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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

October 14, 2014

Nebraska State Capitol, Room 1524

Lincoln, 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 OCTOBER 14, 2014. THE MEETING WILL BEGIN AT 9:00 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

COLLEEN ADAM, CHAIR

*Meeting called to order at 8:58 a.m.*

### CALL TO ORDER AND INTRODUCTIONS

Chair Colleen Adam called the meeting to order at 8:58 a.m. and asked for introductions.

#### Commissioners Present

Colleen Adam  
Dr. John Bernthal  
Dr. Deborah Frison  
Dr. Ron Hunter  
Mary Lauritzen

Dwayne Probyn  
Eric Seacrest  
Dr. Joyce Simmons  
W. Scott Wilson  
Carol Zink

#### Commissioners Absent

Lori Warner

#### Commission Staff Present

Dr. Michael Baumgartner  
Benjamin Civic  
Dr. Kathleen Fimple  
Jason Keese

Kadi Lukesh  
Helen Pope  
Gary Timm  
Mike Wemhoff

*Commissioner Bernthal takes Oath of Office*

### COMMISSIONERS OATH OF OFFICE

The Secretary of State's office requires all Commissioners to take and sign an oath of office. Dr. John Bernthal, of Lincoln, was sworn in as a Commissioner by Benjamin Civic, College Access Challenge Grant

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Program Director. Chair Adam noted Dr. Bernthal's appointment is pending Legislature approval.

*Minutes of September 16, 2014  
Commission meeting approved*

**MINUTES OF SEPTEMBER 16, 2014 COMMISSION MEETING**  
**Commissioner Hunter moved that the September 16, 2014 minutes be approved. Commissioner Zink seconded the motion. A roll call vote was taken. Commissioner Bernthal abstained. All other Commissioners present voted yes.**

*Chair Adam welcomes Dr. Bernthal*

**CHAIR'S REPORT**

Chair Adam welcomed new Commissioner Dr. John Bernthal, noting that he is a professor emeritus at the University of Nebraska – Lincoln, and retired chair of the Department of Special Education and Communication Disorders.

*Chair Adam mentions Dr. Pfeil's  
retirement dinner*

Chair Adam thanked the staff for arranging a lovely retirement dinner for Dr. Carna Pfeil the previous evening.

*State Auditor's report*

Chair Adam noted that each Commissioner should have received an emailed copy of the final attestation review report by the State Auditor.

**EXECUTIVE DIRECTOR'S REPORT**

*Kadi Lukesh presents first quarter  
Budget Report*

Dr. Michael Baumgartner, Executive Director, called on Kadi Lukesh, Office Manager/Bookkeeper, to give the first-quarter budget report. Ms. Lukesh stated the first quarter report expenses look high due to payment of MHEC and SHEEO dues, and workers compensation charges, along with the payout of unused vacation and sick leave for retired Interim Executive Director Dr. Pfeil. Ms. Lukesh noted supplies and printing must be purchased through State-contracted vendors or various State divisions.

*Combined Charities recognition*

On September 19, several staff members participated in the Combined Charities Annual Recognition Picnic at the Governor's mansion. The Commission had 100 percent staff participation for the 10th consecutive year. Kadi Lukesh received a special award for leadership giving.

*Ritchie Morrow 20 years of service*

On October 21, Ritchie Morrow, CCPE Financial Aid Officer, will receive recognition for 20 years of service as a State employee. Mr. Morrow has recently been traveling to campuses performing Access College Early (ACE) and Nebraska Opportunity Grant (NOG) audits.

*Dr. Baumgartner comments on  
attending the Legislative Education  
Committee hearing*

On Monday, October 6, Dr. Baumgartner attended the Legislative Education Committee hearing in Omaha to testify regarding goals and objectives for education in Nebraska - part of the Committee's "visioning process." Commissioners Wilson and Probyn also attended the hearing, along with Jason Keese, Public Information and Special Projects Coordinator, and Dr. Kathleen Fimple, Academic Programs Officer. Dr. Baumgartner emphasized during his testimony affordability, completion and timely completion, and adult education. Early childhood was strongly

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represented by those testifying, along with distance education opportunities for K-12. Others testifying included representatives from Metropolitan Community College, Creighton University, and the University of Nebraska. Two other hearings will be held this week at the Lifelong Learning Center at Northeast Community College in Norfolk, and the Broken Bow High School auditorium. The Legislative Education Committee will be holding a hearing on November 19 at the State Capitol on LB497, regarding the use of lottery funds.

*Dr. Baumgartner speaks on the MHEC grant from the Lumina Foundation*

Dr. Baumgartner reported that since Nebraska signed on to the Midwest Higher Education Compact's (MHEC) multi-state collaborative on military credit, Dr. Fimple has been leading the work on this project. This week MHEC announced it has received a \$900,000 dollar grant from the Lumina Foundation to continue its work. MHEC is continuing to seek additional funds as well.

*Dr. Fimple comments on reverse transfer issues*

A large portion of 2014's \$500,000 Community College Student Performance and Occupation Education Grant went to reverse transfer issues. Dr. Baumgartner asked Dr. Fimple to comment on how that is coming along. Dr. Fimple attended a meeting about the reverse transfer process. The University and State Colleges are on the same student information system. They use this system to identify students who have transferred to one of the University campuses or state colleges from a Nebraska Community College. The list of students is compiled and sent to the appropriate Community College with the hope that those students having accumulated a certain number of credit hours could use those hours and apply them to an associate degree. This first step has helped the Community Colleges identify the students. Dr. Fimple noted the Community Colleges had received two sets of lists by the time of the meeting, and at that time, 94 degrees had already been awarded. Commissioner Simmons commented that this will give a more accurate picture of graduation rates from the Community Colleges.

*Dr. Baumgartner notes upcoming meetings and visits*

Dr. Baumgartner noted several meetings and visits he has coming up, including a visit to Peru State College, and a meeting with Commissioner Probyn to discuss Nebraska's advanced manufacturing issues and how the Commission can work with the "Dream It Do It" campaign. Also, visits to UNO, Chadron State College, and the State Colleges Board of Trustees meeting are planned.

*TAACCCT Grants*

### **TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING (TAACCCT) GRANTS**

Metropolitan Community College and Central Community College are recipients of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The grant is part of a total of \$450 million in community college and career training grants announced last week by the U.S. Department of Labor and Department of Education. The TAACCCT grant is connected to the President's goal of leading the world in postsecondary attainment by 2020, and getting displaced workers in occupations as soon as possible.

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*Dr. Nathan Allen, Central  
Community College*

Dr. Nathan Allen, Dean of Business and Skilled and Technical Sciences at Central Community College in Hastings, reported that CCC received just under \$2.5 million from the TAACCCT grant. CCC will use the grant to develop the Nebraska Precision Agriculture Center of Excellence (NPACE), to continue working with Southeast Community College relating to agriculture in Nebraska, and to assist displaced workers. CCC plans to incorporate military transfer into this project. Dr. Allen answered questions from the Commissioners.

*Dr. Tom Pensabene, Metropolitan  
Community College*

Dr. Tom Pensabene, Executive Director of the Workforce Innovation Division and Dean of IT, spoke on Metropolitan Community College's receipt of the TAACCCT grant. He noted Metro will use its three-year, \$2.5 million award to launch Project PROTO, which stands for Providing Realistic On-ramps to Technology Occupations. He provided a handout on PROTO and discussed the key elements of the project. There is a significant need in Omaha for IT workers at all levels of training. The college will also use the grant to expand its Fabrication Laboratory, where students work with 3-D printers and other digital tools, and create new academic programs in prototype design and production. Plans for a future Advanced Technology Campus are underway. Dr. Pensabene answered questions from the Commissioners.

*Public Comment on Matters of  
General Concern*

*Tip O'Neill, AICUN*

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

Tip O'Neill, President of the Association of Independent Colleges and Universities of Nebraska, came forward to comment on an article that was recently in the Chronicle of Higher Education. The article talked about the difficulty that both independent and public institutions have in meeting their enrollment and budget goals for the fall semester. Mr. O'Neill noted that although this is not a surprise, he read Tom Mortensen's comments to this article noting median family income for dependent 18-24 year-old high school graduates has declined. The share of K-12 students approved for subsidized school lunch rose from 31 percent in 1989 to 53 percent in 2012. These students will be at zero EFCs when they reach college age. Mr. O'Neill stated that without more need-based student aid, Nebraska won't be able to serve poorer students effectively.

**Chair Adam closed the public hearing on Matters of General Concern.**

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

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

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

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

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*Chair Adam discusses letter from Dr. Linder, UNL*

*Mr. Timm presents the 2015-2017 Biennial Public Postsecondary Education Operating Budget Recommendations*

*2015-2017 Biennial Public Postsecondary Education Operating Budget Recommendations approved*

*Mr. Wemhoff presents the 2015-2017 Biennial Public Postsecondary Education Capital Construction Budget Recommendations and Prioritization*

*2015-2017 Biennial Public Postsecondary Education Capital Construction Budget Recommendations and Prioritization approved*

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

Chair Adam noted that the Commission has received a letter from Dr. James Linder, Interim President at the University of Nebraska. Dr. Linder is acknowledging the Commission's operating budget recommendations and thanking the Commission for the time put in to the recommendations.

### **2015-2017 Biennial Public Postsecondary Education Operating Budget Recommendations**

Commissioner Simmons stated every two years we present our operating and capital construction budget recommendations. In the report, pages six through 10 are the final requests and the final recommendations from the Budget, Construction, and Financial Aid Committee. The committee consists of Commissioners Adam, Wilson, Seacrest, Zink, and Chair Simmons. She introduced Gary Timm, Chief Finance and Administrative Officer, to discuss the budget recommendations.

Mr. Timm presented the report, focusing on sections that had been discussed and modified by the Budget, Construction, and Financial Aid Committee. After approval today by the Commissioners, the report is due to the Governor and Appropriations Committee by October 15.

**Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the 2015-2017 Biennial Public Postsecondary Education Operating Budget Recommendations. A roll call vote was taken, with all Commissioners present voting yes.**

### **2015-2017 Biennial Public Postsecondary Education Capital Construction Budget Recommendations and Prioritization**

Commissioner Simmons called on Mike Wemhoff, Facilities Officer, to provide the 2015-2017 Biennial Public Postsecondary Education Capital Construction Budget Recommendations and Prioritization report. Mr. Wemhoff presented the report, noting that these recommendations exclude the community colleges, who have their own funding source. The Commission's statewide facilities funding issue involves funding facility renewal and adaptation for funding recommendations are included to adequately address on-going routine maintenance, deferred repair, and renovation and remodeling needs. The report also provides specific recommendations and prioritization of governing board/Commission approved capital construction projects.

**Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the 2015-2017 Biennial Public Postsecondary Education Capital Construction Budget Recommendations and Prioritization. A roll call vote was taken, with all Commissioners present voting yes.**

Dr. Julie Masters, UNO

### **PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

Dr. Julie Masters, Chair of the Department of Gerontology at the University of Nebraska at Omaha, was present to support the UNO Bachelor of Science in Gerontology program. She noted that there are three key points for why the degree should be offered: aging baby boomers are needing care; no other program in the University System is offering an undergraduate degree in gerontology; and employers are seeing the value of hiring people with a background in gerontology. Dr. Masters offered to answer any questions the Commissioners may have on this program.

Dr. Ryan Spohn, UNO

Dr. Ryan Spohn, Director, Consortium for Crime and Justice Research at the University of Nebraska at Omaha, came forward with supporting materials for the Nebraska Center for Justice Research (NCJR). The Center's mission is to develop and sustain research capacity internal to the State of Nebraska to assist the Legislature in research, evaluation, and policymaking to reduce reoffending, promote the use of evidence-based practices in corrections, and improve public safety. Dr. Spohn offered to answer questions from the Commissioners on the research center.

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

### **ACADEMIC PROGRAMS COMMITTEE**

Commissioner Probyn, chair of the Academic Programs Committee, identified members of the committee; Commissioners Frison, Hunter, Lauritzen, and Seacrest.

University of Nebraska at Omaha –  
Gerontology (BS)

Commissioner Probyn and Dr.  
Fimple present the proposal

### **University of Nebraska at Omaha Proposal for a New Instructional Program – Gerontology (BS)**

Commissioner Probyn presented the proposal, pointing out that the Department of Gerontology is part of the College of Public Affairs and Community Service (CPACS). Dr. Fimple added that the current program is a Bachelor of General Studies (BGS) and is only open to students over the age of 21. The new program will be offered on the Omaha and Lincoln campuses.

Commissioner Probyn inquired about the program's relationship with the University of Nebraska Medical Center. Dr. Masters stated that they have a good relationship with the Medical Center, working with staff in geriatrics, the nursing program, and research.

Dr. Deborah Smith-Howell, UNO

Dr. Deborah Smith-Howell, Associate Vice Chancellor for Academic Affairs and Dean of Graduate Studies at the University of Nebraska at Omaha, came forward to clarify the difference between the Bachelor of Science (BS) and Bachelor of General Studies (BGS) degrees. She stated the proposed BS in Gerontology degree would be open to all ages, but the BGS is a degree that was established a long time ago solely for students over 21. Therefore, the proposed degree would open the program to students of all ages.



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*University of Nebraska at Omaha –  
Gerontology (BS) proposal for a New  
Instructional Program approved*

*University of Nebraska at Kearney –  
Special Education K-12 Teaching  
(BAE)*

*Commissioner Probyn and Dr.  
Fimple present the proposal*

*Dr. Ken Anderson, UNK*

*University of Nebraska at Kearney –  
Special Education K-12 Teaching  
(BAE) proposal for a New  
Instructional Program approved*

*University of Nebraska at Kearney –  
Early Childhood and Family  
Advocacy (BS)*

*Dr. Fimple presents the proposal*

*Dr. Sylvia Asay, UNK*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's proposal for a New Instructional Program – Gerontology (BS). A roll call vote was taken, with all Commissioners present voting yes.**

**University of Nebraska at Kearney Proposal for a New Instructional Program – Special Education K-12 Teaching (BAE)**

Commissioner Probyn introduced the proposal and asked Dr. Fimple to discuss particulars of the proposal. Dr. Fimple noted the program's purpose is to provide students an opportunity to earn a field endorsement in K-12 special education. A field endorsement is two or more subjects which, considered as a single area of study, represent a broader scope than that of a subject endorsement. A subject endorsement is a narrow range of courses or specific course. Dr. Fimple noted that this will open up opportunities for teachers in smaller communities and rural areas, as there is a shortage of special education teachers in the state.

Dr. Ken Anderson, Chair of the Department of Teacher Education at the University of Nebraska at Kearney, spoke briefly and answered Commissioners' questions regarding specialized math methods for special education students and placement of students in classrooms. From the third week of the first course, UNK students are out in the schools actually observing and applying what they have learned in their classes, giving them sufficient field time. Dr. Anderson noted the goal of the program is to make students more employable and meet the needs of the community at the same time.

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Kearney's proposal for a New Instructional Program – Special Education K-12 Teaching (BAE). A roll call vote was taken, with all Commissioners present voting yes.**

**University of Nebraska at Kearney Proposal for a New Instructional Program – Early Childhood and Family Advocacy (BS)**

Dr. Fimple presented the proposal, commenting that early childhood family advocates work with parents and children from 0 to 5 years of age to help create a healthy home environment, appropriate parenting, and school readiness. There was some concern about student demand for the proposed program, so the APC committee added a recommendation that when the regular program review takes place in June of 2018, the review should include enrollments and number of majors. That is information normally not on a program review. No other Nebraska school offers a BS in Early Childhood and Family Advocacy. The course is offered online, giving working students and those not close to UNK the opportunity to take the program.

Dr. Sylvia Asay, Department Chair of Family Studies at the University of Nebraska at Kearney, came forward to comment that there is a certificate

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program in the works, which would give a person wanting to work in this field the opportunity to go on for a bachelor's degree.

*University of Nebraska at Kearney –  
Early Childhood and Family  
Advocacy (BS) proposal for a New  
Instructional Program approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Kearney's proposal for a New Instructional Program – Early Childhood and Family Advocacy (BS), with the program review due June 30, 2018, to include enrollments and number of majors. A roll call vote was taken, with all Commissioners present voting yes.**

*University of Nebraska at Omaha –  
Nebraska Center for Justice  
Research*

**University of Nebraska at Omaha Proposal for a New Organizational Unit – Nebraska Center for Justice Research**

*Dr. Fimple presents the proposal*

Dr. Fimple presented the program, noting the State's correctional system is at 152% capacity. The need for quality policy guidance, research, and evaluation has never been greater. The variety of fields represented by faculty affiliates is important, as this unit is not the "traditional" criminal justice program, but covers many fields, including social work, political science, black studies, gerontology, and public information. The justice system is moving away from a pure deterrence/incapacitation model toward one of risk assessment and service provision. There is no comparable unit at any other public institution in Nebraska. This unit would have potential for research and policy formation.

*University of Nebraska at Omaha –  
Nebraska Center for Justice  
Research proposal for a New  
Organizational Unit approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's proposal for a New Organizational Unit – Nebraska Center for Justice Research. A roll call vote was taken, with all Commissioners present voting yes.**

*Existing Program Review*

**Information Item: Existing Program Review**

Commissioner Probyn presented the existing Program Review approved by the Executive Director. Dr. Fimple added that these programs can be approved if they meet the Commission's productivity threshold, but also if there is justification for being below threshold.

University of Nebraska-Lincoln  
Sociology – BA, BS, BJ, MA, PhD

University of Nebraska at Kearney  
Social Work – BS  
Sociology – BA, BS, BSE

University of Nebraska at Omaha  
Social Work – BSW, MSW  
Sociology – BA, BS, BGS, MA

Chadron State College  
Social Work – BA

Wayne State College  
Sociology – BA, BS



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*SARA applications approved by the  
Executive Director*

**SARA Institutional Applications Approved by the Executive Director**

Dr. Fimple noted Bryan College of Health Sciences – Lincoln, and Peru State College have been approved for participation in SARA.

*Discontinuation of a Major and  
Center Renaming*

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

**Discontinuation of a Major**

UNO – Community Health concentration of Public Health

**Renaming of a Center**

UNO – The Center for Faculty Development to  
*The Center for Faculty Excellence*

**EXECUTIVE COMMITTEE**

*2015 Commission Meeting Dates*

**2015 Commission Meeting Dates**

Chair Adam clarified that today's vote will be to approve the tentative 2015 Commission meeting dates.

*2015 Commission Meeting Dates  
approved*

**Chair Adam, on behalf of the Executive Committee, moved to approve the proposed tentative 2015 Commission meeting dates. A roll call vote was taken, with all Commissioners present voting yes.**

*Next Commission Meeting:  
December 4, 2014*

**FUTURE MEETINGS**

The next Commission meeting will be held on Thursday, December 4, 2014 at the Nebraska State Capitol, Room 1113, Lincoln, Nebraska.

*Commissioner Probyn comments*

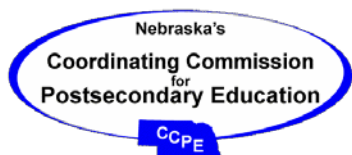
**COMMISSIONER COMMENTS**

Commissioner Probyn commented that the Barbara Weitz Community Engagement Center in Omaha would be a spectacular place to hold a future Commission meeting.

*Meeting adjourned at 12:01 p.m.*

**ADJOURNMENT**

The meeting was adjourned at 12:01 p.m.



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Central Community College (CCC)

**Program:** Diversified Manufacturing Technology

**Award:** Certificate

**Institution's Existing Degree(s) in Same or Similar Discipline:** Advanced Manufacturing and Design Technology—AAS, diplomas, certificates

**Proposal Received by Commission:** October 10, 2014

**Proposed Start Date:** January 2015

### Background

In 2012 Nebraska community colleges received a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant\* from the U.S. Department of Labor. The colleges conducted a statewide survey of manufacturing sector employers and then worked together to design the four courses that would serve as the core for a program. In January 2014 the Commission approved a certificate in diversified manufacturing technology at Northeast Community College (NECC) that was developed under the grant. In May 2014 an AAS, diploma, and certificate in diversified manufacturing technology that were also developed under the grant were approved by the Commission for Southeast Community College (SCC).

### Description

Like the other certificates developed under the grant, the proposed program would provide students with the core technical competencies found in all sectors of manufacturing, focusing on safety, quality, production, and maintenance. The curriculum for the certificate would require four courses (12 semester credit hours). The same four courses comprise the certificate programs at NECC and SCC, with the addition of a math course. All the courses at CCC would be new. A part-time student could complete the certificate in two semesters by taking two courses (3 credit hours each) both semesters. The certificate hours could be applied toward a diploma and AAS in advanced manufacturing technology as well as an AAS in drafting and design technology and an AAS in welding technology.

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

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

\* "TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA for Workers program, and prepare program participants for employment in high-wage, high-skill occupations."  
([www.doleta.gov/taaccct/](http://www.doleta.gov/taaccct/))

## REVIEW CRITERIA

### A. Need for the Program

High-----Low				
		√		

CCC reports that manufacturing is the third largest industry in Nebraska, providing almost 8% of the state's jobs and 10% of its earnings. The college cited a report from Economic Modeling Specialists, Inc. indicating there

were 48,115 jobs in manufacturing in the state in 2011 and that by 2020 17,972 new jobs or openings were expected.

The college also quoted the president of the Nebraska Chamber of Commerce and Industry who stated that Nebraska needs more skilled workers to fill manufacturing jobs throughout the state. He said that the shortage has become the greatest challenge that the Chamber's manufacturing members face.

The documentation of need is not extensive, but employers reported that they wanted a more skilled workforce. The diversified nature of the program would prepare students to work in a variety of fields and could make them more marketable, unless an employer is seeking someone with extensive experience in a single area.

The federal grant, part of President Obama's plan to increase educational attainment in the United States, also suggests the need for employees trained in high-skill professions.

### B. Demand for the Program

High-----Low				
		√		

The college estimates that 12 students would enroll in the program every year.

The Nebraska Department of Labor web site does not have wages or job projections for a diversified manufacturing technician or even a manufacturing production technician. The site does have a listing for "engineering technicians, except drafters". The entry level wage is \$40, 898. The Department's projections for employment are very low. However, CCC's advanced manufacturing and design technology program has averaged almost 17 certificate graduates per year, suggesting a demand by students for certificates in the broader field.

The estimate of 12 students may be somewhat high, but lower numbers would still support a viable program.

### C. Avoidance of Unnecessary Duplication

High-----Low				
		√		

As identified on page 1, there are also certificate programs at NECC and SCC. CCC and other community colleges in Nebraska offer programs in related fields, but those are either broader and not specifically geared to the

needs of manufacturing employers and employees (e.g., electromechanical technology) or are very narrow (e.g., tool and die, plastic mold). With the addition of this certificate, there would be three diversified manufacturing technology certificates in the state; however, the philosophy of developing the program for multiple areas within the state was part of the approved grant and employer demand appears strong.

### D. Resources: Faculty/Staff

High-----Low				
		√		

CCC reports that the program would be taught by current faculty and adjuncts and that adjunct faculty would be hired to teach two sections each

semester. Presumably, this would cover the four new courses for the certificate. The budget lists one adjunct instructor.

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

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

CCC states that no additional resources would be needed to offer the program. Since there are already courses in place for advanced manufacturing and design technology, there should be sufficient resources available on the Hastings campus. CCC also reports that they are working to hold additional courses in Grand Island in the evenings at the Career Pathways Institute.

To enhance the program, the college has asked the Department of Labor to approve the purchase under the grant of three new CNC lathes, a new press brake, and some additional small equipment.

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

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

The TAACCCT grant paid for the use of ToolingU, an online course supplement that is being used by the grant recipients as the “textbook” for all four courses. In addition, CCC has courses in advanced manufacturing and design technology, so other available information resources should be sufficient.

**G. Budget**

Note that TAACCCT grant funds are not included in the budget. These funds paid for curriculum development and ToolingU, and may pay for additional equipment.

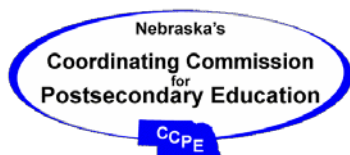
**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS**  
**As reported by CCC**

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$45,000	Reallocated Funds	
General Operating	\$5,000	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees*	\$66,240
Five-Year TOTAL	\$50,000	Five-Year TOTAL	\$66,240

\*Based on 12 students each year

**Committee Recommendation: Approve**

**First Program Review Date: Due June 30, 2015**



## NEW ORGANIZATIONAL UNIT PROPOSAL

**Institution:** University of Nebraska at Omaha

**Name of the new unit:** School of the Arts

**Programs included in the new unit:** Art, Art History, Studio Art, Studio Art with a K-12 certification, Theatre, Creative Writing (BA, BFA, MA, MFA)

**Proposal Received by the Commission:** September 22, 2014

**Proposed Start Date:** When approved by the Coordinating Commission

### Description

The College of Communication, Fine Arts and Media currently houses one school (School of Communication) and four departments (Art and Art History, Theatre, Writer's Workshop, and Music). The proposal would merge all departments except the Department of Music into the School of the Arts. (UNO submitted a separate proposal for a new School of Music.) The proposed school would create a more efficient and responsive administration and facilitate collaboration within the member departments.

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

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

## REVIEW CRITERIA

### A. Demonstrated Need and Appropriateness of the Unit

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

UNO identifies six areas of need and/or demand for both academic and community stakeholders.

- Promote growth of interdisciplinary areas
- Facilitate innovative partnerships with external constituents
- Reduce barriers to collaboration
- Provide a functional and responsive structure
- Increase regional, national, and international recognition
- Provide a magnet for collaborative external funding

Every institution identifies the best administrative and academic structure for its campus. For example, UNL's College of Fine and Performing Arts is comprised of a school of music, a school of theatre and film, and a department of art and art history. Other colleges on the UNO campus are composed of several schools. The College of Public Affairs and Community Service (CPACS), for example, includes a school of public administration, a school of social work, a school of criminology and criminal justice, an aviation institute, a division of continuing studies, and a department of gerontology.

**B. Resources: Faculty/Staff**

High-----Low
√

UNO reports that no new resources would be needed since the current budgets for the existing departments would be reallocated to the School of the Arts. The total in the budget for projected costs matches the amount under reallocated funds.

The proposal states that each department currently has a chair, but none of them are on 12 month appointments. This results in inconsistent administrative coverage in the summer. The proposed school would have a director on a 12 month appointment so there would be a fulltime administrator throughout the calendar year. There would be three divisions within the school, each with a coordinator, one of whom would also serve as assistant director. The budget includes salaries for all current faculty (24), three graduate assistants, and six non-teaching staff.

Other potential efficiencies were identified. For example, needed advising and recruiting could be handled by one new person, rather than each department hiring its own. One person could handle equipment and repair for theater and studio art rather than one for each program.

**C. Resources: Physical Facilities/Equipment/Information Resources**

High-----Low
√

The university states that no new resources would be needed since the current budgets would be reallocated to the new school. The budget includes a line for equipment, starting at \$35,000 in year one and totaling \$186,129 over the five year period.

**D. Budget**

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$10,614,743	Reallocated Funds <sup>1</sup>	\$11,184,254
General Operating	\$383,382	New State Funds	
Equipment	\$186,129	New Local Funds	
Facilities		Tuition and Fees <sup>2</sup>	\$13,732,867
Library			
Five-Year TOTAL	\$11,184,254	Five-Year TOTAL	\$24,917,121

<sup>1</sup>Reallocated budgets from the current departments of Art/Art History, Theatre, and Writer's Workshop.

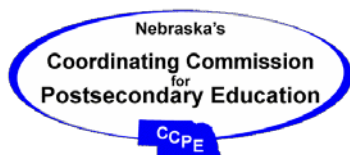
<sup>2</sup>Based on 11,345 SCH generated by the three current departments. Tuition is not held locally, but distributed by Central Administration according to program needs.

**Committee Comment:** The creation of the school should result in greater efficiency and improved service to students at little or no cost to UNO.

**Committee Recommendation:** Approve.

**Approval of the new school does not constitute approval of any new programs the school may propose in the future.**





## NEW ORGANIZATIONAL UNIT PROPOSAL

**Institution:** University of Nebraska at Omaha

**Name of the new unit:** School of Music

**Programs included in the new unit:** Bachelor of Music-performance, education; Bachelor of Arts-performance (instrumental, keyboard, voice, and jazz), music technology, music entrepreneurship; Bachelor of General Studies-music; Master of Music- performance, education, conducting

**Proposal Received by the Commission:** September 22, 2014

**Proposed Start Date:** When approved by the Coordinating Commission

### Description

The College of Communication, Fine Arts and Media currently houses one school (School of Communication) and four departments (Art and Art History, Theatre, Writer's Workshop, and Music). The proposal would elevate the current department of music to the School of Music. (UNO submitted a separate proposal for a new School of the Arts, merging the remaining three departments.) The school would allow for new programming and growth as well as administrative efficiencies.

The Department of Music has been accredited by the National Association of Schools of Music since 1982. The Coordinating Commission approved a new BA degree in music with six options (see list above) in July 2014.

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

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

## REVIEW CRITERIA

### A. Demonstrated Need and Appropriateness of the Unit

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

UNO states that the school designation would enhance the visibility and prestige of its music programs and consequently attract more students and greater attention of potential donors and/or community partners.

The proposal provided the criteria that the University of Nebraska uses to guide the establishment of a new school. Schools should "possess most of the following characteristics:"

- Composed of several disciplinary areas with a complexity and composition between department level and college level
- Academic composition combines areas that have been or could be departments
- An organizational structure that is commonly found at other universities
- Faculty who have engaged in significant and diverse scholarly activities

- Programs at the post-baccalaureate level and several degrees or concentrations at the undergraduate level

UNO asserts that the proposed School of Music meets all five criteria. They listed six of their peer institutions (Board of Regents peers) that have schools of music.

The degree to which the proposed school meets the five characteristics identified by the university varies. Some are indisputable while others are debatable; however, not all characteristics are required under the university guidelines.

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

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

UNO reports that no new resources would be needed since the current budget for the Department of Music would be reallocated to the School of Music. The total in the budget for projected costs matches the amount under reallocated funds. That amount includes salaries for 13 faculty, three graduate assistants, and three non-faculty staff.

The proposal does indicate that there would be staffing changes, including moving the department chair (9 month position) into the 12 month position of director, providing more administrative stability. The funds for this move are already included in the Music Department Strategic Plan, with funding from faculty retirement savings. Other administrative changes would include the creation of two divisions: performance and education. The current coordinator of music education would become the division coordinator for the latter and one of five current performance area coordinators would fill the position of performance division coordinator.

### **C. Resources: Physical Facilities/Equipment**

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

The university states that no new resources would be needed since the current budget for the Department of Music would be reallocated to the School of Music. The budget includes a line for equipment, starting at \$35,000 in year one and totaling \$186,129 over the five year period.

### **D. Budget**

#### **PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS as reported by UNO**

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$6,420,225	Reallocated Funds <sup>1</sup>	\$6,966,925
General Operating	\$360,518	New State Funds	
Equipment	\$186,182	New Local Funds	
Facilities		Tuition and Fees <sup>2</sup>	\$14,030,986
Library			
Five-Year TOTAL	\$6,966,925	Five-Year TOTAL	\$20,997,911

<sup>1</sup>Reallocated budget from the current department of music.

<sup>2</sup>Based on 10,363 SCH generated by the current music programs. Tuition is not held locally, but distributed by Central Administration according to program needs.

**Committee Comment:** The school would improve service to students and provide greater visibility and opportunity for external funding with little or no cost to UNO.

**Committee Recommendation:** Approve.

**Approval of the new school does not constitute approval of any new programs the school may propose in the future.**

**Graphic Design-AAS, Diploma, Certificate  
Mid-Plains Community College  
Follow-up Report**

***Background:***

- In **2004** the Commission approved a new AAS degree in Graphic Design at Mid-Plains Community College. The Commission approved the program “with the expectation that the new degree program will not be allowed to become a low producing program with student credit hours per FTE faculty below threshold or with only minimal numbers of degrees awarded”. The Commission asked for a **report regarding societal need and student demand as well as productivity measures**.
- In **2008**, MPCC reported the following:
  - Student credit hours had increased, but additional faculty were added resulting in a decline of SCH/FTE from 377 to 261 (Commission threshold is 275).
  - Four students completed the AAS.
  - In the first three years of the program, enrollments increased from 9, to 22, to 33, with most students attending part-time.
  - The Commission **continued** the program.
- In **2011**, during the regular seven-year review, MPCC reported an average of 4.3 graduates over the previous four years (Commission threshold is 10). Twelve students were expected to graduate with an AAS and six with certificates. No SCH/FTE was reported because most of the courses were part of the larger arts curriculum. The Commission **continued the program with a report** on number of graduates and SCH/FTE.

***Summary of Institution's Report:***

- The average number of graduates from 2008 to 2013 was 10.8
- As previously, the SCH/FTE was not reported, but the graphic design courses were recently removed from the arts curriculum and given their own prefix. This will allow MPCC to track the credit hours more effectively and improve program identity.
- A name change in the program, from Graphic Design to Graphic Design/Visual Communications is expected to help potential students identify the program.
- The program faculty member has been working with four-year institutions to develop articulation agreements and to carefully advise potential transfer students. Recent graduates have successfully transferred to UNK, UNO, Bellevue University, and Pittsburg State University in Kansas.

***Committee Comment:***

The number of graduates has exceeded the Commission threshold at 10.8. For the most recent three year period, the average was 14.0.

***Committee Recommendation:***

Continue the program.

[The next regular program review is due June 30, 2018.]

**Diversified Agricultural Studies—BS  
University of Nebraska-Lincoln  
Follow-up Report**

***Background***

- In **2012** the Commission reviewed the Diversified Agricultural Studies program at UNL. The program is interdisciplinary and therefore had no reported SCH/FTE. The average number of graduates was 2.8 (Commission threshold is 7.0). UNL reported that:
  - the program was populated primarily by students who intended to return to production agriculture
  - in 2009 the program initiated an online degree completion option
  - the number of majors had increased, with 39 enrolled in fall 2010
- The Commission **continued the program with a report on number of enrollments and graduates.**

***Summary of UNL's Report***

- The average number of graduates from 2008 through 2013 was 11.0, with a low of 9 graduates and a high of 15.
- in 2008 the program name was changed to Applied Science.
- The program can be completed online or on campus. Students can individualize their course choices to broaden their studies or combine them with electives to add a minor or dual degree.
- Most graduates return to the farm or ranch, but some gain employment in firms or agencies serving agricultural clientele.
- The program was listed on U.S. News and World Report's College Rankings 2014 edition in the "Best Online Undergraduate Programs" category.

***Committee Comment***

The online option and applied science degree appear to have been good choices for the success of the program. For the most recent five-year period, the program significantly exceeded the Commission threshold for number of graduates.

***Committee Recommendation***

Continue the program.

[The next regular program review is due June 30, 2018.]

## 2013-2014 EXISTING PROGRAM REVIEW

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR								
Institution	Program	5 yr Average (2008-2013)						
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards
CCC	Information Technology	4,628	515	AAS	15.8	20.8	36.4	73
MCC	Computer Information/Information Technology	41,743	866					44.6
	General Information Technology			AAS	5.8		1	
	Computer Technology			AAS	10.8			
	Information Technology			AAS	23.6			
	Micro Computers						3.4	
MPCC	Information Technology	1,409	298	AAS	3.6	1.8	1.6	7
NECC	Information Technology	2,546	3,471	AAS AA/AS	11.4 2.2		0.6	14.2
SCC	Computer Information Technology	7,132	877	AAS	43.8			43.8
SCC	Computer Programming Technology	1,578	313	AAS	10.8			10.8
WNCC	Information Technology	2,297	341	AA AS AAS AOS	3.0* 0.75* 0.25* 1.75*			5.75
CCC	Health Information Management Services	1,971	689	AAS	12.2**	17.4**	25	54.6
MCC	Health Information Management	16,853	905	AAS	53.8		15.2	69
MCC	Health Information Technology	2,852	735***	AAS	0.0		25.3***	25.3
MCC	Health Care Information and Administration	81	450****	AAS	0.0****		0.0****	0.0
WNCC	Health Information Technology	590	334	AAS	5.6	0.8		6.4

\*4 year average

\*\*includes students from NECC & SCC

\*\*\*new in 2010; three-year average

\*\*\*\*new in 2012

### Commission Thresholds

#### Student Credit Hour Production by Department

#### Per Full-Time Equivalent Faculty

(the mean of the prior 5 years)

(the mean of the prior 5 years)

Less Than Two Years and Associate 10  
 Baccalaureate and First Professional 7  
 Masters Degree 5  
 Specialist 4  
 Doctoral Degree 3

All credit hours produced at the baccalaureate  
 levels and all credit hours at the associate  
 level or below except those described below. 300

All credit hours produced at the associate level  
 and below in programs which utilize contact hours  
 that are converted to credit hours for purposes of  
 determining full-time equivalency pursuant  
 to Neb. Rev. Stat. § 85-1503 (2008)

275

## **Nebraska Institutions Approved for Participation in SARA as of November 25, 2014**

### **OCTOBER**

#### **Bryan College of Health Sciences – Lincoln**

- Incorporated under the laws of Nebraska as a non-profit corporation on July 11, 2012.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 2008; current accreditation to be reaffirmed in 2023-24.
- U.S. Department of Education composite financial score for 2011-12: 2.6\*
- Enrollment: 529 full time equivalent students
- Approved by CCPE Executive Director on September 16, 2014
- Approved by the National Council of SARA on October 6, 2014

#### **Peru State College – Peru**

- A public institution established by the Nebraska legislature in 1860.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1915; current accreditation to be reaffirmed in 2021-22.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 1,674 full time equivalent students
- Approved by CCPE Executive Director on September 29, 2014
- Approved by the National Council of SARA on October 9, 2014

#### **Metropolitan Community College – Omaha**

- A public institution established by Nebraska state statute in 1975.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1979; current accreditation to be reaffirmed in 2022-23.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 12,236 full time equivalent students
- Approved by CCPE Executive Director on October 8, 2014
- Approved by the National Council of SARA on October 14, 2014

\*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. An acceptable rating falls between 1.5 and 3.0.



## **NOVEMBER**

### **Mid-Plains Community College – North Platte and McCook**

- A public institution established by Nebraska state statute in 1975.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1986; current accreditation to be reaffirmed in 2021-22.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 1,899 full time equivalent students
- Approved by CCPE Executive Director on November 4, 2014
- Approved by the National Council of SARA on November 18, 2014

### **University of Nebraska at Kearney**

- A public institution established by Nebraska state statute in 1991.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1916; current accreditation to be reaffirmed in 2023-24.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 7,052 full time equivalent students
- Approved by CCPE Executive Director on November 25, 2014
- Approval by the National Council of SARA pending

### **University of Nebraska-Lincoln**

- A public institution established by Nebraska state statute in 1869.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1913; current accreditation to be reaffirmed in 2016-17.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 24,445 full time equivalent students
- Approved by CCPE Executive Director on November 25, 2014
- Approval by the National Council of SARA pending

### **University of Nebraska Medical Center**

- A public institution that became affiliated with the University of Nebraska in 1902.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1913; current accreditation to be reaffirmed in 2016-17.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 3,681 full time equivalent students
- Approved by CCPE Executive Director on November 25, 2014
- Approval by the National Council of SARA pending

## **University of Nebraska at Omaha**

- A public institution established by Nebraska state statute in 1968.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1939; current accreditation to be reaffirmed in 2017-18.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 15,227 full time equivalent students
- Approved by CCPE Executive Director on November 25, 2014
- Approval by the National Council of SARA pending

## **College of Saint Mary – Omaha**

- Incorporated under the laws of Nebraska as a non-profit corporation on January 15, 1963.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1958; current accreditation to be reaffirmed in 2018-19.
- U.S. Department of Education composite financial score for 2011-12: 3.0\*
- Enrollment: 970 full time equivalent students
- Approved by CCPE Executive Director on November 13, 2014
- Approval by the National Council of SARA pending

## **Previously approved:**

**Bellevue University – Bellevue**

**Central Community College – Grand Island, Columbus, Hastings**

**Concordia University, Nebraska – Seward**

**Creighton University – Omaha**

**Nebraska Methodist College – Omaha**

**Northeast Community College – Norfolk**

**Wayne State College – Wayne**

\*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. An acceptable rating falls between 1.5 and 3.0.

## Information Items

### A. Discontinued Programs

1. CCC – Electronics, Computers and Networking Technology (AAS, diploma, certificate)
2. CCC – Advanced Accounting (certificate)
3. CCC – Management (certificate)
4. CCC – Marketing (certificate)
5. CCC – Administrative Assistant (diploma)
6. CCC – Medical Office (diploma)
7. CCC – Medical Transcription (diploma)
8. CCC – Administrative Services (certificate)
9. CCC – Medical Office (certificate)
10. CCC – Medical Transcription (certificate)
11. CCC – Paralegal (certificate)

### B. Program name change

CCC – Information Technology to  
*Information Technology and Systems*

### C. Reasonable and Moderate Extensions

1. CCC – Information Technology and Systems (diploma)
2. CCC – Information Technology and Systems Concepts (certificate)
3. CCC – CISCO Networking (certificate)
4. CCC – Information Technology and Systems-Networking (AAS)
5. CCC – Information Technology and Systems-Technical Support (AAS)
6. CCC – Information Technology and Systems-Developer (AAS)
7. CCC – Business Administration (certificate)
8. CCC – Administrative Professional (diploma)
9. CCC – Office Clerk (certificate)
10. CCC – Construction Design Specialization in Drafting and Design Technology (AAS)
11. CCC – Early Childhood Home Visitor (diploma)
12. CCC – Infant/Toddler (certificate)
13. CCC – Basic Electronics (certificate)
14. CCC – Administrative Medical Office (certificate)

# ACE Plus Scholarship

2011-2012, 2012-2013, 2013-2014,  
2014-2015



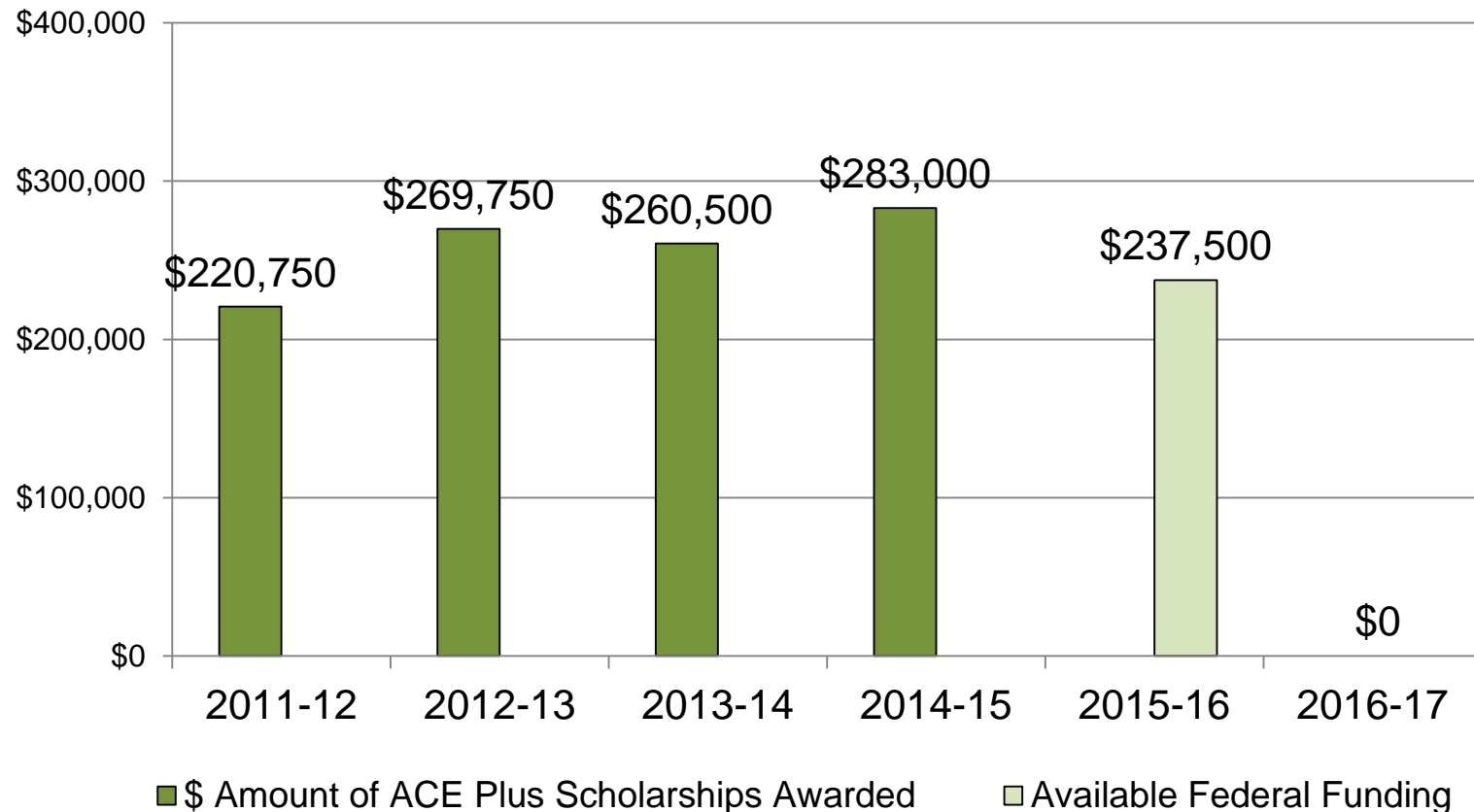
**COLLEGE ACCESS**  
**CHALLENGE G R A N T**

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# Scholarship Overview

- AY2011-12 was the first year operating the scholarship program
- Awards this year were made beginning in July for the 2014-2015 academic year, the fourth year of the program
- Solely funded by the federal CACG
  - All funding ending at the end of AY2015-2016 unless State funded thereafter

# CACG Funding of the Program





# Awards

For AY2011-2012

- First-year student award = \$500
- Second-year student award = \$1,250

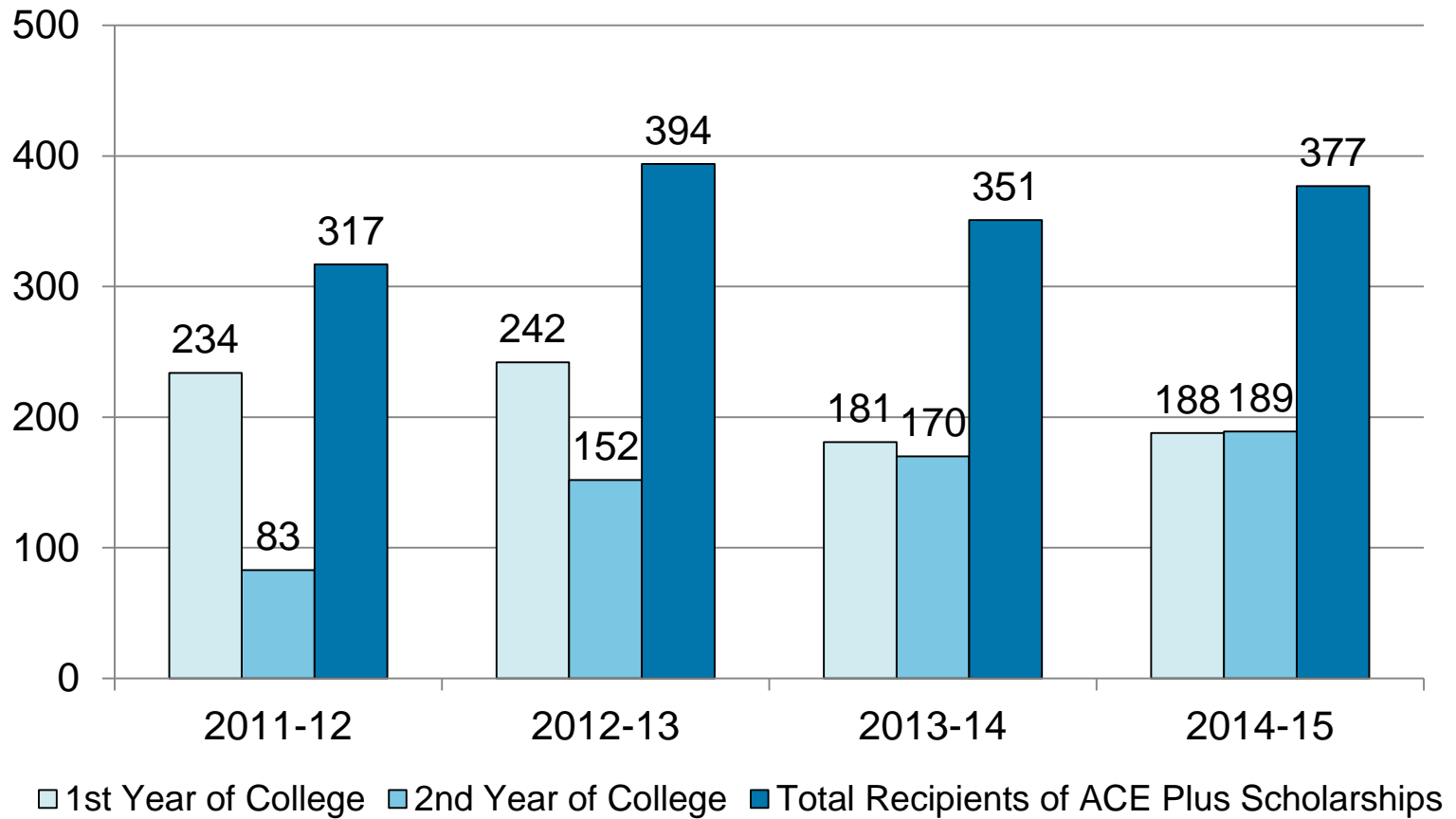
For AY2012-2013, 2013-2014, and 2014-2015

- First-year student award = \$500
- Second-year student award = \$1,000

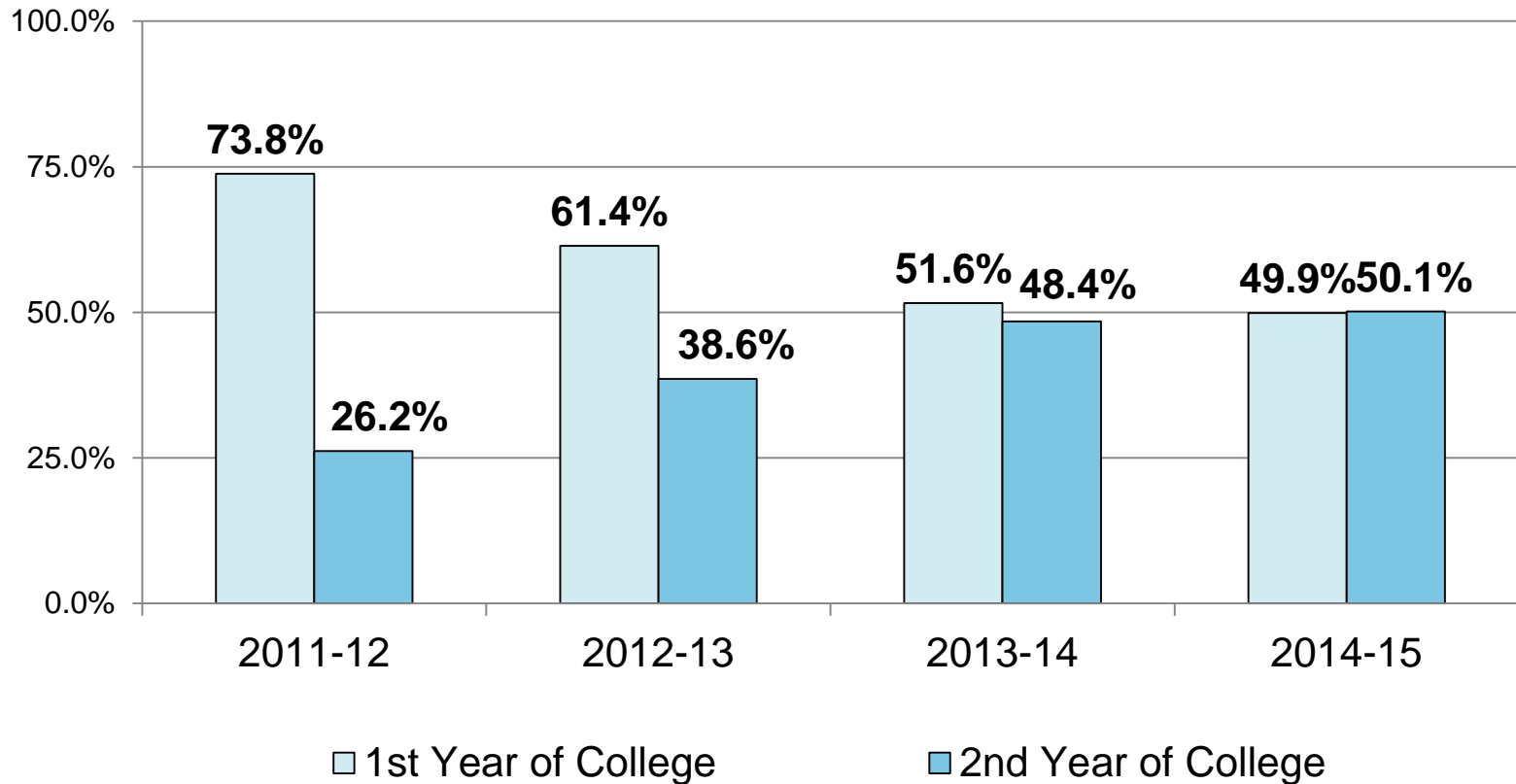
# Student Qualifications

- Must take at least one college course while in high school funded by the Access College Early (ACE) program
- Must earn at least a 2.0 GPA in ACE courses
- Must be enrolled full time in college for the full academic year
- To qualify for a second-year award, must earn at least a 2.0 GPA during first year of college

# Number of Recipients by Award Type

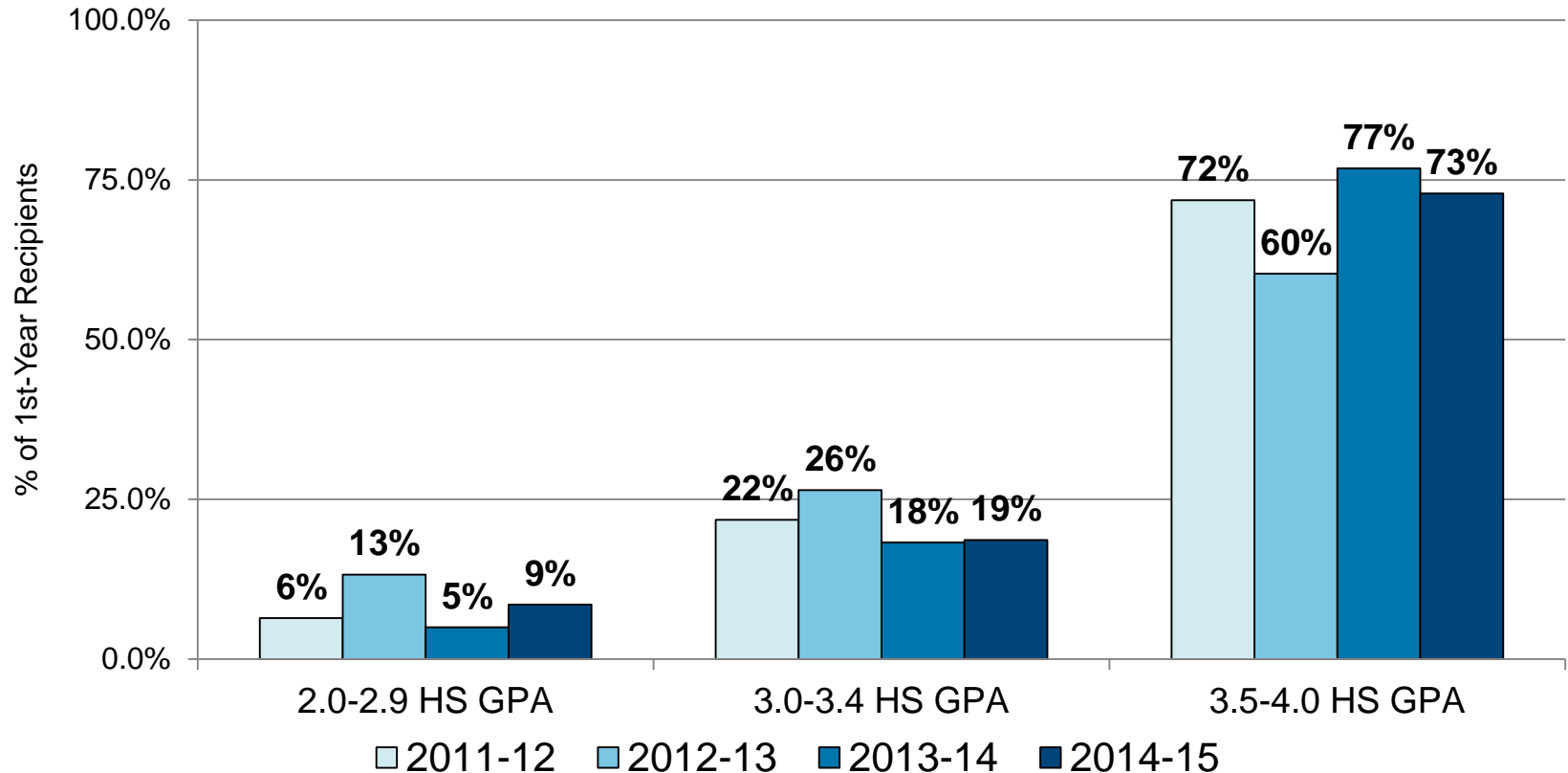


# Percentage of Recipients by Award Type



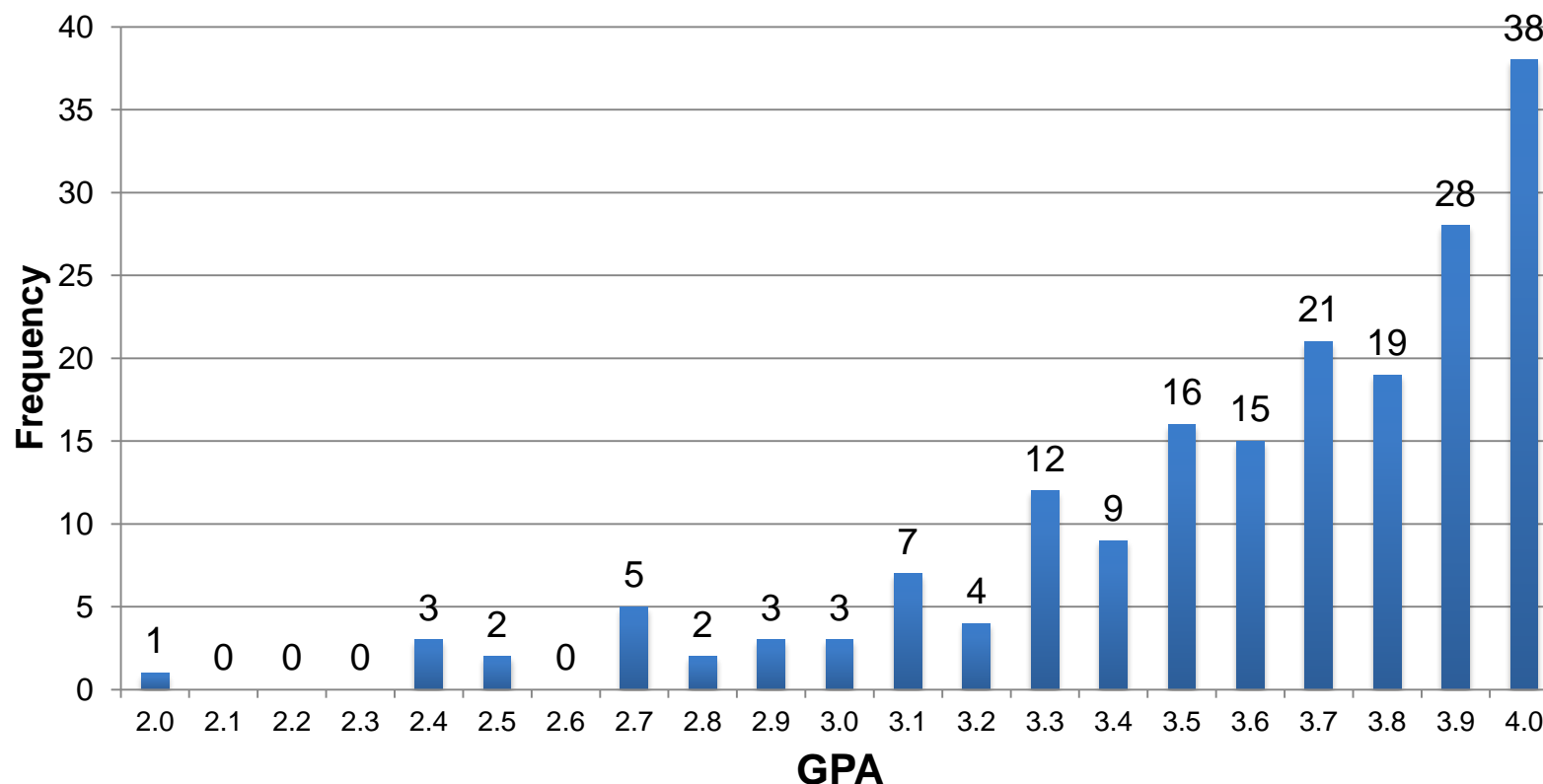
# The Academic Success of ACE Plus Scholarship Recipients

# Cumulative High School GPA for ACE Plus Recipients Who Received ACE Plus Scholarships for Their First Year of College in AY2014–2015



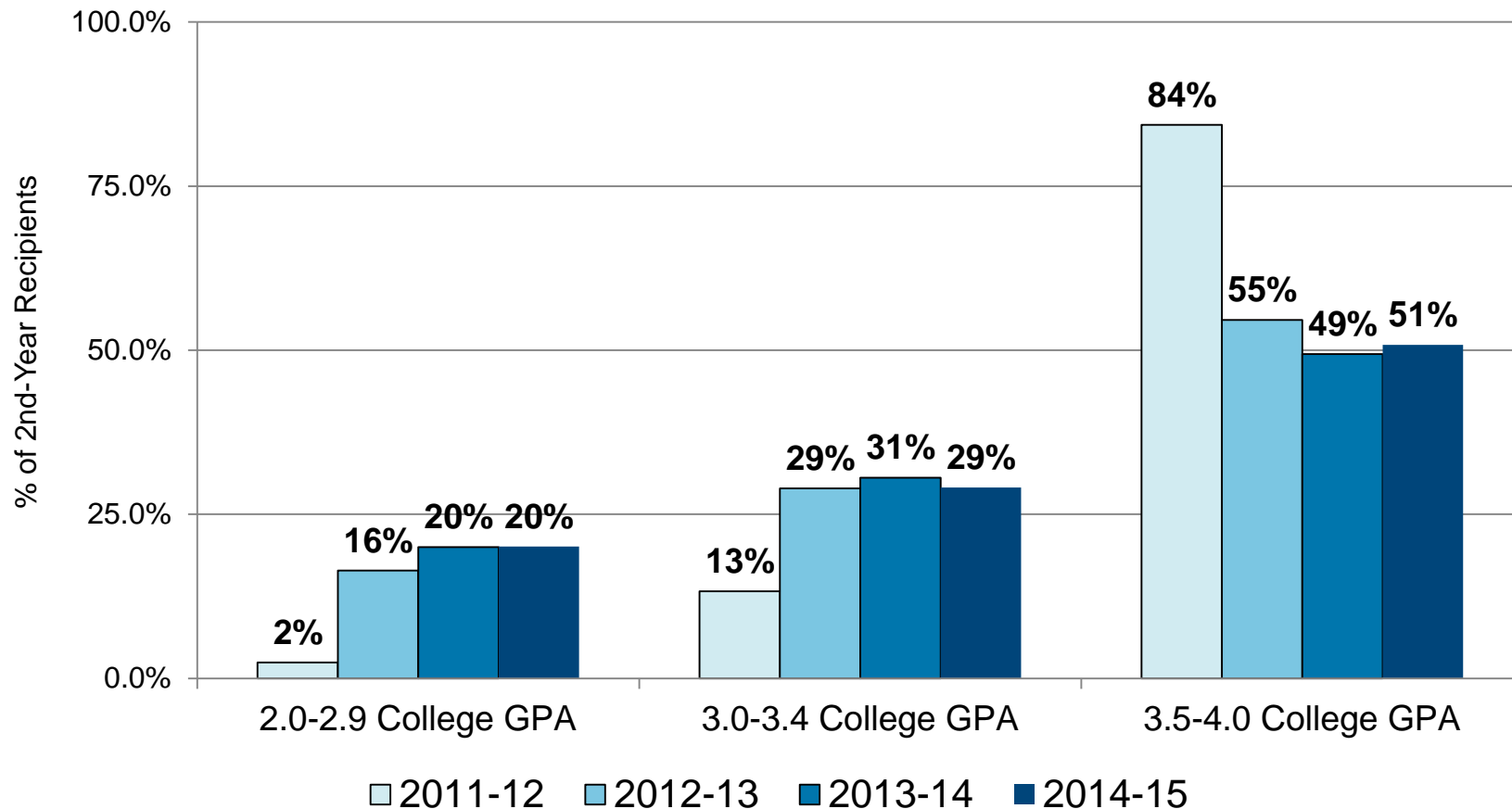
*Note.* High school GPA is equal to the student's unweighted high school GPA, unless the student's transcript only contained a weighted GPA. GPAs greater than 4.0 were rounded to 4.0. For 2011–12, 2012–13, and 2013–14: high school GPA was self-reported by the student at the time of his/her ACE Plus application. For 2014–15: high school GPA was obtained by Commission staff from the student's unofficial high school transcript.

# Cumulative High School GPA for ACE Plus Recipients Who Received ACE Plus Scholarships for Their First Year of College in AY2014–2015



*Note.* High school GPA is equal to the student's unweighted high school GPA, unless the student's transcript only contained a weighted GPA. GPAs greater than 4.0 were rounded to 4.0. For 2011–12, 2012–13, and 2013–14: high school GPA was self-reported by the student at the time of his/her ACE Plus application. For 2014–15: high school GPA was obtained by Commission staff from the student's unofficial high school transcript.

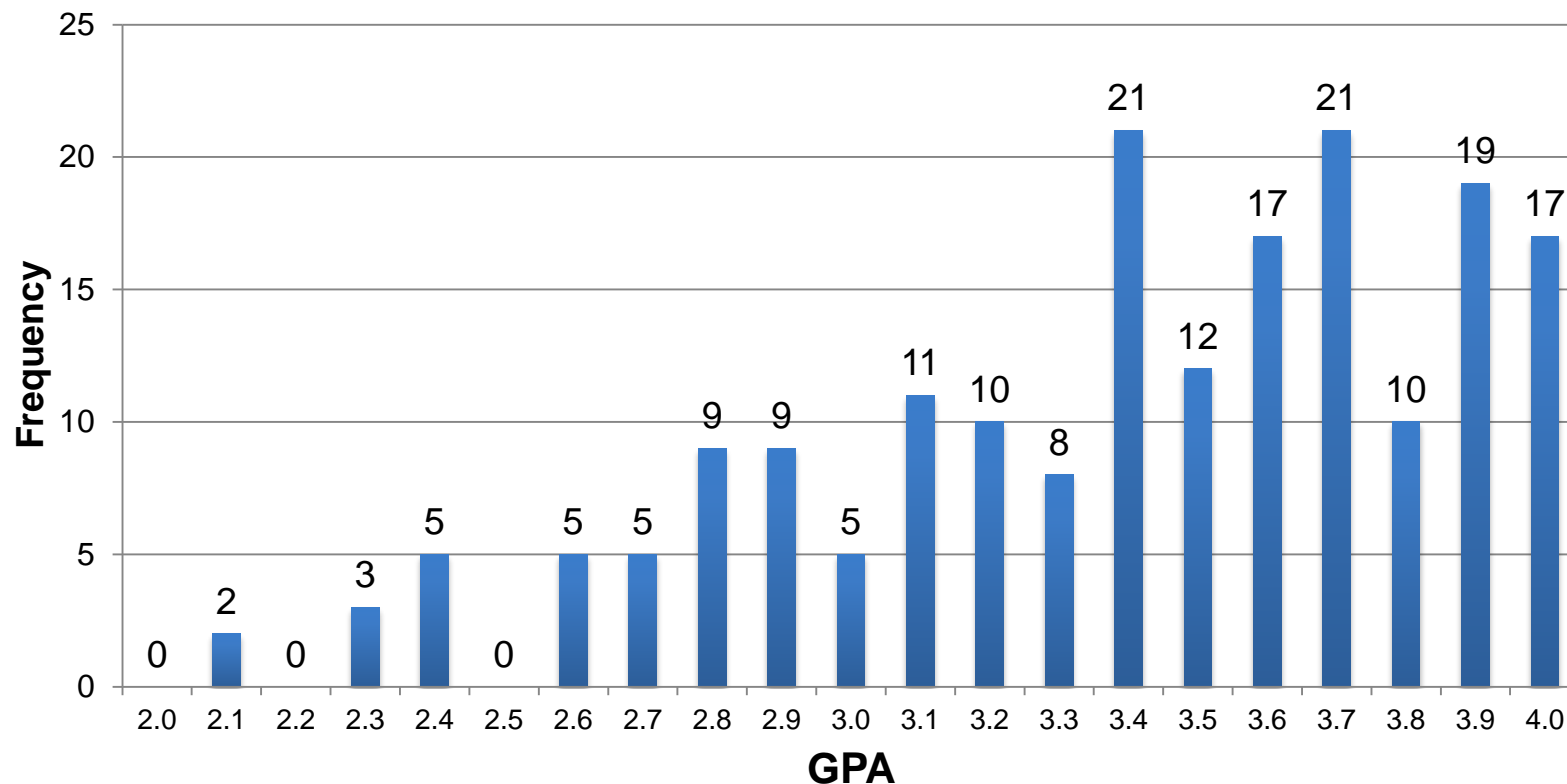
# Freshman Year (College) GPA for ACE Plus Recipients Who Received ACE Plus Scholarships for Their Second Year of College in AY2014–2015



*Note.* College GPA was obtained by Commission staff from the student's unofficial college transcript.



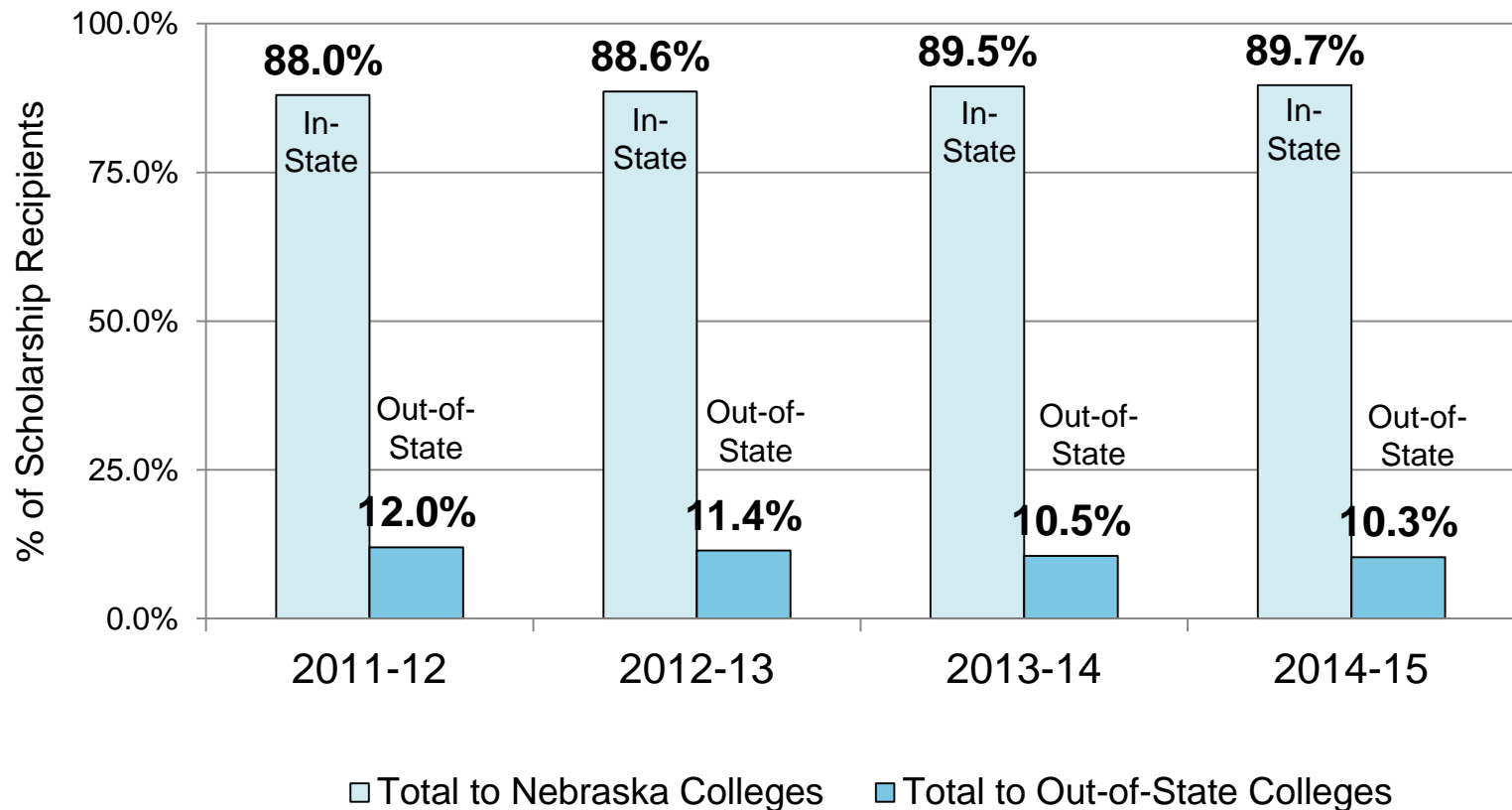
# Freshman Year (College) GPA for ACE Plus Recipients Who Received ACE Plus Scholarships for Their Second Year of College in AY2014–2015



*Note.* College GPA was obtained by Commission staff from the student's unofficial college transcript.

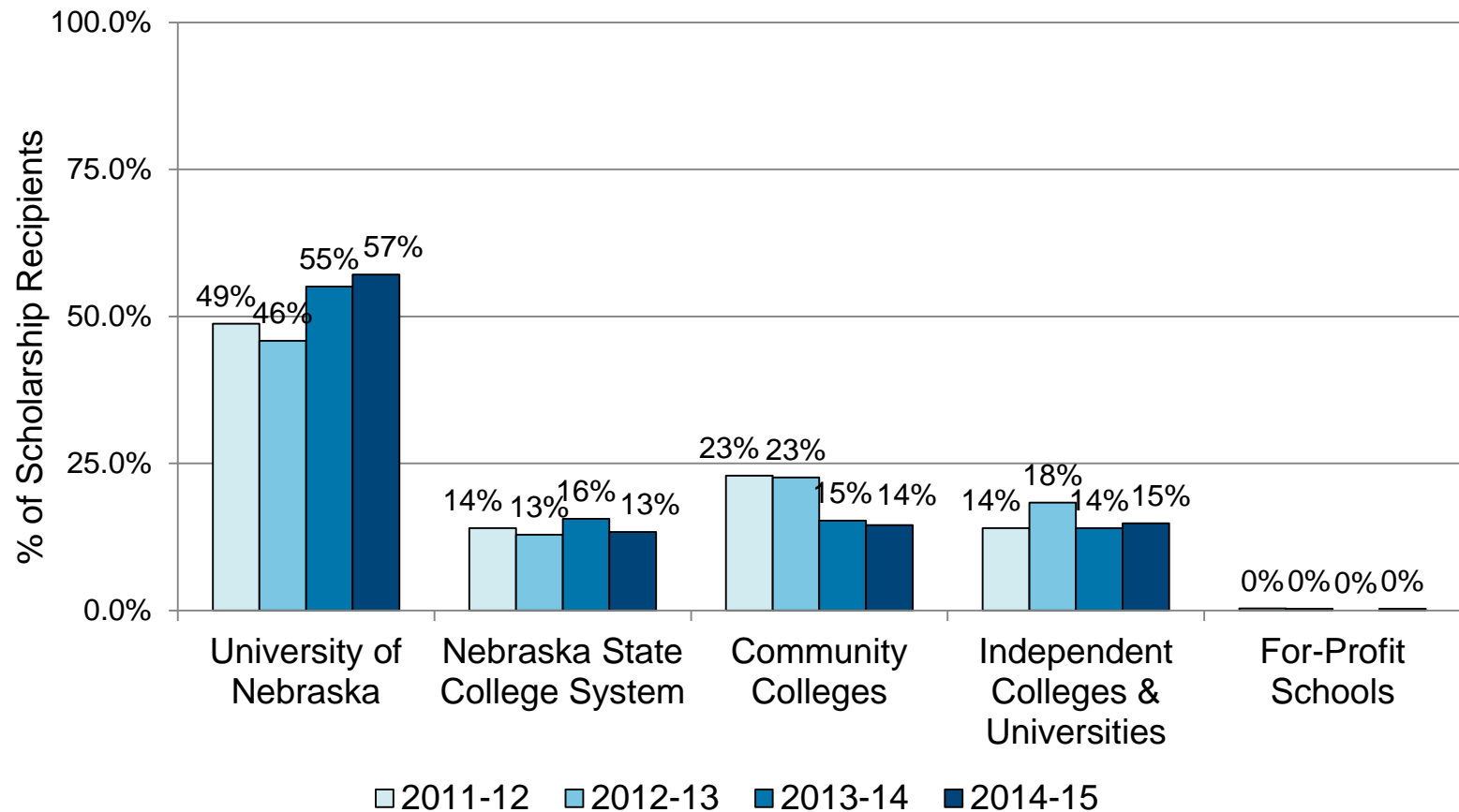
# Almost 90% of ACE Plus Scholarship Recipients Go to College in Nebraska

# % of ACE Plus Scholarship Recipients Who Attended (or are now attending) Nebraska and Out-of-State Schools



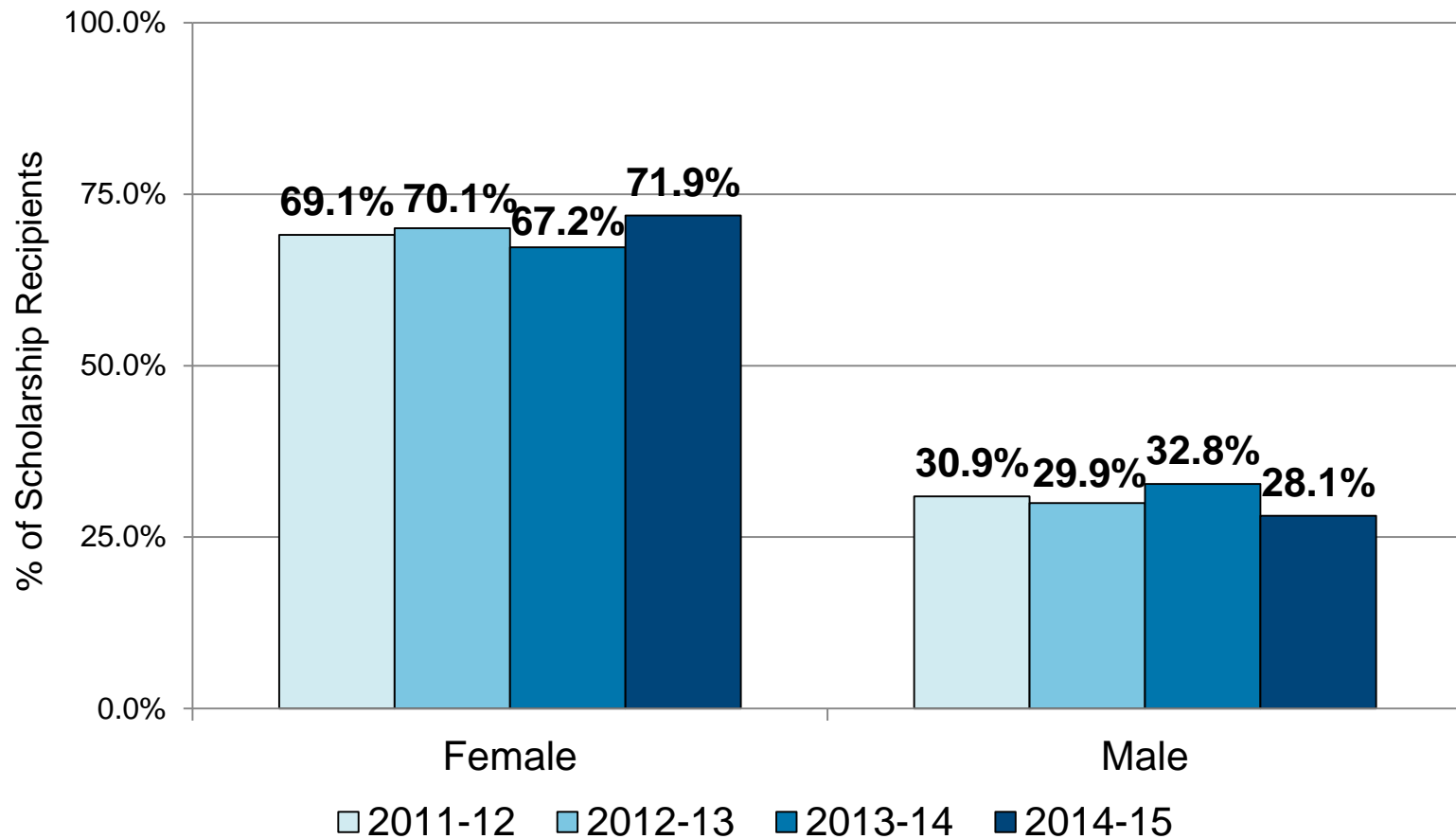
\*Federal dollars prohibit only offering in-state scholarships.

# % of ACE Plus Scholarship Recipients Who Attended (or are now attending) Nebraska Schools by Sector



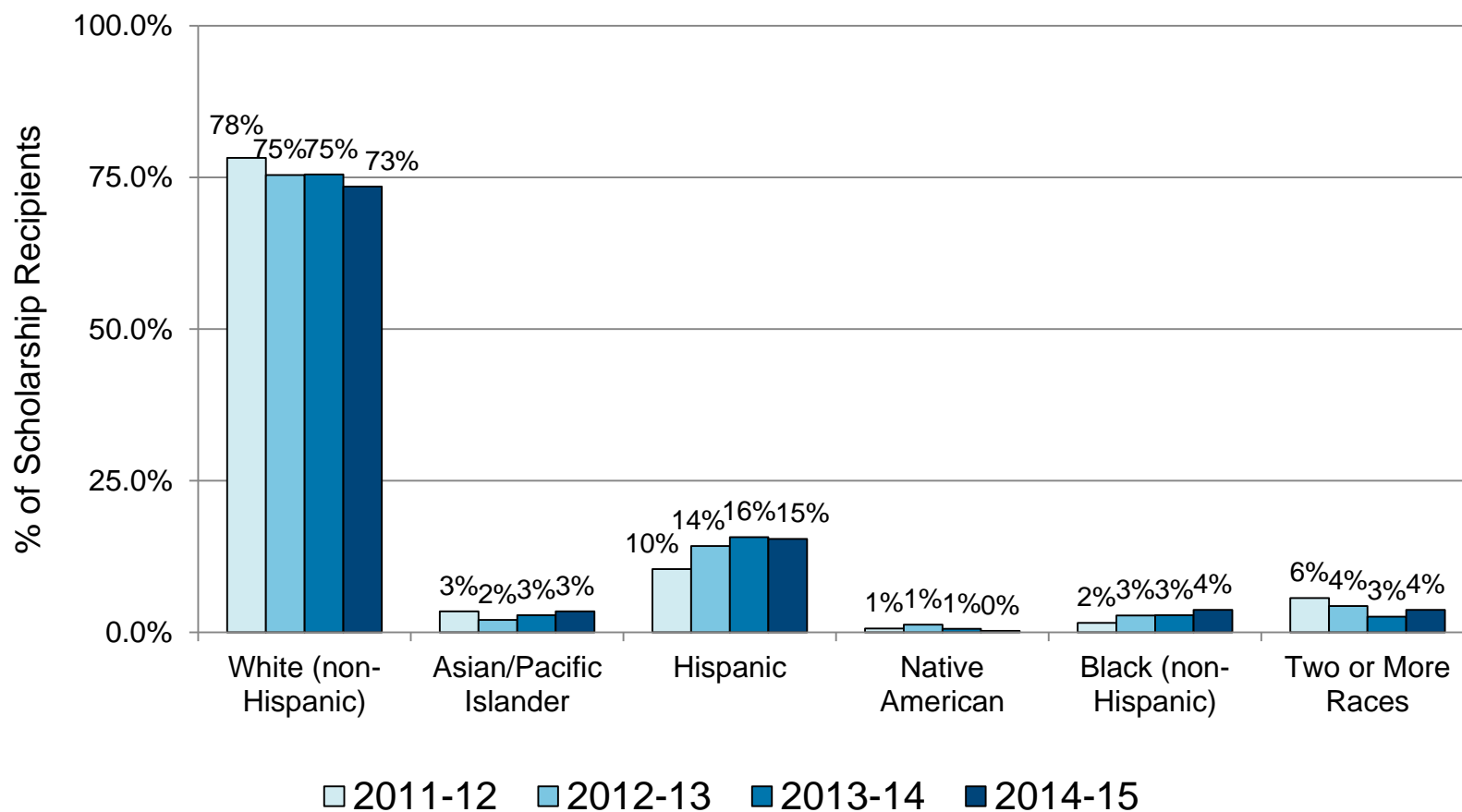
Significantly more ACE Plus Scholarships have been awarded to females than males.

# % of ACE Plus Scholarship Recipients by Gender



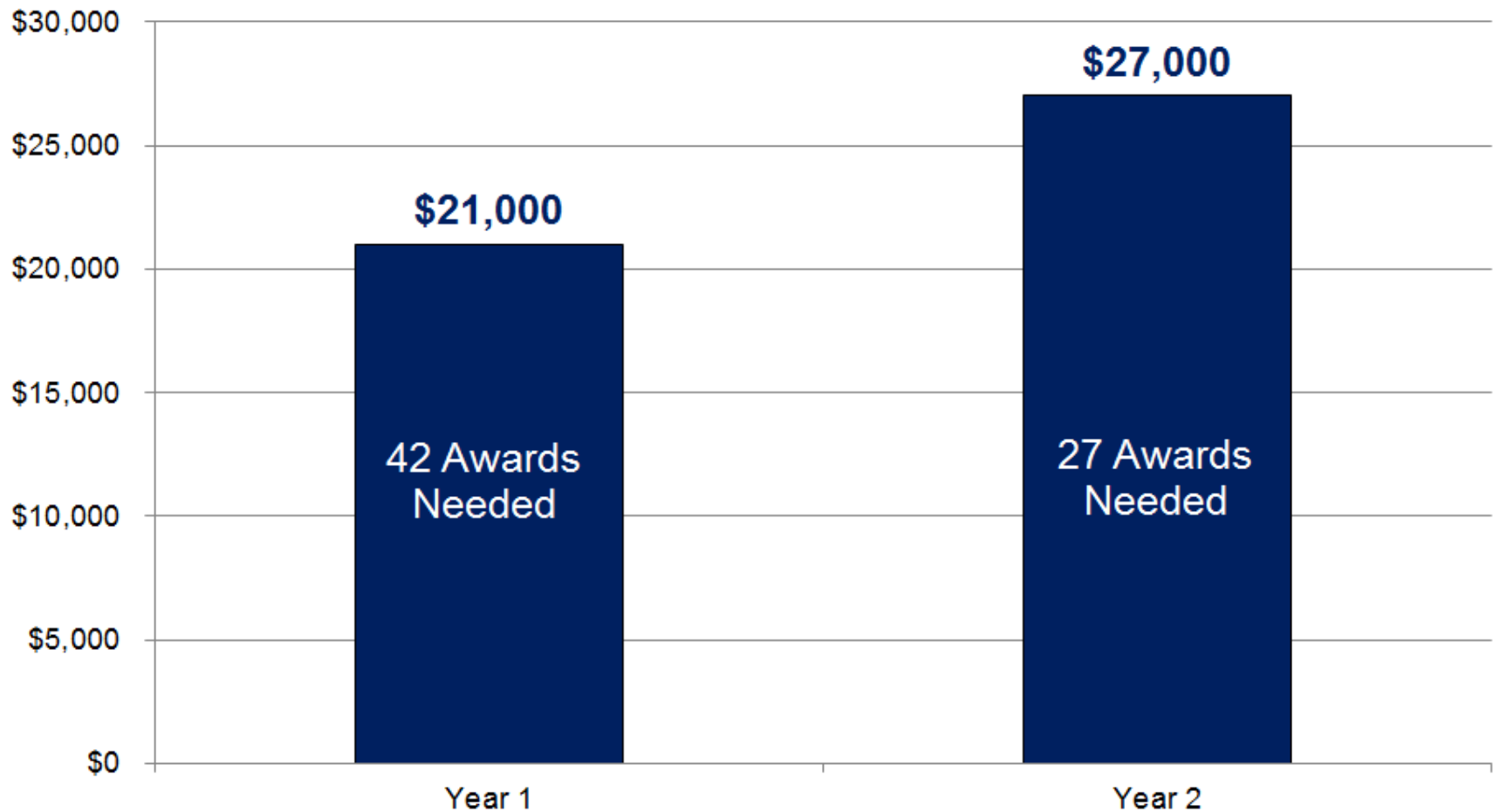
The majority of all ACE Plus Scholarships have been awarded to white non-Hispanics, but 24.5% of all the scholarships have been awarded to minority students (26.5% in AY14-15).

# % of ACE Plus Scholarship Recipients by Race/Ethnicity





# Total Unmet Financial Need for 2014–15: \$48,000 (69 Awards)



## **Distribution of the 2013-14 Access College Early Scholarship**

The Access College Early Scholarship pays the tuition and mandatory fees of eligible Nebraska high school students taking dual-enrollment and early-admit college courses at participating Nebraska colleges and universities. The scholarship is funded through state general funds appropriated by the Legislature and the Federal College Access Challenge Grant Program.

Nebraska colleges and universities enrolled 1,866 low-income, Nebraska high school students who received 3,969 Access College Early Scholarships in 2013-14. The total amount awarded was \$921,071.27, with the average award per scholarship equaling \$232.07.

The Access College Early Scholarship allowed these low-income high school students to enroll in 13,591.9 credit hours of college course work. Of the grades received by these students, 72% received a grade of B or better.

Students from 217 Nebraska high schools took advantage of the Access College Early Scholarship during the 2013-14 school year.

