APPENDICES

Agenda

Appendix

MINUTES

Coordinating Commission for Postsecondary Education
Central Community College
Administrative Office Board Room
3134 W US Highway 34, Grand Island, Nebraska
Friday, May 19, 2023
10:00 a.m. (CT)

Public notice of meeting

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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON MAY 19, 2023. THE MEETING WILL BEGIN AT 10:00 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

DR. PAUL VON BEHREN, VICE CHAIR

Meeting called to order at 10:00 a.m.

CALL TO ORDER AND INTRODUCTIONS

Vice Chair Von Behren called the meeting to order at 10:00 a.m. and asked for introductions.

Commissioners Present
Tim Daniels	Molly O'Holleran
Dr. Deborah Frison	Dr. Paul Von Behren
Dr. Dennis Headrick	Tami Weber (non-voting)
Mary Lauritzen	W. Scott Wilson

Commission Staff Present
Dr. Michael Baumgartner	Matthew Roque
Jill Heese	Gary Timm
Helen Pope	

WELCOME
Dr. Matt Gotschall, President of Central Community College, welcomed the Commissioners to the Grand Island campus. He noted his appreciation and the importance of the relationship with the Coordinating Commission. Dr. Gotschall, along with Dr. Marcie Kemnitz, Grand Island Campus President, provided a tour of the health sciences and career program facilities before the Commission meeting.

Minutes of March 10, 2023, approved

MINUTES OF MARCH 10, 2023, COMMISSION MEETING
Commissioner Frison made a motion to approve the March 10, 2023, minutes as written. Commissioner O'Holleran seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren. Commissioner Wilson abstained. The motion carried.

Chair's Report

Commissioner Aspen's resignation

CHAIR'S REPORT
Vice Chair Von Behren reported that Commissioner Gwenn Aspen has resigned from the Commission effective May 9, 2023, and as Vice Chair he has taken over in her absence. She will be receiving a plaque commemorating her six-year tenure with the Commission. Vice Chair Von Behren read Resolution 23-1 in appreciation of Commissioner Aspen's service on the Commission.

Executive Director's evaluations due

Vice Chair Von Behren stated that executive director evaluation forms will be sent to Commissioners and are due back by June 16 to be compiled. He requested that past chair Aspen be included in the evaluation process.

Nominating Committee

Commissioner Lauritzen presented slate of officers

NOMINATING COMMITTEE
Commissioner Lauritzen reported that she, along with Commissioners Daniels, Frison, and Headrick, made up the nominating committee for Commission officers for 2023-2024. She presented the Committee's slate of nominations for Commission Chair, Vice Chair, and two other members of the 2023-2024 Executive Committee.

Committee recommendation

The Nominating Committee proposed approval of Commissioner Von Behren to serve as Commission Chair from July 1, 2023, through June 30, 2024.

New Chair Commissioner Von Behren approved

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioner Von Behren to serve as Commission Chair from July 1, 2023, through June 30, 2024. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, and Wilson. Abstain: Von Behren. The motion carried.

Committee recommendation

The Nominating Committee proposed approval of Commissioner Daniels to serve as Vice Chair from July 1, 2023, through June 30, 2024.

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioner Daniels to serve as Commission Vice Chair from July 1, 2023, through June 30, 2024. A roll call vote was taken. Voting aye: Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. Abstain: Daniels. The motion carried.

The Nominating Committee proposed approval of Commissioners Frison and O'Holleran to serve on the Executive Committee along with the Chair and Vice Chair from July 1, 2023, through June 30, 2024.

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioners Frison and O'Holleran to serve on the Executive Committee, along with the Chair and Vice Chair, from July 1, 2023, through June 30, 2024. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

EXECUTIVE DIRECTOR'S REPORT
Dr. Baumgartner congratulated and thanked Commissioners for their commitment to serve on the Executive Committee.

The following out-of-service area application request was approved by the executive director:

- Offered by Wayne State College
  Face-to-face at ESU 6 (Milford) and ESU 9 (Hastings) schools
    - EDU 150 - Introduction to Professional Education - 3 credits
      Fall 2023
    - EDU 250 - Human Development & Cognition - 3 credits
      Spring 2024
    - EDU 275 - PK-12 Instructional Design - 3 credits
      Fall 2024

Gary Timm, Chief Finance Officer, presented the Third Quarter Budget Report, stating that seventy-five percent of the fiscal year has passed, and sixty-five percent of the budgeted funds have been spent. Mr. Timm gave an overview on the status of the Nebraska Opportunity Grant Program (NOG), the Community College Gap Assistance Program, the Access College Early Scholarship (ACE), Guaranty Recovery Program, and the Community College ARPA Grants.

Dr. Baumgartner gave a legislative update highlighting bills of interest to the Commission. With nine days left in the session, the Commission is following LB814, LB705, and LB243. Dr. Baumgartner provided a handout and discussed Higher Education Appropriations for 2023-25. Most noteworthy for the Commission is an increase of $500,000 for the Nebraska Opportunity Grant (NOG).

Dr. Baumgartner reported on ARPA funds	Dr. Baumgartner stated the community colleges have returned grant agreements for the $15 million of ARPA funds appropriated by the Legislature for reduced dual credit tuition. All funds have been obligated to all colleges except Central Community College and Western Nebraska Community College.
Dr. Baumgartner spoke on recent staff activities	Gary Timm joined Dr. Baumgartner and several Nebraska Statewide Workforce & Educational Reporting System (NSWERS) staff in Denver for a SHEEO Communities of Practice meeting. Dr. Baumgartner also participated in the NSWERS Advisory Committee meeting recently.
	J. Ritchie Morrow, Financial Aid Officer, will be participating in the upcoming National Association of State Student Grant and Aid Programs (NASSGAP) executive committee meetings. Mr. Morrow along with Jill Heese, Research Director, will be presenting the *2023 Nebraska Higher Education Progress Report* to Doane University graduate students in June and July. Dr. Kathleen Fimple, Academic Programs Officer, will represent Nebraska at the Midwestern State Authorization Reciprocity Agreement (M-SARA) conference in July.
	Commissioner Frison and Dr. Baumgartner will attend the Midwestern Higher Education Compact (MHEC) Executive Committee meeting in Madison, Wisconsin, June 12-13. Dr. Baumgartner will be attending the Education Commission of the States (ECS) national forum and the State Higher Education Executive Officers Association (SHEEO) annual meeting in July.
Public Hearing on Matters of General Concern	**PUBLIC HEARING ON MATTERS OF GENERAL CONCERN** There was no testimony on Matters of General Concern. **Vice Chair Von Behren 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. **Vice Chair Von Behren closed the public hearing on Academic Programs Committee Items.**
Academic Programs Committee *Commissioner Dennis Headrick*	**ACADEMIC PROGRAMS COMMITTEE** Commissioner Headrick, Committee Chair, opened the Academic Programs segment, noting Dr. Baumgartner will fill in for Dr. Kathleen Fimple in her absence.
Andrews University - Application to Renew a Recurrent Authorization to Operate *Commissioner Headrick and Dr. Baumgartner presented the proposal*	**Andrews University - Application to Renew a Recurrent Authorization to Operate** Commissioner Headrick and Dr. Baumgartner presented the proposal. The recurrent authorization allows Andrews University to offer seminars to

working pastors at Union College in Lincoln. Union College is one of Andrews University's affiliated institutions where graduate coursework leading to a Master of Arts in Pastoral Ministry is offered.

Committee recommendation

Commissioner Headrick stated the Committee recommendation: That the Commission approve the renewal of the recurrent authorization to operate for Andrews University:

Institution:	**Andrews University**
Owner:	**Seventh-day Adventist Church**
Level of authorization:	**Authorized to offer the Master of Arts in Pastoral Ministry**
Length of authorization:	**Five years (valid through June 15, 2028)**

Andrews University - Application to Renew a Recurrent Authorization to Operate approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve Andrews University's Application to Renew a Recurrent Authorization to Operate. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Institutional Activities

Report on Institutional Activities Relating to Existing Programs
Dr. Baumgartner presented recent changes to existing programs.

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions
- UNO – Business, Executive Graduate Certificate
- UNO – Business Leadership, Executive Graduate Certificate
- UNO – Business Analytics, Executive Graduate Certificate
- PSC – Economic Development, Certificate of Advanced Studies
- PSC – Healthcare Administration, Certificate of Advanced Studies
- PSC – Strategic Leadership and Communication, Certificate of Advanced Studies

Name Change

Name Change
- UNMC – Ph.D. in Health Services Research, Administration, and Policy to Ph.D.
  in *Health Services and Policy Research*

Discontinued Programs

Discontinued Programs
- WSC – Geography, BA, BS (will become an option/concentration under the Social Science major)
- WSC – History, BA, BS (will become an option/concentration under the Social Science major)
- WSC – Political Science, BA, BS (will become an option/concentration under the Social Science major)

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

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

Vice Chair Von Behren closed the public hearing on Budget, Construction, and Financial Aid Committee Items.

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Wilson, Committee Chair, stated the Budget, Construction, and Financial Aid Committee met recently to discuss the projects that are listed on today's agenda.

Mid-Plains Community College, North Platte Campus - North Campus Electrical Technology Building

Matthew Roque, Capital Project & Financial Analyst, presented the project proposal, noting the new Electrical Technology Building will be 18,862 square feet, located on the North Campus and will replace the existing Electrical Technology Building. The new building project will increase space for Electrical Technology, Electrical Automation, and continuing education training and open career opportunities for local high school students. The cost of this project is approximately $5 million dollars, with $3 million from Capital Improvement Funds and the remaining $2 million from fundraising through the MPCC foundation.

Mr. Jake Elmshaeuser, Electrical Instructor at Mid-Plains Community College in North Platte, along with MPCC President Ryan Purdy, came forward with additional information on the proposed project and answered Commissioners' questions.

Committee recommendation: 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 Mid-Plains Community College's proposal to utilize Capital Improvement funds to construct and equip the Electrical Technology Building project as outlined in the governing board's program statement approved on March 15, 2023, along with supplemental information provided.

Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Mid-Plains Community College, North Platte Campus - North Campus Electrical Technology Building. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

University of Nebraska-Lincoln – Architecture Hall Renovation Phase Two

Mr. Roque presented the project proposal, stating the University of Nebraska will demolish the existing 1955 Law School Library Stacks

building that is located on the north end of Architecture Hall West and replace it with a new addition. The new 21,900 square-foot addition will house architecture, interior design, landscape architecture, and community and regional planning programs. The total cost of the project is $19.3 million with funds from state appropriations and facility fees totaling approximately $17.7 million.

Brooke Hay, Assistant Vice President of Facilities, Planning, and Capital Programs was present and spoke briefly on the project, and Dr. Kevin Van Den Wymelenberg, Dean of the College of Architecture at UNL (via Zoom), answered Commissioners' inquiries regarding the project.

Committee recommendation: 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 the University of Nebraska-Lincoln's proposal to utilize State appropriations to construct and equip the Architecture Hall Renovation Phase Two project as outlined in the governing board's program statement approved on April 8, 2022, along with supplemental information provided.

Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the University of Nebraska-Lincoln Architecture Hall Renovation Phase Two. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS
There was no testimony on Planning and Consumer Information Items.

Vice Chair Von Behren closed the public hearing on Planning and Consumer Information Committee Items.

PLANNING AND CONSUMER INFORMATION COMMITTEE
Commissioner Lauritzen, Committee Chair, introduced Jill Heese, Research Director, to present the *2023 Factual Look at Higher Education in Nebraska - Degrees and Other Awards Conferred.*

2023 Factual Look at Higher Education in Nebraska - Degrees and Other Awards Conferred
Ms. Heese delivered a PowerPoint presentation on the *2023 Factual Look at Higher Education in Nebraska: Degrees and Other Awards Conferred*. The report focused on the latest 10-year trends by sector, award level, gender, race/ethnicity, discipline cluster, and age group. Ms. Heese stated total degrees and awards were down 1.3% over the last year. Ms. Heese provided a demonstration on how to use the Dashboard on the CCPE website. The full report and dashboards are available online at https://ccpe.nebraska.gov/reports

EXECUTIVE COMMITTEE

Approve moving the Friday, December 8, 2023, Commission meeting to Friday, December 1, 2023

Dr. Baumgartner stated the Executive Committee recommends a vote to change the December 8th meeting date to December 1, 2023, to correspond with the State Board of Education's meeting when a breakfast meeting can be conducted.

Vice Chair Von Behren, on behalf of the Executive Committee, moved to approve moving the Friday, December 8, 2023, Commission meeting to Friday, December 1, 2023. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Approve Salary Range Adjustments for July 1, 2023, through June 30, 2025

Mr. Timm presented the salary range recommendations, noting if LB705 passes, there will be two additional positions to fill. Adjustments were made to several positions to keep in line with peer organizations.

Committee Recommendation: The Executive Committee of the Coordinating Commission for Postsecondary Education recommends approval of the Salary Range Adjustments for July 1, 2023 - June 30, 2025.

Vice Chair Von Behren, on behalf of the Executive Committee, moved to approve the Salary Range Adjustments for July 1, 2023, through June 30, 2025. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, O'Holleran, Von Behren, and Wilson. Commissioner Lauritzen was absent during the vote. The motion carried.

Proposed Agency Budget FYE 6/30/2024

Mr. Timm presented the Proposed Agency Budget FYE 6/30/2024, giving a brief overview of the state's budgeting process, noting that the state appropriates funding for agencies on a two-year basis.

Committee Recommendation: The Executive Committee of the Coordinating Commission for Postsecondary Education recommends approval of the Agency Budget for July 1, 2023 - June 30, 2024.

Vice Chair Von Behren, on behalf of the Executive Committee, moved to approve the Proposed Agency Budget FYE 6/30/2024. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

FUTURE MEETINGS
The next Commission meeting will be Friday, July 28, 2023, 8:30 a.m. at Western Nebraska Community College, Scottsbluff, Nebraska.

Commissioner Daniels spoke

COMMISSIONER COMMENTS
Commissioner Daniels, being a former resident of Scottsbluff, highly recommends Commissioners and staff consider taking the scenic route through Ogallala when traveling to the July meeting in Scottsbluff.

Vice Chair Von Behren adjourned the meeting at 12:10 p.m.

ADJOURNMENT
Vice Chair Von Behren adjourned the meeting at 12:10 p.m.

Quarterly Report as of June 30, 2023

Administrative Funds (Program 640)

	2022-2023 Appropriations	2022-2023 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES				
PSL	*$1,006,969*			
Permanent Salaries	$979,706	$813,319	$166,387	83.0%
Benefits	$273,191	$208,219	$64,972	76.2%
Subtotal	$1,252,897	$1,021,538	$231,359	81.5%
OPERATING EXPENSES				
Postage	$2,200	$3,125	-$925	142.0%
Communication	$9,400	$8,002	$1,398	85.1%
Data Processing	$47,262	$48,636	-$1,374	102.9%
Publication & Printing	$12,300	$7,040	$5,260	57.2%
Awards Expense	$400	$269	$131	67.3%
Dues & Subscriptions	$23,332	$51,897	-$28,565	222.4%
MHEC Dues	$115,000	$115,000	$0	100.0%
Conference Registration Fees	$2,500	$3,880	-$1,380	155.2%
Electricity	$2,800	$1,950	$850	69.6%
Other Utility	$1,800	$400	$1,400	22.2%
Rent Expense	$53,103	$55,575	-$2,472	104.7%
Office Supplies	$2,500	$960	$1,540	38.4%
Non Capitalized Equipment	$450	$546	-$96	121.3%
Other Contratual Services	$5,705	$5,250	$455	92.0%
Food Expenses	$2,000	$1,776	$224	88.8%
Education Supplies	$1,100	$88	$1,012	8.0%
Account & Auditing Services	$5,705	$5,705	$0	100.0%
Purchasing Assessment	$186	$172	$14	92.5%
Software	$1,000	$864	$136	86.4%
Insurance Expense	$200	$250	-$50	125.0%
Other	$800	$551	$249	68.9%
Subtotal	$289,743	$311,936	-$22,193	107.7%
STAFF TRAVEL				
Board & Lodging	$5,500	$6,596	-$1,096	119.9%
Commercial Transportation	$2,000	$1,589	$411	79.5%
State-Owned Transportation	$2,000	$1,173	$827	58.7%
Mileage	$1,000	$1,534	-$534	153.4%
Other	$500	$121	$379	24.2%
Subtotal	$11,000	$11,013	-$13	100.1%
COMMISSIONER TRAVEL				
Board & Lodging	$4,500	$1,628	$2,872	36.2%
Mileage	$6,500	$3,444	$3,056	53.0%
Other	$500	$41	$459	8.2%
Subtotal	$11,500	$5,113	$6,387	44.5%
TOTAL EXPENDITURES	$1,565,140	$1,349,600	$215,540	86.2%
General Fund	$1,512,031	$1,339,202	$172,829	
Cash Fund	$53,109	$10,398	$42,711	
Total	$1,565,140	$1,349,600	$215,540	86.2%

Note: The percentage of budget spent without including the MHEC dues is 85.1%.
The MHEC dues are paid in full ($115,000) during the first month of the fiscal year.

