
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION June 13, 2013 Western Nebraska Community College John N. Harms Advanced Technology Center, "The Plex" Room Scottsbluff, Nebraska

Public notice of meeting

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JUNE 13, 2013. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

DR. RON HUNTER, CHAIR

Meeting called to order at 8:32 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Ron Hunter called the meeting to order at 8:32 a.m. and asked for introductions.

Commissioners Present

| | |
|--------------------|-------------------|
| Colleen Adam | Eric Seacrest |
| Clark Anderson | Dr. Joyce Simmons |
| Riko Bishop | W. Scott Wilson |
| Dr. Deborah Frison | John Winkleblack |
| Dr. Ron Hunter | Carol Zink |
| Mary Lauritzen | |

Commission Staff Present

| | |
|---------------------|-----------------|
| Dr. Kathleen Fimple | Dr. Carna Pfeil |
| Dr. Marshall Hill | Helen Pope |
| Jason Keese | Mike Wemhoff |

Dr. Todd Holcomb, President of WNCC

GREETING BY DR. TODD HOLCOMB, PRESIDENT OF WESTERN NEBRASKA COMMUNITY COLLEGE

Dr. Todd Holcomb, President of Western Nebraska Community College, welcomed the Commissioners, staff, and guests and gave an update on the college. WNCC serves a large rural area, roughly 17,000 square miles from South Dakota to Colorado; Wyoming to Lewellen, Nebraska. This area has an agriculture-based economy, with students mainly from the area. The goal

of WNCC is to be the best community college in the inter-mountain region. There are a significant number of students from Colorado that come primarily for specialized academic programs such as nursing. WNCC is one of the most diverse community colleges in the state with 17% of the students under-represented, racial, and ethnic minority students. Fifty percent of the students are transfer and 50% are vocational technical education. They also have 50 - 60 international students attending WNCC.

Dr. Holcomb noted that WNCC is proud to be voted the #1 small community college in the country for veteran's affairs. The inter-mountain region has a number of veteran organizations. WNCC is in the process of finishing the first facilities master plan, which will be presented to its board next week. He stated WNCC is very active in the community. For example, grain bin rescue training, teaming up with local law enforcement and emergency personnel for rural public safety programs, and programs for seniors in the community.

A tour is planned for the Commissioners and staff after the meeting, including the science lab renovation and the original 1969 main campus building. Dr. Holcomb answered questions from the Commissioners.

*Minutes of April 25, 2013
Commission meeting approved*

MINUTES OF APRIL 25, 2013 COMMISSION MEETING

Commissioner Simmons moved that the minutes of the April 25, 2013 meeting be approved. Commissioner Anderson seconded the motion. A roll call vote was taken, Commissioner Zink abstained, all other Commissioners present voted yes.

*Chair Hunter thanks
Commissioners for hosting
dinner*

CHAIRPERSON'S REPORT

Chair Hunter thanked Commissioners Winkleblack and Seacrest for hosting an enjoyable evening event at the Emporium Coffeehouse and Café.

*Chair Hunter distributes ACTA
pamphlet*

Chair Hunter provided the Commissioners with a recent pamphlet from the American Council of Trustees and Alumni (ACTA) organization.

*Jason Keese reports on
legislative bills of interest*

EXECUTIVE DIRECTOR'S REPORT

Marshall Hill, Executive Director, noted that from the perspective of the Coordinating Commission, we had a busy but very successful legislative session. Jason Keese, Public Information and Special Projects Coordinator, briefed the Commissioners on legislative bills of interest. A summary sheet was distributed to Commissioners outlining the information presented. All four of the bills proposed by CCPE passed.

*Dr. Hill speaks about request for
funding from the Appropriations
Committee*

Dr. Hill stated they met with members of the Appropriations Committee to plead our case for restoration of funding and financial aid programs with a focus on restoration of the data analyst position. The Appropriations Committee did put forward a bill that included restored funding to allow us to fill a new position; the bill passed. We were also successful with the Legislature to stop penalizing us for being the pass-through agency for the

States membership in the Midwestern Higher Education Compact. The committee also provided funds for computer upgrades.

Dr. Hill discusses upcoming meetings and conferences

Dr. Hill will be attending the SHEEO Annual Meeting next month. Jason Keese and Kathleen Fimple, Academic Programs Officer, will attend the SHEEO Policy Conference in August. We anticipate the governor will appoint the Coordinating Commission once again to administer the College Access Challenge Grant.

Dr. Hill announces Dr. McCuen's retirement

Dr. Hill reported that Barbara McCuen, Research Coordinator, will be retiring the end of August. Since the research coordinator and the data analyst work together, we have the opportunity to restructure those positions and reassess how we work with data.

Consent Agenda

CONSENT AGENDA ITEMS

WSC – Organizational Management (MS)

- **Wayne State College – Follow-up Report on existing instructional program: Organizational Management (MS)**
- **University of Nebraska at Kearney – Follow-up Report on existing instructional program: Molecular Biology (BS)**
- **Western Nebraska Community College – Follow-up Report on existing instructional program: Welding Technology (AAS, AOS, Certificate, Diploma)**

UNK – Molecular Biology (BS)

WNCC – Welding Technology (AAS, AOS, Certificate, Diploma)

With no discussion on the Consent Agenda Items, Chair Hunter recommended to move forward with the vote.

Consent Agenda items approved

Commissioner Zink made a motion to approve the Consent Agenda Items - Wayne State College – Follow-up Report on existing instructional program: Organizational Management (MS), University of Nebraska at Kearney – Follow-up Report on existing instructional program: Molecular Biology (BS), and Western Nebraska Community College – Follow-up Report on existing instructional program: Welding Technology (AAS, AOS, Certificate, Diploma). Commissioner Simmons seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Public Comment on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony regarding Matters of General Concern.

Chair Hunter closed the public hearing on Matters of General Concern.

Public Hearing on Planning and Consumer Information Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

There was no testimony regarding Planning and Consumer Information Committee Items.

Chair Hunter closed the public hearing on Planning and Consumer Information Committee Items.

PLANNING AND CONSUMER INFORMATION COMMITTEE

2013 Supplemental Forms Report

Dr. Pfeil presents the report

Information Item: 2013 Supplemental Forms Report

Commissioner Lauritzen called on Dr. Carna Pfeil, Associate Director for Finance and Administration, to present the 2013 Supplemental Forms Report on Enrollment, Tuition & Fees, and Financial Aid. Dr. Pfeil stated that this report is difficult to present because of the large amount of information it contains. Dr. Pfeil gave a brief explanation of the history of Supplemental Forms. Dave Wagaman, former Senior Budget Analyst for the governor's budget office, wanted more information than was in the budget documents that public higher education institutions submitted biennially. In 1976 he created forms to supplement data provided in the biennial budget reports. Three years ago the budget office decided it no longer needed this information. The Commission wanted to keep the information and requested taking over the report. We use the report in several ways, such as assisting us with national reports for SHEEO and NASSGAP.

Dr. Pfeil provided a handout and gave a PowerPoint presentation on the report. She noted that the goal is to be able to present a trend starting next year. Several of the Commissioners posed questions regarding the report. Ideas on how to expand the report, including graphs, and to possibly change its name were discussed.

Chair Hunter called for a 10 minute break at 10:00 a.m. The meeting resumed at 10:10 a.m.

Public Hearing on Academic Programs Committee Items

Dr. Fimple attempts to reach SCC and Omaha School of Massage representatives

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Kathleen Fimple stated Dennis Headrick from Southeast Community College, and Steve Carper, president of the campus of Omaha School of Massage & Healthcare of Herzing University, could not attend the meeting. Both are on standby for her to call when their proposals are presented.

Chair Hunter closed the public hearing on Academic Programs Committee Items.

ACADEMIC PROGRAMS COMMITTEE

Commissioner Zink thanked Commissioner Lauritzen for filling in for her at the April 25th Commission meeting. She called on Dr. Fimple to present the program proposals.

Omaha School of Massage & Healthcare of Herzing University – Chiropractic Technician (AS, Diploma)

Dr. Fimple presents the proposal

Application to Modify a Previous Authorization to Operate – Omaha School of Massage & Healthcare of Herzing University – Chiropractic Technician (AS, Diploma)

Dr. Fimple was not able to reach Steve Carper for a teleconference. She stated this proposal is for authorization for Herzing University to offer an AS

and a diploma in chiropractic technician. It is not offered anywhere in Nebraska and seems to be a good fit for Herzing University.

Commissioner Anderson inquired what the demand for a chiropractic technician may be, since most chiropractic visits are short. Dr. Fimple noted that at the initial consultation when x-rays are taken, or larger chiropractic offices may need a technician.

Omaha School of Massage & Healthcare of Herzing University – Chiropractic Technician (AS, Diploma) approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the modification to the recurrent authorization to operate for Herzing University (dba Omaha School of Massage and Healthcare of Herzing University) to include the AS and diploma in chiropractic technician. A roll call vote was taken, with all Commissioners present voting yes.

UNO – Information Technology Development (undergraduate certificate)

University of Nebraska at Omaha - Proposal for New Instructional Program: Information Technology Development (undergraduate certificate)

Dr. Fimple presents the proposal

Commissioner Zink stated that on the committee conference call she asked Dr. Fimple to speak about Online Worldwide. Online Worldwide is the technological computer delivery system that the University of Nebraska uses in conjunction with its sister institution, the University of Agder in Norway. She requested that Dr. Fimple share that information with the Commissioners. Dr. Fimple noted that the University of Nebraska developed Online Worldwide to bring together online programs that are offered by all the University of Nebraska campuses. The University of Agder in Norway is one of eight public universities in the country of Norway, offering 20 masters degrees and 7 Ph.D.s, with an enrollment of 9,500 students. The undergraduate certificate of Information Technology Development could be marketed to several student populations, for example, working professionals that want to return for an additional credential. All courses are in place, one course offered by the University of Agder in Norway and the other three courses by UNO. Online Worldwide has provided funding for UNO to develop its existing courses into the online format.

UNO – Information Technology Development (undergraduate certificate) approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha’s new instructional program: Information Technology Development (undergraduate certificate). A roll call vote was taken, with all Commissioners present voting yes.

SCC – Fire and Emergency Services Management (certificate)

Southeast Community College - Proposal for New Instructional Program: Fire and Emergency Services Management (certificate)

Dr. Fimple presents the proposal

Dr. Fimple presented the proposal. She stated Southeast Community College already has an AS in fire protection technology. This program is an “add-on” designed for people with an associate degree or those already working in the fire and emergency field. This certificate will enable those persons to be captains, officers, or in management.

SCC – Fire and Emergency
Services Management
(certificate) approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve Southeast Community College’s new instructional program: Fire and Emergency Services Management (certificate). A roll call vote was taken, with all Commissioners present voting yes.

Information Items: Report on name changes, deletions, reasonable and moderate extensions, and other institutional activities relating to existing programs

Dr. Fimple states that all
Information Items are for
Metropolitan Community College

Dr. Fimple presented the Information Items, noting that all are for Metropolitan Community College. Dr. David Ho is retiring this summer and he did a thorough review of the college’s catalog and what it had reported to the Commission. The unusually large number of items is a result of his review.

(All items listed are for Metropolitan Community College)

Reasonable and Moderate
Extension

Reasonable and Moderate Extension

1. Liberal Arts/Academic Transfer – Language Studies
2. Communications and Humanities – Global Perspectives
3. Communications and Humanities – Professional Communication

Program Name Changes

Program Name Changes

1. Effective with the 2013-14 Catalog, Specialist Diploma award is changed to *Career Certificate*
2. Horticulture to *Horticulture, Land Systems, and Management*
3. Air Conditioning, Refrigeration, and Heating Technology to *Heating, Air Conditioning and Refrigeration*
4. Residential Energy Management (Weatherization) to *Home Energy Professional (Weatherization)*
5. Lead Safe Practices to *Soil Remediation*
6. Culinary Arts and Management – ManageFirst to *Restaurant Leadership – ManageFirst*
7. Emergency Medical Technician – Paramedic to *Paramedicine*
8. Professional Health Studies – Emergency Medical Technician – Paramedic to *Professional Health Studies – Paramedicine*
9. Microcomputer Technology to *Information Technology Technician (with the following options)*
 - *Data Center Technician*
 - *Network Technician*
 - *Security Technician*
 - *Server Technician*
 - *Web Author*
10. Microcomputer Technology – Transitional Object-Oriented Programming to *Information Technology – Transitional Object-Oriented Programming*

-
11. Information Technology – Desktop Specialist to *Information Technology – Desktop Support Specialist*
 12. Photography – General Commercial to *Photography*

Program Merger

Program Merger

1. Merged Electronic Imaging & Media Arts and Graphic Communication Arts into *Design, Interactivity and Media Arts*

Program Additions and Changes

Program Additions and Changes

1. Added Design, Interactivity and Media Arts AAS concentrations:
 - Graphic Design
 - Illustration
 - Media Generalist
 - Motion Graphics
 - Web Design
2. Added Horticulture, Land Systems and Management AAS options:
 - Grounds Management
 - Landscape Design
 - Small Market Farming
3. Added Horticulture certificate of achievement
4. Added Horticulture career certificates:
 - Landscape Design
 - Nursery and Landscape Design
 - Nursery and Landscape Management
 - Small Market Farming
5. Added Industrial and Commercial Trades – Lead Abatement career certificate
6. Added Industrial and Commercial Trades – Healthy Homes certificate of achievement:
 - Lead Abatement
 - Residential Energy Management
7. Information Technology and E-Learning – changed Embedded Systems Technology AAS to an AAS option under Information Technology

Program Deletions

Program Deletions

1. Applied Technology
 - Information Transport System (specialist diploma)
 - Trades Foundation – Welding (specialist diploma)
2. Business
 - Benefit Specialist (certificate of achievement)
 - Legal Assistant – Commercial Law (associate degree)
 - Legal Assistant – Family Law (associate degree)
 - Legal Assistant – Litigation (associate degree)
 - Merchandising Management (specialist diploma)

3. Culinary Arts
 - Baking and Pastry Foundations (specialist diploma)
 - Culinary Arts and Management – Chef’s Apprenticeship (specialist diploma)
 - Culinary Arts and Management – Culinary Competition (specialist diploma)
 - Culinary Arts and Management – Culinary Entrepreneurship (specialist diploma)
 - Culinary Arts and Management – Culinary Management (specialist diploma)
 - Hospitality and Restaurant Leadership – Food and Beverage Transfer (associate degree option under Hospitality and Restaurant Leadership)
 - Hospitality and Restaurant Leadership – Lodging, Convention and Meeting Planning (associate degree option under Hospitality and Restaurant Leadership)
 - Hospitality and Restaurant Leadership – Small Business Practices in Hospitality (associate degree option under Hospitality and Restaurant Leadership)
 - Specialization in Bakery (specialist diploma)
 - Specialization in Culinary Management (specialist diploma)
 - Specialization in Service (specialist diploma)
4. Foundations for Academic Success and Community Services
 - Chemical Dependency Ed (specialist diploma)
 - General Human Services Ed (specialist diploma)
5. Languages and Visual Arts
 - American Sign Language – Pre-Interpreter Program (cert. of achievement)
 - Electronic Imaging and Media Arts – 2-D Animation (cert. of achievement)
 - Electronic Imaging and Media Arts – 3-D Animation (cert. of achievement)
 - Electronic Imaging and Media Arts – Design for Interactive Learning (cert. of achievement)
 - Electronic Imaging and Media Arts – Electronic Illustration (cert. of achievement)
 - Digital Photography (cert. of achievement)
 - Photography – General Still (cert. of achievement)
 - Video/Audio Communication Arts – Screenwriting (specialist diploma)
6. Information Technology and E-Learning
 - Information Technology – E-Commerce (associate degree option)

Program Deletions continued

- Information Technology – Helpdesk (associate degree option)
 - IBM i Systems (cert. of achievement)
 - Call Center Specialist (cert. of achievement)
 - Microcomputer Office Basics (specialist diploma)
 - Call Center Operations (specialist diploma)
 - Microcomputer Technology – Network Security and Computer Forensics (specialist diploma)
 - Microcomputer Technology – Microcomputer Support Specialist
 - Microcomputer Technology – Helpdesk Support Specialist
 - Microcomputer Office Professional
 - Information Technology – Networking Technology (AAS option)
 - Cisco Certified Network Professional (specialist diploma)
 - Cisco Wireless Infrastructure (specialist diploma)
 - IT Professional Enhancement (specialist diploma)
 - Microsoft Networking (specialist diploma)
 - Helpdesk Support (cert. of achievement)
 - Network Technology (cert. of achievement)
 - Web Support (cert. of achievement)
 - Administrative Assistant (associate degree)
 - Medical Records Technician (specialist diploma)
7. Health and Public Services
- Criminal Justice – Nebraska Law Enforcement (associate degree)
 - Community Emergency Management for Responders (specialist diploma)
 - Emergency Management for EMT's (specialist diploma)
8. Horticulture
- Horticulture AAS Landscaping option
 - Horticulture – General (cert. of achievement)
 - Horticulture – Urban Agriculture (cert. of achievement)
 - Horticulture – Arboriculture (specialist diploma)
 - Horticulture – Floriculture (specialist diploma)
 - Horticulture – Landscape and Grounds Management (specialist diploma)
 - Horticulture – Landscaping (specialist diploma)
 - Horticulture – Nursery Management (specialist diploma)
 - Horticulture – Organic Gardening (specialist diploma)
 - Horticulture – Professional Landscape Design (specialist diploma)
9. Transfer/General Studies

- Liberal Arts/Academic Transfer – Spanish (AA)
- Liberal Arts/Academic Transfer – Humanities/Social Sciences (cert. of achievement)
- Liberal Arts/Academic Transfer – Math/Science (cert. of achievement)

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

Lynn Koski from NECC Norfolk Campus

Lyle Kathol from NECC Norfolk Campus

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

Lynne Koski, Vice President of Administrative Services, and Lyle Kathol, Dean of Applied Technology, from Northeast Community College’s Norfolk Campus, introduced themselves and offered to answer questions about the Applied Technology Education and Training Facility and Physical Plant Building proposals.

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

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

NECC Norfolk Campus – Applied Technology Education and Training Facility

Mr. Wemhoff presents the project proposal

Northeast Community College Norfolk Campus – Capital Construction project proposal: Applied Technology Education and Training Facility

Mike Wemhoff, Facilities Officer, presented the proposal to the Commissioners. The construction of the Applied Technology Education and Training Facility would consolidate all of the college’s building trade programs, which are Heating, Ventilating and Air Conditioning (HVAC), Building Construction, Electromechanical, Electrical Construction and Control, and a portion of the Wind Energy Technology programs. They would relocate from three existing facilities to the proposed building. The facility would consolidate existing programs, relocate them outside of the main core portion of the campus, and address the condition of existing spaces and the amount of space each program has. The project would be funded from the institutions Capital Improvement Fund, which is primarily capital improvement property tax dollars.

Commissioner Hunter inquired if the existing facility will be used for other purposes or to expand other programs. Mr. Kathol stated the plan is to repurpose some of the existing facilities for storage and some new program options. Mr. Kathol and Ms. Koski also answered Commissioner’s questions regarding sources of funding for the project.

Commissioner Bishop, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Northeast Community College Norfolk Campus Applied Technology Education and Training Facility proposal. A roll call vote was taken, with all Commissioners present voting yes.

NECC Norfolk Campus – Applied Technology Education and Training Facility approved

NECC Norfolk Campus – Physical Plant Building

Northeast Community College Norfolk Campus – Capital Construction project proposal: Physical Plant Building

Mr. Wemhoff presents the project proposal

Mr. Wemhoff presented the proposal, stating that this project has different functions and departments, but still has some similarities to the Applied Technology Education and Training Facility proposal. This building would also consolidate and relocate functions, in this case maintenance, custodial, grounds, safety, security, motor pool, and shipping and receiving. The new physical plant would alleviate heavy truck traffic in the core of the campus. The facility would be funded by capital improvement property tax funds. The existing facilities would be reused for general storage and various programs. Surplus property currently in an off-campus leased storage facility would remain off campus.

NECC Norfolk Campus – Physical Plant Building approved

Commissioner Bishop, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Northeast Community College Norfolk Campus Physical Plant Building proposal. A roll call vote was taken, with all Commissioners present voting yes.

EXECUTIVE COMMITTEE

2013-2015 Staff Salary Ranges

Staff salary ranges for the 2013-2015 Biennium

Chair Hunter reported that at this time of year salary ranges and salaries are reviewed. The Commission has the authority to set the salary ranges and salaries, but is limited by funds and the percentage raise approved by the Legislature and Governor. The recommendation from the Executive Committee is to approve the staff salary ranges as proposed by the executive director.

2013-2015 Staff Salary Ranges approved

Commissioner Seacrest made a motion to approve the proposed staff salary ranges for the 2013-2015 Biennium. Commissioner Bishop seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

2013-2014 Executive Director and Associate Director Salaries

2013-2014 salary for the Executive Director and the Executive Director's 2013-2014 salary recommendation for the Associate Director

Dr. Hill recommendation to go into closed session

Dr. Hill stated that he had gotten a number of questions about salaries from the Commissioners and suggested the Commissioners go into closed session. He recommended that he and Dr. Pfeil attend the closed session for the period of time needed to answer those questions and then depart the closed session.

Commissioners go into closed session to discuss executive director and associate director's salaries

Commissioner Simmons moved to enter into closed session as authorized by the Nebraska Revised Statutes, Section 84-1410, for the protection of the public interest and to prevent needless injury to the reputation of persons who have not requested a public hearing, for the purpose of discussing the executive director's salary and his recommendation for the associate director's salary. Commissioner Lauritzen seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Dr. Hill requested that staff and guests leave the room. He and Dr. Pfeil remained in the room to answer questions from the Commissioners.

Chair Hunter stated that the Commission is going into closed session to discuss the proposed salary recommendation for the associate director and the Executive Committee's recommendation for the executive director's salary.

Closed session begins at 11:18 a.m.

The Commission entered into closed session at 11:18 a.m.

Drs. Hill and Pfeil left the closed session at 11:33 a.m.

Closed session ends at 11:47 a.m.

The Commission ended the closed session at 11:47 a.m. by unanimous consent.

Chair Hunter stated that formal action must be taken in open session on Dr. Hill's salary and his recommendation for Dr. Pfeil's salary.

2013-2014 proposed salaries for executive director and associate director approved

Commissioner Bishop made a motion to approve the proposed 2013-2014 salary for Marshall Hill, Executive Director, and his 2013-2014 salary recommendation for Carna Pfeil, Associate Director, as proposed. Commissioner Lauritzen seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

*Next Commission Meeting:
August 1, 2013*

FUTURE MEETINGS

The next Commission meeting will be held Thursday, August 1, 2013 at Central Community College, Grand Island, Nebraska.

Bill Knapper from WNCC

COMMISSIONER COMMENTS

Chair Hunter stated that a campus tour will be conducted following the meeting. Bill Knapper, Vice President of Administrative Services, introduced himself. He arranged for the Commissioners and staff to tour the Pioneer Residence Hall and the original main campus building, both mid-century round buildings. Mr. Knapper noted that next week the WNCC board will receive a draft copy of a master facility plan that the board, staff, faculty, community members, and a planning and design firm have put together. He gave a brief background summary of the John N. Harms building.

Meeting adjourned at 11:54 a.m.

ADJOURNMENT

The meeting was adjourned at 11:54 a.m.

CCPE Fourth Quarter Report for 2012-13

| | <i>2012-2013 General Fund Budget</i> | <i>2012-2013 Current Expenditures</i> | <i>% of Budget Expended Time Elapsed 100.00%</i> |
|--------------------------------|--|---|--|
| PERSONAL SERVICES | | | |
| Permanent Salaries | \$772,000 | \$761,891 | 98.7% |
| Temporary Salaries | | | |
| Overtime | | | |
| Subtotal | \$772,000 | \$761,891 | 98.7% |
| PSL | \$827,400 | \$761,891 | 92.1% |
| Benefits | \$192,401 | \$189,125 | 98.3% |
| Subtotal | \$964,401 | \$951,016 | 98.6% |
| OPERATING EXPENSES | | | |
| Postage | \$3,480 | \$2,462 | 70.7% |
| Communication | \$15,000 | \$13,470 | 89.8% |
| Freight | \$125 | \$121 | 96.8% |
| Data Processing | \$3,000 | \$2,858 | 95.3% |
| Publication & Printing | \$10,000 | \$8,579 | 85.8% |
| Awards Expense | \$400 | \$203 | 50.8% |
| Dues & Subscriptions | \$31,000 | \$30,063 | 97.0% |
| Conference Registration Fees | \$5,600 | \$5,514 | 98.5% |
| Electricity | \$3,000 | \$2,096 | 69.9% |
| Rent Expense | \$40,000 | \$39,698 | 99.2% |
| Repair & Maintenance | \$100 | \$0 | 0.0% |
| Office Supplies | \$2,010 | \$2,002 | 99.6% |
| Food Expenses | \$1,350 | \$1,310 | 97.0% |
| Education Supplies | \$500 | \$387 | 77.4% |
| Account & Auditing Services | \$7,000 | \$6,944 | 99.2% |
| Other Cont. Srvs & Travel Exp. | \$28,000 | \$27,918 | 99.7% |
| Other | \$1,500 | \$1,487 | 99.1% |
| Subtotal | \$152,065 | \$145,112 | 95.4% |
| STAFF TRAVEL | | | |
| Board & Lodging | \$5,841 | \$5,097 | 87.3% |
| Commercial Transportation | \$5,070 | \$5,065 | 99.9% |
| State-Owned Transportation | \$1,250 | \$1,221 | 97.7% |
| Mileage | \$1,350 | \$1,309 | 97.0% |
| Other | \$400 | \$226 | 56.5% |
| Subtotal | \$13,911 | \$12,918 | 92.9% |
| COMMISSIONER TRAVEL | | | |
| Board & Lodging | \$2,500 | \$2,270 | 90.8% |
| Commercial Transportation | | \$0 | 0.0% |
| Mileage | \$10,500 | \$10,455 | 99.6% |
| Other | \$25 | \$0 | 0.0% |
| Subtotal | \$13,025 | \$12,725 | 97.7% |
| CAPITAL OUTLAY | | | |
| Office Equipment | \$100 | | 0.0% |
| Hardware | \$11,000 | \$10,085 | 91.7% |
| Software | \$800 | \$744 | 93.0% |
| Subtotal | \$11,900 | \$10,829 | 91.0% |
| MHEC Dues | \$95,000 | \$95,000 | 100.0% |
| TOTAL EXPENDITURES | | | |
| | \$1,250,302 | \$1,227,600 | 98.2% |
| GENERAL FUND | | | |
| General Fund | \$1,232,430 | \$1,232,430 | |
| Federal | \$1,990 | \$1,990 | |
| Cash Fund | \$15,882 | \$15,882 | |
| TOTAL APPROPRIATION | | | |
| | \$1,250,302 | \$1,250,302 | |
| Remaining Balance | \$0 | \$22,702 | 1.8% |

Request for Proposals

Improving Teacher Quality:
State Grants Program

(Federal Public Law 107-110)

2013-2014 Guidelines



Coordinating Commission for Postsecondary Education

REQUEST FOR PROPOSALS

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APPENDICES

1. Excerpts from Federal Statutes Governing Higher Education Partnership Grants
2. LEAs Meeting Federal Definition of High Need
3. Proposal Cover Sheet
4. Budget Summary Forms
5. Statement of Assurances
6. Private School Participation Statement
7. Checklist

REQUEST FOR PROPOSALS – 2013-2014

IMPROVING TEACHER QUALITY STATE GRANTS

(authorized under the No Child Left Behind Act of 2001,
Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals)

I. INTRODUCTION

A. Purpose

The purpose of this program is to increase student academic achievement by helping to ensure that highly qualified teachers, paraprofessionals, and principals have access to sustained and intensive high quality professional development in core academic subjects. The program provides grants to partnerships comprised of Nebraska institutions of higher education and high-need local educational agencies for projects to improve the skills of teachers, paraprofessionals, and principals.

B. Amount of Funds

The Coordinating Commission expects to have approximately \$275,000 to award in grants during the 2013-2014 competition. Although no minimum or maximum has been set for each award, funding typically ranges from \$20,000 to \$80,000.

C. Eligible Applicants

All public and non-profit private institutions of higher education and high-need local educational agencies based in Nebraska may form a partnership and apply for grants. See section IV. for partnership requirements.

D. Calendar

| | |
|--------------------------------------|--|
| Deadline for Submission of Proposals | November 15, 2013 |
| Project Starting Date | February 3, 2014 or later |
| Project Ending Date | August 15, 2015 or earlier |
| Deadline for Final Project Report | 90 days after completion of project or August 15, 2015, whichever is earlier |

E. Project Duration

The duration of projects may be one to two years. Funds for activities beyond the term of the initial grant are not guaranteed.

II. ELIGIBLE PROJECTS

Federal statutes specify that the Commission may make grants to **eligible partnerships** for the following types of activities (see Appendix 1 for relevant portions of legislation, including definitions):

A. Professional Development activities related to **content knowledge** in core academic subjects, including the use of computer related technology. Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Activities can

1. Ensure that teachers and highly qualified paraprofessionals, and, if appropriate, principals, have subject matter knowledge in the academic subjects that teachers teach, or
2. Ensure that principals have the instructional leadership skills that will help the principal work effectively with teachers to help students master core academic subjects.

B. Professional Development activities related to **state academic content and student academic achievement standards and state assessments**. Activities can

1. Ensure that teachers, highly qualified paraprofessionals, and principals are able to use the standards and assessments to improve instructional practices and improve academic achievement, or
2. Intensively prepare an individual who will return to the school to provide instruction related to the professional development in B.1.

C. Professional Development activities related to **improving teaching and learning at low-performing schools** (see 2011-2012 state of the schools report – Federal accountability, AYP status <http://reportcard.education.ne.gov> for schools identified by the Nebraska Department of Education as low-performing). Providing assistance to local education agencies, and the teachers and staff of each agency, for sustained, high-quality professional development activities.

III. PRIORITIES FOR 2013-2014

The Commission invites eligible applicants to submit any proposals consistent with the purpose of this program and the federal statutes. However, the Commission is most interested in projects that address one of the following (order does not indicate priority):

A. Providing professional development for teachers teaching in K-12 academic shortage areas, especially those who do not currently hold an endorsement in the subject area in which they are teaching. The shortage areas for the 2013-2014 academic year are: world language-Spanish, sciences, math, language arts, and music. This priority also includes special education teachers who are required to teach content, but are not endorsed in the content area.

B. Projects that are new, creative, or innovative and, ideally, not previously or recently funded through this grant.

C. Improving teaching and learning at low-performing schools. (A low-performing school is not necessarily the same as a high-need LEA. Both would be required for this priority.)

IV. PROJECT REQUIREMENTS

The following requirements apply to all proposals. **Proposals that do not meet these requirements will be disqualified.**

A. Partnership Eligibility

Federal regulations for this program require that funds be awarded only to partnerships that consist of:

1. an institution of higher education and the division of the institution that prepares teachers and principals,
2. a school of arts and sciences, and
3. a high-need local educational agency (See Appendix 2 for the Title II. definition of high-need LEA and a list of Nebraska LEAs that meet this definition. **This list is revised annually.**)

In addition to the required three partners, partnerships may also include one or more of the following: other local educational agencies (including those that are not classified as high-need), elementary or secondary schools, educational service agencies, nonprofit educational organizations, other institutions of higher education, nonprofit cultural organizations, entities carrying out pre-kindergarten programs, teacher organizations, principal organizations, or businesses.

B. Partnership Documentation

1. The proposal will clearly identify in the narrative the role of each partner.
2. The budget will specify the total amount requested and the amount of funds that each partner will **use**. No single partner can use more than 50% of the total grant amount.
3. Each partner will sign the cover page of the proposal, thereby agreeing to its role as identified in the narrative.
4. The partnership will identify one of the partners to act as fiscal agent.
5. The fiscal agent will sign the Statement of Assurances representing all partners.

C. Coordination

An eligible partnership that receives a grant under the Teacher and Principal Training and Recruiting Fund and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities of the two grants.

D. Equitable Service for Private School Students and Teachers

Partners must provide the *opportunity* for private school teachers to participate in the professional development activity equivalent to the opportunity provided public school teachers involved in the activities. If a private school is not identified as one of the partners, the proposal will provide a statement indicating that any private school in the geographic area served by the LEA/s involved was consulted and invited to participate.

V. CRITERIA FOR THE EVALUATION OF THE PROPOSALS

The following criteria will be used in the evaluation of proposals.

A. Demonstrated Need—in addition to basic eligibility of high-need LEA (20 points)

- The proposal clearly describes the need(s) addressed by the project and explains why

those needs are important to the improvement of K-12 education in Nebraska.

- A brief description of the research base underpinning the project is provided.
- Consideration is given to the priorities listed in section III above.
- Special consideration is given to priority B. listed in section III above (8 of the 20 points for this section).

B. Plan of Action (20 points)

- The objectives are clearly defined.
- The project activities are clearly and fully described, including the role of each partner, and are related to the successful achievement of the objectives.
- The timetable for the project activities is reasonable and appropriate.
- The plan for recruitment and selection of participants is well developed.
- A plan is in place for state-wide dissemination of results of the project.

C. Applicant's Commitment and Capacity (5 points)

- The key personnel are well qualified to conduct the project. If any of the key personnel has been the project director for a professional development activity previously funded under this program or the Eisenhower Professional Development Program, proposals may include this information; past performance will be considered.
- The equipment, facilities, and other resources required by the project are available.
- The extent of financial support from the partners will also be considered.

D. Budget and Cost Effectiveness (20 points)

- The proposed expenditures are directly related to the objectives and activities of the project. While indirect costs can be included, the degree to which a partnership is willing to reduce the indirect costs charged to the grant will be considered.
- The proposed budget is cost effective as measured by cost per participant and/or the potential impact of the project on the improvement of instruction.
- The proposal includes a detailed explanation for each budget line.
- The proposal includes a break-down of the funds to be used by each partner.

E. Long-Term Impact (25 points)

- The project is of high quality and of sufficient duration and intensity to promote a lasting effect on the improvement of teacher performance and student learning.
- The project will have a long-term impact on other regions or projects in that it could be replicated by other organizations or to serve other populations.

- The project may be scalable, in that the size of the project could be changed to serve the needs of different groups.
- The proposal includes a plan to sustain the project in the future. This does not preclude partnerships from submitting proposals for continuation of previously funded projects. Rather, it encourages partnerships to find a mechanism for long-term support of the project from funding sources other than this grant.

F. Evaluation Plan (10 points)—an external evaluator is encouraged, but not required

- The proposed evaluation plan is related to the objectives.
- The plan is rigorous, comprehensive, and effective.
- The plan includes means to assess increases in teachers' content knowledge.

G. Other Considerations—other characteristics of proposals may be considered in making awards

Among them may be:

- The number of partnerships which receive awards;
- The geographic distribution of the partnerships;
- Other appropriate considerations.

VI. SUBMISSION AND REVIEW PROCEDURES

A. Submission

Applicants must submit the unbound original and eight unbound, three-hole punched copies of the proposal to:

Coordinating Commission for Postsecondary Education
 Attention: Dr. Kathleen Fimple
 140 N. 8th Street, Suite 300
 P.O. Box 95005
 Lincoln, NE 68509-5005

Proposals must be delivered to the Commission office no later than 5:00 p.m., November 15, 2013, or postmarked no later than November 15, 2013. Proposals that are below the minimum criteria, late, incomplete, or submitted by ineligible partnerships will be disqualified.

B. Review and Award Procedures

The Commission will convene an independent evaluation panel to review the proposals and rank them in order of merit. Panelists shall be free of any direct involvement in any proposal. The panel may include K-12 teachers or administrators, college or university faculty, staff of the Nebraska Department of Education, representatives of the private sector, and those conversant on work force demands and the needs of the employer community.

The recommendations of the panel may be contingent upon the acceptance by the project director of certain changes in the project or the budget. The recommendations of the panel, along with Commission staff comments or suggestions, will be submitted to the Commission for consideration at its first meeting in 2014.

Grant awards will be made by the Commission. All applicants will be notified in writing of the decisions of the Commission. Non-funded applicants may request information from the Commission staff regarding the concerns of the evaluation panel about the proposal.

VII. BUDGET GUIDELINES

Items to consider when preparing budgets include:

1. Partnerships are encouraged, but not required, to provide some matching funds to support the project. If administrative regulations prohibit a project director from assigning dollar figures to the match, the director may note the categories on the budget form where match is anticipated (using a footnote, "in-kind", or other indicator).
2. Funds may be requested for indirect costs, but partnerships are encouraged to limit the amount charged to the grant (see Section V. D.)
3. Funds are intended to support action projects and may not be used for faculty research.
4. If the project is dependent on funds from other sources, all other sources must be identified and the amount expected from each must be reported on the budget form. Evidence of the commitment of those funds must also be provided.
5. If grant funds are used to pay instructional costs, the institution of higher education may

not charge the participants for tuition.

6. Stipends for participants should fall within current, acceptable stipend ranges. Amounts should be based on required participant activity and not on other considerations such as time lost from summer employment, child care costs, or tuition for any college credit that may be offered.

7. Grant funds cannot be used to pay for food for attendees at a conference or meeting unless doing so is necessary to accomplish legitimate meeting or conference business.

VIII. FORMAT FOR THE PROPOSAL

All proposals must include the following:

1. Application cover sheet, signed by all partners. (see Appendix 3 for sample)
2. Abstract of approximately 250 words.
3. Narrative, with numbered pages, that does not exceed ten pages double spaced with one inch margins in font size of 11 or larger and that has clearly identified subsections corresponding to each of the evaluation criteria in Section V. A-G.
4. Budget and budget narrative. (see Appendix 4 for budget format)
5. Brief resumes of key personnel. Emphasize experience and skills directly relevant to the proposed project. (two pages per person maximum)
6. Statement of assurances from the fiscal agent. (see Appendix 5)
7. *If there are no private schools or teachers involved in the activity*, a statement that any private school/s in the same geographic area as that served by the partner LEA/s were consulted and invited to participate. (See Appendix 6 for a sample private school participation statement.)

APPENDIX 1

Federal Statutes Governing Higher Education Partnership Grants (selected excerpts)

Title II - Preparing, Training, and Recruiting High Quality Teachers and Principals

PART A - TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

SEC. 2101. PURPOSE.

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to:

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

SEC. 2102. DEFINITIONS.

In this part:

- (1) **ARTS AND SCIENCES**- The term “arts and sciences” means:
 - (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and
 - (B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit described in subparagraph (A).
- (2) **CHARTER SCHOOL**- The term “charter school” has the meaning given the term in section 5210.
- (3) **HIGH-NEED LOCAL EDUCATIONAL AGENCY**- The term “high-need local educational agency” means a local educational agency:
 - (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
 - (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and
 - (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
 - (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

(4) **HIGHLY QUALIFIED PARAPROFESSIONAL**- The term “highly qualified paraprofessional” means a paraprofessional who has not less than 2 years of:

(A) experience in a classroom; and

(B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

(5) **OUT-OF-FIELD TEACHER**- The term “out-of-field teacher” means a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.

(6) **PRINCIPAL**- The term “principal” includes an assistant principal.

Subpart 3: Subgrants to Eligible Partnerships

SEC. 2131. DEFINITIONS.

In this subpart:

(1) **ELIGIBLE PARTNERSHIP**- The term “eligible partnership” means an entity that

(A) shall include:

(i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;

(ii) a school of arts and sciences; and

(iii) a high-need local educational agency; and

(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

(2) **LOW-PERFORMING SCHOOL**- The term “low-performing school” means an elementary school or secondary school that is identified under section 1116.

SEC. 2132. SUBGRANTS.

(a) **IN GENERAL**- The State agency for higher education for a State that receives a grant under section 2111, working in conjunction with the State educational agency (if such agencies are separate), shall use the funds reserved under section 2113(a)(2) to make subgrants, on a competitive basis, to eligible partnerships to enable such partnerships to carry out the activities described in section 2134.

(b) **DISTRIBUTION**- The State agency for higher education shall ensure that:

(1) such subgrants are equitably distributed by geographic area within a State; or

(2) eligible partnerships in all geographic areas within the State are served through the subgrants.

(c) **SPECIAL RULE-** No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

SEC. 2133. APPLICATIONS.

To be eligible to receive a subgrant under this subpart, an eligible partnership shall submit an application to the State agency for higher education at such time, in such manner, and containing such information as the agency may require.

SEC. 2134. USE OF FUNDS.

(a) **IN GENERAL-** An eligible partnership that receives a subgrant under section 2132 shall use the subgrant funds for:

- (1) professional development activities in core academic subjects to ensure that:
 - (A) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and
 - (B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and
- (2) developing and providing assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that:
 - (A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;
 - (B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described in subparagraph (A) to other such individuals within such school; and
 - (C) may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

(b) **COORDINATION-** An eligible partnership that receives a subgrant to carry out this subpart and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section 203.

TITLE IX — GENERAL PROVISIONS

Part E — Uniform Provisions

SUBPART 1 — PRIVATE SCHOOLS

SEC. 9501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

(a) **PRIVATE SCHOOL PARTICIPATION-**

(1) **IN GENERAL-** Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

(2) **SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS-** Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

(3) **SPECIAL RULE-** Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

(4) **EXPENDITURES-** Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

(5) **PROVISION OF SERVICES-** An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

(b) **APPLICABILITY-**

(3) **APPLICATION-** (A) Except as provided in subparagraph (B), this subpart, including subsection (a)(4), applies to funds awarded to a local educational agency under part A of title II only to the extent that the local educational agency uses funds under that part to provide professional development to teachers and others.

(c) **CONSULTATION-**

(1) **IN GENERAL-** To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as —

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be assessed and how the results of the

assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and

(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

(3) **TIMING-** The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

(4) **DISCUSSION REQUIRED-** The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

APPENDIX 2

HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term high-need local educational agency means a local educational agency:

(A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or

(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

AND

(B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or

(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

The United States Department of Education requires states to use U.S. Bureau of the Census data to determine poverty for (A). For (B), the vast majority of Nebraska school districts have 100%, or very near 100%, of their teachers meeting the requirements for a qualified teacher as defined in No Child Left Behind.

The following districts are considered high-need LEAs for 2013-14.

| School District | County (District Office) |
|---------------------------------|---------------------------------|
| Alliance Public Schools | Box Butte |
| Anselmo-Merna Public Schools | Custer (Merna) |
| Ansley Public Schools | Custer |
| Banner County Public Schools | Banner (Harrisburg) |
| Bayard Public Schools | Morrill |
| Brady Public Schools | Lincoln |
| Crawford Public Schools | Dawes |
| Creighton Public Schools | Knox |
| Dundy County Public Schools | Dundy (Benkelman) |
| Ewing Public Schools | Holt |
| Franklin Public Schools | Franklin |
| Fullerton Public Schools | Nance |
| Garden County Schools | Garden (Oshkosh) |
| Gordon-Rushville Public Schools | Sheridan (Gordon) |
| Greeley-Wolbach Public Schools | Greely |
| Harvard Public Schools | Clay |
| Hastings Public Schools | Adams |
| Hay Springs Public Schools | Sheridan |
| Hayes Center Public Schools | Hayes |
| Hyannis Area Schools | Grant |
| Keya Paha County Schools | Keya Paha (Springview) |
| Loup City Public Schools | Sherman |
| Loup County Public Schools | Loup (Taylor) |
| McPherson County Schools | McPherson (Tryon) |
| Morrill Public Schools | Scotts Bluff |
| Nebraska Unified District I | Antelope (Orchard) |

| | |
|-----------------------------|----------------------------|
| Neligh-Oakdale Schools | Antelope (Neligh) |
| Niobrara Public Schools | Knox |
| Omaha Public Schools | Douglas |
| Pawnee City Public Schools | Pawnee |
| Plainview Public Schools | Pierce |
| Potter-Dix Public Schools | Cheyenne, Kimball (Potter) |
| Red Cloud Community Schools | Webster |
| Rock County Public Schools | Rock (Bassett) |
| Sandhills Public Schools | Blaine (Dunning) |
| Santee Community Schools | Knox |
| Scottsbluff Public Schools | Scotts Bluff |
| Sioux County Public Schools | Sioux (Harrison) |
| Southern Valley Schools | Furnas, Harlan (Oxford) |
| Spalding Public Schools | Greeley |
| Thedford Public Schools | Thomas |
| Umo N Ho N Nation | Thurston (Macy) |
| Wakefield Public Schools | Wayne |
| Walthill Public Schools | Thurston |
| Wausa Public Schools | Knox |
| Winnebago Public Schools | Thurston |

NOTE: many schools, especially those that are “county” or “consolidated” schools, serve several communities as well as a large number of rural areas

To obtain additional information on the individual districts, see the Nebraska Department of Education’s web site: <http://www.education.ne.gov> (State of the Schools Report).

APPENDIX 3

**IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM
PROPOSAL COVER SHEET**

PROJECT TITLE: _____

PRIMARY PROJECT DIRECTOR/COORDINATOR: _____

ADDRESS: _____

TELEPHONE: _____ EMAIL: _____

APPLICANTS:

1. Institution & Division that Prepares Teachers _____

Institutional Contact (name and phone/email) _____

2. Institution and School of Arts & Sciences _____

Institutional Contact (name & phone/email) _____

3. Local Educational Agency (LEA) _____

LEA Contact (name & phone/email) _____

BEGINNING DATE OF PROJECT: _____ ENDING DATE _____
month/day/year month/day/year

TOTAL AMOUNT REQUESTED \$ _____ FISCAL AGENT for the project: _____

Amount for Applicant 1. \$ _____

Amount for Applicant 2. \$ _____

Amount for Applicant 3. \$ _____

I hereby certify that the information contained in this proposal is correct to the best of my knowledge.

1. _____
Date Signature of Chief Executive Officer, Chief Operations Officer, or a designee of either

Typed/Printed Name and Organization

2. _____
Date Signature of Chief Executive Officer, Chief Operations Officer, or a designee of either

Typed/Printed Name and Organization

3. _____
Date Signature of Chief Executive Officer, Chief Operations Officer, or a designee of either

Typed/Printed Name and Organization

**APPENDIX 5
STATEMENT OF ASSURANCES**

IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM

The fiscal agent signs this document representing all partners.

**(authorized under the No Child Left Behind Act of 2001,
Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals)**

THE APPLICANT HEREBY ASSURES THE COORDINATING COMMISSION FOR
POSTSECONDARY EDUCATION:

- A. Administration of the activities and services for which this institution or educational agency seeks assistance under this grant will be by or under supervision of the applicant;
- B. The project will comply with all applicable Nebraska State laws;
- C. The applicant will keep project records, including receipts for expenditures, and afford access at any time the Coordinating Commission may find necessary to assure the correctness and verify the reports. Specific cost centers will be set up to record accumulated institutional support expenditures;
- D. I assure compliance to federal regulations governing the Improving Teacher Quality State Grant Program. This is specifically Public Law 107-110, the Department of Education General Administrative Regulations (EDGAR), 34CFR, Parts 74, 76, 77, 80, and 20 U.S.C.A. §§ 6601 et seq., 6671 et seq., and 6701 et seq.
- E. I assure compliance to OMB Circular A-133 requiring institutions of higher education and other non-profit institutions receiving at least \$300,000 in federal funds per year to have an audit made meeting the requirements of Circular A-133. If such audit is required, I agree to forward one copy of the audit package to the Executive Director of the Coordinating Commission for Postsecondary Education within 30 days of its availability for public inspection without any action on the part of the Coordinating Commission.
- F. I agree to comply with section 511 of the U.S. Department of Education Appropriations Act requiring grant recipients to acknowledge the amount and percentage of Federal and nongovernmental funding for projects when making any type of public announcement about awards.

date

Signature of Chief Executive Officer or Chief
Operating Officer or a designee of either

Typed/Printed Name of CEO or designee

Organization/Institution

APPENDIX 6 NONPUBLIC SCHOOL PARTICIPATION FORM

Public School District

Nonpublic School

| A Federal Program | B Nonpublic School Consulted | | C Nonpublic School Participating | | D Comments |
|---|---------------------------------------|----|---|----|-------------------|
| | Yes | No | Yes | No | |
| Title II, Part A— Improving Teacher Quality State Grant Program | | | | | |

CERTIFICATION SIGNATURES

| | | |
|---|-------|----------------------|
| This is to certify that a consultation occurred between a representative of _____ (<i>Public School District Name</i>) and _____ (<i>Nonpublic School District Name</i>). | | Date of Consultation |
| Typed Name of <i>Public</i> School Representative | Title | Telephone Number |
| Signature of <i>Public</i> School Representative | Email | Date Signed |
| Typed Name of <i>Nonpublic</i> School Representative | Title | Telephone Number |
| Signature of <i>Nonpublic</i> School Representative | Email | Date Signed |

Note: For a list of non-public schools, please consult the Nebraska Department of Education website, www.education.ne.gov/APAC/Approval.html

APPENDIX 7

CHECKLIST

1. **Unbound original and 8 unbound, 3-hole punched copies of Proposal** _____
2. **Signed and completed Cover Sheet** _____
3. **Project Abstract** _____
4. **Project Narrative with numbered pages** _____
5. **Completed Budget Summary Form** _____
6. **Budget Narrative** _____
7. **Resumes of key personnel** _____
8. **Signed Statement of Assurances** _____



Application to Modify a Recurrent Authorization to Operate (new programs and new campus)

| | |
|--|--|
| Institution: | Strayer University |
| Programs: | Business, Education, Criminal Justice, and Information Systems and Technology (see page 4 for a complete list) |
| Degrees: | Master of Science (MS) Master of Education (MEd) Master of Business Administration (MBA) Master of Health Services Administration Master of Public Administration (MPA) Master of Information Systems Executive Graduate Certificate in Business Administration Bachelor of Science (BS) Bachelor of Business Administration (BBA) Associate in Arts (AA) Diploma Undergraduate Certificate |
| Institution's Existing Degree(s) in Same or Similar Discipline: | All programs are offered on other Strayer University campuses |
| New Campus Location: | Omaha, specific location to be determined |
| Proposal Received by Commission: | February 8, 2013 |
| Proposed Start Date: | Fall 2014, or later |

Background

Founded in 1892 as Strayer's Business College of Baltimore City, Strayer University is a private, for-profit institution. It expanded to Washington, D.C. in 1904, changed its name to Strayer College, began offering bachelor of science degrees in 1970, and was nationally accredited from 1973 to 1981 at which time it achieved regional accreditation by the Middle States Commission on Higher Education. Strayer began offering master's degrees in 1987 and online courses in 1996. In 1998 the name was changed to Strayer University. Between 1981 and 2001 the institution opened 16 campuses in Virginia, Maryland, and the District of Columbia.

Today Strayer University has 100 campuses in 24 states, primarily in the east and southeast United States, as well as the District of Columbia. Headcount enrollment for all of the campuses totaled 46,130 for spring 2013, with roughly 70% undergraduates and 30% graduate students. The program offerings focus heavily on business and related fields such as information

technology and public administration. In addition, Strayer offers classes at numerous Verizon Wireless call centers. In 2009 the Commission approved Strayer University to offer associate, baccalaureate, and master’s degrees in business administration at the Verizon Wireless Call Center in Lincoln. This application is to offer the full range of programs offered at Strayer’s other campuses and to establish a new campus in the Omaha area.

REVIEW CRITERIA

A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations

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

Strayer University’s application included audited financial statements for 2010 and 2011. The Commission requested the 2012 financials when they became available in June 2013, delaying the Commission’s consideration of the application (received in February 2013). The university’s composite financial score in 2010, according to the U.S. Department of Education, was 2.9, falling within the Department’s acceptable ratings of 1.5 to 3.0. (The scale is based on financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution’s financial status.) The 2010 information is the most recent available to Commission staff, but the institution reports that their 2011 and 2012 scores were greater than 1.5, i.e., meeting the Department of Education’s minimum threshold for acceptable ratings.

The university meets the “90 percent rule” of the United States Department of Education. The rule requires that an institution’s revenue from Title IV (federal financial aid programs) cannot exceed 90% of its total revenue. For 2012, Strayer’s percentage was 74.0, putting it in compliance with the rule.

Strayer’s financial condition changed significantly from 2010 to 2012. The cash and cash equivalents dropped by 8.8% from 2010 to 2011 and by 17.2% from 2011 to 2012. Some of this decrease was due to a modification of the capital structure of the parent entity; the university still has a large cash fund on hand. During 2011 Strayer decreased its academic revenue by 1.5% while operating expenses increased 6.5%. In 2012 academic revenue decreased by 10.4% with operating expenses remaining stable. This resulted in a net income decrease of 36.5%. However, Strayer reports that it received the maximum score of 3.0 from the U.S. Department of Education on their net income ratio, a measure of an institution’s profitability and a component of the composite financial score.

In December 2011, the U.S. Department of Education approved Strayer’s continued participation in Title IV on a provisional basis because the university did not disburse some of its financial aid money in a timely manner. The provisional approval requires Strayer to receive approval from the Department before opening any new locations. Strayer has received approval for eight new locations since December 2011. At the time the Department made its determination, Strayer was using a third party to administer disbursements. The university subsequently moved its Title IV functions in-house.

Commission staff did not see any major problems with Strayer’s financial condition, especially given the U.S. economy in recent years, although the financial position may bear monitoring.

Costs:

| Program | Tuition | Fees | Other | Total |
|-------------------------|--------------------|-------------------------------|------------------------|--------|
| Undergraduate full-time | \$1,700 per course | \$65 per quarter (technology) | \$50 fee (application) | varies |
| Undergraduate part-time | \$1,775 per course | | | varies |
| Master's | \$2,325 per course | | | varies |
| Executive MBA | \$2,580 per course | | | varies |

For a general comparison, the following rate estimates per course are provided:

| Institution | Undergraduate | Graduate | Notes |
|---------------------|--------------------|---------------|-----------------------|
| MCC | \$252 | | Includes fees |
| UNO | \$590 | \$736 | Does NOT include fees |
| National American U | \$1,246 – \$1,557* | | Includes fees |
| Creighton | \$3,281 - \$4,102* | \$2,268 (MBA) | Does NOT include fees |

*Estimate range based on annual tuition divided by 8 and 10 (8 or 10 courses per year)

These estimates indicate that the tuition at Strayer University is consistent with other private institutions.

Strayer University filed with the Nebraska Secretary of State in 2009 when they originally applied to the Commission. The Secretary's web site indicates that Strayer is in good standing.

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 – Strayer University operates on the quarter system. The following table reflects the minimum required quarter credits for the proposed awards and the semester credit hour equivalent. All fall within the accepted parameters for postsecondary awards.

| Award | Quarter Credit Hours | Semester Equivalent |
|---------------------------------|----------------------|---------------------|
| Diploma | 54 | 36 |
| Associate Degree | 90 | 60 |
| Bachelor's Degree | 180 | 120 |
| Master's Degree | 54 | 36 |
| Certificate (Undergrad or Grad) | 27 | 18 |

The table on the following page provides a breakdown of the credit hour requirements for each proposed program and award.

- The **core** components are courses that students need in preparation for the more rigorous courses in the major. For the associate and bachelor's degrees, this category often includes introductory courses (e.g., intro to business, intro to criminal justice, accounting I), English composition, and algebra. The core courses vary more at the graduate level but often include requirements such as quantitative methods.

- The courses for the **major** at the baccalaureate level may be less in some disciplines if a concentration is also required. In some cases, especially at the graduate level, all the required courses for the program are listed under the core rather than the major.
- The **general education** curriculum emphasizes five core values: essential skills; cultural, social, and scientific literacy; information literacy; global perspective; and personal and ethical development. The courses typically include (but are not limited to) a social science, physical or biological science, research and writing, and, at the baccalaureate level, critical thinking and statistics.
- **Electives** are selected in consultation with the academic advisor.

Strayer University Program Requirements (quarter credit hours)

| Program | Degree | Core | Major | Concentration | Gen Ed | Elective | Total |
|-----------------------------|-----------------------|------|-------|---------------|--------|----------|-------|
| Criminal Justice | AA | 22.5 | 36.0 | | 22.5 | 9.0 | 90.0 |
| | BS | 27.0 | 27.0 | 27.0 | 54.0 | 45.0 | 180.0 |
| Public Administration | MPA | 13.5 | 40.5 | | | | 54.0 |
| Accounting | AA | 22.5 | 36.0 | | 22.5 | 9.0 | 90.0 |
| | BS | 22.5 | 63.0 | | 54.0 | 40.5 | 180.0 |
| | MS | 40.5 | | 13.5 | | | 54.0 |
| Acquisition & Contract Mgmt | Diploma | 54.0 | | | | | 54.0 |
| | AA | 22.5 | 36.0 | | 22.5 | 9.0 | 90.0 |
| Business Administration | Undergrad Certificate | | 27.0 | | | | 27.0 |
| | AA | 22.5 | 36.0 | | 22.5 | 9.0 | 90.0 |
| | BBA | 27.0 | 31.5 | 22.5 | 54.0 | 45.0 | 180.0 |
| | Executive Grad. Cert | | 27.0 | | | | 27.0 |
| | MBA | 40.5 | | 13.5 | | | 54.0 |
| | Executive MBA | 54.0 | | | | | 54.0 |
| Economics | AA | 22.5 | 36.0 | | 22.5 | 9.0 | 90.0 |
| | BS | 27.0 | 54.0 | | 54.0 | 45.0 | 180.0 |
| Marketing | AA | 22.5 | 36.0 | | 22.5 | 9.0 | 90.0 |
| Health Services Admin | Masters | 18.0 | 22.5 | 13.5 | | | 54.0 |
| Human Resource Mgmt | MS | 40.5 | | 13.5 | | | 54.0 |
| Management | MS | 40.5 | | 13.5 | | | 54.0 |
| Education | MEd | 40.5 | | 13.5 | | | 54.0 |
| Information Systems | AA | 22.5 | 36.0 | | 22.5 | 9.0 | 90.0 |
| | BS | 27.0 | 36.0 | 18 | 54.0 | 45.0 | 180.0 |
| | MS | 40.5 | | 13.5 | | | 54.0 |
| Information Technology | AA | 22.5 | 36.0 | | 22.5 | 9.0 | 90.0 |
| | BS | 27.0 | 45.0 | 13.5 | 54.0 | 40.5 | 180.0 |

The AA programs that have a corresponding BS degree are “laddered”, that is, the courses for the AA are all required for the BS program, allowing the student to step smoothly into the baccalaureate curriculum.

The state of Nebraska does not require licensure for any occupation directly associated with the proposed programs. Licensure is available for persons wishing to be a CPA, but is not required for accountants. Teachers must be licensed in Nebraska, generally requiring a baccalaureate degree in education, but the proposed degree in education is at the master’s level and the catalog clearly states that the degree “does not guarantee a student has met the requirements to apply for public school teacher or administrator licensure in any state.”

Enrollment –Strayer estimates an enrollment of about 90 students for the campus over the first year: 30 students first quarter, 50 students second quarter, 80 students third quarter, and 90 in the fourth quarter. This is based on recent enrollment trends in new campuses in metropolitan areas including Chicago and Minneapolis-St. Paul. These figures may be high given that Chicago and Minneapolis-St. Paul are considerably larger metropolitan areas than Omaha-Council Bluffs. Smaller numbers, however, should still support a viable campus.

There are several institutions in Omaha that offer most of the programs, either as a major or an option/concentration, proposed by Strayer. No single institution offers all of them. The exceptions are the associate of arts and diploma in acquisition and contract management, although Metropolitan Community College offers several options within its business programs that may be similar. The addition of the proposed programs to the offerings available in the Omaha metro area would add little in the way of programmatic choice for students, but could provide options in course delivery methods, course scheduling, location, and program details (e.g., specializations). The master’s programs in business might fill a potential void created when the University of Phoenix closes its campus in west Omaha.

Credit – One quarter credit hour is equivalent to 10 contact hours. The standard requirement for a 4.5 credit hour course is for students to spend 13.5 hours in weekly work.

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

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

Faculty – Strayer provided their “Faculty Credential Requirements”. The requirements include:

- Faculty members must have a terminal degree from a regionally accredited institution.
- Faculty teaching graduate level courses should also have a minimum of five years management work related experience in the discipline.
- Faculty for undergraduate level courses should also have a minimum of two years management work related experience in the discipline. Adjunct faculty for undergraduate courses may have a master’s degree in their field.
- All hiring officials are expected to ensure that faculty candidates demonstrate English language, writing, reasoning, and computer proficiency skills.

The specific faculty requirements for each program were also provided as well as the requirements for each course in the School of Arts and Sciences. In addition, sample resumes of nine full-time online faculty were included. Of the nine, three have a Ph.D., two have an Ed.D., one a DBA (doctor of business administration), one a JD, one a doctorate in human services, and one holds an MFA. All have extensive experience.

Strayer reports that they open a new campus with one full-time faculty member, who also serves as campus dean, and part-time faculty as needed. As the campus grows, additional full- and

part-time faculty are hired. University policy is to maintain a ratio of one full-time faculty member for every 80 full-time equivalent students. There are over 1,000 faculty teaching online courses that are available to students on the Strayer campuses as well as around the country.

Library – The application states that each of Strayer’s physical campuses has a Learning Resource Center (LRC) that is typically 1,200 square feet, houses between 1,000 and 2,000 print and electronic materials, provides office space for the LRC manager, seating for five to ten students, and an open computer lab. All students would have access to the entire Strayer University library, including approximately 110,000 books, 900 periodicals on subscription, and 1,900 audio-visuals. A “Library Snapshot” was provided, summarizing the types and number of resources available from the physical collection, online resources, and full text online resources (public domain).

Computer Services – Strayer reports that every campus offers numerous computer services including a variety of computer labs and an open lab for students during campus hours. All labs have high-speed Internet and an array of software. The computer labs are connected to online databases for research.

Support Services – Career services are available on campus and online for students and alumni. Services include connection with CareerBuilder, online career webinars, resume evaluation, and career advising. Each LRC has a designated career area with information on local employment. Strayer has also created its own career management service called Strayer CareerLink that is composed of an online job bank and web-based recruiting system.

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

Strayer University’s target location is Omaha. Since Strayer has not yet been approved, they have not obtained a facility. They currently have 100 campuses in the United States that are either owned by the university or under long-term lease. The campuses are typically 12,000 to 15,000 square feet and include the LRC, a student lounge, several lecture rooms (classrooms), computer labs, faculty and adjunct faculty offices, private consultation rooms, room for academic counseling and tutoring, work and storage space, and offices for the director, admissions representatives, and other support personnel. A sample floor plan was provided. Strayer states that when seeking a new location, they look for space that meets the following criteria:

- High quality building in a safe area
- Zoned for educational use
- Good visibility and easy access
- Sufficient parking
- Preferably first floor (all campuses are ADA compliant)
- 12,000 to 15,000 usable square feet, preferably contiguous
- Expansion space

E. 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 would transfer to any Strayer University campus. Since Strayer University is accredited by the Middle States Commission on Higher Education, students should be able to transfer credits in the same manner as they transfer credits earned at any other regionally accredited institution. As with any transfer, it is up to the receiving institution to determine transferability (this information is included on p. 38 of the catalog). The application states that all university officials are required to accurately represent the transferability of any courses, programs, and awards offered by Strayer University.

F. 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

Strayer University is accredited by the Middle States Commission on Higher Education and has been fully accredited since 1981. The accreditation was most recently reaffirmed on November 15, 2012.

The university's School of Business was recently granted initial accreditation by the Accreditation Council for Business Schools and Programs, a programmatic accrediting body recognized by the U.S. Department of Education. The M.Ed. teacher education program was granted accreditation in 2013 by the Teacher Education Accreditation Council, one of two teacher education accrediting bodies in the U.S. (Those two bodies are in the midst of a merger.)

The business accreditation is not required for business programs. In Nebraska, undergraduate education programs must be approved by the Nebraska Department of Education. National accreditation is encouraged but not required. This does not affect Strayer because they have applied to offer only a master of education. None of the other proposed programs are required to have accreditation and national/programmatic accreditation is not available for most of them.

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

The University catalog was provided and the application summarized the admissions requirements. Strayer is an open access institution, so the basic requirement for admission to an undergraduate program is a high school diploma. Admission to graduate programs requires a baccalaureate degree from an accredited institution. Some master's programs have additional requirements such as achieving an acceptable score on the Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT).

Strayer reports that they use multiple methods of recruiting. The application included samples of print ads, mailings, and letters. Links were provided to a program view book (<http://www.strayer.edu/ovb/index.html>) and a YouTube channel (<http://www.youtube.com/user/StrayerUniversity>).

Public Hearing

A public hearing was held on July 12, 2013, in Room 227 at the Nebraska State Office Building, in Omaha, Nebraska. The Commission was represented by Commissioner Lauritzen, who served as hearing officer, Commissioner Winkleblack, Kathleen Fimple, Jason Keese, and Misty Adamson-DaMoude.

Dr. Sondra Stallard, President Emerita and Director of Accreditation and Regulatory Affairs, was the primary spokesperson for Strayer University. Mr. Tracy Locklin, Senior Associate General Counsel for Strayer University, was also present and supplied information.

Dr. Stallard provided an overview of Strayer University.

- The university's mission is to make high quality, postsecondary education accessible to adults of diverse backgrounds and foster their intellectual growth and professional success. About 2/3 of the students are at least 31 years old and about 50% are minority.
- Strayer's core values are academic quality, student success, and educational access.
- The university is regionally accredited (reaffirmed last year), the business program is accredited, and the Master of Education was recently accredited by the Teacher Education Accreditation Council. Strayer is proud of its record of compliance with state regulatory requirements in all 25 states in which it operates.
- Strayer has over 250 partnerships with corporations, government agencies, and the military, including the U.S. Air Force, Starbucks, the U. S. Postal Service, FedEx, CenturyLink, and Wells Fargo. The university provides benefits, including reduced tuition, to partners' employees. There are several partners with employees in Omaha and Strayer looks forward to welcoming those students to campus. In addition to the Verizon Call Center in Lincoln, Verizon has over 700 employees in the Omaha area.
- The university offers adult students the option of taking all of their courses online or combining online with face-to-face instruction in evenings and on weekends for flexibility. There are four starts per year, numerous concentrations within high demand majors, and special programs for first time college students.
- Strayer's educational attributes mirror the priorities outlined in the Commission's *Comprehensive Plan*, including flexible scheduling to meet the needs of working adults; providing high quality, accessible higher education that is available at nearly any time or any place; and improving access to high demand fields for students, but particularly underserved minority groups and first-generation college students.
- The university recently announced a new Graduation Fund, whereby undergraduate students can earn credit for one free class for every three classes completed, to be redeemed for the final courses required to complete a bachelor's degree. Strayer also has a new financial literacy program for all entering students that goes beyond the financial counseling mandated by the U.S. Department of Education for student loan recipients. As a result, 20% of the students decreased the amount of money borrowed in loans.

In response to Commissioners' questions, the following information was provided by Dr. Stallard and Mr. Locklin.

- A CareerLink program helps students with job placement. The university also offers help with resume building, development of soft skills, and transition for military personnel. There is an alumni association and an annual alumni satisfaction survey. The survey is the only method to track placements, but many students (about 80%) are already employed while they are taking classes.
- Some students want to become entrepreneurs, while many others enter civil service.
- The most recent 3-year student loan default rate was 13.9% (compared to a national average of 13.4%). Prior to 2008, it was typically in the 2-3% range. The most recent two-year rate was 8.6% (compared to 9.1% for all institutions).
- The all-time high enrollment was approximately 56,000 students.

- The university's real estate department is looking for locations, which are almost always existing structures. Approval must first be obtained from the Commission, then from Middle States and the U.S. Department of Education. Strayer typically opens campuses in two or three new states each year. None have been opened in 2013. The ambition of the chairman of the board is for Strayer to become a national institution.
- Strayer is different from many institutions in the students it serves and the remediation and support services it provides.
- The number of students from corporate partners has increased to about 15%. New partners are added as campus are opened in new locations.
- The projected campus population is 90 students by the end of the first year. Strayer campuses typically reach maturity (200 students or more) in three to five years.
- Strayer would like to reach out to Metropolitan Community College. They typically articulate an entire degree, but if needed (as perhaps with an AAS degree) would map each course to a Strayer course for transfer.

A letter of support was received from Verizon Wireless (attached). The Commission also received two inquiries in response to its notification to interested parties. However, there were no other formal responses and no testimony in opposition or neutral testimony.

Committee Comment: Strayer University is a private, out-of-state institution, and therefore would not be using Nebraska state funds to offer these programs. The institution is regionally accredited and has an established track record.

Committee Recommendation: Approve the modification to the recurrent authorization to operate for Strayer University to include the certificates, associate, baccalaureate, and master's degrees in the program areas listed on page 4 on a campus in the Omaha metropolitan area, with the following conditions:

1. Strayer University submit its audited financial statements annually to the Coordinating Commission,
2. Strayer University provide to the Coordinating Commission any notice of adverse action or matters of concern from the regional accreditor, any programmatic accreditor, or the U.S. Department of Education, and
3. Prior to the university offering courses in Omaha:
 - a. An appropriate facility is secured and Commission staff visit the facility,
 - b. Qualified faculty are hired for the Omaha location and resumes are submitted to the Commission, and
 - c. Approval is received from the Middle States Commission on Higher Education and the U.S. Department of Education.

Reporting Requirements:

Strayer University has an annual reporting requirement in place. These programs would be included in the report that is due December 9, 2014 unless the campus has not opened by that date.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Kearney (UNK)

Program: Industrial Technology Applied Science

Award: Bachelor of Science (BS)

Institution's Existing Degree(s) in Same or Similar Discipline: Industrial Technology (BS);
Business Administration (BS)

Proposal Received by Commission: June 10, 2013

Proposed Start Date: Fall 2013

Description

The purpose of the proposed program is to provide an opportunity for students with an associate degree in certain technical fields to earn a four-year degree with an almost seamless transfer experience. UNK would accept in transfer up to 23 credit hours from approved associate of applied science degree programs. General education and elective courses could also transfer, for a total possible transfer for all courses of about 56 credit hours. The goal of the proposed program is to prepare students to serve in technical leadership and managerial positions.

The proposed degree would require 120 semester credit hours: 46 hours in general education courses, 62 hours in the major, and 12 hours of electives. Within the 62 hours for the major, up to 23 hours would be from transfer courses, 24 hours would be required from a "professional core", and 15-16 in a "technology core". The courses in the two core areas would be drawn from industrial technology, management, marketing, and safety education classes, some of which are available online. No new courses would be required.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

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

UNK states that the concept for this program grew out of a task force comprised of the UNK College of Business and Technology and Central Community College. The purpose was to enhance seamless transfer for community college graduates.

UNK cites data from the Nebraska Department of Labor revealing a 2.2% increase in manufacturing jobs in the state in just one year. Within the construction and manufacturing categories, the Department estimates an increase of 3,545 jobs by 2020. Although management positions aren't specified, an increase in the technical jobs should result in an increased need for leaders and managers.

B. Demand for the Program

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

UNK reports that during the design of the program, all Nebraska community colleges were contacted for feedback regarding potential enrollments. In addition, UNK determined the number of successful community college transfer students into the Industrial Technology Department over many years. UNK calls the projected enrollment of eight students “conservative”. The projected budget utilizes this number for tuition calculations.

Two Central Community College degree programs have already been accepted into the proposed program: Advanced Manufacturing Design Technology AAS and Drafting and Design Technology AAS. Other technical programs from CCC that have the potential for transfer into the proposed program include Heating Air Conditioning and Refrigeration; Welding; Electronics Computers and Networking Technology; and Construction Electrician. Other community colleges could also apply for their technical programs to participate.

A need exists for improved transfer. This program should enhance the process and draw a sufficient number of students for a viable program. In addition, students will be in class with students who are studying in related fields, providing a critical mass for academic work.

C. Avoidance of Unnecessary Duplication

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

There are no undergraduate programs of this type in the University of Nebraska system. Chadron State College offers a bachelor of applied science that is a specialized baccalaureate degree restricted to individuals who transfer to CSC with a completed Associate of Science, Associate of Applied Science, or Associate of Occupational Science degree from an accredited community or technical college. The scope of the CSC program is broader than the one proposed by UNK, but the intent—to facilitate transfer and provide an opportunity for education in leadership/management—is the same.

D. Resources: Faculty/Staff

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

Since all the courses are already offered, no new faculty or staff would be needed. There are currently two secretarial positions, one internship director, and 13 faculty in the department. Should the program grow dramatically, UNK states that additional faculty might be required. The chair of the Industrial Technology Department would serve as program coordinator and interact with the community colleges as they propose associate degree programs to be included in the transfer arrangement.

E. Resources: Physical Facilities/Equipment

Since all the required courses are in place, UNK states that no new facilities or equipment would be needed.

F. Resources: Library/Information Access

UNK states that no new information resources will be needed since all the required courses are in place.

G. Budget

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

| PROJECTED COSTS | | ANTICIPATED REVENUES | |
|-------------------|---|----------------------|-----------|
| Faculty and Staff | | Reallocated Funds | |
| General Operating | | New State Funds | |
| Equipment | | New Local Funds | |
| Facilities | | Tuition and Fees | \$418,800 |
| Five-Year TOTAL | 0 | Five-Year TOTAL | \$418,800 |

Committee Comment: Since all courses are in place, there would be little additional cost in offering this program which should be a benefit to many community college students.

Committee Recommendation: Approve

First Regular Program Review Date: Due June 30, 2016



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln

Program: Space Law

Award: J.S.D. (Juridical Sciences Doctor)

Institution's Existing Degree(s) in Same or Similar Discipline:

Master of Laws in Space, Cyber and Telecommunications Law (LL.M.); Master of Legal Studies in Space, Cyber and Telecommunications Law (MLS); Juris Doctor (JD) with concentration in Space, Cyber and Telecommunications Law

Proposal Received by Commission: June 10, 2013

Proposed Start Date: Upon CCPE Approval

Background

A Juridical Sciences Doctor is a research doctorate in law, similar to the Ph.D. It is aimed primarily at educating professors, legal scientists, and other scholars of law. It is offered most commonly in the United States, where it originated, and Canada, but is available elsewhere. It is also called a Doctor of Juridical Science and Doctor of the Science of Law and sometimes abbreviated S.J.D.

The Master of Laws degree, or LL.M., is an internationally recognized postgraduate law degree often pursued to gain expertise in a specialized field of law. In 2007, the Commission approved the Master of Laws with a focus in Space and Telecommunications Law (LL.M.) at UNL. In 2011 the name was changed to Space, Cyber and Telecommunications Law.

The UNL College of Law is accredited by the American Bar Association (ABA). The ABA only accredits institutions offering J.D. programs. Other programs are reviewed by the ABA solely to determine whether the offering would have an adverse impact on the law school's ability to maintain its accreditation for the J.D. program. Therefore, if the proposed program is approved, UNL would need to notify the ABA for its review. Previously, the LL.M. in Space, Cyber and Telecommunications Law was reviewed by the ABA.

Description

The proposed JSD program would focus on legal and policy issues related to outer space as well as global social, economic, security, and environmental issues. Students would be required to submit a detailed research proposal with their application for admission. A principal supervisor (faculty member) would guide their work throughout the program. A written work-in-progress report would be required twice each year. To be admitted to the program, a student would have to have completed a graduate study of law and would typically have a JD, LL.M., or PHD in a related subject.

The proposed degree would prepare students for a career at an academic institution, as experts in space law in public service (governments and intergovernmental organizations), or with

private industry internationally or in the United States. The program could be completed in two to three years. There are no required courses, although students with limited background in space law may be required to take relevant classes.

Consistent with Institutional Role and Mission? √ YES _____ NO

Consistent with Statewide Comprehensive Plan? √ YES _____ NO

REVIEW CRITERIA

A. Need for the Program

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

UNL states that space law is a relatively new but burgeoning field. It addresses the need to maintain and further develop an appropriate legal and policy framework to ensure the beneficial usage of space and space applications, balancing various public and private/commercial interests. The issues that might be addressed include the rights of telecommunication satellites to orbital slots; the interference-free usage of radio frequencies; the liabilities space operators face when using satellites for disaster management; and the use of force if satellites were targeted by inimical powers. This research requires in-depth, high-level, specialized academic research.

UNL also cites the “keen interest” of STRATCOM in Bellevue in developing the LLM program as evidence of need for this expertise in Nebraska.

This section is painted in broad strokes with little hard evidence of need. Intuitively the need should exist, especially given the lack of programs of this type (see Section C.)

B. Demand for the Program

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

UNL reports that over the last several years a “handful” of candidates has inquired about a space law JSD or similar program. One person is ready to commence study if the JSD existed now. Using information from comparable programs, UNL estimates that, due to the specialized nature of the program, only one student would be admitted to the program every year or two. Maximum capacity would be two to three students per year. (The budget projects tuition based on two students per year.) UNL expects that the program would attract students who would not have been attracted by other UNL post-graduate programs or other post-graduate programs worldwide.

Commission staff consulted IPEDS for the number of graduates in the LLM program. IPEDS titles often do not match the institution’s program names, but it appears that the LLM graduated 14 students between 2009 and 2011. While these graduates would not necessarily be potential candidates for the JSD, the figures serve as an indicator of the amount of interest in space law. This program is highly specialized and is not designed to enroll large numbers of students. It is intended to fill a void in program offerings in the United States.

C. Avoidance of Unnecessary Duplication

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

UNL states that the proposed JSD in Space Law would be the only one in the United States and one of only a few in the world. According to UNL, of the institutions that focus on space law, such McGill Institute of

Air and Space in Montreal, the Cologne Institute of Air and Space, and the International Institute of Air and Space Law at Leiden, the emphasis is placed on air law rather than space law.

D. Resources: Faculty/Staff

| | | | | | |
|---|--|---|---|--|--|
| High-----Low | | | | | |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">√</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | √ | | |
| | | √ | | | |

With the LLM in space, cyber, and telecommunications law in place, UNL has faculty members to serve as principal supervisors. The proposal identified the three people teaching in the LLM program, one of whom is considered the space law expert. No new faculty would be needed, but the budget shows \$10,000 per year for the faculty member directing the JSD students who would do so on an overload basis. UNL also notes that other faculty, where appropriate, may become involved in the program, such as environmental law specialists. Faculty from outside the College of Law might also cooperate with the program, especially in the fields of engineering, political science, and economics.

E. Resources: Physical Facilities/Equipment

The proposal states that no new facilities would be needed.

F. Resources: Library/Information Access

UNL reports that students would have access to the UNL College of Law library and related technological facilities already in place for the JD, LLM, and MLS programs. There is, however, \$2,000 allocated per year in the budget for library/information resources.

G. Budget

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

| PROJECTED COSTS | | ANTICIPATED REVENUES | |
|------------------------|-----------------|------------------------|------------------|
| Faculty and Staff | \$50,000 | Reallocated Funds | |
| General Operating | \$15,000 | New State Funds | |
| Library | \$10,000 | New Local Funds | |
| Facilities | | Tuition and Fees | \$150,000 |
| Equipment | | Other: grants | |
| Five-Year TOTAL | \$75,000 | Five-Year TOTAL | \$150,000 |

Committee Comment:

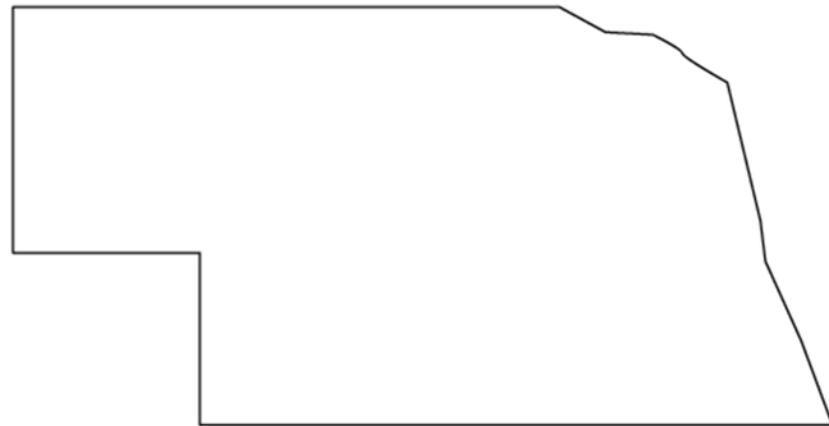
The study of space law is relatively new, making comparison with other programs or institutions very difficult. UNL acknowledges that this program is designed to serve a small number of students but also to fill a niche in U.S. higher education. With the existing LLM in space, cyber, and telecommunications law providing resources to support the program, there would be little cost in implementing the JSD.

Committee Recommendation: Approve

First Program Review Date: Due June 30, 2019

July
2013

A Report by the
Coordinating Commission
for Postsecondary
Education



***Delivering Courses Beyond
Campus Walls***

**Off-campus and Distance Education
at Nebraska Public Institutions
2011-2012**

**Delivering Courses Beyond Campus Walls
Off-campus and Distance Education at Nebraska Public Institutions
2011-2012**

| | | |
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Delivering Courses Beyond Campus Walls

Highlights of the Report

2011-2012

What is distance delivery?

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

Which Nebraska public institutions offer courses at distance?

- All six community colleges, the three state colleges, and the University of Nebraska campuses offer courses at distance (Table I). Institutions were instructed to report all courses offered at a location other than a main campus or a branch campus.
- Overall, the number of courses offered at distance increased by 14.85% from 2009-10 to 2011-12. The university and community colleges increased the number of courses offered from 2009-10 to 2010-11, while the state colleges reported a small decline. From 2010-11 to 2011-12 both the state colleges and community colleges recorded a decline.
 - Between 2010-11 and 2011-12, the university increased their offerings by 17%. While the number of courses at NCTA was down slightly, the other four institutions increased the number of courses.
 - The state college offerings declined by 14% overall, with the largest decrease at CSC (almost 21%).

- The number of distance courses at the community colleges decreased by 7.5%. Four of the six colleges experienced increases; the declines were at SCC and CCC.
 - At CCC the number of asynchronous courses dropped from 1691 in 2010-11 to 878 in 2011-12. However, in 2009-10, the asynchronous courses numbered 614, suggesting that the 2010-11 data may be in error.
 - At NECC the number of traditional courses dropped from 455 to 144. Like CCC, the 2009-10 figure (134) was close to that of 2011-12, again suggesting a 2010-11 reporting error.
 - The number of courses offered by traditional delivery at MCC appears high because the college has three education centers that are not considered branch campuses but enroll large numbers of students (Sarpy, Applied Technology-Irvington, and Fremont with adjacent Washington County Technology).
 - WNCC does not report classes held in Sidney & Alliance under traditional delivery, but those two locations are reported as receive sites for synchronous courses.

What is the most popular method of delivery?

- When the Commission first collected this information in the early 1990s, traditional delivery was the primary method of reaching students who could not be present on campus. Synchronous delivery consisted of a few two-way interactive video courses and asynchronous delivery was mainly pre-recorded audio and video courses.
- Today asynchronous delivery is the most popular delivery mechanism in all three sectors, while synchronous is the least-used.
- The popularity of asynchronous courses is illustrated in Graph I. Asynchronous delivery surpassed synchronous delivery in 2000-01 and traditional delivery in 2004-05. The apparent minimal decline between 2010-11 and 2011-12 may be due to the possible spurious report from CCC in 2010-11 (see previous section). Had their 2010-11 figure been closer to previous years, the total 2010-11 would have been smaller and there would have been a slight increase in 2011-12.

- The number of traditional delivery courses declined steadily from 2005-06 to 2009-10, but increased in 2010-11 and dropped only slightly in 2011-12. Like the asynchronous courses at CCC, this may be attributable to the probable spurious report by NECC in 2010-11.
- Some of the increase in asynchronous delivery and decline in traditional delivery might be attributed to institutional enrollment policies. Traditionally-delivered courses often have a minimum enrollment of 8 or 10 students to ensure that the majority of instructional costs are covered by tuition. Likewise, receive sites for synchronously delivered courses may have a required threshold of 2 or 3 students. If these numbers aren't reached, the class or receive site is cancelled. Asynchronous courses may have a much lower threshold, or even no threshold, resulting in fewer cancellations and, therefore, a higher number of course offerings.
- The community colleges offered almost 500 courses synchronously in 2011-12. While synchronous delivery is the least used, this number is due, in part, to dual enrollment courses offered to high school students at their high school building. The ability of colleges to offer synchronous courses to K-12 schools was enhanced by the passage of LB1208 in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

What courses are offered at distance?

- Almost every type of course is offered at distance, including courses requiring hands-on activities such as biology, nursing, and mechanics. (Also see the section on degrees and awards available at distance on page 5.)
- At the community colleges, the largest single category of courses is “liberal arts and sciences”, including those for academic transfer programs, that are reported together in a single category.
- At the four year institutions, large numbers of courses were offered in business, education, health professions, and computer and information sciences.

How many students are served by distance technology?

- In 1998-99, the first year the Commission collected enrollment data, there were 7,512 students (duplicated headcount^{1*}) enrolled in courses offered either synchronously or asynchronously. Over three times that many were served at distance by traditional delivery (Graph II).
- By 2005-06 the numbers had shifted dramatically as the delivery methods shifted—a trend that continues in 2010-11. The number of students enrolled in asynchronous courses increased from just over 4,400 in 1998 to 136,300 (duplicated headcount*) in 2011-12.
- The total number of students served by some form of distance education was 193,189 (duplicated headcount*) in 2011-12 (Table II). The 2010-11 figure is a 5.6% increase over 2010-11 but is not indicative of the activity at every institution. Enrollment at UNMC, NCTA, WSC, and NECC declined, with the most significant being a 50% decrease at NECC.

Are degrees or other awards available entirely by distance technology?

- A variety of awards are available at distance, ranging from certificates at the community colleges to master's degrees at the university and state colleges and a PhD at UNL.
- In 2008-09 the number of awards approached 100. In 2011-12 there were 289 reported (Table III). A small number are available utilizing strictly traditional delivery. A greater number are delivered with a combination of distance and traditional delivery. By far, the largest number are delivered entirely by some type of distance delivery technology (189 in 2011-12).
- The awards are made in numerous disciplines. The following highlights apply only to awards available entirely at distance in 2011-12.
 - The majority of the awards reported at UNL and UNK are master's degrees and although the disciplines vary, many are in education. UNL and UNK each have seven teaching endorsements. UNL also offers an EdS, EdD, and a PhD in education, and 12 certificates. UNO's degrees consist of the BGS in seven fields,

* Duplicated headcount means that a student is counted every time that student takes a course.

an MS in criminal justice, and the master of public administration. UNK offers four baccalaureate degrees. UNL does not report any four-year degrees because not all the general education courses are available at distance, even though all the courses for the major are available.

- UNMC offers a BSN, three BS degrees in radiologic science technology, a BS in clinical laboratory science, a masters in clinical perfusion, a masters for physician assistant, and two certificates.
- All of the state colleges offer the master of organizational management at distance and CSC and WSC offer the MBA. PSC has baccalaureate degrees in business, criminal justice, and psychology. CSC offers five baccalaureate degrees in five different fields. WSC provides the Education Specialist entirely at distance.
- Of the four community colleges that reported the information in 2011-12, three offered their academic transfer program entirely at distance. All four also offered a certificate, diploma, and degree in at least one area of business. Three of the four offered some type of program related to allied health. For some this was limited to medical billing and insurance coding. SCC, however, offers its LPN program entirely at distance as well as awards in eight other allied health fields. Awards in information technology are also common.

Where are the distance courses offered?

- Most asynchronous courses are available anywhere a student has access to a computer, including his or her home, work place, or on campus. Because students enrolled in asynchronous courses could be anywhere in the world, the Commission does not ask the institutions to report this information.
- Synchronous and traditionally-delivered courses were once offered in the majority of Nebraska counties, but this number has declined as the popularity of asynchronous courses has increased.
- Most synchronous courses require a location capable of receiving a live transmission from the campus. Many high schools and public buildings have this capability. Some institutions utilize this capability to offer college courses to high school students, especially after the passage of LB1208.

How are high school students served?

- The courses counted in this report are frequently offered for both high school and college credit and are usually called “dual enrollment” courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses.
- Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and are not reflected in the high school data.
- In 2009-10 there were 1,602 college courses offered to 12,953 high school students. In 2011-12 the number of courses offered had increased by 17.5% and the number of students by almost 11% (Table IV).
- All sectors increased the number of students served over the three years reported, although the university sector declined from 2010-11 to 2011-12. There were also some declines at individual institutions. The university and state colleges increased the number of courses offered, while the community colleges reduced their course offerings slightly.
- The largest number of courses was reported by PSC (Graph III) and the largest number of students served was reported by UNO (Graph IV). The latter can be attributed to a partnership between UNO and the Omaha area high schools by which UNO accepts Advanced Placement courses taught in high schools for college credit.

TABLE I
Summary of Delivery Methods and Number of Courses
2009-2012

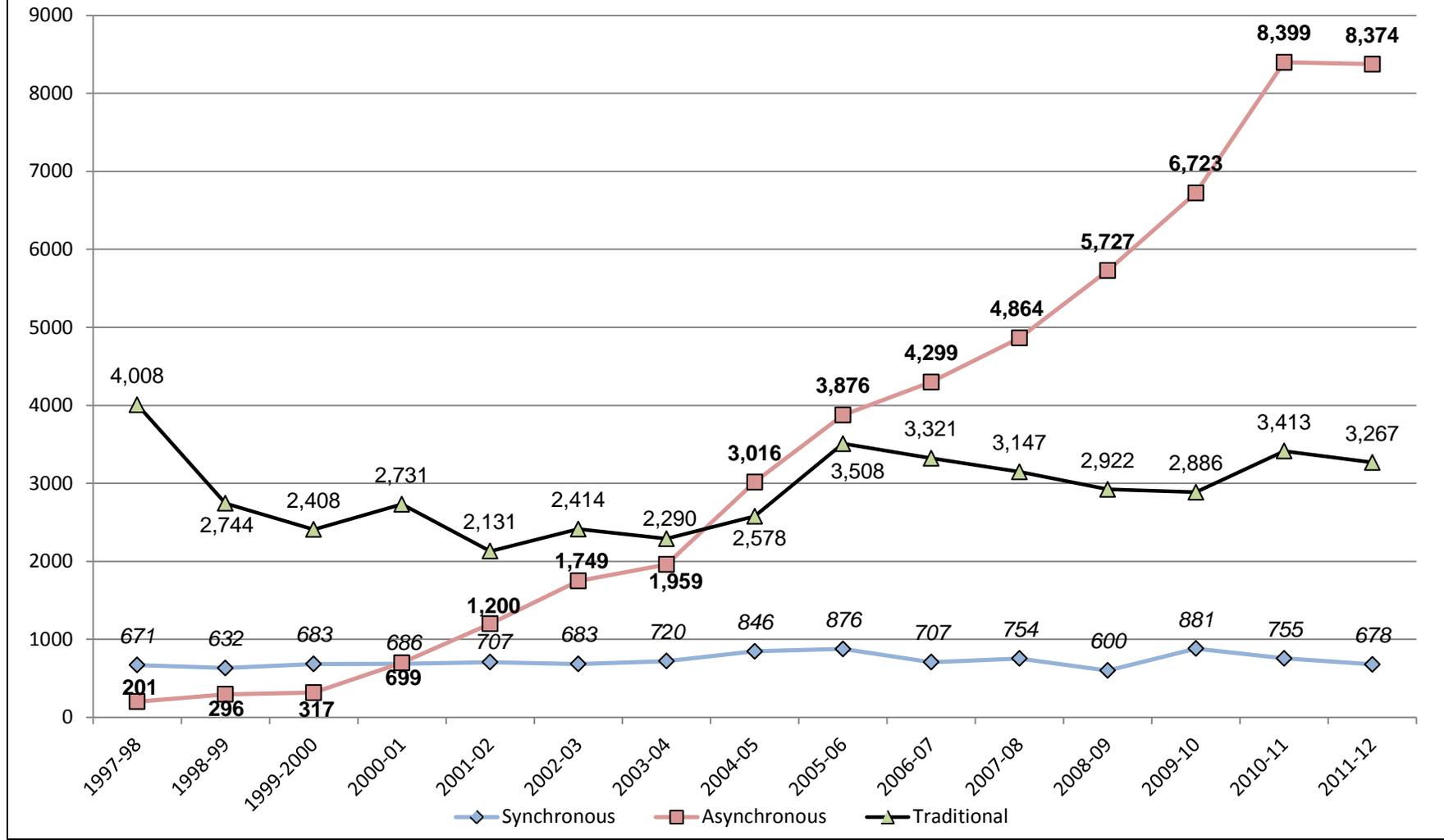
| Institution | 2009-10 | | | | 2010-11 | | | | 2011-12 | | | |
|-------------------------|---------|--------|-----------|-------|---------|--------|-----------|-------|---------|--------|-----------|-------|
| | Synch | Asynch | Tradition | Total | Synch | Asynch | Tradition | Total | Synch | Asynch | Tradition | Total |
| UNK | 14 | 467 | 11 | 492 | 16 | 559 | 2 | 577 | 7 | 676 | 3 | 686 |
| UNL | 0 | 626 | 5 | 631 | 0 | 609 | 7 | 616 | 0 | 829 | 22 | 851 |
| UNMC | 100 | 103 | 9 | 212 | 125 | 125 | 0 | 250 | 105 | 243 | 0 | 348 |
| UNO | 14 | 419 | 582 | 1015 | 13 | 527 | 581 | 1121 | 0 | 649 | 574 | 1223 |
| NCTA | 0 | 54 | 0 | 54 | 0 | 32 | 0 | 32 | 0 | 27 | 0 | 27 |
| University Total | 128 | 1669 | 607 | 2404 | 154 | 1852 | 590 | 2596 | 112 | 2424 | 599 | 3135 |
| CSC | 160 | 496 | 1 | 657 | 106 | 527 | 42 | 675 | 67 | 443 | 32 | 542 |
| PSC | 0 | 378 | 197 | 575 | 0 | 339 | 220 | 559 | 0 | 345 | 163 | 508 |
| WSC | 11 | 285 | 113 | 409 | 4 | 282 | 111 | 397 | 8 | 281 | 89 | 378 |
| State College Total | 171 | 1159 | 311 | 1641 | 110 | 1148 | 373 | 1631 | 75 | 1069 | 284 | 1428 |
| CCC | 274 | 614 | 110 | 998 | 171 | 1691 | 254 | 2116 | 149 | 878 | 399 | 1426 |
| MCC | 33 | 1519 | 1321 | 2873 | 13 | 1754 | 1386 | 3153 | 21 | 1898 | 1432 | 3351 |
| MPCC | 80 | 184 | 0 | 264 | 84 | 190 | 0 | 274 | 87 | 216 | 0 | 303 |
| NECC | 105 | 317 | 134 | 556 | 129 | 347 | 455 | 931 | 141 | 341 | 144 | 626 |
| SCC | 7 | 1088 | 144 | 1239 | 4 | 1249 | 111 | 1364 | 8 | 1395 | 131 | 1534 |
| WNCC | 83 | 173 | 259 | 515 | 90 | 168 | 244 | 502 | 85 | 153 | 278 | 516 |
| Community College Total | 582 | 3895 | 1968 | 6445 | 491 | 5399 | 2450 | 8340 | 491 | 4881 | 2384 | 7756 |
| Grand Total | 881 | 6723 | 2886 | 10490 | 755 | 8399 | 3413 | 12567 | 678 | 8374 | 3267 | 12319 |

MCC's Traditional total includes courses offered at Sarpy Center, Applied Technology Center, and Fremont Center

WNCC's Traditional total includes courses offered at Regional West Medical Center, Pine Ridge Job Corps, and Cabela's

GRAPH I

Distance Education Courses Offered by Nebraska Public Institutions 1997-2012



GRAPH II

**Distance Education Enrollments at Nebraska Public Institutions
(duplicated headcount)**

1998-2012

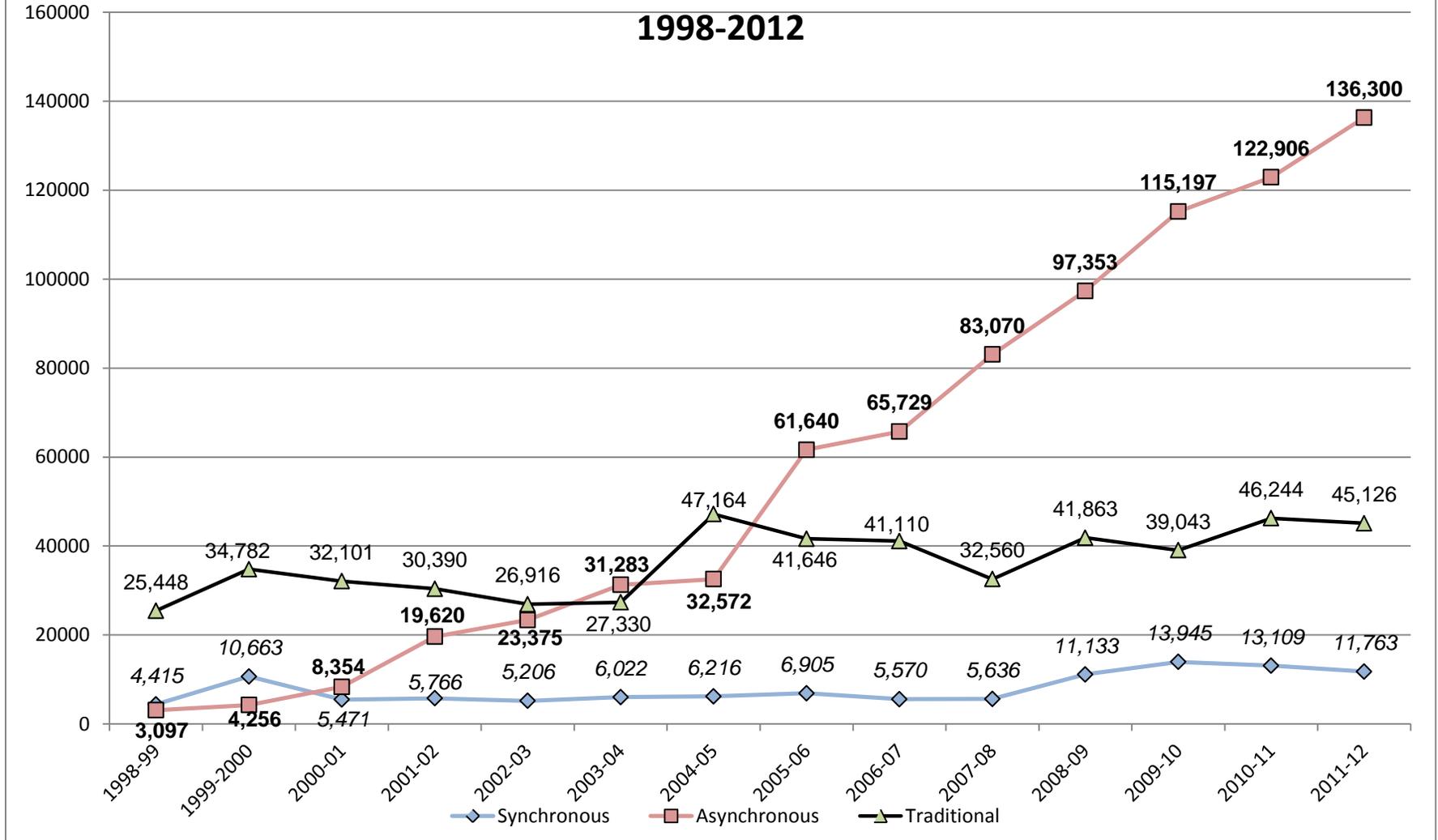


TABLE II
Estimate of the Number of Students Served by Nebraska Public Institutions by Distance Learning
(duplicated headcount)
2011-2012

| Institution/Sector | Synchronous | | Asynchronous | Sub-Total | Traditional | Grand Total |
|-------------------------|-------------|-----------|--------------|-----------|-------------|-------------|
| | Sending | Receiving | | | | |
| UNK | 143 | 26 | 10,875 | 11,044 | 17 | 11,061 |
| UNL | 0 | 0 | 12,229 | 12,229 | 463 | 12,692 |
| UNMC | 1,568 | 1,096 | 1,794 | 4,458 | 0 | 4,458 |
| UNO | 0 | 0 | 14,966 | 14,966 | 4,708 | 19,674 |
| NCTA | 0 | 0 | 211 | 211 | 0 | 211 |
| University Total | 1,711 | 1,122 | 40,075 | 42,908 | 5,188 | 48,096 |
| CSC | 0 | 431 | 9,487 | 9,918 | 385 | 10,303 |
| PSC | 0 | 0 | 7,784 | 7,784 | 1,879 | 9,663 |
| WSC | 66 | 33 | 3,772 | 3,871 | 1,243 | 5,114 |
| State College Total | 66 | 464 | 21,043 | 21,573 | 3,507 | 25,080 |
| CCC | 1,097 | 1,880 | 11,751 | 14,728 | 4,592 | 19,320 |
| MCC | 218 | 91 | 34,183 | 34,492 | 18,980 | 53,472 |
| MPCC | 925 | 702 | 3,219 | 4,846 | 0 | 4,846 |
| NECC | 1,028 | 860 | 4,743 | 6,631 | 1,153 | 7,784 |
| SCC | 22 | 110 | 18,776 | 18,908 | 1,619 | 20,527 |
| WNCC | 871 | 596 | 2,510 | 3,977 | 10,087 | 14,064 |
| Community College Total | 4,161 | 4,239 | 75,182 | 83,582 | 36,431 | 120,013 |
| Grand Totals | 5,938 | 5,825 | 136,300 | 148,063 | 45,126 | 193,189 |

*Some institutions do not report the number of students at sending sites.

TABLE III
Awards Available at Distance from Nebraska Public Institutions
2010-2012

| Institution | 2010-11 | | | 2011-12 | | |
|-------------------------|----------------------|-------------|---------------------------------------|----------------------|-------------|---------------------------------------|
| | Entirely by Distance | Traditional | Combination of Distance & Traditional | Entirely by Distance | Traditional | Combination of Distance & Traditional |
| UNK | 29 | 0 | 2 | 26 | 0 | 1 |
| UNL | 37 | 0 | 16 | 35 | 0 | 1 |
| UNMC | 1 | 0 | 1 | 9 | 0 | 1 |
| UNO | 7 | 0 | 14 | 10 | 0 | 14 |
| NCTA | 0 | 0 | 0 | 0 | 0 | 0 |
| University Total | 74 | 0 | 33 | 80 | 0 | 17 |
| CSC | 10 | 0 | 3 | 8 | 0 | 9 |
| PSC | 9 | 2 | 9 | 10 | 0 | 10 |
| WSC | 3 | 2 | 1 | 3 | 2 | 1 |
| State College Total | 22 | 4 | 13 | 21 | 2 | 20 |
| CCC | 37 | 0 | 0 | 32 | 0 | 32 |
| MCC | 20 | 0 | 0 | 27 | 0 | 0 |
| MPCC | NR | NR | NR | NR | NR | NR |
| NECC | 12 | 12 | 16 | 17 | 12 | 17 |
| SCC | 20 | 0 | 0 | 12 | 0 | 0 |
| WNCC | 19 | 0 | 0 | NR | NR | NR |
| Community College Total | 108 | 12 | 16 | 88 | 12 | 49 |
| Grand Total | 204 | 16 | 62 | 189 | 14 | 86 |

*NR – Not Reported

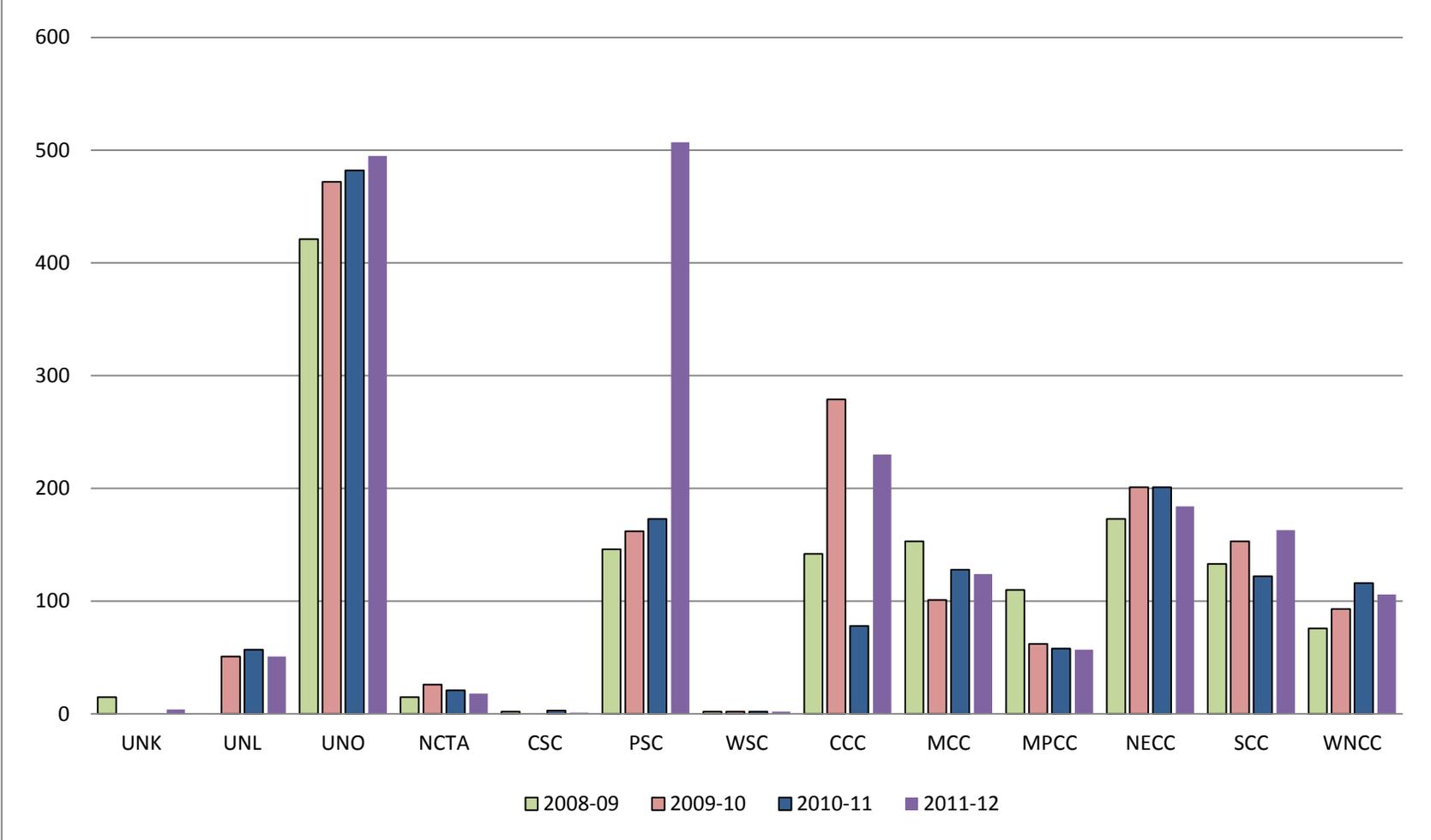
TABLE IV
Summary of College Courses Offered to High School Students in Nebraska by Public Institution
(duplicated headcount)
2009-2012

| Institution | 2009-10 | | 2010-11 | | 2011-12 | |
|-------------------------|-----------|------------|-----------|------------|-----------|------------|
| | # Courses | # Students | # Courses | # Students | # Courses | # Students |
| UNK | 0 | 0 | 0 | 0 | 4 | 105 |
| UNL | 51 | 213 | 57 | 214 | 51 | 203 |
| UNMC | 0 | 0 | 0 | 0 | 0 | 0 |
| UNO | 472 | 3210 | 482 | 4243 | 495 | 3885 |
| NCTA | 26 | 179 | 21 | 165 | 18 | 133 |
| University Total | 549 | 3602 | 560 | 4622 | 568 | 4326 |
| CSC | 0 | 0 | 3 | 19 | 1 | 9 |
| PSC | 162 | 1297 | 173 | 1504 | 507 | 1748 |
| WSC | 2 | 14 | 2 | 9 | 2 | 10 |
| State College Total | 164 | 1311 | 178 | 1532 | 510 | 1767 |
| CCC | 279 | 2211 | 78 | 849 | 230 | 1778 |
| MCC | 101 | 1106 | 128 | 1671 | 124 | 1741 |
| MPCC | 62 | 764 | 58 | 774 | 57 | 358 |
| NECC | 201 | 1294 | 201 | 1588 | 184 | 1652 |
| SCC | 153 | 1764 | 122 | 1412 | 163 | 2013 |
| WNCC | 93 | 901 | 116 | 995 | 106 | 880 |
| Community College Total | 889 | 8040 | 703 | 7289 | 864 | 8422 |
| Grand Total | 1602 | 12953 | 1441 | 13443 | 1942 | 14515 |

*None of the courses delivered synchronously – a common method of delivering courses to high schools – were marked by CCC as offered for high school students in 2010-11. Since the 2010-11 CCC figures are considerably smaller than those for the other two years, the high school offerings are most likely under-reported.