### **2013-14 Access College Early Scholarship Student Demographic Information**

#### **Gender**

Female – 1,159

Male – 707

#### **Race/Ethnicity**

American Indian/Alaskan Native – 18

Asian – 64

Black – 96

Hawaiian Native/Pacific Islander – 5

Hispanic – 502

Multiple – 94

White – 1,087

#### **Grade Level**

9<sup>th</sup> Grade – 3

10<sup>th</sup> Grade – 125

11<sup>th</sup> Grade – 642

12<sup>th</sup> Grade – 1,096

#### **Eligibility Criteria**

Free/Reduced Price Lunch Program – 1,797

Other Hardship – 41

Supplemental Nutrition Assistance Program (SNAP) – 12

Supplemental Security Income (SSI) – 6

Temporary Assistance for Needy Families (TANF) – 0

Special Supplemental Nutrition Program (WIC) – 10

NOTE: Student numbers on the following charts do not total 1,866 due to students taking classes at multiple institutions in the same term

2013-14 Access College Early Scholarship				
College	Amount Awarded	Number of Students	Number of Scholarships	Average per Scholarship
CCC	\$ 247,674.00	458	903	\$274.28
CSC	\$ 13,817.13	34	57	\$242.41
CSM	\$ 300.00	1	1	\$300.00
Concordia	\$ 255.00	1	1	\$255.00
Creighton	\$ 9,553.00	18	19	\$502.79
Grace	\$ 300.00	1	1	\$300.00
Hastings	\$ 200.00	1	2	\$100.00
MCC	\$ 34,106.87	213	466	\$ 73.19
Midland	\$ 10,800.00	30	48	\$225.00
MPCC	\$ 54,463.00	80	185	\$294.39
NCTA	\$ 1,531.25	9	12	\$127.60
NECC	\$ 136,692.50	288	570	\$239.81
NWU	\$ 121,968.00	236	427	\$285.64
PSC	\$ 39,110.00	117	234	\$167.14
SCC	\$ 34,788.84	84	164	\$212.13
UNK	\$ 225.00	1	1	\$225.00
UNL	\$ 9,060.80	14	22	\$411.85
UNO	\$ 172,622.35	329	636	\$271.42
WSC	\$ 5,700.00	28	36	\$158.33
WNCC	\$ 27,903.53	110	184	\$151.65
<b>Totals</b>	<b>\$ 921,071.27</b>	<b>-</b>	<b>3,969</b>	<b>\$232.07</b>

# 2013-14 Access College Early Scholarship

## Grades Earned per Course

College	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	IP**	Hours^
CCC	36	351	-	74	212	-	38	112	-	12	22	-	32	14	-	2,752
CSC	-	31	-	-	14	-	-	8	-	-	2	-	1	1	-	185
CSM®	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Concordia®	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Creighton	-	-	-	-	6	-	4	5	-	-	2	-	2	-	-	74
Grace®	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Hastings®	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
MCC	-	156	-	-	140	-	-	89	-	-	41	-	24	16	-	2,140.9
Midland	-	9	5	-	22	4	-	7	-	-	1	-	-	-	-	144
MPCC	27	67	-	13	44	-	8	15	-	1	3	-	5	2	-	619.5
NCTA	-	1	2	5	1	-	2	-	-	-	-	-	-	-	1	35
NECC	70	170	-	96	118	-	31	36	-	5	10	-	18	16	-	1,902
NWU	19	134	54	56	74	14	28	31	-	-	6	-	6	4	-	1,385
PSC	-	103	-	25	52	-	16	29	-	2	3	-	4	-	-	772
SCC	23	39	-	32	23	-	16	20	-	-	1	-	9	1	-	736
UNK®	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
UNL	1	5	2	-	2	1	-	-	2	1	2	-	5	1	-	74
UNO	14	132	92	34	157	108	20	45	3	6	13	-	5	7	-	2,084
WSC	-	17	1	5	9	-	-	2	-	-	-	2	-	-	-	114
WNCC	8	34	15	17	30	10	4	17	5	6	8	4	19	7	-	558.5
<b>Totals</b>	<b>200</b>	<b>1,249</b>	<b>172</b>	<b>358</b>	<b>905</b>	<b>137</b>	<b>167</b>	<b>417</b>	<b>10</b>	<b>34</b>	<b>114</b>	<b>6</b>	<b>130</b>	<b>69</b>	<b>1</b>	<b>13,591.9</b>

\*\* Course work in progress

^ Total number of credit hours paid for by the scholarship

@ Data masked due to low numbers

2013-14 Access College Early Scholarship Gender & Race/Ethnicity									
College	Female	Male	American Indian/Alaskan Native	Asian	Black	Hawaiian Native/Pacific Islander	Hispanic	Multiple	White
CCC	259	199	2	5	9	1	168	16	257
CSC	23	11	-	1	-	-	2	-	31
CSM@	-	-	-	-	-	-	-	-	-
Concordia@	-	-	-	-	-	-	-	-	-
Creighton	12	6	-	1	3	-	6	2	6
Grace@	-	-	-	-	-	-	-	-	-
Hastings@	-	-	-	-	-	-	-	-	-
MCC	99	114	1	11	28	-	64	15	94
Midland	19	11	-	1	3	-	17	2	7
MPCC	57	23	-	-	-	-	7	6	67
NCTA	4	5	-	-	-	-	-	-	9
NECC	198	90	4	5	2	-	63	9	205
NWU	155	81	1	18	9	-	54	10	144
PSC	82	35	1	5	2	1	7	4	97
SCC	51	33	3	1	2	-	6	8	64
UNK@	-	-	-	-	-	-	-	-	-
UNL	6	8	-	1	-	-	-	-	13
UNO	223	106	3	20	44	1	112	20	129
WSC	21	7	-	-	-	-	4	1	23
WNCC	69	41	4	-	-	2	42	7	55
<b>Totals</b>	<b>1,281</b>	<b>772</b>	<b>19</b>	<b>70</b>	<b>102</b>	<b>5</b>	<b>552</b>	<b>100</b>	<b>1,205</b>

@ Data masked due to low numbers

2013-14 Access College Early Scholarship Grade & Eligibility Criteria										
College	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	F/R	Other Hardship	SNAP	SSI	TANF	WIC
CCC	-	33	155	270	440	15	1	1	-	1
CSC	-	-	12	22	33	-	1	-	-	-
CSM@	-	-	-	-	-	-	-	-	-	-
Concordia@	-	-	-	-	-	-	-	-	-	-
Creighton	-	-	-	18	18	-	-	-	-	-
Grace@	-	-	-	-	-	-	-	-	-	-
Hastings@	-	-	-	-	-	-	-	-	-	-
MCC	1	18	86	108	206	1	4	1	-	1
Midland	-	6	23	1	30	-	-	-	-	-
MPCC	-	6	21	53	75	2	1	1	-	1
NCTA	-	1	3	5	9	-	-	-	-	-
NECC	-	9	103	176	274	9	1	1	-	3
NWU	-	1	90	145	202	33	-	1	-	-
PSC	1	-	38	78	113	2	1	1	-	-
SCC	-	3	24	57	79	3	1	1	-	-
UNK@	-	-	-	-	-	-	-	-	-	-
UNL	-	-	2	12	14	-	-	-	-	-
UNO	-	48	96	185	319	6	2	-	-	2
WSC	-	-	8	20	27	1	-	-	-	-
WNCC	1	3	26	80	108	1	-	-	-	1
<b>Totals</b>	<b>3</b>	<b>128</b>	<b>688</b>	<b>1,234</b>	<b>1,952</b>	<b>73</b>	<b>12</b>	<b>7</b>	<b>-</b>	<b>9</b>

\* SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; SNAP – Supplemental Nutrition Assistance Program;  
WIC – Special Supplemental Nutrition Program; F/R – Free or Reduced Price Lunch Program

@ Data Masked due to low numbers

## Access College Early 2013-14

### Number of Scholarships Awarded by High School

College (number of high schools)

High School (number of students, number of scholarships)

#### Central Community College (62):

Adams Central (Hastings) (1, 1)  
 Alma (2, 2)  
 Amherst (1, 3)  
 Arcadia (2, 3)  
 Aurora (7, 11)  
 Blue Hill (17, 28)  
 Boone Central (Albion) (13, 24)  
 Burwell (1, 1)  
 Cedar Catholic (Hartington) (1, 1)  
 Central Cath (Grand Island) (2, 4)  
 Central City (15, 21)  
 Centura (Cairo) (1, 3)  
 Clarkson (3, 9)  
 Columbus (33, 60)  
 Cozad (4, 7)  
 Cross Co (Stromsburg) (4, 10)  
 David City (2, 2)  
 Doniphan-Trumbull (1, 1)  
 East Butler (1, 4)  
 Elba (1, 2)  
 Franklin (5, 8)  
 Fullerton (9, 24)  
 Gibbon (1, 1)  
 Giltner (3, 6)  
 Grand Island (192, 448)  
 Greeley-Wolbach (3, 7)  
 Hampton (5, 9)  
 Hastings (9, 11)  
 Heartland Luth (GI) (2, 4)  
 High Plains (Polk) (1, 2)  
 Holdrege (2, 3)  
 Holy Family (Lindsay) (3, 8)  
 Home School (2, 4)  
 Howells-Dodge (6, 7)  
 Humphrey (1, 3)  
 Lakeview (Columbus) (5, 12)  
 Lawrence-Nelson (1, 1)  
 Lexington (20, 20)  
 Litchfield (5, 11)  
 Loup City (1, 1)  
 Madison (4, 5)  
 Minden (2, 2)  
 North Loup Scotia (1, 2)

Northwest (Grand Island) (19, 34)  
 Ord (5, 10)  
 Osceola (1, 1)  
 Palmer (3, 3)  
 Pleasanton (3, 5)  
 Pope John XXIII (Elgin) (1, 1)  
 Ravenna (1, 2)  
 Red Cloud (1, 2)  
 Sargent (1, 1)  
 Scotus Central (Columbus) (2, 2)  
 S-E-M (1, 2)  
 Shelby-Rising City (1, 2)  
 Shelton (3, 4)  
 Silver Lake (Roseland) (2, 2)  
 Spalding (8, 21)  
 Spalding Academy (4, 7)  
 St Paul (4, 8)  
 Superior (1, 1)  
 West-Point-Beemer (1, 1)  
 Wood River (4, 8)

#### Chadron State College (6):

Chadron (18, 33)  
 Gering (4, 9)  
 Gordon-Rushville (5, 5)  
 Sandhills (Dunning) (1, 1)  
 Scottsbluff (3, 3)  
 Sidney (3, 6)

#### College of St. Mary (1):

Roncalli Catholic (Omaha) (1, 1)

#### Concordia University (1):

Seward (1, 1)

#### Creighton (7):

Creighton Prep (Omaha) (1, 2)  
 Omaha Benson (2, 2)  
 Omaha Burke (3, 3)  
 Omaha Central (2, 2)  
 Omaha North (1, 1)  
 Omaha Northwest (1, 1)  
 Omaha South (8, 8)

**Grace University (1):**

Arcadia (1, 1)

**Hastings College (1)**

Hastings (1, 2)

**Metropolitan Comm College (25):**

Arlington (4, 19)  
Bellevue East (1, 1)  
Blair (1, 1)  
Gross Catholic (Omaha) (1, 3)  
DC West (Valley) (5, 17)  
Elkhorn (1, 1)  
Elkhorn South (1, 1)  
Fort Calhoun (11, 37)  
Fremont (32, 69)  
Home School (3, 17)  
Millard North (Omaha) (3, 12)  
Millard South (Omaha) (6, 23)  
Millard West (Omaha) (3, 14)  
Omaha Benson (7, 15)  
Omaha Bryan (45, 73)  
Omaha Burke (9, 20)  
Omaha Central (10, 15)  
Omaha North (24, 34)  
Omaha Northwest (8, 11)  
Omaha South (30, 57)  
Papillion-La Vista (3, 18)  
Pawnee City (1, 1)  
Roncalli Catholic (Omaha) (1, 2)  
Tekamah-Herman (1, 1)  
Westside (Omaha) (3, 4)

**Midland University (3):**

Omaha Benson (1, 1)  
Omaha Bryan (21, 39)  
Omaha Central (8, 8)

**Mid-Plains Community College (17):**

Ansley (1, 3)  
Arapahoe (1, 1)  
Arcadia (1, 1)  
Brady (1, 3)  
Broken Bow (7, 17)  
Burwell (1, 2)  
Callaway (1, 2)

Chase Co (Imperial) (2, 7)  
Cody-Kilgore (13, 30)  
Dundy Co (Benkelman) (3, 5)  
Hershey (5, 11)  
McCook (1, 2)  
McPherson County (Tryon) (1, 2)  
Medicine Valley (Curtis) (1, 1)  
North Platte (36, 85)  
Southwest (Bartley) (1, 1)  
Sutherland (3, 12)

**NCTA (9):**

Amherst (1, 2)  
Cedar Rapids (1, 2)  
Conestoga (Murray) (1, 1)  
Deshler (1, 1)  
Franklin (1, 1)  
Garden Co (Oshkosh) (1, 1)  
Litchfield (1, 1)  
Pierce (1, 1)  
Wheeler Central (Bartlett) (1, 2)

**Nebraska Wesleyan (43):**

Adams Central (Hastings) (1, 2)  
Alma (1, 1)  
Arapahoe (2, 3)  
Aurora (3, 4)  
Bancroft-Rosalie (3, 3)  
Bishop Neumann (Wahoo) (1, 1)  
Boone Central (Albion) (7, 7)  
Columbus (9, 10)  
Conestoga (Murray) (1, 2)  
Elkhorn (1, 2)  
Elkhorn South (1, 2)  
Elwood (4, 10)  
Franklin (1, 2)  
Gordon-Rushville (6, 6)  
Hastings (9, 24)  
Kearney (1, 2)  
Lakeview (Columbus) (2, 2)  
Lexington (27, 62)  
Lincoln Christian (1, 2)  
Lincoln East (3, 8)  
Lincoln High (4, 4)  
Lincoln North Star (45, 95)  
Lincoln Northeast (5, 8)



Lincoln Southeast (12, 19)  
 Lincoln Southwest (1, 1)  
 Marian (Omaha) (1, 1)  
 Minden (4, 5)  
 Norfolk (1, 1)  
 Oakland-Craig (6, 9)  
 Omaha Burke (2, 3)  
 Ord (7, 15)  
 Roncalli Catholic (Omaha) (1, 1)  
 Sidney (7, 12)  
 South Sioux (13, 13)  
 St Cecilia (Hastings) (5, 12)  
 Stuart (7, 14)  
 Sutton (3, 6)  
 Thayer Central (Hebron) (1, 2)  
 Waverly (9, 19)  
 Wayne (7, 14)  
 West Point-Beemer (8, 15)  
 Westside (Omaha) (3, 3)

**Northeast Community College (51):**

Ainsworth (2, 2)  
 Bancroft-Rosalie (4, 8)  
 Battle Creek (3, 4)  
 Bloomfield (3, 7)  
 Boone Central (Albion) (1, 1)  
 Burwell (5, 5)  
 Cedar Cath (Hartington) (6, 15)  
 Chambers (8, 18)  
 Clarkson (1, 1)  
 Clearwater-Orchard (4, 7)  
 Coleridge (1, 1)  
 Creighton (17, 44)  
 Elgin (2, 8)  
 Ewing (1, 1)  
 Hartington (1, 1)  
 Home School (1, 9)  
 Homer (3, 3)  
 Howells-Dodge (3, 6)  
 Keya Paha Co (Springview) (2, 2)  
 Laurel-Concord (1, 5)  
 Logan View (Hooper) (3, 3)  
 Loup County (Taylor) (1, 1)  
 Lynch (1, 1)  
 Madison (10, 12)  
 Neligh-Oakdale (1, 1)

Newman Grove (6, 11)  
 Niobrara (5, 10)  
 Norfolk (45, 57)  
 North Bend (3, 3)  
 Oakland-Craig (5, 9)  
 O'Neill (6, 15)  
 Osmond (1, 2)  
 Pierce (3, 3)  
 Plainview (2, 2)  
 Ponca (2, 3)  
 Rock County (Bassett) (2, 6)  
 South Sioux (27, 40)  
 St Mary's (O'Neill) (5, 13)  
 Stanton (4, 5)  
 Stuart (5, 6)  
 Tekamah-Herman (4, 8)  
 Wakefield (1, 2)  
 Wausa (2, 4)  
 Wayne (10, 16)  
 West Boyd (5, 13)  
 West Holt (4, 8)  
 West Point-Beemer (33, 97)  
 Wisner-Pilger (19, 60)  
 Wynot (4, 10)

**Peru State College (27):**

Aurora (1, 1)  
 Beatrice (11, 23)  
 Cedar Rapids (3, 5)  
 Centennial (2, 2)  
 Crete (8, 15)  
 Cross County (Stromsburg) (1, 2)  
 Elkhorn (2, 3)  
 Fairbury (1, 2)  
 Falls City (5, 8)  
 Fillmore Central (Geneva) (2, 2)  
 Fort Calhoun (3, 3)  
 HTRS (Humboldt) (5, 21)  
 Johnson Co (Tecumseh) (2, 2)  
 Johnson-Brock (3, 8)  
 Keya Paha Co (Springview) (1, 2)  
 Lexington (2, 2)  
 Meridian (Daykin) (1, 1)  
 Nebraska City (5, 8)  
 Norris (Firth) (9, 16)  
 North Bend (4, 7)

Pawnee City (4, 10)  
Scribner-Snyder (1, 2)  
Southern (Wymore) (4, 6)  
Syracuse-Dunbar-Avoca (7, 24)  
Tri County (Dewitt) (14, 17)  
Wallace (1, 2)  
York (13, 39)

**Southeast Community College (25):**

Beatrice (8, 14)  
Crete (1, 1)  
Deshler (1, 2)  
Fairbury (2, 2)  
Falls City (2, 6)  
HTRS (Humboldt) (1, 1)  
Lawrence-Nelson (1, 1)  
Lincoln North Star (8, 8)  
Lincoln Northeast (2, 2)  
Lincoln Southeast (1, 1)  
Malcolm (1, 2)  
Mead (3, 4)  
Nebraska City (1, 2)  
Norris (Firth) (9, 14)  
Pawnee City (1, 2)  
Pius X (Lincoln) (2, 2)  
Raymond Central (1, 2)  
Southern (Wymore) (3, 6)  
Thayer Central (Hebron) (1, 2)  
Wahoo (5, 31)  
Waverly (2, 4)  
Weeping Water (2, 5)  
Wilber-Clatonia (6, 16)  
York (17, 24)  
Yutan (3, 10)

**Univ. of Nebraska at Kearney (1):**

Pleasanton (1, 1)

**University of Nebraska – Lincoln (10):**

Bishop Neumann (Wahoo) (4, 7)  
Burwell (1, 1)  
Laurel-Concord (1, 1)  
North Bend (2, 5)  
Oakland-Craig (1, 2)  
Pius X (Lincoln) (1, 2)  
Plattsmouth (1, 1)

Seward (1, 1)  
Sidney (1, 1)  
Thayer Central (Hebron) (1, 1)

**University of NE at Omaha (25):**

Bellevue East (7, 14)  
Bellevue West (2, 2)  
Blair (5, 12)  
Brownell Talbot (Omaha) (1, 2)  
Creighton Prep (Omaha) (2, 4)  
Crete (1, 1)  
Marian (Omaha) (3, 9)  
McCook (1, 1)  
Mercy (Omaha) (1, 1)  
Millard North (Omaha) (5, 9)  
Millard South (Omaha) (1, 1)  
Millard West (Omaha) (7, 22)  
Omaha Benson (19, 46)  
Omaha Bryan (35, 62)  
Omaha Burke (54, 89)  
Omaha Central (34, 60)  
Omaha North (18, 34)  
Omaha Northwest (19, 33)  
Omaha South (69, 139)  
Papillion-La Vista (3, 4)  
Papillion-La Vista South (3, 6)  
Plattsmouth (3, 3)  
Ralston (11, 28)  
Skutt Catholic (Omaha) (1, 4)  
Westside (Omaha) (25, 50)

**Wayne State College (11):**

Aurora (3, 3)  
Banner Co (Harrisburg) (1, 2)  
Brady (1, 2)  
Cross Co (Stromsburg) (2, 5)  
Fullerton (10, 10)  
Humphrey (2, 2)  
Sandy Creek (Fairfield) (2, 2)  
Schuyler Central (2, 4)  
St. Edward (2, 3)  
Twin River (Genoa) (1, 1)  
West Point-Beemer (2, 2)

**Western NE Community College (12):**

Alliance (3, 10)

Bayard (1, 3)  
Bridgeport (3, 6)  
Chadron (10, 13)  
Elba (1, 2)  
Garden Co (Oshkosh) (1, 1)  
Gering (2, 4)  
Gordon-Rushville (14, 21)  
Minatare (3, 3)  
Mitchell (5, 8)  
Morrill (1, 1)  
Scottsbluff (65, 112)

# 2014-15 Allocations for Students Attending:

## UNIVERSITY OF NEBRASKA:

Kearney	\$1,046,159
Lincoln	\$3,258,798
Medical Center	\$156,008
Omaha	\$2,754,799
NCTA	\$40,247

## STATE COLLEGES:

Chadron	\$308,616
Peru	\$242,304
Wayne	\$632,044

## COMMUNITY COLLEGES:

Central	\$405,729
Metropolitan	\$1,090,365
Mid-Plains	\$149,839
Northeast	\$362,323
Southeast	\$923,831
Western Nebraska	\$135,733

## PRIVATE CAREER COLLEGES:

Capitol School of Hairstyling	\$59,035
College of Hair Design	\$73,214
Creative Center	\$24,021
ITT Educational Services, Inc.	\$204,207
Joseph's Colleges of Beauty	\$125,416
Kaplan University - Lincoln	\$345,221
Kaplan University - Omaha	\$406,044
La'James College	\$18,887
National American University	\$141,326
Omaha School of Massage and Health Care	\$35,463
Vatterott College	\$230,543
Xenon International School of Hair	\$139,823

## INDEPENDENT COLLEGES:

Bellevue University	\$571,989
Bryan College of Health Sciences	\$117,616
Clarkson College	\$180,289
College of Saint Mary	\$181,641
Concordia University	\$129,263
Creighton University	\$251,990
Doane College	\$451,657
Grace University	\$75,514
Hastings College	\$193,986
Little Priest Tribal College	\$20,397
Midland University	\$298,087
Nebraska Christian College	\$36,006
Nebraska Methodist College	\$156,980
Nebraska Wesleyan University	\$367,115
Union College	\$62,984
York College	\$62,647

**GRAND TOTALS: \$16,468,156**

## 2014-15

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

## 2013-14

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

## 2012-13

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

## 2011-12

	Dollars	Percent
UN	\$5,810,137	39.4%
State	\$923,198	6.3%
CC	\$2,787,113	18.9%
Priv	\$2,419,700	16.4%
Ind	\$2,787,951	18.9%
Total	\$14,728,099	100.0%
	Dollars	Percent
Public	\$9,520,448	64.6%
Private	\$5,207,651	35.4%
Total	\$14,728,099	100.0%

**2010-11**

	Dollars	Percent
UN	\$5,747,492	38.4%
State	\$1,037,024	6.9%
CC	\$2,805,202	18.7%
Priv	\$2,451,469	16.4%
Ind	\$2,943,720	19.6%
Total	\$14,984,907	100.0%
	Dollars	Percent
Public	\$9,589,718	64.0%
Private	\$5,395,189	36.0%
Total	\$14,984,907	100.0%

**2009-10**

	Dollars	Percent
UN	\$5,310,772	37.5%
State	\$1,050,714	7.4%
CC	\$2,417,967	17.1%
Priv	\$2,622,400	18.5%
Ind	\$2,743,627	19.4%
Total	\$14,145,480	100.0%
	Dollars	Percent
Public	\$8,779,453	62.1%
Private	\$5,366,027	37.9%
Total	\$14,145,480	100.0%

**2008-09**

	Dollars	Percent
UN	\$4,933,679	38.8%
State	\$950,136	7.5%
Comm	\$2,044,908	16.1%
Priv	\$2,193,087	17.3%
Ind	\$2,588,115	20.4%
Total	\$12,709,925	100.0%
	Dollars	Percent
Public	\$7,928,723	62.4%
Private	\$4,781,202	37.6%
Total	\$12,709,925	100.0%

**2007-08**

	Dollars	Percent
UN	\$4,751,381	38.3%
State	\$944,640	7.6%
Comm	\$2,027,431	16.3%
Priv	\$2,229,853	18.0%
Ind	\$2,463,599	19.8%
Total	\$12,416,904	100.0%
	Dollars	Percent
Public	\$7,723,452	62.2%
Private	\$4,693,452	37.8%
Total	\$12,416,904	100.0%

**2006-07**

	Dollars	Percent
UN	\$4,001,490	38.7%
State	\$831,656	8.0%
Comm	\$1,653,096	16.0%
Priv	\$1,923,959	18.6%
Ind	\$1,935,529	18.7%
Total	\$10,345,730	100.0%
	Dollars	Percent
Public	\$6,486,242	62.7%
Private	\$3,859,488	37.3%
Total	\$10,345,730	100.0%

**2005-06**

	Dollars	Percent
UN	\$3,783,872	37.9%
State	\$751,125	7.5%
Comm	\$1,538,026	15.4%
Priv	\$1,657,353	16.6%
Ind	\$2,260,037	22.6%
Total	\$9,990,413	100.0%
	Dollars	Percent
Public	\$6,073,023	60.8%
Private	\$3,917,390	39.2%
Total	\$9,990,413	100.0%

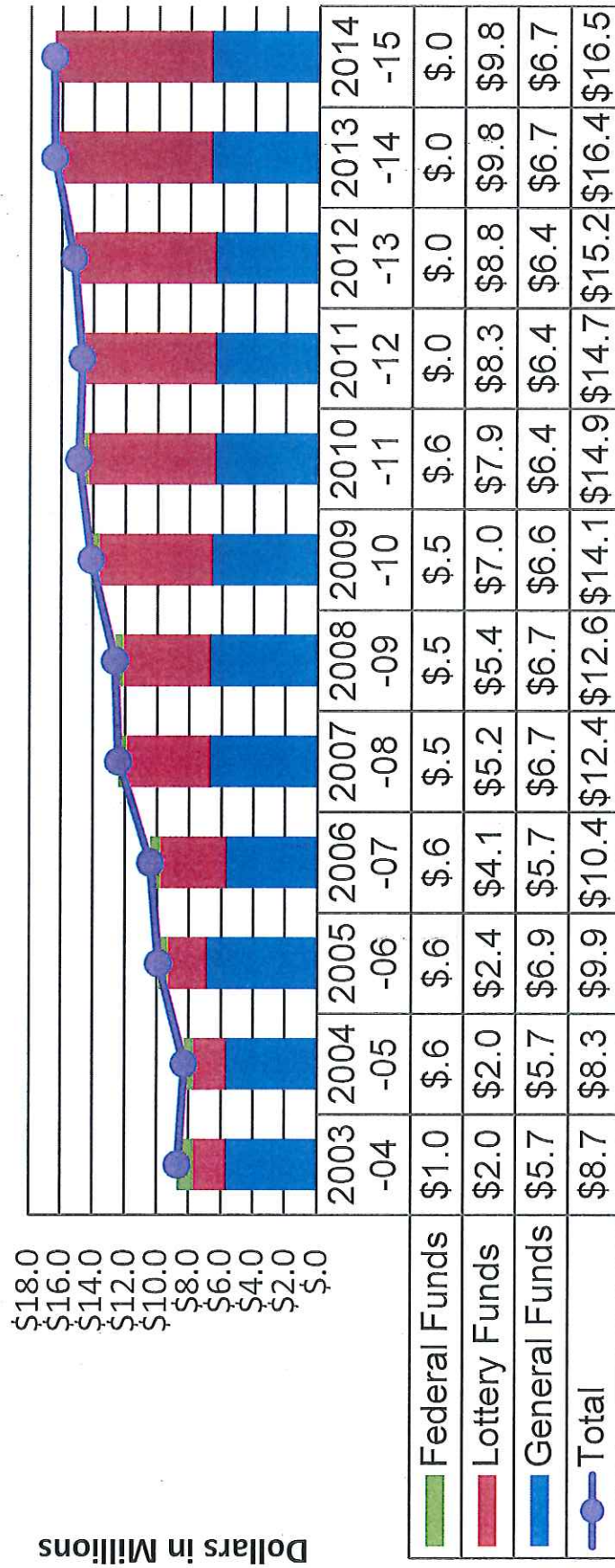
**2004-05**

	Dollars	Percent
UN	\$2,979,570	35.6%
State	\$625,268	7.5%
Comm	\$1,212,454	14.5%
Priv	\$1,305,742	15.6%
Ind	\$2,246,249	26.8%
Total	\$8,369,283	100.0%
	Dollars	Percent
Public	\$4,817,292	57.6%
Private	\$3,551,991	42.4%
Total	\$8,369,283	100.0%

**2003-04**

	Dollars	Percent
UN	\$3,098,263	35.3%
State	\$614,328	7.0%
Comm	\$1,213,109	13.8%
Priv	\$1,327,900	15.1%
Ind	\$2,523,052	28.8%
Total	\$8,776,652	100.0%
	Dollars	Percent
Public	\$4,925,700	56.1%
Private	\$3,850,952	43.9%
Total	\$8,776,652	100.0%

# State Grant Available Funding





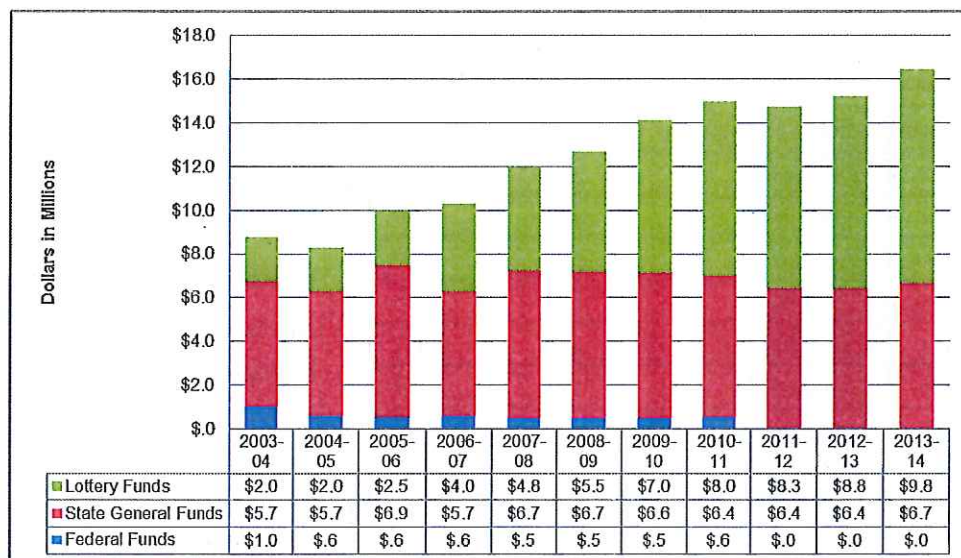
## Overview

The Nebraska Opportunity Grant (NOG) program provides financial aid to students who are residents of Nebraska, have not earned a bachelor's, graduate or professional degree, have high financial need, and who are attending eligible Nebraska colleges and universities. NOG is the State of Nebraska's only need-based financial aid program for postsecondary students. Prior to

the 2010-11 academic year, the program was called the Nebraska State Grant Program, which began in 2003. The Coordinating Commission for Postsecondary Education administers the program. Although funding for NOG has steadily increased, Nebraska still ranks only 33rd in the country in State-provided need-based financial aid.<sup>1</sup> Funding has not kept pace with student need.

## Funding

NOG is funded through a combination of General fund appropriations and lottery funds. As you can see on the chart to the left, General funds have remained stagnant since 2007-08<sup>2</sup>. Federal funds have disappeared. The only increase in NOG funding has come from lottery funds. Meanwhile, student need has continued to increase at a rate that outpaces any increase in funding.

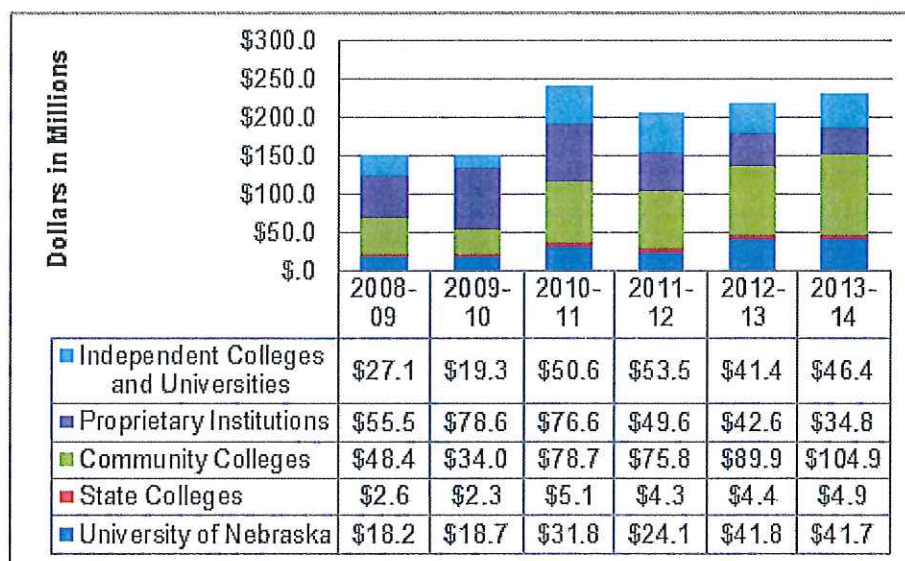


Source: 2014 Nebraska Higher Education Progress Report, Coordinating Commission for Postsecondary Education

## Unmet financial need

Nearly 16,000 students received NOG awards in 2013-14 — but more than 40,000 students qualified for grants and did not receive them due to a lack of NOG funds.<sup>3</sup>

The chart to the right illustrates the unmet financial need of Nebraska postsecondary students. A lack of State-sponsored financial aid is a contributing factor to this. A student is more likely to take out costly private loans when confronted with unmet financial need.



Source: Coordinating Commission for Postsecondary Education



## NOG — by the numbers (2013-14)<sup>4</sup>

Amount awarded: \$16,419,718

Recipients: 15,944 students

Recipients by sector:

- 39.6% - Community Colleges
- 23.1% - University of Nebraska
- 20.1% - Independents
- 10.4% - Private career schools
- 6.8% - State Colleges

Average grant: \$1,029.84

NOG recipients by income level:

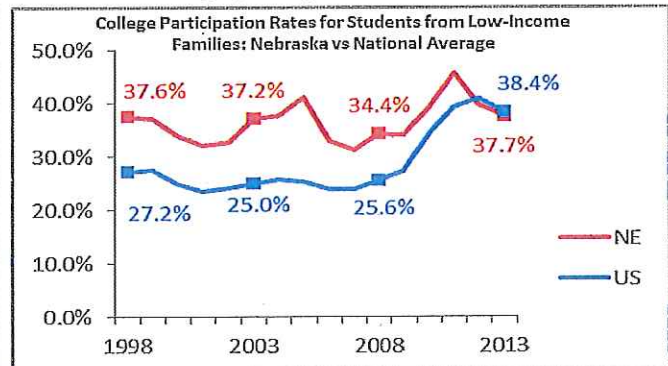
- 45.2% - \$19,999 or less
- 28.0% - \$20,000-\$39,999
- 26.8% - \$40,000+

## Future need

### Growth in free and reduced lunch

Nebraska students will continue to need financial aid to afford college. One predictor is the percentage of PK-12 students who qualify for free and reduced lunch, currently 45%, which has increased every year since 2006-07 and every year except one since 1999-2000.<sup>5</sup>

### Low-income college participation has stalled<sup>6</sup>



## 2012-13 NOG recipients/unfunded students by Legislative District<sup>7</sup>

SENATOR	DISTRICT	RECIPIENTS	UNFUNDED	SENATOR	DISTRICT	RECIPIENTS	UNFUNDED
Adams	24	227	500	Karpisek	32	239	587
Ashford	20	269	625	Kintner	2	241	509
Avery	28	491	1,246	Kolowski	31	176	393
Bloomfield	17	161	410	Krist	10	290	705
Bolz	29	363	981	Larson	40	183	398
Brasch	16	172	399	Lathrop	12	301	792
Campbell	25	191	689	McCoy	39	141	356
Carlson	38	191	342	McGill	26	520	1,200
Chambers	11	414	1,239	Mello	5	273	813
Christensen	44	188	219	Murante	49	219	474
Coash	27	402	1,057	Nordquist	7	210	623
Conrad	46	497	1,151	Pirsch	4	164	405
Cook	13	296	958	Price	3	272	635
Crawford	45	336	792	Scheer	19	249	687
Davis	43	167	347	Schilz	47	142	279
Dubas	34	212	376	Schumacher	22	295	425
Gloor	35	277	385	Seiler	33	269	436
Haar	21	477	1,135	Smith	14	300	679
Hadley	37	212	583	Sullivan	41	234	506
Hansen	42	284	466	Wallman	30	356	742
Harms	48	264	610	Watermeier	1	284	512
Harr	8	298	873	Wightman	36	284	449
Howard	9	232	648	Vacant	6	259	589
Janssen	15	272	531	Vacant	18	261	685
Johnson	23	237	466				

## How LB 497 could affect low-income students

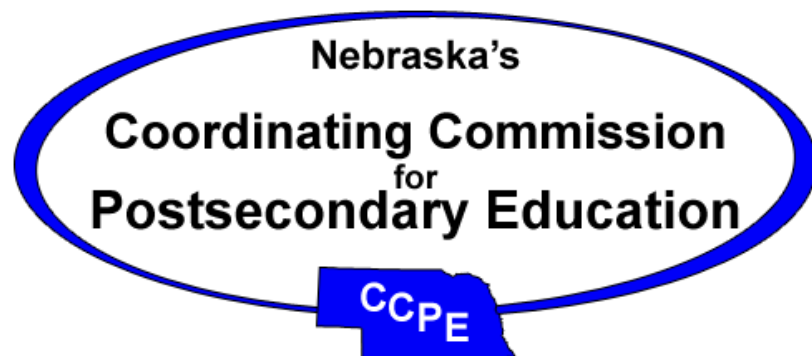
With the June 30, 2016 sunset of lottery funding for the Nebraska Opportunity Grant (LB 497), about \$10 million will no longer be available unless funding from the lottery is reauthorized or a new source of funding, such as the General fund, is appropriated.

Removing \$10 million in funding from the NOG program will result in approximately 9,710 NOG scholarships not being awarded to low-income students.

Note: Number of recipients for some districts is likely affected by students from throughout the state providing their college address as their home address.

Source<sup>4</sup>: 2013-14 NOG Year-End Report, CCPE; Source<sup>5</sup>: State of the Schools Report, NE Dept. of Ed.; Source<sup>6</sup>: Postsecondary Education Opportunity, #266, August 2014, Pell Institute for the Study of Opportunity in Higher Education; Source<sup>7</sup>: Coordinating Commission for Postsecondary Education





# 2014 BIENNIAL REPORT

**Covering December 2012 to December 2014**

COMMITTEE DRAFT

NOVEMBER 20, 2014

## **COMMISSIONERS**

Colleen A. Adam, Chair (Hastings)

Carol Zink, Vice Chair (Lincoln)

Dr. John Bernthal, (Lincoln)

Dr. Deborah A. Frison (Omaha)

Dr. Ron Hunter (Hay Springs)

Mary Lauritzen (West Point)

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Lori Warner (South Sioux City)

W. Scott Wilson (Papillion)

This report and others are available at the  
Coordinating Commission's website:

**[www.ccpe.ne.gov](http://www.ccpe.ne.gov)**

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## 2014 Biennial Report

*Provided pursuant to §85-1412 (12) of Nebraska Statutes.*

The 2014 Biennial Report provides an “insider’s view” of Nebraska’s Coordinating Commission for Postsecondary Education’s accomplishments during the past two years. Pursuant to state statute, the Coordinating Commission utilizes this report to inform its readers of what the Commission does and how well it is achieving its goals.

The Coordinating Commission is proud to share its activities during the past two years and how its accomplishments relate to the Commission’s overarching goals and mission.

### **What is the Commission?**

In 1990, Nebraskans saw a need for an independent entity to coordinate the state’s public higher education institutions from a statewide — rather than an institutional — perspective. To accomplish this, voters amended the state constitution, creating the Coordinating Commission for Postsecondary Education [Article VIII-14].

Almost all states have an agency similar to the Coordinating Commission.

## Nebraska's CCPE

Nebraska's Coordinating Commission is an independent agency with 11 Commissioners, who are appointed by the Governor and confirmed by the Legislature. There are 11 full-time State-funded employees, one part-time State-funded employee, and one federally-funded employee on the Commission's staff. The Commission promotes high quality, ready access and efficient use of resources in Nebraska higher education by carrying out its duties as outlined in the Coordinating Commission for Postsecondary Education Act.

The Commission's duties primarily affect the Community Colleges, the Nebraska State College System and the University of Nebraska.

To assist in carrying out its duties, the Commission maintains regular contact with the State Board of Education, the Community Colleges, the Nebraska State College System and the University of Nebraska. These contacts help improve communication and coordination of services among the Coordinating Commission and providers of higher education.

### What does the Commission do?

#### *The Commission:*

- Implements a statewide, comprehensive plan to guide Nebraska's higher education system, in collaboration with Community Colleges, the State College System and the University of Nebraska;
- Administers student financial aid and other federal programs;
- Administers State allocations to Nebraska Community Colleges;
- Conducts research and publishes reports on issues pertaining to higher education;
- Provides information and advice on higher education to the Legislature;
- Authorizes academic programs;
- Considers and approves or disapproves proposals from new or out-of-state institutions to operate in Nebraska.
- Considers and approves or disapproves proposals for facilities; and
- Reviews institutions' operating and capital construction budget proposals and makes recommendations on those requests to the Governor and the Legislature.

*What does the Commission do?*

◆————◆  
**Implements a statewide, comprehensive plan to guide  
Nebraska's higher education system, in collaboration  
with the state's colleges and universities**  
◆————◆

**Nebraska's *Comprehensive Statewide Plan*  
for *Postsecondary Education***

As required by statute, the Commission has developed and periodically revises a plan to provide direction for the future of higher education in Nebraska. This document, the *Comprehensive Statewide Plan for Postsecondary Education*, identifies goals that lead to an educationally and economically sound, vigorous and collaborative system of higher education.

The *Comprehensive Plan* was developed in collaboration with the state's Community Colleges, State College System and the University of Nebraska, and guides the coordination of Nebraska's public higher education institutions and sectors. The Commission uses the *Plan* to facilitate most of its statutory decision-making processes.

In addition to identifying the overall goals and objectives for Nebraska's public higher education system, the *Plan* defines the role and mission of each public higher education institution in Nebraska.

When developing proposals for new facilities or academic programs, Nebraska's public colleges and universities must do so in compliance with the *Plan*.

The *Plan* is considered a "living document," meaning it is reviewed and revised as the environment for postsecondary education evolves. Substantive changes to the *Plan* are made with care, however, and only after consulting with affected parties. After the Commission approves any revisions, the Legislature's Education Committee reviews the *Plan* and the revisions at a public hearing and reports its findings to the Legislature. The *Plan* is available on the Commission's website, [www.ccpe.ne.gov](http://www.ccpe.ne.gov), under the "Data Collection, Reports, and Presentations" link.

## **A Summary of the *Comprehensive Plan's* 14 Major Goals**

### **Meeting the Needs of Students**

**Goal 1:** Seek methods to increase participation and success in higher education for all students.

**Goal 2:** Be student-centered and offer lifelong learning opportunities.

**Goal 3:** Provide appropriate support services to help all students reach their educational goals.

**Goal 4:** Provide graduates with the skills and knowledge needed to succeed as capable employees and responsible citizens.

### **Meeting the Needs of the State**

**Goal 5:** Be responsive to the workforce development and ongoing training needs of employers.

**Goal 6:** Contribute to the health and prosperity of citizens through research and development efforts, technology and attracting external funds.

**Goal 7:** Prepare individuals for productive, fulfilling lives.

**Goal 8:** Assess evolving needs and priorities and adopt new methods and technologies to address them.

### **Meeting Needs by Building Exemplary Institutions**

**Goal 9:** Fulfill roles and missions in an exemplary manner and compare favorably with peers.

**Goal 10:** Provide fair and reliable funding policies that provide appropriate levels of support to enable institutions to excel.

**Goal 11:** Be effective in meeting the needs of students and the state. Be efficient and accountable in expenditure of state resources.

### **Meeting Needs through Partnerships and Collaboration**

**Goal 12:** Collaborate with one another and with other entities to share resources and deliver programs cooperatively.

**Goal 13:** Work effectively with elementary and secondary schools to improve teaching and learning and to facilitate articulation.

### **Facilities Planning to Meet Educational Needs**

**Goal 14:** Advocate a physical environment for public postsecondary institutions that is: supportive of role and mission; well-utilized and effectively accommodates space needs; safe, accessible, cost-effective and well-maintained; and flexible to adapt to future changes.

*What does the Commission do?*

Administers student financial aid programs

## Financial Aid

The Commission administers the Nebraska Opportunity Grant, the Access College Early (ACE) Scholarship Program, and the ACE Plus scholarship program. The Commission also conducts annual audits of postsecondary institutions in the state that participate in the state financial aid programs.

### Nebraska Opportunity Grant

The Nebraska Opportunity Grant, formerly known as the Nebraska State Grant, is awarded to students in consultation with financial aid administrators at Nebraska's postsecondary institutions. These grants are awarded to students who are residents of Nebraska, attend a Nebraska postsecondary institution, and have a minimum Expected Family Contribution (EFC) as determined by completing the Free Application for Federal Student Aid (FAFSA).

In 2013-14, \$9.8 million of the grant's funding came from State lottery funds and \$6.7 million from the State's general funds. Those numbers increased from 2012-13: \$8.8 million from lottery funds and \$6.4

### Nebraska Opportunity Grant Biennium History:

#### 2012-13:

**Total awarded: \$15,185,498**

- 15,757 students received a grant (27% of Nebraska Pell Grant-eligible students)
  - Public institutions: 11,062 students
    - \$1,078 average award
  - Private, non-profit: 3,037 students
    - \$993 average award
  - Proprietary/for-profit: 1,658 students
    - \$1,135 average award

**Average grant awarded: \$963.73**

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#### 2013-14:

**Total awarded: \$16,420,243**

- 15,944 students received a grant (30.8% of Nebraska eligible students)
  - Public institutions: 11,072 students
    - \$1,023 average award
  - Private, non-profit: 3,208 students
    - \$978 average award
  - Proprietary/for-profit: 1,664 students
    - \$1,178 average award

**Average grant awarded: \$1,030**

million from State general funds. The grant received federal funding until 2010-11.



## Access College Early Scholarship Program

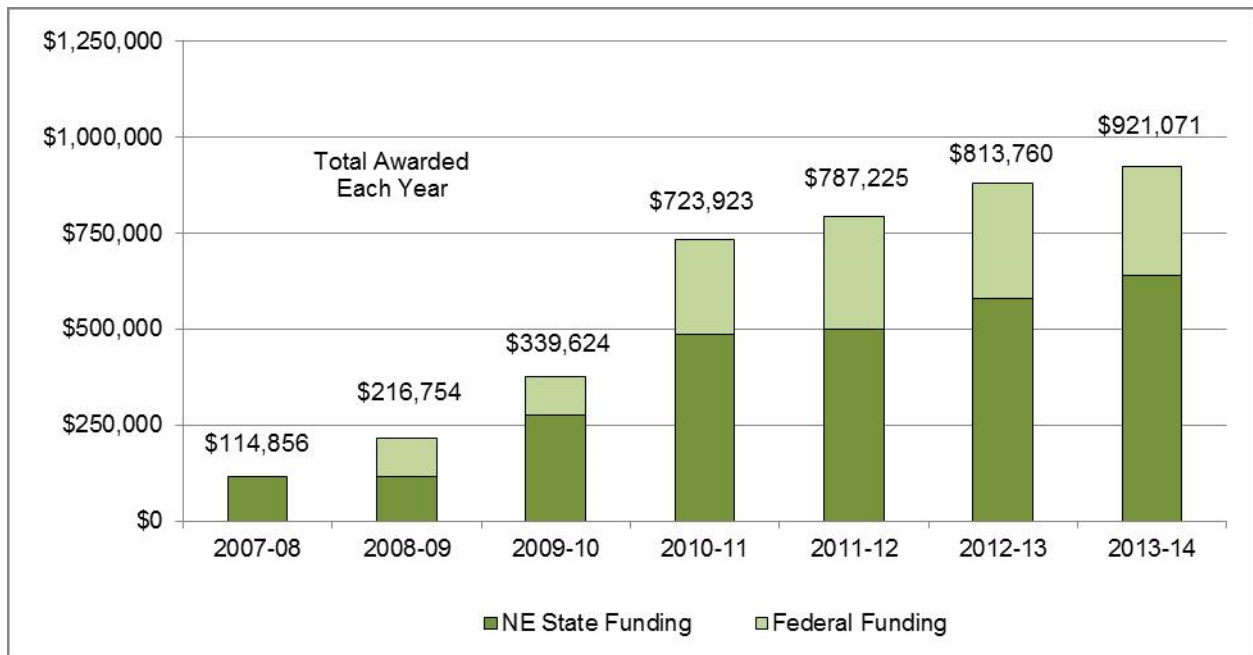
The Access College Early (ACE) Scholarship Program awards scholarships to low-income high school students who enroll in a college course at a participating public or private postsecondary institution while the student is still in high school. The Commission recommended the creation of this program in 2007, funding it through the transfer of funds from a relatively inactive program, the Community Scholarship Foundation Program, to the ACE program. (The CSFP was eliminated.)

Current research indicates that high school students who take college courses while in high school:

- Increase academic rigor during high school;
- Remain in school and graduate at higher rates;
- Enroll in college at an increased rate;
- Streamline their transitions from high school to college;
- Have a head start on their chosen postsecondary programs;
- Save money once in college; and
- Return for their college sophomore years at higher rates.

The Commission believes family income should not prohibit a student from taking college courses while in high school.

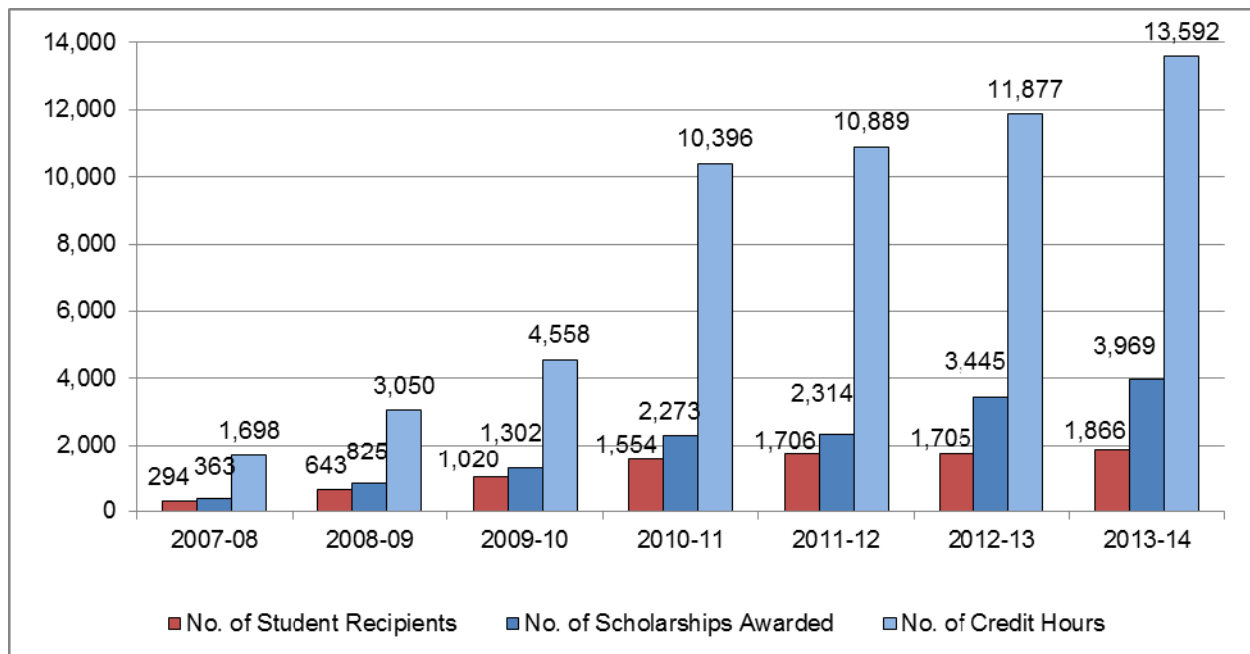
**Growth of ACE Scholarship Program Funding**



*(ACE charts continued on next page)*

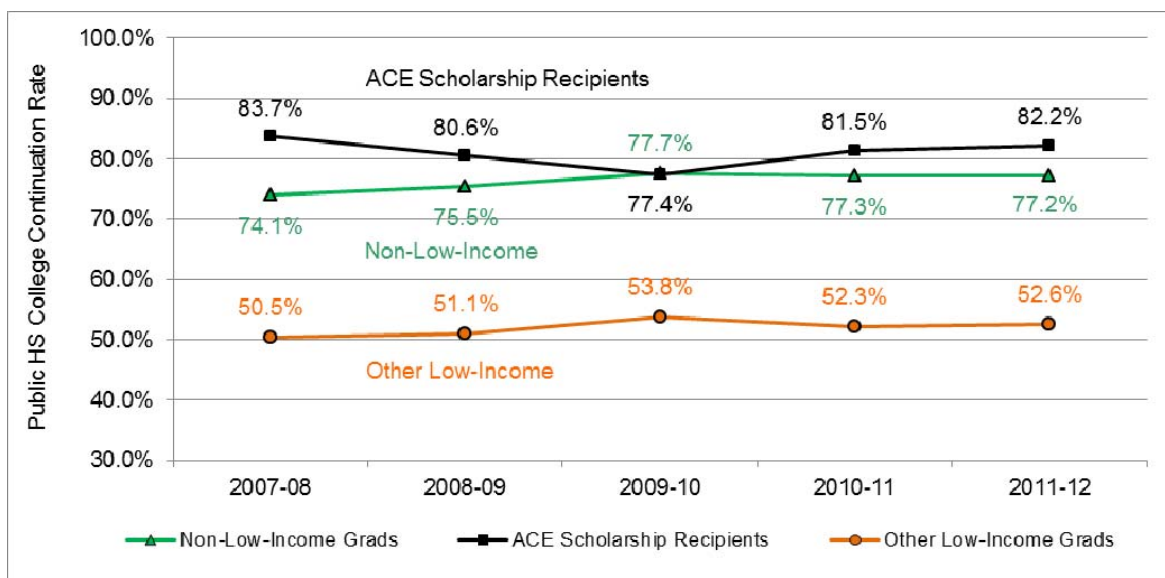
(ACE charts continued)

### Growth of ACE Scholarship Program Awards, Recipients and Credit Hours



Nationally and in Nebraska, students who take college courses while in high school go on to college at higher rates.

### Nebraska Public High School College Continuation Rates - 2007-08 Through 2011-12



## ACE Plus Scholarship Program

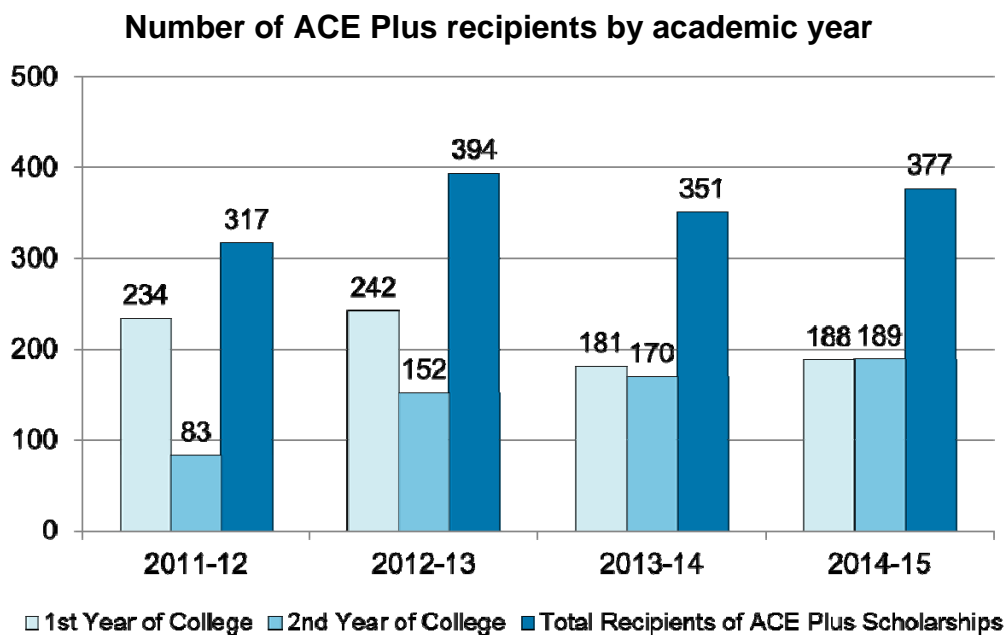
The Commission created the ACE Plus scholarship program as part of the federal College Access Challenge Grant program (CACG) in 2010. It is funded solely by the CACG program. This scholarship program picks up where the ACE program ends, by providing scholarships to college students who previously received an ACE scholarship. The main objective is to encourage former ACE students to attend college full time after high school and to help them complete a postsecondary credential. The ACE Plus program provides a \$500 award for a student's freshman year and a \$1,000 scholarship award for their sophomore year.

ACE Plus recipients have not only performed well in high school but also have found success in their first year of college. When ACE Plus recipients completed their first year

in college, 80% of them earned above a 3.0 college GPA, with 51% earning grades in the GPA range of 3.5-4.0 during the 2013-14 academic year.

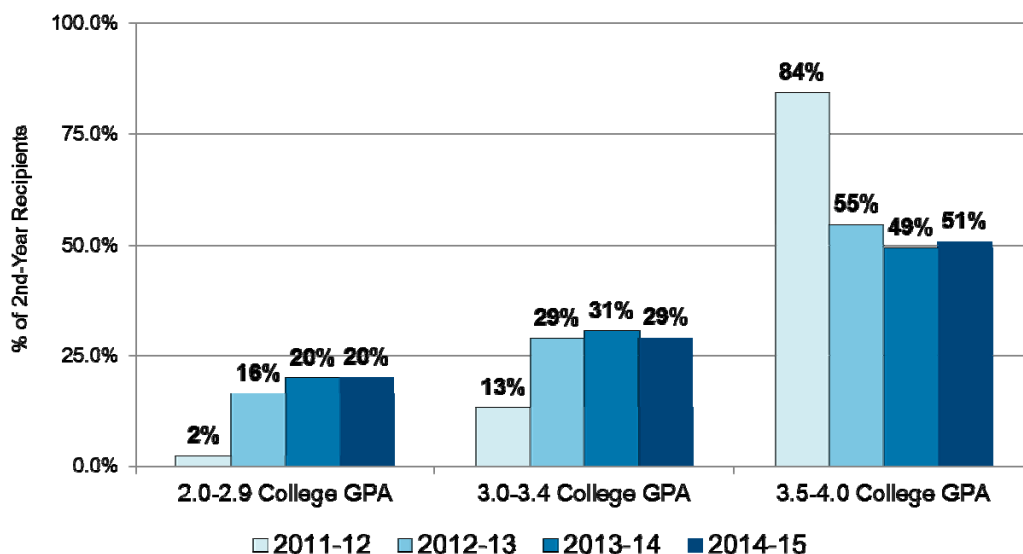
For academic year 2013-14, CCPE utilized \$260,500 in CACG funds to award 351 ACE Plus scholarships (181 first-year awards and 170 second-year awards). For 2014-15, CCPE utilized \$283,000 in CACG funds to award 377 ACE Plus scholarships (188 first-year awards and 189 second-year awards). For 2014-2015, the ACE Plus program was unable to meet the financial needs of 69 applicants totaling \$48,000.

As the federal CACG program comes to an end, the ACE Plus scholarship will no longer be funded after the 2015-16 academic year, unless the State chooses to do so.

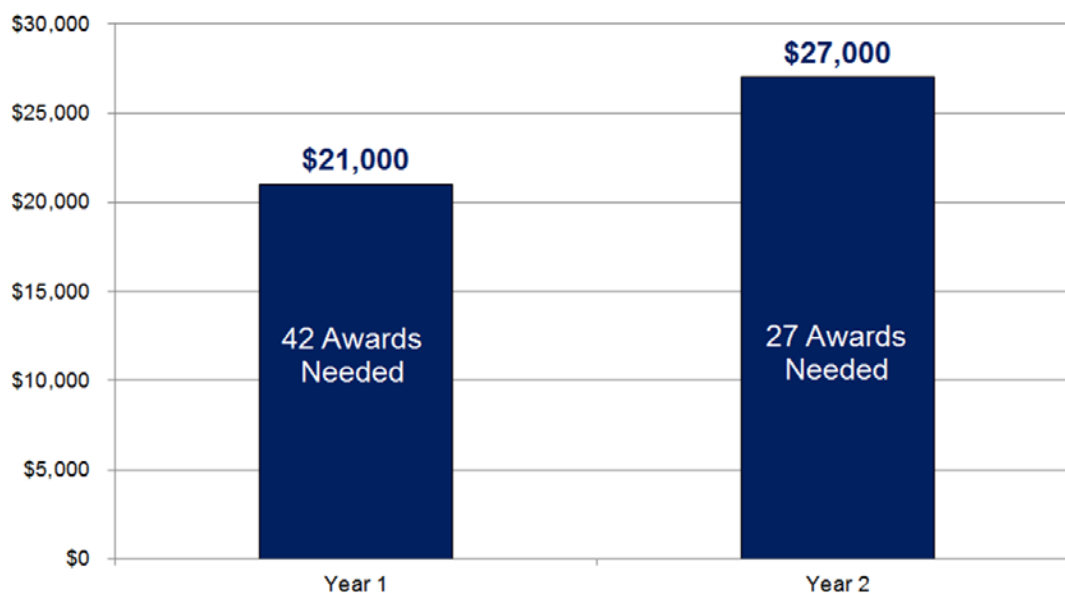


*(ACE Plus charts continued on next page)*

### Freshman Year (College) GPA for ACE Plus Recipients Who Received ACE Plus Scholarships Their Second Year of College (Academic Year 2014–15)



### Total Unmet Financial Need for Academic Year 2014–15: \$48,000 (69 Awards)



*What does the Commission do?*

**Provides information and advice on higher education to the Legislature and Governor. Conducts research and publishes reports on issues regarding higher education.**

## **Reports and Analysis**

The Commission utilizes extensive data to produce a wide array of objective, comprehensive reports. This in-depth research provides an independent — and invaluable — voice within Nebraska's postsecondary education system. The Coordinating Commission is the only entity in the state that conducts such research.

CCPE research is used by Legislators, the Governor's office, media, higher education institutions, other state agencies and the public. Following are descriptions of the Commission-produced reports during the last two years.

**All of these reports are available on the Commission's website, [www.ccpe.ne.gov](http://www.ccpe.ne.gov), under the "Data Collection, Reports, and Presentations" link.**

### **Budget and Financial Analyses**

#### **Postsecondary Education Operating Budget Recommendations for 2015-17** *(October 2014)*

This is a statutorily required analysis of public institutional budget requests. It includes information about higher education appropriations, affordability, access and accountability, discussions of statewide funding issues, and recommendations. See page 18 of this document for more information.

#### **Capital Construction Budget Recommendations and Prioritization for 2015-17** *(October 2014)*

This statutorily required report includes the Commission's funding and priority recommendations on capital construction budget requests from the Nebraska State College System, the University of Nebraska and the Nebraska College of Technical Agriculture at Curtis. See page 17 for more information.

## **2014 Tuition, Fees, Financial Aid Report** *(September 2014)*

This statutorily required report covers public policy issues relating to tuition, fees and financial aid for students in Nebraska. It shows how Nebraska's public postsecondary institutions rank on these points when compared to their Commission-designated peer institutions.

Among the report's general findings:

- Nebraskans continue to show they value higher education, despite its rising costs;
- As tuition and mandatory fees continue to rise, financial aid is a necessity and increasingly important for many students;
- Participation and success rates for students from median-, low- and very low-income families would likely increase if additional financial assistance could be provided by the state.

### **Did you know?**

In 2012-13, Nebraska ranked 33rd among states in need-based student aid grant dollars per full-time undergraduate enrollment. In 2011-12, the state ranked 35th.

*From the "2014 Tuition, Fees, and Financial Aid Report."*

## **Academic Analyses**

### **Delivering Courses Beyond Campus Walls** *(July 2014)*

This report describes the types of distance education courses available to Nebraska residents, what institutions offer distance education, how distance education is delivered and how many students are taking advantage of distance education.

## **Other Analyses, Publications**

### **Excel Workbook for College-Going Rates for Nebraska Public High Schools for the High School Class of 2011-2012** *(October 2013)*

This report presents the estimated college-going rates for each of Nebraska's 276 public high schools that awarded high school diplomas in 2011-12. These estimates are based on data obtained from the Nebraska Department of Education and the National Student Clearinghouse.

### **Excel Workbook for College-Going Rates for Nebraska Public High Schools for the High School Class of 2012-2013** *(May 2014)*

This document provides our estimate of college-going rate, by school, for the high school graduating class of 2012-13.

### **2014 Nebraska Higher Education Progress Report** *(March 2014)*

This statutorily required annual report provides data to the Nebraska Legislature, with comparative statistics to monitor and evaluate progress toward achieving three key priorities for Nebraska's postsecondary education system. These priorities are:

- Increase the number of students who enter postsecondary education;
- Increase the proportion of students who enroll and successfully persist through degree program completion; and
- Reduce, eliminate and then reverse the net out-migration of Nebraskans with high levels of educational attainment.

### **2014 Factual Look at Higher Education in Nebraska** *(September-November 2014)*

This report, in three sections, uses data from the Integrated Postsecondary Education Data System (IPEDS) surveys to provide comparative data for Nebraska's higher education institutions.

#### **Did you know?**

Degrees in business, education and the health professions accounted for 49.5% of the degrees awarded by Nebraska's public and private institutions in 2012-13 and for 45% of the growth in the number of degrees conferred between 2002-02 and 2012-13.

*From the "2014 Factual Look at Higher Education in Nebraska" report.*

*What does the Commission do?*

◆————◆  
**Authorizes academic programs**

◆————◆  
**Academic Programs**

### **Existing Programs Review**

The Commission is constitutionally required to review, monitor, and approve or disapprove each public institution's existing and proposed new academic programs to provide compliance with the *Comprehensive Plan* and to prevent unnecessary duplication.

During the 2013-14 biennium, the Commission reviewed 339 existing programs. Of those, 256 were approved to continue, eight were referred to the institutions for further review or additional information, and 75 were discontinued by the institutions.

The Commission also reviewed 65 program assessments after they were returned to the originating institutions with follow-up questions.

### **Approval of Proposed New Academic Programs**

In the past two years, the Commission reviewed and approved 35 proposals for new academic programs and organizational units at public institutions. One additional program proposal was reviewed but withdrawn by the institution before the Commission took action. Another 62 proposed programs were reviewed and determined to be reasonable and moderate extensions of existing programs, thus requiring no action by the Commission.

#### **Did you know?**

More than 137,000 students (duplicated headcount) are enrolled in online courses through Nebraska postsecondary institutions.

*From the 2014 "Delivering Courses Beyond Campus Walls" report*



*What does the Commission do?*

◆————◆  
**Considers and approves or disapproves proposals from  
new or out-of-state institutions to operate in Nebraska**  
◆————◆

## **New or out-of-state institutions**

Any out-of-state institution seeking to offer courses or programs in Nebraska or any entity wishing to establish a new private institution in the state must receive approval from the Commission. These procedures are described in the Postsecondary Institution Act, passed by the Legislature and signed by the Governor during the 2011 Legislative session. (This was a revision of previous statutes.) Title 281, Nebraska Administrative Code, Chapter 7, provide the rules and regulations for implementing the Postsecondary Institution Act. These rules received final State approval in November 2014.

### **Out-of-state institution authorized in the 2014 biennium:**

**University of South Dakota** (Vermillion, S.D.)

In April 2013, approved to offer Master of Arts in Speech-Pathology, Reading Recovery (three graduate courses), and Science, Culture and History of the Missouri River (one undergraduate course).

In addition, 43 new programs or courses, and one new campus, were approved for institutions previously authorized to operate.

*What does the Commission do?*

◆—————◆  
**Approves proposals for facilities**

◆—————◆  
**Capital Construction/Facilities**

The Commission has three major responsibilities related to capital construction projects at public postsecondary education institutions.

**The first responsibility** is to review, monitor and approve or disapprove capital construction projects that use more than \$2 million in tax funds to construct facilities, or more than \$85,000 per year in tax funds to operate and maintain. Disapproved projects cannot receive State funds for construction or ongoing operating and maintenance costs.

From January 2013 through December 2014, the Commission reviewed 10 capital construction project proposals by the institutions. Of these requests, one operating and maintenance request for \$575,266 in State appropriations was withdrawn. A second proposal was revised to reduce the size of the facility by 13,636 gross square feet, which resulted in a \$3,735,600 reduction in State appropriation.

**The second responsibility** is to review revenue bond projects and make recommendations to the Legislature regarding their approval or disapproval. There were no revenue bond proposals

submitted. LB 546, passed by the Legislature and signed by the Governor during the 2014 session, removed the Commission from this process.

**The third responsibility** is to review the biennial capital construction requests of the University of Nebraska, the Nebraska College of Technical Agriculture and the Nebraska State College System. The Commission makes these recommendations to the Governor and Legislature at the same time it makes recommendations on biennial operating budget requests.

The Commission recommends a list, in priority order, of approved capital construction projects eligible for state funding. Only those projects that were approved by the governing boards and the Commission and include a request for State funding are considered. The Commission has identified ongoing routine maintenance and addressing deferred repair as statewide facilities priorities for the 2015-17 biennium. To read the report, *2015-2017 Capital Construction Budget Recommendations and Prioritization*, go to the Commission's website, [www.ccpe.ne.gov](http://www.ccpe.ne.gov), and click the "Data Collection, Reports, and Presentations" link.

*What does the Commission do?*

**Reviews the institutions' budget proposals and makes  
recommendations on those requests to the Governor and Legislature**

## **Budget Review and Recommendations**

The Commission has constitutional responsibility to review and modify the biennial budget requests of Nebraska's public postsecondary institutions and make recommendations on those requests to the Governor and Legislature. Through this review, the Commission can promote consistency with the *Comprehensive Plan* and effective use of state funds in support of public postsecondary education in Nebraska. The Commission reviews budgets and makes its recommendations in October of every even-numbered year.

In fall 2014, the Commission reviewed 56 requests for additional state funding from the University of Nebraska System, the Nebraska College of Technical Agriculture at Curtis, the Nebraska State College System and the community colleges.

Of those 56 requests, 27 were expanded requests. The Commission:

- Recommended new general funds for 20 of the requests;
- Recommended some new general funds for three requests;
- Recommended no general funds for three requests;

Furthermore, of the 56 requests, there were 15 requests that were part of the continuation budget recommendation. Fourteen requests were for new building operating and maintenance funds. The total dollars for institutional new and expanded requests for the biennium was \$72,706,453.

The full report, *2015-2017 Institutional Operating Budget Recommendations*, is located on the Commission's website, [www.ccpe.ne.gov](http://www.ccpe.ne.gov), under the "Data Collection, Reports, and Presentations" link.

**Promoting high quality, ready access and efficient use of  
resources in Nebraska higher education**

## **Projects, Accomplishments and Updates**

### **Ongoing Initiatives**

#### **College Access Challenge Grant**

The Governor has designated the CCPE as the State's administrator of the federal College Access Challenge Grant Program (CACG). The CACG is a five-year formula grant program designed to increase the number of underrepresented students who enter and remain in postsecondary education. In 2010, the CCPE received \$1.5 million in grant funds from the CACG. The Commission has used these funds to support many Nebraska groups and initiatives, including: the Access College Early grant program; the ACE Plus scholarship program; Western Rural Schools Initiative; Central Plains Center for Services, in western Nebraska; Omaha Public Schools; EducationQuest Foundation, based in Lincoln; Ho-Chunk Community Development Corp., which is affiliated with the Winnebago Tribe; Nebraska Methodist College; Grace University; and the Bright Futures Foundation, in Omaha; Metropolitan Community College; and Creighton University.

### **Improving Teacher Quality: State Grants Program**

The Commission continues to award Improving Teacher Quality (ITQ) state grants to Nebraska's innovative leaders in education. The grants are funded under the federal Elementary and Secondary Education Act, also known as the No Child Left Behind Act (Title IIA). Grants are not awarded to individuals, but to partnerships formed by local, high-need educational agencies and a Nebraska college or university. These partnerships design and produce professional development activities to improve the skills of K-12 teachers, paraprofessionals and principals.

The total amount of funds available to Nebraska for awards in 2012-13 was \$283,552. The total amount recommended for the four projects that received funding was \$284,327. (While this exceeded the original available amount, previously funded projects often return funds at the end of the grant, funds that can be applied to the next round of grants.)

For 2013-14, a review panel recommended and the Commission awarded \$298,638 for four projects: three that focused on areas of

science and math and one that focused on literacy.

The ITQ program continues to focus on professional development activities for in-service teachers, especially those teaching in shortage areas and those who don't hold an endorsement in the subject area in which they are teaching. In some instances, ITQ funds are awarded for activities that address one or both challenges. Projects that address the needs of low-performing schools or model the use of technology are given priority. For more information about the ITQ program, visit [www.ccpe.ne.gov](http://www.ccpe.ne.gov) and click on the "Improving Teacher Quality Grants" link on the left-hand side of the homepage.

## **New Initiatives**

### **SARA**

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. SARA is overseen by a National Council and administered by four regional education compacts — the Midwestern Higher Education Compact (MHEC), in Nebraska's case. In 2013, Nebraska legislation designated the Coordinating Commission as the state's portal agency for SARA, meaning Nebraska institutions apply to the Commission to participate. Once approved, institutions can offer distance learning courses to students from states also participating in SARA. Without SARA, institutions must apply to each state before they offer distance-learning courses to its residents. With SARA, Nebraska institutions will save thousands of dollars in application fees, as well as the time and effort that goes into the application process. In Nebraska's first three months as part of SARA, 10 institutions have been approved to participate.

### **Increased Community College duties**

As a result of legislation from the 2013 session, the Coordinating Commission assumed new responsibilities related to the distribution of State allocations to the Community Colleges. The Commission chairs the newly created Nebraska Community College Student Performance

and Occupation Education Grant Program, for which the state's Community Colleges receive \$500,000 annually. Duties associated with this responsibility include annually developing the Request for Proposals, receiving proposals, organizing review committee meetings, certifying grant amounts, disbursing grant funds, and receiving and distributing annual reports of outcomes from grant recipients.

The Commission also assumed responsibility for the process of distributing State aid to the Community Colleges. The Commission must certify data relating to Full-Time Equivalent (FTE) students and Reimbursable Education Units (REUs) for each college. This certification process includes verifying the courses to be counted and the weighting of those courses by reviewing all courses approved by the colleges. The certified data is audited by outside auditors and sent to the Commission to be used in the Community College state aid distribution formula. The Commission distributed the formula-allocated dollars to each Community College in 10 equal payments over the course of the fiscal year.

### **Updated peer groups**

In 2014, the Coordinating Commission approved updated peer groups for the state's Community Colleges and State Colleges – an important process not only for the Commission and its work, but for the institutions as well. State statutes and the state's *Comprehensive Statewide Plan for Postsecondary Education* require the

Commission to provide a list of peer institutions for each of Nebraska's 13 public postsecondary institutions. The Commission uses peer groups for budget and academic program review, as well as for other comparisons that aid in Commission decision-making. The institutions often use their peer groups in similar ways as the Commission — for example, to compare academic offerings, enrollment trends, and funding. The Commission has now begun the process of selecting new peer groups for the University of Nebraska institutions.

### **Supplemental data automation**

In 2014, the Commission automated its supplemental data collection process. Much of this data is featured in the annual *Nebraska Postsecondary Enrollment, Tuition & Fees, and Financial Aid Supplemental Data Report*. The *Supplemental Data Report* serves a variety of essential functions for the Commission. In addition to providing the main data source for various national surveys, this information, collected directly from each of Nebraska's public postsecondary institutions, aids the Commission with many of its own analyses and reviews. Externally, the Nebraska Legislative Fiscal Office relies on this report for its annual evaluation of the state's public institutions. Automating the collection of institutional data for this report increases the ease of access to this information, as it is located in one central database; improves data quality because the system runs a series of data validations; and allows the Commission to conduct long-term analysis of the data.

### ***Commission Update* newsletter**

In 2013, the Commission began publishing *Commission Update*, a PDF newsletter periodically distributed via email to higher-education colleagues and other interested parties in Nebraska. *Update* highlights the Commission's recent activities and accomplishments.

## **New to the Commission**

### **Commissioners**

The Governor appointed five new Commissioners during the 2013-14 biennium:

- Dr. John Bernthal, Lincoln, District 1
- Dr. Deborah Frison, Omaha, District 2
- Dwayne Probyn, Papillion, At-large
- Lori Warner, South Sioux City, District 3

The Legislature must confirm all appointees. As of December 2014, only Dr. Bernthal awaits confirmation, as he was appointed when the Legislature was not in session.

### **Employees**

The Coordinating Commission welcomed a number of new employees during the last biennium:

- Ben Civic, College Access Challenge Grant Program Director, started December 2012
- James Schiltz, Data Analyst, started August 2013
- Jill Heese, Research Coordinator, started October 2013
- Gary Timm, Chief Finance and Administrative Officer, started January 2014
- Dr. Michael Baumgartner, Executive Director, started September 2014





# **2013–2014 Factual Look at Higher Education in Nebraska**

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

## **Section: Enrollment**

**Fall Enrollment Data for 2003 through 2013**

**Published November 2014  
on the Commission website  
[www.ccpe.state.ne.us](http://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 2003–04 through 2013–14 Federal IPEDS Completion Surveys  
of Nebraska Public Colleges and Universities,  
Independent Colleges and Universities, and For-Profit/Career Schools**

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*Lincoln, Member-at-Large*

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*Lincoln, District 1*

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*Papillion, District 4*

*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 55 Reporting Institutions

<b>University of Nebraska (5)</b>	<b>Independent Colleges &amp; Universities (Continued)</b>
Nebraska College of Technical Agriculture	Nebraska Christian College
University of Nebraska at Kearney	Nebraska Indian Community College
University of Nebraska-Lincoln	Nebraska Methodist College of Nursing & Allied Health
University of Nebraska Medical Center	Nebraska Wesleyan University
University of Nebraska at Omaha	Summit Christian College
	Union College
<b>Nebraska State College System (3)</b>	York College
Chadron State College	
Peru State College	<b>Degree-Granting For-Profit/Career Schools (13)</b>
Wayne State College	Alegent Health School of Radiologic Technology
	ITT Technical Institute-Omaha
<b>Nebraska Community Colleges (6)</b>	Kaplan University-Lincoln Campus
Central Community College	Kaplan University-Omaha Campus
Metropolitan Community College	Mary Lanning Memorial Hospital School of Radiologic Technology
Mid-Plains Community College	Myotherapy Institute
Northeast Community College	National American University-Bellevue
Southeast Community College	Omaha School of Massage and Healthcare of Herzing University
Western Nebraska Community College	The Creative Center
	Universal College of Healing Arts
<b>Independent Colleges &amp; Universities (20)</b>	University of Phoenix-Omaha Campus
Bellevue University	Vatterott College (Closed Fall 2005)
Bryan College of Health Sciences	Vatterott College-Spring Valley
Clarkson College	
College of Saint Mary	<b>Non-Degree-Granting For-Profit/Career Schools (8)</b>
Concordia University-Seward	Capitol School of Hairstyling and Esthetics
Creighton University	College of Hair Design
Dana College (Closed Fall 2010)	College of Hair Design-East Campus
Doane College-Crete	Fullen School of Hair Design
Doane College-Lincoln	Joseph's College
Grace University	La'James International College
Hastings College	Regional West Medical Center School of Radiologic Technology
Little Priest Tribal College	Xenon International Academy-Omaha
Midland University	

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# Enrollment

## Executive Summary of Data

This section 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. This edition of the *Factual Look* covers enrollments from fall 2003 through fall 2013.

### Technical Notes:

1. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
  - a. The reported enrollment of 579 in fall 2010 for Joseph's College (for-profit/career school sector) is incorrect due to problems with the college's data system. The Commission estimates that 303 students actually attended Joseph's College in fall 2010. Corrected data will be included in the next edition of the *Factual Look (Enrollment)*.
2. Due to rounding, percentages may not sum to 100.0% for data summarized in this report.
3. Detailed data reporting fall enrollments by sector and institution, part-time/full-time classification, by level, by race and by gender are available in the **downloadable Excel workbook for Enrollment**.

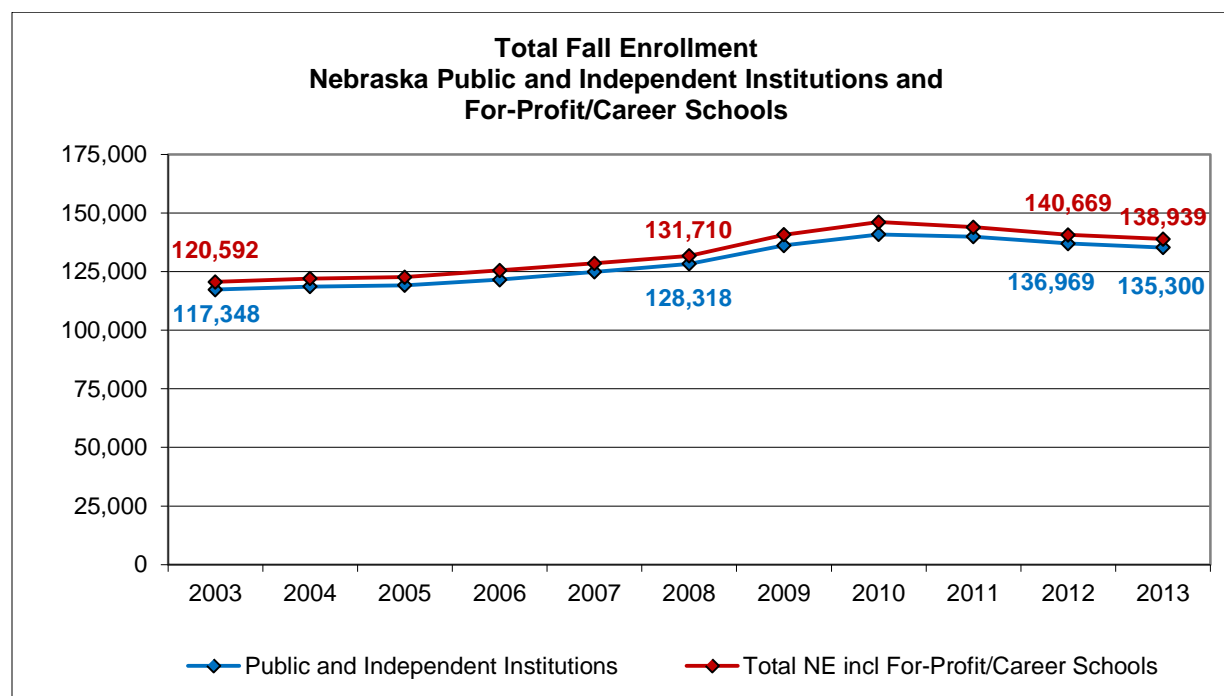
# Executive Summary of Data

## Enrollment Fall 2003 – Fall 2013

### Total Fall Enrollment

*See page 1.2*

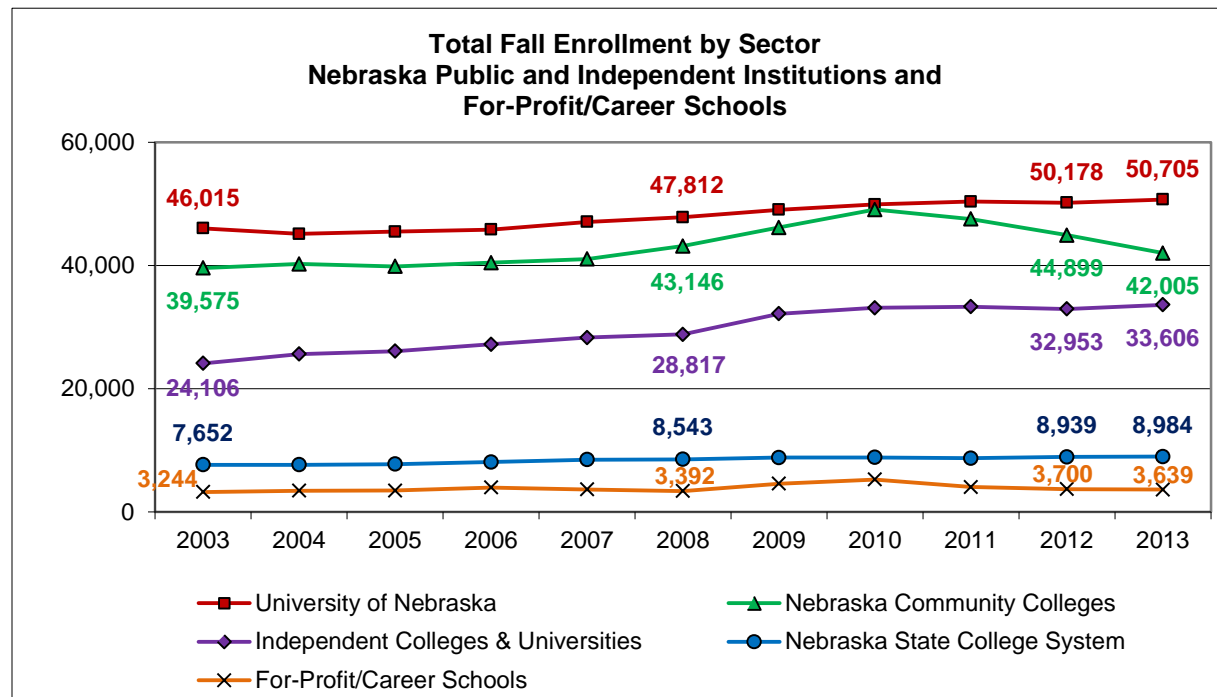
- Total fall enrollment at Nebraska's public and independent institutions and for-profit/career schools increased from 120,592 in fall 2003 to 138,939 in fall 2013, an increase of 15.2% over the 10-year period.
- Total fall enrollment at Nebraska's public and independent institutions increased 15.3% over the 10-year period, from 117,348 in fall 2003 to 135,300 in fall 2013.



## **Total Fall Enrollment by Sector**

*See pages 1.3-1.4*

- The University of Nebraska (■) steadily increased fall enrollments 10.2%, or 4,690 students, over the 10-year period between fall 2003 and fall 2013. Between fall 2012 and fall 2013, enrollment increased 1.1% (527 students).
- Total enrollment at Nebraska's Community Colleges (▲) increased 23.9%, or 9,476 students, between fall 2003 and fall 2010. However, fall enrollment decreased 14.4%, or 7,046 students, between 2010 and 2013, resulting in a 6.1% net 10-year increase.
- Independent colleges and universities (◆) steadily increased fall enrollments 39.4%, or 9,500 students, over the 10-year period between fall 2003 and fall 2013. Between fall 2012 and fall 2013, enrollment increased 2.0% (653 students).
- The Nebraska State College System (●) experienced a 10-year increase of 17.4%, or 1,332 students, between fall 2003 and fall 2013, with the total headcount increasing 0.5%, or 45 students, from fall 2012 to fall 2013.
- Over the seven-year period from fall 2003 to fall 2010, total enrollment at the for-profit/career schools (x) increased 62.0%, but decreased 30.7% (1,615 students) between fall 2010 and fall 2013, resulting in a net 10-year increase of 12.2%.



## **Total Fall Enrollment by Student Level and by Full-Time/Part-Time Classification**

*See pages 2.1-2.20*

- Over the seven years between fall 2003 and fall 2010, statewide undergraduate enrollment increased 18.7% to 122,907, while graduate enrollment increased 36.6% to 23,262. Between fall 2010 and fall 2013, graduate enrollment increased 5.4%, or 1,249 students, to 24,511. However, undergraduate enrollment decreased 6.9%, or 8,479 students, to 114,428. Consequently, between fall 2003 and fall 2013, undergraduate enrollment increased 10.5% while graduate enrollment increased 43.9%.
- As a result of recent increases in graduate enrollments, graduate students accounted for 17.6% 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 2013, compared to 14.1% in fall 2003.
- From fall 2003 to fall 2013, part-time undergraduate enrollment increased 8.6%, from 33,421 to 36,311. Meanwhile, full-time undergraduate enrollment increased 11.4%, from 70,142 in fall 2003 to 78,117 in fall 2013. In comparison, part-time graduate enrollment increased 33.6% (from 8,097 to 10,819) and full-time graduate enrollment increased 53.3% (from 8,932 to 13,692).

## **Fall Enrollment by Gender**

*See pages 3.1-3.22*

- Enrollment of women at Nebraska's postsecondary institutions increased 15.2%, from 67,258 in fall 2003 to 77,459 in fall 2013. During this same time period, enrollment of men increased 15.3%, from 53,334 in fall 2003 to 61,480 in fall 2013.
- The gender gap between men and women was the same in fall 2013 as in fall 2003, with women accounting for 55.8% of the state's total postsecondary fall enrollment.
- Throughout the 10-year period, men were more likely than women to be enrolled full time. In 2013, 68.5% of the male students at Nebraska's postsecondary institutions were enrolled full time, up from 67.9% in 2003. In comparison, 64.2% of the female students at Nebraska's postsecondary institutions were enrolled full time in fall 2013, up from 63.7% in fall 2003.
- The smallest gender gap among full-time undergraduates in fall 2013 was at the University of Nebraska, where 50.6% of the students were women. The largest gender gap among full-time undergraduates in fall 2013 was at Nebraska's for-profit/career schools, where 76.8% of the students were women.
- At the graduate level, women outnumbered men throughout the 10-year period between fall 2003 and fall 2013. Among full-time graduate students, 55.9% were women in fall 2013, up from 52.9% in fall 2003. The smallest gender gap among full-time graduate students in fall 2013 was at the University of Nebraska, where 51.2% of the students were women. The largest gender gaps among full-time graduate students were at the State Colleges and the for-profit/career schools, where women accounted for 61.6% of students in 2013.



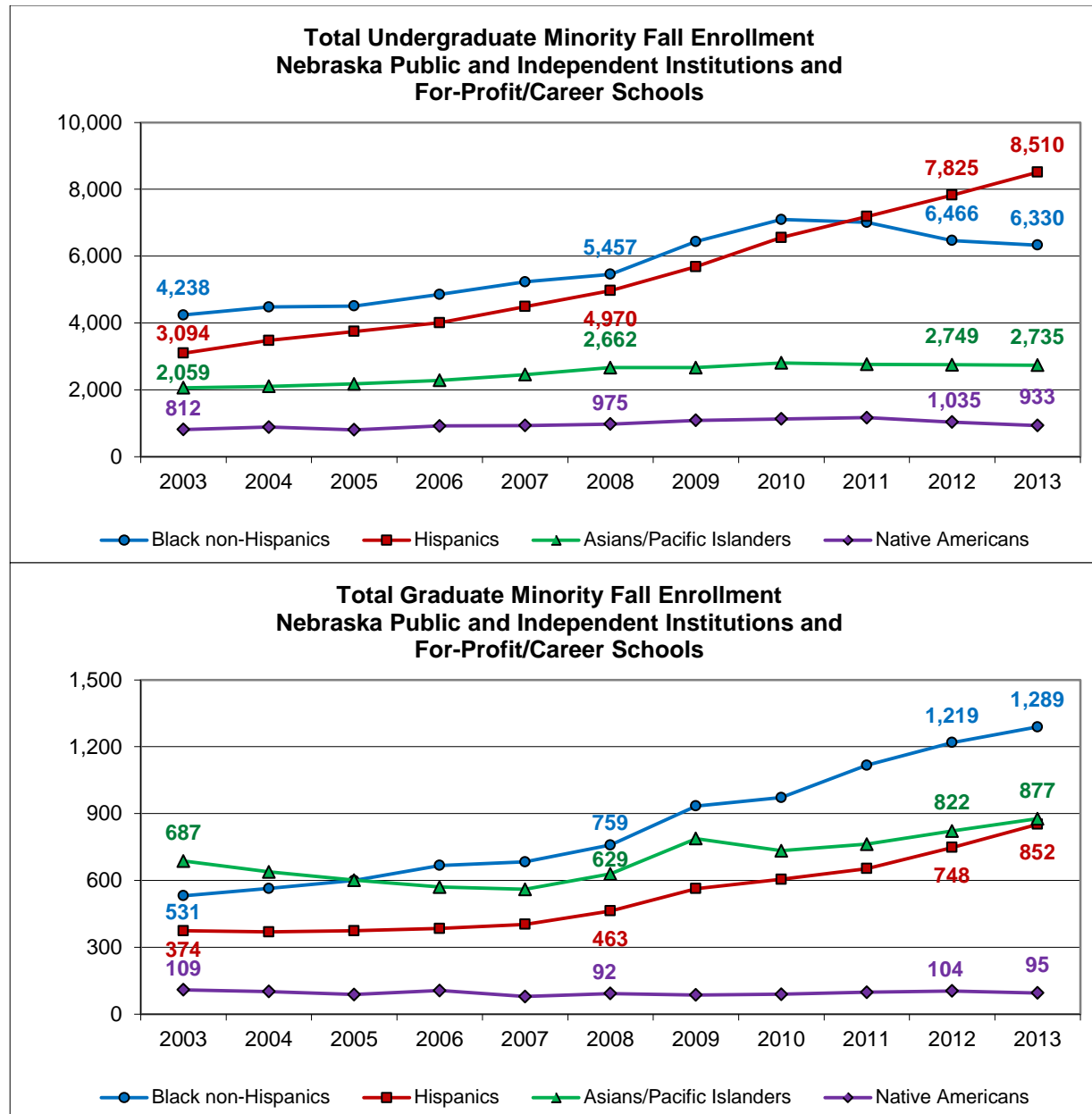
### **Fall Enrollment by Race/Ethnicity**

*See pages 4.1-4.30*

- Between fall 2003 and fall 2013, total enrollment of white non-Hispanics at Nebraska public and independent colleges and universities and for-profit/career schools increased 2.6%, from 101,034 to 103,652. In comparison, enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 81.6%, from 11,904 to 21,621.
- Minorities accounted for 16.7% of total postsecondary enrollment in fall 2013, up from 10.2% in fall 2003. Foreign students made up 3.1% of fall enrollment in fall 2003 and 3.5% in 2013. White non-Hispanics accounted for 79.9% in fall 2013, down from 86.7% in fall 2003. (Excludes students of unknown race/ethnicity and students of two or more races. See page 4.7 for further details.)
- From 2003 to 2013, enrollment of minorities increased in total and at both the undergraduate and graduate levels. Meanwhile, enrollment of white non-Hispanic students increased in total and at the graduate level but decreased at the undergraduate level. As shown in the chart below, growth rates varied by race/ethnicity and by level over the 10-year period.

<b>Change in Fall Enrollment by Level and Race/Ethnicity: Fall 2003 – Fall 2013</b>				
Race/Ethnicity	Undergraduate		Graduate	
	Percentage Change	Change in Number of Students	Percentage Change	Change in Number of Students
Asian/Pacific Islander	+ 32.8%	+ 676	+ 27.7%	+ 190
Black non-Hispanic	+ 49.4%	+ 2,092	+ 142.7%	+ 758
Hispanic	+ 175.0%	+ 5,416	+ 127.8%	+ 478
Native American	+ 14.9%	+ 121	- 12.8%	- 14
White non-Hispanic	- 2.1%	- 1,808	+ 33.2%	+ 4,426

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



### **Fall Enrollment by Race/Ethnicity and Gender**

*See pages 5.1-5.8*

- For fall 2013, the total enrollment gender distribution by race/ethnicity was as follows:

Race/Ethnicity	Women	Men
Asian/Pacific Islander	53.3%	46.7%
Black non-Hispanic	54.8%	45.2%
Hispanic	57.4%	42.6%
Native American	63.0%	37.0%
White non-Hispanic	56.4%	43.6%

- Unlike the other student categories, male foreign students (non-resident aliens) outnumber female foreign students in Nebraska. In fall 2013, men accounted for 58.3% of total fall enrollment of foreign students at Nebraska postsecondary institutions, while women accounted for 41.7%.

### **Fall Enrollment by Age (Age data are collected only in odd-numbered years.)**

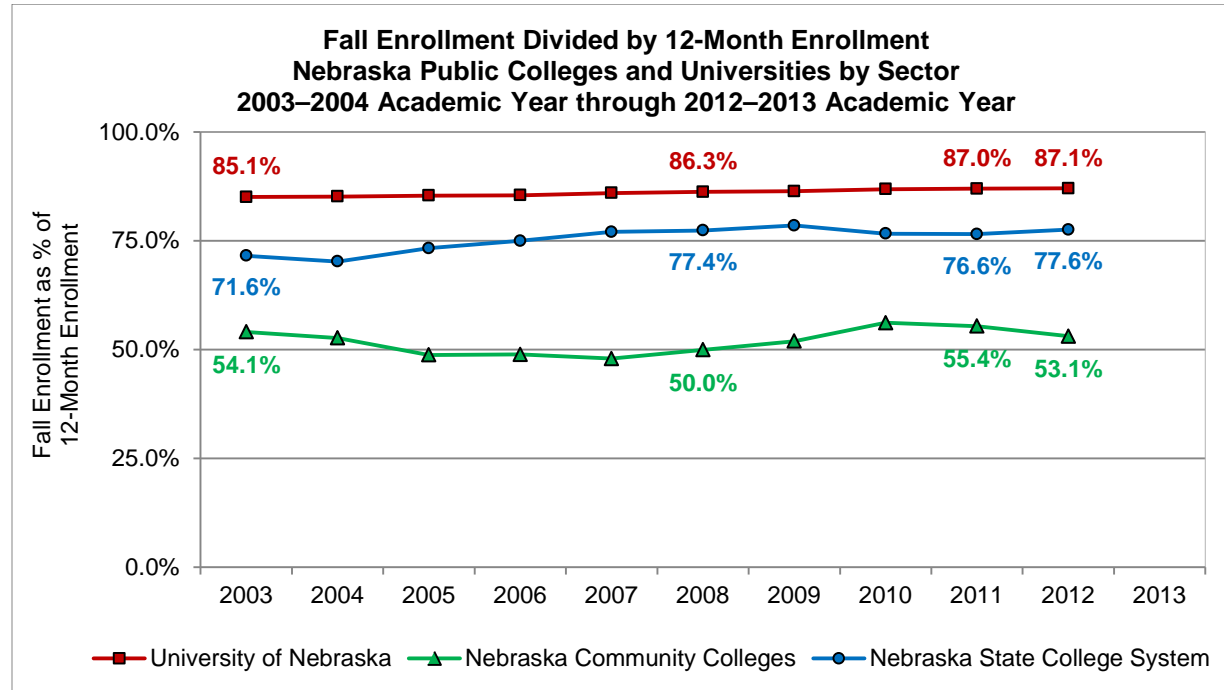
*See pages 6.1-6.17*

- In fall 2013, students age 24 and younger made up 63.7% of all students enrolled at Nebraska's postsecondary institutions. Students age 25 to 29 made up 13.4% and students 30 and over accounted for 22.9% of the student body.
- In 2013, the University of Nebraska enrolled the highest percentage of undergraduates under the age of 25 (87.4% of total University of Nebraska undergraduate enrollment), while the for-profit/career schools enrolled the highest percentage of students 25 or older (56.5% of total sector undergraduate enrollment).
- Between fall 2003 and fall 2013, the greatest increase in the percentage enrollment of students 24 years of age or younger was at Nebraska's Community Colleges. In fall 2013, students 24 years of age or younger accounted for 62.4% of the students at community colleges, compared to 57.5% in fall 2003. 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 6.15.)

## **Fall Enrollment Compared to 12-Month Enrollment**

*See pages 7.1-7.13*

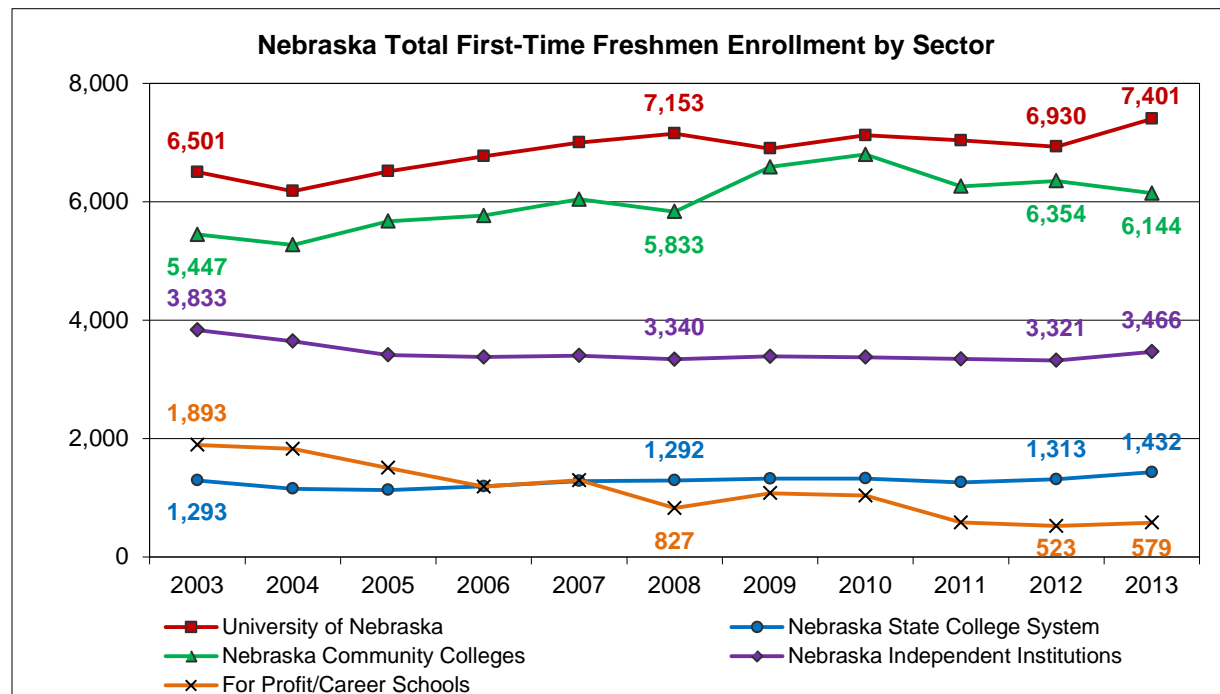
- Fall enrollment provides a “snapshot” of the total number of students who were enrolled at an institution on October 15 or the institution’s official fall reporting date. In comparison, 12-month enrollment is the total, unduplicated headcount of students who were enrolled at an institution at any time 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 2003, 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 70% to 79% of 12-month enrollment at the Nebraska State Colleges and only 48% to 56% of 12-month enrollment at Nebraska’s Community Colleges.



## **Fall Enrollment of First-Time Freshmen**

*See pages 8.1-8.5*

- The 10-year trends in the enrollment of first-time freshmen vary significantly by sector.
  - By far, the largest 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 substantial decrease in the enrollment of first-time freshmen between fall 2003 and fall 2012.
- Nebraska's three public sectors of higher education increased first-time freshmen by roughly the same percentage between fall 2003 and fall 2013. (University of Nebraska + 13.8%, State Colleges + 10.8%, Community Colleges + 12.8%.) At the same time, the numbers of first-time freshmen decreased 9.6% within the independent sector and 69.4% at the for-profit/career schools.



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# Section 1

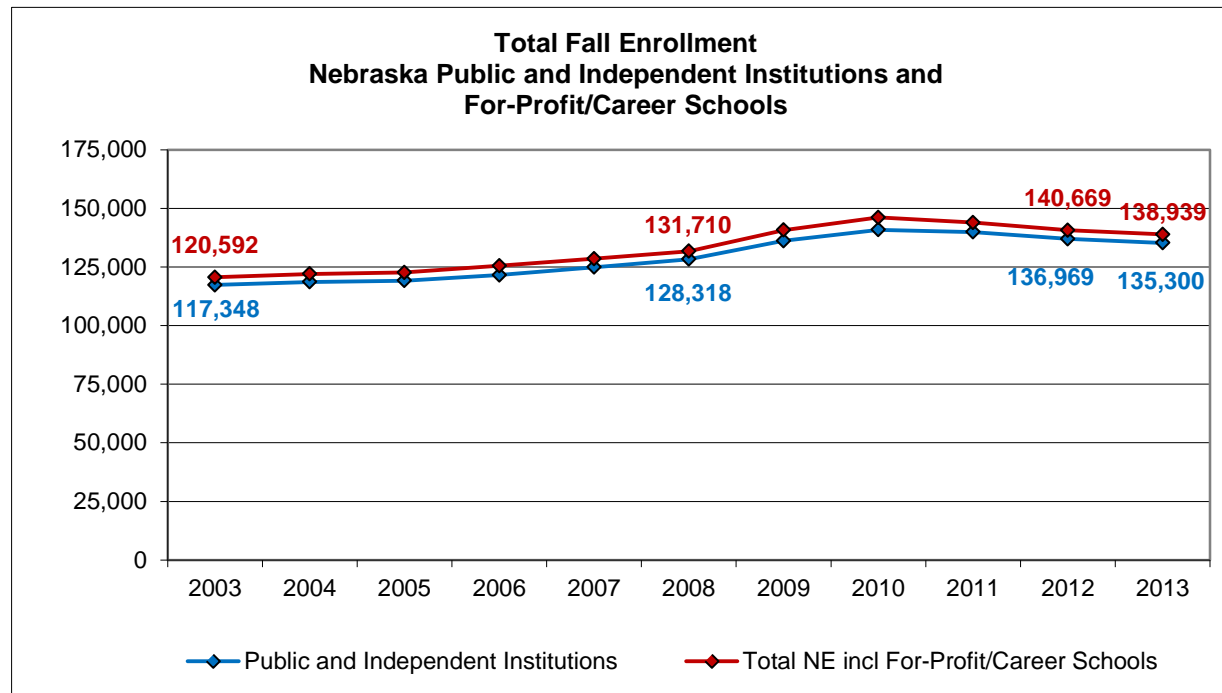
## Total Fall Enrollment and Total Fall Enrollment by Sector

### Note

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. 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.

## **TOTAL FALL ENROLLMENT**

- Total fall enrollment at Nebraska's public, independent, and for-profit institutions<sup>1</sup> increased from 120,592 students in fall 2003 to 138,939 students in 2013, an increase of 15.2% over the 10-year period. However, fall enrollment decreased 1.2% (1,730 students) between fall 2012 and fall 2013.
- Total fall enrollment at Nebraska's public and independent colleges and universities increased 15.3% over the 10-year period between fall 2003 and fall 2013. Between fall 2012 and fall 2013, fall enrollment decreased 1.2% at Nebraska's public and independent colleges and universities.



<sup>1</sup> All 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.

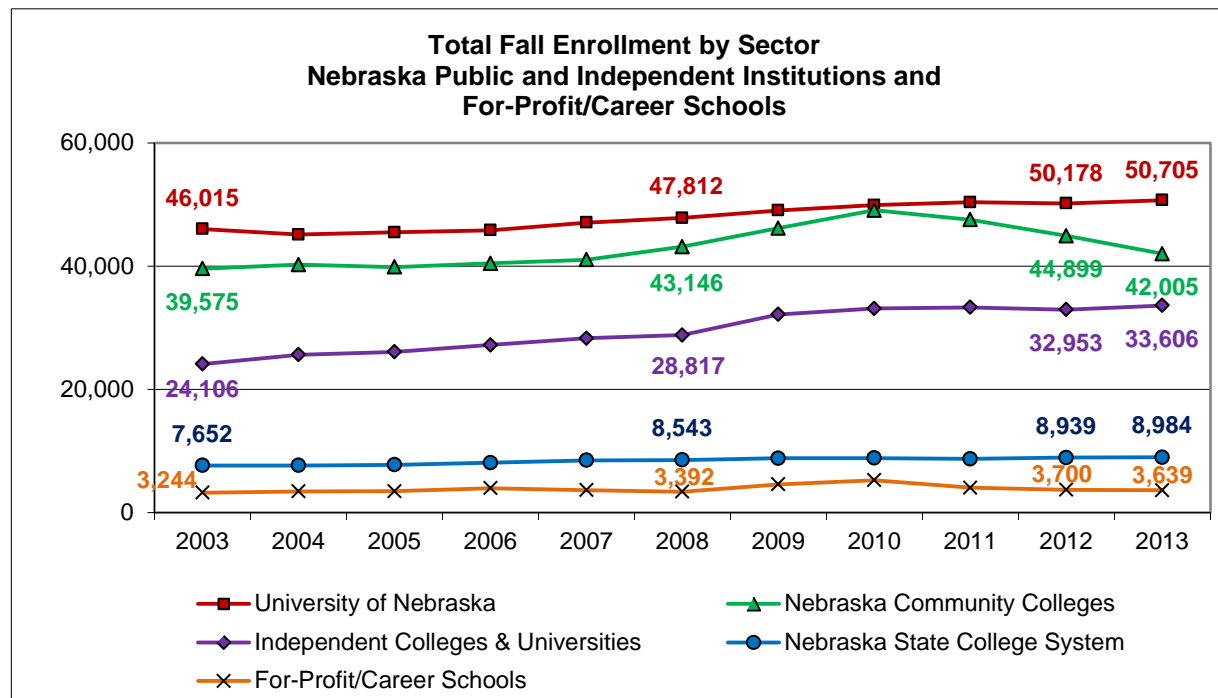
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.