Quarterly Report as of June 30, 2023

Nebraska Opportunity Grant Program (NOG)

	2022-2023 Appropriations	2022-2023 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$24,221,689	$23,927,447	$294,242	98.8%
TOTAL EXPENDITURES	$24,221,689	$23,927,447	$294,242	98.8%
General Fund	$7,593,430	$7,593,430	$0	
Cash Fund	$16,628,259	$16,334,017	$294,242	
Total	$24,221,689	$23,927,447	$294,242	98.8%

Community College Gap Assistance Program

	2022-2023 Appropriations	2022-2023 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES				
PSL	$28,827			
Permanent Salaries	$25,497	$3,813	$21,684	15.0%
Benefits	$15,579	$619	$14,960	4.0%
Subtotal	$41,076	$4,432	$36,644	10.8%
OPERATING EXPENSES				
Data Processing	$500		$500	0.0%
Communications	$550		$550	0.0%
Dues & Subscriptions	$100		$100	0.0%
Conference Registration	$150		$150	0.0%
Other Contractual Services	$43,218		$43,218	0.0%
Subtotal	$44,518	$0	$44,518	0.0%
STAFF TRAVEL				
Personal Vehicle Mileage	$200		$200	0.0%
Subtotal	$200	$0	$200	
GOVERNMENT AID				
Other Government Aid	$3,088,242	$682,490	$2,405,752	22.1%
TOTAL EXPENDITURES	$3,174,036	$686,922	$2,487,114	21.6%
Cash Fund	$3,174,036	$686,922	$2,487,114	
Total	$3,174,036	$686,922	$2,487,114	21.6%

Quarterly Report as of June 30, 2023

Access College Early Scholarship (ACE)

	2022-2023 Appropriations	2022-2023 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$1,779,127	$1,137,827	$641,300	64.0%
TOTAL EXPENDITURES	$1,779,127	$1,137,827	$641,300	64.0%
General Fund	$1,779,127	$1,137,827	$641,300	
Total	$1,779,127	$1,137,827	$641,300	64.0%

Guaranty Recovery Program

	2022-2023 Appropriations	2022-2023 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$16,000		$16,000	0.0%
TOTAL EXPENDITURES	$16,000	$0	$16,000	0.0%
Cash Fund	$16,000	$0	$16,000	
Total	$16,000	$0	$16,000	0.0%

Community College ARPA Grants

	2022-2023 Appropriations	2022-2023 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$60,000,000	$8,021,026	$51,978,974	13.4%
TOTAL EXPENDITURES	$60,000,000	$8,021,026	$51,978,974	13.4%
Federal Fund	$60,000,000	$8,021,026	$51,978,974	
Total	$60,000,000	$8,021,026	$51,978,974	13.4%

Community College ARPA Funds - Dual Enrollment (Agency 83)

	2022-2023 Appropriations	2022-2023 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$5,000,000		$5,000,000	0.0%
TOTAL EXPENDITURES	$5,000,000	$0	$5,000,000	0.0%
Federal Fund	$5,000,000	$0	$5,000,000	
Total	$5,000,000	$0	$5,000,000	0.0%

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska Medical Center (UNMC)**
Program:	**Medical Sciences**
Award:	**Doctor of Medical Science (DMSc)**
Mode of Delivery:	**Online, with field placement in student's home community**
Institution's Existing Degree(s) in Same or Similar Discipline:	**Physician Assistant, MS**
Proposal Received by Commission:	**June 22, 2023**
Proposed Start Date:	**Upon approval by the Commission**

Description

The proposed degree is designed as a clinical doctorate program for practicing physician assistants (PA). The program would be open to anyone who has earned an entry-to-profession master's degree and wishes to expand their clinical practice and enhance their career options.

The 40-credit hour curriculum would include 24 credit hours of didactic courses and 16 credit hours of field placements (see page 5 for the full curriculum). Consisting of six competencies drawn from a Physician Assistant Education Associate Task Force and Stakeholder Summit, the didactic courses would be delivered entirely online. Field placement would take place in the student's home community under the guidance of UNMC faculty and an on-site clinical preceptor. The program could be completed in four academic semesters (16 months). A schedule for part-time students could be completed in seven academic semesters (28 months) although students would have the flexibility to take up to five years to finish the program.

No dissertation is required, but the 24 credit hours of didactic courses would include a three-part capstone project that would cover the fundamental principles of evidence-based practice, quality or performance improvement, or clinical inquiry in regard to advancing practice on a specific topic of interest selected by the student. From their capstone experiences students would prepare a manuscript suitable for publication or presentation.

College of Allied Health Professions (CAHP) would administer the program.

Consistent with Institutional Role and Mission?   ____√___ YES   _____ NO

Consistent with Statewide Comprehensive Plan?   ____√__ YES   _____ NO

REVIEW CRITERIA

A. Need for the Program

High	-------------	Low
	√		

UNMC reports that several factors informed the decision to propose the DMSc degree program.

- There is an effort nationally to include PAs in team-based healthcare (Optimal Team Practice or OTP), requiring advanced knowledge and competencies for PAs. The American Academy of PAs adopted OTP in 2020 and in response the Nebraska legislature changed policies related to the PA profession.
- Many PAs are seeking to advance their education and credentials. However, there are few options available: Doctor of Education, Doctor of Health Science, or PhD. All require research or a residency. The DMSc would focus on elevating clinical practice, but there are only 16 such programs in the United States (see Section C.)
- The mission of the College of Allied Health Professions is to offer education programs and graduate the highest quality allied health workforce. To do so, the College intends to place itself on the cutting edge of pedagogy and the evolution of the allied health profession.

In support of these factors, the proposal included information from the Bureau of Labor Statistics that reports the projected growth rate nationally for physician assistants is 31% for the years 2019-2029. It should be noted that the labor statistics are for PAs and would not reflect those with doctoral degrees.

Additionally, NU Digital Learning (formerly NU Online) conducted a feasibility study that supported the three factors above. Specifically, the study reported that in 2019-20 in Nebraska there were 72 jobs advertised for PAs where a doctorate was preferred. The study also noted that such a program should be designed to accommodate out-of-state students and that UNMC tuition is competitive among peer groups.

There currently is no accreditation for a DMSc degree program. The proposed plan of study, credit hours, and degree length were designed in accordance with existing DMSc, or DMSc-like, programs across the nation. (There is accreditation for masters-level PA programs by the Accreditation Review Commission on Education for the Physician Assistant or ARC-PA. UNMC's program is accredited.)

There were two internal letters of support and three letters from other institutions that offer a Doctor of Medical Science.

The online format and part-time availability would allow practicing PAs to enroll in the program while continuing to serve their communities. The changing approach to the PA profession and resulting changes to state requirements for PAs provide some evidence of need for the program. However, doctoral education is not required to practice as a PA and doesn't result in another certification or qualification.

B. Demand for the Program

High	-------------	Low
	√		

In 2020 the UNMC Physician Assistant Education Program sent out a community interest survey to 4,875 current PA students and alumni from the UNMC program and the Interservice Physician Assistant Program

(UNMC is the degree granting institution for the U.S. Department of Defense PA program). The survey generated 666 responses. Of those responses, 58% of respondents (373 individuals) indicated that they were interested in seeking a DMSc degree and 45% were interested in starting the program within 1-2 years (of the survey) and 29% within 3-6 years.

There are 254 accredited PA programs in the U.S., and the ARC-PA projects growth to 306 by 2023 (note: there were 303 as of 7-7-23). There are four such programs in Nebraska: UNMC (Omaha and Kearney), Creighton University, Union College, and College of St. Mary. The proposal included a list of 14 local and regional PA programs plus the two at UNMC/Texas Military and their average annual enrollments. Using a multiplier of 58% (based on the responses from the alumni survey), the predicted potential enrollment was 444.

Based on this information and that discussed in Section A., UNMC predicts that initial enrollments would include 20 full-time students who would complete in four semesters and 30 part-time students who would complete in seven semesters. This would result in an on-going annual enrollment of 100 students at full implementation in year four.

The alumni survey responses, the small number of DMSc degrees in the U.S., the larger number of PA master's programs, and the online format should result in a significant pool of potential students.

C. Avoidance of Unnecessary Duplication

High---------------Low				
√				

The Doctor of Medical Science degree is not currently offered in Nebraska. There are 16 post-professional doctorate programs for advancing practice for physician assistants in the United States. Several are in the region (Missouri, Colorado, Illinois) while others are as far away as Massachusetts. The credit hour requirements range from 24 to 50, taking from one to three years to complete.

D. Resources: Faculty

High---------------Low				
	√			

The budget shows a 1.0 FTE program director position and additional faculty, starting with 2.5 FTE in year one and increasing to 4.0 FTE in years four and five. Also included are support staff of 1.5 FTE in years one and two and 2.0 FTE in year three. The staff are in addition to assistance provided by the Office of Enrollment Management and Student Affairs and Office of Academic Affairs.

An advisory board guided the development of the curriculum and would remain to monitor the program. A program committee would be created to provide remediation support and advisement.

E. Resources: Physical Facilities/Equipment

High---------------Low				
√				

The proposed program would be administered by the College of Allied Health Professions on the UNMC campus in Omaha. The College offers a director's office, faculty office space, and conference rooms. The CAHP also has research laboratories, classrooms, and graduate student offices in the Center for Healthy Living, as well as laboratory space in Wittson Hall. These areas are equipped with all necessary technology for providing distance education so there is little need for physical space.

UNMC reports that the CAHP has made significant investments in technology to support the growing demand for distance education, to facilitate curriculum revision, including "flipped classroom" and hybrid delivery models, and to provide simulation training for students. Audio visual and information technology components in excess of $1,000,000 have been purchased and installed in Bennett Hall, Wittson Hall, and the Michael F. Sorrell Center for Health Science Education.

F. Resources: Library/Information Access

High---------------Low				
	√			

UNMC reports that the Leon S. McGoogan Health Science Library provides access to over 45,000 print volumes and a large collection of anatomical models. Online resources include more than 36,000 journal titles and over 62,000 full-text books.

Librarians are available to assist with the use of the library and its collections including access to online databases and one-on-one or group instruction in locating and managing information.

G. Budget

Tuition revenue generated by the program would be sufficient to cover projected expenses after the first year. After the second year, the degree program will generate a "modest positive cash flow."

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff[1]	$3,567,862	Existing Funds[3]	$148,909
General Operating[2]	$1,343,974	New State Funds	
		New Local Funds	
Other: adjunct stipends	$278,400	Tuition and Fees[4]	$5,260,523
Five-Year TOTAL	$5,190,236	Five-Year TOTAL	$5,409,432

[1] Includes 1.0 FTE program director and three additional faculty with support staff added in the first three years

[2] Marketing and recruiting in first four years; general office supplies; professional development

[3] Year one only, from college auxiliary funds to cover initial shortfall in revenue

[4] Based on tuition of $710 per credit hour with online per credit hour fee of $35 and UNMC 5% tax on online programs. See Section B for enrollments.

Committee Recommendation: That the Commission approve the Doctor of Medical Science degree program at the University of Nebraska Medical Center with a report on number of enrollments and location of students due September 1, 2026.

First Regular Program Review: Due June 30, 2028.

Program of Study, DMSc, 40 credit hours

(Capstone courses are two credits each. Field placement courses are four credits each. All other courses are three credits.)

MSC 701 Health Care Systems Theory and Practice for the Advanced Physician Assistant
MSC 702 Physician Assistant Leaders and Their Organizations: Navigating Complexities
    in Healthcare Systems
MSC 703 Quality Improvement in Advanced Physician Assistant Practice
MSC 704 Application of Research and Statistical Methods to the Advanced Physician
    Assistant Practice
MSC 705 Capstone Project I for the Advanced Physician Assistant Practice
MSC 706 Capstone Project II for the Advanced Physician Assistant Practice
MSC 707 Capstone Project III for the Advanced Physician Assistant Practice
CAHP 750 Interprofessional Global Health
MSC 708 Health Security and Medical Operations for Advanced Physician Assistant
    Practice

24 credit hours

MSC 709 Field Placement I
MSC 709 Field Placement II
MSC 709 Field Placement II
MSC 709 Field Placement IV
  (field placements can be customized to align with the student's interests)

16 credit hours

NEW ORGANIZATIONAL UNIT PROPOSAL

Institution:	**University of Nebraska Medical Center (UNMC)**
Name of the new unit:	**Center for Drug Design and Innovation**
Proposal Received by the Commission:	**June 22, 2023**
Departments participating in the new unit:	**College of Pharmacy and Departments of Pharmaceutical Sciences and Pharmacy Practice and Science**
Proposed Start Date:	**Upon approval by CCPE**

Description

The mission of the UNMC Center for Drug Design and Innovation is to help organize, coordinate, and oversee research activities in drug discovery research. It would provide guidance and support to help advance early-stage drug discovery projects across UNMC and the NU system as well as provide educational outreach for faculty and students (including high school students). Future and existing efforts include target identification and validation, gene editing/silencing, medicinal chemistry, lead identification and optimization*, and drug delivery. The Center would foster multidisciplinary research and enhance UNMC's competitiveness for grant funding. The administrative home for the center would be the College of Pharmacy.

* Lead optimization is the process by which a drug candidate is designed after an initial lead compound is identified.

Consistent with Institutional Role and Mission?   ___√__ YES   _____ NO

Consistent with Statewide Comprehensive Plan?   ___√__ YES   _____ NO

REVIEW CRITERIA

A. Demonstrated Need and Appropriateness of the Unit

High---------------Low			
	√		

The proposal states that over the past 10 years, the pharmaceutical industry has faced unparalleled challenges in research and development and regulatory pressures, resulting in increasing costs and decreasing productivity. One response from industry is to reorganize and refocus. Many are investing more in development and less in internal research. To compensate for reduced research, they are partnering with biotechnology firms or with academia.

Within this climate, UNMC reports that there is a need to improve drug discovery efforts at the University of Nebraska. Over the past five and one-half years UNeMed (the technology transfer office for UNMC) received 57 new drug-related inventions. Of these, 12 were closed due to patentability issues and/or lack of efficacy. Many of the remaining inventions are still in an early stage of development and could benefit from expertise to help them generate industry interest.

UNeMed also completed four license agreements to startup companies and two option agreements to established companies.

According to the proposal, the Center for Drug Design and Innovation would significantly help improve drug discovery efforts at UNMC and across the University of Nebraska system. The Center would help organize drug discovery activities, help increase the number of new inventions, enhance the quality of the inventions being developed at UNMC, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs.

Twelve letters of support were provided by directors, department chairs, and professors at UNMC and related entities such as UNeMed.

Given that drug research spans numerous fields of study at UNMC as well as the other University of Nebraska institutions, a center to consolidate and facilitate research is appropriate.

B. Resources: Faculty/Staff

High---------------Low				
√				

UNMC reports that there are numerous faculty working in the area of drug discovery, spanning many clinical areas. The participating faculty would come from the College of Pharmacy, College of Medicine, Departments of Pharmaceutical Sciences, Pharmacy Practice and Science, Biochemistry and Molecular Biology, Cellular and Integrative Physiology, Genetics, Cell Biology and Anatomy, Neurological Sciences, Pharmacology and Experimental Neuroscience, Buffet Center, Eppley Institute for Research in Cancer and Allied Diseases, and others. Brief resumes for the director and 14 members of an internal advisory board were provided.

The internal advisory board would solicit and evaluate proposals for pilot projects associated with drug discovery. The center would also have an external advisory board comprised of leaders within the biotech and pharmaceutical industry as well as other academic drug discovery centers. The role of the external advisory board would be to assist the center in identifying the projects that would have the most impact.

Salaries for one new lab technician in years two through five and a second technician in years three through five are included in the budget. An annual stipend of $10,000 for the center director is also included.

C. Resources: Physical Facilities/Equipment

High---------------Low				
	√			

Since considerable research is already underway, the basic facilities are in place. They include Durham Research Center, Center for Drug Discovery, Eppley Institute, Williams Hall, and Buffet Cancer Center where there is space for undergraduate and graduate research training and classroom facilities. Other related facilities include the Animal Behavior Core, Comparative Medicine, and the Center for Drug Delivery and Nanomedicine.

UNMC intends to form two new core facilities, which do not involve construction, that would be directly under the proposed center and would be available for the wider UNMC and NU community.

- Synthetic/Medicinal Chemistry Core: a shared resource providing lead optimization and key scale-up services for the wider drug discovery efforts at UNMC.

- DMPK Core (Drug Metabolism and Pharmacokinetic Core): a shared resource aimed at providing preclinical drug studies for the UNMC and wider University of Nebraska

community. It would support lead optimization and dose translation to animal studies and beyond. The mission would be to facilitate interdisciplinary research, discover new medicines, obtain grant funding, support for patent filing, etc.

In addition to equipment available at UNMC, UNL has invested in its biomedical engineering program and is anticipating receipt of a cryogenic electron microscopy (cyro-EM) instrument—an essential tool for drug discovery.

D. Budget

The NU Foundation has initiated a fund-raising campaign to identify potential donors for additional funding. Indirect costs generated from grants as well as potential license shares are also likely sources of funding.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff[1]	$421,000	Existing Funds: Gift/endowment[4] Dept/Endowment[5]	$210,000 $900,000
General Operating[2]	$63,000	New State Funds	
Equipment [3]	$180,000	New Local Funds	
Seed grant funding/drug discovery seminar	$596,000	NIH grant Funding	$150,000
Five-Year TOTAL	$1,260,000	Five-Year TOTAL	$1,260,000

[1] $10,000 per year administrative stipend for the center director; one lab technician in year 2 (.5 FTE) and two in years three through five.
[2] Chemical/biological supplies
[3] Updates/repairs to small instruments, purchase of purification systems in year three, maintenance contracts in years four and five.
[4] Initial funding from a $250,000 gift with match from the College. Additional $50,000 from an endowment starting in year four.
[5] Contingent on receiving endowment funds.

