
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

July 21, 2016

The College Center
South Sioux City, Nebraska

Public notice of meeting

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.

NOTICE OF MEETING

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

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH 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
W. Scott Wilson
Carol Zink

Commissioners Absent

Dr. Joyce Simmons

Commission Staff Present

Dr. Michael Baumgartner
Dr. Kathleen Fimple
Jill Heese
Jason Keese

J. Ritchie Morrow
Helen Pope
Gary Timm
Mike Wemhoff

Former Commissioner Warner plaque presentation

RECOGNITION

Chair Zink presented Lori Warner with a plaque in recognition of her service to the Coordinating Commission from 2014 to 2016. Former Commissioner

Warner represented District 3 and served on the Planning and Consumer Information and Budget, Construction, and Financial Aid committees.

Mary Honke, Northeast Community College

WELCOME AND PRESENTATION ON THE COLLEGE CENTER

Mary Honke, Executive Vice President at Northeast Community College (NECC), welcomed the Commissioners and stated that she had the opportunity to work on the creation of the College Center, a joint venture between NECC and Wayne State College. She shared the purposes of the center, which were brought to the Commission before the College Center was approved 10 years ago: to improve access to higher education in an underserved area of Nebraska, with a special focus on the large number of minority and first generation students in the region; to offer comprehensive start-to-finish degree programs that will allow students to earn two-year, four-year, and graduate degrees in focus areas without having to relocate; and to support economic and community development in the region through workforce training and consolidation of services.

Ms. Honke reported that this spring semester, 51 percent of NECC credit students were minorities. In 2015, 79 percent of the credit students were degree-seeking and first generation, with 41 percent full-time and 59 percent part-time students. Many of these students bring challenges with them as they are working, have families, and other responsibilities. Another growing population that NECC serves is adult degree-seeking students. This past year there were 246 adult students at the College Center, with 93 percent of that group minority students. NECC hopes to offer more classes for students at the College Center. Currently it offers degree programs with Wayne State College, including business administration, criminal justice, elementary education, and human services. NECC also offers many associate degrees, certificate programs, and short-term training to meet workforce needs. There are many other services at the College Center, including tutoring, disability and attention services, and an on-site financial aid officer. In the last five years, NECC has had 371 graduates from the College Center, with 266 from Nebraska, 98 from Iowa, six from South Dakota, and one from Kansas.

John Dunning, Wayne State College

John Dunning, Chief Information Officer at Wayne State College (WSC), noted that since new President Dr. Marysz Rames came to the college last year much of her focus has been on mission fulfillment for the institution. She initiated a task force to study mission fulfillment in the South Sioux and greater Siouxland area, as they are among the fastest growing areas in Nebraska. The 18-person task force created a survey and gathered data from interviews with students, community leaders, and the Hispanic community, along with representatives from the educational, industrial, and business sectors. The task force delivered a 36-page report of recommendations to Dr. Rames in April with 18 recommendations on how WSC could enhance the delivery of its mission in the greater Siouxland area with focuses on student success, learning excellence, and regional services. Being part of the delivery of the WSC mission, the College Center will continue to build on the success that it has seen. Enhancement areas include reaching the Hispanic community and other minority communities, extending time and scheduling flexibility for students, and offering more

courses online. Mr. Dunning stated the first five years of the College Center have been successful and the future looks bright with the successful collaboration between WSC and NECC. Ms. Honke and Mr. Dunning answered questions from the Commissioners.

*Minutes of June 9, 2016,
Commission Meeting approved*

MINUTES OF JUNE 9, 2016, COMMISSION MEETING

Commissioner Frison moved that the June 9, 2016, Minutes be approved. Commissioner Bernthal seconded the motion. A roll call vote was taken, with all Commissioners present voting yes. The motion carried.

CHAIR'S REPORT

*Chair Zink announced 2016-2017
committee roster*

Chair Zink thanked the Commissioners for contacting her with their preferences for the new committees. She distributed the 2016-2017 committee roster and announced the assignments.

Executive Committee

Carol Zink (Chair)
W. Scott Wilson (Vice Chair)
Dwayne Probyn
Dr. John Bernthal

Academic Programs Committee

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

Budget, Construction, and Financial Aid Committee

Dr. Joyce Simmons
Colleen Adam
Dwayne Probyn
Carol Zink

Planning and Consumer Information Committee

Mary Lauritzen
Dr. John Bernthal
W. Scott Wilson
Dr. Ron Hunter

A chair for each committee will be decided upon at the next committee meetings.

*Chair Zink states Commissioner
Adam will present BCF committee
report in Commissioner Simmons'
absence*

Chair Zink noted that Commissioner Simmons is not present at the meeting so Commissioner Adam will give the Budget, Construction, and Financial Aid committee report in her absence.

EXECUTIVE DIRECTOR'S REPORT

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

1. Offered by Mid-Plains Community College
Interactive two-way video originated from MPCC
Delivered to West Point-Beemer High School in West Point, NE
 - ENGL 1010 English Composition I (3 cr.)
8/22/16-12/15/16
2. Offered by Mid-Plains Community College
Interactive two-way video originated from MPCC
Delivered to Pender High School in Pender, NE
 - MATH 1150 College Algebra (3 cr.)
8/22/16-12/15/16
3. Offered by Mid-Plains Community College
Interactive two-way video originated from MPCC
Delivered to Pleasanton High School in Pleasanton, NE
 - MATH 1600 Analytic Geometry & Calculus I (5 cr.)
8/22/16-12/15/16
4. Offered by Northeast Community College
Interactive two-way video originated from Elgin Public High School in Elgin, NE
Delivered to Lindsay Holy Family High School in Lindsay, NE
 - MATH 1600 Analytic Geometry & Calculus I (5 cr.)
8/15/16-5/19/17
5. Offered by Mid-Plains Community College
Interactive two-way video originated from Southwest High School in Bartley, NE
Delivered to Hyannis High School in Hyannis, NE
 - ENGL 1010 Expository Writing I (3 cr.)
8/22/16-12/16/16
6. Offered by Mid-Plains Community College
Interactive two-way video originated from MPCC
Delivered to Alma High School in Alma, NE
 - MATH 1150 College Algebra (3 cr.)
8/22/16-12/15/16
7. Offered by Central Community College
Interactive two-way video originated from Central City HS in Central City, NE
Delivered to Exeter-Milligan High School in Exeter, NE
 - MATH 1600 Analytic Geometry/Calculus I (5 cr.)
8/22/19-5/4/17

Out-of-service area applications continued

8. Offered by Central Community College
Interactive two-way video originated from Columbus HS in Columbus, NE
Delivered to Sargent High School in Sargent, NE
 - PSYC 1810 Introduction to Psychology (3 cr.)
8/22/16-12/16/16

Gary Timm presented the fourth quarter budget report

Gary Timm, Chief Finance & Administrative Officer, presented the fourth quarter budget report. The balance remaining in administrative funds after the fiscal year will be used to pay for June expenditures received in July. Mr. Timm gave a brief review of the Oral Health Training and Services Fund, Nebraska Opportunity Grant, Access College Early scholarship program, the Improving Teacher Quality grant, and College Access Challenge Grant. He commented that the College Access Challenge Grant has ended and will not be listed in future reports.

Dr. Baumgartner announced new staff member hired

Dr. Baumgartner stated that the Commission has a new employee. Devin Van't Hof will assume the position of Data Analyst, replacing James Schiltz, who is moving to Iowa to attend graduate school. Devin graduated in May from UNL's Survey Research and Methodology program. Devin will be attending the September Commission meeting.

Dr. Baumgartner reported on attending annual ESC meeting

Earlier this month Dr. Baumgartner attended the Education Commission of the States (ESC) annual meeting in Washington, D.C., as one of Nebraska's commissioners. He attended postsecondary presentations that focused on dual credit, free community college initiatives, re-enrolling adult students near degree completion, financial aid, and employment data.

Dr. Baumgartner discussed attending SHEEO meeting

Dr. Baumgartner reported that last week he was in Baltimore attending the annual State Higher Education Executive Officers Association (SHEEO) meeting. Much of the time there was spent on the same topics presented at the ESC meeting. He noted that presentations at both meetings focused on equity.

Dr. Baumgartner mentioned Gary Timm and Mike Wemhoff visiting college campuses

Dr. Baumgartner noted that Mike Wemhoff, Facilities Officer, and Gary Timm have been visiting State College campuses and the University of Nebraska for capital construction tours, and preparing for the upcoming annual budget process. He thanked Steve Hotovy, Vice Chancellor for Facilities and IT at the Nebraska State College System, and Rebecca Koller from the University of Nebraska for arranging and providing the opportunity for the tours.

Dr. Baumgartner noted Gary Timm and Jason Keese attended Economic Development Summit

Gary Timm and Jason Keese, Public Information and Special Projects Coordinator, attended the Economic Development Summit last week at which SRI International presented its new economic development report for the Nebraska Department of Economic Development. The Commissioners were provided a copy of the SRI report. Dr. Baumgartner spoke on the themes and findings of the SRI report.

Community College Gap Assistance program

Northeast Community College created a new pharmacy tech certification as part of the Community College Gap Assistance program. The college will be looking for 12 students from employers in the Norfolk area to apply. Specific employer needs will be the basis for creating programs.

Oral Health Training and Services Fund RFP

The Oral Health Training and Services Fund RFP was posted last week, with responses due by December 30, 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 of Academic Programs Committee

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Christopher Marks, University of Nebraska-Lincoln

Dr. Christopher Marks, Associate Dean of the Hixson-Lied College of Fine and Performing Arts at the University of Nebraska-Lincoln, came forward to support and answer questions regarding the Graphic Design program proposal.

Mr. Robert Derr, University of Nebraska-Lincoln

Mr. Robert Derr, Chair, UNL Department of Art and Art History, offered to speak on behalf of and answer questions about the new BA and BFA in Graphic Design program in his department.

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

Commissioner Probyn acknowledged APC committee

ACADEMIC PROGRAMS COMMITTEE

Commissioner Probyn, Committee Chair, acknowledged Commissioners and staff that were on the recent committee call.

University of Nebraska-Lincoln

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Graphic Design (BA, BFA)

Commissioner Probyn and Dr. Fimple presented the proposal

Commissioner Probyn and Dr. Fimple presented the program. Dr. Fimple noted that the graphic design field has changed and expanded to broaden a student's range of skills. The BFA is created for students who want to go into the graphic design field, whereas the BA would be for students wanting a second discipline, giving them more flexibility in the workplace. This program would be the only baccalaureate program accredited by the National Association of Schools of Art and Design (NASAD) offering both the BA and BFA. No additional facilities, equipment, or informational resources would be necessary since the program would draw upon existing graphic design resources.

Mr. Derr comments

Commissioner Lauritzen asked about the necessity of capstone courses, and addressing the needs of companies that require certain skills. Mr. Derr stated the capstone courses are designed to highlight a student's direction in design and personal creativity. The graphic design program offers graphic design field trips and an internship program with local

University of Nebraska-Lincoln New Instructional Program – Graphic Design (BA, BFA) approved

ITQ Grant Program RFP

Dr. Fimple presented the proposal

ITQ State Grant Program – 2016-2017 Request for Proposals (RFP) approved

Updated Fees for Authorization to Operate

Commissioner Probyn and Dr. Fimple presented the proposal

Updated Fees for Authorization to Operate approved

Dr. Fimple reported on SARA Institutional Application and Other Institutional Activity

companies. These are not required but are available within the structure of the program.

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program – Graphic Design (BA, BFA). A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Improving Teacher Quality (ITQ) State Grant Program - 2016-2017 Request for Proposals (RFP)

Dr. Fimple presented the program, commenting that there are very few changes to the RFP. She gave background information and noted that the funding has been awarded to the state for grants for 2016-2017. Dr. Fimple stated all projects must be completed by August 1, 2018, due to the program ending.

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the Improving Teacher Quality (ITQ) State Grant Program – 2016-2017 Request for Proposals (RFP). A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Approval of Updated Fees for Authorization to Operate

Commissioner Probyn and Dr. Fimple presented the proposed academic fee schedule that would take effect August 1, 2016. Dr. Fimple noted that Legislation requires reevaluation of the fees every two years. Increases are a result of amount of time and staff required for completion of administrative tasks.

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the Updated Fees for Authorization to Operate. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

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

Dr. Fimple reported that the Nebraska College of Technical Agriculture at Curtis has paid its application fee. She noted that at the last Commission meeting the Commission approved Nebraska's application to renew as a state. It was submitted to the Midwestern Higher Education Compact (MHEC) and approved. Wisconsin has also been approved as a participating state. This was Wisconsin's initial application, making all MHEC states now SARA approved.

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. MCC - Apprentice Related Technology-Plumbing Apprenticeship
Pre-Apprenticeship Plumbing certificate of achievement
2. MCC - Industrial Electrical/Mechanical Maintenance AAS (freestanding degree - no longer an option)
3. MCC - Industrial Distribution AAS (freestanding degree - no longer an option)
4. MCC - Versatilist Information Technology
Full Stack Web Development career certificate
5. MPCC - Business Office Technology - Business Software Specialist certificate
6. UNMC - Department of Dermatology

Program Name Changes

B. Program Name Changes

1. MCC - Healthcare Information and Administration to *Health Data and Information Management*
2. MCC - Information Technology-Data Center Management to *Information Technology-Data Center Operations*
3. NCTA - Veterinary Technology Systems to *Animal Health Care*
4. UNO - Environmental Studies to *Environmental Science*

Program Deletions

C. Program Deletions

1. MCC - Industrial and Commercial Trades-Building Maintenance (AAS)
2. MCC - Electrical Technology-Residential Electrical (career certificate)
3. MCC - Culinary Arts and Management-Culinary Research/Culinology Transfer (AAS)
4. MCC - Early Childhood Family/Group Home Specialist (career certificate)
5. MCC - Early Childhood Sign Language (career certificate)
6. MCC - Early Childhood Spanish (career certificate)
7. MCC - Design, Interactivity and Media Arts-Narrative Structure Visualization (career certificate)
8. MCC - General Studies Microcomputer Electronics (career certificate)
9. MCC - Design, Interactivity and Media Arts-Entrepreneurship (certificate of achievement)
10. MCC - Design, Interactivity and Media Arts-Web Multimedia Production(certificate of achievement, career certificate)
11. MCC - Theater-Theater Technology (career certificate)
12. MCC - Information Technology-Web Author (certificate of achievement)
13. MCC - Health Information Management Systems-Medical Office-Medical Coding and Billing Assistant (certificate of achievement)

Department Name Changes

D. Department Name Change

1. UNK - Department of Physics and Physical Science to
Department of Physics and Astronomy

Chair Zink called for a break at 10:00 a.m. The meeting resumed at 10:10 a.m.

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

*Rebecca Koller, University of
Nebraska*

Ron Schaefer, UNMC

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

Rebecca Koller, Director of Facilities Planning & Management for the University of Nebraska, introduced herself and Ron Schaefer, Director of Facilities Planning and Construction from the University of Nebraska Medical Center. They were present in support of and to answer questions regarding the proposed Global Center for Advanced Interprofessional Learning.

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

*Commissioner Adam acknowledges
Commissioners and staff on
committee call*

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Adam served as Chair for the Budget, Construction, and Financial Aid Committee in Commissioner Simmons' absence. She acknowledged Commissioners and staff that were present at the committee conference call.

*J. Ritchie Morrow reports on the
Nebraska Opportunity Grant
Allocations for 2016-2017*

Nebraska Opportunity Grant (NOG) Allocations Report for 2016-2017

J. Ritchie Morrow, Financial Aid Officer, reported on the allocation process established in statute to determine the amount of funds available to students attending the 41 institutions participating in the Nebraska Opportunity Grant. Mr. Morrow reviewed the available funds, the allocations for each institution, and historic allocations broken down by public and private sectors. Mr. Morrow answered questions from the Commissioners.

University of Nebraska

Mr. Wemhoff presented the proposal

University of Nebraska Medical Center – Global Center for Advanced Interprofessional Learning

Mike Wemhoff, Facilities Officer, presented an overview of the proposal, stating this is the most complex facility that he has encountered as part of the Commission. UNMC has proposed building a 134,000 square foot Global Center for Advanced Interprofessional Learning facility, along with a two-level parking garage. The facility would be built to house the Interprofessional Experiential Center for Enduring Learning (iEXCEL). Mr. Wemhoff provided information on the activities that the new center would offer: 3D & virtual immersive reality learning studio, advanced clinical simulation, advanced surgical skills simulation, and technology development and transfer. The cost of the center would be covered by state appropriations, private donations, and other institutional funds currently being raised. Dr. Dele Davies, Vice Chancellor for Academic Affairs at UNMC, participated in the discussion via telephone, commenting

Dr. Dele Davies, UNMC

University of Nebraska Medical Center – Global Center for Advanced Interprofessional Learning approved

Peru State College

Steve Hotovy, Nebraska State College System, and Mr. Wemhoff presented the proposal

Peru State College – Theatre/Events Center Renovation and Addition approved

Mr. Timm presented the Biennial General Statewide Funding Issues and Initiatives for Inclusion in the 2017-2019 Biennial Postsecondary Education Budget Recommendations

Biennial General Statewide Funding Issues and Initiatives for Inclusion in the 2017-2019 Biennial Postsecondary Education Budget Recommendations approved

that the building and its programs would be transformational and a model for others in the way they teach with the resources and equipment available. He answered questions from the Commissioners, and invited the Commissioners to Omaha on July 26 for the introduction of the Simulation in Motion (SIM-NE) and to tour the mobile simulation unit, which will provide mobile simulation training to emergency medical service providers and critical access hospital personnel in rural and frontier counties in Nebraska.

Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the University of Nebraska Medical Center’s Global Center for Advanced Interprofessional Learning. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Peru State College –Theatre/Events Center Renovation and Addition

Steve Hotovy joined Mr. Wemhoff to present and discuss the renovation and addition of the Theatre/Events Center at Peru State College proposal. The original theatre building, constructed in 1921, would require asbestos removal, stage rigging and curtains, acoustical treatment, seating, electrical updates, and video systems. The addition would include code compliant restrooms, lobby expansion, dressing rooms, storage and a new elevator. The estimated cost of the project would be funded from facilities bond proceeds, cash funds, private donations and LB 309 Task Force funds. Mr. Wemhoff noted the facility will also be available for utilization by the community.

Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Peru State College’s Theatre/Events Center Renovation and Addition. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Biennial General Statewide Funding Issues and Initiatives for Inclusion in the 2017-2019 Biennial Postsecondary Education Operating Budget Recommendations

Mr. Timm presented the budget recommendations, stating statutes require the Commission to make recommendations to the Governor and the Legislature concerning any major statewide funding issues or initiatives. The two programs staff feel are important to be presented in October are the Access College Early (ACE) scholarship program and the Nebraska Opportunity Grant (NOG). Section three will be included and will expand upon these two issues and provide detailed information and analysis to the case that these should be recognized as funding issues. Continued state-aided support for public postsecondary institutions will also be presented for consideration. Commissioner Bernthal requested it be included in the report to the Governor and Legislature that the college completion record of ACE scholarship recipients is very high.

Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Biennial General*

Statewide Funding Issues and Initiatives for Inclusion in the 2017-2019 Biennial Postsecondary Education Operating Budget Recommendations. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Mr. Timm presented the Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines for FY 2016-2017

Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines for FY 2016-2017

Mr. Timm presented the guidelines, stating the document originated with the community colleges. He discussed changes that have been made and how courses are weighted among the six community colleges.

Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines for FY 2016-2017 approved

Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines for FY 2016-2017*. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Public Hearing on Planning and Consumer Information Committee Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

Dr. Jodi Kupper, Vice Chancellor for Academic Planning and Partnerships at the Nebraska State College System (NSCS), came forward to state that, overall, the Nebraska State College System supports the proposed revisions to the *Comprehensive Statewide Plan for Postsecondary Education*. However, the NSCS was disappointed to see the removal of the wording “unrestricted by age, culture, disabilities, religion, race, ethnicity, gender, sexual orientation, gender identity, nationality, socioeconomic status, or geographic location” in bullet one of the shared values and beliefs section. Dr. Kupper commented that the March 31st draft that included this language was more appropriately worded and accurately reflects the values that have been established within NSCS policies.

Dr. Susan Fritz, University of Nebraska

Dr. Susan Fritz, University of Nebraska Executive Vice President and Provost and Dean of the Graduate College, testified that at the May 31 public hearing Ron Withem, University of Nebraska Senior Associate Vice President for University Affairs, and Director of Government Relations, voiced NU’s support of the revisions to chapter one of the *Comprehensive Statewide Plan for Postsecondary Education*. Similar support has been voiced by President Hank Bounds. Following the June meeting revisions took place to the first draft that reverse NU’s decision. Dr. Fritz stated that she would like the record to reflect that NU does not support the first bullet under the shared values and beliefs section. The latest revision does not reflect the demographic classifications concurrent with the University of Nebraska’s non-discrimination policy.

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

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen and Dr. Baumgartner discussed the Adoption of Introduction and Chapter One of the Comprehensive Statewide Plan for Postsecondary Education

Adoption of Introduction and Chapter One of the Comprehensive Statewide Plan for Postsecondary Education

Commissioner Lauritzen, Committee Chair, asked Dr. Baumgartner to continue with discussion of the *Comprehensive Statewide Plan for Postsecondary Education*. Dr. Baumgartner reported that revising and updating the plan has been in process for one year. Based on comments received from postsecondary institutions and other entities, changes were incorporated into the draft plan for the Planning and Consumer Information Committee.

Commissioner Frison comments

Commissioner Frison began discussion about how to move forward if, to the University of Nebraska system as well as the Nebraska State College System “all” does not mean “all groups” previously listed in the shared beliefs and values section. Commissioner Lauritzen stated that Chapter One of the Comprehensive Plan has been approved for recommendation by the Planning and Consumer Information Committee.

Motion to amend wording to Chapter One of the Comprehensive Statewide Plan for Postsecondary Education approved

Commissioner Adam made a motion to amend the Planning and Consumer Information Committee recommendation to change the wording in Chapter One of the *Comprehensive Statewide Plan for Postsecondary Education*. First, under the Shared Values and Beliefs section, the first bullet will state, “All Nebraska citizens, unrestricted by age, culture, disabilities, religion, race, ethnicity, gender, sexual orientation, gender identity, nationality, socioeconomic status, or geographic location, deserve reasonable and affordable access to postsecondary education opportunities appropriate to their individual needs and abilities.” The second change will be in the Major Statewide Goals section, under Meeting the Needs of Students, first bullet. It will now state, “Nebraska’s institutions and policymakers will increase participation and success in postsecondary education, particularly for low-income and underrepresented populations, and ensure that all Nebraskans are able to access and successfully complete postsecondary education appropriate to their individual needs and abilities, unrestricted by age, culture, disabilities, religion, race, ethnicity, gender, sexual orientation, gender identity, nationality, socioeconomic status, or geographic location.” Commissioner Bernthal seconded the motion. A roll call vote was taken. Commissioners Lauritzen and Zink voted no. The remaining six Commissioners voted yes. The motion carried.

