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## **MINUTES**

**Joint Meeting of the Nebraska State Board of Education  
and the  
Nebraska Coordinating Commission for Postsecondary  
Education**

**Nebraska Department of Education Office Building  
500 South 84<sup>th</sup> Street, Rooms 260-262, Lincoln,  
Nebraska**

**Friday, December 5, 2025, 7:30 a.m.**

*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.

*Meeting called to order at 7:31 a.m.*

### **CALL TO ORDER**

Nebraska State Board of Education President Elizabeth Tegtmeier called the meeting to order at 7:31 a.m.

*NDE Roll Call*

### **NDE ROLL CALL**

#### **NDE Members Present:**

Elizabeth Tegtmeier	Maggie Douglas
Liz Renner (arrived 7:41 a.m.)	Sherry Jones
Kristin Christensen (arrived 7:33 a.m.)	
Lisa Schonhoff (arrived 7:38 a.m.)	
Commissioner Dr. Brian Maher	

#### **NDE Members Absent:**

Deborah Neary	Kirk Penner
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#### **NDE Staff Present:**

Lane Carr	Dr. Ryan Foor
Allyson Den Beste	Dr. Jane Stavem
Shirley Vargas	Dr. Deborah Frison
Dr. Zainab Rida	Jamie Cook
Andrea Boring	

*CCPE Roll Call*

### **CCPE ROLL CALL**

#### **CCPE Commissioners Present:**

Tim Daniels	Tami Weber
Dr. Deborah Frison	Dr. Paul Von Behren

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### *CCPE Roll Call continued*

Dr. Dennis Headrick      W. Scott Wilson  
Dannika Nelson

## CCPE Commissioners Absent:

Dr. LeDonna Griffin      Molly O'Holleran  
Mary Lauritzen

## CCPE Commission Staff Present:

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

*Elizabeth Tegtmeier, President, State Board of Education President*

## WELCOME

State Board of Education President Elizabeth Tegtmeier welcomed everyone and discussed the mutual interests and concerns of the NDE and CCPE. Both agencies work together to achieve similar goals by meeting workforce needs, and assuring Nebraska students are prepared and given opportunities.

*Tim Daniels, Chair, Nebraska  
Coordinating Commission for  
Postsecondary Education*

## WELCOME

CCPE Chair Tim Daniels thanked the State Board of Education for hosting the meeting. He spoke on the coordination of activities with the NDE and touched on activities at the Coordinating Commission.

*Dr. Brian Maher, Nebraska  
Commissioner of Education*

## **MESSAGE**

Nebraska Commissioner of Education Dr. Brian Maher discussed key areas on how the State of Nebraska is benefiting from the efforts of the CCPE/NDE relationship.

*Dr. Michael Baumgartner, Executive Director, Nebraska Coordinating Commission for Postsecondary Education*

## MESSAGE

Dr. Michael Baumgartner, Executive Director for the Coordinating Commission, spoke on the Commission's mission and its priorities and collaborative efforts with the Nebraska Department of Education

Thomas Harnisch, SHEEO

## PRESNTATION

Thomas L. Harnisch, Ed.D., Vice President for Government Relations, State Higher Education Executive Officers Association (SHEEO), presented a PowerPoint presentation on recent federal updates.

*Meeting adjourned at 8:35 a.m.*

## ADJOURNMENT

ADJOURNMENT  
President Teatmeier adjourned the meeting at 8:35 a.m.

# MINUTES

**Coordinating Commission for Postsecondary Education  
Apothecary/Ridnour Building, 5<sup>th</sup> Floor, North Loft  
140 North 8<sup>th</sup> Street, Lincoln, Nebraska  
Friday, December 5, 2025  
9:30 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 DECEMBER 5, 2025. THE MEETING WILL BEGIN AT 9:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

TIM DANIELS, CHAIR

*Meeting called to order at 9:30 a.m.*

**CALL TO ORDER AND INTRODUCTIONS**

Chair Daniels called the meeting to order at 9:30 a.m. and asked for introductions.

**Commissioners Present**

Tim Daniels	Dr. Paul Von Behren
Dr. Dennis Headrick	Tami Weber
Dannika Nelson	W. Scott Wilson

**Commissioners Absent**

Dr. Deborah Frison	Mary Lauritzen
Dr. LeDonna Griffin	Molly O'Holleran

**Commission Staff Present**

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

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*Minutes of October 27, 2026, Special meeting approved*

## **APPROVAL OF THE MINUTES OF THE OCTOBER 27, 2025, SPECIAL COMMISSION MEETING**

Commissioner Headrick made a motion to approve the October 27, 2025, Special Commission meeting minutes as written.

Commissioner Weber seconded the motion. A roll call vote was taken. Voting aye: Daniels, Headrick, Nelson, Von Behren, and Weber. Commissioner Wilson abstained. The motion carried.

*Chair's Report*

## **CHAIR'S REPORT**

Chair Daniels stated the Executive Committee met on November 18<sup>th</sup> to discuss and approve bringing the Budget Lines Adjustment for Fiscal Year 2026 agenda item to the full Commission.

*Executive Director's Report*

## **EXECUTIVE DIRECTOR'S REPORT**

Dr. Baumgartner stated that the staff has been active participants in several events and organizations recently and upcoming.

*Dr. Baumgartner reported on staff activities and meetings*

Dr. Kathleen Fimple, Academic Programs Officer, attended the Higher Learning Commission State Partners meeting in November, Joe Velasquez, Database Manager, attended the Microsoft.net conference.

J. Ritchie Morrow, Financial Aid Officer, has been selected by the U.S. Department of Education as a primary negotiator representing State grant agencies and other state and non-profit higher educational financing organizations for the upcoming Accountability in Higher Education and Access through Demand-driven Workforce Pell (AHEAD) Committee. The committee will negotiate federal rules related to the workforce Pell program and new accountability measures evaluating the earnings of students who complete a degree program.

Mr. Morrow attended the annual National Association of State Student Grant and Aid Programs meeting in Washington, DC, and led training on The One Big Beautiful Bill Act for the Nebraska Association of Student Financial Aid Administrators. He recently completed his annual audits of our financial aid programs at each participating college and university. Mr. Morrow and Dr. Baumgartner will continue to meet with other members of the planning committee for a Nebraska College Access and Attainment Network.

In November Mr. Morrow and Celeste Thompson, ETA Specialist, staffed a table at a "Pathways to Purpose" job fair at the University of Nebraska at Omaha to spread the word about our ETA programs and other scholarships.

Gary Timm, Chief Finance Officer, along with Mr. Morrow and Dr. Baumgartner, attended the annual Nebraska Lottery beneficiaries briefing in November.

Dr. Baumgartner noted he has been meeting once a month since June with a small group of education sector representatives to look at ways to increase credential attainment, improve workforce readiness, and increase efficiency and accountability. The group has completed preliminary work and developed a short paper outlining areas of need that include reengaging adult learners, expanding Nebraska student pathways, expanding work-based learning and employer engagement, using data to empower Nebraska students and employers, and improving systemwide accountability and efficiency. He stated one thing that has come out of the effort of the group is a Fund for the Improvement of Postsecondary Education (FIPSE) grant application to implement a credential registry and talent marketplace and develop new workforce Pell programs.

Commissioner Frison and Dr. Baumgartner attended the annual meeting of the Midwestern Higher Education Compact (MHEC) in November. There were presentations on quantum computing, Gallup's most recent surveys of public perceptions of postsecondary education, regional use of Postsecondary Student Employment Outcomes, and a federal policy update by Dr. Thomas L. Harnisch, Ed.D., Vice President for Government Relations, State Higher Education Executive Officers Association (SHEEO).

Dr. Baumgartner noted that the Nebraska Statewide Workforce & Educational Reporting System (NSWERS) has completed an evaluation of the Access College Early (ACE) scholarship program and Dr. Alex Broderson will be presenting the report at the January CCPE Commission Meeting.

Dr. Baumgartner stated that the CCPE was given a new responsibility by last year's legislature, the Foreign Adversary Funding Report. Guidelines have been drafted and submitted to the Attorney General's office for review, and he will be meeting with the Assistant Attorney General for their suggestions. The first reports from institutions are due January 31, 2026.

### **SPEAKER**

*Thomas Harnisch, SHEEO, federal update*

Thomas L. Harnisch, Ed.D., Vice President for Government Relations, at the State Higher Education Executive Officers Association (SHEEO), stated SHEEO's focus is on policy research, leadership, and advocacy. SHEEO is the leading national nonpartisan association representing states in higher education. His PowerPoint presentation focused on recent federal updates, including fiscal year 2026 appropriations, The One Big Beautiful Bill Act regarding higher education provisions, the Federal Medicaid cuts package, workforce Pell Grant implementation, and the Compact for Academic Excellence. Mr. Harnisch answered questions from the Commissioners.

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*Public Hearing on Matters of General Concern*

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

There was no testimony on Matters of General Concern.

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

*Academic Programs Committee*

*Commissioner Nelson*

*Existing Program Review*

*Dr. Kathleen Fimple*

### **ACADEMIC PROGRAMS COMMITTEE**

Commissioner Nelson, Committee Chair, opened the Academic Programs Committee and introduced Dr. Fimple to present the agenda items.

