MINUTES

Coordinating Commission for Postsecondary Education
Concordia University - Thom Leadership Education Center, Room 113
800 N. Columbia Avenue, Seward, NE
Friday, May 16, 2025
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 copy of the current Open Meetings Act was posted beside the table containing the documents for the meeting.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON MAY 16, 2025. THE MEETING WILL BEGIN AT 9:00 A.M. AND ADJOURN AT APPROXIMATELY 2:00 P.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH 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	Dannika Nelson
Dr. Deborah Frison	Molly O'Holleran (arrived at 9:06 a.m.)
Dr. LeDonna Griffin	Dr. Paul Von Behren
Dr. Dennis Headrick	W. Scott Wilson
Mary Lauritzen	

Commissioners Absent

Tami Weber

Commission Staff Present

Dr. Michael Baumgartner	J. Ritchie Morrow
Dr. Kathleen Fimple	Helen Pope
Jill Heese	Matthew Roque
Kadi Lukesh	Gary Timm

Dr. Bernard Bull, Concordia University

GREETING

Dr. Bernard Bull, President at Concordia University, welcomed the Commissioners and gave a brief history of the institution since it opened in 1894 as a teacher's school. Since then, Concordia University, a faith-based community, has grown and prepared students for lives of learning, service, and leadership. Dr. Bull stated the current enrollment is around capacity with 1200 undergraduate students.

Minutes of March 14, 2025, approved

APPROVAL OF THE MINUTES OF THE MARCH 14, 2025, COMMISSION MEETING

Commissioner Wilson made a motion to approve the March 14, 2025, Commission meeting minutes as written. Commissioner Frison seconded the motion. A roll call vote was taken. Voting aye: Commissioners Daniels, Frison, Griffin, Headrick, Nelson, Von Behren, Wilson. Abstain: Lauritzen. The motion carried.

Chair's Report

CHAIR'S REPORT

Chair Von Behren stated that most of what he has been working on will be presented in the Executive Committee's report**.**

Nominating Committee

Commissioner Lauritzen announced the slate of nominations for 2025-2026

NOMINATING COMMITTEE

Commissioner Lauritzen reported that she, along with Commissioners Weber, Von Behren, Nelson, and Headrick, made up the nominating committee for Commission officers for 2025-2026. She presented the Committee's slate of nominations for Commission Chair, Vice Chair, and one other member to serve along with the past Chair on the 2025-2026 Executive Committee.

The Nominating Committee proposed approval of Commissioner Daniels to serve as Commission Chair from July 1, 2025, through June 30, 2026.

Commissioner Daniels approved to serve as Chair for 2025-2026

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioner Daniels to serve as Commission Chair from July 1, 2025, through June 30, 2026. A roll call vote was taken. Voting aye: Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. Abstain: Daniels. The motion carried.

The Nominating Committee proposed approval of Commissioner Headrick to serve as Vice Chair from July 1, 2025, through June 30, 2026.

Commissioner Headrick approved to serve as Vice Chair for 2025-2026

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioner Headrick to serve as Commission Vice Chair from July 1, 2025, through June 30, 2026. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. Abstain: Headrick. The motion carried.

The Nominating Committee proposed approval of Commissioner O'Holleran to serve on the Executive Committee along with the past Chair Von Behren, the new Chair and Vice Chair from July 1, 2025, through June 30, 2026.

Commissioner O'Holleran approved to serve along with past Chair Von Behren on the Executive Committee for 2025-2026

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve Commissioner O'Holleran to serve on the Executive Committee along with past Chair Von Behren, and the new Chair and Vice Chair, from July 1, 2025, through June 30, 2026. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, Von Behren, and Wilson. Abstain: O'Holleran. The motion carried.

Executive Director's Report

EXECUTIVE DIRECTOR'S REPORT

Approved out-of-service area requests

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

Offered by University of Nebraska at Omaha
In person at high school – dual enrollment, from the University of Nebraska at Omaha, to McCook Senior High School, McCook, NE

- English 1010 – Introduction to Genre Studies: Prose – 3 credits
  Fall 2025
- English 1020 – Introduction to Genre Studies: Poetry, Drama & Film – 3 credits
  Spring 2026

Offered by University of Nebraska at Omaha
In person at high school – dual enrollment from the University of Nebraska at Omaha, to Pius X Catholic High School, Lincoln, NE

- Physics 2110 – General Physics I – Calculus Level – 4 credits
  Fall 2025
- Physics 2120 – General Physics – Calculus Level – 4 credits
  Spring 2026

Offered by University of Nebraska at Omaha
In person at high school – dual enrollment from the University of Nebraska at Omaha, to Bishop Neumann High School, Wahoo, NE

- Biology 1450 – Biology I – 5 credits
  Fall 2025
- Biology 1750 – Biology II – 5 credits
  Spring 2026

Offered by Central Community College
Online course from Central Community College to North Bend High School, North Bend, NE, with lab components and a high school facilitator at North Bend High School.

- INDT 1100 – Concepts of Electronics – 3 credit hours
- INDT 1800 – Introduction to Instrumentation – 3 credit hours

- INDT 1200 – Introduction to Programmable Controls – 3 credit hours
- INDT 2410 – Applications of Industrial Sensors – 3 credit hours

Academic Year 2025/2026

Kadi Lukesh presented the Third Quarter Budget Report

Dr. Baumgartner introduced Kadi Lukesh, Office Manager/Bookkeeper, to present the Third Quarter Budget Report as of March 31, 2025. Ms. Lukesh gave updates on the status of Administrative Funds, the Nebraska Opportunity Grant Program (NOG), Higher Education Financial Aid (formerly the Community College Gap Assistance Program), Access College Early Scholarship (ACE), Guaranty Recovery Program, and the Community College ARPA Grants.

Dr. Baumgartner spoke on legislative bills of interest

Dr. Baumgartner provided a handout and reported that it has been a quiet year in the Legislature for our agency, with the budget being the main point of interest to the Commission, noting the budget is currently waiting for the Governor's signature or vetoes. He gave a brief update on budget funding for the state colleges, community colleges, and the university.

Dr. Baumgartner reported on staff meetings and activities

Dr. Baumgartner stated that staff have been active participants in several organizations and events recently and coming up. Dr. Kathleen Fimple, Academic Programs Officer, attended the Correctional Education Association Forum in Omaha several weeks ago. The Commission is part of Nebraska's Prison Education Program consortium. She will also be attending the Midwest-SARA meeting in Chicago in June.

J. Ritchie Morrow, Financial Aid Officer, will be attending the Financial Aid Learning Community Convening next week in Alexandria, VA., which will be followed by two days of meetings with the National Association of State Student Grant and Aid Programs executive committee.

Mr. Morrow and Dr. Baumgartner recently attended the grand opening ceremony of the Louis LaRose Memorial Building at Little Priest Tribal College.

Gary Timm, Chief Finance Officer, and Matthew Roque, Capital Project & Financial Analyst, toured Southeast Community College's Beatrice and Lincoln campuses in conjunction with new upcoming construction requests. This summer they plan to make visits to UNMC's Project Health and ARPA projects at the community colleges.

Dr. Baumgartner discussed ARPA Grants

Dr. Baumgartner shared a handout on the Community College ARPA Grants. LB1014, Section 36 appropriated $60 million in ARPA funding to the Commission to be used by the community colleges for capital projects or for offering courses or programs that meets the criteria established by the federal American Rescue Plan Act (ARPA) of 2021 and the Commission. Each community college was to receive no more than $10 million. The entire $60 million in grant applications have been

approved and disbursed to the community colleges. The handout lists each college and how the money is or will be spent.

Recent meetings and activities Dr. Baumgartner has been involved in

Dr. Baumgartner noted he has been meeting often with a group of institutional representatives to address policy changes. They are mainly interested in how the U.S. Department of Education is carrying out its duties regarding financial aid programs, the budget reconciliation process, and the FFY26 budget.

Dr. Baumgarter stated he recently attended the SHEEO Community of Practice meeting on Strengthening Data Literacy Among Higher Education Stakeholders in Minnesota. He will be attending the MHEC Executive Committee meeting in Detroit in June.

Dr. Baumgarter commented that he has been asked to be on the planning committee for a College and Career Attainment Network supported by the Susan Thompson Buffett Foundation. The committee will include representatives from NDE, K-12 districts, higher education institutions, EducationQuest, Nebraska Chamber of Commerce, College Possible, and Nebraska Children and Families Foundation. They will be meeting over the next six months.

Public Hearing on Matters of General Concern

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

Stan Horrell, Metropolitan Community College

Stan Horrell, Director of Campus Planning and Sustainability at Metropolitan Community College, presented a PowerPoint progress update on the new Sarpy County Campus.

Dr. David Jackson, University of Nebraska

Dr. David Jackson, Interim Executive Vice President and Provost, Interim Dean of the Graduate College, from the University of Nebraska System, came forward to discuss steps the University is taking on accreditation status in the Higher Learning Commission. He also noted there were representatives from the University of Nebraska present in support of and ready to discuss items on the agenda.

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

ACADEMIC PROGRAMS COMMITTEE

Commissioner Headrick

Commissioner Headrick, in Commissioner Weber's absence, opened the Academic Programs Committee.

University of Nebraska-Lincoln – Proposal for a New Instructional Program – Irrigation and Agricultural Water Management, Undergraduate Certificate

Dr. Fimple

University of Nebraska-Lincoln – Proposal for a New Instructional Program - Irrigation and Agricultural Water Management, Undergraduate Certificate

Dr. Fimple presented the proposal, stating this program will be in-person and online, preparing students to be managers of water resources, agricultural systems, and irrigation. The courses from the certificate could be applied toward a major in Agriculture Systems Technology or Agronomy.

Mark Stone, University of Nebraska-Lincoln

Mark Stone, PhD, Department Head, UNL Department of Biological Systems Engineering, joined Dr. Fimple and presented additional information on the proposal.

Committee recommendation

Committee recommendation: That the Commission approve the Undergraduate Certificate in Irrigation and Agricultural Water Management at the University of Nebraska-Lincoln.

University of Nebraska-Lincoln – Proposal for a New Instructional Program – Irrigation and Agricultural Water Management, Undergraduate Certificate approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program – Irrigation and Agricultural Water Management, Undergraduate Certificate. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

University of Nebraska Medical Center – Proposal for a New Instructional Program – Emergency Nurse Practitioner, Graduate Certificate

Dr. Fimple

University of Nebraska Medical Center – Proposal for a New Instructional Program - Emergency Nurse Practitioner, Graduate Certificate

Dr. Fimple presented the proposal, noting the proposed certificate is designed to equip Family Nurse Practitioners with advanced skills for delivering high quality emergency care. This program would increase access to emergency services across Nebraska, as the need and demand is high for certified practitioners, particularly in rural areas.

Dr. Lepaine Sharp-McHenry, and Dr. Haley M. Hays, University of Nebraska Medical Center

The following representatives came forward to discuss the proposal and answer questions from the Commissioners: Dr. Lepaine Sharp-McHenry, Dean and Professor, University of Nebraska Medical Center College of Nursing, and Dr. Haley M. Hays, Interim Assistant Dean - West Nebraska Division (Scottsbluff), University of Nebraska Medical Center College of Nursing

Committee recommendation

Committee recommendation: That the Commission approve the Graduate Certificate in Emergency Nurse Practitioner at the University of Nebraska Medical Center.

University of Nebraska Medical Center – Proposal for a New Instructional Program – Emergency Nurse Practitioner, Graduate Certificate approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center's Proposal for a New Instructional Program – Emergency Nurse Practitioner, Graduate Certificate. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson,

O'Holleran, Von Behren, and Wilson. The motion carried.

University of Nebraska-Lincoln – Proposal for a New Center – Nebraska Children's Justice and Legal Advocacy Center

Dr. Fimple

University of Nebraska-Lincoln – Proposal for a New Center - Nebraska Children's Justice and Legal Advocacy Center

Dr. Fimple presented the proposal, reporting that this would integrate and expand the work of the Children's Justice Clinic and the Children's Justice Attorney Education Fellowship Program by unifying current program initiatives. Dr. Fimple noted that when reviewing this proposal, the Academic Committee commented that UNL stated that shifting both programs under a single title will simplify communication and make the program more accessible to participants, partners, and funders.

Michelle Paxton, University of Nebraska

Michelle Paxton, JD, Schmid Professor for Excellence in Service, Director of the Children's Justice Clinic and the Children's Justice Attorney Education Program, UNL College of Law, answered Commissioners' questions and provided additional information on the proposed center.

Committee recommendation

Committee recommendation: That the Commission approve the Nebraska Children's Justice and Legal Advocacy Center at the University of Nebraska-Lincoln. The Commission is interested in the mission of the center and requests an update in mid-year 2028 on its progress.

University of Nebraska-Lincoln – Proposal for a New Center – Nebraska Children's Justice and Legal Advocacy Center approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Center - Nebraska Children's and Legal Advocacy Center, with an update in mid-year 2028 on its progress. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

Western Nebraska Community College – Proposal for an Off-Campus Center with Long-Term Commitment – WNCC Construction Trades at the Eakes Building

Dr. Fimple

Western Nebraska Community College – Proposal for an Off-Campus Center with Long-Term Commitment - WNCC Construction Trades at the Eakes Building

Dr. Fimple presented the proposal, noting that recently the Commission approved the associate degree in construction technology at Western Nebraska Community College. Currently there is not adequate space to house the new program. WNCC proposes to enter into a three-year lease with a facility owned by a local industry partner. A long-term commitment requires approval from the Commission.

Dr. Charles Gregory, Western Nebraska Community College

Dr. Charles Gregory, Dean of Instruction at Western Nebraska Community College, spoke about the proposal and answered the Commissioners' questions.

Committee recommendation

Committee recommendation: That the Commission approve the proposal from Western Nebraska Community College for an off-campus center with a long-term commitment in Scottsbluff, Nebraska

(WNCC Construction Trades at the Eakes Building).

Western Nebraska Community College – Proposal for an Off-Campus Center with Long-Term Commitment – WNCC Construction Trades at the Eakes Building approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve Western Nebraska Community College's Proposal for an Off-Campus Center with Long-Term Commitment – WNCC Construction Trades at the Eakes Building. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

Chair Von Behren called for a break at 10:55 a.m. The meeting resumed at 11:05 a.m.

Presentation of 25-year service plaque to Commissioner Lauritzen

Dr. Baumgartner congratulated Commission Lauritzen and presented her with a plaque for her 25 years of service on the Commission.

North Park Theological Seminary, Chicago, IL – Postsecondary Institution Renewal Application for a Recurrent Authorization to Operate in Nebraska

North Park Theological Seminary, Chicago, IL - Postsecondary Institution Renewal Application for a Recurrent Authorization to Operate in Nebraska

Dr. Fimple

Dr. Fimple presented the renewal application for North Park Theological Seminary, stating that out-of-state institutions that want a local presence need Commission approval, which was granted in 2020. This is the five-year renewal of authorization for North Park.

Committee recommendation

Committee Recommendation: That the Commission approve the renewal of the recurrent authorization to operate for North Park Theological Seminary.

Institution:	North Park Theological Seminary
Owner:	North Park University
Level of authorization:	Authorized to offer master's degrees in Christian Formation and Christian Ministry
Length of authorization:	Five years (valid through May 1, 2030)

Reporting requirements: Annual reports are required in a form available on the Commission website. The next report is due May 1, 2026.

North Park Theological Seminary, Chicago, IL – Postsecondary Institution Renewal Application for a Recurrent Authorization to Operate in Nebraska

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve North Park Theological Seminary, Chicago, IL., Postsecondary Institution Renewal Application for a Recurrent Authorization to Operate in Nebraska. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

Annual Reports from Out-of-state and Private Institutions

Annual Reports from Out-of-state and Private Institutions

Dr. Fimple presented information on the following institutions that required annual reporting:

- Ricketts Great Books College, Omaha, NE
- Embry Riddle Aeronautical University, Dayton Beach, FL, (at Offutt AFB, NE)
- University of South Dakota, Vermillion, SD
- Osiri University, Lincoln, NE
- Life Chiropractic College West, Hayward, CA (at Bellevue University)

Report on Institutional Activities Related to Existing Programs

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

- MCC – Community Health Career Certificate
- MCC – Healthcare Leadership Career Certificate
- MCC – Clinician to Coder Career Certificate
- CCC – Multimedia Diploma
- CCC – Audio Production Certificate
- SCC – Water Quality and Wastewater Treatment Operator Certificate
- UNL – Artificial Intelligence Expedited Graduate Certificate

Program Name Changes

Program Name Changes

- MCC – Human Services Chemical Dependency Counseling, AAS to *Alcohol and Drug Counseling, AAS*
- MCC – Language Interpretation, Certificate of Achievement to *Medical Language Interpretation, Certificate of Achievement*
- UNO – Graduate Certificate in Advanced Writing to *Graduate Certificate in Creative Writing, Editing, and Publishing*

Discontinued Programs

Discontinued Programs

- CCC – Graphic Arts Basic Certificate
- CCC – Digital Production Certificate
- CCC – Digital Broadcasting Certificate
- CCC – Broadcast Announcing Certificate
- CCC – Multimedia Certificate
- UNL – Bachelor of Arts (BA) degree in Geology (BS will remain)

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 O'Holleran

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner O'Holleran, Committee Chair, thanked the Planning and Consumer Information Committee and introduced Jill Heese, Research Director, to present the report.

2025 Community College Peer Group Report

Jill Heese

2025 Community College Peer Group Report

Ms. Heese used a PowerPoint presentation to report on the community college peers for 2025. The Commission is required by statute to identify peer institutions for each public postsecondary education institution in Nebraska. Ms. Heese discussed the evaluation process, how the 10 peers and two alternate peers for each community college were chosen, and displayed maps of peer locations for each institution along with graphs that illustrate discipline cluster comparison. Ms. Heese answered questions the Commissioners brought up.

Committee recommendation

Committee recommendation: The Planning and Consumer Information Committee recommends approval of the Peer Report: Nebraska Community Colleges.

2025 Community College Peer Group Report approved

Commissioner O'Holleran, on behalf of the Planning and Consumer Information Committee, moved to approve the 2025 Community College Peer Group Report. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

Comprehensive Statewide Plan for Postsecondary Education Updates

Dr. Baumgartner

***Comprehensive Statewide Plan for Postsecondary Education* Updates**

Dr. Baumgartner presented updates to the Comprehensive Statewide Plan for Postsecondary Education brought about by recent actions of Nebraska public postsecondary institutions to adapt to policies, federal executive orders, the U.S. Department of Education guidance letters, and Governor Pillen's Executive 23-16.

After discussion, one addition was requested by Commissioners. On page 1-3, 3rd bullet, add "*of underrepresented populations*" at the end of the sentence. It will read "*Institutions will develop new strategies and support programs for attracting, retaining, and graduating students of underrepresented populations."*

Committee recommendation

Committee recommendation: That the Commission approve the revisions to the Comprehensive Statewide Plan for Postsecondary Education, with one correction on page 1-3, 3rd bullet.

Comprehensive Statewide Plan for Postsecondary Education Updates approved

Commissioner O'Holleran, on behalf of the Planning and Consumer Information Committee, moved to approve the *Comprehensive Statewide Plan for Postsecondary Education* Updates, with one correction; on page 1-3, 3rd bullet, add "*of underrepresented populations*" at the end of the sentence. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick,

Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

2025 Factual Look at Higher Education in Nebraska – Degrees and Other Awards Conferred

Ms. Heese

2025 Factual Look at Higher Education in Nebraska - Degrees and Other Awards Conferred

Ms. Heese delivered a PowerPoint presentation on the *2025 Factual Look at Higher Education in Nebraska: Degrees and Other Awards Conferred*. The report provides a statewide statistical analysis that focuses on the latest 10-year trends by sector, award level, gender, race/ethnicity, discipline cluster, and age group. Ms. Heese stated total degrees and awards were up 5.7% over the previous year. Ms. Heese provided a demonstration on how to use the dashboard on the CCPE website. The full report and dashboards are available online at https://ccpe.nebraska.gov/reports

Executive Committee

Chair Von Behren

EXECUTIVE COMMITTEE

Chair Von Behren introduced Gary Timm, Chief Finance Officer, to present two items on the agenda.

Approve Salary Range Adjustments for July 1, 2025, through June 30, 2027

Gary Timm

Approve Salary Range Adjustments for July 1, 2025, through June 30, 2027

Mr. Timm reviewed the policy for the compensation of Commission staff, and the Executive Committee's recommended salary ranges by position of Commission staff. He noted the Appropriations committee is recommending a 3.25 percent salary increase for each year of the biennium.

Committee recommendation

Committee recommendation: That the Commission approve of the Salary Range Adjustments for July 1, 2025 – June 30, 2027.

Salary Range Adjustments for July 1, 2025, through June 30, 2027, approved

Chair Von Behren, on behalf of the Executive Committee, moved to approve the Salary Range Adjustments for July 1, 2025, through June 30, 2027. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

Proposed Agency Budget FYE 6/30/2026

Mr. Timm

Proposed Agency Budget FYE 6/30/2026

Mr. Timm presented the Proposed Agency Budget for the fiscal year ending June 30, 2026, noting that the state appropriates funding for agencies on a two-year basis. For budgeting purposes, the Commission is divided into six programs: Administration, Nebraska Opportunity Grant (NOG), Access College Early Scholarship (ACE), Higher Education Financial Aid, Guaranty Recovery Cash Fund, and the Community College ARPA Workforce Grants.

Committee recommendation

Committee recommendation: That the Commission approve the July 1, 2025, through June 30, 2026, Agency Budget and also authorize the Executive Director to make minor revisions to the budget based on Legislative amendments.

Proposed Agency Budget FYE 6/30/2026 approved

Chair Von Behren, on behalf of the Executive Committee, moved to approve the Proposed Agency Budget FYE 6/30/2026. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

Approval of the 2025-2026 Salary of the Executive Director

Approval of the 2025-2026 Salary of the Executive Director

Commissioners go into closed session to discuss the executive director's salary

Chair Von Behren made a motion to enter into closed session as authorized by the Nebraska Revised Statues, Section 84-1410, for the protection of the public interest and to prevent needless injury to the reputation of Dr. Michael Baumgartner, who has not requested a public hearing, for the purpose of discussing the executive director's salary. Commissioner Daniels seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

Chair Von Behren requested that staff and guests leave the room while the Commissioners go into closed session to discuss the salary of the executive director recommended by the Executive Committee.

