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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

January 21, 2016  
Creighton University  
Omaha, Nebraska

Public notice of this meeting was given by posting notice on the Commission's website; posting notice on the State of Nebraska's online public meeting calendar; e-mailing news media; and keeping a current copy of the agenda in the Coordinating Commission for Postsecondary Education's office, listing the date, time, and location of the meeting.

*Public notice of meeting*

### NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JANUARY 21, 2016. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

CAROL ZINK, CHAIR

*Meeting called to order at 8:30 a.m.*

### CALL TO ORDER AND INTRODUCTIONS

Chair Carol Zink called the meeting to order at 8:30 a.m. and asked for introductions.

#### Commissioners Present

Colleen Adam  
Dr. John Bernthal  
Dr. Deborah Frison  
Dr. Ron Hunter  
Mary Lauritzen

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

#### Commissioners Absent

#### Commission Staff Present

Dr. Michael Baumgartner  
Benjamin Civic  
Dr. Kathleen Fimple  
Jill Heese

Jason Keese  
Helen Pope  
Gary Timm  
Mike Wemhoff

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*Reverend Daniel Hendrickson,  
Creighton University*

*Commissioner Lauritzen arrived at  
8:40 a.m.*

*Dr. Hank Bounds, University of  
Nebraska*

*Minutes of December 3, 2015,  
Commission Meeting approved*

*Chair Zink discusses lunch and tour  
arrangements*

## **WELCOME**

Reverend Daniel Hendrickson, President of Creighton University, welcomed the Commissioners to Creighton University and the School of Dentistry. He stated his appreciation of the Commission's mission and goals that focus on higher learning, quality teaching, financial supports, and data collection. He noted the Commission's work is very important for the state and its higher learning institutions. Reverend Hendrickson thanked the Commissioners for coming to Creighton and offered to answer any questions.

## **PRESENTATION ON THE VISION OF THE UNIVERSITY OF NEBRASKA**

Dr. Hank Bounds, President of the University of Nebraska, thanked the Commissioners for the opportunity to come speak at the meeting. He stated that Nebraska is a great place to be as it has a low unemployment rate, exceptional schools, an attractive lifestyle, and people with a good work ethic. The University of Nebraska is in a good place, boasting world-class institutes such as the University of Nebraska Medical Center, the Buffett Cancer Center, and the Rural Futures Institute. He also spoke of the work the University is doing with the U.S. Department of Defense to help promote our national security. All of these are beneficial to our state, country, and the world.

Dr. Bounds stated that the University of Nebraska is facing some challenges. Those challenges include trying to increase student growth, competitive faculty compensation, creating opportunities so students and young people come to and stay in Nebraska, and the condition of the University's facilities. President Bounds noted the upside is greater than the challenges. They are going to the Legislature to request expansion of funds for those facilities needing updating or replacement. President Bounds answered questions from the Commissioners.

## **MINUTES OF DECEMBER 3, 2015, COMMISSION MEETING**

**Commissioner Wilson moved that the December 3, 2015, minutes be approved. Commissioner Probyn seconded the motion. A roll call vote was taken. All Commissioners present voted yes. The motion carried.**

## **CHAIR'S REPORT**

Chair Zink commented that after the Commission meeting, lunch is being provided in the School of Dentistry dining room. Then there will be a shuttle bus tour of the Creighton University campus, followed by a guided tour of the School of Dentistry led by Dr. Mark Latta, Dean of the School of Dentistry, and Dr. James Howard, Senior Associate Dean.

## **EXECUTIVE DIRECTOR'S REPORT**

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

1. Offered by University of Nebraska at Omaha  
Traditional delivery at Sidney High School in Sidney, NE
  - PSYC 1010 Introduction to Psychology (3 cr.)  
Fall 2015
2. Offered by Central Community College  
Interactive two-way video originated at Cozad High School in Cozad, NE  
Delivered to Anselmo-Merna High School in Merna, NE
  - MATH 1150 College Algebra (3 cr.)  
1/11/16 - 5/5/16
3. Offered by Central Community College  
Interactive two-way video originated at CCC in Columbus, NE  
Delivered to Pope John High School in Elgin, NE
  - SOCI 1010 Introduction to Sociology (3 cr.)  
1/11/16 - 5/4/16
4. Offered by Central Community College  
Interactive two-way video originated at CCC in Columbus, NE  
Delivered to Pope John High School in Elgin, NE
  - SPCH 1110 Public Speaking (3 cr.)  
1/11/16 - 5/4/16
5. Offered by Central Community College  
Interactive two-way video originated at East Butler High School in Brainard, NE  
Delivered to Bancroft-Rosalie High School in Bancroft, NE
  - MATH 1150 College Algebra (3 cr.)  
1/11/16 - 5/4/16
6. Offered by Northeast Community College  
Interactive two-way video originated at NECC  
Delivered to Lexington High School in Lexington, NE
  - SOCI 1010 Introduction to Sociology (3 cr.)  
1/11/16 - 5/11/16
7. Offered by Northeast Community College  
Traditional delivery at North Bend Central High School in North Bend, NE
  - NURA 1110 Nurse Aide (3 cr.)  
1/5/16 - 5/11/16

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*Jason Keese reviews Legislative bills of interest*

Dr. Baumgartner introduced Jason Keese, Public Information and Special Projects Coordinator, who gave an update on Legislative bills that have been introduced since the January 6 opening of the Legislative session. Mr. Keese provided the Commissioners with a copy of the bills of interest, the 2016 Legislative session calendar, and an updated Legislative committee roster. He reported that January 20 was the final day of bill introductions and the Commission is tracking 11 bills this session. Mr. Keese briefly discussed each of those bills along with resolutions of interest and carryover bills from the last Legislative session.

*Gary Timm presents second quarter budget report*

Gary Timm, Chief Finance and Administrative Officer, presented the second quarter budget report as of December 31, 2015. Mr. Timm noted that we are in a good place in the budget, with 50% of the time passed and 50.6% of the budget spent. Three programs are assigned to the Commission: Oral Health Training Fund, Nebraska Opportunity Grant Program (NOG), and Access College Early Scholarship (ACE), and will also be included in future budget reports. Mr. Timm reviewed the appropriations and current expenditures for each of those programs and answered Commissioner's questions.

*Dr. Baumgartner speaks about meeting WSC president*

Dr. Baumgartner reported he had the opportunity recently to meet the new Wayne State College president, Dr. Marysz Rames, to discuss her priorities for the college. Dr. Rames has an impressive background in student services leadership in South Dakota. She is working with Commissioner Warner as an advisor, on increasing opportunities at the South Sioux City College Center, where the Commission meeting will be held in July.

*Dr. Baumgartner discusses FAFSA Completion Initiative*

J. Ritchie Morrow, Financial Aid Officer, is leading the FAFSA Completion Initiative in Nebraska. High school agreements are coming in at a good pace, and more high schools are expected as students begin to fill out FAFSAs for the 2016-17 school year.

*Dr. Baumgartner states next Commission meeting at UNK will include a presentation from Accelerate Nebraska representatives*

Dr. Baumgartner noted that on March 10, the Commission meeting will be held at the University of Nebraska at Kearney campus. Following the meeting we plan to tour the health education facility. In addition, former Speaker of the Legislature Greg Adams and former Nebraska Labor Commissioner and Director of Economic Development Catherine Lang, both with Accelerate Nebraska organization, will be presenting the results of a study of state and regional education, as well as the state's labor needs and strategies to meet those needs.

*Dr. Baumgartner announces public hearing*

On February 18, 2016, a public hearing will be held at the LaVista Public Library about a request to operate a new campus in the state. Hope International University from California is going to take over the operations of Nebraska Christian College. This will come for Commission approval at a later date. All Commissioners are invited to attend the public hearing.

*Dr. Baumgartner discusses formation of Nebraska Education and Workforce Roundtable*

Dr. Baumgartner commented that Governor Ricketts has announced the formation of the Nebraska Education and Workforce Roundtable. The roundtable will be led by a steering committee consisting of Governor

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Ricketts, President Bounds, Education Commissioner Blomstedt, Education Committee Chair Senator Kate Sullivan, EducationQuest CEO Liz Koop, and Reinke Manufacturing CEO Chris Roth. There are 18 additional members of the roundtable, including Dr. Baumgartner as the Commission's member. The Roundtable will focus on one or two priority issues at a time and get underway in 2016.

*Public Comment on Matters of General Concern*

**PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

**Chair Zink closed the public hearing on Matters of General Concern.**

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

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

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

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

**BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE**

Commissioner Simmons, Committee Chair, acknowledged Commissioners and staff who participated in the Budget, Construction, and Financial Aid committee conference call.

*David Lechner, University of Nebraska*

**University of Nebraska 2016 Capital Plan**

David Lechner, Senior Vice President and CFO of the University of Nebraska, gave a PowerPoint presentation on the 2016 Capital Plan for the University of Nebraska, which has been introduced in the Legislature as LB 858. He walked the Commissioners through some of the details of the plan, noting previous successful partnerships between the University of Nebraska and the State starting with LB 1100 and LB 605. Since those are coming to an end, they are seeking to continue that partnership with the State and move forward with LB 858.

Mr. Lechner reviewed preliminary proposed building projects, funding strategy, and the goals for growth and quality of modern student learning spaces. He answered questions from the Commissioners.

*Benjamin Civic presents the Ace Plus Scholarship Overview*

**ACE Plus Scholarship Overview of AY 2011-2012 through AY 2015-2016**

Benjamin Civic, Occupational Education Specialist and CACG Program Director, presented the ACE Plus Scholarship overview for the past five academic years of awarding this scholarship. Mr. Civic stated the scholarship program is funded by the federal College Access Challenge Grant (CACG), which will be discontinued this year. Mr. Civic gave an overview of student qualifications, recipient awards, and the academic success of ACE Plus scholarship recipients, noting that almost 90% of

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scholarship recipients attend colleges in Nebraska. The unmet financial need for 2015-2016 was \$85,500. Mr. Civic answered questions from the Commissioners.

Chair Zink called for a break at 10:30 a.m. The meeting resumed at 10:40 a.m.

*Public Hearing on Academic Programs Committee Items*

**PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

There was no testimony on Academic Programs Committee Items.

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

*Commissioner Probyn acknowledges APC committee*

**ACADEMIC PROGRAMS COMMITTEE**

Commissioner Probyn, Committee Chair, acknowledged Commissioners and staff who participated in the Academic Programs Committee conference call.

*Improving Teacher Quality State Grant Program*

*Commissioner Probyn and Dr. Fimple present the program*

**Improving Teacher Quality (ITQ) State Grant Program**

Commissioner Probyn and Dr. Kathleen Fimple, Academic Programs Officer, presented the recommendations for ITQ funding. The purpose of the ITQ State Grant Program is to improve student academic achievement by ensuring teachers are highly qualified and have access to professional development in core academic subjects. The independent evaluation panel that met in December reviewed eight proposals submitted by partnerships from UNL, UNK, and Creighton University. Four of those project proposals were recommended for funding:

- Micro-Credential Based Professional Development to Support Writing Composition
- Primarily Math: Investing in Greater Nebraska
- Improving Teacher Quality through Biomedical Engineering BLAST! Workshops
- Helping Middle School Science Teachers Create Content-based Digital Games on the Structure and Energy of Matter

*Improving Teacher Quality State Grant Program approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the Improving Teacher Quality (ITQ) State Grant Program Awards. A roll call vote was taken. All 10 Commissioners present voted yes. The motion carried.**

*Central Community College*

*Commissioner Probyn and Dr. Fimple present the program*

**Central Community College – Proposal for a New Instructional Program – Heavy Equipment Operator (diploma)**

Commissioner Probyn and Dr. Fimple presented the proposal. Dr. Deborah Brennan, Executive Vice President of Central Community College, and Dr. Nathan Allen, Dean of Business, Skilled and Technical Sciences, came forward to discuss the need and details of the program.

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*Central Community College- New Instructional Program – Heavy Equipment Operator (diploma) approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve Central Community College’s Proposal for a New Instructional Program – Heavy Equipment Operator (diploma). A roll call vote was taken. All 10 Commissioners voted yes. The motion carried.**

*University of Nebraska at Omaha  
Commissioner Probyn and Dr. Fimple presented the program*

**University of Nebraska at Omaha – Follow-up Report on an Existing Instructional Program – Urban Studies (MS)**

Commissioner Probyn and Dr. Fimple presented the follow-up report, noting the program has been continued for several years with enrollment and graduation rate fluctuations. Both declined when UNO initiated an online only format. UNO recently returned to a campus-based program instead of online only format. Deborah Smith-Howell, Associate Vice Chancellor at the University of Nebraska at Omaha, stated they found this is not a program that works well online. The strength of this program is with the UNO students and local community.

*University of Nebraska at Omaha – Follow-up Report – Urban Studies (MS) approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha’s Follow-up Report on an Existing Instructional Program – Urban Studies (MS), with the next program review in 2019. A roll call vote was taken. All 10 Commissioners voted yes. The motion carried.**

*Existing Program Review*

**Existing Program Review**

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

University of Nebraska-Lincoln

Educational Psychology (MA, EdS)

Mixed Methods Research (graduate certificate)

Psychological Studies in Education (PhD)

Human Services

Gerontology (PhD)

Medical Family Therapy (PhD)

Nutrition and Health Sciences (PhD)

Textiles, Merchandising and Fashion Design (PhD)

Child, Youth, and Family Studies (PhD)

Communication Disorders (PhD)

Leadership Studies (PhD/EdD)

University of Nebraska at Kearney

Counseling and School Psychology (MSE, EdS)

Instructional Technology (MSE)

University of Nebraska at Omaha

Counseling (MA, MS)

Library Science (BGS, BSED)



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Chadron State College  
School Counseling (MEd)  
Community Mental Health Counseling (MAE)

Wayne State College  
Counselor Education (MSE)  
Human Service Counseling (BA, BS)

Central Community College  
Human Services (AAS, diploma, certificate)

Metropolitan Community College  
Human Services (AAS, certificate)

Southeast Community College  
Human Services (AAS)  
Long Term Care Administration (AAS, certificate)

Western Nebraska Community College  
Human Services (AAS, AA)

*SARA Institutional Application  
Approved by the Executive Director  
and Other Institutional Activity*

**SARA Institutional Application Approved by the Executive Director  
and Other Institutional Activity**

Dr. Fimple reported that Grace University's application is in process, and she has received the full application from Midland University. She expects an application soon from Union College.

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

*Reasonable and Moderate  
Extensions*

**A. Reasonable and Moderate Extensions**

1. UNO - Department of Biomechanics
2. UNO - Department of Management
3. UNO - Department of Marketing and Entrepreneurship
4. UNO - American Government (graduate certificate)

*Institution Name Change*

**B. Institution Name Change**

Doane College to *Doane University* (effective May 9, 2016)

*Teach Out Update*

**C. Teach Out Update**

University of Phoenix has closed all Nebraska campuses since all students have been taught out.

*Discontinued Centers*

**D. Discontinued Centers**

1. UNL - Center for the Study of Higher and Postsecondary Education in the College of Education and Human Sciences
2. UNL - Center for Ergonomics and Safety Research in the College of Engineering



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*Public Hearing on Planning and  
Consumer Information Committee  
Items*

## **PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS**

There was no testimony on Planning and Consumer Information Items.

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

*Commissioner Lauritzen  
acknowledges committee members*

## **PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner Lauritzen acknowledged Commissioners and staff that were on the Planning and Consumer Information committee conference call.

## **2015 Factual Look at Higher Education In Nebraska – Faculty and Salaries**

Commissioner Lauritzen introduced Jill Heese, Research Coordinator, to report on the faculty and salaries section of the *2015 Factual Look at Higher Education in Nebraska*.

*Jill Heese presented the 2015  
Factual Look at Higher Education in  
Nebraska – Faculty and Salaries*

Ms. Heese gave a PowerPoint presentation, stating that this report is the final section of the *Factual Look*. It covers faculty and salaries from fall 2004 through fall 2014, with data coming from IPEDS, focusing on 10-year trends. The *Factual Look* is now primarily an online publication, with data corresponding to each section available for download from the Commission's website. Ms. Heese answered questions from the Commissioners.

*Next Commission meeting is March  
10, 2016*

## **FUTURE MEETINGS**

The next Commission meeting will be Thursday, March 10, 2016, at the University of Nebraska at Kearney.

*Commissioner Probyn comments*

## **COMMISSIONER COMMENTS**

Commissioner Probyn commented that on Friday December 18, 2015, the Wall Street Journal published an article of interest titled "In Nebraska, a View of Full Employment."

*Dr. Baumgartner comments*

Dr. Baumgartner noted to keep in mind that the tour of the School of Dentistry is being done primarily because the Commission has received \$8 million in funds to contract with entities for the Oral Health Training and Services Fund in the state. Creighton and UNMC will submit applications for that money.

*Meeting adjourned at 11:47 a.m.*

## **ADJOURNMENT**

Chair Zink adjourned the meeting at 11:47 a.m.



## **NEW POSTSECONDARY INSTITUTION APPLICATION For a Recurrent Authorization to Operate in Nebraska and to Establish a Branch Campus**

<b>Institution:</b>	<b>Hope International University, Fullerton, California (HIU)</b>
<b>Legal Status:</b>	<b>Non-profit (§501(c) (3))</b>
<b>Site for Campus:</b>	<b>12550 S. 114<sup>th</sup> Street, Papillion, Nebraska (Nebraska Christian College -- NCC)</b>
<b>Programs:</b>	<b>Bachelor of Arts (BA) in Family Life and Care Ministry; BA in Pastoral Ministry; BA in Intercultural Ministry; BA in Next Generation Ministry; Bachelor of Worship Arts (BWA) in Worship Ministry  Associate of Arts (AA) in Christian Ministry</b>
<b>Institution's Existing Degree in Same or Similar Discipline:</b>	<b>All baccalaureate degrees and programs are offered by Hope International University's Pacific Christian College</b>
<b>Proposed Start Date:</b>	<b>On or before June 1, 2016</b>

### **Introduction**

This proposal reflects the intention of Hope International University and Nebraska Christian College to merge, with Nebraska Christian becoming a branch campus and Hope International being the sole surviving entity and governing board.

Hope International University is a private, Christian university identified with non-denominational Christian Churches/Churches of Christ. It was founded in 1928 as Pacific Bible Seminary. It operated in Long Beach, California, until 1973 when larger accommodations were acquired in Fullerton, California. The name was changed to Hope International University in 1997. The institution specializes in undergraduate and graduate degrees in the areas of church ministry, education, business, music, psychology, human development, and other social sciences.

