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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION Apothecary/Ridnour Building 140 North 8<sup>th</sup> Street, 5<sup>th</sup> Floor, North Loft, Lincoln, Nebraska Friday, December 13, 2024 9:00 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 DECEMBER 13, 2024. THE MEETING WILL BEGIN AT 9:00 A.M. AND ADJOURN AT APPROXIMATELY 11:30 A.M.

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

DR. PAUL VON BEHREN, CHAIR

### *Meeting called to order at 9:00 a.m.*

### **CALL TO ORDER AND INTRODUCTIONS**

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

#### **Commissioners Present**

Tim Daniels  
Dr. Deborah Frison  
Dr. Dennis Headrick  
Dannika Nelson

Dr. Paul Von Behren  
Tami Weber  
W. Scott Wilson

#### **Commissioners Absent**

Dr. LeDonna Griffin  
Mary Lauritzen

Molly O'Holleran

#### **Commission Staff Present**

Dr. Michael Baumgartner  
Dr. Kathleen Fimple  
Jill Heese  
Kadi Lukesh  
J. Ritchie Morrow

Helen Pope  
Matthew Roque  
Celeste Thompson  
Gary Timm

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*Dr. Baumgartner introduces speakers*

**GUEST SPEAKERS**

Dr. Baumgartner stated that he and Dr. Kathleen Fimple, Academic Programs Officer, have been participating in the Nebraska Post-Secondary Education Consortium, which informs the process of bringing Pell-eligible programs back into prisons. Metropolitan Community College and Southeast Community Colleges are involved in this work. Representatives were present to provide information.

*Amy Doty, Southeast Community College*

Amy Doty, Dean of Correctional Education at Southeast Community College, provided a handout and spoke on UPWARD, a prison education program that was launched at four Nebraska correctional facilities in partnership with the Nebraska Department of Correctional Services. Ms. Doty discussed current programs such as CDL and culinary training and other services that Southeast Community College offers. She noted success stories and stated that several new programs will be available in 2025.

*Diane Good-Collins, Metropolitan Community College*

Diane Good-Collins, Director of the Re-entry Program at Metropolitan Community College, provided a short video on the 180 Re-entry Assistance Program (180 RAP) at Metropolitan Community College. The program serves the currently incarcerated, individuals leaving jail, prison or treatment centers, and those managing court-imposed issues. The program provides services and support to help individuals achieve their education and employment goals and make a successful transition into society.

*Minutes of October 11, 2024, approved*

**MINUTES OF OCTOBER 11, 2024, COMMISSION MEETING**

**Commissioner Frison made a motion to approve the October 11, 2024, minutes as written. Commissioner Daniels seconded the motion. A roll call was taken. Voting aye: Daniels, Frison, Headrick, Nelson, Von Behren, Weber, and Wilson. The motion carried.**

*Chair's report*

**CHAIR'S REPORT**

Chair Von Behren did not have a report.

*Executive Director's report*

**EXECUTIVE DIRECTOR'S REPORT**

The following out-of-service area application requests were approved by the executive director:

*Out-of-service area applications approved*

- Offered by Mid-Plains Community College  
Distance delivery from Arthur High School, Arthur, NE to Cody-Kilgore High School, Cody, NE
  - MATH 1150 – College Algebra – 3 Credits  
Spring 2025
  
- Offered by Central Community College  
Interactive two-way video from Arcadia High School, Arcadia, NE to Sargent High School, Sargent, NE

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*Out-of-service area applications,  
continued*

- BIOS 1260 – Structure & Function of Human Body II – 2 credits  
January 13, 2025 – May 15, 2025
- Offered by Central Community College  
Interactive two-way video from Arcadia High School, Arcadia, NE to Loup County Public Schools, Taylor, NE
  - BIOS 1260 – Structure & Function of Human Body II – 2 credits  
January 13, 2025 – May 15, 2025
- Offered by Central Community College  
Interactive two-way video from Arcadia High School, Arcadia, NE to Loup County Public Schools, Taylor, NE
  - HLTH 1060 – Comprehensive Medical Terminology – 3 credits  
January 13, 2025 – May 15, 2025
- Offered by Central Community College  
Interactive two-way video from Central Community College, Columbus, NE to Elgin High School, Elgin, NE
  - ENGL 2100 – Intro to Literature – 3 credits  
January 13, 2025 – May 8, 2025
- Offered by Central Community College  
Interactive two-way video from Central Community College, Columbus, NE to Pope John High School, Elgin, NE
  - SPCH 1110 – Public Speaking – 3 credits  
January 13, 2025 – May 8, 2025
- Offered by Mid-Plains Community College  
Distance delivery from Broken Bow Community Campus, Broken Bow, NE to Litchfield High School, Litchfield, NE
  - ENGL 1020 – English Composition II – 3 credits  
January 2, 2025 – May 16, 2025
- Offered by Mid-Plains Community College  
Distance delivery from Ansley High School, Ansley, NE to Litchfield High School, Litchfield, NE
  - SPAN 1020 – Elementary Spanish I – 5 credits  
January 2, 2025 – May 16, 2025

*Staff activities*

Dr. Baumgartner gave an update on staff happenings. J. Ritchie Morrow, Financial Aid Officer, attended the National Association of State Student Grant and Aid Programs annual conference in Portland, Maine, in the last week of October. He is also participating in weekly US Dept of Ed meetings on the FAFSA launch and has been signing up many high school counselors and principals for the FAFSA Completion website. NDE has provided the data on high school seniors that populates the website, and FAFSAs are beginning to roll in.

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*Staff activities, continued*

Dr. Kathleen Fimple attended the annual HLC State Partner Agencies meeting in Chicago in November. Three-year bachelor's degrees continue to be a hot topic there, as is the future of accreditation. She has also been meeting regularly with the M-SARA folks. A lot of concern for the future of SARA has dissipated since the election as new regulations affecting state reciprocity no longer seem imminent.

Dr. Baumgartner attended the Midwestern Higher Education Compact meeting in Overland Park last month, and Commissioner Frison attended by Zoom. Last week he attended the Education Commission of the States Winter Commission meeting in Denver, where they worked on fleshing out the six issues that ECS will work on over the next two years.

Dr. Baumgartner noted that the transition of the Excellence in Teaching Act (ETA) programs continues. Work continues with the application developers at NDE who are building the web-based ETA application and tracking system. User acceptance testing and data checking is being done, and next week data will be moving permanently from the old Access databases to the new system.

Celeste Thompson has become the new ETA specialist at CCPE, as Kelcy Sasse, who came from NDE has retired. Dr. Baumgartner thanked Kelcy for all her efforts to transition the program. One of the last things she did for us was the ETA Report on today's agenda.

Dr. Baumgartner stated that the CCPE staff are once again involved in buying, wrapping, and delivering Christmas gifts for seven families at Voices of Hope. The project is a team effort, even involving a few past employees.

*Public Hearing on Matters of General Concern*

**PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

**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.

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

*Academic Programs Committee  
Commission Weber*

**ACADEMIC PROGRAMS COMMITTEE**

Commissioner Weber, Committee Chair, introduced Dr. Fimple to provide information on the proposed program at the University of Nebraska at Omaha.

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University of Nebraska at Omaha –  
Proposal for a New Instructional  
Program – Applied Leadership Studies,  
BS

Dr. Fimple

Dr. Christine Billings, University of  
Nebraska at Omaha

Committee recommendation

University of Nebraska at Omaha –  
Proposal for a New Instructional  
Program – Applied Leadership Studies,  
BS, approved

Existing Program Review

## **University of Nebraska at Omaha – Proposal for a New Instructional Program - Applied Leadership Studies, BS**

Dr. Fimple presented the proposal, stating the purpose of the program is to provide multigenerational learners an undergraduate degree program that is accessible, affordable, and flexible. It would address workforce challenges for adults for whom obtaining a bachelor's degree would expand career opportunities. Dr. Fimple discussed the evidence of demand and need for the program.

Dr. Christine Billings, Director of the UNO Division of Continuing Studies, was present and answered questions from the Commissioners.

Committee recommendation: That the Commission approve the Bachelor of Science in Applied Leadership Studies at the University of Nebraska at Omaha.

**Commissioner Weber, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's Proposal for a New Instructional Program – Applied Leadership Studies, BS. A roll call was taken. Voting aye: Daniels, Frison, Headrick, Nelson, Von Behren, Weber, and Wilson. The motion carried.**

### **Existing Program Review**

Dr. Fimple presented the Existing Program Review.

Information Items:

#### **Central Community College**

- Diesel Technology, AAS, Diploma, Certificate
- Media Arts, AAS, Diploma, Certificate

#### **Metropolitan Community College**

- Administrative Technology (Office Technology), AAS, Certificate

#### **Mid-Plains Community College**

- Diesel Technology, AAS, Diploma, Certificate

#### **Northeast Community College**

- Diesel Technology, AAS
- Media Arts, AAS, Diploma
- Administrative Professional, AAS, AA, Diploma, Certificate

#### **Southeast Community College**

- Deisel Ag Equipment Service Tech, AAS
- Diesel Technology-Truck, AAS
- John Deere Construction & Forestry Equipment Tech, AAS
- John Deere Technology, AAS
- Office Professional, AAS, Diploma
- Powersports Technology, AAS, Diploma

Western Nebraska Community College

- Diesel, Truck & Heavy Equipment Technology, AAS, Diploma, Certificate

University of Nebraska – Lincoln

- Agriculture Leadership, Education and Communication, BS
- Leadership Education, MS, Graduate Certificate

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

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

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

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

Budget, Construction, and Financial  
Aid Committee

Commissioner Wilson

2023-24 Programs of the Excellence in  
Teaching Act Report

Mr. Morrow

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

Commissioner Wilson, in the absence of Commissioner Lauritzen, opened the Committee report.