GRAPH III

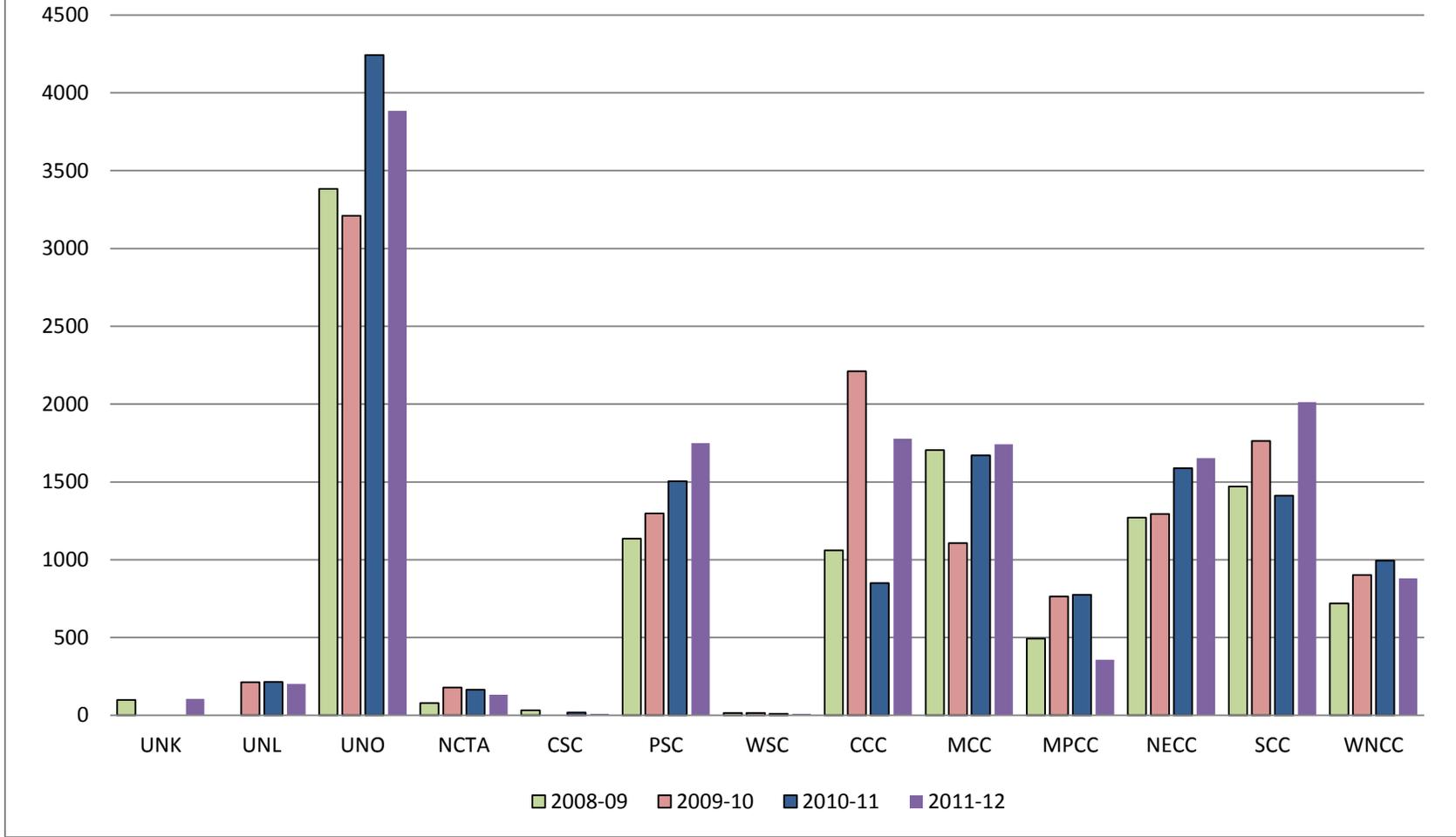
**College Courses Offered to High School Students by Institution
2008 - 2012**



*see footnote regarding CCC on previous page

GRAPH IV

High School Students Participating in College Courses by Public Institution 2008 - 2012



Information Items

- A. Program Deletions
 - 1. UNL – European Studies
 - 2. MPCC – Nebraska Law Enforcement
 - 3. MPCC – Welding and Machine Shop Technology

- B. Programs moved to Inactive Status
 - 1. NECC – Industrial Technician (diploma)
 - 2. NECC – Renewable Fuels (AS, AAS, diploma, certificate)

- C. Concentration/Emphasis Deletion
 - 1. MPCC – Diesel Technology, removed Railroad emphasis
 - 2. MPCC – Electrical Technology, removed Railroad emphasis

- D. Program Name Change
 - 1. MPCC – Business Technology to
Business Office Technology
 - 2. MPCC – Graphic Design to
Graphic Design/Visual Communications

- E. Program Degree Change
 - 1. UNL – BS in Hospitality, Restaurant and Tourism Management to
BA in Hospitality, Restaurant and Tourism Management

- F. Reasonable and Moderate Extensions
 - 1. MPCC – Business-Events Management (certificate)
 - 2. MPCC – Business-Sports Management (certificate)
 - 3. MPCC – Business-Non-Profit Management (certificate)
 - 4. MPCC – Welding Technology (AAS)
 - 5. WNCC – Law Enforcement (certificate)
 - 6. WNCC – Early Childhood Education (diploma)
 - 7. NECC – Early Childhood Education (AAS)

- G. Department Name Change
 - 1. UNK – Department of Health, Physical Education, Recreation and Leisure Studies to
Department of Kinesiology and Sports Sciences

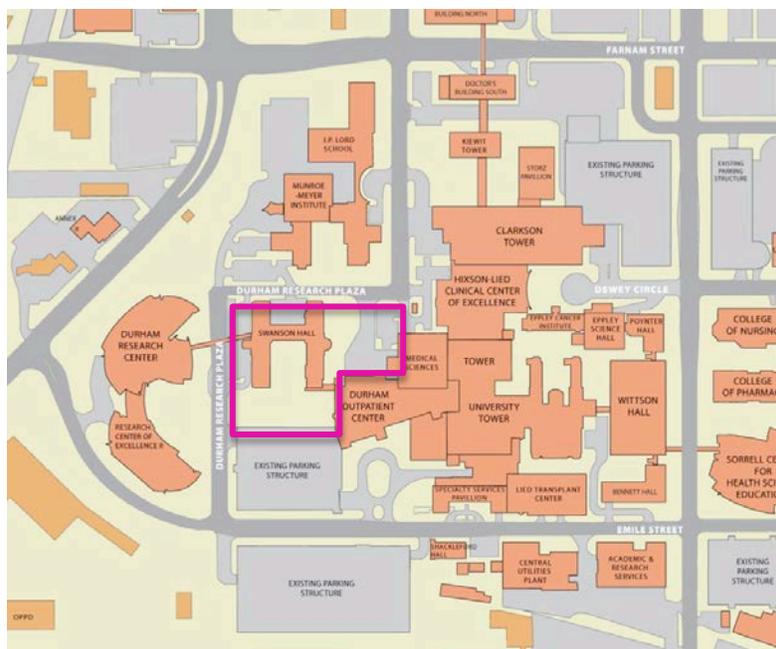
Institution/Campus: University of Nebraska Medical Center / Omaha
Project Name: Cancer Research Center
Date of Governing Board Approval: November 29, 2012
Date Complete Proposal Received: July 18, 2013
Date of Commission Evaluation: August 1, 2013

**University of Nebraska Medical Center – Omaha Campus
 Total Fall Semester Administrative Site Headcount Enrollment***

| Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|-----------|
| 2,289 | 2,338 | 2,464 | 2,525 | 2,737 |

*** Source: Board of Regents agendas as reported by the UNMC Office of Academic Records. Includes full and part-time undergraduate, graduate and professional students. Excludes College of Dentistry and undergraduate Nursing students primarily located on other campuses.**

Project Description: The University of Nebraska Medical Center is proposing to construct a Cancer Research Center on its main campus in Omaha. The Cancer Research Center would comprise a portion of a Comprehensive Cancer Complex that would combine cancer research and clinical cancer care by incorporating research labs, an outpatient cancer clinic, clinical trials and translational research space along with an inpatient cancer unit. The new complex would be constructed on the site of Swanson Hall (formerly Children’s Hospital) as shown below.



(UNMC-Omaha / Cancer Research Center evaluation continued)

Swanson Hall was originally constructed in 1948 as the five-story, 121,540 gross square feet (gsf) Children’s Memorial Hospital on land leased by the Nebraska College of Medicine. The lease was terminated and the building acquired by UNMC in 1978 and renovated in 1983 for use as research laboratory, clinical office and Swanson Center for Nutrition office space. Demolition of the building and 53 surface parking stalls was approved by the Board of Regents on January 25, 2013 and is scheduled to begin in August 2013.

The proposed Cancer Research Center would consist of a new ten-story, 252,000 gsf facility. The overall Comprehensive Cancer Complex would consist of an additional 445,000 gsf of cancer outpatient clinic, inpatient care and ambulatory clinic space. The Cancer Research Center would provide 98 research laboratory assignment modules, associated offices, research interaction space and laboratory support space, including comparative medicine space for lab animal holding and procedures. The Cancer Research Center would provide disease-specific cancer research to include: breast, brain, pancreatic, gastro-intestinal, prostate, lymphoma, leukemia, lung, head and neck, and women’s cancer, as well as cancer vaccines and cancer drug development. In addition to basic cancer research, proximity to the cancer clinical faculty and patients is intended to promote increased translational research collaborative opportunities.

The proposed Cancer Research Center portion of the overall project is estimated to cost \$110,000,000 (\$436.51/gsf). The source of funds to construct the facility would be \$50.0 million in state appropriations per LB 968, signed into law in 2012, and approximately \$60.0 million in private donations.

The university will not be requesting an increase in state appropriations for the estimated \$3.4 million/year facility operating and maintenance (O&M) cost (\$13.49/gsf/year) associated with a new Cancer Research Center. Existing facility O&M funding used for Swanson Hall and increased research grant facilities and administrative (F&A) cost funds would be available to support the increased facility O&M costs.

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

Yes

No

Comments: Page 4-3 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* outlines the following strategy regarding research:

- “Public institutions with major research roles, including the University of Nebraska-Lincoln and the University of Nebraska Medical Center, set goals and prioritize areas of research to become more prominent and nationally competitive for research funding and to meet the health and economic needs of the state.”

(UNMC-Omaha / Cancer Research Center evaluation continued)

- “High quality, state-of-the-art research facilities on the University of Nebraska-Lincoln and the University of Nebraska Medical Center will help the institutions to attract external research funding.”

The University of Nebraska Medical Center has an elite cancer center program with the goal to become a National Cancer Institute (NCI) – designated Comprehensive Cancer Center.

Page 7-25 of the *Plan* related to the University of Nebraska’s role and mission states: “The State of Nebraska relies on the University of Nebraska institutions as a source of research that advances knowledge and technology, serves the state's economic development goals, and enriches Nebraskans' quality of life.”

Page 7-34 of the *Plan* also outlines the following University of Nebraska Medical Center’s role and mission assignment related to research:

“Medical research is vital to the role and mission of the University of Nebraska Medical Center. Its research has brought it national recognition and has benefitted medical advancement. It has also provided a valuable health service to people of Nebraska and surrounding states.

UNMC maintains its excellence in research and in health-related services. It continues to prioritize research in emerging sciences in which UNMC has the potential to address Nebraska health-care needs and become nationally prominent in the field.”

This proposal would assist UNMC in attracting additional external cancer research funding.

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

Yes

No

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

(UNMC-Omaha / Cancer Research Center evaluation continued)

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

Yes

No

Comments: Not applicable to this proposal as the project does not directly involve new or existing academic program space.

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

High Low

Comments: The Board of Regents approved the UNMC *Facilities Development Plan 2006-2015* on September 8, 2006. Page 22 of the *Plan* states: “A Research Center of Excellence III is planned for construction following completion of the Research Center of Excellence II, and will be dedicated to cancer research.”

Page 24 of the *Plan* states: “UNMC Eppley Center for Cancer Research and Cancer Care, an NIH designated cancer center and the umbrella organization for the Eppley Institute for Research in Cancer, is currently pursuing qualification for NIH designation as a Comprehensive Cancer Center. This designation will require additional laboratories, to be provided by the Research Center of Excellence II, and additional office space for patient-oriented research with emphasis on biostatistics. Two facilities initiatives are planned to support the advancement of this goal and continued growth in cancer research:

- Research Center of Excellence III – Following completion of the Research Center of Excellence II, UNMC’s next major step in growing research capability will be to construct a laboratory building dedicated to cancer research, currently designated the Research Center of Excellence III.”

Page 46 of the *Plan* states: “A research expansion area is developed to provide sites for future research buildings. A Research Center of Excellence III dedicated to cancer research, is the next research building planned for the near-term.”

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

High Low

Comments: The primary purpose of this project would be to consolidate cancer research into a single Comprehensive Cancer Complex with cancer outpatient and inpatient facilities. The proposed project would demolish Swanson Hall, originally constructed in 1948 as the Children’s Memorial Hospital. Swanson Hall, last renovated in 1983, would need repair or replacement of its building systems and infrastructure in order to be useful as a competitive research facility.

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

High Low

Comments: Existing space in Swanson Hall was not originally designed as research laboratory space and does not meet current needs for flexible and modern research facilities.

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

High Low

Comments: The size of new office space conforms to University of Nebraska Space Guidelines. Other space needs were determined by benchmarking comparable spaces and using best architectural practices.

UNMC reported that 276 of 307 research laboratory assignment modules were assigned as of July 1, 2013, in seven campus buildings. Twenty of the 31 remaining research laboratory assignment modules were under renovation, leaving eleven research laboratory assignment modules available for immediate assignment as new principal investigators are recruited. This excludes 16 research laboratory assignment modules in Swanson

(UNMC-Omaha / Cancer Research Center evaluation continued)

Hall that are scheduled for demolition. Research laboratories in the College of Pharmacy are also excluded because of their specialized research involving chemical synthesis.

Over the past five years, UNMC reports that it has recruited an average of 6.8 principal investigators with an average research laboratory assignment of 9.4 modules per year. Based on the most recent five-year trend, UNMC would utilize all of its existing unassigned research laboratory assignment modules in three years. The 98 additional research laboratory assignment modules included in this proposed project would be fully utilized in ten years after completion if the past five-year recruitment trend were to continue.

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

High Low

Comments: Research laboratory modules and laboratory support spaces used for the proposed project will be nearly identical to those constructed in the Durham Research Centers. The planners for the Durham Research Centers extensively benchmarked the laboratory and comparative medicine planning parameters. The floor plans were then subjected to peer review. Other spaces will be planned using best architectural practices.

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

High Low

Comments: UNMC has stated that over the past four years, total research funding from external sources has increased by 39% from \$63.8 million annually to \$88.9 million. The Medical Center has plans to sustain or accelerate the rate of growth and has adopted as a major strategic objective increasing its research enterprise. UNMC has a goal of \$200 million in annual funded research. It is unclear what effect recent cuts in federal research grant awards from sequestration will have on meeting this goal.

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

High Low

Comments: This project would not directly create the need for additional construction involving state funds. Research grant awards would be used to provide any customization of individual research laboratories, including providing specialized equipment.

The university has stated that ongoing facility operating and maintenance (O&M) costs associated with this project would also not require an increase in state appropriations. Existing O&M funds available from demolition of Swanson Hall and Facilities & Administrative (F&A) cost funds from increased research grant activities would likely be used as a source of funding for ongoing facility O&M costs of a new facility.

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

High Low

Comments: Construction of new state-of-the-art cancer research space on the site of the existing Swanson Hall would appear to be the most reasonable solution for this proposal. The primary intent of this proposed project is to promote collaboration between cancer research and clinical cancer areas to support a holistic approach to cancer study and treatment. This would include supporting clinical trials and translational research in a single facility devoted solely to serving cancer patients. The proposed site for a new Comprehensive Cancer Complex bridges the core outpatient and inpatient clinical zone of the campus with the primary research campus zone.

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

High Low

Comments: No cost savings would be realized by this proposal. Construction of modern state-of-the-art research space would provide an asset for recruiting nationally and internationally prominent investigators in cancer research.

UNMC is actively engaged in obtaining the National Cancer Institute’s (NCI) top distinction as a “Comprehensive Cancer Center”. To achieve this designation, the Medical Center must continue to demonstrate excellence in multidisciplinary research and programs focused on laboratory, clinical and population sciences as well as demonstrated leadership in the development of next-generation cancer therapies. One of the primary goals of this proposal is to assist in achieving this NCI designation. The Eppley Cancer Institute is one of 67 designated “Cancer Centers” in the United States. Of these, the NCI presently designates 41 as “Comprehensive Cancer Centers”.

(UNMC-Omaha / Cancer Research Center evaluation continued)

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

High Low

*Comments: **Construction Costs*** - The university's estimate for construction of a cancer research tower is \$110,000,000 (\$436.51/gsf). Commission staff's estimate of the total project cost is \$105,590,700 (\$419.01/gsf) for construction of college laboratory space per *R.S. Means Square Foot Costs* modified to account for local conditions. The university's estimate is \$4,409,300 (4.2%) higher than Commission staff's estimate for the project. The primary difference between these estimates is in general construction costs.

Operating and Maintenance Costs - The university is estimating that facility operating and maintenance (O&M) costs for a new research facility would be \$3,400,000 per year (\$13.49/gsf/year). Commission staff agrees that this is a reasonable amount to operate and maintain a new medical research facility. A portion of these costs could be offset from existing funds used to operate and maintain Swanson Hall that would become available after demolition.

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

High Low

Comments: Page 6-8 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "In Nebraska, as in other states, funding for research space at public institutions has traditionally come from a variety of sources, including federal, state, and private sources. Opportunities to advance economic development, improve public health or safety, match external funds, renew existing space, or support key institutional missions are circumstances that institutions should consider in asking for (and the Legislature in determining) the provision of state funds for the construction and O&M of research space." The use of state appropriations in collaboration with private donations to construct a new research facility is

appropriate.

The university has stated that it will not request state appropriations for ongoing facility operating and maintenance (O&M) costs for the proposed new cancer research facility. The Medical Center would have Facilities & Administrative (F&A) cost funds¹ available to finance ongoing facility O&M costs. Existing funds that were used to operate and maintain Swanson Hall would also be available for facility O&M.

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

Yes

No

Comments: This project will not unnecessarily duplicate other research space on the UNMC campus.

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

High Low

Comments: One of the primary purposes of this project is to provide the opportunity to provide long-term research expansion at UNMC. Existing space is not presently available on campus to accommodate this long-term expansion. Completion of this project would provide an estimated ten years of research expansion for the Medical Center based on recent recruitment trends.

¹ The Medical Center retains a portion of each research grant award (ranging between 10 and 50 percent of each grant award) for F&A costs. F&A costs are a percentage of a research grant award intended to reimburse an institution for use of facilities, support services, and administrative overhead functions associated with a research grant. UNMC generated \$23.45 million in F&A cost funds in FY 2012.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove



Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska Medical Center’s proposal to construct a Cancer Research Center as outlined in the governing board approved program statement and subsequent information submitted for review.

Comments: The collaborative efforts of private donors, state tax payers and others to create a new Cancer Research Center as part of a Comprehensive Cancer Complex will provide many benefits to Nebraskans and those who utilize these new facilities. First and foremost would be the potential benefits to cancer patients. It is intended that each floor of the Cancer Research Center would be dedicated to research in specific diseases and adjacent to clinical facilities including clinical trial areas and clinical faculty offices. This would provide an environment that enables physicians and scientists to work collaboratively on the most difficult problems affecting patients. Building a single-site cancer research and clinical cancer care center would greatly enhance the Medical Center’s position to be added to the list of National Cancer Institute designated “Comprehensive Cancer Centers” that are considered the elite cancer centers in the United States.

2012-2013 Factual Look at Higher Education in Nebraska

**Nebraska's Coordinating Commission
for Postsecondary Education**

Section A: Enrollment

Fall Enrollment Data for 2002 through 2012

**Published August 2013
on the Commission website
www.ccpe.state.ne.us**

**Reporting information from the Integrated Postsecondary Education Data System (IPEDS)
Surveys of Nebraska Public Colleges and Universities,
Independent Colleges and Universities, and For-Profit/Career Schools**

**Ten-Year Trends based on the 2002-2003 through 2012-2013 Federal IPEDS Completion Surveys
of Nebraska Public Colleges and Universities,
Independent Colleges and Universities, and For-Profit/Career Schools**

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List of 53 Reporting Institutions

| | |
|---|--|
| University of Nebraska (5) | Independent Colleges & Universities (Continued) |
| Nebraska College of Technical Agriculture | Midland University (formerly Midland Lutheran College) |
| University of Nebraska at Kearney | Nebraska Christian College |
| University of Nebraska-Lincoln | Nebraska Indian Community College |
| University of Nebraska Medical Center | Nebraska Methodist College of Nursing & Allied Health |
| University of Nebraska at Omaha | Nebraska Wesleyan University |
| | Summit Christian College |
| Nebraska State College System (3) | Union College |
| Chadron State College | York College |
| Peru State College | |
| Wayne State College | Degree-Granting For-Profit/Career Schools (12) |
| | Alegent Health School of Radiologic Technology |
| Nebraska Community Colleges (6) | ITT Technical Institute-Omaha |
| Central Community College | Kaplan University-Lincoln Campus |
| Metropolitan Community College | Kaplan University-Omaha Campus |
| Mid-Plains Community College | Mary Lanning Memorial Hospital School of Radiologic Technology |
| Northeast Community College | Myotherapy Institute |
| Southeast Community College | National American University-Bellevue |
| Western Nebraska Community College | Omaha School of Massage and Healthcare of Herzing University |
| | The Creative Center |
| Independent Colleges & Universities (20) | Universal College of Healing Arts |
| Bellevue University | University of Phoenix-Omaha Campus |
| Bryan College of Health Sciences | Vatterott College-Spring Valley Campus |
| Clarkson College | |
| College of Saint Mary | Non-Degree-Granting For-Profit/Career Schools (7) |
| Concordia University | Capitol School of Hairstyling |
| Creighton University | College of Hair Design |
| Dana College (Closed fall 2010) | Fullen School of Hair Design |
| Doane College | Josephs College (formerly Josephs College of Beauty-Lincoln) |
| Doane College-Lincoln | La'James International College |
| Grace University | Regional West Medical Center School of Radiologic Technology |
| Hastings College | Xenon International School of Hair Design II Inc |
| Little Priest Tribal College | |

Table of Contents for Section A: Enrollment

Section A: Enrollment

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Section A Enrollment

Executive Summary of Data

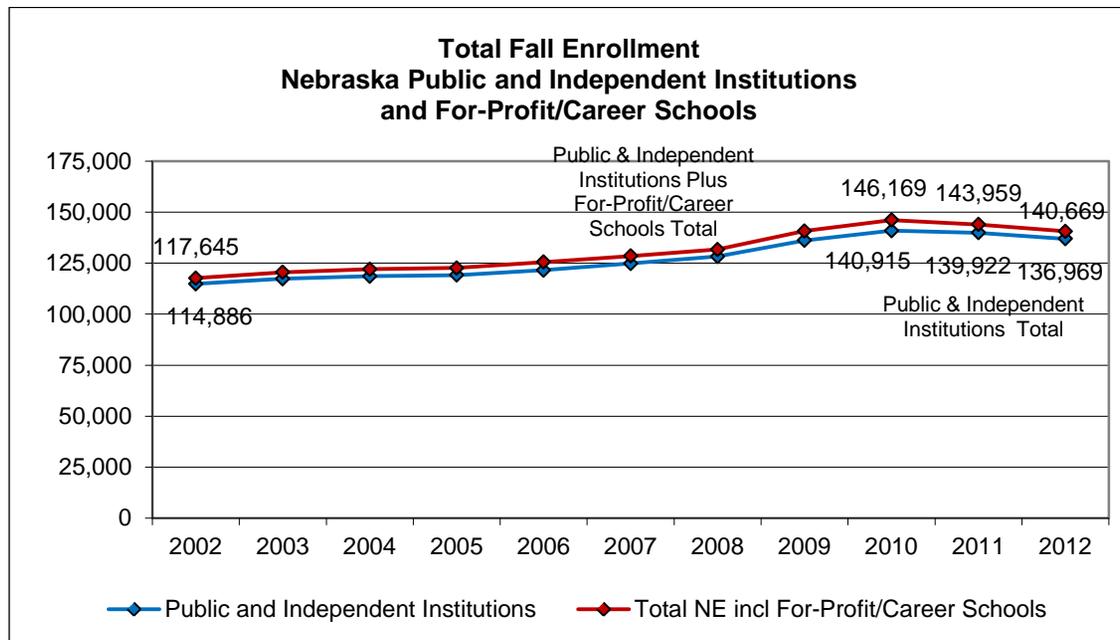
Section A of the *Factual Look at Higher Education in Nebraska* summarizes data from the federal Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities and for-profit/career schools. In this section, 10-year trends in fall enrollments are analyzed by (1) sector and full/part-time classification, (2) student level and full/part-time classification, (3) gender, (4) race/ethnicity, (5) race/ethnicity and gender, and (6) age. Fall enrollments are compared to 12-month enrollments in the next to the last sub-section of this report. Trends in first-time freshmen fall enrollments are presented in the last sub-section.

Executive Summary of Data

Enrollment Fall 2002 - Fall 2012

Total Fall Enrollment¹

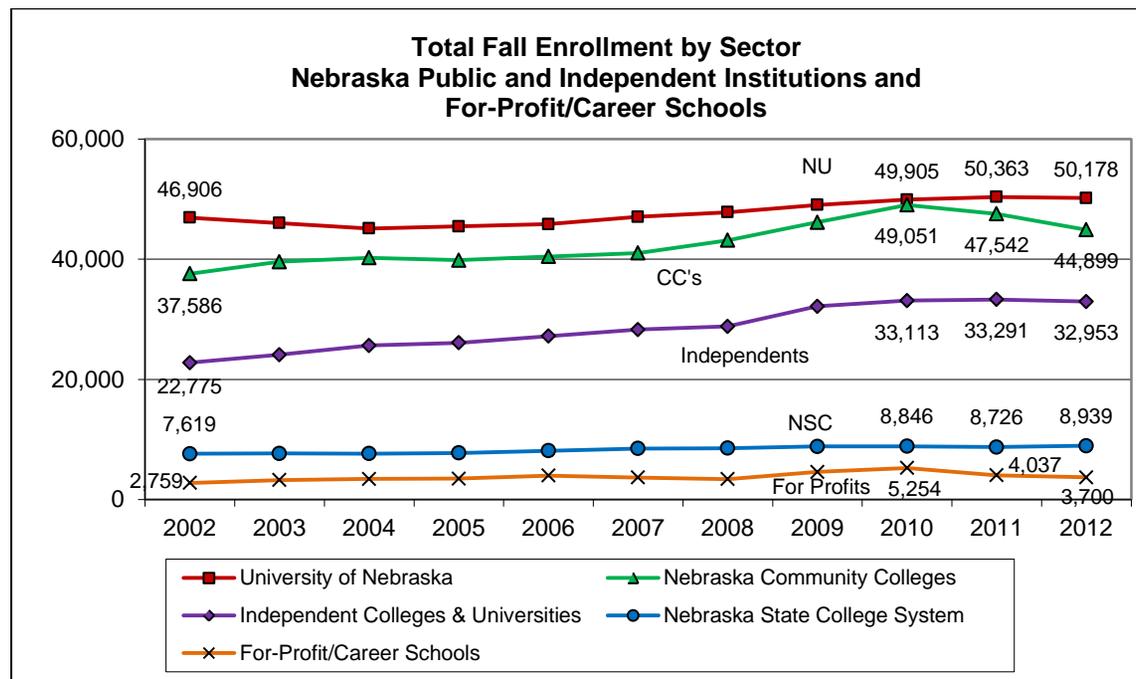
- Total fall enrollment at Nebraska’s public and independent colleges and universities steadily increased from 114,886 in fall 2002 to 140,915 in fall 2010, but enrollment decreased 2.8%, or 3,946 students, to 136,969 in fall 2012, resulting in a net 10-year increase of 19.2%.
- Including the for-profit/career schools, statewide fall enrollment increased from 117,645 in 2002 to 146,169 in fall 2010, and then decreased 3.8%, or 5,500 students, to 140,669 in fall 2012, resulting in a 19.6% net 10-year increase statewide.



¹Reported enrollments do not include students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor’s and master’s degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.

Total Fall Enrollment by Sector

- After decreasing between fall 2002 and fall 2004, enrollment at the University of Nebraska (■) increased steadily between fall 2004 and fall 2011, but decreased 0.4%, or 185 students, in fall 2012 resulting in a net 10-year increase of 7.0%, or 3,272 students.
- Total enrollment at Nebraska's community colleges (▲) increased 30.5%, or 11,465 students, between fall 2002 and fall 2010. However, fall enrollment decreased 8.5%, or 4,152 students, between 2010 and 2012, resulting in a 19.5% net 10-year increase. Full-time enrollment increased from 39.9% of total enrollment in fall 2002 to 41.6% of total enrollment in fall 2012, down from 43.5% in fall 2011.
- Independent colleges and universities (◆) steadily increased fall enrollments 44.7%, or 10,178 students, over the 10-year period between fall 2002 and fall 2012, even though total enrollment decreased 1.0% between fall 2011 and fall 2012. Between fall 2010 and fall 2012, 872 fewer undergraduates enrolled at independent institutions, but graduate enrollment increased by 712 students. Over the 10-year period from fall 2002 to fall 2012, graduate enrollment increased from 20% of total enrollment to 31% within the independent sector.



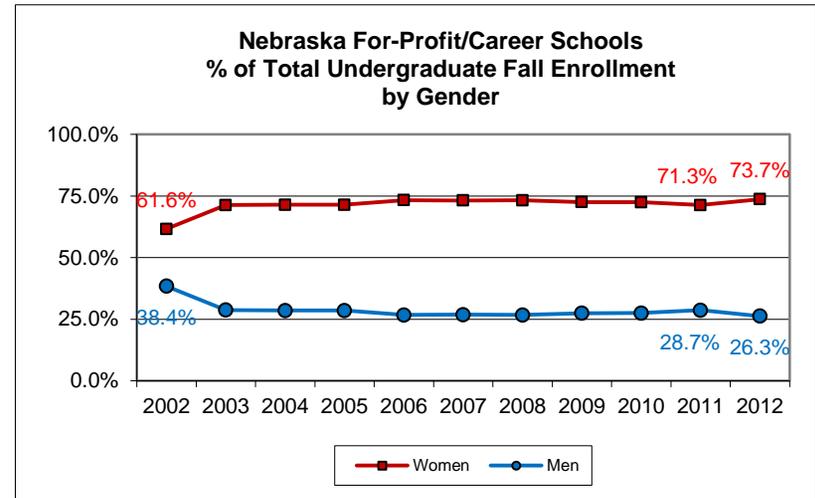
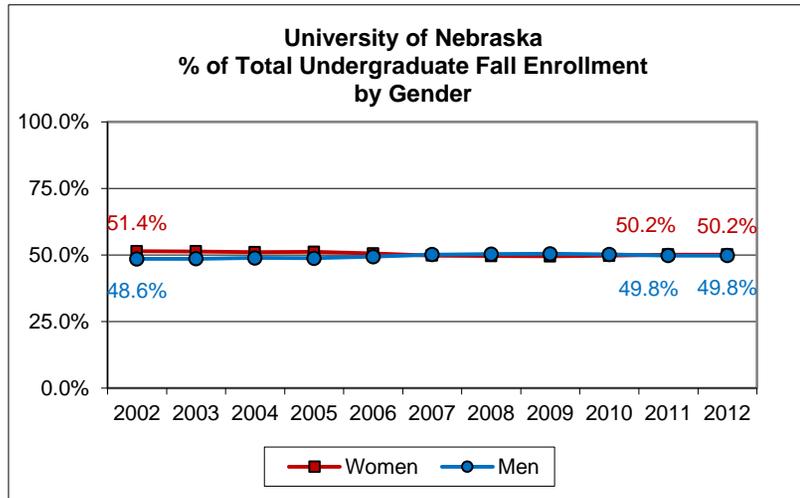
- The Nebraska State College System (●) experienced a net 10-year increase of 17.3%, or 1,320 students, between fall 2002 and fall 2012, with the total headcount increasing 2.4%, or 213 students, from fall 2011 to fall 2012.
- Over the eight-year period from fall 2002 to fall 2010, total enrollment at the for-profit/career schools (x) increased 90.5%, but decreased 29.6% (1,554 students) between fall 2010 and fall 2012, resulting in a net 10-year increase of 34.1% (941 students).

Total Fall Enrollment by Student Level¹

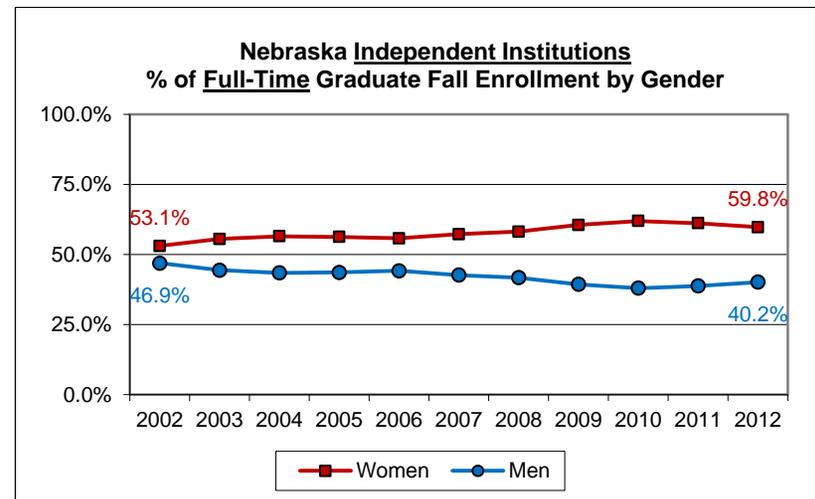
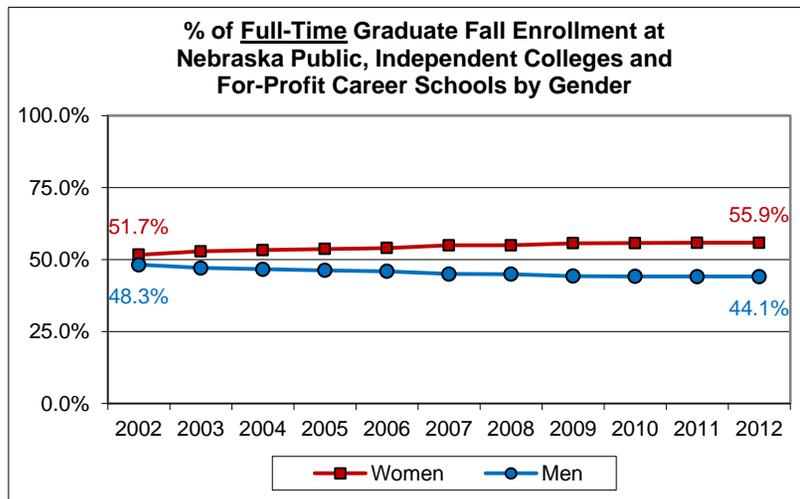
- Over the eight years between fall 2002 and fall 2010, statewide undergraduate enrollment increased 21.8% to 122,907, while graduate enrollment increased 39.0% to 23,262. Between fall 2010 and fall 2012, graduate enrollment increased 3.6%, or 595 students, to 23,857. However, undergraduate enrollment decreased 5.0%, or 6,095 students, to 116,812. Further analysis reveals that the following three schools accounted for almost 70% of this two-year decline in undergraduate enrollment: Southeast Community College (2,074), Metropolitan Community (1,147), and Bellevue University (979). Four other schools accounted for an additional 25% of the loss in undergraduate enrollment: Kaplan University-Omaha, Mid-Plains Community College, Vatterott College, and the University of Nebraska-Lincoln. In contrast, a dozen schools reported increases in undergraduate enrollment between fall 2011 and fall 2012, ranging from one student at Summit Christian College to 486 students at the University of Nebraska at Kearney.
- From fall 2002 to fall 2012, enrollment of undergraduates going to school part time increased only slightly from 32.5% of total undergraduate enrollment in fall 2002 to 33.1% in fall 2012, while full-time enrollment decreased from 67.5% to 66.9%. In comparison, enrollment of graduate students going to school full time increased from 50.4% of total graduate enrollment in fall 2002 to 51.7% in fall 2012.
- As a result of recent increases in graduate enrollments, graduate students accounted for 17.0% of total enrollment at the University of Nebraska, the Nebraska State College System, the independent sector, and the for-profit/career school sector in fall 2012, compared to 14.2% in fall 2002.

Fall Enrollment by Gender

- The gender gap between men and women was almost the same in fall 2012 as in fall 2002. In 2012, women accounted for 55.6% of the state's total postsecondary enrollment, compared to 55.4% in 2002.
- As shown in the first chart on the next page, the smallest gender gap among undergraduates in fall 2012 was at the University of Nebraska, where 50.2% of the students were women.
- As shown in the second chart on the next page, the largest gender gap in fall 2012 was at the for-profit/career schools, where 73.7% of the students were women. Beginning in 2003, the increased difference between the percentage fall enrollments of men and women at for-profit/career schools is due primarily to increased enrollments of women at degree-granting schools such as Kaplan University, Vatterott College, and ITT Technical Institute.



- At the graduate level, women enrolled full time started to outnumber men in 2000. Since 2002, the gender gap has widened, due primarily to increased full-time enrollment of women in graduate programs at the independent institutions in Nebraska that offer opportunities for graduate study.



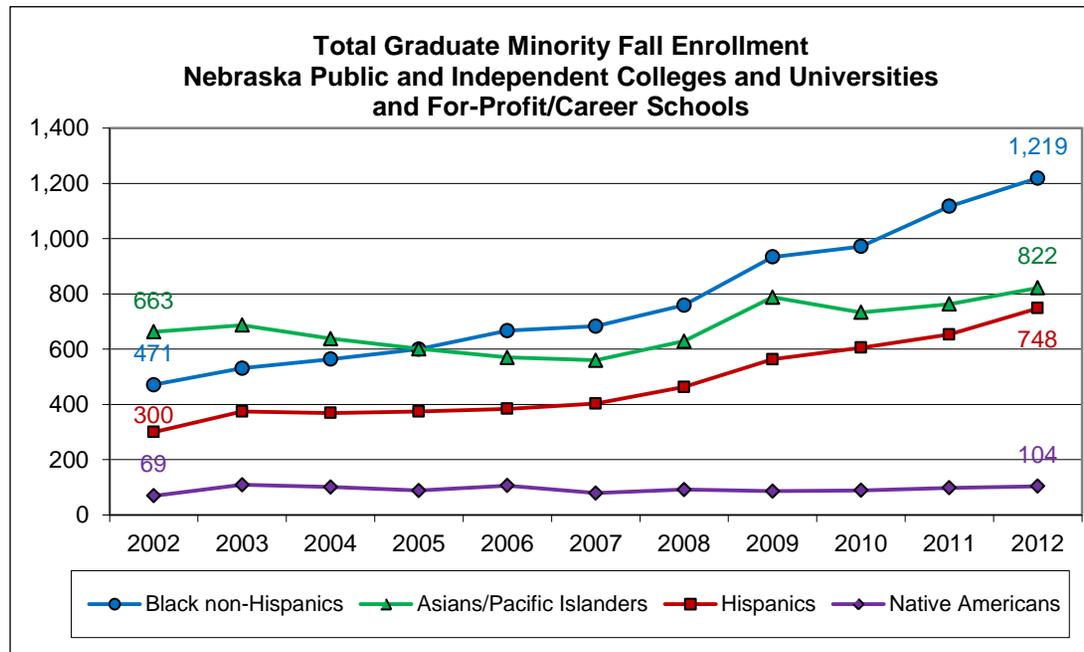
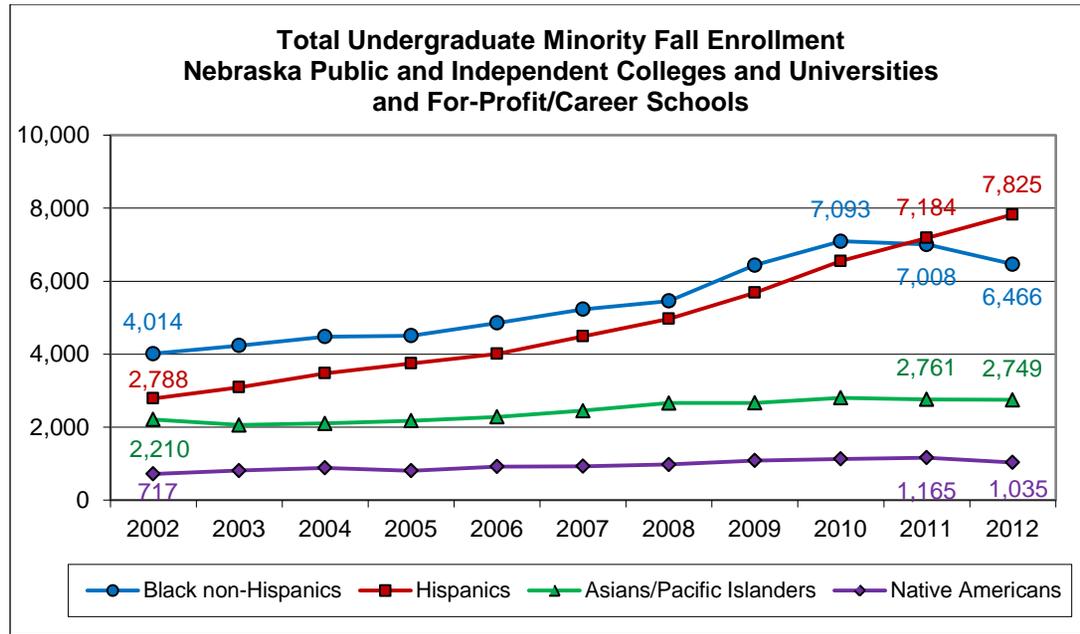
For CCPE staff reference: Charts above are located in WB 4_TotHdct_Gender_Level.xlsx. Undergraduates: WS 2 FT-PT Undrgrd-Gndr A.3.8-14. Graduates: WS 3 FT-PT Grad-Gndr A.3.16-20.

Fall Enrollment by Race/Ethnicity

- Students of unknown race/ethnicity increased from 3.0% of total headcount in fall 2002 to 6.2% in fall 2012. The remaining findings in this section focus on students of known race/ethnicity, who accounted for 93.8% of total headcount in fall 2012.
- Minorities—consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans—accounted for 15.9% of total postsecondary enrollment in fall 2012, up from 9.8% in fall 2002. Foreign students made up 3.1% of fall enrollment in fall 2002 and 3.3% in 2012. White non-Hispanics accounted for 80.8% in fall 2012, down from 87.6% in fall 2002.
- From 2002 to 2012, enrollment of minorities increased in total and at both the undergraduate and graduate levels. As shown in the chart below, growth rates varied by race/ethnicity and by level over the 10-year period.

| Race/Ethnicity | Undergraduate Enrollment Change 2002-2012 | | Graduate Enrollment Change 2002-2012 | |
|------------------------|--|--|---|--|
| | Percentage Increase | Increase in the Number of Students | Percentage Increase | Increase in the Number of Students |
| Black non-Hispanic | 61.1% | 2,452 | 158.8% | 748 |
| Hispanic | 180.7% | 5,037 | 149.3% | 448 |
| Asian/Pacific Islander | 24.4% | 539 | 24.0% | 159 |
| Native American | 44.4% | 318 | 50.7% | 35 |

- The two charts on the following page summarize minority enrollment growth at the undergraduate and graduate levels.



Fall Enrollment by Race/Ethnicity and Gender

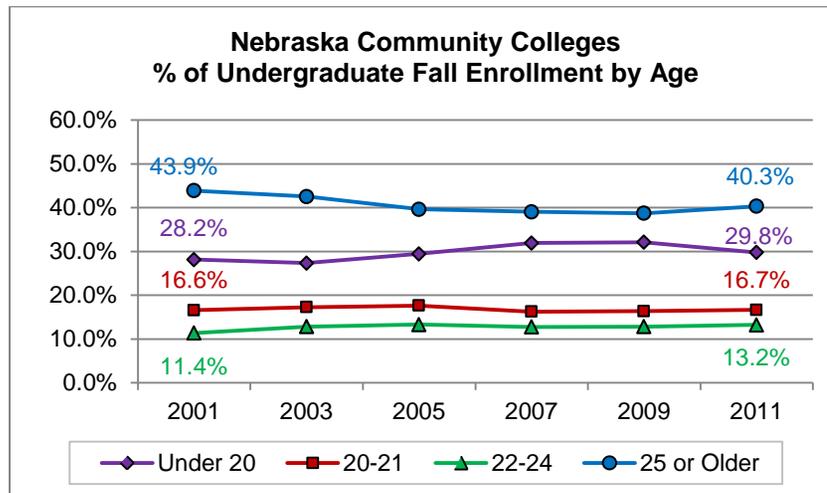
- For fall 2011, the total enrollment gender distribution by race/ethnicity was as follows:

| Race/Ethnicity | Women | Men |
|------------------------|-------|-------|
| Native American | 59.7% | 40.3% |
| Hispanic | 57.1% | 42.9% |
| White non-Hispanic | 56.2% | 43.8% |
| Black non-Hispanic | 55.5% | 44.5% |
| Asian/Pacific Islander | 52.8% | 47.2% |

Unlike the other student categories, male foreign students (non-resident aliens) outnumber female foreign students in Nebraska. In fall 2012, men accounted for 58.6% of total fall enrollment of foreign students at Nebraska postsecondary institutions, while women accounted for 41.4%.

Fall Enrollment by Age (The latest available data are for fall 2011.)

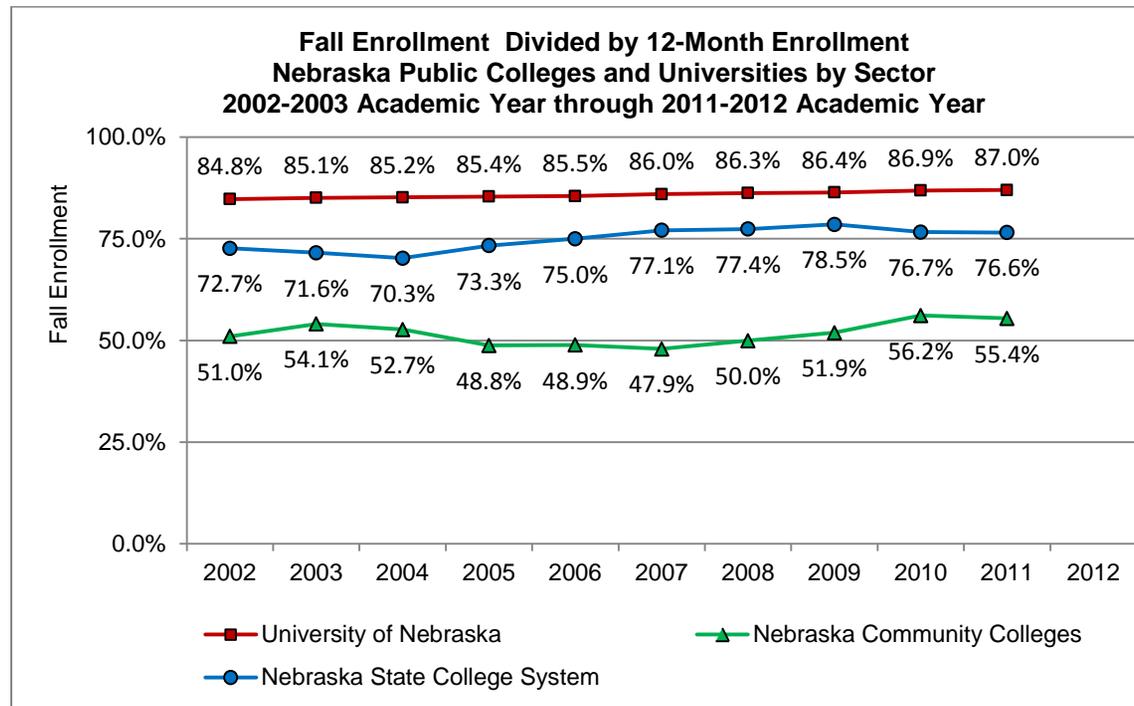
- In fall 2011, students age 24 and younger made up 61.9% of all students enrolled at Nebraska's postsecondary institutions. Students age 25 to 29 made up 14.5% and students over 30 accounted for 23.6% of the student body.
- In 2011, the University of Nebraska enrolled the highest percentage of undergraduates under the age of 25 (86.9% of total University of Nebraska undergraduate enrollment), while the for-profit/career schools enrolled the highest percentage of students 25 or older (57.1% of total sector undergraduate enrollment).
- Consistent with national trends, the percentage of students at Nebraska's community colleges who were 25 years of age or older decreased from 43.9% in fall 2001 to 40.3% in 2011. On the other hand, students under 20 and students 22-24 increased as percentages of community college enrollment over the 10-year period.



Note: Enrollment by age data are collected every 2 years.

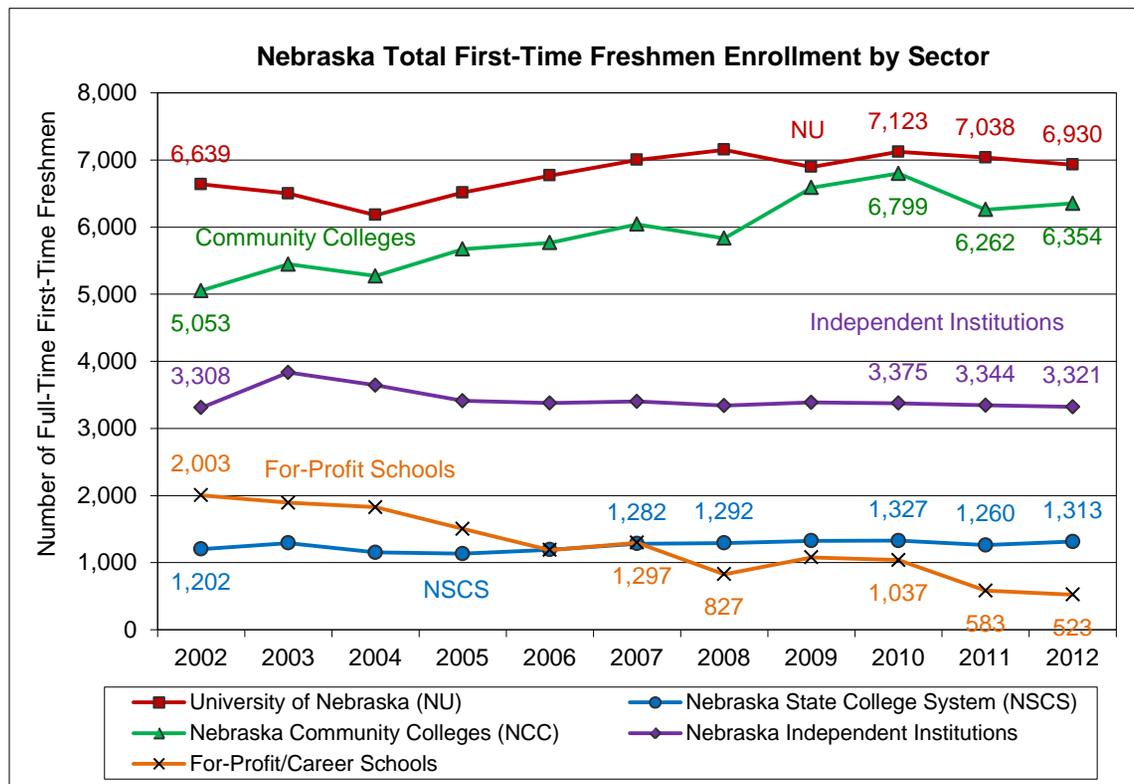
Fall Enrollment Compared to 12-Month Enrollment

- Fall enrollment provides a “snapshot” of the total number of students who were enrolled at an institution on October 15 or the institution’s official fall reporting date. In comparison, 12-month enrollment is the total, unduplicated headcount of students who were enrolled at an institution at any time during the academic year.
- In general, fall enrollment and 12-month enrollment follow a similar trend at most of Nebraska’s public institutions. However, the amount of 12-month enrollment that is captured by fall enrollment varies by sector and institution. For example, since 2002, fall enrollment figures have captured 85% to 87% of the 12-month enrollment reported by the University of Nebraska. On the other hand, fall enrollment has captured only 49% to 56% of the students who attend Nebraska’s community colleges at some time during the academic year.



Fall Enrollment of First-Time Freshmen

- The chart below shows that the 10-year trends in the enrollment of first-time freshmen vary significantly by sector.
 - By far, the most significant increases in the number of first-time freshmen occurred at the University of Nebraska between fall 2004 and fall 2008, and at Nebraska's community colleges between fall 2004 and fall 2010.
 - In comparison, the for-profit/career schools reported a significant decrease in the enrollment of first-time freshmen between fall 2002 and fall 2012.
- The following chart also shows that all five sectors enrolled fewer first-time freshmen in fall 2011 than in fall 2010, and only the community colleges and state colleges enrolled more first-time freshmen in fall 2012 than they did in fall 2011. Between fall 2010 and fall 2012, the decreases in first-time freshmen at the University of Nebraska (193), the Nebraska State College System (14), and the independent institutions (54) were significantly smaller than the decreases at the community colleges (445) and the for-profit/career schools (514).



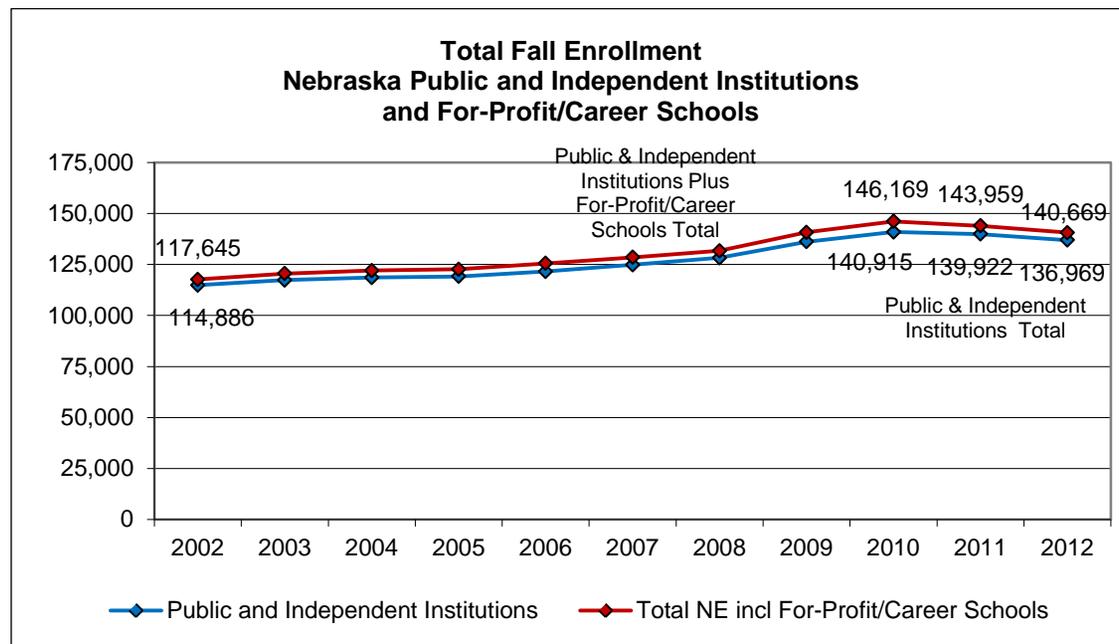
Section A.1 Total Fall Enrollment and Total Fall Enrollment by Sector

Notes

- (1) **Ten-year trends** are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2002 through fall 2012. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) Reported enrollments **do not include** students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor's and master's degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.

TOTAL FALL ENROLLMENT

- Total fall enrollment at Nebraska's public and independent colleges and universities steadily increased over the eight-year period between fall 2002 and fall 2010, but decreased 2.8%, or 3,946 students, from fall 2010 to fall 2012.
 - Total fall enrollment increased from 114,886 in fall 2002 to 140,915 in 2010, or a total of 22.7% over the eight-year period.
 - Over the 10-year period between fall 2002 and fall 2012, total fall enrollment grew by 19.2%, from 114,886 to 136,969.
- Including for-profit/career schools, statewide fall enrollment increased 19.6% from 117,645 in fall 2002 to 140,669 in fall 2012.¹
- However, between fall 2010 and fall 2012, statewide enrollment decreased 3.8%, or 5,500 students, from 146,169 to 140,669.



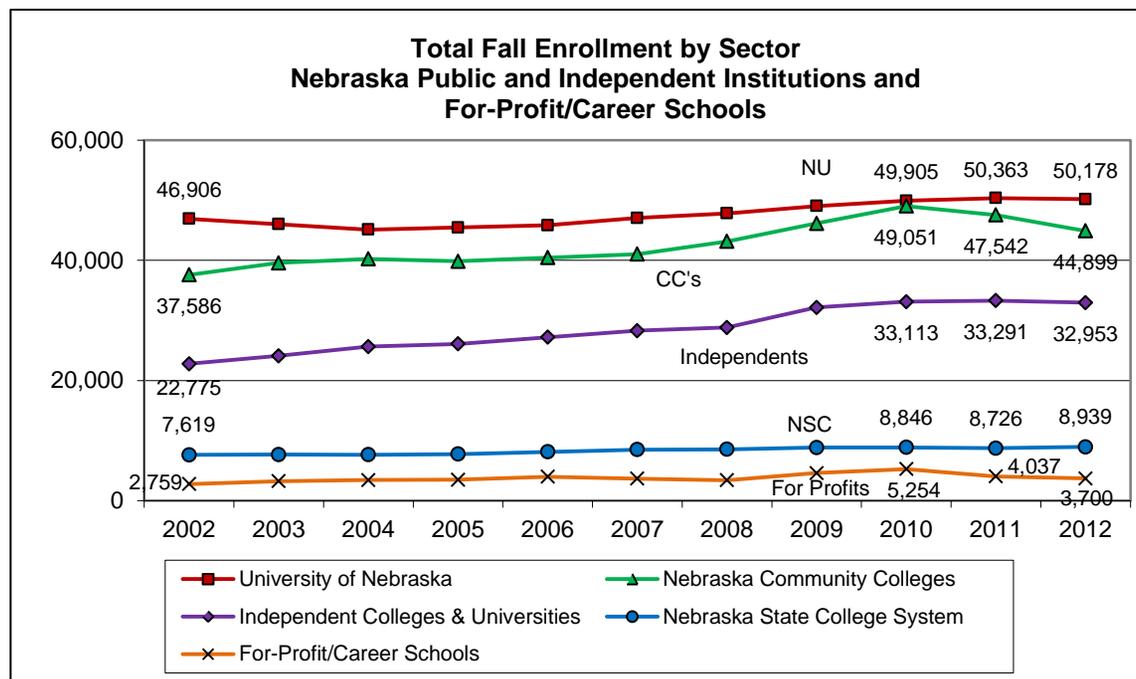
¹All institutions in the for-profit/career schools sector are operated for profit except for three schools of radiologic technology, which are operated by not-for profit hospitals or medical centers. See the list of reporting schools in the for-profit/career school sector, which is at the beginning of this report.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Section A: Enrollment**.

TOTAL FALL ENROLLMENT by SECTOR

- The sectors constituting Nebraska's higher education system experienced the following percentage changes in total fall enrollment over the latest 10-year period:

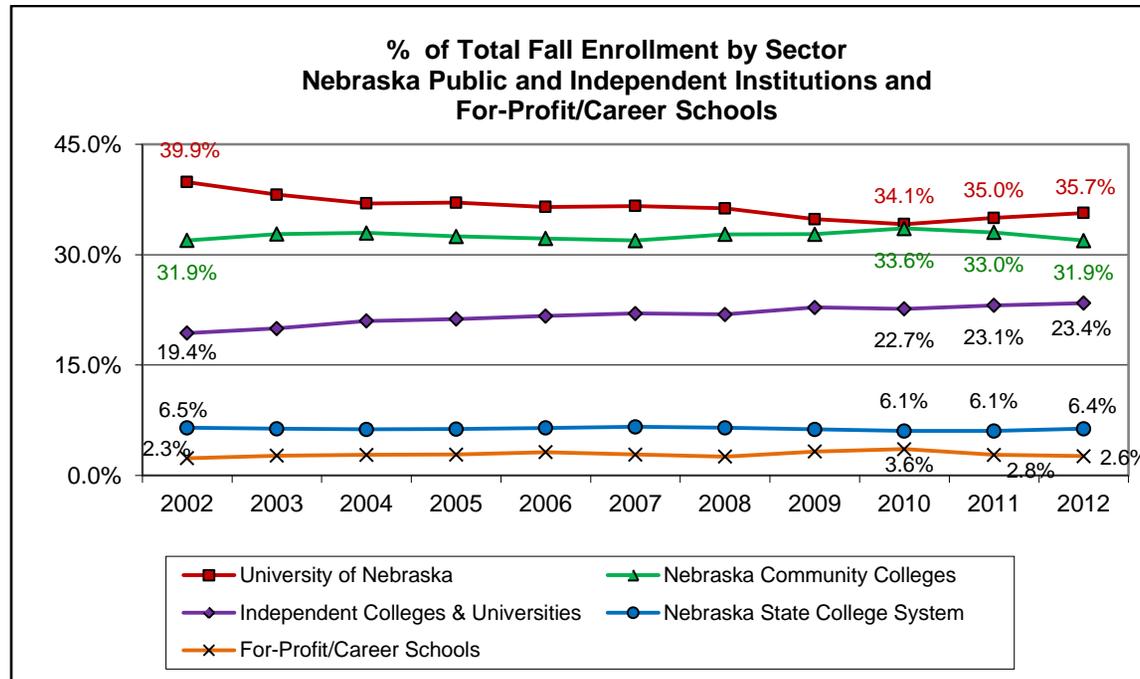
| | <u>10-Year</u> <u>2002-2012</u> | <u>No. of</u> <u>Students</u> | <u>1-Year</u> <u>2010-2011</u> | <u>No. of</u> <u>Students</u> | <u>1-Year</u> <u>2011-2012</u> | <u>No. of</u> <u>Students</u> |
|--|------------------------------------|----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| University of Nebraska | 7.0% | 3,272 | 0.9% | 458 | - 0.4% | - 185 |
| Nebraska State College System | 17.3% | 1,320 | - 1.4% | -120 | 2.4% | 213 |
| Nebraska Community Colleges | 19.5% | 7,313 | - 3.1% | -1,509 | - 5.6% | - 2,643 |
| Nebraska Independent Colleges & Universities | 44.7% | 10,178 | 0.5% | 178 | - 1.0% | - 338 |
| For-Profit/Career Schools in Nebraska | 34.1% | <u>941</u> | - 23.2% | <u>-1,217</u> | - 8.3% | <u>- 337</u> |
| Total | | 23,024 | | -2,210 | | - 3,290 |



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Section A: Enrollment**.

SECTOR FALL ENROLLMENT as a Percentage of TOTAL FALL ENROLLMENT

- As a result of the enrollment changes that occurred between fall 2002 and fall 2012, the enrollments of Nebraska's community colleges, independent institutions, and for-profit/career schools accounted for the same or slightly higher percentages of total headcount enrollment in 2012 than in 2002. During this period, the Nebraska State College System and the University of Nebraska enrolled smaller percentages in 2012 than in 2002.



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Section A: Enrollment**.

Section A.2

Fall Enrollment by Student Level¹

(Undergraduate and Graduate)

and by Full-Time/Part-Time Classification

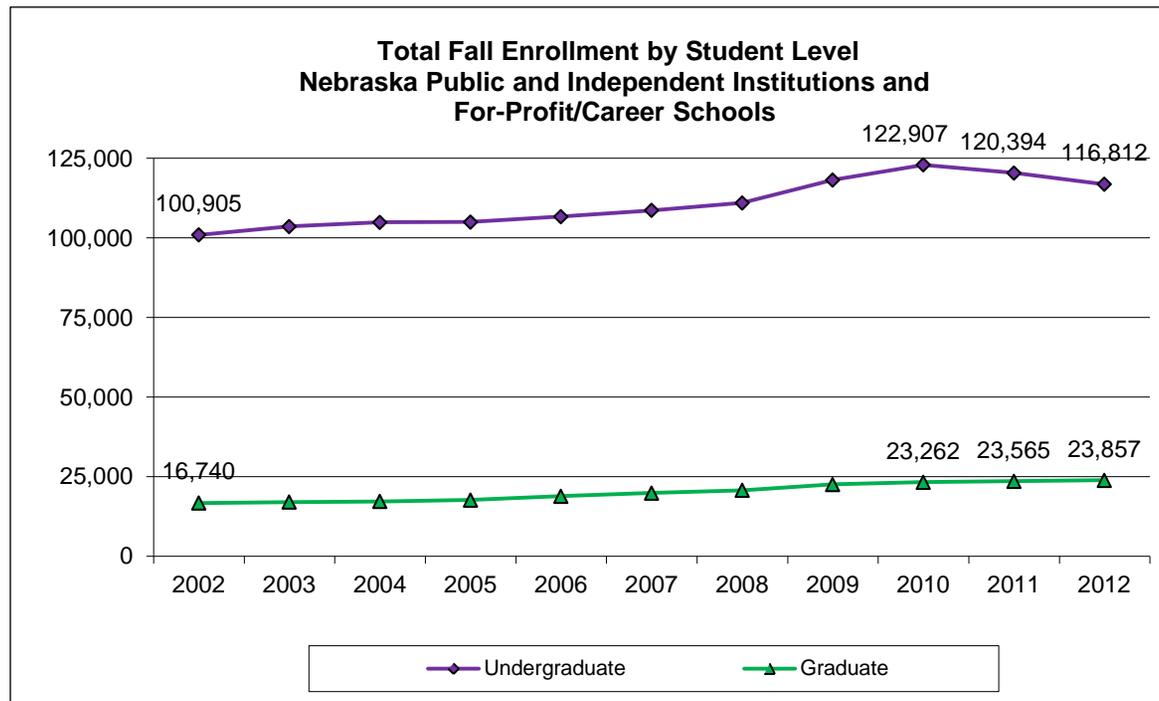
Notes

- (1) **Ten-year trends** are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2002 through fall 2012. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) Reported enrollments **do not include** students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor's and master's degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.

¹Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as "first professional" are now counted in the graduate student category for all years of data reported.

NEBRASKA TOTAL FALL ENROLLMENT by STUDENT LEVEL

- Total undergraduate enrollment at Nebraska's postsecondary institutions, including for-profit/career schools, rose to 122,907 in fall 2010, an eight-year increase of 21.8% from fall 2002.
- Undergraduate enrollment decreased 2.0% between fall 2010 and fall 2011 to 120,394 and decreased 3.0% between fall 2011 and fall 2012 to 116,812. In total, undergraduate enrollment increased 15.8% between fall 2002 and fall 2012.
- In fall 2012, a total of 23,857 students were enrolled in graduate-level programs, an increase of 42.5% from fall 2002 and a 1.2% increase from fall 2011.¹

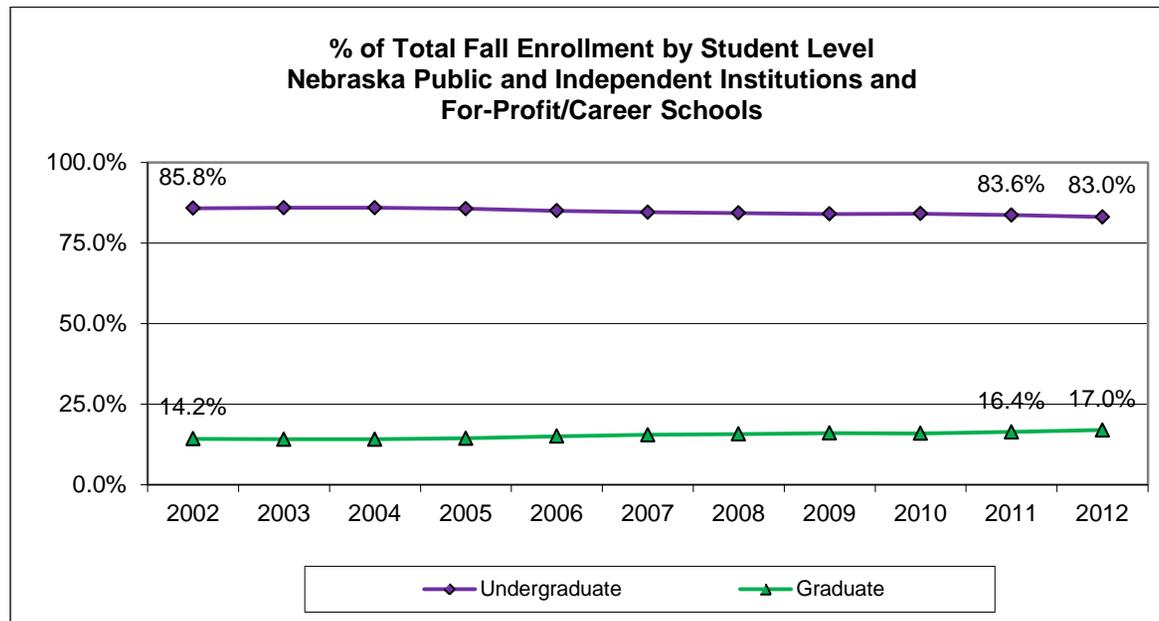


¹Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

Percentage of NEBRASKA TOTAL FALL ENROLLMENT by STUDENT LEVEL

- Between fall 2002 and fall 2012, total undergraduate enrollment at Nebraska's postsecondary institutions, including for-profit/career schools, decreased slightly as a percentage of total headcount enrollment, accounting for 83.0% of enrollment in 2012.
- During the same 10-year period, the percentage of students who were enrolled at the graduate level increased to 17.0%.¹



¹Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

TOTAL FALL ENROLLMENT and PERCENTAGE of FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

- The numbers and percentages of students enrolled at the undergraduate and graduate levels vary by sector.¹
- The charts on the following three pages show changes in total enrollment between fall 2011 and fall 2012 in the context of a 10-year trend for each of the public, independent, and for-profit sectors in Nebraska.

Based on a review of these trends:

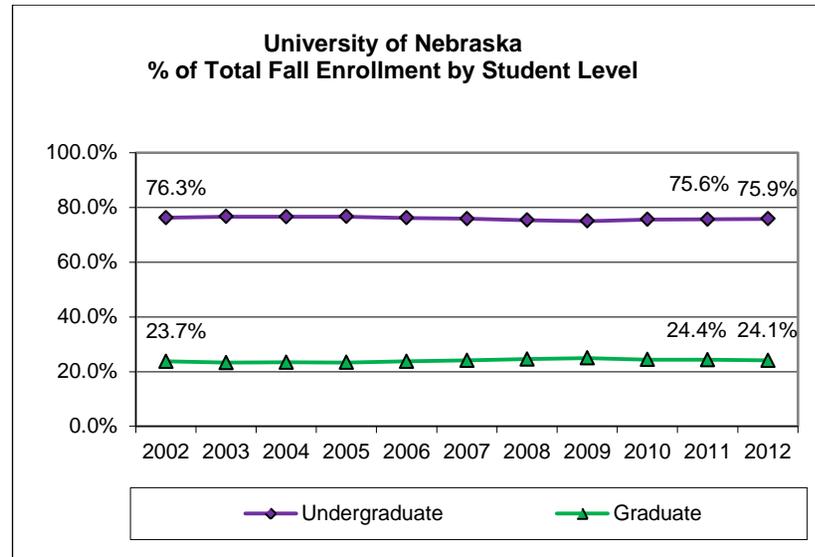
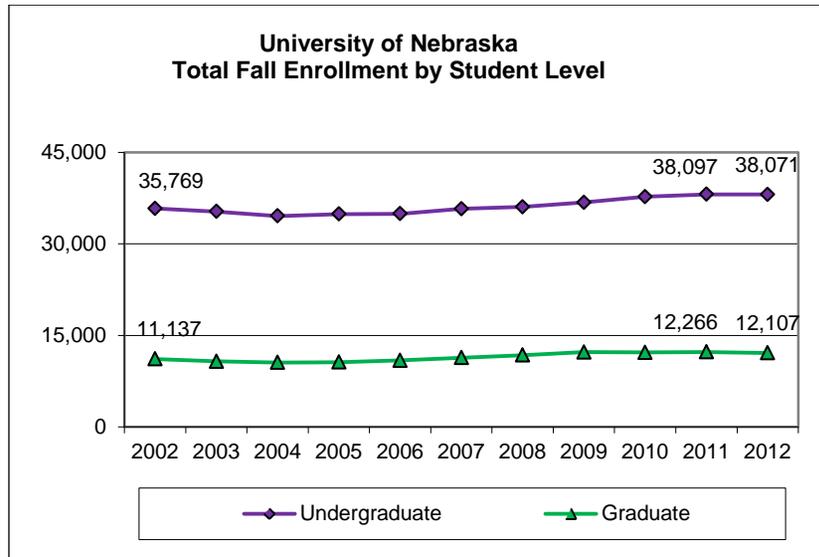
- Between fall 2010 and fall 2011, total undergraduate enrollment increased within the Nebraska State College System, but decreased across the remaining four sectors: the University of Nebraska, Nebraska's community colleges, the independent institutions, and the for-profit/career schools.
- Between fall 2011 and fall 2012, total undergraduate enrollment increased 148 students at the Nebraska State College System and decreased only 26 students at the University of Nebraska. However, total undergraduate enrollment decreased 2,643 students at the state's community colleges, 696 students at the independent institutions, and 365 students at the for-profit/career schools.
- Total graduate enrollment decreased between fall 2011 and fall 2012 at the University of Nebraska, but increased at the state colleges, the independent institutions, and within the for-profit sector.
- With the introduction of a University of Phoenix facility to the Omaha area, 2006 was the first year that graduate programs were offered within Nebraska's for-profit/career school sector. Since 2006, the number of graduate students in the for-profit sector has increased from 29 to 79 students, accounting for about 2% of the sector's enrollment in 2012.
- As of fall 2012, graduate students accounted for about 24% of the enrollment at the institutions within the University of Nebraska, 16% within the Nebraska State College System, and 31% within the independent sector. Within all three of these sectors, graduate students accounted for higher percentages of total enrollment in fall 2012 than 10 years earlier, in fall 2002.

¹Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as "first professional" are now counted in the graduate student category for all years of data reported.

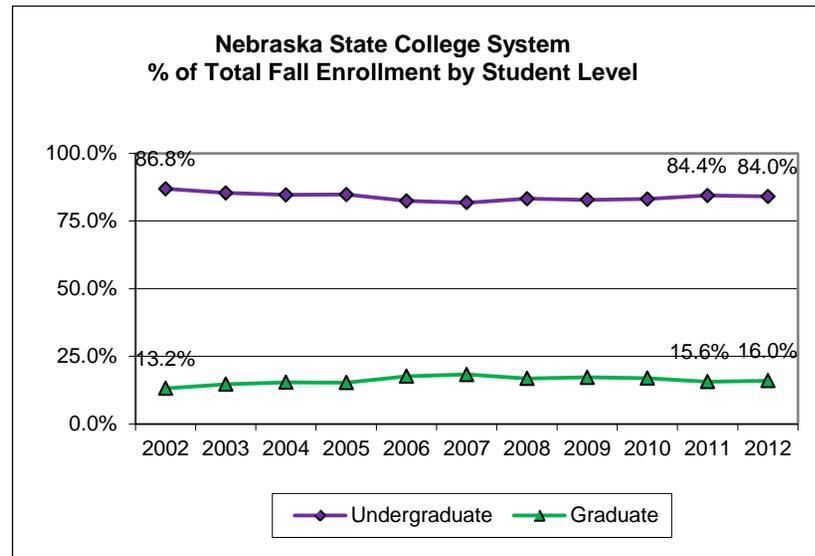
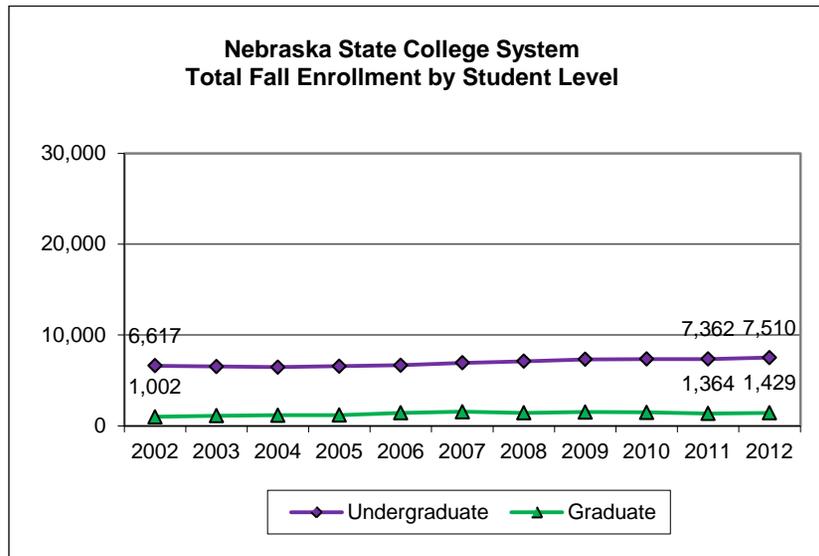
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

University of Nebraska

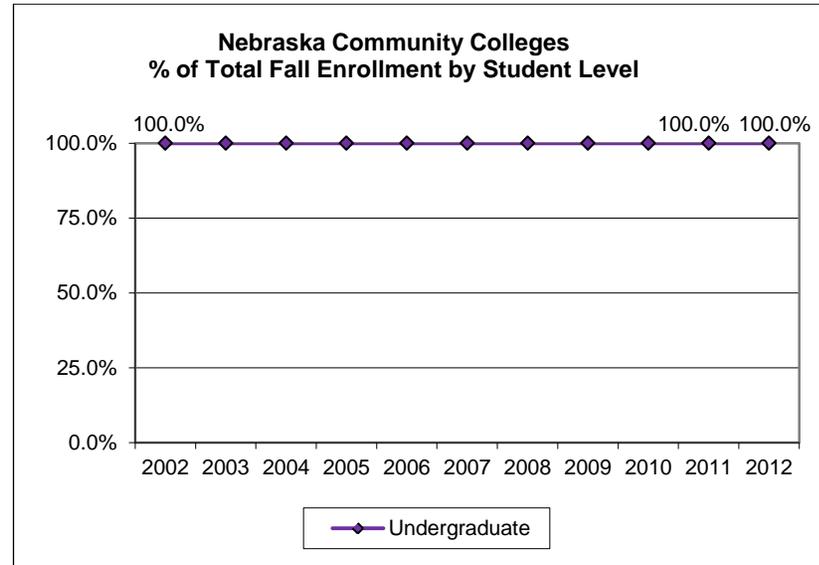
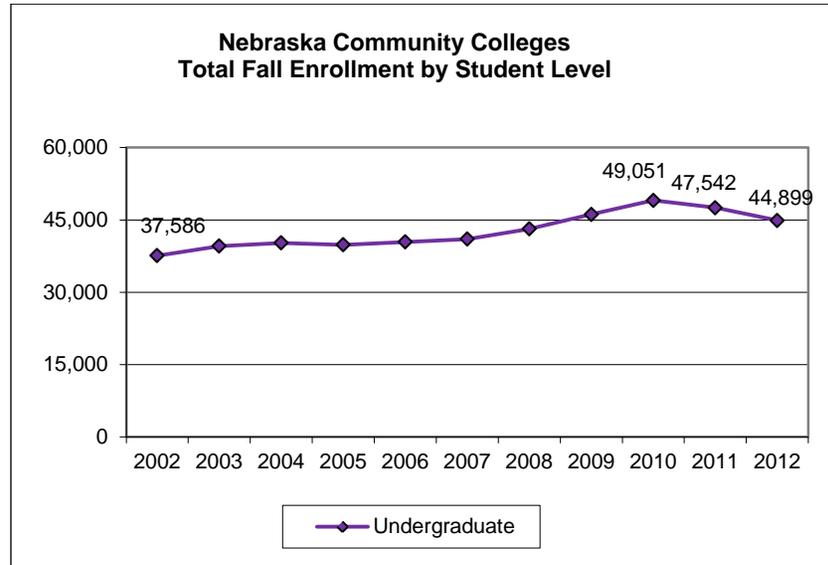


Nebraska State College System

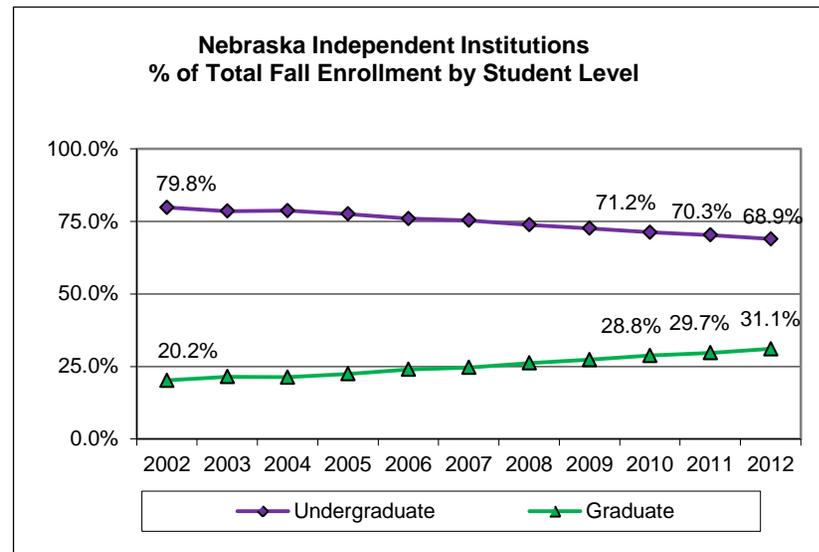
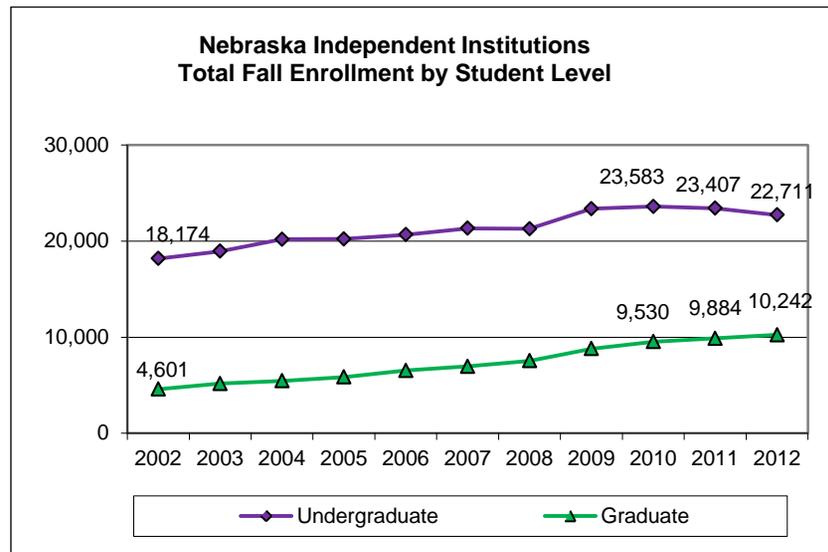


TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

Nebraska Community Colleges

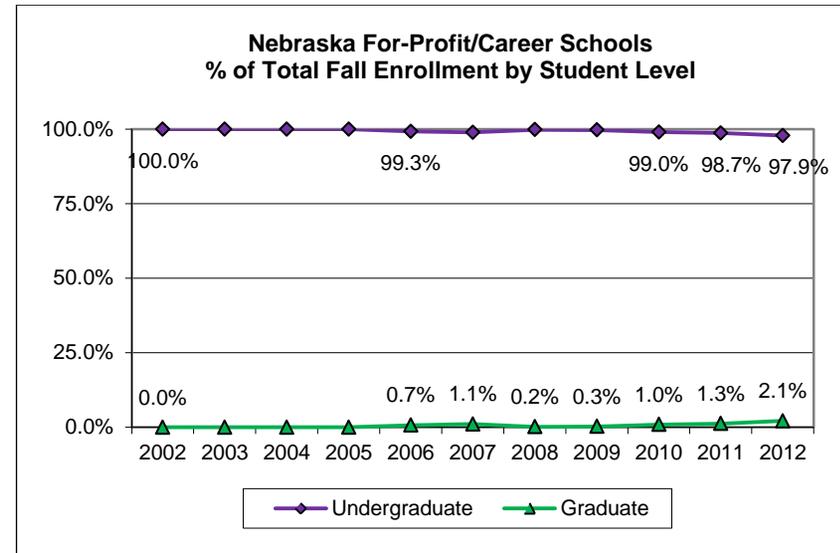
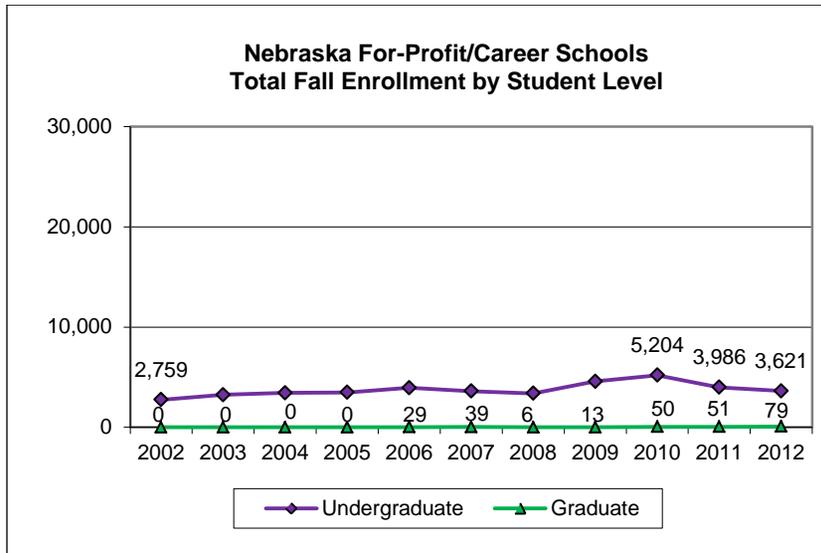


Nebraska Independent Colleges and Universities



TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

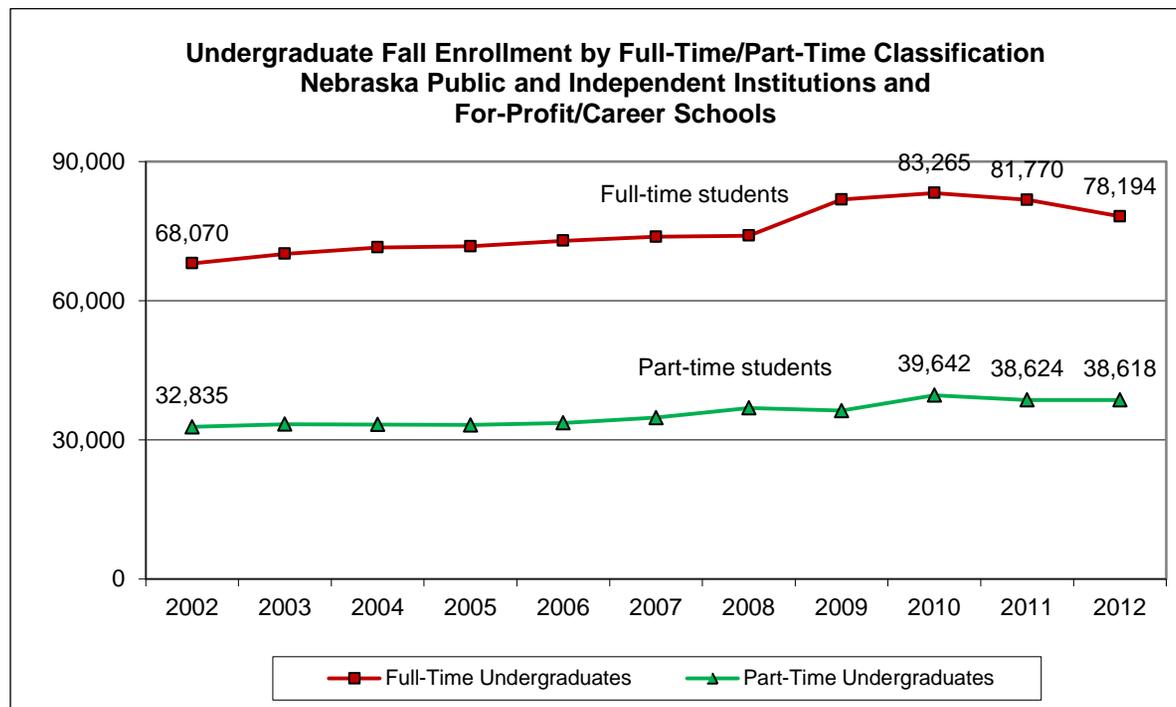
For-Profit/Career Schools in Nebraska



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

UNDERGRADUATE FALL ENROLLMENT by FULL-TIME AND PART-TIME CLASSIFICATION

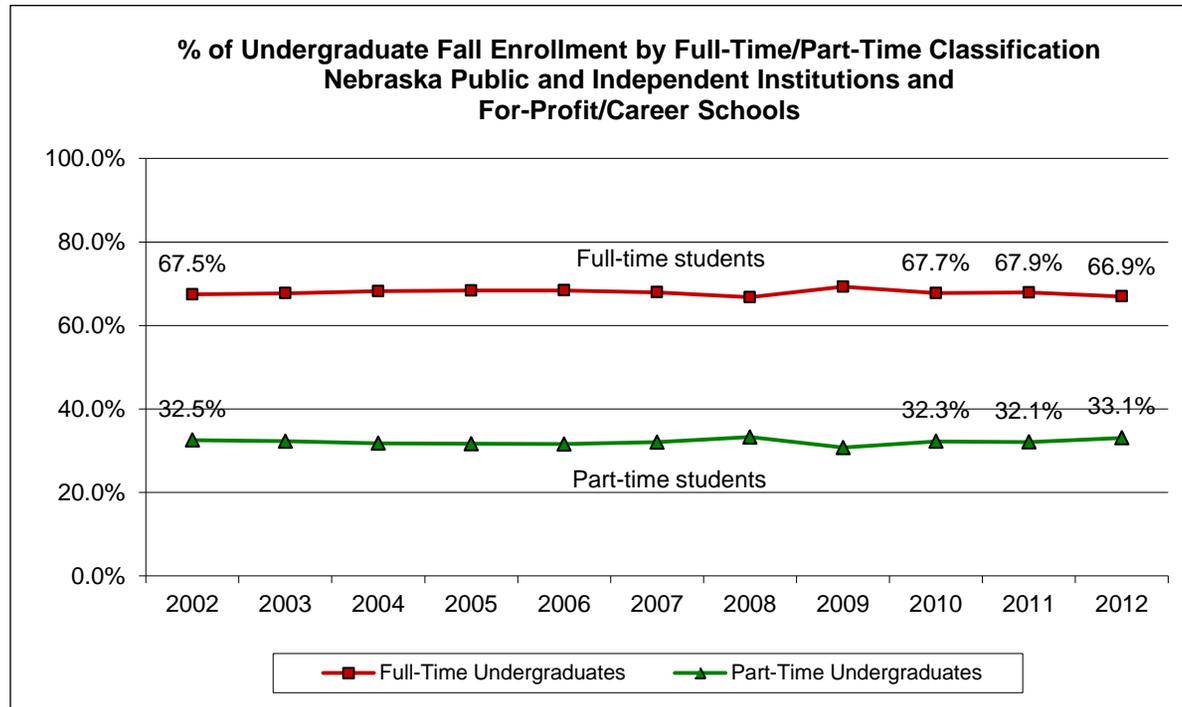
- Total full-time undergraduate fall enrollment increased from 68,070 in fall 2002 to 83,265 in fall 2010, but decreased 6.1% (5,071 students) from fall 2010 to 78,194 in fall 2012, resulting in a net 10-year increase of 14.9% from fall 2002 to fall 2012.
- Part-time undergraduate fall enrollment increased from 32,835 in fall 2002 to 39,642 in fall 2010, but decreased 2.6 % (1,024 students) from fall 2010 to 38,618 in fall 2012, resulting in a net 10-year increase of 17.6% from fall 2002 to fall 2012.
- Between 2010 and fall 2011, full-time enrollment decreased 1.8%, or 1,495 students, and part-time enrollment decreased 2.6%, or 1,018 students. One year later, between fall 2011 and fall 2012, full-time enrollment decreased 4.4%, or 3,576 students, and part-time enrollment decreased only six students.



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

**Percentage of UNDERGRADUATE FALL ENROLLMENT
by FULL-TIME AND PART-TIME CLASSIFICATION**

- The percentage of undergraduates attending college full time was 66.9% in fall 2012, compared to 67.5% in fall 2002.
- The percentage of undergraduates going to college part time was 33.1% in fall 2012, compared to 32.5% in fall 2002.



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

- As shown on the charts on the following pages, trends in full-time and part-time undergraduate fall enrollment vary by sector.
 - The University of Nebraska enrolled 8.7% more full-time undergraduates in fall 2012 than in fall 2002, but the university experienced a 5.9% decrease in part-time undergraduate enrollment over the 10-year period. As a result, full-time students accounted for 86.2% of the university's undergraduates in fall 2012, compared to 84.4% 10 years earlier.
 - The number of full-time undergraduates enrolled within the Nebraska State College System increased 9.7% between fall 2002 and fall 2012. Since part-time undergraduate enrollment increased 27.2%, part-time undergraduates accounted for 24.3% of total undergraduate enrollment in fall 2012, compared to 21.7% in fall 2002.
 - Between 2002 and 2012, the six Nebraska community colleges consistently enrolled more part-time students than full-time students. However, part-time students accounted for a slightly lower percentage of enrollment in fall 2012 than they did in fall 2002. In fall 2012, part-time students accounted for 58.4% of total enrollment, down from 60.1% in 2002.

Between fall 2010 and fall 2012, part-time enrollment decreased by 1,726 students, or 6.2%, to 26,208, and full-time enrollment decreased 2,426 students, or 11.5%, to 18,691.

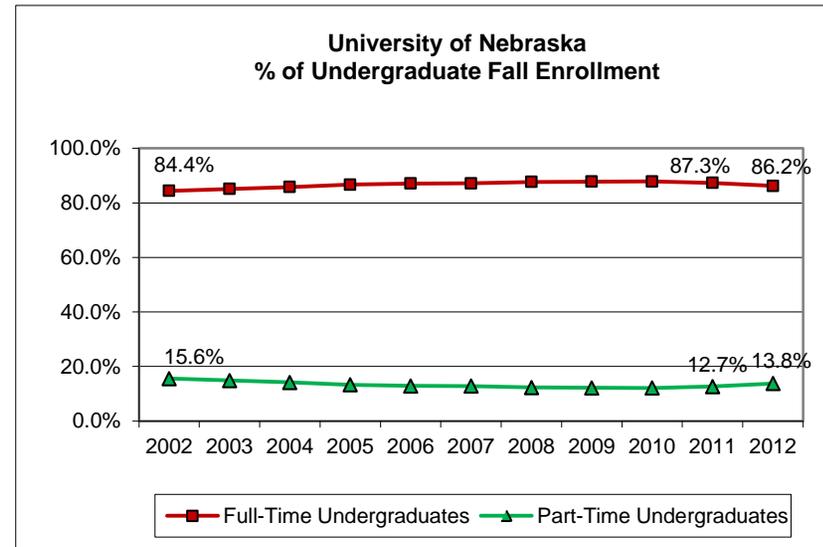
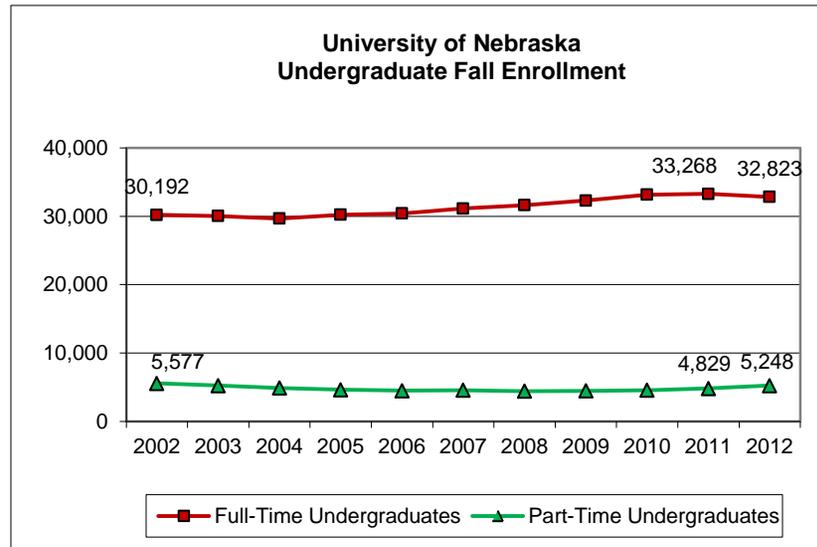
Looking at the 10-year period between fall 2002 and fall 2012 as a whole, full-time enrollment at the community colleges increased 24.6%, from 15,002 to 18,691. Over the same 10-year period, part-time enrollment increased 16.0%, from 22,584 to 26,208.

- Over the 10-year period between fall 2002 and fall 2012, full-time undergraduate enrollment at Nebraska's independent college and universities increased from 15,147 in 2002 to a high of 19,291 in 2009, but then decreased to 18,128 in fall 2012, resulting in a net 10-year increase of 19.7%. Part-time undergraduate enrollment increased 51.4%, from 3,027 in fall 2002 to 4,583 in fall 2012.
- For-profit/career schools in Nebraska generally enrolled increasing numbers of full-time and part-time undergraduates between fall 2002 and fall 2010, but enrollments of full-time and part-time students both decreased in fall 2011, and full-time enrollment continued to decrease in fall 2012, while part-time enrollment increased by a few students. Full-time undergraduate enrollment increased from 2,549 in 2002 to a high of 4,214 in 2010, and then decreased to 2,870 in fall 2012, resulting in a net 10-year increase of 12.6%. The number of part-time students increased from 210 in fall 2002 to a high of 990 in 2010, and then decreased to 751 in 2012. Part-time students constituted 20.7% of the enrollment at for-profit/career schools in fall 2012, up from 7.6% in fall 2002.

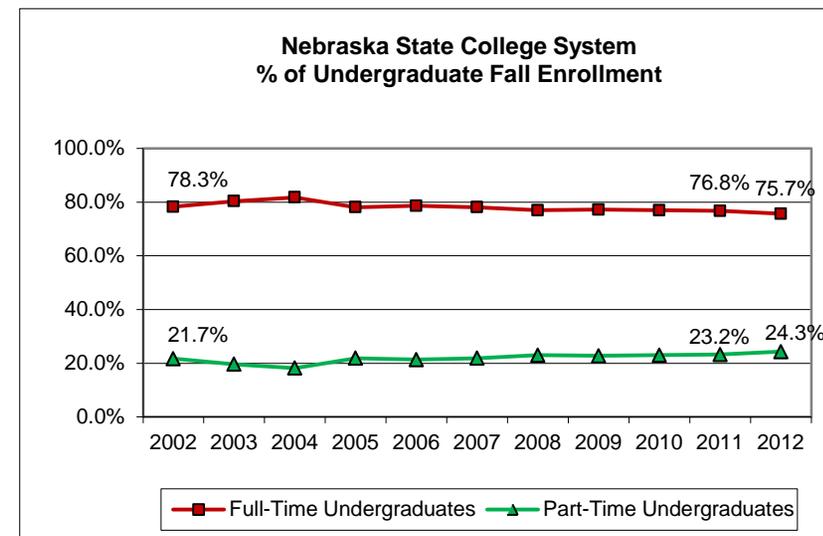
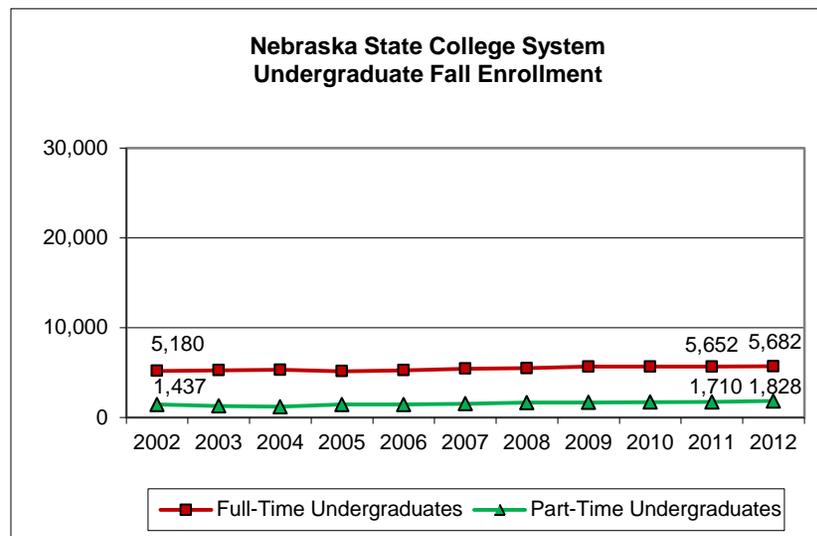
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

University of Nebraska

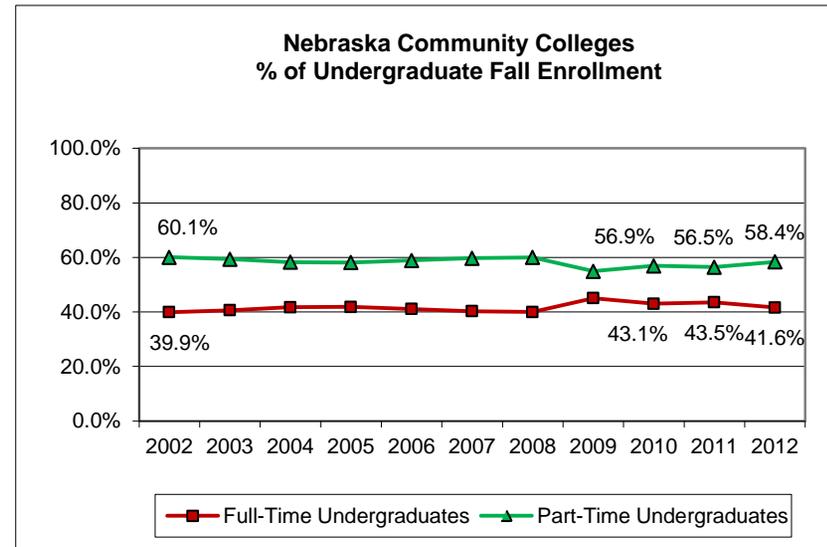
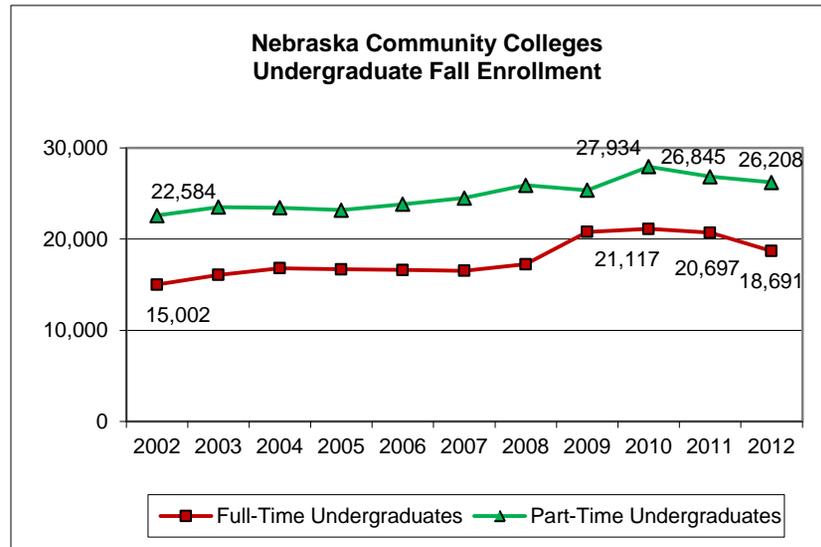


Nebraska State College System

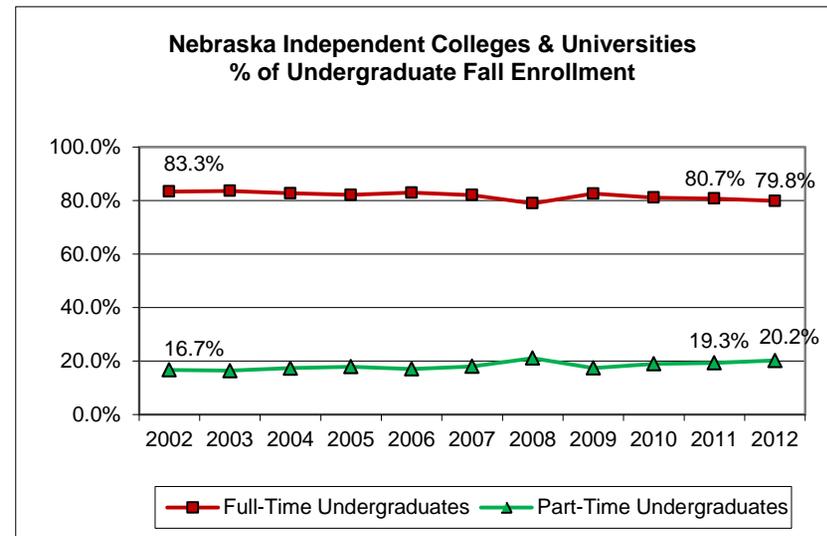
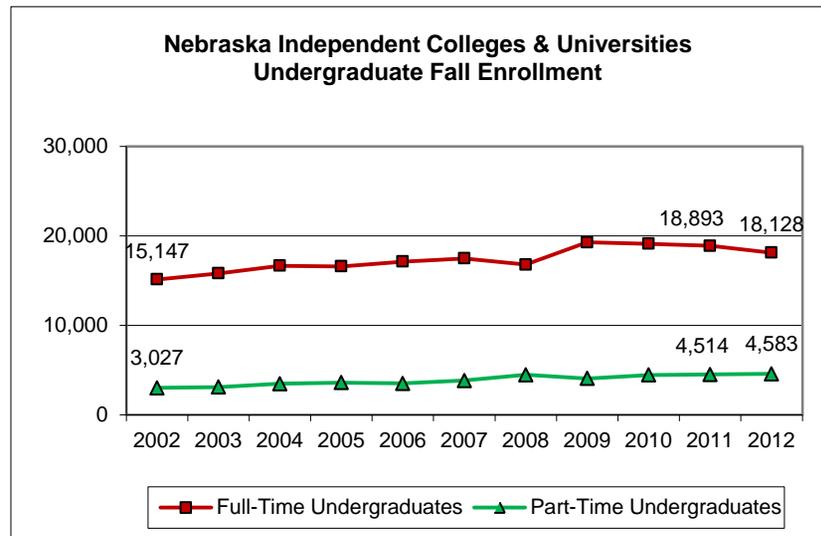


UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

Nebraska Community Colleges

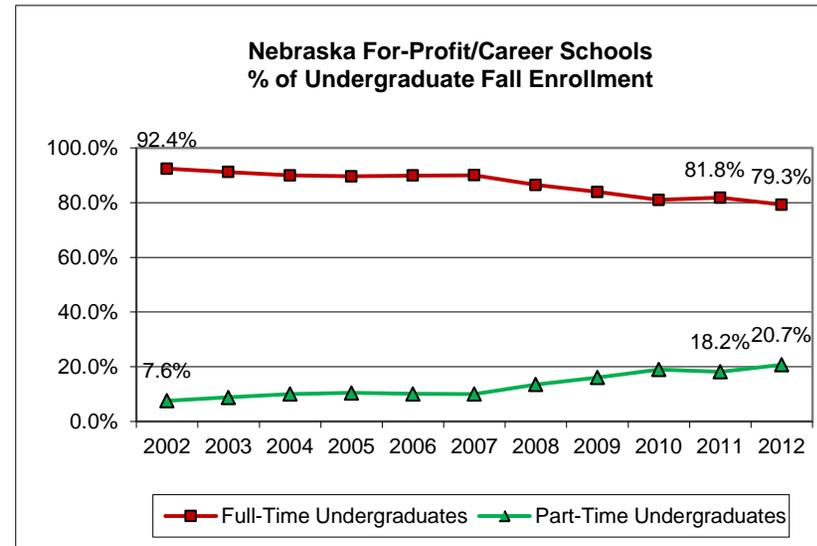
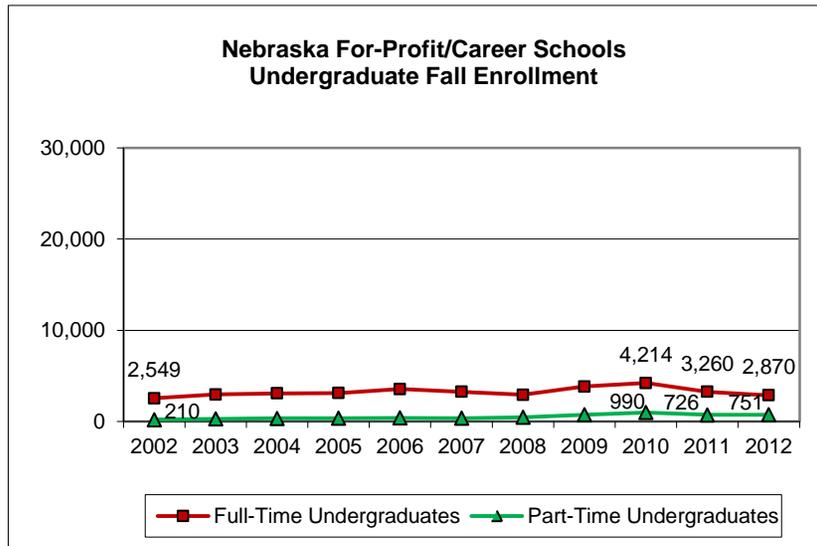


Nebraska Independent Colleges and Universities



UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

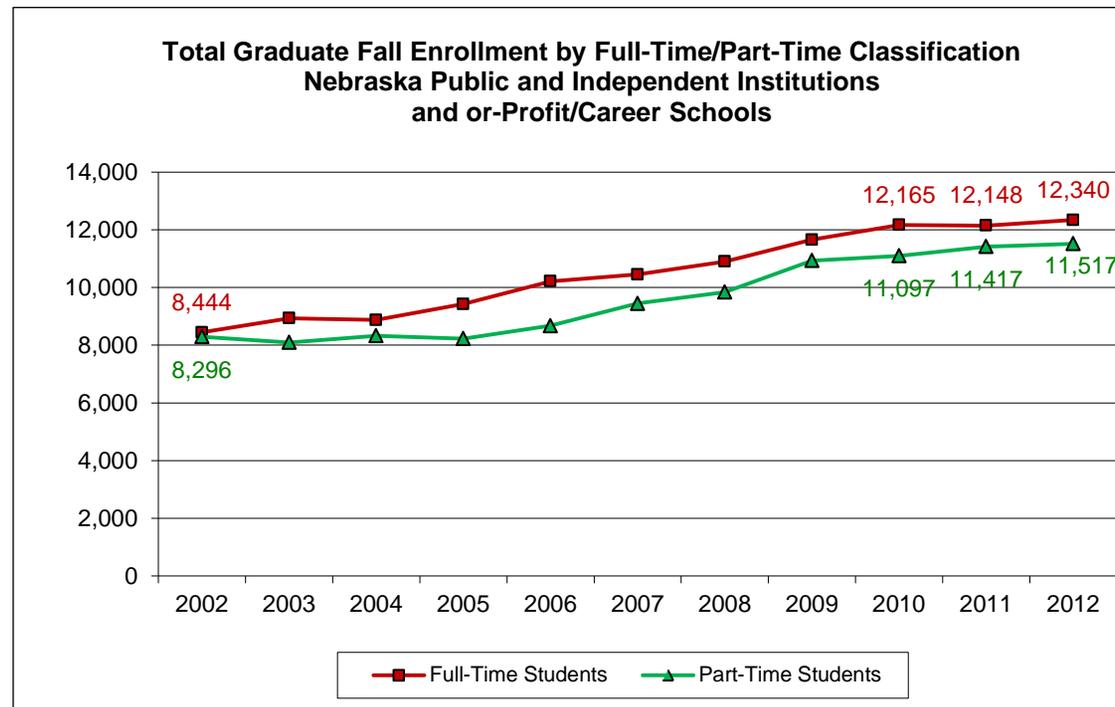
For-Profit/Career Schools in Nebraska



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

GRADUATE FALL ENROLLMENT by FULL-TIME AND PART-TIME CLASSIFICATION

- Between fall 2002 and fall 2012, total enrollment of students at the graduate level increased 42.5%, from 16,740 in 2002 to 23,857 in 2012.¹ During this period, fall enrollment of full-time graduate students increased 46.1% to 12,340, whereas part-time graduate student enrollment increased 38.8% to 11,517.²
- Between fall 2011 and fall 2012, enrollment of full-time graduate students increased 1.6% (192 students), while enrollment of part-time graduate students increased 2.9% (100 students).