Closed session began at 1:25 p.m.

The Commission entered into closed session at 1:25 p.m.

Closed session ended at 1:35 p.m.

The Commission ended the closed session at 1:35 p.m. by a unanimous vote.

Chair Von Behren stated that formal action must be taken in open session on the executive director's salary recommendation, which is a 3.25 percent increase.

2025-2026 executive director salary increase approved

Commissioner Headrick made a motion to approve the proposed 3.25 percent salary increase for 2025-2026 for Executive Director Baumgartner. Commissioner Wilson seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, and Wilson. The motion carried.

Next Commission meeting is Friday, July 25, 2025

FUTURE MEETING

The next Commission meeting will be Friday, July 25, 2025, 8:30 a.m. at McCook Community College Campus, McCook, Nebraska. On Thursday, July 24, 2025, there will be a tour at 1:00 p.m. of Nebraska College of Technical Agriculture (NCTA) in Curtis and a Work Session at the McCook College Campus at 6:00 p.m.

Commission Wilson presented Commissioner Lauritzen with memory book

COMMISSIONER COMMENTS

Commissioner Wilson presented Commissioner Lauritzen with a book filled with pictures and memories and Commissioner Lauritzen shared some stories of her 25 years on the Commission. Following the

meeting, everyone enjoyed a brief celebration with a toast and cake in her honor.

Meeting adjourned at 1:42 p.m.

ADJOURNMENT

Chair Von Behren adjourned the meeting at 1:42 p.m.

Quarterly Report as of June 30, 2025

Administrative Funds (Program 640)

	2024-25 Appropriations	*2024-25 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* *100.00%*
PERSONAL SERVICES				
PSL	*$1,116,045*			
Permanent Salaries	$986,100	$941,827	$44,273	95.5%
Benefits	$326,247	$241,183	$85,064	73.9%
Subtotal	$1,312,347	$1,183,010	$129,337	90.1%
OPERATING EXPENSES				
Postage	$6,000	$4,394	$1,606	73.2%
Communication	$9,649	$7,437	$2,212	77.1%
Data Processing	$72,438	$53,624	$18,814	74.0%
Publication & Printing	$6,000	$6,561	-$561	109.4%
Awards Expense	$1,000	$180	$820	18.0%
Dues & Subscriptions	$72,175	$36,716	$35,459	50.9%
MHEC Dues	$115,000	$115,000	$0	100.0%
Conference Registration Fees	$3,000	$4,024	-$1,024	134.1%
Electricity	$3,000	$2,197	$803	73.2%
Rent Expense	$64,100	$54,989	$9,111	85.8%
Office Supplies	$4,000	$1,506	$2,494	37.7%
Non Capitalized Equipment	$450	$0	$450	0.0%
Food Expenses	$2,000	$2,251	-$251	112.6%
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	$314	-$14	104.7%
License Fees	$1,499	$1,499	$0	100.0%
Other	$800	$598	$202	74.8%
Subtotal	$368,291	$297,463	$70,828	80.8%
STAFF TRAVEL				
Board & Lodging	$8,000	$4,550	$3,450	56.9%
Commercial Transportation	$5,000	$1,903	$3,097	38.1%
Meals-Travel Status	$3,000	$957	$2,043	31.9%
State-Owned Transportation	$5,000	$1,731	$3,269	34.6%
Mileage	$7,000	$1,574	$5,426	22.5%
Other	$1,000	$235	$765	23.5%
Subtotal	$29,000	$10,950	$18,050	37.8%
COMMISSIONER TRAVEL				
Board & Lodging	$6,600	$3,118	$3,482	47.2%
Meals-Travel Status	$2,000	$1,243	$757	62.2%
Mileage	$15,000	$8,960	$6,040	59.7%
Other	$1,000	$66	$934	6.6%
Subtotal	$24,600	$13,387	$11,213	54.4%
TOTAL EXPENDITURES	$1,734,238	$1,504,810	$229,428	86.8%
General Fund	$1,669,307	$1,497,897	$171,410	
Cash Fund	$64,931	$6,913	$58,018	
Total	$1,734,238	$1,504,810	$229,428	86.8%

Note: The percentage of budget spent without including the MHEC dues is 85.8%.
The MHEC dues are paid in full ($115,000) during the first month of the fiscal year.

Quarterly Report as of June 30, 2025

Nebraska Opportunity Grant Program (NOG)

	2024-25 Appropriations	*2024-25 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* *100.00%*
GOVERNMENT AID				
Other Government Aid	$24,469,270	$24,437,506	$31,764	99.9%
TOTAL EXPENDITURES	$24,469,270	$24,437,506	$31,764	99.9%
General Fund	$8,093,430	$8,093,430	$0	
Cash Fund	$16,375,840	$16,344,076	$31,764	
Total	$24,469,270	$24,437,506	$31,764	99.9%

Higher Education Financial Aid

	2024-25 Appropriations	*2024-25 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* *100.00%*
PERSONAL SERVICES				
PSL	*$213,995*			
Permanent Salaries	$135,964	$67,499	$68,465	49.6%
Benefits	$90,589	$16,135	$74,454	17.8%
Subtotal	$226,553	$83,634	$142,919	36.9%
OPERATING EXPENSES				
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%
STAFF TRAVEL				
Personal Vehicle Mileage	$200	$0	$200	0.0%
Subtotal	$200	$0	$200	0.0%
GOVERNMENT AID				
Gap Assistance	$2,509,658	$1,374,078	$1,135,580	54.8%
AETP	$400,000	$291,000	$109,000	72.8%
AETP-ST	$300,000	$216,000	$84,000	72.0%
EEPT	$800,000	$645,675	$154,325	80.7%
CRCD	$220,000	$80,207	$139,793	36.5%
Door to College	$163,018		$163,018	0.0%
Career SCH-Community College	$4,000,000	$2,756,614	$1,243,386	68.9%
Career SCH-Private Colleges	$4,000,000	$3,535,458	$464,542	88.4%
Subtotal	$12,392,676	$8,899,032	$3,493,644	71.8%
TOTAL EXPENDITURES	$12,704,453	$8,984,068	$3,720,385	70.7%
General Fund	$8,000,000	$6,292,072	$1,707,928	
Cash Fund	$4,704,453	$2,691,996	$2,012,457	
Total	$12,704,453	$8,984,068	$3,720,385	70.7%

Quarterly Report as of June 30, 2025

Access College Early Scholarship (ACE)

	2024-25 Appropriations	*2024-25 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* 100.00%
GOVERNMENT AID				
Other Government Aid	$2,020,247	$1,309,143	$711,104	64.8%
TOTAL EXPENDITURES	$2,020,247	$1,309,143	$711,104	64.8%
General Fund	$2,020,247	$1,309,143	$711,104	
Total	$2,020,247	$1,309,143	$711,104	64.8%

Guaranty Recovery Program

	2024-25 Appropriations	*2024-25 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* 100.00%
GOVERNMENT AID				
Other Government Aid	$16,000	$0	$16,000	0.0%
TOTAL EXPENDITURES	$16,000	$0	$16,000	0.0%
Cash Fund	$16,000	$0	$16,000	
Total	$16,000	$0	$16,000	0.0%

Community College ARPA Grants

	2024-25 Appropriations	*2024-25 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* 100.00%
GOVERNMENT AID				
Other Government Aid	$14,055,270	$14,055,270	$0	100.0%
TOTAL EXPENDITURES	$14,055,270	$14,055,270	$0	100.0%
Federal Fund	$14,055,270	$14,055,270	$0	
Total	$14,055,270	$14,055,270	$0	100.0%

Community College ARPA Funds - Dual Enrollment (Agency 83)

	2024-25 Appropriations	*2024-25 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* 100.00%
GOVERNMENT AID				
Other Government Aid	$10,000,000	$5,000,000	$5,000,000	50.0%
TOTAL EXPENDITURES	$10,000,000	$5,000,000	$5,000,000	50.0%
Federal Fund	$10,000,000	$5,000,000	$5,000,000	
Total	$10,000,000	$5,000,000	$5,000,000	50.0%

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska-Lincoln**
Program:	**Robotics Engineering**
Award:	**Bachelor of Science (BS)**
Mode of Delivery:	**Face-to-face (Lincoln)**
Institution's Existing Degree(s) in Same or Similar Discipline:	**Minor in Robotics**
Proposal Received by Commission:	**June 19, 2025**
Proposed Start Date:	**Fall 2025**

Background

Robotics is a field of study that blends engineering, computer science, and artificial intelligence primarily to create machines capable of performing tasks traditionally done by humans. Robots are used in industries like manufacturing and healthcare. Some are designed for repetitive tasks, while others, equipped with AI, can make decisions and adapt to their environment.

In 2021 UNL applied for and received a Heartland Robotics Cluster (HRC) Grant from the U.S. Department of Commerce's Economic Development Administration. The Heartland Robotics Cluster is a collaboration between the College of Engineering, Metropolitan Community College, and Invest Nebraska, and is supported by industry.

Description

The goal of the proposed robotics engineering program is to provide students with the skills needed to identify, formulate, and solve complex engineering problems in the field of robotics and automation by applying principles of engineering, science, and mathematics. Students would also be able to design and implement robotic and automation solutions that meet specified needs of the potential user.

The program would consist of 128 credit hours including a 26 credit hour robotics core, 10 hours of computer science core, 10 hours of electrical engineering core, nine hours of mechanical engineering core, and two non-credit engineering seminars. Students would also select a 23-credit hour technical elective in either Robot Design/Build, Robot Software/Algorithms, or Robot Sensors/Signals. Eighteen hours of math and 14 hours of science include general education courses. Six additional general education courses (18 hours) complete the curriculum (see page 5).

UNL intends to seek accreditation from ABET (formerly the Accreditation Board for Engineering and Technology). The degree program contains all the necessary elements for UNL to apply for

accreditation and to prepare students for professional licensure. In Nebraska, a student must have graduated from an ABET accredited program and pass the Fundamentals of Licensure exam as the first steps toward licensure as a professional engineer.

The 128 required hours exceeds the Board of Regents established 120 credit hour policy. As with other engineering disciplines at UNL and elsewhere, this number of credit hours is needed to simultaneously meet the UNL Achievement-Centered Education (ACE), i.e., general education, and ABET requirements.

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

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

REVIEW CRITERIA

A. Need for the Program

High----------Low				
	√			

UNL asserts that there is a growing demand for skilled professionals in the rapidly developing field of robotics. Robotics and automation have become integral components to numerous Nebraskan industries including agriculture, manufacturing, and healthcare. At present, there are nearly 100 unfilled job openings for robotics professionals in Nebraska.

The proposal cites a market analysis, conducted for UNL by Hanover Research, that included the following observations.

- A favorable condition exists in support of a new degree program due to both a high demand from students and an under-supply of available programs.
- Job postings show 1,323 open advertised positions across the U.S. and currently 84 such positions in the Great Plains area; both were anticipated to grow substantially. ZipRecruiter also showed 94 local job openings.
- The discipline is small compared with established programs in Mechanical Engineering, Electrical Engineering, and Computer Science, but is a rapidly growing field with conferrals increasing 69.3% from 2015-2019. Hanover anticipated that UNL could expect strong growth due to there being no competing programs in the Great Plains region.

While preparing the HRC grant, Invest Nebraska identified three points in support of developing the program:

- In 2021, Lincoln, Nebraska, was identified as one of thirteen “early adopter” metro areas in the country showing above-average involvement in AI activities.
- Nebraska has a growing robotic startup culture. Invest Nebraska has invested in at least six robotic startups in recent years.
- In 2021, according to the Nebraska Public Power District, Nebraska had the fourth highest number per capita of middle-school and high-school teams participating in First, Vex, or Create robotic competitions in the country (also see Section B).

In addition to the letters of recommendation needed for the proposal to advance through the university system, there were three letters from UNL faculty and letters of support from Drone Amplified, Inc. and Invest Nebraska.

The market analysis and robotic competition participation cited suggest a need for the program.

B. Demand for the Program

High----------Low				
	√			

UNL reports that the College of Engineering (COE) already offers several courses in robotics engineering topics. There currently are 226 students enrolled in 8 robotics-focused courses and 97 students enrolled in 6 robotics-focused courses that each have a laboratory component. Currently COE has a robotics minor which averages 20 students. The number of students who matriculate to completion of the minor is quite small (averaging 3 students per year). The challenge for these students appears to be the difficulty of completing the minor requirements on top of their academic load in an engineering major. The proposed program would provide an alternative where students could focus on robotics-oriented applications.

The proposal also states that Nebraska has a strong student participation in a number of competitive robotic organizations with interest at all levels of primary education. Currently, organizers of these groups have expressed dissatisfaction with the lack of opportunities for those deeply involved in robotics to pursue this field as a career. Since the HRC project launched in 2022, UNL has supported on-campus activities of student robotic competitions from VEX and FIRST Robotics (robotics suppliers and educators). These competitions in 2024 brough 62 VEX teams comprised of 230 participants, while the FIRST competition brought 76 teams with 576 participants to the UNL campus.

Some of these competitors are likely to enter UNL and COE through traditional programs. UNL's hope is that the proposed program would be a potential destination program that encourages students (and especially those from Nebraska, Iowa, Kansas, and South Dakota) to come to UNL and migrate to the engineering program that best fits their career aspirations. The differentiator is that Robotics Engineering is designed as an application-oriented degree program and may attract students interested in less traditional programs. With the ability to select a set of technical elective courses (essentially an option or area of focus) the program should attract more students than a program without such flexibility.

UNL estimates that in the first year of the program the enrollment would be approximately 25 students, increasing 25 students each year, reaching 125 students in year five. The distribution is expected to be 85% resident students and 15% non-residents.

The projected enrollments may seem large, but the College of Engineering enrolls and graduates a large number of students each year. The Integrated Postsecondary Education Data System (IPEDS) shows that UNL graduated 108 students with baccalaureate degrees in mechanical engineering in 2023-24,115 in computer science, 33 in computer engineering, and 45 in electrical engineering. These figures, coupled with the number of young students participating in robotics competitions, supports the projected enrollments and demand for the program.

C. Avoidance of Unnecessary Duplication

High----------Low				
√				

There are no robotics engineering programs in Nebraska. UNL identified numerous institutions in neighboring states with robotics minors, degrees in engineering technology, and associate or graduate degrees in similar fields. UNL reports that the closest undergraduate four-year robotics degrees they were able to identify are in Indiana, Michigan, Oklahoma, and Arizona.

D. Resources: Faculty/Staff

High----------Low				
	√			

UNL reports that two new professors of practice have been hired as part of the Heartland Robotics Cluster Grant from the U.S. Department of Commerce's Economic Development Administration. The intent is for them to spend the current year developing curriculum for the new courses (five are needed) while piloting ROBO 100 (Introduction to Robotics) and ROBO 150 (Robotics Tools) in the fall and spring. The course content and curriculum would be developed in collaboration with established faculty and ensure that the newly designed courses interface properly with pre-requisite courses and courses that are "downstream."

Advisors would initially come from engineering student services. As students progress through the program, UNL will increasingly utilize the experience of the professors of practice along with robotics-focused faculty in COE.

E. Resources: Physical Facilities/Equipment

High----------Low				
	√			

UNL reports that classrooms will be selected in Kiewit Hall. A dedicated teaching laboratory has been identified in Scott Engineering Center, room C330. The HRC is providing funding for the new instructional robotics laboratory. It will also fund the purchasing of teaching equipment for robotics and some operational support. Refresh of equipment would be maintained regularly using college resources.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

The proposal states that current library resources will be sufficient to support the program. Since the program draws from several engineering disciplines including computer, mechanical, and electrical, and a minor in robotics is in place, there should be adequate resources.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff [1]	$1,508,814	Reallocated Funds	
General Operating [2]	$125,000	New State Funds	
Equipment		New Local Funds	
Faculty Start-up		Tuition and Fees [3]	$5,599,425
		Other: Heartland Robotics Cluster Grant	$626,910
Five-Year TOTAL	$1,633,814	Five-Year TOTAL	$6,226,335

[1] Two full-time faculty of practice.

[2] Faculty development, laboratory equipment and supplies, travel, memberships, office equipment and supplies, communications, data processing, equipment maintenance, rentals, etc.

[3] Based on 25 students in year one, increasing by 25 each subsequent year (125 total students in year five). Projections used $397 per credit hour resident tuition for the College of Engineering courses, with students taking 22 courses per year. Non-resident tuition for the College of Engineering is $1,158 per credit hour. The calculations estimated approximately 85% resident and 15% non-resident students.
Lab fees would be charged in ROBO 150, 302, and 350 to offset some materials costs.

Committee Recommendation: **That the Commission approve the Bachelor of Science degree in Robotics Engineering at the University of Nebraska-Lincoln**

First Program Review Date: Due June 30, 2030.

BS in Robotics Engineering: Core Curriculum

Robotics Core		
ROBO 100	Introduction to Robotics	3
ROBO 150	Robotics Tools	3
ECEN 345	Mobile Robotics	4
ROBO 299	Robotics Career Experiences	1
ROBO 302	Robot Design and Control	3
ROBO 303	Robot Software and Algorithms	3
ROBO 350	Robotic System Integration	3
ROBO 446	Capstone 1 (ACE 8)	3
ROBO 447	Capstone 2 (ACE 10)	3
Credit hours subtotal:		26
Core Computer Science Requirements		
CSCE 155E	Computer Science 1	3
CSCE156	Computer Science 2	4
CSCE 331	Data Structures	3
Credit hours subtotal:		10
Core Electrical Engineering Requirements		
ECEN 216	Electronics and Circuits 2	3
ECEN 236	Circuits lab 2	1
ECEN 220 / CSCE 336	Embedded Systems	3
ECEN 304	Signals and Systems 1	3
Credit hours subtotal:		10
Core Mechanical Engineering Requirements		
MECH 223	Statics	3
MECH 373	Engineering Dynamics	3
MECH 350	Dynamics and Control	3
Credit hours subtotal:		9
Technical electives		23

One of the following focus areas:

- Robot Design / Build focus area
- Robot Software / Algorithms focus area
- Robot Sensors / Signals focus area

Total Credits **78**

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska-Lincoln**
Program:	**Multidisciplinary Studies**
Award:	**Bachelor of Arts (BA) or Bachelor of Science (BS)**
Mode of Delivery:	**Face-to-face at UNL***
Institution's Existing Degree(s) in Same or Similar Discipline:	**Individualized Program of Study**
Proposal Received by Commission:	**June 19, 2025**
Proposed Start Date:	**Fall 2025**

***** Some courses may be available at distance.

Description

The proposed Multidisciplinary Studies program is part of a larger effort by UNL to offer a more flexible degree completion pathway to students who may have pursued an undergraduate degree but who stopped short of graduating. These students could be transitioning from a different UNL major, transferring from another institution, or returning to college having paused in pursuing a degree.

Housed in the College of Arts and Sciences, the program would require a total of 120 credit hours. Students would complete a foundational course and a capstone course tailored to their unique needs (four credit hours of new courses), with the remaining hours for the major made up of three focus or theme areas approved by their academic advisor and the college (see page 4). A focus is a set of courses in a single discipline, while a theme is a set of courses across several disciplines that inform a cohesive topic, population, time period, or geographic region. Students could graduate in a minimum of one year, depending on courses already completed.

Any student who has completed (either at UNL or another accredited institution) 60 or more UNL degree-applicable credit hours would be eligible for the program. This requirement allows students to build a cohesive yet flexible completion plan while utilizing credit already completed and addresses an unmet need at UNL. The program would not be universally advertised. Rather, it would only be listed on applications for transfer and readmission to UNL. Current students could declare it as a major after consulting with an academic advisor.

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

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

REVIEW CRITERIA

A. Need for the Program

High----------Low				
		√		

UNL asserts that as individuals attain increasing levels of education, their prospects for employment and weekly earnings increase. And as the percentage of a state's population with a college degree increases, so does economic growth. The proposal cites Bureau of Labor Statistics (BLS) data from 2020 related to unemployment rates and median weekly earnings for workers with a bachelor's degree vs. associate's or no degree:

- Bachelor's degree: $1,305 and unemployment rate of 5.5%
- Associate's degree: $938 and unemployment rate of 7.1%
- Some college, no degree: $877 and unemployment rate of 8.3%.

Note that the proposal was originally written in 2021 and therefore utilized 2020 BLS data. Data from the BLS for 2024 reveals the following figures:

- *Bachelor's degree: $1,543 and unemployment rate of 2.5%*
- *Associate's degree: $1,099 and unemployment rate of 2.8%*
- *Some college, no degree: $1,020 and unemployment rate of 3.8%.*

The economic impact on the state was evidenced by research conducted by the American Action Forum in 2019 showing that for every 1% increase in population with a bachelor's degree, there is a .08% increase in the state's Gross Domestic Product.

Letters of support were provided by UNL's Director of Advising and the Associate Director of Career Development, as well as Central Community College, Northeast Community College, and Southeast Community College. Comments from the letters include:

- Multiple inquiries for this type of program have been received at UNL.
- The flexible degree completion option can create cost-of-living savings and the ability to remain employed.
- The program would equip students with the ability to adapt to the ever-changing work landscape and to pursue several different career options.
- The program would significantly enhance opportunities for community college graduates.

UNL asserts that the program would address an unmet need at UNL, allowing students to complete their UNL degree in the most efficient and cost-effective way possible. The only existing option for students wanting to complete a program previously begun is the Individualized Program of Study requiring a formal curricular proposal, review, and approval from the Curriculum and Advising Committee for each student enrolling in the program.

While important, the unemployment and wage statistics don't directly address a need in the state. The letters of support provide better context.

B. Demand for the Program

High----------Low				
	√			

The proposal cited data from the CCPE *2021 Nebraska Higher Education Progress Report* (3/11/21) to illustrate demand for the program.

- The percentage of Nebraskans ages 22 to 64 who have some college or an associate's degree is 35.1%.

- For the period 2015-2019, Nebraska had 363,701 total 22-64-year-olds with some college or associate's degree.
- The percentage difference in college attainment between whites and minorities ages 25 to 44 is 25.7%, which ranks third worst in the country.

The university anticipates enrolling 20 new students in the first year of the program, 50 in year two, 70 in year three, 90 in year four, and 100 in year five. This progression would stabilize the total number of active majors at 100 in subsequent years. The proposal listed enrollments at institutions with comparable programs, ranging from 310 at Indiana to 32 at Penn State. The program at Missouri is most comparable to the proposed program and had 244 students.