#### **Existing Program Review**

Dr. Fimple provided information on the following programs that were up for review and approved by the Executive Director:

Information Items:

#### Central Community College

- Dental Hygiene, AAS
- Dental Assisting, AAS

#### Mid-Plains Community College

- Dental Assisting, AAS

#### Southeast Community College

- Dental Assisting, AAS

#### Chadron State College

- English, BA, BSE

#### Peru State College

- English, BA, BS
- English Teaching, BS
- Language Arts, BA, BS
- Language Arts Teaching, BS

#### Wayne State College

- English, BA, BS
- Spanish, BA

#### University of Nebraska at Kearney

- English, BA

- English 7-12, Language Arts 7-12, BAE
- Modern Languages, BA
- Modern Languages 7-12, BAE
- Spanish Translation and Interpretation, BS
- Spanish Education, MAE
- Spanish, Graduate Certificate

University of Nebraska – Lincoln

- English, BA, BS, Graduate Certificate, MA, PhD
- Digital Humanities, Graduate Certificate
- German, BA, BS
- Spanish, BS, BS
- French, BA, BS
- Classics and Religious Studies, BA, BS
- Modern Languages and Literature, MA, PhD

University of Nebraska at Omaha

- English, BA, BMS, Certificate, MA
- Advanced Writing, Graduate Certificate
- Literature and Culture, Graduate Certificate
- Teaching English to Speakers of Other Languages, Graduate Certificate
- Writers Workshop, MFA
- World Languages & Literature, BA, BMS
- Language Teaching, MA
- Spanish, Graduate Certificate
- Heritage/Bilingual Learners, Graduate Certificate

*Report on Institutional Activities  
Related to Existing Programs*

*Dr. Fimple discussed program changes*

**Report on Institutional Activities Related to Existing Programs**

Dr. Fimple discussed existing program changes.

Reasonable and Moderate Extensions

- NECC – Physical Therapist Assistant, AAS

Program Name Changes

- UNL – Agronomy, MS was changed to *Agronomy and Horticulture, MS*

Discontinued Programs

- UNK – Industrial Technology, BS (will retain the minor and degree in Industrial Distribution)
- UNL – Horticulture, MS (low enrollments)

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

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

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

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

*Budget, Construction, and Financial  
Aid Committee*

*Commissioner Weber*

*Career Readiness and Dual Credit  
Grant 2024-25 Annual Year-End  
Report*

*Celeste Thompson presented the  
report*

*Committee recommendation*

*Career Readiness and Dual Credit  
Grant 2024-25 Annual Year-End  
Report approved*

*Nebraska Career Scholarship 2024-25  
Annual Year-End Report – Community  
and Tribal Colleges*

*J. Ritchie Morrow presented the report*

*Committee recommendation*

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

Commissioner Weber chaired the Budget, Construction, and Financial Aid Committee in Commissioner O'Holleran's absence.

## **Career Readiness and Dual Credit Grant 2024-25 Annual Year-End Report**

Celeste Thompson, ETA Specialist, presented the report noting this program awards current teachers with tuition and mandatory fees as they pursue the 18-credit hour requirements to teach dual-enrollment courses for high school students. There were 50 recipients for the 2024-25 grant year. The report shows the participating institutions, number of grants awarded, number of recipients who have completed the requirements, and the total amount of funds disbursed.

Committee recommendation: The Budget, Construction, and Financial Aid Committee recommends approval of the 2024-25 Career Readiness & Dual Credit Grant Annual Year-End Report.

**Commissioner Weber, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Career Readiness and Dual Credit Grant 2024-25 Annual Year-End Report. A roll call vote was taken. Voting aye: Daniels, Headrick, Nelson, Von Behren, Weber, and Wilson. The motion carried.**

## **Nebraska Career Scholarship 2024-25 Annual Year-End Report – Community and Tribal Colleges**

Mr. Morrow presented the report stating the report has been divided into two separate reports for the legislature: one for the Community and Tribal Colleges, and the other for the Private Colleges and Universities. It is required by statute to submit the Nebraska Career Scholarship reports to the Legislature on even years. This is the first year the CCPE administered the scholarships as they were previously administered by the Department of Economic Development. The scholarship provides financial assistance to students pursuing degrees in programs of study leading to high-wage, high-skill, and high-demand careers.

Committee recommendation: The Budget, Construction and Financial Aid Committee recommends approval of the 2024-25 Nebraska Career Scholarship Year-End Report – Community and Tribal Colleges.

*Nebraska Career Scholarship 2024-25  
Annual Year-End Report – Community  
and Tribal Colleges approved*

**Commissioner Weber, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Nebraska Career Scholarship 2024-25 Annual Year-End Report - Community and Tribal Colleges. A roll call vote was taken. Voting aye: Daniels, Headrick, Nelson, Von Behren, Weber, and Wilson. The motion carried.**

*Nebraska Career Scholarship 2024-25  
Annual Year-End Report – Private  
Colleges and Universities*

*Mr. Morrow presented the report*

*Committee recommendation*

**Nebraska Career Scholarship 2024-25 Annual Year-End Report - Private Colleges and Universities**

Mr. Morrow presented the report, noting the report illustrates the total number of enrolled scholarship recipients, the retention rate of students in several academic programs, and the number of graduates for the prior academic year.

Committee recommendation: The Budget, Construction and Financial Aid Committee recommends approval of the 2024-25 Nebraska Career Scholarship Year-End Report – Private Colleges and Universities.

*Nebraska Career Scholarship 2024-25  
Annual Year-End Report – Private  
Colleges and Universities approved*

**Commissioner Weber, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Nebraska Career Scholarship 2024-25 Annual Year-End Report – Private Colleges and Universities. A roll call vote was taken. Voting aye: Daniels, Headrick, Nelson, Von Behren, Weber, and Wilson. The motion carried.**

*2024-25 Programs of the Excellence in  
Teaching Act Report*

*Ms. Thompson presented the report*

**2024-25 Programs of the Excellence in Teaching Act Report**

Ms. Thompson presented the report on the three programs under the Excellence in Teaching Act: the Attracting Excellence to Teaching Program (AETP), the Enhancing Excellence in Teaching Program (EETP), and the AETP-Student Teaching Program (AETP-ST). The AETP program provides forgivable loans in an amount of \$3,000 to eligible students on an annual basis who are enrolled in an undergraduate or graduate teacher education program at an eligible Nebraska institution working towards initial certification to teach in Nebraska. The AETP-ST loan provides a \$3,000 loan to students in teacher education programs during their student teaching term. EETP provides loans to graduate students in the amount of not more than \$175 per enrolled credit hour, up to a maximum of \$3000.

Ms. Thompson explained the three tables on the report showing a list of institutions that had students awarded one of the three ETA programs, the number of students awarded at each institution, and the total amount of funds awarded at each institution.

*FAFSA Completion 2024-25 Annual  
Year-End Report*

*Mr. Morrow presented the report*

**FAFSA Completion 2024-25 Annual Year-End Report**

Mr. Morrow gave a report on the Free Application for Federal Student Aid (FAFSA). The report included graphs of the number of tracked FAFSAs by high school 12<sup>th</sup> graders, completed FAFSAs, percentages of submitted and completed FAFSAs, percentages of completed vs submitted FAFSAs, and total number of submitted FAFSAs by sex.

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*Community College GAP Assistance Program 2024-25 Annual Year-End Report*

*Mr. Morrow presented the report*

The class of 2025 students being tracked included 13,391 males and 11,804 females.

**Community College GAP Assistance Program 2024-25 Annual Year-End Report**

Mr. Morrow presented the report, stating the Gap Assistance Program for the community colleges is in its ninth year and shows an increase in both applications and participants accepted into the program. The program is designed to provide financial aid to low-income community college students enrolled in credit or non-credit programs that do not qualify for federal Pell Grants, preparing them for jobs in high-need areas. Mr. Morrow discussed eligible programs, in-demand occupation areas, funding, and required reporting by the community colleges. The report also lists all the programs of study at each of the community colleges.

*Executive Committee*

*Chair Daniels*

*Adjust Budget Lines in Fiscal Year 2026 Agency Budget*

*Gary Timm presented the proposal*

*Committee recommendation*

*Adjust Budget Lines in Fiscal Year 2026 Agency Budget approved*

*Public Hearing on Planning and Consumer Information Committee Items*

**EXECUTIVE COMMITTEE**

Chair Daniels asked Gary Timm, Chief Finance & Administrative Officer, to present the agenda item.

**Adjust Budget Lines in Fiscal Year 2026 Agency Budget**

Mr. Timm stated that the Commission was notified by the University of Nebraska at Omaha that the financial aid office had erroneously cancelled several Career-Readiness and Dual Credit (CRDC) grants totaling \$31,000 due to a miscommunication between the financial aid office and the Bursar's office. The CCPE staff believe these grants should be funded as originally approved. To accomplish this, with Commission approval, the staff suggests moving that amount from the Door-to -College program to the CRDC program.

Committee recommendation: That the Commission approve an increase of \$31,000 to the budgeted amount for the Career-Readiness Dual-Credit grants and a decrease of \$31,000 to the budgeted amount for Door-to-College Scholarships and grant staff authority to reallocate spending authority within program 692 as necessary for fiscal year 2026.

**Chair Daniels, on behalf of the Executive Committee, moved to approve Adjustment of Budget Lines in the Fiscal Year 2026 Agency Budget. A roll call vote was taken. Voting aye: Daniels, Headrick, Nelson, Von Behren, Weber, and Wilson. The motion carried.**

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

There was no testimony on Planning and Consumer Information items.

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Commissioner Headrick left the meeting at 11:35 a.m.

Planning and Consumer Information Committee

Commissioner Wilson

Jill Heese presented the report

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

**PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner Wilson, representing the Planning and Consumer Information Committee, introduced Jill Heese, Research Director.

Ms. Heese presented the tenth edition of the *Measuring Accomplishments* report. The report is a companion piece to *Chapter One of the Comprehensive Statewide Plan for Postsecondary Education*. It includes national comparisons, peer comparisons for Nebraska's public institutions, and non-comparative measures. The Data Dictionary describes each of the measures in detail. Nebraska ranked in the top 25 for educational attainment by age group and degree level, in the top 10 for ACT college readiness and college continuation, and in the top 25 for high school graduation rates and six-year completion rates for students who started at public two-year institutions. Ms. Heese answered questions from the Commissioners.