Adoption of Introduction and Chapter One of the Comprehensive Statewide Plan for Postsecondary Education approved as amended

Commissioner Zink, as Chair, moved to approve the Adoption of Introduction and Chapter One of the *Comprehensive Statewide Plan for Postsecondary Education* as amended. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Jill Heese presented the Draft of "Measuring Accomplishments" Companion to Chapter one of the Comprehensive Statewide Plan for Postsecondary Education

Draft of "Measuring Accomplishments" Companion to Chapter One of the Comprehensive Statewide Plan for Postsecondary Education

Commissioner Lauritzen introduced Jill Heese, Research Coordinator, to present *Measuring Accomplishments*, a companion piece to Chapter One of the *Comprehensive Statewide Plan for Postsecondary Education*. Ms. Heese stated that the measures relate back to the major statewide goals in the *Comprehensive Plan*, and cover national comparisons, peer comparisons, and non-comparative measures. Ms. Heese also noted that the *Measuring Accomplishments* section is a draft, and data sources and measures may change in the future to incorporate the best available data. A data advisory group will be convened in the near future to further review the measures.

EXECUTIVE COMMITTEE

Dr. Baumgartner presented the Biennial Budget Request for 2017-2019

Biennial Budget Request for 2017-2019

Dr. Baumgartner reported that this is the request that the Commission will make in September to the DAS-Budget Division. Mr. Timm distributed an updated version of the Biennial Budget Request to the Commissioners that shows increases in certain operating expenses on page two under Administrative Funds.

Motion to amend numbers on page two of the Biennial Budget Request for 2017-2019 approved

Commissioner Hunter made a motion to amend the numbers on page two of the Biennial Budget Request for 2017-2019. Commissioner Wilson seconded the motion. A roll call vote was taken. All eight Commissioners votes yes. The motion carried.

Biennial Budget Request for 2017-2019 as amended approved

Chair Zink, on behalf of the Executive Committee, moved to approve the Biennial Budget Request for 2017-2019, as amended. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Next Commission meeting is September 8, 2016

FUTURE MEETINGS

The next Commission meeting will be Thursday, September 8, 2016, at The Apothecary Building, 5th Floor, Lincoln, Nebraska.

Chair Zink comments

COMMISSIONER COMMENTS

Chair Zink asked that Commissioner comments pertaining to the Commission's business be made at this time. Personal comments should be made once adjournment has been called.

Meeting adjourned at 12:35 p.m.

ADJOURNMENT

Chair Zink adjourned the meeting at 12:35 p.m.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Western Nebraska Community College (WNCC)

Program: Applied Agriculture Technologies

Award: Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: AS in Rangeland Management and AS in pre-Agricultural Science (agriculture courses offered by CSC)

Proposal Received by Commission: July 5, 2016

Proposed Start Date: August 2017

Description

The proposed certificate would broadly prepare students for employment in agriculture, particularly in harvest and feed yard operations. Composed of 30 to 31 semester credit hours, the certificate would take two semesters of full time study to complete. The curriculum includes six to seven credit hours of general education, an optional field practicum, and courses related to agricultural machinery, governmental regulations, chemical applications, and water systems. All of the agriculture courses would be new. The program would be offered face-to-face on the Scottsbluff campus, online, and in a blended format utilizing interactive television.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

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

WNCC cites data from Economic Modeling Specialists, Inc. (EMSI) as evidence of need. The data indicates seven areas of need related to agriculture with an estimated 68 annual job openings through 2020 in

WNCC's service area, an increase of 4.3%. The largest area of need was for "Farmworkers and Laborers, Crop, Nursery, and Greenhouse" followed by "Farm Equipment Mechanics and Service Technicians." The average hourly earnings for the first category was \$12.89 (\$26,811 annually) and \$17.46 (\$36,317 annually) for the second category.

To determine more specific local need, WNCC convened an advisory committee that included representatives of industry and education. The primary concern expressed was current gaps in

technical skills for entry-level workers and limited educational opportunities, especially for students not intending to enroll in a four-year institution.

Letters of support were provided from Aulick Industries (agricultural equipment manufacturer), Nebraska Cattlemen, North Platte Natural Resources District, the University of Nebraska Panhandle Research and Extension Center, and Scottsbluff High School.

- Aulick noted a need for entry-level skilled labor in the Panhandle and neighboring portions of Wyoming and Colorado as well as pledging to donate used equipment and employee time for speaking and training.
- Nebraska Cattlemen stated that their members frequently express frustrations with finding labor.
- Scottsbluff High School reported that they were creating “wall-to-wall” career academy programming but that the Ag, Food, and Natural Resources Career Academy is lacking postsecondary training.
- UNL Extension volunteered faculty collaboration and internship/shadowing experiences.

The employment figures are not large, but the region has a low population with a corresponding demand by employers who express a need for the program. However, the largest area of need, by far, was Farmworkers and Laborers—an area with the lowest salary and perhaps the least likely to be able to afford a college education.

B. Demand for the Program

High-----Low				
		√		

WNCC reports that they expect high school graduate demand to be high.

The college worked with Scottsbluff High School and estimated 10 students would enter the proposed program. Five other high schools that offer agriculture classes in the WNCC area were also identified as potential sources for students. The proposal noted that those who are underemployed might be interested in the program as well. The budget bases tuition revenue on 15 students per term.

Commission staff consulted the Nebraska Department of Labor website. The figures for annual openings and wages were consistent with those reported by EMSI.

While employers appear to need workers in this area, the salaries may prohibit some students from enrolling in the program (see Section A.). High school students, especially those who have completed a career academy, may be the best potential pool for students.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

WNCC states that there are no comparable programs in its service area or adjacent service areas. Mid-Plains Community College offers many agriculture courses, but the only award is an agribusiness emphasis in the

business programs. The Nebraska College of Technical Agriculture has several certificate programs, but all are in narrow areas (e.g., irrigation technology and agricultural welding) and do not compare to the broad approach of the proposed certificate.

D. Resources: Faculty/Staff

High-----Low				
		√		

WNCC reports that one new faculty member would be needed. This is reflected in the budget.

All of the agriculture courses would be new (a minimum of six), while general education courses and technical electives (e.g., welding and commercial driving) are already available. UNL has also offered to collaborate on course development. The first semester would include four new agriculture courses. This is a heavy burden on a single faculty member, but the proposed start date of fall 2017 may provide sufficient time for curriculum development.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

WNCC states that the program would be housed in various locations on the Scottsbluff campus, including a medium-sized lab in the Applied Technologies Building and a larger lab in the Harms Advanced Technology Center. In order to reach as many students as possible, the college will utilize interactive television classrooms to broadcast courses to Sidney and Alliance.

The college reports that it currently owns a grain bin rescue simulator and related equipment and three semi-trucks and trailers. Additional equipment would come from the budgeting process, outside funding sources, and donations (see Section A.) The budget lists \$75,000 under "expense" for a wheel loader simulator from Perkins funds. There is an additional \$66,000 budgeted for small (pumps, sprayers) and large (tractor, augers) equipment and maintenance.

F. Resources: Library/Information Access

High-----Low				
		√		

The proposal did not directly address this item. WNCC does not currently have agriculture courses so available information resources may not be sufficient (courses for rangeland management are provided by Chadron State and pre-agriculture science courses only include basic sciences). The budget does list \$2,000 per year for "classroom supplies and materials" starting in year two, and WNCC has stated that their foundation and local industry may be available to support program needs. In addition, many pieces of equipment come with manuals (often online and available to all students).

G. Budget

Year one has been designated as a development year, with courses starting in year two. If enrollments grow as hoped, revenues will be larger and meet or exceed costs.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$324,530	Reallocated Funds	
General Operating ¹	\$14,000	New State Funds	
Equipment ²	\$12,500	New Local Funds	
		Tuition and Fees ³	\$233,446
Five-Year TOTAL	\$351,030	Five-Year TOTAL	\$233,446

¹ Classroom supplies and materials and faculty development

² Does not include \$75,000 for a wheel loader simulator from Perkins funds

³ Based on 15 students each year, taking 30 credit hours per year at \$124 per credit hour for tuition, standard fees, and program fees

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2021



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Western Nebraska Community College (WNCC)

Program: Medical Laboratory Technician (MLT)

Award: Associate of Applied Science (AAS)

Institution's Existing Degree(s) in Same or Similar Discipline: Phlebotomy certification (non-credit)

Proposal Received by Commission: July 5, 2016

Proposed Start Date: January 2017

Background

WNCC has offered a non-credit phlebotomy program with industry-based certification since 2008. The program has been accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) since its inception.

Description

The proposed degree would prepare students to perform a wide range of laboratory procedures associated with blood and body-fluid analysis as well as to maintain equipment and chemicals and evaluate patient results. Students would be required to take a two semester credit hour course in medical terminology before applying to the program. The 79.5 credit hour curriculum would require 21 hours of general education courses, 22.5 hours of clinical practicum, and 36 hours of medical laboratory technology coursework and labs. Upon completion of the program, students would be eligible to sit for a national certification exam.

Instruction in phlebotomy constitutes the first portion of the MLT curriculum. The existing non-credit phlebotomy courses would be converted to for-credit courses for the medical laboratory program. The remaining MLT courses would be new. The program would be offered face-to-face on the Scottsbluff campus, online (with labs on campus), and in a hybrid/blended format. Local hospitals and clinics would serve as sites for clinical experiences. WNCC will apply to NAACLS for an extension to its accreditation to include the MLT degree.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
	√			

WNCC reports a projected 22% increase nationally in jobs for medical and clinical laboratory technologists between 2012 and 2025 (American Society for Clinical Pathology Task Force on the Laboratory Professionals). The proposal also cited data from Economic Modeling Specialists, Inc. (EMSI) as evidence of need. The data indicated greatest job demand in Scotts Bluff and Cheyenne Counties (Sidney), with 76 and 21 jobs in 2020 respectively. Using the U.S. Bureau of Labor Statistics, the proposal cites an average hourly wage of \$21.06 (\$43,805 annually) in 2013.

WNCC reports that the proposed program has been initiated in response to regional demand. Three letters of support were provided.

- Creation of the program is supported by the Rural Nebraska Healthcare Network, a consortium of nine hospitals in the region. The president of the Network noted that the nine Network members are challenged by the lack of medical laboratory technicians. He provided a recent job posting by Morrill County Community Hospital as an example. The hospital had no applicants for the open position. In addition, Bridgeport, Kimball, and Sidney are employing foreign professionals due to the lack of local employees.
- Sidney Regional Medical Center states that vacancies of laboratory professionals continues to increase at “an alarming rate” and has an impact on the operation of the medical center. The Director of Laboratory Services has resorted to hiring technicians from the Philippines. She believes that the most successful way to hire and retain employees is to train them locally.
- The American Society for Clinical Pathology cites a projection from the National Bureau of Labor Statistics of a need for 11,000 laboratory professionals each year through 2022 with only 5,000 graduating from accredited programs. Three solutions were identified: legislation; scholarships and funding; and development of additional clinical laboratory educational programs.

The proposal also notes that an aging population will result in an increasing need for health care. In addition, some hospitals need technicians on site 24/7, making the employer need even greater.

The *figures* for local employment needs are minimal. The *statements* by local employers testify to a significant need.

B. Demand for the Program

High-----Low				
		✓		

WNCC reports that current and former phlebotomy students have expressed interest in the program. The budget bases tuition revenue on 10 students per term, the maximum number allowed per cohort by the accreditor. Based on the size of current interest, the college is open to adding a second cohort in the future.

In designing the curriculum, WNCC consulted with the Laboratory Sciences Departments at UNMC, the University of Wyoming, and Casper Community College to ensure successful transfer of credits. This alignment might also be a recruiting tool for WNCC.

Commission staff consulted the Nebraska Department of Labor website for additional information. The Department estimates 59 average annual openings *in the state* between 2012 and 2020 for Medical and Clinical Laboratory Technicians. The total change over that time period is projected to be 245 additional jobs or a 1.7% change. The median hourly wage in 2016 in the state was \$18.60 (\$38,678 annually).

Three Nebraska institutions offer an AAS in Medical Laboratory Technology (MPCC, CCC, and SCC) and have reported to IPEDS an average of 30.6 associate degrees awarded annually between 2009 and 2013. UNMC and Union College awarded an average of 27.8 baccalaureate degrees. The number of projected openings coupled with the number of graduates suggests that at a state level the need by employers is being met by existing institutions.

The Department of Labor and IPEDS figures are slightly less optimistic than those reported in the proposal, but they are numbers for the entire state. Local employers report a significant need for technicians. While Nebraska institutions are graduating what appears to be an adequate number of students, it is quite likely that a dearth of technicians does exist in the Panhandle. With many occupations Nebraska suffers from a geographic disproportion. Students gravitate toward the eastern part of the state or stay in the place where they were educated. Having a program in the Panhandle may anchor students there and alleviate some of the reported employer need.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

The closest comparable program is at Mid-Plains Community College. Central Community College, Southeast Community College, and Casper Community College also offer an MLT program. All are located at too great a distance for Panhandle students to attend without relocating.

D. Resources: Faculty/Staff

High-----Low				
		√		

WNCC reports that one new faculty member would be needed. This person would also serve as program chair. Adjunct faculty would be hired as needed to assist with labs and clinical sites. Both full-time and adjunct faculty are reflected in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

WNCC states that the phlebotomy program is currently housed in a small lab on the Scottsbluff campus. The lab is adjacent to a second lab space that is available to be used for the MLT courses beyond phlebotomy.

According to WNCC, much of the needed equipment is already available through the phlebotomy program. Additional equipment would be purchased with Perkins Grant funds. Supplies and equipment maintenance would be covered by the college.

F. Resources: Library/Information Access

High-----Low				
		√		

The proposal did not address this item. WNCC has a phlebotomy program as well as programs and courses in related fields, such as nursing, biology, and chemistry, so it is likely that available information resources would be

sufficient.

G. Budget

If student demand increases as anticipated and a second cohort is offered, revenues would increase.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$452,541	Reallocated Funds ³	
General Operating ¹	\$42,500	New State Funds	
Equipment ²	\$13,500	New Local Funds	
		Tuition and Fees ⁴	\$198,554
Five-Year TOTAL	\$508,541	Five-Year TOTAL	\$198,554

¹ Includes faculty development

² Does not include \$20,000 for equipment from Perkins funds

³ The Phlebotomy program has a budget allocation. This will be rolled into the MLT budget.

⁴ Based on 10 students each year, taking an average of 30 credit hours per year at \$124 per credit hour for tuition, standard fees, and program fees

Committee Comment: Department of Labor statistics do not provide strong evidence of need for medical laboratory technicians in the Panhandle. Local employers argue that there is in fact a need. Given that WNCC already has a phlebotomy faculty member and available lab space, initiating the program would cost little and could help relieve the reported shortage.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2017



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

Institution:	Mid-Plains Community College (MPCC)
Facility:	Valentine Extended Campus
Awards:	AAS, Diploma, Certificate
Programs:	Varied (including LPN and academic courses)
Institution's Existing Degree(s) in Same or Similar Discipline:	All programs are offered at other MPCC campuses, centers, or sites
Proposed Site/Location:	715 East Highway 20, Valentine, NE
Proposed Start Date:	March 2017

DESCRIPTION

Mid-Plains Community College has been serving the area in and around Valentine from a 1,330 square foot facility that consists of one large room, a small classroom, a restroom, and a small storage area. The community has encouraged the college to find an alternate site but the college was unable to obtain one that would meet its physical and fiscal requirements. Recently MPCC was able to obtain a three-acre lot on the southeast side of Valentine on Highway 20 as the potential site for an enlarged extended campus that will better meet the needs of the community.

The current space is being leased for \$690 per month on a year-to-year basis. The proposed new facility would consist of a 7,700 square foot building. The space is large enough to allow MPCC to offer both academic and technical courses. The Mid-Plains Board of Governors has committed \$200,000 to the project with the remaining costs of \$2,600,000 covered by a local bond issue, donations from individuals and businesses, in-kind donations, and grant funds.

COMMISSION RULES

Commission Rule 10 requires any institution intending to enter into a long-term commitment for an off-campus facility to seek Commission approval. The criteria for review of the request are need and demand, avoidance of unnecessary duplication, adequacy of resources, and consistency with the *Comprehensive Statewide Plan*. The approval of a long-term commitment makes no judgment regarding the cost for acquisition or construction of the proposed facility or for operation and maintenance costs. Nothing in the proposal for the Valentine Extended Campus would trigger a review by the Budget, Construction, and Financial Aid Committee.

REVIEW CRITERIA

Consistent with Institutional Role and Mission? √ YES NO

Consistent with *Comprehensive Statewide Plan*? ✓ YES NO

A. Demonstrated Need and Demand for the Facility

High-----Low				
√				

MPCC provided figures for course offerings and enrollments for the past four years.

- The total number of courses increased by 78%, from 40 in 2012-13 to 71 in 2015-16.
- There was a 93% increase in the number of distance courses.
- Total enrollment increased by 53%, from 197 to 302.
- Based on MPCC's experience in their other extended campuses, they anticipate enrollments to increase about 25% in the first year.

Students at the existing facility take classes for credit, placement tests, and proctored exams for online courses. Due to space restrictions and lack of specialized equipment, non-credit courses are offered at various locations around the city. The current location does not have the facilities for technical training. About two dozen dual credit courses are offered each year at six area high schools.

One of the largest enrollments in Valentine is in the LPN program. It is offered using distance learning with approximately 30 hours of classroom instruction each week. With only one classroom in the current site, space, and therefore opportunity, for other classes and testing is greatly diminished. The Valentine location reports that they are sometimes forced to use the front lobby to administer testing.

MPCC held meetings with community leaders and conducted two surveys to determine local needs. The proposed facility would meet many of those needs, including additional courses, both at distance and on-site; ESL courses; business and professional training, especially related to tourism and customer service; increased ABE/GED offerings; additional career and academic advising; and a central location for community education and recreational classes.

B. Avoidance of Unnecessary Duplication

High-----Low				
√				

When the new facility is complete, MPCC would vacate the current extended campus building. The new facility would provide MPCC the ability to offer a greater number and variety of courses in Valentine than

The closest public college campus is the Northeast Community College's extended campus in O'Neill, 111 miles to the east. Mid-Plains' Broken Bow extended campus is about 130 miles to the south and Chadron State College is 138 miles west.

C. Adequacy of Resources for Instruction

C. 1. Physical Facilities and Instructional Equipment

High-----Low				
	√			

The current space consists of a 1,330 square foot leased space with only one classroom. With the sole classroom heavily utilized by the LPN program (see Section A.), there is little remaining time for other courses and testing.

The new facility would have five classrooms, a shop area equipped with welders, a multi-purpose area, offices, a testing room, restrooms, a reception area, storage, and a student lounge with kitchen access. One of the classrooms would be a dedicated health/science space.

The new facility would provide spaces appropriate to a center that serves not only the county seat and city of approximately 2,700 people along Highway 20, the major east-west highway in the northern part of the state, but also a very large geographic area. The current space is small and does not provide privacy for testing, facilities for technical training, or the ability to offer a variety of courses. The arrangement is inadequate for a community college charged with serving this region of Nebraska.

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

High-----Low				
		√		

MPCC has an existing extended campus in Valentine, so they did not directly address these items. Students have access to the city library and the campus coordinator assists with administrative issues. Since this is a center and not a branch campus, Commission staff would not expect MPCC to offer a wide range of student support services or library resources at the site.

C. 3. Faculty and Staff

High-----Low				
		√		

Since MPCC has an existing extended campus in Valentine, they have staff in place: a full-time coordinator and part-time assistant. Classes are taught by adjunct instructors or full-time faculty via distance

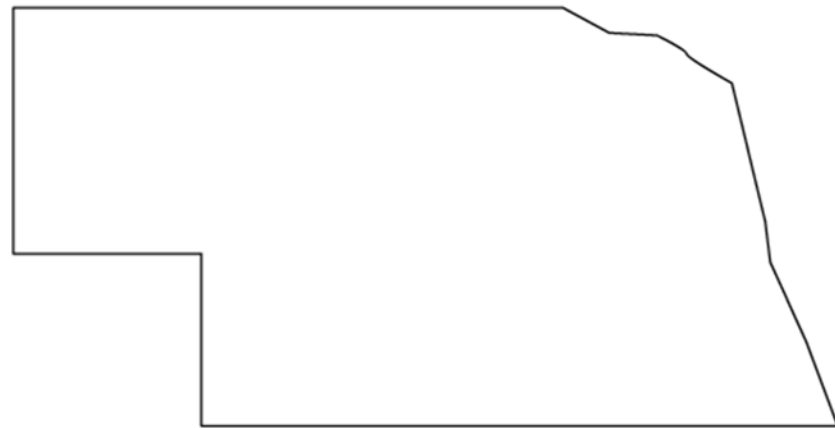
education.

Committee Comment: The size of the current facility coupled with increased student demand warrants a new arrangement.

Committee Recommendation: Approve the proposal from Mid-Plains Community College for an off-campus center with a long-term commitment in Valentine.

September
2016

A Report by the
Coordinating Commission
for Postsecondary
Education



***Delivering Courses Beyond
Campus Walls
with a Focus on High Schools***

**Off-campus and Distance Education
at Nebraska Public Institutions
2014-2015**

Delivering Courses Beyond Campus Walls

Off-campus and Distance Education at Nebraska Public Institutions 2014-2015

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NOTE: All data were self-reported by the institutions.
Anomalies were investigated as time allowed.

Delivering Courses Beyond Campus Walls

Highlights of the Report

2014-2015

What is distance delivery?

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

Which Nebraska public institutions offer courses at distance?

- All six community colleges, the three state colleges, and the University of Nebraska campuses offer courses at distance (Table I). Institutions were instructed to report all courses offered at a location other than a main campus or a branch campus.
- Overall, the number of courses offered at distance increased by 10.9% from 2012-13 to 2014-15. All sectors also increased the number of courses offered from 2013-14 to 2014-15, although five individual institutions reported a decline.
 - Between 2013-14 and 2014-15, the university increased their offerings by 9% with each institution increasing the number of courses. Most notable was UNO with an increase of almost 300 courses.
 - The state college offerings declined by 4.7% overall, with a decline at CSC and WSC and a slight increase at PSC.

- The number of distance courses at the community colleges increased by 3.2%, a reversal of the 2.3% decrease the previous year. Three of the six colleges (CCC, NECC, and SCC) experienced increases.
 - The largest increase by far was at CCC (30.1%), with a 60.7% increase in asynchronous courses.
 - The largest decline was 18.3% at WNCC.
 - The number of courses offered by traditional delivery at MCC appears considerably higher than the other five colleges because the college has three education centers that are not considered branch campuses but enroll large numbers of students (Sarpy, Applied Technology-Irvington, and Fremont with adjacent Washington County Technology).

What is the most popular method of delivery?

- When the Commission first collected this information in the early 1990s, traditional delivery was the primary method of reaching students who could not be present on campus. Synchronous delivery consisted of a few two-way interactive video courses and asynchronous delivery was mainly pre-recorded audio and video courses.
- Today asynchronous delivery is the most popular delivery mechanism in all three sectors, while synchronous is the least-used.
- The popularity of asynchronous courses is illustrated in Graph I. Asynchronous delivery surpassed synchronous delivery in 2000-01 and traditional delivery in 2004-05. The apparent minimal decline between 2010-11 and 2011-12 may be due to a possible anomalous report from CCC in 2010-11. Had their 2010-11 figure been closer to previous years, the total for 2010-11 would have been smaller and there would have been a slight increase in 2011-12.
- The number of traditional delivery courses declined steadily from 2005-06 to 2009-10, but increased in 2010-11. It then dropped slightly, rose and dropped again in 2014-15. Like the asynchronous courses at CCC, the “bump” in 2010-11 may be attributable to an anomalous report that year by NECC.
- The community colleges are by far the largest users of synchronous delivery. While synchronous delivery is the least used overall, the large number at the community colleges is due, in part, to dual enrollment courses offered to

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

What courses are offered at distance?