HIU underwent a restructuring in 2011 and was organized into five colleges: the College of Arts and Sciences, the College of Business and Management, the College of Education, Pacific Christian College of Ministry and Biblical Studies, and the College of Psychology and Counseling. In addition to the Fullerton campus, the university houses its graduate and online

programs at a campus in Anaheim, California, and has an education center on the campus of Everett Community College in Washington state. HIU's total fall 2013 enrollment was 1,351 FTE (462 traditional undergraduates, 407 online undergraduates, 380 graduate students, and 102 English-as-a-second-language students).

HIU first earned accreditation in 1969 from the Western Association of Schools and Colleges (WASC), a regional accreditor. In addition to WASC, HIU's ministry programs are accredited by the Association of Biblical Higher Education (ABHE).

Nebraska Christian College was founded in 1944 in Norfolk, Nebraska, offering Bible-based education to prepare people for service and ministry. The college is affiliated with the Christian Churches and Churches of Christ. In 2006, students began attending class at the new college location in Papillion, Nebraska. NCC enrolls about 150 students in associate and baccalaureate programs and is accredited by the Association of Biblical Higher Education.

The merger of the two institutions was approved by the ABHE on November 6, 2015. The WASC team that reviewed the structural change request has recommended approval. The WASC report (December 15, 2015, page 18) concludes:

*"...the WSCUC reviewers believe that both institutions demonstrate a commitment and necessary resources to successfully complete and solidify the merger while giving specific attention to providing students with additional opportunities."*

WASC is scheduled to consider the team's recommendations at its February 19, 2016, meeting. If approved, HIU would have up to one year to complete the merger process. The university's intent is to complete the process after the 2015-16 school year ends but before the start of HIU's fiscal year on June 1, 2016.

## REVIEW CRITERIA

- A. *The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)***

High-----Low				
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**Tuition** – Both Hope International University and Nebraska Christian College charge tuition by the semester. For 2015-16 Hope International charged \$13,000 for students taking 12 to 17 units. This translates to a range of approximately \$820 to \$1,162 per credit hour. Nebraska Christian charged \$11,450 per semester for tuition (12-16 units), room, and board. The per credit hour cost is \$625 (16 credit hours would cost \$10,000).

Comparison with local institutions is difficult for two reasons. First, there are no institutions truly comparable to Nebraska Christian and few that are similar to Hope. Second, the packaging of tuition for a range of credit hours, sometimes including room and board or books, is not consistent across institutions. However, the following chart suggests that both Hope International and Nebraska Christian charge tuition rates on par with others in the Omaha area.

**Annual tuition for undergraduate students, 2015-2016**

	Hope International	Nebraska Christian	Grace University	College of St. Mary
Tuition	\$27,900	\$15,000	\$18,540	\$28,964
Comment	12-17 units, traditional student	Estimate; 12-16 units		12 or more credit hours

**Financial Aid Policy** – The application included a copy of HIU’s 43-page Financial Aid Packaging Policy and Procedure Manual. It also contained copies of the college catalogs for Hope International and Nebraska Christian, including the federal return policy for Title IV funds, college withdrawal policy, and college refund procedures.

In addition, the application includes Hope International University’s Teach Out Policy for discontinuing programs. The policy requires plans for teaching out courses as well as individual plans for each student. While the application did not state specifically what the plans would be if HIU were to close the NCC campus, the university has stated that all current programs could be completed online. Since NCC currently has agreements with Grace University and York College (see Section F.), it is likely that transfer to other institutions could also be facilitated.

**Student loan default rate** – 2012: 4.1%      2011: 6.3%      2010: 12.7%

The U.S. Department of Education considers a school to be administratively capable if the student loan default rate for most loans is below 25% for the three most recent fiscal years, or if the most recent default rate is less than 40%. Hope International University meets these standards. In addition, the default rate has steadily fallen over the three-year period.

**Financial Soundness** – Hope International University and Nebraska Christian College provided their most recent audited financial statements (for 2014-15) as well as their proposed annual budget for the Omaha campus. Commission staff reviewed the documents and made the following observations and conclusions.

- **Assets:** Hope International ended 2014-15 with a small profit while Nebraska Christian had a sizable net loss. In reviewing Nebraska Christian’s total assets, it is apparent that buildings make up 86% of the total assets, suggesting that assets are mostly tied up in fixed assets and not available for operating expenses. With the increase in Nebraska Christian’s line of credit, this could indicate cash flow issues.
- **Liabilities:** Both institutions took on additional debt during the last fiscal year reported. NCC has a revolving line of credit and a large balloon payment due in 2017 on a 2014 note. HIU reported that NCC’s lender will allow HIU to assume NCC’s debt. NCC also has an irrevocable letter of credit required by the U.S. Department of Education (see Composite Financial Score below).
- **Revenue:** Total income for HIU declined slightly in 2014-15 from the previous year, mainly because less was available to be transferred from their temporarily restricted net assets fund. NCC increased revenues substantially in 2013-14, primarily from a tuition increase. In 2014-15 revenues declined significantly due to a decrease in private donations.
- **Expenses:** Both institutions reduced their expenditures slightly in 2014-15.
- **Budget:** Proposed budgeted revenues and expenditures for the first five years appear reasonable, although they are based on an aggressive increase in enrollment.

- **Composite Financial Score:** Both Hope International University and Nebraska Christian College participate in the federal Title IV financial aid program. The most recent composite financial scores from the U.S. Department of Education are listed in the table below. The scale is based on financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution's financial status. To continue to participate in Title IV, an institution's rating should fall between 1.5 and 3.0. If it falls below 1.5, the Department places restrictions or requirements on the institution.

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
Hope	0.6	0.6	1.8	1.8
NE Christian	2.4	3.0	Not reported	0.6

When Nebraska Christian's score fell to .6, the Department of Education required a \$519,195 irrevocable letter of credit that expired October 31, 2015, in order to continue participation in the Title IV program. The College was informed in June 2015 that the amount of the letter of credit required would increase to \$625,660 for the year ended June 30, 2016.

However, according to the HIU auditors, the US Department of Education Composite Score for HIU at the end of 2014/15 fiscal year was 1.61, and the combined HIU/NCC Composite Score for fiscal year 2015/16 is projected to be 1.94.

- **Conclusion:** Commission staff is concerned about the financial position of Nebraska Christian, especially the rapid decline of the composite financial score from 3.0 to .6. Hope International's score has improved since 2010-11 but it still remains close to the Department of Education's minimum of 1.5. In addition, both institutions have increased borrowing. However, HIU and NCC, as well as their accrediting bodies, support the merger and anticipate benefits to both institutions. If increased enrollments can be realized, the financial stability should improve (as evidenced by the projected combined financial score of 1.94). Commission staff recommends that, if the application is approved, HIU submit annual financial statements and budget estimates to the Commission.

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

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

**Curriculum-** The proposed baccalaureate programs are identical to those offered by HIU's Pacific Christian College of Ministry and Biblical Studies.

The associate degree requires 64 semester credit hours: 19 hours of general education courses (Introduction to College, English Composition, English Literature, Fitness and Nutrition, Human Development, History, and Science), 19 hours of biblical and theological studies, 10 hours of ministry studies, 12 hours for the mandatory ministry track, and four hours of electives.

The four BA degrees each require 122 semester credit hours, 42 of which are in general education (Introduction to College, Introduction to Helping Skills, English Composition, English

Literature, Fitness and Nutrition, Human Development, Marriage And Family Counseling, Church History, World History, History of the American Restoration Movement, Principals of Leadership, Liberal Arts Math, Earth Science, Introduction to Psychology or Sociology, and a Global Issues Capstone). All four degrees also require 33 hours in biblical and theological studies and a 13-15 hour ministry studies core. The BWA requires 122-124 credit hours with similar general education, biblical and theological studies, and ministry studies requirements. The differences focus on specific needs of worship arts, such as a music theory requirement in general education.

Each baccalaureate degree has tracks for students to select, as listed below (all are 32 credit hours unless noted in parenthesis).

BA Program	Tracks		
Family Life and Care Ministry	Care Ministry	Children's Ministry	Family Life Ministry
Pastoral Ministry	Discipleship Ministry	Preaching Ministry	
Intercultural Ministry	Deaf Ministry (34)*	Global Ministry	Urban Ministry
Next Generation Ministry	Campus Ministry	Youth Ministry	
Worship Ministry - BWA	Media Arts (37)	Worship Leader (39)	

\*Track not offered by Pacific Christian College

These are appropriate credit hour and course requirements for associate and baccalaureate degrees in areas of church ministry.

Initially, the HIU branch campus in Nebraska would offer only the six programs currently available from NCC. However, students would also be able to enroll in online courses and programs from HIU. If enrollments in any of the online programs are sufficient, HIU would determine if applying for authorization to offer those programs in Nebraska is appropriate.

**Enrollment** - The enrollment projections start with 110 students in 2015-16, growing to 174 by 2018-19. The projections were based on past experience at HIU, assessment of market demand, the impact of enrollment management on recruitment (see Section G.), and the addition of athletic programs. While the application didn't elaborate on the last item, the enrollment projections page contains the notation "2017-2018 Soccer Team."

The only institution in the Omaha offering similar programs is Grace University. Grace has a School of Ministry Studies that provides degrees in Biblical Studies, Bible Translation, Educational Ministries, Intercultural Studies, Sport Ministry Studies, Urban Ministry Studies, and Youth Ministry. It is likely that a metropolitan area the size of Omaha could support two institutions offering church ministry programs.

Enrollment projections may be optimistic, but the population of the Omaha metropolitan area should provide an adequate pool for student recruitment, especially with the enhanced marketing planned by HIU and the availability of online courses.

**Credit** – One credit hour is based on one class period of 50 minutes once per week for a semester (typically 15 weeks long). Online or hybrid courses follow the Carnegie guidelines that expect two hours of work for each hour in class.

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

High-----Low
√

**Faculty** – Nebraska Christian employs 11 faculty members, six full-time and five part-time. All hold at least a master's degree; four have doctorates. Hope International employs 50 faculty members across its five colleges. Forty-one are full-time and nine are part-time. Thirty-one hold doctorates and 19 have master's degrees (see page 10 for a table listing all faculty credentials).

**Library** – The application included the following summary of current library and learning resources.

	Nebraska Christian College	Fullerton, California Campus	Nebraska branch access upon merger
<b>Books (print)</b>	31,000	69,795	100,795
<b>eBooks</b>	140,000	132,677	272,677
<b>Journal subscriptions (Print)</b>	55	158	203
<b>eJournal subscriptions</b>	0	155	155
<b>Research Databases</b>	8	36	44
<b>Media</b>	5	1,612	1,617
<b>LibGuides (online research guides)</b>	0	36	36
<b>LibAnswers (online reference service)</b>	0	1	1
<b>Librarians</b>	1	3	4
<b>YouTube channel (video tutorials)</b>	0	15	15

The two institutions also have shared resources that are or will be available through the Nebraska Library Association, the Nebraska Library Commission, the American Theological Library Association Reciprocal Borrowing Program, Statewide California Electronic Library Commission, Inland Empire Academic Libraries Cooperative, and California State University Fullerton.

**Support Services** – Traditional students are advised by faculty members with knowledge of the programs and majors. Online students enrolled in HIU online programs are advised by student success coaches who serve as mentors and guides.

Career services are available to students and graduates. In addition to career counseling, HIU manages an online Job Portal where employers can post jobs, internships, and volunteer opportunities. Specific events are also provided for different student populations, such as a mandatory Foundations Course for freshmen, a Senior Send-off to help students with the transition from college to work, and a Grad School Workshop for aspiring grad students.

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

The current Nebraska Christian College will become a branch campus of Hope International University. The campus, composed of eight buildings, is located in a suburban section of Papillion, Nebraska. Four of the buildings are student housing facilities, with eight two-bedroom apartments in each. The two primary buildings (Buildings A and B) also provide student living



suites. In addition, Building A includes an exercise room and laundry, the library, a lecture hall, and five classrooms. Building B houses the kitchen and cafeteria, a welcome center, prayer room, conference room, and faculty and administrative offices, as well as a second exercise room and second laundry. The two buildings are connected by a hallway where the apartment for the head residents is located.

The newest building, constructed in 2011, is the Ministry Equipping Center (MEC). It has a 500-seat auditorium (worship center), café with seating for 60, five classrooms, eight practice rooms, two faculty offices, a green room, and a loading dock. The remaining building is a maintenance building that includes space for vehicles and storage. There is also an unfinished soccer field on the property.

**Equipment** – Seven classrooms are general purpose and are equipped with audio-visual equipment, whiteboards, and internet connectivity for instruction. Three specialized classrooms are located in the MEC: a preaching lab with video equipment for recording sermons, a music rehearsal room with audio equipment, and a music technology lab with Mac computers and appropriate software. The MEC auditorium has audio, visual, and lighting equipment to train students in the needs of worship ministry in the modern church.

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

Hope International University is accredited by the Western Association of Schools and Colleges (WASC), a regional accrediting body recognized by the United States Department of Education. Accredited since 1969, the university is scheduled for its regular accreditation site visit in spring 2016. HIU's ministry programs, as well as Nebraska Christian College, are also accredited by the Association of Biblical Higher Education (ABHE), a specialized accreditor recognized by the U.S. Department of Education. Hope's programs and NCC were reviews in fall 2015 and reaccredited through 2026. ABHE has approved the merger of the two institutions and a WASC review team has recommended approval.

Some programs at Hope International also hold accreditation, although none of these are currently slated for the Nebraska campus. They include the Association of Christian Schools International for Bible courses for teacher certification, California Commission for Teacher Credentialing for teacher certification, and the Commission of Accreditation for Marriage and Family Therapy Education and the Board of Behavioral Sciences in California for the MA in Marriage and Family Therapy.

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

Since ministry programs at Hope International University are accredited by the Association of Biblical Higher Education, students would likely be able to transfer credits to other institutions accredited by ABHE. Hope's accreditation by a regional accrediting body (WASC) would also

improve transfer possibilities, although acceptance of transfer credits is always determined by the receiving institution.

NCC has articulation agreements in place with Northeast Community College, Grace University, and York College in Nebraska. Northeast will accept courses in transfer. Grace and York will accept the AA degree from NCC and apply it to a baccalaureate degree. Any agreements involving NCC would be evaluated and renegotiated by HIU if deemed appropriate.

HIU has articulation agreements with several community colleges in California. A partnership with California State University-Fullerton allows HIU students to “contract” with the two institutions to create a specialized degree program.

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

**Admissions** – The admission standards are listed in the college catalog and include a 2.5 high school GPA, an ACT score of at least 18, two references, and an entrance interview.

**Recruiting** – HIU reported that they will utilize Customer Relationship Management (CRM) system and marketing automation tool to facilitate management of a large volume of leads. It is expected that the CRM will also result in better service to students. Admissions teams will recruit students from local NACCAP fairs (North American Coalition for Christian Admissions Professionals), high schools, and church visits in neighboring states.

**Marketing** – The university will purchase names from Christian Connector, NRCCUA (National Research Center for College and University Admissions), and the College Board. Advertisements will be digital as well print.

### **Public Hearing**

A public hearing was held on February 18, 2016, at the La Vista Public Library, La Vista, Nebraska. Coordinating Commission staff member Ben Civic was the hearing officer. Other Commission representatives in attendance were Mike Baumgartner, Kathleen Fimple, Gary Timm, and Mistie Adamson. Commissioner Dwayne Probyn also attended the hearing.

Dr. Mark Krause, current Vice President of Academics at Nebraska Christian College, represented Hope International University. Dr. Krause will serve as the Dean of Nebraska Christian College when it becomes a branch campus of Hope International University and will be a member of the HIU Dean’s Council. He read a letter in which he and Mr. Tony Clark, Interim President of NCC, acknowledged the challenges in finance and enrollment faced by NCC, but also identified the benefits of regional accreditation and the potential for new majors and sports activities offered by HIU.

Mr. Clark read a letter from Dr. John Derry, President of Hope International University, who was unable to travel to Nebraska for the hearing but will attend the March 10<sup>th</sup> Coordinating Commission meeting. President Derry reported that there has been a positive response to the proposed merger from faculty, students, trustees, and alumni. He noted HIU’s intent to add students at NCC and to add facilities as needed.

Mayor David Black of Papillion spoke in support of the application. He cited the quality of life and economic impact that a higher education institution brings to a community. The city of Papillion is proposing to build a \$40 million community center and would consider public-private partnerships in the endeavor. They have spoken with NCC and HIU about a possible role in the center. The Mayor also noted that the city has a nationally accredited library and that the location of the NCC campus is near the midpoint of the greater Omaha-Lincoln metropolitan area.

The Commission received a letter of support from the Sarpy County Board of Commissioners on February 17. Mr. Jim Warren, a member of the Board, read the letter and stated that the Board had voted unanimously to support the application from HIU.

There was no testimony in opposition or in a neutral capacity.

There were about a dozen other people in attendance. Most were faculty and staff from NCC or were representing the NCC Board of Trustees.

All written testimony and letters follow page 10.

**Committee Comment:** It is apparent both institutions have done due diligence to insure the merger benefits each. With the composite score for 2015-16 for the combined entity projected by Hope's auditors to be 1.94, it appears the merger will benefit both institutions. Additionally, in reviewing the budget projections through 2018-19, this merger will result in increased financial stability, provided enrollment projections can be met.

**Committee Recommendation:** Approve the recurrent authorization to operate, with the stipulation that Hope International University submits to the Commission its audited financial statements on a yearly basis as soon as such documents are available.

<b>Institution:</b>	<b>Hope International University</b>
<b>Owner:</b>	<b>Board of Trustees of Hope International University</b>
<b>Level of authorization:</b>	<b>Authorized to offer degree programs at the baccalaureate level and below, limited to the Bachelor of Arts (BA) in Family Life and Care Ministry; BA in Pastoral Ministry; BA in Intercultural Ministry; BA in Next Generation Ministry; Bachelor of Worship Arts (BWA) in Worship Ministry; and the Associate of Arts (AA) in Christian Ministry</b>
<b>Length of authorization:</b>	<b>Three years (valid through May 1, 2019)</b>

**Reporting requirements:** Annual reporting is required, with the first report due April 1, 2017. Forms are emailed to the institution prior to the due date and are available on the Commission's Web site.

## Faculty Summary

The qualifications for all current faculty members were provided and are summarized in the table below.