## **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:

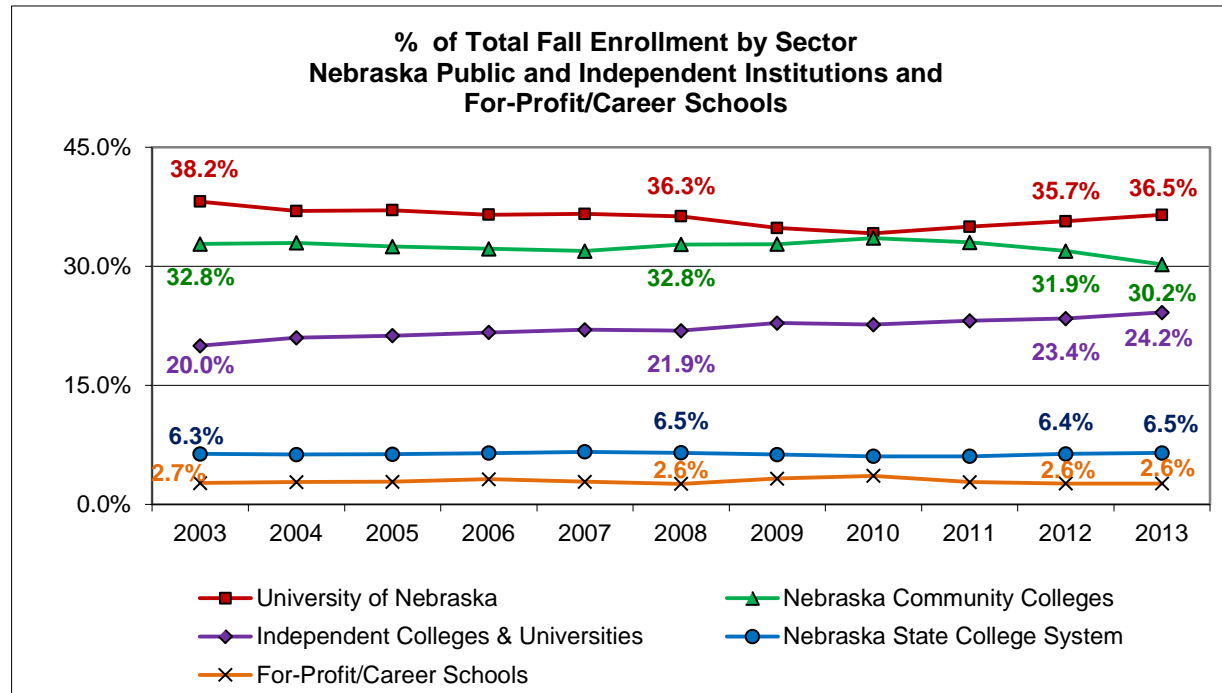
	<u>2011–2012</u>		<u>2012–2013</u>		<u>2003–2013</u>	
	1-Yr % Change	No. of Students	1-Yr % Change	No. of Students	10-Yr % Change	No. of Students
University of Nebraska	- 0.4%	- 185	1.1%	527	10.2%	4,690
Nebraska State College System	2.4%	213	0.5%	45	17.4%	1,332
Nebraska Community Colleges	- 5.6%	- 2,643	- 6.4%	- 2,894	6.1%	2,430
Nebraska Independent Colleges & Universities	- 1.0%	- 338	2.0%	653	39.4%	9,500
For-Profit/Career Schools in Nebraska	- 8.3%	- 337	- 1.6%	- 61	12.2%	395
Total		- 3,290		- 1,730		18,347



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 Enrollment**.

## **SECTOR FALL ENROLLMENT as a Percentage of TOTAL FALL ENROLLMENT**

- As a result of the enrollment changes that occurred between fall 2003 and fall 2013, the enrollments of the independent colleges and universities and the Nebraska State College System accounted for higher percentages of total headcount enrollment in 2013 than in 2003. Meanwhile, the University of Nebraska, Nebraska's Community Colleges, and the for-profit/career schools enrolled smaller percentages in 2013 than in 2003.



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 Enrollment**.

## Section 2

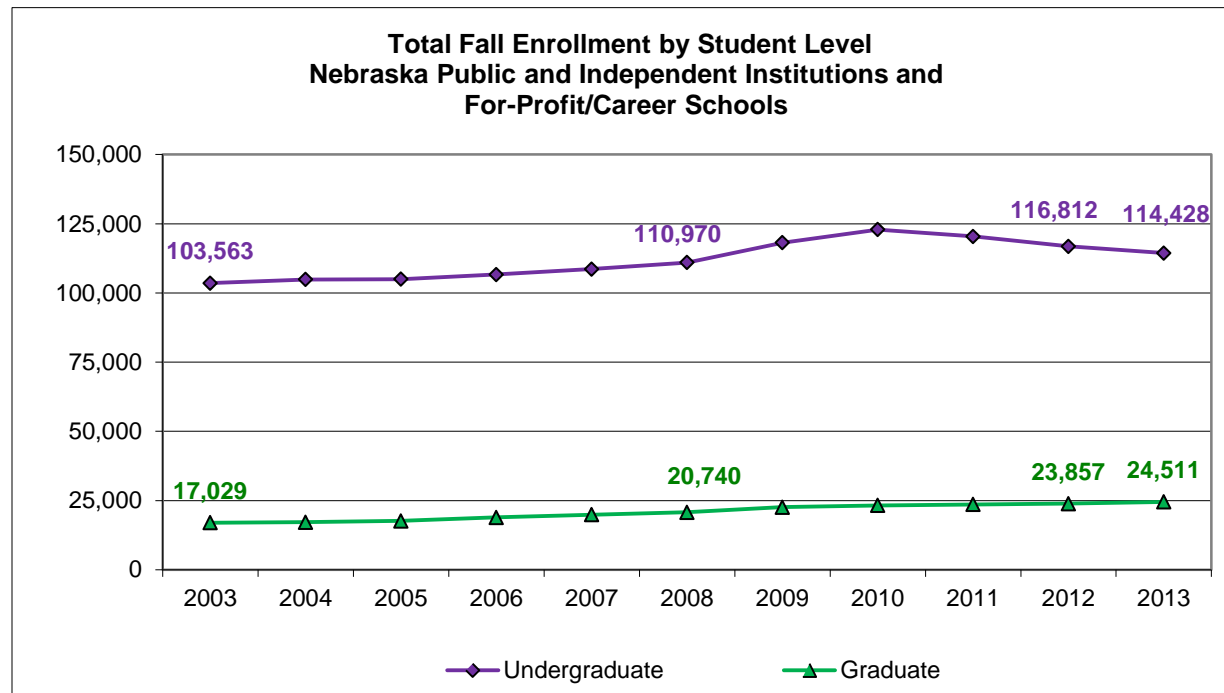
# Fall Enrollment by Student Level (Undergraduate and Graduate) and by Full-Time/Part-Time Classification

### 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 2003 through fall 2013. 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) 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.

## **NEBRASKA TOTAL FALL ENROLLMENT by STUDENT LEVEL**

- In fall 2013, a total of 114,428 students were enrolled in undergraduate-level programs at Nebraska's postsecondary institutions, including for-profit/career schools, an increase of 10.5% from fall 2003 and a 2.0% decrease from fall 2012.
- At the graduate level, 24,511 students were enrolled at Nebraska's postsecondary institutions in fall 2013. This represents an increase of 43.9% from fall 2003 and a 2.7% increase from fall 2012.<sup>a</sup>

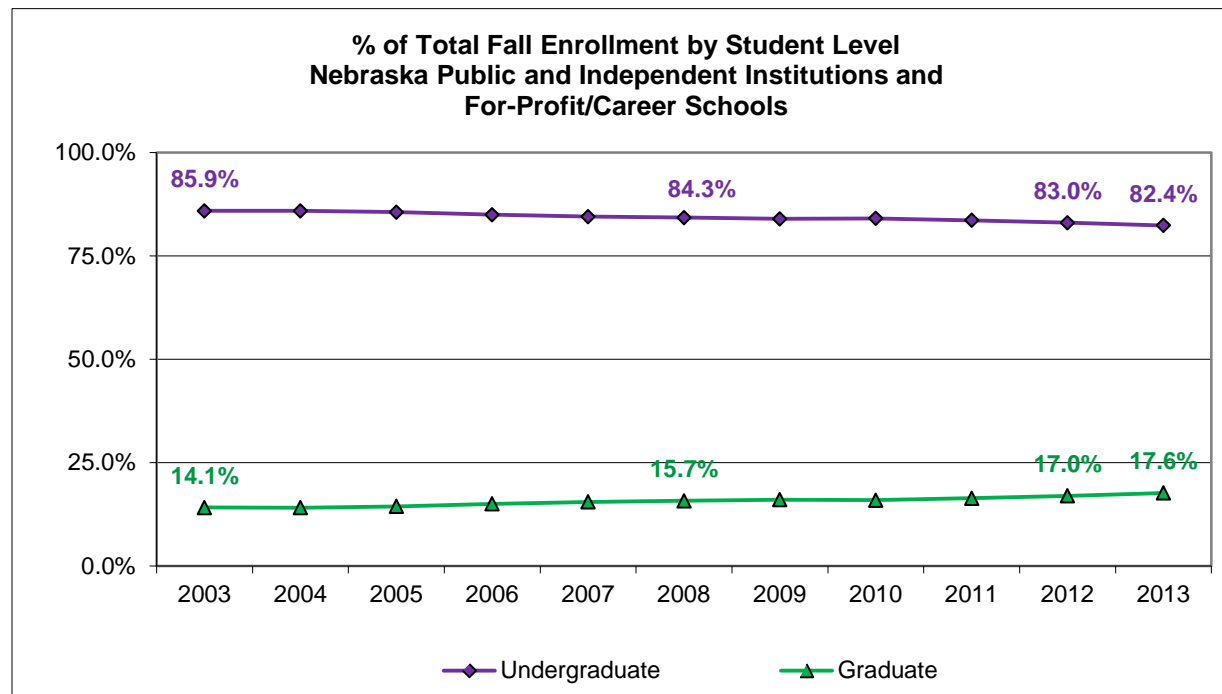


<sup>a</sup> Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.

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 Enrollment**.

## **Percentage of NEBRASKA TOTAL FALL ENROLLMENT by STUDENT LEVEL**

- Between fall 2003 and fall 2013, total undergraduate enrollment at Nebraska's postsecondary institutions, including for-profit/career schools, steadily decreased as a percentage of total headcount enrollment, accounting for 82.4% of enrollment in 2013.
- During the same 10-year period, the percentage of students who were enrolled at the graduate level increased to 17.6%.



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 Enrollment**.

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

- Between fall 2003 and fall 2013, total undergraduate enrollment increased across all sectors in Nebraska, resulting in an overall increase of 10.5%.
  - Between fall 2012 and fall 2013, undergraduate enrollment decreased at the for-profit/career schools and at Nebraska's Community Colleges, but increased slightly within the other three sectors. Subsequently, fall enrollment at the undergraduate level decreased 2.0% over the last year.
- Between fall 2003 and fall 2013, total graduate enrollment increased across all sectors offering graduate programs in Nebraska, resulting in an overall increase of 43.9%. Notably, fall enrollment at the independent colleges and universities more than doubled over this 10-year period, with Bellevue University and Creighton University accounting for nearly 65% of the growth within the independent sector.
  - Between fall 2012 and fall 2013, graduate enrollment decreased within the Nebraska State College System, but increased within all other sectors offering graduate programs. Subsequently, total fall enrollment at the graduate level increased 2.7% over the last year.
- As of fall 2013, graduate students accounted for about 24% of fall enrollment at the University of Nebraska, 16% at the Nebraska State College System, and 32% within the independent sector. Within all three of these sectors, graduate students accounted for higher percentages of total enrollment in fall 2013 than 10 years earlier, in fall 2003.

**Changes in Fall Enrollment by Sector and by Student Level**

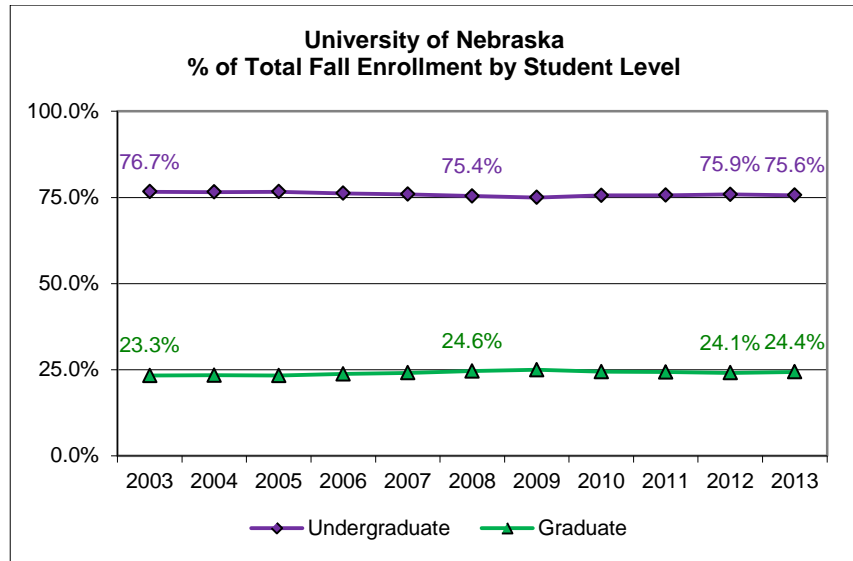
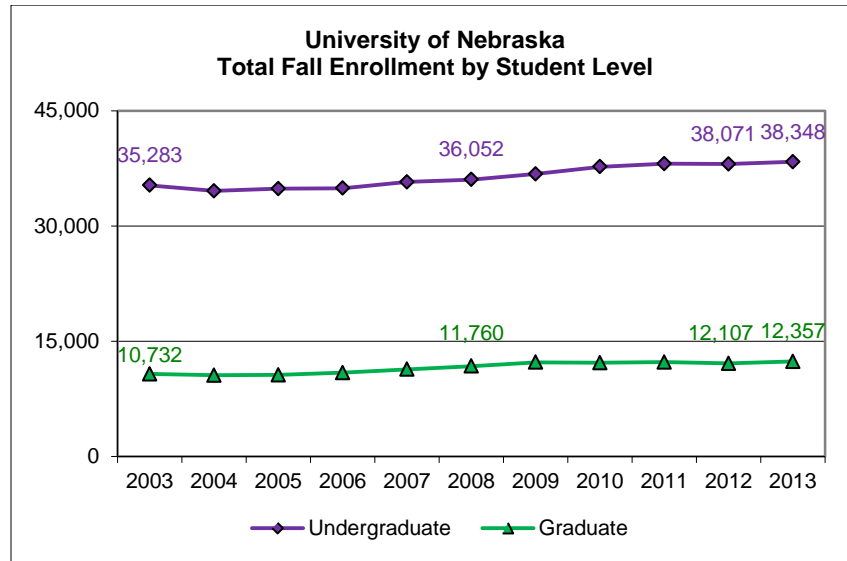
Sector	Undergraduate		Graduate	
	12–13 1-Year	03–13 10-Year	12–13 1-Year	03–13 10-Year
University of Nebraska	0.7%	8.7%	2.1%	15.1%
Nebraska State College System	0.9%	16.1%	- 1.8%	24.7%
Nebraska Community Colleges	- 6.4%	6.1%	N/A <sup>a</sup>	N/A <sup>a</sup>
Independent Colleges & Universities	1.1%	21.3%	4.0%	105.9%
For-Profit/Career Schools	- 2.3%	9.0%	30.4%	N/A <sup>b</sup>
Nebraska State Total	- 2.0%	10.5%	2.7%	43.9%

<sup>a</sup>Nebraska's Community Colleges do not offer graduate degrees. <sup>b</sup>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 103 students, an increase of 255.2% over the seven-year period.

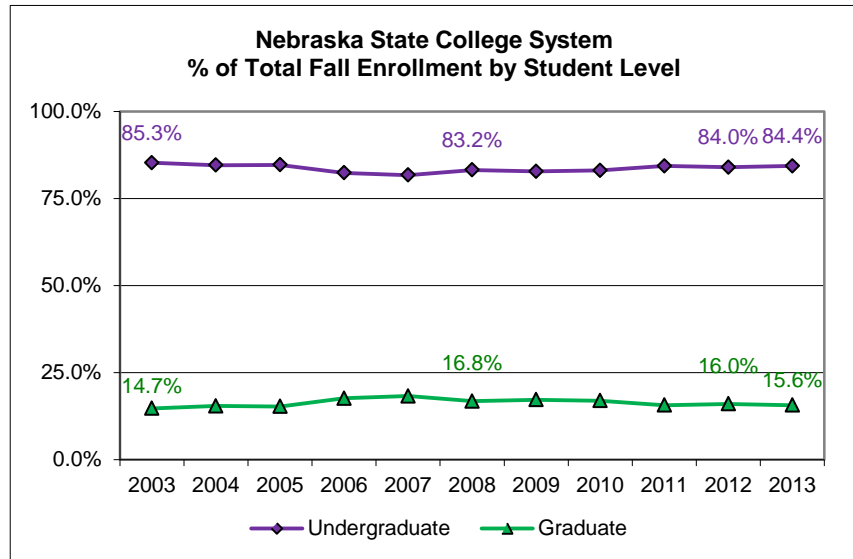
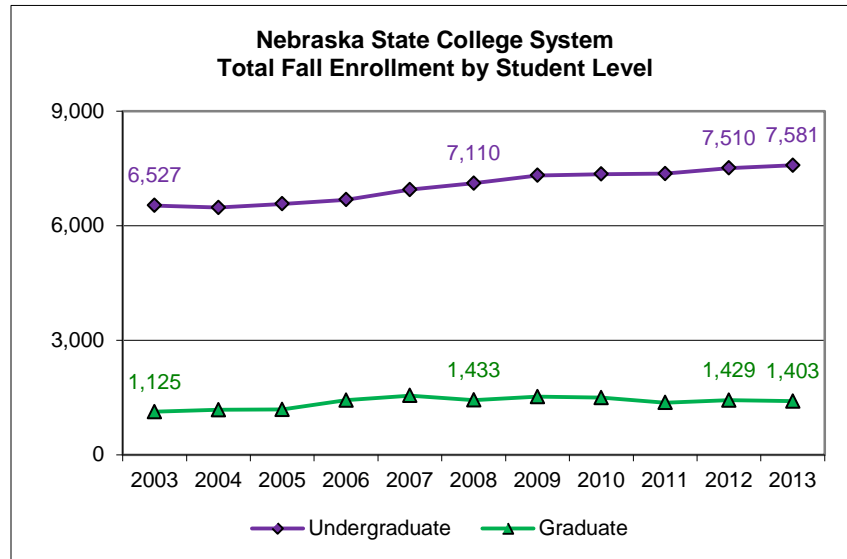
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

## TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

### University of Nebraska

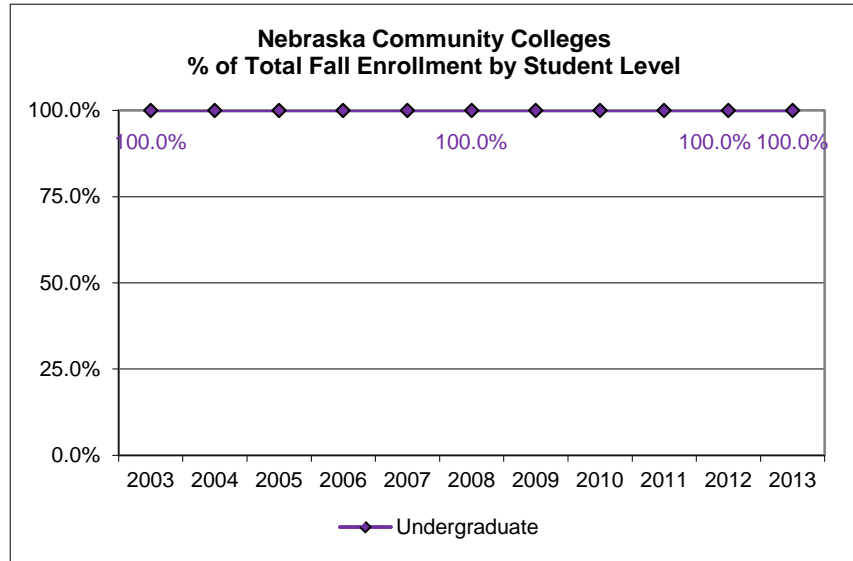
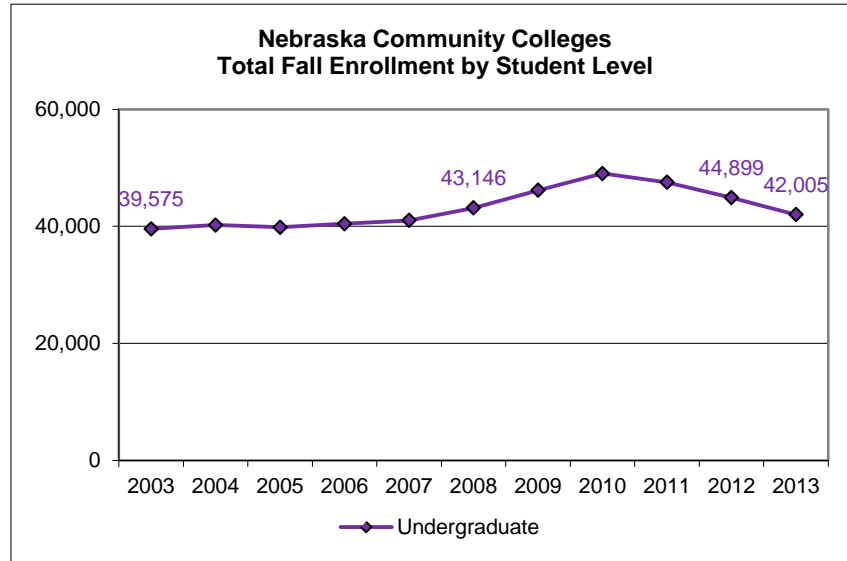


### Nebraska State College System

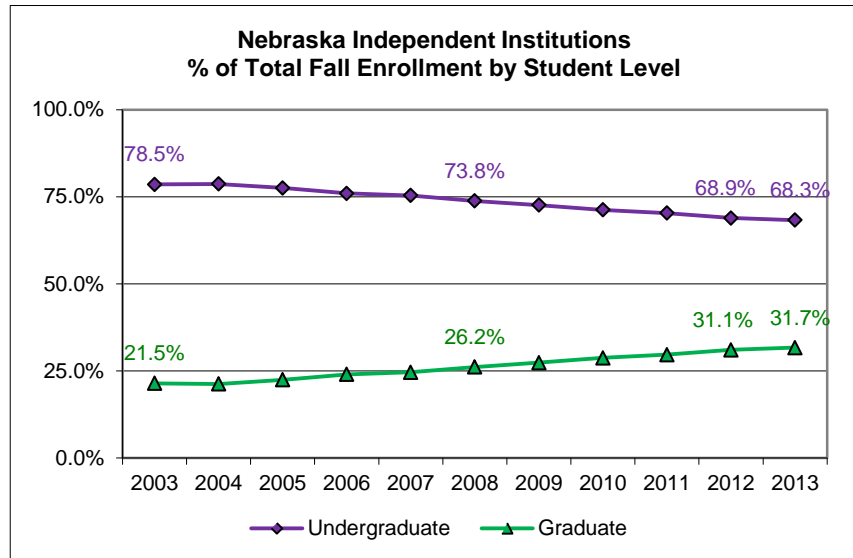
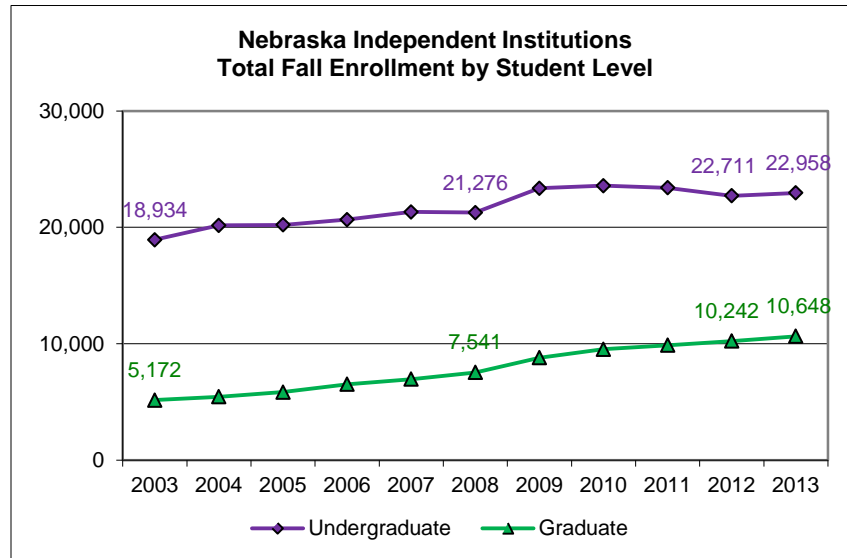


## TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

### Nebraska Community Colleges



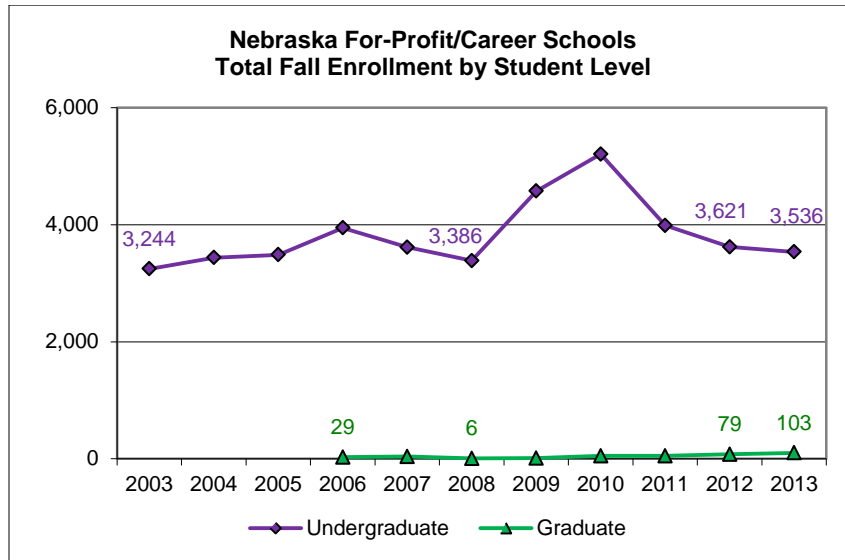
### Nebraska Independent Institutions



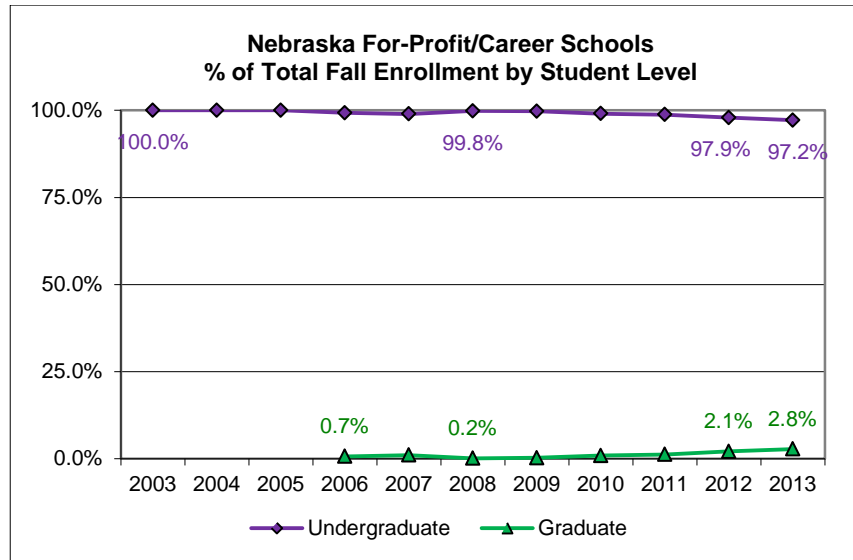


## **TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL**

### **Nebraska For-Profit/Career Schools**



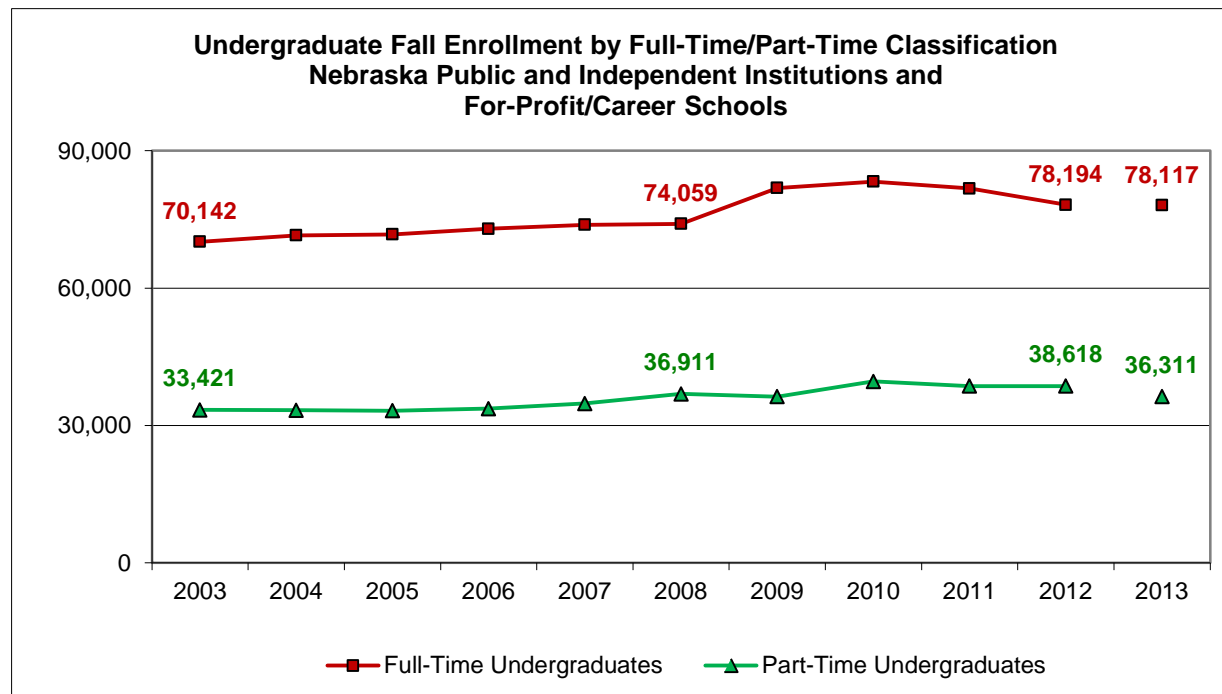
*Note.* Nebraska's for-profit sector first offered graduate degrees in 2006.



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 Enrollment**.

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

- Total full-time undergraduate fall enrollment increased from 70,142 in fall 2003 to 78,194 in fall 2012, but decreased 0.1% from fall 2012 to 78,117 in fall 2013, resulting in a net 10-year increase of 11.4% from fall 2003 to fall 2013.
- Part-time undergraduate fall enrollment increased from 33,421 in fall 2003 to 38,618 in fall 2012, but decreased 6.0% from fall 2012 to 36,311 in fall 2013, resulting in a net 10-year increase of 8.6% from fall 2003 to fall 2013.

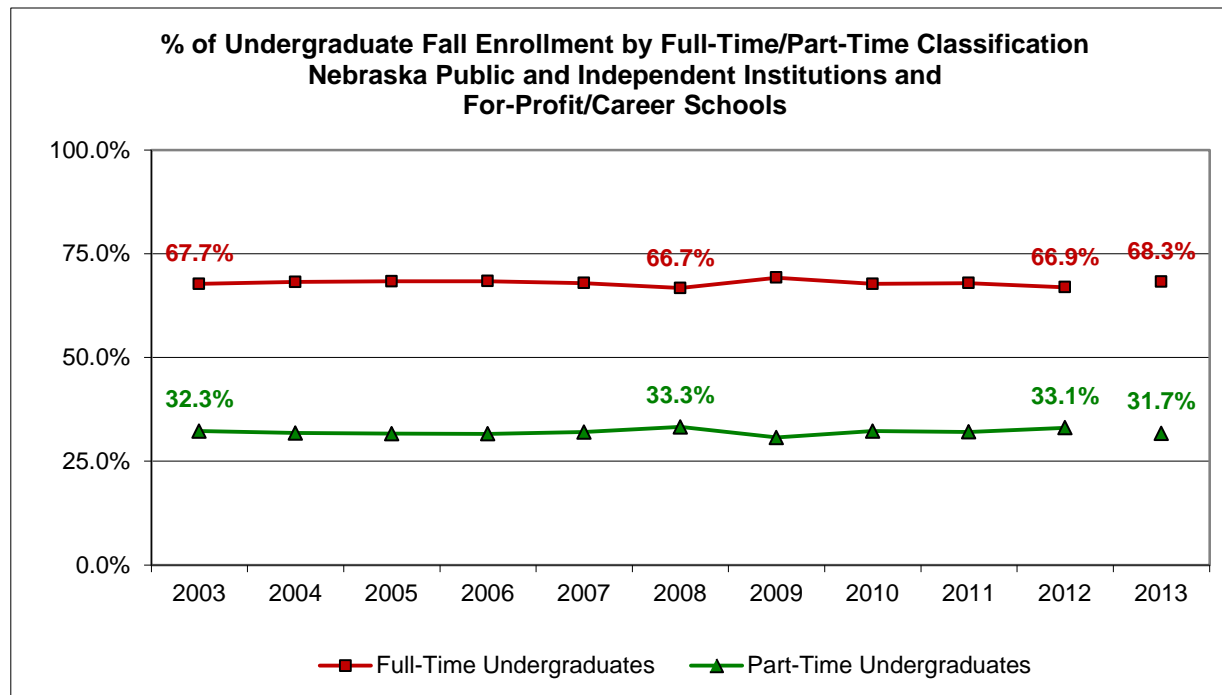


*Note.* Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. (See pages 2.10 and 2.11 for more information on the impact of this change.)

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 Enrollment**.

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

- The percentage of undergraduates attending college full time was 68.3% in fall 2013, compared to 67.7% in fall 2003.
- The percentage of undergraduates going to college part time was 31.7% in fall 2013, compared to 32.3% in fall 2003.



*Note.* Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. (See pages 2.10 and 2.11 for more information on the impact of this change.)

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 Enrollment**.

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

- Between fall 2003 and fall 2013, full-time undergraduate enrollment increased across all sectors except for for-profit/career schools, resulting in an overall 10-year increase of 11.4%. During this same time period, part-time undergraduate enrollment increased across all sectors except for the University of Nebraska, resulting in an overall 10-year increase of 8.6%.
  - The University of Nebraska enrolled 10.9% more full-time undergraduates in fall 2013 than in fall 2003, but the University experienced a 4.2% decrease in part-time undergraduate enrollment over the 10-year period. As a result, full-time students accounted for 86.9% of the University's undergraduates in fall 2013, compared to 85.1% 10 years earlier.
  - The number of full-time undergraduates enrolled within the Nebraska State College System increased 8.5% between fall 2003 and fall 2013. Since part-time undergraduate enrollment increased 47.5%, part-time undergraduates accounted for 24.9% of total undergraduate enrollment in fall 2013, compared to 19.6% in fall 2003.
  - Nebraska's Community Colleges enrolled 6.6% more full-time undergraduates in fall 2013 than in fall 2003. Similar gains were seen for part-time undergraduate enrollment, which increased 5.8% during the 10-year period. As a result, full-time students accounted for 59.2% of undergraduate enrollment at Nebraska's Community Colleges in fall 2013, down slightly from 59.4% in fall 2003.

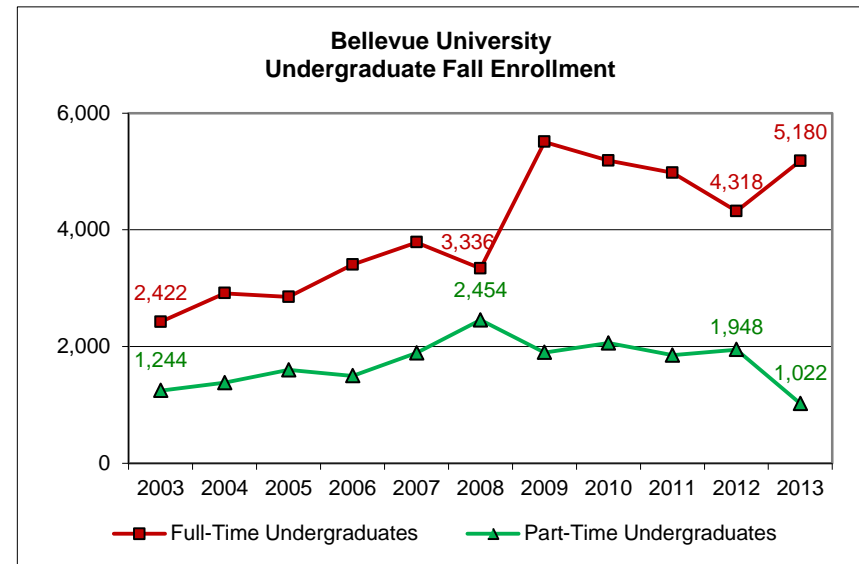
**Changes in Undergraduate Fall Enrollment by Sector and by Full-time and Part-Time Classification**

Sector	Full-time		Part-time	
	12–13 1-Year	03–13 10-Year	12–13 1-Year	03–13 10-Year
University of Nebraska	1.5%	10.9%	- 4.2%	- 4.2%
Nebraska State College System	0.2%	8.5%	3.3%	47.5%
Nebraska Community Colleges	- 8.3%	6.6%	- 5.1%	5.8%
Independent Colleges & Universities	6.2%	21.6%	- 19.0%	19.4%
Bellevue University	20.0%	113.9%	- 47.5%	- 17.8%
Independents Excluding Bellevue University	1.9%	4.9%	2.0%	44.3%
For-Profit/Career Schools	- 5.1%	- 7.8%	8.0%	182.6%
Nebraska State Total	- 0.1%	11.4%	- 6.0%	8.6%
Nebraska State Total Excluding Bellevue Univ.	- 1.3%	7.7%	- 3.8%	9.7%

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 Enrollment**.

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

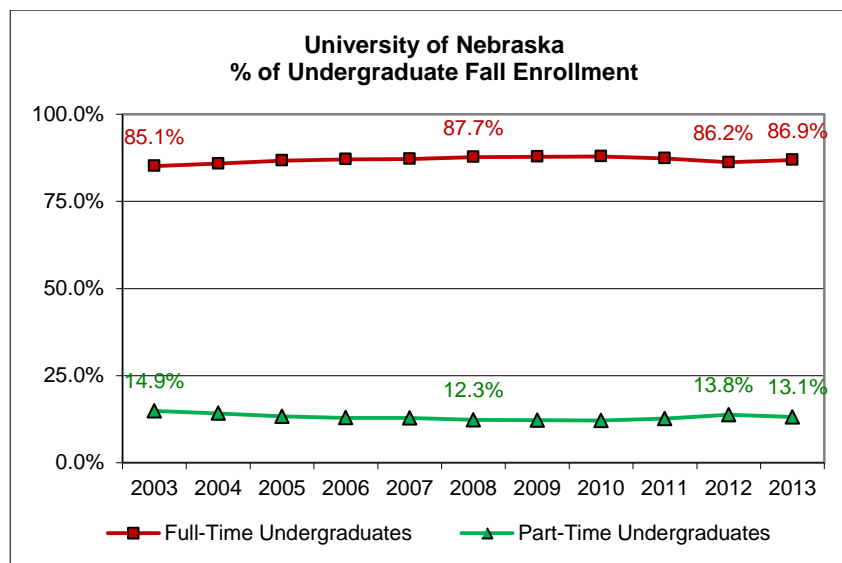
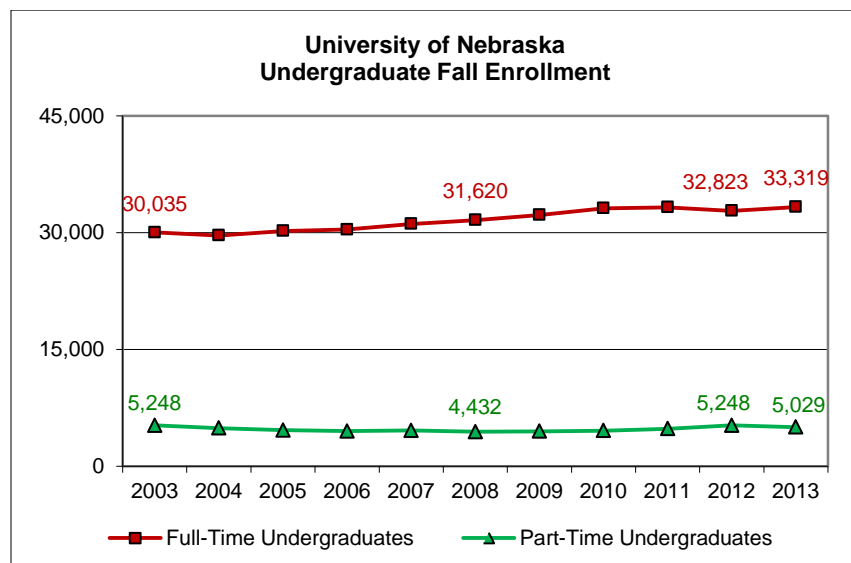
- Nebraska's independent colleges and universities enrolled 21.6% more full-time undergraduates in fall 2013 than in fall 2003. Part-time undergraduate enrollment increased 19.4% during this same 10-year period. Consequently, full-time students accounted for 83.8% of undergraduate enrollment at Nebraska's independent colleges and universities, up slightly from 83.6% in fall 2003.
- In fall 2012, 68.9% of undergraduate students at Bellevue University were enrolled full-time (4,318), compared to 83.5% in fall 2013 (5,180). This shift in enrollment equates to a one-year increase of 20.0% for full-time and a 47.5% decrease for part-time undergraduate enrollment at Bellevue University.
- This apparent shift is likely due to changes in Bellevue University's definition of a full-time student. Under the guidance of IPEDS, some students who were formally classified as part-time students are now classified as full-time students by Bellevue University. (This is because some of Bellevue University's programs are non-standard, in that they are not held during normal academic terms, such as semesters, trimesters, quarters, etc.)
- It is unknown how much of the change in fall enrollment within Bellevue was due to this classification change, and how much change was due to real shifts in enrollment. However, if Bellevue University were excluded from total undergraduate fall enrollment in the independent sector, full-time undergraduate student enrollment increased 1.9% between 2012 and 2013 (rather than increasing 6.2%), and part-time undergraduate enrollment increased 2.0% during this same time (rather than decreasing 19.0%).
- The number of full-time undergraduates enrolled at for-profit/career schools in Nebraska decreased 7.8% between fall 2003 and fall 2013. However, during this same time period, part-time undergraduate enrollment increased 182.6%. Accordingly, full-time students accounted for 77.1% of undergraduates at for-profit/career schools, down from 91.2% in fall 2003.



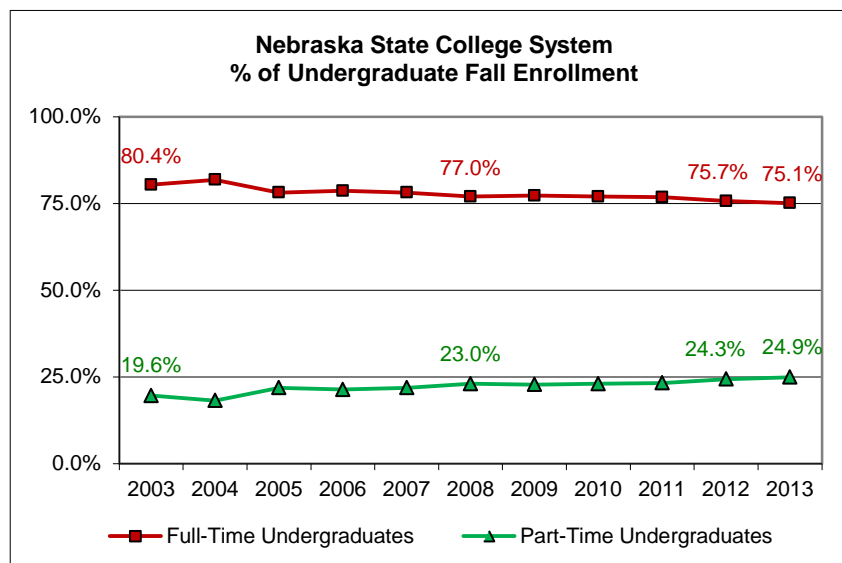
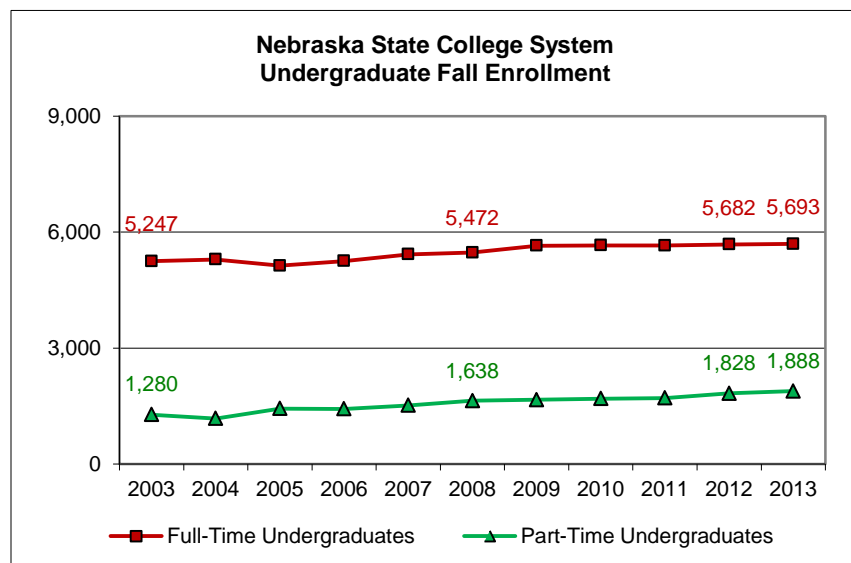
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

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

### University of Nebraska

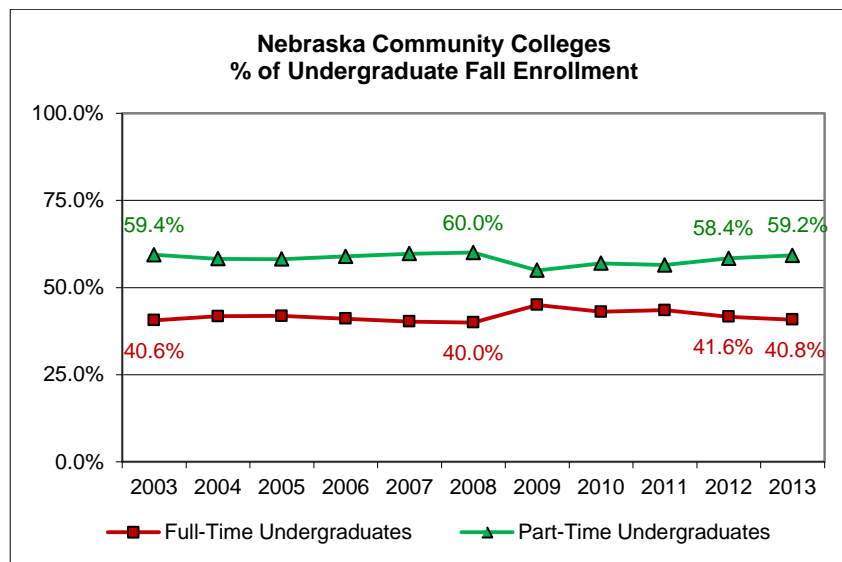
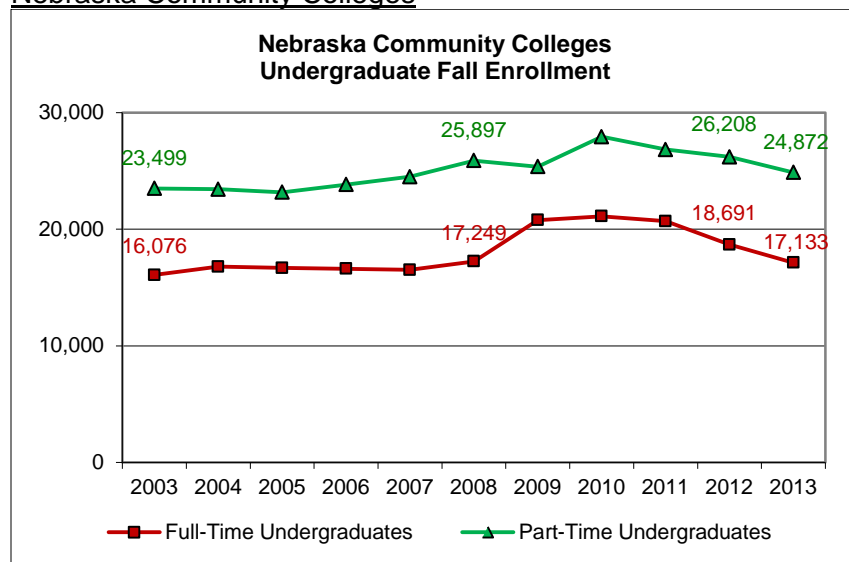


### Nebraska State College System

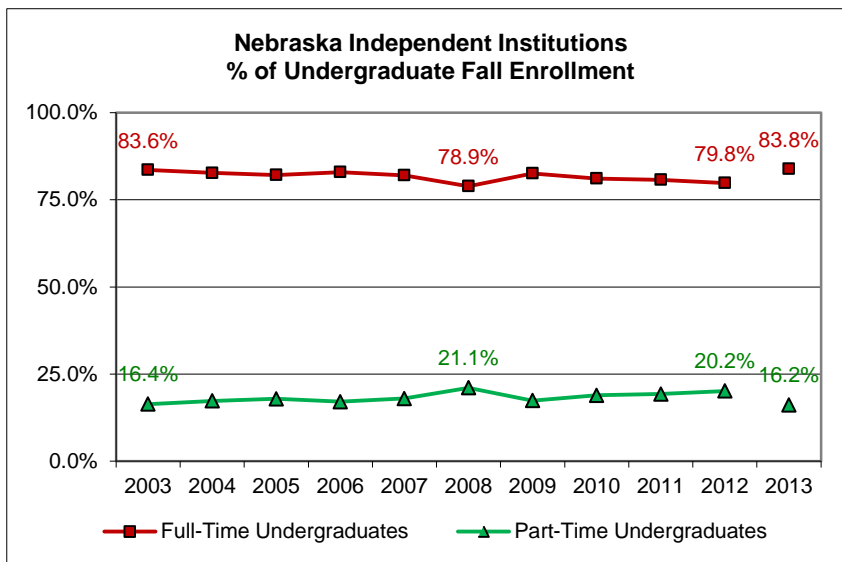
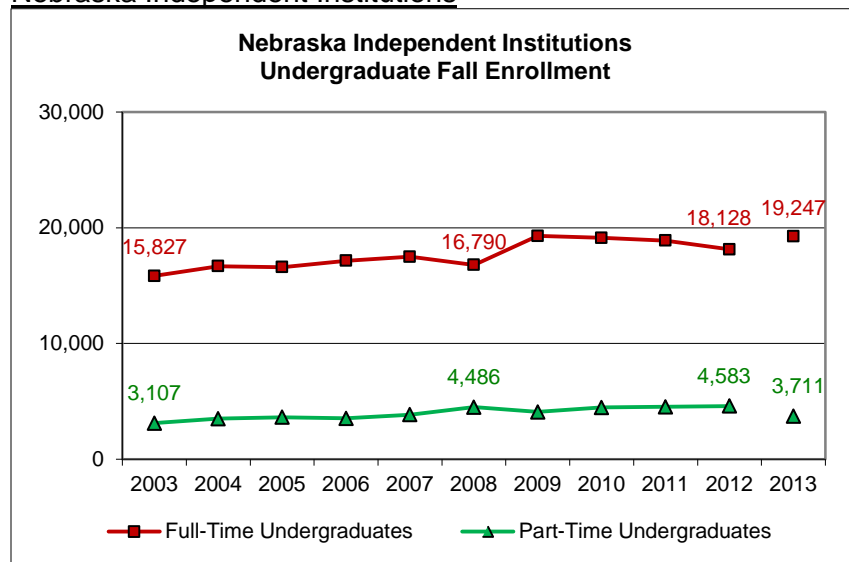


## UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

### Nebraska Community Colleges



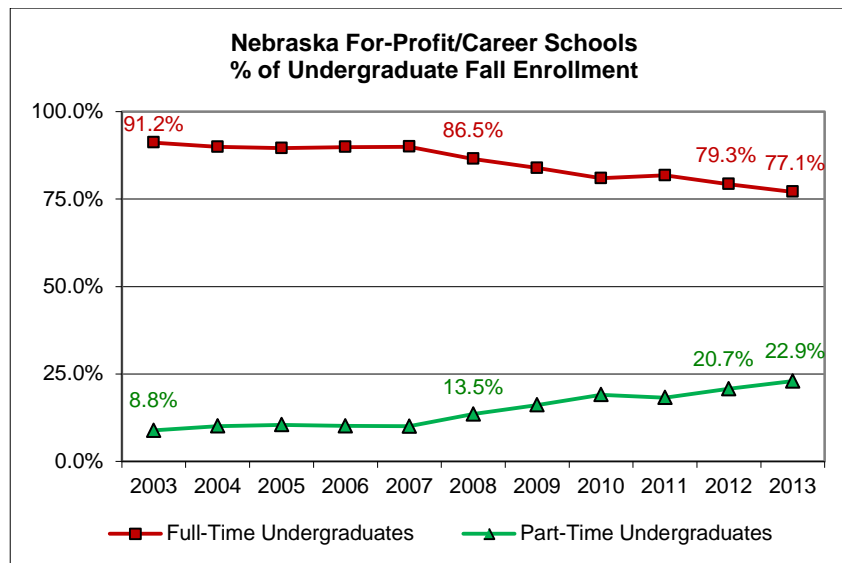
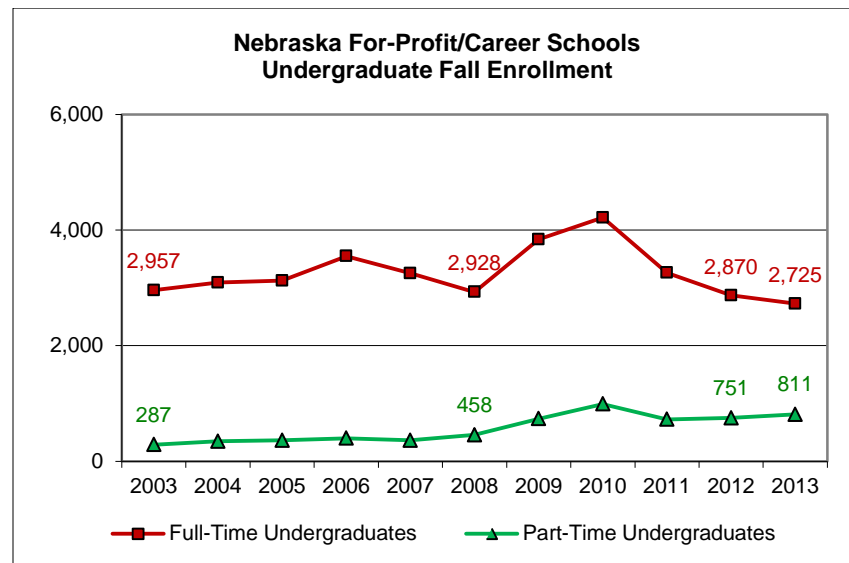
### Nebraska Independent Institutions



Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.10 and 2.11 for more information on the impact of this change.

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

### Nebraska For-Profit/Career Schools

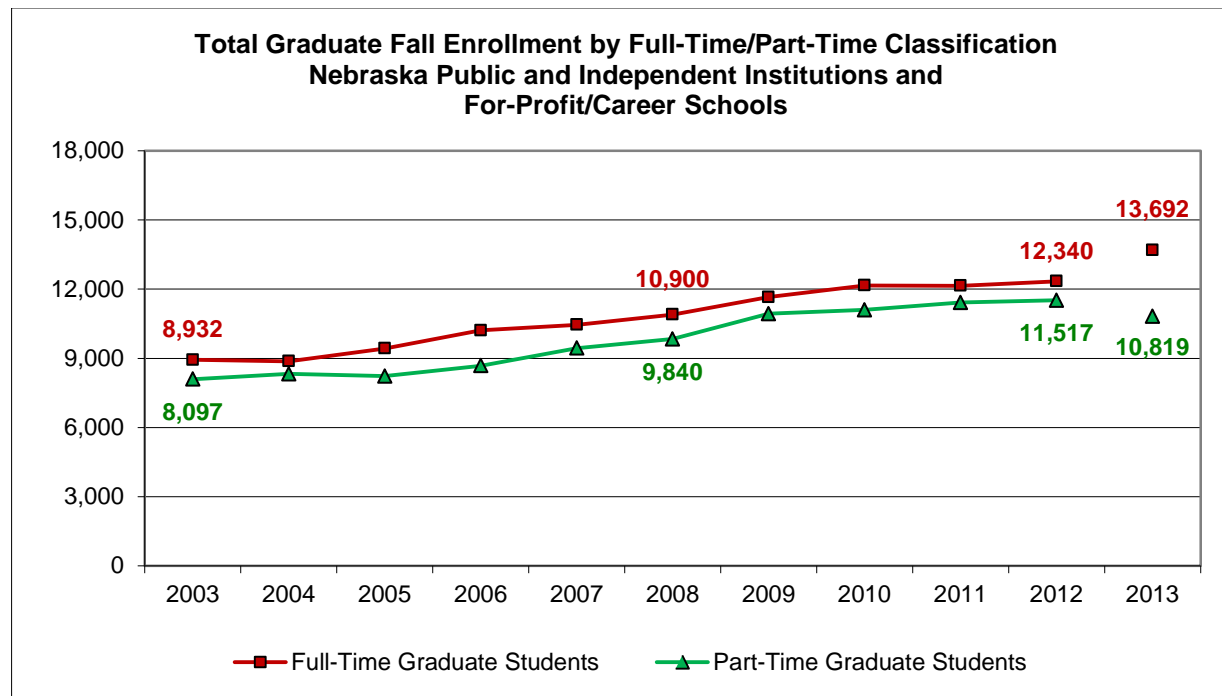


Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.



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

- Between fall 2003 and fall 2013, total enrollment of students at the graduate level increased 43.9%, from 17,029 in 2003 to 24,511 in 2013.
- During this 10-year period, fall enrollment of full-time graduate students increased 53.3% to 13,692, whereas part-time graduate student enrollment increased 33.6% to 10,819.
- Between 2012 and 2013, fall enrollment of full-time graduate students increased 11.0% (1,352 students), while enrollment of part-time graduate students decreased 6.1% (698 students).

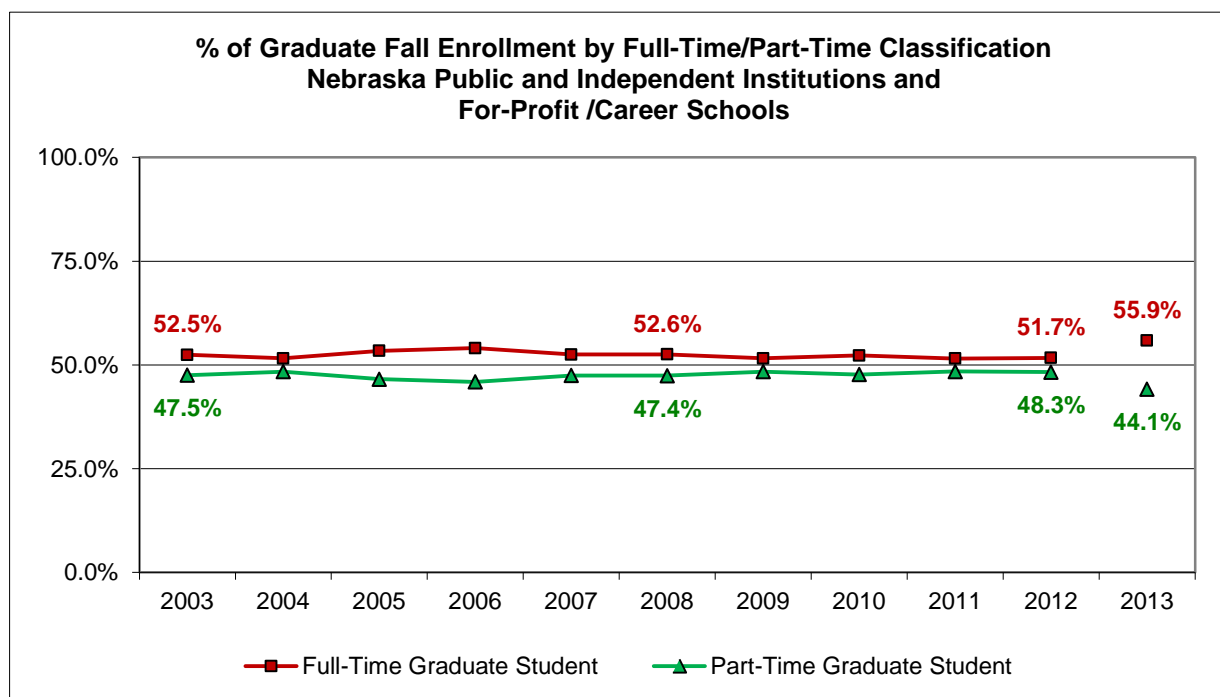


*Note.* Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

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 Enrollment**.

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

- In fall 2013, full-time students accounted for 55.9% of all students enrolled in graduate programs, up from 52.5% in fall 2003.
- In fall 2013, part-time students accounted for 44.1% of all students enrolled in graduate programs, down from 47.5% in fall 2003.

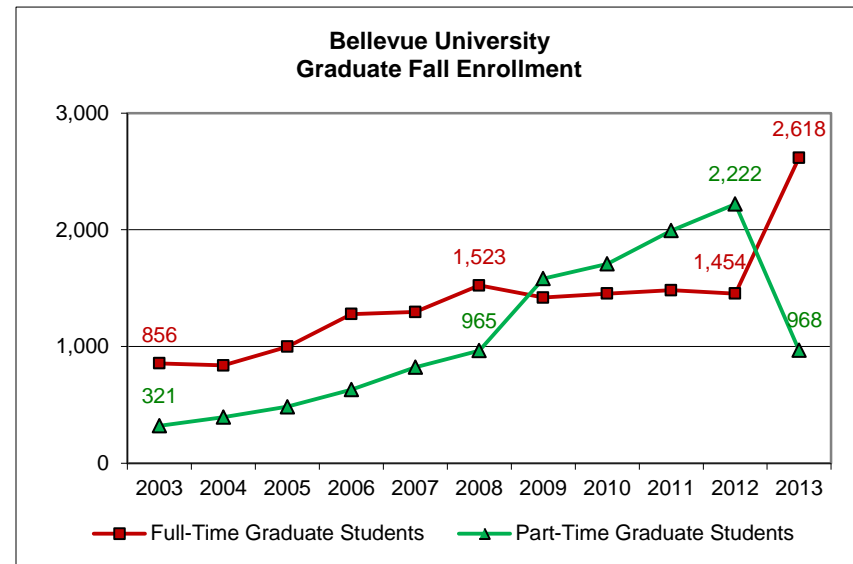


*Note.* Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

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 Enrollment**.

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

- Between fall 2003 and fall 2013, graduate enrollment increased across all sectors offering graduate programs in Nebraska, resulting in an overall increase of 53.3% for full-time enrollment and an increase of 33.6% for part-time enrollment.
  - The University of Nebraska enrolled 20.0% more full-time graduate students and 10.5% more part-time graduate students in fall 2013 than in fall 2003.
  - The number of full-time graduate students enrolled within the Nebraska State College System more than tripled between fall 2003 and fall 2013. More modest gains were seen for part-time graduate enrollment, which increased 8.2% over the 10-year period.
  - Nebraska's independent colleges and universities enrolled 96.1% more full-time graduates in fall 2013 than in fall 2003. Part-time graduate enrollment increased 127.8% during this same 10-year period.
- In fall 2012, 39.6% of graduate students at Bellevue University were enrolled full time (1,454), compared to 73.0% in fall 2013 (2,618). This shift in enrollment equates to a one-year increase of 80.1% for full-time and a 56.4% decrease for part-time undergraduate enrollment at Bellevue University.
- As discussed on page 2.11, this apparent shift is likely due to changes in Bellevue University's definition of a full-time student. Under the guidance of IPEDS, some students who were formally classified as part-time students are now classified as full-time students by Bellevue University. (This is because some of Bellevue University's programs are non-standard, in that they are not held during normal academic terms, such as semesters, trimesters, quarters, etc.)
- It is unknown how much of the change in fall enrollment within Bellevue was due to this classification change, and how much change was due to real shifts in enrollment. However, if Bellevue University were excluded from total graduate fall enrollment in the independent sector, full-time graduate student enrollment increased 2.2% between 2012 and 2013 (rather than increasing 21.9%), and part-time graduate enrollment increased 17.7% during this same time (rather than decreasing 19.1%).



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 Enrollment**.

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

- Graduate programs were first offered within Nebraska's for-profit/career school sector in 2006. Since 2006, the number of full-time graduate students in the for-profit sector has increased from 29 to 73 students, an increase of 151.7% over the seven-year period. Part-time graduate enrollment in the for-profit sector increased from three students in 2010 to 30 in 2013.

### **Changes in Graduate Fall Enrollment by Sector and by Full-time and Part-Time Classification**

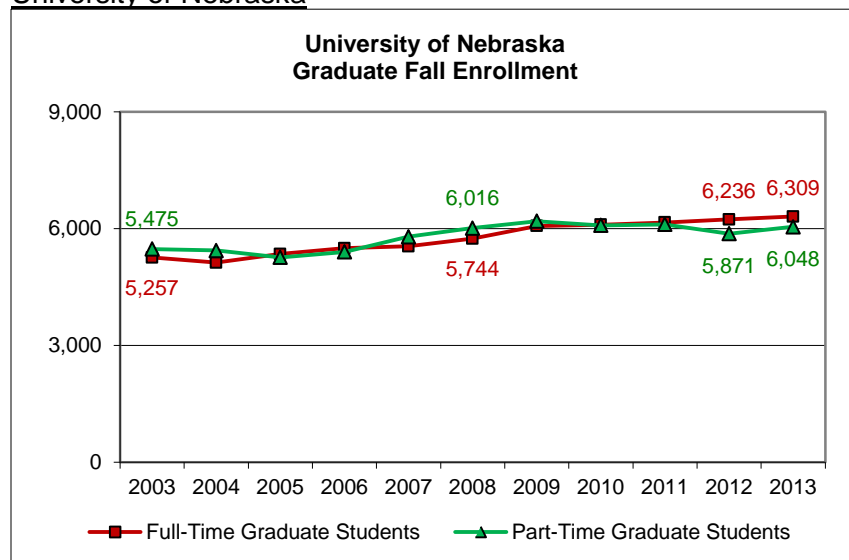
Sector	Full-time		Part-time	
	12-13 1-Year	03-13 10-Year	12-13 1-Year	03-13 10-Year
University of Nebraska	1.2%	20.0%	3.0%	10.5%
Nebraska State College System	- 5.6%	204.2%	- 0.8%	8.2%
Independent Colleges & Universities	21.9%	96.1%	- 19.1%	127.8%
Bellevue University	80.1%	205.8%	- 56.4%	201.6%
Independents Excluding Bellevue University	2.2%	61.6%	17.7%	109.2%
For-Profit/Career Schools	97.3%	N/A <sup>a</sup>	- 28.6%	N/A <sup>a</sup>
Nebraska State Total	11.0%	53.3%	- 6.1%	33.6%
Nebraska State Total Excluding Bellevue Univ.	1.7%	37.1%	6.0%	26.7%

<sup>a</sup>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 full-time graduate students in the for-profit sector has increased from 29 to 73 students, an increase of 151.7% over the seven-year period. Part-time graduate enrollment in the for-profit sector increased from three students in 2010 to 30 in 2013.

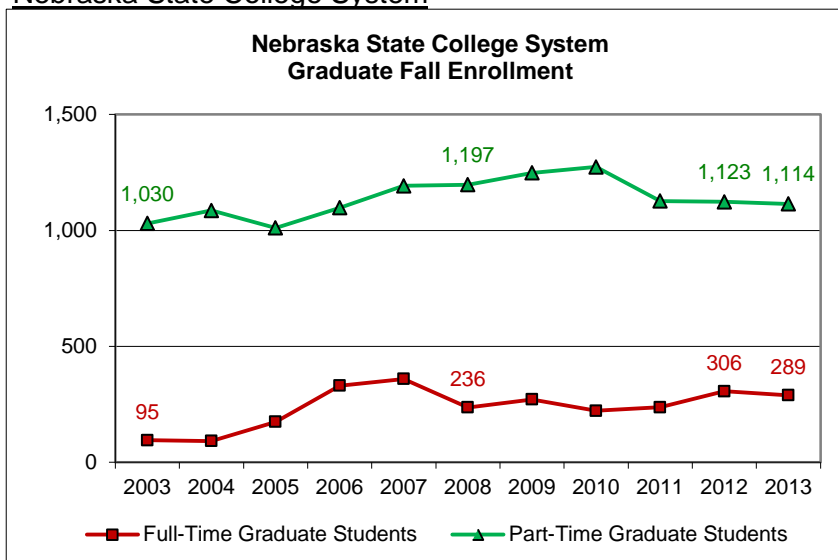
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

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

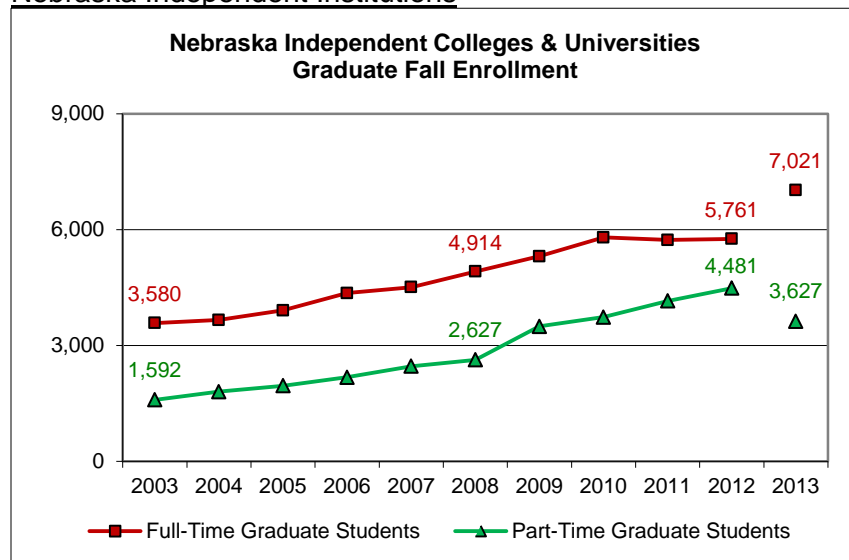
### University of Nebraska



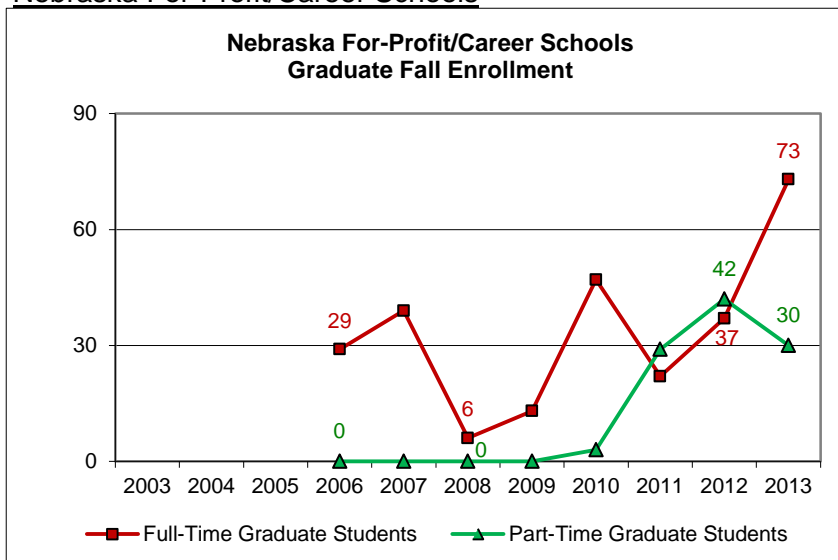
### Nebraska State College System



### Nebraska Independent Institutions



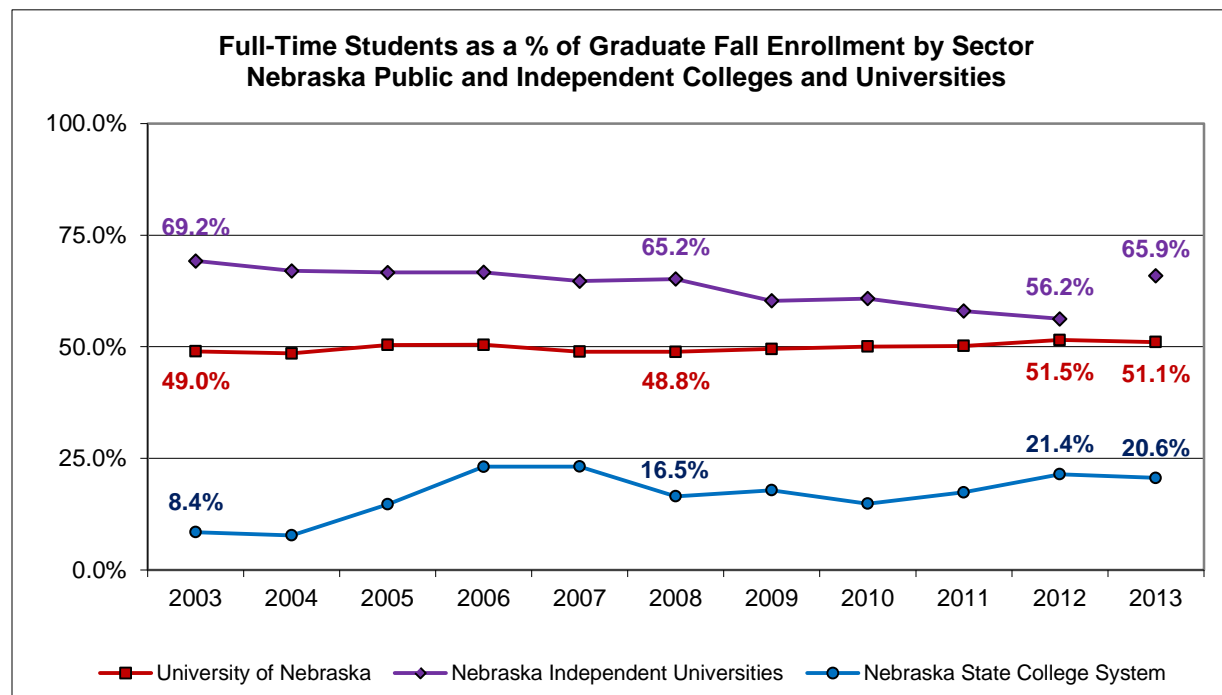
### Nebraska For-Profit/Career Schools



Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

## **FULL-TIME GRADUATE FALL ENROLLMENT by SECTOR**

- Within the independent sector, full-time students made up 65.9% of total graduate enrollment in fall 2013, compared to 69.2% in fall 2003. (See pages 2.17 and 2.18 for important information regarding Bellevue University.)
- Within the University of Nebraska, full-time students accounted for 51.1% of total graduate enrollment in fall 2013, up from 49.0% in fall 2003.
- Within the Nebraska State College System, full-time students accounted for 20.6% of total graduate enrollment in fall 2013, up from 8.4% in fall 2003.



*Note.* Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

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 Enrollment**.

## Section 3

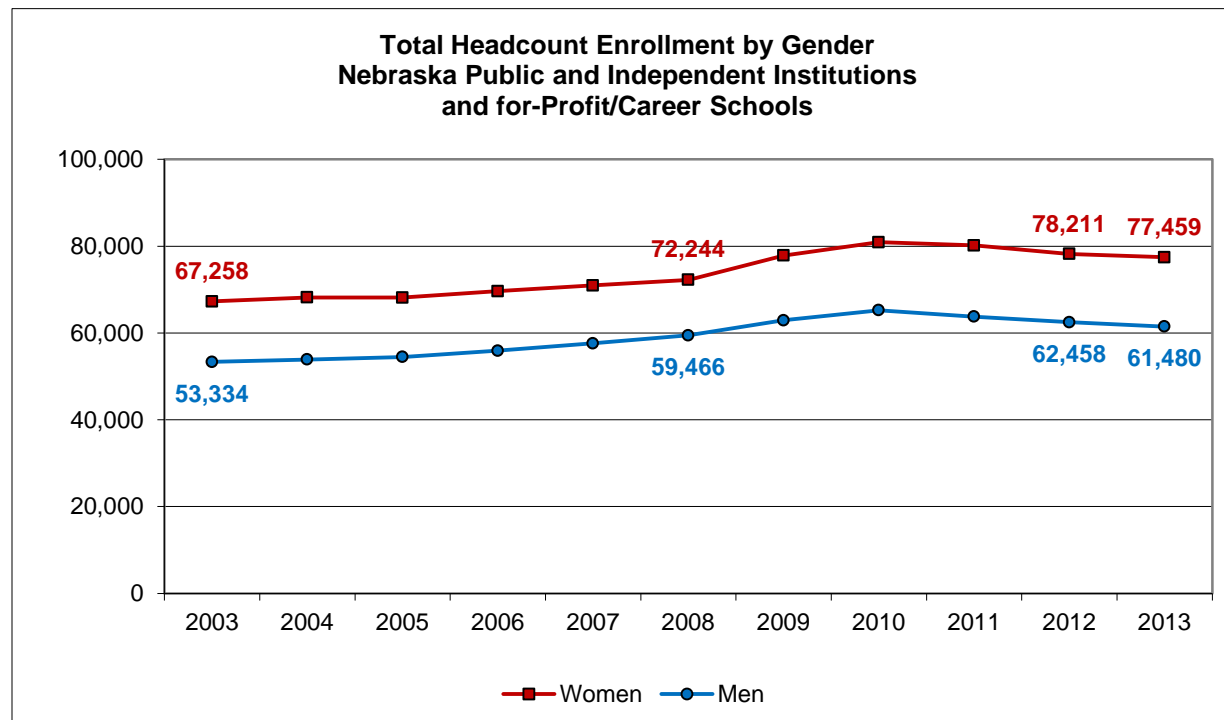
# Total Fall Enrollment by Gender

### Note

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. 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.

## **TOTAL FALL ENROLLMENT by GENDER**

- Total enrollment of women at Nebraska's postsecondary institutions, including for-profit/career schools, increased from 67,258 in fall 2003 to 77,459 in fall 2013, resulting in a net 10-year increase of 15.2%.
- Total enrollment of men increased from 53,334 in fall 2003 to 61,480 in fall 2013, a 10-year increase of 15.3%.

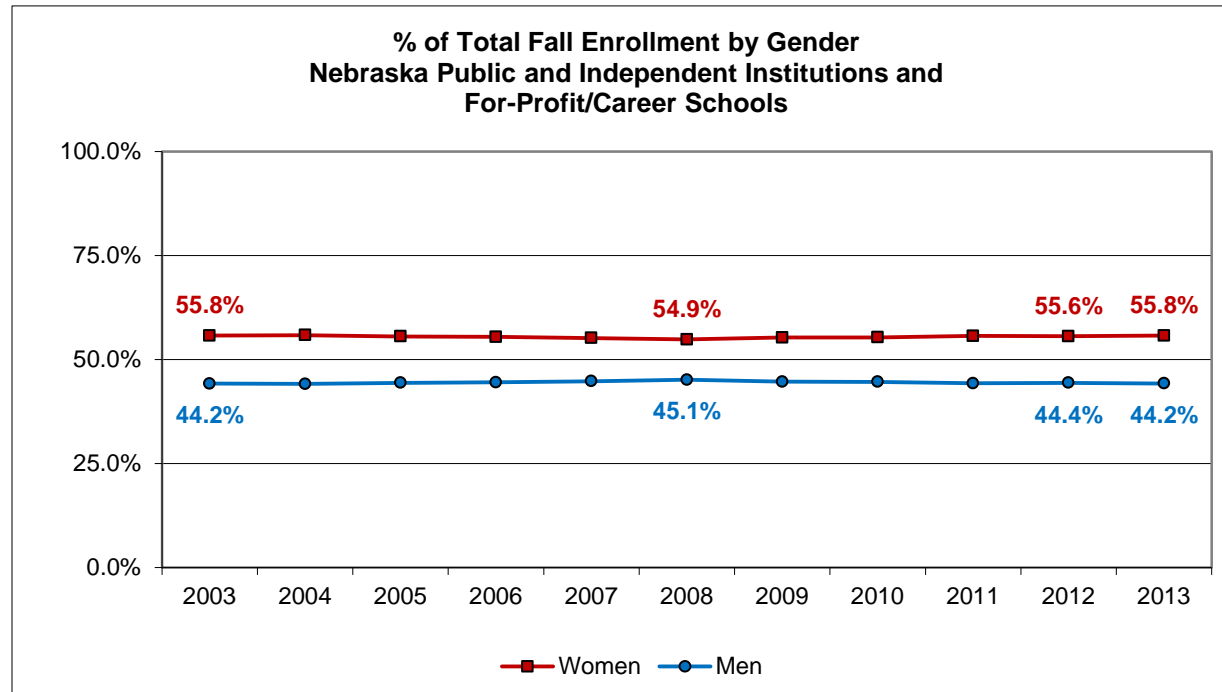


Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.



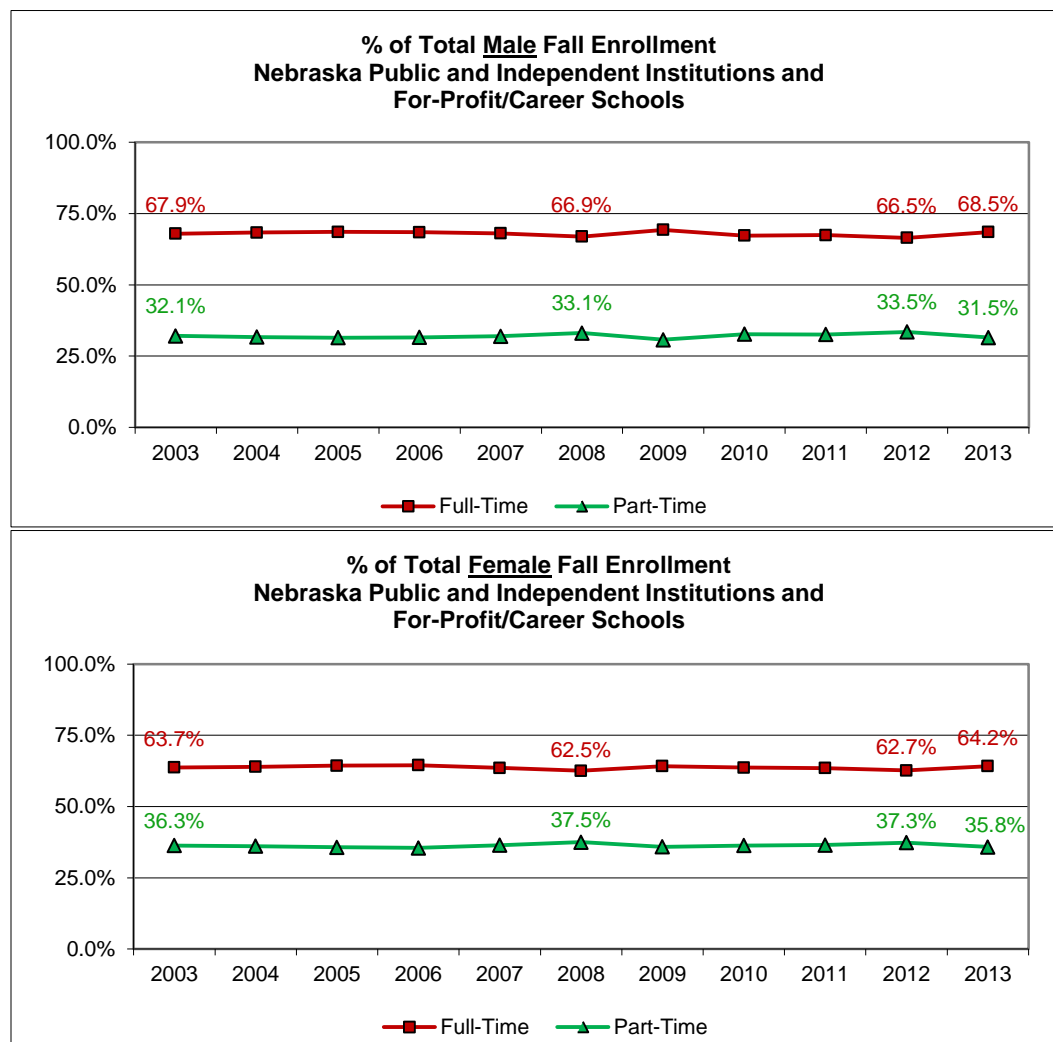
## **Percentages of TOTAL FALL ENROLLMENT by GENDER**

- Total fall enrollment by gender has fluctuated only slightly throughout the 10-year period from fall 2003 to fall 2013.
- Women accounted for 55.8% of total headcount enrollment at Nebraska's postsecondary institutions in fall 2013, the same percentage as they did in fall 2003.



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

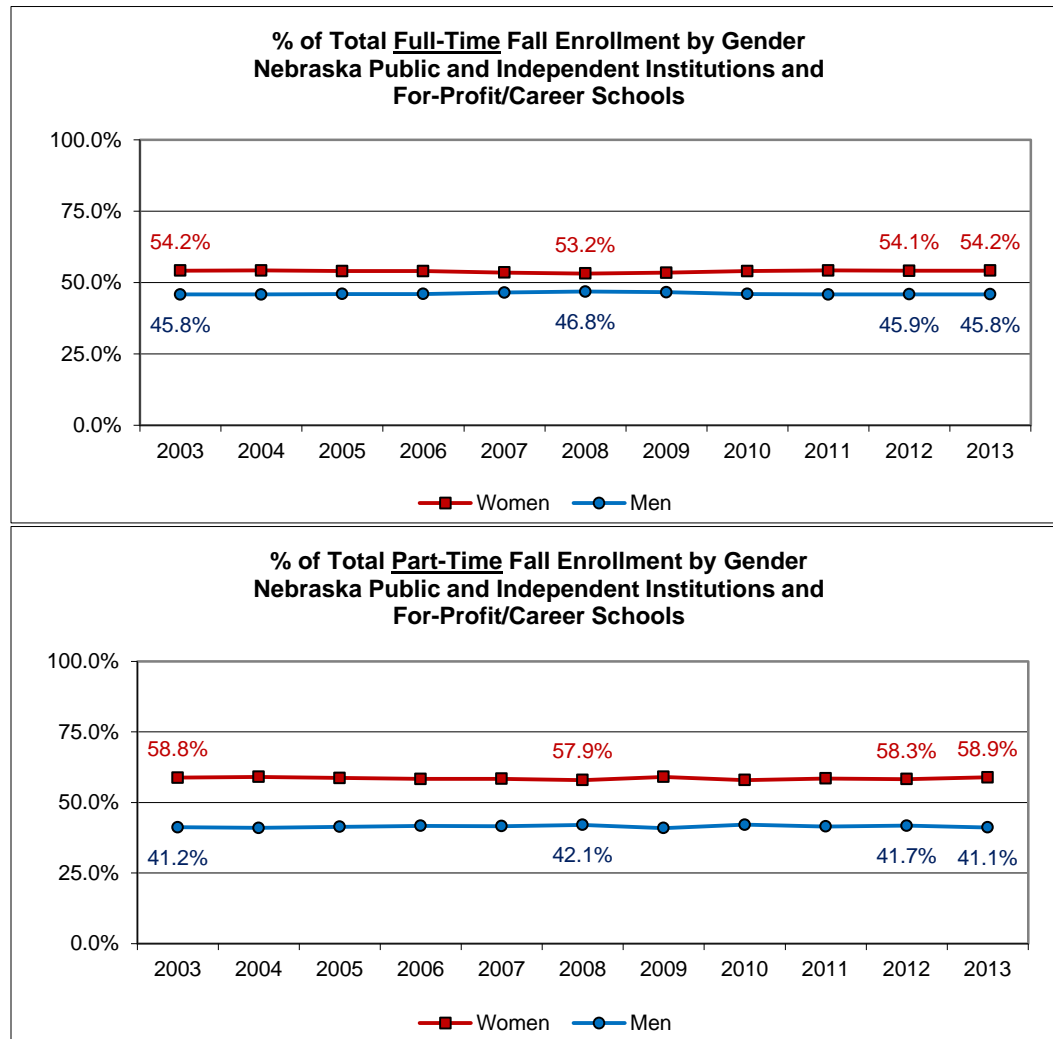
## Percentages of MALE and FEMALE FALL ENROLLMENTS by FULL-TIME/PART-TIME CLASSIFICATION



- Compared to women, higher percentages of men enrolled full time between fall 2003 and fall 2013.
- In fall 2013, 68.5% of the men were enrolled full time, compared to 64.2% of the women.
- Conversely, 31.5% of the men were part-time students in fall 2013, while 35.8% of the women were enrolled part time.
- In fall 2003, there was a 4.2 percentage point difference between the percentage of men who were enrolled full time (67.9%) and the percentage of women who were full-time students (63.7%).
- By fall 2013, the difference between the percentage of men who were full-time students (68.5%) and the percentage of women who were enrolled full time (64.2%) had increased slightly to 4.3 percentage points.

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

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



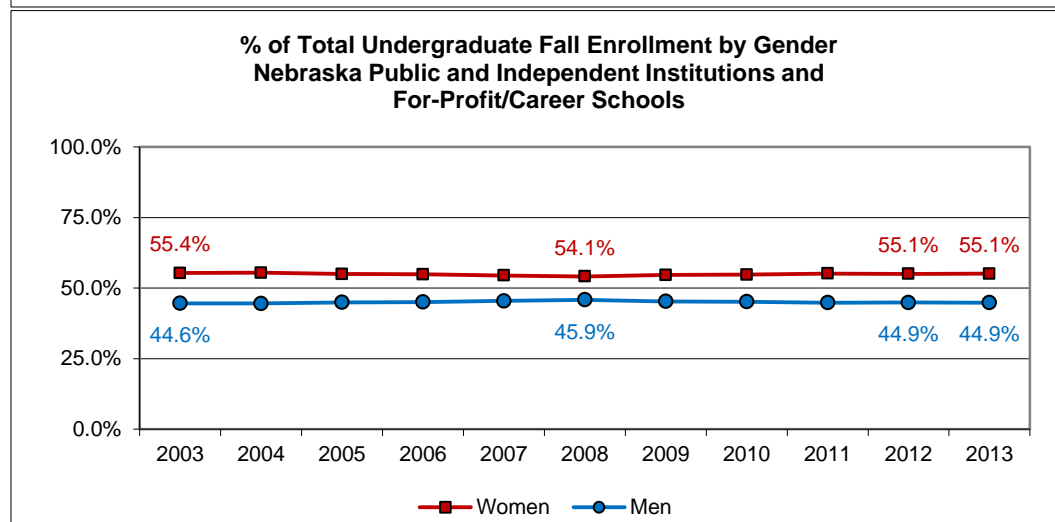
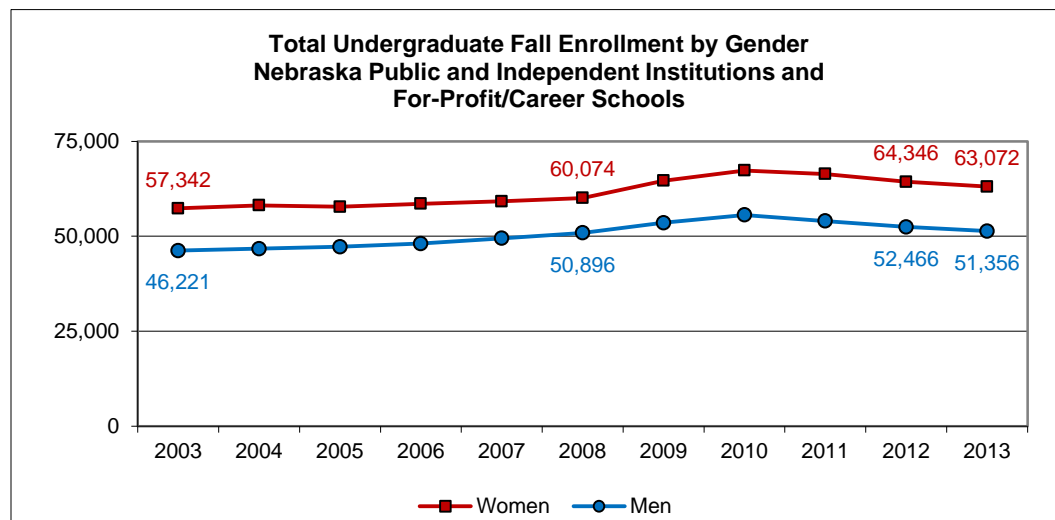
- Women consistently accounted for higher percentages of the full-time and part-time students at Nebraska institutions than men over the 10-year period from fall 2003 to fall 2013.
- However, as highlighted on the previous page, higher percentages of men than of women have attended college in Nebraska full time. 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 3.1, 3.2 and 3.3](#) chart the fall enrollment trends of male and female students at the undergraduate and graduate levels.
- See [Section 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 Enrollment**.

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Section 3.1  
Undergraduate Fall Enrollment  
by Gender

## TOTAL UNDERGRADUATE FALL ENROLLMENT by GENDER

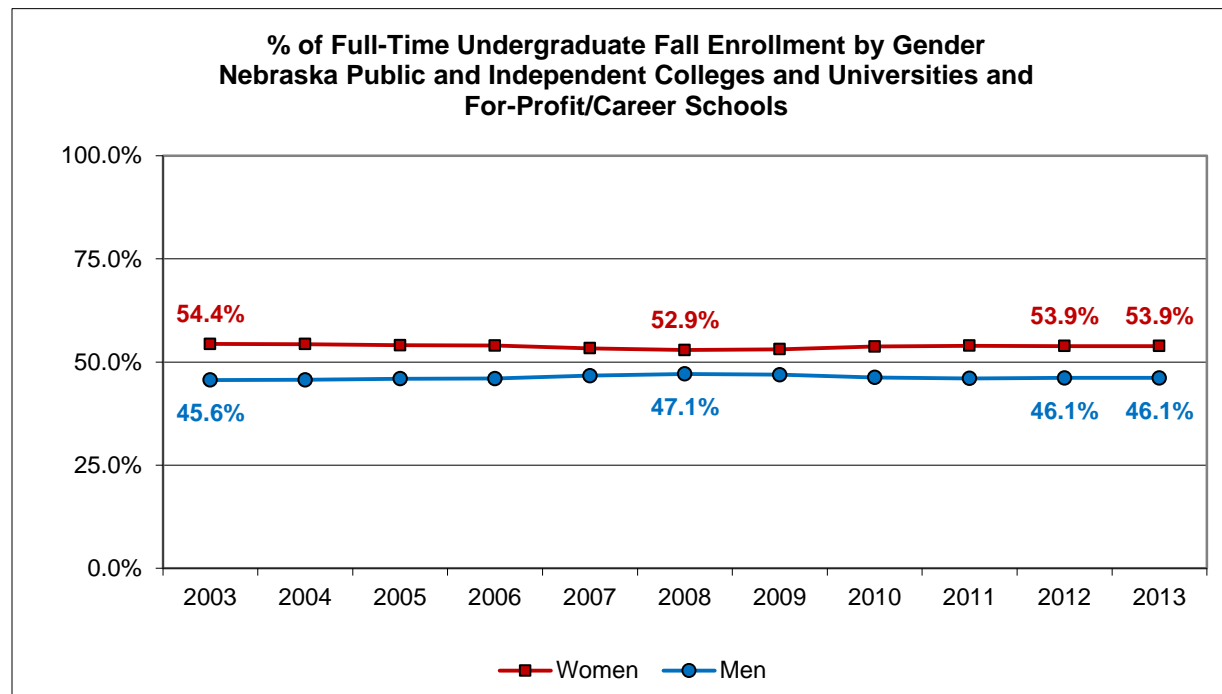


- Over the 10-year period between fall 2003 and fall 2013, total undergraduate enrollment of women at Nebraska's public and independent institutions and for-profit/career schools increased 10.0%, from 57,342 in 2003 to 63,072 in 2013.
- During the same period, total enrollment of men at the undergraduate level increased 11.1%, from 46,221 in 2003 to 51,356 in 2013.
- 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 Enrollment**.

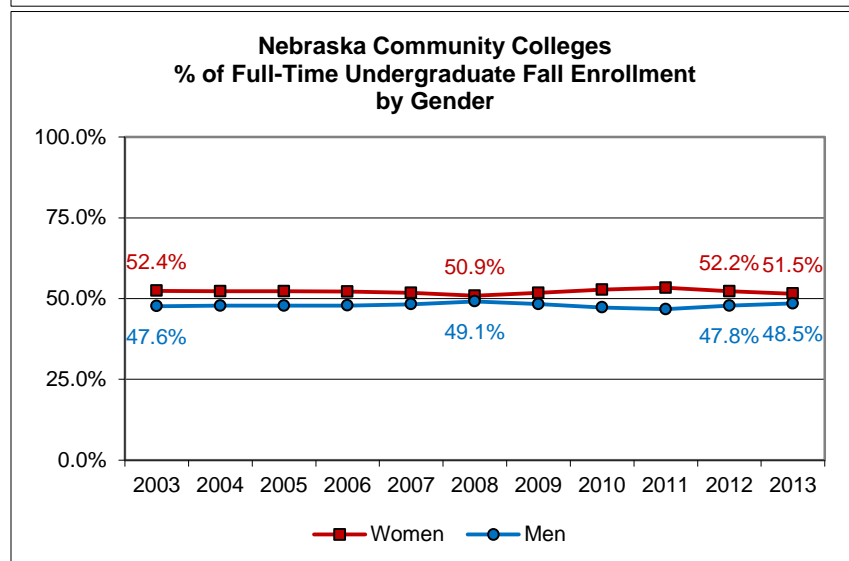
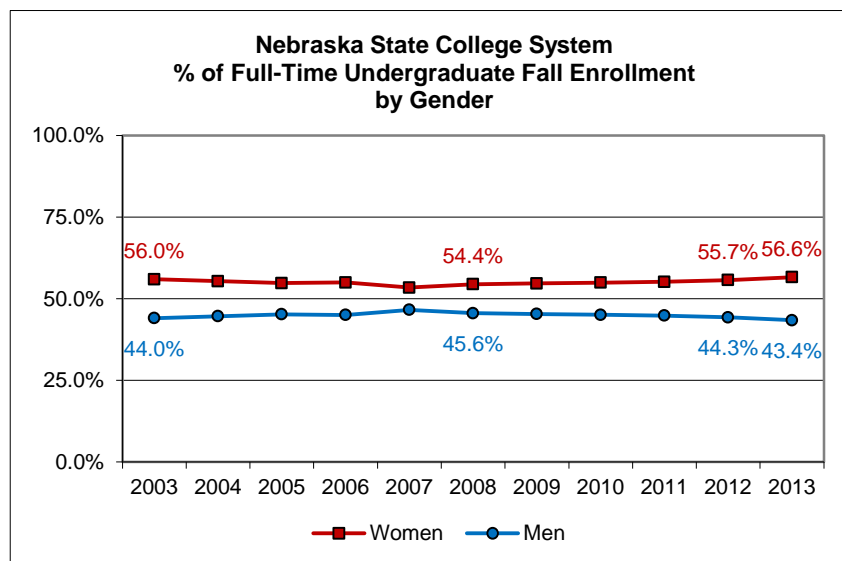
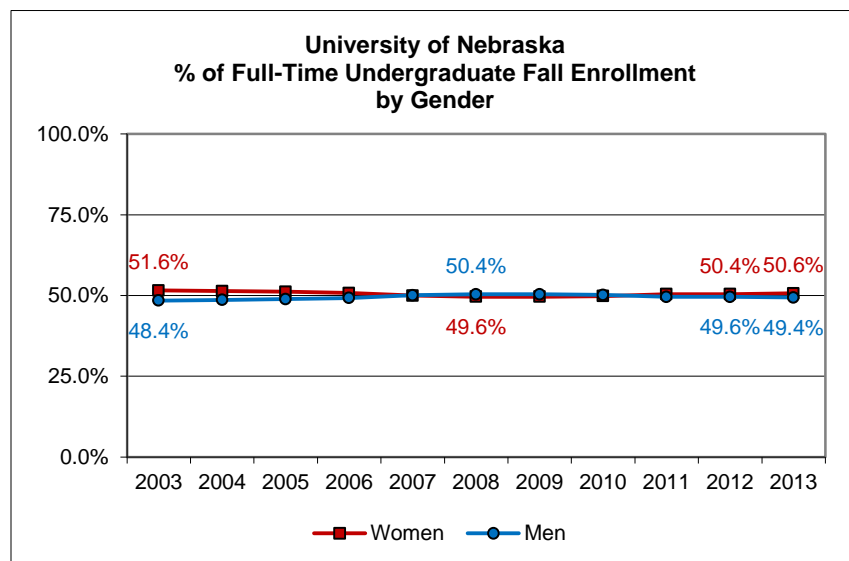
## **Percentages of FULL-TIME UNDERGRADUATE FALL ENROLLMENT by GENDER**

- In fall 2013, women accounted for 53.9% of the undergraduates attending college full time, while men accounted for 46.1%.
- Compared to men, women consistently accounted for a higher percentage of full-time undergraduate enrollments at Nebraska's postsecondary institutions between fall 2003 and fall 2013. But, as shown on the charts on the following pages, percentage enrollments of men and women have varied by sector.