**2023-24 Programs of the Excellence in Teaching Act Report**

Mr. Morrow presented the report. There are four separate programs under the Excellence in Teaching Act, the Attracting Excellence to Teaching Program (AETP), the Enhancing Excellence in Teaching Program (EETP), Career-Readiness and Dual-Credit (CRDC) Education Grant Program, and AETP-Student Teaching (AETP-ST). The latter two are new programs effective July 1, 2024, while AETP and EETP administrative duties were transferred from the Nebraska Department of Education to CCPE on July 1, 2024. The AETP program provides forgivable loans in an amount of \$3,000 to eligible students on an annual basis who are enrolled in an undergraduate or graduate teacher education program at an eligible Nebraska institution working towards initial certification to teach in Nebraska. EETP provides loans to graduate students in the amount of not more than \$175 per enrolled credit hour, up to a maximum of \$3000.

Mr. Morrow noted that since program implementation in 2006, 1,555 AETP loan recipients have received their initial certification with an endorsement in a subject area identified as a shortage area in Nebraska. The report includes allocations and awards listed by institution for the Attracting Excellence to Teaching Program (AETP), and the Enhancing Excellence in Teaching Program (EETP). Since the AETP-ST and CRDC are new programs, award information is not available. Mr. Morrow discussed the distribution formula and answered questions from the Commissioners.

Committee recommendation

Committee recommendation: The Budget, Construction, and Financial Aid Committee recommends approval of the 2023-24 Programs of the Excellence in Teaching Act report.

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*2023-24 Programs of the Excellence in Teaching Act Report, approved*

**Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, made a motion to approve the 2023-24 Programs of the Excellence in Teaching Act Report. A roll call was taken. Voting aye: Daniels, Frison, Headrick, Nelson, Von Behren, Weber, and Wilson. The motion carried.**

*Executive Committee*

*Chair Von Behren*

**EXECUTIVE COMMITTEE**

Chair Von Behren stated the Executive Committee met on November 21, 2024, to review and approve the 2024 Biennial Report in order to be ready for submission to the Governor and Legislature on or before December 1.

*Ratification of the Executive Committee's approval of the 2024 Biennial Report*

*Dr. Baumgartner*

**Ratification of the Executive Committee's approval of the 2024 Biennial Report**

Dr. Baumgartner presented a brief summary of the report, stating the 2024 Biennial Report provides an overview of the Coordinating Commission's accomplishments during 2023 and 2024.

*Committee recommendation*

Committee recommendation: That the Commission ratify the Executive Committee's approval of the Biennial Report to the Legislature and the Governor.

*Ratification of the Executive Committee's approval of the 2024 Biennial Report, approved*

**Chair Von Behren, on behalf of the Executive Committee, made a motion to approve the Ratification of the Executive Committee's Approval of the 2024 Biennial Report. A roll call was taken. Voting aye: Daniels, Frison, Headrick, Nelson, Von Behren, Weber, and Wilson. The motion carried.**

*Public Hearing on Planning and Consumer Information Committee Items*

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

There was no testimony on Planning and Consumer Information Items.

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

*Planning and Consumer Information Committee*

*Commissioner Wilson*

**PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner Wilson, in Commissioner O'Holleran's absence, introduced Jill Heese to provide the 2024 Measuring Accomplishments report.

*2024 Measuring Accomplishments, Companion Piece to Chapter One of the Comprehensive Statewide Plan for Postsecondary Education*

*Ms. Heese*

**2024 Measuring Accomplishments, Companion Piece to Chapter One of the Comprehensive Statewide Plan for Postsecondary Education**

Ms. Heese gave a presentation on the *2024 Measuring Accomplishments* report. The report is a companion piece to *Chapter One of the Comprehensive Statewide Plan for Postsecondary Education*. It includes national comparisons, peer comparisons for Nebraska's public institutions, and non-comparative measures. The Data Dictionary describes each of the measures in detail. Nebraska ranked in the top 25 for educational attainment by age group and degree level, in the top 10 for ACT college

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readiness and college continuation, and in the top 25 for high school graduation rates and six-year completion rates. Ms. Heese answered questions from the Commissioners.

*Next Commission meeting is January 24, 2025*

**FUTURE MEETINGS**

The next Commission meeting will be a virtual meeting via Zoom on Friday, January 24, 2025, 8:30 a.m.

*Meeting adjourned at 11:31 a.m.*

**ADJOURNMENT**

**Chair Von Behren** adjourned the meeting at 11:31 a.m.



# Quarterly Report as of December 31, 2024

## Administrative Funds (Program 640)

|                              | 2024-25<br>Appropriations | 2024-25<br>Current<br>Expenditures | Balance<br>Remaining | % of Budget<br>Expended<br>Time Elapsed<br>50.00% |
|------------------------------|---------------------------|------------------------------------|----------------------|---|
| <b>PERSONAL SERVICES</b>     |                           |                                    |                      |   |
| PSL                          | \$1,116,045               |                                    |                      |   |
| Permanent Salaries           | \$986,100                 | \$471,342                          | \$514,758            | 47.8%   |
| Benefits                     | \$326,247                 | \$124,935                          | \$201,312            | 38.3%   |
| Subtotal                     | \$1,312,347               | \$596,277                          | \$716,070            | 45.4%   |
| <b>OPERATING EXPENSES</b>    |                           |                                    |                      |   |
| Postage                      | \$6,000                   | \$1,556                            | \$4,444              | 25.9%   |
| Communication                | \$9,649                   | \$3,577                            | \$6,072              | 37.1%   |
| Data Processing              | \$72,438                  | \$28,056                           | \$44,382             | 38.7%   |
| Publication & Printing       | \$6,000                   | \$2,020                            | \$3,980              | 33.7%   |
| Awards Expense               | \$1,000                   | \$77                               | \$923                | 7.7%  |
| Dues & Subscriptions         | \$72,175                  | \$2,601                            | \$69,574             | 3.6%  |
| MHEC Dues                    | \$115,000                 | \$115,000                          | \$0                  | 100.0%  |
| Conference Registration Fees | \$3,000                   | \$1,604                            | \$1,396              | 53.5%   |
| Electricity                  | \$3,000                   | \$1,224                            | \$1,776              | 40.8%   |
| Rent Expense                 | \$64,100                  | \$27,176                           | \$36,924             | 42.4%   |
| Office Supplies              | \$4,000                   | \$309                              | \$3,691              | 7.7%  |
| Non Capitalized Equipment    | \$450                     | \$0                                | \$450                | 0.0%  |
| Food Expenses                | \$2,000                   | \$1,257                            | \$743                | 62.9%   |
| Education Supplies           | \$500                     | \$90                               | \$410                | 18.0%   |
| Account & Auditing Services  | \$6,260                   | \$5,963                            | \$297                | 95.3%   |
| Purchasing Assessment        | \$120                     | \$120                              | \$0                  | 100.0%  |
| Insurance Expense            | \$300                     | \$52                               | \$248                | 17.3%   |
| License Fees                 | \$1,499                   | \$1,499                            | \$0                  | 100.0%  |
| Other                        | \$800                     | \$274                              | \$526                | 34.3%   |
| Subtotal                     | \$368,291                 | \$192,455                          | \$175,836            | 52.3%   |
| <b>STAFF TRAVEL</b>          |                           |                                    |                      |   |
| Board & Lodging              | \$8,000                   | \$3,842                            | \$4,158              | 48.0%   |
| Commercial Transportation    | \$5,000                   | \$1,014                            | \$3,986              | 20.3%   |
| Meals-Travel Status          | \$3,000                   | \$822                              | \$2,178              | 27.4%   |
| State-Owned Transportation   | \$5,000                   | \$1,435                            | \$3,565              | 28.7%   |
| Mileage                      | \$7,000                   | \$992                              | \$6,008              | 14.2%   |
| Other                        | \$1,000                   | \$218                              | \$782                | 21.8%   |
| Subtotal                     | \$29,000                  | \$8,323                            | \$20,677             | 28.7%   |
| <b>COMMISSIONER TRAVEL</b>   |                           |                                    |                      |   |
| Board & Lodging              | \$6,600                   | \$2,568                            | \$4,032              | 38.9%   |
| Meals-Travel Status          | \$2,000                   | \$925                              | \$1,075              | 46.3%   |
| Mileage                      | \$15,000                  | \$6,708                            | \$8,292              | 44.7%   |
| Other                        | \$1,000                   | \$66                               | \$934                | 6.6%  |
| Subtotal                     | \$24,600                  | \$10,267                           | \$14,333             | 41.7%   |
| <b>TOTAL EXPENDITURES</b>    | <b>\$1,734,238</b>        | <b>\$807,322</b>                   | <b>\$926,916</b>     | <b>46.6%</b>                                      |
| General Fund                 | \$1,669,307               | \$804,411                          | \$864,896            |   |
| Cash Fund                    | \$64,931                  | \$2,911                            | \$62,020             |   |
| <b>Total</b>                 | <b>\$1,734,238</b>        | <b>\$807,322</b>                   | <b>\$926,916</b>     | <b>46.6%</b>                                      |

**Note: The percentage of budget spent without including the MHEC dues is 42.8%.  
The MHEC dues are paid in full (\$115,000) during the first month of the fiscal year.**