- Almost every type of course is offered at distance, including courses requiring hands-on activities such as biology, nursing, and mechanics. (Also see the section on degrees and awards available at distance on page 5 and the section on offerings for high school students on page 12.)
- At the community colleges, the largest single category of courses is “liberal arts and sciences,” including those for academic transfer programs that are reported together in a single category.
- At the four year institutions, large numbers of courses were offered in business, education, health professions, and computer and information sciences.

How many students are served at distance?

- In 1998-99, the first year the Commission collected enrollment data, there were 7,512 students (duplicated headcount¹) enrolled in courses offered either synchronously or asynchronously. Over three times that many were served at distance by traditional delivery (Graph II).
- By 2005-06 the numbers had shifted dramatically as the delivery methods shifted—a trend that continues in 2014-15. The number of students enrolled in asynchronous courses increased from just over 4,400 in 1998 to 152,461 (duplicated headcount) in 2014-15.
- The total number of students served by some form of distance education was 199,485 (duplicated headcount) in 2014-15 (Table II). This figure is a slight increase from 2013-14 in spite of a decrease of almost 9,000 students in traditional delivery. The decrease was offset by an increase in synchronous and asynchronous enrollments.

¹ Duplicated headcount means that a student is counted every time that student takes a course.

- The number of students declined in both the state college sector and the community colleges between 2013-14 and 2014-15. All three state colleges recorded a drop in the number of students, as did half of the community colleges (MCC, MPCC, and WNCC). Not surprisingly, these are the same colleges that experienced a decrease in the number of courses offered (Table I).

Are degrees or other awards available entirely by distance technology?

- A variety of awards are available at distance, ranging from certificates at the community colleges to master's degrees at the university and state colleges and an EdD at UNL.
- A small number are available utilizing strictly traditional delivery, and a greater number are delivered with a combination of distance and traditional delivery. By far, the largest number are delivered entirely by some type of distance delivery technology.
- In 2008-09 the number of awards available using technology approached 100. In 2013-14 there were 185 available (Table III), a drop from the previous year. The number rebounded to 218 in 2014-15. The decline in 2013-14 was due in part to two institutions who reported in 2012-13 but not in 2013-14. Had UNMC and CCC reported, the number of awards in 2013-14 would likely have exceeded the previous year.
- The awards are made in numerous disciplines. The following highlights apply only to awards available entirely at distance in 2014-15.
 - The majority of the awards reported at UNL and UNK are master's degrees and above, and although the disciplines vary, many are in education. UNL also offers master's degrees in engineering, applied science, business, law, and numerous arts and sciences programs. UNO's degrees consist of the BGS in 12 fields, a BA in sociology, an MS in criminal justice, and the master of public administration. UNL reports a small number of four-year degrees because not all the general education courses are available at distance for most baccalaureate degrees, even though all the courses for the major are available.

- UNMC offered bachelor's degrees in nursing, radiation science technology, and clinical laboratory science. At the graduate level they offered master's degrees in clinical perfusion, physician assistant, public health, and emergency preparedness.
- At the state colleges the majority of degrees were in education, business, and criminal justice primarily at the bachelor's level at PSC and the master's level at WSC (CSC did not report this year).
- At the community college level, MPCC reported no awards available entirely at distance and WNCC reported two - a degree and diploma in health information. Three colleges offered their academic transfer program entirely at distance and four offered a certificate, diploma, or degree in at least one area of business. Awards in allied health, information technology, and criminal justice were also common.

Where are the distance courses offered?

- Most asynchronous courses are available anywhere a student has access to a computer, including his or her home, work place, or on campus. Because students enrolled in asynchronous courses could be anywhere in the world, the Commission does not ask the institutions to report this information.
- Synchronous and traditionally-delivered courses were once offered in the majority of Nebraska counties, but this number has declined as the popularity of asynchronous courses has increased.
- Most synchronous courses require a location capable of receiving a live transmission from the campus. Many high schools and public buildings have this capability. Some institutions utilize this capability to offer college courses to high school students, especially after the passage of LB1208 in 2006 that was the impetus for the creation of a statewide network for distance education. For additional information on offerings to high school students, see page 12.

TABLE I
Summary of Delivery Methods and Number of Courses
2012-2015

Institution	2012-13				2013-14				2014-15			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK	6	545	4	555	5	823	4	832	4	907	3	914
UNL	0	1,025	11	1,036	0	1,287	5	1,292	0	1,261	34	1,295
UNMC	99	254	0	353	101	449	0	550	103	458	0	561
UNO	1	730	623	1,354	0	936	677	1,613	0	1,213	689	1,902
NCTA	0	26	0	26	0	32	0	32	0	36	0	36
University Total	106	2,580	638	3,324	106	3,527	686	4,319	107	3,875	726	4,708
CSC	41	733	56	830	23	728	48	799	21	706	41	768
PSC	0	310	143	453	0	335	135	470	0	333	144	477
WSC	8	316	105	429	8	360	128	496	10	300	127	437
State College Total	49	1,359	304	1,712	31	1,423	311	1,765	31	1,339	312	1,682
CCC	148	842	306	1,296	139	578	284	1,001	148	929	225	1,302
MCC	59	1,855	1,343	3,257	132	1,751	1,335	3,218	115	1,732	1,278	3,125
MPCC	137	260	73	470	176	275	189	640	176	386	75	637
NECC	158	413	574	1,145	134	366	548	1,048	141	339	590	1,070
SCC	0	1,391	63	1,454	2	1,286	181	1,469	0	1,353	212	1,565
WNCC	88	135	133	356	52	84	285	421	76	135	133	344
Community College Total	590	4,896	2,492	7,978	635	4,340	2,822	7,797	656	4,874	2,513	8,043
Grand Total	745	8,835	3,434	13,014	772	9,290	3,819	13,881	794	10,088	3,551	14,433

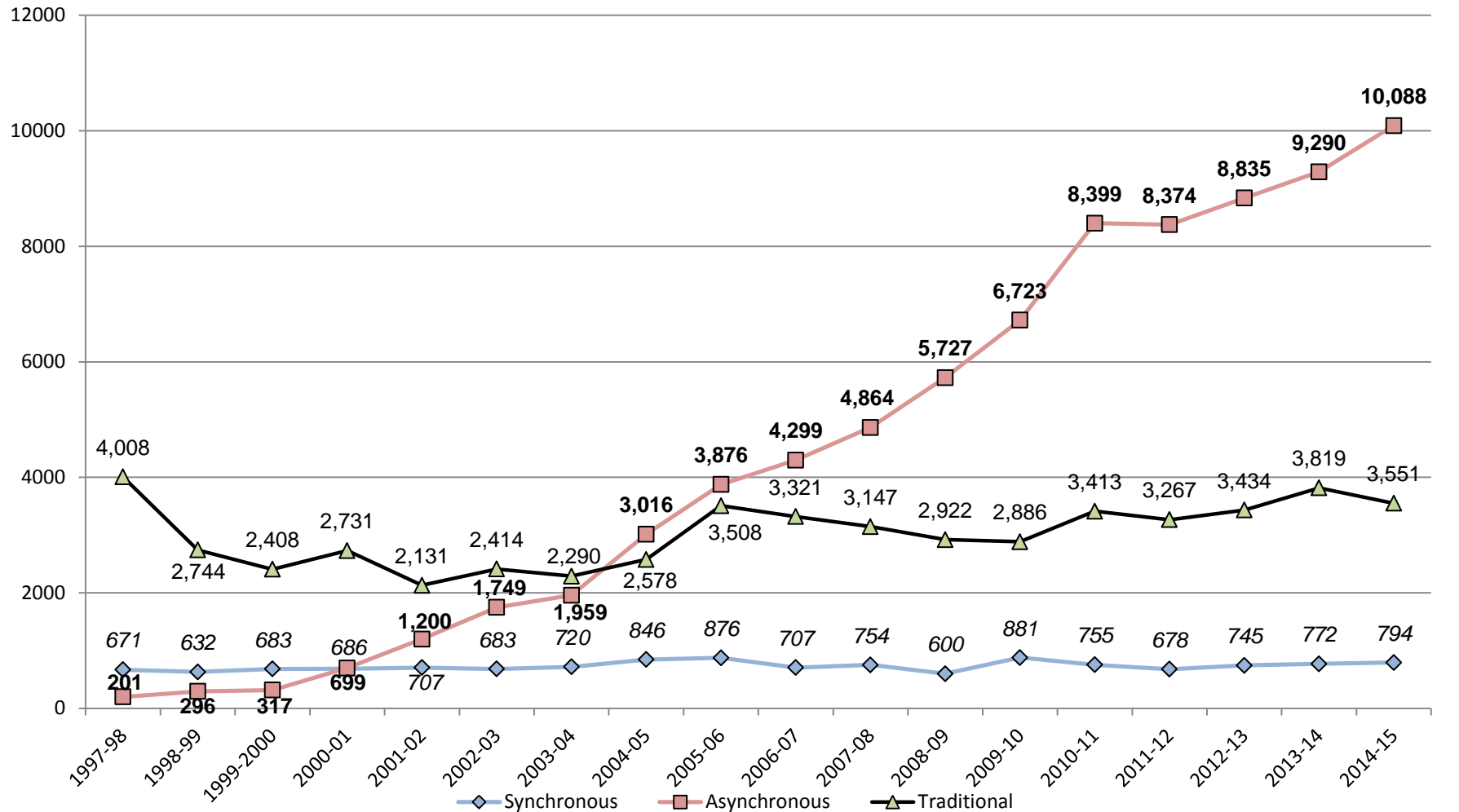
MCC's Traditional total includes courses offered at Sarpy Center, Applied Technology Center, Washington County Center, Fremont Center,

Goodwill Industries, Pipal Park Community Center, First Data Resources, and Nebraska Correctional Youth Facility

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

GRAPH I

**Distance Education Courses Offered by Nebraska Public Institutions
1997-2015**



GRAPH II

**Distance Education Enrollments at Nebraska Public Institutions
(duplicated headcount)
1998-2015**

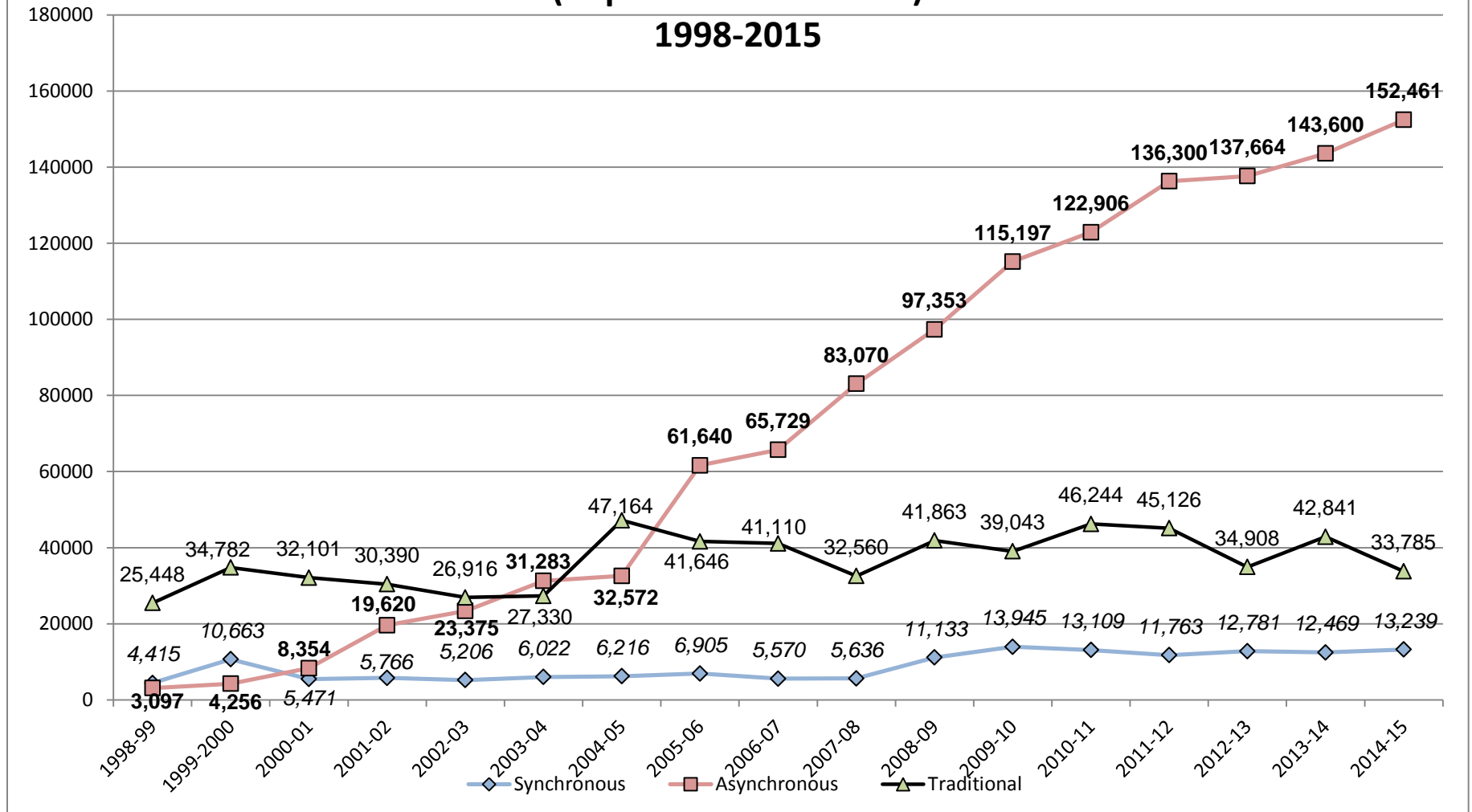


TABLE II
Estimate of the Number of Students Served by Nebraska Public Institutions by Distance Learning
(duplicated headcount)
2014-2015

Institution/Sector	Synchronous*		Asynchronous	Sub-Total	Traditional	Grand Total
	Sending	Receiving				
UNK	68	3	14,508	14,579	5	14,584
UNL	0	0	24,104	24,104	546	24,650
UNMC	1,653	1,771	2,211	5,635	0	5,635
UNO	0	0	21,816	21,816	5,446	27,262
NCTA	0	0	392	392	0	392
University Total	1,721	1,774	63,031	66,526	5,997	72,523
CSC	149	212	10,387	10,748	323	11,071
PSC	0	0	7,262	7,262	1,696	8,958
WSC	133	40	3,807	3,980	1,421	5,401
State College Total	282	252	21,456	21,990	3,440	25,430
CCC	939	1,777	12,016	14,732	2,390	17,122
MCC	1,500	111	27,369	28,980	13,300	42,280
MPCC	1,005	962	4,072	6,039	484	6,523
NECC	1,109	826	4,770	6,705	5,050	11,755
SCC	0	0	17,822	17,822	2,089	19,911
WNCC	625	356	1,925	2,906	1,035	3,941
Community College Total	5,178	4,032	67,974	77,184	24,348	101,532
Grand Totals	7,181	6,058	152,461	165,700	33,785	199,485

*The location from which instruction originates (i.e., the location of the teacher) is called the sending site.

Receiving sites are the remote locations where students are participating in class by two-way audio-video.

TABLE III
Awards Available at Distance from Nebraska Public Institutions
2013-2015

Institution	2013-14			2014-15		
	Synchronous & Asynchronous Delivery	Traditional Delivery	Combination of Synchronous, Asynchronous, & Traditional	Synchronous & Asynchronous Delivery	Traditional Delivery	Combination of Synchronous, Asynchronous, & Traditional
UNK	36	0	1	47	0	1
UNL	68	0	7	65	0	0
UNMC	NR	NR	NR	9	0	1
UNO	14	0	20	31	20	26
NCTA	NR	NR	NR	0	0	0
University Total	118	0	28	152	20	28
CSC	9	0	5	NR	NR	NR
PSC	11	0	0	11	0	0
WSC	4	6	1	4	5	1
State College Total	24	6	6	15	5	1
CCC	NR	NR	NR	8	0	0
MCC	25	0	0	26	0	0
MPCC	NR	NR	NR	0	0	0
NECC	14	11	19	14	11	18
SCC	2	0	10	2	0	10
WNCC	2	6	5	1	0	11
Community College Total	43	17	34	51	11	39
Grand Total	185	23	68	218	36	68

*NR – Not Reported

How are high school students served?

- The courses counted in this report are frequently offered for both high school and college credit and are usually called “dual enrollment” courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses.
- Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and are not reflected in the high school data presented here.
- In 2012-13 there were 1,800 college courses offered to 16,012 high school students (duplicated headcount). The number of courses and students increased steadily for the next two years with 2,112 courses offered to 19,496 students in 2014-15.
(Table IV).
- The community college sector increased both the number of courses offered and the number of students served over the three years reported. There were some declines at individual institutions, most notably fewer students at CCC and MCC. Conversely, SCC increased the number of students by almost 30% and MPCC increased by 32%.
- The state colleges had a slight increase in the number of courses and a small drop in the number of students. The university sector had just the opposite: a slight decrease in number of courses with an 11% increase in students.
- As in past years, the largest number of courses was reported by UNO (Graph III) as well as the largest number of students served (Graph IV). Much of UNO’s success can be attributed to a partnership between UNO and the Omaha area high schools by which UNO faculty work with high school faculty so that Advanced Placement courses taught in high schools meet UNO requirements and can be accepted for college credit.
- MCC ranked second in the number of students served while SCC ranked second in number of courses offered. This is expected since most high schools partner with community colleges for their dual enrollment courses. Graphs III and IV illustrate this pattern but also show large numbers at PSC. This is due to a long-standing and robust High School Early Entry program.
- In the 2002-03 Off-Campus and Distance Education Report, the Commission took an in-depth look at courses offered for high school students. This report is the first time since then that a high school focus has been included.

Focus on High Schools

How are courses and students distributed?

- In 2014-15 the community college sector offered almost 59% of the courses available for high school students while the state colleges offered just under 10% and the university provided 31% (Table IV).
- As might be expected, the percentage of students served (60% of all students) corresponded to the percentage of courses in the community college sector (59%). This was not true in the other two sectors. The state colleges served 13% of students (with 10% of the courses) while the university served 27% (with 31% of the courses).

What method of delivery is favored?

The method of delivery varies significantly both by sector and by institution.

- While LB 1208 was to have been an incentive for the community colleges to offer synchronous courses, this is not particularly evident in the dual credit offerings (Figure I). The sector is the only one reporting synchronous delivery for dual credit, but only three institutions (NECC, MPCC, and WNCC) utilize it and only for 81 courses. CCC and MCC provide dual credit solely via traditional methods. Asynchronous delivery is only used by SCC and MPCC, but it accounts for just over half of MPCC's dual credit classes.
- The state colleges offer dual credit courses almost entirely by traditional delivery, with the exception of 14 courses offered asynchronously by PSC (Figure II).
- Similarly, UNO and UNK offer all of their dual credit courses traditionally, but UNL and NCTA offer their dual credit entirely as asynchronous courses (Figure III).

In what subject areas are courses offered?

Table V identifies the disciplines in which the courses were offered.

- Of special note is the tradition of the community colleges to report all of their academic transfer courses under Liberal Arts and Sciences (CIP 24), which therefore represents a wide range of courses. Recently some of the community colleges have reported many of their transfer courses under the appropriate CIP rather than under 24 (e.g., math courses under CIP 27). Since not all of the community colleges do this, the data for those that did were folded into the CIP 24 for consistency. This tradition results in Liberal Arts and Sciences being the discipline with the most offered courses—all at the community colleges.

- However, liberal arts and sciences are also the kinds of courses offered by the four-year institutions. The most offered courses in the state college sector were in English Language and Literature, and social science at the university. It is logical that these courses would be popular for dual credit offerings. They are often courses that would fulfill general education requirements at both two-year and four-year institutions. They would also be courses most likely to be accepted in transfer from one institution to another.
- Beyond the liberal arts and sciences realm, the most frequently offered courses at the community colleges were in health professions, followed by precision production; mechanic and repair technologies; business; and information sciences.
- The top five fields at the state colleges were all in arts and sciences. The only other courses were in business and education.
- At the university, the top four disciplines were also in arts and sciences, but the institutions also offered a significant number of courses in information sciences and agriculture.

Do different institutions offer different types of courses?

When course offerings are broken down by institution, similar patterns emerge. Some patterns deserve special note.

- At the university, as expected, the agriculture courses were offered primarily by the Nebraska College of Technical Agriculture and UNL. After social science, the most-offered courses were in English, but only UNO provided them. (Table VI)
- While the state colleges' most-offered courses were in English, only PSC and WSC offered them. All three institutions offered courses in math, business, and history. (Table VII)
- Table VIII lists the courses in the CIP code category reported by the community colleges. This shows the disciplines that were collapsed into CIP 24 for Table V. MCC, MPCC, and SCC offered the widest variety of courses and NECC the least. After arts and sciences, the colleges focused on the technical training that is primary in their role and mission. CCC had the most courses and students in mechanic and repair technologies. MCC, MPCC, and SCC had large numbers in precision production. Health professions were popular at MCC, NECC, SCC, and WNCC. This may be reflective of health profession career academies in many of the high schools in these institutions' service areas.

How accessible are college courses for high school students?

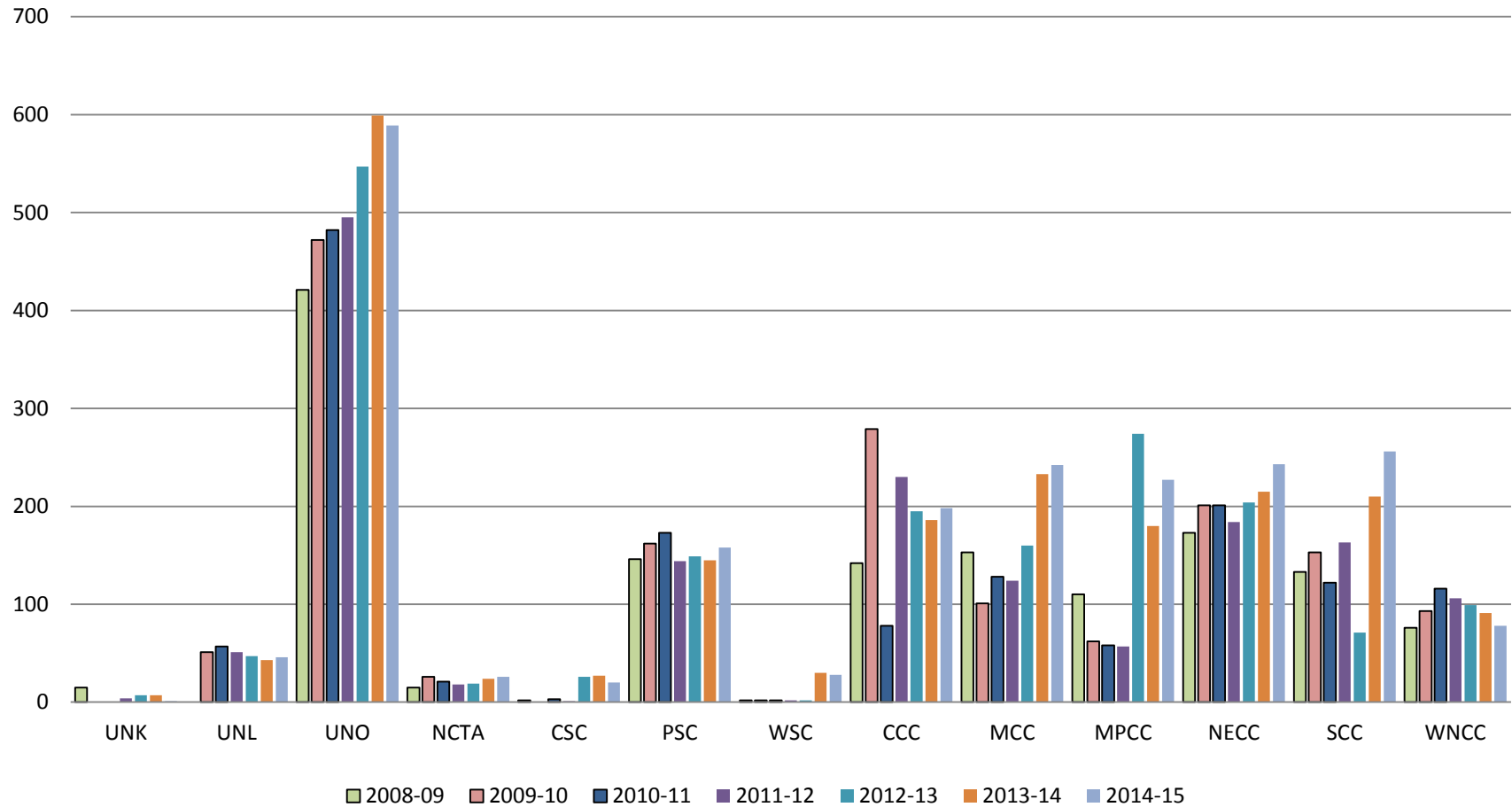
- Courses can be accessed from locations across the state. The map on page 26 shows the cities and towns reported as locations for traditional courses as well as those delivered synchronously. The institutions do not report locations for students taking courses asynchronously since they can access those courses from any place.
- The state is well-covered, especially when low population areas are taken into consideration. Table IX lists the locations reported by the institutions. There may more than one course in any given location. Northeast Community College offered courses in 58 different locations in its service area, the largest number reported. Mid-Plains had the second largest number with 37.

