

## Nebraska

Coordinating Commission for Postsecondary Education  
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?  
**The University of Nebraska has taken a large leadership role in this initiative. Nebraska P-16 Initiative website is located at: <http://p16.nebraska.edu/index.shtml>**
  - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?  
**The P-16 site does not. The Coordinating Commission for Postsecondary Education Web site has a “students and parents” section with links to our directory of institutions, COOL, and the Midwest Student Exchange Program**  
**<http://www.ccpe.state.ne.us/publicdoc/ccpe/studentsparents.asp>**  
  
**The Commission is currently revising its Web site and a section that helps students in more detail is planned. Two links likely to be included are**  
**<http://www.educationquest.org>**  
**<http://www.nebraskacareerconnections.org/>**  
  
**Our directory will also be restructured to identify institutions by the types of awards they confer. An inventory of credit programs at public institutions has been compiled and is being prepared for the Commission’s Web site.**
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?  
**No. There is a very general recommended curriculum for all high schools (does not specify college prep).**  
**<http://www.nde.state.ne.us/EssentialEducation.htm>**
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”  
**No, there is not a set of explicit competencies or skills that define what it means to be “college ready.”**

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?

There is no systematic program, although several institutions are very active in providing dual enrollment courses. LB 192 was just signed by the governor and provides scholarships to low-income students wishing to take college courses while still in high school. The program is entitled Access College Early (ACE) the rules, application process, etc. are currently being formulated, and should be available by mid-fall 2007.

<http://www.ccpe.state.ne.us>

<http://uniweb.legislature.ne.gov/FloorDocs/Current/PDF/Final/LB192.pdf>

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?

No statewide policy that governs placement into college-level courses or remedial courses; although many institutions use ASSET or COMPASS as the standard set of placement tests.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

The Nebraska Transfer Initiative is a voluntary, grass-roots endeavor undertaken by Nebraska's six community colleges in 1995. The colleges developed a 34 hour common core curriculum for students wishing to pursue a baccalaureate degree after completing an AA degree at a community college. Students who complete the core with a C or above are admitted at a level comparable to students who have completed the same number of hours at the transfer institution. Transfer institutions accept all core courses for direct application to the student's degree or major. All Nebraska public and 14 private institutions signed the initiative. The initiative itself is not available online or even electronically, although a hard copy could be converted to PDF. One location of the transfer matrix is Southeast Community College's catalog:

[http://www.southeast.edu/media/2005\\_2006SCC\\_Catalog.pdf](http://www.southeast.edu/media/2005_2006SCC_Catalog.pdf) (pp129-131)

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

The common core curriculum of the Nebraska Transfer Initiative is a general education curriculum (see question 7.) The matrix identifies specific courses and credits. In 1995 the initiative team developed a syllabus for each course that included competencies. No specific testing or measurement of competencies was identified.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

The common core curriculum meets all, or the vast majority of, general education requirements at four-year public institutions. Occasionally an institution will have an

additional requirement that is not offered in some community colleges that transfer students would need to take, e.g., ethics or philosophy. All public institutions in the state signed the transfer initiative and most continue to abide by it. Since the initiative has always been voluntary, there is no mechanism for enforcement.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

Specific courses in the core curriculum are tied to specific courses at the transfer institution (see matrix).

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

There is no state-wide policy, although most institutions offer credit by examination, such as CLEP.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

There is no single institution identified as an alternative institution. Many institutions offer degrees online and the number of degrees available is increasing rapidly. In addition, the University of Nebraska-Lincoln has a large extended education and outreach division that has offered courses by correspondence/ independent study for 90 years. Many of the courses and programs have been converted to online or other formats utilizing distance technology. See website at: <http://extended.unl.edu>

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

No. NETCHE (Nebraska Educational Telecommunications Consortium for Higher Education) provides the Nebraska Distance Learning Catalog online. However, the “catalog” simply links to the appropriate page of each institution’s Web site.

<http://www.netche.org/resSelect.cfm?catSelect=Nebraska%20Distance%20Learning%20Catalog>

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.