# Quarterly Report as of December 31, 2024

## Nebraska Opportunity Grant Program (NOG)

|                           | <i>2024-25<br/>Appropriations</i> | <i>2024-25<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-----------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                   |   |                              |   |
| Other Government Aid      | \$24,469,270                      | \$10,875,783                                | \$13,593,487                 | 44.4%   |
| <b>TOTAL EXPENDITURES</b> | <b>\$24,469,270</b>               | <b>\$10,875,783</b>                         | <b>\$13,593,487</b>          | <b>44.4%</b>  |
| General Fund              | \$8,093,430                       | \$2,706,458                                 | \$5,386,972                  |   |
| Cash Fund                 | \$16,375,840                      | \$8,169,325                                 | \$8,206,515                  |   |
| <b>Total</b>              | <b>\$24,469,270</b>               | <b>\$10,875,783</b>                         | <b>\$13,593,487</b>          | <b>44.4%</b>  |

## Higher Education Financial Aid

|                              | <i>2024-25<br/>Appropriations</i> | <i>2024-25<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|------------------------------|-----------------------------------|---|------------------------------|---|
| <b>PERSONAL SERVICES</b>     |                                   |   |                              |   |
| PSL                          | \$213,995                         |   |                              |   |
| Permanent Salaries           | \$135,964                         | \$38,697                                    | \$97,267                     | 28.5%   |
| Benefits                     | \$90,589                          | \$8,531                                     | \$82,058                     | 9.4%  |
| Subtotal                     | \$226,553                         | \$47,228                                    | \$179,325                    | 20.8%   |
| <b>OPERATING EXPENSES</b>    |                                   |   |                              |   |
| Postage Expense              | \$2,500                           | \$0   | \$2,500                      | 0.0%  |
| Data Processing              | \$8,783                           | \$205                                       | \$8,578                      | 2.3%  |
| Communications               | \$1,510                           | \$74  | \$1,436                      | 4.9%  |
| Dues & Subscriptions         | \$100                             | \$0   | \$100                        | 0.0%  |
| Rent Expense-Buildings       | \$7,980                           | \$826                                       | \$7,154                      | 10.4%   |
| Accounting & Auditing        | \$330                             | \$297                                       | \$33                         | 90.0%   |
| Conference Registration      | \$150                             | \$0   | \$150                        | 0.0%  |
| Other Operating Expenses     | \$319                             | \$0   | \$319                        | 0.0%  |
| Other Contractual Services   | \$63,352                          | \$0   | \$63,352                     | 0.0%  |
| Subtotal                     | \$85,024                          | \$1,402                                     | \$81,122                     | 1.6%  |
| <b>STAFF TRAVEL</b>          |                                   |   |                              |   |
| Personal Vehicle Mileage     | \$200                             | \$0   | \$200                        | 0.0%  |
| Subtotal                     | \$200                             | \$0   | \$200                        | 0.0%  |
| <b>GOVERNMENT AID</b>        |                                   |   |                              |   |
| Gap Assistance               | \$2,509,658                       | \$687,039                                   | \$1,822,619                  | 27.4%   |
| AETP                         | \$400,000                         | \$294,000                                   | \$106,000                    | 73.5%   |
| AETP-ST                      | \$300,000                         | \$216,000                                   | \$84,000                     | 72.0%   |
| EEPT                         | \$800,000                         | \$511,125                                   | \$288,875                    | 63.9%   |
| CRCD                         | \$220,000                         | \$33,576                                    | \$186,424                    | 15.3%   |
| Door to College              | \$163,018                         |   | \$163,018                    | 0.0%  |
| Career SCH-Community College | \$4,000,000                       |   | \$4,000,000                  | 0.0%  |
| Career SCH-Private Colleges  | \$4,000,000                       |   | \$4,000,000                  | 0.0%  |
| Subtotal                     | \$12,392,676                      | \$1,741,740                                 | \$10,650,936                 | 14.1%   |
| <b>TOTAL EXPENDITURES</b>    | <b>\$12,704,453</b>               | <b>\$1,790,370</b>                          | <b>\$10,914,083</b>          | <b>0.0%</b>   |
| General Fund                 | \$8,000,000                       |   | \$8,000,000                  |   |
| Cash Fund                    | \$4,704,453                       | \$1,790,370                                 | \$2,914,083                  |   |
| <b>Total</b>                 | <b>\$12,704,453</b>               | <b>\$1,790,370</b>                          | <b>\$10,914,083</b>          | <b>14.1%</b>  |

# Quarterly Report as of December 31, 2024

## Access College Early Scholarship (ACE)

|                           | <i>2024-25<br/>Appropriations</i> | <i>2024-25<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-----------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                   |   |                              |   |
| Other Government Aid      | \$2,020,247                       | \$218,931                                   | \$1,801,316                  | 10.8%   |
| <b>TOTAL EXPENDITURES</b> | <b>\$2,020,247</b>                | <b>\$218,931</b>                            | <b>\$1,801,316</b>           | <b>10.8%</b>  |
| General Fund              | \$2,020,247                       | \$218,931                                   | \$1,801,316                  |   |
| <b>Total</b>              | <b>\$2,020,247</b>                | <b>\$218,931</b>                            | <b>\$1,801,316</b>           | <b>10.8%</b>  |

## Guaranty Recovery Program

|                           | <i>2024-25<br/>Appropriations</i> | <i>2024-25<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-----------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                   |   |                              |   |
| Other Government Aid      | \$16,000                          | \$0   | \$16,000                     | 0.0%  |
| <b>TOTAL EXPENDITURES</b> | <b>\$16,000</b>                   | <b>\$0</b>                                  | <b>\$16,000</b>              | <b>0.0%</b>   |
| Cash Fund                 | \$16,000                          | \$0   | \$16,000                     |   |
| <b>Total</b>              | <b>\$16,000</b>                   | <b>\$0</b>                                  | <b>\$16,000</b>              | <b>0.0%</b>   |

## Community College ARPA Grants

|                           | <i>2024-25<br/>Appropriations</i> | <i>2024-25<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-----------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                   |   |                              |   |
| Other Government Aid      | \$14,055,270                      | \$6,647,539                                 | \$7,407,731                  | 47.3%   |
| <b>TOTAL EXPENDITURES</b> | <b>\$14,055,270</b>               | <b>\$6,647,539</b>                          | <b>\$7,407,731</b>           | <b>47.3%</b>  |
| Federal Fund              | \$14,055,270                      | \$6,647,539                                 | \$7,407,731                  |   |
| <b>Total</b>              | <b>\$14,055,270</b>               | <b>\$6,647,539</b>                          | <b>\$7,407,731</b>           | <b>47.3%</b>  |

## Community College ARPA Funds - Dual Enrollment (Agency 83)

|                           | <i>2024-25<br/>Appropriations</i> | <i>2024-25<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-----------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                   |   |                              |   |
| Other Government Aid      | \$10,000,000                      | \$5,000,000                                 | \$5,000,000                  | 50.0%   |
| <b>TOTAL EXPENDITURES</b> | <b>\$10,000,000</b>               | <b>\$5,000,000</b>                          | <b>\$5,000,000</b>           | <b>50.0%</b>  |
| Federal Fund              | \$10,000,000                      | \$5,000,000                                 | \$5,000,000                  |   |
| <b>Total</b>              | <b>\$10,000,000</b>               | <b>\$5,000,000</b>                          | <b>\$5,000,000</b>           | <b>50.0%</b>  |



## NEW DEGREE PROPOSAL

**Institution:** Chadron, Peru, and Wayne State Colleges  
(CSC, PSC, WSC)

**Program:** General Studies

**Award:** Associate of General Studies (AGS)

**Mode of Delivery:** Not applicable

**Institution's Existing Degree(s) in Same or Similar Discipline:** Courses in general studies and other disciplines

**Proposal Received by Commission:** January 2, 2025

**Proposed Start Date:** Fall 2025

### Background

Many students enroll in college, invest a significant amount of time and money, but do not complete all required coursework, never earning an academic award. While having what is sometimes termed “some college,” a student with a collection of courses is usually of less interest to a potential employer than one with a degree, diploma, or certificate. Therefore, “some college” is less valuable to the former student seeking employment.

### Description

The proposed degree intends to provide a remedy to this situation for students who have attended one of the three institutions in the Nebraska State College System by awarding an associate degree if eligibility requirements are met. The eligibility requirements would be:

- Attended a Nebraska State College but is not currently attending
- Earned a minimum of 70 undergraduate credit hours
- Has not attended the College for at least one year
- Has not earned an associate degree prior to attending the State College
- Is not eligible for an associate degree from a Nebraska community or tribal college, the Nebraska College of Technical Agriculture, or the University of Nebraska, through a reverse transfer process\*
- Has not earned a bachelor's degree from the State College
- Has not earned an associate or bachelor's degree from another institution after attending the State College

\* Reverse transfer is the process of awarding an associate degree to students who began their education at a community college and then transferred to a four-year institution prior to completing their associate degree. To be eligible, students must have completed a minimum number of credits at the community college and have a minimum of a 2.0 GPA. They must have earned transfer credit at a four-year institution with a grade of “C” or higher.

If the student meets the eligibility requirements, they would then need to meet the requirements for the degree:

- Completed a minimum of 70 undergraduate credit hours with a C- or above grade
- Completed a range (15 to 42 credit hours) of courses and experiences aligned to the areas of:
  - Quantitative/Logical Reasoning
  - Effective Communication
  - Critical Inquiry and Creative Problem Solving
  - Cultural, Aesthetic, and Creative Arts
  - Human Behavior and Society
- Completed a minimum of 15 credits at the State College
- Hold a minimum of a 2.0 cumulative GPA

If approved, this program would be called Attain Nebraska.

The State Colleges request this program be approved and remain in effect through academic year 2030. During the summer of 2030 consideration of continuation would occur, contingent on the analysis of program success. A report would be created that includes:

- the number of students who have been awarded the AGS degree,
- the number of students who have been awarded an associate degree through the reverse transfer process, and
- the number of AGS awardees who were ultimately able to return to earn a bachelor’s degree from the State Colleges.

