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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

March 16, 2017

Apothecary Building

Lincoln, Nebraska

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

*Public notice of meeting*

### NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON MARCH 16, 2017. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 11:53 A.M.

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

CAROL ZINK, CHAIR

*Meeting called to order at 8:34 a.m.*

### CALL TO ORDER AND INTRODUCTIONS

Chair Carol Zink called the meeting to order at 8:34 a.m. and asked for introductions.

#### Commissioners Present

Colleen Adam  
Gwenn Aspen  
Dr. John Bernthal  
Dr. Deborah Frison  
Dr. Ron Hunter

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

#### Commissioners Absent

Mary Lauritzen

#### Commission Staff Present

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

Jason Keese  
Helen Pope  
Gary Timm  
Mike Wemhoff

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*Minutes of January 26, 2017,  
Commission Meeting approved*

## **MINUTES OF JANUARY 26, 2017, COMMISSION MEETING**

**Commissioner Wilson moved that the January 26, 2017, minutes be approved. Commissioner Probyn seconded the motion. A roll call vote was taken. Commissioners Frison and Hunter abstained. The remaining six Commissioners present voted yes. The motion carried.**

## **CHAIR'S REPORT**

*Chair Zink mentioned absent  
Commissioner*

Chair Zink commented that Commissioner Lauritzen was not able to attend the meeting. The Planning and Consumer Information committee report will be presented by W. Scott Wilson.

## **EXECUTIVE DIRECTOR'S REPORT**

*Out-of-service area applications  
authorized*

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

1. Offered by Mid-Plains Community College  
Interactive two-way video originated at Sandhills-Dunning High School in Dunning, NE  
Delivered to Arcadia High School in Arcadia, NE
  - MATH 1200, Elements of Statistics (3 cr.)  
1/9/17-5/26/17
2. Offered by Mid-Plains Community College  
Interactive two-way video originated at Broken Bow High School in Broken Bow, NE  
Delivered to Elwood High School in Elwood, NE
  - AGRI 2500, Animal Management (3 cr.)  
1/9/17-5/26/17
3. Offered by Mid-Plains Community College  
Interactive two-way video originated at Broken Bow High School in Broken Bow, NE  
Delivered to Pleasanton High School in Pleasanton, NE
  - AGRI 1005, Introduction to Ag and Natural Resources (3 cr.) 1/9/17-5/26/17
4. Offered by Mid-Plains Community College  
Interactive two-way video originated at Broken Bow High School in Broken Bow, NE  
Delivered to Pope John High School in Elgin, NE
  - AGRI 2500, Animal Management (3 cr.)  
1/9/17-5/26/17
5. Offered by Mid-Plains Community College  
Interactive two-way video originated at MPCC  
Delivered to Pender High School in Pender, NE
  - MATH 1200, Elements of Statistics (3 cr.)  
1/16/17-5/11/17

6. Offered by Mid-Plains Community College  
Interactive two-way video originated at Broken Bow High School  
In Broken Bow, NE  
Delivered to Yutan High School in Yutan, NE
  - AGRI 1005, Introduction to Ag and Natural Resources (3 cr.)  
1/9/17-5/26/17
7. Offered by University of Nebraska at Kearney  
Traditional Delivery at Louisville High School in Louisville, NE
  - BIOL 105, Biology I (4 cr.)  
Ongoing Approval
8. Offered by University of Nebraska at Kearney  
Traditional Delivery at Louisville High School in Louisville, NE
  - BIOL 106, Biology II (4 cr.)  
Ongoing Approval
9. Offered by University of Nebraska at Kearney  
Traditional Delivery at Omaha Northwest High School  
in Omaha, NE
  - GERM 200, Intermediate German I (3 cr.)  
Ongoing Approval
10. Offered by University of Nebraska at Kearney  
Traditional Delivery at Omaha Northwest High School  
in Omaha, NE
  - GERM 201, Intermediate German II (3 cr.)  
Ongoing Approval
11. Offered by University of Nebraska at Kearney  
Traditional Delivery at Crete High School in Crete, NE
  - GERM 200, Intermediate German I (3 cr.)  
Ongoing Approval
12. Offered by University of Nebraska at Kearney  
Traditional Delivery at Crete High School in Crete, NE
  - GERM 201, Intermediate German II (3 cr.)  
Ongoing Approval
13. Offered by University of Nebraska at Kearney  
Traditional Delivery at Fillmore High School in Fillmore, NE
  - SPAN 200, Intermediate Spanish I (3 cr.)  
Ongoing Approval
14. Offered by University of Nebraska at Kearney  
Traditional Delivery at Fillmore High School in Fillmore, NE
  - SPAN 201, Intermediate Spanish II (3 cr.)  
Ongoing Approval

15. Offered by University of Nebraska at Kearney  
Traditional Delivery at Gering High School in Gering, NE
  - GERM 200, Intermediate German I (3 cr.)  
Ongoing Approval
16. Offered by University of Nebraska at Kearney  
Traditional Delivery at Gering High School in Gering, NE
  - GERM 201, Intermediate German II (3 cr.)  
Ongoing Approval
17. Offered by University of Nebraska at Kearney  
Traditional Delivery at Louisville High School in Louisville, NE
  - HIST 250 American History (3 cr.)  
Ongoing Approval
18. Offered by University of Nebraska at Kearney  
Traditional Delivery at Louisville High School in Louisville, NE
  - ENG 101 Introduction to Academic Writing (3 cr.)  
Ongoing Approval

*Dr. Baumgartner announced David  
Ludwig will give talk at April  
Commission meeting*

Dr. Baumgartner stated he has asked David Ludwig from the Educational Service Unit Coordinating Council to talk to the Commissioners on dual credit at the April Commission meeting.

*Mr. Keese provided Legislative update*

Dr. Baumgartner introduced Jason Keese, Public Information & Special Projects Coordinator, to present a Legislative update on bills of interest to the Commission. Dr. Baumgartner and Mr. Keese answered questions from the Commissioners.

*Commissioner Aspen joined the  
meeting at 8:42 a.m.*

*Dr. Baumgartner discusses preliminary  
budget*

Dr. Baumgartner discussed the preliminary budget from the Appropriations Committee, noting the good news being the Nebraska Opportunity Grant (NOG) includes an additional \$500,000 each year from Nebraska Lottery funds. The Access College Early (ACE) program will be funded at the original FY 2017 amount. The current year amount was reduced as a result of LB 22. Dr. Baumgartner noted our 2017-2019 agency budget request took a significant budget cut. Originally the Commission identified 8 percent in budget reductions, but the Appropriations Committee's preliminary budget currently is calculated to be 11.7 percent. Dr. Baumgartner, Mr. Keese, and Chair Zink are continuing to meet and communicate with members of the Appropriations Committee.

*Dr. Baumgartner speaks about MHEC  
packets and visit*

Dr. Baumgartner noted that the Commissioners have been given packets from the Midwestern Higher Education Compact (MHEC). On February 23-24, MHEC president Larry Isaak, Director of State Relations Pam Schutt and current MHEC Commission Chairman Richard Short from Kansas visited Nebraska and updated CCPE staff on various activities. Dr. Baumgartner noted our institutions are very active on MHEC committees.

*Dr. Baumgartner acknowledges Dr.  
Hsu*

Dr. Baumgartner thanked Dr. Duncan Hsu, Database Manager, for the additional work he has done over the past several months. Being without a

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data analyst, Dr. Hsu has been busy migrating databases to the Office of the Chief Information Officer and taking over much of the data collection analysis work. Benjamin Civic, Occupational Education Specialist, has assumed the IPEDS coordinator work.

*Commissioner Aspen takes Oath of Office*

#### **COMMISSIONER OATH OF OFFICE**

The Secretary of State's office requires all Commissioners to take and sign an oath of office. Gwenn Aspen, of Omaha, was sworn in as a new Commissioner by Benjamin Civic.

*Public Comment on Matters of General Concern*

#### **PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

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

*Public Hearing on Academic Programs Committee Items*

#### **PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

There was no testimony on Academic Programs Committee Items.

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

*Commissioner Frison acknowledged APC committee*

#### **ACADEMIC PROGRAMS COMMITTEE**

Commissioner Frison, Committee Chair, acknowledged those who attended the recent committee conference call. She introduced Dr. Kathleen Fimple, Academic Programs Officer, to present the committee's agenda items.

*National American University*

*Dr. Fimple presented the proposal*

#### **National American University – Application to Renew a Recurrent Authorization to Operate**

Dr. Fimple presented the proposal, stating that several years ago statutes were changed to allow a maximum approval time of five years for institutions to be authorized to operate on a recurring basis. National American University was able to take students from the closed Wright Career College by adding medical assisting and surgical technology programs. Dr. Fimple noted that because NAU receives Nebraska Opportunity Grant funds, the Commission receives its financials and is able to monitor its composite score.

*Michael Trump, and Dr. Susan Wurtele, National American University*

Michael Trump, Associate General Counsel, and Dr. Susan Wurtele, Campus Director at the Bellevue Campus, from National American University answered questions from the Commissioners.

*Commissioner Frison reads the Committee recommendation and reporting requirements for National American University*

Commissioner Frison read the Committee recommendation and reporting requirements.

**Committee Recommendation: Approve the renewal of the authorization to operate.**

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Institution: National American University  
Owner: Dlorah, Inc.  
Level of authorization: Authorized to offer one or more complete degree programs at the diploma, associate, and baccalaureate levels, limited to AAS and BS degrees in accounting, applied information technology, business administration, criminal justice, information technology, and management; the AAS in health and beauty management, health information technology, medical administrative assistant, medical assisting, pharmacy technician, small business management, and surgical technology; the BS in health care management; the RN to BSN in nursing; and the diploma in healthcare coding.  
Length of authorization: Five years (valid through March 31, 2022)

**Reporting requirements:** Annual reports are required in a form provided by the Commission. The next report is due March 1, 2018.

