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# WORK SESSION

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

June 24, 2015

Chadron State College

Scottsbluff Room, Student Center, 1000 Main St.

Chadron, Nebraska

Public notice of this work session was given by posting notice on the Commission's website; posting notice on the State of Nebraska's online public meeting calendar; e-mailing news media; and keeping a current copy of the agenda in the Coordinating Commission for Postsecondary Education's office, listing the date, time, and location of the meeting.

*Public notice of meeting*

### NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JUNE 24, 2015. THE MEETING WILL BEGIN AT 5:30 P.M. AND ADJOURN AT APPROXIMATELY 7:30 P.M.

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

COLLEEN ADAM, CHAIR

*The work session was called to order at 5:30 p.m.*

### CALL TO ORDER AND INTRODUCTIONS

Chair Colleen Adam called the work session to order at 5:30 p.m. and welcomed Commissioners and staff.

#### Commissioners Present

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

Dwayne Probyn  
Dr. Joyce Simmons  
Lori Warner  
W. Scott Wilson  
Carol Zink

#### Commissioners Absent

Eric Seacrest

#### Commission Staff Present

Dr. Michael Baumgartner  
Helen Pope  
Dr. Kathleen Fimple  
Mike Wemhoff

J. Ritchie Morrow  
Gary Timm  
Jason Keese

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## **CALL TO ORDER AND OPENING REMARKS**

*Chair Adam comments*

Chair Colleen Adam called the work session to order at 5:30 p.m. She welcomed Commissioners and staff. She then asked the Commission's Executive Director, Dr. Michael Baumgartner, to introduce the lone agenda item: discussion of Nebraska's *Statewide Comprehensive Plan for Postsecondary Education*, which the Commission is required by statute to revise as necessary.

*Dr. Baumgartner introduces Nebraska's Statewide Comprehensive Plan for Postsecondary Education*

## **DISCUSSION OF NEBRASKA'S STATEWIDE PLAN FOR POSTSECONDARY EDUCATION**

*Dr. Baumgartner gave an overview of the Comprehensive Plan*

Dr. Baumgartner first offered an overview of the *Comprehensive Plan*, including its purpose and history. He said he believed it was an appropriate time for the Commission to thoroughly review the document and make any necessary revisions. The last time the Commission undertook an extensive review of the *Comprehensive Plan* was 2000. He pointed to examples of other states that have recently gone through a similar process, including Colorado and Massachusetts. Dr. Baumgartner asked for questions and comments from Commissioners.

*Commissioner Probyn comments*

Commissioner Probyn inquired about existing resources the Commission may draw upon for this process. He pointed specifically to the Battelle Study done for the Nebraska Department of Economic Development and Nebraska Department of Labor, as well as the University of Nebraska Bureau of Business Research. Dr. Baumgartner said the Commission would be utilizing existing studies and research – “pieces of evidence” – and consulting with a wide variety of individuals, organizations and leaders, both within and outside of higher education. Commissioner Warner stated that her organization, the South Sioux City Chamber of Commerce, is currently conducting a study that may prove useful to the Commission and this process. Chair Adam said the Midwest Higher Education Compact's recent study of higher education performance indicators for Nebraska also could serve as a valuable resource.

*Commissioner Warner speaks*

*Commissioners and Staff broke for dinner at 6:10 p.m.*

Chair Adam called for a break at 6:10 p.m. for Commissioners and staff to eat dinner. Adam called for the work session to resume at 6:40 p.m.

*The work session resumed at 6:40 p.m.*

Commissioners continued discussion of the *Comprehensive Plan* and what the Commission should consider moving forward with the long-term process of revising the document. Dr. Baumgartner distributed a draft outline of the process and the order in which sections of the *Comprehensive Plan* could be addressed. It was agreed that a two-year timeline would be appropriate, given the extensive research and public input that will be necessary. The Commissioners and Dr. Baumgartner also agreed to address the section on workforce needs early in the process.

*Dr. Baumgartner distributed a draft outline of the Comprehensive Plan revision process*

Commissioners agreed that it was appropriate and necessary to revise the *Comprehensive Plan* at this time. The next step will be to determine the structure for such a process. This will occur in the coming months.

*The work session adjourned at 7:25 p.m.*

Chair Adam adjourned the work session at 7:25 p.m.

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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

June 25, 2015

Chadron State College  
Scottsbluff Room, Student Center  
1000 Main Street  
Chadron, Nebraska

*Public notice of meeting*

Public notice of this meeting was given by posting notice on the Commission's website; posting notice on the State of Nebraska's online public meeting calendar; e-mailing news media; and keeping a current copy of the agenda in the Coordinating Commission for Postsecondary Education's office, listing the date, time, and location of the meeting.

### NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JUNE 25, 2015. THE MEETING WILL BEGIN AT 8:00 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 8:00 a.m.*

### CALL TO ORDER AND INTRODUCTIONS

Chair Colleen Adam called the meeting to order at 8:00 a.m. and asked for introductions.

#### Commissioners Present

Colleen Adam	Dwayne Probyn
Dr. John Bernthal	Dr. Joyce Simmons
Dr. Deborah Frison	Lori Warner
Dr. Ron Hunter	W. Scott Wilson
Mary Lauritzen	Carol Zink

#### Commissioners Absent

Eric Seacrest

#### Commission Staff Present

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Gary Timm
Jason Keese	Mike Wemhoff
J. Ritchie Morrow	

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*Dr. Randy Rhine, Chadron State College*

**GREETING and PRESENTATION BY CHADRON STATE COLLEGE PRESIDENT**

Dr. Randy Rhine, President of Chadron State College, welcomed the Commissioners and guests, remarking that at Chadron State College they have a clear focus about their primary purpose, which is teaching. Student enrollment remains steady, growing nearly 17% over the past ten years. CSC serves a vast region; 58% of students are from Nebraska, 11% from Wyoming, 8% from South Dakota, and 7% from Colorado. Over the past several years CSC has evolved to become a regional comprehensive institution, offering 60+ academic programs and distance delivery capability to over a thousand students who are not able to come to the campus.

Chadron State College has made changes over the last few years in order to remain strong and continue to provide a quality educational experience for current and future generations. Dr. Rhine stated that the college is making significant progress by reimagining and positioning itself by making structural changes that strengthen its core and taking advantage of new opportunities. Two years ago the Reta King Library was converted into a Library Learning Commons, with the traffic increasing from 14,417 visitors in 2012 to 40,988 visitors by the end of the 2014 fall semester.

Dr. Rhine stated the completion of the Range Management building and the Coffee Agricultural Pavilion is a source of pride for the college. Dr. Teresa Frink, Associate Professor and Department Chair of Applied Sciences, and Blair Brennan, Construction Project Coordinator, will be conducting a tour for the Commissioners following the meeting of these buildings along with the Chicoine Event Center/Armstrong Gymnasium.

*Minutes of April 30, 2015  
Commission meeting approved*

**MINUTES OF APRIL 30, 2015 COMMISSION MEETING**  
**Commissioner Zink moved that the April 30, 2015 minutes be approved. Commissioner Probyn seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.**

*Chair Adam welcomes guests*

**CHAIR'S REPORT**

Chair Adam stated that video sites have been set up to receive testimony for Northeast Community College, University of Nebraska Medical Center, the University of Nebraska at Omaha, and the University of Nebraska - Lincoln, and welcomed those present via video. She added that as we progress through the agenda, representatives from those sites are welcome to testify.

*Chair Adam discusses June 24 work session*

Chair Adam mentioned that a work session was held on Wednesday evening, June 24, to begin work on the Comprehensive Statewide Plan for Postsecondary Education. Revision of the plan will be a two-year project.

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*Committee Chair Simmons announces nominations for 2015-2016 Commission Chair, Vice Chair, and Executive Committee members*

### **NOMINATING COMMITTEE**

Commissioner Simmons, chair of the Nominating committee, stated that she, along with Commissioners Probyn and Hunter, made up the nominating committee for Commission officers for July 1, 2015 through June 30, 2016. She presented the Committee's slate of nominations for Commission Chair, Vice Chair, and two other members of the 2015-2016 Executive Committee.

The Nominating Committee's slate of nominations includes Carol Zink to serve as Commission Chair, W. Scott Wilson to serve as Vice Chair, and Commissioners Colleen Adam and Dwayne Probyn to serve on the Executive Committee along with the Chair and Vice Chair.

The Nominating Committee proposed approval of Commissioner Carol Zink to serve as Commission Chair from July 1, 2015 through June 30, 2016.

*2015-2016 Commission Chair approved*

**Commissioner Simmons, on behalf of the Nominating Committee, moved to approve Commissioner Carol Zink to serve as Commission Chair from July 1, 2015 through June 30, 2016. A roll call vote was taken with all Commissioners present voting yes.**

The Nominating Committee proposed approval of Commissioner W. Scott Wilson to serve as Vice Chair from July 1, 2015 through June 30, 2016.

*2015-2016 Commission Vice Chair approved*

**Commissioner Simmons, on behalf of the Nominating Committee, moved to approve Commissioner W. Scott Wilson to serve as Commission Vice Chair from July 1, 2015 through June 30, 2016. A roll call vote was taken with all Commissioners present voting yes.**

The Nominating Committee proposed approval of Commissioners Colleen Adam and Dwayne Probyn to serve on the Executive Committee along with the Chair and Vice Chair from July 1, 2015 through June 30, 2016.

*2015-2016 Commission Executive Committee members approved*

**Commissioner Simmons, on behalf of the Nominating Committee, moved to approve Commissioners Colleen Adam and Dwayne Probyn to serve on the Executive Committee, along with the Chair and Vice Chair, from July 1, 2015 through June 30, 2016. A roll call vote was taken with all Commissioners present voting yes.**

*Dr. Baumgartner introduces Jason Keese to present Legislative update*

### **EXECUTIVE DIRECTOR'S REPORT**

Dr. Michael Baumgartner, Executive Director, introduced Jason Keese, Public Information and Special Projects Coordinator, to present a Legislative update. Mr. Keese reported that the Legislative update document presented to them has not had significant changes since the April 30, 2015 Commission meeting. He briefly went through the summary of each bill and discussed the Legislature's proposed studies.

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*Dr. Baumgartner thanked Commissioners and staff for attending work session*

Dr. Baumgartner thanked the Commissioners and staff for attending the Wednesday evening work session. He noted that he has been visiting many postsecondary campuses in the state, with a few close to Lincoln yet to visit.

*Dr. Baumgartner speaks of upcoming meetings*

Dr. Baumgartner will be attending the Education Commission of the States Forum in Denver next week, and the Executive Officers SHEEO meeting in Sante Fe, New Mexico the week of July 6.

*Dr. Baumgartner announces funding of ITQ grant*

Dr. Baumgartner was happy to report that the Improving Teacher Quality federal grant will be funded for another year. CCPE administers the grant.

*Dr. Baumgartner discusses FAFSA Completion Initiative*

FAFSA Completion Initiative software is in the developmental stage and we will have a report on its progress at the August Commission meeting.

*Dr. Baumgartner reports on the Higher Education Act*

Dr. Baumgartner discussed the Higher Education Act reauthorization at the Federal Government level. White paper summaries have been issued concerning debt and accreditation.

*Public Comment on Matters of General Concern*

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

There was no testimony on Matters of General Concern

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

*Public Hearing on Academic Programs Committee Items*

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

*David Conway, University of Nebraska at Omaha*

David Conway, Associate Dean from the College of Education at the University of Nebraska at Omaha, spoke via video conference in support of the Biomechanics program proposal. He stated Dr. Sara Myers, Assistant Professor of Health, Physical Education and Recreation was also present to answer questions the Commissioners may have about the curriculum and program.

*Dr. Joe Price, University of Nebraska at Omaha*

Dr. Joe Price, Administrative Coordinator, College of Arts and Sciences at the University of Nebraska at Omaha, spoke briefly in support of the proposed Critical and Creative Thinking program and answered questions from the Commissioners. He explained that the program name was a result of marketing research and would also be appropriate if the program expands beyond the College of Arts and Sciences. Angelika Walker, Project Coordinator, and David Boocker, Dean of the College of Arts and Sciences, were also present via video in support of the proposed program.

*Dr. Hesham Ali, University of Nebraska at Omaha*

Dr. Hesham Ali, Dean, College of Information Science and Technology at the University of Nebraska at Omaha spoke via video in support of the Executive MS in Information Technology proposal. He stated information technology is the fastest growing profession in the region, with at least

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2,500 jobs available in the next five years. He offered to answer questions from the Commissioners.

*Chair Adam requests those wanting to testify to do so at the time the program is discussed*

**Chair Adam closed the public hearing on the Academic Programs Committee items.** She asked that since there are nine programs on the agenda, and representatives present from all programs, those who would like to speak do so during the discussion of that program proposal.

*Commissioner Probyn thanks Dr. Kathleen Fimple*

**ACADEMIC PROGRAMS COMMITTEE**

Commissioner Probyn, chair of the Academic Programs committee, thanked Dr. Kathleen Fimple, Academic Programs Officer for the immeasurable amount of professional information that she provided to the committee for each proposal.

*University of Nebraska at Omaha*

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

*Commissioner Probyn and Dr. Fimple present the program*

Commissioner Probyn and Dr. Fimple presented the program information. Dr. Fimple noted that UNO's Biomechanics program is heavy in the sciences.

*Dr. Sara Myers, University of Nebraska at Omaha*

Dr. Myers spoke on the salary ranges for graduates with a biomechanics BS degree and the six hours of engineering courses.

*University of Nebraska at Omaha Biomechanics (BS) program approved*

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

*University of Nebraska at Omaha*

**University of Nebraska at Omaha – Proposal for a New Instructional Program – Critical and Creative Thinking (MA)**

*Commissioner Probyn and Dr. Fimple present the program*

Commissioner Probyn and Dr. Fimple presented the program proposal. Dr. Fimple stated the staff and committee are not questioning the need for critical and creative thinking in higher education, and the need for those skills in the workplace. The reason the need for this degree was rated on the low side is a question of the need for a master's degree in Critical and Creative Thinking.

*Dr. Joe Price, University of Nebraska at Omaha*

Dr. Price commented that in addition to the research in the documentation provided to the Commission, statistics show that Nebraska graduate students are highly receptive to online graduate study. He answered questions from the Commissioners.

*University of Nebraska at Omaha Critical and Creative Thinking (MA) program approved*

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

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University of Nebraska at Omaha

Commissioner Probyn and Dr. Fimple present the program

Dean Hesham Ali, University of Nebraska at Omaha

Commissioner Bernthal discusses student tuition concern

Commissioner Bernthal makes a motion to amend the UNO Information Technology (Executive BS) recommendation

University of Nebraska at Omaha amended Information Technology (Executive BS) recommendation approved

University of Nebraska Medical Center

Commissioner Probyn and Dr. Fimple present the program

Susan Wilhelm, UNMC

Dr. Juliann Sebastian, UNMC

### **University of Nebraska at Omaha – Proposal for a New Instructional Program – Information Technology (Executive MS)**

Commissioner Probyn and Dr. Fimple presented the program. Dr. Fimple noted that putting an “executive” in front of the Master of Science degree means that it is designed for mid-career IT executives, targeting people already in the field, and creating executives out of them. It is common for an executive degree to have a flat tuition rate. In this case the tuition covers the 12-month program, e-books and other items needed. Students will have to provide a letter of recommendation from their current employer that includes a pledge of financial support for the tuition and time to attend the program. The tuition will also fund a scholarship for a disadvantaged candidate.

Dean Ali commented that it is somewhat uncommon to have someone pay their own tuition. They are hoping by having a scholarship available this will serve the community by identifying potential students who have IT experience but are not supported by a company.

Commissioner Bernthal discussed his concern about having a student’s tuition cover another student’s scholarship. Dean Ali noted the tuition charged for this program is the lowest amount for any similar program in the country.

**Commissioner Bernthal made a motion to amend the recommendation for approval to include a review by UNO legal counsel regarding the flat rate tuition covering another student scholarship on the proposal from the University of Nebraska at Omaha for a New Instructional Program – Information Technology (Executive MS). Commissioner Simmons seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.**

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the amended motion for the proposal from the University of Nebraska at Omaha for a New Instructional Program – Information Technology (Executive MS). A roll call vote was taken, with all Commissioners present voting yes.**

### **University of Nebraska Medical Center – Proposal for a New Instructional Program – Internationally Educated Nurses (Undergraduate Certificate)**

Commissioner Probyn and Dr. Fimple presented the program, requesting those present from the program to come forward. There are two groups of students that will be in this program: those coming from another country, and those already here in the United States. Susan Wilhelm, Assistant Dean, UNMC College of Nursing in Scottsbluff, was present to support the program. The other UNMC representatives testified by video.

Dr. Juliann Sebastian, Dean, UNMC College of Nursing, spoke briefly on her support of the proposal. She stated the program of 12 semester credit hours will prepare nurses to be more familiar with the U.S. healthcare system and to hear English spoken in medical settings. This program is



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designed to help nurses educated in other countries to overcome the communication barrier. Dr. Sebastian noted they anticipate serving two pools of potential students: those who will go back to their country following completion of one of the degree programs, and those who will likely stay in Nebraska.

*Dr. Lynette Leeseberg-Stamler,  
UNMC*

Dr. Lynette Leeseberg-Stamler, Associate Dean for Academic Programs at UNMC, stated that the nursing students in this program will be placed with preceptors and will be in a dedicated education unit model. They will work with the same nurse the majority of time, boosting their confidence and building their skills. They will not interact with patients without a preceptor present.

*Dr. H. Dele Davies, UNMC*

Dr. H. Dele Davies, Vice Chancellor of Academic Affairs at UNMC, commented on exchange programs and future collaborative opportunities for international nursing students with other universities.

*UNMC Internationally Educated  
Nurses (Undergraduate Certificate)  
Instructional program approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the proposal from the University of Nebraska Medical Center for a New Instructional Program – Internationally Educated Nurses (Undergraduate Certificate). A roll call vote was taken, with all Commissioners present voting yes.**

Chair Adam called for a break at 10:05 a.m. The meeting resumed at 10:15 a.m.

*Northeast Community College*

*Commissioner Probyn and Dr.  
Fimple presented the program*

**Northeast Community College – Proposal for a New Instructional Program – Precision Agriculture (AAS)**

Commissioner Probyn and Dr. Fimple presented the program. Commissioner Probyn called on John Blaylock, Vice President of Educational Services at Northeast Community College, to discuss the proposal. NECC conducted surveys to demonstrate need and demand for this degree. Results showed the potential users of this program and provided a solid argument for the need for the proposed program in this region. Mr. Blaylock, along with Dean Corinne Morris and Associate Dean Tara Smydra of Agriculture, Math and Science, were present via video and answered questions from the Commissioners.

*John Blaylock, Tara Smydra and  
Corrine Morris, Northeast  
Community College*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the proposal from Northeast Community College for a New Instructional Program – Precision Agriculture (AAS). A roll call vote was taken, with all Commissioners present voting yes.**

*Northeast Community College –  
Precision Agriculture (AAS) program  
approved*

*Mid-Plains Community College*

*Commissioner Probyn and Dr. Jodi  
Tomanek, MPCC, present the  
program*

**Mid-Plains Community College - Proposal for a New Degree - Associate of Fine Arts**

Commissioner Probyn asked Dr. Jodi Tomanek, Area Vice President of Academic Affairs for Mid-Plains Community College, to speak about the proposal. Dr. Tomanek reported that this will be a new degree for Nebraska, as no other community college in the state offers an associate of fine arts degree. Elizabeth Peters, Music Instructor at MPCC,

*Elizabeth Peters, MPCC*

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discussed job and career opportunities that will open up for graduates with the fine arts degree.

*Mid-Plains Community College – Associates of Fine Arts degree approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the proposal from Mid-Plains Community College for a New Degree – Associate of Fine Arts. A roll call vote was taken, with all Commissioners present voting yes.**

*University of Nebraska Medical Center*

**University of Nebraska Medical Center – Proposal for a New Organizational Unit – Nebraska Center for Substance Abuse Research**

*Jennifer Larsen, UNMC*

Jennifer Larsen, Vice Chancellor for Research from UNMC, came forward via video in support of the new center. She stated the center is focused on research of the consequences of substance abuse, in terms of neuroscience, as well as potential infectious diseases. The center would be funded by several sources, including federal funding.

*Dr. Fimple discusses the program*

Dr. Fimple added the center would fulfill a current need for research and to study addiction and substance abuse, enhanced by the opportunity for associated departments to work together. It also creates a formal structure for funding.

*University of Nebraska Medical Center – Center for Substance Abuse Research new organizational unit approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the proposal from the University of Nebraska Medical Center for a New Organizational Unit – Nebraska Center for Substance Abuse Research. Approval of the center does not constitute approval of any new academic programs now or in the future. A roll call vote was taken, with all Commissioners present voting yes.**

*University of Nebraska Medical Center*

**University of Nebraska Medical Center – Proposal for a New Organizational Unit – Interprofessional, Experiential Center for Enduring Learning (I-EXCEL)**

*Commissioner Probyn presents the program*

Commissioner Probyn presented the program. He asked if someone from UNMC would like to comment on the proposal.

*Dr. H. Dele Davies, UNMC*

Dr. Davies stated the vision is to create a center to train faculty and students at all levels, from their field programs to practicing healthcare providers. By focusing on precision training, students will become competent in what they do by changing the approach to improving health care. The center will bring together all disciplines to work together in developing a curriculum where they focus on teamwork to improve the quality of care. Dr. Davies answered questions from the Commissioners.

*University of Nebraska Medical Center – Interprofessional Experiential Center for Enduring Learning (I-EXCEL) new organizational unit approved*

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the proposal from the University of Nebraska Medical Center for a New Organizational Unit – Interprofessional Experiential Center for Enduring Learning (I-EXCEL). Approval of the center does not constitute approval of any new academic programs now or in the future or of the program**

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*University of Nebraska at Omaha*

*Commissioner Probyn presents the program*

*Dr. Louis Pol, University of Nebraska at Omaha*

*University of Nebraska at Omaha – Center for Real Estate and Asset Management new organizational unit approved*

*2013-2014 Existing Program Review approved by the Executive Director*

*State Plan for Multi-State Collaborative on Military Credit*

*SARA Institutional Applications Approved by the Executive Director*

**statement for capital construction. A roll call vote was taken, with all Commissioners present voting yes.**

**University of Nebraska at Omaha – Proposal for a New Organizational Unit – Center for Real Estate and Asset Management**

Commissioner Probyn presented the program proposal. He asked if anyone from the University of Nebraska at Omaha would like to testify.

Dr. Louis Pol, Dean of the College of Business Administration at UNO, came forward via video. Establishing the Center at this time allows UNO to gather the faculty from several departments, as well as the business community, to bring value to the students in terms of meaningful internships, scholarships, and taking their skills to the community. He stated the timing, support of the business community, and resources for the center are very good.

**Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the proposal from the University of Nebraska at Omaha for a New Organizational Unit – Center for Real Estate and Asset Management. Approval of the center does not constitute approval of any new programs now or in the future. A roll call vote was taken, with all Commissioners present voting yes.**

**2013-2014 Existing Program Review**

Commissioner Probyn presented the Existing Program Review approved by the Executive Director. Dr. Fimple commented that any questions the Commissioners have on the Rangeland Management program may be answered during the tour.

Chadron State College  
Rangeland Management (BS)

**State Plan for Multi-State Collaborative on Military Credit**

Commissioner Probyn noted that he and Dr. Fimple spent a fair amount of time discussing transition programs for military and how their credentialing will be changed and improved. Participants may take advantage of what they learned while serving, and transfer their learning experience to a university or college setting. Dr. Fimple noted that under the Lumina grant each state is required to turn in a plan to improve the completion of postsecondary credentials by military and veterans.

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

Commissioner Probyn reported that Chadron State College has been approved to participate in SARA. Twenty-four states are now approved. The newest SARA members are Wyoming, New Mexico, Vermont and Iowa. Illinois and Michigan are likely to join in the near future.

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

Commissioner Probyn presented the report on activities related to existing programs.

*Reasonable and Moderate Extensions*

**Reasonable and Moderate Extensions**

MCC – Automotive Technology

- Automotive Maintenance and Light Repair Technician (certificate of achievement)
- Automotive Under-Vehicle Specialist (career certificate)
- Automotive Technician Assistant (career certificate)

MCC – Process Operations Technology

- Manufacturing Process Operations option (AAS)
- Manufacturing Process Operations (career certificate)

MCC – Human Services

- Human Services Transfer (AAS)

MCC – General Studies

- Entrepreneurship Generalist (certificate of achievement)
- Business Start-Up (career certificate)
- Microcomputer Electronics (career certificate)

MCC – Versatilist Information Technology

- Business Intelligence Systems (certificate of achievement)

SCC – Human Services Program

- Alcohol and Drug (certificate)

SCC – Business Administration

- General Business (certificate)

UNL – Special Education and Communication Disorders

- Sensory Disabilities (graduate certificate)

UNK – Counseling and School Psychology

- Alcohol and Drug Counseling (graduate certificate)

UNL – Teaching, Learning, and Teacher Education

- Teaching English to Speakers of Other Languages (TESOL) (graduate certificate)

UNO – Political Science

- Intelligence and National Security (graduate certificate)

**Program Name Changes**

*Program Name Changes*

MCC – Civil Engineering Technology – Computer-Aided Drafting and Design to *Civil Engineering Technology – Computer-Aided Design*

MCC – Chemical Dependency to *Human Services-Chemical Dependency*

MCC – Health Information Management Systems-Language Specialist II to *Health Information Management Systems-Healthcare Documentation Specialist II*

MCC – Health Information Management Systems-Medical Office Language Specialist I to *Health Information Management Systems-Medical Office Healthcare Documentation Specialist I*

MCC – Electronics Technology-Cisco Network Technician to *Information Technology-Cisco Network Technician*

MCC – Electronics Technology-Cisco Certified Network Associate to

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*Program Name Changes continued*

- Information Technology-Cisco Certified Network Associate*  
MCC – Microcomputer Office Technology-Office Applications to  
*Office Technology-Microcomputer Office Applications*  
MCC – General Information Technology to *Versatilist Information  
Technology*  
MCC – General Information Technology-Computer Programming to  
*Versatilist Information Technology-Computer Programming*  
MCC – General Information Technology-UNIX/Linux Operating Systems  
to *Versatilist Information Technology-UNIX/Linux Operating  
Systems*  
MCC – Business Management-Management Generalist to *Business  
Management-Management Specialist*  
SCC – Energy Generation Operations – Process Operations Biofuels to  
*Energy Generation Operations – Industrial Process Operations*

*Program Deletions*

**Program Deletions**

- MCC – Automotive Technology – Basic Automotive Service (certificate of  
achievement)  
MCC – Automotive Technology – Automotive Transmissions and  
Transaxles (career cert)  
MCC – Automotive Technology – Automotive Electronics (career  
certificate)  
MCC – Automotive Technology – Automotive Brakes and Suspension  
(career certificate)  
MCC – Electrical Technology – Commercial Electric (career certificate)  
MCC – Electrical Technology – Solar Electric Systems (career certificate)  
MCC – Heating, Air Conditioning and Refrigeration – Solar Heating  
Systems (career cert)  
MCC – Process Operations Technology – Hydronic Systems (career  
certificate)  
MCC – Construction Technology – Solar Technology (career certificate)  
MCC – Construction Technology – Solar Air Systems (career certificate)  
MCC – Construction Technology – Home Energy Professional-  
Weatherization (career cert)  
MCC – Industrial and Commercial Trades – Healthy Homes (certificate of  
achievement)  
MCC – Industrial and Commercial Trades – Healthy Homes-Residential  
Energy Management (certificate of achievement)  
MCC – Industrial and Commercial Trades – Healthy Homes-Lead  
Abatement (certificate of Achievement, career certificate)  
MCC – Industrial and Commercial Trades – Soil Remediation (career  
certificate)  
MCC – Business Management – Credit Management (AAS)  
MCC – Business Management – Entrepreneurship (AAS)  
MCC – Business Management – Financial Planning and Investment  
(AAS)  
MCC – Business Management – Financial Services Management (AAS)  
MCC – Business Management – Insurance and Risk Management (AAS)  
MCC – Business Management – International Management (AAS)  
MCC – Business Management – Merchandising Management (AAS)  
MCC – Business Management – Operations and Supply (AAS)

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*Program Deletions continued*

MCC – Business Management – Organizational Development (AAS)  
MCC – Business Management – Real Estate (AAS)  
MCC – Business Management – Entrepreneurship (certificate of achievement)  
MCC – Business Management – International Business (certificate of achievement)  
MCC – Business Management – Marketing (certificate of achievement)  
MCC – Business Management – Para Financial Planner (certificate of achievement)  
MCC – Business Management – Business Management Generalist (career certificate)  
MCC – Business Management – Entrepreneurship (career certificate)  
MCC – Business Management – Operations and Supply (career certificate)  
MCC – Business Management – Organizational Development (career certificate)  
MCC – Business Management – Real Estate Entrepreneurship (career certificate)  
MCC – Art – Entrepreneurship for the Artist (certificate of achievement)  
MCC – Visual Arts - Video/Audio Communication Arts (certificate of achievement)  
MCC – Theater – Playwriting (career certificate)  
MCC – Electronics Technology – Computer Electronics (AAS)  
MCC – Electronics Technology – Cisco Networking (certificate of achievement)  
MCC – Electronics Technology – Microcomputer Repair (certificate of achievement)  
MCC – Information Technology – Embedded Systems Technology (AAS)  
SCC – Computer Information Technology – Applications/Web Programmer (AAS)  
SCC – Computer Information Technology – Network Manager (AAS)  
SCC – Computer Information Technology – PC Support Specialist (AAS)  
SCC – Energy Generation Operations – Fossil Fuels (AAS)  
SCC – Computer Programming (AAS)  
SCC – Early Childhood Education – Home Visitor/Family Advocate (certificate)  
SCC – Graphic Design/Media Arts – Graphic Communication (certificate)  
SCC – Graphic Design/Media Arts – Office Professional (certificate)  
SCC – Graphic Design/Media Arts – Computer Information Technology (certificate)

*New Focus Areas within an existing program*

**New Focus Areas within an existing program**

SCC – Criminal Justice (AAS)

- Homeland Security
- Corrections
- Community-Based Corrections and Juvenile Services

SCC – Computer Information Technology – Applications Developer (AAS)

- Integrated Platforms
- PC & Web Platforms

- 
- SCC – Computer Information Technology – Networking & Support (AAS)
- Computer Support
  - Network Management

Commissioner Probyn left the meeting at 11:32 a.m.

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

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

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

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

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

*Amendment of Title 281, Chapter 5,  
Rules and Regulations Concerning  
the Nebraska Opportunity Grant Act*

*Commissioner Simmons introduces  
J. Ritchie Morrow to present the  
proposal*

**Approval of the Amendment of Title 281, Chapter 5, Rules and  
Regulations Concerning the Nebraska Opportunity Grant Act**

Commissioner Simmons introduced J. Ritchie Morrow, Financial Aid Officer, to present the Amendment of Title 281, Nebraska Administrative Code, Chapter 5. Mr. Morrow noted the draft was presented to the Commissioners at the April Commission meeting. After approval it was taken to a public hearing in June, where no one commented for or against it. Sector representatives and others with an interest in the Nebraska Opportunity Grant were given the opportunity to review the draft. This is the final draft, and once it is approved it will be sent to the Governor, the Secretary of State, and the Attorney General for their final signoff.

*Amendment of Title 281, Chapter 5,  
Rules and Regulations Concerning  
the Nebraska Opportunity Grant Act  
approved*

**Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Amendment of Title 281, Chapter 5, Rules and Regulations Concerning the Nebraska Opportunity Grant Act. A roll call vote was taken. Commissioner Probyn was absent at the time of the vote. All other Commissioners present voted yes.**

*Public Hearing on Planning and  
Consumer Information Committee  
Items*

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

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

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

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## **PLANNING AND CONSUMER INFORMATION COMMITTEE**

*University of Nebraska at Omaha  
Peer Report*

### **University of Nebraska at Omaha (UNO) Peer Report**

Chair Adam commented that at the April Commission meeting it was voted upon to remove the amendment and thus the main motion from the table. To bring this item back for discussion and vote, a motion is needed to remove this amendment and main motion from the table.

*Commissioner Zink makes a motion  
to take the UNO Peer Report off of  
the table for discussion*

**Commissioner Zink made a motion to take the University of Nebraska at Omaha (UNO) Peer Report off of the table for further discussion. Commissioner Bernthal seconded the motion. A roll call vote was taken. Commissioner Probyn was absent at the time of the vote. All other Commissioners present voted yes.**

*Commissioner Lauritzen discusses  
UNO Peer Report*

Commissioner Lauritzen stated the amendment was in regard to replacing what was originally a peer for UNO, Middle Tennessee State University, with Cleveland State University, with the understanding that UNO has been notified of the proposal. UNO reported no objection to exchanging the peers.

*University of Nebraska at Omaha –  
Amendment to Peer Report  
approved*

**Commissioner Bernthal made a motion to approve the amendment to the University of Nebraska at Omaha (UNO) Peer Report, by removing Middle Tennessee State University and replacing it with Cleveland State University. Commissioner Lauritzen seconded the motion. A roll call vote was taken. Commissioner Probyn was absent at the time of the vote. Commissioner Simmons voted no. All other Commissioners present voted yes.**

Commissioner Probyn returned to the meeting at 11:42 a.m.

*University of Nebraska at Omaha  
Peer Report approved*

**Chair Adam moved to approve the final peer group for the University of Nebraska at Omaha. The list includes:**

- **Eastern Michigan University**
- **Cleveland State University**
- **Northern Kentucky University**
- **The University of Tennessee-Chattanooga**
- **University of Central Oklahoma**
- **University of Colorado Colorado Springs**
- **University of Missouri – St. Louis**
- **University of North Carolina at Greensboro**
- **University of North Florida**
- **Wichita State University**

**A roll call vote was taken. All Commissioners present voted yes.**

## **EXECUTIVE COMMITTEE**

*2015-2016 Proposed CCPE  
Operating Budget*

### **2015-2016 Proposed CCPE Operating Budget**

*Gary Timm presents the proposed  
operating budget*

Gary Timm, Chief Finance and Administration Officer, gave an overview of the Legislative process in regards to the proposed budget. The Legislature appropriates money to CCPE on a program basis. The only stipulations are



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2015-2016 Proposed CCPE  
Operating Budget approved

Approval of Amended Salary  
Ranges

Gary Timm discusses changes to  
salary ranges

Amended Salary Ranges approved

Approval of 2015-2016 Salary of the  
Executive Director

Commissioners go into closed  
session to discuss the executive  
director salary

Closed session begins at 11:54 a.m.

Dr. Baumgartner leaves closed  
session at 12:05 p.m.

Closed session ends at 12:15 p.m.

the maximum amount that can be spent on salaries for each program. CCPE currently has five programs. On July 1, 2015 we will begin the new Oral Health Training and Services Program.

**Chair Adam, on behalf of the Executive Committee, moved to approve the 2015-2016 Proposed CCPE Operating Budget. A roll call vote was taken, with all Commissioners present voting yes.**

**Approval of Amended Salary Ranges**

Chair Adam reported that the salary ranges were approved at the last Commission meeting, but have since been amended to alter the outlying parameters for the Chief Finance and Administrative Officer. Mr. Timm stated another change has been made to include a new position: Occupational Education Specialist, who will oversee the Oral Health Training and Services Program.

**Chair Adam, on behalf of the Executive Committee, moved to approve the Amended Salary Ranges. A roll call vote was taken, with all Commissioners present voting yes.**

**Approval of 2015-2016 Salary of the Executive Director**

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

Chair Adam requested that staff and guests leave the room. Dr. Baumgartner was asked to remain in the room to answer questions from the Commissioners.

Chair Adam stated that the Commission is going into closed session to discuss the proposed salary of the executive director recommended by the Executive Committee.

The Commission entered into closed session at 11:54 a.m.

Dr. Baumgartner left the closed session at 12:05 p.m.

The Commission ended the closed session at 12:15 p.m. by unanimous consent.

Chair Adam stated that formal action must be taken in open session on Dr. Baumgartner's salary recommendation.

Commissioner Probyn left the meeting at 12:15 p.m.

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*2015-2016 executive director salary approved*

**Commissioner Zink made a motion to approve a 2.25% salary increase for 2015-2016 for Dr. Michael Baumgartner, Executive Director, as proposed. Commissioner Lauritzen seconded the motion. A roll call vote was taken. Commissioner Probyn was absent at the time of the vote. All other Commissioners present voted yes.**

*Next Commission Meeting:  
August 20, 2015*

**FUTURE MEETINGS**

The next Commission meeting will be Thursday, August 20, 2015 at The Apothecary Building, Lincoln, Nebraska.

Commissioner Probyn returned to the meeting at 12:18 p.m.

Commissioner Hunter comments

**COMMISSIONER COMMENTS**

Commissioner Hunter, from Hay Springs, mentioned how nice it is to have the Commissioners and staff come to northwest Nebraska for this Commission meeting.

Meeting adjourned at 12:19 p.m.

**ADJOURNMENT**

The meeting was adjourned at 12:19 p.m.

## Fourth Quarter Report as of June 30, 2015

	<i>2014-2015 Operating Budget</i>	<i>2014-15 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 100.00%</i>
<b>PERSONAL SERVICES</b>				
Permanent Salaries	\$915,873	\$884,374	\$31,499	96.6%
Temporary Salaries				
Overtime				
Subtotal	\$915,873	\$884,374	\$31,499	96.6%
PSL	\$915,873			
Benefits	\$233,800	\$220,733	\$13,067	94.4%
Subtotal	\$1,149,673	\$1,105,107	\$44,566	96.1%
<b>OPERATING EXPENSES</b>				
Postage	\$5,000	\$3,200	\$1,800	64.0%
Communication	\$20,500	\$17,827	\$2,673	87.0%
Freight	\$150	\$0	\$150	0.0%
Data Processing	\$9,970	\$9,668	\$302	97.0%
Publication & Printing	\$16,000	\$5,658	\$10,342	35.4%
Job Applicant Expense	\$1,000	\$513	\$487	51.3%
Moving Expenses	\$11,700	\$11,662	\$38	99.7%
Awards Expense	\$1,000	\$165	\$835	16.5%
Dues & Subscriptions	\$34,000	\$33,855	\$145	99.6%
MHEC Dues	\$95,000	\$95,000	\$0	100.0%
Conference Registration Fees	\$7,000	\$5,244	\$1,756	74.9%
Electricity	\$4,000	\$2,350	\$1,650	58.8%
Rent Expense	\$46,000	\$45,067	\$933	98.0%
Repair & Maintenance	\$300	\$71	\$229	23.7%
Office Supplies	\$5,000	\$3,373	\$1,627	67.5%
Non-Capitalized Equipment	\$9,600	\$9,517	\$83	99.1%
Food Expenses	\$4,000	\$3,204	\$796	80.1%
Education Supplies	\$1,000	\$538	\$462	53.8%
Account & Auditing Services	\$5,000	\$4,314	\$686	86.3%
Other Cont. Svcs & Travel Exp.	\$21,000	\$6,594	\$14,406	31.4%
Software	\$3,000	\$1,513	\$1,487	50.4%
Other	\$2,000	\$890	\$1,110	44.5%
Subtotal	\$302,220	\$260,223	\$41,997	86.1%
<b>STAFF TRAVEL</b>				
Board & Lodging	\$5,000	\$4,792	\$208	95.8%
Commercial Transportation	\$6,000	\$4,162	\$1,838	69.4%
State-Owned Transportation	\$4,100	\$1,834	\$2,266	44.7%
Mileage	\$1,500	\$1,227	\$273	81.8%
Other	\$500	\$322	\$178	64.4%
Subtotal	\$17,100	\$12,337	\$4,763	72.1%
<b>COMMISSIONER TRAVEL</b>				
Board & Lodging	\$4,500	\$4,280	\$220	95.1%
Commercial Transportation	\$0	\$0	\$0	\$0.00
Mileage	\$13,500	\$13,478	\$22	99.8%
Other	\$200	\$168	\$32	84.0%
Subtotal	\$18,200	\$17,926	\$274	98.5%
<b>CAPITAL OUTLAY</b>				
Office Equipment	\$1,000	\$979	\$21	97.9%
Hardware	\$0	\$0	\$0	0.0%
Subtotal	\$1,000	\$979	\$21	97.9%
<b>TOTAL EXPENDITURES</b>				
	\$1,488,193	\$1,396,572	\$91,621	93.8%
General Fund	\$1,433,143	\$1,394,746	\$38,397	
Federal	\$12,046	\$0	\$12,046	
Cash Fund	\$43,004	\$1,826	\$41,178	
<b>Remaining Balance</b>	\$1,488,193	\$1,396,572	\$91,621	6.20%

The page features three large, light blue, 3D-rendered spheres of varying sizes. The largest sphere is at the bottom right, a medium one is at the top right, and a smaller one is in the middle right. Thin blue lines intersect diagonally across the page, creating a grid-like structure. A large, faint watermark of the word 'GUIDELINES' is oriented vertically across the center of the page.

# NEBRASKA COMMUNITY COLLEGE STATE AID ENROLLMENT FTE/REU GUIDELINES

Fiscal Year ~~2014-2015~~-2016

## Committee Recommendation

Coordinating Commission for Postsecondary Education  
August 20, 2015

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### **Applicable to:**

Central Community College  
Metropolitan Community College  
Mid-Plains Community College  
Northeast Community College  
Southeast Community College  
Western Nebraska Community College

Little Priest Tribal College ~~(for non-native students and related courses only)~~  
Nebraska Indian Community College ~~(for non-native students and related courses only)~~

# GENERAL STATE AID ENROLLMENT FTE/REU GUIDELINES

## I. PURPOSE

To distribute state aid to community colleges, full-time equivalents (FTEs) and reimbursable educational units (REUs) are used to allocate a portion of the state aid appropriation. The purpose of the *Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines (FTE/REU Guidelines)* shall be to:

- A. Formulate guidelines and FTE/REUs to assure compliance with State law.
- B. Provide a basis for community colleges to establish course weightings and recording those weightings.
- C. Provide community colleges with directions for state aid enrollment audits to ensure compliance with state law.
- D. Prepare FTE/REU guidelines for use by outside independent auditors to audit full-time equivalents (FTEs), and reimbursable educational units (REUs) for use in allocating state aid.

## II. STRUCTURE

The Commission will create an advisory committee composed of two CCPE representatives and two persons from each community college area and each tribally controlled community college and designated by each college's president. It is determined that:

- A. Of the community colleges representatives, one of these persons should be the chief academic officer and the other person should be the chief business officer.
- B. The chairperson of the Advisory Committee is a Commission representative. The Commission will accept input from the committee on various subjects related to master course lists, FTEs, REUs, the calculation of those factors, audits of REU weighting factors applicable to courses, designation of reimbursable courses, etc.
- C. All input from the advisory committee will be accepted and reviewed by the Commission with the Commission having final authority on changes to the *FTE/REU Guidelines*.

## III. IMPORTANT DATES

### July:

- a. The first of week of July, the Commission will send to the auditors an approved *Master Course List* for the previous year and the *Audit Guidelines*.

### August:

- a. The state aid enrollment FTE/REU audit for each area should be completed on or before August 10<sup>th</sup> and shared with the Commission and the members of the Advisory Committee so the audits can be reviewed prior to the mid-August meeting. Electronic submission **from the auditor** is preferred.
- b. Around August 15, the Commission and Advisory Committee will review annual state aid FTE/REU audits from each college for the prior year. This review will be accomplished via a telephone conference call.
- c. Any issues will be discussed, a proposed resolution determined, and the Commission will inform the CEOs of any changes necessary.
- d. On or before August 20<sup>th</sup>, the Commission informs colleges of formula allocations.

### September:

- a. On or before September 1<sup>st</sup>, the Commission certifies State aid payments for community colleges to Department of Administrative Services.

### January

- a. CAOs of all community college areas and tribally controlled community colleges, in conjunction with the Commission, determine timeline for *Master Course List* process.

### February

- a. After input from the Advisory Committee, the Commission will approve a set of *Audit Guidelines* to be used for the appropriate year
- b. By February 28<sup>th</sup>, the approved *Audit Guidelines* will be issued to all Community College Areas to be used for the state aid enrollment audit.

### April through June

- a. Institutions submit Draft *Master Course Lists* to the Commission.
- b. The Commission aggregates lists into a *Master Course List* and sends to each community college.
- c. The Commission and CAOs meet to review the *Master Course List*.
- d. Meet to finalize the *Master Course List* for the current year with the Commission sending the finalized list to each CAO to be certified by the CEO.
- e. Colleges have the *Master Course List* certified by CEOs (Presidents) and the CAOs (Chief Academic Officers) and returned to the Commission. (A certification letter template will be provided by the Commission).
- f. The Commission and the Advisory Committee review the *FTE/REU Guidelines* for the upcoming academic year and identify changes in courses, course weights, or program lists.
- g. The Commission discusses with the CEOs (Presidents) significant changes to the upcoming *FTE/REU Guidelines* and *Audit Guidelines*, as needed.
- h. Commission approves and sends FTE/REU Guidelines for the upcoming year to CAOs no later than August 10<sup>th</sup>.

Meet at other times as may be determined by the Commission or as requested by members of the Advisory Committee.

#### IV. RESPONSIBILITIES

##### A. Coordinating Commission:

1. Convene meetings of the Advisory Committee.
2. Receive recommendations or suggested changes to the *FTE/REU Guidelines* from the advisory committee and make final decision on any changes to *FTE/REU Guidelines* and *Master Course Lists*.
3. Revise and approve *Audit Guidelines* and *FTE/REU Guidelines*.
4. Approve *Master Course Lists* from colleges and create a *Consolidated Master Course List*.
5. Send approved *Consolidated Master Course List* and the college-specific *Master Course List* to CEOs (Presidents) and the college-specific *Master Course List* to outside auditors.

##### B. The Nebraska Community Colleges have the following responsibilities relative to courses offered:

1. Use the *FTE/REU Guidelines* approved by the Commission.
2. Determine the proper classification and REU weighting of courses consistent with Nebraska state statutes and *FTE/REU Guidelines*, consistent among community colleges, and consistent with Course Weighting Decision Rules.
- 3.

<b><u>Course Type §85-1503</u></b>	<b><u>Community College</u></b>	<b><u>Tribally Controlled</u></b>
Academic Transfer	1.00	2.00
Academic Support	1.00	2.00
Class 1 Applied Tech/Occupational	1.50	3.00
Class 2 Applied Tech/Occupational	2.00	4.00

4. Provide assurance of credit hour allocation in compliance with the following categories and consistent with Nebraska Statutes.

	<u>Semester Calendar</u>	<u>Quarter Calendar</u>
Classroom Hour	1 to 15	1 to 10
Academic Transfer & Academic Support Laboratory Hour	1 to 30	1 to 20
Vocational Laboratory Hour & Clinical Hour	1 to 45	1 to 30
Practicum Hour	1 to 45	1 to 30
Cooperative Work Experience	1 to 60	1 to 40
Independent (directed) Study	Credits will be assigned according to the practices of each college in assigning credits to similar type courses.	



The total credit hours allocated to each course shall include those hours generated through any combination of categories.

5. Provide assurance that noncredit reimbursable classes are classified and weighted in a manner consistent with credit classes, and that the FTE and REU equivalent is in compliance with Nebraska Statutes.

- a. Noncredit reimbursable courses Do not Require:

- i. Course Outlines
- ii. Instructor Credentials
- iii. Student Evaluations

- b. Reimbursable course requirements:

- i. Taught and administered by the College.
- ii. Content meets one of the following:
  - a) Academic Transfer/Academic Support
  - b) Applied Technology-Occupational Education
  - c) Job Upgrade
- iii. Course/Workshop of a minimum of 3 clock hours in an academic support or vocational program with courses taught by the college.

- c. Non-reimbursable courses include:

- i. Recreational Activity
- ii. Avocational
- iii. Any course that does not meet the requirements in b.i., b.ii., b.iii above.

- d. Weight According to the Course Weighting Decision Rules.

## V. **STANDARDS FOR CREDIT COURSES (per CAO Standard Operating FTE/REUs)**

To award college credit, all Nebraska community college courses will:

- A. Apply to a degree, diploma, certificate or skills award granted by a Nebraska Community College or meet pre-requisites for college level courses.<sup>1</sup>
- B. Require each Chief Academic Officer (CAO) to retain on file syllabi for all courses offered by their college. Regardless of the site from which a course is offered, the course will have the same:
  - Course description
    - Course Title
    - Course Alpha and number
    - General course description
    - Pre-requisites to the course
  - Course objectives and Student Learning Objectives
  - Instructional Materials (including Textbooks)
  - Methods of Instruction
  - Methods of Evaluation

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<sup>1</sup> Credit for developmental courses does not apply toward a degree, but rather satisfies pre-requisites for courses in degree programs.

- C. Have an approved course action form on file in the office of the CAO.
- D. Be developed and maintained by an appropriately credentialed/qualified instructor as defined by the institution.
- E. Evaluate enrolled students in a manner appropriate to demonstrate educational achievement as prescribed by course objectives and/or approved department/program assessment practices.
- F. Meet credit/contact hour ratio guidelines for semesters (or quarter equivalent) as outlined in Neb. Rev. Stat. §85-1503.
- G. Charge tuition as approved by the college's Board of Governors.
- H. Be reviewed by the faculty a minimum of once every three years and revised as necessary to ensure relevance.
- I. Require each CAO to maintain a reasonable balance between consistent, accurate course content and the frequency of curriculum revisions.
- J. Focus on the learning needs of students and employers related to applied technology, a common learning core, and academic transfer.
- K. Be classified for appropriate Reimbursable Educational Unit weighting as outlined by in Section IV.B.2. and the Course Weighting Decision Rules on page 14.

Definitions of Academic Transfer, Academic Support, Class 1 Vocational, and Class 2 Vocational are found in the Course Weighting Decision Rules section.

# ENROLLMENT FTE/REU GUIDELINES

The following guidelines shall govern reimbursable Full-Time Equivalent (FTE) student enrollment reporting, minimum record keeping requirements and the conversion of reimbursable FTE students to Reimbursable Education Units (REUs).

## I. STATUTORY PROVISIONS

[Nebraska Statutes Sections 85-1501 to 85-1542](#) provide the basis for the Nebraska Community Colleges

## II. TERMS DEFINED (See [Nebraska Statute 85-1503](#))

- A. Community college means an educational institution operating and offering programs pursuant to Nebraska Statutes Sections 85-1501 to 85-1542;
- B. Community College area means an area established by [Section 85-1504](#);
- C. Board means the community college board of governors for each community college area;
- D. Full-time equivalent student means, in the aggregate, the equivalent of a registered student *who in a twelve-month period* is enrolled in:
  1. Thirty semester credit hours or forty-five quarter credit hours of classroom, laboratory, clinical, practicum, or independent study course work or cooperative work experience or
  2. Nine hundred contact hours of classroom or laboratory course work for which credit hours are not offered or awarded. *Avocational and recreational community service programs or courses are not included in determining full-time equivalent students or student enrollment;*
  3. The number of credit and contact hours to be counted by any community college area in which a tribally controlled community college is located shall *include* credit and contact hours awarded by such tribally controlled community college to *students* for which such institution received *no* federal reimbursement pursuant to federal Tribally Controlled College or University Assistance Act of 1978, 25 U.S.C. 1801.
- E. Contact hour means an *educational activity* consisting of sixty minutes minus break time and required time to change classes;
- F. Credit hour means the unit used to ascertain the educational value of course work offered by the institution to students enrolling for such course work, earned by such students upon successful completion of such course work, and for which tuition is charged. A credit hour may be offered and earned in any of several instructional delivery systems, including, but not limited to, classroom hours, laboratory hours, clinical hours, practicum hours, cooperative work experience, and independent study. A credit hour shall consist of a minimum of:

1. Ten quarter or fifteen semester classroom contact hours per term of enrollment;
2. Twenty quarter or thirty semester academic transfer and academic support laboratory hours per term of enrollment;
3. Thirty quarter or forty-five semester vocational laboratory hours per term of enrollment;
4. Thirty quarter or forty-five semester clinical or practicum contact hours per term of enrollment;
5. Forty quarter or sixty semester cooperative work experience contact hours per term of enrollment

An institution may include in a credit hour more classroom, laboratory, clinical, practicum, or cooperative work experience hours than the minimum required in this subdivision. The institution shall publish in its catalog, or otherwise make known to the student in writing prior to the student enrolling or paying tuition for any courses, the number of credit or contact hours offered in each course. Such published credit or contact hour offerings shall be used to determine whether a student is a full-time equivalent student pursuant to subdivision (D) of this section;

- G. Classroom hour means a minimum of fifty minutes of *formalized instruction* on campus or off campus in which a qualified instructor applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audiovisual materials is responsible for providing an educational experience to students;
- H. Laboratory hour means a minimum of fifty minutes of educational activity on campus or off campus in which students conduct experiments, perfect skills, or practice procedures under the direction of a qualified instructor;
- I. Clinical hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experience under constant supervision at a health-related agency, receives individual instruction in the performance of a particular function, and is observed and critiqued in a repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of students and for the delivery of part of the didactic phase of the experience;
- J. Practicum hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experiences, receives individual instruction in the performance of a particular function, and is observed and critiqued by an instructor in the repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of the students;
- K. Cooperative work experience means an internship or on-the-job training, designed to provide specialized skills and educational experiences, which is coordinated, supervised, observed, and evaluated by qualified college staff or faculty and may be completed on campus or off campus, depending on the nature of the arrangement;

- L. Independent study means an arrangement between an instructor and a student in which the instructor is responsible for assigning work activity or skill objectives to the student, personally providing needed instruction, assessing the student's progress, and assigning a final grade. Credit hours shall be assigned according to the practice of assigning credits in similar courses;
- M. Full-time equivalent student enrollment total means the total of full-time equivalent students enrolled in a community college area in any fiscal year;
- N. General academic transfer course means a course offering in a one-year or two-year degree-credit program, at the associate degree level or below, *intended by the offering institution for transfer into a baccalaureate program*. The completion of the specified courses in a general academic transfer program may include the award of a formal degree;
- O. Applied technology or occupational course means a course offering in an instructional program, at the associate degree level or below, intended to prepare individuals for immediate entry into a specific occupation or career. The primary intent of the institutions offering an applied technology or occupational program shall be that such program is for immediate job entry. The completion of the specified courses in an applied technology or occupational program may include the award of a formal degree, diploma, or certificate;
- P. Academic support course means a general education academic course offering which may be necessary to support an applied technology or occupational program;
- Q. Class 1 course means an applied technology or occupational course offering which requires the use of equipment, facilities, or instructional methods which could be easily adapted for use in a general academic transfer program classroom or laboratory;
- R. Class 2 course means an applied technology or occupational course offering which requires the use of specialized equipment, facilities, or instructional methods not easily adaptable for use in a general academic transfer program classroom or laboratory;
- S. Reimbursable educational unit means a full-time equivalent student multiplied by:
1. For a general academic transfer course or an academic support course, a factor of one,
  2. For a Class 1 course, a factor of one and fifty-hundredths,
  3. For a Class 2 course, a factor of two,
  4. For a tribally controlled community college general academic transfer course or academic support course, a factor of two,
  5. For a tribally controlled community college Class 1 course, a factor of three, and
  6. For a tribally controlled community college Class 2 course, a factor of four
- T. Reimbursable educational unit total means the total of all reimbursable educational units accumulated in a community college area in any fiscal year;

- U. Special instructional term means any term which is less than fifteen weeks for community colleges using semesters or ten weeks for community colleges using quarters;
- V. Statewide reimbursable full-time equivalent total means the total of all reimbursable full-time equivalents accumulated statewide for the community college in any fiscal year;
- W. Tribally controlled community college means an educational institution operating and offering programs pursuant to the Tribally Controlled Community College Assistance Act, 25 U.S.C. 1801.
- X. Tribally controlled community college state aid amount means the quotient of the amount of state aid to be distributed pursuant to the Community College Aid Act, excluding any amounts received from the Nebraska Community College Student Performance and Occupational Education Grant for such fiscal year to a community college area in which a tribally controlled community college is located divided by the reimbursable educational unit total for such community college area for the fiscal year immediately preceding the fiscal year for which aid is being calculated, with such quotient then multiplied by the reimbursable educational units derived from credit and contact hours awarded by a tribally controlled community college to students *for which such institution received no federal reimbursement* pursuant to the federal Tribally Controlled College or University Assistance Act of 1978, 25 U.S.C. 1801, for the fiscal year immediately preceding the fiscal year for which aid is being calculated.
- Y. Foundations education means education which includes remedial and developmental programs, adult basic education, general education development, English as a second language, compensatory education, and refresher courses.  
Source: Neb. Rev. Stat. §Section 85-932.01

Additional Definition not contained in Nebraska statutes:

Taught and administered by the college means a course instructed by a college faculty member, an adjunct faculty member, or a person contracted and paid to teach by the college administration.

### III. STATE AID ENROLLMENT GUIDELINES

#### A. Census Procedures

##### 1. Credit Courses

- a. A college's state aid enrollment report shall be computed using as a cutoff date the tenth (10<sup>th</sup>) day of instruction of each term. Any students enrolled through (10) instructional days in a term are eligible to be counted. Those students enrolled after the tenth (10<sup>th</sup>) instructional day and meeting the ten-day guideline shall be counted in either the current or the following term.
- b. Any credit course having a total duration of less than ten (10) instructional days or not scheduled as part of a regular term shall be counted as meeting the minimum requirements if the enrollment is in proportion to the time equal

to the ten (10) instructional day limitation of a normal semester or quarter course.

c. Credit courses will be audited on a quarter/semester credit hour basis.

## 2. Noncredit Courses

a. The total registrations after the second class session or after the first session, if there is only one scheduled session, shall be counted as the enrollment, and this enrollment is to be multiplied by the total number of contact hours in the course.

b. Noncredit courses shall be audited on a contact hour basis.

## B. Courses Eligible and REU Weighting Factor Applied:

1. Credit hours generated by courses applicable to a degree, diploma, or certificate to be eligible to be counted towards FTE and converted to REU shall be those meeting the definitions identified previously in this document and for which tuition is charged.

2. Noncredit reimbursable courses will be classified and weighted in a manner consistent with credit courses.

3. Credit/contact hours specifically designed and taught and administered by the college that are intended to develop and improve job competencies shall be eligible for reimbursement.

4. Noncredit courses/workshops of a minimum of 3 clock hours in an academic support or vocational discipline are eligible for reimbursement if taught and administered by the college.

5. Noncredit reimbursable courses/workshops taught and administered by the college must provide the individual skills that meet at least one of the following criteria:

- a. Job entry/creation
- b. Job update
- c. Job upgrade
- d. Prepare individuals to provide professional services.

6. Each college area shall establish and uniformly apply resident and nonresident tuition rates on a credit hour basis. Such rates shall apply to all credit courses claimed for reimbursement. This is not intended to interfere with reciprocal agreements.

7. Courses or programs offered to private businesses and nongovernmental agencies will be reimbursed in accordance with the guidelines of III. B. 1 – 6 above.

## C. Courses Ineligible to be counted for State Aid:

1. Courses or programs when 100 percent of the costs are paid by a governmental agency. Examples would include, but are not limited to:

- a. Adult Education (Federally Funded)
  - b. High School courses exclusively for high school credit
  - c. Department of Correctional Services
2. Courses or programs when 100 percent of the costs are paid by a private company or entity or by a non-profit organization.
  3. All credit or contact hours generated through “testing out,” “challenging,” courses transferred into the institution, or unsupervised study.
  4. Avocational/recreational courses.
  5. Courses not taught by the college.
  6. Specific courses identified under item D in the Course Weighting Decision Rules section.
- D. Courses or programs with third parties may be reviewed by the Coordinating Commission to determine if the courses or programs shall be counted for reimbursement.
- E. All courses eligible for reimbursement shall be reviewed by the Coordinating Commission and the Advisory Committee with final determination by the Commission.

#### IV. ADMINISTRATIVE PROVISIONS

##### A. Implementation Date:

1. For purposes of FTE and REU count, the reporting year will be July 1 through June 30.
2. Credit courses will be audited by the institution on a semester/quarter hour basis.
3. Summer Session Enrollment: FTE generated by a course whose total duration is interrupted by a change in the fiscal year (July 1) shall be counted in the fiscal year started if it meets the ten (10) instructional day or equivalent guidelines in that year or in the following year if it does not meet the ten (10) instructional day guidelines of the starting year.

##### B. Auditing and Filing of Reports:

1. Each college’s reimbursable course list shall be prepared and certified as official by each area president as determined under Section III.
2. The official, Commission-approved, reimbursable course lists, provided on or before July 1<sup>st</sup>, and the colleges’ enrollment records shall be the basis for the audit by the auditor. **If a course is not found on the institution’s official, Commission approved, Master Course List, it shall not be counted or included in the reimbursable educational units.**



3. The audit process shall include the confirmation that the instructional services have been performed and that enrollment fulfills stated guidelines.
4. Reimbursable full-time equivalent student enrollment and reimbursable educational units' totals as defined are to be reported annually covering the most recently completed fiscal year. The annual report of full-time equivalent students and reimbursable educational units must include the three-year average. Such examination and audit shall be completed by the outside auditor and filed with the Auditor of Public Accounts, the Department of Administrative Services, the Coordinating Commission for Postsecondary Education, each Chief Executive Officer, and the NCCA Executive Director, on or before August 10.

C. Record Keeping Requirements:

In order to provide an adequate audit trail and to facilitate the collection of information, the following procedures shall be implemented:

1. Minimum records to be available from each Community College area shall consist of the following:
  - a. Master Course List  
Approved course lists are to include CIP Code; course number; course title; contact hours; credit hours; lecture hours; and REU weighting factor.
  - b. Student records
    - (i) Student's name or student ID number
    - (ii) Resident or nonresident status (not required for noncredit)
    - (iii) Courses and number of credit hours or contact hours enrolled in
    - (iv) Tuition Income – Indicate tuition paid or waiver with sufficient records to allow reconciliation of tuition to FTE (reconciliation not required for tribally controlled community colleges)
    - (v) For Tribally controlled community colleges only – Documentation of non-Native status
    - (vi) Date enrolled

A reconciliation shall be made between the FTE enrollment and unaudited tuition collected or waived. (A tuition reconciliation is nNot required for tribally controlled community colleges.)~~FTE counts or tuition.~~

# COURSE WEIGHTING DECISION RULES AND DATA REPORTING

## I. EXCERPTS FROM STATE STATUTE

1. General Academic Transfer courses intended by the offering institution for transfer into a baccalaureate program are weighted at 1.0.
2. Academic support courses are general education academic course offerings which may be necessary to support an applied technology or occupational program and are weighted at 1.0.
3. Class 1 Applied Technology or Occupational courses which require the use of equipment, facilities, or instructional methods easily adaptable for use in general academic transfer classroom or laboratory are weighted at 1.5.
4. Class 2 Applied Technology or Occupational courses which require the use of specialized equipment, facilities, or instructional methods not easily adaptable for use in a general academic transfer classroom or laboratory are weighted at 2.0.

## II. EXCERPTS FROM STATEWIDE AGREEMENT

1. Place each course in one of the three groups of courses: general academic transfer, general academic support, or applied technology or occupational as identified in the Definition of Terms.
2. Classify each applied technology or occupational course as either Class 1 or Class 2 as defined in the Definition of Terms.
3. Weight each course: 1.0 for general academic transfer, academic support, and foundations education, 1.5 for Class 1 applied technology or occupational and 2.0 for Class 2 applied technology or occupational as set forth in the Definition of Terms.
4. All similar courses statewide will be weighted the same.
5. All exceptions will be reviewed by the Commission and Advisory Committee with the final decision made by the Commission.
6. New programs and courses not covered by part III will be reviewed by the Chief Academic Officers for weighting prior to submission to the Coordinating Commission.
7. Courses may vary from the generally established weighting of a discipline (see Section III, Course Weighting Illustrations and Exceptions) and exceptions will be updated annually after review by the Commission and Advisory Committee.
8. Independent/Directed Study, Practicum, and Special Topics courses carry the same weight as other similar courses in the discipline.
9. Co-op/OJT courses carry the same weight as other similar courses in the discipline.

10. Courses using computers to teach the content will be weighted at the discipline level.  
NOTE: The intent is to weight the competencies taught, not the methodology.
11. Courses taught via telecommunications revert to the normal course weight.
12. Courses must maintain a lab contact/credit hour ratio consistent with their weighting classification.
13. If there is a question on rounding figures when weighting courses, the figure should be rounded down.
14. Credit courses are to be offered at .50 credit or higher, increments of .25 are allowed above .50 credit.

### III. COURSE WEIGHTING ILLUSTRATIONS AND EXCEPTIONS Applicable to All Reimbursable Courses

Do not list a lab course in any category that does not have credit hours (or that has zero credit hours) attached.

#### A. 1.0 Academic Transfer and Academic Support Courses

Definition: Courses for the awareness, preparation, and support of academic courses that will transfer to a senior institution.

Such as:

1. Remedial and developmental courses (Basic Skills)
2. Career Assessment, Career Planning, and Counseling
3. General College Transfer
  - a. Written Communication
  - b. Consumer Home Economics and Nutrition
  - c. Economics
  - d. Education
  - e. English and Speech
  - f. Engineering
  - g. Fine Arts
  - h. Health, First Aid, and CPR
  - i. Languages
  - j. Math
  - k. Performing Arts
  - l. Physical Education and Recreation
  - m. Public Administration
  - n. Science
    - 1) Life
    - 2) Physical
    - 3) Social
  - o. Journalism
  - p. Sign Language
  - q. Library and Information Services

4. General Academic Support courses for Applied Technology or Occupational programs which require little or no special equipment and/or facilities other than those generally used in a transfer course.
  - a. Personal Finance
  - b. Courses such as:
    - 1) Occupational Safety and Health
    - 2) Safety Code
    - 3) English as a Second Language (non-federally funded)
    - 4) Academic related courses (General Education) as listed above in #3
  - c. Refresher, renewal, ~~or~~ recertification, update, or train the trainer
5. All science courses are weighted 1.0 as academic transfer or academic support courses. Any laboratory hours associated with science courses are converted to credit hours based on one credit hour for a minimum of twenty quarter or thirty semester hours of laboratory work per term of enrollment.
6. Some courses that are eligible for transfer but that have a high technical component and a corresponding program area can be listed in the program area and assigned the weight for that area. For example, Theater: Stagecraft and Lighting would be listed in CIP 50.0502 (Technical Theatre/Theatre Design and Technology); Arts: 3-D Design would be listed in CIP 50.0402 (Commercial and Advertising Art); both with 1.5 weight.

## **B. 1.5 Class 1 – Applied Technology and Occupational Courses**

Definition: Applied technology or occupational courses which generally use a limited amount of specialized equipment.

1. Generally includes courses from the following programs:
  - a. Agribusiness
  - b. Building/Property Maintenance
  - c. Business Administration/Entrepreneurship
  - d. Child Care/Early Childhood Education
  - e. Criminal Justice/Law Enforcement
  - f. Environmental Lab Technician/Biological Studies
  - g. Family and Consumer Science—Related Occupations, includes social work and human services
  - h. Fire Technology – Emergency Medical Services/Paramedic; Advanced Life Support
  - i. Geriatric Aide – Care Staff Member – Nursing Assistant (CNA), Medication Aid (CMA)
  - j. Health Information Management Services (includes medical transcription)
  - k. Horticulture
  - l. Hotel/Motel Management
  - m. Human Resource Management
  - n. Interior Design
  - o. Janitorial and Housekeeping
  - p. Legal Services/Paralegal/Ethics for a specific occupation or field
  - q. Logistics and Material Management
  - r. Medical Assistant
  - s. Parts
  - t. Parts Distribution
  - u. Pharmacy Technician

- v. Railroad Operations
  - w. Secretarial Science – Administrative Assistant
  - x. Statistical Process Control (SPC)
  - y. Technical Theatre Production Design
  - z. Travel/Reservations
2. Co-op/work experience will carry the same weight as the program is generally assigned.
  3. Independent study, practicum, and special topics will have the same weight as the course and/or program they duplicate.
  4. Courses with the following topics from the programs in item III. C. are listed below. These are discrete topics/courses which require little or no special equipment.
    - a. Blueprint Reading
    - b. Code and/or Law
    - c. Estimating
    - d. License Preparation, Certification, and Licensing Examination (excluding welding)
    - e. Nutrition (not designed as an academic transfer course)
    - f. Pharmacology
    - g. Terminology

### **C. 2.0 Class II – Applied Technology and Occupational Courses**

Definition: Applied technology or occupational courses which are generally very expensive and utilize specialized equipment and may require special facility accommodations.

1. Generally includes courses from the following programs:

Agriculture Mechanics	Mechanics (all areas)
Air Conditioning and Heating	Medical Lab Technician
Aviation Maintenance	Physical Therapist Assistant
Audio/Recording Technology	Truck Driving
Auto Body	Nursing/Health Occupations
Automotive Technology	Occupational Therapy Assistant
Broadcast Engineering	Office Technology
Building Construction	Ophthalmic
Civil Engineering Technician	Plumbing
Commercial Photography	Printing Technology
Construction Trades	Production Based Agriculture
Cosmetology Trades	Production Based Horticulture
Dental Assistant/Hygiene/Lab	Radio and Television
Diesel Technology	Radiology Technician
Drafting	Renewable Energy
Electronic, Electricity, Electromechanical	Respiratory Therapy
Electronic Imaging/Graphics/ Design	Surgical Technology
Food Service Management/ <u>Culinary Arts</u>	Transportation/Material Moving Utility Line
Industrial Technology	Veterinarian/Animal Health
Information Technology	Video Production
	Welding/Welding Certification

Machine Tool

Word Processing (includes Microsoft Suite, Quick Books, Adobe, AutoCAD, etc.)

2. Co-op/work experience will carry the same weight as the program is generally assigned.
3. Independent study, practicum, and special topics will have the same weight as the course and/or program they duplicate.
4. Includes courses from the 1.0 or 1.5 categories which are identical to those courses taught in programs/courses with 2.0 weighting factor. Example: Art classes such as Photography.
5. Includes computer courses that are taught in a Computer Lab and require a software license. Pertains to similar courses taught on-line.

**D. Courses Not Reimbursable (not all inclusive)**

Ticket Dismissal (STOP) courses or other courses taken in-lieu of payment of fine or as required by court order

Basic driver's education and motorcycle safety courses (does not include advanced, specialized training such as CDL courses)

Test prep courses designed primarily for high school students (ACT, SAT, etc.)

Staff development courses where the college pays an instructor to provide training and staff participation is considered part of work hours; staff is paid for the hours spent in a staff development course.

## COLLECTION AND REPORTING OF DATA

Data for use in computations for the Community College Aid Act shall be supplied to the Coordinating Commission for Postsecondary Education. The sSources of data isare as follows:

- A. The Audited Statement of Reimbursable Full-Time Equivalent Student Enrollment and Reimbursable Educational Units due August 10.
  1. Two years of Reimbursable Full-Time Equivalent Student Enrollment.
  2. Two years of Reimbursable Educational Units.
  3. Three-year average of Reimbursable Full-Time Equivalent Student enrollment.
  4. Three-year average of Reimbursable Educational Units.