The Higher Learning Commission (HLC) would also need to approve the proposed program for the three State Colleges. The State Colleges have held preliminary discussions with their HLC liaison with positive results.

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

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

\*\* Under role and mission for the state colleges, Nebraska statutes state:

*“The state colleges may continue to deliver academic transfer and preprofessional associate degree programs for which a degree may be awarded if approved by the Board of Trustees of the Nebraska State Colleges and the Coordinating Commission for Postsecondary Education pursuant to sections 85-1413 and 85-1414 upon demonstration of compelling need and unique capacity of the state colleges to offer such programs. The state colleges shall not independently award the associate degree, diploma, or certificate for applied technology education programs. (NRS § 85-952)*

## REVIEW CRITERIA

### A. Need for the Program

|              |
|--------------|
| High-----Low |
| √            |

The State Colleges report that there are almost 900 students who would meet the eligibility requirements for the proposed degree (see Section B).

The intention of awarding previous students an AGS credential is that it may provide the opportunity for expanded employment and/or future degrees. This philosophy drove an

effort in Colorado called the Colorado Re-Engaged (CORE) Initiative enacted by the Colorado legislature in 2021 (see the last page of this document for a statement from the Colorado Department of Higher Education). The proposal cites this initiative, which served as a model for the AGS at the Nebraska State Colleges.

The proposal also notes that Nebraska has set an attainment goal whereby 70% of 24- to 35-year-olds have earned a credential of value by 2030. The proposed degree could prove to have a significant impact on this goal.

Colorado’s statistics support the need as well as the demand for an AGS program. In January 2024 Colorado awarded the first associate degrees under the CORE initiative. With six institutions participating, 300 degrees were awarded. Following graduation in June 2024, 922 degrees had been awarded, according to the Colorado Department of Education.

**B. Demand for the Program**

|              |
|--------------|
| High-----Low |
| √            |

In researching the potential of offering an AGS degree, the State College System reported identifying over 1,900 students who initially met many of the proposed requirements. After detailed screening, over 1,000 were determined to be ineligible: 559 who would qualify for a reverse transfer degree from a community college and about 500 who had already received a degree elsewhere. This left 892 individuals who would be potential recipients of the AGS degree.

The college would notify eligible students each term. A student would need to apply for the degree, but the college would waive the usual graduation fee.

The figures provided suggest that there could be substantial interest in the proposed degree.

**C. Avoidance of Unnecessary Duplication**

|              |
|--------------|
| High-----Low |
| √            |

There is not a comparable program in the state of Nebraska. Few four-year institutions even offer associate degrees. A similar degree is offered by Bellevue University (AS in Multidisciplinary Studies), but it is designed for students who initially enroll and complete at Bellevue. There is no institution awarding an associate degree post-facto to former students of a four-year institution.

The awarding of associate degrees at public Nebraska institutions is primarily the role of the community colleges, although the State Colleges are allowed to do so as noted above. The proposed degree program would not infringe on the community colleges. First, the State College would not award an AGS to a student who was eligible for a transfer degree from a community college. They would, however, encourage individuals to seek such a degree and help them access the appropriate resources. Second, the State Colleges would not advertise the program or recruit new students into it. Should earning the AGS prove to be a catalyst for a prior student to return to college, the institutions would readily assist them.

The University of Nebraska also has the ability to offer certain associate degrees, limited by statute to agriculturally related fields, radiologic technology, radiation therapy, nuclear medicine technology, and engineering technology if approved by the Coordinating Commission. Other than the degrees offered by the Nebraska College of Technical Agriculture, the University does not currently offer associate degrees in any field (see page 4 for the complete statute).

**D. Resources: Faculty/Staff/Physical Facilities/Equipment/Informational Resources**

Requirements for the degree would have been met during the individual's previous attendance at a State College, so there would be no impact on current resources.

**F. Budget**

*Expenses:*

The State Colleges report that expenses would be minimal. Data analysis reports would be run each term to identify eligible recipients, and communication would be sent to them. Reports that identify former State College students who may potentially be eligible for a reverse transfer degree at each Nebraska community or tribal college would also be run and provided to each two-year institution.

*Revenue:*

This would not be a revenue-generating program.

**Committee Comment:** The AGS degree would provide individuals with additional employment opportunities and a credential on which to build. Offering the degree would also contribute to the state meeting its 70% attainment goal.

**Committee Recommendation:** That the Commission approve the Associate of General Studies degree at Chadron, Peru, and Wayne State Colleges with a report on the Colleges' 2030 analysis of program success due September 15, 2030.

First Program Review: Due June 30, 2027 (report only on number of degrees awarded).

**NRS, § 85-943**

**University of Nebraska; associate degree, diploma, and certificate; programs authorized; conditions; exception.**

The University of Nebraska may continue to offer the associate degree, diploma, and certificate in agriculturally related fields, radiologic technology, radiation therapy, nuclear medicine technology, and engineering technology if approved by the Coordinating Commission for Postsecondary Education pursuant to sections [85-1413](#) and [85-1414](#) upon the demonstration of a compelling need and unique capacity by the university to offer such programs. The University of Nebraska shall not offer associate degrees or less than associate-degree-level diplomas or certificates in other than authorized and approved programs. If approved by the Coordinating Commission for Postsecondary Education pursuant to sections [85-1413](#) and [85-1414](#), the University of Nebraska may offer certificates within fields in addition to those specified in this section if the preponderance of courses comprising those certificates are above the associate-degree level.



1600 Broadway, Suite 2200  
Denver, CO 80202

Jared Polis  
Governor

Dr. Angie Paccione  
Executive Director

January 19, 2023

Dear College and University Presidents,

The Colorado Re-Engaged (CORE) Initiative enables four-year higher education institutions to award an associate degree to eligible students who have stopped out of a baccalaureate program after earning at least 70 credit hours. These former students have invested a significant amount of time and money to advance their knowledge and skills through higher education, but lack an academic credential to reflect this investment. By awarding an associate degree in recognition of academic credits already completed, Colorado’s four-year institutions can open new career opportunities for individual degree recipients, strengthen the state’s workforce and economy, and create pathways for these former students to reengage in higher education.

**Benefits to individuals who receive an earned associate degree**

Each year, many students enrolled in baccalaureate programs are forced to pause or discontinue their postsecondary education by circumstances beyond their control. Associate degrees awarded under CORE are not intended to be a replacement for, or equivalent to, a bachelor’s degree, but they can provide measurable benefits to the students who earn them. On average, individuals with an associate degree have higher annual earnings, lower rates of unemployment, and access to more high-quality employment opportunities than those with only a high school diploma.

**Benefits to Colorado’s economy and workforce**

In addition to increasing income potential and employment opportunities for individual degree recipients, the CORE Initiative can improve economic prospects for the communities in which those individuals work and live. By increasing the number of Coloradoans with an academic credential, CORE can also expand the state’s workforce and support the continued economic recovery of the business community.

**Benefits to Colorado’s four-year universities and colleges**

Awarding an earned associate degree can provide the institution with a powerful tool to promote re-engagement. Participating institutions can increase student enrollment numbers by providing targeted assistance and outreach to associate degree recipients to enable them to re-engage, re-enroll and complete their bachelor’s degree.

Given the potential for the CORE Initiative to benefit individuals, institutions, and the state’s economy, we encourage all eligible institutions of higher education in Colorado to participate in this innovative first-in-the-nation program.

Sincerely,

Dr. Angie Paccione  
Executive Director

Jared Polis  
Governor







## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Southeast Community College (SCC)

**Program:** Data Science

**Award:** Associate of Science (AS)

**Mode of Delivery:** Online and in person on the Lincoln campus

**Institution’s Existing Degree(s) in Same or Similar Discipline:** AAS degrees, diplomas, and certificates in computer information technology and math

**Proposal Received by Commission:** November 26, 2024

**Proposed Start Date:** August 2025

### Description

Data science is an interdisciplinary field focused on extracting knowledge from typically large data sets and applying the knowledge and insights gained to solve problems in a wide range of fields. In the proposed program, students would learn how to collect, clean, analyze, and interpret data to inform decision-making processes across various industries such as banking, finance, insurance, healthcare, and media and entertainment. Graduates would be prepared for entry-level positions in data analysis, business intelligence, market research, and other related areas. They would also have a foundation for transfer to a four-year program.

The proposed program would require 61 credit hours: 34 hours in the subject areas, 26 hours of general education, and one hour of College Success. Most courses are existing math and computer science courses, but three new courses would be needed. See page 4 for the curriculum.

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

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

\*State statutes identify one of the priorities for community colleges as "transfer education" (see bottom of page 4).

### REVIEW CRITERIA

#### A. Need for the Program

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

SCC provided information from the Lightcast Q2 2024 Data Set for job openings in data science in Nebraska. Between January 2020 and May 2024, there were 2,959 unique job postings in data science-related jobs across SCC’s service area (also see Section B).

The proposal also cited the U.S. Bureau of Labor Statistics (BLS) that reported the field of data science is experiencing significant growth. Employment of data scientists is projected to increase by 36% from 2023 to 2033 with approximately 20,800 job openings each year across the nation.

The figures for data science may include positions that require a bachelor's degree and the BLS data is national. However, the program would be online and could attract students from outside the state.

**B. Demand for the Program**

|              |
|--------------|
| High-----Low |
| √            |

The proposal states that the volume of searches on Goggle for data science is “exceptionally high” and in the 98<sup>th</sup> percentile of searches, according to Gray Associates. Enrollment in data science programs nationally has increased.

SCC also conducted local research of job posting websites. That research indicated there are an increasing number of companies (e.g., Sandhills Global, Sephora, simulation/sports modeling, healthcare, LMI, etc.) who will accept any degree or experience using computer software programs like R, Python, SQL, Tableau, etc. Sandhills Global alone hired nearly 400 employees in 2023. Southeast concluded that while it graduates approximately 70 students from its Information Technology programs each year, the demand for IT professionals in Nebraska far exceeds what the college can supply.