	Doctorate	Part Time	Master's	Part Time
<b>NCC (11)</b>	2 PhD		1 MA	
	2 DMin	1	2 MMin	1
			1 MDiv/MA	
			1 MS; 1 MWS; 1 MLS	3
<b>Total</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>4</b>
<b>HIU (50)</b> Colleges:				
Arts & Sciences (10)	3 PhD		2 MA; 1 MS; 1 MLS	
	1 JD		2 MA/MLIS	
			1 MA/MDiv	
Business & Mgt (5)	3 PhD; 1 DBA		1 MBA	
Ministry & Biblical Studies (17)	7 PhD; 1 ABD	2	1 MS; 2 MA	3
	1 DMA; 1 DMin; 1 EdD			
	1 DTh; 1 DWS; 1 DD	1		
Education (6)	1 PhD; 1 EdD		2 MEd	1
			1 MA; 1 MMin	
Psychology & Counseling (11)	4 PsyD		4 MA	1
	3 PhD	1		
<b>Total</b>	<b>31</b>	<b>4</b>	<b>19</b>	<b>5</b>

ABD All but dissertation (PhD candidate)  
 DBA Doctor of Business Administration  
 DD Doctor of Divinity  
 DTh Doctor of Theology  
 DMA Doctor of Musical Arts  
 DMin Doctor of Ministry  
 DWS Doctor of Worship Studies  
 EdD Doctor of Education  
 JD Juris Doctor  
 MA Master of Arts  
 MBA Master of Business Administration  
 MDiv Master of Divinity  
 MEd Master of Education  
 MLIS Master of Library and Information Science  
 MLS Master of Library Science  
 MMin Master of Ministry  
 MS Master of Science  
 MWS Master of Worship Service  
 PsyD Doctor of Psychology

# Sarpy County Board of Commissioners

1210 GOLDEN GATE DRIVE  
PAPILLION, NE  
593-4155  
[www.sarpy.com](http://www.sarpy.com)

ADMINISTRATOR Mark Wayne

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02-10-2016

Coordinating Commission for Post-Secondary Education  
Dr. Michael Baumgartner, Executive Director  
PO Box 95005  
Lincoln, NE 68509

RECEIVED  
FEB 17 2016  
Coordinating Commission  
for Postsecondary Ed.

Dear Dr. Baumgartner:

The Sarpy County Board of Commissioners voted to support the request of Hope International University (HIU) to operate in Nebraska. Approval will allow for the merger of HIU and Nebraska Christian College (NCC), which greatly enhances the educational opportunities for current and future students at NCC.

The County fully supports the educational mission of NCC and looks forward to its continued growth in the community.

Thank you for your consideration of the HIU request.

Sincerely,

Don Kelly  
Sarpy County Board, Chairman



February 17, 2016

To: Michael Baumgartner, Executive Director  
Nebraska Coordinating Commission for Postsecondary Education

From: Mr. Tony D. Clark, Interim President, Nebraska Christian College  
Dr. Mark S. Krause, Vice President of Academics, Nebraska Christian College

Nebraska Christian College has been operating in the State of Nebraska since 1944. In this 70+ year history, the college has been proud to contribute to the state and region by educating young women and men to serve in ministry positions in churches. The college began in Norfolk and moved to Papillion in 2006, building a new campus in one of the fastest growing areas of the state.

The pressures on institutions of higher education are well-known to the Commission, and Nebraska Christian College has not been immune to them. NCC faces increasing challenges in finances and enrollment in order to remain healthy and thriving. Because of this, the Trustees and Administration of NCC sought to collaborate with a partner in higher education.

In 2015, NCC began serious discussions with Hope International University of Fullerton, CA concerning the possibility of merging with them to become a branch campus. Although located in another part of the country, HIU has similar roots to NCC and a similar mission and purpose. NCC already is collaborating with HIU on many levels, especially in the area of online education. NCC has also adopted many of the successful practices of HIU, such as syllabus formation, student assessment practices, and student development policies. The plan for merger would allow NCC to become the sixth college in the university, **Nebraska Christian College of Hope International University**.

The NCC community believes that becoming part of HIU will give many benefits to Sarpy County, to the Omaha/Lincoln metro area, and to the State of Nebraska. Such benefits include:

- Having a strategically located, regionally accredited, 4-year private university with a solid history of service to the community.
- Adding new programs beyond ministry majors to the local offerings, such as business and management, psychology, teacher education, and others.
- Growing enrollment through HIU's proven and successful methods of recruitment.
- Building out the current Papillion campus to include sports facilities that would be of value to the local community.



Representatives of HIU and NCC have spoken with NCC's accrediting agency, the Association for Biblical Higher Education, about the implications of this merger. On February 12, NCC was told that it had received a 10-year reaffirmation of its current accredited status, so it is in good standing. HIU also received notice from ABHE that its programmatic accreditation for its ministry programs was reaffirmed. With the merger, NCC will seek programmatic accreditation with ABHE for its ministry training majors (which includes all current offerings). Programmatic accreditation by ABHE is held by HIU's college for ministry training (Pacific Christian College). NCC and HIU were informed by the ABHE representative that this will not require a substantive change request, since both schools' programs are already approved. Instead, the Director for ABHE's Commission on Accreditation said we will need to submit a letter of intent and explanation.

We stand in strong support of having the CCPE approve Hope International University's application to be approved for operation in the State of Nebraska.



Tony D. Clark, Interim President, Nebraska Christian College



Mark S. Krause, Vice President of Academics, Nebraska Christian College





# HOPE INTERNATIONAL UNIVERSITY

*Dr. John Derry, President*

January 21, 2016

Coordinating Commission for Postsecondary Education  
Dr. Michael Baumgartner, Executive Director  
PO Box 95005  
Lincoln, NE 68509

Dear Dr. Baumgartner:

Due to a prior commitment, I regret I am unable to attend the Public Hearing on February 18, 2016. Please accept this communication being provided to Nebraska Christian College Interim President, Mr. Tony Clark, who is offering these comments on my behalf.

Hope International University shares a common mission and heritage with Nebraska Christian College and is looking forward to developing a more permanent relationship between the two schools. Over the past 18 months we have engaged in a thorough assessment of the advantages to this mutually beneficial partnership. The proposal has met with a positive response from faculty, students, trustees, alumni, and other constituents.

HIU is a regionally accredited university with associate, bachelors, and master's degree programs in the areas of business, education, psychology, and ministry. The main campus is located in Fullerton, California with additional education centers at other sites. The university offers over 250 online courses and has a total enrollment of 2000 students. The educational and administrative resources available provide the opportunity to significantly expand academic and athletic programs with Nebraska Christian College becoming a branch campus of HIU. We envision the college growing from its current enrollment of 150 students and adding new facilities as necessary.

The current higher education environment with changing demographics, increased competition, demands of technology, and other factors presents unprecedented challenges for colleges and universities. This is particularly the case for smaller schools with specialized programs. The administrations and governing boards see this as an opportunity to strengthen both schools and enhance the presence of NCC in the vibrant and growing city of Papillion, NE.

It is with much anticipation that we look forward working with local leaders and residents to provide more higher education options to the surrounding community.

Sincerely,

Dr. John Derry  
President

*Preparing Servant Leaders Since 1928*

2500 E. Nutwood Ave. • Fullerton, California 92831 • U.S.A. • (714) 879-3901 • [www.hiu.edu](http://www.hiu.edu)



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

<b>Institution:</b>	<b>Nebraska College of Technical Agriculture (NCTA)</b>
<b>Program:</b>	<b>Laboratory Animal Care</b>
<b>Award:</b>	<b>Certificate</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>AAS in Veterinary Technology Systems; certificate in Animal Care</b>
<b>Proposal Received by Commission:</b>	<b>December 23, 2015</b>
<b>Proposed Start Date:</b>	<b>Fall 2016</b>

### Background

Laboratory Animal Care is a very specialized field. The American Association for Laboratory Animal Science (AALAS) Technician Certification Program sets professional standards for the advancement of laboratory animal science. The AALAS has a certification and registry board that certifies three levels of technician competence (in increasing order): Assistant Laboratory Animal Technician, Laboratory Animal Technician, and Laboratory Animal Technologist. All require a combination of education and work experience prior to sitting for the certification exam (see page 6).

### Description

The proposed program would provide students with focused training on the care of animals in a research setting and the management of research animal facilities. The curriculum would consist of 20 semester credit hours including an internship. All courses are in place.

VTS 1301	Medical Imaging	1 credit hour
VTS 1262	Lab Animal Internship	2 credit hour
VTS 2563	Fur and Feather	3 credit hour
VTS 1603	Intro to Lab Science	3 credit hour
VTS 1313	Math for Veterinary Technicians	3 credit hour
VTS 1113	Lab Animal Medicine I	3 credit hour
VTS 1122	Lab Animal Medicine II	2 credit hour
VTS 1133	Lab Animal Management	3 credit hour

The entire certificate would ladder into an AAS degree program with options in Animal Husbandry or Animal Management. Five of the certificate courses would apply to AAS options in Veterinary Technician or Veterinary Assistant. The proposal states that the program would help prepare students for the American Association for Laboratory Animal Science (AALAS) certification exam as an Assistant Laboratory Animal Technician.

The program would be offered face-to-face at Curtis. The proposal does not identify the length of time needed to complete the program, but VTS 1113, 1122, and 1262 must be taken in sequence. The internship (VTS 1262) is a four-week experience that can be completed in segments of at least one week in length, allowing students to fulfill the requirements during school breaks. However, VTS 1113 and 1122 must be completed first. Therefore, most students would need two semesters plus a subsequent month for the internship to complete all requirements for the certificate.

**Consistent with Institutional Role and Mission?**       √   YES            NO

**Consistent with Statewide Comprehensive Plan?**       √   YES            NO

## REVIEW CRITERIA

### A. Need for the Program

High-----Low
<div style="text-align: center;">√</div>

The proposal cited the following as evidence of need:

- The U.S. Bureau of Labor Statistics' figures indicate a projected growth of 10% between 2012 and 2022 for veterinary assistants and laboratory animal caretakers.
- The Bureau projects growth of 22% for medical and clinical laboratory technologists and technicians between 2012 and 2022.
- There was a nearly 60% increase in the number of research, testing, and medical laboratories in Nebraska between 2001 and 2010 (2012 Battelle report). These organizations will need laboratory animal caretakers in areas such as public health, food and animal safety, national disease control, and biomedical research.
- There are numerous USDA registered animal research facilities in the state (13 were listed). The Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC) has over 600 organizations in the U.S. and at least six in Nebraska. There are also some smaller companies in the state that are not required to register with the USDA and don't choose AAALAC accreditation.
- The Comparative Medicine program director at UNMC stated that veterinary technicians who have additional training in the specialty field of laboratory animal care/comparative medicine are in demand.
- In May and June 2015, a listserv for jobs in comparative medicine showed 25 openings for laboratory veterinary technicians or related positions, a 47% increase over 2013 and 2014 (geographic area was not identified in the proposal).
- In 2015 NCTA conducted a survey of directors of animal care at six research institutions in Nebraska. The four that responded estimated a need of 50 laboratory animal care technicians over the next five years. All indicated that an applicant with training and/or certification in laboratory animal care would be viewed "quite favorably" but only three would hire such an individual if that person did not have an associate or baccalaureate degree.

NCTA reported that the median annual wage in 2012 in the U.S for veterinary assistants and laboratory animal caretakers was \$23,130. NCTA also cited an AALAS 2012 survey that revealed higher salaries, ranging from \$42,336 for a research technician to \$77,266 for a manager.

The figures from the Bureau of Labor Statistics appear to be national figures. The Bureau's category of "veterinary assistants and laboratory animal caretakers" does not adequately represent laboratory animal care technicians and technologists as defined by the AALAS. Most employees in the category are likely veterinarian assistants working in a veterinary office or clinic. The "medical and clinical laboratory technologists" category would include research involving humans. The AALAS salary survey included positions requiring much more education and/or experience than an Assistant Laboratory Animal Technician might have.

Information on the number of research facilities in the state speaks to the *potential* for need. But because of the specific nature of the field, there may be few, if any, good data sources that demonstrate *actual* need for the proposed program. The survey conducted by NCTA may be the best source. However, with only four entities responding, the value of the data is limited.

## B. Demand for the Program

High-----Low				
			√	

The proposal states that the program would benefit individuals who have graduated from a veterinary technician program, students concurrently enrolled in the NCTA veterinary technician program, and those who are

not planning on becoming veterinary technicians. NCTA reports that six students would be needed for a viable program. The budget projection is based on six students the first year taking 20 credit hours with enrollments increasing by 20% each year. The projected enrollment is based on interest expressed by six current NCTA students in the veterinary technician program.

The college also reports that it has been actively recruiting students, contacting Nebraska high school career counselors and instructors and student advisors in Nebraska college biology departments. NCTA recruiting staff have attended college and career fairs in the state as well as veterinary conferences in the region. Omaha high schools were reached through the marketing company eMAGINIT and materials were provided to the Department of Labor in Omaha.

Six current students expressing an interest in the proposed program may not translate into six students enrolled, although NCTA students may be the most likely source for enrollments in the certificate program. People who have graduated from a veterinary technician program might benefit from adding the certificate, but they would have to relocate to Curtis for almost a year. If already employed, this would be a major deterrent. Likewise, anyone not planning on becoming a veterinary technician, if employed, may not want to relocate, especially for a potentially low annual salary.

Above all, the certificate alone would not qualify any student to sit for the AALAS exam for Assistant Laboratory Animal Technician. A student with an associate degree (e.g., veterinary technician), upon completion of the certificate, would still need almost half a year of work experience in a laboratory animal facility. Students without a degree would need almost a year of work experience. Veterinary offices, pet stores, and zoos do not count toward work experience, although half a year in one of these situations can count as one month toward the laboratory animal work experience requirement. The required education and work experience for AALAS certification, if made known to students, could result in very small enrollments.

**C. Avoidance of Unnecessary Duplication**

High-----Low
√

There are no certificate programs in laboratory animal care at institutions in Nebraska. The proposal states that NCTA could find no similar programs in surrounding states, with the exception of an online program

for graduate veterinary technicians at the University of Missouri. NCTA would work with four-year institutions to establish articulation agreements for this certificate.

A brief search by Commission staff revealed a 12 credit hour certificate program in Basic Laboratory Animal Care at Front Range Community College in Ft. Collins, Colorado. The program also helps prepare students for AALAS certification, but would cost Nebraskans considerably more than the NCTA program due to non-resident tuition.

**D. Resources: Faculty/Staff**

High-----Low
√

NCTA states that no new faculty or staff would be needed since all the courses are currently offered. The frequency of course offerings and space available in the courses are expected to meet the needs of the

certificate program. Since the program utilizes existing resources, there are no faculty reported in the budget, although the proposal notes that the legislature appropriated \$100,000 for a new faculty member in the 2015-2017 biennial budget. This position, a staff veterinarian, would teach and advise students in the proposed program.

With an existing program in veterinary technology systems, the Commission expects that there is a sufficient number of qualified faculty available to offer a new certificate program.

**E. Resources: Physical Facilities/Equipment**

High-----Low
√

NCTA reports that the program would be housed in the renovated Veterinary Technology Teaching Complex with both labs and classrooms available. The budget shows \$5,000 for annual equipment repair and

maintenance.

The proposal lists several organizations that have agreed to serve as internship locations, including Merck, Omaha's Henry Doorly Zoo and Aquarium, UNMC, UNO, Creighton University, and UNL. NCTA notes that other possibilities exist in Fort Collins, Denver, and Manhattan, Kansas.

**F. Resources: Library/Information Access**

High-----Low
√

According to the proposal, no new information resources would be required. Students have access to the NCTA library and information resources as well as University of Nebraska resources. Since the

required courses are in place, these resources should be adequate.

**G. Budget**

The figures do not include the \$100,000 the legislature appropriated for a new faculty member in the 2015-2017 biennial budget.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition *	\$127,130
Equipment	\$5,000	Other	
Five-Year TOTAL	\$5,000	Five-Year TOTAL	\$127,130

\*Based on 6 students in year one taking 20 credit hours at \$121/credit hour (2017 rate) for residents and \$256.50 for non-residents, with an expected 80% resident and 20% non-resident split. Student enrollments projected to increase by 20% each year with tuition increasing by approximately 3% annually.

**Committee Comment:** The college catalog provides descriptions of all courses. The description for VTS 1113 Lab Animal Medicine I states that it will help prepare students for AALAS certification as an Assistant Laboratory Animal Technician. This is appropriate since Assistant Laboratory Animal Technician is the first level of certification. However, the description for VTS 1122 Lab Animal Medicine II states that it has the goal of “preparing students for AALAS certification as a Laboratory Animal Technician.” VTS 1133 Lab Animal Management has the goal of “helping prepare students for AALAS certification as a Laboratory Animal Technologist.” While the last two statements are not incorrect, they could well be misleading, since the certifications referenced require considerably more education and/or experience than is contained in the program curriculum.

Neither need specifically for the certificate program nor student demand is well documented. The possibility of earning an AALAS certification is attractive, but requires more than the program can provide (unlike other programs where a student is prepared to sit for a national exam upon program completion). The committee encourages NCTA to clarify for all potential students the AALAS education and work experience that needs to be completed prior to sitting for any of the technician certification exams.

The program appears to be in place, so no new resources would be needed.

**Committee Recommendation:** Approve, with a report on enrollments, internship placements, and graduation rates by September 15, 2018.

First Regular Program Review Date: Due June 30, 2021.

## American Association for Laboratory Animal Science (AALAS)

The CRB (Certification and Registry Board) certifies three levels of technician competence:

- Assistant Laboratory Animal Technician (ALAT)
- Laboratory Animal Technician (LAT)
- Laboratory Animal Technologist (LATG)

### Eligibility Requirements

Below are the minimum eligibility requirements for each exam.

To be eligible for the exam you wish to take, you must meet one of the combinations of education and work experience.

		Education level				Lab animal work experience (years)
		Current cert. level	HS/ GED or higher	AA/AS or higher	BA/BS or higher	
ALAT Exam	<input type="checkbox"/>					2
	<input type="checkbox"/>		•			1
	<input type="checkbox"/>			•		0.5
LAT Exam	<input type="checkbox"/>		•			3
	<input type="checkbox"/>			•		2
	<input type="checkbox"/>				•	1
	<input type="checkbox"/>	ALAT	•			0.5*
	<input type="checkbox"/>	ALAT				2**
LATG Exam	<input type="checkbox"/>		•			5
	<input type="checkbox"/>			•		4
	<input type="checkbox"/>				•	3
	<input type="checkbox"/>	LAT	•			0.5*

\* Work experience must be acquired after attaining the specified certification.

\*\* Option for those without documentation of education level.

(A work year is 1,950 hours at a laboratory animal facility.)