TABLE IV
Summary of College Courses Offered to High School Students in Nebraska by Public Institution
(duplicated headcount)
2012-2015

Institution	2012-13		2013-14		2014-15	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	7	95	7	73	1	0
UNL	47	235	43	174	46	197
UNMC	0	0	0	0	0	0
UNO	547	3,945	599	4,403	589	4,898
NCTA	19	139	24	139	26	225
University Total	620	4,414	673	4,789	662	5,320
CSC	26	241	27	325	20	168
PSC	149	1,889	145	1,959	158	2,065
WSC	2	27	30	294	28	305
State College Total	177	2,157	202	2,578	206	2,538
CCC	195	2,541	186	2,409	198	2,193
MCC	160	2,188	233	3,422	242	3,266
MPCC	274	1,724	180	970	227	1,283
NECC	204	1,479	215	1,586	243	1,742
SCC	71	781	210	1,920	256	2,486
WNCC	99	728	91	551	78	668
Community College Total	1,003	9,441	1,115	10,858	1,244	11,638
Grand Total	1,800	16,012	1,990	18,225	2,112	19,496

GRAPH III

College Courses Offered to High School Students by Institution 2008 - 2015



GRAPH IV

**High School Students Participating in College Courses by Institution
(duplicated headcount)
2008 - 2015**

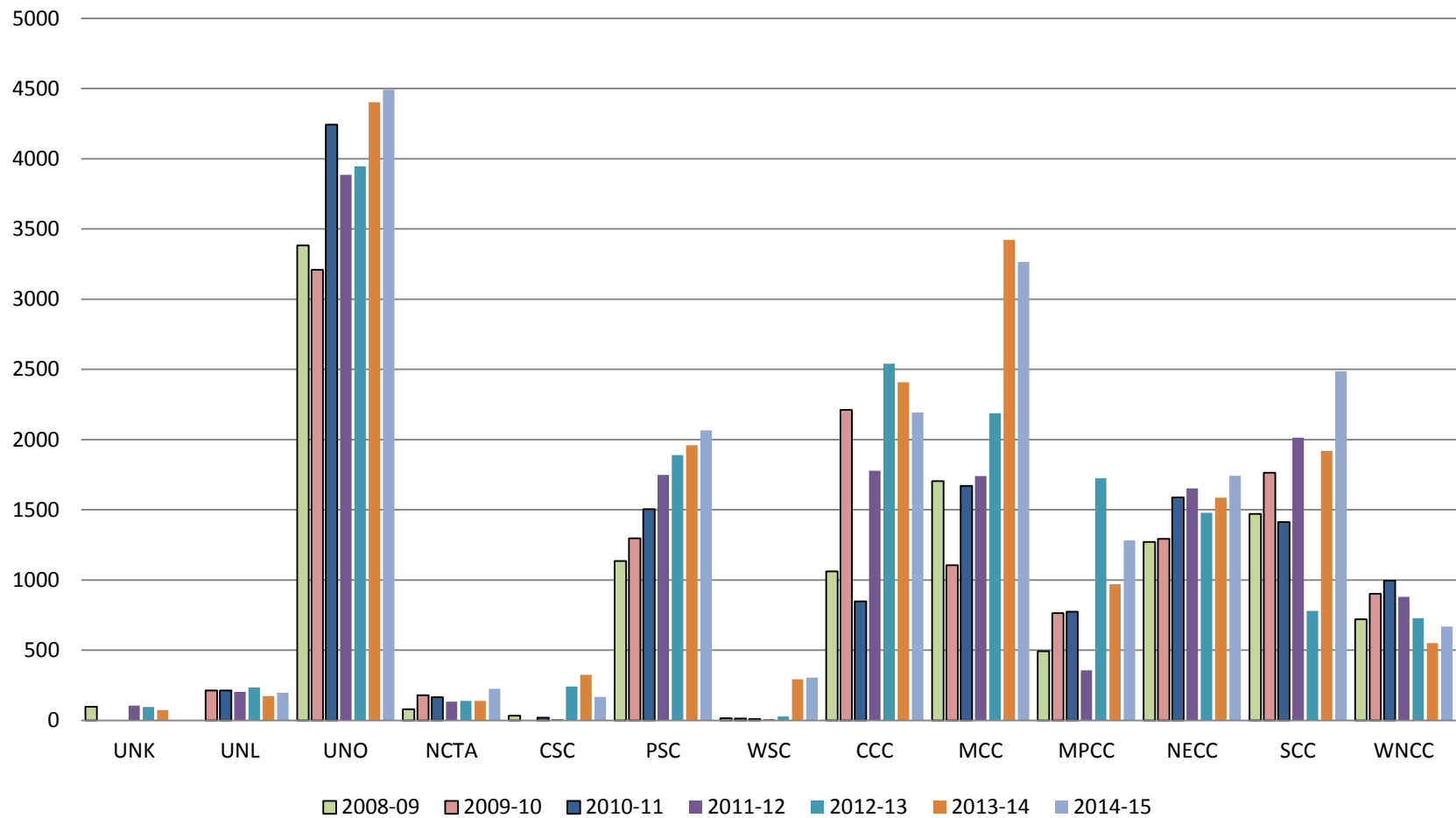


FIGURE I
Courses Offered to High School Students by Delivery Methods of Community Colleges
2014-15

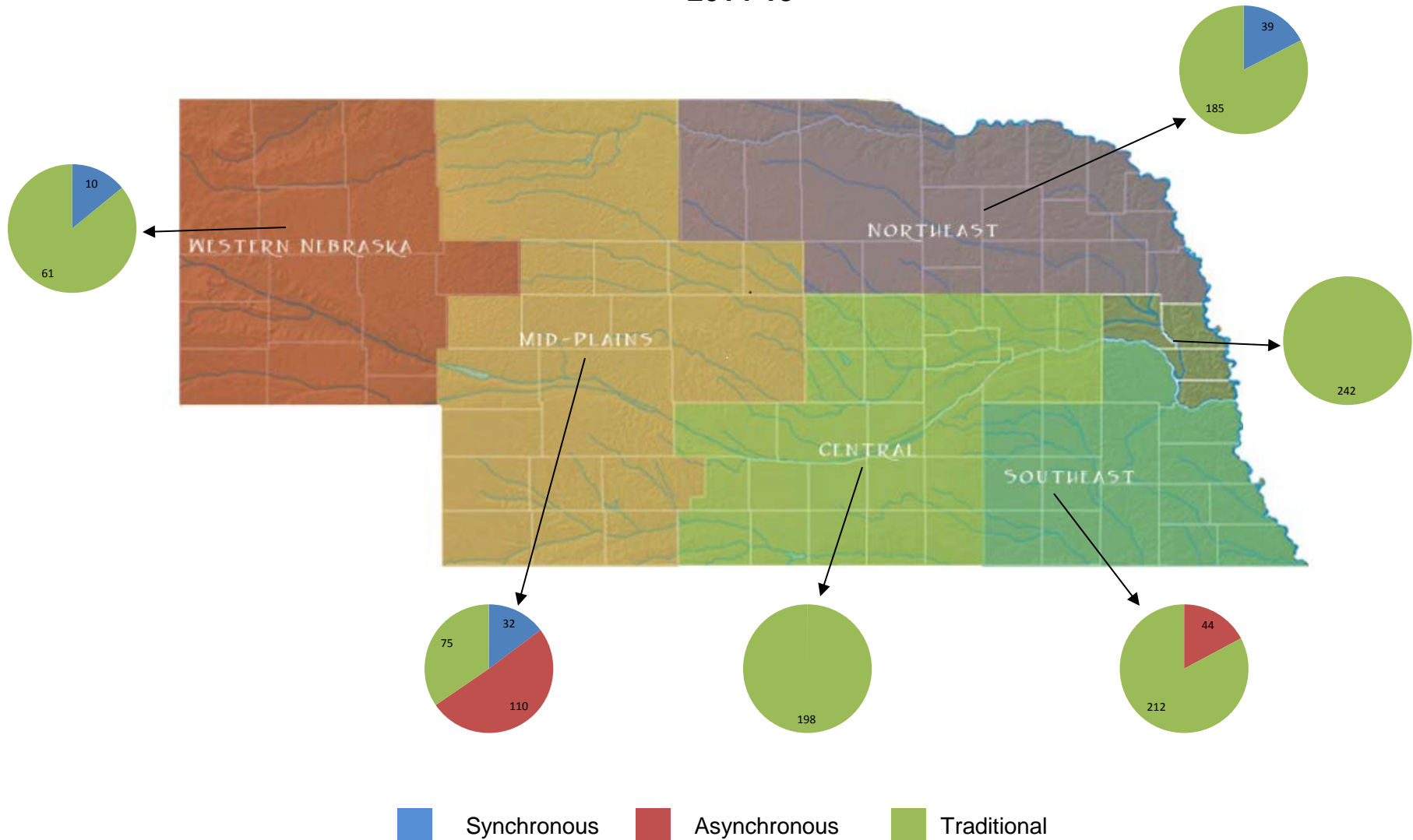


FIGURE II
Courses Offered to High School Students by Delivery Methods of
State Colleges
2014-15

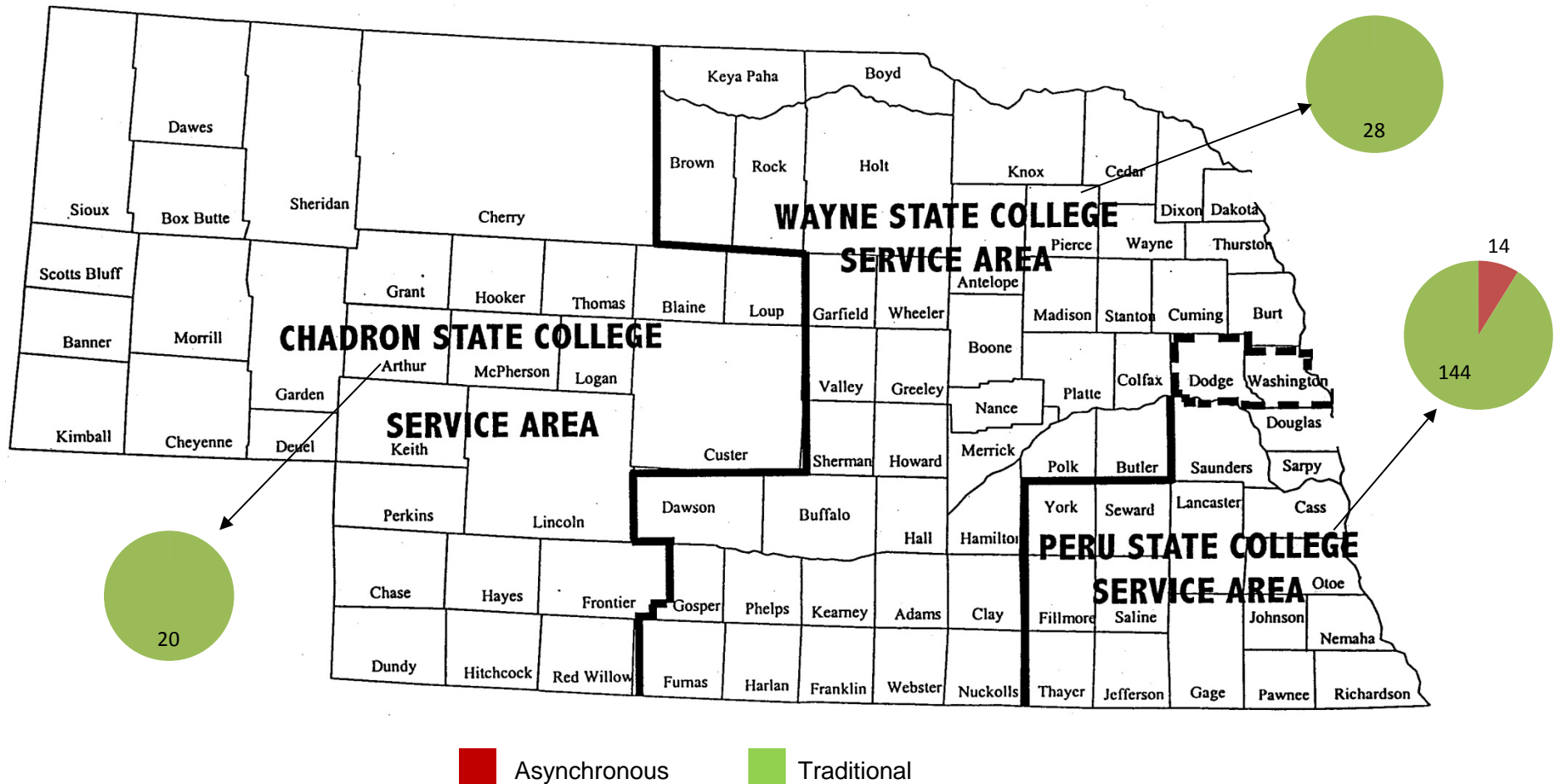


FIGURE III
Courses Offered to High School Students by Delivery Methods of
University of Nebraska
2014-15

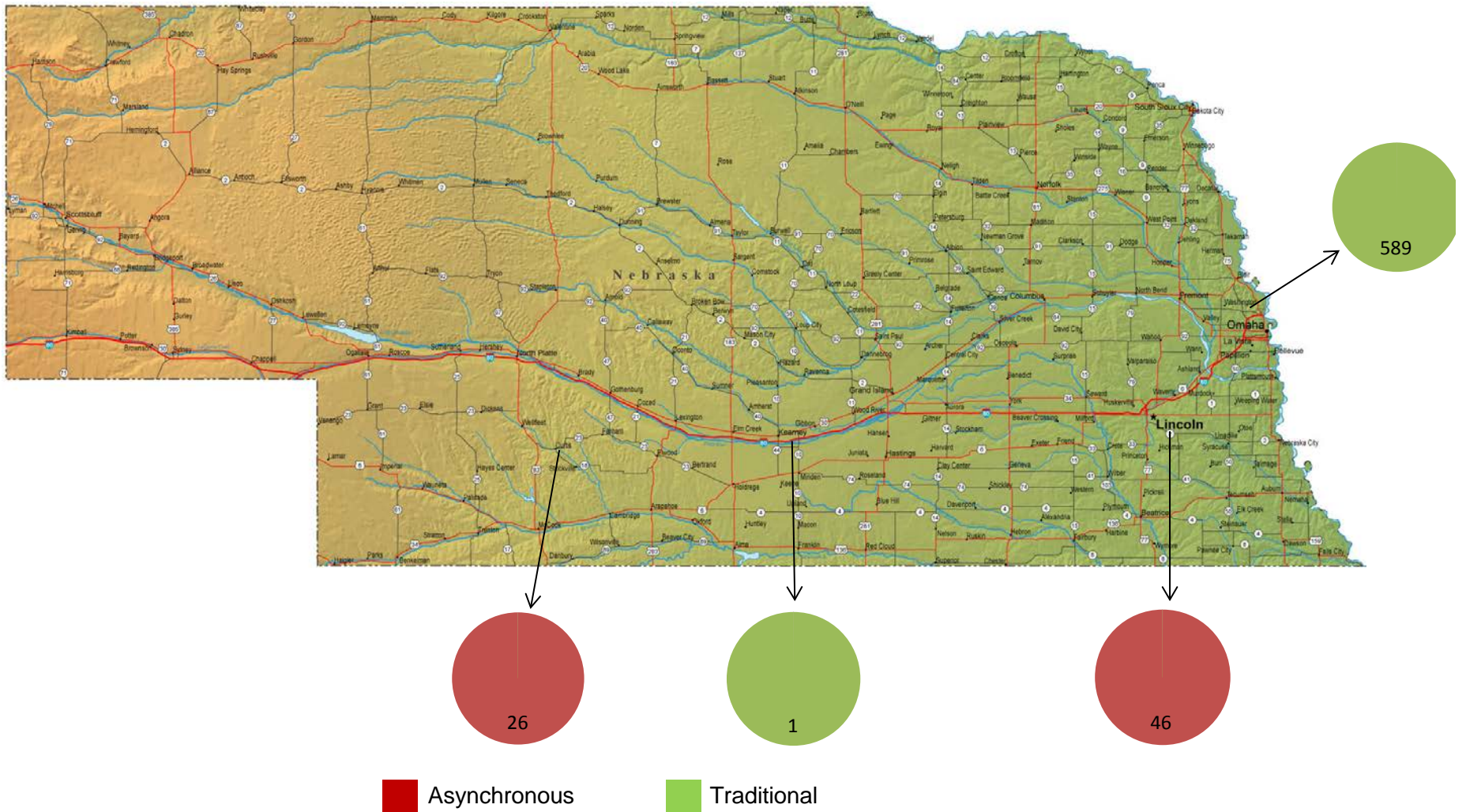


TABLE V
High School Course Offerings by Discipline (CIP Code) and Sector
2014-15

CIP Code		University of NE		State Colleges		Community Colleges		Total Courses	Total Students
		# Courses	# Students	# Courses	# Students	# Courses	# Students		
1	Agriculture	33	265	0	0	13	87	46	352
3	Natural Resources	1	1	0	0	0	0	1	1
5	Ethnic/Cultural Studies	2	2	0	0	0	0	2	2
9	Communication	4	16	0	0	0	0	4	16
11	Information Sciences	45	366	0	0	37	222	82	588
12	Culinary	0	0	0	0	13	159	13	159
13	Education	9	72	7	26	3	41	19	139
15	Engineering Technology	0	0	0	0	11	56	11	56
16	Foreign Language	30	143	4	39	0	0	34	182
19	Family/Consumer Science	8	26	0	0	6	64	14	90
23	English Language/Lit	84	724	53	824	0	0	137	1,548
24	Liberal Arts & Sciences	0	0	0	0	814	8,137	814	8,137
26	Biology	65	348	13	134	0	0	78	482
27	Math	62	449	49	448	0	0	111	897
31	Parks/Leisure Studies	12	49	0	0	0	0	12	49
32	Basic Skills (non-credit)	0	0	0	0	5	34	5	34
38	Philosophy/Religion	7	61	0	0	0	0	7	61
40	Physical Science	49	385	8	78	0	0	57	463
42	Psychology	33	338	17	332	0	0	50	670
43	Security/Protective Svcs	0	0	0	0	2	12	2	12
45	Social Science	108	794	23	348	0	0	131	1,142
46	Construction	0	0	0	0	18	46	18	46
47	Mechanic & Repair	0	0	0	0	60	620	60	620
48	Precision Production	0	0	0	0	97	684	97	684
49	Transportation	2	6	0	0	0	0	2	6
50	Arts	16	48	1	17	7	29	24	94
51	Health Professions	3	34	0	0	99	957	102	991
52	Business	12	126	14	84	59	490	85	700
54	History	79	668	17	208	0	0	96	876

Shaded areas indicate largest number of courses and enrollment

TABLE VI
High School Course Offerings by Discipline (CIP Code)
and Institution within the University of Nebraska
2014-15

University of Nebraska								
	UNK		UNL		UNO		NCTA	
CIP Code	Courses	Students	Courses	Students	Courses	Students	Courses	Students
1 - Agriculture			7	40			26	225
3 - Natural Resources			1	1				
5 - Ethnic/Cultural Studies			2	2				
9 - Communication			2	8	2	8		
11 - Information Sciences			2	15	43	351		
13 - Education					9	72		
16 - Foreign Language					30	143		
19 - Family/Consumer Science			8	26				
23 - English Language/Lit					84	724		
26 - Biology			1	3	64	345		
27 - Math	1	0			61	449		
31 - Parks/Leisure Studies					12	49		
38 - Philosophy/Religion					7	61		
40 - Physical Science			2	3	47	382		
42 - Psychology			2	36	31	302		
45 - Social Science			12	35	96	759		
49 - Transportation					2	6		
50 - Arts			2	3	14	45		
51 - Health Professions					3	34		
52 - Business			2	9	10	117		
54 - History			3	16	76	652		

TABLE VII
High School Course Offerings by Discipline (CIP Code)
and Institution within the State College Sector
2014-15

Nebraska State Colleges						
	CSC		PSC		WSC	
CIP Code	Courses	Students	Courses	Students	Courses	Students
13 - Education			7	26		
16 - Foreign Language			2	12	2	27
23 - English Language/Lit			49	753	4	71
26 - Biology			13	134		
27 - Math	11	95	31	294	7	59
40 - Physical Science			6	64	2	14
42 - Psychology			15	318	2	14
45 - Social Science			18	295	5	53
50 - Arts					1	17
52 - Business	7	59	6	15	1	10
54 - History	2	14	11	154	4	40

TABLE VIII
High School Course Offerings by Discipline (CIP Code)
and Institution within the Community College Sector
2014-15

Nebraska Community Colleges												
	CCC		MCC		MPCC		NECC		SCC		WNCC	
CIP Code	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu
1 - Agriculture			3	26	4	5	2	17	4	39		
11 - Information Sciences	2	12	15	120	4	0	3	17	8	58	5	15
12 - Culinary			10	116					3	43		
13 - Education									3	41		
15 - Engineering Technology	2	9	8	45	1	2						
19 - Family/Consumer Science			1	26	2	4			3	34		
23 - English Language/Lit									37	675		
24 - Liberal Arts & Sciences	115	1,460	124	1,933	174	1,106	201	1,504	11	98	49	544
26 - Biology									4	29		
27 - Math									67	473		
32 - Basic Skills (non-credit)					1	12					4	22
43 - Security/Protective Svc			2	12								
45 - Social Science									29	281		
46 - Construction	10	25			2	1					6	20
47 - Mechanic & Repair	35	410	19	190	2	14			4	6		
48 - Precision Production	16	127	24	255	19	61			35	226	3	15
50 - Arts			2	27	5	2						
51 - Health Professions	16	136	22	349			27	166	26	271	8	35
52 - Business	2	14	12	167	13	76	10	38	19	178	3	17
54 - History									3	34		

