska, the U.S., and the world. Stimulants, such as methamphetamine, are the most commonly cited drugs in drug treatment admissions in the state. UNMC reports data from the Treatment Episode Data Set (provided through the U.S. Department of Health and Human Services) that indicate one-third of admissions in Nebraska were for stimulants and one-third for marijuana.

In addition to having a negative impact on the person's ability to function normally, substance abuse can increase the susceptibility of addicts to infectious diseases such as HIV, hepatitis, and tuberculosis. The process or mechanism by which the drug interacts with the infectious agents is poorly understood. Thus, effective treatment and prevention are limited.

Addiction is also common in people with mental health problems. The proposal cites findings published in the Journal of American Medical Association that indicate almost 50% of individuals

with severe mental health disorders also experience substance abuse. Conversely, 53% of drug abusers have at least one serious mental disorder. Included in the category “mental health disorders” are neurodegenerative disorders such as Alzheimer’s and Parkinson’s disease and depression, many of which are experienced by an aging population. The proposal states that the number of outpatients seeking psychiatric care at UNMC exceeds 5,300 per year.

B. Demonstrated Appropriateness of the Unit

High-----Low
√

UNMC asserts that there is “an urgent need” to focus on disease mechanisms underlying the biological processes of drug addiction and/or infection. Apart from the addictive aspects, substance abuse also can impair cellular stability and the biological functioning of the patient. The proposal states that this is an understudied effect deserving of attention. In addition, UNMC conducts translational research—the application (or translation) of laboratory research to clinical settings. Results from all these areas of study will improve the ability to prevent and treat drug addiction.

C. Resources: Faculty/Staff

High-----Low
√

UNMC estimates that 20 faculty and staff would initially be involved with the proposed center. In addition to faculty working in the associated departments at UNMC (Pharmacology and Experimental Neuroscience, Neurological Sciences, Psychiatry, Internal Medicine, and Anesthesiology), there are also faculty involved with the Chronic HIV Infection and Aging in NeuroAIDS (CHAIN) Center, the Nebraska Neuroscience Alliance, the Veterans Administration Medical Center, Creighton University, and UNL, creating a “critical mass” of scientists to support the center. The proposal included a list of the initial faculty: 13 from UNMC, three from UNL, three from the VA, and one from Creighton. The university also proposes to recruit two new faculty members with expertise in neuroscience and/or substance abuse research. One would be hired immediately; the other would be hired after the center was established and generating sufficient activity to warrant a second faculty member.

The center director, a researcher focused on the interaction of neurodegenerative diseases and substance abuse, would devote 10% of her time to duties related to the center. She would report to the Dean of the College of Medicine. The director would assemble an external advisory committee to review activities and make recommendations for development.

The budget includes .1 FTE for the director, 1.0 FTE for a new faculty member, and 1.0 FTE for an administrative support staff person.

D. Resources: Physical Facilities/Equipment

High-----Low
√

The center would be located in the Department of Pharmacology and Experimental Neuroscience on the 8th floor of the Durham Research Center. Contiguous lab and office space for new faculty would be requested. The Department of Comparative Medicine has animal housing space in Durham that would be available to the center’s researchers.

The proposal states that the existing labs in the Department of Pharmacology and Experimental Neuroscience are well equipped for the proposed research. The center would also have access to Adobe Connect so that a planned lecture series could be available to other campuses and institutions.

E. Budget

UNMC reports that the center would be funded from a variety of sources, including the Department of Pharmacology and Experimental Neuroscience, the College of Medicine, the Chancellor’s Office, and the Office of the Vice Chancellor for Research. The commitment from these sources is for five years. The center would seek grants from NIH-NIDA (National Institutes of Health-National Institute on Drug Abuse) to ensure sustainability.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$884,194	Reallocated Funds	\$700,743
General Operating	\$202,998	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees	
Other*	\$180,000	Other: College of Medicine	\$506,449
		Chancellor’s Office	\$60,000
Five-Year TOTAL	\$1,267,192	Five-Year TOTAL	\$1,267,192

*Seed grant funding for new hires

Committee Comment: UNMC’s statements regarding the lack of research in several areas surrounding substance abuse and drug addiction (Sections A. and B.) support the creation of the center.

Committee Recommendation: **Approve**

Approval of the Center does not constitute approval of any new programs now or in the future.



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska Medical Center (UNMC)

Name of the new unit: Interprofessional Experiential Center for Enduring Learning (iEXCEL)

Proposal Received by the Commission: April 13, 2015

Programs included in the new unit: Programs from the Colleges of Medicine, Public Health, Dentistry, Nursing, Allied Health Professions, Pharmacy, and Graduate Studies; all of the health professional programs in the University of Nebraska system

Proposed Start Date: To be determined

Description

UNMC’s vision for the proposed center is to change the approach to improving health care education and health care delivery through the development of an interdisciplinary, integrated world-class simulation and immersive, virtual reality hub-and-spoke education center.

The goals of the center include:

- To transform education and discovery through the use of innovative technologies in simulation and virtual immersive reality
- To use hub (UNMC Omaha campus) and spoke (all other UNMC campuses) technology to improve communication among health care professional across the state
- To maximize interdisciplinary and interprofessional care, thus improving care and reducing risks of complications
- To advance interactive and experiential learning that is integrated across all levels of learning
- To transform a major component of education at UNMC to competency-based learning
- To reduce the current heavy reliance on clinical sites for early clinical teaching
- To engage in outcomes-oriented education and research
- To engage in collaborative research in device engineering, software development, pharmaceutical development, and other appropriate areas

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Demonstrated Need

High-----Low
√

UNMC states that the current methods of education rely on didactic lectures and the availability of appropriate patients for healthcare experiences. However, the millennial generation acquires and retains information differently than earlier generations. They are digital natives and the current educational methods are not consistent with their learning styles. Low-risk experiential learning best suits the needs of healthcare students. Such experiential learning would be accomplished in the proposed center through simulated environments. Simulations or exercises that are repeated until the student has mastered the concepts leads to better retention as well as improved outcomes. Also, most education today is conducted in silos with limited collaboration between professional groups. This can result in unnecessary duplication of efforts and a waste of human capital and time, a situation that can be significantly improved through interprofessional education.

B. Demonstrated Appropriateness of the Unit

High-----Low
√

UNMC reports that the use of simulated environments to master knowledge and skills has been widely used in commercial aviation, space travel, petroleum exploration, military efforts, and hundreds of other areas. These techniques facilitate enduring learning without risk to the learner, their colleagues, or potential patients. The proposal asserts that such settings accelerate learning and lead to higher levels of mastery and retention of knowledge and technical skills.

UNMC also states that while simulations have become routine at most health care institutions as part of education, there are almost no centers that have made a concerted effort to transform practitioner performance and effectiveness through integrated interprofessional competency education using simulations and virtual reality.

C. Resources: Faculty/Staff

High-----Low
√

The center would be led by the Associate Vice Chancellor for iEXCEL, who would report to UNMC's Vice Chancellor for Academic Affairs. His duties would include developing and implementing a strategic plan in conjunction with an iEXCEL Strategic Oversight Group. The Executive Director for Clinical Simulation Integration would be responsible for the overall administrative, operational, and fiscal management for simulation centers. The Executive Director for Business Development would develop relevant industry, corporate, and military relationships since human performance is a key concern for all military, commercial aviation, information technology, and other high intensity areas.

The budget includes 1.0 FTE for the Associate Vice Chancellor for iEXCEL, and 5.0 FTE for professional staff in the first year. The next four years have 11.0 FTE each year for professional staff and 1.0 FTE for support staff.

D. Resources: Physical Facilities/Equipment

High-----Low
√

The university proposes to locate the center in a new, three-story, 125,000 square foot building. LB 660 appropriates \$25 million for the design and construction of the Global Center for Advanced Interprofessional Learning, the building that would house iEXCEL. The University of Nebraska

would receive \$5,000,000 on July 1, 2015, and the remaining \$20,000,000 upon receipt of evidence that \$40,000,000 in private or other funds has been received. The budget also includes \$15,000,000 in years two and three (\$30,000,000 total) for simulation and virtual reality equipment, funded from external sources.

The budget shows building operation and maintenance (O and M) costs starting in year 4, based on a tentative time line of one year of planning and 24 months to build, with the building opening in July 2018. LB 657 appropriates \$1,000,000 for FY16 and \$2,000,000 for FY17 for academic program costs and operating and maintenance costs. The university projects that it will need \$5,000,000 annually from the state for operation of the Center.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$8,650,553	Reallocated Funds	
General Operating	\$6,069,902	New State Funds	\$42,905,455
Equipment	\$30,000,000	New Local Funds	
Facilities	\$72,000,000	Other	\$77,000,000
Building O & M	\$3,000,000		
Travel	\$185,000		
Five-Year TOTAL	\$119,905,455	Five-Year TOTAL	\$119,905,455

Committee Comment

The center is a huge undertaking that would advance best practices in health care education to the benefit of students, health care providers, and health care and related industries in the state and the country. The Nebraska legislature has recognized the potential of this proposal by partially funding the construction costs and program development costs.

Committee Recommendation: Approve

Approval of the center does not constitute approval of any new academic programs now or in the future or of the program statement for capital construction.



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution:	University of Nebraska at Omaha (UNO)
Name of New Unit:	Center for Real Estate and Asset Management
Programs Included in New Unit:	Related programs in the College of Business Administration, including real estate
Proposal Received by Commission:	April 13, 2015
Proposed Start Date:	Spring 2015

Background

UNO's Department of Finance, Banking, and Real Estate currently offers both courses and a major in real estate. There has been a real estate program in UNO's College of Business Administration (CBA) since 1952, providing research, education, and outreach activities. The proposed center would expand and intensify these activities with increased visibility and prominence. The center would also better position UNO to attract external research funds as well as private sector support.

Description

The proposed center's purpose is to advance education and practice in all segments of the commercial real estate industry with special emphasis on asset management. To expand beyond the current real estate program, UNO would include not only the CBA faculty, but also faculty from other UNO colleges, faculty from other universities, and representatives from appropriate professional groups. On the UNO campus the center would collaborate with the Nebraska Business Development Center, the Center of Urban Sustainability, the College of Public Affairs and Community Service: Urban Studies, the School of Public Administration, and the Department of Geology and Geography in the College of Arts and Sciences.