*National American University  
Application to Renew a Recurrent  
Authorization to Operate approved*

**Commissioner Frison, on behalf of the Academic Programs committee, moved to approve National American University's Application to Renew a Recurrent Authorization to Operate. A roll call vote was taken. All nine Commissioners voted yes. The motion carried.**

**St. Gregory the Great Seminary – Application to Renew a Recurrent Authorization to Operate**

*St. Gregory the Great Seminary  
Dr. Fimple presented the proposal*

Dr. Fimple stated that St. Gregory the Great Seminary is a small institution with increased enrollment and approval by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The Very Reverend Jeffrey Eickhoff, Rector and President of St. Gregory the Great Seminary, spoke on the growth of the seminary enrollment and facilities. They have a good relationship with Concordia University and the city of Seward and are in the process of building a \$4.5 million addition to house more students. Several out-of-state dioceses plan on sending students to St. Gregory, with the goal to accommodate 80 or more students. Father Eickhoff noted the accreditation by the HLC helps with transferring credits when a student decides to go to another institution. Father Eickhoff answered Commissioners' questions.

*The Very Reverend Jeffrey Eickhoff, St.  
Gregory the Great Seminary*

Commissioner Frison read the committee recommendation.

*Commissioner Frison read the  
committee recommendation and  
reporting requirements for St. Gregory  
the Great Seminary*

**Committee Recommendation: Approve the renewal of the authorization to operate.**

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Institution: St. Gregory the Great Seminary  
Owner: St. Gregory the Great Seminary (a non-profit corporation)  
Level of authorization: Authorized to offer one or more complete degree programs at the baccalaureate level, limited to the BA in Philosophy and certificate in pre-theology  
Length of authorization: Five years (valid through March 31, 2022)

**Reporting requirements:** Annual reports will be required in a form provided by the Commission. The next report is due March 1, 2018.

*St. Gregory the Great Seminary  
Application to Renew a Recurrent  
Authorization to Operate approved*

**Commissioner Frison, on behalf of the Academic Programs committee, moved to approve St. Gregory the Great Seminary's Application to Renew a Recurrent Authorization to Operate. A roll call vote was taken. All nine Commissioners voted yes. The motion carried.**

**University of Missouri – Application to Renew a Recurrent Authorization to Operate**

*University of Missouri*

*Dr. Fimple presented the proposal*

*Dr. Denice Adkins, University of Missouri*

Dr. Fimple presented the proposal commenting that in 2001 when the program was offered in Omaha and Lincoln, the University of Missouri-Columbia and UNO entered into an agreement to have physical locations in Omaha. That agreement expired in 2016, and arrangements were made with Bellevue University to continue operation in Nebraska. Dr. Denice Adkins, Associate Professor and LIS Program Chair from the University of Missouri, noted the arrangement with Bellevue University is primarily for use of space and teaching facilities. Dr. Adkins stated that enrollments have decreased nationally, but they have maintained steady enrollment over the past three years in Nebraska.

Commissioner Frison read the committee recommendation.

*Commissioner Frison read the  
committee recommendation and  
reporting requirements for the  
University of Missouri*

**Committee Recommendation: Approve the renewal of the authorization to operate.**

Institution: University of Missouri  
Owner: The Curators of the University of Missouri  
Level of authorization: Authorized to offer one or more complete degree programs at the master's level, limited to the Master of Arts in Information Science and Learning Technologies, emphasis Library Science  
Length of authorization: Five years (valid through March 31, 2022)

**Reporting requirements:** Annual reports will be required in a form provided by the Commission. The next report is due March 1, 2018.

*University of Missouri Application to  
Renew a Recurrent Authorization to  
Operate approved*

**Commissioner Frison, on behalf of the Academic Programs committee, moved to approve the University of Missouri's Application to Renew a Recurrent Authorization to Operate. A roll call vote was taken. All nine Commissioners voted yes. The motion carried.**



### **2015-2016 Existing Program Review**

Commissioner Frison and Dr. Fimple presented the review of the 2015-2016 existing programs.

#### **Chadron State College**

Organizational Management – MSOM

Business Administration – BA, BSE, MBA

#### **Peru State College**

Organizational Management – MS

Business Administration – BS

Management – BAS

#### **Wayne State College**

Organizational Management – MSOM

Business Administration – BA, BS, MBA

#### **University of Nebraska-Lincoln**

Business Administration – BSBA

Business – MA, MBA, PhD

Business Analytics – Graduate Certificate

International Business – BSBA

Accounting – BSBA

Accountancy – MPA

Management – BSBA

Supply Chain Management – BS

Supply Chain Management Systems – Graduate Certificate

Marketing – BSBA

Actuarial Science – BA, BS, BSBA, MS

Finance – BSBA

#### **University of Nebraska at Kearney**

Business Administration – BA/BS, MBA

Professional Sales – Undergraduate Certificate

Software Quality Assurance – Undergraduate Certificate

Supply Chain Management – Undergraduate Certificate

#### **University of Nebraska at Omaha**

Business Administration – MBA, MBA-Executive

Finance – BSBA

Management – BSBA

Marketing – BSBA

Accounting – BSBA, MAcc

Management Information Systems – BGS, BIS, MS

Project Management – Graduate Certificate

System Development – Undergraduate Certificate

Systems Analysis and Design – Graduate Certificate

#### **Central Community College**

Business Administration – AAS, diploma, certificate



Metropolitan Community College

Business Management – AA, AAS, certificate

Accounting – AAS

Bookkeeping – certificate

Mid-Plains Community College

Business – AAS, certificate

Northeast Community College

Business – diploma, certificate

Banking Services – AAS

Business Administration – AA/AS

Accounting – AAS, AA/AS, diploma, certificate

Southeast Community College

Business Administration – AAS, diploma, certificate

Western Nebraska Community College

Business Technology – AAS, AOS, certificate

**Report on Reasonable and Moderate Extensions**

Dr. Fimple presented the Reasonable and Moderate Extensions.

*Reasonable and Moderate Extensions*

A. Reasonable and Moderate Extensions

1. UNL – Public Relations and Social Media (graduate certificate)
2. UNL – German Language Teaching (graduate certificate)
3. UNL – Nutrition, Non-coding RNAs and Extracellular Vesicles (N2V) (graduate certificate)
4. MCC – Public Health (certificate of achievement)
5. NECC – Skilled and Technical Science Education Transfer (AS concentration)
6. NECC – Pre-Veterinary Technology (AS concentration)
7. UNO – Division of Biomechanics and Research Development

Chair Zink called for a break at 9:33 a.m. The meeting resumed at 9:52 a.m.

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

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

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

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

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

Commissioner Adam, Committee Chair, acknowledged committee members and staff who were present at the recent Budget, Construction,

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and Financial Aid Committee conference call. She introduced and welcomed Dr. Todd Holcomb, WNCC President, and Nick Schulz, architect from RDG Planning and Design.

*Western Nebraska Community College  
– Scottsbluff Campus*

*Mr. Wemhoff presented the proposal*

**Western Nebraska Community College – Scottsbluff Campus – Main Building Addition and Renovation**

Mike Wemhoff, Facilities Officer, presented the proposal, stating Western Nebraska Community College is proposing to renovate 56,470 square feet and construct 14,320 square feet of additional space to the Main Building on the Scottsbluff Campus. The renovation will include about one-third of the building, which has not seen a major renovation since its original construction in 1969. In addition to the renovation there will be two small additions to the facility: a new main entrance to the building and a new lobby for the theater. For ease of access to student services, admissions, enrollment, student accounts, and the registrar, a student welcome center will be centrally located in the building. There will be a student union/gathering place, along with remodeling the bookstore and consolidation of the art program. Mr. Wemhoff noted the project cost is \$18,500,000, which includes \$3.2 million in private donations, \$10.0 million in capital improvement property tax levy funds on hand/collected before the project completion, and \$5.3 million in lease-purchase or certificate of participation proceeds from capital improvement tax levy funds to be financed over a period of time yet to be determined. Dr. Holcomb gave details of the project, the need at the community college, and how the project would benefit the WNCC students and the surrounding community. Dr. Holcomb answered Commissioners' concerns regarding raising funds with lease-purchase or certificates of participation and prioritizing this project ahead of improvements to the Applied Technology Building.

*Dr. Todd Holcomb, Western Nebraska  
Community College*

*Commissioner Adam read the  
committee action for Western  
Nebraska Community College –  
Scottsbluff Campus*

Commissioner Adam read the committee action.

Pursuant to the Nebr. Rev. Stat. § 85-1414, the Budget, Construction and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of Western Nebraska Community College's proposal to use \$15.3 million in capital improvement property taxes to renovate a portion and add to the Scottsbluff Campus' Main Building as outlined in the revised program statement approved by the WNCC Board of Governors on December 8, 2016.

*Western Nebraska Community College  
– Scottsbluff Campus – Main Building  
Addition and Renovation approved*

**Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid committee, moved to approve the Western Nebraska Community College Main Building Addition and Renovation at the Scottsbluff Campus. A roll call vote was taken. Commissioner Simmons voted no. The remaining eight Commissioners voted yes. The motion carried.**

*Dr. Holcomb gives update on career  
academy in Scottsbluff*

Chair Zink asked Dr. Holcomb to give a brief update on the career academy in Scottsbluff. Dr. Holcomb stated WNCC has been working with Scottsbluff Public Schools for over three years on a career academy. Governor Ricketts visited recently and said it is a model for the entire state. In middle school the students and parents take part in career assessment and

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awareness. In high school the student will select a career academy and progress with a prescribed curriculum. The curriculum includes the expectation that the student will take a college-level course. They have seen great success and have plans to expand the career academy model to Kimball, Gering, and Alliance schools.

