REPORT OF A

COMMISSION-MANDATED FOCUSED VISIT

Assurance Section

TO

University of Nebraska Kearney
Kearney, Nebraska

April 26-27, 2008

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr Thomas Seymour, Professor and Chair, MIS,, Minot State University, Minot, ND
            58707

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            Winona State University, Winona, MN 55987 (Chair)

CONTENTS

I.   CONTEXT AND NATURE OF VISIT

A.   Purpose of Visit
1. A visit focused on assessment
2. A visit focused on the institution's request to change its stipulations of affiliation status to include online delivery of existing and future undergraduate and graduate degree programs..

B.   Accreditation Status
Nebraska State Normal School at Kearney was accredited by the North Central Association of Colleges and Secondary Schools in 1916. Master's level programs were accredited in 1962 (preliminary) and 1971 (full). The campus became Kearney State College in 1962. The Specialist Degree was accredited in 1976. In 1991 the university became affiliated with the University of Nebraska. The 2004 comprehensive visit resulted in recommendation for a focused visit concerning assessment.

C.   Organizational Context
The University of Nebraska at Kearney is a member of the four-campus University of Nebraska System, along with the University of Nebraska at Lincoln, the University of Nebraska Medical Center, and the University of Nebraska at Omaha. In the University of Nebraska system has as it's assigned mission the providing of undergraduate programs in a residential setting with selected Master's programs. The academic structure includes these major units: The College of Business and Technology, the college of Education, College of Fine Arts and Humanities, College of Natural and Social Sciences, and Graduate School. The institution, through its Division of Continuing Education, is significantly expanding its off-campus and electronic delivery of academic courses and programs to the citizens of the state.

D.   Unique Aspects of Visit
The team chair became ill prior to the visit, and Dr. Hatfield was assigned to serve in this role.

E.   Interactions with Organizational Constituencies
Chancellor
Sr. Vice Chancellor
Exec. Asst. to Chancellor
Vice Chancellor for University Relations
Vice Chancellor for Business and Finance

Interim Dean Student Life
Dean FAH
Dean-NSS
Dean-CBT

Dean-Library
Dean-COE
Dean-Graduate Studies
Director of Assessment
Assessment Coordinator
Faculty (about 60)
Department Chairs
Director of eCampus
Interim Dean Student Life
Director eCampus
Lead Instructional Designer eCampus
Instructional Designer eCampus
Office Associate eCampus
Office Associate eCampus
Video Engineer Video Services
Associate Dean Graduate Studies & Research
Educational Administration Specialist - Graduate
Curriculum & Instruction - Graduate
Instructional Technology - Graduate
Vocational Education - Undergraduate
Business Education - Undergraduate
Instructional Technology - Graduate
Student Assessment Committee
Faculty Assessment Committee
General Studies Council
General Studies Roundtable members
Executive Committee of the Faculty Senate

F. **Principal Documents, Materials, and Web Pages Reviewed**
2004 comprehensive team report – assurances section
2004 comprehensive team report – advancement section
2004 Team visit institutional response
2008 Focus visit report – assessment
2008 Institutional change request – distance learning
UNK web site
Department Missions and Goals
Department Assessment Plans
Department Assessment Reports
Department Assessment Instruments
CAAP data & reports
WEAVE Online website

II. AREA(S) OF FOCUS

A-1. Statement of Focus

6/26/08

This was a mandated focused visit to review the institution's progress in assessment planning and procedures.

B-1. Statements of Evidence

Evidence that demonstrates adequate progress in the area of focus

Infrastructure

Since the 2004 visit, UNK has developed a significant infrastructure to support the assessment of student learning outcomes. Reporting processes are in place with 100% participation among academic departments. The addition of WEAVE online, which is just beginning, will streamline as well as strengthen the assessment reporting process.

Faculty commitment

Faculty spoke openly about how the campus climate related to assessment has changed over the past four years. Much of this change was attributed to the Assessment Office and the move away from "enforcement" of assessment mandates to "advancement" of assessment initiatives. Faculty and assessment personnel interviewed reported a clear understanding of the current status of the assessment process and the work that remains to be done.

Exemplary assessment recognitidFor several years, UNK has sponsored a luncheon recognizing exemplary assessment activities.

Sustainability

The assessment office and WEAVE online will both assist in the development of a sustainable assessment initiative. Staffing in the Assessment Office is stable and personnel appear to be well qualified.