SCC anticipates initial enrollment of 10 students with a general annual increase of 5-10 students as the program grows and develops interest. The large local demand by employers more than justifies the projected enrollments.

**C. Avoidance of Unnecessary Duplication**

|              |
|--------------|
| High-----Low |
| √            |

There are no AS programs in data science in Nebraska. Metro Community College offers a career certificate in Information Technology with a focus on data science.

SCC reports that all the courses listed in the curriculum plan are transferrable to UNL. UNL has stated that the proposed data science program “looks like an excellent fit” for their data science program (BA and BS, approved by CCPE in 2022) and students would be able to “transfer in either the College of Arts and Sciences or the College of Engineering” to complete a four-year degree. SCC is also working with UNO and UNK to finalize a student pathway.

**D. Resources: Faculty/Staff**

|              |
|--------------|
| High-----Low |
| √            |

SCC states that no additional faculty would be needed since all but three of the required courses are currently offered. The three new courses are already under development and would be delivered by current faculty and adjunct faculty. The budget includes salaries for additional adjuncts if growth warrants and a stipend for a current faculty member who would serve as the department chair.

The Arts and Sciences Division would provide support staffing and administrative oversight.

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

|              |
|--------------|
| High-----Low |
| √            |

The proposed program would be housed in the new Sandhills Global Technology Center providing students access to state-of-the-art learning spaces in computer science.

The Sandhills Global Technology Center is located on SCC’s Lincoln Campus with a planned opening in January 2025. It will include specialized lab spaces and room for program growth, along with “dynamic and innovative” technologies. The center would allow programs with space deficiencies to expand the number of graduates while creating opportunities for short-term programming, expedited retraining, and customized training to meet Nebraska’s workforce needs.

For online students SCC reports that sufficient equipment, hardware, and software are in place at all campus locations. For computer science courses, the class would need to be held in a computer classroom. Many computer programming platforms offer free access for students, but as the program is developed, there may be a need for additional computer software.

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

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

The proposal states that sufficient library staff, library resources, and information technology resources are in place at all campus locations to support the students and program.

**G. Budget**

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

| PROJECTED COSTS                |           | ANTICIPATED REVENUES          |           |
|--------------------------------|-----------|-------------------------------|-----------|
| Faculty and Staff <sup>1</sup> | \$147,000 | State Aid/Property Tax        |           |
| General Operating              | \$50,000  | New State Funds               |           |
| Equipment                      | \$20,000  | New Local Funds               |           |
| Other <sup>2</sup>             | \$15,000  | Tuition and Fees <sup>3</sup> | \$486,000 |
| Five-Year TOTAL                | \$212,000 | Five-Year TOTAL               | \$486,000 |

<sup>1</sup>Salaries for additional adjunct faculty starting in year 2 (.5 FTE in years 2 and 3; 1.0 FTE in years four and five)

<sup>2</sup>Stipend for program chair

<sup>3</sup>Based on 10 students in year one and increasing to 30 students in years four and five, taking 30 credit hours per year at \$127 per credit hour with a 3% increase annually in tuition and fees (approximately \$142 in year five).

**Committee Recommendation: That the Commission approve the Associate of Science degree in Data Science at Southeast Community College.**

First Program Review:

Due June 30, 2028

## Data Science, AS

| Course Number                             | Course Name                                    | Credit Hours |
|---|--|--------------|
| ACFS 1015                                 | Success@SCC                                    | 1.0          |
| <b>Math/Computer Science Core Classes</b> |  |              |
| CSCI 1550                                 | Computer Science I                             | 4.0          |
| CSCI 2311                                 | Data Structures and Algorithms for Informatics | 3.0          |
| INFO 2578                                 | Data Analysis using Python                     | 3.0          |
| MATH 1300                                 | Pre-Calculus                                   | 5.0          |
| MATH 1600                                 | Calculus I                                     | 5.0          |
| MATH1700                                  | Calculus II                                    | 5.0          |
| MATH 2170                                 | Applied Statistics                             | 3.0          |
| MATH 2270                                 | Statistics II                                  | 3.0          |
| MATH 2314                                 | Linear Algebra                                 | 3.0          |
|   | <b>Total Math &amp; Computer Science Core</b>  | <b>34.0</b>  |
|   | <b>Total General Education Core</b>            | <b>26.0</b>  |
|   | <b>Total Credit Hours</b>                      | <b>61.0</b>  |
|   |  |              |

## Nebraska Revised Statutes

**§ 85-962**

The second instructional and service priority of the community colleges shall be transfer education, including general academic transfer programs, or applied technology and occupational programs which may be applicable to the first two years of a bachelor's degree program, and, when necessary, foundations education.

**§ 85-926**

General academic transfer programs shall mean those one-year or two-year degree-credit programs, at the associate degree level or below including liberal arts and sciences degrees or courses, intended by the offering institution for transfer into a baccalaureate program. Programs in this category may include the award of a formal degree upon completion of the program.



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Southeast Community College (SCC)

**Program:** Agricultural Teacher Education

**Award:** Associate of Applied Science (AAS)

**Mode of Delivery:** Face-to-face on the Beatrice campus; some courses online

**Institution’s Existing Degree(s) in Same or Similar Discipline:** AAS degrees, diplomas, and certificates in agriculture

**Proposal Received by Commission:** November 26, 2024

**Proposed Start Date:** August 2025

**Description**

The proposed Agricultural Teacher Education AAS degree is designed for individuals interested in working with high school and/or middle school students as they learn about career opportunities in the agriculture industry. The program would prepare individuals to transfer to a 4-year college or university to complete their training to earn a teaching certification for a position in the middle school/secondary education system. The program and curriculum plan were developed in cooperation with the University of Nebraska - Lincoln Institute of Agriculture and Natural Resources to create a dedicated 2+2 program path for students whereby students would earn a BS degree in Agricultural Leadership, Education, and Communication. A similar set of classes inside SCC’s current Ag Business focus has successfully been in use for several years to transfer to Kansas State University for the same purpose. This proposal formalizes the Kansas State transfer pathway as well.

The proposed program would require 61 credit hours: 45 hours in agriculture and agricultural education courses, 15 hours of general education, and one hour of College Success. All courses are existing except for one optional agriculture communication course. See page 4 for the curriculum.

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

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

**REVIEW CRITERIA**

**A. Need for the Program**

|  |   |  |  |  |
|--|---|--|--|--|
| High-----Low   |   |  |  |  |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">√</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | √ |  |  |  |
| √  |   |  |  |  |

SCC provided information from the Lightcast Q2 2024 Data Set to demonstrate need. The regional employment data indicated there was a high number (258) of agricultural education jobs in SCC’s service area as compared to the national average (155) and regional employment was higher than the national average. There were too few job postings in the service area to demonstrate a demand. However, K-12 schools report that they are eager to hire individuals in this field because agriculture education teachers at the secondary level are retiring at a faster rate than they can be replaced, risking the need for schools to abandon their agriculture programs.

The proposal included the following data originally shared by the UNL Agriculture program:

- Today, 218 school districts offer agricultural education and FFA in Nebraska. This is an increase from 133 schools in 2010, adding 85 schools that have had to hire a teacher. This represents a 64% increase in 14 years.
- During this same timeframe, many schools have added a second or third agriculture teacher. Today, there are 258 positions in Nebraska.
- Nebraska traditionally hovered between 20-35 open positions in a single year. In the last five years, they state has averaged 57 open positions.
- In total, 70 schools advertised to fill 2024-2025 academic year teaching positions. Over 25 of these positions went either unfilled or filled by a teacher who did not hold the proper teaching certificate with agricultural education endorsement. This is a risk for Nebraska’s largest industry, especially if schools choose to close agricultural education programs due to a lack of qualified teachers.

The need for agricultural teachers is clear, but the figures reflect positions that require a bachelor’s degree and teacher certification.

**B. Demand for the Program**

|              |  |  |   |  |
|--------------|--|--|---|--|
| High-----Low |  |  |   |  |
|              |  |  | √ |  |

The proposal cites Gray & Associates, indicating an agricultural teacher education program in SCC’s service area demonstrates low student searches, but with a 94th percentile ranking for new student enrollment and growth. SCC maintains that a 2+2 partnership between SCC and UNL—that this degree could provide—would be “an appealing pathway for students interested in agriculture career opportunities.”

The proposal included a statement from an associate professor of practice in the agricultural education program at UNL. His statement echoed the data from UNL as well as stating “Nebraska needs more students to consider becoming agriculture teachers to meet the demand. A 2+2 associate to bachelor’s degree pathway opens this possibility to students who may never have considered teaching.”

SCC anticipates initial enrollment of 10 students with a general annual increase of 5-10 students as the program grows and develops interest.

This section reiterates the need for agriculture education teachers at the high school level but doesn’t provide evidence of student demand for the proposed program. In fact, data from Gray and Associates indicates a low number of student searches.

**C. Avoidance of Unnecessary Duplication**

|              |  |  |  |  |
|--------------|--|--|--|--|
| High-----Low |  |  |  |  |
| √            |  |  |  |  |

There are no AAS programs in agricultural teacher education in Nebraska, although Nebraska College of Technical Agriculture offers an AS in Agricultural Production Systems with an Agricultural Education option that transfers to UNL. The University of Nebraska – Lincoln is the only program in the state that offers an agriculture teacher education baccalaureate program. They had 21 graduates in 2023. An associate degree program that could increase the number of students in the UNL program would not be a duplication.