Committee Comment: The Center would coordinate research associated with drug discovery at UNMC and the NU system under a single entity and would help researchers in moving their projects forward to completion.

Committee Recommendation: That the Commission approve the Center for Drug Design and Innovation at the University of Nebraska Medical Center.

Approval of the Center does not constitute approval of any new programs now nor in the future.

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

Reports Received by July 2023

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of annual reports submitted in spring 2023. Reports received later in 2023 will be summarized at a future Commission meeting. Dates in the left-hand column are the time frame during which enrollment and graduation data was collected. No action is required.

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Western Governors University *(Original approval 5/20/22)* *4/30/23*	Business Administration, Accounting	BA	14	1		NWCCU: approved Policies, Regulations, and Financial Review documents, Feb 2023; approved 9 new programs and 6 new certificates in 2022
	Business Administration, Healthcare Management	BS	9	1		
	Business Administration, Human Resource Management	BS	11	1		
	Business Administration, Information Technology Management	BS	5	2		
	Business Administration, Management	BS	29	6		
	Business Administration, Marketing	BS	5	0		
	Business, Human Resource Management	BS	1	3		
	Business Management	BS	1	4		
	Accounting	BS	1	2		
	Marketing Management	BS	1	1		
	Healthcare Management	MBA	7	1		
	IT Management	MBA	4	1		
	Business Administration	MBA	7	8		
	Accounting	MS	1	0	College of Business: 102	
	Management and Leadership	MS	6	6		
	Nursing (RN to MSN)	BSN, Certificate	5	0		CCNE: approved substantive change to BSN (RN to BSN), Jan 2023
	Health Information Management	BS	5	1		
	Health Services Coordination	BS	1	0		
	Health and Human Services	BS	3	0		
	Nursing	BSN	34	24		
	Health Leadership	Masters	3	1		
	Nursing – Education (BSN to MSN)	MSN	6	5		
	Nursing – Education (RN to MSN)	MSN	1	2		

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
	Nursing – Family Nurse Practitioner (BSN to MSN)	MSN	3	0	Health Professions College: 79	
	Nursing – Leadership and Management (BSN to MSN)	MSN	12	3		
	Nursing – Leadership and Management (RN to MSN)	MSN	3	0		
	Nursing – Nursing Informatics	MSN	1	3		
	Nursing – Psychiatric Mental Health Nurse Practitioner	MSN	2	0		
	Cloud Computing	BS	15	1		
	Cloud Computing-Amazon Web Services	BS	3	0		
	Cloud Computing-Microsoft Azure	BS	2	0		
	Computer Science	BS	10	2		
	Cybersecurity and Information Assurance	BS	62	4		
	Data Management/Data Analysis	BS	11	1		
	Information Technology	BS	14	1		
	Information Technology (BSIT to MSITM)	BS	1	1		
	Network Engineering and Security	BS	4	0		
	Network Engineering and Security-Cisco	BS	2	0		
	Network Operations and Security	BS	7	1		
	Software Development	BS	11	1	Information Technology College: 159	
	Cybersecurity and Information Assurance	MS	8	3		
	Data Analytics	MS	5	2		
	Information Technology Management	MS	4	1		
	Educational Studies in Elementary Education	BA	4	3		AAQEP: accepted annual report with no further action, Dec 2022
	Educational Studies in Secondary Biological Science Education	BA	1	1		
	Educational Studies in Secondary Earth Science Education	BA	1	0		CAEP: accepted annual report with no further action, July 2022
	Educational Studies in Special and Elementary Education	BA	3	0		
	Interdisciplinary Studies K-8	BA	0	1		

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
	Elementary Education	BA	39	6		
	Special Education and Elementary Education (dual licensure)	BA	23	2		
	Special Education, Mild to Moderate	BA	7	0		
	Mathematics Education (Middle Grades)	BS	3	0		
	Mathematics Education (Secondary)	BS	1	1		
	Science Education (Secondary Biological Science)	BS	4	1		
	Science Education (Secondary Earth Science)	BS	1	0		
	Science Education (Secondary Physics)	BS	1	0		
	Science Education (Middle Grades)	MA	3	0		
	Mathematics Education (Secondary)	MA	1	1		
	Elementary Education	MAT	12	6		
	English Education (Secondary)	MAT	3	1		
	Special Education	MAT	1	0		
	Educational Studies	MA	1	0		
	Mathematics Education (K-6)	MA	4	4		
	Learning and Technology	MA	4	4		
	Curriculum and Instruction	MS	16	6	Teachers College: 140	
	Educational Leadership	MS	2	1		
	Learning Experience Design and Educational Technology	MS	5	7	**TOTAL: 480**	
CHI Health School of Radiologic Technology *(Original approval 7-25-19)* *Fall 2022 through Summer 2023*	Radiologic Science	BS	12	12	12 (14 in August 2023)	
Mission University—admin office only *(Original approval 7-22-21)*	Nursing	BSN	0	0	0	Holding enrollment until further along in HLC accreditation

*on date of report in Nebraska   **for most recent year

NWCCU: Northwest Commission on Colleges and Universities   CAEP: Council for Accreditation of Educator Preparation
CCNE: Commission on Collegiate Nursing   HLC: Higher Learning Commission
          AAQEP: Association for Advancing Quality in Educator Preparation

May

2023

A Report by the Coordinating
Commission for Postsecondary Education

NEBRASKA'S

ccpe

COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION
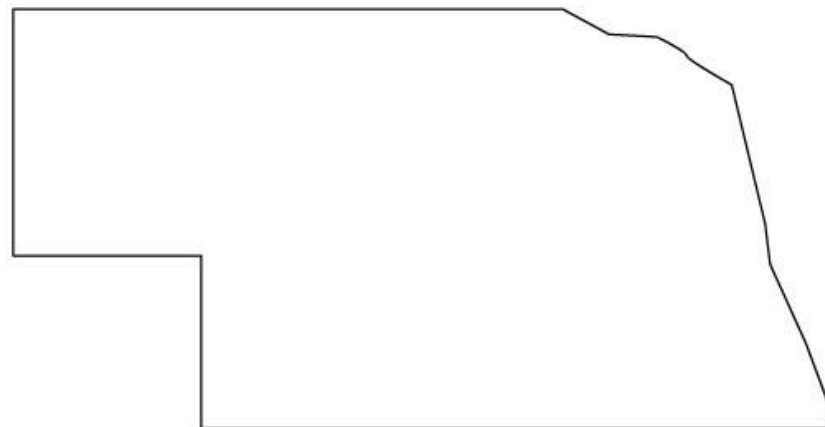
College Course Offerings for High School Students

by Nebraska Public Institutions

2021-22

College Course Offerings for High School Students, 2021-22

NOTE: All data were self-reported by the institutions.

Anomalies were investigated as time allowed.

College Course Offerings for High School Students

Highlights of the Report

2021-2022

Since the early 1990s, the Commission has reported on courses offered at distance by public institutions for students in Nebraska. Information on instruction for high school students was not initially collected; it was added in 1998-99. Due to the number and ubiquity of distance courses overall, as well as the importance of making college courses available to high school students, the Commission has chosen to collect information solely on distance courses offered for high school students.

Distance education enrollment information for fall 2012 through fall 2021 for all Nebraska institutions by student level, distance education status, and distance education location can be found on the Coordinating Commission's enrollment dashboard at ccpe.nebraska.gov/enrollmentdashboard.

Definitions

- Course Delivery Method

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

- Dual or concurrent enrollment
  The courses counted in this report are frequently offered for both high school and college credit and are usually called "dual enrollment" or "dual credit" courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called "concurrent enrollment" courses. Students who live near a college campus or who elect to independently take an online course can also earn college credit. These students are not generally counted separately and, therefore, most are not reflected in the high school data presented here.

- While the majority of dual credit courses are offered in high schools, there are several significant exceptions in the reported data: MCC, MPCC, NECC, and SCC included courses that were taught on a campus or center.

1

- MCC reported 95 courses at the Fremont Center, serving 721 students, 61 courses at the Sarpy Center with 384 students, and 42 courses at the Applied Technology Center with 103 students. The Fort Omaha campus offered 95 courses, the South Omaha campus offered 104 courses, and the Elkhorn Valley campus offered 38 courses, serving 356, 350, and 929 students, respectively.
- MPCC provided information for its six Community Campuses: Broken Bow (27 courses, 261 students), Imperial (17 courses, 130 students), McCook (47 courses, 181 students), North Platte (105 courses, 737 students), Ogallala (31 courses, 160 students), and Valentine (24 courses, 242 students).
- NECC reported 45 students attending 12 courses at the O'Neill Extended Campus, 192 students attending 39 courses at the West Point Extended and Technical Campuses, 55 students in 17 courses at the College Center in South Sioux City, and 235 students in 67 courses on the Norfolk campus.
- SCC included 195 courses provided at The Career Academy (TCA), a facility attached to the SCC Lincoln campus serving students in Lincoln Public Schools. The college reported 1,983 dual credit students at TCA in 2021-22. SCC also reported 12 courses with 56 students at other SCC facilities.

Numbers of Courses and Students

- All six community colleges, the three state colleges, and the University of Nebraska campuses (except for UNMC) offered courses to high school students in 2021-22 and for the two years prior (Table I).

- In 2019-20 there were 3,978 college courses enrolling 38,933 high school students (duplicated headcount). The number of courses and students steadily increased over the following two years.

- The number of courses offered as well as the number of students served in the university sector increased between 2019-20 and 2021-22. UNL and NCTA experienced a decline in the number of students served despite an increase in the number of courses offered at UNL.

- At the state colleges both the number of courses offered and the number of students served increased from 2019-20 to 2020-21 but declined slightly in 2021-22. A decline at PSC was offset by significant increases at WSC in 2020-21. The WSC increases are partially attributable to a program that works with individual high schools to award college credit for Advanced Placement and dual enrollment courses. The Academies of Grand Island Senior High have been especially successful.

- For the community college sector, the number of students served as well as the number of courses increased over the three years in Table I with significant growth each year. Individually, SCC and WNCC dropped significantly from 2020-21 to 2021-22.

TABLE I
Summary of College Courses Offered to High School Students in Nebraska by Public Institutions, 2019-2022
(Duplicated course and headcount)

Institution	2019-20		2020-21		2021-22	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	30	405	30	536	30	627
UNL	44	320	46	267	53	191
UNO	553	5,626	583	5,808	613	6,000
NCTA	10	120	9	24	7	43
University Total	637	6,471	668	6,635	703	6,861
CSC	13	184	19	193	14	148
PSC	105	1,661	97	1,491	89	1,269
WSC	81	870	93	1,813	103	1,978
State College Total	199	2,715	209	3,497	206	3,395
CCC	650	5,749	801	6,297	908	7,241
MCC	930*	9,259	1,095*	10,448	1,704*	15,427
MPCC	252	2,511	352	2,633	414 #	2,559
NECC	446**	3,953	635**	4,260	636**	4,593
SCC	575***	6,474	706***	7,875	661***	7,142
WNCC	289	1,801	220	2,049	136	989
Community College Total	3,142	29,747	3,809	33,562	4,459	37,951
Grand Total	3,978	38,933	4,686	43,694	5,368	48,207

*Includes courses at the Fremont Center, Applied Technology Center, Sarpy Center, and the Ft. Omaha, South Omaha, and Elkhorn Valley campuses.

** Includes courses on the Norfolk campus, at the O'Neill Extended Campus, at the West Point Campuses, and at the College Center at South Sioux City.

*** Includes courses at The Career Academy in Lincoln and other SCC facilities.

Includes courses at the Broken Bow, Imperial, McCook, North Platte, Ogallala, and Valentine Community Campuses.

Distribution by Sector

The distribution of both courses and students changed only slightly from 2018-19 to 2021-22. Most notably, the percentage of students from the university steadily declined (from 19% to 14%), while the opposite was true at the community colleges (from 75% to 79%). See the table below.

Distribution of Courses and Students

As a Percentage of Total Courses and Total Students

	2018-19		2019-20		2020-21		2021-22	
	% of courses	% of students	% of courses	% of students	% of courses	% of students	% of courses	% of students
University	13	19	16	17	14	15	13	14
State Colleges	5	6	5	7	4	8	4	7
Community Colleges	82	75	79	76	81	77	83	79

- Prior to 2015, the largest number of courses and students was reported by UNO. Much of UNO's success can be attributed to a partnership between UNO and the Omaha area high schools by which UNO faculty work with high school faculty so that Advanced Placement courses taught in high schools meet UNO requirements and are accepted for college credit.

- However, in 2015-16 the pattern began to change, with some of the community colleges exceeding UNO's numbers. In 2021-22 CCC, MCC, NECC, and SCC all offered more courses than UNO (Table I). Of those four community colleges all but NECC also exceeded the number of students reported by UNO.

Delivery Methods

The method of delivery varies significantly both by sector and by institution (Table II).

- For distance education delivered to <u>all</u> students (not just high school students), asynchronous delivery is by far the most popular in all three sectors, while synchronous is the least-used. For offerings to high school students, however, traditional delivery is still the most common. Since the Commission began collecting high school data, synchronous delivery has been the second most common and asynchronous the least. In 2017-18, however, asynchronous delivery surpassed synchronous, a pattern that continued through 2021-22.

- Synchronous delivery was previously used heavily by the community colleges due, in part, to dual enrollment courses offered to high school students at their high school building. Improving the ability of colleges to offer synchronous courses to K-12 schools was the goal of LB 1208, passed in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

- LB 1208 did greatly improve connectivity in the state but did not result in a significant increase in the number of synchronous courses offered by the community colleges. In all three years shown on Table II, the community colleges (except for MCC in the first year) and PSC in 2019-20 were the only institutions reporting synchronous delivery for high school students.

- For the three years on Table II UNO and UNK offered all of their courses for high school students traditionally. NCTA offered their courses for high students entirely as asynchronous courses, while UNL offered both, but primarily asynchronous courses.

- The state colleges previously offered courses for high school students relying heavily on traditional delivery, with a few courses offered asynchronously. In 2019-20 CSC and WSC reported courses utilizing traditional delivery with PSC offering 88 synchronous courses. By 2020-21 PSC had dropped all synchronous courses but added a large number of traditional.

TABLE II
Number of Courses Offered to High School Students by Delivery Method, 2019-2022

Institution	2019-20				2020-21				2021-22			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK			30	30			30	30			30	30
UNL		40	4	44		43	3	46		48	5	53
UNO			553	553			583	583			613	613
NCTA		10		10		9		9		7		7
University Total		50	587	637		52	618	668		55	648	703
CSC		4	9	13			19	19			14	14
PSC	88	17		105		11	86	97		12	77	89
WSC		60	21	81		4	89	93		6	97	103
State College Total	88	81	30	199		15	194	209		18	188	206
CCC	53	221	376	950	92	239	470	801	55	277	576	908
MCC		121	809	930*	1	32	1,062	1,095*	8	27	1,669	1,704
MPCC	41	6	205	252	51	70	231	352	44	103	267	414
NECC	40	62	344	446**	40	218	377	635**	36	198	402	636
SCC	23	125	427	575***	12	159	535	706***	21	166	474	661
WNCC	22	165	102	289	2	40	178	220	44	8	84	136
Community College Total	179	700	2,263	3,142	198	758	2,853	3,809	208	779	3,472	4,459
Grand Total	267	831	2,880	3,978	198	825	3,663	4,686	208	852	4,308	5,368

*Includes courses at Fremont Center, Applied Technology Center, Sarpy Center, and the Ft. Omaha, South Omaha, and Elkhorn Valley campuses.
**Includes courses on the Norfolk campus, at the O'Neill Extended Campus, at the West Point Campuses, and at the College Center at South Sioux City.
***Includes courses at The Career Academy in Lincoln and other SCC facilities.
Includes courses at the Broken Bow, Imperial, McCook, North Platte, Ogallala, and Valentine Community Campuses.

6

Subject areas

Almost every type of course is offered at distance to high school students. Table III identifies the disciplines in which the courses were offered, using the Classification of Instructional Programs (CIP) code developed by the National Center for Education Statistics. Shaded areas indicate the largest number of courses in the sector.

- Of special note is the tradition of the community colleges to report the vast majority of their academic transfer courses (e.g., English, science, math, and social science) under Liberal Arts and Sciences (CIP 24), which therefore represents a wide range of courses. This tradition results in Liberal Arts and Sciences being the discipline with the most offered courses.

- Liberal arts and sciences courses are also the kinds typically offered by the four-year institutions. The most-offered courses in the state college sector were in math and English Language and Literature. At the university the courses offered most often were in math. It is logical that these courses would be popular for high school students as they are often courses that fulfill general education requirements at both two-year and four-year institutions. They are also the courses most likely to be accepted in transfer from one institution to another.

- Beyond the liberal arts and sciences courses, the community colleges focused on the technical and career training that is primary in their role and mission.

- Table IV shows the course offerings by institution within the community college sector—the sector providing the largest number of courses to high school students. With the exception of WNCC, all the colleges offered courses in at least a dozen different fields. After liberal arts and sciences the largest number of courses was in health professions, offered at all six institutions. Also available at all the community colleges were courses in business (the second most-offered discipline) and precision production (the third most-offered discipline). Information sciences and mechanic and repair courses were also popular offerings.