Source: AALAS *Technician Certification Handbook* (revised 12 / 2014)





## NEW INSTRUCTIONAL PROGRAM PROPOSAL

<b>Institution:</b>	<b>University of Nebraska Medical Center (UNMC)</b>
<b>Program:</b>	<b>Master of Medical Nutrition</b>
<b>Award:</b>	<b>Master of Medical Nutrition</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>Graduate certificate for dietetic internship program with a nutrition therapy emphasis; Medical Sciences Interdepartmental Area MS and PhD with nutrition research focus</b>
<b>Proposal Received by Commission:</b>	<b>February 1, 2016</b>
<b>Proposed Start Date:</b>	<b>Fall 2016</b>

### Background

For 35 years UMC has offered a 12-month dietetic internship program with a nutrition therapy emphasis. The program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). UNMC awards a graduate certificate for completion of the internship. Students wanting an academic graduate degree can enroll in the Medical Sciences Interdepartmental Area MS program that has a research focus area rather than a clinical practice focus.

The credentialing body associated with ACEND recently elevated the level of educational preparation for an entry-level Registered Dietician (RD) to the minimum of a graduate level degree, effective 2024.

### Description

Medical nutrition therapy involves assessing a patient's nutritional status, determining appropriate treatment (e.g., diet modification or nutrition support), and monitoring the patient's response to the treatment. Programs focusing on medical nutrition therapy are sought by students intending to become registered dietitians in clinical practice in a healthcare setting.

The proposed four-semester program would consist of 50 semester credit hours, including a six credit hour capstone course and six hours of practicum. UNMC would expand upon the existing curriculum for the internship program to meet the new graduate degree requirements. The dietetic internship program would be phased out. However, those who had previously completed the internship in 2011 or later would be offered the opportunity to apply the credit received for the internship toward the proposed master's degree.

The program would be offered on the UNMC campus. With approval from ACEND, the program would also be offered at UNK through the use of distance technology for didactic courses and local settings for clinical experiences.

**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 cited the U.S. Bureau of Labor Statistics as evidence of need for the program. The Bureau projects an increase of 21% in jobs for registered dietitians between 2012 and 2022. That translates to 14,200

jobs nationally. The proposal also notes that the median age of RDs is increasing, as is the number of nutrition therapy positions. The median age in 2013 was 46, and 29% were age 55 or older.

Students who graduated from the UNMC internship program within the last five years have all found employment in the dietetics field within a year of graduation. Most, however, are in the Omaha and Lincoln areas. Currently open positions outside the two metropolitan areas are difficult to fill. One goal of eventually offering the program at UNK is to address workforce needs throughout the state.

The Commission staff consulted the Nebraska Department of Labor website that showed the projected growth of “dietitians and nutritionists” positions in Nebraska to be 1.9% annually with total annual average openings to be 17. The average entry level wage was \$41,430 annually.

The aging of current dietitians suggests a need for the program. The strongest argument, however, is the change in requirements by ACEND for entry-level RDs. Although requirements don't go into effect for eight years, UNMC is putting a program in place for those who will be entering the field in the next few years as well as those interested in earning the degree now.

## B. Demand for the Program

High-----Low				
	√			

UNMC reports that students currently enrolled in the dietetic internship program have expressed an interest in the proposed master's program, wanting to voluntarily meet the new standards that go into effect in 2024.

The proposal speculates that a factor in this interest may be that over half of the currently registered dietitians hold a master's degree or above. Earning the graduate degree would make the students more competitive in the marketplace.

The current enrollment in the internship program is six, although 40 to 50 applications are received each year. The class size is capped by UNMC due to the individualized nature of supervised practice instruction. Over the past four years, at least 60% of each class has enrolled in the MS program. A similar internship program at UNL (see Section C.) traditionally accepts eight to 10 students. The proposed budget is based on eight students.

Having 40 to 50 applicants each year for the internship is a strong indicator of demand, as well as the number of students enrolling in the MSIA graduate program. A program at UNK could also attract students who would not have applied to a program in Omaha.

### C. Avoidance of Unnecessary Duplication

High-----Low
√

A Master of Medical Nutrition degree is not currently offered in Nebraska. UNL does offer a 12-month dietetic internship program similar to the existing one at UNMC. However, the emphasis at UNL is on community health and nutrition education. The proposal included a letter of support from the chair of UNL's Department of Nutrition and Health Sciences. He states that the proposed program would not represent a conflict or duplication and would support the mutual efforts of the two institutions.

### D. Resources: Faculty/Staff

High-----Low
√

UNMC reports that the existing internship program is supported by one program director and one associate professor. The director also serves as the manager for medical nutrition therapy services at Nebraska Medicine that covers half of her salary. Her position at Nebraska Medicine includes supervising 30 Registered Dietitians-Licensed Medical Nutrition Therapists who serve as adjunct instructors for the program. An additional part-time faculty member would be hired for the proposed program to assist with classroom instruction, coordinate clinical sites, conduct preceptor training, and provide oversight for learning experiences outside Nebraska Medicine. All three positions are reflected in the budget.

### E. Resources: Physical Facilities/Equipment

High-----Low
√

The existing program is housed in Bennett Hall where there are administrative and faculty offices, conference rooms, classrooms, and student work areas with computers, printers, and Internet access. Rooms and equipment for distance learning, conference calls, and video conferencing are also available in Bennett. In addition, classes are held in the Michael Sorrell Center for Health Science Education with facilities for synchronous and asynchronous delivery of distance education. UNMC reports that the new Health Science Education Complex at UNK has space to accommodate the expansion of the Medical Nutrition Education Division to that campus as well as interactive distance technology to access classes from UNMC.

The proposal states that the program emphasizes experiential learning and would benefit from the newly approved Interprofessional Experiential Center for Enduring Learning (iEXCEL) at UNMC. Utilizing a variety of simulation and virtual learning experiences, the program would better prepare students for supervised practice and ultimately reduce the number of hours needed in clinical rotations. The improved efficiency would allow UNMC to admit additional students.

The primary clinical partner would be Nebraska Medicine, a 689-bed tertiary care facility. UNMC also has affiliation agreements to support other clinical and community practice opportunities in the Omaha metropolitan area and beyond. In central Nebraska, the program has affiliations with Mary Lanning Healthcare in Hastings and Hy-Vee in Kearney. Additional sites would be added as necessary to serve the program at UNK.

**F. Resources: Library/Information Access**

This topic was not addressed, but the proposed program is an extension of an existing internship. The Commission expects that current resources, including the McGoogan Library, would be sufficient to support the program.

**G. Budget**

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff <sup>1</sup>	\$1,361,660	Reallocated Funds <sup>2</sup>	\$1,048,862
General Operating	\$377,425	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees <sup>3</sup>	\$807,786
Library		Other: Non-resident remissions <sup>4</sup>	-\$41,019
Five-Year TOTAL	\$1,739,085	Five-Year TOTAL	\$1,815,629

<sup>1</sup> Net of Nebraska Medicine salary for program director and assistant professor

<sup>2</sup> Current budget for the Dietetic Internship Program (graduate certificate)

<sup>3</sup> Based on a flat rate of \$15,555 resident and \$26,405 non-resident tuition for the full 2-year program, inflated at 1.75% per year. Fees are estimated at \$638 per student per year. Based on six resident and two non-resident students in each year of the program.

<sup>4</sup> Partial reduction in non-resident tuition, awarded on a competitive basis

**Committee Recommendation: Approve**

First Regular Program Review: Due June 30, 2019



## NEW ORGANIZATIONAL UNIT PROPOSAL

**Institution:** University of Nebraska Medical Center (UNMC)

**Name of the new unit:** Fredrick F. Paustian Center for Inflammatory Bowel Disease (IBD)

**Proposal Received by the Commission:** February 1, 2016

**Programs included in the new unit:** Programs from the Departments of Medicine, Surgery, Biostatistics, and Pathology in the College of Medicine; Department of Food Science and Technology at UNL

**Proposed Start Date:** To be determined

### Description

The mission of the proposed center is to provide treatment for patients with IBD within the context of professional and patient/family educational programs. The center would bring together medical specialists, surgeons, radiologists, pathologists, nutritionists, food scientists, students, post-doctoral fellows, and support staff to conduct research and facilitate the application of the newest advances in treatment. To reach Nebraska locations outside Omaha, the center would utilize telemedicine capabilities to provide consultative support for physicians. The center would be housed within the Division of Gastroenterology in the Department of Internal Medicine.

**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 reports that Inflammatory Bowel Disease is an increasingly serious relapsing disease of the small bowel and colon with a rapidly increasing incidence in the United States and Europe. It affects 1.8 million Americans alone. At present, UNMC physicians care for approximately 800 patients with IBD.

UNC asserts that creation of the center will allow the recruitment of nationally-recognized physicians with expertise in IBD care plus an investigative team to support further efforts in basic, clinical, and translational research.

### B. Demonstrated Appropriateness of the Unit

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

UNMC states that the center would provide faculty with access to a database of IBD patients and tissues—a valuable resource for research.

The center would also sponsor a seminar series designed to foster translational research. Ultimately, the center would provide opportunities for a critical mass of investigators to focus on multi-disciplinary research on IBD.

UNMC has already established a relationship with the Crohn's and Colitis Society. A collaborative relationship also exists with the Brain – Gut program and the Department of Food Science and Technology at UNL. The proposal included a letter of support from the Group Leader of the UNL Gut Function Initiative.

### C. Resources: Faculty/Staff

High-----Low
√

UNMC plans to conduct a national search for a director for the proposed center. A new junior faculty member would also be hired to support clinical work. Current faculty interested in or actively conducting IBD research would be invited to become members of the center. UNMC estimates that at least 15 to 20 faculty and staff from eight departments or units would initially be involved (Departments of Medicine, Surgery, Radiology, Pathology, Pharmacy, Food Science and Technology (UNL); the Section of Transplantation; and Nebraska Medicine.)

In addition to the director and new junior faculty member, the budget includes a research faculty member, two clinical staff (a physician assistant and a nurse manager), one secretarial staff person, a data manager, and a post-doctoral fellow.

### D. Resources: Physical Facilities/Equipment

High-----Low
√

UNMC reports that clinical space for the proposed center is in place in the Durham Outpatient Center but would require renovation by Nebraska Medicine. The renovation would occur within the master facility planning process currently underway (and therefore does not appear in the budget.) Adequate laboratory space exists within the Paustian laboratories in Durham Research I. Existing telemedicine capabilities are adequate for consultative work with physicians located outside Omaha.

### E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$6,164,331	Reallocated Funds	
General Operating	\$1,327,284	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees	
Other		Other: Nebraska Medicine <sup>1</sup>	\$5,299,115
		U of Nebraska Foundation <sup>2</sup>	\$2,191,500
Five-Year TOTAL	\$7,491,615	Five-Year TOTAL	\$7,491,615

<sup>1</sup> Clinical revenue billed by faculty associated with the center, revenue from care of IBD patients (e.g., testing, hospitalization), and College of Medicine and Department of Internal Medicine funding for salary for non-clinical faculty

<sup>2</sup> Gift earmarked for research faculty and staff support and general operating expenses for research

**Committee Comment:**

The proposal doesn't speak directly to the need for the center in Nebraska, but the incidence of IBD and the number of patients justifies it. In addition, external contacts are in place that will support the work of the center.

As with other centers established at the University, the interdisciplinary atmosphere would foster more collaborative work and better position UNMC to seek external funding.

**Committee Recommendation:**                      **Approve**

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



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

**Background:**

- In **2005** the Commission reviewed the modern language programs at UNK.
  - The modern language department exceeded the Commission productivity threshold of 300 SCH/FTE.
  - The French baccalaureate program averaged 2.0 graduates per year (Commission productivity threshold is 7.0.)
  - The Commission called for a **report on enrollments and number of graduates**.
- In **2008** UNK reported several changes to their programs including allowing students to study two languages. The Commission requested an **in-depth review** of the BA and BAE in French.
- In **2010** UNK reported that the number of BA/BAE majors and minors remained steady (averaging 6 and 7 students respectively). The program averaged one graduate per year for 2007-08 and for each of the four years prior. Course enrollments for beginning and intermediate French had increased from 44 in 2004 to 77 in 2008. The Commission **continued the program** until the next regular review.
- In **2011** during the regular program review, UNK reported an average of 1.0 graduate in French. The program had been placed under internal review. The Commission **continued the program with a report** on the results of UNK's review at which time the Commission would review the enrollment and graduation rates and consider if it should initiate the process to discontinue the BA/BAE program in French.
- In **2013**, UNK reported:
  - The five-year average for number of degrees awarded was 1.2. The average number of majors was 7.6. There was an increase in the number of French minors.
  - Among the recommendations of the internal review team were:
    - Investigate the possibility of expanding the French degree to Francophone Studies,
    - Hire a language acquisition professor with instructional technology skills that include experience in online course development and support. (This had been accomplished by the time of the report.)
    - Make connections with high schools to increase awareness and visibility of language opportunities; pursue dual credit options.
    - Pursue study abroad exchanges/internships.
- The Commission **continued the program with the following stipulations**:
  - A report is submitted by October 15, 2015 that includes evidence of implementation of the recommendations made in the 2011 internal Review Team Report and documentation of results.
  - The report also includes the number of majors and minors, the number of degrees and minors awarded, and the student credit hour production
  - UNK provides a justification for continuing the program.

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

### **Summary of UNK's 2015 Report:**

- The internal review recommended the development of a strategic plan. A plan was completed and, as a result, in 2014 three degree programs were discontinued: BA in French, BAE in French 7-12, and BA in French Translation/Interpretation.
- The programs were replaced by a BA in Modern Languages with an emphasis in French and a BAE with an emphasis in French 7-12. The new curriculum allows students to take a second language beyond their chosen area of emphasis. The single degree model is common at many institutions, including three of UNK's peers.
- Offering a Francophone Studies program would require additional teaching resources and lead to students taking more courses outside the department. Instead, the department established common learning goals for all language students, created a senior seminar for language majors, and developed theme-based interdisciplinary courses.
- The department expanded dual credit offerings by reaching out to more high schools.
- Data for the BA/BAE in French:

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	average
# majors	5	9	3	4	4	5.0
# degrees	2	1	1	1	1	1.2
# minors	16	16	14	7	11	12.8
# minors conferred	0	3	6	9	3	4.2
SCH*	418	378	417	339	422	395

\* This is the credit hours produced for the individual language, not SCH/FTE.

- The new degree programs took effect in fall 2015. Some students are completely their programs under the previous configuration. Based on fall enrollments in both programs, the projected enrollments are 18 majors in the BA in Modern Languages, 30 majors in the BAE in Modern Languages, and 11 minors in French.
- The new design of the program is one step UNK has taken to strengthen the French program. In addition foreign language became a Humanities option for general studies in 2010. The program also provides courses for the six-hour language requirement for a BA degree. The department will continue to expand dual credit offerings and study abroad opportunities.

### **Committee Comment:**

With the foreign language programs combined into one Modern Language program (including Spanish), it is likely that the new single program will meet Commission thresholds. The ability to take two languages will make students more marketable, especially those wanting to teach in smaller school districts.

### **Committee Recommendation: Continue the Modern Language program.**

[The next regular program review is due June 30, 2018.]

**REPEAL OF TITLE 281, CHAPTER 3,  
RULES AND REGULATIONS CONCERNING ACCREDITATION OF A PRIVATE COLLEGE**

**Background:**

- LB 637 was passed in 2011. The first 21 sections of that bill constituted a new body of statutes titled the Postsecondary Institution Act, addressing the Commission's responsibilities for approving institutions.
- LB 637 repealed all previous statutes associated with authorizing new and out-of-state institutions. As a result, the rules addressing the repealed statutes (Title 281, Chapters 1 and 2) were also repealed.
- The provisions of Title 281, Chapter 3, were designed to address a bill passed in 1979, allowing the Coordinating Commission to provisionally accredit a private institution. Since 1991 when the "new" Commission was created, this authority has never been exercised. Consequently, Chapter 3 was overlooked when Chapters 1 and 2 were repealed.
- The repeal would remove a rule that no longer has a statutory basis.