Next Commission meeting is Friday, January 30, 2026

**FUTURE MEETING**

The next Commission meeting will be a virtual meeting via Zoom on Friday, January 30, 2026, at 8:30 a.m.

Commissioner Comments

Commissioner Von Behren and Chair Daniels spoke

Meeting adjourned at 12:12 p.m.

**COMMISSIONER COMMENTS**

Commissioner Von Behren wished everyone a Merry Christmas. Chair Daniels acknowledged Commissioners and staff for their organizational skills and hard work that went into the meeting and wished all Happy Holidays.

**ADJOURNMENT**

Chair Daniels adjourned the meeting at 12:12 p.m.

# Quarterly Report as of December 31, 2025

## Administrative Funds (Program 640)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 50.00%
<b>PERSONAL SERVICES</b>				
PSL	\$1,148,734			
Permanent Salaries	\$1,050,585	\$486,036	\$564,549	46.3%
Benefits	\$307,545	\$124,604	\$182,941	40.5%
Subtotal	\$1,358,130	\$610,640	\$747,490	45.0%
<b>OPERATING EXPENSES</b>				
Postage	\$4,222	\$1,292	\$2,930	30.6%
Communication	\$15,501	\$2,744	\$12,757	17.7%
Data Processing	\$69,864	\$25,506	\$44,358	36.5%
Publication & Printing	\$3,000	\$2,184	\$816	72.8%
Awards Expense	\$500		\$500	0.0%
Dues & Subscriptions	\$31,342	\$2,370	\$28,972	7.6%
MHEC Dues	\$115,000	\$115,000	\$0	100.0%
Conference Registration Fees	\$2,500	\$2,343	\$157	93.7%
Electricity	\$3,000	\$1,330	\$1,670	44.3%
Rent Expense	\$60,858	\$28,883	\$31,975	47.5%
Office Supplies	\$1,900	\$544	\$1,356	28.6%
Food Expenses	\$2,000	\$830	\$1,170	41.5%
Education Supplies	\$500	\$226	\$274	45.2%
Account & Auditing Services	\$8,029	\$8,029	\$0	100.0%
Purchasing Assessment	\$110	\$110	\$0	100.0%
Insurance Expense	\$300	\$47	\$253	15.7%
Other	\$500	\$222	\$278	44.4%
Subtotal	\$319,126	\$191,660	\$127,466	60.1%
<b>STAFF TRAVEL</b>				
Board & Lodging	\$6,000	\$7,024	-\$1,024	117.1%
Commercial Transportation	\$2,000	\$2,939	-\$939	147.0%
Meals-Travel Status	\$2,000	\$1,710	\$290	85.5%
State-Owned Transportation	\$2,000	\$1,151	\$849	57.6%
Mileage	\$2,000	\$1,196	\$804	59.8%
Other	\$500	\$257	\$243	51.4%
Subtotal	\$14,500	\$14,277	\$223	98.5%
<b>COMMISSIONER TRAVEL</b>				
Board & Lodging	\$3,000	\$990	\$2,010	33.0%
Meals-Travel Status	\$1,500	\$493	\$1,007	32.9%
Mileage	\$8,000	\$3,775	\$4,225	47.2%
Other	\$500	\$5	\$495	1.0%
Subtotal	\$13,000	\$5,263	\$7,737	40.5%
<b>TOTAL EXPENDITURES</b>	<b>\$1,704,756</b>	<b>\$821,840</b>	<b>\$882,916</b>	<b>48.2%</b>
General Fund	\$1,642,991	\$818,796	\$824,195	
Cash Fund	\$61,765	\$3,044	\$58,721	
<b>Total</b>	<b>\$1,704,756</b>	<b>\$821,840</b>	<b>\$882,916</b>	<b>48.2%</b>

*Note: The percentage of budget spent without including the MHEC dues is 44.5%.*

*The MHEC dues are paid in full (\$115,000) during the first month of the fiscal year.*

# Quarterly Report as of December 31, 2025

## Nebraska Opportunity Grant Program (NOG)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 50.00%
<b>GOVERNMENT AID</b>				
Other Government Aid	\$24,948,302	\$10,499,438	\$14,448,864	42.1%
<b>TOTAL EXPENDITURES</b>	<b>\$24,948,302</b>	<b>\$10,499,438</b>	<b>\$14,448,864</b>	<b>42.1%</b>
General Fund	\$7,093,430	\$1,445,403	\$5,648,027	42.1%
Cash Fund	\$17,854,872	\$9,054,035	\$8,800,837	
<b>Total</b>	<b>\$24,948,302</b>	<b>\$10,499,438</b>	<b>\$14,448,864</b>	

## Higher Education Financial Aid

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 50.00%
<b>PERSONAL SERVICES</b>				
PSL				
Permanent Salaries	\$150,243	\$29,291	\$120,952	19.5%
Benefits	\$68,929	\$8,527	\$60,402	12.4%
Subtotal	\$219,172	\$37,818	\$181,354	17.3%
<b>OPERATING EXPENSES</b>				
Postage Expense	\$2,500	\$0	\$2,500	0.0%
Data Processing	\$10,225	\$696	\$9,529	6.8%
Communications	\$1,510	\$0	\$1,510	0.0%
Dues & Subscriptions	\$100	\$0	\$100	0.0%
Rent Expense-Buildings	\$11,172	\$0	\$11,172	0.0%
Accounting & Auditing	\$600	\$0	\$600	0.0%
Conference Registration	\$150	\$0	\$150	0.0%
Other Operating Expenses	\$160	\$0	\$160	0.0%
Other Contractual Services	\$100,653	\$0	\$100,653	0.0%
Subtotal	\$127,070	\$696	\$126,374	0.5%
<b>STAFF TRAVEL</b>				
Personal Vehicle Mileage	\$200	\$0	\$200	0.0%
Subtotal	\$200	\$0	\$200	0.0%
<b>GOVERNMENT AID</b>				
Gap Assistance	\$1,939,557	\$990,485	\$949,072	51.1%
AETP	\$735,000	\$93,000	\$642,000	12.7%
AETP-ST	\$400,000	\$45,000	\$355,000	11.3%
EEPT	\$1,135,000	\$308,325	\$826,675	27.2%
CRCD	\$231,000	\$49,700	\$181,300	21.5%
Door to College	\$132,018	\$2,500	\$129,518	1.9%
Career SCH-Community College	\$4,000,000	\$1,815,425	\$2,184,575	45.4%
Career SCH-Community College	\$4,000,000	\$1,045,131	\$2,954,869	26.1%
Subtotal	\$12,572,575	\$4,349,566	\$8,223,009	34.6%
<b>TOTAL EXPENDITURES</b>	<b>\$12,919,017</b>	<b>\$4,388,080</b>	<b>\$8,530,937</b>	<b>34.0%</b>
General Fund	\$8,000,000	\$2,860,556	\$5,139,444	35.8%
Cash Fund	\$4,919,017	\$1,527,524	\$3,391,493	
<b>Total</b>	<b>\$12,919,017</b>	<b>\$4,388,080</b>	<b>\$8,530,937</b>	

# Quarterly Report as of December 31, 2025

## Access College Early Scholarship (ACE)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 50.00%
<b>OPERATING EXPENSES</b>				
Data Processing	\$100,000	\$28,254	\$71,746	28.25%
Subtotal	\$100,000	\$28,254	\$71,746	28.25%
<b>GOVERNMENT AID</b>				
Other Government Aid	\$1,400,000	-\$4,790	\$1,404,790	-0.3%
<b>TOTAL EXPENDITURES</b>				
	\$1,500,000	\$23,464	\$1,476,536	1.6%
General Fund	\$1,500,000	\$23,464	\$1,476,536	
<b>Total</b>	<b>\$1,500,000</b>	<b>\$23,464</b>	<b>\$1,476,536</b>	<b>1.6%</b>

## Guaranty Recovery Program

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 50.00%
<b>GOVERNMENT AID</b>				
Other Government Aid	\$8,000	\$0	\$8,000	0.0%
<b>TOTAL EXPENDITURES</b>				
	\$8,000	\$0	\$8,000	0.0%
Cash Fund	\$8,000	\$0	\$8,000	
<b>Total</b>	<b>\$8,000</b>	<b>\$0</b>	<b>\$8,000</b>	<b>0.0%</b>

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

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 50.00%
<b>GOVERNMENT AID</b>				
Other Government Aid	\$5,000,000	\$5,000,000	\$0	100.0%
<b>TOTAL EXPENDITURES</b>				
	\$5,000,000	\$5,000,000	\$0	100.0%
Federal Fund	\$5,000,000	\$5,000,000	\$0	
<b>Total</b>	<b>\$5,000,000</b>	<b>\$5,000,000</b>	<b>\$0</b>	<b>100.0%</b>



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

<b>Institution:</b>	<b>Northeast Community College (NECC)</b>
<b>Program:</b>	<b>Agriculture Communication</b>
<b>Award:</b>	<b>Associate of Applied Science (AAS)</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>Communication AA, Media Arts AAS, Agronomy AAS, Animal Science AAS, Diversified Agriculture AAS, Ag Transfer AA/AS, Precision Ag AAS, Urban Ag AAS, Mechanized Ag AAS, Natural Resources AS, Agribusiness AAS, Business AAS</b>
<b>Mode of Delivery:</b>	<b>In-person</b>
<b>Proposal Received by Commission:</b>	<b>December 10, 2025</b>
<b>Proposed Start Date:</b>	<b>Fall 2026</b>

### Description

The proposed program is designed to equip students with skills to effectively convey information about agriculture, food, and natural resources utilizing multiple outlets. The program blends coursework in broadcasting, business, communication, and agricultural sciences to prepare students for careers in media, marketing, public outreach, content creation, or community engagement. Graduates would be prepared to work for agricultural organizations, government agencies, media outlets, non-profit organizations, private companies, or to start their own communication-related business.