TABLE III
High School Course Offerings by Discipline (CIP Code) and Sector 2021-22

CIP Code	Description	University of Nebr	State Colleges	Community Colleges	Total
1	Agriculture	17		56	73
3	Natural Resources & Conservation	2			2
5	Area, Ethnic, Cultural Studies	1			1
9	Communication		6	1	7
10	Communications Technology			28	28
11	Information Sciences	88		160	248
12	Culinary			35	35
13	Education	30	27		57
15	Engineering Technology			75	75
16	Foreign Language	65	5	9	79
19	Family/Consumer Science	9		60	69
23	English Language/Lit	67	49		116
24	Liberal Arts & Sciences			2,608	2,608
26	Biology	48	21		69
27	Math	91	49		140
30	History	1			1
31	Parks/Leisure Studies	17	1		18
30	History	1			1
32	Basic Skills (non credit)			55	55
38	Philosophy/Religion	6			6
40	Physical Science	64	9		73
42	Psychology	16	9		25
43	Security/Protective Services			105	105
45	Social Science	79	7	2	88
46	Construction			84	84
47	Mechanic & Repair			195	195
48	Precision Production			235	235
49	Transportation	4		1	5
50	Arts	20	3	54	77
51	Health Professions	3		420	423
52	Business	11	10	276	297
54	History	65	10		75
	Total	**703**	**206**	**4,459**	**5,370**

TABLE IV
High School Course Offerings by Discipline (CIP Code) and Institution
within the Community College Sector, 2021-22

CIP Code	CCC	MCC	MPCC	NECC	SCC	WNCC	Total
1 - Agriculture		6	7	15	28		56
9 - Communication				1			1
10 – Communications Tech	17	8		3			28
11 - Information Sciences	15	98	8	16	23		160
12 - Culinary	2	10		1	22		35
15 - Engineering Technology	20	35	2	1	17		75
16 – Foreign Language		9					9
19 - Family/Consumer Science	6	23	1	11	17	2	60
24 - Liberal Arts & Sciences	538	921	310	448	330	61	2,608
32 - Basic Skills (non-credit)	7	29	4	1	6	8	55
43 - Security/Protective Svc	20	53			8	22	2	105
45 – Social Science					2		2
46 - Construction	16	39	4	13	12		84
47 - Mechanic & Repair	57	97	6		5	30	195
48 - Precision Production	54	93	19	9	48	12	235
49 - Transportation						1	1
50 - Arts	5	42	4	2		1	54
51 - Health Professions	81	154	13	82	75	15	420
52 - Business	70	87	36	25	54	4	276
Total	**908**	**1,704**	**414**	**636**	**661**	**136**	**4,459**

Shaded areas indicate the largest number of courses excluding CIP 24

Accessibility

Accessibility is often thought of in terms of location. Students in rural areas, for example, may not have courses provided at their high school due to the remote location. However, students should also have access to a *variety* of courses. For example, if English Comp I is offered every semester but English Comp II is rarely or never offered, an individual student is not able to take full advantage of college enrollment.

Accessibility: Course Variety

- Table V is a summary of all courses offered by all institutions more than 10 times in 2021-22. Fifteen courses were offered at least *20* times at one institution and also offered by at least one additional institution. This is eight more than in 2017-18. Applied Statistics was added in 2018-19 and three other courses were added in 2019-20: Analytic Geometry/Calculus I, American Government, and Late American History (also called U.S. History Since 1865, or American History II). Two new courses were added in 2020-21: Introduction to Literature and Early American History (also called U.S. History Before 1865 or American History I). Making their first appearance in 2021-22 were Finance/Financial Literacy and Intermediate Spanish II.

- English Comp I and College Algebra were the most-offered courses in all five years. (Table VI)

- There was significant growth in the number of courses offered in Applied Statistics and English Comp II between 2018-19 and 2019-20. All subject areas increased in the number of offerings from 2019-20 to the current year, with the greatest growth in English Comp I.

- Within the list of courses offered more than 10 times there is a wide variety of topics, ranging from technical math to world civilizations (right-hand columns of Table V). Common offerings at several institutions were Intro to Sociology, Biology, and Medical Terminology. Welding (GMAW, GTAW, and SMAW) was popular in previous years and although still offered it only exceeded 10 offerings at SCC.

- Eleven courses were offered at least 11 times in 2021-22 but not offered previously (or offered less than 11 times and not included in earlier reports):

Concepts of Electronics	Medication Aide	Creative Writing	AutoCAD Essentials
Business Math	Intermediate Spanish I	Intermediate Algebra I	Intro to Information Security
Exploratory Studies	Pre-algebra	Intro to Professional Education	

TABLE V

Courses Offered More than 10 Times in 2021-22 and Number of Times Offered

(Courses offered less than 20 times at one campus but more than 20 at another may be listed for comparison)

Institu-tion	Analyt Geom /Calc I	College Algebra	Trig	Applied Stats	English Comp I	English Comp II	Intermed Spanish II	Intro to Lit	Intro to Psych	Public Speaking	Am Govt	Early Am History	Late Am History	Finance	Nurse Asst	Other (More than 20 but not offered elsewhere or offered 11 - 20 times)	
																Courses Offered at Least 20 Times at One Institution and Offered by Multiple Institutions	
CCC	20	62	2	23	80	37		14	23	55	11	4	12	14	40	Intro to Sociology General Biology Comprehensive Med Terms Concepts of Electronics Medication Aide Pre-Calculus	15 15 12 11 11 11
MCC	22	40	24	26 (Stats)	72	39	11	22	6	32	22	22	18	57	19 (Long term Care CNA)	Technical Math Business Math Intermediate Algebra I Pre-Algebra Pre-calculus Algebra CPR - Healthcare Providers Survey Hum Anatomy/ Phys Info Systems & Literacy Medical Terminology I World Civilization to 1500 Auto CAD Essentials World Civ 1500 to Present Employability Skills Human Relations Skills Medical Terminology II General Biology Intermediate Spanish I Intro to Sociology Creative Writing Exploratory Studies	64 63 63 59 44 27 26 24 22 22 20 20 18 17 16 16 15 13 12 11
MPCC	12	31	15	14	32	26		2	18	15	8	11	11	10	12	General Biology	12
NECC	15	35	27	26	39	12		16	34	40	6	8	12	14	43	Technical Math Workplace Communications Comprehensive MedTerms General Biology Lifetime Wellness Intro to Sociology Elementary Spanish I	29 26 19 18 15 13 11

TABLE V, Continued
Courses Offered More than 10 Times in 2021-22 and Number of Times Offered
(Courses offered less than 20 times at one campus but more than 20 at another may be listed for comparison)

Institution	Analyt Geom/ Calc I	College Algebra	Trig	Applied Stats	English Comp I	English Comp II	Intermed Spanish II	Intro to Lit	Intro to Psych	Public Speaking	Am Govt	Early Am History	Late Am History	Finance	Nurse Asst	Other (More than 20 but not offered elsewhere or offered between 11 and 20)	
							Courses Offered at Least 20 Times at One Institution and Offered by Multiple Institutions										
SCC	25	34	11	33	37	12		14	31	28	6	4	6	7	21	GMAW I Basic Nutrition SMAW I Introduction to Sociology Basic Medical Terminology	15 13 13 11 11
WNCC	1	10	2	1	22				3		1	2			5		
CSC		1		2					2			1	1				
PSC	7	8	2	3	15			10	4	4	1	2	2				
WSC	8	4		3	7			9		3	3					Intro to Professional Education	12
UNK					4							2	1				
UNL												2	1				
UNO	53 (Calc I)			37 (Intro to Appl'd Stats for IST)			30		16		30	21	21			Intro to Education Genre Studies Prose Genre Studies Poetry/Drama General Physics I with Algebra Intro to CSI Biology I Biology II Calculus II Intro to Human Geography CS Principles General Physics Intro to Information Security World Civilizations	27 26 25 23 22 21 20 20 14 14 13 12 11

TABLE VI
Courses Offered More than 20 Times and Number of Times Offered
Totals for All Sectors, 2017-2022

Year	Analyt Geom/ Calc I	College Algebra	Trig	Applied Statistics	English Comp I	English Comp II	Intermed Spanish II	Intro to Lit	Intro to Psych	Public Speaking	Am Govt	Early Am Hist	Late Am Hist	Finance	Nurse Asst
2021-22	163	225	83	168	308	126	31	87	137	177	88	79	85	102	140
2020-21	150	214	74	165	252	101	*	81	150	157	89	72	93	*	128
2019-20	144	179	74	132	205	121	*	*	122	125	77	*	84	*	103
2018-19	*	187	64	83	198	62	*	*	112	104	*	*	*	*	76
2017-18	*	183	58	*	181	63	*	*	83	95	*	*	*	*	67

*No courses meeting criteria in this year

Accessibility: Course Location

- Asynchronous courses can be accessed from almost any location across the state. Therefore, the institutions often do not report locations for students taking courses asynchronously.

- Table VII lists the locations reported by the institutions. The state is well covered, especially when low-population areas are taken into consideration. Simply as a means to organize the data, the locations are grouped by community college area. Courses offered at a location within the community college area are enumerated by the sector offering the course. Because institutions may offer courses outside their geographic service area (with permission from the Coordinating Commission), a number in any of the columns does not necessarily mean that the closest institution provided all of the courses.

- Students in the state's larger cities naturally have more opportunity for dual enrollment courses.
    - 147 courses were offered at Grand Island High School, 109 at Gretna High School, 94 at Bellevue West, and 83 at Scottsbluff High School.
    - Of the 83 courses at Scottsbluff, 79 were from WNCC and represent 58% of all courses offered for high school by WNCC, a result of the vigorous career academy program at Scottsbluff High School.
    - In addition to the 109 courses at Gretna High School and 94 at Bellevue West, MCC offered 252 courses at Millard South High School, part of MCC's Early College program whereby students can earn a high school diploma as well as an associate degree.
    - Southeast Community College offered 195 courses at The Career Academy in partnership with Lincoln Public Schools. This is in addition to the courses provided at the various high school locations in Lincoln.
    - The large number of courses available in Omaha does not appear as a single figure because the institutions report for all the individual public and private high schools in the Omaha metro area. If totaled, there would be close to 1,500 courses in the immediate metro area, with additional courses in communities outside the metro such as Hooper, Valley, and Ft. Calhoun.
    - MCC is not the only contributor to the large number of courses in Omaha. The University of Nebraska system offered 563 courses in the Omaha metro area. This is by far the largest number of university courses offered in any of the areas in the state.

- Small communities, of course, have fewer opportunities, but the institutions do reach them. Towns such as Wynot (population 183), Shickley (population 354), and Potter (population 342) each had at least two courses offered in 2021-22.

- What Tables V, VI, and VII do not show is which courses were offered in the locations. For example, a location may show four courses. That could represent four different courses, one course offered four times, or some combination of offerings. With additional time and staff, this data could be extracted and reported.

TABLE VII
High School Course Locations and Number of Courses by Sector
2021-2022

Central Community College Area	CC	NSCS	NU		CC	NSCS	NU
Alma High School	1			Harvard High School	1	1	
Amherst High School	3			Hastings High School	59		
Arapahoe High School	2			Hastings-Adams Central High School	24		
Arcadia High School	8			Hastings St. Cecelia	1		
Aurora High School	15	1		Holdrege High School	5		
Axtell Public Schools			1	Holdrege Janssen Auto Group	4		
Bertrand High School	2			Howells-Dodge High School	4		
Blue Hill High School	5			Humphrey Public Schools	5		
Brainard/East Butler High School	4			Humphrey St. Francis	3		
Cambridge High School	3			Kearney Catholic High School	4		1
Central City High School	20		3	Kearney High School	58		11
Centura High School (Cairo)	3			Kenesaw Public Schools	1		
Clarkson Public Schools	3			Leigh High School	4		
Columbus High School	71	3		Lexington High School	38		2
Columbus Lakeview High School	12			Lindsay/Holy Family High School	4		
Columbus Scotus High School	6			Litchfield High School	3		
Cozad High School	2			Loomis High School	4		
David City High School	4			Loup City	5		
David City Aquinas High School	2	2		Minden		1	
Doniphan-Trumbull High School	1	2		Nelson High School	2		
Elm Creek High School	1			Ord High School	9		
Elwood High School			2	Overton High School	1		
Fairfield/Sandy Creek High School	26			Oxford/Southern Valley School	1		
Fullerton High School	3	3		Palmer Public Schools	3		
Genoa/Twin River High School	3	2		Pleasanton High School	2		
Gibbon High School	1		2	Polk High Plains High School	3		
Gothenburg High School	3			Ravenna High School	6		
Grand Island Central Catholic High School	3			Riverside High School (Cedar Rapids)	1	2	
Grand Island High School	129	18		Roseland/Silver Lake High School	4		
Grand Island Northwest High School	10	2		Schuyler High School	12	4	
Greeley/Central Valley High School	2			Shelby-Rising City High School	9		

Central Community College Area Cont	CC	NSCS	NU		CC	NSCS	NU
Shelton High School			1	Elkhorn High School		2	10
St Edward High School	3	1		Elkhorn North High School			10
St Paul High School	5			Elkhorn Valley Campus	38		
Stromsburg	2			Elkhorn South High School		2	5
Sumner/Eddyville/Miller High School	1			Fort Calhoun High School	25	2	
Superior	4	1		Fort Omaha Campus	95		
Sutton Fire Hall	1			Fremont Area Center	95		
Sutton High School	3			Femont Contract Carriers	3		
Wood River High School	5			Fremont ESU 2		5	4
Zion Presbyterian Church (Clarkson?)	6			Fremont High School	1		
				Gretna High School	109		
				Gross High School (Omaha)			1
Metropolitan Community College Area	**CC**	**NSCS**	**NU**	Learning Community Center/North Omaha	11		
Applied Technology Center	42			Logan View Jr/Sr High School (Hooper)	15		
Archbishop Bergan Catholic (Fremont)	1			Marian High School (Omaha)	5		19
Arlington High School	17			MCC Express Center North	6		
Bellevue East High School	49		27	Mercy High School (Omaha)	12		7
Bellevue West High School	54		40	Millard Academy			6
Bennington Public School	10		8	Millard Horizon High School	50		
Benson High School (OPS)	16		20	Millard North High School	21		23
Blackburn Alternative School (OPS)	10			Millard South High School	252		28
Blair High School	57		2	Millard West High School	14		53
Brownell-Talbot High School (Omaha)			3	Mt Michael High School (Elkhorn)			3
Bryan High School (OPS)	40		20	North Bend Central High School	1	6	
Burke High School (OPS)	17		36	North High School (OPS)	29		31
Career Launch Center	31			Northwest High School (OPS)	13		11
Central High School (OPS)	14		29	Omaha Playhouse	20		
Creighton Prep High School (Omaha)			36	OPS Career Center Kitchen	15		
Douglas County West High School (Valley)	34		1	OPS Central Administration (TAC)	4		

Metropolitan Community College Area Cont	CC	NSCS	NU		CC	NSCS	NU
Papillion LaVista High School	1		29	Perkins County High School (Grant)	4		
Papillion LaVista South High School			22	Sandhills High School (Dunning)	5		
Platteview High School	27		25	Sargent High School	8		
Ralston High School	47		20	Southwest High School (Bartley)	6		
Roncalli Catholic High School (Omaha)	1		9	Sutherland High School	4		
Sarpy Center	61			Thedford High School	5		
Scribner High School	1	3		Valentine Community Campus	24		
Skutt Catholic High School (Omaha)	28		7	Wallace High School	5		
South High School (OPS)	29		28	Wauneta Palisade High School	6		
South Omaha campus	105						
UNMC	1		1				
Westside High School (Omaha)	53		28	**Northeast Community College Area**	**CC**	**NSCS**	**NU**
Westside west campus (Omaha)	4			Ainsworth High School	9		
				Allen Consolidated High School	1		
				Bancroft Rosalie High School	8	1	
Mid-Plains Community College Area	**CC**	**NSCS**	**NU**	Battle Creek High School	12		
Arnold High School	2			Bloomfield Jr Sr High School	2		
Arthur	2			Boone Central High School (Albion)		7	
Brady	3			Boyd County School (Spencer)	7		
Broken Bow Community Campus	27			Brown County Hospital (Ainsworth)	1		
Callaway High School	5			Burwell Jr Sr High School	5		
Dundy County Stratton High School	6			Chambers High School	4	2	
Hershey High School	4			Creighton Community Schools	11		
Hitchcock County High School (Trenton)	3			Crofton High School	1		
Imperial Community Campus	17			Elgin High School	3	2	
Maxwell High School	4			Guardian Angels CC High School (West Pt)	9		
Maywood	2			Hartington Newcastle Schools	9		
McCook Community Campus	47		2	Hillcrest Care Center (Laurel)	1		
North Platte Community Campus	105			Homer High School	2	2	
Ogallala Community Campus	31			Keya Paha County High School (Springview)	1		
Paxton High School	8			Laurel Concord Coleridge	11	3	