**Committee Recommendation: Approve the hearing draft for the repeal of Chapter 3.**

~~TITLE 281 - COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION~~  
~~CHAPTER 3 - RULES AND REGULATIONS CONCERNING ACCREDITATION OF A~~  
~~PRIVATE COLLEGE~~

~~NUMERICAL TABLE OF CONTENTS~~

<del>SUBJECT</del>	<del>STATUTORY</del>	<del>CODE</del>
	<del>AUTHORITY</del>	<del>SECTION</del>
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<del>Statutory Authority</del>	<del>85-1,111, 85-1411</del>	<del>002</del>
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	<del>84-913 to 84-915</del>	
<del>Length of Provisional Accreditation</del>	<del>85-1,111, 85-1411</del>	<del>007</del>

~~TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION~~  
~~CHAPTER 3 – RULES AND REGULATIONS CONCERNING ACCREDITATION OF A~~  
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<del>SUBJECT</del>	<del>STATUTORY</del>	<del>CODE</del>
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	<del>84-913 to 84-915</del>	

<del>Application Procedure</del>	<del>85-1,111, 85-1411</del>	<del>003</del>
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<del>Definitions</del>	<del>85-1,111, 85-1411</del>	<del>004</del>
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<del>General Provisions</del>	<del>85-1,111, 85-1411</del>	<del>001</del>
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<del>Length of Provisional Accreditation</del>	<del>85-1,111, 85-1411</del>	<del>007</del>
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<del>Notification of Decision</del>	<del>85-1,111, 85-1411</del>	<del>005</del>
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<del>Statutory Authority</del>	<del>85-1,111, 85-1411</del>	<del>002</del>
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~~TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION  
CHAPTER 3 – RULES AND REGULATIONS CONCERNING ACCREDITATION OF A  
PRIVATE COLLEGE~~

~~001 – General Provisions~~

~~These Rules and Regulations provide for the implementation of LB 141 as passed by the 86th Legislature first session and signed by Governor Thone on May 17, 1979. The Act authorizes the Coordinating Commission for Postsecondary Education to provisionally accredit a private college which has not been previously accredited by a regional or professional accrediting association recognized by the Council on Postsecondary Accreditation.~~

~~002 – Statutory Authority~~

~~This rule is adopted pursuant to authority vested in the Coordinating Commission for Postsecondary Education in Chapter 85, Section 1111.~~

~~003 – Application Procedure~~

~~003.01 An approved private college which is not regionally accredited may apply for provisional accreditation by contacting the Executive Director of the Commission, or his designated representative.~~

~~003.02 The Commission staff will assist the applicant in obtaining a mutually acceptable consultant, who has experience as a member of regional accreditation teams, to work with the institution in developing a self-study.~~

~~003.03 The self-study will include an extension of all the elements contained in Rule 2 as to the requirements for a petition for the establishment of a new private institution and the elements normally required for regional or professional accreditation.~~

~~003.04 Upon submission of the self-study to the Commission, the Commission and the applicant will jointly select a three member team which will review the self-study, visit the campus to verify statements in the self-study and recommend to the Commission approval or disapproval of provisional accreditation.~~

~~All expenses for the review are to be borne by the applicant.~~

TITLE 284  
CHAPTER 3

004—Definitions

~~—The Coordinating Commission for Postsecondary Education invests its staff the~~  
~~—authority to use the following definitions for purposes of implementing this rule~~  
~~—and these regulations.~~

~~—004.01 Provisional Accreditation—Provisional accreditation indicates that an~~  
~~—institution is a candidate for accreditation having achieved initial recognition and~~  
~~—is progressing toward, but is not assured of, regional or professional~~  
~~—accreditation.~~

~~004.02 Self-Study—A self-study is an analysis by an institution of its major~~  
~~problems and the projected solutions to these problems. A self-study generally~~  
~~contains statements concerning is authorization; history; institutional~~  
~~philosophy, goals, and objectives; organization and administration; faculty;~~  
~~students; curriculum; library; finances; and facilities.~~

005—Notification of Decision

~~—All contacts with the Commission (except appeals) will be made through the~~  
~~—Executive Director. The Executive Director shall notify the applicant by~~  
~~—telephone within 24 hours of the action by the Commission and by registered~~  
~~—mail within 5 days after the action by the Commission.~~

006—Appeals

~~The proposed institution has the right of appeal should its application be denied~~  
~~when the institution can show that its application has been misrepresented by~~  
~~Commission staff or others in testimony before the Commission or that the~~  
~~Commission has not followed the procedures prescribed by this rule. The~~  
~~institution whose application has been denied because of incomplete~~  
~~information has the right of reapplication.~~

~~—006.01 Procedure—An appeal will be made to the Chairman of the Commission.~~  
~~—The chairman shall appoint a special committee of three Commissioners to~~  
~~—review the appeal. The committee shall consider the appeal and make~~  
~~—recommendations to the Commission. The decision of the Commission shall be~~  
~~—binding.~~

TITLE 284  
CHAPTER 3

007—Length of Provisional Accreditation

~~Provisional accreditation, when granted, shall not remain in effect for more than three years but may be renewed for a like period in the manner stated in this rule and these regulations.~~



## 2014-2015 EXISTING PROGRAM REVIEW

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

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2009-2014)								
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold
UNK	Sports Administration	10,395	530	BS	20.0					
	Recreation, Park & Tourism Management			BS	18.0					
	Athletic Training			BS	<b>5.4</b>					New
	Exercise Science			BS	34.6					
UNK	Physical Education	10,693	520	BAE	25.8	MAE	10.4			
				BS	7.8					
UNL	Food Science and Technology	4,728	1,082	BS	14.2	MS	9.4	PhD	3.6	
	Food Technology for Companion Animals			BS	<b>0.4</b>					New
	Food Safety and Defense					Grad Cert	<b>1.2</b>			Demand
UNO	Health, Physical Education & Recreation	16,281	554			MA	22.2			
						MS	5.2			
	Athletic Training			BSAT	<b>3.8</b>	MA	<b>4.4</b>			New
	Exercise Science							PhD	<b>0.0</b>	New
	Physical Education			BSED	37.8					
	Public Health			BSPH	<b>0.4</b>					New
	Recreation and Leisure Studies			BSED	6.6					
				BGS	1.4					
CSC	Sport and Recreation Management	4,654	573	BA	9.4					
	Health and Physical Education			BSE	8.6					
PSC	PK-12 Health and Physical Education	2,265	475	BA/BS	13.4					
	Sport and Exercise Science			BA/BS	<b>6.2</b>					Demand
WSC	Sport Management	6,597	637	BA	0.2					
				BS	21.6					
	Exercise Science			BA	0.2					
				BS	15.6					
	Applied Human & Sport Physiology			BA	0.2					
				BS	7.4					
	Health and Physical Education			BA	0.6					
				BS	12.6					
WSC	Physical Education-Exercise	397	323			MSE	<b>2.6</b>			Access

**COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation**

Institution	Program	5 yr Average (2009-2014)						
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards
MCC	Emergency Management	9,747	542	AAS	19.2			19.2

**PROGRAMS DISCONTINUED by the INSTITUTIONS**

Institution	Program	Degree(s)	Comments
UNO	Community Health	BSED	Degrees are being conferred as existing students complete requirements.

**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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**Justification Key**

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

**Nebraska Institutions Approved for Participation in SARA  
(State Authorization Reciprocity Agreements)  
as of February 18, 2016**

**Grace University – Omaha**

- Incorporated under the laws of Nebraska as a non-profit corporation on September 13, 1943.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1994; current accreditation to be reaffirmed in 2018-19.
- U.S. Department of Education composite financial score for 2012-13: 2.0\*
- Enrollment: 432 full time equivalent students
- Approved by CCPE Executive Director on December 17, 2015
- Approval by the National Council of SARA pending

**Midland University – Fremont**

- Incorporated under the laws of Nebraska as a non-profit corporation on September 14, 1962.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1963; current accreditation to be reaffirmed in 2018-19.
- U.S. Department of Education composite financial score for 2012-13: 3.0\*
- Enrollment: 1,179 full time equivalent students
- Approved by CCPE Executive Director on January 25, 2016
- Approved by the National Council of SARA on January 31, 2016

**Union College – Lincoln**

- Incorporated under the laws of Nebraska as a non-profit corporation on March 24, 1915.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1923; current accreditation to be reaffirmed in 2019-20.
- U.S. Department of Education composite financial score for 2012-13: 3.0\*
- Enrollment: 833 full time equivalent students
- Approved by CCPE Executive Director on February 3, 2016
- Approved by the National Council of SARA on February 3, 2016

\*The scale is based on financial soundness, operating funds, and debt. The range is 1.0 to 3.0; the higher the score, the better the institution's financial status. An acceptable rating falls between 1.5 and 3.0.

**Previously approved institutions (20: 13 public, 7 private)**

**Renewed by CCPE\*\***

<b>Bellevue University – Bellevue</b>	<b>7-7-15</b>
<b>Bryan College of Health Sciences – Lincoln</b>	<b>8-10-15</b>
<b>Central Community College – Grand Island, Columbus, Hastings</b>	<b>7-16-15</b>
<b>Chadron State College – Chadron</b>	<b>due 4-28-16</b>
<b>Clarkson College – Omaha</b>	<b>1-25-16</b>
<b>College of Saint Mary – Omaha</b>	<b>10-21-15</b>
<b>Concordia University, Nebraska – Seward</b>	<b>2-3-16</b>
<b>Creighton University – Omaha</b>	<b>7-20-15</b>
<b>Metropolitan Community College – Omaha</b>	<b>7-31-15</b>
<b>Mid-Plains Community College – North Platte and McCook</b>	<b>9-10-15</b>
<b>Nebraska Methodist College – Omaha</b>	<b>7-16-15</b>
<b>Northeast Community College – Norfolk</b>	<b>7-20-15</b>
<b>Peru State College – Peru</b>	<b>7-31-15</b>
<b>Southeast Community College – Lincoln, Beatrice, Milford</b>	<b>due 8-26-16</b>
<b>University of Nebraska at Kearney</b>	<b>10-13-15</b>
<b>University of Nebraska – Lincoln</b>	<b>10-13-15</b>
<b>University of Nebraska Medical Center</b>	<b>10-13-15</b>
<b>University of Nebraska at Omaha</b>	<b>10-13-15</b>
<b>Wayne State College – Wayne</b>	<b>7-29-15</b>
<b>Western Nebraska Community College – Scottsbluff</b>	<b>due 7-11-16</b>

\*\*Annual renewal is required by NC-SARA and must take place within 90 days prior to the expiration date.

# Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska

## Reports Received between November 2015 and February 2016

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Under legislation passed in 2011, institutions were required to seek a recurrent authorization by December 31, 2011. The documents were reviewed by the Commission during the last part of 2011 and the first few months of 2012. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of the fourth annual reports submitted through February 2016. Reports received after February will be summarized at a later Commission meeting. No action is required.

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Baker University (Original approval 8/5/2010)	None	N/A	0	0	0	
Bryan College of Health Sciences (Original approval 7/17/2001)	Nurse Anesthesia	DNAP	32		704	ACEN approved nursing leadership/nursing administration option for MSN and curriculum revisions for BSN  HLC approved EdD and offering distance education courses and programs
	Education Doctorate in Nursing Education	EdD	0			
	Nurse Anesthesia	MS	15	16		
	Graduate Nursing	MSN	32	10		
	Nursing	BSN	488	111		
	Adult Cardiac Sonography	BS	0			
	Cardiac/Vascular Sonography Dual Major	BS	46			
	Diagnostic Medical Sonography	BS	39	10		
	Health Professions	BS	5	4		
	Health Professions-Healthcare Studies	BS	1			
	Health Professions-Biomedical Sciences	BS	19			
	Vascular Sonography	BS	0			
	Adult Cardiac Sonography	AS	0			
	Diagnostic Medical Sonography	AS	0			
	Health Professions	AS	4			
	Vascular Sonography	AS	0			
	Healthcare Management	Certificate	0			
	Simulation Education	Certificate	7	7		
	Students at Large	Non-degree	16			
The Creative Center (Original approval 12/8/05)	Graphic Design	AOS	44	23	62	
	Graphic Design	BFA	18	16		
Kansas State University (Original approval 4/12/2012)	Veterinary Medicine	Doctorate	47		N/A – veterinary student rotations only	

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Kaplan University-Lincoln Campus (Original approval 5/13/04 as Hamilton College)	Accounting	Associate	11	3	211	
	Accounting	Bachelor	9	5		
	Business	Associate	19	10		
	Business	Bachelor	20	16		
	Communication	Bachelor	1	1		
	Criminal Justice	Associate	6	5		
	Criminal Justice	Bachelor	12	4		
	Health Care Administration	Bachelor	6	9		
	Health and Wellness	Bachelor	5	2		
	Human Services	Associate	18	15		
	Human Services	Bachelor	13	8		
	Information Technology	Associate	8	6		
	Information Technology	Bachelor	11	4		
	Medical Assisting	Associate	7	16		
	Medical Assisting	Certificate	11	N/A		
	Medical Office Management	Associate	6	8		
	Paralegal Studies	Associate	6	4		
	Nursing	Associate	42	46		
Kaplan University-Omaha Campus (Original approval 5/13/04 as Hamilton College)	Accounting	Associate	5	2	350	
	Accounting	Bachelor	5	3		
	Business	Associate	23	10		
	Business	Bachelor	27	12		
	Communication	Bachelor	2	0		
	Criminal Justice	Associate	7	9		
	Criminal Justice	Bachelor	23	12		
	Dental Assistant	Diploma	14	16		
	Health and Wellness	Bachelor	10	6		
	Health Care Administration	Bachelor	22	10		
	Human Services	Associate	27	18		
	Human Services	Bachelor	19	6		
	Information Technology	Associate	8	9		
	Information Technology	Bachelor	1	9		
	Medical Assisting	Associate	33	35		
	Medical Assisting	Certificate	12			
	Medical Office Management	Associate	12	7		
	Medical Billing and Coding	Certificate	9	10		
	Paralegal Studies	Associate	3	3		
	Practical Nursing	Diploma	19	16		
	Nursing	Bachelors	69	4		

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Strayer University (Original approval 4/16/09 for Lincoln; 8/1/13 for Omaha)	Business Administration	AABA	30	2	Not Reported (enrolled totals 69)	
	Business Administration	BBA	23	2		
	Business Administration	MBA	15	0		
	Undeclared	N/A	1	0		
University of Missouri (Original approval 4/12/2012)	Information Science and Learning Technologies, Library Science Emphasis	MA	23	16	23	ALA gave full accreditation for Library Science master's through 2022
University of Oklahoma (Original approval 5/18/93)	Master of Human Relations	MHR	9	11	24	
	Economics	MA	16	3		
University of Phoenix (Original approval 4/26/05)	Business	BSB	9	9	Teach-out	Omaha campus closed
	Business Administration	MBA	0			
University of South Dakota (Original approval 4/25/2013)	Reading Recovery Courses	N/A	8	8	N/A Courses only	NC-SARA approved
	Speech-Language Pathology	MA	0	0		
	Missouri River Institute Course	N/A	0	0		
Wright Career College (Original approval 9/29/2011)	Accounting	Diploma	3		169	ACICS approved: extending start date for surgical technology, additional mobile lab site in Papillion for vet tech, and teach-out of bachelor's programs  AVMA continued accreditation of vet tech and approved new Corporate Director of Veterinary Technology
	Accounting	Associate	3			
	Accounting	Bachelor				
	Office/Business Administration	Diploma	1			
	Office/Business Administration	Associate	15	4		
	Office/Business Administration	Bachelor				
	Computer Information Systems	Bachelor				
	Computer Technology	Associate	8	1		
	Entrepreneurship/Small Business	Associate	12	1		
	Health Care/Healthcare Admin	Diploma	3	1		
	Health Care/Healthcare Admin	Associate	19	3		
	Health Care/Healthcare Admin	Bachelor				
	Medical Assistant	Diploma	16	14		
	Medical Assistant	Associate	48	6		
	Medical Insurance Coding	Diploma	7	5		
	Medical Insurance Coding	Associate	11	1		
	Personal Training & Fitness	Associate	22	5		
	Software Administration	Diploma	1	1		

\*on date of report      \*\*for most recent year

ACEN = Accreditation Commission for Education in Nursing

ACICS = Accrediting Council of Independent Colleges and Schools

ALA = American Library Association

AVMA = American Veterinary Medical Association

HLC = Higher Learning Commission of the North Central Association of Colleges and Schools

NC-SARA = National Council for State Authorization Reciprocity Agreement

## INFORMATION ITEMS

### A. Reasonable and Moderate Extensions

1. UNL - Department of Supply Chain Management and Analytics
2. UNL - Space Law (executive certificate)
3. UNL - Cyber and Cyber Security Law (executive certificate)
4. UNL - Cyber and Telecommunications Law (executive certificate)
5. NECC - Drafting (certificate and diploma)

### B. Separation of existing Department into two

1. UNK - Department of Sociology, Geography, and Earth Science into  
*Department of Geography*  
*Department of Sociology*



## **Introduction to Amended Chapter 6 – Rules and Regulations Concerning the Access College Early Scholarship Program Act**

*March 10, 2016*

The Coordinating Commission for Postsecondary Education is in the process of amending Chapter 6 - Rules and Regulations Concerning the Access College Early Scholarship Program Act to reflect current statutes and practice. Attached for your review is a draft amended rule. Included is a redline draft with additions and deletions. For reference, the current Chapter 6 - Rules and Regulations Concerning the Access College Early Scholarship Program Act can be found on the [Secretary of State's website](#).

The primary purposes of the amended rule are to:

- implement statutory revisions contained in LB 332 (2013) that allowed any eligible school official, as designated by the high school, to review and approve a student's Access College Early scholarship application as opposed to requiring only the applicant's guidance counselor.
- implement revisions contained in LB 525 (2015) that expanded the eligible student pool to include those enrolled in a career program or plan of study.
- remove the Institutional Application to Participate form and the Student Application form from the rule, allowing the commission to amend these forms without requiring a hearing. The forms currently included in the rule are meant to be completed manually where in practice, applicants can apply online.

On Feb. 1, Commission staff provided a draft to institutions for review and requested any comments be provided to the Commission by Feb. 18. The Commission only received comments supporting these changes.

TITLE 281, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 6  
COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION  
RULES AND REGULATIONS CONCERNING THE ACCESS COLLEGE EARLY  
SCHOLARSHIP PROGRAM ACT

**Committee  
Draft**

March 1, 2016

Commission Approved: ~~6/18/2009 Adoption~~

TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION  
CHAPTER 6 – RULES AND REGULATIONS CONCERNING THE ACCESS COLLEGE EARLY  
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Student Application	Neb. Rev. Stat. §§ 85-2102, 85-2104, and 85-2105	004
Commission Responsibilities	Neb. Rev. Stat. <del>§</del> § 85-2105, 85-2106	005
Qualified Postsecondary Educational Institution Responsibilities	Neb. Rev. Stat. <del>§</del> § 85-2102, 85-2105, and 85-2106	006
Appeal Process	Neb. Rev. Stat. <del>§</del> 85-2107	007

TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION  
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~~Nebraska Administrative Code~~

TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION  
CHAPTER 6 – RULES AND REGULATIONS CONCERNING THE ACCESS COLLEGE EARLY  
SCHOLARSHIP PROGRAM ACT

001. PURPOSE AND OBJECTIVES. The purpose of the Access College Early Scholarship Program is to provide financial assistance to low-income students for courses to be taken for credit from a qualified postsecondary educational institution while still enrolled in high school.

002. STATUTORY AUTHORITY. This rule is adopted pursuant to authority granted to the Coordinating Commission for Postsecondary Education in Neb. Rev. Stat. §§ 85-1411, 85-1412, and 85-2108.

003. DEFINITIONS.

003.01 Commission means the Coordinating Commission for Postsecondary Education.

003.02 Extreme hardship means any event, including but not limited to fire, illness, accident, or job loss, that has recently resulted in a significant financial difficulty for a student or the student's parent or legal guardian.

003.03 Postsecondary educational institution means a two-year or four-year college or university which is a member institution of an accrediting body recognized by the United States Department of Education.

003.04 Qualified postsecondary educational institution means a postsecondary educational institution located in Nebraska which has agreed, on a form developed and provided by the Commission, to comply with the requirements of the act. ~~A copy of this form is included in Appendix A.~~ The form may be found on the Commission's website.

003.05 Student means a student attending a Nebraska high school with a reasonable expectation that such student will meet the residency requirements of Neb. Rev. Stat. § 85-502 upon graduation from a Nebraska high school.

003.06 Career program or plan of study means a sequence of at least three high school courses that (a) may include dual-credit or college credit courses, (b) are part of a career pathway program of study aligned with (i) the rules and regulations of the State Department of Education, (ii) a professional certification requirement, or (iii) the requirements for a postsecondary certification or diploma, and (c) have at least one local member of business or industry partnering as an official advisor to the program.