*Public Hearing on Planning and  
Consumer Information Items*

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

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

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

*Commissioner Wilson acknowledged  
Planning and Consumer Information  
committee*

### **PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner Wilson acknowledged Commissioners and staff who attended the recent committee conference call. Commissioner Wilson introduced Jill Heese, Research Coordinator, to present the 2017 Nebraska Higher Education Progress Report.

*2017 Nebraska Higher Education  
Progress Report*

*Ms. Heese presented the report*

### **2017 Nebraska Higher Education Progress Report**

Ms. Heese gave a PowerPoint presentation on the 2017 Nebraska Higher Education Progress Report. Ms. Heese reported on the progress of three key priorities the Commission is required to evaluate in the report: increase the number of students who enter postsecondary education in Nebraska; increase the percentage of students who persist and successfully complete a degree; and reduce, eliminate, and reverse the net out-migration of Nebraskans with high levels of educational attainment. She noted there is work to be done in order for more Nebraskans to enroll in college and complete degrees. Ms. Heese discussed efforts that need to be increased and supported for added success at the high school, postsecondary, and state government levels. Ms. Heese answered Commissioners' questions and noted the full report is provided to the Governor, Legislature, the state's higher education institutions, the media, and is available on the Commission website at [ccpe.nebraska.gov/reports](http://ccpe.nebraska.gov/reports).

*2017 Nebraska Higher Education  
Progress Report approved*

**Commissioner Wilson, on behalf of the Planning and Consumer Information Committee, moved to approve the 2017 Nebraska Higher Education Progress Report with Commission draft updates. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.**

*Next Commission meeting is April 27,  
2017*

### **FUTURE MEETINGS**

The next Commission meeting will be Thursday, April 27, 2017, at Metropolitan Community College – Fremont Area Center, Fremont, Nebraska.

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*Commissioner Probyn comments*

**COMMISSIONER COMMENTS**

Commissioner Probyn shared an article from an Omaha Chamber of Commerce publication that includes a picture and quote from Commissioner Frison.

*Commissioner Adam comments*

Commissioner Adam mentioned a Mike Kelly column in the Omaha World-Herald in which he wrote about the “Student Atlas of Nebraska” intended primarily for Nebraska fourth-graders. She noted that the Governor’s wife, Susanne Shore, was so impressed with the book that she obtained grants to have it published for all fourth-graders in Nebraska.

*Presentation of birthday cake*

Commissioners and staff presented Dr. Baumgartner with a cake in celebration of his birthday.

*Meeting adjourned at 11:53 a.m.*

**ADJOURNMENT**

Chair Zink adjourned the meeting at 11:53 a.m.



### Third Quarter Report as of March 31, 2017

#### Administrative Funds (Program 640)

	2016-2017 Appropriations	2016-2017 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 75.00%
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$889,006	\$636,870	\$252,136	71.6%
Subtotal	\$889,006	\$636,870	\$252,136	71.6%
PSL	\$894,006			
Benefits	\$249,316	\$170,042	\$79,274	68.2%
Subtotal	\$1,138,322	\$806,912	\$331,410	70.9%
<b>OPERATING EXPENSES</b>				
Postage	\$3,000	\$1,177	\$1,823	39.2%
Communication	\$12,000	\$6,895	\$5,105	57.5%
Freight	\$200	\$0	\$200	0.0%
Data Processing	\$16,900	\$10,022	\$6,878	59.3%
Publication & Printing	\$13,747	\$6,309	\$7,438	45.9%
Awards Expense	\$500	\$315	\$185	63.0%
Dues & Subscriptions	\$20,716	\$2,456	\$18,260	11.9%
MHEC Dues	\$115,000	\$115,000	\$0	100.0%
Conference Registration Fees	\$4,000	\$1,030	\$2,970	25.8%
Electricity	\$4,500	\$1,628	\$2,872	36.2%
Rent Expense	\$49,300	\$36,132	\$13,168	73.3%
Repair & Maintenance	\$500	\$270	\$230	54.0%
Office Supplies	\$4,500	\$1,149	\$3,351	25.5%
Non-Capitalized Equipment	\$3,500	\$299	\$3,201	8.5%
Food Expenses	\$4,000	\$2,436	\$1,564	60.9%
Education Supplies	\$500	\$419	\$81	83.8%
Account & Auditing Services	\$4,458	\$4,458	\$0	100.0%
Purchasing Assessment	\$224	\$224	\$0	100.0%
HRMS Assessment	\$743	\$557	\$186	75.0%
Other Cont. Srvs & Travel Exp.	\$3,191	\$0	\$3,191	0.0%
Insurance Expense	\$500	\$127	\$373	25.4%
Other	\$1,990	\$640	\$1,350	32.2%
Subtotal	\$263,969	\$191,543	\$72,426	72.6%
<b>STAFF TRAVEL</b>				
Board & Lodging	\$5,355	\$4,535	\$820	84.7%
Commercial Transportation	\$2,500	\$788	\$1,712	31.5%
State-Owned Transportation	\$4,000	\$1,418	\$2,582	35.5%
Mileage	\$3,500	\$954	\$2,546	27.3%
Other	\$500	\$141	\$359	28.2%
Subtotal	\$15,855	\$7,836	\$8,019	49.4%
<b>COMMISSIONER TRAVEL</b>				
Board & Lodging	\$7,000	\$1,602	\$5,398	22.9%
Commercial Transportation	\$0	\$0	\$0	0.00%
Mileage	\$15,000	\$3,912	\$11,088	26.1%
Other	\$700	\$239	\$461	34.1%
Subtotal	\$22,700	\$5,753	\$16,947	25.3%
<b>TOTAL EXPENDITURES</b>	\$1,440,846	\$1,012,044	\$428,802	70.2%
General Fund	\$1,364,110	\$1,009,320	\$354,790	
Cash Fund	\$64,690	\$2,724	\$61,966	
Federal Fund	\$12,046	\$0	\$12,046	
<b>Remaining Balance</b>	\$1,440,846	\$1,012,044	\$428,802	29.8%



### Third Quarter Report as of March 31, 2017

#### Oral Health Training

	<i>2016-2017 Appropriations</i>	<i>2016-2017 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$12,875	\$4,844	\$8,031	37.6%
Subtotal	\$12,875	\$4,844	\$8,031	37.6%
PSL	\$12,500			
Benefits	\$4,500	\$1,111	\$3,389	24.7%
Subtotal	\$17,375	\$5,955	\$11,420	34.3%
<b>OPERATING EXPENSES</b>				
Other Cont. Srvs & Travel Exp.	\$8,007,028	\$8,000,000	\$7,028	99.9%
Subtotal	\$8,007,028	\$8,000,000	\$7,028	99.9%
<b>TOTAL EXPENDITURES</b>	\$8,024,403	\$8,005,955	\$18,448	99.8%
Cash Fund	\$8,024,403	\$8,005,955	\$18,448	
<b>Remaining Balance</b>	\$8,024,403	\$8,005,955	\$18,448	0%

#### Nebraska Opportunity Grant Program (NOG)

	<i>2016-2017 Appropriations</i>	<i>2016-2017 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 75.00%</i>
<b>GOVERNMENT AID</b>				
Other Government Aid	\$16,971,958	\$10,166,436	\$6,805,522	59.9%
<b>TOTAL EXPENDITURES</b>	\$16,971,958	\$10,166,436	\$6,805,522	59.9%
General Fund	\$6,868,156	\$4,446,904	\$2,421,252	
Cash Fund	\$10,103,802	\$5,719,532	\$4,384,270	
<b>Remaining Balance</b>	\$16,971,958	\$10,166,436	\$6,805,522	40.1%

#### Access College Early Scholarship (ACE)

	<i>2016-2017 Appropriations</i>	<i>2016-2017 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 75.00%</i>
<b>GOVERNMENT AID</b>				
Other Government Aid	\$1,049,966	\$893,766	\$156,200	85.1%
<b>TOTAL EXPENDITURES</b>	\$1,049,966	\$893,766	\$156,200	85.1%
General Fund	\$1,049,966	\$893,766	\$156,200	
Federal Fund	\$0	\$0	\$0	
<b>Remaining Balance</b>	\$1,049,966	\$893,766	\$156,200	14.9%

# Third Quarter Report as of March 31, 2017

## Community College GAP Program

	<i><b>2016-2017 Appropriations</b></i>	<i><b>2016-17 Current Expenditures</b></i>	<i><b>Balance Remaining</b></i>	<i><b>% of Budget Expended Time Elapsed 75.00%</b></i>
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$60,000	\$31,654	\$28,346	52.8%
Subtotal	\$60,000	\$31,654	\$28,346	52.8%
PSL	\$60,000			
Benefits	\$24,666	\$8,024	\$16,642	32.5%
Subtotal	\$84,666	\$39,678	\$44,988	46.9%
<b>OPERATING EXPENSES</b>				
Communication	\$600	\$590	\$10	98.3%
Printing	\$200	\$0	\$200	0.0%
Data Processing	\$800	\$280	\$520	35.0%
Dues & Subscriptions	\$100	\$98		98.0%
Conference Registration	\$500	\$139	\$361	27.8%
Non Capitalized Equipment	\$1,400	\$0	\$1,400	0.0%
Subtotal	\$3,600	\$1,107	\$2,491	30.8%
<b>STAFF TRAVEL</b>				
State-Owned Transportation	\$500	\$222	\$278	44.4%
Mileage	\$200		\$200	0.0%
Subtotal	\$700	\$222	\$478	31.7%
<b>GOVERNMENT AID</b>				
Other Government Aid	\$1,374,781	\$1,175,794	\$198,987	85.5%
<b>TOTAL EXPENDITURES</b>	\$1,463,747	\$1,216,801	\$246,944	83.1%
Cash Fund	\$1,463,247	\$1,216,800	\$1,017,550	
Remaining Balance	\$1,463,247	\$1,216,800	\$246,447	16.9%