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

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



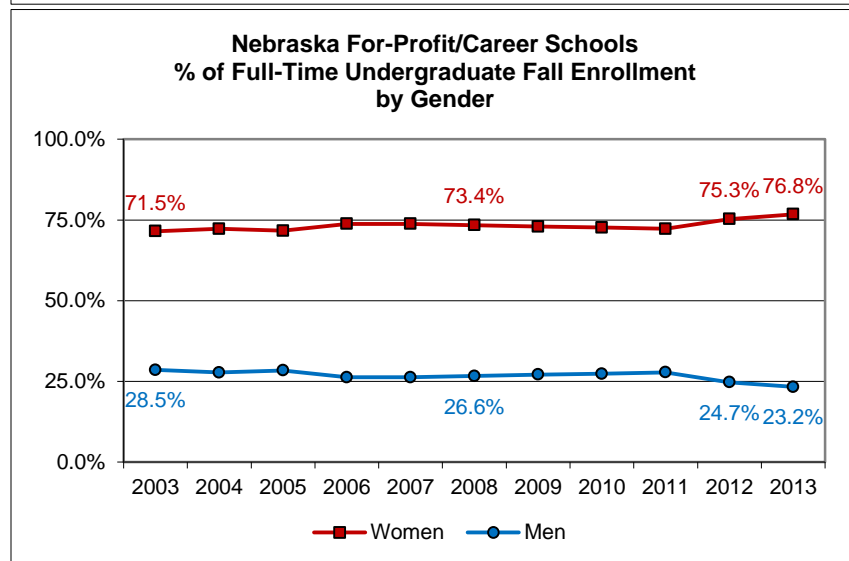
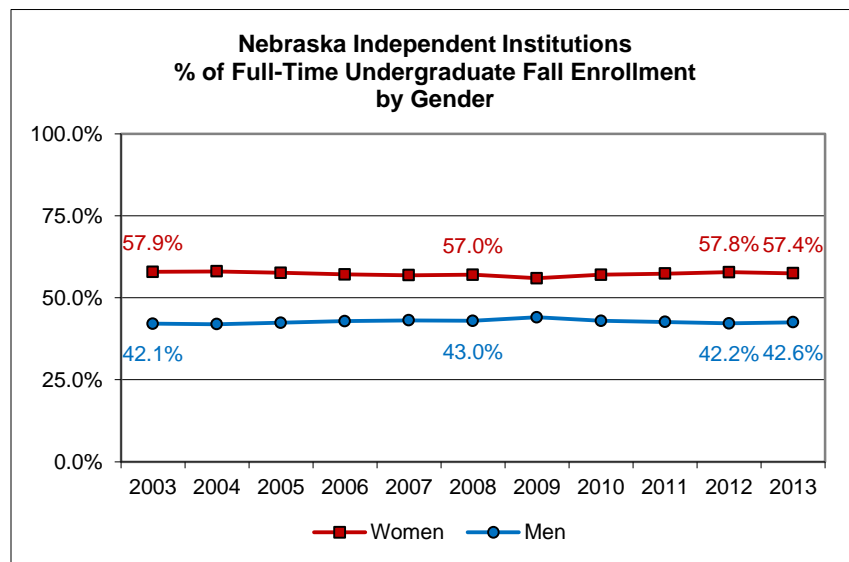
- Between fall 2003 and fall 2013, the smallest gender gap was at the University of Nebraska, where women accounted for 50.6% of full-time undergraduate enrollment in fall 2013. The next smallest gender gap was at Nebraska's Community Colleges, where women made up 51.5% of the full-time students enrolled in fall 2013.
- In fall 2013, women accounted for 56.6% of full-time undergraduates at Nebraska's State Colleges while men accounted for 43.4%. These totals compare to 56.0% and 44.0% in 2003, respectively.

(Continued on the next page.)

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



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

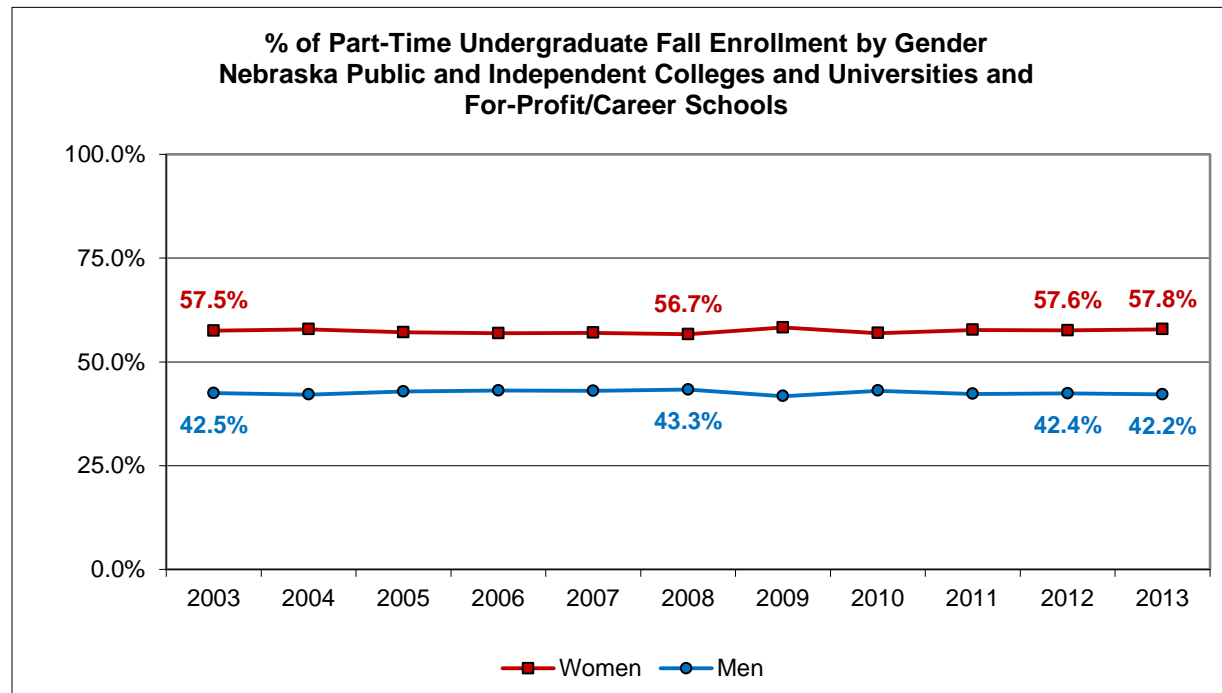


- At Nebraska's independent institutions, women made up 57.4% of full-time undergraduate enrollment in 2013, compared to 57.9% in 2003.
- The gender gaps among full-time students at the Nebraska State Colleges and the state's independent institutions were wider than at the University of Nebraska and Nebraska Community Colleges but not as wide as at the for-profit/career schools located within the state.
- In fall 2013, the largest gender gap was at Nebraska for-profit/career schools. Women accounted for 76.8% of full-time undergraduate enrollment, while men accounted for only 23.2%. These totals compare to 71.5% and 28.5% in 2003, respectively.
- The gender gap at Nebraska's for-profit/career schools remained relatively stable until fall 2012, when the gap widened to 50.6 percentage points (75.3% minus 24.7%). By 2013, the gap between men and women had increased to 53.6 percentage points.
- In fall 2013, women made up 95.4% of full-time undergraduate enrollment at the non-degree-granting for-profit/career schools, up from 93.6% in fall 2003.
- At the degree-granting for-profit/career schools, women made up 66.9% of full-time undergraduate enrollment in 2013, compared to 63.6% in 2003.

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

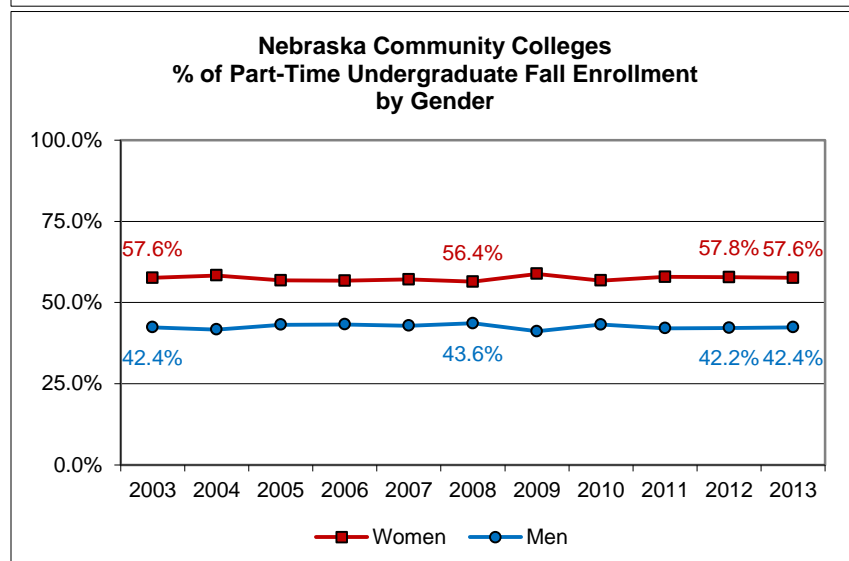
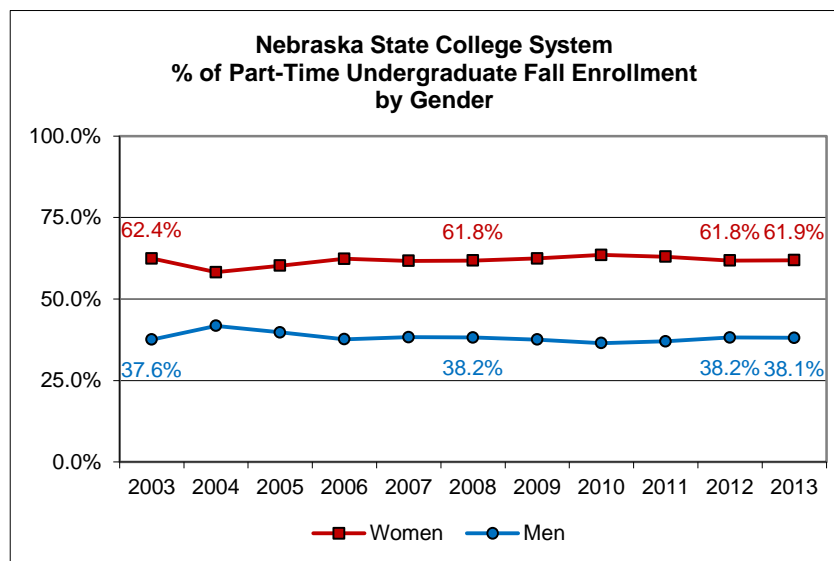
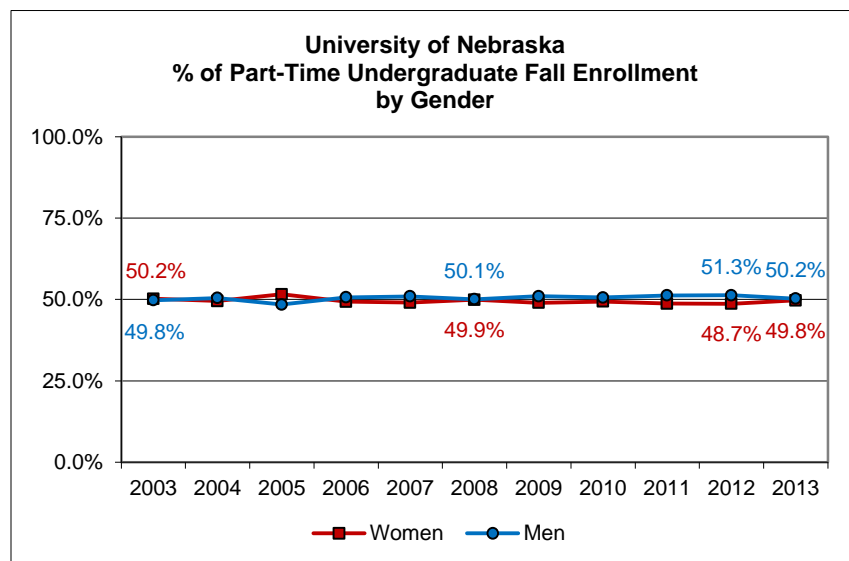
## **Percentages of PART-TIME UNDERGRADUATE FALL ENROLLMENT by GENDER**

- Among 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 2003 and 2013.
- In fall 2013, women accounted for 57.8% of the undergraduates attending college part time, while men accounted for 42.2%. In comparison, women accounted for 53.9% of full-time undergraduate enrollment, while men accounted for 46.1%. (See page 3.9 for a chart showing the percentage of full-time undergraduate fall 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 Enrollment**.

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

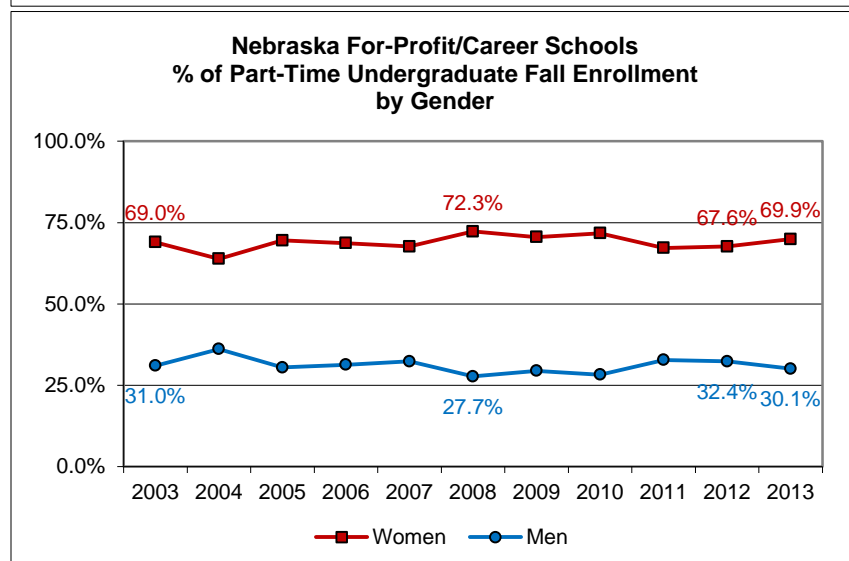
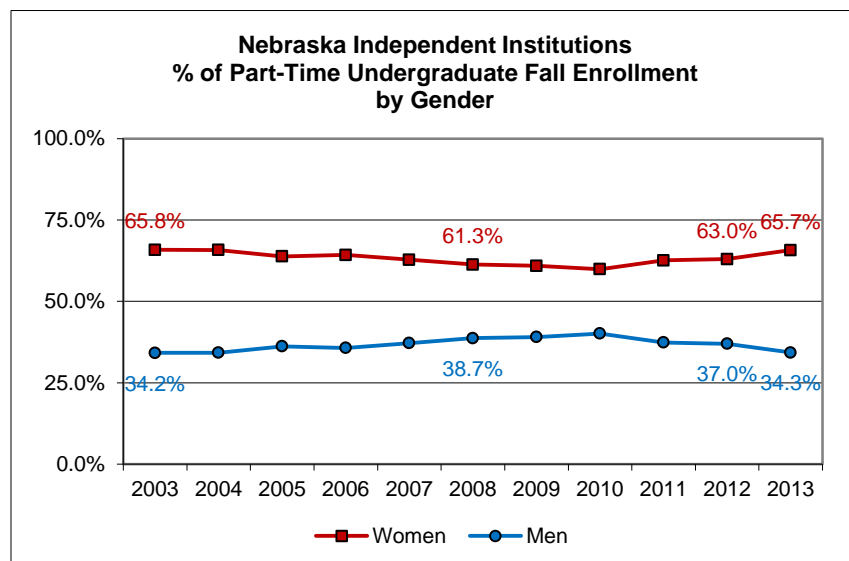


- Between fall 2003 and fall 2013, the smallest gender gap was at the University of Nebraska, where women accounted for 49.8% of part-time undergraduate enrollment in fall 2013. The next smallest gender gap was at Nebraska's Community Colleges, where women made up 57.6% of the part-time students enrolled in fall 2013.
- In fall 2013, 61.9% of part-time undergraduates at Nebraska's State Colleges were women, while men accounted for 38.1%. These totals compare to 62.4% and 37.6% in 2003, respectively.

(Continued on the next page.)

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

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



- At Nebraska's independent institutions, women made up 65.7% of part-time undergraduate enrollment in 2013, compared to 65.0% in 2003.
- The gender gaps among part-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.
- In fall 2013, the largest gender gap was at Nebraska for-profit/career schools. Women accounted for 69.9% of part-time undergraduate enrollment, while men accounted for only 30.1%. These totals compare to 69.0% and 31.0% in 2003, respectively.
- In fall 2013, women made up 100.0% of part-time undergraduate enrollment at the non-degree-granting for-profit/career schools, compared to 100.0% in fall 2003. In fact, between fall 2003 and fall 2013, women made up 97.8% of part-time fall enrollment at non-degree-granting for-profit/career schools in Nebraska.
- At the degree-granting for-profit/career schools, women made up 69.2% of part-time undergraduate enrollment in 2013, compared to 68.1% in 2003.

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

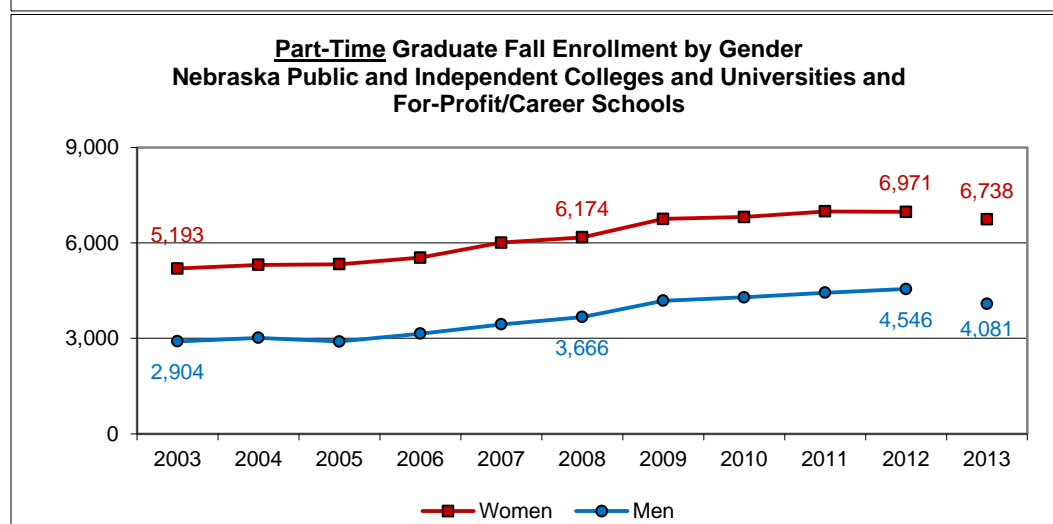
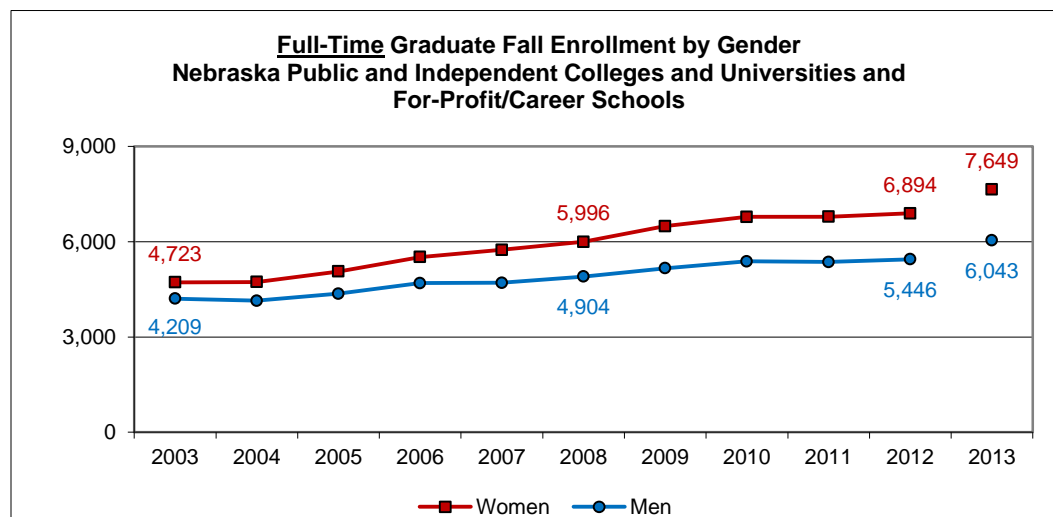
## Section 3.2

# Graduate Fall Enrollment by Gender

### Notes

- (1) 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.
- (2) 2006 was the first year that graduate programs were offered within the for-profit/career school sector.

## FULL-TIME and PART-TIME GRADUATE FALL ENROLLMENTS by GENDER



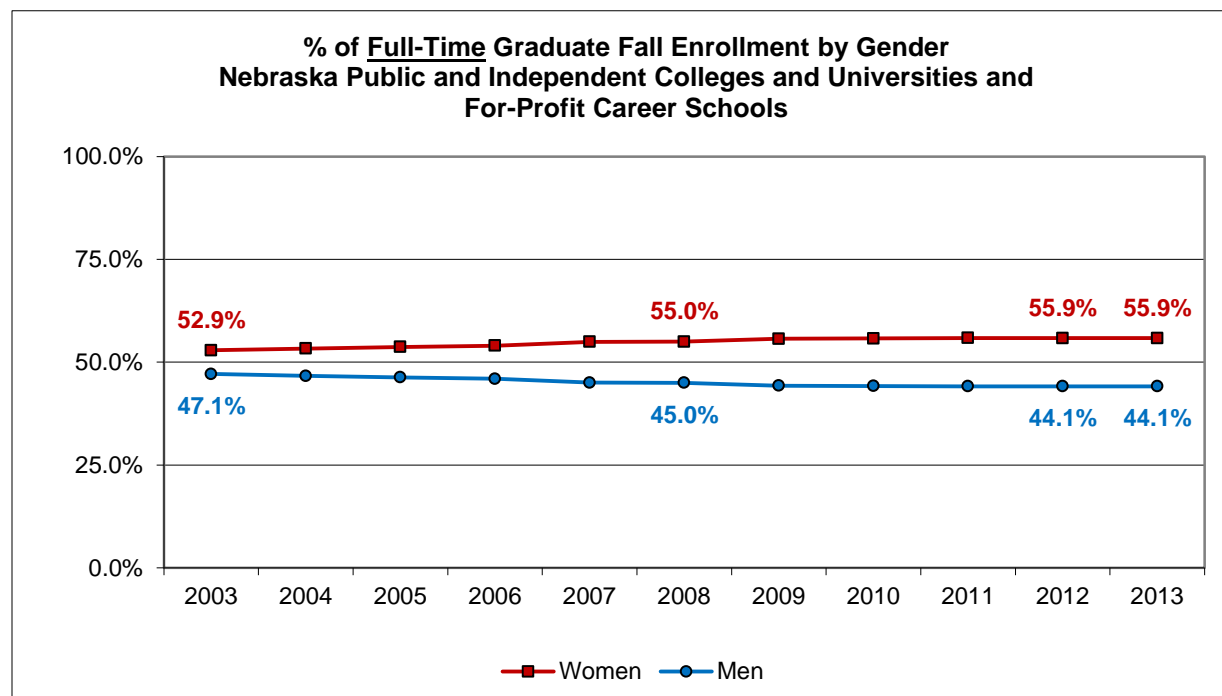
Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

- In fall 2013, women accounted for 7,649 full-time graduate students at Nebraska's postsecondary institutions, an increase of 62.0% since 2003.
- Total full-time graduate enrollment of men increased 43.6% to 6,043 over the 10-year period.
- Total part-time graduate enrollment of women increased 29.8% between fall 2003 and fall 2013. The enrollment of men increased 40.5% 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 Enrollment**.

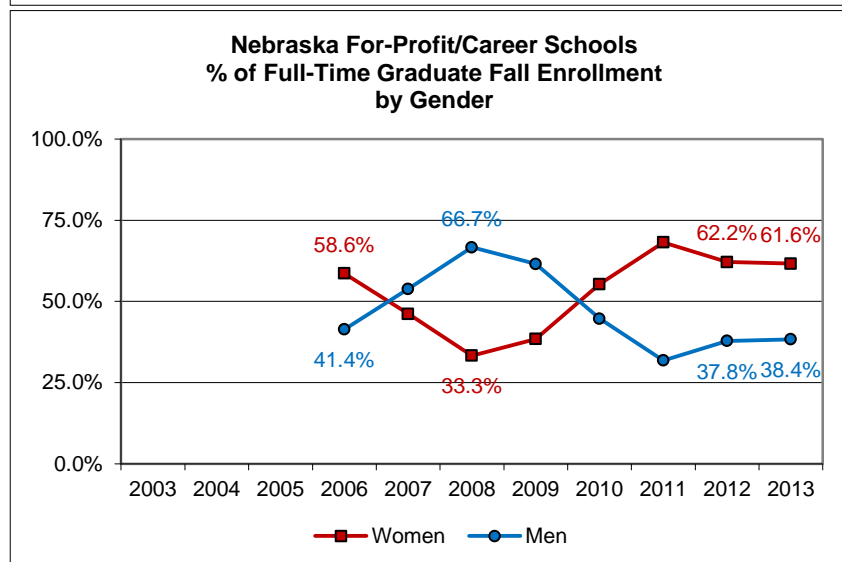
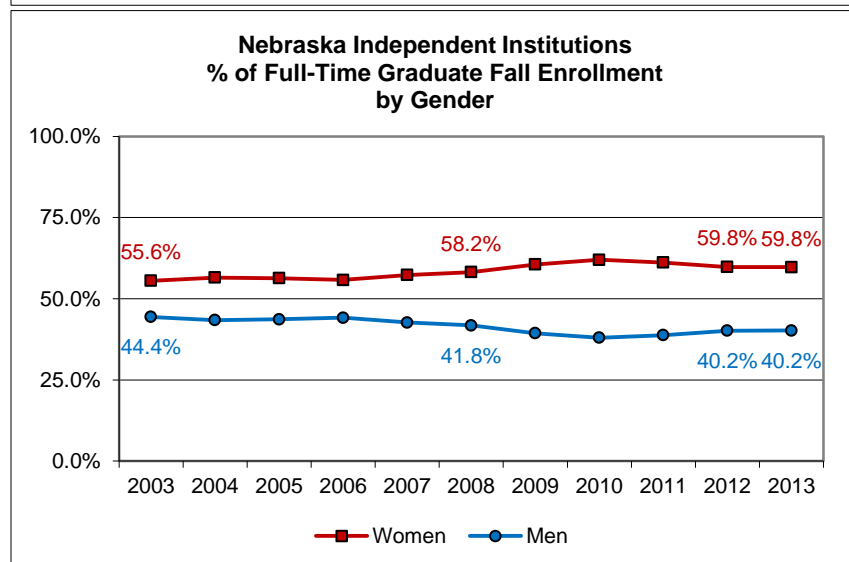
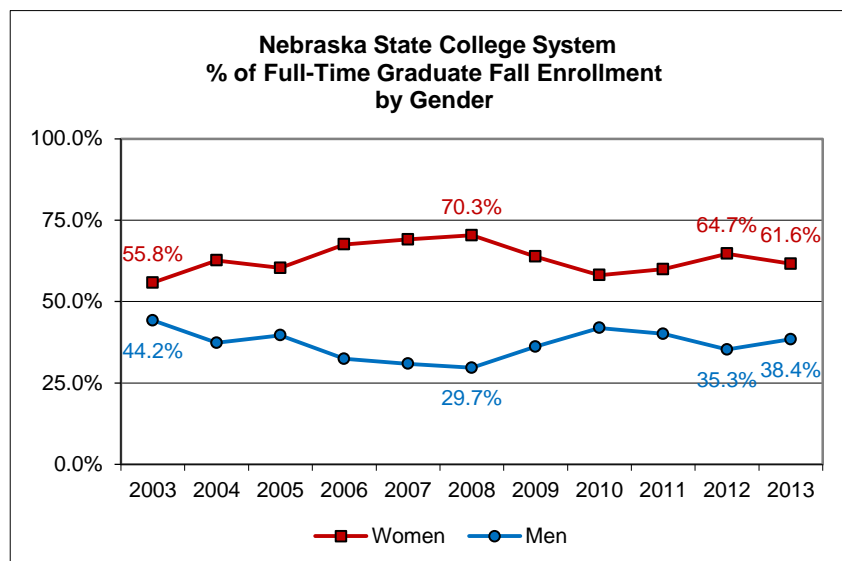
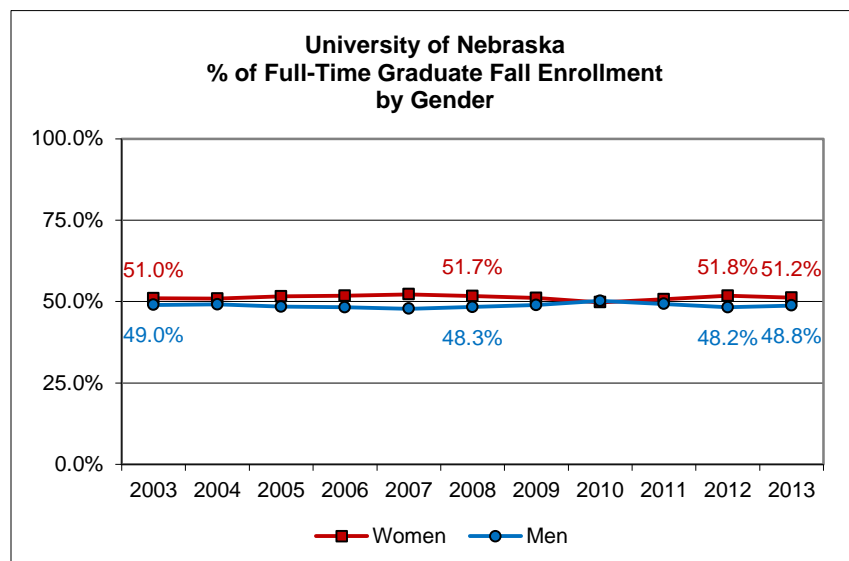
## **Percentages of FULL-TIME GRADUATE FALL ENROLLMENT by GENDER**

- Since 2003, women have accounted for more than half of the full-time graduate students at Nebraska's postsecondary institutions. By fall 2013, women accounted for 55.9% of the full-time graduate students, while men accounted for 44.1%.
- However, the full-time enrollment of women, relative to men, varies across the four sectors that offer graduate programs in Nebraska.
- Since 2003, 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 2013, women accounted for 59.8% 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 10 years. In fall 2013, women accounted for 61.6% of full-time graduate enrollment, compared to 55.8% in fall 2003. 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.



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

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

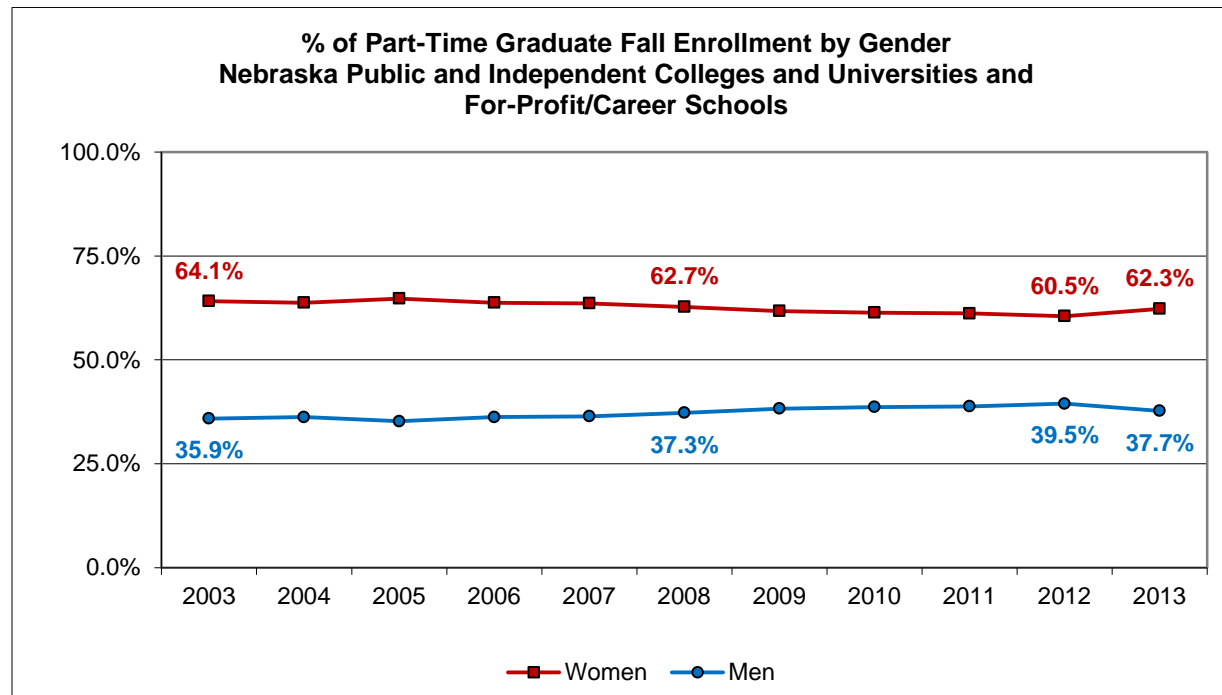


Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.



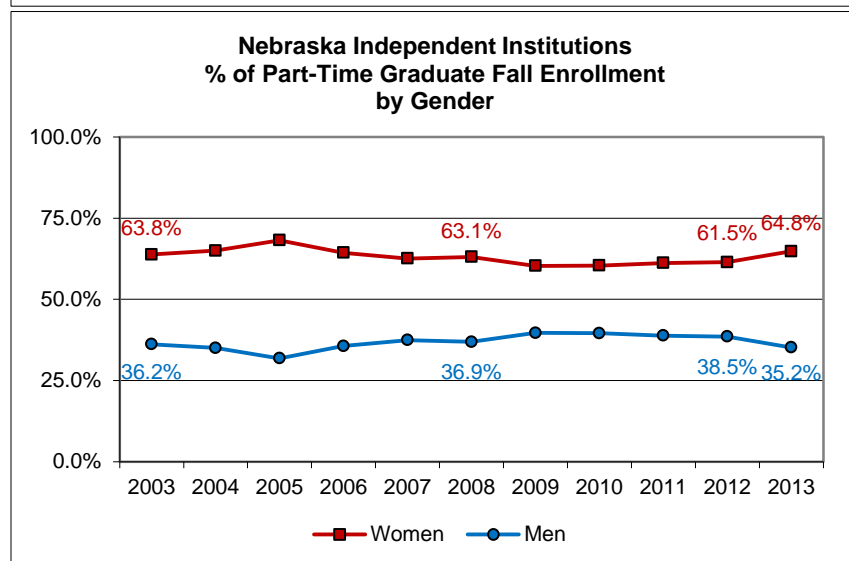
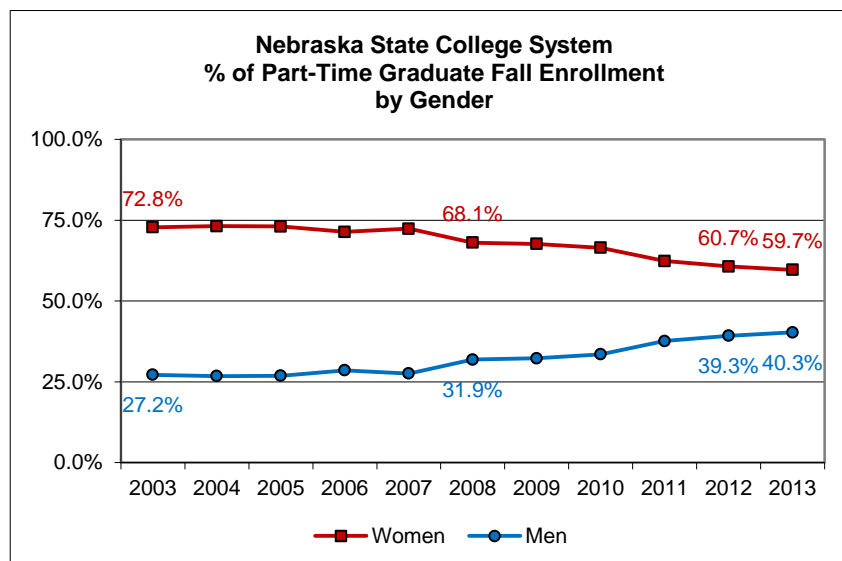
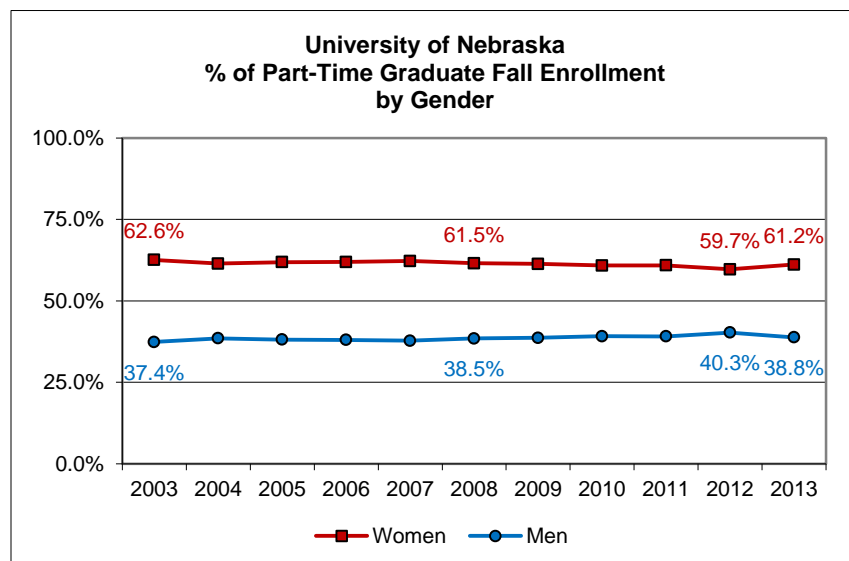
## **Percentages of PART-TIME GRADUATE FALL ENROLLMENT by GENDER**

- Since 2003, women have accounted for more than 60% of the part-time graduate students at Nebraska's postsecondary institutions. By fall 2013, women accounted for 62.3% of the part-time graduate students, while men accounted for 37.7%.



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

## Percentages of PART-TIME GRADUATE FALL ENROLLMENT by GENDER

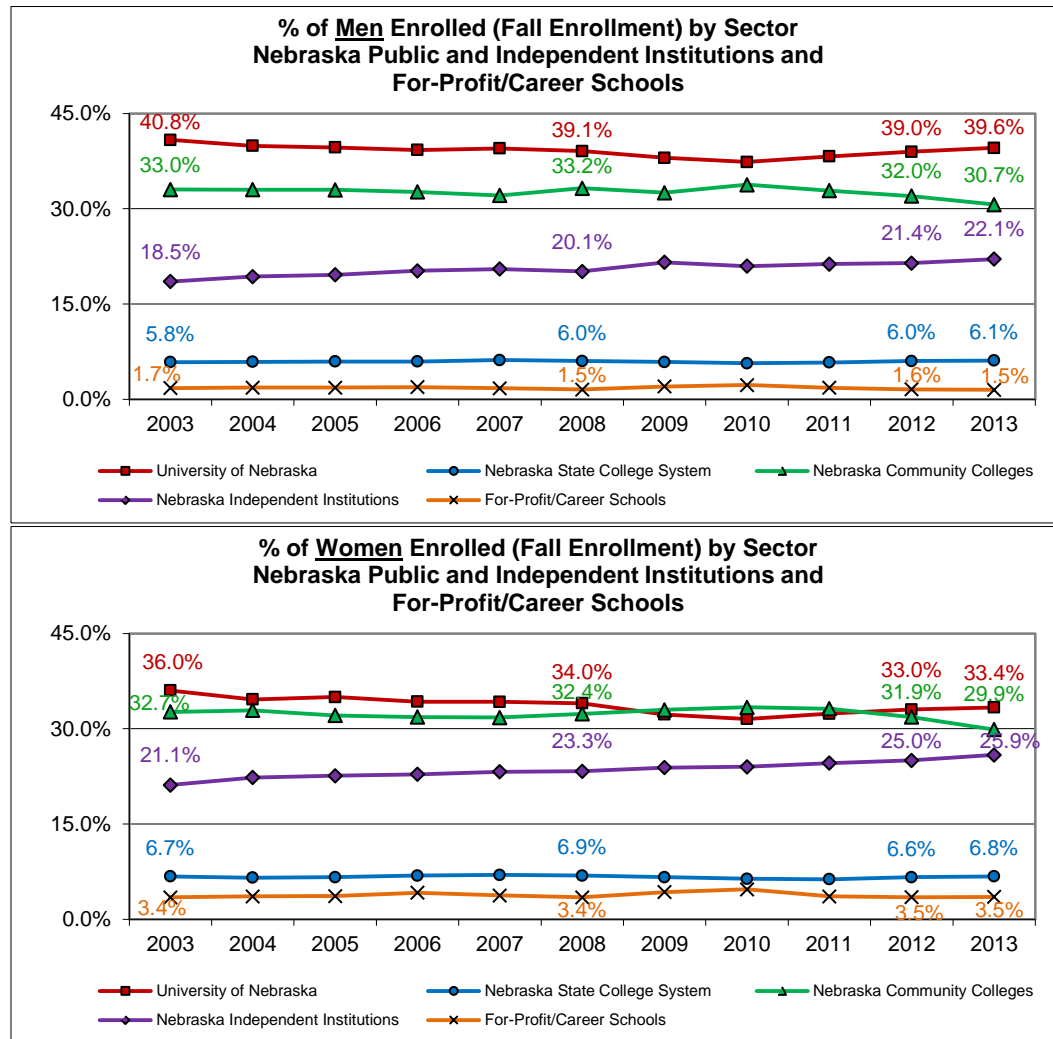


- The gender gap among part-time students at the University of Nebraska narrowed only slightly between fall 2003 and fall 2013, while the gender gap narrowed more considerably at the Nebraska State Colleges.
- Within the independent sector, the gender gap has fluctuated between fall 2003 and fall 2013.
- Graduate programs were first offered within the for-profit/career school sector in fall 2006, and there were no part-time graduate students within the for-profit/career sector until fall 2010. In fall 2013, part-time enrollment in the for-profit sector increased to 30 graduate students (76.7% of whom were women).

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

Section 3.3  
Fall Enrollment by Gender  
and by Sector

## FALL ENROLLMENT by GENDER and by SECTOR



- Among the men enrolled at Nebraska's postsecondary institutions, the highest percentage attended the University of Nebraska while the lowest percentage attended for-profit/career schools.
- Between 2003 and 2013, a decreasing percentage of men attended the University of Nebraska and Nebraska's Community Colleges, while an increasing percentage studied at the independent institutions.
- Women followed the same general pattern of enrollment as men between fall 2003 and fall 2013. However, compared to men, higher percentages of women enrolled at the independent institutions, State Colleges, and for-profit/career schools.
- Between 2003 and 2013, a decreasing percentage of women attended the University of Nebraska and Nebraska's Community Colleges, while an increasing percentage studied at the independent institutions.

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

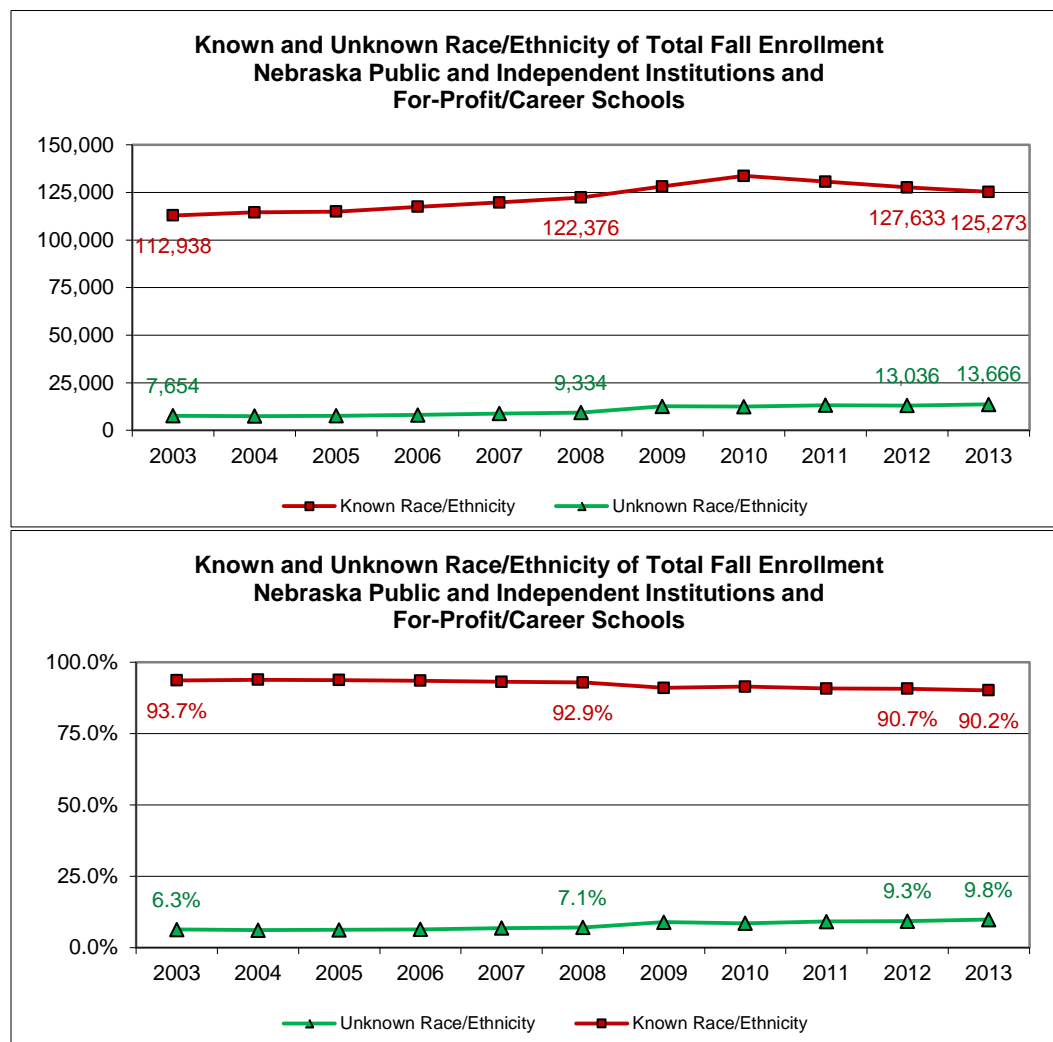
## Section 4

# Total Fall Enrollment by Race/Ethnicity

### 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 2003 through fall 2013. 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 glossary for IPEDS defines race/ethnicity as the "Categories developed in 1997 by the Office of Management and Budget (OMB) 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 4.4 for definitions of the racial/ethnic groups used in this publication.

## TOTAL FALL ENROLLMENT by KNOWN and UNKNOWN RACE/ETHNICITY

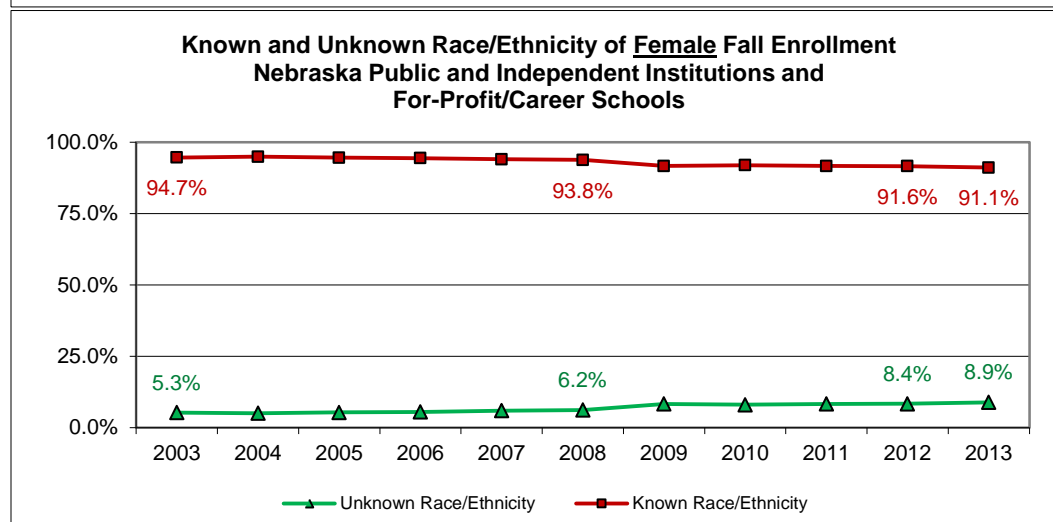
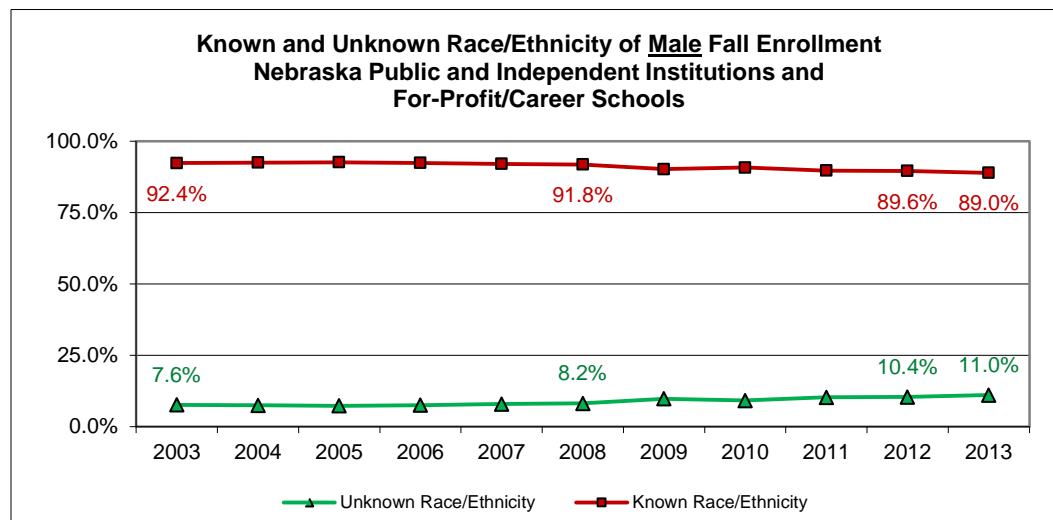


*Note.* The unknown race/ethnicity category includes students classified as “race and ethnicity unknown,” “nonresident alien,” and “two or more races.” For fall 2013, 6,696 students were classified as “race and ethnicity unknown” (4.8% of fall enrollment), 4,529 students were classified as “nonresident alien” (3.3% of fall enrollment), and 2,441 students were classified as “two or more races” (1.8% of fall enrollment).

- The number of students of known race/ethnicity increased from 112,938 in fall 2003 to 125,273 in fall 2013.
- The number of students of unknown race/ethnicity increased from 7,654 in fall 2003 to 13,666 in fall 2013.
- As a percentage of total headcount, students of known race/ethnicity decreased from 93.7% of total headcount in 2003 to 90.2% in 2013.
- Over the 10-year period between 2003 and 2013, an increasing percentage of students were of unknown race/ethnicity. Specifically, the percentage of students of unknown race/ethnicity increased from 6.3% in fall 2003 to 9.8% in fall 2013.

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 Enrollment**.

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



Note. The unknown race/ethnicity category includes students classified as "race and ethnicity unknown," "nonresident alien," and "two or more races." For fall 2013, 5.1% of men and 4.6% of women were classified as "race and ethnicity unknown." During this same time, 4.3% of men and 2.4% of women were classified as "nonresident alien" while 1.6% of men and 1.8% of women were classified as "two or more races."

- In fall 2003, students of unknown race/ethnicity accounted for 7.6% of the total enrollments of men and 5.3% of the total enrollments of women at Nebraska's public, independent, and for-profit colleges and universities.
- In fall 2013, 11.0% of the men and 8.9% of the women were of unknown race/ethnicity.
- The increase in the percentage of degrees awarded to students of unknown race/ethnicity is due, at least in part, to the increasing tendency for students to be classified in the "two or more races" category.

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 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 2008–09 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Consequently, beginning with the 2008–09 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 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 <sup>a</sup>
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.
Foreign students (non-resident aliens)	Non-resident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. <sup>b</sup>

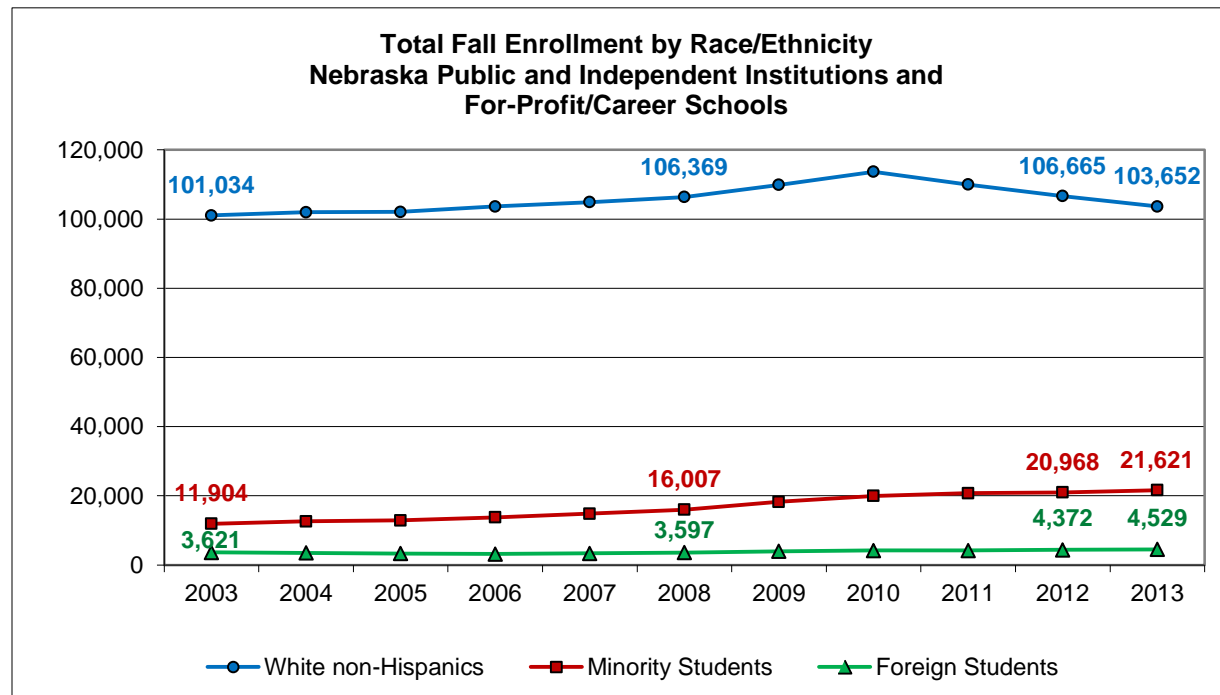
<sup>a</sup>Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 8, 2009. <sup>b</sup>The race/ethnicity of non-resident aliens is not collected in IPEDS.



## **TOTAL FALL ENROLLMENT by RACE/ETHNICITY**

(Excluding students of unknown race/ethnicity and students of two or more races)

- Between fall 2003 and fall 2013, total enrollment of white non-Hispanics at Nebraska public and independent colleges and universities and for-profit/career schools increased 2.6%, from 101,034 to 103,652.
- The enrollment of foreign students (non-resident aliens) increased 25.1% between fall 2003 and fall 2013, from 3,621 to 4,529.
- In comparison, enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 81.6%, from 11,904 to 21,621.



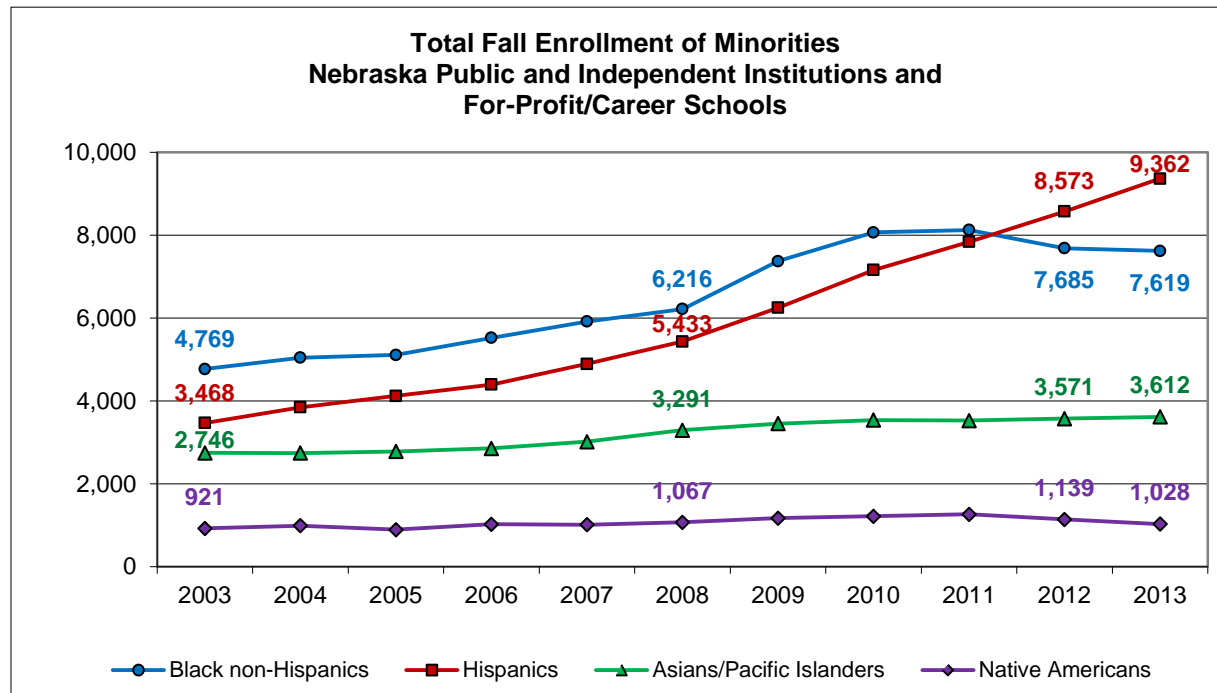
*Note.* Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

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 Enrollment**.

## TOTAL FALL ENROLLMENT OF MINORITIES

(Excluding students of unknown race/ethnicity and students of two or more races)

- Over the 10-year period between fall 2003 and fall 2013, enrollment of students in all minority groups increased at Nebraska's public and independent colleges and universities and for-profit/career schools.



- Between fall 2003 and fall 2013, minority enrollments at Nebraska's postsecondary institutions changed as follows:

Black non-Hispanic (●)	+ 59.8%
Hispanics (■)	+ 170.0%
Asians/PI (▲)	+ 31.5%
Native Americans (◆)	+ 11.6%

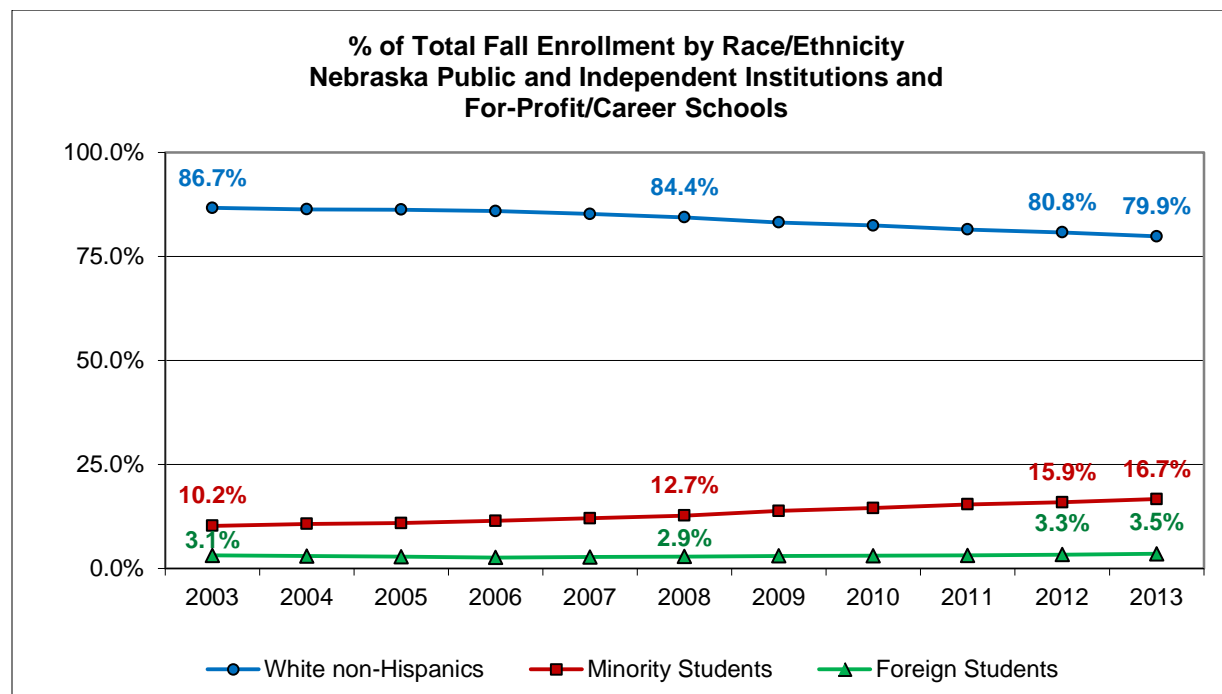
*Note.* Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

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 Enrollment**.

## **Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY**

(Excluding students of unknown race/ethnicity and students of two or more races)

- As percentages of total enrollment at Nebraska's postsecondary institutions, the enrollment of white non-Hispanics decreased between fall 2003 and fall 2013, while minority enrollment and foreign-student enrollment increased.
- 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.

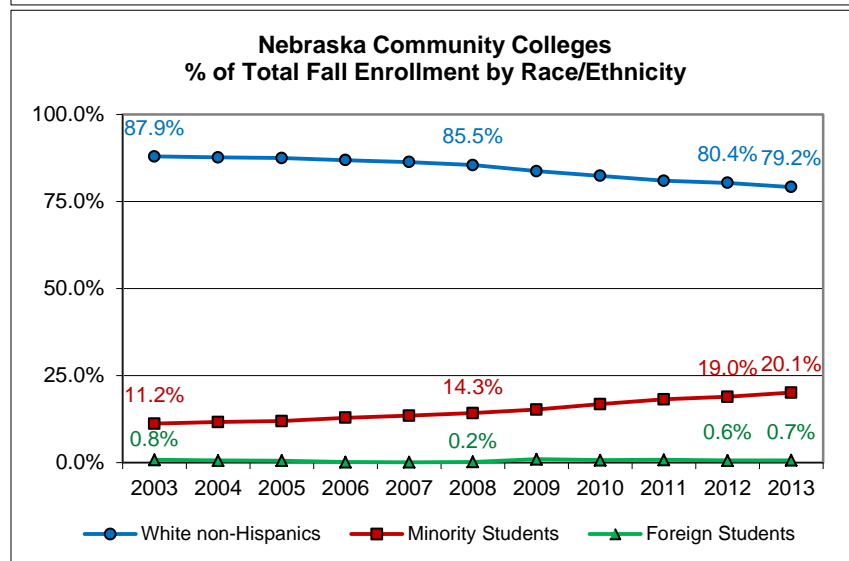
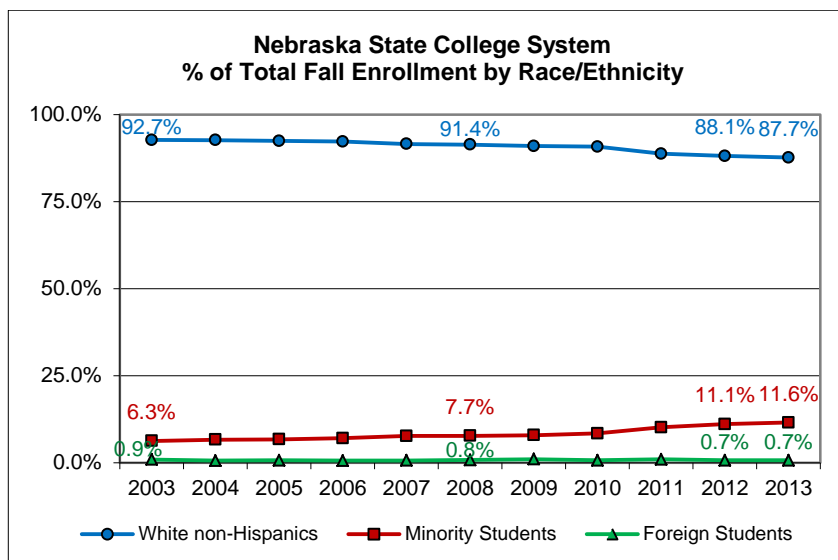
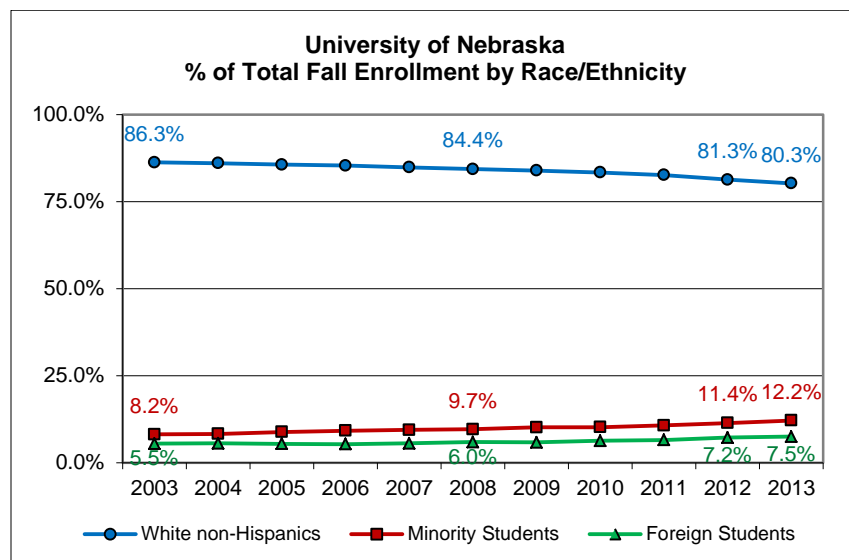


*Note.* Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

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 Enrollment**.

## Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY and by SECTOR

(Excluding students of unknown race/ethnicity and students of two or more races)



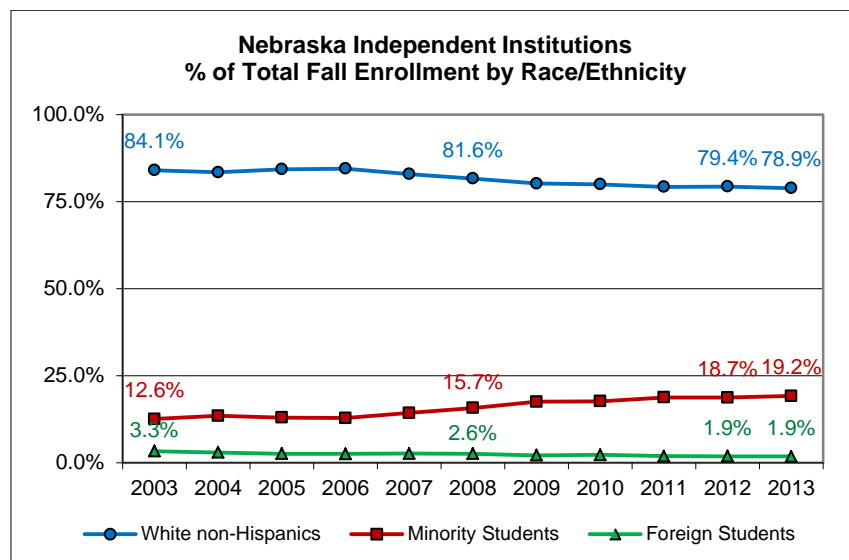
- At the University of Nebraska, enrollment of minority students increased from 8.2% in fall 2003 to 12.2% in fall 2013. During this same time, enrollment of foreign students increased from 5.5% to 7.5% of fall enrollment.
- Foreign students accounted for less than one percent of total fall enrollment at the Nebraska State Colleges and at Nebraska's Community Colleges.
- At the State Colleges, enrollment of minority students increased from 6.3% in fall 2003 to 11.6% in fall 2013. Meanwhile at the Community Colleges, enrollment of minority students increased from 11.2% to 20.1% of fall enrollment.

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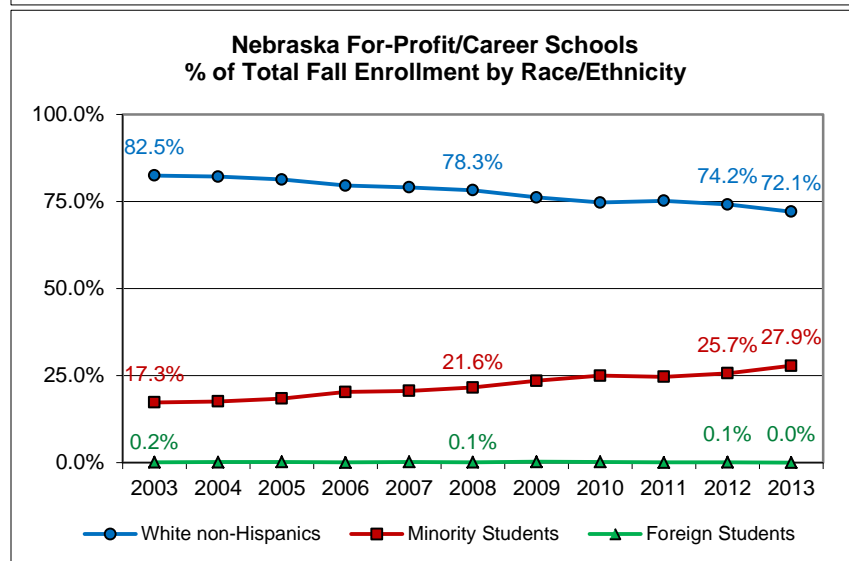
Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

## Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY and by SECTOR

(Excluding students of unknown race/ethnicity and students of two or more races)



- Within the independent sector, enrollment of minority students increased from 12.6% in fall 2003 to 19.2% in fall 2013. During this same time, enrollment of foreign students decreased from 3.3% to 1.9% of fall enrollment.
- At Nebraska's for-profit/career schools, enrollment of minority students increased from 17.3% in fall 2003 to 27.9% in fall 2013. During this same time, enrollment of foreign students decreased from 0.2% to 0.0% of fall enrollment.

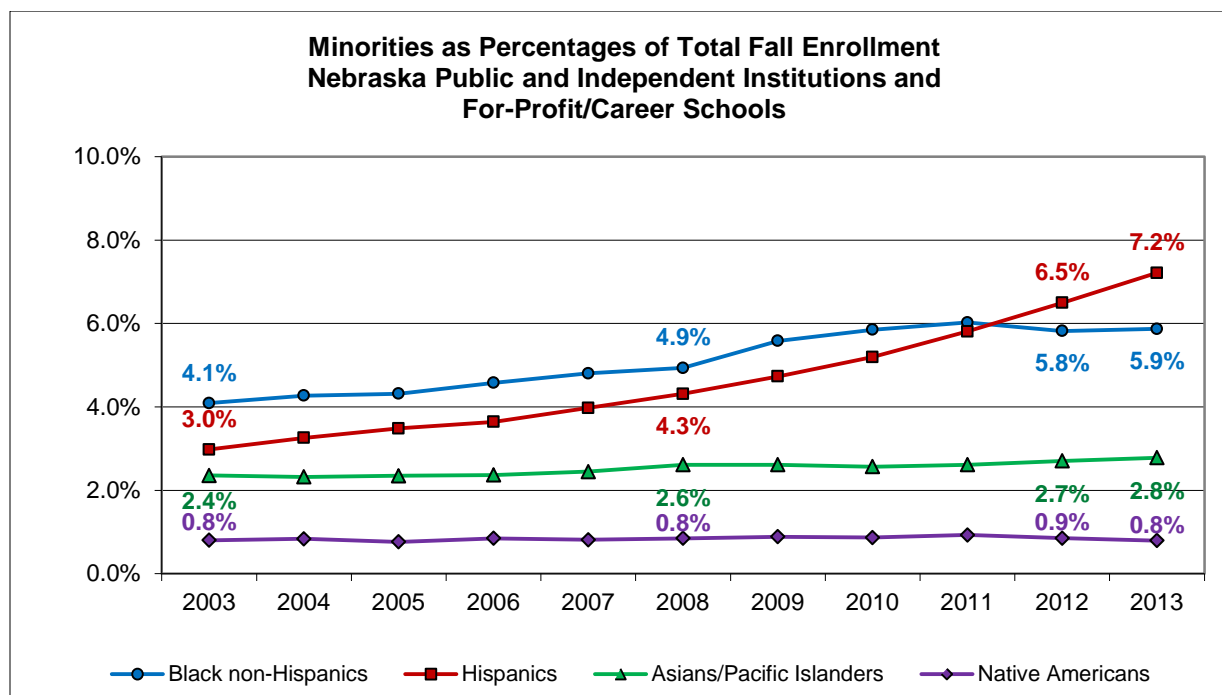


Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

## **MINORITIES as Percentages of TOTAL FALL ENROLLMENT**

(Excluding students of unknown race/ethnicity and students of two or more races)

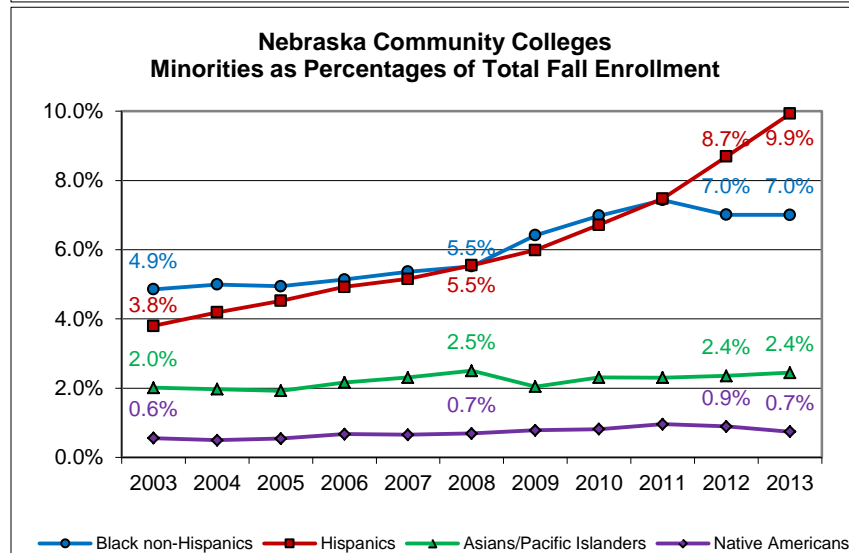
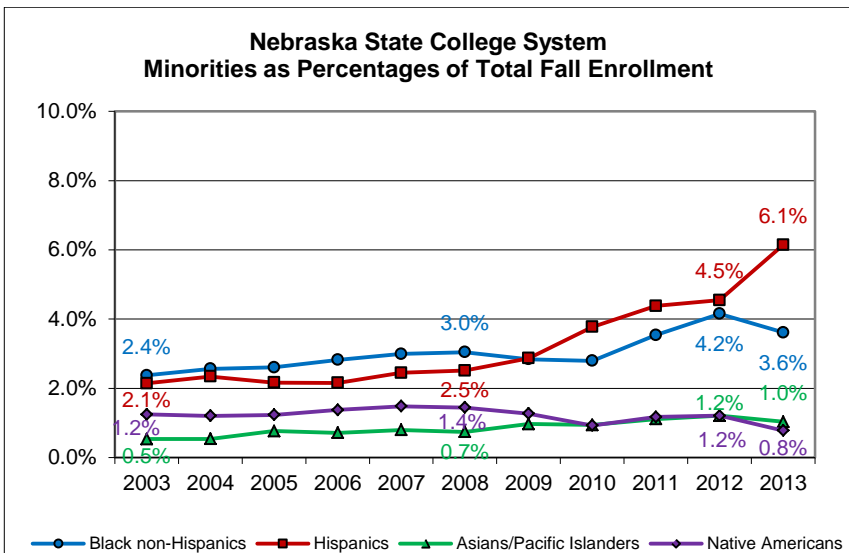
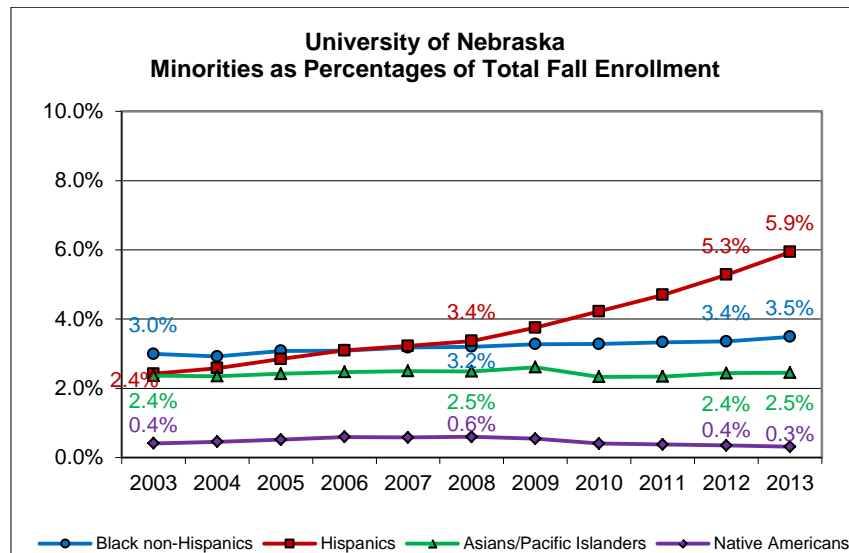
- As percentages of total enrollment at Nebraska's public, independent, and for-profit institutions, the enrollment of black non-Hispanics and Hispanics increased by 1.8 and 4.2 percentage points, respectively, over the 10-year period from fall 2003 to fall 2013. In comparison, enrollment of Asians/Pacific Islanders increased from 2.4% in fall 2003 to 2.8% in fall 2013, while Native Americans accounted for the same percentage of enrollment in fall 2003 as they did in fall 2013 (0.8%).
- As shown on the charts on the following two pages, the percentage enrollments of minorities have varied by sector.



*Note.* Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

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 Enrollment**.

## **MINORITIES as Percentages of TOTAL FALL ENROLLMENT by SECTOR** (Excluding students of unknown race/ethnicity and students of two or more races)



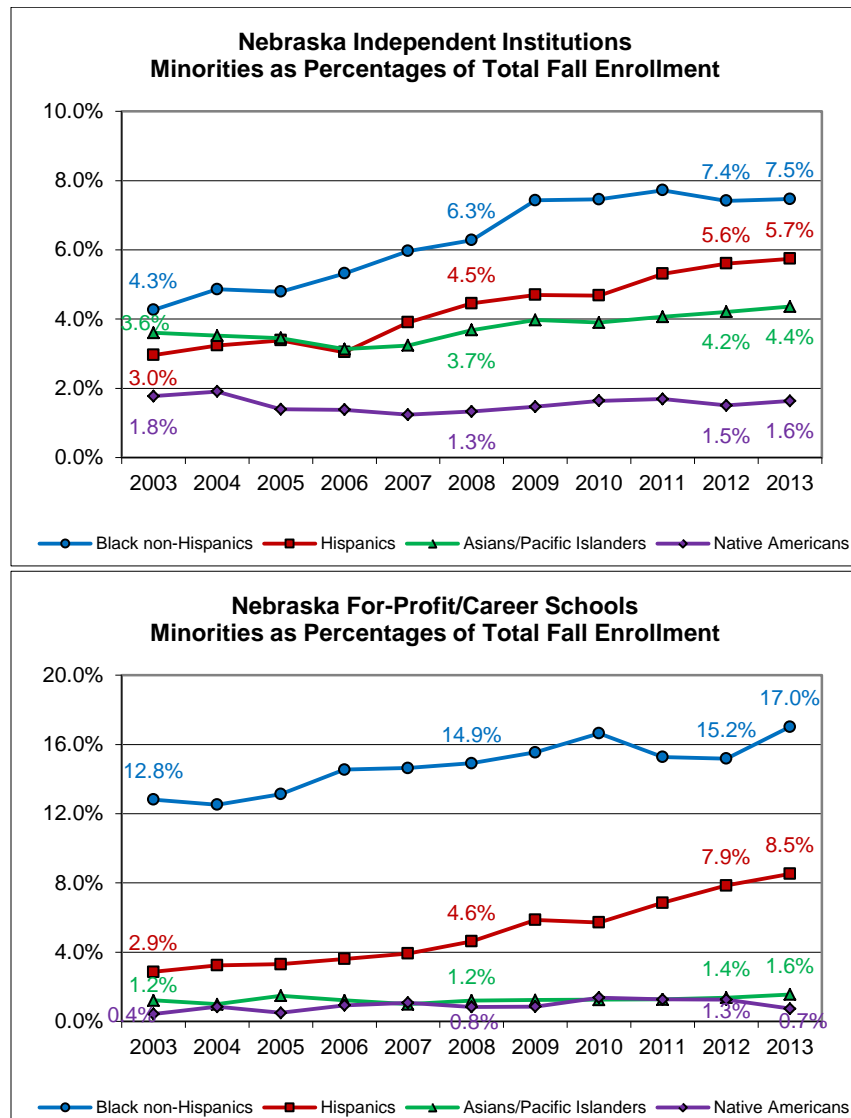
- Compared to other minority groups, Hispanics accounted for the highest percentages of fall 2013 enrollments within the three public sectors of higher education in Nebraska.
- In fall 2013, black non-Hispanics accounted for higher percentages of the enrollment at Nebraska's Community Colleges, independent colleges and universities, and for-profit/career schools than at the University of Nebraska and the Nebraska State Colleges.
- Across all sectors of higher education, Asians/Pacific Islanders and Native Americans accounted for the lowest percentages of fall 2013 enrollment.

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Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

## **MINORITIES as Percentages of TOTAL FALL ENROLLMENT by SECTOR**

(Excluding students of unknown race/ethnicity and students of two or more races)

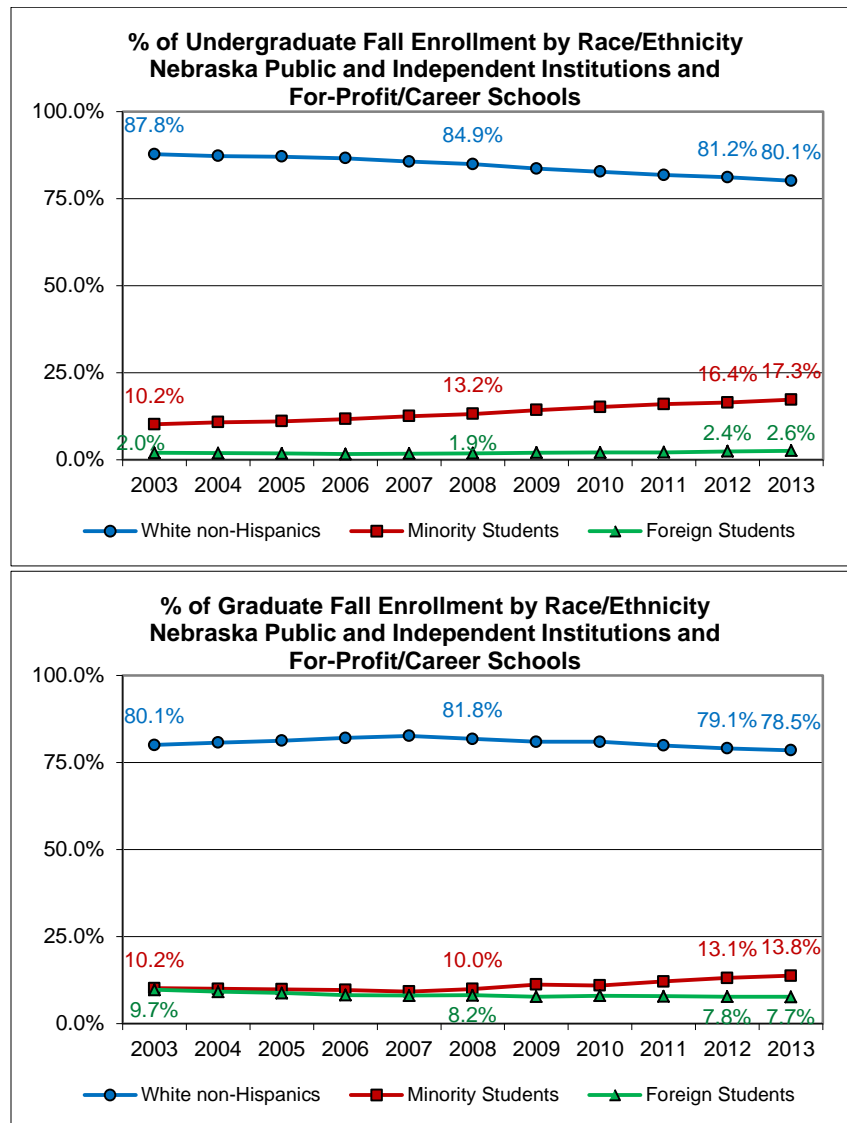


- Compared to the other four sectors, the independent colleges and universities, including the two native tribal colleges in Nebraska, enrolled the highest percentages of Asians/Pacific Islanders and Native Americans over the 10-year period between 2003 and 2013.

Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.



## **Percentages of TOTAL FALL ENROLLMENT by LEVEL and by RACE/ETHNICITY** (Excluding students of unknown race/ethnicity and students of two or more races)



- Between fall 2003 and fall 2013, 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.

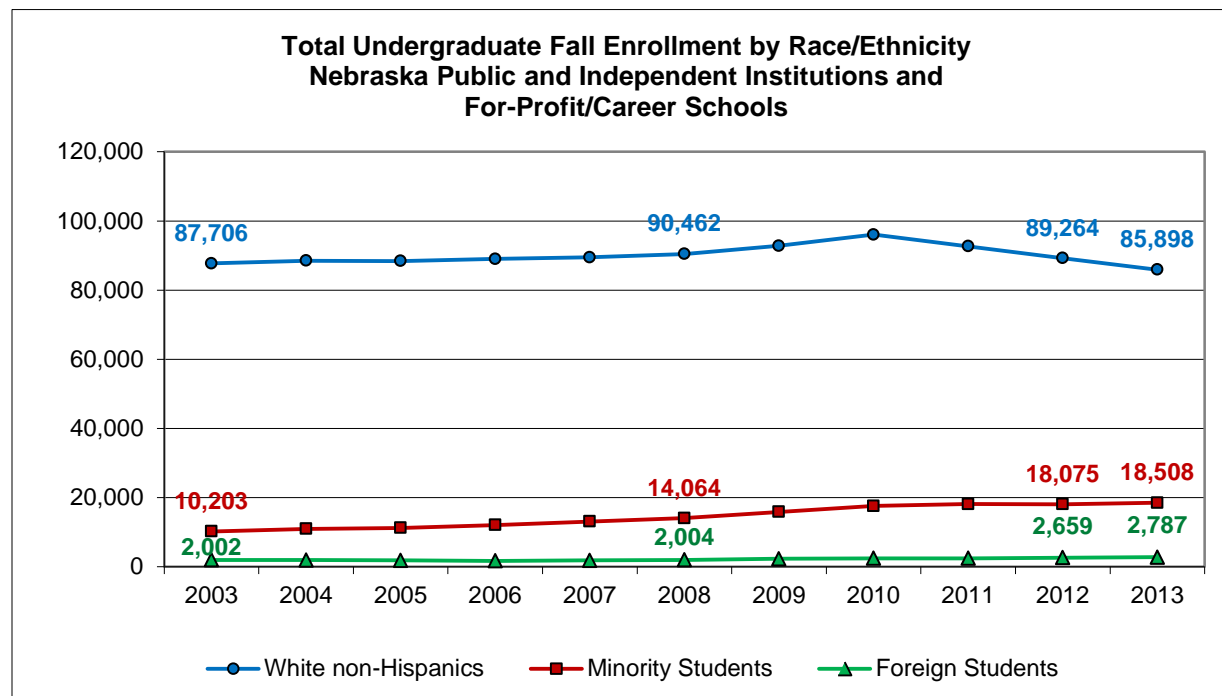
Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

Section 4.1  
Undergraduate Fall Enrollment  
by Race/Ethnicity

## **TOTAL UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY**

(Excluding students of unknown race/ethnicity and students of two or more races)

- Between fall 2003 and fall 2013, total undergraduate enrollment of white non-Hispanics at Nebraska public, independent and for-profit higher education institutions decreased 2.1%, from 87,706 to 85,898.
- The enrollment of foreign students (non-resident aliens) in undergraduate programs increased 39.2% between fall 2003 and fall 2013, from 2,002 to 2,787.
- In comparison, undergraduate enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 81.4%, from 10,203 to 18,508.



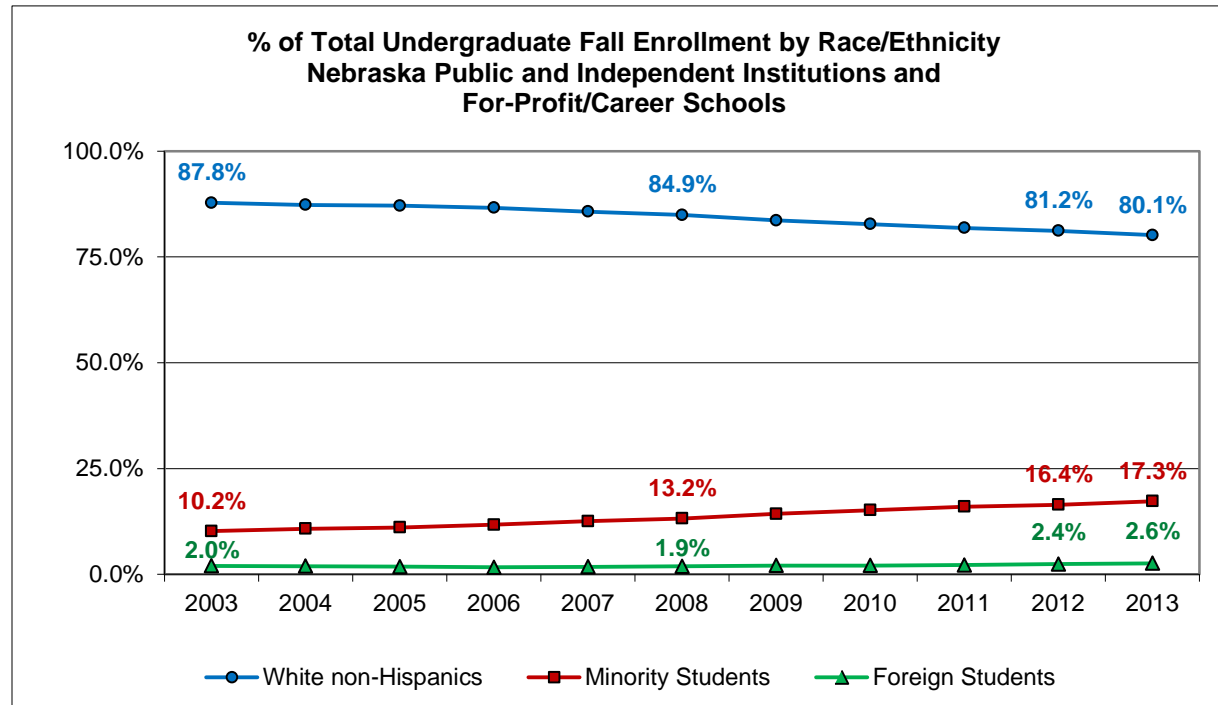
*Note.* Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 3,652; 2004 = 3,452; 2005 = 3,478; 2006 = 3,861; 2007 = 4,212; 2008 = 4,440; 2009 = 7,181; 2010 = 6,832; 2011 = 7,151; 2012 = 6,814; 2013 = 7,235.

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 Enrollment**.

## **Percentage of TOTAL UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY**

(Excluding students of unknown race/ethnicity and students of two or more races)

- As percentages of total undergraduate enrollment at Nebraska's postsecondary institutions, white non-Hispanic enrollment decreased between fall 2003 and fall 2013, while minority enrollment increased 7.1 percentage points and foreign-student enrollment increased 0.6 percentage points.



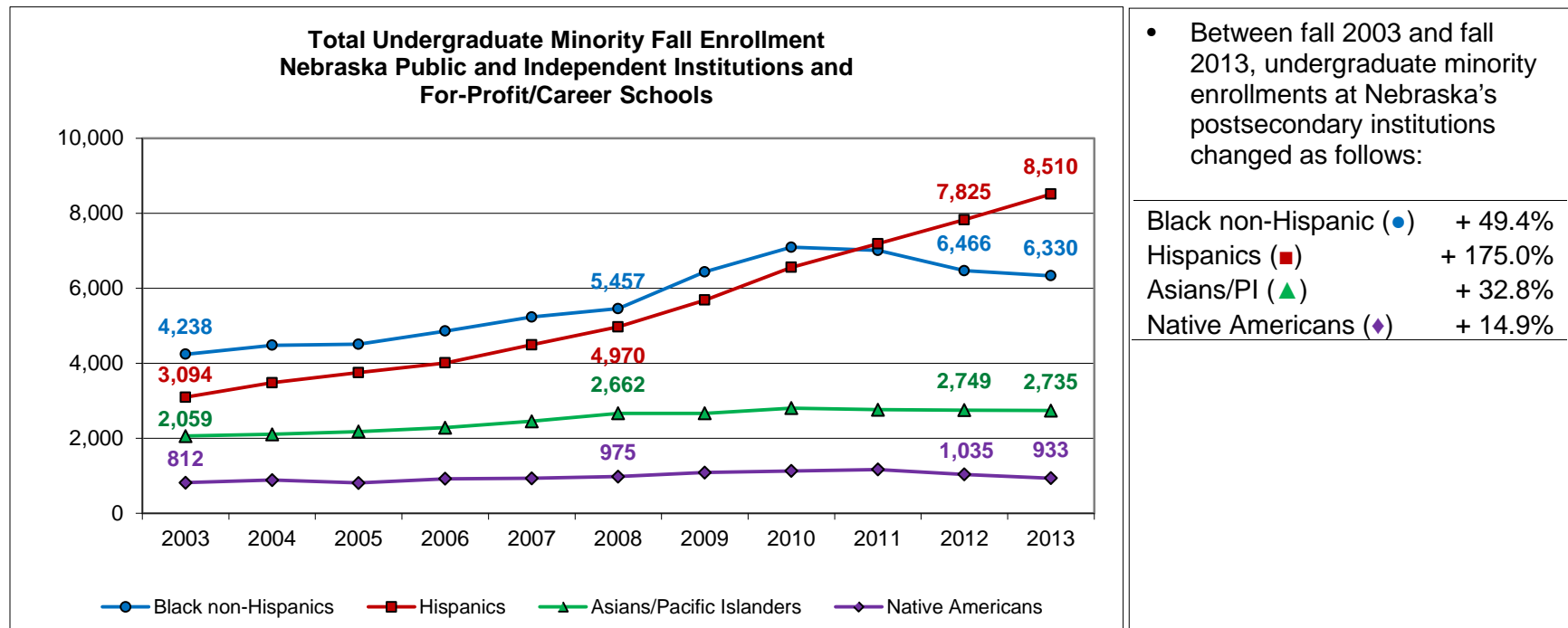
*Note.* Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 3,652; 2004 = 3,452; 2005 = 3,478; 2006 = 3,861; 2007 = 4,212; 2008 = 4,440; 2009 = 7,181; 2010 = 6,832; 2011 = 7,151; 2012 = 6,814; 2013 = 7,235.

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 Enrollment**.

## TOTAL UNDERGRADUATE MINORITY FALL ENROLLMENT

(Excluding students of unknown race/ethnicity and students of two or more races)

- Over the 10-year period between fall 2003 and fall 2013, undergraduate enrollment of students in all minority groups increased at Nebraska's public and independent colleges and universities and for-profit/career schools.
- However, between fall 2012 and fall 2013, fall enrollments decreased for all minority groups except for Hispanics.



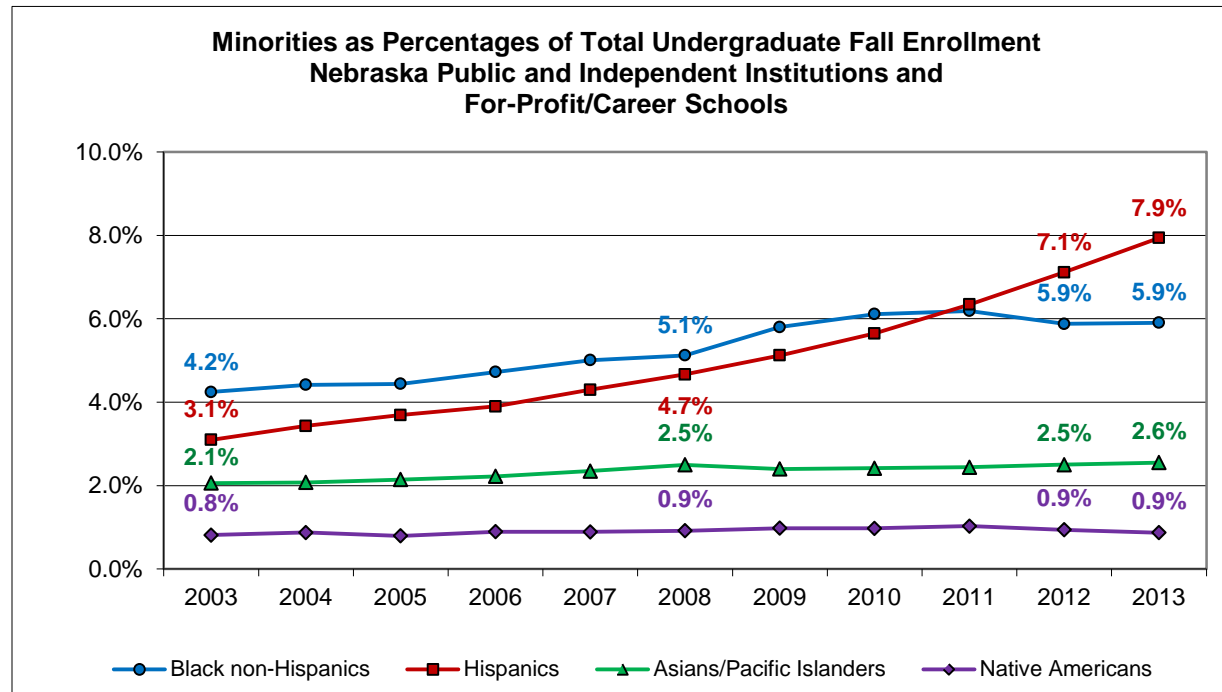
*Note.* Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 3,652; 2004 = 3,452; 2005 = 3,478; 2006 = 3,861; 2007 = 4,212; 2008 = 4,440; 2009 = 7,181; 2010 = 6,832; 2011 = 7,151; 2012 = 6,814; 2013 = 7,235.

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 Enrollment**.

## **MINORITIES as Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT**

(Excluding students of unknown race/ethnicity and students of two or more races)

- As percentages of total undergraduate enrollment at Nebraska's public, independent, and for-profit institutions, the enrollments of black non-Hispanics and Hispanics increased by 1.7 and 4.2 percentage points, respectfully, between fall 2003 and fall 2013.
- In comparison, the undergraduate enrollments of Asians/Pacific Islanders and Native Americans were only slightly higher in fall 2013 than they were in fall 2003.