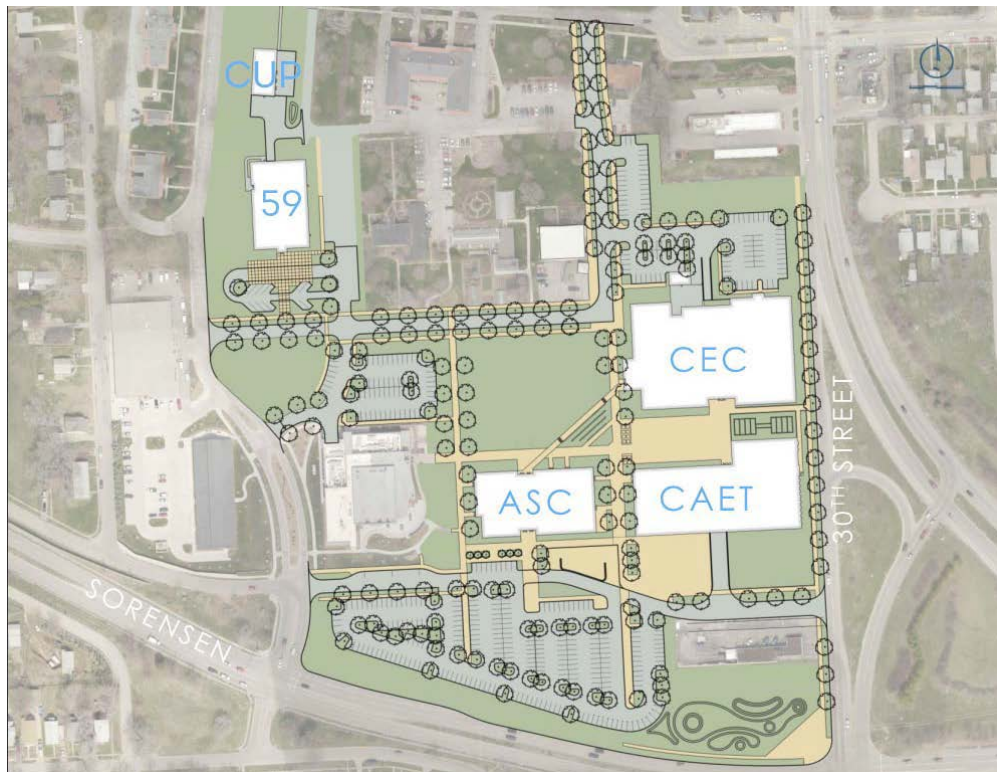
**Institution/Campus:** Metropolitan Community College / Fort Omaha  
**Project Name:** Booker Building Renovation  
**Date of Governing Board Approval:** July 28, 2015  
**Date Complete Proposal Received:** July 31, 2015  
**Date of Commission Evaluation:** August 20, 2015

**Metropolitan Community College - Fort Omaha Campus  
 Fall Quarter Enrollment\***

	Fall 2012	Fall 2013	Fall 2014
On-campus HC	3,423	2,999	2,737
On-campus FTE	1,725.6	1,464.0	1,331.0

\* Source: 2014 Supplemental enrollment by campus form. Includes full-time, part-time and non-credit headcount enrollment. Full-time equivalent (FTE) based on 15 quarter credit hours and 300 contact hours per quarter for non-credit courses. Excludes off-campus and online enrollment.

**Project Description:** MCC is proposing to renovate the Booker Building (formerly Building 59) on the Fort Omaha Campus. The two-story facility is located south of the new Central Utility Plant (CUP) building under construction on the southern portion of campus (see site plan below). The completed facility would total 37,195 gross square feet (gsf) on three levels, including a basement and approximately 5,500 square feet of infill space on the second floor.



The Booker Building was acquired from the Army in March 2014. The college subsequently conducted a feasibility analysis on renovating the facility for operational use. The college determined that three departments with the greatest need for facility improvements included Police and Public Safety, Public Affairs and College Archives.

The proposed Booker Building renovation would house the following functions:

- **Police and Public Safety:** Would be relocated from cramped spaces on multiple floors of the existing Administration Building (Building 30) to renovated space on the first floor of the Booker Building. Renovated spaces would include reception, two offices, interview, equipment and evidence rooms, officer work room (16 stations), central video monitoring area, key badging station, locker rooms, conference/incident command and support spaces, totaling 4,505 net assignable square feet (nasf).
- **Public Affairs and Duplicating Services:** Public Affairs would be also relocated from cramped spaces in the existing Administration Building (Building 30) to renovated space on the first floor of the Booker Building. Duplicating Services would be relocated from leased space to renovated space adjacent to Public Affairs. Renovated space would include three offices, 19 open office stations, conference/meeting spaces, print/copy space, and support space, totaling 5,735 nasf.
- **College Archives:** Would be relocated from the cramped space in the basement of Building 17 to the lower level of the Booker Building. Renovated spaces would include office, archival storage, and research spaces totaling 1,640 nasf.
- **Conference/Meeting Rooms:** The College lacks general-purpose conference space on the Fort Omaha Campus. The proposed renovation would include three conference/meeting rooms with lobby/event/hospitality spaces totaling 2,680 nasf on the first floor.
- **Training Rooms:** MCC does not currently have dedicated faculty/staff training rooms for professional development. The proposed renovation would provide two training rooms with a small vending/break area totaling 2,100 nasf on the second floor.
- **Swing Space:** The remainder of the proposed renovation's second floor would provide swing space to accommodate staff during future renovations on any of MCC's campuses. Two offices, 39 work stations and a conference room would total 4,640 nasf.
- **General storage/data/support spaces:** The remaining 2,965 square feet of renovated space would consist of departmental storage, a wide area network (WAN) data room, and general support spaces.

The college is estimating a total project cost of \$5,226,120 (\$140.50/gsf) for design, construction and equipping a renovated facility. The source of funds for the proposed project would be capital improvement property tax levy funds (\$3.658 million) and student facility fees (\$1.568 million). MCC estimates construction to be completed by late-summer 2016.

The college is estimating an increase in facility operating and maintenance (O&M) costs associated with a newly acquired and renovated facility of \$187,835/year (\$5.05/gsf/year) upon



completion in August 2016. Increased facility O&M costs would be funded from the college's general operating fund.

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

Yes

No

*Comments:* Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." This project would address facility shortfalls for select college operational departments at the Fort Omaha Campus.

This project is not directly applicable to Metropolitan Community College's role and mission assignment as it serves as a supporting role to campus operations.

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

Yes

No

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

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

Yes

No

*Comments:* Not applicable to this proposal as academic programs would not be located in a renovated Booker Building.

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

High . . . . . Low

*Comments:* The MCC 2010 Master Plan Update for Campuses and Centers was approved by the College's Board of Governors on September 14, 2010. Page 55 of the 2010 Master Plan Update stated "Acquisition of Army Buildings 59, 60, and 113 is essential to the phasing opportunity. While these buildings are seen as long-term demolition candidates, Buildings 59 and 113 have the potential to serve the short-term needs of Facilities Management. The Navy property is a potential home for Facilities Management. In the event that the Navy property is not acquired, a long-term strategy for relocation of Facilities Management could include renovation of Buildings 20 and 59." The Navy property, located on the northeast corner of the Fort Omaha Campus, has not been made available to MCC. Rather than renovating the space for Facilities Management, the college has determined that other operations departments are in more urgent need of expanded and improved facilities at this time.

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

High . . . . . Low

*Comments:* The MCC 2010 Master Plan Update for Campuses and Centers included a facilities audit report of three Army Buildings on the Fort Omaha Campus (including the Building 59) in anticipation of them being acquired by the college. The report included analysis of architectural, electrical and mechanical systems that was further confirmed in the program statement and a site visit by Commission staff.

Exterior masonry walls, windows and roofs of Building 59 were reported to be in good condition with minor tuck pointing, brick replacement and caulking needed. It was also recommended that exterior doors be replaced and gutter joints sealed. Exterior walls may also require

additional insulation to meet current energy codes. The college has completed exterior masonry wall and gutter repairs since acquiring the facility in 2014.

Interior concrete floors and walls of Building 59 were also reported to be in good condition. The northwest corner of the basement had prior water infiltration and mold that would need to be mitigated and cleaned.

Existing electrical (lighting/power/communications/fire alarm), plumbing and mechanical heating, ventilating and air-conditioning systems of Building 59 are reported to be at the end of their useful life and in need of replacement.

The proposed Booker Building (Building 59) renovation would address exterior and interior rehabilitation needs outlined above which have not been completed. Existing spaces occupied by the three departments to be relocated are in generally good condition with the exception of Archive space in the basement of Building 17 which has reported water infiltration.

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

High . . . . . Low

*Comments:* Other than a lack of existing space for each of the three departments that would be relocated, there are two primary functional deficiencies with existing space as outlined in the program statement. The Police and Public Safety department is currently dispersed over several areas on two floors of Building 30, making it difficult for staff to work effectively together. The Public Affairs department is currently located in several small offices, where an open office environment is preferred for collaboration on project assignments.

The existing Booker Building does not currently meet accessibility standards which would need to be addressed in a renovation. This would include providing an accessible entrance, elevator and restrooms. The

renovation would also address current fire and life safety requirements including installation of a fire sprinkler system.

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

High . . . . . Low

*Comments:* Many of the proposed renovation’s spaces are not readily applicable to standard space guidelines or utilization reports. Office and conference room sizes appear to be consistent with generally accepted space guidelines.

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

High . . . . . Low

*Comments:* The college stated that the basis for determining square footages came about from the building programming process using best architectural practices and college guidelines. Space would be modular, open and flexible where possible to be easily adaptable as needs evolve.

Based on a site visit by Commission staff, there is a general appearance that existing Police and Public Safety, Public Affairs, and College Archives each have an insufficient quantity of space in their current locations. However, it appears that the overall amount of space proposed for these departments, along with the inclusion of flexible swing space, several conference rooms and departmental storage, may simply be filling up existing space available in the Booker Building.

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

High . . . . . Low

*Comments:* Additional space needs resulting from future college growth and/or programmatic expansions would easily be accommodated with the proposed facility for the foreseeable future.

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

High . . . . . Low

*Comments:* The proposed Booker Building renovation and infill would not create an immediate need for future projects. The need for future minor renovation of vacated spaces can be accommodated within the college's capital budget.

Increased ongoing facility operating and maintenance costs associated with a newly acquired and renovated facility are within the college's general operating budget capacity given existing levy limits.

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

High . . . . . Low

*Comments:* The college stated that other existing space is not available to meet renovation needs of the three departments that would relocate into the Booker Building. The only other reasonable alternative to consider would be to demolish the Booker Building and construct a smaller new facility in its place. Commission staff estimated that constructing a new facility approximately 2/3 the size of the existing building would cost essentially the same amount as renovating and infilling the existing facility.

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

High . . . . . Low

*Comments:* No cost savings would be realized by this proposal. However, the support areas to be relocated by this proposal would each operate in more suitable space than is currently available.

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

High . . . . . Low

*Comments:* **Construction Costs** - The college's estimate to renovate, infill and equip the Booker Building is \$5,226,120 (\$140.50/gsf). Commission staff's estimate of the total project cost is \$5,423,800 (\$145.82/gsf) for construction of green office space per *R.S. Means Square Foot Costs* modified to account for local conditions. The college's estimate is \$197,700 (3.6%) lower than Commission staff's estimate for the project. Both estimates are inflated for a fall 2016 building opening. The primary difference between these estimates is in the contingency where Commission staff's estimate includes a 10% contingency to account for unknowns associated with renovating an existing structure.

**Operating and Maintenance Costs** - The college is estimating an increase in ongoing facility operating and maintenance (O&M) costs of \$187,835 per year (\$5.05/gsf/year). Commission staff's estimate to provide ongoing facility O&M for a newly acquired and renovated facility is \$195,900 per year (\$5.27/gsf/year). The college's estimate is \$8,065 per year (4.1%) lower than Commission staff's estimate for facility O&M. Both estimates are based on current costs. The college has additional resources available within its general operating fund should actual facility O&M costs be higher than estimated.

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

High . . . . . Low

*Comments:* The proposed use of capital improvement property tax levy funds and student facility fees to renovate and infill operational support space is appropriate.

Beginning in FY 2014, community colleges were allowed to collect a maximum capital improvement levy limit of 2.0¢ per \$100 property valuation for the Capital Improvement Fund. However, the combined operating and capital improvement levies shall not exceed the current maximum of 11.25¢ per \$100 property valuation.

MCC presently collects 2.0¢ per \$100 property valuation for the Capital Improvement Fund, which is the maximum capital improvement levy limit allowed by statute. The college estimates that the capital improvement levy will generate about \$11.345 million in the current fiscal year.

Statutes also allow community colleges to collect student facilities fees for use in funding capital construction projects. MCC charges a student facilities fee of \$5 per credit hour that is projected to raise \$2.3 million per year.

MCC had a pre-audit Capital Improvement Fund available balance of \$28,918,026 as of June 30, 2015. MCC is projecting year end available fund balances of \$747,331 and \$2,493,445 at the end of FY 2016 and FY 2017 respectively when funding for this proposed project would be completed (see MCC Five-Year Facilities Plan Summary at the end of this evaluation).

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

Yes                      No  
                     

*Comments:* The college has demonstrated that this project would not unnecessarily duplicate support space on Metropolitan Community College's Fort Omaha Campus.

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

High . . . . . Low

*Comments:* The proposed renovation would address demonstrated shortages of space for the Police, Public Affairs and College Archives departments. The renovation would also provide swing space to accommodate staff during future renovations to other campus facilities. While the overall amount of space available in the Booker Building may be more than is currently needed, it would allow for future expansion room should college enrollment grow.

**COMMISSION ACTION AND COMMENTS:**

Approve      Disapprove  
     

*Action:* Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Metropolitan Community College’s proposal to use \$3,658,284 in capital improvement property taxes for renovation and infill of the Booker Building as outlined in the program statement as approved by the MCC Board of Governors on July 28, 2015 and supplemental information provided.

*Comments:* While not an ideal facility, the proposed renovation would be similar in cost to demolition and construction of a smaller more efficient building. The Commission concurs with MCC Five-Year Facilities Plan that shows no additional new space being constructed on the Fort Omaha Campus through at least 2020.



**Metropolitan Community College  
Five-Year Facilities Plan Summary  
July 31, 2015**

	Pre-Audit 2014-15	Capital Fund Activity by Year					Total Activity
		2015-16	2016-17	2017-18	2018-19	2019-20	
<b>Beginning Available Funds</b>	<b>20,479,554</b>	<b>28,918,026</b>	<b>747,331</b>	<b>2,493,445</b>	<b>2,798,522</b>	<b>5,094,438</b>	<b>28,918,026</b>
<b><u>Collections/Revenue</u></b>							
Property Tax	11,032,889	11,345,237	11,799,046	12,271,008	12,761,849	13,272,323	61,449,463
Facilities Fee (\$5 per Credit Hour)	2,226,762	2,319,068	2,319,068	2,319,068	2,319,068	2,319,068	11,595,340
Investment Income and Other Income	1,819,768	20,000	10,000	5,000	5,000	5,000	45,000
Donations	6,500,000	4,825,000	9,875,000	12,000,000	9,800,000	2,000,000	38,500,000
Bonds/Loans Facility Corporation	-	25,000,000	25,000,000	-	-	-	50,000,000
<b>Total Collections/Revenue</b>	<b>21,579,419</b>	<b>43,509,305</b>	<b>49,003,114</b>	<b>26,595,076</b>	<b>24,885,917</b>	<b>17,596,391</b>	<b>161,589,803</b>
<b>Total Available Funds</b>	<b>42,058,973</b>	<b>72,427,331</b>	<b>49,750,445</b>	<b>29,088,522</b>	<b>27,684,438</b>	<b>22,690,829</b>	<b>190,507,829</b>
<b><u>Expenditures</u></b>							
Applied Technology Center	49,772	600,000	-	-	-	-	600,000
Elkhorn Valley Campus	202,893	-	1,500,000	-	-	-	1,500,000
Fort Omaha Campus	9,720,498	58,745,000	35,897,000	1,500,000	-	-	96,142,000
Fremont Area Center	107,717	135,000	-	200,000	-	-	335,000
Sarpy County/Center	14,111	8,460,000	270,000	-	-	-	8,730,000
South Omaha Campus	1,161,706	840,000	5,840,000	5,840,000	840,000	840,000	14,200,000
Washington County Technology Center		-	-	-	-	-	-
Area Wide & Other Initiatives	1,884,250	2,900,000	3,750,000	3,750,000	3,750,000	3,750,000	17,900,000
Loan Repayments	-	-	-	15,000,000	18,000,000	17,000,000	50,000,000
<b>Total Expenditures</b>	<b>13,140,947</b>	<b>71,680,000</b>	<b>47,257,000</b>	<b>26,290,000</b>	<b>22,590,000</b>	<b>21,590,000</b>	<b>189,407,000</b>
<b>Ending Available Funds</b>	<b>28,918,026</b>	<b>747,331</b>	<b>2,493,445</b>	<b>2,798,522</b>	<b>5,094,438</b>	<b>1,100,829</b>	<b>1,100,829</b>

**Metropolitan Community College**  
**Detail of the Five-Year Facilities Plan**  
**July 31, 2015**

<u>Description</u>	<u>Requested</u>	<u>***** Projected Capital Projects *****</u>			<u>Total Activity</u>	
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>		<u>2019-20</u>
<b><u>Applied Technology Center</u></b>						
Roof Replacement	600,000					600,000
<b>Total Applied Technology Center</b>	<b>600,000</b>	-	-	-	-	<b>600,000</b>
<b><u>Elkhorn Valley Campus</u></b>						
Parking Lot Replacement		1,500,000				1,500,000
<b>Total Elkhorn Valley Campus</b>	-	<b>1,500,000</b>	-	-	-	<b>1,500,000</b>
<b><u>Fort Omaha Campus</u></b>						
Building 6 AC and Power Update	100,000					100,000
Buildings 8 & 9 Mechanical Upgrades	300,000					300,000
Building 10 Fire Alarm System Upgrade	400,000					400,000
Building 10 Restroom Upgrade	250,000	250,000				500,000
Building 10 Roof Replacement	250,000					250,000
Buildings 9, 17 & 18 Roof Replacements and Exterior Upgrades	860,000					860,000
Building 22 Conference Rooms Upgrade	460,000					460,000
Building 22 Roof Installation over Mechanical Units	375,000	375,000				750,000
Building 22 Sound System Upgrade	150,000					150,000
Building 30 Boiler Upgrade	200,000					200,000
Building 30 Elevator Renovation	100,000					100,000
Building 30 Exterior Upgrade			1,500,000			1,500,000
Building 59 Renovation	3,000,000	2,200,000				5,200,000
Academic Skills Center	14,600,000	7,300,000				21,900,000
Center for Advanced and Emerging Technology	12,400,000	6,210,000				18,610,000
Construction Education Center	14,400,000	7,255,000				21,655,000
Fort Omaha Infrastructure	6,100,000	3,035,000				9,135,000
Central Plant	4,800,000	1,190,000				5,990,000
Technology & Furniture for FOC expansion	-	8,082,000				8,082,000
<b>Total Fort Omaha Campus</b>	<b>58,745,000</b>	<b>35,897,000</b>	<b>1,500,000</b>	-	-	<b>96,142,000</b>
<b><u>Fremont Area Center</u></b>						
Building and Parking Projects	35,000					35,000
Elevator Update	100,000					100,000
Exterior Window Upgrade			200,000			200,000
<b>Total Fremont Area Center</b>	<b>135,000</b>	-	<b>200,000</b>	-	-	<b>335,000</b>
<b><u>Sarpy County/Center</u></b>						
Master Plan for Sarpy County Strategies	8,000,000					8,000,000
Mechanical Update	70,000					70,000
Exterior Lighting Update	30,000					30,000
Lease/Purchase Payments	360,000	270,000				630,000
<b>Total Sarpy Center</b>	<b>8,460,000</b>	<b>270,000</b>	-	-	-	<b>8,730,000</b>
<b><u>South Omaha Campus</u></b>						
SOC Renovation		5,000,000	5,000,000			10,000,000
Lease/Purchase Payments	840,000	840,000	840,000	840,000	840,000	4,200,000
<b>Total South Omaha Campus</b>	<b>840,000</b>	<b>5,840,000</b>	<b>5,840,000</b>	<b>840,000</b>	<b>840,000</b>	<b>14,200,000</b>
<b><u>Washington County Technology Center</u></b>						
Currently No Specific Prioritized Projects						-
<b>Total Blair Center</b>	-	-	-	-	-	-
<b><u>Area Wide &amp; Other Initiatives</u></b>						
Express Centers	200,000	500,000	500,000	500,000	500,000	2,200,000
Other Renovations Required to Support Operations	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	6,000,000
Other Building/Grounds Capital Maintenance	800,000	800,000	800,000	800,000	800,000	4,000,000
Fire Alarm System Upgrades	50,000	50,000	50,000	50,000	50,000	250,000
Virtual Campus Initiatives	500,000	1,200,000	1,200,000	1,200,000	1,200,000	5,300,000
Western Service Area Strategies	150,000					150,000
<b>Total Area Wide &amp; Express Centers</b>	<b>2,900,000</b>	<b>3,750,000</b>	<b>3,750,000</b>	<b>3,750,000</b>	<b>3,750,000</b>	<b>17,900,000</b>
<b>Loan Repayments</b>	-	-	<b>15,000,000</b>	<b>18,000,000</b>	<b>17,000,000</b>	<b>50,000,000</b>
<b>Total Expenditures</b>	<b>71,680,000</b>	<b>47,257,000</b>	<b>26,290,000</b>	<b>22,590,000</b>	<b>21,590,000</b>	<b>189,407,000</b>

## Nebraska Opportunity Grant Allocation Formula

Step 1: Each April, the Commission sends an application to eligible institutions to participate in the Nebraska Opportunity Grant (NOG) for the following academic year. This application requests the full-time equivalency (FTE) enrollment of those students who meet the NOG eligibility requirements (NE residency, working on an undergraduate degree, has not earned a bachelor's degree, meets the yearly Expected Family Contribution amount), and the tuition and mandatory fees charged a full-time Nebraska resident undergraduate student.

Step 2: Each institution's eligible FTE is multiplied by the institution's tuition and mandatory fees or the tuition and mandatory fees charged at the University of Nebraska-Lincoln, whichever amount is less.

Step 3: The institutional products are added together for a total sum.

Step 4: Each institution's product is divided by the total sum to determine an institutional percentage.

Step 5: The institutional percentage is multiplied by the total NOG dollars available to determine each institution's allocation.

### Example

	Step 1		Step 2 & 3	Step 4	Step 5
	Eligible FTE	Tuition & Fees	Product of FTE X T/F	% of Sum	Total Allocation
UNK	2,076.00	\$ 6,586.00	\$ 13,672,536.00	19.9%	\$ 1,990,411.01
UNL	4,883.00	\$ 8,069.50	\$ 39,403,368.50	57.4%	\$ 5,736,236.39
CSC	655.00	\$ 5,737.00	\$ 3,757,735.00	5.5%	\$ 547,040.95
MCC	4,259.00	\$ 2,610.00	\$ 11,115,990.00	16.2%	\$ 1,618,235.92
Creative Center	47.00	\$ 29,155.00	\$ 379,266.50	0.6%	\$ 55,212.60
NE Christian	45.00	\$ 13,200.00	\$ 363,127.50	0.5%	\$ 52,863.12
Sum of Institutional Product			\$ 68,692,023.50		\$ 10,000,000.00
Total NOG Available			\$ 10,000,000.00		

**2015-16 Allocations for Students Attending:**

**UNIVERSITY OF NEBRASKA:**

Kearney	\$1,157,217
Lincoln	\$3,335,098
Medical Center	\$216,800
Omaha	\$2,982,398
NCTA	\$43,332

**STATE COLLEGES:**

Chadron	\$317,858
Peru	\$269,426
Wayne	\$587,735

**COMMUNITY COLLEGES:**

Central	\$466,598
Metropolitan	\$940,843
Mid-Plains	\$125,381
Northeast	\$405,854
Southeast	\$1,039,739
Western Nebraska	\$132,041

**PRIVATE CAREER COLLEGES:**

Capitol School of Hairstyling	\$67,064
College of Hair Design	\$106,559
Creative Center	\$32,358
ITT Educational Services, Inc.	\$112,631
Joseph's Colleges of Beauty	\$125,440
Kaplan University - Lincoln	\$398,216
Kaplan University - Omaha	\$417,265
La'James College	\$31,248
National American University	\$88,631
Vatterott College	\$28,238
Xenon International School of Hair	\$152,062

**INDEPENDENT COLLEGES & UNIVERSITIES:**

Bellevue University	\$545,740
Bryan College of Health Sciences	\$127,752
Clarkson College	\$183,446
College of Saint Mary	\$199,895
Concordia University	\$141,213
Creighton University	\$251,093
Doane College	\$407,930
Grace University	\$86,572
Hastings College	\$198,558
Little Priest Tribal College	\$8,424
Midland University	\$342,887
Nebraska Christian College	\$30,437
Nebraska Methodist College	\$192,187
Nebraska Wesleyan University	\$415,329
Omaha School of Massage and Health Care	\$40,463
Union College	\$63,293
York College	\$52,905

**GRAND TOTALS: \$16,868,156**

**2015-16**

	Dollars	Percent
UN	\$7,734,845	45.9%
State	\$1,175,019	7.0%
CC	\$3,110,456	18.4%
Priv	\$1,559,712	9.2%
Ind	\$3,288,124	19.5%
<b>Total</b>	<b>\$16,868,156</b>	<b>100.0%</b>
	Dollars	Percent
Public	\$12,020,320	71.3%
Private	\$4,847,836	28.7%
<b>Total</b>	<b>\$16,868,156</b>	<b>100.0%</b>

**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%
<b>Total</b>	<b>\$16,468,156</b>	<b>100.0%</b>
	Dollars	Percent
Public	\$11,506,795	69.9%
Private	\$4,961,361	30.1%
<b>Total</b>	<b>\$16,468,156</b>	<b>100.0%</b>

**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%
<b>Total</b>	<b>\$16,448,044</b>	<b>100.0%</b>
	Dollars	Percent
Public	\$11,323,979	68.8%
Private	\$5,124,065	31.2%
<b>Total</b>	<b>\$16,448,044</b>	<b>100.0%</b>

**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%
<b>Total</b>	<b>\$15,222,984</b>	<b>100.0%</b>
	Dollars	Percent
Public	\$10,289,368	67.6%
Private	\$4,933,616	32.4%
<b>Total</b>	<b>\$15,222,984</b>	<b>100.0%</b>

**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%

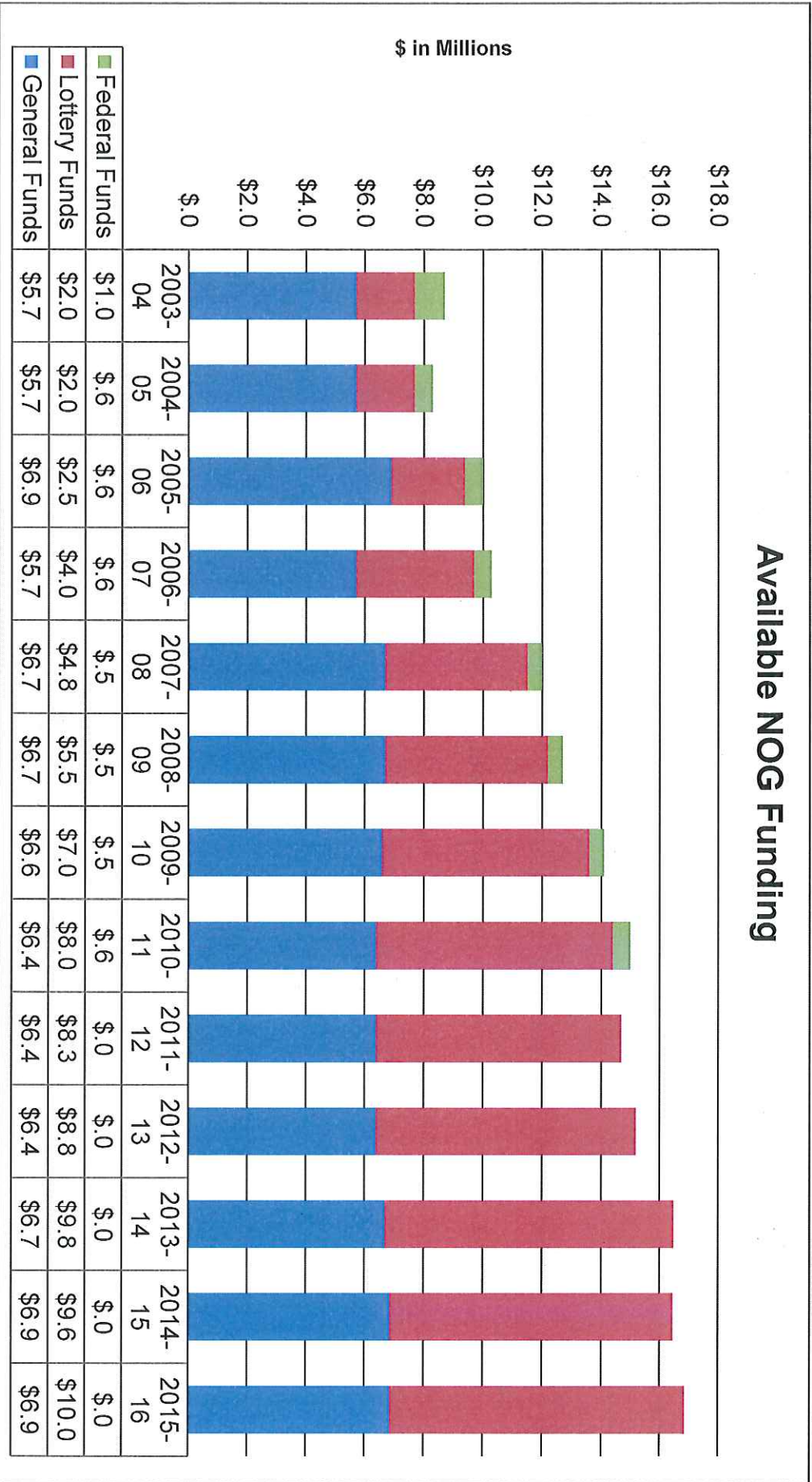
**2005-06**

	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%

## Available NOG Funding





## NEW INSTRUCTIONAL PROGRAM PROPOSALS

<b>Institution:</b>	<b>University of Nebraska at Kearney</b>
<b>Programs:</b>	<b>Occupational Safety Professional Advanced Occupational Safety Professional</b>
<b>Award:</b>	<b>Undergraduate Certificate</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>Courses in the Department of Industrial Technology</b>
<b>Proposals Received by Commission:</b>	<b>June 15, 2015</b>
<b>Proposed Start Date:</b>	<b>Upon approval</b>

### Description

Both programs are designed to meet the needs of individuals for continuing education and/or academic credentials in the field of safety. All courses are currently in place. They would be offered online and some would also be available face-to-face or in hybrid format. The certificates would be free-standing, i.e., a student could enroll in either certificate program as a non-degree seeking student without being enrolled in any other program at UNK. However, some of the courses would apply to the professional core requirements for the BS in Industrial Technology Applied Science (approved by the Commission in 2014) if a student so chose. Since the courses are all upper division, some carry pre-requisites, such as sophomore or junior standing. The pre-requisites would be waived for non-degree seeking students.

### Occupational Safety Professional

The goal of the proposed certificate is to meet the needs of individuals to assist their place of employment with the management and/or development of safety programs.

The certificate would require 12 semester credit hours comprised of five existing courses:

SFED 335	General Safety Education (3 credit hours)
ITEC 308	Industrial Management (3 credit hours)
SFED 435	Occupational Safety and Health (3 credit hours)
SFED 460	Organization, Administration of Safety Programs (1 credit hour)
SFED 461*	Supervision of Industrial Safety Programs (2 credit hours) <u>OR</u>
SFED 462	Supervision of Construction Safety Programs (2 credit hours)

\*By completing SFED 461, students would earn the OSHA (Occupational Safety and Health Administration) "30-hour card", an indicator of the successful completion of OSHA-specified safety training that requires 30 clock hours to complete if taken outside a credit-bearing class.

**Advanced Occupational Safety Professional**

The goal of the proposed certificate is to meet the needs of individuals who have a basic understanding of safety fundamentals but require additional expertise to investigate accidents, develop behavior-based systems, and analyze ergonomic factors in industrial settings.

The certificate would require 12 semester credit hours comprised of four existing courses that are more advanced than those required for the occupational safety professional certificate:

- SFED 477 Accident/Incident Investigation and Analysis (3 credit hours)
- SFED 478 Behavior Based Safety Systems (3 credit hours)
- SFED 425 Ergonomics (3 credit hours)
- SFED 498 Special topics in Safety (3 credit hours)

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

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

**REVIEW CRITERIA**

**A. Need for the Program**

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

UNK states that in recent years Occupational Safety and Health Administration (OSHA) regulations have become more complex. Companies respond by hiring safety managers, hiring consultants to assist with compliance, or, most often, appointing a current employee to serve as safety coordinator, requiring additional training for that individual. The training is often completed online and by travelling to specialized seminars. A local program would save employers money by decreasing travel time and employee absences.

UNK cites information from the Great Plains Safety and Health Organization, an entity that provides workshops and non-academic training, that the demand for training has been strong, due primarily to two factors: OSHA has been very active in the region, and workers' compensation insurance for companies that have injuries continues to increase. The OSHA citations (fines) for safety violations in the region have also been high. UNK reports that the Great Plains Safety and Health Organization was a strong supporter of the creation of both certificate programs.

State statutes require every employer subject to the Nebraska Workers' Compensation Act to establish a safety committee charged with adopting and maintaining an "effective written injury prevention program" (NRS § 48-443). Size and composition of such committees will obviously vary, but statutory requirements and the lack of local training options support the need for the programs. There may be less need for the advanced certificate, although larger companies may have a need for employees with this more specialized training.

\*LB 637, signed by the Governor on May 4, 2011, changed the language of the role and mission statutes of the Nebraska community colleges to allow four-year institutions to offer undergraduate certificates above the associate degree level. Correspondingly, the bill also changed the University of Nebraska role and mission statutes to allow the university to offer certificates if the preponderance of courses comprising the certificate are above the associate degree level.



**B. Demand for the Program**

High-----Low				
		√		

UNK anticipates enrolling 10 new students each year in the Occupational Safety Professional program and 8 students annually in the Advanced Occupational Safety Professional program. The proposal asserts that the certificates are an outgrowth of an ongoing relationship with the safety industry. UNK also states that the OSHA 30-hour card would make individuals more employable and provide opportunities for salary increases and promotion. In addition, some employers may pay for employees to earn a certificate (see Section G.) Presumably, this is evidence that there will be student demand for the program.

The certificate programs at Central Community College (see Section C.) could reduce UNK enrollments, especially since one is available online.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
	√			

Since state statutes have barred public four-year institutions from offering undergraduate certificates until the passage of LB 637, there are no public institutions in Nebraska offering similar certificate programs.

However, Central Community College was approved by the Commission in April 2014 to offer an AAS, diploma, and two certificates in environmental health and safety. The certificates each require 12 semester credit hours. As community college courses, all are 100 or 200 level. One of the certificates is offered face-to-face, while the other is online.

Upon CCPE staff inquiry as to why students might select the UNK certificates, UNK responded that its certificates focus more on the managerial aspects of safety programs while CCC's focus is more on environmental safety. Both would benefit students and employers. The courses at UNK could be applied to degree program requirements or would meet the requirement for any degree that at least 40 credit hours be upper division.

**D. Resources: Faculty/Staff**

High-----Low				
	√			

An advisory committee would be established to review program outcomes and make recommendations for improvement. Current adjunct faculty would continue to teach the SFED courses. Certificate students

would join other students in the current safety classes.

**E. Resources: Physical Facilities/Equipment/Library/Information Access**

No additional resources would be needed since the program would utilize existing courses which presumably have sufficient resources in place.

**F. Budget**

The proposal states that regional companies have committed to budgeting money to provide training and the necessary education to reducing injuries and preventing OSHA citations. The Director of the Nebraska Safety Center, housed at UNK, reported that these companies would pay for employees to complete the proposed certificate programs.

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

PROJECTED COSTS <sup>1</sup>		ANTICIPATED REVENUES		
		Occupational safety professional	Advanced	
Faculty and Staff		Reallocated Funds		
General Operating		New State Funds		
Library		New Local Funds		
Facilities		Tuition and Fees	\$163,920 <sup>2</sup>	\$131,136 <sup>3</sup>
Equipment		Other		
<b>Five-Year TOTAL</b>		<b>Five-Year TOTAL</b>	<b>\$163,920</b>	<b>\$131,136</b>

<sup>1</sup> No additional personnel or operating expenses are required as the certificate is based exclusively on existing courses and existing faculty.

<sup>2</sup> Based on 10 students taking 12 credit hours per year at \$259 per credit hour

<sup>3</sup> Based on 8 students taking 12 credit hours per year at \$259 per credit hour

**Committee Comment:** The availability of certificate programs at Central Community College has the potential to reduce UNK enrollments. However, the online format allows for recruiting from outside Nebraska and the potential for enrolling more students. In addition, the proposed certificates are comprised of existing courses and would require few additional resources from UNK.

**Committee Recommendation: Approve**

[The first regular program review is due June 30, 2016.]



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** University of Nebraska at Kearney

**Program:** Early Childhood Family Advocate

**Award:** Undergraduate Certificate

**Institution's Existing Degree(s) in Same or Similar Discipline:** Early Childhood and Family Advocacy, Bachelor of Science; Family Studies, Bachelor of Science

**Proposal Received by Commission:** June 15, 2015

**Proposed Start Date:** Upon approval

### Background

In October 2014 the Commission approved a BS degree program in Early Childhood and Family Advocacy at UNK.

### Description

The proposed program is designed to educate people to serve as family advocates, providing comprehensive educational and case management services to children and their families in their homes. The target student population would be those already employed as family advocates or as preschool/child care providers. The program would be offered face-to-face and online.

The certificate would require 15 semester credit hours comprised of six existing courses: the Developing Child 0-8; Marriage and Family Relationships; Parent Education; Family Resource Management; Literacy Methods; and Safety, Health and Nutrition. All courses are upper division except for the first and the last which are 200 level (totaling 4 credit hours of the 15 required). In addition, three of the six courses are required for the BS in Family Studies and four are required for the BS in Early Childhood and Family Advocacy.

The Literacy Methods class has a pre-requisite of a course not in the proposed curriculum. That course also has pre-requisites. UNK states that the pre-requisites would be waived for the certificate program.

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

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

\*LB 637, signed by the Governor on May 4, 2011, changed the language of the role and mission statutes of the Nebraska community colleges to allow four-year institutions to offer undergraduate certificates above the associate degree level. Correspondingly, the bill also changed the University of Nebraska role and mission statutes to allow the university to offer certificates if the preponderance of courses comprising the certificate are above the associate degree level.

**REVIEW CRITERIA**

**A. Need for the Program**

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

UNK reports that training is essential for family advocates. Some employers have increased requirements and many now require at least some coursework in child development, with some requiring a degree.

Teachers in the federal Head Start program must now hold a degree, and professionals in the field anticipate that at least a certificate will be required for family advocates in the future.

The proposal argues for the need for well-trained family advocates. However, there are currently no requirements in Nebraska or for Head Start family advocates to hold a certificate.

**B. Demand for the Program**

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

UNK states that there are 19 Head Start programs and 12 Early Head Start programs and hundreds of child care and preschool workers in Nebraska.

The college expects that the program would likely appeal to employed individuals throughout the state who could take advantage of the online format of the proposed certificate. The training afforded by the format could also encourage students to start their own early childhood services in their home communities. UNK anticipates enrolling eight new students each year in the program.

It is difficult to estimate how many students might be interested in the program since there are no requirements for early childhood family advocates. Therefore, there may be little economic incentive to earn the certificate. Students would enroll simply to increase their knowledge and skills.

**C. Avoidance of Unnecessary Duplication**

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

Since state statutes have barred public four-year institutions from offering undergraduate certificates until the passage of LB 637, there are no public institutions in Nebraska offering similar certificate programs. The

proposal notes that certificates in early childhood education are available online from several for-profit institutions and some at community colleges. However, these generally focus on pre-school teacher preparation and not family advocacy. The courses are also primarily at the 100 and 200 level and focus on basic information and knowledge.

**D. Resources**

UNK stated that no additional resources would be needed since the program would utilize existing courses which presumably have sufficient resources in place. The director of the program is the director of the new Early Childhood and Family Advocate major (BS) funded by Programs of Excellence monies.

E. Budget

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

<b>PROJECTED COSTS<sup>1</sup></b>		<b>ANTICIPATED REVENUES</b>	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees <sup>2</sup>	\$163,920
Equipment		Other	
Five-Year TOTAL		Five-Year TOTAL	\$163,920

<sup>1</sup> No additional personnel or operating expenses are required as the certificate is based exclusively on existing courses and existing faculty.

<sup>2</sup> Based on 8 students taking 15 credit hours per year at \$259 per credit hour

**Committee Comment:** The certificate is built with existing courses and requires few additional resources from UNK.

**Committee Recommendation:** Approve

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



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** University of Nebraska at Kearney

**Program:** Professional Sales

**Award:** Undergraduate Certificate

**Institution's Existing Degree(s) in Same or Similar Discipline:** Courses in Business Administration

**Proposal Received by Commission:** June 15, 2015

**Proposed Start Date:** Upon approval

### Description

The goal of the proposed certificate is to prepare the sales force of business and industry to utilize limited resources efficiently and effectively. The program would be open to both non-degree seeking individuals and students pursuing a degree in a variety of majors. It would be offered face-to-face and online.

The certificate would require 12 semester credit hours comprised of four existing courses: Principles of Marketing, Professional Selling, Sales Management, and one elective selected from a pool of six possible courses. Students would be required to earn a grade of B or above in all courses to receive the certificate. The Principles of Marketing class is required for most of the other courses and it has a pre-requisite of sophomore standing. UNK would waive this pre-requisite for non-degree-seeking students.

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

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

### REVIEW CRITERIA

#### A. Need for the Program

High	Low				
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	√				

UNK states that due to a highly competitive sales environment there is a need to focus on consumer needs and to understand and properly implement marketing strategies. Critical to this endeavor is providing quality customer service and utilizing information sources and Customer Relation Management software.

\*LB 637, signed by the Governor on May 4, 2011, changed the language of the role and mission statutes of the Nebraska community colleges to allow four-year institutions to offer undergraduate certificates above the associate degree level. Correspondingly, the bill also changed the University of Nebraska role and mission statutes to allow the university to offer certificates if the preponderance of courses comprising the certificate are above the associate degree level.

UNK cites a ranking of the top university sales programs in the U.S. by the Sales Education Foundation (SEF), a non-profit that promotes the sales profession through college and university programs. The UNK marketing program (an emphasis in the business administration BS program) was noted by SEF as one of the best locations for hiring sales professionals. According to the SEF, over 50% of college students in the U.S. enter sales careers but many fail due to a lack of professional preparation.

The proposal did not describe specific need in Nebraska, but the national statistics suggest that there would be a need in the state.

**B. Demand for the Program**

High-----Low				
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		√		

UNK anticipates enrolling 10 new students each year in the program. The college expects that the program would likely appeal to students intending to become sales professionals in a variety of fields, including pharmaceuticals, agriculture, securities, and entrepreneurship ventures.

The proposal states that the certificate is being requested by business and industry. Presumably, this is evidence that there will be student demand for the program. Although there is no additional documentation of student demand, the proposed certificate would appear to be a credential that would enhance career prospects for students in many program areas outside the Department of Marketing and Management Information Systems.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%; text-align: center;">√</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>	√			
√				

Since state statute has barred public four-year institutions from offering undergraduate certificates until the passage of LB 637, there are no public institutions in Nebraska offering similar certificate programs.

**D. Resources**

UNK stated that no additional resources would be needed since the program would utilize existing courses which presumably have sufficient resources in place.

**E. Budget**

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

PROJECTED COSTS <sup>1</sup>		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees <sup>2</sup>	\$163,920
Equipment		Other	
<b>Five-Year TOTAL</b>		<b>Five-Year TOTAL</b>	<b>\$163,920</b>

<sup>1</sup> No additional personnel or operating expenses are required as the certificate is based exclusively on existing courses and existing faculty.

<sup>2</sup> Based on 10 students taking 12 credit hours per year at \$279 per credit hour

**Committee Comment:** The certificate is built with existing courses and requires few additional resources from UNK.

**Committee Recommendation:**    **Approve**

[The first regular program review is due June 30, 2016.]



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

<b>Institution:</b>	<b>University of Nebraska at Kearney</b>
<b>Program:</b>	<b>Supply Chain Management</b>
<b>Award:</b>	<b>Undergraduate Certificate</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>BS in Marketing and MIS with an emphasis in Supply Chain Management; minor in Supply Chain Management</b>
<b>Proposal Received by Commission:</b>	<b>June 15, 2015</b>
<b>Proposed Start Date:</b>	<b>Upon CCPE approval</b>

### Background

UNK's Department of Marketing and Management Information Systems in the College of Business and Technology offers supply chain management as one of three areas of emphasis in the BS program. The department also offers a 24 credit hour minor in supply chain management. (Note: Commission approval is ordinarily not required for a minor or area of emphasis.)

### Description

The proposed certificate, to be available in either online or face-to-face format, would provide a theoretical base for the study of supply chain management as well as focusing on the principles of purchasing, outsourcing, logistics, transportation, and marketing. The target student population would be non-degree seeking individuals who want to upgrade their skill sets as well as students who are pursuing a degree and want to add value to their program and enhance their career prospects. The proposal states that the minimum requirement to pursue the certificate would be a high school diploma.

The certificate would require 15 semester credit hours comprised of five existing courses—two from marketing and three from supply chain management:

MKT 300	Principles of Marketing (3 credit hours)
SCM 317	Principles of Supply Chain Management (3 credit hours)
SCM 402	Materials Management and Procurement (3 credit hours)
SCM 403	Logistics and Transportation (3 credit hours)
MKT 460	Strategic Product Management (3 credit hours)

Of the five courses, four are required and one is an elective for the minor. However, two require sophomore standing and two require junior standing. UNK states that the pre-requisites would be waived for non-degree seeking students. Students pursuing a degree from UNK would have to meet the requirements.



UNL offers a BS degree in supply chain management, approved by the Commission in 2012. When Commission staff asked if the UNK courses would transfer to UNL, the response was that one of the UNK marketing courses has a direct equivalency at UNL. The other courses would “typically be evaluated on an individual basis depending upon accreditation and other standards.”

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

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

**REVIEW CRITERIA**

**A. Need for the Program**

High-----Low				
		√		

UNK reports that supply chain management is a rapidly growing area with one out of eleven jobs in Nebraska in the field, according to the Nebraska Chamber of Commerce. The proposal also cites the Battelle Report from the Nebraska Department of Economic Development that lists supply chain management as one of the top ten industries in the state and a key growth industry.

Transportation, distribution, logistics, and warehousing are clearly important segments of Nebraska’s economy. The proposal does not discuss what needs or vacancies there are in this industry in the state.

**B. Demand for the Program**

High-----Low				
		√		

Following the implementation of the supply chain management area of emphasis in the BS program, UNK states that they discovered there was a demand for an online award that would indicate the holder’s competency. With online availability, the Department of Marketing and Management Information Systems hopes the certificate will draw students from across the state and anticipates enrolling at least 10 students each year.

There appears to be a demand, although the proposal did not explain how UNK “discovered” that there was a demand for an online certificate.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
√				

Since state statute has barred public four-year institutions from offering undergraduate certificates until the passage of LB 637, there are no public institutions in Nebraska offering similar certificate programs. UNL has a BS program in supply chain management but not a certificate.

\*LB 637, signed by the Governor on May 4, 2011, changed the language of the role and mission statutes of the Nebraska community colleges to allow four-year institutions to offer undergraduate certificates above the associate degree level. Correspondingly, the bill also changed the University of Nebraska role and mission statutes to allow the university to offer certificates if the preponderance of courses comprising the certificate are above the associate degree level

**D. Resources**

UNK stated that since the certificate is built on existing approved curriculum, no additional program costs would be incurred. The proposal also noted that financial support from the University of Nebraska Foundation was utilized to develop the program and that incremental administrative and marketing support would be needed to achieve long-term success. Since UNK offers a minor and area of emphasis in supply chain management, it is likely that the Department of Marketing and Management Information Systems would be able to provide this additional support.

**E. Budget**

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

PROJECTED COSTS <sup>1</sup>		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees <sup>2</sup>	\$204,900
Equipment		Other	
Five-Year TOTAL		Five-Year TOTAL	\$204,900

<sup>1</sup> No additional personnel or operating expenses are required as the certificate is based exclusively on existing courses and existing faculty.

<sup>2</sup>Based on 10 students taking 15 credit hours each year (\$259 per credit hour)

**Committee Comment:**

The certificate is built with existing courses and requires few additional resources from UNK. The courses feed directly into the minor and emphasis area in supply chain management at UNK. It is unfortunate, and a significant disadvantage to students, that the majority of courses for the proposed certificate may not apply to the supply chain management BS degree at UNL.

**Committee Recommendation: Approve**

[The first regular program review is due June 30, 2016.]



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Northeast Community College (NECC)  
**Program:** Plumbing Technology  
**Award:** Diploma  
**Institution’s Existing Degree(s) in Same or Similar Discipline:** Courses in the Applied Technology Division  
**Proposal Received by Commission:** June 23, 2015  
**Proposed Start Date:** August 2015

### Description

The proposed program would prepare individuals for a career in plumbing and pipefitting. It would require 34 semester credit hours—four hours of general education courses and 30 hours of plumbing courses—and could be completed in nine months. Topics of study include piping selection and layout; plumbing systems and materials; plumbing codes and print reading; and plumbing and pipe installation and maintenance. In completing the coursework, students would earn the 10-hour OSHA (Occupational Safety and Health Administration) certification (an indicator of the successful completion of OSHA-specified safety training) and First Aid/CPR certification. They would also be well-positioned to meet any licensure requirements (see Section B.)

All of the plumbing courses would be new; the two general education courses are already in place. To maximize student access to the program, any basic skills remediation would be integrated into the coursework in contextualized fashion. The program would be offered on the Norfolk campus and online.

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

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

### REVIEW CRITERIA

#### A. Need for the Program

High	-----	Low
	√	

NECC cites economic modeling data that indicates an expected nine percent growth in the plumbing profession in the college’s 20-county service area and 20% growth across both Nebraska and the nation. The

data also indicated that 36% of the current plumbing and pipefitting industry is over the age of 45 and nearing retirement.

NECC conducted focus group sessions with eleven representatives from local industry, government, and regulatory entities. The group reinforced the data that the work force is aging.

Absent a plumbing program in the state, employers are utilizing on-the-job training. This results in lost productivity when a lead technician must take time to train a new hire in the basics. One representative noted that in his company if the customers were not in an emergency situation, they were put on a waiting list where the wait could exceed six months. A public official noted that larger cities were receiving requests from smaller towns to conduct plumbing inspections because they had no qualified individuals in their area. These requests were often denied because the larger city did not have sufficient resources.

The proposal notes that with the recovery of the economy since the slowdown in 2008, the construction industry has rebounded in both new construction and home improvements and renovations. With tightening code requirements, integration of new materials, and new technologies, even apprentice level assistants need an educational background. All of the industry leaders in the focus group reported that their greatest hiring challenge in the next three to five years would be finding skilled personnel. Northeast states that this proposal is in direct response to industry demands and student needs.

Commission staff consulted the Nebraska Department of Labor for additional figures. For the category “Plumbers, Pipefitters, and Steamfitters” there were 132 average annual openings projected in Nebraska from 2012-2022. The entry level salary is \$32,758 while the median salary is \$49,426.

The responses from the focus group sessions and the Department of Labor data provide sufficient evidence of the need for the proposed program.

**B. Demand for the Program**

High-----Low				
		√		

Northeast surveyed students completing the heating, ventilation, and air conditioning (HVAC) program. About half identified an interest in gaining specific credentials in plumbing and pipefitting to further build their skill sets and to enhance career opportunities. (Note: NECC averages about 10 graduates per year in the AAS program.)

NECC expects to enroll eight students in the program in the first year and 15 students in each subsequent year. This may be based in part on the hope that the employee shortage reported by the focus group translates into student enrollments.

The state of Nebraska does not license plumbers. However, state statute requires any person or company that installs or repairs any sanitary plumbing within the state to be a master plumber licensed by the city nearest the construction site. The employees of the master plumbers must also be licensed as journeymen plumbers by the city.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
	√			

The only other academic plumbing program in Nebraska is at Metropolitan Community College. Metro offers a plumbing apprenticeship program that prepares students to become licensed plumbers. Students are also able to take general education requirements in addition to the plumbing courses and earn an AAS degree. There appears to be sufficient need to support two programs in eastern Nebraska, where the largest population centers are found.

**D. Resources: Faculty/Staff**

High-----Low				
√				

NECC reports that one full-time faculty member would need to be hired. The program was developed to maximize class size by laddering with courses that currently exist. This improves efficiency and provides flexibility for students. The budget shows a line for one new faculty member. Participants in the focus groups volunteered to serve on the advisory committee should the program be approved. They also provided input into the content of the proposed curriculum

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

High-----Low				
√				

The program would be housed in a new 66,000 square foot facility. It has space for offices and laboratory space for both the existing HVAC program and the proposed plumbing program. Any needed equipment would be procured through the college’s budgeting process. \$45,000 is included in the budget in year one for equipment.

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

Acceptable				
yes	√		no	

The proposal did not directly address this topic. Since the proposed program is closely related to the existing HVAC program, there should be sufficient resources to initiate the program.

**G. Budget**

NECC reported only tuition and fees in the revenue column since those are the only items that are directly tied to the program. However, state aid and property taxes support all the programs at the community colleges.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$379,874	Reallocated Funds	
General Operating	\$30,000	New State Funds	
Equipment <sup>1</sup>	\$45,000	New Local Funds	
Other <sup>2</sup>	\$6,500	Tuition and Fees <sup>3</sup>	\$243,916
Five-Year TOTAL	\$461,374	Five-Year TOTAL	\$243,916

<sup>1</sup>From the College’s budgeting process

<sup>2</sup>Faculty professional development for OSHA certification and CEUs for plumbing licensure

<sup>3</sup>Based on eight students in year one and 15 students in years two through five at \$105.50 per credit hour

**Committee Recommendation: Approve**

**First Program Review Date: Due June 30, 2018.**



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

<b>Institution:</b>	<b>Central Community College (CCC)</b>
<b>Program:</b>	<b>Precision Agriculture</b>
<b>Award:</b>	<b>Specialization under the Agribusiness Associate of Applied Science (AAS), Diploma, Certificates</b>
<b>Institution's Existing Degree(s) in Same or Similar Discipline:</b>	<b>Agribusiness—AAS, diplomas, certificates</b>
<b>Proposal Received by Commission:</b>	<b>July 8, 2015</b>
<b>Proposed Start Date:</b>	<b>Spring 2016</b>

### Background

The Nebraska Precision Agriculture Center of Excellence (N-PACE) at CCC was funded by a U.S. Department of Labor TAACCCT\* grant in fall 2014. The purpose of N-PACE is to provide stacked credentials that are mapped to industry skills certifications. The goal is to better align training and awards with industry needs and ensure students will earn portable credentials. N-PACE will also provide short-term industry training.

### Description

Precision agriculture is the application of technologies and principles of agronomy to manage spatial and temporal variability associated with all aspects of agricultural production for the purpose of improving crop performance and environmental quality. The students in the proposed program would develop skills and abilities to interpret, analyze, and utilize data gathered from precision agriculture technologies.

There are two certificates proposed, one in precision application and one in precision mapping. Both require 12 credit hours. The first includes the study of resource management and GPS, sensors, and controllers. The second focuses on precision agriculture software, GPS, spatial data, and variable rate formulas.

\* Trade Adjustment Assistance Community College and Career Training: provides community colleges 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.

The curriculum for the diploma would require 33 semester credit hours: 24 in precision agriculture and nine in general education. All of the courses required for the two certificate programs are included in the required diploma curriculum. Most of the precision agricultural courses would be new. The degree would require additional general agriculture and general education courses and an internship, for a total of 64 credit hours for the AAS. The program would be offered on the Hastings and Columbus campuses with web delivery of some courses.

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

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

**REVIEW CRITERIA**

**A. Need for the Program**

High-----Low				
		√		

CCC reports that the demand is great for individuals who understand the technology that will drive Nebraska’s agricultural economy.

The documentation of need is not extensive, but the awarding of the grant from the Department of Labor suggests there is some need.

**B. Demand for the Program**

High-----Low				
			√	

The college reports that they held advisory meetings with industry. Their industry partners for the grant are Aurora Cooperative, Titan Manufacturing, Greenline Equipment, and Hansen Agri-Placement. CCC did not provide an estimate of enrollment.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
		√		

In June 2015 the Commission approved an AAS in precision agriculture at Northeast Community College. There are no other programs currently being offered.

The proposal states that CCC is working with NECC and Southeast Community College to strengthen all programs in the state. The college intends to work with the state colleges and university to articulate the program.

This program would make the second in the state (SCC has courses in place and may develop a full program in the future). In a state that relies heavily on agriculture, two programs should not constitute unnecessary duplication.

**D. Resources: Faculty/Staff**

High-----Low				
√				

CCC reports that they have hired the program director and a faculty member in Hastings and they have been developing curriculum. The budget lists two faculty members for the programs and notes that two others from agribusiness would also teach some of the courses. In addition, the budget includes a project manager, outreach coordinator, curriculum design specialist, student success coach/recruiter, and an administrative assistant.

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

High-----Low
√

CCC states that the program would be housed in the current agribusiness facility and would use the existing classrooms and labs as well as some equipment. The grant would purchase equipment specific to precision agriculture including tractor, combine, and planter displays, receivers, and wiring harnesses; GIS/GPS equipment; agricultural drones; sensors and cameras; and soil testing equipment. In addition, industry partners pledged to provide access to equipment as well as providing internships.

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

High-----Low
√

CCC has courses and programs in agribusiness, so available information resources should be sufficient to initiate the program. In addition, equipment purchases may come with operation manuals that essentially serve as textbooks.

**G. Budget**

CCC reports that the N-PACE grant will cover all costs to initiate the program and support it for four years. The college is committed to sustaining the program beyond that time if demand warrants.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$1,430,177	Leveraged Funds <sup>2</sup>	\$438,771
General Operating	\$64,440	New State Funds	
Equipment	\$195,000	New Local Funds	
Other <sup>1</sup>	\$151,400	Tuition and Fees	
		Other: DOL grant <sup>3</sup>	\$2,500,000
Four-Year TOTAL	\$1,841,017	Four-Year TOTAL	\$2,938,771

<sup>1</sup> Software, tablets, marketing, meetings

<sup>2</sup> Reported on the grant application; includes a portion of the salaries for two deans, a vice president, and agriculture and general education faculty

<sup>3</sup> Approximation

**Committee Comment:** The program is almost entirely grant-funded. However, the proposal provided little information on revenues or need and demand for the program. The committee thinks there may be merit to the proposed program, but without additional information will not make a recommendation to the full Commission.

**Committee Recommendation:** None; forward to the full Commission for consideration.

**First Program Review Date:** Due June 30, 2021





## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Central Community College (CCC)  
**Program:** Landscape Design  
**Award:** Specialization under the Agribusiness Associate of Applied Science (AAS), Diploma, Certificates

**Institution’s Existing Degree(s) in Same or Similar Discipline:** Agribusiness—AAS, diplomas, certificates

**Proposal Received by Commission:** July 8, 2015

**Proposed Start Date:** Spring 2016

### Background

CCC has in the past offered a horticulture program. Enrollments were low and the program was put on hiatus. The decision was recently made to discontinue the program. Subsequently, inquiries regarding a horticulture program have increased. The college decided the best way to address the student demand was to offer awards in a closely related field.

### Description

There are two certificates proposed, one in landscape design and one in landscape construction. The former would require 14 credit hours and the latter would require 12 credit hours. The curriculum for the landscape design diploma would consist of 32 semester credit hours: 23 in landscape and nine in general education. All of the courses required for the two certificate programs are included in the required diploma curriculum. The degree would require additional general education courses, for a total of 64 credit hours for the AAS. Most of the landscape courses would be new. The program would be offered on the Hastings campus with web delivery of some courses.

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

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

## REVIEW CRITERIA

### A. Need for the Program

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

CCC conducted a 17 question survey of 32 local employers. Many questions asked the employer to rank skills identified with specific areas within their field. They were also asked in what areas graduates with horticulture skills would be most likely to find employment. Out of 10 possibilities, the top three areas were landscape/grounds maintenance, lawn care, and landscape design/installation. When

asked to rank career areas necessary for filling current and planned job openings, the most needed area, by far, was landscape design/installation, followed by landscape/grounds maintenance and lawn care. Based on the survey results, CCC determined that landscape design and landscape construction were the best areas on which to focus in order to meet employer needs.

**B. Demand for the Program**

High-----Low				
		√		

The college reports that they have had inquiries about horticulture-related offerings. CCC estimates that 10 students would enroll in the program the first year, building to a total of 32 enrolled in years four and five.

Commission staff consulted the Nebraska Department of Labor website for additional information. The projected annual average job openings for “Landscaping and Groundskeeping Workers in Nebraska from 2012 to 2022 is 242. The entry level annual wage in 2015 is \$19,353 (\$9.31 per hour). The median salary is \$24,037 (\$11.56 per hour). There was no data available for Nebraska for “Nursery and Greenhouse Managers” or for “First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers.”

While employers appear to need workers in this area, the salaries may prohibit some students from enrolling in the program.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
	√			

Metropolitan Community College has numerous offerings within their Horticulture, Land Systems, and Management program. These include degrees in landscape design, grounds management, and horticulture management and certificates in nursery and landscape design and nursery and landscape management. Southeast Community College offers an AAS in horticulture.

While there is a program in the Omaha metro area, one in central Nebraska could serve the majority of the other regions of the state. With the projected openings (see Section B.) there should be enough students to support two programs.

**D. Resources: Faculty/Staff**

High-----Low				
		√		

CCC reports that one new faculty member would be needed. This is reflected in the budget.

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

High-----Low				
	√			

CCC states that the program would be housed in the current agribusiness facility and would use the existing classrooms and labs as well as some equipment. Equipment from the horticulture program, such as the greenhouse, would also be utilized. Other equipment would be purchased as needed. There is \$12,500 budgeted for equipment starting in year 2.

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

High-----Low				
		√		

CCC has courses and programs in agribusiness and a recently discontinued horticulture program so available information resources should be sufficient.

G. Budget

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

<b>PROJECTED COSTS</b>		<b>ANTICIPATED REVENUES</b>	
Faculty and Staff	\$314,225	Reallocated Funds	
General Operating	\$12,500	New State Funds	
Equipment	\$12,500	New Local Funds	
		Tuition and Fees*	\$209,760
<b>Five-Year TOTAL</b>	<b>\$339,225</b>	<b>Five-Year TOTAL</b>	<b>\$209,760</b>

\*Based on 10 students in year one, 18 students in year two, 27 in year three, and 32 in years four and five, taking 30 credit hours per year at \$92 per credit hour

**Committee Recommendation: Approve**

**First Program Review Date: Due June 30, 2021**



## NEW ORGANIZATIONAL UNIT PROPOSAL

<b>Institution:</b>	<b>University of Nebraska Medical Center (UNMC)</b>
<b>Name of the new unit:</b>	<b>Department of Physical Medicine and Rehabilitation</b>
<b>Proposal Received by the Commission:</b>	<b>June 15, 2015</b>
<b>Programs included in the new unit:</b>	<b>Physical Medicine and Rehabilitation</b>
<b>Proposed Start Date:</b>	<b>To be determined</b>

### Background

Physical Medicine and Rehabilitation is a branch of medicine that focuses on diagnosis and treatment of musculoskeletal and pain syndromes and rehabilitation of patients with severe impairments resulting from the syndromes. Doctors specializing in this branch of medicine are called physiatrists. They concentrate on treating the whole person and consequently work with a team of health care professionals from a variety of fields such as neurology, orthopedics, rheumatology, pain management, and hospice care.

### Description

The goal of the proposed department is to provide medical students with an introduction to the field of physiatry and encourage them to consider careers as physiatrists. The medical training would consist of a 48-month residency program in partnership with Madonna Rehabilitation Hospital.\* UNMC would seek approval for the program from the Accreditation Council for Graduate Medical Education (ACGME). The university anticipates training two residents each year. However, residents training in other disciplines would also be able to obtain experience in the care of rehab patients.

The department's research would be conducted in association with Madonna's Institute for Rehabilitation Science and Engineering, UNeMed (UNMC's corporate partner for technology transfer), NABID (Nebraska Advanced Biomedical Technology Innovation and Discovery Institute), and the NSRI (National Strategic Research Institute) to develop new biotechnology and devices. The department would be administratively housed in the College of Medicine at UNMC and physically located at Madonna's new Omaha campus (see Section C.)

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

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

\*Located in Lincoln, Nebraska, Madonna is one of the largest independent rehabilitation hospitals in the United States. In fall 2014 UNMC entered into an Institutional Affiliation Agreement with the hospital.

**REVIEW CRITERIA**

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

High-----Low
√ □ □ □ □

UNMC states that Nebraska is currently underserved in physical medicine and rehabilitation. An aging population will lead to an increased demand for rehabilitative services for stroke and other conditions associated with aging. There is also a need for post-acute care for the most complex trauma patients discharged from hospitals. These patients come from the only Level 1 trauma centers in the state, both located in Omaha.

According to UNMC there are 77 physical medicine and rehabilitation departments and residencies in the United States but none in Nebraska. There are four in three neighboring states: one each in Kansas and Colorado and two in Missouri. There are no programs in Iowa, South Dakota, North Dakota, Wyoming, or Montana. This is especially problematic because most physiatrists begin practice within 50 to 100 miles of the city where they completed their residency training.

The proposal states that Nebraska has 41 physiatrists certified by the American Board of Physical Medicine and Rehabilitation with more than 60% of those located in Omaha or Lincoln. With an aging population, especially in the rural areas, and a shortage of physiatrists and physiatry programs in the region, Nebraska is clearly in need of this unit.

**B. Resources: Faculty/Staff**

High-----Low
□ √ □ □ □

The proposal states that one new faculty member would be needed initially, with two more added over the subsequent three years. One support staff person would also be added in year two. All positions are reflected in the budget.

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

High-----Low
√ □ □ □ □

While the department would be part of the UNMC College of Medicine, the offices would be housed at the new Omaha campus of Madonna Rehabilitation Hospital. Currently under construction on a site west of Village Point (near 180<sup>th</sup> and West Dodge Road), the facility will include a 110-bed hospital with the full continuum of inpatient rehabilitation care. It is scheduled to open in 2016.

**D. Budget**

UNMC reports that Madonna would serve as the financial sponsor of the department’s expenses as well as the expenses for the medical residents.

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

<b>PROJECTED COSTS</b>		<b>ANTICIPATED REVENUES</b>	
Faculty and Staff	\$2,484,500	Reallocated Funds	
General Operating	\$150,500	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees*	
		Other: Madonna Rehabilitation Hospital	\$2,835,000
<b>Five-Year TOTAL</b>	<b>\$2,835,000</b>	<b>Five-Year TOTAL</b>	<b>\$2,835,000</b>

\*As with graduate students with assistantships, medical residents receive tuition waivers.

**Committee Recommendation:            Approve**

**Approval of the Department does not constitute approval of any new programs now or in the future.**



## POSTSECONDARY INSTITUTION RENEWAL APPLICATION For AUTHORIZATION to OPERATE in NEBRASKA

<b>Institution:</b>	<b>Sioux Falls Seminary</b>
<b>Nebraska Street Address:</b>	<b>Grace University (1311 S. 9<sup>th</sup> Street, Omaha)</b>
<b>Name of Owner:</b>	<b>North American Baptist Seminary (d/b/a Sioux Falls Seminary)</b>
<b>Corporate Address:</b>	<b>2100 S. Summit Avenue, Sioux Falls, SD</b>
<b>Legal Status:</b>	<input checked="" type="checkbox"/> Nonprofit; <input type="checkbox"/> For-profit: <input type="checkbox"/> sole proprietorship <input type="checkbox"/> partnership <input type="checkbox"/> corporation
<b>Institutional accreditation:</b>	<b>Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools Association of Theological Schools (ATS)</b>
<b>Last accreditation review and result:</b>	<b>HLC- 2012: accredited on probation; focused visit on finances in 2014 with report submitted in June 2015; comprehensive visit in September 2016 ATS- 2012: accredited; report on notations due in 2014; report on finances due November 2015; site visit in fall 2015; report on assessment due in 2016</b>
<b>Date initially approved by CCPE:</b>	<b>July 21, 2011<sup>1</sup></b>
<b>Date of renewal by CCPE:</b>	<b>February 21, 2012<sup>2</sup></b>

<sup>1</sup>The approval carried the following conditions: 1) the seminary shall submit its annual audited financial statements for a period of five years, 2) the seminary shall notify the Commission of any significant event, either positive or negative, that may affect the financial status of the institution, and 3) approval is received from the Higher Learning Commission and the Association of Theological Schools Commission on Accrediting and that students are informed of the status of accreditation for the Omaha location.

<sup>2</sup> The approval was valid through March 15, 2014 and carried the following conditions:  
Sioux Falls Seminary shall:

1) provide the composite financial score from the U.S. Department of Education for 2010-11 as soon as it is available, 2) submit its annual audited financial statements for the years ending June 30, 2012 and June 30, 2013 by December 31, 2012, and December 31, 2013, respectively, and 3) notify the Commission of any actions taken by the U.S. Department of Education, the Higher Learning Commission, or the institution's primary lender.

## Student Data

Academic year: 2014-2015			*for the Nebraska location
	Enrollment (headcount)*	Enrollment (FTE)*	Graduates*
<b>Institution:</b>	17	11.0	
<b>Program/s:</b>			
Master of Divinity (MDiv)	16		One student transferred to Sioux Falls and graduated
Doctor of Ministry (DMin)	0		

Note: Enrollment in 2010-11 was eight students.

## REVIEW CRITERIA

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

Meets minimum standards			
yes	<input type="checkbox"/>	<input type="checkbox"/>	no <input checked="" type="checkbox"/>

Financials for the years ending June 30, 2013 and 2014 were reviewed by Commission staff with comments below.

- The Commission reviewed the 2009-10 financial statements when the Seminary applied to operate in Nebraska and expressed concern. A review of the 2010-11 statements indicated that the health of the Seminary had deteriorated since the initial review. Both reviews resulted in the conditions identified on page 1.
- One indicator of financial health is the status of net assets. Changes in net assets indicate what is normally thought of as profit or loss in an income statement. Sioux Falls Seminary's audited financial statements show net assets have declined three of the last four fiscal years. However, net assets increased by 6% in 2013-14 although this still represents a 47% decrease in net assets since 2009-10 and a 67% decrease since 2007-08. Part of the decreasing net asset problem can be attributed to expenses exceeding income and continued discounting of tuition over 30%.
- Another indicator of an institution's financial health is the relationship between operating revenue and operating expenses. The chart below shows the ratio of income to expenses. A ratio less than 100% means expenses exceed income.

	2009-10	2010-11	2011-12	2012-13	2013-14
Ratio	80%	76%	78%	96%	103%

- The institution does not meet the U.S. Department of Education's composite financial score thresholds for participating in Title IV financial aid programs. The scores for the most recent six years fall outside the Department's acceptable rating scale of 1.5 to 3.0. (The scale is based on financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution's financial status.) Consequently, the U.S. Department of Education has required the Seminary to provide an irrevocable letter of credit, which has had no draws made against it through June 30, 2014.



	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Score	2.3	0.7	0.7	0.1	0.0	-0.2	-0.1	N/A

- Previous composite scores resulted in similar requirements by the Department of Education, requiring the seminary to provide irrevocable letters of credit of over \$80,000 for 2008-09 and 2009-10. No draws were made against the letters in 2009-10 or 2010-11.
- Cash and cash equivalents are another measure of an institution’s financial operating health. The Seminary’s cash and cash equivalents had remained near zero the previous three years but had increased to \$433,000 as of June 30, 2014.
- The Seminary continues to carry significant amounts of debt including: (1) unsecured short-term loans (due various date through April 2017) from individuals with interest rates from 4.0% to 7.0%, and (2) inter-fund advances and loans from endowments. While the Seminary continues to carry a large amount of debt, short and long term notes have decreased \$1.3 million since June 30, 2012.
- From the information provided, it does not appear that Sioux Falls Seminary is financially sound. While 2013-14 has shown the Seminary has made improvements in its financial health, there are still significant issues such as the financial responsibility score of -0.1 and the large amount of debt the Seminary is carrying. In the 2013 financial statements, the auditors included a going concern footnote that was no longer included in the 2014 footnotes, indicating the auditor no longer believed there was a going concern issue as of June 30, 2014

**Tuition and fees:**

Program	Tuition	Fees	Books
MDiv	\$599/credit hour (\$50,316)	\$200 / semester student fee	\$500-\$800 / semester
DMin	\$14,000-\$18,000 depending on track		\$500-\$800 / semester

Student loan default rate for Nebraska students : 0

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

Changes since previous reporting?				
yes	√		no	

The Master of Divinity program was reduced from 90 credit hours to 84. The number of hours is in excess of a typical master’s program (30 to 36 hours). The greater number of hours is required by the Association of Theological Schools.