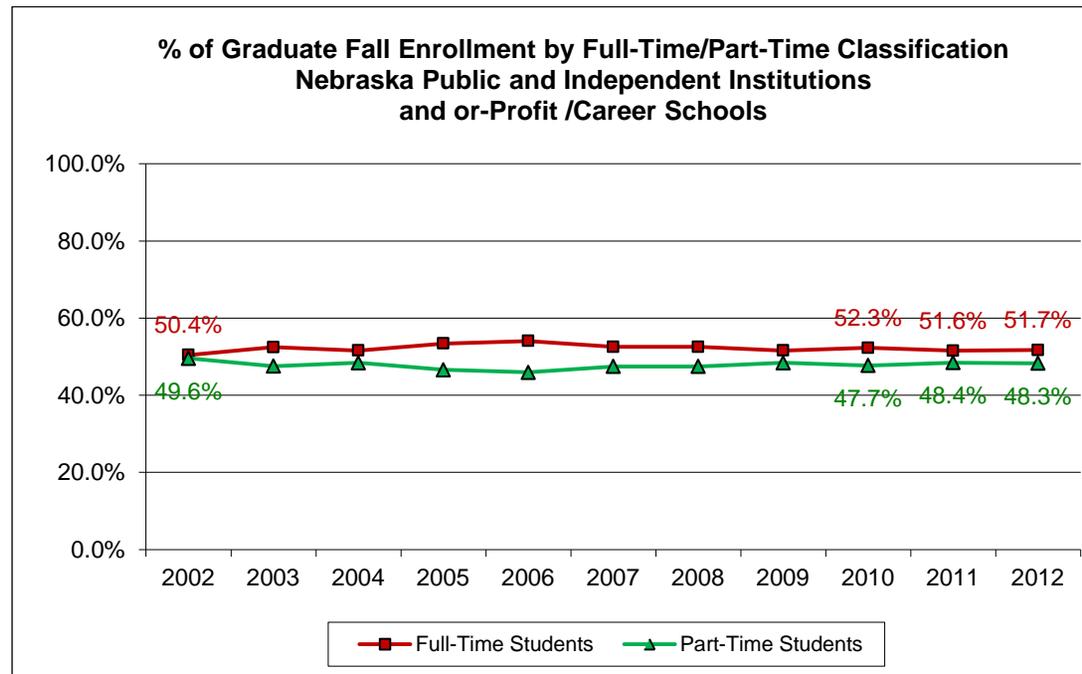
¹Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.

²With the introduction of a University of Phoenix facility to the Omaha area, 2006 was the first year that graduate programs were offered within Nebraska’s for-profit/career sector.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

Percentage of GRADUATE FALL ENROLLMENT by FULL-TIME AND PART-TIME CLASSIFICATION

- Full-time and part-time students accounted for about equal shares of total graduate enrollment in fall 2002. Beginning in fall 2003, full-time students began to account for a slightly higher share of total graduate enrollment. In fall 2012, full-time students accounted for 51.7% of all students enrolled in graduate programs, up slightly from 50.4% in fall 2002.

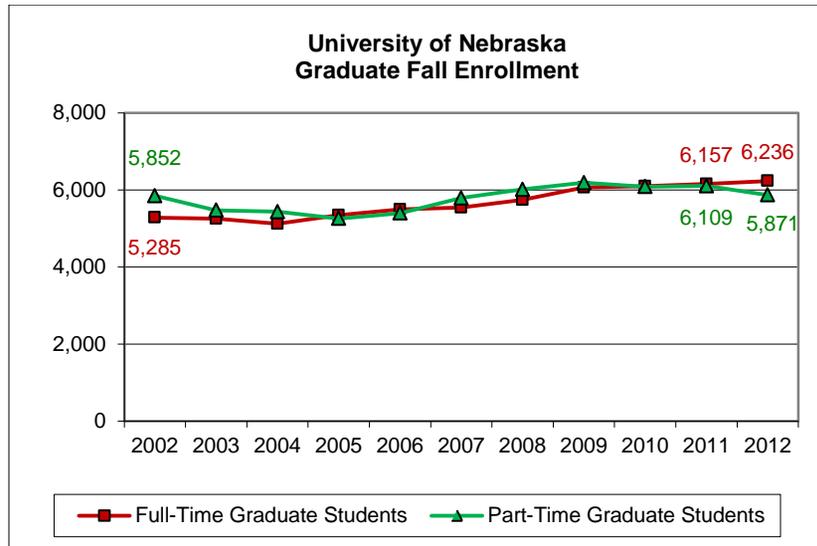


- As evidenced by the charts on the [following page](#), enrollments of part-time and full-time graduate students generally increased from fall 2002 to fall 2012 at the University Nebraska and the Nebraska State College System, even with a decrease in the enrollment of part-time graduate students at the University of Nebraska between 2011 and 2012. Over the 10-year period, enrollments of part-time students generally equaled or slightly exceeded full-time enrollments at the University of Nebraska until 2012, when full-time enrollment was 365 students higher than part-time enrollment. In comparison, part-time graduate enrollment at the state colleges exceeded full-time enrollment by about 800 to 1,000 students between 2002 and 2012. Full-time graduate enrollment within the independent sector was significantly higher than part-time enrollment from fall 2002 through fall 2012. This pattern is evidenced primarily because, historically, about 50% of the total number of graduate students in the independent sector are enrolled in programs such as medicine and law at Creighton University, which are attended full time.

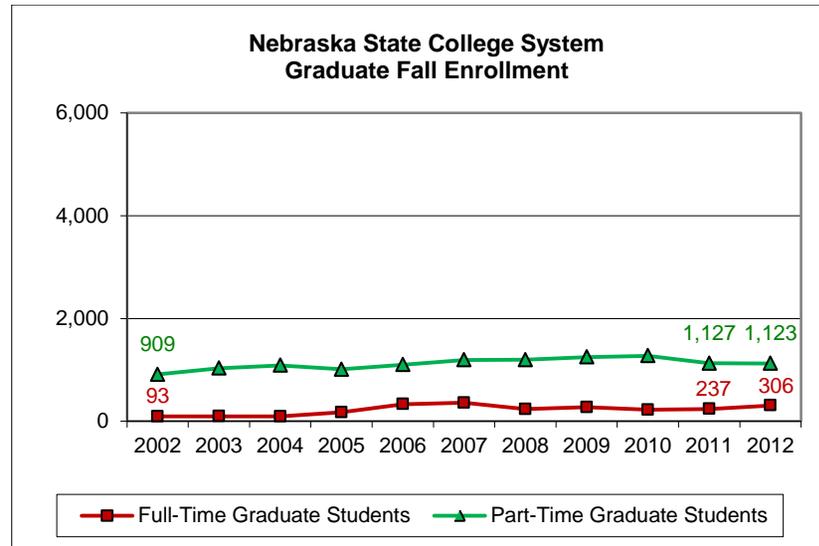
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

GRADUATE FALL ENROLLMENT by FULL-TIME AND PART-TIME CLASSIFICATION

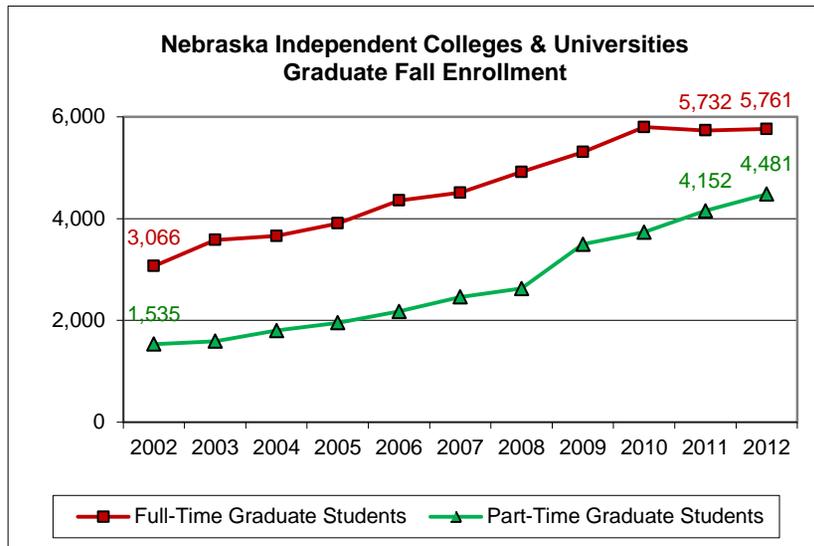
University of Nebraska



Nebraska State College System



Nebraska Independent Colleges and Universities

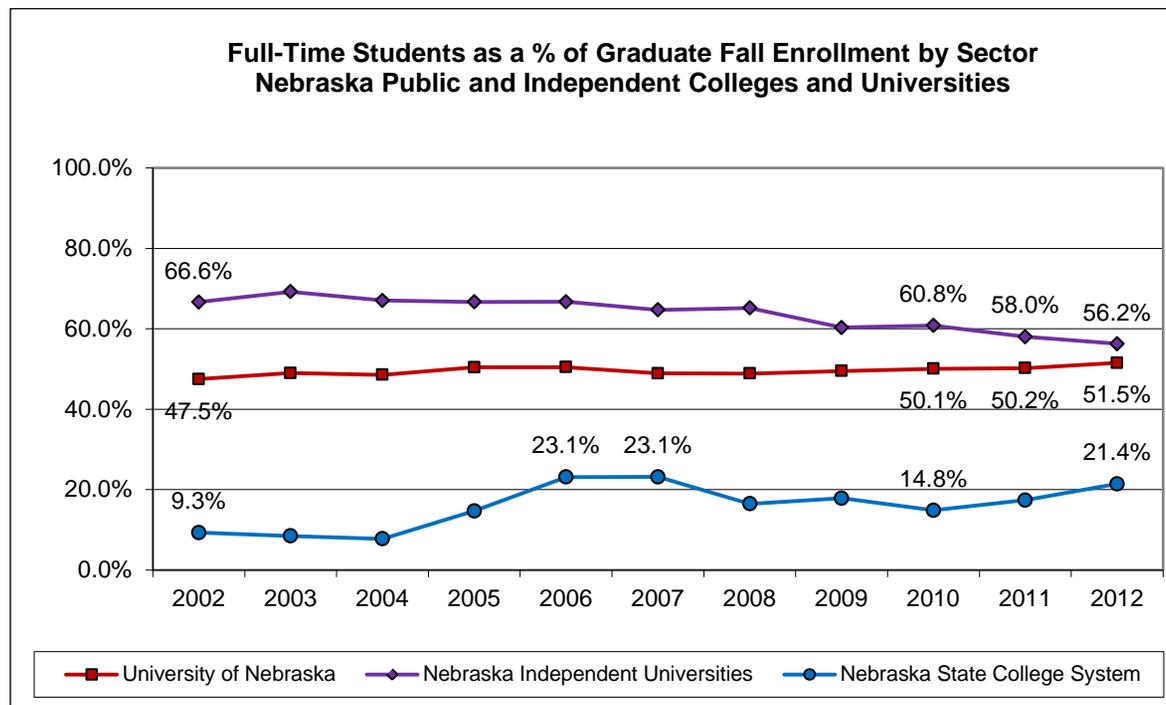


Changes in Graduate Fall Enrollments

| | <u>10-Year 2002-2012</u> | <u>1-Year 2011-2012</u> |
|--------------------------|------------------------------|-----------------------------|
| University of Nebraska | | |
| Full-Time Enrollment | 18.0% | 1.3% |
| Part-Time Enrollment | 0.3% | - 3.9% |
| State College System | | |
| Full-Time Enrollment | 229.0% | 29.1% |
| Part-Time Enrollment | 23.5% | - 0.4% |
| Independent Institutions | | |
| Full-Time Enrollment | 87.9% | - 0.5% |
| Part-Time Enrollment | 191.9% | 7.9% |

FULL-TIME GRADUATE FALL ENROLLMENT by SECTOR

- Within the independent sector, full-time students made up 56.2% of total graduate enrollment in fall 2012, compared to 66.6% in fall 2002.
- Within the University of Nebraska, full-time students accounted for 51.5% of total graduate enrollment in fall 2012, up from 47.5% in fall 2002.
- Within the Nebraska State College System, full-time students accounted for about 7% to 9% of total graduate enrollment between fall 2002 and fall 2004. In fall 2006 and 2007, full-time enrollment increased to 23.1% but decreased to 14.8% in fall 2010. In fall 2012, full-time students increased again to 21.4% of total graduate enrollment at the state colleges.



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** the **downloadable Excel workbook for Section A: Enrollment**.

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Section A.3

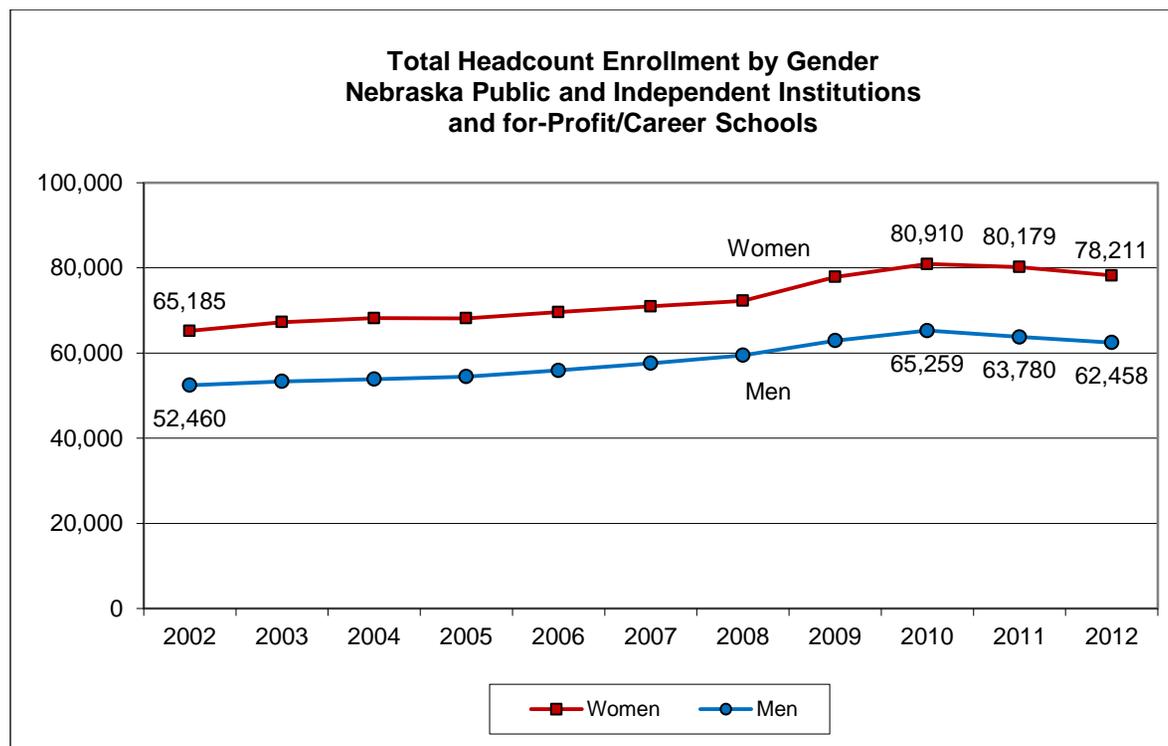
Total Fall Enrollment by Gender

Notes

- (1) **Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2002 through fall 2012. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.**
- (2) **Reported enrollments do not include students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor's and master's degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.**

TOTAL FALL ENROLLMENT by GENDER

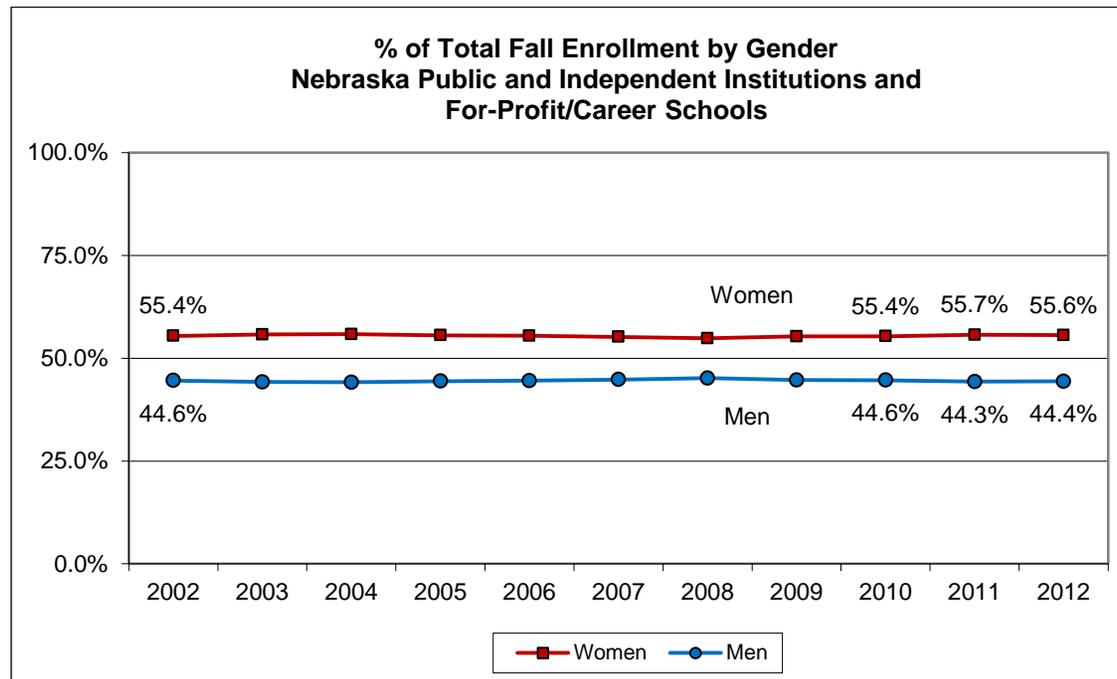
- Total enrollment of women at Nebraska's postsecondary institutions, including for-profit/career schools, increased from 65,185 in fall 2002 to 80,910 in fall 2010, but decreased 3.3% to 78,211 in fall 2012, resulting in a net 10-year increase of 20.0%.
- Total enrollment of men increased from 52,460 in fall 2002 to 65,259 in fall 2010, but decreased 4.3% to 62,458 in fall 2012 for a 10-year net increase of 19.1%.



Ten-year trend headcount data by sector and institution, gender, part-time/full-time classification, and level are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

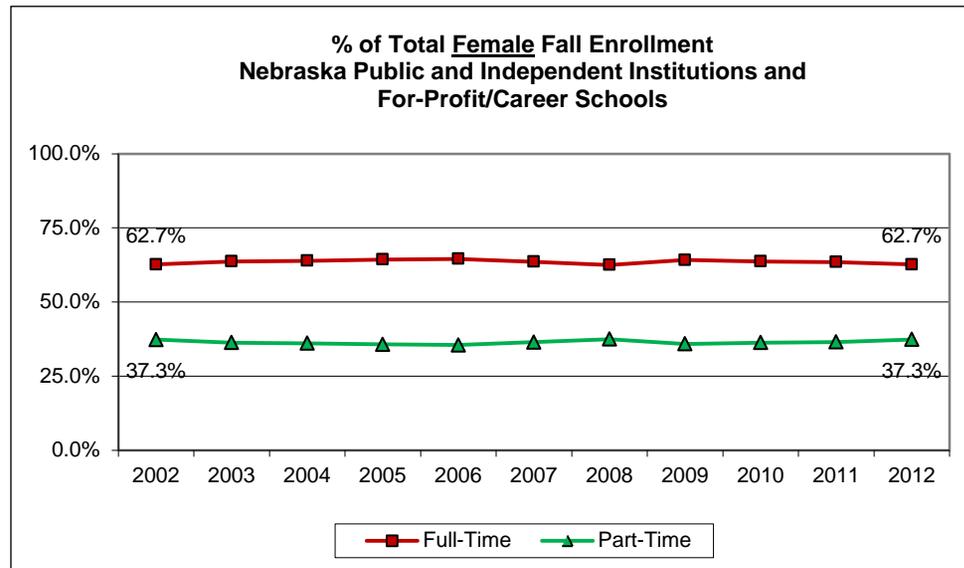
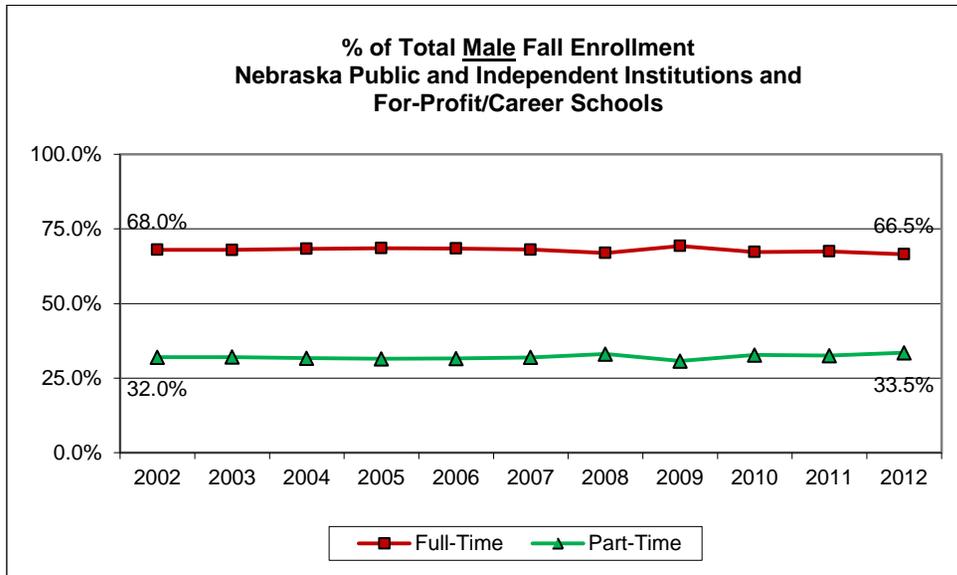
Percentages of TOTAL FALL ENROLLMENT by GENDER

- Women accounted for almost the same percentage of total headcount enrollment at Nebraska's postsecondary institutions in fall 2012 as they did in fall 2002.
- The gender gap fluctuated only slightly between fall 2002 and fall 2012. In fall 2002, women accounted for 55.4% of total headcount enrollment, while men accounted for 44.6% of the students enrolled at Nebraska's postsecondary institutions. In fall 2012, women accounted for 55.6% of total headcount, or only two-tenths of a percent from the percentage in fall 2002.



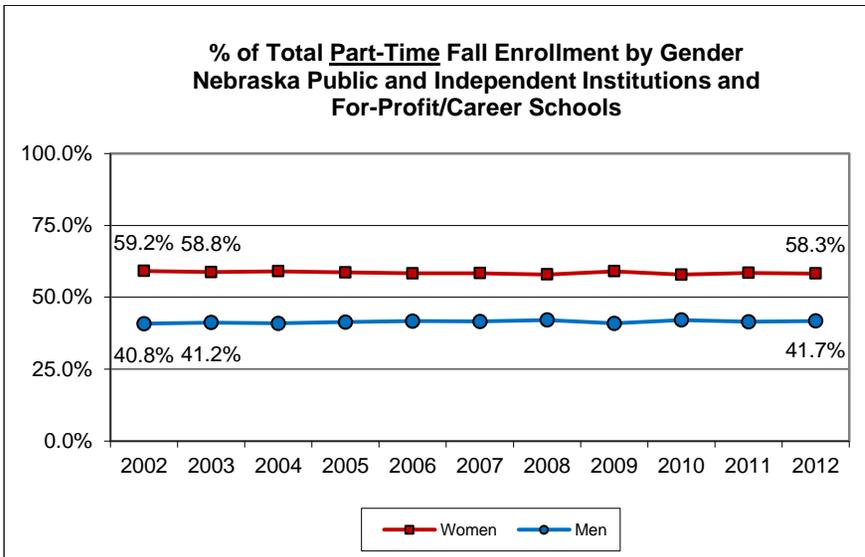
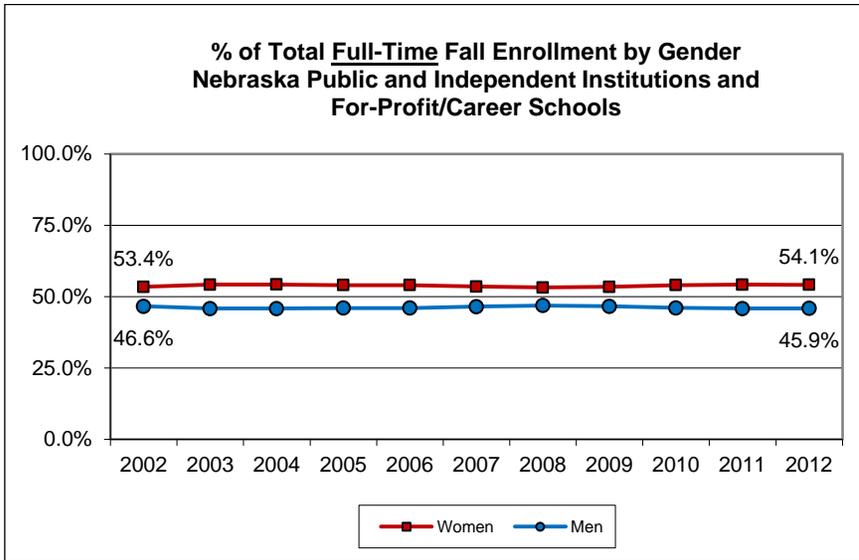
Ten-year trend headcount data by sector and institution, gender, part-time/full-time classification, and level are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentages of MALE and FEMALE FALL ENROLLMENTS
by FULL-TIME/PART-TIME CLASSIFICATION



- Compared to women, higher percentages of men enrolled full time between fall 2002 and fall 2012.
- In fall 2012, 66.5% of the men were enrolled full time, compared to 62.7% of the women.
- Conversely, 33.5% of the men were part-time students in fall 2012, while 37.3% of the women were enrolled part time.
- In fall 2002, there was a 5.3% difference between the percentage of men who were enrolled full time (68.0%) and the percentage of women who were full-time students (62.7%).
- By fall 2012, the difference between the percentage of men who were full-time students (66.5%) and the percentage of women who were enrolled full time (62.7%) had decreased slightly to 3.8%, indicating that the gap between men and women had narrowed to a small extent over the 10-year interval.

Percentages of FULL-TIME/PART-TIME FALL ENROLLMENTS by GENDER



- Including students enrolled at for-profit/career schools, women consistently accounted for higher percentages of the full-time and part-time students at Nebraska institutions than men over the 10-year period from fall 2002 to fall 2012.
- However, higher percentages of men than of women have attended college in Nebraska full time. (See the charts on page A.3.4.) As a result, the gender gap has been smaller for total full-time enrollment than it has been for total part-time enrollment.
- Further analysis of fall enrollment data shows that patterns of male and female enrollment vary noticeably by student level and by sector. Consequently, Sections A.3.1, A.3.2 and A.3.3 chart the fall enrollment trends of male and female students at the undergraduate and graduate levels.
- See Section A.5 for an analysis of total fall enrollment by gender and race/ethnicity.

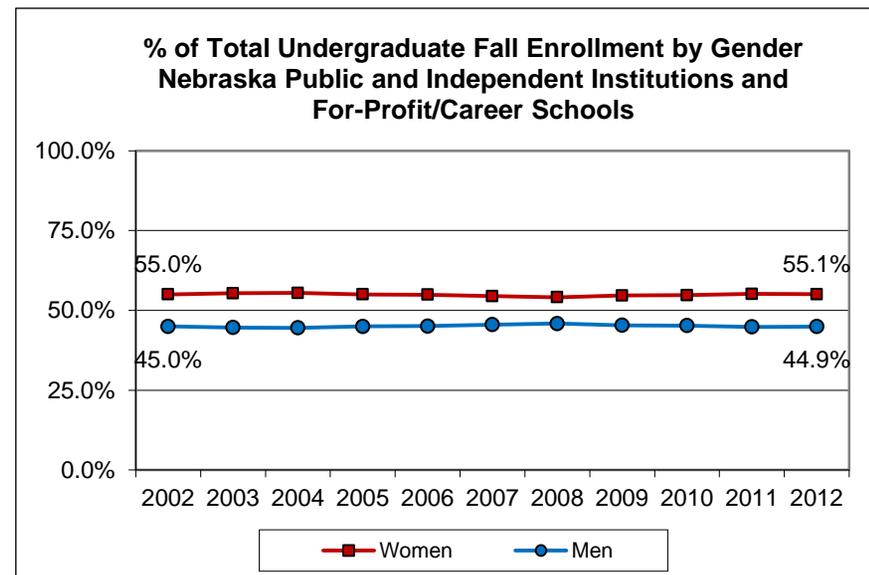
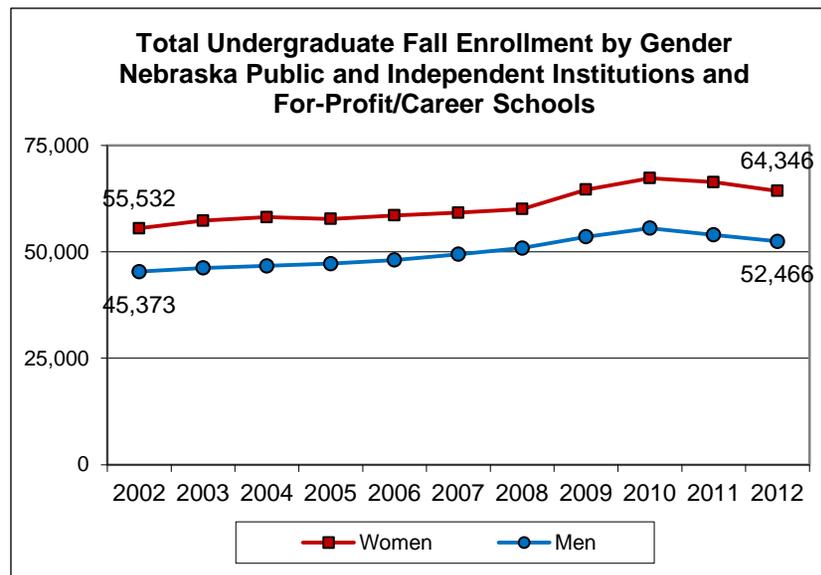
Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

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Section A.3.1
Undergraduate Fall Enrollment
by Gender

TOTAL UNDERGRADUATE FALL ENROLLMENT by GENDER

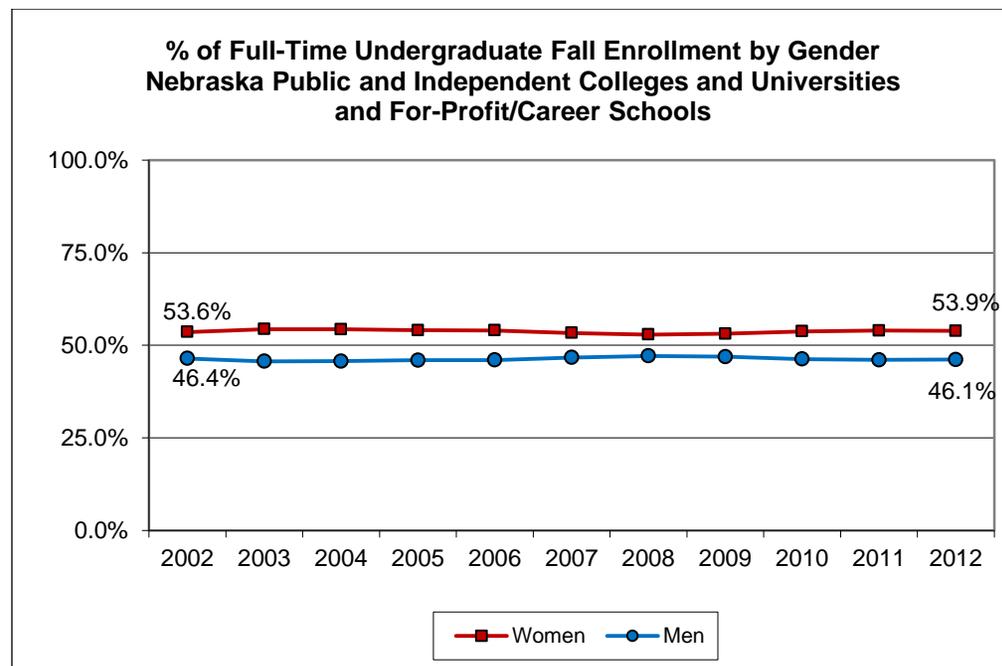
- Over the 10-year period between fall 2002 and fall 2012, total undergraduate enrollment of women at Nebraska's public and independent institutions and for-profit/career schools increased 15.9%, from 55,532 in 2002 to 64,346 in 2012.
- During the same period, total enrollment of men at the undergraduate level increased 15.6%, from 45,373 in 2002 to 52,466 in 2012.
- Throughout the 10-year period, women accounted for about 55% of all undergraduates, while men accounted for 45% of total undergraduate enrollment.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

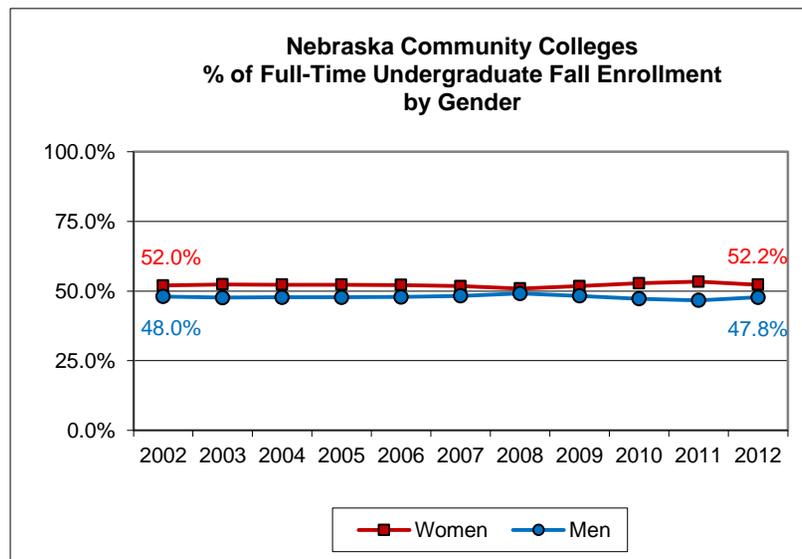
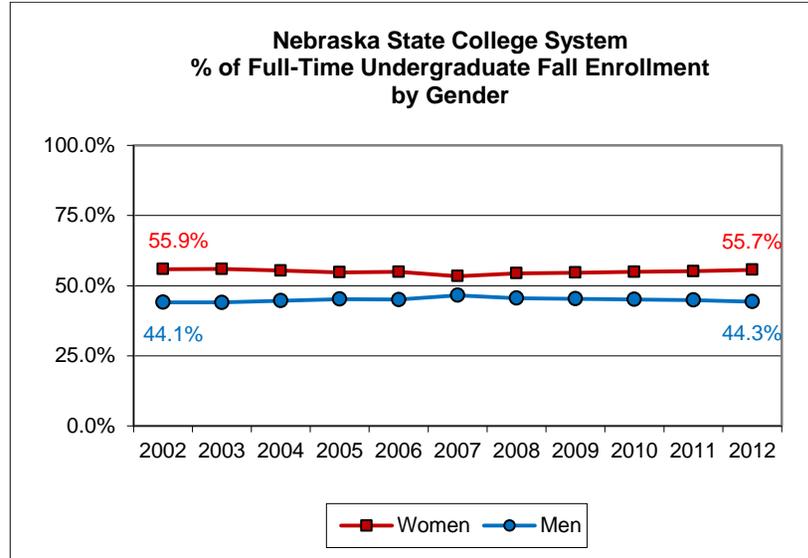
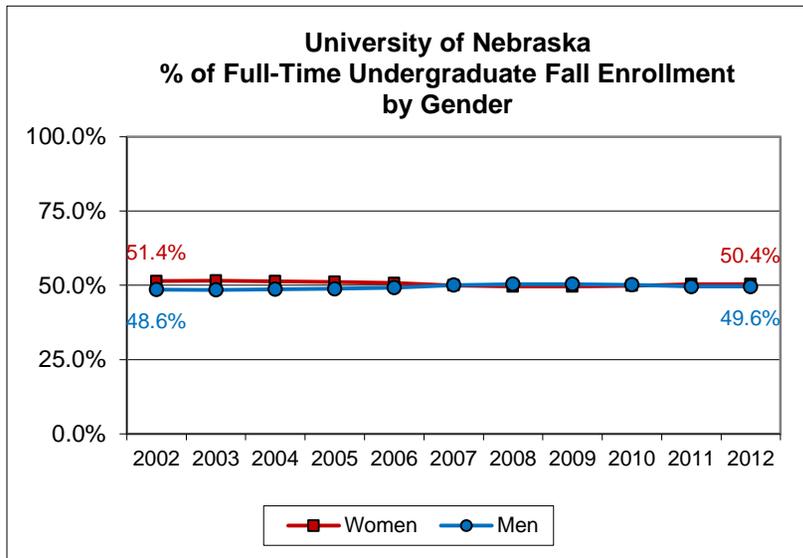
Percentages of FULL-TIME UNDERGRADUATE FALL ENROLLMENT by GENDER

- Compared to men, women consistently accounted for a higher percentage of full-time undergraduate enrollments at Nebraska's postsecondary institutions between fall 2002 and fall 2012. But, as shown on the charts on the following pages, percentage enrollments of men and women have varied by sector.
- Between fall 2002 and fall 2012, the smallest gender gap was at the University of Nebraska, where women and men each accounted for about 50% of full-time undergraduate enrollment in fall 2012. The next smallest gender gap was at Nebraska's community colleges, where women made up 52.2% of the full-time students enrolled in fall 2012.
- The gender gaps among full-time students at the Nebraska state colleges and the state's independent institutions were wider than at the University of Nebraska and Nebraska community colleges but not as wide as at the for-profit/career schools located within the state.

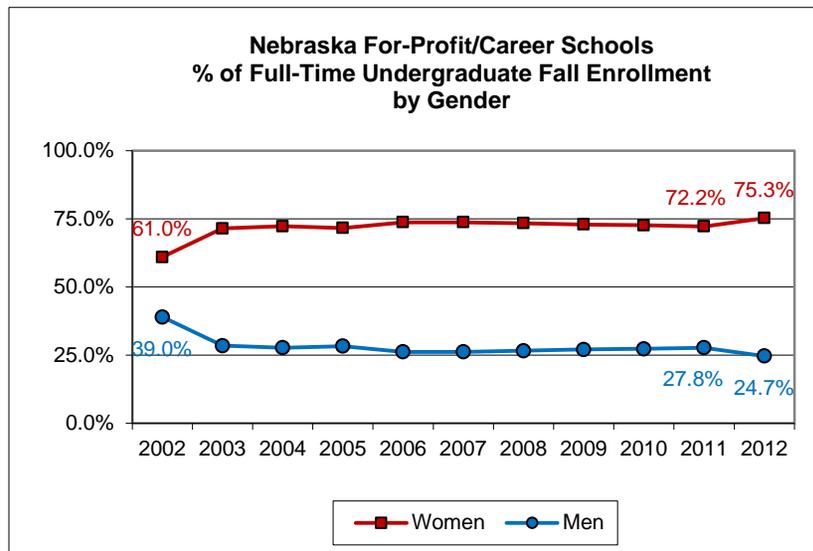
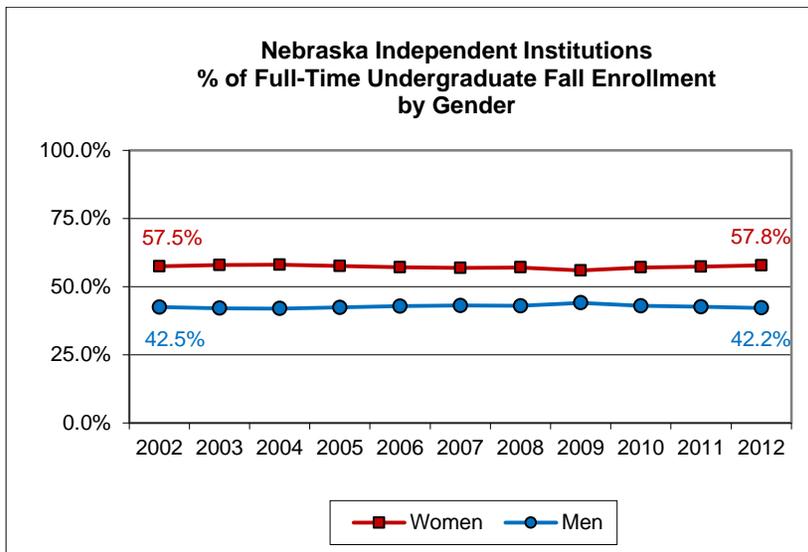


Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentages of FULL-TIME UNDERGRADUATE FALL ENROLLMENT by SECTOR and by GENDER



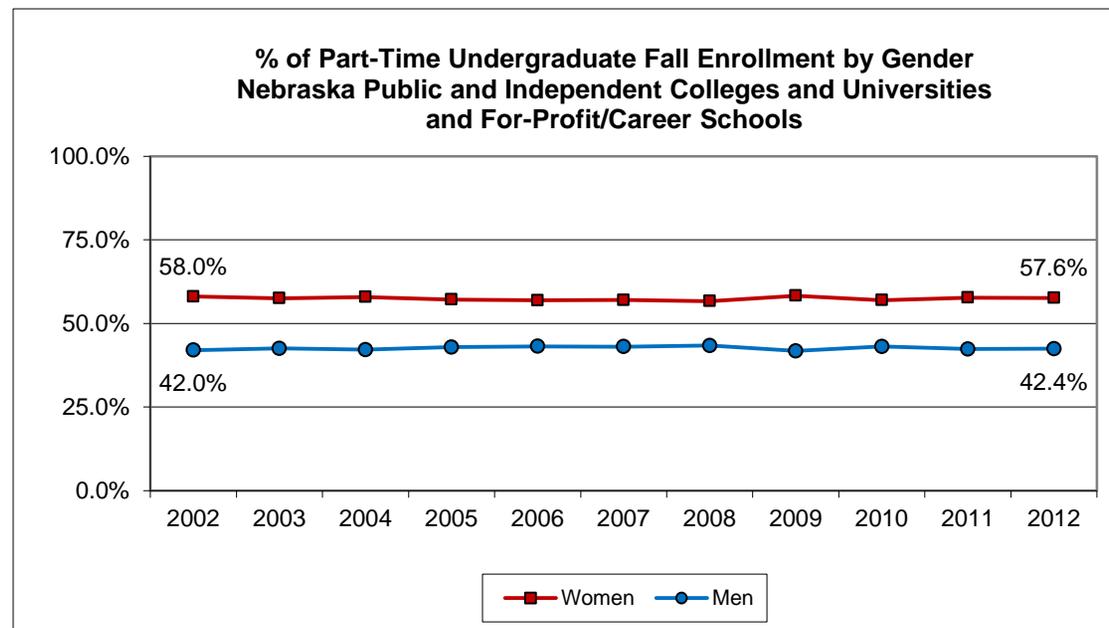
Percentages of FULL-TIME UNDERGRADUATE FALL ENROLLMENT by SECTOR and by GENDER



- In fall 2012, by far the largest gender gap was at Nebraska for-profit/career schools. Women accounted for 75.3% of full-time undergraduate enrollment, while men accounted for only 24.7%. These totals compare to 61.0% and 39.0% in 2002, respectively.
- The gender gap at Nebraska's for-profit/career schools widened significantly between 2002 and 2003, and remained relatively stable until fall 2012, when the gap widened from 44.4% (72.2% minus 27.8%) to 50.6% (75.3% minus 24.7%). The overall widening of the gender gap since 2002 was due primarily to increased enrollments of women at degree-granting for-profit/career schools such as Vatterott, Kaplan University, and ITT Tech.
- Women first outnumbered men at the degree-granting for-profit/career schools in 2002.
- The gender gap at the for-profit/career schools that are currently classified as non-degree granting has not changed significantly over the past ten years. In fall 2012, women made up 93.7% of full-time undergraduate enrollment at the non-degree-granting for-profit/career schools, down only 0.1% from 93.8% in fall 2001.

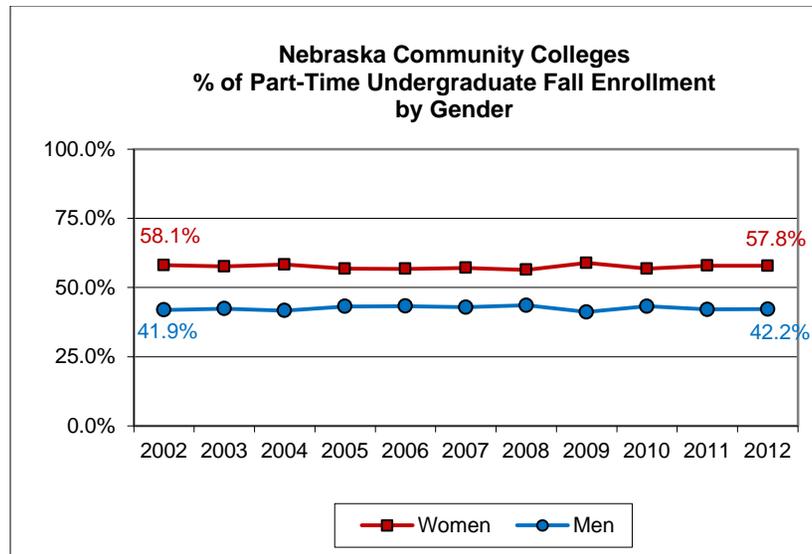
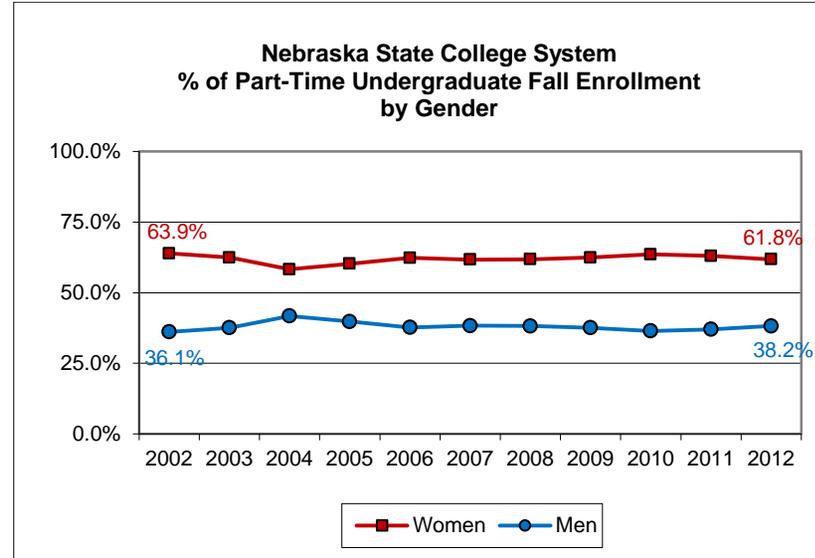
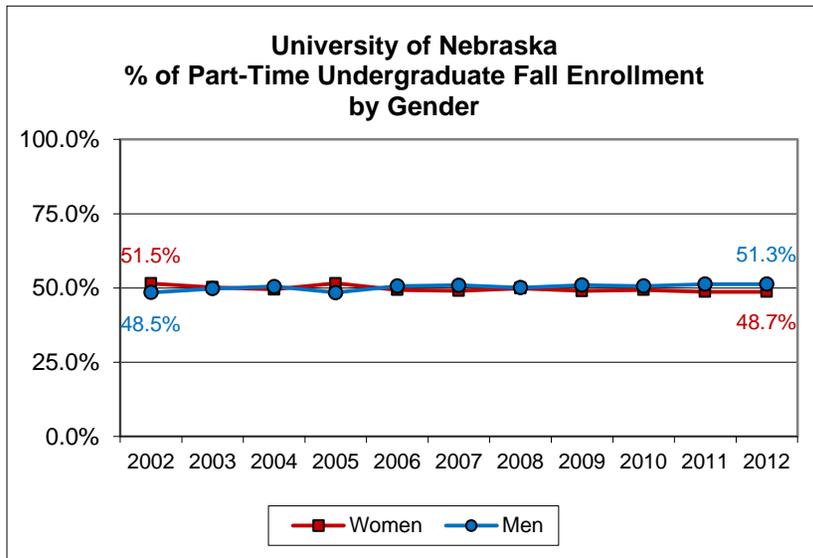
Percentages of PART-TIME UNDERGRADUATE FALL ENROLLMENT by GENDER

- Among all undergraduates at Nebraska's postsecondary institutions, the gender gap was noticeably wider among part-time students than among full-time students over the 10-year period between 2002 and 2012.
- In fall 2012, women accounted for 57.6% of the undergraduates attending college part time, while men accounted for 42.4%. In comparison, women accounted for 53.9% of full-time undergraduate enrollment, while men accounted for 46.1%. (See page A.3.9 for the chart showing the percentage of full-time undergraduate fall enrollment.)
- As shown on the charts on the following page, the smallest gender gap among part-time students was at the University of Nebraska. In fall 2012, 48.7% of the part-time students were women and 51.3% were men. The widest gap was within the for-profit/career schools. As of fall 2012, 67.6% of the part-time undergraduates in the for-profit/career schools were women, while only 32.4% were men.

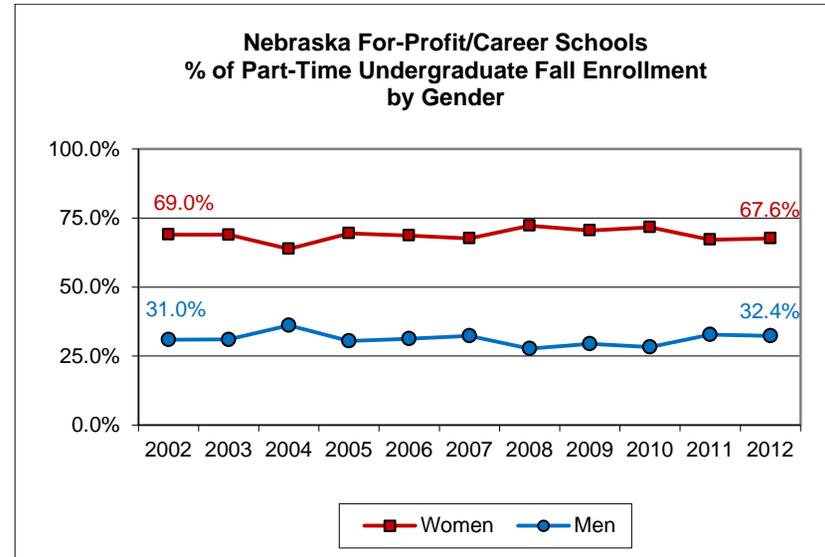
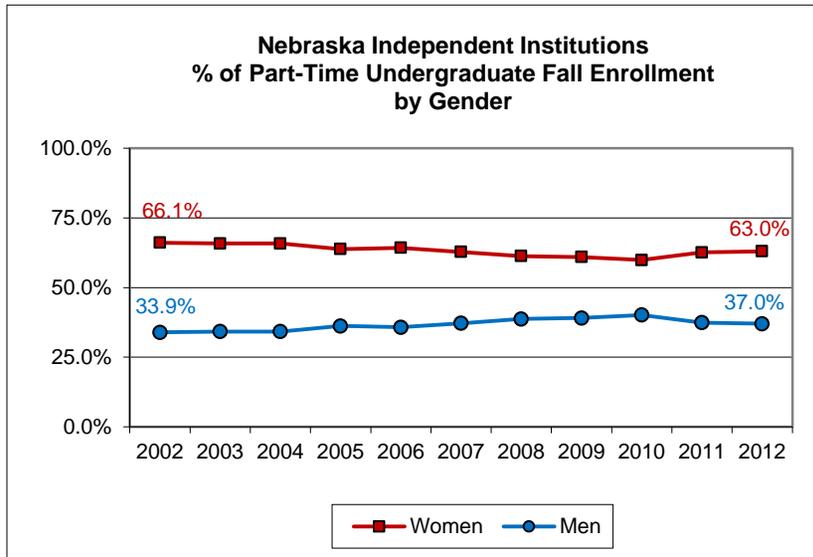


Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentages of PART-TIME UNDERGRADUATE FALL ENROLLMENT by SECTOR and by GENDER



Percentages of PART-TIME UNDERGRADUATE FALL ENROLLMENT by SECTOR and by GENDER



Section A.3.2

Graduate Fall Enrollment by Gender

Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.

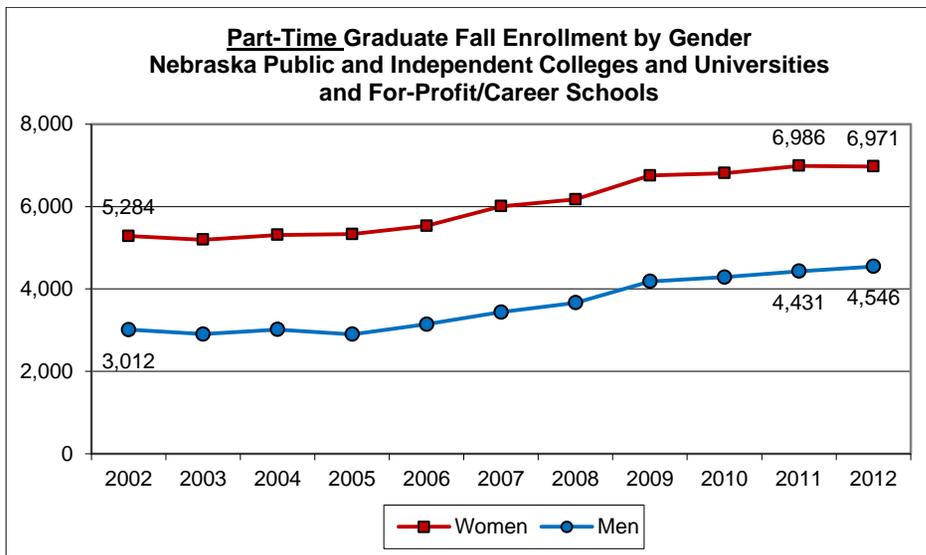
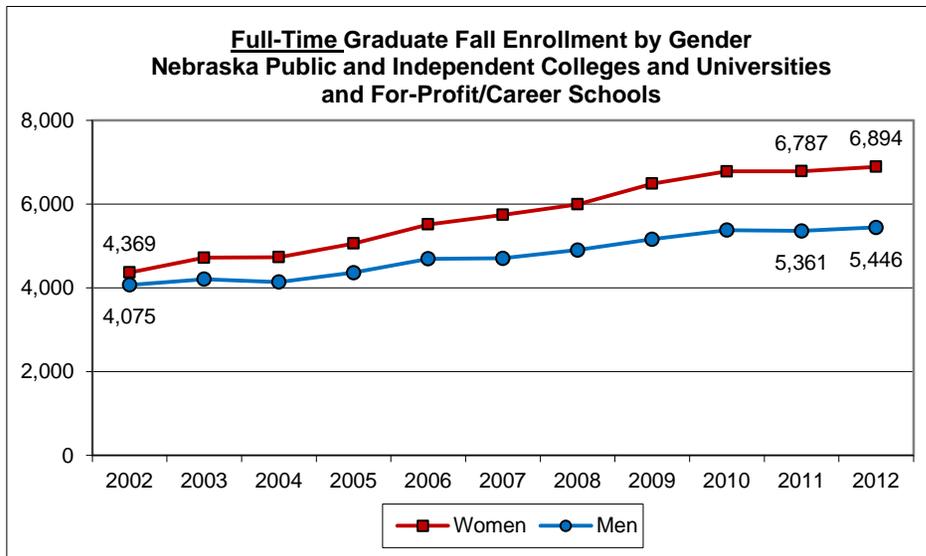
Notes Regarding Graduate Enrollments in the For-Profit/Career School Sector:

With the introduction of a University of Phoenix facility to the Omaha area, 2006 was the first year that graduate programs were offered within the for-profit/career school sector. In fall 2006, 29 full-time graduate students were enrolled at the Omaha facility of the University of Phoenix. Since 2006, full-time graduate enrollments at the Omaha facility of the University of Phoenix were as follows: fall 2007 - 39, fall 2008 - 6, fall 2009 - 13, fall 2010 - 28, fall 2011 - 17, fall 2012 - 20.

Beginning in fall 2010, the Lincoln and Omaha campuses of Kaplan University reported full-time graduate enrollments of 7 and 12 students, respectively. In addition, Kaplan’s Omaha campus reported enrollment of three part-time graduate students in fall 2010. In fall 2012, Kaplan’s Lincoln and Omaha campuses enrolled three and 14 full-time graduate students, and 15 and 27 part-time graduate students, respectively.

Graduate enrollments at the University of Phoenix and Kaplan University are included in the state totals reported in this section.

FULL-TIME & PART-TIME GRADUATE FALL ENROLLMENTS BY GENDER



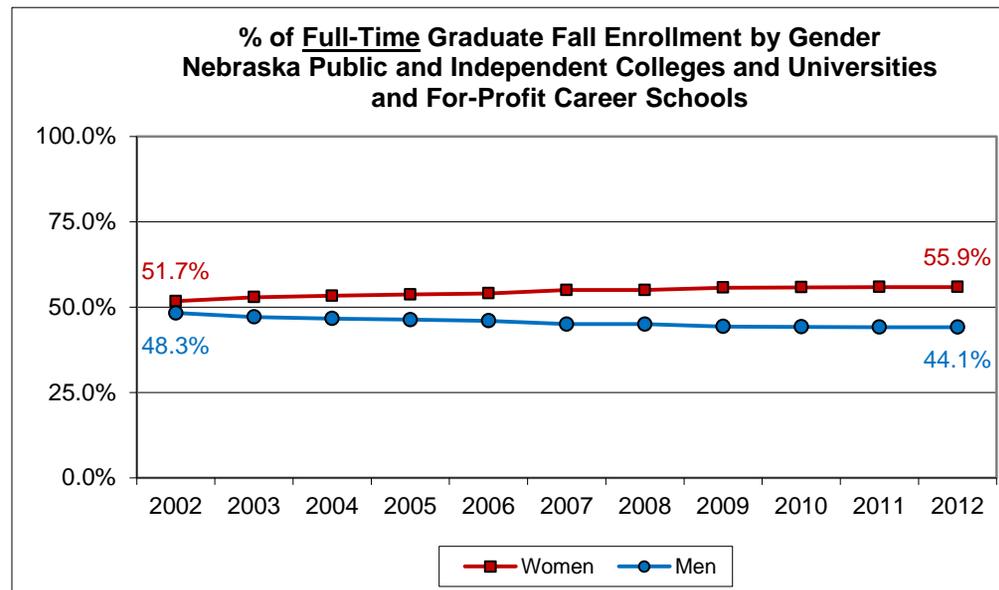
- In Nebraska, the number of women enrolled in graduate programs full time exceeded the number of men for the first time in 2000.
- At Nebraska's postsecondary institutions, total full-time graduate enrollment of women increased 57.8% between fall 2002 and fall 2012. The enrollment of men increased 33.6%.
- Total part-time graduate enrollment of women increased 31.9% between fall 2002 and fall 2012. The enrollment of men increased 50.9% over the 10-year period.

Over the 10-year period, more than one-and one-half times as many women as men were enrolled in graduate programs part time. There was also a more consistent and wider gap between the numbers of men and women who were enrolled in graduate programs on a part-time basis than there was between the enrollment of men and women who pursued their graduate studies full time.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

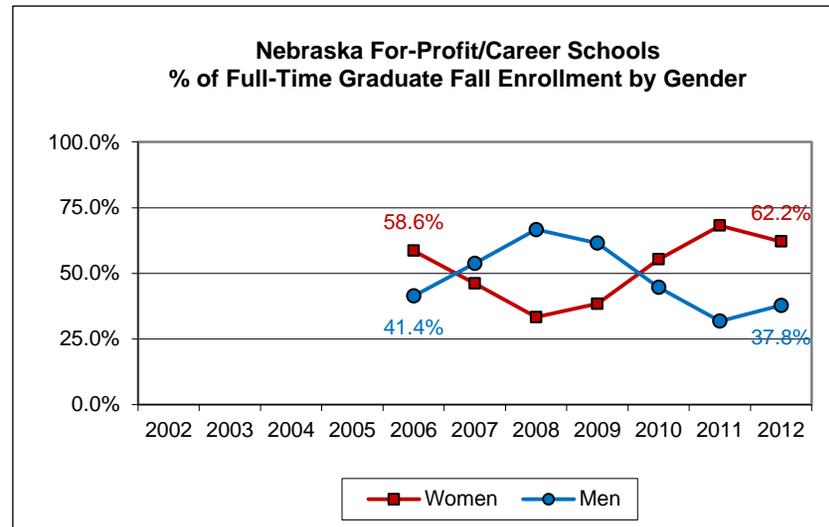
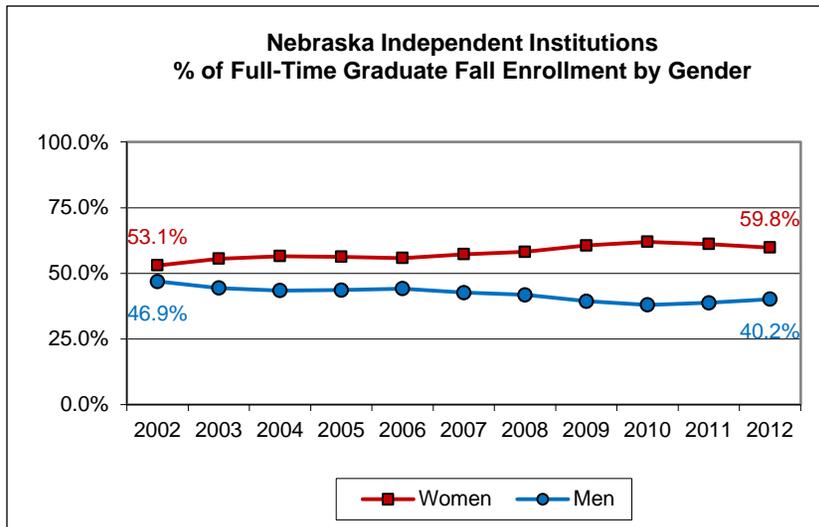
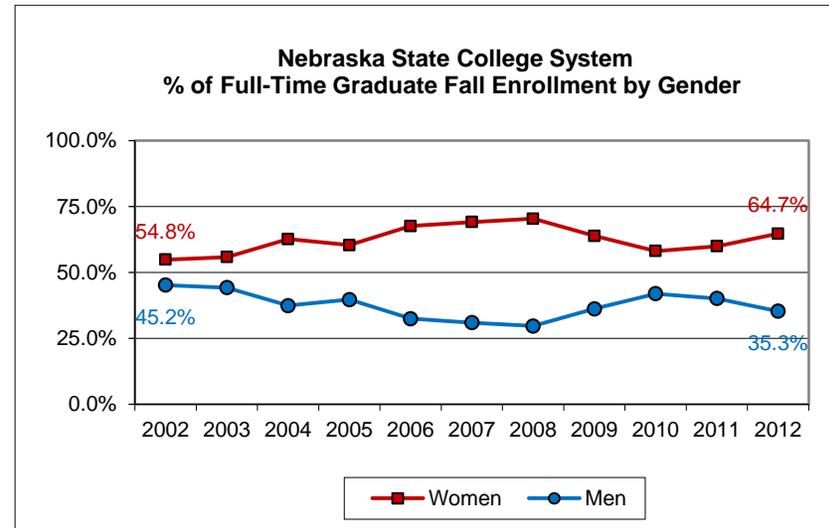
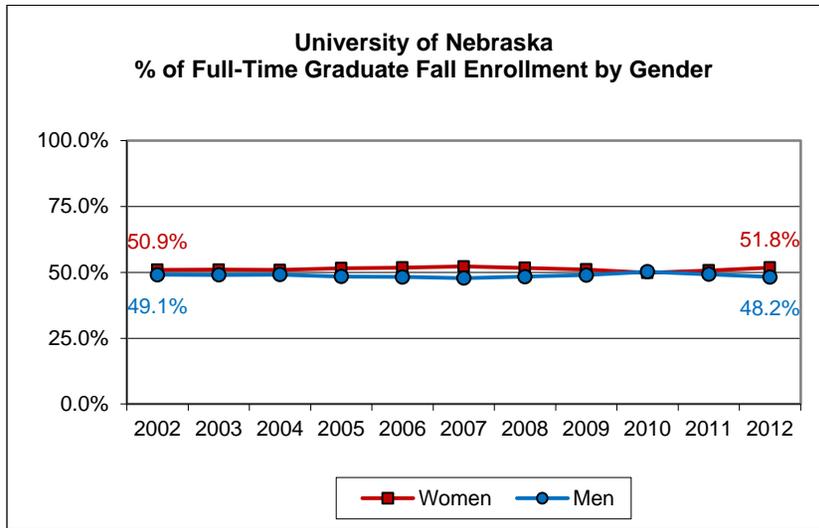
Percentages of FULL-TIME GRADUATE FALL ENROLLMENT by GENDER

- Since 2002, women have accounted for more than half of the full-time graduate students at Nebraska's postsecondary institutions.
- By fall 2012, women accounted for 55.9% of the full-time graduate students, while men accounted for 44.1%.
- However, as shown on the [charts on the following page](#), the full-time enrollment of women, relative to men, varies across the four sectors that offer graduate programs in Nebraska.
- Since 2002, the gender gap has remained relatively consistent at the [University of Nebraska](#), where men and women each account for about 50% of full-time graduate enrollment. In comparison, the gender gap generally widened at the [independent institutions](#) so that, by fall 2012, women accounted for 60% of the full-time graduate students at the independent colleges and universities. The gender gap at the [Nebraska state colleges](#) has fluctuated up and down over the past ten years. In fall 2012, women accounted for 65% of full-time graduate enrollment, compared to 55% in fall 2002. Within the for-profit/career school sector, there has been no consistent pattern of enrollment by gender, due to the relatively small numbers of graduate students in this sector (see page A.3.15).



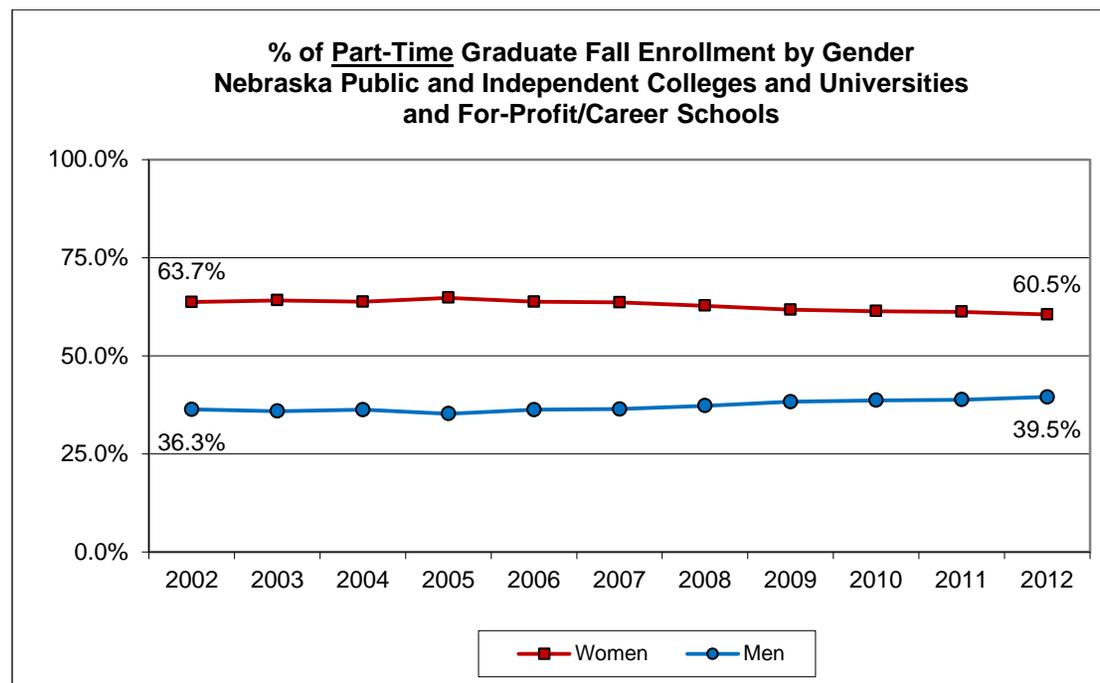
Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentages of FULL-TIME GRADUATE FALL ENROLLMENT by SECTOR and by GENDER



Percentages of PART-TIME GRADUATE FALL ENROLLMENT by GENDER

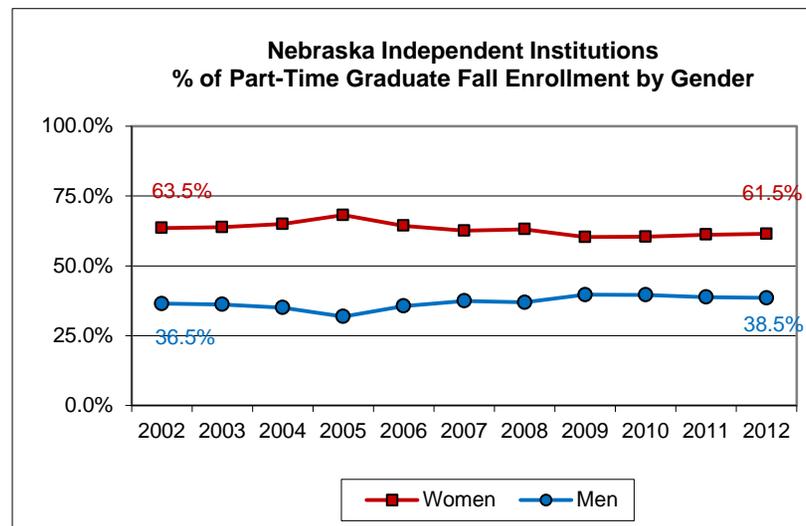
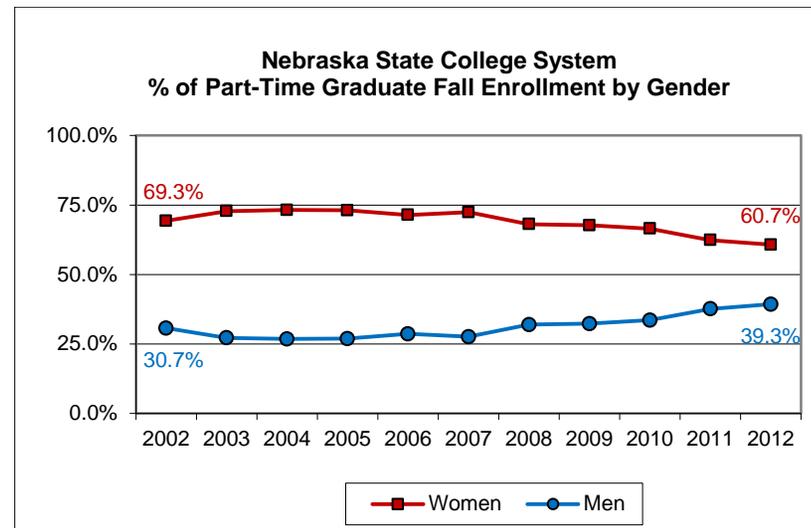
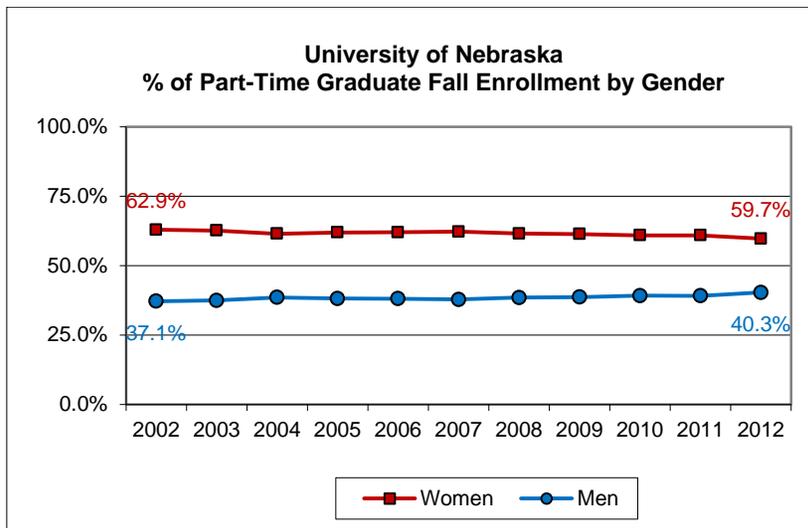
- Among part-time graduate students at Nebraska public and independent institutions, the gender gap remained relatively consistent between fall 2002 and fall 2008, with women accounting for 63% to 65% of part-time graduate enrollment. Since 2008, the gap has narrowed slightly. In fall 2012, women accounted for 60.5% of part-time graduate enrollment.
- As shown on the [charts on the following page](#), the gender gap among part-time students at the [University of Nebraska](#) narrowed only slightly between fall 2002 and fall 2012, while the gender gap narrowed more significantly at the [Nebraska state colleges](#). Within the [independent sector](#), the gender gap widened and then narrowed, so that it was only four percentage points smaller in fall 2012 than it was in fall 2002.¹



¹Graduate programs were first offered within the for-profit/career school sector in fall 2006. Between fall 2006 and fall 2009, there were no part-time graduate students within the for-profit/career sector. In fall 2010, there were only three part-time graduate students, but in fall 2011, a total of 29 part-time graduate students were enrolled within the for-profit sector. In fall 2012, part-time enrollment in the for-profit sector increased to 42 graduate students.

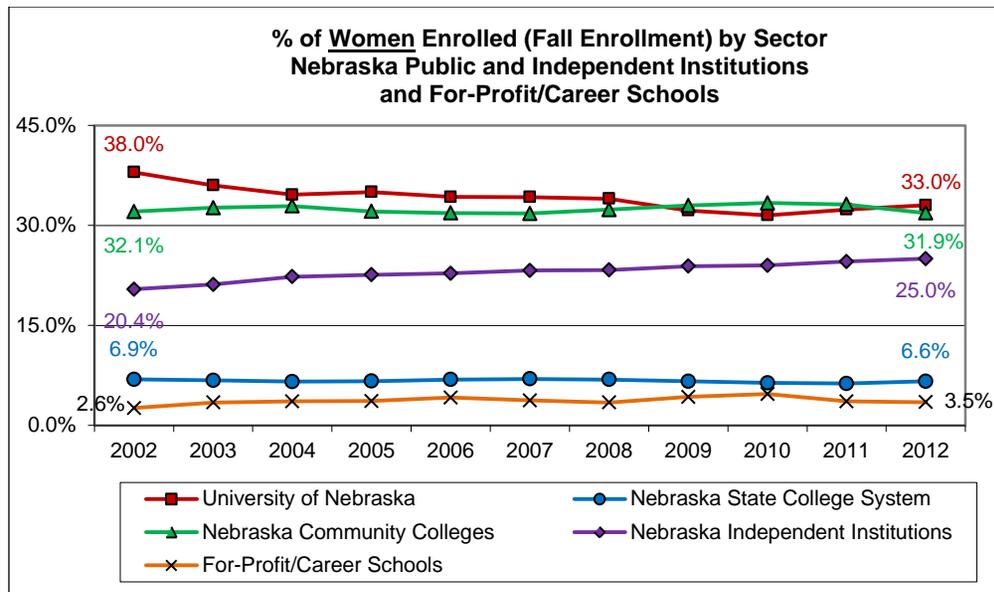
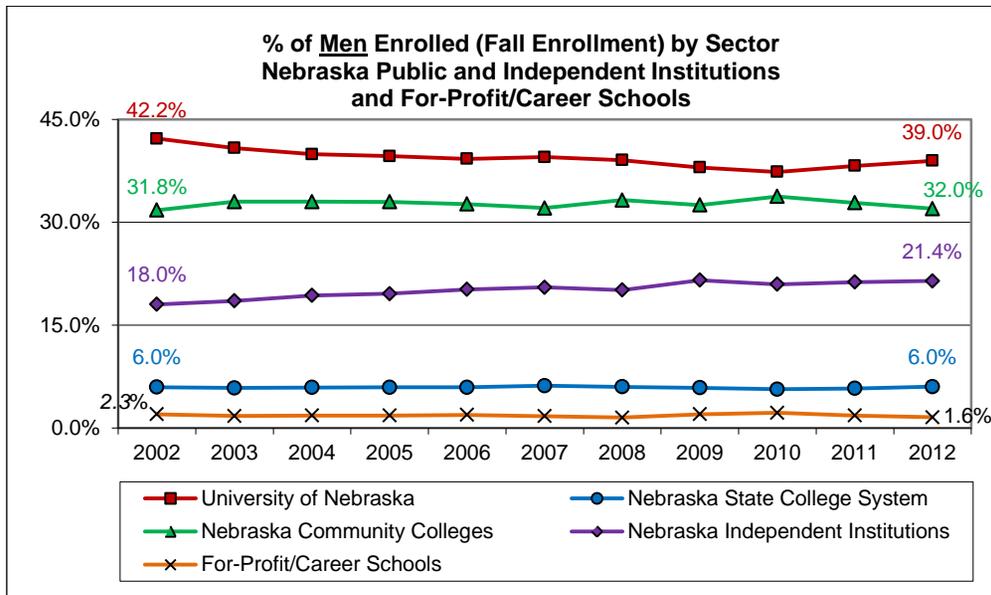
Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentages of PART-TIME GRADUATE FALL ENROLLMENT by GENDER



Section A.3.4
Fall Gender Enrollment by Sector

FALL GENDER ENROLLMENT by SECTOR



- Compared to women, a higher percentage of the men who attended college were enrolled at the University of Nebraska in fall 2012. Lower or about equal percentages of the men attending college were enrolled at community colleges, independent institutions, state colleges, and for-profit/career schools in Nebraska.
- Among the men enrolled at Nebraska's postsecondary institutions, the highest percentage attended the University of Nebraska. Lower enrollment percentages were evidenced at the community colleges, independent institutions, state colleges, and for-profit/career schools. Between 2002 and 2012, a decreasing percentage of men enrolled at the University of Nebraska, while the percentage attending independent institutions increased.
- Women followed the same general pattern of enrollment as men between fall 2002 and fall 2012, except about equal percentages of women attended the state's community colleges and the University of Nebraska since 2004. Lower percentages of women enrolled at the independent institutions, state colleges, and for-profit/career schools. Between 2002 and 2012, a decreasing percentage of women attended the University of Nebraska, while an increasing percentage studied at the independent institutions.

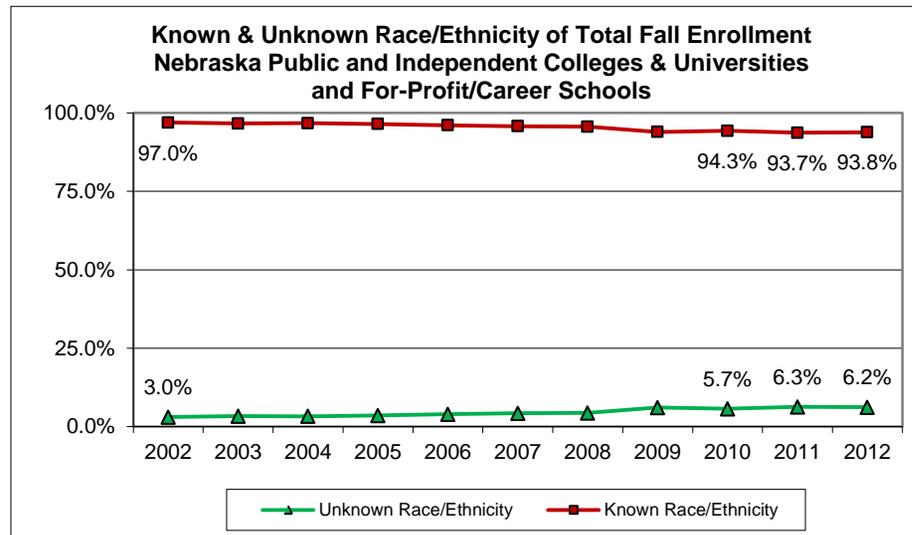
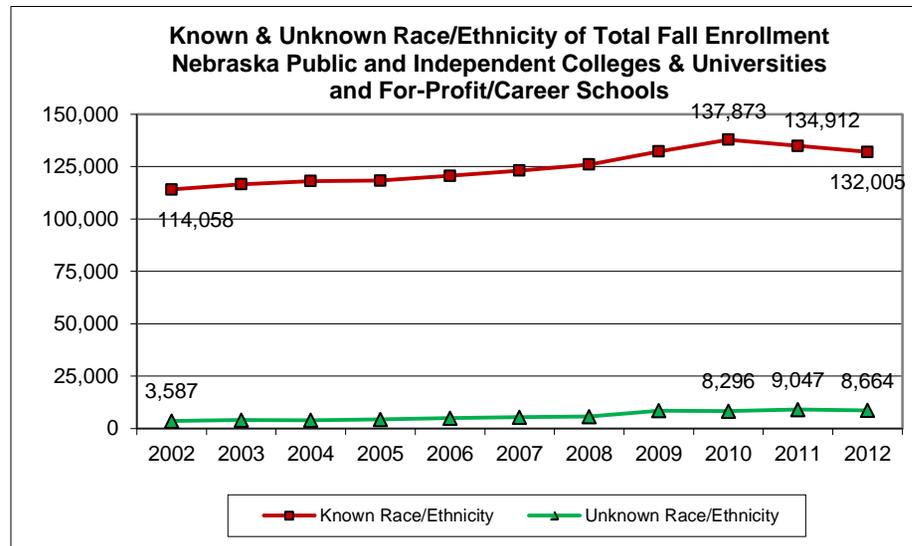
Section A.4

Total Fall Enrollment by Race/Ethnicity¹

Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2002 through fall 2012. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) Reported enrollments do not include students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor's and master's degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.
- (3) The glossary for IPEDS defines race/ethnicity as the "categories developed in 1997 by the federal Office of Management and Budget that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins." *Webster's New World Dictionary* (1991) defines race as any of the different populations of human beings distinguished by physical traits, blood types, genetic code patterns, or other inherited traits. The same source defines ethnicity as designating or of a population subgroup having a common cultural heritage, as distinguished by customs, characteristics, language, common history, etc. See page A4.4 for definitions of the racial/ethnic groups used in this publication.

TOTAL FALL ENROLLMENT by KNOWN and UNKNOWN RACE/ETHNICITY

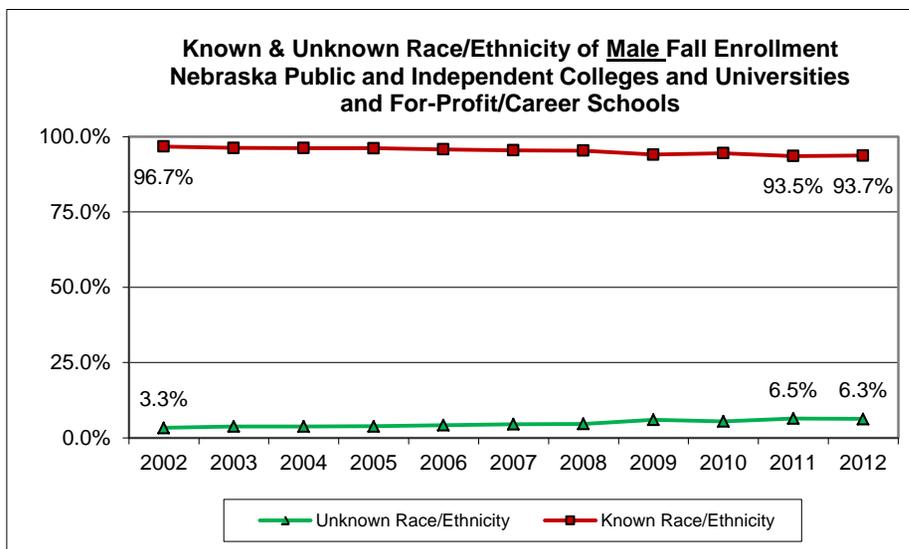


- The number of students of known race/ethnicity increased from 114,058 in fall 2002 to 137,873 in fall 2010, but decreased to 132,005 in fall 2012.
- As a percentage of total headcount, students of known race/ethnicity decreased from 97.0% of total headcount in 2002 to 93.8% in 2012.
- Over the 10-year period between 2002 and 2012, an increasing percentage of students were of unknown race/ethnicity. Specifically, the percentage of students of unknown race/ethnicity increased from 3.0% in fall 2002 to 6.2% in fall 2012.¹

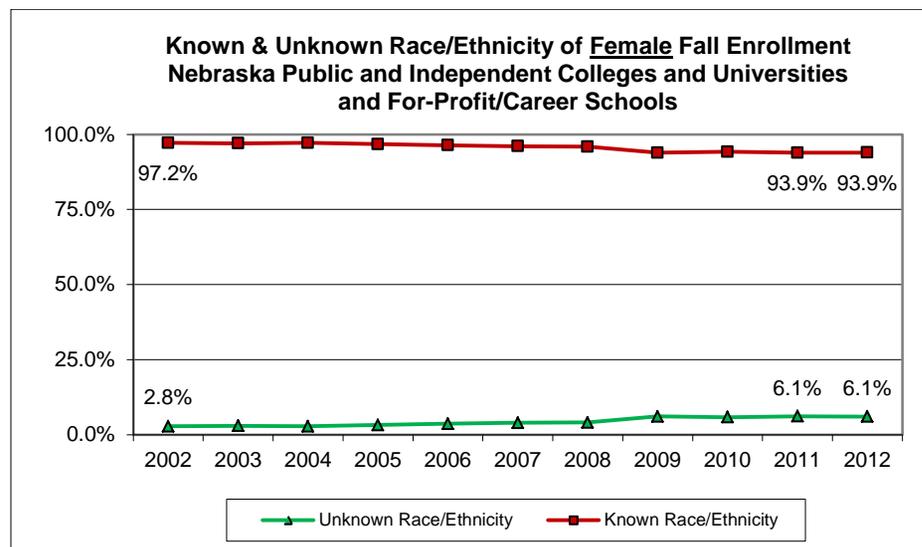
¹Students in the unknown race/ethnicity category include students in the “two or more races” category as well as students who do not report their race/ethnicity. Students in the “two or more races” category accounted for 1.3% of total enrollment in fall 2012. *CCPE staff reference: WB A.4_Enrollment_by_Race, worksheet of RQD.*

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

MALE & FEMALE TOTAL FALL ENROLLMENT by KNOWN and UNKNOWN RACE/ETHNICITY



- In fall 2002, students of unknown race/ethnicity accounted for 3.3% of the total enrollments of men and 2.8% of the total enrollments of women at Nebraska’s public, independent, and for-profit colleges and universities.
- In fall 2012, 6.3% of the men and 6.1% of the women were of unknown race/ethnicity.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

Note: The remaining analyses in this section focus on the enrollment of students of known race/ethnicity as defined below. Students of unknown race/ethnicity are excluded from all calculations under the basic, but not necessarily correct, assumption that these students are proportionately distributed among the total number of students enrolled by race/ethnicity, by level (undergraduate and graduate), full-time and part-time classification, and by gender.

Beginning with the collection of data during the 2008-2009 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Consequently, beginning with the 2008-2009 edition of the *Factual Look*, the Coordinating Commission adapted its statistical analyses to the new IPEDS categories of race/ethnicity as explained below.

The Commission continues to use the same five category names that it used prior to 2008-2009. The corresponding IPEDS category names and definitions are presented below. The only substantive difference between the old and new classification system is that the new system separates Asians and Pacific Islanders (including Native Hawaiians) into two categories. For reporting purposes, the Coordinating Commission recombines these two categories.

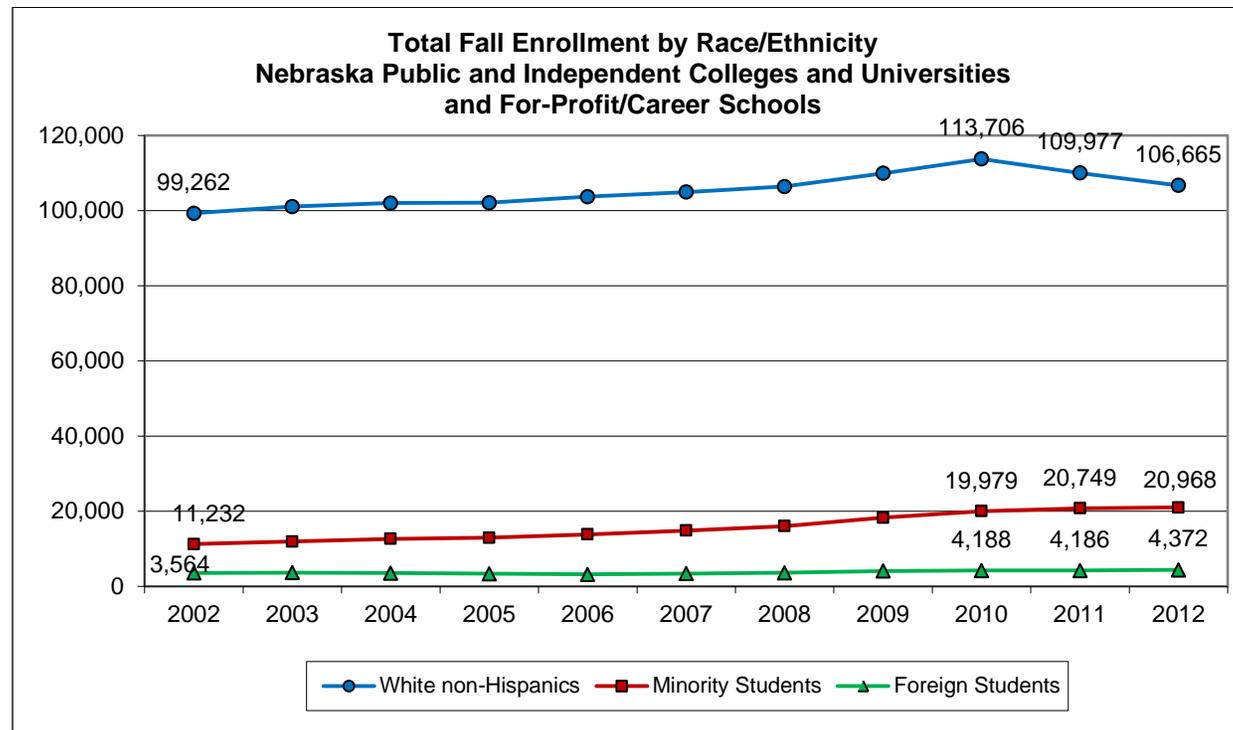
| Category Name Used in Commission Reports | IPEDS Category Name | IPEDS Definition of Racial/Ethnic Group ¹ |
|--|---|--|
| White non-Hispanic | White | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |
| Asian/Pacific Islander | Asian | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. |
| | Native Hawaiian or Other Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. |
| Hispanic | Hispanic or Latino | A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. |
| Native American | American Indian or Alaska Native | A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. |
| Black non-Hispanic | Black or African American | A person having origins in any of the black racial groups of Africa. |

¹Source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 8, 2009

TOTAL FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity)

- Between fall 2002 and fall 2010, total enrollment of white non-Hispanics at Nebraska public and independent colleges and universities and for-profit/career schools increased 14.6%, from 99,262 to 113,706. However, between fall 2010 and fall 2012, enrollment decreased 7,041 students, resulting in a net 10-year increase of 7.5% from fall 2002 to fall 2012.
- The enrollment of foreign students (non-resident aliens) increased 4.4% between fall 2011 and fall 2012 and increased 22.7%, from 3,564 in fall 2002 to 4,372 in fall 2012.
- In comparison, enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 86.7%, or almost doubled, from 11,232 to 20,968.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

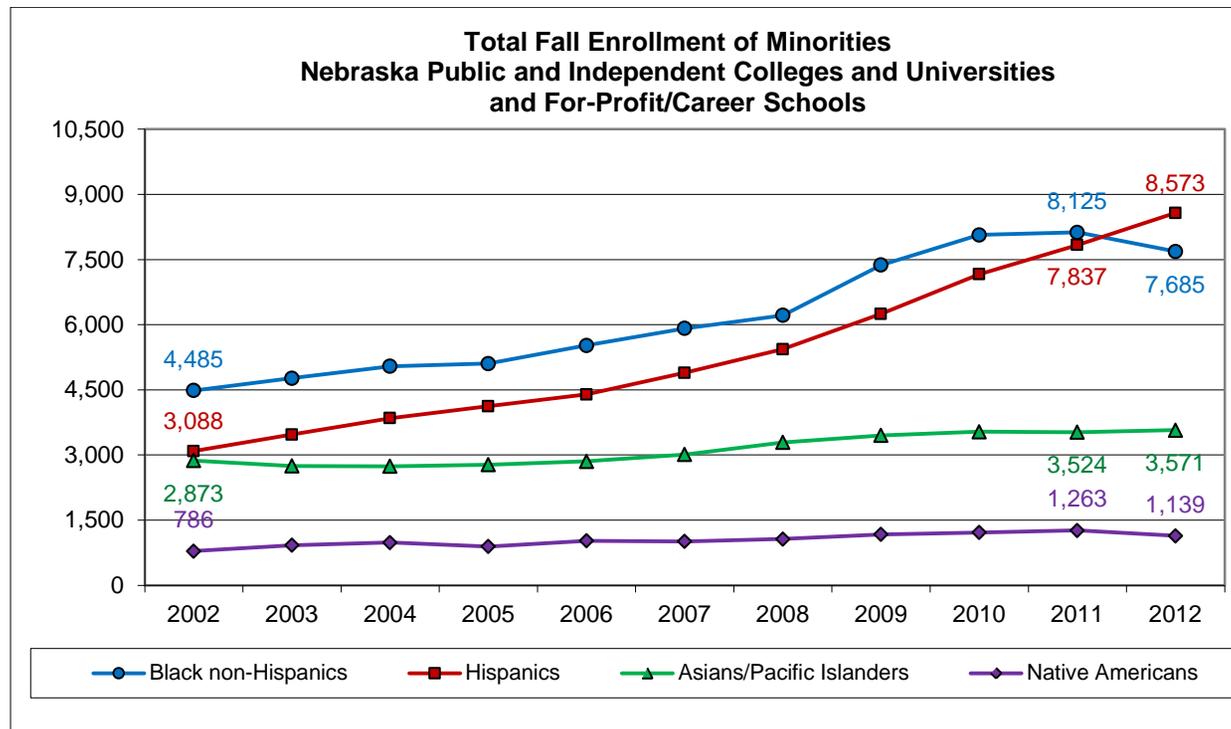
TOTAL FALL ENROLLMENT OF MINORITIES

(Excluding students of unknown race/ethnicity)

- Over the 10-year period between fall 2002 and fall 2012, total minority enrollments at Nebraska's public and independent colleges and universities and for-profit/career schools increased as follows:

| | |
|--------------------------|--------|
| Black non-Hispanics | 71.3% |
| Hispanics | 177.6% |
| Asians/Pacific Islanders | 24.3% |
| Native Americans | 44.9% |

- However, between fall 2011 and fall 2012, the only significant increase was among Hispanics. The enrollment of black non-Hispanics and Native Americans decreased, and the enrollment of Asians/Pacific Islanders increased only slightly.

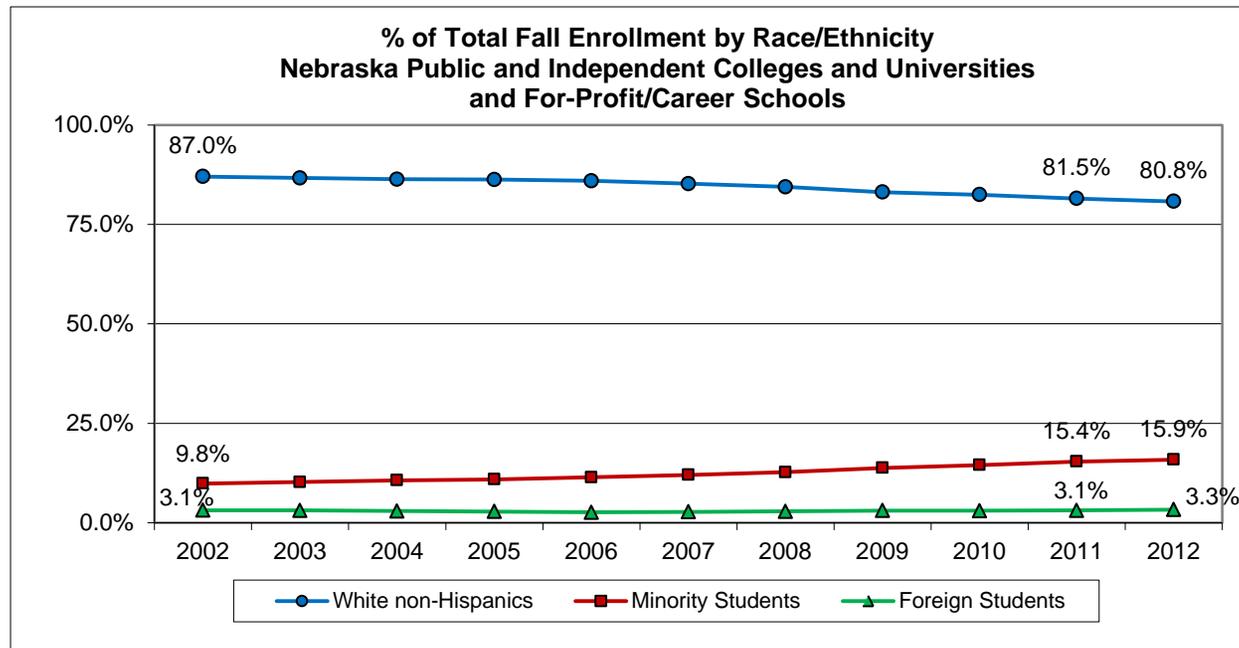


Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity)

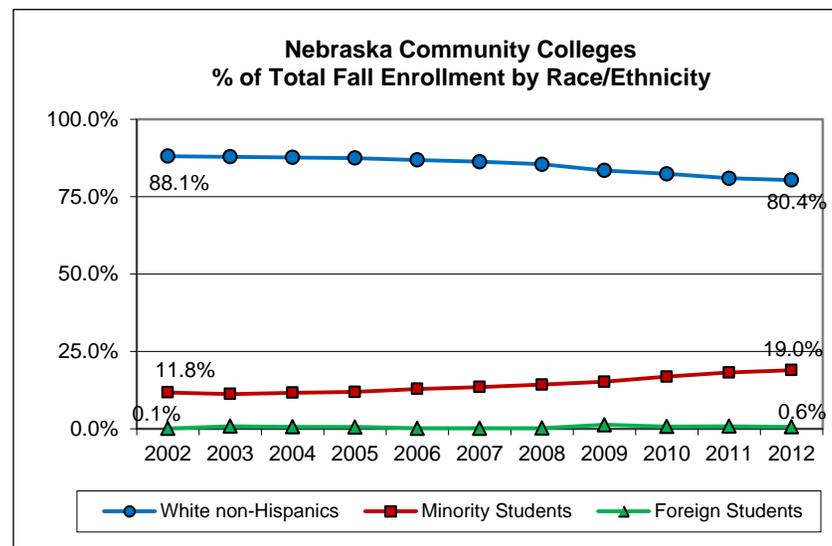
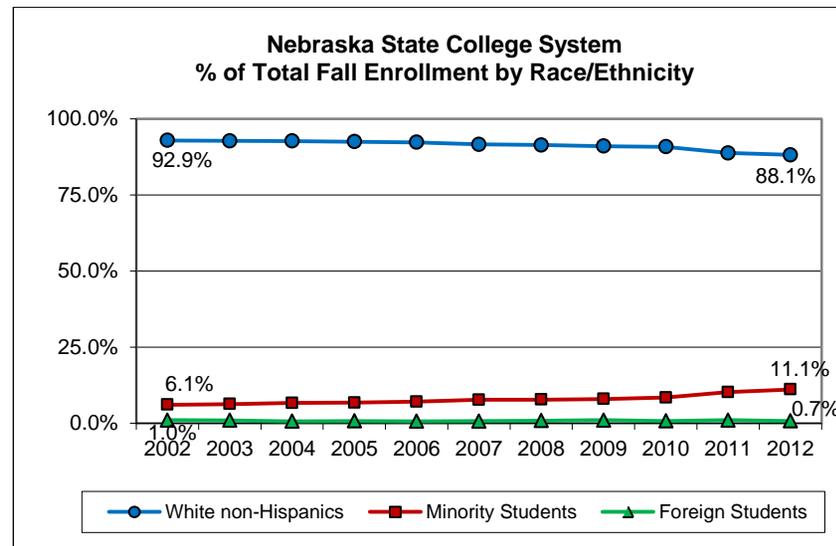
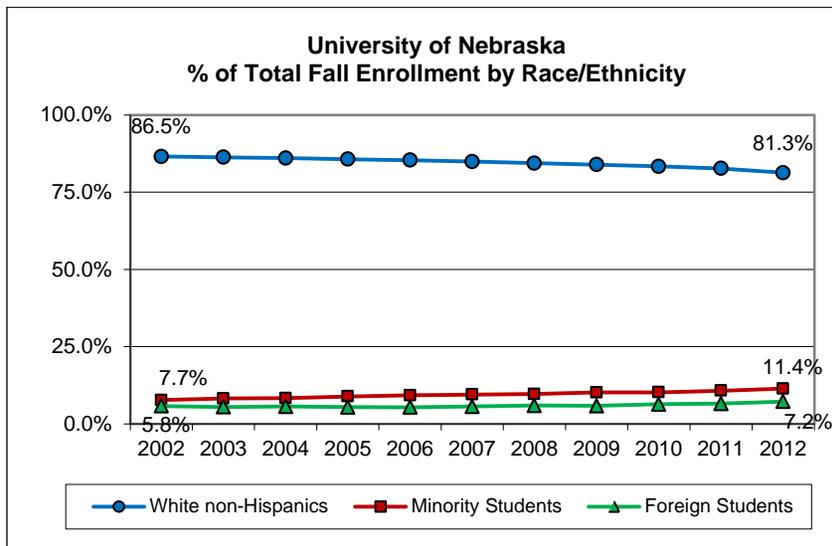
- As percentages of total enrollment at Nebraska's postsecondary institutions, the enrollment of white non-Hispanics decreased between fall 2002 and fall 2012, while minority enrollment increased and foreign-student enrollment was relatively stable.
- As shown on the [charts on the following two pages](#), minority enrollment increased across all five sectors of higher education as the enrollment of white non-Hispanics decreased within each sector. However, changes in foreign student enrollments were not as consistent across all sectors.
- At the University of Nebraska, foreign students accounted for slightly higher percentages of total enrollment in fall 2012 than in fall 2002. Within the sector consisting of independent colleges and universities, foreign students accounted for a lower percentage of total enrollment in fall 2012 than in fall 2002. Within the state colleges, community colleges, and the for-profit/career school sector, they accounted for very small percentages of total enrollment in fall 2002 and fall 2012.