CBA has signed a Memorandum of Understanding (MOU) with the Institute of Real Estate Management (iREM), an international community of real estate managers. iREM advocates ethical business practices, maximizing the value of investment real estate, and promoting superior management through education and information sharing. Part of iREM's mission is to provide professional credentials, earned by meeting high standards of education, experience, and ethical business practices. In the MOU, iREM agrees to recognize CBA's BS in Business Administration with a specialization in Real Estate and Land Use Economics as a degree that meets iREM's requirements for Certified Property Manager designation. Other benefits of the MOU include national recognition, access to iREM's resource materials, and connection with iREM's Nebraska Chapter to foster collaboration.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Demonstrated Need for the New Unit

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

The proposal states that with more than 15 recognized possible career tracks related to real estate and hundreds of thousands professionals (not including residential sales people) employed in the industry, there is a need for graduates who understand the high-level analytics and knowledge bases necessary for careers in asset management. UNO cites the U.S. Bureau of Labor Statistics to provide evidence of need and demand. The Bureau predicts a 12% increase in employment from 2012 to 2022 for “Property, Real Estate, and Community Association Managers,” an 11% increase for “Real Estate Brokers and Sales Agents,” and a 6% increase for “Appraisers and Assessors of Real Estate.” According to UNO, local real estate leaders have indicated that there will be increased demand for program graduates.

UNO reports that there are no other centers in the United States focused on asset management and that the center would become the central point contact for asset management education in the country.

B. Demonstrated Appropriateness of the New Unit

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

The real estate program has received financial support from local, state, and federal agencies to conduct applied real estate valuation research in both urban and rural areas. The projects focus on water management issues (flood mitigation, irrigation retirement, and supply of water-based amenities); single-family housing price trends and factors influencing neighborhood development and growth; and property taxation.

C. Resources: Faculty/Staff

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

There are two full-time faculty who serve as the co-directors of the program, with one leading research endeavors and the other responsible for academics and outreach. There are also two part-time faculty who teach classes and two affiliated faculty members who are primarily involved with program planning. The center would retain this structure and would also retain the existing advisory board made up of real estate industry leaders.

The budget shows 2.5 FTE faculty in the first three years, increasing to 3.5 FTE in the final two years. The additional faculty member is one that UNO anticipates needing to accommodate center growth. There is also a .25 FTE budgeted for non-teaching support staff.

E. Resources: Physical Facilities/Equipment/Library

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

The center would be housed in existing facilities in Mammel Hall. The proposal states that existing facilities are sufficient, particularly since the relatively new building has carefully designed classrooms and laboratories, including a real estate research laboratory. Information and library resources are also sufficient to initiate the center. As the center grows, additional space may be needed.

G. Budget

UNO reports that private giving has been important to the program and that over the past three years there have been 15 scholarships awarded totaling approximately \$20,000 from private gifts. Annual gifts average \$30,000.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$1,659,620	Reallocated Funds ²	\$1,699,620
General Operating	\$60,279	New State Funds	
Equipment	\$2,000	New Local Funds	
Other: program delivery support ¹	\$190,000	Tuition and Fees ³	\$849,475
		Other: Grants	\$360,000
		Private gifts	\$190,000
Five-Year TOTAL	\$1,911,899	Five-Year TOTAL	\$3,099,095

¹Funded by private dollars

²Includes redistribution of faculty and staff salaries and benefits

³Based on the 39 students in fall 2013 who had declared a concentration in real estate or related areas such as investment science.

Committee Comment

The education and service components identified for the proposed center are already being carried out. However, center status would draw more attention, funding, and the ability to conduct more research and provide more services. In addition, the current funding for the real estate program, both from the university and private sources, would be reallocated to the center, resulting in few, if any, new costs.

Committee Recommendation: Approve

Approval of the Center does not constitute approval of any new programs now or in the future.

2013-2014 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR									
Institution	Program	5 yr Average (2008-2013)							
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	
CSC	Rangeland Management	1,981	701	BS	16.2				

Commission Thresholds

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

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

Student Credit Hour Production by Department
Per Full-Time Equivalent Faculty
(the mean of the prior 5 years)

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
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MHEC Multistate Collaborative on Military Credit (MCMC)

Update, June 2015

The Multistate Collaborative on Military Credit was established by several Midwestern states to improve the timely completion of postsecondary credentials by military service members, veterans, and their families by addressing barriers to access, participation, and completion. The collaborative has grown to 13 member states: the 12 MHEC states and Kentucky.

In 2014 MHEC received a Lumina grant to support the MCMC effort. States will receive \$10,000 per year for three years to help promote the state work.

The MCMC Steering Committee meets quarterly by phone. Kathleen Fimple represents Nebraska on this committee. At the March meeting the members discussed the forthcoming MOU (to transfer Lumina funds to the states) and the format and content for the state plans required by the Lumina grant.

Four workgroups have been formed; the Commission has representation on three of them.

- articulation of academic transfer (Kathleen)
- licensure and certification (Kathleen)
- communications and outreach (Jason)
- data, technology, and systems (there is no one on board yet with the knowledge and skills for this group).

The workgroups meet by conference call. The Steering Committee will meet in Minneapolis in July.

Nebraska is forming an advisory committee to help identify the needs of the state. The people agreeing to serve on the committee and those expressing interest in supporting MCMC in the state are listed in the table on the next page. Not everyone interested in supporting MCMC will necessarily serve on the advisory committee, but their input will be included and their help solicited as the work progresses. A face-to-face meeting of all interested parties will be held later this year.

In April Nebraska submitted a state project plan to MHEC for intended state activities. The vision statement from that plan is below.

Vision Statement

- Nebraska postsecondary institutions will recognize the value of the education, training and experience that military students bring to the campus.
- The institutions will establish a process by which this learning can be evaluated for the greatest possible credit.
- State credentialing entities will recognize the value of the education, training and experience of current and former military personnel and develop a mechanism for utilizing the experience in meeting credentialing requirements to the greatest extent possible.
- Nebraska military and veteran students and their families will be aware of the many opportunities available at Nebraska institutions and take advantage of those resources.

Nebraska's MCMC Advisory Committee and Interested Parties, 6-5-15

Name	Title	Institution/Organization
Mike Connolly	Director, Office of Military and Veteran Services	University of Nebraska at Omaha
Travis Karr	Director, Veteran and Military Services	Central Community College
Jodi Kupper Korinne Tande	Associate Vice Chancellor Vice Chancellor	Nebraska State College System
Brad Dirksen Julie Katt	Program Director, Private Postsecondary Career Schools/ Veterans Education Veterans Education Specialist	Nebraska Department of Education
J.R. Richardson	Veteran Services Office	Bellevue University
Sue Crawford	State Senator	Nebraska Legislature
Harrison Johnson	President, Veterans Student Organization	University of Nebraska at Omaha
Joanne Moseman Darrell Everhart	Academic Transfer Coordinator Student Veterans Resource Center	University of Nebraska-Lincoln
Ron Hunter	Commissioner; Retired, US Army	Nebraska's Coordinating Commission for Postsecondary Education
Chris Wolff	Military and Veterans Affairs Office	Western Nebraska Community College
John Williss	Education Services Officer	Nebraska National Guard
John McNally	Deputy Director	Nebraska Department of Veterans Affairs

Agreed to serve on the advisory committee

Contacted, expressed interest

**Nebraska Institutions Approved for Participation in SARA
(State Authorization Reciprocity Agreements)
as of June 5, 2015**

Chadron State College – Chadron

- A public institution established by the Nebraska legislature in 1909.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1915; current accreditation to be reaffirmed in 2016-17.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 2,367 full time equivalent students
- Approved by CCPE Executive Director on March 27, 2015
- Approved by the National Council of SARA on April 30, 2015

Previously approved (17):