Distance Program assessment

As a component of the institution's overall assessment activities, documented assessment of online student achievement is conducted in each online course.

General Studies Program assessment

The general studies program is currently undergoing an in-depth review which has involved a significant number of faculty across campus. Difficult issues are being discussed and a proposal which includes graduate competencies has been developed and sent forward. Assessment of General Studies objectives is conducted at the department level and at the program level. All departments offering General Studies courses currently collect and report student learning outcomes data as reflected in their General Studies Assessment Plans and Reports. At the program level, assessment data are collected and reported in the General Studies Program Assessment Plan and Report. CAAP instruments are

currently used as the direct measures of General Studies learning outcomes at the program level.

Graduate programs assessment
Graduate programs have developed student learning outcomes, assessment plans, and methods.   Graduate programs provided evidence of both indirect and direct methods of assessment.

Writing Intensive program assessment
Each department has assumed responsibility for the assessment of writing, using a variety of instruments and scales.

- **Evidence that demonstrates that further organizational attention is required in the area of focus.**

Infrastructure
While WEAVE will streamline and strengthen the assessment reporting process, it will also create an additional set of responsibilities for the Assessment Office staff. There might be staffing implications which should be monitored. Other campuses using WEAVE might be able to provide consulting services.

Sustainability
There were several reports of assessment fatigue among faculty, which is to be expected given the significant amount of energy devoted to assessment over the past four years. Programs should be encouraged to take stock of all of the assessment activities currently being undertaken and identify those which offer the most information value related to student learning. While the phrase "culture of assessment" was mentioned in virtually every meeting, talk of how the culture of assessment translates into *learning* was not as common. This may be because of the instruments being used to assess the outcomes, which often result in a number (3.4) which is not readily interpretable in relation to actual learning. Programs will need to be encouraged and supported during their efforts to review and revise their learning outcomes, methods, and methodologies; examining how these methodologies relate to the specific outcomes, and whether the data gathered provides direct and useful evidence of student learning.

Cultural Diversity (CD) Program assessment
There has not been a great deal of demonstrable assessment activity related to the CD program to date. This may be, in part, related to the lingering questions surrounding whether or not the program is part of the revised General Studies program. But the development of an assessment plan for CD should be developed regardless of where the program is eventually located. There is a program level assessment plan and report for Cultural Diversity that is available on the assessment website. Within the report there was also information provided about future initiatives to expand the current Cultural

6

Diversity assessment, depending on where it ends up in the overall curriculum.

Distance Program assessment
Evidence comparing learning outcomes in face-to-face and distance learning modalities should continue to be collected and analyzed in instances where the same course is offered in both formats.

Graduate programs assessment
Graduate programs could benefit from a reevaluation of student learning outcomes, assessment methods, and methodologies, examining how these methodologies relate to the specific outcomes, and whether the data gathered provides direct and useful evidence of student learning.

Writing Intensive program assessment
Efforts are underway to assess the writing intensive courses, though at the present time those efforts are uneven. A review of current methods should be undertaken to determine which approaches yield the most useful results.

- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**

General Studies Program assessment
As it currently stands, there does not appear to be a clear, shared definition nor understanding of the learning outcomes for the General Studies program. Each department that is teaching courses in General Studies is assessing their interpretation of the outcomes in their own way, using their own instruments. As such, it is impossible to determine whether UNK students are achieving at an acceptable level when the level shifts from course to course, program to program. Many assessment "rubrics" are simply numerical scales, without descriptions of performance characteristics at each level. In at least one case, assessment of the outcomes are conducted by students.

- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**

C-1 Other Accreditation Issues [If applicable]

D-1 Recommendation of Team
Commission follow up recommended.

E-1 Rationale for the team recommendation

The University of Nebraska Kearney has demonstrated a significant commitment toward assessment over the past four years. While program level assessment is moving forward, assessment of General Studies still appears to be struggling due to the lack of a shared understanding of the General Studies program-level student learning outcomes.

The revision of the general studies program that is currently underway provides a unique opportunity for the University of Nebraska Kearney to develop a General Studies program that is viewed as a coherent *program of study*, starting with the identification of a core set of agreed upon student learning outcomes, the development a curriculum to support the achievement of those outcomes, and a plan to assess student achievement.