# Third Quarter Report as of March 31, 2017

## Improving Teacher Quality (ITQ) Grant

	<i>2016-2017 Appropriations</i>	<i>2016-17 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 75.00%</i>
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$18,647	\$8,704	\$9,943	46.7%
Subtotal	\$18,647	\$8,704	\$9,943	46.7%
PSL	\$18,647			
Benefits	\$5,997	\$2,538	\$3,459	42.3%
Subtotal	\$24,644	\$11,242	\$13,402	45.6%
<b>OPERATING EXPENSES</b>				
Communication	\$25	\$0	\$25	0.0%
Postage	\$25	\$10	\$15	40.0%
Data Processing	\$50	\$0	\$50	0.0%
Dues & Subscriptions	\$600	\$600	\$0	100.0%
Food Expense	\$106	\$106	\$0	100.0%
Auditing Services	\$345	\$345	\$0	100.0%
Subtotal	\$1,151	\$1,061	\$90	92.2%
<b>STAFF TRAVEL</b>				
Board & Lodging	\$1,607	\$211	\$1,396	13.1%
Commercial Transportation	\$100	\$52	\$48	52.0%
State-Owned Transportation	\$175	\$86	\$89	49.1%
Mileage	\$350	\$287	\$63	82.0%
Misc. Travel	\$25	\$147	-\$122	588.0%
Subtotal	\$2,257	\$783	\$1,474	34.7%
<b>GOVERNMENT AID</b>				
Subrecipient Payment	\$598,270	\$212,674	\$385,596	35.5%
<b>TOTAL EXPENDITURES</b>	\$626,322	\$225,760	\$400,562	36.0%
Fedral Fund	\$626,322	\$225,760	\$400,562	
Remaining Balance	\$626,322	\$225,760	\$400,562	64.0%



## POSTSECONDARY INSTITUTION RENEWAL APPLICATION For a RECURRENT AUTHORIZATION to OPERATE in NEBRASKA

**Institution:** Embry-Riddle Aeronautical University (ERAU)

**Nebraska Street Address:** 106 Peacekeeper Drive, Bldg 323C, Suite 2N3, Room 218, Offutt AFB, Nebraska

**Name of Owner:** Embry-Riddle Aeronautical University Board of Directors

**Corporate Address:** 600 S. Clyde Morris Blvd., Daytona Beach, Florida

**Legal Status:** ☒ Nonprofit; ☐ For-profit:  
☐ sole proprietorship ☐ partnership ☐ corporation

**Institutional Accreditation:** Commission on Colleges of the Southern Association of Colleges and Schools (SACS—a regional accrediting body)

**Programmatic Accreditation:** Aviation Accreditation Board International (AABI)

**Last accreditation review and result:** **SACS:** 12-1-2012; ten year accreditation with no action or reports pending  
**AABI:** 2-27-15; accredited through 2-29-2020

**Date initially approved:** Approved by the Nebraska Department of Education prior to 1992 for military personnel only.

**Date initially approved by CCPE:** May 24, 2012

**Date Authorization Expires:** May 31, 2017

### Student Data

Academic year: July 1, 2015 – June 30, 2016 (2010-2011 figures in parentheses)			
	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
<b>Institution:</b>	104 (135)	28 (66)	22 (31)
<b>Program/s:</b>			
Associate of Science in aviation maintenance	2 (0)	1	

	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
Associate of Science in aeronautics	** (0)		2
Bachelor of Science in technical management	4 (8)	2 (less than 1)	2 (2)
Bachelor of Science in aviation maintenance	14 (0)	4	2
Bachelor of Science in aeronautics	57 (84)	16 (45)	10 (10)
Master of Science in Aeronautics	27 (42)	5 (21)	6 (19)

\* for the Nebraska location

\*\* new cohort had not started as of reporting date

**Note:** The majority of students are active military or civilian employees of the military. However, the programs are open to others who occasionally enroll. If it were not for the occasional outside enrollee, the institution would be exempt (by statute) from Nebraska requirements.

## REVIEW CRITERIA

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

Meets minimum standards				
yes	√		no	

Audited financials for 2016 were reviewed by Commission staff. ERAU offers programs at residential campuses in Daytona Beach, Florida, and Prescott, Arizona, as well as at more than 135 locations in the U.S. and around the world including online instruction.

In conducting the review, staff noted the following:

- **Assets:** Embry-Riddle's cash and cash equivalents decreased 8% between 2016 and 2015. However, the University's cash and cash equivalents and investments are quite large. During this time, there was an increase in the buildings account and equipment account which would represent one-time costs and not recurring operating costs. ERAU's net assets increased 8.3% between 2016 and 2015.
- **Liabilities:** ERAU has significant long-term debt, much of which is secured through a lien on the Daytona Beach property (land, buildings, and equipment). Most of the long-term debt is the result of construction and renovation projects at both the Daytona Beach and the Prescott campuses. It appears Embry-Riddle has sufficient revenue to accommodate this level of debt.
- **Revenue and Expenses:** Net tuition revenue increased by 6.15%, while educational expenses increased by 3.8%.
- **Composite financial score:** The U.S. Department of Education's rating scale runs from -1.0 to 3.0, with a 1.0 or above deemed acceptable. The scale is based on financial soundness, operating funds, and debt; the higher the score, the better the institution's financial status. ERAU's composite financial score was 3.0 for 2014-15 as well as for the previous four years, falling within the Department's acceptable range.

The 2016 audited financial statements did not indicate any financial issues of concern. As of June 30, 2016, it appears that Embry-Riddle Aeronautical University is financially sound

**Student loan default rate:**

For all ERAU campuses: 4.8% for 2013      3.4% for 2012      4.6% for 2011

**Tuition and fees:** for the most recent term (2010-2011 figures in parentheses)

Program	Tuition	Fees	Other	Total
Undergraduate	\$250 /credit hour military (\$245); \$365 civilian (\$335)			Varies
Graduate	\$530 /credit hour military (\$395); \$620 civilian (\$550)			Varies

A copy of the Program Participation Agreement with the U.S. Department of Education was provided.

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

Changes since previous reporting?				
yes	√		no	

The programs are identical to those offered at other Embry-Riddle locations. Program and course descriptions are in the college catalog.

Name change from Professional Aeronautics to Aeronautics (AS and BS), 2012.

**Credit** – 42.75 contact hours are required for three credit hours.

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

Changes since previous reporting?				
yes			no	√

The faculty names and credentials are listed in the college catalog.

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

Changes since previous reporting?				
yes			no	√

See page 1 for location.

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

Meets minimum standards				
yes	√		no	

See page 1 for details.

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

Changes since previous reporting?				
yes			no	√

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

Changes since previous reporting?				
yes			no	√

**Method for meeting student interests if the institution were to discontinue offerings:**

ERAU would comply with the policies of its accrediting body, the Commission on Colleges of the Southern Association of Colleges and Schools, to allow students a reasonable time to complete their programs of study. A two page procedure was provided, including provision for a teach-out plan.

**Committee Recommendation: Approve the renewal of the authorization to operate.**

Institution:	Embry-Riddle Aeronautical University
Owner:	Embry-Riddle Aeronautical University Board of Directors
Level of authorization:	Authorized to offer one or more complete degree programs at the associate, baccalaureate, and master's levels, limited to associate and baccalaureate programs in aviation maintenance, aeronautics, and technical management, and to the Master of Aeronautical Science.
Length of authorization:	Five years (valid through May 31, 2022)

**Reporting requirements:** Annual reports are required in a form provided by the Commission. The next report is due May 1, 2018



## POSTSECONDARY INSTITUTION RENEWAL APPLICATION For a RECURRENT AUTHORIZATION to OPERATE in NEBRASKA

**Institution:** Omaha School of Massage and Healthcare of Herzing University

**Nebraska Street Address:** 9748 Park Drive, Omaha, Nebraska

**Name of Owner:** Herzing University, Ltd.\*

**Corporate Address:** W140 N8917 Lilly Road, Menomonee Falls, Wisconsin

**Legal Status:** ☒ Nonprofit; ☐ For-profit:  
☐ sole proprietorship ☐ partnership ☒ corporation

**Institutional Accreditation:** Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools

**Last accreditation review and result:** HLC- comprehensive evaluation in 2015-16; reaffirmation of accreditation in 2025-26

**Date initially approved by CCPE:** January 22, 2009

**Date Authorization Expires:** May 31, 2017

\*On January 1, 2015, Herzing, Inc. (a for-profit educational provider) entered into a merger agreement whereby it would merge with and into Herzing Educational Foundation, Ltd. (an independent nonprofit charitable and educational entity). The merger resulted in a change in ownership and a change in status from a for-profit institution to a nonprofit. In addition, Herzing Educational Foundation, Ltd. changed its name to Herzing University, Ltd. As required by statute, the Commission approved the change of ownership in 2015.

**NOTE: Herzing University has decided to discontinue its ground program offerings in Nebraska at the end of 2017. See page 5 for details.**

### Student Data

Calendar year: 2016		*for the Nebraska location		(2011-12 figures in parentheses)	
		Enrollment (headcount)*	Enrollment (FTE)*	Graduates*	
<b>Institution:</b>		174 (375)	141	44	(138)

Calendar year: 2016		* for the Nebraska location		(2011-12 figures in parentheses)	
Programs	Award	Headcount*	FTE*	Graduates*	
Therapeutic Massage	Diploma	125 (223)	110.75	35	(110)
	Associate	6 (86)	3.25	2	(15)
Chiropractic Technician	Diploma				
	Associate				
Personal Fitness Training	Diploma	16	7.75	1	
	Associate	3	3	1	
Insurance Billing and Coding	Diploma	4 (20)	3.5	1	(2)
	Associate	2 (5)	1	2	
Medical Office Administration	Diploma	3	1.5	0	
Information Technology	Associate				
Healthcare Management	Bachelors	13	8.75	2	
Health and Wellness	Bachelors				
Health Information Management	Bachelors	2	1.5	0	

## REVIEW CRITERIA

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

Meets minimum standards				
yes	√		no	

The financial statements for the period ending December 1, 2015, are the first financials available for the new non-profit entity.