Bellevue University – Bellevue

Bryan College of Health Sciences – Lincoln

Central Community College – Grand Island, Columbus, Hastings

Clarkson College – Omaha

College of Saint Mary – Omaha

Concordia University, Nebraska – Seward

Creighton University – Omaha

Metropolitan Community College – Omaha

Mid-Plains Community College – North Platte and McCook

Nebraska Methodist College – Omaha

Northeast Community College – Norfolk

Peru State College – Peru

University of Nebraska at Kearney

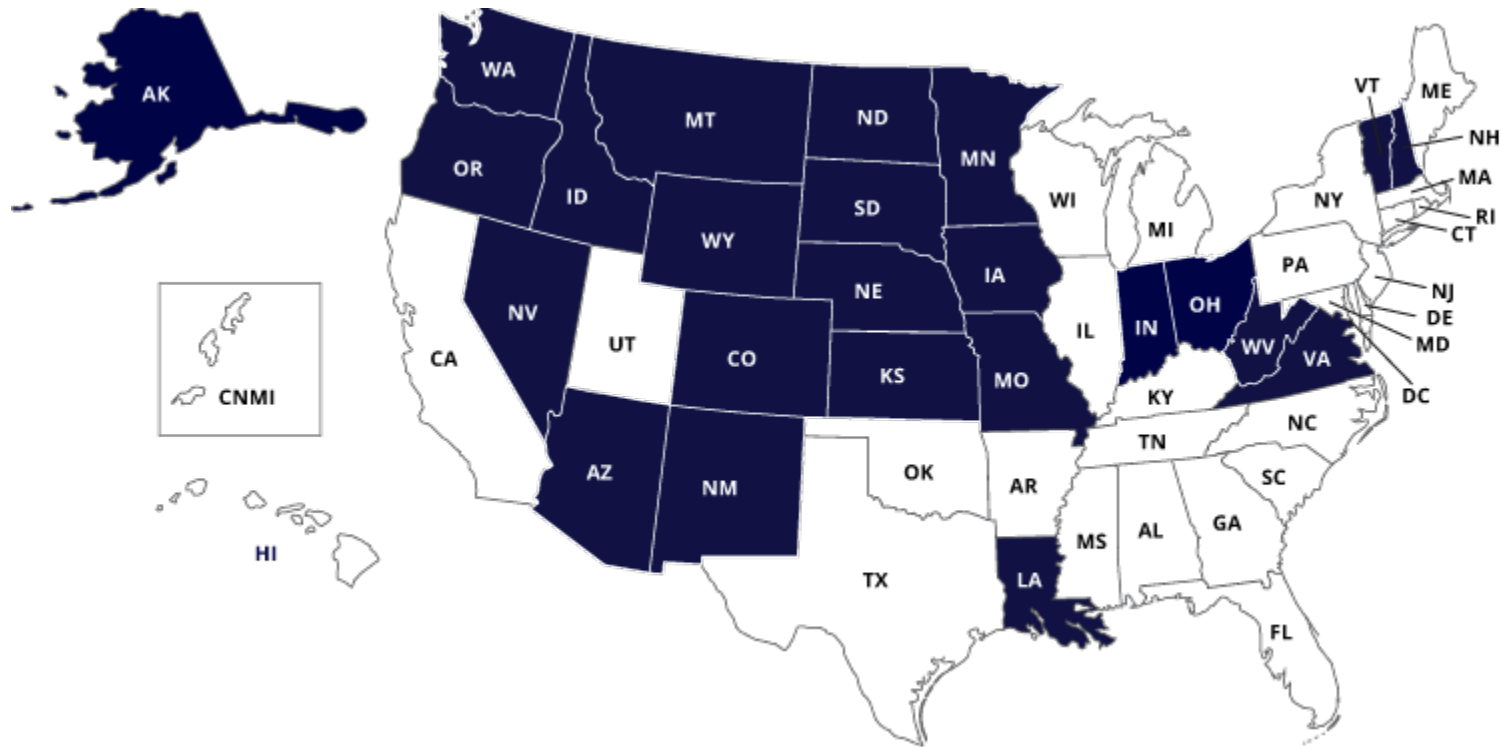
University of Nebraska-Lincoln

University of Nebraska Medical Center

University of Nebraska at Omaha

Wayne State College – Wayne

SARA States, as of June 5, 2015



24 states are now approved. The newest SARA members are Wyoming, New Mexico, Vermont, and Iowa.

Source: <http://www.nc-sara.org/sara-states-institutions>

INFORMATION ITEMS

A. Reasonable and Moderate Extensions

1. MCC – Automotive Technology
 - Automotive Maintenance and Light Repair Technician (certificate of achievement)
 - Automotive Under-Vehicle Specialist (career certificate)
 - Automotive Technician Assistant (career certificate)
2. MCC – Process Operations Technology
 - Manufacturing Process Operations option (AAS)
 - Manufacturing Process Operations (career certificate)
3. MCC – Human Services
 - Human Services Transfer (AAS)
4. MCC – General Studies
 - Entrepreneurship Generalist (certificate of achievement)
 - Business Start-Up (career certificate)
 - Microcomputer Electronics (career certificate)
5. MCC – Versatilist Information Technology
 - Business Intelligence Systems (certificate of achievement)
6. SCC – Human Services Program
 - Alcohol and Drug (certificate)
7. SCC – Business Administration
 - General Business (certificate)
8. UNL – Special Education and Communication Disorders
 - Sensory Disabilities (graduate certificate)
9. UNK – Counseling and School Psychology
 - Alcohol and Drug Counseling (graduate certificate)
10. UNL – Teaching, Learning, and Teacher Education
 - Teaching English to Speakers of Other Languages (TESOL) (graduate certificate)
11. UNO – Political Science
 - Intelligence and National Security (graduate certificate)

B. Program Name Changes

1. MCC – Civil Engineering Technology – Computer-Aided Drafting and Design to
Civil Engineering Technology – Computer-Aided Design
2. MCC – Chemical Dependency to
Human Services-Chemical Dependency
3. MCC – Health Information Management Systems-Language Specialist II to
Health Information Management Systems-Healthcare Documentation Specialist II
4. MCC – Health Information Management Systems-Medical Office Language Specialist I to
Health Information Management Systems-Medical Office Healthcare Documentation Specialist I
5. MCC – Electronics Technology-Cisco Network Technician to
Information Technology-Cisco Network Technician
6. MCC – Electronics Technology-Cisco Certified Network Associate to
Information Technology-Cisco Certified Network Associate
7. MCC – Microcomputer Office Technology-Office Applications to
Office Technology-Microcomputer Office Applications
8. MCC – General Information Technology to
Versatilist Information Technology

9. MCC – General Information Technology-Computer Programming to
Versatilist Information Technology-Computer Programming
10. MCC – General Information Technology-UNIX/Linux Operating Systems to
Versatilist Information Technology-UNIX/Linux Operating Systems
11. MCC – Business Management-Management Generalist to
Business Management-Management Specialist
12. SCC – Energy Generation Operations – Process Operations Biofuels to
Energy Generation Operations – Industrial Process Operations

C. **Program Deletions**

1. MCC – Automotive Technology – Basic Automotive Service (certificate of achievement)
2. MCC – Automotive Technology – Automotive Transmissions and Transaxles (career cert)
3. MCC – Automotive Technology – Automotive Electronics (career certificate)
4. MCC – Automotive Technology – Automotive Brakes and Suspension (career certificate)
5. MCC – Electrical Technology – Commercial Electric (career certificate)
6. MCC – Electrical Technology – Solar Electric Systems (career certificate)
7. MCC – Heating, Air Conditioning and Refrigeration – Solar Heating Systems (career cert)
8. MCC – Process Operations Technology – Hydronic Systems (career certificate)
9. MCC – Construction Technology – Solar Technology (career certificate)
10. MCC – Construction Technology – Solar Air Systems (career certificate)
11. MCC – Construction Technology – Home Energy Professional-Weatherization (career cert)
12. MCC – Industrial and Commercial Trades – Healthy Homes (certificate of achievement)
13. MCC – Industrial and Commercial Trades – Healthy Homes-Residential Energy Management
(certificate of achievement)
14. MCC – Industrial and Commercial Trades – Healthy Homes-Lead Abatement (certificate of
Achievement, career certificate)
15. MCC – Industrial and Commercial Trades – Soil Remediation (career certificate)
16. MCC – Business Management – Credit Management (AAS)
17. MCC – Business Management – Entrepreneurship (AAS)
18. MCC – Business Management – Financial Planning and Investment (AAS)
19. MCC – Business Management – Financial Services Management (AAS)
20. MCC – Business Management – Insurance and Risk Management (AAS)
21. MCC – Business Management – International Management (AAS)
22. MCC – Business Management – Merchandising Management (AAS)
23. MCC – Business Management – Operations and Supply (AAS)
24. MCC – Business Management – Organizational Development (AAS)
25. MCC – Business Management – Real Estate (AAS)
26. MCC – Business Management – Entrepreneurship (certificate of achievement)
27. MCC – Business Management – International Business (certificate of achievement)
28. MCC – Business Management – Marketing (certificate of achievement)
29. MCC – Business Management – Para Financial Planner (certificate of achievement)
30. MCC – Business Management – Business Management Generalist (career certificate)
31. MCC – Business Management – Entrepreneurship (career certificate)
32. MCC – Business Management – Operations and Supply (career certificate)
33. MCC – Business Management – Organizational Development (career certificate)
34. MCC – Business Management – Real Estate Entrepreneurship (career certificate)
35. MCC – Art – Entrepreneurship for the Artist (certificate of achievement)
36. MCC – Visual Arts - Video/Audio Communication Arts (certificate of achievement)
37. MCC – Theater – Playwriting (career certificate)
38. MCC – Electronics Technology – Computer Electronics (AAS)
39. MCC – Electronics Technology – Cisco Networking (certificate of achievement)
40. MCC – Electronics Technology – Microcomputer Repair (certificate of achievement)

41. MCC – Information Technology – Embedded Systems Technology (AAS)
42. SCC – Computer Information Technology – Applications/Web Programmer (AAS)
43. SCC – Computer Information Technology – Network Manager (AAS)
44. SCC – Computer Information Technology – PC Support Specialist (AAS)
45. SCC – Energy Generation Operations – Fossil Fuels (AAS)
46. SCC – Computer Programming (AAS)
47. SCC – Early Childhood Education – Home Visitor/Family Advocate (certificate)
48. SCC – Graphic Design/Media Arts – Graphic Communication (certificate)
49. SCC – Graphic Design/Media Arts – Office Professional (certificate)
50. SCC – Graphic Design/Media Arts – Computer Information Technology (certificate)

D. New Focus Areas within an existing program

1. SCC – Criminal Justice (AAS)
 - Homeland Security
 - Corrections
 - Community-Based Corrections and Juvenile Services
2. SCC – Computer Information Technology – Applications Developer (AAS)
 - Integrated Platforms
 - PC & Web Platforms
3. SCC – Computer Information Technology – Networking & Support (AAS)
 - Computer Support
 - Network Management

TITLE 281, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 5
COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
RULES AND REGULATIONS CONCERNING THE
NEBRASKA OPPORTUNITY GRANT ACT

TITLE 281 - COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

CHAPTER 5 – RULES AND REGULATIONS CONCERNING THE NEBRASKA OPPORTUNITY
GRANT ACT

NUMERICAL TABLE OF CONTENTS

SUBJECT SECTION	STATUTORY AUTHORITY	CODE
Purpose and Objective	Neb. Rev. Stat. § 85-1911	001
Statutory Authority	Neb. Rev. Stat. § 85-1901 to 85-1919	002
Definitions	Neb. Rev. Stat. § 85-1903 to 85-1910	003
Commission Responsibilities	Neb. Rev. Stat. § 85-1912, 85-1914 and 85-1917	004
Institutional Responsibilities	Neb. Rev. Stat. § 85-1913, 85-1916, and 85-1918	005
Student Responsibilities	Neb. Rev. Stat. § 85-1915, 85-1916	006
Appeal Process	Neb. Rev. Stat. § 85-1917	007

TITLE 281 - COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

CHAPTER 5 – RULES AND REGULATIONS CONCERNING THE NEBRASKA OPPORTUNITY
GRANT ACT

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SUBJECT SECTION	STATUTORY AUTHORITY	CODE
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Commission Responsibilities	Neb. Rev. Stat. § 85-1912, 85-1914 and 85-1917	004
Definitions	Neb. Rev. Stat. § 85-1903 to 85-1910	003
Institutional Responsibilities	Neb. Rev. Stat. § 85-1913, 85-1916, and 85-1918	005
Purpose and Objective	Neb. Rev. Stat. § 85-1911	001
Statutory Authority	Neb. Rev. Stat. § 85-1901 to 85-1919	002
Student Responsibilities	Neb. Rev. Stat. § 85-1915, 85-1916	006

NEBRASKA ADMINISTRATIVE CODE

TITLE 281 - COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

CHAPTER 5 – RULES AND REGULATIONS CONCERNING THE NEBRASKA OPPORTUNITY GRANT ACT

001 PURPOSE AND OBJECTIVES

- 001.01 The purpose of the Nebraska Opportunity Grant is to enhance the educational opportunities of Nebraska resident students by providing direct financial assistance to eligible students, based on financial need, attending eligible postsecondary institutions.