Italics: reported in CIP 24 on Table V

FIGURE IV
Locations of Traditional and Synchronous Courses Delivered to High School Students
2014-15

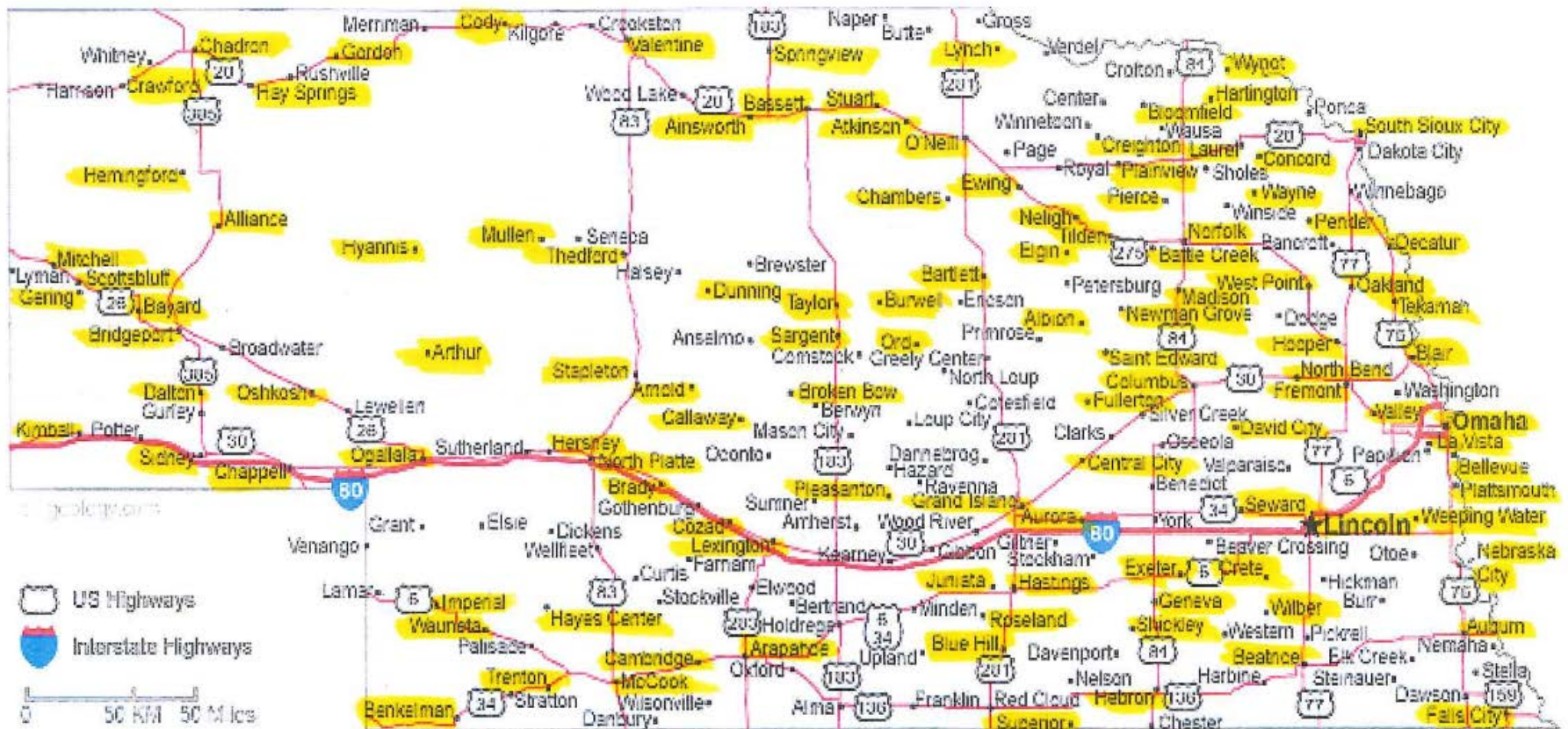


TABLE IX
High School Course Locations by Institution
2014-15

Central Community College

1. Albion/Boone Central Public
2. Aurora Public Schools
3. Beaver City/Southern Valley HS
4. Bellwood
5. Blue Hill Public Schools
6. Central City Public Schools
7. Columbus/Scotus High School
8. Columbus Public Schools (2)
9. Cozad High School
10. David City/St. Joseph's Villa
11. Fullerton Public Schools
12. Grand Island Central Catholic
13. Grand Island Public Schools (2)
14. Hartington Cedar Catholic
15. Hastings/Adams Central School
16. Hastings Public Schools
17. Humphrey/St. Francis Central HS
18. Juanita/Fire Hall
19. Kearney Public Schools
20. Leigh Public Schools
21. Lexington Public Schools
22. Lindsay/Village
23. Ord Public Schools
24. Roseland/Silver Lake High School
25. Schuyler High School
26. Shelby-Rising City High School
27. Spalding Public Schools
28. Superior Public Schools

Chadron State College

1. Chadron
2. Gordon
3. Hemingford
4. Sandhills (Dunning)
5. Scottsbluff
6. Sidney

Metropolitan Community College

1. Arlington High School
2. Blair High School
3. Bellevue East High School
4. Cummins Central Power (Omaha)
5. Douglas County West HS (Valley)
6. Fort Calhoun High School
7. Fremont Public Schools (2)
8. Gretna High School
9. Logan View Jr/Sr High (Hooper)
10. Millard Public Schools (3) (Omaha metro area)
11. Omaha Public Schools (9)
12. Papillion-Lavista Public (2)
13. Pipal Park Community Ctr (Omaha)
14. Platteview High School (Springfield)
15. Roncalli Catholic HS (Omaha)
16. Scribner High School
17. Westside High School (Omaha)

Mid-Plains Community College

1. Arapahoe

2. Arnold
3. Arthur
4. Ashland
5. Bartley
6. Benkleman
7. Bloomington
8. Brady
9. Broken Bow
10. Callaway
11. Cambridge
12. Cody
13. Dunning
14. Eustis
15. Grant
16. Hayes Center
17. Hershey
18. Hyannis
19. Imperial
20. Maxwell
21. McCook
22. Merna
23. Mullen
24. North Platte
25. Ogallala
26. Paxton
27. Sargent
28. Stapleton
29. Sutherland
30. Taylor
31. Thedford

Mid-Plains Community College (cont.)

32. Trenton
33. Tryon
34. Valentine
35. Wallace
36. Wauneta
37. Yutan

NE College of Technical Agriculture

1. All Asynchronous courses

Northeast Community College

1. Ainsworth High School
2. Arcadia High School
3. Bancroft Rosalie High School
4. Battle Creek High School
5. Bloomfield Jr Sr High School
6. Burwell Jr Sr High School
7. Chambers High School
8. Clearwater Orchard High School
9. College Center South Sioux City
10. Creighton Community School
11. Elgin High School
12. Elkhorn Valley High School (Tilden)
13. Emerson Hubbard High School
14. Ewing High School
15. Guardian Angels CC (West Point)
16. Hartington Cedar Catholic High
17. Hartington-Newcastle Schools
18. Homer High School
19. Howells Dodge High School
20. Keya Paha County HS (Springview)
21. Laurel Concord Coleridge High School
22. Logan View Jr /Sr High (Hooper)
23. Lutheran High Northeast (Norfolk)

24. Lynch High School
25. Lyons Decatur High School
26. Madison Senior High School
27. Neligh Oakdale High School
28. Newman Grove High School
29. Norfolk Catholic High School
30. Norfolk Public Schools (2)
31. North Bend Central High School
32. Oakland Craig Senior High
33. O'Neill Education Center
34. O'Neill High School
35. Osmond High School
36. Pender High School
37. Pierce Jr Sr High School
38. Plainview High School
39. Pleasanton Public School
40. Pope John XXIII High School (Elgin)
41. Rock County High School (Bassett)
42. Saint Mary's High School (O'Neill)
43. South Sioux City High School
44. Stanton High School
45. Stuart High School
46. Tekamah Herman High School
47. Verdigre High School
48. Wakefield High School
49. Walthill High School
50. Wausa High School
51. Wayne High School
52. West Boyd High School (Spencer)
53. West Holt High School (Atkinson)
54. West Point Beemer High School
55. West Point Education Center
56. Wheeler Central HS (Bartlett)
57. Wisner Pilger High School
58. Wynot High School

Peru State College

1. Auburn
2. Auburn - ESU#4
3. Beatrice - ESU#5
4. Bennington HS
5. Centennial High School (Utica)
6. Crete - Crete H.S.
7. Elkhorn Public Schools (2)
8. Exeter - Milligan
9. Fairbury High School
10. Falls City
11. Falls City Sacred Heart HS
12. Fillmore Central High School (Geneva)
13. Ft. Calhoun
14. Humboldt
15. Johnson-Brock H.S.
16. Nebr City Lourdes Central HS
17. Nebraska City
18. Norris High School (Firth)
19. North Bend
20. Omaha
21. Pawnee City
22. Shickley
23. Syracuse - High School
24. Tecumseh
25. Tri County Public Schools (Dewitt)
26. Wilber - Clatonia H.S.
27. York

Southeast Community College

1. Ashland-Greenwood
2. Beatrice
3. Bryan Community (Lincoln)
4. Cedar Bluffs
5. Crete

Southeast Community College (cont.)

6. Deshler
7. Elmwood Murdock
8. Fairbury
9. Falls City
10. Fillmore Central (Geneva)
11. Friend
12. Heartland (Henderson)
13. Johnson-Brock
14. Lincoln Christian
15. Lincoln Public Schools (6)
16. Louisville
17. Malcolm
18. Mead
19. Milford
20. Norris
21. Plattsmouth
22. Raymond Central
23. Seward
24. Thayer Central (Hebron)
25. Tri-County Public Schools (Dewitt)
26. Wahoo
27. Waverly
28. Weeping Water
29. Wilber-Clatonia
30. York
31. Yutan

University of Nebraska at Kearney

1. Kearney

University of Nebraska-Lincoln

1. All Asynchronous Courses

University of Nebraska at Omaha

1. Bellevue Public Schools (2)
2. Blair High School
3. Brownell-Talbot HS (Omaha)
4. Concordia High School
5. Crete High School
6. DC West High School (Valley)
7. Elkhorn Public Schools (2)
8. McCook High School
9. Millard Public Schools (4) (Omaha metro area)
10. Omaha Archdiocese Schools (5)
11. Omaha Public Schools (8)
12. Papillion-LaVista Public (2)
13. Platteview High School (Springfield)
14. Plattsmouth High School
15. Ralston High School
16. Univ of Nebraska High School
17. Westside High School (Omaha)

Western Nebraska Community College

1. Alliance HS
2. Bayard
3. Bridgeport
4. Chadron
5. Chappell
6. Crawford
7. Dalton
8. Elba
9. Gering
10. Gordon
11. Harrisburg
12. Hay Springs
13. Kimball
14. Mitchell

15. Morrill
16. Oshkosh
17. Potter
18. SCB HS
19. Scottsbluff
20. Sidney HS

Wayne State College

1. Aurora
2. Cross Co. HS (Stromsburg)
3. David City
4. David City Aquinas
5. Fullerton
6. Harvard
7. Riverside High School (Cedar Rapids)
8. Sandy Creek
9. Schuyler
10. St. Edward
11. Superior
12. Wayne Public School

INFORMATION ITEMS

A. Discontinued Program

1. UNL - Logistics (graduate certificate)

B. Degree Consolidation

1. UNO - Master of Arts and Master of Science degrees in Special Education to a single Master of Science degree in the Department of Special Education and Communication Disorders

C. Department Renaming

1. UNMC - Division of Radiation Science Technology Education to
Department of Medical Imaging and Therapeutic Sciences

2016 Factual Look at Higher Education in Nebraska

Section: Degrees and Other Awards Conferred 2004–05 through 2014–15

Jill M. Heese, MS
Research Coordinator

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

Presented at the September 8, 2016, Commission Meeting

Agenda

- Background
- Completions (# of Awards)

- Analyzed by:

- Sector
 - Award Level
 - Gender
 - Race / Ethnicity
 - Discipline

Section 1

Section 2

Section 3

Section 4

Section 5

- Completers (# of Students)

- Analyzed by:

- Age Group

Section 6

- Questions

Background

- Coordinating Commission is required by statute to report IPEDS data
 - Responsibility is fulfilled through the publication of the *Factual Look* and other reports, such as the *Nebraska Higher Education Progress Report*
- *Factual Look* is generally used by legislative staff, institutional researchers and Commission staff
- Provides a statewide statistical analysis
 - Focuses on 10-year trends
 - Does not answer “why”

Background

- Consists of three parts:
 - Degrees and Other Awards
 - Enrollment
 - Faculty and Salaries
- Executive Director approves sections of the *Factual Look* as they are completed after consultation with the Planning and Consumer Information Committee
 - Ensures timely dissemination of data
- *Factual Look* is now primarily an online publication
 - Data corresponding to each section are available for download via the Commission's website
 - Data users are able to view data via a dashboard on the Commission's website: <https://ccpe.nebraska.gov/degrees-and-other-awards-dashboard>

Important Technical Notes

- Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
- Due to rounding, percentages may not sum to 100.0% for data summarized in this report.
- For each figure in this presentation, you'll see a graphic like this in the lower left side of the screen. The page number of the report that coincides with the figure is in the magnifying glass.

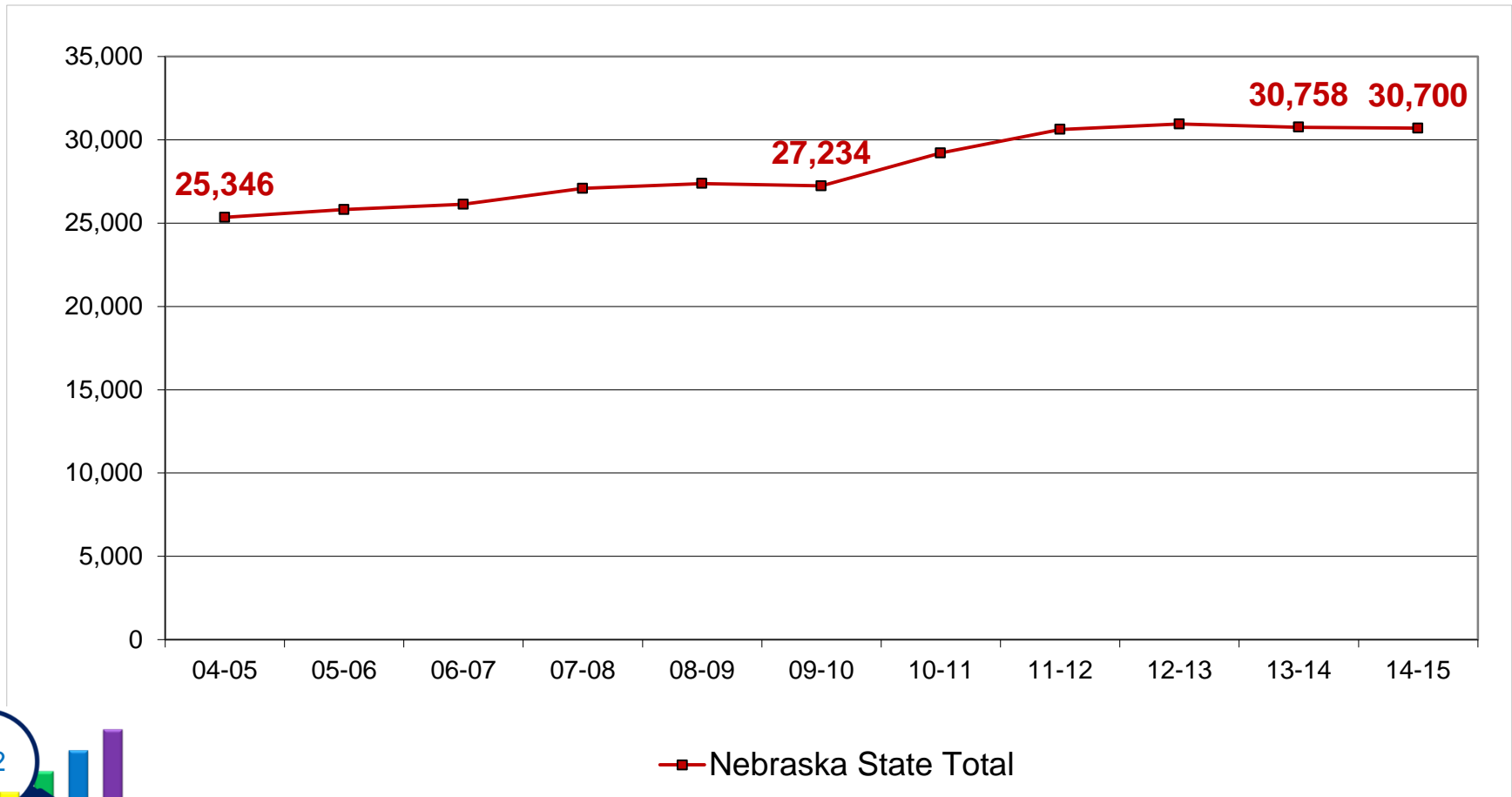


Degrees and Other Awards by Sector

SECTION 1

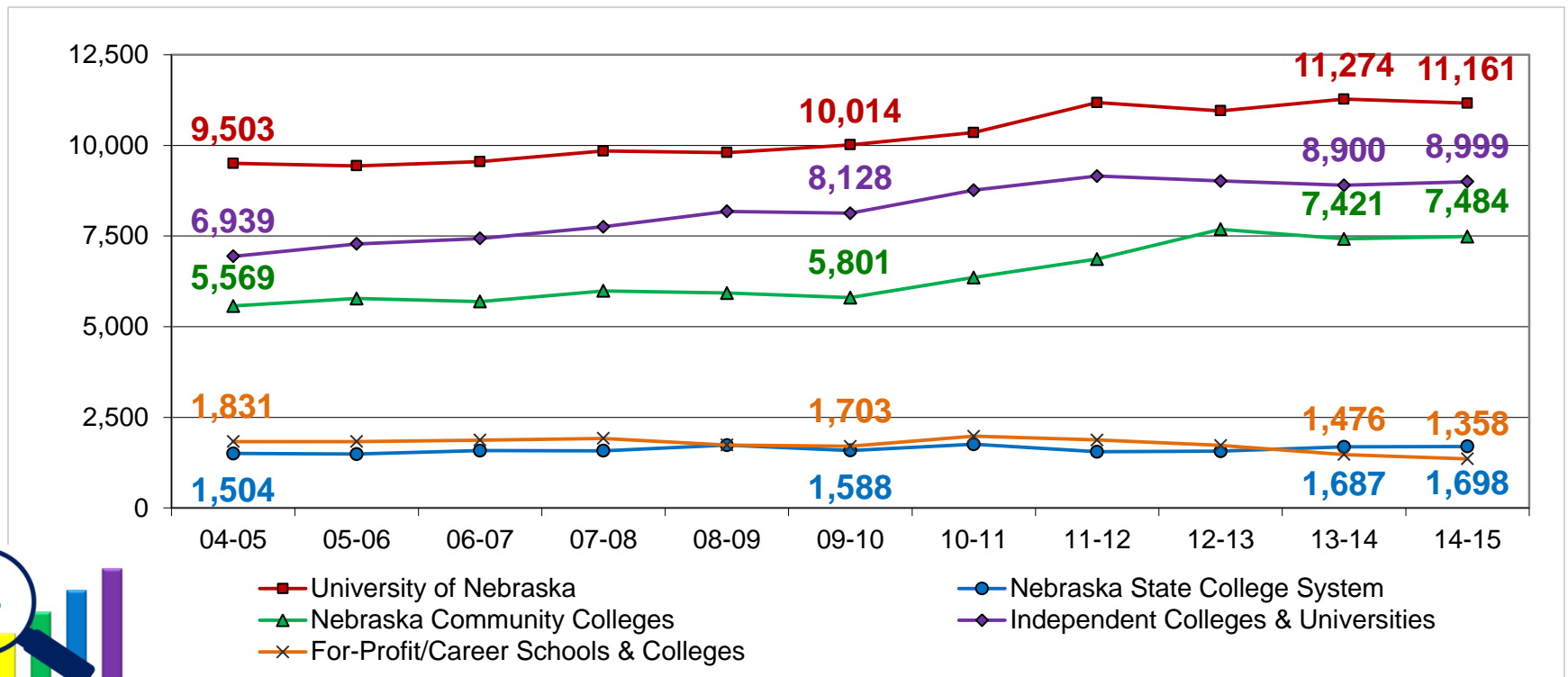
Total Degrees and Other Awards Conferred

SECTOR	1-YEAR CHANGE	10-YEAR CHANGE
■ Nebraska State Total	-0.2%	21.1%



Total Degrees and Other Awards Conferred by Sector

SECTOR	1-YEAR CHANGE	10-YEAR CHANGE
■ University of Nebraska	-1.0%	17.4%
● Nebraska State College System	0.7%	12.9%
▲ Nebraska Community Colleges	0.8%	34.4%
◆ Independent Colleges & Univ.	1.1%	29.7%
✕ For-Profit/Career Schools	-8.0%	-25.8%