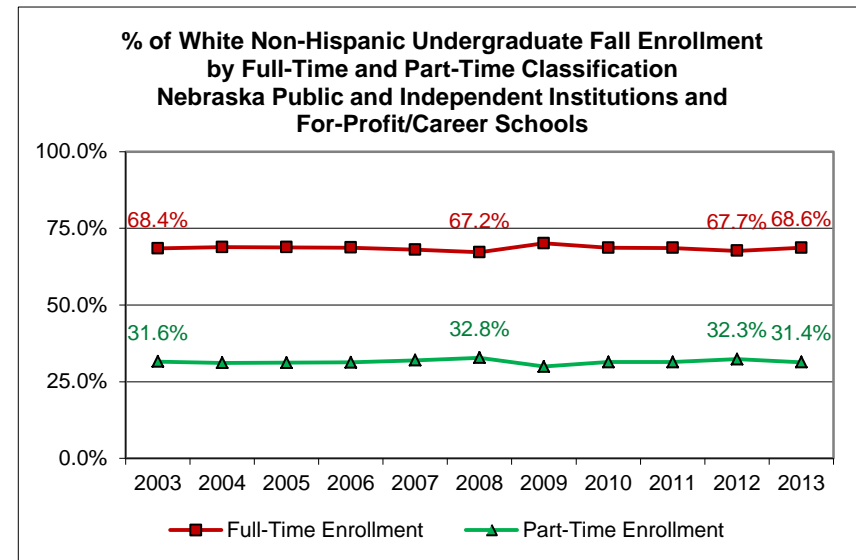
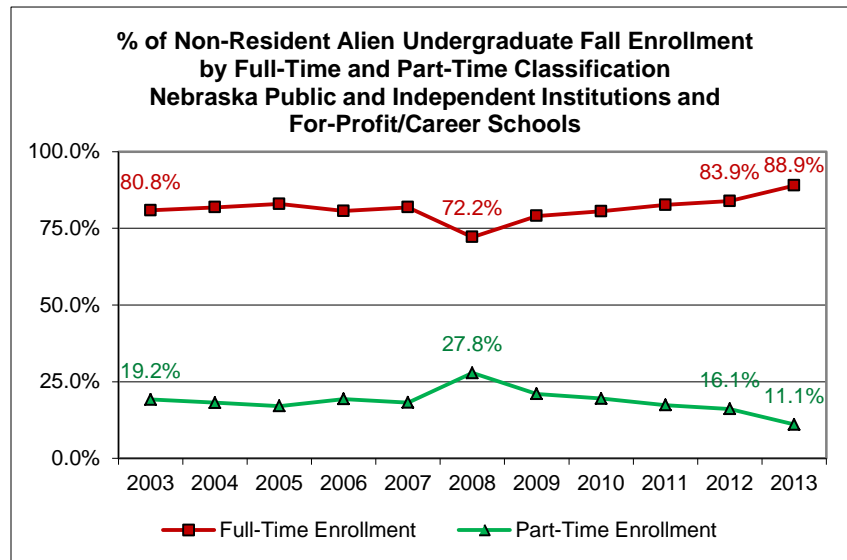
*Note.* Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 3,652; 2004 = 3,452; 2005 = 3,478; 2006 = 3,861; 2007 = 4,212; 2008 = 4,440; 2009 = 7,181; 2010 = 6,832; 2011 = 7,151; 2012 = 6,814; 2013 = 7,235.

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 Enrollment**.

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

(Excluding students of unknown race/ethnicity and students of two or more races)

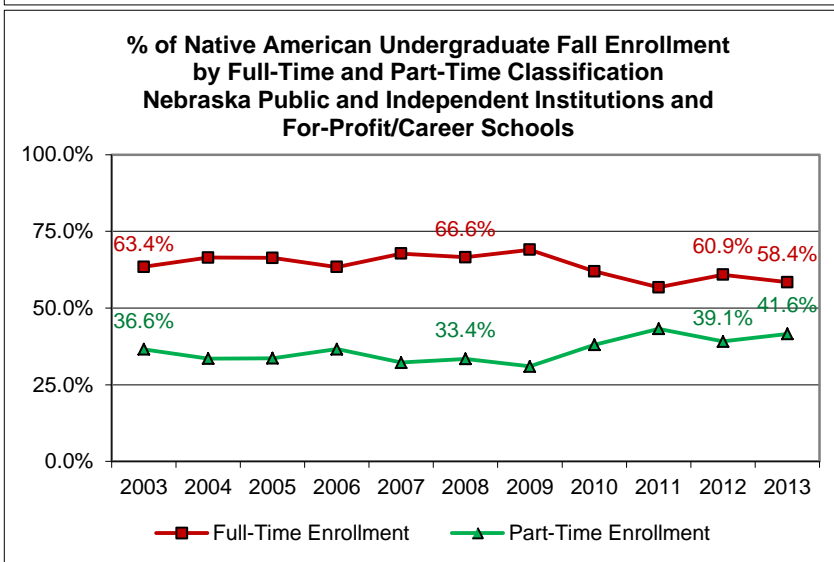
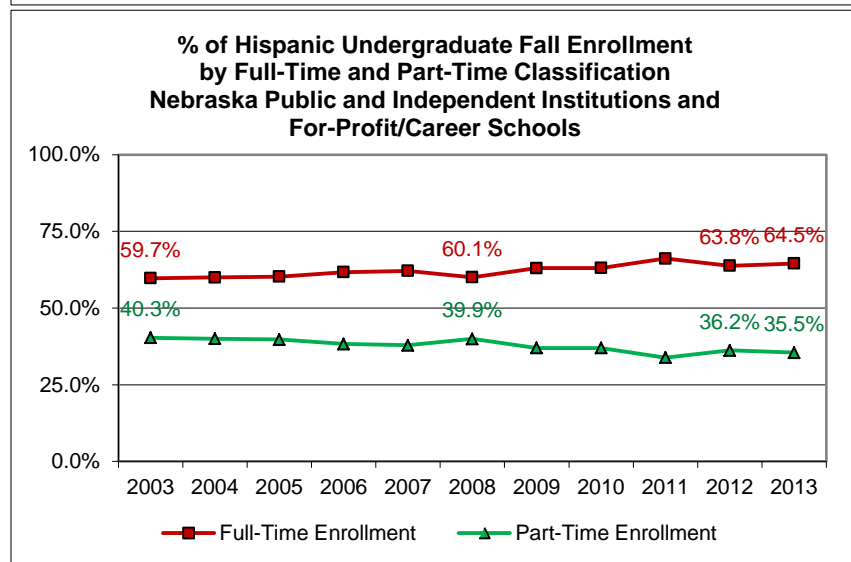
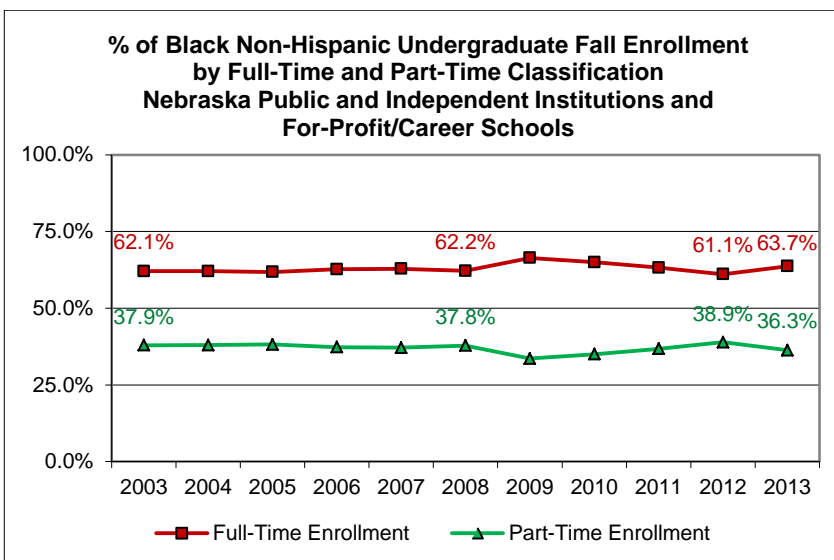
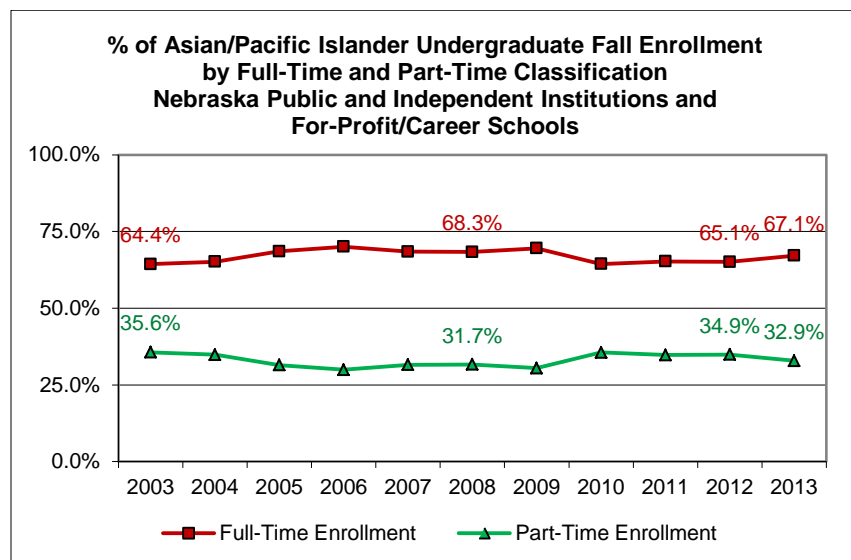
- As shown in the following charts, the percentages of undergraduates enrolled full time or part time varied by race/ethnicity over the 10-year period between fall 2003 and fall 2013.
- Since 2002, the highest percentage of students enrolled full time were foreign students (non-resident aliens). The percentage of foreign students who were enrolled full time noticeably decreased between fall 2007 and fall 2008. However, by fall 2013, 88.9% of the foreign students in undergraduate programs were enrolled full time, up from 80.8% in 2002.
- As of fall 2013, 68.6% of the white non-Hispanic undergraduates were full-time students, while 64% to 67% of the Asians/Pacific Islanders, black non-Hispanics and Hispanics were full-time students. In comparison, only 58.4% of Native American undergraduates were enrolled full-time in fall 2013.



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 Enrollment**.

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

(Excluding students of unknown race/ethnicity and students of two or more races)



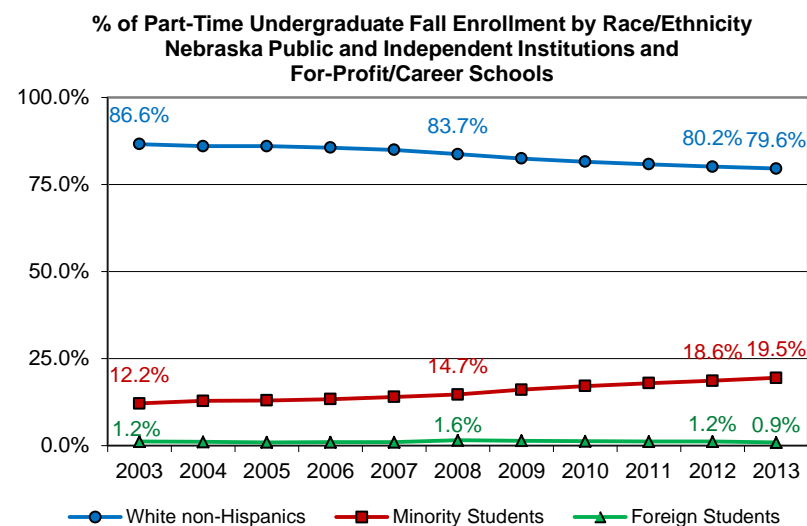
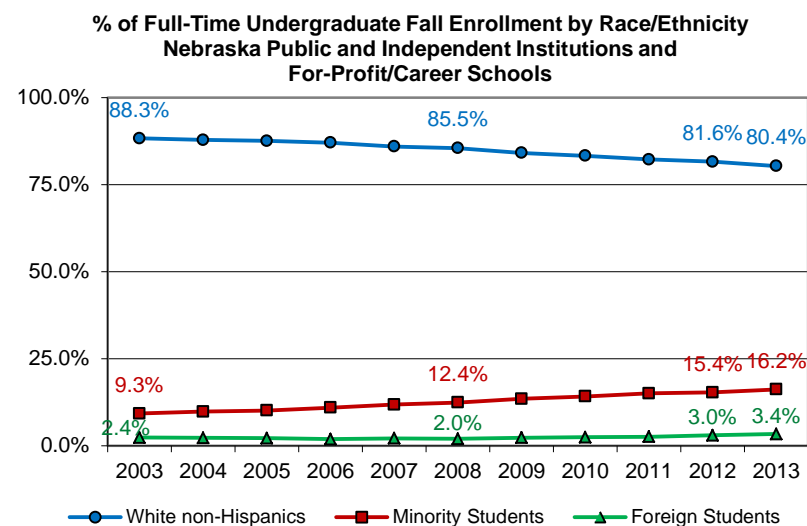
Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.



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

(Excluding students of unknown race/ethnicity and students of two or more races)

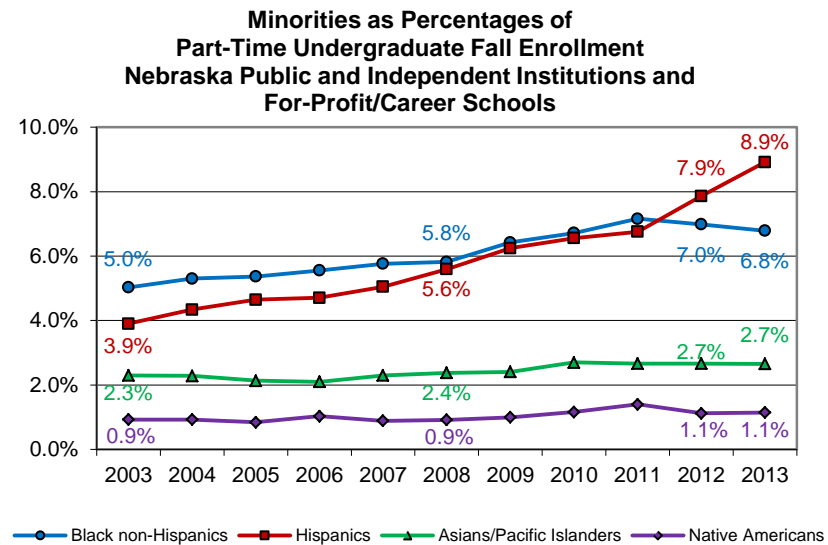
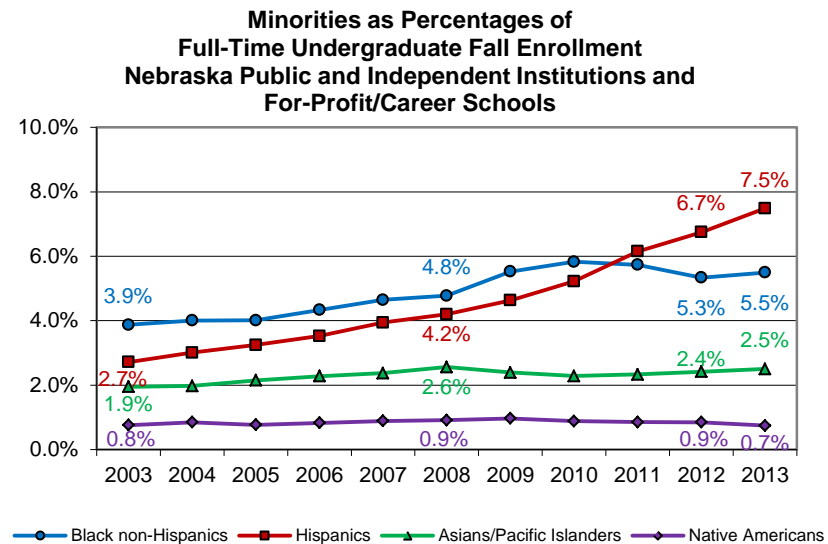
- In fall 2013, white non-Hispanics and foreign students accounted for higher percentages of full-time undergraduates than of part-time students. Conversely, minorities – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – accounted for a higher percentage of part-time undergraduates.
- In both distributions, white non-Hispanics accounted for lower percentages of full-time and part-time undergraduates in fall 2013 than 10 years earlier, while minority students accounted for higher percentages.



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 Enrollment**.

## **MINORITIES as Percentages of FULL-TIME and PART-TIME FALL UNDERGRADUATE ENROLLMENT** (Excluding students of unknown race/ethnicity and students of two or more races)

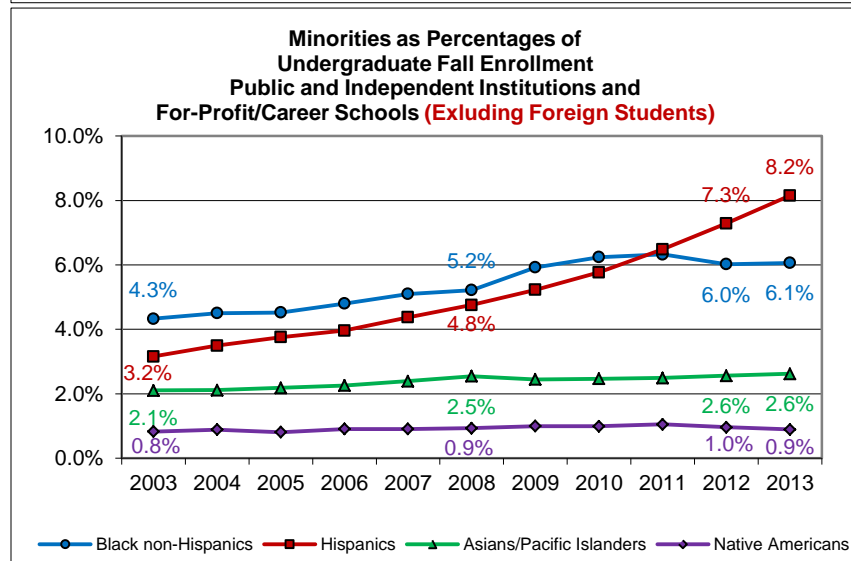
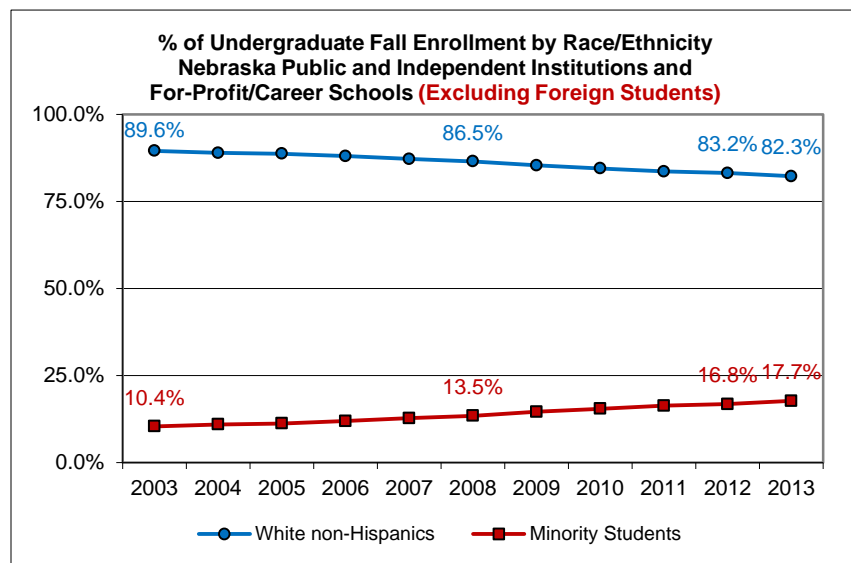
- A more detailed analysis of undergraduate enrollments of minority students reveals that the highest rates of growth between fall 2003 and fall 2013 were evidenced for Hispanics attending college full and part time.
- Black non-Hispanics also accounted for increasing percentages of the full- and part-time undergraduates enrolled during the seven years between 2003 and 2010. However, in fall 2013, 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 2013 than in 2003.
- Compared to 10 years earlier, Native Americans accounted for a slightly higher percentage of the state's part-time undergraduates in fall 2013. However, Native Americans accounted for a slightly lower percentage of the state's full-time undergraduates in fall 2013 than in fall 2003.



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 Enrollment**.

## Percentages of UNDERGRADUATE FALL ENROLLMENTS by RACE/ETHNICITY COMPARED TO NEBRASKA POPULATION OF 18-24 YEAR OLDS

(Excluding students of unknown race/ethnicity, students of two or more races, and foreign students)



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

Race/Ethnicity	% of 2010 NE Population 18-24 Yrs Old <sup>a</sup>	% of Fall 2013 NE Undergrad Enrollment <sup>b</sup>
White non-Hispanic	79.3%	82.3%
Black non-Hispanic	5.5%	6.1%
Hispanic	11.7%	8.2%
Asian/Pacific Islander	2.5%	2.6%
Native American	1.0%	1.0%

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

	NE Population	% 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%
Subtotal	178,978	100.0%
Other or Two or More Races	3,549	
Total	182,527	

<sup>b</sup>Includes 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 Nebraska's population of 18-24 year olds.

- Based on this comparison, white non-Hispanics, black non-Hispanics and Asians/Pacific Islanders were over-represented and Hispanics were under-represented among undergraduates attending Nebraska colleges and universities in fall 2013.

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 Enrollment**.

## Section 4.2

# Graduate Fall Enrollment by Race/Ethnicity

### Notes

- (1) 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.

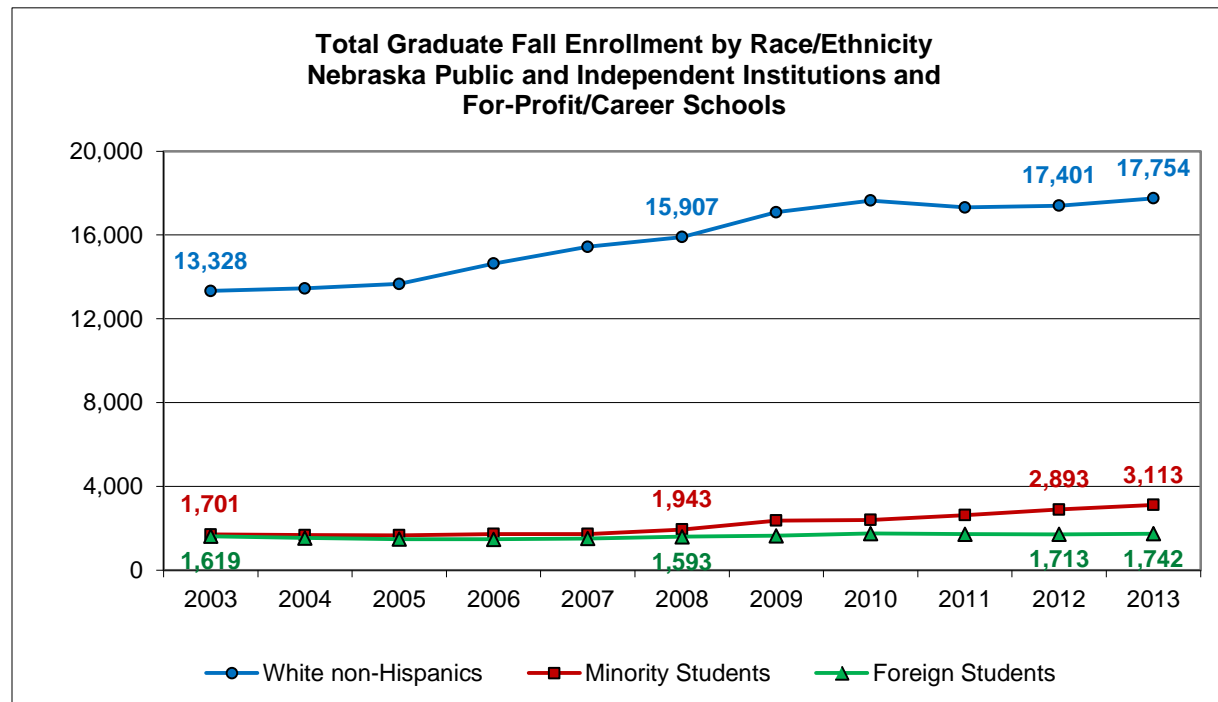
- (2) Regarding Graduate Enrollments in the For-Profit/Career School Sector:

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. The Lincoln and Omaha campuses of Kaplan University first reported graduate enrollments of students in fall 2010. 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 and students of two or more races)

- Between fall 2003 and fall 2013, total graduate enrollment of white non-Hispanics at Nebraska higher education institutions increased 33.2%, from 13,328 to 17,754.
- Between fall 2003 and fall 2013, the enrollment of foreign students (non-resident aliens) in graduate programs increased 7.6%, from 1,619 to 1,742.
- Graduate enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 83.0%, from 1,701 to 3,113.



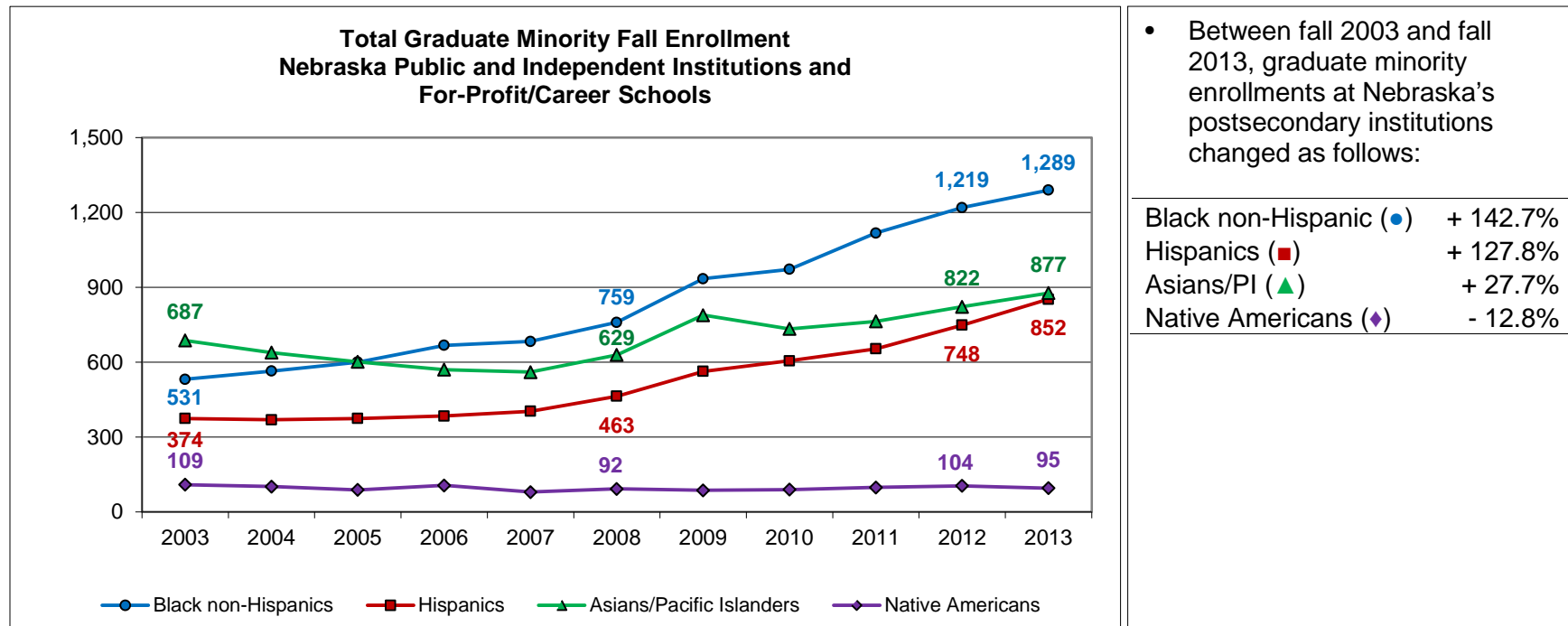
*Note.* Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 381; 2004 = 541; 2005 = 847; 2006 = 1,054; 2007 = 1,224; 2008 = 1,297; 2009 = 1,492; 2010 = 1,464; 2011 = 1,896; 2012 = 1,850; 2013 = 1,902.

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 Enrollment**.

## TOTAL GRADUATE MINORITY FALL ENROLLMENT

(Excluding students of unknown race/ethnicity and students of two or more races)

- Over the 10-year period between fall 2003 and fall 2013, graduate enrollment of students in all minority groups, except Native Americans, increased at Nebraska's public and independent colleges and universities and for-profit/career schools.



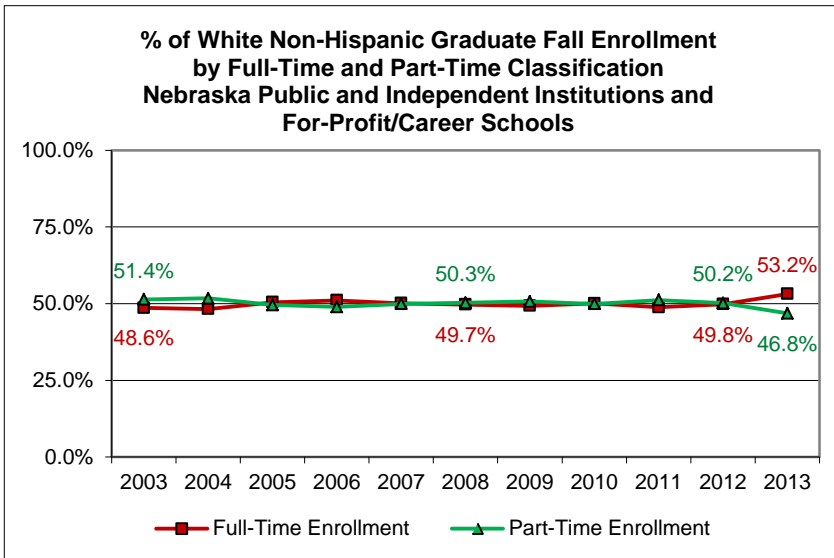
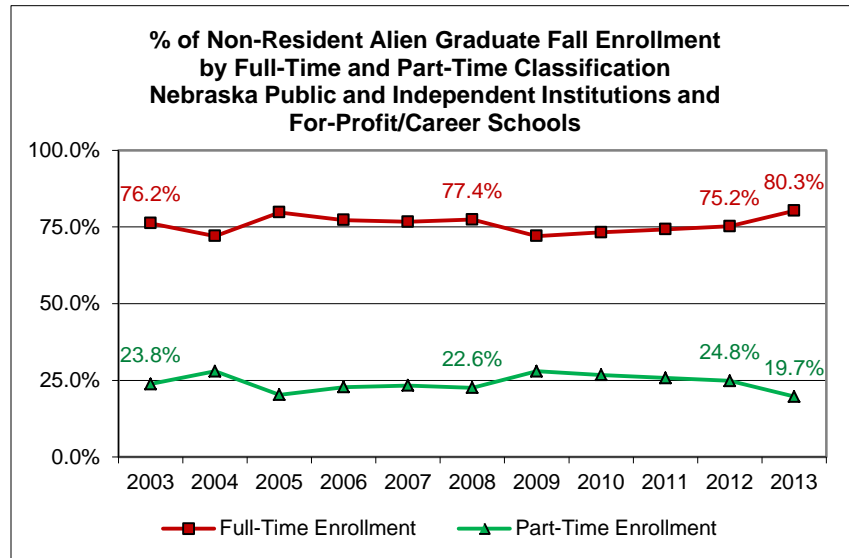
*Note.* Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 381; 2004 = 541; 2005 = 847; 2006 = 1,054; 2007 = 1,224; 2008 = 1,297; 2009 = 1,492; 2010 = 1,464; 2011 = 1,896; 2012 = 1,850; 2013 = 1,902.

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 Enrollment**.

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

(Excluding students of unknown race/ethnicity and students of two or more races)

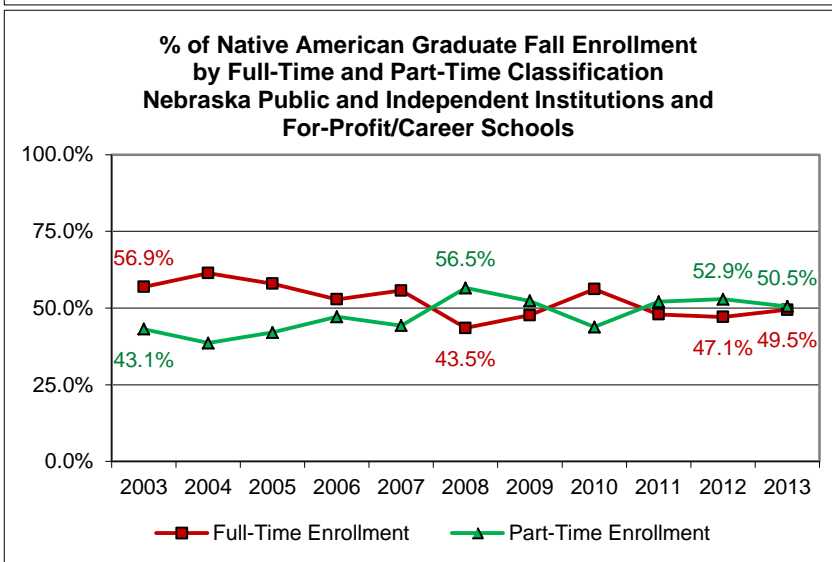
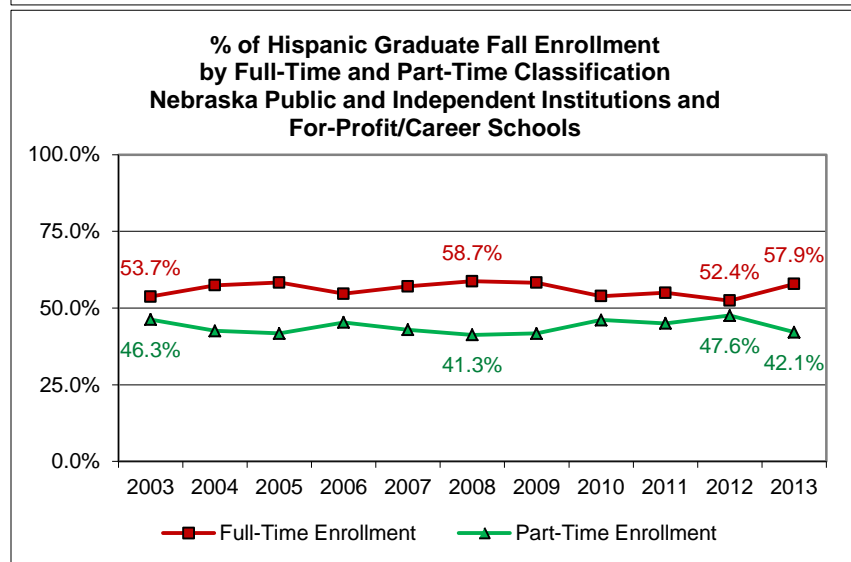
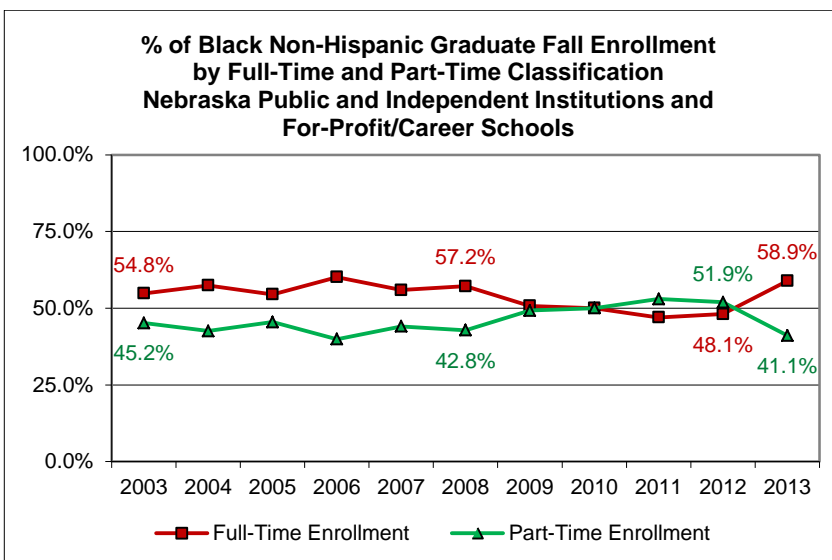
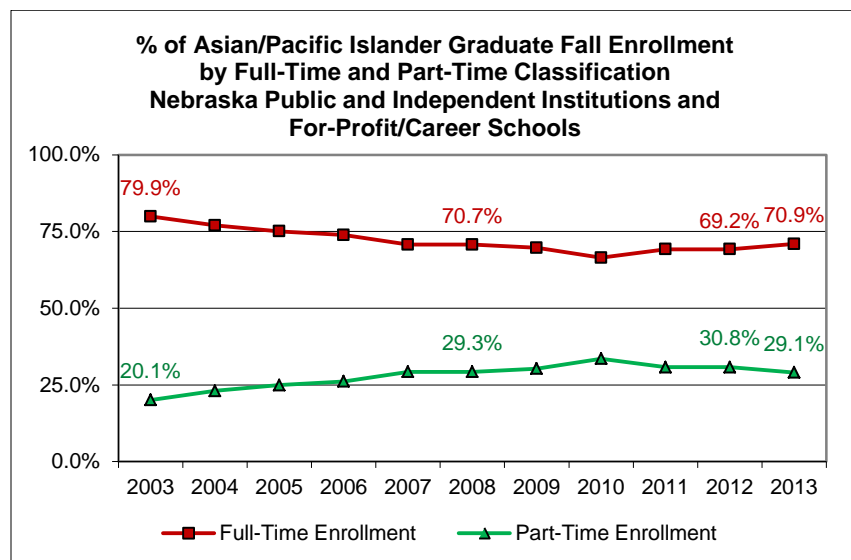
- As shown in the following charts, the percentages of graduates enrolled full time or part time varied by race/ethnicity over the 10-year period between fall 2003 and fall 2013.
- Higher percentages of foreign students (non-resident aliens) and Asians/Pacific Islanders were full-time graduate students in fall 2013, compared to Native Americans, Hispanics, black non-Hispanics, and white non-Hispanics. In fall 2013, 80.3% of the foreign students and 70.9% of the Asian/Pacific Islander students were enrolled full-time, compared to 76.2% and 79.9% in fall 2003, respectfully.
- In fall 2013, 53.2% of white non-Hispanic graduate students were enrolled full time, up from 48.6% in fall 2003.
- Black non-Hispanic and Hispanic graduate enrollment followed similar patterns during the 10-year period, with 58.9% of black non-Hispanics and 57.9% of Hispanics enrolled full-time in fall 2013. In comparison, 54.8% of black non-Hispanics and 53.7% of Hispanics were enrolled full-time in fall 2003.
- The percentage of Native American graduate students enrolled full time in fall 2013 was lower than any other race/ethnicity, with 49.5% attending full time (down from 56.9% in fall 2003).



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 Enrollment**.

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

(Excluding students of unknown race/ethnicity and students of two or more races)



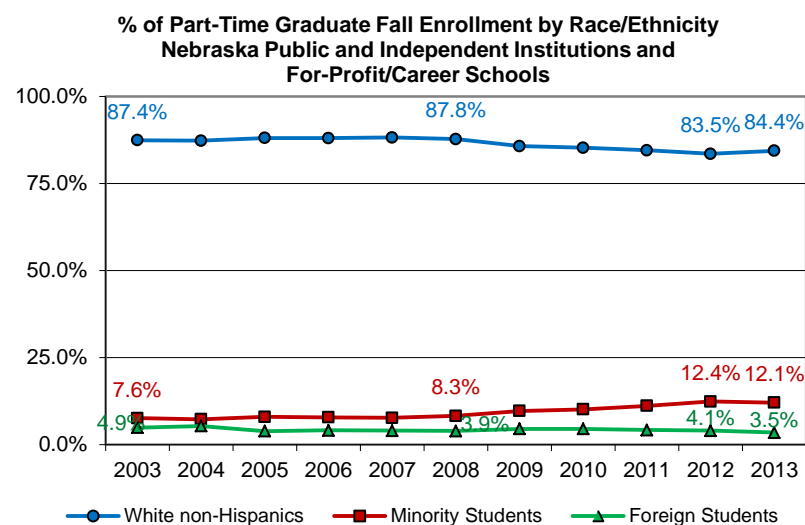
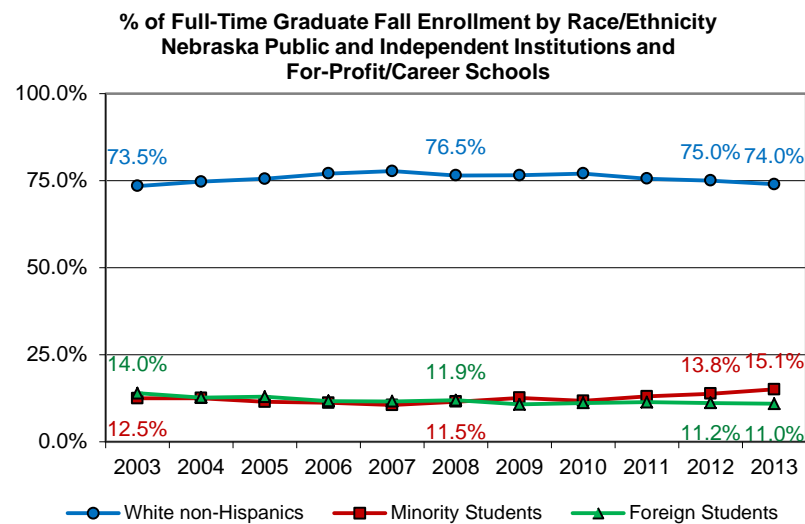
Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.



## **FULL-TIME and PART-TIME GRADUATE FALL ENROLLMENTS by RACE/ETHNICITY**

(Excluding students of unknown race/ethnicity and students of two or more races)

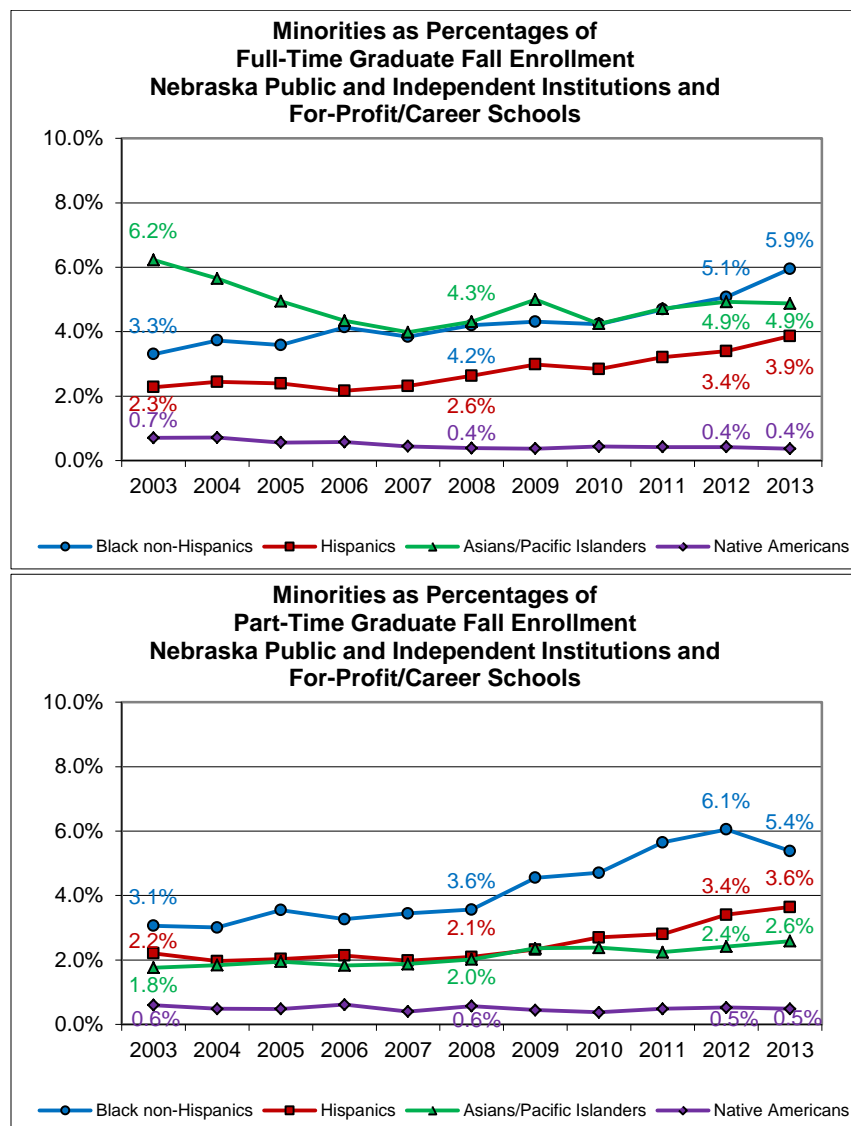
- In fall 2013, white non-Hispanics accounted for a slightly higher percentage of full-time graduate enrollment than they did in fall 2003, but they accounted for a lower percentage of part-time graduate enrollments.
- Over the 10-year period, white non-Hispanics accounted for higher percentages of the part-time graduate students than of the full-time students. In 2013, white non-Hispanics accounted for 84.4% of the part-time graduate students, while they represented 74.0% of the full-time students.
- Conversely, foreign students accounted for higher percentages of the full-time students than of the part-time students. In 2013, foreign students accounted for 11.0% of the full-time graduate students, while they accounted for only 3.5% of part-time enrollment.
- Enrollments of minority students (black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans) accounted for higher percentages of graduate enrollments in fall 2013 than in fall 2003. In fall 2013, minority students accounted for 15.1% of the full-time graduate students, compared to 12.5% in 2003, and for 12.1% of the part-time graduate students, up from 7.6% in 2003.



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 Enrollment**.

## **MINORITIES as Percentages of FULL-TIME and PART-TIME GRADUATE FALL ENROLLMENT**

(Excluding students of unknown race/ethnicity and students of two or more races)



- Asians/Pacific Islanders accounted for a higher percentage of part-time graduate students in fall 2013 than in fall 2003, but a lower percentage of full-time graduate enrollment. Between fall 2003 and fall 2007, there was a steady 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. In fall 2013, they accounted for 4.9% of full-time graduate enrollment and 2.6% of part-time graduate enrollment.
- Black non-Hispanics accounted for increasing percentages of full-time and part-time graduate enrollments between fall 2003 and fall 2013. In fall 2013, they accounted for 5.9% of full-time and 5.4% of part-time graduate enrollments.
- There also was an increase in the percentage of full-time graduate students classified as Hispanic. However, in fall 2013, they accounted for only 3.9% of full-time and 3.6% of part-time graduate enrollments.
- In comparison, the percentage enrollments of Native Americans enrolled part time or full time were lower in fall 2013 than they were in fall 2003. In fall 2013, only 0.4% of full-time and 0.5% of part-time graduate students were Native American.

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 Enrollment**.

## Section 5

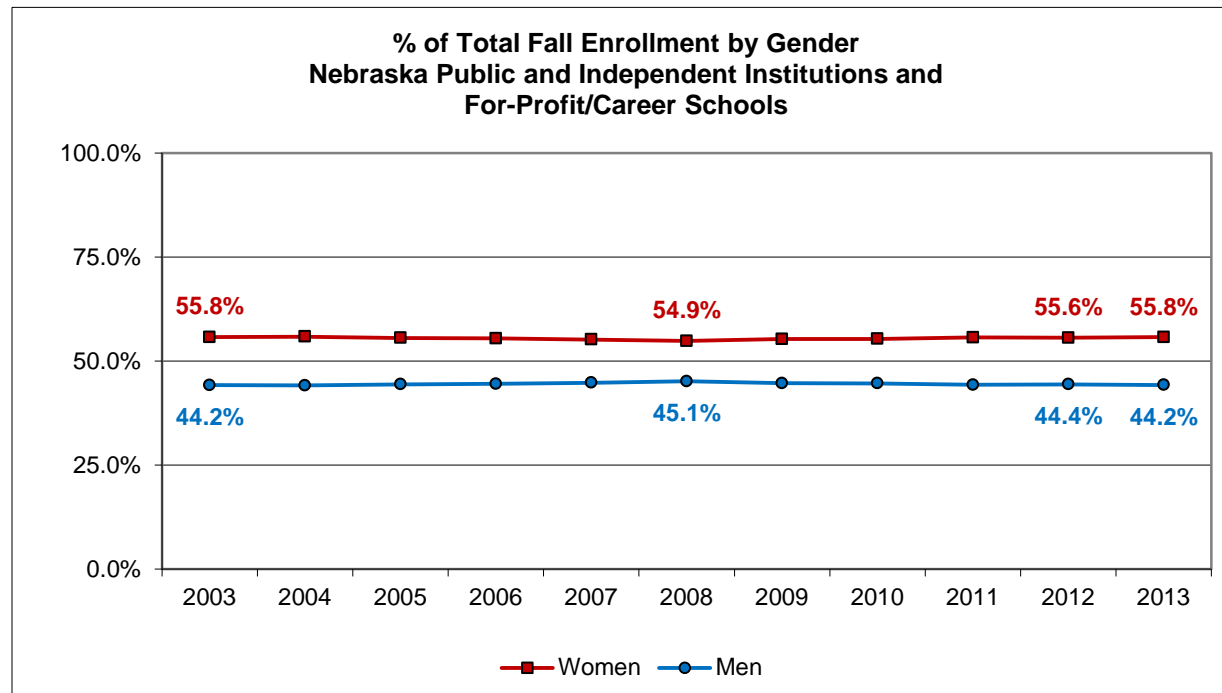
# Total Fall Enrollment by Race/Ethnicity and by Gender

### Note

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. 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.

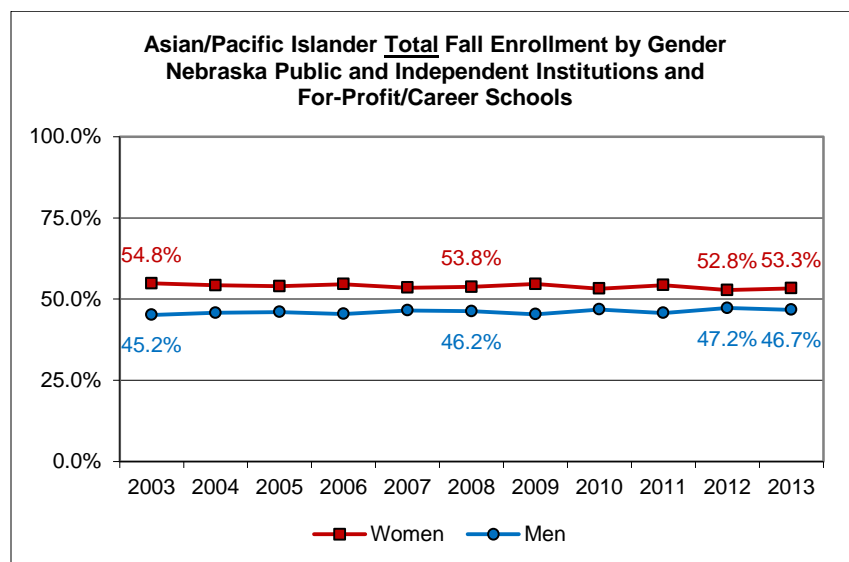
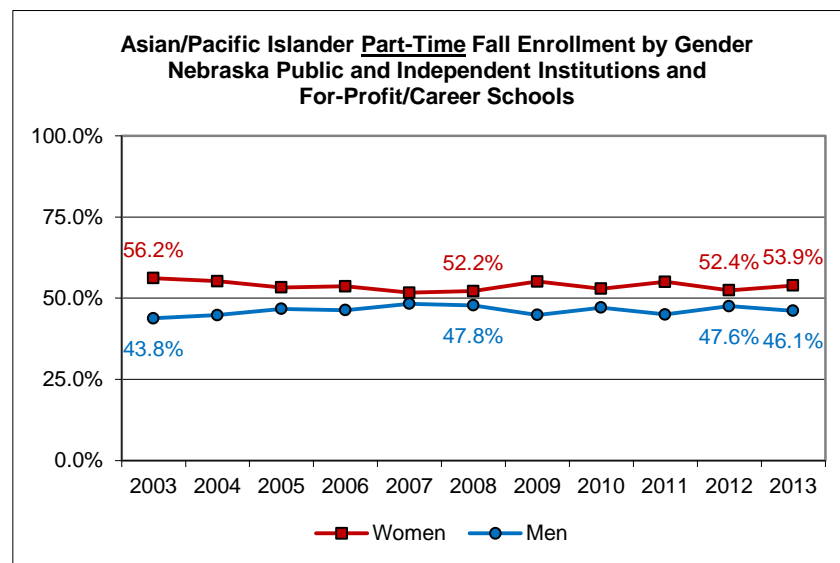
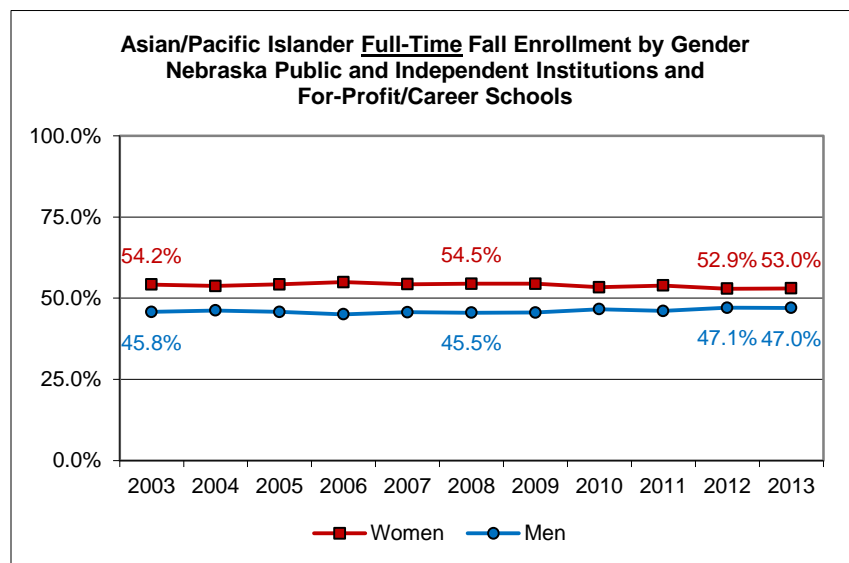
## **TOTAL FALL ENROLLMENT by GENDER**

- Over the 10 years between fall 2003 and fall 2013, women consistently outnumbered men enrolled at Nebraska's postsecondary institutions.
- Women accounted for 55.8% of total headcount enrollment at Nebraska's postsecondary institutions in fall 2013, the same percentage as they did in fall 2003.



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

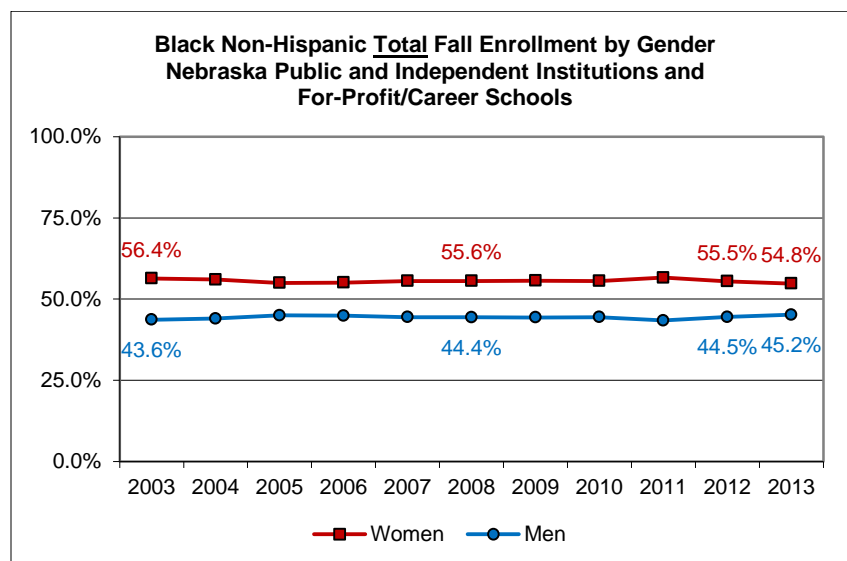
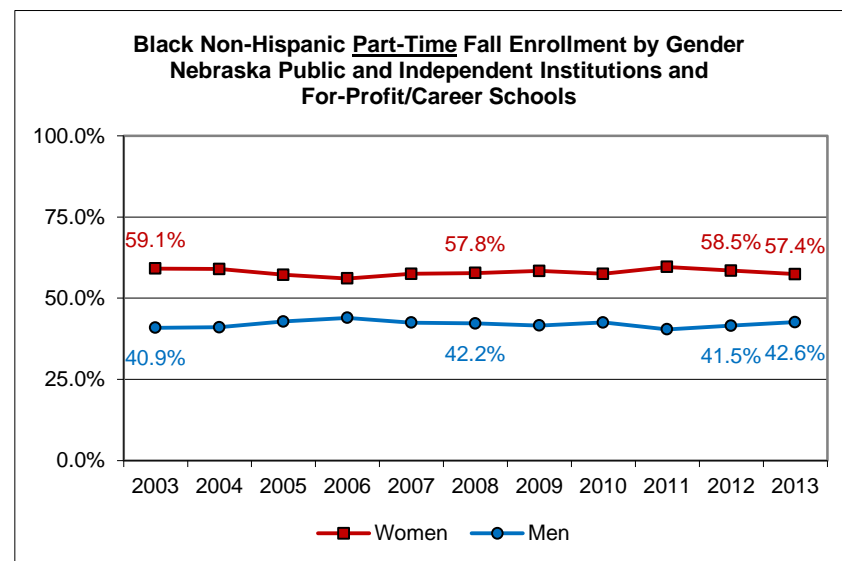
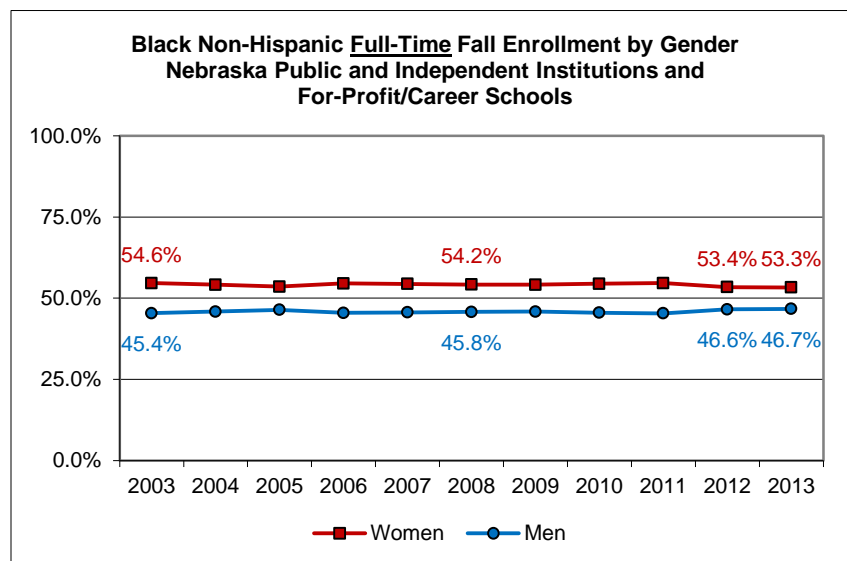
## Percentages of ASIAN/PACIFIC ISLANDER FALL ENROLLMENT by GENDER



- Women accounted for 54.2% of full-time and 56.2% of part-time enrollment of Asians/Pacific Islanders in fall 2003. In comparison, women accounted for 53.0% of full-time and 53.9% of part-time Asian/Pacific Islander students in fall 2013.
- Throughout the 10-year period, women outnumbered men among Asian/Pacific Islander students.

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

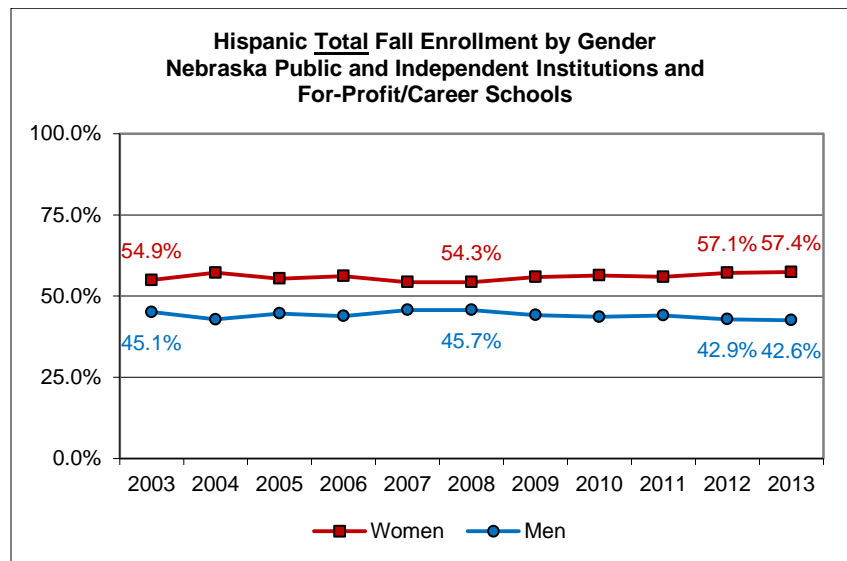
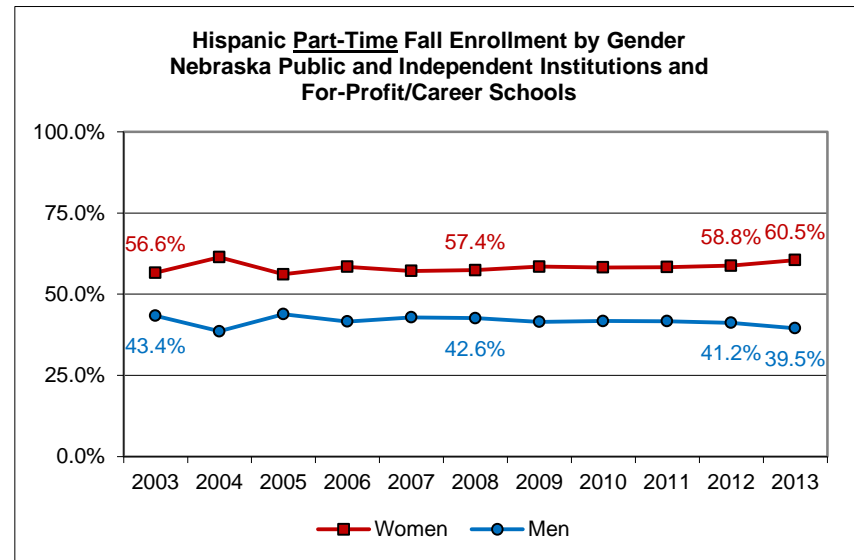
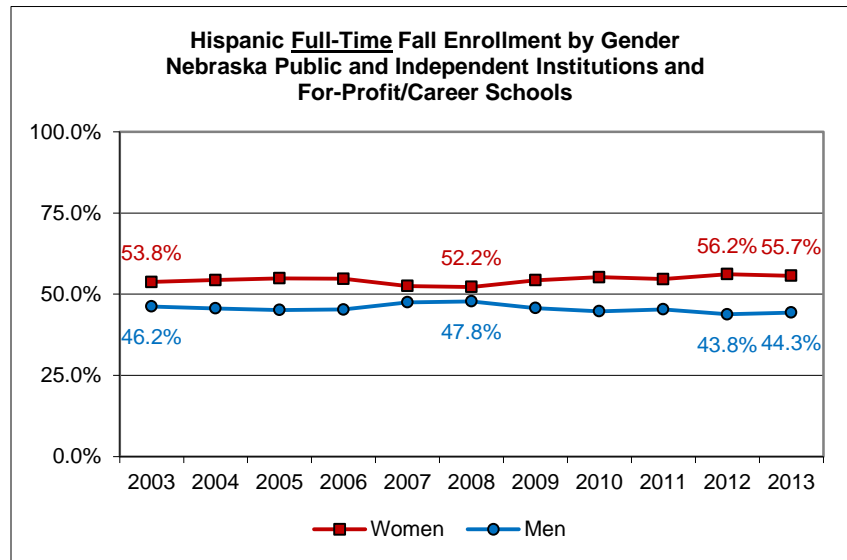
## Percentages of BLACK NON-HISPANIC FALL ENROLLMENT by GENDER



- While women outnumbered men among black non-Hispanic students throughout the 10-year period between fall 2003 and fall 2013, the gender gap was more noticeable among part-time students than full-time students.
- In 2013, women accounted for 53.3% of the full-time fall enrollment of black non-Hispanics, while men accounted for 46.7%.
- Among part-time students, women accounted for 57.4% of black non-Hispanic fall enrollment in 2013, while men accounted for 42.6%.

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

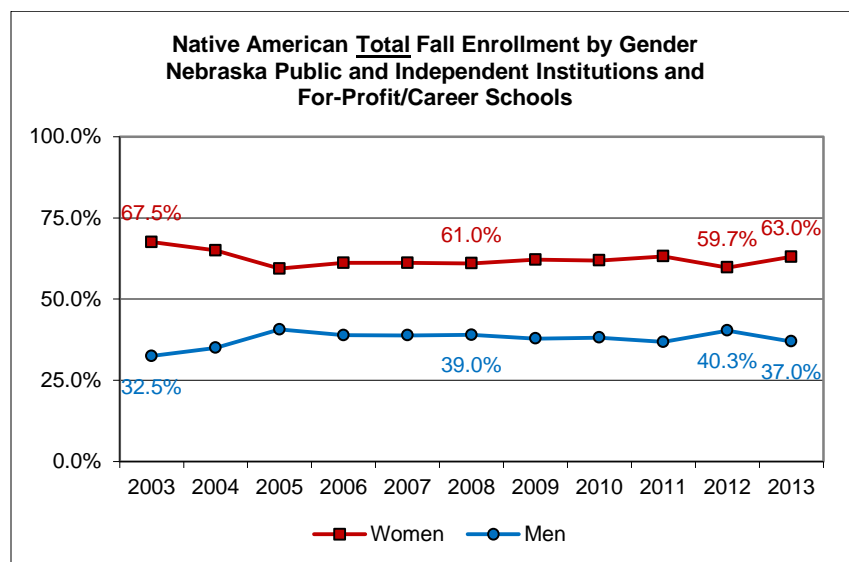
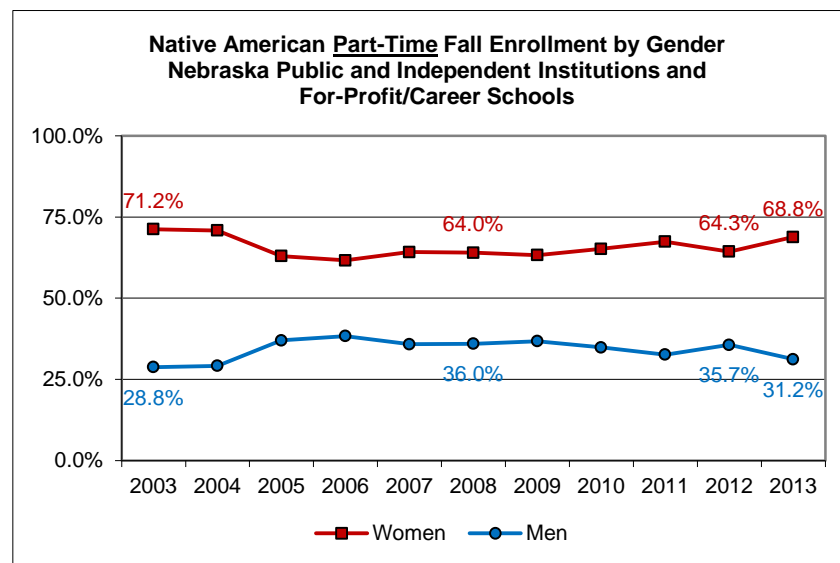
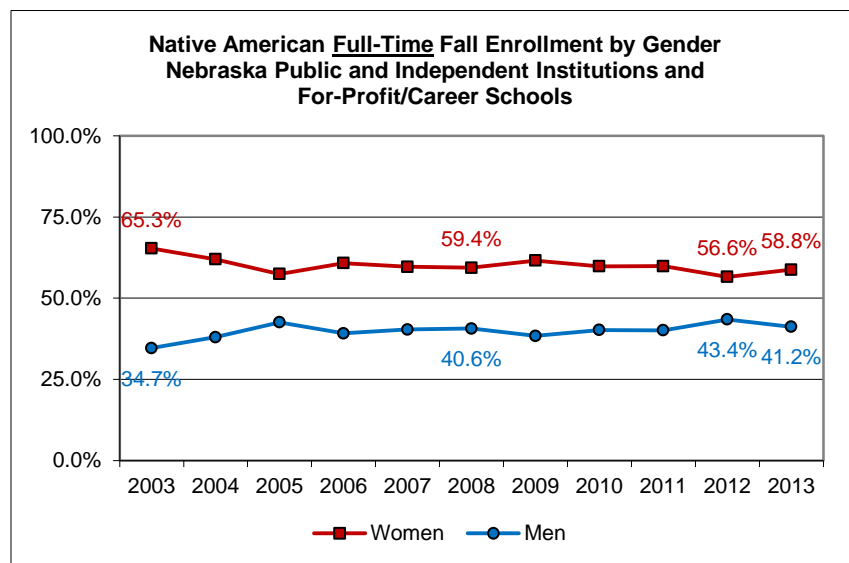
## Percentages of HISPANIC FALL ENROLLMENT by GENDER



- Women outnumbered men among Hispanic students throughout the 10-year period between fall 2003 and fall 2013.
- Women accounted for 53.8% of full-time and 56.6% of part-time enrollment of Hispanics in fall 2003. In comparison, women accounted for 55.7% of full-time and 60.5% of part-time Hispanic students in fall 2013.
- The gender gap between male and female fall enrollment was wider among the part-time than among the full-time Hispanic students in fall 2013.

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

## Percentages of NATIVE AMERICAN FALL ENROLLMENT by GENDER

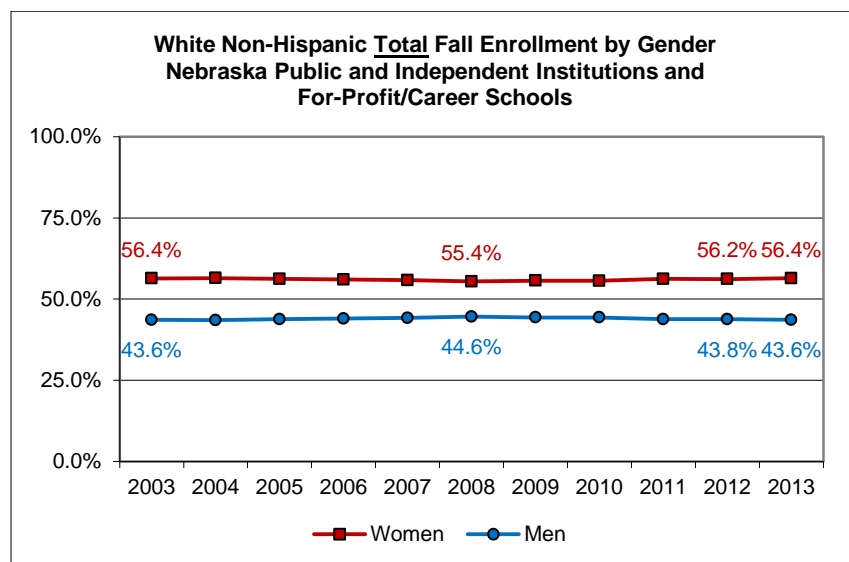
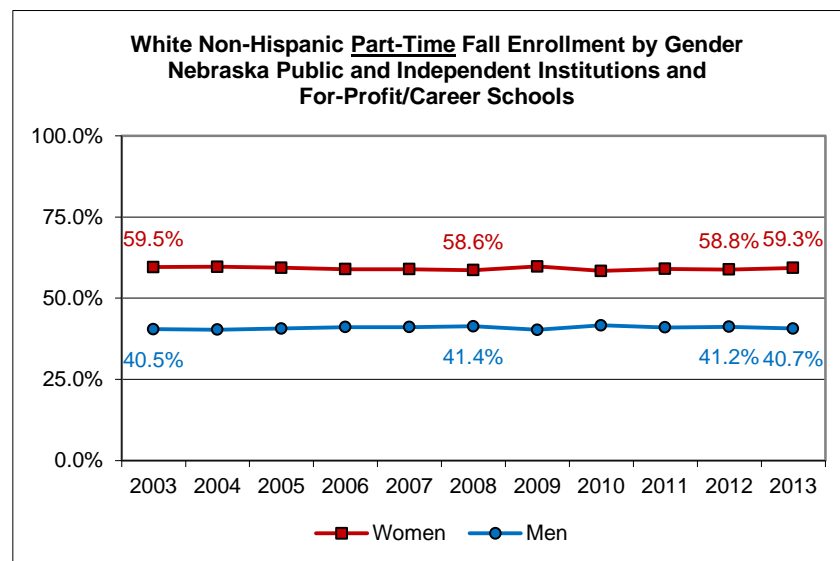
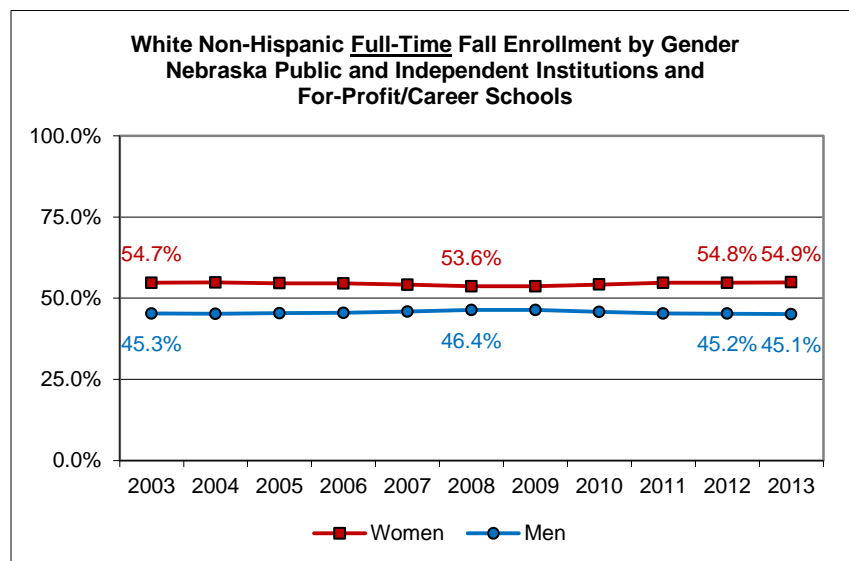


- The widest gender gap in total fall enrollment between 2003 and 2013 was among Native Americans. At the end of the 10-year period, women accounted for 63.0% of total Native American enrollment. In comparison, women accounted for 53.3% to 57.4% of each of the total enrollments of the other four major racial/ethnic groups examined in this analysis.
- The widest gender gaps among full-time and part-time students were also among Native Americans. In 2013, women accounted for 58.8% of the full-time fall enrollment of Native Americans, while men accounted for 41.2%. Among part-time students, women accounted for 68.8% of Native American fall enrollment in 2013, while men accounted for 31.2%.

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



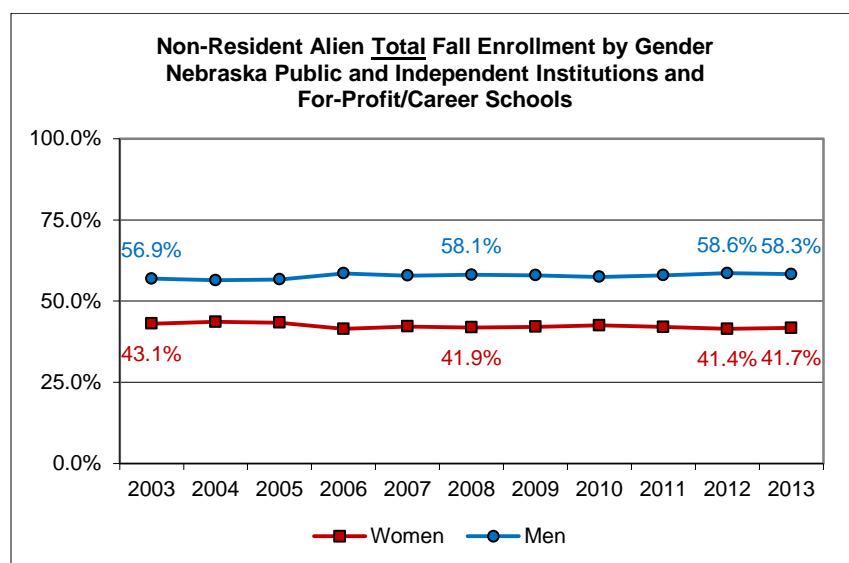
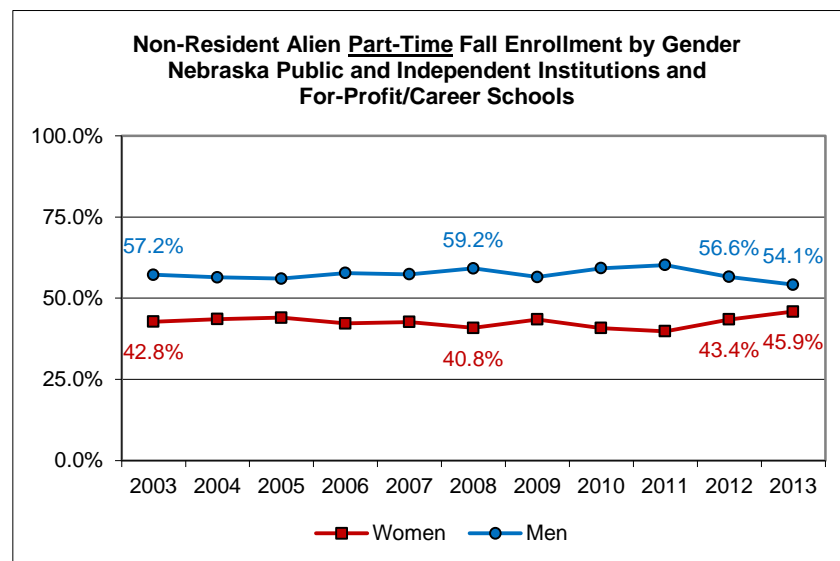
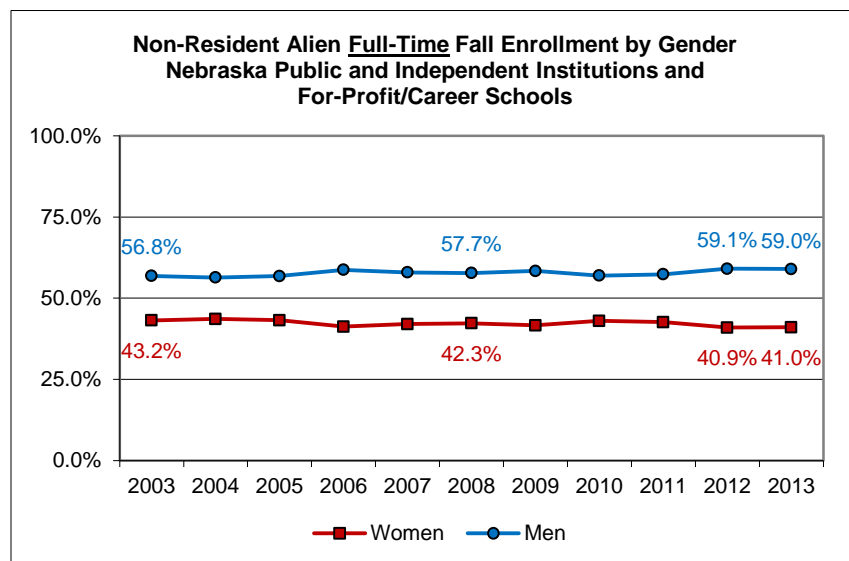
## Percentages of WHITE NON-HISPANIC FALL ENROLLMENT by GENDER



- Between fall 2003 and fall 2013, the gender gap between male and female fall enrollment was relatively steady among white non-Hispanic students.
- Similar to the other four major racial/ethnic groups examined in this analysis, women outnumbered men among white non-Hispanics throughout the 10-year period between fall 2003 and fall 2013.
- Women accounted for 54.7% of full-time and 59.5% of part-time enrollment of white non-Hispanics in fall 2003. In comparison, women accounted for 54.9% of full-time and 59.3% of part-time white non-Hispanic students in fall 2013.

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

## Percentages of FOREIGN STUDENT (NON-RESIDENT ALIEN) FALL ENROLLMENT by GENDER



- Between fall 2003 and fall 2013, men accounted for about the same percentage of the foreign students at Nebraska's public and independent institutions and for-profit/career schools. Throughout the 10-year period, men outnumbered women among foreign students.
- The gender gap between male and female fall enrollment was wider among the full-time than among the part-time foreign students in fall 2013.

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

## Section 6

# Total Fall Enrollment by Age

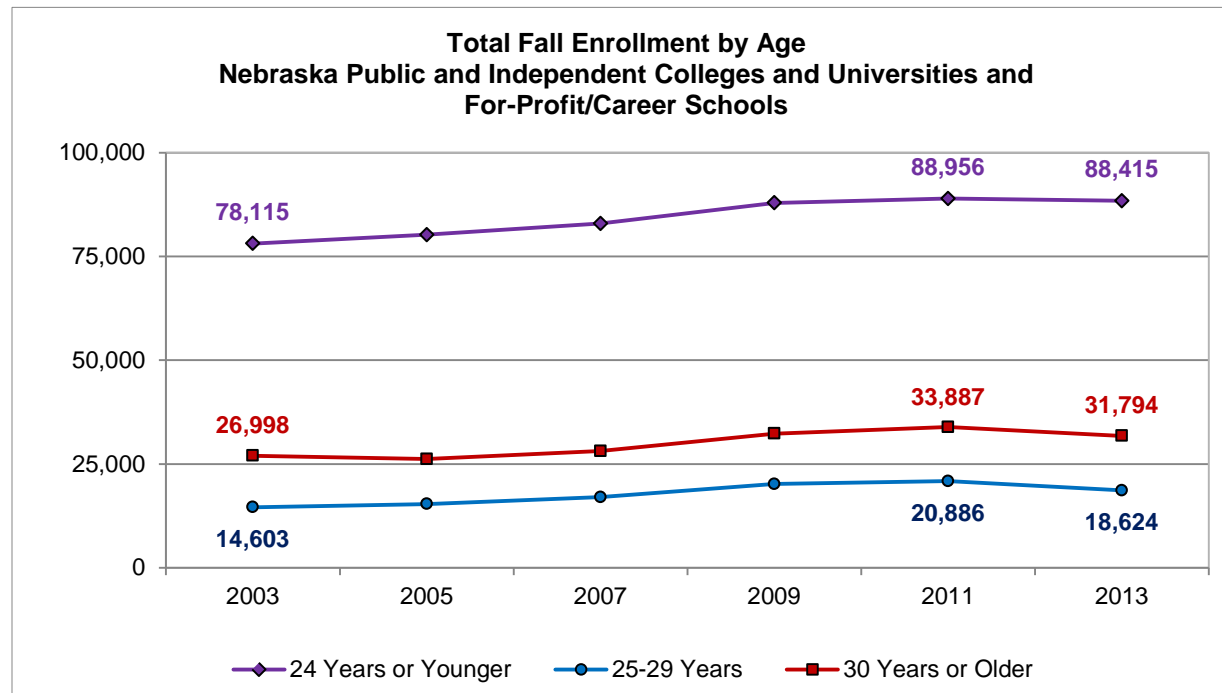
### Notes

- (1) Age data are collected only in odd-numbered years. This report summarizes the data collected in fall 2003, 2005, 2007, 2009, 2011, and 2013.
- (2) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. 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.

## **TOTAL FALL ENROLLMENT by AGE**

(Excluding students of unknown age)

- Between fall 2003 and fall 2013, total enrollment of students 24 years of age or younger increased 13.2%, from 78,115 to 88,415, at Nebraska's public, independent, and for-profit colleges and universities.
- In comparison, total enrollment of 25- to 29-year-olds increased 27.5%, from 14,603 in 2003 to 18,624 in 2013, and enrollment of students 30 years of age or older increased 17.8%, from 26,998 to 31,794.



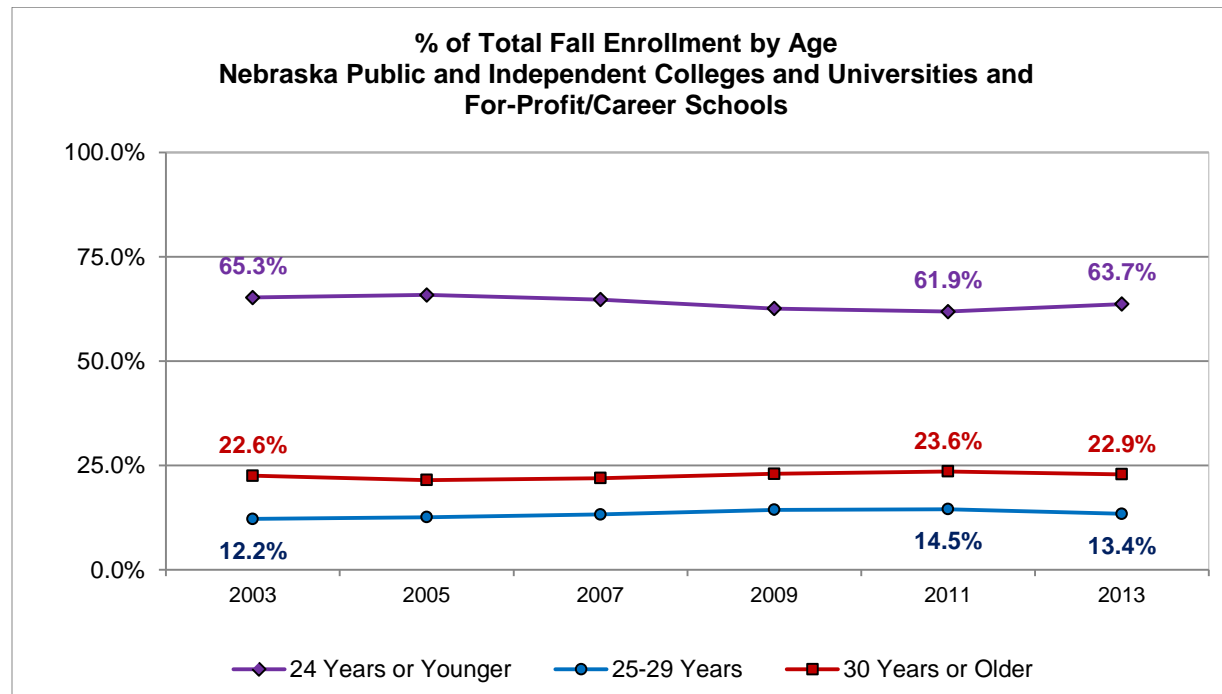
*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 664; 2005 = 586; 2007 = 472; 2009 = 395; 2011 = 230; 2013 = 106.

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 Enrollment**.

## **Percentages of TOTAL FALL ENROLLMENT by AGE**

(Excluding students of unknown age)

- Between fall 2003 and fall 2013, 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. Meanwhile, students 30 years or older accounted for a slightly higher percentage in 2013 than they did in 2003.
- In fall 2013, students 24 years of age or younger accounted for 63.7% of total enrollment, down from 65.3% in fall 2003.
- Students 25 to 29 years of age accounted for 13.4% of total enrollment in fall 2013, up from 12.2% in fall 2003.
- Students 30 or older accounted for 22.9% of total enrollment in fall 2013, up from 22.6% in fall 2003.



*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 664; 2005 = 586; 2007 = 472; 2009 = 395; 2011 = 230; 2013 = 106.

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 Enrollment**.

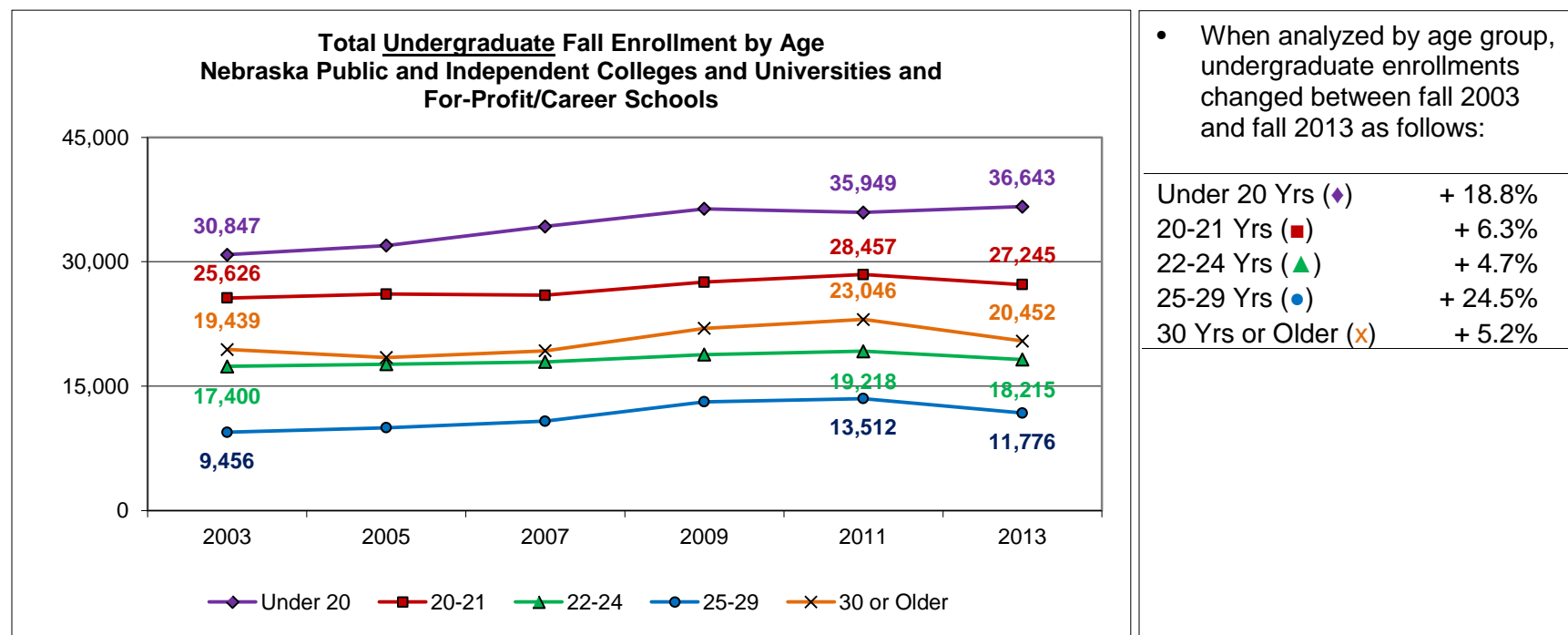
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Section 6.1  
Undergraduate Fall Enrollment  
by Age

## **TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE**

(Excluding students of unknown age)

- Over the 10-year period between fall 2003 and fall 2013, undergraduate enrollment of students in all age groups increased at Nebraska's postsecondary institutions.



*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 623; 2005 = 547; 2007 = 413; 2009 = 321; 2011 = 212; 2013 = 97.

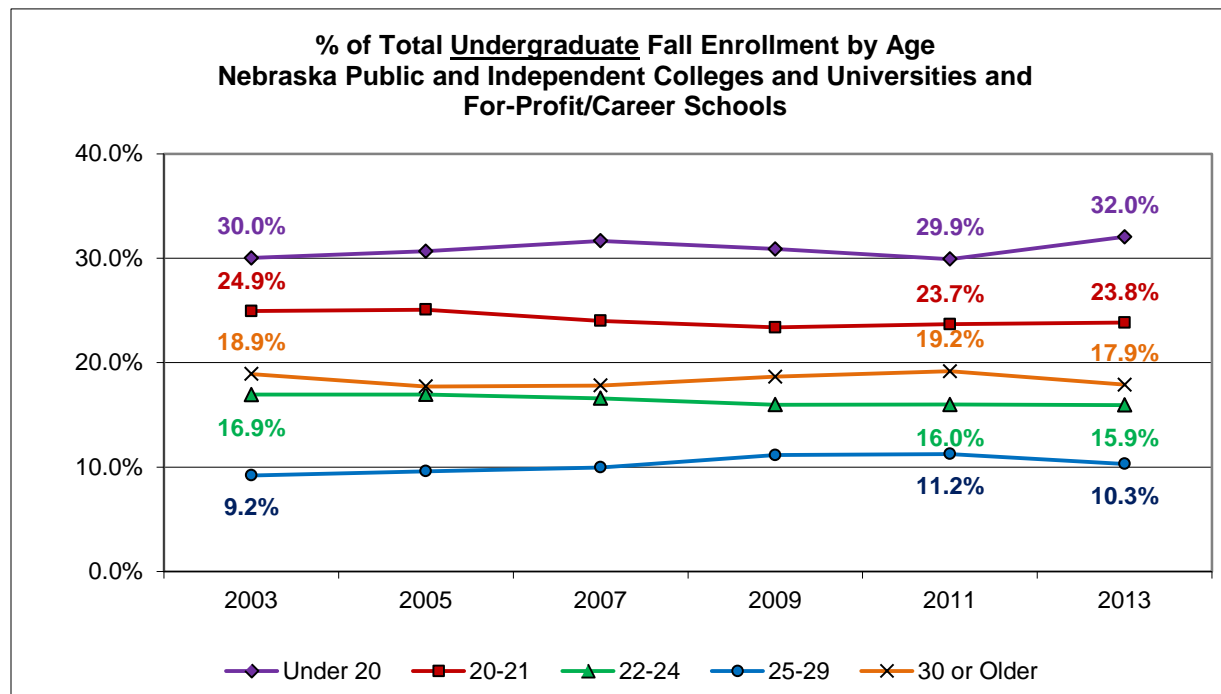
Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.



## **Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE**

(Excluding students of unknown age)

- When age groups are combined into two categories, the enrollment of students 24 years of age or younger decreased just slightly, from 71.9% of total undergraduate enrollment in fall 2003 to 71.8% in fall 2013, whereas the enrollment of students 25 or older increased slightly from 28.1% to 28.2%.



- 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 2003 and fall 2013:

Under 20 Yrs (◆)	+ 2.0% pts
20-21 Yrs (■)	- 1.1% pts
22-24 Yrs (▲)	- 1.0% pts
25-29 Yrs (●)	+ 1.1% pts
30 Yrs or Older (×)	- 1.0% pts

*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 623; 2005 = 547; 2007 = 413; 2009 = 321; 2011 = 212; 2013 = 97.

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 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 86.3% of total undergraduate enrollment in fall 2003 to 87.4% in fall 2013. 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 2003 and fall 2013, the greatest increase in the percentage enrollment of students 24 years of age or younger was at Nebraska's Community Colleges. In fall 2013, students 24 years of age or younger accounted for 62.4% of the students at community colleges, compared to 57.5% in fall 2003. Conversely, students 25 years of age or older accounted for 37.6% of the students at Community Colleges in fall 2013, compared to 42.5% 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 6.15.)
- 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 80.4% of the undergraduates within the Nebraska State College System in fall 2013, compared to 81.2% in fall 2003. Students under 25 represented 64.6% of the undergraduates at independent institutions in fall 2013, down from 73.8% in fall 2003. Within the for-profit/career school sector, students under 25 years of age decreased from 58.6% to 43.5% of undergraduate fall enrollment between 2003 and 2013.
- More detailed sector comparisons by age are shown on **pages 6.12 through 6.17**. These comparisons are based on 10 age categories: under 18 years, 18-19 years, 20-21 years, 22-24 years, 25-29 years, 30-34 years, 35-39 years, 40-49 years, 50-64 years, and 65 years or older.

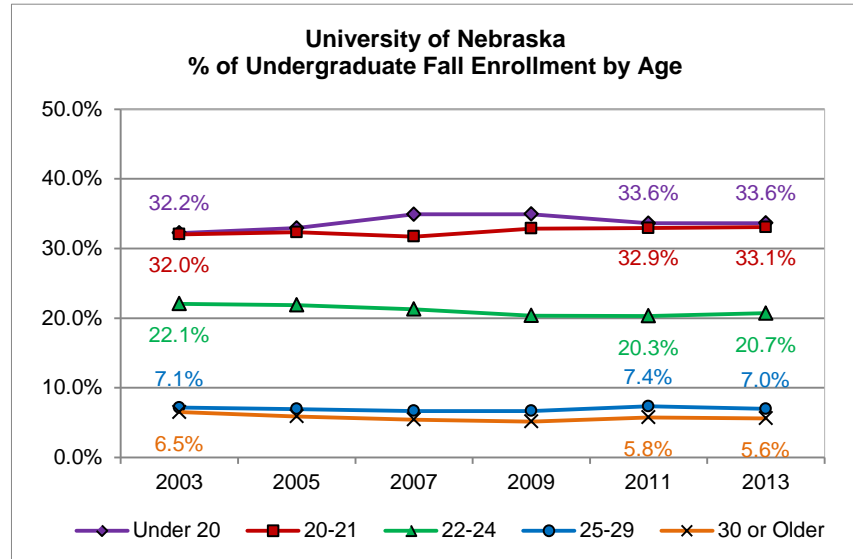
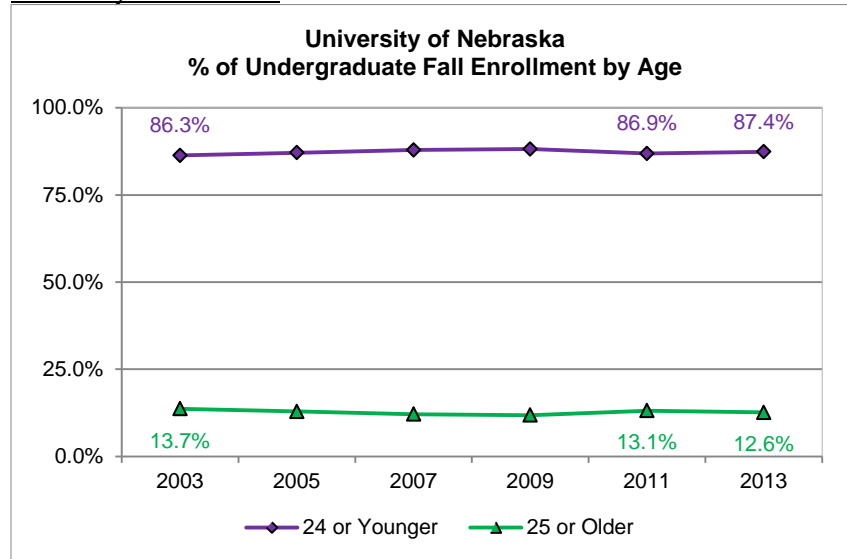
The charts support the conclusions listed above and also show the specific changes that occurred within the distributions of students at each age category.

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 Enrollment**.

## Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR

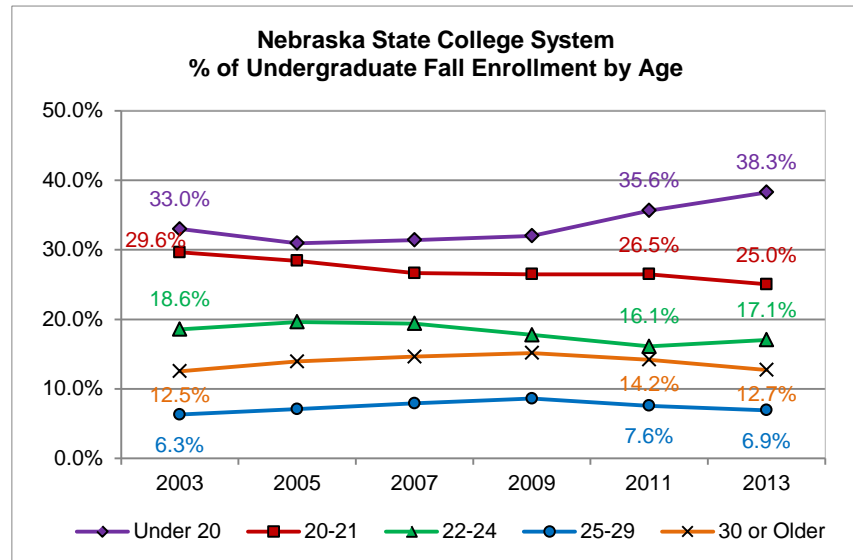
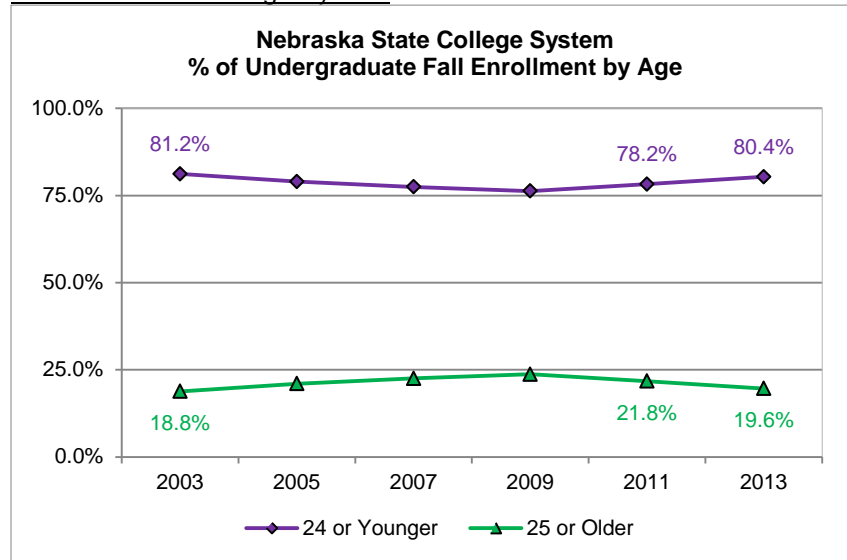
(Excluding students of unknown age)

### University of Nebraska



Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 2; 2005 = 2; 2007 = 80; 2009 = 15; 2011 = 1; 2013 = 29.