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

Changes since previous reporting?				
yes			no	√

The faculty consists of 10 permanent and over 40 adjunct members. From spring 2012 through spring 2015, 16 professors were part of the Omaha teaching team. Resumes were provided for all of the Omaha faculty.

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

Changes since previous reporting?				
yes			no	√

The primary location has not changed (see page1). In spring 2015 the Seminary signed an agreement with Nebraska Wesleyan University to use its Omaha campus at some time in the future.

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

Meets minimum standards				
yes	√		no	

See page 1 for details.

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

Changes since previous reporting?				
yes			no	√

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

Changes since previous reporting?				
yes			no	√

**H. Other Information**

The seminary reports that it has been well received in Nebraska. Churches and denominational leaders continue to contact them seeking new ways to work with a seminary in the Omaha area.

**Background on Commission Actions**

In July 2011 the Commission authorized Sioux Falls Seminary to operate. There was significant concern over the financial stability of the institution. The committee document stated:

*“Although these are serious concerns, the agreement between Sioux Falls Seminary and Grace University allows the seminary to offer classes at little cost. With minimal additional overhead, the seminary may be able to increase its revenue based on classes offered in Omaha and improve its financial situation. Should the school ever need to cease operations in Nebraska, students would be able to complete the MDiv through online offerings.”*

In 2012, under new Commission rules, the Seminary was required to renew its authorization to operate. The following committee comments were made at that time:

*“...the most recent documents show that the financial situation has worsened. Because of this, the staff considered recommending denial of reauthorization or reauthorization for only one year. Those ideas were rejected for the following reasons:*

- *the seminary has had only one semester to enroll students*
- *a one year renewal could penalize students who had begun with the seminary and then might find themselves part way through a program that had no operations in Omaha*
- *the country is just coming out of a recession when charitable donations were diminished*
- *the programs are graduate level and take less time to complete than a baccalaureate degree.*

*This does not negate the severity of the financial situation or the degree of staff concern over the financial viability of the seminary, which are reflected in conditions the staff recommends be placed on the renewal.” [The Commission authorization was for two years.]*

In March 2014 the Seminary’s authorization to operate was scheduled to be reviewed for renewal. However, the Higher Learning Commission had requested a report by February of that year on the institution’s financial condition. Since finances were the cause for the Commission to issue a relatively short authorization to operate (normally the period is five years), Commission staff decided to wait for any action from the HLC before considering renewal.

The HLC has continued the accreditation of Sioux Falls Seminary but placed it on probation (the institution remains accredited and has an opportunity to correct concerns). A report on finances was to be submitted in June 2015 with a comprehensive site visit scheduled for February 2016. The HLC will consider the results of the site visit in February 2017.

**Committee Comment:** Sioux Falls Seminary has experienced severe financial distress over the past seven years. Much of this time period corresponded with the recession in the United States. The financial statements indicate that while the Seminary’s financial situation is still precarious, it is also improving. It has made modest gains in enrollment in Omaha. The U.S. Department of Education and especially the HLC are monitoring the institution. The HLC is expected to make a decision about the accreditation status of the Seminary in February 2017.

**Committee Recommendation: Approve the renewal of the authorization to operate with the conditions listed below:**

Institution:	Sioux Falls Seminary
Owner:	North American Baptist Seminary, d/b/a Sioux Falls Seminary (a non-profit organization)
Level of authorization:	Authorized to offer one or more complete degree programs at the master’s and doctoral level, limited to the Master of Divinity and the Doctor of Ministry
Length of authorization:	Two years (valid through August 31, 2017)
Conditions:	Sioux Falls Seminary shall: 1) submit its annual audited financial statements and 2) notify the Commission of any actions taken by the U.S. Department of Education, the Higher Learning Commission, or the institution’s primary lender.

**Other reporting requirements:** Annual reports from all institutions are required. The next report is due March 1, 2016.

# ***Request for Proposals***

Improving Teacher Quality:  
State Grants Program

(Federal Public Law 107-110)

***2015-2016 Guidelines***



Coordinating Commission for Postsecondary Education

# REQUEST FOR PROPOSALS

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## APPENDICES

1. Excerpts from Federal Statutes Governing Higher Education Partnership Grants
2. LEAs Meeting Federal Definition of High Need
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6. Sample Non-public School Consultation Statement
7. Checklist
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# REQUEST FOR PROPOSALS – 2015-2016

## IMPROVING TEACHER QUALITY STATE GRANTS

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

### I. INTRODUCTION

#### A. Purpose

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

#### B. Amount of Funds

The Coordinating Commission expects to have approximately \$274,000 to award in grants during the 2015-2016 competition. Although no minimum or maximum has been set for each award, funding typically ranges from \$40,000 to \$70,000.

#### C. Eligible Applicants

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

#### D. Calendar

Deadline for Submission of Proposals	<b>November 12, 2015</b>
Project Starting Date	February 1, 2016 or later
Project Ending Date	August 15, 2017 or earlier
Deadline for Final Project Report	90 days after completion of project or August 15, 2017, whichever is earlier

## E. Project Duration

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

## II. ELIGIBLE PROJECTS

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

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

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

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

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

C. Professional Development activities related to **improving teaching and learning at low-performing schools** (see 2013-2014 state of the schools report – Federal accountability, PLAS <http://reportcard.education.ne.gov> for schools identified by the Nebraska Department of Education as low-performing). Providing assistance to local education agencies, and the teachers and staff of each agency, for sustained, high-quality professional development activities.

### III. PRIORITIES FOR 2015-2016

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

- A. Providing professional development for teachers teaching in K-12 academic shortage areas, especially those who do not currently hold an endorsement in the subject area in which they are teaching. The shortage areas for the 2015-2016 academic year that are applicable to this grant are: world languages, sciences, math, language arts, music, and art. This priority also includes special education teachers who are required to teach content, but are not endorsed in the content area.
  
- B. Projects that are new, creative, or innovative and, ideally, not previously or recently funded through this grant.
  
- C. Improving teaching and learning at low-performing schools. (A low-performing school is not necessarily the same as a high-need LEA. Both would be required for this priority.)

### IV. PROJECT REQUIREMENTS

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

#### A. Partnership Eligibility

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

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

In addition to the required three partners, partnerships may also include one or more of the



following: other local educational agencies (including those that are not classified as high-need), elementary or secondary schools, educational service agencies, nonprofit educational organizations, other institutions of higher education, nonprofit cultural organizations, entities carrying out pre-kindergarten programs, teacher organizations, principal organizations, or businesses.

#### B. Partnership Documentation

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

#### C. Coordination

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

#### D. Equitable Service for Private School Students and Teachers

Partners must provide the *opportunity* for private school teachers to participate in the professional development activity equivalent to the opportunity provided public school teachers involved in the activities. If a private school is not identified as one of the partners, the proposal will provide a statement indicating that any private school in the geographic area served by the LEA/s involved was consulted and invited to participate (see Appendix 6 for sample).

### **V. CRITERIA FOR THE EVALUATION OF THE PROPOSALS**

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

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

- The proposal clearly describes the need(s) addressed by the project and explains why those needs are important to the improvement of K-12 education in Nebraska.
- A brief description of the research base underpinning the project is provided.

- Consideration is given to the priorities listed in section III above.
- Special consideration is given to priority B. listed in section III above (6 of the 20 points for this section).

B. Plan of Action (20 points)

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

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

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

D. Budget and Cost Effectiveness (20 points)

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

E. Long-Term Impact (25 points)

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

- The proposal includes a plan to sustain the project in the future. This does not preclude partnerships from submitting proposals for continuation of previously funded projects. Rather, it encourages partnerships to find a mechanism for long-term support of the project from funding sources other than this grant.

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

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

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

Among them may be:

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

## **VI. SUBMISSION AND REVIEW PROCEDURES**

### A. Submission

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

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

Proposals must be delivered to the Commission office no later than 5:00 p.m., November 12, 2015, or postmarked no later than November 12, 2015. Proposals that are below the minimum criteria, late, incomplete, or submitted by ineligible partnerships will be disqualified.

### B. Review and Award Procedures

The Commission will convene an independent evaluation panel to review the proposals and rank them in order of merit. Panelists shall be free of any direct involvement in any proposal.

The panel may include K-12 teachers or administrators, college or university faculty, staff of the Nebraska Department of Education, representatives of the private sector, and those conversant on work force demands and the needs of the employer community.

The recommendations of the panel may be contingent upon the acceptance by the project director of certain changes in the project or the budget. The recommendations of the panel, along with Commission staff comments or suggestions, will be submitted to the Commission for consideration at its first meeting in 2016.

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

## **VII. BUDGET GUIDELINES**

Items to consider when preparing budgets include:

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

takes place on a teacher contract day, the grant could reimburse the school for the cost of a substitute. The teacher would not receive a stipend because she/he is already receiving pay from the school for that day. If the activity is on a non-contract day, the teacher would receive a stipend. The project director should determine the policy for the school/s involved since policies for substitutes and teacher time out of the classroom vary.

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

8. Grant funds cannot be used to pay for food for attendees at a conference or meeting unless doing so is necessary to accomplish legitimate meeting or conference business (see Appendix 8 for U.S. Department of Education memorandum).

### **VIII. FORMAT FOR THE PROPOSAL**

All proposals must include the following:

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

private school/s in the same geographic area as that served by the partner LEA/s were consulted and invited to participate. (See Appendix 6 for a sample private school participation statement.)

### **SPECIAL NOTE**

Please see Appendix 9 for additional information from the U.S. Department of Education.

## APPENDIX 1

### Federal Statutes Governing Higher Education Partnership Grants (selected excerpts)

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

##### PART A - TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

##### SEC. 2101. PURPOSE.

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

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

##### SEC. 2102. DEFINITIONS.

In this part:

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

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

(A) experience in a classroom; and

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

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

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

### **Subpart 3: Subgrants to Eligible Partnerships**

#### **SEC. 2131. DEFINITIONS.**

In this subpart:

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

(A) shall include:

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

(ii) a school of arts and sciences; and

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

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

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

#### **SEC. 2132. SUBGRANTS.**

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

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

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

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



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

### **SEC. 2133. APPLICATIONS.**

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

### **SEC. 2134. USE OF FUNDS.**

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

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

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

## **TITLE IX — GENERAL PROVISIONS**

### **Part E — Uniform Provisions**

#### ***SUBPART 1 — PRIVATE SCHOOLS***

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

(a) **PRIVATE SCHOOL PARTICIPATION-**

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

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

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

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

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

(b) **APPLICABILITY-**

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

(c) **CONSULTATION-**

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

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

(B) what services will be offered;

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

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

assessment will be used to improve those services;  
(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and  
(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

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

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

## APPENDIX 2

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

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

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

**AND**

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

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

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

The following districts are considered high-need LEAs for 2015-16.

<b>School District</b>	<b>County (District Office)</b>
Arnold Public Schools	Custer
Arapahoe Public Schools	Furnas
Dundy County Public Schools	Dundy (Benkelman)
Garden County Schools	Garden (Oshkosh)
Gordon-Rushville Public Schools	Sheridan (Gordon)
Grand Island Public Schools	Hall
Hay Springs Public Schools	Sheridan
Lexington Public Schools	Dawson
Lynch Public Schools	Boyd
McPherson County Schools	McPherson (Tryon)
Morrill Public Schools	Scotts Bluff
Nebraska Unified District 1	Antelope, Knox (Orchard)
O'Neill Public Schools	Holt
Omaha Public Schools	Douglas
Potter-Dix Public Schools	Cheyenne, Kimball (Potter)
Sandhills Public Schools	Blaine (Dunning)
Santee Community Schools	Knox
Scottsbluff Public Schools	Scotts Bluff
South Sioux City Community School	Dakota
Southern Valley Schools	Harlan, Furnas (Oxford)
Theftord Public Schools	Thomas
Umo N Ho N Nation	Thurston (Macy)
Walthill Public Schools	Thurston
Wauneta-Palisade Public Schools	Chase, Hayes, Hitchcock (Wauneta)

Wausa Public Schools	Knox
Wheeler Central Schools	Wheeler (Bartlett)
Winnebago Public Schools	Thurston

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

### APPENDIX 3

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

PROJECT TITLE: \_\_\_\_\_  
\_\_\_\_\_

PRIMARY PROJECT DIRECTOR/COORDINATOR: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

APPLICANTS:

1. Institution & Division that Prepares Teachers \_\_\_\_\_

Institutional Contact (name and phone/email) \_\_\_\_\_

2. Institution and School of Arts & Sciences \_\_\_\_\_

Institutional Contact (name & phone/email) \_\_\_\_\_

3. Local Educational Agency (LEA) \_\_\_\_\_

LEA Contact (name & phone/email) \_\_\_\_\_

BEGINNING DATE OF PROJECT: \_\_\_\_\_ ENDING DATE \_\_\_\_\_  
month/day/year month/day/year

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

Amount for Applicant 1. \$ \_\_\_\_\_

Amount for Applicant 2. \$ \_\_\_\_\_

Amount for Applicant 3. \$ \_\_\_\_\_

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

1. \_\_\_\_\_  
Date Signature of Chief Executive Officer, Chief Operations Officer, or a designee of either  
\_\_\_\_\_  
**Typed/Printed Name and Organization**

2. \_\_\_\_\_  
Date Signature of Chief Executive Officer, Chief Operations Officer, or a designee of either  
\_\_\_\_\_  
**Typed/Printed Name and Organization**

3. \_\_\_\_\_  
Date Signature of Chief Executive Officer, Chief Operations Officer, or a designee of either  
\_\_\_\_\_  
**Typed/Printed Name and Organization**



**APPENDIX 5  
STATEMENT OF ASSURANCES**

**IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM**

The fiscal agent signs this document representing all partners.

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

THE APPLICANT HEREBY ASSURES THE COORDINATING COMMISSION FOR  
POSTSECONDARY EDUCATION:

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

\_\_\_\_\_  
date

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

\_\_\_\_\_  
Typed/Printed Name of CEO or designee

\_\_\_\_\_  
Organization/Institution



**APPENDIX 6**  
**Sample Statement of Non-public School Consultation**

Name of ITQ (Title II A) project: \_\_\_\_\_

Public School District: \_\_\_\_\_

Non-public School/s within the District: \_\_\_\_\_

\_\_\_\_\_

This is to certify that the director of the above named project (or a designee) consulted with a representative of the non-public school/s named above and offered the school the opportunity to participate in the professional development activities.

Signature of Project Director: \_\_\_\_\_

Signature of non-public school representative: \_\_\_\_\_

Date of consultation: \_\_\_\_\_

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

## APPENDIX 7

### CHECKLIST

1. **Unbound original and 8 unbound, 3-hole punched copies of Proposal** \_\_\_\_\_
2. **Signed and completed Cover Sheet** \_\_\_\_\_
3. **Project Abstract** \_\_\_\_\_
4. **Project Narrative with numbered pages** \_\_\_\_\_
5. **Completed Budget Summary Form** \_\_\_\_\_
6. **Budget Narrative** \_\_\_\_\_
7. **Resumes of key personnel** \_\_\_\_\_
8. **Signed Statement of Assurances** \_\_\_\_\_
9. **Non-public School Consultation Statement/s (if appropriate)** \_\_\_\_\_

## **APPENDIX 8 USE OF FEDERAL FUNDS FOR CONFERENCES AND MEETINGS**

UNITED STATES DEPARTMENT OF EDUCATION  
*Office of the Chief Financial Officer*

### MEMORANDUM to ED GRANTEEES REGARDING THE USE OF GRANT FUNDS FOR CONFERENCES AND MEETINGS

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

- Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
  - o Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
  - o Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
  - o Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 225 (OMB Circular A-87, State, Local, and Indian Tribal Governments), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml>); 2 CFR Part 220 (OMB Circular A-21, Educational Institutions), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xmi/CFR-2011-title2-vol1-part220.xml>); and 2 CFR 230 (OMB Circular A-122, Non-Profit Organizations) (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vo11/xm1/CFR-2011-title2-vol1-part230.xml>). In particular, remember that:
  - o Federal grant funds cannot be used to pay for alcoholic beverages; and
  - o Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
  - o When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
- A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
  - o A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.

UNITED STATES DEPARTMENT OF EDUCATION  
*Office of the Chief Financial Officer*

- A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.
  - o All meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
- Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
  - o A short conversation could help avoid a costly and embarrassing mistake.
- Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expenses.

June 2012

## **Frequently Asked Questions to Assist U.S. Department of Education Grantees To Appropriately Use Federal Funds for Conferences and Meetings**

### **Using Federal Grant (Discretionary and Formula) Funds to Host a Meeting or Conference**

**1. May a grantee receiving funds from the U.S. Department of Education (Department) use its Federal grant funds to host a meeting or conference?**

Yes. Federal grant funds may be used to host a meeting or conference if doing so is:

- a. Consistent with its approved application or plan;
- b. For purposes that are directly relevant to the program and the operation of the grant, such as for conveying technical information related to the objectives of the grant; and
- c. Reasonable and necessary to achieve the goals and objectives of the approved grant.

**2. What are examples of “technical information” that may be conveyed at a meeting or conference?**

Examples of technical information include, but are not limited to, the following, each of which must be related to implementing the program or project funded by the grant:

- Specific programmatic, administrative, or fiscal accountability requirements;
- Best practices in a particular field;
- Theoretical, empirical, or methodological advances in a particular field;
- Effective methods of training or professional development; and
- Effective grant management and accountability.

**3. What factors should a grantee consider when deciding whether to host a meeting or conference?**

Grantees should consider whether a face-to-face meeting or conference is the most effective or efficient way to achieve the desired result and whether there are alternatives, such as webinars or video conferences, that would be equally or similarly effective and more efficient in terms of time and costs than a face-to-face meeting. In addition, grantees should consider how the meeting or conference will be perceived by the public; for example, will the meeting or conference be perceived as a good use of taxpayer dollars?

**4. Are there conflict-of-interest rules that grantees should follow when selecting vendors, such as logistics contractors, to help with a meeting or conference?**

Grantees, other than States, must, as appropriate, comply with the minimum requirements in 34 CFR 74.42 and 80.36(b)(3) and should follow their own policies and procedures (or their local or State policies, as applicable) for ensuring that there are no conflicts of interest in the procurement process.

**5. When a meeting or conference is hosted by a grantee and charged to a Federal grant, may the meeting or conference be promoted as a U.S. Department of Education event?**

No. Meetings and conferences hosted by grantees are directed by the grantee, not the U.S. Department of Education. Therefore, the meeting or conference may not be promoted as a U.S. Department of Education meeting or conference, and the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval. In addition, all meeting or conference materials paid for with Federal grant funds must include appropriate disclaimers, such as the following, which is provided in EDGAR § 75.620 and states:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

### **Using Federal Grant Funds to Pay for Food**

#### **6. When a grantee is hosting a meeting, may the grantee use Federal grant funds to pay for food, beverages, or snacks?**

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

If program offices have questions, they should consult with their program attorney.

#### **7. May Federal grant funds be used to pay for food and beverages during a reception or a “networking” session?**

In virtually all cases, using grant funds to pay for food and beverages for receptions and “networking” sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference.

#### **8. May a grantee enter into a contract with a hotel under which Federal grant funds will be used to provide meals, snacks, and beverages as part of the cost for meeting rooms and other allowable conference-related costs?**

Federal grant funds may only be used for expenses that are reasonable and necessary. In planning a conference or meeting and negotiating with vendors for meeting space and other relevant goods and services, grantees may only pay for allowable costs. If a hotel vendor embeds food and beverage costs into a hotel contract for meeting space, the grantee should work with the hotel to have the food and beverage costs identified and “backed out” of the contract, and have the price they are paying for meeting space appropriately adjusted to reflect the fact that food and beverages are not being purchased. The fact that food and beverages are embedded in a contract for meeting space does not mean that the food and beverages are being provided at no cost to the grantee.

**9. What if a hotel or other venue provides “complimentary” beverages (e.g., coffee, tea) and there is no charge to the grantee hosting the meeting?**

The grantee has an obligation, under these circumstances, to confirm that the beverages are truly complimentary and will not be reflected as a charge to the grant in another area. For example, many hotels provide complimentary beverages to all guests who attend a meeting at their facility without reflecting the costs of those beverages in other items that their guests or, in this case, the grantee purchases. As noted above, it would not be acceptable for a vendor to embed the cost of beverages in other costs, such as meeting space.

**10. May indirect cost funds be used to pay for food and beverages?**

The cost of food and beverages, because they are easily associated with a specific cost objective, such as a Department grant, are properly treated as direct costs, rather than indirect costs. As noted above, Federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

**11. May Federal grant funds be used to pay for alcoholic beverages?**

No. Use of Federal grant funds to pay for the cost of alcoholic beverages is strictly prohibited.

**12. May a grantee use non-Federal resources (e.g., State or local resources) to pay for food or beverages at a meeting or conference that is being held to meet the goals and objectives of its grant?**

Grantees should follow their own policies and procedures and State and local law for using non-Federal resources to pay for food or beverages, including its policies and procedures for accepting gifts or in-kind contributions from third parties. However, if non-Federal funds are used to pay for food at a grantee-sponsored meeting or conference, the grantee should make clear through a written disclaimer or announcement (e.g., a note on the agenda for the meeting) that Federal grant funds were not used to pay for the cost of the food or beverages. Grantees should also be sure that any food and beverages provided with non-Federal funds are appropriate for the grantee event, and do not detract from the event’s purpose.

**13. May grantees provide meeting participants with the option of paying for food and beverages (e.g., could a grantee have boxed lunches provided at cost for participants)?**

Yes. Grantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

**Using Federal Grant Funds to Pay for Costs of Attending a Meeting or Conference Sponsored by ED or a Third Party**

**14. May grantees use Federal grant funds to pay for the cost of attending a meeting or conference?**

If attending a meeting or conference is necessary to achieve the goals and objectives of the grant, and if the expenses are reasonable (based on the grantee’s own policies and procedures, and State and local laws), Federal grant funds may be used to pay for travel expenses of grantee employees, consultants, or experts to attend a meeting or conference. To determine whether a meeting or conference is “necessary,” grantees should consider whether the goals and objectives of the grant can be achieved without the meeting or conference and whether there is an equally effective and more efficient way (in terms of time and money) to achieve the goals and objectives of the grant (see question #3). To determine whether the expenses are “reasonable,” grantees should consider how the costs (e.g., lodging, travel, registration fees) compare with other similar events and whether the public would view the expenses as a worthwhile use of Federal funds.

**15. What should a grantee consider when planning to use Federal grant funds for attending a meeting or conference?**

Among other considerations, grantees should consider how many people should attend a meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant. The grantee should also determine whether it is necessary to attend the entire meeting or conference, or whether attending only a portion of the meeting or conference is reasonable and necessary.

**16. What travel expenses may be paid for with Federal grant funds?**

Grantees may use Federal grant funds for travel expenses only to the extent such costs are reasonable and necessary and do not exceed charges normally allowed by the grantee in its regular operations consistent with its written travel policies. In the absence of an acceptable written policy regarding travel costs, grantees must follow the Federal travel and subsistence rates established by the General Services Administration. 48 CFR 31.205-46(a) (established under subchapter I of Chapter 57, Title 5, United States Code (“Travel and Subsistence Expenses; Mileage Allowances”). Federal grant funds may be used to pay expenses for transportation, per diem, and lodging if the costs are reasonable and necessary. Grantees should follow their own travel and per diem rules and costs when charging travel expenses to their Federal grant. As noted in the cost principles, grantees that do not have travel policies must follow:

...the rates and amounts established under subchapter I of Chapter 57, Title 5, United States Code (“Travel and Subsistence Expenses; Mileage Allowances”), or by the Administrator of General Services, or by the President (or his or her designee) pursuant to any provisions of such subchapter shall apply to travel under sponsored agreements (48 CFR 31.205-46(a)).

See 2 CFR Parts 220, 225, and 230.

**Questions Regarding the Allowable Use of Federal Grant Funds**

**17. What resources are available to help grantees determine whether costs associated with meetings and conferences are reasonable and necessary?**

Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the U.S. Office of Management and Budget’s Cost Principles for Federal grants that are set out at:

- 2 CFR Part 225 (OMB Circular A-87; State, Local, and Indian Tribal Governments), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml>);
- 2 CFR Part 220 (OMB Circular A-21; Educational Institutions), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>); and
- 2 CFR 230 (OMB Circular A-122; Non-Profit Organizations) (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml>).



**18. May Federal grant funds be used to pay for entertainment?**

Federal grant funds may not be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.

**19. Is it allowable for a person whose travel costs are being paid with Federal grant funds to attend a conference in Washington, DC, and lobby members of Congress while in town?**

Appropriated funds may not, except under very limited circumstances,<sup>1</sup> be used for expenses related to any activity designed to influence the enactment of legislation, appropriations, regulations, administrative actions, or Executive Orders proposed or pending before the Congress or the Administration. To the extent that a portion of time at a conference is spent on lobbying activities, costs associated with the lobbying, including transportation to and from Washington, DC, lodging, and per diem, may not be charged to the Federal grant. For example, if a meeting or conference lasts for two days and a visit to lobby a member of Congress requires an additional day of travel, 1/3 of all costs involved in attending the meeting or conference, including travel to and from Washington, DC, may not be charged to the grant.

**20. What are the consequences of using Federal grant funds on unallowable expenses?**

The Department may seek to recover any Federal grant funds identified, in an audit or through program monitoring, as having been used for unallowable costs, including unallowable conference expenses.

**21. Whom should grantees call if they have specific questions about the allowable use of Federal grant funds?**

Grantees are encouraged to contact their U.S. Department of Education program officer to discuss the allowable use of Federal grant funds, including the allowable use of Federal grant funds for meetings and conferences.

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<sup>1</sup> 2 CFR Part 230 (Cost Principles for Non-Profit Organizations), Appendix B., 25(b) and 2 CFR Part 220 (Cost Principles for Educational Institutions), 28(b).

## APPENDIX 9

### ADDITIONAL U.S. DEPARTMENT OF EDUCATION GUIDELINES FOR SUBGRANTEES MEMORANDUM

June 15, 2010

To: Recipients of grants and cooperative agreements

From: Thomas Skelly, Delegated to Perform Functions of Chief Financial Officer

Subject: Department of Education Cash Management Policies for Grants and Cooperative Agreements

The purpose of this memorandum is to remind the Department of Education's (the Department's) grant and cooperative agreement recipients (recipients) of existing cash management requirements regarding payments. The Department expects that recipients will ensure that subrecipients are also aware of these policies by forwarding a copy of this memorandum to them.

There are two different sets of payment requirements that apply to the draw of funds from recipient accounts at the Department. Payments to a State under programs covered by a State's Treasury State Agreement (TSA) are subject to the requirements of the *Cash Management Improvement Act of 1990 (CMIA)* as published in 31 United States Code 6503.

All other payments to States and all payments to other types of recipients are subject to the requirements in either 34 Code of Federal Regulation (CFR) Part 74, applicable to nongovernmental entities, or 34 CFR Part 80, applicable to State, local, and Indian tribal governments. These regulations are part of the Education Department General Administrative Regulations (EDGAR) and are available on the Web at [http://www.access.gpo.gov/nara/cfr/waisidx\\_08/34cfrvl\\_08.html](http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfrvl_08.html).

#### CMIA Requirements

States that draw funds under programs subject to the *CMIA* must draw funds as required under the TSA for the State. If a State draws funds under one of these programs to make payments to a subrecipient, the payment request to the Department should only be made at the request of the subrecipient, which must make draw requests to the State as required under the requirements in EDGAR, as described below.

#### EDGAR Requirements

Payments to States under programs not covered by the State's TSA and payments to other governments are subject to the requirements in Part 80 of EDGAR. These payment requirements also apply to all other types of recipients under Part 74 of EDGAR, which applies to nonprofit organizations, institutions of higher education, hospitals, and commercial organizations. States that draw funds on behalf of subrecipients under programs not covered by a TSA should remind subrecipients that they may only request funds from the State under the payment standards in Part 74 or Part 80, as applicable.

For any cash drawn from your program or project account at the Department:

- Recipients must minimize the time between the recipient's draw down of funds from its grant account at the Department and the time the recipient disburses those funds to payees via

electronic transfer, check redemption or other means of transfer. See 34 CFR 74.22(a) and 80.2l(b). Specifically, recipients may only draw funds to meet the immediate cash needs of the grant or cooperative agreement.

- For recipients subject to Part 74 of EDGAR, unless the conditions described in 34 CFR Part 74 Section 22(k) exist, these recipients must deposit advances of Federal funds in interest bearing accounts.
- Recipients subject to Part 74 of EDGAR must return to the U.S. Department of Health and Human Services (HHS) the interest earned on advances of grant funds except that the recipient may retain up to \$250 of interest earned on the account each year to pay for the costs of maintaining the account. These requirements also apply to subrecipients subject to Part 74 Section 22 (l) which requires these recipients and subrecipients to annually remit interest earned on advances of funds. The address for interest remittances to HHS is:

U.S. Department of Health and Human Services  
P.O. Box 6120  
Suite 1133  
Rockville, MD 20852

The remittance should be accompanied by a letter stating that the remittance is for "interest earned on Federal funds" and should include the DUNS number.

- Recipients subject to Part 80 of EDGAR must return to the Department the interest earned on advances of grant funds except that the recipient may retain up to \$100 of interest earned on the account each year to pay for the costs of maintaining the account. Section 80.2l(i) requires these recipients to promptly (at least quarterly) remit interest earned on advances to the Department. These requirements also apply to subrecipients subject to Part 80. The address for interest remittances to the Department is:

U.S. Department of Education  
P.O. Box 979053  
St. Louis, MO 63197-9000

The remittance should be accompanied by a letter stating that the remittance is for "interest earned on Federal funds" and should include the DUNS number.

- Recipients must use grant funds only for obligations incurred during the funding period.
- Recipients must distribute Federal funds to subrecipients only when requested by the subrecipient and as needed to pay program costs.

Recipients have other responsibilities regarding the use of Federal funds. We highlight the following practices related to the draw of Federal funds that are either required by EDGAR or will assist recipients in meeting their responsibilities under EDGAR.

- Recipients must regularly monitor the payment requests made by their subrecipients to ensure that those requests conform to the same payment requirements that apply to the recipient. See 34 CFR Part 80 Section 20(b)(7);
- Recipients must regularly monitor the fiscal activity of their subrecipients on a continuous basis and ensure that their subrecipients return interest earned;
- If expenditures under the program or project require the recipient's board or specified officials to approve expenditures, the recipient should obtain that approval before making the payment request for any expenditure, thus minimizing the period of time that funds remain in the recipient's bank account pending disbursement of the funds for expenditures under the program or project. See 34 CFR 74.21(b)(5) and 80.22(a); and
- Plan carefully for cash flows for your grant project and review projected cash requirements before each drawdown. See 34 CFR 74.21 and 74.22 or 80.20 and 80.21, as applicable.

Recipients that do not follow the cash management requirements applicable to their grants could be:

- Placed on a "cash-reimbursement" payment method, i.e., a recipient would have to pay for grant activities with its own money and submit documentation of the expenditures to the Department before receiving reimbursement from the Department;
- Designated a "high-risk" recipient under 34 CFR 74.14 or 80.12, as applicable, which may involve the imposition of conditions in addition to that of being placed on a reimbursement payment system;
- Subjected to further corrective action, including withholding of funds, suspension, and termination of the award. See 34 CFR 74.62 or 80.43, as applicable;
- Denied funding under future Department discretionary grant competitions. See 34 CFR Part 75 Section 217(d)(3)(ii); and
- Debarred or suspended under 34 CFR Part 85 from receiving future Federal awards from any executive agency of the Federal government.

A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override the general EDGAR cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose contact information is on your Grant Award Notification (GAN).

ED's Office of the Chief Financial Officer will provide ongoing outreach efforts regarding cash management and payment requirements, including supplementary webinars, URL links and Frequently Asked Question sheets.

Thank you for your attention to this matter. If you have any questions, please contact Cynthia Heath at (202) 245-8043 or [cvnthia.heath@ed.gov](mailto:cvnthia.heath@ed.gov)

## EDGAR Advisory to Grantees

The Education Department General Administrative Regulations (EDGAR) are a compilation of regulations applicable to ED grantees, composed of Parts 74-99 of Title 34 in the U.S. Government's Code of Federal Regulations (CFR). The CD-ROM of EDGAR distributed with Grant Award Notifications since early 2009 contains the version of Part 99 [Family Educational Rights and Privacy] issued by the Department in December 2008, as well as nonprocurement debarment and suspension regulations at Part 85, issued in 2003.

Last year, the Department published a revised version of Part 99, containing numerous amendments and updates, which was effective on January 3, 2012. The revised Part 99 will be formally codified in the CFR in the last half of 2012. In the meantime, grantees are directed to the version of the revised Part 99 that can currently be found online at the Government Printing Office's e-CFR website. The e-CFR is a regularly updated, unofficial, non-legal edition of the CFR, created in partnership with the Office of the Federal Register.

In addition, the Department revised its regulations for nonprocurement debarment and suspension in March, 2012. This revision removed Part 85 from EDGAR and relocated the nonprocurement debarment and suspension regulations to another Title of the CFR, specifically 2 CFR 3485.

The Department's website contains links to the e-CFR version of the revised EDGAR Part 99, all the other parts of EDGAR, and the new 2 CFR 3485 at:

<http://www2.ed.gov/policy/fundlreg/edgarReg/edgar.html>

Grantees wishing to review the background and discussion of the changes made to in the revised Part 99 can find a link for the Department's *Federal Register* issuing notice on at the same web page. The *Federal Register* notice updates the previous notice shown in Appendix B on the EDGAR CD-ROM and contains the name and contact information for the ED staff member who can respond to inquiries about the revised Part 99.

The web page also contains a link to the *Federal Register* notice that issued the new nonprocurement debarment and suspension regulations at 2 CFR 3485.

**SPECIAL CONDITIONS FOR DISCLOSING  
FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS**

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:

- 1) the percentage of the total costs of the program or project which will be financed with Federal money;
- 2) the dollar amount of Federal funds for the project or program; and
- 3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Division H, Title V, Section 505 of Public Law 113-76, Consolidated Appropriations Act, 2014

**PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE  
DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

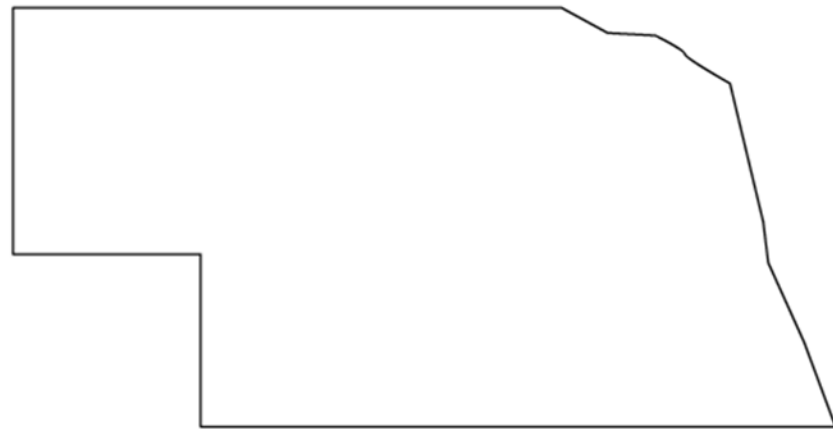
Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

12/2014

August  
2015

A Report by the  
Coordinating Commission  
for Postsecondary  
Education



***Delivering Courses Beyond  
Campus Walls***

**Off-campus and Distance Education  
at Nebraska Public Institutions  
2013-2014**



**Delivering Courses Beyond Campus Walls  
Off-campus and Distance Education at Nebraska Public Institutions  
2013-2014**

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# Delivering Courses Beyond Campus Walls

## Highlights of the Report

### 2013-2014

#### ***What is distance delivery?***

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

#### ***Which Nebraska public institutions offer courses at distance?***

- All six community colleges, the three state colleges, and the University of Nebraska campuses offer courses at distance (Table I). Institutions were instructed to report all courses offered at a location other than a main campus or a branch campus.
- Overall, the number of courses offered at distance increased by 12.7% from 2011-12 to 2013-14. All sectors also increased the number of courses offered from 2012-13 to 2013-14, although four individual institutions reported a decline.
  - Between 2012-13 and 2013-14, the university increased their offerings by 30% with each institution increasing the number of courses.
  - The state college offerings increased by 3.1% overall, with a decline at CSC between 2012-13 and 2013-14. However, between 2011-12 and 2013-14 CSC increased distance courses by 53%.

- The number of distance courses at the community colleges decreased by 2.3%. Three of the six colleges (MPCC, SCC, and WNCC) experienced increases.
  - At MPCC, SCC, and WNCC the increases came in traditionally-delivered courses.
  - The number of courses offered by traditional delivery at MCC appears high because the college has three education centers that are not considered branch campuses but enroll large numbers of students (Sarpy, Applied Technology-Irvington, and Fremont with adjacent Washington County Technology).

### ***What is the most popular method of delivery?***

- When the Commission first collected this information in the early 1990s, traditional delivery was the primary method of reaching students who could not be present on campus. Synchronous delivery consisted of a few two-way interactive video courses and asynchronous delivery was mainly pre-recorded audio and video courses.
- Today asynchronous delivery is the most popular delivery mechanism in all three sectors, while synchronous is the least-used.
- The popularity of asynchronous courses is illustrated in Graph I. Asynchronous delivery surpassed synchronous delivery in 2000-01 and traditional delivery in 2004-05. The apparent minimal decline between 2010-11 and 2011-12 may be due to a possible anomalous report from CCC in 2010-11. Had their 2010-11 figure been closer to previous years, the total for 2010-11 would have been smaller and there would have been a slight increase in 2011-12.
- The number of traditional delivery courses declined steadily from 2005-06 to 2009-10, but increased in 2010-11, dropped only slightly in 2011-12, and rose in each of the next two years. Like the asynchronous courses at CCC, the “bump” in 2010-11 may be attributable to an anomalous report that year by NECC.
- Some of the increase in asynchronous delivery and decline in traditional delivery might be attributed to institutional enrollment policies. Traditionally-delivered courses often have a minimum enrollment of 8 or 10 students to ensure that the majority of instructional costs are covered by tuition. Likewise, receive sites for synchronously delivered courses may have a required threshold of 2 or 3 students. If these numbers aren’t reached, the class or receive site

is cancelled. Asynchronous courses may have a much lower threshold, or even no threshold, resulting in fewer cancellations and, therefore, a higher number of course offerings.

- The community colleges are by far the largest users of synchronous delivery. While synchronous delivery is the least used overall, the large number at the community colleges is due, in part, to dual enrollment courses offered to high school students at their high school building. The ability of colleges to offer synchronous courses to K-12 schools was enhanced by the passage of LB1208 in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

### ***What courses are offered at distance?***

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

### ***How many students are served at distance?***

- In 1998-99, the first year the Commission collected enrollment data, there were 7,512 students (duplicated headcount<sup>1\*</sup>) enrolled in courses offered either synchronously or asynchronously. Over three times that many were served at distance by traditional delivery (Graph II).
- By 2005-06 the numbers had shifted dramatically as the delivery methods shifted—a trend that continues in 2013-14. The number of students enrolled in asynchronous courses increased from just over 4,400 in 1998 to 143,600 (duplicated headcount<sup>\*</sup>) in 2013-14.

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

- The total number of students served by some form of distance education was 198,910 (duplicated headcount\*) in 2013-14 (Table II). This figure is a 7.3% increase from 2012-13 due in part to an increase of almost 8,000 students in traditional delivery. This counteracts the decline of over 10,000 students between 2011-12 and 2012-13.
- The only sector decline occurred in the community colleges although in other sectors UNMC and CSC reported fewer students. Large declines occurred at CCC, MCC, and NECC. These are also the three community colleges that offered fewer distance opportunities (Table I).

### ***Are degrees or other awards available entirely by distance technology?***

- A variety of awards are available at distance, ranging from certificates at the community colleges to master's degrees at the university and state colleges and an EdD at UNL.
- In 2008-09 the number of awards approached 100. In 2011-12 189 awards were reported, and in 2012-13 there were 209 available using technology (Table III). A small number are available utilizing strictly traditional delivery, and a greater number are delivered with a combination of distance and traditional delivery. By far, the largest number are delivered entirely by some type of distance delivery technology. That number appears to have declined in 2013-14, but two institutions who reported in 2012-13 did not report this year. Had UNMC and CCC reported, the number of awards in 2013-14 would likely have exceeded 2012-13.
- The awards are made in numerous disciplines. The following highlights apply only to awards available entirely at distance in 2013-14.
  - The majority of the awards reported at UNL and UNK are master's degrees and although the disciplines vary, many are in education. UNL has eight teaching endorsements and UNK has seven. UNL also offers an EdD in education, Master of Engineering, Master of Applied Science, MBA, LLM, and 20 certificates. UNO's degrees consist of the BGS in 12 fields, an MS in criminal justice, and the master of public administration. UNK offers five baccalaureate degrees. UNL reports only one four-year degree because not all the general education courses are available at distance for most baccalaureate degrees, even though all the courses for the major are available.

- UNMC did not report this year, but in the past they offered a BSN, three BS degrees in radiologic science technology, a BS in clinical laboratory science, a masters in clinical perfusion, a masters for physician assistant, and two certificates.
- All of the state colleges offer the master of organizational management at distance and CSC and WSC offer the MBA. PSC has baccalaureate degrees in business, criminal justice, and psychology. CSC offers four baccalaureate degrees in four different fields. WSC provides the Education Specialist and MSE in school administration entirely at distance, while CSC and PSC offer masters in education.
- Of the four community colleges that reported the information in 2013-14, two offered their academic transfer program entirely at distance. Three offered a certificate, diploma, or degree in at least one area of business. All four offered some type of program related to allied health such as nursing or health information management. For some this was limited to medical billing and insurance coding, and some were offered with a combination of traditional and distance delivery. Awards in information technology and criminal justice are also common.

***Where are the distance courses offered?***

- Most asynchronous courses are available anywhere a student has access to a computer, including his or her home, work place, or on campus. Because students enrolled in asynchronous courses could be anywhere in the world, the Commission does not ask the institutions to report this information.
- Synchronous and traditionally-delivered courses were once offered in the majority of Nebraska counties, but this number has declined as the popularity of asynchronous courses has increased.
- Most synchronous courses require a location capable of receiving a live transmission from the campus. Many high schools and public buildings have this capability. Some institutions utilize this capability to offer college courses to high school students, especially after the passage of LB1208 in 2006 that was the impetus for the creation of a statewide network for distance education.

### ***How are high school students served?***

- The courses counted in this report are frequently offered for both high school and college credit and are usually called “dual enrollment” courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses.
- Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and are not reflected in the high school data.
- In 2011-12 there were 1,942 college courses offered to 14,515 high school students. In 2013-14 the number of courses offered increased slightly to 1,990, but the number of students served increased by more than 25%. (Table IV).
- All sectors increased the number of students served over the three years reported. There were some declines at individual institutions, most notably fewer students at WNCC. The university and community colleges increased the number of courses offered, while the state colleges reduced their course offerings significantly over 2011-12. This was due to a dramatic reduction by PSC between 2011-12 and 2012-13.
- As in 2012-13, the largest number of courses was reported by UNO (Graph III) as well as the largest number of students served (Graph IV). Much of UNO’s success can be attributed to a partnership between UNO and the Omaha area high schools by which UNO accepts Advanced Placement courses taught in high schools for college credit.
- MCC ranked second in both the number of courses and students served. This is expected since most high schools partner with community colleges for their dual enrollment courses.

NOTE: All data were self-reported by the institutions.  
Anomalies were investigated as time allowed.

**TABLE I**  
**Summary of Delivery Methods and Number of Courses**  
**2011-2014**

Institution	2011-12				2012-13				2013-14			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK	7	676	3	686	6	545	4	555	5	823	4	832
UNL	0	829	22	851	0	1,025	11	1,036	0	1,287	5	1,292
UNMC	105	243	0	348	99	254	0	353	101	449	0	550
UNO	0	649	574	1,223	1	730	623	1,354	0	936	677	1,613
NCTA	0	27	0	27	0	26	0	26	0	32	0	32
University Total	112	2,424	599	3,135	106	2,580	638	3,324	106	3,527	686	4,319
CSC	67	443	32	542	41	733	56	830	23	728	48	799
PSC	0	345	163	508	0	310	143	453	0	335	135	470
WSC	8	281	89	378	8	316	105	429	8	360	128	496
State College Total	75	1,069	284	1,428	49	1,359	304	1,712	31	1,423	311	1,765
CCC	149	878	399	1,426	148	842	306	1,296	139	578	284	1,001
MCC	21	1,898	1,432	3,351	59	1,855	1,343	3,257	132	1,751	1,335	3,218
MPCC	87	216	0	303	137	260	73	470	176	275	189	640
NECC	141	341	144	626	158	413	574	1,145	134	366	548	1,048
SCC	8	1,395	131	1,534	0	1,391	63	1,454	2	1,286	181	1,469
WNCC	85	153	278	516	88	135	133	356	52	84	285	421
Community College Total	491	4,881	2,384	7,756	590	4,896	2,492	7,978	635	4,340	2,822	7,797
Grand Total	678	8,374	3,267	12,319	745	8,835	3,434	13,014	772	9,290	3,819	13,881

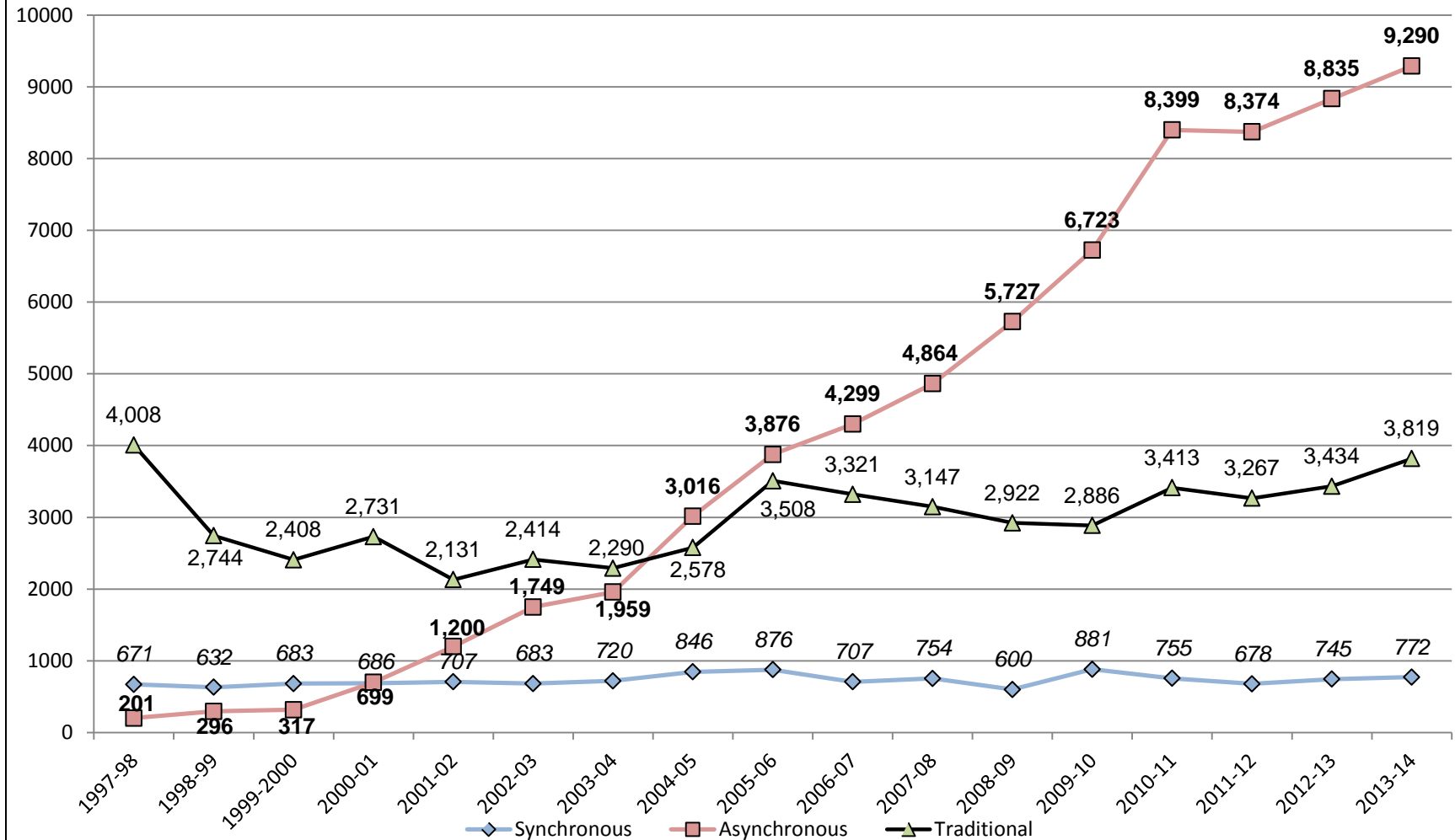
MCC's Traditional total includes courses offered at Sarpy Center, Applied Technology Center, Washington County Center, and Fremont Center

WNCC's Traditional total includes courses offered at Regional West Medical Center, Pine Ridge Job Corps, and at the Alliance & Sidney Centers



**GRAPH I**

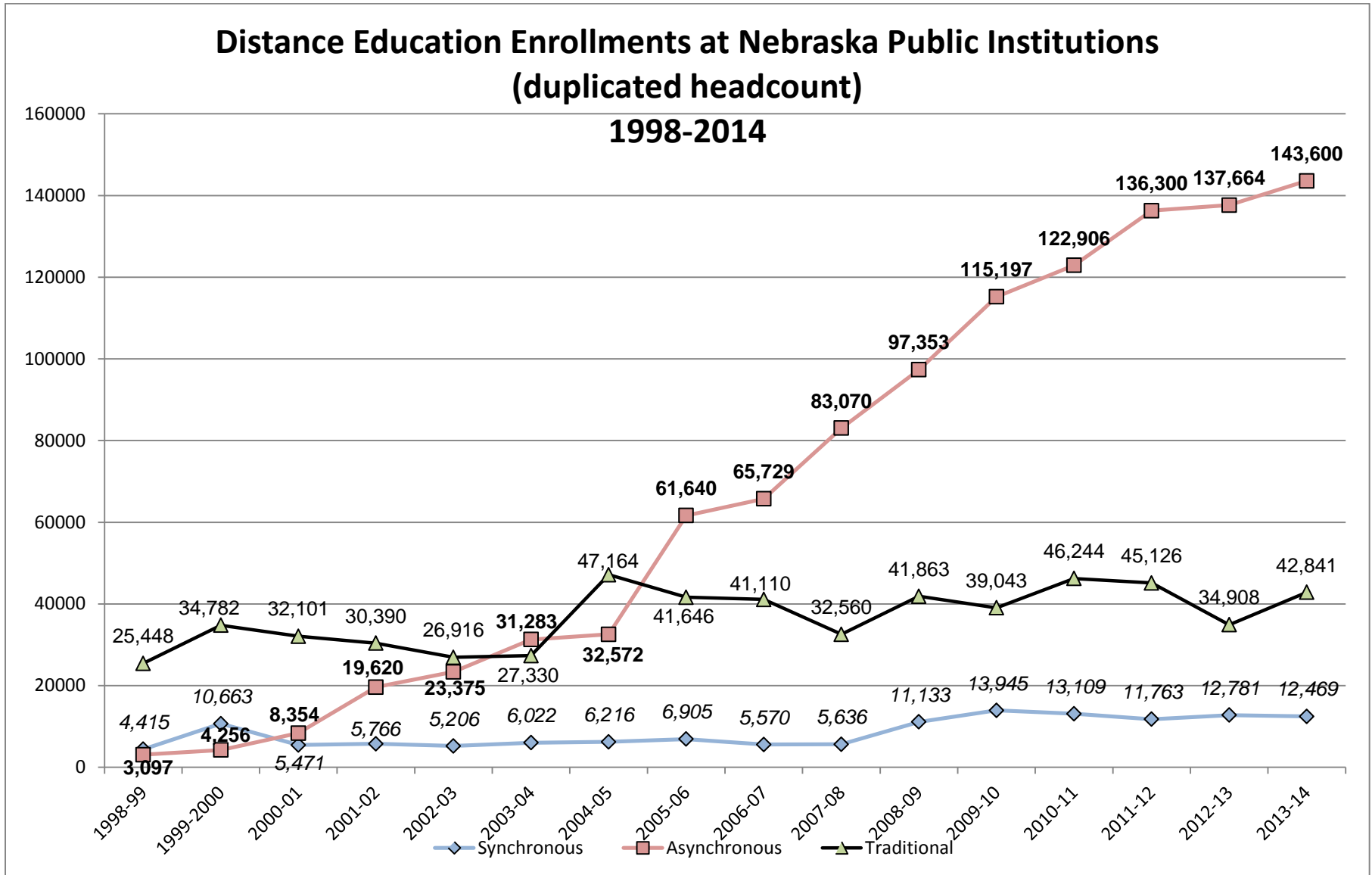
**Distance Education Courses Offered by Nebraska Public Institutions  
1997-2014**



**GRAPH II**

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

**1998-2014**



**TABLE II**  
**Estimate of the Number of Students Served by Nebraska Public Institutions by Distance Learning**  
**(duplicated headcount)**  
**2013-2014**

Institution/Sector	Synchronous*		Asynchronous	Sub-Total	Traditional	Grand Total
	Sending	Receiving				
UNK	101	16	13,140	13,257	29	13,286
UNL	0	0	21,446	21,446	90	21,536
UNMC	980	1,679	2,150	4,809	0	4,809
UNO	0	0	20,844	20,844	5,502	26,346
NCTA	0	0	399	399	0	399
University Total	1,081	1,695	57,979	60,755	5,621	66,376
CSC	182	214	10,837	11,233	482	11,715
PSC	0	0	7,346	7,346	1,711	9,057
WSC	101	13	4,450	4,564	1,349	5,913
State College Total	283	227	22,633	23,143	3,542	26,685
CCC	750	1,681	8,130	10,561	3,298	13,859
MCC	1,646	150	27,767	29,563	14,233	43,796
MPCC	1,404	1,041	3,429	5,874	1,240	7,114
NECC	998	824	5,207	7,029	4,072	11,101
SCC	0	18	17,346	17,364	1,640	19,004
WNCC	358	313	1,109	1,780	9,195	10,975
Community College Total	5,156	4,027	62,988	72,171	33,678	105,849
Grand Totals	6,520	5,949	143,600	156,069	42,841	198,910

\*The location from which instruction originates (i.e., the location of the teacher) is called the sending site.  
Receiving sites are the remote locations where students are participating in class by two-way audio-video.

**TABLE III**  
**Awards Available at Distance from Nebraska Public Institutions**  
**2012-2014**

Institution	2012-13			2013-14		
	Nontraditional	Traditional	Combination of Nontraditional & Traditional	Nontraditional	Traditional	Combination of Nontraditional & Traditional
UNK	26	0	1	36	0	1
UNL	33	0	0	68	0	7
UNMC	9	0	1	NR	NR	NR
UNO	11	0	20	14	0	20
NCTA	NR	NR	NR	NR	NR	NR
University Total	79	0	22	118	0	28
CSC	9	0	5	9	0	5
PSC	11	0	0	11	0	0
WSC	3	5	1	4	6	1
State College Total	23	5	6	24	6	6
CCC	55	0	0	NR	NR	NR
MCC	24	0	0	25	0	0
MPCC	NR	NR	NR	NR	NR	NR
NECC	14	11	19	14	11	19
SCC	12	0	0	2	0	10
WNCC	2	0	6	2	6	5
Community College Total	107	11	25	43	17	34
Grand Total	209	16	53	185	23	68

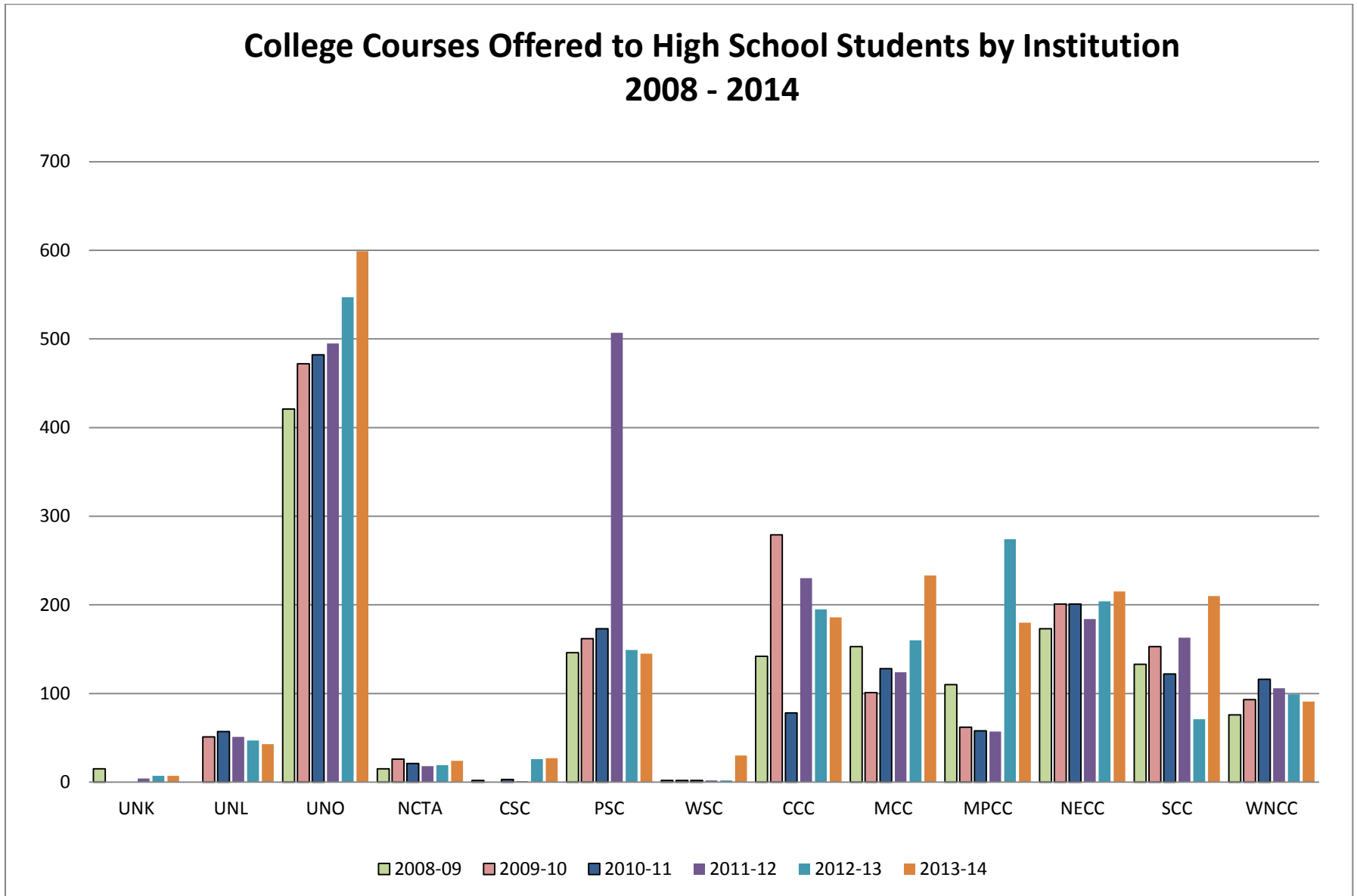
\*NR – Not Reported

**TABLE IV**  
**Summary of College Courses Offered to High School Students in Nebraska by Public Institution**  
**(duplicated headcount)**  
**2011-2014**

Institution	2011-12		2012-13		2013-14	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	4	105	7	95	7	73
UNL	51	203	47	235	43	174
UNMC	0	0	0	0	0	0
UNO	495	3,885	547	3,945	599	4,403
NCTA	18	133	19	139	24	139
University Total	568	4,326	620	4,414	673	4,789
CSC	1	9	26	241	27	325
PSC	507	1,748	149	1,889	145	1,959
WSC	2	10	2	27	30	294
State College Total	510	1,767	177	2,157	202	2,578
CCC	230	1,778	195	2,541	186	2,409
MCC	124	1,741	160	2,188	233	3,422
MPCC	57	358	274	1,724	180	970
NECC	184	1,652	204	1,479	215	1,586
SCC	163	2,013	71	781	210	1,920
WNCC	106	880	99	728	91	551
Community College Total	864	8,422	1,003	9,441	1,115	10,858
Grand Total	1,942	14,515	1,800	16,012	1,990	18,225

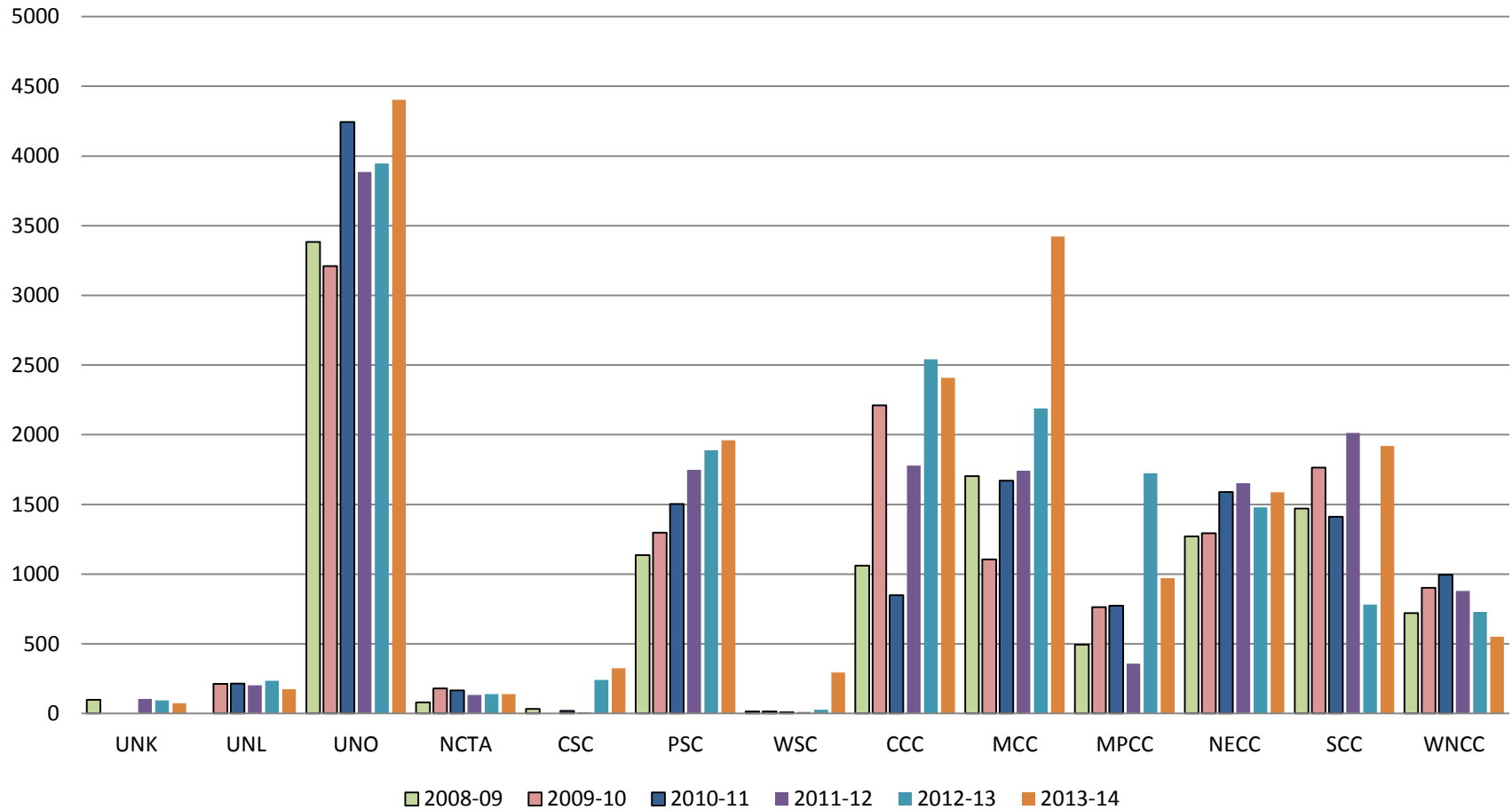
GRAPH III

### College Courses Offered to High School Students by Institution 2008 - 2014



GRAPH IV

### High School Students Participating in College Courses by Institution 2008 - 2014



**Nebraska Institutions Approved for Participation in SARA  
(State Authorization Reciprocity Agreements)  
as of August 12, 2015**

**Western Nebraska Community College – Scottsbluff**

- 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 1988; current accreditation to be reaffirmed in 2019-20.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 1,664 full time equivalent students
- Approved by CCPE Executive Director on July 2, 2015
- Approved by the National Council of SARA on July 13, 2015

**Southeast Community College – Lincoln, Beatrice, Milford**

- 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 1983; current accreditation to be reaffirmed in 2022-23.
- U.S. Department of Education composite financial score is not used for public institutions
- Enrollment: 8,244 full time equivalent students
- Approved by CCPE Executive Director on August 12, 2015
- Approval by the National Council of SARA pending



**Previously approved institutions (18)**

**Renewed by CCPE\***

<b>Bellevue University – Bellevue</b>	<b>7-7-15</b>
<b>Bryan College of Health Sciences – Lincoln</b>	<b>8-10-15</b>
<b>Central Community College – Grand Island, Columbus, Hastings</b>	<b>7-16-15</b>
<b>Chadron State College -- Chadron</b>	
<b>Clarkson College – Omaha</b>	
<b>College of Saint Mary – Omaha</b>	
<b>Concordia University, Nebraska – Seward</b>	
<b>Creighton University – Omaha</b>	<b>7-20-15</b>
<b>Metropolitan Community College – Omaha</b>	<b>7-31-15</b>
<b>Mid-Plains Community College – North Platte and McCook</b>	
<b>Nebraska Methodist College – Omaha</b>	<b>7-16-15</b>
<b>Northeast Community College – Norfolk</b>	<b>7-20-15</b>
<b>Peru State College – Peru</b>	<b>7-31-15</b>
<b>University of Nebraska at Kearney</b>	
<b>University of Nebraska – Lincoln</b>	
<b>University of Nebraska Medical Center</b>	
<b>University of Nebraska at Omaha</b>	
<b>Wayne State College – Wayne</b>	<b>7-29-15</b>

\*Annual renewal is required by NC-SARA and must take place within 90 days prior to the expiration date.

\*\*\*\*\*

**National SARA update**

28 states are now participating. The most recent states to join SARA are Arkansas, Illinois, Oklahoma, and Tennessee.

## Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska Reports Received April 2015 – July 2015

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Under legislation passed in 2011, institutions were required to seek a recurrent authorization by December 31, 2011. The documents were reviewed by the Commission during the last part of 2011 and the first few months of 2012. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of the annual reports submitted April - July, 2015. No action is required.

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Embry-Riddle Aeronautical University (Original approval prior to 1992)	Aviation Maintenance	AS	2		128	
	Aeronautics	BS	51	12		
	Aviation Business Admin	BS	2			
	Aviation Maintenance	BS	13			
	Professional Aeronautics	BS	1			
	Tech Mgmt Eng Sci	BS	1			
	Tech Mgmt Mgmt Info Sys	BS	1			
	Tech Mgmt Occ Safety Health	BS	1			
	Tech Mgmt Project Mgmt	BS	2			
	Technical Management	BS	5	1		
	Airport Plan Des Dev	Grad Cert	1			
	Aviation Maint Tech Pt 65	Under Grad Cert	2	1		
	Aeronautical Science	MS	39	6		
	Log & Supply Chain Mgmt	MS	1			
	Management	MS	2	1		
Project Management	MS	3	1			
Non-Degree Seeking	N/A	1				
University of South Dakota (Original approval 4/25/2013)	Reading Recovery Courses	N/A	8	8	8	
	Speech-Language Pathology	MA	0	0		
	Missouri River Institute Course	N/A	0	0		

\*on date of report

\*\*for most recent year

## **INFORMATION ITEMS**

### A. Discontinued Programs

1. CCC – Commercial Horticulture
2. UNO – Early Childhood Auditory Oral Education for the Deaf/Hard of Hearing  
(graduate certificate)
3. UNK – Science Education (MSE)
4. NCTA – Horticulture

### B. Program Name Change

1. CCC – Agribusiness to *Agricultural Sciences* (beginning 7/1/16)

# University of Nebraska Medical Center

*2015 Peer Group*

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Committee Draft – To Be Approved by the Commission August 20, 2015





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*The 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.*

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## **Purpose for Developing Peer Groups**

Neb. Rev. Stat. § 85-1413(5)(g) requires that Nebraska's Coordinating Commission for Postsecondary Education establish peer groups for public institutions in Nebraska. The *Comprehensive Statewide Plan for Postsecondary Education* further defines the Commission's purpose for establishing peer groups for Nebraska public colleges and universities as follows:

### **Peer Groups**

A peer institution is one that is representative of the institution to which it is compared. The Commission is required by statute to identify peer institutions for each public postsecondary education institution in the state. The Commission reviews and compares several characteristics of institutions, such as (size) and program offerings, in identifying peers. Peer groups are used for budget and program review, as well as for other comparisons that will aid in Commission decision making. The Commission's purpose for the use of peer groups does not include influencing the collective bargaining process.

New peer groups for Nebraska's Community Colleges and State Colleges were approved by the Commission in 2014. Selection of peer groups for the four University of Nebraska campuses was last conducted in 1993. Since institutions can change over time, the Commission deems it necessary to develop updated peer groups for each University of Nebraska campus. The peer groups will be used by the Commission during program reviews, budget recommendations, tuition and fees comparisons, and facility analyses.

For the Commission's purposes, *peer institutions* are defined as institutions sufficiently similar in mission, programs, size, students, wealth, etc., and are used to establish basic central tendencies. *Aspirational institutions* in some ways excel the target institution, which would like to emulate the aspirational institutions' accomplishments and set similar goals.<sup>1</sup> Commission peers will not include aspirational institutions.

The Coordinating Commission worked closely with the University of Nebraska to develop a satisfactory list of peers for UNMC. The Commission submitted multiple peer groups proposals, to which the University responded with suggestions for altering several criteria. After further research and consideration, the Commission adjusted its criteria and ranges to incorporate much of the University's recommended modifications. The following report details the process by which the Coordinating Commission developed its final peer group for the University of Nebraska Medical Center (UNMC).

---

<sup>1</sup> Kent Halstead, *Higher Education Revenues and Expenditures: A Study of Institutional Costs*, May 1991.

## **Evaluation Process**

### **Data Sources**

Unless noted otherwise, data collected by the Integrated Postsecondary Education Data System (IPEDS) in 2013-2014 (for the 2012-2013 academic year and fall 2013 semester) served as the primary source of data during the Commission's evaluation process. To obtain a more accurate snapshot of the degrees granted at each institution, the Commission analyzed the average number of completions within various health sciences programs and by award level over three academic years (2010-2011, 2011-2012, and 2012-2013).