002 STATUTORY AUTHORITY

This rule is adopted pursuant to authority granted to the Coordinating Commission for Postsecondary Education in Neb. Rev. Stat. §§ 85-1901 through 85-1919.

- 002.01 Chapter 85, Sections 1903 through 1910 relating to definitions of eligible students, eligible postsecondary institutions, and tuition and mandatory fees.
- 002.02 Chapter 85, Sections 1911 through 1914 relating to the process and procedures for distribution of grants to students based on financial need.
- 002.03 Chapter 85, Section 1915 relating to criteria for granting an award to an eligible student.
- 002.04 Chapter 85, Sections 1912, 1914, 1917 and 1919 relating to the Coordinating Commission for Postsecondary Education's responsibilities.
- 002.05 Chapter 85, Sections 1913, 1916 and 1918 relating to eligible postsecondary educational institutions responsibilities.

003 DEFINITIONS

- 003.01 Commission shall mean the Coordinating Commission for Postsecondary Education
- 003.02 Postsecondary Education shall mean the provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education.
- 003.03 Eligible Postsecondary Educational Institution shall mean a public or private educational institution located in Nebraska which: (1) is primarily

engaged in the instruction of students; (2) is satisfying the provisions of Nebraska law relating to the approval and licensure of schools, colleges, and universities; (3) is maintaining accreditation by an accrediting organization recognized by the U.S. Department of Education; (4) is offering courses of instruction in regularly scheduled classes to regularly enrolled undergraduate students who reside in Nebraska and who have received high school diplomas or the equivalent; and (5) shall have adopted award refund and repayment policies and must make the policies available for inspection by all who request such information.

003.04 Expected Family Contribution shall mean a measure of how much the student and his or her family can be expected to contribute to the cost of the student's education for the applicable academic year and is calculated according to a formula specified in federal law.

003.05 Yearly Maximum Expected Family Contribution shall mean 110% of the maximum Expected Family Contribution to qualify for a Federal Pell Grant for the applicable award year.

003.064 Eligible Student shall mean an individual who (1) is domiciled in Nebraska as provided in Neb. Rev. State. § 85-502; (2) is enrolled as a full- or part-time undergraduate student in an eligible program at an eligible postsecondary institution; and (3) has applied for federal financial aid through the Free Application for Federal Student Aid for the applicable award year and either is eligible to receive a U.S. Department of Education Federal Pell Grant or has an expected family contribution for the applicable award year of no more than the qualifying yearly maximum EFC. has an Expected Family Contribution which is equal to or less than the Yearly Maximum Expected Family Contribution.

003.075 Full-time Equivalency shall mean the total number of credit or clock hours taken by eligible students divided by 24 semester, 36 quarter, or 900 clock hours as appropriate. The determine-determination of full-time students shall be based upon the directives in Section 003.086 of these rules and regulations and an award year shall be as defined in Section 003.142.

003.086 Full-time Student shall mean:

(1) For enrollment calculations of full-time equivalent students, an individual who is enrolled in at least 24 semester credit hours, 36 quarter credit hours, or 900 clock hours per award year; or

(2) For tuition and mandatory fee determination, an individual who is enrolled in at least 30 semester credit hours, 45 quarter credit hours, or 900 clock hours per award year.

003.097 Enrollment shall mean the establishment and maintenance of an individual's status as a student in a postsecondary institution, regardless of the definition used at that institution.

- 003.1008 Undergraduate Student shall mean an individual who has not earned a first baccalaureate or professional degree and is enrolled in a postsecondary educational program which leads to, or is creditable toward, a first baccalaureate degree, associate degree, certificate, diploma, or equivalent.
- 003.1109 Financial Need shall mean the financial need determined by an eligible postsecondary educational institution for each student in accordance with the federal needs analysis prescribed in Part F ~~or of~~ Title IV of the Higher Education Act of 1965 as amended.
- 003.120 Substantial Financial Need shall mean the need demonstrated by a student who meets the ~~yearly maximum EFC~~ Yearly Maximum Expected Family Contribution, as defined in Section 003.0548.
- 003.134 Award shall mean a grant of money to an eligible student for educational expenses. Awards shall not exceed:
- For the ~~2010-11 award year and each award year thereafter~~, fifty percent of the tuition and mandatory fees for a full-time, resident, undergraduate student for the last completed award year at the University of Nebraska-Lincoln.
- 003.142 Award Year shall mean that period from July 1st of one year through June 30th of the succeeding year.
- 003.153 Award Period shall mean that period of time, as defined by the institution, for which an award is given (example: semester, quarter, 450 contact hours, etc.)
- 003.164 Tuition and Mandatory Fees shall mean the lesser of the student costs for tuition and mandatory fees for a full-time resident undergraduate student for the last completed award year at the eligible postsecondary educational institution or the student costs for tuition and mandatory fees for a full-time resident undergraduate student for the last completed award year at the University of Nebraska-Lincoln.
- 003.175 Educational Expenses shall mean student costs for tuition, mandatory fees, other education related fees, room and board, books, and other costs related to students' education.
- 003.186 Eligible Program shall mean a program of study that is eligible to be funded with federal Title IV funds, as defined by federal regulations.
- 003.197 Target Level of Funds shall represent the maximum amount of state and federal dollars that may be awarded pursuant to the Act to eligible students enrolled in eligible postsecondary educational institutions.
- 003.18 ~~Yearly Maximum EFC~~ shall mean the ~~expected family contribution amount calculated by applying for federal financial aid through the Free Application for Federal Student Aid that is equal to:~~

~~003.18A — For the 2010-11 award year, six thousand dollars; and~~

~~003.18B — For the 2011-12 award year and each award year thereafter, the previous year's yearly maximum EFC increased by two and one-half percent.~~

004 COMMISSION RESPONSIBILITIES

004.01 The Commission shall identify a target level of funds to be distributed to students at each eligible postsecondary educational institution. The target is the maximum total amount that may be awarded to eligible students enrolled at eligible postsecondary education institutions, which will be determined as follows:

(1) Determine the number of eligible full-time-equivalent students enrolled at the eligible postsecondary educational institution for the last completed award year;

(2) Multiply the number determined in subdivision (1) of this section by the tuition and mandatory fees as limited pursuant to Section 003.164 of this rule;

(3) Divide the product derived pursuant to subdivision (2) of this section for each eligible postsecondary educational institution by the sum of the products derived pursuant to subdivisions (2) of this section for all eligible postsecondary educational institutions; and

(4) Multiply the total of state and federal funds dollars appropriated for purposes of distribution pursuant to the act by the ratio derived pursuant to subdivision (3) of this section.

004.02 Prior to June 1 of each award year, the Commission shall receive a recommendation from each eligible postsecondary educational institution listing proposed awards to eligible students, including name, social security number of each eligible student, and amount of proposed award for each eligible student and other information necessary for the Commission to determine compliance with the Act.

004.03 Within thirty days after receiving recommendations pursuant to 004.02 of this rule, the Commission shall review the recommended awards for compliance with the Nebraska Opportunity Grant Act, its rules and regulations, and notify each eligible postsecondary educational institution of the approval or disapproval of recommended awards.

004.04 If awards are disapproved, the eligible postsecondary institution may resubmit the recommended list of awards to eligible students after modifying the recommendation to address the disapproved awards. The Commission will review the modified list of recommendations in a timely manner.

- 004.05 Upon approval of awards, the Commission shall distribute funds appropriated to the Nebraska Opportunity Grant Act to each eligible institution, based on the level of approved awards, for direct disbursement to eligible students as determined by the Commission according to the provisions of the Act.
- 004.06 ~~As a separate requirement for federal reporting purposes, as long as the state participates in the federal LEAP and SLEAP programs, each~~Each eligible institution shall ~~report~~submit annually to the Commission information required by the U.S. Department of Education ~~a year-end report~~ pertaining to the federal funds ~~dollars~~ distributed to students within the last completed award year. Only those institutions providing this information are eligible for participation in the program. ~~The Commission shall then report this information to the Department of Education.~~
- 004.07 The Commission shall supervise the issuance of public information concerning the Nebraska Opportunity Grant Act.
- 004.08 The Commission shall assure through regular audits and reports that institutions, as agents of the Commission, maintain fiscal control and fund accounting procedures as are necessary to assure proper disbursement of funds and compliance with the Act.