Given the potentially broad appeal to students and the figures from institutions with similar programs, the projection for student enrollments is reasonable.

C. Avoidance of Unnecessary Duplication

High----------Low				
	√			

Degree programs that provide students the opportunity to take courses in several disciplines, including courses previously completed, are not unusual in Nebraska or nationally. These programs range from those designed to meet students' individual needs, such as the Individualized Program of Study at UNL (see Section A), to programs with a designed structure that allows some choice and flexibility in coursework, such as the General Studies program at UNK or the Bachelor of Applied Science in UNL's College of Agricultural Sciences and Natural Resources.

The program in the state that most closely resembles the proposed program is the Bachelor of Multidisciplinary Studies at UNO. It offers two options for students: focus on a single area of concentration or broaden the approach with several (usually three) smaller areas of emphasis. It requires a foundations course and a capstone. The total credits required for the program is 51. UNO has identified 30 areas of study for students to choose from. Of these, nine are offered only on campus, 16 are available entirely online, and 20 are available in a blended format.

IPEDS (Integrated Postsecondary Educational Data System) data show that UNO graduated at least 338 students in the Multidisciplinary Studies program in 2023-24. In the same year UNK graduated 44 students with a Bachelor of General Studies degree. UNL's Individualized Program of Study had two graduates.

The number of graduates from the UNO program points to a large demand. While the proposed program is similar to that at UNO, the number of UNO graduates indicates that a program at UNL would not be an unnecessary duplication, but rather an opportunity to serve even more Nebraska students.

D. Resources: Faculty/Staff

High----------Low				
√				

UNL reports that no new faculty would be needed. If enrollment exceeds 100, a second advisor would be needed (included in the budget).

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

Acceptable				
yes	√		no	

UNL states that no additional resources would be needed. The program would rely on the resources available for existing courses already supported within the colleges and departments.

F. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff [1]	$62,820	Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Faculty Start-up		Tuition and Fees [2]	$1,645,380
Five-Year TOTAL	$62,820	Five-Year TOTAL	$1,645,380

[1] One full-time advisor beginning in year five.
[2] Based on 20 students in year one, increasing to 100 students in year five, taking 18 credit hours per year at $277 per credit hour resident tuition.

Staff Comment: The proposed program would target a somewhat different student population, focusing on students who have attended UNL or a local institution previously and can attend in person on campus. There is no online delivery proposed, giving the program a different character than that at UNO. In addition, the program has the potential to contribute to Nebraska attaining its achievement goal of 70% of 25-34 year-olds having a credential of economic value by 2023.

Committee Recommendation: That the Commission approve the Bachelor of Arts and Bachelor of Science degrees in Multidisciplinary Studies at the University of Nebraska-Lincoln.

First Program Review Date: Due June 30, 2026

Requirements for Baccalaureate Degree in Multidisciplinary Studies

Core Requirements	**Credit Hours**
Required Courses:	
CASC 300: Academic and Career Planning for Multidisciplinary Studies	1
CASC 481: Multidisciplinary Studies Capstone	3
Themes or Focus Areas:	
Theme or Focus #1 - 15 hours from the same designator, or courses from different departments that represent an approved theme	15
Theme or Focus #2 - 15 hours from the same designator, or courses from different departments that represent an approved theme	15
Theme or Focus # 3 - 15 hours from the same designator, or courses from different departments that represent an approved theme	15

At least 15 hours within the theme or focus areas must be at the 300 or 400 level.

Total Credit Hours	**49**

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

NEW ORGANIZATIONAL UNIT PROPOSAL

Institution:	**University of Nebraska Medical Center (UNMC)**
Name of the new unit:	**Center for Diabetes Care, Research, and Education (C-DIACARE)**
Department participating in the new unit:	**Department of Internal Medicine, Division of Diabetes, Endocrinology, and Metabolism**
Proposal Received by the Commission:	**June 19, 2025**
Proposed Start Date:	**Upon approval by CCPE**

Background

UNMC has long been involved with diabetes care and research including its longstanding American Diabetes Association-certified Diabetes Education program for patients. Since diabetes directly impacts or is a consequence of other disease states, in addition to their direct diabetes research faculty have become involved in diabetes care within other clinical programs, including the high-risk pregnancy clinic, cystic fibrosis program, solid organ and bone marrow transplant program, cancer center, and bariatric medicine program.

Description

The vision of C-DIACARE is to transform diabetes outcomes through research, education, outreach, and changes in policy. It would be structured around four corresponding cores: Leadership Core, Research Core, Education Core, and Dissemination and Outreach Core. The center has identified the following goals:

- Create and maintain the structure, space, and facilities that best support its missions
- Build a comprehensive diabetes clinical-translational research program
- Provide state-of-the-art diabetes education
- Disseminate best practices for diabetes care and education across the state and the U.S. to reduce health disparities of rural and underserved areas.

Specific activities would include:

- Serve as a clearing house where researchers and community organizations can identify collaborators, educators, and consultants
- Coalesce and/or link existing research and education programs across the NU system
- Enhance the competitiveness of the NU system for an NIH Center grant
- Attract Nebraska rural health networks to work with NU on improving rural health disparities.

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

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

REVIEW CRITERIA

A. Demonstrated Need and Appropriateness of the Unit

High----------Low				
√				

UNMC provided these figures as evidence of need:

- About 1 in 10 adult Nebraskans (9.3%) have been diagnosed with diabetes mellitus, although this is likely an underestimate since many individuals with diabetes remain undiagnosed for up to 10 years.
- The prevalence of diabetes continues to rise.
- Health care expenses of those with diabetes are about 2.3 times those without diabetes.

The proposal explains that diabetes impacts many organ systems and many disciplines are involved in diabetes health care and prevention. Multidisciplinary teams are needed to solve problems and to implement current best practices. There are many faculty across UNMC and other NU campuses who are focused on different aspects of diabetes-related research. While there are some informal connections between these groups, there is no one place for either current faculty, students, or community agencies to come to identify collaborators or consultants. Similarly, there are many existing graduate students working on diabetes projects that would benefit from having collaborators or members on their graduate committees to enhance the outcomes of their proposals.

In addition to the benefit to faculty research, the center would address the recognized disparities in access to diabetes care. There are national clinical trials between rural and metropolitan areas that impact Nebraska communities. Having a center focused on reducing health disparities would ultimately lead to reducing rural and other health disparities related to diabetes diagnosis, prevention, and care.

The proposal also asserts that the creation of the center would increase collaborative research across the University system and the state, position UNMC to attract multi-million-dollar grants from external sources like the NIH, add to the area's skilled workforce, and contribute to economic growth in Nebraska.

B. Resources: Faculty/Staff

High----------Low				
√				

The current chief of the Diabetes, Endocrinology, and Metabolism Division would serve as the interim director of the center. A national search has begun to identify a permanent director. There would also be an associate director and four assistant directors. A Community Advisory Board and a Scientific Advisory Board would be established. The proposal included names and information for 58 faculty from UNMC, UNL, and UNO who are currently involved in research related to diabetes and metabolic diseases who would be approached to join the center.

UNMC reports that administrative support would be provided by the Division of Diabetes, Endocrinology, and Metabolism, including grant and contract preparation and submission, grant administration, and educational program support.

C. Resources: Physical Facilities/Equipment

High----------Low				
√				

The UNMC/Nebraska Medicine Omaha clinical Diabetes Center provides a location for recruitment of subjects as well as testing implementation of educational programs, whether directed at students, patients, or providers. Other clinical research space would also be utilized including the Clinical Research

Center and Clinical Research Unit on the UNMC campus, the Clinical Research Center at the Omaha VA Hospital, the Clinical Research Facility in the Student Life Center in UNMC's College of Allied Health, and facilities on the UNL and UNK campuses.

D. Budget

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

PROJECTED COSTS		**ANTICIPATED REVENUES**	
Faculty and Staff[1]	$3,699,322	Existing funds: grant[4]	$214,000
General Operating	$220,000	Other:[5] New grants	$1,400,000
Library[2]	$40,000	Institutional support	$1,108,806
Other[3]	$317,500	Wahl endowment	$320,000
		Foundation donors	$959,016
		Educational fund donors	$275,000
Five-Year TOTAL	$4,276,822	Five-Year TOTAL	$4,276,822

[1] Center Director, Associate Director, 4 assistant directors, non-teaching staff/support
[2] Subscription fees for databases
[3] Annual Diabetes Symposium; travel
[4] "Diabetes on Track" program, donor-funded through NU Foundation
[5] Some funds are unconfirmed

Committee Recommendation: That the Commission approves the Center for Diabetes Care, Research, and Education at the University of Nebraska Medical Center

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

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

Reports Received by June 2025

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of annual reports submitted in late spring 2025. Reports received later in 2025 will be summarized at a future Commission meeting. Dates in the left-hand column are the time frame during which enrollment and graduation data was collected. No action is required.

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Western Governors University *(Original approval 5/20/22)* *Jan-Dec 2024*	Business Administration, Accounting	BSBA	47	13		
	Business Administration, Healthcare Management	BSBA	5	2		
	Business Administration, Human Resource Management	BSBA	18	3		
	Business Administration, Information Technology Management	BSBA	10	7		
	Business Administration, Management	BSBA	79	28		
	Business Administration, Marketing	BSBA	12	3		
	Accounting	BS		13		
	Business, Healthcare Management	BS	1	3		
	Business, Human Resource Management	BS		13		
	Business, Information Technology Management	BS BS		10		
	Communications	BS	1			
	Finance	BS	4			
	Healthcare Administration	BS	16			
	Business Management	BS		34		
	Marketing Management	BS		8		
	Supply Chain and Operations Mgt	BS	10	1		
	User Experience Design	BS	1			
	Business Administration	MBA	27	38		
	Healthcare Management	MBA	23	22		
	IT Management	MBA		16		
	Management and Strategy	MBA	10	10	College of Business: 291	
	Human Resource Management	MS	5	2		
	Marketing, Digital Mkt Specialization	MS	2	4		
	Marketing, Mkt Analytics Spec	MS	1			

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
	Management and Leadership	MS	16	34		
	Accounting	MACC	3	2		
	_____				_____	
	Health Science	AS	1			
	Nursing (RN to MSN)	BSN, Certificate	7	2		
	Psychology	BS	8			
	Health Informatics	BS		2		
	Health Information Management	BS	13	9		
	Health Science	BS	3			
	Health and Human Services	BS	17	3		
	Nursing	BS	42	205		
	Health Leadership	MHL	1	4		
	Healthcare Administration	MHA	9	5		
	Integrated Healthcare Mgt	MS		1		
	Public Health	MPH	1			
	Nursing – Education (BSN to MSN)	MS	13	37		
	Nursing – Education (RN to MSN)	MS		6		
	Nursing – Family Nurse Practitioner (BSN to MSN)	MS	4	1		
	Nursing – Leadership and Management (BSN to MSN)	MS	9	40		
	Nursing – Leadership and Management (RN to MSN)	MS	3	13		
	Nursing – Nursing Informatics (BSN to MSN)	MS		7		
	Nursing – Nursing Informatics (RN to MSN)	MS		2		
	Nursing – Psychiatric Mental Health Nurse Practitioner		3			
	Post-baccalaureate Certificate in Nursing (RN-MSN)	PB		2		
	Post-master's Certificate, Nursing, Family Nurse Practitioner (Post-MSN)	PMC	1		Health Professions College: 137	
	Post-master's Certificate, Nursing, Psychiatric Mental Health Nurse Practitioner (Post-MSN)	PMC	2			
	_____				_____	
	Cybersecurity and Info Assurance	AS	3			
	Cloud Computing	BS	37	6		
	Cloud Computing-Amazon Web	BS	11	1		

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
	Services					
	Cloud Computing-Microsoft Azure	BS	10			
	Computer Science	BS	35	10		
	Cybersecurity and Information Assurance	BS	166	42		
	Data Analytics	BS	12	1		
	Data Management/Data Analysis	BS	4	2		
	Information Technology	BS	32	22		
	IT, Networks Admin	BS		2		
	IT, Networks Design and Mgt	BS		3		
	IT, Security	BS		15		
	IT, Software	BS		2		
	Information Technology (BSIT to MSITM)	BS	21	1		
	Network Engineering and Security	BS	21	1		
	Network Engineering and Security-Cisco	BS	15	1		
	Network Operations and Security	BS	5	12		
	Software Development	BS	3	10		
	Software Engineering	BS	30	2		
	Cybersecurity and Information Assurance	MS	18	28		
	Data Analytics	MS	8	11		
	Data Analytics-Data Engineering	MS	1			
	Daa Analytics-Data Science	MS	3		Information	
	Information Security and Assurance	MS		4	Technology	
	Information Technology Management	MS	9	13	College: 444	
	_____				----------	
	Early Childhood Education	BA		1		
	Educational Studies	BA		8		
	Educational Studies in Elementary Education	BA	11	14		
	Educational Studies in Secondary Biological Science Education	BA	3	2		
	Educational Studies in Secondary Earth Science Education	BA	1	1		
	Educational Studies in Secondary Mathematics Education	BA	1			
	Educational Studies in Special and Elementary Education	BA	8			
	Educational Studies in Mild to	BA	1	1		

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
	Moderate Exceptionalities					
	Interdisciplinary Studies K-8	BA	1	42		
	Mathematics (5-12)	BA		1		
	Science (5-12 Bio)	BA		5		
	Science (5-12, Chemistry)	BA		1		
	Social Science (5-12)	BA		1		
	Special Education	BA		19		
	Elementary Education	BA	85	6		
	Elementary Education - WA	BA		35		
	Special Education and Elementary Education (dual licensure)	BA	45	10		
	Special Education, Mild to Moderate	BA		19		
	Mathematics Education (Middle Grades)	BS	7			
	Mathematics Education (Secondary)	BS	3	2		
	Science Education (Secondary Biological Science)	BS	6	3		
	Science Education (Secondary Earth Science)	BS	2			
	Educational Leadership	END		2		
	English Language Learning	END		1		
	Science Education (Middle Grades)	MA	5	5		
	Science Education (Secondary Biol)	MA		3		
	Science Education (Secondary Earth Science)	MA	2	1		
	Educational Studies, Mathematics (Middle Grades)	MA		1		
	Educational Studies, Mathematics (Secondary)	MA		1		
	Educational Studies, Special Ed	MA	1			
	Elementary Education	MAT	18	20		
	Elementary Education (K-8)	MAT		9		
	English Education (5-12)	MAT		1		
	English Education (Secondary)	MAT	1	3		
	Mathematics Education (Middle Grades)	MAT		1		
	Mathematics Education (Secondary)	MAT	1			
	Science Education (Secondary)	MAT	3	2		
	Social Science (5-12)	MAT		2		
	Special Education	MAT	9	1		

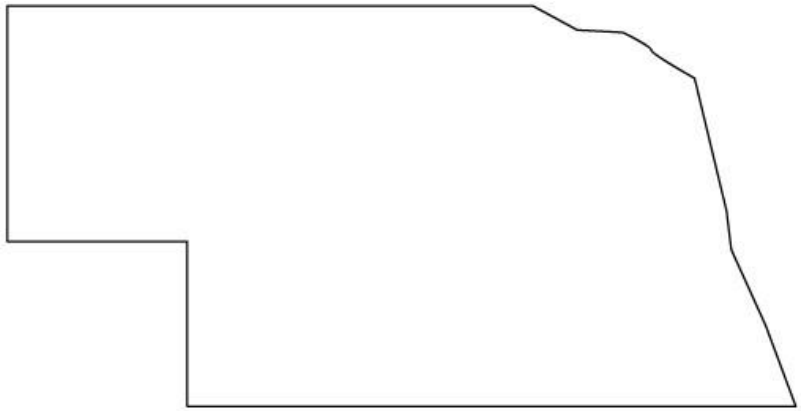
Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
	Educational Studies	MA		2		
	English Language Learning	MA	1	5		
	Mathematics Education (5-12)	MA		3		
	Mathematics Education (K-6)	MA	9	18		
	Science Education (5-12, Bio)	MA		1		
	Science Education (5-12, Chem)	MA		5		
	Science Education (5-12, Geo)	MA		1		
	Science Education (5-12, Physics)	MA		2		
	Science Education (5-9)	MA		1		
	Educational Technology and Instructional Design	MED	18	5		
	Instructional Design	MED		15		
	Learning and Technology	MED		25		
	Curriculum and Instruction	MS	52	94		
	Educational Leadership	MS	12	9		
	Learning Experience Design and Educational Technology	MS	1	6		
	Special Education	MS		10		
	Teacher Prep, Elementary Ed	PB		2	Teachers	
	Teacher Prep, Math (5-12)	PB		1	College: 317	
	Teacher Prep, Science (5-12)	PB		1		
	Teacher Prep, Social Science (5-12)	PB		1		
	Elementary Education	PB		1		
	PB = Post-baccalaureate				---------- **TOTAL: 1,189**	
Andrews University (Original approval 6/14/18) AY 2023-24	Master of Arts in Pastoral Ministry	MAPM	16	1	16	

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

July
2025

A Report by the Coordinating
Commission for Postsecondary Education

NEBRASKA'S
ccpe
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION



College Course Offerings for High School Students

by Nebraska Public Institutions

2023-2024

College Course Offerings for High School Students, 2023-24

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

Anomalies were investigated as time allowed.

College Course Offerings for High School Students

Highlights of the Report

2023-2024

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

Distance education enrollment information for fall 2013 through fall 2023 for all Nebraska institutions by student level, distance education status, and distance education location can be found on the Coordinating Commission's enrollment dashboard at ccpe.nebraska.gov/enrollmentdashboard.

Definitions

- Course Delivery Method

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

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

- While the majority of dual credit courses are offered in high schools, there are several significant exceptions in the reported data: WSC, UNL, and all the community colleges except for MPCC and WNCC included courses that were taught on a campus or center (Table I).

Numbers of Courses and Students

Table I

Number of Courses and Students (duplicated headcount) at Centers and Campuses

	# of Courses	# of Students
CCC Columbus Campus	24	100
Grand Island Campus	58	318
Hastings Campus	25	81
Holdrege Center	4	18
Kearney Center	48	261
Lexington Center	7	55
MCC Fort Omaha Campus	119	518
South Omaha Campus	96	342
Elkhorn Valley Campus	20	249
Applied Technology Center	50	242
Fremont Center	81	1,001
Sarpy Center	95	814
Career Launch Center	24	316
NECC Norfolk Campus	55	199
College Center- South Sioux	33	111
O'Neill Extended Campus	11	90
West Point Extended Campus	25	195
SCC The Career Academy	186	2,058
Lincoln Campus	19	127
Other SCC locations	17	78
UNL, on campus	7	47
WSC, on campus	3	13

Some courses may have been taught in a center or campus but not labeled as such. For example, in 2022-23 MPCC listed courses offered in their six "Community Campuses." Those campuses were not listed in 2023-24. Table II lists the high schools located in the community campus cities.

Numbers of Courses and Students, continued

Table II

Locations Previously Identified as Community Campuses

	# of Courses	# of Students
MPCC Broken Bow HS	18	139
Chase County HS (Imperial)	22	201
McCook HS	42	195
North Platte HS	72	734
Ogallala HS	15	117
Valentine HS	27	172

- All six community colleges, the three state colleges, and the University of Nebraska campuses (except for UNMC) offered courses to high school students in 2023-24 and for the two years prior (Table III).

- In 2020-21 there were 4,686 college courses enrolling 43,694 high school students (duplicated headcount). The number of courses and students steadily increased over the following two years with a large jump in 2022-23. The number of courses increased by 25% over the 2021-22 figures and the number of students increased by 31%. The increase continued, although at a slower pace, in 2023-24.

- The number of courses offered in the **university sector** decreased between 2021-22 and 2022-23 while the number of students served increased by 947. In 2023-24, the number of courses as well as the number of students increased. The gain in students for all three years was due primarily to increases at UNO.

- At the **state colleges** both the number of courses offered and the number of students served increased from 2021-22 to 2022-23. A slight decline occurred in 2023-24, influenced primarily by drops in the numbers at PSC. The number of courses at WSC increased and are partially attributable to a program that works with individual high schools to award college credit for Advanced Placement and dual enrollment courses. The Academies of Grand Island Senior High have been especially successful.

- For the **community college sector**, the number of students served as well as the number of courses increased over the three years represented in Table III with significant growth each year, although MCC and MPCC reported fewer courses in 2023-24. All institutions except MPCC enrolled more students. Although MPCC's numbers were down, it experienced a large growth in 2022-23. WNCC's figures increased significantly from 2022-23 to 2023-24. This is likely due to a change in reporting practices at the college.

TABLE III
Summary of College Courses Offered to High School Students in Nebraska by Public Institutions, 2021-2024
(Duplicated course and headcount)

Institution	2021-22		2022-23		2023-24	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	30	627	31	589	31	580
UNL	53	191	48	170	33	104
UNO	613	6,000	532	6,962	556	7,495
NCTA	7	43	6	87	5	41
University Total	703	6,861	617	7,808	625	8,220
CSC	14	148	14	187	10	198
PSC	89	1,269	83	1,346	68	1,263
WSC	103	1,978	167	2,251	178	2,246
State College Total	206	3,395	264	3,784	256	3,707
CCC	908	7,241	937	8,214	1,045	8,835
MCC	1,704*	15,427	2,091*	27,275	2,021*	29,510
MPCC	414 **	2,559	541**	3,899	493	3,479
NECC	636***	4,593	662***	5,191	801***	6,302
SCC	661****	7,142	740****	7,330	744****	8,366
WNCC	136	989	112	792	390	2,000
Community College Total	4,459	37,951	5,083	52,701	5,494	58,492
Grand Total	5,368	48,207	5,964	64,293	6,375	70,419

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

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

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

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

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Distribution by Sector

The distribution of both courses and students changed only slightly from 2018-19 to 2023-24. Most notably, the percentage of students from the university steadily declined (from 19% to 12%), while the opposite was true at the community colleges (from 75% to 83%) (Table IV).