### Nebraska State College System

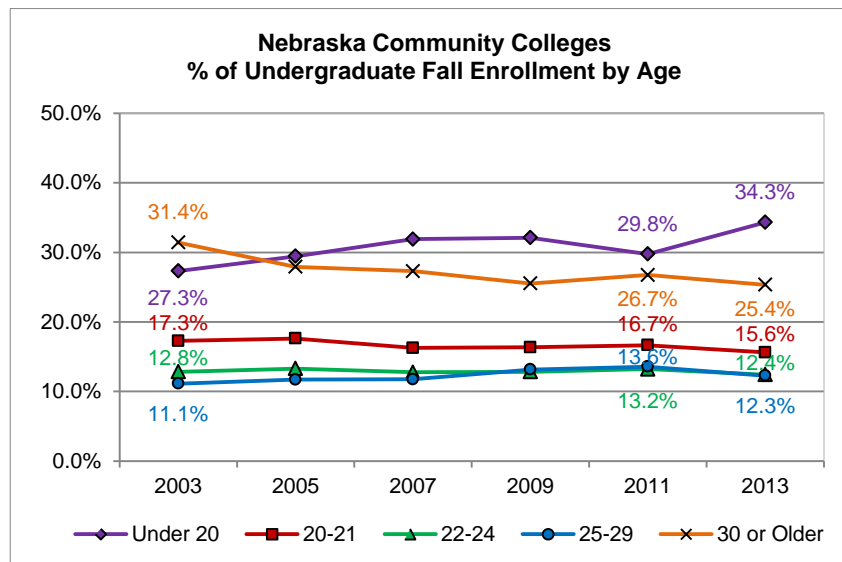
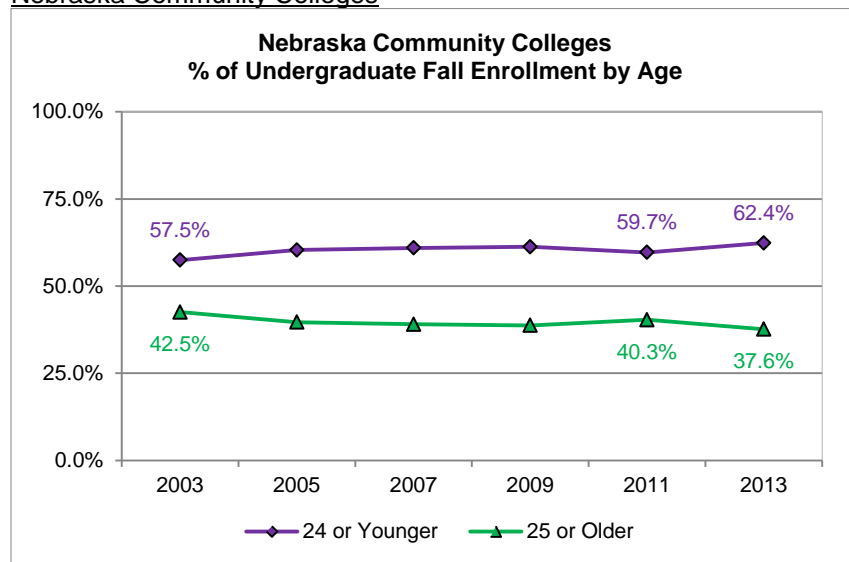


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 6; 2005 = 12; 2007 = 29; 2009 = 29; 2011 = 28; 2013 = 1.

## Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR

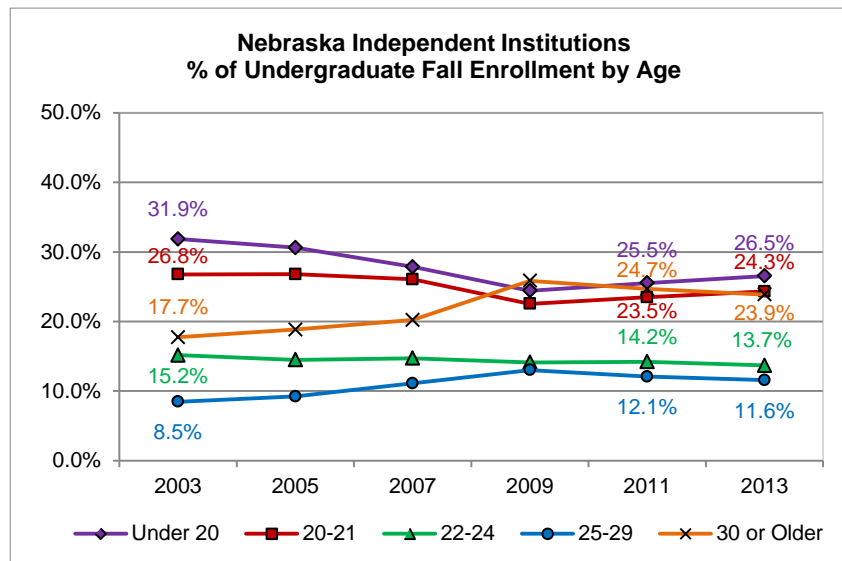
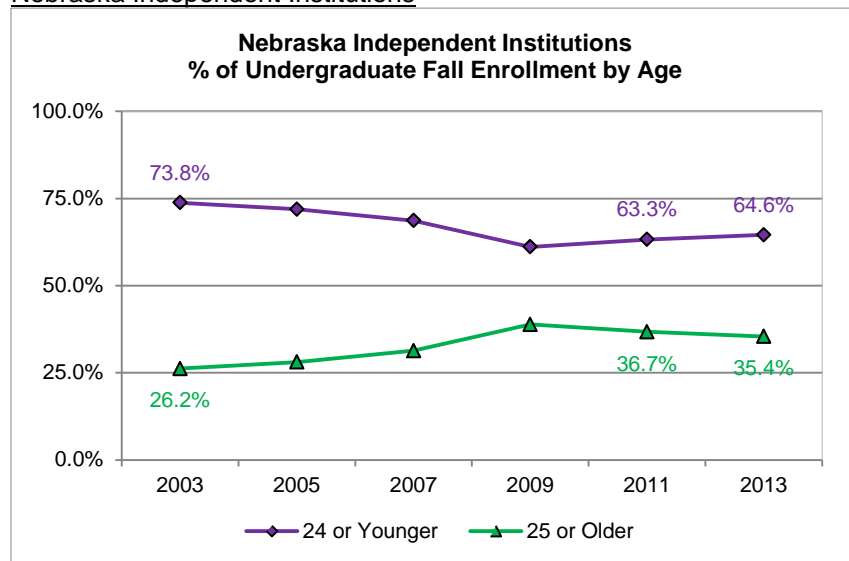
(Excluding students of unknown age)

### Nebraska Community Colleges



Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 416; 2005 = 330; 2007 = 92; 2009 = 179; 2011 = 67; 2013 = 45.

### Nebraska Independent Institutions

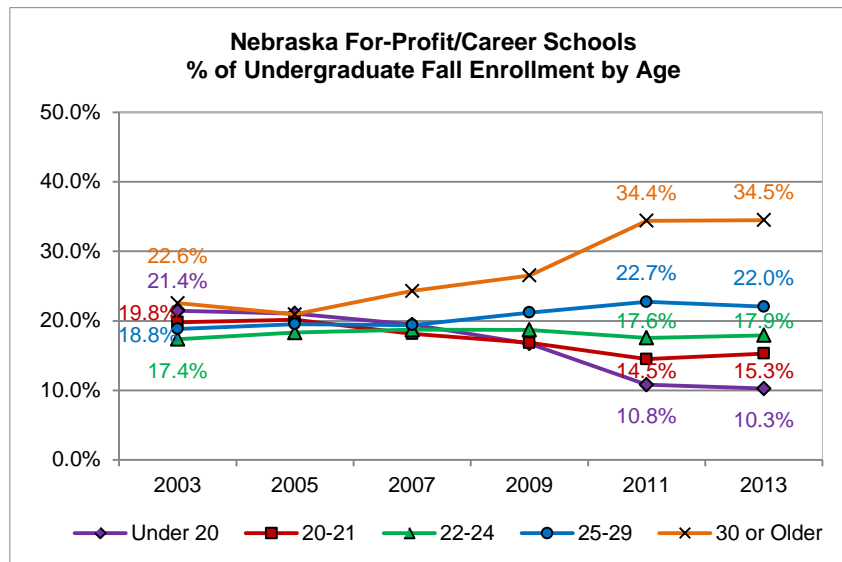
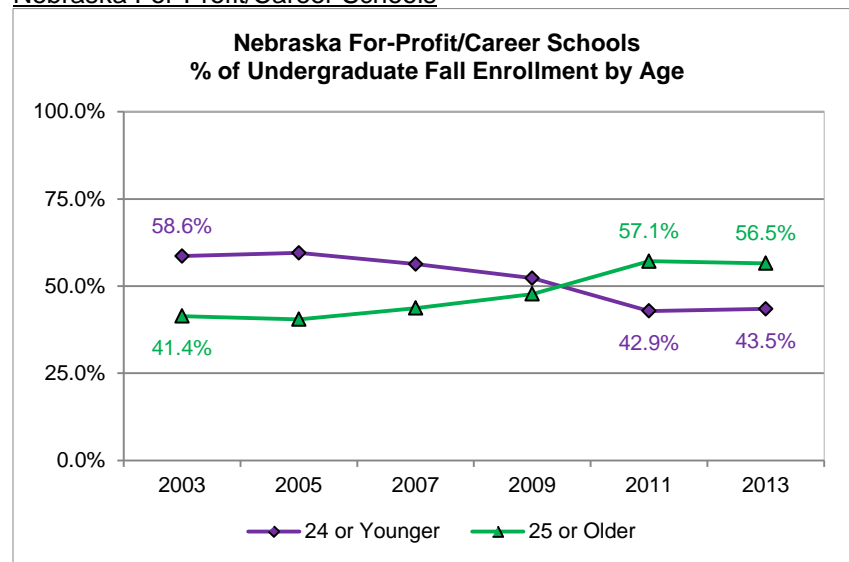


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 176; 2005 = 179; 2007 = 209; 2009 = 98; 2011 = 67; 2013 = 17.

## Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR

(Excluding students of unknown age)

### Nebraska For-Profit/Career Schools



Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 23; 2005 = 24; 2007 = 3; 2009 = 0; 2011 = 49; 2013 = 5.

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 Enrollment**.

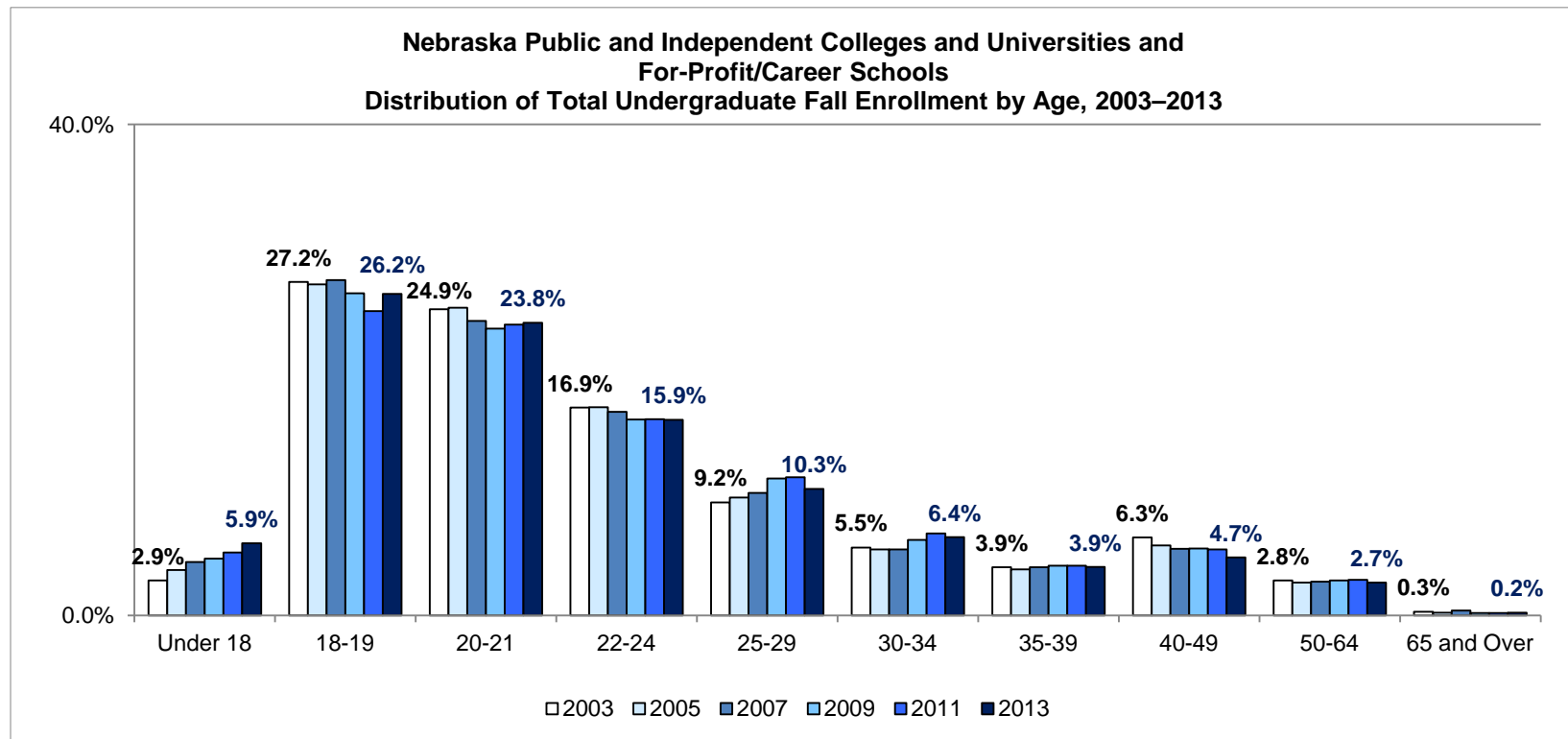
## **CHANGES IN AGE DISTRIBUTIONS: 2003 – 2013**

(Excluding students of unknown age)

The following charts directly compare the undergraduate age distributions from 2003 through 2013 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**

- Summary conclusion: Increasing percentages of students under 18 and 25-34 years of age; decreasing percentages of students 18-24 and 40 and over.

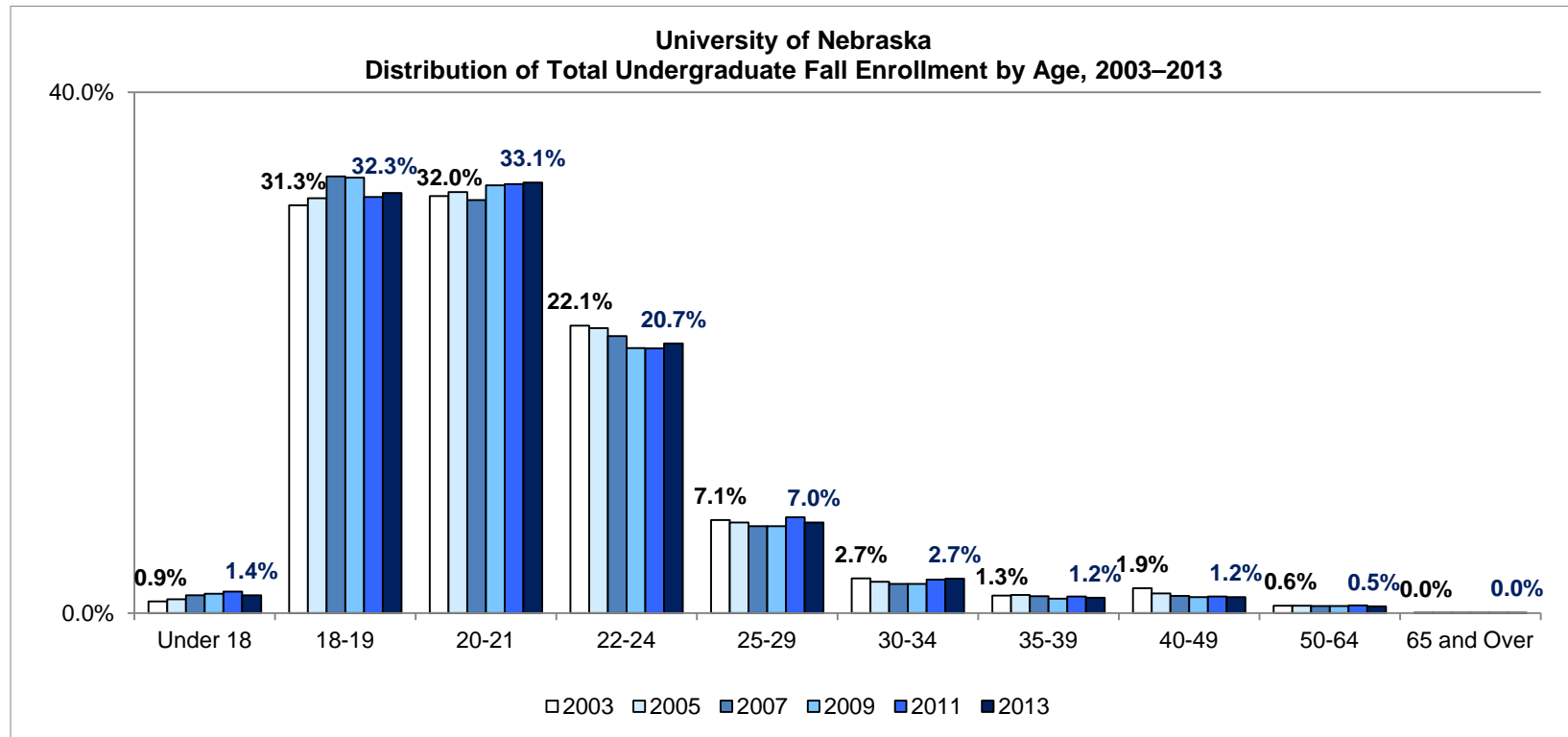


*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 623; 2005 = 547; 2007 = 413; 2009 = 321; 2011 = 212; 2013 = 97.

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 Enrollment**.

## **UNIVERSITY OF NEBRASKA – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE**

- Summary conclusion: Increasing percentages of students less than 22 years of age; decreasing percentages of students 22-29 and 35-64.

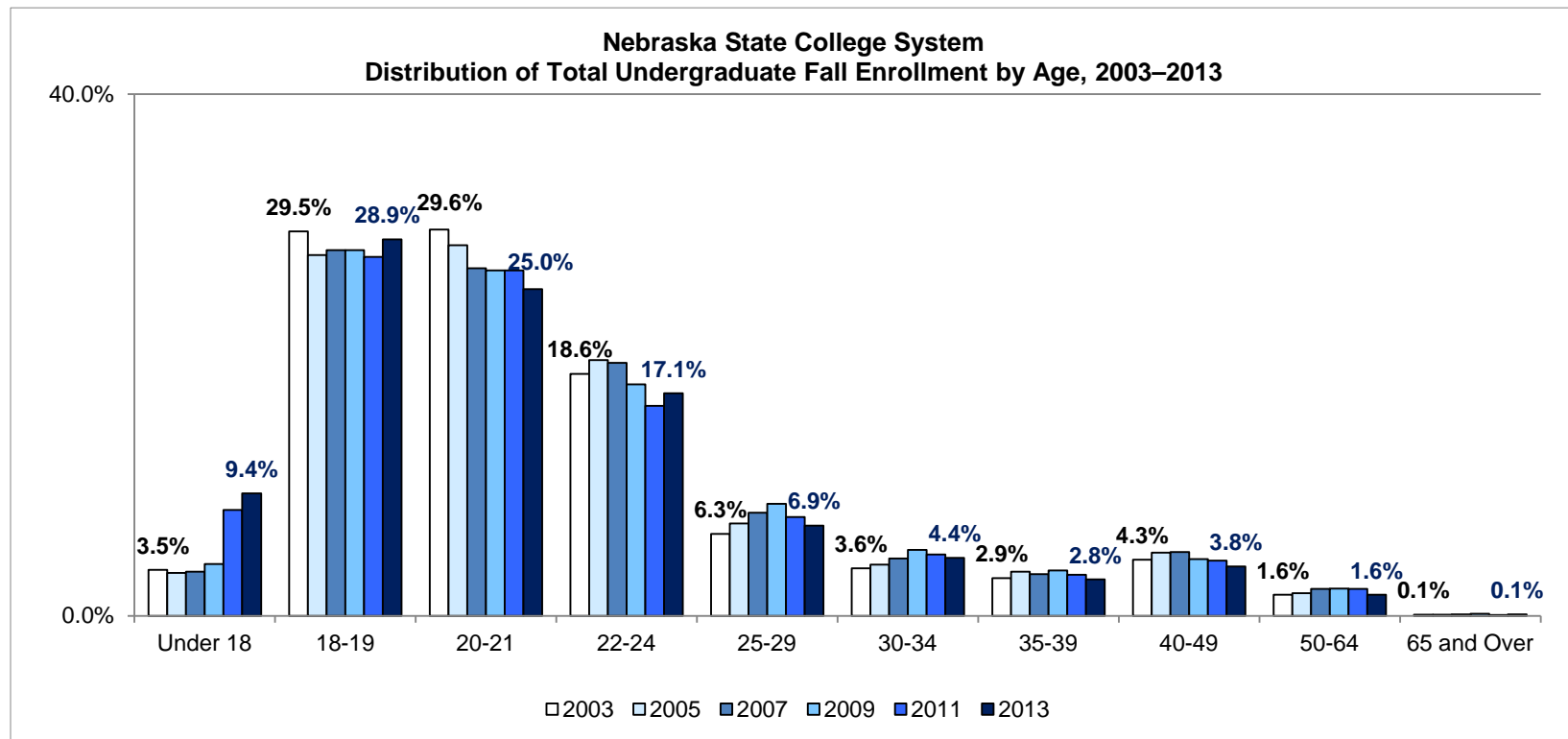


*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 2; 2005 = 2; 2007 = 80; 2009 = 15; 2011 = 1; 2013 = 29.

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 Enrollment**.

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

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



*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 6; 2005 = 12; 2007 = 29; 2009 = 29; 2011 = 28; 2013 = 1.

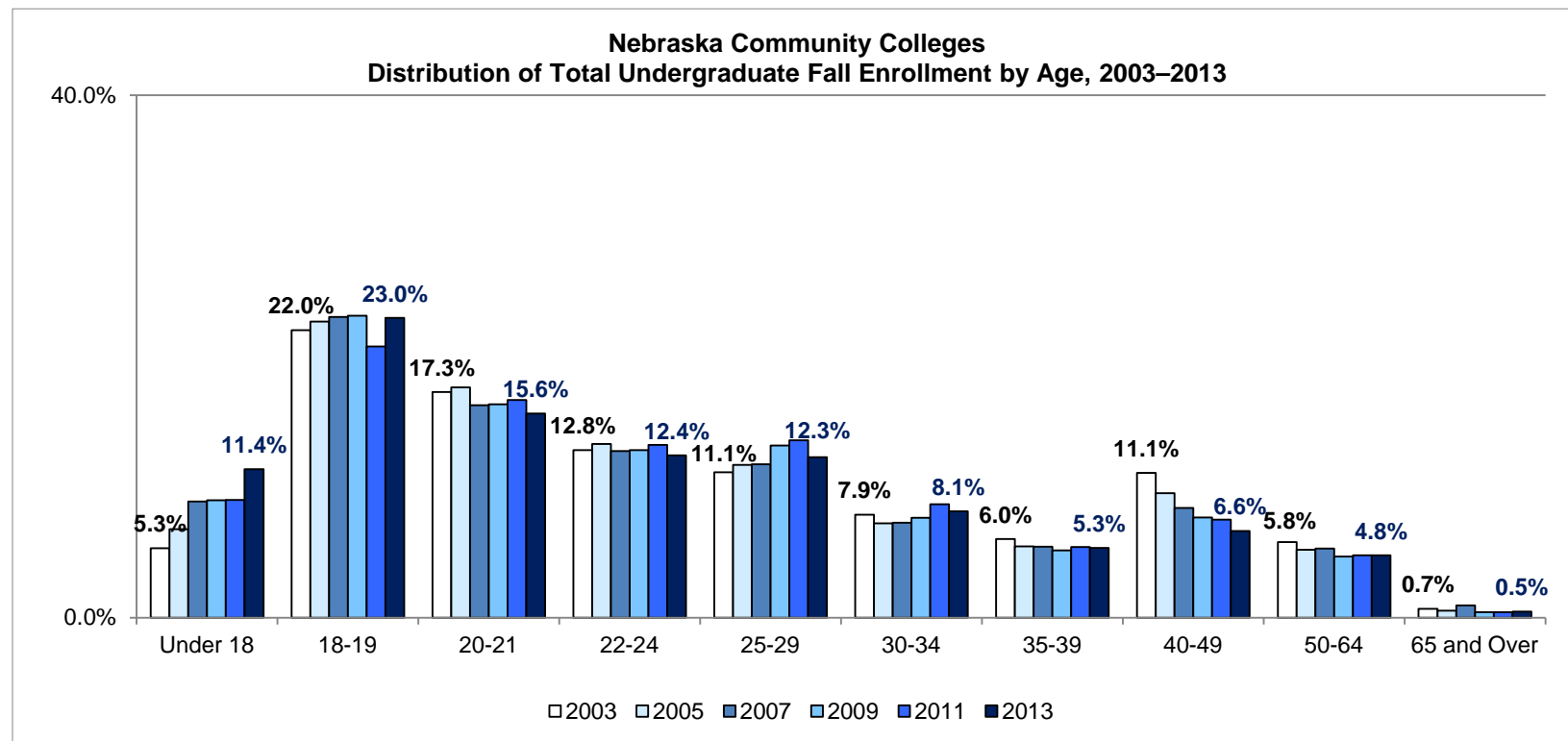
Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.



## **NEBRASKA COMMUNITY COLLEGES – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE**

(Excluding students of unknown age)

- Summary conclusion: Increasing percentages of students less than 20 and 25-34 years of age; decreasing percentages of students 20-24 and 35 years of age or older.

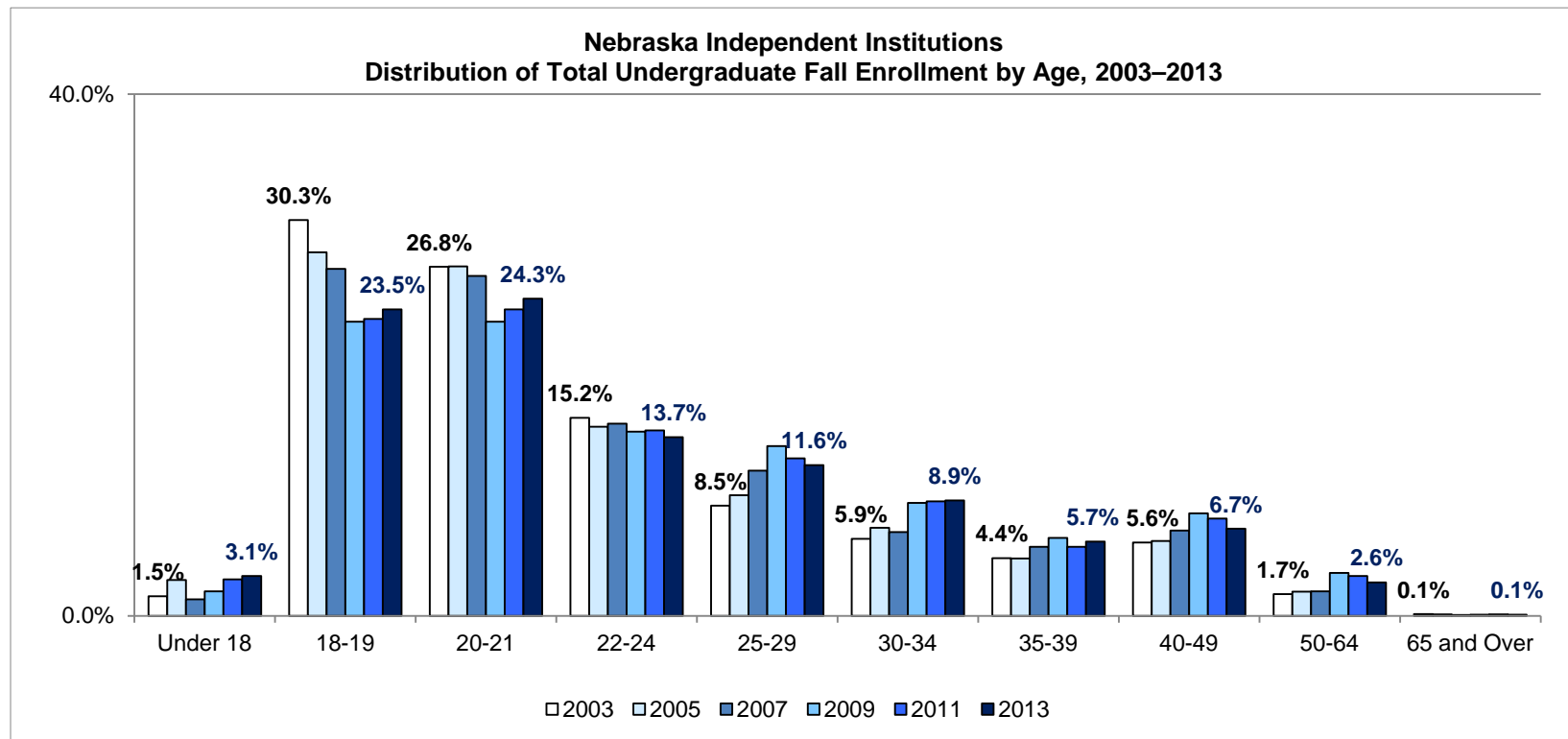


*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 416; 2005 = 330; 2007 = 92; 2009 = 179; 2011 = 67; 2013 = 45.

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 Enrollment**.

**NEBRASKA INDEPENDENT INSTITUTIONS – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE**  
(Excluding students of unknown age)

- Summary conclusion: Increasing percentages of students less than 18 and 25-64 years of age; decreasing percentages of students 18-24 years of age.

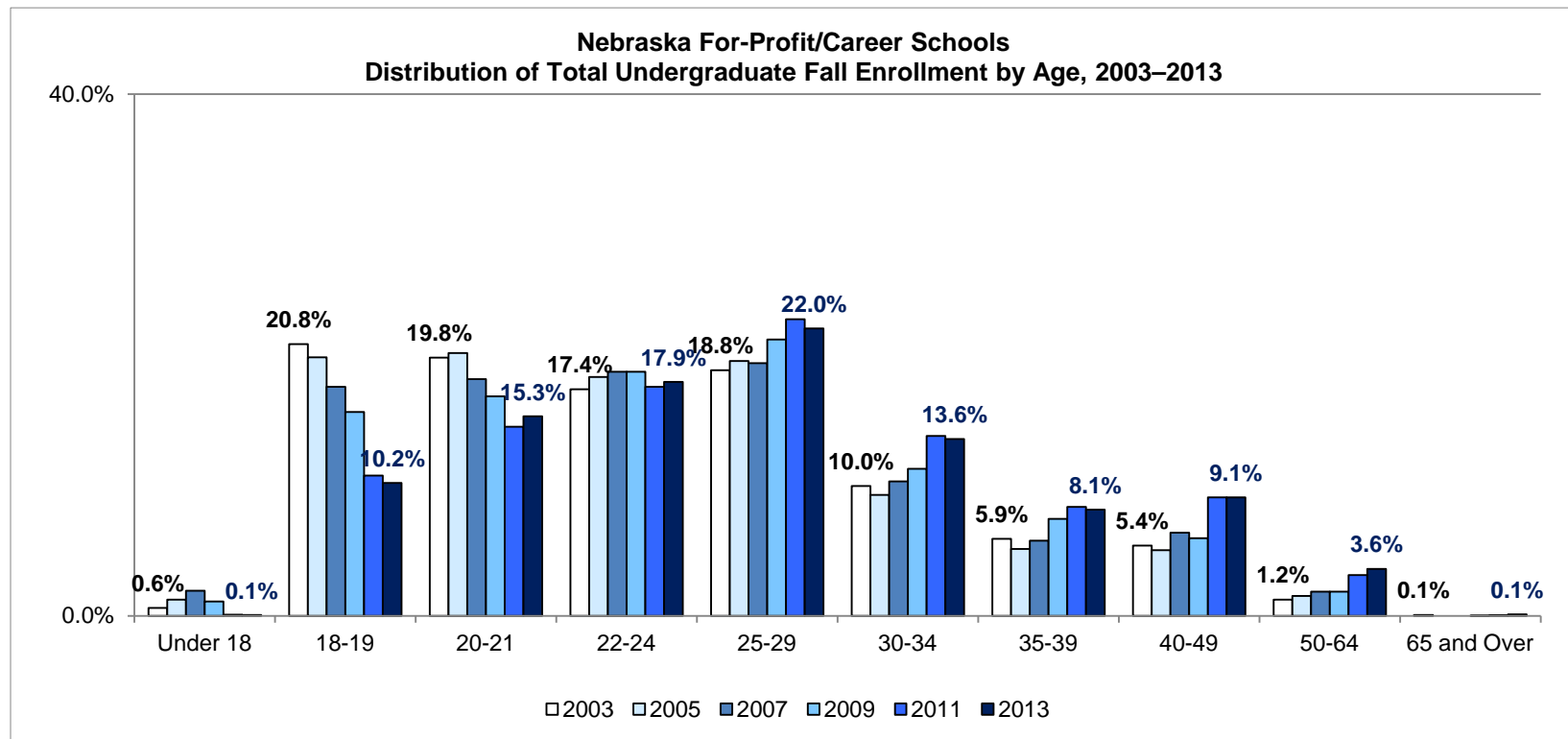


*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 176; 2005 = 179; 2007 = 209; 2009 = 98; 2011 = 67; 2013 = 17.

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 Enrollment**.

**NEBRASKA FOR-PROFIT/CAREER SCHOOLS – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE**  
(Excluding students of unknown age)

- Summary conclusion: Increasing percentages of students 22-64 years of age; decreasing percentages of students less than 22 years of age.



*Note.* Excludes students of unknown age. Excluded number of students by year: 2003 = 23; 2005 = 24; 2007 = 3; 2009 = 0; 2011 = 49; 2013 = 5.

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 Enrollment**.

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Section 7  
**Fall Enrollment Compared to  
12-Month Enrollment**

## **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 also included in this section.

This section of the *Factual Look* does not currently include data for Nebraska’s independent institutions because some data points in the independent sector are inaccurate or are missing. The Commission will continue to monitor the enrollment data for the 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. The fall enrollment survey in IPEDS asks for enrollment numbers as of the institution’s “official fall reporting date” or October 15<sup>th</sup>. 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](#) (first-time, full- and part-time students, transfers-in, 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](#))

## **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.

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 IC Header 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

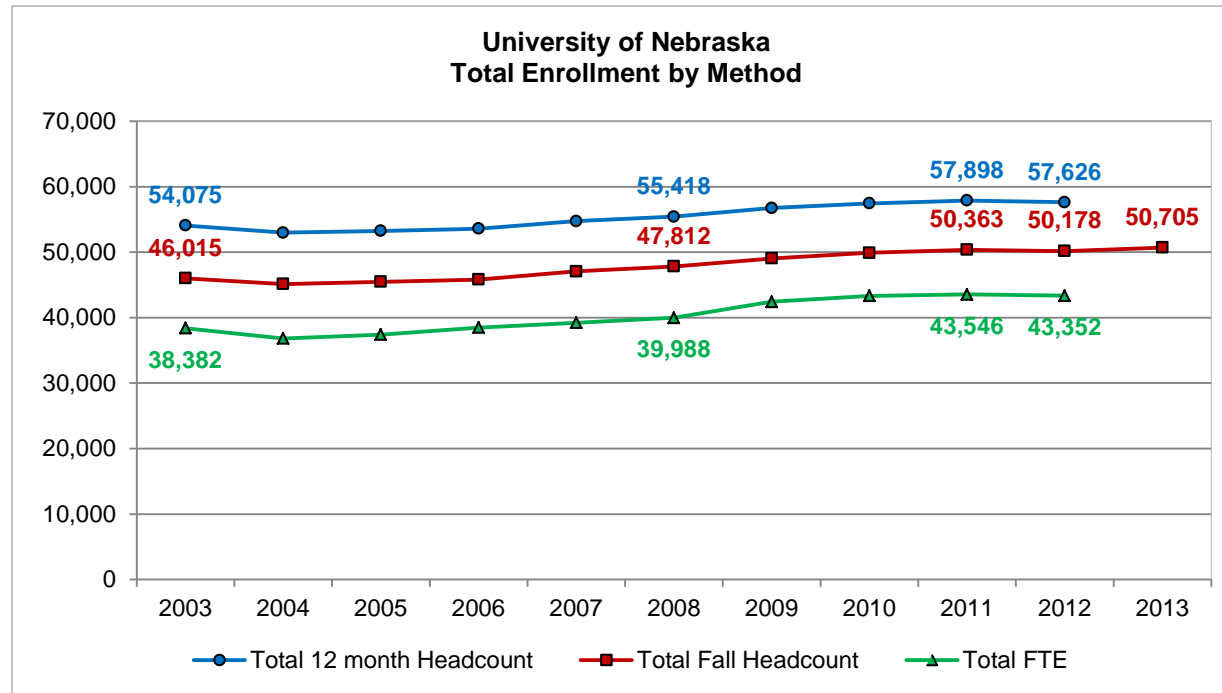
Enrollment level (one FTE over 12-month period)  
Undergraduate 30 credit hours, 900 contact hours  
Graduate 24 credit hours

For institutions with continuous enrollment programs, FTE is determined by dividing the number of contact hours attempted by 900.”

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

## University of Nebraska

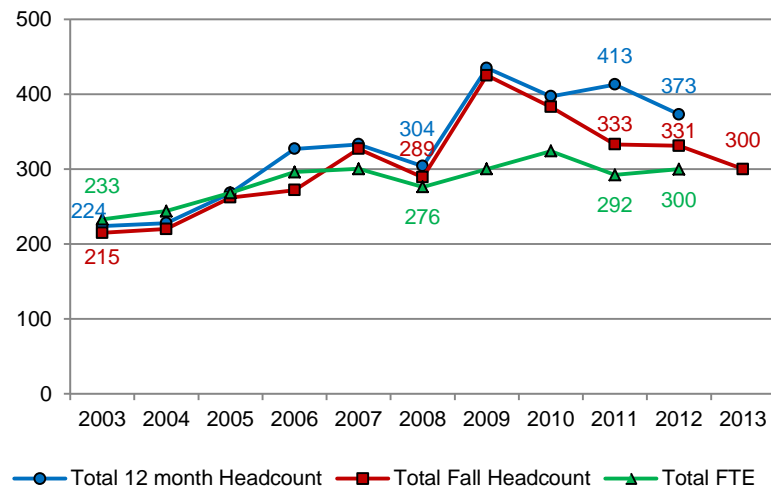
- From 2003 to 2012, fall enrollment at the University of Nebraska increased 9.0%, while 12-month enrollment increased 6.6% and FTE increased 12.9%
- For 2012–2013, 12-month enrollment was 7,448, or 14.8% higher than fall 2012 enrollment.



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 Enrollment**.

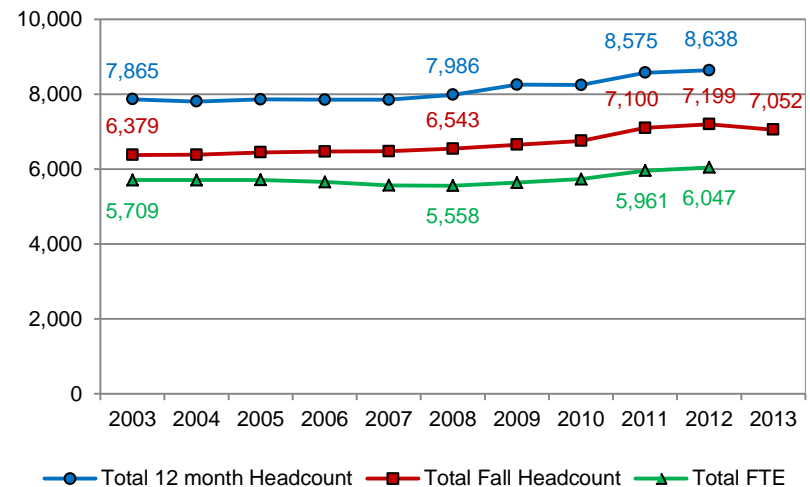


**Nebraska College of Technical Agriculture  
Enrollment by Method**

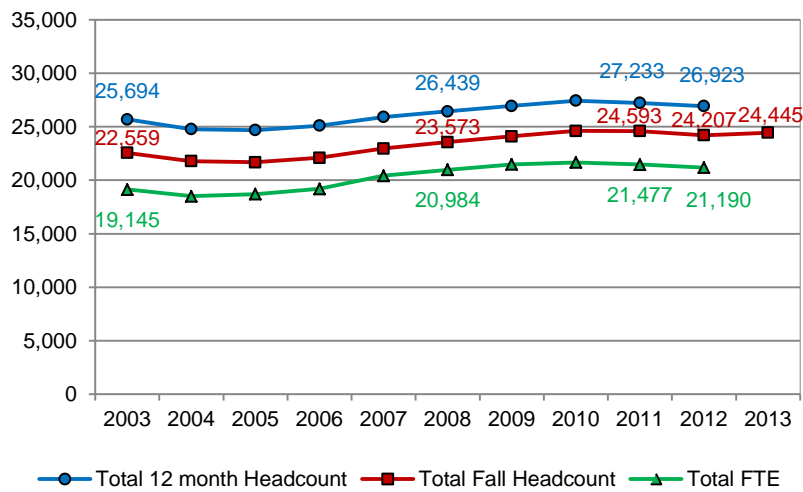


Note. The significant increase in fall 2009 enrollment at NCTA was due primarily to the concurrent enrollment of high school students in courses for credit at NCTA.

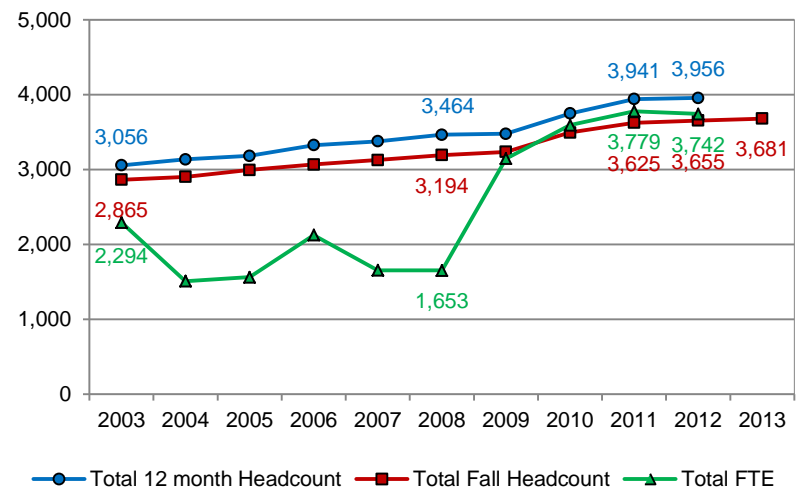
**University of Nebraska at Kearney  
Enrollment by Method**

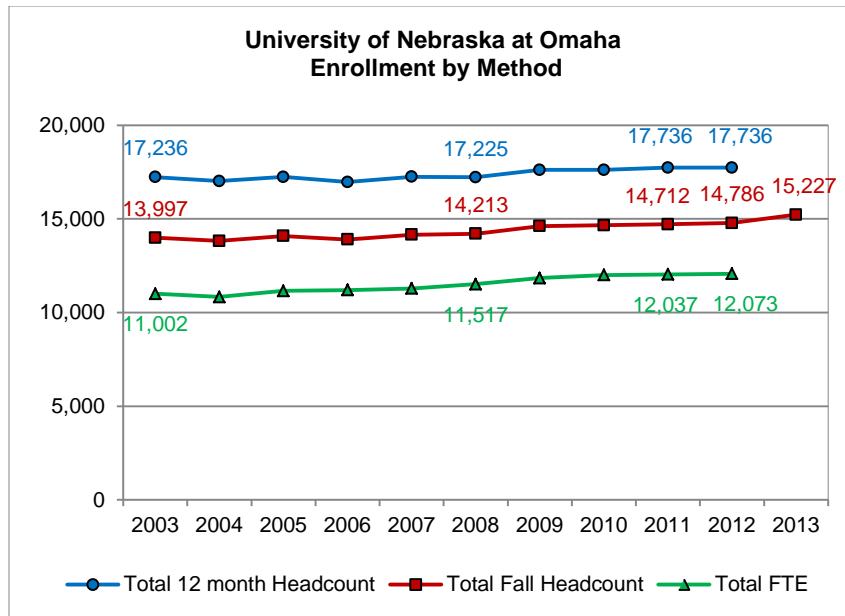


**University of Nebraska-Lincoln  
Enrollment by Method**



**University of Nebraska Medical Center  
Enrollment by Method**



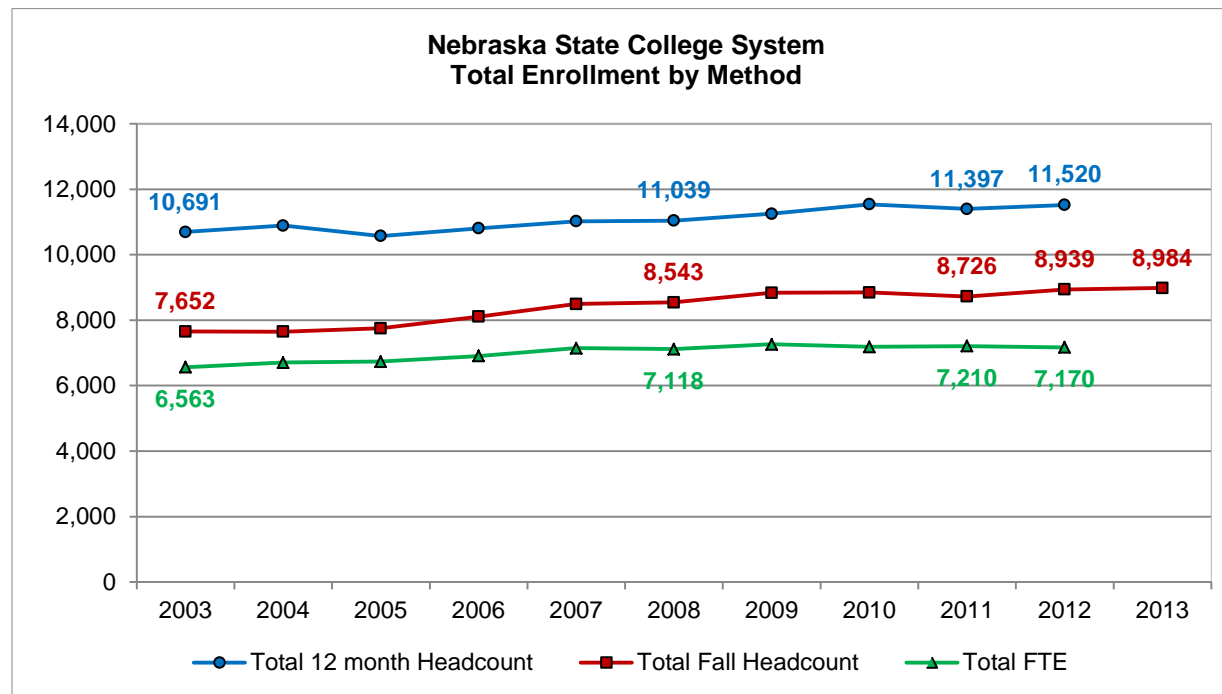


**University of Nebraska  
Percent Change in Fall Enrollment, 12-Month Enrollment, and FTE**

Institution	Fall Enrollment Fall 2003 to Fall 2012	12-Month Enrollment 2003–04 to 2012–13	FTE 2003–04 to 2012–13
Nebraska College of Technical Agriculture	54.0%	66.5%	28.7%
University of Nebraska at Kearney	12.9%	9.8%	5.9%
University of Nebraska-Lincoln	7.3%	4.8%	10.7%
University of Nebraska Medical Center	27.6%	29.5%	63.1%
University of Nebraska at Omaha	5.6%	2.9%	9.7%

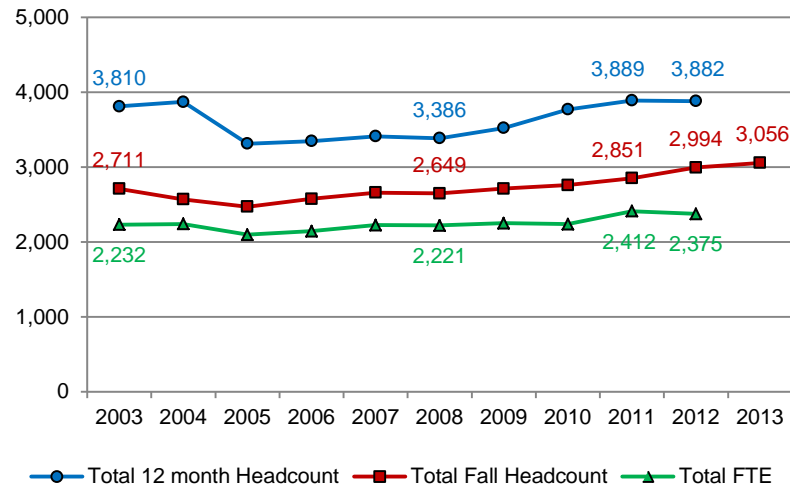
## **Nebraska State College System**

- From 2003 to 2012, fall enrollment at the State Colleges increased 16.8%, while 12-month enrollment increased 7.8% and FTE increased 9.3%.
- For the Nebraska State College System, 12-month enrollment in 2012–2013 was 2,581, or 28.9%, higher than fall 2012 enrollment.

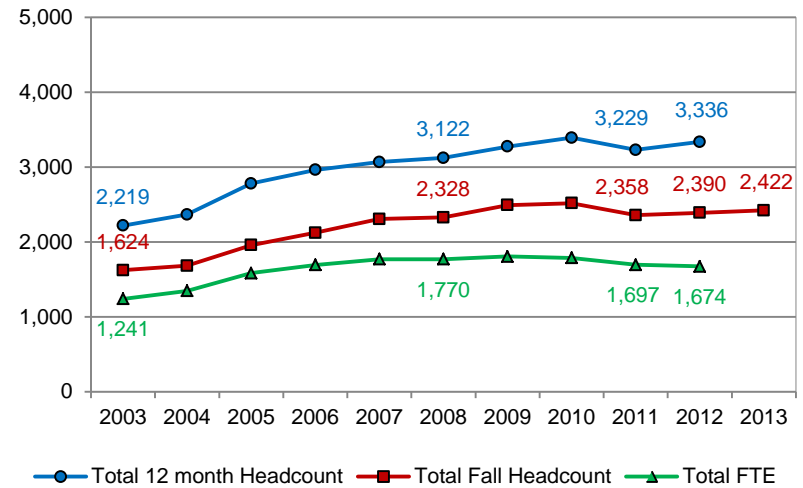


Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Enrollment**.

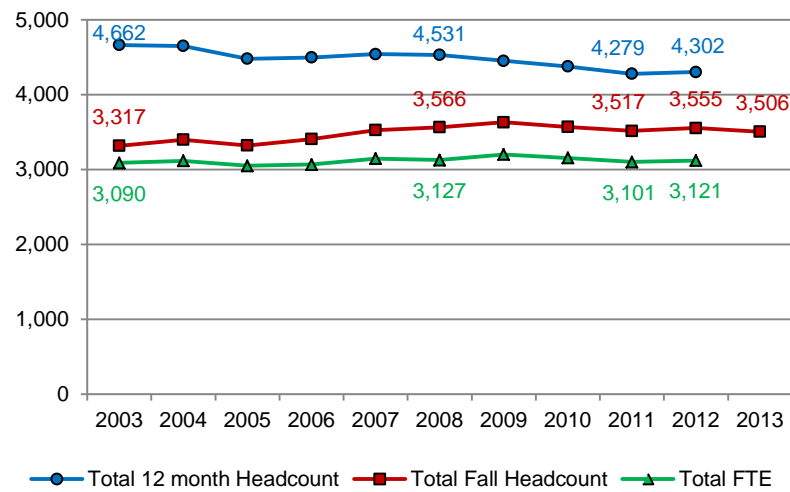
**Chadron State College  
Enrollment by Method**



**Peru State College  
Enrollment by Method**



**Wayne State College  
Enrollment by Method**

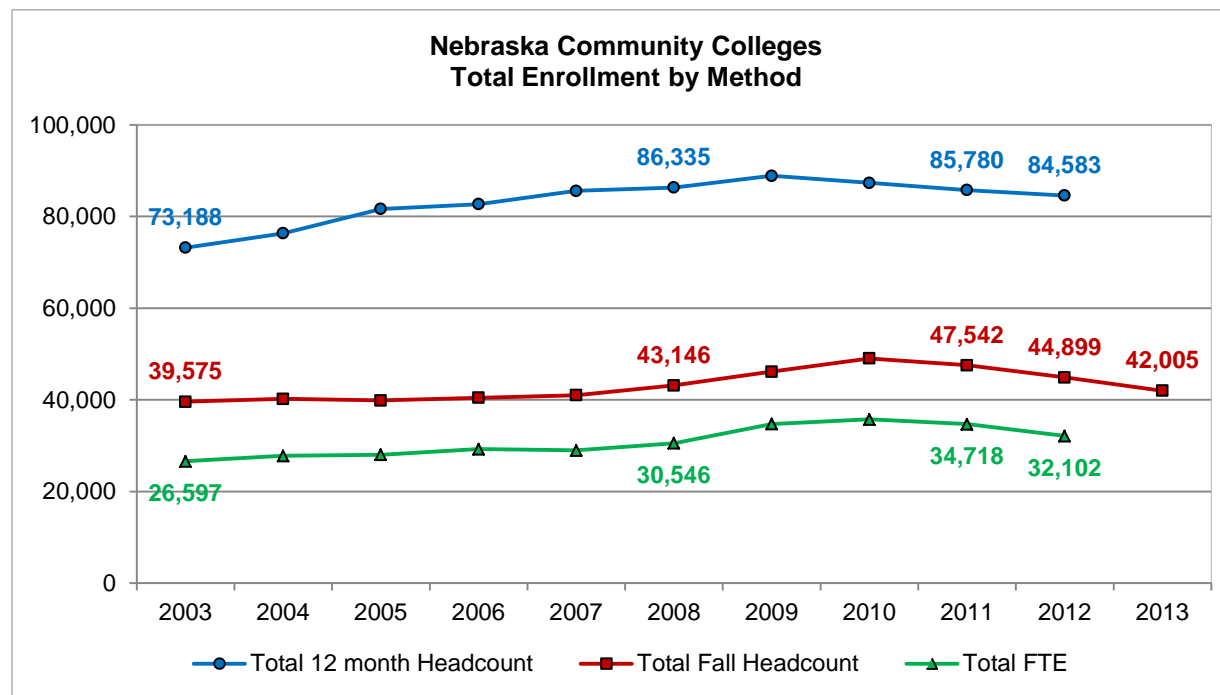


**Nebraska State College System  
Percent Change in Fall Enrollment,  
12-Month Enrollment, and FTE**

Institution	Fall Enrollment 2003 to 2012	12-Mo. Enrollment 03-04 to 12-13	FTE 03-04 to 12-13
Chadron	10.4%	1.9%	6.4%
Peru	47.2%	50.3%	34.9%
Wayne	7.2%	- 7.7%	1.0%

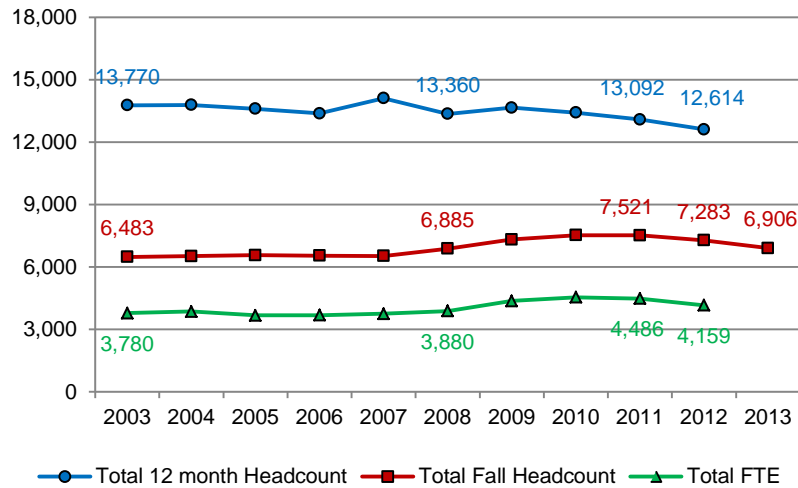
## **Nebraska Community Colleges**

- From 2003 to 2012, fall enrollment at Nebraska's Community Colleges increased 13.5%, while 12-month enrollment increased 15.6% and FTE increased 20.7%
- For the Nebraska Community Colleges, 12-month enrollment in 2012–2013 was 39,684, or 88.4%, higher than fall 2012 enrollment.
- Based on the data for 2003–2004 through 2012–2013, fall enrollment has accounted historically for only about half of the total number of students measured by 12-month enrollment.

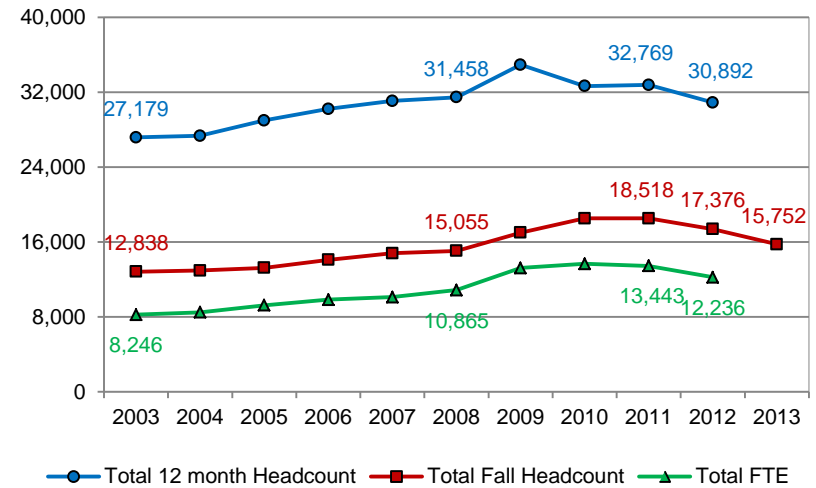


Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Enrollment**.

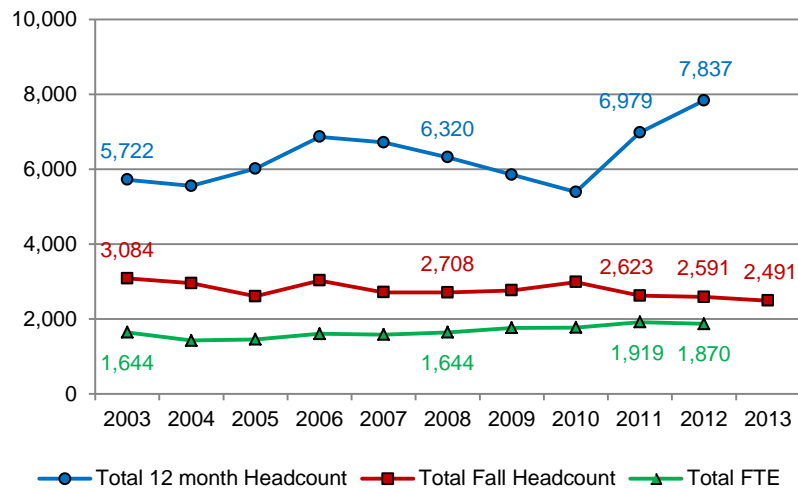
**Central Community College  
Enrollment by Method**



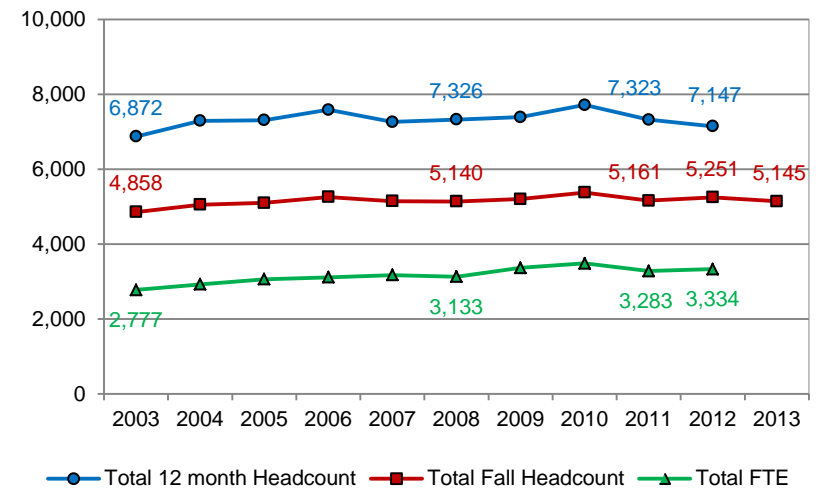
**Metropolitan Community College  
Enrollment by Method**



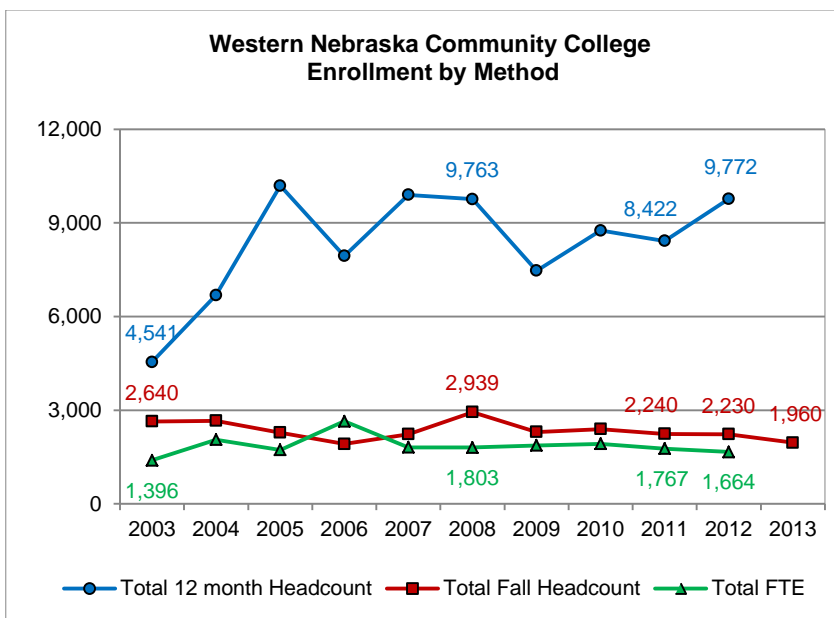
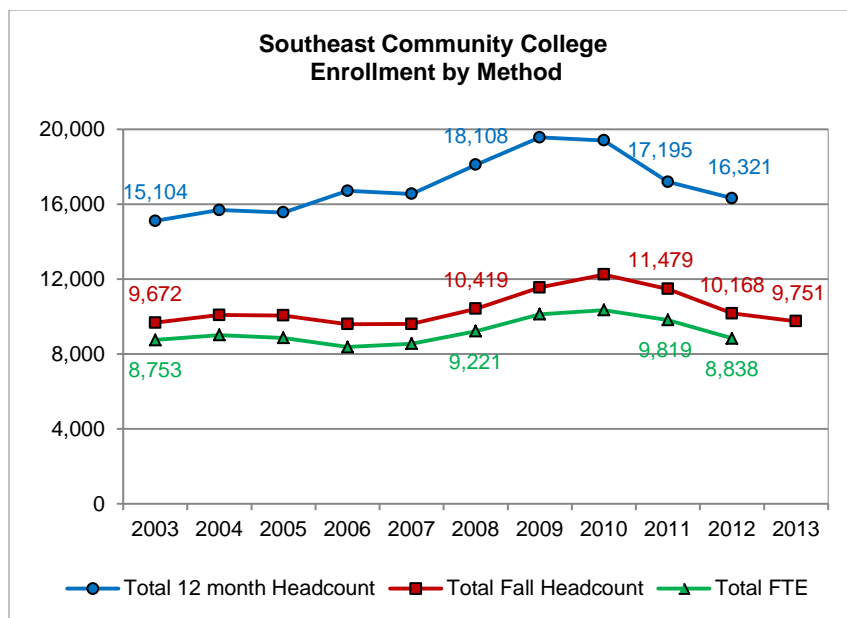
**Mid-Plains Community College  
Enrollment by Method**



**Northeast Community College  
Enrollment by Method**



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.



Note. The uneven 12-month enrollment trend at Western Nebraska Community College has been due to the increased, fluctuating demand for industry training classes.

**Nebraska Community Colleges  
Percent Change in Fall Enrollment, 12-Month Enrollment, and FTE**

Institution	Fall Enrollment Fall 2003 to Fall 2012	12-Month Enrollment 2003–04 to 2012–13	FTE 2003–04 to 2012–13
Central Community College	12.3%	- 8.4%	10.0%
Metropolitan Community College	35.3%	13.7%	48.4%
Mid Plains Community College	- 16.0%	37.0%	13.7%
Northeast Community College	8.1%	4.0%	20.1%
Southeast Community College	5.1%	8.1%	1.0%
Western Nebraska Community College	- 15.5%	115.2%	19.2%

## **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 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.

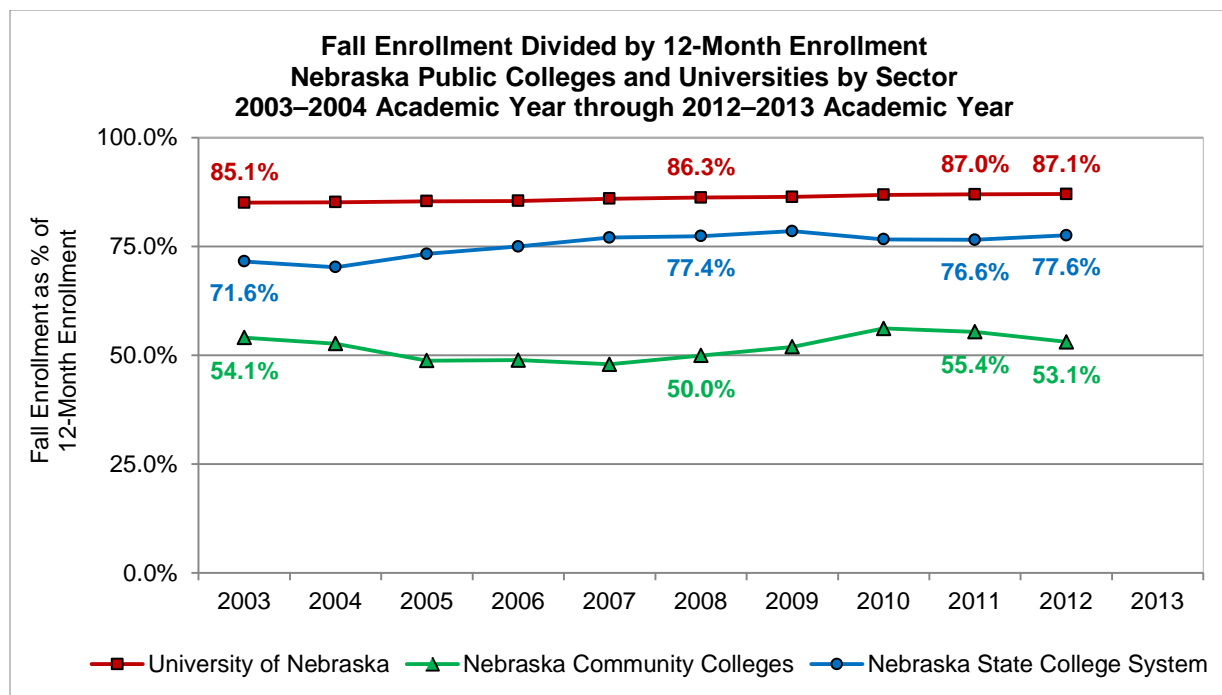
## **Fall Enrollment Divided by 12-Month Enrollment**

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 85.1% in 2003–2004 to 87.1% in 2012–2013.
- Within the Nebraska State College System, fall enrollment as a percentage of 12-month enrollment increased from 71.6% in 2003–2004 to 77.6% in 2012–2013.
- Fall enrollment at Nebraska's Community Colleges as a percentage of 12-month enrollment decreased from 54.1% in 2003–2004 to 53.1% in 2012–2013.
  - 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 Enrollment**.

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## Section 8

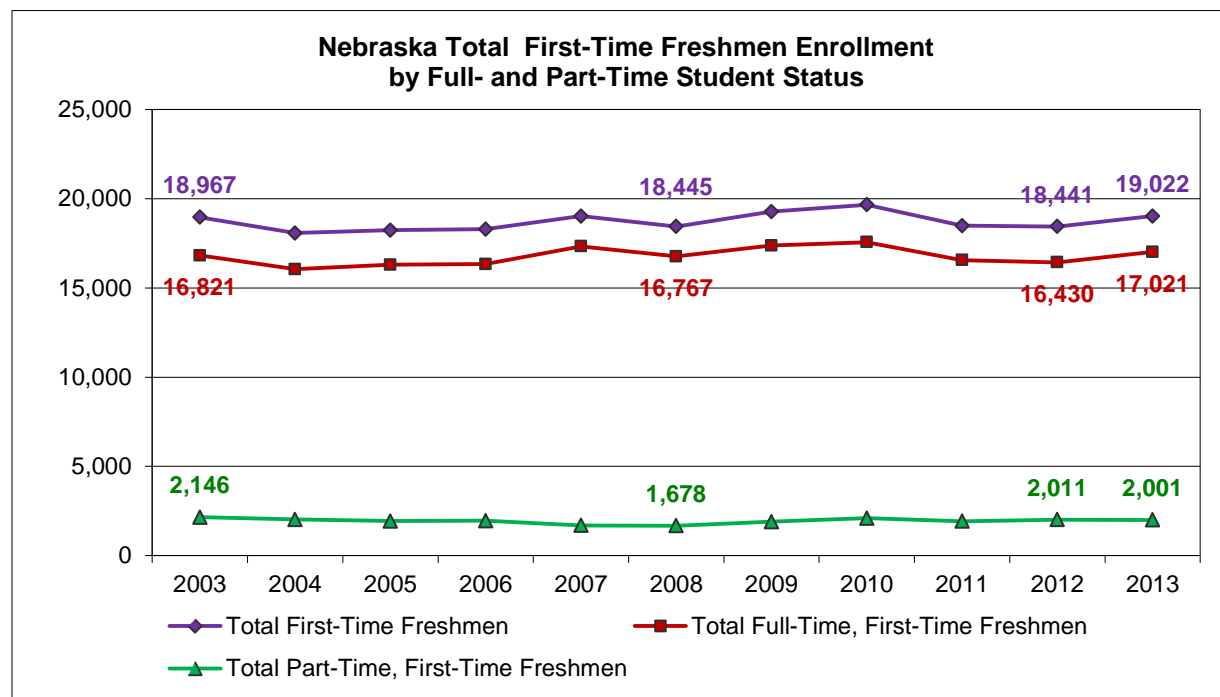
# Fall Enrollment of First-Time Freshmen

### 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 2003 through fall 2013. 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 18,967 in fall 2003 to 19,022 in fall 2013, a 10-year increase of 0.3%.
  - Between fall 2012 and fall 2013, total fall enrollment of first-time freshmen increased 3.2%.
- Enrollment of full-time, first-time freshmen increased 1.2%, from 16,821 in fall 2003 to 17,021 in fall 2013.
  - Full-time, first-time freshmen enrollment increased 3.6% between fall 2012 and fall 2013.
- Enrollment decreased 6.8% for part-time, first-time freshmen between fall 2003 to fall 2013, 2,146 to 2,001.
  - Part-time, first-time freshmen enrollment decreased 0.5% between fall 2012 and fall 2013.

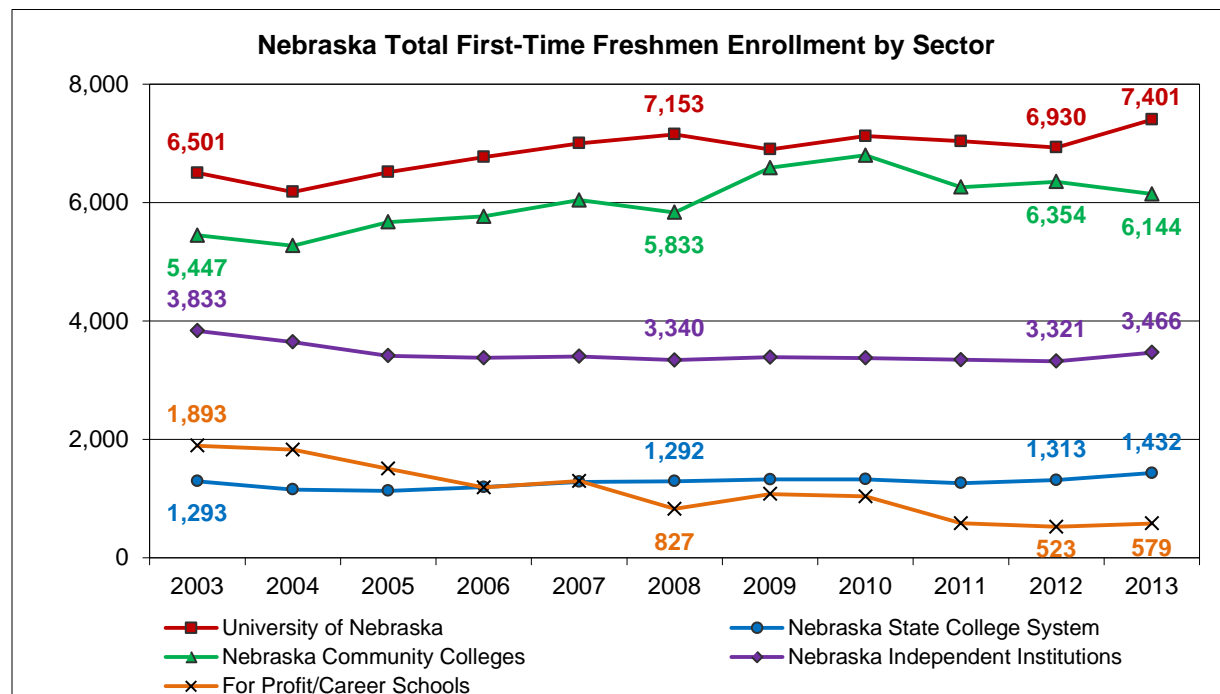


Ten-year trend fall enrollment data for full-time and part-time, first-time freshmen by gender and race/ethnicity are available by institution and by sector in the spreadsheet titled **First-Time Freshmen** in the **downloadable Excel workbook for Enrollment**.

## **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 one-year and 10-year periods:

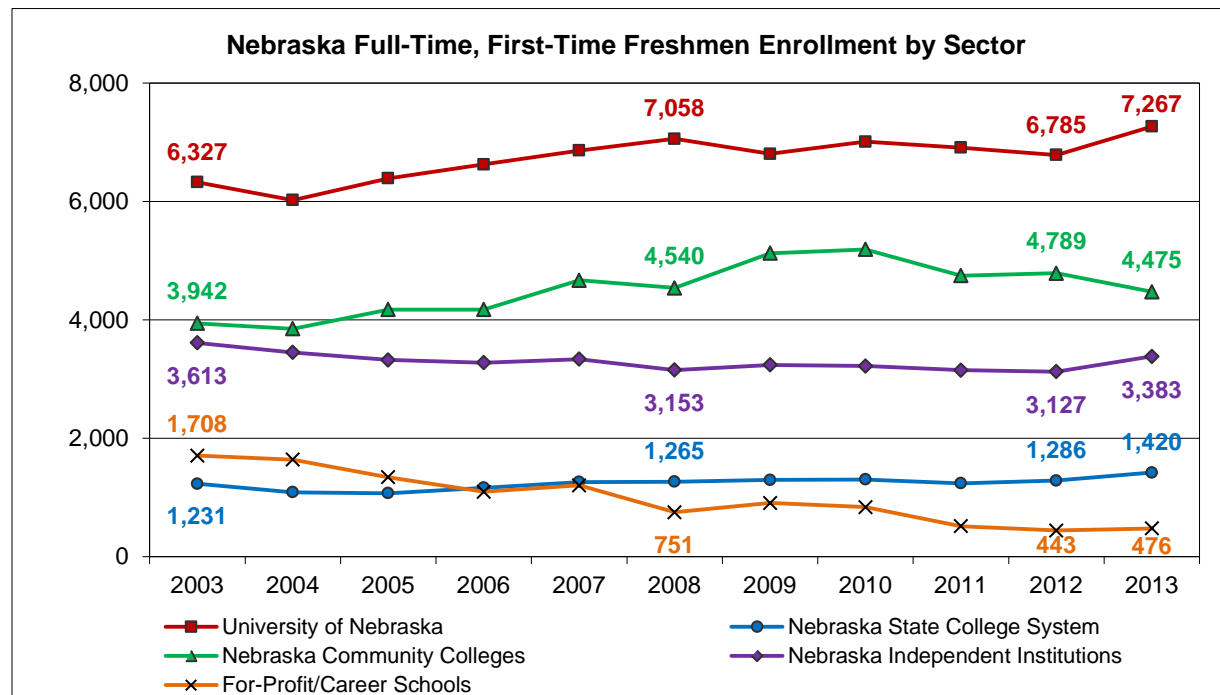
	2012–2013		2003–2013	
	1-Yr % Change	No. of Students	10-Yr % Change	No. of Students
University of Nebraska	6.8%	471	13.8%	900
Nebraska State College System	9.1%	119	10.8%	139
Nebraska Community Colleges	- 3.3%	- 210	12.8%	697
Nebraska Independent Colleges & Universities	4.4%	145	- 9.6%	- 367
For-Profit/Career Schools in Nebraska	10.7%	56	- 69.4%	- 1,314
State Percentage or Total	3.2%	581	0.3%	55



## **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 one-year and 10-year periods:

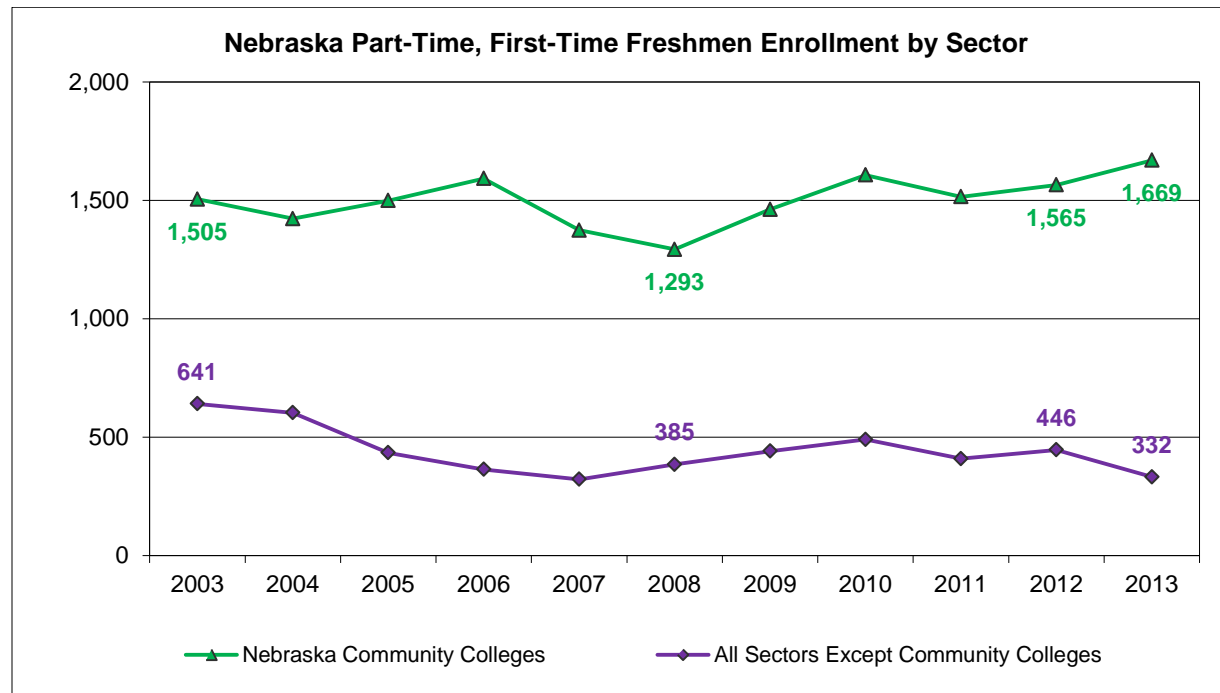
	2012–2013		2003–2013	
	1-Yr % <u>Change</u>	No. of <u>Students</u>	10-Yr % <u>Change</u>	No. of <u>Students</u>
University of Nebraska	7.1%	482	14.9%	940
Nebraska State College System	10.4%	134	15.4%	189
Nebraska Community Colleges	- 6.6%	- 314	13.5%	533
Nebraska Independent Colleges & Universities	8.2%	256	- 6.4%	- 230
For-Profit/Career Schools in Nebraska	7.4%	33	- 72.1%	- 1,232
State Percentage or Total	3.6%	591	1.2%	200



## **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 one-year and 10-year periods:

	2012–2013		2003–2013	
	1-Yr % <u>Change</u>	No. of <u>Students</u>	10-Yr % <u>Change</u>	No. of <u>Students</u>
Nebraska Community Colleges	6.6%	104	10.9%	164
Four Other Sectors Combined:	- 25.6%	- 114	- 48.2%	- 309
University of Nebraska	- 7.6%	- 11	- 23.0%	- 40
Nebraska State College System	- 55.6%	- 15	- 80.6%	- 50
Nebraska Independent Colleges & Universities	- 57.2%	- 111	- 62.3%	- 137
For-Profit/Career Schools in Nebraska	28.8%	23	- 44.3%	- 82
State Percentage or Total	- 0.5%	- 10	- 6.8%	- 145



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# **2013–2014 Factual Look at Higher Education in Nebraska**

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

## **Section: Faculty and Salaries**

**Faculty and Salary Data for the 2003–2004 through 2013–2014 Academic Years**

**Published November 2014  
on the Commission Website  
[www.ccpe.state.ne.us](http://www.ccpe.state.ne.us)**

**Reporting information from the Integrated Postsecondary Data System (IPEDS)  
Surveys of Nebraska Public and Independent Colleges and Universities  
(Faculty and Salaries Section does not include data from for-profit/career schools)**

**Ten-Year Trends based on the 2003–04 through 2013–14 Federal IPEDS Surveys  
of Nebraska Public and Independent Colleges and Universities**

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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 34 Reporting Institutions

<b>University of Nebraska (5)</b>	<b>Independent Colleges &amp; Universities (20)</b>
Nebraska College of Technical Agriculture	Bellevue University
University of Nebraska at Kearney	Bryan College of Health Sciences
University of Nebraska-Lincoln	Clarkson College
University of Nebraska Medical Center	College of Saint Mary
University of Nebraska at Omaha	Concordia University-Seward
	Creighton University
<b>Nebraska State College System (3)</b>	Dana College (Closed Fall 2010)
Chadron State College	Doane College-Crete
Peru State College	Doane College-Lincoln
Wayne State College	Grace University
	Hastings College
<b>Nebraska Community Colleges (6)</b>	Little Priest Tribal College
Central Community College	Midland University
Metropolitan Community College	Nebraska Christian College
Mid-Plains Community College	Nebraska Indian Community College
Northeast Community College	Nebraska Methodist College of Nursing & Allied Health
Southeast Community College	Nebraska Wesleyan University
Western Nebraska Community College	Summit Christian College
	Union College
	York College

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# Faculty and Salaries

## Executive Summary of Data

This section of the *Factual Look at Higher Education in Nebraska* summarizes the numbers and average salaries of **full-time instructional faculty** reported through the federal Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities. These institutions do not include the state's for-profit/career schools. Institutions currently report faculty counts and salaries as of November 1 for the academic year. For example, data reported for fall 2013 are for the 2013–14 academic year. In this section, 10-year trends are presented, based on data collected from the 2003–04 through 2013–14 IPEDS surveys of Nebraska public and independent colleges and universities. Using these data, the numbers and average salaries of full-time instructional faculty are analyzed by (1) sector, (2) rank, and (3) gender. Additionally, the numbers of full-time faculty (instructional, research, and public service faculty) are analyzed by race/ethnicity. **Data are not available for a comparable analysis of part-time faculty or adjunct faculty who are hired on a course-by-course basis.**

### Technical Notes:

1. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
2. Due to rounding, percentages may not sum to 100.0% for data summarized in this report.
3. Due to changes in IPEDS reporting requirements, tenure status by race and by gender is no longer reported for all instructional, research, and public-service faculty. Rather, tenure status by race and by gender is now collected *only* for instructional faculty. For research and public service faculty, tenure status is collected, but not by race and gender. Due to these changes in IPEDS reporting, 10-year trends for tenure status by race and by gender are unavailable for the *2013–14 Factual Look*. It is the intention of the Commission to report tenure status trend data for instructional faculty by race and by gender in future editions of the *Factual Look*.
4. Detailed data reporting the numbers and average salaries of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the **downloadable Excel workbook for Faculty and Salaries**.

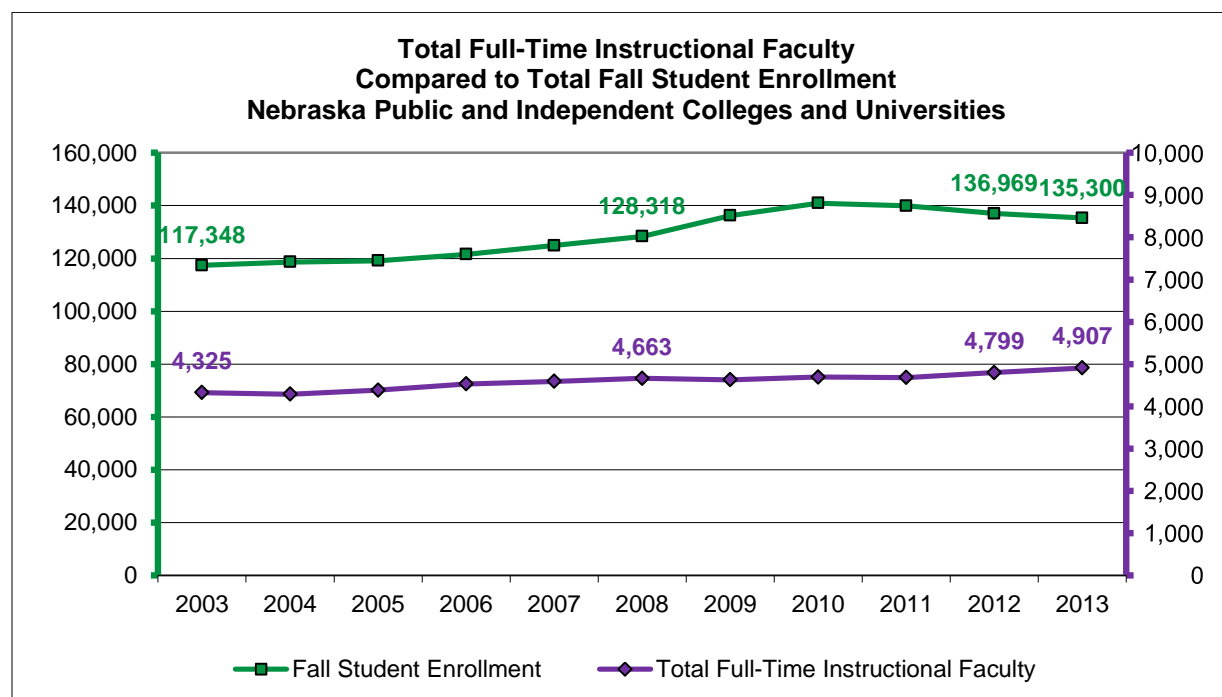
# Executive Summary of Data

## Faculty Fall 2003 – Fall 2013 and Faculty Salaries 2003–04 – 2013–14

### Total Number of Full-Time Instructional Faculty

*See pages 1.1-1.14*

- Full-time instructional faculty at Nebraska's public and independent colleges and universities increased from 4,325 in fall 2003 to 4,907 in fall 2013, an increase of 13.5%. Over the same 10 years, total fall student enrollment increased 15.3%.
- Increases in faculty generally parallel increases in fall enrollment. However, between fall 2003 and fall 2013, the ratio of total fall enrollment to full-time instructional faculty increased almost five students per faculty member within the Nebraska State College System and the sector comprised of independent institutions. At the University of Nebraska, a slight decrease was evidenced in the number of students per full-time faculty member while at the Community Colleges, the estimated student-to-full-time-faculty ratio decreased by almost six students between fall 2003 and fall 2013. It must be noted that these ratios do not account for the use of part-time or adjunct faculty, on whom institutions may increasingly rely.

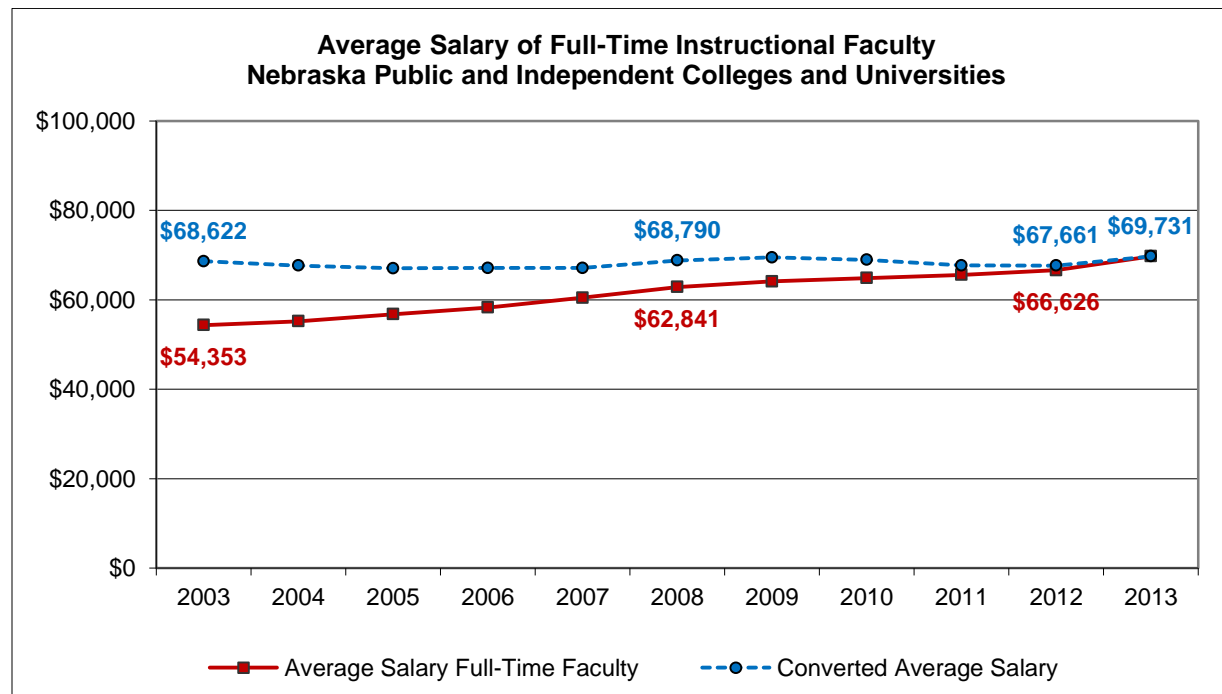


- When analyzed by rank and sector, the largest changes in the numbers of full-time instructional faculty were as follows:
  - 167 more instructors and lecturers and 85 more professors and assistant professors at the University of Nebraska.
  - 18 more professors but 11 fewer associate professors and 10 fewer instructors within the Nebraska State College System.
  - 172 additional faculty with no academic rank at Nebraska's Community Colleges.
  - 173 additional professors and associate professors at Nebraska's independent institutions.

### **Average Salaries of Full-Time Instructional Faculty**

*See pages 2.1-2.20*

- Between the academic years of 2003–04 and 2013–14, the average salary for full-time faculty at Nebraska's public and independent institutions increased 28.3%, from \$54,353 to \$69,731.<sup>a</sup> However, when salaries are adjusted for inflation by converting them to 2013–14 dollars, the statewide average salary was \$1,109 higher in 2013–14 than it was in 2003–04.



<sup>a</sup> All salaries are calculated to be equivalent to 9-month salaries. See the **Explanatory Note** in Section 5 for information about how average salaries are currently calculated and how they were calculated previously.

- Average faculty salaries increased across all four sectors between fall 2003 and fall 2013.

	<u>10-Year Change in Average Salary</u>	<u>10-Year Change in Average Salary Adjusted for Inflation</u>
University of Nebraska	+ 28.3%	+ 1.6%
Nebraska State College System	+ 27.1%	+ 0.7%
Nebraska Community Colleges	+ 33.6%	+ 5.8%
Nebraska Independent Institutions	+ 29.4%	+ 2.5%
Nebraska Public and Independent Total	+ 28.3%	+ 1.6%

### **Full-Time Instructional Faculty by Gender**

*See pages 3.1-3.12*

- Between fall 2003 and fall 2013, women accounted for an increased percentage of the full-time instructional faculty at Nebraska's public and independent colleges and universities.
  - In fall 2003, 38.8% of the full-time instructional faculty were women.
  - By fall 2013, women accounted for 45.8% of the full-time instructional faculty.
- Over the 10-year period, women generally accounted for higher numbers and percentages of the full-time instructional faculty at every level of academic rank at the University of Nebraska, the Nebraska State College System, and Nebraska's independent colleges and universities.<sup>b</sup>
- However, percentages of female faculty continue to be inversely related to academic rank. From fall 2003 through fall 2013, the lowest percentages of women were at the full professor level, while the highest percentages were at the rank of instructor.
- At Nebraska's Community Colleges, where faculty are not classified by academic rank, women accounted for 42.2% of the full-time instructional faculty in fall 2003 and for 50.0% in fall 2013.
- In comparison, women constituted 50.6% of the full-time instructional faculty at the independent institutions in fall 2013, while 43.3% of the faculty at the State Colleges and 41.5% of the faculty at the University of Nebraska were women.

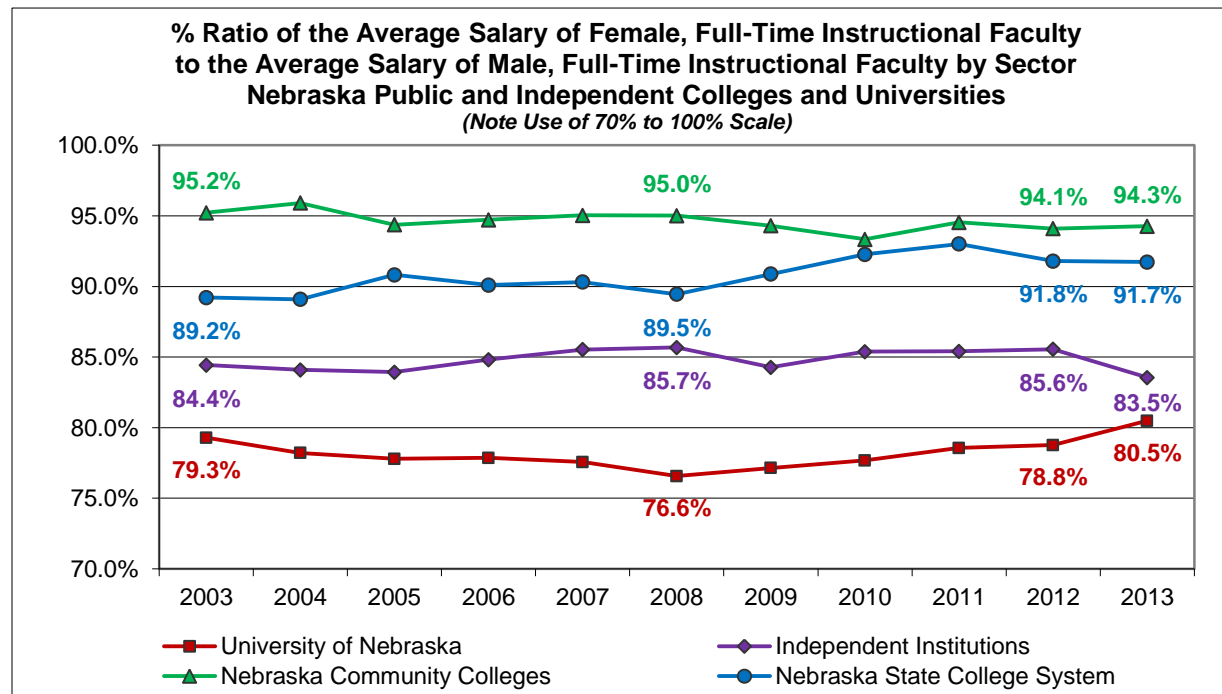
<sup>b</sup>The two exceptions are that women accounted for a lower percentage of the assistant professors employed by the University Nebraska in 2013 than they did in 2003, and women accounted for a lower percentage of the instructors at the State Colleges in 2013 than they did in 2003.



## **Average Salaries of Full-time Instructional Faculty by Gender**

*See pages 3.13-3.18*

- In 2003–04, the average salary of male, full-time instructional faculty at Nebraska's public and independent colleges and universities was \$58,709, or \$11,233 higher than the average salary received by female faculty. By 2013–14, the average salary paid to male faculty was \$76,184, and the gap between the average salaries of men and women had widened to \$13,994.
- Statewide, the average salary of female full-time instructional faculty was 81.6% of the average salary of male full-time faculty in 2013–14, up slightly from 80.9% in 2003–04. However, as shown in the chart below, the ratio of the average salary of female, full-time faculty to the average salary of their male colleagues varied by sector.

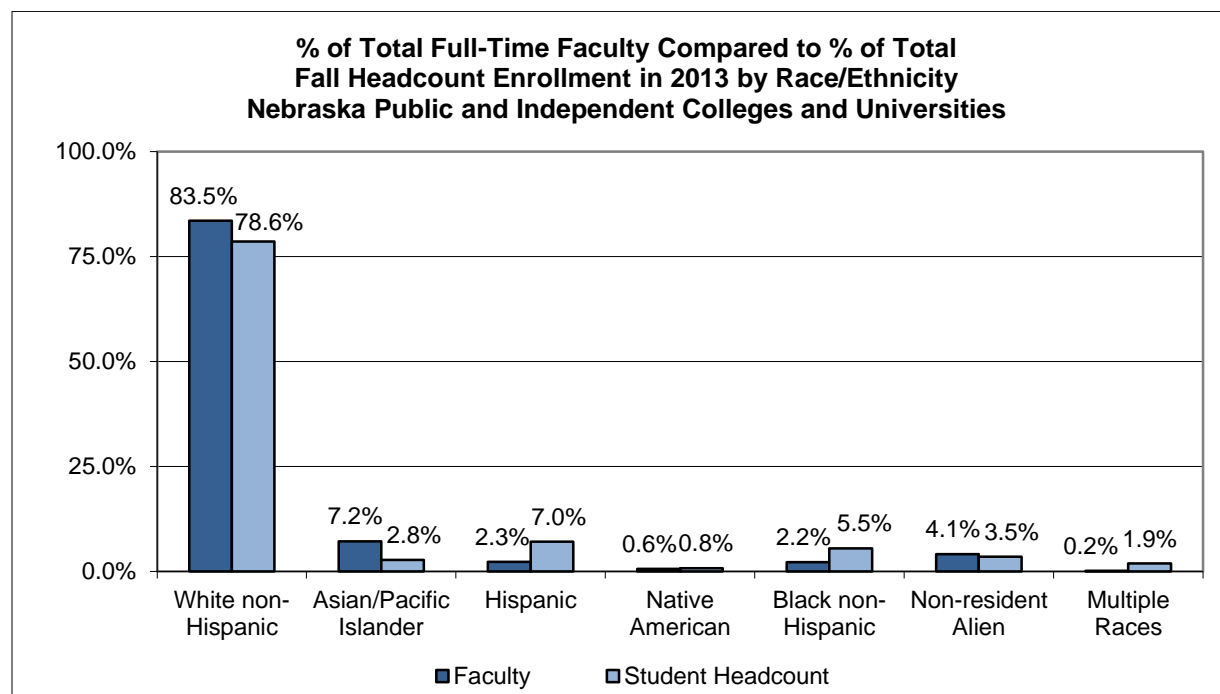


- Over the past 10 years, the ratio of women's average salary to men's has been lower for professors than for faculty in lower ranks. In 2013–14, female professors earned, on the average, 88.2% of the average salary of male professors, 95.3% of the men's average salary at the associate professor level, 88.9% of the average men's salary at the assistant professor level, and 99.2% of the average salary paid to male instructors.
- Female full-time instructional faculty have been paid, on average, as much or more than their male colleagues only at the instructor level.