TABLE VII
High School Course Locations and Number of Courses by Sector
2021-2022

Northeast Community College Area Cont	CC	NSCS	NU		CC	NSCS	NU
Lutheran High Northeast (Norfolk)	2			Verdigre High School	3		
Lyons Decatur High School	1			Wakefield	2		
Madison Senior High School	3			Wausa High School	2	2	
Neligh Oakdale High School	2	2		Wayne High School	3	5	
Newman Grove High School	2			West Holt (Atkinson)	7		
NECC Campus	67			West Point Beemer High School	15	1	
NECC College Center, South Sioux City	17			Wisner Pilger High School	9		
NECC Extended Campus O'Neill	12			Wheeler Central High School (Bartlett)	1		
NECC Extended Campus WestPoint	22			WSC on campus		1	
NECC Technical Campus West Point	17			Wynot	6		
Niobrara	2						
Norfolk Catholic High School	3	3					
Norfolk Senior High School	71	3					
Oakland Craig Senior High	3	3		Southeast Community College Area	CC	NSCS	NU
O'Neill High School	8			Ashland-Greenwood High School	22		
Osmond High School	1	1		Beatrice		15	
Pender High School	6			Beatrice Campus	1		
Pierce Jr Sr High School	11	4		Beatrice High School	3		
Plainview High School	6			Bishop Neuman (Wahoo)	3		
Ponca		2		Cedar Bluffs High School	4		
Pope John XXIII (Elgin)	4			Centennial Public School (Utica)		2	
Rock County High School (Bassett)	1			Conestoga (Murray)	3		
Saint Mary's High School (O'Neill)	2			Crete High School	5	6	2
South Sioux City High School	3	6		Deshler Public School	9		
Stanton Health Center	2			Diller Odell		2	
Stuart High School	2			Dorchester	1		
Summerland High School (Ewing)	5			Elmwood-Murdock High School	6		
Tekamah Herman	7			Exeter-Milligan High School		3	
Tilden Elkhorn Valley High School	7	2		Fairbury Jr-Sr High School	12	1	

Southeast Community College Area Cont	CC	NSCS	NU		CC	NSCS	NU
Falls City High School	14			Seward High School	13		
Falls City Learning Center	1			Shickley High School	4		
Fillmore Central High School	2	3		South Haven (Wahoo)	1		
Friend High School	4			Southern High School (Wymore)		1	
Home School	1			Sterling High School	1		
Humbolt Table Rock Steinauer (HTRS)	4			Syracuse-Avoca-Dunbar High School	1	7	
Johnson-Brock High School	1			The Career Academy (Lincon Public Schools)	195		
Johnson County Central (Tecumseh)	5	3		Thayer Central High School (Hebron)	8		
Lincoln Campus	7			Tri-County Public School (DeWitt)	4	6	
Lincoln Christian High School	7			University of Nebraska High School			22
Lincoln East High School	2		4	UNL on campus			5
Lincoln High School	1			Wahoo High School	11		
Lincoln North Star High School	10			Waverly High School	6		
Lincoln Northeast High School	16			Weeping Water High School	1		
Lincoln Pius	3			Wilber-Clatonia High School	2		
Lincoln Southwest High School	10			York High School	22	5	
Louisville High School	1		5	Yutan High School	4		
Malcolm High School	2						
McCool Junction Public School		3					
Mead Public School	5			**Western NE Comm College Area**	CC	NSCS	NU
Milford High School	9			Alliance High School	4		
Nebraska City High School	12	2		Bayard High School	1		
Nebraska City Learning Center	3	2		Big Springs High School	1		
Nebraska City Lourdes Central High School		4		Bridgeport High School	4		
Norris High School	13			Chadron High School		8	
Palmyra-Bennett High School	1			Cody High School	1		
Pawnee City Public School	10			Dalton High School	2		
Plattsmouth High School	2		12	Gering High School	11		2
Raymond Central High School	12			Gordon High School	4		

Western NE Comm College Area Cont	CC	NSCS	NU
Harrisburg High School	2		
Hemmingford High School	2		
Mitchell High School	3		
Morrill High School	1		
Oshkosh High School	1		
Potter High School	2		
Scottsbluff campus	5		
Scottsbluff High School	79	4	
Sidney campus	1		
Sidney High School	4	2	

CC=Community Colleges
NSCS=Nebraska State College System
NU=University of Nebraska

OPS=Omaha Public Schools

Institutional Abbreviations

Community Colleges

CCC   Central Community College
MCC   Metro Community College
MPCC Mid-Plains Community College
NECC Northeast Community College
SCC   Southeast Community College
WNCC Western Nebraska Community College

Nebraska State Colleges

CSC   Chadron State College
PSC   Peru State College
WSC   Wayne State College

University of Nebraska System

NCTA Nebraska College of Technical Agriculture
UNK   University of Nebraska at Kearney
UNL   University of Nebraska—Lincoln
UNMC University of Nebraska Medical Center
UNO   University of Nebraska at Omaha

State Authorization Reciprocity Agreements (SARA)

Fall 2021 Data (Reported in Spring 2022)

State Authorization Reciprocity Agreements (SARA)

Fall 2021 Data (Reported in Spring 2022)

In 2013, the National Council for State Authorization Reciprocity Agreements (NC-SARA) became a nationwide coordinating entity, in partnership with the country's four regional education compacts (NEBHE, MHEC, SREB, and WICHE). Its purpose is to establish uniform standards and procedures for state oversight of postsecondary distance education delivered across state lines. States join SARA and agree to vet institutions in their state that wish to participate in SARA. Participating institutions can then offer distance education in other SARA states without additional state approval.

In 2023, 49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands are members of SARA, and over 2,300 institutions participate in SARA. California is the only state that has not joined SARA.

Number of SARA Institutions Nationally, 2015-2021

Year	Number of Institutions Operating Under SARA	Change (year over previous year)
2015	846	
2016	1,477	+631
2017	1,791	+314
2018	1,960	+169
2019	2,088	+128
2020	2,201	+223
2021	2,311	+110

Number of Reporting Institutions by Sector, 2021
And Percent of Total Institutions

Public, 1,139 — 49.3%
Private Non-Profit, 1,012 — 43.8%
Private For-Profit, 157 — 6.8%
Tribal, 3 — 0.1%
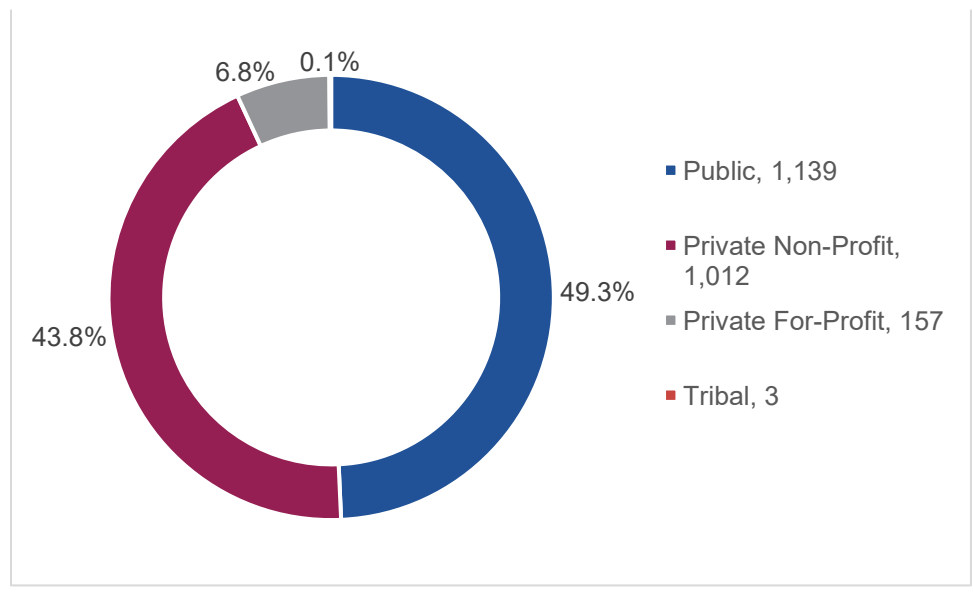
Reporting Parameters

Because SARA's purpose is to facilitate institutions' ability to offer courses in states other than their own, initial data collection was for instruction offered by distance in other states. Starting in spring 2019 institutions participating in SARA were required to report their in-state distance education enrollments in addition to the out-of-state enrollments that had been routinely reported in the past. The following graph shows the distribution of in-state and out-of-state students.
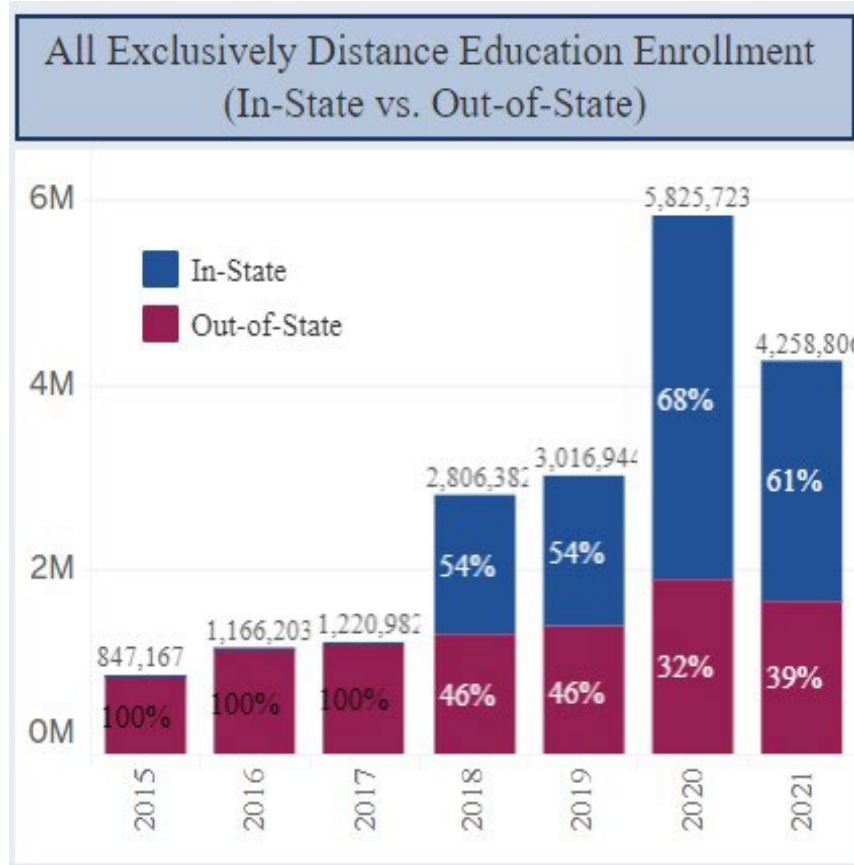
The above graph also illustrates the impact of the COVID-19 pandemic. In both 2018 and 2019 the percentage of in-state students was 54%. That number soared to 68% in 2020, the height of the pandemic when institutions shifted to remote learning for all or most of their students, including those in-state. In 2021 the percentage dropped but not to the pre-pandemic level. Institutions were still heavily invested in protecting students and faculty from COVID. NC-SARA postulates that this pandemic effect will be seen in one or more years to come. It is even possible that in-state figures will never return to pre-pandemic levels as institutions find that they can meet students' needs by offering instruction at distance.

Distance Students from SARA and Non-SARA States/Territories at Nebraska Institutions

Fall 2021 Enrollments (reported to NC-SARA in May 2022)

Institution (25 participating)	Total # distance students^	# students from Nebraska	# students from outside Nebr*	# students from non-SARA states**	State w/ largest # of students	State w/ 2nd largest # of students
Bellevue University	10,853	2,157	8,696	917	FL 1,240	TX 725
Bryan College of Health Sciences	67	0	67	6	MO 6	TX 5
Central Community College	3,430	3,391	39	2	KS 9	TX 4
Chadron State College	968	576	392	20	WY 125	SD 60
Clarkson College	636	366	270	9	IA 85	SD 70
College of Saint Mary	78	38	40	1	IA 8	NY 4
Concordia University	413	130	283	37	TX 25	MD 16
Creighton University	1,642	433	1,209	82	IA 128	MN 98
Doane University	159	120	39	2	TX 9	FL, IA, PA, WA 3 each
Metropolitan Community College	4,218	3,982	236	3	IA 123	TX 17
Mid-Plains Community College	483	455	28		CO 9	SD 3
Midland University	92	82	10		IA 7	IL, MN, TX 1 each
Nebraska College of Technical Agriculture	33	32	1		TX 1	
Nebraska Methodist College	442	301	141	4	IA 44	TX 10
Nebraska Wesleyan University	53	46	7		IA 5	KS, MT 1 each
Northeast Community College	933	869	64	2	IA 27	SD 18
Peru State College	733	554	179		IA 34	KS 25
Southeast Community College	1,826	1,690	136	4	KS 25	CO 8
Union College	10	0	10	2		
University of Nebraska - Lincoln	1,772	922	850	79	TX 59	MN 52
University of Nebraska at Kearney	2,435	1,941	494	23	CO 43	KS 39
University of Nebraska at Omaha	3,313	2,739	574	48	IA 127	TX 45
University of Nebraska Medical Center	507	291	216	16	IA 18	CO 14
Wayne State College	841	671	170	7	IA 87	SD 11
Western Nebraska Community College	245	205	40	1	CO 14	TX, WY, 4 each
York College	250	107	143	3	OK 69	TN, TX, 11 each
TOTALS	**36,432**	**22,098**	**14,334**	**1,268**		

^Includes Nebraska students   *Includes non-SARA states

**The only non-SARA state is California; several U.S. territories also do not participate in SARA.

States Providing the Largest Number of Distance Students to Nebraska Institutions

State	Enrollment in NE	2021 Position	2019 Position
Florida	1,384	1	1
Non-SARA locations*	1,268		
Iowa	1,236	2	2
Texas	1,062	3	3
Illinois	509	4	7
Colorado	467	5	6
New York	434	6	4
Missouri	402	7	8
Georgia	389	8	5

Nebraska institutions enrolled a total of 7,703 distance students from 49 states (outside Nebraska), the District of Columbia, and Puerto Rico and 1,268 students from other locations. The only SARA entity not sending students to Nebraska was the U.S. Virgin Islands.

*Almost entirely California students.

States Enrolling the Largest Number of Students from Nebraska

State	Enrollment from NE	2021 Position	2019 Position
Arizona	1,076	1	1
Iowa	958	2	4
Utah	501	3	3
Colorado	493	4	5
New Hampshire	413	5	6
Missouri	334	6	
Indiana	329	7	2
Kansas	293	8	7
Virginia	293	8	

Institutions Enrolling the Largest Number of Students from Nebraska

National Position	NE Position	Institution	State	Type	Enrollment from NE
*	1	Iowa Western Community College	IA	Public	588
1	2	Western Governors University	UT	Private, non-profit	478
2	3	Southern New Hampshire University	NH	Private, non-profit	411
5	4	Penn Foster College	AZ	Private, for-profit	328
*	5	Purdue University Global	IN	Public	248
9	6	American Public University	WV	Private, for-profit	243
3	7	University of Phoenix	AZ	Private, for-profit	234
4	8	Grand Canyon University	AZ	Private, non-profit	233
6	9	Liberty University	VA	Private, non-profit	223
7	10	Arizona State University	AZ	Public	177

*Not in the top 10 nationally in 2021.

The total number of Nebraskans enrolled in institutions located in all SARA states was 13,066.

Out-of-State Learning Placements

(Initial Reporting in Spring 2019)

- From the beginning, SARA has allowed SARA institutions to place students in experiential learning situations (with some restrictions) in other SARA states. Placements include such activities as rotations, internships, clinicals, and student teaching, and are not necessarily tied to instruction delivered entirely on-ground by the institution.

- The policy attracted many institutions in just such a position, i.e., only on-ground instruction in the home state but with students in experiential placements in other states. Consequently, there are institutions participating in SARA who do not conduct any of their instruction at distance.

- To capture information about the extent of experiential placements, starting in spring 2019 institutions participating in SARA were required to report the numbers of their students engaged in experiential learning placements, disaggregated by state and two-digit CIP (Classification of Instructional Programs used by the National Center for Education Statistics). This followed a voluntary pilot year in 2018. The numbers collected include institutions who provide distance instruction as well as those who don't.

- This collection proved extremely challenging for many institutions, so figures should not be considered definitive.

Selected Out-of-state Student Learning Placements
Calendar Year 2021 (reported in May 2022)

Top 10 disciplines for student placements either in Nebraska or out-of-state.
Top 10 CIPs for both in-state and out-of-state placement are highlighted.

CIP	Discipline	# placed in Nebraska		# Nebraskans placed out-of-state
51	Health Professions	1,237		3,225
13	Education	199		337
01	Agricultural Sciences	93		41
42	Psychology	78		76
52	Business	74		62
44	Public Administration/Social Services	41		24
12	Culinary, Entertainment, Personal Services	37		3
39	Theology	34		8
11	Computer and Information Sciences	33		2
14	Engineering	27		
31	Parks, Recreation, Leisure, Fitness	20		51
47	Mechanic and Repairs	8		26
45	Social Sciences	2		85
15	Engineering Technologies	17		17
	Total all CIPs	2,010		4,015

- Nationally, CIP 51 (Health Professions) accounted for almost 58% of placements, an increase from 53% in 2019. Education (CIP 13) accounted for 9.6% of placements and Business (CIP 52)

placements were 5.2% of all placements. Both were slight declines from 2019. These were also the top three CIPs reported in 2019 and 2018.