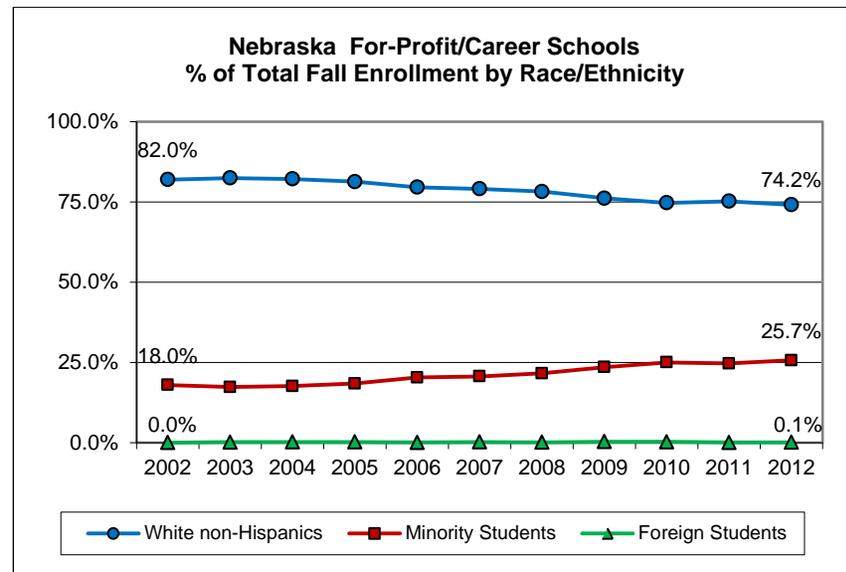
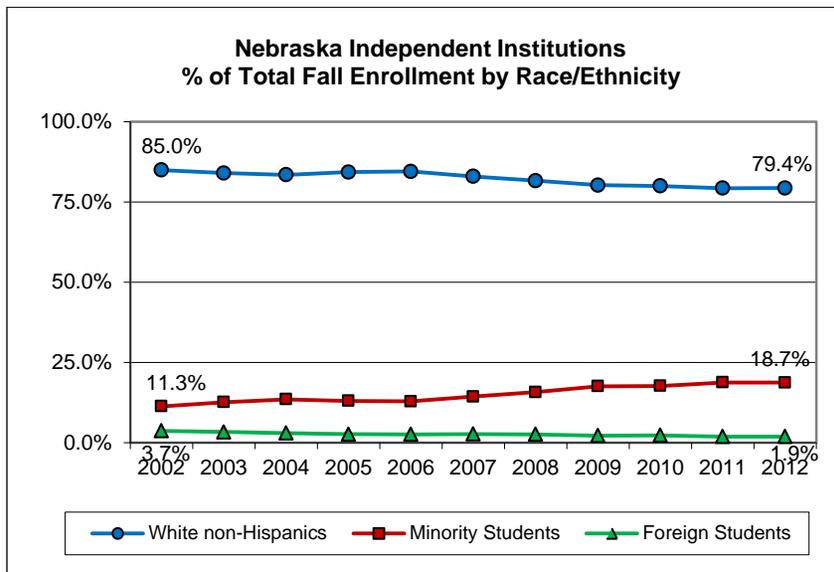
Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY and by SECTOR
 (Excluding students of unknown race/ethnicity)



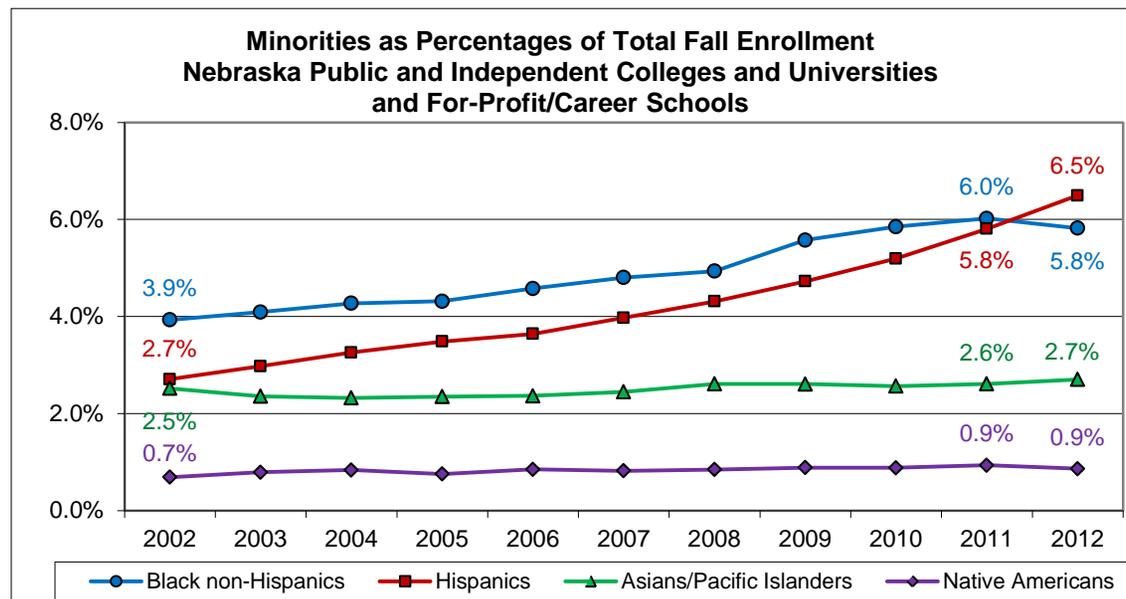
Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY and by SECTOR
 (Excluding students of unknown race/ethnicity)



MINORITIES as Percentages of TOTAL FALL ENROLLMENT

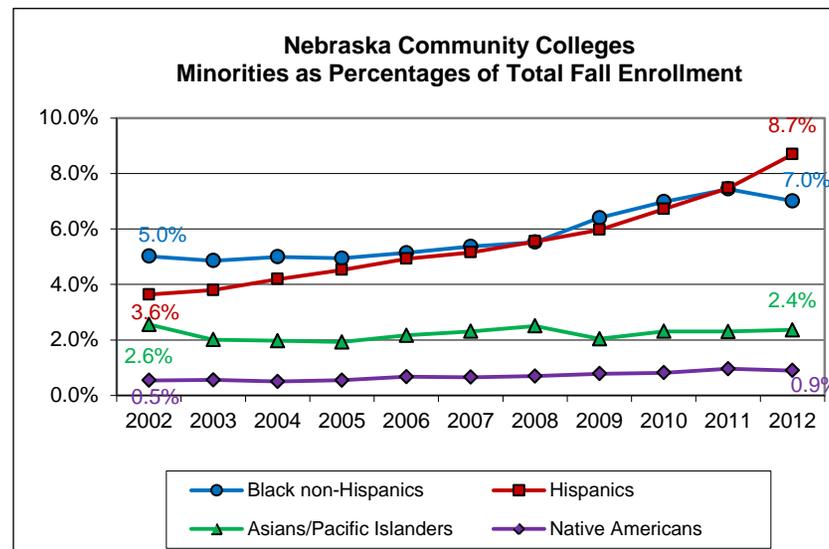
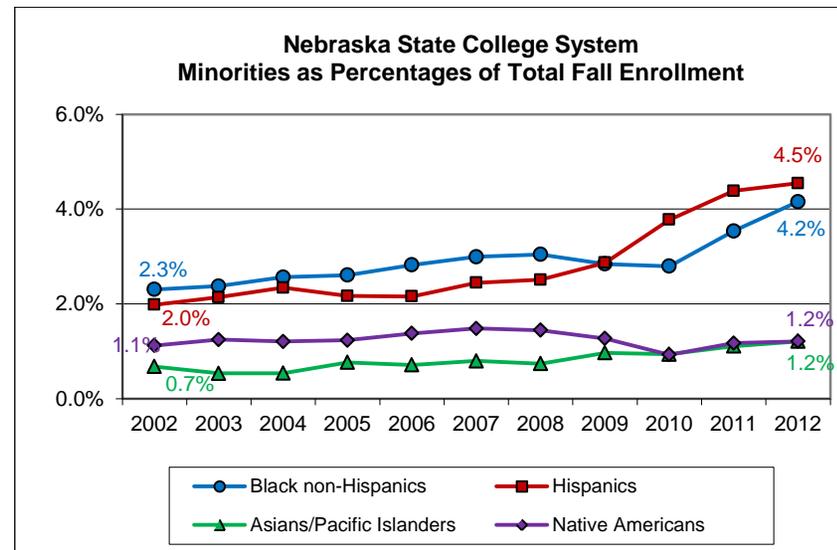
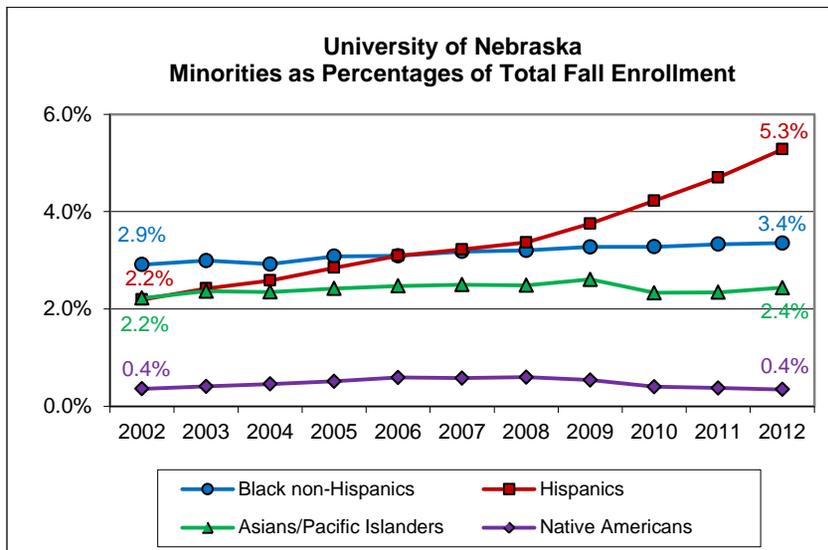
(Excluding students of unknown race/ethnicity)

- As percentages of total enrollment at Nebraska’s public, independent, and for-profit institutions, the enrollment of black non-Hispanics and Hispanics increased by 1.9 and 3.8 percentage points, respectively, over the 10-year period from fall 2002 to fall 2012. However, black non-Hispanic enrollment was 0.2% lower in 2012 than in 2011. In comparison, the enrollments of Asians/Pacific Islanders and Native Americans were only slightly higher in fall 2012 than they were in fall 2002.
- As shown on the charts on the following two pages, the percentage enrollments of minorities have varied by sector. In fall 2012, black non-Hispanics accounted for higher percentages of the enrollment at Nebraska’s community colleges, independent colleges and universities, and for-profit/career schools than at the University of Nebraska and the Nebraska state colleges. The community colleges and for-profit/career schools also enrolled noticeably higher percentages of Hispanics in fall 2012 than the other three sectors.
- Compared to the other four sectors, the independent colleges and universities, including the two native tribal colleges in Nebraska, enrolled the highest percentages of Asian/Pacific Islanders and Native Americans over the 10-year period between 2002 and 2012.

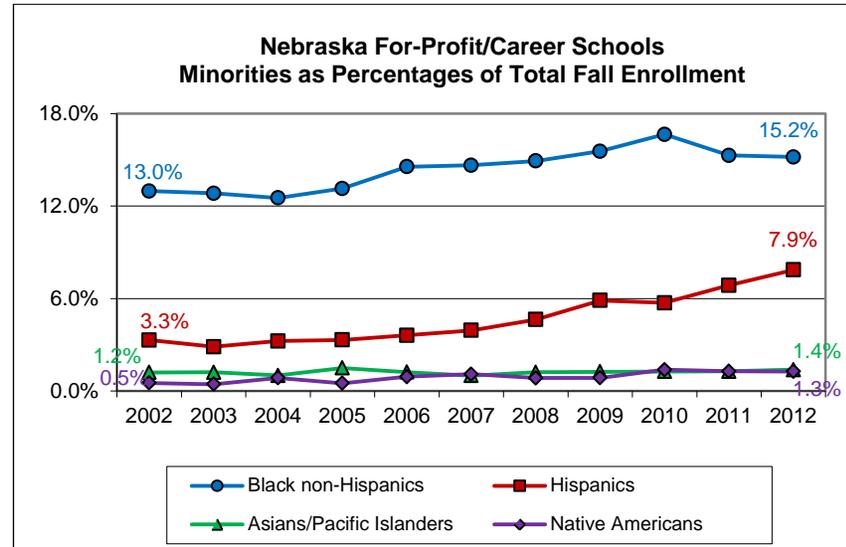
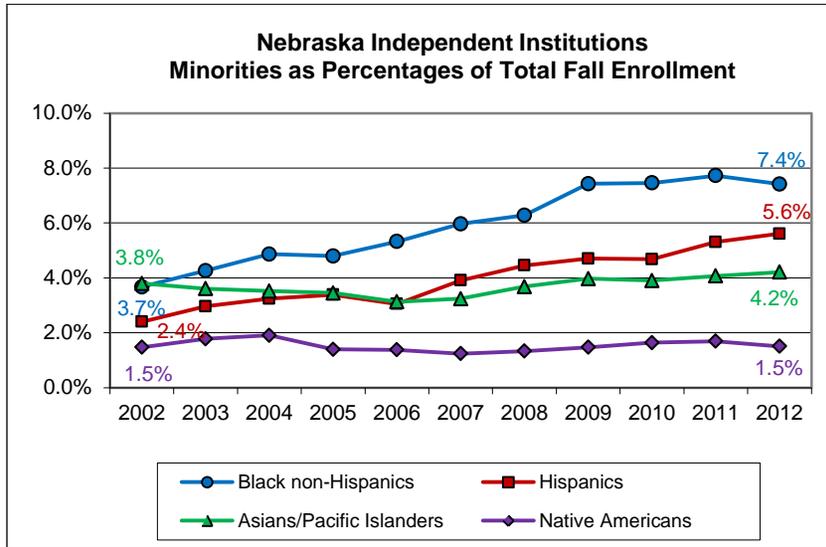


Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

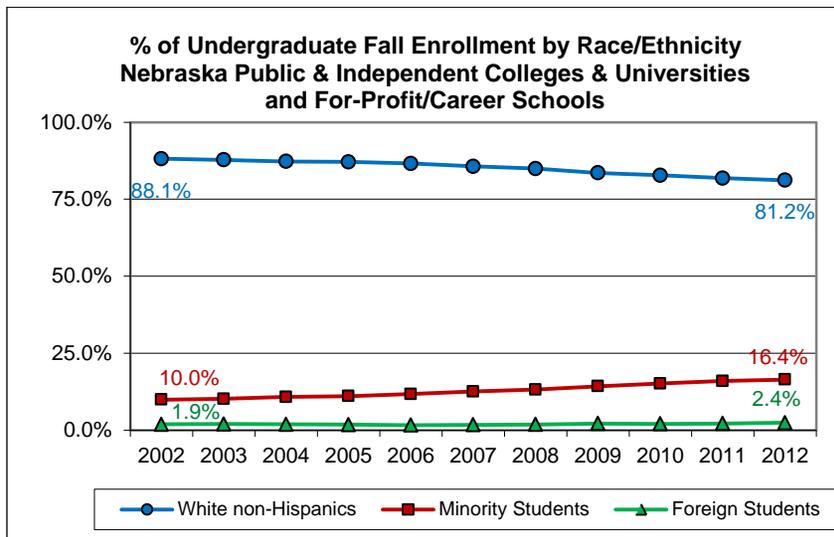
MINORITIES as Percentages of TOTAL FALL ENROLLMENT by SECTOR
 (Excluding students of unknown race/ethnicity)



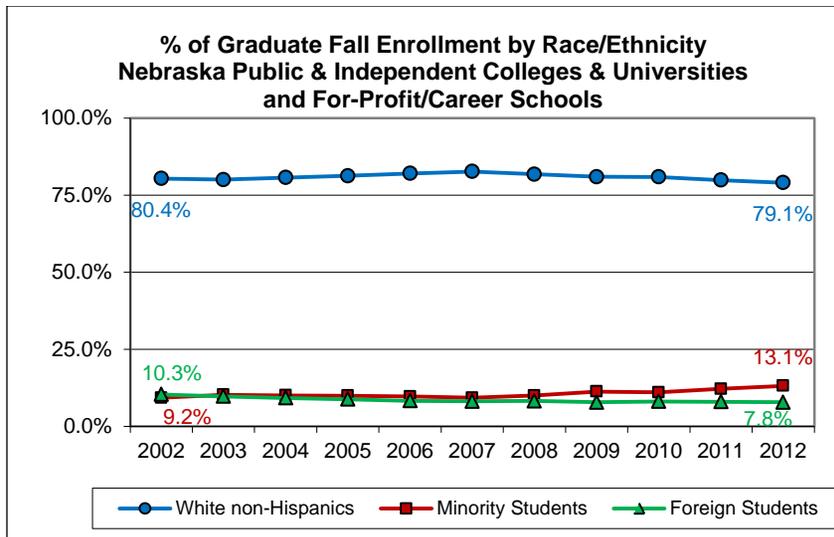
MINORITIES as Percentages of TOTAL FALL ENROLLMENT by SECTOR
 (Excluding students of unknown race/ethnicity)



Percentages of TOTAL FALL ENROLLMENT by LEVEL and by RACE/ETHNICITY
 (Excluding students of unknown race/ethnicity)



- Between fall 2002 and fall 2012, racial/ethnic enrollments at Nebraska’s postsecondary institutions varied by student level.
- Over the 10-year period, white non-Hispanics and minority students accounted for higher percentages of undergraduate enrollment than of graduate enrollment.
- Foreign students, on the other hand, accounted for higher percentages of enrollment at the graduate level than at the undergraduate level.



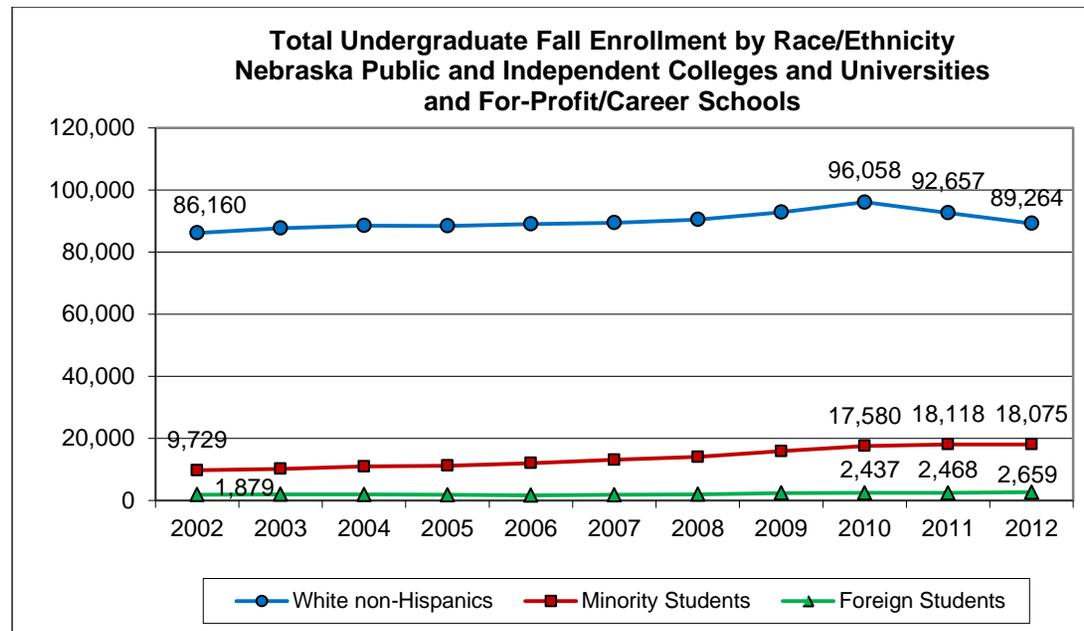
Ten-year sector and institution headcount data by race/ethnicity, by level, and by full-time and part-time classification are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

Section A.4.1
Undergraduate Fall Enrollment
by Race/Ethnicity

TOTAL UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity)

- Between fall 2002 and fall 2010, total undergraduate enrollment of white non-Hispanics at Nebraska's public, independent and for-profit higher education institutions increased 11.5%, from 86,160 to 96,058. Between fall 2010 and fall 2012, enrollment decreased 7.1% (6,794 students) to 89,264, resulting in a net 10-year increase of 3.6% for fall 2002 through fall 2012.
- Over the 10-year period, the enrollment of foreign students (non-resident aliens) in undergraduate programs increased 41.5%, from 1,879 to 2,659.
- In comparison, undergraduate enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 85.8%, from 9,729 to 18,075, even though the enrollment of minority students decreased 0.2% (43 students) between fall 2011 and fall 2012.

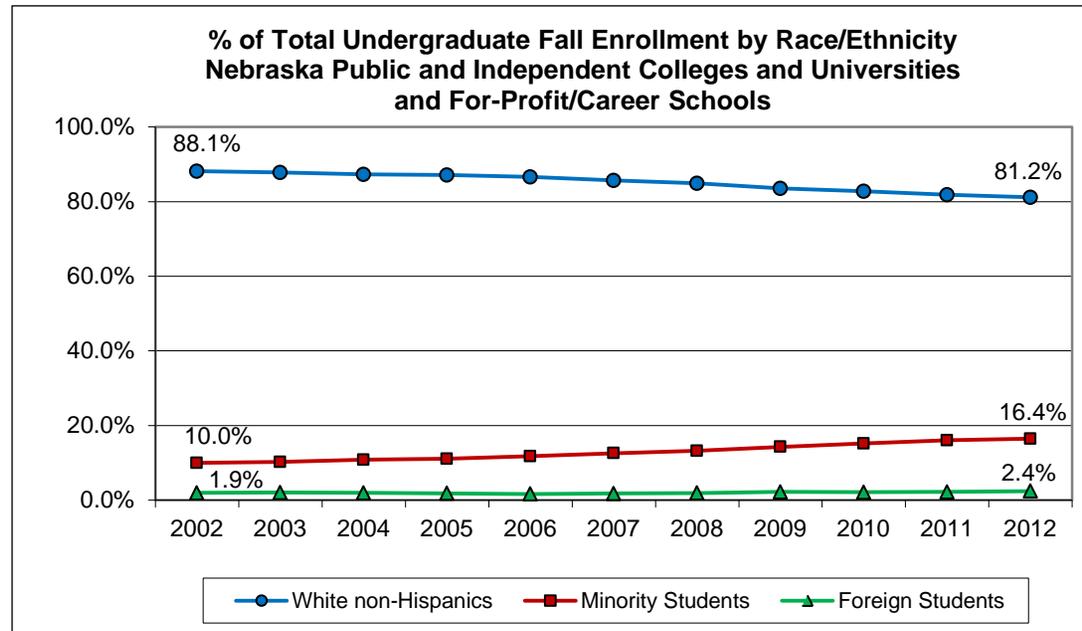


Ten-year sector and institution headcount data by race/ethnicity, by level, and by full-time and part-time classification are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentage of TOTAL UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity)

- As percentages of total undergraduate enrollment at Nebraska's postsecondary institutions, white non-Hispanic enrollment decreased between fall 2002 and fall 2012, while minority enrollment increased 6.4 percentage points and foreign-student enrollment increased one half of a percentage point.



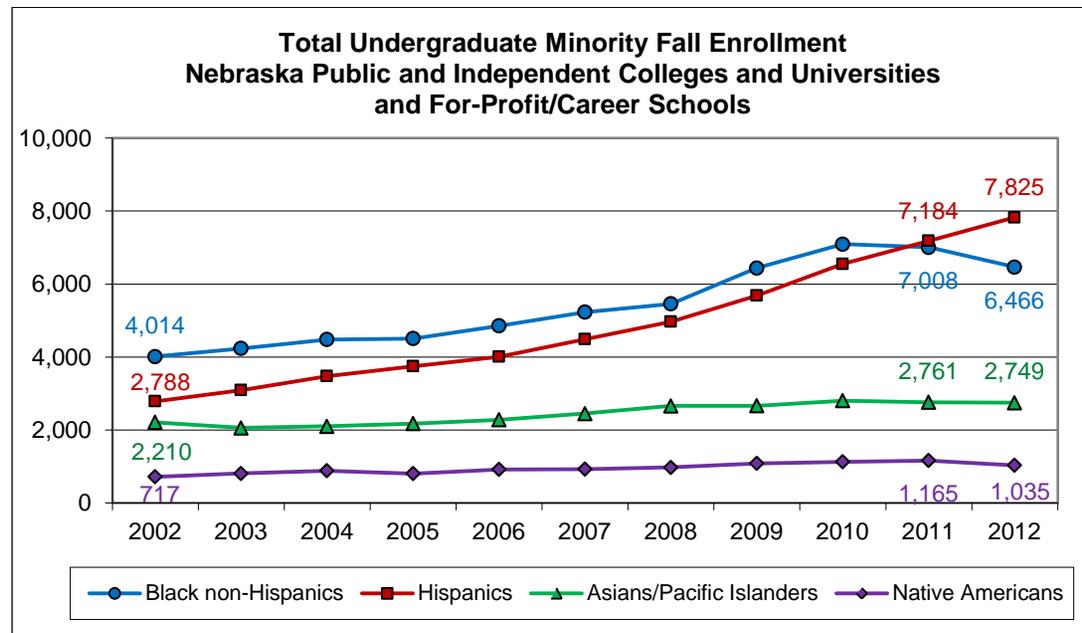
TOTAL UNDERGRADUATE MINORITY FALL ENROLLMENT

(Excluding students of unknown race/ethnicity)

- Over the 10-year period between fall 2002 and fall 2012, undergraduate minority enrollments at Nebraska's public, independent, and for-profit institutions increased as follows:

| | |
|--------------------------|--------|
| Black non-Hispanics | 61.1% |
| Hispanics | 180.7% |
| Asians/Pacific Islanders | 24.4% |
| Native Americans | 44.4% |

- However, between fall 2011 and fall 2012, the only significant increase was among Hispanics, and the enrollment of black non-Hispanics noticeably decreased.

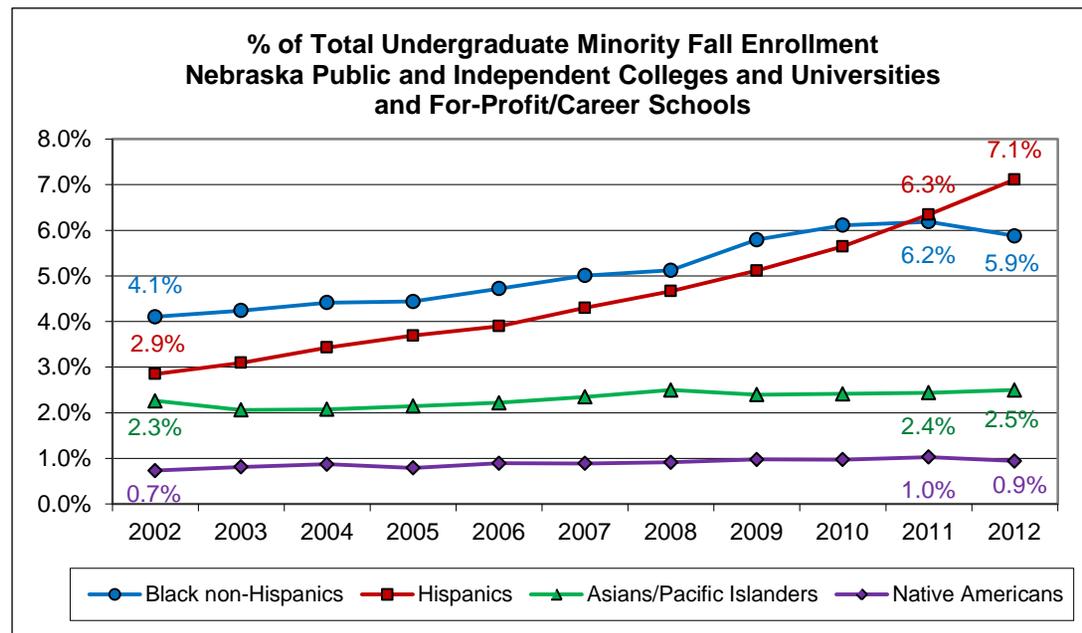


Ten-year sector and institution headcount data by race/ethnicity, by level, and by full-time and part-time classification are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentage of TOTAL UNDERGRADUATE MINORITY FALL ENROLLMENT

(Excluding students of unknown race/ethnicity)

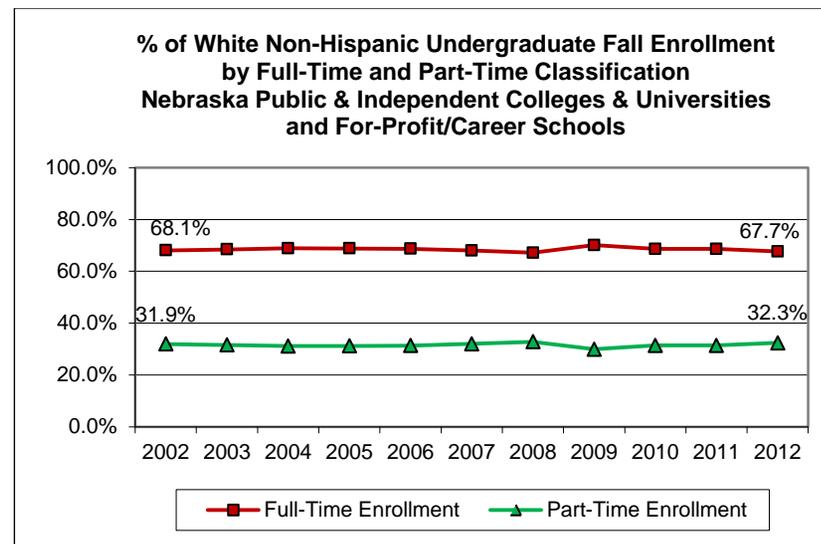
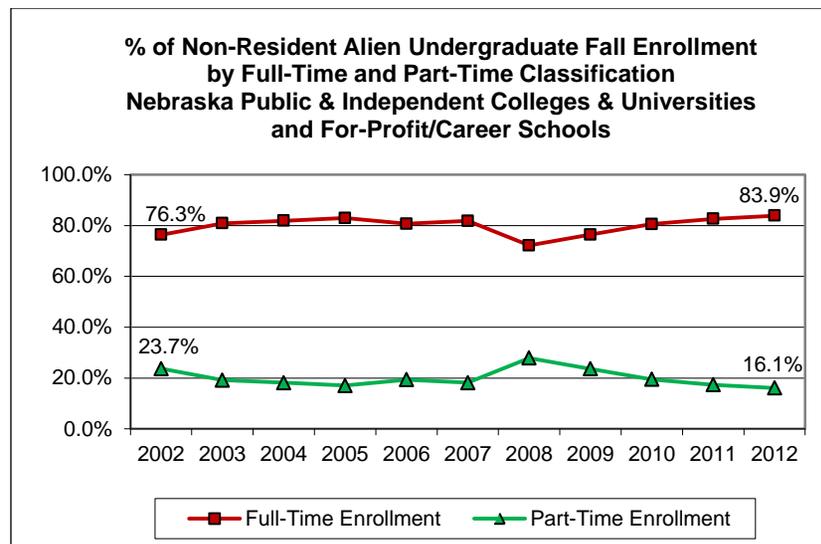
- As percentages of total undergraduate enrollment at Nebraska's public, independent, and for-profit institutions, the enrollment of black non-Hispanics increased by 2.1 percentage points between fall 2002 and fall 2011, but decreased 0.3 of a percentage point from fall 2011 to fall 2012.
- As a percentage of total undergraduate enrollment, the enrollment of Hispanics increased 4.2 percentage points over the 10-year period from fall 2002 to fall 2012. In comparison, the enrollments of Asians/Pacific Islanders and Native Americans were only slightly higher in fall 2012 than they were in fall 2002.



UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY and FULL-TIME/PART-TIME CLASSIFICATION

(Excluding students of unknown race/ethnicity)

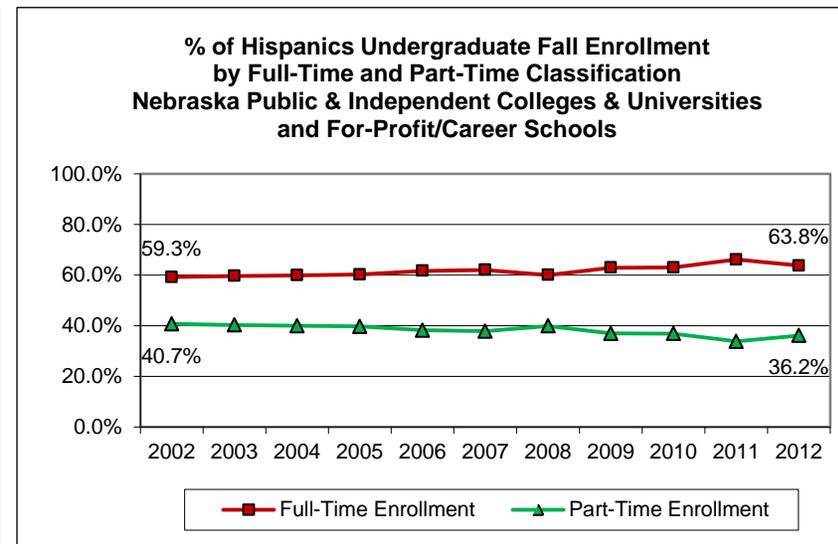
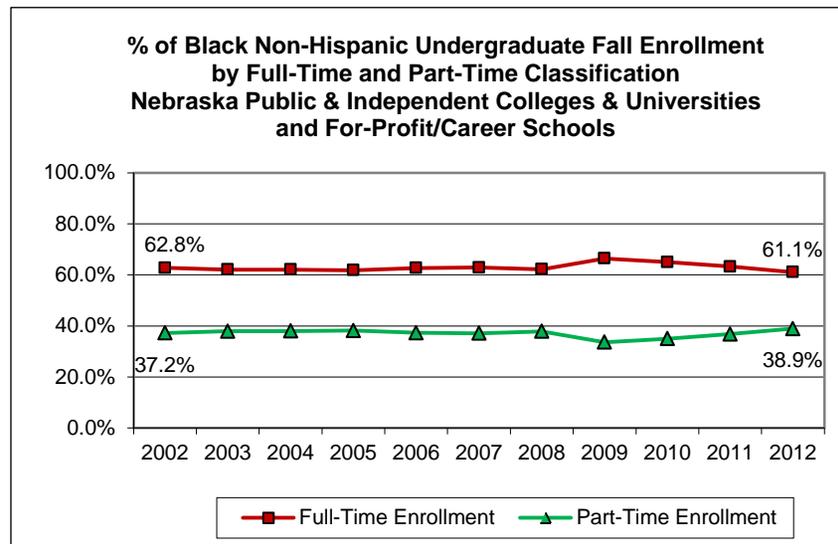
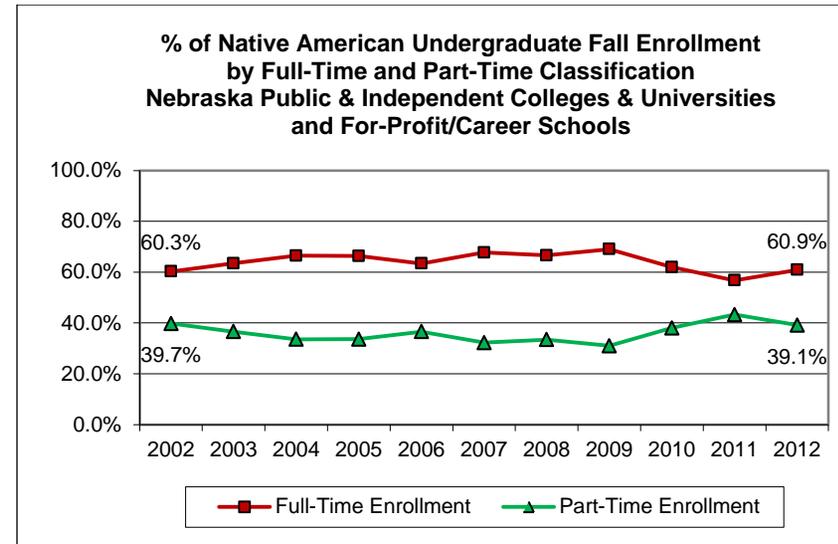
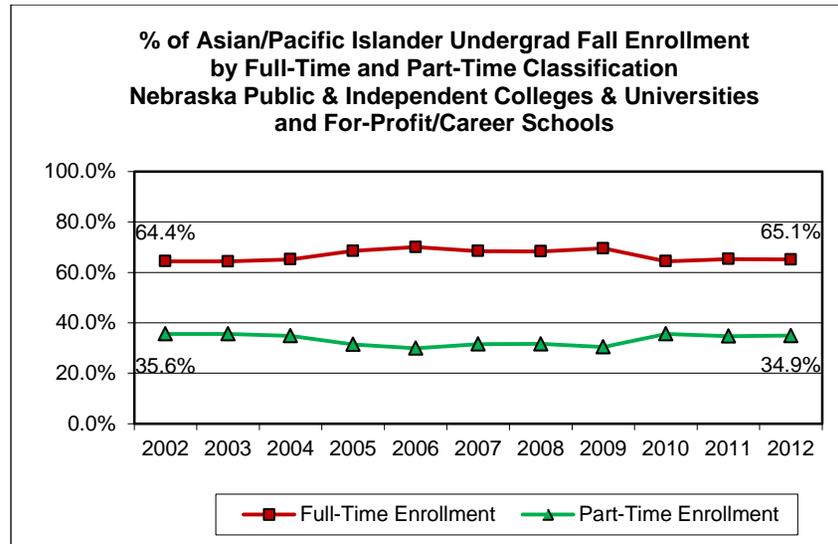
- As shown on the [charts on this and the following page](#), the percentages of undergraduates enrolled full time or part time varied by race/ethnicity over the 10-year period between fall 2002 and fall 2012.
- Since 2002, the highest percentage of students enrolled full time were foreign students (non-resident aliens). The percentage of foreign students who were enrolled full time noticeably decreased between fall 2007 and fall 2008. However, by fall 2012, almost 84% of the foreign students in undergraduate programs were enrolled full time, up from 76% in 2002.
- As of fall 2012, 68% of the white non-Hispanics were full-time students, while 61% to 65% of the Asians/Pacific Islanders, black non-Hispanics, Hispanics, and Native Americans were full-time students.
- The percentages of white non-Hispanics, Asians/Pacific Islanders, and Native Americans going to college full time were about the same in fall 2012 as they were in fall 2002. Over the 10-year period, the percentages of foreign students and Hispanics enrolled full time increased 7.6 and 4.5 percentage points, respectively. During the same period, the percentage of black non-Hispanics going to college full time decreased 1.7 percentage points.



Ten-year sector and institution headcount data by race/ethnicity, by level, and by full-time and part-time classification are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY
and FULL-TIME/PART-TIME CLASSIFICATION

(Excluding students of unknown race/ethnicity)

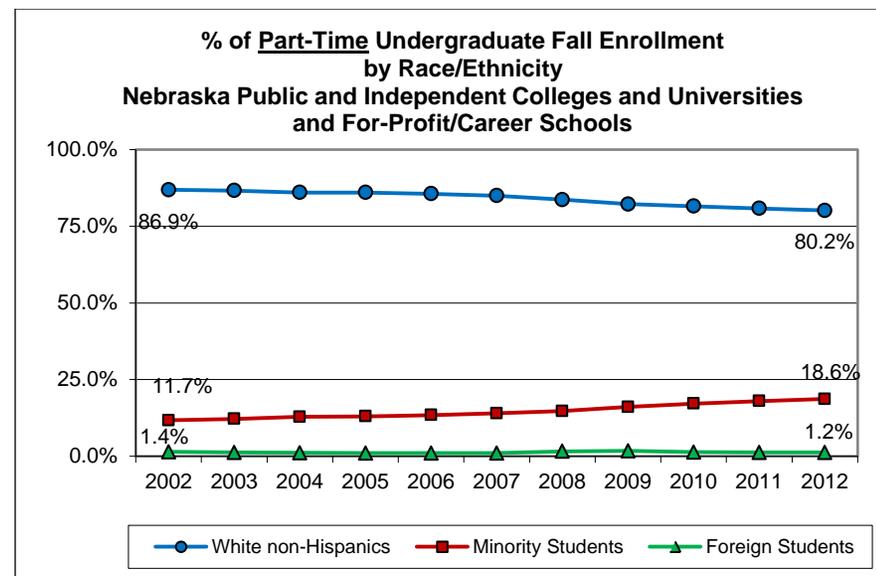
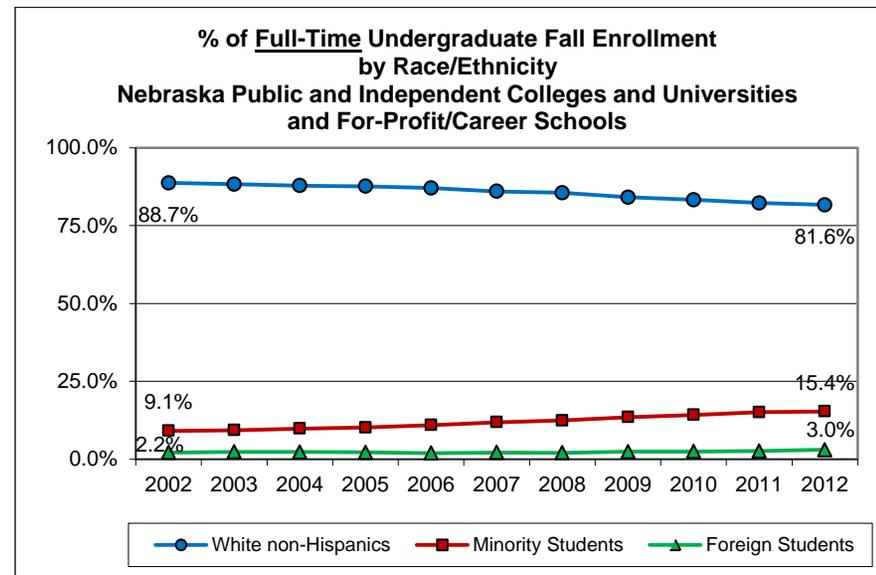


FULL-TIME and PART-TIME UNDERGRADUATE FALL ENROLLMENTS by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity)

- The differences among the racial/ethnic groups are evidenced in the direct comparison of the distributions of full-time and part-time undergraduates shown on this page.
- In fall 2012, white non-Hispanics and foreign students accounted for higher percentages of full-time undergraduates than of part-time students. Conversely, minorities accounted for a higher percentage of part-time undergraduates.¹
- In both distributions, white non-Hispanics accounted for lower percentages of full-time and part-time undergraduates in fall 2012 than 10 years earlier, while minority students¹ accounted for higher percentages.

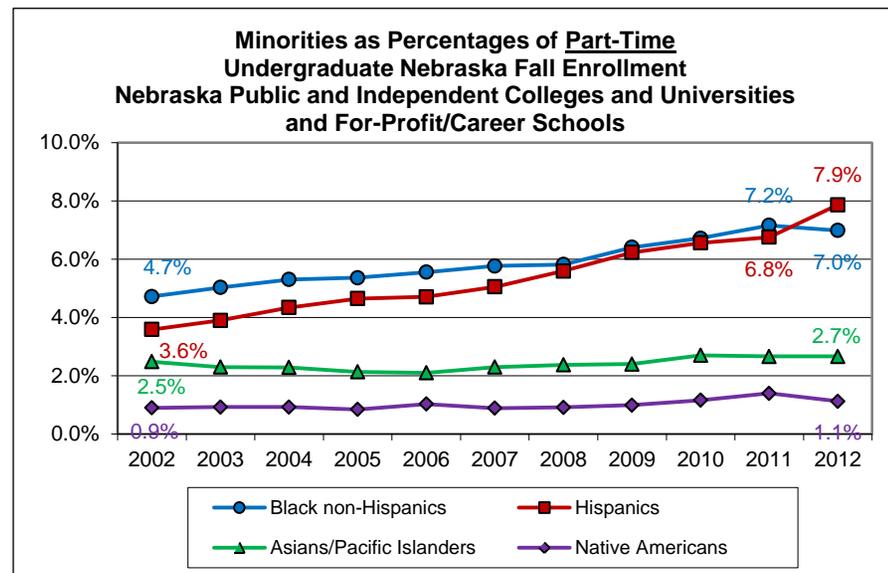
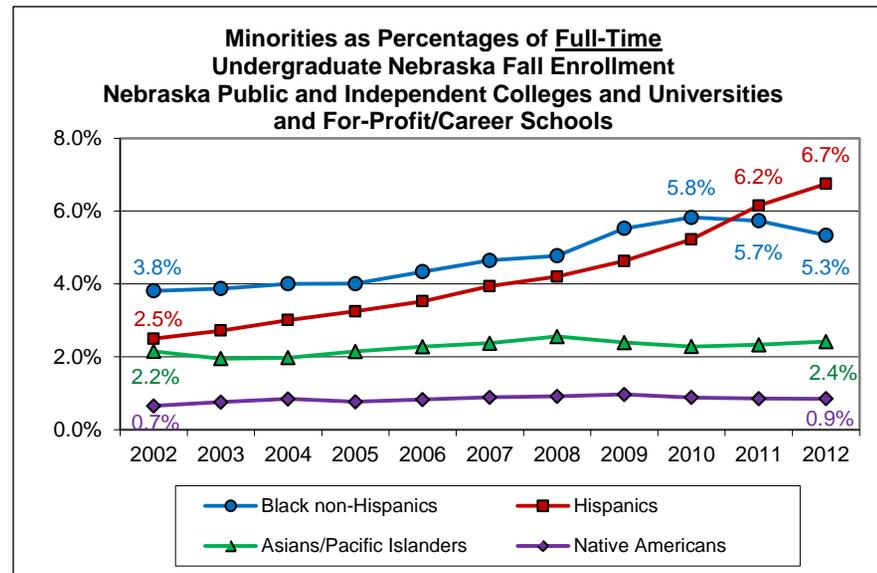
¹Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.



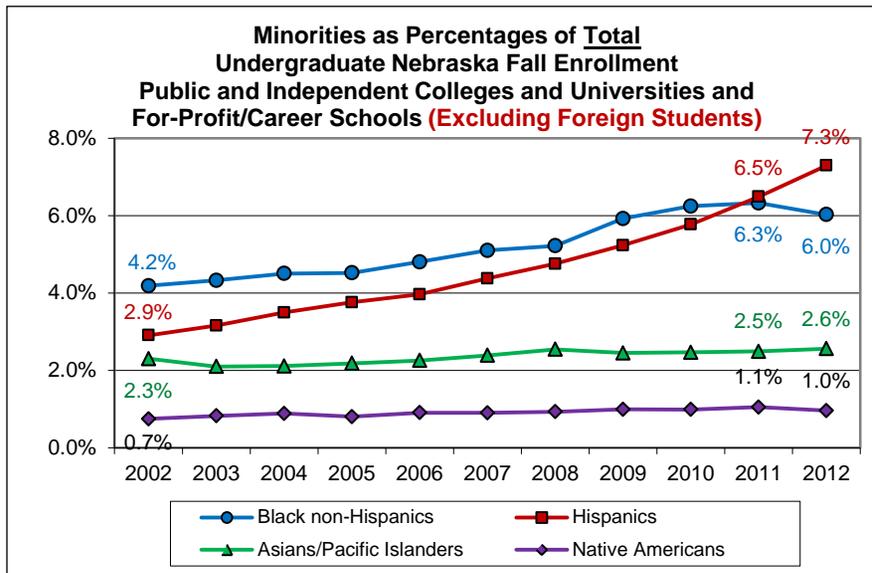
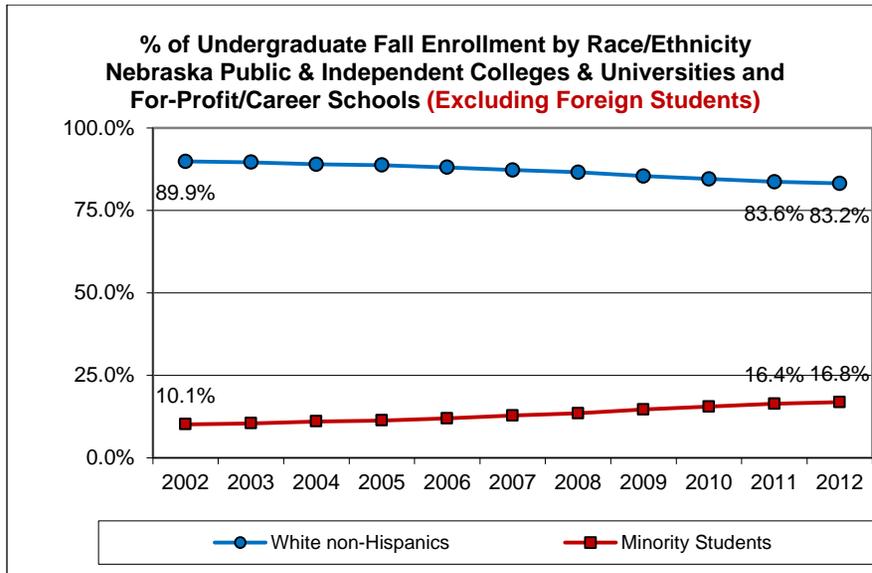
MINORITIES as Percentages of FULL-TIME and PART-TIME FALL UNDERGRADUATE ENROLLMENT

(Excluding students of unknown race/ethnicity)

- A more detailed analysis of undergraduate enrollments of minority students reveals that the highest rates of growth between fall 2002 and fall 2012 were evidenced for Hispanics attending college full and part time.
- Black non-Hispanics also accounted for increasing percentages of the full- and part-time undergraduates enrolled during the eight years between 2002 and 2010. However, in fall 2012, black non-Hispanics accounted for (1) a lower percentage of the full-time undergraduates than they did in fall 2010 and (2) a lower percentage of the part-time students compared to the percentage in fall 2011.
- Asians/Pacific Islanders accounted for slightly higher percentages of the full-time students and part-time students in 2012 than in 2002.
- Compared to 10 years earlier, Native Americans accounted for slightly higher percentages of the state's full-time and part-time undergraduates in fall 2012.



TOTAL UNDERGRADUATE FALL ENROLLMENTS by RACE/ETHNICITY
Excluding Foreign Students and Compared to Nebraska Population of 18-24 Year Olds
 (Excluding students of unknown race/ethnicity)



The charts on this page show total undergraduate fall enrollment by race/ethnicity, excluding foreign students, so that the resulting percentages can be compared to Nebraska's population of 18-24 year olds:

| Race/Ethnicity | % of 2010 Nebraska Population 18-24 Years Old ¹ | % of Fall 2012 Nebraska Total Undergraduate Enrollment ² |
|------------------------|--|---|
| White non-Hispanic | 79.3% | 83.2% |
| Black non-Hispanic | 5.5% | 6.0% |
| Hispanic | 11.7% | 7.3% |
| Asian/Pacific Islander | 2.5% | 2.6% |
| Native American | 1.0% | 1.0% |
| Total | 100.0% | 100.0% |

Based on this comparison, White non-Hispanics were over-represented and Hispanics were under-represented among undergraduates attending Nebraska colleges and universities in 2012.

¹Based on the 2010 U.S. Census, conducted by the U.S. Census Bureau, Summary File 1, PCT 12 series. Following is the number of 18-24 year olds in each racial/ethnic group:

| | Estimated Number | % of Total |
|---|------------------|---------------|
| White non-Hispanic | 141,891 | 79.3% |
| Black non-Hispanic | 9,855 | 5.5% |
| Hispanic | 20,907 | 11.7% |
| Asian/Pacific Islander | 4,485 | 2.5% |
| Native American | 1,840 | 1.0% |
| Total | 178,978 | 100.0% |
| Other race/ethnicity or two or more races | 3,549 | |
| | 182,527 | |

²Includes undergraduates from out of state. Due to the limitations of IPEDS, out-of-state students cannot be subtracted from the total. Consequently, the number of undergraduates who are residents of Nebraska cannot be compared directly to the estimate of Nebraska's population of 18-24 year olds.

Section A.4.2

Graduate Fall Enrollment by Race/Ethnicity

Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.

Notes Regarding Graduate Enrollments in the For-Profit/Career School Sector:

With the introduction of a University of Phoenix facility to the Omaha area, 2006 was the first year that graduate programs were offered within the for-profit/career school sector. In fall 2006, 29 full-time graduate students were enrolled at the Omaha facility of the University of Phoenix. Since 2006, full-time graduate enrollments at the Omaha facility of the University of Phoenix were as follows: fall 2007 - 39, fall 2008 - 6, fall 2009 - 13, fall 2010 - 28, fall 2011 - 17, fall 2012 - 20.

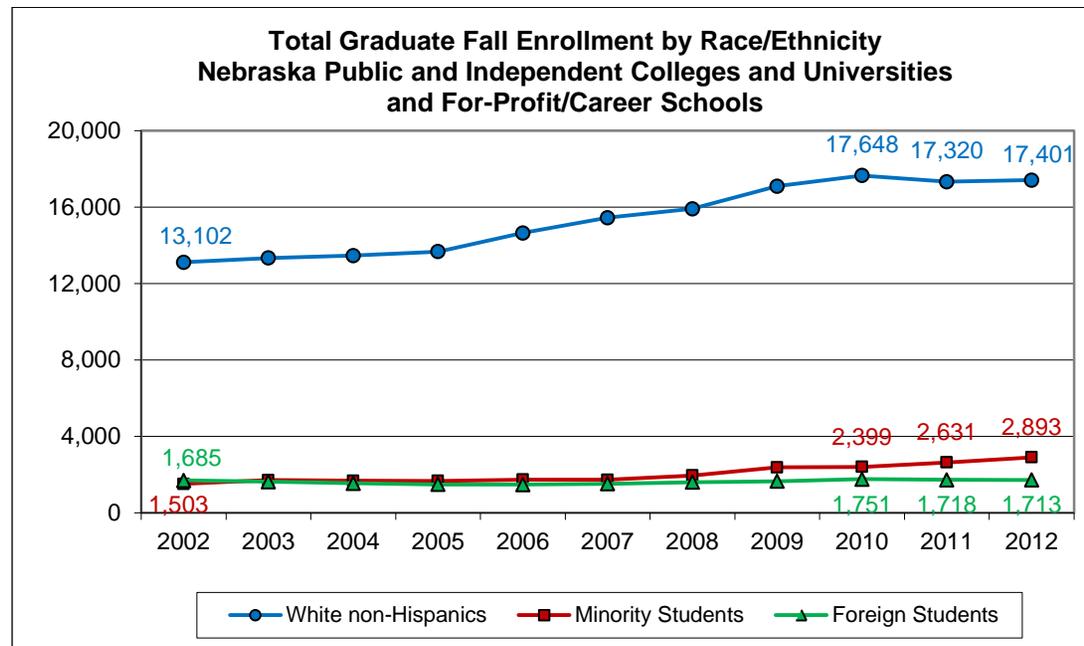
Beginning in fall 2010, the Lincoln and Omaha campuses of Kaplan University reported full-time graduate enrollments of 7 and 12 students, respectively. In addition, Kaplan’s Omaha campus reported enrollment of three part-time graduate students in fall 2010. In fall 2012, Kaplan’s Lincoln and Omaha campuses enrolled three and 14 full-time graduate students, and 15 and 27 part-time graduate students, respectively.

Graduate enrollments at the University of Phoenix and Kaplan University are included in the state totals reported in this section.

TOTAL GRADUATE FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity)

- Between fall 2002 and fall 2010, total graduate enrollment of white non-Hispanics at Nebraska higher education institutions increased 34.7%, from 13,102 to 17,648. Enrollment decreased 1.4% (247 students) between fall 2010 and fall 2012, resulting in a net 10-year increase of 32.8% for fall 2002 through fall 2012.
- Between fall 2002 and fall 2012, the enrollment of foreign students (non-resident aliens) in graduate programs increased 1.7%, from 1,685 to 1,713, including a small decrease of 38 foreign students between fall 2010 and fall 2012.
- Graduate enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 92.5%, from 1,503 to 2,893.



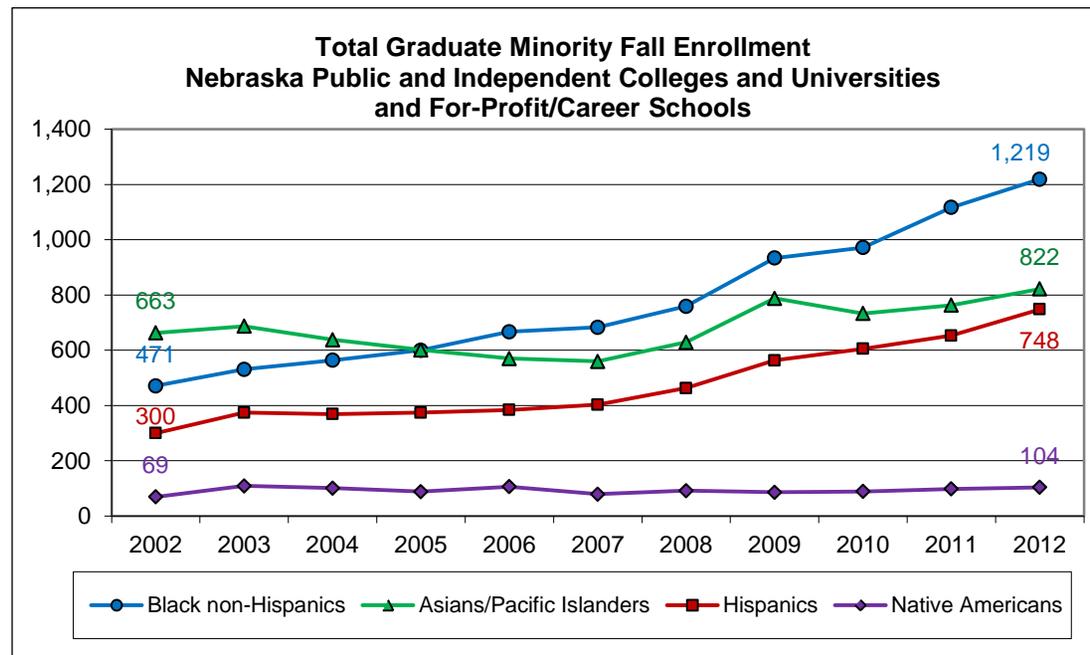
Ten-year sector and institution headcount data by race/ethnicity, by level, and by full-time and part-time classification are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

TOTAL GRADUATE MINORITY FALL ENROLLMENT

(Excluding students of unknown race/ethnicity)

- Between fall 2002 and fall 2012, total graduate minority enrollments at Nebraska's public, independent, and for-profit institutions increased as follows:

| | 10-years <u>2002-2012</u> |
|--------------------------|------------------------------|
| Black non-Hispanics | 158.8% |
| Hispanics | 149.3% |
| Asians/Pacific Islanders | 24.0% |
| Native Americans | 50.7% |

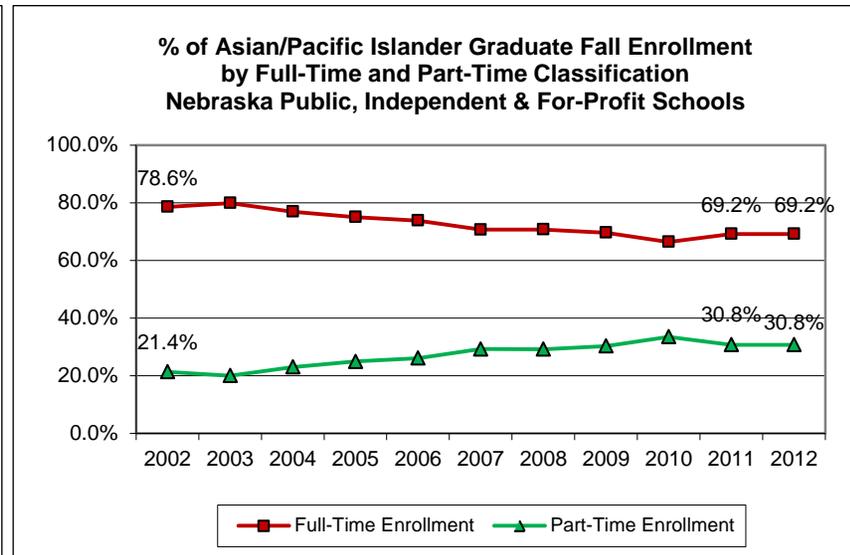
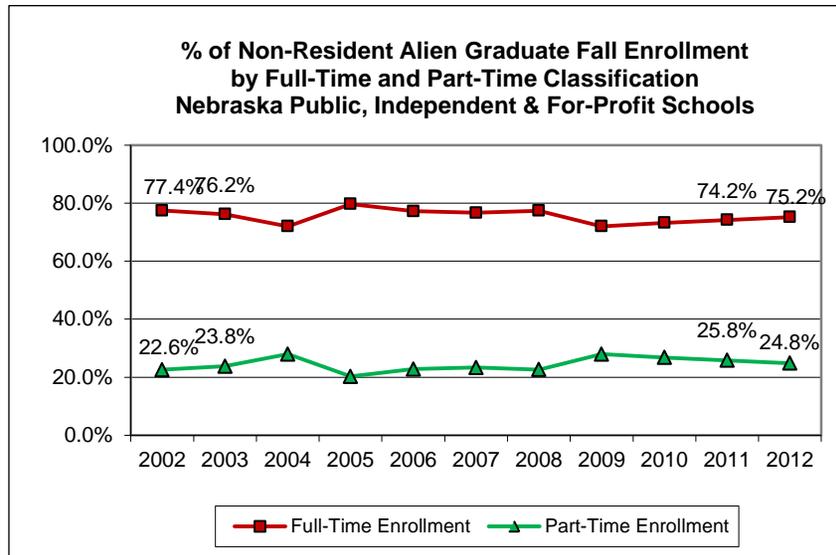


Ten-year sector and institution headcount data by race/ethnicity, by level, and by full-time and part-time classification are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

GRADUATE FALL ENROLLMENT by RACE/ETHNICITY and FULL-TIME/PART-TIME CLASSIFICATION

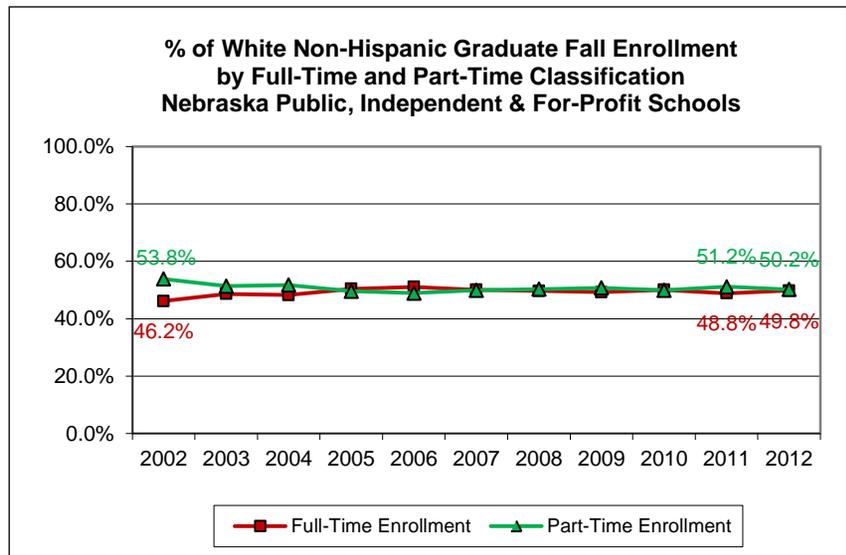
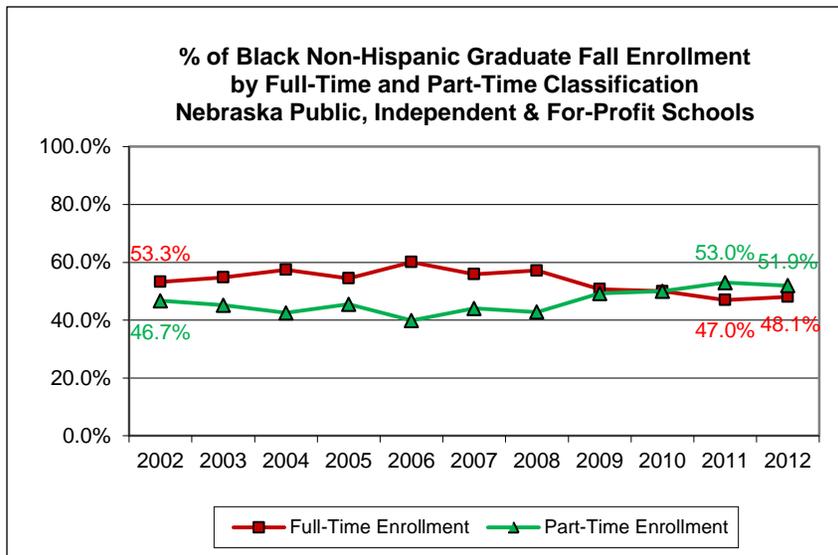
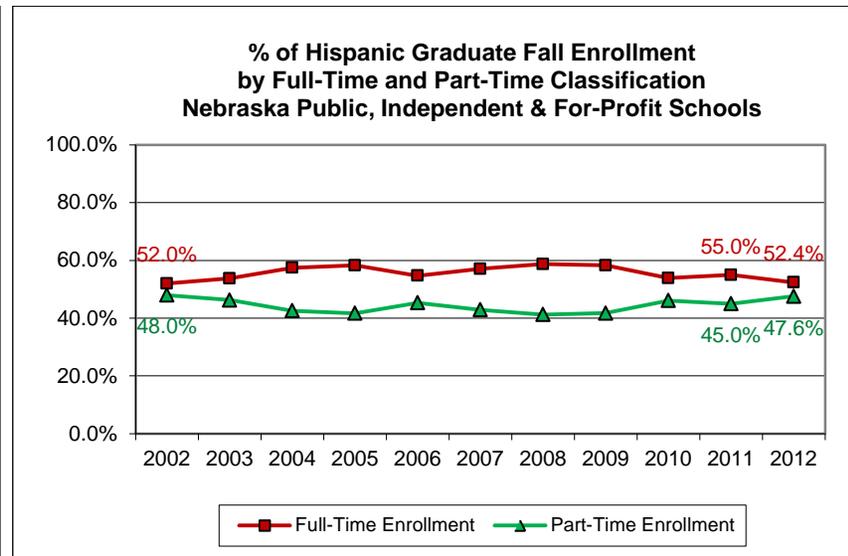
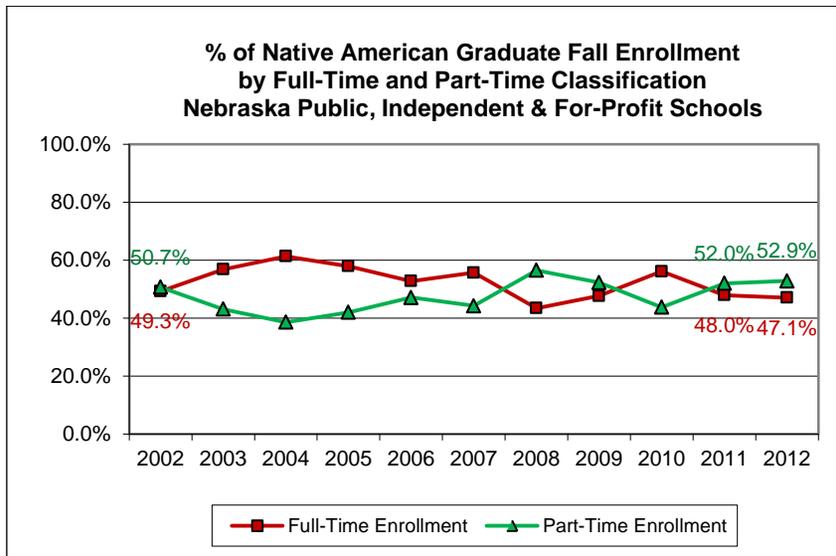
(Excluding students of unknown race/ethnicity)

- As shown on the charts on this and the following page, higher percentages of foreign students (non-resident aliens) and Asians/Pacific Islanders were full-time graduate students in fall 2012, compared to Native Americans, Hispanics, black non-Hispanics, and white non-Hispanics.
- In fall 2012, 75% of the foreign students and 69% of the Asians/Pacific Islanders in graduate school were enrolled full time. In comparison, 47% to 52% of the students in the other racial/ethnic groups were enrolled as full-time graduate students.
- In fall 2012, lower percentages of foreign students, Asian/Pacific Islanders, and black non-Hispanics were full-time graduate students than in fall 2002.
- The percentage of Native American graduate students enrolled full time also was lower in 2012 than in 2002, but there was considerable variability in the percentage over the 10-year period, probably due to the relatively small numbers of students.
- The percentage of white non-Hispanic graduate students enrolled full time increased from 46% to 50% between 2002 and 2012.
- The percentages of Hispanics enrolled full time were about the same in 2002 and 2012, with some fluctuation over the 10 years.



Ten-year sector and institution headcount data by race/ethnicity, by level, and by full-time and part-time classification are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Section A: Enrollment**.

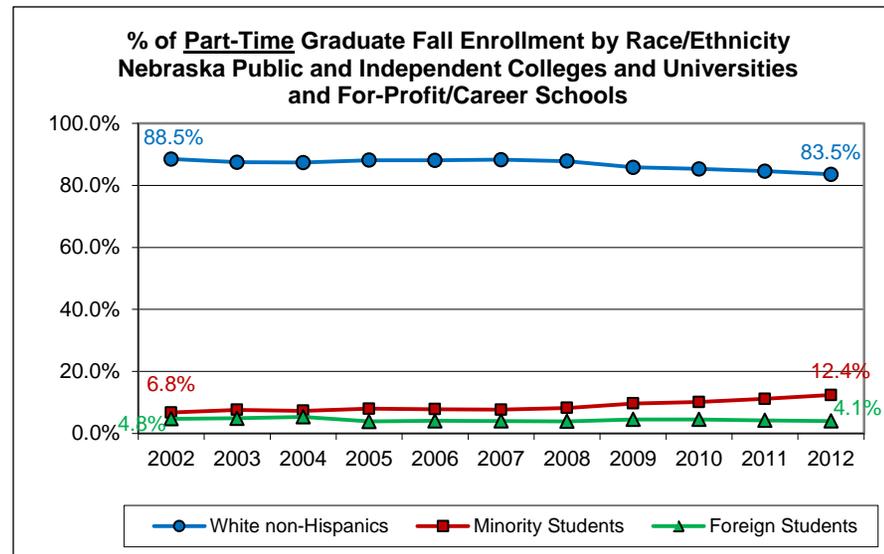
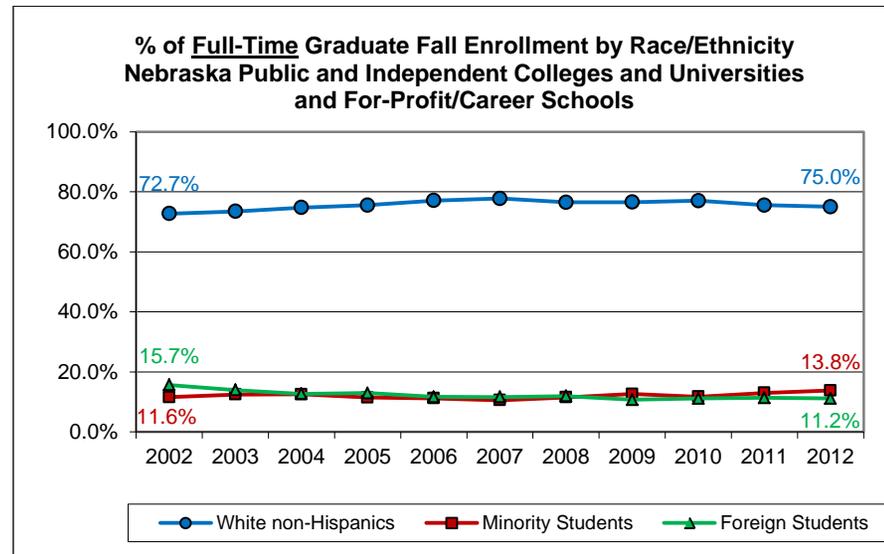
GRADUATE FALL ENROLLMENT by RACE/ETHNICITY and FULL-TIME/PART-TIME CLASSIFICATION
 (Excluding students of unknown race/ethnicity)



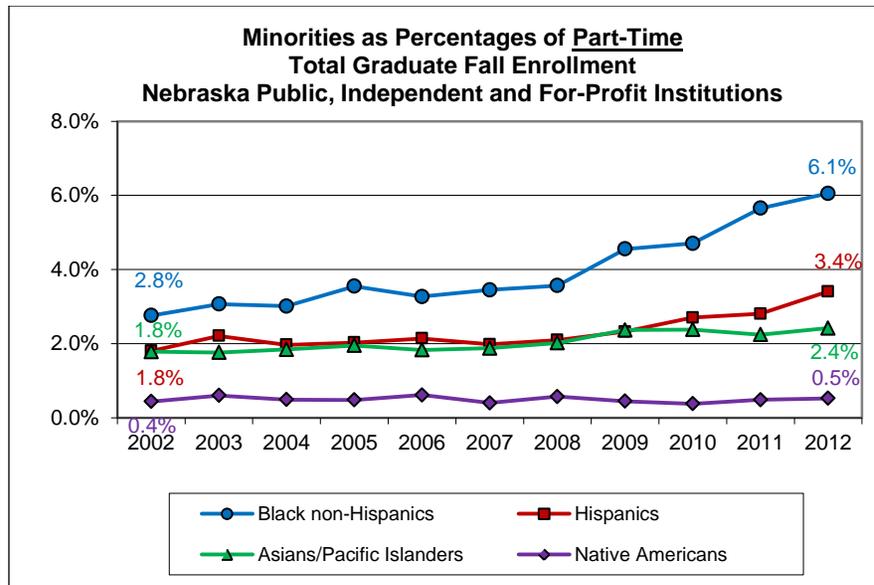
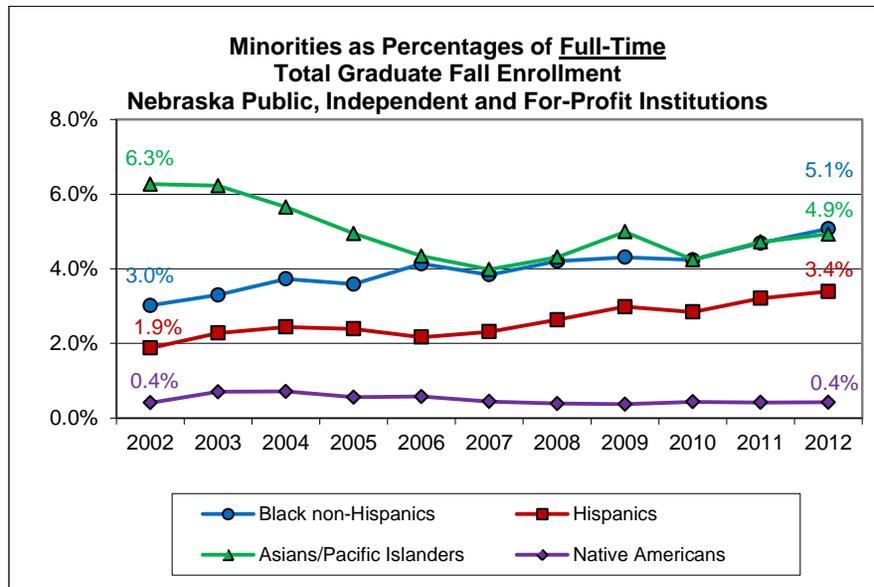
FULL-TIME and PART-TIME GRADUATE FALL ENROLLMENTS by RACE/ETHNICITY (Excluding students of unknown race/ethnicity)

- In fall 2012, white non-Hispanics accounted for a slightly higher percentage of full-time graduate enrollment than they did in fall 2002, but they accounted for a lower percentage of part-time graduate enrollments.
- Over the 10-year period, white non-Hispanics accounted for higher percentages of the part-time graduate students than of the full-time students. In 2012, white non-Hispanics accounted for 83.5% of the part-time graduate students, while they represented 75.0% of the full-time students.
- Conversely, foreign students accounted for higher percentages of the full-time students than of the part-time students. In 2012, foreign students accounted for 11.2% of the full-time graduate students, while they accounted for only 4.1% of part-time enrollment.
- Enrollments of minority students¹ accounted for higher percentages of graduate enrollments in fall 2012 than in fall 2002. In fall 2012, minority students accounted for 13.8% of the full-time graduate students, compared to 11.6% in 2002, and for 12.4% of the part-time graduate students, up from 6.8% in 2002.

¹Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.



MINORITIES as Percentages of FULL-TIME and PART-TIME GRADUATE FALL ENROLLMENT
 (Excluding students of unknown race/ethnicity)



- Asians/Pacific Islanders accounted for a slightly higher percentage of part-time graduate students in fall 2012 than in fall 2002, but a lower percentage of full-time graduate enrollment. Between fall 2003 and fall 2007, there was a significant decrease in the percentage of full-time graduate students who were Asians/Pacific Islanders, due exclusively to a decrease in the full-time enrollments of Asian/Pacific Islanders at the University of Nebraska Medical Center. The percentage rose in 2008 and 2009, fell in 2010, and increased again to 4.9% in fall 2012, down from 6.3% in fall 2002.
- Black non-Hispanics accounted for increasing percentages of full-time and part-time graduate enrollments between fall 2002 and fall 2012. In fall 2012, they accounted for 5.1% of full-time graduate enrollment and 6.1% of the part-time graduate students.
- There also was an increase in the percentage of full-time graduate students classified as Hispanic. However, in fall 2012, they accounted for only 3.4% of full-time and part-time graduate enrollments.
- In comparison, the percentage enrollments of Native Americans enrolled part time or full time were the same or only slightly higher in fall 2012 than they were in fall 2002.

Section A.5

Total Fall Enrollment by Race/Ethnicity¹ and by Gender

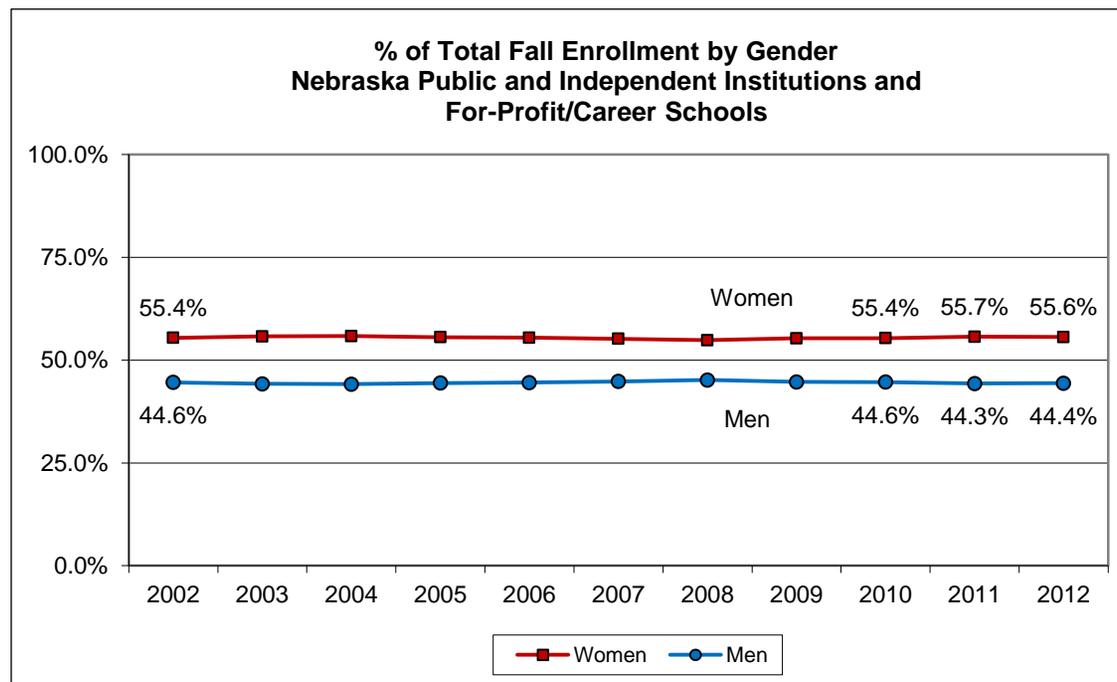
Notes

- (1) **Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2002 through fall 2012. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.**
- (2) **Reported enrollments do not include students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor's and master's degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.**

¹See page **A4.4** for definitions of racial/ethnic groups.

TOTAL FALL ENROLLMENT by GENDER

- Over the 10 years between fall 2002 and fall 2012, women consistently outnumbered men enrolled at Nebraska's public and independent colleges and universities and for-profit/career schools.
- As shown on the chart below, women accounted for about 55% of total fall enrollment between 2002 and 2012 while men accounted for about 45%.
- During this period, women generally outnumbered men in every racial/ethnic category except foreign students (non-resident aliens).

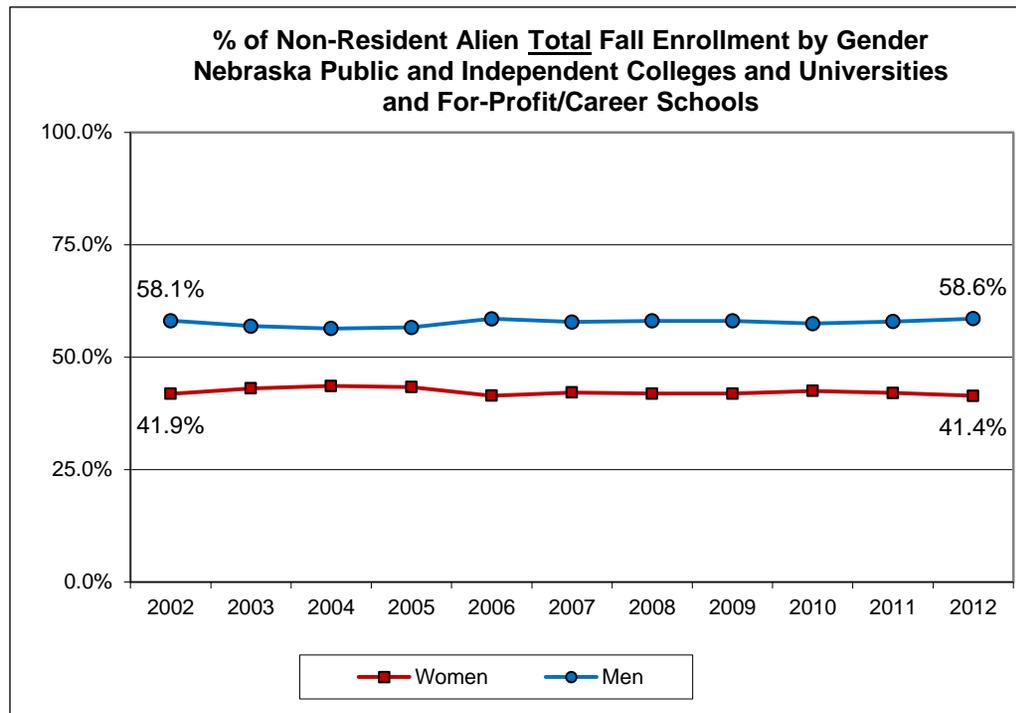


Trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

TOTAL FOREIGN STUDENT (Non-Resident Alien) FALL ENROLLMENT by GENDER

(Excluding students of unknown race/ethnicity as explained in Section A.4)

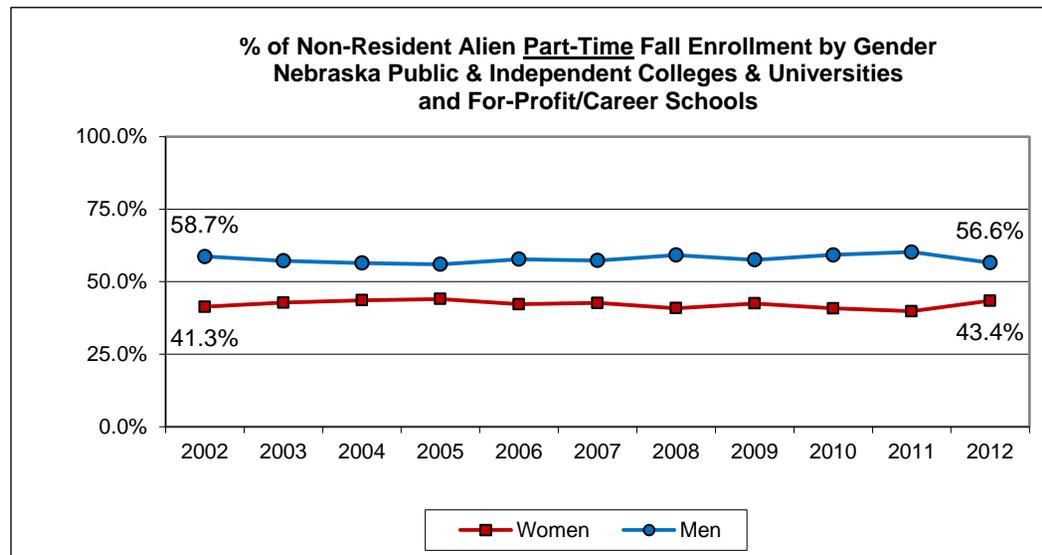
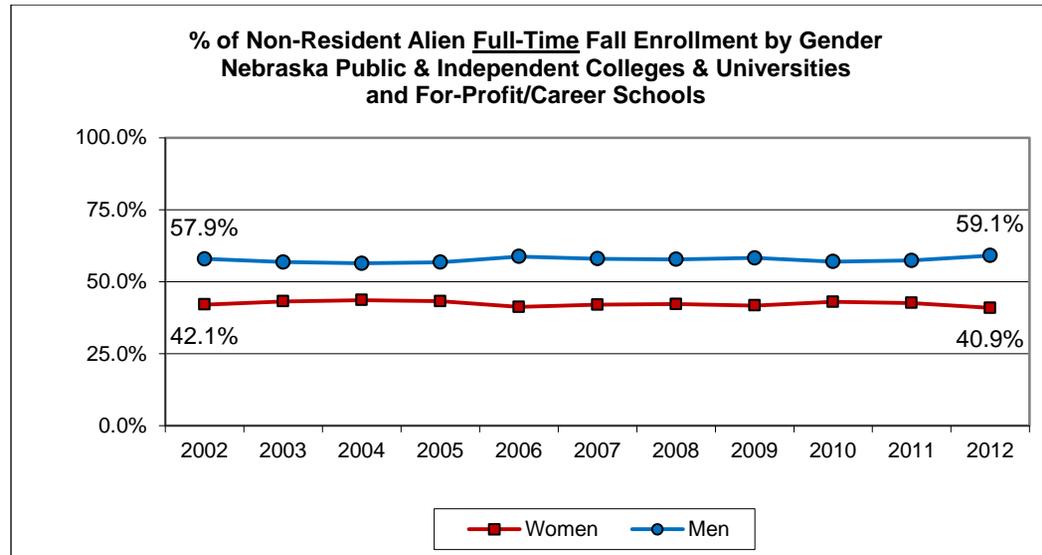
- Between fall 2002 and fall 2012, men accounted for about the same percentage of the foreign students at Nebraska's public and independent colleges and universities and for-profit/career schools. As shown below, men continued to outnumber women among foreign students throughout the 10-year period.
- As shown in the charts on the next page, the gender gap between male and female fall enrollment was slightly wider among the full-time than among the part-time foreign students in fall 2012. However, the gender gap among the full-time foreign students was slightly narrower than the gap among the part-time students in fall 2011, as well as in fall 2002.



Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

**FOREIGN STUDENT (Non-Resident Alien) FULL-TIME
and PART-TIME FALL ENROLLMENT by GENDER**

(Excluding students of unknown race/ethnicity as explained in Section A.4)



TOTAL WHITE NON-HISPANIC AND MINORITY FALL ENROLLMENTS by GENDER

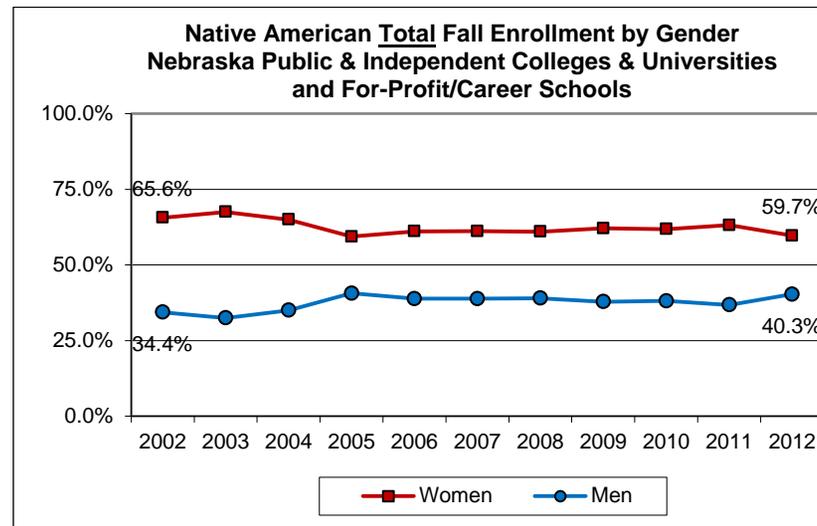
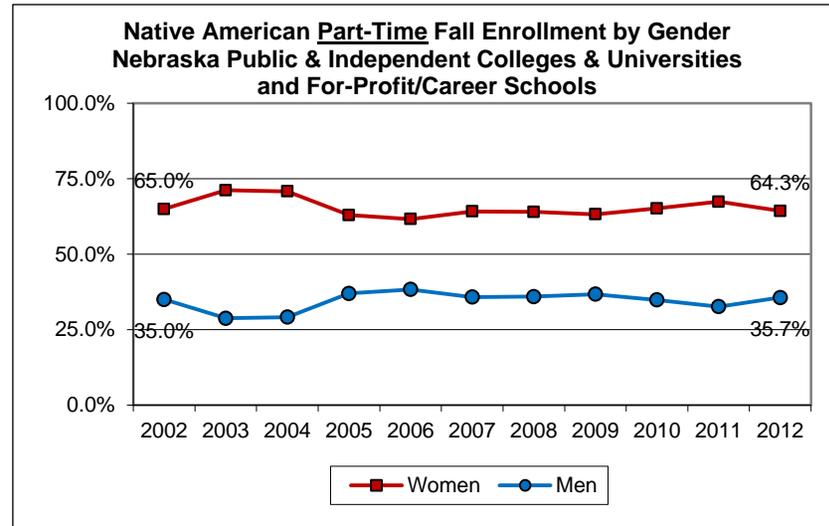
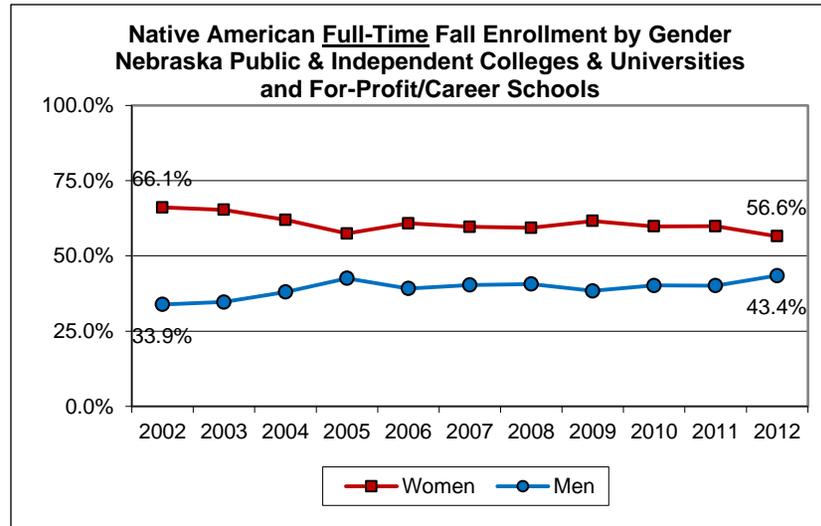
(Excluding students of unknown race/ethnicity as explained in Section A.4)

- Women outnumbered men among white non-Hispanics, Asians/Pacific Islanders, black non-Hispanics, Hispanics, and Native Americans enrolled at Nebraska public, independent, and for-profit institutions between fall 2002 and fall 2012.
- As shown on the charts on the following pages, the widest gender gap in total enrollment between fall 2002 and fall 2012 was among Native Americans. The percentage enrollments of male and female Native Americans narrowed between 2002 and 2005, but at the end of the 10-year period, women accounted for 60% of total Native American enrollment, while men accounted for 40%. In comparison, women accounted for 53% to 57% of each of the total enrollments of the other four major racial/ethnic groups examined in this analysis.
- The widest gender gaps among full-time and part-time students were also among Native Americans.
 - In 2012, women accounted for 57% of the full-time fall enrollment of Native Americans, while men accounted for 43%.
 - Among part-time students, women accounted for 64% of Native American fall enrollment in 2012, while men accounted for 36%.
- Among the full-time students in fall 2012, women accounted for 56% of the Hispanics, 55% of the white non-Hispanics, and 53% of the Asians/Pacific Islanders and black non-Hispanics.
- Women accounted for 52% of the part-time enrollment of Asians/Pacific Islanders, but women accounted for 59% of the part-time enrollment of Hispanics, black non-Hispanics, and white non-Hispanics.
- The difference between male and female fall enrollments has been wider among part-time students than among full-time students across all of the racial/ethnic groups, except among Asians/Pacific Islanders. For example, in 2012, women accounted for 55% of full-time enrollment of white non-Hispanics, while men accounted for 45%, which is a 10% gender gap. At the same time, women accounted for 59% of part-time white non-Hispanic enrollment, while men made up 41%, which is a larger gap of 18%.

Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Section A: Enrollment**.

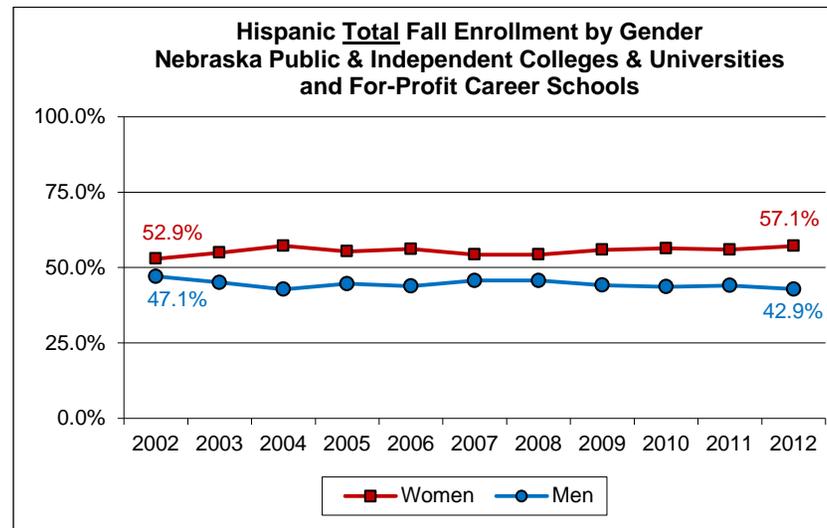
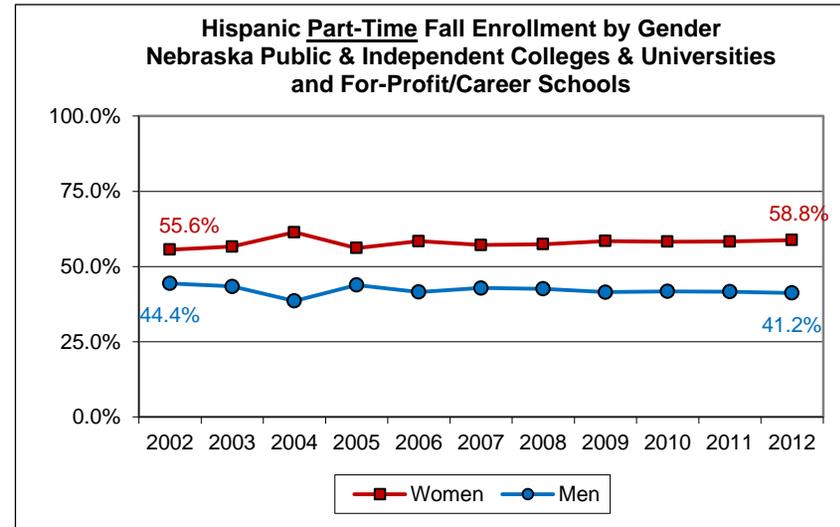
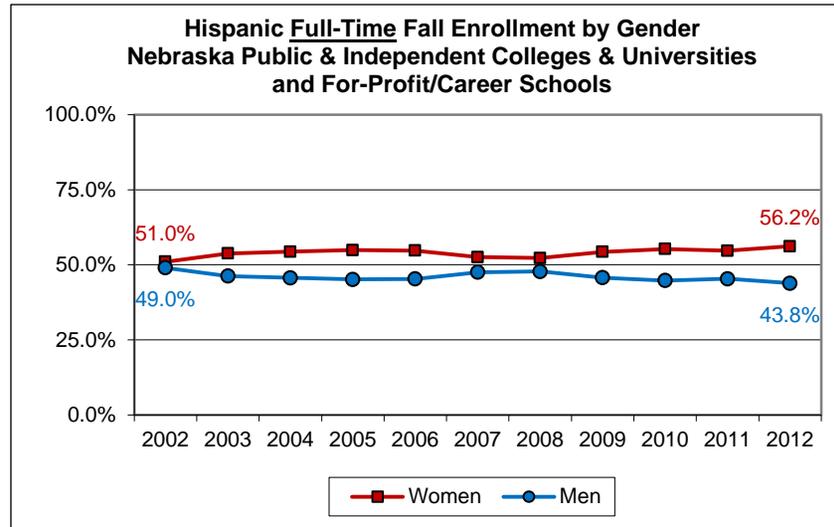
NATIVE AMERICAN FALL ENROLLMENT by GENDER

(Excluding students of unknown race/ethnicity as explained in Section A.4)



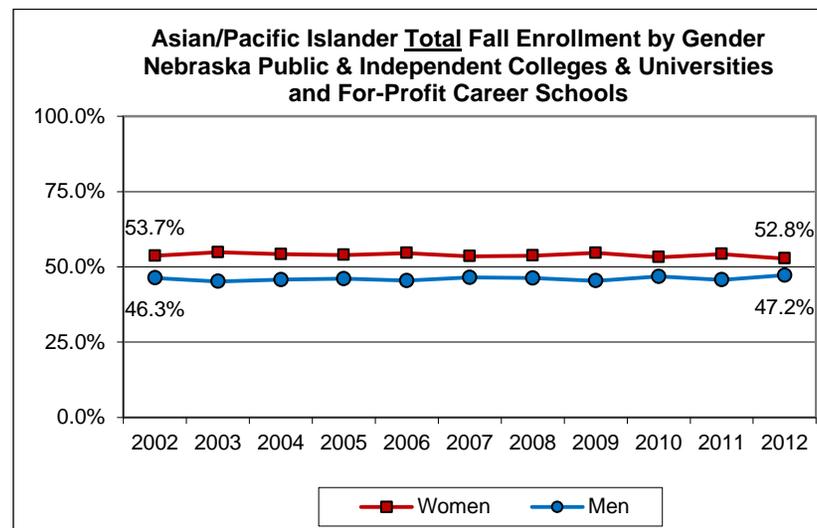
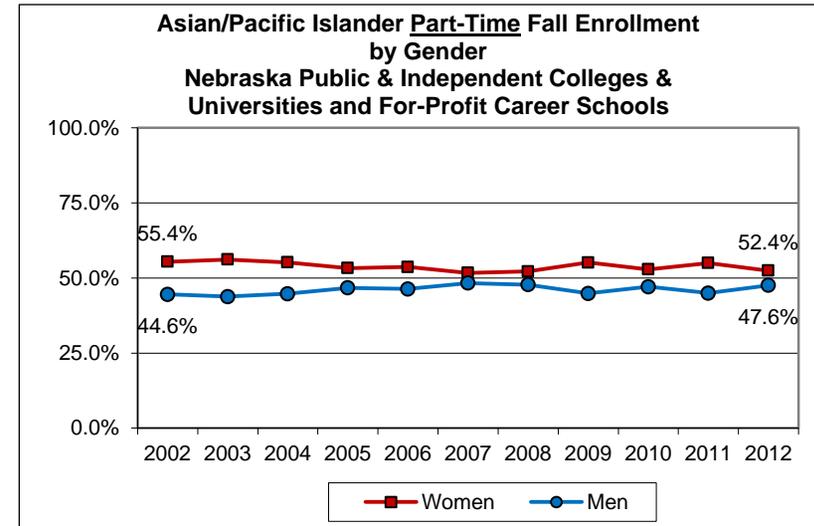
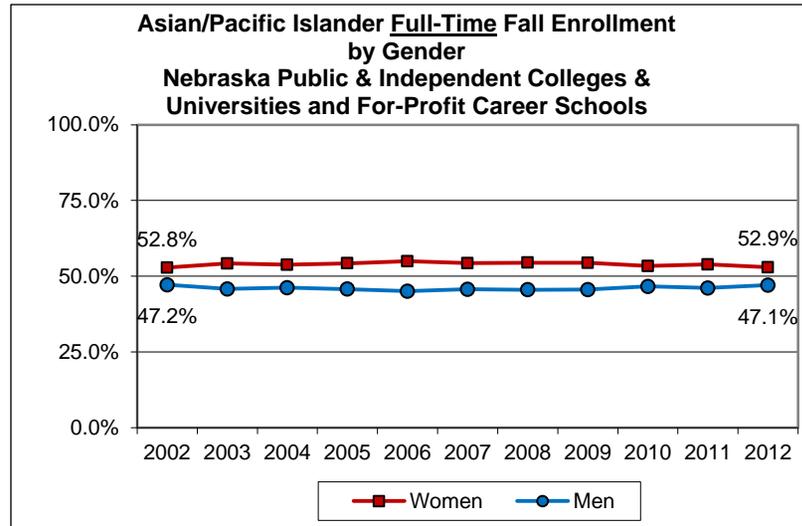
HISPANIC FALL ENROLLMENT by GENDER

(Excluding students of unknown race/ethnicity as explained in Section A.4)



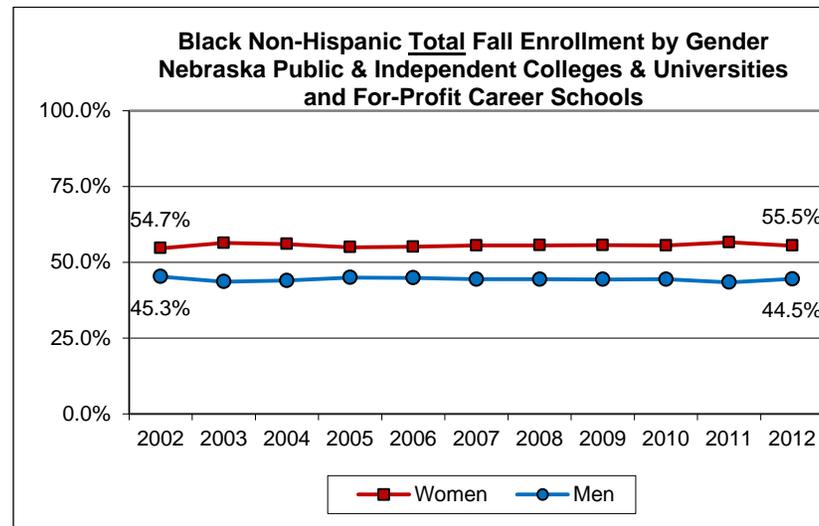
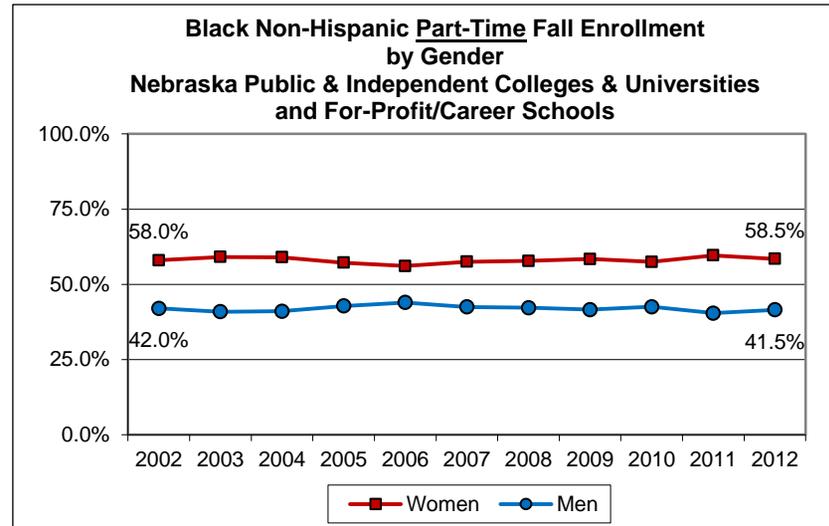
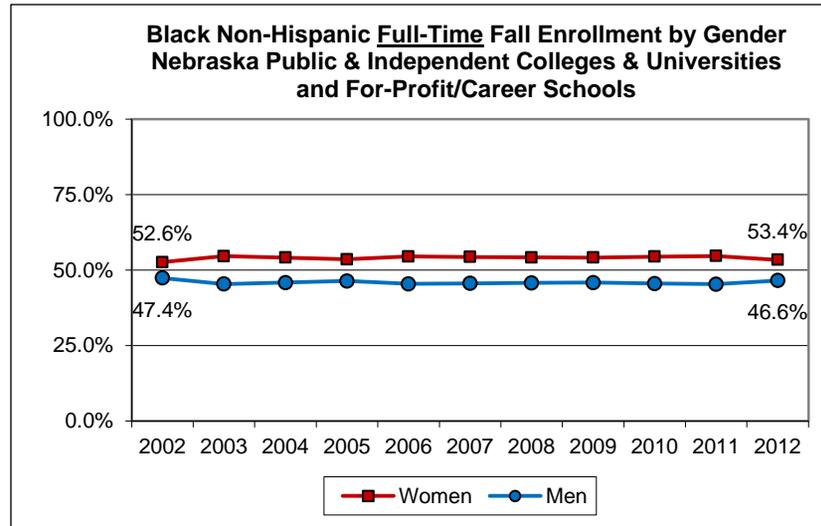
ASIAN/PACIFIC ISLANDER FALL ENROLLMENT by GENDER

(Excluding students of unknown race/ethnicity as explained in Section A.4)



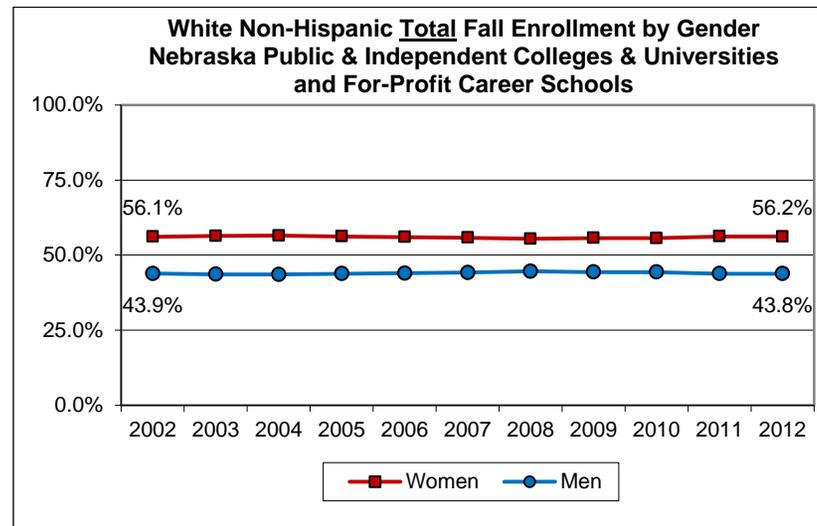
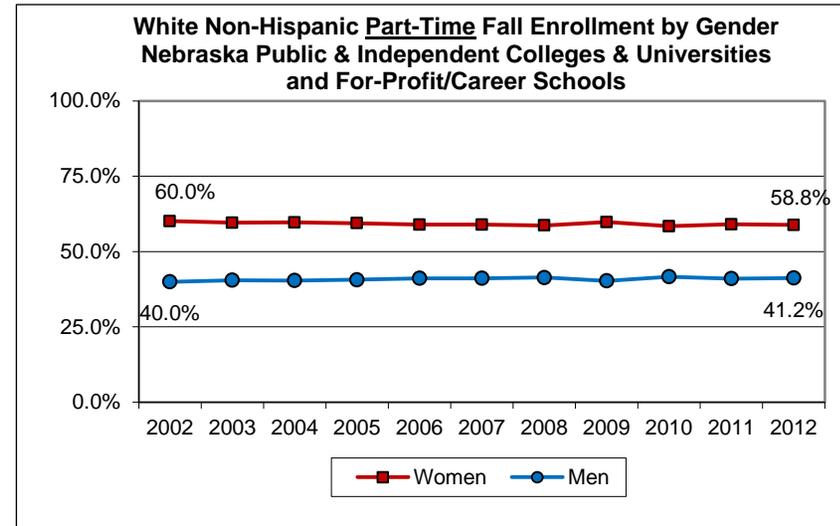
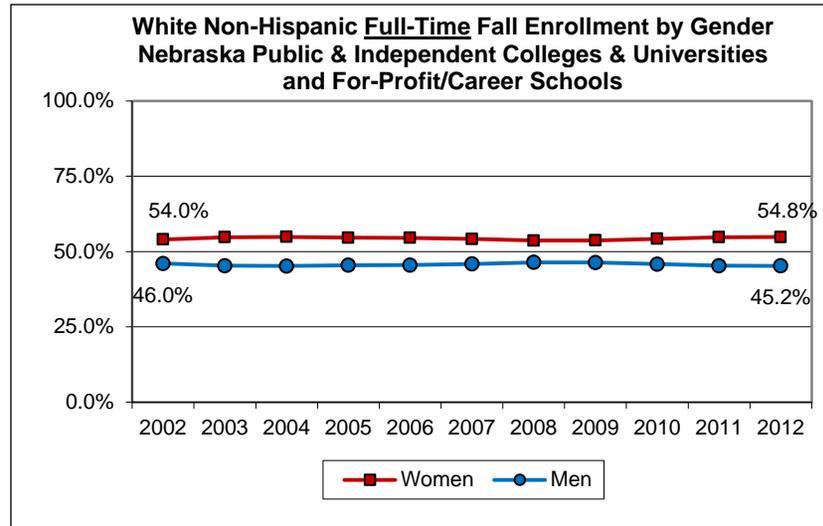
BLACK NON-HISPANIC FALL ENROLLMENT by GENDER

(Excluding students of unknown race/ethnicity as explained in Section A.4)



WHITE NON-HISPANIC FALL ENROLLMENT by GENDER

(Excluding students of unknown race/ethnicity as explained in Section A.4)



Section A.6

Total Fall Enrollment by Age

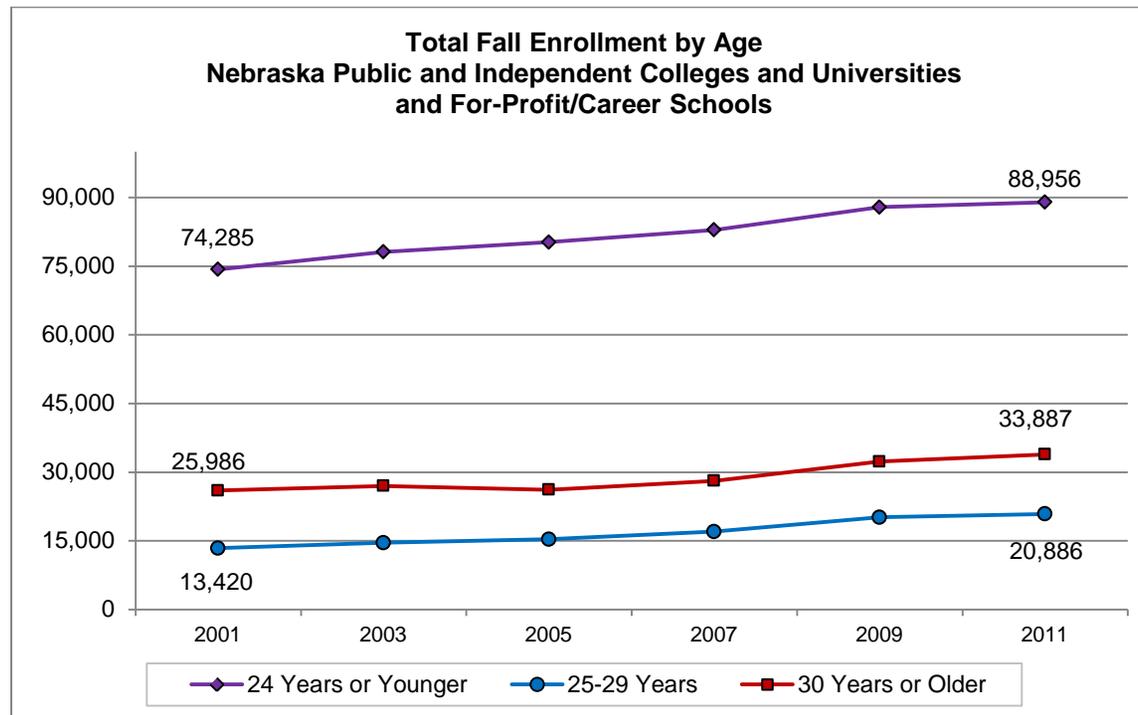
Notes

- (1) Age data are collected only in odd-numbered years. This report summarizes the data collected in fall 2001, 2003, 2005, 2007, 2009, and 2011.
- (2) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2001 through fall 2011. All reporting institutions are included in the analysis, except for E Q School of Hair Design, for which data were reported only for fall 2001. At that time, 37 students were enrolled at E Q School of Hair Design. A few other for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (3) Reported enrollments do not include students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor's and master's degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.