University of Nebraska

Total Degrees and Other Awards by College

10-Year Change: 17.4%

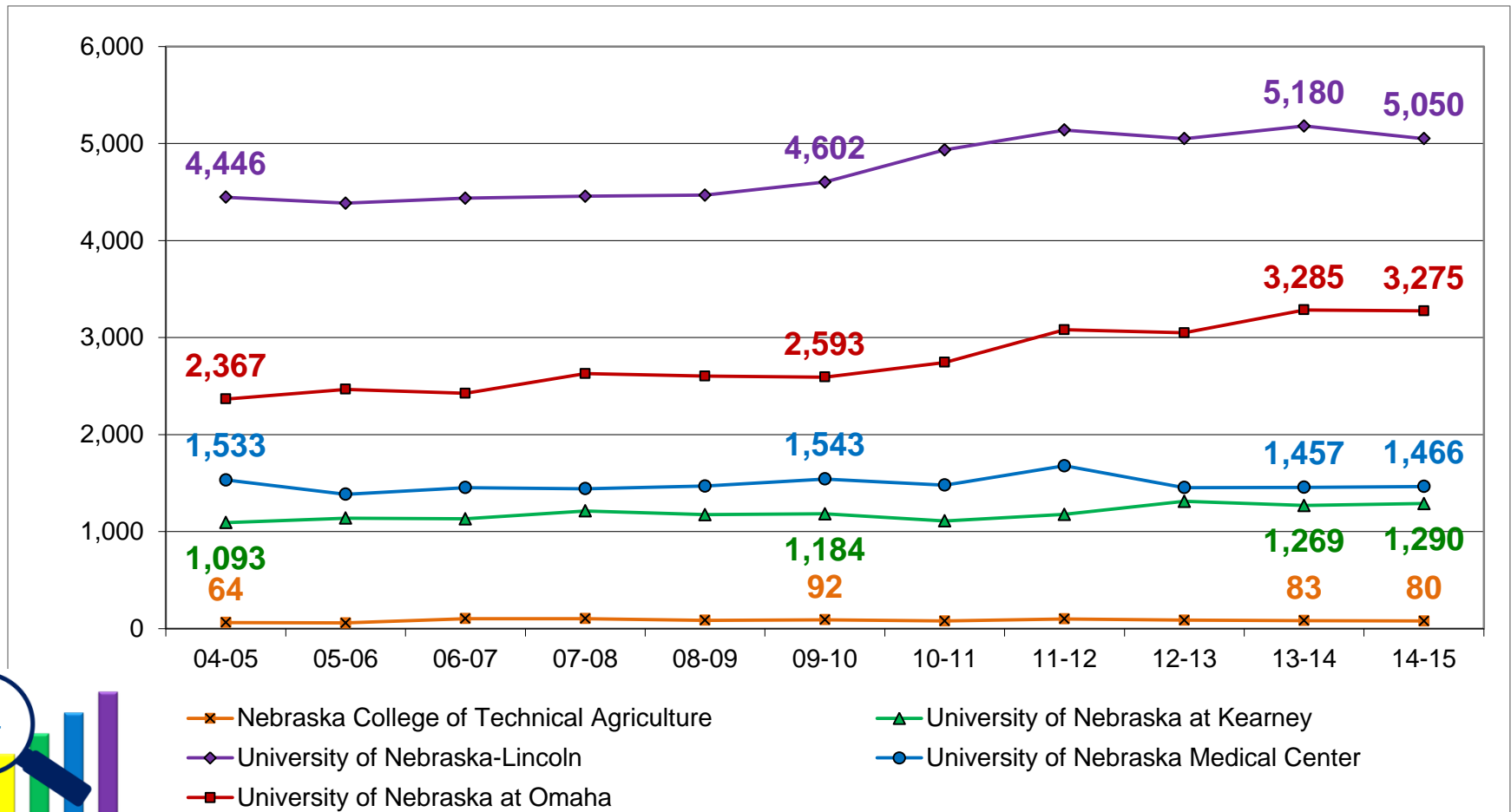
✕ NCTA: 25.0%

▲ UNK: 18.0%

◆ UNL: 13.6%

● UNMC: -4.4%

■ UNO: 38.4%



Nebraska State College System

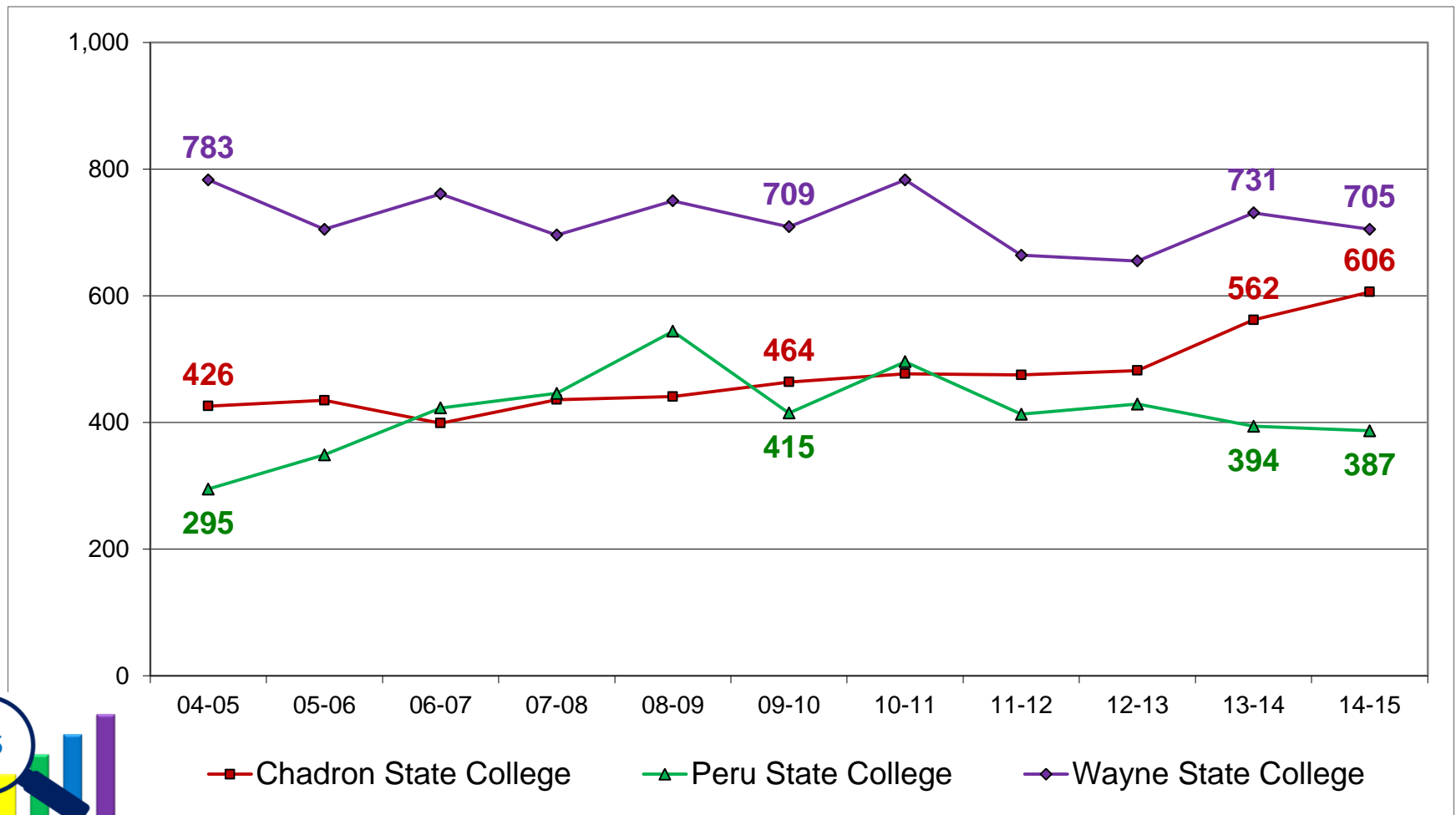
Total Degrees and Other Awards by College

10-Year Change: 12.9%

■ Chadron: 42.3%

▲ Peru: 31.2%

◆ Wayne: -10.0%

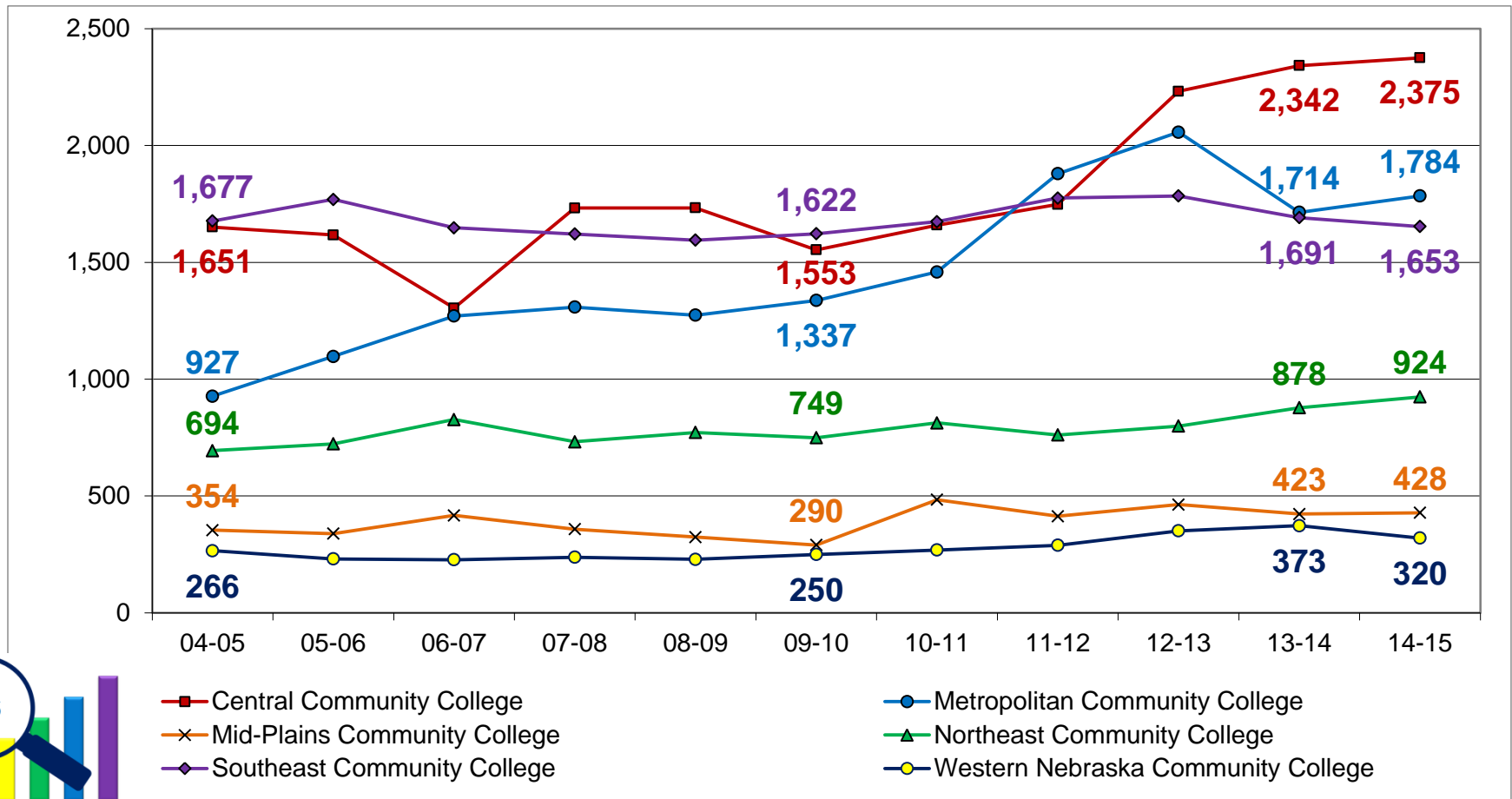


Nebraska Community Colleges

Total Degrees and Other Awards by College

10-Year Change: 34.4%

■ Central: 43.9%
 ● Metro: 92.4%
 x Mid-Plains: 20.9%
▲ Northeast: 33.1%
 ◆ Southeast: -1.4%
 ● Western: 20.3%



■ Central Community College
x Mid-Plains Community College
◆ Southeast Community College

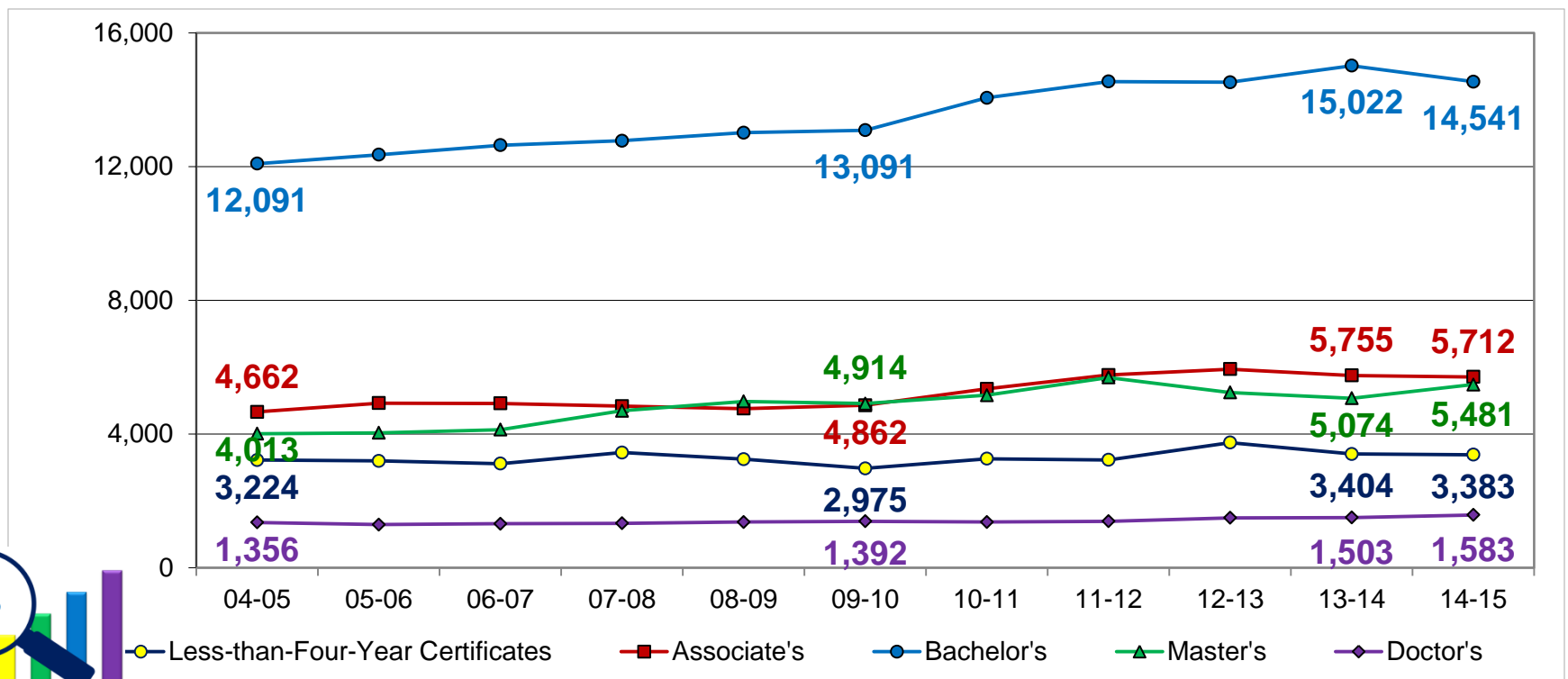
● Metropolitan Community College
▲ Northeast Community College
● Western Nebraska Community College

Degrees and Other Awards by Award Level

SECTION 2

Total Degrees and Other Awards Conferred by Award Level

AWARD LEVEL	1-YR CHANGE	10-YR CHANGE
● Less-Than-Four-Year Certificates	-0.6%	4.9%
■ Associate's Degrees	-0.7%	22.5%
● Bachelor's Degrees and Post-Baccalaureate Certificates	-3.2%	20.3%
▲ Master's Degrees and Post-Master's Certificates	8.0%	36.6%
◆ Doctor's Degrees	5.3%	16.7%



2014–15 Degrees and Other Awards by Level and by Sector

AWARD LEVEL	UNIV. NE	NSCS	NE CCs	INDEP	FOR-PR./ CAREER	10-YR CHANGE
● < 4-Year Certificates	43	—	2,516	83	741	5%
10-Yr Change	2050%	—	41%	-58%	-40%	
■ Associate's	73	—	4,968	235	436	23%
10-Yr Change	11%	—	31%	1%	-25%	
● Bachelor's	7,620	1,272	—	5,490	159	20%
10-Yr Change	22%	8%	—	17%	1345%	
▲ Master's	2,566	426	—	2,467	22	37%
10-Yr Change	4%	31%	—	102%	N/A	
◆ Doctor's	859	—	—	724	—	17%
10-Yr Change	15%	—	—	18%	—	

Note. Less-than-four-year certificates were not conferred by Nebraska's state colleges. Associate's degrees were not conferred by Nebraska's state colleges. The bachelor's degree category includes postbaccalaureate certificates. Bachelor's degrees were not conferred by Nebraska's community colleges. The master's degree category includes post-master's certificates. Master's degrees were not conferred by Nebraska's community colleges, and the for-profit/career schools did not award degrees at this level until 2006–07. Doctor's degrees were not conferred by Nebraska's community colleges, state colleges, or for-profit/career schools.

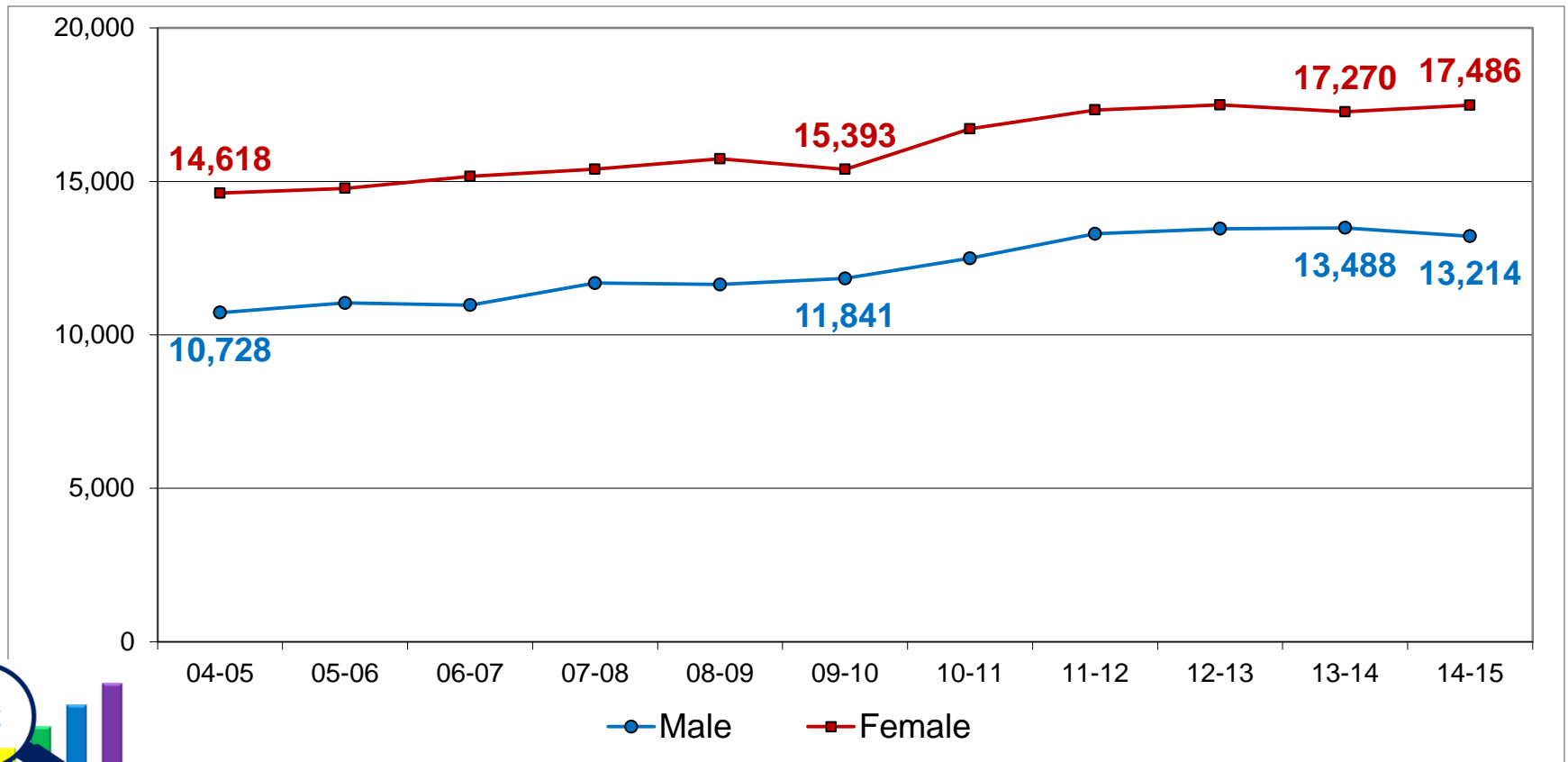


Degrees and Other Awards by Gender

SECTION 3

Total Degrees and Other Awards Conferred by Gender

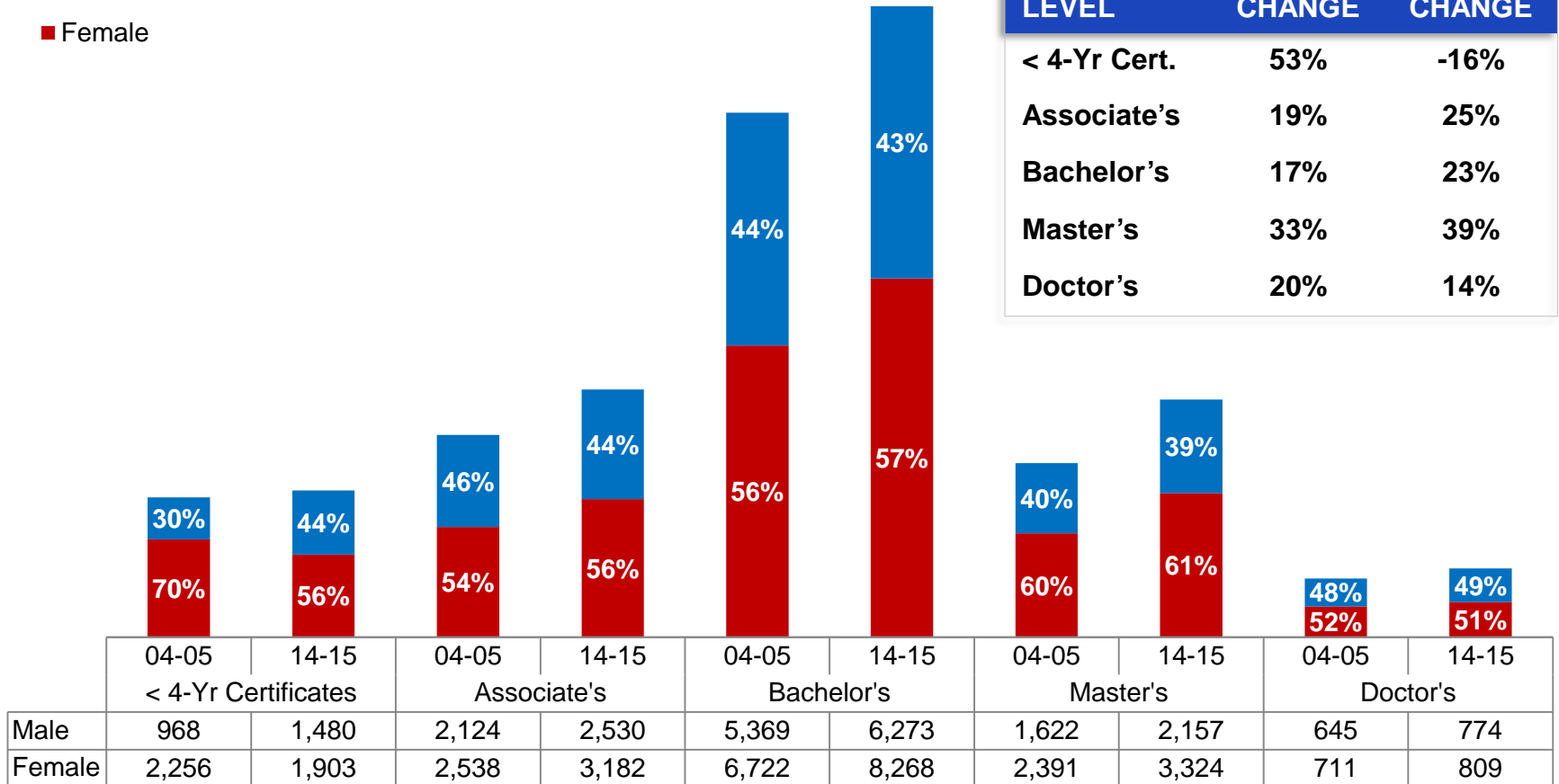
GENDER	% OF AWARDS		1-YEAR CHANGE	10-YEAR CHANGE
	2004–05	2014–15		
• Male	42.3%	43.0%	-2.0%	23.2%
■ Female	57.7%	57.0%	1.3%	19.6%



Total Degrees and Other Awards Conferred by Level by Gender

■ Male
■ Female

LEVEL	MALE 10-YR CHANGE	FEMALE 10-YR CHANGE
< 4-Yr Cert.	53%	-16%
Associate's	19%	25%
Bachelor's	17%	23%
Master's	33%	39%
Doctor's	20%	14%



Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

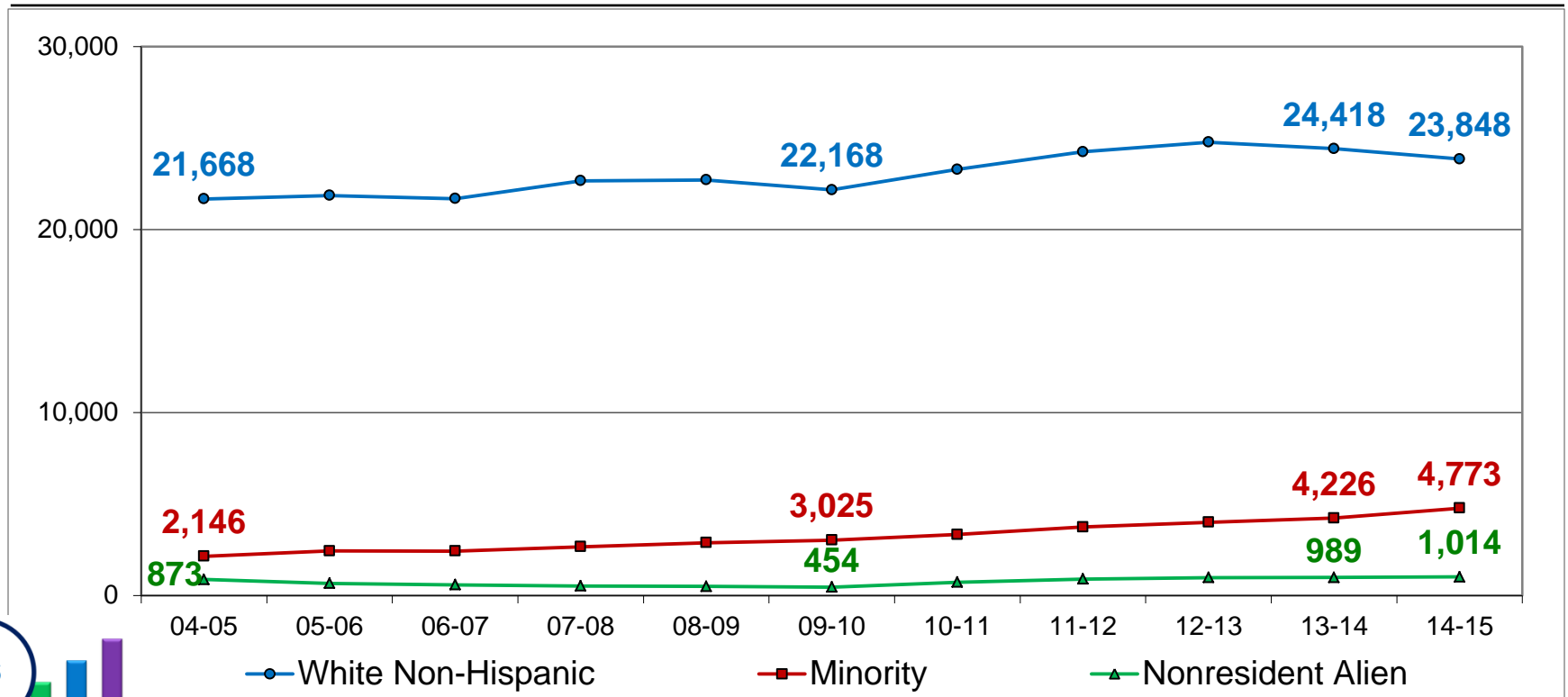


Degrees and Other Awards by Race/Ethnicity

SECTION 4

Degrees and Other Awards Conferred by Race/Ethnicity

RACE/ETHNICITY	% OF AWARDS		1-YR CHANGE	10-YR CHANGE
	2004–05	2014–15		
● White Non-Hispanic	87.8%	80.5%	-2.3%	10.1%
■ Minority	8.7%	16.1%	12.9%	122.4%
▲ Nonresident Alien	3.5%	3.4%	2.5%	16.2%

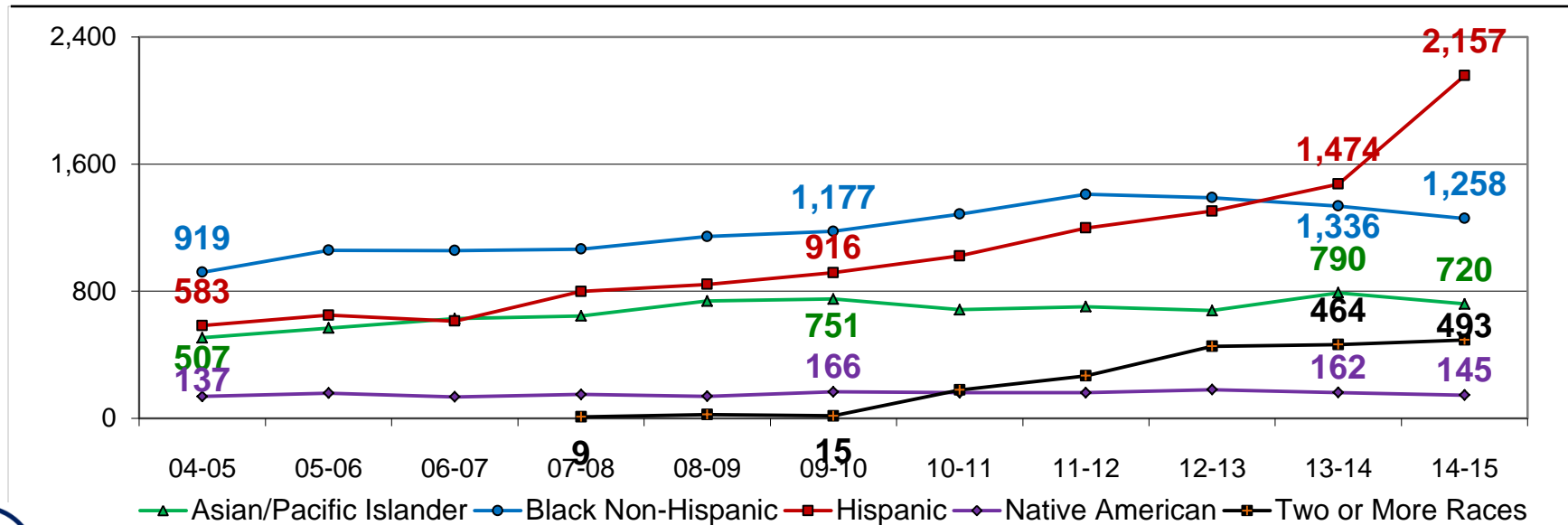


Note. Excludes awards conferred to students of unknown race/ethnicity (N = 659 in 2004–05, N = 1,065 in 2014–15).



Degrees and Other Awards Conferred by Race/Ethnicity

RACE/ETHNICITY	% OF AWARDS		1-YR CHANGE	10-YR CHANGE
	2004–05	2014–15		
▲ Asian/Pacific Islander	2.1%	2.4%	-8.9%	42.0%
● Black (non-Hispanic)	3.7%	4.2%	-5.8%	36.9%
■ Hispanic	2.4%	7.3%	46.3%	270.0%
◆ Native American	0.6%	0.5%	-10.5%	5.8%
■ Two or More Races	N/A	1.7%	6.3%	N/A



Note. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09, and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year. The majority of the increase in the number of awards conferred to Hispanic students was due to a change in the way Bellevue University identified Hispanic students. See page S4 of the Executive Summary for more information.



2014–15 Degrees and Other Awards Conferred by Award Level by Race/Ethnicity

RACE/ETHNICITY	< 4-YR CERTIFICATES	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTOR'S
▲ Asians/Pac. Islanders	33	102	338	133	114
10-Yr Change	-3%	65%	55%	68%	0%
● Black Non-Hispanic	147	321	518	231	41
10-Yr Change	-1%	47%	45%	47%	8%
■ Hispanics	352	423	1,023	305	54
10-Yr Change	296%	247%	286%	301%	74%
◆ Native Americans	18	48	46	28	5
10-Yr Change	64%	50%	-19%	0%	-44%
▲ Nonresident Aliens	19	40	468	324	163
10-Yr Change	46%	-29%	52%	-15%	44%
✚ Two or More Races	28	52	293	88	32
10-Yr Change	N/A	N/A	N/A	N/A	N/A
● White Non-Hispanic	2,748	4,644	11,285	4,046	1,125
10-Yr Change	-5%	13%	8%	28%	9%



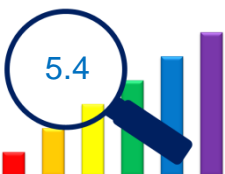
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09, and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

Degrees and Other Awards by Discipline

SECTION 5

Degrees and Other Awards by Discipline

Discipline	2004–05		2014–15		10-Year % Increase
	N	% of Total	N	% of Total	
■ Arts and Humanities	2,517	9.9%	3,604	11.7%	43.2%
✕ Business and Communication	5,607	22.1%	6,507	21.2%	16.1%
● Education	2,926	11.5%	3,172	10.3%	8.4%
▲ Health	4,989	19.7%	5,990	19.5%	20.1%
◆ Social and Behavioral Sciences and Human Services	2,664	10.5%	3,225	10.5%	21.1%
● Science, Technology, Engineering and Math (STEM)	3,762	14.8%	4,583	14.9%	21.8%
⊕ Trades	2,881	11.4%	3,619	11.8%	25.6%



2014–15 Top Discipline by Award Level

Award Level	Top Discipline	N	% of Total Within Level
● Less-than-Four-Year Certificates	Trades	1,600	47.3%
■ Associate's	Arts and Humanities	1,628	28.5%
● Bachelor's	Business and Communication	4,127	28.4%
▲ Master's	Education	1,535	28.0%
◆ Doctor's	Health	874	55.2%

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.



Completers by Age Group

SECTION 6

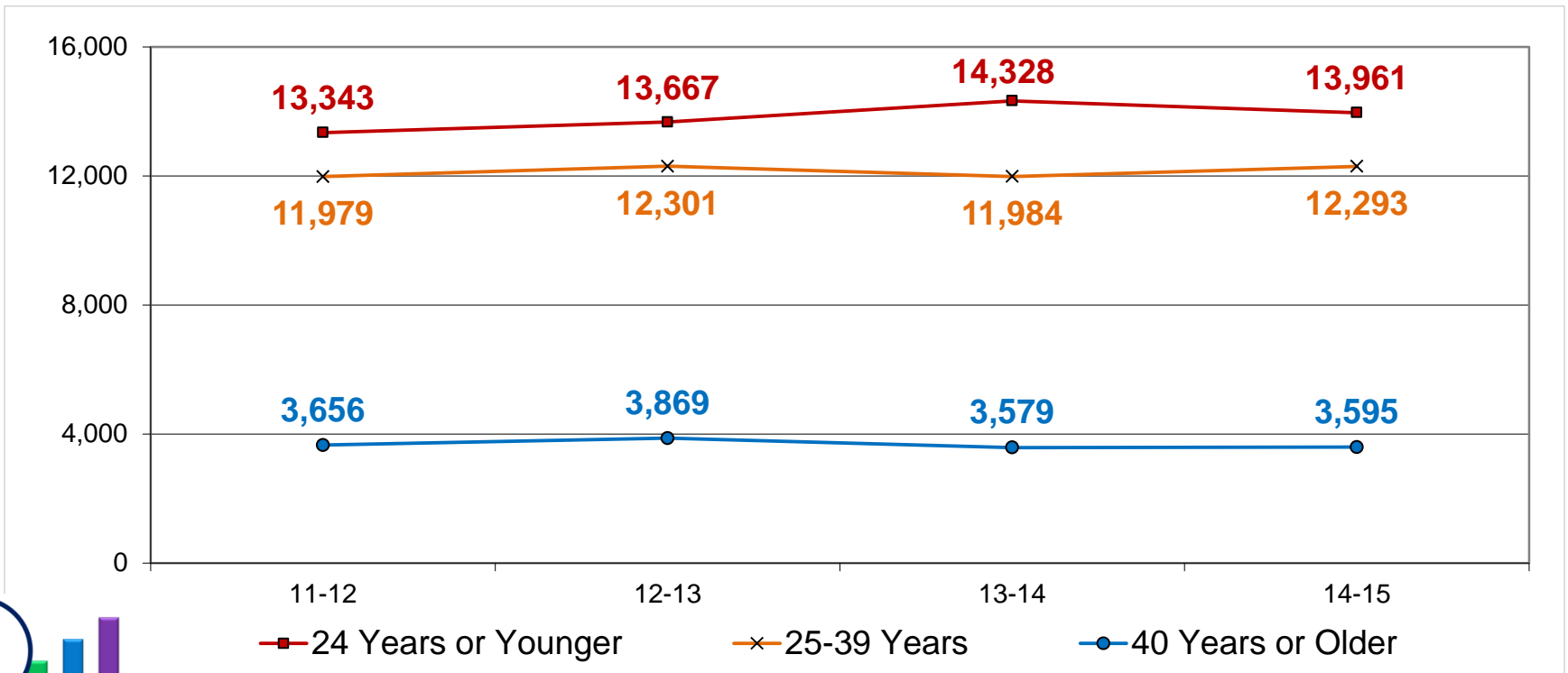
Completers by Age Group

- Data has only been collected for four years; therefore, 10-year trends are not available
- While Sections 1 – 5 analyze the number of awards conferred, Section 6 analyzes the number of students who earned awards
 - In Section 6, a student is counted only once per award level
 - Therefore, the numbers for Sections 1 – 5 will NOT match the numbers for Section 6
- In Sections 1 – 5, postbaccalaureate certificates are included with bachelor's degrees, and post-master's certificates are included with master's degrees
 - However, since IPEDS utilizes different award level groupings for Section 6, the Commission is obligated to group postbaccalaureate and post-master's certificates into one award level category



Completers by Age Group

AGE GROUP	% OF AWARDS		1-YR CHANGE	3-YR CHANGE
	2011–12	2014–15		
■ 24 Years or Younger	46.0%	46.8%	-2.6%	4.6%
✕ 25–39 Years	41.3%	41.2%	2.6%	2.6%
● 40 Years or Older	12.6%	12.0%	0.4%	-1.7%

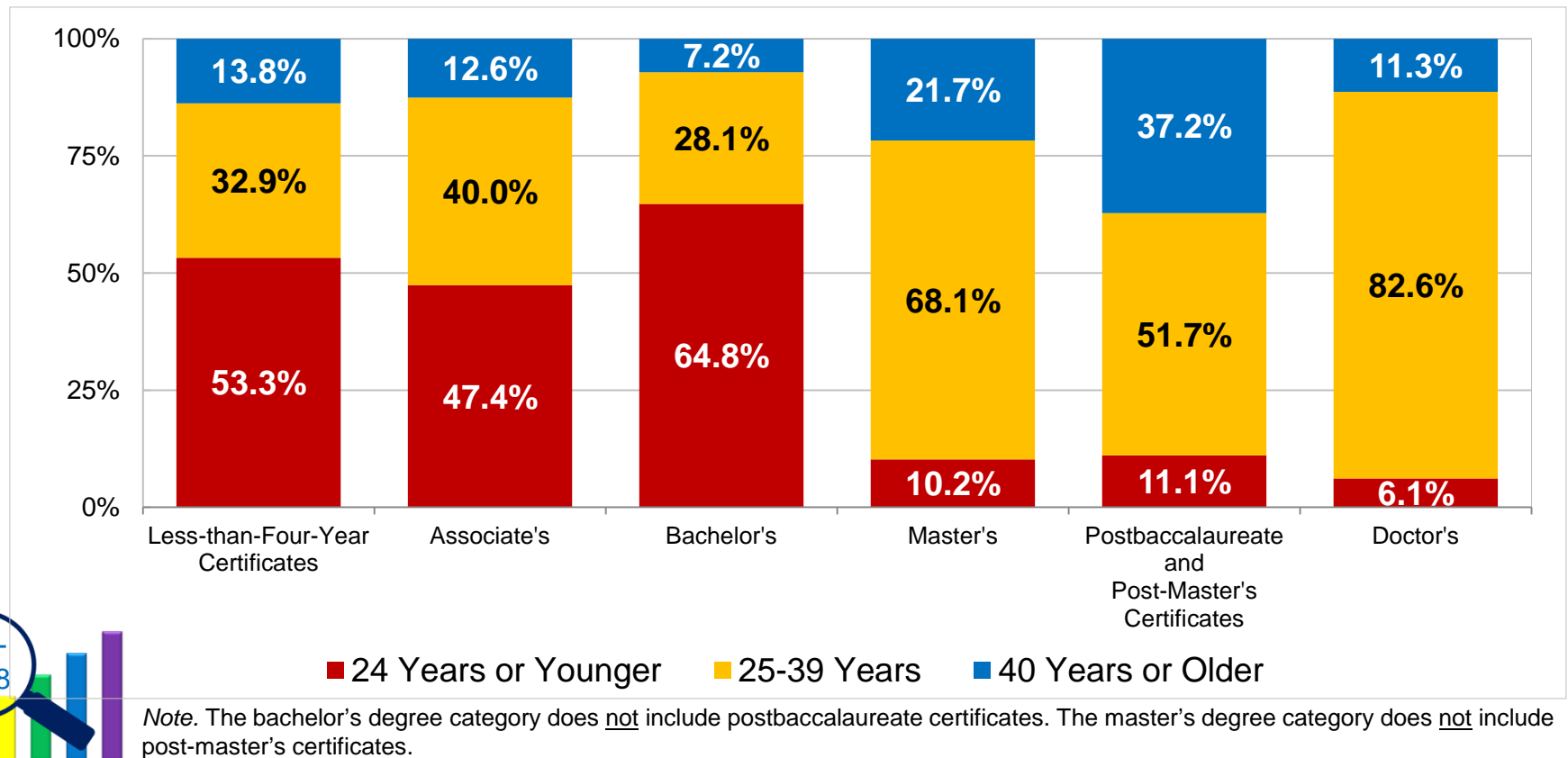


Note. Excludes awards conferred to students of unknown age (N = 384 in 2011–12, N = 8 in 2014–15).



2014–15 Completers by Level by Age Group

- Undergraduate completers were most likely to be 24 years or younger, while graduate completers were most likely to be 25–39 years of age
- Majority of completers from the public sectors were 24 years or younger, while the majority of completers from the independent and for-profit/career school sectors were 25–39 years of age.



Questions?

For further information, please contact:

Jill M. Heese, MS
Research Coordinator
CCPE – Nebraska
jill.heese@nebraska.gov
(402) 471-0031

The full report is available online at ccpe.nebraska.gov

A draft of the *2016 Tuition, Fees, and Financial Aid Report* will be available at the meeting. The final, Commission-approved report will be available on the CCPE website shortly after the meeting.

Amended Chapter 9 – Rules and Regulations Concerning Capital Construction with Attorney General Recommendations

September 8, 2016

Following Commission approval of proposed amendments to Chapter 9 - Rules and Regulations Concerning Capital Construction on June 9, 2016, Commission staff submitted the adopted Chapter 9 to the Attorney General's office for review. The Attorney General had several questions and recommendations regarding the proposed amendments in a memorandum dated August 3, 2016.

Based on several emails and a meeting with Attorney General staff, the redline revisions included in the following pages were agreed to by the AG's office and Commission staff. In addition to minor revisions to comply with legal practice, the following highlight the significant revisions to Chapter 9:

- Section 002.02 – Statutory citation within Chapter 85, Article 15 pertaining to the community colleges was removed from the Commission's statutory authority section of the rules and regulations;
- Changed term "major deficit appropriation request" to "major capital construction deficit appropriation request" throughout the chapter for clarity;
- Changed term "procedures" to "guidelines" throughout the chapter to be more consistent with the future changes to the Administrative Procedures Act;
- Section 003.04 – Deleted section and reference to footnotes in the rules and regulations as they were not construed to be part of the rules and regulations (footnotes will remain in Commission guidelines for applicable definitions);
- Section 006.03(C) – Changed "may" to "shall" establish guidelines for the format and content of an *institutional facilities plan* to conform with statutes;
- Section 007.03(B) – Changed "will" to "is likely to" result in an *incremental increase* in appropriation or expenditure of *tax funds designated by the Legislature* to conform with statutes;
- Section 007.03(D) – Revised language to clarify Commission action based on review criteria, reason(s) for disapproval, and referencing the form in which Commission review is provided;
- Section 008.01 – Revised to focus on the type of request that is applicable to Commission review, recommendation, and prioritization per statutes;
- Section 008.02(B) – Changed "only recommend" to "consider recommending" to the Governor and Legislature those *capital construction projects* approved by the *Commission* pursuant to Neb. Rev. Stat. § 85-1414 subsection (10) to conform to statutes; and
- Section 008.03(A) – Deleted last sentence to conform with statutes that state that the boards "shall submit information to the commission that the commission deems necessary".

The Attorney General is not requiring another public hearing on Chapter 9. However, the AG is requiring that the Commission approve this revised version of Chapter 9 at its meeting in September. It is the AG's position that while the changes made were not so "substantially different" [see Neb. Rev. Stat. § 84-907.05 (2014)] as to warrant another public hearing, the current version is not the version reviewed and approved by the Commission on June 9.

TITLE 281, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 9
COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
RULES AND REGULATIONS CONCERNING CAPITAL CONSTRUCTION

Committee Draft
August 30, 2016

| Adopted ~~June 9~~September 8, 2016 (Pending)

TITLE 281 - COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
CHAPTER 9 - RULES & REGULATIONS CONCERNING CAPITAL CONSTRUCTION

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Constitutional Authority	Neb. Const. art. VII, sec. § 14 (1990)	001
Statutory Authority	Neb. Rev. Stat. §§ 85-1401 to 85-1404, 85-1410 to 85-1414, 85-1416 to 85-1418, 85-1421 <u>to 85-1423, 85-1425</u> to 85-1427, 85-1511, 85-1515, 85-1517, 85-1535 and 85-2233	002
Scope and Related Provisions	Neb. Rev. Stat. §§ 85-1401 to 85-1404, 85-1410 to 85-1414, 85-1416 to 85-1418, 85-1421 <u>to 85-1423, 85-1425</u> to 85-1427, 85-1511, 85-1515, 85-1517, and 85-1535, <u>and 85-2233</u>	003
Definitions	Neb. Rev. Stat. § 85-1402	004
<u>Statewide</u> Facilities Information Base	Neb. Rev. Stat. §§ 85-1412, 85-1417, 85-1421 to 85-1423, and 85-1425 to 85-1427	005
Institutional Facilities Plans	Neb. Rev. Stat. § 85-1414	006
Capital Construction Projects	Neb. Rev. Stat. §§ 85-1402, 85-1414, 85-1417, 85-1418, 85-1511, 85-1515, 85-1517, 85-1535, and 85-2233	007
Capital Construction Budget Requests and Review, <u>Recommendations, and Prioritization</u>	Neb. Rev. Stat. §§ 85-1416 and 85-1417	008
General Considerations	Neb. Rev. Stat. § 85-1418	009

TITLE 281 - COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
CHAPTER 9 - RULES & REGULATIONS CONCERNING CAPITAL CONSTRUCTION

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Capital Construction Budget Requests and Review, Recommendations, and Prioritization	Neb. Rev. Stat. §§ 85-1416 and 85-1417	008
Capital Construction Projects	Neb. Rev. Stat. §§ 85-1402, 85-1414, 85-1417, 85-1418, 85-1511, 85-1515, 85-1517, 85-1535, and 85-2233	007
Constitutional Authority	Neb. Const. art. VII, sec. § 14 (1990)	001
Definitions	Neb. Rev. Stat. § 85-1402	004
Facilities Information Base	Neb. Rev. Stat. §§ 85-1412, 85-1417, 85-1421 to 85-1423, and 85-1425 to 85-1427	005
General Considerations	Neb. Rev. Stat. § 85-1418	009
Institutional Facilities Plans	Neb. Rev. Stat. §§ 85-1414	006
Scope and Related Provisions	Neb. Rev. Stat. §§ 85-1401 to 85-1404, 85-1410 to 85-1414, 85-1416 to 85-1418, 85-1421 to 85-1423, 85-1425 to 85-1427, 85-1511, 85-1515, 85-1517, and 85-1535, and 85-2233	003
<u>Statewide Facilities Information Base</u>	<u>Neb. Rev. Stat. §§ 85-1412, 85-1417, 85-1421 to 85-1423, and 85-1425 to 85-1427</u>	<u>005</u>
Statutory Authority	Neb. Rev. Stat. §§ 85-1401 to 85-1404, 85-1410 to 85-1414, 85-1416 to 85-1418, 85-1421 to 85-1423, 85-1425 to 85-1427, 85-1511, 85-1515, 85-1517, 85-1535 and 85-2233	002

TITLE 281 - COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
CHAPTER 9 - RULES & REGULATIONS CONCERNING CAPITAL CONSTRUCTION

[NOTE: *Italicized* words are defined in Section 004. DEFINITIONS.]