#### 004. STUDENT APPLICATION.

004.01 A student who is applying to take one or more courses for credit from a qualified postsecondary educational institution is eligible for the Access College Early Scholarship Program if:

004.01(A) Such student or the student's parent or legal guardian is eligible to receive:

004.01(A)(i) Supplemental Security Income;

004.01(A)(ii) ~~Food stamps~~ Supplemental Nutrition Assistance Program;

004.01(A)(iii) Free or reduced-price lunches under United States Department of Agriculture child nutrition programs;

004.01(A)(iv) ~~Aid to families with dependent children;~~ Temporary Assistance for Needy Families; or

004.01(A)(v) Assistance under the Federal Special Supplemental Nutrition Program for Women, Infants, and Children; or

004.01(B) The student or the student's parent or legal guardian has experienced an extreme hardship; or;

004.01(C) The student is enrolled in a career program or plan of study and the student's family has an annual household income at or below two hundred percent of the federal poverty level.

004.02 ~~An applicant must complete a form developed by the commission. The student and his or her parent or guardian must sign the form. A copy of this form is included in Appendix B. The student must complete an application developed by the Commission for each term. The Commission shall determine the date when the application process for each term opens. The application may be found on the Commission's website.~~

004.03 ~~An applicant must attach documentation to the application that verifies enrollment in the course and the cost of the course.~~

004.03 An applicant must forward-submit the completed ~~and signed~~ application to ~~his or her guidance counselor~~ an official designated by the high school.

004.04 The ~~applicant's guidance counselor~~ official designated by the high school shall verify the student's eligibility for the scholarship. The ~~guidance counselor~~ official designated by the high school shall ~~sign the application and forward it~~ forward the application to the Commission for review within 15 days following receipt of the form from the student.

004.05 ~~If a guidance counselor is not available, the student must forward the application to his or her principal. The principal or his or her designee must fulfill the requirements of subsection 004.04.~~

004.06 ~~05 The commission must receive an application before the last day of the course or, if the course is an independent study course, before the student completes the course. The~~

student must submit an application prior to the deadline date established by the Commission for each term.

005. COMMISSION RESPONSIBILITIES.

005.01 The Commission shall verify the student's eligibility under the act by reviewing the submitted application to ensure it has been properly completed ~~and signed~~.

005.02 The Commission shall notify the student and the ~~student's guidance counselor~~ official designated by the high school of the verification of eligibility and the ~~estimated~~ award amount in writing within thirty days following receipt of ~~the form from the student's guidance counselor~~ enrollment verification from the postsecondary institution. Notification must be given in writing, whether by U.S. mail or e-mail.

005.03 The Commission shall establish priority dates for each term. Priority shall be given to students applying for the scholarship who meet the requirements in subsection 004.01A and 004.01B.

005.04 The Commission shall credit the amount of any returned scholarship awards to the Access College Early Scholarship Program Fund to provide additional scholarships.

## 006. QUALIFIED POSTSECONDARY EDUCATIONAL INSTITUTION RESPONSIBILITIES.

006.01 ~~When reporting a student's grade or failure to complete a course, the qualified postsecondary educational institution must provide the identity of the student~~The qualified postsecondary educational institution agrees to provide the following information required by the Commission to carry out the act:-

006.01(A) The course ID;

006.01(B) The course credit hours;

006.01(C) The grade earned for the course; and

006.01(D) The tuition and mandatory fees charged for the course. Should the course be a part of a career program or plan of study, the amount the ACE program will reimburse is the actual charges for tuition and mandatory fees or \$250, whichever is less. Otherwise, the amount the ACE program will reimburse is the actual charges for tuition and mandatory fees or an amount equal to the tuition and fees for the same number of credit hours if the student were taking the course as a full-time, resident, undergraduate student from the University of Nebraska-Lincoln, whichever is less.

006.02 The Commission may withhold payment of the scholarship award amount from a qualified postsecondary educational institution until the period passes when a student may receive a full refund for withdrawing from a course.

~~006.02(A) When a student withdraws from a course during the full refund period and the commission has paid a scholarship award to the qualified postsecondary educational institution, the institution must notify the commission of the withdrawn course.~~

006.02(AB) When a student withdraws from a course during the full refund period and the Commission has paid a scholarship award to the qualified postsecondary educational institution, the institution must notify the Commission of the withdrawn course and must refund the scholarship money directly to the Commission.

006.02(BG) When a student withdraws from a course after the full refund period and the Commission has paid a scholarship award to the qualified postsecondary educational institution, the institution must refund the scholarship money directly to the Commission pursuant to the institution's refund policy.

006.03 A qualified postsecondary educational institution must provide a refund when an overpayment occurs for a course for which a scholarship was awarded.

006.03(A) When an overpayment exists and the student and/or the student's parent/guardian made a payment on the account, the student and/or the student's parent/guardian must be refunded first, up to the amount paid by such person.

006.03(B) When an overpayment occurs due to a payment from any ~~other~~ source other than ~~the student~~those identified in 006.03A, the qualified postsecondary educational institution must first refund the overpayment to the Commission, up to the amount paid by the Commission pursuant to the Access College Early Scholarship Program Act.



007. APPEAL PROCESS.

007.01 A student or the student's parent or legal guardian may request in writing a review of any adverse decision by requesting such review within 20 days following notice of the adverse decision, addressed to the ~~E~~xecutive ~~D~~irector of the ~~C~~ommission. The review shall be pursuant to the Administrative Procedure Act.

## **~~Access College Early Scholarship Program Act Institutional Application to Participate~~**

I agree that the college/university listed below intends to participate in the Access College Early (ACE) Scholarship Program Act and to comply with the following conditions:

- ~~The Coordinating Commission for Postsecondary Education (CCPE) may withhold payment for the class until after the institution's 100% drop/add period to ensure the student remains enrolled in class;~~
- ~~The student receiving an ACE scholarship will not be assessed any late fees after notification is received from the CCPE that the student will receive funding through the Act;~~
- ~~The institution will report either the student's grade for the course or the student's failure to complete the course to the CCPE within thirty days after the end of the course or within one hundred eighty days after receipt of a payment if the course for which the scholarship was awarded does not have a specified ending date (a copy of the student's authorization for this release will be forwarded to the school);~~
- ~~The scholarship funds will be returned to the CCPE according to the institution's refund policy should the student withdraw from the class;~~
- ~~The institution will comply with all requirements of the ACE Act, pursuant to Neb. Rev. Stat. §§ 85-2101, et seq.~~

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Institution

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Name of Authorizing Official (Printed) \_\_\_\_\_ Title

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Signature \_\_\_\_\_ Date

---

---

E-mail \_\_\_\_\_ Phone

---

---

Contact Person (if different from above) \_\_\_\_\_ Title

---

---

E-mail \_\_\_\_\_ Phone

## **Access College Early Application Student Application**

(Please type or print legibly in pen. All information required unless indicated otherwise.)

\_\_\_\_\_/\_\_\_\_/\_\_\_\_ Gender\*: ☐ Male  
First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_ Birth Date ☐ Female  
(MM/DD/YYYY)

\_\_\_\_\_  
Home Address/City/Zip \_\_\_\_\_ GPA (A = 4.0)\*

\_\_\_\_\_  
High School/City \_\_\_\_\_ Year in High School (9, 10, 11 or 12)

\_\_\_\_\_  
Student/Parent/Guardian E-mail (if available) \_\_\_\_\_ Attending College/University

Race/Ethnicity\* (optional; check one box only):

☐ White, non-Hispanic ☐ Black, non-Hispanic ☐ Hispanic  
☐ Asian/Pacific Islander ☐ Native American ☐ Two or more races

\* For research purposes only. This information will not be used to determine your eligibility for the ACE Scholarship.

I certify that I am qualified for a scholarship under the Access College Early Act based on myself or my parent(s)/guardian(s) qualifying for at least one of the following federal benefit programs or an extreme hardship:

☐ Supplemental Security Income (SSI) ☐ Temporary Assistance for Needy Families (TANF) ☐ Food Stamps  
☐ Special Supplemental Nutrition Program (WIC) ☐ Free or Reduced Price Lunches ☐ Other Extreme Hardship

(Documentation verifying above information required.)

TITLE 284  
CHAPTER 6

APPENDIX B: SAMPLE STUDENT SCHOLARSHIP APPLICATION: Page 2

I certify that the above information is accurate and correct. I acknowledge that this scholarship will only apply to tuition and mandatory fees at the college and that the scholarship will pay the tuition and mandatory fee balance after other grants/scholarships are applied as required in the Act. I certify that I intend to graduate from a Nebraska high school and that I intend to maintain Nebraska residency upon graduation. I authorize the attending college/university listed above to release my tuition and fees statement and grades to the Coordinating Commission for Postsecondary Education upon request. This authorization is good for one year from the date of this form.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

I, the parent/guardian of the above named student, verify that the above information is correct. I authorize the high school listed above or the federal agency that administers a benefit program listed above to release documentation confirming eligibility for the benefit program checked above. I authorize the attending college/university listed above to release my child's tuition and fees statement and grades to the Coordinating Commission for Postsecondary Education when requested.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name (please print)

\_\_\_\_\_  
Phone number

I, a counselor at the high school named above, verify, to the best of my knowledge, that the above named student or the student's parent(s)/guardian(s) do qualify for the federal benefit program or has experienced an extreme hardship as indicated above.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
E-mail Address

***Please return this form via mail to J. Ritchie Morrow, Financial Aid Coordinator, CCPE, PO Box 95005, Lincoln, NE 68509-5005, e-mail to Ritchie.Morrow@Nebraska.gov, or fax to 402.471.28***

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**Committee  
Draft**

March 1, 2016

Commission Approved:

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003.02 Extreme hardship means any event, including but not limited to fire, illness, accident, or job loss, that has recently resulted in a significant financial difficulty for a student or the student's parent or legal guardian.

003.03 Postsecondary educational institution means a two-year or four-year college or university which is a member institution of an accrediting body recognized by the United States Department of Education.

003.04 Qualified postsecondary educational institution means a postsecondary educational institution located in Nebraska which has agreed, on a form developed and provided by the Commission, to comply with the requirements of the act. The form may be found on the Commission's website.

003.05 Student means a student attending a Nebraska high school with a reasonable expectation that such student will meet the residency requirements of Neb. Rev. Stat. § 85-502 upon graduation from a Nebraska high school.

003.06 Career program or plan of study means a sequence of at least three high school courses that (a) may include dual-credit or college credit courses, (b) are part of a career pathway program of study aligned with (i) the rules and regulations of the State Department of Education, (ii) a professional certification requirement, or (iii) the requirements for a postsecondary certification or diploma, and (c) have at least one local member of business or industry partnering as an official advisor to the program.

004. STUDENT APPLICATION.

004.01 A student who is applying to take one or more courses for credit from a qualified postsecondary educational institution is eligible for the Access College Early Scholarship Program if:

004.01(A) Such student or the student's parent or legal guardian is eligible to receive:

004.01(A)(i) Supplemental Security Income;

004.01(A)(ii) Supplemental Nutrition Assistance Program;

004.01(A)(iii) Free or reduced-price lunches under United States Department of Agriculture child nutrition programs;

004.01(A)(iv) Temporary Assistance for Needy Families; or

004.01(A)(v) Assistance under the Federal Special Supplemental Nutrition Program for Women, Infants, and Children; or

004.01(B) The student or the student's parent or legal guardian has experienced an extreme hardship; or

004.01(C) The student is enrolled in a career program or plan of study and the student's family has an annual household income at or below two hundred percent of the federal poverty level.

004.02 The student must complete an application developed by the Commission for each term. The Commission shall determine the date when the application process for each term opens. The application may be found on the Commission's website.

004.03 An applicant must submit the completed application to an official designated by the high school.

004.04 The official designated by the high school shall verify the student's eligibility for the scholarship. The official designated by the high school shall forward the application to the Commission for review within 15 days following receipt of the form from the student.

004.05 The student must submit an application prior to the deadline date established by the Commission for each term.

## 005. COMMISSION RESPONSIBILITIES.

005.01 The Commission shall verify the student's eligibility under the act by reviewing the submitted application to ensure it has been properly completed.

005.02 The Commission shall notify the student and the official designated by the high school of the verification of eligibility and the award amount in writing within thirty days following receipt of enrollment verification from the postsecondary institution. Notification must be given in writing, whether by U.S. mail or e-mail.

005.03 The Commission shall establish priority dates for each term. Priority shall be given to students applying for the scholarship who meet the requirements in subsection 004.01A and 004.01B.

005.04 The Commission shall credit the amount of any returned scholarship awards to the Access College Early Scholarship Program Fund to provide additional scholarships.

## 006. QUALIFIED POSTSECONDARY EDUCATIONAL INSTITUTION RESPONSIBILITIES.

006.01 The qualified postsecondary educational institution agrees to provide the following information required by the Commission to carry out the act:

006.01(A) The course ID;

006.01(B) The course credit hours;

006.01(C) The grade earned for the course; and

006.01(D) The tuition and mandatory fees charged for the course. Should the course be a part of a career program or plan of study, the amount the ACE program will reimburse is the actual charges for tuition and mandatory fees or \$250, whichever is less. Otherwise, the amount the ACE program will reimburse is the actual charges for tuition and mandatory fees or an amount equal to the tuition and fees for the same number of credit hours if the student were taking the course as a full-time, resident, undergraduate student from the University of Nebraska-Lincoln, whichever is less.

006.02 The Commission may withhold payment of the scholarship award amount from a qualified postsecondary educational institution until the period passes when a student may receive a full refund for withdrawing from a course.

006.02(A) When a student withdraws from a course during the full refund period and the Commission has paid a scholarship award to the qualified postsecondary educational institution, the institution must notify the Commission of the withdrawn course and must refund the scholarship money directly to the Commission.

006.02(B) When a student withdraws from a course after the full refund period and the Commission has paid a scholarship award to the qualified postsecondary educational institution, the institution must refund the scholarship money directly to the Commission pursuant to the institution's refund policy.

006.03 A qualified postsecondary educational institution must provide a refund when an overpayment occurs for a course for which a scholarship was awarded.

006.03(A) When an overpayment exists and the student and/or the student's parent/guardian made a payment on the account, the student and/or the student's parent/guardian must be refunded first, up to the amount paid by such person.

006.03(B) When an overpayment occurs due to a payment from any source other than those identified in 006.03A, the qualified postsecondary educational institution must first refund the overpayment to the Commission, up to the amount paid by the Commission pursuant to the Access College Early Scholarship Program Act.

## 007. APPEAL PROCESS.

007.01 A student or the student's parent or legal guardian may request in writing a review of any adverse decision by requesting such review within 20 days following notice of the adverse decision, addressed to the Executive Director of the Commission. The review shall be pursuant to the Administrative Procedure Act.

## **Introduction to the Prioritization Process for Capital Construction Budget Requests for the 2017-19 Biennium**

*March 1, 2016*

In preparation for the 2017-2019 biennial capital construction budget request process, the Commission reviews and adopts its *Prioritization Process for Capital Construction Budget Requests*. This process is used by the Commission in developing its capital construction budget recommendations and priorities each biennium. Statutes provide that the Commission shall develop from a statewide perspective a unified prioritization of individual capital construction budget requests for which it has recommended approval and submit such prioritization to the Governor and the Legislature for their consideration.

The attached staff draft of the *Prioritization Process for Capital Construction Budget Requests* is available for your review. Other than streamlining the document title, and minor grammatical and technical corrections, the proposed revisions include:

- Introduction – Additional language was added that is consistent with current statutes regarding the Commission’s role in prioritization has been added. The term “capital construction project” has been replaced throughout the document in most cases with “individual capital construction budget request” for consistency with statutes.
- Definitions – A new section was added to clarify terms as needed (Task Force for Building Renewal Budget Request definitions and classifications).
- Criterion No. 5: Quality of Facility – The table for Task Force for Building Renewal budget requests was removed with the clarification that points would not be awarded for or counted against these budget requests (See attached draft prioritized list with proposed point changes). This proposed revision would have only affected the following two individual budget request priorities during the current biennium: CSC Math Science Renovation/Addition would have moved up into a tie for 2<sup>nd</sup> and ADA – Class II Requests would have moved up into a tie for 12<sup>th</sup>.
- Criterion No. 6: Avoid Unnecessary Duplication – Language related to “funds” and “funding” have been removed from this criterion. Past individual capital construction budget requests have been reviewed for an unnecessary duplication of space only.

Also attached for your reference is the Commission’s prioritized list of approved capital construction budget requests submitted to the Governor and Legislature for the 2015-2017 biennium. Other than reaffirmations, only priorities related to the Building Renewal Allocation Fund have received partial funding during the current biennium (\$9.163 million per year from cigarette taxes).

Commission staff submitted a draft to University and State College staff for comments or suggestions on Jan. 6. Institutions have not provided any proposed revisions to the staff draft.



# **Prioritization Process ~~to~~ ~~Sequence Appropriations~~ for ~~Approved~~ Capital Construction ~~Projects~~ Budget Requests**

**Committee Draft**

*March 1, 2016*

March 10, 2016 Revision

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# COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

## PRIORITIZATION PROCESS ~~TO SEQUENCE APPROPRIATIONS~~ FOR ~~APPROVED~~ CAPITAL CONSTRUCTION ~~PROJECTS~~ BUDGET REQUESTS

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## INTRODUCTION

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The Coordinating Commission for Postsecondary Education is statutorily responsible to develop from a statewide perspective a unified prioritization of individual capital construction budget requests for which it has recommended approval and submit such prioritization to the Governor and the Legislature for their consideration. In establishing its prioritized list, the Commission may consider and respond to the priority order established by the Board of Regents or the Board of Trustees in their respective capital construction budget requests~~for recommending to the Governor and Legislature a list, in priority order, of approved capital construction projects that should receive funding.-~~

The following pages outline the Commission's process for establishing the sequential order for financing University of Nebraska, Nebraska State College System, and Nebraska College of Technical Agriculture capital construction requests. The process reflects the Major Statewide Facilities Goal in the *Comprehensive Statewide Plan for Postsecondary Education*:

“Nebraskans will advocate a physical environment for each of the state’s postsecondary institutions that supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.”

Individual capital projects construction budget requests will be considered for this prioritization list only after prior approval of the institution’s governing board and the Commission (as required), and only if the institution is requesting State funding through the biennial budget request process. In addition, the Commission’s capital project construction prioritization and budget recommendations and prioritization will identify any other project eligible for State funding that has been previously approved by the Commission, and for which governing boards are not requesting State funding in their current capital construction budget request.

The prioritization process involves the use of ten weighted criteria. The percentage resulting from these criteria’s cumulative point total establishes the recommended funding order of individual capital projects construction budget requests. The following outline provides a synopsis of each criterion, including the maximum point total for each. Individual criteria are explained in greater detail within this document.

### 1. Statewide Facilities Category Ranking

30 points

The Commission will determine statewide ranking of broad facilities request categories as part of a continual evaluation of the State's needs.