TABLE IV

Distribution of Courses and Students

As a Percentage of Total Courses and Total Students

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	% of courses	% of students	% of courses	% of students	% of courses	% of students	% of courses	% of students	% of courses	% of students	% of courses	% of students
University	13	19	16	17	14	15	13	14	10	12	10	12
State Colleges	5	6	5	7	4	8	4	7	4	6	4	5
Community Colleges	82	75	79	76	81	77	83	79	85	82	86	83

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

- However, in 2015-16 the pattern began to change, with some of the community colleges exceeding UNO's numbers. In 2023-24 all the community colleges except MPCC and WNCC offered more courses than UNO (Table III). Of those four community colleges CCC, MCC, and SCC also exceeded the number of students reported by UNO.

Delivery Methods

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

- For distance education delivered to all students (not just high school students), asynchronous delivery is by far the most popular in all three sectors, while synchronous is the least used. For offerings to high school students, however, traditional delivery is still the most common. Since the Commission began collecting high school data, synchronous delivery has been the second most common and asynchronous the least. In 2017-18, however, asynchronous delivery surpassed synchronous, a pattern that continued through 2023-24.

- This pattern is reflected in the numbers in Table V and the percentages they represent. Asynchronous delivery was utilized for 16% of all courses offered for high school students in 2021-22. In 2023-24 it had risen to 30%. While traditional delivery was still the delivery method of choice, it represented 80% of the courses in 2021-22 but dropped to 68% in 2023-24.

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

- LB 1208 did greatly improve connectivity in the state but did not result in a significant increase in the number of synchronous courses offered by the community colleges. In all three years shown on Table V, the community colleges were the only institutions reporting synchronous delivery for high school students.

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

- The state colleges previously offered courses for high school students relying heavily on traditional delivery, with a few courses offered asynchronously. In 2021-22 and the two subsequent years CSC reported courses utilizing only traditional delivery while PSC and WSC, also heavily invested in traditional delivery, provided a small number of asynchronous courses.

TABLE V
Number of Courses Offered to High School Students by Delivery Method, 2021-2024

Institution	2021-22				2022-23				2023-24			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK			30	30			31	31			31	31
UNL		48	5	53		42	6	48		26	7	33
UNO			613	613			532	532			556	556
NCTA		7				6		6		5		5
University Total		55	648	703		48	569	617		31	594	625
CSC			14	14			14	14			10	10
PSC		12	77	89		9	74	83		6	62	68
WSC		6	97	103		9	158	167		8	170	178
State College Total		18	188	206		18	246	264		14	242	256
CCC	55	277	576	908	44	305	588	937	51	350	644	1,045
MCC*	8	27	1,669	1,704	2	735	1,354	2,091	3	659	1,359	2,021
MPCC**	44	103	267	414	117	145	279	541	87	151	255	493
NECC***	36	198	402	636	18	256	388	662	11	375	415	801
SCC****	21	166	474	661	20	227	493	740	17	214	513	744
WNCC	44	8	84	136	11	6	95	112	8	91	291	390
Community College Total	208	779	3,472	4,459	212	1,674	3,197	5,083	177	1,840	3,477	5,494
Grand Total	208	852	4,308	5,368	212	1,740	4,012	5,964	177	1,885	4,313	6,375

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

**Includes courses at the Broken Bow, Imperial, McCook, North Platte, Ogallala, and Valentine Community Campuses except for 2023-24.

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

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

Subject areas

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

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

- Liberal arts and sciences courses are also the kinds typically offered by the four-year institutions. The most-offered courses in the state college sector as well as the University of Nebraska were in math and English Language and Literature. These are the same disciplines that were the top two in 2022-23. It is logical that these courses would be popular for high school students as they are often courses that fulfill general education requirements at both two-year and four-year institutions. They are also the courses most likely to be accepted in transfer from one institution to another.

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

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

TABLE VI
High School Course Offerings by Discipline (CIP Code) and Sector 2023-24

CIP Code	Description	University of Nebr	State Colleges	Community Colleges	Total
1	Agriculture	7		94	101
3	Natural Resources & Conservation	1			1
9	Communication		10		10
10	Communications Technology			11	11
11	Information Sciences	64	4	218	286
12	Culinary			34	34
13	Education	20	33		53
15	Engineering Technology		1	93	94
16	Foreign Language	52	22	6	80
19	Family/Consumer Science	3	1	54	58
22	Legal Professions & Studies			31	31
23	English Language/Lit	72	53		125
24	Liberal Arts & Sciences			3,008	3,008
25	Library Science			1	1
26	Biology	48	13		61
27	Math	78	60		138
30	Multi/Interdisciplinary Studies	1	1		2
31	Parks/Leisure Studies	29	2		31
32	Basic Skills (non credit)			56	56
38	Philosophy/Religion	6			6
40	Physical Science	65	13		78
42	Psychology	17	9		26
43	Security/Protective Services			122	122
45	Social Science	71	10	5	86
46	Construction			117	117
47	Mechanic & Repair			202	202
48	Precision Production			266	266
49	Transportation	7		3	10
50	Arts	14	5	107	126
51	Health Professions	6		562	568
52	Business	9	6	504	519
54	History	55	13		68
	Total	**625**	**256**	**5,494**	**6,375**

TABLE VII
High School Course Offerings by Discipline (CIP Code) and Institution within the Community College Sector, 2023-24

CIP Code	CCC	MCC	MPCC	NECC	SCC	WNCC	TOTAL
1 Agriculture	16	10	10	23	35		94
10 Communications Tech		8		3			11
11 Information Sciences	21	141	8	11	20	17	218
12 Culinary	3	12		4	15		34
15 Engineering Technology	19	49	1	5	18	1	93
16 Foreign Language		6					6
19 Family/Consumer Science	7	11	1	16	14	5	54
22 Legal Professions and Studies		31					31
24 Liberal Arts & Sciences	613	930	334	551	388	192	3,008
25 Library Science				1			1
32 Basic Skills (noncredit)	7	20		4	6	19	56
43 Security/Protective Svc	17	60	7	14	20	4	122
45 Social Science					5		5
46 Construction	29	59	6	12	11		117
47 Mechanic & Repair	77	61	2	1	9	52	202
48 Precision Production	56	87	22	7	61	33	266
49 Transportation					3		3
50 Arts	9	85	8	2		3	107
51 Health Professions	107	188	26	106	83	52	562
52 Business	64	263	68	41	56	12	504
Total	1,045	2,021	493	801	744	390	5,494

Shaded areas indicate the largest number of courses excluding CIP 24.

Accessibility

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

Accessibility: Course Variety

- Table VIII is a summary of all courses offered by all institutions more than 10 times in 2023-24. Eighteen courses were offered at least *20* times at one institution and also offered by at least one additional institution. This is 11 more than in 2017-18 (Table IX).
    - Applied Statistics was added in 2018-19 and three other courses were added in 2019-20: Analytic Geometry/Calculus I, American Government, and Late American History (also called U.S. History Since 1865 or American History II).
    - Two new courses were added in 2020-21: Introduction to Literature and Early American History (also called U.S. History Before 1865 or American History I).
    - Making their first appearance in 2021-22 were Intermediate Spanish II and Finance/Financial Literacy. The latter was likely the result of the Financial Literacy Act, requiring a course in personal finance or financial literacy for high school graduation in Nebraska, that went into effect in August 2021.
    - In 2022-23 Technical Math and General Biology were added to the list.
    - In 2023-24 Intermediate Spanish dropped off the list but was replaced by Introduction to Sociology and Medical Terminology.
- College Algebra and English Comp I were the most-offered courses in all seven years, although in 2023-24 College Algebra dropped to a level just greater than that of 2020-21 (Table IX).
- More courses were offered overall, but some fluctuation occurred with some disciplines decreasing in number of courses. However, there was a significant increase of 44 courses in Nursing Assistant and an increase of 43 courses in General Biology.
- Within the list of courses offered at least 10 times there is a wide variety of topics, ranging from Lifetime Wellness to World Civilizations (righthand columns of Table VIII). Welding (GMAW, GTAW, and SMAW) was popular in previous years and although still offered, it only exceeded 10 offerings at MCC and SCC.
- Seven courses were offered at least 11 times in 2023-24 that had not been offered previously (or offered less than 11 times and not included in earlier reports): Beginning Algebra, Medication Aide, Accounting I and II, Oxy Fuels and Plasma, Human Growth and Development, and Survey of Human Anatomy and Physiology.

TABLE VIII

Courses Offered 20 Times or More in 2023-24 and Number of Times Offered

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

	Courses Offered at Least 20 Times at One Institution and Offered at Multiple Institutions																		
Inst.	**Analyt Geom /Calc I**	**College Algebra**	**Trig**	**Tech Math**	**Appld Stats**	**Gen Bio**	**Engl Comp I**	**Engl Comp II**	**Intro to Soci-ology**	**Med Terms**	**Intro to Lit**	**Intro to Psych**	**Pub Spkng**	**Am Govt**	**Early Am History**	**Late Am History**	**Fi-nance**	**Nurse Asst**	**Other: More than 20 but not offered elsewhere or offered 11 - 19 times**	
CCC	19	64	9	9	31	24	78	43	20	15	17	35	57	13	7	15	63		Intro to Business	14
MCC	25	16	21	29	27 Stats	16	61	41	14	29 Med Term I + 22 Med Term II	21	20	34	17	18	18	39	22 Long term Care CNA	Pre-calculus Algebra Business Math Beginning Algebra Pre-Algebra CPR – Healthcare Providers Human Rel Skills Intro to Business World Civ 1500 + Exploratory Studies College Chemistry World Civ to 1500 Survey of Human A&P Intermed Algebra Community Emerg. Response Elementary Spanish I Principles of Marketing Macroeconomics Info Skills & Literacy Problem Solving/ Programing Microeconomics Principles of Mgt Intermed Spanish I Creative Writing Business Law I Accounting I Accounting II Human Growth & Dev Nutrition-Lifecycle Drawing Intro Prof Ed SMAW (Stick)-flat	44 31 30 28 28 22 20 18 18 17 16 16 15 15 15 15 15 13 13 13 13 12 12 12 12 12 12 11 11 11 11
MPCC	12	32	12		11	11	39	32	11	2	2	19	18	8	9	11	13	12		

TABLE VIII, continued

Courses Offered 20 Times or More in 2023-24 and Number of Times Offered

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

	Courses Offered at Least 20 Times at One Institution and Offered at Multiple Institutions																			
Inst.	**Analyt Geom /Calc I**	**Colleg Alge-bra**	**Trig**	**Tech Math**	**Appld Stats**	**Gen Bio**	**Engl Comp I**	**Engl Comp II**	**Intro to Soci-ology**	**Med Terms**	**Intro to Lit**	**Intro to Psych**	**Pub Spkng**	**Am Govt**	**Early Am History**	**Late Am History**	**Fi-nance**	**Nurse Asst**	**Other (More than 20 but not offered elsewhere or offered 11 - 19 times)**	
NECC	18	31	24	30	36	18	44	17	20	21	16	39	41	8	11	11	16	51	Workplace Communications Lifetime Wellness Med Aide	34 22 16
SCC	29	40	15	2	38	7	37	13	12	7 +6 Basic	14	37	48	5	6	13	7	27	GMAW I SMAW I Oxy Fuels & Plasma Intro to Business	19 17 12 11
WNCC	2	16	4	4	14	6	19	18		1		10	4	3	3	3		19		
CSC	1	1			2							1			1	1				
PSC	8	10	5		3	2	9	3			8	2			2	1				
WSC	9	5			5	6	15		2		10 topics	4		8			5		Intro to Professional Ed	16
UNK															3					
UNL															1	1				
UNO	43 (Calc I)				30 Intro to Appl'd Stats for IST	23 Bio I 28 Bio II				5		17		32	18	17			Genre Studies Prose Genre Studies Poetry/Drama General Physics I with Algebra Intro to Education Calculus II Intro to CSI World History 1500+ Intro Human Geog	31 27 18 17 15 12 12 11

TABLE IX
Courses Offered 20 Times or More at One or More Institutions and Number of Times Offered, Totals for All Sectors, 2017-2024

Year	Analyt Geom/ Calc I	College Algebra	Trig	Tech Math	Applied Stats	Gen Bio	English Comp I	English Comp II	Intro to Soci-ology	Med Terms	Intro to Lit	Intro to Psych	Pub Spk ing	Am Govt	Early Am Hist	Late Am Hist	Fi-nance	Nurse Asst
2023-24	166	217	90	74	197	141	302	167	79	108	88	184	202	94	79	91	95	194
2022-23	143	237	82	80	161	98	295	145	*	*	87	162	202	89	76	87	98	150
2021-22	163	225	83	*	168		308	126	*	*	87	137	177	88	79	85	102	140
2020-21	150	214	74	*	165		252	101	*	*	81	150	157	89	72	93	*	128
2019-20	144	179	74	*	132		205	121	*	*	*	122	125	77	*	84	*	103
2018-19	*	187	64	*	83		198	62	*	*	*	112	104	*	*	*	*	76
2017-18	*	183	58	*	*		181	63	*	*	*	83	95	*	*	*	*	67

*No courses meeting criteria in this year

Accessibility: Course Location

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

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

- Students in the state's larger cities naturally have more opportunity for dual enrollment courses.
    - 120 courses were offered at Grand Island High School, 72 at North Platte High School, 71 at Norfolk High School, 60 at Columbus High School, 50 at Hastings High School, and 211 at Scottsbluff High School.
    - Of the 211 courses at Scottsbluff, 207 were from WNCC and represent 53% of all courses offered for high school by WNCC, a result of the vigorous career academy program at Scottsbluff High School.
    - Southeast Community College offered 186 courses at The Career Academy in partnership with Lincoln Public Schools. This is in addition to the courses provided at the various high school locations in Lincoln, including 32 at Northeast High School.
    - Metro Community College offered 228 courses at Millard South High School, part of MCC's Early College program whereby students can earn a high school diploma as well as an associate degree. Another 21 courses were offered by the University of Nebraska at Millard South.
    - A large number of courses were available in Omaha but do not appear as a single figure because the institutions report separately for all the individual public and private high schools in the Omaha metro area. MCC offered at total of 1,359 courses, 485 of which were in their centers or on campus. In addition to Millard South, MCC provided 56 courses at Blair High School, 53 at Gretna High School, 41 at Millard Horizon High School, and 39 at Ralston High School. The University of Nebraska system offered 530 courses in the Omaha metro area, including 51 at Omaha Central High School and 34 at Millard North. This is by far the largest number of university courses offered in any of the areas in the state. The Nebraska State College System also provided 25 courses in the Omaha metro area.

- Small communities, of course, have fewer opportunities, but the institutions do reach them. Towns such as Palmer (population 439), Spencer (population 384), Maywood (population 272), and Harrisburg (population 49) each had at least two courses offered in 2023-24.

- The total number of locations in which courses were offered in 2023-24, as reflected in Table X, was 314 (287 when schools were grouped by district). This figure represents dramatic growth. In 2014-15, the first year locations were reported, the institutions listed 215 communities, districts, and schools where courses were delivered to high school students.

- In addition, few locations offered more than one or two courses in 2014-15. The exceptions were Omaha Public Schols with 17, Millard Public Schools with seven, Lincoln Public Schools and Omaha Catholic schools with six each, and four each at Papillion-LaVista and Elkhorn.

- What the tables in this report do not show is which courses were offered in which locations. Table VI lists the number of courses in every discipline while Table X shows the locations, but the two aren't linked. For example, Table X may show a location with four courses. That could represent four different courses, one course offered four times, or some combination of offerings. With additional time and staff, this data could be extracted and reported.

TABLE X
High School Course Locations and Number of Courses by Sector
2023-2024

Central Community College Area	CC	NSCS	NU
Amherst High School	2		
Arapahoe High School	3		
Arcadia High School	5		
Aurora High School	18	1	
Axtell Public Schools			1
Bertrand High School	3		
Blue Hill High School	2		
Boone Central (Albion)		6	
Brainard/East Butler High School	6		
Cambridge High School	4		
Central City Public Schools	35		4
Centura High School (Cairo)	4		
Clarkson Public Schools	6		
Columbus Campus	24		
Columbus Fire Department	1		
Columbus Senior High School	56	4	
Columbus Lakeview High School	18		
Columbus Scotus High School	8	3	
Cozad Public Schools	1		
David City Public Schools	6		
David City Aquinas High School	2	2	
Doniphan-Trumbull High School	2	2	
Elm Creek High School	1		
Elwood High School			2
Fairfield/Sandy Creek High School	21		
Fullerton High School	2	4	
Gibbon High School			2
Gothenburg High School	6		
Grand Island campus	58		
Grand Island Central Catholic High School	3		
Grand Island Northwest High School	13	2	
Grand Island Public Schools	62	58	
Greeley/Central Valley High School	2		
Harvard High School	1	3	
Hastings Campus	25		
Hastings-Adams Central High School	29		
Hastings ESU 9		5	
Hastings Public Schools	50		
Holdrege Center	4		
Holdrege Hall	1		
Holdrege Janssen Auto Group	4		
Howells-Dodge High School	4		
Humphrey Public Schools	5		
Kearney Center	48		
Kearney Catholic High School	6		1
Kearney Public Schools	34		10
Kenesaw Public Schools	7		
Leigh High School	7		
Lexington Center	7		
Lexington High School	28		2
Litchfield High School	2		
Loomis High School	2		
Loup City	6		
Minden		1	2
Nebraska Christian (Central City)	2		
Nelson High School	1		
Ord High School	10		
Oxford/Southern Valley School	2		
Palmer Public Schools	2		
Pleasanton High School	2		

TABLE X
High School Course Locations and Number of Courses by Sector
2023-2024

Central Community College Area Cont	CC	NSCS	NU
Polk High Plains High School	2		
Ravenna High School	7		
Red Cloud	8		
Riverside High School (Cedar Rapids)		2	
Roseland/Silver Lake High School	4		
Schuyler High School	9	4	
Shelby-Rising City High School	7		
Shelton High School	1		
Spalding	1		
St Edward High School	2	1	
St Paul High School	10		
Stromsburg/Cross County	2		
Superior/Overton	2	1	
Sutton High School	2		
Twin River (Genoa)	3	2	
Wilcox-Hildreth	6		
Wood River High School	4		

Metropolitan Community College Area	CC	NSCS	NU
Applied Technology Center	50		
Arlington High School	10		
Bellevue East High School	36		23
Bellevue West High School	28		30
Bennington Public School	6		12
Benson High School (OPS)	10		16
Blair High School	55		1
Brownell-Talbot High School (Omaha)			1
Bryan High School (OPS)	22		12
Buena Vista (OPS)	11		12
Burke High School (OPS)	9		28
Career Launch Center	24		
Central High School (OPS)	6		51
Creighton Prep High School (Omaha)	6		29
Douglas County West High School (Valley)	25		1
Duschene Academy (Omaha)			1
Elkhorn High School	1	2	7
Elkhorn North High School	1	1	11
Elkhorn South High School		3	6
Elkhorn Valley Campus	20		
Fort Calhoun High School	12	1	
Fort Omaha Campus	119		
Fremont Area Center	81		
Fremont ESU 2		9	
Gretna East High School	16		
Gretna High School	53		
Gross High School (Omaha)	13		15
Learning Community Center/North Omaha	1		
Logan View Jr/Sr High School (Hooper)	7	2	
Marian High School (Omaha)	6		22
Mastercraft	3		
Mercy High School (Omaha)			4
Millard Academy			7
Millard Horizon High School	41		
Millard North High School	26		34
Millard South High School	228		21
Millard West High School	20		29
Mt Michael High School (Elkhorn)			2
North Bend Central High School	1	5	
North High School (OPS)	15		29
Northwest High School (OPS)	16		7
Omaha Playhouse	14		
OPS Career Center Kitchen	7		

TABLE X
High School Course Locations and Number of Courses by Sector
2023-2024

Metropolitan Community College Area Cont	CC	NSCS	NU
Papillion LaVista High School	1		18
Papillion LaVista South High School			20
Platteview High School	28		9
Ralston High School	39		11
Roncalli Catholic High School (Omaha)	1		7
Sarpy Center	95		
Scribner-Snyder High School	3	2	
Skutt Catholic High School (Omaha)	19		6
South High School (OPS)	23		17
South Omaha campus	96		
UNO Arts and Sciences	4		
UNO/OPS Middle School Program			3
Westside High School (Omaha)	39		25
Westview High School (OPS)	3		3

Mid-Plains Community College Area	CC	NSCS	NU
Anselmo-Merna	5		
Ansley	2		
Arnold High School	5		
Arthur	5		
Brady	6		
Broken Bow High School	18		
Callaway High School	5		
Chase County High School (Imperial)	22		
Cody-Kilgore	2		
Dundy County Stratton High School	6		
GED	1		
Hayes Center	4		
Hershey High School	11		
Hitchcock County High School (Trenton)	6		
Home School	24		
Julesburg, CO	1		
Maxwell High School	13		
Maywood	4		
McCook High School	42		2
McPherson County	2		
North Platte High School	72		
North Platte St. Pat	19		
Ogallala High School	15		
Paxton High School	10		
Perkins County High School (Grant)	4		
Sandhills High School (Dunning)	4		
Sargent High School	10		
Southwest High School (Bartley)	4		
Stapleton	2		
Sutherland High School	27		
Thedford High School	7		
Valentine High School	27		
Wallace High School	7		
Wauneta Palisade High School	8		

Northeast Community College Area	CC	NSCS	NU
Ainsworth High School	9		
Arbor Care Center	1		
Atkinson Firemen's Hall	2		
Bancroft Rosalie High School	6	1	
Battle Creek High School	14		
Bloomfield Jr Sr High School	5		
Boyd County School (Spencer)	8		
Brown County Hospital (Ainsworth)	2		