The program would require a minimum of 60 credit hours including 24 hours of agriculture courses, 18 hours of communication-related courses (e.g., writing, public speaking, camera/lighting, postproduction), and nine hours of business courses. The remaining courses are electives. A one-hour capstone course is reflected in the total agricultural courses. (See page 5.)

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

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

## REVIEW CRITERIA

### A. Need for the Program

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

NECC surveyed 11 agricultural communication professionals in northeast Nebraska to assess the need for the program. All 11 respondents replied that an AAS degree would qualify applicants for openings at their workplace. Five of the 11 held management roles and were involved in hiring decisions. All five indicated they would hire people with an AAS degree.

Two of the respondents added that they see advantages in the hands-on aspects of a community college degree. The common opinion expressed was that someone with a bachelor's degree would be viewed advantageously for management roles or for positions requiring a greater level of specialization – such as crisis communication or international agriculture. However, most job roles identified in northeast Nebraska could be performed by someone with an AAS.

The proposal cites U.S. Bureau of Labor Statistics estimates that "media and communication workers, all others" will experience 8% growth rate in job openings nationally. The average wage for Nebraska was listed at \$41,710 in April 2025. In 2023, 9.4% of media and communication workers (all others) were self-employed. The college states that career paths with remote or entrepreneurial opportunities increase options for graduates who intend to live and work in rural communities such as those in northeast Nebraska.

The proposal also reported on data from Lightcast, a company that provides labor market analysis. There are no statistics directly related to ag communications, so Lightcast accessed data for media and communication workers, audio & video tech, news analyst/ reporter/ journalism, and public relations. From June 2021 through June 2025, 218 different employers posted 2,476 unique jobs within a 120-mile radius of Norfolk, Nebraska. Out of those jobs, 1,546 listed a required education level of associate's degree, high school, or no education level identified. There were 1,247 jobs that listed a bachelor's or graduate degree as a requirement.

As Lightcast's research indicates, it is difficult to utilize labor statistics to estimate need because of the specific nature of the proposed program. The survey of employers in the region, although small, may be a better indicator. Especially notable is the affirmation that an associate degree is appropriate for many of their positions. However, there was nothing reported related to number of openings or recent hirings.

## **B. Demand for the Program**

High-----Low
✓

NECC states that between 2020/2021 and 2024, the land grant universities in South Dakota and Iowa reported significantly increased ag communication/journalism enrollment from 50 to 70 and 70 to 107, respectively. That averages 18 (SDSU) to 27 (ISU) graduates/year. The University of Nebraska-Lincoln graduates 10-15 ag communication students annually (NECC personal communication, June 2025). NECC could not identify any ag communication graduates from Wayne State College for the past three academic years although Wayne has an agricultural communication and leadership concentration within its mass communication degree. NECC concludes that, based on the growth in neighboring states and a slightly lower number of BS/BA graduates in Nebraska, there appears to be unmet demand for ag communication degrees in northeast Nebraska.

During the stakeholder needs assessment, respondents in media outlets emphasized that

agricultural knowledge and background are viewed favorably when hiring new staff, but they may not hold specialized titles like farm director or farm editor. They would need to handle assignments on topics outside of agriculture as well as ag-related ones. These new hires would need enough baseline skills and knowledge to quickly develop a high degree of proficiency in the modality of that particular business (print, audio, video, web, etc.)

Stakeholders with media outlets and with ag businesses frequently mentioned marketing and sales skills and knowledge. That input led to the inclusion of many of the business courses listed in the proposed curriculum

This program is anticipated to attract 6-8 new students in Year 1 and grow to 12-15 by Year 5. In addition, starting in year 2, there will be students who are in their second year of the program, with an estimated six in year 2, growing to 10 in year 5. That would bring the total number of students enrolled to 22 in year 5.

The number of graduates in the region suggests there may be demand in Nebraska.

### **C. Avoidance of Unnecessary Duplication**

High-----Low
✓

There are no associate degree programs in ag communication in Nebraska. UNL offers a baccalaureate degree in agricultural leadership, education and communication. WSC offers a BA and BS in agricultural communication and leadership. States nearby also offer similar baccalaureate degrees including North and South Dakota State Universities, Kansas State University, Iowa State University, two institutions in Minnesota, four in Missouri, and two in Wisconsin. Western Iowa Community College in Sioux City offers an AA in communication and ag.

### **D. Resources: Faculty/Staff**

High-----Low
✓

The college reports that a program director or faculty member from agriculture, media arts, and business would work with the first year advising team to develop a plan for advising ag communication students in year one and assigning them to faculty advisors for year two. The advising load could be absorbed by existing personnel.

The courses for the program would not require any new full-time faculty. If demand is high enough to require additional sections of any required classes, perhaps by year 3, the new sections would be assigned as overload to full-time faculty or adjunct faculty. A small amount is included in the budget for this item, with the largest amount in year five. A faculty/staff advisor for an Ag Communicators of Tomorrow chapter would be needed, but this would most likely be an existing faculty member.

Since the courses are all in place, there should be sufficient faculty to initiate the program.

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

High-----	Low
✓	

No additional physical facilities would be needed. The proposal states that NECC has existing agriculture classrooms and labs, broadcast media classrooms and labs, and business classrooms. The ag communication students would attend classes alongside students in those three areas, utilizing existing course capacity more fully.

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

Acceptable
yes ✓ no

The college reports that it has sufficient library and informational resources. Since all the courses for the program are already in place, the Commission accepts that these resources would be sufficient.

**G. Budget**

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

<b>PROJECTED COSTS</b>		<b>ANTICIPATED REVENUES</b>	
Faculty and Staff <sup>1</sup>	\$12,663	Reallocated Funds	
General Operating	\$400	New State Funds	
		New Local Funds	
		Tuition and Fees-freshmen <sup>2</sup>	\$176,850
		Tuition and fees - sophomores <sup>2</sup>	\$129,690
<b>Five-Year TOTAL</b>	<b>\$13,063</b>	<b>Five-Year TOTAL</b>	<b>\$306,540</b>

<sup>1</sup> Adjunct pay or faculty overload pay for 1-5 credits of additional sections of required courses once current course capacity is exceeded.

<sup>2</sup> Resident tuition of \$110/credit plus fees of \$21/credit = \$131/credit. Calculated for 45 freshmen total in all five years (6 students in year 1, 8 in year 2, 9 in year 3, 10 in year 4, and 12 in year 5) and 33 sophomores in years two through five (6 students in year 2, 8 in year 3, 9 in year 4, and 10 in year 5).

**Committee Recommendation: That the Commission approve the Associate of Applied Science in Agriculture Communication at Northeast Community College.**

**First Program Review: Due June 30, 2028**

**Agricultural Communication AAS Curriculum, 60-64 credits****FRESHMAN YEAR**First Semester

BRDC 1010	Introduction to Mass Media	3
JOUR 1200	Writing for Print & Digital Media	3
AGRI 1105	Issues in Agriculture	1
AGRI 1500	Microcomputer Apps in Ag	3
CINE 1700	Post Production I	3
ENGL 1010	English Composition I	3
		16 credits

Second Semester

AGRI 1005	Precision Ag Systems	3
AGRI 1410	Intro to Ag Economics	3
COMM 1110	Public Speaking	3
AGRI 1310	Ag Marketing System <u>or</u>	
BSAD 2520	Principles of Marketing	3
MATH 2170	Applied Stats	3
		15 credits

**SOPHOMORE YEAR**First Semester

CINE 1000	Camera and Lighting I	2
CINE 1010	Camera and Lighting I Lab	1
Select one		4
	AGRI 1131/1132 Plant Science + lab	
	AGRI 1030/1040 Soil Science +lab	
	HORT 1010 Horticulture Science	
AGRI 1010	Animal Science	3
AGRI 1340	Animal Science	1
AGRI 1600	Drone Operations	1
AGRI 1610	Drone Operations Lab	1
		13 credits

Second Semester

AGRI 1420	Interpersonal Skills	3
Elective course(s)*		4-6
BSAD 2530	Advanced Marketing	3
AGRI 2880	Principles of Ag Selling <u>or</u>	
BSAD 2130	Salesmanship	2-3
AGRI 2890	Capstone	1
		13-16 credits

Summer options (select one)

AGRI 1300	Cooperative Internship	3
AGRI 2020	Crops & Irrigation (online)	3
AGRI 2040	Livestock Production	3
AGRI 1115	Issues in Ag II (must be taken in preceding semester) + AGRI 2115 Global Opportunities-Agricultural Leadership Studies	4
		3-4 credits

\*Select from AGRI, HORT, BRDC, CINE, AUDR, GCAD, BSAD, INFO or natural science.



## NEW POSTSECONDARY INSTITUTION APPLICATION For a Recurrent Authorization to Operate in Nebraska

Institution:	Osiri University
Legal Status:	For-profit
Site for Course:	2723 N. 49 <sup>th</sup> Street, Lincoln, Nebraska (Osiri University administrative offices)
Course:	HUMA 499/599 Montessori Early Childhood Classroom Application.
Related Program:	Inclusive Education-Montessori, MA
Institution's Existing Degree in Same or Similar Discipline:	Inclusive Education, MA
Proposed Start Date:	When approved

### Introduction

Osiri University is a private institution approved by the Coordinating Commission in 2023 to establish an administrative office in Nebraska. The programs being offered were: one associate degree, a bachelor's in business administration, six master's degrees (including one in inclusive education), and a Ph.D. in business administration. The office is in Lincoln, with instruction entirely online at the time of approval. Osiri University currently has two supporting offices in Africa. It has begun the process to become accredited in the United States by the Higher Learning Commission (HLC) as well as by the American Montessori Society (AMS)/Montessori Accreditation Council for Teacher Education (MACTE). The term of the Commission's authorization to operate was three years, with the authorization expiring March 15, 2026.