Commission staff reviewed these, but there are no comparables, including composite score, for previous years due to the structural change.

- **Assets:** Well over half of Herzing University's assets are classified as goodwill or intangibles. The remainder is in cash, securities, property, and equipment. Herzing has 3.6 months of cash on hand (three months is the recognized minimum).
- **Liabilities:** 89% of the total liabilities are in the form of a promissory note from the Herzing Educational Foundation to Herzing, Inc. at the time of the change of structure from a for-profit entity to a non-profit one.
- **Revenue, Expenses, and Net Assets:** Herzing reported a small increase in net assets for 2015.

While there is some concern relating to the large note payable, the annual payment is low and Herzing should be able to meet this obligation. The small increase in net assets could be a concern if enrollments decline or operating expenses increase. Herzing does appear to be financially sound, although there is no historic trend data for comparison with previous years.



**Tuition and fees:** for Spring 2017

(2011-2012 figures in parentheses)

Program	Tuition per semester	Charge per credit for less than full time (12-15 credit)	Charge per credit for any above 15 credits	Learner Resource Fee
Massage	\$16,335 for program (previously, \$4,860 per semester)			\$415 per semester
All others	\$6,280 (\$5,520)	\$550 (\$460)	\$345 (\$300)	\$415 per semester

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

Changes since previous reporting?				
yes			no	√

**Credit** – Lecture courses: 15 contact hours for each semester credit hour. Science and healthcare labs: 30 contact hours for each semester credit hour. Externship, practicum, clinicals: 45 contact hours for each semester credit hour.

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

Changes since previous reporting?				
yes	√		no	

Information for the nine faculty members teaching in Nebraska was provided as well as for 16 online faculty. Of the nine teaching in Nebraska, three have baccalaureate degrees, three hold a master's degree, and three have doctorates.

Meets minimum standards				
yes	√		no	

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

Changes since previous reporting?				
yes			no	√

See page 1 for location.

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

Meets minimum standards				
yes	√		no	

See page 1 for details.

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

Changes since previous reporting?				
yes			no	√

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

Changes since previous reporting?				
yes	√		no	

**Method for meeting student interests if the institution were to discontinue offerings:**

Herzing University has decided to discontinue its ground operations in Nebraska. The complete plan to assist students can be found on page 5.

In addition, Herzing reports that students would be able to access their records, including transcripts, as they always have, through the Herzing.edu website.

**Committee Recommendation: Approve the renewal of the authorization to operate.**

Institution:	Omaha School of Massage and Healthcare of Herzing University
Owner:	Herzing University, Ltd.
Level of authorization:	Authorized to offer one or more complete programs at a level less than associate, and at the associate and baccalaureate degree levels, limited to the diploma in medical office administration; diplomas and AS degrees in therapeutic massage, chiropractic technician, personal fitness and training, and medical billing and insurance coding; the AS in information technology; and BS degrees in health information management, healthcare management, and health and wellness.
Length of authorization:	One year (valid through April 30, 2018)

**Reporting requirements:** A notification at the time of the institution's closure of the ground operations in Nebraska is required, including the status of any students who did not complete their programs during the teach-out.

### **Herzing University Statement on the Closing of the Nebraska Location**

Herzing University has decided to discontinue its ground program offerings in Nebraska. Herzing University will maintain the Diploma and Associate Degree programs in Therapeutic Massage and the Diploma and Associate Degree programs in Personal Fitness Training throughout this year until all continuing students who are scheduled to graduate in 2017 complete their program of study. For any student who is unable to complete their program of study in 2017 -- primarily from a desire to continue in a part-time status rather than full-time status -- it is our intention to fully refund all tuition paid. This scenario should apply to less than 10 students.

The University is committed to fully serving the students who are currently enrolled at the Omaha campus. The Omaha campus will fulfill its obligation to current students by the development of a course schedule and maintenance of student learning and support resources which will enable students the opportunity to complete their programs of study prior to the closure of the campus.

The campus has audited progress to date of all currently active students to develop the course schedule and to project graduation dates. An audit will be conducted at the conclusion of each term to monitor student progress and to ensure that students are on track for completion within the defined timeframes.

Financial aid eligibility and student assistance will be maintained throughout the duration of the teach-out. Any institutional scholarships that have been awarded will continue.

Career Services support will continue to be available to all graduates of Omaha School of Massage and Healthcare by the University centralized services group. Students will receive information as to how they can access these services beyond the date of campus closure. Consistent with Herzing University policy, graduates of OSMHC have access to centralized career services as needed.

Access to the Library Commons, electronic library resources and library services will remain accessible to students throughout the teach-out period to facilitate student access to resource materials and services. Tutoring services will remain available to students throughout the duration of the teach-out.

The University is committed to maintaining campus facilities throughout the teach-out period to ensure that all educational needs are met. The campus budget reflects funds allocated to assure that the learning environment provided to students is maintained at its current level of operation.

### Institutions Reauthorized or Seeking Reauthorization, 2016-17

Institution	Date of Expiration	CCPE meeting date	Comment
Creative Center	12-31-16	12-1-16	Reauthorized for 5 years
Bryan College of Health Sciences	1-31-17	12-1-16	Reauthorized for 5 years*
Strayer University	12-31-16	12-1-16	Teaching out at Lincoln Verizon; reauthorized through 3-31-18 for a new campus in Omaha
Kaplan Omaha	1-31-17	1-23-17/1-26-17	Reauthorized for 5 years
Kaplan Lincoln	1-31-17	1-23-17/1-26-17	Reauthorized for 5 years
National American University	3-15-17	3-16-17	Reauthorized for 5 years
St. Gregory the Great Seminary	3-15-17	3-16-17	Reauthorized for 5 years*
University of Missouri	3-15-17	3-16-17	Reauthorized for 5 years*
Embry-Riddle Aeronautical University	5-31-17	4-27-17	
Herzing University	5-31-17	4-27-17	
Sioux Falls Seminary	8-31-17	8-11-17	
University of South Dakota	5-1-18	TBD	
Hope International University (Nebraska Christian College)	5-1-19	TBD	

\*Eligible to apply for authorization to operate on a continuing basis in less than 5 years (dates vary)

### Institutions with a Temporary Extension or Not Seeking Reauthorization

Institution	Date of Expiration	CCPE meeting date	Comment
University of Oklahoma	1-31-17	12-1-16	Teaching out at Offutt AFB; reauthorized through 4-30-17
Baker University	1-31-17		Not renewing; never established a physical presence
Kansas State University	4-1-17		Not renewing; no longer operating animal clinic in Omaha

### Institutions Authorized in 2011-12 Having Previously Indicated Not Seeking Reauthorization

Gallup University  
Lesley University  
Morningside College

### Closed Campus/ Institution

University of Phoenix  
Wright Career College  
ITT Technical Institute



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Wayne State College (WSC)

**Program:** Special Education  
Special Education Supervisor

**Awards:** Master of Science in Education (MSE)

**Institution's Existing Degree(s) in  
Same or Similar Discipline:** BA in Special Education

**Proposal Received by Commission:** February 21, 2017

**Proposed Start Date:** Spring 2018

### Description

The proposed degree program is designed for people seeking an advanced degree in special education. The Special Education MSE would consist of 36 semester credit hours comprised of 12 hours of professional education core and 24 hours of special education core courses. Two additional options would be available for certain students.

- Those with a teaching certificate but not a special education endorsement\* could meet the requirements for the endorsement by completing a minimum of six credit hours of clinical practice and seminar in addition to the program's 36 hours.
- Those without a teaching certificate could prepare for certification and complete the coursework for the endorsement\* by meeting the requirements for and being accepted into the teacher education program, completing three undergraduate education courses during an on-campus summer session, and completing 12 credit hours of clinical practice and seminar in addition to the program's 36 hours.

For the Special Education Supervisor MSE, the requirements would be 9 hours of professional education core, 15 hours of administrative core courses, and 12 hours of special education core courses. A current teaching certificate with an endorsement in special education and two years teaching experience would be required. This degree would allow current educators the ability to earn an administrative certification.

Some of the required courses are in place, while eight new ones would need to be developed. The program would be offered entirely online. However, students who enter the program without a teaching certification of any kind would attend one summer session on campus.

\* The Nebraska Department of Education defines endorsement as an area of specialization indicated on a teaching certificate or permit.

Consistent with Institutional Role and Mission?      √   YES               NO

Consistent with Statewide Comprehensive Plan?      √   YES               NO

## REVIEW CRITERIA

### A. Need for the Program

High-----Low				
		√		

WSC cites teacher shortage data from the U.S. Department of Education. Since 2010 special education was listed as a shortage area in every state. The Nebraska Department of Education's Teacher Vacancy Survey Report was also cited, indicating a shortage of special education teachers in 2015-16 resulting in positions being filled by teachers without proper endorsement as well as nine positions that were unfilled.

In response to this data, Wayne State College and ESU #1 in Wakefield conducted a survey of administrators. Of the 90 respondents, 18.9% (17 administrators) reported having positions vacant or filled by teachers who do not have a special education endorsement and 68.9% (62 respondents) projected openings in the next five years. Over three-quarters reported they were "impartial" to "very likely" to encourage staff to pursue either of the two proposed master's degrees. (Staff note: A report of "impartial" may not translate into students. Without the complete survey results this figure doesn't significantly contribute to evidence of need.)