As the new General Studies program is still in its early formative stages, a progress report on the new program's structure, student learning outcomes, assessment plan and the implementation status for each of the outcomes is recommended for April 30, 2011. The progress report will allow UNK to move forward systematically and methodically in the development of the General Studies plan based upon student learning outcomes with a solid assessment plan developed prior to the implementation of the program.

A-2. Statement of Focus: Evaluation of Documentation Supporting Organization's   Request   for   Change

- **Evidence that demonstrates adequate preparation and planning**

    The University of Nebraska at Kearney has engaged in a thoughtful and deliberate planning process for its request for blanket approval to offer any academic program online when the University determines it is appropriate to do so. This request involved input from a number of internal and external constituencies, provided professional development opportunities for those who will implement current and new programs, will gradually phase in more online programs over time, and ensured that the high standards of its face-to-face programs will be adhered to.

    UNK has cultivated long-term relationships with the local school districts, professional organizations, and users of teacher professional development in order to continue to identify potential markets for its growing online program and ensure its continued viability into the future.

    The enrollments and financial projections for the online programs demonstrate a strong potential for contributing to the institution's overall resource base and for partially funding the University's

8

technology infrastructure. The University has positioned itself well by charging a competitive tuition rate.

UNK has developed a culture that values online education by creating opportunities for faculty to integrate online components into their face-to-face courses and create hybrid delivery models.

The assessment model developed for online programs includes multiple direct and indirect measures of student learning, is conducted at strategic points across the curriculum, and results in useful information to change and improve the program. Sharing assessment data and summary information more widely with the Faculty Senate eCampus Committee would increase opportunities for faculty and staff input into program improvement.

The library fully supports the University's online programming with specialized services, databases for bibliographic searches, access to full-text documents, electronic reserves, and a dedicated librarian for online support.

- **Evidence that demonstrates that further organizational attention is required**

The request for institutional change identified enrollment growth as an expected outcome when creating new online programs. The University needs to quantify its enrollment goals, develop plans for strategically marketing the new online programs, and determine the resources it needs to accommodate these goals. This step is necessary in order to ensure the effective implementation and evaluation of the requested change.

UNK will need to track the needs and expectations of students and faculty for new and complementary online technologies to insure that the online programs are perceived as reflective of best practices in e-learning.

Ongoing, systematic assessment of student learning in online courses will need to be continued, comparing achievement in to face-to-face classes with their online counterparts.

- **Evidence that demonstrates that further organizational attention and Commission follow-up are required**

NONE for the Distance Learning Request

B-2.   Other Accreditation Issues: none

C-2.   Recommendation of the Team

Evidence sufficiently demonstrated to recommend approval of change request

.• **Evidence sufficiently demonstrated. No Commission follow-up recommended.**

The Team recommends that the University of Nebraska at Kearney be granted Approval to offer current and future degree programs using distance delivery technologies. This recommendation is based on the University's record of successful online program implementation, a solid financial plan to support distance delivery and its alignment with best practices in e-learning.

E-2. Rationale for the Team Recommendation

The University of Nebraska at Kearney has successfully demonstrated the right to offer programs using distance delivery technologies. It has developed a robust technology infrastructure, hired experienced online design staff, and licensed the online learning management tool, Blackboard. In addition, it has encouraged the faculty to integrate Blackboard components as enhancements to their face-to-face courses, and employ hybrid formats that blend various delivery modes. This has created a state of readiness on campus to continue to develop and implement additional completely online programs.

a. The institution's budgets and policy statements reflect its commitment to the online students for whom its electronically offered programs are designed.

b. UNK provides students with an appropriate help desk and 24 hour library support.

c. Through its formal process of curriculum development and review, the institution assures that each online program of study results in collegiate level learning outcomes.

d. Online program students receive appropriate services from the bookstore.

e. UNK provides those responsible for program development the orientation and training to help faculty become proficient in the uses of the online program's technologies.

f. As a component of the institution's overall assessment activities, Documented assessment of online student achievement is conducted in each online course.

g. Most online instructors include assignments that foster interaction between Instructor and students.

III.   STATEMENT OF AFFILIATION STATUS

Affiliation Status: no change
Nature of Organization: no change
Legal status: no change
Degrees awarded: no change
Conditions of Affiliation: no change
Stipulation on affiliation status : none

Approval of degree sites: Prior Commission approval required
Approval of distance education degree: offering of current and future degree plans via distance delivery.