In 2025 Osiri University requested to add a Montessori component to the MA in inclusive education. The official Montessori coursework requires a minimum of two weeks' training in person for one of the courses. This physical presence in Nebraska requires an authorization to operate providing in-person instruction beyond operating an administrative office.

**This application is for a recurrent authorization to operate in Nebraska offering HUMA 499/599 Montessori Early Childhood Classroom Application.**

### REVIEW CRITERIA

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

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

Osiri University, Inc. is registered with the state of Nebraska and has self-identified as a for-profit institution. Osiri University began start-up operations during FY2023 (calendar year end) and has submitted the required audited financial statements

for FY23 and FY24. During the application process, Osiri University provided the budget for the first three years of operation.

	FY24	FY25	FY26
Estimated Enrollment (UG/GR)	100/50	125/75	150/100
Estimated Tuition and Fee Revenue	\$112,500	\$156,250	\$200,000
Estimated Total Revenue	\$167,000	\$219,060	\$276,144
Estimated Expenses	\$136,062	\$180,399	\$253,227
Estimated Net Income after Taxes	\$24,441	\$30,542	\$18,105

Since FY24 was the first year of actual operations, the results are included below for comparison with the above estimates.

	FY24
Enrollment (UG/GR)	8/310
Tuition and Fee Revenue	\$62,393
Total Revenue	\$85,864
Total Expenses	\$117,080
Net Income (Loss)	(\$31,216)

During FY24, tuition and fees charges steadily increased from \$150/year at the beginning of 2024 to \$250/year, then \$400/year, and finally \$600/year toward the end of 2024 for graduate courses. Projecting the FY25 tuition and fees charges of \$300 for undergraduate and \$600 for graduate, estimated tuition and fees revenue based on estimated enrollment would be \$188,400.

**Revenue** – Included in Osiri's FY24 revenue projections were rental income of six offices from the purchased building of \$27,000 and private gifts of \$10,000. Actual results indicate that no rental revenue was received and private gifts of \$23,000 were received. As part of the initial financial review, the steady source of additional rental income was an important factor in determining financial stability.

In response to questions concerning the lack of rental income, Osiri stated that newly renovated space in the current building will be leased to the Osiri Innovation Learning Center, which will operate the Montessori childcare program which they believe will support the Osiri University's Montessori Teacher Education program. While the childcare program is not necessary for the Teacher Education program, it would provide access to real world experiences. However, only one course is currently going through the approval process for in-person learning where the childcare program could be used for instruction.

In addition to the potential lease revenue, if the Montessori Teacher Education program is approved, each student would be charged an annual fee of \$2,400, total of \$4,800 for the two-year program. With an estimated enrollment of 10 graduate students, this would generate \$24,000 annually from one cohort of students. This would provide an additional revenue stream, however, there is no guarantee that this will occur.

**Expenses** – The two largest expense categories are office rent and associated costs of \$52,500 and student support and operations of \$24,130. The costs identified on the Statement of Income and Retained Earnings show very few categories where expenses could be reduced, as these would be necessary during the startup process. Without the ability to reduce costs, revenue must necessarily be increased. Additional expenses for FY2025 will include salary costs for the Montessori instructor.

**Enrollment** -- Osiri's tuition and fees model charges a set amount for the year, \$300 for undergraduate and \$600 for graduate programs, up to a limited number of courses. This is up from their original model of \$100 tuition per course for undergraduates and \$150 for graduate courses. The fees for the MA in Inclusive Education—Montessori (the program for which HUMA 499/599 is required) are \$4,800 for the entire program. It remains to be seen if this new model will have an impact on enrollment.

Note that the Postsecondary Institution Act does not allow an institution to charge tuition or fees for more than a term (NRS §85-2409). Osiri University has pledged to assess the administrative fee per course beginning in 2026.

**Financial Aid Policy** – The school does not participate in the federal Title IV financial aid program. Financial-related procedures are identified in the college's catalog. Administration fees are non-refundable.

**Student Loan Default Rate and Composite Financial Score—not applicable**

The U.S. Department of Education requires institutions participating in Title IV programs to satisfy financial responsibility standards and to maintain a specific default rate. Osiri University does not intend to participate in the Title IV program.

**Conclusion** -- As noted in the original review, the ability of Osiri to operate profitably depends on three unknowns – enrollment in both the originally envisioned programs and the Montessori Teacher Education program, rental income/private gifts, and the ability to attract instructors from Nigeria at the pay level planned. There continues to be reservations whether any of the three unknowns can be met with the information provided at this stage. Until sufficient historical information is available that will provide results of operations, the financial data provided by Osiri indicates that it would be financially stable. It is recommended that financial statements be required each of the next three years.

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

High-----Low
✓

**Curriculum**- The course is designed to help students become effective Montessori teachers. Emphasizing both theory and practice, the course provides opportunities for students to develop, refine, and implement instructional strategies that foster independent learning and holistic development. The course explores the principles of observation and provides hands-on learning experiences. It is two weeks in length and is the sixth course in the 10-course curriculum (other courses are online). The course is a requirement for Montessori programming and accreditation by the American Montessori Society (AMS)/Montessori Accreditation Council for Teacher Education (MACTE).

**Practicum**-The Montessori curriculum requires students to participate in a year-long practicum following completion of HUMA 499/599. Osiri reports that all their current students already have jobs with Montessori schools or will do a “self-directed practicum” in their own Montessori classroom.

**Enrollment** – Osiri University currently has 10 students enrolled in the program, including four in Nigeria.

**Credit** – The six credit-hour course is equivalent to 80 hours of instruction.

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

High-----Low
✓

**Faculty** – The application identifies two faculty trained in Montessori methods. One is pursuing her Ed.D. in Teaching, Curriculum, and Learning. The second holds an MEd in Montessori Education. Both have Montessori credentials in early childhood

and/or lower elementary education.

Among HLC's assumed practices for teaching and learning is that the institution maintains reasonable policies and procedures to determine that faculty are qualified. Achievement of academic credentials is one common policy: a faculty member has earned a degree at least one level above that at which they teach. Although the faculty for the proposed program do not meet this criterion, an institution may allow other evidence of faculty qualifications if it has established and maintained reasonable policies and procedures to make such a determination. It's not clear if Osiri University has such policies.

**Library and Support Services** – The university listed the following as library and learning resources: written agreements with local libraries regarding shared resources, agreements with online libraries or data sources, support services for students such as academic or career advising, and Open Educational Resources provided. No specific agreements or resources were identified.

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

Instruction for this course would take place at the administrative offices located at 2737 N. 49<sup>th</sup> Street in the University Place neighborhood of Lincoln. In addition to administrative offices, the building houses office spaces available to rent, although none are currently occupied. Osiri reports that they plan to combine some of the offices into larger spaces so that they can establish a Montessori day care facility in the location (see Section A). However, an active classroom or childcare center is not required for instruction in HUMA 499/599 to take place.

The application states that a “full array of Montessori materials” appropriate for early childhood would be available. The facility would also provide shelves, tables, chairs, and a projector or Smart TV.

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

Osiri University began the accreditation process with the Higher Learning Commission in August 2022. Following submission of an application and an Eligibility Interview, HLC determined that Osiri University could proceed with submitting an Eligibility Filing. The University submitted the filing in April 2025. HLC determined that Osiri University did not meet some of the requirements for accreditation candidacy. HLC has given the university until May 23, 2026, to respond to the concerns.

Osiri University submitted an application to the Montessori Accreditation Council for Teacher Education (MACTE) in September 2024. The application is good for two years during which time Osiri must submit a self-study. MACTE will schedule an onsite visit when Osiri has students in the practicum phase (the phase that follows the in-person course). Osiri estimates that they will be able to submit the self-study and have the site visit scheduled in fall 2026.

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

Credits from this program could transfer to any institution that accepts transfer credits according to the institution's policy. Acceptance of any transfer credits is always up to the receiving institution.

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

All programs at Osiri University require command of the English language as a pre-requisite for admission. Master's degree programs require a baccalaureate degree from an accredited institution.

Osiri University would use connections with Montessori schools and networks as well as social media ads to recruit students.

Should Osiri University discontinue offering this course or program, they would contact students and explore any interests in a different Osiri program. If they wish to remain in their current field, Osiri would work to find another institution to which they could transfer. If that fails, the student's prorated fees would be refunded.

**Committee Recommendation:** **That the proposal be forwarded to the full Commission without a recommendation.**

**Reporting requirements:** Annual reporting is required, with the first report due February 15, 2027. Forms are emailed to the institution prior to the due date and are available on the Commission's website [Annual Report FORM 2018-19.pdf \(nebraska.gov\)](https://nebraska.gov)

**2024-2025 EXISTING PROGRAM REVIEW**  
*(Item in bold is under Commission Minimum Performance Standard)*

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation								
Institution	Program	5 yr Average (2019-2024)						
		SCH	SCH/FTE	Associate	Diploma	Certificate	Total Awards	Justification if under standard
MCC	Interior Design	1,912	617	AAS	19.6		19.6	
MCC	Design, Interactivity, and Media Arts	5,083	397	AAS	33.6		33.6	
MCC	Photography	2,404	328	AAS	10.4		12.6	23.0
MCC	Video/Audio Communication Arts	1,825	348	AAS	20.4		4.0	24.4
MPCC	Graphic Design	233	<b>172</b>	AAS AA	2.8	0.4	4.6	<b>7.8</b> New transfer & software licensing agreements
NECC	Graphic Design	549	340	AAS AA	8.6 2.4			11.0 AA option is new.
SCC	Graphic Design/Media Arts	709	313	AAS	<b>8.2</b>			<b>8.2</b> Decline during COVID and move from quarters to semesters. Numbers rebounding since then. Certificates & Diplomas being developed.