005 INSTITUTIONAL RESPONSIBILITIES (as agents of the Commission)

- 005.01 The eligible postsecondary educational institution shall act as an agent of the Commission to disburse the awards directly to eligible students during the award year.
- 005.02 As agents of the Commission, the eligible postsecondary educational institutions shall:
- 005.02A Receive and process applications for awards from enrolled students as determined by the Nebraska Opportunity Grant Act.
 - 005.02B Determine eligibility of students based on criteria established in Commission rules and regulations as set forth in the definitions of the Act.
 - 005.02C Determine awards without regard to race, creed, color, national origin, ancestry, age, sex, or handicap.
 - 005.02D Submit, prior to June 1 of each award year, recommendations as often as necessary to the Commission for awards to eligible students, including the name of each eligible student, social security number of each eligible student, the recommended amount for each

- eligible student, and other information necessary for the Commission to determine compliance with the Act.
- 005.02E After notification of approval of awards to eligible students and distribution of total award amounts approved for eligible students by the Commission, disburse the awards directly to the eligible students during the award year.
- 005.02F Require all award recipients to certify that the award will be used only for educational expenses.
- 005.03 Maintenance of all recipient records of awards shall be the responsibility of the eligible postsecondary educational institution.
- 005.04 Disbursement of awards made by an institution shall cover at least one award period but no more than one award year. This does not prevent an institution from making awards to the same students in successive years.
- 005.05 To participate in the Act, all eligible postsecondary educational institutions shall complete an annual application and statement of assurance provided by the Commission for such purpose. Postsecondary educational institutions failing to complete these documents, in their entirety within the time period allowed, may be deemed ineligible to participate in the Act for the application award year. (See Appendix A and B)
- 005.06 An audit trail shall be established by each participating institution. Institutional and student records are subject to normal auditing procedures by the State of Nebraska and the Coordinating Commission for Postsecondary Education pursuant to the requirement that institutions maintain fiscal and fund accounting procedures necessary to assure proper disbursement of funds and compliance with the Act.
- 005.07 Any award recipient that discontinues attendance before the end of the award year shall remit any award balance allowable to the eligible postsecondary institution pursuant to the institution's withdrawal policy.
- 005.08 ~~Prior to June 1 of each award year, an institution may make new recommendations to the Commission as needed when funds are returned in accordance with its institutional refund policy. The Commission shall review the submissions pursuant to Section 004.03 of this rule. Award funds not awarded within the award year in which the funds were allocated shall be returned to the Commission by the institution at a time specified by the Commission.~~
- 005.09 Eligible institution reporting requirements:
- 005.09A The eligible postsecondary educational institution shall submit yearly reports as requested by the Commission. The reports shall include, but not be limited to: recipient's name, recipient's Social Security number, amount

disbursed to recipient, each recipient's Expected Family Contribution (EFC) amount, recipient's income level and enrollment status, whether the recipient is a dependent student or independent student, and the institution's unmet need data as defined by the Commission.

005.09B The eligible postsecondary educational institution shall comply with the Commission's request for reports to verify award amount-s and eligibility of individual student recipients. ~~The eligible institutions shall also comply with request for reports necessary to complete federal reporting requirements.~~ Any eligible postsecondary educational institution not providing the requested reports as outlined by the Commission within the time period allowed shall be deemed in non-compliance with the Nebraska Opportunity Grant Act and may be ineligible to participate in the Act and receive grant funding for eligible students.

005.10 Aid may not be awarded or disbursed from this Act if that aid, when combined with all other resources, would exceed the student's financial need or is not in compliance with federal award guidelines.

006 STUDENT RESPONSIBILITIES

006.01 A student shall apply for federal financial aid through the Free Application for Federal Student Aid for the applicable award year.

006.02 A student shall ~~be eligible to receive a Federal Pell Grant from the United States Department of Education or have an Expected Family Contribution~~ of no more than the yearly maximum EFC Expected Family Contribution for the current award year.

006.03 The student shall complete a financial aid application at the eligible postsecondary education institution to be eligible to be considered for an award.

006.04 A student shall be an undergraduate and a resident who is domiciled in Nebraska as provided by Neb. Rev. State § 85-502.

006.05 A student receiving an award under the Nebraska Opportunity Grant Act shall certify that the award will be used for educational expenses only.

006.06 The student shall maintain satisfactory academic progress as defined by the institution.

006.07 If the student award recipient discontinues attendance before the end of an award period the student shall remit to the institution any award balances in accordance with the institution's withdrawal or refund policy addressing that issue.

007 STUDENT APPEAL PROCESS

007.01 Students who are adversely affected by the actions of the Commission or an eligible postsecondary educational institution in the distribution of funds or granting of awards may appeal the decision.

007.01A Students shall first make an appeal directly through the eligible postsecondary educational institution's financial aid appeal procedure.

007.01B Students who desire further consideration of an institutional decision may appeal, in writing, to the Coordinating Commission for Postsecondary Education within 21 calendar days of the institutional decision. The decision of the Commission shall be binding.

Nebraska Opportunity Grant Application XXXX-XX Academic Year

Institution _____

Please read the instructions carefully. Complete and return via mail to J. Ritchie Morrow, Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005, via fax at 402.471.2886, or via e-mail at Ritchie.Morrow@nebraska.gov by **[Date]**. Please make sure that the application **and** the Statement of Assurance are signed and dated.

_____ A. Is the teaching calendar at your institution based on semester credit hours (SCH), quarter credit hours (QCH), or clock hours (CH)?

_____ B. **Number of eligible students** - for the award year July 1, YYYY to June 30, YYYY, the total number of Nebraska resident students who have not earned a bachelor's degree and whose EFC was equal to or less than [the yearly maximum EFC for the current award year].

_____ 1. Of those students listed in "B" above, the total number of enrolled credit/clock hours.

C. Tuition and mandatory fees

_____ For institutions that charge by the semester or quarter hour, provide the resident, full-time tuition and mandatory fees for your institution's YYYY-YY academic year.

– Full-time is defined as 30 semester credit hours or 45 quarter credit hours.

--For independent colleges and universities and private career colleges the resident distinction does not apply.

For institutions that charge by the program, in the space below provide the name of the program, the cost for the program, and the length of the program for July 1, YYYY, through June 30, YYYY, (e.g., cosmetology, \$10,000, 14 months; computer technology, \$25,000, 18 months). **If the institution offers more than one program, you must provide the weighted average program cost and the weighted average program length of all programs.**

Appendix A: Sample Application for Institutions Participating in the Nebraska Opportunity Grant Program: Page 2 of 2

I assure the information contained in this document is, to the best of my knowledge, an accurate portrayal of the records maintained by the institution I represent. I understand that all institutional information obtained to complete this application will be maintained for review during an on-site audit. I have included the signed Statement of Assurance. **I understand that any intentional misrepresentation of the facts will void this institution's participation in the Nebraska Opportunity Grant Act.**

Name of Authorized Institutional Representative (Printed or Typed)

Signature of Authorized Institutional Representative

Date

Statement of Assurance
YYYY-YY Nebraska Opportunity Grant

I assure the below-named institution will work with the Coordinating Commission for Postsecondary Education (CCPE) in identifying students who are eligible for the Nebraska Opportunity Grant (NOG) and will act as the Commission's agent to disburse such grant funds directly to the eligible student, pursuant to the Nebraska Opportunity Grant Act (Neb. Rev. Stat. § 85-1901 to 85-1920).

I assure the CCPE may review the financial aid recipients' files, including but not limited to those files associated with enrollment and financial aid for the award year specified.

I assure compliance with the rules and regulations regarding the NOG.

I assure all recipients of the NOG will:

1. have applied for financial assistance;
2. be undergraduate students that have not earned a bachelor's, graduate or professional degree;
3. not have an EFC in excess of the yearly maximum;
4. be Nebraska residents;
5. meet all requirements listed in the rules and regulations governing the program;
6. be awarded a grant that does not exceed 50% of the University of Nebraska-Lincoln's; previous year's tuition and mandatory fees charged a Nebraska resident undergraduate student;
7. be selected for awards without regard to race, creed, color, national origin, ancestry, age, sex, or handicap.

I further assure the information provided on the NOG application is accurate. The CCPE staff can verify these numbers during an on-site audit. Failure to report accurate numbers will result in a review of the institution's participation in the state grant program. Intentional misrepresentation will result in the institution's suspension from the program.

I understand I am required to provide the CCPE a copy of my institution's fiscal year audit. If my institution is required to complete an A-133 audit, I understand it is the institution's responsibility to provide a copy of the A-133 audit to the CCPE. All audit information must be provided to the CCPE within 30 days of completion of the audit or within 9 months of the close of the award year, whichever is earlier. Failure to submit the audit, and when required the A-133 audit, can result in suspension of state grant funding. I further understand that the fiscal year audit and the A-133 audit files may be examined by the CCPE during its regular financial aid audit.

Name (Please print or type)

Institution

Signature

Date

Statement of Assurance
YYYY-YY Nebraska Opportunity Grant

I assure that the below-named institution will work with the Coordinating Commission for Postsecondary Education (CCPE) in identifying students who are eligible for the Nebraska Opportunity Grant (NOG) and will act as the Commission's agent to disburse such grant funds directly to the eligible student, pursuant to the Nebraska Opportunity Grant Act (LB956-2010).

I assure that the CCPE may review the financial aid recipients' files, including but not limited to those files associated with enrollment and financial aid for the award year specified.

I assure compliance with the rules and regulations regarding the NOG. The rules and regulations include the Leveraging Educational Assistance Partnership (LEAP) and the Special Leveraging Educational Assistance Partnership (SLEAP) Programs, which are components of the NOG. [The CFDA identifiers for the LEAP and SLEAP Programs are 84.069A and 84.069B, respectively, provided by the US Department of Education.]

I assure that all recipients of the NOG will be undergraduate students that have not earned a bachelor's degree; that all recipients will have applied for financial assistance; that all students will not have an EFC in excess of the yearly maximum; that all recipients will be Nebraska residents; that grants will not exceed 50% of UNL's tuition and mandatory fees; and that students benefiting from the program will meet all requirements listed in the rules and regulations governing the program.

I further assure that the information provided on the NOG application is accurate. The CCPE staff can verify these numbers during an on-site audit. Failure to report accurate numbers will result in a review of the institution's participation in the state grant program. Intentional misrepresentation will result in the institution's suspension from the program.

I understand I am required to provide the CCPE a copy of my institution's fiscal year audit. If this institution expends \$300,000 or more in federal award funds, I understand it is the institution's responsibility to provide a copy of the A-133 audit to the CCPE. All audit information must be provided to the CCPE within 30 days of completion of the audit or within 9 months of the close of the award year, whichever is earlier. Failure to submit the audit, and when required the A-133 audit, can result in suspension of state grant funding. I further understand that the fiscal year audit and the A-133 audit files may be examined by the CCPE during its regular financial aid audit.

Name (Please print or type) _____ Institution _____

Signature _____ Date _____

University of Nebraska at Omaha

2015 Peer Group

Committee Draft – To Be Approved by the Commission June 25, 2015



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Purpose for Developing Peer Groups

Neb. Rev. Stat. § 85-1413(5)(g) requires that Nebraska's Coordinating Commission for Postsecondary Education establish peer groups for public institutions in Nebraska. The *Comprehensive Statewide Plan for Postsecondary Education* further defines the Commission's purpose for establishing peer groups for Nebraska public colleges and universities as follows:

Peer Groups

A peer institution is one that is representative of the institution to which it is compared. The Commission is required by statute to identify peer institutions for each public postsecondary education institution in the state. The Commission reviews and compares several characteristics of institutions, such as (size) and program offerings, in identifying peers. Peer groups are used for budget and program review, as well as for other comparisons that will aid in Commission decision making. The Commission's purpose for the use of peer groups does not include influencing the collective bargaining process.