Reports required
      Progress Report: General Studies
      Topic(s) and Due Date: April 30, 2011
      Rationale and Expectations: A progress report outlining the structure, goals, and assessment plan for the General Studies Program.

Year for next comprehensive evaluation 2013 - 2014

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       Winona State University, Winona, MN 55987 (Chair)

A-1. Observations of the team regarding Assessment:

Over the past four years, the University of Nebraska at Kearney has implemented a variety of assessment initiatives. At the point of the focus visit, all academic programs have been involved in some level of assessment activities.

B-1. Consultations of the team regarding Assessment:

The amount of work that has been accomplished in that past four years has been substantial.. It is not clear, however, whether or not this level of activity can be – or in some cases should be – sustained.

Faculty retirements will result in many new hires over the next several years. Attention will need to be paid to the development of the new faculty related to assessment. To move to the next level, faculty assessment coordinators will need to be developed from "coordinators" to "experts" in assessment. Recognition, remuneration and rewards for excellence in assessment might be considered.

While there is a lot of very productive assessment activity on the UNK campus, every assessment plan can benefit from a periodic reevaluation. These years before the next comprehensive visit would provide an opportunity for such reevaluation.

General Studies
The new General Studies program will take concerted energy in terms of structuring the program, identifying the student learning outcomes, and developing the plan for implementing and assessing the program. Care should be taken in this process, since the more work done up front, the easier it will be to assess the program in the years to come. In many ways, UNK is in the enviable position of being able to create a truly outcomes –based General Studies program. Most schools wind up trying to retrofit learning outcomes onto an existing General Studies program that was never meant to actually function as a *program*. While possible, this approach often yields outcomes that are vague and unmeasurable. A careful, systematic approach could yield a program that could serve as a model for other schools looking for a best-practice model in General Studies. Creating standard rubrics, if possible, for the outcomes would be a tremendous help when it comes time for assessing student achievement.

At the time of the focus visit, it was unclear whether the cultural diversity program will remain a stand-alone entity or be part of the revised General Studies program. There has not been a great deal of demonstrable assessment activity related to the CD program to date. Once it becomes clear where the CD program will be housed, assessment methods will need to be developed.

Program Level Assessment
On the program level, it appears that virtually every department could benefit from a serious examination of their student learning outcomes and methods. There is much good work that is being accomplished. At the same time, there appears to be a great deal of effort being spent on assessment activities that may not yield genuinely useful information.

Some specific activities may include:
Revision of student learning outcomes. Student learning outcomes should be reviewed in each of the programs. If well written, the outcomes can provide the foundation for a

solid assessment plan. Often, program level student learning outcomes contain multiple issues that not only make them difficult to understand, but also nearly impossible to assess. Starting with simple statements such as "Our graduates are able to...." followed by one (and only one) action verb, and one (and only one) accomplishment will be both easier to understand and assess.

Program level student learning outcomes should be cognitively appropriate for students graduating from the program. It is not uncommon to see program level student learning outcomes that state that students will have "knowledge" or "understanding" of something.
Generally, basic understandings are developed early in the curriculum. These are generally lower division, course level outcomes. Graduates, on the other hand, should be able to demonstrate more advanced skills and abilities, using that "basic understanding" developed early in the curriculum to be able to design, diagnose, evaluate, or create something

Creation of Curriculum Maps.
A curriculum map lists the program level student learning outcomes in the first column on the left hand side of the page, with the required courses in the curriculum listed in the columns to the right of the outcomes.   The resulting grid allows for the indication of which courses in the curriculum support the achievement of the program level student learning outcomes, and at which level (introduce, emphasize, reinforce, or knowledge, application, evaluation)

Curriculum mapping is a valuable process. In many cases, it is the first time that a curriculum has been systematically examined to see how the individual courses function in the curriculum.   Ideally, programs would start with a set of program level student learning outcomes, and the curriculum would be developed with the specific intent of supporting the achievement of those outcomes. But most program level student learning outcomes were retrofitted to the existing curriculum, and not the driver of it.

A curriculum map is the chance to check for alignment in the curriculum. It identifies which outcomes may not be supported adequately, areas of overlap, and perhaps program outcomes that have been overlooked. It provides a conceptual framework for both faculty and students to translate the required courses from a series of obstacles to be over come to a path toward the achievement of a goal.