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation								
Institution	Program	5 yr Average (2019-2024)						
		SCH	SCH/FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded
CSC	Art	1,550	329	BA BSE	3.8 1.4			Demand, Rebounding from COVID decline
PSC	Art- Fine Arts Art- Teaching Graphic Design	1,257	338	BA, BS BS BA, BS	3.2 1.4 3.6			
UNK	Interior & Product Design	4,746	464	BS	9.8			
UNK	Studio Art Art K-12 Studio Art Comprehensive Visual Communication and Design Art Education	4,236	315	BA BAE BFA BFA	1.4 5.4 3.6 8.0	MAE 18.8		
UNL	Art  Art History and Criticism Graphic Design	10,629	1,010	BA BFA BA BA BFA	5.6 20.2 3.0 18.6 25.2	MFA MA 1.0		Proposal in development for art history to partner with Graphic Design and Emerging Media Arts. MA is under review
UNO	Art History Art/Fine Art Studio Art  Creative Writing Theatre	12,133	306	BAH BMS BFA BSA BFA BTH BMS	4.8 6.6 7.6 49.4 13.4 9.8 0.2			New BA in Studio Art & Art History approved by CCPE 10-03-2025. BAH will be discontinued
WSC	Art	2,930	347	BA	16.4			
CSC	Music	1,611	234	BA BSE	1.2 1.2			Impacted from COVID, improvement plan in place
CSC	Theatre	377	321	BA	3.0			Enrollment severely impacted

**UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation**

Institution	Program	5 yr Average (2019-2024)								
		SCH	SCH/FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded	Doctorate Degrees awarded	Justification if under standard		
								by COVID. Strategies in place.		
PSC	Music – Business Marketing Music K-12 Vocal/Instrumental Music K-8 Vocal/Elem Music Ed. Music Performance Community Music & Private Studio General Music	1,023	<b>263</b>	BS, BA BS BS BS, BA BS, BA BS, BA	0 1.8 0 0.2 0 0			Program has restructured faculty, revised offerings, and rebranded. Three programs were discontinued		
UNK	Music Music Comprehensive Music Performance Comprehensive Music Ed. PK-12 Field Music Education	3,858	<b>253</b>	BA BM BM BM	1.6 1.6 1.8 5.0	MAE	6.6	Required private lessons & techniques classes result in low SCH/FTE		
UNL	Music	15,474	621	BA BM BME	11.4 12.0 22.2	MM	16.6	DMA PhD	12.4 <b>1.6</b>	Utilizes resources of 2 other doctoral programs
UNL	Theatre Theatre Acting Emerging Media Arts	7,680	835	BA BFA BFA BFA	9.6 5.0 0 10.8	MFA	<b>3.6</b>		Acting BFA was newly approved. MFA – Need	
UNO	Music  Music Education, K-12 Music Performance	10,844	418	BA BMS BM BM	19.0 0.2 8.6 5.8	Grad. Cert. MM	0.4 9.6			
WSC	Music	2,727	<b>212</b>	BA BS	11.8 0.6					

\*For the University this is SCH/Instructional Faculty FTE

## 2024-2025 Programs Requiring Additional Review

*(Item in bold is under Commission Minimum Performance Standard)*

			Five Year Average (2019-24)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE*	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
MCC	Fashion Design	AAS	<b>5.0</b>	279	0.36	871	Unique need through its affiliation with Omaha Fashion Week.		In-depth review, due 05-01-2026	
UNL	Dance	BA	<b>4.4</b>	616	2	458	Unique need		In-depth review due 05-01-2026	

\*For the University this is SCH/Instructional Faculty FTE

Committee Recommendation: The Metropolitan Community College and the University of Nebraska-Lincoln conduct in-depth reviews for Fashion Design and Dance, respectively.

PROGRAMS DISCONTINUED by the INSTITUTIONS			
Institution	Program	Degree(s)	Comments
CSC	Music Studies	BA	
PSC	Music – Business Marketing	BA, BS	
PSC	Music K-8 Vocal/Elementary Music Education	BS	
PSC	Community Music & Private Studio	BA, BS	
WSC	Music	BS (BA remained)	
UNO	Art History	BAH	

## Commission Minimum Performance Standard

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

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

Less Than Two Years and Associate	10	All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.	300	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275
Baccalaureate and First Professional	7				
Masters Degree	5				
Specialist	4				
Doctoral Degree	3				

## **Justification Key**

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

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

### Reports Received by January 2026

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 early 2026. Reports received later in 2026 will be summarized at a later 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
Pillar Seminary <i>(Original approval 9-23-21 for Administrative Office Only)</i>  <i>August 2021 to June 2022</i>	Biblical Contextual Leadership	Certificate	7	6	48	Pursuing accreditation from the Association of Theological Schools.
		MA	18	5		
	Divinity	MDiv	23	1		

\*on date of report

\*\*for most recent year

## Information Items

### Reasonable and Moderate Extensions

MCC – Content Creation, Certificate of Achievement  
SCC – AI for Professionals, Certificate

### New Organizational Units

UNL – Combine Department of Entomology and Department of Plant Pathology (the name of the new combined department will be finalized in Spring 2026)  
UNL – Combine Department of Agricultural Leadership, Education, and Communication and Department of Agricultural Economics (the name of the new combined department will be finalized in Spring 2026)

### Program Name Changes

CSC – Music, BA to *Applied Music, BA*  
NECC – Paramedic Diploma to *Paramedicine Diploma*  
NECC – Paramedic, AAS to *Paramedicine, AAS*

### Discontinued Departments and Programs

UNL – Department of Textiles, Merchandising and Fashion Design

- Bachelor of Science in Education and Human Sciences (BSEH) in Textiles, Merchandising and Fashion Design
- Master of Arts in Textiles, Merchandising and Fashion Design
- Master of Science in Textiles, Merchandising and Fashion Design
- Graduate Certificate in Quilt Studies.

UNL – Department of Statistics

- Bachelor of Science in Statistics and Data Analytics
- Master of Science in Statistics
- Doctor of Philosophy in Statistics

UNL – Department of Educational Administration

- Master of Education in Educational Administration (MA remained)
- Doctor of Education in Educational Administration
- Graduate Certificate in Community College Leadership

UNL – Department of Earth and Atmospheric Sciences

- Bachelor of Science in Meteorology-Climatology
- Bachelor of Science in Geology
- Master of Science in Earth and Atmospheric Sciences
- Doctor of Philosophy in Earth and Atmospheric Sciences

CSC – Music Studies, BA

PSC – Music- Business Marketing, BS and BA

PSC – Music K-8 Vocal/Elementary Music Education, BS

PSC – Community Music & Private Studio, BS and BA

WSC – Music, BS (BA remained)

UNO – Art History, BAH

CCC – Business Administration, Accounting & Logistics, Entrepreneurship Certificate and Logistics Certificate

CCC – Energy Technology, Diploma, AAS

CCC – Advanced Energy, Certificate

CCC – Solar Power, Certificate

CCC – Wind Power, Certificate



**Western Nebraska  
Community College**

## **MASTER SITE & FACILITIES PLAN**

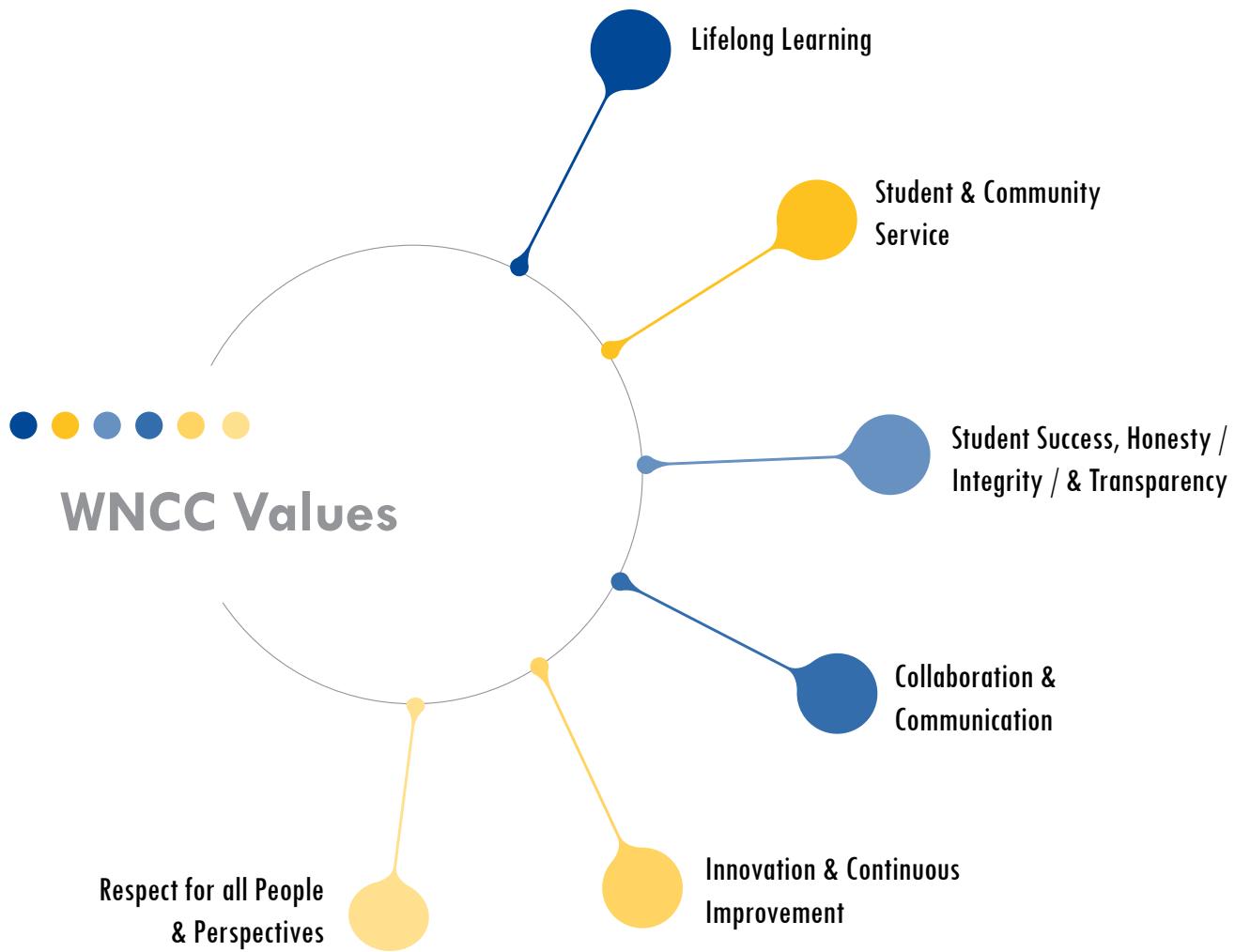
Western Nebraska Community College

2025 - 2035

October 15th, 2025

# 1. INTRODUCTION

## WNCC Goals & Values:



## WNCC Goals (STRATEGIC PLAN)

- GOAL 1: RE-ENVISIONING STUDENT SUCCESS
- 
- GOAL 2: RE-ENVISIONING ACADEMIC EXCELLENCE
- 
- GOAL 3: RE-ENVISIONING COMMUNITY PARTNERSHIPS
- 
- GOAL 4: RE-ENVISIONING INSTITUTIONAL VITALITY