**Total Full-Time Faculty by Race/Ethnicity (Race/ethnicity data are collected only in odd-numbered years.)**

*See pages 4.1-4.12*

- In fall 2013, 83.5% of the full-time instructional, research, and public service faculty were white non-Hispanics, down from 85.8% in fall 2003.
- Over the 10 years between fall 2003 and fall 2013, total minority faculty – consisting of Asians/Pacific Islanders, Hispanics, Native Americans, black non-Hispanics, and multi-racial faculty – increased 45.9%, from 527 to 769, while white non-Hispanic faculty increased 10.8%, from 4,684 to 5,191. During this period, the number of non-resident alien faculty increased 2.4%, from 249 to 255.
- When percentages of full-time faculty are compared to percentages of total student headcount enrollment by race/ethnicity, as shown in the chart below, Hispanics, black non-Hispanics, Native Americans and multi-racial persons continue to be underrepresented among the faculty in fall 2013, relative to the percentages of students in these racial/ethnic groups. In contrast, white non-Hispanics, Asians/Pacific Islanders, and non-resident aliens accounted for higher percentages of the faculty than of students of the same race/ethnicity.



*Note.* Total faculty includes instructional, research, and public service faculty. In fall 2003, 0.2% of the faculty was of unknown race/ethnicity. In fall 2013, 0.3% of the faculty was of unknown race/ethnicity.

# Section 1

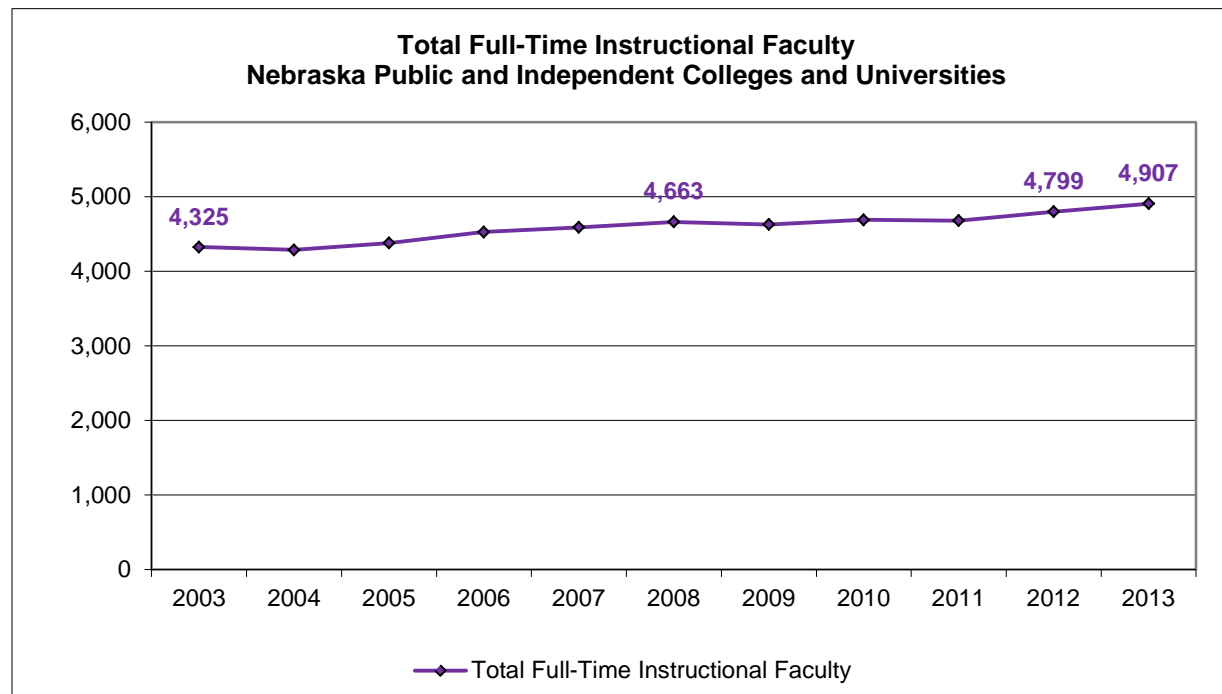
## Number of Full-Time Instructional Faculty by Sector and Rank

### Notes

- (1) Summarized data are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected. Additionally, no data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.
- (3) Faculty and salary data are reported as of November 1 for the academic year.

## **TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY**

- Full-time instructional faculty at Nebraska's public and independent colleges and universities increased 13.5%, from 4,325 in fall 2003 to 4,907 in fall 2013.
- As a basis for comparison, fall student enrollment at Nebraska's public and independent institutions increased 15.3%, from 117,348 in fall 2003 to 135,300 in fall 2013.

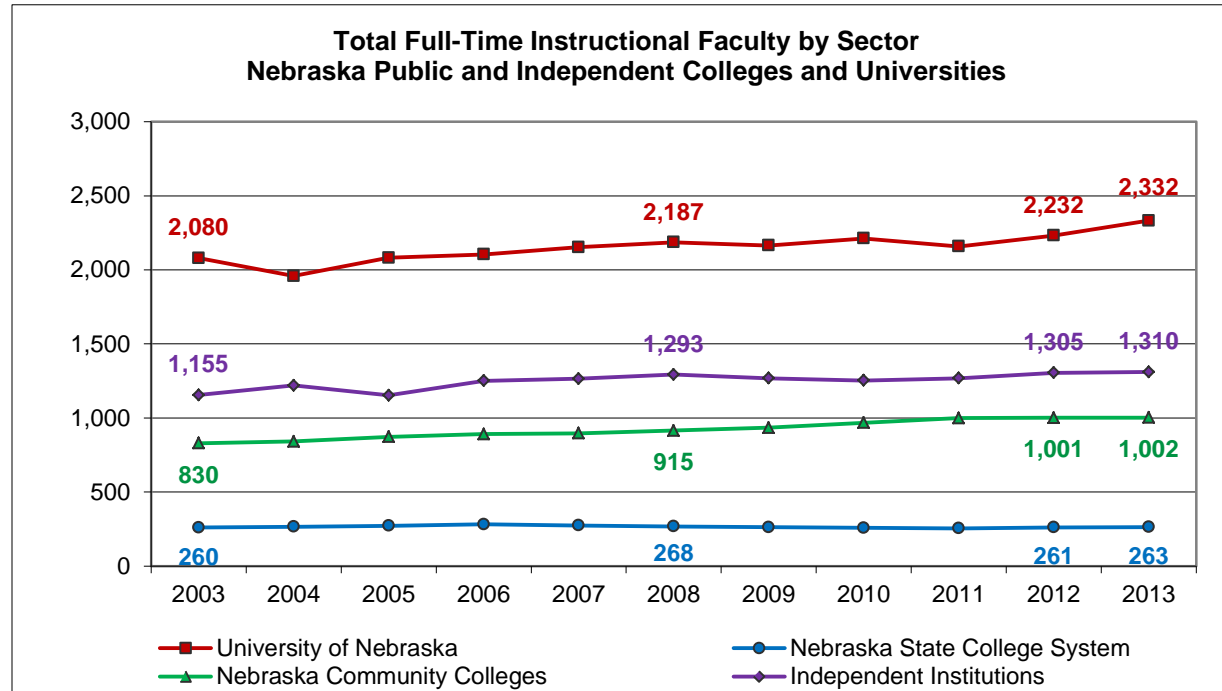


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

## TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- Between fall 2003 and fall 2013, changes in the numbers of full-time instructional faculty by sector were as follows:

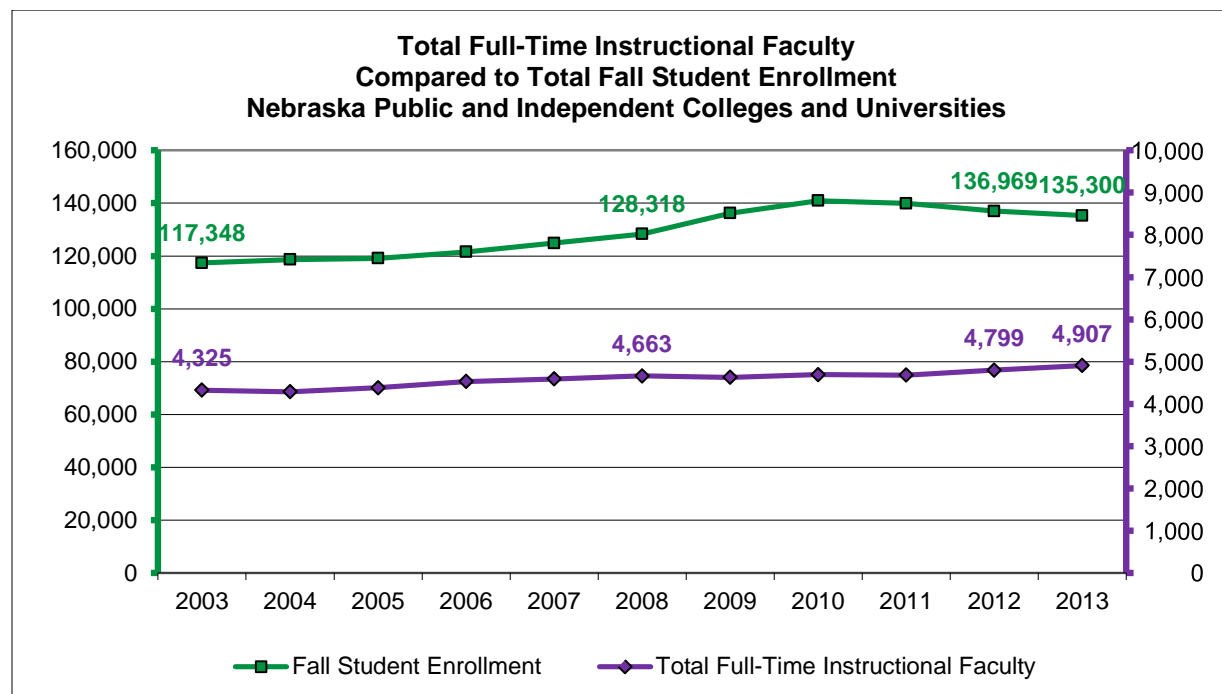
University of Nebraska (■)	+ 12.1%	(252)	Nebraska State College System (●)	+ 1.2%	(3)
Nebraska Community Colleges (▲)	+ 20.7%	(172)	Nebraska Independent Institutions (◆)	+ 13.4%	(155)



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

## **TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY Compared to TOTAL FALL STUDENT ENROLLMENT**

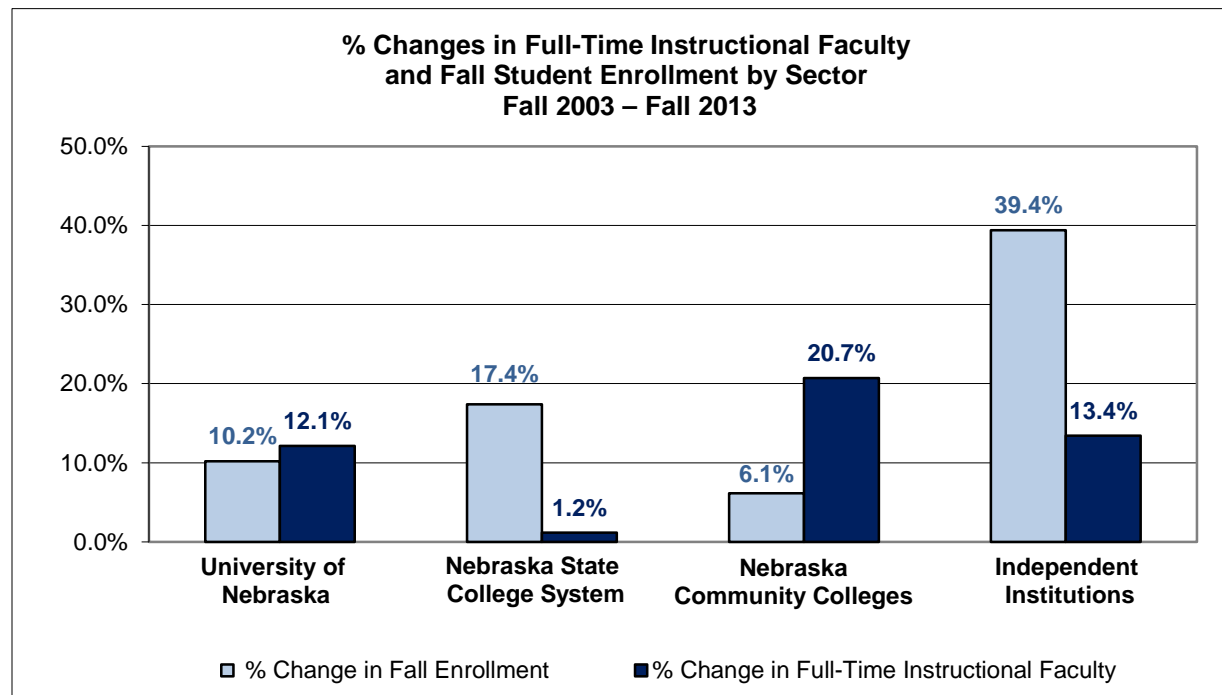
- Increases in the number of full-time instructional faculty generally parallel increases in fall student enrollment.
- Due to the large difference between the number of students and the number of faculty shown in the graph below, increases in student enrollment may appear to be more substantial than the increases in the number of full-time faculty. However, the correlation between the number of full-time faculty and fall student enrollment, statewide, was 0.84 for 2003 through 2013. This very high correlation indicates there is a strong relationship between the two measures. (As a point of reference, a correlation of 1.00 indicates a perfect correlation between two variables.)



*Note.* See the Factual Look Enrollment Section for total headcount enrollments by sector and by institution.

## **Percentage Changes in THE TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY and TOTAL FALL ENROLLMENT by SECTOR**

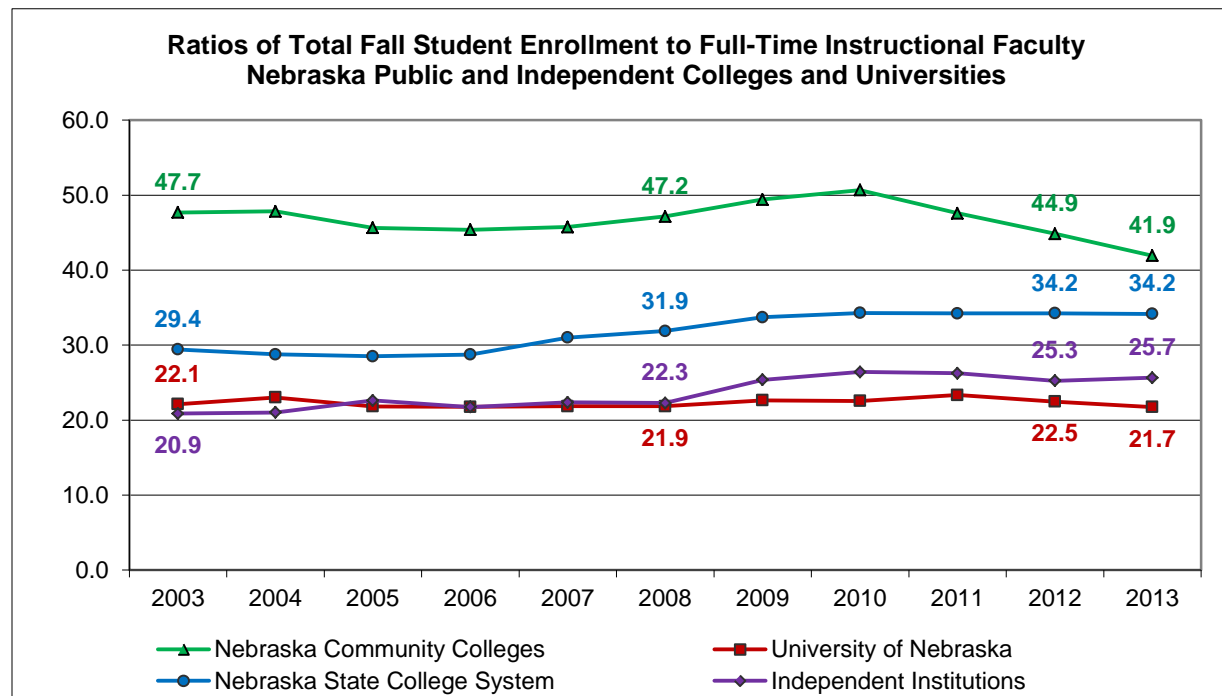
- Although statewide changes in the number of full-time instructional faculty and changes in fall student enrollment are highly correlated, the relationship between these two variables varies when analyzed by sector.
  - At the University of Nebraska, the percentage increase in full-time faculty was slightly higher than the percentage increase in fall enrollment. At the Community Colleges, the percentage increase in full-time faculty was noticeably higher than the percentage increase in fall enrollment.
  - However, at the State Colleges and independent institutions, the percentage increases in the number of full-time faculty were much lower than the percentage increases in enrollment.



*Note.* This chart only compares the percentage changes in the total number of full-time instructional faculty and fall student enrollment. Since instructional faculty also include part-time and adjunct faculty not included in this analysis, changes in fall enrollment and full-time instructional faculty may or may not accurately reflect changes in faculty workloads. Therefore, the above chart should be interpreted only as a broad, general comparison.

## **RATIOS OF TOTAL STUDENT HEADCOUNT TO FULL-TIME INSTRUCTIONAL FACULTY**

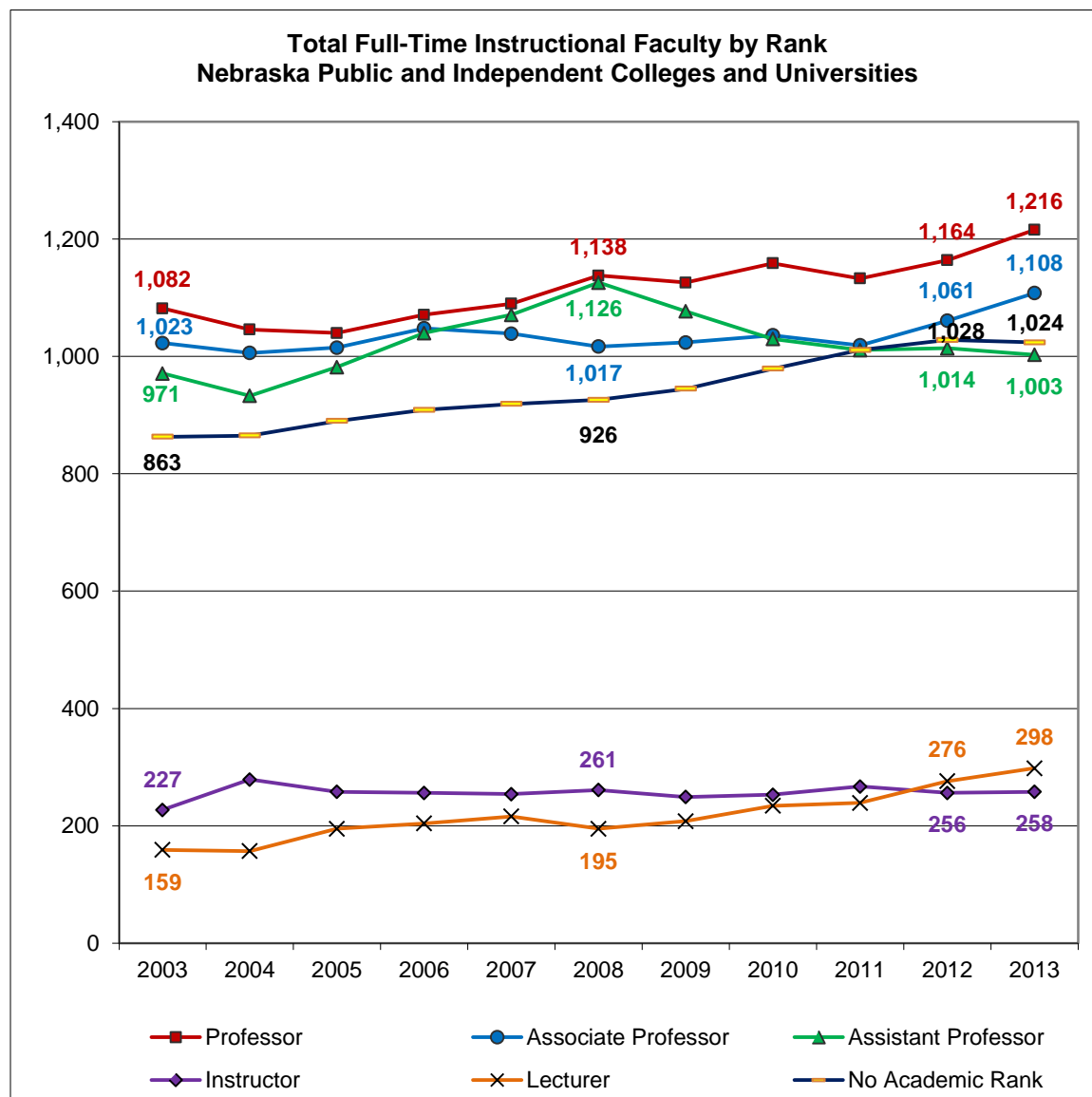
- Given the changes that occurred between fall 2003 and fall 2013 in the number of instructional faculty employed within the public and independent sectors of Nebraska's postsecondary education system, it is logical to ask whether these additions or reductions of faculty were in line with changes in student enrollment.
- IPEDS data are not sufficiently detailed to develop a precise measure of student-to-faculty ratios. However, dividing fall enrollment by the number of full-time instructional faculty provides a general estimate for monitoring whether the number of students per full-time faculty member remained relatively stable as enrollments increased or decreased between fall 2003 and fall 2013. This ratio does not account for the use of part-time or adjunct faculty, on whom institutions increasingly rely.
- As shown in the trend chart below, the estimated student-to-full-time-faculty ratio for the Community Colleges decreased by 5.8 students between fall 2003 and fall 2013. For the University of Nebraska, the ratio was slightly lower in fall 2013 than in fall 2003. In comparison, the estimated student-to-full-time-faculty ratios for the State College System and for Nebraska's independent institutions both increased by 4.8 students over the 10-year period.



*Note.* See the Factual Look Enrollment Section for total headcount enrollments by sector and by institution.



## TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by RANK



Between fall 2003 and fall 2013, faculty employed by Nebraska's public and independent institutions changed as follows:

Rank	#	%
Professor (■)	+ 134	+ 12.4%
Assoc. Prof. (●)	+ 85	+ 8.3%
Assist. Prof. (▲)	+ 32	+ 3.3%
Instructor (◆)	+ 31	+ 13.7%
Lecturer (x)	+ 139	+ 87.4%
No Rank (—)	+ 161	+ 18.7%
Net Total	+ 582	+ 13.5%

Further calculations indicate:

- Full professors accounted for 23.0% of the 582 additional faculty. Associate professors accounted for 14.6%, while assistant professors accounted for 5.5%. Instructors and lecturers accounted for 5.3% and 23.9%, respectively.
- Faculty with no academic rank, almost all at the Community Colleges, accounted for 27.7% of the 10-year gain in faculty.

The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

## **NET CHANGES IN THE NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK**

- When changes in the number of full-time instructional faculty are analyzed by both sector and rank as shown below, the greatest changes evidenced were as follows:
  - 167 more instructors and lecturers and 85 more professors and assistant professors at the University of Nebraska.
  - 18 more professors but 11 fewer associate professors and 10 fewer instructors within the Nebraska State College System.
  - 172 additional faculty with no academic rank at Nebraska's Community Colleges.
  - 173 additional professors and associate professors at Nebraska's independent institutions.

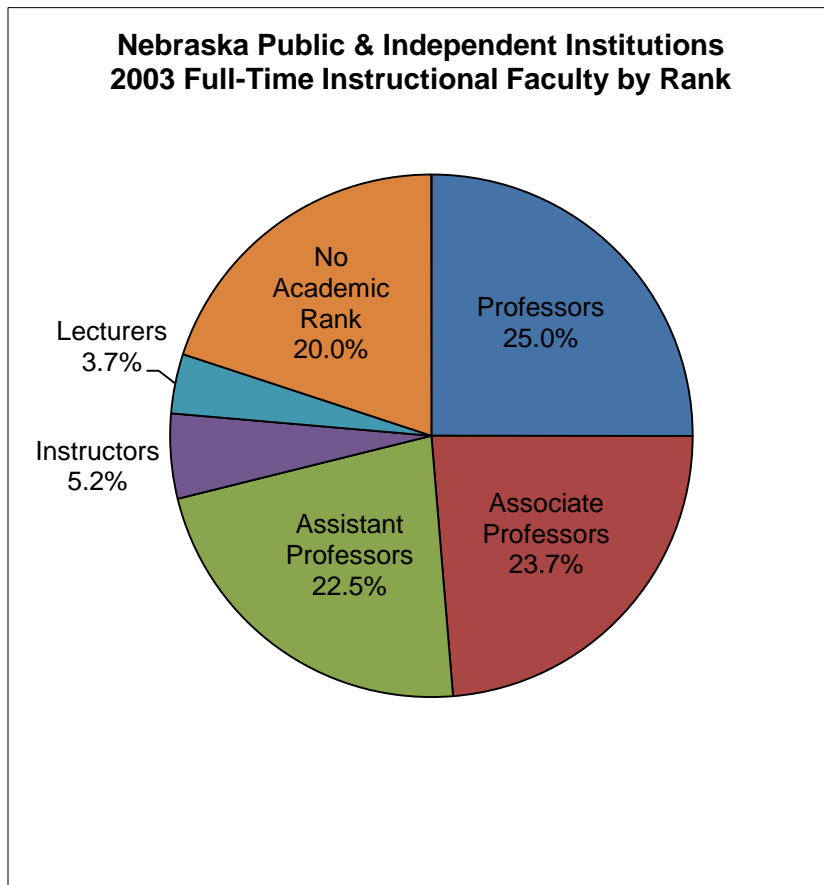
<b>Net Changes in the Number of Full-Time Instructional Faculty by Sector and by Rank Nebraska Public and Independent Colleges and Universities 2003–2013</b>							
Sector	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	No Academic Rank	Total Net Change
University of Nebraska	42	- 3	43	40	127	3	252
Nebraska State College System	18	- 11	1	- 10	6	- 1	3
Nebraska Community Colleges	0	0	0	0	0	172	172
Independent Institutions	74	99	- 12	1	6	- 13	155
Nebraska Public & Independent Institutions	134	85	32	31	139	161	582

*Note.* Historically, faculty were generally hired on a tenure track leading from instructor to assistant professor to associate professor to full professor. The most common current practice is to hire tenure-track faculty at the assistant professor rank. A lecturer is most frequently a non-tenure track position.

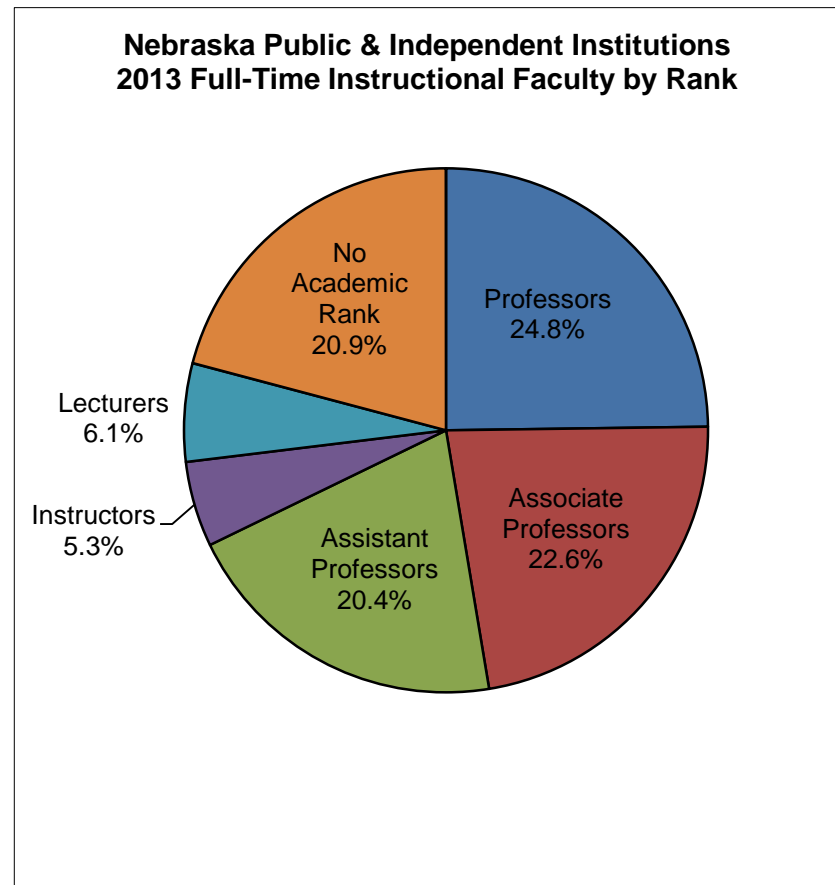
The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

## **Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK**

- As a result of increases and decreases in faculty, the overall composition of the full-time instructional faculty at Nebraska's public and independent colleges and universities shifted slightly between fall 2003 and fall 2013.
- As shown below, instructors, lecturers, and faculty with no academic rank accounted for slightly higher percentages of the faculty in fall 2013 than in fall 2003, while lower percentages of the faculty were professors, associate professors, or assistant professors.



Note. Number of full-time instructional faculty = 4,325.



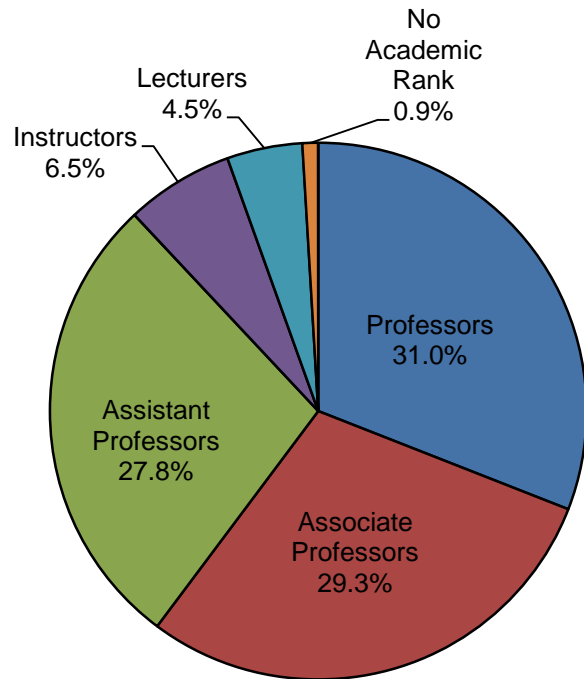
Note. Number of full-time instructional faculty = 4,907.

## **Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK** (Continued)

### **Excluding Nebraska's Community Colleges**

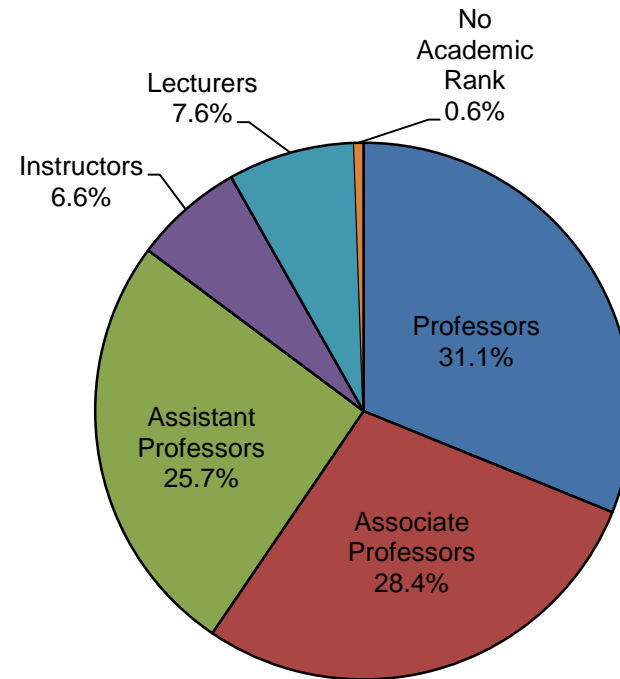
- Since all faculty at Nebraska's Community Colleges are classified in IPEDS as having no academic rank, the following charts exclude the Community Colleges to provide a more direct comparison of the other three sectors.
- As shown below, faculty with no academic rank constituted 0.6% of the faculty at the University of Nebraska, the State Colleges and the state's independent colleges and universities in fall 2013, down from 0.9% in fall 2003.
- These charts also show that instructors and lecturers and professors accounted for higher percentages of full-time faculty in 2013 than they did in 2003, while assistant and associate professors accounted for lower percentages.

**Nebraska Public & Independent Institutions  
Not Including Community Colleges  
2003 Full-Time Instructional Faculty by Rank**



Note. Number of full-time instructional faculty = 3,495.

**Nebraska Public & Independent Institutions  
Not Including Community Colleges  
2013 Full-Time Instructional Faculty by Rank**

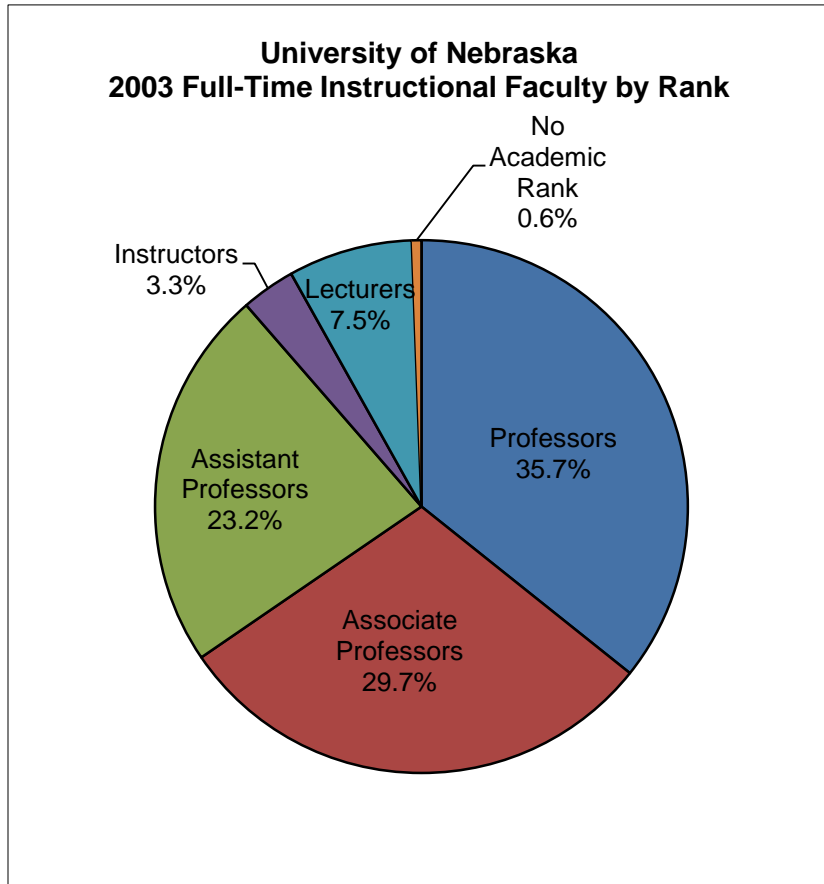


Note. Number of full-time instructional faculty = 3,905.

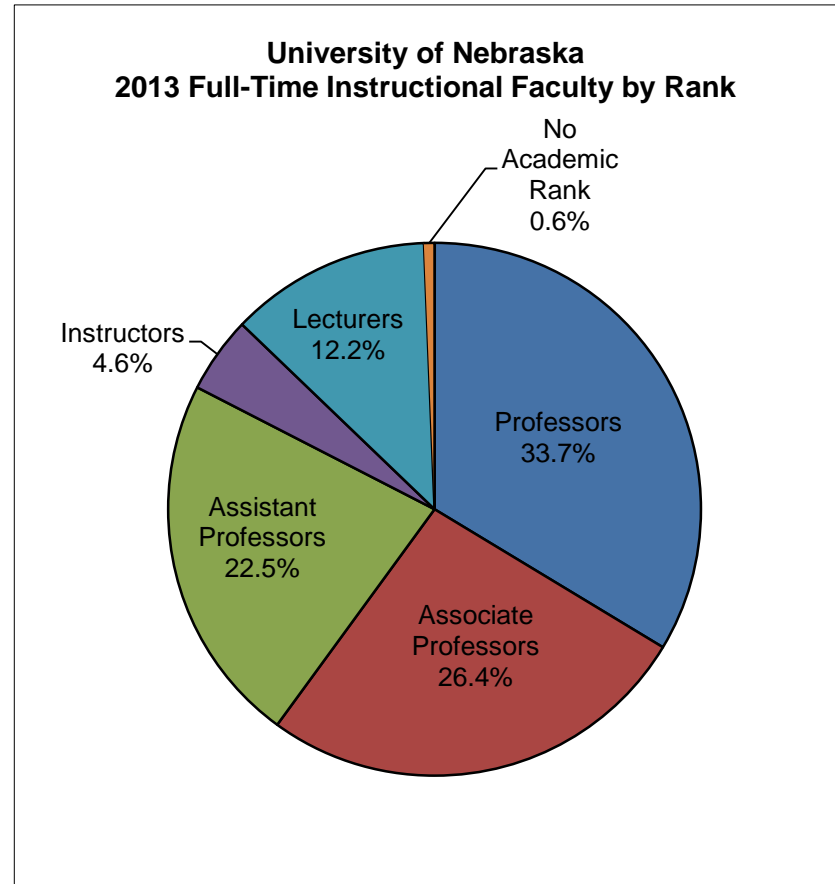
## Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK

### University of Nebraska

- The main changes that occurred between fall 2003 and fall 2013 in the composition of the full-time instructional faculty at the University of Nebraska were the increased percentage of lecturers and the decreased percentages of full professors and associate professors.



Note. Number of full-time instructional faculty = 2,080.



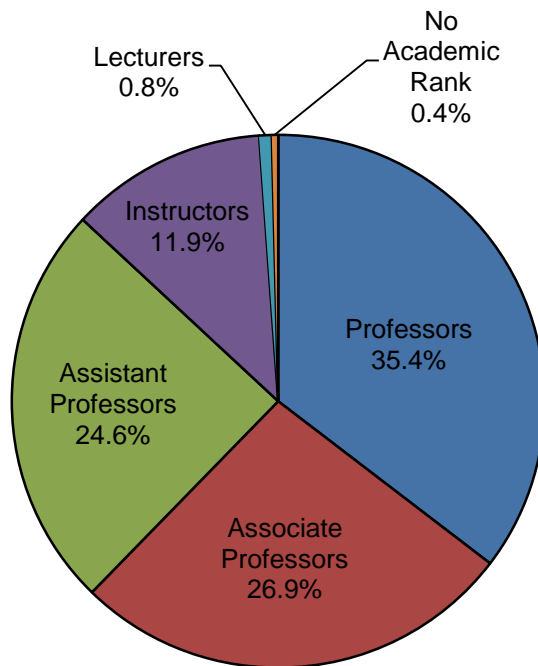
Note. Number of full-time instructional faculty = 2,332.

## **Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK** (Continued)

### **Nebraska State College System**

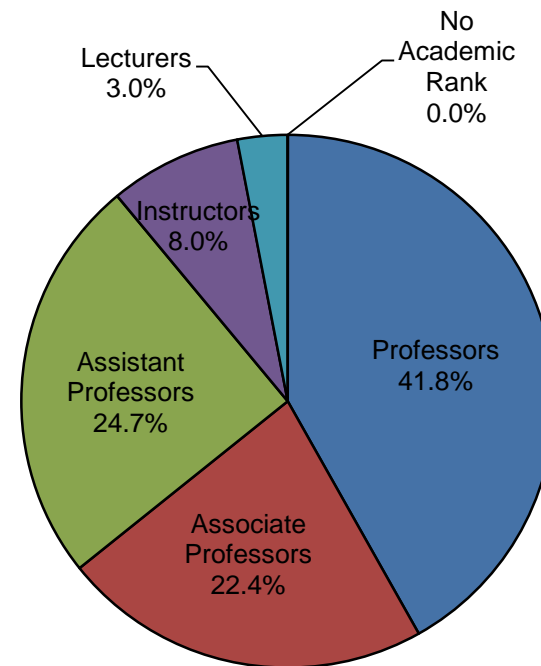
- The overall composition of the instructional faculty employed by the Nebraska State College System shifted between fall 2003 and fall 2013, primarily as a result of a noticeable increase in full professors and a decrease in associate professors as percentages of full-time instructional faculty.

**Nebraska State College System  
2003 Full-Time Instructional Faculty by Rank**



Note. Number of full-time instructional faculty = 260.

**Nebraska State College System  
2013 Full-Time Instructional Faculty by Rank**



Note. Number of full-time instructional faculty = 263.

## **Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)**

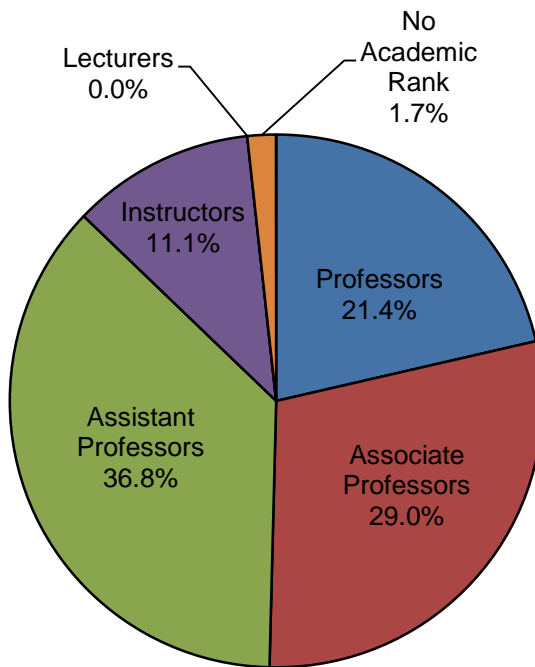
### **Nebraska Community Colleges**

- Charts showing the overall composition of faculty employed by the Community Colleges are not provided since all faculty members are classified as having no academic rank. (Number of full-time instructional faculty = 830 (2003) and 1,002 (2013).)

### **Nebraska Independent Institutions**

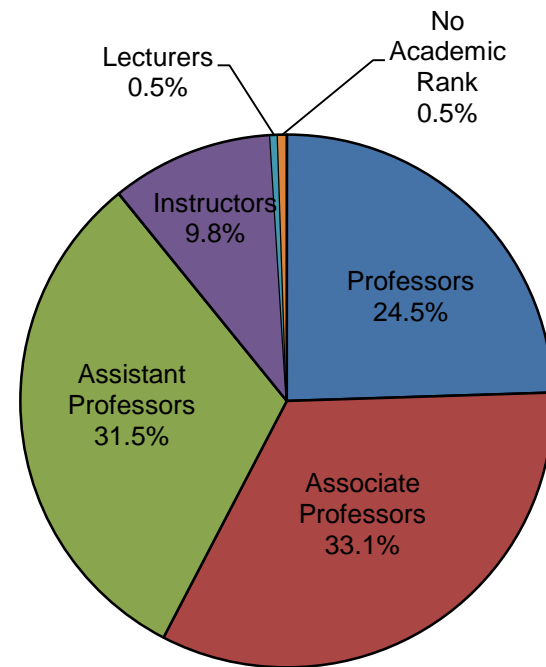
- In fall 2013, professors and associate professors accounted for higher percentages of the total faculty at Nebraska's independent institutions, while assistant professors accounted for a noticeably lower percentage than they did in fall 2003.

**Nebraska Independent Institutions  
2003 Full-Time Instructional Faculty by Rank**



Note. Number of full-time instructional faculty = 1,155.

**Nebraska Independent Institutions  
2013 Full-Time Instructional Faculty by Rank**



Note. Number of full-time instructional faculty = 1,310.

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## Section 2

# Average Salaries of Full-Time Instructional Faculty by Sector and Rank

### Notes

- (1) Summarized data are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected. Additionally, no data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.
- (3) Faculty and salary data are reported as of November 1 for the academic year.
- (4) Salaries reported do not include payments for any benefits. Salaries are adjusted so that all average salaries reported in this publication are for 9-month appointments.

## **INTRODUCTION TO SALARY ANALYSES**

- The average salaries of full-time instructional faculty reported in this section were calculated using the actual dollar amounts paid by institutions reported annually on the IPEDS Human Resources survey. (Prior to fall 2005, data reported in this section were collected through the Employees by Assigned Position, Fall Staff, and Faculty Salaries surveys administered through IPEDS.)

Please see the **Explanatory Note**, beginning on page 5.1 at the end of this report, for information about how average salaries are currently calculated and how they have been calculated previously.

- In addition, average salaries have been converted to 2013–14 dollars to take into account the effect of inflation when salaries are compared over the period from 2003–04 to 2013–14. Average salaries were converted to 2013–14 dollars using a multiplication factor based on the Consumer Price Index (CPI) that is maintained by the U.S. Bureau of Labor Statistics (BLS).

## **THE CONSUMER PRICE INDEX**

The Consumer Price Index (CPI) is a measure of the average change over time of the prices paid by urban consumers for a market basket of consumer goods and services. The Consumer Price Index for All Urban Consumers (CPI-U) that is used in this report is based on the prices paid by a representative sample of U.S. households. The prices paid by these households are determined from a sample of products that represent all of the types of goods and services purchased for household or personal consumption.

The CPI simplifies the measurement of price changes over time. The BLS has established a 1982–84 reference basis for the current CPI-U by setting the average price level for the 36 months covering 1982, 1983, and 1984 equal to 100. The BLS then measures and expresses price changes in relation to 100, so that any increase or decrease in prices is stated as a percentage change from the baseline prices in 1982–84. An index of 150, for example, means that there has been a 50% increase in consumer prices since 1982–84.

The CPI-U is calculated monthly. Therefore, the CPI-U for a given year can be determined by calculating the average index over the 12 months. For an academic year, the average CPI-U is calculated for the 12 months beginning in July and ending in June.

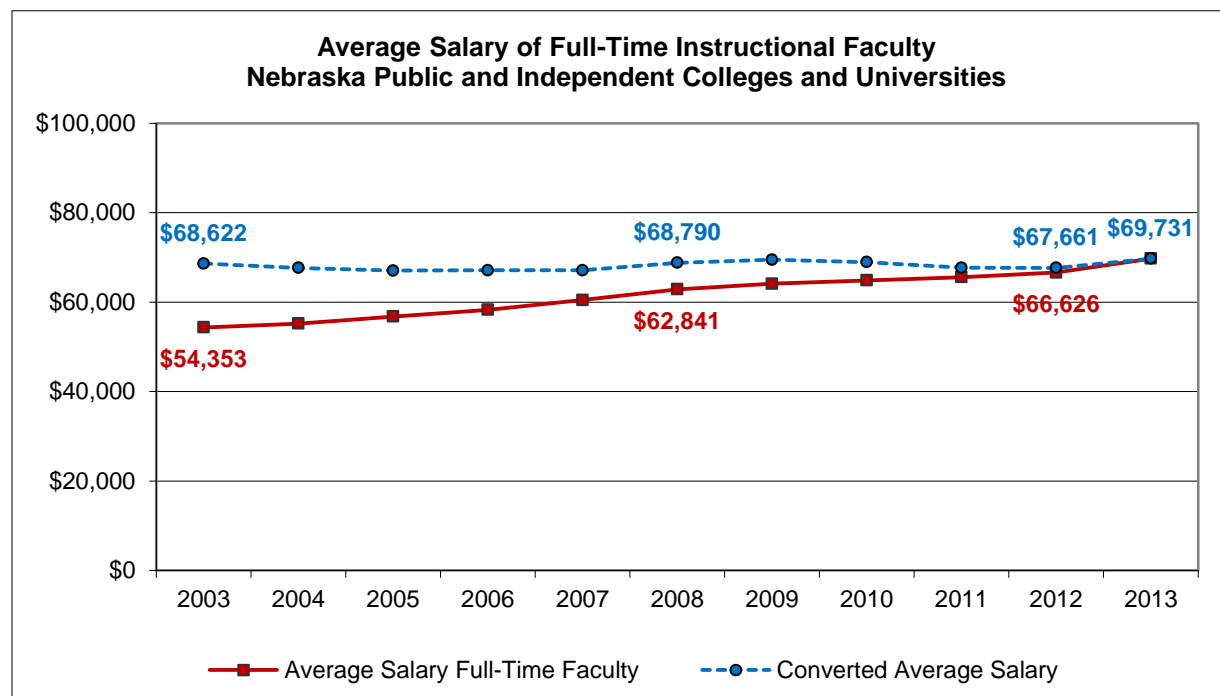
The CPI-U can be used to compare price levels over any period of time by calculating the percentage increase or decrease in the index value from the beginning to the end of the period. For the purposes of this report, the period of interest is the 10 years between the academic years of 2003–04 (July 2003–June 2004) and 2013–14 (July 2013–June 2014).

The average CPI-U for July 2003 through June 2004 was 186.1. For July 2013 through June 2014, the average CPI-U was 235.0, indicating that there was an overall 26.3% increase in consumer prices over the 10 years. Given a 26.3% increase in the general level of prices over the 10 years, salaries also would have to increase 26.3% to have the same amount of purchasing power in 2013–14 as in 2003–04 or, in other words, to keep pace with price inflation.

Additional information about the Consumer Price Index is available from the Bureau of Labor Statistics at [www.bls.gov/cpi](http://www.bls.gov/cpi).

## AVERAGE SALARY OF TOTAL FULL-TIME INSTRUCTIONAL FACULTY

- In dollars actually paid, the average salary for full-time faculty at Nebraska's public and independent colleges and universities was \$69,731 in 2013–14, compared to \$54,353 in 2003–04, a 10-year increase of 28.3%, a percentage increase that is higher than the 26.3% 10-year rate of inflation, based on the CPI-U. (See page 2.2.)
- When average salaries are adjusted for inflation by converting them to 2013–14 dollars, the statewide average salary in 2003–04 was \$68,622, or \$1,109 lower than the average salary in 2013–04, meaning that the average salary in 2013–14 had more buying power than the average salary in 2003–04.
- As shown in the chart below, the highest average salary was in 2013–04 in terms of consumer buying power.
- See the table on page 2.5 for the average salaries paid from 2003–04 to 2013–04 converted to 2013–14 dollars to take into account the effect of inflation.



Average paid salaries and average salaries converted to current dollars by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

# **AVERAGE SALARY OF TOTAL FULL-TIME INSTRUCTIONAL FACULTY** (Continued)

<b>Actual Average Salary of Full-Time Instructional Faculty at Nebraska's Public and Independent Colleges and Universities Converted to 2013–14 Dollars</b>				
Academic Year	Average Faculty Salary <sup>a</sup>	CPI-U for July–June <sup>b</sup>	Multiplication Factor <sup>c</sup>	Average Salary Converted to 2013–14 Dollars <sup>d</sup>
2003–2004	\$54,353	186.108	1.2625	\$68,622
2004–2005	\$55,201	191.700	1.2257	\$67,660
2005–2006	\$56,769	198.942	1.1811	\$67,049
2006–2007	\$58,285	204.112	1.1512	\$67,096
2007–2008	\$60,458	211.684	1.1100	\$67,108
2008–2009	\$62,841	214.649	1.0947	\$68,790
2009–2010	\$64,096	216.759	1.0840	\$69,481
2010–2011	\$64,869	221.066	1.0629	\$68,948
2011–2012	\$65,569	227.566	1.0325	\$67,701
2012–2013	\$66,626	231.370	1.0155	\$67,661
2013–2014	\$69,731	234.967	1.0000	\$69,731
10-Year Increase	28.3%	26.3%		1.6%
<sup>a</sup> Faculty salaries were reported in the fall of the academic year. <sup>b</sup> CPI-U is the Consumer Price Index for All Urban Consumers maintained by the U.S. Bureau of Labor Statistics. The CPI-U is calculated monthly. The CPI-U for an academic year is the average CPI-U from July through June. <sup>c</sup> The multiplication factor for a given year equals the CPI-U for 2013–14 divided by the CPI-U for the year of interest. <sup>d</sup> The average salary converted to 2013–14 dollars equals the paid average salary multiplied by the CPI-U multiplication factor.				

## **AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR**

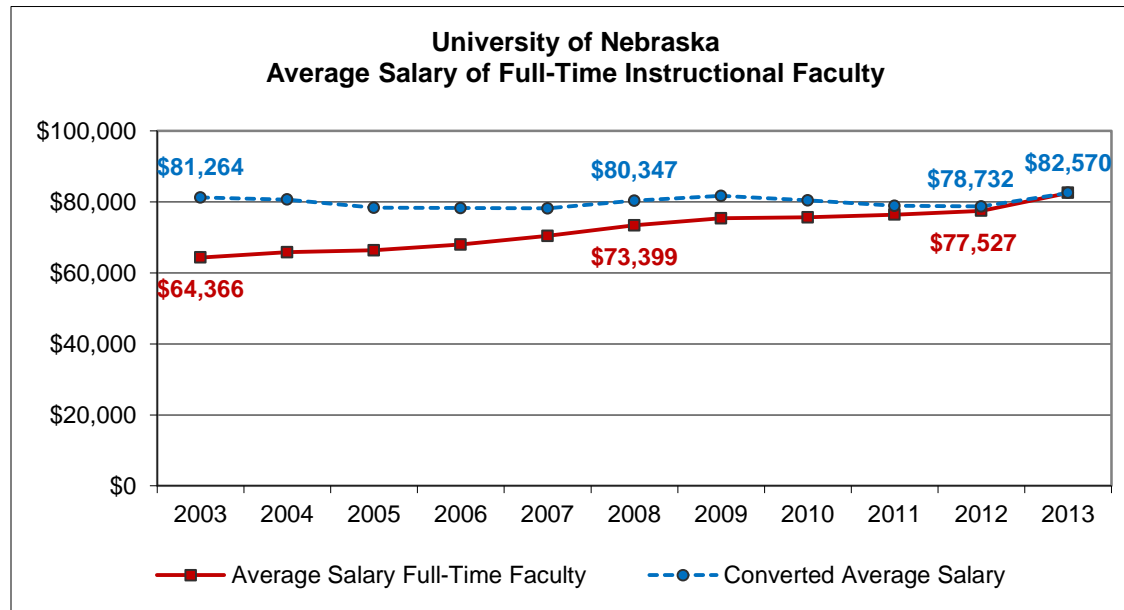
- The charts on the following two pages show, by sector, the increases and decreases in the average salaries paid to full-time instructional faculty between 2003–04 and 2013–14. These charts also show the trends in faculty salaries when they are expressed in 2013–14 dollars to take into account the effect of price inflation.
- The University of Nebraska paid the highest average salaries throughout the 10 years, with an average salary of \$82,570 in 2013–14.
- Faculty at Nebraska's State Colleges received an average salary of \$62,480 in 2013–14, while faculty at Nebraska's independent institutions and Community Colleges earned \$63,179 and \$52,060, respectively.
- Between 2003–04 and 2013–14, average faculty salaries increased across all four sectors.

	<u>10-Year Change in Average Salary</u>	<u>10-Year Change in Average Salary Adjusted for Inflation</u>
University of Nebraska	+ 28.3%	+ 1.6%
Nebraska State College System	+ 27.1%	+ 0.7%
Nebraska Community Colleges	+ 33.6%	+ 5.8%
Nebraska Independent Institutions	+ 29.4%	+ 2.5%

- Average salaries converted to 2013–14 dollars were at their highest level in 2013–14 for faculty employed by the University of Nebraska. For the Nebraska State College System, the highest average salary adjusted for inflation was in 2010–11. For the Community Colleges, the buying power of an average salary was highest in 2009–10, and for the independent sector, the average faculty salary was highest in 2008–09.

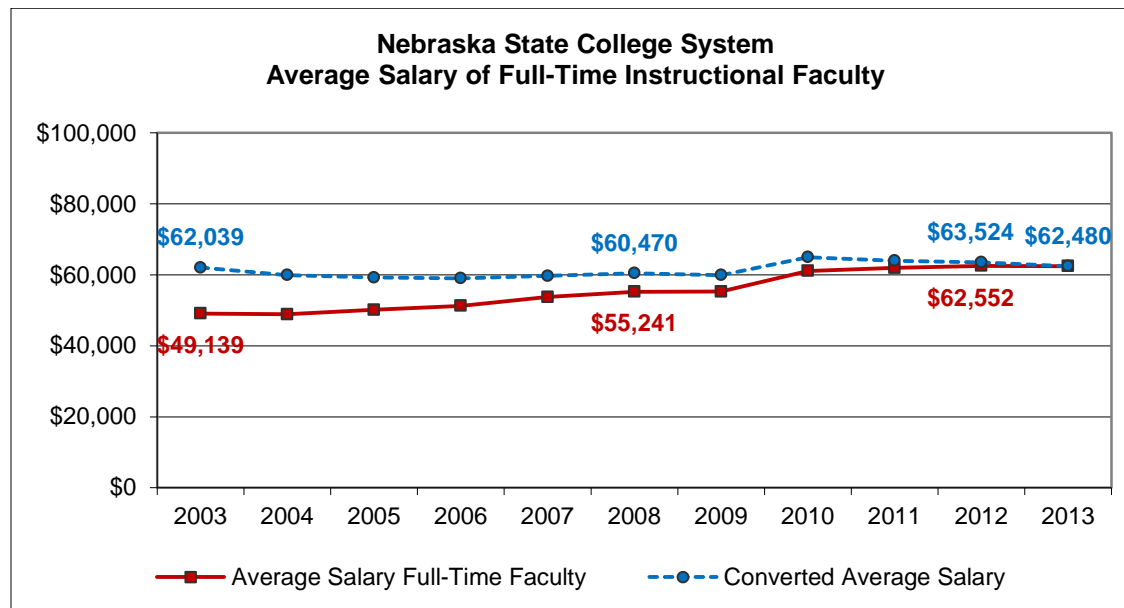
Average paid salaries and average salaries converted to current dollars by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR (Continued)



### University of Nebraska

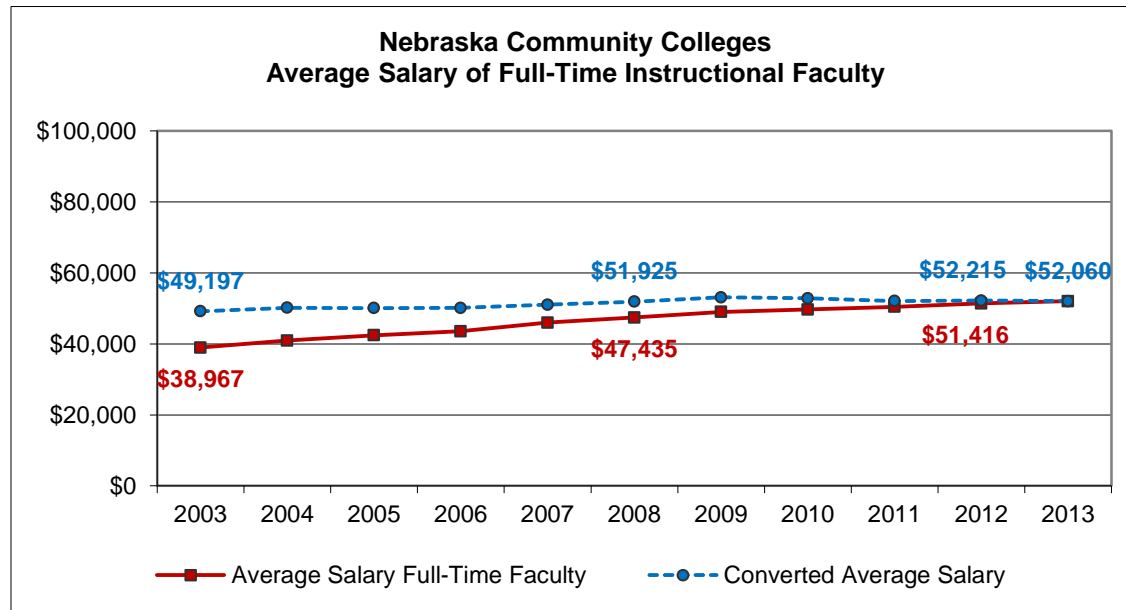
- In dollars actually paid, the average faculty salary at the University of Nebraska increased from \$64,366 in 2003–04 to \$82,570 in 2013–14, or 28.3%.
- Converted to 2013–14 dollars, the average salary of University faculty increased from \$81,264 in 2003–04 to \$82,570 in 2013–14, a 10-year increase of 1.6%.



### Nebraska State College System

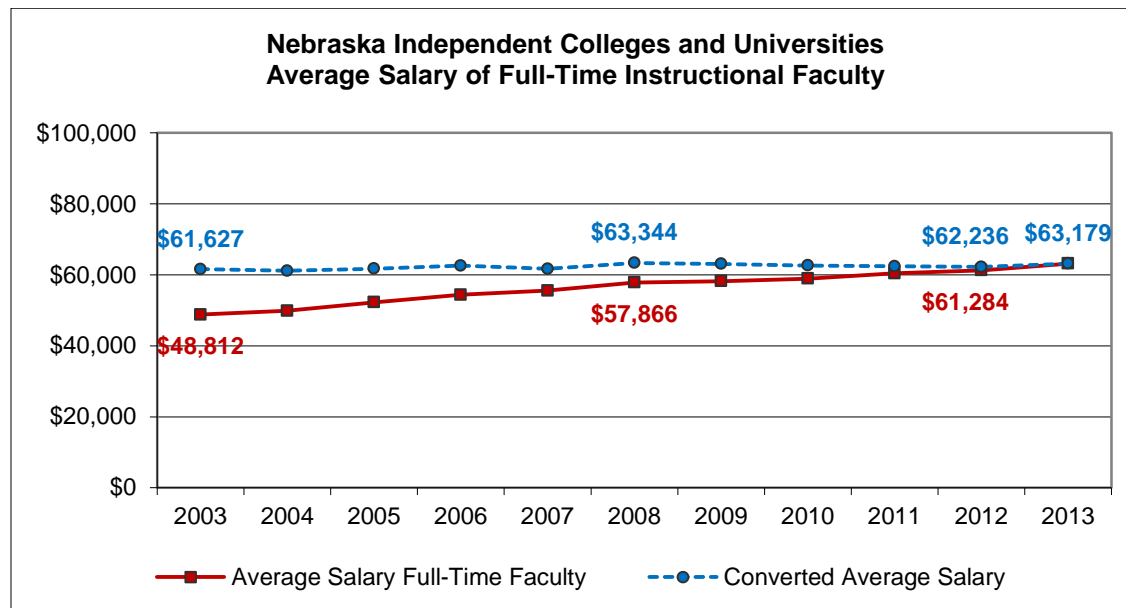
- The average faculty salary paid by Nebraska's State Colleges increased from \$49,139 in 2003–04 to \$62,480 in 2013–04, a 10-year increase of 27.1%.
- Converted to 2013–14 dollars, the average salary of faculty at the State Colleges increased from \$62,039 in 2003–04 to \$62,480, for a 10-year increase of 0.7%.

## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR (Continued)



### Nebraska Community Colleges

- In dollars actually paid, the average salary of faculty employed by Nebraska Community Colleges increased from \$38,967 in 2003–04 to \$51,416 in 2013–14 for a 10-year increase of 33.6%.
- Converted to 2013–14 dollars, the average Community College salary fluctuated upward from \$49,197 in 2003–04 to \$52,060 in 2013–14, resulting in an increase of 5.8% between 2003–04 and 2013–14.



### Nebraska Independent Institutions

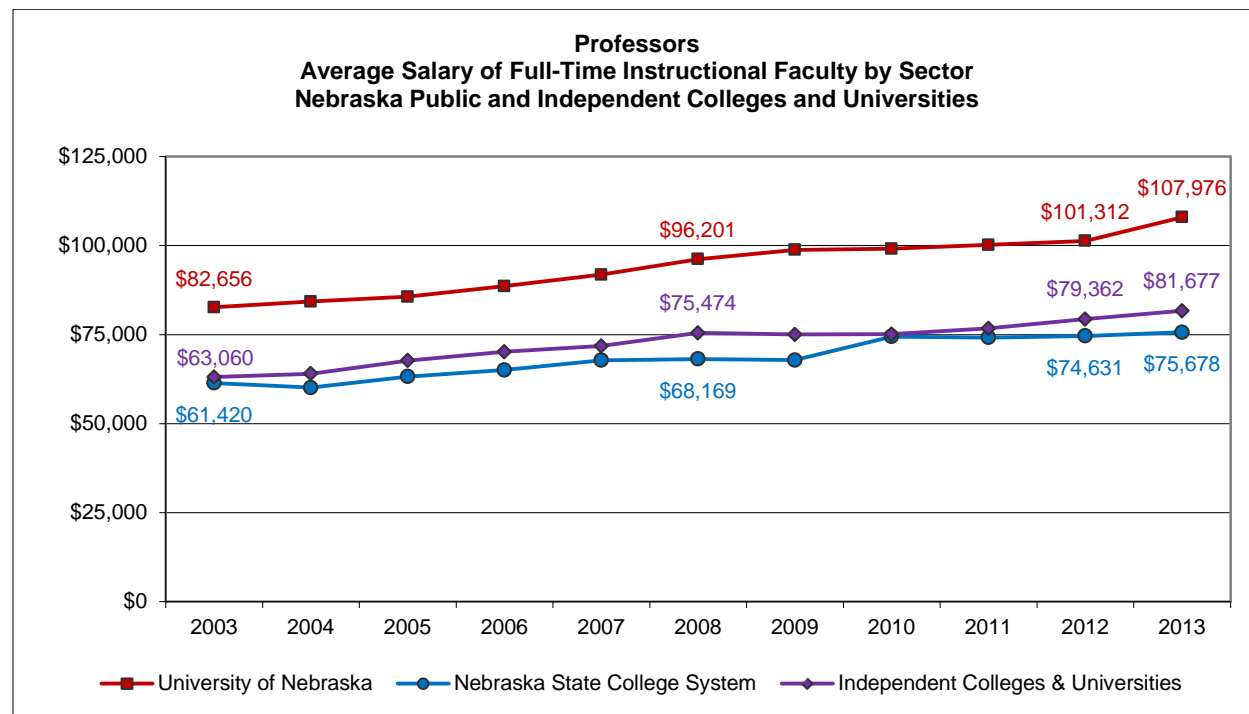
- The average faculty salary for Nebraska's independent institutions increased from \$48,812 in 2003–04 to \$61,284 in 2013–14, a 10-year increase of 29.4%.
- Converted to 2013–14 dollars, the average faculty salary increased 2.5%, from \$61,627 in 2003–04 to \$63,179 in 2013–14.



## **AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR**

- The charts following this summary show, by academic rank, how average salaries paid between 2003–04 and 2013–14 varied from one sector to another. The tables accompanying the charts summarize the 10-year changes that occurred in the average salaries at each rank, both in dollars actually paid and in 2013–14 dollars to take into account the effect of inflation.
- Between 2003–04 and 2013–14, the average salaries paid by the University of Nebraska at the professor, associate professor, and assistant professor levels were higher than the average salaries paid by the Nebraska State College System, Nebraska's Community Colleges, and the state's independent institutions. While the average salaries paid by the University of Nebraska at the instructor level were generally higher than the State Colleges and the independent institutions during the 10-year period, the State Colleges paid slightly more than the University at the instructor level in 2013–14.
- Throughout the 10-year period, the average salaries paid in the independent sector were higher than those paid by the State Colleges at the professor, associate professor, and assistant professor levels. At the instructor level, the State Colleges' average salary was higher than the average salaries at the University of Nebraska and the independent institutions in 2013–14.
- The greatest difference between the salaries paid by the independent institutions and the University of Nebraska was at the professor level. In 2013–14, professors employed by the University earned an average salary that was \$26,299 higher than the average salary paid to professors in the independent sector. Meanwhile at the State Colleges, professors earned an average salary that was \$32,298 less than the average salary paid to professors at the University of Nebraska.
- Comparing average salary increases across academic ranks, professors received the highest dollar amounts. The 10-year increases for professors were \$25,321 at the University of Nebraska, \$14,258 at the State Colleges, and \$18,617 in the independent sector.
- For the 10-year period ending in 2013–14, the largest 10-year percentage increases in average salary at the University of Nebraska were earned by assistant professors (41.0%) and lecturers (34.0%). The highest 10-year salary percentage increases at the State Colleges were earned by instructors (34.3%), associate professors (24.7%) and assistant professors (24.7%). Within the independent sector, the highest percentage increases were received by professors (29.5%) and assistant professors (26.4%).
- All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission, but relatively few faculty members without academic rank have been employed by the University of Nebraska, the Nebraska State College System, or the independent institutions in Nebraska.
- Compared to the salaries in other sectors, the average salary at the Community Colleges in 2013–14 was \$1,516 higher than the average salary earned by assistant professors at the State Colleges, but \$3,051 lower than the average salary paid to assistant professors in the independent sector.

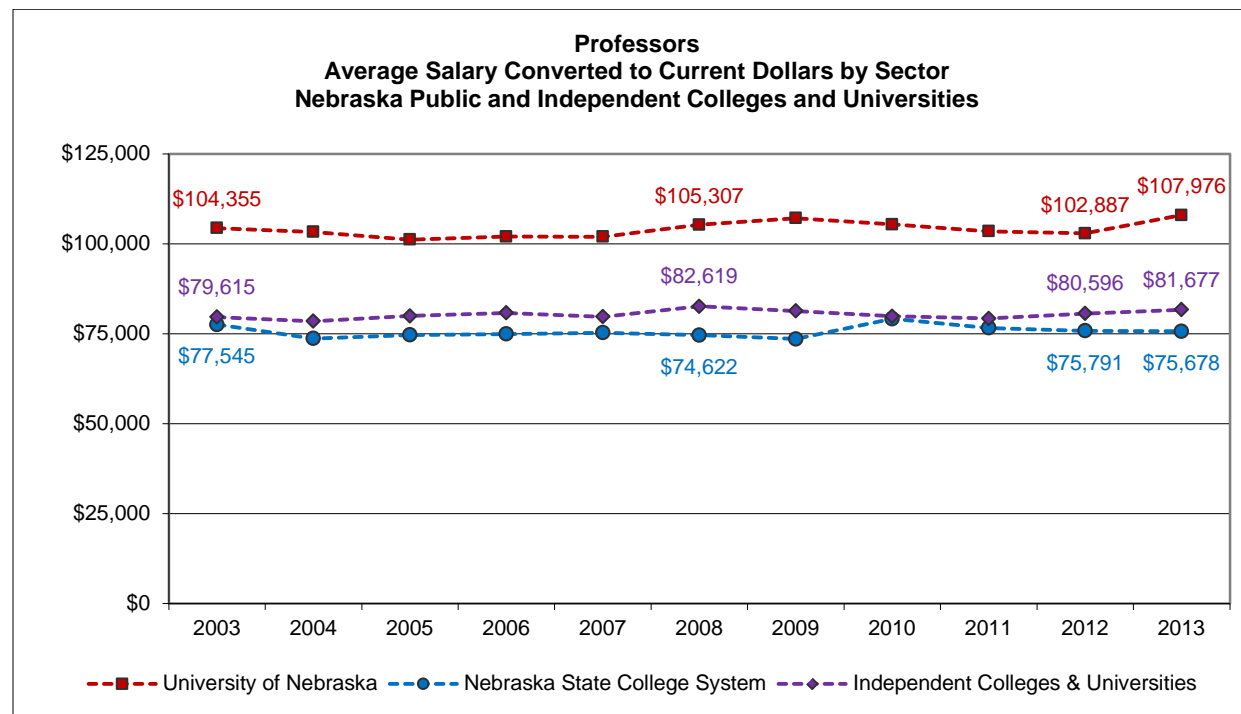
## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Professors in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	785	\$82,656	\$107,976	\$25,321	30.6%
Nebraska State College System	110	\$61,420	\$75,678	\$14,258	23.2%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	321	\$63,060	\$81,677	\$18,617	29.5%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

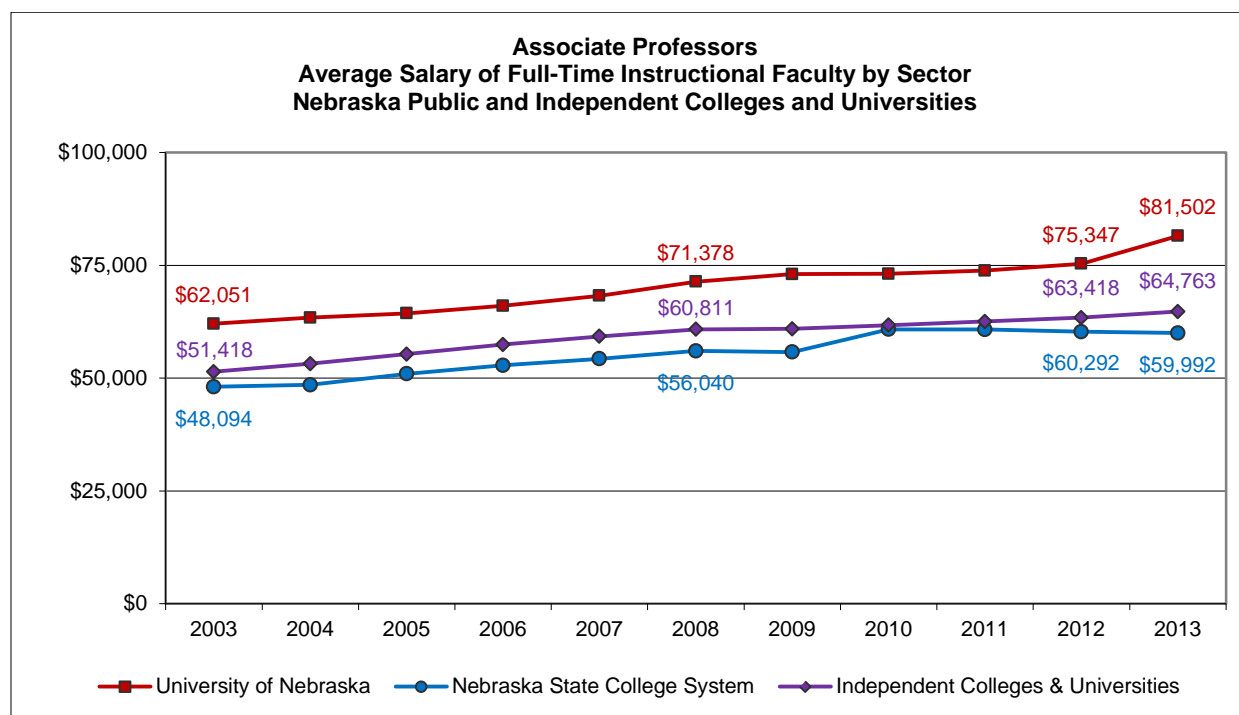
## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Professors in Fall 2013	2003–04 Average Salary Converted to 2013–14 Dollars	2013–14 Average Salary Converted to 2013–14 Dollars	10-Year Change in Average Salary Converted to 2013–14 Dollars	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	785	\$104,355	\$107,976	\$3,621	3.5%
Nebraska State College System	110	\$77,545	\$75,678	- \$1,867	- 2.4%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	321	\$79,615	\$81,677	\$2,062	2.6%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

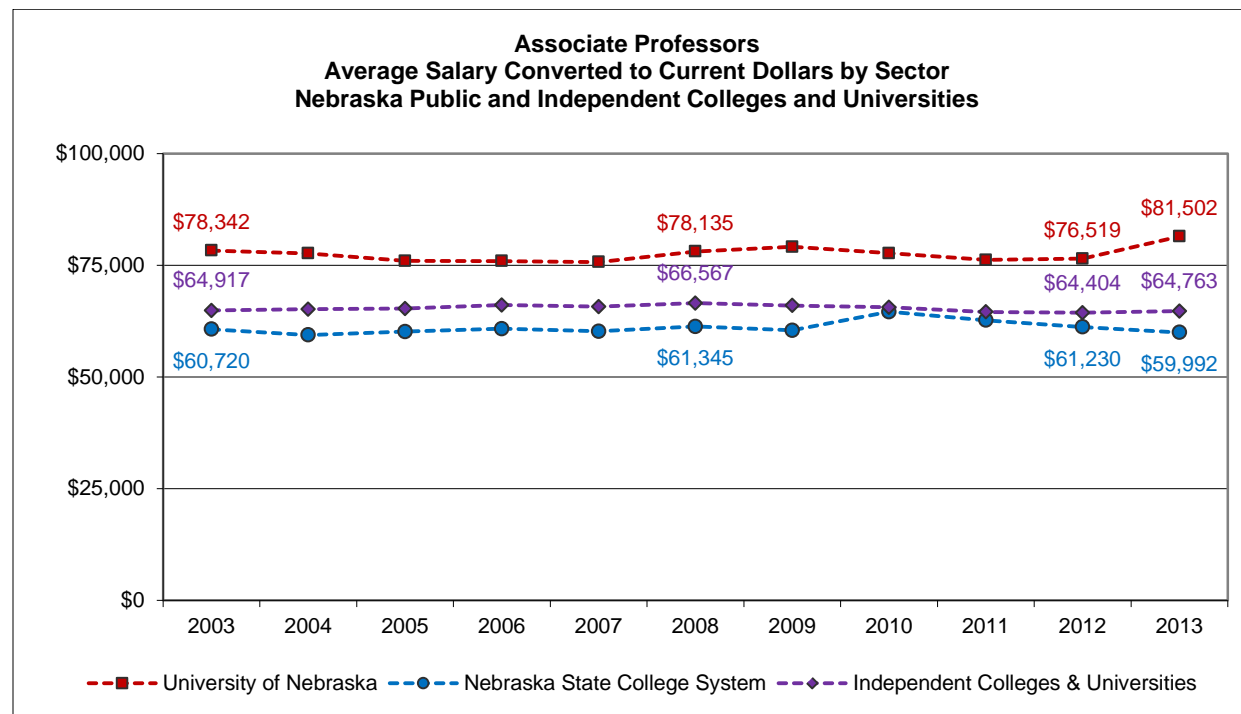
## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Associate Professors in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	615	\$62,051	\$81,502	\$19,450	31.3%
Nebraska State College System	59	\$48,094	\$59,992	\$11,898	24.7%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	434	\$51,418	\$64,763	\$13,345	26.0%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

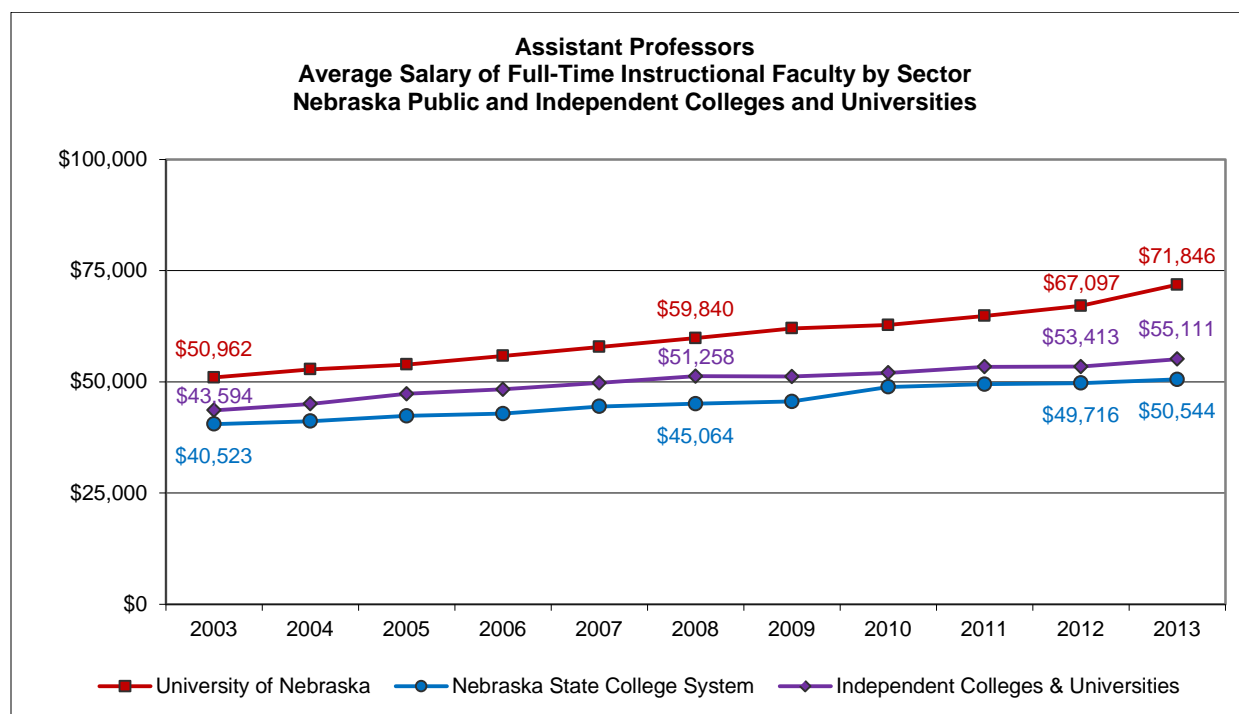
## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Associate Professors in Fall 2013	2003–04 Average Salary Converted to 2013–14 Dollars	2013–14 Average Salary Converted to 2013–14 Dollars	10-Year Change in Average Salary Converted to 2013–14 Dollars	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	615	\$78,342	\$81,502	\$3,160	4.0%
Nebraska State College System	59	\$60,720	\$59,992	- \$728	- 1.2%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	434	\$64,917	\$64,763	- \$154	- 0.2%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

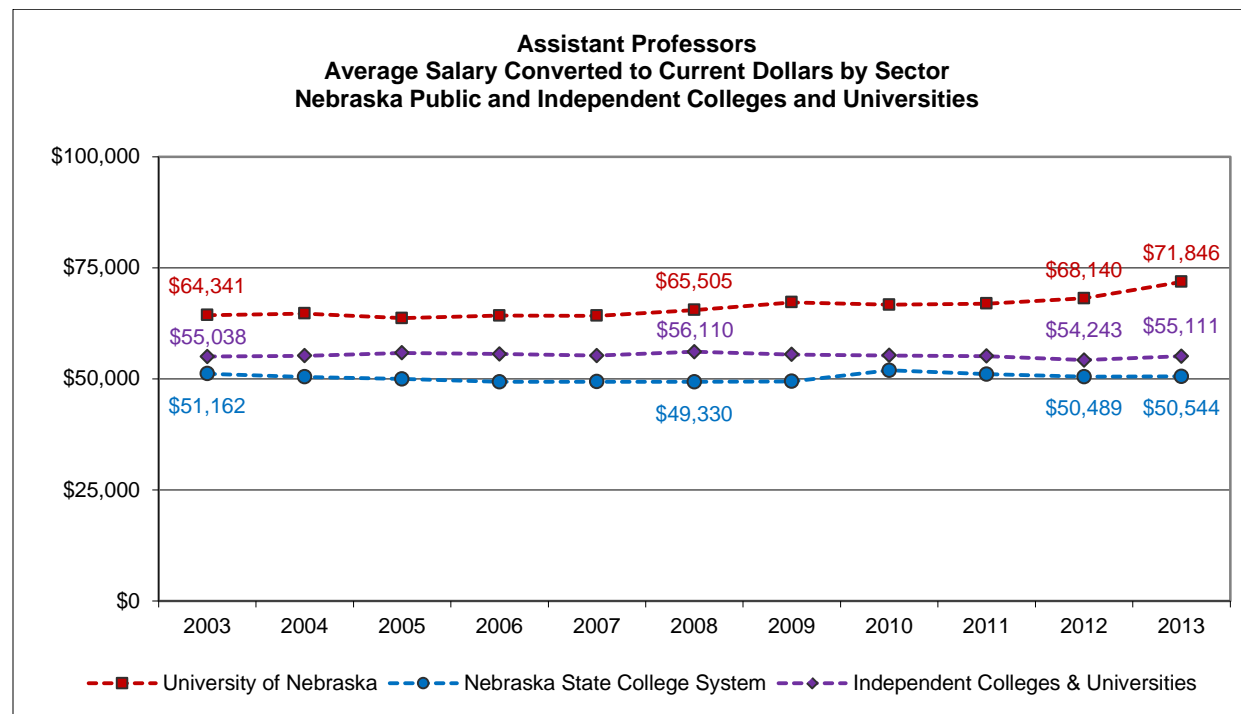
## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Assistant Professors in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	525	\$50,962	\$71,846	\$20,884	41.0%
Nebraska State College System	65	\$40,523	\$50,544	\$10,020	24.7%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	413	\$43,594	\$55,111	\$11,517	26.4%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

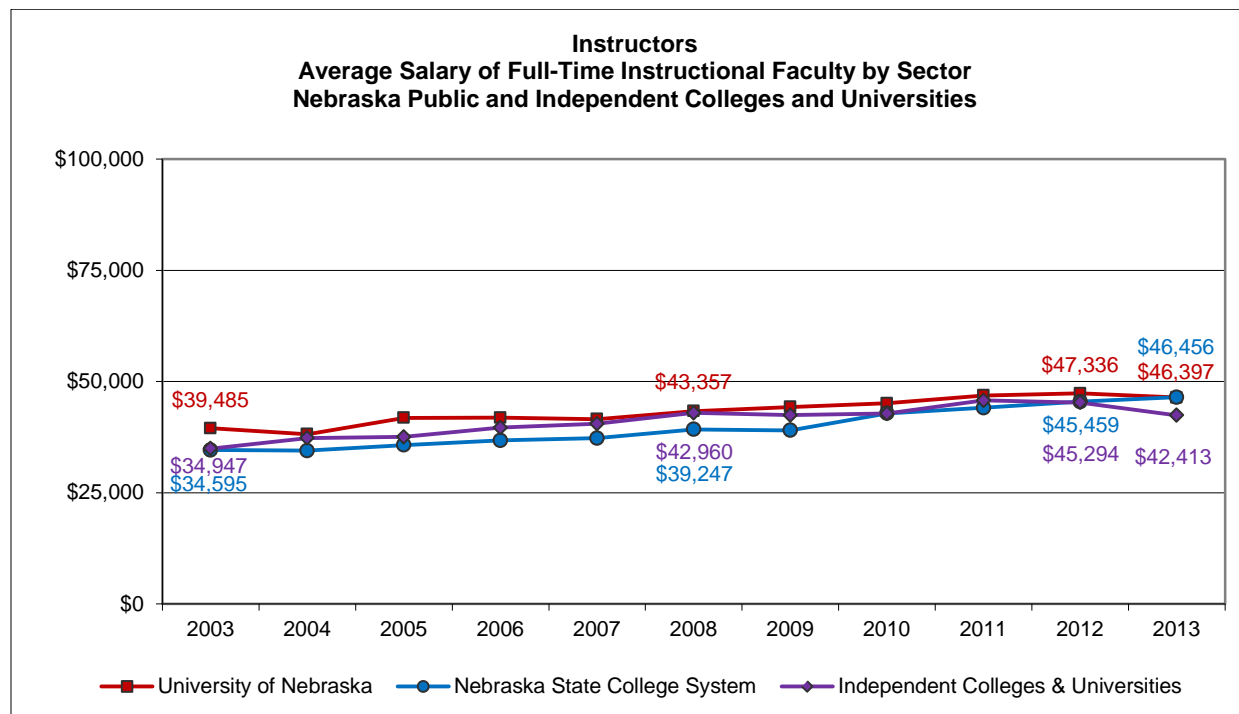
## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Assistant Professors in Fall 2013	2003–04 Average Salary Converted to 2013–14 Dollars	2013–14 Average Salary Converted to 2013–14 Dollars	10-Year Change in Average Salary Converted to 2013–14 Dollars	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	525	\$64,341	\$71,846	\$7,505	11.7%
Nebraska State College System	65	\$51,162	\$50,544	- \$618	- 1.2%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	413	\$55,038	\$55,111	\$73	0.1%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)

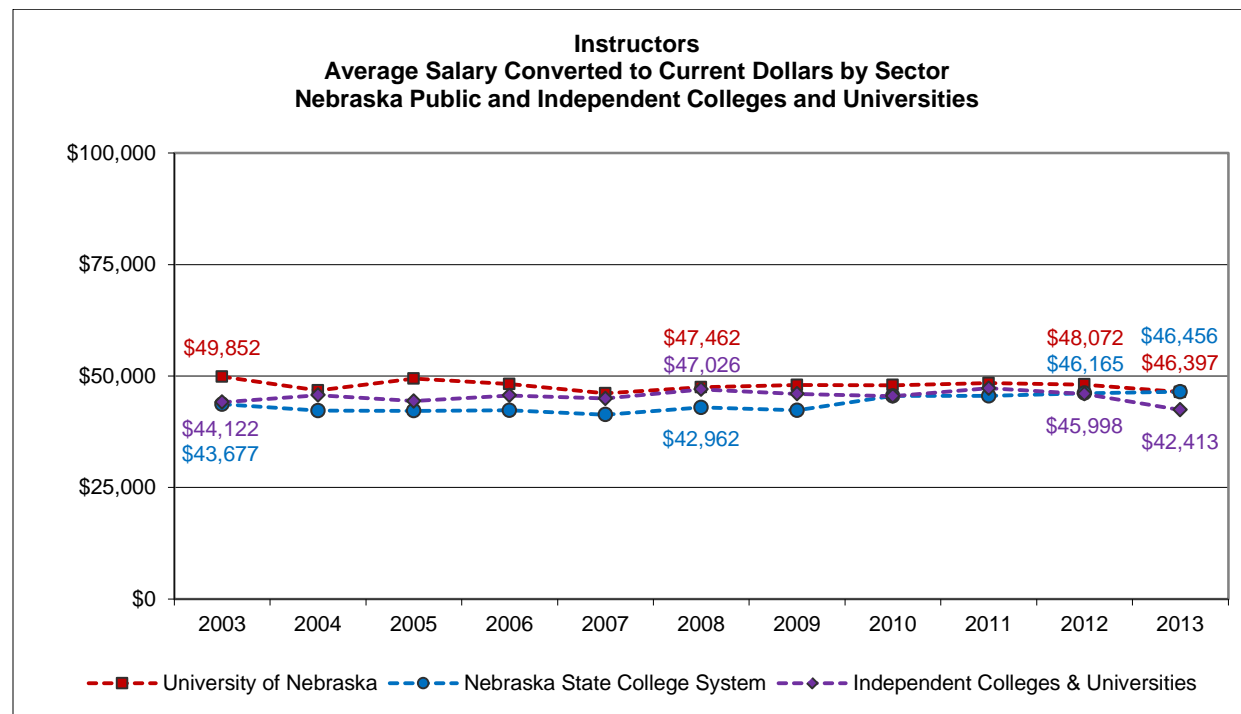


Sector	Number of Instructors in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	108	\$39,485	\$46,397	\$6,912	17.5%
Nebraska State College System	21	\$34,595	\$46,456	\$11,861	34.3%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	129	\$34,947	\$42,413	\$7,466	21.4%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.



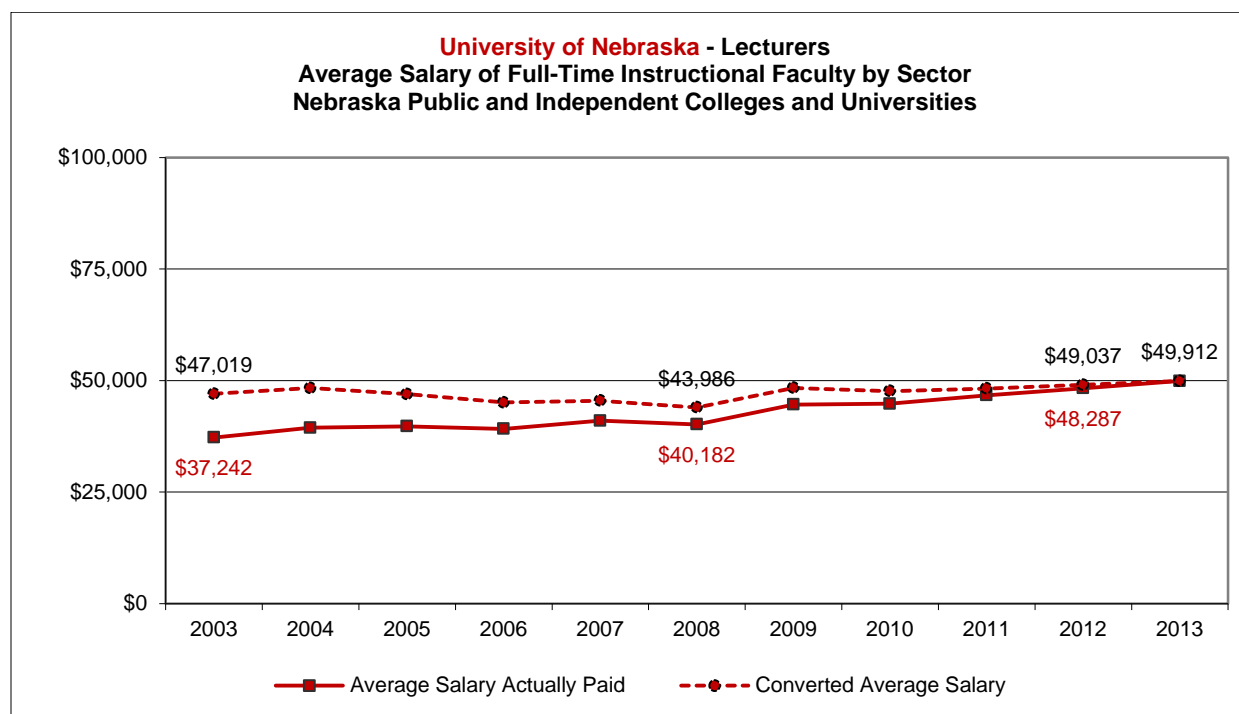
## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Instructors in Fall 2013	2003–04 Average Salary Converted to 2013–14 Dollars	2013–14 Average Salary Converted to 2013–14 Dollars	10-Year Change in Average Salary Converted to 2013–14 Dollars	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	108	\$49,852	\$46,397	- \$3,454	- 6.9%
Nebraska State College System	21	\$43,677	\$46,456	\$2,779	6.4%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	129	\$44,122	\$42,413	- \$1,709	- 3.9%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)

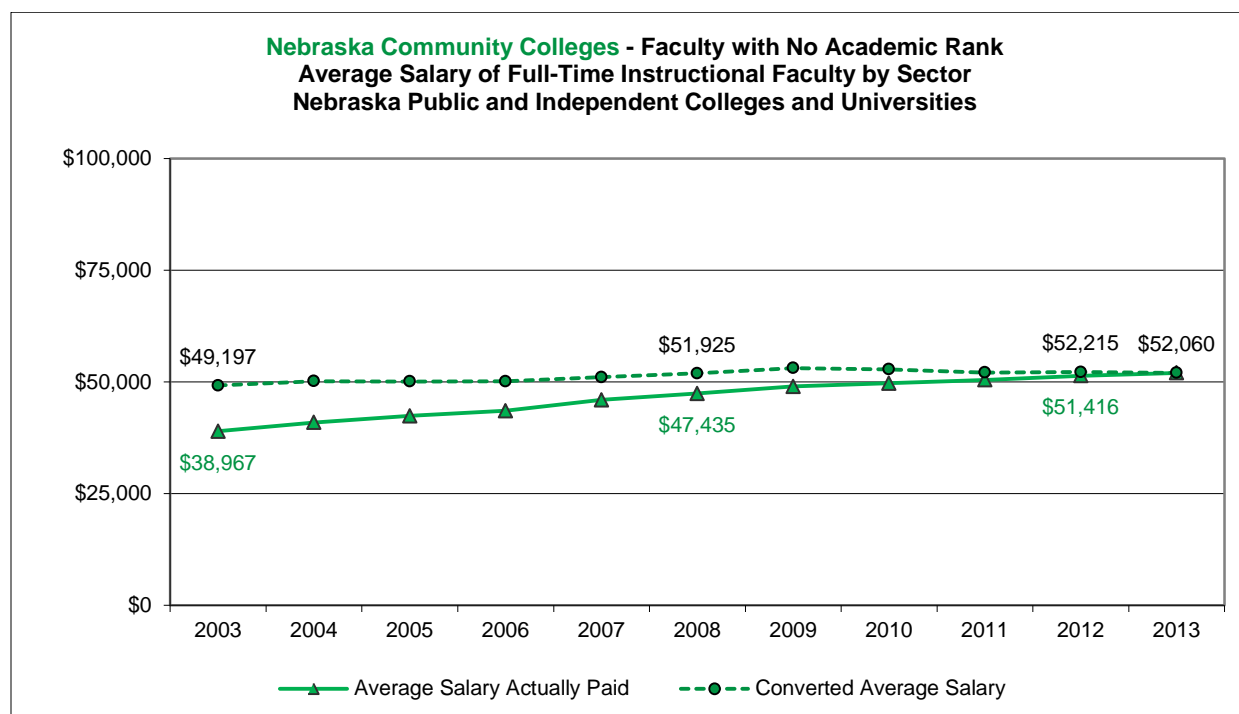


Sector	Number of Lecturers in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year %Increase in Average Salary	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	284	\$37,242	\$49,912	34.0%	6.2%
Nebraska State College System	8	Not applicable			
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	6	Not applicable			

*Note.* Since lecturers have not been consistently employed by the State Colleges or independent institutions, 10-year trend statistics are not applicable. Between fall 2003 and fall 2013, the State Colleges employed 0 to 8 lecturers each year. The independent colleges also employed 0 to 8 lecturers per year during the 10-year period.

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

## AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Faculty with No Academic Rank in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year %Increase in Average Salary	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	15	Not applicable			
Nebraska State College System	0	Not applicable			
Nebraska Community Colleges	1,002	\$38,967	\$52,060	33.6%	5.8%
Nebraska Independent Colleges & Universities	7	Not applicable			

*Note.* All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission. Since faculty with no academic rank have not been consistently employed by the University of Nebraska, the State Colleges, or the independent institutions, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the University of Nebraska employed 3 to 17 faculty without rank, the State Colleges employed 0 to 3, and the independent colleges employed 4 to 21.

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

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## Section 3

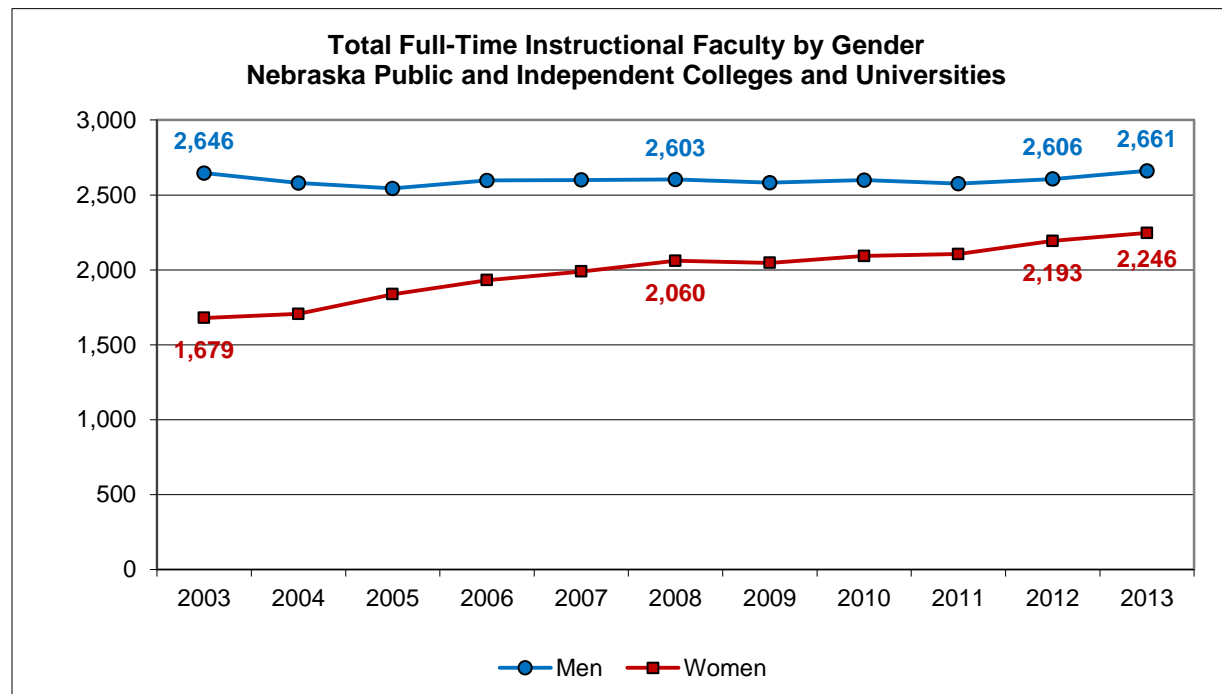
# Number and Average Salaries of Full-Time Instructional Faculty by Gender

### Notes

- (1) Summarized data are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected. Additionally, no data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.
- (3) Faculty and salary data are reported as of November 1 for the academic year.
- (4) Salaries reported do not include payments for any benefits. Salaries are adjusted so that all average salaries reported in this publication are for 9-month appointments.