TABLE X
High School Course Locations and Number of Courses by Sector
2023-2024

Northeast Community College Area Cont	CC	NSCS	NU
Burwell Jr Sr High School	4		
Chambers High School	3		
Creighton Community Schools	9	7	
Crofton High School	2		
Elgin High School	3	2	
Elkhorn ValleyHigh School (Tilden)	8		
Guardian Angels CC High School (West Pt)	10		
Hartington Newcastle Schools	9	1	
Homer High School	2		
Keya Paha County High School (Springview)	2		
Laurel Concord Coleridge	9		
Lutheran High Northeast (Norfolk)	4		
Madison Senior High School	1		
Mid Nebr. Lutheran Home (Newman Grove)	1		
Neligh Oakdale High School	2		
Newman Grove High School	4		
NECC Campus	55		
NECC College Center, South Sioux City	33		
NECC Extended Campus O'Neill	11		
NECC Extended Campus WestPoint	9		
NECC Technical Campus West Point	16		
Niobrara Public Schools	3		
Norfolk Catholic High School	3	3	
Norfolk Public Schools	68	3	
Oakland Craig Senior High	4	3	
O'Neill High School	11		
Osmond High School		1	
Pender High School	6		
Pierce Jr Sr High School	9		
Plainview High School	6		
Ponca High School		4	
Pope John XXIII (Elgin)	6		
Randolph High School	1		
Saint Mary's High School (O'Neill)	2		
South Sioux City High School	2	8	
Stanton High School	1		
Stuart High School	4		
Summerland High School (Ewing)	5		
Tekamah Herman	7		
Verdigre High School	4		
Wakefield	6	**1**	
Wausa High School	1	2	
Wayne High School	1	8	
West Holt (Atkinson)	7		
West Point Beemer High School	12	1	
Wheeler Central High School (Bartlett)	2		
Wisner Pilger High School	10		
WSC on campus		3	
Wynot	6		

Southeast Community College Area	CC	NSCS	NU
Ashland-Greenwood High School	21		
Auburn		1	
Beatrice Campus	2		
Beatrice ESU 5		8	
Beatrice High School	2		
Bishop Neuman (Wahoo)	4		
Bruning High School	1		
Cedar Bluffs High School	4		

TABLE X
High School Course Locations and Number of Courses by Sector
2023-2024

Southeast Community College Area, Cont.	CC	NSCS	NU
Centennial Public School (Utica)		2	
Conestoga Jr/Sr High (Murray)	7		
Crete High School	4	5	1
Deshler Public School	7		
Diller Odell	1		
Dorchester	1		
Elmwood-Murdock High School	5		
Exeter-Milligan High School	7	3	
Fairbury Jr-Sr High School	10		
Falls City High School	10		
Falls City Learning Center	2		
Fillmore Central High School	2		
Freeman High School (Adams)	2		
Heartland Community High (Henderson)	1		
Hebron Learning Center	1		
Home School	3		
Humbolt Table Rock Steinauer (HTRS)	6		
Johnson-Brock High School	1		
Johnson County Central (Tecumseh)	4	2	
Lincoln Campus	19		
Lincoln Christian High School	5		
Lincoln East High School			1
Lincoln High School	2		
Lincoln North Star High School	9		
Lincoln Northeast High School	32		
Lincoln Pius	6		
Lincoln Southwest High School	9		
Louisville High School	3		5
Malcolm High School	3		
McCool Junction Public School		3	
Mead Public School	4		
Milford Campus	6		
Milford High School	11		
Nebraska City High School	7	3	
Nebraska City Learning Center	5		
Nebraska City Lourdes Central High School		3	
Nebraska Evangelical Lutheran	1		
Norris High School	16		
Pawnee City Public School	7		
Plattsmouth High School	11		3
Raymond Central High School	15		
Saline Medical Building	1		
Saunders County Medical Center	2		
Seward High School	6		
Shickley High School	5		
Southern High School (Wymore)		2	
Sterling High School	1		
Syracuse-Avoca-Dunbar High School	2	7	
Thayer Central High School (Hebron)	6		
The Career Academy (Lincon Public Schools)	186		
Tri-County Public School (DeWitt)	4	6	
University of Nebraska High School			17
UNL on campus			7
Wahoo High School	11		
Waverly High School	4		
Weeping Water High School	2		
Wilber-Clatonia High School	2		
York High School	21	2	
York Learning Center	1		
Yutan High School	2	1	
Zion Presbyterian Church	5		

TABLE X
High School Course Locations and Number of Courses by Sector
2023-2024

Western NE Comm College Area Cont	CC	NSCS	NU
Alliance High School	10		
Banner County (Harrisburg)	3		
Bayard High School	4		
Bridgeport High School	7		
Chadron High School	3	5	
Crawford	2		
Garden County (Oshkosh)	2		
Gering High School	38		2
Gordon-Rushville		1	
Hemmingford	5		
Hyannis	2		
Leyton	3		
Minatare	2		
Mitchell High School	10		
Morrill High School	1		
Potter - Dix	2		
Scottsbluff High School	207	4	
Sidney	4		
South Platte (Big Springs)	5		
UNMC High School Alliance			1

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

OPS=Omaha Public Schools
LPS=Lincoln Public Schools

APPENDIX

Institutional Abbreviations

Community Colleges

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

Nebraska State Colleges

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

University of Nebraska System

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

Information Items

Reasonable and Moderate Extensions

- NECC – Natural Resources, Diploma & Certificate
- NECC – Horticulture Business, Certificate
- NECC – Farm to Merket, Certificate
- NECC – Agricultural Drone Pilot, Certificate
- NECC – Paramedicine: Pre-Professional AA/AS
- UNL – Modern Languages (with French and German options), BA, BS

Program Name Changes

- NECC – Pre-Professional Veterinary Technology, AA to *Pre-Professional Veterinary Technology, AS*
- MCC – Nursing, AS to *Nursing, ASN*

Eliminated Centers

- UNMC – Center for Advanced Surgical Technology (CAST)

Discontinued Programs

- UNK – Physics Comprehensive-Engineering Emphasis, BS (BS in Physics will remain)
- UNK – Astronomy, BS
- UNK – Astrophysics Comprehensive, BS
- UNK – Physical Science, BA and BS
- UNK – English-Writing Emphasis, BA
- UNK – Spanish Translation and Interpretation Comprehensive, BA
- UNL – French Language and Literature, BA, BS
- UNL – German Language and Literature, BA, BS

Coordinating Commission for Postsecondary Education

Capital Construction Project Evaluation Form

Institution/Campus: Southeast Community College – Lincoln Campus
Project Name: Science Center
Date of Governing Board Approval: June 17, 2025
Date Complete Proposal Received: July, 8, 2025
Date of Commission Evaluation: July 25, 2025

Committee Recommendation

Southeast Community College – Lincoln Campus
Fall Semester Enrollment by Campus*

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
On-campus HC	5,811.0	4,303.0	4,614.0	4,495.0	4,612.0	4,869.0
Off-campus HC	599.0	680.0	1,098.0	660.0	774.0	1,124.0
Online HC	3,403.0	3,978.0	3,273.0	3,652.0	3,887.0	4,300.0
Campus FTE	3,901.0	3,693.3	3,711.8	3,628.3	3,816.8	4,206.4

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

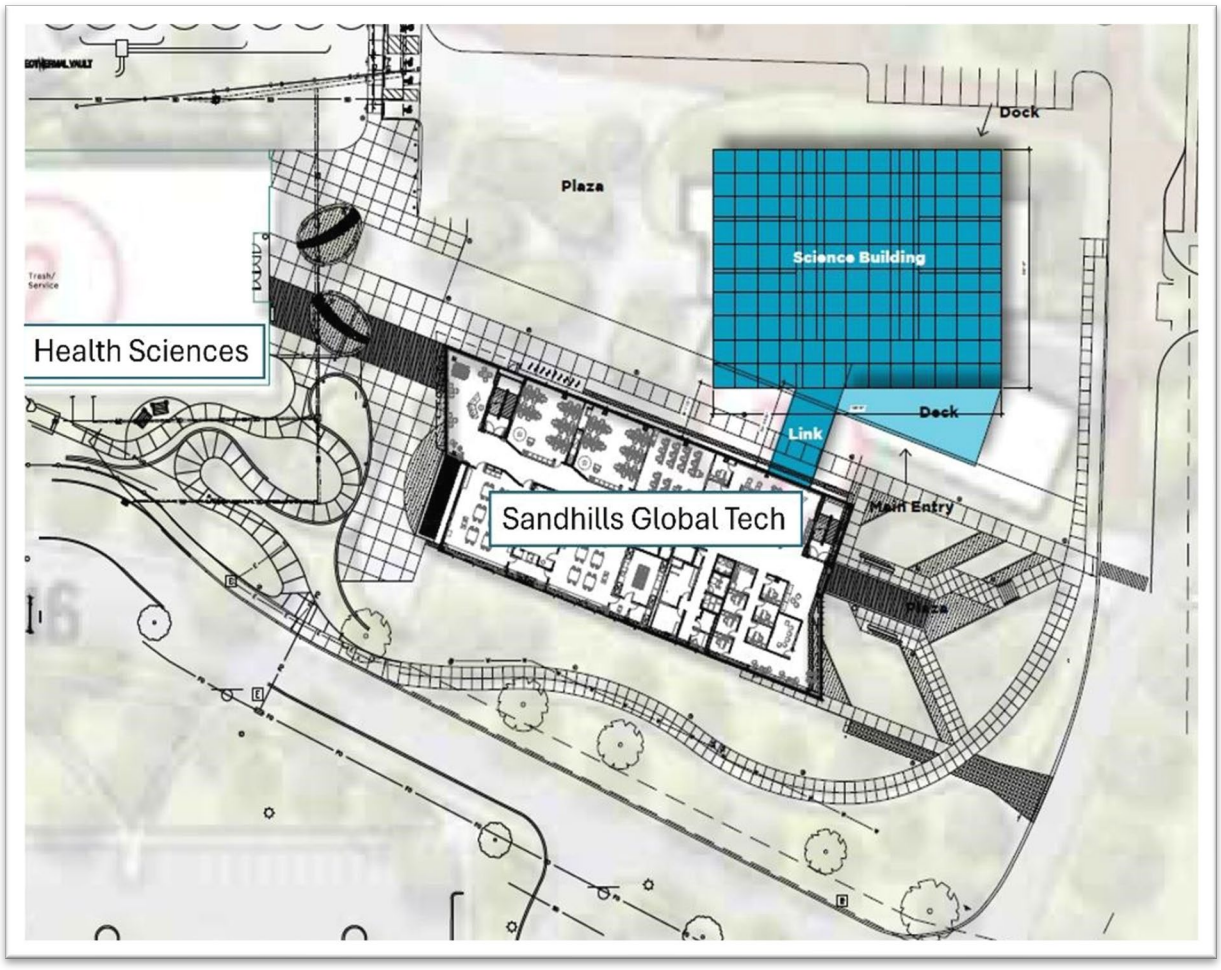
Project Description: Southeast Community College proposes the construction of a new 45,750 GSF state-of-the-art Science Center; a pivotal addition to the STEM infrastructure on the Lincoln Campus. This project, with an estimated cost of $37.7 million dollars, represents the second phase of SCC's long-term vision to expand and modernize facilities. The new Science Center will play a critical role in expanding and modernizing Southeast Community College's STEM education facilities, ensuring that students have access to high-quality, hands-on learning environments that align with industry and transfer institution standards. With increasing enrollment in bioscience and chemistry courses, the current facilities are no longer sufficient to meet instructional needs. The new center will provide advanced laboratories and interactive learning spaces that prepare students for careers in STEM-related fields, particularly in healthcare and rapidly evolving scientific disciplines. In addition to enhancing the learning experience, the project will address critical life safety and infrastructure concerns within the original Lincoln Campus building. Many of SCC's existing science laboratories are outdated, overcrowded, and lack adequate ventilation, modern fume hoods, and fire suppression systems. The new facility will be designed to comply with current safety, fire, and accessibility codes, ensuring a secure environment for students, faculty, and staff.

Although the original program statement for this project included detailed information related to the inclusion of chemistry programming in the proposed science facility, the College has recently decided to reduce the scope of its plans by reducing the number of stories from four to three and keeping its chemistry classrooms and labs within the Lincoln Campus Main Building. This decision was based on several factors, including the recent installation of an organic chemistry lab within the main building, the potential to reduce costs by updating the two existing chemistry

labs, and further consultation with instructional faculty and staff. The proposed Science Center will now focus primarily on biology and life sciences.

Another impetus for the shuffling of programs and spaces, SCC is relocating programs and services due to the planned sale of Education Square (ESQ) at 1111 O Street in Lincoln, which will require a strategic decision on the future location of Adult Education and English Language Learning (ELL) programs. Additionally, SCC is considering a potential sale of the Continuing Education Center (CEC) at 301 S. 68th Street in Lincoln, which would necessitate integrating Continuing Education programming and relocating all area office staff to the Lincoln Campus.

Map of Project Location



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

Yes ☒ No ☐

Comments: Page 1-5 of the Commission's *Comprehensive Statewide Plan* states: "In spite of progress in addressing deferred maintenance needs, facilities on the campuses are aging and are in need of repair, replacement, renovation, adaptation to new technologies, and upgrades to safety and security measures." Science courses are taught in one of the oldest sections of the building and deferred maintenance has left us with aging labs in need of replacement to address new technologies, safety, and security. The proposed project would construct a new facility to meet current and future programmatic needs and employment needs both locally and regionally.

Page 3-2 of the *Plan* states: “Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.” Science courses support academic transfer options for students in attaining an Associate of Science degree as well as general education courses required in so many of SCC’s career and technical programs, including Health Sciences.

Page 6-2 of the *Plan* states: “Nebraskans will advocate a physical environment for each of the state’s postsecondary institutions that: supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.”

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

Yes ☒ No ☐

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

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

Yes ☒ No ☐

Comments: The new Science Center would be the primary location for students pursuing the following programs. It will also provide biology and other life science courses to satisfy the requirements of many other medical-related programs.

- Academic Transfer, Biology Subject Area (AS)
- Biotechnology (AS, Diploma, Certificate)
- Medical Laboratory Technology (AAS)

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

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

High . . . . . Low

☐ ☒ ☐ ☐ ☐

Comments: In 2015, the College implemented its first 2015-2019 Strategic Plan, recognizing the need to improve aging facilities and enhance learning environments. After completing a second Strategic Plan for 2020-2024, the College will soon be implementing the 2025-2029 Plan. Additionally, in 2016, the first comprehensive Master Facilities Plan was approved by the SCC Board of Governors. and in 2022 an updated version was developed by Confluence.

This project is consistent with the Facility Master Plan, which calls for the construction of new learning spaces and renovating nearly all the main building on the 8800 O St. Campus, addressing the lack of fire suppression and other life safety concerns. As part of SCC's long-term campus modernization plan, constructing the new Science Center is a critical next step. This facility will replace outdated science labs, enhance safety

infrastructure, and provide modern learning environments, ensuring compliance with current life safety codes while addressing growing student demand. The 2024 Campus Planning Roadmap to the Lincoln Campus Facility Master Plan summarizes the phasing for addressing campus and main building needs.

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

High . . . . . Low

SCC's existing science facilities no longer meet modern safety, instructional, or space standards required for a high-quality science learning environment. These outdated labs lack critical safety infrastructure, creating hazardous conditions for students, faculty, and staff. As SCC continues to expand its STEM offerings and accommodate increasing enrollment, improving lab safety, compliance, and functionality is essential to ensuring a secure and effective learning environment.

Existing biology and chemistry learning spaces on the Lincoln Campus no longer meet the capacity or pedagogical needs to support contemporary teaching and learning. In general, most of the labs are too small for the necessary enrollment and inadequate for safe, interactive, engaged instruction.

Physical Deficiencies:

- Lack of two exits in laboratories as required by code.
- The section of the building is not protected by a fire sprinkler system.
- Most of the major mechanical equipment is original, late 1970's equipment and is near the end of its useful life.

- Lack of accessible workstations to accommodate student needs.
- Inadequate number of 110- and 220-Volt outlets for equipment in labs.
- Poor ventilation and air filtration for activities such as dissection.
- Fume hoods lack both safety controls and a face air flow velocity monitoring system.
- There are no lab room pressurization controls.
- Mold and mildew growth has formed on some of the insulated pipes.

Programmatic Deficiencies:

In addition to the physical deficiencies previously identified, the current biology and science lab spaces have the following programmatic deficiencies:

- Insufficient space limits the ability to break students into smaller groups for hands-on learning, negatively affecting collaboration and individual attention.
- Limited storage and preparation areas reduce opportunities for in-depth activities, such as dissection and specimen analysis.
- Lack of fully inclusive workstations hinders participation for students with disabilities, impacting the overall inclusivity of the teaching program.
- Lack of informal gathering spaces.
- Lack of instructor prep space.
- Lack of identifiable administrative space for student support.
- Lack of workroom copier room for students and faculty.

- Inadequate storage for files, chemical storage, biology field equipment, specialized lab equipment, cabinet storage in labs.

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

High . . . . . Low

Comments: In 2015, SCC conducted a comprehensive Facilities Master Plan assessment, which identified the 8800 O Street campus as “inadequate and lacking specialized and flexible spaces to respond quickly to changing community needs for innovation and workforce training.” The assessment also highlighted the urgent need for safety upgrades, infrastructure modernization, and optimized instructional spaces. In response, SCC adopted a strategic approach to renovation and construction, guided by newly established design guidelines and updated building master plan focused on:

- Improving fire and life safety compliance, including fire suppression and emergency evacuation routes.
- Enhancing instructional spaces to support modern teaching methodologies and workforce-aligned training.
- Incorporating sustainability and efficiency measures into all new facilities.

In February of 2018, the Higher Learning Commission (HLC) noted deficiencies in several of SCC’s facilities across all their campuses. This project will help continue the facility improvement efforts undertaken by SCC after this HLC visit and directives.

Southeast Community College has experienced significant enrollment growth in STEM-related courses, particularly in the biological sciences and chemistry,

leading to increased demand for modernized laboratory facilities. The existing 1979-era science labs at the 8800 O Street campus are outdated, overcrowded, and unable to accommodate the rising number of students pursuing STEM degrees and transfer pathways. To remain competitive and aligned with peer institutions, SCC must invest in state-of-the-art science facilities that reflect the evolving landscape of science education and workforce preparation. The Science Center project is critical in ensuring SCC students have access to the same high-quality, modern learning environments found at other leading community colleges.

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

High . . . . . Low

Comments: Career and technical programs rely heavily on hands-on lab experiences that allow students to apply theoretical concepts in real-world scenarios. As part of the programming and planning process, the design team conducted an in-depth analysis of laboratory and class/lab combination spaces to ensure alignment with effective instructional practices. This analysis revealed that existing science labs are undersized, overcrowded, and present safety concerns for students and faculty. Additionally, the limited number of lab spaces restricts the ability to expand course sections during peak hours, making it difficult to meet student demand.

In higher education, standard utilization benchmarks are often used to assess facility efficiency. Classrooms are typically considered fully utilized at 30 hours per week, while labs reach capacity at 20 hours per week. Classrooms throughout the Main Building are shared instructional spaces used by both science and non-science courses, including general education and career/technical programs. Science lecture courses, particularly in Biology and Chemistry, are scheduled in

these shared classrooms based on availability, proximity to labs and faculty offices, and overall campus demand. While science course lectures utilize a portion of the main building classrooms, they are competing for space in an environment where classrooms are already in heavy demand. This shared usage creates a scheduling bottleneck, preventing the addition of new sections and limiting enrollment growth in high-demand science fields.

Utilization data of labs spaces demonstrates that Bioscience and Chemistry labs operate at or beyond their capacity, significantly limiting SCC's ability to offer additional course sections to meet both current demand and projected growth. The data shows six Biology labs are at 75% utilization overall, with individual labs exceeding standard utilization of 20 hours per week. The three Chemistry labs are at 87% utilization overall, with one of the labs exceeding 120% utilization, meaning the space is scheduled beyond the standard weekly maximum. Both Anatomy and Physiology are exceeding 100% utilization, indicating that labs are being stretched beyond ideal scheduling conditions. Microbiology and General Biology are also nearing capacity (70%+), leaving little room for growth. Additionally, the current utilization shows unmet demand for additional course sections, but these cannot be added due to the lack of lab space available.

In response to the above data, the Associate Vice President of Student Enrollment has already requested eight additional Biology sections and six additional Chemistry sections to address unmet demand for the current academic year. These numbers reflect only the immediate need and do not yet account for anticipated growth based on historical enrollment trends over the past three years, nor do they include the relocation of course sections from the Education Square facility, which SCC will vacate this year.

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

High . . . . . Low

Comments: Square footage projections are based on input provided by a Planning Committee made up of representatives from faculty in the sciences division, campus deans, department staff, and students. The basis for the square footage resulted from in-depth analysis of fire and life safety concerns, projected enrollment growth, combined with space needs for safe delivery of instruction, right-sizing spaces to accommodate growth and large equipment and flexible classroom design. Projections were reviewed by the Campus Facility Planning Team in conjunction with the architect. Room types and square footage were then calculated based on need and economy while taking CCPE space guidelines for similar areas into consideration.

The Science Center building utilizes a proven modular approach to laboratory planning, which provides the organizational structure in which space is allocated. This module is adequate to ensure that all proper functional working relationships and safety requirements are met. The laboratories resulting from the establishment of this module are easily adaptable to technology, faculty, research or curriculum changes in the future. The module also allows for the systematic delivery of piped services, HVAC ducts, power and data cabling, facilitating future retrofits with minimal disruption to adjacent spaces.

The proposed Science Center will significantly expand the physical footprint of laboratory space, increasing Biology teaching labs from 6,087 square feet to 12,914 square feet. This represents a 112% increase in Biology lab space, allowing SCC to accommodate more students and modernize its instructional environments to meet current and future academic and safety standards.

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

High . . . . . Low

Comments: Southeast Community College's science course enrollment trends demonstrate a clear and growing demand for science-related coursework, reinforcing the need for expanded and modernized learning facilities. Through enrollment data tracking, SCC identified patterns across various science disciplines, highlighting both historical growth and projected future demand. As SCC continues to serve its student population preparing for science-related careers and academic transfer, the ability to accommodate this demand is essential. These data-driven insights further emphasize the critical need for the new Science Center, ensuring SCC can provide high-quality, accessible, and innovative science education.

Historic and Projected Enrollment Numbers

Program	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Education Square	99	111	147	170	0
Lincoln 8800 "O"	2,198	2,366	2,333	2,501	2,342*
Totals	**2,297**	**2,477**	**2,480**	**2,671**	**2,342***

*Does not include summer of 2025 enrollments.

With the numbers above, SCC also anticipates an increase in science course enrollment of 15% in 2028-29, 25% in 2029-30, and 50% in 2030-31. This would mean approximately 4,200 students within three years of project completion.

SCC has experienced significant growth in STEM and health science program enrollment, particularly at the Lincoln Campus. Bioscience (BIOS) and Chemistry (CHEM) courses, essential for many STEM and health-related fields, are among the most in-demand courses at SCC. The increasing number of students enrolling in these courses has placed strain on existing laboratory

and classroom facilities, many of which were designed for smaller student populations and lack the infrastructure needed for modern, high-tech instruction.