## 5. MASTER PLAN CONCEPTS

### a. Preferred Master Plan Concepts Overview - Scottsbluff Campus

1

#### **Applied Technology Building**

Addition adding Diesel Technology, Construction Trades, and student spaces. Renovation to include modernization of existing welding, automotive, collision repair technology, CDL and common area spaces.

2

#### **Student Recreation Center**

Multi-use facility for intramural, recreation, and intercollegiate athletic practice.

3

#### **Physical Plant Addition & Expanded Parking**

Additional storage bays and paved parking space for fleet. Relocation of fleet shelter for better fleet storage and security.

4

#### **Bishop Dining Hall**

Dining hall updates and outdoor seating.

5

#### **Recreational Fields**

For recreation / student use

6

#### **CDL Course & Training Pad**

CDL Course "B" addition with Training Area.

7

#### **Main Building**

Improved athletic event entrance and hall of fame. Renovation to Cougar Palace and surrounding program spaces.

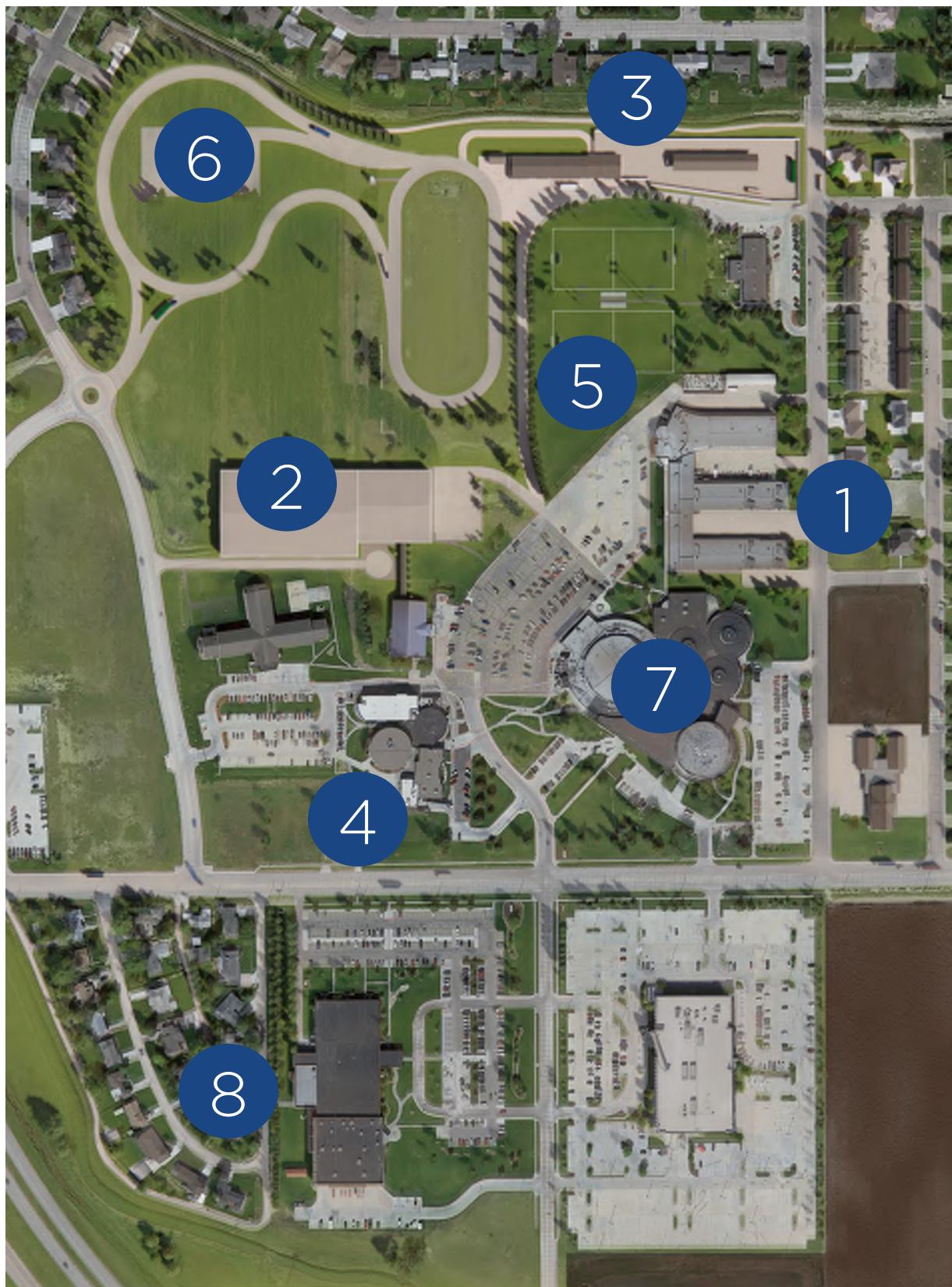
8

#### **John N. Harms Center**

Improvement of spaces still needing renovation.



## 5. MASTER PLAN CONCEPTS



## Concept 1: Applied Technology Building Addition

Concept one is the Addition to the Applied Technology Building on the Scottsbluff Campus. The primary added programs are Diesel Technology and Construction Trades.



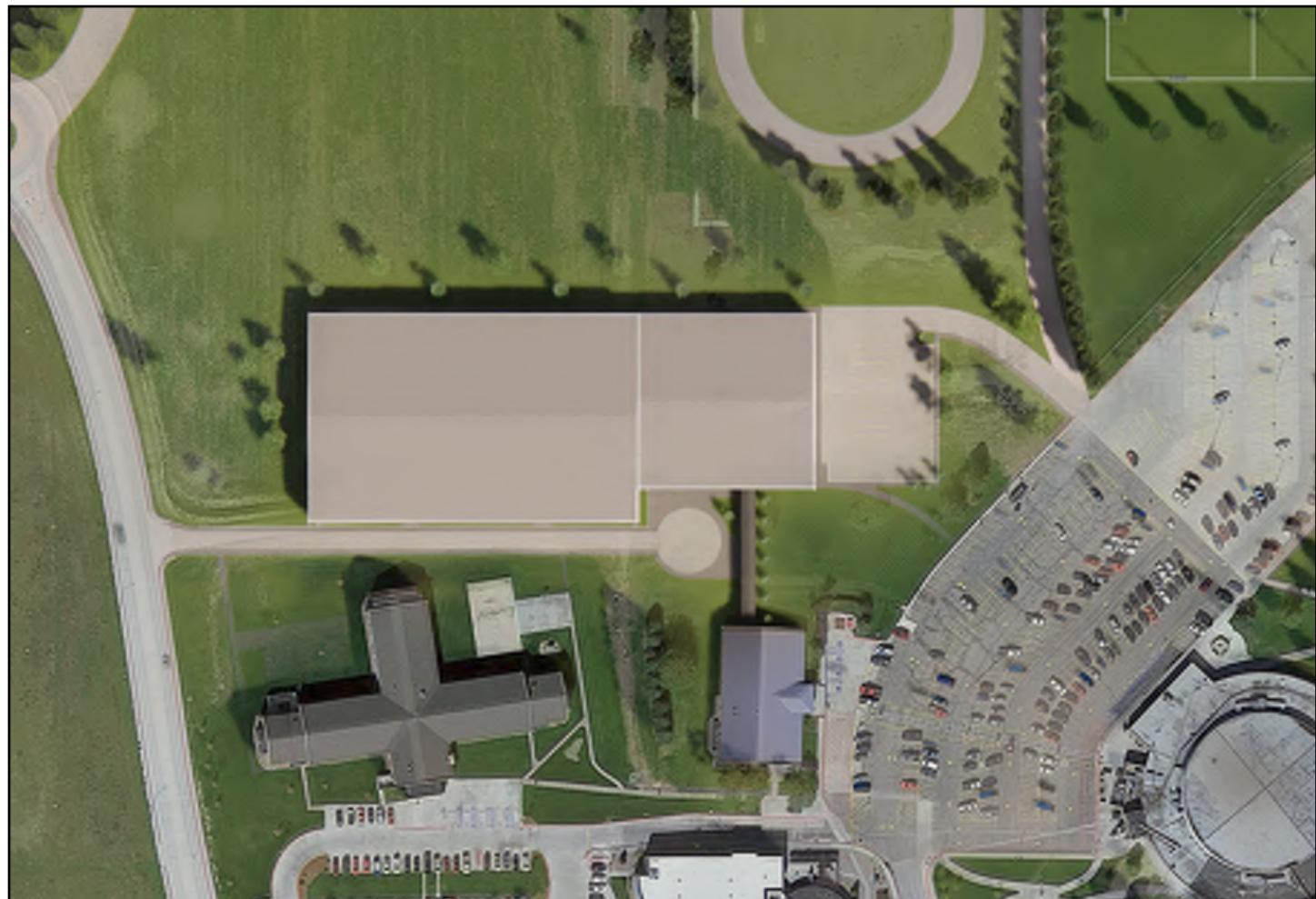
The Applied Technology Building on the Scottsbluff Campus has an outlined goal of adding a Diesel Technology and Construction Trades program to the college. In order to achieve spacial requirements for these new programs the Applied Technology Building will receive an addition to the South side that will add an entire new wing around 30,500 SF in total adding to the existing building square footage of 40,500 SF and small renovation square footage of 2,200 SF resulting in a total building square footage of +/- 73,200 SF.