In an effort to obtain a more complete picture of the need in the state, Commission staff consulted the Teacher Vacancy Survey Reports and IPEDS data. However, degrees awarded (IPEDS data) doesn't convey an accurate picture of qualified teachers, especially at the graduate level. Students earning a baccalaureate degree in education will have at least one endorsement, but graduate students are likely to already have an endorsement in some field. Consequently, staff consulted the Nebraska Department of Education's reports on endorsements granted. This provides a more accurate picture of teachers with endorsements, but still doesn't document a need because there are a large number of special education endorsements earned or added to teacher certificates every year (see pages 5 and 6 for a detailed explanation).

There are a variety of possible explanations for the discrepancy between endorsements awarded and the reported lack of special education teachers, including teacher burn-out. The most important fact, however, is that there are many unfilled /unendorsed positions each year. Those figures for the past four years ranged from 29 in 2013-14 to 55 in 2016-17 (see page 5).

There is a need for more teachers with special education endorsements. This program would be available online and therefore accessible to teachers in more isolated areas of the state and the nation.

### B. Demand for the Program

High-----Low				
	√			

WSC reports that they would first target current educators as potential students for the proposed program, but students with other degrees would also be eligible. Without doing any marketing, the college has had 15 students express interest in this type of program. All hold an initial teaching certificate, some with

special education background and some without. In an effort to obtain additional enrollment estimates, WSC analyzed the enrollments across various MSE options. The average was 66. The college projects 20 students would enroll per year for the first two years, but the program would be viable with 15. An additional faculty member would be needed in subsequent years, at which time 40 students could be enrolled.

A projection of 40 students may be ambitious, but the lower numbers given for initial enrollments suggest that there will be sufficient demand to offer and sustain the proposed program.

### C. Avoidance of Unnecessary Duplication

High-----Low				
		√		

There is no other MSE program leading to a special education endorsement in the Nebraska State College System, but there are others in Nebraska.

WSC reports that UNK, UNL, and UNO all offer master's degrees that can lead to initial special education endorsements, but the programs at UNL and UNO are not available entirely online. Commission staff research revealed that UNO has one MS online, UNL has four (MA/MSEd), and UNK has seven MSEds. Many are specialized, e.g., gifted or early childhood special education. One of UNK's online programs is for special education supervisors.

There are other online programs similar to the proposed program. Data isn't available for the number of graduates from those programs because IPEDS data reports the number of degrees awarded but not the mode of delivery; i.e., online degrees can't be separated from the same degree delivered face-to-face. Also, it can't be determined with the information available if UNK's online program could absorb WSC's projected 40 students without incurring additional costs.

### D. Resources: Faculty/Staff

High-----Low				
	√			

WSC states that there are two assistant professors available to implement the additional required courses for the first two years. One adjunct faculty member would also be needed to teach undergraduate courses, releasing a

professor to teach some of the program's graduate courses. If the program grows as expected, an additional faculty member would be needed starting the third year of the program. Both the adjunct and new faculty member are included in the budget.

### E. Resources: Physical Facilities/Equipment

Acceptable				
yes	√		no	

WSC states that they do not anticipate needing any new instructional equipment to initiate the program. If an additional faculty member is added, the program would need office space and related equipment for that person.

### F. Resources: Library/Information Access

Acceptable				
yes	√		no	

WSC states that if an additional faculty member is added, that person would need a computer and access to existing online resources.



**G. Budget**

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

<b>PROJECTED COSTS</b>		<b>ANTICIPATED REVENUES</b>	
Faculty and Staff	\$165,000	Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Other <sup>1</sup>	\$5,000	Tuition and Fees <sup>2</sup>	\$833,625
Five-Year TOTAL	\$170,000	Five-Year TOTAL	\$833,625

<sup>1</sup> Development of syllabi

<sup>2</sup> Based on 15 students taking 18 credit hours in spring of year 1 and all of year 2 and 40 students in the last three years with tuition of \$325 per credit hour.

**Committee Comment:** There is an information gap that makes determination of need as well as unnecessary duplication difficult. There is a substantial number of special education endorsements added to teaching certificates each year. Yet superintendents and other administrators consistently report a lack of special education teachers, and the Teacher Vacancy Survey Report substantiates those statements. For whatever reason, there are positions unfilled or filled by teachers not endorsed in special education, and that clearly reflects a need for teachers in some schools.

The cost to initiate the program is relatively small and it could result in a significant benefit to the state. It is expected to be self-supporting at a minimum and would likely yield increased revenue from out-of-state students. However, there are other online master's degrees in special education offered by public institutions in Nebraska.

**Committee Recommendation:** Forward to the full Commission for consideration and review without a recommendation.

**First Program Review Date:** Due June 30, 2022.

**Special Education**  
**Endorsement figures from the Nebraska Department of Education**  
**Degree information from IPEDS**

	Endorsements on Initial Certificates*	Endorsements Added to Current Cert	Endorsements to Out of State Applicants	Potential Net	Unfilled Positions**	4-year degrees*** awarded	Master's degrees** awarded	Total Degrees
2016-17					<b>55</b>			
2015-16	237	54	(30)	261	<b>40</b>			
2014-15	226	49	---	275	<b>41.8</b>	128	77	205
2013-14	231	29	---	260	<b>29</b>	119	74	193

\*includes dual endorsements on a single certificate

\*\*includes vacant positions and those filled by a teacher not endorsed in special education

\*\*\* first major only

IPEDS information is often used to assist in determining need; i.e., are there sufficient degrees awarded to meet an identified lack of training, education, or employees in a field? In the case of special education, there is another data source that more accurately reflects the current need in the state.

There are several drawbacks to using IPEDS data in this instance. The number of degrees awarded doesn't necessarily indicate the number of people earning a special education teaching endorsement. Those earning baccalaureate degrees (column 7, above) are quite likely students who will be granted endorsements in special education. However, students often earn an endorsement in a second field at the same time (a dual endorsement, similar to a dual major). And while the IPEDS data is for first majors, when students have dual endorsements, there is no consistency in which field the institution reports the first major. At the master's level (column 8), students who earn the advanced degree could be earning an endorsement to add to an existing teaching certificate with an endorsement in another field or they may already have a special education endorsement and are simply seeking additional education in that area. Therefore, there is clear potential for "double counting" when using IPEDS data.

The number of endorsements comes closer to determining the level to which the state's needs are being met. This is the number of people who, in any given year, have a special education endorsement recorded on their initial teaching certificate (column two in the table above) as well as those who have subsequently earned a special education endorsement and had it added to an existing certificate (column three). Theoretically, this represents the potential pool of teachers to fill special education teaching positions in the state. However, dual endorsements cloud this number. Teachers may earn a special education endorsement along with another, primarily as a back-up in case they aren't able

to secure a position in their desired field. In fact, some institutions encourage this practice among their students, particularly elementary education majors—an area that often has more teachers available than open positions. These teachers are likely to abandon special education when an opportunity arises in their desired field.

There are other contributing factors in determining need.

- Some graduates from Nebraska institutions are from out of the state and while they may seek a Nebraska certificate and endorsement (column four), they may not intend to stay in the state.
- Nebraska education graduates have long been recruited from other states experiencing severe teacher shortages.
- Special education teachers are susceptible to burn-out at a higher rate than other teachers. So while there appears to be numerous endorsements in the field, there are many teachers regularly leaving special education in exchange for a different teaching assignment.
- Special education is a growing field. Schools that needed one special education teacher several years ago now need two or more.
- Some teachers, especially those who are young, are unwilling to accept a position in a small, rural district or one that is geographically isolated, resulting in geographic pockets of unmet need. (The Teacher Vacancy Survey Reports indicate that 35% – 40% of vacancies in all subjects (not just special education) were in districts/systems with less than 500 students.)

The Nebraska Department of Education annually prepares an extensive Teacher Vacancy Survey Report. The response rate for 2015-16 was 87% (96% for public schools only). The number of special education positions that were unfilled or filled by a teacher who was not endorsed in special education is reported in column six of the table. For whatever reason or reasons, there are consistently unfilled positions in the state. Because of the variety of factors potentially contributing to the shortage, it can't be determined if an additional master's program in special education will relieve the shortage. Since it is offered online, it does give employed teachers another option to earn a special education endorsement.



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

<b>Institution:</b>	<b>Metropolitan Community College (MCC)</b>
<b>Program:</b>	<b>Creative Writing</b>
<b>Award:</b>	<b>Associate of Arts (AA)</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>AA in Liberal Arts/Academic Transfer</b>
<b>Proposal Received by Commission:</b>	<b>March 22, 2017</b>
<b>Proposed Start Date:</b>	<b>2017-18 academic year</b>

### Description

The proposed program is designed to provide students training in the basic components of effective creative writing in at least two genres, including poetry, fiction, and creative non-fiction. Students would analyze and evaluate creative works. They would also be exposed to historical origins, introductory elements, and creative foundations in at least two of the fine arts. The program would prepare students for work as a creative writer or to transfer to a four-year institution.\*

The 99 quarter credit hour curriculum (66 semester credit hours) would include 31.5 quarter credit hours (21 semester credit hours) of general education classes, 40.5 credit hours (27 semester hours) in required writing courses (including a capstone course), and 27 hours (18 semester hours) in optional courses, primarily in writing and literature.

The majority of the curriculum would draw upon existing courses in English, Arts, Humanities, and Theatre. Five new courses would be needed. The program would be offered on all three campuses as well as the Sarpy Center and Fremont Center. Many courses are available online, and online versions of the five new courses would be added after the on-campus versions are assessed.

\*Under the Nebraska Transfer Initiative, students who earn an AA degree can transfer into a four-year institution as a junior with the Initiative's common core of general education courses meeting or substantially applying to the institution's general education requirements. Other credits are transferrable at the discretion of the four-year institution.

MCC reports that they are in conversation with UNO and Creighton University to develop and finalize agreements so that the entire program in creative writing will transfer. In the future, MCC will pursue agreements with the state colleges (especially Wayne which has a strong creative writing program), UNK, and UNL.