001. CONSTITUTIONAL AUTHORITY. Applicable sections of the Constitution of the State of Nebraska, article VII, section 14, relating to the establishment and authority of the Coordinating Commission for Postsecondary Education include:

001.01 COMPREHENSIVE STATEWIDE PLAN FOR POSTSECONDARY EDUCATION. Authority to adopt and revise as needed, a Comprehensive Statewide Plan for Postsecondary Education, which shall include plans for facilities which utilize *tax funds designated by the Legislature*.

001.02 CAPITAL CONSTRUCTION PROJECTS. Authority to review, monitor, and approve or disapprove each public postsecondary educational institution's *capital construction projects* which utilize *tax funds designated by the Legislature* in order to provide compliance and consistency with the Comprehensive Statewide Plan and to prevent *unnecessary duplication*.

001.03 BUDGET REQUEST RECOMMENDATIONS. Authority to review and modify, if needed, to promote compliance and consistency with the Comprehensive Statewide Plan and prevent *unnecessary duplication*, the budget requests of each public postsecondary educational institution's *governing board*.

001.04 ADDITIONAL POWERS. Additional powers and duties provided to the *Commission* by the Legislature related to postsecondary education, as long as such powers and duties do not invade the governance and management authority of the Board of Regents of the University of Nebraska and the Board of Trustees of the Nebraska State Colleges as provided in the Constitution of Nebraska.

| 001.05 PROPERTY TAX REVENUE. Nothing in Neb. Const. art. VII, § 14 providing for statewide coordination shall limit or require the use of property tax revenue by and for community colleges.

002. STATUTORY AUTHORITY. Applicable Nebraska Statutes include:

| 002.01 Neb. Rev. Stat. §§ 85-1401, 85-1402 subsections (1), (2), (3), (5), (7), and (8), 85-1403, 85-1404, 85-1410 subsection (4), 85-1411 subsection (4), 85-1412 subsections (1) and (6), 85-1413 subsections (1) to (6), 85-1414 subsections (1), (9), (10), and (11), 85-1416 subsections (1) and (3), 85-1417, 85-1418, 85-1421 to 85-1423, and 85-1425 to 85-1427 relating to a statewide facilities information base, *Commission* review of *institutional facilities plans*, proposed *capital construction projects*, and capital construction budget requests review, and recommendations, and prioritization.

002.02 Neb. Rev. Stat. §§ ~~85-1511 subsections (4) and (7), 85-1515, 85-1517 subsection (2), 85-1535 subsection (3), and 85-2233 subsection (3)~~ relating to coordination by the Commission of ~~the construction, lease, purchase, purchase on contract, operation, equipping, and maintenance of facilities for~~ community colleges aid distribution.

003. SCOPE AND RELATED PROVISIONS.

003.01 These rules and regulations relate to:

003.01(A) Providing a state-level uniform information system for all public postsecondary education systems and institutions that will insure the Legislature and other state agencies obtain timely and accurate information concerning facilities;

003.01(B) *Commission* review of and comment about public *institutional facilities plans*;

003.01(C) *Commission* review, monitoring, and approval or disapproval of applicable *capital construction projects*; and

003.01(D) *Commission* review and recommended modification, approval, or disapproval of the University of Nebraska's and Nebraska State Colleges' capital construction budget requests and major capital construction deficit appropriation requests, and development of a unified statewide prioritization of these requests.

003.02 The *Commission* shall coordinate its responsibilities with both the Executive and Legislative branches of State government, and the *governing boards* of the State's *public institutions*.

003.03 The provision of a statewide facilities information base, review of proposed *institutional facilities plans*, *capital construction projects*, and capital construction budget requests shall be subject to the rules contained herein; the Comprehensive Statewide Plan for Postsecondary Education, which includes the Statewide Facilities Plan; the *Commission's* budgetary review process; and such other rules, regulations, and procedures-guidelines as shall be adopted and promulgated by the *Commission*.

003.04 ~~The footnote section contained herein shall not be construed as a part of the Rules of the Commission but is used for illustrative purposes only.~~

004. DEFINITIONS.

004.01 CAPITAL CONSTRUCTION PROJECT. Shall mean a project which utilizes *tax funds designated by the Legislature* and shall be: Any proposed new *capital structure*; any proposed addition to, *renovation* of, or *remodeling* of a *capital structure*; any proposed acquisition of a *capital structure* by gift, purchase, lease-purchase, or other means of construction or acquisition; or any combination thereof that 1) will be *directly financed* in whole or in part with *tax funds designated by the Legislature* totaling at least the *minimum capital expenditure* for purpose of this definition, or 2) is likely, as determined by the institution, to result in an *incremental increase* in appropriation or expenditure of *tax funds designated by the*

Legislature of at least the *minimum capital expenditure* for the facility's operations and maintenance costs⁴ in any one fiscal year within a period of ten years from the date of substantial completion or acquisition of the project. For purposes of this definition:

004.01(A) DIRECTLY FINANCED. Shall mean funded by: 1) Appropriation of *tax funds designated by the Legislature* for the specific *capital construction project*; 2) property tax levies authorized pursuant to Neb. Rev. Stat. § 85-1517 used to establish a capital improvement and bond sinking fund pursuant to Neb. Rev. Stat. § 85-1515; or 3) that portion of *tax funds designated by the Legislature* and appropriated by the Legislature for the general operation of the *public institution* and utilized to fund the *capital construction project*.

004.01(B) INCREMENTAL INCREASE. Shall mean an increase in appropriation or expenditure of *tax funds designated by the Legislature* of at least the *minimum capital expenditure* for a facility's operations and maintenance costs, beyond any increase due to inflation, to pay for a *capital structure's* operations and maintenance costs that are a direct result of a *capital construction project*.

004.01(C) MINIMUM CAPITAL EXPENDITURE. Shall mean: 1) for purposes of construction or acquisition pursuant to this definition of *capital construction project*, a base amount as required by statute, and 2) for purposes of the facility's operations and maintenance costs pursuant to this definition of *capital construction project*, a base amount adjusted for inflation as required by statute for any one fiscal year. The base amount for the facility's operations and maintenance costs shall be subject to any inflationary or market adjustments made by the *Commission* pursuant to this definition. The *Commission* shall adjust the base amount on a biennial basis beginning January 1, 2010. The adjustments shall be based on percentage changes in a construction cost index and any other published index relevant to operations and utilities costs, as selected by the *Commission* in cooperation with the *public institutions*. The index or indices shall reflect inflationary or market trends for the applicable operation and maintenance or construction costs. Specific dollar amounts can be found in *Commission ~~procedures~~ guidelines* implementing these rules and regulations.

004.02 CAPITAL STRUCTURE. Shall mean anything constructed or erected, for occupancy, use or ornamentation, that requires permanent location on, below or above the ground, or an addition to an existing *capital structure* having a permanent location on or below the ground.

004.03 CHANGE IN SCOPE. Shall mean a significant change in a *capital construction project*, as specifically defined in *Commission ~~procedures~~ guidelines*, to include but not be limited to: 1) A substantial increase in the amount of *tax funds designated by the Legislature* used to construct, acquire or provide facilities operations and maintenance, 2) a significant change in

⁴ ~~Examples of facility operations and maintenance costs include: Utilities, custodial service, building maintenance, landscape and grounds maintenance, physical plant administration, security, mail service, communications service, and property insurance.~~

the use of funds², 3) a considerable change in the allocation of square footage for any *major room-use category(s)*, or 4) a programmatic change involving who and/or what purpose a *major room-use category(s)* serves.

004.04 COMMISSION. Shall mean the Coordinating Commission for Postsecondary Education.

004.05 GOVERNING BOARD. Shall mean the Board of Regents of the University of Nebraska, the Board of Trustees of the Nebraska State Colleges, or the board of governors for each community college area.

004.06 INDIVIDUAL CAPITAL CONSTRUCTION BUDGET REQUEST. Shall mean, for the purpose of prioritization of budget requests, any capital construction request included in the Board of Regents of the University of Nebraska's and Board of Trustees of the Nebraska State Colleges' biennial budget request, LB 309 Task Force for Building Renewal request by category and classification, or major capital construction deficit appropriation request, for which the *Commission* has recommended approval, including any *capital construction project* approved by the *Commission* and included in such requests.

004.07 INSTITUTIONAL FACILITIES PLAN. Shall mean a plan that identifies a *public institution's* existing facilities, the condition and utilization of those facilities, outlines the institution's short-term, mid-term, and long-range program needs, and identifies proposed facilities solutions to meet those program needs.

004.08 MAJOR ROOM-USE CATEGORIES. Shall mean the major room uses outlined in the most recently published U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Facilities Inventory and Classification Manual (FICM).³

004.09 PROGRAM STATEMENT. Shall mean a document that describes and supports the development of a proposed *capital construction project*. The content to be provided in a *program statement* shall be in such format as provided by the *Commission*.⁴

004.10 PUBLIC INSTITUTION. Shall mean any of the following: University of Nebraska-Lincoln, University of Nebraska Medical Center, University of Nebraska at Omaha, University of Nebraska at Kearney, Nebraska College of Technical Agriculture, Chadron State

² ~~Example: Reallocating a majority of funds previously allotted for movable equipment to construction.~~

³ ~~These categories include: Classrooms, laboratories, offices, study facilities, special-use facilities, general-use facilities, support facilities, healthcare facilities, residential facilities, and unclassified facilities.~~

⁴ ~~The Program Statement Outline provided by the Commission shall coordinate with existing State formats and public institution requirements for use of such documents by design professionals.~~

College, Peru State College, Wayne State College, Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, Western Nebraska Community College, including any other campus administered as a separate unit by a *governing board*, or any other public postsecondary educational institution that may be established by the Legislature.

004.11 REMODELING OR RENOVATION. Shall mean work associated with an existing *capital structure*, which may include, but shall not be limited to, modifying or upgrading a *capital structure's* building systems. Such work may include upgrading mechanical or electrical systems, or modifying interiors through changes in room layouts or relocation of openings. This work shall not increase the size of the building footprint or building envelope. Replacement of existing wall, floor or ceiling treatments due to age or damage, or other similar work, shall not be considered *remodeling* or *renovation*. Separate deferred maintenance projects, fire and life safety projects, Americans with Disabilities Act projects, or energy conservation projects, as defined by the LB 309 Task Force for Building Renewal, shall not constitute *remodeling* or *renovation*.

004.12 TAX FUNDS DESIGNATED BY THE LEGISLATURE. Shall mean all State tax revenue and all property tax revenue.

004.13 UNNECESSARY DUPLICATION. Shall mean any *capital structure*, or portion of a *capital structure*, that does not substantially increase access and/or serve valid needs considering the existence of other available and suitable facilities.⁵

005. STATEWIDE FACILITIES INFORMATION BASE.

005.01 APPLICABILITY. All *public institutional* facilities that involve coordination by the *Commission*, Legislature, or other state agency, shall provide state-level uniform facilities information.

005.02 The *Commission* shall maintain uniform data elements and definitions for development of a statewide facilities information base in consultation with *governing boards*, or their designated representative.

005.03 The *Commission* shall identify statewide facilities information to be collected on an annual or periodic basis, regarding each *public institution's* facilities inventory and utilization information.

005.04 *Public Institutions* may comply with requests for facilities information pursuant to Neb. Rev. Stat. § 85-1417, as applicable.

⁵ ~~Examples of unnecessary duplication include, but shall not be limited to, unnecessarily duplicative facilities within an institution, sector, state, or region.~~

006. INSTITUTIONAL FACILITIES PLANS.

006.01 APPLICABILITY. All *institutional facilities plans*, or amendments to such plans, approved or accepted by a *governing board*, shall require *Commission* review and comment in accordance with these rules and regulations.

006.02 REVIEW CRITERIA. The *Commission* shall use the following criteria in the review of *institutional facilities plans*:

006.02(A) CONSISTENCY WITH THE COMPREHENSIVE STATEWIDE PLAN. *Institutional facilities plans* shall be reviewed for consistency with the Comprehensive Statewide Plan, to include, but not be limited to, consistency with institutional role and mission assignments.

006.02(B) CONSISTENCY WITH THE STATEWIDE FACILITIES PLAN. *Institutional facilities plans* shall be reviewed for consistency with the Statewide Facilities Plan as applicable.

006.02(C) ASSESS DUPLICATION OF FACILITIES. *Institutional facilities plans* shall be reviewed for possible *unnecessary duplication* of facilities.

006.03 COMMISSION REVIEW.

006.03(A) *Governing boards*, or a representative designated by the board, shall inform the *Commission*, in writing, of all *institutional facilities plans*, or amendments to such plans, to be submitted to the *governing board* for action.

006.03(B) Prior to submitting an *institutional facilities plan*, or amendments to such plan, for *Commission* review and comment, the plan or amendment shall first receive written approval or acceptance by the *governing board*. Evidence of *governing board* approval or acceptance shall accompany the plan to the *Commission* and shall include all material submitted to the *governing board*.

006.03(C) The *Commission* ~~may~~shall establish guidelines for the format and content of an *institutional facilities plan*.

006.03(D) The *Commission* shall provide a written report of its review to the *governing board* within ninety days after receipt of an approved or accepted *institutional facilities plan*. The *Commission's* report shall comment on the *institutional facilities plan's* consistency in accordance with the review criteria ~~in~~set out in section 006.02 of these rules and regulations. The *Commission* may recommend modification to an *institutional facilities plan* based on its review.

006.03(E) The *Commission* may require periodic updates of *institutional facilities plans* as necessary.

006.03(F) In fulfilling its review of and comment on *institutional facilities plans*, the *Commission* shall recognize educational activities among all segments of postsecondary education and take into account the educational programs, facilities, and other resources of public and private postsecondary educational institutions.

007. CAPITAL CONSTRUCTION PROJECTS.

007.01 APPLICABILITY. The following *capital construction projects* proposed by *public institutions* shall require *Commission* review, approval or disapproval, and monitoring for compliance with the approved project, in accordance with these rules and regulations:

007.01(A) Any proposed new *capital structure*; any proposed addition to, *renovation* of, or *remodeling* of a *capital structure*; any proposed acquisition of a *capital structure* by gift, purchase, lease-purchase, or other means of construction or acquisition; or any combination thereof that will be *directly financed* in whole or part with *tax funds designated by the Legislature* totaling at least the *minimum capital expenditure*.

007.01(B) Any proposed new *capital structure*; any proposed addition to, *renovation* of, or *remodeling* of a *capital structure*; any proposed acquisition of a *capital structure* by gift, purchase, lease-purchase, or other means of construction or acquisition; or any combination thereof that is likely, as determined by the institution, to result in an *incremental increase* in appropriation or expenditure of *tax funds designated by the Legislature* of at least the *minimum capital expenditure* for the facility's operations and maintenance costs in any one fiscal year within a period of ten years from the date of substantial completion or acquisition of the project.

007.02 REVIEW CRITERIA. The *Commission* shall use the following criteria in the review of proposed *capital construction projects*:

007.02(A) COMPLIANCE AND CONSISTENCY WITH THE COMPREHENSIVE STATEWIDE PLAN. Proposed projects shall show compliance and consistency with the Comprehensive Statewide Plan as applicable to a specific project.

007.02(B) COMPLIANCE AND CONSISTENCY WITH THE STATEWIDE FACILITIES PLAN. Proposed projects shall demonstrate compliance and consistency with the Statewide Facilities Plan.

007.02(C) ASSESS DUPLICATION OF FACILITIES. An institution submitting a proposed project for *Commission* review shall illustrate that the project will not result in an *unnecessary duplication* of capital facilities.

007.03 COMMISSION REVIEW.

007.03(A) *Governing boards*, or a representative designated by the board, shall inform the *Commission*, in writing, of all *capital construction projects* to be submitted to the *governing board* for action.

007.03(B) A *public institution* shall make a determination whether a project ~~will-is likely to~~ result in an *incremental increase* in appropriation or expenditure of *tax funds designated by the Legislature* of at least the *minimum capital expenditure* for the facility's operations and maintenance costs in any one fiscal year within a period of ten years from the date of substantial completion or acquisition of the project, and include such determination in a *program statement* submitted to the *governing board* for action. The determination for a facility's operations and maintenance costs is final upon approval of the *program statement* by the *governing board*.

007.03(C) Prior to submitting a *capital construction project* for *Commission* action, that project shall first receive written approval of a *program statement* by the *governing board*. Evidence of *governing board* approval shall accompany the project to the *Commission* and shall include all material submitted to the *governing board* for approval of the *capital construction project*.

007.03(D) Action by the *Commission* regarding approval or disapproval of a *capital construction project* ~~shall be determined in accordance with the review criteria set out in section 007.02 of these rules and regulations and~~ shall consist of one of the following:

007.03(D)(i) Approval of the project as the basis for further development; or

007.03(D)(ii) Disapproval of the project ~~based on lack of compliance or inconsistency with-if~~ one or more review criteria ~~in these rules and regulations are not met,~~ with the reason(s) for disapproval explicitly stated in the Capital Construction Project Evaluation Form.

007.03(E) *Capital construction projects* previously disapproved by the *Commission* may be resubmitted by a *governing board* with changes that address the *Commission's* reasons for the original disapproval. The *Commission* shall then review and approve or disapprove the resubmitted project proposal.

007.03(F) A *change in scope* to any *capital construction project* previously approved by the *Commission* shall require resubmittal of the project to the *Commission* for review, approval or disapproval, and monitoring for compliance with the approved project. This rule applies for all subsequent phases of a project through construction.

007.03(G) The *Commission* may establish documentation necessary to monitor *capital construction projects*. When complying with requests for information during the review, monitoring, and approval process, *public institutions* may comply pursuant to Neb. Rev. Stat. § 85-1417.

007.03(H) Unless a *capital construction project* has been reviewed and approved by the *Commission*, no *tax funds designated by the Legislature* shall be expended for an *incremental increase* in a facility's operations and utilities costs, of more than the *minimum capital expenditure*.

007.03(I) No state warrant shall be used by any *public institution* for the purpose of funding any *capital construction project* which has not been approved or which has been disapproved by the *Commission*.

007.03(J) Beginning July 1, 2013, the *Commission* shall reduce the amount of distribution of community college aid funds used by a community college area to construct or acquire a *capital construction project* which has not been approved or has been disapproved by the *Commission*.

007.03(K) In fulfilling its review authority for *capital construction projects*, the *Commission* shall recognize educational activities among all segments of postsecondary education and take into account the educational programs, facilities, and other resources of public and private postsecondary educational institutions.

008 CAPITAL CONSTRUCTION BUDGET REQUESTS ~~AND REVIEW~~, RECOMMENDATIONS, AND PRIORITIZATION.

008.01 APPLICABILITY. The ~~Commission will review; recommend modification, approval, or disapproval; and prioritize the~~ following budget requests shall be reviewed by the Commission individual capital construction budget requests:

008.01(A) ~~All proposed capital construction projects approved by the Commission and included in Any biennial capital construction budget request submitted by the Board of Regents of the University of Nebraska's or Board of Trustees of the Nebraska State Colleges' biennial budget request to the Governor pursuant to Neb. Rev. Stat. § 81-1113 subsection (1) or major deficit appropriation request; and~~

008.01(B) ~~All other individual capital construction budget requests included in the Board of Regents of the University of Nebraska's or Board of Trustees of the Nebraska State Colleges' biennial budget request or deficit appropriation request Any major capital construction deficit appropriation request submitted by the Board of Regents of the University of Nebraska or Board of Trustees of the Nebraska State Colleges pursuant to instructions by the Department of Administrative Services.~~

008.02 REVIEW CRITERIA. The *Commission* shall use the following criteria in the review of biennial capital construction budget requests and major capital construction deficit appropriation requests:

008.02(A) CONSISTENCY WITH THE STATEWIDE FACILITIES PLAN. Biennial capital construction budget requests and major capital construction deficit appropriation requests shall demonstrate consistency with the Statewide Facilities Plan.

008.02(B) CONSISTENCY WITH PREVIOUS CAPITAL CONSTRUCTION PROJECT APPROVALS. The *Commission* shall ~~only consider~~ recommending to the Governor and Legislature those *capital construction projects* approved by the *Commission* pursuant to Neb. Rev. Stat. § 85-1414 subsection (10). The *Commission* shall not recommend *capital*

construction projects that it has previously disapproved pursuant to Neb. Rev. Stat. § 85-1414 subsection (10) unless such projects are resubmitted and approved by the *Commission*.

008.03 COMMISSION REVIEW, RECOMMENDATION, AND PRIORITIZATION.

008.03(A) The Board of Regents of the University of Nebraska and Board of Trustees of the Nebraska State Colleges, or a representative designated by the board, shall each submit to the *Commission* information the *Commission* deems necessary to review the *governing board's* capital construction budget request or major capital construction deficit appropriation request. ~~Governing boards may comply with requests for information pursuant to Neb. Rev. Stat. § 85-1417, as applicable.~~

008.03(B) The *Commission* shall review the Board of Regents of the University of Nebraska's and Board of Trustees of the Nebraska State Colleges' capital construction budget request and major capital construction deficit appropriation request as approved by the board, and may recommend modification, approval, or disapproval of such requests to the Governor and Legislature.

008.03(C) The *Commission* shall develop from a statewide perspective a unified prioritization of *individual capital construction budget requests* for which it has recommended approval pursuant to section 008.03(B) of these rules and regulations, and The Commission shall submit such prioritization to the Governor and Legislature for their consideration.

008.03(D) The *Commission* may consider and respond to the priority order established by the Board of Regents or Board of Trustees in their respective capital construction budget requests.

008.03(E) *Governing boards* shall not submit a request for *tax funds designated by the Legislature* to provide an *incremental increase* in a facility's operations and maintenance costs, of more than the *minimum capital expenditure*, for any *capital construction project* that has been excluded from *Commission* review.

009. GENERAL CONSIDERATIONS.

009.01 The *Commission* shall provide procedures-guidelines to implement these rules and regulations.

009.02 The *Commission* shall be the determining body to approve or disapprove *capital construction project* proposals. Parties wishing to appeal decisions of the *Commission* shall proceed as provided by law.