### **Initial Cohort**

The Commission identified the following fundamental criteria to develop an initial list of 705 potential peer candidates:

- Reported to IPEDS in 2013-14 (number of institutions remaining: 7,764)
- Within United States (7,595)
- Under public control (2,011)
- Classified as "Public, 4-year or above" in IPEDS (706)
- Removal of UNMC from cohort (705)

Identifying peers for academic health sciences institutions such as UNMC is more complex than for most institutions because of administrative and data reporting complexities. While it has some instructional sites outside of Omaha, UNMC is one of the few public academic health sciences centers in the United States that is located at a distinct physical campus with an independent administration – i.e., it is not collocated with UNO or UNL. At most public institutions, such as the University of Iowa and the University of Illinois - Chicago, academic health sciences programs are physically located on a larger campus alongside other academic colleges and schools.

The administrative complexity is manifest in federal data collection and reporting. To maintain consistency, the Commission evaluated only the institutions and campuses reporting to IPEDS. IPEDS requires multi-campus systems to report separately each campus maintaining its own Program Participation Agreement (PPA) with the U.S. Department of Education, which is required for participation in Title IV student aid programs such as Pell Grants and federal student loans. Unlike UNMC, most academic health centers do not have separate PPAs, so their federally required data – enrollment, completions, financial, human resources, etc. – are combined with all data from the parent campus. In other words, data that are reported separately for UNMC and UNL are combined in the University of Iowa's IPEDS submissions.

The Commission addressed the challenges posed by different IPEDS reporting methods in two ways. First, the Commission identified institutions similar to UNMC by using IPEDS data to assess health sciences program mixes of nursing, medicine, pharmacy, and dentistry. Second, the Commission supplemented IPEDS data with data on National Institutes of Health (NIH) research funding, which, in contrast to IPEDS, is often reported separately for academic health sciences centers and parent campuses.



## Threshold Approach

Focusing on variables reflecting UNMC's essential institutional characteristics, the Commission adopted a threshold approach to reduce the number of potential peer candidates. Those institutions not matching on identified important categorical criteria or falling outside Commission-established parameters for numeric variables were withdrawn, at least temporarily, from consideration.

Outcome variables such as graduation rates and retention rates were not included in the Commission's analysis. Focusing instead on criteria affecting these outcomes, the Commission began screening institutions using the following variables:

### Institution grants a medical degree

UNMC: Yes

CCPE criteria: Yes

*Number of institutions remaining: 102*

Due to equipment, faculty, and administrative costs, advanced medical degrees are among the most expensive programs for institutions to offer and often result in substantial tuition and fees for students. As an academic health sciences center, UNMC should naturally be grouped with other institutions granting medical degrees as defined by IPEDS (listed below).

- Medicine (M.D.)
- Dentistry (D.D.S., D.M.D.)
- Osteopathic Medicine (D.O.)
- Veterinary Medicine (D.V.M.)

### Institution grants nursing degrees (CIP 51.38)

UNMC: Yes

CCPE criteria: Yes

*Number of institutions remaining: 77*

### Institution grants graduate nursing degrees (CIP 51.38)

UNMC: Yes

CCPE criteria: Yes

*Number of institutions remaining: 74*

Because a significant portion of the degrees granted at UNMC are in nursing (47% over the last three years), the Commission ensured UNMC's potential peers grant degrees in nursing as well, both at the undergraduate and graduate levels.

### Institution grants doctoral degrees in medicine (M.D.) and pharmacy (Pharm.D.)

UNMC: Yes

CCPE criteria: Yes

*Number of institutions remaining: 34*

After selecting institutions granting medical degrees earlier in the process, the Commission identified institutions with similar health sciences program mixes and faculty research focuses

by narrowing its criteria to include institutions that, like UNMC, offer doctoral degrees in both medicine and pharmacy.

*Revisions:* The Commission initially removed from consideration institutions that do not offer doctoral degrees in dentistry. However, the University asserted that the presence or absence of dental schools is not integral for selecting UNMC's peers because dental schools typically do not contribute substantially to an institution's research portfolio, so the Commission removed this criterion.

During its final peer proposal revision, the Commission ensured UNMC's potential peers grant doctoral degrees in pharmacy because UNMC's College of Pharmacy is ranked among the top pharmacy schools in the nation for NIH research grants and funding per faculty.

#### National Institutes of Health (NIH) health sciences school research funding<sup>2</sup>

**UNMC: \$56,089,670**

CCPE criteria: \$25 million - \$140 million

*Number of institutions remaining: 21*

While renowned for its highly ranked primary care program, UNMC also conducts a sizeable amount of research. The Commission set a range of expenditures to ensure UNMC's potential peers share a similar focus on health sciences research.

*Revisions:* The Commission initially used medical school research expenditure data collected by the National Science Foundation to determine institutions with similar medical research emphases. However, after considering the University's recommendation, the Commission elected to utilize NIH research funding because an institution's ability to receive these highly competitive awards is more indicative of its medical research focus, output, and prestige. To obtain a more accurate picture of the NIH-funded health sciences research at each institution, the Commission only considered grants classified by NIH as health sciences school research, excluding veterinary medicine. For further explanation, see Appendix B.

#### **Adding Institutions to Cohort**

At the conclusion of the threshold approach, the Commission had narrowed the number of potential peer candidates to 21 institutions. Although each institution removed during the process was initially eliminated because it did not match a particular Commission-identified criterion, it may have been dissimilar on several additional variables. Conversely, there were 26 institutions excluded from consideration that failed to match on only a single criterion. In reevaluating these institutions, the Commission did not find any institutions to be similar enough to add back into its cohort. For a complete list detailing where each institution that grants a medical degree did or did not match Commission-established criteria or criteria ranges, see Appendix C.

---

<sup>2</sup> Blue Ridge Institute for Medical Research: [http://www.brimr.org/NIH\\_Awards/2014/NIH\\_Awards\\_2014.htm](http://www.brimr.org/NIH_Awards/2014/NIH_Awards_2014.htm)

*Table 1: Threshold Approach Summary*

Variable	Criteria	Remaining N
1. Institution grants a medical degree	Yes	102
2. Institution grants nursing degrees (CIP 51.38)	Yes	77
3. Institution grants graduate nursing degrees (CIP 51.38)	Yes	74
4. Institution grants doctoral degrees in medicine (M.D.) and pharmacy (Pharm.D.)	Yes	34
5. NIH health sciences school research funding	\$25m - \$140m	21
6. Institutions added to cohort		+0

### University-selected Peers

Throughout the process, the Commission paid particular attention to the peers chosen for UNMC by the University of Nebraska. The following University-selected peers were removed during the threshold approach. For a complete list detailing where each institution that grants a medical degree did or did not match Commission-established criteria or criteria ranges, see Appendix C.

*Table 2: University-Selected Peers Removed from Consideration during Threshold Approach*

Institution	Disqualifying characteristics:
University of Colorado Denver	1. NIH health sciences school research funding = \$186,311,356 (UNMC = \$56,089,670)
University of Minnesota-Twin Cities	1. NIH health sciences school research funding = \$206,167,672 (UNMC = \$56,089,670)

### Individual Institution Analyses

Having reduced the number of potential peer candidates to 21 institutions, the Commission replaced the threshold approach with a more individualized assessment, examining and comparing the attributes of each remaining institution with UNMC one by one to find the most suitable peers. The Commission reduced the number of remaining peer candidates from 21 to 18 final institutions (10 peers, two alternates, six replacements). The institutions detailed in Table 3 were removed before the Commission proceeded to evaluate the final 18 institutions.

*Table 3: Institutions Removed from Consideration during Individual Institution Analyses*

<b>Institution</b>	<b>Disqualifying characteristics:</b>
<b>Temple University</b> Philadelphia, Pennsylvania	1. Rather than public or private school classification, Temple University is one of four “state-related” institutions in Pennsylvania, meaning it receives public funding but is governed by an independent board of trustees
<b>University of Illinois at Chicago*</b> Chicago, Illinois	1. Houses largest public medical school in the country, granting an average of 290 doctoral degrees in medicine over the last three years (UNMC = 119 per year)
<b>Wayne State University</b> Detroit, Michigan	1. Houses third largest public medical school in the country, granting an average of 280 doctoral degrees in medicine over the last three years (UNMC = 119 per year)
*Designated as a peer of UNMC by the University of Nebraska	

After a series of internal meetings involving considerable discussion and deliberation, the Commission selected the 10 institutions outlined in Table 4 as proposed peers.

*Table 4: Proposed Peers*

<b>Institution</b>	<b>City</b>	<b>State</b>
<b>Medical University of South Carolina</b>	Charleston	South Carolina
<b>Ohio State University-Main Campus*</b>	Columbus	Ohio
<b>University of Arizona</b>	Tucson	Arizona
<b>University of Connecticut</b>	Storrs/Farmington	Connecticut
<b>University of Iowa*</b>	Iowa City	Iowa
<b>University of Kansas*</b>	Lawrence/Kansas City	Kansas
<b>University of Kentucky*</b>	Lexington	Kentucky
<b>University of Tennessee-Knoxville*</b>	Knoxville/Memphis	Tennessee
<b>University of Utah</b>	Salt Lake City	Utah
<b>Virginia Commonwealth University</b>	Richmond	Virginia
*Designated as a peer of UNMC by the University of Nebraska		

The Commission proposed the two institutions listed in Table 5 to serve as alternates for UNMC, potentially replacing one of the above peers should it evolve to become substantially dissimilar from UNMC in the future.

<i>Table 5: Proposed Alternates</i>	
<b>Institution</b>	<b>Disqualifying characteristics:</b>
<b>University of Oklahoma-Health Sciences Center*</b> Oklahoma City, Oklahoma	1. Conducts small degree of NIH-funded research in pharmacy (\$656,764) (UNMC = \$5,092,103)  2. Conducts no NIH-funded research in nursing (UNMC = \$ 1,827,951)
<b>University of New Mexico-Main Campus</b> Albuquerque, New Mexico	1. Small medical program (three-year average of 69 doctoral degrees in medicine) (UNMC = 119)  2. Conducts no NIH-funded research in nursing (UNMC = \$ 1,827,951)
*Designated as a peer of UNMC by the University of Nebraska	

The Commission also offered the six institutions shown in Table 6 for potential replacement of the above peers and/or alternates. Although these institutions were not removed during the threshold approach, the Commission, for a number of reasons, considers these institutions more dissimilar from UNMC in comparison to the proposed peers and alternates.

<i>Table 6: Potential Replacements</i>	
<b>Institution</b>	<b>Disqualifying characteristics:</b>
<b>University at Buffalo</b> Buffalo, New York	1. Small nursing program (three-year average of 185 graduates) (UNMC = 485)  2. Conducts no NIH-funded research in nursing (UNMC = \$ 1,827,951)
<b>University of Arkansas for Medical Sciences</b> Little Rock, Arkansas	1. Conducts small degree of NIH-funded health sciences school research (\$27,494,306) (UNMC = \$56,089,670)  2. Conducts small degree of NIH-funded research in pharmacy (\$963,245) (UNMC = \$5,092,103)  3. Conducts no NIH-funded research in nursing (UNMC = \$ 1,827,951)

<b>University of Cincinnati-Main Campus</b> Cincinnati, Ohio	1. Large nursing program (three-year average of 850 graduates) (UNMC = 485)  2. Conducts small degree of NIH-funded research in pharmacy (\$76,930) (UNMC = \$5,092,103)  3. Conducts no NIH-funded research in nursing (UNMC = \$ 1,827,951)
<b>University of Florida</b> Gainesville, Florida	1. Large pharmacy program (three-year average of 457 graduates) (UNMC = 63)
<b>University of Maryland-Baltimore</b> Baltimore, Maryland	1. Conducts large degree of NIH-funded health sciences school research (\$137,271,322) (UNMC = \$56,089,670)  2. Large nursing program (three-year average of 635 graduates) (UNMC = 485)
<b>University of South Carolina-Columbia</b> Columbia, South Carolina	1. Conducts small degree of NIH-funded health sciences school research (\$26,654,71) (UNMC = \$56,089,670)  2. Small medical program (three-year average of 80 doctoral degrees in medicine) (UNMC = 119)

### **Institutional Feedback**

After selecting its final proposed peers, alternates, and potential replacements for UNMC, the Commission sent its report to the University of Nebraska for its review. If the University of Nebraska had concerns with the peers or alternates selected by the Commission, it had the opportunity to make recommendations, contingent on sufficient rationale, for modifications by substituting of one or more of the proposed peers or alternates with one or more of the alternates, potential replacement institutions, and/or institutions not originally included on the proposed list of 18 institutions.

The University of Nebraska reported no substantive concerns with the Commission's final proposed peers for UNMC.

### **Suitability Over Time**

The Commission has implemented a five-year evaluation process to ensure the peer group for UNMC remains suitable over time. In 2020, the Commission will verify the suitability of the peer groups and make modifications if warranted. Prior to any changes, the Commission will distribute the modified list to the University for its review and recommendations. Additionally, if

the University identifies a peer that is no longer viable, it may contact the Commission to ask for a review of the peer group. If the University or Commission identifies no changes, the peer groups will remain valid until 2025, when the Commission will generate new peer groups for the University of Nebraska.

<i>Table 7: Final Peer Group for UNMC</i>		
<b>Institution</b>	<b>City</b>	<b>State</b>
<i>Peers</i>		
<b>Medical University of South Carolina</b>	Charleston	South Carolina
<b>Ohio State University-Main Campus*</b>	Columbus	Ohio
<b>University of Arizona</b>	Tucson	Arizona
<b>University of Connecticut</b>	Storrs/Farmington	Connecticut
<b>University of Iowa*</b>	Iowa City	Iowa
<b>University of Kansas*</b>	Lawrence/Kansas City	Kansas
<b>University of Kentucky*</b>	Lexington	Kentucky
<b>University of Tennessee-Knoxville*</b>	Knoxville/Memphis	Tennessee
<b>University of Utah</b>	Salt Lake City	Utah
<b>Virginia Commonwealth University</b>	Richmond	Virginia
<i>Alternates</i>		
<b>University of Oklahoma-Health Sciences Center*</b>	Oklahoma City	Oklahoma
<b>University of New Mexico-Main Campus</b>	Albuquerque	New Mexico
*Designated as a peer of UNMC by the University of Nebraska		

# Appendix A - NIH Health Sciences School Research

In 2014, the NIH classified its grants within 30 broad research disciplines. The Commission used the sum of the 6 categories highlighted in yellow below to derive a health sciences school funding total for identifying institutions conducting comparable research.

BIOMED ENGR/COL ENGR/ENGR STA
COLLEGES OF PODIATRIC MEDICINE
COMPUTER CENTER
EARTH SCIENCES/RESOURCES
GRADUATE SCHOOLS
HOSPITALS
MUSEUMS
ORGANIZED RESEARCH UNITS
OTHER SPECIALIZED SCHOOLS
PRIMATE CENTERS
SCH ALLIED HEALTH PROFESSIONS
SCH OF BUSINESS/PUBLIC ADMIN
SCH OF HOME ECON/HUMAN ECOLOGY
SCHOOLS OF ARTS AND SCIENCES
SCHOOLS OF CHIROPRACTIC
SCHOOLS OF DENTISTRY/ORAL HYGN
SCHOOLS OF EDUCATION
SCHOOLS OF LAW OR CRIMINOLOGY
SCHOOLS OF LIBRARY SCIENCE
SCHOOLS OF MEDICINE
SCHOOLS OF NURSING
SCHOOLS OF NUTRITION
SCHOOLS OF OPTOMETRY/OPHT TECH
SCHOOLS OF OSTEOPATHIC MEDICINE
SCHOOLS OF PHARMACY
SCHOOLS OF PUBLIC HEALTH
SCHOOLS OF SOCIAL WELFARE/WORK
SCHOOLS OF VETERINARY MEDICINE
UNAVAILABLE
UNIVERSITY-WIDE



## Appendix B - Threshold Approach Criteria

x = not matching on CCPE-defined criteria

<b>institution name</b> <b>red:</b> chosen by university as peer of UNMC	<b>City</b>	<b>State</b>	<b>Grants nursing degrees</b>	<b>Grants graduate nursing degrees</b>	<b>Grants MD</b>	<b>Grants PharmD</b>	<b>NIH funding = \$25m - \$140m</b>	<b>CUTS</b>
Auburn University	Auburn University	Alabama			x		x	2
University of Alabama at Birmingham	Birmingham	Alabama				x	x	2
University of South Alabama	Mobile	Alabama				x	x	2
University of Arizona	Tucson	Arizona						0
University of Arkansas for Medical Sciences	Little Rock	Arkansas						0
University of California-Davis	Davis	California				x		1
University of California-Irvine	Irvine	California				x	x	2
University of California-Los Angeles	Los Angeles	California				x	x	2
University of California-San Diego	La Jolla	California	x	x			x	3
University of California-San Francisco	San Francisco	California					x	1
Colorado State University-Fort Collins	Fort Collins	Colorado	x	x	x	x	x	5
University of Colorado Denver	Denver	Colorado					x	1
University of Connecticut	Storrs	Connecticut						0
Florida International University	Miami	Florida				x	x	2
Florida State University	Tallahassee	Florida				x	x	2
University of Central Florida	Orlando	Florida				x	x	2
University of Florida	Gainesville	Florida						0
University of South Florida-Main Campus	Tampa	Florida				x		1
Georgia Regents University	Augusta	Georgia				x		1
University of Georgia	Athens	Georgia	x	x	x		x	4
University of Hawaii at Manoa	Honolulu	Hawaii				x	x	2
University of Idaho	Moscow	Idaho	x	x	x	x	x	5
Southern Illinois University-Carbondale	Carbondale	Illinois	x	x		x	x	4
Southern Illinois University-Edwardsville	Edwardsville	Illinois			x		x	2
University of Illinois at Chicago	Chicago	Illinois						0
University of Illinois at Urbana-Champaign	Champaign	Illinois	x	x	x	x	x	5
Indiana University-Purdue University-Indianapolis	Indianapolis	Indiana				x		1
Purdue University-Main Campus	West Lafayette	Indiana			x		x	2
Iowa State University	Ames	Iowa	x	x	x	x	x	5
University of Iowa	Iowa City	Iowa						0
Kansas State University	Manhattan	Kansas	x	x	x	x	x	5
University of Kansas	Lawrence	Kansas						0
University of Kentucky	Lexington	Kentucky						0
University of Louisville	Louisville	Kentucky				x		1
Louisiana State University and Agricultural & Mechanical College	Baton Rouge	Louisiana	x	x	x	x	x	5
Louisiana State University Health Sciences Center-New Orleans	New Orleans	Louisiana				x	x	2
Louisiana State University Health Sciences Center-Shreveport	Shreveport	Louisiana	x	x		x	x	4
University of Maryland-Baltimore	Baltimore	Maryland						0
University of Maryland-College Park	College Park	Maryland	x	x	x	x	x	5
University of Massachusetts Medical School Worcester	Worcester	Massachusetts				x		1
Michigan State University	East Lansing	Michigan				x	x	2
Oakland University	Rochester Hills	Michigan			x	x	x	3
University of Michigan-Ann Arbor	Ann Arbor	Michigan					x	1
Wayne State University	Detroit	Michigan						0
University of Minnesota-Duluth	Duluth	Minnesota	x	x	x	x	x	5
University of Minnesota-Twin Cities	Minneapolis	Minnesota					x	1
Mississippi State University	Mississippi State	Mississippi	x	x	x	x	x	5
University of Mississippi Medical Center	Jackson	Mississippi				x	x	2

## Appendix B - Threshold Approach Criteria

x = not matching on CCPE-defined criteria

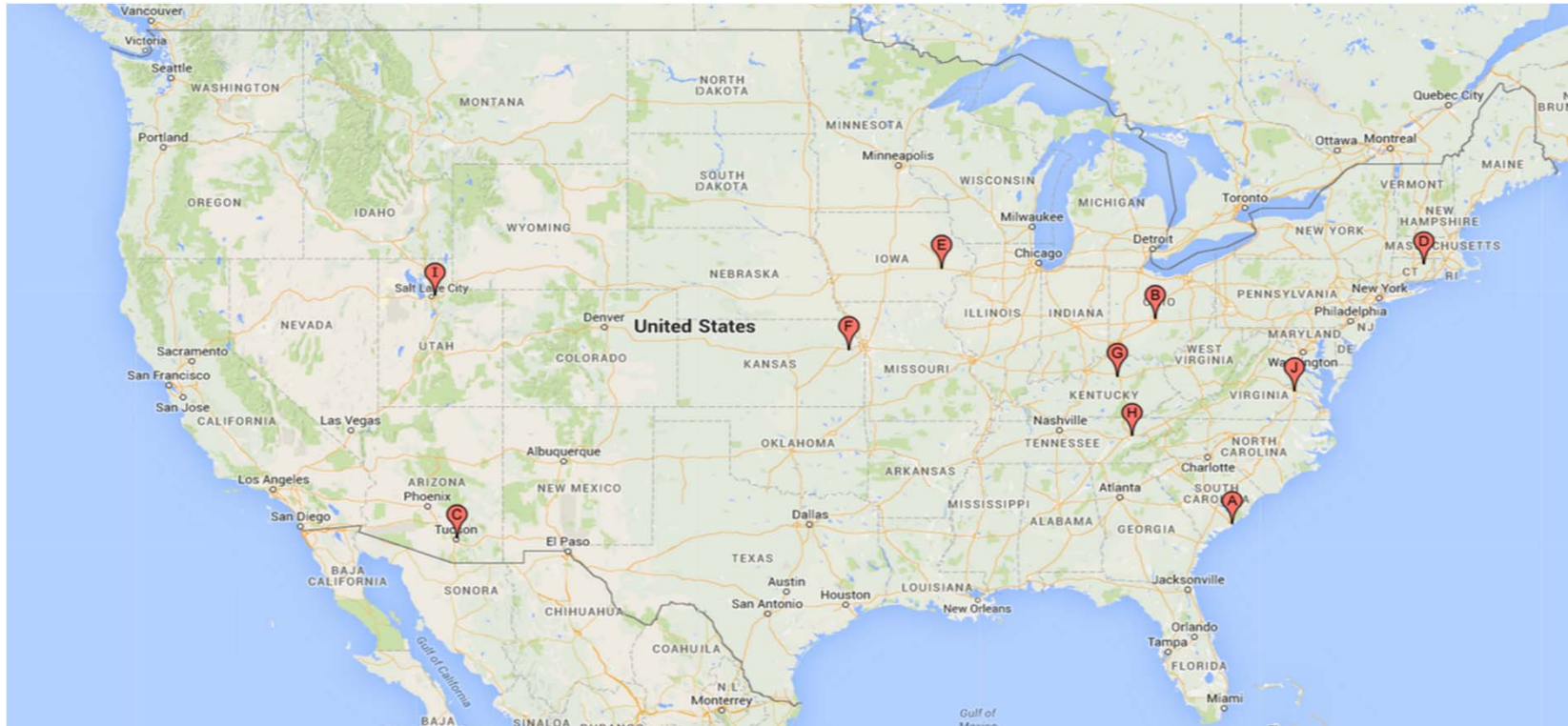
<u>institution name</u> red: chosen by university as peer of UNMC	City	State	Grants nursing degrees	Grants graduate nursing degrees	Grants MD	Grants PharmD	NIH funding = \$25m - \$140m	CUTS
University of Missouri-Columbia	Columbia	Missouri				x	x	2
University of Missouri-Kansas City	Kansas City	Missouri					x	1
University of Nebraska Medical Center	Omaha	Nebraska						0
University of Nevada-Las Vegas	Las Vegas	Nevada			x	x	x	3
University of Nevada-Reno	Reno	Nevada				x	x	2
University of Medicine and Dentistry of New Jersey	Newark	New Jersey				x	x	2
University of New Mexico-Main Campus	Albuquerque	New Mexico						0
Stony Brook University	Stony Brook	New York				x		1
SUNY Downstate Medical Center	Brooklyn	New York				x	x	2
University at Buffalo	Buffalo	New York						0
Upstate Medical University	Syracuse	New York				x	x	2
East Carolina University	Greenville	North Carolina				x	x	2
North Carolina State University at Raleigh	Raleigh	North Carolina	x	x	x	x	x	5
University of North Carolina at Chapel Hill	Chapel Hill	North Carolina					x	1
University of North Dakota	Grand Forks	North Dakota				x	x	2
Northeast Ohio Medical University	Rootstown	Ohio	x	x			x	3
Ohio State University-Main Campus	Columbus	Ohio						0
Ohio University-Main Campus	Athens	Ohio			x	x	x	3
University of Cincinnati-Main Campus	Cincinnati	Ohio						0
University of Toledo	Toledo	Ohio					x	1
Wright State University-Main Campus	Dayton	Ohio				x	x	2
Oklahoma State University Center for Health Sciences	Tulsa	Oklahoma	x	x	x	x	x	5
Oklahoma State University-Main Campus	Stillwater	Oklahoma	x	x	x	x	x	5
University of Oklahoma-Health Sciences Center	Oklahoma City	Oklahoma						0
Oregon Health & Science University	Portland	Oregon				x	x	2
Oregon State University	Corvallis	Oregon	x	x	x		x	4
Pennsylvania State University-College of Medicine	Hershey	Pennsylvania	x	x		x		3
Temple University	Philadelphia	Pennsylvania						0
University of Pittsburgh-Pittsburgh Campus	Pittsburgh	Pennsylvania					x	1
Medical University of South Carolina	Charleston	South Carolina						0
University of South Carolina-Columbia	Columbia	South Carolina						0
University of South Dakota	Vermillion	South Dakota				x	x	2
East Tennessee State University	Johnson City	Tennessee					x	1
The University of Tennessee-Knoxville	Knoxville	Tennessee						0
Texas A & M University Health Science Center	Bryan	Texas					x	1
Texas A & M University-College Station	College Station	Texas	x	x	x	x	x	5
Texas Tech University Health Sciences Center	Lubbock	Texas					x	1
The University of Texas Health Science Center at Houston	Houston	Texas				x		1
The University of Texas Health Science Center at San Antonio	San Antonio	Texas				x		1
The University of Texas Medical Branch	Galveston	Texas				x		1
University of North Texas Health Science Center	Fort Worth	Texas	x	x	x	x	x	5
University of Texas Southwestern Medical Center	Dallas	Texas	x	x		x	x	4
University of Utah	Salt Lake City	Utah						0
Utah State University	Logan	Utah			x	x	x	3
University of Vermont	Burlington	Vermont				x		1
Eastern Virginia Medical School	Norfolk	Virginia	x	x		x	x	4
University of Virginia-Main Campus	Charlottesville	Virginia				x		1
Virginia Commonwealth University	Richmond	Virginia						0

## Appendix B - Threshold Approach Criteria

x = not matching on CCPE-defined criteria

<u>institution name</u> red: chosen by university as peer of UNMC	City	State	Grants nursing degrees	Grants graduate nursing degrees	Grants MD	Grants PharmD	NIH funding = \$25m - \$140m	CUTS
Virginia Polytechnic Institute and State University	Blacksburg	Virginia	x	x	x	x	x	5
University of Washington-Seattle Campus	Seattle	Washington					x	1
Washington State University	Pullman	Washington			x		x	2
Marshall University	Huntington	West Virginia				x	x	2
West Virginia School of Osteopathic Medicine	Lewisburg	West Virginia	x	x	x	x	x	5
West Virginia University	Morgantown	West Virginia					x	1
University of Wisconsin-Madison	Madison	Wisconsin					x	1

## Appendix C - Location of UNMC's Peers



### INSTITUTION

- A Medical University of South Carolina
- B Ohio State University-Main Campus
- C University of Arizona
- D University of Connecticut
- E University of Iowa

### CITY

- Charleston
- Columbus
- Tucson
- Storrs
- Iowa City

### STATE

- South Carolina
- Ohio
- Arizona
- Connecticut
- Iowa

### INSTITUTION

- F University of Kansas
- G University of Kentucky
- H University of Tennessee-Knoxville
- I University of Utah
- J Virginia Commonwealth University

### CITY

- Lawrence
- Lexington
- Knoxville
- Salt Lake City
- Richmond

### STATE

- Kansas
- Kentucky
- Tennessee
- Utah
- Virginia

# University of Nebraska-Lincoln

*2015 Peer Group*

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**Committee Draft – To Be Approved by the Commission August 20, 2015**





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## **Purpose for Developing Peer Groups**

Neb. Rev. Stat. § 85-1413(5)(g) requires that Nebraska's Coordinating Commission for Postsecondary Education establish peer groups for public institutions in Nebraska. The *Comprehensive Statewide Plan for Postsecondary Education* further defines the Commission's purpose for establishing peer groups for Nebraska public colleges and universities as follows:

### **Peer Groups**

A peer institution is one that is representative of the institution to which it is compared. The Commission is required by statute to identify peer institutions for each public postsecondary education institution in the state. The Commission reviews and compares several characteristics of institutions, such as (size) and program offerings, in identifying peers. Peer groups are used for budget and program review, as well as for other comparisons that will aid in Commission decision making. The Commission's purpose for the use of peer groups does not include influencing the collective bargaining process.

New peer groups for Nebraska's Community Colleges and State Colleges were approved by the Commission in 2014. Selection of peer groups for the four University of Nebraska campuses was last conducted in 1993. Since institutions can change over time, the Commission deems it necessary to develop updated peer groups for each University of Nebraska campus. The peer groups will be used by the Commission during program reviews, budget recommendations, tuition and fees comparisons, and facility analyses.

For the Commission's purposes, *peer institutions* are defined as institutions sufficiently similar in mission, programs, size, students, wealth, etc., and are used to establish basic central tendencies. *Aspirational institutions* in some ways excel the target institution, which would like to emulate the aspirational institutions' accomplishments and set similar goals.<sup>1</sup> Commission peers will not include aspirational institutions.

The following report details the process by which the Coordinating Commission selected peer institutions for the University of Nebraska-Lincoln (UNL).

---

<sup>1</sup> Kent Halstead, *Higher Education Revenues and Expenditures: A Study of Institutional Costs*, May 1991.



## **Evaluation Process**

### **Data Sources**

Unless noted otherwise, data collected by the Integrated Postsecondary Education Data System (IPEDS) in 2013-2014 (for the 2012-2013 academic year and fall 2013 semester) served as the primary source of data during the Commission's evaluation process. To obtain a more accurate snapshot of the program offerings at each institution, the Commission aggregated two-digit Classification of Instructional Programs (CIP) codes into seven discipline clusters and analyzed the average number of completions within each category, as well as each award level over three academic years (2010-2011, 2011-2012, and 2012-2013). See Appendix A for a description of each CIP aggregation.

### **Initial Cohort**

The Commission identified the following fundamental criteria to develop an initial list of 705 potential peer candidates:

- Reported to IPEDS in 2013-14 (number of institutions remaining: 7,764)
- Within United States (7,595)
- Under public control (2,011)
- Classified as "Public, 4-year or above" in IPEDS (706)
- Removal of UNL from cohort (705)

Among the 73 public universities classified by the Carnegie Institute as conducting very high research activity, only 37 institutions - including UNL - do not grant advanced medical degrees in the fields of medicine, dentistry, or osteopathy.

Granting advanced medical degrees has a tremendous influence on an institution's characteristics. For example, due to equipment, faculty, and administrative costs, advanced medical degrees are among the most expensive programs for institutions to offer and usually result in considerable tuition and fees for students. Moreover, advanced medical degree programs often coincide with substantial medical science research.

To allow for better comparisons with UNL, the Commission, using available health science data, removed advanced medical degree completions and accompanying medical science research from these institutions' totals during its analysis.

### **Threshold Approach: Phase I**

Focusing on variables reflecting UNL's essential institutional characteristics, the Commission adopted a threshold approach to reduce the number of potential peer candidates. Those institutions not matching on identified important categorical criteria or falling outside Commission-established parameters for numeric variables were withdrawn, at least temporarily, from consideration.

Outcome variables such as graduation rates and retention rates were not included in the Commission's analysis. Focusing instead on criteria affecting these outcomes, the Commission began screening institutions using the following variables:

Carnegie Classification 2010 Basic

UNL: **Research University (very high research activity)**

CCPE criteria: Research Universities (very high research activity) or Research Universities (high research activity)

*Number of institutions remaining: 145*

The Carnegie Foundation's classification system helps identify institutions with similar program offerings, sizes, and academic missions. UNL is classified as a Research University with very high research activity, indicating it grants at least 20 research doctoral degrees (excluding professional practice doctorates such as medical degrees) and conducts a large degree of research as part of its mission. To limit its search to institutions conducting similar types and amounts of research, the Commission removed institutions not classified as conducting high or very high research activity.

Fall enrollment

UNL: **24,445**

CCPE criteria: 20,000 – 40,000

*Number of institutions remaining: 78*

An institution's enrollment size affects countless important institutional characteristics, including facility usage, tuition income, student-to-faculty ratios, and program offerings.

Percentage of 12-month enrollment: minorities

UNL: **10.6%**

CCPE criteria: <30%

*Number of institutions remaining: 50*

Stemming from higher incidence of poverty, lower parental educational attainment, and greater likelihood of attending low-performing K-12 schools, many minority students require additional academic, financial, and social supports to be successful in postsecondary education compared to white non-Hispanic students. Only a small portion of UNL's 2013 fall enrollment (10.6%) was from minority racial or ethnic groups.

Weighted undergraduate + graduate program mix similarity score

UNL: **0**

CCPE criteria: <8.5

*Number of institutions remaining: 43*

Comparable degree offerings demonstrate similar institutional missions and program costs. To aid in its evaluation, the Commission developed a calculation for measuring undergraduate and graduate program mix similarities. For each of the seven CIP clusters, the Commission squared the difference between UNL's percentage of degrees granted and each institution's percentage. (To reduce the differences arising solely based on health science schools, the Commission removed doctoral degrees in medicine, pharmacy, and osteopathic medicine from each

institution's graduate calculations.) The Commission then summed the squares, with the institution possessing the lowest resulting score representing the closest match to UNL's program mix.

To enable a more comprehensive comparison of an institution's program offerings, the Coordinating Commission also developed a calculation that combines each institution's undergraduate and graduate program mix scores into a single, weighted score based on each institution's enrollment characteristics. The Commission multiplied the undergraduate and graduate program mix similarity scores discussed above by the percentage of students enrolled at the corresponding level and then summed the two subsequent numbers. For example, if an institution's enrollment comprises 75% undergraduate students and 25% graduate students, its undergraduate similarity score would be multiplied by .75 and its graduate score by .25.

For a more detailed explanation, see Appendix B.

#### Weighted undergraduate + graduate STEM program mix similarity score

UNL: 0

CCPE criteria: <10

*Number of institutions remaining: 33*

Of the seven CIP clusters, STEM degrees represent the highest proportion of awards granted at UNL at both the undergraduate and graduate levels. Moreover, research conducted in the various STEM fields, specifically science and engineering, dominates UNL's research portfolio.

Because of STEM's importance to UNL's academic and research mission, the Commission applied the same concept and formula discussed above to STEM awards. Using the 11 two-digit CIP codes that comprise the STEM discipline cluster, the Commission calculated a weighted undergraduate and graduate STEM program mix score to identify institutions with comparable STEM focuses.

#### Federal research expenditures less medical science research (dollars in thousands)<sup>2</sup>

UNL: \$104,579

CCPE criteria: \$50,000 - \$210,000

*Number of institutions remaining: 27*

An institution's ability to obtain highly competitive federal research grants is a strong indicator of its research output and prestige. Using data collected by the NSF in its 2012 Higher Education Research and Development Survey, the Commission set ranges for federal research based on UNL's expenditures. For a more accurate analysis of institutions with health school programs, the Commission deducted amounts classified as medical science research from their overall federal research expenditure totals.

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<sup>2</sup> NSF 2012 Higher Education Research and Development Survey (HERD): <http://ncesdata.nsf.gov/herd/2012/>

Number of non-health science PhDs granted (three-year average)

UNL: 286

CCPE criteria: 175-450

Number of institutions remaining: 23

The number of PhDs granted demonstrates the size of an institution's graduate programs as well as its commitment to research-based education. As part of its continuing its effort to identify institutions conducting similar types and amounts of research, the Commission examined the number of research doctorates granted in non-health science fields at each remaining institution.

Located outside of New York and New England (CT, ME, MA, NH, RI, VT)

UNL: Yes

CCPE criteria: Yes

Number of institutions remaining: 20

Along with a higher population density, New England and New York feature a postsecondary academic landscape distinct from the rest of the country as illustrated by the number of private research institutions, large student applicant pools, and physically small service areas.

### Adding Institutions to Cohort

At the conclusion of the first phase of the threshold approach, the Commission had narrowed the number of potential peer candidates to 20 institutions. Although each institution removed during the process was initially eliminated because it did not match a particular Commission-identified criterion, it may have been dissimilar on several additional variables. Conversely, there were 12 institutions excluded from consideration that failed to match on only a single criterion. In reevaluating these institutions, the Commission did not find any institutions to be similar enough to add back into its cohort. For a complete list detailing where each institution did or did not match Commission-established criteria or criteria ranges, see Appendix C.

---

*Table 1: Threshold Approach: Phase I Summary*

Variable	Criteria	Remaining N
1. Carnegie Classification 2010 Basic	Research Universities (high or very high research activity)	145
2. Fall enrollment	20,000 – 40,000	78
3. Percentage of 12-month enrollment: minorities	<30%	50

---

<b>4. Weighted graduate + undergraduate program mix similarity score</b>	<8.5	43
<b>5. Weighted graduate + undergraduate STEM program mix similarity score</b>	<10	33
<b>6. Federal research expenditures less medical science (dollars in thousands)</b>	\$50,000 - \$210,000	27
<b>7. Number of non-health science PhDs granted (three-year average)</b>	175 - 450	23
<b>8. Located outside of New England and New York</b>	Yes	20
<b>9. Reinstated institutions</b>		+0

Throughout the process, the Commission paid particular attention to the peers chosen for UNL by the University of Nebraska. The following University-selected peers were removed during the threshold approach. For a complete list detailing where each institution did or did not match Commission-established criteria or criteria ranges, see Appendix C.

<b>Institution</b>	<b>Disqualifying characteristics:</b>
<b>Ohio State University-Main Campus</b>	<ul style="list-style-type: none"> <li>1. Fall enrollment = 57,466 (UNL = 24,445)</li> <li>2. Federal research expenditures less medical science research = \$282,785 (UNL = \$104,579)</li> <li>3. Number of non-health science PhDs granted, three-year average = 673 per year (UNL = 286)</li> </ul>
<b>Purdue University-Main Campus</b>	<ul style="list-style-type: none"> <li>1. Federal research expenditures less medical science research = \$260,006 (UNL = \$104,579)</li> <li>2. Number of non-health science PhDs granted, three-year average = 636 per year (UNL = 286)</li> </ul>

<b>University of Colorado Boulder</b>	<ol style="list-style-type: none"> <li>1. STEM weighted similarity score = 10.2 (UNL = 0)</li> <li>2. Federal research expenditures less medical science research = \$330,089 (UNL = \$104,579)</li> </ol>
<b>University of Illinois at Urbana-Champaign</b>	<ol style="list-style-type: none"> <li>1. Fall enrollment = 44,942 (UNL = 24,445)</li> <li>2. Federal research expenditures less medical science research = \$352,759 (UNL = \$104,579)</li> <li>3. Number of non-health science PhDs granted, three-year average = 811 per year (UNL = 286)</li> </ol>
<b>University of Minnesota-Twin Cities</b>	<ol style="list-style-type: none"> <li>1. Fall enrollment = 51,526 (UNL = 24,445)</li> <li>2. Federal research expenditures less medical science research = \$237,528 (UNL = \$104,579)</li> <li>3. Number of non-health science PhDs granted, three-year average = 698 per year (UNL = 286)</li> </ol>

**Individual Institution Analyses**

Having reduced the number of potential peer candidates to 20 institutions, the Commission replaced the threshold approach with a more individualized assessment, examining and comparing the attributes of each remaining institution with UNL one by one to find the most suitable peers.

The Commission reduced the number of remaining peer candidates from 20 to the 18 institutions to be sent to the University (10 peers, two alternates, six replacements). The two institutions detailed in Table 3 were removed before the Commission proceeded to evaluate the final 18 institutions.

<i>Table 3: Institutions Removed from Consideration during Individual Institution Analyses</i>	
<b>Institution</b>	<b>Disqualifying characteristics:</b>
<b>Temple University</b> Philadelphia, Pennsylvania	<ol style="list-style-type: none"> <li>1. Rather than public or private school classification, both institutions maintain unique administrative structures that receive public funding but are partially governed by an independent board of trustees</li> </ol>
<b>University of Delaware</b> Newark, Delaware	

After a series of internal meetings involving considerable discussion and deliberation, the Commission selected the 10 institutions outlined in Table 4 as proposed peers for UNL:

*Table 4: Proposed Peers*

<b>Institution</b>	<b>City</b>	<b>State</b>
<b>Colorado State University-Fort Collins*</b>	Fort Collins	Colorado
<b>Iowa State University*</b>	Ames	Iowa
<b>Louisiana State University and Agricultural &amp; Mechanical College</b>	Baton Rouge	Louisiana
<b>University of Iowa*</b>	Iowa City	Iowa
<b>University of Kansas*</b>	Lawrence	Kansas
<b>University of Kentucky</b>	Lexington	Kentucky
<b>University of Missouri-Columbia*</b>	Columbia	Missouri
<b>University of Oklahoma-Norman Campus</b>	Norman	Oklahoma
<b>University of Tennessee-Knoxville</b>	Knoxville	Tennessee
<b>Washington State University</b>	Pullman	Washington

\*Designated as a peer of UNL by the University of Nebraska

Additionally, the Commission proposed the two institutions listed in Table 5 to serve as UNL’s alternates, potentially replacing one of the above peers should it evolve to become substantially dissimilar from UNL in the future.

*Table 5: Proposed Alternates*

<b>Institution</b>	<b>Disqualifying characteristics:</b>
<b>Oregon State University</b> Corvallis, Oregon	<ol style="list-style-type: none"> <li>1. Low composite ACT/converted SAT 25<sup>th</sup> percentile score (20) (UNL = 22)</li> <li>2. High proportion of part-time undergraduates (20.2%) (UNL = 6.6%)</li> </ol>
<b>University of Utah</b> Salt Lake City, Utah	<ol style="list-style-type: none"> <li>1. High proportion of part-time undergraduates (29.3%) (UNL = 6.6%)</li> </ol>

\*designated as a peer of UNL by the University of Nebraska

The Commission also offered the six institutions shown in Table 6 for potential replacement of the above peers and/or alternates. Although these institutions were not removed during the threshold approach, the Commission, for a number of reasons, considers these institutions more dissimilar from UNL in comparison to the proposed peers and alternates.

Table 6: Potential Replacements

Institution	Disqualifying characteristics:
<p><b>Auburn University</b> Auburn, Alabama</p>	<p>1. Small degree of federal research expenditures less medical science research (\$54,231) (UNL = \$104,579)</p> <p>2. Carnegie 2010 basic classification = research university with high research activity (UNL = very high research activity)</p>
<p><b>Clemson University</b> Clemson, South Carolina</p>	<p>1. Small degree of federal research expenditures less medical science research (\$51,480) (UNL = \$104,579)</p> <p>2. Carnegie 2010 basic classification = research university with high research activity (UNL = very high research activity)</p>
<p><b>North Carolina State University at Raleigh</b> Raleigh, North Carolina</p>	<p>1. Large degree of federal research expenditures less medical science research (\$174,758) (UNL = \$104,579)</p> <p>2. Grants large number of non-health science PhDs (three-year average of 434) (UNL = 286)</p>
<p><b>Oklahoma State University-Main Campus</b> Stillwater, Oklahoma</p>	<p>1. Carnegie 2010 basic classification = research university with high research activity (UNL = very high research activity)</p>
<p><b>University of Cincinnati-Main Campus</b> Cincinnati, Ohio</p>	<p>1. Small degree of federal research expenditures less medical science research (\$73,866) (UNL = \$104,579)</p>
<p><b>Virginia Polytechnic Institute and State University</b> Blacksburg, Virginia</p>	<p>1. Large degree of federal research expenditures less medical science research (\$175,222) (UNL = \$104,579)</p> <p>2. Grants large number of non-health science PhDs (three-year average of 446) (UNL = 286)</p>
<p>*Designated as a peer of UNL by the University of Nebraska</p>	



## **Institutional Feedback**

After selecting its proposed peers, alternates, and potential replacements for UNL, the Commission sent its report to the University of Nebraska for its review. If the University of Nebraska had concerns with the peers or alternates selected by the Commission, it had the opportunity to make recommendations, contingent on sufficient rationale, for modifications by substituting of one or more of the proposed peers or alternates with one or more of the alternates, potential replacement institutions, and/or institutions not originally included on the proposed list of 18 institutions.

The University of Nebraska reported no substantive concerns with the Commission's proposed peers for UNL.

## **Suitability Over Time**

The Commission has implemented a five-year evaluation process to ensure the peer group for UNL remains suitable over time. In 2020, the Commission will verify the suitability of the peer groups and make modifications if warranted. Prior to any changes, the Commission will distribute the modified list to the University for its review and recommendations. Additionally, if the University identifies a peer that is no longer viable, it may contact the Commission to ask for a review of the peer group. If the University or Commission identifies no changes, the peer groups will remain valid until 2025, when the Commission will generate new peer groups for the University of Nebraska.

<b>Institution</b>	<b>City</b>	<b>State</b>
<i>Peers</i>		
<b>Colorado State University-Fort Collins*</b>	Fort Collins	Colorado
<b>Iowa State University*</b>	Ames	Iowa
<b>Louisiana State University and Agricultural &amp; Mechanical College</b>	Baton Rouge	Louisiana
<b>University of Iowa*</b>	Iowa City	Iowa
<b>University of Kansas*</b>	Lawrence	Kansas
<b>University of Kentucky</b>	Lexington	Kentucky
<b>University of Missouri-Columbia*</b>	Columbia	Missouri
<b>University of Oklahoma-Norman Campus</b>	Norman	Oklahoma
<b>University of Tennessee-Knoxville</b>	Knoxville	Tennessee
<b>Washington State University</b>	Pullman	Washington

<b>Alternates</b>		
<b>Oregon State University</b>	Corvallis	Oregon
<b>University of Utah</b>	Salt Lake City	Utah
*Designated as a peer of UNL by the University of Nebraska		

## **Appendix A - Classification of Instructional Programs (CIP) Codes Discipline Clusters**

The following degree categories are based on the two-digit Classification of Instructional Programs (CIP) codes defined by the National Center for Education Statistics.

### ***Education***

13 Education

### ***Arts and Humanities***

5 Area, ethnic, cultural, and gender studies  
16 Foreign languages, literatures, and linguistics  
23 English language and literature/letters  
24 Liberal arts and sciences, general studies and humanities  
30 Multi/interdisciplinary studies  
38 Philosophy and religious studies  
39 Theology and religious vocations  
50 Visual and performing arts  
54 History

### ***Social and Behavioral Sciences and Human Services***

19 Family and consumer sciences/human sciences  
25 Library science  
31 Parks, recreation, leisure, and fitness studies  
42 Psychology  
44 Public administration and social service professions  
45 Social sciences

### ***Science, Technology, Engineering, and Math (STEM)***

1 Agriculture, agriculture operations, and related sciences  
3 Natural resources and conservation  
4 Architecture and related services  
11 Computer and information sciences and support services  
14 Engineering  
15 Engineering technologies/technicians  
26 Biological and biomedical sciences  
27 Mathematics and statistics  
29 Military technologies  
40 Physical sciences  
41 Science technologies/technicians

### ***Business and Communication***

9 Communication, journalism, and related programs  
10 Communications technologies/technicians and support services  
52 Business, management, marketing, and related support services

### ***Health***

51 Health professions and related clinical sciences

**Trades**

- 12 Personal and culinary services
- 22 Legal Professions and Studies
- 43 Security and protective services
- 46 Construction trades
- 47 Mechanic and repair technologies/technicians
- 48 Precision production
- 49 Transportation and materials moving

**Appendix B - Program Mix Similarity Score Calculation**

	% undergraduate degrees conferred by program: Education	% undergraduate degrees conferred by program: Arts and Humanities	% undergraduate degrees conferred by program: Social and Behavioral Sciences and Human Services	% undergraduate degrees conferred by program: Science, Technology, Engineering, and Math (STEM)	% undergraduate degrees conferred by program: Business and Communication	% undergraduate degrees conferred by program: Health	% undergraduate degrees conferred by program: Trades	Program Mix Similarity Score
<b>UNL</b>	12.1%	20.4%	13.8%	14.1%	30.3%	0.9%	8.4%	
<b>School A</b>	12.7%	13.8%	19.1%	12.1%	26.3%	12.1%	3.8%	
Difference	0.6%	-6.6%	5.3%	-2.0%	-4.0%	11.2%	-4.6%	
Difference squared	0.0	0.4	0.3	0.0	0.2	1.2	0.2	<b>2.4</b>

Undergraduate Program Similarity Mix Score for School A: **2.4** (sum of each difference squared)

School A's 12-month enrollment percent undergraduate students: **90.6%**

	% graduate degrees conferred by program: Education	% graduate degrees conferred by program: Arts and Humanities	% graduate degrees conferred by program: Social and Behavioral Sciences and Human Services	% graduate degrees conferred by program: Science, Technology, Engineering, and Math (STEM)	% graduate degrees conferred by program: Business and Communication	% graduate degrees conferred by program: Health (less medical degrees)	% graduate degrees conferred by program: Trades	Program Mix Similarity Score
<b>UNL</b>	31.4%	9.0%	27.7%	11.0%	18.9%	0.0%	2.0%	
<b>School A</b>	62.2%	0.0%	3.4%	0.6%	11.9%	21.9%	0.0%	
Difference	30.8%	-9.0%	-24.3%	-10.4%	-7.0%	21.9%	-2.0%	
Difference squared	9.5	0.8	5.9	1.1	0.5	4.8	0.0	<b>22.6</b>

Graduate Program Similarity Mix Score for School A: **22.6** (sum of each difference squared)

School A 12-month enrollment percent graduate students: **9.4%**

**School A's weighted undergraduate + graduate program similarity score = (2.4 \* .906) + (22.6 \* .094) = 4.3**

## Appendix C - Threshold Approach Criteria

x = not matching on CCPE-defined criteria

<u>institution name</u> red: chosen by university as peers of UNL blue: Big Ten institutions not chosen by University as peers of UNL	City	State	Carnegie Basic = high or very high	Fall enrollment = 20,000 - 40,000	% minority < 30%	program similarity scores <8.5	STEM program similarity score <11	US Fed research less medical science = \$50,000 - \$210,000	PhDs granted = 175 - 450	States not NY or in NE	COUNT
Alabama A & M University	Normal	Alabama	x	x	x			x	x		5
Alabama State University	Montgomery	Alabama	x	x	x		x	x	x		6
Athens State University	Athens	Alabama	x	x		x		x	x		5
Auburn University	Auburn University	Alabama									0
Auburn University at Montgomery	Montgomery	Alabama	x	x	x	x		x	x		6
Jacksonville State University	Jacksonville	Alabama	x	x		x	x	x	x		6
The University of Alabama	Tuscaloosa	Alabama					x	x			2
Troy University	Troy	Alabama	x		x	x	x	x	x		6
University of Alabama at Birmingham	Birmingham	Alabama		x	x	x	x		x		5
University of Alabama in Huntsville	Huntsville	Alabama		x			x		x		3
University of Montevallo	Montevallo	Alabama	x	x		x		x	x		5
University of North Alabama	Florence	Alabama	x	x		x		x	x		5
University of South Alabama	Mobile	Alabama		x		x	x	x	x		5
University of West Alabama	Livingston	Alabama	x	x	x	x		x	x		6
University of Alaska Anchorage	Anchorage	Alaska	x	x		x	x	x	x		6
University of Alaska Fairbanks	Fairbanks	Alaska		x					x		2
University of Alaska Southeast	Juneau	Alaska	x	x		x		x	x		5
Arizona State University-Downtown Phoenix	Phoenix	Arizona	x	x	x	x	x	x	x		7
Arizona State University-Polytechnic	Mesa	Arizona	x	x	x	x	x	x	x		7
Arizona State University-Skysong	Scottsdale	Arizona	x	x	x	x		x	x		6
Arizona State University-Tempe	Tempe	Arizona		x	x				x		3
Arizona State University-West	Glendale	Arizona	x	x	x	x		x	x		6
Dine College	Tsaile	Arizona	x	x	x	x		x	x		6
Northern Arizona University	Flagstaff	Arizona			x	x	x	x	x		5
University of Arizona	Tucson	Arizona		x	x			x			3
Arkansas State University-Main Campus	Jonesboro	Arkansas	x	x		x		x	x		5
Arkansas Tech University	Russellville	Arkansas	x	x		x	x	x	x		6
Henderson State University	Arkadelphia	Arkansas	x	x	x	x		x	x		6
Southern Arkansas University Main Campus	Magnolia	Arkansas	x	x	x	x	x	x	x		7
University of Arkansas	Fayetteville	Arkansas						x	x		2
University of Arkansas at Little Rock	Little Rock	Arkansas	x	x	x	x	x	x	x		7
University of Arkansas at Monticello	Monticello	Arkansas	x	x	x	x	x	x	x		7
University of Arkansas at Pine Bluff	Pine Bluff	Arkansas	x	x	x		x	x	x		6
University of Arkansas for Medical Sciences	Little Rock	Arkansas	x	x		x	x	x	x		6
University of Arkansas-Fort Smith	Fort Smith	Arkansas	x	x		x		x	x		5
University of Central Arkansas	Conway	Arkansas	x	x		x	x	x	x		6
California Maritime Academy	Vallejo	California	x	x		x	x	x	x		7
California Polytechnic State University-San Luis Obispo	San Luis Obispo	California	x	x	x	x		x	x		6
California State Polytechnic University-Pomona	Pomona	California	x		x			x	x		4
California State University-Bakersfield	Bakersfield	California	x	x	x	x	x	x	x		7
California State University-Channel Islands	Camarillo	California	x	x	x		x	x	x		6
California State University-Chico	Chico	California	x	x	x			x	x		5
California State University-Dominguez Hills	Carson	California	x	x	x	x	x	x	x		7
California State University-East Bay	Hayward	California	x	x	x		x	x	x		6
California State University-Fresno	Fresno	California	x		x			x	x		4
California State University-Fullerton	Fullerton	California	x		x		x	x	x		5
California State University-Long Beach	Long Beach	California	x		x	x		x	x		5
California State University-Los Angeles	Los Angeles	California	x		x		x	x	x		5
California State University-Monterey Bay	Seaside	California	x	x	x	x	x	x	x		7
California State University-Northridge	Northridge	California	x		x		x	x	x		5
California State University-Sacramento	Sacramento	California	x		x			x	x		4

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California State University-San Bernardino	San Bernardino	California	x	x	x	x	x	x	x		7
California State University-San Marcos	San Marcos	California	x	x	x	x	x	x	x		7
California State University-Stanislaus	Turlock	California	x	x	x	x	x	x	x		6
Humboldt State University	Arcata	California	x	x	x	x	x	x	x		7
Naval Postgraduate School	Monterey	California	x	x		x	x	x	x		6
San Diego State University	San Diego	California			x			x	x		3
San Diego State University-Imperial Valley Campus	Calexico	California	x	x	x	x	x	x	x		7
San Francisco State University	San Francisco	California	x		x		x	x	x		5
San Jose State University	San Jose	California	x		x		x	x	x		5
Sonoma State University	Rohnert Park	California	x	x	x		x	x	x		6
University of California-Berkeley	Berkeley	California			x			x	x		3
University of California-Davis	Davis	California			x		x	x	x		4
University of California-Hastings College of Law	San Francisco	California	x	x	x	x		x	x		6
University of California-Irvine	Irvine	California			x		x				2
University of California-Los Angeles	Los Angeles	California		x	x	x	x		x		5
University of California-Merced	Merced	California	x	x	x	x	x	x	x		7
University of California-Riverside	Riverside	California			x		x				2
University of California-San Diego	La Jolla	California			x		x	x	x		4
University of California-San Francisco	San Francisco	California	x	x	x	x		x	x		6
University of California-Santa Barbara	Santa Barbara	California			x	x	x				3
University of California-Santa Cruz	Santa Cruz	California		x	x	x	x		x		5
Adams State University	Alamosa	Colorado	x	x	x	x		x	x		6
Colorado Mesa University	Grand Junction	Colorado	x	x		x		x	x		5
Colorado Mountain College	Glenwood Springs	Colorado	x	x		x		x	x		5
Colorado School of Mines	Golden	Colorado		x		x	x	x	x		5
Colorado State University-Fort Collins	Fort Collins	Colorado									0
Colorado State University-Global Campus	Greenwood Village	Colorado	x	x		x		x	x		5
Colorado State University-Pueblo	Pueblo	Colorado	x	x		x	x	x	x		6
Fort Lewis College	Durango	Colorado	x	x	x			x	x		5
Metropolitan State University of Denver	Denver	Colorado	x		x			x	x		4
United States Air Force Academy	USAF A	Colorado	x	x		x		x	x		5
University of Colorado Boulder	Boulder	Colorado					x	x			2
University of Colorado Colorado Springs	Colorado Springs	Colorado	x	x			x	x	x		5
University of Colorado Denver	Denver	Colorado					x	x	x		3
University of Northern Colorado	Greeley	Colorado	x	x		x	x	x	x		6
Western State Colorado University	Gunnison	Colorado	x	x		x		x	x		5
Central Connecticut State University	New Britain	Connecticut	x	x			x	x	x	x	6
Charter Oak State College	New Britain	Connecticut	x	x		x		x	x	x	6
Eastern Connecticut State University	Willimantic	Connecticut	x	x		x		x	x	x	6
Southern Connecticut State University	New Haven	Connecticut	x	x		x	x	x	x	x	7
United States Coast Guard Academy	New London	Connecticut	x	x		x		x	x	x	6
University of Connecticut	Storrs	Connecticut								x	1
University of Connecticut-Avery Point	Groton	Connecticut	x	x		x		x	x	x	6
University of Connecticut-Stamford	Stamford	Connecticut	x	x	x	x		x	x	x	7
University of Connecticut-Tri-Campus	Waterbury	Connecticut	x	x	x	x		x	x	x	7
Western Connecticut State University	Danbury	Connecticut	x	x		x	x	x	x	x	7
Delaware State University	Dover	Delaware	x	x	x		x	x	x		6
University of Delaware	Newark	Delaware									0
University of the District of Columbia	Washington	District of Columbia	x	x	x		x	x	x		6
University of the District of Columbia-David A Clarke School of Law	Washington	District of Columbia	x	x	x	x		x	x		6
Broward College	Fort Lauderdale	Florida	x	x	x	x		x	x		6

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Chipola College	Marianna	Florida	x	x		x		x	x		5
College of Central Florida	Ocala	Florida	x	x		x		x	x		5
Daytona State College	Daytona Beach	Florida	x	x		x		x	x		5
Eastern Florida State College	Cocoa	Florida	x	x		x		x	x		5
Edison State College	Fort Myers	Florida	x	x	x	x		x	x		6
Florida Agricultural and Mechanical University	Tallahassee	Florida	x	x	x	x		x	x		6
Florida Atlantic University	Boca Raton	Florida			x		x	x	x		4
Florida Gateway College	Lake City	Florida	x	x		x		x	x		5
Florida Gulf Coast University	Fort Myers	Florida	x	x			x	x	x		5
Florida International University	Miami	Florida		x	x				x		3
Florida Polytechnic University	Lakeland	Florida	x	x				x	x		4
Florida State College at Jacksonville	Jacksonville	Florida	x		x	x		x	x		5
Florida State University	Tallahassee	Florida		x			x				2
Gulf Coast State College	Panama City	Florida	x	x		x		x	x		5
Indian River State College	Fort Pierce	Florida	x	x	x	x		x	x		6
Lake-Sumter State College	Leesburg	Florida	x	x		x		x	x		5
Miami Dade College	Miami	Florida	x	x	x	x		x	x		6
New College of Florida	Sarasota	Florida	x	x		x		x	x		5
Northwest Florida State College	Niceville	Florida	x	x		x		x	x		5
Palm Beach State College	Lake Worth	Florida	x		x	x		x	x		5
Pensacola State College	Pensacola	Florida	x	x		x		x	x		5
Polk State College	Winter Haven	Florida	x	x	x	x		x	x		6
Saint Johns River State College	Palatka	Florida	x	x		x		x	x		5
Santa Fe College	Gainesville	Florida	x	x	x	x		x	x		6
Seminole State College of Florida	Sanford	Florida	x	x	x	x		x	x		6
South Florida State College	Avon Park	Florida	x	x	x	x		x	x		6
St Petersburg College	Clearwater	Florida	x			x		x	x		4
State College of Florida-Manatee-Sarasota	Bradenton	Florida	x	x		x		x	x		5
The University of West Florida	Pensacola	Florida	x	x			x	x	x		5
University of Central Florida	Orlando	Florida		x	x		x				3
University of Florida	Gainesville	Florida		x	x			x	x		4
University of North Florida	Jacksonville	Florida	x	x			x	x	x		5
University of South Florida-Main Campus	Tampa	Florida		x	x		x				3
University of South Florida-Sarasota-Manatee	Sarasota	Florida	x	x		x		x	x		5
University of South Florida-St Petersburg	St. Petersburg	Florida	x	x		x	x	x	x		6
Valencia College	Orlando	Florida	x	x	x	x		x	x		6
Abraham Baldwin Agricultural College	Tifton	Georgia	x	x		x		x	x		5
Albany State University	Albany	Georgia	x	x	x	x		x	x		6
Armstrong Atlantic State University	Savannah	Georgia	x	x	x	x	x	x	x		7
Atlanta Metropolitan State College	Atlanta	Georgia	x	x	x	x		x	x		6
Augusta State University	Augusta	Georgia	x	x				x	x		4
Clayton State University	Morrow	Georgia	x	x	x	x		x	x		6
College of Coastal Georgia	Brunswick	Georgia	x	x		x		x	x		5
Columbus State University	Columbus	Georgia	x	x	x	x	x	x	x		7
Dalton State College	Dalton	Georgia	x	x		x		x	x		5
East Georgia State College	Swainsboro	Georgia	x	x	x	x		x	x		6
Fort Valley State University	Fort Valley	Georgia	x	x	x		x	x	x		6
Gainesville State College	Oakwood	Georgia	x	x				x	x		4
Georgia College and State University	Milledgeville	Georgia	x	x		x	x	x	x		6
Georgia Gwinnett College	Lawrenceville	Georgia	x	x	x			x	x		5
Georgia Health Sciences University	Augusta	Georgia	x	x				x	x		4



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Georgia Institute of Technology-Main Campus	Atlanta	Georgia				x	x	x	x		4
Georgia Regents University	Augusta	Georgia	x	x	x	x	x	x	x		7
Georgia Southern University	Statesboro	Georgia	x		x		x	x	x		5
Georgia Southwestern State University	Americus	Georgia	x	x	x	x	x	x	x		7
Georgia State University	Atlanta	Georgia			x		x	x			3
Gordon State College	Barnesville	Georgia	x	x	x	x		x	x		6
Kennesaw State University	Kennesaw	Georgia	x		x		x	x	x		5
Macon State College	Macon	Georgia	x	x				x	x		4
Middle Georgia College	Cochran	Georgia	x	x				x	x		4
Middle Georgia State College	Macon	Georgia	x	x	x	x		x	x		6
Savannah State University	Savannah	Georgia	x	x	x		x	x	x		6
South Georgia College	Douglas	Georgia	x	x				x	x		4
South Georgia State College	Douglas	Georgia	x	x	x	x		x	x		6
Southern Polytechnic State University	Marietta	Georgia	x	x	x	x	x	x	x		7
University of Georgia	Athens	Georgia					x				1
University of North Georgia	Dahlonega	Georgia	x	x				x	x		4
University of North Georgia	Dahlonega	Georgia	x	x		x		x	x		5
University of West Georgia	Carrollton	Georgia	x	x	x	x	x	x	x		7
Valdosta State University	Valdosta	Georgia	x	x	x	x	x	x	x		7
University of Hawaii at Hilo	Hilo	Hawaii	x	x	x	x	x	x	x		7
University of Hawaii at Manoa	Honolulu	Hawaii			x						1
University of Hawaii Maui College	Kahului	Hawaii	x	x	x	x		x	x		6
University of Hawaii-West Oahu	Kapolei	Hawaii	x	x	x	x		x	x		6
Boise State University	Boise	Idaho	x					x	x		3
Idaho State University	Pocatello	Idaho		x		x	x	x	x		5
Lewis-Clark State College	Lewiston	Idaho	x	x		x		x	x		5
University of Idaho	Moscow	Idaho		x					x		2
Chicago State University	Chicago	Illinois	x	x	x	x	x	x	x		7
Eastern Illinois University	Charleston	Illinois	x	x		x	x	x	x		6
Governors State University	University Park	Illinois	x	x	x	x	x	x	x		7
Illinois State University	Normal	Illinois	x				x	x	x		4
Northeastern Illinois University	Chicago	Illinois	x	x	x	x	x	x	x		7
Northern Illinois University	Dekalb	Illinois			x		x	x	x		4
Southern Illinois University-Carbondale	Carbondale	Illinois		x				x	x		3
Southern Illinois University-Edwardsville	Edwardsville	Illinois	x	x			x	x	x		5
University of Illinois at Chicago	Chicago	Illinois			x		x				2
University of Illinois at Springfield	Springfield	Illinois	x	x			x	x	x		5
University of Illinois at Urbana-Champaign	Champaign	Illinois		x				x	x		3
Western Illinois University	Macomb	Illinois	x	x			x	x	x		5
Ball State University	Muncie	Indiana				x	x	x	x		4
Indiana State University	Terre Haute	Indiana	x	x			x	x	x		5
Indiana University-Bloomington	Bloomington	Indiana		x			x				2
Indiana University-East	Richmond	Indiana	x	x		x		x	x		5
Indiana University-Kokomo	Kokomo	Indiana	x	x		x		x	x		5
Indiana University-Northwest	Gary	Indiana	x	x	x	x		x	x		6
Indiana University-Purdue University-Fort Wayne	Fort Wayne	Indiana	x	x			x	x	x		5
Indiana University-Purdue University-Indianapolis	Indianapolis	Indiana				x	x		x		3
Indiana University-South Bend	South Bend	Indiana	x	x		x		x	x		5
Indiana University-Southeast	New Albany	Indiana	x	x		x		x	x		5
Purdue University-Calumet Campus	Hammond	Indiana	x	x	x		x	x	x		6
Purdue University-Main Campus	West Lafayette	Indiana						x	x		2

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Purdue University-North Central Campus	Westville	Indiana	x	x				x	x		4
University of Southern Indiana	Evansville	Indiana	x	x		x		x	x		5
Vincennes University	Vincennes	Indiana	x	x		x		x	x		5
Iowa State University	Ames	Iowa									0
University of Iowa	Iowa City	Iowa									0
University of Northern Iowa	Cedar Falls	Iowa	x	x			x	x	x		5
Emporia State University	Emporia	Kansas	x	x		x	x	x	x		6
Fort Hays State University	Hays	Kansas	x	x		x	x	x	x		6
Haskell Indian Nations University	Lawrence	Kansas	x	x	x	x		x	x		6
Kansas State University	Manhattan	Kansas							x		1
Pittsburg State University	Pittsburg	Kansas	x	x			x	x	x		5
University of Kansas	Lawrence	Kansas									0
Washburn University	Topeka	Kansas	x	x		x		x	x		5
Wichita State University	Wichita	Kansas		x			x	x	x		4
Eastern Kentucky University	Richmond	Kentucky	x	x		x	x	x	x		6
Kentucky State University	Frankfort	Kentucky	x	x	x	x	x	x	x		7
Morehead State University	Morehead	Kentucky	x	x		x	x	x	x		6
Murray State University	Murray	Kentucky	x	x			x	x	x		5
Northern Kentucky University	Highland Heights	Kentucky	x	x			x	x	x		5
University of Kentucky	Lexington	Kentucky									0
University of Louisville	Louisville	Kentucky					x		x		2
Western Kentucky University	Bowling Green	Kentucky	x				x	x	x		4
Grambling State University	Grambling	Louisiana	x	x	x	x		x	x		6
Louisiana State University and Agricultural & Mechanical College	Baton Rouge	Louisiana									0
Louisiana State University Health Sciences Center-New Orleans	New Orleans	Louisiana	x	x		x		x	x		5
Louisiana State University Health Sciences Center-Shreveport	Shreveport	Louisiana	x	x		x		x	x		5
Louisiana State University-Alexandria	Alexandria	Louisiana	x	x		x		x	x		5
Louisiana State University-Shreveport	Shreveport	Louisiana	x	x			x	x	x		5
Louisiana Tech University	Ruston	Louisiana		x				x	x		3
McNeese State University	Lake Charles	Louisiana	x	x		x		x	x		5
Nicholls State University	Thibodaux	Louisiana	x	x		x	x	x	x		6
Northwestern State University of Louisiana	Natchitoches	Louisiana	x	x	x	x		x	x		6
Southeastern Louisiana University	Hammond	Louisiana	x	x		x	x	x	x		6
Southern University and A & M College	Baton Rouge	Louisiana	x	x	x			x	x		5
Southern University at New Orleans	New Orleans	Louisiana	x	x	x	x	x	x	x		7
Southern University Law Center	Baton Rouge	Louisiana	x	x	x	x		x	x		6
University of Louisiana at Lafayette	Lafayette	Louisiana		x				x	x		3
University of Louisiana at Monroe	Monroe	Louisiana	x	x		x	x	x	x		6
University of New Orleans	New Orleans	Louisiana		x	x		x	x	x		5
Maine Maritime Academy	Castine	Maine	x	x		x		x	x	x	6
University of Maine	Orono	Maine		x				x	x	x	4
University of Maine at Augusta	Augusta	Maine	x	x		x		x	x	x	6
University of Maine at Farmington	Farmington	Maine	x	x		x		x	x	x	6
University of Maine at Fort Kent	Fort Kent	Maine	x	x		x		x	x	x	6
University of Maine at Machias	Machias	Maine	x	x		x		x	x	x	6
University of Maine at Presque Isle	Presque Isle	Maine	x	x		x		x	x	x	6
University of Southern Maine	Portland	Maine	x	x		x	x	x	x	x	7
Bowie State University	Bowie	Maryland	x	x	x	x	x	x	x		7
Coppin State University	Baltimore	Maryland	x	x	x	x		x	x		6
Frostburg State University	Frostburg	Maryland	x	x		x		x	x		6
Morgan State University	Baltimore	Maryland	x	x	x		x	x	x		6