The process of curriculum mapping may well yield the realization that students are able to avoid exposure to certain outcomes just by carefully selecting (for instance) courses taught by faculty who don't require writing because that faculty member doesn't like to grade papers. Students are very adept at identifying the paths of least resistance in their curriculum, which could result in missing experience in key learning outcomes. It is also entirely possible that creating a curriculum map will reveal that certain outcomes are not supported by the program's core curriculum. A common "orphan outcome" is presenting in front of a group – a lot of programs have that listed as an outcome, but rarely do students deliver individual oral presentations in their classes since it takes several weeks of class time to accommodate 20 to 30 students each doing individual presentations.

Review of Assessment Measures and Methods
Many programs at UNK are using a number of indirect measures of student learning, asking students, for example, how much they have learned in a focus group or on a survey, or extrapolating learning from satisfaction data. While it is interesting to find out how students feel about their level of achievement (especially if those perceptions can be

matched with objective measures of learning), by themselves, perceptions are not reliable indicators of learning. While the indirect methods of assessment are interesting and valuable in terms of assessing various aspects of the student experience, they are not as valuable as assessing student learning directly. While no one is suggesting abandoning indirect measures, program level assessment efforts would be best focused on direct measures of student learning.

Rubrics can be an effective tool for assessing student achievement. Many of what UNK departments are currently referring to as rubrics are simply rating scales (five-point Likert scales in many instances). Several departments are averaging or adding these numbers to come up with a "score" that indicates some level of student achievement. This is probably not the most effective way to measure or report student achievement since while these numbers may provide an opportunity to compare "scores" over a period of time, they don't indicate whether or not students are achieving a targeted level of acceptable performance, and what those scores (e.g.,3.4?) actually mean operationally. Adding or averaging the scale items also eliminates much of the richness of the data.

As opposed to scales, rubrics describe performance standards at different levels of achievement, thus providing more standardization in their application across faculty and more utility to the students receiving feedback. In the case of program level student learning outcomes, faculty may want to consider using the same rubric at different points throughout the curriculum to assess students' progress toward the achievement of the outcome and identify potential challenges that lie ahead for each student. Rubric development can be a cumbersome project usually involving several iterations before an effective rubric is developed. There are many models available to initiate the process.. Workshops could also be provided to help faculty begin this process.

A standard rubric is generally the best way to asses "across the curriculum" initiatives, such as writing. While allowing each faculty to "own" this outcome and assess it their own way may facilitate buy-in, the resulting data (gathered from the multiple approaches to assessing the outcome) is rarely interpretable on an institutional level.
Multiple faculty using the same rubric is not without issues, however, since training is a critical aspect in being able to use the rubrics effectively and and to insure inter-rater reliability . Assessing the achievement of program level student learning should not be the responsibility of other students.

Finally, care must be taken in matching the assessment object to the student learning outcome. For instance, a multiple choice exam or a survey is simply not a good way to assess achievement, especially of a skill based outcome (public speaking, for instance). Only rarely do group projects allow for the assessment of individual achievement of cognitive outcomes, though behavioral outcomes (such as the ability to be part of a team) might be assessed through a group exercise. Generally it is impossible to determine individual contributions to a group project except through indirect methods (for instance, surveying group members' opinions of who contributed how much – which is less than an indicator of how much someone actually knows as much as it measures who cares the most about completing the project on time).

UNK's next comprehensive visit is scheduled for 2014. That allows UNK the luxury of stepping back from the current menu of assessment activities to review each for the most potentially useful information. While there might be a desire to continue to collect the same data that has always been collected in order to continue a developing trend line, an ultimate question that needs to be asked is whether or not the data is genuinely useful in

assessing student learning. Perhaps the litmus test is asking oneself, "Now that I have these data, what does it mean in terms of improving student learning in our program?"

A.-2.   Observation of Team Regarding Change Request:

The University of Nebraska at Kearney has put into place appropriate and effective support systems to ensure that students have a positive learning experience while enrolled in online programs. This includes such disparate structures as application and admission; financial aid and student accounts; registration; library and other academic support services; and evaluation/assessment of the online programs. The University has invested in faculty development and instructional design to support quality online delivery of existing academic programs, and the process leading up to this request for institutional change serves as a model for the future adaptation of programs for online delivery. There is a defined process for program approval, and the governance of online programs rests with the departmental faculty. An institutional funding structure is in place for the online programs. Both assessment and student learning and evaluation of the overall program are taking place. The UNK appears to be well prepared to offer complete academic programs online.