TOTAL FALL ENROLLMENT by AGE

(Excluding students of unknown age)

- Between fall 2001 and fall 2011, total enrollment of students 24 years of age or younger increased 19.7%, from 74,285 to 88,956, at Nebraska's public, independent, and for-profit colleges and universities.
- In comparison, total enrollment of 25- to 29-year-olds increased 55.6%, from 13,420 in 2001 to 20,886 in 2011, and enrollment of students 30 years of age or older increased 30.4%, from 25,986 to 33,887.

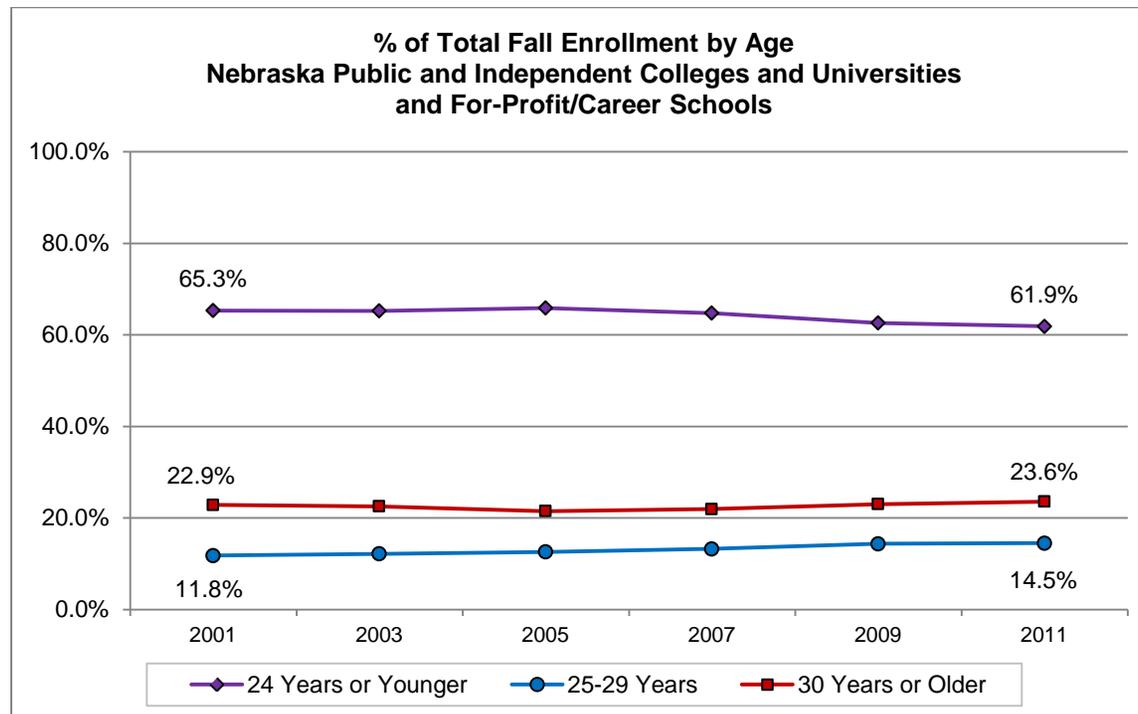


Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Section A: Enrollment**.

Percentages of TOTAL FALL ENROLLMENT by AGE

(Excluding students of unknown age)

- Between fall 2001 and fall 2011, students 24 years of age or younger accounted for a lower percentage of the total number of students enrolled at Nebraska's postsecondary institutions, while students 25 to 29 years of age accounted for a higher percentage of total fall enrollment. Students 30 years or older accounted for about the same percentage in 2011 as they did in 2001.
- In fall 2011, students 24 years of age or younger accounted for 61.0% of total enrollment, down from 65.3% in fall 2001.
- Students 30 or older accounted for 22.9% of total enrollment in fall 2001 and 23.6% in fall 2011.
- Students 25 to 29 years of age accounted for 14.5% of total enrollment in fall 2011, up from 11.8% in 2001.



Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Section A: Enrollment**.

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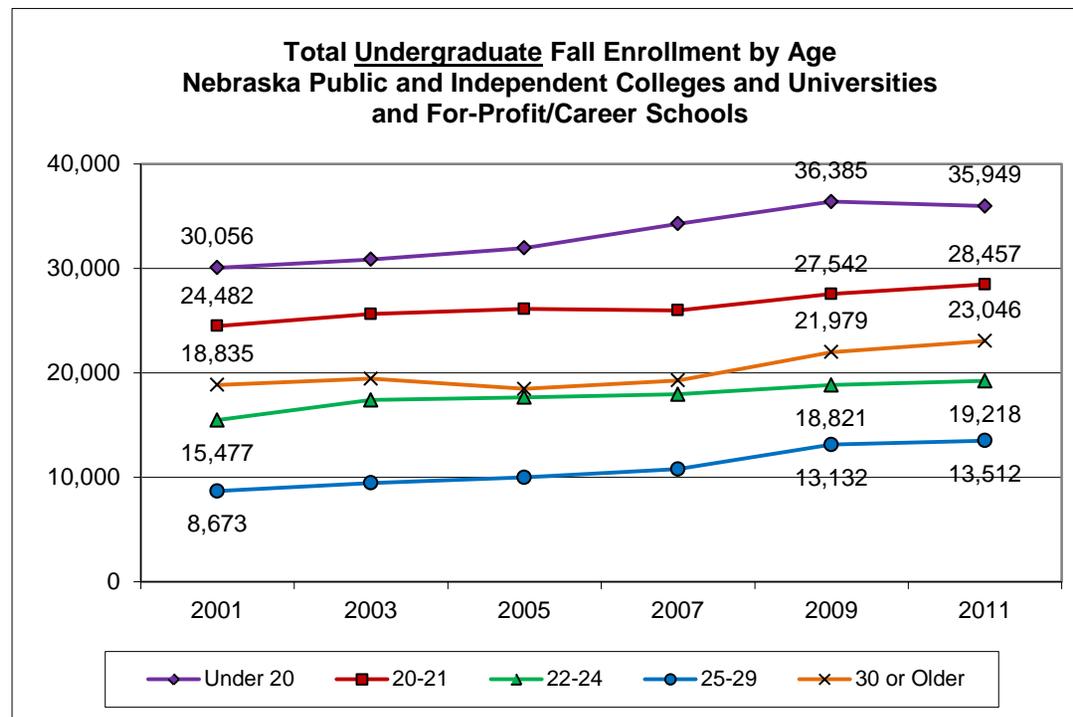
Section A.6.1
Undergraduate Fall Enrollment by Age

TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE

(Excluding students of unknown age)

- Over the 10-year period between fall 2001 and fall 2011, undergraduate enrollment of students of all ages increased at Nebraska's postsecondary institutions.
- Specifically, when analyzed by age group, undergraduate enrollments changed between fall 2001 and fall 2011 as follows:

| | | |
|-------------------|--------------------|--|
| Under 20 years | Increased by 19.6% | From 30,056 to 35,949 (down from 36,385 in 2010) |
| 20-21 years | Increased by 16.2% | From 24,482 to 28,457 |
| 22-24 years | Increased by 24.2% | From 15,477 to 19,218 |
| 25-29 years | Increased by 55.8% | From 8,673 to 13,512 |
| 30 years or older | Increased by 22.4% | From 18,835 to 23,046 |



Age data are collected only in odd-numbered years. Undergraduate trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Section A: Enrollment**.

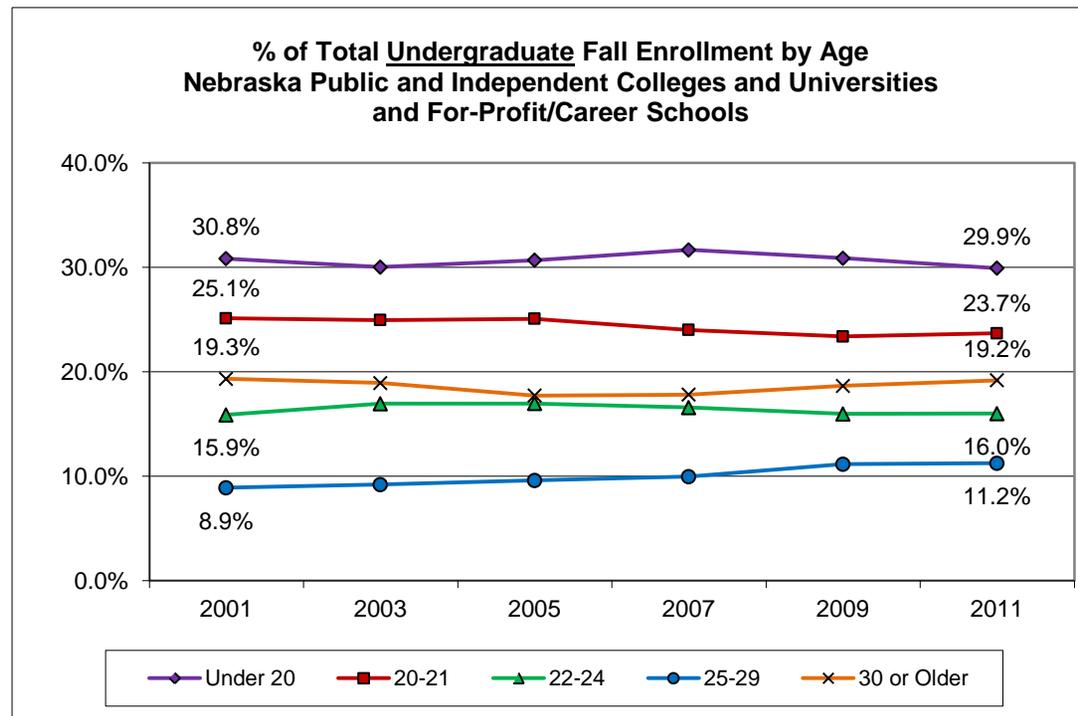
Percentages of TOTAL FALL ENROLLMENT by AGE

(Excluding students of unknown age)

- As percentages of total undergraduate fall enrollment, the number of students in each of the major age groups increased or decreased as follows between fall 2001 and fall 2011:

| | |
|-------------------|--------------------------------------|
| Under 20 years | Decreased from 30.8% to 29.9% |
| 20-21 years | Decreased from 25.1% to 23.7% |
| 22-24 years | <u>Increased</u> from 15.9% to 16.0% |
| 25-29 years | <u>Increased</u> from 8.9% to 11.2% |
| 30 years or older | Decreased from 19.3% to 19.2% |

- When the above age groups are combined into two categories, the enrollment of students 24 years of age or younger decreased from 71.8% of total undergraduate enrollment in fall 2001 to 69.6% in fall 2011, whereas the enrollment of students 25 or older increased from 28.2% to 30.4%.



Age data are collected only in odd-numbered years. Undergraduate trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Section A: Enrollment**.

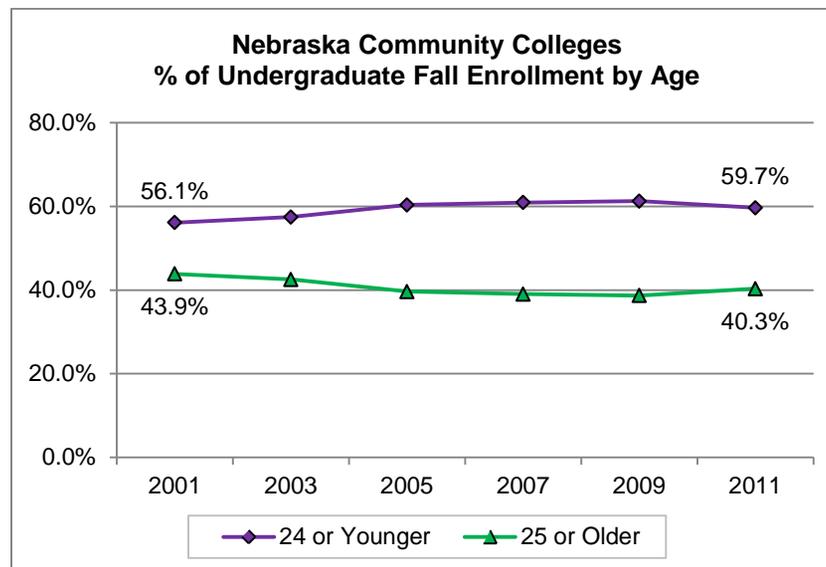
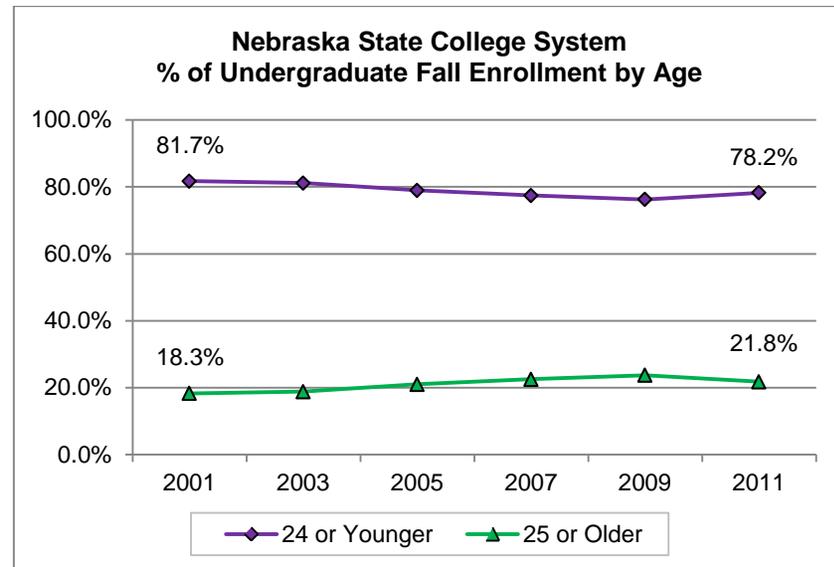
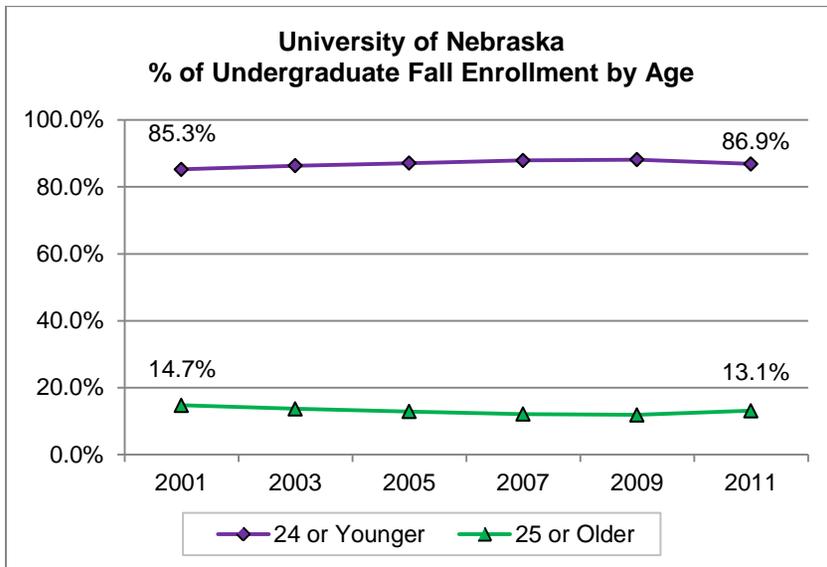
Percentages of UNDERGRADUATE FALL ENROLLMENT by SECTOR and by AGE

(Excluding students of unknown age)

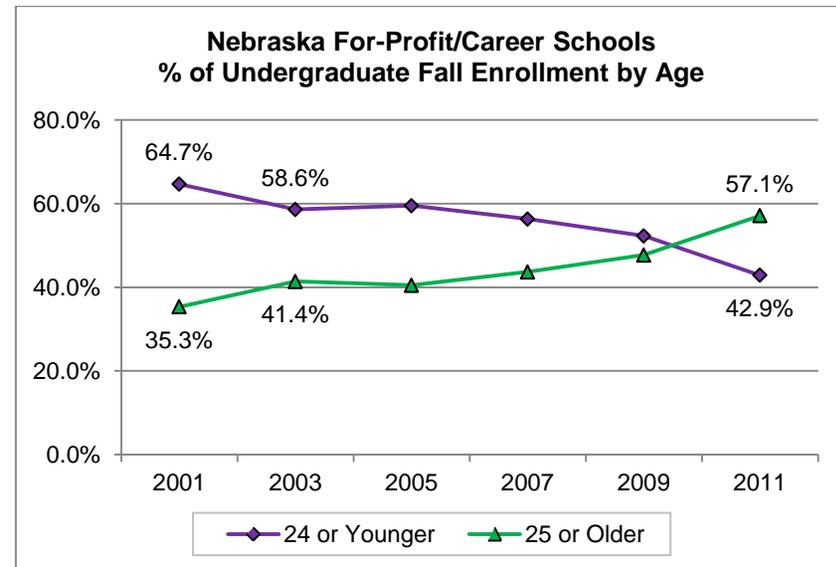
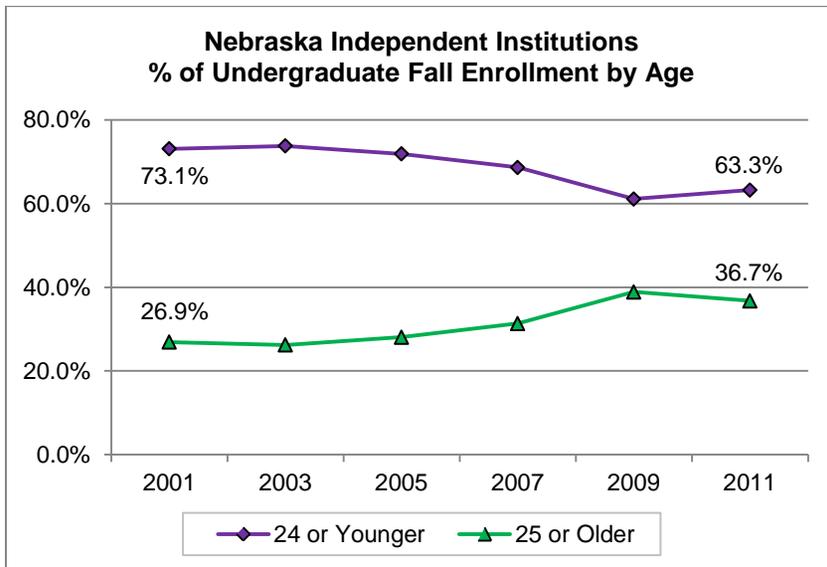
- As shown on the charts on the following pages, undergraduate enrollment by age varies across the five sectors of higher education in Nebraska.
- The percentage of students 24 years of age or younger enrolled at the University of Nebraska increased from 85.3% of total undergraduate enrollment in fall 2001 to 86.9% in fall 2011. Compared to the other four sectors of public, independent, and for-profit higher education, the University of Nebraska enrolled the highest percentage of students under the age of 25.
- Between fall 2001 and fall 2011, the greatest increase in the percentage enrollment of students 24 years of age or younger was at Nebraska's community colleges. In fall 2011, students 24 years of age or younger accounted for 59.7% of the students at community colleges, compared to 56.1% in fall 2001. Conversely, students 25 years of age or older accounted for 40.3% of the students at community colleges in fall 2011, compared to 43.9% 10 years earlier. This shift has been due primarily to the percentage increase of under-18-year-olds and the decrease in percentage of students 35 years of age or older enrolled at the community colleges. (See page A.6.16.)
- Compared to the enrollments at the University of Nebraska and the community colleges, the enrollments of students 24 years of age or younger have decreased within the Nebraska State College System, at the independent colleges and universities, and within the for-profit/career school sector. Students under 25 years of age accounted for 78.2% of the undergraduates within the Nebraska State College System in fall 2011, compared to 81.7% in fall 2001. Students under 25 represented 63.3% of the undergraduates at independent institutions in fall 2011, down from 73.1% in fall 2001. Within the for-profit/career school sector, students under 25 years of age decreased from 64.7% to 42.9% of undergraduate fall enrollment between 2001 and 2011.
- More detailed sector comparisons by age are shown on **pages A.6.11 and A.6.12**. These comparisons are based on four, rather than two, age categories: under 20 years, 20-21 years, 22-24 years, and 25 years or older. The charts on page A.6.11 and A.6.12 support the conclusions listed above and also show the specific changes that occurred within the distributions of students under 25 years of age.
- One of the most noticeable trends evidenced on pages A.6.11 and 12 is shown on the chart for Nebraska's for-profit/career schools. Within this sector, non-traditional students 25 or older have accounted for an increasing percentage of total undergraduate enrollment, increasing from 35.3% in fall 2001 to 57.1% in fall 2011. Similarly, within the independent sector, students 25 or older increased from 26.9% to 36.7% of undergraduate enrollment between fall 2001 and fall 2011, while enrollment of under-20-year-olds and students 20-21 decreased as percentages of enrollment.
- During the same 10-year period, the enrollment of students 25 years of age or older at Nebraska's community colleges decreased from 43.9% of enrollment in fall 2001 to 40.3% of enrollment in fall 2011.

Age data are collected only in odd-numbered years. Undergraduate trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Section A: Enrollment**.

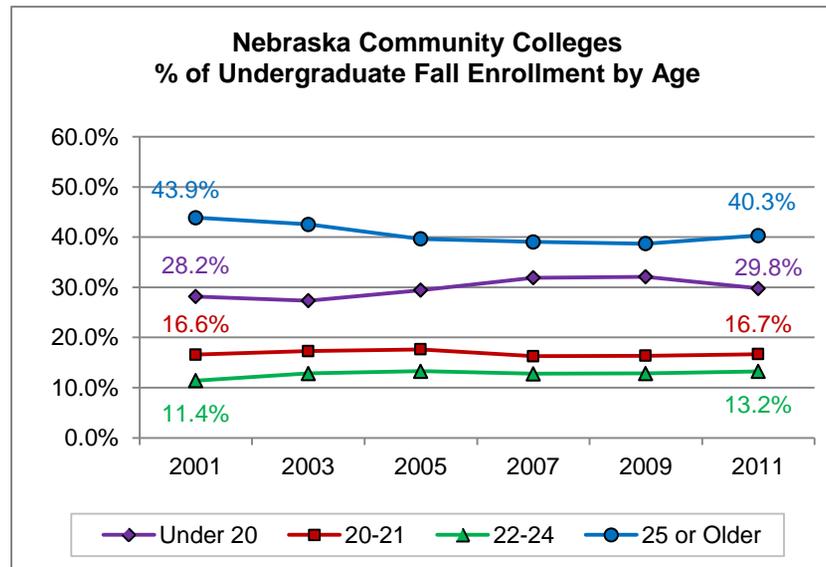
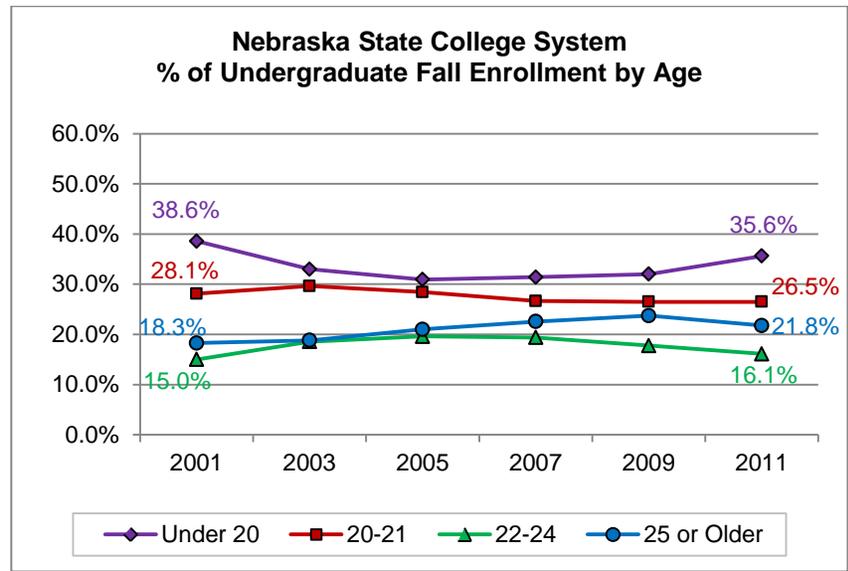
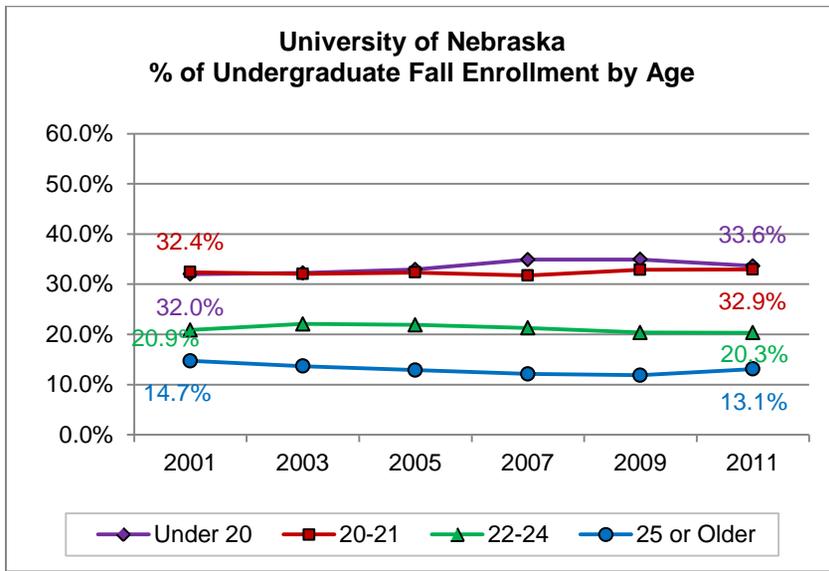
Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR
 (Excluding students of unknown age)



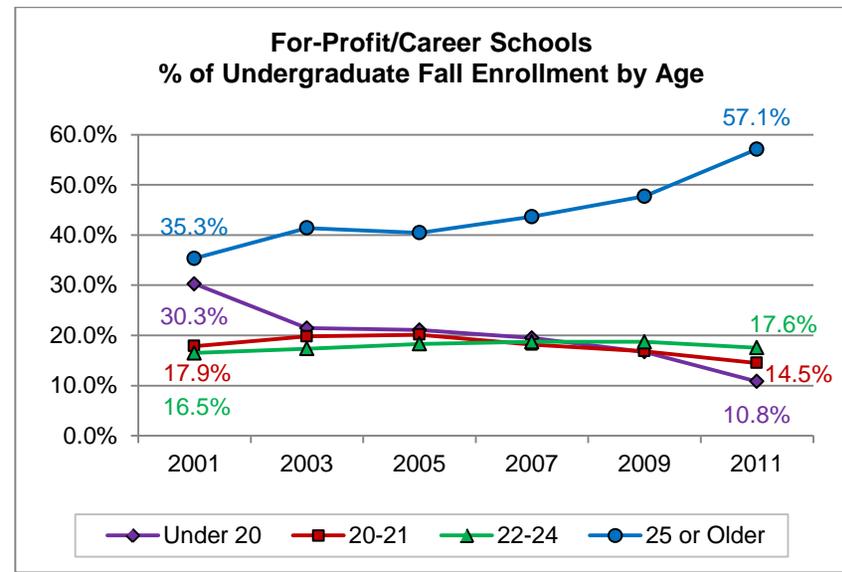
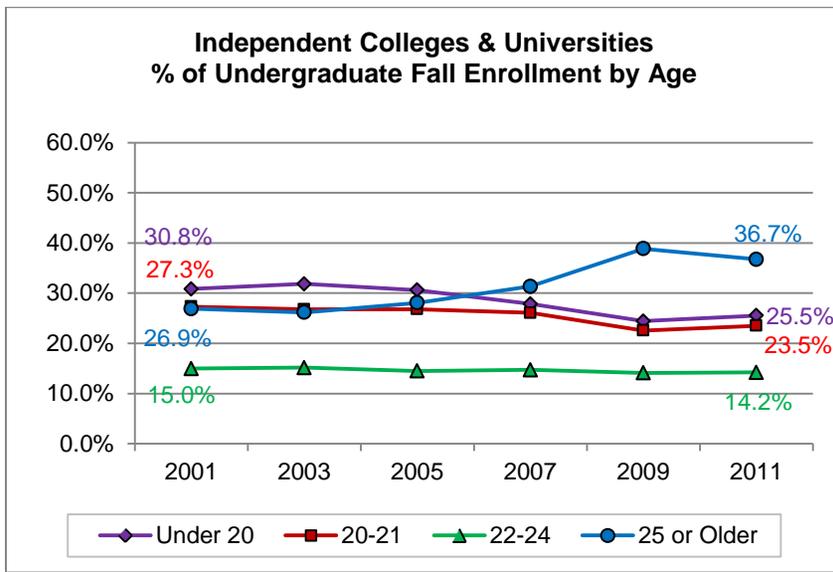
Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR
 (Excluding students of unknown age)



Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR
 (Excluding students of unknown age)



Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR
 (Excluding students of unknown age)



Age data are collected only in odd-numbered years. Undergraduate trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Section A: Enrollment**.

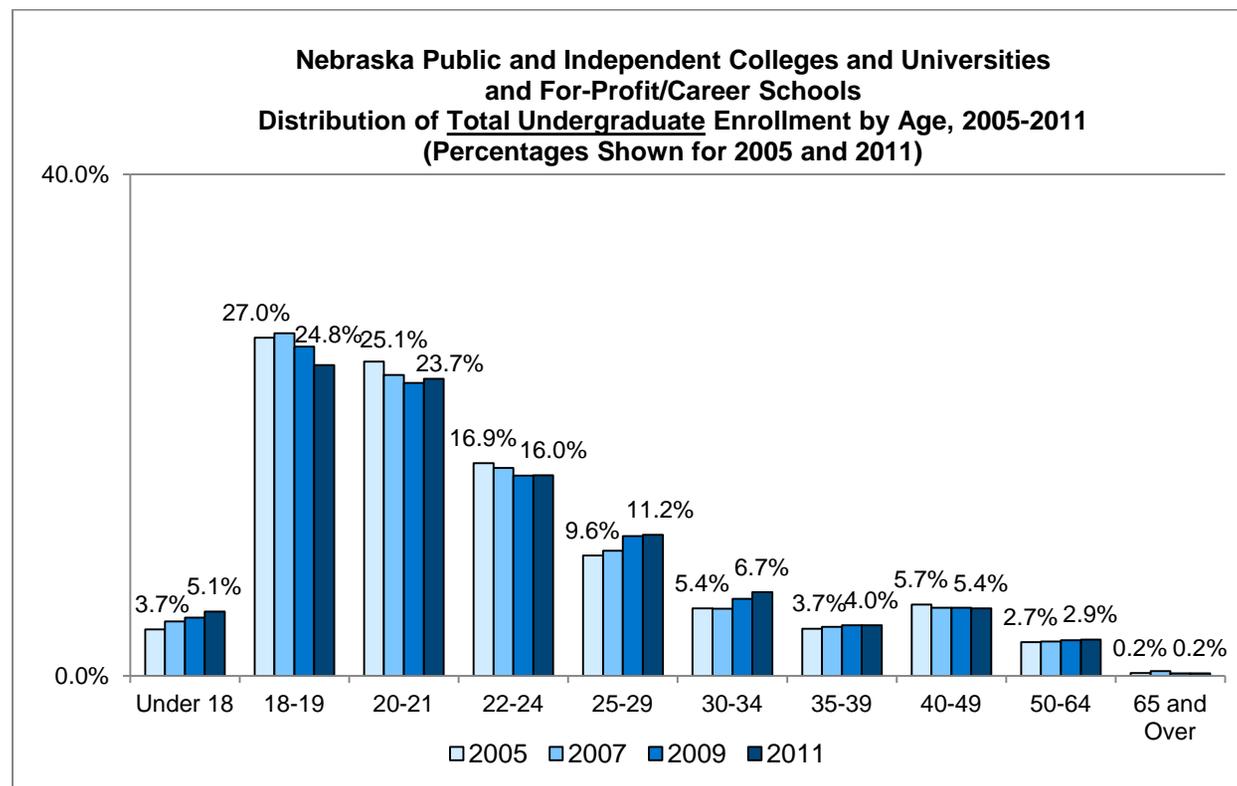
CHANGES IN AGE DISTRIBUTIONS: 2005 – 2011

(Excluding students of unknown age)

The following charts directly compare the undergraduate age distributions from 2003 through 2010 for the state and each of the five major sectors of higher education in Nebraska.

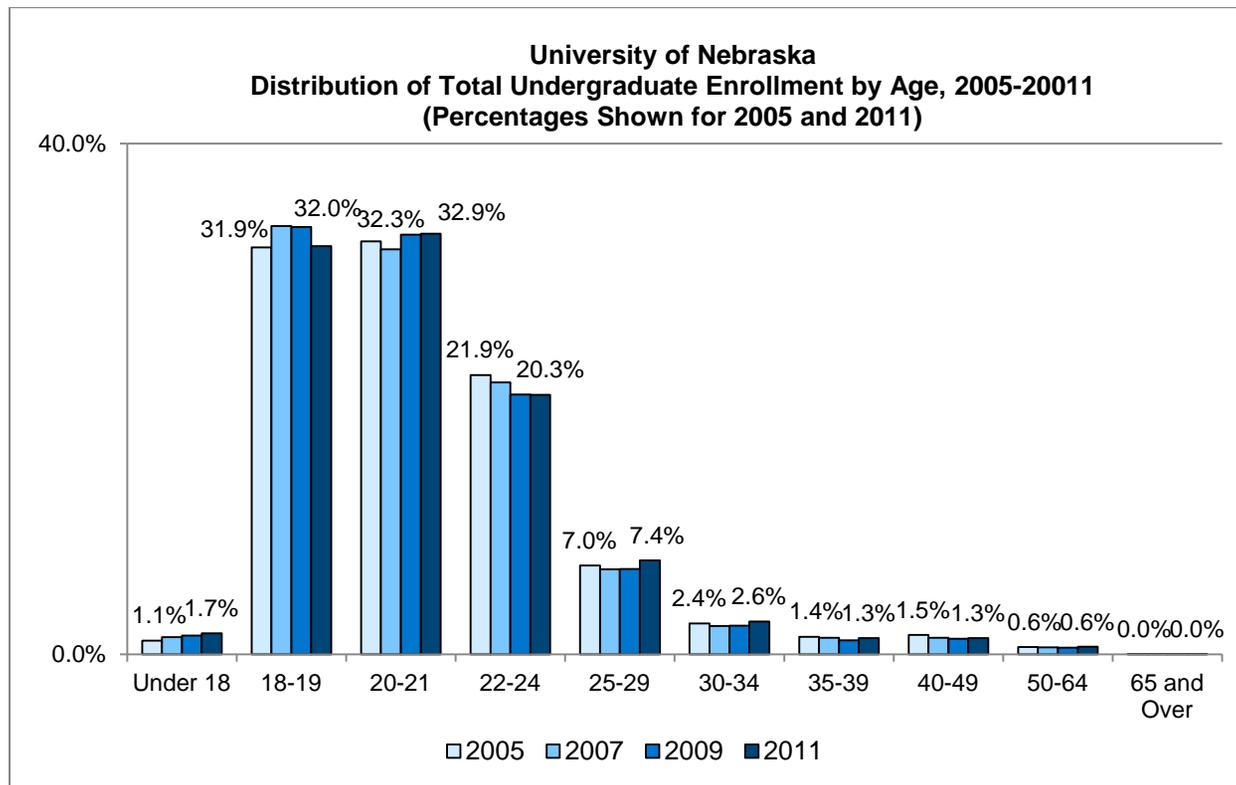
NEBRASKA STATE TOTAL – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE: 2005 – 2011

- Summary conclusion: Increasing percentages of students under 18, 25-39, and 50-64 years of age; decreasing percentages of students 18-24 and 40-49.



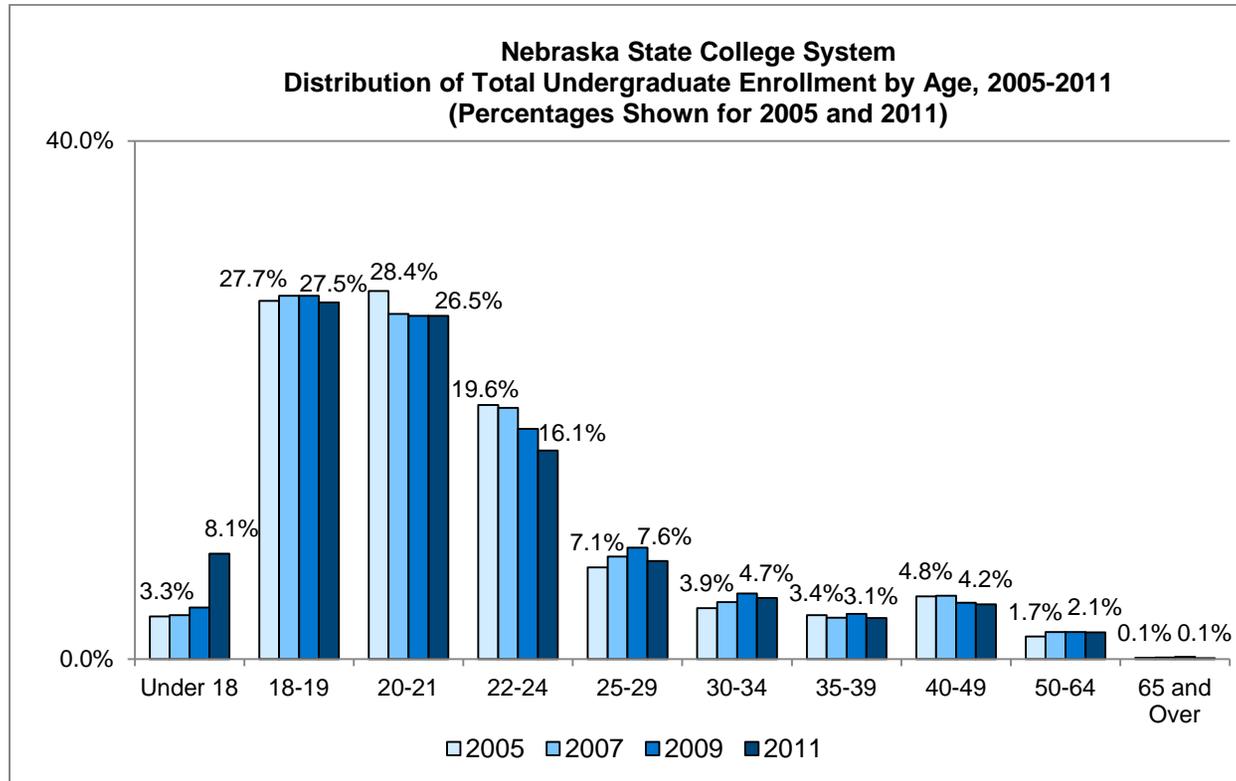
UNIVERSITY OF NEBRASKA – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE: 2005 – 2011

- Summary conclusion: Increasing percentages of students under 22 and 25-34 years of age; decreasing percentages of students 22-24 and 35-49.



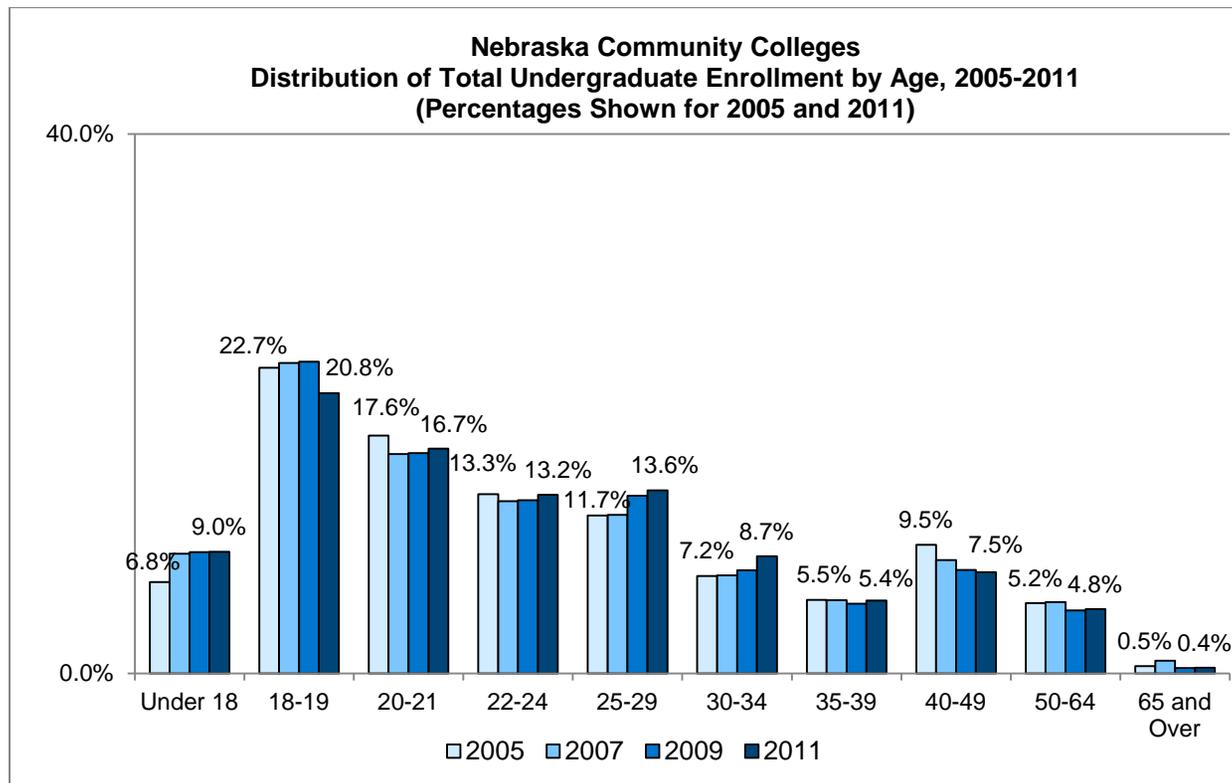
NEBRASKA STATE COLLEGE SYSTEM – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE: 2005 – 2011
 (Excluding students of unknown age)

- Summary conclusion: Increasing percentage of students under 18, 25-34, and 50-64; decreasing percentages of students 18-24 and 35-49 years of age.



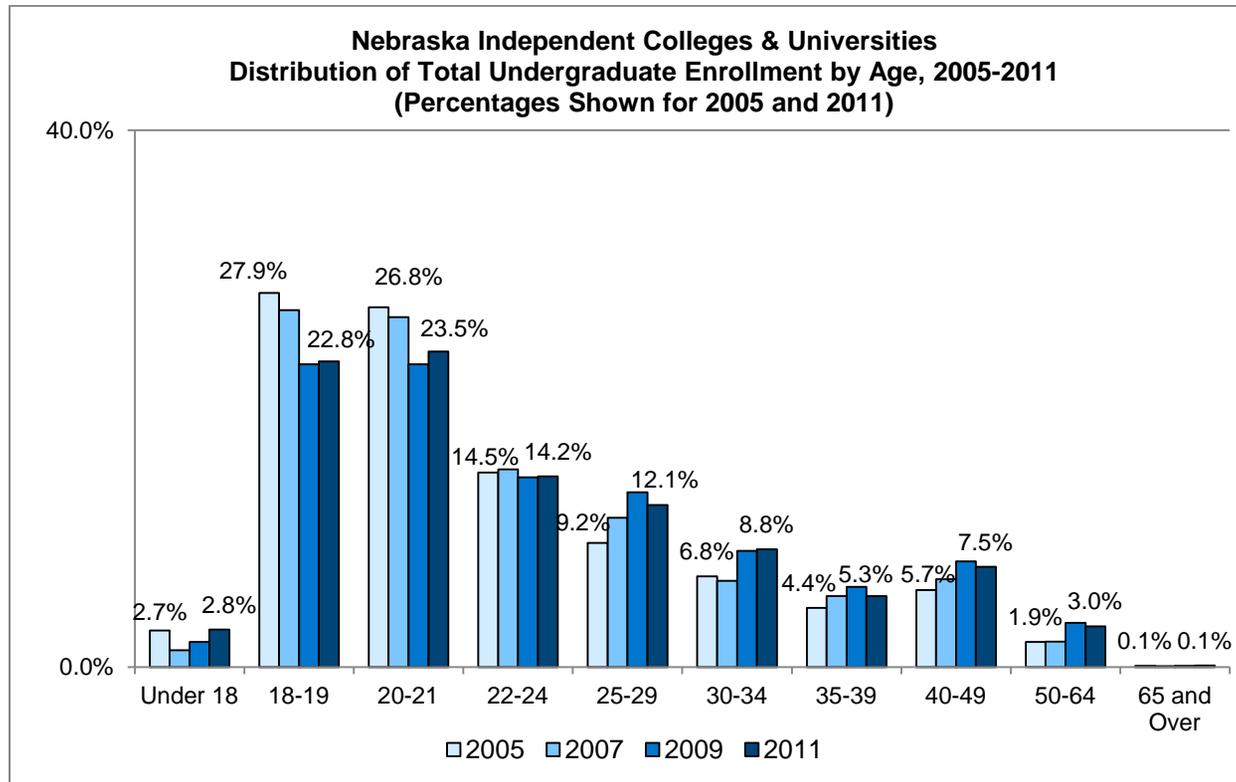
NEBRASKA COMMUNITY COLLEGES – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE: 2005 – 2011
 (Excluding students of unknown age)

- Summary conclusion: Increasing percentages of students under 18 and 25-34; a stable percentage of students 22-24; decreasing percentages of students 18-21 and 35 years of age or older.



NEBRASKA INDEPENDENT SCHOOLS – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE: 2005 – 2011
 (Excluding students of unknown age)

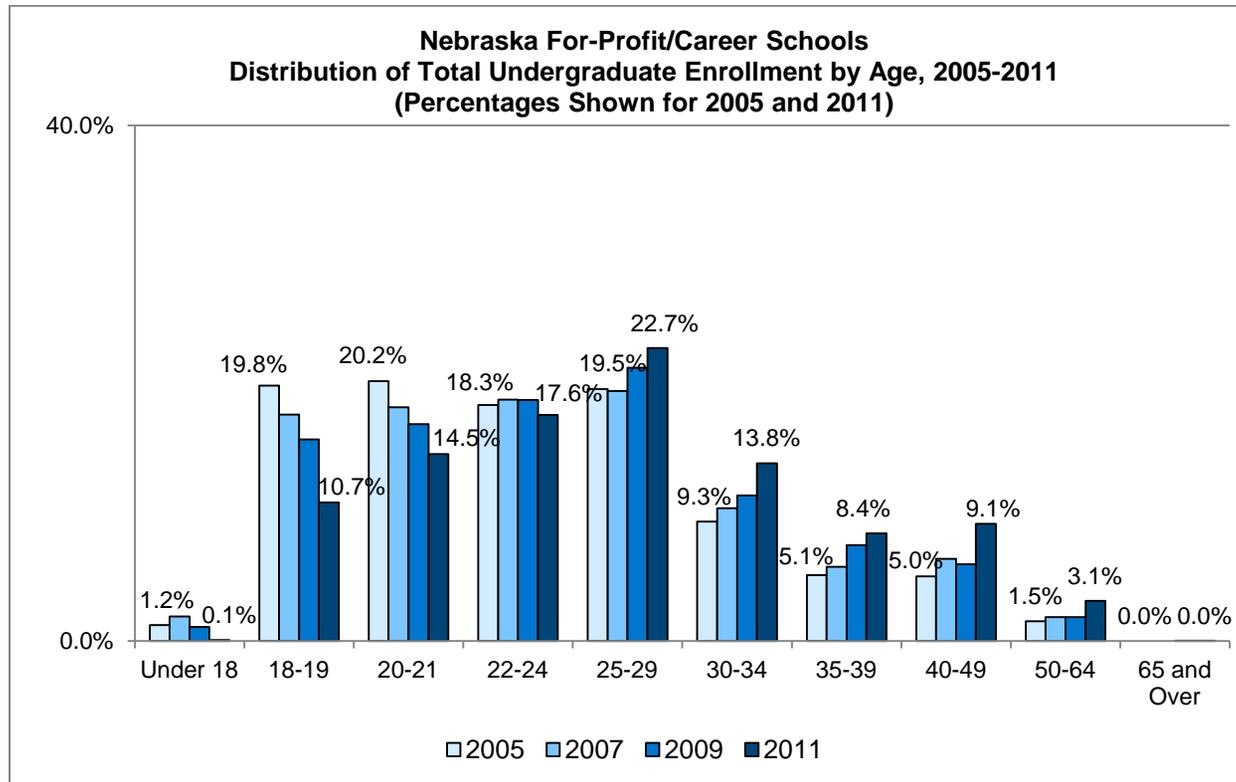
- Summary conclusion: A small, fluctuating percentage of students under 18; decreasing percentages of students 18-21; a relatively stable percentage of students 22-24; and increasing percentages of students 25-64 years of age.



NEBRASKA FOR-PROFIT/CAREER SCHOOLS – Percentages of UNDERGRADUATE FALL ENROLLMENT
by AGE: 2005 – 2011

(Excluding students of unknown age)

- Summary conclusion: A small, fluctuating percentage of students under 18; decreasing percentages of students 18-24; increasing percentages of students 25-64 years of age or older.



Section A.7

Fall Enrollment Compared To 12-Month Enrollment

Note

Reported enrollments do not include students who were enrolled in the physician assistant military and distance education programs at the University of Nebraska Medical Center (UNMC). Since 1998-1999, UNMC has conferred 500 to 600 bachelor's and master's degrees each year to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska.

Three Methods of Measuring Enrollment

There are three methods to measure student enrollment in Nebraska postsecondary institutions as defined by IPEDS. They are “Fall Enrollment,” “12-Month Unduplicated Headcount” and “FTE” (Full-Time Equivalent). This section of the Factual Look compares fall enrollment and 12-month enrollment for each of Nebraska’s public institutions and by sector.

FTE is not included in this section because the Coordinating Commission is still in the process of verifying the accuracy of the data on which FTE calculations are based. The Commission is also in the process of verifying the 12-month enrollment and FTE data reported by Nebraska’s independent institutions with the intention of including the independent sector in future editions of this section of the Factual Look.

Fall Enrollment

The fall enrollment data collected from each institution provide a “snapshot” of the number of students at the institution at a particular time.¹ The fall enrollment survey in IPEDS asks for enrollment numbers as of the institution’s “official fall reporting date” or October 15th. It is the institution’s choice which date will be used. These enrollment data are the most frequently reported for a variety of purposes by the news media, state agencies, and the institutions themselves. In general, they are a good indicator of enrollment trends at most institutions.

“Institutions report annually the number of [full-](#) and [part-time](#) students, by gender, race/ethnicity, and [level](#) (undergraduate, graduate, first-professional); the total number of [undergraduate entering students](#) (including first-time, transfers-in, part-time students, and non-degree students); and [retention rates](#).” (IPEDS Glossary, [Fall Enrollment](#))

12-Month Enrollment

Also referred to as “12-Month Unduplicated Headcount,” 12-month enrollment is the total number of students who were enrolled at an institution at any time during the academic year. Each student is counted only once per academic year. For example, if a student was enrolled in the fall and spring semester at Wayne State College, that student would be counted only once for the entire academic year. This count also captures a student who was enrolled only in the spring semester and not in the fall semester and, therefore, was counted only in the spring semester. In this way, 12-month enrollment is designed to capture the “total” number of students an institution serves throughout the academic year.

“Institutions report an unduplicated head count for the total number of students by gender, race/ethnicity, and level (undergraduate, graduate, first-professional) enrolled throughout the reporting period. Students included are those enrolled in any courses leading to a degree or other formal award, as well as those enrolled in courses that are part of a terminal vocational or occupational program. Institutions also report the total instructional activity for the same 12-month period for both undergraduate and graduate programs. Instructional activity data are reported in units of contact hours (sometimes referred to as clock hours) or credit hours.” (IPEDS Glossary, [12-Month Enrollment](#))

¹In previous Commission publications, fall enrollment has been referred to as fall headcount or fall headcount enrollment.

FTE (Full-Time Equivalent)

FTE is not a measurement of actual enrollment, but rather a calculation of enrollment, based on the total credit or contact hours reported by the institution. There has been debate over the years about how FTE enrollments should be calculated and how they should be used.

IPEDS collects the data necessary to calculate FTE along with the 12-Month Enrollment data.

“Institutions also report the total instructional activity for the same 12-month period for both undergraduate and graduate programs. Instructional activity data are reported in units of contact hours (sometimes referred to as clock hours) or credit hours.” (IPEDS Glossary, [12-Month Enrollment](#))

The IPEDS method of calculating FTE is as follows:

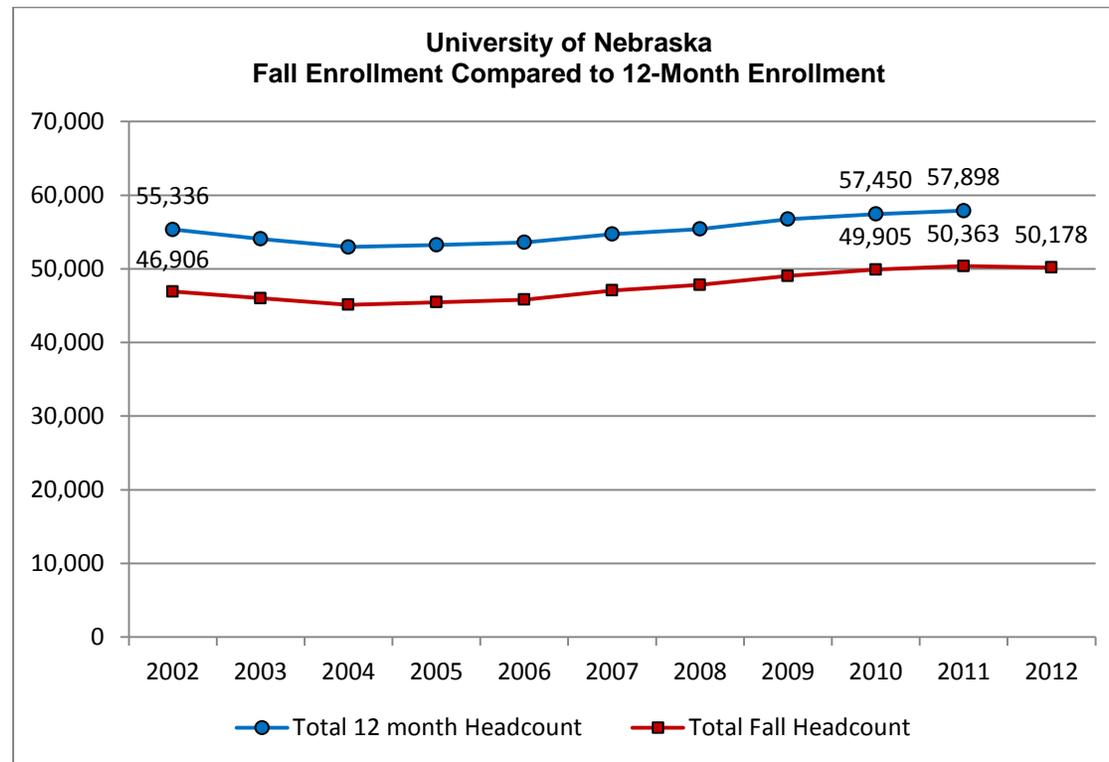
“The number of FTE students is calculated based on the [credit](#) and/or [contact hours](#) reported by the institution on the [IPEDS 12-month enrollment \(E12\)](#) component and the institution's [calendar system](#), as reported on the [Institutional Characteristics \(IC\)](#) component. The following table indicates the level of [instructional activity](#) used to convert the credit and/or contact hours reported to an indicator of full-time equivalents (FTE students):

Quarter calendar system
Enrollment level (One FTE over 12-month period)
Undergraduate 45 credit hours, 900 contact hours
Graduate 36 credit hours

Semester/trimester/4-1-4 plan/other calendar system
Enrollment level (one FTE over 12-month period)
Undergraduate 30 credit hours, 900 contact hours
Graduate 24 credit hours”

(IPEDS Glossary, ([Calculation of FTE Students \(using instructional activity\)](#)))

University of Nebraska

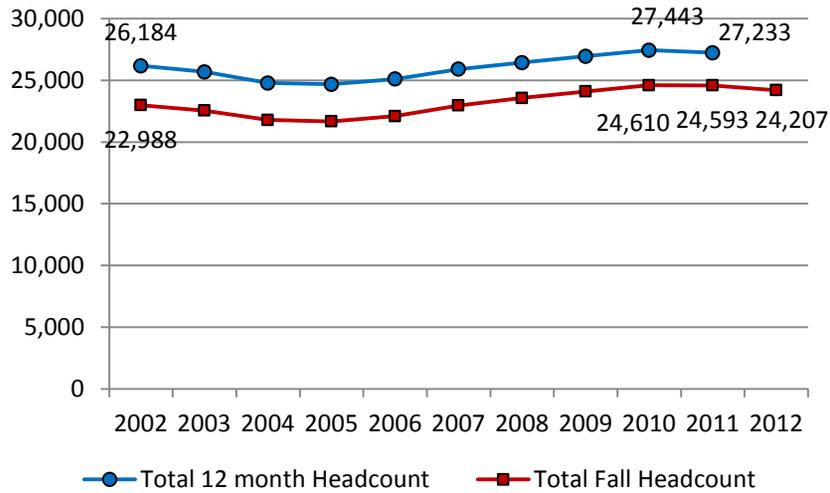


From 2002 to 2011, fall enrollment at the University of Nebraska increased 7.4%, while 12-month enrollment increased 4.6%.

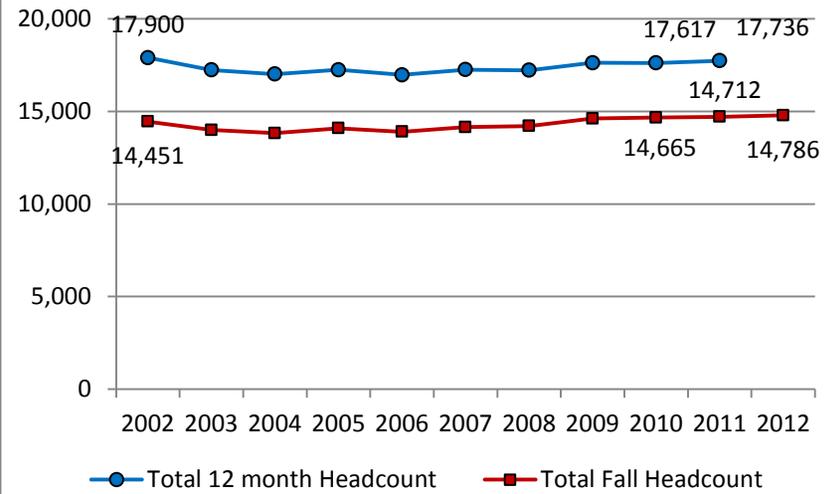
For 2011-2012, 12-month enrollment was 7,535, or 15.0% higher than fall 2011 enrollment.

Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Section A: Enrollment**.

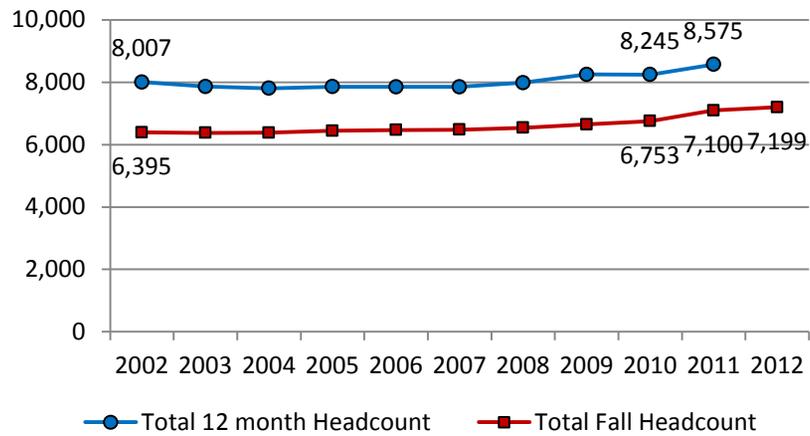
**University of Nebraska-Lincoln
Fall Enrollment Compared to 12-Month Enrollment**

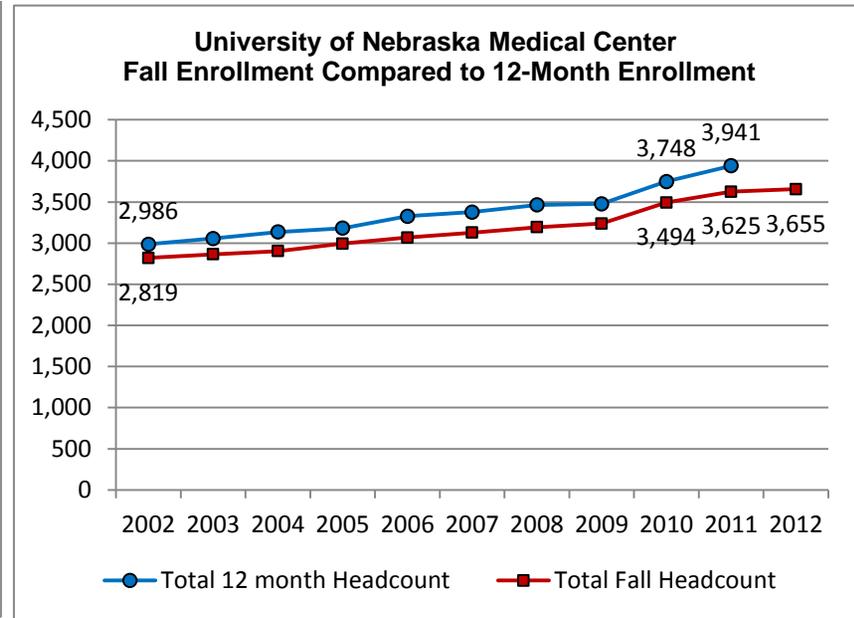
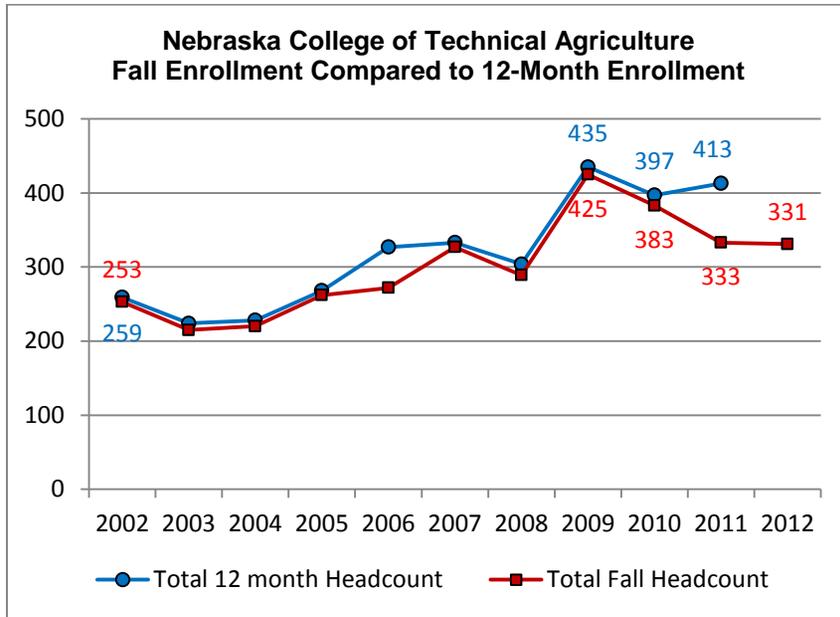


**University of Nebraska at Omaha
Fall Enrollment Compared to 12-Month Enrollment**



**University of Nebraska at Kearney
Fall Enrollment Compared to 12-Month Enrollment**



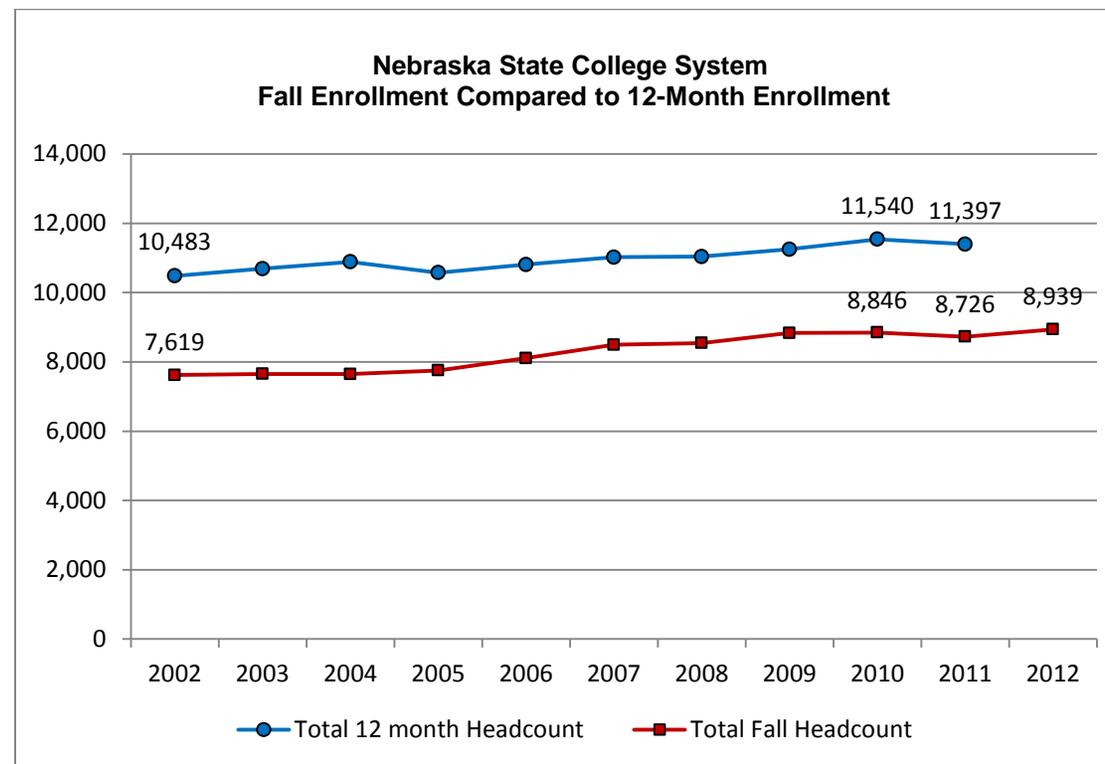


See note below.

| University of Nebraska System Percent Change in Fall Enrollment and 12-Month Enrollment | | |
|--|--|--|
| Institution | Fall Enrollment Fall 2002 to Fall 2011 % Change | 12-Month Enrollment 2002-03 to 2011-12 % Change |
| Nebraska College of Technical Agriculture | 31.6% | 59.5% |
| University of Nebraska at Kearney | 11.0% | 7.1% |
| University of Nebraska-Lincoln | 7.0% | 4.0% |
| University of Nebraska Medical Center | 28.6% | 32.0% |
| University of Nebraska at Omaha | 1.8% | -0.9% |

Note: The significant increase in fall 2009 enrollment at the Nebraska College of Technical Agriculture (NCTA) was due primarily to the concurrent enrollment of high school students in courses for credit at NCTA.

Nebraska State College System

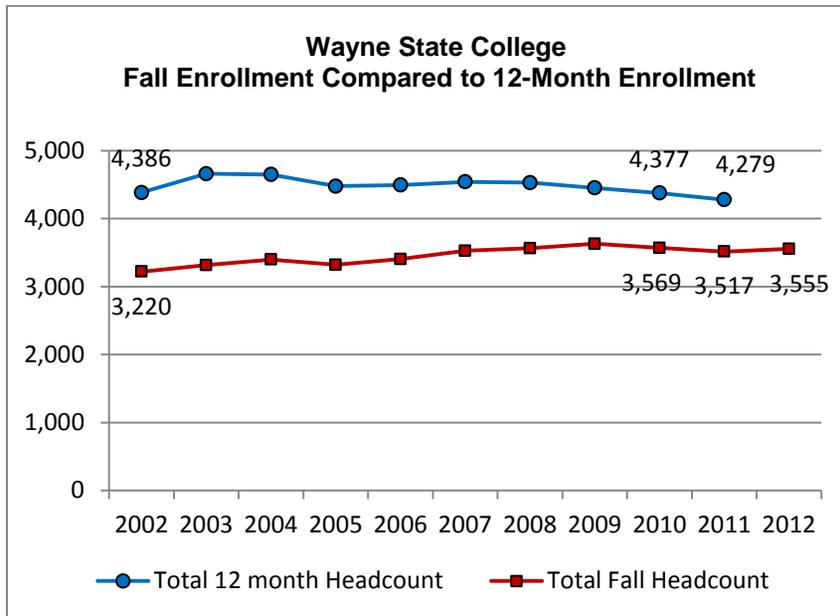
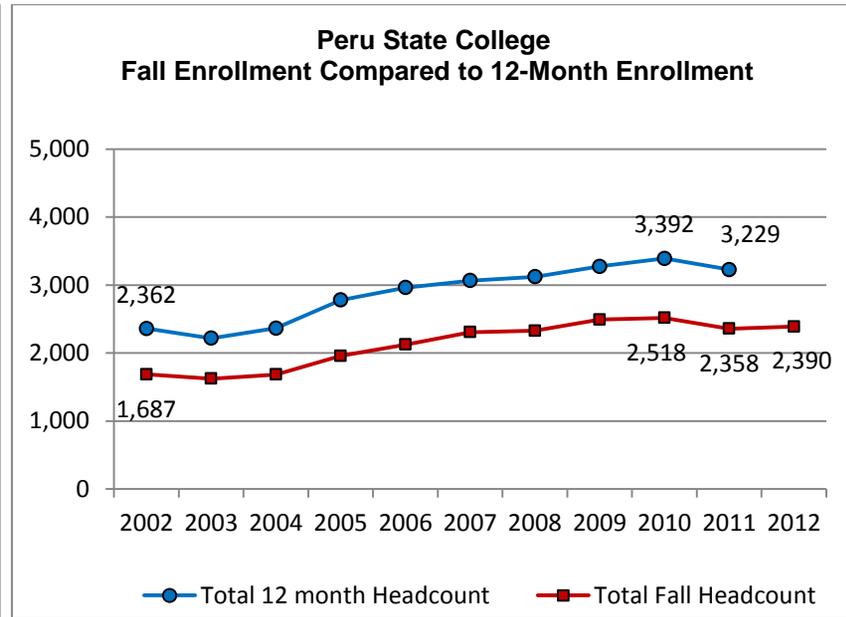
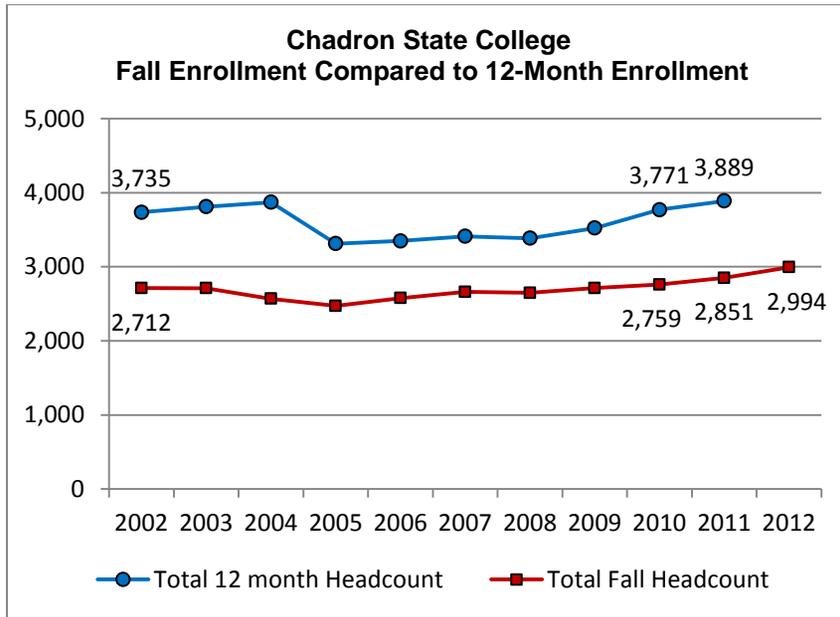


From 2002 to 2011, fall enrollment at state colleges increased 14.5% and 12-month enrollment increased 8.7%.

As shown on the charts on the next page, the drop in 12-month enrollment in 2005-2006 was due to a decrease in the 12-month enrollment reported by Chadron State College.

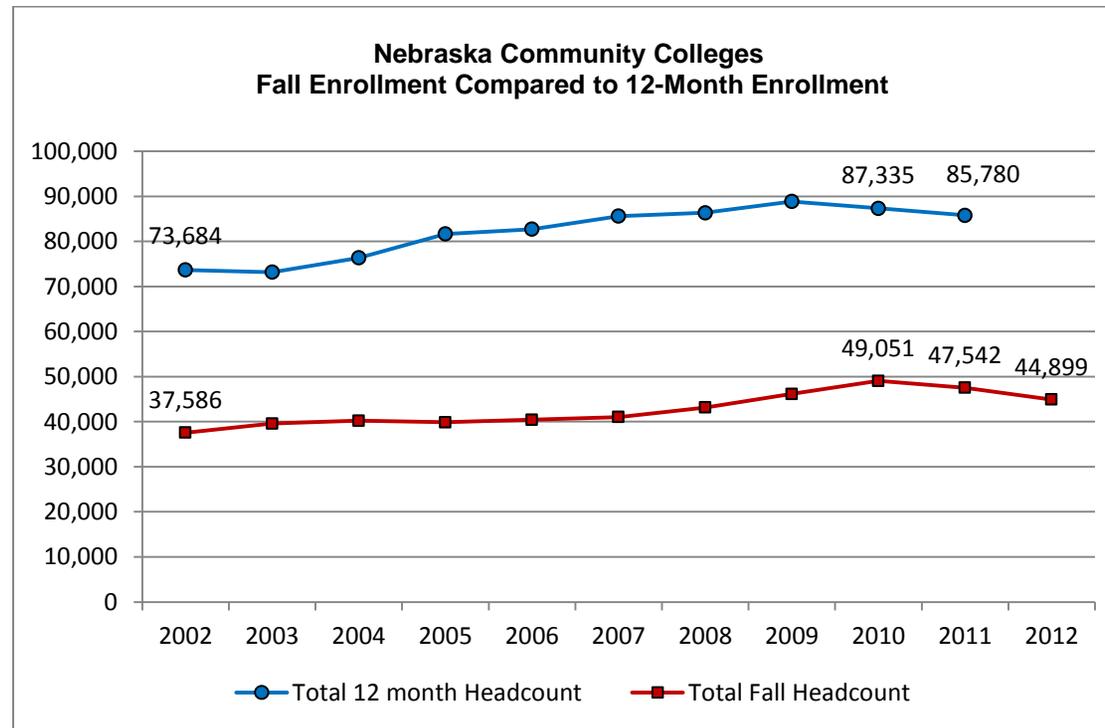
For the Nebraska State College System, 12-month enrollment in 2011-2012 was 2,671, or 30.6%, higher than fall 2011 enrollment.

Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Section A: Enrollment**.



| Nebraska State College System Percent Change in Fall Enrollment and 12-Month Enrollment | | |
|--|---|---|
| Institution | Fall Enrollment Fall 02 to Fall 11 % Change | 12-Month Enrollment 02-03 to 11-12 % Change |
| Chadron State College | 5.1% | 4.1% |
| Peru State College | 39.8% | 36.7% |
| Wayne State College | 9.2% | -2.4% |

Nebraska Community Colleges



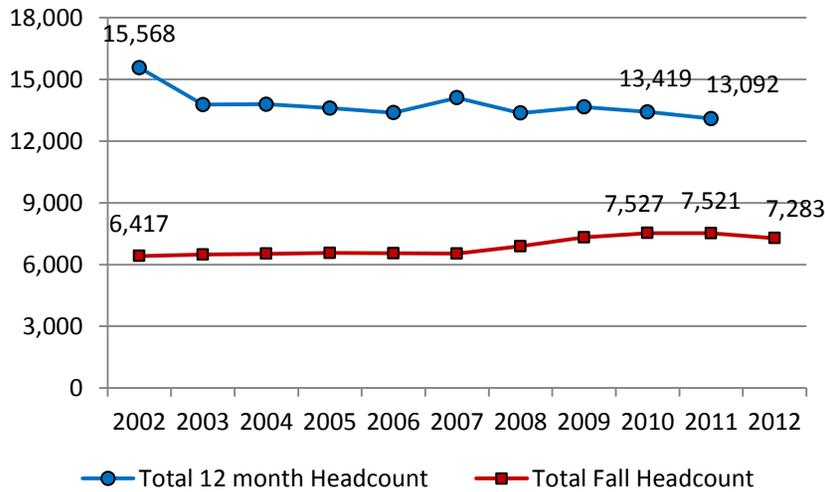
Fall enrollment and 12-month enrollment at the community colleges steadily increased from 2001 through 2009. In 2010-2011, fall enrollment increased, but 12-month enrollment decreased. In 2011-2012, fall and 12-month enrollment both decreased. Over the nine years between 2002-2003 and 2011-2012, 12-month enrollment increased 16.4% (12,096) and fall enrollment increased 26.5% (9,956).

The higher increase in 12-month enrollment, compared to the increase in fall enrollment (12,096 vs. 9,956), indicates that an increasing number of students were enrolled sometime during the academic year but not in the fall. At least part of this increase may be due to more students dropping in and out of a college or transferring back and forth from one institution to another, a pattern known as swirling.

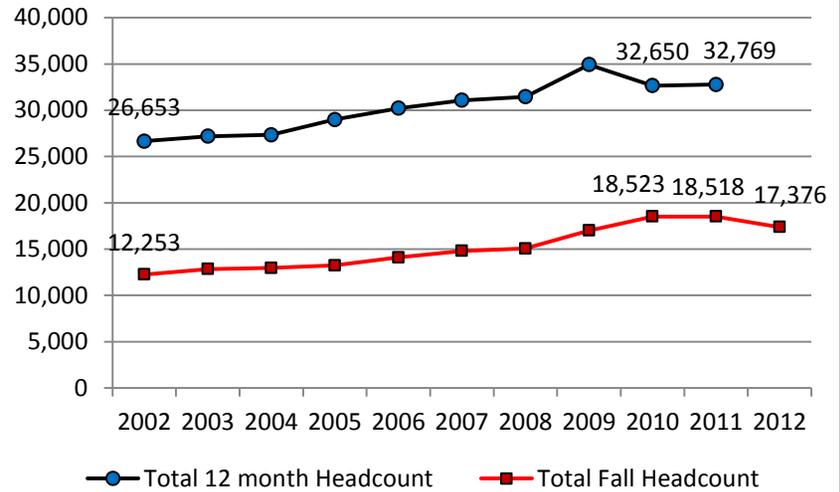
Based on the data for 2002-2003 through 2011-2012, fall enrollment has accounted historically for only about half of the total number of students measured by 12-month enrollment.

Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Section A: Enrollment**.

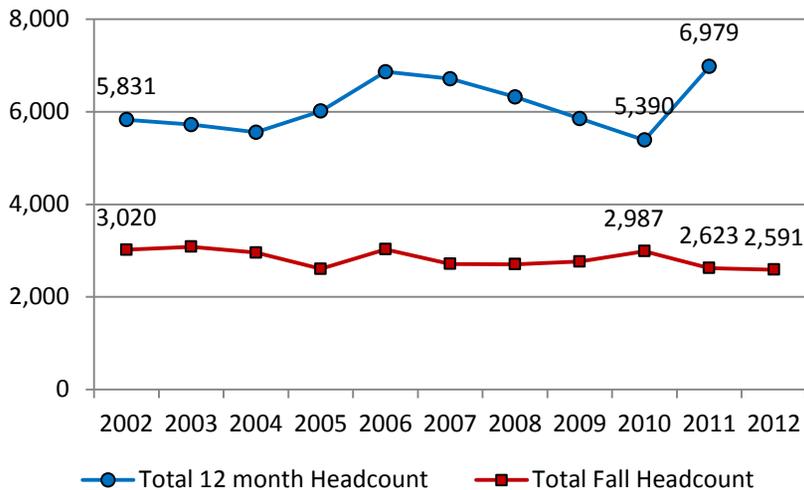
**Central Community College
Fall Enrollment Compared to 12-Month Enrollment**



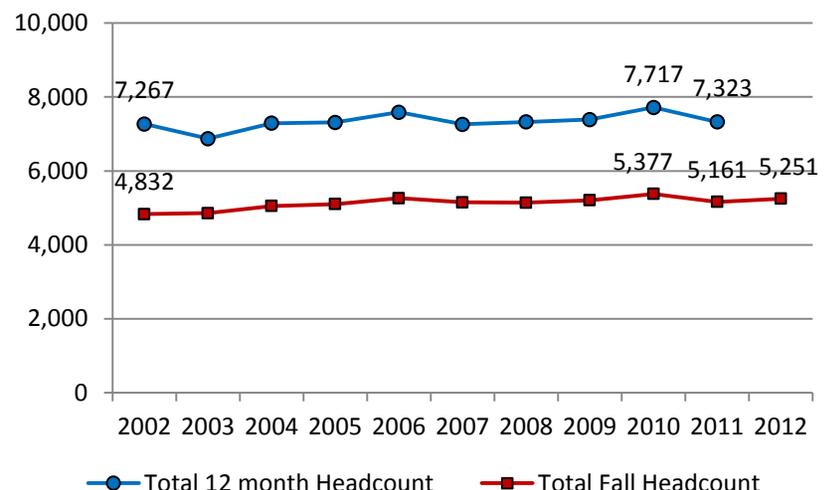
**Metropolitan Community College
Fall Enrollment Compared to 12-Month Enrollment**

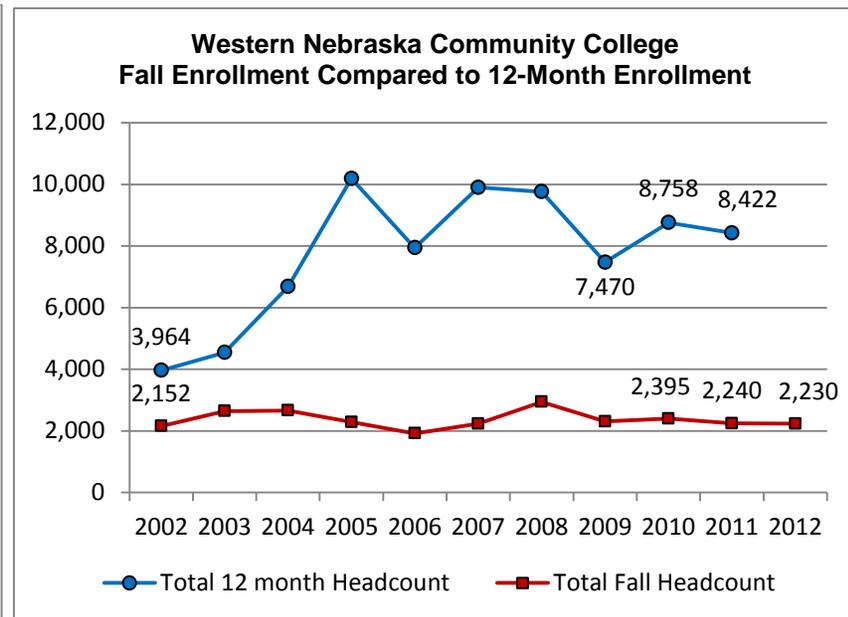
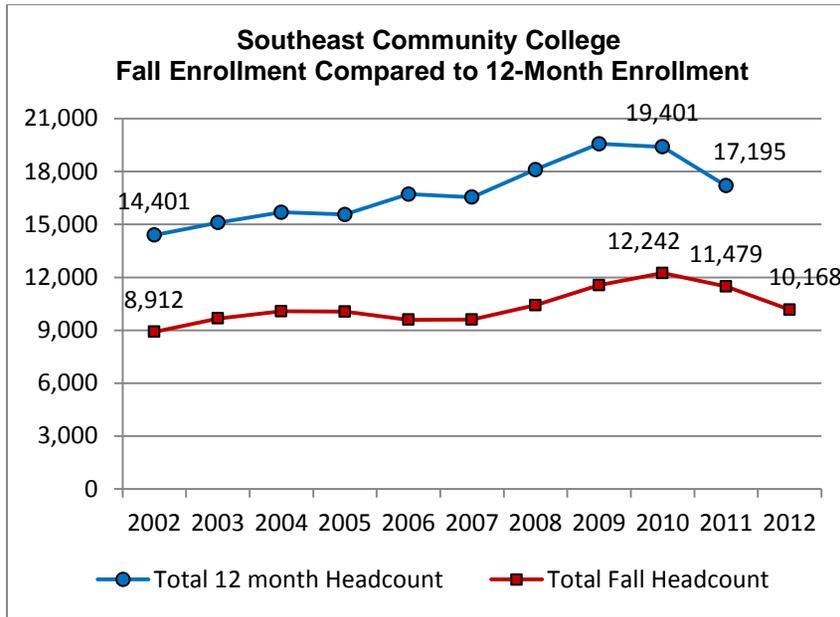


**Mid-Plains Community College
Fall Enrollment Compared to 12-Month Enrollment**



**Northeast Community College
Fall Enrollment Compared to 12-Month Enrollment**





See note below.

| Nebraska Community Colleges Percent Change in Fall Enrollment and 12-Month Enrollment | | |
|--|--|--|
| Institution | Fall Enrollment Fall 2002 to Fall 2011 % Change | 12-Month Enrollment 2002-03 to 2011-12 % Change |
| Central Community College | 17.2% | -15.9% |
| Metropolitan Community College | 51.1% | 22.9% |
| Mid Plains Community College | -13.1% | 19.7% |
| Northeast Community College | 6.8% | 0.8% |
| Southeast Community College | 28.8% | 19.4% |
| Western Nebraska Community College | 4.1% | 112.5% |

Note: The dramatic increase in the 12-month enrollment at Mid-Plains Community College in 2011-2012 was due to increased enrollment in industry training classes. The uneven 12-month enrollment trend at Western Nebraska Community College also has been due to the increased, fluctuating demand for industry training classes.

Fall Enrollment and 12-Month Enrollment Compared

In general, the previous charts show that fall enrollment and 12-month enrollment follow a similar trend for most of the public institutions, indicating that either fall enrollment or 12-month enrollment is a valid measure of enrollments for trend analyses. While the levels of enrollment vary by institution and by sector, trends in fall and 12-month enrollment generally have been parallel, with the exception of Chadron State College, Mid-Plains Community College, and Western Nebraska Community College.

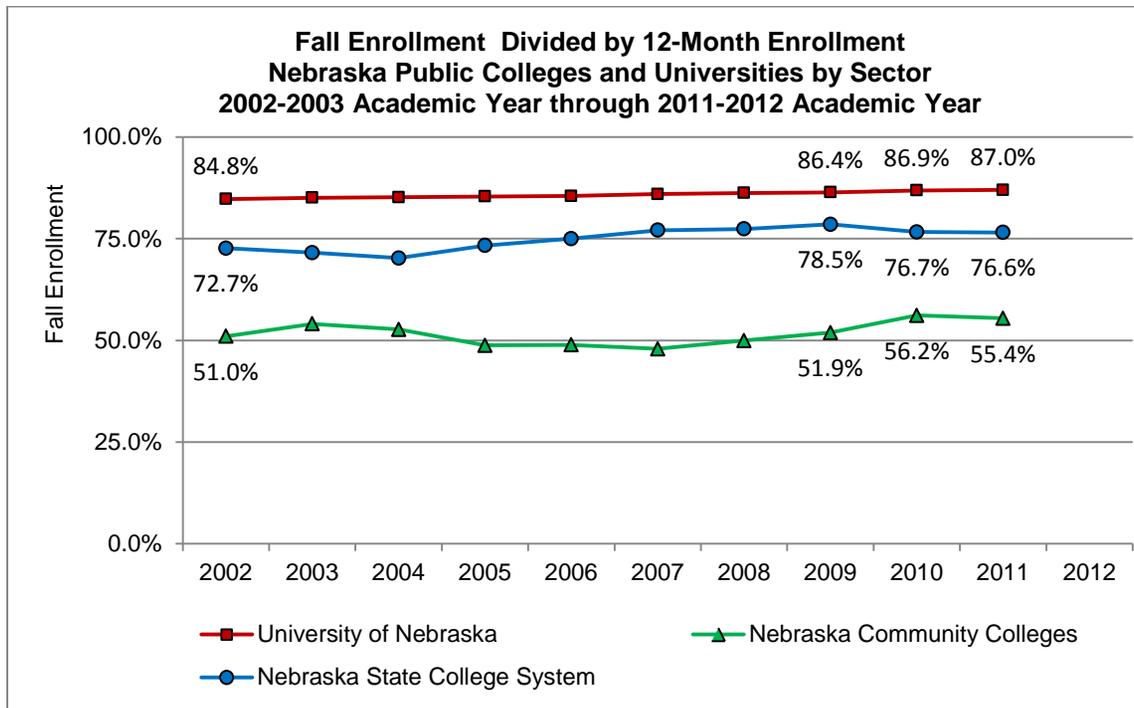
The Commission staff believes that fall enrollment data are generally more accurate and reliable than 12-month enrollment data due to the fact that they are more widely used. However, when fall enrollment is the reported measure, it should be noted that the amount of 12-month enrollment that is captured by fall enrollment varies by sector and institution. A technique for measuring the portion of enrollment captured by fall enrollment is discussed below.

Fall Enrollment Divided by 12-Month Enrollment

Dividing an institution's or sector's fall enrollment by its 12-month enrollment provides a direct comparison of the two measures that can be useful in several ways. First, when expressed as a percentage, this ratio gives an idea of the "accuracy" of fall enrollment as an indicant of the total instructional activity of a particular institution. It answers the question "What percentage of the total activity at the school is captured in the fall enrollment figures?" Second, directly comparing the general trends of several institutions or sectors can be useful in identifying possible errors in the data. Third, changes in the ratio may reflect a general student enrollment trend. If a trend is going down, for example, it may indicate that students in that sector or institution are doing a good bit of "swirling" (dropping in and out and transferring between institutions). If the trend is increasing, it may indicate that more students are staying continuously enrolled at the same institution.

The chart on the following page depicts fall enrollment divided by 12-month enrollment for each sector of Nebraska's public postsecondary institutions.

- Fall enrollment as a percentage of 12-month enrollment at the University of Nebraska slightly increased from 84.8% in 2002-2003 to 87.0% in 2011-2012.
- Within the Nebraska State College System, fall enrollment as a percentage of 12-month enrollment increased from 72.7% in 2002-2003 to 76.6% in 2011-2012.
- Fall enrollment at Nebraska's community colleges as a percentage of 12-month enrollment fluctuated around 51% between 2002-2003 and 2009-10. The ratio increased to 56% in 2010-2011 and was 55% in 2011-2012. These relatively low ratios could be an indication that more students "swirl" in and out of the community college since the community colleges often serve an older, non-traditional student population. In addition, the community colleges also provide a considerable amount of industry training to students who are not captured by fall enrollment figures.



Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Section A: Enrollment**.

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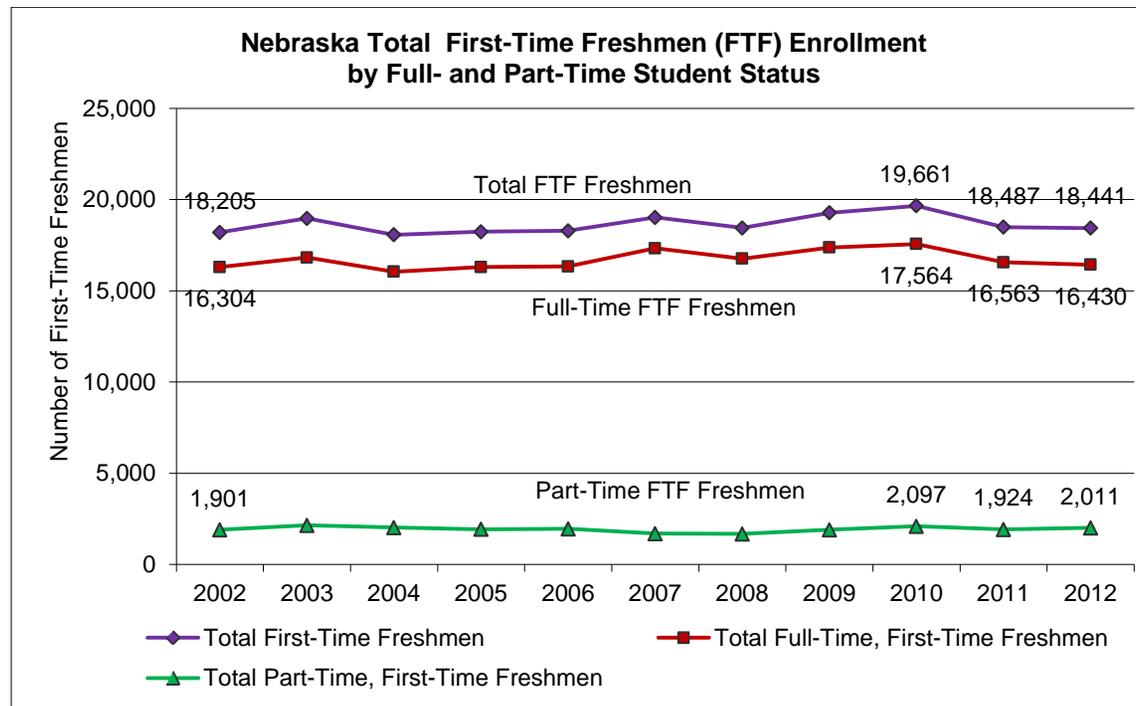
Section A.8 Fall Enrollment of First-Time Freshmen

Notes

- (1) **Ten-year trends** are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2002 through fall 2012. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The University of Nebraska Medical Center (UNMC) does not enroll first-time freshmen, so this institution is not included in the sector enrollments of the University of Nebraska.
- (3) The 2011-2012 edition of the *Factual Look* was the first to include this section on first-time freshmen enrollments. Previously, these enrollments were published only in the *Nebraska Higher Education Progress Report*. The *Nebraska Higher Education Progress Report* continues to include additional information on first-time freshmen enrollments, including analyses by state of residency and race/ethnicity.
- (4) Due to data system problems, the numbers of full-time and part-time, first-time freshmen at Southeast Community College have been adjusted for fall 2001 through fall 2008 and for fall 2010 to estimate the numbers of full-time, part-time, and total first-time freshmen in the community college sector for these years.

TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by ENROLLMENT STATUS

- Total fall enrollment of first-time freshmen at Nebraska's postsecondary institutions increased from 18,205 in fall 2002 to 19,661 in fall 2010, but then decreased 6.0% (1,174 students) in fall 2011 and 0.2% (46 students) in fall 2012. As a result, first-time freshmen totaled 18,441 in fall 2012, a net 10-year increase of only 1.3% (236 students).
- Enrollment of full-time, first-time freshmen increased from 16,304 in fall 2002 to 17,564 in fall 2010, but then decreased 5.7% (1,001 students) in fall 2011 and 0.8% (133 students) in fall 2012 to a total of 16,430. As a result, the state's enrollment of full-time, first-time freshmen increased only 0.8% (126 students) over the 10-year period between fall 2002 and fall 2012.
- Enrollment of part-time, first-time freshmen increased 10.3% (196 students), from 1,901 in fall 2002 to 2,097 in fall 2010, decreased 8.2% (173 students) in fall 2011, and increased 4.5% (87 students) in fall 2012. As a result, total part-time, first-time freshmen enrollment increased 5.8% (110) students between fall 2002 and fall 2012.

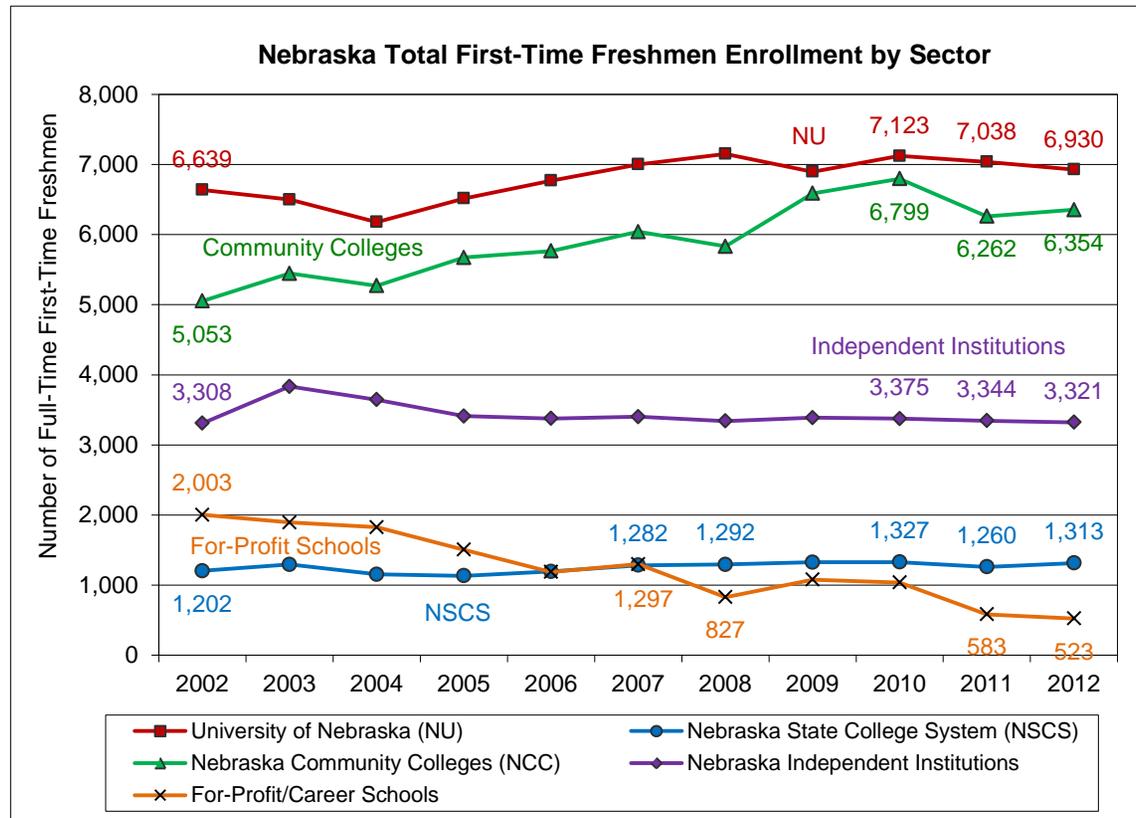


Ten-year trend fall enrollment data for full-time and part-time, first-time freshmen by gender and race/ethnicity are available by institution and by sector in the spreadsheet titled **First-Time Freshmen** in the **downloadable Excel workbook for Section A: Enrollment**.

TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

- The sectors constituting Nebraska's higher education system experienced the following changes in total fall enrollment of first-time freshmen over the latest 10-year and one-year periods:

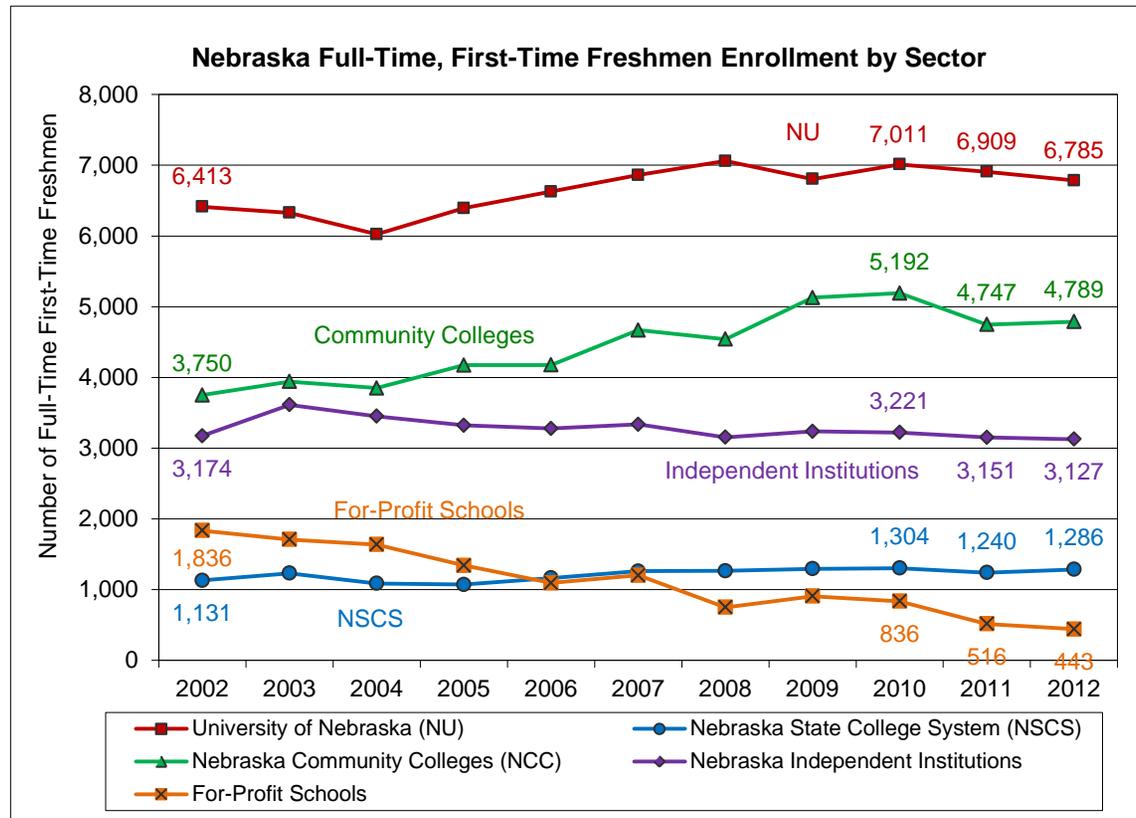
| | 10-Year 2002-2012 | No. of Students | 1-Year 2011-2012 | No. of Students |
|--|----------------------|--------------------|---------------------|--------------------|
| University of Nebraska | 4.4% | 291 | - 1.5% | - 108 |
| Nebraska State College System | 9.2% | 111 | 4.2% | 53 |
| Nebraska Community Colleges | 25.7% | 1,301 | 1.5% | 92 |
| Nebraska Independent Colleges & Universities | 0.4% | 13 | - 0.7% | - 23 |
| For-Profit/Career Schools in Nebraska | - 73.9% | <u>- 1,480</u> | - 10.3% | <u>- 60</u> |
| State Percentage or Total | 1.3% | 236 | - 0.2% | - 46 |



FULL-TIME, FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

- The sectors constituting Nebraska's higher education system experienced the following changes in fall enrollment of full-time, first-time freshmen over the latest 10-year and one-year periods:

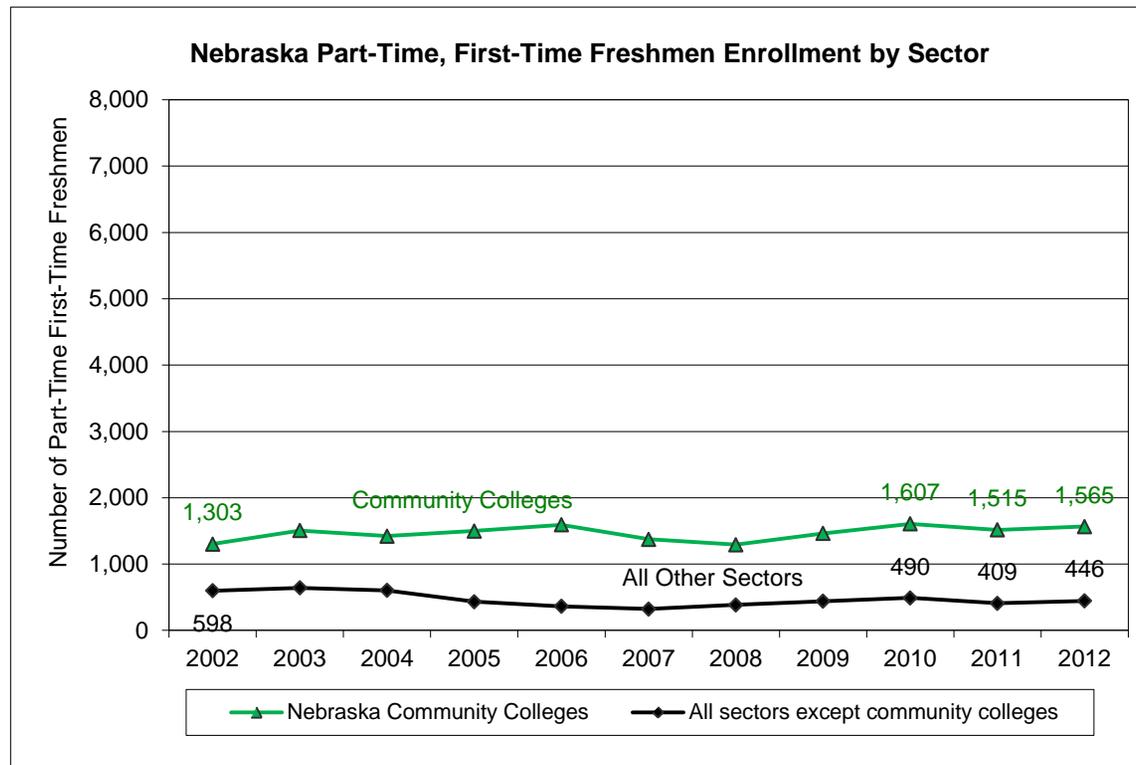
| | <u>10-Year 2002-2012</u> | <u>No. of Students</u> | <u>1-Year 2011-2012</u> | <u>No. of Students</u> |
|--|------------------------------|----------------------------|-----------------------------|----------------------------|
| University of Nebraska | 5.8% | 372 | - 1.8% | - 124 |
| Nebraska State College System | 13.7% | 155 | 3.7% | 46 |
| Nebraska Community Colleges | 27.7% | 1,039 | 0.9% | 42 |
| Nebraska Independent Colleges & Universities | - 1.5% | - 47 | - 0.8% | - 24 |
| For-Profit/Career Schools in Nebraska | - 75.9% | <u>- 1,393</u> | - 14.1% | <u>- 73</u> |
| State Percentage or Total | 0.8% | 126 | - 0.8% | - 133 |



PART-TIME, FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

- The sectors constituting Nebraska's higher education system experienced the following changes in fall enrollment of part-time, first-time freshmen over the latest 10-year and one-year periods:

| | <u>10-Year</u> <u>2002-2012</u> | <u>No. of</u> <u>Students</u> | <u>1-Year</u> <u>2011-2012</u> | <u>No. of</u> <u>Students</u> |
|--|------------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| Nebraska Community Colleges | 20.1% | 262 | 3.3% | 50 |
| Four Other Sectors Combined | - 25.4% | - 152 | 9.0% | 37 |
| University of Nebraska | - 35.8% | - 81 | 12.4% | 16 |
| Nebraska State College System | - 62.0% | - 44 | 35.0% | 7 |
| Nebraska Independent Colleges & Universities | 44.8% | 60 | 0.5% | 1 |
| For-Profit/Career Schools in Nebraska | - 52.1% | - 87 | 19.4% | 13 |
| State Percentage or Total | 5.8% | 110 | 4.5% | 87 |



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2012-2013 Factual Look at Higher Education in Nebraska

**Nebraska's Coordinating Commission
for Postsecondary Education**

Section B: Degrees and Other Awards

Degrees and Other Awards Conferred 2001-2002 through 2011-2012

**Published June 2013
on the Commission website
www.ccpe.state.ne.us**

**Reporting information from the Integrated Postsecondary Education Data System (IPEDS)
Surveys of Nebraska Public Colleges and Universities,
Independent Colleges and Universities, and For-Profit/Career Schools**

**Ten-Year Trends based on the Fall 2002 through Fall 2012 Federal IPEDS Completion Surveys
of Nebraska Public Colleges and Universities,
Independent Colleges and Universities, and For-Profit/Career Schools**

Nebraska's Coordinating Commission for Postsecondary Education

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Nebraska's Coordinating Commission for Postsecondary Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in the employment or the provision of services.

List of 52 Reporting Institutions

| | |
|---|--|
| University of Nebraska (5) | Independent Colleges & Universities (Continued) |
| Nebraska College of Technical Agriculture | Little Priest Tribal College |
| University of Nebraska at Kearney | Midland University (formerly Midland Lutheran College) |
| University of Nebraska-Lincoln | Nebraska Christian College |
| University of Nebraska Medical Center | Nebraska Indian Community College |
| University of Nebraska at Omaha | Nebraska Methodist College of Nursing & Allied Health |
| | Nebraska Wesleyan University |
| Nebraska State College System (3) | Summit Christian College |
| Chadron State College | Union College |
| Peru State College | York College |
| Wayne State College | |
| | Degree-Granting For-Profit/Career Schools (11) |
| Nebraska Community Colleges (6) | Alegent Health School of Radiologic Technology |
| Central Community College | ITT Technical Institute-Omaha |
| Metropolitan Community College | Kaplan University-Lincoln Campus |
| Mid Plains Community College | Kaplan University-Omaha Campus |
| Northeast Community College | Mary Lanning Memorial Hospital School of Radiologic Technology |
| Southeast Community College | Myotherapy Institute |
| Western Nebraska Community College | Omaha School of Massage and Healthcare of Herzing University |
| | The Creative Center |
| Independent Colleges & Universities (20) | Universal College of Healing Arts |
| Bellevue University | University of Phoenix-Omaha Campus |
| BryanLGH College of Health Sciences | Vatterott College-Spring Valley Campus |
| Clarkson College | |
| College of Saint Mary | Non-Degree-Granting For-Profit/Career Schools (7) |
| Concordia University | Capitol School of Hairstyling |
| Creighton University | College of Hair Design |
| Dana College (Closed fall 2010) | Fullen School of Hair Design |
| Doane College | Josephs College of Beauty-Lincoln |
| Doane College-Lincoln | La'James International College |
| Grace University | Regional West Medical Center School of Radiologic Technology |
| Hastings College | Xenon International School of Hair Design II Inc |
| | |

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Section B: Degrees and Other Awards

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| Section B.2 Total Degrees and Other Awards by Level and by Sector | B.2.1 |
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Section B

Degrees and Awards

Executive Summary of Data

Section B of the *Factual Look at Higher Education in Nebraska* summarizes the numbers of degrees and other awards reported through the federal Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities and for-profit/career schools. Institutions report the number of degrees and other awards conferred during a one-year period beginning on July 1. For example, degrees and awards reported for 2011-2012 were awarded between July 1, 2011 and June 30, 2012. The 10-year trends presented in this section of the *Factual Look* are based on the Fall 2002 through Fall 2012 IPEDS completion surveys of Nebraska's public and independent colleges and universities and for-profit/career schools. Through these surveys, Nebraska institutions reported the number of degrees, certificates, and diplomas awarded from 2001-02 through 2011-12. In this section, the number of degrees and other awards conferred are analyzed by (1) sector and institution, (2) degree level, (3) gender, (4) race/ethnicity and (5) discipline.

Executive Summary of Data

2001-2002 through 2011-2012

Total Number of Degrees Conferred

- In 2011-12, Nebraska’s public and independent colleges and universities conferred 28,765 degrees, certificates and diplomas, up from 27,228 in 2010-2011, a 5.6% increase. *Note: Throughout the remainder of this summary, “degrees” include certificates and diplomas.*
- Between 2001-02 and 2011-12, the total number of degrees conferred by public and independent institutions increased 42.8%.
- Including the for-profit/career schools, 30,642 degrees were awarded in 2011-12, an increase of 1,434 degrees (4.9%) from the year before, and an increase of 8,963 degrees (41.3%) from 2001-02 when 21,679 degrees were conferred by all of Nebraska’s postsecondary institutions.

Increases and Decreases in the Number of Degrees by Sector

The number of degrees increased across all sectors over the past 10 years, but the highest rates of increase were in the independent and community college sectors. Between 2010-11 and 2011-12, there were one-year increases or decreases in the number of degrees awarded, as shown below.

| Sector | 10-Year Change 2001-02 through 2011-12 | | One-Year Change 2010-11 through 2011-12 | |
|---------------------------------------|---|----------|--|------------|
| University of Nebraska | 2,665 degrees | Up 31.3% | 826 degrees | Up 8.0% |
| Nebraska State College System | 201 degrees | Up 14.9% | - 204 degrees | Down 11.6% |
| Nebraska community colleges | 2,261 degrees | Up 49.1% | 507 degrees | Up 8.0% |
| Independent colleges and universities | 3,500 degrees | Up 61.7% | 408 degrees | Up 4.7% |
| For-profit/career schools | 336 degrees | Up 21.8% | - 103 degrees | Down 5.2% |

Shifts in the Degrees Awarded by Sector

- As a result of the significant 10-year increase in the number of degrees awarded within the independent sector, the public sectors conferred lower or only slightly higher percentages of the total number of degrees, diplomas and certificates awarded in 2011-12 than in 2001-02.

Note: The numbers of degrees reported since 2001-02 include 500 to 600 bachelor’s and master’s degrees conferred each year by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, these students are not included in UNMC enrollment counts.

- The University of Nebraska continues to award the highest number and percentage of degrees conferred in the state. However, in 2011-12, the University of Nebraska accounted for a lower percentage of the degrees conferred in the state than in 2001-02, while the independent colleges and universities accounted for a higher percentage.

**% of Total Degrees Awarded by
Public, Independent, and For-Profit/Career Institutions**

| Sector | 2001-02 | 2011-12 |
|---------------------------------------|---------|---------|
| University of Nebraska | 39.3% | 36.5% |
| Independent colleges and universities | 26.2% | 29.9% |
| Nebraska community colleges | 21.2% | 22.4% |
| For-profit/career schools | 7.1% | 6.1% |
| Nebraska State College System | 6.2% | 5.1% |

Institutions Conferring the Highest Number of Degrees

- The University of Nebraska-Lincoln (UNL) conferred the highest number of degrees in the state throughout the 10-year period from 2001-02 to 2011-12.
- The University of Nebraska at Omaha (UNO) awarded the second-highest number of degrees and other awards until 2006-07, when Bellevue University in the independent sector conferred a slightly higher number of academic awards.

Number of Degrees

| Rank | Sector | 2001-02 | 2011-12 | % Increase |
|------|---------------------------------|---------|---------|------------|
| 1 | University of Nebraska-Lincoln | 3,940 | 5,139 | 30.4% |
| 2 | Bellevue University | 1,422 | 3,238 | 127.7% |
| 3 | University of Nebraska at Omaha | 2,108 | 3,080 | 46.1% |
| 4 | Creighton University | 1,451 | 2,068 | 42.5% |
| 5 | Metropolitan Community College | 777 | 1,879 | 141.8% |
| 6 | Southeast Community College | 1,571 | 1,775 | 13.0% |

Institutions with the Highest Growth Rates

- Between 2001-02 and 2011-12, the largest increase in the number of degrees awarded was at Bellevue University, where the number of degrees more than doubled.
- The highest growth rates within the public sector were at Metropolitan Community College, where the number of degrees increased 141.8% (from 777 in 2001-02 to 1,879 in 2011-12), at Western Nebraska Community College with a 66.1% growth rate (from 174 in 2001-02 to 289 in 2011-12), and at Central Community College, where degrees and awards increased 55.2% (from 1,126 in 2001-02 to 1,748 in 2011-12).

Degrees by Level

Undergraduate degrees, including awards for the completion of less-than-four-year programs, accounted for 76.9% of the 30,642 degrees granted in 2011-12, but the highest rate of growth between 2001-02 and 2011-12 was at the master's level.

- At the master's level, 2,435 more degrees were conferred in 2011-12 than in 2001-02, a growth rate of 74.8%.
- The most significant increase in the number of master's degrees was evidenced within the independent sector, where the number of master's degrees tripled, from 800 in 2001-02 to 2,406 in 2011-12, accounting for 66.0% of the total 10-year increase in the number of master's degrees awarded.
- In 2011-12, master's degrees accounted for 18.6% of the degrees awarded, up from 15.0% in 2001-02.
- Professional practice¹ and research/scholarship doctor's degrees accounted for the remaining 4.5% of all degrees awarded in 2011-12, down from 5.2% in 2001-02.

Degrees by Discipline (Not Including Degrees Conferred by For-Profit/Career Schools)

- Nebraska's public and independent institutions confer high numbers of degrees in business, education and health professions. Together, these disciplines accounted for 51.1% of the degrees awarded by public and independent institutions in 2011-12 and for 51.5% of the growth in the number of degrees that were conferred by these sectors between 2001-02 and 2011-12.
- Over the 10-year period, business accounted for the highest total number of degrees awarded in Nebraska, but the health professions had a higher rate of growth.

| | <u>Number of Degrees</u> | | | |
|--------------------|---------------------------------|----------------|-----------------|-------------------|
| Discipline | 2001-02 | 2011-12 | Increase | % Increase |
| Business | 4,375 | 5,965 | 1,590 | 36.3% |
| Health professions | 3,446 | 5,381 | 1,935 | 56.2% |
| Education | 2,445 | 3,366 | 921 | 37.7% |

- The highest 10-year growth rates in the number of business degrees were at the less-than-four-year level and the master's level.
- In the health care professions, the highest rates of 10-year growth in the number of degrees were at the less-than-four-year degree level and the bachelor's level, while there was lower, but still significant, growth at the master's and doctoral levels.
- In education, the number of bachelor's degrees awarded increased only 13.4%, while the number of master's degrees awarded increased 68.8% between 2001-02 and 2011-12.

¹In Nebraska, professional practice doctor's degrees are awarded in dentistry, pharmacy, medicine, audiology, occupational therapy, physical therapy, nursing administration, and law. The remaining degrees at the doctoral level are classified as research/scholarship doctor's degrees.

- 2,418 more master’s degrees were conferred in 2011-12 than in 2001-02, an increase of 74.2%. Of these additional degrees, 11.4% were in the health professions, 21.8% were in business, and 28.8% were in education.
- Degrees in the health professions accounted for 75% of the increased number of professional practice doctor’s degrees between 2001-02 and 2011-12, while law degrees accounted for 25% of the 10-year increase.
- Among the professional practice doctorates, the highest increases in the number of degrees were in pharmacy, occupational therapy, physical therapy, and law.

| Professional Practice Doctor’s Degrees | Number of Degrees | | 10-Year Increase (or Decrease) in the Number of Degrees |
|---|--------------------------|----------------|--|
| | 2001-02 | 2011-12 | |
| Dentistry | 128 | 131 | 3 |
| Medicine, M.D. | 219 | 234 | 15 |
| Pharmacy | 193 | 223 | 30 |
| Audiology | 0 | 4 | 4 |
| Occupational Therapy | 6 | 47 | 41 |
| Physical Therapy | 64 | 103 | 39 |
| Nursing Administration | <u>0</u> | <u>10</u> | <u>10</u> |
| Health professions total | 610 | 752 | 142 |
| Law | <u>255</u> | <u>302</u> | <u>47</u> |
| Total | 865 | 1,054 | 189 |

Degrees by Gender

- In 2011-12, women earned 56.6% of the degrees awarded by Nebraska’s public, independent and for-profit institutions, down slightly from the high of 58.0% in 2006-07, but up from 54.8% in 2001-02.
- The widest gender gap was at the master’s level, where men earned 39.9% and women 60.1% of the degrees in 2011-12.
- The most significant change in gender gaps occurred for professional practice degrees at the doctoral level. In 2011-12, women earned 53.7% of the professional practice doctor’s degrees, down from a high of 55.8% in 2007-08, but up from 47.6% in 2001-02.
- In 2011-12, women earned 49.7% of the research/scholarship doctor’s degrees, up from 45.6% in 2001-02.
- In 2011-12, the smallest gender gaps at the undergraduate level were evidenced at the Nebraska community colleges, where women earned 50.6% of the less-than-four-year degrees, and at the University of Nebraska, where women earned 52.7% of the bachelor’s degrees. In comparison, women earned 59.8% of the bachelor’s degrees conferred by the state colleges and 57.5% of the bachelor’s degrees awarded by independent institutions.

Minorities and Foreign Students

- Minority students – consisting of Black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans² – earned 12.1% of the degrees conferred by public, independent and for-profit/career schools in 2011-12, up from 8.2% in 2001-02.
- In 2011-12, foreign students earned 3.1% of the degrees, the same percentage as in 2001-02, but up from 2.6% in 2010-11.
- As shown below, minorities earned higher percentages of the degrees at the undergraduate level than at the graduate level in 2011-12. In comparison, foreign students earned higher percentages of the master’s and doctoral degrees than of the undergraduate degrees awarded in 2011-12.

% of Degrees Earned in 2011-12

| | Less-Than-Four-Year Degrees | Bachelor’s Degrees | Master’s Degrees | Professional Practice and Research/Scholarship Doctoral Degrees |
|---------------------|--|-------------------------------|-----------------------------|--|
| White non-Hispanics | 85.2% | 85.7% | 82.6% | 80.5% |
| Minorities | 14.5% | 11.4% | 10.4% | 10.9% |
| Foreign students | 0.4% | 2.9% | 7.0% | 8.5% |

- Within the minorities, the highest increase in the percentage of degrees awarded was for Hispanics who received less-than-four-year awards from for-profit/career schools. In 2011-12, Hispanics accounted for 8.5% of the less-than four-year awards conferred by for-profit/career schools in Nebraska, up from 2.8% in 2001-02.
- Across all sectors, minority students earned the following percentages of the degrees conferred by Nebraska institutions in 2011-12:

% of Degrees Earned in 2011-12

| | Less-Than-Four-Year Degrees | Bachelor’s Degrees | Master’s Degrees | Professional Practice and Research/Scholarship Doctoral Degrees |
|------------------------|--|-------------------------------|-----------------------------|--|
| Black non-Hispanic | 6.1% | 4.5% | 4.7% | 2.7% |
| Hispanic | 5.7% | 3.9% | 2.7% | 2.3% |
| Asian/Pacific Islander | 1.8% | 2.5% | 2.6% | 5.5% |
| Native American | 0.8% | 0.5% | 0.5% | 0.5% |

² New IPEDS category names that are equivalent to the ones used by the Commission are Black or African American; Hispanic or Latino; Asian; Native Hawaiian or Other Pacific Islander; American Indian or Alaska Native. The only difference between these categories and those used by the Commission is that the Commission’s categories combine the IPEDS categories of Asian and Native Hawaiian or Other Pacific Islander into one category called Asian/Pacific Islander.

Section B.1

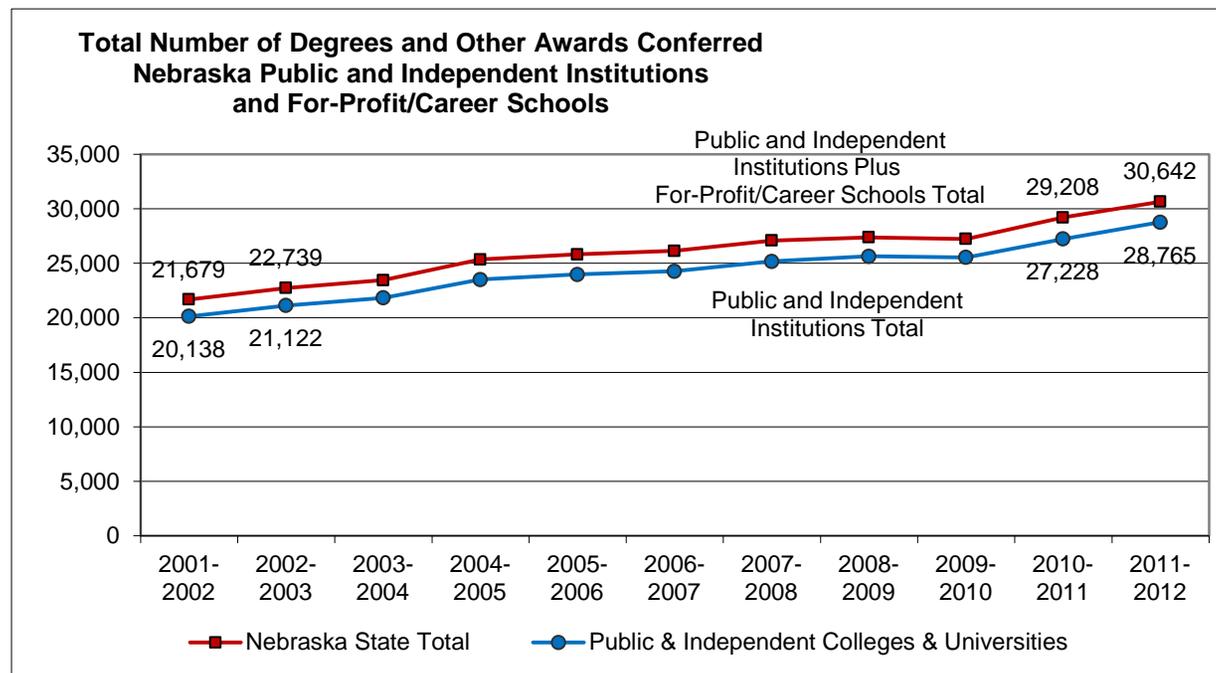
Total Degrees and Other Awards by Sector and by Institution

Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and the for-profit/career schools using data from 2001-2002 through 2011-2012. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The numbers of degrees reported since 2001-2002 include 500 to 600 bachelor's and master's degrees conferred each year by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, these students are not included in the UNMC enrollments reported in Section A of the *Factual Look at Higher Education in Nebraska*.

TOTAL DEGREES AND OTHER AWARDS CONFERRED

- Nebraska's public and independent colleges and universities conferred a total of 28,765 degrees, diplomas, and certificates during the one-year period from July 1, 2011 to June 30, 2012, an increase of 1,537 awards, or 5.6% more than one year earlier.
- Over the 10-year period from 2001-02 to 2011-12, the total number of degrees and awards conferred by Nebraska's public and independent institutions increased 42.8%. The 5.6% increase in 2011-12 was the second largest increase in the number of awards conferred since 2004-05, when the number of awards increased 7.7%. (Total awards increased 6.7% in 2010-2011.)
- In 2001-02, for-profit/career schools in Nebraska conferred 1,541 degrees, diplomas and certificates. In 2011-12, these schools conferred 1,877 degrees and other awards, thereby increasing the total number of awards granted by public, independent, and for-profit institutions from 21,679 in 2001-02 to 30,642 in 2011-12. Including the for-profit/career schools, the number of degrees, diplomas and certificates awarded by Nebraska institutions increased 41.3% from 2001-02 to 2011-12.

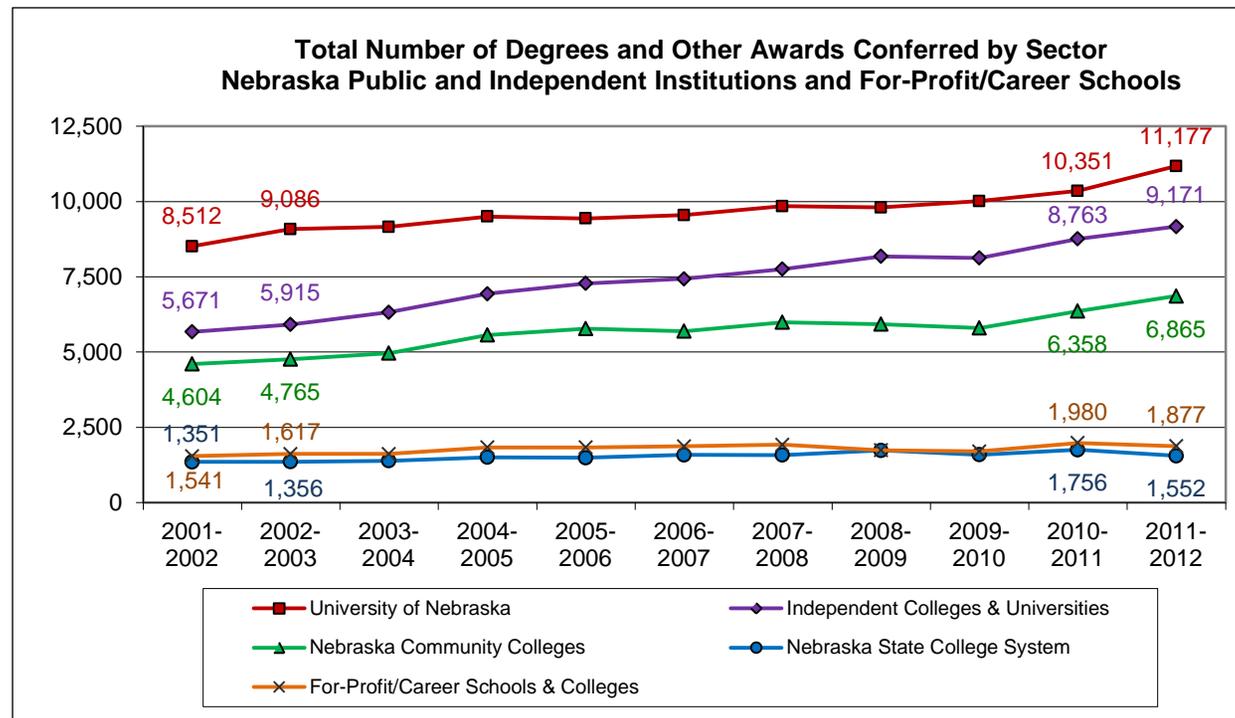


Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by SECTOR

- Between 2001-02 and 2011-12, the number of degrees and other awards conferred by the public, independent and for-profit sectors of higher education in Nebraska increased or decreased as follows:

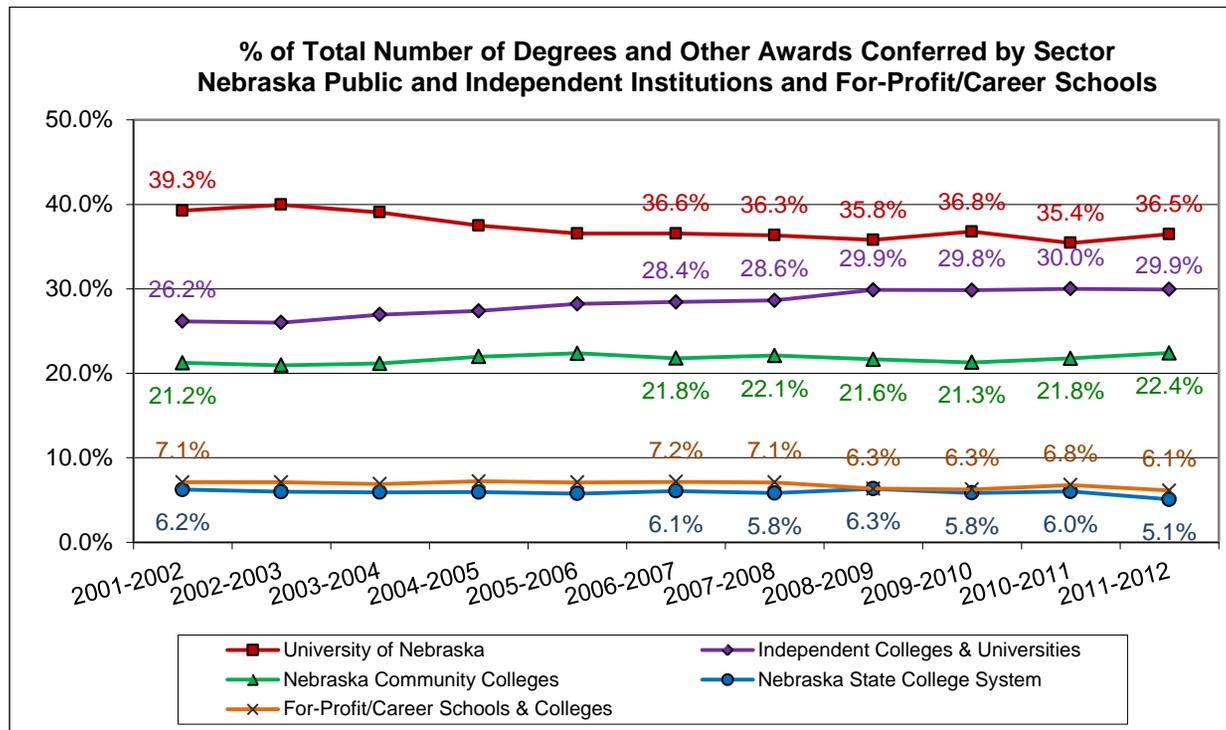
| | <u>2002-2012</u> <u>10-Year Change</u> | <u>2011-2012</u> <u>1-Year Change</u> |
|---------------------------------------|---|--|
| University of Nebraska | 31.3% | 8.0% |
| Nebraska State College System | 14.9% | - 11.6% |
| Nebraska community colleges | 49.1% | 8.0% |
| Independent colleges and universities | 61.7% | 4.7% |
| For-profit/career schools | 21.8% | - 5.2% |



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Percentage of TOTAL DEGREES AND OTHER AWARDS CONFERRED by SECTOR

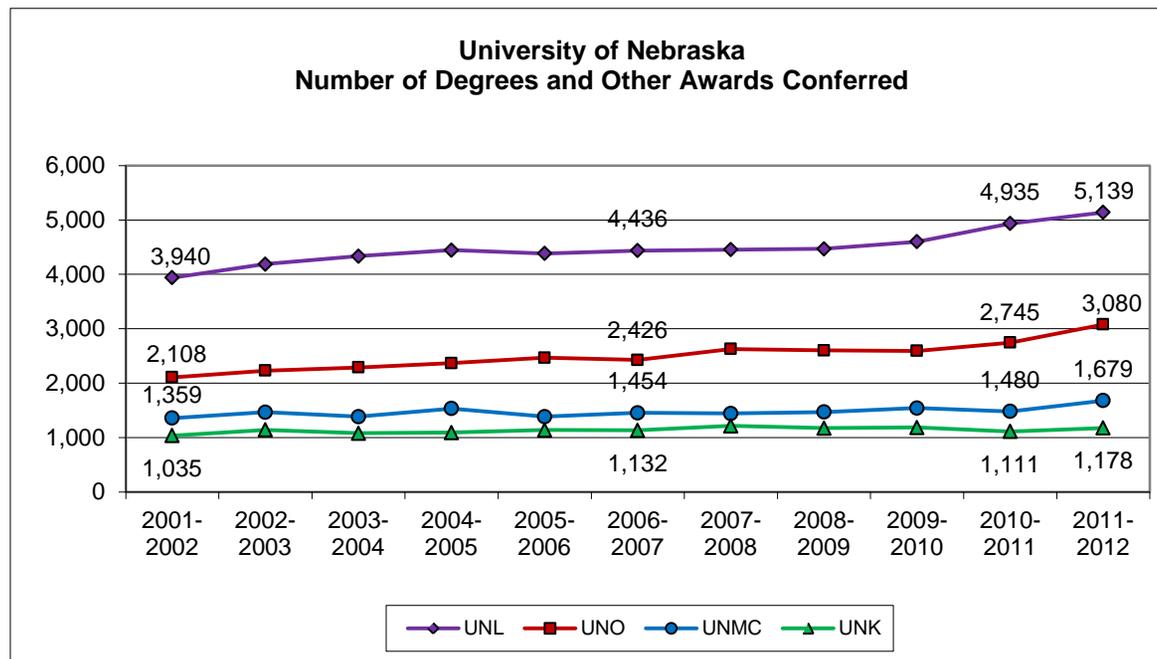
- The following chart shows the trends in the percentages of degrees and other awards conferred by Nebraska's postsecondary institutions since 2001-02.
- As a result of the significant increase in the total number of degrees and other awards conferred within the independent sector, the other sectors conferred about the same or lower percentages of the total number of degrees, diplomas, and certificates in 2011-12 as in 2001-02.



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA

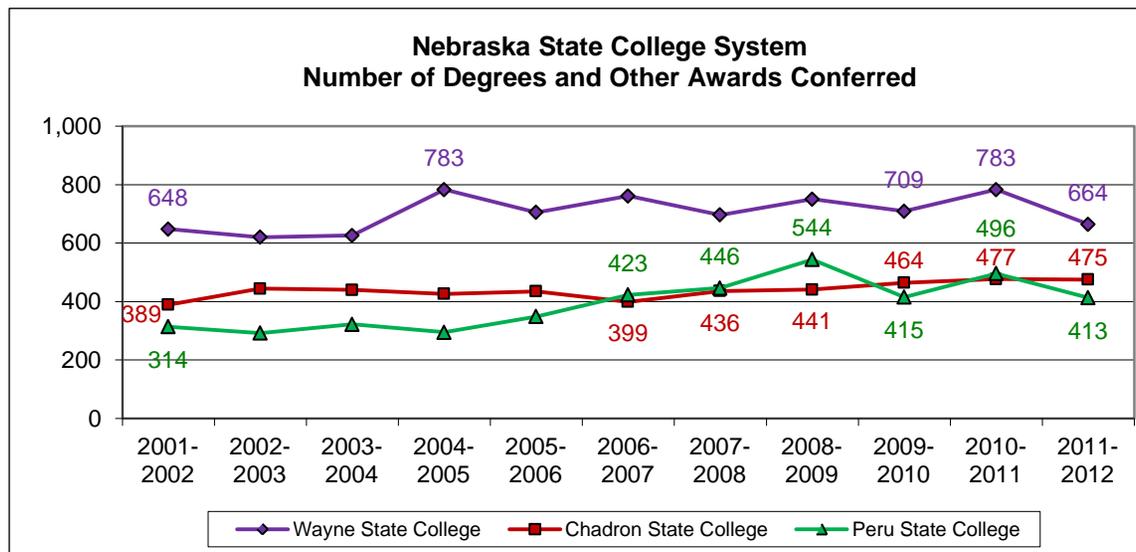
- Throughout the 10-year period from 2001-02 to 2011-12, the University of Nebraska-Lincoln (UNL) conferred the highest number of degrees in the state. The University of Nebraska at Omaha (UNO) awarded the second-highest number of degrees until 2006-07, when Bellevue University in the independent sector conferred a slightly higher number of academic awards.
- The institutions within the University of Nebraska system that had the highest five-year growth rates in the number of degrees conferred between 2006-07 and 2011-12 were the University of Nebraska-Lincoln (UNL) and the University of Nebraska at Omaha (UNO). Between 2006-07 and 2011-12, the number of degrees awarded by UNL increased 15.8% (703 awards) and the number of degrees awarded by UNO increased 27.0% (654 awards). During this five-year period, the number of degrees conferred by the University of Nebraska Medical Center increased 15.5% (225 awards). At the University Nebraska at Kearney (UNK), the number of degrees awarded increased 4.1% (46 awards). Between 2001-02 and 2011-12, the number of degrees awarded by the Nebraska College of Technical Agriculture (NCTA) increased 44.3%, from 70 in 2001-02 to 101 in 2011-12. (UNK joined the University of Nebraska system on July 1, 1999.)



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA STATE COLLEGE SYSTEM

- Wayne State College awarded the highest number of degrees within the Nebraska State College System between 2001-02 and 2011-12, but the number of degrees awarded in 2011-12 was only 2.5% higher than in 2001-02. Increases in the total number of awards at Wayne State over the 10-year period were due primarily to increases in the number of master's degrees conferred, but about equal decreases in the numbers of bachelor's and master's degrees were reported for 2011-12.
- The number of degrees awarded by Chadron State College increased 22.1% from 2001-02 to 2011-12. The number of degrees awarded by Chadron exceeded the number conferred at Peru State College until 2006-07, when the number of degrees awarded by Chadron decreased to 399. Since 2006-07, the number of degrees awarded by Chadron steadily increased to 477 in 2010-11 and decreased only slightly to 475 in 2011-12.
- In terms of degrees granted, Peru State College has had the highest growth rate among the state colleges. Between 2001-02 and 2008-09, the number of degrees conferred by Peru State College increased from 314 to 544, or 73.2%, primarily as a result of expanding online course offerings and increasing graduate enrollment. The number of degrees decreased to 415 in 2009-10, increased to 496 in 2010-11, and decreased again to 413 in 2011-12, resulting in a 10-year increase of 31.5%.¹

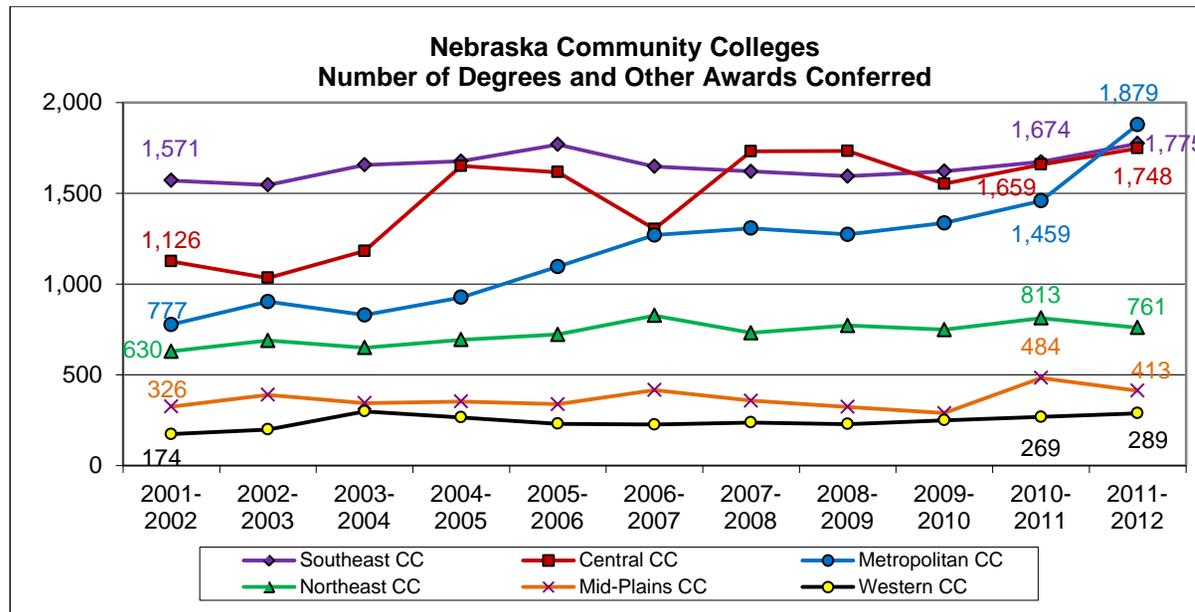


¹More than 70% of the decreased number of degrees in 2009-2010 was at the master's degree level. The decrease in the number of master's degrees at Peru State College was due primarily to new caps on online course enrollment and controlled cohort registrations. However, almost 70% of the decrease in 2011-12 was at the bachelor's level.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES

- The number of degrees and other awards conferred by Central Community College and Metropolitan Community College increased significantly from 2001-02 to 2011-12. In comparison, there were smaller increases in the numbers of awards conferred by Southeast, Northeast, Mid-Plains, and Western Nebraska Community College.
- In terms of number of degrees and awards, Metropolitan Community College (Metro) exceeded Southeast and Central for the first time in 2011-12. With 1,879 degrees and other awards in 2011-12, Metro awarded the fifth highest number of degrees and awards conferred by postsecondary institutions in Nebraska.
- In 2011-12, Southeast Community College awarded the sixth highest number of degrees and other awards conferred by Nebraska postsecondary institutions. Central Community College conferred almost as many awards as Southeast, but 41% of the awards at Central were for programs of less than one academic year in length, while 38% were associate's degrees. In comparison, about 80% of the awards conferred by Southeast and Metropolitan Community College were associate's degrees.
- The one-year surges in the number of awards at Central in 2004-05 and 2007-08 were primarily the result of follow-up and advising campaigns that encouraged students to complete their degree programs and/or apply for awards for which they were qualified. The recent surge in the number of awards at Mid-Plains between 2009-10 and 2010-11 also is attributed to encouraging more students to complete certificate and degree programs.



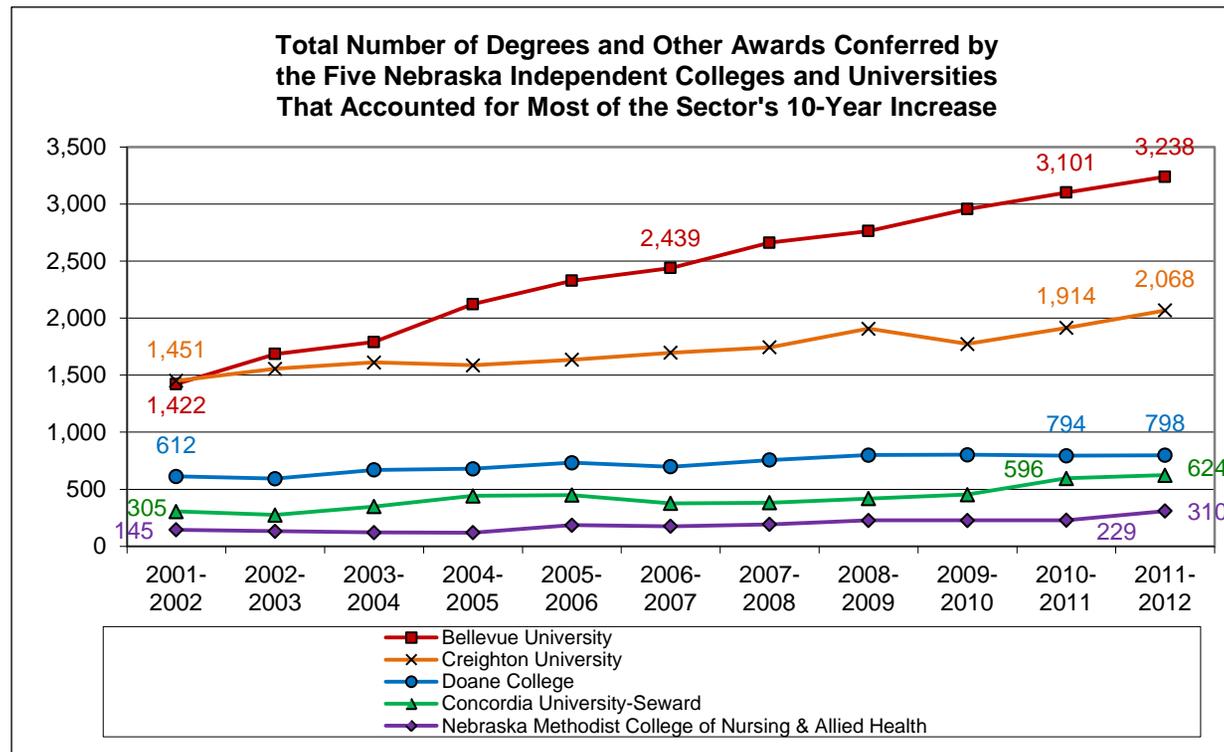
10-Year Percentage (& Number) Increase or Decrease:

| | | |
|-----------------|--------|---------|
| Metropolitan CC | 141.8% | (1,102) |
| Southeast CC | 13.0% | (204) |
| Central CC | 55.2% | (622) |
| Northeast CC | 20.8% | (131) |
| Mid-Plains CC | 26.7% | (87) |
| Western NE CC | 66.1% | (115) |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

INDEPENDENT INSTITUTIONS with the Highest Increases in the Number of Degrees Awarded

- Institutions in the independent sector conferred 3,500 more degrees and other awards in 2011-12 than in 2001-02, an increase of 61.7% over the 10-year period. (Refer to page B.1.3 for the sector's 10-year trend.)
- Bellevue University alone accounted for 52% of the sector increase. In 2011-12, Bellevue University awarded 1,816 more degrees than the institution conferred in 2001-02.
- The four other institutions within the independent sector with the highest increases in the number of degrees conferred between 2001-02 and 2011-12 were Creighton University (617), Concordia University-Seward (319), Doane College (186) and Nebraska Methodist College of Nursing & Allied Health (165).¹



¹The number of degrees awarded by Doane College includes the degrees awarded at Doane College-Lincoln, which started conferring degrees in 2005-06, as well as the degrees awarded by Doane College-Crete.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED BY FOR-PROFIT/CAREER SCHOOLS

- The following table summarizes the total number of degrees, diplomas and certificates awarded by for-profit/career schools in Nebraska in 2001-02 and the most recent five years.

| | Baseline | Most Recent Five Years | | | | |
|---|--------------|------------------------|--------------|--------------|--------------|--------------|
| | 2001-02 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| TOTAL: For-Profit/Career Schools & Colleges | 1,206 | 1,921 | 1,736 | 1,703 | 1,980 | 1,877 |
| Degree-Granting For-Profit/Career Schools Total | 807 | 1,300 | 1,104 | 1,055 | 1,343 | 1,225 |
| Alegent Health School of Radiologic Technology | 6 | 13 | 11 | 11 | 11 | 10 |
| ITT Technical Institute-Omaha | 104 | 135 | 167 | 155 | 164 | 168 |
| Kaplan University-Lincoln Campus | 150 | 248 | 209 | 163 | 248 | 222 |
| Kaplan University-Omaha Campus | 189 | 284 | 331 | 338 | 438 | 327 |
| Mary Lanning Memorial Hospital School of Radiologic Technology ¹ | 0 | 11 | 10 | 10 | 0 | 0 |
| Myotherapy Institute | 0 | 38 | 27 | 38 | 26 | 45 |
| Omaha School of Massage and Healthcare of Herzing University ¹ | 116 | 150 | 66 | 48 | 114 | 116 |
| The Creative Center | 41 | 52 | 53 | 61 | 64 | 64 |
| Universal College of Healing Arts | 0 | 33 | 34 | 48 | 28 | 26 |
| University of Phoenix-Omaha Campus | 0 | 20 | 19 | 12 | 18 | 14 |
| Vatterott College | 131 | 0 | 0 | 0 | 0 | 0 |
| Vatterott College-Spring Valley Campus | 70 | 316 | 177 | 171 | 232 | 233 |
| Non-Degree-Granting For-Profit/Career Schools Total | 399 | 621 | 632 | 648 | 637 | 652 |
| Capitol School of Hairstyling | 64 | 98 | 93 | 86 | 58 | 106 |
| College of Hair Design | 74 | 143 | 163 | 178 | 196 | 166 |
| Fullen School of Hair Design | 0 | 9 | 16 | 27 | 22 | 27 |
| Josephs College of Beauty-Lincoln | 117 | 142 | 132 | 131 | 161 | 157 |
| La'James International College | 59 | 49 | 31 | 30 | 23 | 26 |
| Regional West Medical Center School of Radiologic Technology | 4 | 7 | 5 | 6 | 3 | 4 |
| Xenon International School of Hair Design II Inc | 81 | 173 | 192 | 190 | 174 | 166 |

¹ Mary Lanning Memorial Hospital of Radiologic Technology changed from non-degree-granting to degree-granting for the 2009-2010 academic year. Since 2010-11, the numbers of awards conferred by Mary Lanning have been reported through the University of Nebraska at Kearney. Omaha School of Massage and Healthcare of Herzing University was formerly known as the Omaha School of Massage Therapy. The status of this school changed from non-degree-granting to degree-granting for the 2008-2009 academic year.

Note: All of the for-profit/career schools in Nebraska are operated for profit except for the three schools of radiologic technology.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

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Section B.2

Total Degrees and Other Awards by Level and by Sector

Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and the for-profit/career schools using data from 2001-2002 through 2011-2012. A few for-profit/ career schools are not included in this analysis because they are not required to report any school statistics to the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The numbers of degrees reported since 2001-2002 include 500 to 600 bachelor's and master's degrees conferred each year by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, these students are not included in the UNMC enrollments reported in Section A of the *Factual Look at Higher Education in Nebraska*.
- (3) **There have been significant changes in the IPEDS system for classifying some degrees and awards. Please see the next page for a description of these changes.**

CHANGES IN THE CLASSIFICATION OF DEGREES AND OTHER AWARDS

The IPEDS categories for classifying and reporting professional programs beyond the baccalaureate level have been revised. All reporting institutions were required to use the revised categories when they reported the numbers of degrees and other awards that were conferred during the 2009-10 academic year. (These data were collected through the 2010-11 IPEDS Completers Survey.) Institutions were given the option of using the “old” or “new” categories to report the numbers of degrees and awards conferred in 2007-08 and 2008-09. (These data were collected through the 2008-09 and 2009-10 IPEDS Completers Surveys.)

The data reported in this section of the Factual Look for 2001-02 through 2011-12 are presented using the new IPEDS categories. The changes reflected in this section are as follows:

- (1) The first-professional degree category has been eliminated and all doctoral degrees, including those previously classified as “first-professional,” are now classified into the following two categories:

Doctor’s degree - research/scholarship

Doctor’s degree - professional practice

Note: There is a third category for doctoral degrees called “doctor’s degree - other,” but there are no institutions in Nebraska that currently classify any degrees in this category.

In Nebraska, this change affects only the classification of degrees conferred by the University of Nebraska-Lincoln, the University of Nebraska at Omaha, the University of Nebraska Medical Center, Creighton University and the College of Saint Mary. These are the only institutions in the state that have conferred degrees at the doctoral level.

An institution can classify a doctoral degree as one of “professional practice” if it meets the criteria of the following new IPEDS definition for the “doctor’s degree - professional practice:”

“A doctor’s degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years.” (*Source: IPEDS Glossary*)

A degree previously classified as “first-professional” is now considered to be in the “doctor’s degree - professional practice” category. In this report, such degrees may be referred to as “professional practice doctoral degrees.”

In the past, first-professional degrees granted by Nebraska institutions included degrees only in dentistry, medicine, pharmacy and law. Under the new classification system, doctoral degrees in audiology, occupational therapy, physical therapy and nursing administration are also included in the “doctor’s degree - professional practice” category. Therefore, for the 2008-09 and subsequent editions of the *Factual Look*, degrees in these categories that were awarded prior to the new degree classification are now counted as professional practice doctor’s degrees.

CHANGES IN THE CLASSIFICATION OF DEGREES AND OTHER AWARDS, continued

The IPEDS definition of the “doctor’s degree - research/scholarship” is as follows:

“A Ph.D. or other doctor’s degree that requires advanced work beyond the master’s level including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.” (Source: *IPEDS Glossary*)

- (2) First-professional certificates (post-degree) are now combined with post-master’s certificates in the IPEDS category called “post-master’s certificates.”

Previously, first-professional certificates were a separate IPEDS category. Since there are only a few first-professional certificates awarded in Nebraska, they were added to the degrees in the “first-professional degree” category for the trend analyses reported in the *Factual Look* and other Commission reports.

For the purposes of the 2008-2009 and subsequent editions of The Factual Look and other Commission reports, first professional certificates awarded prior to the new classification system are now included with post-master’s certificates in the “master’s degree” category. Including them in the “master’s degree” category is necessary because Nebraska institutions do not confer enough post-master’s certificates (including what were previously called first-professional certificates) to maintain them as a separate category for trend analyses.

- (3) In the opinions of Michelle Coon, Survey Director for the 2009 IPEDS Completions Survey, and Andrew Mary, Survey Director of the 2010 IPEDS Completions Survey, institutions should classify the Master of Laws (LL.M.) in the “master’s degree” category. However, the University of Nebraska-Lincoln is classifying the degree (with a CIP of 22.0299) as a professional practice doctorate.

In 2008-09, only one LL.M. was conferred by the University of Nebraska-Lincoln. Eight LL.M. degrees were awarded in 2009-10, five were conferred in 2010-11, and 11 were awarded in 2011-12.

Note: There are no changes in the IPEDS categories below the master’s degree level.

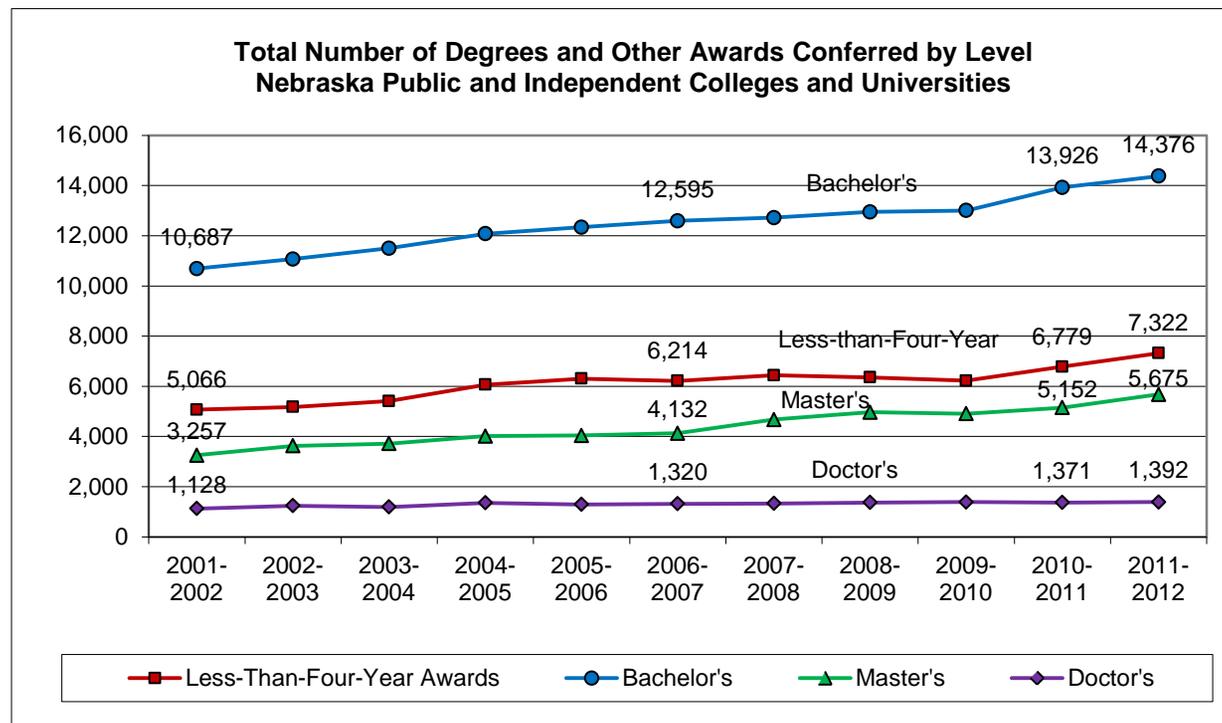
TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL

10-Year Trends for Public and Independent Colleges and Universities

- Between 2001-02 and 2011-12, Nebraska's public and independent colleges and universities conferred increasing numbers of awards at all levels of postsecondary education, but the highest rate of increase was in the numbers of master's degrees.

- Specifically, the number of awards at each level increased as follows:

| | <u>10-Year Increase</u> | <u>5-Year Increase</u> |
|--|-------------------------|------------------------|
| Less-than-four-year awards | 44.5% | 17.8% |
| Bachelor's degrees (including post-baccalaureate certificates) | 34.5% | 14.1% |
| Master's degrees (including post-master's certificates) | 74.2% | 37.3% |
| Research/scholarship and professional practice doctor's degrees ¹ | 23.4% | 5.5% |



¹In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

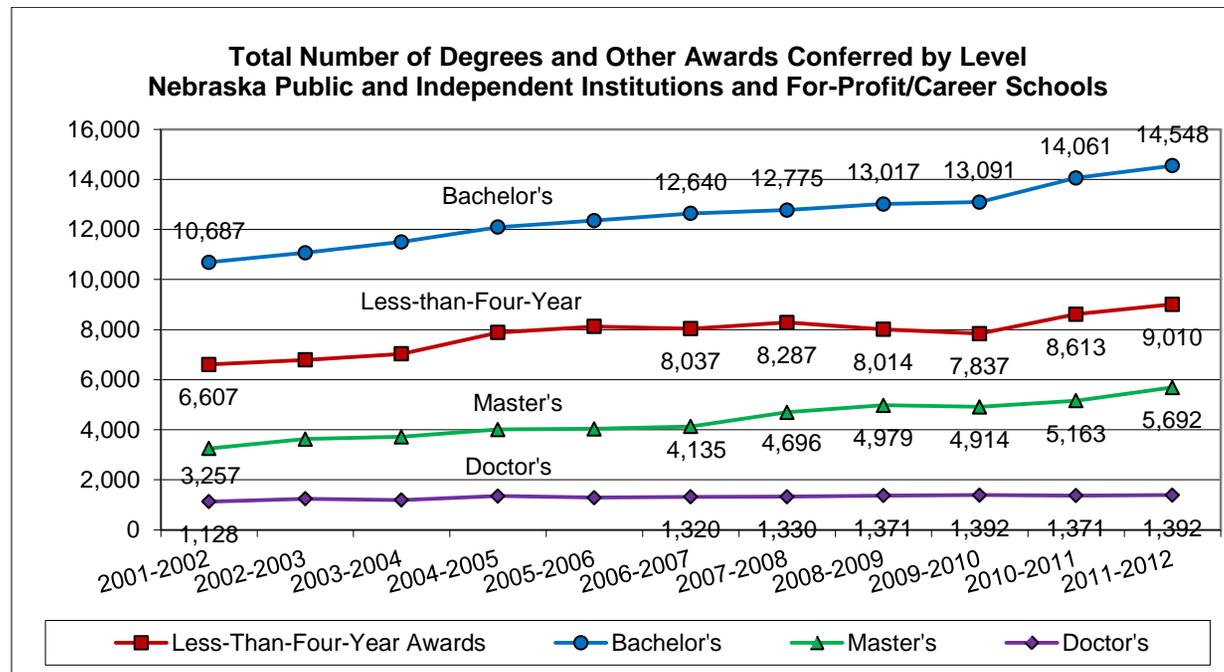
TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL

10-Year Trends for Nebraska Postsecondary Institutions Including For-Profit/Career Schools

- Between 2001-02 and 2011-12, the number of less-than-four-year awards conferred by for-profit/career schools increased 9.5%, from 1,541 to 1,688. Since 2004-05, for-profit/career schools also have awarded bachelor's degrees: 11 in 2004-05, 14 in 2005-06, 45 in 2006-07, 53 in 2007-08, 71 in 2008-09, 86 in 2009-10, 135 in 2010-11, and 172 in 2011-12.

- Including for-profit/career schools, the number of awards at each level increased as follows:

| | <u>10-Year Increase</u> |
|--|-------------------------|
| Less-than-four-year awards | 36.4% |
| Bachelor's degrees (including post-baccalaureate certificates) | 36.1% |
| Master's degrees (including post-master's certificates) | 74.8% |
| Research/scholarship and professional practice doctor's degrees ¹ | 23.4% |



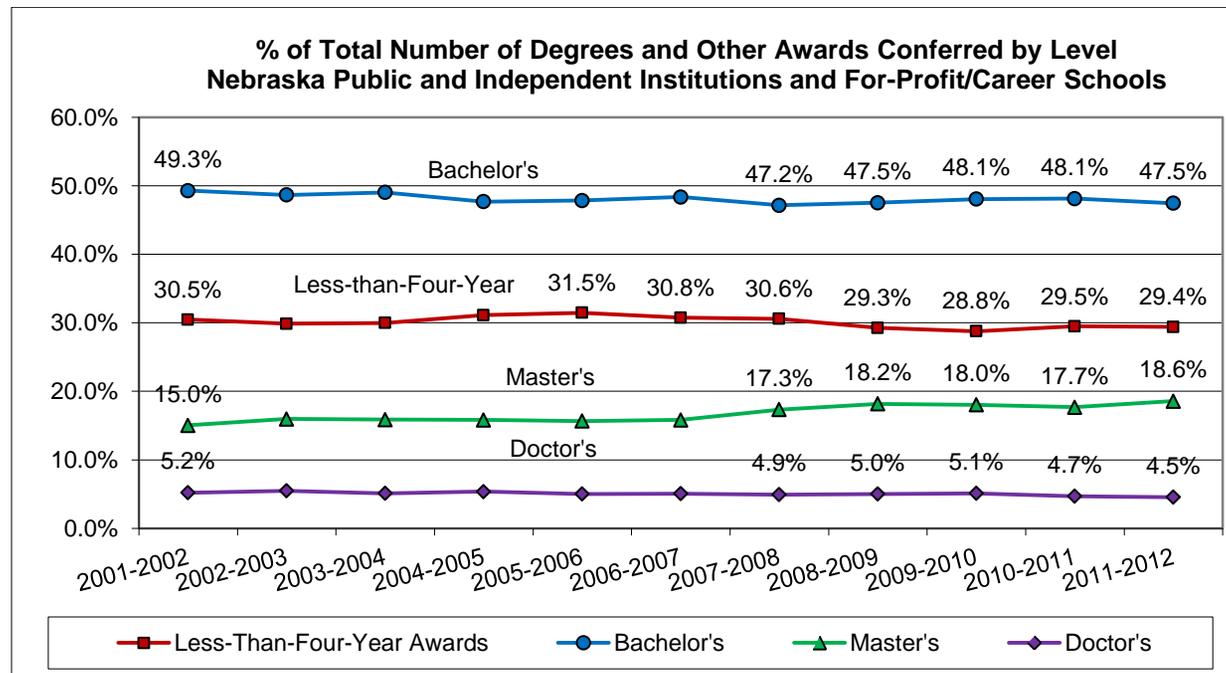
¹In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Percentage of TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL

10-Year Trends for Nebraska Postsecondary Institutions Including For-Profit/Career Schools

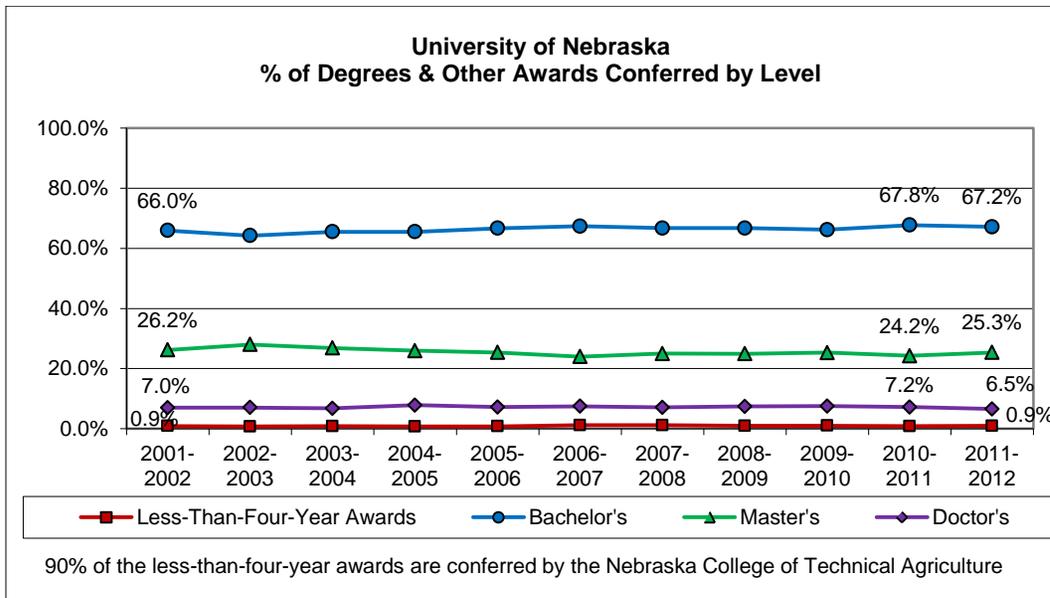
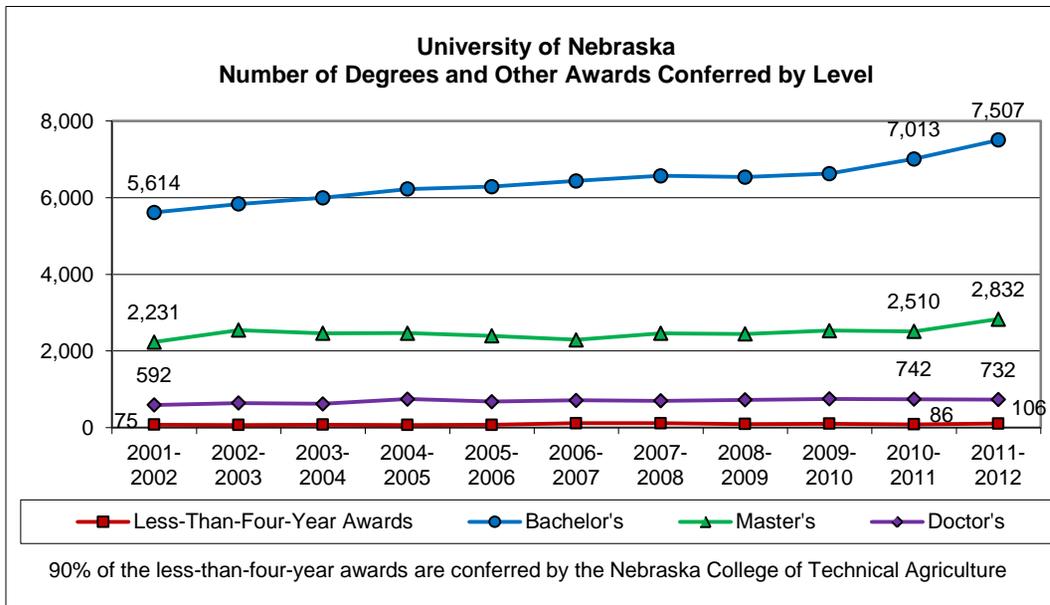
- In 2011-12, master's degrees accounted for a higher percentage of the total number of awards conferred by Nebraska's postsecondary institutions, including for-profit/career schools, than they did in 2001-02. Bachelor's degrees, on the other hand, accounted for a lower percentage.
- Less-than-four-year awards increased slightly as a percentage of all awards conferred between 2000-01 and 2005-06, but then decreased to a percentage that was slightly lower in 2011-12 than it was in 2001-02.
- Research/scholarship and professional practice doctor's degrees accounted for a slightly lower percentage of degrees awarded in 2011-12 than they did in 2001-02.¹



¹In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

DEGREES AND AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA by LEVEL



- The number of degrees conferred by the University of Nebraska increased from 2001-02 to 2011-12:

| | |
|---------------------------------|-------|
| Less-than-four-year awards | 41.3% |
| Bachelor's degrees ¹ | 33.7% |
| Master's degrees ² | 26.9% |
| Doctor's degrees ³ | 23.6% |

- The most recently reported one-year increases or decreases in the number of degrees at each degree level awarded by the University of Nebraska between 2010-11 and 2011-12 are as follows:

| | |
|---------------------------------|--------|
| Less-than-four-year awards | 23.3% |
| Bachelor's degrees ¹ | 7.0% |
| Master's degrees ² | 12.8% |
| Doctor's degrees ³ | - 1.3% |

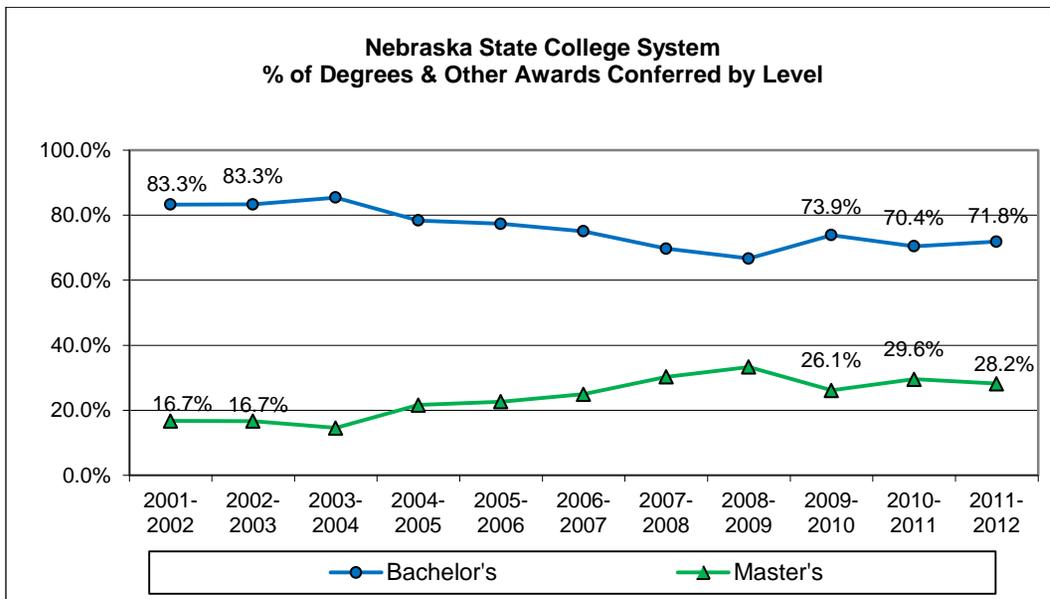
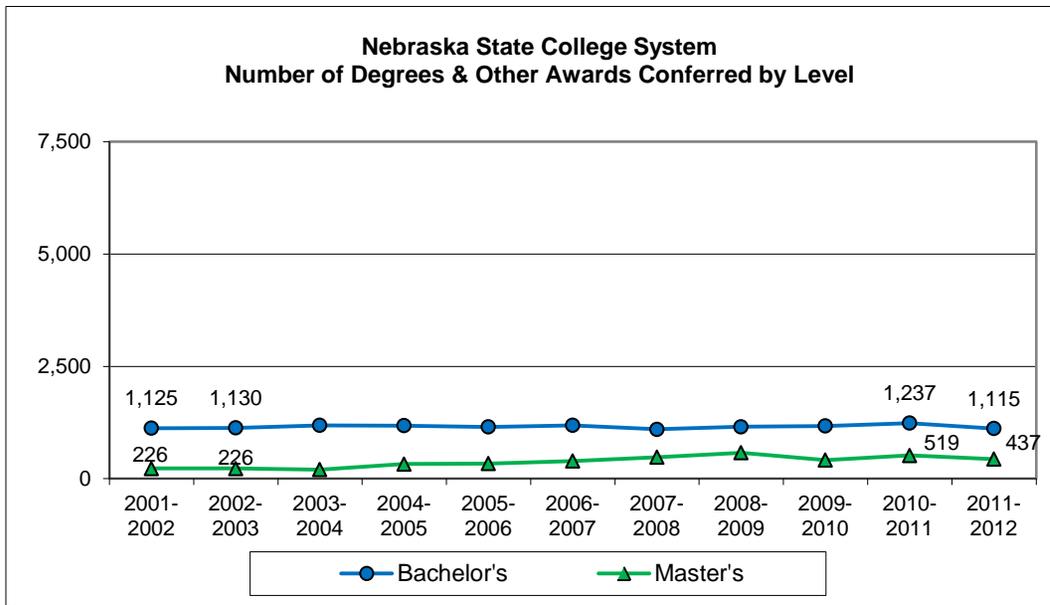
Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹Includes post-baccalaureate certificates.

²Includes post-master's degree certificates.

³Includes research/scholarship and professional practice doctor's degrees. In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

DEGREES AND AWARDS CONFERRED BY THE NEBRASKA STATE COLLEGE SYSTEM by LEVEL



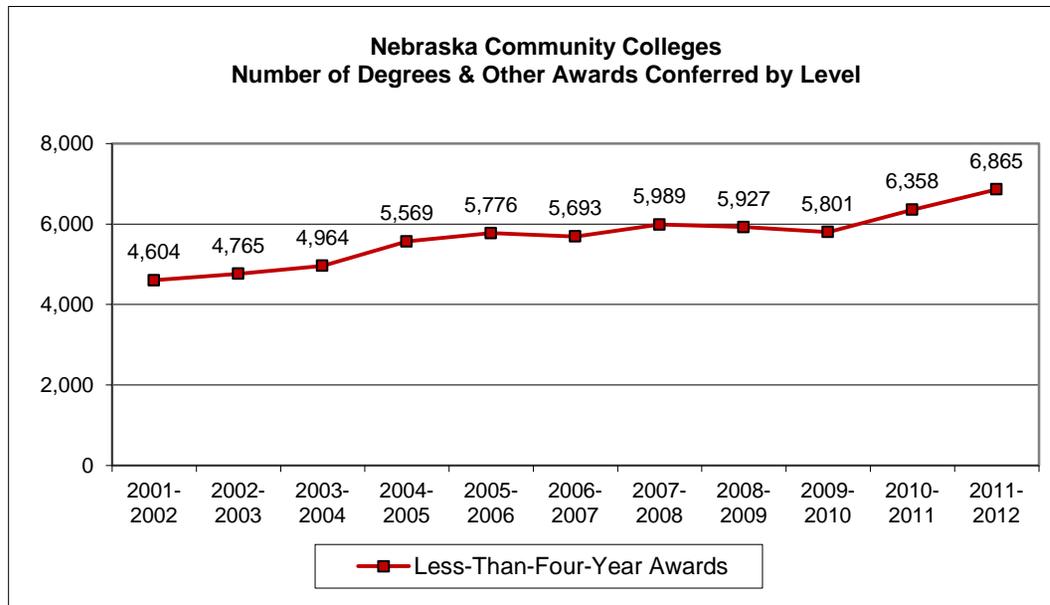
- The number of bachelor's degrees¹ awarded by the Nebraska State College System decreased 0.9% between 2001-02 and 2011-12.
- In comparison, the number of master's degrees² conferred by the state colleges increased 93.4%, or almost doubled, between 2001-02 and 2011-12. As a result of this increase, master's degrees accounted for a significantly higher percentage of the total number of degrees awarded by the Nebraska State College System in 2011-12 than in 2001-02.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹Includes post-baccalaureate certificates.

²Includes post-master's certificates.

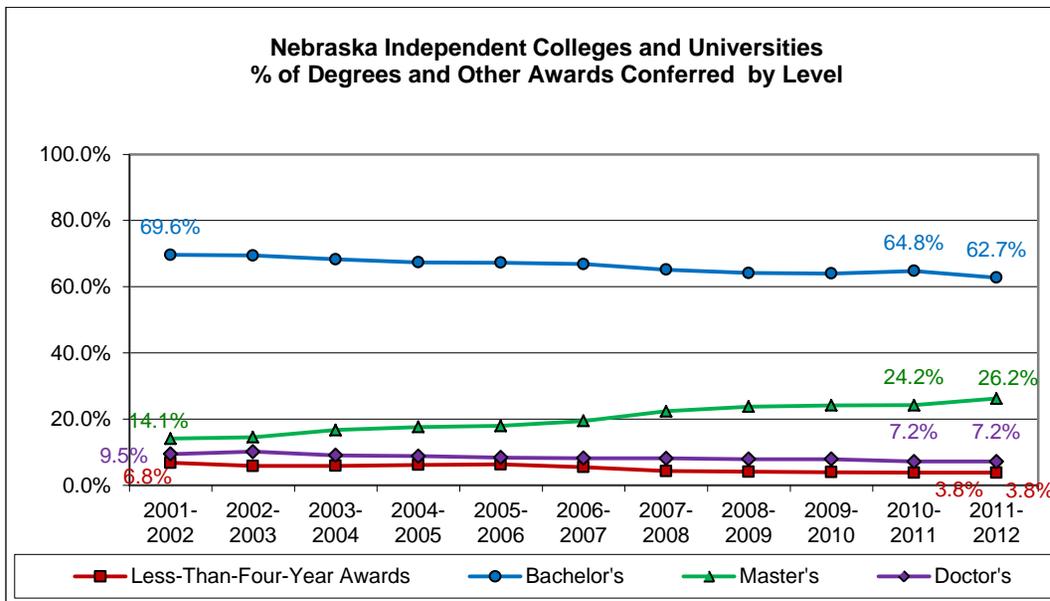
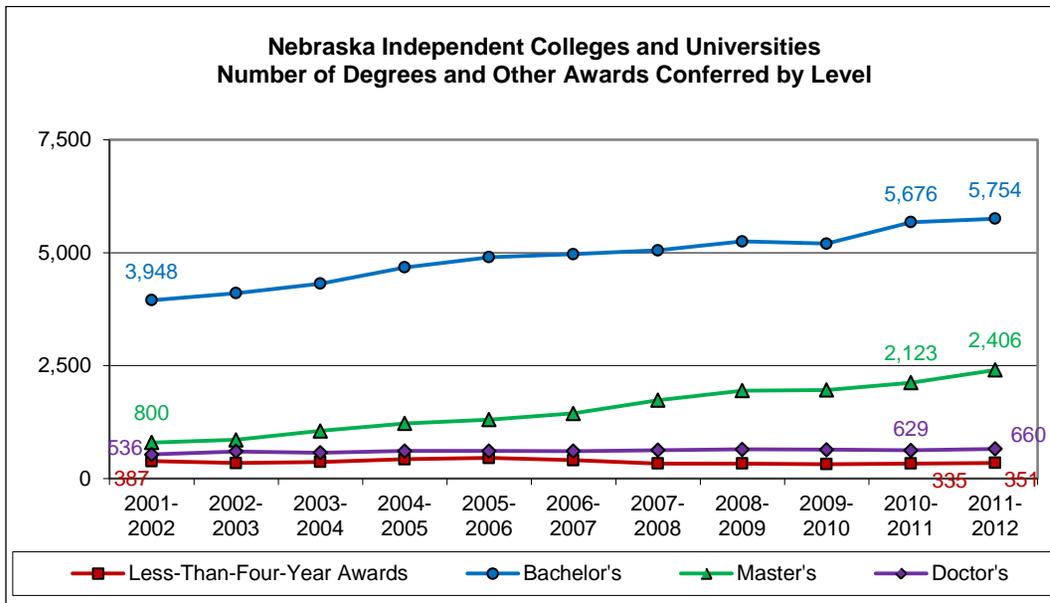
DEGREES AND AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES by LEVEL



- Nebraska community colleges confer less-than-four-year degrees and awards.
- The number of associate degrees and other less-than-four-year awards conferred by Nebraska community colleges increased 49.1%, from 4,604 in 2001-02 to 6,865 in 2011-12.
- There was a 12.2% surge in the number of associate degrees and other less-than-four-year awards in 2004-05, and a 5.2% increase in 2007-08, primarily as a result of significant increases in the number of awards conferred by Central Community College. (See page B.1.7 for additional information.)
- The 18.3% two-year increase of 1,064 additional awards between 2009-10 and 2011-12 was attributable primarily to the two-year increases in the number of certificates and degrees awarded by: Central Community College (195), Metropolitan Community College (541), Mid-Plains Community College (123) and Southeast Community College (153).

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

DEGREES AND AWARDS CONFERRED BY NEBRASKA INDEPENDENT INSTITUTIONS by LEVEL



- Between 2001-02 and 2011-12, the number of degrees and awards conferred by independent institutions increased or decreased as follows:

| | |
|---------------------------------|--------|
| Less-than-four-year awards | - 9.3% |
| Bachelor's degrees ¹ | 45.7% |
| Master's degrees ² | 200.8% |
| Doctor's degrees ³ | 23.1% |

- Over the 10-year period, the number of master's degrees awarded by independent institutions tripled. As a result, master's degrees accounted for 26.2% of the total number of degrees awarded by independent institutions in 2011-12, compared to 14.1% in 2001-02. Degrees and awards at other levels accounted for lower percentages in 2011-12 than in 2001-02.

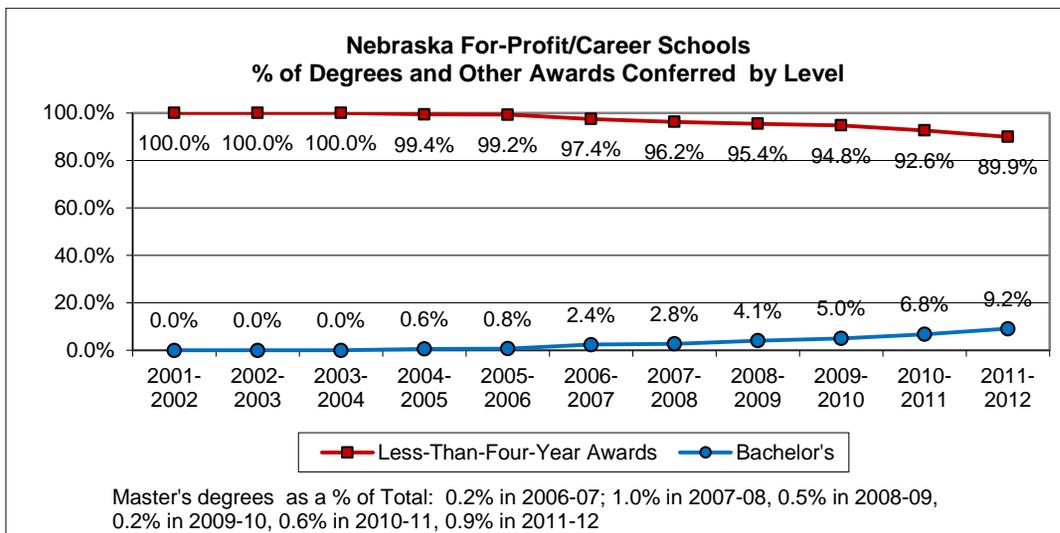
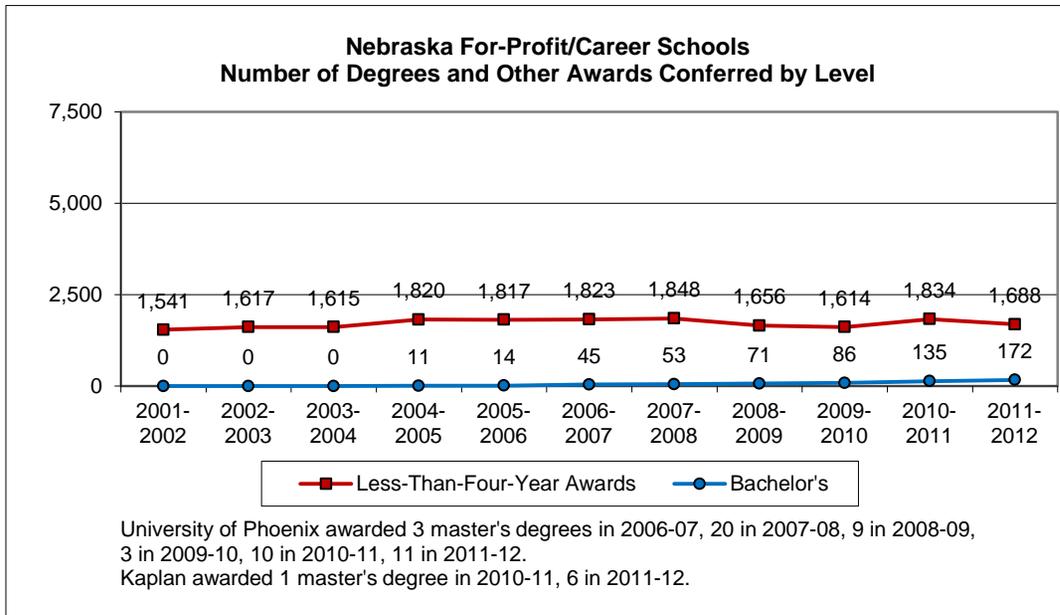
Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹Includes post-baccalaureate certificates.

²Includes post-master's certificates.

³Includes research/scholarship and professional practice doctor's degrees. In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing adm.

DEGREES AND AWARDS CONFERRED BY NEBRASKA FOR-PROFIT/CAREER SCHOOLS by LEVEL

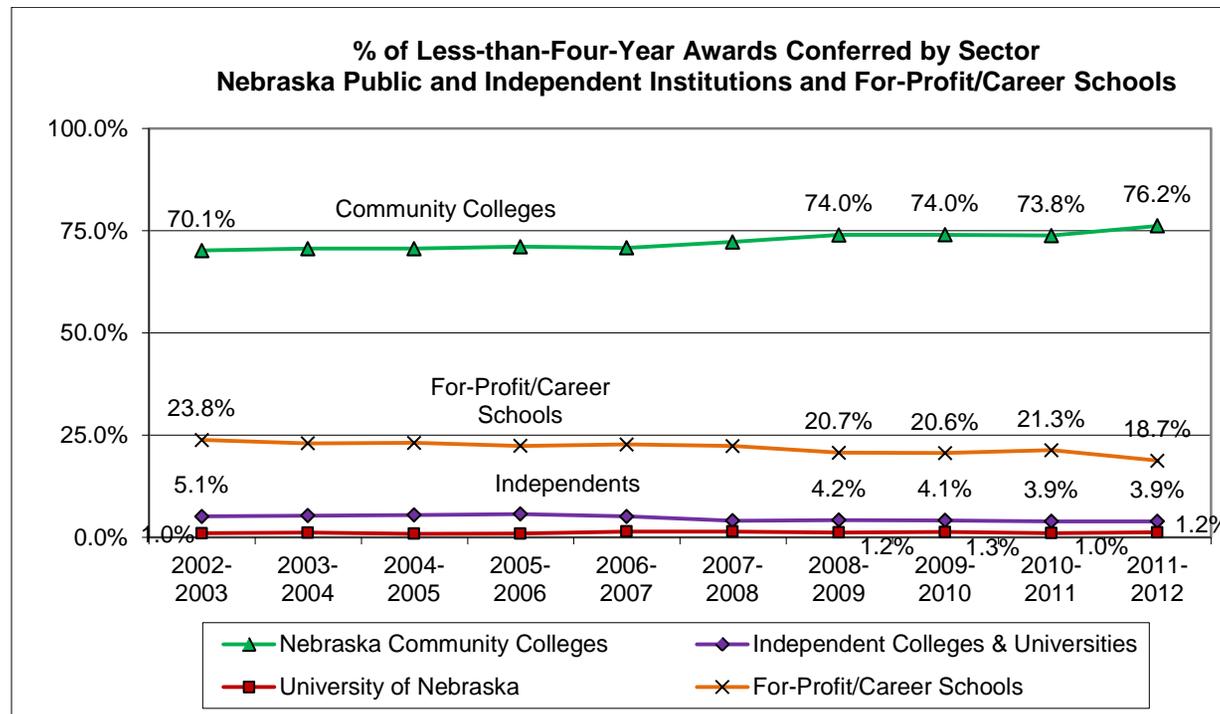


- Over the 10-year period between 2001-02 and 2011-12, the number of less-than-four-year awards conferred by the for-profit/career schools and colleges increased 9.5%, from 1,541 to 1,688.
- In 2004-05, Vatterott College awarded 11 bachelor's degrees. In 2005-06, Hamilton College (now Kaplan University) and ITT Technical Institute awarded a total of 14 bachelor's degrees. Since 2006-07, the number of bachelor's degrees awarded by ITT Technical Institute, Kaplan University in Lincoln, Kaplan University-Omaha, The Creative Center, and the University of Phoenix-Omaha has increased from 45 to 172.
- Master's degrees were first awarded in the for-profit sector by the University of Phoenix in 2006-07. In 2011-12, the University of Phoenix awarded 11 master's degrees, and Kaplan awarded one in Lincoln and five in Omaha.
- The name of Hamilton College was changed to Kaplan University, effective October 30, 2007.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **down-loadable Excel workbook for Section B: Degrees**.

Percentages of LESS-THAN-FOUR-YEAR AWARDS CONFERRED by SECTOR

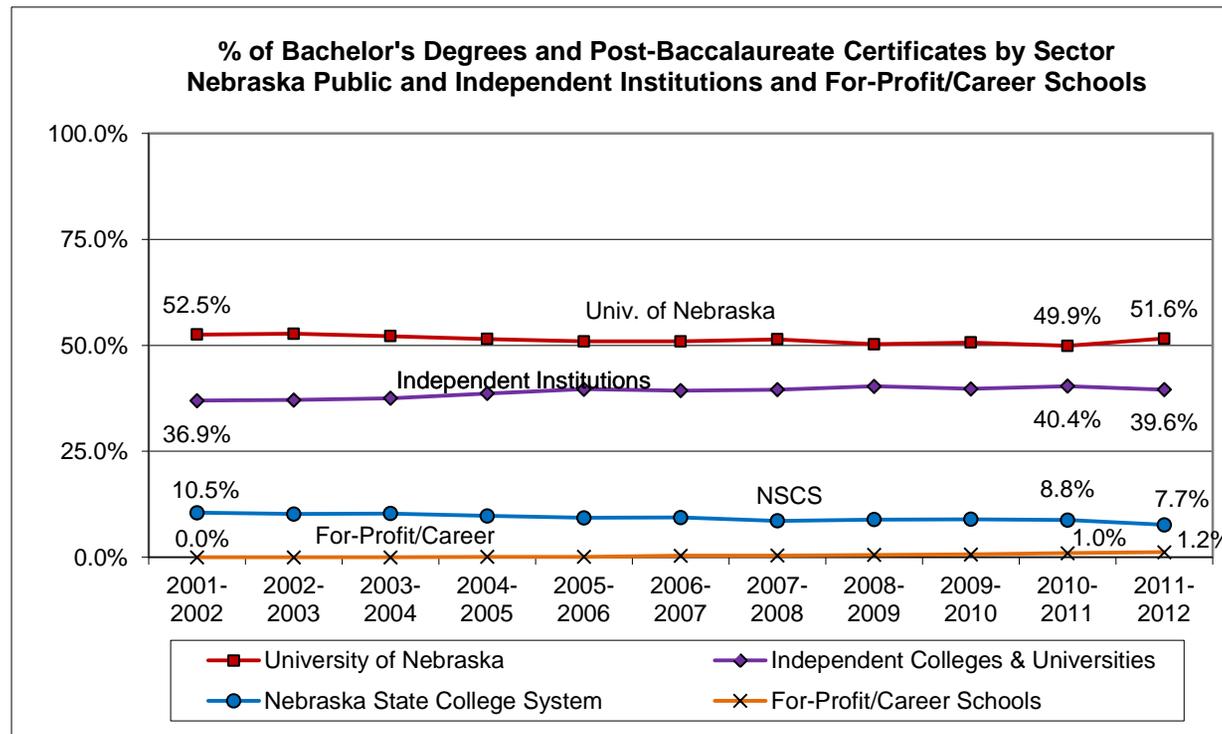
- In 2011-12, Nebraska postsecondary institutions granted 9,010 less-than-four-year degrees and awards, up from 6,607 in 2001-02. (See page B.2.5.)
- In 2011-12, Nebraska community colleges conferred 76.2% of the less-than-four-year degrees and awards granted by Nebraska postsecondary institutions, while for-profit/career schools conferred 18.7%.
- By the end of 2011-12, independent institutions conferred 3.9% of the less-than-four-year degrees and awards, while the University of Nebraska awarded 1.2%. (Of 106 degrees and awards conferred by the University of Nebraska, 101 were conferred by the Nebraska College of Technical Agriculture).
- The Nebraska State College System did not confer any less-than-four-year degrees or awards between 2001-02 and 2011-12.



See pages B.2.7 through B.2.11 for trend charts that show the number of degrees and other awards conferred by sector. Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Percentages of BACHELOR'S DEGREES CONFERRED by SECTOR¹

- In 2011-12, Nebraska public, independent, and for-profit institutions conferred 14,548 bachelor's degrees and post-baccalaureate certificates, up from 10,687 in 2001-02. (See page B.2.5.)
- Between 2001-02 and 2011-12, independent institutions awarded an increasing percentage of the bachelor's degrees and post-baccalaureate certificates conferred in Nebraska, while the percentage of bachelor's-level degrees granted by the University of Nebraska and the Nebraska State College System decreased.
- Nebraska's for-profit/career schools did not award bachelor's degrees prior to 2004-05. In 2004-05, for-profit/career schools awarded 11 bachelor's degrees. By 2011-12, they awarded 172 bachelor's degrees. (See page B.2.11.)

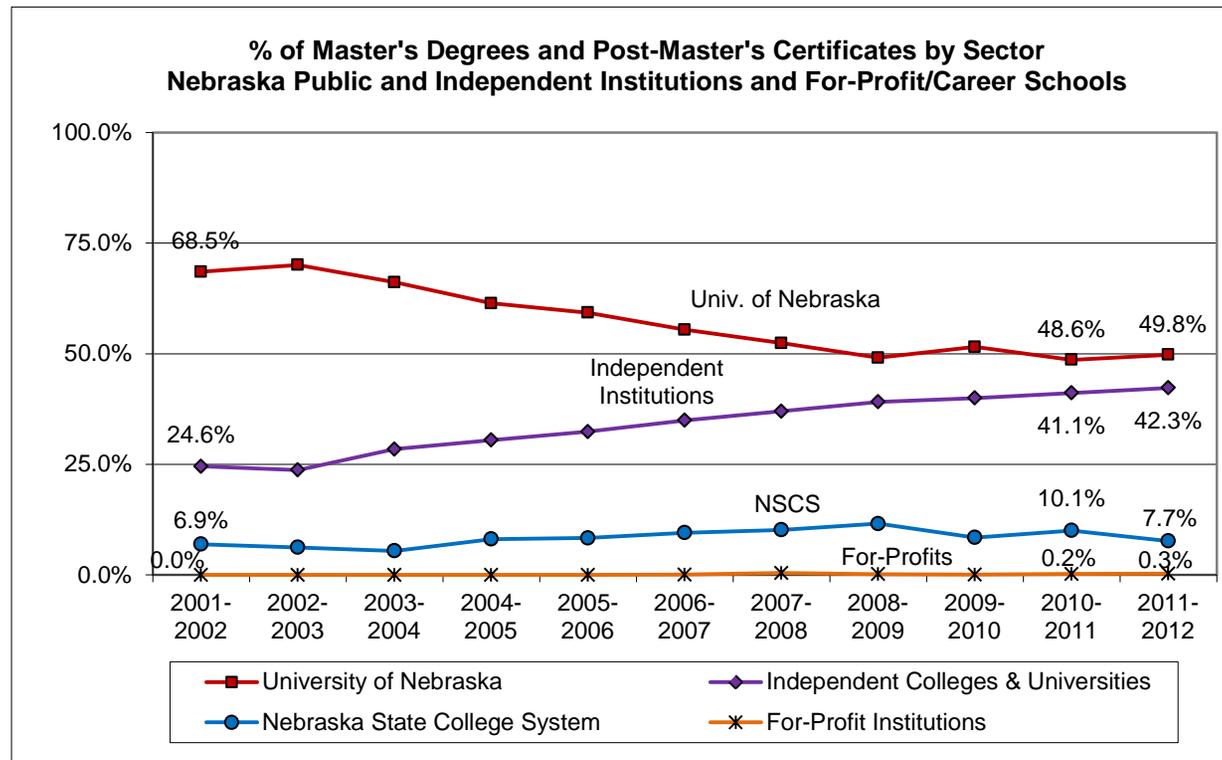


¹Includes post-baccalaureate certificates.

See pages B.2.7 through B.2.11 for trend charts that show the number of degrees and other awards conferred by sector. Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Percentages of MASTER'S DEGREES CONFERRED by SECTOR¹

- In 2011-12, Nebraska public, independent, and for-profit institutions conferred 5,692 master's degrees and post-master's certificates, up from 3,257 in 2001-02. (See page B.2.5.)
- Between 2001-02 and 2011-12, independent institutions awarded an increasing percentage of the master's degrees and post-master's certificates conferred in Nebraska. The Nebraska State College System (NSCS) also awarded a higher percentage of the master's-level degrees in 2011-12 than in 2001-02, while the University of Nebraska conferred a significantly lower percentage.

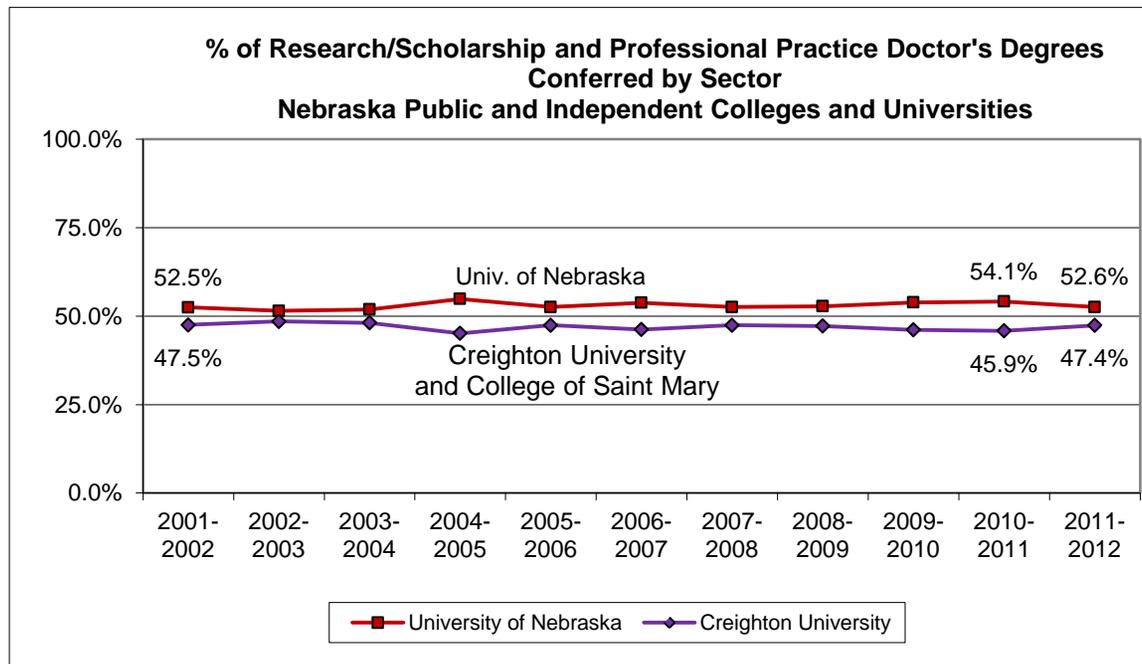


¹Includes post-master's certificates.

See pages B.2.7 through B.2.11 for trend charts that show the number of degrees and other awards conferred by sector. Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Percentages of DOCTOR'S DEGREES CONFERRED by SECTOR

- The total number of research/scholarship and professional practice doctor's degrees conferred in Nebraska in 2011-12 was 1,392, up from 1,128 degrees in 2001-02.¹ (See page B.2.5.)
- Over the 10-year period between 2001-02 and 2011-12, the University of Nebraska conferred a slightly higher percentage of the doctor's degrees than Creighton University and College of Saint Mary in the independent sector.² Significantly different patterns of growth are revealed when research/scholarship and professional practice degrees are examined separately on pages B.2.16 and B.2.17.

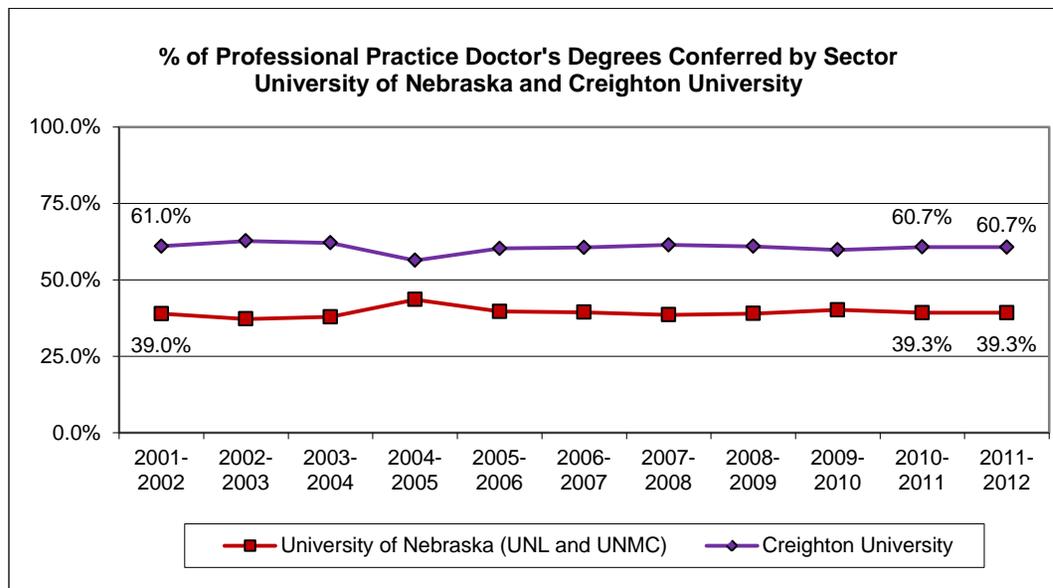
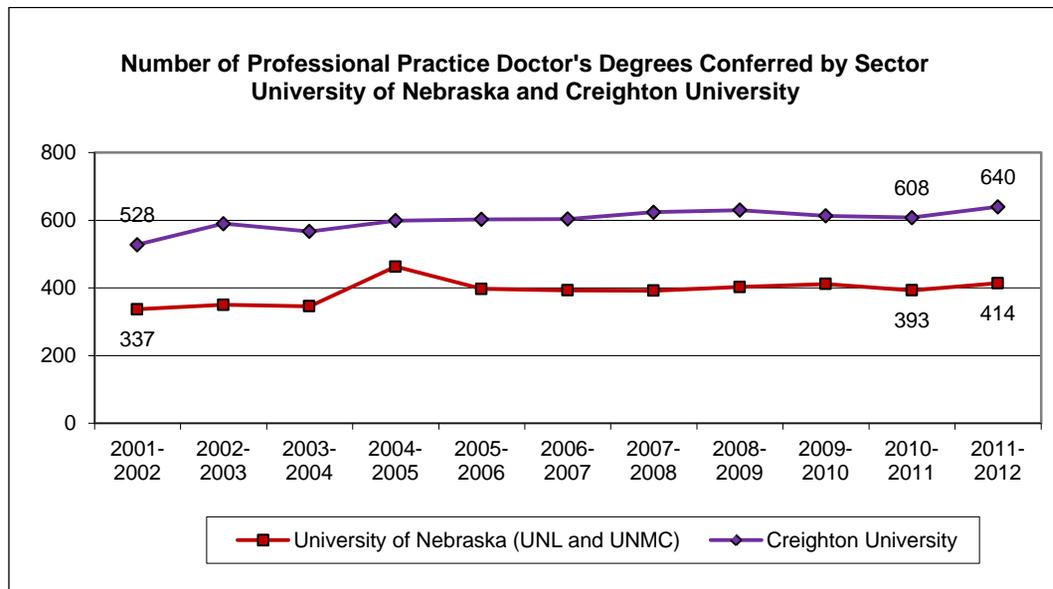


¹In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

²Creighton University was the only institution in the independent sector that awarded doctoral degrees prior to 2007-08. College of Saint Mary awarded three doctoral degrees in 2007-08, nine in 2008-09, 23 in 2009-10, 15 in 2010-11, and 16 in 2011-12. Creighton awarded 628 doctor's degrees in 2007-08, 638 in 2008-2009, 619 in 2009-10, 614 in 2010-11, and 644 in 2011-12.

See pages B.2.7 through B.2.11 for trend charts that show the number of degrees and other awards conferred by sector. Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Numbers and Percentages of PROFESSIONAL PRACTICE DOCTOR'S DEGREES by SECTOR



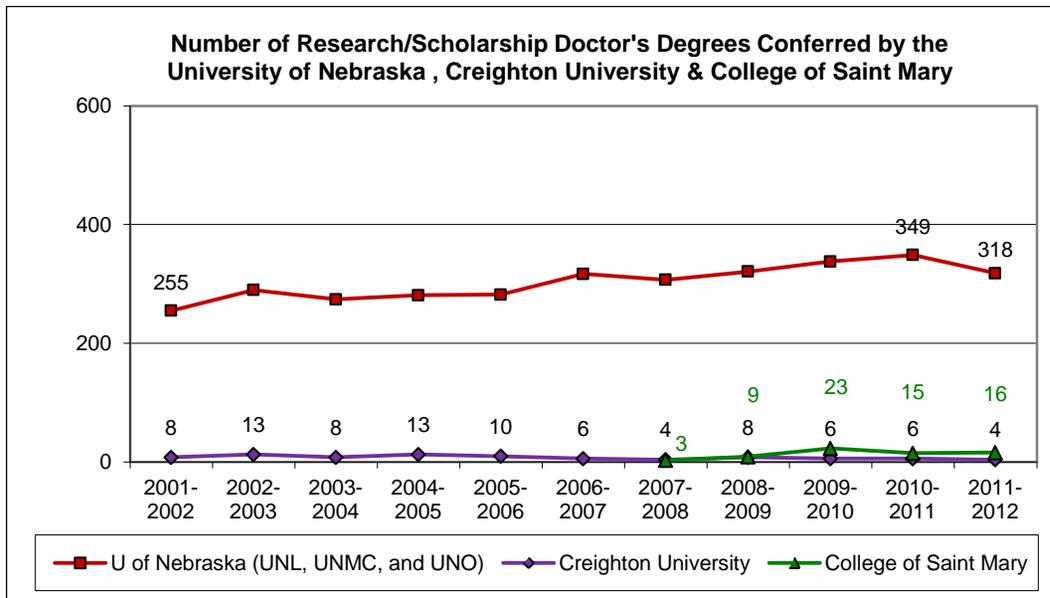
- The number of professional practice doctor's degrees¹ conferred by Creighton University was 21.2% higher in 2011-12 than it was in 2001-02. The number conferred by the University of Nebraska Nebraska was 22.8% higher.²
- The increased number of professional practice doctorates awarded by Creighton University is almost completely attributable to the introduction of doctoral programs in occupational therapy (OTD) and physical therapy (DPT), many awarded to students already holding master's degrees in these fields.
- The surge in the number of doctorates awarded by the University of Nebraska in 2004-05 is due to the introduction of a doctoral program in physical therapy and a special program that allowed students with master's degrees in physical therapy to earn their doctorates.

Detailed trend data are available in the **downloadable Excel workbook for Section B: Degrees.**

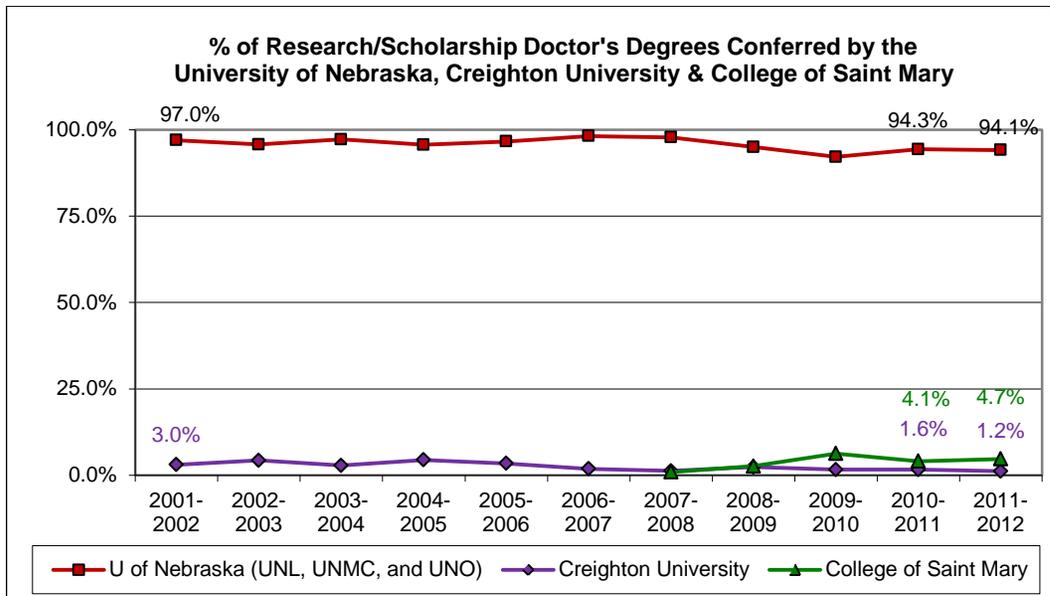
¹In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy physical therapy, and nursing administration.

²Professional practice doctoral programs are offered by the University of Nebraska-Lincoln (UNL) and the University of Nebraska Medical Center (UNMC).

Numbers and Percentages of RESEARCH/SCHOLARSHIP DOCTOR'S DEGREES by SECTOR



- The number of research/scholarship doctor's degrees awarded by the University of Nebraska¹ increased from 255 in 2001-02 to 349 in 2010-11, and then decreased to 318 in 2011-12. Creighton University² conferred four in 2011-12, down from a high of 13 doctoral degrees in 2002-03 and 2004-05.
- 2007-08 was the first year that College of Saint Mary conferred doctoral degrees. College of Saint Mary awarded 16 research/scholarship doctor's degrees in 2011-12, down from a high of 23 in 2009-10.