Consistent with Institutional Role and Mission?  
 Consistent with Statewide Comprehensive Plan?

  √   YES  
  √   YES

       NO  
       NO

## REVIEW CRITERIA

### A. Need for the Program

High-----Low
<u>  √  </u>

MCC reports that the Omaha metro area has a large and diverse population of interested writers, reflected in the many projects in the region. Examples include Louder Than a Bomb: Great Plains (teen poets, in 40+ schools across Nebraska and western Iowa), Romance Writers of the Heartland, 7 Doctors Project (community workshop with a six-month waiting list), and Nebraska Writers' Guild. MCC also noted that many writers aspire to publication and that the skills needed to accomplish that goal are best acquired through a long-term writing program. In addition, there are many people who write as an avocation.

The proposal states that there are an estimated 920 creative writers working in Nebraska, and that the number is expected to increase to 1,080 by 2018. The annual salary varies significantly, but the median is \$45,110. Commission staff consulted the Nebraska Department of Labor's website. While there is a category called "Poets, Lyricists and Creative Writers," the data on employment and wages is only for "Writers and Authors." The estimated employment in 2014 was 810 in the state with an increase of 64 through 2024. Median salary was \$48,565.

The employment projections don't correlate well with this program because some of the potential students won't be going directly into the workforce as a creative writer. They may be honing their skills and not seeking employment, may have the goal of becoming a published author and therefore employed in a different field, or become employed in a related field. The employment numbers are for a broader field of which creative writers is a subset. While the projections may be small, the survey figures (see Section B.) indicate interest in the program.

### B. Demand for the Program

High-----Low
<u>  √  </u>

To determine demand for the proposed program, MCC conducted a survey of 394 students enrolled in a college-level English class in spring 2016. Some of the results are below.

- 38 students had taken or were taking Introduction to Creative Writing.
- 62 planned to take Introduction to Creative Writing.
- If offered, 80 would take additional or advanced creative writing classes.
- 62 indicated an interest in earning an associate degree in creative writing.

Also in spring 2016, MCC surveyed community writing organizations and high school teachers. There were 28 respondents, all of whom indicated an interest in creative writing and 25 who would consider taking one or more creative writing classes at MCC. Nine expressed an interest in a two-year degree in creative writing.

Based on the results of the two surveys, MCC estimates that the program could graduate 15 students per year with more students enrolling in advanced classes. Given the figures from the survey, the projected enrollments appear reasonable.

### C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no AA degrees with an emphasis on creative writing currently offered in Nebraska by either a public or private institution. The proposal listed 11 MHEC states with creative writing programs, but only three at community colleges (Michigan, Minnesota, and Ohio).

#### D. Resources: Faculty/Staff

High-----Low				
	$\sqrt{\quad}$			

MCC states that there are several full-time faculty members holding MFA degrees in Creative Writing who would qualify to teach three to four new sections of creative writing courses each quarter. Adjunct faculty are also to take over sections previously taught by full-time faculty. The cost for this program is included in the budget. No additional support staff would be needed.

### E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

The program would be offered at all campuses and centers in existing general education (English) classrooms. The English classrooms are all equipped with computers for writing assignments and research so no equipment would be needed.

## F. Resources: Library/Information Access

Acceptable				
yes	✓		no	

The proposal states that no additional information resources would be needed. There is, however, \$2,500 in the budget for library and information resources.

## G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$167,281	Reallocated Funds	
General Operating <sup>1</sup>	\$21,000	New State Funds	
Equipment		New Local Funds	
Library/Information	\$2,500	Tuition and Fees <sup>2</sup>	\$191,340
Five-Year TOTAL	\$190,781	Five-Year TOTAL	\$191,340

<sup>1</sup> Includes travel, memberships, faculty development, Creative Writing forum expenses

<sup>2</sup> Based on 10 students in each of three new sections for four quarters at \$59 per credit hour in years 1, 2, and 3 and 16 sections in years 4 and 5.

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

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





## Application to Modify a Recurrent Authorization to Operate

<b>Institution:</b>	<b>National American University (NAU)</b>
<b>Programs:</b>	<b>Medical Assistant</b>
<b>Awards/Degrees:</b>	<b>Diploma</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>AAS degrees in Medical Assistant and Medical Administration Assistant</b>
<b>Proposal Received by Commission:</b>	<b>March 10, 2017</b>
<b>Proposed Start Date:</b>	<b>June 6, 2017 (summer quarter)</b>

### Background

National American University was founded in 1941 in Rapid City, South Dakota, as National School of Business. It earned accreditation from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools in 1985. In 1997 the college changed its name to National American University. During this same time period NAU began development of online courses. NAU is a for-profit institution with students on campuses in 10 states.

In 2011 the Commission approved the application from NAU to establish a campus in Bellevue, Nebraska. In March 2017 the Commission renewed National American University's authorization to operate for five years, through March 2022.

## REVIEW CRITERIA

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

High-----Low				
		√		

National American University Holding, Inc. (NAUH) is made up of Dlorah, a subsidiary, which in turn has several divisions, including National American University (NAU) with 33 campuses throughout the United

States. The financial statements reviewed were for all areas of NAUH and not just NAU, although NAU makes up 98.9% of the revenue and 98.7% of the operating expenses of NAUH.

A review of NAUH audited financial statements as of May 31, 2016, indicates NAUH continues to have decreasing financial strength, as noted in a 2015 Commission review. Additional information was utilized from the U.S. Securities and Exchange Commission (SEC) quarterly report for the period ending November 30, 2016.

In conducting the review of the 2016 financials, staff noted the following:

- **Assets:** One indicator of financial stability is the amount of cash on hand and whether the cash balance has been increasing or decreasing over the past few years. Since the last review in 2015, NAUH increased their cash and equivalents by 32% from 2014 but experienced a 6% decrease between 2015 and 2016. For the six months ended November 30, 2016, cash and equivalents decreased an additional 24%. The number of months of cash on hand was 3 months, the minimum recommended.
- **Liabilities:** An indicator of financial stability is whether long-term debt payable is decreasing. NAUH's long-term capital lease has decreased 4.4%, and total liabilities have decreased 18.5% since 2014.
- **Revenue:** Another indicator of financial stability is whether income has increased year over year, or if not, if there is a one-time issue or other explanation that reduces concerns. NAUH revenue decreased 25% since the 2014 financial statement review. The decline in revenue between 2014 and 2016 was almost entirely due to a system-wide decline in enrollment of 2,665 students, or 24.6%. The SEC filing compares November 30, 2016 with the same date in 2015. Over the year, enrollment declined by 1,000 students with a corresponding drop in academic revenue. NAUH believes the recent decline in student enrollment and revenue is the result of the current economic environment in which they operate where many working adults have chosen not to attend school.
- **Expenses:** Since 2014 total operating expenses decreased 14.6% and educational expenses decreased 11.5%.
  - In an effort to decrease expenses, in 2015 NAUH closed its educational facility in Denver, Colorado, keeping a nearby location open, and announced the planned closure of two additional campuses in 2016. The ongoing impact on NAUH future financial results was expected to be positive as online students would remain enrolled and fixed costs for these locations would be eliminated.
  - NAUH's quarterly filing with the SEC compares six months of operating revenues and expenses between November 30, 2016, and November 30, 2015, and indicated that revenue continues to decline at a greater rate than expenses are reduced, resulting in a significant operating loss.
- **90-10 Rule:** The Higher Education Act requires proprietary institutions to derive no more than 90% of their revenues from the Title IV federal student aid programs. NAU received 89.3%, 89.2%, and 86.9% of its revenues from Title IV for 2014, 2015, and 2016 respectively. In 2010-11, the figure was 78.9%.
- **Composite financial score:** The U.S. Department of Education's rating scale runs from -1.0 to 3.0, with a 1.5 or above deemed acceptable. The scale is based on financial soundness, operating funds, and debt; the higher the score, the better the institution's financial status. Below are the composite scores for the following financial statement years (2016 score was calculated by NAUH):

<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
2.9	2.9	3.0	1.8

**Costs** – The tuition is a flat rate of \$5,000 per quarter for students enrolled in 12 or more credit hours. There are no fees.

**System-wide student loan default rate:** 2013: 23.4%      2012: 20.6%      2011: 21.4%

The U.S. Department of Education considers a school to be administratively capable if the student loan default rate for most loans is below 25% for the three most recent fiscal years, or if the most recent default rate is less than 40%. NAU meets the standard.

**Areas of concern:** In the SEC filing, NAU stated that there was sufficient funding for ongoing operations and planned capital expenditures for the near future. However, the net loss over the last six months from May to November 2016; the continuing decline in enrollment; the decrease in the composite score from 3.0 to 1.8 over a one year period; and expenditure of half of the May 31, 2016, cash balance during the first six months of fiscal year 2017 suggest that there should be significant concern over NAUH's financial stability. NAU has not been placed on heightened cash monitoring by the U.S. Department of Education.

While NAUH has taken steps to reduce expenses, if enrollments continue to decline or remain static, significant reductions in expenses will be necessary to maintain a composite score above 1.5.

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

High-----Low				
	√			

**Curriculum** -- The proposed Medical Assisting diploma program would prepare students to perform entry-level administrative and clinical functions in out-patient care facilities. It would consist of 59.5 quarter credit hours (40 semester credit hours), including a 7.0 credit hour (approximately 5 semester credits) practicum. The diploma curriculum includes all of the courses that comprise the core for the medical assisting AAS (51.5 credit hours). NAU reports that by offering the diploma program students could enter the field in less time with lower educational costs.

Nebraska has no licensure or certification requirements for medical assistants, although graduates may seek voluntary certification or registration from various associations and professional groups.

NAU intends to offer courses on-site in Bellevue as well as online. Students would be able to choose face-to-face or online delivery for many classes.