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Salisbury University	Salisbury	Maryland	x	x			x	x	x		5
St Mary's College of Maryland	St. Mary's City	Maryland	x	x		x		x	x		5
Towson University	Towson	Maryland	x				x	x	x		4
United States Naval Academy	Annapolis	Maryland	x	x	x	x		x	x		6
University of Baltimore	Baltimore	Maryland	x	x	x	x	x	x	x		7
University of Maryland Eastern Shore	Princess Anne	Maryland	x	x	x		x	x	x		6
University of Maryland-Baltimore	Baltimore	Maryland	x	x	x	x			x		5
University of Maryland-Baltimore County	Baltimore	Maryland		x	x		x	x	x		5
University of Maryland-College Park	College Park	Maryland			x			x	x		3
University of Maryland-University College	Adelphi	Maryland	x		x	x	x	x	x		6
Bridgewater State University	Bridgewater	Massachusetts	x	x		x	x	x	x	x	7
Fitchburg State University	Fitchburg	Massachusetts	x	x		x	x	x	x	x	7
Framingham State University	Framingham	Massachusetts	x	x		x		x	x	x	6
Massachusetts College of Art and Design	Boston	Massachusetts	x	x		x	x	x	x	x	7
Massachusetts College of Liberal Arts	North Adams	Massachusetts	x	x		x		x	x	x	6
Massachusetts Maritime Academy	Buzzards Bay	Massachusetts	x	x		x	x	x	x	x	7
Salem State University	Salem	Massachusetts	x	x		x	x	x	x	x	7
University of Massachusetts Medical School Worcester	Worcester	Massachusetts	x	x		x			x	x	5
University of Massachusetts-Amherst	Amherst	Massachusetts								x	1
University of Massachusetts-Boston	Boston	Massachusetts		x	x	x	x	x	x	x	7
University of Massachusetts-Dartmouth	North Dartmouth	Massachusetts	x	x			x	x	x	x	6
University of Massachusetts-Lowell	Lowell	Massachusetts		x			x	x	x	x	5
Westfield State University	Westfield	Massachusetts	x	x		x	x	x	x	x	7
Worcester State University	Worcester	Massachusetts	x	x		x	x	x	x	x	7
Central Michigan University	Mount Pleasant	Michigan	x			x	x	x	x		5
Eastern Michigan University	Ypsilanti	Michigan	x				x	x	x		4
Ferris State University	Big Rapids	Michigan	x	x		x	x	x	x		6
Grand Valley State University	Allendale	Michigan	x			x	x	x	x		5
Lake Superior State University	Sault Ste Marie	Michigan	x	x		x		x	x		5
Michigan State University	East Lansing	Michigan		x				x	x		3
Michigan Technological University	Houghton	Michigan		x		x	x	x	x		5
Northern Michigan University	Marquette	Michigan	x	x		x	x	x	x		6
Northwestern Michigan College	Traverse City	Michigan	x	x		x		x	x		5
Oakland University	Rochester Hills	Michigan	x			x	x	x	x		5
Saginaw Valley State University	University Center	Michigan	x	x		x		x	x		5
University of Michigan-Ann Arbor	Ann Arbor	Michigan		x				x	x		3
University of Michigan-Dearborn	Dearborn	Michigan	x	x			x	x	x		5
University of Michigan-Flint	Flint	Michigan	x	x		x	x	x	x		6
Wayne State University	Detroit	Michigan			x		x	x	x		3
Western Michigan University	Kalamazoo	Michigan						x	x		2
Bemidji State University	Bemidji	Minnesota	x	x			x	x	x		5
Metropolitan State University	Saint Paul	Minnesota	x	x	x	x	x	x	x		7
Minnesota State University-Mankato	Mankato	Minnesota	x	x			x	x	x		5
Minnesota State University-Moorhead	Moorhead	Minnesota	x	x		x		x	x		5
Saint Cloud State University	Saint Cloud	Minnesota	x	x			x	x	x		5
Southwest Minnesota State University	Marshall	Minnesota	x	x		x		x	x		5
University of Minnesota-Crookston	Crookston	Minnesota	x	x				x	x		4
University of Minnesota-Duluth	Duluth	Minnesota	x	x			x	x	x		5
University of Minnesota-Morris	Morris	Minnesota	x	x		x		x	x		5
University of Minnesota-Rochester	Rochester	Minnesota	x	x		x		x	x		5
University of Minnesota-Twin Cities	Minneapolis	Minnesota		x				x	x		3

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Winona State University	Winona	Minnesota	x	x		x		x	x		5
Alcorn State University	Alcorn State	Mississippi	x	x	x	x	x	x	x		7
Delta State University	Cleveland	Mississippi	x	x	x	x		x	x		6
Jackson State University	Jackson	Mississippi		x	x		x	x	x		5
Mississippi State University	Mississippi State	Mississippi							x		1
Mississippi University for Women	Columbus	Mississippi	x	x	x	x		x	x		6
Mississippi Valley State University	Itta Bena	Mississippi	x	x	x		x	x	x		6
University of Mississippi	University	Mississippi		x			x	x	x		4
University of Mississippi Medical Center	Jackson	Mississippi	x	x		x	x	x	x		6
University of Southern Mississippi	Hattiesburg	Mississippi		x	x		x	x	x		5
Harris-Stowe State University	Saint Louis	Missouri	x	x	x	x		x	x		6
Lincoln University	Jefferson City	Missouri	x	x	x	x	x	x	x		7
Missouri Southern State University	Joplin	Missouri	x	x		x		x	x		5
Missouri State University-Springfield	Springfield	Missouri	x				x	x	x		4
Missouri University of Science and Technology	Rolla	Missouri		x		x	x	x	x		5
Missouri Western State University	Saint Joseph	Missouri	x	x				x	x		4
Northwest Missouri State University	Maryville	Missouri	x	x			x	x	x		5
Southeast Missouri State University	Cape Girardeau	Missouri	x	x			x	x	x		5
Truman Medical Center School of Nurse Anesthesia	Kansas City	Missouri	x	x		x		x	x		5
Truman State University	Kirksville	Missouri	x	x			x	x	x		5
University of Central Missouri	Warrensburg	Missouri	x	x			x	x	x		5
University of Missouri-Columbia	Columbia	Missouri									0
University of Missouri-Kansas City	Kansas City	Missouri		x			x	x	x		4
University of Missouri-St Louis	Saint Louis	Missouri		x			x	x	x		4
Montana State University	Bozeman	Montana		x					x		2
Montana State University-Billings	Billings	Montana	x	x		x		x	x		5
Montana State University-Northern	Havre	Montana	x	x		x		x	x		5
Montana Tech of the University of Montana	Butte	Montana	x	x		x	x	x	x		6
The University of Montana	Missoula	Montana		x			x	x	x		4
The University of Montana-Western	Dillon	Montana	x	x		x		x	x		5
Chadron State College	Chadron	Nebraska	x	x		x		x	x		5
Peru State College	Peru	Nebraska	x	x		x		x	x		5
University of Nebraska at Kearney	Kearney	Nebraska	x	x		x	x	x	x		6
University of Nebraska at Omaha	Omaha	Nebraska	x	x			x	x	x		5
University of Nebraska Medical Center	Omaha	Nebraska	x	x		x		x	x		5
University of Nebraska-Lincoln	Lincoln	Nebraska									0
Wayne State College	Wayne	Nebraska	x	x		x		x	x		5
College of Southern Nevada	Las Vegas	Nevada	x		x	x		x	x		5
Great Basin College	Elko	Nevada	x	x		x		x	x		5
Nevada State College	Henderson	Nevada	x	x	x	x		x	x		6
University of Nevada-Las Vegas	Las Vegas	Nevada			x		x	x	x		4
University of Nevada-Reno	Reno	Nevada		x					x		2
Western Nevada College	Carson City	Nevada	x	x		x		x	x		5
Granite State College	Concord	New Hampshire	x	x		x		x	x	x	6
Keene State College	Keene	New Hampshire	x	x				x	x	x	5
Plymouth State University	Plymouth	New Hampshire	x	x		x	x	x	x	x	7
University of New Hampshire at Manchester	Manchester	New Hampshire	x	x				x	x	x	5
University of New Hampshire-Main Campus	Durham	New Hampshire		x					x	x	3
Kean University	Union	New Jersey	x	x	x	x	x	x	x		7
Montclair State University	Montclair	New Jersey	x	x	x	x	x	x	x		7
New Jersey City University	Jersey City	New Jersey	x	x	x	x		x	x		6

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New Jersey Institute of Technology	Newark	New Jersey		x	x	x	x		x		5
Ramapo College of New Jersey	Mahwah	New Jersey	x	x			x	x	x		5
Rowan University	Glassboro	New Jersey	x	x			x	x	x		5
Rutgers University-Camden	Camden	New Jersey	x	x	x	x	x	x	x		7
Rutgers University-New Brunswick	New Brunswick	New Jersey		x	x			x			3
Rutgers University-Newark	Newark	New Jersey		x	x	x	x	x	x		6
The College of New Jersey	Ewing	New Jersey	x	x		x		x	x		5
The Richard Stockton College of New Jersey	Galloway	New Jersey	x	x			x	x	x		5
Thomas Edison State College	Trenton	New Jersey	x			x		x	x		4
University of Medicine and Dentistry of New Jersey	Newark	New Jersey	x	x	x	x	x		x		6
William Paterson University of New Jersey	Wayne	New Jersey	x	x	x	x	x	x	x		7
Eastern New Mexico University-Main Campus	Portales	New Mexico	x	x	x	x	x	x	x		7
Institute of American Indian and Alaska Native Culture	Santa Fe	New Mexico	x	x	x	x		x	x		6
Navajo Technical University	Crownpoint	New Mexico	x	x	x			x	x		6
New Mexico Highlands University	Las Vegas	New Mexico	x	x	x	x	x	x	x		7
New Mexico Institute of Mining and Technology	Socorro	New Mexico	x	x	x	x	x	x	x		7
New Mexico State University-Main Campus	Las Cruces	New Mexico		x	x				x		3
Northern New Mexico College	Espanola	New Mexico	x	x	x	x		x	x		6
University of New Mexico-Main Campus	Albuquerque	New Mexico			x		x		x		3
Western New Mexico University	Silver City	New Mexico	x	x	x	x		x	x		6
Buffalo State SUNY	Buffalo	New York	x	x		x	x	x	x	x	7
College of Staten Island CUNY	Staten Island	New York	x	x	x	x	x	x	x	x	8
CUNY Bernard M Baruch College	New York	New York	x	x	x	x	x	x	x	x	8
CUNY Brooklyn College	Brooklyn	New York	x	x	x	x	x	x	x	x	8
CUNY City College	New York	New York	x	x	x	x		x	x	x	7
CUNY Graduate School and University Center	New York	New York		x	x	x	x	x	x	x	6
CUNY Hunter College	New York	New York	x		x	x	x	x	x	x	7
CUNY John Jay College of Criminal Justice	New York	New York	x	x	x	x		x	x	x	7
CUNY Lehman College	Bronx	New York	x	x	x	x	x	x	x	x	8
CUNY Medgar Evers College	Brooklyn	New York	x	x	x			x	x	x	6
CUNY New York City College of Technology	Brooklyn	New York	x	x	x			x	x	x	6
CUNY Queens College	Flushing	New York	x	x	x	x	x	x	x	x	8
CUNY School of Law at Queens College	Long Island City	New York	x	x	x	x		x	x	x	7
CUNY York College	Jamaica	New York	x	x	x	x		x	x	x	7
Farmingdale State College	Farmingdale	New York	x	x	x			x	x	x	6
Fashion Institute of Technology	New York	New York	x	x	x	x		x	x	x	7
Morrisville State College	Morrisville	New York	x	x		x		x	x	x	6
State University of New York at New Paltz	New Paltz	New York	x	x		x	x	x	x	x	7
Stony Brook University	Stony Brook	New York			x		x			x	3
SUNY at Albany	Albany	New York		x		x	x		x	x	5
SUNY at Binghamton	Vestal	New York		x		x	x		x	x	5
SUNY at Fredonia	Fredonia	New York	x	x		x	x	x	x	x	7
SUNY at Purchase College	Purchase	New York	x	x		x		x	x	x	6
SUNY College at Brockport	Brockport	New York	x	x		x	x	x	x	x	7
SUNY College at Cortland	Cortland	New York	x	x		x		x	x	x	6
SUNY College at Geneseo	Geneseo	New York	x	x				x	x	x	5
SUNY College at Old Westbury	Old Westbury	New York	x	x	x		x	x	x	x	7
SUNY College at Oswego	Oswego	New York	x	x		x	x	x	x	x	7
SUNY College at Plattsburgh	Plattsburgh	New York	x	x		x		x	x	x	6
SUNY College at Potsdam	Potsdam	New York	x	x		x	x	x	x	x	7
SUNY College of Agriculture and Technology at Cobleskill	Cobleskill	New York	x	x				x	x	x	5

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SUNY College of Environmental Science and Forestry	Syracuse	New York	x	x		x	x	x	x	x	7
SUNY College of Optometry	New York	New York	x	x	x	x		x	x	x	7
SUNY College of Technology at Alfred	Alfred	New York	x	x		x		x	x	x	6
SUNY College of Technology at Canton	Canton	New York	x	x		x		x	x	x	6
SUNY College of Technology at Delhi	Delhi	New York	x	x		x		x	x	x	6
SUNY Downstate Medical Center	Brooklyn	New York	x	x	x	x		x	x	x	7
SUNY Empire State College	Saratoga Springs	New York	x	x		x		x	x	x	6
SUNY Institute of Technology at Utica-Rome	Utica	New York	x	x		x	x	x	x	x	7
SUNY Maritime College	Throggs Neck	New York	x	x		x		x	x	x	6
SUNY Oneonta	Oneonta	New York	x	x		x	x	x	x	x	7
United States Merchant Marine Academy	Kings Point	New York	x	x		x	x	x	x	x	7
United States Military Academy	West Point	New York	x	x		x		x	x	x	6
University at Buffalo	Buffalo	New York								x	1
Upstate Medical University	Syracuse	New York	x	x		x	x	x	x	x	7
Wadsworth Center-NY State Dept of Health	Albany	New York	x	x				x	x	x	5
Appalachian State University	Boone	North Carolina	x	x			x	x	x		5
East Carolina University	Greenville	North Carolina	x					x	x		4
Elizabeth City State University	Elizabeth City	North Carolina	x	x	x		x	x	x		6
Fayetteville State University	Fayetteville	North Carolina	x	x	x	x	x	x	x		7
North Carolina A & T State University	Greensboro	North Carolina	x	x	x			x	x		5
North Carolina Central University	Durham	North Carolina	x	x	x	x	x	x	x		7
North Carolina State University at Raleigh	Raleigh	North Carolina									0
University of North Carolina at Asheville	Asheville	North Carolina	x	x		x		x	x		5
University of North Carolina at Chapel Hill	Chapel Hill	North Carolina				x	x	x			3
University of North Carolina at Charlotte	Charlotte	North Carolina	x		x			x	x		4
University of North Carolina at Greensboro	Greensboro	North Carolina		x	x	x	x	x	x		6
University of North Carolina at Pembroke	Pembroke	North Carolina	x	x	x	x		x	x		6
University of North Carolina School of the Arts	Winston-Salem	North Carolina	x	x		x		x	x		5
University of North Carolina Wilmington	Wilmington	North Carolina	x	x			x	x	x		5
Western Carolina University	Cullowhee	North Carolina	x	x		x	x	x	x		6
Winston-Salem State University	Winston-Salem	North Carolina	x	x	x	x	x	x	x		7
Bismarck State College	Bismarck	North Dakota	x	x		x		x	x		5
Dickinson State University	Dickinson	North Dakota	x	x				x	x		4
Fort Berthold Community College	New Town	North Dakota	x	x	x	x		x	x		6
Mayville State University	Mayville	North Dakota	x	x		x		x	x		5
Minot State University	Minot	North Dakota	x	x		x		x	x		5
North Dakota State University-Main Campus	Fargo	North Dakota		x				x	x		3
Sitting Bull College	Fort Yates	North Dakota	x	x	x			x	x		5
University of North Dakota	Grand Forks	North Dakota		x		x			x		3
Valley City State University	Valley City	North Dakota	x	x		x		x	x		5
Air Force Institute of Technology-Graduate School of Engineering & Management	Wright-Patterson AFB	Ohio	x	x		x	x	x	x		6
Bowling Green State University-Main Campus	Bowling Green	Ohio		x		x	x	x	x		5
Central State University	Wilberforce	Ohio	x	x	x			x	x		5
Cleveland State University	Cleveland	Ohio		x				x	x		3
Kent State University at Ashtabula	Ashtabula	Ohio	x	x		x		x	x		5
Kent State University at East Liverpool	East Liverpool	Ohio	x	x		x		x	x		5
Kent State University at Geauga	Burton	Ohio	x	x		x		x	x		5
Kent State University at Kent	Kent	Ohio					x	x	x		3
Kent State University at Salem	Salem	Ohio	x	x		x		x	x		5
Kent State University at Stark	Canton	Ohio	x	x		x		x	x		5
Kent State University at Trumbull	Warren	Ohio	x	x				x	x		4

# Appendix C - Threshold Approach Criteria

x = not matching on CCPE-defined criteria

<u>institution name</u> red: chosen by university as peers of UNL blue: Big Ten institutions not chosen by University as peers of UNL	City	State	Carnegie Basic = high or very high	Fall enrollment = 20,000 - 40,000	% minority < 30%	program similarity scores <8.5	STEM program similarity score <11	US Fed research less medical science = \$50,000 - \$210,000	PhDs granted = 175 - 450	States not NY or in NE	COUNT
Kent State University at Tuscarawas	New Philadelphia	Ohio	x	x		x		x	x		5
Miami University-Hamilton	Hamilton	Ohio	x	x		x		x	x		5
Miami University-Middletown	Middletown	Ohio	x	x		x		x	x		5
Miami University-Oxford	Oxford	Ohio		x			x	x	x		4
Northeast Ohio Medical University	Rootstown	Ohio	x	x		x		x	x		5
Ohio State University-Lima Campus	Lima	Ohio	x	x		x		x	x		5
Ohio State University-Main Campus	Columbus	Ohio	x	x				x	x		3
Ohio State University-Mansfield Campus	Mansfield	Ohio	x	x		x		x	x		5
Ohio State University-Marion Campus	Marion	Ohio	x	x		x		x	x		5
Ohio State University-Newark Campus	Newark	Ohio	x	x		x		x	x		5
Ohio University-Chillicothe Campus	Chillicothe	Ohio	x	x		x		x	x		5
Ohio University-Eastern Campus	Saint Clairsville	Ohio	x	x		x		x	x		5
Ohio University-Lancaster Campus	Lancaster	Ohio	x	x		x		x	x		5
Ohio University-Main Campus	Athens	Ohio				x	x	x	x		4
Ohio University-Southern Campus	Ironton	Ohio	x	x		x		x	x		5
Ohio University-Zanesville Campus	Zanesville	Ohio	x	x		x		x	x		5
Shawnee State University	Portsmouth	Ohio	x	x		x		x	x		5
University of Akron Main Campus	Akron	Ohio					x	x	x		3
University of Cincinnati-Blue Ash College	Blue Ash	Ohio	x	x		x		x	x		5
University of Cincinnati-Clermont College	Batavia	Ohio	x	x		x		x	x		5
University of Cincinnati-Main Campus	Cincinnati	Ohio									0
University of Toledo	Toledo	Ohio					x	x	x		3
Wright State University-Lake Campus	Celina	Ohio	x	x			x	x	x		5
Wright State University-Main Campus	Dayton	Ohio		x			x	x	x		4
Youngstown State University	Youngstown	Ohio	x	x			x	x	x		5
Cameron University	Lawton	Oklahoma	x	x	x	x		x	x		6
East Central University	Ada	Oklahoma	x	x	x	x		x	x		6
Langston University	Langston	Oklahoma	x	x	x	x		x	x		6
Northeastern State University	Tahlequah	Oklahoma	x	x	x		x	x	x		6
Northwestern Oklahoma State University	Alva	Oklahoma	x	x		x		x	x		5
Oklahoma Panhandle State University	Goodwell	Oklahoma	x	x	x			x	x		5
Oklahoma State University Center for Health Sciences	Tulsa	Oklahoma	x	x		x		x	x		5
Oklahoma State University Institute of Technology	Okmulgee	Oklahoma	x	x	x	x		x	x		6
Oklahoma State University-Main Campus	Stillwater	Oklahoma									0
Oklahoma State University-Oklahoma City	Oklahoma City	Oklahoma	x	x	x	x		x	x		6
Rogers State University	Claremore	Oklahoma	x	x	x			x	x		5
Southeastern Oklahoma State University	Durant	Oklahoma	x	x	x		x	x	x		6
Southwestern Oklahoma State University	Weatherford	Oklahoma	x	x		x		x	x		5
University of Central Oklahoma	Edmond	Oklahoma	x	x		x	x	x	x		6
University of Oklahoma-Health Sciences Center	Oklahoma City	Oklahoma	x	x		x			x		4
University of Oklahoma-Norman Campus	Norman	Oklahoma									0
University of Science and Arts of Oklahoma	Chickasha	Oklahoma	x	x				x	x		4
Eastern Oregon University	La Grande	Oregon	x	x		x		x	x		5
Oregon Health & Science University	Portland	Oregon	x	x		x	x	x	x		5
Oregon Institute of Technology	Klamath Falls	Oregon	x	x		x	x	x	x		6
Oregon State University	Corvallis	Oregon									0
Oregon State University-Cascades Campus	Bend	Oregon	x	x		x		x	x		5
Portland State University	Portland	Oregon						x	x		2
Southern Oregon University	Ashland	Oregon	x	x		x	x	x	x		6
University of Oregon	Eugene	Oregon					x		x		2
Western Oregon University	Monmouth	Oregon	x	x		x	x	x	x		6

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Bloomsburg University of Pennsylvania	Bloomsburg	Pennsylvania	x	x			x	x	x		5
California University of Pennsylvania	California	Pennsylvania	x	x		x	x	x	x		6
Cheyney University of Pennsylvania	Cheyney	Pennsylvania	x	x	x	x		x	x		6
Clarion University of Pennsylvania	Clarion	Pennsylvania	x	x		x	x	x	x		6
East Stroudsburg University of Pennsylvania	East Stroudsburg	Pennsylvania	x	x		x	x	x	x		6
Edinboro University of Pennsylvania	Edinboro	Pennsylvania	x	x		x	x	x	x		6
Indiana University of Pennsylvania-Main Campus	Indiana	Pennsylvania	x	x			x	x	x		5
Kutztown University of Pennsylvania	Kutztown	Pennsylvania	x	x			x	x	x		5
Lincoln University of Pennsylvania	Lincoln University	Pennsylvania	x	x	x	x		x	x		6
Lock Haven University	Lock Haven	Pennsylvania	x	x		x		x	x		5
Mansfield University of Pennsylvania	Mansfield	Pennsylvania	x	x		x		x	x		5
Millersville University of Pennsylvania	Millersville	Pennsylvania	x	x			x	x	x		5
Pennsylvania College of Technology	Williamsport	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-College of Medicine	Hershey	Pennsylvania	x	x		x		x	x		5
<b>Pennsylvania State University-Main Campus</b>	<b>University Park</b>	<b>Pennsylvania</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>3</b>
Pennsylvania State University-Penn State Abington	Abington	Pennsylvania	x	x	x	x		x	x		6
Pennsylvania State University-Penn State Altoona	Altoona	Pennsylvania	x	x				x	x		4
Pennsylvania State University-Penn State Beaver	Monaca	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State Berks	Reading	Pennsylvania	x	x				x	x		4
Pennsylvania State University-Penn State Brandywine	Media	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State Dubois	DuBois	Pennsylvania	x	x				x	x		4
Pennsylvania State University-Penn State Erie-Behrend College	Erie	Pennsylvania	x	x			x	x	x		5
Pennsylvania State University-Penn State Fayette- Eberly	Lemont Furnace	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State Great Valley	Malvern	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State Greater Allegheny	McKeesport	Pennsylvania	x	x	x	x		x	x		6
Pennsylvania State University-Penn State Harrisburg	Middletown	Pennsylvania	x	x			x	x	x		5
Pennsylvania State University-Penn State Hazleton	Hazleton	Pennsylvania	x	x	x	x		x	x		6
Pennsylvania State University-Penn State Lehigh Valley	Center Valley	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State Mont Alto	Mont Alto	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State New Kensington	New Kensington	Pennsylvania	x	x				x	x		4
Pennsylvania State University-Penn State Schuylkill	Schuylkill Haven	Pennsylvania	x	x	x	x		x	x		6
Pennsylvania State University-Penn State Shenango	Sharon	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State Wilkes-Barre	Lehman	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State Worthington Scranton	Dunmore	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-Penn State York	York	Pennsylvania	x	x		x		x	x		5
Pennsylvania State University-World Campus	University Park	Pennsylvania	x	x			x	x	x		5
Shippensburg University of Pennsylvania	Shippensburg	Pennsylvania	x	x			x	x	x		5
Slippery Rock University of Pennsylvania	Slippery Rock	Pennsylvania	x	x		x	x	x	x		6
Temple University	Philadelphia	Pennsylvania									0
The Dickinson School of Law of the Pennsylvania State University	Carlisle	Pennsylvania	x	x		x		x	x		5
University of Pittsburgh-Bradford	Bradford	Pennsylvania	x	x				x	x		4
University of Pittsburgh-Greensburg	Greensburg	Pennsylvania	x	x				x	x		4
University of Pittsburgh-Johnstown	Johnstown	Pennsylvania	x	x				x	x		4
University of Pittsburgh-Pittsburgh Campus	Pittsburgh	Pennsylvania				x	x	x	x		3
West Chester University of Pennsylvania	West Chester	Pennsylvania	x	x		x	x	x	x		6
Rhode Island College	Providence	Rhode Island	x	x		x	x	x	x	x	7
University of Rhode Island	Kingston	Rhode Island		x					x	x	3
Citadel Military College of South Carolina	Charleston	South Carolina	x	x			x	x	x		5
Clemson University	Clemson	South Carolina									0
Coastal Carolina University	Conway	South Carolina	x	x			x	x	x		5
College of Charleston	Charleston	South Carolina	x	x			x	x	x		5



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Francis Marion University	Florence	South Carolina	x	x	x			x	x		5
Lander University	Greenwood	South Carolina	x	x	x	x		x	x		6
Medical University of South Carolina	Charleston	South Carolina	x	x		x	x		x		5
South Carolina State University	Orangeburg	South Carolina	x	x	x	x		x	x		6
University of South Carolina-Aiken	Aiken	South Carolina	x	x	x			x	x		5
University of South Carolina-Beaufort	Bluffton	South Carolina	x	x	x			x	x		5
University of South Carolina-Columbia	Columbia	South Carolina					x				1
University of South Carolina-Upstate	Spartanburg	South Carolina	x	x	x	x		x	x		6
Winthrop University	Rock Hill	South Carolina	x	x	x	x	x	x	x		7
Black Hills State University	Spearfish	South Dakota	x	x		x	x	x	x		6
Dakota State University	Madison	South Dakota	x	x			x	x	x		5
Northern State University	Aberdeen	South Dakota	x	x		x	x	x	x		6
Oglala Lakota College	Kyle	South Dakota	x	x	x			x	x		6
South Dakota School of Mines and Technology	Rapid City	South Dakota	x	x		x	x	x	x		6
South Dakota State University	Brookings	South Dakota		x		x		x	x		4
University of South Dakota	Vermillion	South Dakota		x		x	x	x	x		5
Austin Peay State University	Clarksville	Tennessee	x	x	x		x	x	x		6
East Tennessee State University	Johnson City	Tennessee	x	x		x	x	x	x		6
Middle Tennessee State University	Murfreesboro	Tennessee	x			x	x	x	x		5
Tennessee State University	Nashville	Tennessee	x	x	x	x		x	x		6
Tennessee Technological University	Cookeville	Tennessee	x	x				x	x		4
The University of Tennessee-Chattanooga	Chattanooga	Tennessee	x	x			x	x	x		5
The University of Tennessee-Knoxville	Knoxville	Tennessee									0
The University of Tennessee-Martin	Martin	Tennessee	x	x			x	x	x		5
University of Memphis	Memphis	Tennessee			x			x	x		3
Angelo State University	San Angelo	Texas	x	x	x	x	x	x	x		7
Brazosport College	Lake Jackson	Texas	x	x	x	x		x	x		6
Lamar University	Beaumont	Texas	x	x	x	x	x	x	x		7
Midland College	Midland	Texas	x	x	x	x		x	x		6
Midwestern State University	Wichita Falls	Texas	x	x	x	x	x	x	x		7
Prairie View A & M University	Prairie View	Texas	x	x	x			x	x		5
Sam Houston State University	Huntsville	Texas	x	x	x	x	x	x	x		7
South Texas College	McAllen	Texas	x		x	x		x	x		5
Stephen F Austin State University	Nacogdoches	Texas	x	x	x	x	x	x	x		7
Sul Ross State University	Alpine	Texas	x	x	x	x	x	x	x		7
Tarleton State University	Stephenville	Texas	x	x			x	x	x		5
Texas A & M International University	Laredo	Texas	x	x	x	x	x	x	x		7
Texas A & M University Health Science Center	Bryan	Texas	x	x	x	x		x	x		6
Texas A & M University-Central Texas	Killeen	Texas	x	x	x	x	x	x	x		7
Texas A & M University-College Station	College Station	Texas		x				x	x		3
Texas A & M University-Commerce	Commerce	Texas	x	x	x	x	x	x	x		7
Texas A & M University-Corpus Christi	Corpus Christi	Texas	x	x	x		x	x	x		6
Texas A & M University-Galveston	Galveston	Texas	x	x				x	x		4
Texas A & M University-Kingsville	Kingsville	Texas	x	x	x			x	x		5
Texas A & M University-Texarkana	Texarkana	Texas	x	x		x		x	x		5
Texas Southern University	Houston	Texas	x	x	x		x	x	x		6
Texas State University	San Marcos	Texas	x		x	x	x	x	x		6
Texas Tech University	Lubbock	Texas						x			1
Texas Tech University Health Sciences Center	Lubbock	Texas	x	x	x	x		x	x		6
Texas Woman's University	Denton	Texas	x	x	x	x	x	x	x		7
The University of Texas at Arlington	Arlington	Texas			x	x	x	x	x		5

## Appendix C - Threshold Approach Criteria

x = not matching on CCPE-defined criteria

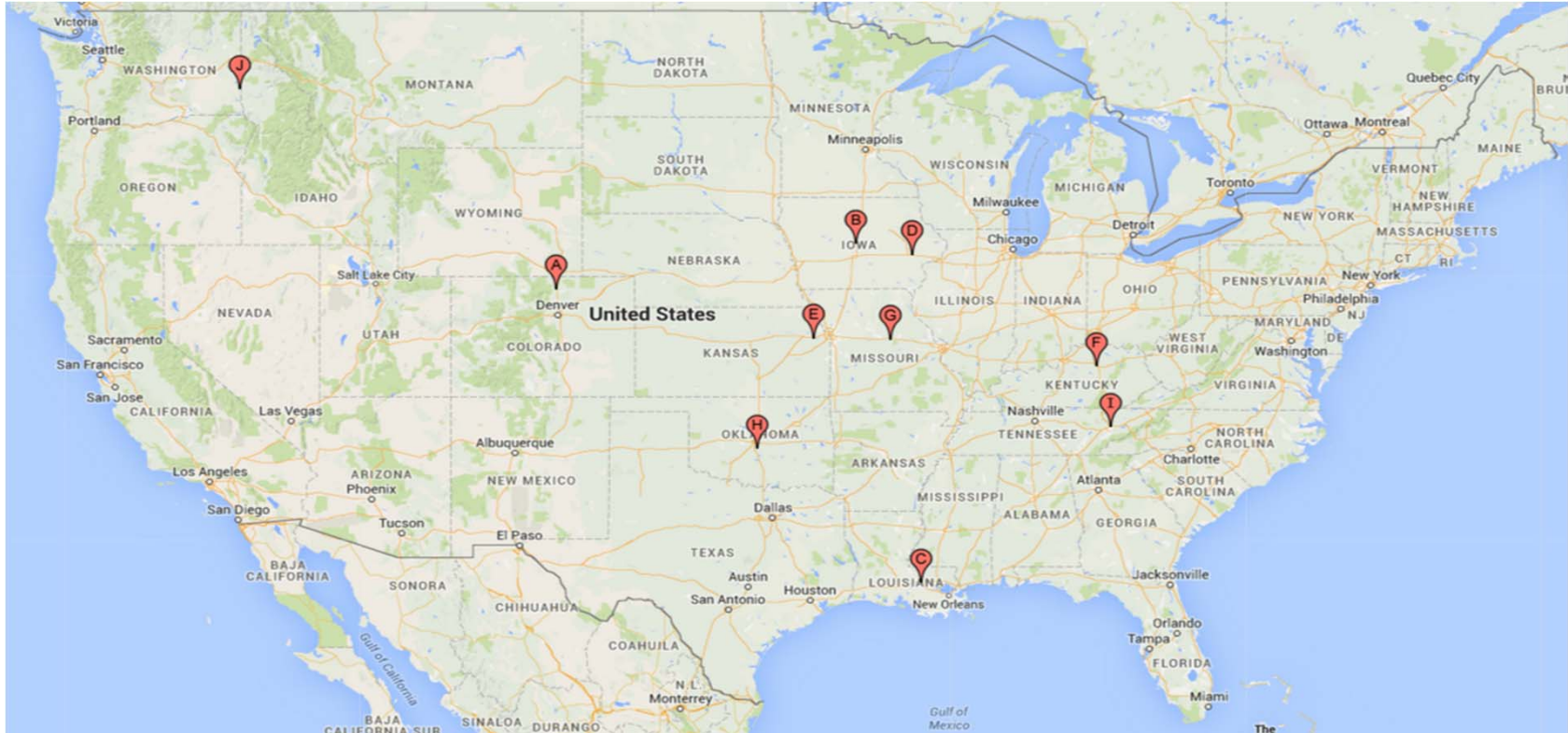
<u>institution name</u> red: chosen by university as peers of UNL blue: Big Ten institutions not chosen by University as peers of UNL	City	State	Carnegie Basic = high or very high	Fall enrollment = 20,000 - 40,000	% minority < 30%	program similarity scores <8.5	STEM program similarity score <11	US Fed research less medical science = \$50,000 - \$210,000	PhDs granted = 175 - 450	States not NY or in NE	COUNT
The University of Texas at Austin	Austin	Texas		x	x			x	x		4
The University of Texas at Brownsville	Brownsville	Texas	x	x	x	x	x	x	x		7
The University of Texas at Dallas	Richardson	Texas			x		x	x	x		4
The University of Texas at El Paso	El Paso	Texas			x		x	x	x		4
The University of Texas at San Antonio	San Antonio	Texas			x		x	x	x		4
The University of Texas at Tyler	Tyler	Texas	x	x	x	x	x	x	x		7
The University of Texas Health Science Center at Houston	Houston	Texas	x	x	x	x			x		5
The University of Texas Health Science Center at San Antonio	San Antonio	Texas	x	x	x	x	x	x	x		7
The University of Texas MD Anderson Cancer Center	Houston	Texas	x	x	x	x			x		5
The University of Texas Medical Branch	Galveston	Texas	x	x	x	x			x		5
The University of Texas of the Permian Basin	Odessa	Texas	x	x	x		x	x	x		6
The University of Texas-Pan American	Edinburg	Texas	x		x		x	x	x		5
University of Houston	Houston	Texas			x			x			2
University of Houston-Clear Lake	Houston	Texas	x	x	x		x	x	x		6
University of Houston-Downtown	Houston	Texas	x	x	x	x		x	x		6
University of Houston-Victoria	Victoria	Texas	x	x	x	x	x	x	x		7
University of North Texas	Denton	Texas			x	x	x	x			4
University of North Texas Health Science Center	Fort Worth	Texas	x	x	x	x		x	x		6
University of Texas Southwestern Medical Center	Dallas	Texas	x	x	x	x			x		5
West Texas A & M University	Canyon	Texas	x	x		x	x	x	x		6
Dixie State University	Saint George	Utah	x	x		x		x	x		5
Snow College	Ephraim	Utah	x	x		x		x	x		5
Southern Utah University	Cedar City	Utah	x	x		x		x	x		5
University of Utah	Salt Lake City	Utah									0
Utah State University	Logan	Utah							x		1
Utah Valley University	Orem	Utah	x			x		x	x		4
Weber State University	Ogden	Utah	x			x		x	x		4
Castleton State College	Castleton	Vermont	x	x		x		x	x	x	6
Johnson State College	Johnson	Vermont	x	x		x		x	x	x	6
Lyndon State College	Lyndonville	Vermont	x	x		x		x	x	x	6
University of Vermont	Burlington	Vermont		x			x		x	x	4
Vermont Technical College	Randolph Center	Vermont	x	x		x		x	x	x	6
Christopher Newport University	Newport News	Virginia	x	x			x	x	x		5
College of William and Mary	Williamsburg	Virginia		x		x	x	x	x		5
Eastern Virginia Medical School	Norfolk	Virginia	x	x	x	x		x	x		6
George Mason University	Fairfax	Virginia			x		x				2
James Madison University	Harrisonburg	Virginia	x			x	x	x	x		5
Longwood University	Farmville	Virginia	x	x		x		x	x		5
Norfolk State University	Norfolk	Virginia	x	x	x	x	x	x	x		7
Old Dominion University	Norfolk	Virginia			x		x	x	x		4
Radford University	Radford	Virginia	x	x				x	x		4
The University of Virginia's College at Wise	Wise	Virginia	x	x		x		x	x		5
University of Mary Washington	Fredericksburg	Virginia	x	x		x		x	x		5
University of Virginia-Main Campus	Charlottesville	Virginia				x					1
Virginia Commonwealth University	Richmond	Virginia			x	x	x		x		4
Virginia Military Institute	Lexington	Virginia	x	x		x		x	x		5
Virginia Polytechnic Institute and State University	Blacksburg	Virginia									0
Virginia State University	Petersburg	Virginia	x	x	x		x	x	x		6
Bellevue College	Bellevue	Washington	x	x	x	x		x	x		6
Central Washington University	Ellensburg	Washington	x	x			x	x	x		5
Centralia College	Centralia	Washington	x	x		x		x	x		5

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Columbia Basin College	Pasco	Washington	x	x	x	x		x	x		6
Eastern Washington University	Cheney	Washington	x	x			x	x	x		5
Lake Washington Institute of Technology	Kirkland	Washington	x	x		x		x	x		5
Northwest Indian College	Bellingham	Washington	x	x	x	x		x	x		6
Olympic College	Bremerton	Washington	x	x		x		x	x		5
Peninsula College	Port Angeles	Washington	x	x		x		x	x		5
Seattle Central College	Seattle	Washington	x	x	x	x		x	x		6
Seattle Community College-North Campus	Seattle	Washington	x	x		x		x	x		5
Seattle Community College-South Campus	Seattle	Washington	x	x	x	x		x	x		6
The Evergreen State College	Olympia	Washington	x	x		x		x	x		5
University of Washington-Bothell Campus	Bothell	Washington	x	x	x	x	x	x	x		7
University of Washington-Seattle Campus	Seattle	Washington		x	x			x	x		4
University of Washington-Tacoma Campus	Tacoma	Washington	x	x	x	x	x	x	x		7
Washington State University	Pullman	Washington									0
Western Washington University	Bellingham	Washington	x	x			x	x	x		5
Bluefield State College	Bluefield	West Virginia	x	x		x		x	x		5
Concord University	Athens	West Virginia	x	x		x		x	x		5
Fairmont State University	Fairmont	West Virginia	x	x		x		x	x		5
Glenville State College	Glenville	West Virginia	x	x				x	x		4
Marshall University	Huntington	West Virginia	x	x		x	x	x	x		6
Potomac State College of West Virginia University	Keyser	West Virginia	x	x		x		x	x		5
Shepherd University	Shepherdstown	West Virginia	x	x		x		x	x		5
West Liberty University	West Liberty	West Virginia	x	x		x		x	x		5
West Virginia School of Osteopathic Medicine	Lewisburg	West Virginia	x	x		x		x	x		5
West Virginia State University	Institute	West Virginia	x	x		x	x	x	x		6
West Virginia University	Morgantown	West Virginia							x		1
West Virginia University at Parkersburg	Parkersburg	West Virginia	x	x		x		x	x		5
West Virginia University Institute of Technology	Montgomery	West Virginia	x	x		x		x	x		5
Madison Area Technical College	Madison	Wisconsin	x	x		x		x	x		5
University of Wisconsin-Eau Claire	Eau Claire	Wisconsin	x	x			x	x	x		5
University of Wisconsin-Green Bay	Green Bay	Wisconsin	x	x		x	x	x	x		6
University of Wisconsin-La Crosse	La Crosse	Wisconsin	x	x			x	x	x		5
University of Wisconsin-Madison	Madison	Wisconsin		x				x	x		3
University of Wisconsin-Milwaukee	Milwaukee	Wisconsin						x	x		2
University of Wisconsin-Oshkosh	Oshkosh	Wisconsin	x	x			x	x	x		5
University of Wisconsin-Parkside	Kenosha	Wisconsin	x	x		x	x	x	x		6
University of Wisconsin-Platteville	Platteville	Wisconsin	x	x		x		x	x		5
University of Wisconsin-River Falls	River Falls	Wisconsin	x	x				x	x		4
University of Wisconsin-Stevens Point	Stevens Point	Wisconsin	x	x			x	x	x		5
University of Wisconsin-Stout	Menomonie	Wisconsin	x	x			x	x	x		5
University of Wisconsin-Superior	Superior	Wisconsin	x	x		x		x	x		5
University of Wisconsin-Whitewater	Whitewater	Wisconsin	x	x		x		x	x		5
University of Wyoming	Laramie	Wyoming		x					x		2

## Appendix D - Location of UNL's Peers



**INSTITUTION**

- A Colorado State University-Fort Collins      Fort Collins      Colorado
- B Iowa State University      Ames      Iowa
- C Louisiana State University and Agricultural & Mechanical College      Baton Rouge      Louisiana
- D University of Iowa      Iowa City      Iowa
- E University of Kansas      Lawrence      Kansas

**INSTITUTION**

- F University of Kentucky      Lexington      Kentucky
- G University of Missouri-Columbia      Columbia      Missouri
- H University of Oklahoma-Norman Campus      Norman      Oklahoma
- I University of Tennessee-Knoxville      Knoxville      Tennessee
- J Washington State University      Pullman      Washington

# NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE

*2015 Peer Group*

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Committee Draft – To Be Approved by the Commission August 20, 2015





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## **Purpose for Developing Peer Groups**

Neb. Rev. Stat. § 85-1413(5)(g) requires that Nebraska's Coordinating Commission for Postsecondary Education establish peer groups for public institutions in Nebraska. The *Comprehensive Statewide Plan for Postsecondary Education* further defines the Commission's purpose for establishing peer groups for Nebraska public colleges and universities as follows:

### **Peer Groups**

A peer institution is one that is representative of the institution to which it is compared. The Commission is required by statute to identify peer institutions for each public postsecondary education institution in the state. The Commission reviews and compares several characteristics of institutions, such as (size) and program offerings, in identifying peers. Peer groups are used for budget and program review, as well as for other comparisons that will aid in Commission-decision making. The Commission's purpose for the use of peer groups does not include influencing the collective bargaining process.

New peer groups for Nebraska's Community Colleges and State Colleges were approved by the Commission in 2014. Selection of peer groups for the four University of Nebraska campuses was last conducted in 1993. Since institutions can change over time, the Commission deems it necessary to develop updated peer groups for each University of Nebraska campus. In addition, for the first time, the Commission has developed a peer group for the Nebraska College of Technical Agriculture (NCTA). The peer groups will be used by the Commission during program reviews, budget recommendations, tuition and fees comparisons, and facility analyses.

For the Commission's purposes, *peer institutions* are defined as institutions sufficiently similar in mission, programs, size, students, wealth, etc., and are used to establish basic central tendencies. *Aspirational institutions* in some ways excel the target institution, which would like to emulate the aspirational institutions' accomplishments and set similar goals.<sup>1</sup> Commission peers will not include aspirational institutions.

The following report details the process by which the Coordinating Commission selected its peer institutions for the Nebraska College of Technical Agriculture (NCTA).

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<sup>1</sup> Kent Halstead, *Higher Education Revenues and Expenditures: A Study of Institutional Costs*, May 1991.



## **Evaluation Process**

### **Data Sources**

Unless noted otherwise, data collected by the Integrated Postsecondary Education Data System (IPEDS) in 2013-2014 (for the 2012-2013 academic year and fall 2013 semester) served as the primary source of data during the Commission's evaluation process. To obtain a more accurate snapshot of the program offerings at each institution, the Commission aggregated two-digit Classification of Instructional Programs (CIP) codes into seven discipline clusters and analyzed the average number of completions within each category, as well as each award level over three academic years (2010-2011, 2011-2012, and 2012-2013). See Appendix A for a description of each CIP aggregation.

### **Initial Cohort**

The Commission identified the following fundamental criteria to develop an initial list of 2,010 potential peer candidates:

- Reported to IPEDS in 2013-14 (number of institutions remaining: 7,764)
- Within United States (7,595)
- Under public control (2,011)
- Removal of NCTA from cohort (2,010)

### **Threshold Approach: Phase I**

Focusing on variables reflecting NCTA's essential institutional characteristics, the Commission adopted a threshold approach to reduce the number of potential peer candidates. Those institutions not matching on identified important categorical criteria or falling outside Commission-established parameters for numeric variables were withdrawn, at least temporarily, from consideration.

Outcome variables such as graduation rates and retention rates were not included in the Commission's analysis. Focusing instead on criteria affecting these outcomes, the Commission began screening institutions using the following variables, listed within broad categories:

#### **Awards granted**

The Coordinating Commission used several variables to ensure NCTA's potential peers focus solely on undergraduate education. Because NCTA does not grant degrees above the associate's level, the Coordinating Commission also removed from consideration institutions in which bachelor's degrees represent more than half of the total degrees granted.

#### **Highest degree offered**

**NCTA: associate's degree**

CCPE criteria: associate's degree or bachelor's degree

*Number of institutions remaining: 1,101*

12-month enrollment: % graduate

NCTA: 0%

CCPE criteria: 0%

*Number of institutions remaining: 1,081*

Percent of total degrees granted: graduate degrees

NCTA: 0%

CCPE criteria: 0%

*Number of institutions remaining: 1,054*

Percent of total degrees granted: bachelor's degrees

NCTA: 0%

CCPE criteria: <50%

*Number of institutions remaining: 1,015*

### **Institutional mission**

Tribal colleges and universities and historically black colleges and universities are partially funded by the federal government to serve African Americans and Native Americans, respectively, two traditionally underrepresented and disadvantaged minority groups in postsecondary education. Such institutions have academic missions and student populations distinct from NCTA.

Tribal colleges

NCTA: No

CCPE criteria: No

*Number of institutions remaining: 992*

Historically black colleges and universities

NCTA: No

CCPE criteria: No

*Number of institutions remaining: 982*

### **Funding**

To ensure NCTA's potential peers focus primarily on statewide issues rather than regional concerns, the Coordinating Commission eliminated institutions in which local appropriations comprise more than 30% of the local and state appropriations total as well as institutions not receiving state appropriations.

State appropriations

NCTA: \$2,633,707

CCPE criteria: >\$0

*Number of institutions remaining: 939*

% Local appropriations are of local + state appropriations

NCTA: 0%

CCPE criteria: <30%

*Number of institutions remaining: 541*

For a list of where each institution did or did not match CCPE criteria from this point on in the process, please see Appendix A.

### **Enrollment size and type**

An institution's enrollment size affects several important institutional characteristics, including facility usage, tuition income, student-to-faculty ratio, and program offering. Within an institution's enrollment, the socioeconomic backgrounds of its students can have a marked influence on student services and financial aid needs as well as academic achievement rates.

#### Fall enrollment

**NCTA: 300**

CCPE criteria: <4,000

*Number of institutions remaining: 289*

#### 12-month enrollment: % minority

**NCTA: 0.8%**

CCPE criteria: <50%

*Number of institutions remaining: 251*

### **Urbanicity**

Based on a school's physical address and proximity to urban areas, the urban-centric locale codes found in IPEDS utilize a methodology developed by the U.S. Census Bureau's Population Division in 2005. An institution's surrounding region helps determine its student demographics as well as program offerings.

#### Degree of urbanization

**NCTA: Rural: Remote**

CCPE criteria: not City: Large, City: Midsize, or Suburb: Large

*Number of institutions remaining: 236*

### **Program offerings**

The Coordinating Commission searched for institutions with comparable emphases on agriculture and agriculture-related programs to ensure similar program mixes and associated expenses.

#### Institution confers degrees in Agriculture (CIP 1) and/or Veterinary Technology (51.08.08)

**NCTA: Yes**

CCPE criteria: Yes

*Number of institutions remaining: 99*

#### Total undergraduate degrees granted: % Agriculture (CIP 01)

**NCTA: 56.9%**

CCPE criteria: >1%

*Number of institutions remaining: 65*

Because NCTA's focus on agriculture is so unique, the Coordinating Commission also included institutions producing sizeable proportions of technical degrees. Recognizing that technical

degrees can often mirror the equipment costs and technology-based curricula of agriculture programs, the Coordinating Commission defines technical programs as degrees granted in the following CIPS:

- 01) AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES
- 10) COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES
- 15) ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS
- 41) SCIENCE TECHNOLOGIES/TECHNICIANS
- 47) MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS

Total undergraduate degrees granted: % technical

NCTA: 56.9%

CCPE criteria: >15%

Number of institutions remaining: 25

*Table 1: Threshold Approach: Phase I Summary*

Variable	Criteria	Remaining N
1. Highest degree offered	Associate's or Bachelor's	1,101
2. 12-month enrollment: % graduate	0%	1,081
3. Percent of total degrees granted: graduate degrees	0%	1,054
4. Percent of total degrees granted: bachelor's degrees	<50%	1,015
5. Tribal colleges	No	992
6. Historically black colleges and universities	No	982
7. State appropriations	>\$0	939
8. % Local appropriations are of local + state appropriations	<30%	541
9. Fall enrollment	<4,000	289
10. 12-month enrollment: % minority	<50%	251

<b>12. Degree of urbanization</b>	Not City: Large, City: Midsize, or Suburb: Large	236
<b>13. Confers degrees in either Agriculture or Veterinary Technology</b>	Yes	99
<b>14. Total undergraduate awards granted: % Agriculture</b>	>1%	65
<b>15. Total undergraduate awards granted: % Technical</b>	>15%	25

### Cooperation with NCTA

Due to NCTA's unique characteristics, the Commission worked closely with Dean Rosati and his staff to develop an initial peer group proposal to send to the University for its review. The Commission sent NCTA a list of the 99 institutions remaining after removing schools that did not offer degrees in either agriculture or veterinary technology. Within this list, the Commission identified the final 25 institutions – those that the Commission felt were the most comparable to NCTA. Dean Rosati and his staff reviewed the Commission's list, ultimately selecting a list of institutions, all from the final 25 schools, to serve as NCTA's proposed peers, alternates, and potential replacements. These selections, which the Commission found agreeable, are listed below in Table 2.

<i>Table 2: CCPE &amp; NCTA Proposed Peers and Alternates</i>		
<b>Institution</b>	<b>City</b>	<b>State</b>
<i>Proposed Peers</i>		
<b>Abraham Baldwin Agricultural College</b>	Tifton	Georgia
<b>Iowa Lakes Community College</b>	Estherville	Iowa
<b>Lake Area Technical Institute</b>	Watertown	South Dakota
<b>Linn State Technical College</b>	Linn	Missouri
<b>Mitchell Technical Institute</b>	Mitchell	South Dakota
<b>Morrisville State College</b>	Morrisville	New York
<b>Northland Community and Technical College</b>	Thief River Falls	Minnesota
<b>Ohio State University Agricultural Technical Institute</b>	Wooster	Ohio
<b>South Central College</b>	North Mankato	Minnesota
<b>SUNY College of Agriculture and Technology at Cobleskill</b>	Cobleskill	New York

<b><i>Proposed Alternates</i></b>		
<b>SUNY College of Technology at Alfred</b>	Alfred	New York
<b>Vermont Technical College</b>	Randolph Center	Vermont
<b><i>Potential Replacements</i></b>		
<b>Central Louisiana Technical Community College</b>	Alexandria	Louisiana
<b>Clarendon College</b>	Clarendon	Texas
<b>Martin Community College</b>	Williamston	North Carolina
<b>Montgomery Community College</b>	Troy	North Carolina
<b>Okefenokee Technical College</b>	Waycross	Georgia
<b>Ridgewater College</b>	Willmar	Minnesota
<b>Washington State Community College</b>	Marietta	Ohio
<b>Wilkes Community College</b>	Wilkesboro	North Carolina

**Unused institutions from list of 25 schools remaining after threshold approach**

Lincoln Trail College- Robinson, Illinois  
 Mayland Community College- Spruce Pine, North Carolina  
 Mesalands Community College- Tucumcari, New Mexico  
 North Dakota State College of Science- Wahpeton, North Dakota  
 Piedmont Community College- Roxboro, North Carolina

**Institutional Feedback**

After selecting its proposed peers, alternates, and potential replacements for NCTA, the Commission sent its report to the University of Nebraska for its review. If the University of Nebraska had concerns with the peers or alternates selected by the Commission, it had the opportunity to make recommendations, contingent on sufficient rationale, for modifications by substituting of one or more of the proposed peers or alternates with one or more of the alternates, potential replacement institutions, and/or institutions not originally included on the proposed list of 18 institutions.

The University of Nebraska reported no substantive concerns with the Commission’s proposed peers for NCTA.

*Table 3: Final Peer Group for NCTA*

<b>Institution</b>	<b>City</b>	<b>State</b>
<i>Peers</i>		
<b>Abraham Baldwin Agricultural College</b>	Tifton	Georgia
<b>Iowa Lakes Community College</b>	Estherville	Iowa
<b>Lake Area Technical Institute</b>	Watertown	South Dakota
<b>Linn State Technical College</b>	Linn	Missouri
<b>Mitchell Technical Institute</b>	Mitchell	South Dakota
<b>Morrisville State College</b>	Morrisville	New York
<b>Northland Community and Technical College</b>	Thief River Falls	Minnesota
<b>Ohio State University Agricultural Technical Institute</b>	Wooster	Ohio
<b>South Central College</b>	North Mankato	Minnesota
<b>SUNY College of Agriculture and Technology at Cobleskill</b>	Cobleskill	New York
<i>Alternates</i>		
<b>SUNY College of Technology at Alfred</b>	Alfred	New York
<b>Vermont Technical College</b>	Randolph Center	Vermont

## Appendix A - Threshold Approach Criteria x = not matching CCPE criteria

institution name	City	State	Fall enrollment <4000	12mo enrollment: % minority <50%	Degree of urbanization = not City: Large or Midsize, Suburb: Large	Institution confers degrees in Agriculture (CIP 1) and/or Vet Tech (51.08.08) = Yes	undergrad degrees: % Agriculture (CIP 1) >1%	undergrad degrees: % Technical (CIPS 1, 10, 15, 41, 47) >15%	COUNT
Alabama Southern Community College	Monroeville	Alabama				x	x	x	3
Bevill State Community College	Jasper	Alabama				x	x	x	3
Central Alabama Community College	Alexander City	Alabama				x	x	x	3
Chattahoochee Valley Community College	Phenix City	Alabama				x	x	x	3
Enterprise State Community College	Enterprise	Alabama				x	x		2
George C Wallace State Community College-Dothan	Dothan	Alabama	x			x	x	x	4
George C Wallace State Community College-Hanceville	Hanceville	Alabama	x				x	x	3
George C Wallace State Community College-Selma	Selma	Alabama		x		x	x	x	4
J F Ingram State Technical College	Deatsville	Alabama		x	x				2
James H Faulkner State Community College	Bay Minette	Alabama	x				x	x	3
Jefferson Davis Community College	Brewton	Alabama				x	x		2
Jefferson State Community College	Birmingham	Alabama	x		x			x	3
John C Calhoun State Community College	Tanner	Alabama	x					x	2
Lurleen B Wallace Community College	Andalusia	Alabama				x	x	x	3
Marion Military Institute	Marion	Alabama				x	x	x	3
Northeast Alabama Community College	Rainsville	Alabama				x	x		2
Northwest-Shoals Community College	Muscle Shoals	Alabama				x	x	x	3
Reid State Technical College	Evergreen	Alabama		x		x	x		3
Snead State Community College	Boaz	Alabama				x	x	x	3
Southern Union State Community College	Wadley	Alabama	x			x	x	x	4
AVTEC-Alaska's Institute of Technology	Seward	Alaska				x	x		2
Prince William Sound Community College	Valdez	Alaska				x	x	x	3
Eastern Arizona College	Thatcher	Arizona	x						1
Arkansas Northeastern College	Blytheville	Arkansas					x	x	2
Arkansas State University-Beebe	Beebe	Arkansas	x				x		2
Arkansas State University-Mountain Home	Mountain Home	Arkansas				x	x	x	3
Arkansas State University-Newport	Newport	Arkansas				x	x	x	3
Black River Technical College	Pocahontas	Arkansas				x	x	x	3
College of the Ouachitas	Malvern	Arkansas				x	x	x	3
Cossatot Community College of the University of Arkansas	De Queen	Arkansas					x	x	2
East Arkansas Community College	Forrest City	Arkansas				x	x	x	3
Mid-South Community College	West Memphis	Arkansas		x	x	x	x		4
National Park Community College	Hot Springs	Arkansas				x	x	x	3
North Arkansas College	Harrison	Arkansas					x	x	2
Ozarka College	Melbourne	Arkansas				x	x	x	3
Phillips Community College of the University of Arkansas	Helena	Arkansas						x	1
Pulaski Technical College	North Little Rock	Arkansas	x	x		x	x	x	5
Rich Mountain Community College	Mena	Arkansas				x	x	x	3
South Arkansas Community College	El Dorado	Arkansas				x	x	x	3
Southeast Arkansas College	Pine Bluff	Arkansas		x		x	x	x	4
Southern Arkansas University Tech	Camden	Arkansas				x	x	x	3
University of Arkansas Community College-Batesville	Batesville	Arkansas				x	x	x	3
University of Arkansas Community College-Hope	Hope	Arkansas				x	x		2
University of Arkansas Community College-Morrilton	Morrilton	Arkansas				x	x		2
University of Arkansas-Fort Smith	Fort Smith	Arkansas	x			x	x	x	4
American River College	Sacramento	California	x		x		x	x	4
Antelope Valley College	Lancaster	California	x	x	x		x		4
Barstow Community College	Barstow	California		x		x	x	x	4



## Appendix A - Threshold Approach Criteria x = not matching CCPE criteria

institution name	City	State	Fall enrollment <4000	12mo enrollment: % minority <50%	Degree of urbanization = not City: Large or Midsize, Suburb: Large	Institution confers degrees in Agriculture (CIP 1) and/or Vet Tech (51.08.08) = Yes	undergrad degrees: % Agriculture (CIP 1) >1%	undergrad degrees: % Technical (CIPS 1, 10, 15, 41, 47) >15%	COUNT
final 25 institutions highlighted green									
Butte College	Oroville	California	x					x	2
Citrus College	Glendora	California	x	x	x	x	x	x	6
College of the Canyons	Santa Clarita	California	x	x	x	x	x	x	6
Columbia College	Sonora	California				x	x	x	3
Copper Mountain Community College	Joshua Tree	California				x	x	x	3
Cosumnes River College	Sacramento	California	x	x	x		x		4
El Camino College-Compton Center	Compton	California	x	x	x	x	x	x	6
Folsom Lake College	Folsom	California	x			x	x	x	4
Fresno City College	Fresno	California	x	x	x	x	x	x	6
Glendale Community College	Glendale	California	x		x	x	x	x	5
Imperial Valley College	Imperial	California	x	x			x	x	4
Lake Tahoe Community College	South Lake Tahoe	California				x	x	x	3
Lassen Community College	Susanville	California						x	1
Merced College	Merced	California	x	x				x	3
Modesto Junior College	Modesto	California	x	x	x			x	4
Moorpark College	Moorpark	California	x		x			x	3
Mt San Antonio College	Walnut	California	x	x	x			x	4
Oxnard College	Oxnard	California	x	x	x	x	x	x	6
Palo Verde College	Blythe	California				x	x	x	3
Reedley College	Reedley	California	x	x					2
Rio Hondo College	Whittier	California	x	x	x	x	x	x	6
Sacramento City College	Sacramento	California	x	x	x	x	x	x	6
Santa Monica College	Santa Monica	California	x	x		x	x	x	5
Ventura College	Ventura	California	x	x	x		x	x	5
Victor Valley College	Victorville	California	x	x	x		x	x	5
West Hills College-Coalinga	Coalinga	California		x				x	2
West Hills College-Lemoore	Lemoore	California	x	x		x	x	x	5
Lamar Community College	Lamar	Colorado						x	1
Asnuntuck Community College	Enfield	Connecticut			x	x	x		3
Capital Community College	Hartford	Connecticut	x	x	x	x	x	x	6
Gateway Community College	New Haven	Connecticut	x		x	x	x	x	5
Housatonic Community College	Bridgeport	Connecticut	x	x	x	x	x	x	6
Manchester Community College	Manchester	Connecticut	x		x	x	x	x	5
Middlesex Community College	Middletown	Connecticut				x	x	x	3
Naugatuck Valley Community College	Waterbury	Connecticut	x		x			x	3
Northwestern Connecticut Community College	Winsted	Connecticut					x	x	2
Norwalk Community College	Norwalk	Connecticut	x			x	x	x	4
Quinebaug Valley Community College	Danielson	Connecticut			x	x	x	x	4
Three Rivers Community College	Norwich	Connecticut	x			x	x		3
Tunxis Community College	Farmington	Connecticut	x		x	x	x	x	5
Delaware Technical Community College-Owens	Georgetown	Delaware	x						1
Delaware Technical Community College-Stanton/Wilmington	Wilmington	Delaware	x			x	x	x	4
Delaware Technical Community College-Terry	Dover	Delaware				x	x	x	3
Broward College	Fort Lauderdale	Florida	x	x	x	x	x	x	6
Chipola College	Marianna	Florida				x	x	x	3
College of Central Florida	Ocala	Florida	x					x	2
Daytona State College	Daytona Beach	Florida	x				x	x	3
Eastern Florida State College	Cocoa	Florida	x		x		x	x	4

## Appendix A - Threshold Approach Criteria x = not matching CCPE criteria

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Edison State College	Fort Myers	Florida	x		x		x	x	4
Florida Gateway College	Lake City	Florida						x	1
Florida Keys Community College	Key West	Florida				x	x	x	3
Florida State College at Jacksonville	Jacksonville	Florida	x		x	x	x	x	5
Gulf Coast State College	Panama City	Florida	x			x	x	x	4
Hillsborough Community College	Tampa	Florida	x		x		x	x	4
Indian River State College	Fort Pierce	Florida	x		x		x	x	4
Lake-Sumter State College	Leesburg	Florida	x		x	x	x	x	5
Miami Dade College	Miami	Florida	x	x	x		x	x	5
North Florida Community College	Madison	Florida				x	x	x	3
Northwest Florida State College	Niceville	Florida	x			x	x	x	4
Palm Beach State College	Lake Worth	Florida	x	x	x		x	x	5
Pasco-Hernando Community College	New Port Richey	Florida	x		x	x	x	x	5
Pensacola State College	Pensacola	Florida	x				x	x	3
Polk State College	Winter Haven	Florida	x			x	x	x	4
Saint Johns River State College	Palatka	Florida	x			x	x	x	4
Santa Fe College	Gainesville	Florida	x		x			x	3
Seminole State College of Florida	Sanford	Florida	x			x	x	x	4
South Florida State College	Avon Park	Florida					x	x	2
St Petersburg College	Clearwater	Florida	x				x	x	3
State College of Florida-Manatee-Sarasota	Bradenton	Florida	x		x	x	x	x	5
Tallahassee Community College	Tallahassee	Florida	x		x	x	x	x	5
Valencia College	Orlando	Florida	x	x	x		x	x	5
Abraham Baldwin Agricultural College	Tifton	Georgia							0
Albany Technical College	Albany	Georgia		x					1
Altamaha Technical College	Jesup	Georgia				x	x		2
Athens Technical College	Athens	Georgia	x		x		x		3
Atlanta Metropolitan State College	Atlanta	Georgia		x	x	x	x	x	5
Atlanta Technical College	Atlanta	Georgia	x	x	x	x	x		5
Augusta Technical College	Augusta	Georgia	x	x	x				3
Bainbridge State College	Bainbridge	Georgia		x		x		x	4
Central Georgia Technical College	Warner Robins	Georgia	x	x			x		3
Chattahoochee Technical College	Marietta	Georgia	x		x				2
College of Coastal Georgia	Brunswick	Georgia				x	x	x	3
Columbus Technical College	Columbus	Georgia		x	x		x		3
Dalton State College	Dalton	Georgia	x			x	x	x	4
Darton State College	Albany	Georgia	x			x	x	x	4
East Georgia State College	Swainsboro	Georgia				x	x	x	3
Georgia Highlands College	Rome	Georgia	x			x	x	x	4
Georgia Northwestern Technical College	Rome	Georgia	x				x		2
Georgia Perimeter College	Decatur	Georgia	x	x	x	x	x	x	6
Georgia Piedmont Technical College	Clarkston	Georgia	x	x	x	x	x		5
Gordon State College	Barnesville	Georgia	x			x	x	x	4
Gwinnett Technical College	Lawrenceville	Georgia	x	x	x				3
Lanier Technical College	Oakwood	Georgia			x		x		2
Middle Georgia State College	Macon	Georgia	x			x	x	x	4
Moultrie Technical College	Moultrie	Georgia						x	1
North Georgia Technical College	Clarkesville	Georgia					x		1
Oconee Fall Line Technical College	Sandersville	Georgia		x			x		2

## Appendix A - Threshold Approach Criteria x = not matching CCPE criteria

institution name	City	State	Fall enrollment <4000	12mo enrollment: % minority <50%	Degree of urbanization = not City: Large or Midsize, Suburb: Large	Institution confers degrees in Agriculture (CIP 1) and/or Vet Tech (51.08.08) = Yes	undergrad degrees: % Agriculture (CIP 1) >1%	undergrad degrees: % Technical (CIPS 1, 10, 15, 41, 47) >15%	COUNT
final 25 institutions highlighted green									
Ogeechee Technical College	Statesboro	Georgia						x	1
<b>Okefenokee Technical College</b>	<b>Waycross</b>	<b>Georgia</b>							<b>0</b>
Savannah Technical College	Savannah	Georgia	x	x	x	x	x		5
South Georgia State College	Douglas	Georgia				x	x	x	3
South Georgia Technical College	Americus	Georgia		x					1
Southeastern Technical College	Vidalia	Georgia				x	x	x	3
Southern Crescent Technical College	Griffin	Georgia	x		x				2
Southwest Georgia Technical College	Thomasville	Georgia						x	1
West Georgia Technical College	Waco	Georgia	x			x	x	x	4
Wiregrass Georgia Technical College	Valdosta	Georgia					x		1
Hawaii Community College	Hilo	Hawaii		x			x		2
Honolulu Community College	Honolulu	Hawaii	x	x	x	x	x		5
Kapiolani Community College	Honolulu	Hawaii	x	x	x	x	x	x	6
Kauai Community College	Lihue	Hawaii		x		x	x	x	4
Leeward Community College	Pearl City	Hawaii	x	x	x	x	x	x	6
University of Hawaii Maui College	Kahului	Hawaii	x	x				x	3
Windward Community College	Kaneohe	Hawaii		x	x		x	x	4
College of Southern Idaho	Twin Falls	Idaho	x					x	2
Eastern Idaho Technical College	Idaho Falls	Idaho				x	x		2
City Colleges of Chicago-Harry S Truman College	Chicago	Illinois	x	x	x	x	x	x	6
<b>Lincoln Trail College</b>	<b>Robinson</b>	<b>Illinois</b>							<b>0</b>
Olney Central College	Olney	Illinois				x	x	x	3
Wabash Valley College	Mount Carmel	Illinois	x						1
Ivy Tech Community College	Indianapolis	Indiana	x		x		x	x	4
Vincennes University	Vincennes	Indiana	x					x	2
Indian Hills Community College	Ottumwa	Iowa	x				x	x	3
<b>Iowa Lakes Community College</b>	<b>Estherville</b>	<b>Iowa</b>							<b>0</b>
North Iowa Area Community College	Mason City	Iowa						x	1
Northwest Iowa Community College	Sheldon	Iowa					x		1
Allen County Community College	Iola	Kansas						x	1
Flint Hills Technical College	Emporia	Kansas				x	x		2
Highland Community College	Highland	Kansas					x	x	2
Manhattan Area Technical College	Manhattan	Kansas				x	x		2
North Central Kansas Technical College	Beloit	Kansas						x	1
Northwest Kansas Technical College	Goodland	Kansas				x	x		2
Salina Area Technical College	Salina	Kansas				x	x		2
Wichita Area Technical College	Wichita	Kansas				x	x		2
Ashland Community and Technical College	Ashland	Kentucky				x	x		2
Big Sandy Community and Technical College	Prestonsburg	Kentucky	x			x	x		3
Bluegrass Community and Technical College	Lexington	Kentucky	x		x		x		3
Elizabethtown Community and Technical College	Elizabethtown	Kentucky	x			x	x		3
Gateway Community and Technical College	Florence	Kentucky	x		x	x	x		4
Hazard Community and Technical College	Hazard	Kentucky				x	x		2
Henderson Community College	Henderson	Kentucky					x	x	2
Hopkinsville Community College	Hopkinsville	Kentucky						x	1
Jefferson Community and Technical College	Louisville	Kentucky	x		x				2
Madisonville Community College	Madisonville	Kentucky	x			x	x	x	4
Maysville Community and Technical College	Maysville	Kentucky					x		1
Owensboro Community and Technical College	Owensboro	Kentucky	x				x	x	3

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final 25 institutions highlighted green									
Somerset Community College	Somerset	Kentucky	x			x	x		3
Southcentral Kentucky Community and Technical College	Bowling Green	Kentucky	x			x	x		3
Southeast Kentucky Community and Technical College	Cumberland	Kentucky	x			x	x	x	4
West Kentucky Community and Technical College	Paducah	Kentucky	x			x	x	x	4
Baton Rouge Community College	Baton Rouge	Louisiana	x		x		x	x	4
Bossier Parish Community College	Bossier City	Louisiana	x	x		x	x		4
Capital Area Technical College	Baton Rouge	Louisiana		x	x				2
Central Louisiana Technical Community College	Alexandria	Louisiana							0
Delgado Community College	New Orleans	Louisiana	x	x	x		x	x	5
Durham Technical Community College	Monroe	Louisiana				x	x	x	3
L E Fletcher Technical Community College	Schriever	Louisiana				x	x	x	3
Louisiana Delta Community College	Monroe	Louisiana				x	x		2
Louisiana State University-Eunice	Eunice	Louisiana				x	x	x	3
Northshore Technical Community College	Bogalusa	Louisiana					x		1
Northwest Louisiana Technical College	Minden	Louisiana		x			x		2
Nunez Community College	Chalmette	Louisiana			x	x	x	x	4
River Parishes Community College	Sorrento	Louisiana				x	x		2
South Central Louisiana Technical College-Young Memorial Ca	Morgan City	Louisiana				x	x	x	3
South Louisiana Community College	Lafayette	Louisiana	x		x	x	x	x	5
SOWELA Technical Community College	Lake Charles	Louisiana				x	x		2
Central Maine Community College	Auburn	Maine				x	x		2
Eastern Maine Community College	Bangor	Maine				x	x		2
Kennebec Valley Community College	Fairfield	Maine				x	x	x	3
Northern Maine Community College	Presque Isle	Maine				x	x		2
Southern Maine Community College	South Portland	Maine	x						1
Washington County Community College	Calais	Maine				x	x		2
York County Community College	Wells	Maine				x	x	x	3
Baltimore City Community College	Baltimore	Maryland	x	x	x	x	x	x	6
Berkshire Community College	Pittsfield	Massachusetts					x	x	2
Bristol Community College	Fall River	Massachusetts	x		x		x	x	4
Bunker Hill Community College	Boston	Massachusetts	x	x	x	x	x	x	6
Cape Cod Community College	West Barnstable	Massachusetts	x				x	x	3
Greenfield Community College	Greenfield	Massachusetts				x	x	x	3
Holyoke Community College	Holyoke	Massachusetts	x		x		x	x	4
Massachusetts Bay Community College	Wellesley Hills	Massachusetts	x		x	x	x	x	5
Massasoit Community College	Brockton	Massachusetts	x		x	x	x	x	5
Middlesex Community College	Bedford	Massachusetts	x		x	x	x	x	5
Mount Wachusett Community College	Gardner	Massachusetts	x			x	x	x	4
North Shore Community College	Danvers	Massachusetts	x		x			x	3
Northern Essex Community College	Haverhill	Massachusetts	x		x	x	x	x	5
Quinsigamond Community College	Worcester	Massachusetts	x		x	x	x	x	5
Roxbury Community College	Roxbury Crossing	Massachusetts		x	x	x	x	x	5
Springfield Technical Community College	Springfield	Massachusetts	x		x		x		3
Gogebic Community College	Ironwood	Michigan				x	x	x	3
Jackson College	Jackson	Michigan	x			x	x		3
Alexandria Technical & Community College	Alexandria	Minnesota				x	x	x	3
Anoka Technical College	Anoka	Minnesota			x		x		2
Anoka-Ramsey Community College	Coon Rapids	Minnesota	x		x	x	x	x	5
Central Lakes College-Brainerd	Brainerd	Minnesota	x				x		2