- Health and Education were the top two CIPs in Nebraska for all three years (2018, 2019, and 2021). The most notable difference between 2019 and 2021 is that the number of placements in Health Professions decreased from 2,654 to 1,237. This may have been due to the difficulty in placing students in healthcare facilities during the COVID pandemic. In fact, the total number of placements, both for in-state and out-of-state, declined from 2019 to 2021.

- The reporting of out-of-state learning placements is a work in progress as institutions refine their ability to collect the information.

Data source: *NC-SARA Data Report: Fall 2021 Exclusively Distance Education Enrollment Report & 2021 Out-of-State Learning Placement*

Information Items

Discontinued Programs

MCC - Business Management - Financial Studies, Certificate of Achievement

MCC - Business Management - Not-for-Profit Management, Certificate of Achievement

MCC - Global Business Specialist, Career Certificate

MCC - Not-for-Profit Management, Career Certificate

MCC - Spanish for Business, Career Certificate

MCC - Supply Chain Specialist, Career Certificate

MCC - Economics Specialist, Career Certificate

MCC - Investment Specialist, Career Certificate

MCC - Insurance Specialist, Career Certificate

MCC - Marketing Specialist, Career Certificate

MCC - Architectural Design Technology - AEC Professions, AAS

MCC - Architectural Documentation Software, Career Certificate

MCC - Residential Architecture, Career Certificate

MCC - Spanish for Healthcare, Career Certificate

MCC - Design, Interactivity, and Media Arts - DIMA Entrepreneur, AAS

MCC - Design, Interactivity, and Media Arts - Media Generalists, AAS

MCC - Design, Interactivity, and Media Arts - Motion Graphics, AAS

MCC - Theatre, AA

MCC - Manufacturing, Power & Process Operations Technology - Bio Processing, AAS

MCC - Manufacturing, Power & Process Operations Technology - Nuclear Power Plant
Non-Licensed Operator, AAS

MCC - Manufacturing, Power & Process Operations Technology - Power Plant, AAS

MCC - Advanced Industrial Sales Representative, Career Certificate

MCC - Beginning Industrial Sales Representative, Career Certificate

MCC - Electrical Plant Maintenance, Career Certificate

MCC - General Plant Maintenance, Career Certificate

MCC - Information Technology - Cisco Network Technician, AAS

MCC - Information Technology - Computer Programming, AAS

MCC - Information Technology - Data Center Operations, AAS

MCC - Information Technology - Database Management and Data Analysis, AAS

MCC - Information Technology - Desktop Support Specialist, AAS

MCC - Information Technology - Server Administration, AAS

MCC - Information Technology - Server Technician, AAS

MCC - Information Technology - Data Center Technician, Certificate of Achievement

MCC - Cisco Certified Network Associate, Career Certificate

MCC - Data Center Technician, Career Certificate

MCC - Information Technology - Systems Operations, Career Certificate

MCC - Liberal Arts/Academic Transfer - Language Studies, AA

MPCC - Business Software, Certificate

MPCC - Legal Assistant, Certificate

MPCC - Marketing, Certificate

MPCC - Medical Documentation, Certificate

MPCC - Non-Profit Management, Certificate

MPCC - Fire Science Technology, AAS, Diploma

SCC - Fire & Emergency Services Management, Certificate

SCC - Fire Protection Technology, AAS, Certificate

UNK - Art History, BA

UNK - Education, Psychology, 7-12 Teaching Subject Endorsement, BA

UNL - Horticulture, BS (moving to new Plant and Landscape Systems program)

UNL - Turfgrass and Landscape Management, BS (moving to new Plant and Landscape Systems program)

UNL - Food Technology for Companion Animals, BS (moving to a minor)

Reasonable and Moderate Extensions

MCC - Building Information Modeling - Architectural, Career Certificate

MCC - Building Information Modeling - Electrical, Career Certificate

MCC - Building Information Modeling - Mechanical, Career Certificate

MCC - Building Information Modeling - Structural, Career Certificate

MCC - Advanced Firefighter Operations, Certificate of Achievement

MCC - Basic Firefighter Operations, Career Certificate,

MCC - Facilities Operations and Maintenance, Career Certificate

MCC - ATV/Snowmobile Technician, Career Certificate

MCC - Marine Technician, Career Certificate

MCC - Motorcycle Technician, Career Certificate

MCC - Outdoor Power Equipment Technician, Career Certificiate

MCC - CISCO Advance Networking, Career Certificate

MCC - Cloud/Server Administration, Career Certificate

MCC - Computer Programming, Career Certificate

MCC - Cybersecurity, Career Certificate

MCC - Digital Technology, Career Certificate

MCC - Game Developer, Career Certificate

MCC - IT Support, Career Certificate

MPCC - Associate of Fine Arts - Music, Certificate

UNL - Entomology, Graduate Certificate

UNO - Urban Leadership, Graduate Certificate

Name Change

MCC - General Management, Career Certificate to *Business, Career Certificate*

MCC - General Health Studies*, AAS,* to *Professional Health Studies, AAS*

MCC - Manufacturing, Power & Process Operation Technology - Manufacturing Process Operations, AAS, to *Manufacturing, Power & Process Operation Technology, AAS*

MCC - Information Technology - Cyber Security, AAS, to *Cybersecurity, AAS*

MCC - Information Technology - Web Programming, Career Certificate, to *Web and Mobile App Programming, Career Certificate*

MCC - Critical Facilities Operations, AAS, to *Facilities Operations and Maintenance Technology, AAS*

UNL - Geography, PhD*, to Global Integrative Studies*

UNMC - Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases, *to Center for Preparedness and Emergency Response Solutions*

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

NEBRASKA'S
ccpe
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

Institution/Campus: Wayne State College
Project Name: Brandenburg Renovation and Addition
Date of Governing Board Approval: September 8, 2022
Date Complete Proposal Received: June 9, 2023
**Date of Commission Evaluation:** July 28, 2023

<div style="border:1px solid red">

Committee Draft
July 19, 2023

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Wayne State College
Fall Semester Enrollment by Campus*

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
On-campus HC	2,568.0	2,683.0	2,725.0	2,823.0	2,802.0	2,813.0
Off-campus HC	209.0	199.0	287.0	391.0	696.0	782.0
Online HC	1,108.0	1,434.0	1,714.0	2,196.0	2,352.0	2,471.0
Campus FTE	2,603.7	2,756.5	2,919.8	3,160.0	3,251.2	3,345.8

∗ Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Student HC may be duplicated at a campus or center if a student takes more than one type of delivery-site course (on-campus, off-campus, or online). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description: Wayne State College is proposing a 5,967 gross square foot (gsf) addition to and complete renovation of the Brandenburg Building. This building currently serves as academic space for the Music Program in addition to housing Ley Theater. The Music Program has been temporarily housed in the building but will vacate it in the summer of 2023 as renovations to the Peterson Fine Arts building are completed. The proposed project will see this building repurposed into administrative space serving as the campus student services center.
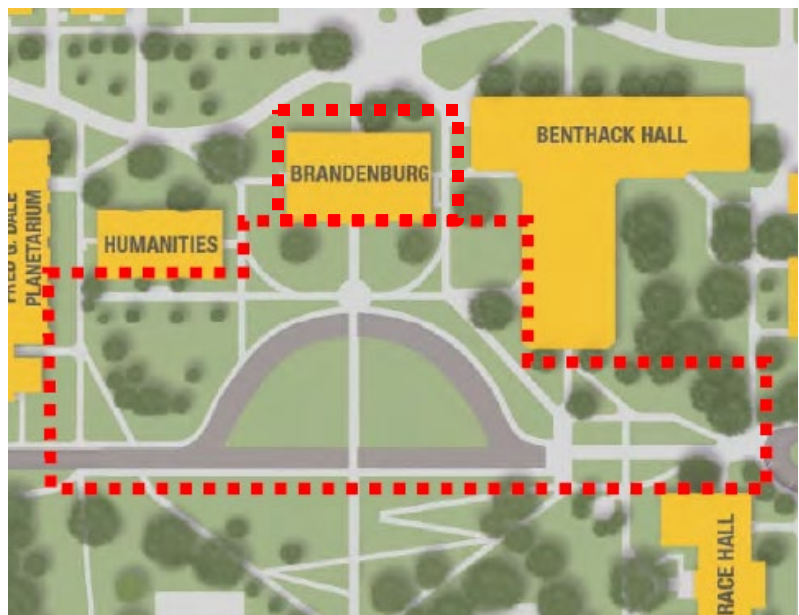

Repurposing and reprogramming will move the administrative functions of Admissions, Career Services, Disability Services, Financial Aid, Records & Registration, Student Accounts, and TRIO from the Hahn Administrative building and the Student Center building. The proposed project will revitalize this 107-year-old facility into meeting the needs of today's students by offering a single location for various student services offered by Wayne State. This consolidation

will allow for greater efficiency by departmental staff and ease of navigation for students and visitors, improving their overall experience on campus.

A repurposing and modification of Ley Theater will also occur, allowing it to continue serving various functions on campus. As part of the overall renovation, windows will be replaced, new entrances added, and site improvements made to present a proper welcome to students. Mechanical/electrical/plumbing (MEP) upgrades are needed to bring the building up to modern-day standards and provide greatly improved functionality.

The below campus map shows the extent of the Brandenburg Project Area along with current Student Services locations highlighted in yellow.
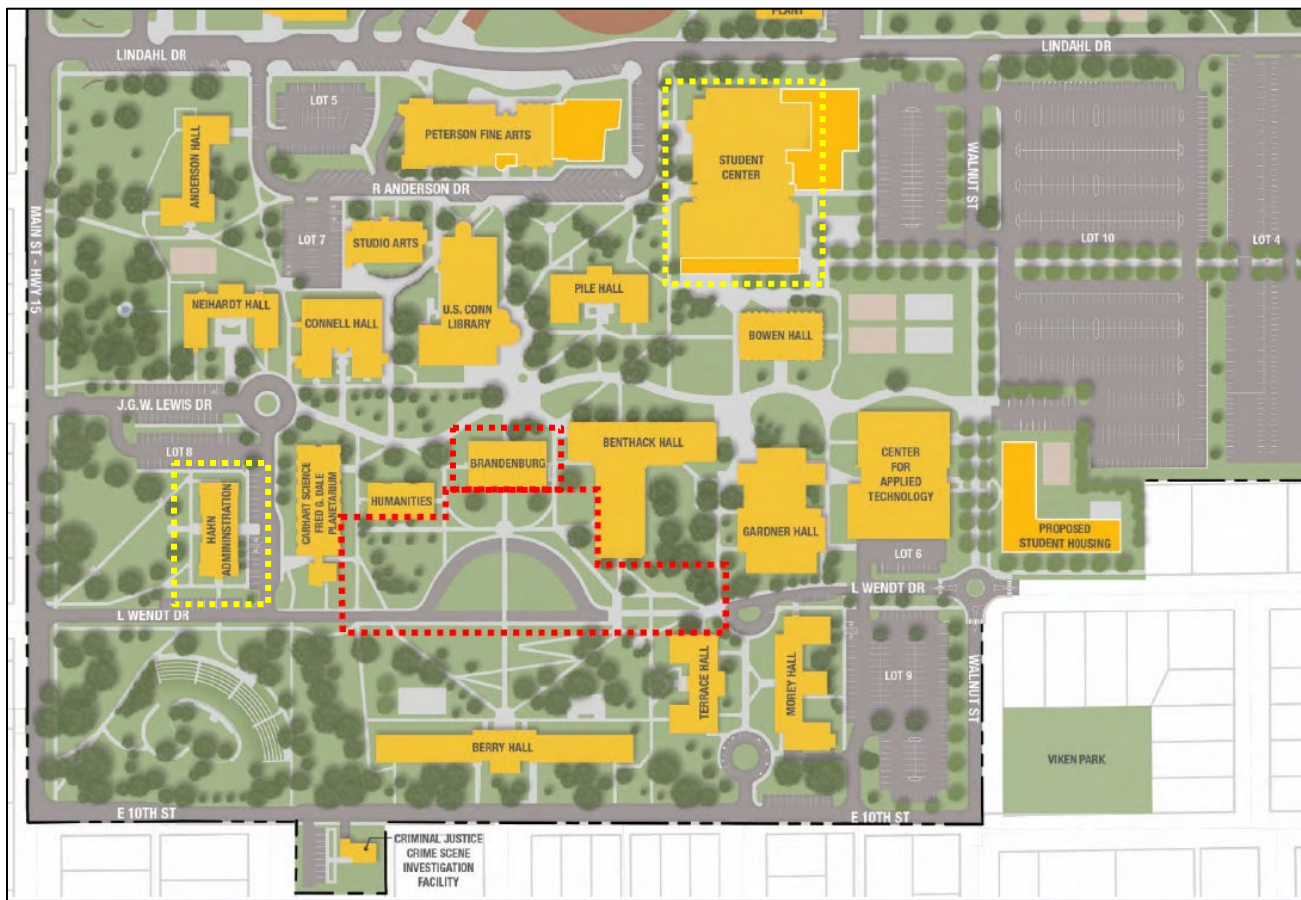
1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

<table>
<tr><td>Yes</td><td>No</td></tr>
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Comments: Page 1-8 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." The proposed project would renovate an existing building on campus, providing valuable space for Student Services to be centrally located and allowing for greater efficiencies in the future.

Page 2-5 of the Plan states: "Support special activities, such as mentoring programs and peer counseling that help first-generation college students, non-traditional age students, and students from underrepresented populations succeed in the campus environment." As a part of this project, the TRIO program will be moving to the newly remodeled building. This program is for first-generation college students, students from limited-income families, and students with disabilities.

Page 2-12 of the Plan states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with residence halls. Accessibility also remains a challenge at some campuses.

- Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.
- Campus facilities are well maintained to assure the safety of students."

The proposed project would address fire and life safety, accessibility, and maintenance issues.

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

<table>
<tr><td>Yes</td><td>No</td></tr>
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Comments: This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria as applicable.

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

Yes ☑   No ☐

Comments: This proposed project does not directly affect academic programs space, but rather accommodates both student life and student support functions for the college. Space in both the Hahn Administration Building and Student Center Building will be vacated, allowing for additional programming or administrative activities to be housed in these spaces in the future.

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

High . . . . Low
☐ ☑ ☐ ☐ ☐

Comments: In the 2022 master planning process, this building was identified as an immediate need based on findings from previous assessments, discussions with WSC staff, and onsite analysis. Renovation of the building was incorporated into the master plan budget.

The Facilities Master Plan examined the college's vision moving forward and the implications this vision has on current facilities. With so many options available for post-secondary education, the ability to attract and retain students has become a focus of institutions across the country. A primary factor in attracting students to campus is offering as smooth and enjoyable a student experience as possible. At Wayne State, this in part translates to a single location where students can register for classes, submit their financial aid, and visit other student services offices without needing to travel from building to building. This unified approach also allows staff to serve students more efficiently.

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

High . . . . Low
☐ ☑ ☐ ☐ ☐

Comments: The interior configuration of interior existing walls divides the space into separate spaces not conducive to the new purpose. Eliminating the existing

walls and creating suites identifiable from the main corridors will improve efficiency and wayfinding for prospective new students and current students.

Physical Deficiencies:

Interior Environment:

- Elevator: The existing elevator is approaching the end of its life cycle. It will be replaced with a larger, more accessible elevator located more prominently in the new addition to the south.

- Restrooms: The existing restrooms do not meet current accessibility requirements. Restrooms will be enlarged to meet current standards and will be in the new addition to the south.

Exterior Environment:

- Roofing: The existing roof is approaching twenty years and is near the expected life expectancy for the existing shingles. The roof will be replaced with a new system for the sloped and gutter system. The roof drain connections to the underground storm utility will be repaired and improved.

- Lightning Ground Protection: This will be added since the Brandenburg site elevation is among the highest on campus.

- Windows / Entrance Systems: The existing windows are beyond their useful life. Portions of the window openings were previously filled with opaque glazing panels. The windows will be replaced with new frames and glazing that is more energy efficient, transparent, and with a profile and configuration more characteristic of the original building construction.

- Masonry: The existing masonry appears to be well maintained and has had previous renovation work. Minor mortar tuckpointing is anticipated.

Programmatic Deficiencies:

The existing facility does not meet the needs of the administrative departments being reassigned to the building. The emphasis on student experience as well as the goal to improve efficiencies between departments has rendered the facility in its current state and configuration inadequate; it no longer meets the needs identified in the Master Plan. In addition, Ley Theater's utilization on campus has been diminished due to its size, layout, and location. Construction of other facilities on campus has further diminished its use, creating a significant amount of square footage that is not being used optimally.

2.D **Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).**

High . . . . Low

▣ ☐ ☐ ☐ ☐

Comments: The program statement outlines many functional deficiencies with the existing program spaces in the Brandenburg building. However, a primary deficiency that would be addressed by this proposed project is to bring the building up to current fire and life safety codes to include:

- Code Deficiencies: Service entrances to utilities in the below grade tunnels are planned to be improved for mechanic life safety access for the electrical main service room, elevator equipment room, and fire water service room.

- Mechanical Penthouse: Improved access for mechanic life safety and equipment service access

is required. Combustible roofing framing members may need increased fire protection.