**D. Resources: Faculty/Staff**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

SCC states that the Agriculture Management & Production program currently has sufficient full-time faculty and a pool of adjunct faculty qualified to teach in the proposed program. The current faculty would develop the optional Agriculture Communication course. The Agriculture Division would provide support staffing and administrative oversight.

SCC anticipates beginning with 10 students and adding an additional 10 students each year. While they would be identified and advised as students in the Agricultural Teacher Education AAS, the students would be in classes with other students in other Ag Focus areas.

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

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

The proposal states that no new facilities or equipment would be needed. However, there is \$2,000 in the budget each year for equipment.

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

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

SCC reports that virtual library and technology resources are already in place to support all distance learners. Sufficient library staff, library resources and information technology resources are in place at the Beatrice campus location to support the students and program.

**G. Budget**

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

| PROJECTED COSTS    |          | ANTICIPATED REVENUES          |           |
|--------------------|----------|-------------------------------|-----------|
| Faculty and Staff  |          | State Aid/Property Tax        |           |
| General Operating  | \$58,000 | New State Funds               |           |
| Equipment          | \$10,000 | New Local Funds               |           |
| Other <sup>1</sup> | \$15,000 | Tuition and Fees <sup>2</sup> | \$388,760 |
| Five-Year TOTAL    | \$83,000 | Five-Year TOTAL               | \$388,760 |

<sup>1</sup>Program chair stipend

<sup>2</sup>Based on 10 students in year one and 20 students in subsequent years, taking 30 credit hours per year at \$127 per credit hour with a 3% increase annually in tuition and fees (approximately \$142 in year five).

**Committee Comment:** The proposal documented the need for agriculture teachers but did not provide evidence of student demand. The cost to offer the program would be small.

**Committee Recommendation:** That the proposal be forwarded to the full Commission without a recommendation for the purpose of discussion with Southeast Community College regarding the name of the program.

First Program Review:

Due June 30, 2028

## Agricultural Teacher Education, AAS

| Course Number | Course Name | Credit Hours |
|---------------|-------------|--------------|
| ACFS 1015     | Success@SCC | 1.0          |

**Ag Management & Production Core Courses:**

|           |                               |     |
|-----------|-------------------------------|-----|
| AGRI 1126 | Intro to Livestock Production | 3.0 |
| AGRI 1131 | Crop & Food Science           | 3.0 |
| AGRI 1171 | Ag Technology                 | 2.0 |
| AGRI 1205 | Enterprise Analysis           | 3.0 |

**Ag Education Core Courses:**

|  |   |             |
|--|---|-------------|
| AGRI 1101<br>OR AGRI XXXX                        | Agriculture Photography & Photo Editing<br>OR Ag Communication  | 3.0         |
| AGRI 1141  | Livestock Management  | 4.0         |
| AGRI 1153  | Soils & Plant Nutrition   | 4.0         |
| AGRI 1257  | Live Animal Selection & Carcass Evaluation  | 2.0         |
| AGRI 1258  | Introduction to Meats   | 2.0         |
| AGRI 1505  | Intro to Ag Education & Early Field Experience  | 3.0         |
| AGRI 2231  | Applied Animal Reproduction   | 4.0         |
| HORT 1130  | Introduction to Horticulture  | 3.0         |
| AGRI 1219<br>AGRI 1378<br>AGRI 2212<br>AGRI 2279 | <u>Take <b>one</b> of the following:</u><br>Motorized Ag Equipment<br>Electrical & Hydraulic Fundamentals<br>Ag Machinery Maintenance<br>Precision Technology | 2.0         |
| WELD 1060  | Basic OA/SMAW   | 4.0         |
| WELD 1070  | GMAW Theory and Lab   | 3.0         |
|  | <b>Total Agriculture Core</b>   | <b>45</b>   |
|  | <b>Total General Education Core</b>   | <b>15.0</b> |
|  | <b>Total Credit Hours</b>   | <b>61.0</b> |





## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Southeast Community College (SCC)

**Program:** Utility Lineworker

**Award:** Associate of Applied Science (AAS)

**Mode of Delivery:** Face-to-face on the Lincoln campus; possible expansion to Milford campus in the future

**Institution’s Existing Degree(s) in Same or Similar Discipline:** None

**Proposal Received by Commission:** November 26, 2024

**Proposed Start Date:** Fall 2026

### Description

The proposed program is designed to prepare students to apply technical knowledge and skills to install, operate, maintain, and repair electric power distribution systems, both overhead and underground; to install and maintain residential, commercial, and industrial electric power wiring; and to do related work such as street lighting, outdoor lighting, and substation installation. Utility line worker is a hands-on career that offers a combination of technical skills, outdoor physical activity, and the opportunity to work in a critical infrastructure field.

The proposed program would require 65 credit hours: 49 hours in the utility lineworker core (two existing courses in truck driving, 17 new courses in utility line), 15 hours of general education, and one hour of College Success. See page 4 for the curriculum.

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

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

### REVIEW CRITERIA

#### A. Need for the Program

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

SCC provided information from the Lightcast Q2 2024 Data Set to demonstrate need. From January 2020 to December 2023, there were 2,054 unique job postings with 319 employers competing for this workforce in Nebraska. The demand for utility line workers exists throughout the state with roughly half of the openings in the Omaha metropolitan area, over 20% in the Lincoln area, and approximately 25% in the remainder of the state.

In addition to the Lightcast data, in 2023 SCC surveyed utility companies in Nebraska with 22 respondents. These companies employed 807 line workers at the time of the survey with 18 empty positions. In the previous year there were 69 positions open due to resignation or retirement. There were 162 new positions anticipated in the next five years. Eighteen of the respondents preferred to hire

new college graduates with an associate degree rather than training an employee with a high school diploma or upskilling existing employees.

The need for additional utility line workers is well documented.

**B. Demand for the Program**

|              |  |   |  |  |
|--------------|--|---|--|--|
| High-----Low |  |   |  |  |
|              |  | √ |  |  |

The proposal cites Gray & Associates’ evaluation of student interest in a utility line program. The program placed in the 97th percentile ranking of student demand. SCC states that the program would appeal to high school graduates as well as adult learners seeking to reskill or upskill in the industry.

SCC anticipates initial enrollment of 15 students in year two (the first year of enrollments) increasing to 30 for each subsequent year.

The documentation of demand by students for the program is weak, but the high need by the industry should result in sufficient enrollments for a viable program. The waitlist at NECC also suggests student demand (see Section C).

**C. Avoidance of Unnecessary Duplication**

|              |  |  |  |  |
|--------------|--|--|--|--|
| High-----Low |  |  |  |  |
| √            |  |  |  |  |

There are three AAS programs in utility line in Nebraska. In 2022-23 Metropolitan Community College awarded 44 degrees, Northeast Community College awarded 35 degrees, and Western Nebraska Community College awarded 7 degrees and 15 certificates, for a total of 86 degrees. In 2021-22 there were 96 degrees and 34 certificates granted and in 2020-21 there were 84 degrees and 18 certificates.

SCC discussed the proposed program with NECC, one of the three existing programs in the state. The chief academic officer at NECC agreed there would not be competition for students since they had a waitlist of 67 (as of 5/1/24) and accept only 48 students each fall. Although there are three programs in the state, they are not producing enough graduates to meet the demand. Consequently, the proposed program would not be an unnecessary duplication.

**D. Resources: Faculty/Staff**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

As this is a new program, the college has no faculty qualified to teach. They anticipate hiring a program chair in 2025-2026 to develop curriculum, expand workforce connections to discuss student cooperative experiences, prepare the classroom and lab spaces, determine equipment needs, and lead program implementation. The chair would hire a faculty team (full time and adjunct as determined by curriculum development) for the intake of students in 2026-2027. The budget includes the chair and one additional faculty member in the second year. The Construction, Manufacturing, Electronics & Technology Division would provide support staff and administrative oversight.

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

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

The space in the main building of the 8800 ‘O’ Street campus used for the Welding Technology program will be vacated in the summer of 2025. A portion of the space will be converted to use for the Utility Lineworker program. The vacated welding lab provides high-bay space for poles and utility vehicles and can be adapted for creation of a dirt floor for digging and pole mounting. There is also space on both Lincoln and Milford campuses to erect utility poles for instruction and high-bay space for utility vehicles. In addition, the employer survey identified several employers willing to provide lab and internship space for hands-on learning.

Input from industry partners has indicated a commitment to donating equipment such as vehicles no longer in service but still usable from an instructional perspective, recycled poles, etc. The program chair would finalize an equipment list. The budget includes \$115,000 in the first year for start-up costs, with lesser amounts in the following years.

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

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

SCC reports that sufficient library staff, library resources, student support staff, and information technology resources are in place at all campus locations to support the students and program.

**G. Budget**

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

| PROJECTED COSTS                     |             | ANTICIPATED REVENUES                        |             |
|-------------------------------------|-------------|---|-------------|
| Faculty and Staff <sup>1</sup>      | \$803,709   | Reallocation of existing funds <sup>3</sup> | \$689,800   |
| General Operating                   | \$302,000   | New State Funds                             |             |
| Equipment                           | \$610,000   | New Local Funds                             |             |
| New or renovated space <sup>2</sup> | \$500,000   | Tuition and Fees <sup>4</sup>               | \$435,705   |
|                                     |             | Other: Perkins funds                        | \$41,000    |
| Five-Year TOTAL                     | \$1,792,709 | Five-Year TOTAL                             | \$1,180,560 |

<sup>1</sup> One full-time faculty in year one and a second faculty member in year two.

<sup>2, 3</sup> \$157,000 of internal funds for new programs would be allocated for facility upgrades.

<sup>4</sup>Based on 15 students in year two and 30 students in subsequent years, taking 30 credit hours per year at \$127 per credit hour with a 3% increase annually in tuition and fees (approximately \$139 in year five).