### 2. Sector Initiatives

10 points

Governing boards may designate initiatives that promote immediate sector capital construction needs for the coming biennium.



- |   |           |
|---|-----------|
| <b>3. Institutional Strategic and Long-Range Planning</b>   | 10 points |
| Governing boards may display the need for individual capital construction requests through institutional strategic and long-range planning.                             |           |
| <b>4. Immediacy of Need</b>   | 10 points |
| Urgency of need for a capital construction request will be considered.  |           |
| <b>5. Quality of Facility</b>   | 10 points |
| The condition and function of a program or service's facility(s) will be considered in the development of priorities.   |           |
| <b>6. Avoid Unnecessary Duplication</b>   | 10 points |
| Unnecessary duplication will be evaluated in this process by reviewing the ability to increase access and/or serve a valid need while avoiding unnecessary duplication. |           |
| <b>7. Appropriate Quantity of Space</b>   | 5 points  |
| An institution can show how a capital construction request provides an appropriate quantity of space for the intended program or service.                               |           |
| <b>8. Statewide Role and Mission</b>  | 5 points  |
| Broad statewide role and mission categories will be considered.   |           |
| <b>9. Facility Maintenance Expenditures</b>   | 5 points  |
| Ability of an institution to maintain its existing facilities is considered.  |           |
| <b>10. Ongoing Costs</b>  | 5 points  |
| Potential long-term costs (or savings) associated with a capital construction <del>project</del> <u>budget request</u> will be considered.                              |           |

## CRITERION NO. 1: STATEWIDE FACILITIES CATEGORY RANKING

**Maximum Possible Points:** 30 points

### Process for Awarding Points:

This criterion ranks the types of facilities request categories based on the Commission view of overall statewide needs. The table that follows lists statewide priorities for broad capital construction categories used in developing capital construction budget requests. The Commission places a high priority on the safety of facility occupants and maintaining the State's existing physical assets.

Facilities Category Rankings		
LB 309 Task Force for Building Renewal Classifications*	All Other Types of Facilities Request Categories	Max. Points
Fire & Life Safety - Class I		30 pts.
Deferred Maintenance - Class I or Amer. w/ Disabilities Act - Class I or Energy Conservation - Class I or	Partially-funded <del>Projects</del> <u>Requests</u>	27 pts.
Fire & Life Safety - Classes <del>II &amp; III</del>	Instructional Tech. & Telecom.	21 pts.
	Master Planning/Programming or Renov./ Remdl./Replacement or Infrastructure Repair/Replacement	18 pts.
	Infrastructure Expansion	15 pts.
Deferred Maintenance - Classes <del>II &amp; III</del> or	New Construction or Land Acquisition - Program Needs	12 pts.
Energy Conserv <u>ation</u> - Classes <del>II &amp; III</del>		9 pts.
Amer. w/ Disab <u>ilities</u> - Act - Classes <del>II &amp; III</del>		6 pts.
	Land Acquisition - Future Expansion	3 pts.

\* Definitions of Task Force for Building Renewal classifications are included at the end of this document.

~~Projects~~ Individual capital construction budget requests that include combinations of two or more of the listed categories will be weighted to attain an average point total. The

Commission will only weight multiple categories in a project request when each category comprises a minimum of 5% of the project request. The weighting of projects-requests will use square foot comparisons where possible, with an institution's cost estimate used as an alternate method when necessary. For example, if one-third of a renovation project request addresses Fire & Life Ssafety - Class I needs, then the project request would receive 10 points (1/3 of 30 pts.) for its fire & life safety component and 12 points (2/3 of 18 pts.) for its renovation component for a total of 22 points. It is the institution's responsibility to inform the Commission of projects-requests that may receive points from two or more categories and to provide supporting information. Possible sources for identifying this information may include the LB 309 Budget Requests, program statements, or institutional capital construction budget request forms.

Partially funded projects-requests will be defined as follows: Projects-Individual capital construction requests previously approved by the Commission (~~or grandfather projects~~) that have received partial funding (including appropriations from the Legislature and confirmed grants or pledges) for design and/or construction within the past two years. The Commission places a high priority on completing projects to prevent disruptions in programs or services. A high priority is also placed on approved capital projects-construction budget requests with substantial amounts of alternate funding available.

Projects-Requests that qualify for the partially funded classification will be weighted based on the percentage of the project request that is partially funded to attain an average point total. For example, a new construction project request approved by the Commission with 50% of the design or construction funds pledged by a donor would receive half the weighted points for this criterion from the partially funded category and half from the new construction category.

Replacement space will be defined as follows: Replacement of a program or service's existing space with new construction, or relocation and renovation, due to the insufficient quality of its existing space. The project request includes removal of the program or service's existing space by demolition or sale. The need for replacement space may be appropriate when it is more economically feasible than renovation. Additional functional issues that are considered in the decision whether to renovate or to replace would include: net-to-gross square footage ratios, actual useable space, floor-to-floor height needs, flexibility of floor plans, utility service needs, etc.

### **Comments and Possible Future Refinements to the Process:**

The Commission will should review these broad statewide facilities category rankings at the beginning of each biennial budget cycle. Changes in the postsecondary education environment such as enrollment or budgetary fluctuations, governmental mandates, and technological advances will have a significant impact in establishing the priority needs of the State's public postsecondary institutions.

## CRITERION NO. 2: SECTOR INITIATIVES

---

**Maximum Possible Points:** 10 points

### Process for Awarding Points:

This criterion allows each sector to identify programmatic initiatives related to capital construction budget requests that are a high priority to the institution and the State. The need for a facility cannot be determined solely on how much space an institution requires or the facility's condition. Facilities should also be evaluated on the basis of whether they address strategic initiatives for postsecondary education or respond expeditiously to meet Nebraskans' educational, economic, and societal needs. Evaluation must also be concerned with meeting the qualitative requirements of programs. This criterion allows each sector to identify its immediate or short-term initiatives that relate to capital construction. A "sector initiative" should result in the identification of clearly focused requirements. It is not intended to identify broad sector role and mission assignments as identified in statutes.

The following table provides the method for distribution of points for each capital request:

Sector Initiatives	Max. Points
The <u>project request</u> promotes a designated "sector initiative"	10 pts.

No one project request may earn more than the maximum ten points. Governing boards that would like Commission consideration for this criterion should identify "sector initiatives" in their capital construction budget request to the Governor, Legislature, and Commission. These designations must be limited to no more than three initiatives for the University of Nebraska System and no more than two initiatives for the Nebraska State College System.

Points will not be awarded to or counted against Nebraska College of Technical Agriculture at Curtis (NCTA) projects requests. Unlike other University campuses, NCTA submits a separate capital construction budget request to the Governor, Legislature, and Commission. NCTA is a small campus that generally submits few projects requests in its capital construction budget request. By excluding NCTA projects requests from this criterion, it prevents penalizing any institutional requests.

Governing boards may designate "sector initiatives" to promote issues they determine are a priority for the coming biennium. The following examples are provided for illustrative purposes only:

- 1) Designating a specific academic program or service offered by one or more institutions within a sector;

- 2) Designating a college or school within an institution or sector;
- 3) Designating a specific research, public service or support area at one or more institution; or
- 4) Designating system-wide initiatives such as classroom or class laboratory improvements, enhancing instructional technology, or addressing the deferred maintenance backlog on campuses.

Initiatives may be used to enhance specific instructional capabilities, improve economic development for the State, or provide better service to Nebraska residents. The only restriction to be placed on these designations is that they cannot be so broad as to incorporate a sector's role and mission assignment, such as general improvements to instruction, research, or public service.

The Commission will award points to projects-requests containing a "sector initiative" based on the percentage of space or funding that relates to the designation. For example, if half a renovation project\_request's space is for a college designated as a "sector initiative," then that project\_request would receive five points.

#### Comments:

Inclusion of this criterion allows governing boards to inform the Governor, Legislature, and Commission of "sector initiatives" involving institutional programs or services that will affect capital construction needs for the coming biennium. This criterion incorporates institutional strategic issues affecting capital construction into the priority process.

### CRITERION NO. 3: INSTITUTIONAL STRATEGIC AND LONG-RANGE PLANNING

---

**Maximum Possible Points:** 10 points

**Process for Awarding Points:**

This criterion quantifies the degree to which an project individual capital construction budget request supports the institutional Strategic Plan and Comprehensive Facilities Plan. Postsecondary education must take a long-range view of its facilities needs and create a vision of the institution's direction, mission, array of programs, and physical facilities. The Commission recognizes existing institutional strategic and long-range planning efforts and encourages continued planning by institutions and governing boards. Strategic and long-range planning is one tool that enables institutions to meet such objectives as: promoting access to education, improving the economic development potential for Nebraska, and improving our quality of life. Therefore, all capital construction budget requests that conform with existing governing-board-approved plans may receive up to six points as shown in the table below. Additional points may be allocated based on the inclusion of other critical planning elements.

Institutional Long-range Planning	Points
The <u>project request</u> is in compliance with governing-board-approved Strategic Plan and Institutional Comprehensive Facilities Plan submitted to the Commission	6 pts.
The governing-board-approved Strategic Plan identifies major external and internal environmental trends, forecasts, and assumptions that affect the capital construction <u>project budget request</u> 's program or service	2 pts.
A clear link is shown between the program or service's direction and needs in both the Strategic Plan and Institutional Comprehensive Facilities Plan	2 pts.
<b>Sum of points allocated for institutional long-range planning</b>	<b>10 pts.</b>

External and internal environmental trends, forecasts, and assumptions may include such determinates as key social, demographic, educational, economic, and technological issues affecting an institution's programs and services. Trend data and analysis should go back an appropriate length of time. Forecasts should similarly cover an appropriate length of time to adequately implement strategies in the Institutional Comprehensive Facilities Plan.

An institution's Strategic Plan is the driving force through which its goals are articulated. Any capital construction budget request should not only be justified through the Institutional

Comprehensive Facilities Plan, but should also be linked to the overall direction that the institution moves toward in the Strategic Plan.

**Comments:**

Inclusion of this criterion allows for significant participation by the institutions and governing boards in identifying institutional direction.

## CRITERION NO. 4: IMMEDIACY OF NEED

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**Maximum Possible Points:** 10 points

### Process for Awarding Points:

This criterion quantifies the degree of immediacy of need for individual capital construction project budget requests. The number of capital construction budget requests has always exceeded the ability of the Legislature to fund them. Therefore, projects-requests intended to meet existing needs of a program or service versus projected needs will be given priority. Those projects-requests that would have an immediate impact on unmet programmatic or service needs, or designated statewide initiatives will also be given priority.

The following table provides the method for distribution of points for each individual capital construction budget request:

Degree of Need	Points
Primarily meets short-term needs of program or service (<5 years)	8-10 pts.
Primarily meets mid-term needs of program or serv. (≥5 yrs. to 10 yrs.)	4-7 pts.
Prim. meets long-range needs of program or serv. (>10 yrs. to 20 yrs.)	1-3 pts.
Prim. meets needs of prog. or serv. past long-range needs (>20 yrs.)	0 pts.

This criterion is not intended to discourage proper planning and programming of facilities. The consideration of a program or service's future expansion needs will be recognized when appropriate. Points awarded in this criterion will focus on the primary reason an institution project is requesting funding. The Commission recognizes that proper planning of a facility may require long-range expansion space to be incorporated into a project-request that primarily addresses short-term needs.



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## CRITERION NO. 5: QUALITY OF FACILITY

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**Maximum Possible Points:** 10 points

### Process for Awarding Points:

This criterion quantifies the degree to which the project-individual capital construction budget request provides a suitable quality physical environment. The quality of facilities available to a program or service can be measured in two areas:

- 1) By the condition of the primary or secondary structural and facility service systems (5 possible points); and
- 2) The functional layout of the facilities (5 possible points).

The following tables provide the method for distribution of points for each capital request:

Condition of Primary, Secondary and Service Systems	Points
Facility in poor condition (cost of repairs >10% of replacement value)	5 pts.
Facility in fair condition (cost of repairs >5% to 10% of facility replacement value)	3 pts.
Facility in good condition (cost of repairs >0% to 5% of facility replacement value)	1 pt.
Facility in excellent condition (cost of repairs is 0% of facility replacement value)	0 pts.

The condition of existing facilities will be determined based on the following sources:

- 1) A recent (within the last five years) *Facilities Audit Survey*;
- 2) *LB 309 Task Force for Building Renewal Budget Request*; or
- 3) Institutional or Commission staff estimates.

The cost of repairs should not consider alterations in room layout or other remodeling costs.

<b>Functional Layout of Space</b>	<b>Points</b>
Addresses inadequate flexibility or layout of existing space	2.0 pts.
Addresses accessibility deficiencies with existing space	1.0 pt.
Addresses inadequate utility services or infrastructure needs (including instructional technology needs) of program	1.0 pt.
Addresses insufficient fixed or specialized equipment needs of program	0.5 pts.
Addresses environmental problems with existing space (acoustical problems, poor illumination, etc.)	0.5 pts.
<b>Sum of points allocated for functional layout of space</b>	<b>5 pts.</b>

Planning and programming requests will be allocated points based on the perceived quality of the spaces where the program or service is presently located.

~~Fire & life safety, deferred maintenance, ADA, and energy conservation project point totals for this criterion will be determined based on the following table:~~

<b>Fire &amp; Life Safety, Deferred Maint., ADA, and Energy Conservation</b>	<b>Points</b>
<del>Fire &amp; Life Safety Projects – Class I</del>	<del>10 pts.</del>
<del>Deferred Maintenance Projects – Class I</del>	<del>9 pts.</del>
<del>American w/ Disabilities Proj. – Class I &amp; Energy Conserv. Projects – Class I</del>	<del>8 pts.</del>
<del>Fire &amp; Life Safety Projects – Class II &amp; III</del>	<del>7 pts.</del>
<del>Deferred Maintenance Projects – Classes II &amp; III</del>	<del>4 pts.</del>
<del>Energy Conservation Projects – Classes II &amp; III</del>	<del>3 pts.</del>
<del>American with Disabilities Act Projects – Classes II &amp; III</del>	<del>2 pts.</del>

Points will not be awarded to or counted against LB 309 Task Force for Building Renewal or land acquisition projects requests.

## CRITERION NO. 6: AVOID UNNECESSARY DUPLICATION

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**Maximum Possible Points:** 10 points

### Process for Awarding Points:

Projects-Individual capital construction budget requests will receive the maximum points possible for this criterion if the project request contains no unnecessary duplication of facilities. This criterion quantifies the degree to which a project request increases access or serves valid needs while avoiding unnecessary duplication. The number of points deducted from the maximum allowed will be based on how much space ~~or funds~~ related to a request constitutes is an unnecessary duplication.

Unnecessary duplication will not substantially increase access and/or serve valid needs. The Commission will consider unnecessary duplication in existing public and/or private facilities in Nebraska, neighboring states, or consortia such as the Midwestern Higher Education Commission Compact, which are reasonably accessible to the institution.

The following table provides the method for distribution of points for each capital request:

Amount of Unnecessary Duplication	Points
<u>Request Space or funding</u> contains no unnecessary duplication	10 pts.
<u>Request Space or funding</u> contains > 0% to 2% unnec <u>essary-</u> duplication	8 pts.
<u>Request Space or funding</u> contains > 2% to 5% unnec <u>essary-</u> duplication	5 pts.
<u>Request Space or funding</u> contains > 5% to 10% unnec <u>essary-</u> duplication	2 pts.
<u>Request Space or funding</u> contains >10% to 15% unnec <u>essary-</u> duplication	1 pt.
<u>Request Space or funding</u> contains >15% unnecessary duplication	0 pts.

### Comments:

This criterion allows the Commission to approve a generally needed project request with a small amount of duplication. Minor amounts of unnecessary duplication are then addressed through this prioritization process.

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## CRITERION NO. 7: APPROPRIATE QUANTITY OF SPACE

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**Maximum Possible Points:** 5 points

### Process for Awarding Points:

This criterion quantifies the degree to which the project-individual capital construction budget request effectively accommodates space needs. The quantity of space proposed for a program can be justified by at least one of the following three methods:

- 1) Use of governing-board-adopted and/or externally mandated space or land guidelines;
- 2) Use of utilization reports; and/or
- 3) By requirements determined by professional planners.

The following table provides the method for distribution of points for each capital request:

Justification for Quantity of Space Needs	Points
Amount of space required for a program is justified by space or land guidelines as applicable	2 pts.
Amount of space required for a program is justified by utilization reports as applicable	2 pts.
Amount of space required for a program is justified by professional planners in the program statement when space or land guidelines do not apply to a particular type of space	1 pt.
<b>Sum of points allocated for quantity of space needs</b>	<b>5 pts.</b>

Space that does not easily conform to space or land guidelines or utilization reporting formats will not adversely affect the number of points allocated to a project request. An example of a type of space that would not conform to both qualitative measures would be research laboratory space. Utilization reports for this type of space are not practical since research space is generally not shared. A project request that included only research laboratory space would receive five points if it is verified by appropriate space guidelines and professional planners. The Commission will also consider the adaptability of existing space in renovation projects-requests when comparing space guidelines with the amount of space proposed.

Fire & Life Safety, Deferred Maintenance, Code Compliance, and Energy Conservation ~~projects-requests~~ will not be included in this criterion since they do not address an institution's space needs.

## CRITERION NO. 8: STATEWIDE ROLE AND MISSION

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**Maximum Possible Points:** 5 points

### Process for Awarding Points:

In determining priorities for individual capital construction budget requests, the Commission will consider the relative priorities of role and mission categories from a broad statewide perspective. The priorities are not intended to reflect any individual institution, but the overall role of these areas in meeting the needs of Nebraska residents.

The following table establishes broad statewide priorities for role and mission categories as it is reflected in each capital construction budget request:

Statewide Role and Mission Categories	Points
Undergraduate Instructional Space and Academic Support Space	5 pts.
Graduate or Professional Instructional Space; Student Support Space and Basic or Technology Transfer Research Space	4 pts.
Public Service Space and Applied Research Space	3 pts.
Administrative or Operational Support Space	2 pts.

Projects-Requests that include combinations of two or more of the listed categories will be weighted to attain an average point total. The Commission will only weight multiple categories in a project-request when each category comprises a minimum of 10% of the project request. The weighting of projects-requests will use square foot comparisons where possible, with an institution's cost estimate used as an alternate method when necessary. The following examples are provided for each category:

- Undergraduate Instructional Space - Includes classrooms, class laboratories, classroom service, class laboratory service, and faculty offices used to support undergraduate instruction.
- Academic Support Space - Includes space for learning or student assistant centers (includes tutoring services, study skills<sup>2</sup> services, etc.), libraries, academic computing services, museums or galleries, educational media services, academic administration, etc.
- Student Support Space - Includes space for counseling and career guidance services, social and cultural centers, financial aid services, non-self-supporting intercollegiate athletics, student service administration, etc. The following self-supporting functions are excluded: dormitories or residence halls, student unions, student medical services, student auxiliary services (includes child care services, bookstores, etc.), recreational facilities, etc.