- Electrical Systems: In general, all the electrical equipment has exceeded its useful life. The main electrical gear was manufactured in 1981, which puts it at 42 years old. This gear is currently in a tunnel under the building with difficult access. It is recommended that the electrical service be replaced and relocated to a more accessible location. Existing circuitry could potentially be reused if the floorplan remains largely unchanged; however, the existing branch circuit panels are of the same vintage as the main service and should be replaced.

The project will conform to the requirements of the Americans with Disabilities Act with respect to accessible parking and accessibility in the areas included in the project. The project will adhere to the requirements of the NFPA 101 Fire/Life Safety Code, including manual and automatic fire detection and alarm systems.

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

High . . . . Low

☐ ▣ ☐ ☐ ☐

Comments: During the Master Planning process, the Steering Committee discussed the relationships between the various units as well as the services provided to both current students and visitors to campus to optimize staffing and to improve the process by which students and visitors are served. The trend is to have an upfront or "on stage" group of staff that can address general questions pertaining to several programs with "experts" or "off stage" staff available to address more complex or personal discussions within the department.

The configuration of the various student services is

currently not ideal in terms of student experience or staff/space efficiency, and the recent shifts in technology and data storage have led to additional changes in space needs for programs. Several of the student services functions are moving to digitized storage, so their physical storage needs will be reduced. The various student service functions are often assisting students with confidential information, and several of the staff do not have ideal office spaces to advise students and visitors, thus the need for private offices or conference areas "off stage" where these conversations can occur.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: Wayne State worked with RDG Planning and Design to create the current Facility Master Plan approved by the Board of Trustees in April 2022. Space assignments are based on discussions with Wayne State and on widely used industry standards for student service programs including offices, conference rooms, and other space-type allotments identified during the most recent Master Plan.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: Wayne State's on-campus headcount was growing steadily prior to the pandemic and was maintained throughout the pandemic. With on-campus headcount increasing from 2,568 in Fall 2017 to 2,813 in Fall 2022, Wayne State has realized concerted efforts to increase enrollment and improve the overall enrollment process. This proposed project has the potential to create an even more effective Student Services team.

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

High . . . . Low
☐ ☒ ☐ ☐ ☐

Comments: The total overall additional operations and maintenance annual costs will be approximately $67,350. Wayne State College intends to request state funds totaling $67,350 annually. Such request would be made to the state in September of 2024 for the 2025-27 biennium.

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

High . . . . Low
☐ ☒ ☐ ☐ ☐

Comments: As part of the Program Statement process, the design team along with the steering committee looked at the feasibility of repurposing all areas of Brandenburg to identify enough available floor space to meet the needs of the relocated programs. This investigation included Ley Theatre given its large footprint within the building. The numerous existing structural columns and vertical elements (stairs, elevator, shafts, etc.) greatly compartmentalized the floor plates, thus reducing the amount of usable contiguous space available for new program layout. After reviewing the space needs and the space available, the group concluded that the needs of the relocated programs exceeded the available square footage of Brandenburg when it was confirmed that Ley Theatre would need to continue providing academic offerings for several academic programs on campus. A list of both physical and programmatic deficiencies can be found in section 2.C.

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

High . . . . Low
☐ ☒ ☐ ☐ ☐

Comments: No direct cost savings would be realized by

this proposal. The proposed project would provide an opportunity to house in one building several departments that fall under Student Services. Currently these programs are in two buildings on opposite ends of campus. This project will allow Student Services to become more efficient, resulting in potential cost savings.

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

High . . . . Low

☐ ☐ ☐ ☐ ☐

Comments: **Construction Costs -** The College estimate to design, construct, and equip a renovated Brandenburg Building is $17,000,000 ($598/gsf). Commission staff's estimate of the total project cost is $16,808,800 ($588/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past college construction projects. The College's estimate is $191,200 (1.13%) higher than Commission staff's estimate. The minimal difference between these estimates is within an acceptable threshold.

Operating and Maintenance Costs - The College has identified a $67,350 annual increase in operating and maintenance (O&M) costs resulting from this project. The College intends to request state funds for the 2025-27 biennium in 2024. Because this amount is less than the threshold for Commission approval, a full analysis was not completed for O&M costs.

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

High . . . . Low

☐ ☐ ☐ ☐ ☐

Comments: Of the approximate $17 million project cost, $13.1 million would come from State Appropriations, $900,000 from Capital Improvement Funds, and the remaining $3 million from a combination of LB309 Task Force and Federal funds. The use of State Appropriations and Capital Improvement funds to construct this

administration space is appropriate.

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

    Yes ☑   No ☐

    Comments: This project would not unnecessarily duplicate similar administrative space on campus or in the community.

    3.A **Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.**

    High . . . . Low
    ☐ ☑ ☐ ☐ ☐

    Comments: Unutilized administrative space on campus is non-existent. Combining Student Services functions into one building will create efficiencies in processes and realize better outcomes for students.

    By relocating/co-locating the various student services to Brandenburg, space in both the Hahn Administration and Student Center buildings will be vacated allowing for additional programming to be housed in these spaces in the future. The master plan outlines the need for a larger event center and additional study spaces for students in the Student Center as well as right sizing the space for the current occupants in the Hahn Administration building. As with this project, the goal for these future projects is to optimize space use across campus as well as improve the student experience.

    - Student Services: Currently student services offices are not contiguous or co-located on campus. They are spread throughout campus in various buildings, and wayfinding is difficult for students navigating the various locations. This lack of co-location emphasizes the difficulty of providing cohesive services to students. The renovated existing space will allow student services to serve students in a comprehensive fashion.

- Ley Theatre: Currently the theatre serves the Music and Theatre programs in several ways. It is an instructional space for two classes with 22 hours per week of coursework scheduled this past semester. It also is a performance space for solo and small group performances equating to 14-16 hours per week of use. While the usage is not high when compared to other spaces, it serves a need on campus that cannot be addressed by Ramsey Theatre in the Peterson Fine Arts Building or elsewhere on campus.

COMMISSION ACTION AND COMMENTS:

Approve   Disapprove

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 Wayne State College's proposal to utilize State appropriations to construct and equip the Brandenburg Renovation and Addition project as outlined in the governing board's program statement approved on September 8, 2022, along with supplemental information provided.

Comments: The primary purpose of this project is to aid in recruiting, retaining, and engaging students and staff by renovating Brandenburg to better meet the needs of students and the staff who support them. Consolidating the various student services into Brandenburg will allow Wayne State to optimize the delivery of services to existing students, enhance the recruitment of new students, and improve the experience for new and existing students alike.

Exterior Rendering of Proposed Addition – View from Southwest

Interior Rendering of Proposed New Entrance Lobby

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

NEBRASKA'S
ccpe
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

Institution/Campus: University of Nebraska at Omaha / Dodge Campus
Project Name: LB384 Renovation for REACH Phase One
Date of Governing Board Approval: August 11, 2022
Date Complete Proposal Received: July 11, 2023
**Date of Commission Evaluation:** July 28, 2023

University of Nebraska at Omaha Dodge Campus
Fall Semester Enrollment by Campus*

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
On-campus HC	13,693.0	13,333.0	12,949.0	8,430.0	11,665.0	11,741.0
Off-campus HC	811.0	430.0	339.0	32.0	577.0	396.0
Online HC	8,714.0	8,370.0	8,689.0	13,749.0	12,425.0	11,441.0
Campus FTE	11,712.8	11,498.7	11,457.9	11,574.8	11,499.1	11,337.2

∗ Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Student HC may be duplicated at a campus or center if a student takes more than one type of delivery-site course (on-campus, off-campus, or online). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description:
The University of Nebraska at Omaha is proposing to renovate existing unused spaces within the 1980 Health and Kinesiology building into functioning space for REACH (Research, Engagement, and Collaboration Hub) programs. The project will renovate approximately 27,000 existing square feet and add approximately 6,200

square feet of infilled floor space (existing racquetball courts). The space within the existing building will primarily be used for laboratories and supporting space for Physical Activity in Health Promotion, Midlands Sexual Health Research Collaborative, Exercise and Vascular Physiology Labs, Sports Medicine, and spaces for graduate students. In addition to the renovated spaces, approximately 8,500 square feet of new space is planned for a future Phase
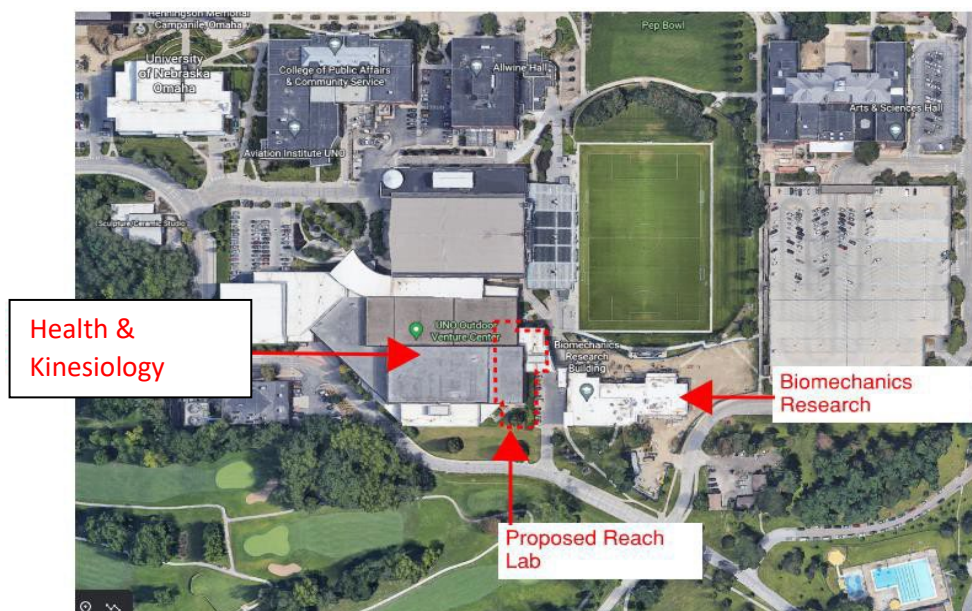
Two project. It will consist of classrooms and meeting areas that will create a new ADA accessible entry into the REACH programs with adjacent parking and access to complementary programs in the Biomechanics Research Building.

The purpose of the project is to prepare REACH for long-term success and address current facility issues.

The objectives of the project are to:

- Renovate the vacant racquetball courts and practice area into functional program space and laboratories.
- Expand and consolidate Physical Activity in Health Promotion Labs (PAHP).
- Expand and consolidate Exercise and Vascular Physiology Labs.
- Expand and consolidate Sports Medicine Labs.
- Provide consolidation of REACH services into a single area of campus with an identifiable ADA accessible public entry with parking.
- Expand and Consolidate the Midlands Sexual Health Research Collaborative spaces to increase operational efficiency and public health training opportunities.
- Provide additional conference rooms and other spaces for student and public use.
- Provide space for graduate student workspace.
- Add approximately 10 faculty offices and support space in a single location on campus.

The University estimates the total project cost, including demolition, site preparation, and renovation to be $10,000,000 ($320/gsf) for design, construction, and equipment costs. The project will be funded from facilities bond proceeds.

Rendering of Phase Two Project Completion

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

    Yes ☒   No ☐

    Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication."

    Page 1-9 of the *Plan* states: "Postsecondary education institutions will work as partners with one another and with other entities, including those in the private sector, whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents."

    Page 2-12 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

    - **Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.**

    - **Campus facilities are well maintained to assure the safety of students.**"

    Page 4-7 of the *Plan* outlines the following as one of the strategies for funding exemplary institutions: "The state will continue to invest monies for the ongoing and deferred repair and maintenance of existing facilities at the public institutions, and for new facilities when warranted."

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

    Yes ☒   No ☐

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

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

Yes ☑ No ☐

Comments: The renovated Health and Kinesiology Building would continue to house the following UNO academic degree programs approved by the Executive Director for continuation:

- Athletic Training (MA)
- Biomechanics and Kinesiology (PhD)
- Health and Kinesiology (MA, MS)
- Kinesiology (BS)
- Public Health (BS)

The Commission reviews existing academic programs on a seven-year cycle.

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

High . . . . Low
☐ ☑ ☐ ☐ ☐

Comments: The project supports the following Campus Facility Development Plan goals:

- Plan for increased undergraduate, graduate, and on-line enrollment.
- Increase campus density within existing boundaries.
- Create an identifiable character.
- Develop learning communities with responsive academic facilities.
- Foster innovative partnerships.
- Enhance the campus perimeter and gateways.
- Integrate planning for sustainable buildings and landscapes.

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

High . . . . Low
☐ ☑ ☐ ☐ ☐

The UNO approved program statement identified both physical and programmatic deficiencies with the current H&K Building.

The affected portion of the H&K Building will receive a building infrastructure update. By upgrading mechanical and electrical functions, and complying with ADA and Building Code regulations, the building will remain a viable building on campus. The following items will be addressed.

Physical Deficiencies:

- A new entry addition will be constructed to solve current ADA access challenges.
- There is no natural lighting into the existing spaces.
- Mechanical, electrical, and technology systems will require reconfiguration of the existing recreation space to add zoning for the revised space program. The existing fume hood exhaust system does not meet NFPA 45 standard for lab exhaust termination.

Programmatic Deficiencies:

- Many of the departments within REACH purview are scattered across campus and within the School of Health and Kinesiology. Not only are they inefficient from a use standpoint, but the various components are also difficult to find by the public they are intended to serve. By co-locating many of the functions, it will increase both student and public accessibility. In the current configuration, each of the departments have limited growth opportunities, student and public wayfinding is poor, and inefficiencies in department operations and communications is ongoing.

2.D **Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).**

High . . . . Low

☐ ☐ ☐ ☐ ☐

Comments: The existing building includes classrooms, studio labs, offices, and support areas that are unsuited to the needed or desired uses.

Physical Activity in Health Promotion (PAHP): The PAHP Lab is dedicated to working with the community to help individuals of all ages be more physically active. With this, they have active research across various stages of the translation science spectrum. This Lab also supports research in motor development, adaptive physical education, and people with disabilities.

Midlands Sexual Health Research Collaborative (MSHRC): MSHRC conducts innovative research, provides evidence-based education, mentors students and sexual health professionals, and engages the community in initiatives to support sexual health and wellbeing.

Exercise and Vascular Physiology: This laboratory is funded primarily by the Department of Defense, and thus its research is used to help soldiers in the field with a focus on improving athletic and muscular endurance and performance in extreme climates. Specific weather conditions can be recreated in the lab's environmental chamber—a specially-designed room with controls for temperature, humidity, and altitude. In addition to those programs, it also includes a community services component that includes state-of-the-art research equipment. The existing space is undersized with no room for growth.

Sports Medicine: The UNO Sports Medicine Research Lab seeks to understand contemporary issues in sports

medicine and orthopedics through innovative research practices. Specifically, the faculty and students study the prevention, assessment, treatment, and rehabilitation of a variety of musculoskeletal conditions. The current space is dispersed throughout the building which splits the program and decreases efficiency. The program will also benefit from a larger open space for greater motion capture capabilities as the current laboratory space is split between two adjoining rooms.

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

High . . . . Low
☐ ☒ ☐ ☐ ☐

Comments: The need for the project results from space limitations for research, student training, and community engagement at H&K due to the increased number of innovative research and practice projects from increased enrollment, external grant funding, and program productivity. New space is a major priority to enable the school to continue to grow and develop academic, research, and community engagement programs.

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

High . . . . Low
☐ ☒ ☐ ☐ ☐

Comments: This project will facilitate current and future growth needs through new laboratories, academic, and collaboration spaces. Additionally, REACH will provide a new and welcoming entrance from Elmwood Park to the UNO campus, a new entryway for the School of Health and Kinesiology, alleviate privacy concerns for research participants, and consolidate research and teaching labs into a dedicated space to facilitate student and faculty collaboration across disciplines.

Faculty from the school of H&K began working on this project in early 2020 by forming a vision for expansion to meet current and emerging needs. The UNO Senior Vice

Chancellor's Office provided support to conduct an initial feasibility study and develop plans and renderings for the new space in early 2021.

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

High . . . . Low

☐ ▣ ☐ ☐ ☐

Comments: Between 2019 and 2021, student enrollment in the School of Health and Kinesiology increased overall by 9.76 percent, with dramatic increases in undergraduate programs, the Athletic Training graduate program, and the shared doctoral program with Biomechanics. This increase occurred even with the elimination of two bachelor's degree programs (Athletic Training and Recreation/ Leisure Studies). The school experienced a decrease in the number of Master of Arts/Sciences students in the Health and Kinesiology degree program.

Unit/Degree	2021	2020	2019	% Change
School of Health and Kinesiology	450	421	410	+9.8%
Athletic Training, Master of Arts	28	27	22	+27.2%
Biomechanics and Kinesiology, PhD	32	24	19	+68.4%
Health and Kinesiology, Master of Arts or Science*	31	37	51	-39.2%
Kinesiology, Bachelors	252	237	205	+22.9%
Public Health, Bachelors	101	91	89	+13.5%
Public Health, Minor**	38	30	22	+72.7%
Sports Medicine, Minor**	35	16	1	+3400%

* Concentration in biomechanics was discontinued with the addition of the MS in Biomechanics housed in the Department of Biomechanics.

** Excluded from the overall growth increase at the school level.

REACH presents an opportunity to continue to build enrollment, particularly in graduate programs (enhanced recruitment opportunities, hands-on research, and increased funding for student support).