B-2. Consultations   of Team:
As UNK moves forward into online delivery, continued focus should be paid to the realities surrounding learning in the online environment. Specifically, that not all students can be online students. Not all faculty can be online faculty. And not all courses translate equally as well into online offerings. Ongoing, systematic assessment of student learning in online courses will need to be continued, and data should be collected in a way that allows direct comparison to outcomes achieved in face to face offerings.

The higher education community is in the process of articulating the qualities and characteristics of best practice in e-learning, and the regional accrediting bodies are endorsing patterns of evidence considered to be indicative of quality in distance education. The Higher Learning Commission has several online resources on its Web site including: "Best Practices for Electronically Offered Degree and Certificate Programs."
· UNK needs to create a campus task force to investigate the plan and procedures for implementation of undergraduate degree online programs.
· As the online program grows, master designers need to be developed in each academic department to help create online courses and to monitor the content of each Blackboard shell.
· UNK needs to consider continuing to develop a coordinated marketing effort for its online programs, especially if new online programs will be developed on a regular basis

INSTITUTION and STATE: : University of Nebraska at Kearney, NE

TYPE OF REVIEW *(from ESS)*: Focused Visit

DESCRIPTION OF REVIEW *(from ESS)*: A visit focused on assessment. Also, a visit focused on the institution's request that the accreditation visit be expanded to include the evaluation of our online degree programs. Specifically, we are seeking carte blanche authorization to offer programs using distance delivery technologies.

DATES OF REVIEW: 4/28/08 - 4/29/08

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: no change

DEGREES AWARDED: B, M, S

TEAM RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: No change

APPROVAL OF NEW DEGREE SITES: Prior Commission approval required.

TEAM RECOMMENDATION: No change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required for distance education programs other than the bachelor's programs in Business Administration and Criminal Justice and the Master's programs in Biology, Business Administration, Creative Writing and Teacher Education (including area of endorsement).

TEAM RECOMMENDATION: **No prior approval required**

REPORTS REQUIRED: None

TEAM RECOMMENDATION: Progress report due 4/30/11 on general studies assessment

OTHER VISITS REQUIRED: Focused Visit: 2007 - 2008; A visit focused on assessment. Also, a visit focused on the institution's request that the accreditation visit be expanded to include the evaluation of our online degree programs. Specifically, we are seeking carte blanche authorization to offer programs using distance delivery technologies.

TEAM RECOMMENDATION: none

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2003 - 2004

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2013 - 2014

TEAM RECOMMENDATION: no change

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Nebraska at Kearney, NE	
TYPE OF REVIEW *(from ESS):):* Focused Visit	
	___ No change to Organization Profile

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate			
	Associate	0	
	Bachelors	73	
Programs leading to Graduate			
	Masters	18	
	Specialist	2	
	First Professional	0	
	Doctoral.	0	

Off-Campus Activities

In-State:		Present Activity:	Recommended Change: (+ or -)
	Campuses:	None	
	Sites:	Columbus (Central Community College) ; Grand Island (Central Community College) ; McCook (McCook Community College) ; North Platte (Mid-Plains Community College)	
	Course Locations:	5	

Out-of-State:		Present Wording:	Recommended Change: (+ or -)
	Campuses:	None	
	Sites:	None	
	Course Locations:	None	

Out-of-USA:		Present Wording:	Recommended Change: (+ or -)
	Campuses:	None	
	Sites:	None	
	Course Locations:	None	

Distance Education Certificate and Degree Offerings:

Present Offerings:

Certificate in Teaching (post-baccalaureate) offered via Internet; Endorsement in English as Second Language offered via Internet; Endorsement in Gifted offered via Internet; Endorsement in Library Media offered via Internet; Endorsement in Vocational Diversified Occupations offered via Internet; MAE in Curriculum and Instruction offered via Internet; MAE in Reading offered via Internet; MAE in School Principalship offered via Internet; MAE in Special Education: Advanced Practitioner offered via Internet; MAE in Special Education: Gifted offered via Internet; MS in Biology offered via Internet; MSE in Instructional Technology offered via Internet; Specialist in Educational Administration - School Superintendent offered via Internet

Recommended Change:
(+ or -)