- Graduate or Professional Instructional Space - Includes classrooms, class laboratories, classroom service, class laboratory service, and faculty offices used to support graduate or professional instruction.
- Basic or Technology Transfer Research Space - Includes research laboratories, research laboratory service, and offices used to support all “organized research” as specified in the Office of Management and Budget (OMB)-Circular A-21 2 CFR, Part 220, including both “sponsored research” (sponsored by federal and non-federal agencies or organizations) and “university research” (institutional research and development separately budgeted by the institution under an internal application of institutional funds).
- Public Service Space - Includes space for direct patient care, community services, cooperative extension services, public broadcasting services, etc.
- Applied Research Space - Includes space for departmental research used for instructional improvement and research that is not separately budgeted by the institution per OMB-Circular-21 2 CFR, Part 220.
- Administrative or Operational Space - Includes space for executive management, administrative computing services, student admissions or records, physical plant administration, facility maintenance services, custodial services, utility services, landscape or grounds services, central stores services, etc.

### Comments and Possible Future Refinements to the Process:

A review of the above priorities in the Commission's *Comprehensive Statewide Plan* confirms the Commission's statewide perspective of these role and mission categories.

Existing role and mission statutes for the University of Nebraska lists the following priorities in section-Neb. Rev. Stat. § 85-942:

“It is recognized that as the state's land grant institution the University of Nebraska is engaged in instruction, research, and public service, and that these three parts of the university's mission are interdependent. However, when viewed in its entirety, the university's first priority will be undergraduate instruction, the university's second priority will be graduate and professional instruction and research, and the university's third priority will be public service.”

Existing role and mission statutes for the Nebraska state colleges lists the following priorities in section-Neb. Rev. Stat. § 85-951:

“The state colleges, collectively and individually, will have as their first priority the provision of baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs in education. The colleges' second instructional priority will be master's programs in education and other areas authorized by the Legislature. Such colleges' third priority will be the continuation and development of applied research and public service activities. The colleges' fourth priority will be the awarding of the specialist degree in education.”

Similar to the first criterion regarding Statewide Facilities Category Ranking, this criterion should be reviewed on a biennial basis. Commission recommendations may involve statutory revisions.

## CRITERION NO. 9: FACILITY MAINTENANCE EXPENDITURES

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**Maximum Possible Points:** 5 points

### **Process for Awarding Points:**

This criterion quantifies the degree to which an institution supports well-maintained facilities- ~~using a~~<sup>A</sup> formula based on dollars expended for facility maintenance as a percentage of the current replacement value (CRV) of an institution's state-owned and operated facilities. Dollars expended will be determined from the mean average of the most recently completed biennium as reported in the institution's biennial *Operating Budget Request* and Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* as follows:

- 1) Program Classification ~~Structure~~<sup>system</sup> (PCS) program number 707-Physical Plant Operations, sub-program summary number 72-Building Maintenance from each institution's biennial *Operating Budget Request* will be included;
- 2) The portion of PCS program 707, sub-program 76-Major Repairs and Renovations of each institution's biennial *Operating Budget Request* used for facility maintenance as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. Institutions may be requested to identify the amount expended for facility maintenance projects within this sub-program by project and year;
- 3) The portion of departmental or administrative unit funds excluded from PCS sub-program numbers 72 and 76 used for facility maintenance as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. University campuses will report departmental facility maintenance information from accounts 552630 - R&M Building and Other Structure and 553440 - Construction & Maintenance Supplies. Institutions may be requested to identify the amount expended for facility maintenance by administrative unit and year; and
- 4) Plant Fund Transfer Projects that are primarily (over 50%) facility maintenance projects as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. Individual Plant Transfer Fund Projects will be identified in each institution's biennial *Operating Budget Request*. These Plant Fund Transfer Projects must be based on the facility maintenance definition in the Association of Higher Education Facilities Officers (APPA) study, *Facilities Performance Indicators*.

Current replacement value (CRV) of state-owned and operated facilities will be determined from the Statewide Facilities Database and institutional reports. The average CRV at an

institution will be determined for the same years from which the maintenance expenditures were taken, and will be verified with sector facilities representatives.

An institution's expenditures for facilities maintenance as a percentage of their current replacement value (CRV) of state-owned and operated facilities will be used to determine the number of points awarded. The following table provides the formula for the distribution of points for each capital request:

Facility Maintenance Formula	Points
Institution's facility maint. expenditures are $\geq 1.00\%$ of CRV	5.0 pts.
Institution's facility maint. expenditures are $\geq 0.95\%$ to $< 1.00\%$ of CRV	4.5 pts.
Institution's facility maint. expenditures are $\geq 0.90\%$ to $< 0.95\%$ of CRV	4.0 pts.
Institution's facility maint. expenditures are $\geq 0.85\%$ to $< 0.90\%$ of CRV	3.5 pts.
Institution's facility maint. expenditures are $\geq 0.80\%$ to $< 0.85\%$ of CRV	3.0 pts.
Institution's facility maint. expenditures are $\geq 0.75\%$ to $< 0.80\%$ of CRV	2.5 pts.
Institution's facility maint. expenditures are $\geq 0.70\%$ to $< 0.75\%$ of CRV	2.0 pts.
Institution's facility maint. expenditures are $\geq 0.65\%$ to $< 0.70\%$ of CRV	1.5 pts.
Institution's facility maint. expenditures are $\geq 0.60\%$ to $< 0.65\%$ of CRV	1.0 pt.
Institution's facility maint. expenditures are $\geq 0.50\%$ to $< 0.60\%$ of CRV	0.5 pts.
Institution's facility maint. expenditures are $< 0.50\%$ of CRV	0.0 pts.

Institutions that expend more than 2.2% (mid-point of a recommended range) of their total general and cash fund appropriation for facility maintenance, as averaged over the same period, will automatically receive 5 points for this criterion. This is intended to account for a reasonable effort by institutions to maintain their facilities based on available resources.

## CRITERION NO. 10: ONGOING COSTS

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**Maximum Possible Points:** 5 points

### Process for Awarding Points:

This criterion quantifies the degree to which an project-individual capital construction budget request will affect ongoing operating and maintenance commitments for State tax funds. The following table provides the method for distribution of points for each capital construction budget request:

Ongoing Costs	Points
Eliminates state funding requirements for facilities operations & maintenance (O&M) costs through use of alternative funding sources or is an LB 309 Energy Conservation - Class I <u>ProjectRequest</u>	5 pts.
Reduces the level of increased state funding requirements for facilities O&M costs through use of alternative funding sources or is an LB 309 Energy Conservation - Class II- <del>or III</del> <u>ProjectRequest</u>	4 pts.
Does not increase state funding requirements for facilities O&M costs	3 pts.
Justifiable request for increased state funded facilities O&M costs	2 pts.
Unjustifiable request for increased state funded facilities O&M costs	0 pts.

### Comments:

The Commission supports institutional initiatives to limit the incremental increase for state funding for new and renovated facility O&M costs. This criterion's intent is to maintain an awareness of future State funding obligations created by construction of additional institutional space. An incentive is provided to reduce future State funding obligations.

Examples of an unjustifiable request for increased state funded facilities O&M costs would include: 1) A request for state funds that exceeds the Commission's estimate for facilities O&M costs by more than 10 percent, or 2) a request for state funding for facilities O&M costs for a type of space that generally utilizes self-supporting or other non-tax funding sources as outlined in the *Statewide Facilities Plan*.

## OTHER PRIORITIZATION CONSIDERATIONS: ESSENTIAL SEQUENCING OF MULTIPLE PROJECTS INDIVIDUAL BUDGET REQUESTS

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**Comments:** Projects-Individual capital construction budget requests that require a phasing sequence with other projects-requests in the Commission's prioritized list will be listed in the order required. An example of a phasing requirement would be a utility plant expansion request that would need to be completed before a new facility request could come on line due to insufficient existing utilities capacities. If the priorities established by the process stated in this document do not rank projects-requests in the appropriate phasing sequence, then the project-individual capital construction budget request rankings will be revised accordingly. This will be accomplished by ranking all other projects-requests involved in the phasing sequence behind the initial phase projectrequest. If the second phase project-request has a higher percentage point total, then it will be moved and ranked immediately after the first phase project request. This rationale will continue for the third and subsequent phases s-projects-as-necessary.

## **DEFINITIONS:**

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### **Task Force for Building Renewal Budget Request Definitions and Classifications**

**FIRE/LIFE SAFETY:** Requests to correct or repair structural, mechanical, or other defects in a building or its components, or utility systems which endanger the lives or health of state employees or the general public. Such requests bring the facilities, components, or utility systems into compliance with current fire safety, life safety, and hazardous materials abatement requirements, and provide a safer structural environment. Requests for funding to provide fire/life-safety improvements are divided into two classes:

Class I Building or utility system changes/modifications which are required to rectify a situation where the health and well-being of the occupants of a building are immediately, directly, and clearly imperiled, or where local, state or federal code officials have determined certain fire/life-safety improvements are needed immediately in order to ensure the safety of building occupants or users.

Class II Other building changes/modifications which may be necessary to comply with fire/life safety codes and to avoid potential danger to the health and safety of the building occupants.

**DEFERRED MAINTENANCE:** Requests to repair structural or mechanical defects that would endanger the integrity of a building, utility system or their components or allow the unwanted penetration of a building or system by the outdoor elements. Requests for funding of deferred repair projects are divided into two classes:

Class I Items for immediate action to avoid unwanted penetration of a building by outdoor elements and to avoid costly damage to a building, utility system or their components. If these projects are not addressed, it could very possibly stop a program or a service from being achieved due to a building or utility system failure.

Class II Items of imperative need to correct problems that if neglected will quickly deteriorate further into Class I items or that must be done to provide efficient use of the facility or system.

**AMERICANS WITH DISABILITIES ACT (ADA):** Requests provide building and program accessibility for disabled and physically challenged individuals and bring a building into compliance with the 2010 ADA Standards for Accessible Design (2010 ADA). Requests should be limited to structural modifications to buildings or other requests normally handled through the capital construction process. Minor pieces of equipment, computer modifications, and other non-

capital items should be included in the operating budget request. Requests for funding to provide accessibility for the disabled and physically challenged are divided into two classes:

Class I Structural changes/modifications which have been clearly found to be necessary to comply with the 2010 ADA Standards for Accessible Design (2010 ADA) or which have been deemed necessary by physically challenged individuals in order to work or gain program access in a facility.

Class II Other structural changes or modifications which may be necessary to comply with Americans with Disabilities Act (ADA) federal law.

**ENERGY CONSERVATION:** Requests whose primary emphasis is the reduction of energy consumption by a building, utility system or their components. The objectives of the conservation request, along with financing options, should be included in requested projects. Requests for funding of energy conservation projects are divided into two classes:

Class I Items for immediate action to correct deficiencies creating excessive use of energy resources. Projects for which energy conservation measure funding applications have been or are planned to be submitted to the Nebraska Energy Office should be included in this category. Simple payback should be five (5) years or less.

Class II Items which if not addressed will create an additional strain on energy resources and which if accomplished would result in operating expenditure reductions. Simple payback should be five (5) to ten (10) years.

Source: Administrative Services – State Budget Division Budget Instructions, 2015-2017 Biennium.

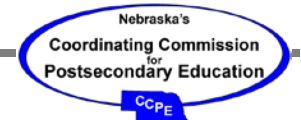
## Unified Statewide Capital Construction Budget Request Priorities 2017-2019 Biennium for the Nebraska State College System, University of Nebraska & Nebr. College of Technical Agriculture

				Prioritization Criteria												
				Statewide Facilities Category Rank	Sector Initiatives	Inst. Strategic & Long-Range Plan	Immediacy of Need	Addressing Quality of Facility	Avoid Unnecessary Duplication	Appropriate Quantity of Space	Statewide Role & Mission	Bldg. Maintenance Expenditures	Ongoing Costs	Total Points	Possible Points	Percent of Points
Priority	Institution	Budget Request Title <sup>1</sup>	2015-2017 Biennium State Appropriation Amount Recommended													
1.	St. Col./Univ.	Fire & Life Safety - Class I Requests	\$12,843,941	30.0	0.0	---	10.0	---	10.0	---	3.6	4.6	3.0	61.2	75	82%
2.	St. Col./Univ.	Deferred Repair - Class I Requests	\$21,025,968	27.0	0.0	---	10.0	---	10.0	---	4.4	4.7	3.0	59.1	75	79%
2.	CSC	Math Science Renovation/Addition	\$15,830,980	18.4	10.0	8.0	9.0	8.0	10.0	4.0	5.0	5.0	2.0	79.4	100	79%
4.	St. Col./Univ.	Energy Conservation - Class I Requests	\$2,669,250	24.0	0.0	---	9.0	---	10.0	---	3.9	4.8	5.0	56.7	75	76%
5.	St. Col./Univ.	ADA - Class I Requests	\$545,700	24.0	0.0	---	9.0	---	10.0	---	4.9	4.6	3.0	55.5	75	74%
6.	WSC	Industrial Technology Facility Planning	\$77,000	18.0	0.0	10.0	8.0	8.0	10.0	---	5.0	5.0	2.0	66.0	95	69%
6.	PSC	Theatre Renovation Planning	\$70,000	18.0	0.0	10.0	8.0	8.0	10.0	---	4.0	5.0	3.0	66.0	95	69%
8.	St. Col./Univ.	Fire & Life Safety - Class II Requests	\$1,327,096	21.0	0.0	---	8.0	---	10.0	---	4.4	4.0	3.0	50.3	75	67%
9.	NSCS	Energy Master Plan	\$75,000	18.0	0.0	8.0	8.0	3.0	10.0	---	4.6	5.0	4.0	60.6	95	64%
10.	St. Col./Univ.	Deferred Repair - Class II Requests	\$0	12.0	0.0	---	7.0	---	10.0	---	4.3	4.5	3.0	40.8	75	54%
11.	St. Col./Univ.	Energy Conservation - Class II Requests	\$0	9.0	0.0	---	6.0	---	10.0	---	4.3	4.2	4.0	37.5	75	50%
12.	PSC	Biomass Energy Center	\$75,000	9.0	0.0	6.0	1.0	3.0	10.0	---	4.6	5.0	4.0	42.6	95	45%
12.	St. Col./Univ.	ADA - Class II Requests	\$0	6.0	0.0	---	6.0	---	10.0	---	4.3	4.5	3.0	33.8	75	45%
Possible Points for each Prioritization Criterion			\$54,539,935	30.0	10.0	10.0	10.0	10.0	10.0	5.0	5.0	5.0	5.0		100	

<sup>1</sup> This prioritized list does not include individual capital construction budget requests seeking reaffirmation funding or Commission-approved projects not included in a governing board budget request.



## Section V - Commission Prioritization of Approved Projects



### Statewide Capital Priority Recommendations 2015-2017 Biennium for the Nebraska State College System, University of Nebraska & Nebr. College of Technical Agriculture

Priority	Institution	Project Title <sup>1</sup>	2015-2017 Biennium State Appropriation Amount Recommended	Prioritization Criteria												
				Statewide Facilities Category Rank	Sector Initiatives	Inst. Strategic & Long-Range Plan	Immediacy of Need	Addressing Quality of Facility	Avoid Unnecessary Duplication	Appropriate Quantity of Space	Statewide Role & Mission	Bldg. Maintenance Expenditures	Ongoing Costs	Total Points	Possible Points	Percent of Points
1.	St. Col./Univ.	Fire & Life Safety - Class I Requests	\$12,843,941	30.0	0.0	---	10.0	10.0	10.0	---	3.6	4.6	3.0	71.2	85	84%
2.	St. Col./Univ.	Deferred Repair - Class I Requests	\$21,025,968	27.0	0.0	---	10.0	9.0	10.0	---	4.4	4.7	3.0	68.1	85	80%
3.	CSC	Math Science Renovation/Addition	\$15,830,980	18.4	10.0	8.0	9.0	8.0	10.0	4.0	5.0	5.0	2.0	79.4	100	79%
4.	St. Col./Univ.	Energy Conservation - Class I Requests	\$2,669,250	24.0	0.0	---	9.0	8.0	10.0	---	3.9	4.8	5.0	64.7	85	76%
5.	St. Col./Univ.	ADA - Class I Requests	\$545,700	24.0	0.0	---	9.0	8.0	10.0	---	4.9	4.6	3.0	63.5	85	75%
6.	WSC	Industrial Technology Facility Planning	\$77,000	18.0	0.0	10.0	8.0	8.0	10.0	---	5.0	5.0	2.0	66.0	95	69%
6.	PSC	Theatre Renovation Planning	\$70,000	18.0	0.0	10.0	8.0	8.0	10.0	---	4.0	5.0	3.0	66.0	95	69%
8.	St. Col./Univ.	Fire & Life Safety - Class II Requests	\$1,327,096	21.0	0.0	---	8.0	7.0	10.0	---	4.4	4.0	3.0	57.3	85	67%
9.	NSCS	Energy Master Plan	\$75,000	18.0	0.0	8.0	8.0	3.0	10.0	---	4.6	5.0	4.0	60.6	95	64%
10.	St. Col./Univ.	Deferred Repair - Class II Requests	\$0	12.0	0.0	---	7.0	4.0	10.0	---	4.3	4.5	3.0	44.8	85	53%
11.	St. Col./Univ.	Energy Conservation - Class II Requests	\$0	9.0	0.0	---	6.0	3.0	10.0	---	4.3	4.2	4.0	40.5	85	48%
12.	PSC	Biomass Energy Center	\$75,000	9.0	0.0	6.0	1.0	3.0	10.0	---	4.6	5.0	4.0	42.6	95	45%
13.	St. Col./Univ.	ADA - Class II Requests	\$0	6.0	0.0	---	6.0	2.0	10.0	---	4.3	4.5	3.0	35.8	85	42%
Possible Points for each Prioritization Criterion			\$54,539,935	30.0	10.0	10.0	10.0	10.0	10.0	5.0	5.0	5.0	5.0		100	

<sup>1</sup> Projects requesting reaffirmation funding or Commission-approved projects that are not requesting funds are not included on this prioritized list.

A copy of Appendix 14 will be available at the meeting. The report will be posted on the CCPE website once it is approved.