Relative to the Science Center, Biology are among the top five course enrollments at SCC, reflecting the increasing demand for STEM and healthcare careers. However, current laboratory space limitations create a bottleneck, preventing SCC from offering additional sections to meet student demand. The new Science Center is critical to addressing this need, ensuring students have access to high-quality, hands-on learning experiences that support successful transfer and career readiness. Enrollment in the 17 Health Science programs grew from 2,379 students in 2022-2023 to 2,676 students in 2024-2025, an increase of 12.5% in just two years. This growth further supports the need for expanded science lab and classroom space to accommodate the increasing demand for biology and chemistry courses which serve as prerequisites for most Health Science programs.

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

High . . . . . Low

Comments: The identified increase in facility operating and maintenance (O&M) costs needed for this new facility would be drawn from General Operating Funds.

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

High . . . . . Low

Comments: Due to hazardous life safety concerns, poor learning environments, overcrowding, and the over-

utilization of limited space, renovating the existing 8800 O Street main building presents significant challenges. While repurposing vacant spaces, such as those left by the Sandhills Global Technology Center and the Welding Technology Center was considered, these areas total only 30,000 square feet and are scattered throughout the building, making them insufficient to support the necessary expansion for science courses.

Additionally, converting the former welding spaces into science labs was explored but deemed cost-prohibitive due to their large bay design, which is not conducive to the specialized infrastructure required for modern science labs. Given these constraints, the only viable solution is to complete the construction of the Science Center, which was specifically designed to accommodate this critical expansion for science education.

A list of both physical and programmatic deficiencies can be found in section 2.C.

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

High . . . . . Low

Comments: No cost savings have been identified by this proposal. The proposed project would provide an opportunity to build a modern, functional facility to accommodate current space needs and future growth.

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

High . . . . . Low

Comments: **Construction Costs -** The College estimate to design, construct, and equip the new Science Center is $37,674,000 ($823 /gsf). This project includes a connector to the Sandhills Global Technology Center. The cost for this part of the project is estimated at $4,500,000. The cost of the overall project without this connector is $33,174,000 ($725/gsf). Commission staff's

estimate of the total project cost is $35,338,182 ($772/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past college construction projects. The College's estimate is $2,335,818 (6.4%) higher than Commission staff's estimate. The difference between these estimates is within an acceptable threshold.

Operating and Maintenance Costs - The College has identified an increase of $233,000 per year in increased operating and maintenance (O&M) costs. SCC has identified General Operating Funds to cover this increase. Commission staff concurs with this assessment.

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

High . . . . . Low

☐ ■ ☐ ☐ ☐

Comments: Of the approximate $37.7 million project cost, $33.9 million would come from the Capital Improvement Fund, and the remaining $3.8 million would come from Other Sources, which may include student fees, private fundraising efforts, competitive grants, or institutional reserves. The use of Capital Improvement funds to construct instructional support and public service space is appropriate.

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

Yes ■ No ☐

Comments: Southeast Community College (SCC) has been offering academic transfer courses since it was allowed by Nebraska statute in 1995, providing students with foundational coursework in science, mathematics, humanities, and social sciences. Science courses, including anatomy, physiology, biology, chemistry, physics, geology, and geography, are a core component of SCC's Associate of Science and Associate of Arts transfer degree and general education curriculum.

These courses are required across multiple programs, including health sciences, biotechnology, and other STEM disciplines. The demand for academic transfer and general education courses has grown significantly, with enrollment increasing from zero in 1994 to 3,137 students in the 2023-2024 academic year.

SCC has long offered science courses at both the 8800 O Street campus and Education Square (ESQ) in downtown Lincoln. At 8800 O Street, the science courses are housed in the original 1979 section of the building and recently expanded into space vacated by the Health Sciences program as shown previously. The square footage used for biology and chemistry in the current building is 21,294 square feet. As has been described, areas are insufficient for the current demand, leading to crowded, outdated, and hazardous learning environments. The lack of modern infrastructure, such as adequate ventilation and appropriate fume hoods, creates safety concerns and limits the type of scientific experiments that can be safely conducted. Following the pandemic, enrollment at ESQ declined, leading to the decision to relocate all remaining science courses back to the 8800 O Street campus and sell Education Square. This transition of course offerings from ESQ places additional strain on already outdated and overcrowded science labs, underscoring the urgent need for expanded, modernized facilities to support growing enrollment and enhance teaching, safety, and learning environments.

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

High . . . . . Low

Comments: Southeast Community College has thoroughly evaluated renovation and expansion options for its existing facilities to house the Biology Program. However, after review, moving Biology from the existing space into the new proposed Science Center will allow for an increase of Biology space and allow Chemistry to renovate and expand.

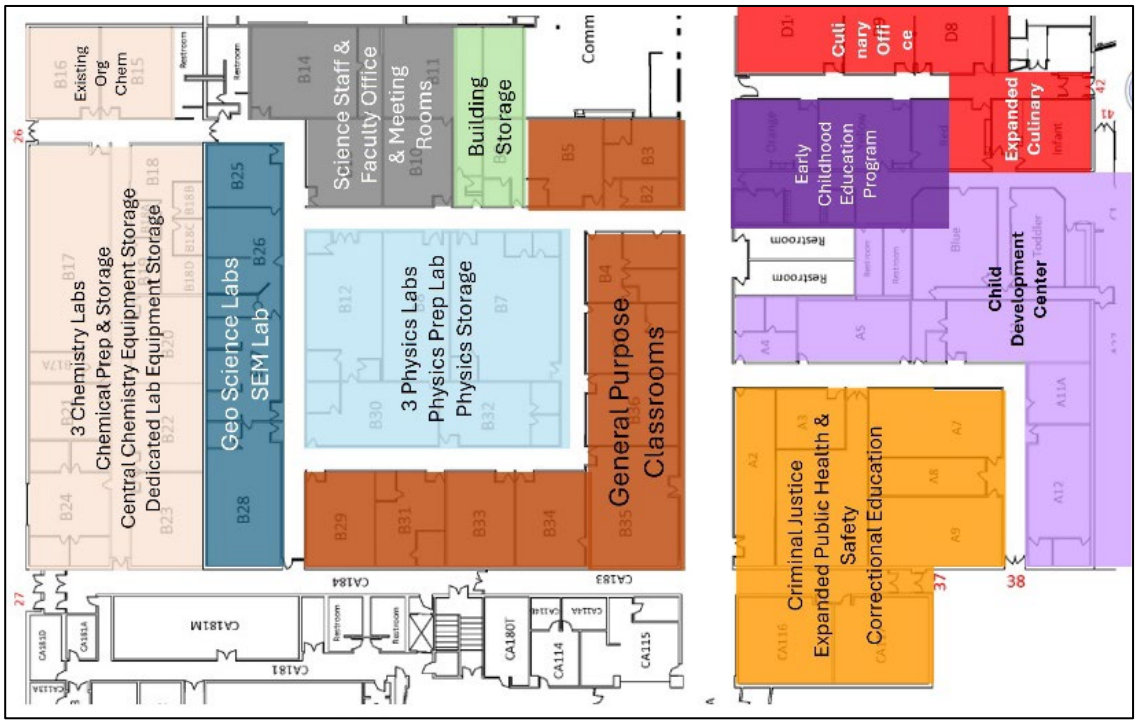
COMMISSION ACTION AND COMMENTS:

Approve ☒ Disapprove ☐

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Southeast Community College's proposal to utilize Capital Improvement funds to construct and equip the Science Center project as outlined in the governing board's program statement approved on June 17, 2025, along with supplemental information provided.

Comments: The primary purpose for this project is the need to provide modern, safe, and quality spaces for the Biology Program. This proposed building will accomplish this goal for current students while allowing for future enrollment growth.

A & B Sections: Post Science Center



A & B Sections: Currently

Coordinating Commission for Postsecondary Education

Capital Construction Project Evaluation Form

Institution/Campus:	Southeast Community College – Milford Campus
Project Name:	Construction Technologies Center
Date of Governing Board Approval:	June 17, 2025
Date Complete Proposal Received:	June 20, 2025
Date of Commission Evaluation:	July 25, 2025

Committee Recommendation

Southeast Community College – Milford Campus
Fall Semester Enrollment by Campus*

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
On-campus HC	797.0	866.0	933.0	1,045.0	1,054.0	1,068.0
Off-campus HC	200.0	172.0	432.0	318.0	262.0	325.0
Online HC	247.0	361.0	225.0	464.0	612.0	741.0
Campus FTE	757.7	819.2	914.7	992.3	1,041.4	1,104.1

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

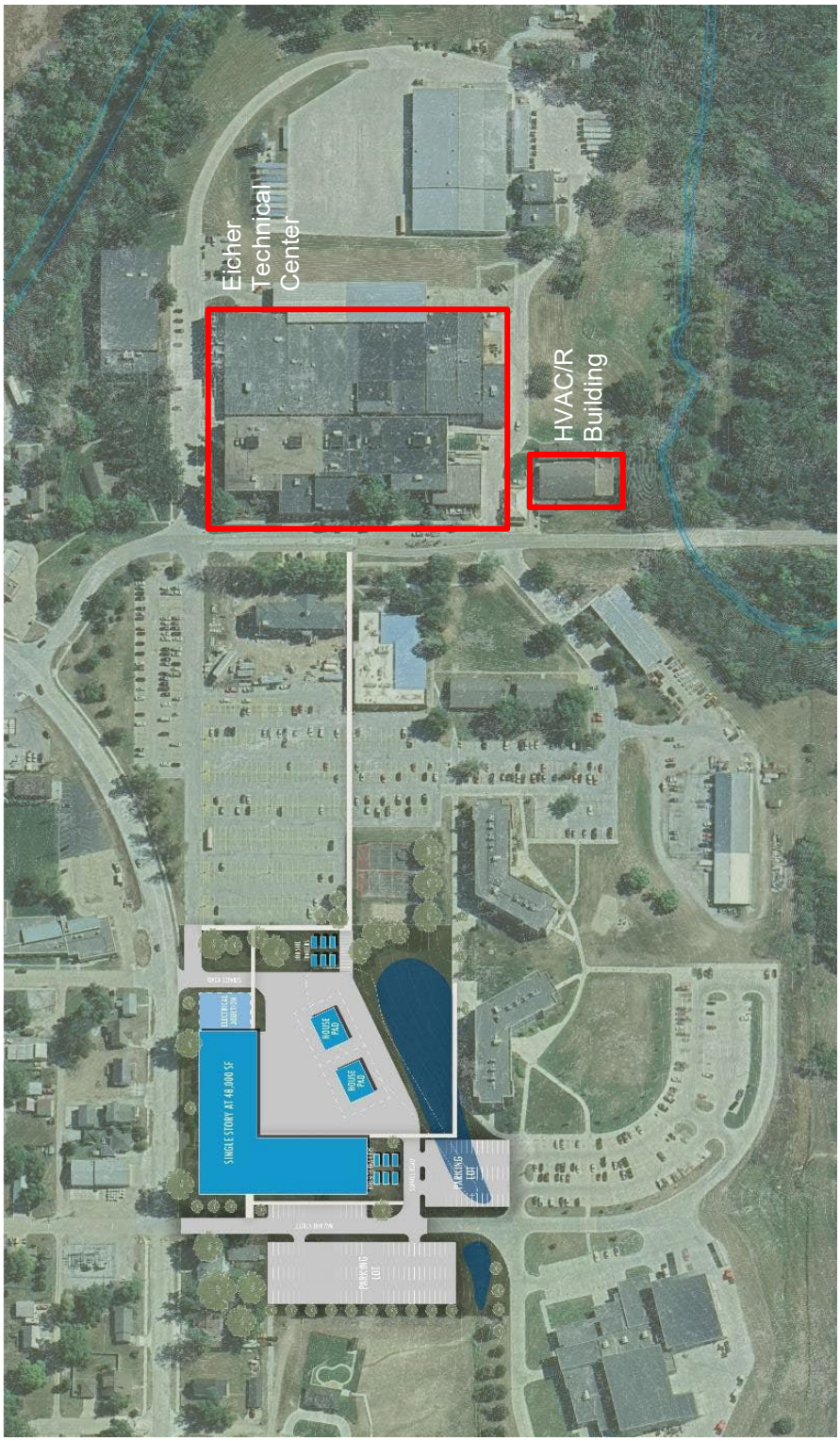
Project Description: Southeast Community College (SCC) proposes the construction of a new Construction Technologies Center (CTC), a 48,000 GSF (40,000 NSF) facility located in the northwest quadrant of the Milford Campus. This purpose-built facility will consolidate several of Milford's construction-related programs, which are currently dispersed across three aging and undersized buildings that no longer meet the needs of today's construction education and workforce demands. The programs slated to occupy this new space are:

- Building Construction, Carpentry & Cabinetmaking, and Concrete Construction
- Plumbing Technology, Plumbing, Heating & Air Conditioning
- Heating, Ventilation, Air Conditioning & Refrigeration Technology (HVAC/R)

Located prominently near the main entrance to the Milford Campus, the CTC will serve as a visible and functional anchor to SCC's trades-focused programming. It will also fulfill a critical recommendation of the College's 2015 Facilities Master Plan, which called for the consolidation of construction programs into a single, modern facility to address both educational quality and infrastructure limitations. In 2022, a similar project was approved by the Coordinating Commission, with the plan to utilize capital funding. As development in fundraising took shape, this process organically slowed, falling short of their anticipated goals. The current project, although similar, does not include all of the programs from the 2022 project.

The Construction Technology Center represents the next step in SCC's long-standing tradition of leadership in trades education. This strategic investment supports Nebraska's construction industry, ensures high-quality training environments, and positions the Milford Campus as the state's premier destination for construction trades education.

Map of Project Location



	Yes	No
1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**	☒	☐

Comments: Page 1-5 of the Commission's *Comprehensive Statewide Plan* states: "In spite of progress in addressing deferred maintenance needs, facilities on the campuses are aging and are in need of repair, replacement, renovation, adaptation to new technologies, and upgrades to safety and security measures." The construction technology programs are taught in some of the oldest sections of the building, and deferred maintenance has left SCC with aging labs in need of replacement to address new technologies, safety and security. The proposed project would construct a new facility to meet current and future programmatic needs and employment needs both locally and regionally.

Page 1-8 of the Plan states: “Postsecondary education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to build and sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.” The College has worked with local and regional employers to identify both the need for trained employees and the level of training for each field. This facility will enhance the overall quality of new graduates, and thus the workforce, in these fields.

Page 3-3 of the *Plan* states: “Cooperate with state and local workforce and economic development agencies and employer advisory councils to project workforce needs and employers’ workforce demands. Respond to projections with appropriate adjustments in program availability and capacity.” The College provides specialized certification programs in technical and vocational fields that directly address regional and state construction workforce needs. The College works continuously with its Workforce Leadership Teams and other local employers and economic development stakeholders to develop career and technical programs that meet local needs.

2. **The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.** Yes ☒ No ☐

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

2.A **The proposed project includes only new or existing academic programs approved by the Commission.** Yes ☒ No ☐

Comments: The new Construction Technologies Center would house the following SCC academic degree programs approved by the Executive Director for continuation:

- Building Construction Technology (AAS)
- Building Construction Technology (Certificates)
  - Carpentry and Cabinetmaking
  - Construction Process
  - Commercial Design and Estimating
  - Residential Design and Estimating
- Concrete Construction Technician (AAS, Diploma, Certificate)
- Plumbing, Heating & Air Conditioning (AAS)
- Plumbing Technology (Diploma)
- Heating, Ventilation, Air Conditioning & Refrigeration Technology (AAS, Diploma)

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

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

Comments: The 2015-2025 Southeast Community College Facilities Master Plan produced by Clark & Enersen Partners was presented in late 2015 and subsequently updated in 2018. The Construction

Technologies Center is referenced in “Chapter Four – Milford Campus” of the 2015 Facilities Master Plan. It is proposed in concept as the new Building Trades facility, located in the north-central portion of campus.

Revisions to the Facilities Master Plan in 2018 included a new site master plan for the Milford campus. The updated plan shifted the Construction Trades facility slightly south and east toward Nebraska Hall. In comparison to both master plans, the proposed location for the CTC outlined in this Program Statement is in the northwest quadrant, west of the latest master plan location as shown previously in the proposed site section.

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

High . . . . . Low

The existing instructional spaces on the Milford Campus no longer meet the pedagogical, technological, or environmental needs required to deliver high-quality, workforce-aligned construction education. Many of the current labs are too small to accommodate existing enrollment levels and are inadequate for safe, interactive, and hands-on instruction. Spaces are often retrofitted from uses not originally intended for technical lab activity, resulting in poor sightlines, awkward layouts, and safety limitations.

Classrooms lack integrated demonstration areas, and most are not designed to support the fluid movement between lecture and lab work that is central to the trade school instructional model. Additionally, instructional equipment and technology are insufficient or outdated, limiting instructors’ ability to integrate modern techniques or tools. Audiovisual systems across campus are functionally inconsistent and underutilized due to complex and unintuitive user interfaces.

In all construction-related programs, there is a chronic shortage of organized and accessible storage for

materials, tools, and project-based equipment, further constraining instructional efficiency and safety.

Beyond pedagogy, the facilities fall short of student expectations for a modern learning environment. Many labs and classrooms lack daylight, views, or natural ventilation, which are widely recognized as essential to student engagement, comfort, and performance. Infrastructure such as support columns, low ceilings, and obstructed sightlines further hinders effective teaching in spaces not originally designed as instructional labs.

The Eicher Technical Center and HVAC/R Building are functionally obsolete, both from an instructional and operational standpoint. To meet the needs of today's students and align with best practices in technical education, SCC must reinvest in its physical learning environment.

Physical Deficiencies:

- Restricted ceiling heights, aging ventilation systems, and insufficient power prevent the safe and effective use of advanced tools and systems found in today's job sites.
- Ventilation and dust collection systems are not energy-efficient or variable volume, and do not meet the needs of modern instructional safety standards.
- Lighting is outdated, and energy-efficient LED systems with modern controls are not installed consistently across instructional spaces.
- Security and access control systems are also outdated; most entry points require manual locking and unlocking, and there is no integration between electronic access controls and the video surveillance system, limiting the ability to respond quickly to safety concerns or emergencies.

Programmatic Deficiencies:

The outdated design and layout of current lab and classroom spaces on the Milford Campus have created significant programmatic deficiencies that directly impact the quality, safety, and equity of instruction across construction technology disciplines. These limitations constrain the curriculum, restrict the use of advanced tools and equipment, and force instructors to modify or reduce learning activities to fit the physical environment rather than teaching to best practices.

Students lack access to adequate project space, particularly for large-scale or advanced activities such as tilt-up construction or multi-phase HVAC installations. Overcrowded and shared labs disrupt instruction, limit student engagement, and make it difficult to provide individualized guidance, especially when multiple classes operate in adjacent or overlapping spaces.

The inconsistent and outdated safety infrastructure, including undersized dust collection systems, aging mechanical systems, and limited access control, compromises the ability to teach and model comprehensive lab safety protocols, an essential component of technical education. Instruction in lab safety, proper equipment usage, and environmental controls are hindered by facilities that no longer meet modern occupational standards.

Additionally, there is a lack of ADA-compliant workstations and inclusive instructional design features, which presents barriers to equitable participation and limits opportunities for students with physical disabilities to fully engage in lab activities. Instructors are often forced to improvise or work around space limitations that do not support diverse learner needs.

- Space constraints limit the addition of new curriculum (e.g., interior/exterior materials instruction).

- Students have limited exposure to larger equipment or real-world construction techniques.
- Class size is capped at 15 due to space limitations, restricting program growth. Classrooms cannot accommodate current enrollment of 24+ students.
- Lack of dedicated storage for equipment, materials, and in-progress projects.

These programmatic deficiencies represent more than operational inconvenience—they undermine the core mission of career and technical education and limit SCC's ability to deliver high-quality, workforce-aligned instruction that prepares students for success in Nebraska's construction industry.

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

High . . . . . Low

Comments: A comprehensive 2015 Facility Master Plan assessed facilities across all SCC campuses and identified the Milford Campus as being in "poor condition or not suitable to meet the demands of projected enrollment" (p. 72). The report specifically cited deteriorating conditions in the HVAC and HVAC Storage buildings and noted that these spaces were inadequate to support the evolving instructional needs of the HVAC program (p. 74). The Eicher Technical Center, while partially renovated, was found to need significant upgrades, particularly in its original sections. Based on these findings, the plan recommended a consolidated facility for all construction-related programs to better serve students and faculty. In tandem, SCC adopted a set of Design Guidelines to guide all future renovation and construction efforts, emphasizing safety, sustainability, site infrastructure, and learner- focused environments.

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

High . . . . . Low

Comments: Like nearly all the career and technical education programs on the Milford Campus, the Building Construction, Plumbing, and HVAC/R programs at SCC currently follow a trade school instructional model, which differs significantly from traditional community college scheduling patterns. Industry leaders emphasize the critical importance of maintaining a trade school instructional model, in which students experience full-day schedules, alternating between classroom theory and applied practice in adjacent labs. This model is widely recognized by employers as the most effective way to prepare job-ready graduates for real-world job sites. Students are typically enrolled in full-day blocks of instruction (8:00 A.M. – 5:00 P.M., Monday through Friday) that mirror a real-world construction workday. This model includes morning, lunch, and afternoon breaks and is intentionally designed to simulate the rhythms, routines, and expectations of industry employment.

As such, industry partners affirm that SCC's facility design and space utilization should reflect the unique structure and rhythm of trade education, not traditional general education models. Their ongoing engagement and strong support reinforce that the Construction Technologies Center is not only a timely investment in facilities, but a necessary response to employer expectations and regional workforce needs. However, current utilization metrics (i.e., the 30-hour/week standard for classrooms or 20-hour/week benchmark for labs) do not accurately reflect the integrated, real-world nature of the trade school model, where classroom and lab spaces are scheduled concurrently, even if not always used simultaneously. This model continues to reflect best practices in Career and Technical Education and is strongly supported by industry partners for its effectiveness in preparing job-ready graduates.