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Century College	White Bear Lake	Minnesota	x		x			x	3
Dakota County Technical College	Rosemount	Minnesota						x	1
Hennepin Technical College	Brooklyn Park	Minnesota	x		x				2
Hibbing Community College	Hibbing	Minnesota				x	x		2
Inver Hills Community College	Inver Grove Heights	Minnesota	x		x	x	x	x	5
Itasca Community College	Grand Rapids	Minnesota				x	x	x	3
Lake Superior College	Duluth	Minnesota	x			x	x	x	4
Mesabi Range Community and Technical College	Virginia	Minnesota				x	x		2
Minneapolis Community and Technical College	Minneapolis	Minnesota	x	x	x	x	x	x	6
Minnesota State College-Southeast Technical	Winona	Minnesota				x	x		2
Minnesota State Community and Technical College	Fergus Falls	Minnesota	x					x	2
Minnesota West Community and Technical College	Granite Falls	Minnesota						x	1
Normandale Community College	Bloomington	Minnesota	x				x	x	3
North Hennepin Community College	Brooklyn Park	Minnesota	x		x	x	x	x	5
Northland Community and Technical College	Thief River Falls	Minnesota							0
Northwest Technical College	Bemidji	Minnesota						x	1
Pine Technical College	Pine City	Minnesota				x	x	x	3
Rainy River Community College	International Falls	Minnesota				x	x	x	3
Ridgewater College	Willmar	Minnesota							0
Riverland Community College	Austin	Minnesota						x	1
Rochester Community and Technical College	Rochester	Minnesota	x		x			x	3
Saint Paul College	Saint Paul	Minnesota	x	x	x	x	x	x	6
South Central College	North Mankato	Minnesota							0
St Cloud Technical and Community College	Saint Cloud	Minnesota	x				x		2
Vermilion Community College	Ely	Minnesota						x	1
East Central Community College	Decatur	Mississippi				x	x	x	3
East Mississippi Community College	Scooba	Mississippi	x	x			x	x	4
Hinds Community College	Raymond	Mississippi	x	x				x	3
Holmes Community College	Goodman	Mississippi	x	x			x	x	4
Itawamba Community College	Fulton	Mississippi	x				x	x	3
Jones County Junior College	Ellisville	Mississippi	x				x	x	3
Meridian Community College	Meridian	Mississippi				x	x	x	3
Mississippi Delta Community College	Moorhead	Mississippi		x				x	2
Mississippi Gulf Coast Community College	Perkinston	Mississippi	x				x	x	3
Northeast Mississippi Community College	Booneville	Mississippi					x	x	2
Northwest Mississippi Community College	Senatobia	Mississippi	x					x	2
Pearl River Community College	Poplarville	Mississippi	x			x	x	x	4
Southwest Mississippi Community College	Summit	Mississippi				x	x	x	3
Linn State Technical College	Linn	Missouri							0
Missouri State University-West Plains	West Plains	Missouri						x	1
Moberly Area Community College	Moberly	Missouri	x			x	x	x	4
North Central Missouri College	Trenton	Missouri						x	1
Three Rivers Community College	Poplar Bluff	Missouri	x				x	x	3
Great Falls College Montana State University	Great Falls	Montana				x	x	x	3
Helena College University of Montana	Helena	Montana				x	x	x	3
College of Southern Nevada	Las Vegas	Nevada	x	x	x		x	x	5
Truckee Meadows Community College	Reno	Nevada	x		x		x	x	4
Western Nevada College	Carson City	Nevada				x	x	x	3
Great Bay Community College	Portsmouth	New Hampshire					x	x	2
Lakes Region Community College	Laconia	New Hampshire				x	x		2
Manchester Community College	Manchester	New Hampshire			x	x	x		3

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Nashua Community College	Nashua	New Hampshire				x			2
NHTI-Concord's Community College	Concord	New Hampshire	x				x	x	3
River Valley Community College	Claremont	New Hampshire				x	x	x	3
White Mountains Community College	Berlin	New Hampshire				x	x	x	3
Burlington County College	Pemberton	New Jersey	x			x	x	x	4
Clovis Community College	Clovis	New Mexico				x	x	x	3
Eastern New Mexico University-Roswell Campus	Roswell	New Mexico		x			x		2
Luna Community College	Las Vegas	New Mexico		x		x	x	x	4
Mesalands Community College	Tucumcari	New Mexico							0
New Mexico State University-Alamogordo	Alamogordo	New Mexico		x		x	x	x	4
New Mexico State University-Carlsbad	Carlsbad	New Mexico		x		x	x	x	4
New Mexico State University-Dona Ana	Las Cruces	New Mexico	x	x	x	x	x	x	6
New Mexico State University-Grants	Grants	New Mexico		x		x	x	x	4
University of New Mexico-Gallup Campus	Gallup	New Mexico		x		x	x	x	4
University of New Mexico-Los Alamos Campus	Los Alamos	New Mexico		x		x	x	x	4
CUNY Medgar Evers College	Brooklyn	New York	x	x	x	x	x	x	6
CUNY New York City College of Technology	Brooklyn	New York	x	x	x	x	x		5
Morrisville State College	Morrisville	New York							0
Schenectady County Community College	Schenectady	New York	x			x	x	x	4
SUNY College of Agriculture and Technology at Cobleskill	Cobleskill	New York							0
SUNY College of Technology at Alfred	Alfred	New York							0
SUNY College of Technology at Canton	Canton	New York					x	x	2
SUNY College of Technology at Delhi	Delhi	New York						x	1
Alamance Community College	Graham	North Carolina	x						1
Asheville-Buncombe Technical Community College	Asheville	North Carolina	x				x	x	3
Beaufort County Community College	Washington	North Carolina						x	1
Bladen Community College	Dublin	North Carolina		x			x	x	3
Blue Ridge Community College	Flat Rock	North Carolina			x				1
Caldwell Community College and Technical Institute	Hudson	North Carolina			x		x	x	3
Cape Fear Community College	Wilmington	North Carolina	x		x		x	x	4
Carteret Community College	Morehead City	North Carolina						x	1
Catawba Valley Community College	Hickory	North Carolina	x					x	2
Central Carolina Community College	Sanford	North Carolina	x						1
Cleveland Community College	Shelby	North Carolina				x	x	x	3
Coastal Carolina Community College	Jacksonville	North Carolina	x			x	x		3
College of the Albemarle	Elizabeth City	North Carolina				x	x	x	3
Craven Community College	New Bern	North Carolina				x	x	x	3
Davidson County Community College	Thomasville	North Carolina	x				x		2
Edgecombe Community College	Tarboro	North Carolina		x		x	x	x	4
Fayetteville Technical Community College	Fayetteville	North Carolina	x	x	x		x	x	5
Forsyth Technical Community College	Winston Salem	North Carolina	x		x		x		3
Gaston College	Dallas	North Carolina	x		x		x	x	4
Guilford Technical Community College	Jamestown	North Carolina	x	x	x		x		4
Halifax Community College	Weldon	North Carolina		x			x	x	3
Haywood Community College	Clyde	North Carolina			x				1
Isothermal Community College	Spindale	North Carolina				x	x	x	3
James Sprunt Community College	Kenansville	North Carolina		x				x	2
Johnston Community College	Smithfield	North Carolina	x				x	x	3
Lenoir Community College	Kinston	North Carolina					x	x	2
Martin Community College	Williamston	North Carolina							0
Mayland Community College	Spruce Pine	North Carolina							0

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final 25 institutions highlighted green									
McDowell Technical Community College	Marion	North Carolina					x		1
Mitchell Community College	Statesville	North Carolina			x	x	x	x	4
Montgomery Community College	Troy	North Carolina							0
Nash Community College	Rocky Mount	North Carolina				x	x	x	3
Pamlico Community College	Grantsboro	North Carolina					x		1
Piedmont Community College	Roxboro	North Carolina							0
Pitt Community College	Winterville	North Carolina	x		x		x	x	4
Randolph Community College	Asheboro	North Carolina				x	x	x	3
Richmond Community College	Hamlet	North Carolina		x		x	x	x	4
Roanoke-Chowan Community College	Ahoskie	North Carolina		x		x	x		3
Robeson Community College	Lumberton	North Carolina		x		x	x	x	4
Rockingham Community College	Wentworth	North Carolina						x	1
Rowan-Cabarrus Community College	Salisbury	North Carolina	x		x	x	x		4
Sampson Community College	Clinton	North Carolina						x	1
Sandhills Community College	Pinehurst	North Carolina	x					x	2
South Piedmont Community College	Polkton	North Carolina				x	x	x	3
Southeastern Community College	Whiteville	North Carolina				x	x	x	3
Southwestern Community College	Sylva	North Carolina				x	x	x	3
Stanly Community College	Albemarle	North Carolina				x	x	x	3
Surry Community College	Dobson	North Carolina						x	1
Tri-County Community College	Murphy	North Carolina				x	x	x	3
Vance-Granville Community College	Henderson	North Carolina	x			x	x	x	4
Wake Technical Community College	Raleigh	North Carolina	x		x	x	x	x	5
Wayne Community College	Goldsboro	North Carolina						x	1
Western Piedmont Community College	Morganton	North Carolina					x	x	2
Wilkes Community College	Wilkesboro	North Carolina							0
Wilson Community College	Wilson	North Carolina		x		x	x	x	4
Bismarck State College	Bismarck	North Dakota	x						1
Dakota College at Bottineau	Bottineau	North Dakota						x	1
Lake Region State College	Devils Lake	North Dakota				x	x	x	3
North Dakota State College of Science	Wahpeton	North Dakota							0
Williston State College	Williston	North Dakota						x	1
Belmont College	Saint Clairsville	Ohio				x	x	x	3
Central Ohio Technical College	Newark	Ohio				x	x	x	3
Cincinnati State Technical and Community College	Cincinnati	Ohio	x		x				2
Clark State Community College	Springfield	Ohio	x					x	2
Columbus State Community College	Columbus	Ohio	x		x		x		3
Eastern Gateway Community College	Steubenville	Ohio				x	x	x	3
Edison State Community College	Piqua	Ohio				x	x	x	3
Hocking College	Nelsonville	Ohio	x					x	2
James A Rhodes State College	Lima	Ohio				x	x	x	3
Kent State University at Salem	Salem	Ohio						x	2
Marion Technical College	Marion	Ohio				x	x	x	3
North Central State College	Mansfield	Ohio				x	x	x	3
Northwest State Community College	Archbold	Ohio	x			x	x	x	4
Ohio State University Agricultural Technical Institute	Wooster	Ohio							0
Owens Community College	Perrysburg	Ohio	x		x				2
Southern State Community College	Hillsboro	Ohio					x	x	2
Stark State College	North Canton	Ohio	x		x	x	x		4
Terra State Community College	Fremont	Ohio				x	x		2
Washington State Community College	Marietta	Ohio							0

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final 25 institutions highlighted green									
Zane State College	Zanesville	Ohio				x	x	x	3
Carl Albert State College	Poteau	Oklahoma				x	x	x	3
Connors State College	Warner	Oklahoma						x	1
Eastern Oklahoma State College	Wilburton	Oklahoma				x	x	x	3
Murray State College	Tishomingo	Oklahoma						x	1
Northeastern Oklahoma A&M College	Miami	Oklahoma						x	1
Northern Oklahoma College	Tonkawa	Oklahoma	x					x	2
Oklahoma City Community College	Oklahoma City	Oklahoma	x		x	x	x	x	5
Oklahoma State University Institute of Technology	Okmulgee	Oklahoma				x	x		2
Oklahoma State University-Oklahoma City	Oklahoma City	Oklahoma	x		x				2
Redlands Community College	El Reno	Oklahoma						x	1
Seminole State College	Seminole	Oklahoma				x	x	x	3
Western Oklahoma State College	Altus	Oklahoma						x	1
Umpqua Community College	Roseburg	Oregon					x	x	2
Butler County Community College	Butler	Pennsylvania				x	x	x	3
Delaware County Community College	Media	Pennsylvania	x		x		x	x	4
Harrisburg Area Community College-Harrisburg	Harrisburg	Pennsylvania	x				x	x	3
Lancaster County Career and Technology Center	Willow Street	Pennsylvania			x		x	x	3
Lehigh Carbon Community College	Schnecksville	Pennsylvania	x		x		x	x	4
Northampton County Area Community College	Bethlehem	Pennsylvania	x		x		x	x	4
Pennsylvania Highlands Community College	Johnstown	Pennsylvania				x	x	x	3
Reading Area Community College	Reading	Pennsylvania	x			x	x	x	4
Thaddeus Stevens College of Technology	Lancaster	Pennsylvania				x	x		2
Westmoreland County Community College	Youngwood	Pennsylvania	x					x	2
Community College of Rhode Island	Warwick	Rhode Island	x			x	x	x	4
Northeastern Technical College	Cheraw	South Carolina				x	x		2
Orangeburg Calhoun Technical College	Orangeburg	South Carolina		x			x		2
Piedmont Technical College	Greenwood	South Carolina	x						1
University of South Carolina-Lancaster	Lancaster	South Carolina				x	x	x	3
University of South Carolina-Salkehatchie	Allendale	South Carolina				x	x	x	3
University of South Carolina-Sumter	Sumter	South Carolina				x	x	x	3
University of South Carolina-Union	Union	South Carolina				x	x	x	3
Lake Area Technical Institute	Watertown	South Dakota							0
Mitchell Technical Institute	Mitchell	South Dakota							0
Western Dakota Technical Institute	Rapid City	South Dakota					x		1
Chattanooga State Community College	Chattanooga	Tennessee	x		x		x		3
Cleveland State Community College	Cleveland	Tennessee				x	x	x	3
Columbia State Community College	Columbia	Tennessee	x				x	x	3
Dyersburg State Community College	Dyersburg	Tennessee				x	x	x	3
Jackson State Community College	Jackson	Tennessee	x			x	x	x	4
Motlow State Community College	Tullahoma	Tennessee	x			x	x	x	4
Nashville State Community College	Nashville	Tennessee	x		x		x	x	4
Northeast State Community College	Blountville	Tennessee	x			x	x	x	4
Pellissippi State Community College	Knoxville	Tennessee	x		x		x	x	5
Roane State Community College	Harriman	Tennessee	x			x	x	x	4
Southwest Tennessee Community College	Memphis	Tennessee	x	x	x		x	x	5
Volunteer State Community College	Gallatin	Tennessee	x		x		x	x	4
Walters State Community College	Morrisstown	Tennessee	x				x	x	3
Blinn College	Brenham	Texas	x					x	2
Cisco College	Cisco	Texas				x	x	x	3
Clarendon College	Clarendon	Texas							0



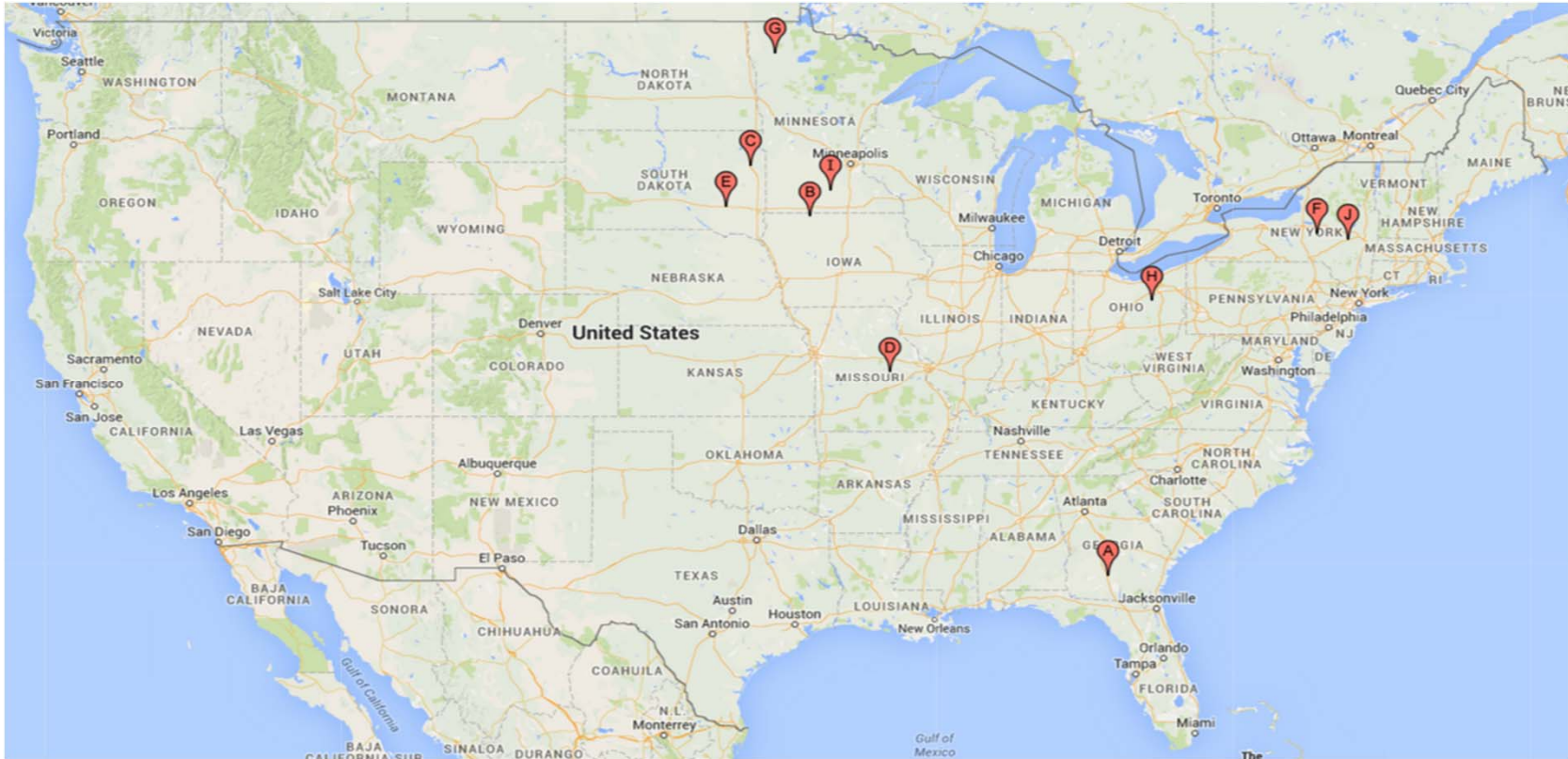
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Coastal Bend College	Beeville	Texas		x		x			3
Lamar Institute of Technology	Beaumont	Texas			x	x	x		3
Lamar State College-Orange	Orange	Texas			x	x	x	x	4
Lamar State College-Port Arthur	Port Arthur	Texas		x		x	x		3
Navarro College	Corsicana	Texas	x					x	2
North Central Texas College	Gainesville	Texas	x					x	2
Paris Junior College	Paris	Texas	x				x		2
Ranger College	Ranger	Texas				x	x	x	3
Southwest Texas Junior College	Uvalde	Texas	x	x		x	x	x	5
Texarkana College	Texarkana	Texas	x				x		2
Texas State Technical College-Harlingen	Harlingen	Texas	x	x					2
Texas State Technical College-Marshall	Marshall	Texas				x	x		2
Texas State Technical College-Waco	Waco	Texas			x				1
Texas State Technical College-West Texas	Sweetwater	Texas					x		1
Vernon College	Vernon	Texas						x	1
Dixie State University	Saint George	Utah	x			x	x	x	4
Salt Lake Community College	Salt Lake City	Utah	x		x		x	x	4
Snow College	Ephraim	Utah	x				x	x	3
Community College of Vermont	Winooski	Vermont	x		x	x	x	x	5
Vermont Technical College	Randolph Center	Vermont							0
Blue Ridge Community College	Weyers Cave	Virginia	x				x	x	3
Central Virginia Community College	Lynchburg	Virginia	x			x	x	x	4
Dabney S Lancaster Community College	Clifton Forge	Virginia				x	x	x	3
Danville Community College	Danville	Virginia	x			x	x		3
Eastern Shore Community College	Melfa	Virginia				x	x	x	3
Germanna Community College	Locust Grove	Virginia	x				x	x	3
J Sargeant Reynolds Community College	Richmond	Virginia	x		x			x	3
John Tyler Community College	Chester	Virginia	x		x	x	x	x	5
Lord Fairfax Community College	Middletown	Virginia	x			x	x	x	4
Mountain Empire Community College	Big Stone Gap	Virginia				x	x	x	3
New River Community College	Dublin	Virginia	x			x	x	x	4
Northern Virginia Community College	Annandale	Virginia	x	x	x		x	x	5
Patrick Henry Community College	Martinsville	Virginia					x	x	2
Paul D Camp Community College	Franklin	Virginia				x	x	x	3
Piedmont Virginia Community College	Charlottesville	Virginia	x				x	x	3
Rappahannock Community College	Glenns	Virginia				x	x	x	3
Richard Bland College of the College of William and Mary	Petersburg	Virginia				x	x	x	3
Southside Virginia Community College	Alberta	Virginia	x				x	x	3
Southwest Virginia Community College	Richlands	Virginia				x	x	x	3
Thomas Nelson Community College	Hampton	Virginia	x	x	x	x	x	x	6
Tidewater Community College	Norfolk	Virginia	x		x		x	x	4
Virginia Highlands Community College	Abingdon	Virginia					x	x	2
Virginia Western Community College	Roanoke	Virginia	x				x	x	3
Wytheville Community College	Wytheville	Virginia				x	x	x	3
Bates Technical College	Tacoma	Washington			x	x	x		3
Bellevue College	Bellevue	Washington	x		x	x	x	x	5
Bellingham Technical College	Bellingham	Washington					x		1
Big Bend Community College	Moses Lake	Washington					x	x	2
Cascadia Community College	Bothell	Washington			x	x	x	x	4
Centralia College	Centralia	Washington				x	x	x	3
Clark College	Vancouver	Washington	x		x		x	x	4

## Appendix A - Threshold Approach Criteria x = not matching CCPE criteria

institution name	City	State	Fall enrollment <4000	12mo enrollment: % minority <50%	Degree of urbanization = not City: Large or Midsize, Suburb: Large	Institution confers degrees in Agriculture (CIP 1) and/or Vet Tech (51.08.08) = Yes	undergrad degrees: % Agriculture (CIP 1) >1%	undergrad degrees: % Technical (CIPS 1, 10, 15, 41, 47) >15%	COUNT
final 25 institutions highlighted green									
Clover Park Technical College	Lakewood	Washington					x		1
Columbia Basin College	Pasco	Washington	x		x		x	x	4
Edmonds Community College	Lynnwood	Washington	x		x				2
Everett Community College	Everett	Washington	x		x	x	x	x	5
Grays Harbor College	Aberdeen	Washington					x	x	2
Green River Community College	Auburn	Washington	x			x	x	x	4
Highline Community College	Des Moines	Washington	x		x	x	x	x	5
Lake Washington Institute of Technology	Kirkland	Washington			x				1
Lower Columbia College	Longview	Washington					x	x	2
Olympic College	Bremerton	Washington	x			x	x		3
Peninsula College	Port Angeles	Washington						x	1
Pierce College at Fort Steilacoom	Lakewood	Washington	x				x	x	3
Pierce College at Puyallup	Puyallup	Washington			x	x	x	x	4
Renton Technical College	Renton	Washington					x		1
Seattle Central College	Seattle	Washington	x		x	x	x	x	5
Seattle Community College-North Campus	Seattle	Washington	x		x	x	x	x	5
Seattle Community College-South Campus	Seattle	Washington	x		x				2
Shoreline Community College	Shoreline	Washington	x		x	x	x		4
Skagit Valley College	Mount Vernon	Washington	x				x	x	3
South Puget Sound Community College	Olympia	Washington	x					x	2
Spokane Community College	Spokane	Washington	x		x				2
Spokane Falls Community College	Spokane	Washington	x		x	x	x	x	5
Tacoma Community College	Tacoma	Washington	x		x			x	3
Walla Walla Community College	Walla Walla	Washington	x					x	2
Wenatchee Valley College	Wenatchee	Washington						x	1
Whatcom Community College	Bellingham	Washington	x			x	x	x	4
Yakima Valley Community College	Yakima	Washington	x	x				x	3
Blue Ridge Community and Technical College	Martinsburg	West Virginia	x			x	x	x	4
Bridgmont Community and Technical College	Montgomery	West Virginia					x		1
Eastern West Virginia Community and Technical College	Moorefield	West Virginia				x	x		2
Kanawha Valley Community and Technical College	South Charleston	West Virginia			x	x	x	x	4
Mountwest Community and Technical College	Huntington	West Virginia			x	x	x	x	4
New River Community and Technical College	Beckley	West Virginia				x	x		2
Pierpont Community and Technical College	Fairmont	West Virginia					x	x	2
Southern West Virginia Community and Technical College	Mount Gay	West Virginia				x	x	x	3
West Virginia Northern Community College	Wheeling	West Virginia				x	x	x	3
West Virginia University at Parkersburg	Parkersburg	West Virginia				x	x	x	3
University of Wisconsin Colleges	Madison	Wisconsin	x		x	x	x	x	5
Casper College	Casper	Wyoming	x						1
Eastern Wyoming College	Torrington	Wyoming						x	1
Laramie County Community College	Cheyenne	Wyoming	x					x	2
Northwest College	Powell	Wyoming						x	1
Sheridan College	Sheridan	Wyoming	x						1

## Appendix B - Location of NCTA's Peers



INSTITUTION	CITY	STATE	INSTITUTION	CITY	STATE
A Abraham Baldwin Agricultural College	Tifton	Georgia	F Morrisville State College	Morrisville	New York
B Iowa Lakes Community College	Estherville	Iowa	G Northland Community and Technical College	Thief River Falls	Minnesota
C Lake Area Technical Institute	Watertown	South Dakota	H Ohio State University Agricultural Technical Institute	Wooster	Ohio
D Linn State Technical College	Linn	Missouri	I South Central College	North Mankato	Minnesota
E Mitchell Technical Institute	Mitchell	South Dakota	J SUNY College of Agriculture and Technology at Cobleskill	Cobleskill	New York

# 2015 Factual Look at Higher Education in Nebraska

Degrees and Other Awards  
Conferred 2003–2004 through 2013–2014

Ten-Year Trends Based on the Fall 2004 through Fall 2014 Federal  
Integrated Postsecondary Education Data System (IPEDS) Completion Surveys  
of Nebraska's Postsecondary Institutions

NEBRASKA'S



COORDINATING COMMISSION  
FOR POSTSECONDARY EDUCATION

Published August 2015

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COMMISSION FOR POSTSECONDARY EDUCATION**

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

## LIST OF 55 REPORTING INSTITUTIONS

### University of Nebraska (5)

Nebraska College of Technical Agriculture  
University of Nebraska at Kearney  
University of Nebraska-Lincoln  
University of Nebraska Medical Center  
University of Nebraska at Omaha

### Nebraska State College System (3)

Chadron State College  
Peru State College  
Wayne State College

### Nebraska Community Colleges (6)

Central Community College  
Metropolitan Community College  
Mid-Plains Community College  
Northeast Community College  
Southeast Community College  
Western Nebraska Community College

### Independent Colleges & Universities (20)

Bellevue University  
Bryan College of Health Sciences  
Clarkson College  
College of Saint Mary  
Concordia University-Seward  
Creighton University  
Dana College (Closed Fall 2010)  
Doane College-Crete  
Doane College-Lincoln  
Grace University  
Hastings College  
Little Priest Tribal College  
Midland University  
Nebraska Christian College  
Nebraska Indian Community College  
Nebraska Methodist College of Nursing & Allied Health

### Independent Colleges & Universities (Continued)

Nebraska Wesleyan University  
Summit Christian College  
Union College  
York College

### For-Profit/Career Schools (21)

#### Degree-Granting (13)

Alegent Health School of Radiologic Technology  
ITT Technical Institute-Omaha  
Kaplan University-Lincoln Campus  
Kaplan University-Omaha Campus  
Mary Lanning Memorial Hospital School of Radiologic Technology<sup>1</sup>  
Myotherapy Institute  
National American University-Bellevue  
Omaha School of Massage and Healthcare of Herzing University<sup>2</sup>  
The Creative Center  
Universal College of Healing Arts  
University of Phoenix-Omaha Campus  
Vatterott College (Closed Fall 2005)  
Vatterott College-Spring Valley (Closing Fall 2015)

#### Non-Degree-Granting (8)

Capitol School of Hairstyling and Esthetics  
College of Hair Design  
College of Hair Design-East Campus  
Fullen School of Hair Design  
Joseph's College  
La'James International College  
Regional West Medical Center School of Radiologic Technology  
Xenon International Academy-Omaha

<sup>1</sup> Changed from non-degree-granting to degree-granting for the 2009–10 academic year. Since 2010–11, the numbers of awards conferred by Mary Lanning have been reported through the University of Nebraska at Kearney.

<sup>2</sup> The Omaha School of Massage and Healthcare of Herzing University, formerly known as the Omaha School of Massage Therapy, changed from non-degree-granting to degree-granting for the 2008–09 academic year. Effective January 2, 2015, Herzing changed from for-profit to not-for-profit.

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# Executive Summary of Data

## Degrees and Other Awards Conferred 2003–2004 through 2013–2014

### Total Number of Degrees and Other Awards Conferred

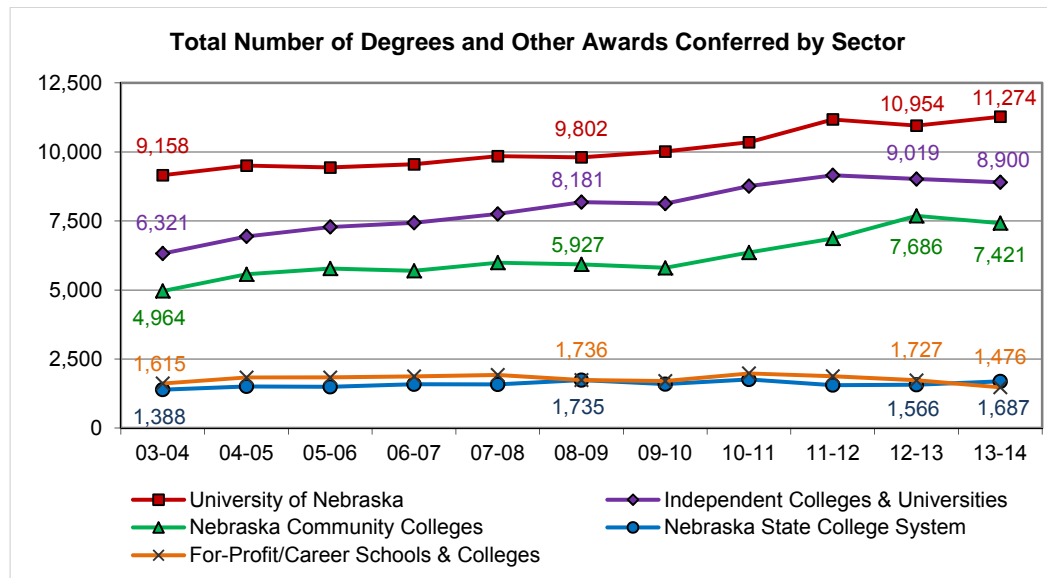
See page 1.1

- In 2013–14, 30,758 degrees and awards were conferred by Nebraska’s public and independent institutions and for-profit/career schools, an increase of 7,312 degrees (31.2%) from 2003–04 when 23,446 degrees and awards were conferred. During this same 10-year period, the number of degrees and awards conferred nationally increased 43.5%.<sup>1</sup>

### Degrees and Other Awards Conferred by Sector

See pages 1.3-1.8

- Between 2003–04 and 2013–14, the number of degrees and awards increased across all sectors, except for the for-profit/career school sector. As shown below, the highest rates of increase were in the independent and community college sectors.



Sector	13–14 1-Yr	04–14 10-Yr
Univ. of Neb. (■)	2.9%	23.1%
NSCS (●)	7.7%	21.5%
Neb. CCs (▲)	-3.4%	49.5%
Independents (◆)	-1.3%	40.8%
For-Profit/Career (x)	-14.5%	-8.6%
<b>Total</b>	<b>-0.6%</b>	<b>31.2%</b>

<sup>1</sup> Between 2003–04 and 2013–14, Nebraska’s 12-month enrollment increased 12.7%, from 174,789 to 197,010. During this same 10-year period, 12-month enrollment increased 18.7% nationally (from 23,500,830 to 27,906,193).

- Overall, the number of awards conferred within the public sectors of higher education in Nebraska increased 31.4% between 2003–04 and 2013–14 while the number of awards conferred by the independent and for-profit/career school sectors increased a combined 30.7%. Nationally, the number of awards conferred by public institutions increased 42.1% while the number conferred by non-public institutions increased 45.7%.
- The University of Nebraska continues to award the highest number of degrees and awards in the state. However, as a result of the increase in the number of awards conferred within the independent and community college sectors, the other three sectors conferred about the same or lower percentages of the total number of degrees and awards in 2013–14 as in 2003–04.

**% of Total Degrees and Other Awards Conferred**

Sector	2003–04	2013–14
University of Nebraska	39.1%	36.7%
Nebraska State College System	5.9%	5.5%
Nebraska Community Colleges	21.2%	24.1%
Independent Colleges and Universities	27.0%	28.9%
For-Profit/Career Schools	6.9%	4.8%

- The University of Nebraska-Lincoln (UNL) conferred the highest number of degrees and awards in the state throughout the 10-year period from 2003–04 to 2013–14. However, among the six institutions in the table listed below, UNL experienced the smallest 10-year increase in the number of awards conferred.

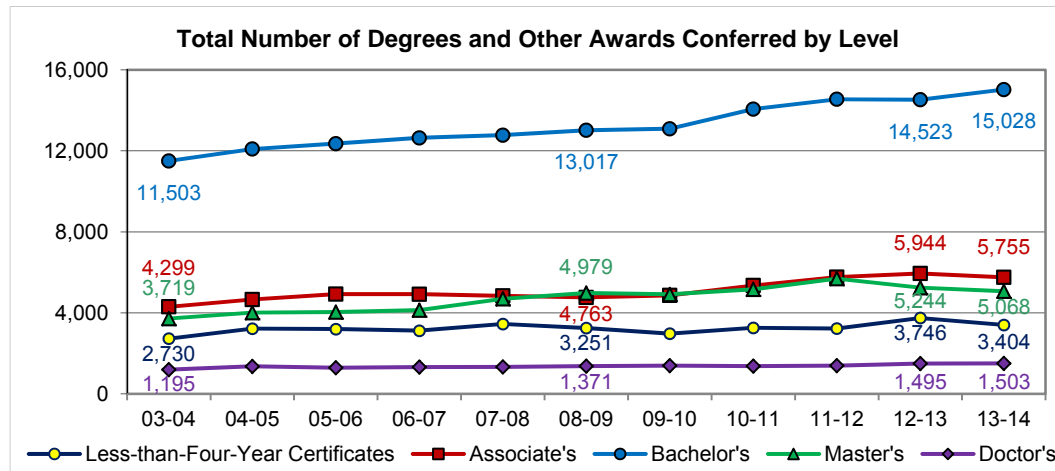
**Institutions Conferred the Highest Number of Degrees and Other Awards**

Rank	Sector	2003–04	2013–14	10-Year % Increase
1	University of Nebraska-Lincoln	4,336	5,180	19.5%
2	University of Nebraska at Omaha	2,288	3,285	43.6%
3	Bellevue University	1,790	2,854	59.4%
4	Central Community College	1,183	2,342	98.0%
5	Creighton University	1,612	2,117	31.3%
6	Metropolitan Community College	830	1,714	106.5%

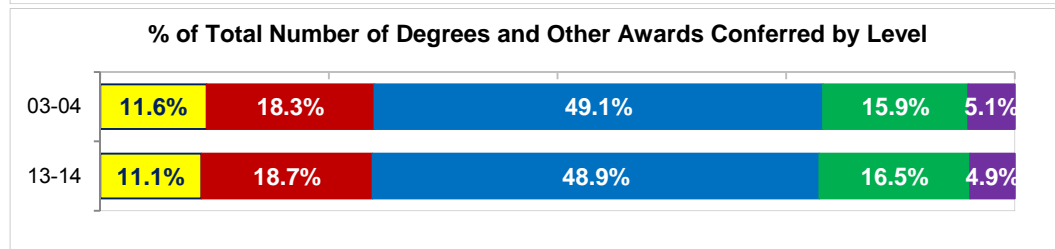
## Degrees and Other Awards Conferred by Level

See pages 2.5-2.10

- The number of degrees and other awards conferred increased at all levels between 2003–04 and 2013–14.
- The highest rate of growth between 2003–04 and 2013–14 was at the master’s level. Interestingly, while the University of Nebraska experienced a 10-year decline of -6.4% at the master’s level, the state colleges and independent institutions more than doubled the number of conferred master’s level degrees and certificates (116.3% and 117.9% increases, respectively).



Level	13–14 1-Yr	04–14 10-Yr
Less-than-Four-Year Certificates (●)	-9.1%	24.7%
Associate's (■)	-3.2%	33.9%
Bachelor's (●)	3.5%	30.6%
Master's (▲)	-3.4%	36.3%
Doctor's (◆)	0.5%	25.8%
<b>Total</b>	<b>-0.6%</b>	<b>31.2%</b>



Note. The bachelor’s degree category includes postbaccalaureate certificates. The master’s degree category includes post-master’s certificates.

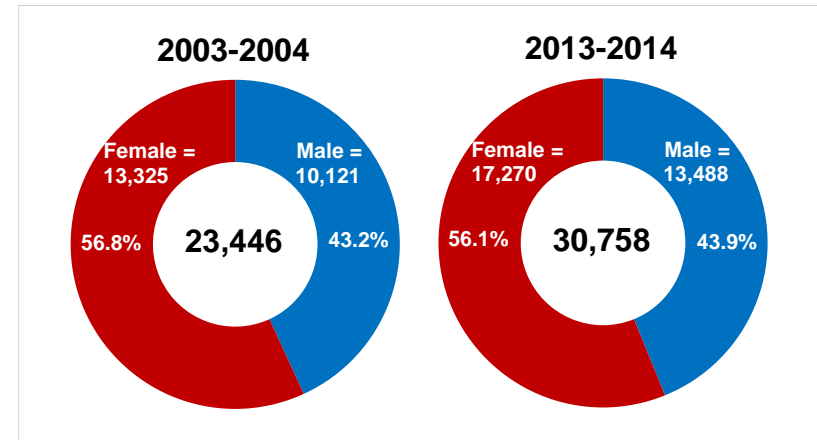
- Undergraduate degrees accounted for 78.6% of the 30,758 degrees and other awards granted in 2013–14. In comparison, 79.0% of the awards conferred in 2003–04 were at the undergraduate level.

- National 10-year growth rates of less-than-four-year certificates (57.2%), associate’s degrees (55.6%) and doctor’s degrees (36.2%) were higher than the calculated rates for corresponding award levels in Nebraska. However, national growth rates at the bachelor’s level (35.1%) and master’s level (37.1%) were similar to the increases evidenced in Nebraska.
- Notably, in 2013–14, 80.3% of national awards were at the undergraduate level (20.2% less-than-four-year certificates, 20.7% associate’s, 39.4% bachelor’s) while 19.7% were at the graduate level (16.1% master’s, 3.7% doctor’s).

## **Degrees and Other Awards Conferred by Gender**

*See pages 3.2-3.5*

- Nebraska universities, colleges and for-profit/career schools awarded 17,270 degrees, diplomas and certificates to women in 2013–14, an increase of 29.6% over the 10-year period from 2003–04 to 2013–14. The largest 10-year percentage increase for awards granted to females was seen at the associate’s degree level (47.8%).
- Meanwhile, 13,488 degrees and other awards were granted to men in 2013–14, an increase of 33.3% since 2003–04. The largest 10-year percentage increase for awards granted to males was seen at the less-than-four-year certificate level (70.8%).
- Nationally, 58.7% of the awards conferred in 2013–14 were granted to women while the remaining 41.3% were granted to men.



## **Degrees and Other Awards Conferred by Race/Ethnicity**

*See pages 4.2-4.7*

- Nebraska universities, colleges and for-profit/career schools awarded 29,633 degrees, diplomas and certificates to students of known race/ethnicity in 2013–14. Of those awards, 82.4% (24,418) were awarded to white non-Hispanic students, 3.3% (989) were awarded to nonresident aliens, and 14.3% (4,226) were awarded to minority students. In comparison, in 2003–04, 87.8% of the awards conferred to students of known race/ethnicity were granted to white non-Hispanics while 3.8% and 8.3% were respectively granted to non-resident aliens and minorities.
- Since 2003–04, the number of awards conferred to white non-Hispanics increased 21.7% while the number awarded to nonresident aliens increased 12.8%. Notably, the number of degrees awarded to minority students increased 121.6%: 77.5% for Asian/Pacific Islanders, 57.5% for black non-Hispanics, 200.8% for Hispanics, 30.6% for Native Americans.<sup>2</sup>
- Of the degrees and awards conferred nationally in 2013–14 to students of known race/ethnicity, 60.6% were awarded to white non-Hispanic students, 4.9% were awarded to nonresident aliens, and 34.5% were awarded to minority students. Since 2003–04, the number of awards conferred nationally to white non-Hispanics has increased 28.0% while the number awarded to nonresident aliens increased 42.6% and the number awarded to minority students increased 85.8%.

<sup>2</sup> 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

## **Degrees and Other Awards Conferred by Discipline**

*See pages 5.4-5.10*

- Nebraska's postsecondary institutions confer large numbers of degrees in business and communication, health, and science, technology, engineering and math (STEM). Together, these disciplines accounted for 55.8% of awards conferred in 2013–14.
- As shown in the table below, the largest 10-year percentage increase, 55.6%, was evidenced within the arts and humanities discipline, while the smallest 10-year percentage increase, 17.6%, was evidenced within the education discipline.

**Number of Degrees and Other Awards by Discipline**

Discipline	2003–04		2013–14		10-Year % Increase
	N	% of Total	N	% of Total	
Arts and Humanities	2,414	10.3%	3,757	12.2%	55.6%
Business and Communication	5,378	22.9%	6,745	21.9%	25.4%
Education	2,621	11.2%	3,082	10.0%	17.6%
Health	4,313	18.4%	5,852	19.0%	35.7%
Social and Behavioral Sciences and Human Services	2,416	10.3%	3,171	10.3%	31.3%
Science, Technology, Engineering and Math (STEM)	3,595	15.3%	4,562	14.8%	26.9%
Trades	2,709	11.6%	3,589	11.7%	32.5%

- Nationally, 18.1% of awards conferred in 2013–14 were in arts and humanities, 18.0% in business and communication, 6.5% in education, 19.5% in health, 11.5% in social and behavioral sciences and human services, 14.2% in STEM and 12.3% in trades.
- Markedly different patterns are revealed when each award level is examined by discipline:

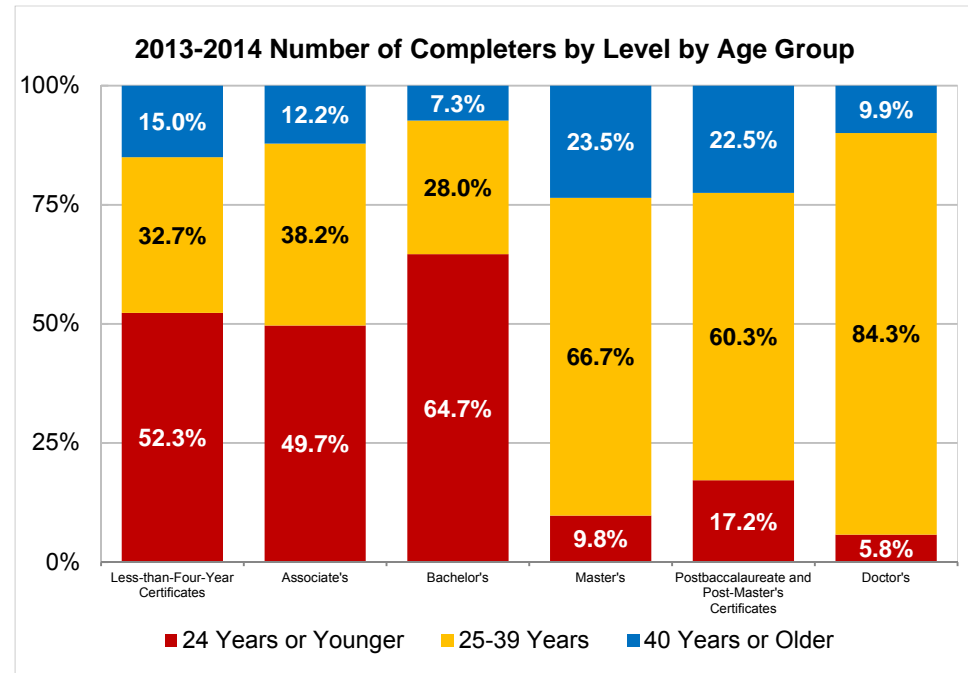
**2013–14 Top Discipline by Award Level**

Level	Top Discipline	N	% of Total Within Level
Less-than-Four-Year Certificates	Trades	1,617	47.5%
Associate's	Arts and Humanities	1,568	27.2%
Bachelor's and Postbaccalaureate Cert.	Business and Communication	4,359	29.0%
Master's and Post-Master's Cert.	Education	1,341	26.5%
Doctor's	Health	825	54.9%

## Completers by Age Group

See page 6.6-6.12

- An important addition to the *2015 Factual Look* examines the number of completers by age group (Section 6). Note that since age group data has only been collected since 2011–12, 10-year trends are not available.
- In 2013–14, 47.9% of completers were 24 years of age or younger, while 40.1% were 25-39 years and 12.0% were 40 years or older. However, as shown in the graph to the right, the majority of undergraduate completers were 24 years or younger while the majority of graduate completers were 25-39 years of age.
- Examination of national data for completers by age group reveals that 46.6% were 24 years of age or younger, 39.8% were 25-39 years and 13.6% were 40 years or older.



*Note.* The bachelor's degree category does not include postbaccalaureate certificates. The master's degree category does not include post-master's certificates.

# Introduction

## Degrees and Other Awards Conferred 2003–2004 through 2013–2014

The *2015 Factual Look at Higher Education in Nebraska* summarizes information from the Integrated Postsecondary Education Data System (IPEDS) survey forms. The Higher Education Act of 1965, as amended, requires institutions that participate in federal student aid programs to submit data to IPEDS.<sup>1</sup>

The Coordinating Commission for Postsecondary Education is responsible for verification and reporting of IPEDS data as defined in Neb. Rev. Stat. § 85-1424, which states:

“The commission shall:

- (1) Review and verify all information submitted by public postsecondary systems and institutions as part of the Integrated Postsecondary Education Data System and make such corrections in the submitted information as are necessary; and
- (2) Prepare and disseminate an annual report of the information submitted by each public postsecondary system and institution and those private postsecondary educational institutions willing to cooperate as part of the Integrated Postsecondary Education Data System.”

The annual report consists of three sections—Degrees and Other Awards, Enrollment, and Faculty and Salaries—and each section is approved and disseminated as it is completed. This section of the *Factual Look* summarizes the number of degrees and awards reported through IPEDS surveys of Nebraska’s public and independent colleges and universities and for-profit/career schools.

Institutions report the number of degrees and other awards conferred during a one-year period beginning on July 1. For example, degrees and awards reported for 2013–2014 were awarded between July 1, 2013 and June 30, 2014. The 10-year trends presented in this section of the *Factual Look* are based on the Fall 2004 through Fall 2014 IPEDS completion surveys of Nebraska’s public and independent colleges and universities and for-profit/career schools. Through these surveys, Nebraska institutions reported the number of degrees, certificates and diplomas awarded from 2003–04 through 2013–14. In this report, the number of degrees and other awards conferred is analyzed by (1) sector and institution, (2) award level, (3) gender, (4) race/ethnicity and (5) discipline. In addition, the number of completers by age is summarized in section six of this report.

Throughout this report, the total number of degrees and other awards is analyzed by five sectors of higher education in Nebraska. As defined in the Coordinating Commission’s *Comprehensive Statewide Plan for Postsecondary Education*, there are three public sectors of higher education in Nebraska:

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<sup>1</sup> A few for-profit/career schools are not included in this analysis because: 1.) The institution is not required to report school statistics to IPEDS, or 2.) The institution reports school statistics to IPEDS, but it has campuses in multiple states and reports combined data for multiple campuses (known as “parent/child” reporting).



University of Nebraska: “The University of Nebraska provides extensive, comprehensive postsecondary education to Nebraska citizens through its four campuses: the University of Nebraska-Lincoln, the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The two-year Nebraska College of Technical Agriculture, under the management of the Institute of Agriculture and Natural Resources at UNL, is also part of the University of Nebraska system.”

Nebraska State College System: “The state colleges at Chadron, Peru and Wayne are regional institutions that provide educational programs and public services to meet needs indigenous to their service areas.”

Nebraska Community Colleges: “Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer program.” Nebraska’s six public community colleges are: Central, Metropolitan, Mid-Plains, Northeast, Southeast, and Western Nebraska.

In addition to the public colleges and universities, private not-for-profit, private for-profit, and federally-funded tribal colleges submit data to IPEDS and are categorized into one of two categories:

Nebraska Independent Institutions: All institutions in this sector are not-for-profit colleges. Includes 14 private institutions that are members of the Association of Independent Colleges and Universities, two private not-for-profit Christian colleges, and two federally-funded tribal colleges.

Nebraska For-Profit/Career Schools: All institutions in this sector are private for-profit colleges, except for the three schools of radiologic technology.<sup>2</sup> Institutions in this sector offer programs in areas such as cosmetology, business, allied health, real estate, and skilled crafts.

Previous editions of the *Factual Look* and downloadable Excel workbooks with corresponding data are available on the Coordinating Commission’s website: [www.ccpe.ne.gov](http://www.ccpe.ne.gov).

#### **Technical Notes:**

1. Due to data corrections and additions to the Commission’s database that have been made since the *2014 Factual Look* was published, the *2015 Factual Look* supersedes all previous editions.
2. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
3. Due to rounding, percentages may not sum to 100.0% for data summarized in this report.

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<sup>2</sup> The Omaha School of Massage and Healthcare of Herzing University changed from for-profit to not-for-profit effective January 2, 2015. However, Herzing was classified as a for-profit institution in IPEDS for the reporting period.

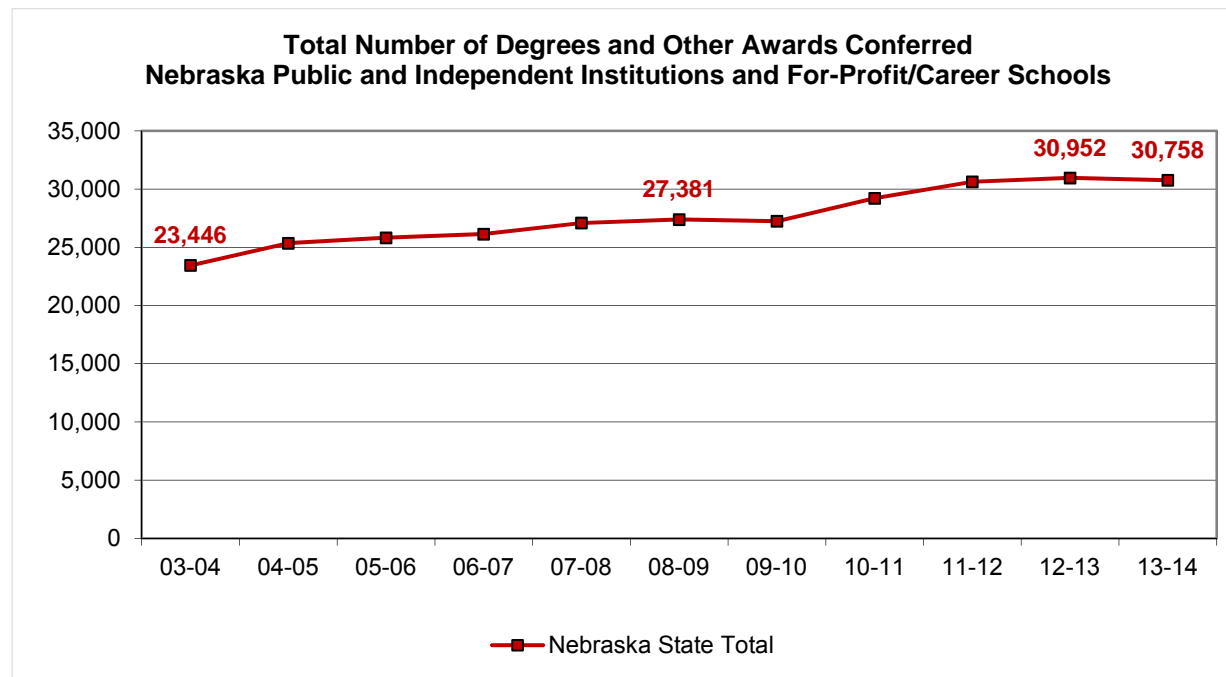
## Section 1

# Total Degrees and Other Awards by Sector and by Institution

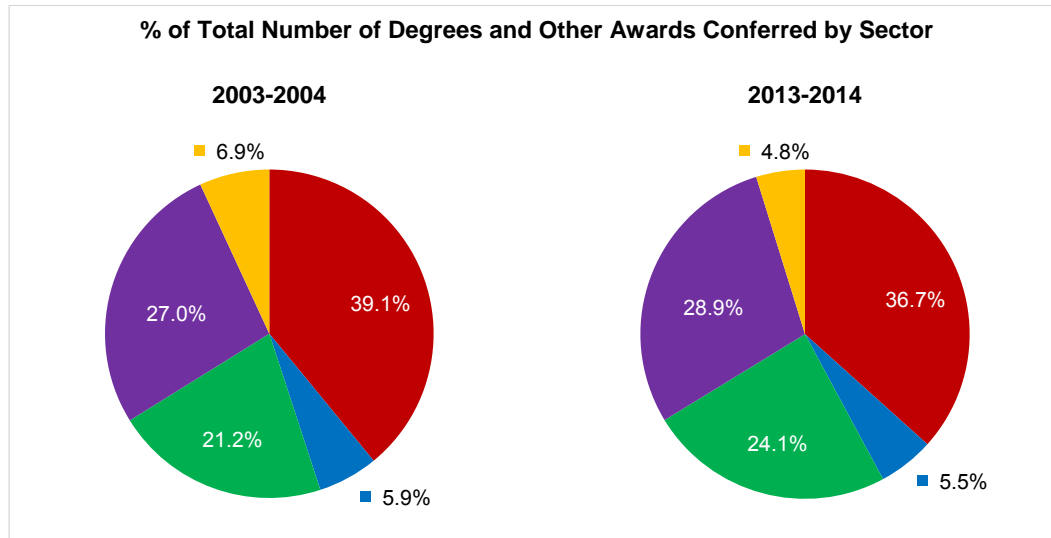
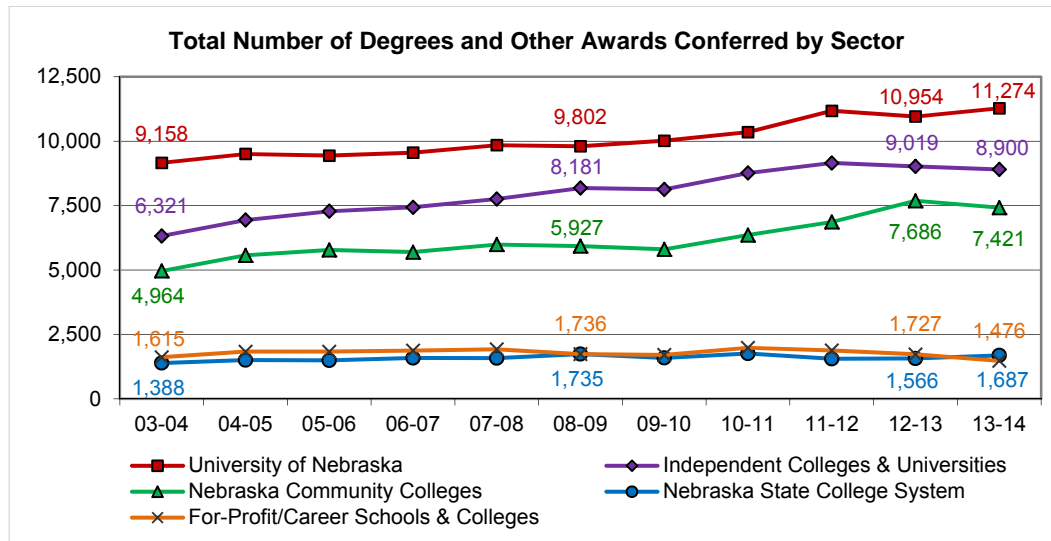


## **TOTAL DEGREES AND OTHER AWARDS CONFERRED**

- Nebraska's public and independent institutions and for-profit/career schools conferred a total of 30,758 degrees, diplomas and certificates during the one-year period from July 1, 2013 to June 30, 2014, a decrease of 194 awards, or 0.6% less than one year earlier.
- Over the 10-year period from 2003–04 to 2013–14, the total number of degrees and awards conferred by postsecondary institutions in Nebraska increased 31.2%.



## TOTAL DEGREES AND OTHER AWARDS CONFERRED BY SECTOR

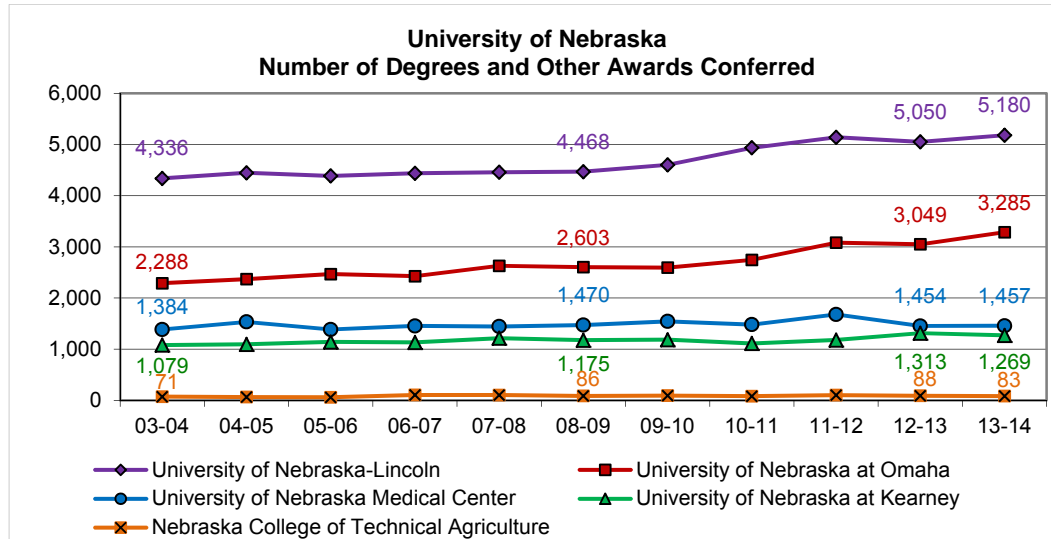


- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by the public, independent and for-profit sectors of higher education in Nebraska changed as follows:

Sector	13–14 1-Yr	04–14 10-Yr
Univ. of Neb. (■)	2.9%	23.1%
NSCS (●)	7.7%	21.5%
Neb. CCs (▲)	-3.4%	49.5%
Independents (◆)	-1.3%	40.8%
For-Profit/Career (x)	-14.5%	-8.6%
<b>Total</b>	<b>-0.6%</b>	<b>31.2%</b>

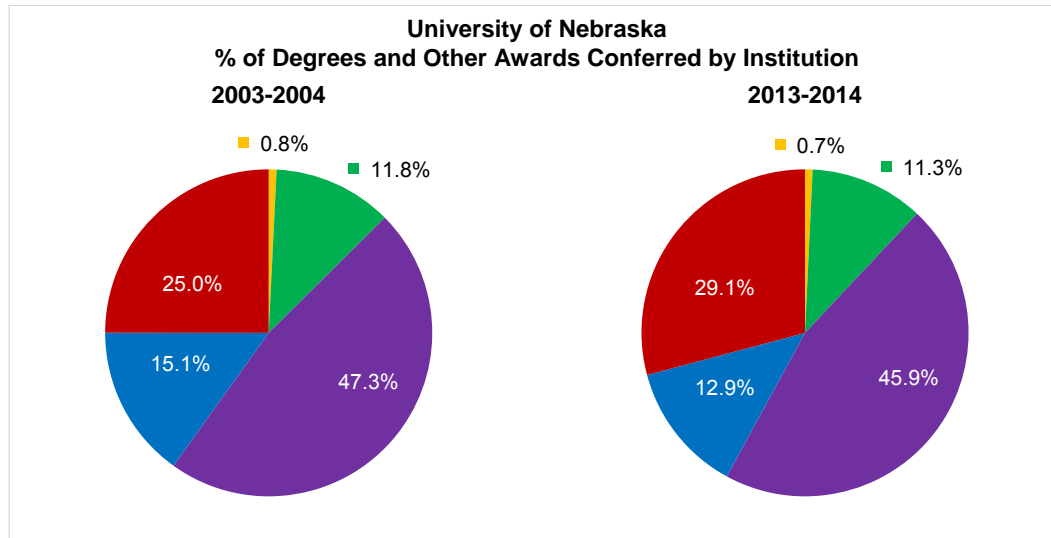
- As a result of the increase in the total number of degrees and other awards within the independent and community college sectors, the other three sectors conferred about the same or lower percentages of the total number of degrees, diplomas and certificates in 2013–14 as in 2003–04.

## DEGREES AND OTHER AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA

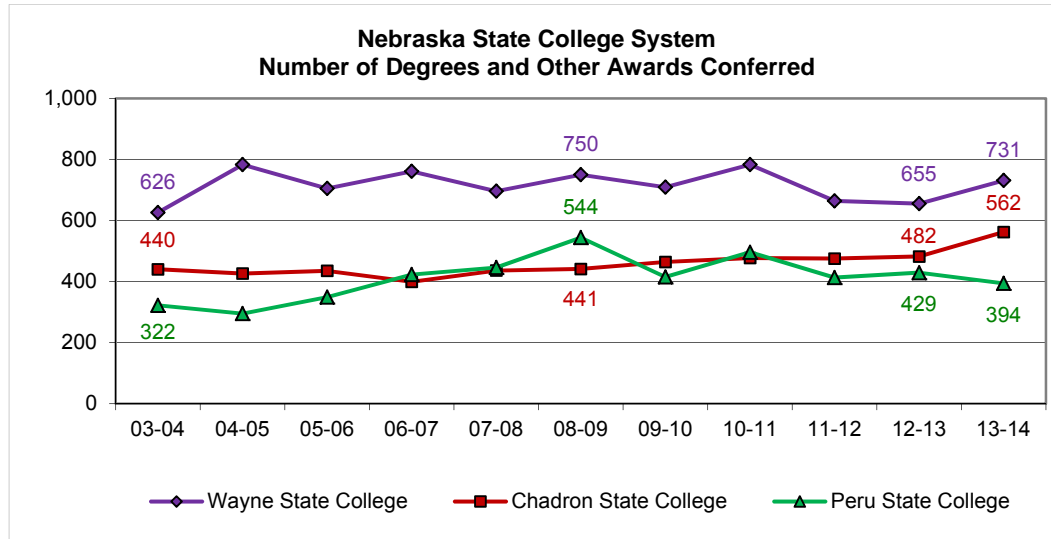


- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by the University of Nebraska changed as follows:

Institution	13–14 1-Yr	04–14 10-Yr
NCTA (×)	-5.7%	16.9%
UNK (▲)	-3.4%	17.6%
UNL (◆)	2.6%	19.5%
UNMC (●)	0.2%	5.3%
UNO (■)	7.7%	43.6%
<b>Sector Total</b>	<b>2.9%</b>	<b>23.1%</b>

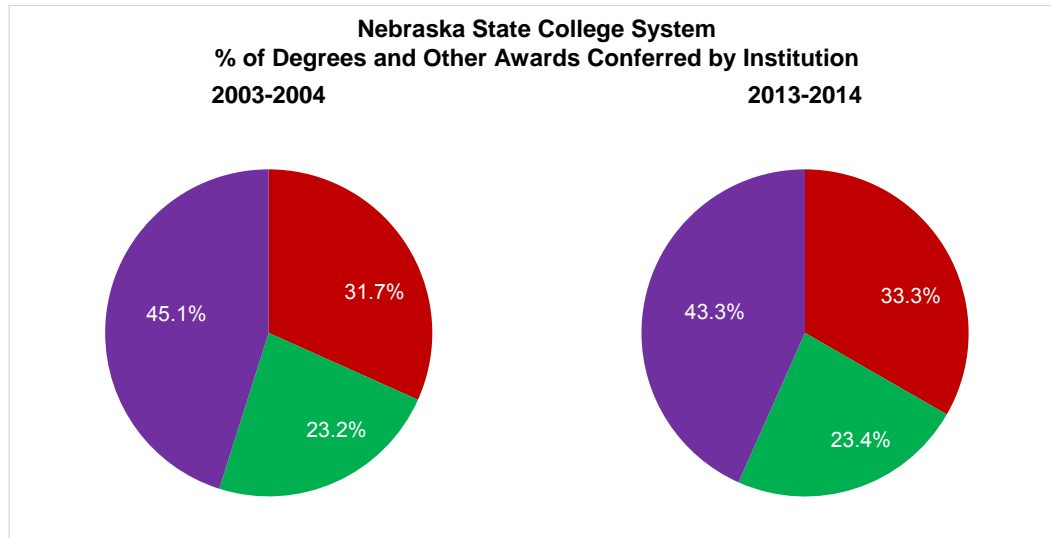


## DEGREES AND OTHER AWARDS CONFERRED BY THE NEBRASKA STATE COLLEGE SYSTEM



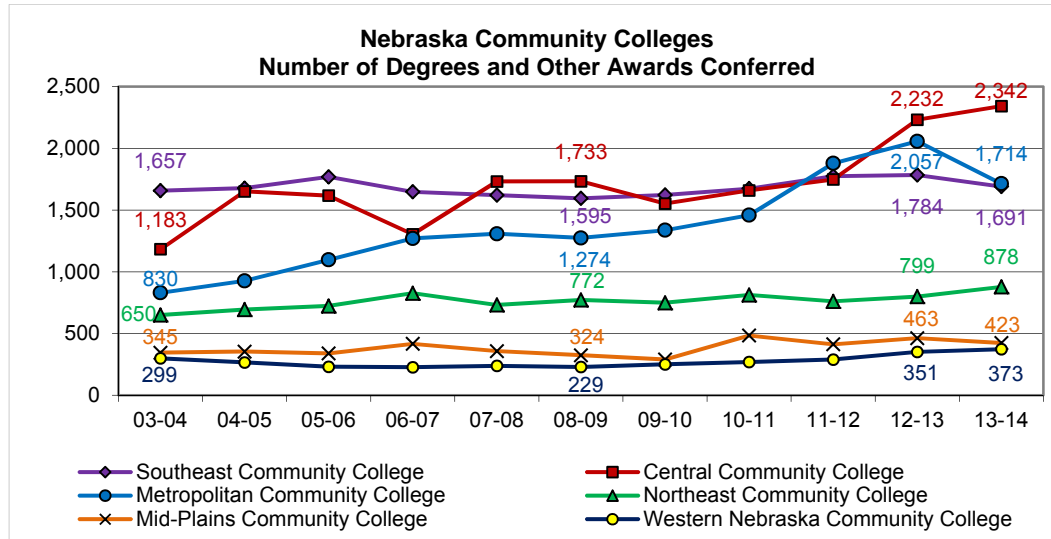
- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by the Nebraska State College System changed as follows:

Institution	13–14 1-Yr	04–14 10-Yr
Chadron (■)	16.6%	27.7%
Peru (▲)	-8.2%	22.4%
Wayne (◆)	11.6%	16.8%
<b>Sector Total</b>	<b>7.7%</b>	<b>21.5%</b>



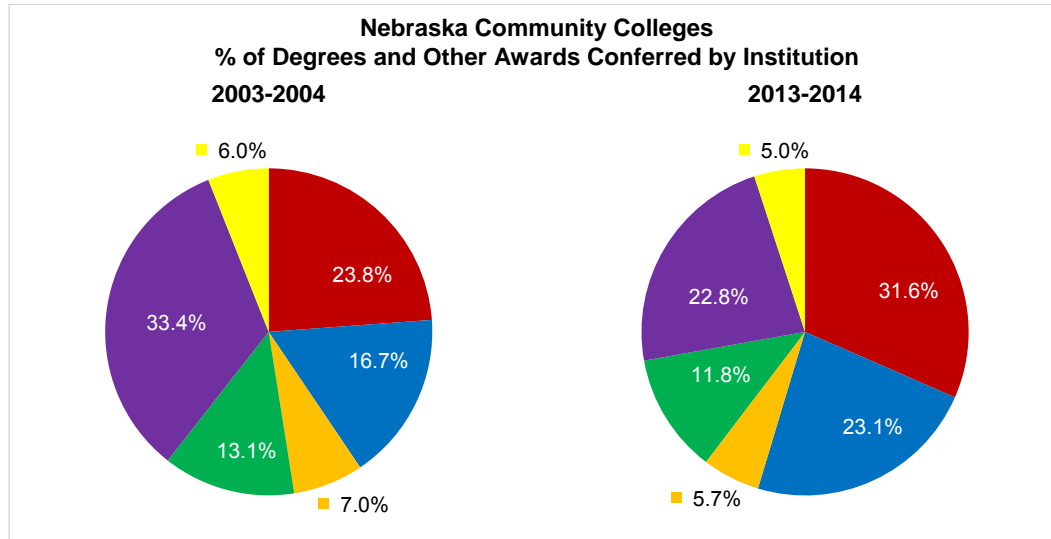
*Note.* More than 70% of the decreased number of degrees in 2009–10 at Peru State was at the master's level. This decrease was due primarily to new caps on online course enrollment and controlled cohort registrations.

## DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES



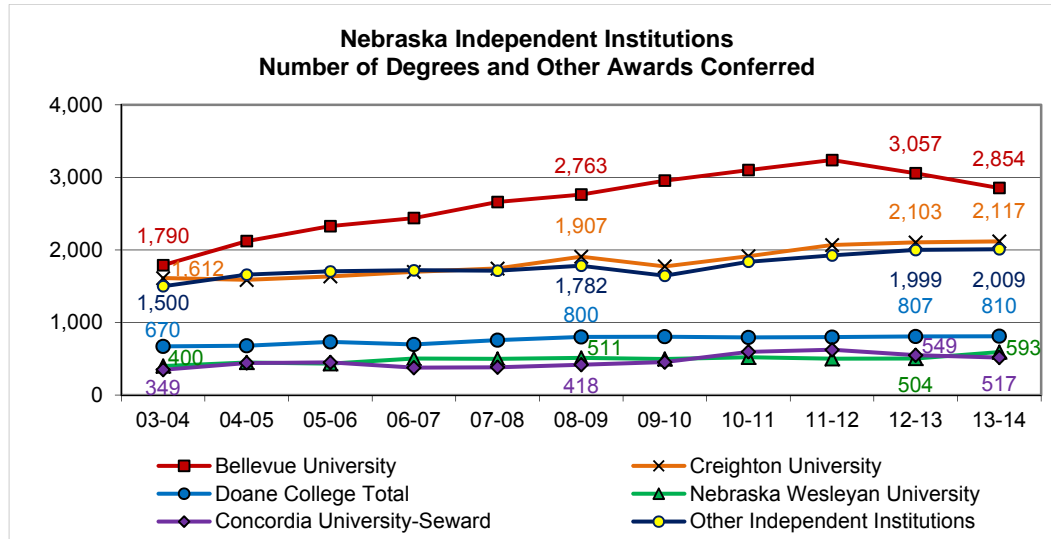
- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by Nebraska’s Community Colleges changed as follows:

Institution	13–14 1-Yr	04–14 10-Yr
Central (■)	4.9%	98.0%
Metropolitan (●)	-16.7%	106.5%
Mid-Plains (x)	-8.6%	22.6%
Northeast (▲)	9.9%	35.1%
Southeast (◆)	-5.2%	2.1%
Western (○)	6.3%	24.7%
<b>Sector Total</b>	<b>-3.4%</b>	<b>49.5%</b>



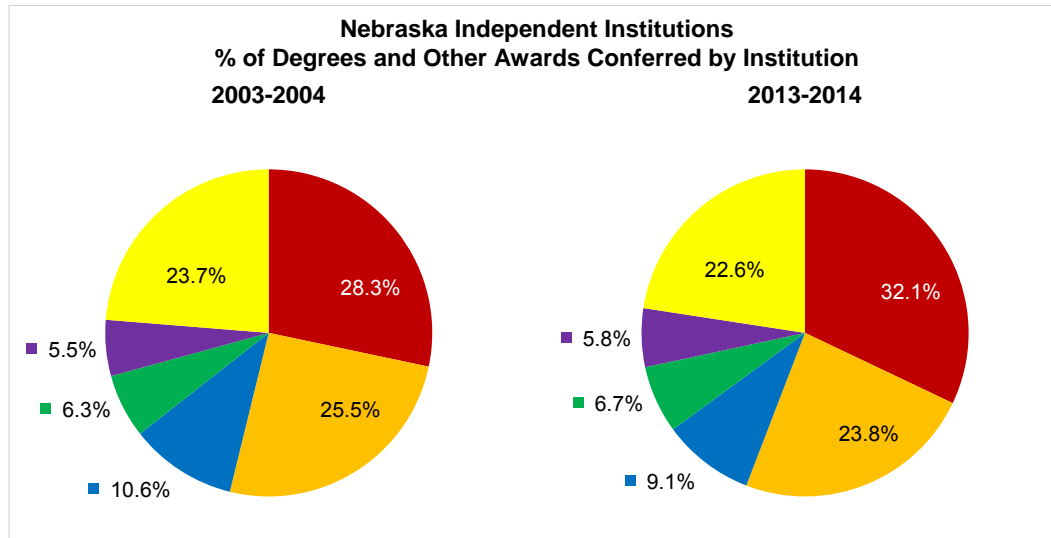
- The changes between 2003–04 and 2013–14 in the percentage of degrees and other awards conferred at Nebraska community colleges were due primarily to the increase in the number of degrees and other awards conferred at Central Community College (particularly less-than-four-year certificates) and Metropolitan Community College.

## DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA INDEPENDENT INSTITUTIONS



- Between 2003–04 and 2013–14, the number of degrees and other awards conferred within the independent sector changed as follows:

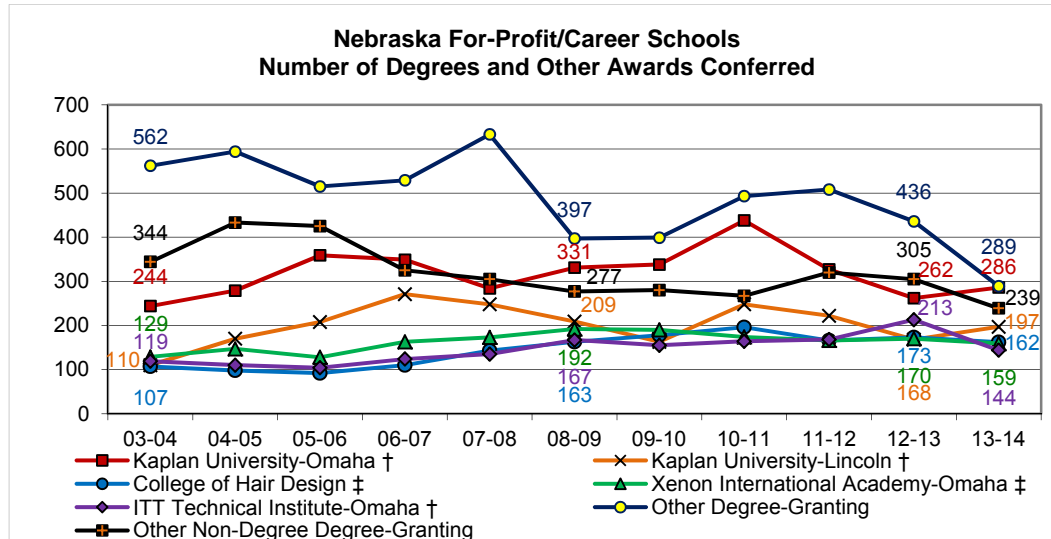
Sector	13–14 1-Yr	04–14 10-Yr
Bellevue (■)	-6.6%	59.4%
Creighton (x)	0.7%	31.3%
Doane (●)	0.4%	20.9%
Wesleyan (▲)	17.7%	48.3%
Concordia (◆)	-5.8%	48.1%
Other Independents (○)	0.5%	33.9%
<b>Sector Total</b>	<b>-1.3%</b>	<b>40.8%</b>



Note. These graphs detail data for: 1.) The five independent institutions that granted the highest number of degrees and other awards within the independent sector in 2013-14, and 2.) The combined data for the 14 remaining institutions in the independent sector. The number of degrees awarded by Doane College includes degrees awarded at Doane College-Lincoln, which started conferring degrees in 2005–06, as well as the degrees awarded by Doane College-Crete.

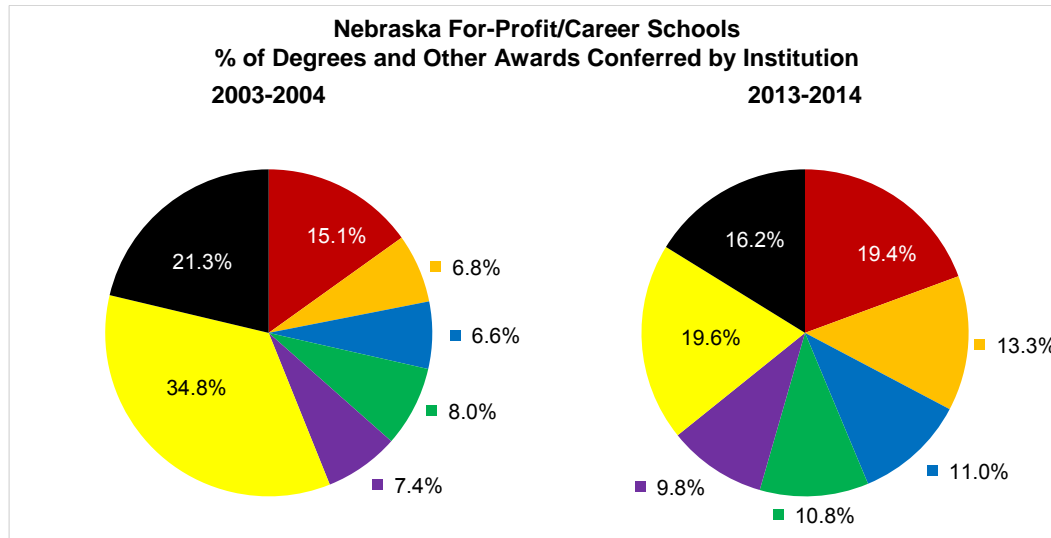


## DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA FOR-PROFIT/CAREER SCHOOLS



- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by the for-profit/career schools and colleges changed as follows:

Sector	13–14 1-Yr	04–14 10-Yr
Kaplan-Omaha † (■)	9.2%	17.2%
Kaplan-Lincoln † (x)	17.3%	79.1%
Hair Design ‡ (●)	-6.4%	51.4%
Xenon Int'l. ‡ (▲)	-6.5%	23.3%
ITT Tech-Omaha † (◆)	-32.4%	21.0%
Other Degree (●)	-33.7%	-48.6%
Other Non-Degree (■)	-21.6%	-30.5%
<b>Sector Total</b>	<b>-14.5%</b>	<b>-8.6%</b>



- The changes between 2003–04 and 2013–14 in the percentage of degrees and other awards conferred at the other degree-granting schools were due primarily to the fluctuations in the number of degrees and other awards conferred by Vatterott College (which closed in fall 2005) and Vatterott College-Spring Valley, (which will close in fall 2015).

*Note.* These graphs detail data for: 1.) The five for-profit/career schools that granted the highest number of degrees and other awards within the for-profit/career school sector in 2013-14, 2.) The combined data for the 10 remaining degree-granting institutions in the for-profit/career school sector, and 3.) The combined data for the five remaining non-degree-granting institutions in the for-profit/career school sector. All of the for-profit/career schools in Nebraska are operated for profit except for the three schools of radiologic technology. Institutions are classified as degree-granting, based on their classification for the 2013-14 survey. Sector totals may be different from those published in prior editions of the *Factual Look* due to schools changing from the non-degree- to the degree-granting category. † = degree-granting; ‡ = non-degree-granting.

## Section 2

# Total Degrees and Other Awards by Level and by Sector



## **CLASSIFICATION OF DEGREES AND OTHER AWARDS**

**The analyses in this section focus on the total number of degrees and other awards by level as defined below.**

“Award levels are identified on the basis of recognition for their completion, duration, or a combination thereof. Degree-designated award levels indicate those degree levels for which the institution is authorized to make formal awards. Length of study is the equivalent of the number of full-time academic years. For example, at least one but less than two years refers to the number of credits or the course load that would normally be completed by a full-time student attending within the stated time period.” (Data source: *IPEDS Glossary*)

Beginning with the collection of data for the 2007–08 academic year, IPEDS started the transition to the full adoption of revised classifications for professional programs beyond the baccalaureate level.<sup>1</sup> (These data were collected through the 2008–09 IPEDS Completions Survey.) Institutions were given the option of using the “old” or “new” categories to report the number of degrees and awards conferred in 2007–08 and 2008–09. Adoption of the revised categories was mandatory beginning with data reported for the 2009–10 academic year.

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

Previously, first-professional certificates were a separate IPEDS category and the Commission included these certificates in the “first-professional degree” category for the trend analyses reported in the *Factual Look* and other Commission reports. For the purposes of the 2008–09 and subsequent editions of the *Factual Look*, first professional certificates awarded prior to the new classification system are now included with post-master’s certificates in the “master’s degree” category. Including them in the “master’s degree” category is necessary because Nebraska institutions do not confer enough post-master’s certificates (including what were previously called first-professional certificates) to maintain them as a separate category for trend analyses.

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

The Commission has adapted its data analysis to the new IPEDS categories for award levels as defined in the following table.

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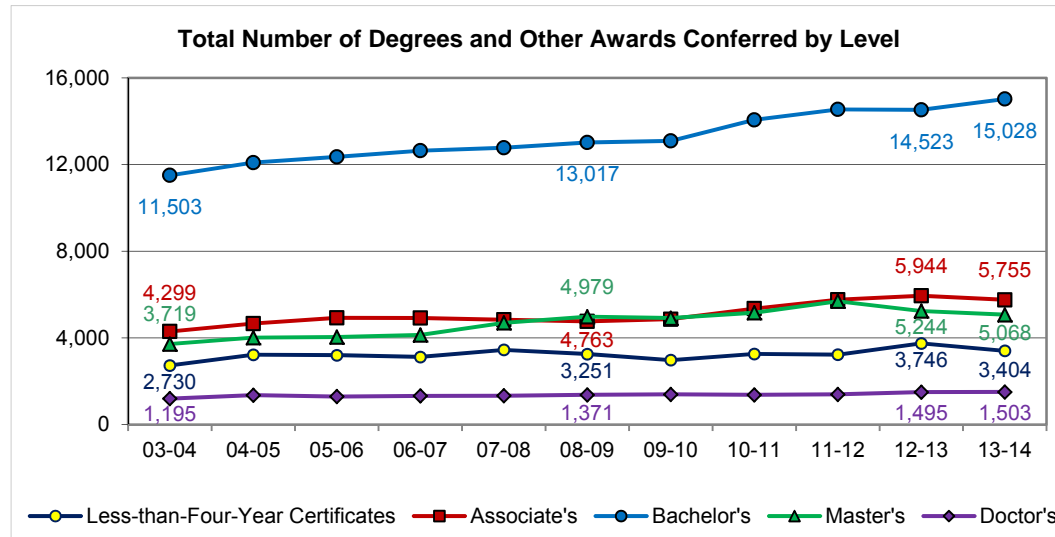
<sup>1</sup> The first-professional degree category was eliminated and all doctoral degrees, including those previously classified as “first-professional,” are now classified into one of the following categories: professional practice, research/scholarship, or other. In Nebraska, this change affected the classification of degrees conferred by UNL, UNO, UNMC, Creighton University and the College of Saint Mary.

Award Level Name Used in this Report	IPEDS Category Name	IPEDS Definition <sup>a</sup>
Less-than- Four-Year Certificates	Postsecondary award, certificate, or diploma (less than 1 academic year)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters), or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours.
	Postsecondary award, certificate, or diploma (at least 1 but less than 2 academic years)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours.
	Postsecondary award, certificate, or diploma (at least 2 but less than 4 academic years)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours.
Associate's	Associate's Degree	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.
Bachelor's <sup>b</sup>	Bachelor's Degree <sup>b</sup>	An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.
	Postbaccalaureate Certificate <sup>b</sup>	An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree. Note: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.
Master's <sup>b</sup>	Master's Degree <sup>b c</sup>	An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional," may require more than two full-time equivalent academic years of work.
	Post-Master's Certificate <sup>b</sup>	An award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.

Award Level Name Used in this Report	IPEDS Category Name	IPEDS Definition <sup>a</sup>
Doctor's	Doctor's Degree-Professional Practice <sup>c</sup>	A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as first-professional and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.
	Doctor's Degree-Research/Scholarship	A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.
	Doctor's Degree-Other <sup>d</sup>	A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

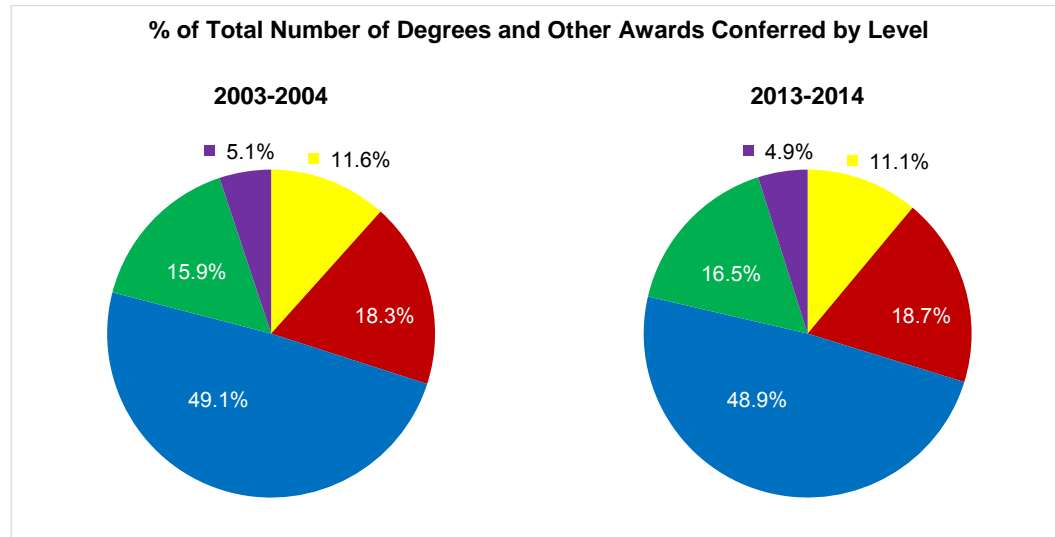
<sup>a</sup>Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, June 17, 2015. <sup>b</sup>For Sections 2 through 5 of this report, bachelor's degrees and postbaccalaureate certificates are collapsed into the category "bachelor's" while master's degrees and post-master's certificates are collapsed into the category "master's." However, IPEDS collapses postbaccalaureate and post-master's certificates into one category for the age data presented in Section 6 of this report. Since the Commission is unable to parse out the data for these certificates, the degree level categories presented in Sections 2 through 5 are different than the degree level categories presented in Section 6 of this report. <sup>c</sup>In the opinions of Michelle Coon, Survey Director for the 2009 IPEDS Completions Survey, and Andrew Mary, Survey Director of the 2010 IPEDS Completions Survey, institutions should classify the Master of Laws (LL.M.) in the master's degree category. However, the University of Nebraska-Lincoln classifies the degree (with a CIP of 22.0299) as a professional practice doctorate. <sup>d</sup>There are no institutions in Nebraska that currently classify any degrees in this category.

## TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL



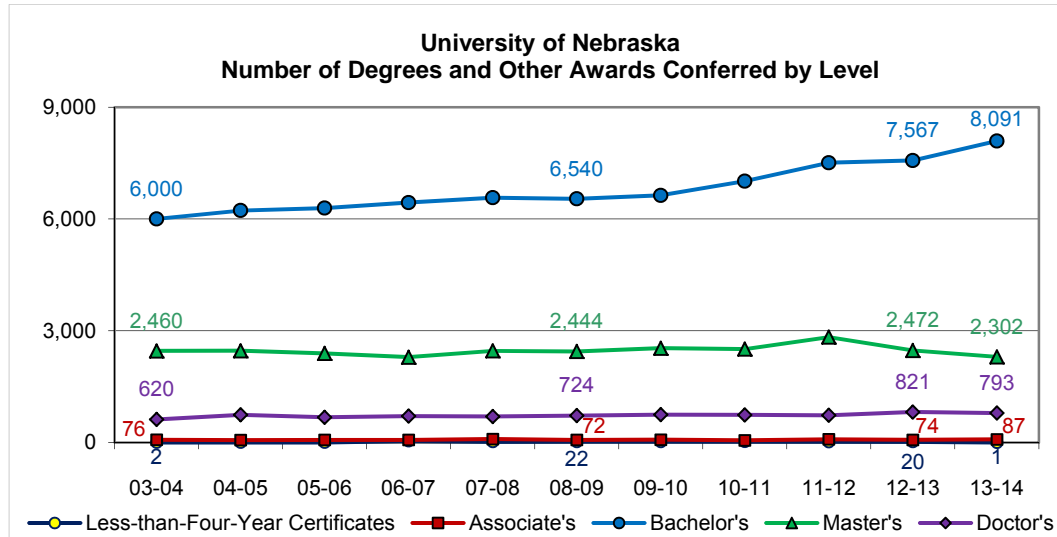
- Between 2003–04 and 2013–14, the number of degrees and other awards conferred at each level changed as follows:

Sector	13–14 1-Yr	04–14 10-Yr
Less-than-Four-Year Certificates (●)	-9.1%	24.7%
Associate's (■)	-3.2%	33.9%
Bachelor's (●)	3.5%	30.6%
Master's (▲)	-3.4%	36.3%
Doctor's (◆)	0.5%	25.8%
<b>Total</b>	<b>-0.6%</b>	<b>31.2%</b>



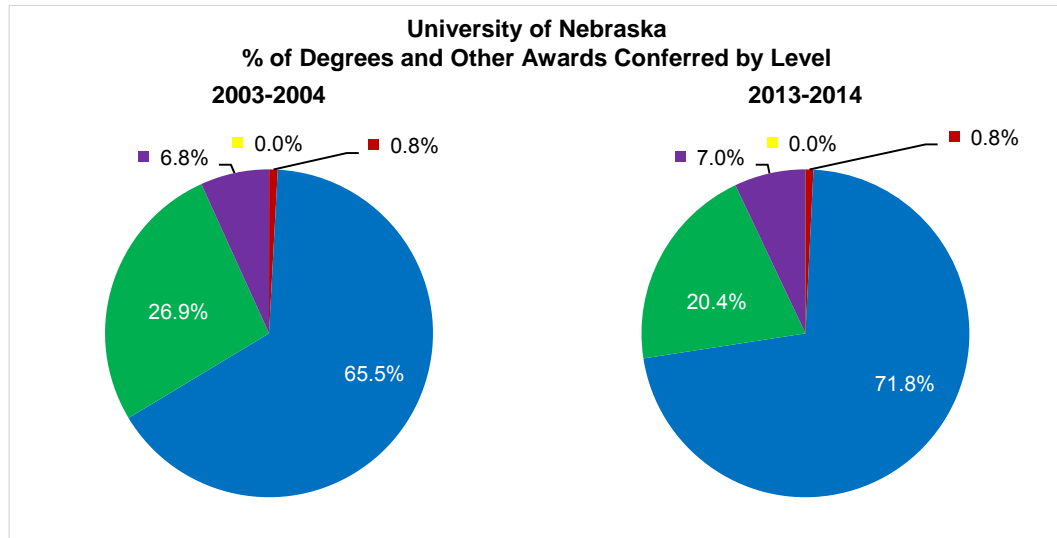
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

## DEGREES AND OTHER AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA by LEVEL



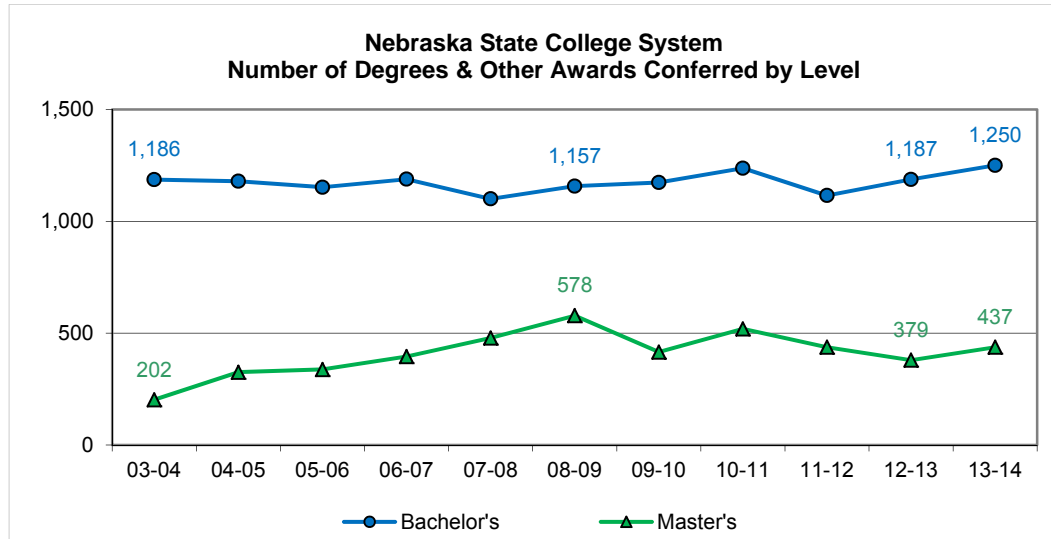
- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by the University of Nebraska changed as follows:

Sector	13–14 1-Yr	04–14 10-Yr
Less-than-Four-Year Certificates (○)	-95.0%	-50.0%
Associate's (■)	17.6%	14.5%
Bachelor's (●)	6.9%	34.9%
Master's (▲)	-6.9%	-6.4%
Doctor's (◆)	-3.4%	27.9%
<b>Sector Total</b>	<b>2.9%</b>	<b>23.1%</b>



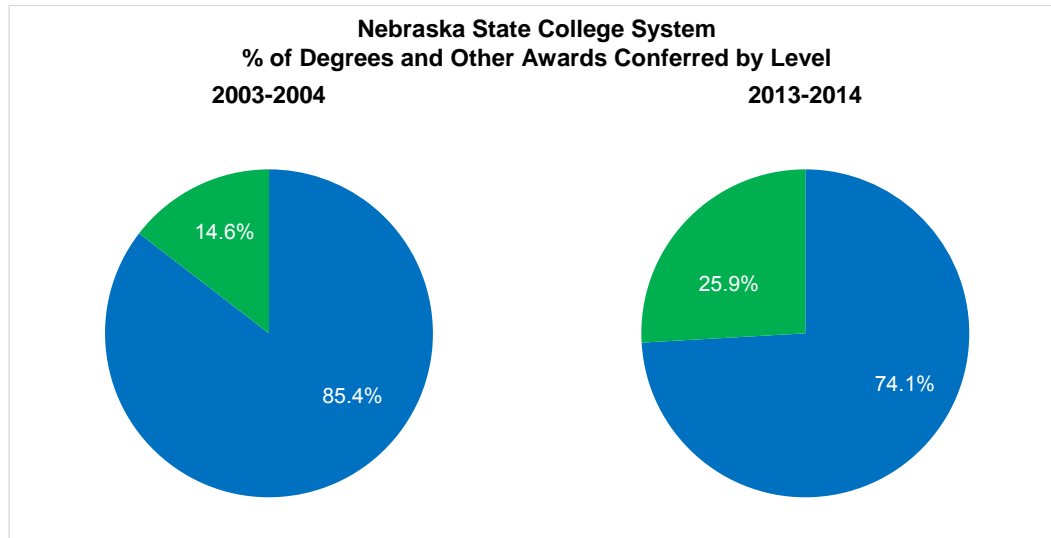
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

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



- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by the Nebraska State College System changed as follows:

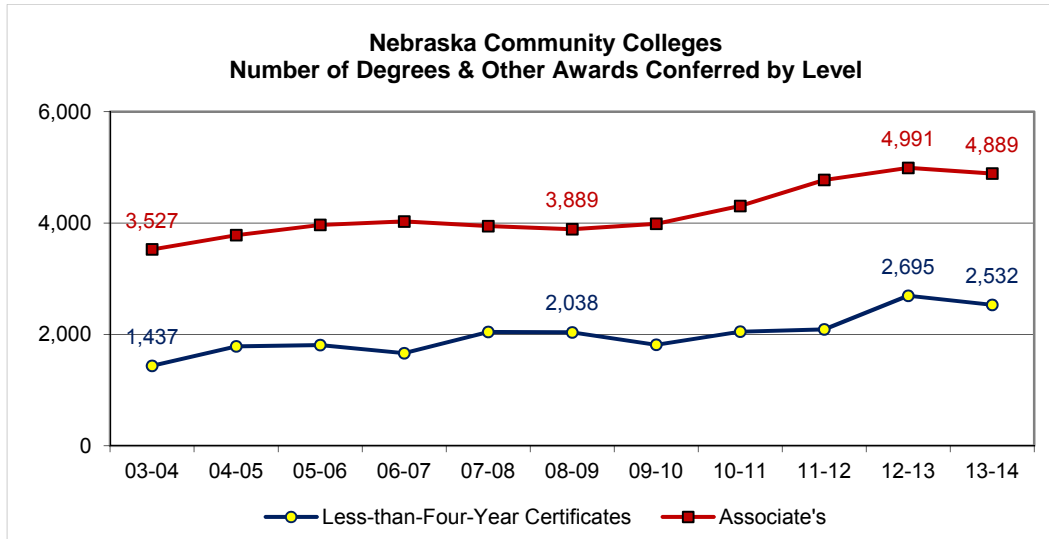
Institution	13–14 1-Yr	04–14 10-Yr
Bachelor's (●)	5.3%	5.4%
Master's (▲)	15.3%	116.3%
Sector Total	7.7%	21.5%



*Note.* The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The Nebraska state colleges do not confer less-than-four-year certificates, associate's degrees or doctor's degrees.

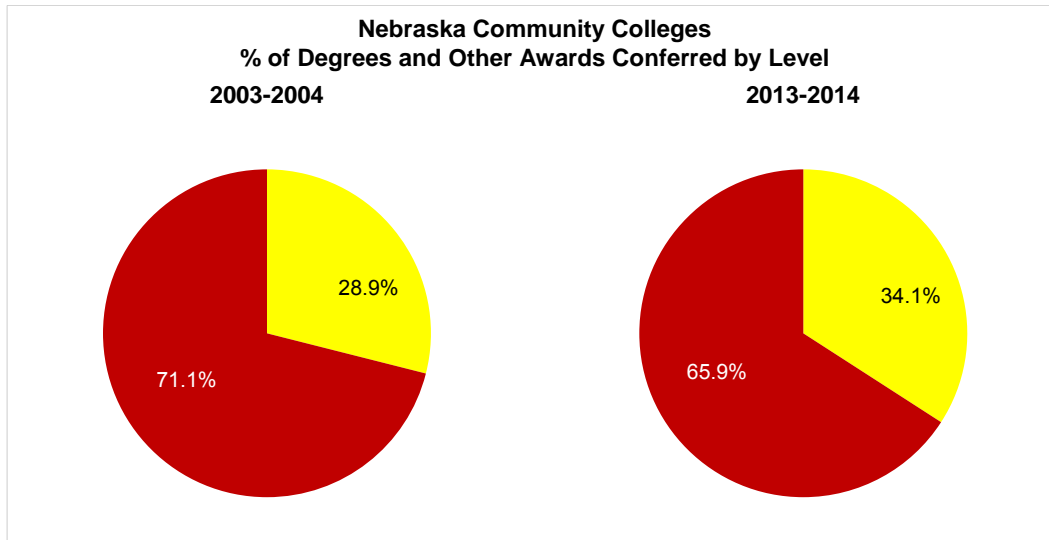


## DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES by LEVEL



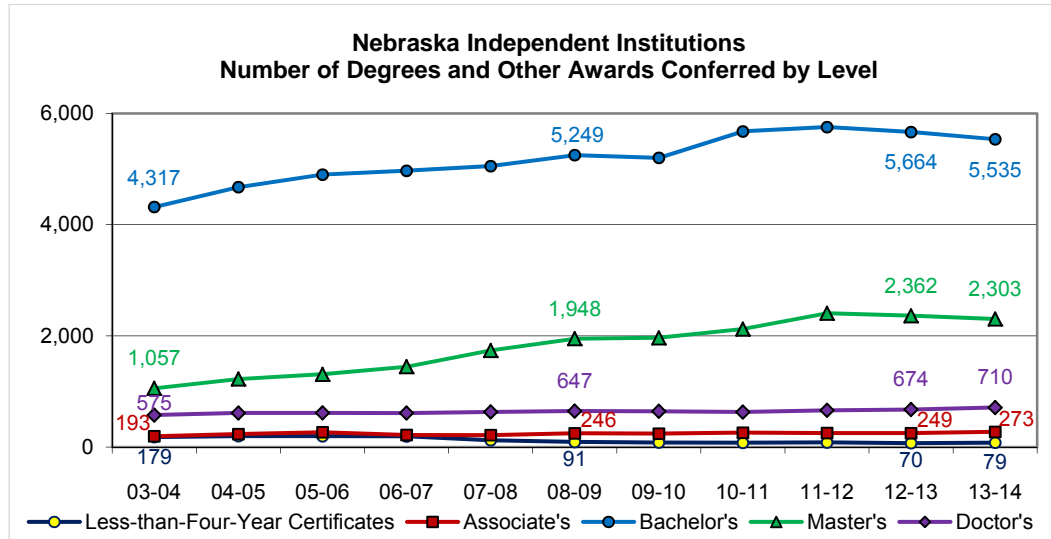
- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by Nebraska’s community colleges changed as follows:

Sector	13–14 1-Yr	04–14 10-Yr
Less-than-Four-Year Certificates (●)	-6.0%	76.2%
Associate's (■)	-2.0%	38.6%
<b>Sector Total</b>	<b>-3.4%</b>	<b>49.5%</b>



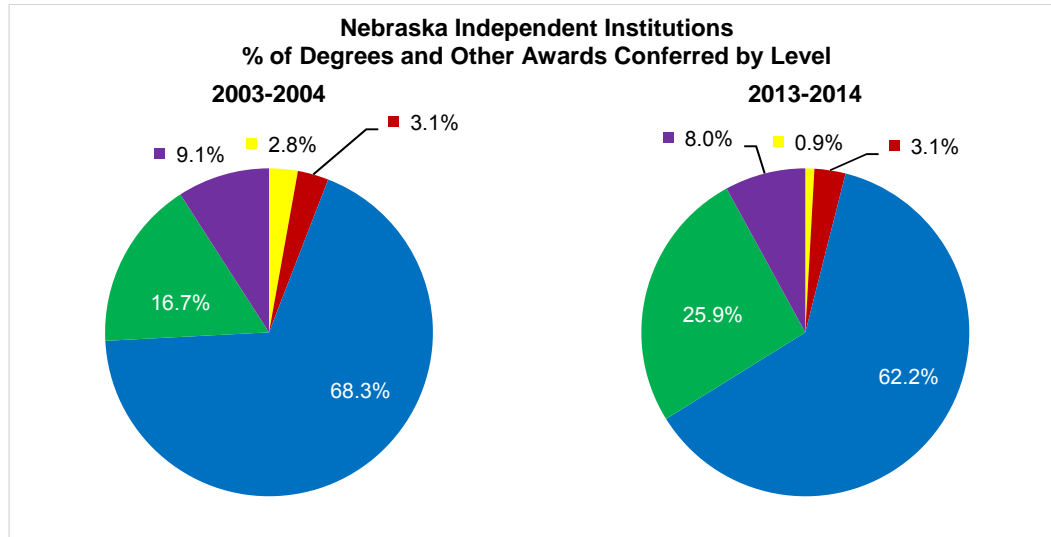
Note. Nebraska’s community colleges do not confer bachelor’s degrees, master’s degrees or doctor’s degrees.

## DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA INDEPENDENT INSTITUTIONS by LEVEL



- Between 2003–04 and 2013–14, the number of degrees and other awards conferred within the independent sector changed as follows:

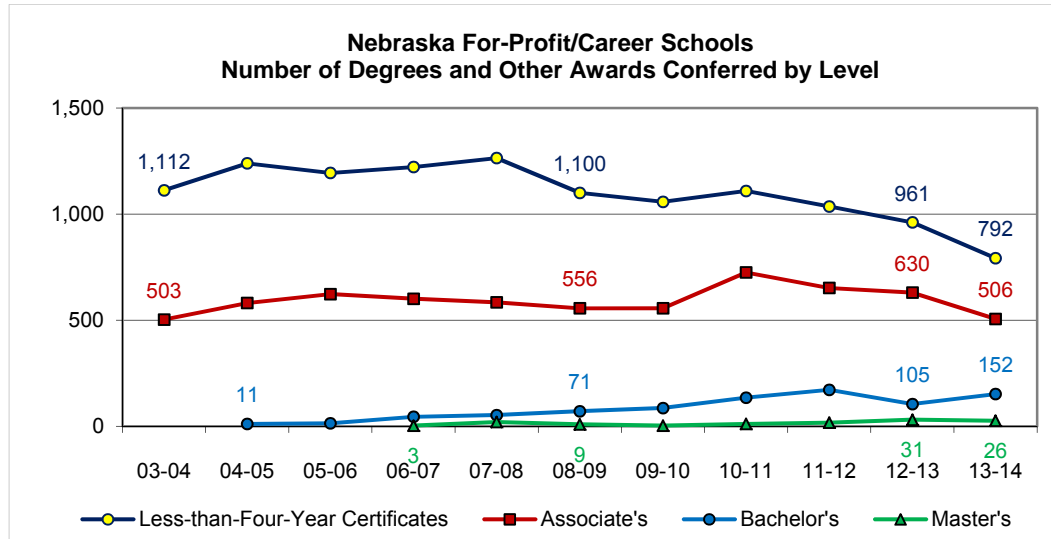
Sector	13–14 1-Yr	04–14 10-Yr
Less-than-Four-Year Certificates (●)	12.9%	-55.9%
Associate's (■)	9.6%	41.5%
Bachelor's (●)	-2.3%	28.2%
Master's (▲)	-2.5%	117.9%
Doctor's (◆)	5.3%	23.5%
<b>Sector Total</b>	<b>-1.3%</b>	<b>40.8%</b>



- The number of master's degrees awarded by independent institutions more than doubled between 2003–04 and 2013–14. As a result, master's degrees accounted for 25.9% of the total number of degrees awarded by independent institutions in 2013–14, compared to 16.7% in 2003–04.

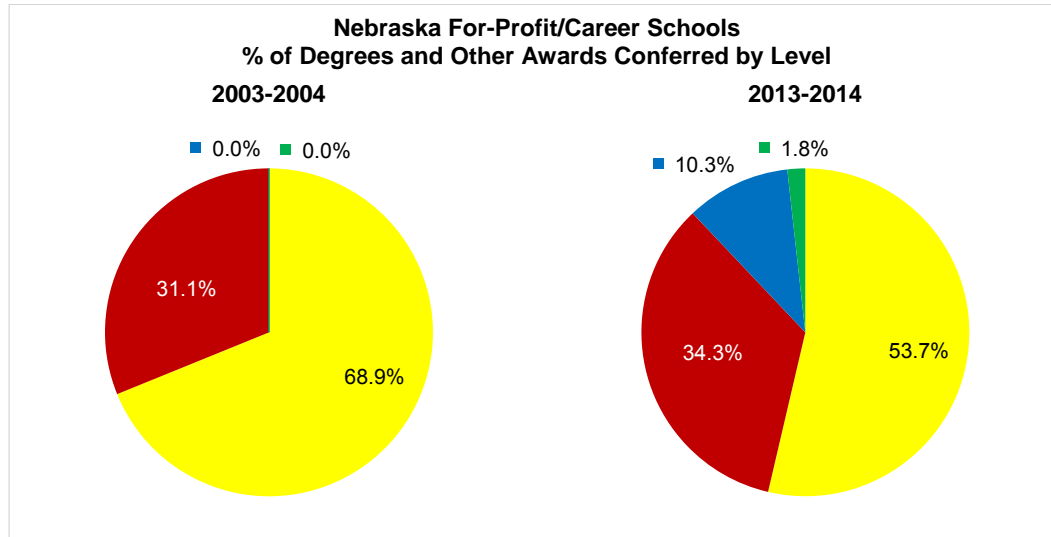
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

## DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA FOR-PROFIT/CAREER SCHOOLS by LEVEL



- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by the for-profit/career schools and colleges changed as follows:

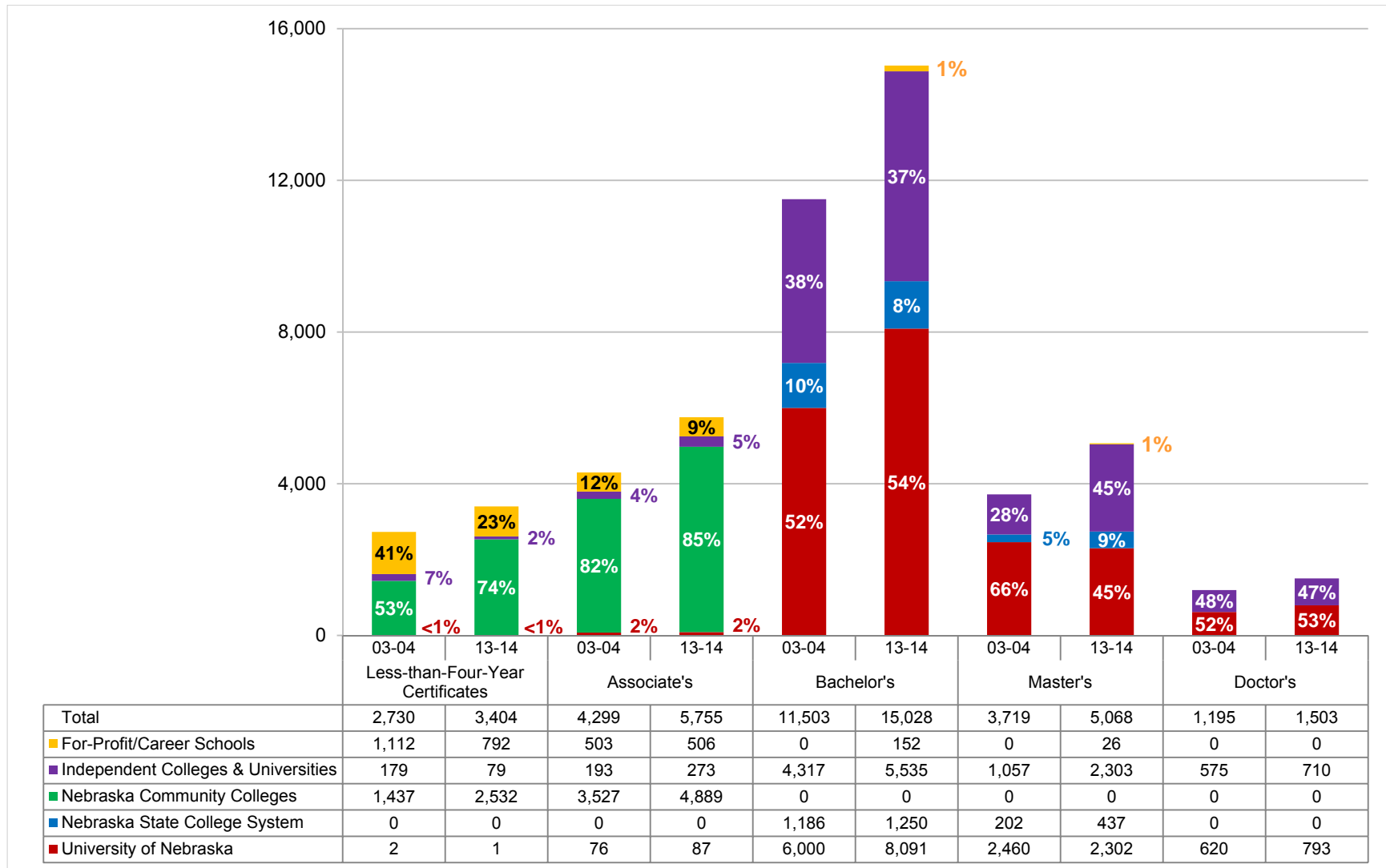
Sector	13–14 1-Yr	04–14 10-Yr
Less-than-Four-Year Certificates (●)	-17.6%	-28.8%
Associate's (■)	-19.7%	0.6%
Bachelor's (●)	44.8%	N/A
Master's (▲)	-16.1%	N/A
<b>Sector Total</b>	<b>-14.5%</b>	<b>-8.6%</b>



- Bachelor's degrees were first conferred in the for-profit sector in 2004–05. Over the nine-year period since, the number of bachelor's degrees increased 1,281.8%, from 11 awards in 2004–05 to 152 in 2013–14.
- Master's degrees were first awarded in the for-profit sector in 2006–07. Over the seven-year period since, the number of master's degrees increased 766.7%, from three awards in 2006–07 to 26 awards in 2013–14.

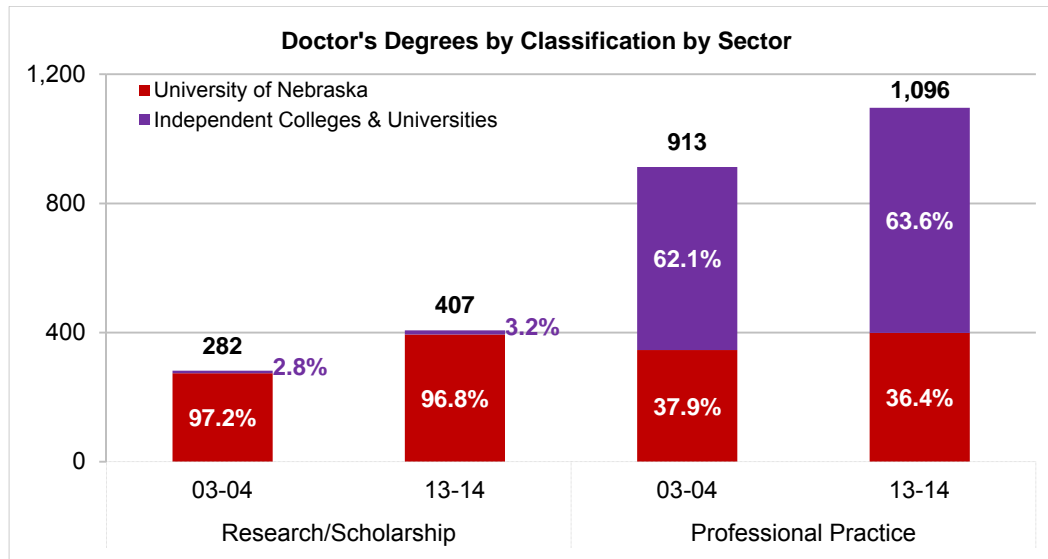
*Note.* All of the for-profit/career schools in Nebraska are operated for profit except for the three schools of radiologic technology. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. Nebraska's for-profit/career schools do not confer doctor's degrees.

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by SECTOR



Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. Less-than-four-year certificates were not conferred by Nebraska's state colleges. Associate's degrees were not conferred by Nebraska's state colleges. Bachelor's degrees were not conferred by Nebraska's community colleges, and the for-profit/career schools did not award degrees at this level until 2004-05. Master's degrees were not conferred by Nebraska's community colleges, and the for-profit/career schools did not award degrees at this level until 2006-07. Doctor's degrees were not conferred by Nebraska's community colleges, state colleges or for-profit/career schools.

## DOCTOR'S DEGREES AWARDED by CLASSIFICATION by SECTOR



Note. Doctor's degrees were not conferred by Nebraska's community colleges, state colleges or for-profit/career schools.

- Research/scholarship doctoral degrees increased 44.3% between 2003–04 and 2013–14:
  - 43.8% increase at the University of Nebraska (from 274 to 394)
  - 62.5% increase at Nebraska's independent institutions (from eight to 13)
- Professional practice doctoral degrees increased 20.0% during this same time:
  - 15.3% increase at the University of Nebraska (from 346 to 399)
  - 22.9% increase at Nebraska's independent institutions (from 567 to 697)

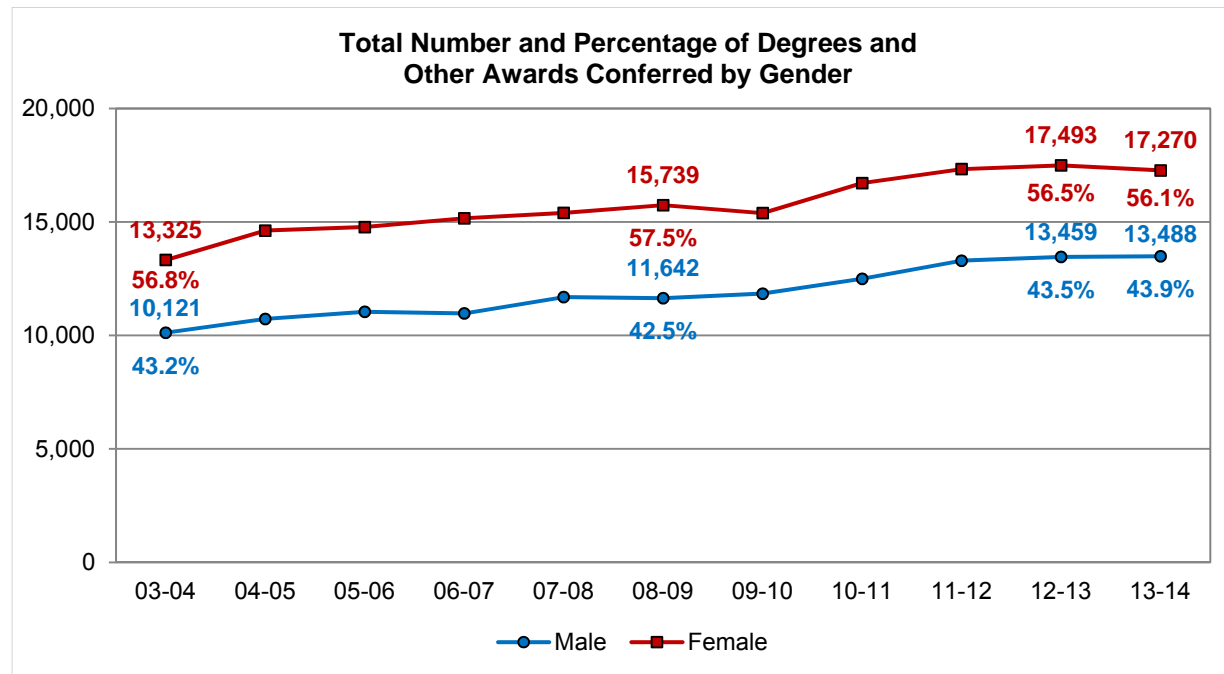
## Section 3

# Total Degrees and Other Awards by Gender, by Level and by Sector

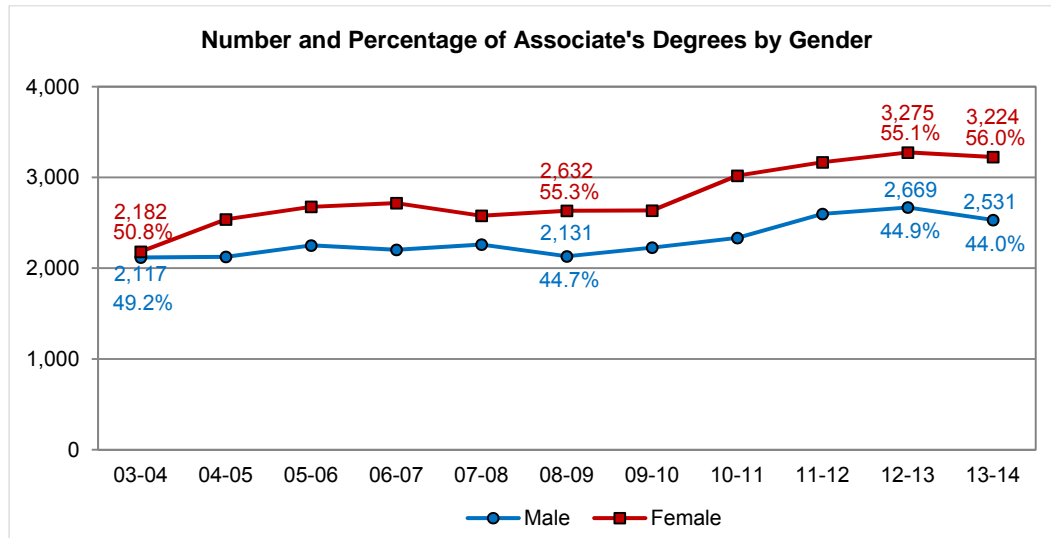
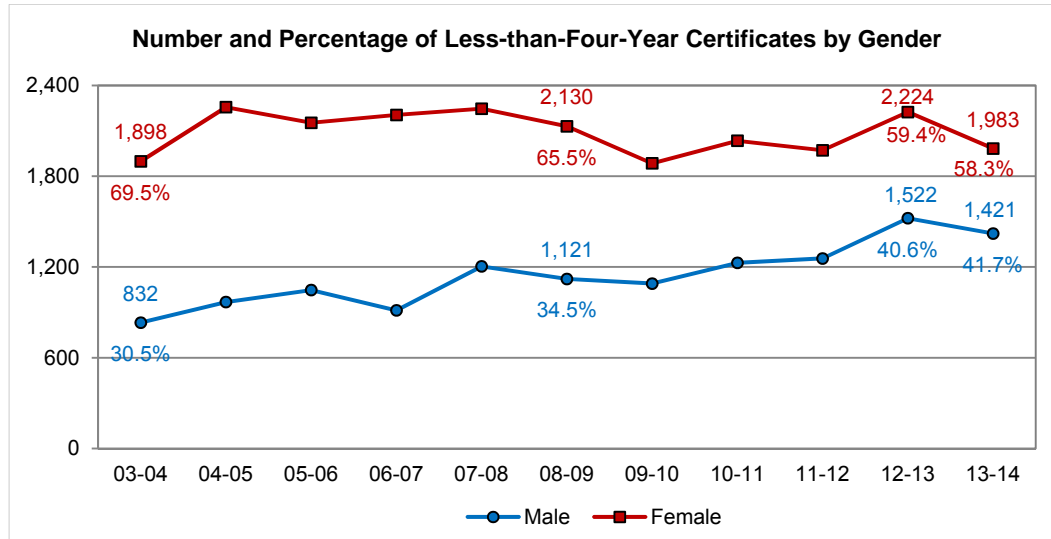


## **TOTAL DEGREES AND OTHER AWARDS by GENDER**

- Nebraska universities, colleges and for-profit/career schools awarded 17,270 degrees, diplomas and certificates to women in 2013–14, a one-year decrease of 1.3%. Over the 10-year period from 2003–04 to 2013–14, the total number of degrees and awards granted to women increased 29.6%.
- Meanwhile, 13,488 degrees and other awards were granted to men in 2013–14, a 0.2% one-year increase. Between 2003–04 and 2013–14, the total number of degrees and other awards granted to men increased 33.3%.
- While the gender gap varied slightly from one year to another, women consistently earned higher percentages of the degrees and other awards conferred by Nebraska postsecondary institutions than men. Over the 10 years, the gap decreased from 13.6 percentage points in 2003–04 to 12.2 percentage points in 2013–14.



## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by GENDER



- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

### Less-than-Four-Year Certificates:

Gender	13–14 1-Yr	04–14 10-Yr
Male (●)	-6.6%	70.8%
Female (■)	-10.8%	4.5%
Level Total	-9.1%	24.7%

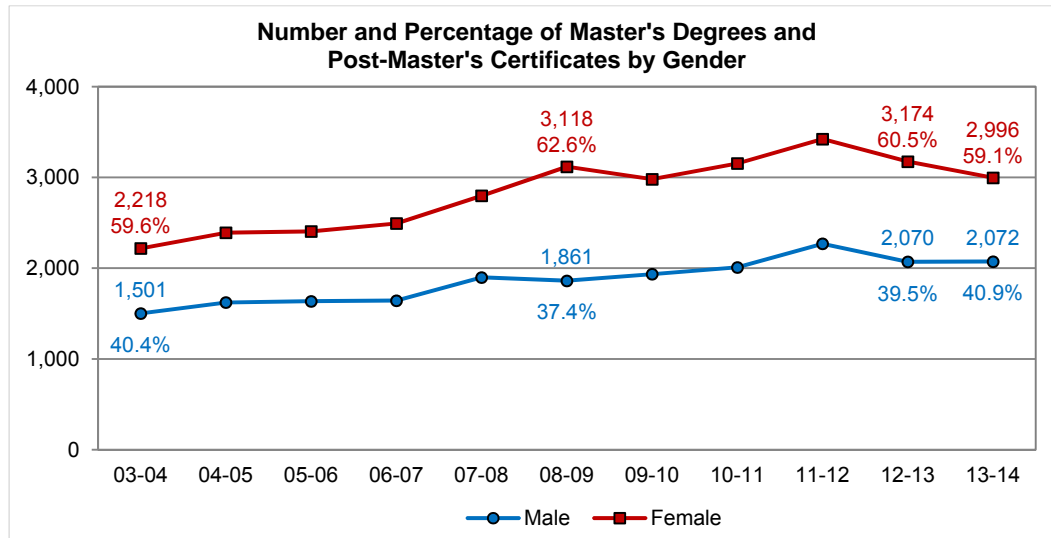
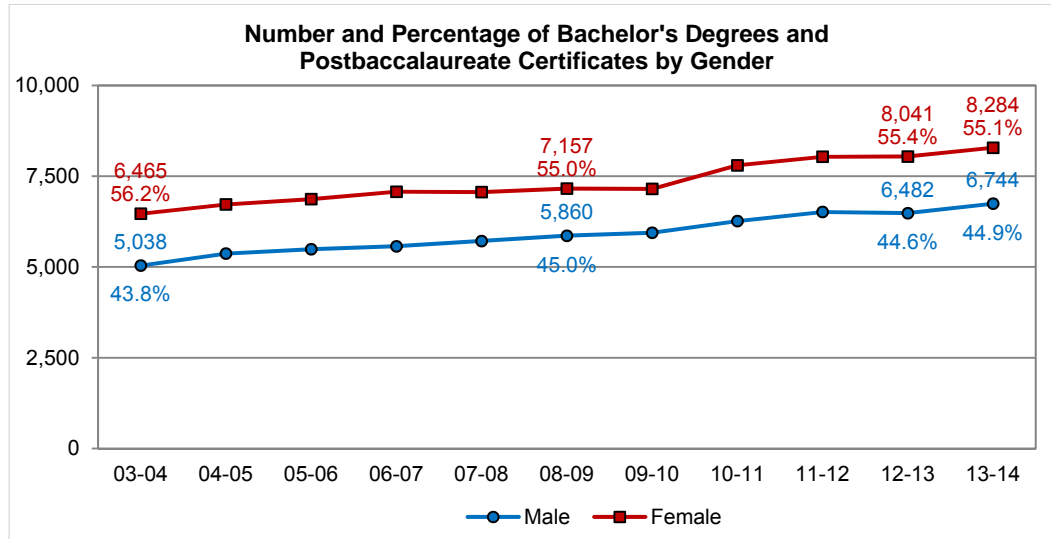
### Associate's Degrees:

Gender	13–14 1-Yr	04–14 10-Yr
Male (●)	-5.2%	19.6%
Female (■)	-1.6%	47.8%
Level Total	-3.2%	33.9%

- Over the 10-year period, the gender gap narrowed for less-than-four-year certificates (from 39.0 to 16.6 percentage points), but widened for associate's degrees (from 1.6 to 12.0 percentage points).



## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by GENDER



- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

### *Bachelor's Degrees and Postbaccalaureate Certificates:*

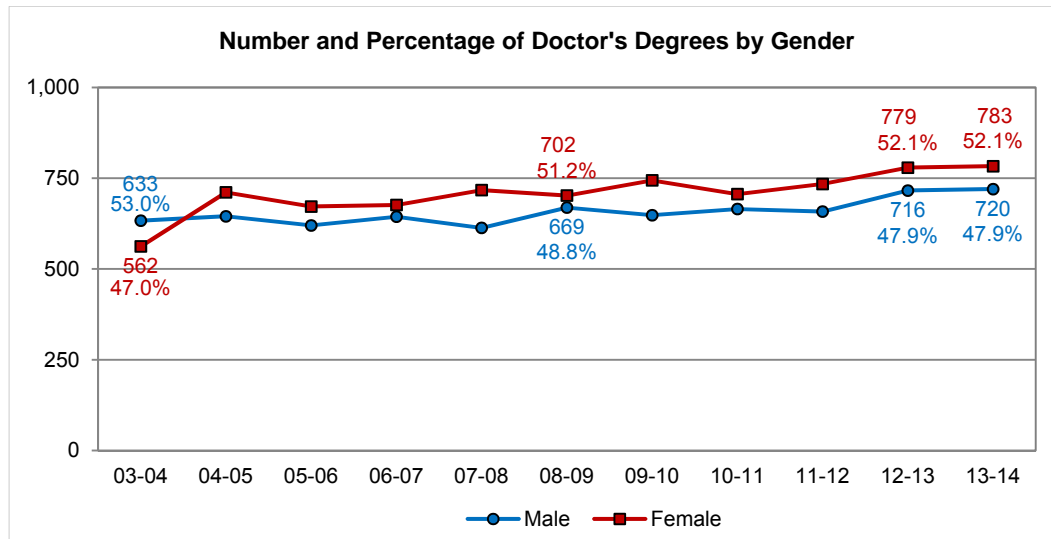
Gender	13–14 1-Yr	04–14 10-Yr
Male (●)	4.0%	33.9%
Female (■)	3.0%	28.1%
<b>Level Total</b>	<b>3.5%</b>	<b>30.6%</b>

### *Master's Degrees and Post-Master's Certificates:*

Gender	13–14 1-Yr	04–14 10-Yr
Male (●)	0.1%	38.0%
Female (■)	-5.6%	35.1%
<b>Level Total</b>	<b>-3.4%</b>	<b>36.3%</b>

- Over the 10-year period, the gender gap narrowed only slightly for the bachelor and master level awards (from 12.4 to 10.2 and from 19.2 to 18.2 percentage points, respectively).

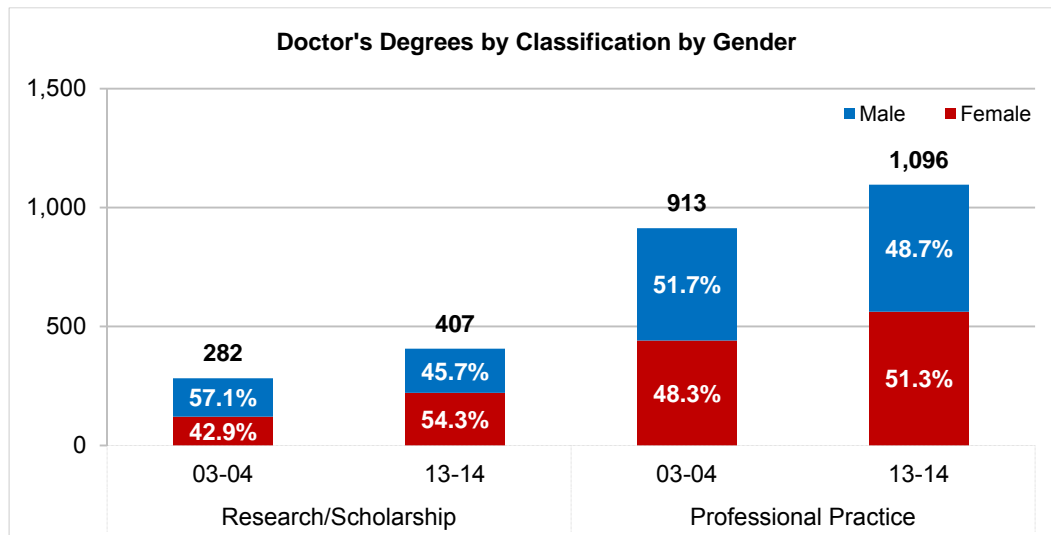
## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by GENDER



- Between 2003–04 and 2013–14, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

### Doctor's Degrees:

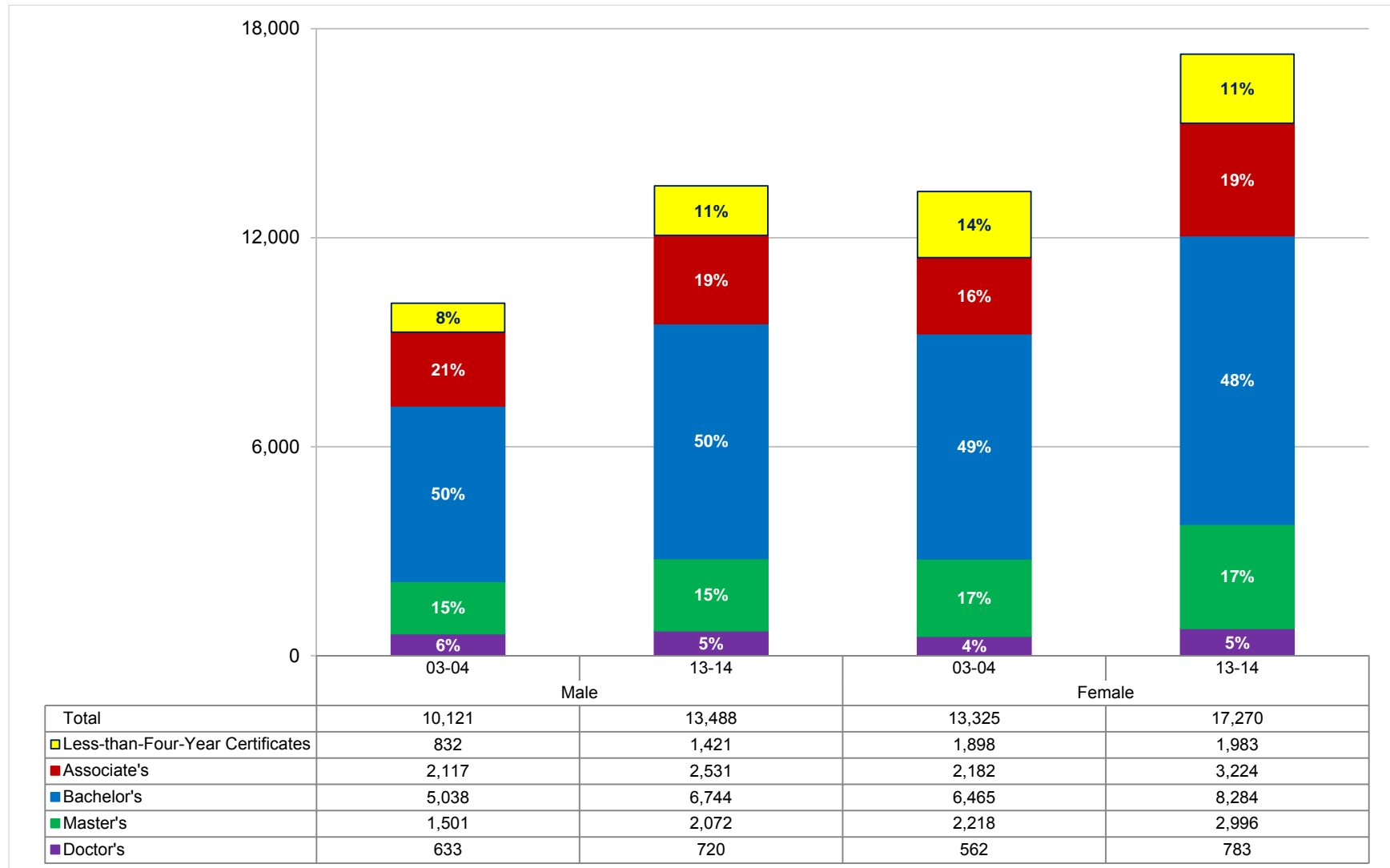
Gender	13–14 1-Yr	04–14 10-Yr
Male (●)	0.6%	13.7%
Female (■)	0.5%	39.3%
<b>Level Total</b>	<b>0.5%</b>	<b>25.8%</b>



- Over the 10-year period, the number of research/scholarship doctoral degrees increased 15.5% for males and 82.6% for females while professional practice doctor's degrees increased 13.1% for males and 27.4% for females.

Note. More than 61% of the one-year increase in the number of doctoral degrees awarded to females in 2004–05 was attributable to increases in professional practice doctor's degrees in STEM-related fields at the University of Nebraska Medical Center (UNMC). Between 2003–04 and 2004–05, the number of these awards at UNMC increased from 99 to 190, an increase of nearly 92%.

## DEGREES AND OTHER AWARDS CONFERRED by GENDER by LEVEL



Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by GENDER**

*University of Nebraska - Degrees and Awards by Level by Gender*

Level / Gender	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
Male	1	0	1	7	5	2	8	5	5	6	1	-83.3%	0.0%
% Male	50%	0%	50%	18%	25%	9%	36%	20%	28%	30%	100%		
Female	1	2	1	33	15	20	14	20	13	14	0	-100.0%	-100.0%
% Female	50%	100%	50%	83%	75%	91%	64%	80%	72%	70%	0%		
<b>Associate's</b>													
Male	32	29	42	41	53	34	39	30	44	33	39	18.2%	21.9%
% Male	42%	44%	59%	57%	56%	47%	50%	49%	50%	45%	45%		
Female	44	37	29	31	42	38	39	31	44	41	48	17.1%	9.1%
% Female	58%	56%	41%	43%	44%	53%	50%	51%	50%	55%	55%		
<b>Bachelor's</b>													
Male	2,740	2,891	2,925	2,983	3,085	3,162	3,271	3,343	3,549	3,644	3,898	7.0%	42.3%
% Male	46%	46%	47%	46%	47%	48%	49%	48%	47%	48%	48%		
Female	3,260	3,336	3,365	3,455	3,485	3,378	3,361	3,670	3,958	3,923	4,193	6.9%	28.6%
% Female	54%	54%	53%	54%	53%	52%	51%	52%	53%	52%	52%		
<b>Master's</b>													
Male	1,035	1,051	1,044	938	1,021	989	1,050	1,096	1,245	1,015	997	-1.8%	-3.7%
% Male	42%	43%	44%	41%	41%	40%	41%	44%	44%	41%	43%		
Female	1,425	1,413	1,350	1,354	1,440	1,455	1,482	1,414	1,587	1,457	1,305	-10.4%	-8.4%
% Female	58%	57%	56%	59%	59%	60%	59%	56%	56%	59%	57%		
<b>Doctor's</b>													
<b>Professional Practice</b>													
Male	179	208	204	191	178	189	195	214	218	216	210	-2.8%	17.3%
% Male	52%	45%	51%	49%	45%	47%	47%	54%	53%	50%	53%		
Female	167	255	193	202	214	214	217	179	196	217	189	-12.9%	13.2%
% Female	48%	55%	49%	51%	55%	53%	53%	46%	47%	50%	47%		
<b>Research/ Scholarship</b>													
Male	157	141	142	162	161	160	170	177	165	198	181	-8.6%	15.3%
% Male	57%	50%	50%	51%	52%	50%	50%	51%	52%	51%	46%		
Female	117	140	140	155	146	161	168	172	153	190	213	12.1%	82.1%
% Female	43%	50%	50%	49%	48%	50%	50%	49%	48%	49%	54%		
<b>Doctor's Total</b>													
Male	336	349	346	353	339	349	365	391	383	414	391	-5.6%	16.4%
% Male	54%	47%	51%	50%	48%	48%	49%	53%	52%	50%	49%		
Female	284	395	333	357	360	375	385	351	349	407	402	-1.2%	41.5%
% Female	46%	53%	49%	50%	52%	52%	51%	47%	48%	50%	51%		
<b>University of Nebraska Total</b>													
Male	4,144	4,320	4,358	4,322	4,503	4,536	4,733	4,865	5,226	5,112	5,326	4.2%	28.5%
% Male	45%	45%	46%	45%	46%	46%	47%	47%	47%	47%	47%		
Female	5,014	5,183	5,078	5,230	5,342	5,266	5,281	5,486	5,951	5,842	5,948	1.8%	18.6%
% Female	55%	55%	54%	55%	54%	54%	53%	53%	53%	53%	53%		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by GENDER**

### *Nebraska State College System - Degrees and Awards by Level by Gender*

Level / Gender	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
Male	470	499	494	485	460	504	495	521	448	484	488	0.8%	3.8%
% Male	40%	42%	43%	41%	42%	44%	42%	42%	40%	41%	39%		
Female	716	680	658	703	640	653	678	716	667	703	762	8.4%	6.4%
% Female	60%	58%	57%	59%	58%	56%	58%	58%	60%	59%	61%		
<b>Master's</b>													
Male	75	95	89	129	144	148	135	159	167	149	173	16.1%	130.7%
% Male	37%	29%	26%	33%	30%	26%	33%	31%	38%	39%	40%		
Female	127	230	248	266	334	430	280	360	270	230	264	14.8%	107.9%
% Female	63%	71%	74%	67%	70%	74%	67%	69%	62%	61%	60%		
<b>Nebraska State College System Total</b>													
Male	545	594	583	614	604	652	630	680	615	633	661	4.4%	21.3%
% Male	39%	39%	39%	39%	38%	38%	40%	39%	40%	40%	39%		
Female	843	910	906	969	974	1,083	958	1,076	937	933	1,026	10.0%	21.7%
% Female	61%	61%	61%	61%	62%	62%	60%	61%	60%	60%	61%		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The Nebraska state colleges do not confer less-than-four-year certificates, associate's degrees or doctor's degrees.

### *Nebraska Community Colleges - Degrees and Awards by Level by Gender*

Level / Gender	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
Male	649	772	876	726	1,028	996	971	1,051	1,109	1,402	1,338	-4.6%	106.2%
% Male	45%	43%	48%	44%	50%	49%	54%	51%	53%	52%	53%		
Female	788	1,014	933	938	1,016	1,042	843	999	982	1,293	1,194	-7.7%	51.5%
% Female	55%	57%	52%	56%	50%	51%	46%	49%	47%	48%	47%		
<b>Associate's</b>													
Male	1,807	1,843	1,931	1,913	1,945	1,835	1,939	2,022	2,285	2,344	2,249	-4.1%	24.5%
% Male	51%	49%	49%	47%	49%	47%	49%	47%	48%	47%	46%		
Female	1,720	1,940	2,036	2,116	2,000	2,054	2,048	2,286	2,489	2,647	2,640	-0.3%	53.5%
% Female	49%	51%	51%	53%	51%	53%	51%	53%	52%	53%	54%		
<b>Nebraska Community Colleges Total</b>													
Male	2,456	2,615	2,807	2,639	2,973	2,831	2,910	3,073	3,394	3,746	3,587	-4.2%	46.1%
% Male	49%	47%	49%	46%	50%	48%	50%	48%	49%	49%	48%		
Female	2,508	2,954	2,969	3,054	3,016	3,096	2,891	3,285	3,471	3,940	3,834	-2.7%	52.9%
% Female	51%	53%	51%	54%	50%	52%	50%	52%	51%	51%	52%		

Note. Nebraska's community colleges do not confer bachelor's degrees, master's degrees or doctor's degrees.