New peer groups for Nebraska's Community Colleges and State Colleges were approved by the Commission in 2014. Selection of peer groups for the four University of Nebraska campuses was last conducted in 1993. Since institutions can change over time, the Commission deems it necessary to develop updated peer groups for each University of Nebraska campus. The Commission will also attempt to develop a peer group for the Nebraska College of Technical Agriculture. The peer groups will be used by the Commission during program reviews, budget recommendations, tuition and fees comparisons, and facility analyses.

For the Commission's purposes, *peer institutions* are defined as institutions sufficiently similar in mission, programs, size, students, wealth, etc., and are used to establish basic central tendencies. *Aspirational institutions* in some ways excel the target institution, which would like to emulate the aspirational institutions' accomplishments and set similar goals.¹ Commission peers will not include aspirational institutions.

The following report details the process by which the Coordinating Commission selected its peer institutions for the University of Nebraska at Omaha (UNO).

¹ Kent Halstead, *Higher Education Revenues and Expenditures: A Study of Institutional Costs*, May 1991.

Evaluation Process

Data Sources

Unless noted otherwise, data collected by the Integrated Postsecondary Education Data System (IPEDS) in 2013-2014 (for the 2012-2013 academic year and fall 2013 semester) served as the primary source of data during the Commission's evaluation process. To obtain a more accurate snapshot of the program offerings at each institution, the Commission aggregated two-digit Classification of Instructional Programs (CIP) codes into seven discipline clusters and analyzed the average number of completions within each category, as well as each award level over three academic years (2010-2011, 2011-2012, and 2012-2013). See Appendix A for a description of each CIP aggregation.

Initial Cohort

The Commission identified the following fundamental criteria to develop an initial list of 705 potential peer candidates:

- Reported to IPEDS in 2013-14 (number of institutions remaining: 7,764)
- Within United States (7,595)
- Under public control (2,011)
- Classified as "Public, 4-year or above" in IPEDS (706)
- Removal of UNO from cohort (705)

Threshold Approach

Focusing on variables reflecting UNO's essential institutional characteristics, the Commission adopted a threshold approach to reduce the number of potential peer candidates. Those institutions not matching on identified important categorical criteria or falling outside Commission-established parameters for numeric variables were withdrawn, at least temporarily, from consideration.

Outcome variables such as graduation rates and retention rates were not included in the Commission's analysis. Focusing instead on criteria affecting these outcomes, the Commission began screening institutions using the following 15 variables:

Open admission policy

UNO: No

CCPE criteria: No

Number of institutions remaining: 532

An institution's degree of selectivity and rigor of admission requirements influence the type of students who enroll, often serving as strong predictors of retention and graduation rates. As schools with open admission policies accept any student who applies, these institutions are more likely to experience diminished achievement rates. UNO does not have an open admission policy, instead requiring both core high school course completions and performance requirements such as high school class rankings or standardized test scores.

Land-grant institution status

UNO: Not a land-grant institution

CCPE criteria: Not a land-grant institution

Number of institutions remaining: 466

Traditional land-grant institutions consist primarily of a group of large public research universities sharing a unique history, agricultural research and extension mission, and source of federal funding, making them fundamentally distinct from non-land-grant institutions such as UNO.

Degree of urbanization (Urban-centric locale)

UNO: City: Large

CCPE criteria: City: Large, City: Midsize, Suburb: Large, Suburb: Midsize

Number of institutions remaining: 223

Based on a school's physical address and proximity to urban areas, the urban-centric locale codes found in IPEDS utilize a methodology developed by the U.S. Census Bureau's Population Division in 2005. According to statute, UNO "shall continue to be the primary unit within the University of Nebraska for urban-oriented programs." With this in mind, the Commission attempted to identify institutions with programs focusing on urban issues and serving urban populations by selecting universities situated in similar metropolitan locales.

Carnegie Classification 2010 Basic

UNO: Doctoral/Research University

CCPE criteria: Doctoral/Research Universities, Research Universities (high research activity), Master's Colleges and Universities (smaller, medium, or larger programs)

Number of institutions remaining: 152

The Carnegie Foundation's classification system helps identify institutions with similar program offerings, sizes, and academic missions. UNO is classified as a Doctoral/Research University, indicating it grants at least 20 research doctoral degrees (excluding professional practice doctorates such as medical degrees) and conducts a small amount of research as part of its mission. Because only 29 institutions earned this classification, the Commission expanded its criteria to encompass additional schools. When the Carnegie Foundation last updated its rankings in 2010, UNO had granted just over 20 doctoral degrees. With UNO only slightly over the Doctoral/Research university threshold, the Commission added Master's Universities, which grant at least 50 master's degrees but fewer than 20 doctoral degrees. The Commission also incorporated Research Universities of high research activity that grant at least 20 doctoral degrees like UNO but conduct a greater amount of research according to metrics developed by the Carnegie Foundation.

ACT/SAT converted 25th percentile score²

UNO: 20

CCPE criteria: 18 - 23

Number of institutions remaining: 110

Similar standardized test scores help ensure entering students have similar academic preparation at the secondary level and are of comparable academic potential.

Institution grants a medical degree

UNO: No

CCPE criteria: No

Number of institutions remaining: 100

Due to equipment, faculty, and administration costs, advanced degrees in medicine are among the most expensive programs for institutions to offer and often result in substantial tuition and fees for students. UNO does not currently offer medical degrees as defined by IPEDS (listed below).

- Medicine (M.D.)
- Dentistry (D.D.S., D.M.D.)
- Osteopathic Medicine (D.O.)
- Veterinary Medicine (D.V.M.)

Fall enrollment

UNO: 15,227

CCPE criteria: 10,000 – 25,000

Number of institutions remaining: 47

An institution's enrollment size invariably affects countless important institutional characteristics, including facility usage, tuition income, student-to-faculty ratios, and program offerings.

Percentage of fall undergraduate enrollment: full-time

UNO: 77.1%

CCPE criteria: <90%

Number of institutions remaining: 44

Part-time undergraduate students, especially those age 25 and over, tend to take longer to graduate and often have lower graduation rates. UNO, with only 77.1% of its undergraduates attending full-time, has a significant enrollment of non-traditional students.

² Scores converted using concordance table published on ACT's website:
<http://www.act.org/solutions/college-career-readiness/compare-act-sat/>

Percentage of 12-month enrollment: minorities

UNO: 17.5%

CCPE criteria: 10% - 45%

Number of institutions remaining: 34

Because of a higher incidence of poverty, lower parental educational attainment, and greater likelihood of attending low-performing K-12 schools, many minority students require additional academic, financial, and social supports to be successful in postsecondary education compared to white non-Hispanic students. A sizable portion of students at UNO is from minority racial or ethnic groups (17.5% during the 2012-2013 academic year), the highest among Nebraska's four-year, public postsecondary institutions.

Percentage of undergraduate degrees granted within STEM field (three-year average)

UNO: 13.8%

CCPE criteria: <22%

Number of institutions remaining: 32

Percentage of graduate degrees granted within STEM field (three-year average)

UNO: 11.0%

CCPE criteria: <30%

Number of institutions remaining: 31

Percentage of undergraduate degrees granted within health field (three-year average)

UNO: 0.9%

CCPE criteria: <15%

Number of institutions remaining: 27

STEM and health-related degrees are among the most expensive for an institution to offer and produce, due in large part to necessary lab work and equipment expenses. STEM degrees were only a minor portion of total degrees granted at UNO (13.8% undergraduate degrees and 11.0% of graduate degrees on average over the last three years) while health-related degrees represented an even smaller percentage (0.9% of undergraduate degrees and 0.0% of graduate degrees on average over the last three years).

Percentage of first-time freshmen receiving Pell Grants

UNO: 36%

CCPE criteria: 25% - 55%

Number of institutions remaining: 26

The percentage of first-time freshmen receiving Pell Grants - awarded primarily to undergraduate students with family incomes of less than \$20,000 – serves as an indicator of the proportion of low-income students enrolled at a particular institution. Such students historically matriculate and graduate at lower rates as well as take more time to complete degrees. Thirty-six percent of first-time freshmen at UNO received Pell Grants during the 2012-2013 academic year.

Weighted undergraduate + graduate program mix similarity score

UNO: 0

CCPE criteria: <7

Number of institutions remaining: 23

Comparable degree offerings demonstrate similar institutional missions and program costs. To aid in its evaluation, the Commission developed a calculation for measuring undergraduate and graduate program mix similarities. For each of the seven CIP clusters, the Commission squared the difference between UNO's percentage of degrees granted and each institution's percentage. The Commission then summed the squares, with the institution possessing the lowest resulting score representing the closest match to UNO's program mix.

To enable a more comprehensive comparison of an institution's program offerings, the Coordinating Commission also developed a calculation that combines each institution's undergraduate and graduate program mix scores into a single, weighted score based on each institution's enrollment characteristics. The Commission multiplied the undergraduate and graduate program mix similarity scores discussed above by the percentage of students enrolled at the corresponding level and then summed the two subsequent numbers. For example, if an institution's enrollment comprises 75% undergraduate students and 25% graduate students, its undergraduate similarity score would be multiplied by .75 and its graduate score by .25.

For a more detailed explanation, see Appendix B.

Percentage of total degrees granted: associate's degrees (three-year average)

UNO: 0%

CCPE criteria: <15%

Number of institutions remaining: 21

Stemming from fewer credits, more generalized curricula, and lower education requirements of its instructors, associate's degrees are generally less expensive for institutions to offer than degrees at the bachelor's degree level or above. UNO has not granted any associate's degrees during the last three academic years.

Adding Institutions to Cohort

At the conclusion of the threshold approach, the Commission had narrowed the number of potential peer candidates to 21 institutions. Although each institution removed during the process was initially eliminated because it did not match a particular Commission-identified criterion, it may have been dissimilar on several additional variables. Conversely, there were 51 institutions excluded from consideration that failed to match on only a single criterion. In reevaluating these institutions, the Commission did not find any institutions to be similar enough to add back into its cohort. For a complete list detailing where each institution did or did not match Commission-established criteria or criteria ranges, see Appendix C.