## **TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by GENDER**

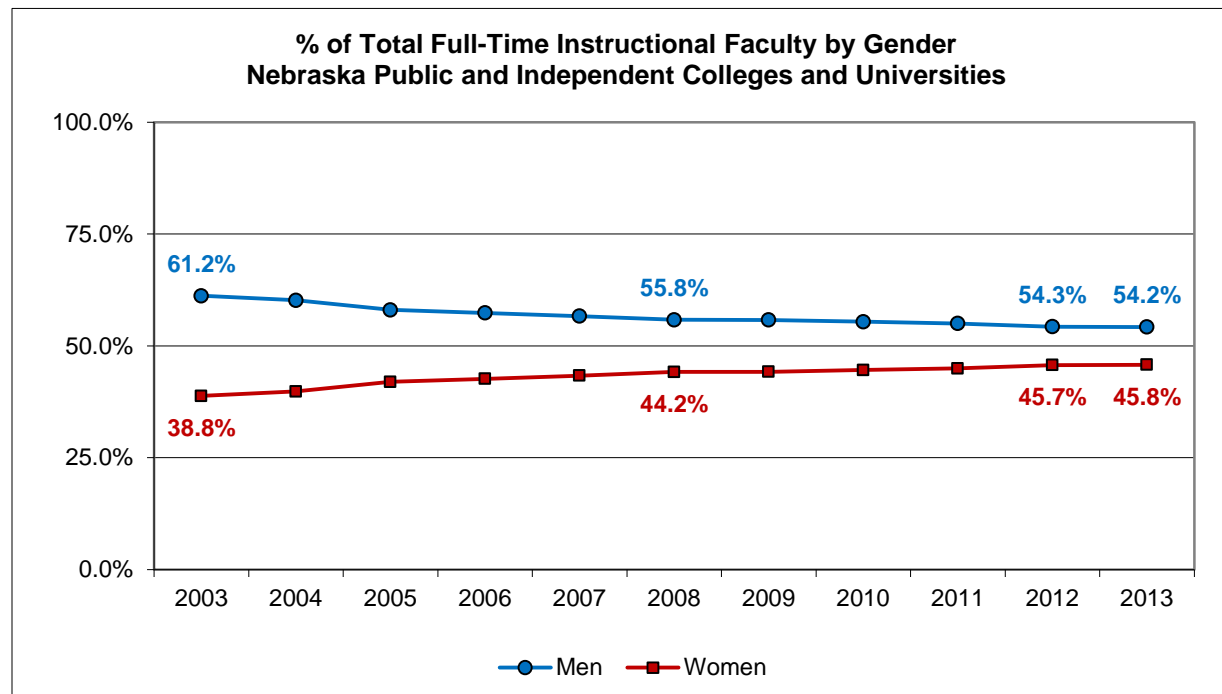
- The total number of male, full-time instructional faculty at Nebraska's public and independent colleges and universities increased slightly, from 2,646 in fall 2003 to 2,661 in fall 2013, an increase of 15 faculty, or less than 0.6%.
- In comparison, the total number of female faculty increased from 1,679 to 2,246, an increase of 567 faculty, or 33.8%, over the 10-year period.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

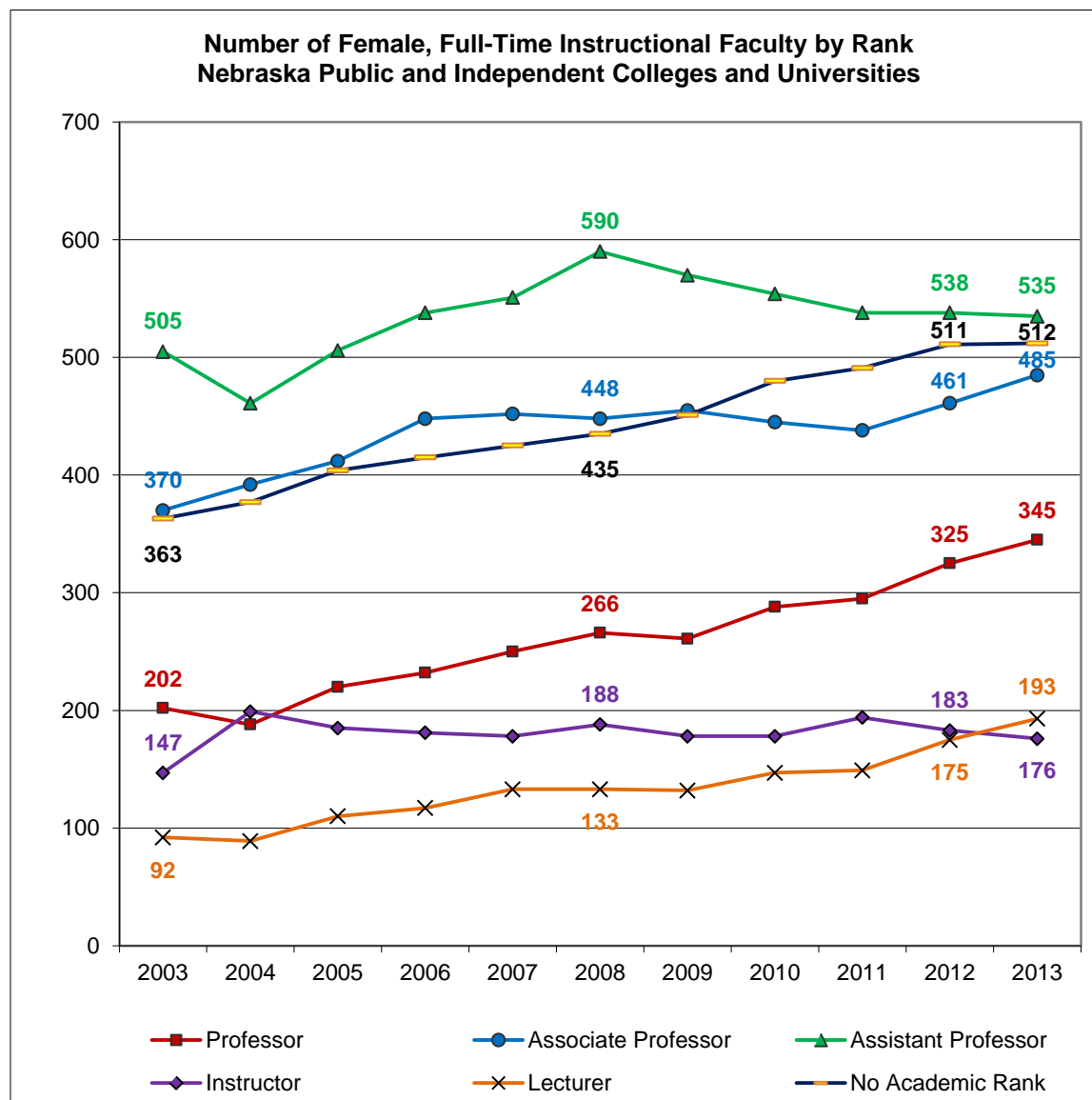
## Percentages of TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by GENDER

- Between 2003 and 2013, women accounted for an increasing percentage of the full-time instructional faculty at Nebraska's public and independent colleges and universities.
- In fall 2003, 38.8% of the full-time faculty were women.
- By fall 2013, women accounted for 45.8% of the full-time faculty.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

## NUMBER OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY by RANK



When analyzed by rank, the numbers of female full-time faculty employed by Nebraska's public and independent institutions changed between fall 2003 and fall 2013 as follows:

Rank	#	%
Professor (■)	+ 143	+ 70.8%
Assoc. Prof. (●)	+ 115	+ 31.1%
Assist. Prof. (▲)	+ 30	+ 5.9%
Instructor (◆)	+ 29	+ 19.7%
Lecturer (x)	+ 101	+ 109.8%
No Rank (—)	+ 149	+ 41.0%
Net Total	+ 567	+ 33.8%

Further calculations indicate:

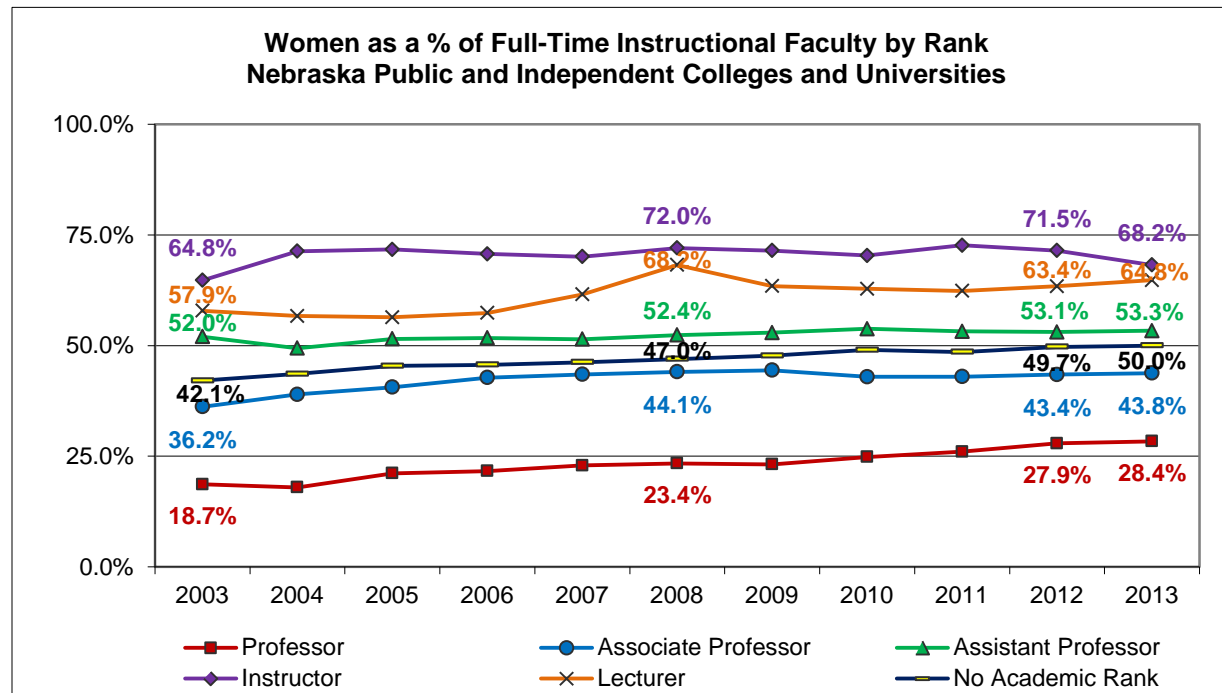
- Increased numbers of female professors and associate professors accounted for 45.5% of the 567 additional female full-time faculty.
- Women with no academic rank, primarily employed at the Community Colleges, accounted for 26.3% of the 10-year gain in faculty.

The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.



## **WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK**

- Expressing the number of women as a percentage of the total number of full-time instructional faculty at each academic rank reveals that women accounted for increasing percentages of the faculty at all ranks between fall 2003 and fall 2013.
- The greatest percentage point increase was at the professor level (up 9.7 percentage points).
- The smallest percentage point increase was at the assistant professor level (up 1.3 percentage points).

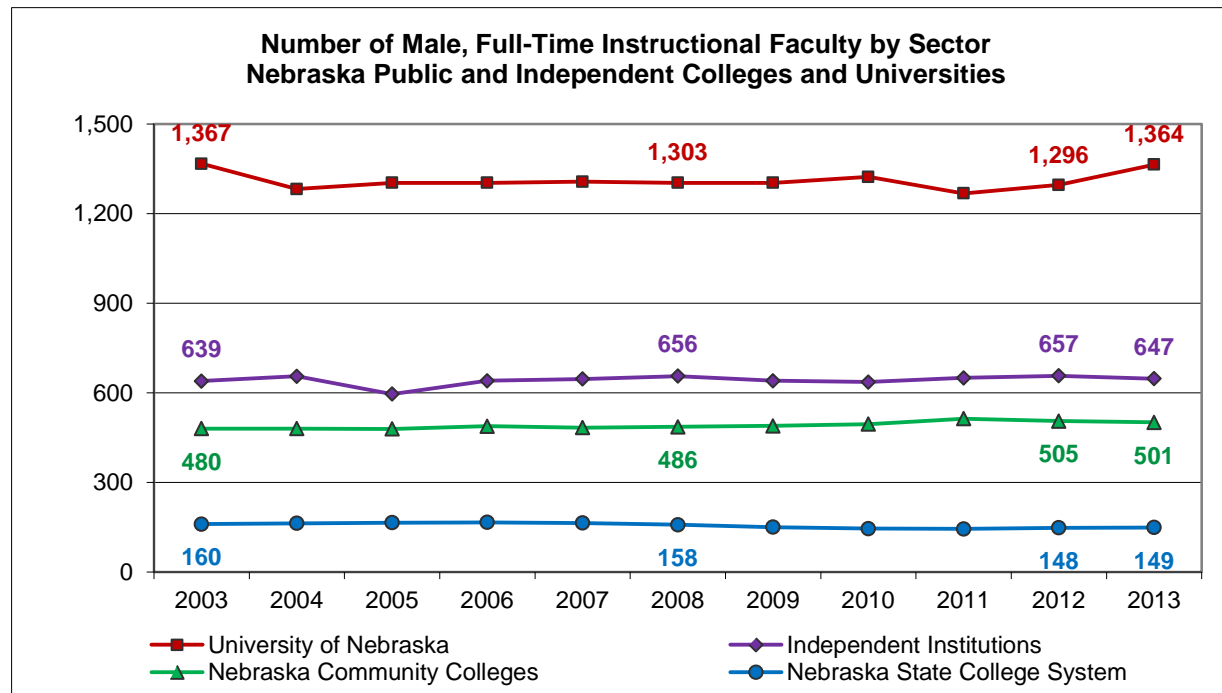


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

## **NUMBER OF MALE FULL-TIME INSTRUCTIONAL FACULTY by SECTOR**

- When examined by sector, the numbers of male, full-time instructional faculty increased or decreased between fall 2003 and fall 2013 as follows:

University of Nebraska (■)	- 0.2%	(- 3)	Nebraska State College System (●)	- 6.9%	(- 11)
Nebraska Community Colleges (▲)	+ 4.4%	(21)	Nebraska Independent Institutions (◆)	+ 1.3%	(8)

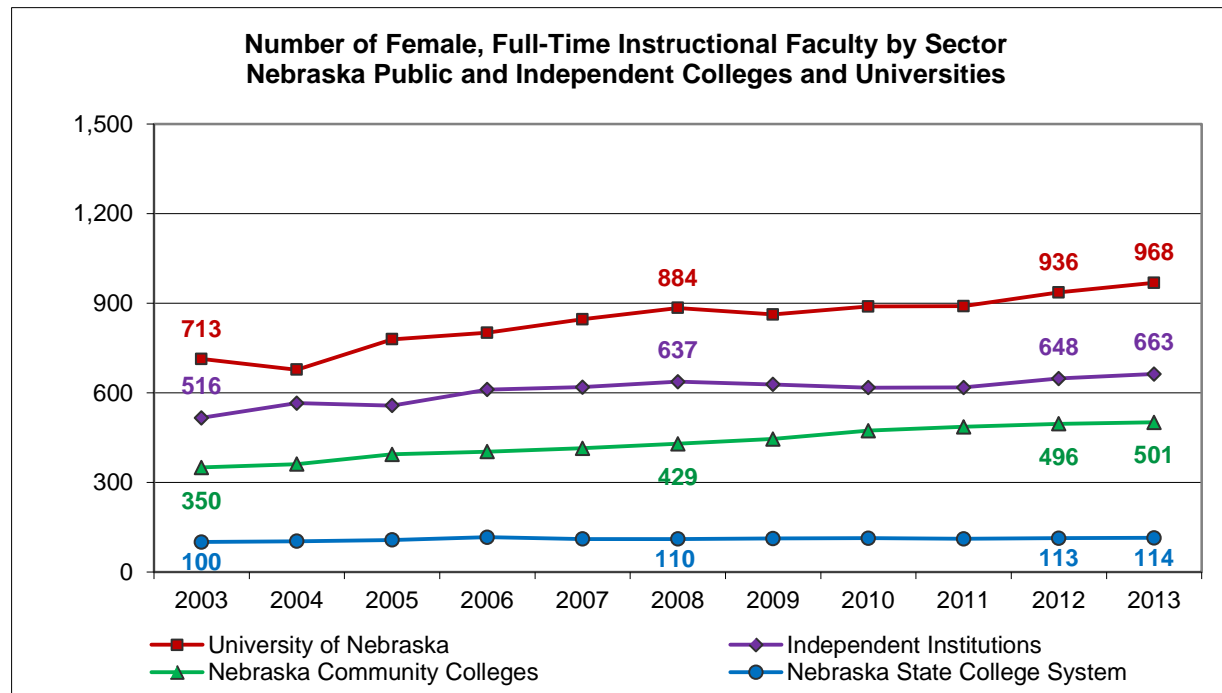


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

## **NUMBER OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY by SECTOR**

- Between fall 2003 and fall 2013, the number of female, full-time instructional faculty employed within each sector increased as follows:

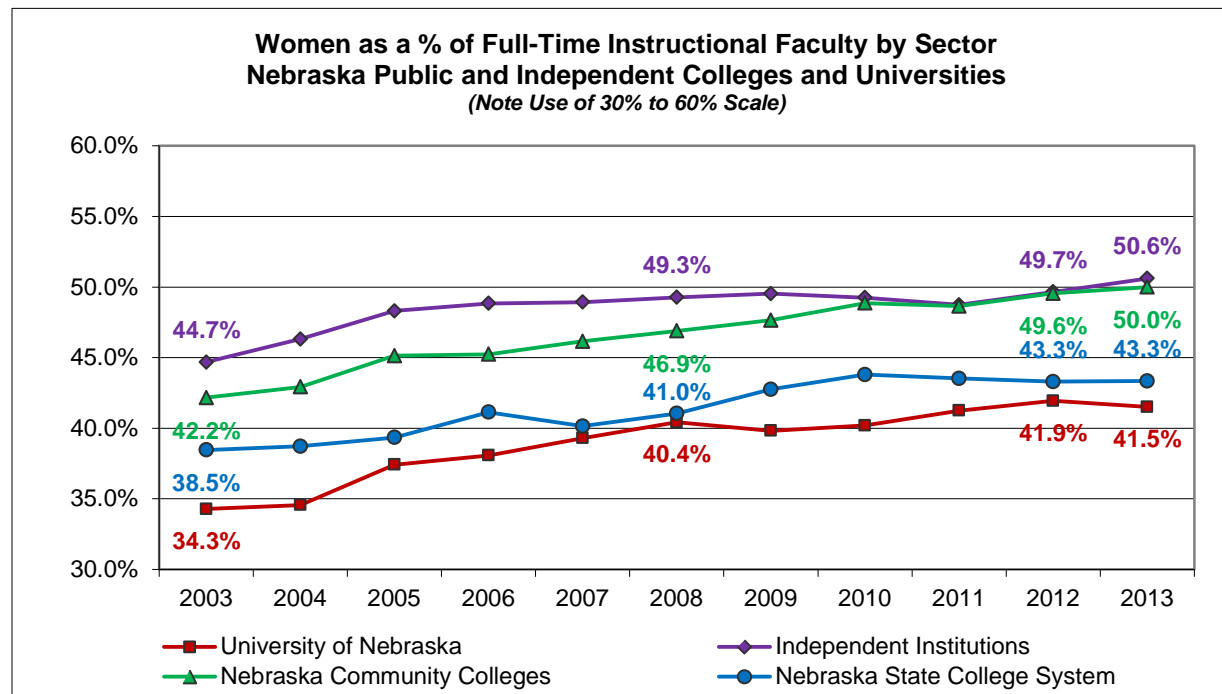
University of Nebraska (■)	+ 35.8%	(255)	Nebraska State College System (●)	+ 14.0%	(14)
Nebraska Community Colleges (▲)	+ 43.1%	(151)	Nebraska Independent Institutions (◆)	+ 28.5%	(147)



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

## **WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR**

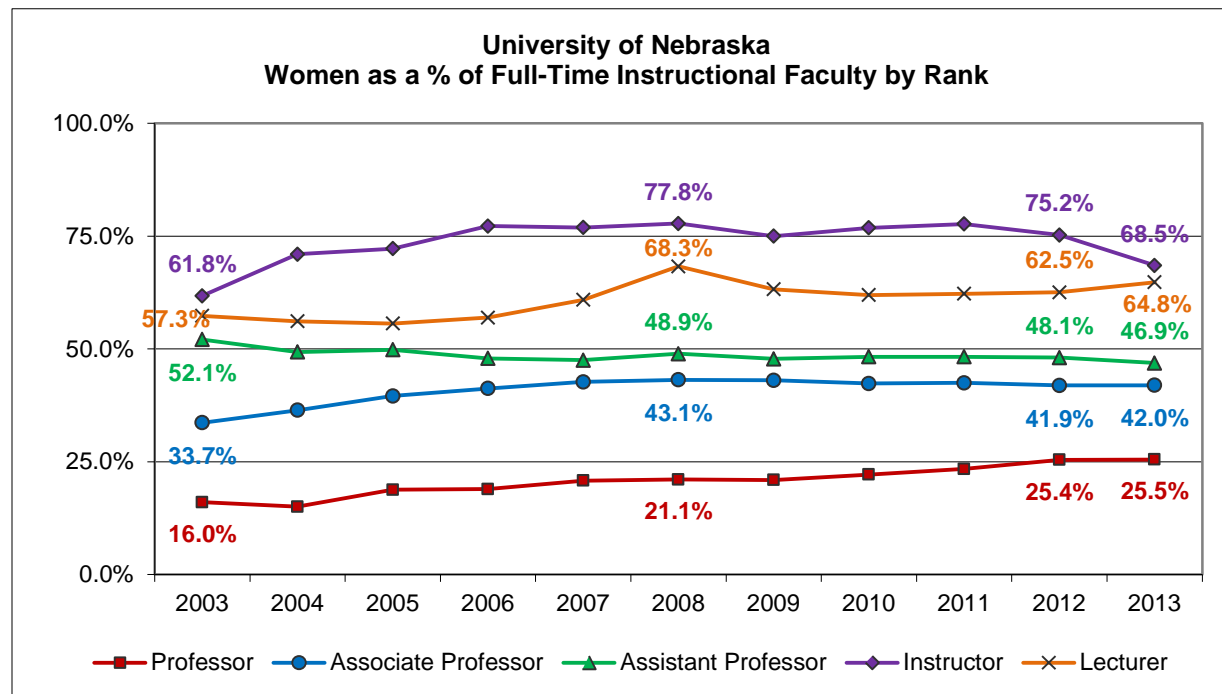
- As a result of the increased number of women faculty within each sector between fall 2003 and fall 2013, women accounted for increasing percentages of the full-time instructional faculty employed by the University of Nebraska, the Nebraska State College System, Nebraska's Community Colleges, and Nebraska's independent institutions.
- Of the four sectors, Nebraska's Community Colleges and independent institutions employed the highest percentages of women throughout the 10-year period.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

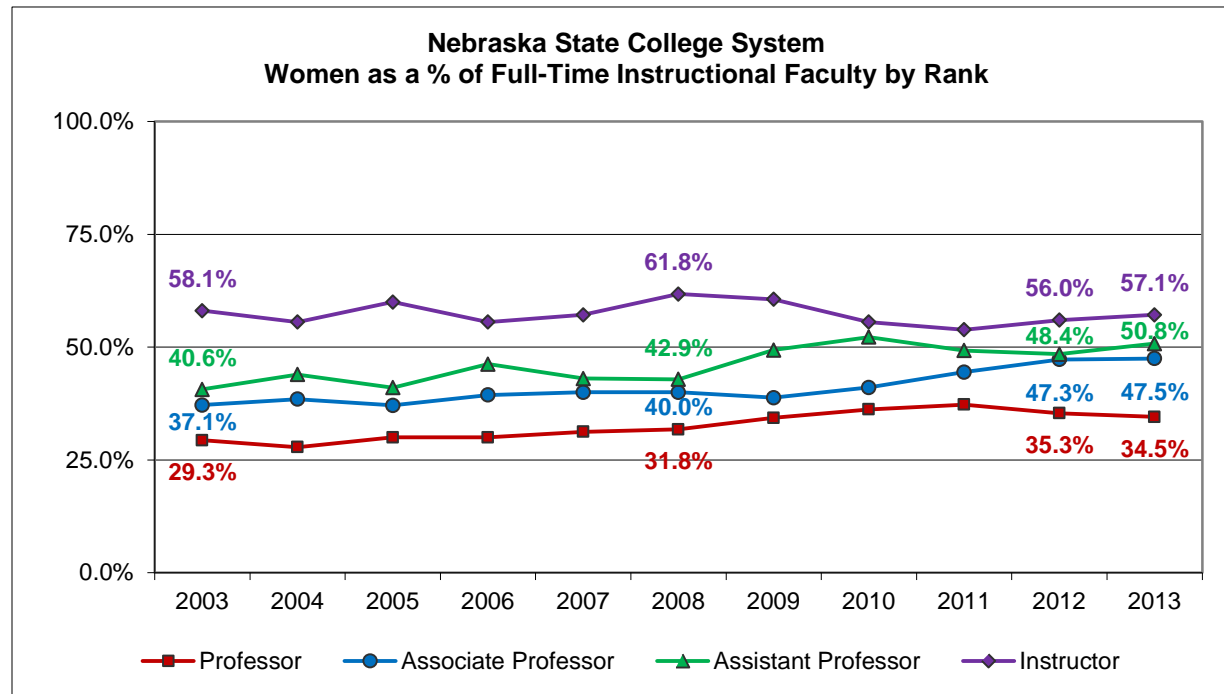
## **WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK**

- The following charts show how women as a percentage of total full-time instructional faculty varied from one academic rank to another within the sectors with tenure systems: the University of Nebraska, the Nebraska State College System, and Nebraska's independent colleges and universities.
- Across all three sectors and at every level of academic rank, women generally constituted higher percentages of the full-time instructional faculty in fall 2013 than in fall 2003, with the following two exceptions: women accounted for a lower percentage of the assistant professors employed by the University Nebraska in 2013 than they did in 2003, and women accounted for a lower percentage of the instructors at the State Colleges in 2013 than they did in 2003.
- In spite of the increases in the percentage of women at each academic rank, percentages of female faculty continued to be inversely related to rank within each of the three sectors. From fall 2003 through fall 2013, the lowest percentages of women were evidenced at the full professor level, while the highest percentages were at the ranks of lecturer and instructor.



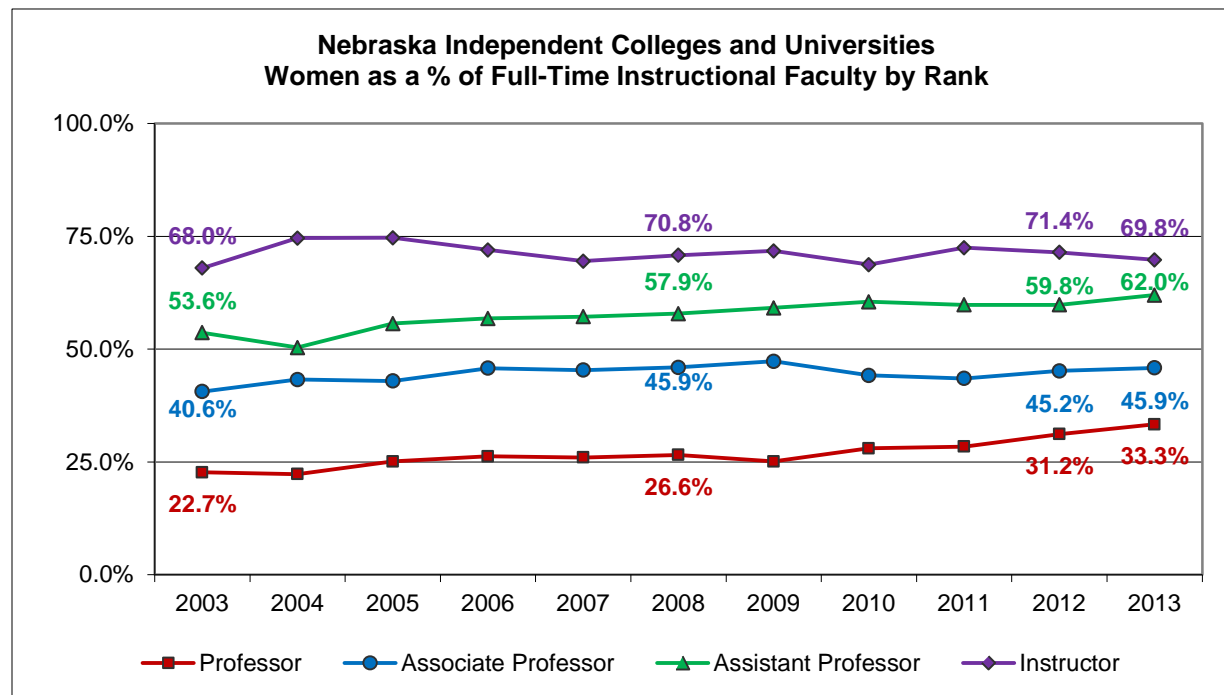
*Note.* Since faculty with no academic rank have not been consistently employed by the University of Nebraska, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the University of Nebraska employed 3 to 17 faculty without rank (2 to 9 men and 0 to 10 women).

**WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK** (Continued)



*Note.* Since lecturers and faculty with no academic rank have not been consistently employed by the State Colleges, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the State Colleges employed 0 to 8 lecturers (0 to 5 men and 0 to 4 women) and 0 to 3 faculty without rank (0 to 2 men and 0 to 1 women) each year.

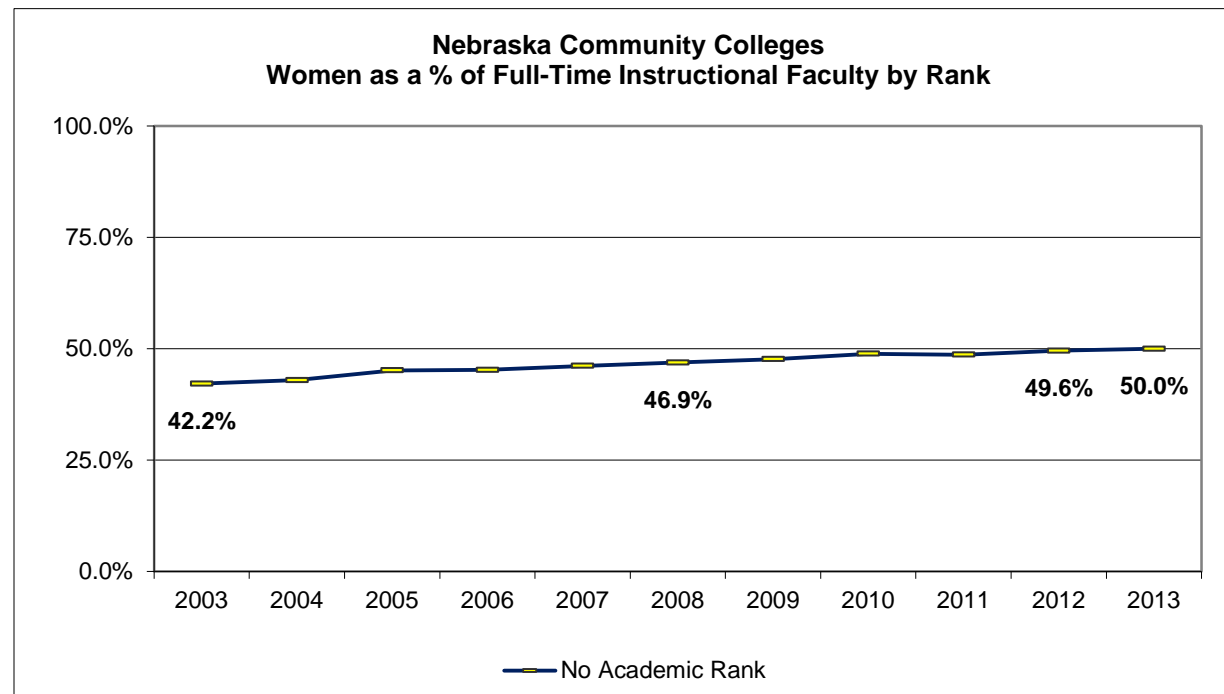
**WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK** (Continued)



*Note.* Since lecturers and faculty with no academic rank have not been consistently employed by the independent institutions, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the independent institutions employed 0 to 8 lecturers (0 to 3 men and 0 to 7 women) and 4 to 21 faculty without rank (1 to 11 men and 3 to 12 women) each year.

### **WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK** (Continued)

- All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission for fall 2003 through fall 2013.
- As shown below, women accounted for 50.0% of the full-time instructional faculty at the Community Colleges in fall 2013, compared to 42.2% in fall 2003.

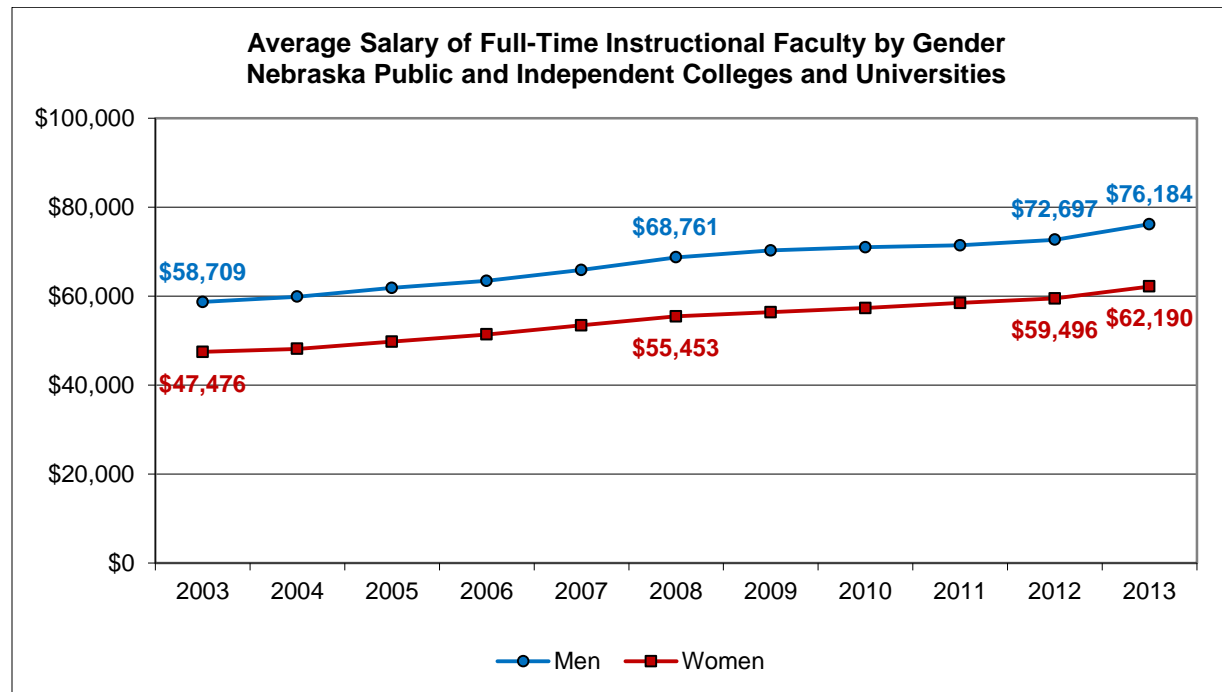


*Note.* All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission.



## **AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by GENDER**

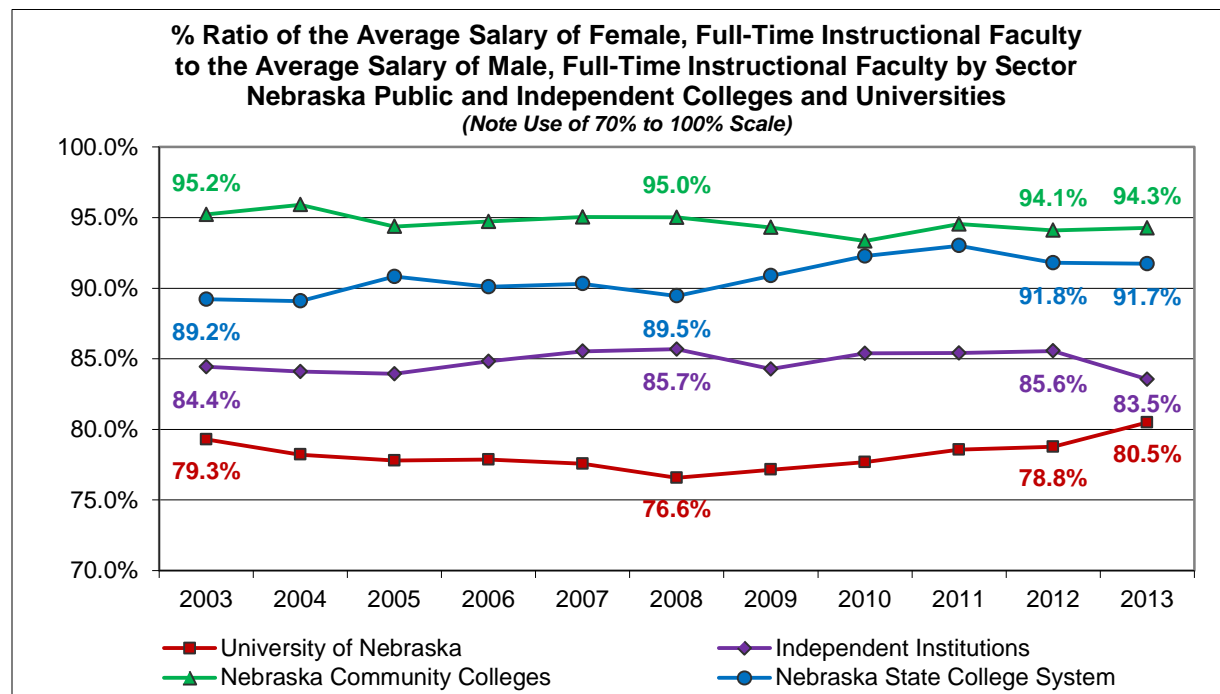
- In 2003–04, the average salary of male, full-time instructional faculty at Nebraska’s public and independent colleges and universities was \$11,233 higher than the average salary received by female faculty.
- Between 2003–04 and 2013–14, the average salary paid to male faculty increased from \$58,709 to \$76,184 or 29.8%.
- In comparison, the average salary of female full-time instructional faculty increased 31.0%, from \$47,476 in 2003–04 to \$62,190 in 2013–14.
- By 2013–14, the gap between the average salaries of men and women had widened to \$13,994. (In 2012–13, the gap was \$13,201.)



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

## **THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE FULL-TIME INSTRUCTIONAL FACULTY by SECTOR**

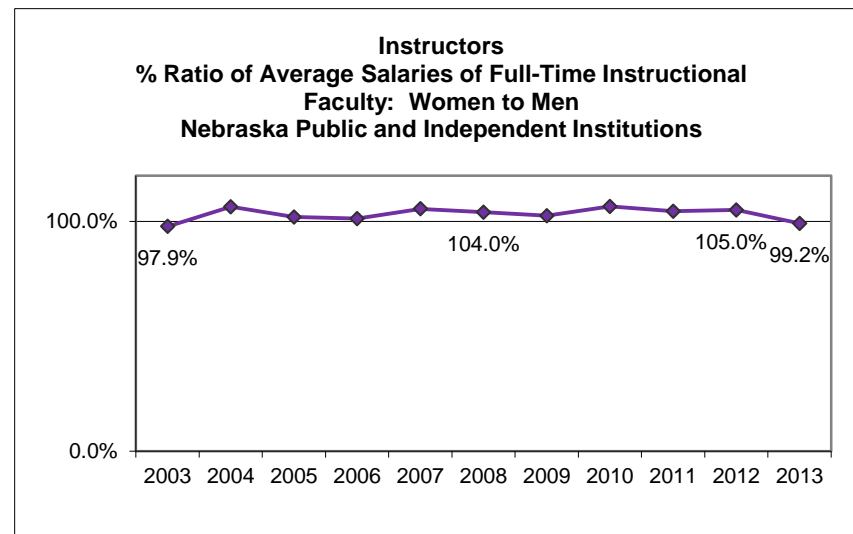
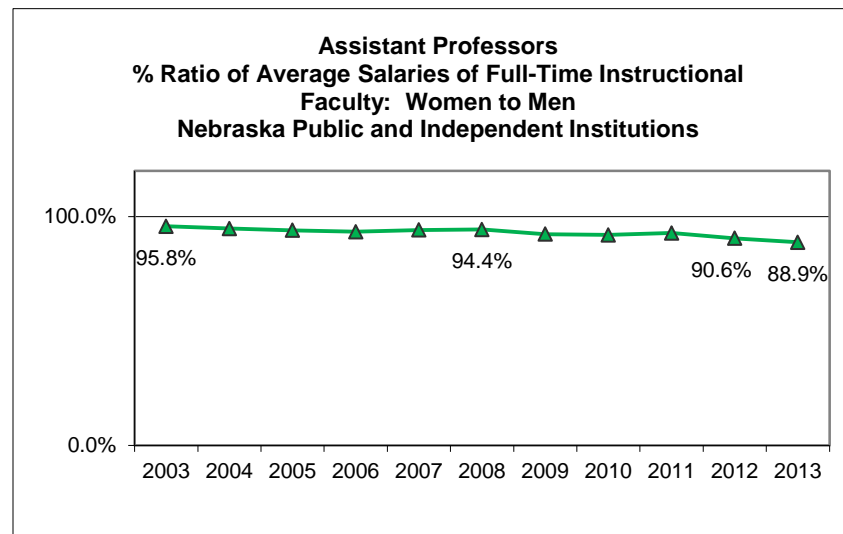
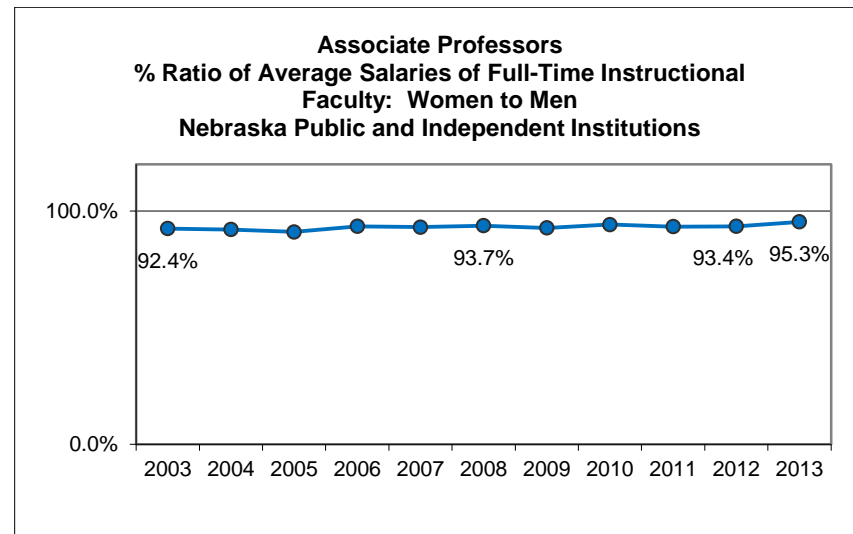
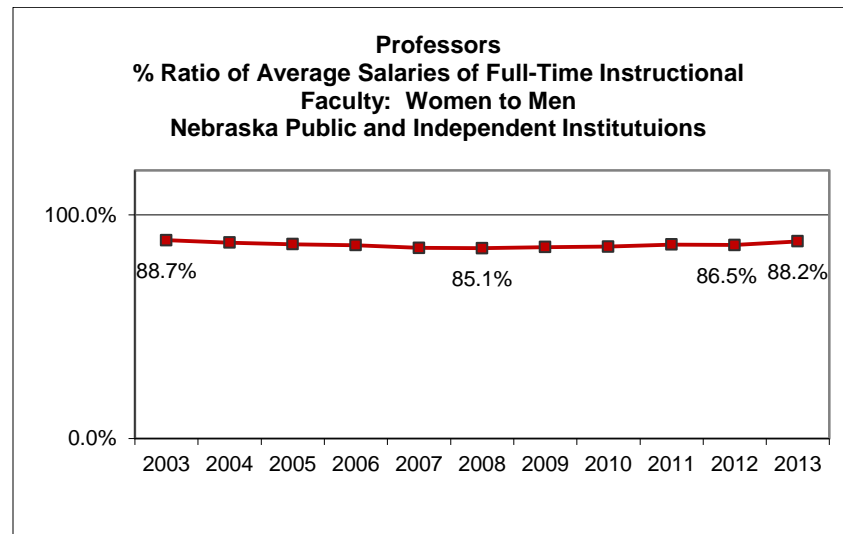
- Statewide, the average salary of female, full-time instructional faculty was 81.6% of the average salary of male, full-time faculty in 2013–14, up slightly from 80.9% in 2003–04.
- By sector, the lowest ratio was at the University of Nebraska, where women, on the average, earned 80.5% of the men's average salary in 2013–14.
- The highest ratio was at Nebraska's Community Colleges, where the average salary of female, full-time faculty was 94.3% of the average salary received by their male colleagues in 2013–14. However, this ratio was 0.9 percentage points lower in 2013–14 than in 2003–04.
- The ratio of women's average salary to men's also decreased 0.9 percentage points in the independent sector. Meanwhile, the ratio increased 2.5 percentage points at the State Colleges.



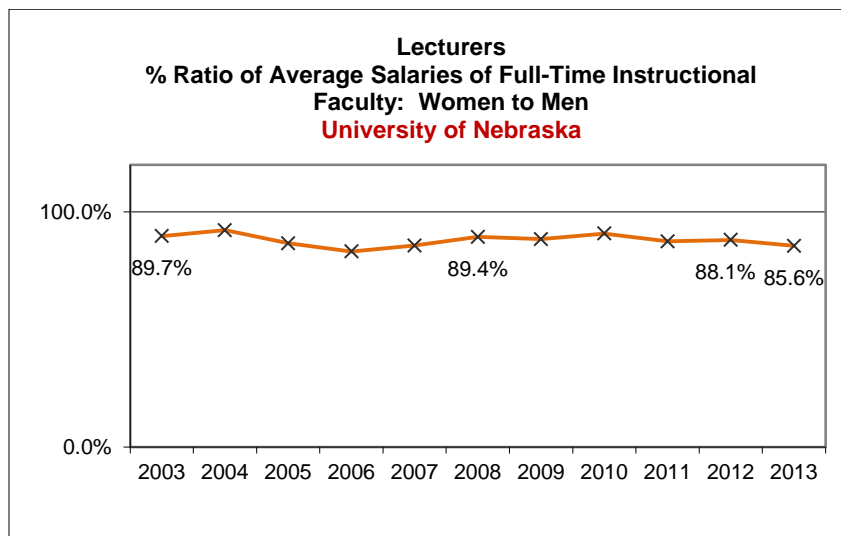
### **THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK**

- The following charts show how the ratio of the average salary received by female, and male, full-time instructional faculty varied by rank between 2003–04 and 2013–14.
- In 2003–04, the average salary received by female professors was 88.7% of the average salary of male professors, and in 2013–14, the percentage ratio fell to 88.2%.
- The average salary received by female associate professors increased from 92.4% of the average salary of male associate professors in 2003–04 to 95.3% in 2013–14.
- Among assistant professors, women earned an average salary equal to 95.8% of their male colleagues' average salary in 2003–04, but as of 2013–14, female assistant professors were earning 88.9% of the average salary of male assistant professors.
- Female instructors, on the other hand, earned average salaries that were higher than those received by male instructors during nine of the eleven years charted on the next page. During this period, women's average salary relative to men's peaked in fall 2010, when women were earning 106.5% of the average salary paid to male instructors. In 2013–14, women's salaries at the instructor level were, on average, 99.2% of those of male instructors.
- Lecturers have not been consistently employed by the State Colleges or independent institutions, so 10-year statistics are not available. Among lecturers employed at the University of Nebraska, the ratio of women's average salary to men's decreased from 89.7% in 2003–04 to 85.6% in 2013–14.
- At Nebraska's Community Colleges, where faculty are not classified by academic rank, the average salary of female faculty was 94.3% of the average salary of male faculty in 2013–14, down from 95.2% in 2003–04.

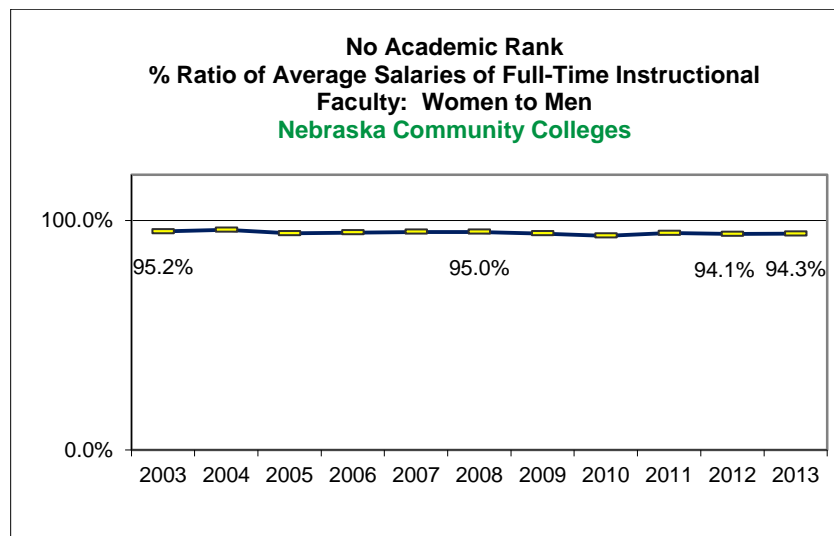
**THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK** (Continued)



**THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK** (Continued)



*Note.* Since lecturers have not been consistently employed by the State Colleges or independent institutions, 10-year trend statistics are not applicable. Between fall 2003 and fall 2013, the State Colleges employed 0 to 8 lecturers each year. The independent colleges also employed 0 to 8 lecturers per year during the 10-year period.



*Note.* All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission. Since faculty with no academic rank have not been consistently employed by the University of Nebraska, the State Colleges, or the independent institutions, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the University of Nebraska employed 3 to 17 faculty without rank, the State Colleges employed 0 to 3, and the independent colleges employed 4 to 21.

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## Section 4

# Number of Full-Time Faculty by Race/Ethnicity

### Notes

- (1) Summarized data are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey titled “Fall Staff.” This section of the *Factual Look* focuses only on full-time faculty so that it is consistent with the previous three sections of this report.
- (3) Race/ethnicity data are collected for total faculty every two years. The data summarized in this section were collected in fall 2013. Faculty and salary data are reported as of November 1 for the academic year.
- (4) Total faculty includes instructional, research, and public service faculty.

**Note.** The analyses in this section focus on faculty of known race/ethnicity as defined below. Faculty of unknown race/ethnicity are excluded from all calculations under the basic, but not necessarily correct, assumption that these faculty members are proportionately distributed among the total number by rank, tenure status and sector. Only 0.2% of the faculty reported for the 2003–04 academic year and 0.3% of the faculty in 2013–14 were of unknown race/ethnicity.

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 became mandatory for the 2011–12 survey. Beginning with the 2009–10 edition of the *Factual Look*, the Coordinating Commission adapted its analysis to the new IPEDS categories as explained below.

The Commission is using the same category names that it has used in the past. The corresponding IPEDS category names and definitions are presented below. The only substantive differences between the old and new classification system is that the old category of “Asian/Pacific Islander” is now a combination of two new categories.

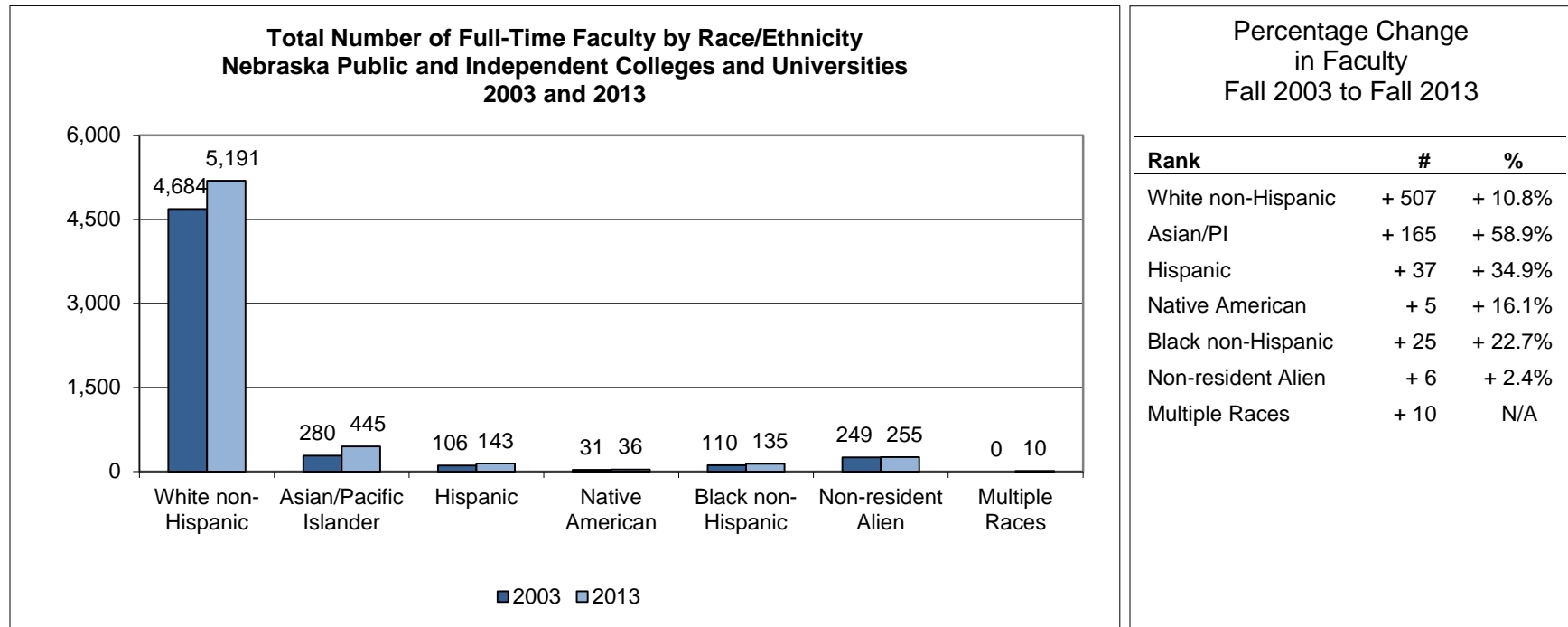
Category Name Used in Commission Reports	IPEDS Category Name	IPEDS Definition <sup>a</sup>
White non-Hispanic	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Asian/Pacific Islander	Asian	A person having origins in any of the original peoples of 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.
Multiple Races	Two or More Races	A person who is not Hispanic and identifies with more than one race category.
Non-resident Alien	Non-resident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. <sup>b</sup>

<sup>a</sup>Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 8, 2009. <sup>b</sup>The race/ethnicity of non-resident aliens is not collected in IPEDS.



## **TOTAL NUMBER OF FULL-TIME FACULTY by RACE/ETHNICITY**

- Over the 10-year period between fall 2003 and fall 2013, the total number of full-time faculty of known race/ethnicity at Nebraska's public and independent colleges and universities increased from 5,460 to 6,215, an increase of 755 faculty or 13.8%.<sup>a</sup>

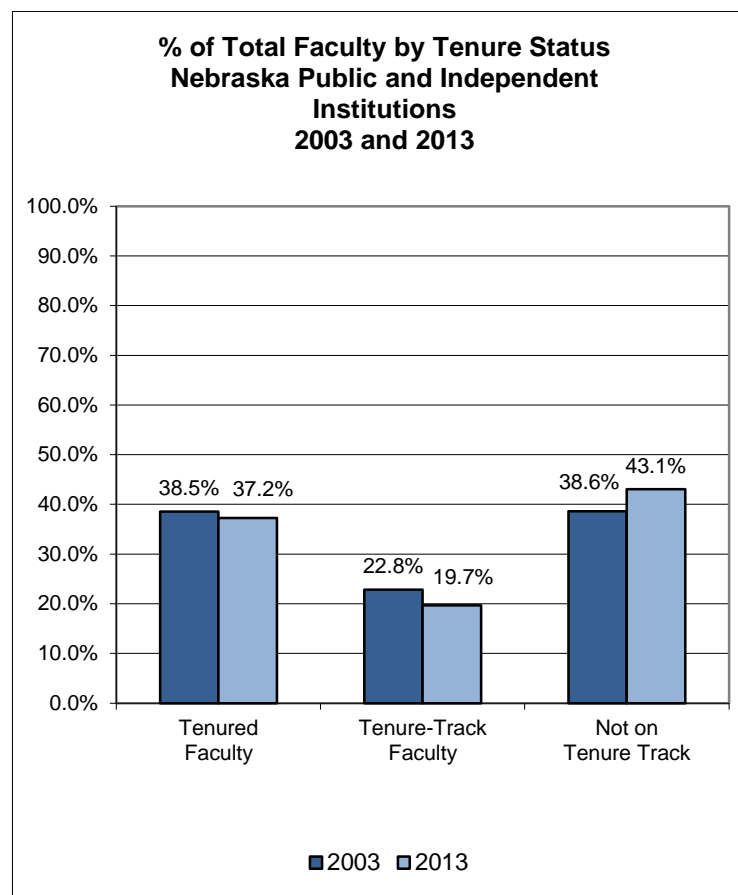
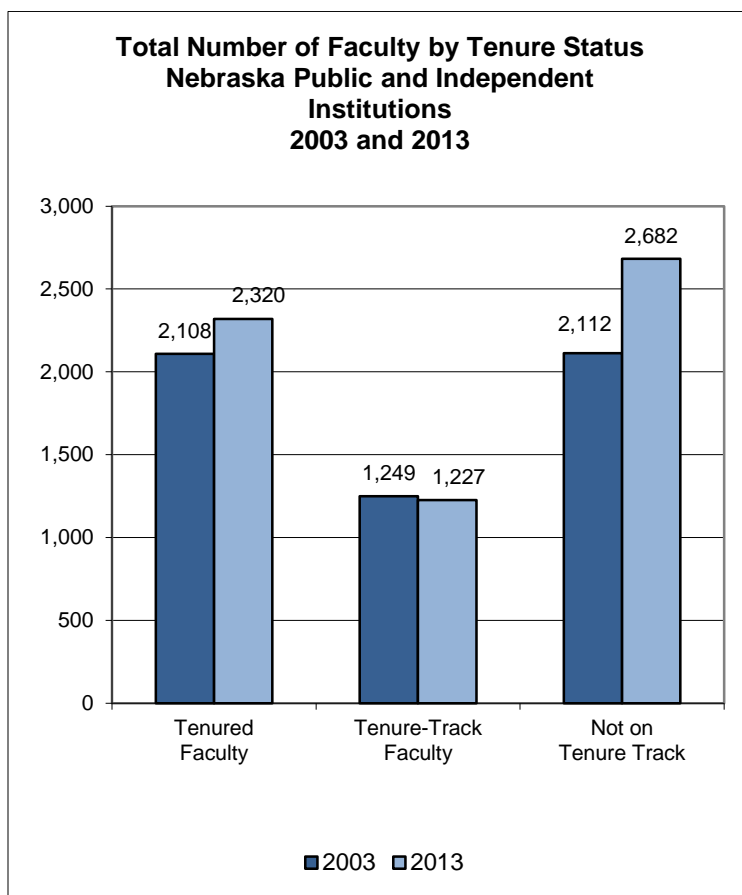


<sup>a</sup>Total faculty includes instructional, research, and public service faculty. In fall 2003, 0.2% of the faculty was of unknown race/ethnicity. In fall 2013, 0.3% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for faculty are collected every two years. Faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race** in the **downloadable Excel workbook for Faculty and Salaries**.

## **TOTAL NUMBER OF FULL-TIME FACULTY by TENURE STATUS**

- As shown below, the percentage of faculty in tenured or tenure-track positions decreased between fall 2003 and fall 2013, while the percentage of faculty not on tenure track increased.

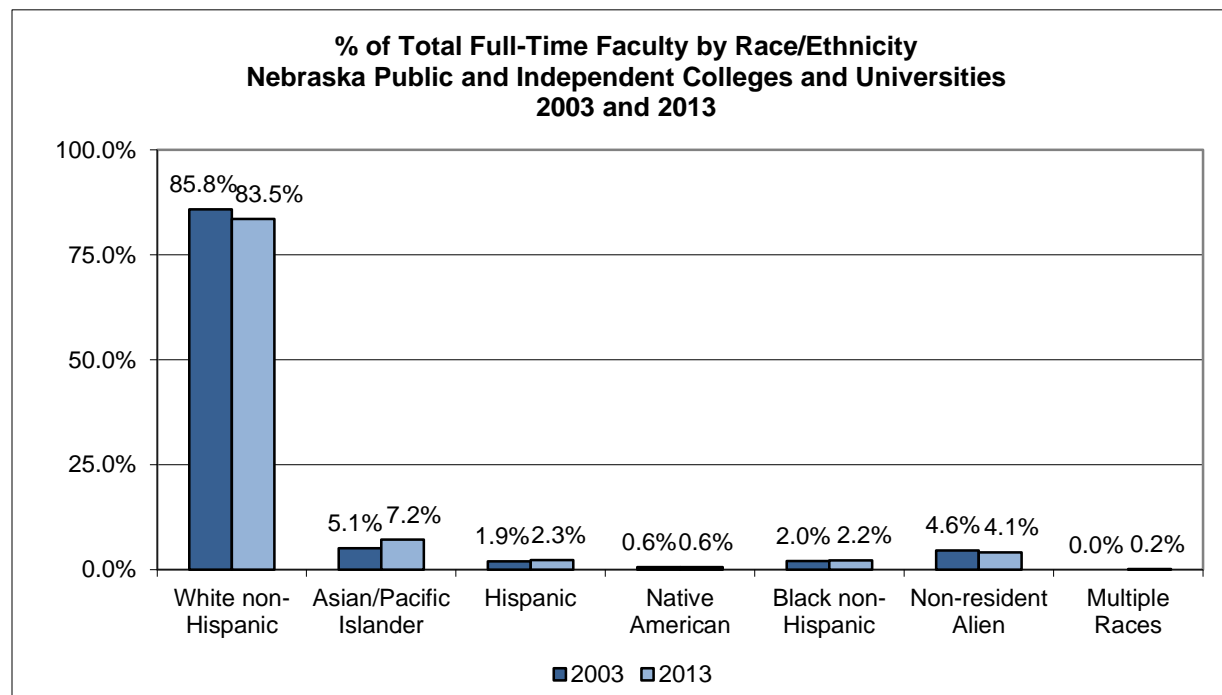


*Note.* Tenure information is only collected from degree-granting institutions and related administrative offices that have 15 or more full-time staff. Therefore, the total number of faculty in the above charts may not be equal to the total number of faculty reported in other areas of this report. Due to changes in IPEDS reporting requirements, 10-year trends for tenure status for all instructional, research, and public-service faculty by race and by gender are unavailable for this edition of the *Factual Look*. See Technical Note 3 on page i of the Executive Summary for more information.

The data summarized in the above graphs are available in the spreadsheet titled **Tenure Status** in the **downloadable Excel workbook for Faculty and Salaries**.

## **Percentages of TOTAL FULL-TIME FACULTY by RACE/ETHNICITY**

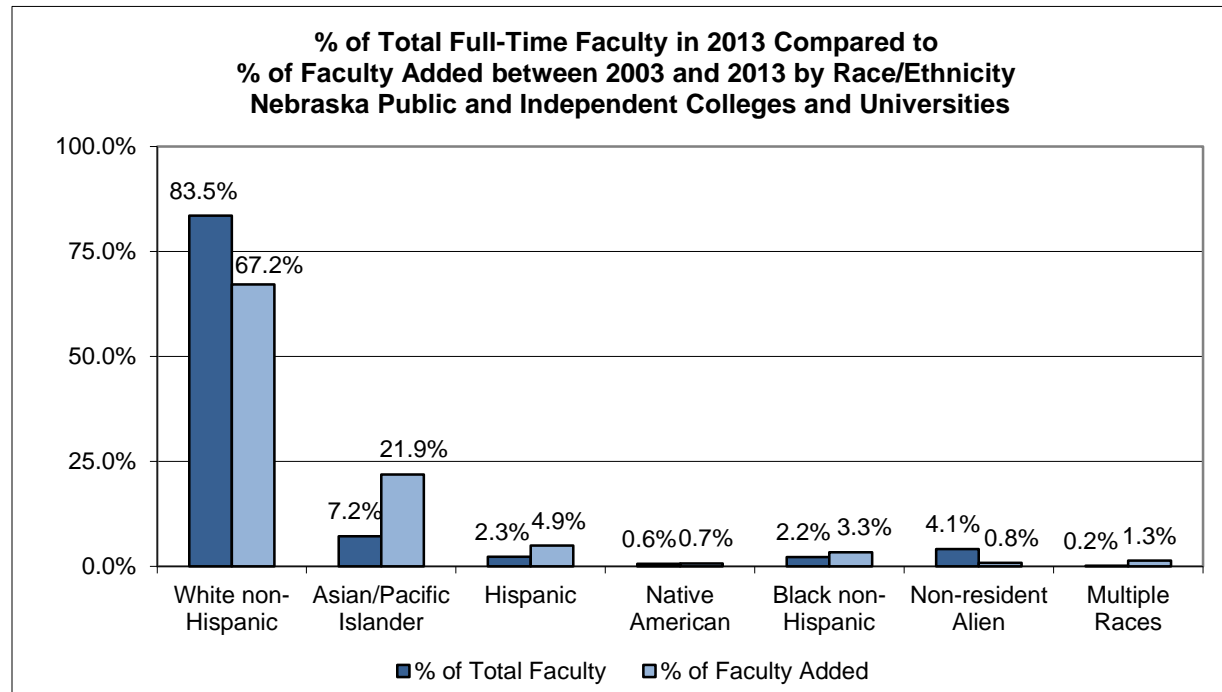
- When the categories of faculty tenure status on the previous page are combined, white non-Hispanics accounted for 83.5% of the total full-time faculty of known race/ethnicity at Nebraska's public and independent institutions in fall 2013, down from 85.8% in fall 2003.
- Minority faculty – consisting of Asians/Pacific Islanders, Hispanics, Native Americans, black non-Hispanics, and multi-racial faculty – accounted for 12.4% of the faculty in fall 2013, compared to 9.6% in fall 2003, a gain of 2.8 percentage points.
- Non-resident alien faculty decreased from 4.6% in fall 2003 to 4.1% in fall 2013.



Race/ethnicity data for faculty are collected every two years. Faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race** in the **downloadable Excel workbook for Faculty and Salaries**.

### **Percentages of FULL-TIME FACULTY in 2013 Compared to the Percentages of FACULTY ADDED between 2003 and 2013 by RACE/ETHNICITY**

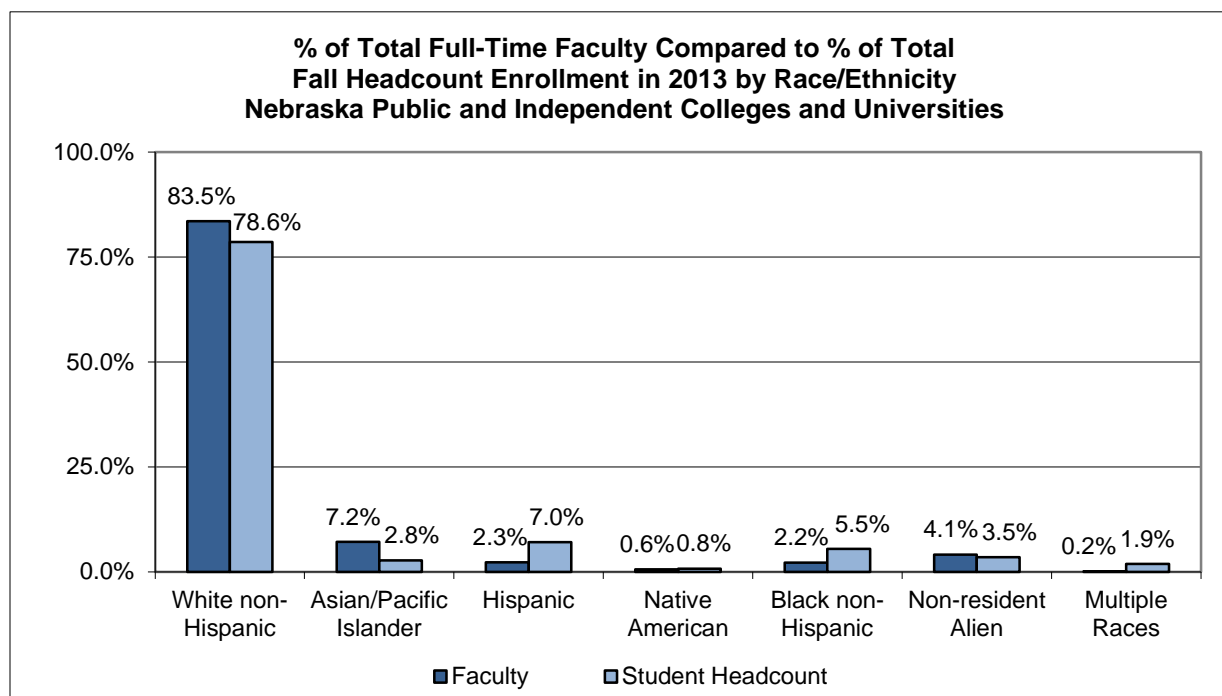
- As shown on the following chart, white non-Hispanics accounted for 83.5% of the full-time faculty of known race/ethnicity in fall 2013 and 67.2% of the additional faculty hired by Nebraska's public and independent institutions between fall 2003 and fall 2013.
- The biggest gain in faculty was among Asians/Pacific Islanders. Asians/Pacific Islanders accounted for 7.2% of the faculty in fall 2013, but 21.9% of the faculty added between 2003 and 2013.



Race/ethnicity data for faculty are collected every two years. Faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race** in the **downloadable Excel workbook for Faculty and Salaries**.

### **Percentages of FULL-TIME FACULTY Compared to Percentages of TOTAL HEADCOUNT ENROLLMENT by RACE/ETHNICITY**

- White non-Hispanics accounted for 83.5% of the full-time faculty of known race/ethnicity in fall 2003, compared to 78.6% of fall 2013 total student enrollment at Nebraska's public and independent colleges and universities.<sup>1</sup>
- Black non-Hispanics represented 2.2% of the faculty in fall 2013, compared to 5.5% of fall enrollment, Hispanics represented only 2.3% of the faculty and 7.0% of fall enrollment, and multi-racial persons represented 0.2% of faculty and 1.9% of fall enrollment, indicating that these racial/ethnic groups were underrepresented among the faculty, relative to student enrollment. Based on the statistics summarized below, Native Americans were also slightly underrepresented among the faculty in fall 2013 since they accounted for 0.6% of the faculty and 0.8% of the students.
- In contrast, Asians/Pacific Islanders and non-resident aliens accounted for higher percentages of the faculty than of total headcount enrollment by 4.4 and 0.6 percentage points, respectively.



*Note. See the Factual Look Enrollment Section for detailed information on total headcount enrollment.*

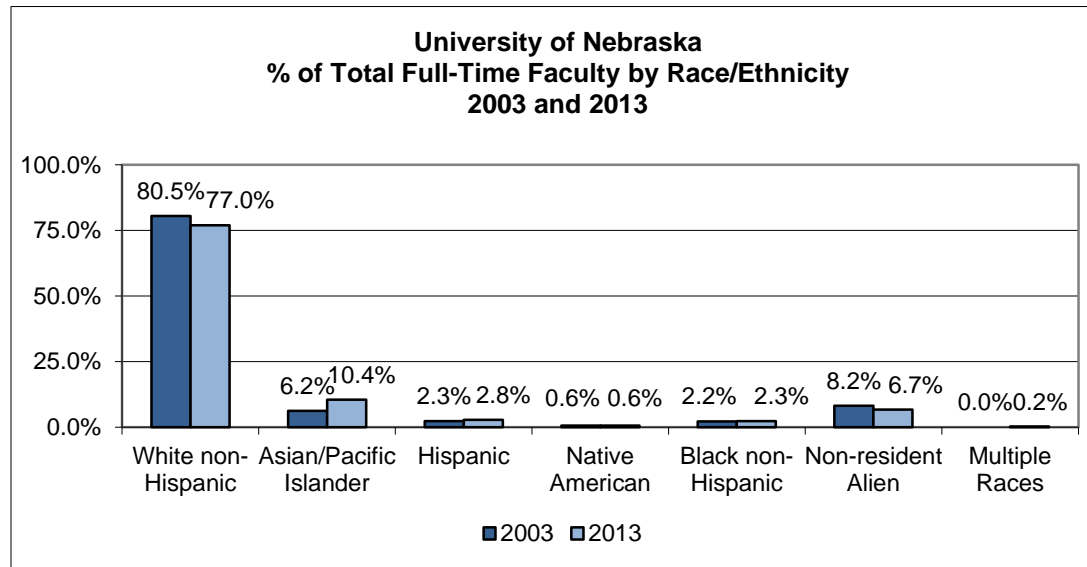
## **TOTAL FULL-TIME FACULTY by SECTOR and by RACE/ETHNICITY Compared to TOTAL ENROLLMENT**

- Graphs on the following pages show the composition of the total faculty by race/ethnicity within each of the four public and independent sectors of higher education in Nebraska in fall 2003 and fall 2013.<sup>a</sup>
- In addition, there is a graph for each sector showing how faculty composition compared to total headcount enrollment in fall 2013.
- Based on the data summarized in this series of graphs, the University of Nebraska has the most diverse faculty, while the Nebraska State College System has the least.
- White non-Hispanics accounted for a lower percentage of the University of Nebraska faculty in fall 2013 than in fall 2003, balanced by a noticeably higher percentage of Asians/Pacific Islanders and slightly higher percentages of Hispanics, black non-Hispanics and multi-racial faculty.
- However, there were no major shifts in the racial/ethnic composition of the faculty within any of the four sectors.
- Hispanics, Native Americans, black non-Hispanics, and multi-racial persons continued to account for small percentages of the total faculty within each sector. In general, they were about equally represented or at least slightly underrepresented across all four sectors, relative to minority student enrollments in fall 2013.
- In comparison, Asians/Pacific Islanders were overrepresented among the total faculty of the University of Nebraska and the Nebraska State College System, relative to the enrollment of students with Asian/Pacific Islander ancestry.

<sup>a</sup>Total faculty includes instructional, research, and public service faculty. In fall 2003, 0.2% of the faculty was of unknown race/ethnicity. In fall 2013, 0.3% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for faculty are collected every two years. Faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race** in the **downloadable Excel workbook for Faculty and Salaries**.

## UNIVERSITY OF NEBRASKA



### University of Nebraska

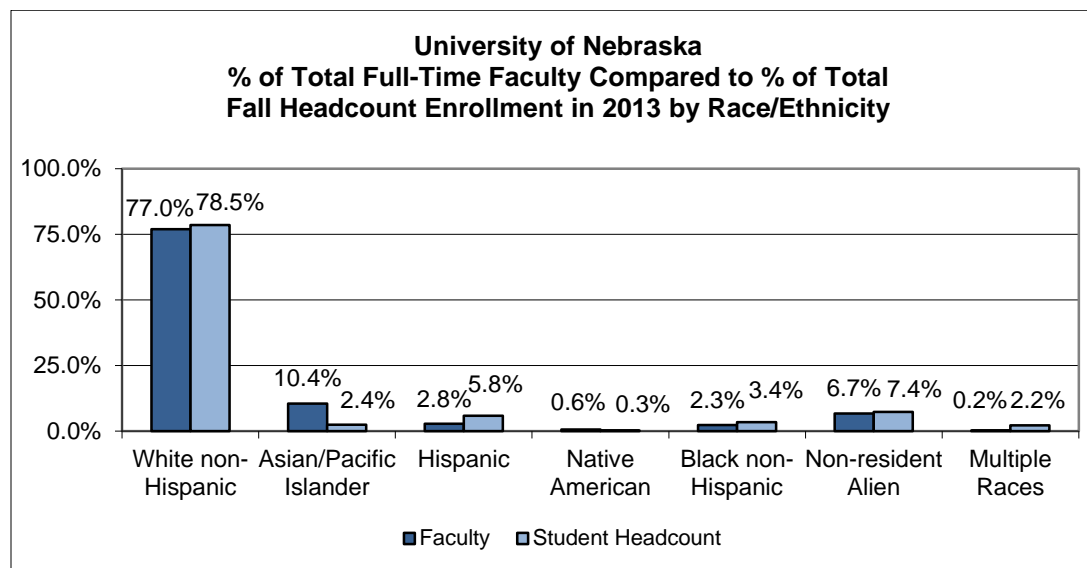
Total number of full-time faculty  
of known race/ethnicity<sup>a</sup>:

Fall 2003	2,959
Fall 2013	3,515

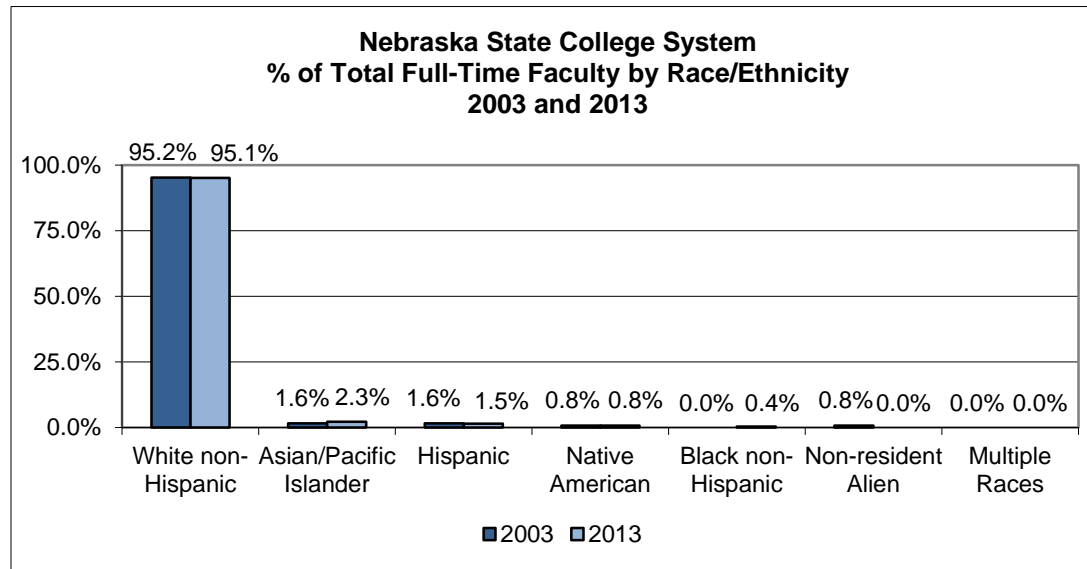
Total headcount enrollment  
of known race/ethnicity:

Fall 2013	49,449
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<sup>a</sup>Total faculty includes instructional, research,  
and public service faculty.



## NEBRASKA STATE COLLEGE SYSTEM



### Nebraska State College System

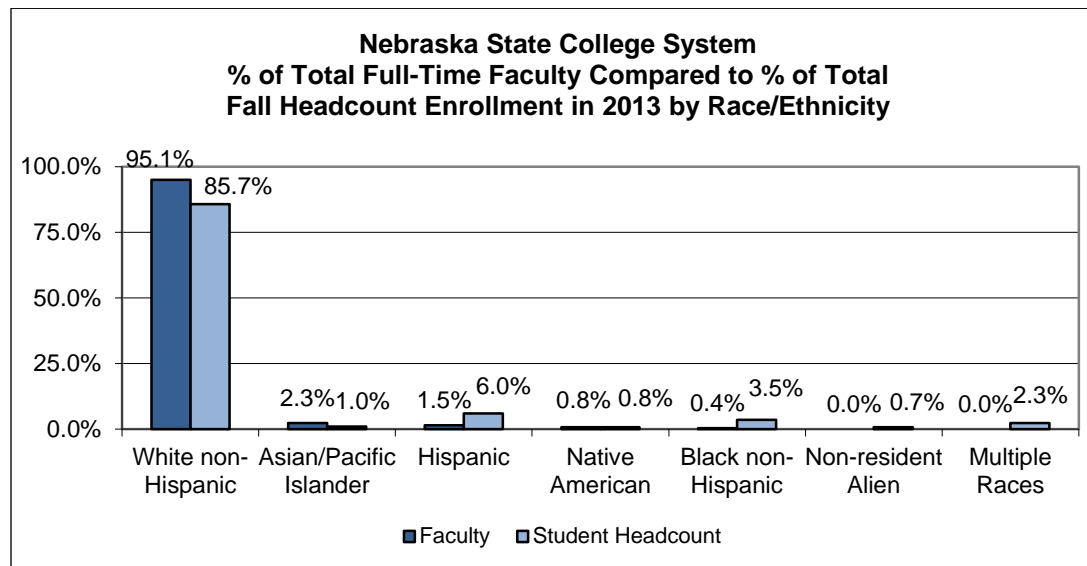
Total number of full-time faculty of known race/ethnicity<sup>a</sup>:

Fall 2003	252
Fall 2013	263

Total headcount enrollment of known race/ethnicity:

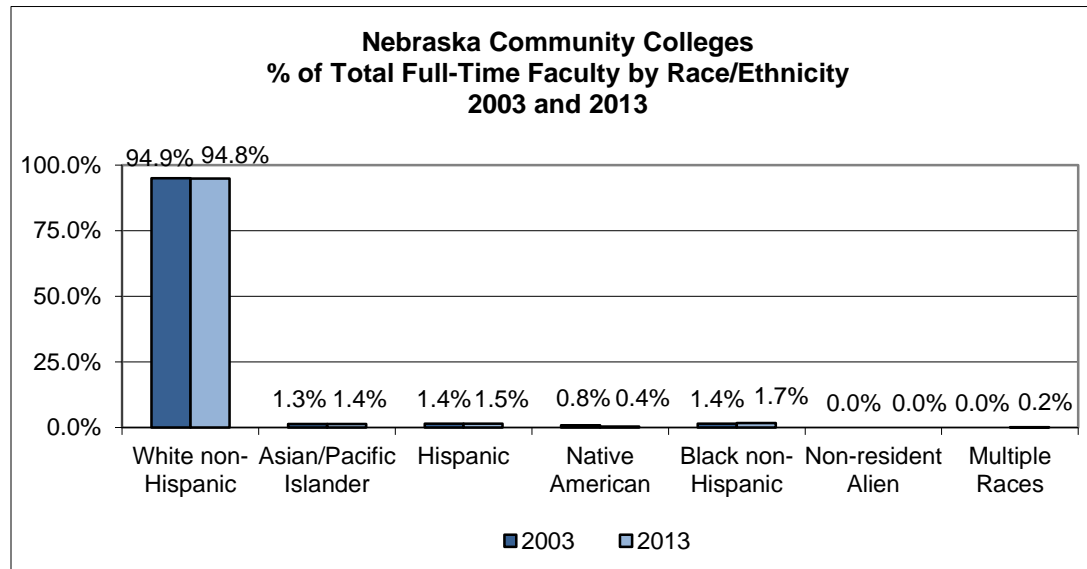
Fall 2013	8,011
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<sup>a</sup>Total faculty includes instructional, research, and public service faculty.





## NEBRASKA COMMUNITY COLLEGES



### Nebraska Community Colleges

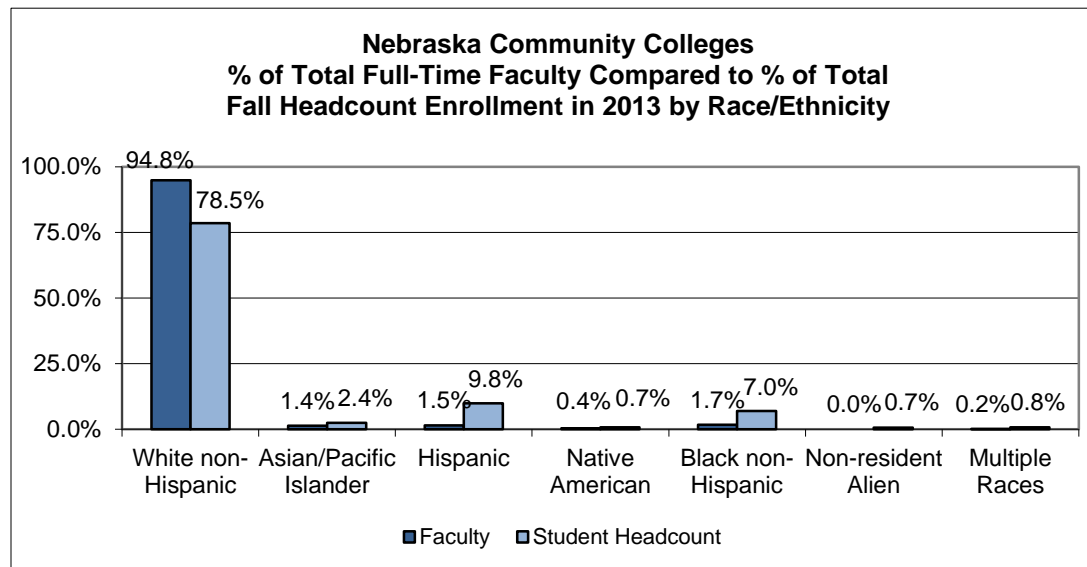
Total number of full-time faculty  
of known race/ethnicity<sup>a</sup>:

Fall 2003	828
Fall 2013	1,000

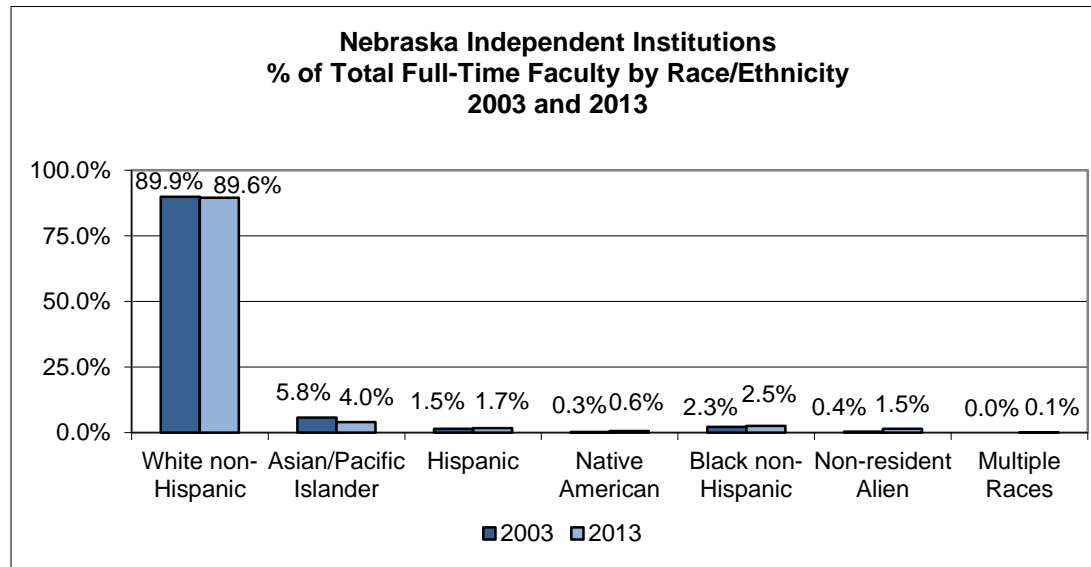
Total headcount enrollment  
of known race/ethnicity:

Fall 2013	40,489
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<sup>a</sup>Total faculty includes instructional, research,  
and public service faculty.



## NEBRASKA INDEPENDENT INSTITUTIONS



### Nebraska Independent Institutions

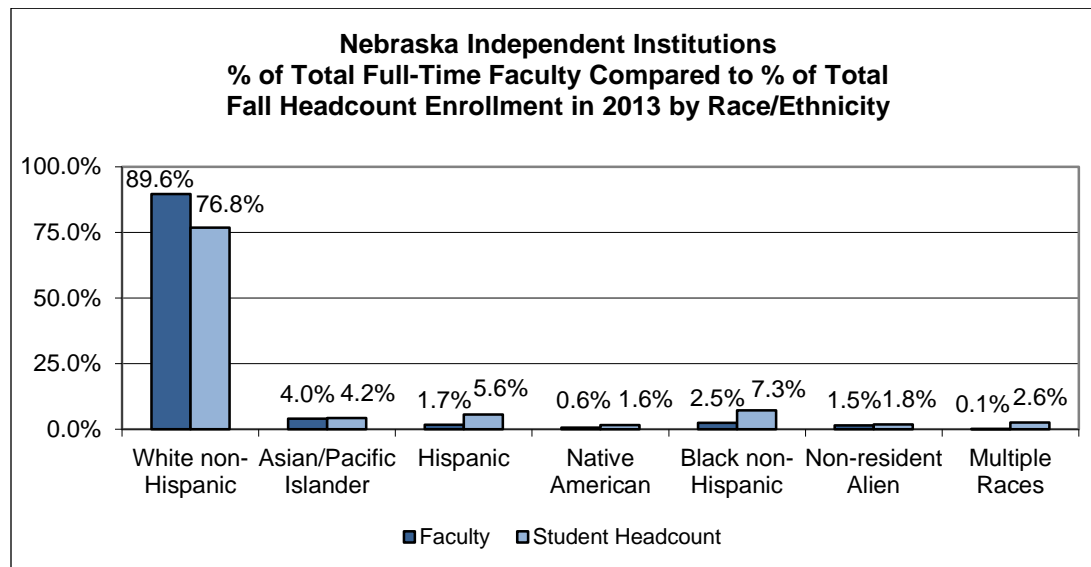
Total number of full-time faculty  
of known race/ethnicity<sup>a</sup>:

Fall 2003	1,421
Fall 2013	1,437

Total headcount enrollment  
of known race/ethnicity:

Fall 2013	30,732
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<sup>a</sup>Total faculty includes instructional, research,  
and public service faculty.



Section 5  
Explanatory Note  
on the Calculation of Average Salaries

## **CALCULATION OF AVERAGE SALARIES BEGINNING IN 2012–13**

Beginning in 2012–13, the number of full-time instructional faculty are reported by gender, academic rank, and length of contract. The categories for each of these three variables are as follows:

Gender: Male or female

Academic rank: Professor, associate professor, assistant professor, instructor, lecturer, or no rank

Contract length: 9-month, 10-month, 11-month, or 12-month

Combining these three variables results in 48 different groups of faculty for which the number of full-time instructional faculty are reported. For example, an institution reports the number of male professors with 9-month contracts, the number of female professors with 9-month contracts, the number of male associate professors with 9-month contracts, and so forth.

Beginning in 2012–13, total salary outlays (not including any benefits) are reported separately for males and females in each of the six rank categories, resulting in 12 reported total salary outlays. For example, the total salary outlay paid to female professors is reported separately from the total salary outlay paid to male professors.

Using the reported data for a gender-rank category or combination of categories, such as male and female professors combined, an average monthly salary is calculated as follows:

$$\frac{\text{Total Salary Outlay}}{(N_9 \times 9) + (N_{10} \times 10) + (N_{11} \times 11) + (N_{12} \times 12)} = \frac{\text{Total Salary Outlay}}{\text{Total Number of Months}} = \text{Average Monthly Salary}$$

where:  $N_9$  = the number of faculty with 9-month contracts  
 $N_{10}$  = the number of faculty with 10-month contracts  
 $N_{11}$  = the number of faculty with 11-month contracts  
 $N_{12}$  = the number of faculty with 12-month contracts

The average monthly salary is then multiplied by nine months to calculate the average 9-month salary:

$$\text{Average monthly salary} \times 9 = \text{Average 9-Month Salary}$$

## **APPLICATION OF THE 2012–13 FORMULA TO PREVIOUSLY COLLECTED DATA**

Prior to the 2012–13 collection, full-time instructional faculty were reported by gender and rank, but for only two categories of contract length:

Faculty with 9-month or 10-month contracts

Faculty with 11-month or 12-month contracts

Total salary outlays (not including any benefits) also were reported by gender and rank for the same two categories of contract length, namely for faculty with 9-month or 10-month contracts and for faculty with 11-month or 12-month contracts.

In order to apply the 2012–13 formula to the data collected prior to 2012–13, the assumption is made that all faculty with 9- or 10-month contracts had 9-month contracts. Based on an analysis of the data collected in 2012–13, this is a reasonable assumption to apply to data reported by the public institutions constituting the University of Nebraska, the Nebraska State College System, and the Community College sector.

An analysis of the data collected in 2012–13 revealed that all of the faculty with 9- or 10-month contracts were reported to have 9-month contracts at the University of Nebraska institutions and the State Colleges. Of the 614 faculty with 9- or 10-month contracts at the Community Colleges, all but 12 faculty at Mid-Plains Community College had 9-month contracts in 2012–13.

The assumption that all faculty with 9- or 10-month contracts had 9-month contracts does not as accurately reflect the distribution of faculty within the sector consisting of Nebraska's independent (not-for-profit) colleges and universities. Within the independent sector, eight of the 20 institutions reported that all of their faculty with 9- or 10-month contracts had 10-month contracts, rather than 9-month contracts, in 2012–13.<sup>a</sup> Together, these 214 faculty accounted for 27.1% of the 856 faculty in the independent sector with 9- or 10-month contracts.

Historically, the National Center for Education Statistics (NCES) has assumed that all faculty with 9- or 10-month appointments have had 9-month contracts when average salaries are calculated. Applying this assumption has resulted in at least slightly overestimated average salaries for institutions with any faculty on 10-month contracts. However, to remain consistent with average salaries reported by the NCES, the Commission is continuing to make the same assumption, even though the analysis of data collected in 2012–13 indicates that this assumption probably is not as applicable to the independent sector as it is to the public sectors in Nebraska.

In order to apply the 2012–13 formula to the data collected prior to 2012–13, another assumption is made that all faculty with 11- or 12-month contracts had 12-month contracts. Based on an analysis of the data collected in 2012–13, this assumption is reasonable to apply to all four Nebraska sectors included in this report. Of the 1,391 faculty with 11- or 12-month contracts in 2012–13, 1,377 (99.0%) had 12-month contracts and only 14 (1.0%) had 11-month contracts.

### **CALCULATION OF AVERAGE SALARIES PRIOR TO 2012–13**

Prior to 2012–13, Commission staff used the NCES formula for calculating average 9-month salaries for full-time instructional faculty at Nebraska's public and independent institutions. Using this approach, the total salary outlay for full-time instructional faculty with 11- or 12-month contracts was adjusted to the equivalent of the total salary outlay paid to faculty with 9- or 10-month contracts

<sup>a</sup>The eight institutions with 100% of their 9- or 10-month on 10-month contracts were Bryan College of Health Sciences, Clarkson College, College of Saint Mary, Doane College-Crete, Grace University, Little Priest Tribal College, Nebraska Christian College, and Union College.

by multiplying the outlay for 11- or 12-month contracted faculty by 0.8182 (9 divided by 11). This “equated” outlay was then added to the outlay for 9- or 10-month faculty, and the resulting sum was then divided by the total number of full-time instructional faculty to determine an average salary. Expressed as a formula, this method for calculating an average 9-month salary is as follows:

$$\frac{SO_{9-10} + (0.8182 \times SO_{11-12})}{N_{9-10} + N_{11-12}} = \text{Average 9-Month Salary}$$

where:  $SO_{9-10}$  = total salary outlay for faculty with 9- or 10-month contracts  
 $SO_{11-12}$  = total salary outlay for faculty with 11- or 12-month contracts  
 $N_{9-10}$  = total number of faculty with 9- or 10-month contracts  
 $N_{11-12}$  = total number of faculty with 11- or 12-month contracts

Since a 9-month salary is three-quarters of a 12-month salary, it is unknown why the NCES used 0.8182, rather than 0.75, as a multiplier to adjust the total paid to faculty with 11-month or 12-month contracts to the equivalent of 9-month salaries. In effect, the 0.8182 multiplier is based on the assumption that all faculty in the 11-or-12-month category had 11-month contracts. However, based on the data reported for 2012–13, 0.75 is a more logical multiplier for the majority of public and independent institutions in Nebraska. In 2012–13, 95% of the faculty at Nebraska public and independent institutions were on 9-month or 12-month contracts. In contrast, only 5.1% had 10-month contracts, and only 0.3% were contracted for 11 months of the year.

Commission staff recomputed the average 9-month salaries for 2003–04 through 2011–12 using the above NCES formula, but with 0.75 as the multiplier to convert 11-or-12-month salaries to 9-month equivalents. The resulting average 9-month salaries were then compared to the average salaries that were computed using the 0.8182 multiplier (and reported in previous editions of the *Factual Look*) and to the average salaries calculated using the new formula that was introduced in 2012–13. As expected, this comparative analysis revealed that the average salaries computed using the 0.75 multiplier were noticeably lower than those computed using the 0.8182 multiplier, due to the lower weighting of the 11- or 12-month salary outlays. The analysis also showed that the average salaries computed with the formula introduced in 2012–13 were generally close to the average salaries calculated using the 0.75 multiplier.

The table on the next page shows the state-wide average 9-month salaries for all public and independent institutions from 2003–04 through 2011–12 using the three different formulas: (1) the formula with the 0.8182 multiplier, (2) the formula with the 0.75 multiplier, and (3) the new formula introduced in 2012–13. In this case, the new formula results in average salaries that are 0.1% to 0.7% lower than the average salaries computed using the 0.75 multiplier. In comparison, the new formula results in average salaries that are 2.5% to 2.9% lower than the average salaries computed using the 0.8182 multiplier.

A more detailed analysis of the average salaries computed using the 0.75 multiplier and the new formula showed, however, that the new formula results in higher, lower, or the same average salaries, depending on whether an institution or sector has any faculty with 11- or 12-month appointments and on whether the monthly average salaries of these faculty are higher or lower than the average monthly salary of faculty with 9- or 10-month appointments. Since the State Colleges have reported that none of their faculty have more-than-9-month contracts, their average salaries are the same, regardless of which of the three formulas is used.

Statewide Average 9-Month Salaries for Full-Time Instructional Faculty at Nebraska Public and Independent Colleges and Universities									
Year	81% Formula <sup>a</sup>	75% Formula <sup>b</sup>	Difference between 75% and 81% Formulas		New Formula in 2012–13 <sup>c</sup>	Difference between New & 81% Formulas		Difference between New & 75% Formulas	
	NE Average Salary	NE Average Salary			NE Average Salary				
2003–04	\$55,740	\$54,420	-\$1,321	-2.4%	\$54,353	-\$1,388	-2.5%	-\$67	-0.1%
2004–05	\$56,705	\$55,420	-\$1,286	-2.3%	\$55,201	-\$1,504	-2.7%	-\$219	-0.4%
2005–06	\$58,296	\$57,026	-\$1,270	-2.2%	\$56,769	-\$1,527	-2.6%	-\$257	-0.5%
2006–07	\$59,838	\$58,545	-\$1,292	-2.2%	\$58,285	-\$1,553	-2.6%	-\$261	-0.4%
2007–08	\$62,121	\$60,753	-\$1,368	-2.2%	\$60,458	-\$1,663	-2.7%	-\$295	-0.5%
2008–09	\$64,556	\$63,117	-\$1,439	-2.2%	\$62,841	-\$1,715	-2.7%	-\$275	-0.4%
2009–10	\$65,819	\$64,410	-\$1,409	-2.1%	\$64,096	-\$1,722	-2.6%	-\$314	-0.5%
2010–11	\$66,821	\$65,306	-\$1,515	-2.3%	\$64,869	-\$1,953	-2.9%	-\$438	-0.7%
2011–12	\$67,501	\$65,951	-\$1,550	-2.3%	\$65,569	-\$1,932	-2.9%	-\$382	-0.6%
<p><i>Note.</i> Data source: CCPE database as of August 20, 2013. Data were processed in the 2012 EXCEL workbooks for Section C of the 2012–13 <i>Factual Look</i>. The comparison shown in this table was processed in the workbook 2012_Comparison of 75%_81%_New Formula Results.xlsx.</p> <p><sup>a</sup>Formula using 0.8182 as the multiplier to adjust 11- or 12-month salaries to 9-month equivalents. <sup>b</sup>Formula using 0.75 as the multiplier to adjust 11- or 12-month salaries to 9-month equivalents. <sup>c</sup>New formula introduced in 2012-13 with the assumption that all faculty have 9-month or 12-month contracts. This formula is based on total number of contract months, rather than on numbers of faculty,</p>									

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