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

High . . . . Low

☐ ▣ ☐ ☐ ☐

Comments: There will be a minor increase in operating and maintenance (O&M) costs, though the University has stated no additional state appropriations will be requested for this project.

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

High . . . . Low

☐ ▣ ☐ ☐ ☐

Comments: The REACH Labs require that several key criteria are met.

- The programs need to be located adjacent to existing supporting programs in the School of Health and Kinesiology.
- A new entry dedicated for the REACH Labs is required.
- Parking needs to be adjacent to the front door of REACH.

Three other options were explored as a part of this effort:

- Locate the project near the main entry on the northwest corner. This was not a viable option as there is no space available in this area and, although there is parking in this location, it could not be dedicated for REACH use.
- Relocate the weight area of the current School of Health and Kinesiology on the south side of the building. This would not allow an entry or parking for the REACH and would require the current use

to be relocated to other areas of the building.

- Renovate the current racquetball courts and supporting sports space on the southeast corner of the building. It was determined that the existing space would accommodate some but not all the program requirements and there were challenges to creating an accessible entry within the building. Additionally, the floor-to-floor heights would not allow enough space for mechanical and ductwork construction, and many of the labs required double-height space. This space would not allow enough square footage to accommodate the program.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments: No direct cost savings would be realized by this proposal. The proposed project would provide an opportunity to co-locate several departments currently located throughout the H&K building. This project will allow these departments to become more efficient, resulting in potential cost savings.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments: **Construction Costs –** The University estimate to design, construct, and equip a renovation of the H&K Building is $10,000,000 ($320/gsf). Commission staff's estimate of the total project cost is $10,041,700 ($321/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past university construction projects. The University's estimate is $41,700 (0.417%) less than Commission staff's estimate. The minimal difference between these estimates is within a level of tolerance.

Operating and Maintenance Costs - The University has stated there will be an incremental increase in O&M costs, though an increase in state appropriations will not be requested. Commission staff concurs with this assessment.

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

High . . . . Low
☐ ▣ ☐ ☐ ☐

Comments: State appropriations will be used to finance long-term bonds that would provide $10,000,000 million in funding for this proposal. The use of State funds to renovate and replace instructional space is appropriate.

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

Yes   No
▣   ☐

Comments: This project would not unnecessarily duplicate other instructional or administrative space on campus.

3.A **Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.**

High . . . . Low
☐ ▣ ☐ ☐ ☐

Comments: The project location at the southeast corner of the H&K Building will not fundamentally change the relationship of H&K to its surrounding buildings. It will, however, provide an identifiable front door for the REACH, solve ADA entry issues, and allow convenient access to connected programs both in H&K and adjacent buildings.

COMMISSION ACTION AND COMMENTS:

Approve   Disapprove
▣   ☐

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 the University of Nebraska at Omaha's proposal to utilize State appropriations to construct and equip the Renovation for REACH Phase One project as

outlined in the governing board's program statement approved on August 11, 2022, along with supplemental information provided.

Comments: The creation of REACH (Research, Engagement, and Collaboration Hub) requires the renovation and expansion of a portion of the Health and Kinesiology Building (H&K). This initiative supports the mission of our metropolitan university to transform and improve the quality of life locally, nationally, and globally. Beyond UNO, this initiative will contribute to workforce development and provide solutions that address critical issues in the state, nation, and world through translational research, student development and experiential learning, and community engagement.

NEBRASKA OPPORTUNITY GRANT 2023-24
ANNUAL ALLOCATION REPORT

Presented to the Commission
July 28, 2023

2023-24 Allocations for Students Attending:	
UNIVERSITY OF NEBRASKA:	
Kearney	$1,823,476
Lincoln	$6,401,498
Medical Center	$325,112
Omaha	$5,454,175
NCTA	$79,149
STATE COLLEGES:	
Chadron	$530,624
Peru	$421,515
Wayne	$1,166,461
COMMUNITY COLLEGES:	
Central	$620,058
Metropolitan	$987,051
Mid-Plains	$152,454
Northeast	$585,239
Southeast	$982,089
Western Nebraska	$172,729
PRIVATE CAREER COLLEGES:	
Capitol Beauty School	$136,366
College of Hair Design	$146,756
Joseph's Colleges of Beauty	$103,531
Xenon International School of Hair	$192,507
INDEPENDENT COLLEGES:	
Bellevue University	$573,507
Bryan College of Health Sciences	$182,697
Clarkson College	$263,148
College of Saint Mary	$280,404
Concordia University	$273,541
Creighton University	$366,850
Doane University	$221,746
Hastings College	$304,228
Little Priest Tribal College	$49,188
Midland University	$322,198
Nebraska Indian Community College	$21,713
NE Methodist College	$366,010
Nebraska Wesleyan University	$610,053
Union College	$103,394
Western Governor's University	$157,123
York University	$71,712
GRAND TOTALS:	$24,448,302

The NOG program is a decentralized financial aid program. The commission allocates state funding to participating institutions based on a statutory formula that takes into account the proportion of all eligible students attending each institution and their tuition and fees (capped at tuition and fees at the University of Nebraska Lincoln) and verifies student eligibility but does not determine individual student award amounts or dictate how many eligible students receive NOG grants. Participating institutions award NOG grants to eligible students subject to eligibility criteria, maximum award limits, and available allocations.

2023-24

	Dollars	Percent
UN	$14,083,410	57.6%
SC	$2,118,600	8.7%
CC	$3,499,620	14.3%
Priv	$579,160	2.4%
Ind	$4,167,512	17.0%
Total	$24,448,302	100.0%
Public	$19,701,630	80.6%
Private	$4,746,672	19.4%
Total	$24,448,302	100.0%

2022-23

	Dollars	Percent
UN	$13,615,173	56.9%
SC	$2,162,749	9.0%
CC	$3,293,383	13.8%
Priv	$604,631	2.5%
Ind	$4,272,366	17.8%
Total	$23,948,302	100.0%
Public	$19,071,305	79.6%
Private	$4,876,997	20.4%
Total	$23,948,302	100.0%

2021-22

	Dollars	Percent
UN	$13,414,179	58.5%
SC	$1,910,417	8.3%
CC	$3,095,056	13.5%
Priv	$532,822	2.3%
Ind	$3,995,828	17.4%
Total	$22,948,302	100.0%
Public	$18,419,652	80.3%
Private	$4,528,650	19.7%
Total	$22,948,302	100.0%

2020-21

	Dollars	Percent
UN	$11,564,965	54.7%
SC	$1,752,168	8.3%
CC	$3,151,419	14.9%
Priv	$449,658	2.1%
Ind	$4,221,758	20.0%
Total	$21,139,968	100.0%
Public	$16,468,552	77.9%
Private	$4,671,416	22.1%
Total	$21,139,968	100.0%

2019-20

	Dollars	Percent
UN	$10,294,910	54.3%
SC	$1,495,400	7.9%
CC	$2,968,686	15.7%
Priv	$442,081	2.3%
Ind	$3,747,225	19.8%
Total	$18,948,302	100.0%
Public	$14,758,996	77.9%
Private	$4,189,306	22.1%
Total	$18,948,302	100.0%

2018-19

	Dollars	Percent
UN	$9,467,798	52.6%
SC	$1,383,314	7.7%
CC	$3,067,929	17.0%
Priv	$558,421	3.1%
Ind	$3,526,912	19.6%
Total	$18,004,374	100.0%
Public	$13,919,041	77.3%
Private	$4,085,333	22.7%
Total	$18,004,374	100.0%

2017-18

	Dollars	Percent
UN	$9,008,975	51.6%
SC	$1,288,880	7.4%
CC	$2,599,823	14.9%
Priv	$1,172,514	6.7%
Ind	$3,378,110	19.4%
Total	$17,448,302	100.0%
Public	$12,897,678	73.9%
Private	$4,550,624	26.1%
Total	$17,448,302	100.0%

2016-17

	Dollars	Percent
UN	$8,426,399	49.7%
SC	$1,326,487	7.8%
CC	$2,934,560	17.3%
Priv	$866,711	5.1%
Ind	$3,394,146	20.0%
Total	$16,948,302	100.0%
Public	$12,687,446	74.9%
Private	$4,260,856	25.1%
Total	$16,948,302	100.0%

2015-16

	Dollars	Percent
UN	$7,734,845	45.9%
SC	$1,175,019	7.0%
CC	$3,110,456	18.4%
Priv	$1,559,712	9.2%
Ind	$3,288,124	19.5%
Total	$16,868,156	100.0%
Public	$12,020,320	71.3%
Private	$4,847,836	28.7%
Total	$16,868,156	100.0%

2014-15

	Dollars	Percent
UN	$7,256,011	44.1%
SC	$1,182,964	7.2%
CC	$3,067,820	18.6%
Priv	$1,803,200	10.9%
Ind	$3,158,161	19.2%
Total	$16,468,156	100.0%
Public	$11,506,795	69.9%
Private	$4,961,361	30.1%
Total	$16,468,156	100.0%

2013-14

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

2012-13

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

2011-12

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

2010-11

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

NOG Appropriation Funding by Source

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Lottery Funds	$9.8	$9.8	$10.0	$10.1	$10.7	$11.4	$12.4	$13.4	$15.4	$16.4	$16.4
General Funds	$6.7	$6.7	$6.9	$6.9	$6.7	$6.6	$6.6	$7.8	$7.6	$7.6	$8.1
Total	$16.4	$16.5	$16.9	$16.9	$17.4	$18.0	$18.9	$21.1	$22.9	$23.9	$24.4

Dollars in Millions
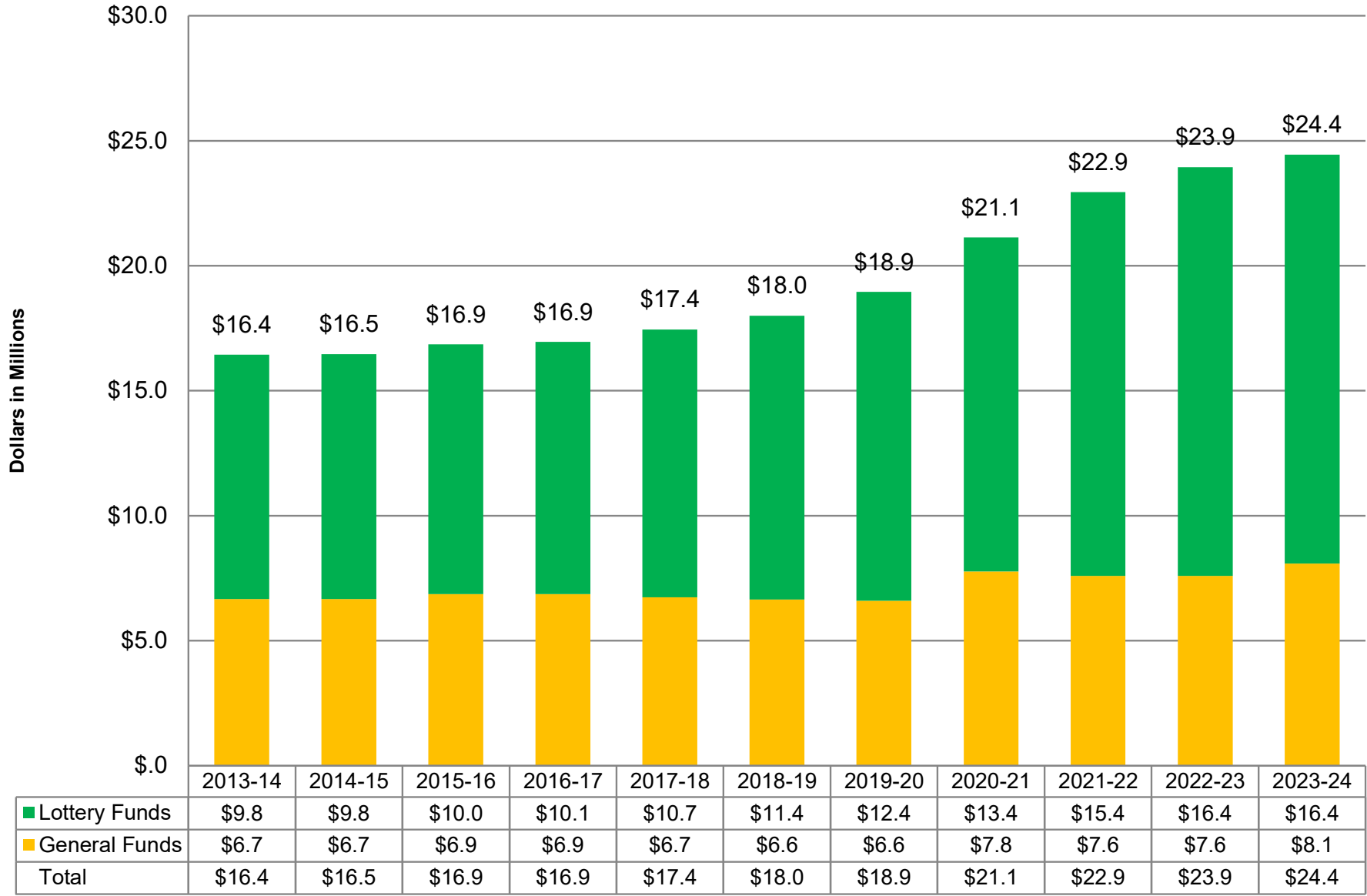
Lottery Fund Transfers to NOG
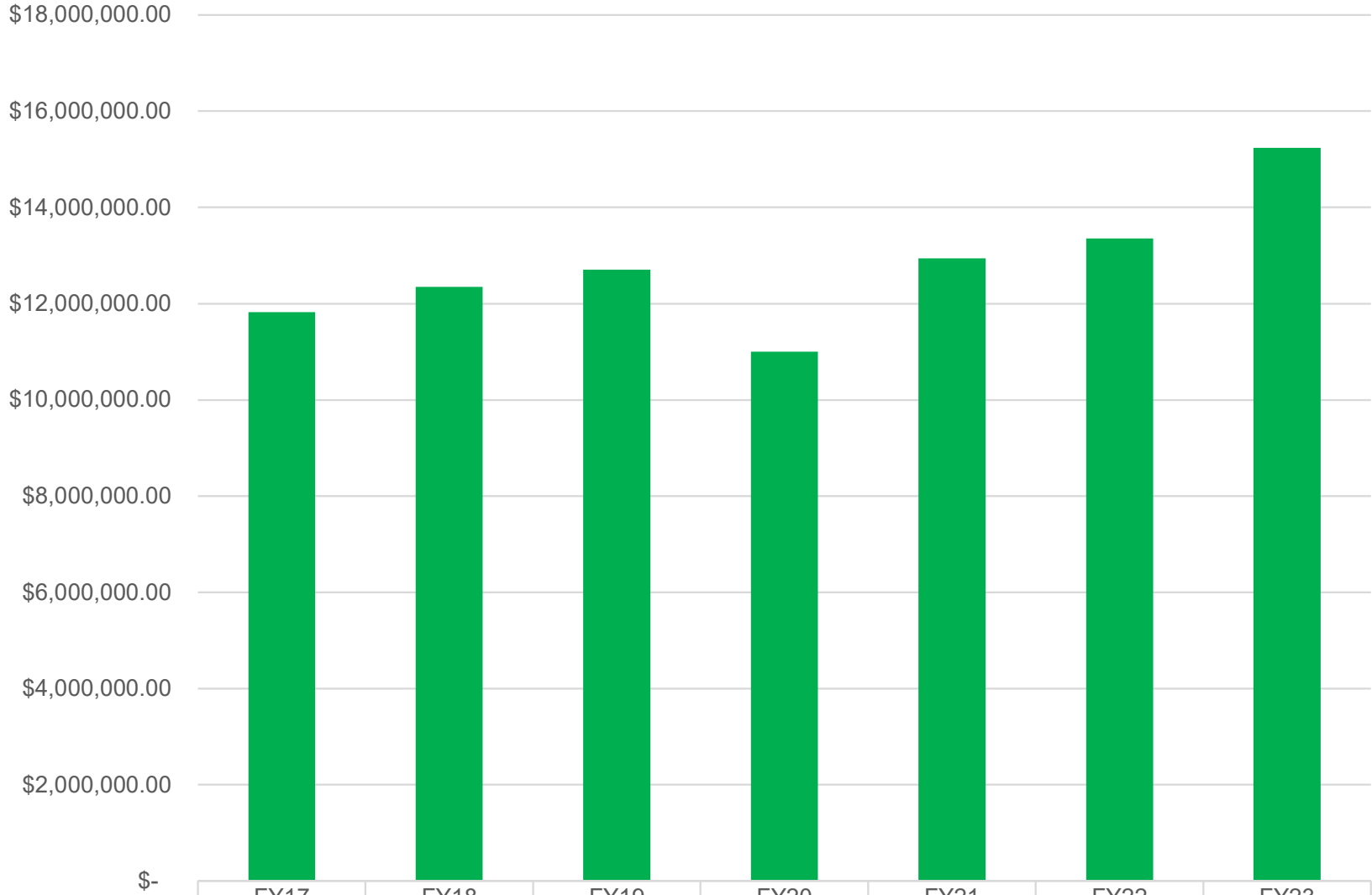
	FY17	FY18	FY19	FY20	FY21	FY22	FY23
■ Lottery Proceeds for NOG	$11,820,142.1	$12,346,556.6	$12,710,048.3	$11,003,088.8	$12,944,920.7	$13,355,957.1	15,238,514.87