Table 1: Threshold Approach Summary

Variable	Criteria	Remaining N
1. Open admission policy	No	532
2. Land-grant institution status	Not a land-grant institution	466
3. Degree of urbanization (Urban-centric locale)	City: Large, City: Midsize, Suburb: Large, Suburb: Midsize	223
4. Carnegie Classification 2010 Basic	Doctoral/Research Universities, Research Universities (high research activity), Master's Colleges and Universities	152
5. ACT/SAT converted 25th percentile score	18 – 23	110
6. Institution Grants a Medical Degree	No	100
7. Fall enrollment	10,000 – 25,000	47
8. Percentage of fall undergraduate enrollment: full-time	<90%	44
9. Percentage of 12-month enrollment: minorities	10% - 45%	34
10. Percentage of undergraduate degrees granted within STEM field (three-year average)	<22%	32
11. Percentage of graduate degrees granted within STEM field (three-year average)	<30%	31
12. Percentage of undergraduate degrees granted within health field (three-year average)	<15%	27
13. Percentage of first-time freshmen receiving Pell Grants	25% - 55%	26

14. Weighted graduate + undergraduate program mix similarity score	<7	23
15. Percentage of total degrees granted: associate's degrees (three-year average)	<15%	21
16. Reinstated institutions		0
TOTAL		21

Throughout the process, the Commission paid particular attention to the peers chosen for UNO by the University of Nebraska. The following University-selected peers were removed during the threshold approach. For a complete list detailing where each institution did or did not match Commission-established criteria or criteria ranges, see Appendix C.

Table 2: University-Selected Peers Removed from Consideration during Threshold Approach

Institution	Disqualifying characteristics:
University of Arkansas at Little Rock	1. Percentage of undergraduate degrees granted within health field (three-year average) = 19.6% (UNO = 0.9%)
University of Colorado Denver	1. Institution grants a medical degree = Yes (UNO = No)
University of North Carolina at Charlotte	1. Fall enrollment = 26,571 (UNO = 15,227)
Portland State University	1. Fall enrollment = 28,260 (UNO = 15,227)
Northern Illinois University	1. Degree of urbanization = Suburb: Small (UNO = City: Large) 2. Percentage of undergraduate degrees granted within health field (three-year average) = 15.5% (UNO = 0.9%)
The University of Texas at San Antonio	1. Fall enrollment = 28,623 (UNO = 15,227) 2. Percentage of 12-month enrollment: minorities = 61.7% (UNO = 17.5%)

University of Northern Iowa

1. Degree of urbanization = City: Small (UNO = City: Large)
2. Percentage of 12-month enrollment: minorities = 8.2% (UNO = 17.5%)

Individual Institution Analyses

Having reduced the number of potential peer candidates to 21 institutions, the Commission replaced the threshold approach with a more individualized assessment, examining and comparing the attributes of each remaining institution with UNO one by one to find the most suitable peers.

The Commission reduced the number of remaining peer candidates from 21 to 18 final institutions (10 peers, two alternates, six replacements) later sent to the University for its review. The three institutions detailed in Table 3 were removed before the Commission proceeded to evaluate the final 18 institutions.

Table 3: Institutions Removed from Consideration during Individual Institution Analyses

Institution	Disqualifying characteristics:
Bridgewater State University	<ol style="list-style-type: none">1. Expends \$0 for research (UNO = \$8,402,633)2. Education degrees represent high percentage of total graduate degrees conferred (67.9%) (UNO = 31.4%)3. Smallest fall enrollment of 21 remaining institutions (11,267) (UNO = 15,227)
Florida Gulf Coast University	<ol style="list-style-type: none">1. Instructional tenure and tenure-track FTE staff represent small portion of total instructional staff (1.4%) (UNO = 59.7%)
Rowan University	<ol style="list-style-type: none">1. In addition to a recent partnership with Cooper Medical School to create a new public medical school, Rowan University now also hosts the School of Osteopathic Medicine acquired from the dissolution of the University of Medicine and Dentistry of New Jersey in July 2013.

After a series of internal meetings involving considerable discussion and deliberation, the Commission selected the 10 institutions outlined in Table 4 as proposed peers for UNO:

<i>Table 4: Proposed Peers</i>		
Institution	City	State
Eastern Michigan University	Ypsilanti	Michigan
Middle Tennessee State University	Murfreesboro	Tennessee
Northern Kentucky University	Highland Heights	Kentucky
The University of Tennessee-Chattanooga	Chattanooga	Tennessee
University of Central Oklahoma	Edmond	Oklahoma
University of Colorado Colorado Springs	Colorado Springs	Colorado
University of Missouri-St Louis*	Saint Louis	Missouri
University of North Carolina at Greensboro	Greensboro	North Carolina
University of North Florida	Jacksonville	Florida
Wichita State University*	Wichita	Kansas
*Designated as a peer of UNO by the University of Nebraska		

Additionally, the Commission proposed the two institutions listed in Table 5 to serve as UNO's alternates, potentially replacing one of the above peers should it evolve to become substantially dissimilar from UNO in the future.

<i>Table 5: Proposed Alternates</i>	
Institution	Disqualifying characteristics:
Cleveland State University* Cleveland, Ohio	<ol style="list-style-type: none"> 1. Doctoral degrees represent high proportion of degrees granted (6.5%) (UNO = 0.9%) 2. Graduate degrees represent high proportion of degrees awarded (44.6%) (UNO = 25.7%)
University of Akron Main Campus Akron, Ohio	<ol style="list-style-type: none"> 1. Highest fall enrollment of remaining institutions (24,932) (UNO = 15,227) 2. Associate's degrees represent large portion of degrees granted (10.8%) (UNO = 0.0%)
*designated as a peer of UNO by the University of Nebraska	

The Commission also offered the six institutions shown in Table 6 for potential replacement of the above peers and/or alternates. Although these institutions were not removed during the threshold approach, the Commission, for a number of reasons, considers these institutions more dissimilar from UNO in comparison to the proposed peers and alternates.

Table 6: Potential Replacements

Institution	Disqualifying characteristics:
<p>Central Connecticut State University New Britain, Connecticut</p>	<p>1. Research expenditures represent small percentage of total instruction/research/public service expenditures (2.1%) (UNO = 7.3%)</p> <p>2. Small fall enrollment (11,865) (UNO = 15,227)</p>
<p>Kennesaw State University Kennesaw, Georgia</p>	<p>1. Large fall enrollment (24,629) (UNO = 15,227)</p> <p>2. Minorities represent high percentage of fall enrollment (30.5%) (UNO = 17.5%)</p> <p>3. Research expenditures represent small percentage of total instruction/research/public service expenditures (1.4%) (UNO = 7.3%)</p> <p>4. Recently merged with Southern Polytechnic State University</p>
<p>Missouri State University-Springfield Springfield, Missouri</p>	<p>1. Minorities represent low percentage of fall enrollment (10.8%) (UNO = 17.5%)</p> <p>2. Oriented toward business programs, with 36.2% of undergraduate degrees and 37.0% of graduate degrees awarded within field (UNO = 30.3% and 18.9%)</p>
<p>Old Dominion University Norfolk, Virginia</p>	<p>1. Minorities represent high percentage of fall enrollment (36.2%) (UNO = 17.5%)</p> <p>2. Large fall enrollment (24,828) (UNO = 15,227)</p> <p>3. Only institution with weighted undergraduate + graduate program mix similarity score above 6 (6.3)</p>
<p>University of Memphis Memphis, Tennessee</p>	<p>1. Minorities represent high percentage of fall enrollment (44.5%) (UNO = 17.5%)</p> <p>2. Doctoral degrees represent high proportion of degrees granted (6.3%) (UNO = 0.9%)</p>

William Paterson University of New Jersey
Wayne, New Jersey

1. Minorities represent high percentage of fall enrollment (40.6%) (UNO = 17.5%)
2. Low percentage of full-time instructional staff (32.8%) (UNO = 49.1%)
3. Expends small amount on research (\$293,183) (UNO = \$8,402,633)

*Designated as a peer of UNO by the University of Nebraska

Table 7: Individual Institution Analyses Summary

Institution	City	State
<i>Proposed Peers</i>		
Eastern Michigan University	Ypsilanti	Michigan
Middle Tennessee State University	Murfreesboro	Tennessee
Northern Kentucky University	Highland Heights	Kentucky
The University of Tennessee-Chattanooga	Chattanooga	Tennessee
University of Central Oklahoma	Edmond	Oklahoma
University of Colorado Colorado Springs	Colorado Springs	Colorado
University of Missouri-St Louis*	Saint Louis	Missouri
University of North Carolina at Greensboro	Greensboro	North Carolina
University of North Florida	Jacksonville	Florida
Wichita State University*	Wichita	Kansas
<i>Proposed Alternates</i>		
Cleveland State University*	Cleveland	Ohio
University of Akron Main Campus	Akron	Ohio
<i>Potential Replacements</i>		
Central Connecticut State University	New Britain	Connecticut
Kennesaw State University	Kennesaw	Georgia
Missouri State University-Springfield	Springfield	Missouri

Old Dominion University	Norfolk	Virginia
University of Memphis	Memphis	Tennessee
William Paterson University of New Jersey	Wayne	New Jersey
*Designated as a peer of UNO by the University of Nebraska		

Institutional Feedback

After selecting its proposed peers, alternates, and potential replacements for UNO, the Commission sent its report to the University of Nebraska for its review. If the University of Nebraska had concerns with the peers or alternates selected by the Commission, it had the opportunity to make recommendations, contingent on sufficient rationale, for modifications by substituting of one or more of the proposed peers or alternates with one or more of the alternates, potential replacement institutions, and/or institutions not originally included on the proposed list of 18 institutions.

UNO's administration reported no substantive concerns with the Commission's proposed peers.

Commission Amendment

At the April 30, 2015 Commission meeting, Commissioner John Bernthal made a motion to amend the report by replacing Middle Tennessee University with Cleveland State University on the Commission's list of peers for UNO. Bernthal cited a number of factors for adding Cleveland State, including the urban nature of Cleveland as well as maintaining geographic diversity given that the Commission's list already contained an institution located in Tennessee. After discussion, the commissioners voted to table a vote on the amendment until the June commission meeting in order to consult UNO regarding the proposal. UNO ultimately reported no objection to exchanging Middle Tennessee University for Cleveland State University.