**Committee Recommendation: That the proposal be forwarded to the full Commission without a recommendation pending further details on revenues.**

First Program Review:

Due June 30, 2031

## Utility Lineworker, AAS

| Course Number                  | Course Name                                    | Credit Hours |
|--------------------------------|--|--------------|
| ACFS 1015                      | Success@SCC                                    | 1.0          |
| <b>Utility Lineworker Core</b> |  |              |
| UTIL 1010                      | Introduction to Electrical Theory              | 3.0          |
| UTIL 1020                      | Electrical Safety Practices                    | 2.0          |
| UTIL 1030                      | Utility Line Construction and Maintenance      | 4.0          |
| UTIL 1040                      | Pole Climbing and Rigging Techniques           | 3.0          |
| UTIL 1100                      | Underground Distribution Systems               | 3.0          |
| UTIL 1110                      | Transformers and Circuitry                     | 3.0          |
| UTIL 1120                      | Electrical Equipment Installation              | 3.0          |
| UTIL 1140                      | Troubleshooting Electrical Systems             | 4.0          |
| UTIL 1150                      | Lineworker Tools and Equipment                 | 2.0          |
| UTIL 1240                      | Health First Aid                               | 1.0          |
| UTIL 1250                      | Overhead Distribution Systems                  | 3.0          |
| UTIL 1260                      | Electrical Codes and Standards                 | 2.0          |
| UTIL 1300                      | Workplace Communication Skills                 | 2.0          |
| UTIL 2200                      | Project Management for Utility Projects        | 2.0          |
| UTIL 2210                      | Advanced Electrical Troubleshooting            | 3.0          |
| UTIL 2240                      | Customer Service in Utilities                  | 2.0          |
| TRUK 1114                      | Professional Truck Driver Training             | 4.0          |
| TRUK 1124                      | Professional Truck Driver Training Driving Lab | 3.0          |
| UTIL 1710                      | Cooperative Experience                         | 4.0          |
|                                | <b>Utility Lineworker Core</b>                 | <b>49.0</b>  |
|                                | <b>General Education Core</b>                  | <b>15.0</b>  |
|                                | <b>TOTAL Credit Hours</b>                      | <b>65.0</b>  |



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Southeast Community College (SCC)

**Program:** Dental Hygiene

**Award:** Associate of Applied Science (AAS)

**Mode of Delivery:** Face-to-face on the Lincoln campus; hybrid

**Institution’s Existing Degree(s) in Same or Similar Discipline:** Dental Assisting: AAS and Diploma

**Proposal Received by Commission:** November 26, 2024

**Proposed Start Date:** Fall 2026

### Description

The proposed program would prepare students to work as dental hygienists who assess, diagnose, plan, implement, evaluate, and document treatment for prevention, intervention, and control of oral diseases (versus dental assistants who assist practitioners, prepare patients, and provide administrative support, among many duties). The program would provide students with the requirements to successfully complete the written National Board of Dental Hygiene Examination and complete regional and state clinical board examinations for professional licensure.

SCC would seek programmatic accreditation from the Commission on Dental Accreditation (CODA). CODA requires program delivery to be a combination of classroom/online didactic instruction with laboratory practice and clinical experiences to ensure students meet competencies and are well-prepared for the workforce.

The proposed program would require 66.5 credit hours: 48.5 hours in the dental hygiene core (all new courses), 17 hours of general education, and one hour of College Success. See page 4 for the curriculum.

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

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

### REVIEW CRITERIA

#### A. Need for the Program

|              |
|--------------|
| High-----Low |
| √            |

SCC provided information from the Lightcast Q2 2024 Data Set to demonstrate need. In the SCC service area, there has been a 32.1% growth in dental hygiene jobs between 2020 and 2024—from 365 jobs in 2020 to 482 in 2024. Lightcast also reported that the 365 jobs posted in 2020 averaged a salary of approximately \$88,432.

The Nebraska Department of Labor reported 28 job openings on December 29, 2024, with eight candidates available. Their projection for annual openings in Nebraska from 2022 to 2032 is 103.

In the “2023 Status of the Nebraska Healthcare Workforce Report” the number of licensed dental hygienists in the state decreased in 2023 to 1,270 from 1,292 in 2021, although that figure was greater than the 2017 number of 1,220. The report also showed 16 counties with no dental hygienists. There were 24 counties with no dentists. Combining these figures, there were 11 counties with neither a dentist nor a dental hygienist. Five of these counties were in the Sand Hills.

To become a registered dental hygienist (RDH) in Nebraska, state statutes require a person to have passed the licensure examination given by the Joint Commission on National Board Dental Hygiene Examinations with a score of 75 or above; passed the practical examination administered by the Central Regional Dental Testing Services with a score of 75 or above, and passed the state’s jurisprudence examination with a score of 75 or above. An RDH license is required to practice in a dental office or clinic in Nebraska.

The need for dental hygienists exceeds the number of students graduating from Nebraska programs (see Section B).

**B. Demand for the Program**

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

The proposal cites Gray & Associates’ evaluation of student interest in a dental hygiene program. The program placed in the 97th percentile ranking of student demand. SCC states that the program would appeal to high school graduates as well as adult learners seeking to reskill or upskill in the industry.

SCC reports that the Health Sciences Division has had increasing inquiries for a dental hygiene program over the past five years. In 2023-2024 the division had 53 inquiries from prospective students interested in an associate degree in dental hygiene.

SCC anticipates beginning with 10 students in year two (the first year of enrollments), adding an additional 24 students in year three, and 14 more students in year four.

Although the projected enrollments are high, the number of inquiries regarding a dental hygienist program supports student demand.

**C. Avoidance of Unnecessary Duplication**

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

There are two AAS programs in dental hygiene in Nebraska and one BS degree. In 2022-23 Central Community College awarded 15 associate degrees, Western Nebraska Community College awarded three AAS degrees, and the University of Nebraska Medical Center awarded 24 BS degrees, for a total of 42 degrees. In 2021-22 there were 34 degrees granted, in 2020-21 there were 38 degrees, and in 2019-20 40 degrees were awarded.

Although there are three programs in the state, one is a baccalaureate degree. Even with the BS program included, the institutions are not producing enough graduates to meet the demand (see Section A). In addition, the proposal states that CCC and UNMC routinely have more applicants than they are able to accommodate. Consequently, the proposed program would not be an unnecessary duplication.

**D. Resources: Faculty/Staff**

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

SCC states that they have no faculty qualified to teach in a dental hygiene program. The college would conduct a national search initially for a program director who meets the Commission on Dental Accreditation requirements.

The director would need to be hired one year prior to student enrollment. At least one additional faculty member would be hired prior to initiating the program. Two to three adjuncts would also be needed as the program moves into its second year and beyond. The Health Science Division would provide support for staffing and administrative oversight.

The proposal included a timeline for the accreditation process, starting in spring/summer 2025 and ending in spring 2027 with the college’s first report to CODA.

SCC reports that they have verbal commitments for clinical placements within dental offices for clinical rotations from over twenty-five dentists in the SCC 15 county service area. Formal affiliation agreements would need to be signed to ensure placement of accepted students prior to enrolling and the start of the program in 2026. The agreements would require accreditation review and approval.

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

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

SCC has a dental assisting program with a dental lab in the Health Sciences building on the Lincoln campus. The lab has the capacity for 24 students in the skills lab and 16 students in the operatory lab (2 per chair) that would be shared with the proposed dental hygiene program. The programs would coordinate scheduling to maximize utilization of the labs for students from both programs.

The didactic portion of the program would be delivered in an online/hybrid format. The Health Sciences building has eight engaged learning classrooms with seating for up to 30 students, which would provide enough space for a cohort of 20 dental hygiene students.

The program would require only minor equipment purchases since most of the major durable equipment is already installed in the dental lab. However, students would have fees of about \$6,900 for instrument kits, uniforms, books, etc.

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

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

SCC reports that sufficient library staff, library resources, and information technology resources are in place at all campus locations to support the students and program. The program would utilize the current student services advising and support staff without the need to increase staffing.

**G. Budget**

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

| PROJECTED COSTS                |             | ANTICIPATED REVENUES                        |           |
|--------------------------------|-------------|---|-----------|
| Faculty and Staff <sup>1</sup> | \$1,030,487 | Reallocation of existing funds <sup>2</sup> | \$176,250 |
| General Operating              | \$341,000   | New State Funds                             |           |
| Equipment                      | \$58,000    | New Local Funds                             |           |
| Initial Accreditation          | \$21,850    | Tuition and Fees <sup>3</sup>               | \$622,908 |
| Annual Accreditation           | \$10,700    | Other: Perkins funds                        | \$41,000  |
| Five-Year TOTAL                | \$1,455,237 | Five-Year TOTAL                             | \$840,158 |

<sup>1</sup> One full-time faculty/program director in year one, a second faculty member in year two, and adjuncts in years two through five.

<sup>2</sup> \$176,250 of internal funds.

<sup>3</sup> Based on 10 students in year two, 34 students in year two, and 48 students in years four and five; taking 33 credit hours per year at \$127 per credit hour with a 3% increase annually in tuition and fees (approximately \$139 in year five).