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹ Research/scholarship doctoral programs are offered by the University of Nebraska-Lincoln (UNL), the University of Nebraska Medical Center (UNMC) and the University of Nebraska at Omaha (UNO).

² Prior to 2007-08, Creighton University was the only institution in the independent sector awarding doctoral degrees. Beginning 2007-08, College of Saint Mary also conferred research/scholarship doctor's degrees.

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Section B.3

Degrees and Other Awards by Gender

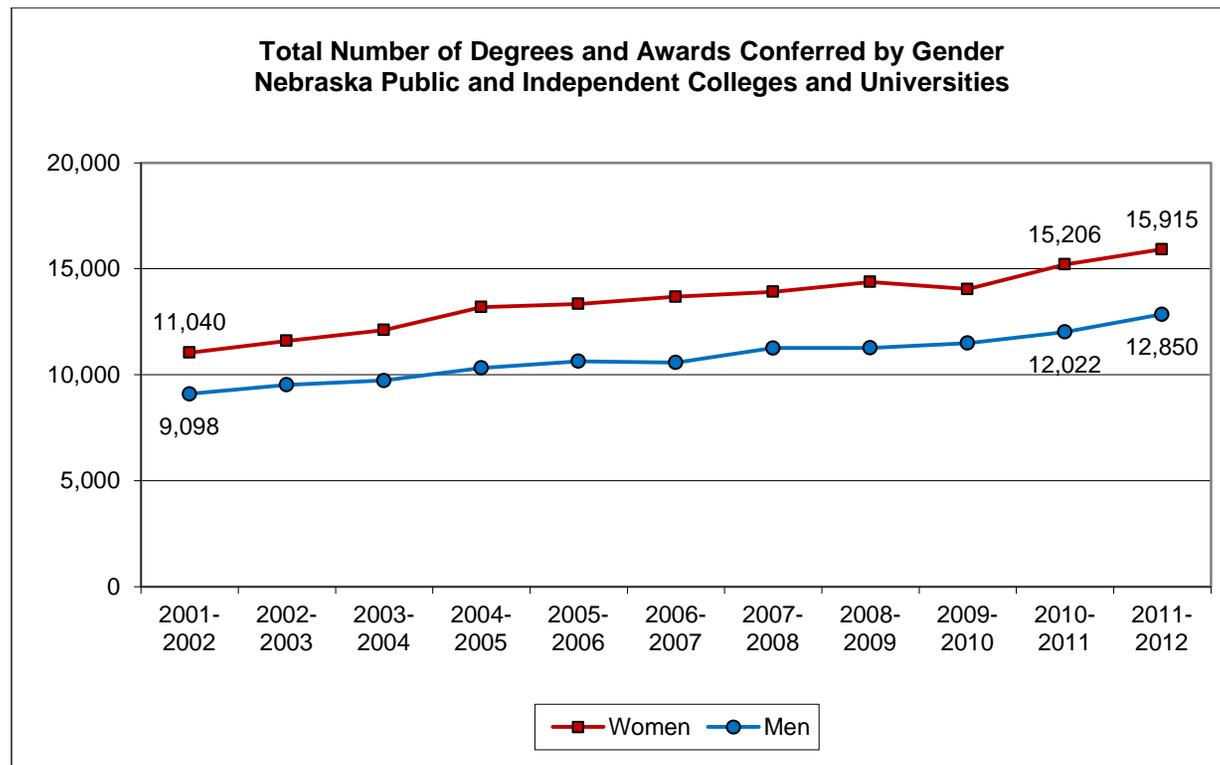
Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and the for-profit/career schools using data from 2001-2002 through 2011-2012. A few for-profit/ career schools are not included in this analysis because they are not required to report any school statistics to the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The numbers of degrees reported since 2001-2002 include 500 to 600 bachelor's and master's degrees conferred each year by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, these students are not included in the UNMC enrollments reported in Section A of the *Factual Look at Higher Education in Nebraska*.

TOTAL DEGREES AND OTHER AWARDS by GENDER

10-Year Trends for Public and Independent Colleges and Universities

- In 2011-12, Nebraska public and independent colleges and universities awarded 15,915 degrees, diplomas and certificates to women, up 44.2% from 2001-02, when 11,040 degrees and other awards were conferred to women.
- Similarly, in 2011-12, men earned a total of 12,850 degrees and other awards, up 41.2% from 2001-02, when 9,098 degrees were awarded to men.

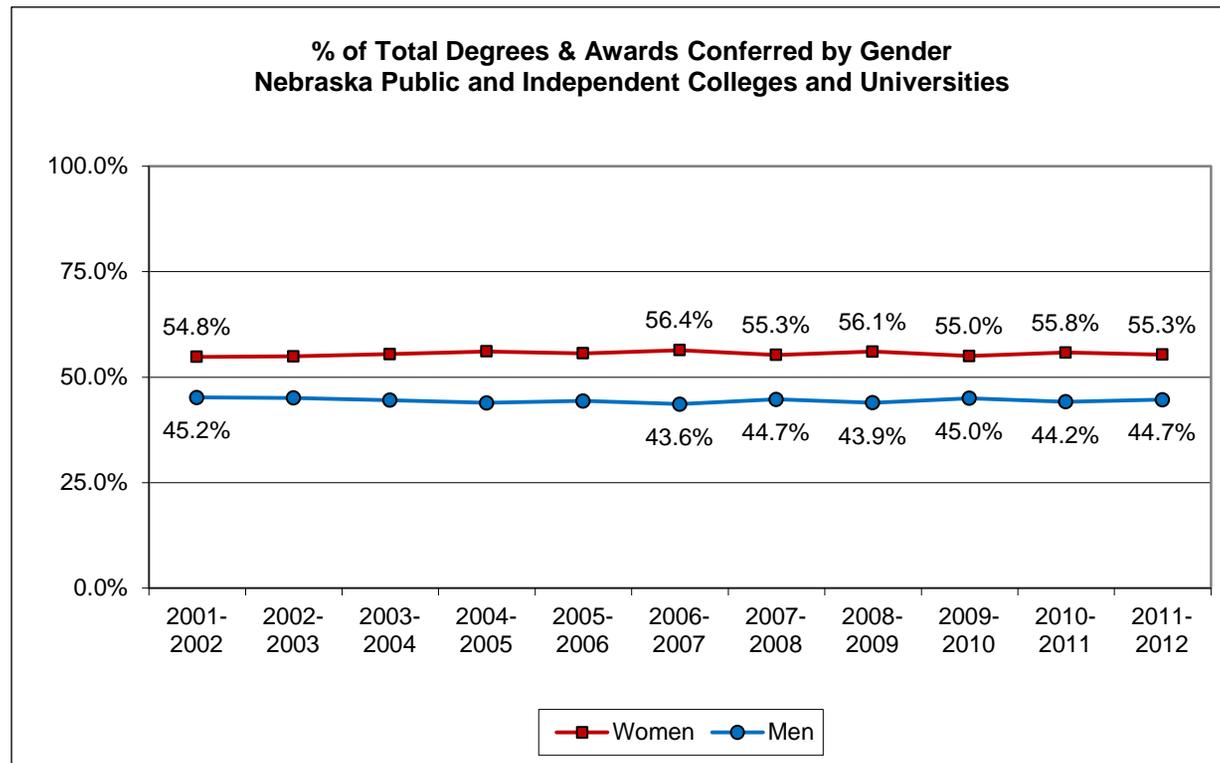


Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Percentage of TOTAL DEGREES AND OTHER AWARDS by GENDER

10-Year Trends for Public and Independent Colleges and Universities

- Between 2001-02 and 2011-12, consistently higher percentages of the degrees and other awards conferred by Nebraska public and independent colleges and universities were awarded to women than men.
- The gender gap widened between 2000-01 and 2006-07, and narrowed slightly in 2007-08, 2009-10, and 2011-12. As a result, women earned only a slightly higher percentage of all of the degrees and awards conferred by Nebraska public and independent institutions in 2011-12 than they earned in 2001-02.

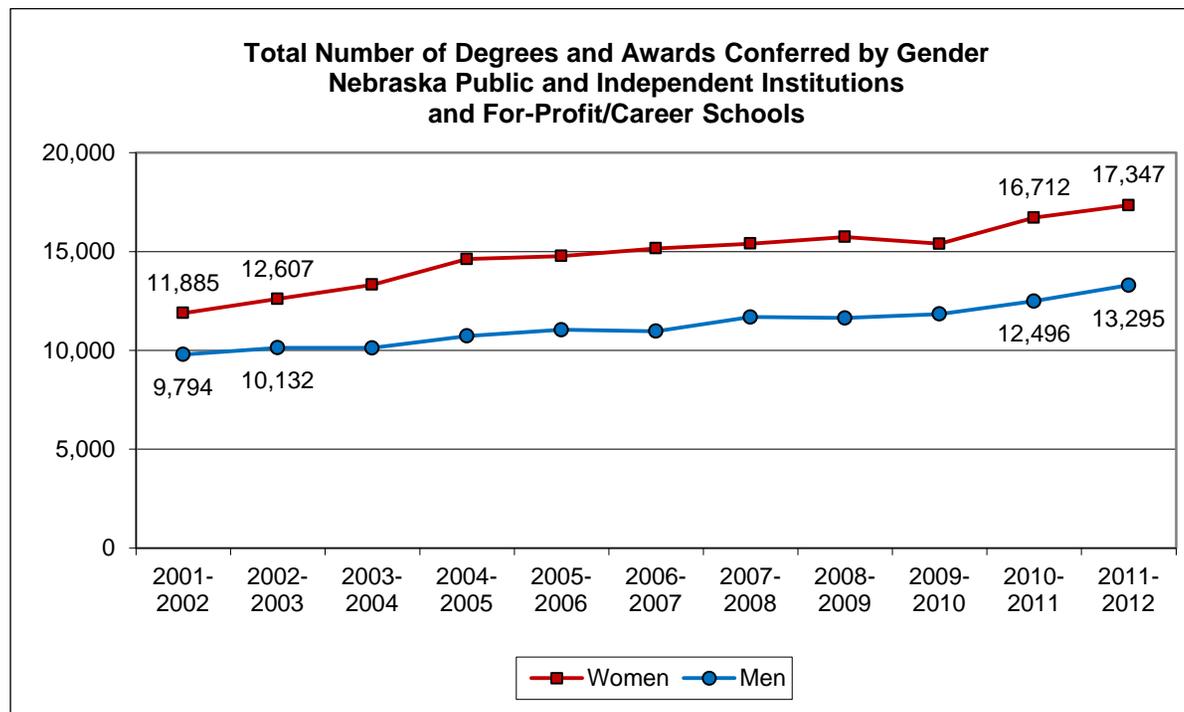


Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

TOTAL DEGREES AND OTHER AWARDS by GENDER

10-Year Trends for Nebraska Postsecondary Institutions Including For-Profit/Career schools

- The following chart shows the 10-year trends in the percentages of degrees and other awards earned by women and men at Nebraska's postsecondary institutions, including for-profit/career schools.
- In 2011-12, Nebraska universities, colleges and for-profit/career schools awarded 17,347 degrees, diplomas and certificates to women, an increase of 46.0% from 2001-02, when women were granted 11,885 degrees and other awards.
- The number of degrees and other awards granted to men increased 35.7%, from 9,794 in 2001-02 to 13,295 in 2011-12.

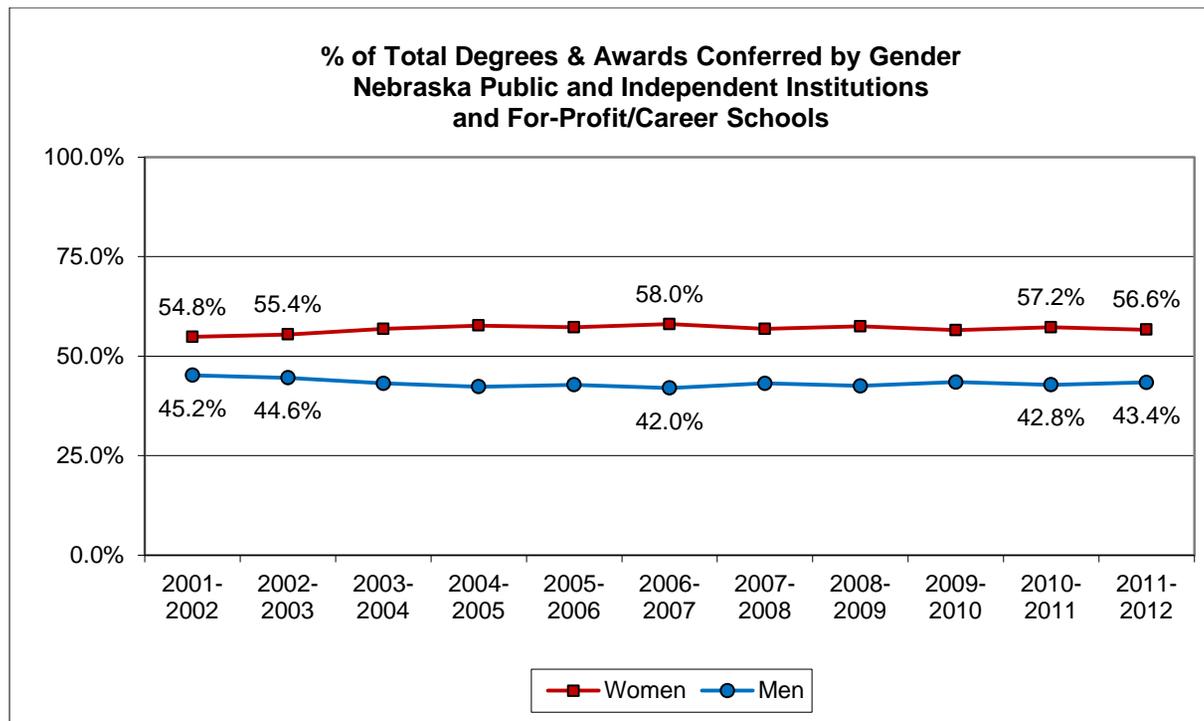


Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Percentage of TOTAL DEGREES AND OTHER AWARDS by GENDER

10-Year Trends for Nebraska Postsecondary Institutions Including For-Profit/Career schools

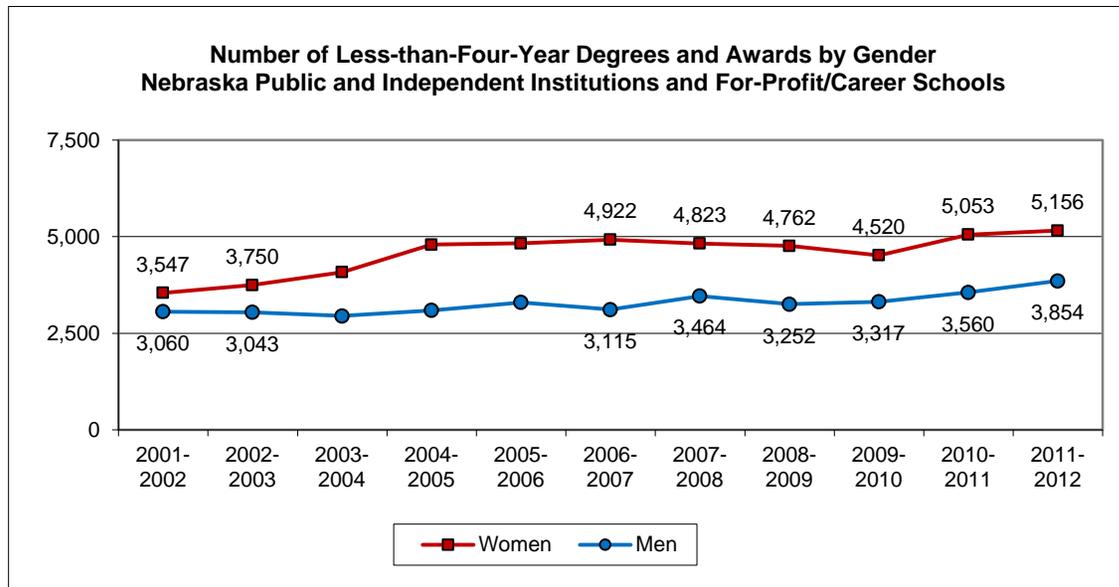
- Over the 10-year period from 2001-02 to 2011-12, women earned consistently higher percentages of the degrees and other awards conferred by Nebraska postsecondary institutions than men.
- The gender gap varied slightly from one year to another, with the largest being evidenced in 2006-07. Over the 10 years, the gap increased from 9.6 percentage points in 2001-02 to 13.2 percentage points in 2011-12.



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

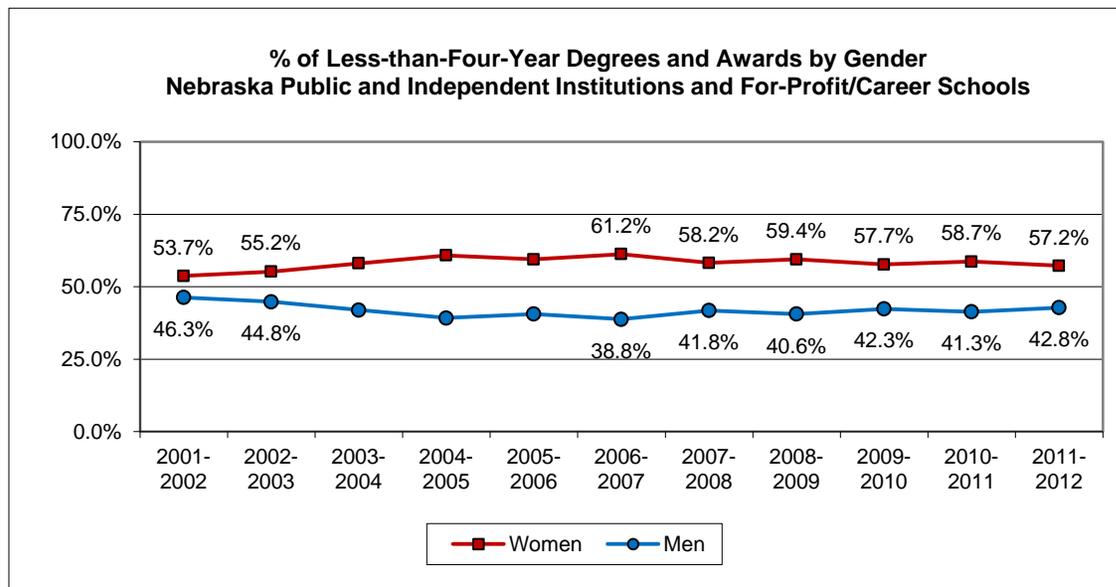
Section B.3.1
Degrees and Other Awards
by Level and by Gender

TOTAL LESS-THAN-FOUR-YEAR DEGREES AND AWARDS by GENDER

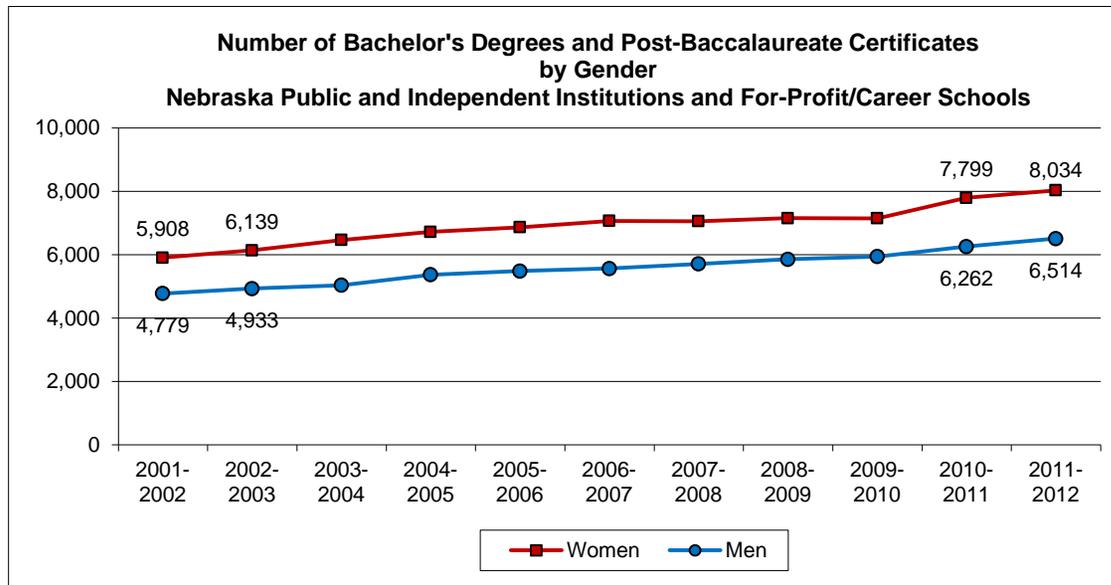


- Summing the number of less-than-four-year degrees and awards across all sectors reveals that women accounted for 61.2% of the degrees and other awards conferred in 2006-07, compared to 53.7% in 2001-02.

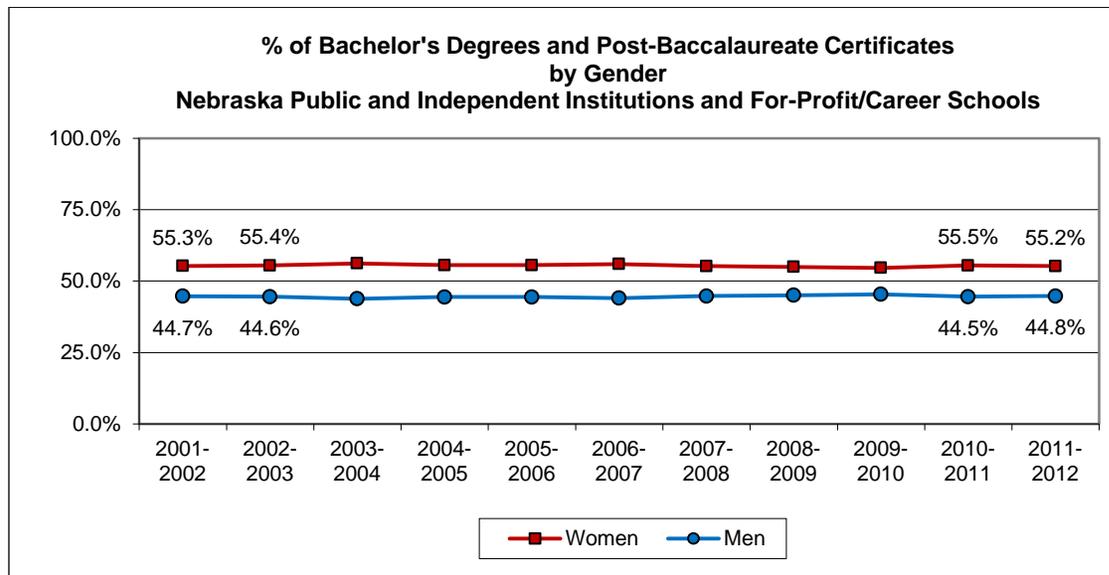
Between 2006-07 and 2011-12, the gender gap narrowed from 22.4 percentage points in 2006-07 to 14.4 percentage points in 2011-12, but women continued to earn 57.2% of the less-than-four-year degrees and awards, compared to 42.8% earned by men.



TOTAL BACHELOR'S DEGREES AND POST-BACCALAUREATE CERTIFICATES by GENDER¹

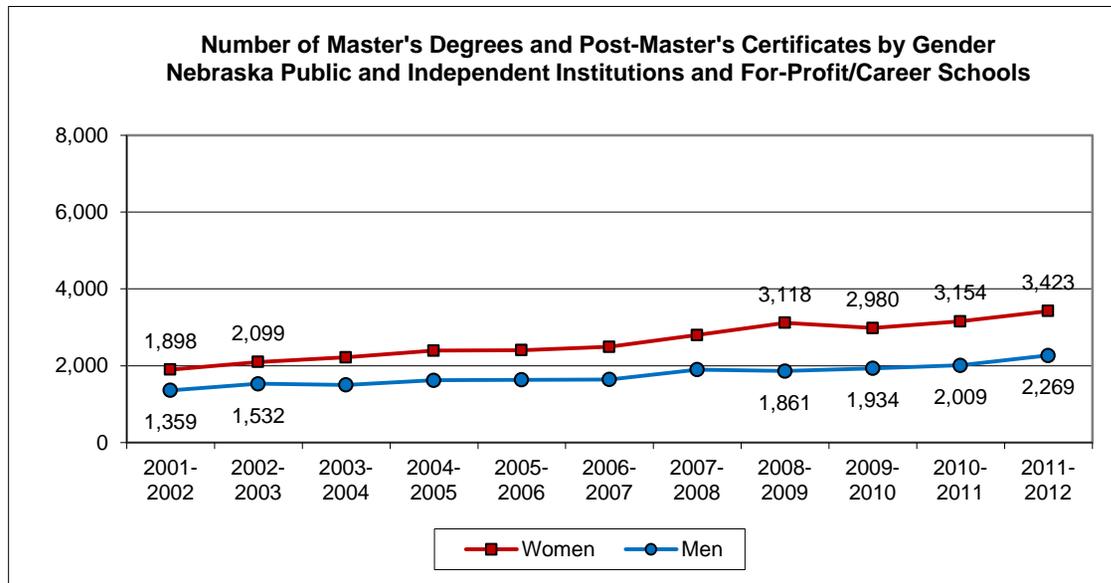


- As shown in the charts on this page, women consistently earned 55% or 56% of the bachelor's degrees and post-baccalaureate certificates awarded by Nebraska institutions between 2001-02 and 2011-12.
- In 2011-12, women were awarded 55.2% of the bachelor's degrees conferred in the state, while men earned 44.8% of the degrees at the bachelor's level.

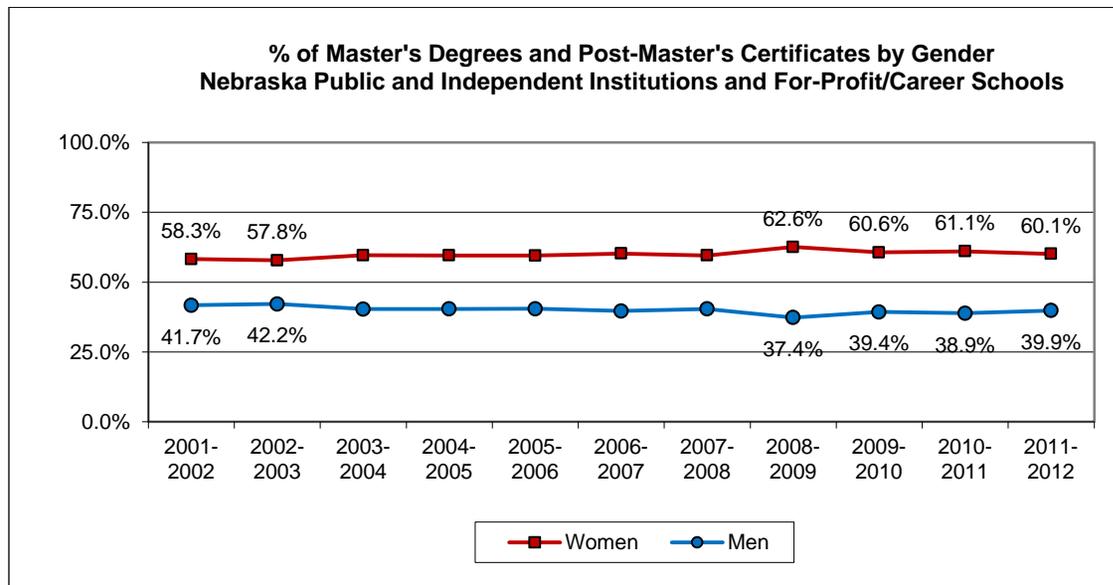


¹2004-05 was the first year that schools in the for-profit/career sector awarded bachelor's degrees. In 2004-05, Vatterott College awarded 11 bachelor's degrees. By 2011-12, a total of 172 bachelor's degrees were conferred by schools in the for-profit/career sector (see page B.2.11).

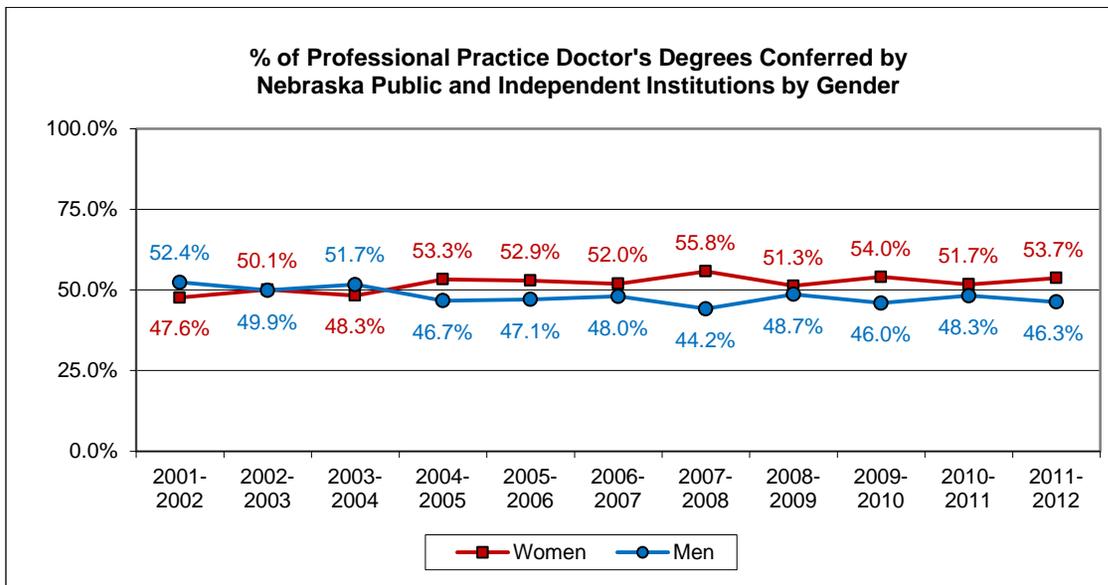
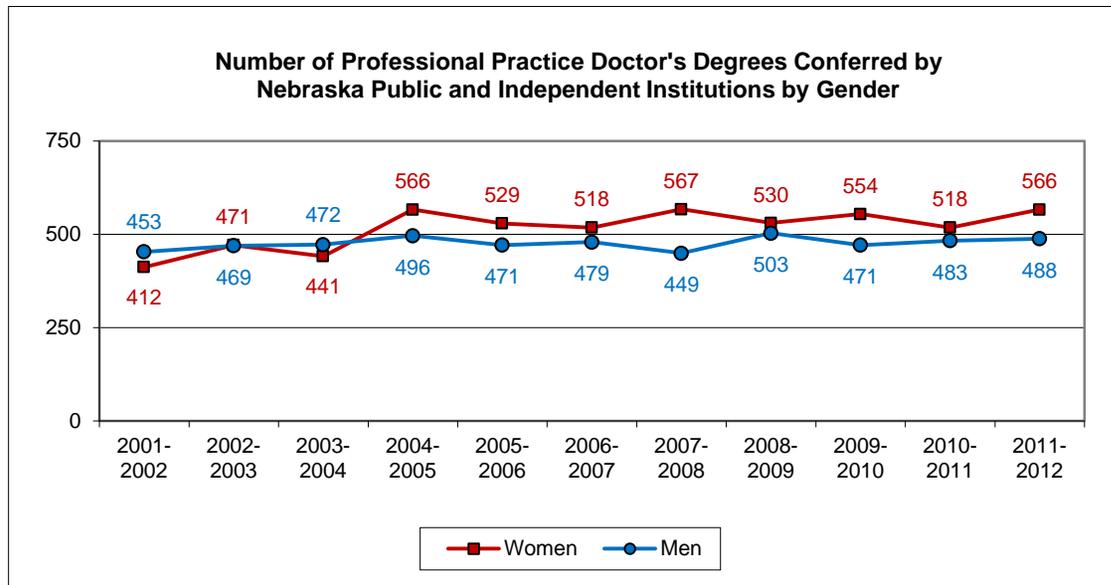
TOTAL MASTER'S DEGREES AND POST-MASTER'S CERTIFICATES by GENDER



- The percentage of master's degrees and post-master's certificates that were awarded to women increased from 58.3% in 2001-02 to 62.6% in 2008-09. In 2011-12, the gender gap was narrower, with women earning 60.1% of the degrees and certificates at the master's level and men earning 39.9%.

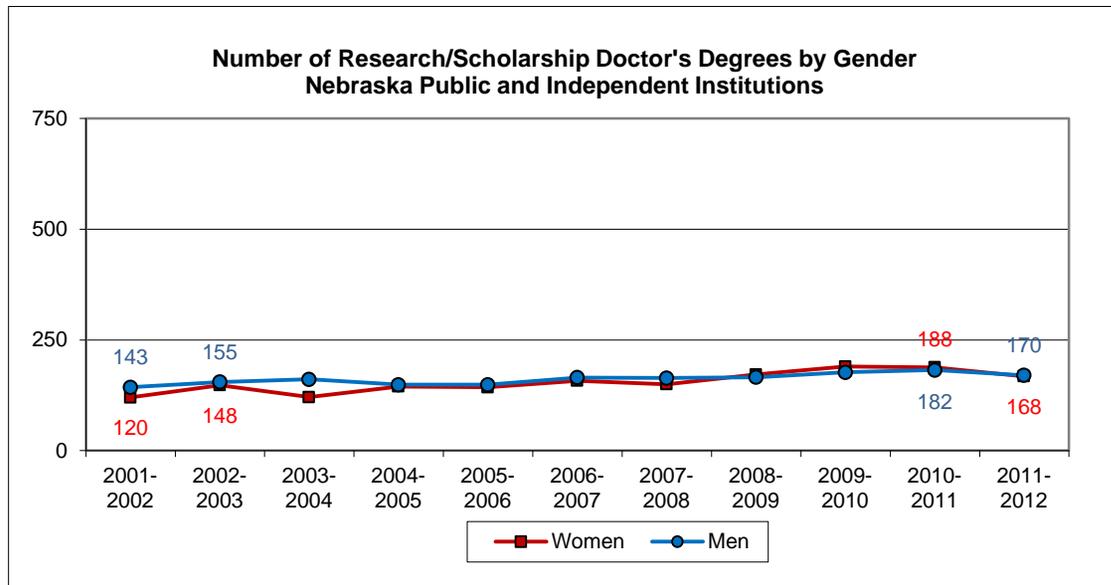


TOTAL PROFESSIONAL PRACTICE DOCTOR'S DEGREES by GENDER

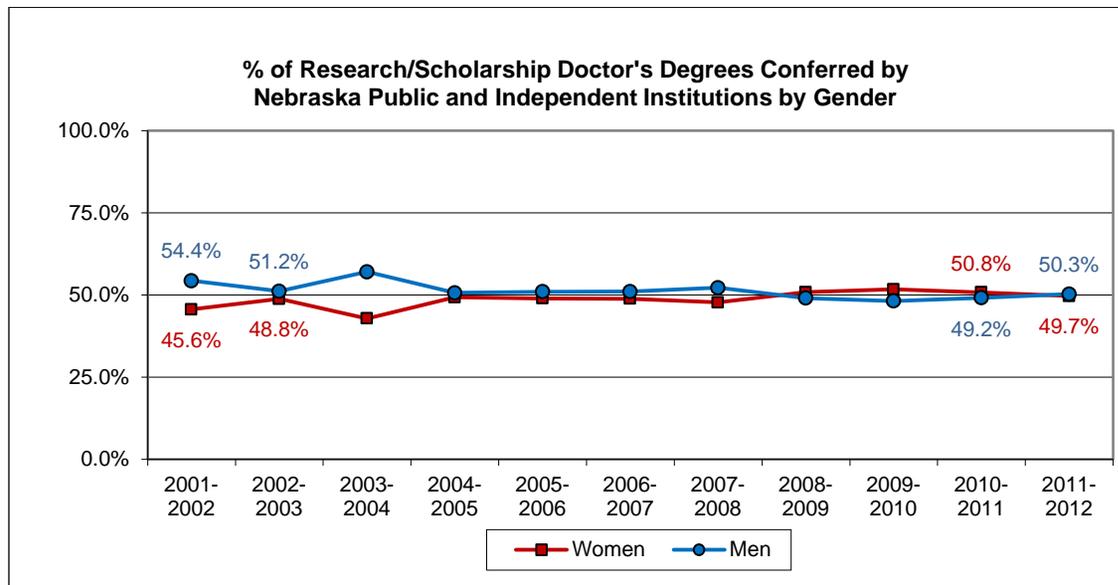


- In 2002-03, the number of women who earned professional practice doctor's degrees from Nebraska institutions exceeded the number earned by men for the first time.
- Over the 10-year period between 2001-02 to 2011-12, the percentage of professional practice doctor's degrees awarded to men decreased from 52% to 46%, while the percentage of professional practice doctor's degrees conferred to women increased from 48% to 54%.
- The surge in the number of degrees awarded to women in 2004-05 was due primarily to the introduction of a doctoral program in physical therapy and a special program that allowed students with master's degrees in physical therapy to earn their doctorates at the University of Nebraska Medical Center.
- The increases in the number of degrees awarded to women in 2007-08, 2009-10, and 2011-12 were due primarily to increases in the number of doctor's degrees that Creighton University conferred to women.

TOTAL RESEARCH/SCHOLARSHIP DOCTOR'S DEGREES by GENDER

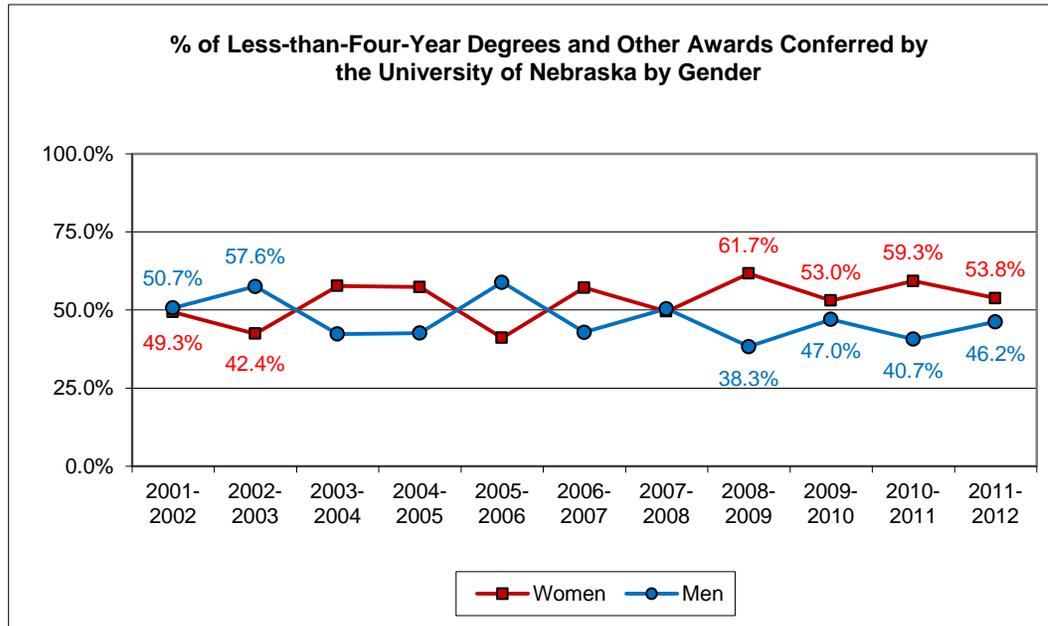


- In 2011-12, women earned 49.7% of the research-scholarship doctor's degrees conferred by institutions in Nebraska, down from 50.8% the year before. In comparison, women earned 45.6% of these doctorates in 2001-02.
- By the end of the 10-year period, men earned half of the research-scholarship doctor's degrees awarded in Nebraska, down from 54.4% in 2001-02.



Section B.3.2
Degrees and Other Awards
by Sector, by Level, and by Gender

UNIVERSITY OF NEBRASKA – Percentages of DEGREES AND AWARDS by GENDER



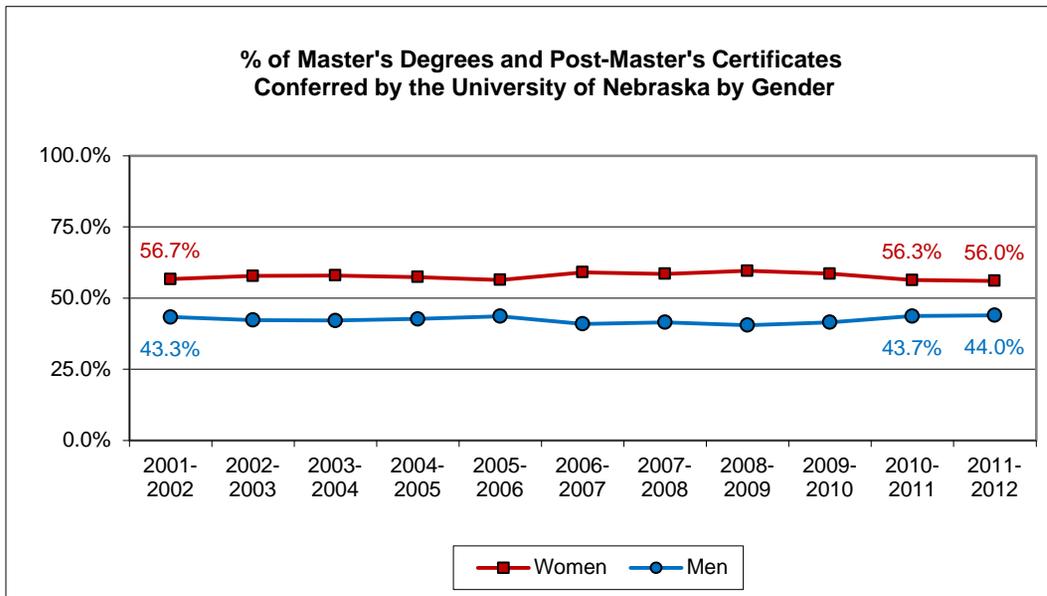
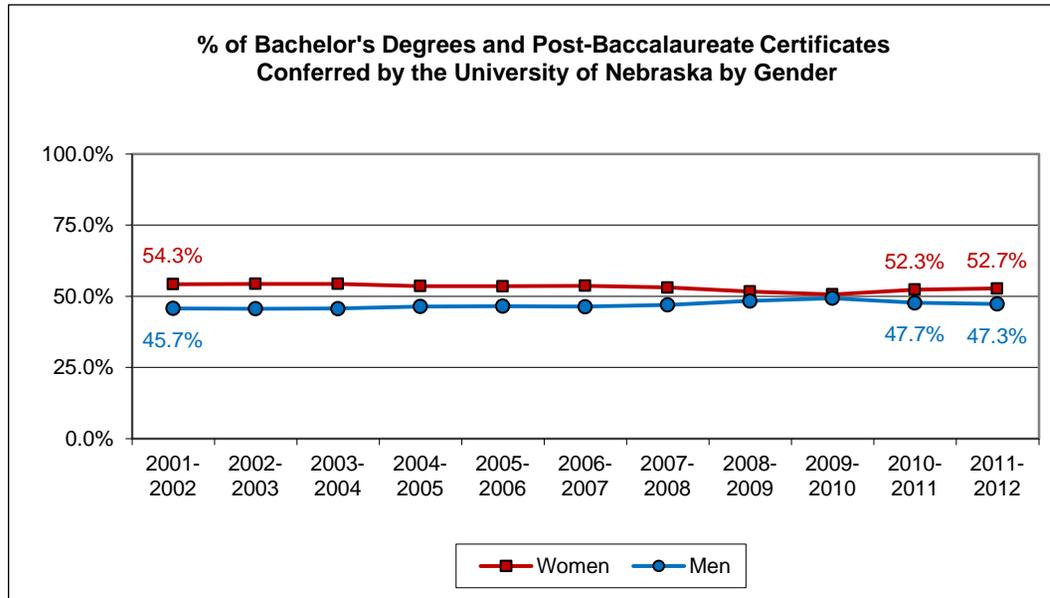
- The University of Nebraska conferred 75 less-than-four-year degrees or awards in 2001-02, and 106 degrees or awards at this level in 2011-12. (See page B.2.7.) 90% or more of these degrees were conferred by the Nebraska College of Technical Agriculture (NCTA). The remaining have been awarded by the University of Nebraska-Lincoln (UNL).
- Since 2001-02, the percentages of the awards earned by men and women have fluctuated from one year to the next. However, since 2008-09, women have earned the majority of the less-than-four-year degrees conferred by NCTA and UNL.
- In 2011-12, women earned 54% of the less-than-four-year degrees, while men earned 46%.

(Continued on the next page)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

UNIVERSITY OF NEBRASKA – Percentages of DEGREES AND AWARDS by GENDER

(Continued)



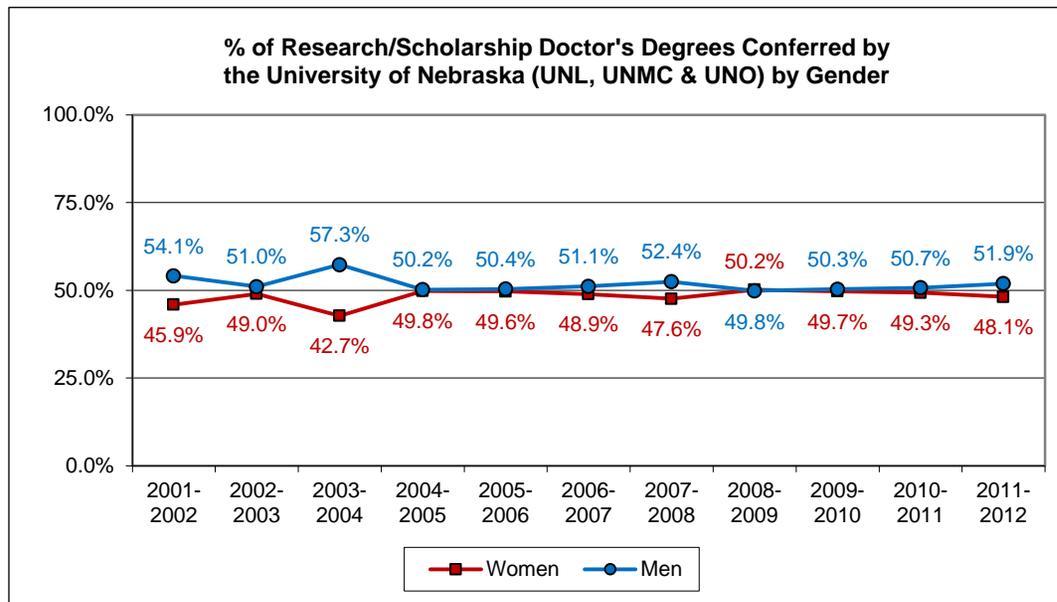
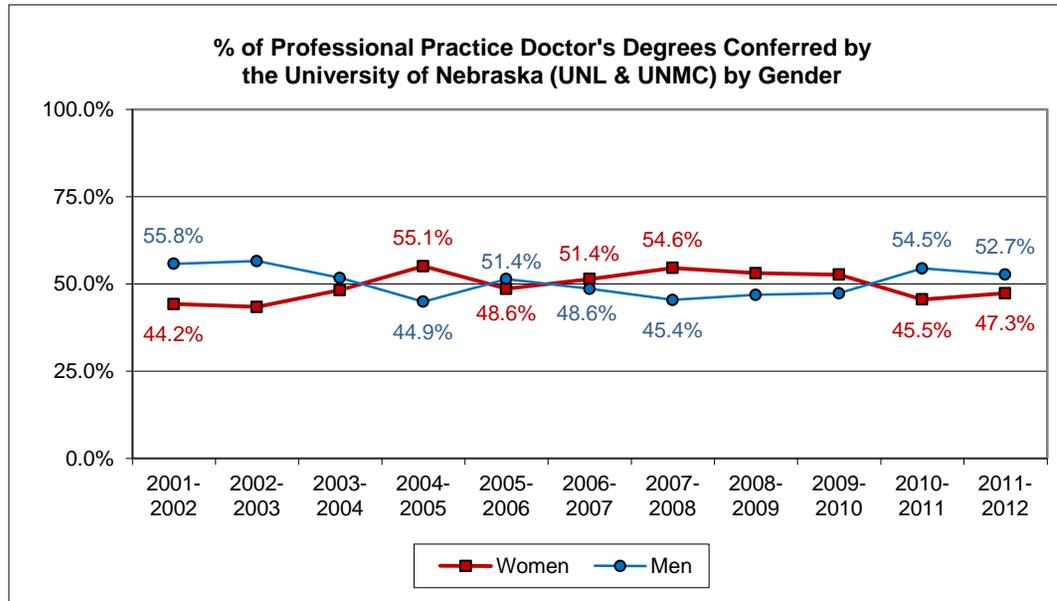
- Between 2001-02 and 2011-12, the number of bachelor's degrees conferred by the University of Nebraska increased from 5,614 to 7,507, and the number of master's degrees awarded by the university increased from 2,231 to 2,832. (See page B.2.7.)
- Over the 10-year period, the gender gap at the bachelor's level was relatively stable, although it narrowed in 2008-09 and 2009-10 and then widened again in 2010-11. In 2011-12, 53% of the bachelor's degrees were awarded to women and 47% were awarded to men.
- At the master's level, the percentages of degrees awarded to men and women were relatively stable over the 10-year period. In 2011-12, women received 56% of the master's degrees and men received 44%, compared to 57% and 43% in 2001-02.
- During the 10-year period, the gender gap at the university was wider at the master's level than the bachelor's level.

(Continued on the next page)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

UNIVERSITY OF NEBRASKA – Percentages of DEGREES AND AWARDS by GENDER

(Continued)

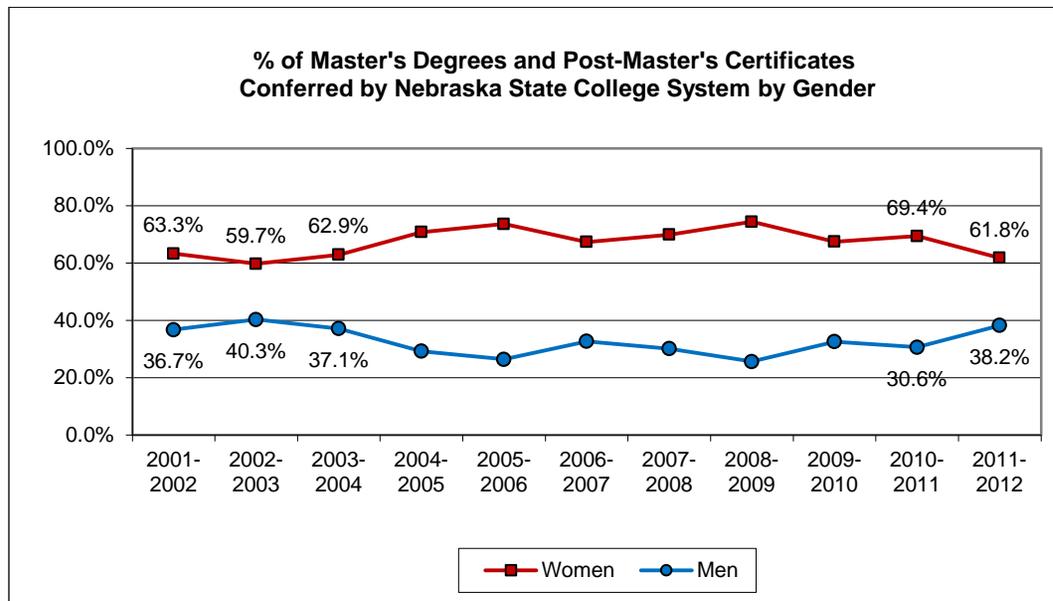
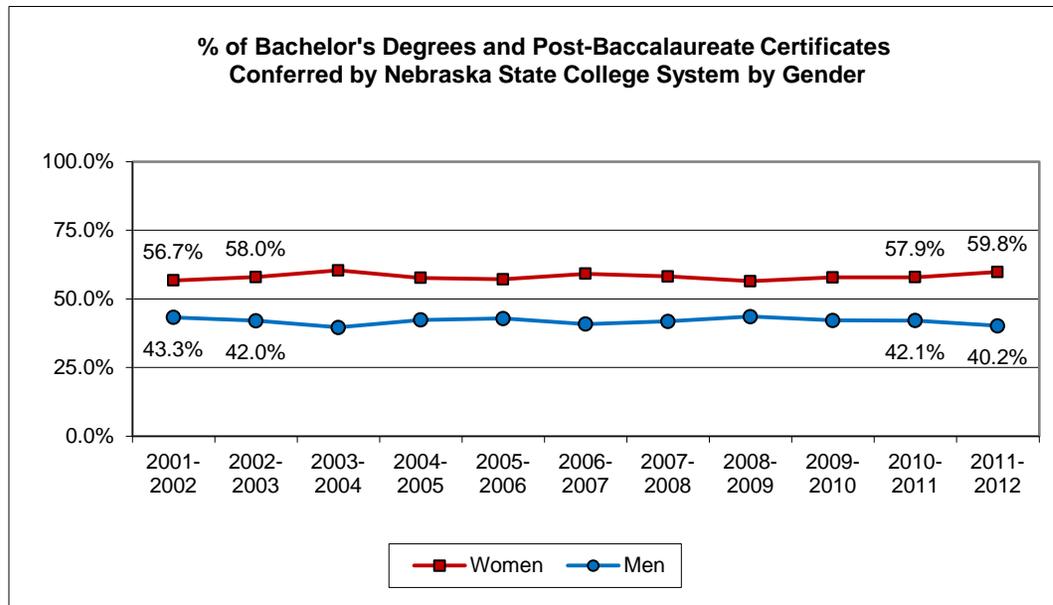


- The University of Nebraska awarded 414 professional practice doctor's degrees¹ in 2011-12, compared to 337 in 2001-02. (See page B.2.16.)
- Between 2001-02 and 2003-04, men earned more professional practice doctor's degrees than women. From 2004-05 to 2009-10, women earned more of the degrees conferred at this level, with the exception of 2005-06. However, in 2010-11 and 2011-12, men again received more than 50% of the professional practice doctorates.
- The number of research/scholarship doctor's degrees granted by the University of Nebraska increased from 255 in 2001-02 to 318 in 2011-12. (See page B.2.17.)
- More men than women earned research/scholarship doctor's degrees at the university between 2001-02 and 2011-12, with the exception of 2008-09, when women earned 50.2% of the research/scholarship doctorates.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

NEBRASKA STATE COLLEGE SYSTEM – Percentages of DEGREES AND AWARDS by GENDER

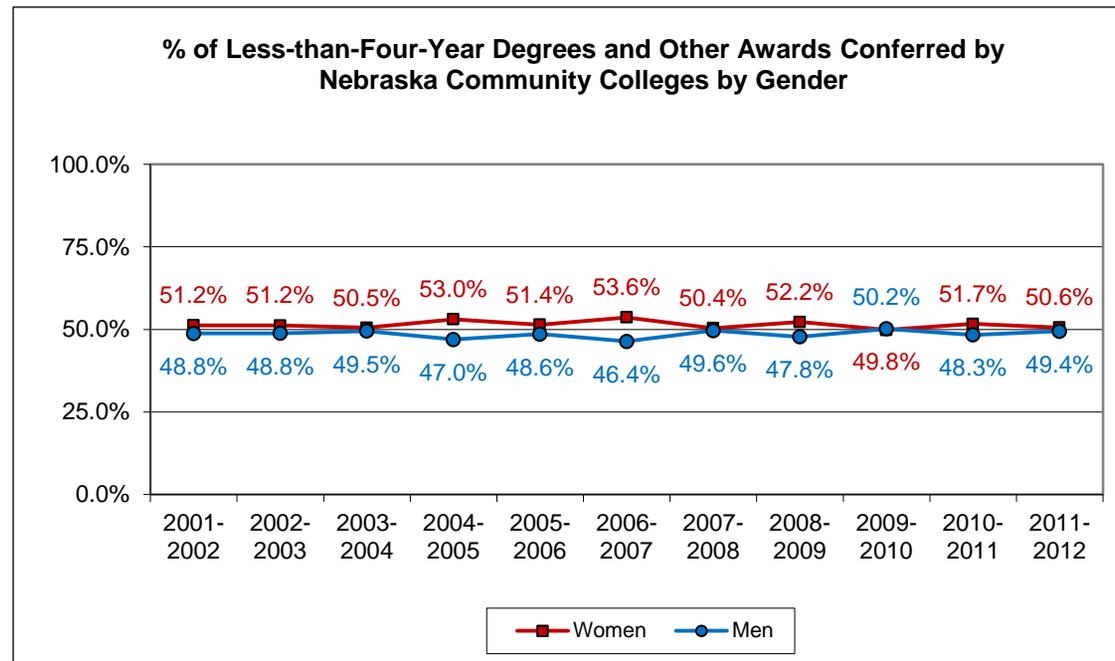


- Between 2001-02 and 2011-12, the number of bachelor's degrees granted by the Nebraska State College System increased from 1,125 to 1,115, and the number of master's degrees awarded by the state colleges increased from 226 to 437. (See page B.2.8.)
- Over the 10-year period, the gender gap at the bachelor's level generally increased, with women earning 60% of the degrees awarded in 2011-12, and men earning 40%.
- The gender gap was noticeably wider at the master's level than at the bachelor's level throughout the 10-year period.
- The gap at the master's level narrowed slightly between 2001-02 and 2011-12. In 2011-12, women earned 62% of the master's degrees conferred by the state colleges, while men earned 38%.
- Of the 437 master's degrees awarded in 2011-12, 305 (70%) were in education and 104 (24%) were in business administration.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

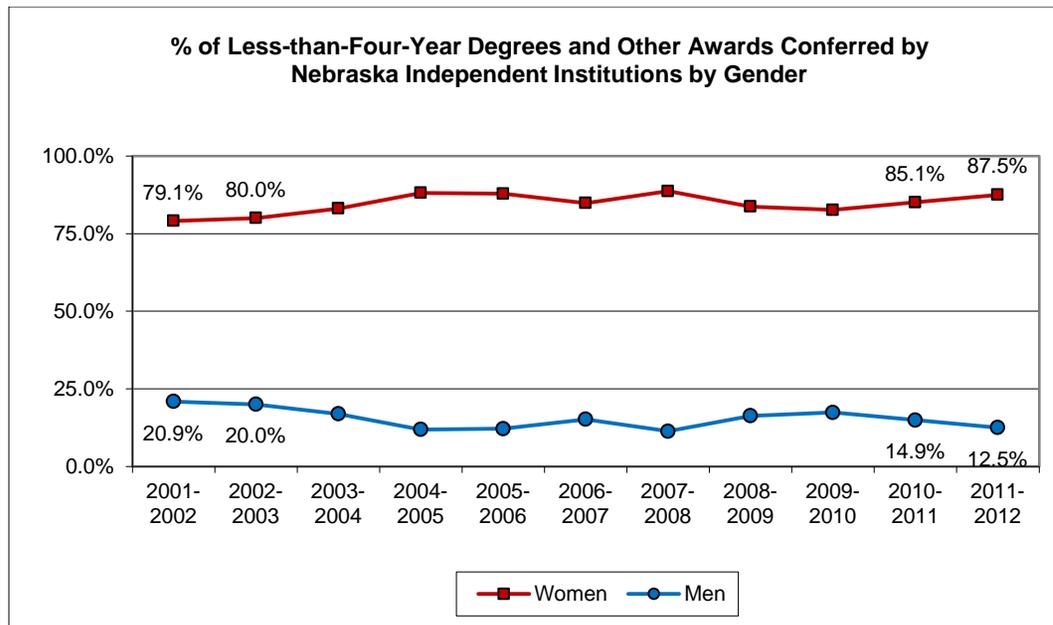
NEBRASKA COMMUNITY COLLEGES – Percentages of DEGREES AND AWARDS by GENDER

- Between 2001-02 and 2011-12, the number of degrees and other less-than-four-year awards granted by Nebraska's community colleges increased from 4,604 to 6,865. (See page B.2.9.)
- As shown in the chart below, women accounted for 51.2% of the degrees from community colleges in 2001-02, while men accounted for 48.8%. The gender gap narrowed to an almost 50-50 ratio in 2003-04, and then fluctuated slightly from year to year through 2009-10, when women and men again each received about 50% of the degrees and other awards conferred by Nebraska's community colleges. Two years later, in 2011-12, women earned 50.6% of the degrees conferred by the community colleges, while men earned 49.4%.



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

NEBRASKA INDEPENDENT INSTITUTIONS – Percentages of DEGREES AND AWARDS by GENDER



- Nebraska's independent colleges and universities conferred 387 less-than-four-year degrees or awards in 2001-02 and 351 in 2011-12 (See page B.2.10.) At the beginning of this 10-year period, women received 79.1% of these degrees and awards, and in 2011-12, they were earning 87.5%, while men were granted 12.5% of the degrees.

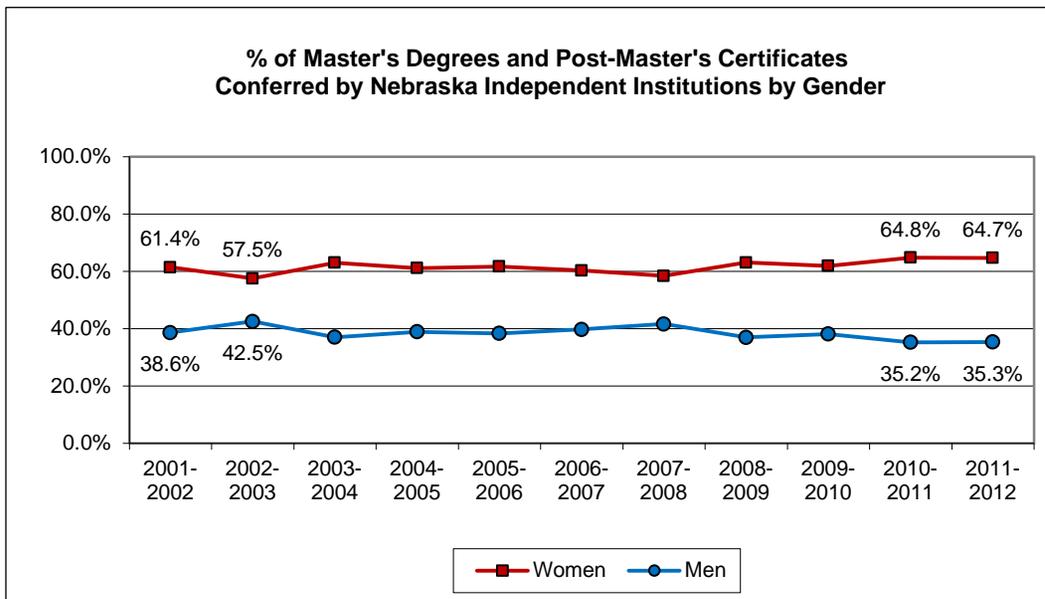
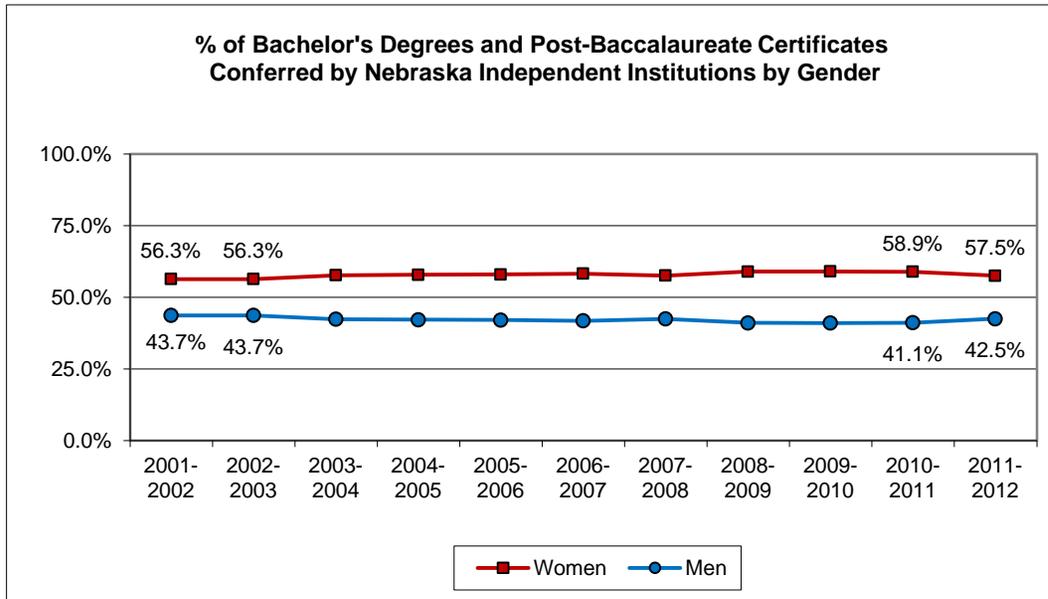
The consistently high difference between women and men was, by far, the widest gender gap that was evidenced across the five sectors and five degree levels examined in this analysis. For the most part, this gap is explained by the fact that most of the less-than-four year awards in the independent sector are conferred in health care fields that have been dominated historically by women.

(Continued on the next page)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

NEBRASKA INDEPENDENT INSTITUTIONS – Percentages of DEGREES AND AWARDS by GENDER

(Continued)



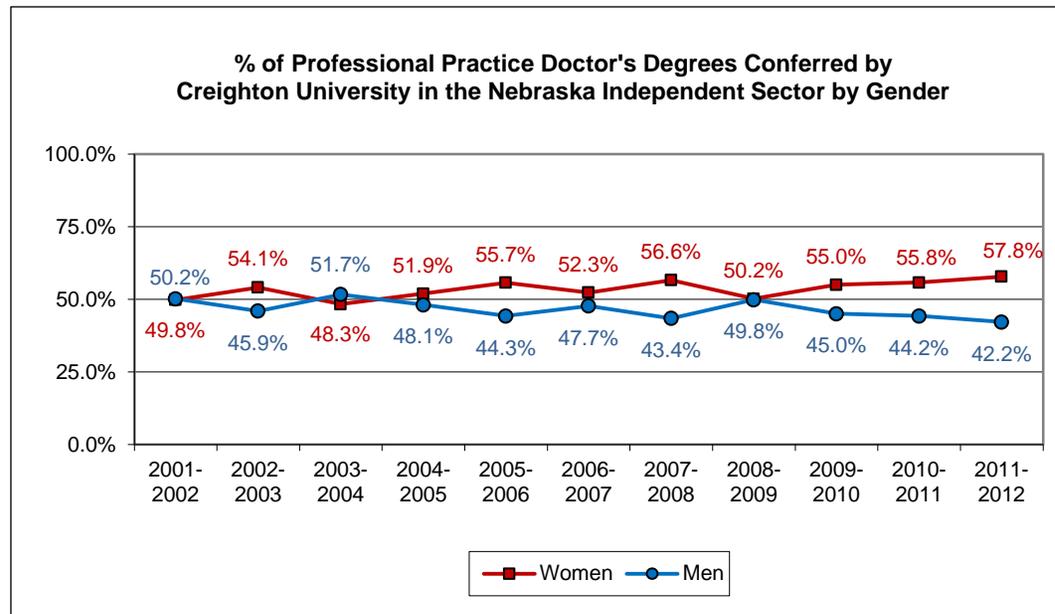
- Between 2001-02 and 2011-12, the number of bachelor's degrees awarded by Nebraska's independent colleges and universities increased from 3,948 to 5,754, while the number of master's degrees conferred by the independent institutions increased from 800 to 2,406. (See page B.2.10.)
- At the beginning of the 10-year period, women earned 56% of the bachelor's degrees and 61% of the master's degrees conferred by Nebraska's independent institutions.
- Over the 10-year period, the gender gap at the bachelor's level narrowed and then widened so that by 2011-12, women earned 57.5% of the bachelor's degrees, while men earned 42.5%.
- Between 2001-02 and 2011-12, the gender gap at the master's level also narrowed but widened again. As a result, women earned 65% of the master's degrees in 2011-12, while men earned 35% – a wider gap than at the bachelor's level.

(Continued on the next page)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees.**

NEBRASKA INDEPENDENT INSTITUTIONS – Percentages of DEGREES AND AWARDS by GENDER

(Continued)



- The number of professional practice doctor's degrees conferred by Creighton University increased from 528 in 2001-02 to 640 in 2011-12.¹ (See page B.2.16.)
- At the beginning of the 10-year period, men earned 50.2% of the professional practice doctor's degrees conferred by Creighton. By 2011-12, women earned 57.8% of the professional practice degrees awarded at Creighton.

¹Creighton University is the only institution in the independent sector that awards professional practice doctor's degrees. These degrees are conferred in law, dentistry, medicine, pharmacy, occupational therapy, physical therapy, and nursing administration.

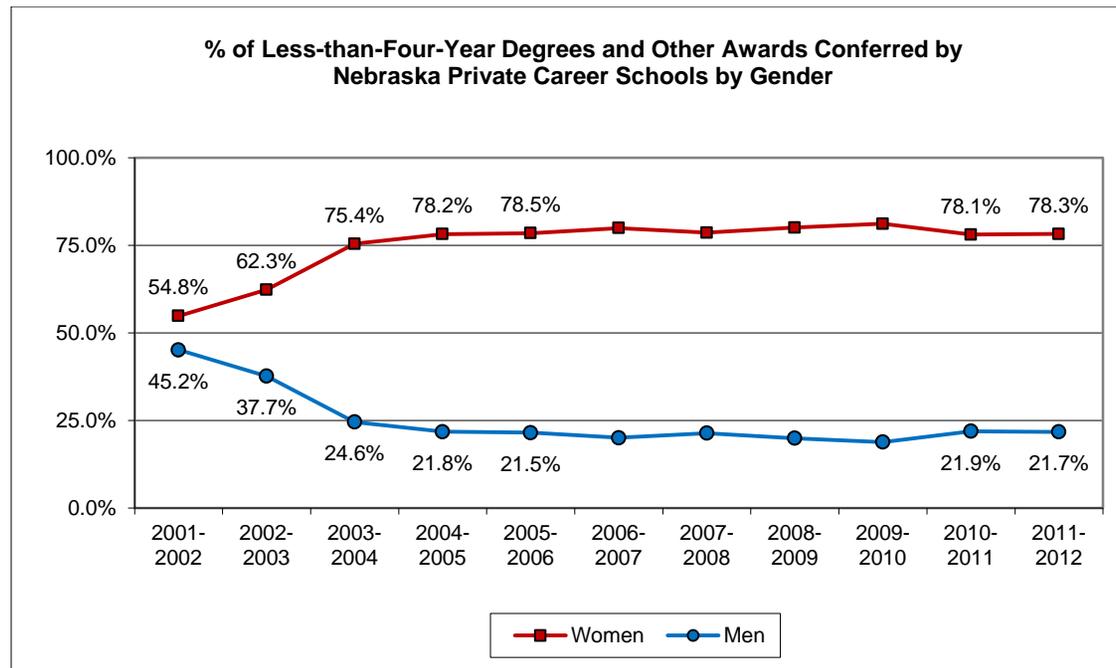
Research/Scholarship Doctor's Degrees

- Creighton University awarded eight research/scholarship doctor's degrees in 2001-02. Of these degrees, three were earned by women and five were earned by men. In 2011-12, two women and two men earned research/scholarship doctor's degrees at Creighton.
- Beginning in 2007-08, College of Saint Mary conferred three research/scholarship doctor's degrees, all earned by women. In 2008-09, eight women and one man earned research/scholarship doctor's degrees at College of Saint Mary. In 2009-10, 20 women and three men earned research/scholarship doctor's degrees at the school. In 2010-11, 15 women and no men earned research/scholarship doctor's degrees at College of Saint Mary. In 2011-12, 13 women and three men earned research/scholarship doctorates at College of Saint Mary.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

NEBRASKA FOR-PROFIT/CAREER SCHOOLS – Percentages of DEGREES AND AWARDS by GENDER

- Nebraska's for-profit/career schools conferred 1,688 less-than-four-year degrees or awards in 2011-12 (down from a high of 1,848 in 2007-08 and 1,834 in 2010-11), compared to 1,541 in 2001-02. (See page B.2.11.)
- At the beginning of this 10-year period, women received 55% of these degrees and awards, and in 2011-12 they were earning 78%, while men earned 22% of the degrees. The consistently high percentage difference between women and men from 2003-04 through 2011-12 was the second widest gender gap that was evidenced across the five sectors and five degree levels examined in this analysis. The widest gender gap was evidenced at the less-than-four-year award level in the independent sector. (See page B.3.18.)



- Nebraska's for-profit/career schools first conferred bachelor's degrees in 2004-05. In 2004-05, Vatterott College conferred 11 bachelor's degrees, eight (73%) of which were awarded to men. In 2011-12 a total of 172 bachelor's degrees were awarded by schools in the for-profit/career sector, 71 (41%) of which were awarded to men and 101 (59%) to women.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

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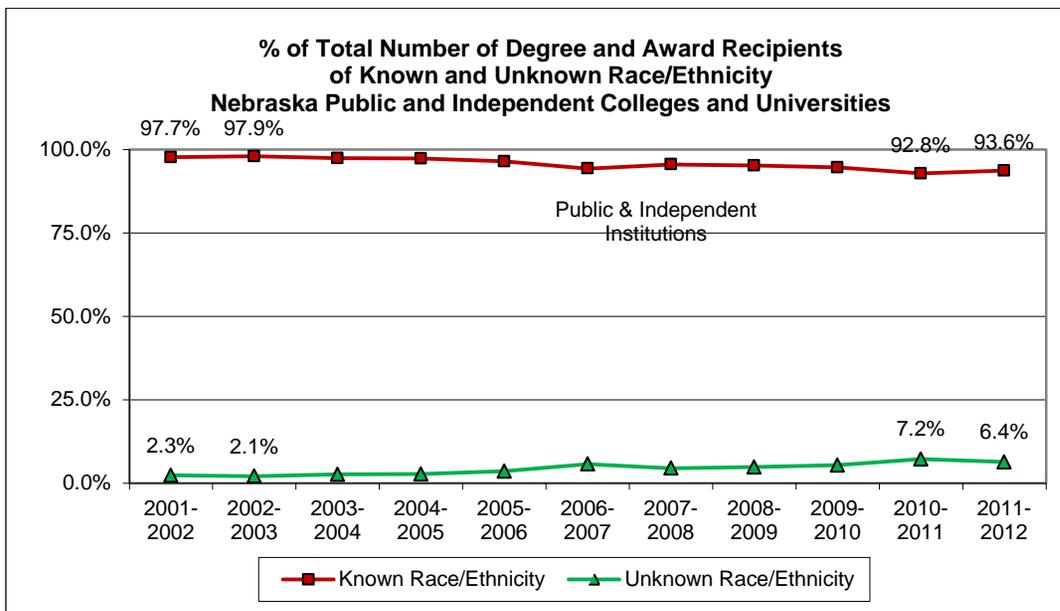
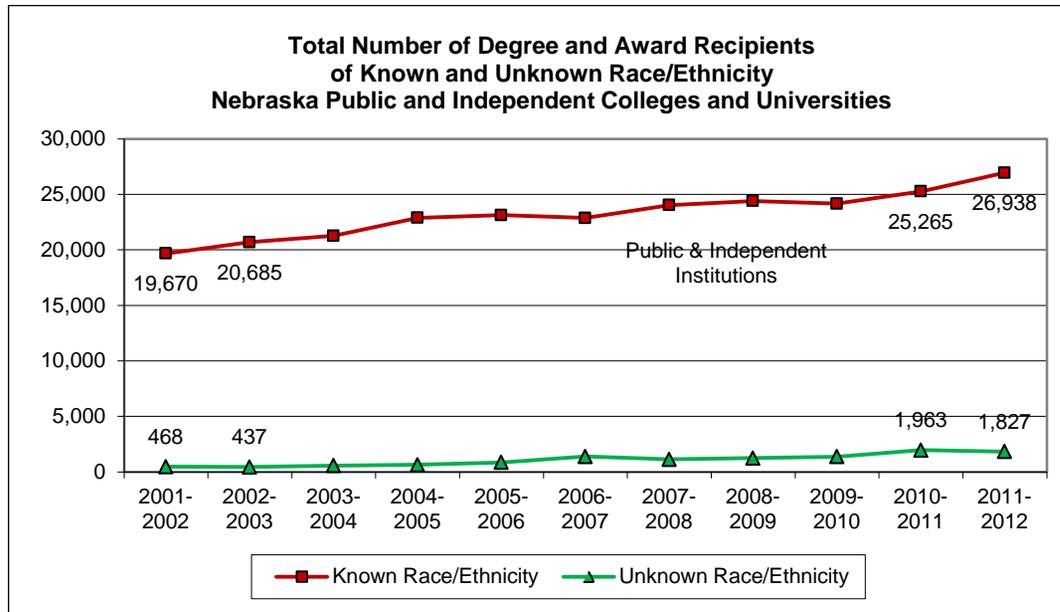
Section B.4

Total Degrees and Other Awards by Race/Ethnicity

Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and the for-profit/career schools using data from 2001-2002 through 2011-2012. A few for-profit/ career schools are not included in this analysis because they are not required to report any school statistics to the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The numbers of degrees reported since 2001-2002 include 500 to 600 bachelor's and master's degrees conferred each year by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, these students are not included in the UNMC enrollments reported in Section A of the *Factual Look at Higher Education in Nebraska*.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by KNOWN and UNKNOWN RACE/ETHNICITY

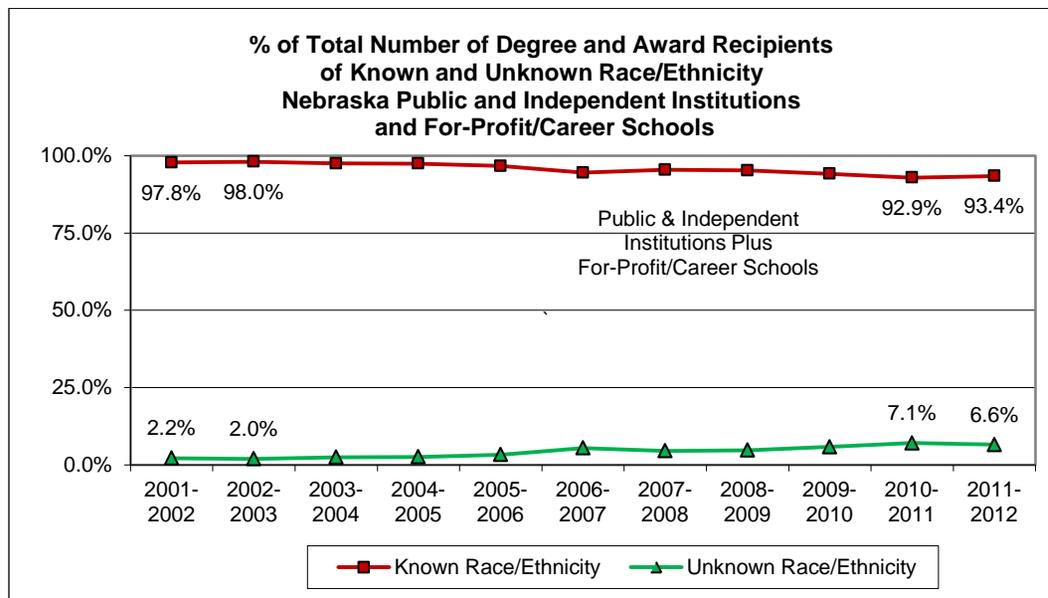
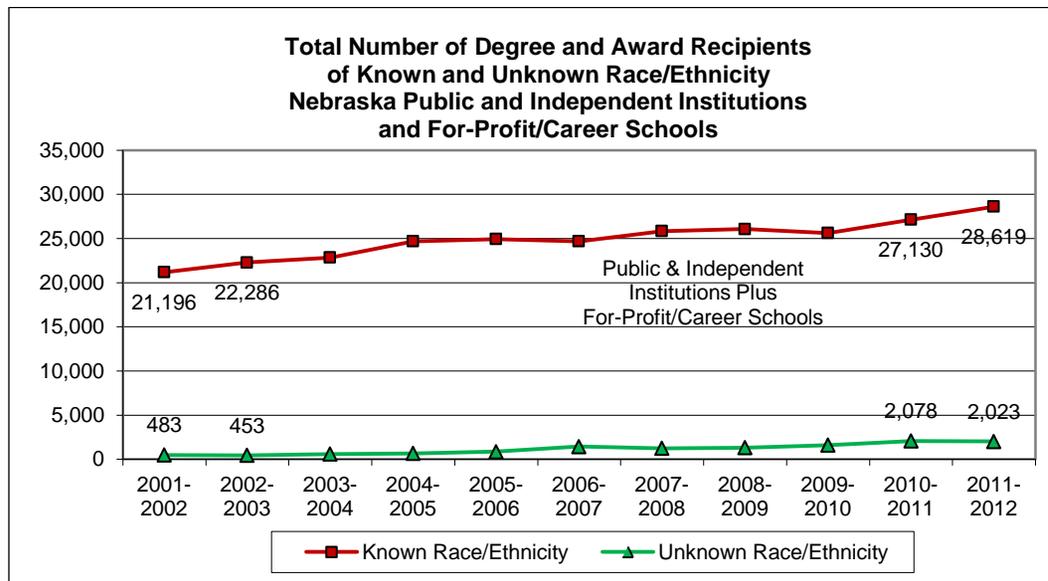


- In 2001-02, Nebraska's public and independent institutions awarded 19,670 degrees and other awards to students of known race/ethnicity, accounting for 98% of the degrees conferred, not including those awarded by for-profit/career schools.
- In 2011-12, 26,938 degrees and awards were conferred to students of known race/ethnicity, accounting for 94% of the degrees awarded by public and independent colleges and universities.
- Over the 10-year period between 2001-02 and 2011-12, the percentage of degrees awarded to students with unknown race/ethnicity increased from 2.3% to 6.4% of the total degrees conferred by public and independent institutions, reflecting an increasing tendency for students not to report their race/ethnicity or to be classified in the "two or more races" category.

Note: Beginning in 2007-08, the unknown race category includes students who were reported as being of "two or more races."

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees.**

TOTAL DEGREES AND OTHER AWARDS CONFERRED by KNOWN and UNKNOWN RACE/ETHNICITY



- In 2001-02, 21,196 students of known race/ethnicity received degrees or other awards from Nebraska postsecondary institutions, accounting for 98% of the total degrees conferred, including those awarded by the private for-profit/career schools.
- In 2011-12, 28,619 degrees and awards were conferred to students of known race/ethnicity, accounting for 93% of the total degrees awarded.
- Between 2001-02 and 2011-12, the percentage of degrees awarded to students with unknown race/ethnicity increased from 2.2% to 6.6% of the total degrees conferred, reflecting an increasing tendency for students not to report their race/ethnicity or to be classified in the “two or more races” category.

Note: Beginning in 2007-08, the unknown race category includes students who were reported as being of “two or more races.”

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender for available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Note: The remaining analyses in this section focus on degrees awarded to students of known race/ethnicity as defined below. Degree recipients of unknown race/ethnicity are excluded from all calculations under the basic, but not necessarily correct, assumption that these students are proportionately distributed among the total number of degree recipients by race/ethnicity, by degree level, and by sector.

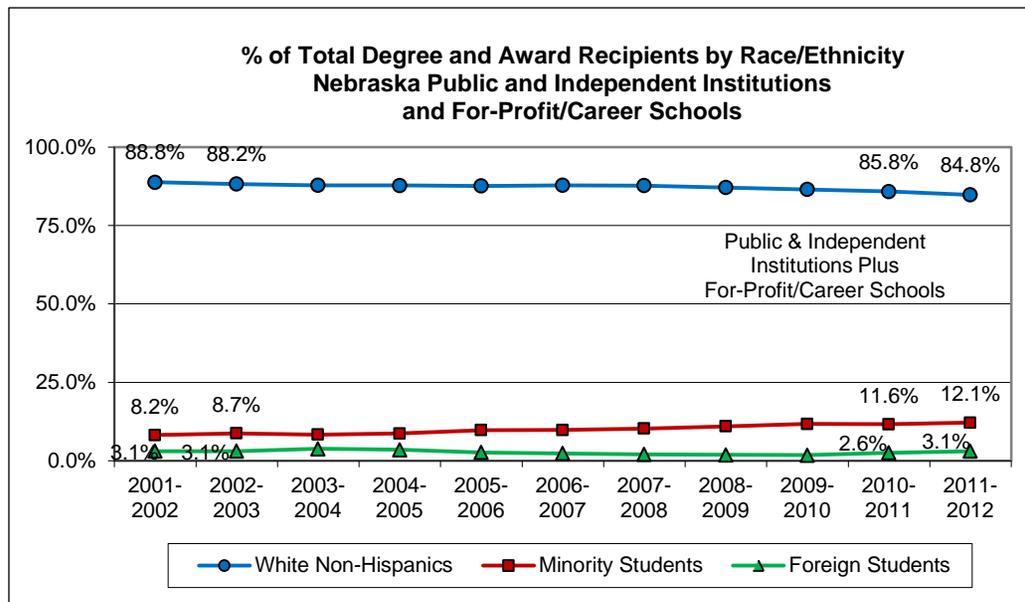
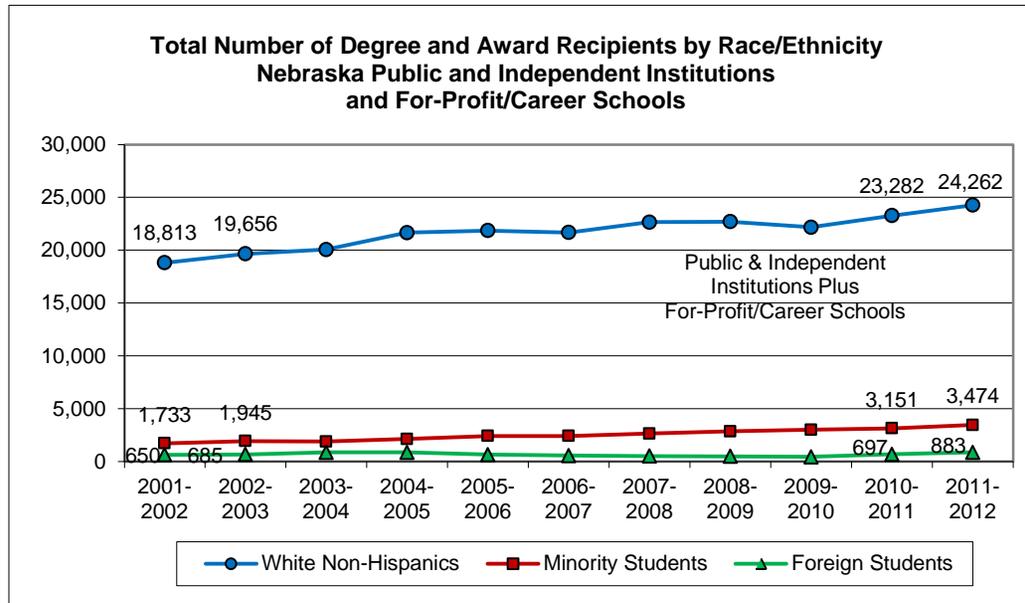
Beginning with the collection of data during the 2008-09 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Adoption of these categories were mandatory for the 2011-2012 survey. For editions of the *Factual Look*, the Coordinating Commission has adapted its data analysis to the new IPEDS categories of race/ethnicity as explained below.

The Commission is using the same five category names that it has used in the past. The corresponding IPEDS category names and definitions are presented below. The only substantive difference between the old and new classification system is that the old category of “Asian/Pacific Islander” is now a combination of two new categories.

| Category Name Used in Commission Reports | IPEDS Category Name | IPEDS Definition of Racial/Ethnic Group ¹ |
|--|---|--|
| White non-Hispanic | White | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |
| Asian/Pacific Islander | Asian | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. |
| | Native Hawaiian or Other Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. |
| Hispanic | Hispanic or Latino | A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. |
| Native American | American Indian or Alaska Native | A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. |
| Black non-Hispanic | Black or African American | A person having origins in any of the black racial groups of Africa. |

¹Source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 8, 2009

TOTAL DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the total number of degrees and awards conferred in Nebraska changed as follows:

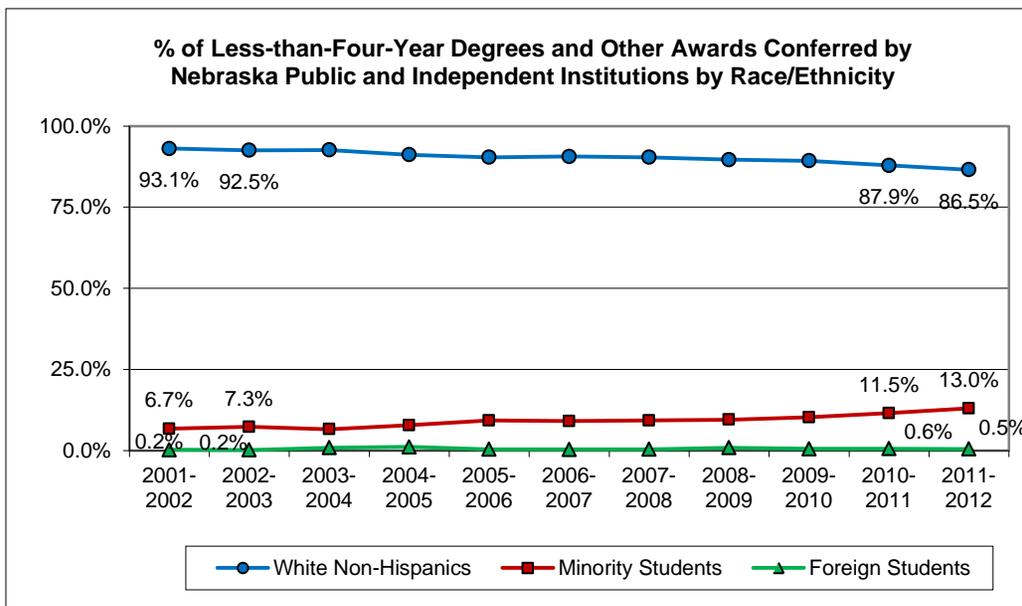
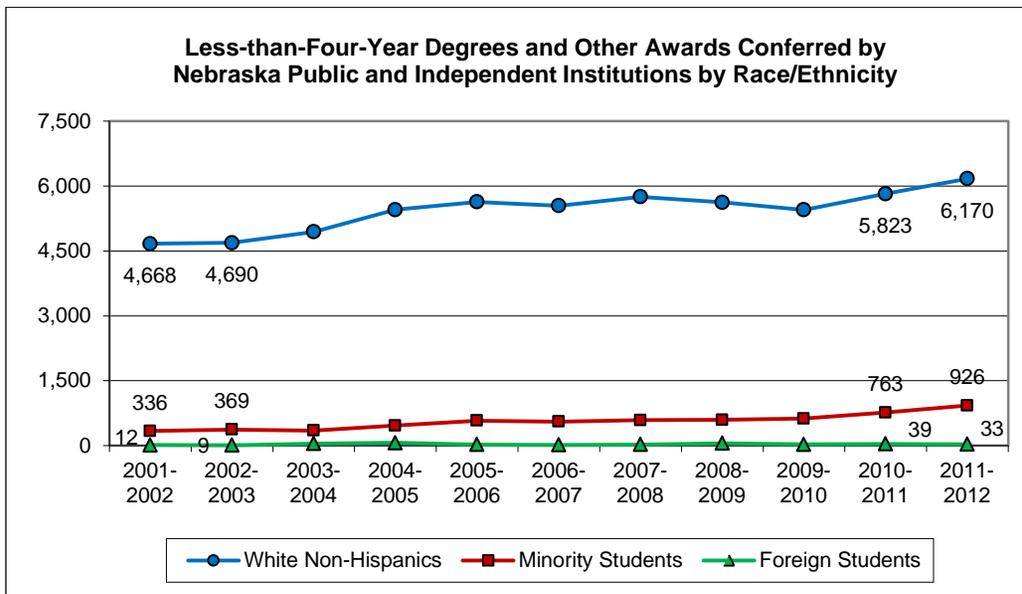
| | |
|--------------------------------|--------|
| White non-Hispanics | 29.0% |
| (from 18,813 to 24,262) | |
| Minority students ¹ | 100.5% |
| (from 1,733 to 3,474) | |
| Foreign students | 35.8% |
| (from 650 to 883) | |
- As shown on the chart on the bottom left, white non-Hispanics accounted for 84.8% of all degree recipients in 2011-12, down from 88.8% in 2001-02.
- Minority students earned 12.1% of the degrees conferred in 2011-12, up from 8.2% in 2001-02, while foreign students were awarded 3.1% of the degrees in 2001-02 and 2011-12.
- As shown in the following section, the percentages of degrees earned by minority and foreign students vary, depending on degree level.