To ensure Southeast Community College continues to

meet the workforce needs of Nebraska's construction trades industry and deliver high-quality instruction for current and future students, the new Construction Technologies Center will be designed to:

- Consolidate Building Construction, HVAC/R, and Plumbing into one modern facility, improving program collaboration, instructional efficiency, and student access.
- Create flexible lab and classroom spaces, allowing for embedded instructional areas, adaptable equipment layouts, and evolving program needs, such as the future integration of Electrical Construction.
- Provide centralized storage and prep areas, enabling faculty to access tools, materials, and instructional equipment more efficiently while maximizing active teaching time.
- Resolve long-standing safety and infrastructure deficiencies, such as outdated mechanical, electrical, and plumbing systems, which currently limit lab functionality and pose instructional hazards.
- Incorporate industry-grade systems and teaching tools, including exposed HVAC, plumbing, and framing elements, allowing the building itself to serve as a real-time instructional aid.
- Improve ADA accessibility and inclusive design, ensuring that all classrooms, labs, and instructional workspaces meet modern accessibility standards and support diverse learners.
- Enhance indoor environmental quality, through energy-efficient HVAC systems, upgraded dust collection, natural lighting, and acoustically balanced learning environments.

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

High . . . . . Low

Comments: Square footage projections were based on input provided by a Planning Committee made up of representatives from faculty in the sciences division, campus deans, department staff, and students. The basis for the square footage resulted from in-depth analysis of fire and life safety concerns and projected enrollment growth, combined with space needs for safe delivery of instruction, right-sizing spaces to accommodate growth and large equipment and flexible classroom design. Projections were reviewed by the Campus Facility Planning Team in conjunction with the architect. Room types and square footage were then calculated based on need and economy while taking the CCPE space guidelines for similar areas into consideration.

The facility's design ensures proximity to key amenities (parking, commons, and campus pathways) and supports potential future expansion to the east. This design aligns with SCC's design guidelines for durability, sustainability, safety, and energy efficiency.

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

High . . . . . Low

Comments: Southeast Community College currently has 17.4% of Nebraska's market share in Building Construction Technology completions, trailing behind Northeast Community College (46.4%) due to space and enrollment limitations (Gray Associates, 2025). At the same time, graduates of these programs earn competitive salaries, with an entry-level median wage: $51,995. Interest in SCC's programs remains high, but enrollment is capped by lack of lab space and instructional capacity. The new CTC would reverse this trend by expanding access to high-demand programs.

The Milford Campus has experienced particularly strong growth, with enrollment increasing from 1,308 in Fall 2021 to 1,667 in Fall 2024, an increase of approximately 27% in just four years.

This increase has been especially pronounced in high-demand construction-related programs:

- Building Construction has expanded from 49 to 62 students, a 26.5% increase in 3 years.
- HVAC/R Technology has grown from 44 to 58 students, a 31.8% increase in 3 years.
- Since Plumbing Technology started, it has doubled, growing from 11 to 16 students, a 45.5% increase in 3 years. This program is planning to expand to a 2-year degree with strong support from the Workforce Leadership Team.

Southeast Community College anticipates a 36% increase in enrollment across Building Construction, HVAC/R, and Plumbing Technology programs within three years of completing the Construction Technologies Center—growing from 136 to 185 students.

Historic and Projected Enrollment Numbers

Program	2021-2022	2022-2023	2023-2024	2024-2025	2030-2031
Building Const.	49	58	70	62	80
HVAC & Refrig.	44	48	45	58	75
Plumbing Tech.	11	13	13	16	30
Const. Tech. Total	**104**	**119**	**128**	**136**	**185**

These programs have now reached their maximum enrollment capacity, with Building Construction and HVAC/R running two cohorts of students in the 2024–25 academic year. Despite strong demand and interest, SCC is unable to accept additional students in these programs due to facility constraints, including a lack of available lab

and instructional space.

While overall Milford Campus enrollment has begun to plateau at near-capacity levels, this is not due to declining demand—but rather to the inability to expand program intake without new space. Nearly all career and technical programs on campus are operating at or near their maximum cohort sizes. This upward trend has created significant strain on existing instructional and lab facilities, especially in construction-related programs, creating a bottleneck for continued growth and limits SCC's ability to respond to regional workforce needs. The proposed Construction Technologies Center directly addresses these limitations by providing modern, purpose-built instructional space to allow growth in enrollment, integration of new technologies, and expansion of employer- aligned programming. Without this facility, further expansion of construction-related education at SCC's Milford Campus will not be possible.

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

High . . . . . Low

Comments: Any increase in facility operating and maintenance (O&M) costs that may be needed for a new facility would be drawn from General Operating Funds.

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

High . . . . . Low

Comments: In the early stages of planning, SCC explored the development of a larger Construction Trades Center, which would have incorporated additional programs including Design & Drafting Technology, Electrical Construction, and Land Surveying. This concept, however, resulted in a significantly larger footprint and cost. It also required constructing the building north of Nebraska Hall—a location that would have necessitated

relocating existing parking, thereby increasing construction complexity and cost by requiring a new parking lot in a separate area.

This proposal was approved by the Board of Governors and the Coordinating Commission for Postsecondary Education in 2022. After further analysis, SCC determined that a reduced, more focused facility would be the most responsible and strategic investment.

The proposed Construction Technologies Center will serve high-demand programs in building construction, plumbing, HVAC/R, and concrete while preserving existing infrastructure and optimizing available land. The revised location, to the west of the existing parking lot, allows for:

- Construction to occur without displacing current operations
- Maintaining existing parking access during the build
- Minimizing disruption and additional site work
- Preserving flexibility for future campus development

This approach balances immediate needs with long-term planning goals and represents the most cost-effective, operationally efficient, and instructionally sound solution for modernizing SCC's construction trades programs.

A list of both physical and programmatic deficiencies can be found in section 2.C.

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

High . . . . . Low

Comments: No cost savings have been identified by this proposal. The proposed project would provide an opportunity to build a modern, functional facility to accommodate current space needs and future growth.

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

High . . . . . Low

Comments: **Construction Costs -** The College estimate to design, construct, and equip the new Construction Technologies Center is $30,575,000 ($668 /gsf). Commission staff's estimate of the total project cost is $29,240.157 ($639/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past college construction projects. The College's estimate is $1,334,843 (4.46%) higher than Commission staff's estimate. The difference between these estimates is within an acceptable threshold.

Operating and Maintenance Costs - The College has identified an increase of $156,00 per year in increased operating and maintenance (O&M) costs. This increase is due to the addition of one FTE maintenance employee, two FTE custodial employees, and additional utilities expenses. SCC has identified General Operating Funds to cover this increase. Commission staff concurs with this assessment.

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

High . . . . . Low

Comments: Of the approximate $30.6 million project cost, $27.5 million will come from the Capital Improvement Fund, and the remaining $3.1 million will come from Other Sources, which may include student fees, private fundraising efforts, competitive grants, or institutional reserves. The use of Capital Improvement funds to construct instructional support and public service space is appropriate.

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

Yes ☒ No ☐

Comments: This project would not unnecessarily duplicate other instructional or public service spaces on campus or in the community. The relocation of the Building Construction, Plumbing, and HVAC/R programs to the new Construction Technologies Center (CTC) will vacate 31,757 square feet of space in the Eicher Technical Center and the HVAC/R Building. These spaces will be strategically repurposed to support instructional growth, enhance student services, and respond to increased enrollment across the Milford Campus. In parallel with these internal shifts, SCC has recently completed a major renovation of Nebraska Hall, transforming it into a centralized Student Center. This project allowed all student services and administrative offices—previously dispersed across multiple buildings—to be consolidated into one core location, improving accessibility, communication, and service delivery for students.

The transition of the HVAC/R building into cold vehicle storage along with the following key planned reassignments will impact the existing Eicher Technical Center.

- Space vacated by student services and business office staff moving to the recently renovated Nebraska Hall will be updated into faculty offices for academic transfer/general education instructors and a new student tutoring center, enhancing academic support and campus cohesion.
- The current student lounge will be converted into a large meeting and board room, replacing the spaces in Dunlap Hall that are needed to expand the cafeteria and dining areas to meet the needs of SCC's growing student population.
- The Building Construction and Concrete labs will be repurposed to house the Electrical Construction program and provide dedicated storage, allowing the Electromechanical program to expand into the current Electrical Construction space.

- The Plumbing Lab/Playhouse and Sheet Metal Lab areas will be converted into dedicated industry training spaces, creating new opportunities for customized, non-credit workforce development aligned with regional industry needs.

These planned space reassignments reflect a comprehensive and forward-looking campus renewal strategy, consistent with SCC's Facilities Master Plan. The projects demonstrate the College's commitment to:

- Maximizing the use of existing square footage
- Aligning facilities with instructional priorities and student support needs
- Creating flexible, high-impact environments that support long-term enrollment growth

Together with the development of the Construction Technologies Center, these changes position SCC's Milford Campus to remain a leader in hands-on technical education while enhancing the overall student experience.

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

High . . . . . Low

☐ ■ ☐ ☐ ☐

Comments: Southeast Community College has thoroughly evaluated renovation and expansion options for its existing facilities to house the Construction Technologies programs. However, after review, all alternatives were determined to be inefficient, cost-prohibitive, or insufficient to meet long-term program needs. The 2015–2025 SCC Facilities Master Plan specifically identified the Eicher Technical Center (ETC) as unable to accommodate future growth due to both the building's internal limitations and the fully utilized footprint of the site. Previous additions to ETC have exhausted available land, and further expansion would severely compromise critical site circulation, including pedestrian and vehicle access, deliveries, and emergency response routes.

Similarly, the HVAC/R Building, which houses one of the core construction programs, has exceeded its useful life having been built as a gymnasium and no longer provides a viable or cost-effective environment for instruction. It is being considered for demolition or for renovation into cold vehicle storage.

Renovating either of these outdated structures would not adequately address safety concerns, instructional needs, or allow for the flexibility required for future program expansion. The Facilities Master Plan deemed such renovations an inefficient use of capital funds and recommended pursuing a purpose-built facility.

COMMISSION ACTION AND COMMENTS:

Approve ☒ Disapprove ☐

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Southeast Community College's proposal to utilize Capital Improvement funds to construct and equip the Construction Technologies Center project as outlined in the governing board's program statement approved on June 17, 2025, along with supplemental information provided.

Comments: The primary driver for this project is the need to provide modern, safe, and quality spaces for the Construction Technology Programs. This proposed building will accomplish this goal for current students while allowing for future growth in enrollment.


SOUTHEAST COMMUNITY COLLEGE - MILFORD CAMPUS
CONSTRUCTION TECHNOLOGIES
Southeast
COMMUNITY COLLEGE
WILKINS
Architecture Design Planning
Date: 5/8/2025
Project Number: 2514
SCHEMATIC FLOOR PLAN
STORAGE UNITS
HOUSE PAD (exterior)
HOUSE PAD (exterior)
GENERAL LAB (exterior)
COMMERCIAL LAB
RESIDENTIAL LAB
TRAINERS
TOOLS
SHEET METAL
CLASSROOM
OFFICE
MEETING
CIRC
VR LAB
CORRIDOR
PLUMBING
SHARED CLASSROOM
RESTROOMS
STAIR
FACULTY WORKROOM
ELEC
SHARED COMPUTER LAB
DATA
ADMIN
VESTIBULE
LOBBY
IN
ADMIN
COMMONS
CORRIDOR
COMPUTER LAB
CLASSROOM
VEST
MEETING
CONSTRUCTION LAB
OFFICE
LOCKERS
TOOLS
WOODWORKING LAB
CONCRETE STORAGE
LUMBER STORAGE
STORAGE
COMMERCIAL STORAGE
CABINETRY STORAGE
MECH


Southeast
CONSTRUCTION TECHNOLOGIES CENTER


Southeast
CONSTRUCTION TECHNOLOGIES CENTER

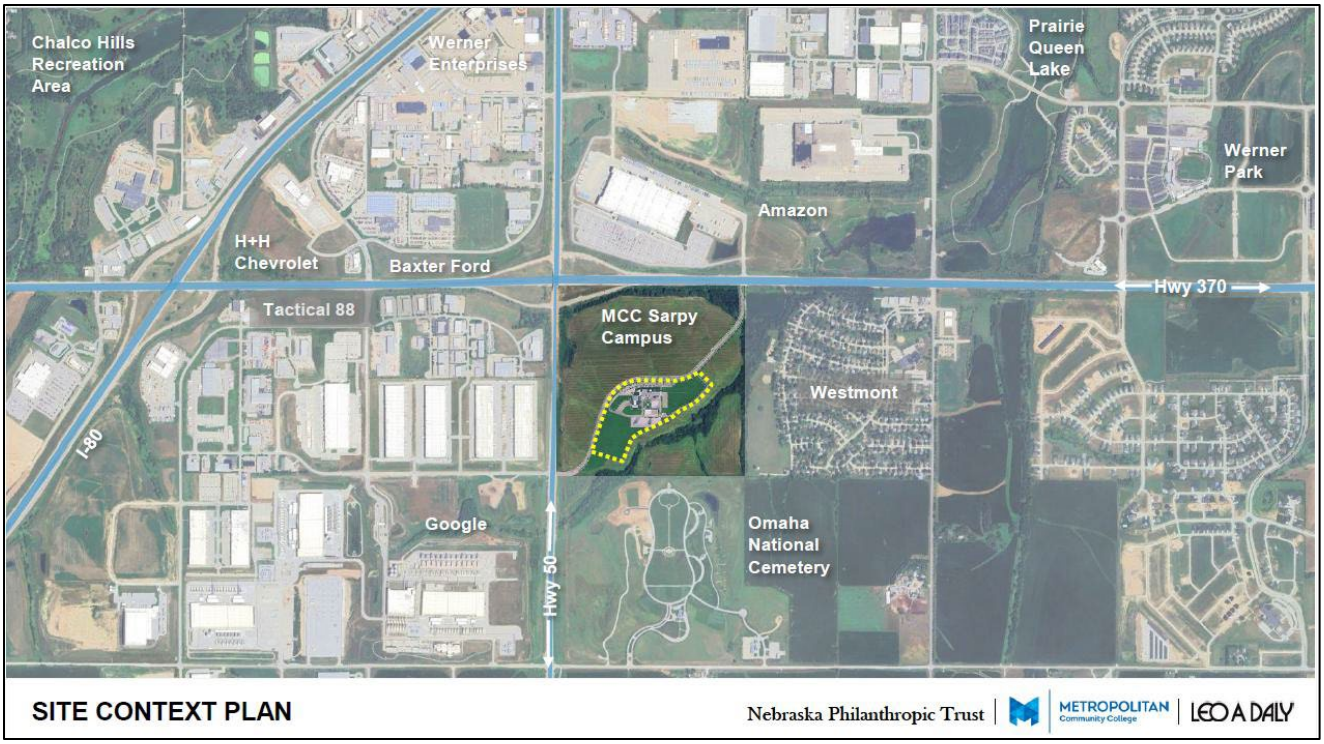
Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

Institution/Campus:	Metropolitan Community College – Sarpy Campus
Project Name:	Sarpy County Campus – Roads and Infrastructure Project
Date of Governing Board Approval:	May 27, 2025
Date Complete Proposal Received:	June 30, 2025
Date of Commission Evaluation:	July 25, 2025

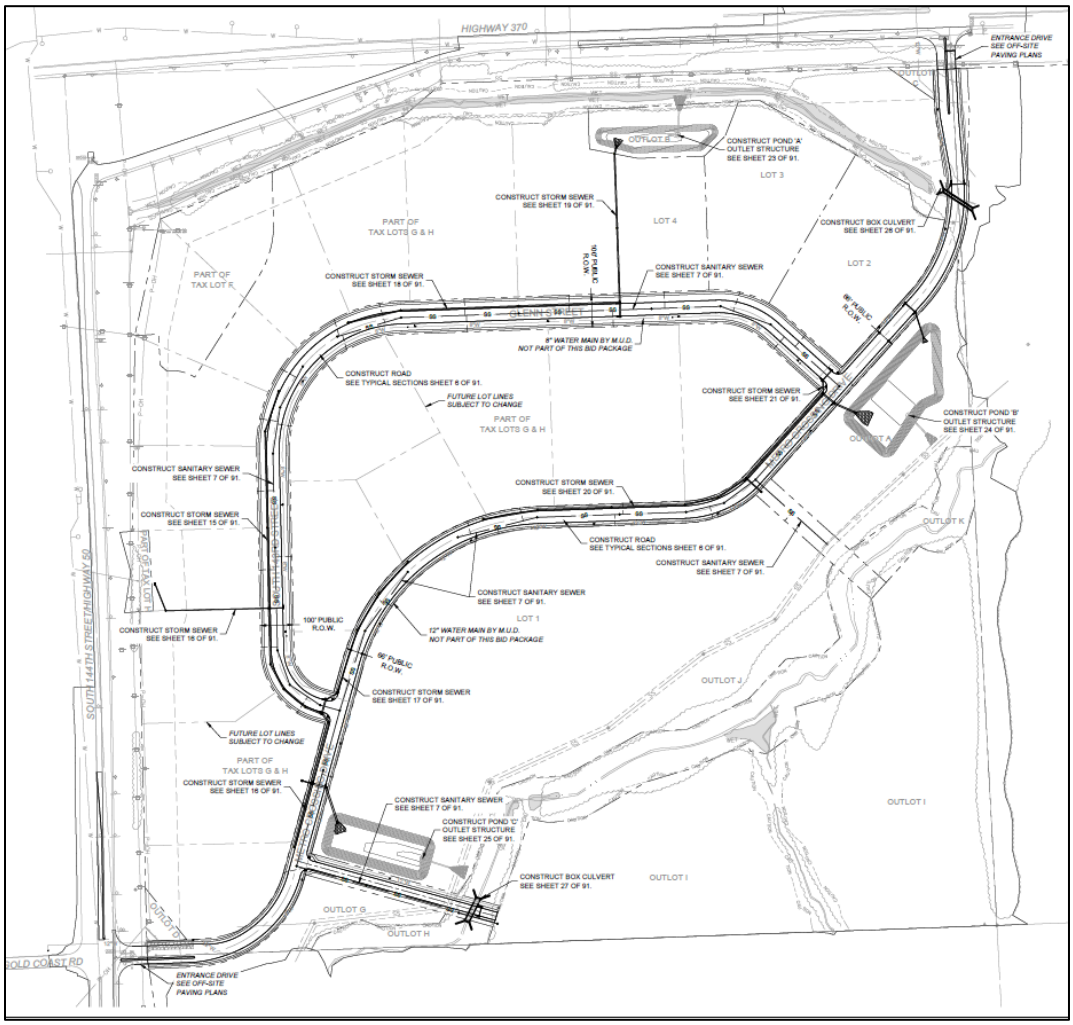
Committee Recommendation

Enrollment data is usually located within this part of the evaluation. Being a new campus, no enrollment data is available.

Project Description: The Metropolitan Community College Board of Governors approved the establishment of the new Sarpy County Campus in 2024. This proposed project will install the roads, sewers, retention ponds, water lines, and electrical for the entire site. A grading package, which was under the threshold for commission approval, was contracted in January 2025 with Graham Construction of Omaha, and is scheduled for completion in August 2025, leaving the entire platted site ready for primary roads and infrastructure. Since the land is now under the City of Papillion's jurisdiction and abuts Nebraska highways, both entities have had input regarding approved plans for the building of the roadbeds, highway entrances, and infrastructure. These approvals, along with federal guidelines regarding water drainage and streams, have been obtained or are in final stages of approval.



Map of Project Location



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

Yes	No
☑	☐

Comments: Page 1-1 of the Commission's *Comprehensive Statewide Plan* states: “Nebraskans will reap many benefits from affordable, accessible, and high-quality postsecondary education. Nebraska’s people will value and support postsecondary institutions that are vital, vigorous, and visionary. Each postsecondary institution will fulfill its role and mission with distinction by being responsive to changing academic, workforce, societal, economic, cultural, and community development needs.” The proposed project would construct the infrastructure necessary for the development of this new campus.

Page 1-8 of the *Plan* states: “Nebraska’s institutions and policymakers will increase participation and success in postsecondary education, particularly for low-income and underrepresented populations, and ensure that all Nebraskans are able to access and successfully complete postsecondary education appropriate to their individual needs and abilities.” The creation of this campus and this first project necessary for its success is paramount to accomplishing this goal.

Page 1-9 of the *Plan* states: “Postsecondary education institutions will work as partners with one another and with other entities, including those in the private sector, whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents.” The proposed project is the direct result of collaboration and partnerships created with industry leaders, neighbors to the property, and local and regional business leaders. Strategic partnerships have created excellent facilities on other MCC campuses, and this new campus will expect the same.

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

Yes ☒ No ☐

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

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

Yes ☒ No ☐

Comments: The proposed project will allow for the future construction of several buildings for specific programs such as Diesel Technology, Fire Science Technology, and Paramedicine.

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

High . . . . . Low

☐ ☒ ☐ ☐ ☐

Comments: MCC engaged Smith Group/JRR in early 2014 to update the 2010 Facilities Long Range Plan. Their assessment identified significant growth in Sarpy County, resulting in the 2015 purchase of a 146-acre parcel at the intersection of Highways 50 and 370 (Sarpy County).

Assessment predictions proved accurate as new development began locating in Sarpy County's geographically strategic corridors, leading to 14%+ population growth between 2016 and 2024. Much of this occurred near the parcel purchased by MCC, further supporting the Board of Governors' 2023 decision to adopt a four-campus model, setting the Sarpy County Campus development in motion.

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

High . . . . . Low

Comments: The Facilities Long Range Plan identified above contributed to the need for this new campus.

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

High . . . . . Low

Comments: The site being considered is currently undeveloped. This category is not applicable to this evaluation.

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

High . . . . . Low

Comments: The college has approved design guidelines that will be used in the construction of future projects. They will consider the specific needs of each program designated new space.

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

High . . . . . Low

Comments: The college has approved design guidelines which will be used in the construction of future projects. They will consider the specific needs of each program designated new space.

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

High . . . . . Low

Comments: The Sarpy County Campus has the potential to meet numerous educational and community needs within this segment of MCC's service area. Industry partners have engaged MCC and requested increased workforce training; local K-12 school districts continue to leverage MCC partnerships that provide education for college and career readiness; and current MCC students seek learning experiences connecting them with colleagues in their chosen and related career fields. MCC's Sarpy County Campus will bring these partners together to better serve the evolving needs of the community.

Although this project does not directly impact specific academic programs, Metropolitan Community College has identified the first building it will pursue after this project is completed. The programs contained within that building will be Diesel Technology, Fire Science Technology, and Paramedicine.