**Committee Recommendation: That the proposal be forwarded to the full Commission without a recommendation pending further details on revenues.**

First Program Review: Due June 30, 2025 (for this reporting year only, report solely on the progress of accreditation)

## Dental Hygiene, AAS

| Course Number | Course Name                            | Credit Hours |
|---------------|--|--------------|
| ACFS 1015     | Success@SCC                            | 1.0          |
| DENH 1000     | Dental Hygiene Clinical 1: Pre-Clinic  | 4.0          |
| DENH 1100     | Dental Radiography                     | 2.5          |
| DENH 1200     | Head & Neck Anatomy                    | 2.0          |
| DENH 1300     | Dental Hygiene 1                       | 3.0          |
| DENH 1400     | Dental Materials                       | 2.0          |
| DENH 1500     | Dental Hygiene Clinical 2              | 4.0          |
| DENH 1600     | Dental Pathology                       | 3.0          |
| DENH 1700     | Dental Hygiene 2                       | 3.0          |
| DENH 1800     | Pharmacology for the Dental Hygienists | 3.0          |
| DENH 1900     | Advanced Dental Pathology              | 2.5          |
| DENH 2000     | Dental Hygiene Clinical 3              | 5.0          |
| DENH 2100     | Dental Hygiene 3                       | 3.0          |
| DENH 2200     | Advanced Dental Hygiene                | 2.0          |
| DENH 2300     | Dental Specialties                     | 1.5          |
| DENH 2400     | Dental Hygiene Professions             | 2.0          |
| DENH 2500     | Dental Hygiene Clinical 4              | 6.0          |
|               | <b>Dental Hygiene Core</b>             | <b>48.5</b>  |
|               | <b>General Education Core</b>          | <b>17.0</b>  |
|               | <b>Total Credit Hours</b>              | <b>66.5</b>  |





## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** University of Nebraska at Omaha (UNO)

**Program:** Healthcare Logistics and Supply Chain Management

**Award:** Master of Science (MS)

**Mode of Delivery:** Online

**Institution’s Existing Degree(s) in Same or Similar Discipline:** MBA Concentration in Logistics and Supply Chain Management; Graduate Certificate in Logistics and Supply Chain Management

**Proposal Received by Commission:** December 6, 2024

**Proposed Start Date:** Upon approval

### Description

Healthcare providers and facilities rely on effective supply chains to improve patient outcomes, enhance access to health care, and ultimately save lives. The complexity of healthcare logistics requires specialized knowledge and skills distinct from those needed in other industries. The recent COVID-19 pandemic revealed the need for efficient and effective healthcare supply chains. The curriculum for the proposed program is designed to develop the skills necessary to create and lead high-performance networks of healthcare organizations while operating within the ethical and legal standards of the industry.

The 30-credit hour program would consist of 15 hours of required core courses including a capstone course and 15 hours of electives (see page 4). Students could select courses that would fit into one of several potential pathways including procurement and sourcing, inventory management, distribution and logistics, or supply chain optimization. A new cooperative education course would be developed and offered as an elective to provide students with opportunities to gain credit toward degree completion for real-world experience. UNO would work closely with the Department of Health Services Research and Administration in UNMC’s College of Public Health.

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

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

### REVIEW CRITERIA

#### A. Need for the Program

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

As evidence of need, UNO cited Zion Market Research who projects that a global healthcare supply chain management market would reach a value of \$8.3 billion by 2032 (worth around \$2.9 billion in 2023). The proposal also quoted the United Nations Institute for Training and Research. Changes in the last ten years have resulted in “*the emergence*

*of a much greater need for specific skill sets in areas such as Global Health, Procurement and Supply Chain Management (PSM), Leadership Management, and many other spheres, which are critical to operating effectively from a global perspective.”*

At the state level, UNO provided figures from the Nebraska Office of Labor Market Information. That office projected that by 2028 the number of medical and health services managers would rise to 3,750, with an average of 330 job openings each year over the preceding decade.

Letters of support were provided by UNMC College of Public Health, the Nebraska Hospital Association, FRC-a Lieberman Company (a market research firm), CardinalHealth, and the Greater Omaha Chamber of Commerce.

Much of the documentation is for the need for healthcare management. Some is specific to needed skill sets including supply chain management in healthcare. However, the volume of projected jobs in healthcare management indicates a likely need for the program.

**B. Demand for the Program**

|              |
|--------------|
| High-----Low |
| √            |

UNO cites current and past enrollments in the existing Logistics and Supply Chain Management certificate and concentration as evidence of student demand. Both were implemented in 2018. During each semester in 2023-24 over 50 students were enrolled in the concentration and 8 to 10 were enrolled in the certificate. From 2018 through 2022-23, 15 students earned the graduate certificate. In addition, UNO offers a course in Healthcare Analytics for Business. In fall 2022 and fall 2023 11 and 13 graduate students completed this course, respectively. In all the undergraduate and graduate concentrations and the certificate, program graduates have a 100% placement rate.

UNO projects five students would enroll in year one, increasing by five students each subsequent year. Assuming these enrollees complete the program in two years, UNO anticipates 30 students graduating within the first five years.

The completion rate for the certificate alone is five graduates per year. The number enrolled in the concentration (50) suggests significant student demand for the program.

**C. Avoidance of Unnecessary Duplication**

|              |
|--------------|
| High-----Low |
| √            |

There are no other master’s programs in Healthcare Logistics and Supply Chain Management in Nebraska. There are related degree programs, but none have the focus of the proposed program. For example, UNL offers an MS in Supply Chain Management with a specialization in Business Analytics, but there are no courses in healthcare analytics or healthcare management in the curriculum.

Other programs focus on system-wide and organization-wide management perspectives. Although there may be some aspects of supply chain management included in one or two courses, the following three programs have limited focus on the complexity of the healthcare supply chain. In addition, all require a significantly larger number of credit hours than the proposed program.

- UNMC Master of Health Administration (41 credit hours)
- Bellevue University Master of Healthcare Administration (36 credit hours)
- Creighton University Executive Healthcare MBA (42 credit hours)

The proposal states that outside Nebraska there are few comparable programs. Penn State offers a graduate certificate program, the University of Denver offers an MA in Healthcare Management with a concentration in Supply Chain Management, and Liberty University offers an MS in Healthcare Administration – Supply Chain Management & Logistics.

**D. Resources: Faculty/Staff**

|              |  |  |  |  |
|--------------|--|--|--|--|
| High-----Low |  |  |  |  |
| √            |  |  |  |  |

UNO reports that the Department of Management has four full-time tenure-track faculty and one full-time instructor who teach in the undergraduate and graduate concentrations and certificates in Logistics and Supply Chain Management. Upon program approval, a program director would be appointed. Since the proposed degree uses entirely existing courses that have available enrollment capacity, no new faculty would be needed. As the program grows, adjunct faculty could be needed to add sections to existing courses. The budget shows funding for faculty in years four and five.

The Department of Management would manage student admissions, advising, and matriculation processes with existing faculty.

**E. Resources: Physical Facilities/Equipment/Library/Information Access**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

The proposal states that no additional physical facilities, instructional equipment, or informational resources would be needed.

**G. Budget**

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

| PROJECTED COSTS                |           | ANTICIPATED REVENUES          |           |
|--------------------------------|-----------|-------------------------------|-----------|
| Faculty and Staff <sup>1</sup> | \$304,800 | Reallocated/Existing Funds    |           |
|                                |           | New State Funds               |           |
|                                |           | New Local Funds               |           |
| Other—Marketing                | \$5,000   | Tuition and Fees <sup>2</sup> | \$615,806 |
| Five-Year TOTAL                | \$309,800 | Five-Year TOTAL               | \$615,806 |

<sup>1</sup> Adjunct faculty in years four and five if needed. \$20,000 per year for advising.

<sup>2</sup> Based on five students in year one, increasing by five each subsequent year; taking 30 credit hours over four consecutive semesters with UNO College of Business Administration graduate tuition of \$407/credit hour and UNMC graduate online tuition of \$627/credit hour; UNO also charges approximately \$786 per student per year in fees.

**Committee Recommendation: That the Commission approve the Master of Science in Healthcare Logistics and Supply Chain Management at the University of Nebraska at Omaha.**

First Regular Program Review: Due June 30, 2030

**MS in Healthcare Logistics and Supply Chain Management**

All courses are three credit hours

**Core Required Courses**

BSAD 8710\* Supply Chain Management  
BSAD 8066\*\* Healthcare Analytics for Business  
HSRA 873 Health Services Administration  
HSRA 872 Healthcare Finance  
BSAD 8680\*\* Supply Chain Integration (Capstone Course)

**Total Core Required Credit Hours 15**

**Elective Courses – Choose 5 Courses**

BSAD 8076\*\* International Logistics Management  
BSAD 8376\* Supply Chain Analytics  
BSAD 8176\*\* Emerging Trends in Supply Chain Management  
BSAD 8336\* Project Management  
BSAD 8456\*\* Managerial Negotiation Strategies  
BSAD 8356\* Global Sourcing and Innovation  
BSAD 886\* Industrial Purchasing and Logistics Management  
HSRA 853 Strategic Planning and Management in Public Health Administration  
HSRA 874 Health Policy  
HSRA 868 Global Health Systems  
CPH 569 Health Administration Leadership  
HSRA 830 Health Care Organizational Theory and Behavior

**Total Elective Credit Hours 15**

**Total Degree Hours 30**

\* Required or elective for MBA Concentration and Graduate Certificate in Logistics and Supply Chain Management (LSCM)

\*\* Elective for MBA Concentration in LSCM

## Information Items

### Reasonable and Moderate Extensions

- UNL - Sports Promotion, Graduate Certificate
- SCC - Precision Agriculture, Certificate & Diploma
- SCC - Microsoft Office Specialist, Certificate
- SCC - Manufacturing Engineering, Certificate & Diploma

### Program Name Changes

- UNL - Master of Science (MS) degree in Mechanized Systems Management to *Master of Science (MS) degree in Agricultural Systems Technology*

### Eliminated Centers

- UNL - Academy for Child and Family Wellbeing
- UNL - W.M. Keck Center for Mesospin and Quantum Information Systems

### Discontinued Programs

- UNL - Undergraduate Certificate in Civic Engagement (2011 inception)
- UNL - Undergraduate Certificate in Meat Culinology