Suitability Over Time

The Commission has implemented a five-year evaluation process to ensure the peer group for UNO remains suitable over time. In 2020, the Commission will verify the suitability of the peer groups and make modifications if warranted. Prior to any changes, the Commission will distribute the modified list to the University for its review and recommendations. Additionally, if the University identifies a peer that is no longer viable, it may contact the Commission to ask for a review of the peer group. If the University or Commission identifies no changes, the peer groups will remain valid until 2025, when the Commission will generate new peer groups for the University of Nebraska.

Table 8: Final Peer Group for UNO

Institution	City	State
<i>Peers</i>		
Cleveland State University*	Cleveland	Ohio
Eastern Michigan University	Ypsilanti	Michigan
Northern Kentucky University	Highland Heights	Kentucky
The University of Tennessee-Chattanooga	Chattanooga	Tennessee
University of Central Oklahoma	Edmond	Oklahoma
University of Colorado Colorado Springs	Colorado Springs	Colorado
University of Missouri-St Louis*	Saint Louis	Missouri
University of North Carolina at Greensboro	Greensboro	North Carolina
University of North Florida	Jacksonville	Florida
Wichita State University*	Wichita	Kansas
<i>Alternates</i>		
Middle Tennessee State University	Murfreesboro	Tennessee
University of Akron Main Campus	Akron	Ohio
*Designated as a peer of UNO by the University of Nebraska		

Proposed CCPE Administrative Budget for 2015-2016

	<i>2013-2014 Expenditures</i>	<i>2014-2015 Expenditures Estimated</i>	<i>2015-2016 Proposed Budget</i>
PERSONAL SERVICES			
Permanent Salaries	\$787,665	\$882,836	\$873,086
Temporary Salaries	\$0	\$0	\$0
Overtime	\$0	\$0	\$0
Subtotal	\$787,665	\$882,836	\$873,086
PSL	\$787,665	\$915,873	\$873,086
Benefits	\$206,867	\$230,438	\$247,676
Subtotal	\$994,532	\$1,113,274	\$1,120,762
OPERATING EXPENSES			
Postage	\$3,160	\$3,000	\$5,000
Communication	\$12,377	\$18,900	\$15,000
Freight (one-day carrier service)	\$0	\$0	\$200
Data Processing	\$3,328	\$9,800	\$22,108
Publication & Printing	\$13,640	\$12,500	\$15,700
Job Applicant Expense	\$0	\$513	\$0
Moving Expenses	\$0	\$11,662	\$0
Awards Expense	\$402	\$165	\$200
Dues & Subscriptions	\$5,665	\$33,400	\$6,000
MHEC DUES	\$95,000	\$95,000	\$115,000
Conference Registration Fees	\$3,964	\$5,244	\$10,000
Electricity	\$2,122	\$3,500	\$5,000
Rent Expense	\$41,694	\$45,067	\$48,650
Repair & Maintenance	\$48	\$4,996	\$624
Office Supplies	\$3,058	\$6,000	\$3,000
Food Expenses	\$2,247	\$3,500	\$3,000
Education Supplies	\$444	\$450	\$2,000
Account & Auditing Services	\$4,314	\$4,314	\$4,113
Other Cont. Srvs & Travel Exp.	\$1,659	\$6,594	\$7,676
Non-Capitalized Equipment		\$8,682	\$5,000
Other	\$1,105	\$1,500	\$2,000
Subtotal	\$194,227	\$274,787	\$270,271
STAFF TRAVEL			
Board & Lodging	\$6,270	\$4,400	\$7,000
Commercial Transportation	\$3,171	\$4,117	\$6,000
State-Owned Transportation	\$1,859	\$3,500	\$4,100
Mileage	\$1,166	\$2,000	\$1,500
Other	\$238	\$400	\$500
Subtotal	\$12,704	\$14,417	\$19,100
COMMISSIONER TRAVEL			
Board & Lodging	\$2,450	\$4,446	\$3,000
Commercial Transportation	\$0		\$0
Mileage	\$8,563	\$13,411	\$12,000
Other	\$73	\$168	\$100
Subtotal	\$11,086	\$18,025	\$15,100
CAPITAL OUTLAY			
Office Equipment	\$0	\$979	\$0
Hardware	\$2,973	\$0	\$0
Software	\$1,150	\$0	\$0
Subtotal	\$4,123	\$979	\$0
TOTAL EXPENDITURES			
	\$1,216,672	\$1,421,482	\$1,425,233
General Fund Appropriation			
General Fund Appropriation	\$1,311,105	\$1,321,637	\$1,384,210
Cash Fund Appropriation	\$25,000	\$25,000	\$35,000
Federal Fund	\$6,023	\$6,023	\$6,023
Carry-over	\$11,077	\$135,533	\$0
TOTAL APPROPRIATION			
	\$1,353,205	\$1,488,193	\$1,425,233

**Oral Health Training and Services Program
Proposed Budget 2015-2016**

	<i>2013-2014 Expenditures</i>	<i>2014-2015 Expenditures Estimated</i>	<i>2015-2016 Proposed Budget</i>
PERSONAL SERVICES			
Permanent Salaries	\$0	\$0	\$10,000
Temporary Salaries	\$0	\$0	\$0
Overtime	\$0	\$0	
Subtotal	\$0	\$0	\$10,000
PSL	\$0	\$0	\$12,500
Benefits	\$0	\$0	\$4,133
Subtotal	\$0	\$0	\$14,133
OPERATING EXPENSES			
Postage	\$0	\$0	\$0
Communication	\$0	\$0	\$0
Freight (one-day carrier service)	\$0	\$0	\$0
Data Processing	\$0	\$0	\$0
Publication & Printing	\$0	\$0	\$0
Job Applicant Expense	\$0	\$0	\$0
Moving Expenses	\$0	\$0	\$0
Awards Expense	\$0	\$0	\$0
Dues & Subscriptions	\$0	\$0	\$0
Conference Registration Fees	\$0	\$0	\$0
Electricity	\$0	\$0	\$0
Rent Expense	\$0	\$0	\$0
Repair & Maintenance	\$0	\$0	\$0
Office Supplies	\$0	\$0	\$0
Food Expenses	\$0	\$0	\$0
Education Supplies	\$0	\$0	\$0
Account & Auditing Services	\$0	\$0	\$0
Other Cont. Svcs & Travel Exp.	\$0	\$0	\$8,000,000
Non-Capitalized Equipment	\$0	\$0	\$0
Other	\$0	\$0	\$2,742
Subtotal	\$0	\$0	\$8,002,742
STAFF TRAVEL			
Board & Lodging	\$0	\$0	\$0
Commercial Transportation	\$0	\$0	\$0
State-Owned Transportation	\$0	\$0	\$0
Mileage	\$0	\$0	\$0
Other	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0
COMMISSIONER TRAVEL			
Board & Lodging	\$0	\$0	\$0
Commercial Transportation	\$0	\$0	\$0
Mileage	\$0	\$0	\$0
Other	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0
CAPITAL OUTLAY			
Office Equipment	\$0	\$0	\$0
Hardware	\$0	\$0	\$0
Software	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$8,016,875
General Fund Appropriation	\$0	\$0	\$0
Cash Fund Appropriation	\$0	\$0	\$8,016,875
Federal Fund	\$0	\$0	\$0
Carry-over	\$0	\$0	\$0
TOTAL APPROPRIATION	\$0	\$0	\$8,016,875

Coordinating Commission for Postsecondary Education Proposed Staff Salary Ranges by Position for 2015-2017

Position	Salary Ranges for 2013-2015	Proposed Salary Ranges for 2015-2017 ⁽²⁾	Mid-Point
Executive Director	147,500 - 246,800	154,200 - 200,000	177,100
Associate Director for Academic Programs	109,600 - 158,100	114,600 - 165,300	139,950
Associate Director for Finance & Administration	109,600 - 158,100	114,600 - 165,300	139,950
Chief Finance and Administrative Officer	90,000 - 100,000	87,100 - 111,600	99,350
Facilities Officer	65,600 - 89,500	68,600 - 93,600	81,100
Financial Aid Officer	50,100 - 66,900	52,400 - 69,900	61,150
Communications & Special Projects Coordinator	43,100 - 61,000	45,100 - 63,800	54,450
College Access Challenge Grant Program Director <i>(approx. 95% federally funded)</i>	52,000 - 65,700	54,400 - 68,700	61,550
Occupational Education Specialist <i>(State Portion - 68.0% of total time)</i>	n/a n/a	33,470 - 47,650	40,560
Research Coordinator	50,500 - 70,800	52,800 - 74,000	63,400
Bookkeeper/Budget Coordinator/Office Manager	46,500 - 64,700	48,600 - 67,600	58,100
Database Manager	60,200 - 79,000	62,900 - 82,600	72,750
Executive Assistant	29,800 - 43,800	31,200 - 45,800	38,500
Administrative Assistant	29,800 - 42,600	31,200 - 44,500	37,850
Data Analyst	36,500 - 50,100	38,200 - 52,400	45,300
Academic Programs Officer ⁽¹⁾ <i>(approx. 12% federally funded)</i>	61,345 - 83,808	67,300 - 90,800	79,050

NOTE: The preliminary salary recommendations from the Appropriation Committee funds a 2.25% salary increase for the first year of the biennium and a 2.40% salary increase for the second year of the biennium. Minimum range based on receiving 2.25% each year calculated from the prior biennium minimum. Maximum range based on receiving 2.25% in FY16 and 2.4% in FY17 as included in the Legislative appropriation and calculated on the prior biennium maximum.

⁽¹⁾ Academic Programs Officer includes an increase of \$3,200 for additional duties related to SARA.

⁽²⁾ Executive Director salary range calculated by increasing the minimum by the annual salary increases provided to state employees and increasing the maximum salary to maintain a mid-point amount that equals the average of the cost of living adjusted peer executive director salaries, excluding Kentucky, Louisiana, and Nebraska.

Director's ranges are influenced by SHEEO Peer States (where applicable).
All other ranges are based on Nebraska state employee ranges.