Adding additional educational spaces in the Applied Technology Building on the Scottsbluff Campus will not only serve western Nebraska in education and career opportunities, but offer safer and more organized dedicated locations for program space.

Tools rooms, classrooms and open spaces are separated in three distinct building wings. Each program has open spaces to be flexible with their space use and educational demonstrations. Drive through bays being added to the South addition allows for easy traffic flow and exiting.

## Concept 2: Student Recreation Center

The current athletic and recreational facilities at WNCC have a history of unavailability and conflicts with scheduling due to collegiate, recreational athletics, security (due to proximity and relationship to instructional spaces) and other uses. The college recognizes these longstanding challenges and a potential solution to these challenges is the construction of a new Student Recreation Center with a connection to the Clark N. Williams Multi-Cultural Learning Center. The Student Recreation Center would provide a much need gathering space for all students and give recreational use and intercollegiate athletics separate training areas. Program spaces inside the Student Recreation Center consist of a turf Field House, Gymnasium with walking track, Weight Room, Pilates/Aerobics Classroom, Restrooms, Locker Rooms, Student Lounge Area(s), Training Room, and Administrative Spaces. The total proposed square footage for the Student Recreation Center is 94,270 square feet.



## 5. MASTER PLAN CONCEPTS

### Concept 3: Physical Plant Addition & Expanded Parking



The current Physical Plant on the Scottsbluff Campus is used for college maintenance and overall campus storage. WNCC has analyzed space use and needs for the program and college and is looking at a potential addition and renovation. The site around the Physical Plant would be converted into an exterior college fleet and general storage lot.

#### Concept 4: Bishop Dining Hall

The current Bishop Dining Hall and Pioneer Hall has served the Scottsbluff Campus as a home for many students and many more to come. It is located in the center of campus.



Bishop Dining Hall still operates as a full dining service for all students interested in campus dining. In order to continue enhancement of overall student experience, the dining hall needs a small renovation project adding a walk out door and glass sectional door to the East wall. This will allow direct access to the proposed outdoor seating patio shown on page 77. In this concept, the serving room will also benefit from a small renovation, adding interactive self cooking stations.

## 5. MASTER PLAN CONCEPTS

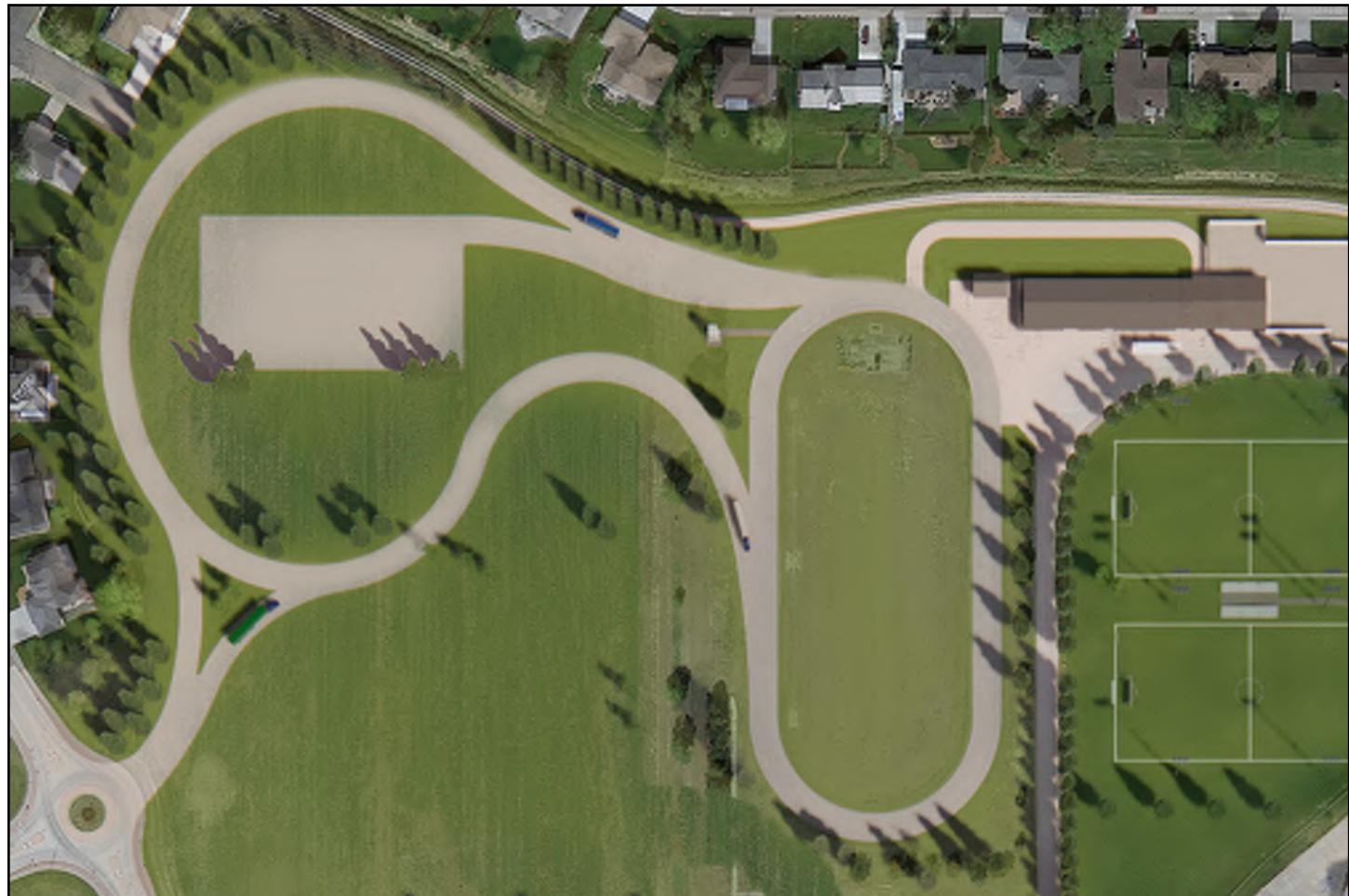
### Concept 5: Recreation Fields



Concept 5 shows recreational fields on the northeastern side of the Scottsbluff campus. The open grass space West of the Child Development Center and North of the Applied Tech. Building could serve as a location for recreational athletics, community, or general student use.

## 5. MASTER PLAN CONCEPTS

### Concept 6: CDL Course & Training Pad



The current CDL track "A" is too small and only features two U-turn style turns. Operating as its only loop. Track "B" in addition to track "A" will add educational difficulty and a much longer loop to the CDL program. Adding access to the CDL track from 12th Avenue will make entry and exit much easier for larger pieces of equipment. This concept also proposes a large slab for smaller manuevers with a watch tower for visibility of track "A" and "B". On the West side of the CDL track, a row of large trees will be placed as an acoustical barrier to the neighboring residential properties.

## 5. MASTER PLAN CONCEPTS

### Concept 7: Main Building



Concept 7 is the proposed new entrance to the Main Building on the West side of Cougar Palace. This addition will serve the college in dedicated access for athletic events. The program spaces being added to the building is a secure entry vestibule, an entry lobby with ticket booth, and a hall of fame room. A dedicated entrance to Cougar Palace will separate athletics from the rest of the Main Building to keep circulation traffic down from the main entrance hub. The Main Building is also needing a potential 2 to 4 pipe conversion mechanical project for building utilities. In addition to the potential future expansion upgrades to the Main Building, a renovation focused on the Cougar Palace locker rooms and D Pod area is needed. Other areas needing a renovation or refresh are the concession stand and dedicated IT spaces.

## Concept 8: John N. Harms Center

As previously stated, the Harms Center on WNCC's Scottsbluff Campus has experienced a large scale renovation to the South end of the building. Currently some of the central and northern program spaces are being used by other institutions. While that is observed, the building requires a renovation to keep up with the needs and wants of the college.

### b. Additional Conceptual Projects List

#### **Additional Concept: IT Master Plan - Scottsbluff / Alliance / Sidney**

Western Nebraska Community College has discussed the potential for an IT overhaul on all three sites, looking at upgrades in technology spanning from phones lines to internet. A review on the facilities data / communication rooms has been assessed and room for growth and management is pending.

#### **Additional Concept: Sidney Municipal Airport Aviation Maintenance Building - Sidney**

Western Nebraska Community College has recognized the need for a lighting upgrade throughout the Aviation building. A conversion to LED lighting will assist the college in better learning/working spaces and lower the cost of energy used.

#### **Additional Concept: Alliance Residential Hall - Alliance**

Western Nebraska Community College has discussed the possibility of adding a residence hall to the Alliance Location to offer to all students in the area needing housing. Several students drive long distances to attend class. Housing would enable short travel time and better student experience.

#### **Additional Concept: Sidney Residential Hall - Sidney**

Western Nebraska Community College has discussed the possibility of expanding the residence hall at the Sidney Location to offer to all students in the area needing housing. Several students drive long distances to attend class. Housing would enable short travel time and better student experience.