**Outside placements** – The proposal lists 12 clinical sites in both public and private facilities already in place for the AAS in Medical Assisting, one of the programs approved in NAU's initial application. NAU states that these sites will be used for the diploma program as well, but additional sites will be added if needed.

**Enrollment**

NAU estimates the annual enrollment in the medical assisting diploma program would be 45 students.

The estimate is based upon historical data from the medical assisting AAS program and national employment projections NAU obtained from the United States Department of Labor Bureau of Labor Statistics. The Bureau projects a 23% increase in the employment of medical assistants

between 2014 to 2024 nationally. The application also notes that there were “numerous” medical assistant positions listed for Nebraska on the Indeed® online employment site.

The Commission staff consulted the Nebraska Department of Labor’s website for state-level data on the estimated number of job openings for medical assistants and for starting salaries. From 2014 to 2024 the projected number of average annual openings was 133. The entry-level salary was \$25,123 (\$12.08 an hour).

There are two other institutions in Omaha that offer medical assisting programs, as well as two in Lincoln and one at Central Community College (all CAAHEP accredited—see Section F). The number of graduates for all institutions in 2013-14 and 2014-15 ranged from approximately 80 to 110. One-quarter to one-third of these awards are associate degrees and some represent a double count, i.e., a student earning a certificate in 2013-14 might be awarded a degree in 2014-15 (CCC and Metro offer both awards). With 133 projected openings, it is likely that there would be sufficient students for a viable program.

The number of students currently enrolled in the AAS program at NAU also supports the estimates. As of June 30, 2016, NAU reported 45 students enrolled in the AAS medical assisting program with four graduates in the previous year. The diploma would provide an earlier exit point and quite possibly result in an increase in graduates.

**Credit** – NAU offers courses on an academic quarter system. One quarter credit hour requires ten hours of instruction.

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

High-----Low				
		√		

**Faculty** – The primary instructor and program coordinator for the medical assistant AAS would also teach courses for the diploma. An adjunct faculty member is available for on-ground courses as well. Both have bachelor’s degrees, a level sufficient to meet requirements for a diploma level program. The program coordinator has a master’s degree in progress.

Five additional adjunct faculty would teach online. One has a bachelor’s degree, two hold master’s degrees, one has a JD, and one has a PhD.

**Library** – The electronic resources and databases currently available to students and faculty were listed. They can be accessed through the NAU online library.

The NAU system librarian provides orientations to the electronic educational databases and library resources to new students via webinars, tutorials, and on-demand recordings or orientation sessions, and is available to assist students. In addition, an online Ask-A-Librarian service is available for students, faculty, and staff seven days a week

**Support Services** – In their initial application, National American reported that students in Nebraska would have access to the same student support services as students in other locations. These include pre-admission assistance, financial aid counseling, course registration, academic advising, career advising, and technical support (available via email and telephone).

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

NAU classes are held at the Bellevue campus, 3704 Summit Plaza Drive (near the intersection of 36<sup>th</sup> Street and Highway 370). The building was remodeled for NAU in 2011. The facility includes three large classrooms, a laboratory for the AAS medical assisting students, administrative offices, eight general purpose offices, two interview rooms, an assessment center, a learner services room, and an undesignated space for future expansion.

Since NAU has an AAS program in medical assisting, the equipment required is already in place. In addition, NAU intended to acquire significant additional equipment, instruments, and supplies for the surgical technology program approved in 2016.

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

Since National American University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, students should be able to transfer credits in the same manner as they transfer credits earned at any other regionally accredited institution. Acceptance of transfer credits from any institution is at the discretion of the receiving institution. The proposed medical assistant program is offered on other NAU campuses and therefore would transfer fully to those locations.

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

National American University is accredited by the HLC, the same entity that accredits Nebraska's public, and many private, institutions of higher education. Accredited since 1985, NAU is authorized to offer certificates, associate, baccalaureate, and master's degrees, and the Ed.D.

The associate degree program in medical assisting is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), an accrediting body recognized by the U.S. Department of Education.

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

The admission standards were outlined; they are also included in the college catalog.

The college reported that they will recruit students using television commercials, online inquiries, student referrals, job and career fairs, and business-to-business recruitment.

***H. Other Information***

The Commission provided notice of this application to other institutions on April 10. No responses have been received at this time.

**Committee Recommendation:**

**Approve the modification to the recurrent authorization to operate for National American University to include the diploma in medical assisting.**

**Reporting Requirements:**

Commission rules require annual reporting. National American University's next annual report is due March 1, 2018.



## 2015-2016 EXISTING PROGRAM REVIEW

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

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2010-2015)								
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold
UNL	Electrical Engineering	5,671	<b>188</b>	BSEE	45.8	MS	8.0	PhD	4.4	Other*
UNL	Electronics Engineering (Omaha)	2,902	<b>200</b>	BS	14.2					Other*
	Telecommunications Engineering (Omaha)					MS	6.2			
UNL	Mechanical Engineering & Applied Mechanics	10,283	<b>233</b>	BSME	78.8	MS	19.6	PhD	4.4	Other*
UNL	Civil Engineering	7,057	<b>247</b>	BSCE (Lincoln) BSCE (Omaha)	47.8  41.0	MS	26.4	PhD	7.8	Other*
UNL	Chemical Engineering	2,064	<b>150</b>	BSCH	26.2	MS	<b>2.4</b>			Other*
	Chemical & Biomolecular Engineering							PhD	3.2	Other**
UNL	Construction Engineering Technology	9,164	402	BS	<b>0.8</b>					Const. Eng. Tech. phasing out, replaced by Construction Engineering
	Construction Engineering			BS (Lincoln) BS (Omaha)	<b>0.4</b>  8.4					
	Construction Engineering & Management					MS	<b>0.4</b>			
	Architectural Engineering (Omaha)			BS	32.4	MS MAE	5.0 23.6	PhD	3.2	
	Construction Management			BSCM (Lincoln) BSCM (Omaha)	44.4  23.0					Need
UNL	Engineering	+	+			MEM	13.8	PhD	25.6	
UNL	Environmental Engineering	+	+			MS	5.0			

\*Faculty are responsible for instruction at the undergraduate and graduate levels; however, most faculty also hold significant research assignments. The SCH/Faculty FTE calculated as only apportioned instructional FTE would meet the CCPE threshold for undergraduate programs; graduate level SCH/Faculty FTE would not typically reach 300 in most STEM (and other) disciplines.

\*\*Coursework is offered to doctoral students

+Interdepartmental

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2010-2015)								
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold
UNL	Agricultural Engineering	5,823	246	BSAE	9.0					Other*
	Biological Engineering							PhD	0.4	Demand
	Biological Systems Engineering			BSBS	39.8					
	Agricultural & Biological Systems Engineering					MS	7.6			
	Mechanized Systems Management			BSMS	23.6	MS	0.2			Demand & Need
UNL	Fisheries and Wildlife	8,114	210	BSFW	50.8					Other*
	Water Science			BSWS	3.4					Interdisciplinary
	Natural Resource Sciences					MS	17.2	PhD	6.2	
UNL	Grazing Livestock Systems	+	+	BSGL	4.0					R & M Need

\*Faculty are responsible for instruction at the undergraduate and graduate levels; however, most faculty also hold significant research assignments. The SCH/Faculty FTE calculated as only apportioned instructional FTE would meet the CCPE threshold for undergraduate programs; graduate level SCH/Faculty FTE would not typically reach 300 in most STEM (and other) disciplines.

\*\*Coursework is offered to doctoral students

+Interdepartmental

## Commission Thresholds

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

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

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below. 300

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

All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008) 275

## Justification Key

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

## 2015-2016 Programs Requiring Additional Review

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

			Five Year Average (2009-14)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNL	Grassland Ecology and Management	BSGE	<b>1.8</b>	+	+	+	Much of the Nebraska landscape consists of grasslands that are essential components in the livestock industry and in stabilizing the biome. As we approach a future of climate change, greater management of our grassland environments will be necessary. This management will be essential for stabilizing the economic and ecological base of our State.	Continue	Continue, with a report on demand for the program due 9-30-19.	The program does not meet the CCPE requirements for low-producing programs.

+Interdepartmental

**Review Process  
for Low-Producing Programs**  
(reviewed by the Academic Programs Committee)

Interdisciplinary baccalaureate programs that do not meet the threshold of seven graduates per year, averaged over a five year period, will complete the program review form (including the number of graduates and need for the program) but will not require justification for low production and will not require any follow-up reporting to the Commission if:

- The program is an individualized, custom-designed program for a single student. The program has no specified curriculum and no designated participating departments, but can have a specified school or college. Student credit hours are attributed to the departments offering the courses the student selects.

This definition includes these current programs: Interdisciplinary Studies (CSC, WSC, UNO), Individualized Program of Studies (UNL), and University Studies (UNL).

OR

- The program has an identified curriculum focused on a specific area of study, draws courses from two or more departments, and has two or less courses of its own (i.e., courses identified solely with the program and not cross-listed in another discipline). Student credit hours are attributed to the participating departments offering the courses in the curriculum, with the exception of the one or two courses specific to the program. The program averages at least two graduates per year.

For example, a European Studies program offers a BA and graduates an average of 2.4 students per year. It has an identified curriculum that includes relevant courses in the social sciences, arts, and languages. The program itself only offers a capstone seminar.

## INFORMATION ITEMS

### A. Reasonable and Moderate Extension

1. UNO & UNMC – 4+1 Integrated Undergraduate/Professional BS in Biology and Master of Public Health with a concentration in Environmental and Occupational Health

### B. Name Changes

1. UNK – Center for Rural Research and Development to  
*Center for Entrepreneurship and Rural Development*
2. UNL – College of Business Administration to  
*College of Business*
3. UNO – Bachelor of General Studies to  
*Bachelor of Multidisciplinary Studies*