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

High . . . . . Low

Comments: The site being considered is currently undeveloped. This category is not applicable to this evaluation.

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

High . . . . . Low

Comments: The installation of this infrastructure is necessary for the development of this campus. Future projects will depend on this infrastructure for success.

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

High . . . . . Low

☐ ■ ☐ ☐ ☐

Comments: No cost savings have been identified by this proposal. The proposed project would create the infrastructure for future construction projects to utilize.

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

High . . . . . Low

☐ ■ ☐ ☐ ☐

Comments: **Construction Costs -** The College estimate to design and construct this infrastructure project is $9,877,394. The cost estimation tool usually used does not include this type of infrastructure work. Staff reviewed the estimated costs, and they appear reasonable.

Operating and Maintenance Costs – An increase in O&M funds has not been identified.

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

High . . . . . Low

☐ ■ ☐ ☐ ☐

Comments: The approximate $9.8 million project cost will utilize Capital Improvement funds.

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

Yes ■ No ☐

Comments: The site is currently undeveloped. This project would build out the infrastructure necessary before academic buildings can be constructed.

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

High . . . . . Low

☐ ■ ☐ ☐ ☐

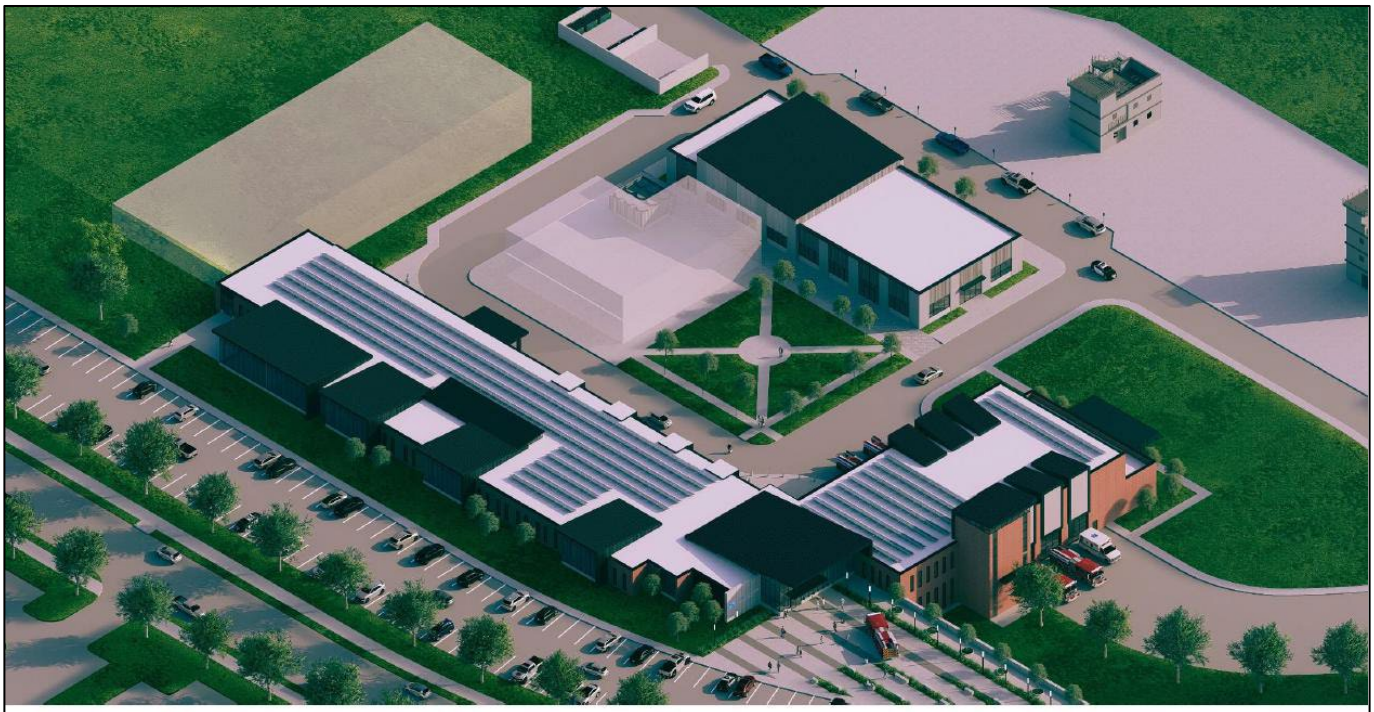
Comments: There are no other suitable alternatives for this project. This infrastructure work must be completed prior to other projects moving forward. This infrastructure could have been pieced out to each new facility as constructed, though this would have increased the cost overall. There are cost savings to constructing all of the infrastructure at one time.

COMMISSION ACTION AND COMMENTS:

Approve ■ Disapprove ☐

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Metropolitan Community College's proposal to utilize Capital Improvement funds to construct the Sarpy County Campus Infrastructure project as outlined in the governing board's program statement approved on May 27, 2025, along with supplemental information provided.

Comments: The primary purpose of this project is to provide the infrastructure necessary for the complete build-out of this new campus. The Commission approved the Sarpy County Campus as a branch campus at its October 11, 2024, meeting.


NORTHWEST BIRDSEYE
Nebraska Philanthropic Trust
METROPOLITAN
Community College
LEO A DALY

NEBRASKA OPPORTUNITY GRANT 2025-26 ANNUAL ALLOCATION REPORT

Presented to the Commission
July 25, 2025

2025-26 Allocations for Students Attending:	
UNIVERSITY OF NEBRASKA:	
Kearney	$1,802,770
Lincoln	$6,239,153
Medical Center	$372,809
Omaha	$5,193,813
NCTA	$54,927
STATE COLLEGES:	
Chadron	$491,490
Peru	$365,548
Wayne	$1,031,657
COMMUNITY COLLEGES:	
Central	$537,548
Metropolitan	$1,159,187
Mid-Plains	$138,012
Northeast	$435,410
Southeast	$827,016
Western Nebraska	$157,096
PRIVATE CAREER COLLEGES:	
Capitol Beauty School	$151,118
College of Hair Design	$122,007
Joseph's Colleges of Beauty	$81,601
Xenon Stephanie Moss Academy	$225,763
INDEPENDENT COLLEGES & UNIVERSITIES:	
Bellevue University	$526,546
Bryan College of Health Sciences	$202,663
Clarkson College	$219,328
College of Saint Mary	$242,745
Concordia University	$300,953
Creighton University	$349,488
Doane University	$234,748
Hastings College	$243,846
Little Priest Tribal College	$39,627
Midland University	$308,543
Nebraska Indian Community College	$32,030
Nebraska Methodist College	$316,732
Nebraska Wesleyan University	$608,227
Union Adventist University	$108,203
Western Governor's University	$241,691
York University	$86,007
GRAND TOTALS:	$23,448,302

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

2025-26

	Dollars	Percent
NU	$13,663,472	58.3%
NSCS	$1,888,695	8.1%
CC	$3,254,269	13.9%
Priv	$580,489	2.5%
Ind	$4,061,377	17.3%
Total	$23,448,302	100.0%
Public	$18,806,436	80.2%
Private	$4,641,866	19.8%
Total	$23,448,302	100.0%

2024-25

	Dollars	Percent
NU	$14,367,399	58.8%
NSCS	$2,063,275	8.4%
CC	$3,196,237	13.1%
Priv	$627,448	2.6%
Ind	$4,193,943	17.2%
Total	$24,448,302	100.0%
Public	$19,626,911	80.3%
Private	$4,821,391	19.7%
Total	$24,448,302	100.0%

2023-24

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

2022-23

	Dollars	Percent
NU	$13,615,173	55.7%
NSCS	$2,162,749	8.8%
CC	$3,293,383	13.5%
Priv	$604,631	2.5%
Ind	$4,272,366	17.5%
Total	$23,948,302	98.0%
Public	$19,071,305	78.0%
Private	$4,876,997	19.9%
Total	$23,948,302	98.0%

2021-22

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

2020-21

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

2019-20

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

2018-19

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

2017-18

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

2016-17

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

2015-16

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

2014-15

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

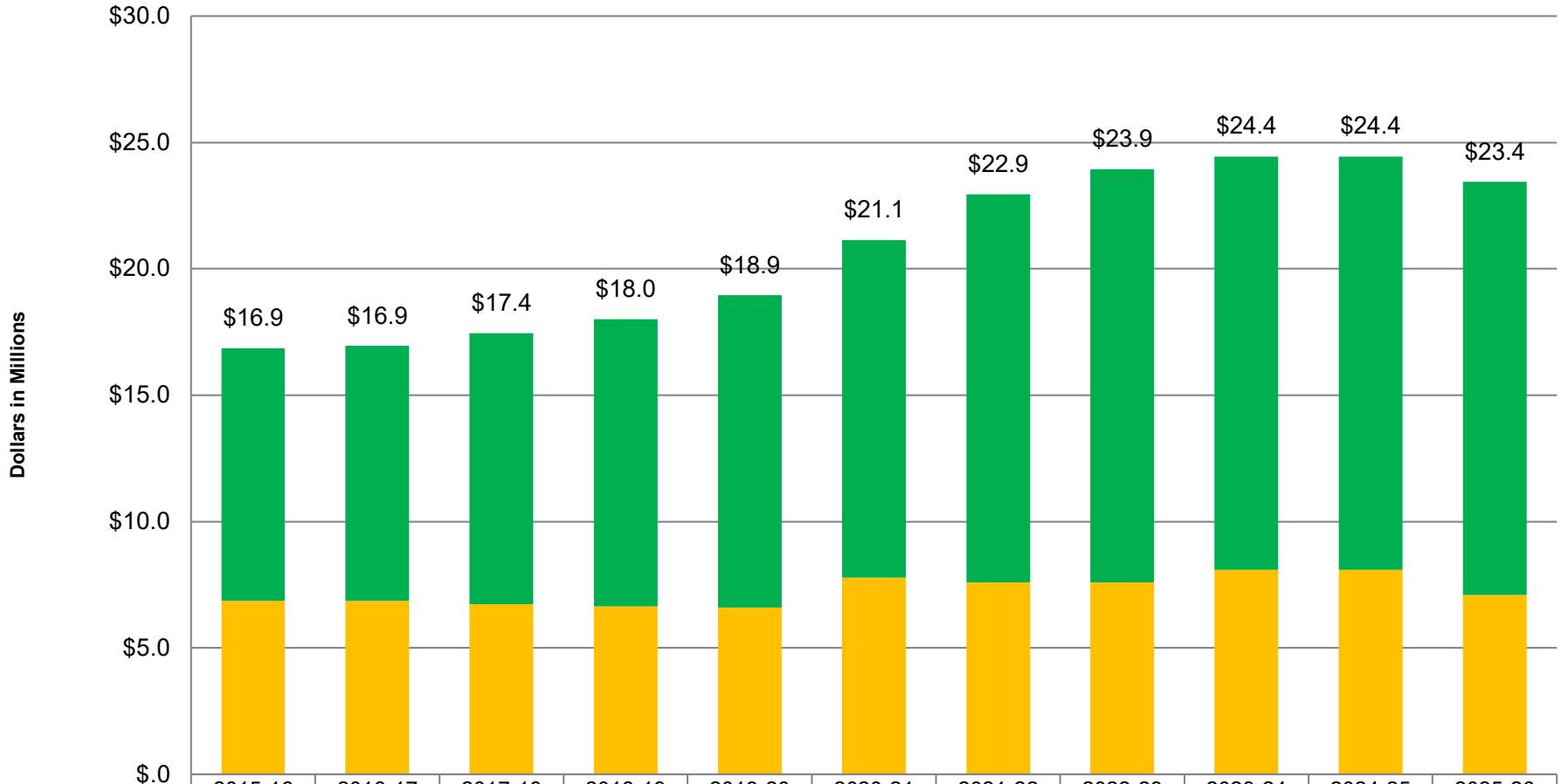
2013-14

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

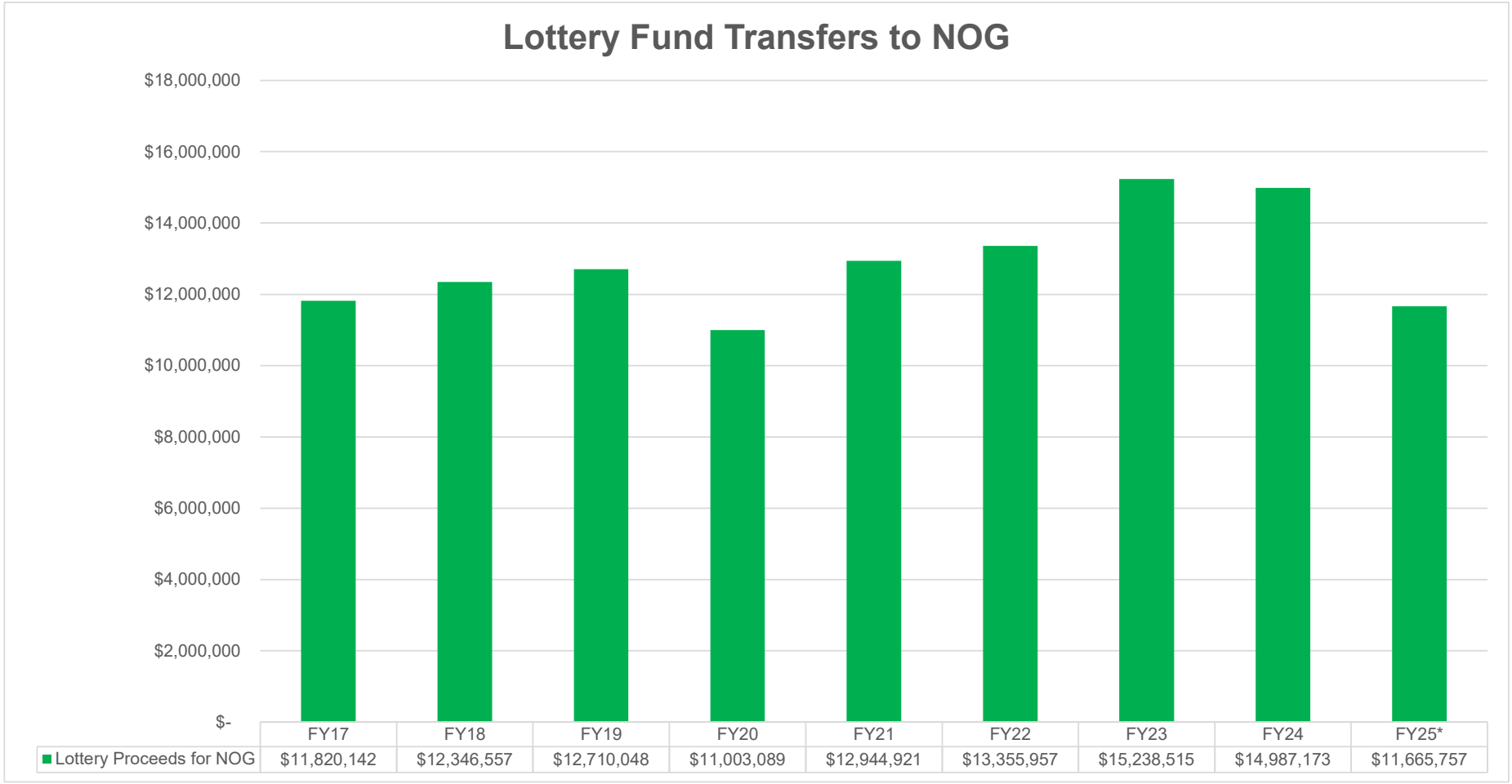
2012-13

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

NOG Appropriation Funding by Source



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Lottery Funds	$10.0	$10.1	$10.7	$11.4	$12.4	$13.4	$15.4	$16.4	$16.4	$16.4	$16.4
General Funds	$6.9	$6.9	$6.7	$6.6	$6.6	$7.8	$7.6	$7.6	$8.1	$8.1	$7.1
Total	$16.9	$16.9	$17.4	$18.0	$18.9	$21.1	$22.9	$23.9	$24.4	$24.4	$23.4



*Beginning July 1, 2024, the portion of lottery funds allocated to the NOG decreased from 62% to 58%.

NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

EXCELLENCE IN TEACHING LOAN FORGIVENESS PROGRAMS ANNUAL ALLOCATION REPORT

Presented to the Commission
July 25, 2025

2025-26 Institutional Allocations for Excellence in Teaching Act Loan Forgiveness Programs*					
	AETP		AETP-ST		EETP
Institution	# of Awards	Amount	# of Awards	Amount	Amount
Bellevue Univ	1	$3,000.00	1	$3,000.00	$14,551.00
Chadron State	13	$39,000.00	7	$21,000.00	$39,710.00
College of St Mary	5	$15,000.00	3	$9,000.00	$27,132.00
Concordia Univ	10	$30,000.00	5	$15,000.00	$71,946.00
Creighton Univ	4	$12,000.00	2	$6,000.00	$54,649.00
Doane Univ	13	$39,000.00	7	$21,000.00	$140,348.00
Hastings College	5	$15,000.00	3	$9,000.00	$0.00
Midland Univ	7	$21,000.00	4	$12,000.00	$14,551.00
NE Wesleyan Univ	4	$12,000.00	2	$6,000.00	$0.00
Peru State	7	$21,000.00	4	$12,000.00	$119,120.00
Union Adventist Univ	1	$3,000.00	1	$3,000.00	$0.00
UNK	50	$150,000.00	27	$81,000.00	$204,819.00
UNL	56	$168,000.00	30	$90,000.00	$100,250.00
UNO	38	$114,000.00	21	$63,000.00	$169,438.00
Wayne State	29	$87,000.00	15	$45,000.00	$103,395.00
York University	2	$6,000.00	1	$3,000.00	$75,091.00
Total	245	$735,000.00	133	$399,000.00	$1,135,000.00

2024-25 Institutional Allocations for Excellence in Teaching Act Loan Forgiveness Programs*					
Institution	AETP		AETP-ST		EETP
	# of Awards	Amount	# of Awards	Amount	Amount
Bellevue Univ	0	$0.00	0	$0.00	$0.00
Chadron State	8	$24,000.00	0	$0.00	$30,190.00
College of St Mary	4	$12,000.00	4	$12,000.00	$16,390.00
Concordia Univ	5	$15,000.00	0	$0.00	$98,057.00
Creighton Univ	2	$6,000.00	0	$0.00	$47,324.00
Doane Univ	6	$18,000.00	6	$18,000.00	$86,057.00
Hastings College	2	$6,000.00	4	$12,000.00	$12,857.00
Midland Univ	4	$12,000.00	0	$0.00	$9,524.00
NE Wesleyan Univ	5	$15,000.00	5	$15,000.00	$10,857.00
Peru State	4	$12,000.00	4	$12,000.00	$67,590.00
Union Adventist Univ	0	$0.00	0	$0.00	$0.00
UNK	18	$54,000.00	21	$63,000.00	$122,924.00
UNL	37	$111,000.00	14	$42,000.00	$62,524.00
UNO	24	$72,000.00	11	$33,000.00	$102,590.00
Wayne State	17	$51,000.00	17	$51,000.00	$71,257.00
York University	1	$3,000.00	0	$0.00	$61,590.00
Total	137	$411,000.00	86	$258,000.00	$799,731.00

Allocations for AETP & AETP-ST are based on the number of teacher education completers as reported annually to NDE. Allocations for EETP are based on the number of completers with a Master's degree in education awarded by each eligible institution.

*Prior to July 1, 2024, ETA programs were administered by the Nebraska Department of Education. The amounts shown are funds allocated for the two years the program was administered by the CCPE.

NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

NEBRASKA CAREER SCHOLARSHIP ANNUAL ALLOCATION REPORT

Presented to the Commission
July 25, 2025

2025-26 Nebraska Career Scholarship Allocations for Students Attending:	
COMMUNITY COLLEGES	
Central	$602,148.00
Little Priest	$43,321.00
Metropolitan	$1,320,100.00
Mid-Plains	$270,273.00
Nebraska Indian	$51,240.00
Northeast	$526,978.00
Southeast	$951,572.00
Western Nebraska	$234,368.00
PRIVATE NONPROFITS	
Bellevue University	$324,425.00
Bryan College of Health Sciences	$302,617.00
CHI-Alegent Health School of Radiology	$107,930.00
Clarkson College	$326,408.00
College of Saint Mary	$220,143.00
Concordia University	$271,293.00
Creighton University	$473,510.00
Doane University	$195,163.00
Hastings College	$154,322.00
Midland University	$246,709.00
NE Methodist College	$414,830.00
Nebraska Wesleyan University	$186,043.00
Union Adventist University	$219,350.00
Western Governor's University	$398,573.00
York University	$158,684.00
GRAND TOTALS:	$8,000,000.00

2024-25 Nebraska Career Scholarship Allocations for Students Attending:	
COMMUNITY COLLEGES	
Central	$611,350.00
Little Priest	$42,886.00
Metropolitan	$1,313,756.00
Mid-Plains	$279,131.00
Nebraska Indian	$0.00
Northeast	$536,906.00
Southeast	$974,374.00
Western Nebraska	$241,597.00
PRIVATE NONPROFITS	
Bellevue University	$365,058.00
Bryan College of Health Sciences	$339,301.00
CHI-Alegent Health School of Radiology	$109,367.00
Clarkson College	$367,399.00
College of Saint Mary	$241,895.00
Concordia University	$302,305.00
Creighton University	$541,138.00
Doane University	$212,392.00
Hastings College	$164,157.00
Midland University	$273,271.00
NE Methodist College	$471,830.00
Nebraska Wesleyan University	$201,621.00
Union Adventist University	$240,958.00
Western Governor's University	$0.00
York University	$169,308.00
GRAND TOTALS:	$8,000,000.00

The Nebraska Career Scholarship is a decentralized financial aid program. The Commission allocates state funding to participating institutions based on one of two formulas. For community colleges the formula uses the most recent 3-year Reimburseable Educational Units (REU) calculations. For private nonprofits the formula takes into account the average number of Nebraska residents enrolled in specific high-need academic programs over the past three years. The institutions then make recommendations to the Commission as to who they would like to award the scholarship to based on eligibility qualifications.

*Many institutions had carry-over money allocated by the Department of Econcomic Development which administered the program prior to July 1, 2024, when the CCPE took over administration. The amounts shown are new funds allocated by the CCPE for the year and do not include carry-over funds from previous years.