¹Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Section B.4.1
Degrees and Other Awards
by Level and by Race/Ethnicity

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY Public and Independent Institutions (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of less-than-four-year degrees and awards conferred by public and independent institutions increased as follows:

| | |
|--------------------------------|----------------|
| White non-Hispanics | 32.2% |
| (from 4,668 to 6,170) | |
| Minority students ¹ | 175.6% |
| (from 336 to 926) | |
| Foreign students | up 21 students |
| (from 12 to 33) | |

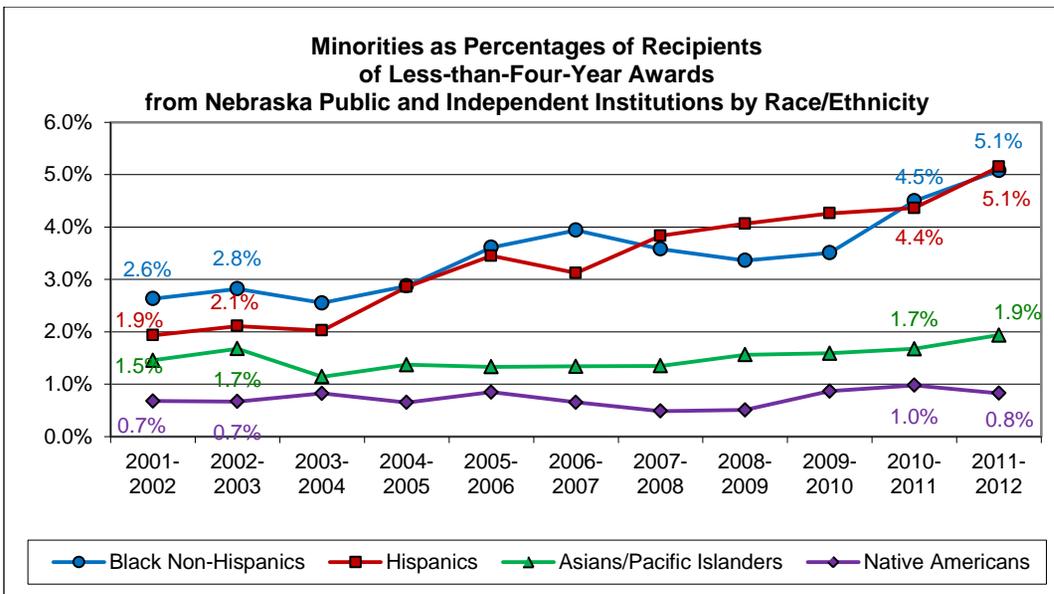
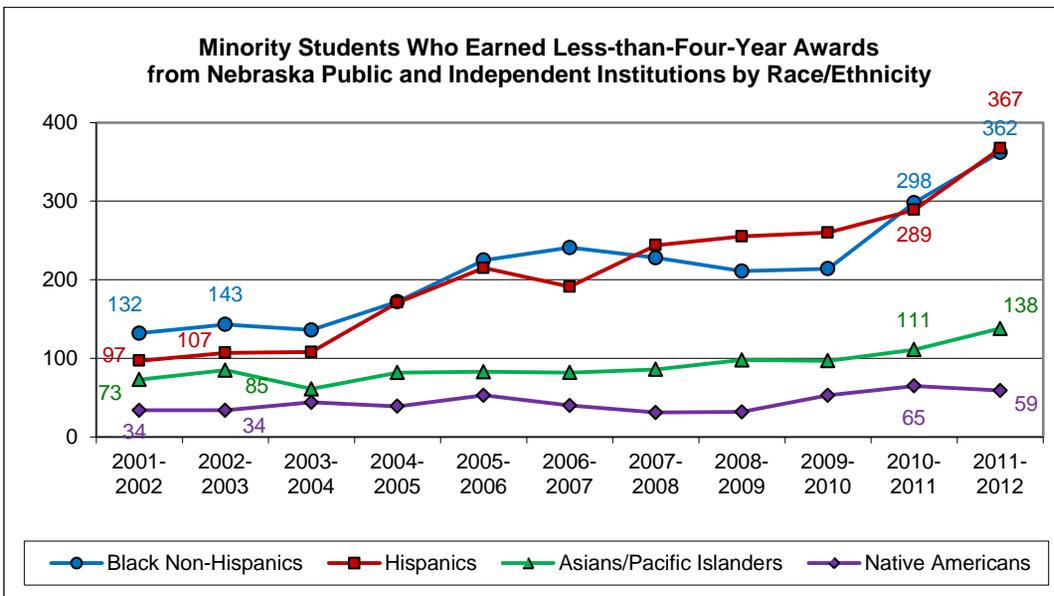
- From the beginning to the end of the 10-year period, the change in the percentage of all degrees earned by each group at the less-than-four-year level was as follows:

| | |
|-----------------------|-----------|
| White non-Hispanics | down 6.5% |
| (from 93.1% to 86.5%) | |
| Minority students | up 6.3% |
| (from 6.7% to 13.0%) | |
| Foreign students | up 0.3% |
| (from 0.2% to 0.5%) | |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY (Continued)
Public and Independent Institutions (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of less-than-four-year degrees and awards earned by minority students at public and independent institutions increased as follows:

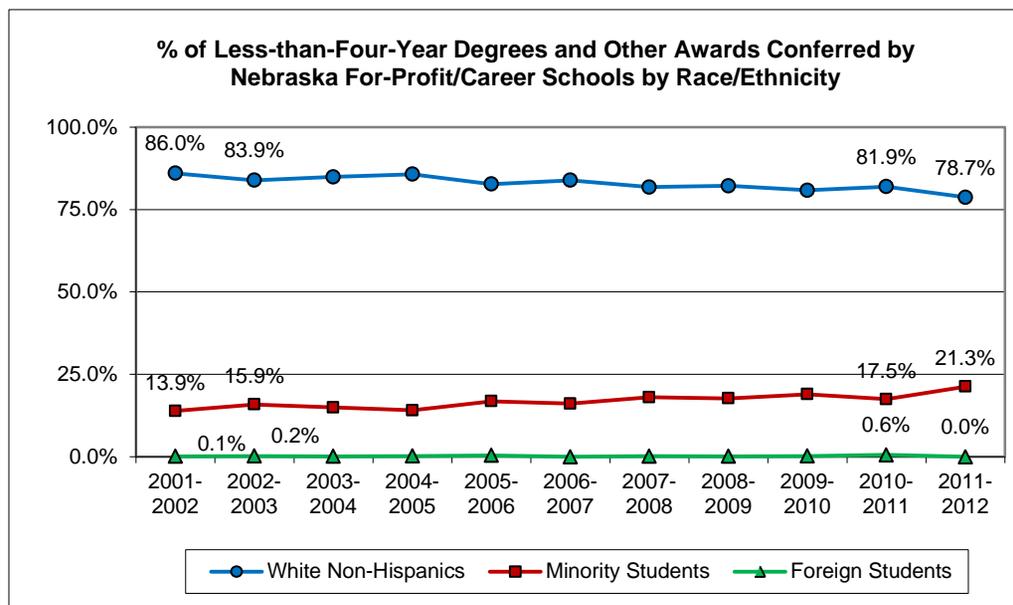
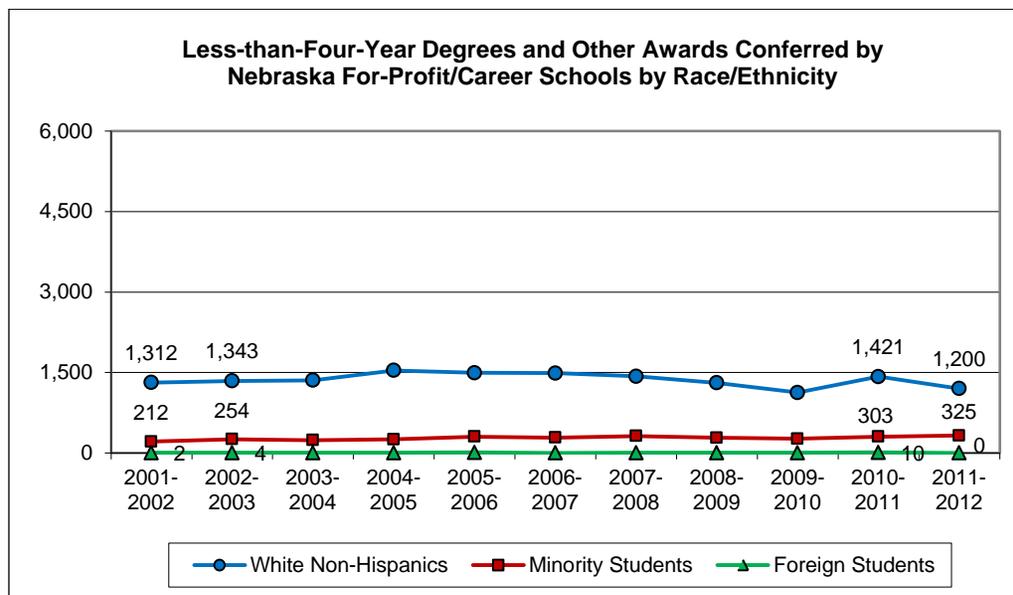
| | |
|--------------------------|--------|
| Black non-Hispanics | 174.2% |
| (from 132 to 362) | |
| Hispanics | 278.4% |
| (from 97 to 367) | |
| Asians/Pacific Islanders | 89.0% |
| (from 73 to 138) | |
| Native Americans | 73.5% |
| (from 34 to 59) | |

- From the beginning to the end of the 10-year period, changes in the percentage of all degrees earned by each racial/ethnic group at the less-than-four-year level were as follows:

| | |
|--------------------------|---------|
| Black non-Hispanics | up 2.5% |
| (from 2.6% to 5.1%) | |
| Hispanics | up 3.2% |
| (from 1.9% to 5.1%) | |
| Asians/Pacific Islanders | up 0.4% |
| (from 1.5% to 1.9%) | |
| Native Americans | up 0.1% |
| (from 0.7% to 0.8%) | |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees.**

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY For-Profit/Career Schools (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of less-than-four-year degrees and awards conferred by private for-profit/career schools changed as follows:

White non-Hispanics down 8.5%
(from 1,312 to 1,200)

Minority students¹ up 53.3%
(from 212 to 325)

Foreign students down 2 students
(from 2 to 0)

- From the beginning to the end of the 10-year period, the change in the percentage of all degrees earned by each group of graduates at the less-than-four-year level was as follows:

White non-Hispanics down 7.3%
(from 86.0% to 78.7%)

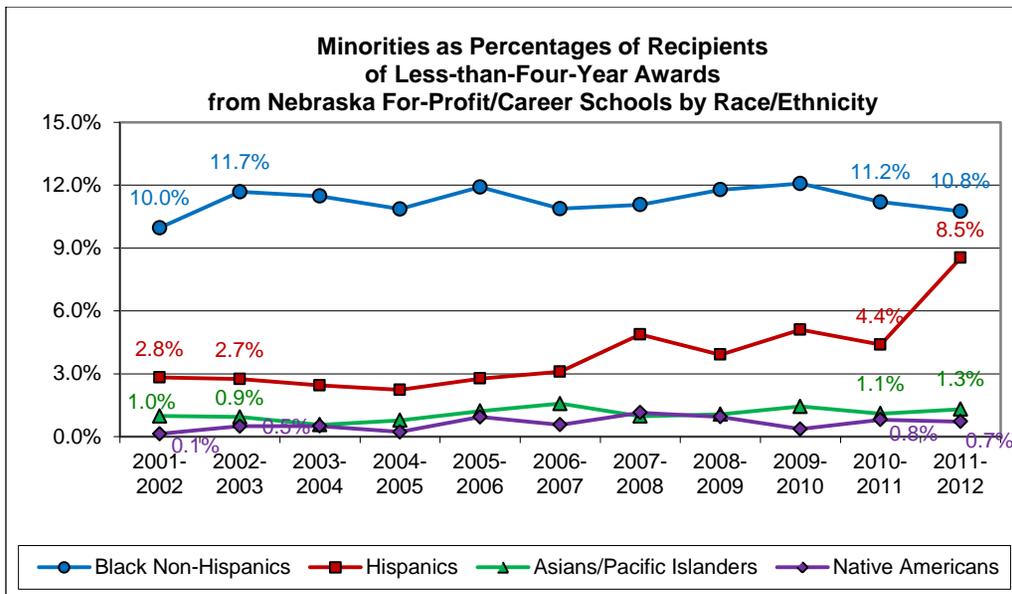
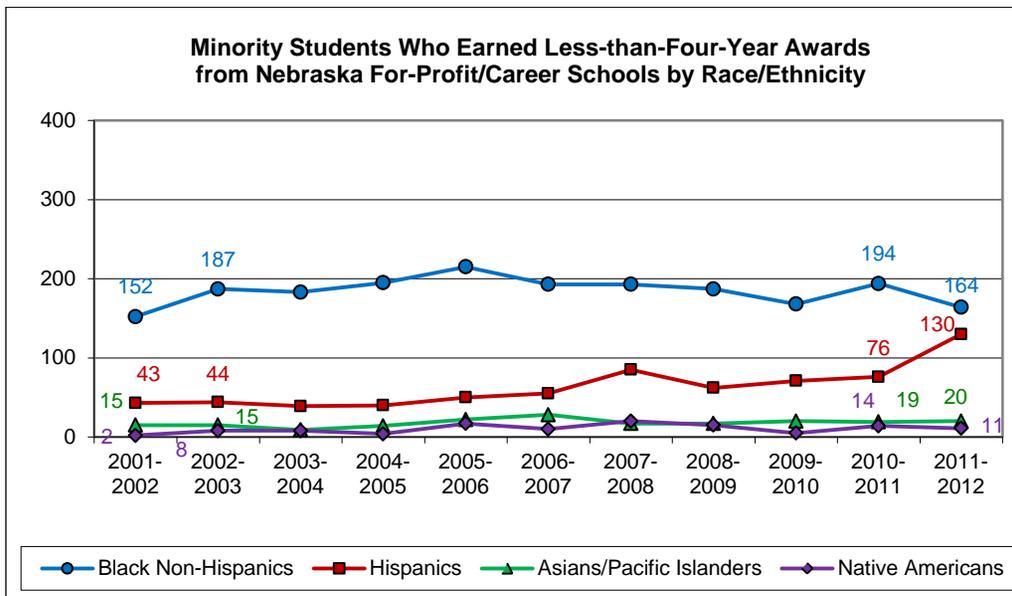
Minority students up 7.4%
(from 13.9% to 21.3%)

Foreign students down 0.1%
(from 0.1% to 0.0%)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY (Continued)
For-Profit/Career Schools (Excluding students of unknown race/ethnicity)



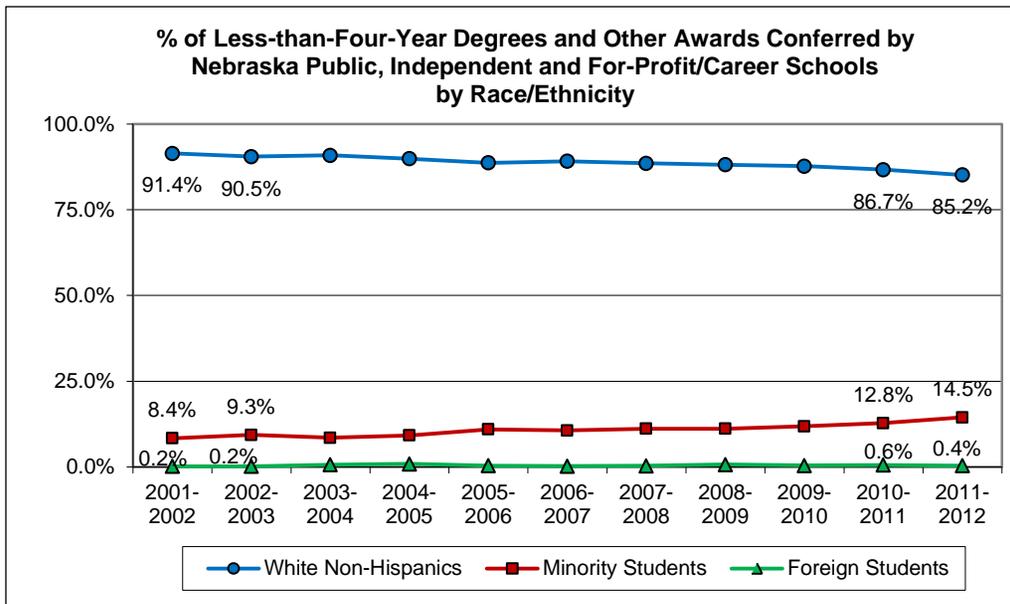
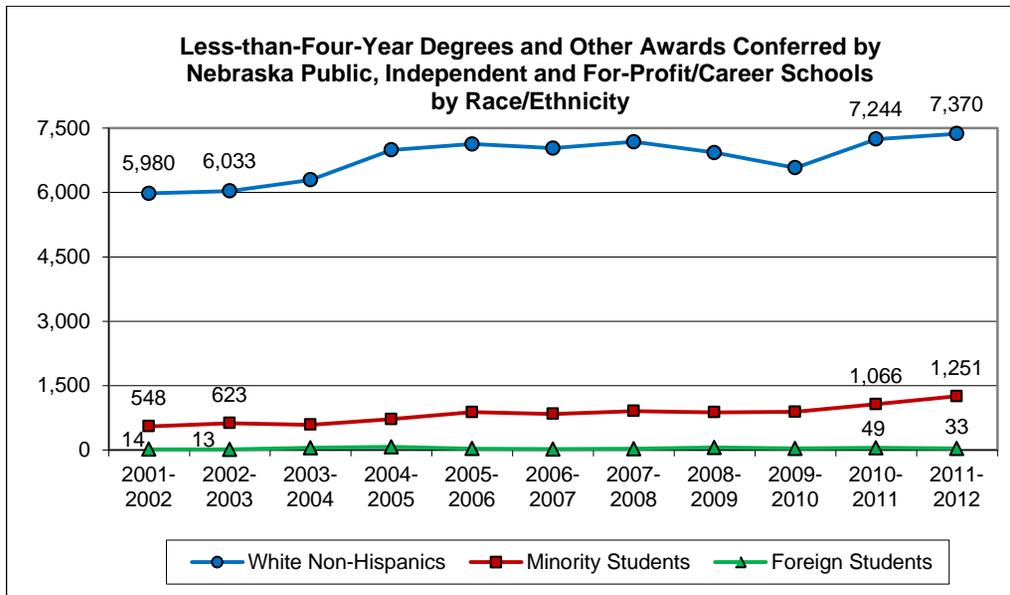
- Between 2001-02 and 2011-12, the number of less-than-four-year degrees and awards earned by minority students at private for-profit/career schools increased as follows:

| | |
|--------------------------|---------------|
| Black non-Hispanics | 7.9% |
| (from 152 to 164) | |
| Hispanics | 202.3% |
| (from 43 to 130) | |
| Asians/Pacific Islanders | up 5 students |
| (from 15 to 20) | |
| Native Americans | up 9 students |
| (from 2 to 11) | |
- From the beginning to the end of the 10-year period, the change in the percentage of all degrees earned by each racial/ethnic group at the less-than-four year level was as follows:

| | |
|--------------------------|---------|
| Black non-Hispanics | up 0.8% |
| (from 10.0% to 10.8%) | |
| Hispanics | up 5.7% |
| (from 2.8% to 8.5%) | |
| Asians/Pacific Islanders | up 0.3% |
| (from 1.0% to 1.3%) | |
| Native Americans | up 0.6% |
| (from 0.1% to 0.7%) | |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees.**

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY (Continued)
 Public, Independent and For-Profit/Career Schools (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of less-than-four-year degrees and awards conferred by public, independent, and private for-profit/career schools increased as follows:

| | |
|--------------------------------|----------------|
| White non-Hispanics | 23.2% |
| (from 5,980 to 7,370) | |
| Minority students ¹ | 128.3% |
| (from 548 to 1,251) | |
| Foreign students | up 19 students |
| (from 14 to 33) | |

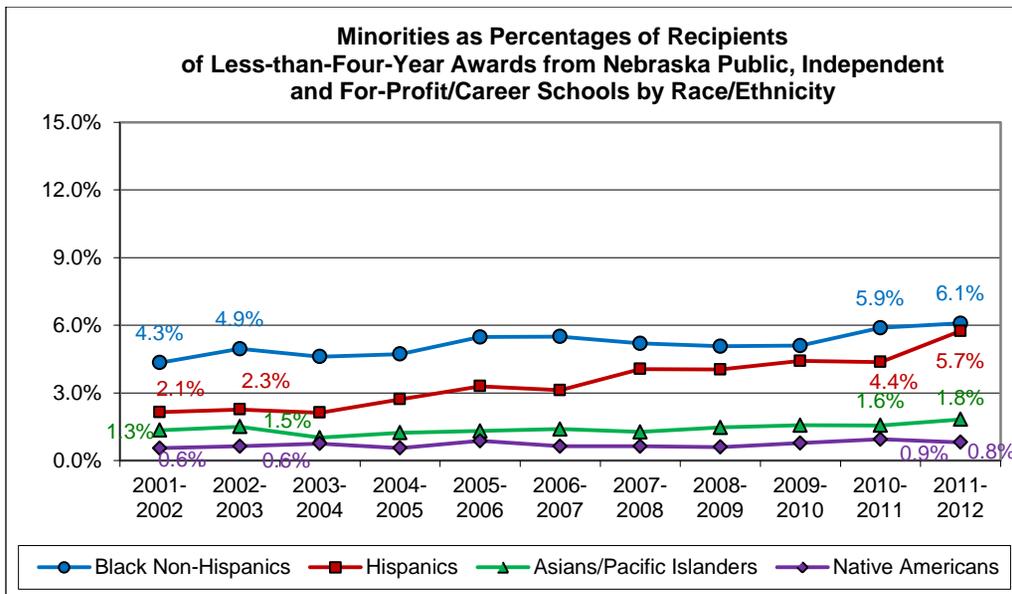
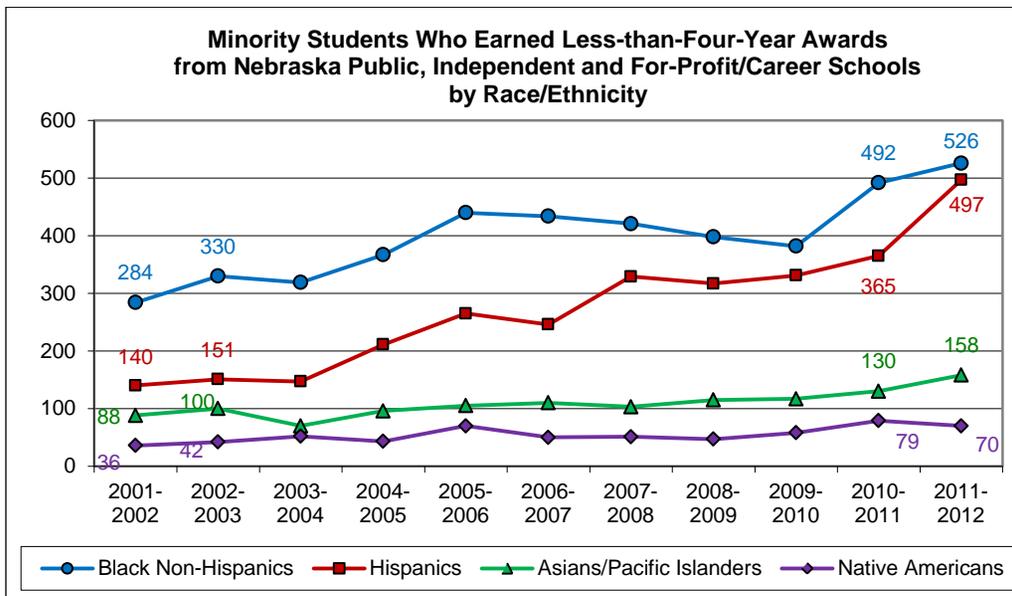
- From the beginning to the end of the 10-year period, the change in the percentage of all degrees earned by each group of graduates at the less-than-four-year level was as follows:

| | |
|-----------------------|-----------|
| White non-Hispanics | down 6.2% |
| (from 91.4% to 85.2%) | |
| Minority students | up 6.1% |
| (from 8.4% to 14.5%) | |
| Foreign students | up 0.2% |
| (from 0.2% to 0.4%) | |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY (Continued)
 Public, Independent and For-Profit/Career Schools (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of less-than-four-year degrees and awards earned by minority students at private for-profit/career schools changed as follows:

| | |
|--------------------------|----------------|
| Black non-Hispanics | 85.2% |
| (from 284 to 526) | |
| Hispanics | 255.0% |
| (from 140 to 497) | |
| Asians/Pacific Islanders | 79.5% |
| (from 88 to 158) | |
| Native Americans | up 34 students |
| (from 36 to 70) | |

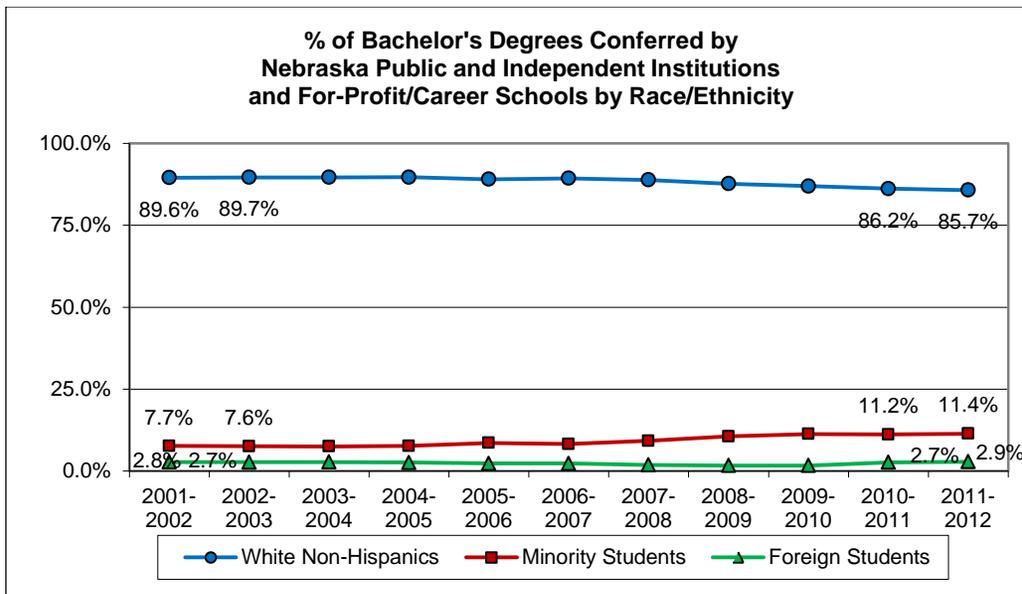
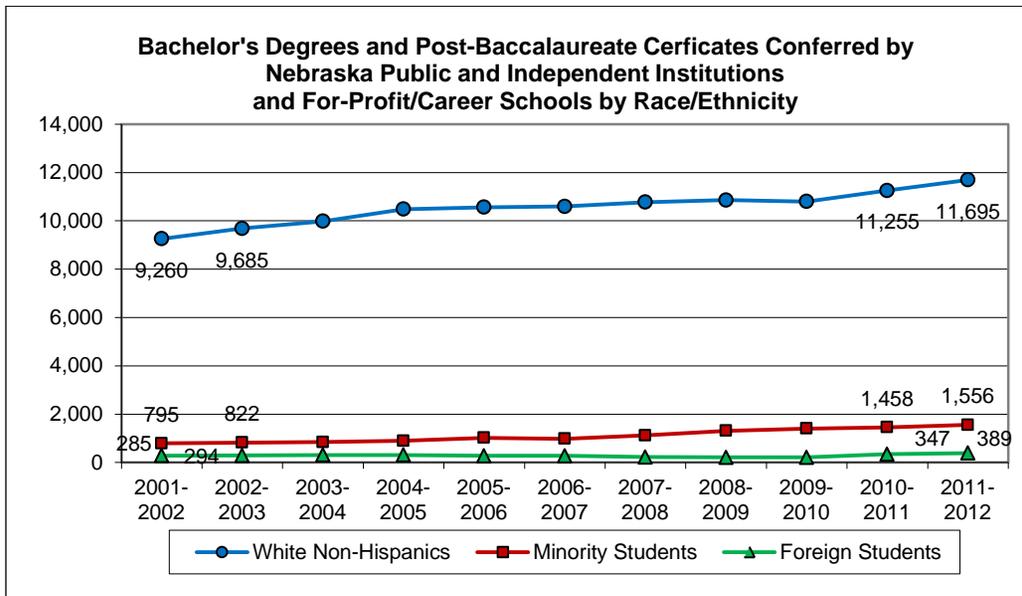
- From the beginning to the end of the 10-year period, the change in the percentage of all degrees earned by each racial/ethnic group at the less-than-four-year level was as follows:

| | |
|--------------------------|----------|
| Black non-Hispanics | up 1.8 % |
| (from 4.3% to 6.1%) | |
| Hispanics | up 3.6% |
| (from 2.1% to 5.7%) | |
| Asians/Pacific Islanders | up 0.5% |
| (from 1.3% to 1.8%) | |
| Native Americans | up 0.2% |
| (from 0.6% to 0.8%) | |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees.**

BACHELOR'S DEGREES AND POST-BACCALAUREATE CERTIFICATES by RACE/ETHNICITY

Public and Independent Institutions and For-Profit/Career Schools (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of bachelor's degrees and post-baccalaureate certificates increased as follows:

| | |
|--------------------------------|-------|
| White non-Hispanics | 26.3% |
| (from 9,260 to 11,695) | |
| Minority students ¹ | 95.7% |
| (from 795 to 1,556) | |
| Foreign students | 36.5% |
| (from 285 to 389) | |
- From the beginning to the end of the 10-year period, the change in the percentage of all bachelor's degrees earned by each group was as follows:

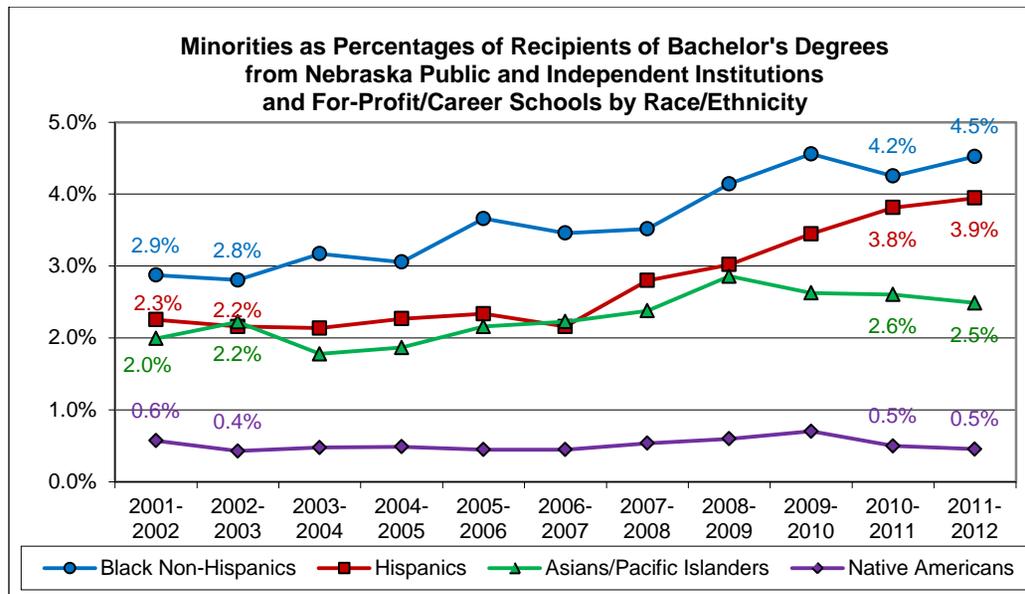
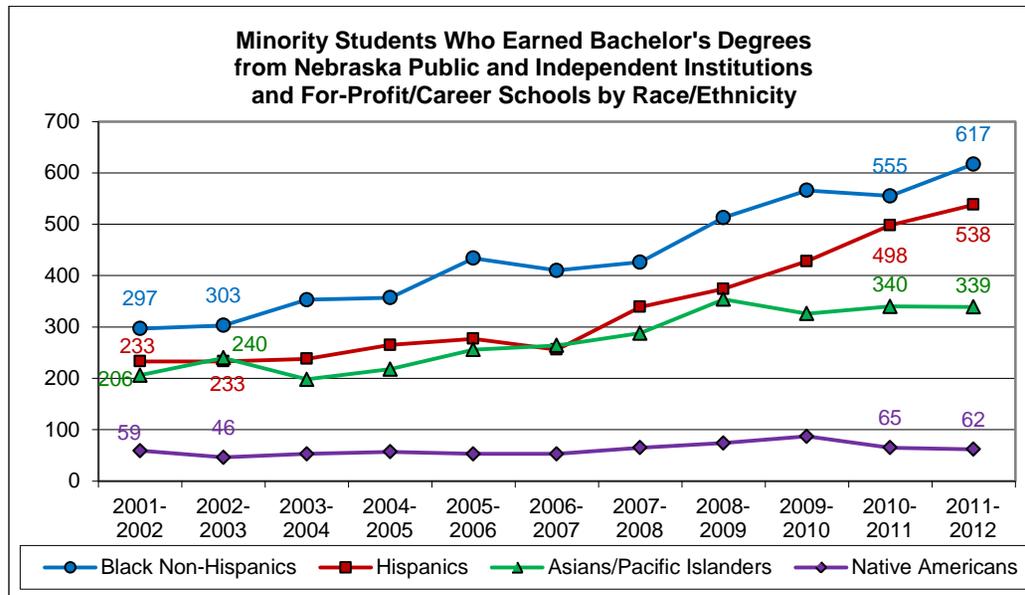
| | |
|-----------------------|-----------|
| White non-Hispanics | down 3.9% |
| (from 89.6% to 85.7%) | |
| Minority students | up 3.7% |
| (from 7.7% to 11.4%) | |
| Foreign students | up 0.1% |
| (from 2.8% to 2.9%) | |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders and Native Americans.

BACHELOR'S DEGREES AND POST-BACCALAUREATE CERTIFICATES by RACE/ETHNICITY

Public and Independent Institutions and For-Profit/Career Schools (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of bachelor's degrees and post-baccalaureate certificates earned by minority students increased as follows:

| | |
|---|--------|
| Black non-Hispanics (from 297 to 617) | 107.7% |
| Hispanics (from 233 to 538) | 130.9% |
| Asians/Pacific Islanders (from 206 to 339) | 64.6% |
| Native Americans (from 59 to 62) | 5.1% |

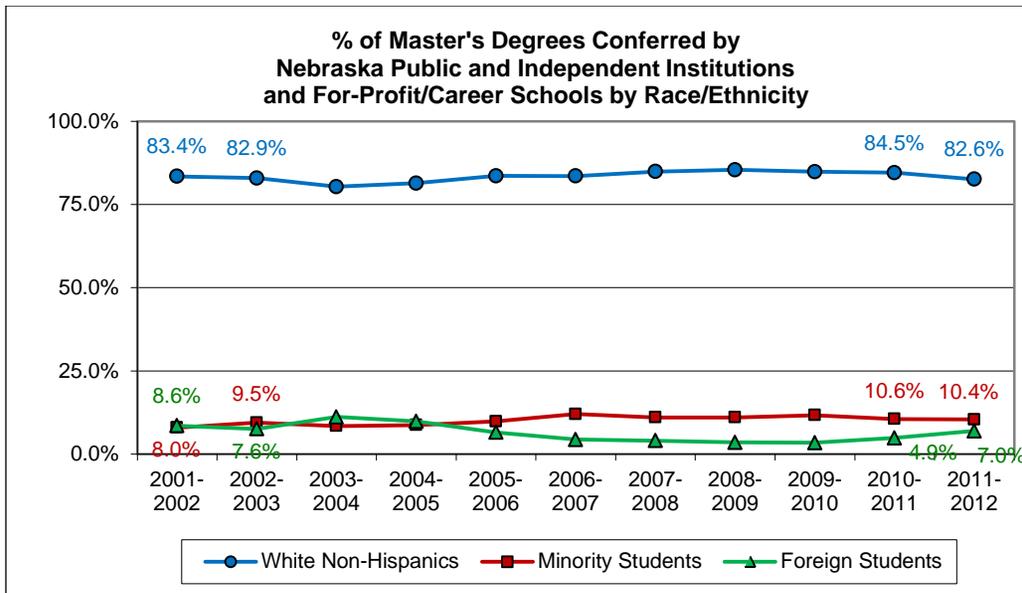
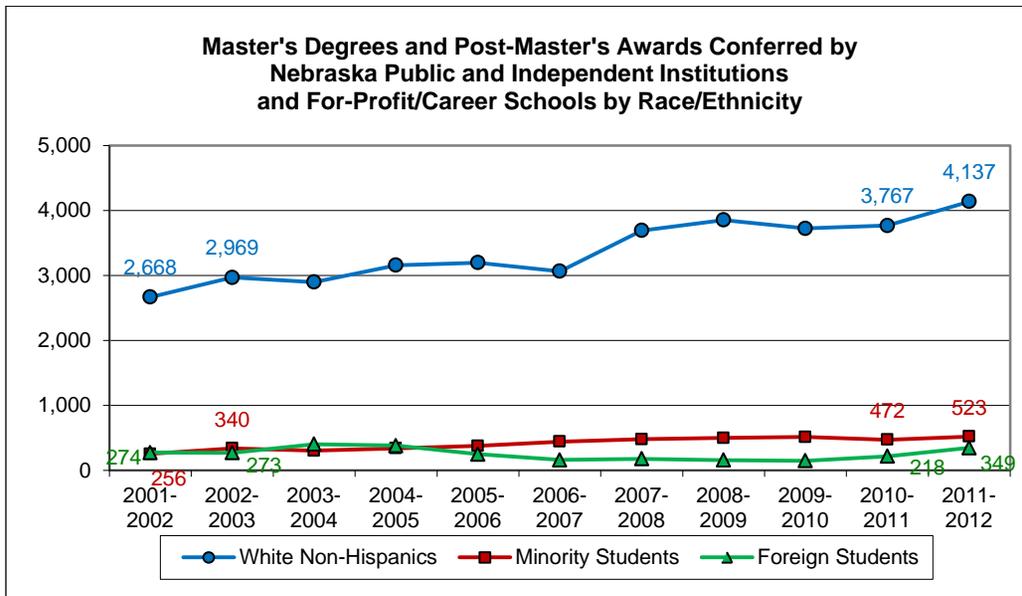
- From the beginning to the end of the 10-year period, the change in the percentage of total degrees earned by each racial/ethnic group at the bachelor's level was as follows:

| | |
|---|-----------|
| Black non-Hispanics (from 2.9% to 4.5%) | up 1.6% |
| Hispanics (from 2.3% to 3.9%) | up 1.6% |
| Asians/Pacific Islanders (from 2.0% to 2.5%) | up 0.5% |
| Native Americans (from 0.6% to 0.5%) | down 0.1% |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

MASTER'S DEGREES AND POST-MASTER'S DEGREE AWARDS by RACE/ETHNICITY

Public and Independent Institutions and For-Profit/Career Schools (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of master's degrees and post-master's degree awards increased as follows:

| | |
|--------------------------------|--------|
| White non-Hispanics | 55.1% |
| (from 2,668 to 4,137) | |
| Minority students ¹ | 104.3% |
| (from 256 to 523) | |
| Foreign students | 27.4% |
| (from 274 to 349) | |

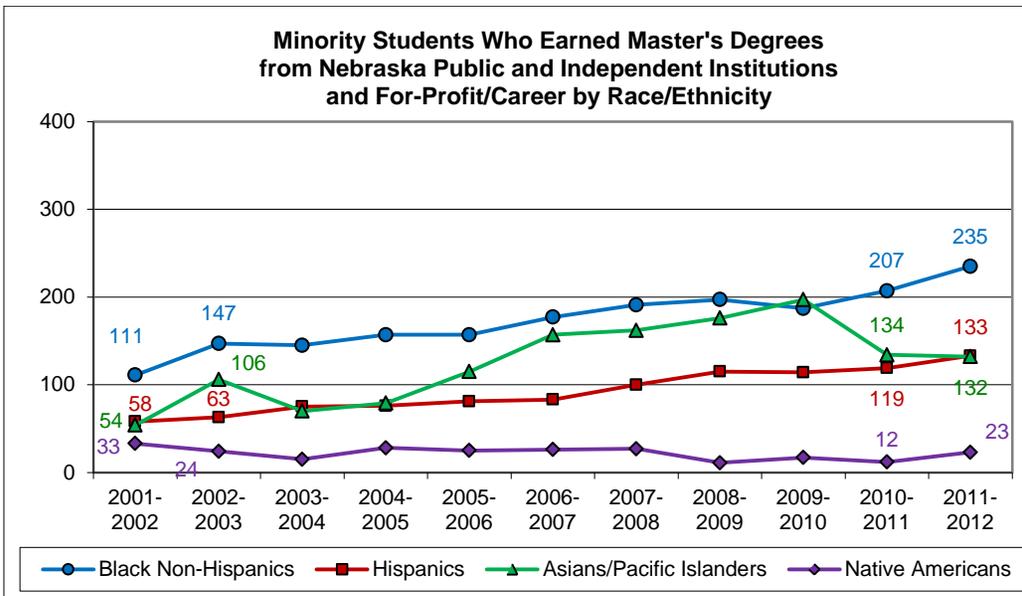
- From the beginning to the end of the 10-year period, the change in the percentage of all master's degrees earned by each group was as follows:

| | |
|-----------------------|-----------|
| White non-Hispanics | down 0.8% |
| (from 83.4% to 82.6%) | |
| Minority students | up 2.4% |
| (from 8.0% to 10.4%) | |
| Foreign students | down 1.6% |
| (from 8.6% to 7.0%) | |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders and Native Americans.

MASTER'S DEGREES AND POST-MASTER'S DEGREE AWARDS by RACE/ETHNICITY (Continued)
Public and Independent Institutions and For-Profit/Career Schools (Excluding students of unknown race/ethnicity)

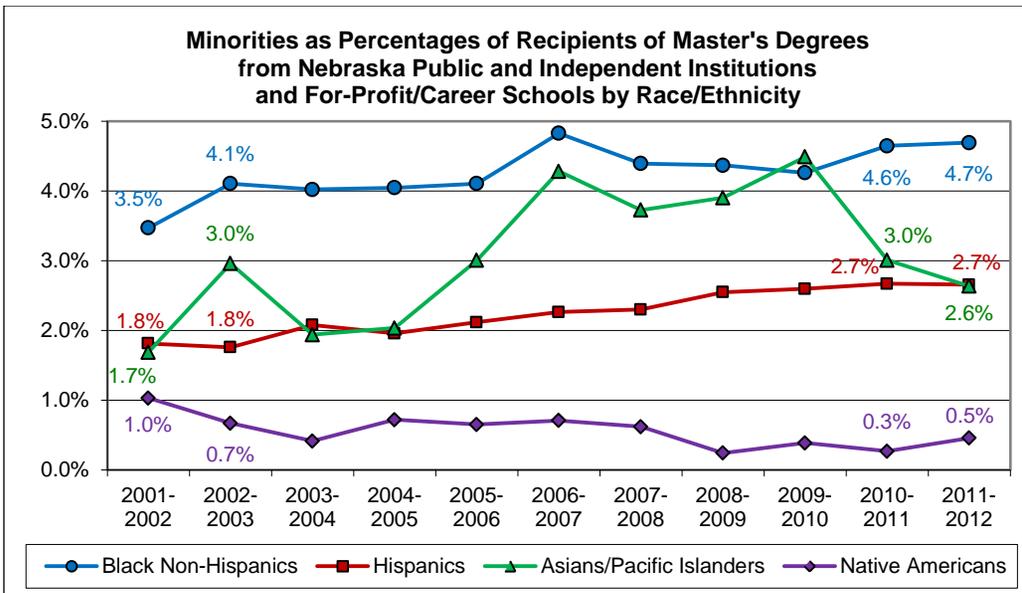


- Between 2001-02 and 2011-12, the number of master's degrees and post-master's degree awards earned by minority students changed as follows:

| | |
|--------------------------|------------------|
| Black non-Hispanics | 111.7% |
| (from 111 to 235) | |
| Hispanics | 129.3% |
| (from 58 to 133) | |
| Asians/Pacific Islanders | 144.4% |
| (from 54 to 132) | |
| Native Americans | down 10 students |
| (from 33 to 23) | |

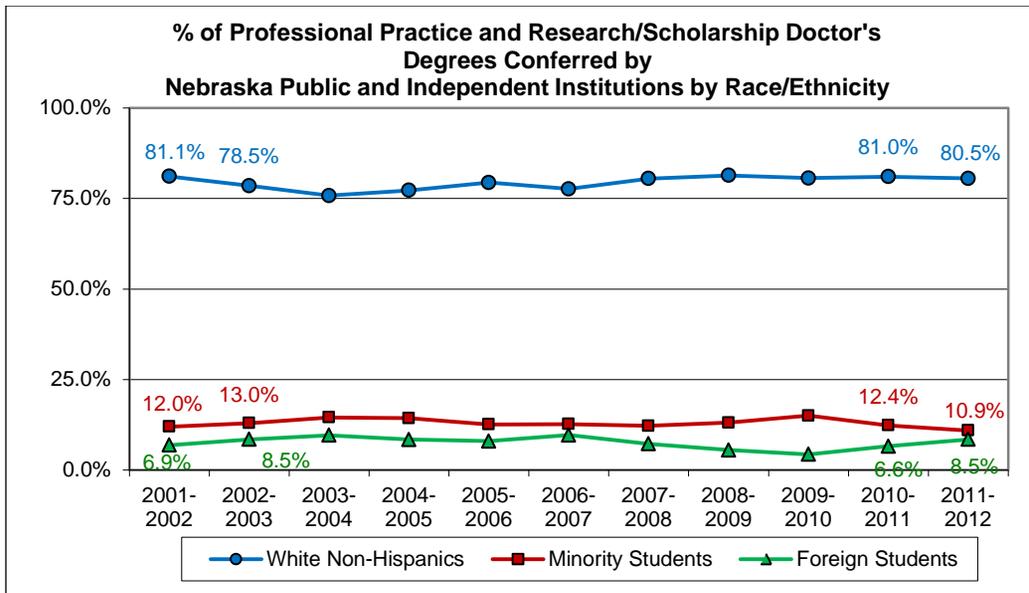
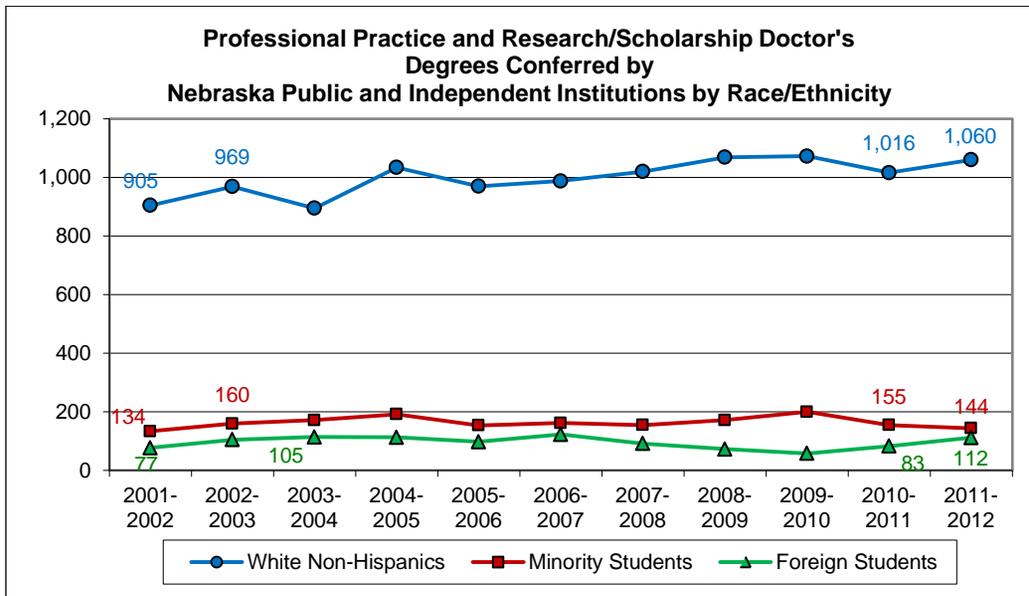
- From the beginning to the end of the 10-year period, the change in the percentages of total degrees earned by each racial/ethnic group at the master's level was:

| | |
|--------------------------|-----------|
| Black non-Hispanics | up 1.2% |
| (from 3.5% to 4.7%) | |
| Hispanics | up 0.9% |
| (from 1.8% to 2.7%) | |
| Asians/Pacific Islanders | up 0.9% |
| (from 1.7% to 2.6%) | |
| Native Americans | down 0.5% |
| (from 1.0% to 0.5%) | |



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

PROFESSIONAL PRACTICE AND RESEARCH DOCTOR'S DEGREES by RACE/ETHNICITY
 Public and Independent Institutions (Excluding students of unknown race/ethnicity)



- Between 2001-02 and 2011-12, the number of professional practice and research doctoral degrees¹ increased as follows:

| | |
|--------------------------------|-------|
| White non-Hispanics | 17.1% |
| (from 905 to 1,060) | |
| Minority students ² | 7.5% |
| (from 134 to 144) | |
| Foreign students | 45.5% |
| (from 77 to 112) | |

- From the beginning to the end of the 10-year period, the change in the percentage of all professional practice and research doctoral degrees earned by each group was as follows:

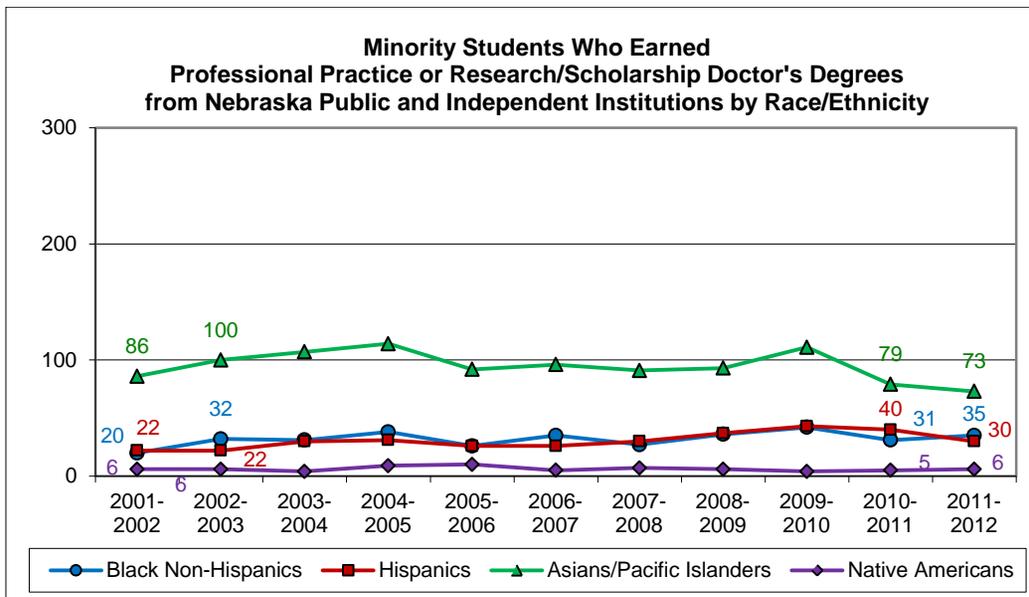
| | |
|-----------------------|-----------|
| White non-Hispanics | down 0.6% |
| (from 81.1% to 80.5%) | |
| Minority students | down 1.1% |
| (from 12.0% to 10.9%) | |
| Foreign students | up 1.6% |
| (from 6.9% to 8.5%) | |

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

¹In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

²Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders and Native Americans.

PROFESSIONAL PRACTICE AND RESEARCH DOCTOR'S DEGREES by RACE/ETHNICITY (Continued)
Public and Independent Institutions (Excluding students of unknown race/ethnicity)

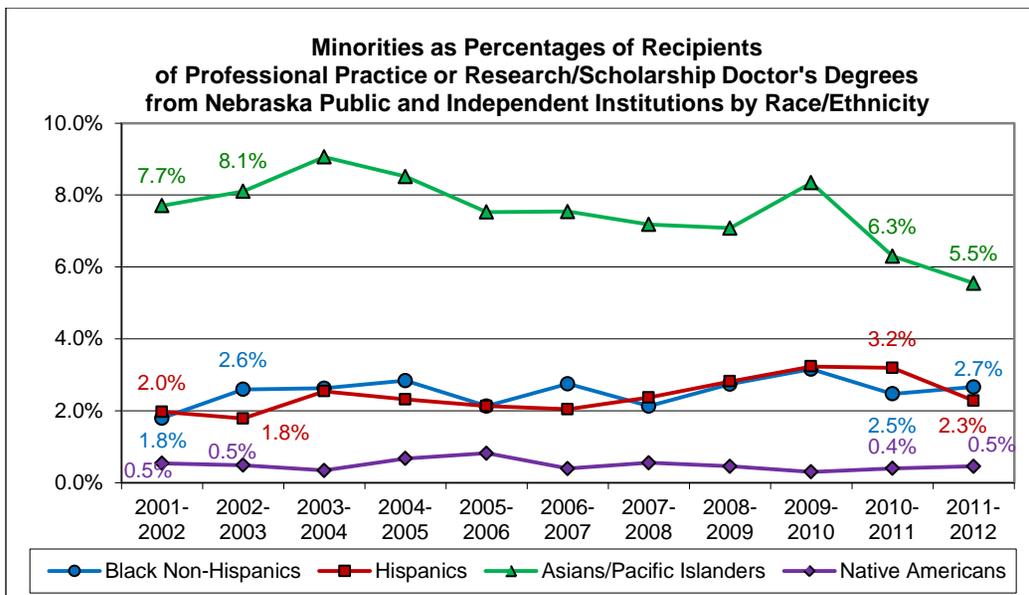


- Between 2001-02 and 2011-12, the number of professional practice and research doctoral degrees earned by minority students changed as follows:

| | |
|--------------------------|------------------|
| Black non-Hispanics | up 15 students |
| (from 20 to 35) | |
| Hispanics | up 8 students |
| (from 22 to 30) | |
| Asians/Pacific Islanders | down 13 students |
| (from 86 to 73) | |
| Native Americans | no change |
| (from 6 to 6) | |

- From the beginning to the end of the 10-year period, the change in the percentages of total degrees earned by each racial/ethnic group at the professional practice and research doctoral level was as follows:

| | |
|--------------------------|-----------|
| Black non-Hispanics | up 0.9% |
| (from 1.8 % to 2.7%) | |
| Hispanics | up 0.3% |
| (from 2.0% to 2.3%) | |
| Asians/Pacific Islanders | down 2.2% |
| (from 7.7% to 5.5%) | |
| Native Americans | 0.0% |
| (from 0.5% to 0.5%) | |



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the spreadsheet titled **Total Degrees and Awards** in the **downloadable Excel workbook for Section B: Degrees**.

Section B.5

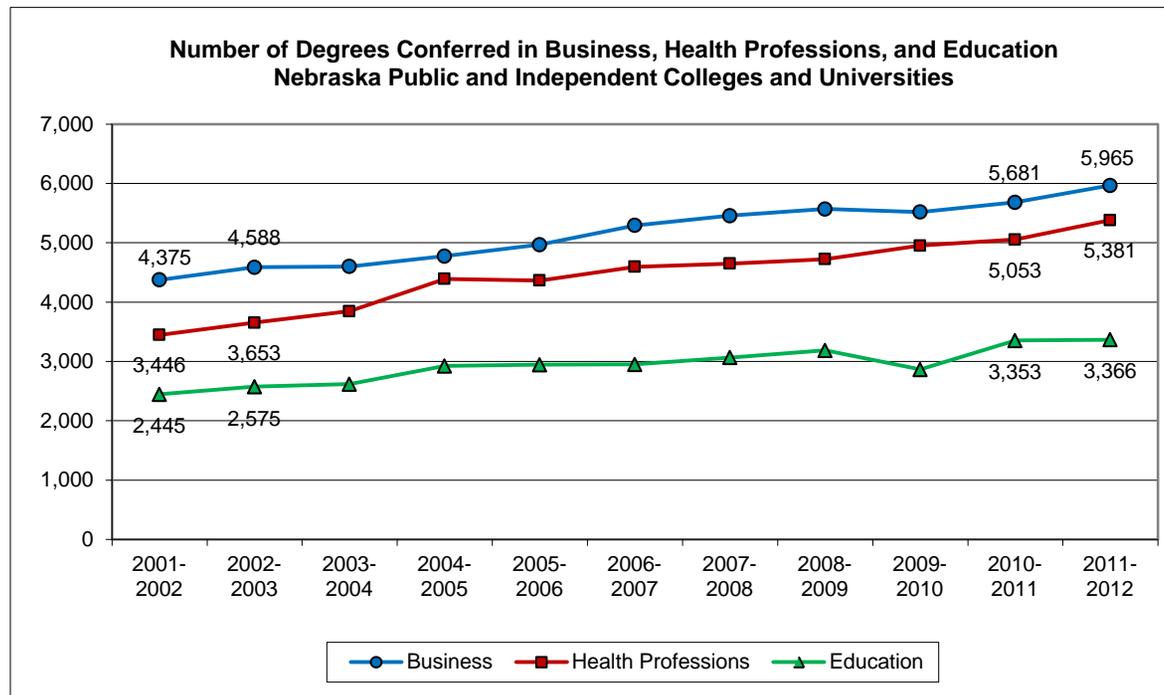
Degrees and Other Awards by Discipline

Notes

- (1) Summarized data in Section B.5 are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) Throughout this section, “degrees” include certificates and diplomas.
- (3) The numbers of degrees reported since 2001-2002 include 500 to 600 bachelor’s and master’s degrees conferred each year by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, these students are not included in the UNMC enrollments reported in Section A of the *Factual Look at Higher Education in Nebraska*.

DISCIPLINES WITH HIGH NUMBERS OF DEGREES

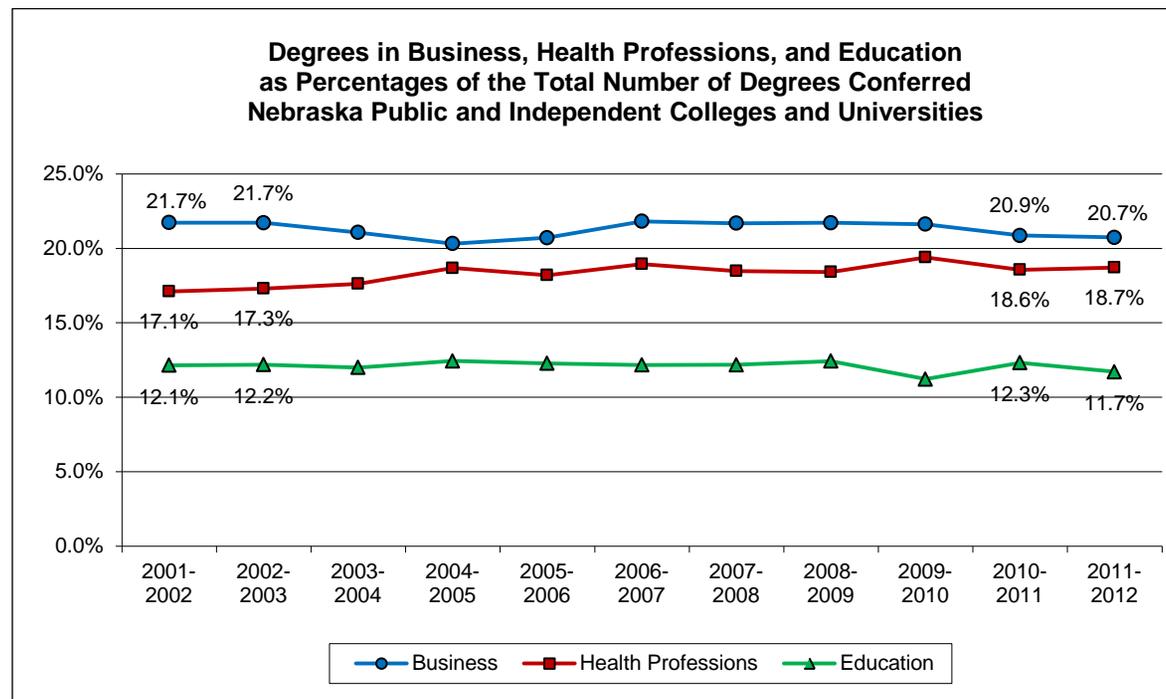
- High numbers of degrees are conferred by Nebraska's public and independent colleges and universities in business, education and the health professions.
- Between 2001-02 and 2011-12, the total number of degrees conferred in these three disciplines increased from 10,266 to 14,712, or 43.3%.



Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the spreadsheet titled **Degrees by Discipline** in the **downloadable Excel workbook for Section B: Degrees**.

DISCIPLINES WITH HIGH NUMBERS OF DEGREES (Continued)

- When totaled, degrees in business, education and the health professions accounted for 51.1% of all of the degrees conferred by Nebraska’s public and independent institutions in 2011-12, up from 51.0% in 2000-01, but slightly down from 51.7% in 2010-11.
- Considered separately, degrees in business accounted for 20.7% of all of the degrees awarded, slightly down from 21.7% in 2001-02 and 20.9% in 2010-11.
- Degrees in the health professions accounted for 18.7% of all of the degrees awarded in 2011-12, up from 17.1% in 2001-02.
- In comparison, the percentage of all degrees conferred in education was 11.7% in 2011-12, down from 12.1% in 2001-02.



Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the spreadsheet titled **Degrees by Discipline** in the **downloadable Excel workbook for Section B: Degrees**.

DISCIPLINES WITH HIGH NUMBERS OF DEGREES (Continued)

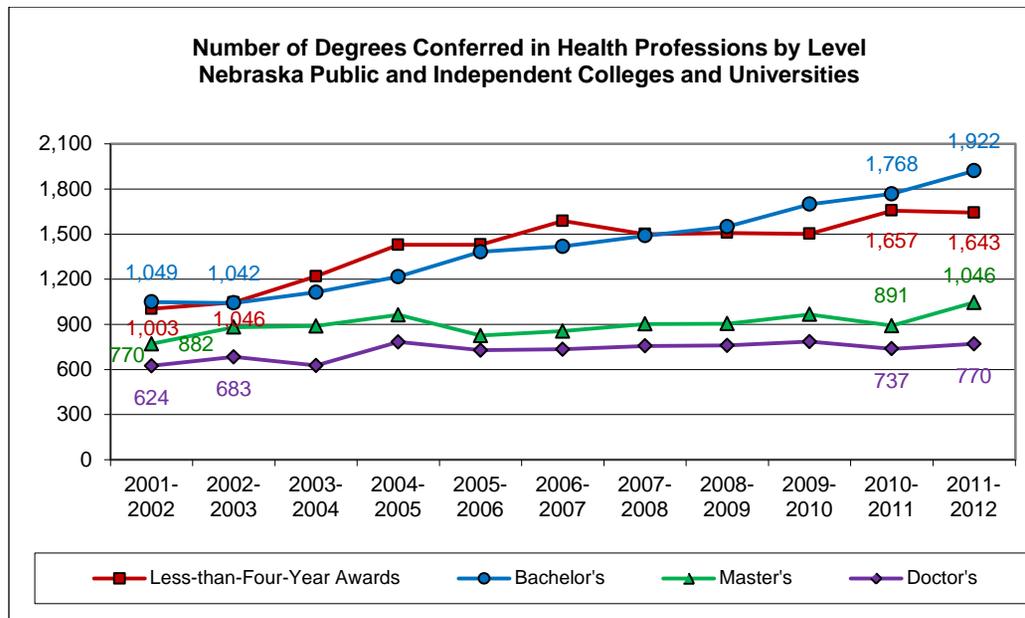
- As shown on the following table, 4,446 more degrees in the health professions, business and education were conferred in 2011-12 than in 2001-02, accounting for 51.5% of the total increase in degrees over the 10-year period.
- During this period, the number of degrees conferred in the health professions increased 56.2%, while the number of degrees awarded in business and education increased 36.3% and 37.7%, respectively.

| Increases in the Number of Degrees Conferred in Health, Business, Education and Other Disciplines Combined Nebraska Public and Independent Colleges and Universities 2001-02 through 2011-12 | | | | | |
|---|-----------------------------|---------|--|---|--|
| Discipline | Number of degrees conferred | | 10-year increase in number of degrees | 10-year % increase in the number of degrees | % of the total increase in the number of degrees |
| | 2001-02 | 2012-12 | | | |
| Health Professions | 3,446 | 5,381 | 1,935 | 56.2% | 22.4% |
| Business | 4,375 | 5,965 | 1,590 | 36.3% | 18.4% |
| Education | 2,445 | 3,366 | 921 | 37.7% | 10.7% |
| Subtotal | 10,266 | 14,712 | 4,446 | 43.3% | 51.5% |
| Other Disciplines | 9,872 | 14,053 | 4,181 | 42.4% | 48.5% |
| Total | 20,138 | 28,765 | 8,627 | 42.8% | 100.0% |

Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the spreadsheet titled **Degrees by Discipline** in the **downloadable Excel workbook for Section B: Degrees**.

DEGREES by DISCIPLINE and by LEVEL

- When degrees in the health professions are analyzed by level, the highest overall rates of growth between 2001-02 and 2011-12 were at the less-than-four-year and bachelor's levels, but there also were noticeable increases at the master's and doctoral levels.
- The number of less-than-four-year degrees in the health professions increased 63.8% between 2001-01 and 2010-12.
- Growth at the bachelor's level was 83.2% over the same period.
- Professional practice doctor's degrees in health professions increased by 23.3% over the 10-year period, primarily as a result of the introduction of doctoral degrees in occupational therapy and physical therapy.



- Between 2001-02 and 2011-12, the number of degrees conferred in the health professions increased as follows:

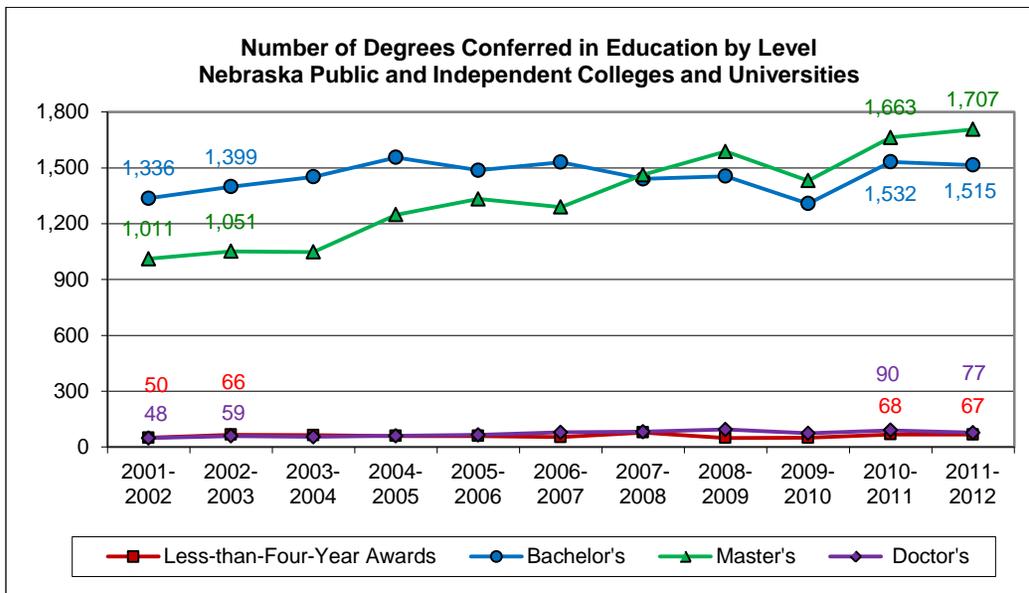
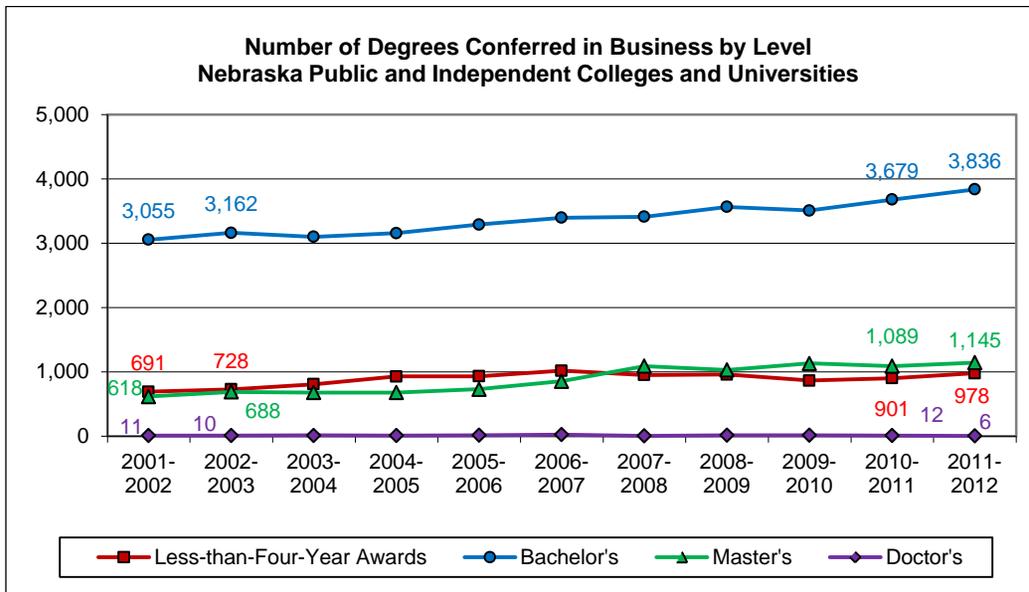
| | |
|---------------------------------|-------|
| Less-than-four-year degrees | 63.8% |
| (from 1,003 to 1,643) | |
| Bachelor's degrees ¹ | 83.2% |
| (from 1,049 to 1,922) | |
| Master's degrees ² | 35.8% |
| (from 770 to 1,046) | |
| Doctor's degrees ³ | 23.4% |
| (from 624 to 770) | |
| Research/scholarship | up 4 |
| (from 14 to 18) | |
| Professional practice | 23.3% |
| (from 610 to 752) | |

¹Include post-baccalaureate certificates.

²Include post-master's awards.

³Doctor's degrees include research/scholarship and professional practice doctor's degrees.

DEGREES by DISCIPLINE and by LEVEL (Continued)



- Between 2001-02 and 2011-12, the number of degrees conferred in business increased or decreased as follows:

| | |
|--|--------|
| Less-than-four-year degrees | 41.5% |
| (from 691 to 978) | |
| Bachelor's degrees ¹ | 25.6% |
| (from 3,055 to 3,836) | |
| Master's degrees ² | 85.3% |
| (from 618 to 1,145) | |
| Research/scholar doctorates ³ | down 5 |
| (from 11 to 6) | |

- Between 2001-02 and 2011-12, the number of degrees conferred in education increased as follows:

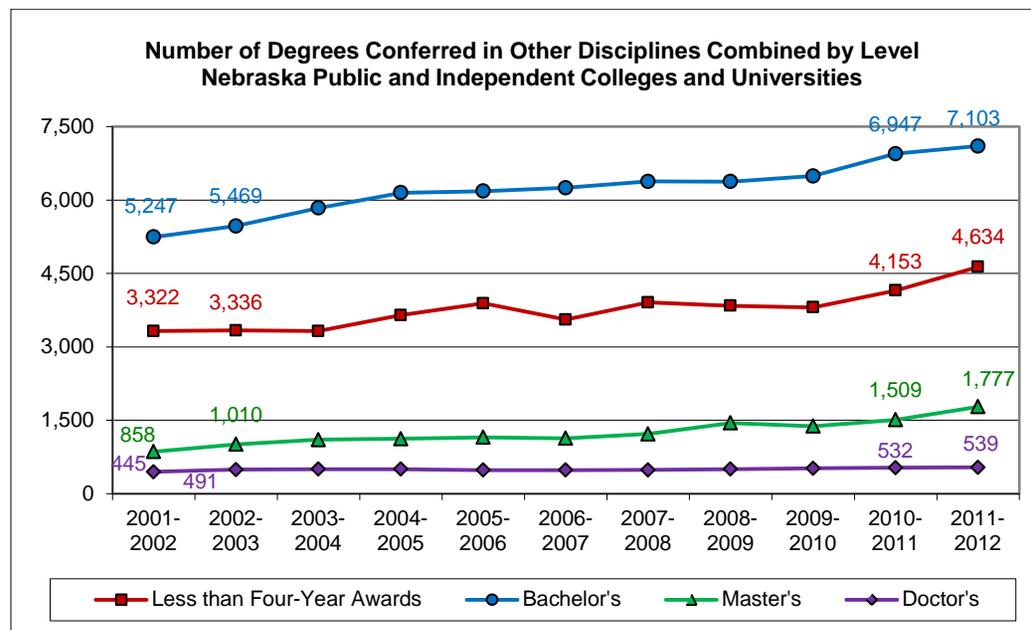
| | |
|--|-------|
| Less-than-four-year degrees | up 17 |
| (from 50 to 67) | |
| Bachelor's degrees ¹ | 13.4% |
| (from 1,336 to 1,515) | |
| Master's degrees ² | 68.8% |
| (from 1,011 to 1,707) | |
| Research/scholar doctorates ³ | up 29 |
| (from 48 to 77) | |

¹Include post-baccalaureate certificates.

²Include post-master's awards.

³No professional practice doctor's degrees are conferred in business or education.

DEGREES by DISCIPLINE and by LEVEL (Continued)



Doctor's degrees include research/scholarship and professional practice doctor's degrees.

- The highest rate of growth in the number of degrees in all other disciplines combined was at the master's level. There also were significant gains in the number of degrees at the less-than-four-year and bachelor's levels. The number of research/scholarship doctor's degrees increased 24.7% and the number of professional practice doctor's degrees increased 18.4% between 2001-02 and 2011-12.

- Over the 10-year period, the number of degrees conferred in all other disciplines combined increased as follows:

| | |
|---------------------------------|--------|
| Less-than-four-year degrees | 39.5% |
| (from 3,322 to 4,634) | |
| Bachelor's degrees ¹ | 35.4% |
| (from 5,247 to 7,103) | |
| Master's degrees ² | 107.1% |
| (from 858 to 1,777) | |
| Doctor's degrees | 21.1% |
| (from 445 to 539) | |
| Professional practice | 18.4% |
| (from 255 to 302) | |
| Research/scholarship | 24.7% |
| (from 190 to 237) | |

¹Include post-baccalaureate certificates.

²Include post-master's awards.

Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the spreadsheet titled **Degrees by Discipline** in the **downloadable Excel workbook for Section B: Degrees**.

GROWTH IN MASTER’S DEGREES by DISCIPLINE

- Within the health professions, the highest rates of growth in the numbers of degrees and other awards between 2001-02 and 2011-12 were at the less-four-year and bachelor’s levels.
- Between 2001-02 and 2011-12, the highest rates of growth in the numbers of degrees and other awards in the business, education and all other disciplines combined was at the master’s level.
- As shown in the following summary table, 2,418 more master’s degrees were conferred by Nebraska’s public and independent institutions in 2011-12 than in 2001-02.
- Degrees in education accounted for 28.8% of the 2,418 additional degrees awarded. Master’s degrees in business accounted for 21.8% of the increase, while 11.4% of the additional degrees were granted in the health professions.

| Increases in the Number of <u>Master’s Degrees</u> Conferred in Health, Business, Education and Other Disciplines Nebraska Public and Independent Colleges and Universities 2001-02 through 2011-12 | | | | | | | |
|--|--|---------------|--------------|---------------|---|---|--|
| Discipline | Number and percentage of degrees conferred | | | | 10-year increase in the number of degrees | 10-year % increase in the number of degrees | % of the total increase in the number of degrees |
| | 2001-02 | | 2011-12 | | | | |
| | Number | % | Number | % | | | |
| Health Professions | 770 | 23.6% | 1,046 | 18.4% | 276 | 35.8% | 11.4% |
| Business | 618 | 19.0% | 1,145 | 20.2% | 527 | 85.3% | 21.8% |
| Education | 1,011 | 31.0% | 1,707 | 30.1% | 696 | 68.8% | 28.8% |
| Subtotal | 2,399 | 73.7% | 3,898 | 68.7% | 1,499 | 62.5% | 62.0% |
| Other Disciplines | 858 | 26.3% | 1,777 | 31.3% | 919 | 107.1% | 38.0% |
| Total | 3,257 | 100.0% | 5,675 | 100.0% | 2,418 | 74.2% | 100.0% |

Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the spreadsheet titled **Degrees by Discipline** in the **downloadable Excel workbook for Section B: Degrees**.

GROWTH IN PROFESSIONAL PRACTICE and RESEARCH/SCHOLARSHIP DOCTOR'S DEGREES
by DISCIPLINE

- Between 2001-02 and 2011-12, the greatest increases in the numbers of doctor's degrees within the health professions were in pharmacy, occupational therapy, and physical therapy. Higher numbers of doctorates were also conferred in education, law, and other disciplines.

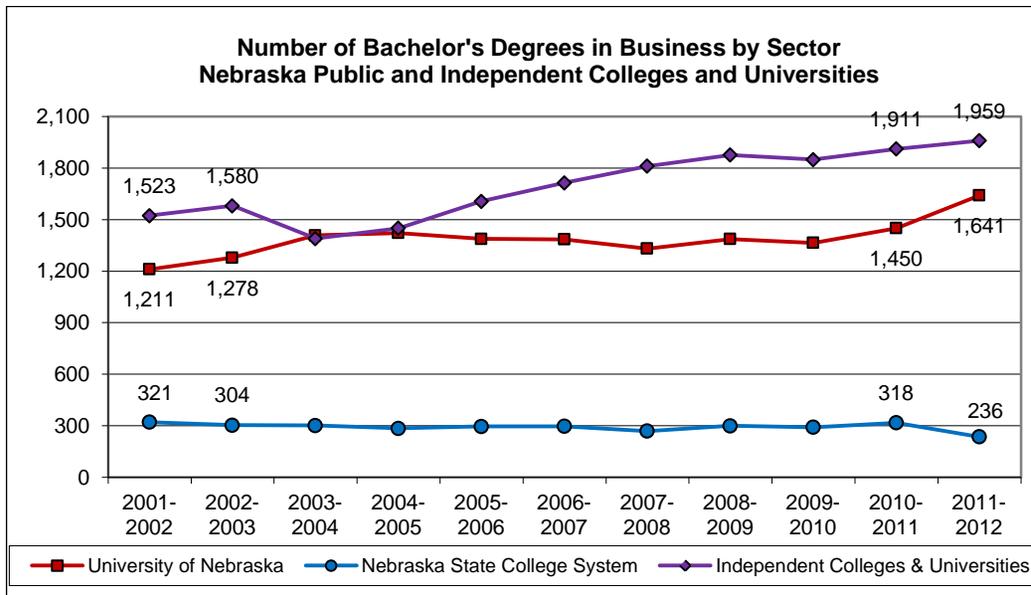
| Changes in the Number of <u>Professional Practice and Research/Scholarship Doctor's Degrees</u> by Discipline Nebraska Public and Independent Colleges and Universities 2001-02 through 2011-12 | | | | | | | | | | |
|---|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|------------------------|---|---|--|--|
| Discipline and Degree Level ¹ | 2001-02 | | 2010-11 | | 2011-12 | | 2001-02 to 2011-12 | | 2010-11 to 2011-12 | |
| | Number of Degrees Conferred | % of Degrees Conferred | Number of Degrees Conferred | % of Degrees Conferred | Number of Degrees Conferred | % of Degrees Conferred | 10-year increase or decrease in number of degrees | 10-year % increase or decrease in the number of degrees | 1-year increase or decrease in number of degrees | 1-year % increase or decrease in the number of degrees |
| Dentistry (PP) | 128 | 11.3% | 122 | 8.9% | 131 | 9.4% | 3 | 2.3% | 9 | 7.4% |
| Medicine (PP) | 219 | 19.4% | 229 | 16.7% | 234 | 16.8% | 15 | 6.8% | 5 | 2.2% |
| Pharmacy (PP) | 193 | 17.1% | 218 | 15.9% | 223 | 16.0% | 30 | 15.5% | 5 | 2.3% |
| Audiology (PP) | 0 | 0.0% | 5 | 0.4% | 4 | 0.3% | 4 | | -1 | -20.0% |
| Occupational Therapy (PP) | 6 | 0.5% | 43 | 3.1% | 47 | 3.4% | 41 | 683.3% | 4 | 9.3% |
| Physical Therapy (PP) | 64 | 5.7% | 95 | 6.9% | 103 | 7.4% | 39 | 60.9% | 8 | 8.4% |
| Nursing Adm (PP) | 0 | 0.0% | 2 | 0.1% | 10 | 0.7% | 10 | | 8 | |
| Other Health Professions | 14 | 1.2% | 23 | 1.7% | 18 | 1.3% | 4 | 28.6% | -5 | -21.7% |
| Subtotal Health Professions | 624 | 55.3% | 737 | 53.8% | 770 | 55.3% | 146 | 23.4% | 33 | 4.5% |
| Business | 11 | 1.0% | 12 | 0.9% | 6 | 0.4% | -5 | -45.5% | -6 | -50.0% |
| Education | 48 | 4.3% | 90 | 6.6% | 77 | 5.5% | 29 | 60.4% | -13 | -14.4% |
| Law & LLM (PP) | 255 | 22.6% | 287 | 20.9% | 302 | 21.7% | 47 | 18.4% | 15 | 5.2% |
| All Other Disciplines | 190 | 16.8% | 245 | 17.9% | 237 | 17.0% | 47 | 24.7% | -8 | -3.3% |
| Total | 1,128 | 100.0% | 1,371 | 100.0% | 1,392 | 100.0% | 264 | 23.4% | 21 | 1.5% |

¹PP = Professional practice doctor's degrees; all other degrees included in this table are research/scholarship doctor's degrees.

DEGREES in BUSINESS, EDUCATION, and HEALTH PROFESSIONS by LEVEL and by SECTOR

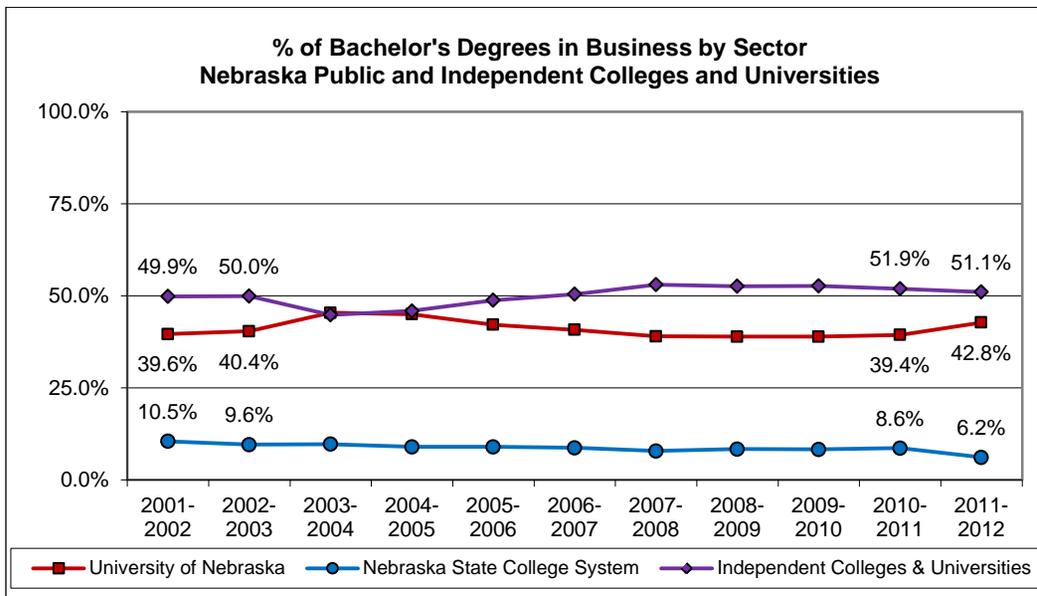
- The remaining pages of this section focus on how the numbers of degrees conferred in business, education and health professions varied by sector at each degree level between 2001-02 and 2011-12.
- Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions combined for 2001-02 through 2011-12 are available in the spreadsheet titled **Sect-Degrees by Discipline** in the **downloadable Excel workbook for Section B: Degrees**.
- Ten-year trend data reporting the numbers of degrees in business, education, health professions, other major disciplines, and all degrees totaled by institution, by sector, and for the state for 2001-02 through 2011-12 are available in the spreadsheet titled **Inst-Degrees by Discipline** in the **downloadable Excel workbook for Section B: Degrees**.

DEGREES in BUSINESS by LEVEL and by SECTOR

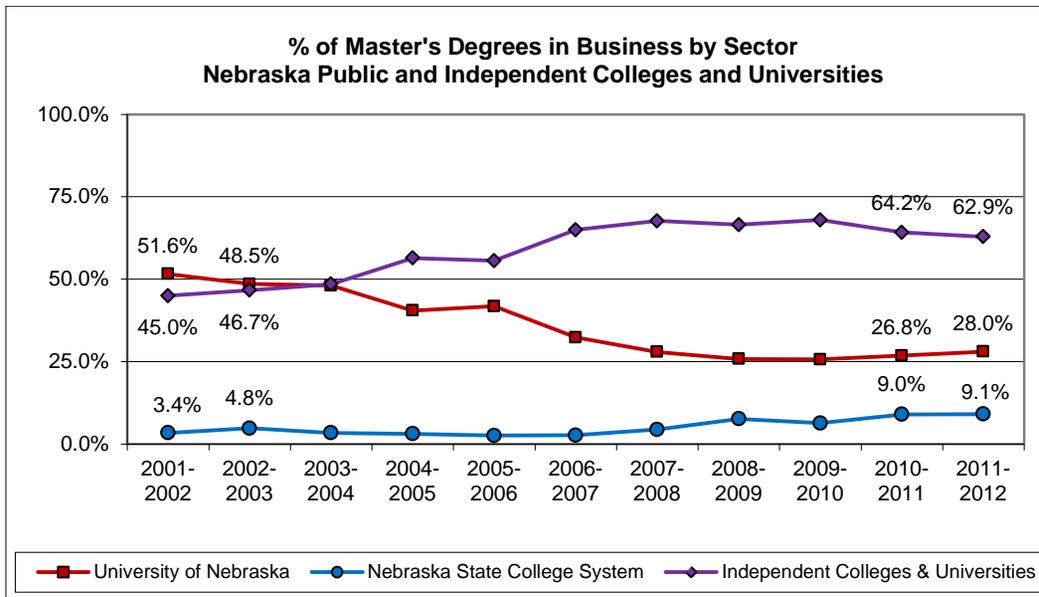
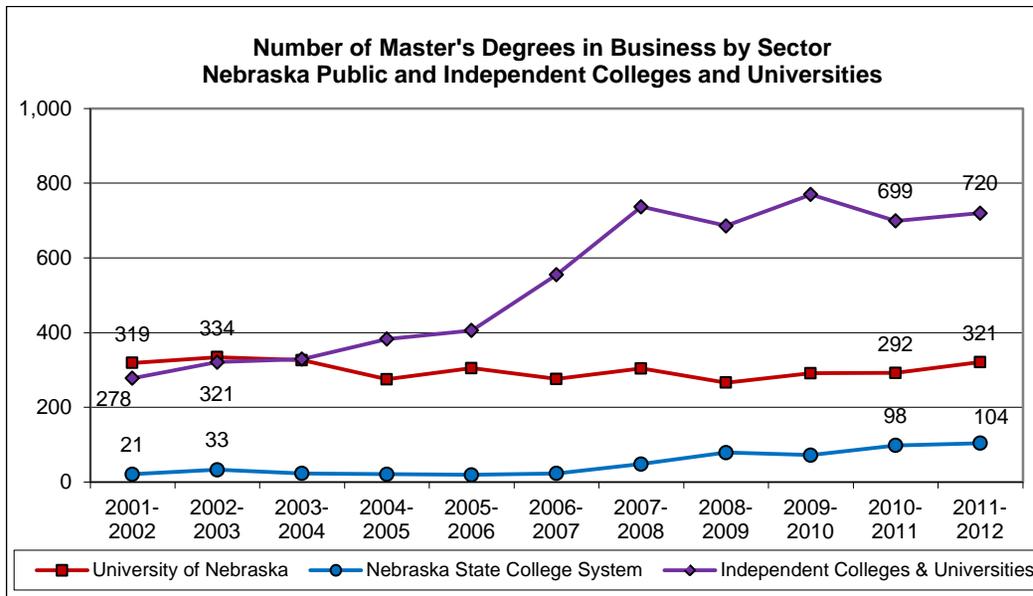


- Among Nebraska's public and independent colleges and universities, the state's community colleges awarded 95% to 99% of the less-than-four-year degrees in business between 2001-02 and 2011-12, while independent institutions conferred the remaining business degrees at this level.
- In 2001-02, the University of Nebraska conferred 40% of the bachelor's degrees¹ in business. Independent institutions awarded 50% of these degrees, while 10% were granted by the Nebraska State College System. Over the next 10 years, the number of bachelor's degrees in business conferred by independent institutions decreased and then increased only slightly so that, by 2011-12, independent institutions were awarding 51% of bachelor's degrees in business, while the University of Nebraska increased to 43% and the state colleges decreased to 6%.

¹Includes post-baccalaureate certificates.



DEGREES in BUSINESS by LEVEL and by SECTOR (Continued)

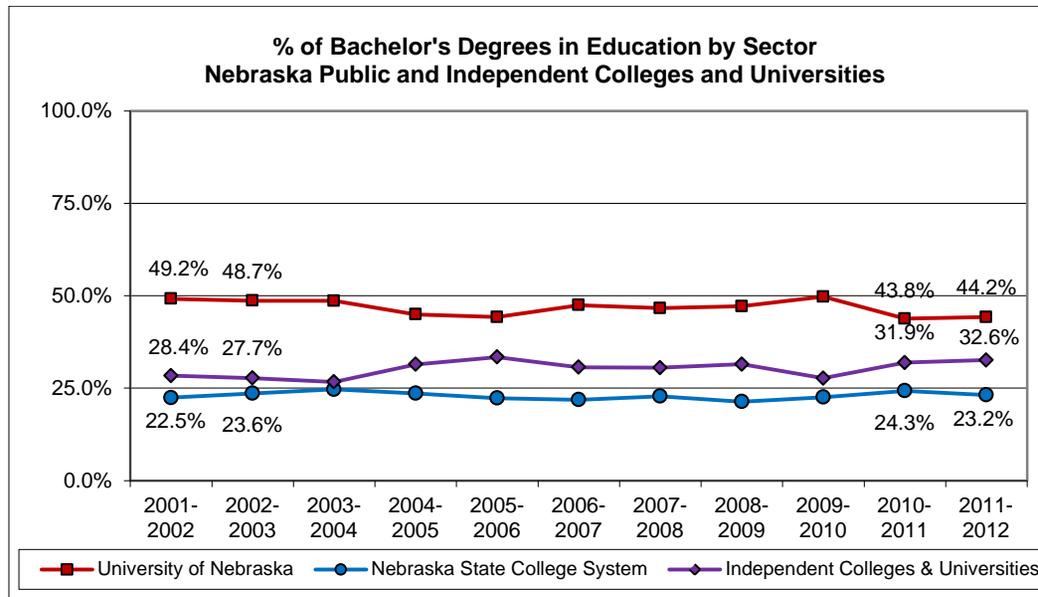
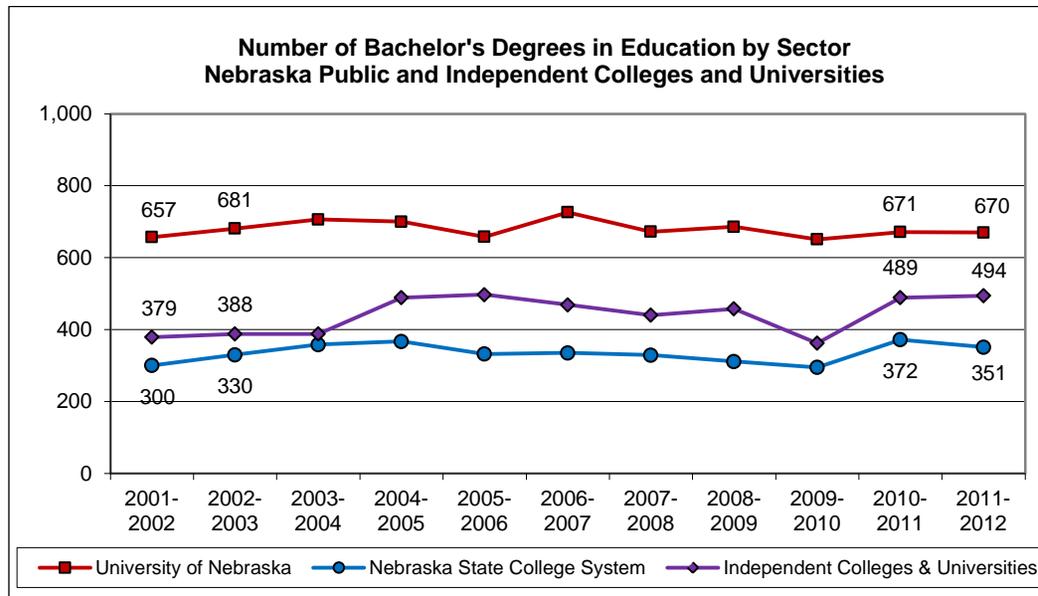


- In 2001-02, the independent schools² awarded 45% of the master's degrees¹ in business, while University of Nebraska awarded 52% and the state colleges granted 3%.
- Between 2001-02 and 2011-12, the numbers of master's degrees in business increased over all sectors. However, by the end of the 10-year period, the independent institutions were awarding 63% of the business degrees at the master's level, while the university and state colleges were conferring 28% and 9%, respectively.
- At the doctoral level, all business degrees were conferred by the University of Nebraska-Lincoln between 2001-02 and 2011-12.

¹Include post-master's awards.

²Belleuve University, Creighton University and Doane College conferred master's degrees in business between 2001-02 and 2011-12. Clarkson College and College of Saint Mary awarded master's degrees in business beginning in 2005-06; and Midland University beginning in 2009-10. The University of Phoenix in the for-profit sector awarded master's degrees in business beginning in 2006-07, and Kaplan-Omaha and Kaplan-Lincoln started awarding these degrees in 2010-11 and 2011-12, respectively.

DEGREES in EDUCATION by LEVEL and by SECTOR



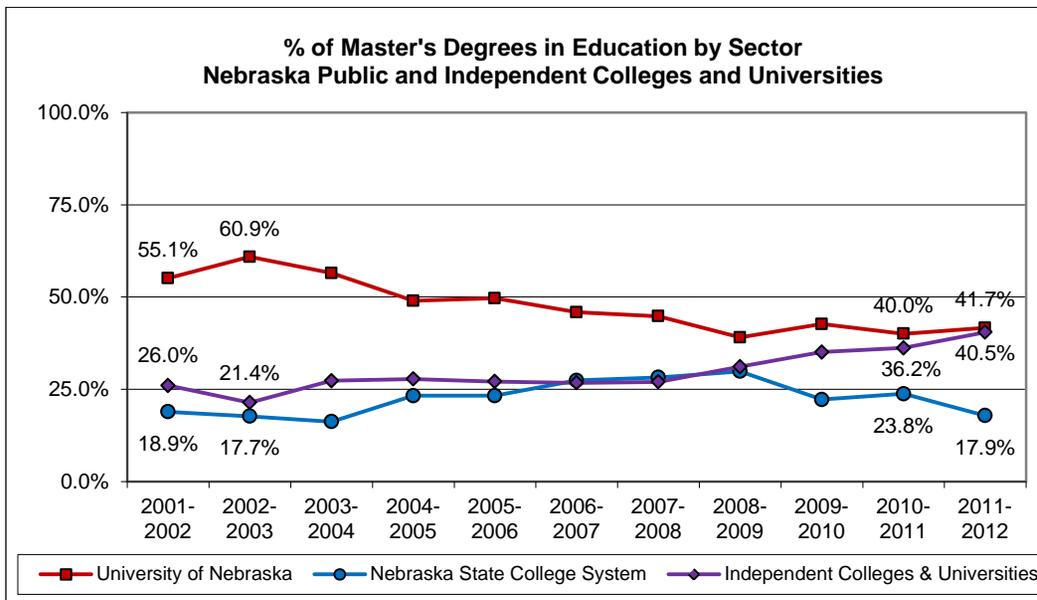
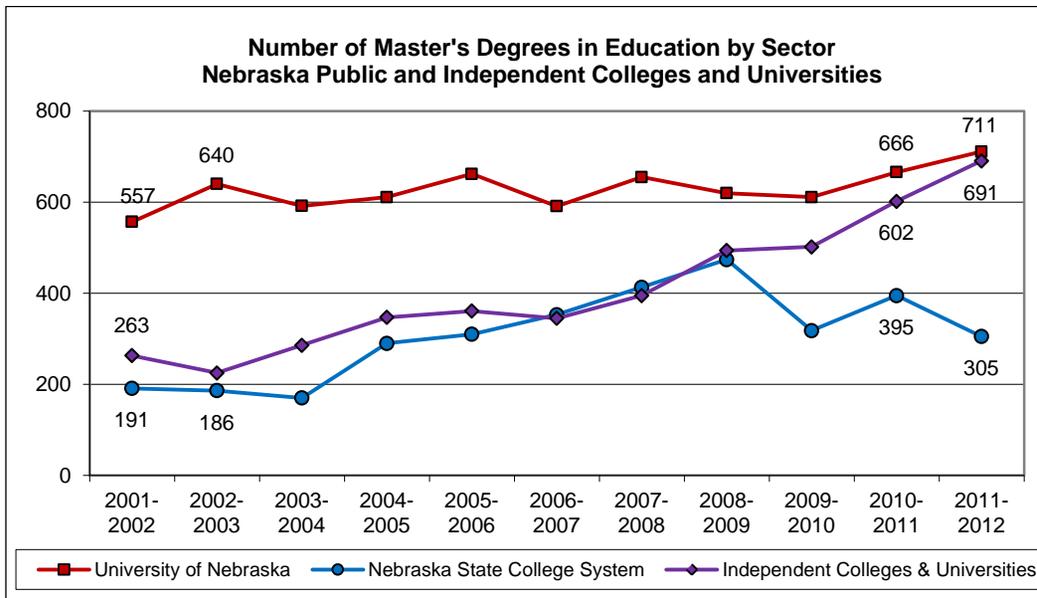
- Between 2001-02 and 2011-12, almost all of the small number of less-than-four-year degrees in education were awarded by Nebraska's community colleges.
- At the doctoral level, all of the degrees in education were conferred by the University of Nebraska between 2001-02 and 2006-07. In 2007-08, College of Saint Mary in the independent sector awarded three doctor's degrees in education, while the University conferred the remaining 79 doctorates. Since 2008-09, College of Saint Mary has awarded three to nine of the doctorates in education, while the University of Nebraska conferred the remaining 71 to 85 education degrees at the doctoral level.
- Over the 10-year period, the University of Nebraska continued to award higher numbers of bachelor's and master's degrees¹ than the state colleges and independent institutions² in Nebraska.

Continued on the next page.

¹Include post-baccalaureate certificates and post-master's awards.

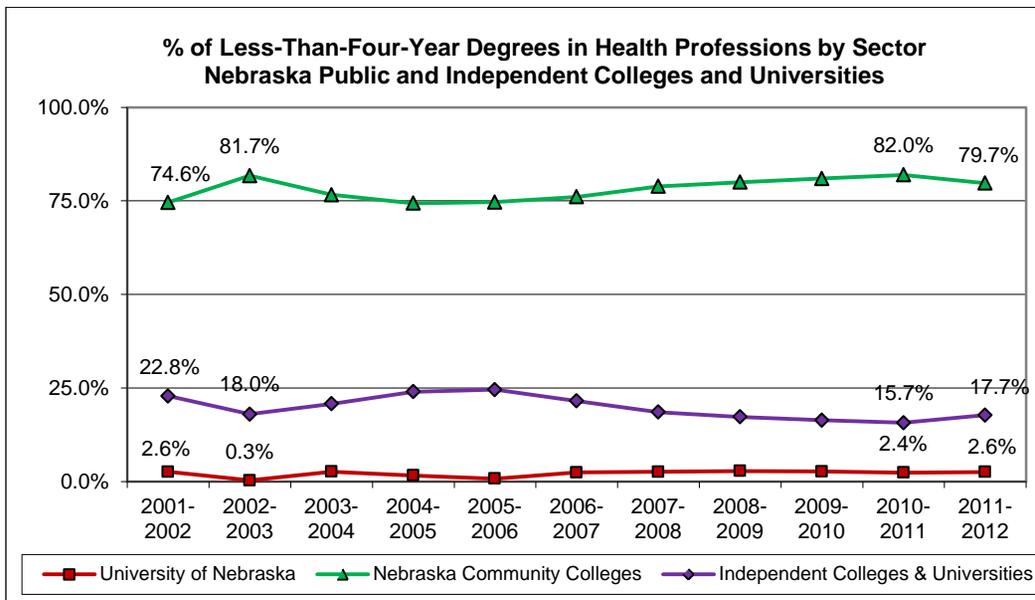
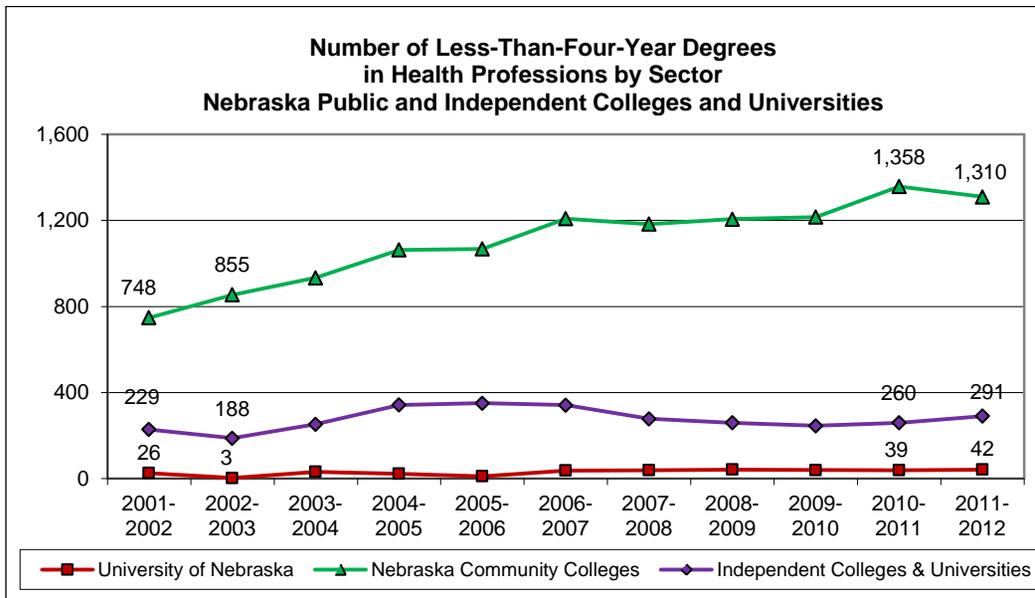
²Concordia College, Creighton University, Doane College and Hastings College in the independent sector conferred master's degrees in education between 2000-01 and 2008-09. Beginning in 2007-08, the College of Saint Mary also conferred master's degrees in education. Since 2009-10, Bellevue University also has granted education degrees at the master's level.

DEGREES in EDUCATION by LEVEL and by SECTOR (Continued)



- However, as shown on the charts on this page, the University of Nebraska awarded decreasing percentages of the master's degrees in education as the numbers of master's-level degrees granted by the independent institutions steadily increased between 2001-02 and 2011-12.
 - In 2011-12, the University of Nebraska conferred 42% of the master's degrees in education, down from 55% in 2001-02 and 61% in 2002-03.
 - In comparison, independent institutions awarded 40.5% of the master's degrees in education in 2011-12, up from 26% in 2001-02.
 - The Nebraska State College System conferred 18% of the master's degrees in education in 2011-12, down only slightly from 19% 10 years earlier.¹
- ¹The drops in the number of master's degrees in education evidenced at the Nebraska State College System in 2009-2010 and 2011-12 were due primarily to new caps on online course enrollment and controlled cohort registrations.

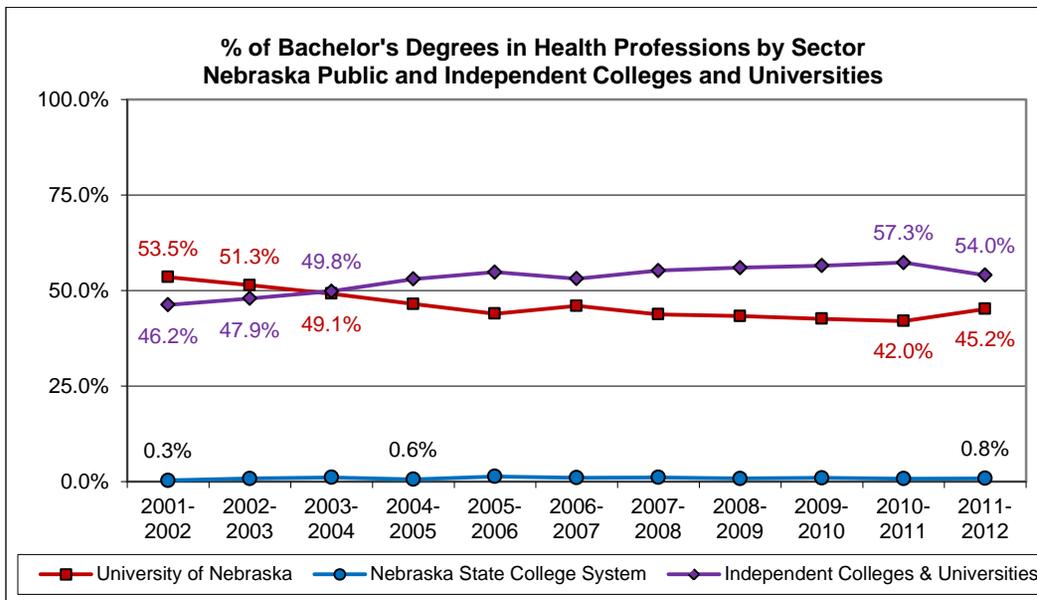
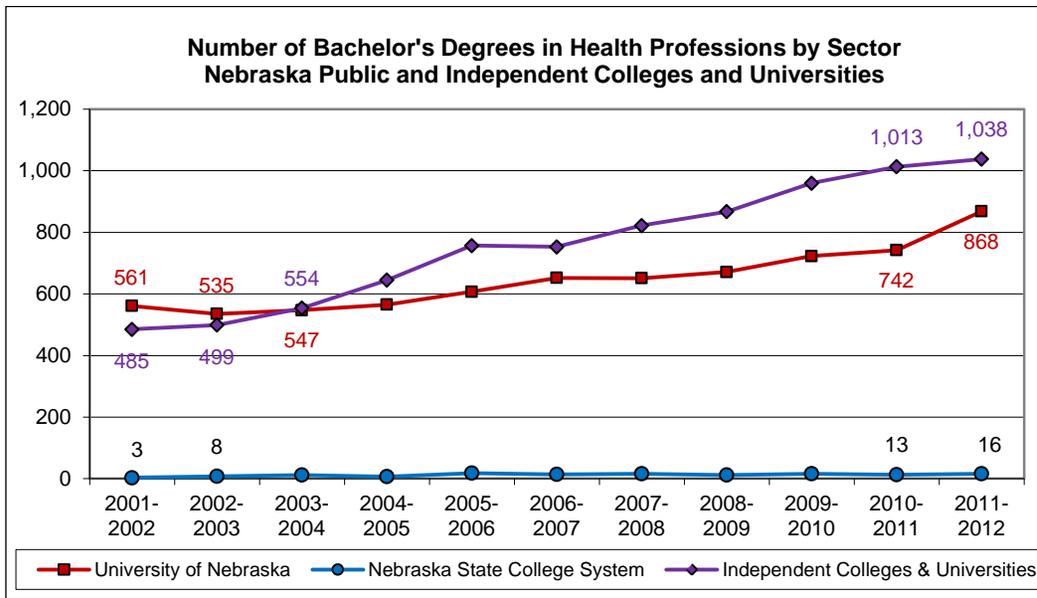
DEGREES in HEALTH PROFESSIONS by LEVEL and by SECTOR



- Between 2001-02 and 2011-12, the number of less-than-four-year degrees in health-related disciplines awarded by Nebraska's community colleges increased 75% (from 748 to 1,310), while the number of degrees at this level conferred by independent institutions¹ increased 27% (from 229 to 291).
- As a result, the state's community colleges awarded 80% of the less-than-four-year degrees in health fields in 2011-12, compared to 75% in 2001-02. Conversely, independent institutions awarded 18% of the less-than-four-year degrees in 2011-12, compared to 23% 10 years earlier.

¹Less-than-four-year degrees were conferred by BryanLGH College of Health Sciences, Clarkson College, College of Saint Mary, Creighton University, Little Priest Tribal College, Nebraska Methodist College, and Union College in 2010-11 and/or 2011-12.

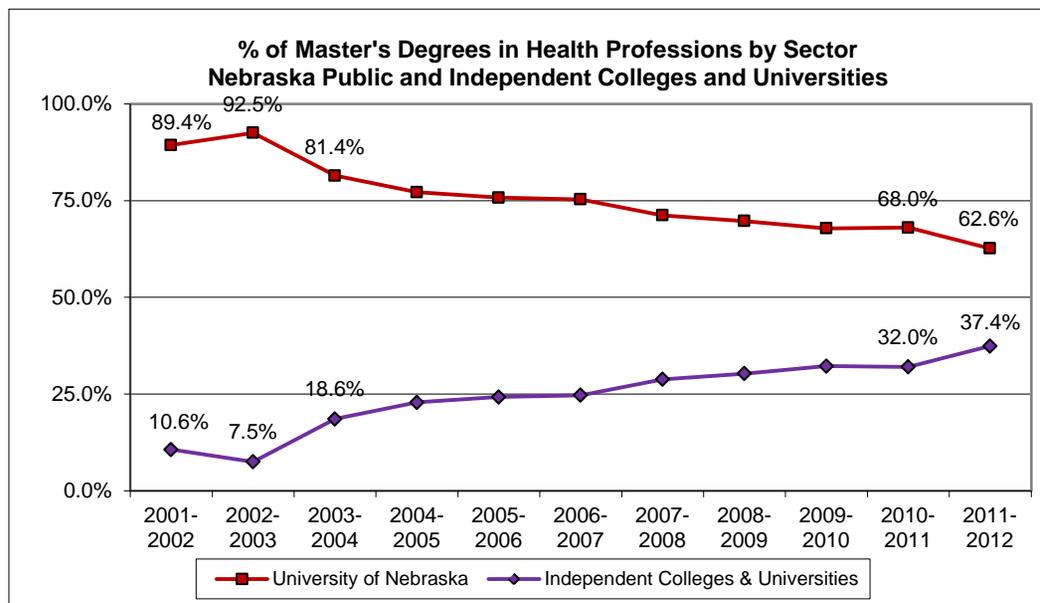
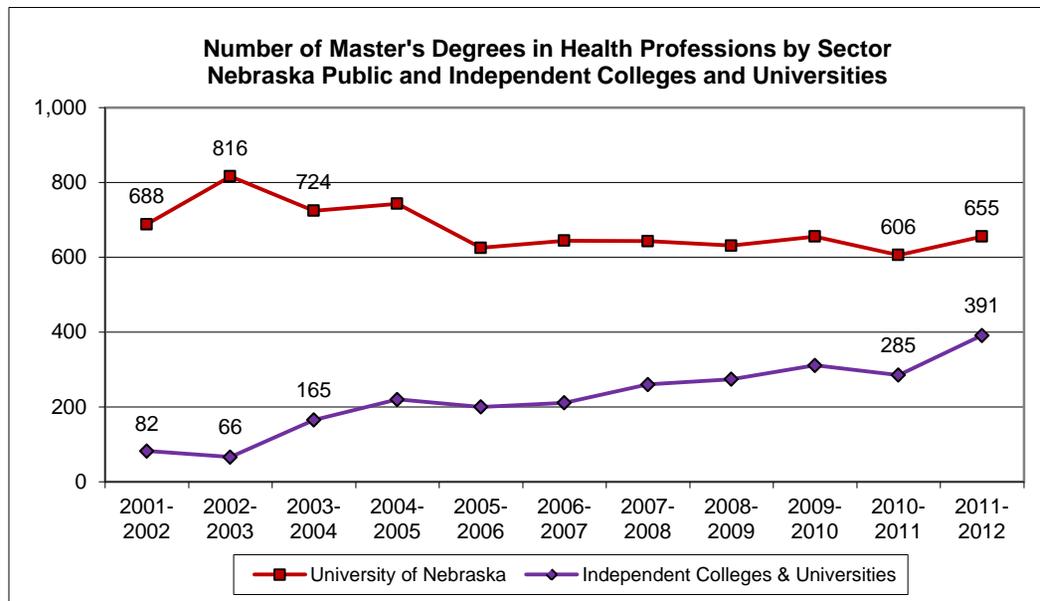
DEGREES in HEALTH PROFESSIONS by LEVEL and by SECTOR (Continued)



- Between 2001-02 and 2011-12, the University of Nebraska and Nebraska's independent institutions followed similar patterns of growth in the number of bachelor's degrees¹ awarded in the health professions until 2003-04. Between 2003-04 and 2011-12, the number of degrees awarded by the state's independent institutions increased 87.4% (from 554 to 1,038), while the number conferred by the University of Nebraska increased 58.7% (from 547 to 868).
- At the end of the 10-year period between 2001-02 and 2011-12, independent colleges and universities conferred 54% of the bachelor's degrees¹ in health professions, while the University of Nebraska awarded 45%. The Nebraska State College System conferred the remaining 1%.

¹Include post-baccalaureate certificates.

DEGREES in HEALTH PROFESSIONS by LEVEL and by SECTOR (Continued)

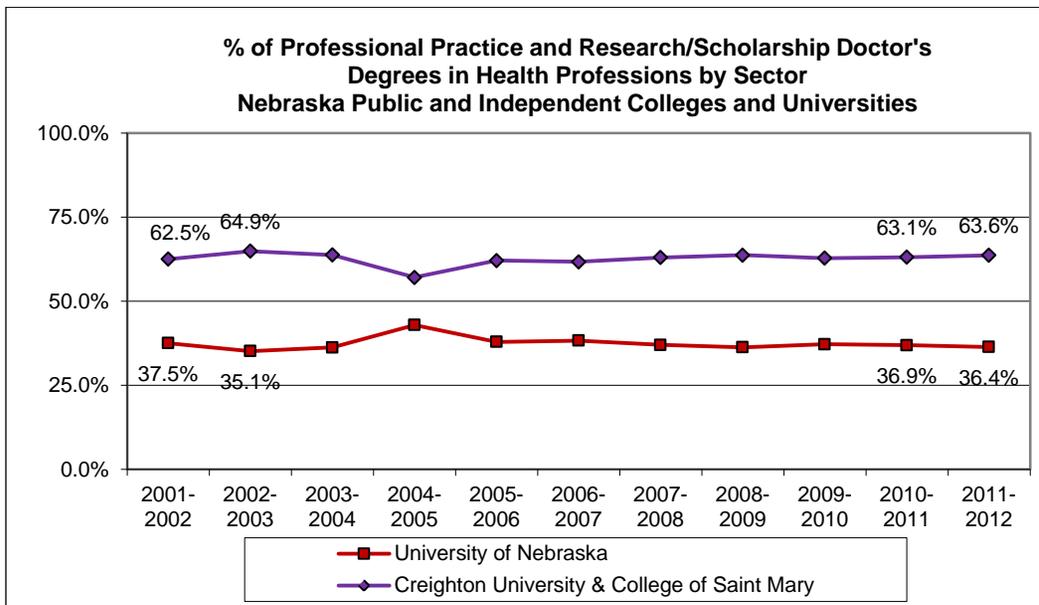
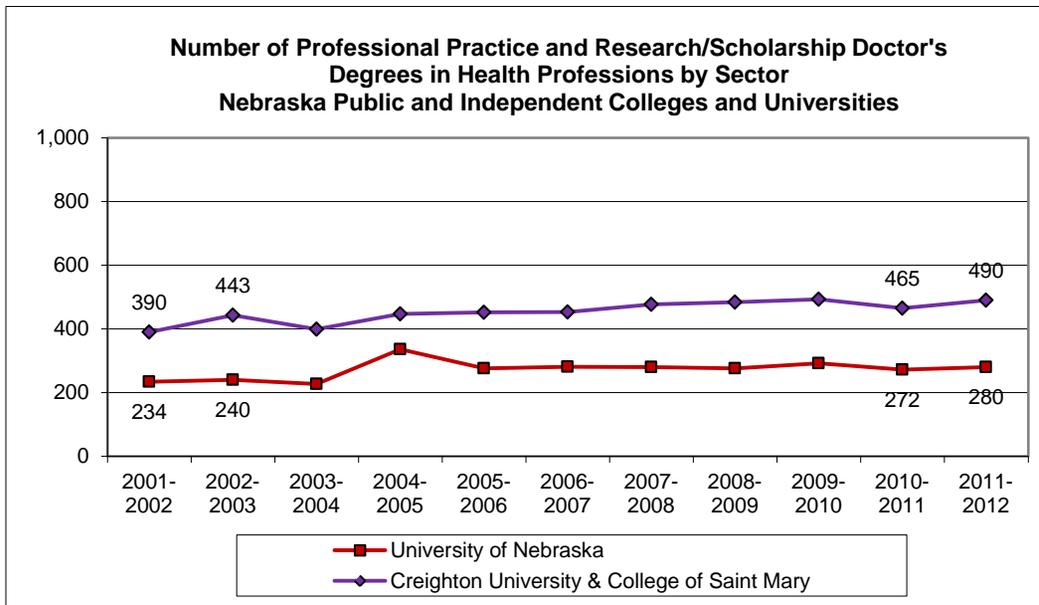


- The numbers of master's degrees¹ in health professions conferred by the University of Nebraska peaked at 816 degrees in 2002-03, decreased, stabilized, decreased again, and increased to 655 in 2011-12.
- In comparison, the number of master's degrees in health professions awarded by the independent institutions significantly increased from 66 degrees in 2002-03 to 391 degrees in 2011-12.²
- In 2011-12, the University of Nebraska conferred 63% of the master's degrees in the health professions, down from 89% in 2001-02, while independent institutions awarded 37%, up from 11% 10 years earlier.

¹Include post-master's awards.

²Bellevue University, Clarkson College and Creighton University conferred master's degrees in health professions throughout the period from 2000-01 and 2010-11. Master's degrees in health professions were conferred at Nebraska Wesleyan University and Nebraska Methodist College beginning in 2001-02, at College of Saint Mary beginning in 2005-06, at Union College in 2007-08, and at BryanLGH College of Health Sciences in 2008-09.

DEGREES in HEALTH PROFESSIONS by LEVEL and by SECTOR (Continued)



- In 2011-12, Creighton University awarded 479 professional practice doctor's degrees in health professions, and the College of Saint Mary awarded 11 research/scholarship doctorates in the health professions.¹
 - In 2011-12, the University of Nebraska conferred 273 professional practice doctor's degrees and 7 research-scholarship doctor's degrees in health professions.²
 - At the beginning of the 10-year period ending in 2011-12, Creighton University awarded 62.5% of the professional practice and research doctoral degrees in health professions, while the University of Nebraska Medical Center (UNMC) conferred 37.5%. In 2011-12, Creighton University and College of Saint Mary awarded 63.6% of the degrees at these levels, while UNMC and the University of Nebraska-Lincoln awarded 36.4%.
- ¹College of Saint Mary started awarding research/scholarship doctorates in the health professions in 2009-10.
- ²Of the 273 professional practice doctor's degrees, 269 were awarded by the University of Nebraska Medical Center, while four were awarded by the University of Nebraska-Lincoln.

Proposed CCPE Budget for 2013-2014

| | <i>2011-2012 Expenditures</i> | <i>2012-2013 Expenditures</i> | <i>2013-2014 Proposed Budget</i> |
|-----------------------------------|-----------------------------------|-----------------------------------|--|
| PERSONAL SERVICES | | | |
| Permanent Salaries | \$735,649 | \$761,891 | \$838,707 |
| Temporary Salaries | \$0 | \$0 | \$0 |
| Overtime | \$0 | \$0 | \$0 |
| Subtotal | \$735,649 | \$761,891 | \$838,707 |
| PSL | \$735,649 | \$761,891 | \$838,707 |
| Benefits | \$204,938 | \$189,125 | \$216,000 |
| Subtotal | \$940,587 | \$951,016 | \$1,054,707 |
| OPERATING EXPENSES | | | |
| Postage | \$3,717 | \$2,462 | \$4,500 |
| Communication | \$12,324 | \$13,470 | \$15,500 |
| Freight (one-day carrier service) | \$0 | \$121 | \$500 |
| Data Processing | \$1,779 | \$2,858 | \$4,000 |
| Publication & Printing | \$8,880 | \$8,579 | \$11,000 |
| Awards Expense | \$372 | \$203 | \$500 |
| Dues & Subscriptions | \$14,774 | \$30,063 | \$25,000 |
| Conference Registration Fees | \$2,231 | \$5,514 | \$6,000 |
| Electricity | \$2,410 | \$2,096 | \$3,500 |
| Rent Expense | \$40,686 | \$39,698 | \$42,000 |
| Repair & Maintenance | \$0 | \$0 | \$100 |
| Office Supplies | \$1,567 | \$2,002 | \$3,000 |
| Food Expenses | \$827 | \$1,310 | \$1,973 |
| Education Supplies | \$305 | \$387 | \$600 |
| Account & Auditing Services | \$6,705 | \$6,944 | \$4,314 |
| Other Cont. Srvs & Travel Exp. | \$0 | \$27,918 | \$12,110 |
| Other | \$1,449 | \$1,487 | \$1,700 |
| Subtotal | \$98,026 | \$145,112 | \$136,297 |
| STAFF TRAVEL | | | |
| Board & Lodging | \$4,965 | \$5,097 | \$5,576 |
| Commercial Transportation | \$2,735 | \$5,065 | \$5,500 |
| State-Owned Transportation | \$1,292 | \$1,221 | \$2,500 |
| Mileage | \$772 | \$1,309 | \$2,000 |
| Other | \$372 | \$226 | \$500 |
| Subtotal | \$10,136 | \$12,918 | \$16,076 |
| COMMISSIONER TRAVEL | | | |
| Board & Lodging | \$1,632 | \$2,270 | \$3,000 |
| Commercial Transportation | \$0 | \$0 | \$0 |
| Mileage | \$7,435 | \$10,455 | \$12,000 |
| Other | \$0 | \$0 | \$25 |
| Subtotal | \$9,067 | \$12,725 | \$15,025 |
| CAPITAL OUTLAY | | | |
| Office Equipment | \$1,064 | \$0 | \$3,000 |
| Hardware | \$7,616 | \$10,085 | \$4,000 |
| Software | \$989 | \$744 | \$1,000 |
| Subtotal | \$9,669 | \$10,829 | \$8,000 |
| MHEC DUES | | | |
| MHEC Dues | \$95,000 | \$95,000 | \$95,000 |
| Subtotal | \$95,000 | \$95,000 | \$95,000 |
| TOTAL EXPENDITURES | | | |
| | \$1,162,485 | \$1,227,600 | \$1,325,105 |
| General Fund Appropriation | | | |
| General Fund Appropriation | \$1,202,772 | \$1,232,430 | \$1,300,105 |
| Cash Fund Appropriation | \$16,803 | \$15,882 | \$25,000 |
| Federal Fund | \$0 | \$1,990 | \$0 |
| End-of-Year Balance | \$57,090 | \$22,702 | |
| TOTAL APPROPRIATION | | | |
| | \$1,219,575 | \$1,250,302 | \$1,325,105 |