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by GENDER**

*Nebraska Independent Institutions - Degrees and Awards by Level by Gender*

Level / Gender	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
Male	31	18	18	19	11	17	18	13	5	8	10	25.0%	-67.7%
% Male	17%	9%	9%	10%	9%	19%	22%	17%	6%	11%	13%		
Female	148	179	177	173	111	74	63	64	77	62	69	11.3%	-53.4%
% Female	83%	91%	91%	90%	91%	81%	78%	83%	94%	89%	87%		
<b>Associate's</b>													
Male	32	33	38	43	27	38	38	37	39	38	53	39.5%	65.6%
% Male	17%	14%	14%	20%	13%	15%	16%	14%	16%	15%	19%		
Female	161	199	227	174	186	208	203	221	212	211	220	4.3%	36.6%
% Female	83%	86%	86%	80%	87%	85%	84%	86%	84%	85%	81%		
<b>Bachelor's</b>													
Male	1,828	1,971	2,060	2,077	2,143	2,154	2,132	2,332	2,446	2,301	2,301	0.0%	25.9%
% Male	42%	42%	42%	42%	42%	41%	41%	41%	43%	41%	42%		
Female	2,489	2,703	2,839	2,892	2,909	3,095	3,068	3,344	3,308	3,363	3,234	-3.8%	29.9%
% Female	58%	58%	58%	58%	58%	59%	59%	59%	57%	59%	58%		
<b>Master's</b>													
Male	391	476	502	574	723	720	748	748	850	898	894	-0.4%	128.6%
% Male	37%	39%	38%	40%	42%	37%	38%	35%	35%	38%	39%		
Female	666	748	807	871	1,014	1,228	1,216	1,375	1,556	1,464	1,409	-3.8%	111.6%
% Female	63%	61%	62%	60%	58%	63%	62%	65%	65%	62%	61%		
<b>Doctor's</b>													
<b>Professional Practice</b>													
Male	293	288	267	288	271	314	276	269	270	298	324	8.7%	10.6%
% Male	52%	48%	44%	48%	43%	50%	45%	44%	42%	45%	46%		
Female	274	311	336	316	353	316	337	339	370	369	373	1.1%	36.1%
% Female	48%	52%	56%	52%	57%	50%	55%	56%	58%	55%	54%		
<b>Research/ Scholarship</b>													
Male	4	8	7	3	3	6	7	5	5	4	5	25.0%	25.0%
% Male	50%	62%	70%	50%	43%	35%	24%	24%	25%	57%	38%		
Female	4	5	3	3	4	11	22	16	15	3	8	166.7%	100.0%
% Female	50%	38%	30%	50%	57%	65%	76%	76%	75%	43%	62%		
<b>Doctor's Total</b>													
Male	297	296	274	291	274	320	283	274	275	302	329	8.9%	10.8%
% Male	52%	48%	45%	48%	43%	49%	44%	44%	42%	45%	46%		
Female	278	316	339	319	357	327	359	355	385	372	381	2.4%	37.1%
% Female	48%	52%	55%	52%	57%	51%	56%	56%	58%	55%	54%		
<b>Nebraska Independent Institutions Total</b>													
Male	2,579	2,794	2,892	3,004	3,178	3,249	3,219	3,404	3,615	3,547	3,587	1.1%	39.1%
% Male	41%	40%	40%	40%	41%	40%	40%	39%	39%	39%	40%		
Female	3,742	4,145	4,389	4,429	4,577	4,932	4,909	5,359	5,538	5,472	5,313	-2.9%	42.0%
% Female	59%	60%	60%	60%	59%	60%	60%	61%	61%	61%	60%		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by GENDER**

### *Nebraska For-Profit/Career Schools - Degrees and Awards by Level by Gender*

Level / Gender	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
Male	151	178	152	161	160	106	93	158	137	106	72	-32.1%	-52.3%
% Male	14%	14%	13%	13%	13%	10%	9%	14%	13%	11%	9%		
Female	961	1,061	1,042	1,061	1,104	994	965	951	899	855	720	-15.8%	-25.1%
% Female	86%	86%	87%	87%	87%	90%	91%	86%	87%	89%	91%		
<b>Associate's</b>													
Male	246	219	239	205	235	224	211	244	230	254	190	-25.2%	-22.8%
% Male	49%	38%	38%	34%	40%	40%	38%	34%	35%	40%	38%		
Female	257	362	384	396	349	332	345	481	422	376	316	-16.0%	23.0%
% Female	51%	62%	62%	66%	60%	60%	62%	66%	65%	60%	62%		
<b>Bachelor's</b>													
Male	-	8	9	23	27	40	44	66	71	53	57	7.5%	N/A
% Male	-	73%	64%	51%	51%	56%	51%	49%	41%	50%	38%		
Female	-	3	5	22	26	31	42	69	101	52	95	82.7%	N/A
% Female	-	27%	36%	49%	49%	44%	49%	51%	59%	50%	63%		
<b>Master's</b>													
Male	-	-	-	1	10	4	1	6	7	8	8	0.0%	N/A
% Male	-	-	-	33%	50%	44%	33%	55%	41%	26%	31%		
Female	-	-	-	2	10	5	2	5	10	23	18	-21.7%	N/A
% Female	-	-	-	67%	50%	56%	67%	45%	59%	74%	69%		
<b>Nebraska For-Profit/Career Schools Total</b>													
Male	397	405	400	390	432	374	349	474	445	421	327	-22.3%	-17.6%
% Male	25%	22%	22%	21%	22%	22%	20%	24%	24%	24%	22%		
Female	1,218	1,426	1,431	1,481	1,489	1,362	1,354	1,506	1,432	1,306	1,149	-12.0%	-5.7%
% Female	75%	78%	78%	79%	78%	78%	80%	76%	76%	76%	78%		

*Note.* The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The for-profit/career schools did not award degrees at the bachelor's level until 2004–05, and awards at the master's level were not awarded within this sector until 2006–07. Nebraska's for-profit/career schools do not confer doctor's degrees.

## Section 4

# Total Degrees and Other Awards by Race/Ethnicity, by Level and by Sector





## **CLASSIFICATION OF RACE/ETHNICITY**

Beginning with the collection of data for the 2007–08 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Institutions were given the option of using the “old” or “new” categories to report the number of degrees and awards conferred by race/ethnicity in 2007–08, 2008–09 and 2009–10. Adoption of the revised categories was mandatory beginning with data reported for the 2010–11 academic year.

“Race/ethnicity (new definition): 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. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.” (*Data source: IPEDS Glossary*)

<p style="text-align: center;"><b>Old IPEDS Race/Ethnicity Categories</b></p>	<p style="text-align: center;"><b>New IPEDS Race/Ethnicity Categories</b></p>
<p>1) Non-Resident Alien 2) Race and Ethnicity Unknown 3) Black, Non-Hispanic 4) American Indian/Alaskan Native 5) Asian/Pacific Islander 6) Hispanic 7) White, Non-Hispanic</p>	<p>1) Nonresident Alien 2) Race and Ethnicity Unknown 3) Hispanics of any Race  For Non-Hispanics Only: 4) American Indian or Alaska Native 5) Asian 6) Black or African American 7) Native Hawaiian or Other Pacific Islander 8) White 9) Two or More Races</p>

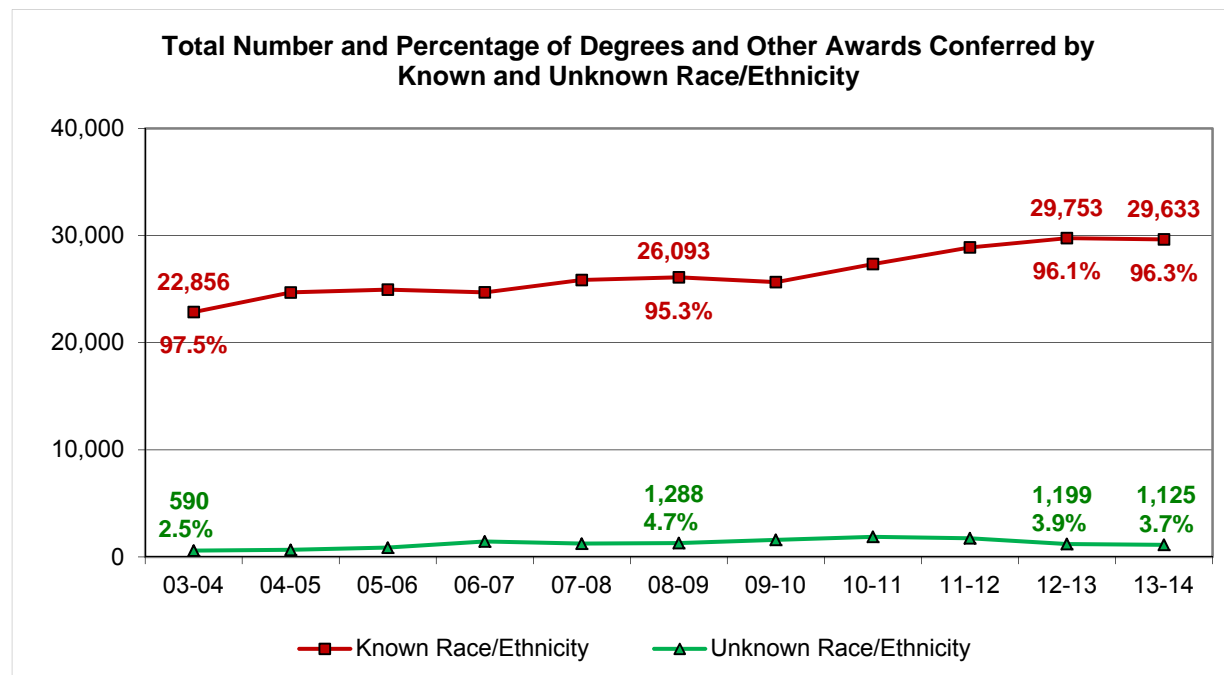
The Commission has adapted its data analysis to the new IPEDS categories for race/ethnicity as defined in the following table.

Race/Ethnicity Category Name Used in this Report	IPEDS Category Name	IPEDS and/or Commission Definition
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.
Black Non-Hispanic	Black or African American	A person having origins in any of the black racial groups of Africa.
Hispanic	Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Known Race/Ethnicity	-	Includes persons categorized into any of the following IPEDS race/ethnicity categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Nonresident Alien, Two or More Races, White.
Minority	-	Includes persons categorized into any of the following IPEDS race/ethnicity categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Two or More Races.
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.
Nonresident Alien	Nonresident 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. Note: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories.
Two or More Races	Two or More Races	Category used by institutions to report persons who selected more than one race.
Unknown Race/Ethnicity	Race and Ethnicity Unknown	Category used to report students whose race and ethnicity are not known.
White Non-Hispanic	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
-	Resident Alien (and Other Eligible Non-Citizens)	A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian). Note: Resident aliens are to be reported in the appropriate racial/ethnic categories along with United States citizens.

Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, June 17, 2015.

## TOTAL DEGREES AND OTHER AWARDS CONFERRED by KNOWN and UNKNOWN RACE/ETHNICITY

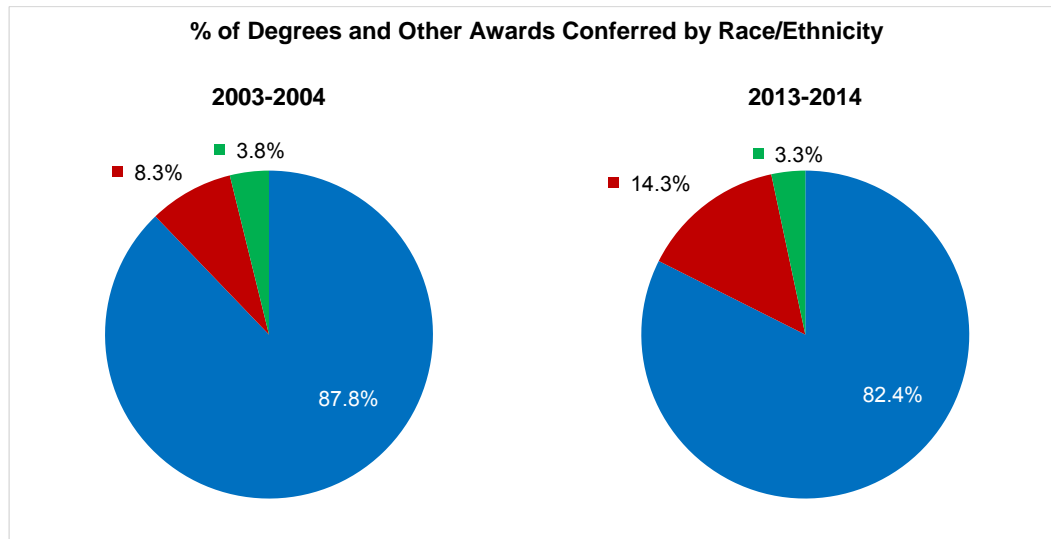
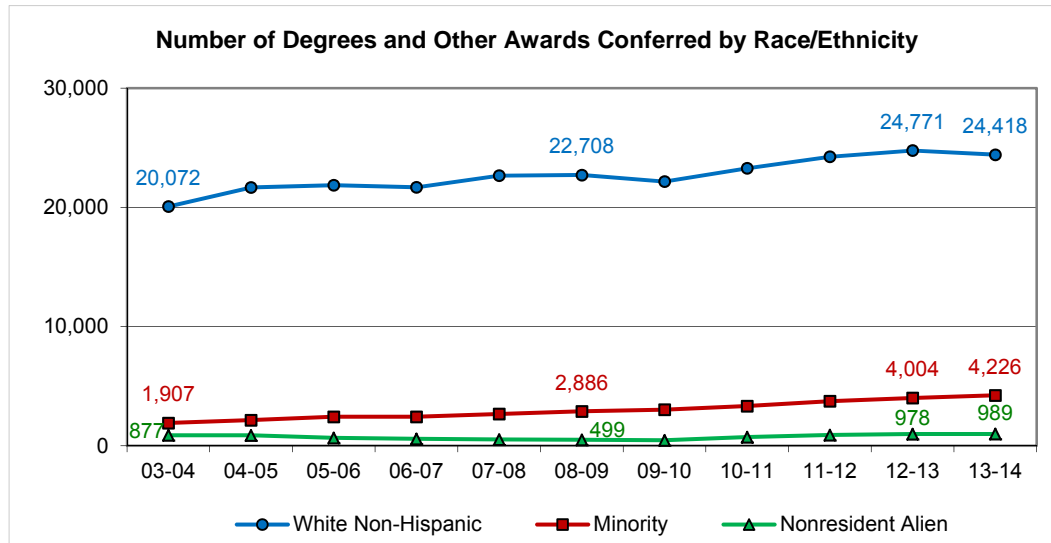
- Nebraska universities, colleges and for-profit/career schools awarded 29,633 degrees, diplomas and certificates to students of known race/ethnicity, a one-year decrease of 0.4%. Over the 10-year period from 2003–04 to 2013–14, the number of degrees and awards granted to students of known race/ethnicity increased 29.7%.
- Meanwhile, 1,125 degrees and other awards were granted to students of unknown race/ethnicity in 2013–14, a one-year decrease of 6.2%. However, between 2003–04 and 2013–14, the number of degrees and other awards conferred to students of unknown race/ethnicity increased 90.7%, reflecting an increasing tendency for students not to report their race/ethnicity.



**Note.** The remaining analyses in this section focus on degrees awarded to students of known race/ethnicity as defined on page 4.3.

**Degree recipients of unknown race/ethnicity are *excluded* from the following calculations under the basic, but not necessarily correct, assumption that these students are proportionately distributed among the total number of degree recipients by race/ethnicity, by degree level and by sector.**

## DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY

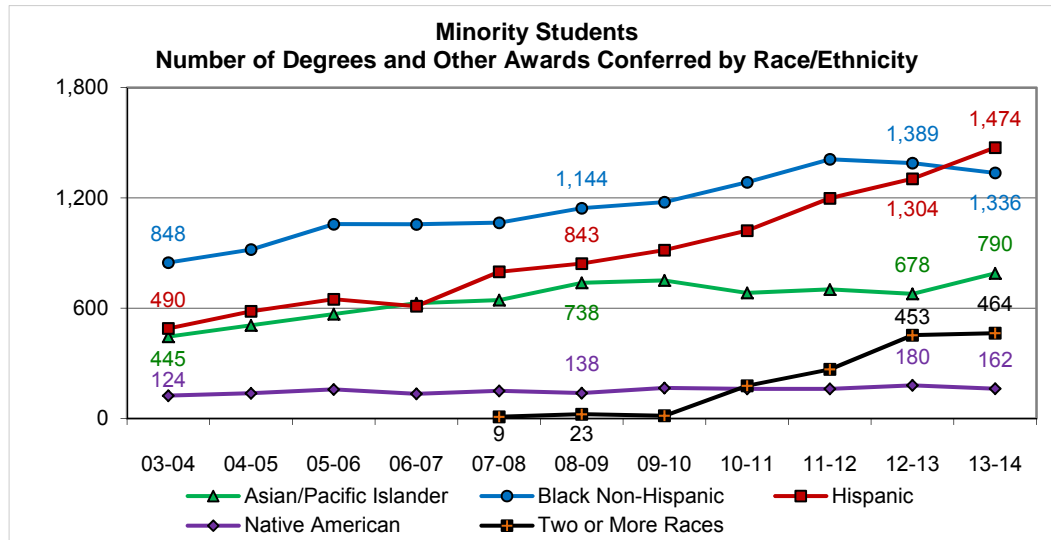


- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by Nebraska’s postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
White Non-Hispanic (●)	-1.4%	21.7%
Minority (■)	5.5%	121.6%
Nonresident Alien (▲)	1.1%	12.8%
Known Race/Ethnicity Total	-0.4%	29.7%

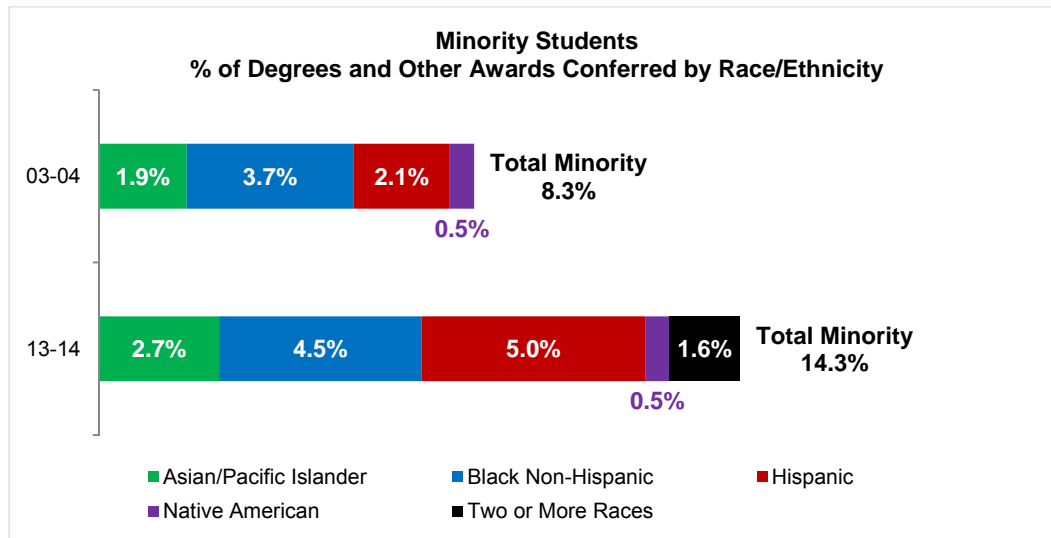
- Over the last decade, the number of degrees and other awards granted to minority students has more than doubled. (See the next page for details.)

## DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY



- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by Nebraska’s postsecondary institutions changed as follows:

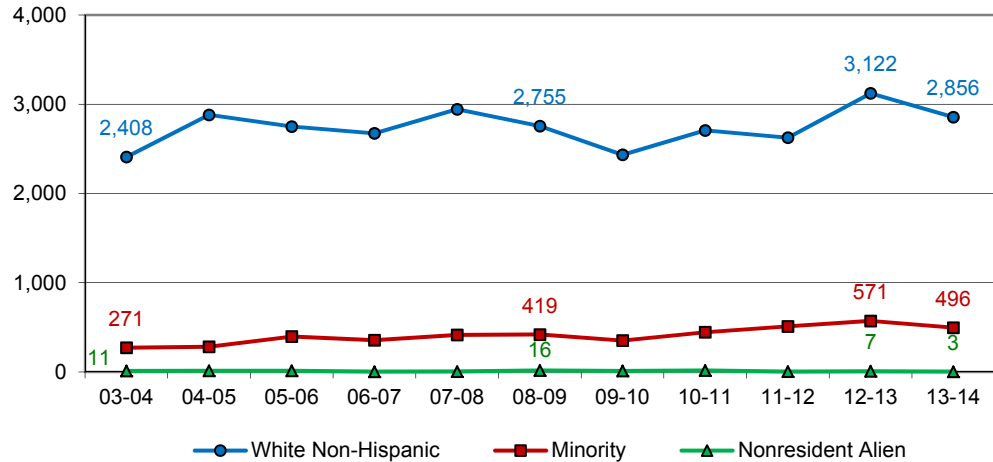
Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
Asian/Pac. Islander (▲)	16.5%	77.5%
Black Non-Hispanic (●)	-3.8%	57.5%
Hispanic (■)	13.0%	200.8%
Native American (◆)	-10.0%	30.6%
Two or More Races (■)	2.4%	N/A
<b>Total Minority</b>	<b>5.5%</b>	<b>121.6%</b>



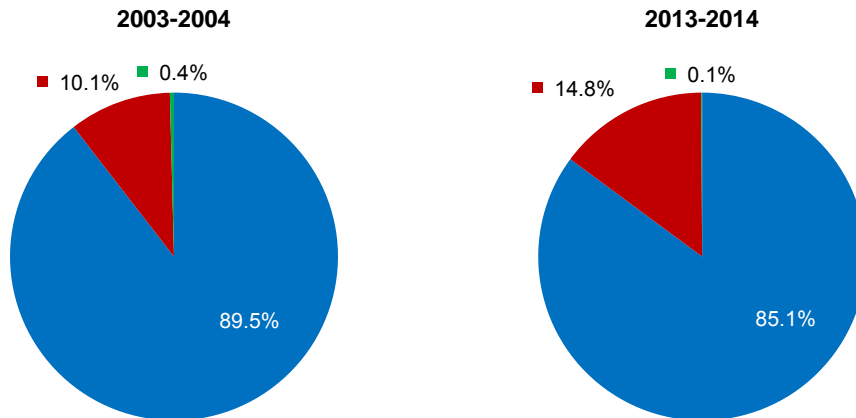
Note. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY

Number of Less-than-Four-Year Certificates Conferred by Race/Ethnicity



% of Less-than-Four-Year Certificates Conferred by Race/Ethnicity

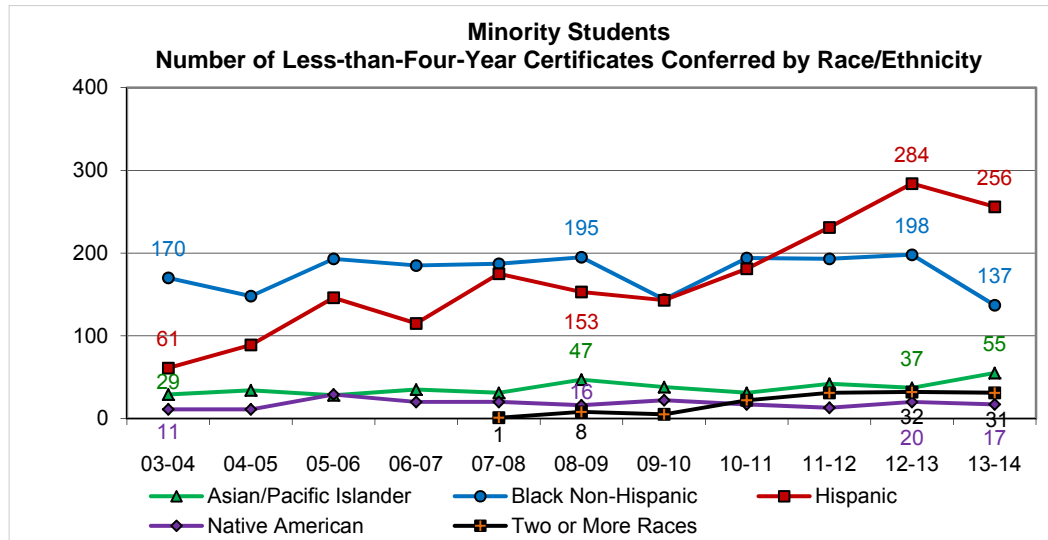


- Between 2003–04 and 2013–14, the number of less-than-four-year certificates conferred by Nebraska’s postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
White Non-Hispanic (●)	-8.5%	18.6%
Minority (■)	-13.1%	83.0%
Nonresident Alien (▲)	-57.1%	-72.7%
Known Race/Ethnicity by Level Total	-9.3%	24.7%

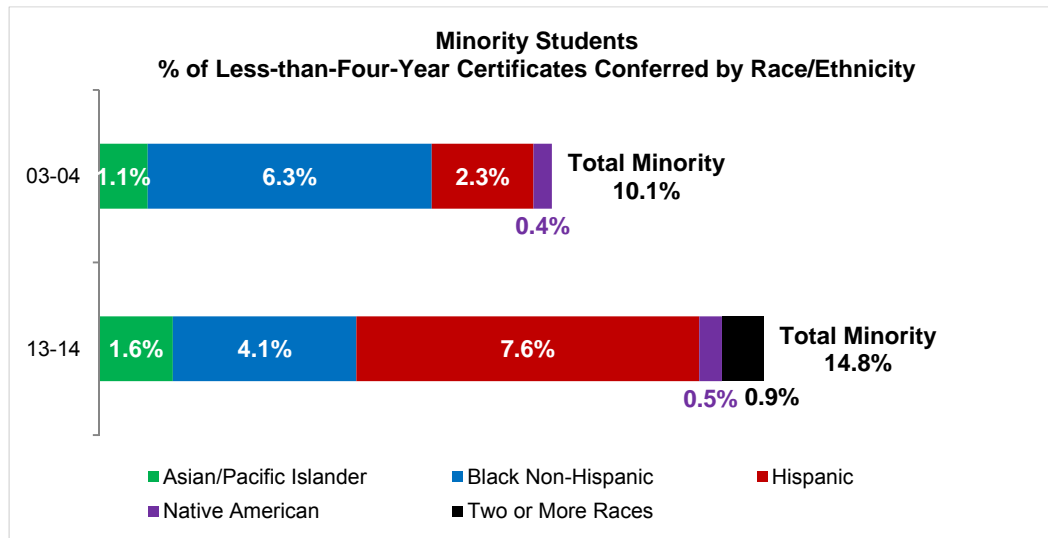
- Minority students accounted for nearly 34% of the 10-year increase in the number of less-than-four-year certificates granted, despite accounting for less than 15% of the awards conferred at this level. (See the next page for details.)

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



- Between 2003–04 and 2013–14, the number of less-than-four-year certificates conferred by Nebraska’s postsecondary institutions changed as follows:

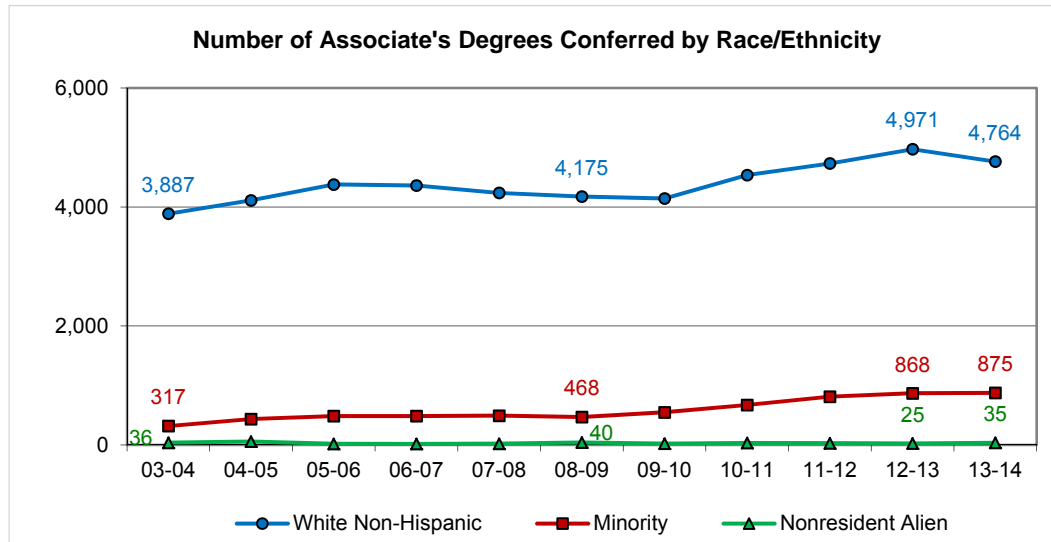
Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
Asian/Pac. Islander (▲)	48.6%	89.7%
Black Non-Hispanic (●)	-30.8%	-19.4%
Hispanic (■)	-9.9%	319.7%
Native American (◆)	-15.0%	54.5%
Two or More Races (■)	-3.1%	N/A
<b>Total Minority by Level</b>	<b>-13.1%</b>	<b>83.0%</b>



Note. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

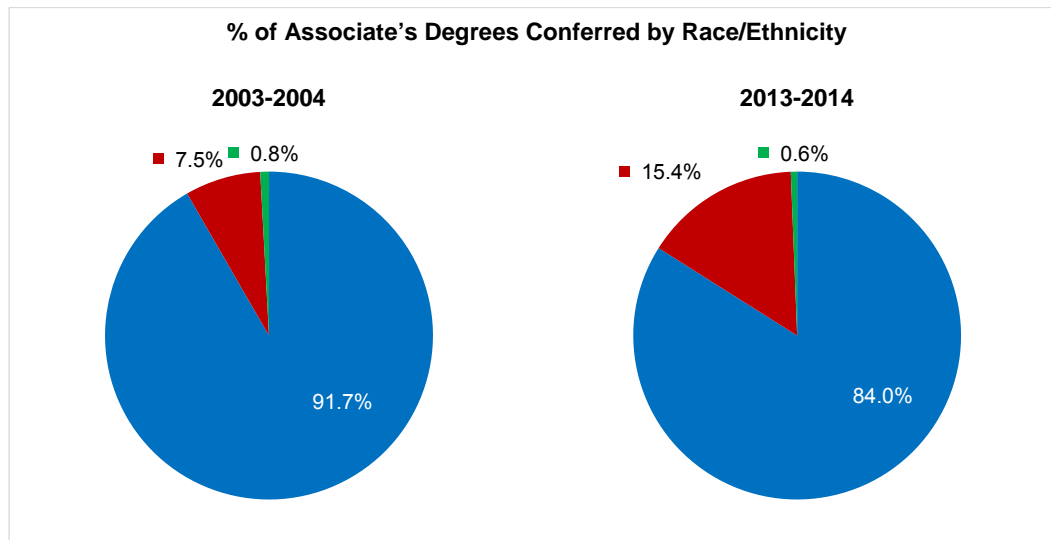


## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



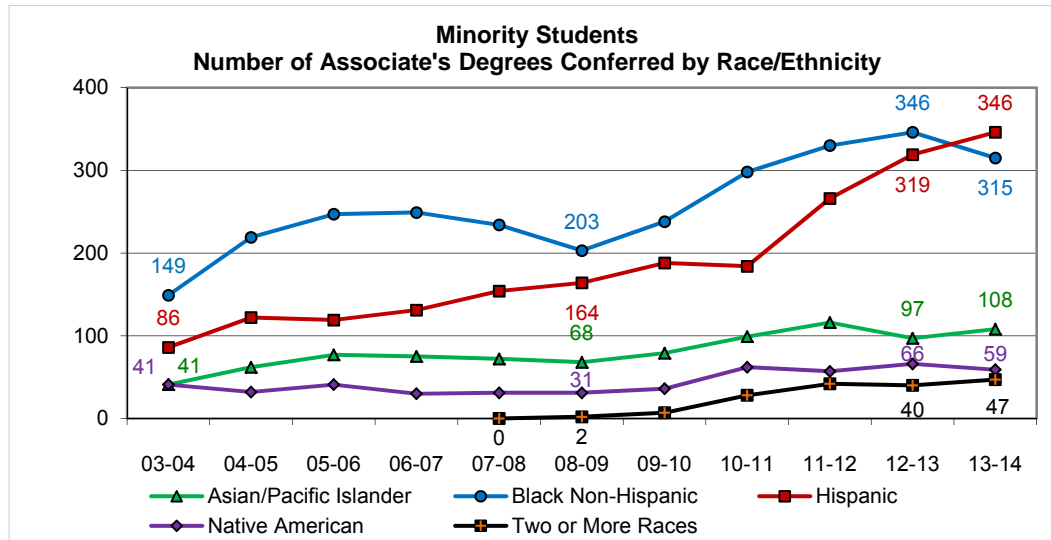
- Between 2003–04 and 2013–14, the number of associate's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
White Non-Hispanic (●)	-4.2%	22.6%
Minority (■)	0.8%	176.0%
Nonresident Alien (▲)	40.0%	-2.8%
Known Race/Ethnicity by Level Total	-3.2%	33.8%



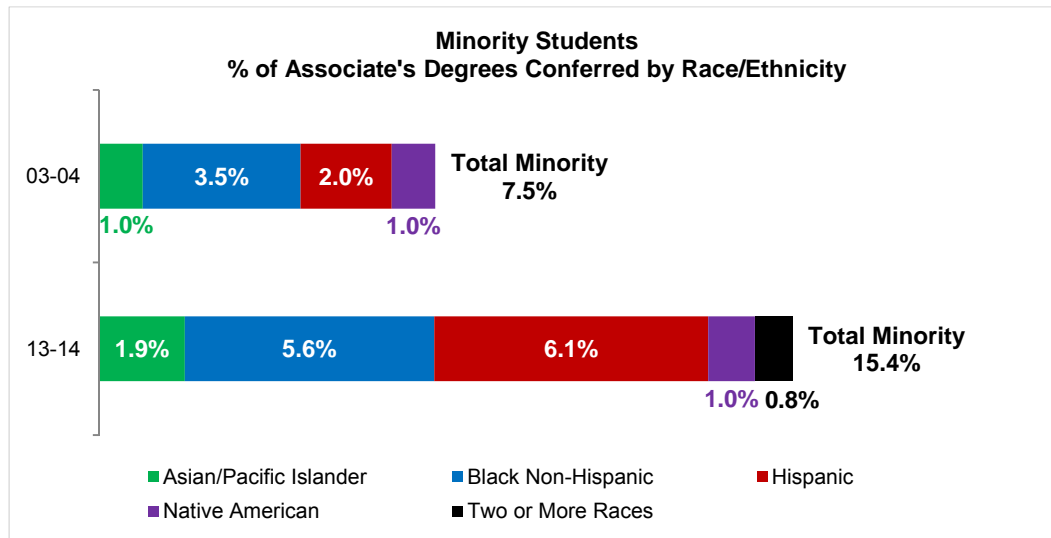
- Between 2003–04 and 2013–14, the percentage increase in the number of degrees/awards granted to minorities was higher at the associate's degree level (176.0%) than any other award level. (See the next page for details on each minority group.)

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



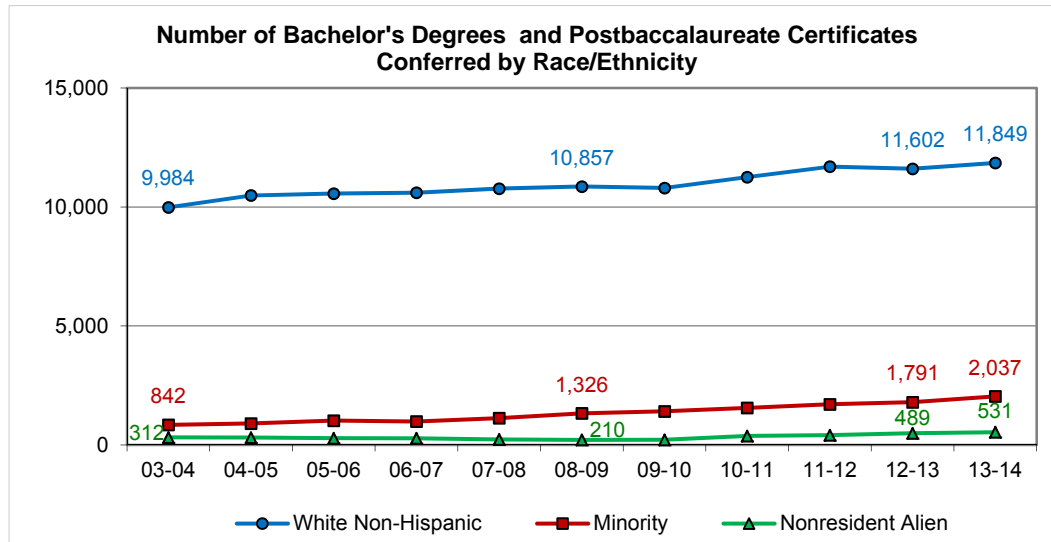
- Between 2003–04 and 2013–14, the number of associate's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
Asian/Pac. Islander (▲)	11.3%	163.4%
Black Non-Hispanic (●)	-9.0%	111.4%
Hispanic (■)	8.5%	302.3%
Native American (◆)	-10.6%	43.9%
Two or More Races (■)	17.5%	N/A
<b>Total Minority by Level</b>	<b>0.8%</b>	<b>176.0%</b>



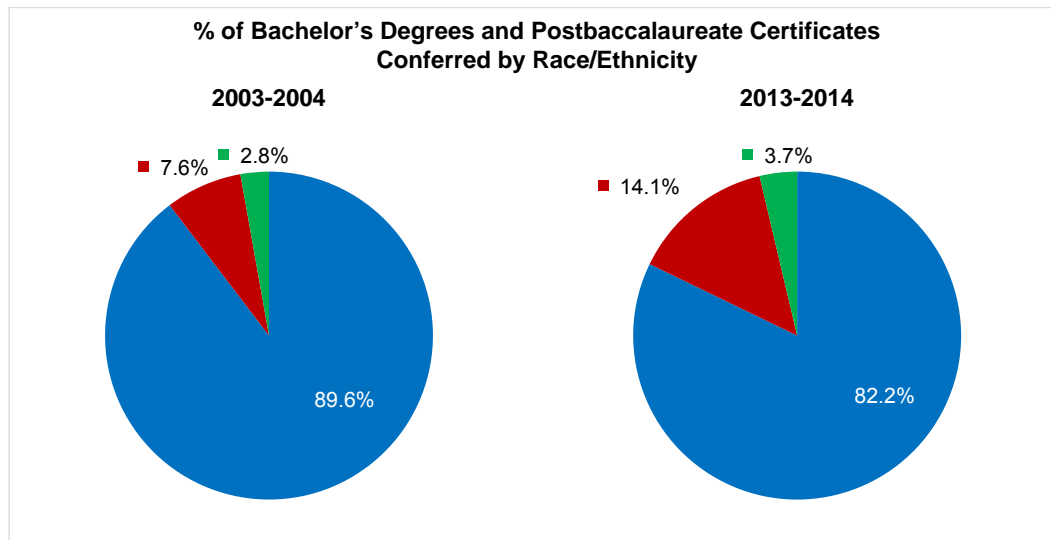
Note. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



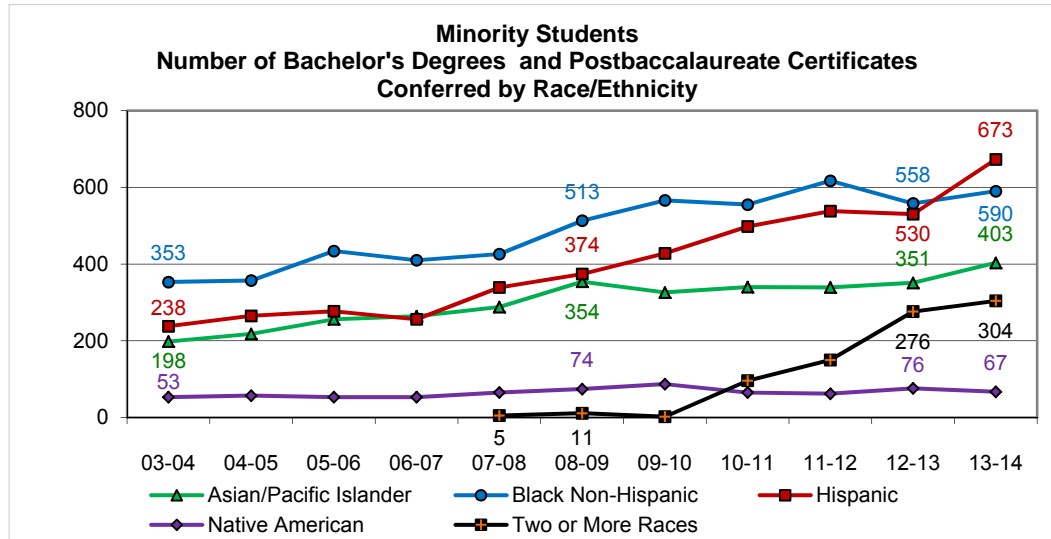
- Between 2003–04 and 2013–14, the number of bachelor's degrees and postbaccalaureate certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
White Non-Hispanic (●)	2.1%	18.7%
Minority (■)	13.7%	141.9%
Nonresident Alien (▲)	8.6%	70.2%
Known Race/Ethnicity by Level Total	3.9%	29.4%



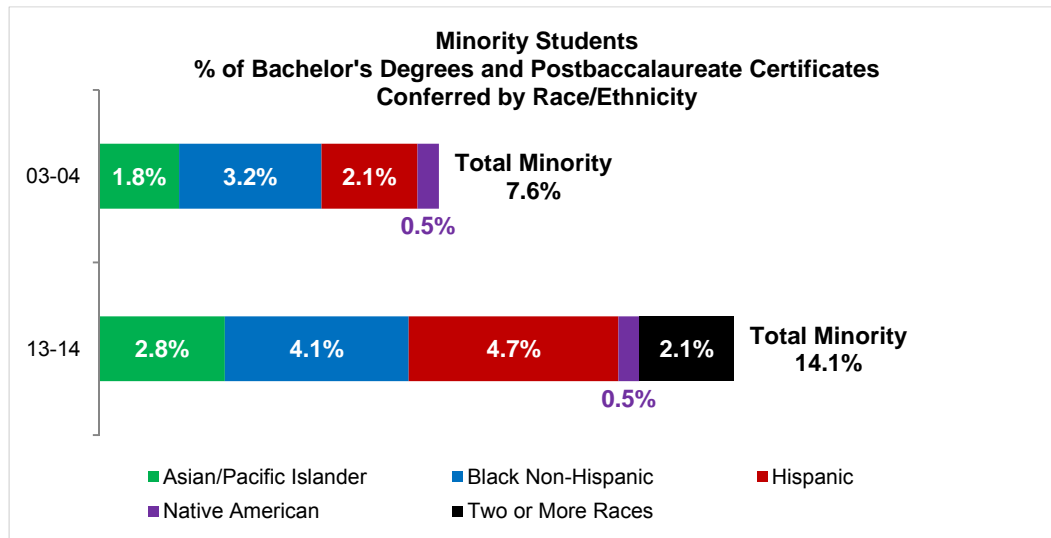
- (See the next page for details on each minority group.)

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



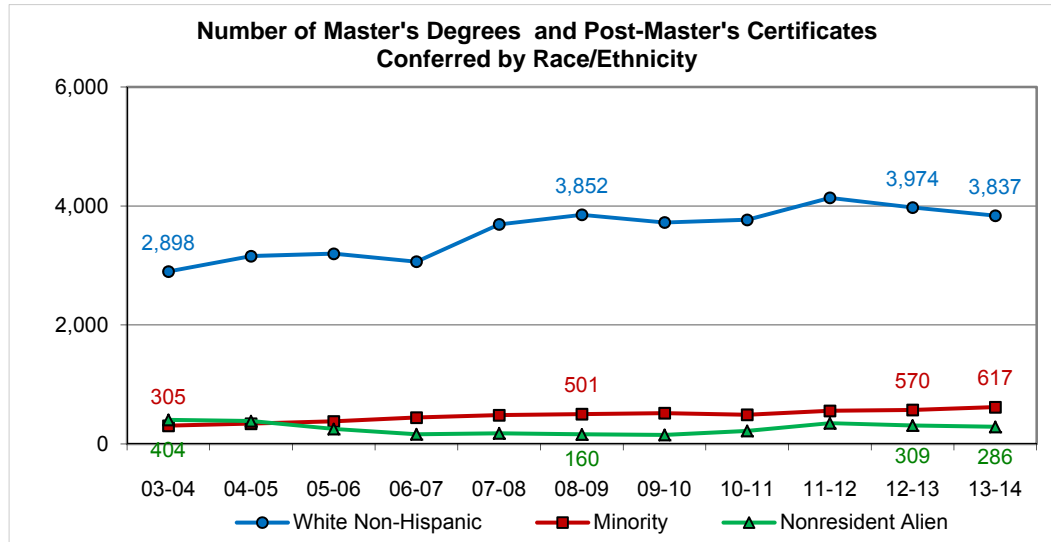
- Between 2003–04 and 2013–14, the number of bachelor's degrees and postbaccalaureate certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
Asian/Pac. Islander (▲)	14.8%	103.5%
Black Non-Hispanic (●)	5.7%	67.1%
Hispanic (■)	27.0%	182.8%
Native American (◆)	-11.8%	26.4%
Two or More Races (■)	10.1%	N/A
<b>Total Minority by Level</b>	<b>13.7%</b>	<b>141.9%</b>



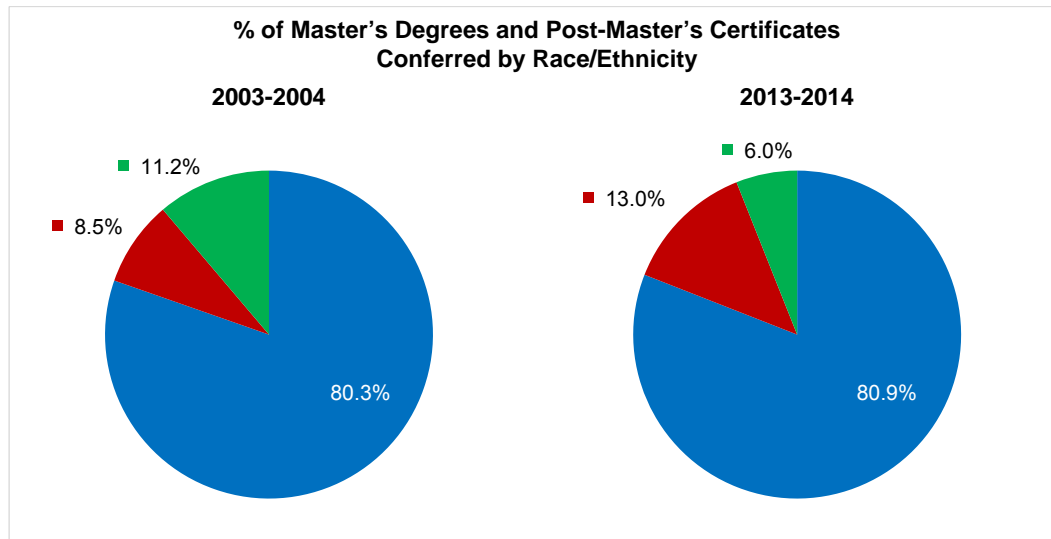
Note. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



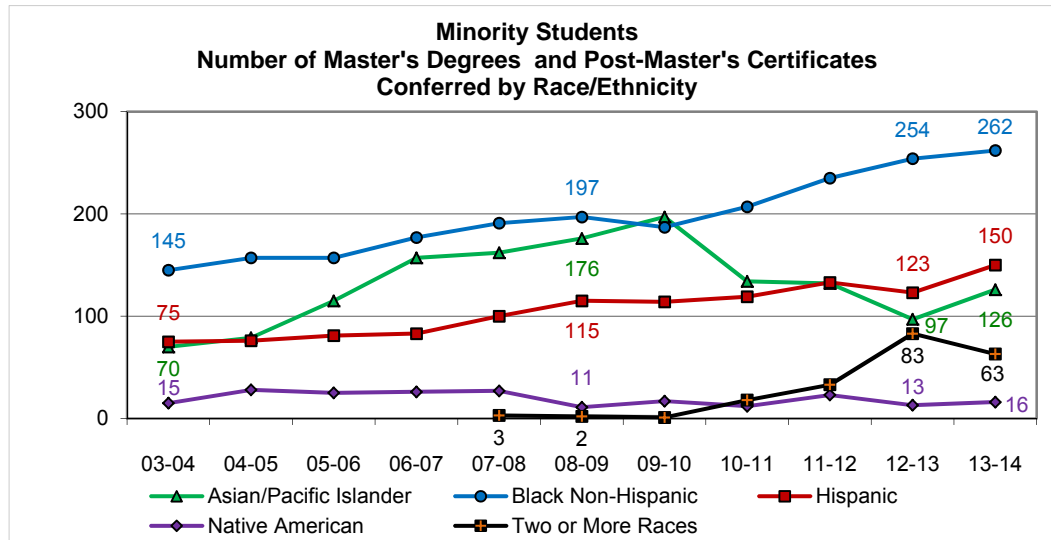
- Between 2003–04 and 2013–14, the number of master's degrees and post-master's certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
White Non-Hispanic (●)	-3.4%	32.4%
Minority (■)	8.2%	102.3%
Nonresident Alien (▲)	-7.4%	-29.2%
Known Race/Ethnicity by Level Total	-2.3%	31.4%



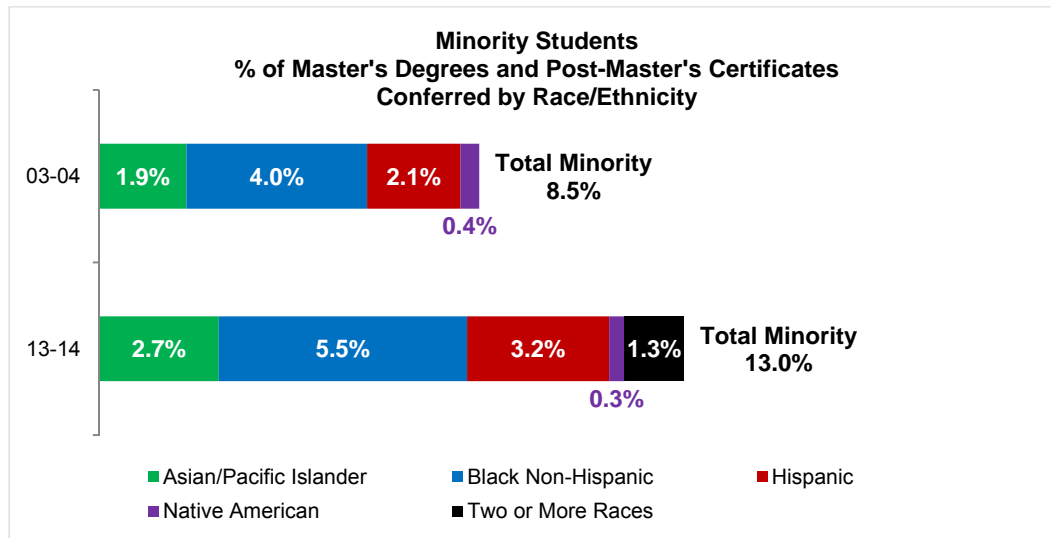
- (See the next page for details on each minority group.)

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



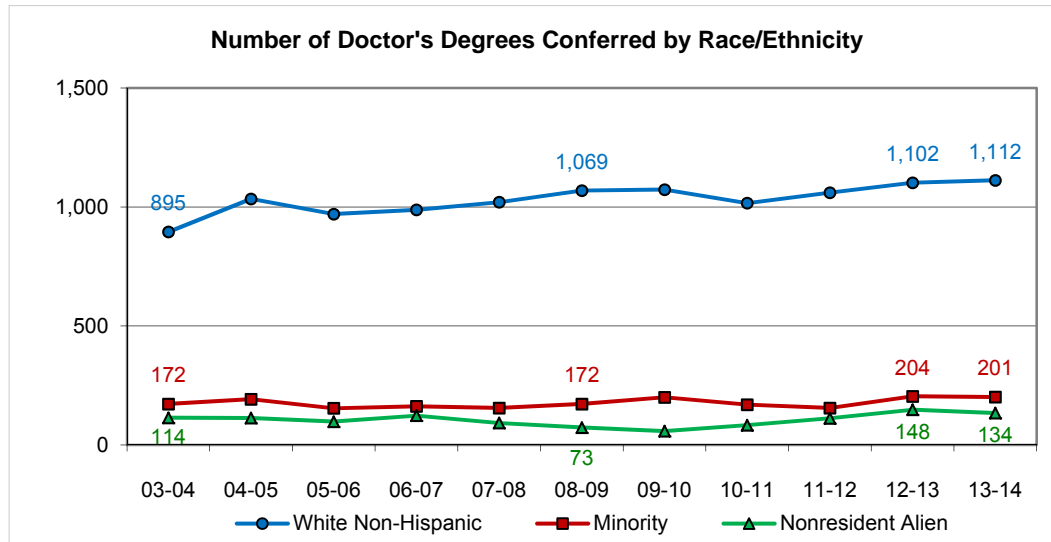
- Between 2003–04 and 2013–14, the number of master's degrees and post-master's certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
Asian/Pac. Islander (▲)	29.9%	80.0%
Black Non-Hispanic (●)	3.1%	80.7%
Hispanic (■)	22.0%	100.0%
Native American (◆)	23.1%	6.7%
Two or More Races (■)	-24.1%	N/A
<b>Total Minority by Level</b>	<b>8.2%</b>	<b>102.3%</b>



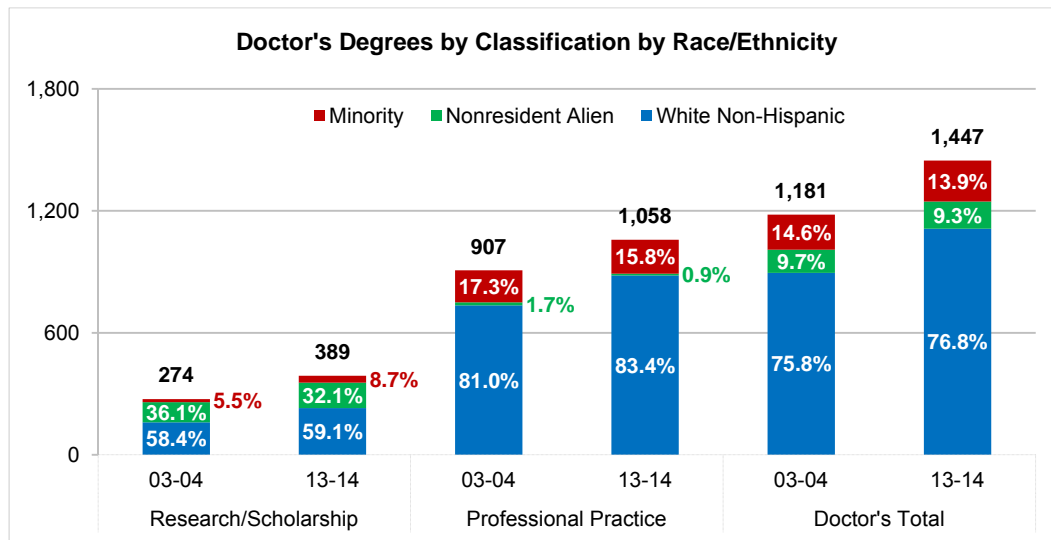
Note. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



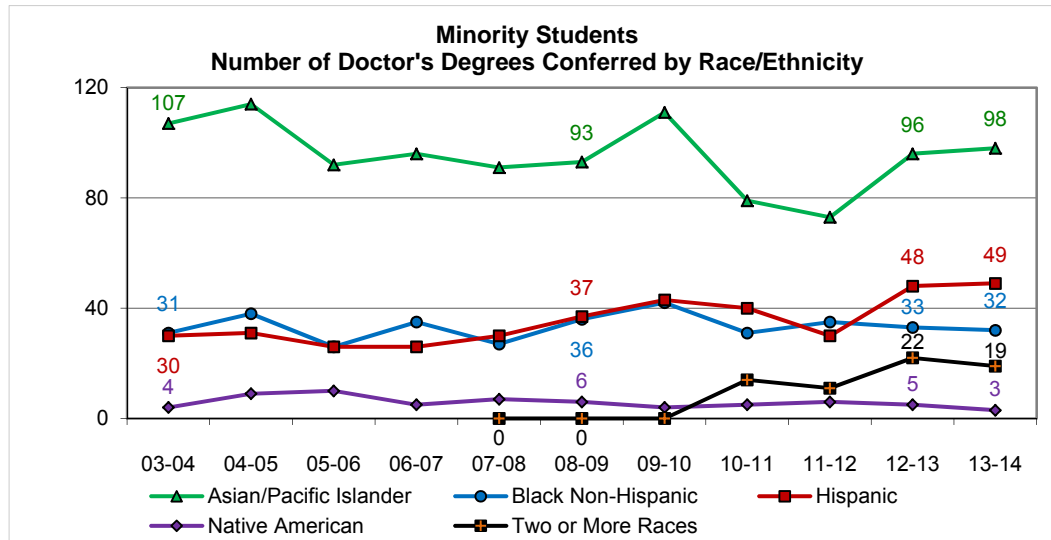
- Between 2003–04 and 2013–14, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
White Non-Hispanic (●)	0.9%	24.2%
Minority (■)	-1.5%	16.6%
Nonresident Alien (▲)	-9.5%	17.5%
Known Race/Ethnicity by Level Total	-0.5%	22.5%



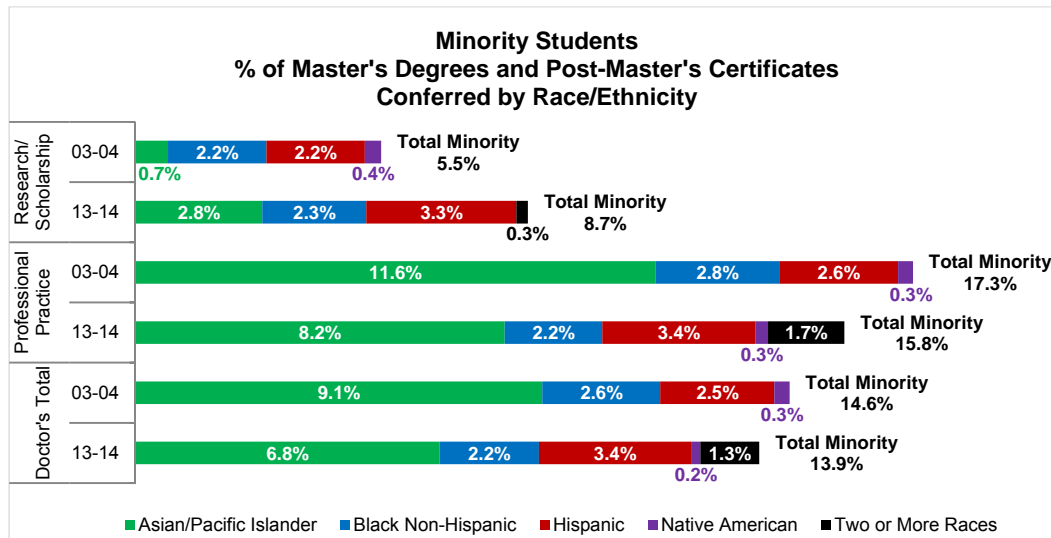
- Over the 10-year period, the number of research/scholarship doctoral degrees increased 43.8% for white non-Hispanics, 26.3% for nonresident aliens and 126.7% for minorities.
- Meanwhile, professional practice doctor's degrees *decreased* 40.0% for nonresident aliens and increased 20.0% for white non-Hispanics and 6.4% for minorities.
- (See the next page for details on each minority group.)

## DEGREES AND OTHER AWARDS CONFERRED by LEVEL by RACE/ETHNICITY



- Between 2003–04 and 2013–14, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

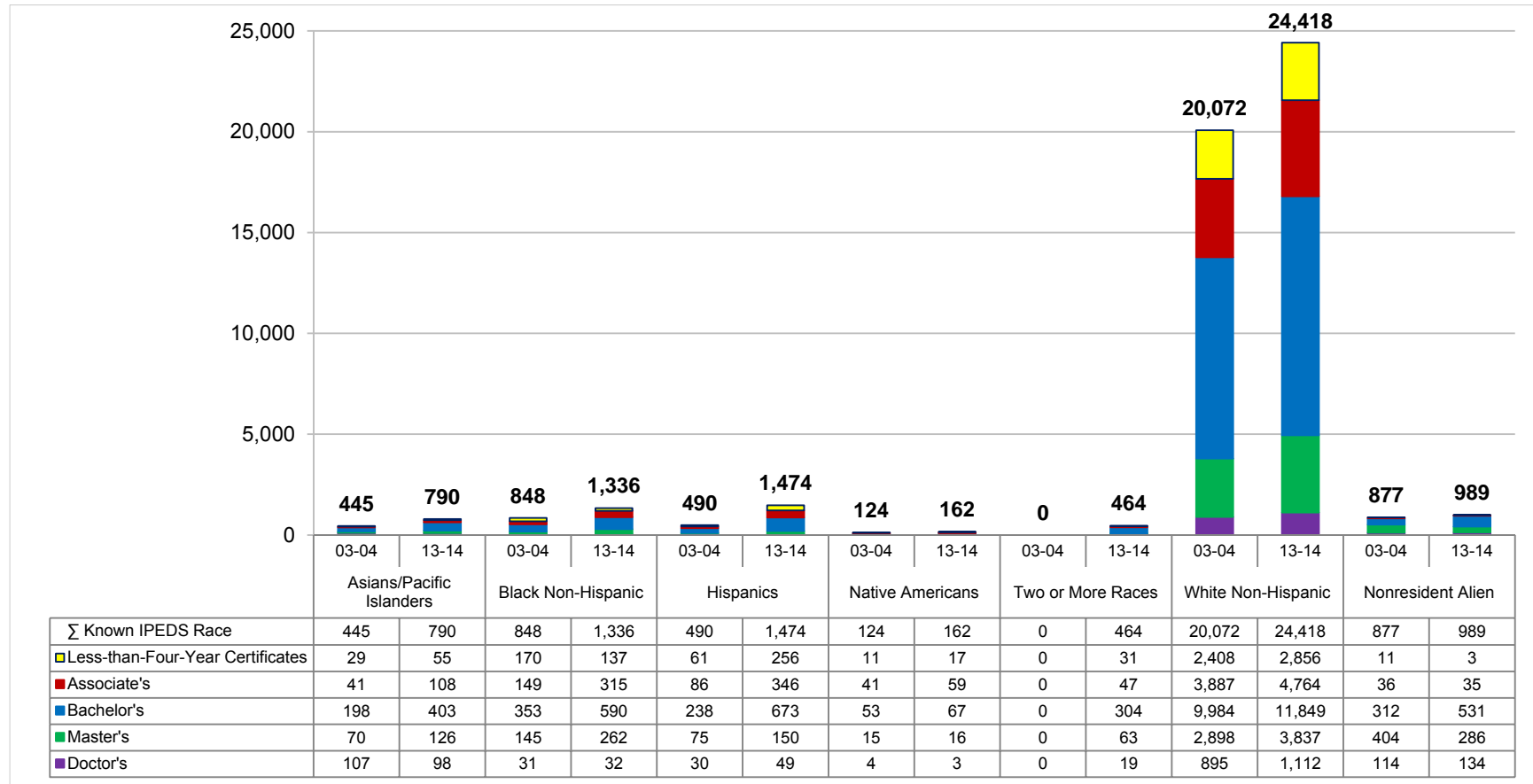
Race/Ethnicity	13–14 1-Yr	04–14 10-Yr
Asian/Pac. Islander (▲)	2.1%	-8.4%
Black Non-Hispanic (●)	-3.0%	3.2%
Hispanic (■)	2.1%	63.3%
Native American (◆)	-40.0%	-25.0%
Two or More Races (■)	-13.6%	N/A
<b>Total Minority by Level</b>	<b>-1.5%</b>	<b>16.9%</b>



Note. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year. No research/scholarship doctoral degrees were awarded to Native Americans in 2013–14.



## DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY by LEVEL



	Asians/Pacific Islanders		Black Non-Hispanic		Hispanics		Native Americans		Two or More Races		White Non-Hispanic		Nonresident Alien	
	03-04	13-14	03-04	13-14	03-04	13-14	03-04	13-14	03-04	13-14	03-04	13-14	03-04	13-14
Less-than-Four-Year Certificates	6.5%	7.0%	20.0%	10.3%	12.4%	17.4%	8.9%	10.5%	N/A	6.7%	12.0%	11.7%	1.3%	0.3%
Associate's	9.2%	13.7%	17.6%	23.6%	17.6%	23.5%	33.1%	36.4%	N/A	10.1%	19.4%	19.5%	4.1%	3.5%
Bachelor's	44.5%	51.0%	41.6%	44.2%	48.6%	45.7%	42.7%	41.4%	N/A	65.5%	49.7%	48.5%	35.6%	53.7%
Master's	15.73%	15.9%	17.1%	19.6%	15.3%	10.2%	12.1%	9.9%	N/A	13.6%	14.4%	15.7%	46.1%	28.9%
Doctor's	24.04%	12.4%	3.7%	2.4%	6.1%	3.3%	3.2%	1.9%	N/A	4.1%	4.5%	4.6%	13.0%	13.5%

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. 'Two or more races' was an optional reporting category for degrees granted in 2007-08, 2008-09 and 2009-10. Adoption of the category was mandatory beginning with data reported for the 2010-11 academic year.

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## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*University of Nebraska - Degrees and Awards by Level by Race/Ethnicity*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
White Non-Hispanic	2	2	2	40	19	19	21	25	18	20	1	-95.0%	-50.0%
% <i>White Non-Hispanic</i>	100.0%	100.0%	100.0%	100.0%	100.0%	86.4%	95.5%	100.0%	100.0%	100.0%	100.0%		
Nonresident Alien	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Nonresident Alien</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
<b>Minority</b>													
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Asian/Pacific Islander</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Black Non-Hispanic	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Black Non-Hispanic</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Hispanic	0	0	0	0	0	3	1	0	0	0	0	N/A	N/A
% <i>Hispanic</i>	0.0%	0.0%	0.0%	0.0%	0.0%	13.6%	4.5%	0.0%	0.0%	0.0%	0.0%		
Native American	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Native American</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Two or More Races	-	-	-	-	0	0	0	0	0	0	0	N/A	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Total Minority	0	0	0	0	0	3	1	0	0	0	0	N/A	N/A
% <i>Total Minority</i>	0.0%	0.0%	0.0%	0.0%	0.0%	13.6%	4.5%	0.0%	0.0%	0.0%	0.0%		
<b>Associate's</b>													
White Non-Hispanic	76	65	70	70	94	72	77	59	86	73	83	13.7%	9.2%
% <i>White Non-Hispanic</i>	100.0%	98.5%	98.6%	98.6%	98.9%	100.0%	100.0%	96.7%	97.7%	98.6%	96.5%		
Nonresident Alien	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Nonresident Alien</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
<b>Minority</b>													
Asian/Pacific Islander	0	1	0	0	0	0	0	0	0	1	0	-100.0%	N/A
% <i>Asian/Pacific Islander</i>	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%		
Black Non-Hispanic	0	0	1	0	0	0	0	0	1	0	0	N/A	N/A
% <i>Black Non-Hispanic</i>	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%		
Hispanic	0	0	0	1	1	0	0	2	1	0	1	N/A	N/A
% <i>Hispanic</i>	0.0%	0.0%	0.0%	1.4%	1.1%	0.0%	0.0%	3.3%	1.1%	0.0%	1.2%		
Native American	0	0	0	0	0	0	0	0	0	0	1	N/A	N/A
% <i>Native American</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%		
Two or More Races	-	-	-	-	0	0	0	0	0	0	1	N/A	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%		
Total Minority	0	1	1	1	1	0	0	2	2	1	3	200.0%	N/A
% <i>Total Minority</i>	0.0%	1.5%	1.4%	1.4%	1.1%	0.0%	0.0%	3.3%	2.3%	1.4%	3.5%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*University of Nebraska - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
White Non-Hispanic	5,211	5,414	5,413	5,287	5,595	5,547	5,521	5,653	6,228	6,219	6,572	5.7%	26.1%
% <i>White Non-Hispanic</i>	89.9%	90.0%	89.1%	88.9%	89.3%	88.7%	87.4%	86.2%	86.0%	84.2%	83.2%		
Nonresident Alien	219	212	191	181	148	118	158	294	323	400	436	9.0%	99.1%
% <i>Nonresident Alien</i>	3.8%	3.5%	3.1%	3.0%	2.4%	1.9%	2.5%	4.5%	4.5%	5.4%	5.5%		
<b>Minority</b>													
Asian/Pacific Islander	90	104	139	171	151	190	172	160	156	167	168	0.6%	86.7%
% <i>Asian/Pacific Islander</i>	1.6%	1.7%	2.3%	2.9%	2.4%	3.0%	2.7%	2.4%	2.2%	2.3%	2.1%		
Black Non-Hispanic	142	136	169	142	148	169	190	156	192	185	208	12.4%	46.5%
% <i>Black Non-Hispanic</i>	2.5%	2.3%	2.8%	2.4%	2.4%	2.7%	3.0%	2.4%	2.7%	2.5%	2.6%		
Hispanic	112	132	141	144	177	199	226	240	274	287	333	16.0%	197.3%
% <i>Hispanic</i>	1.9%	2.2%	2.3%	2.4%	2.8%	3.2%	3.6%	3.7%	3.8%	3.9%	4.2%		
Native American	21	16	24	25	43	33	47	18	26	32	27	-15.6%	28.6%
% <i>Native American</i>	0.4%	0.3%	0.4%	0.4%	0.7%	0.5%	0.7%	0.3%	0.4%	0.4%	0.3%		
Two or More Races	-	-	-	-	0	0	0	39	43	97	158	62.9%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	0.6%	0.6%	1.3%	2.0%		
Total Minority	365	388	473	482	519	591	635	613	691	768	894	16.4%	144.9%
% <i>Total Minority</i>	6.3%	6.5%	7.8%	8.1%	8.3%	9.4%	10.1%	9.3%	9.5%	10.4%	11.3%		
<b>Master's</b>													
White Non-Hispanic	1,900	1,906	1,898	1,629	1,946	1,859	1,862	1,711	2,020	1,887	1,774	-6.0%	-6.6%
% <i>White Non-Hispanic</i>	78.9%	79.0%	81.6%	81.7%	83.6%	82.9%	83.0%	83.2%	79.4%	81.3%	79.9%		
Nonresident Alien	319	310	208	111	116	105	99	164	286	238	227	-4.6%	-28.8%
% <i>Nonresident Alien</i>	13.2%	12.8%	8.9%	5.6%	5.0%	4.7%	4.4%	8.0%	11.2%	10.3%	10.2%		
<b>Minority</b>													
Asian/Pacific Islander	41	46	72	115	129	145	142	73	72	39	56	43.6%	36.6%
% <i>Asian/Pacific Islander</i>	1.7%	1.9%	3.1%	5.8%	5.5%	6.5%	6.3%	3.6%	2.8%	1.7%	2.5%		
Black Non-Hispanic	87	88	72	79	66	71	70	55	69	69	56	-18.8%	-35.6%
% <i>Black Non-Hispanic</i>	3.6%	3.6%	3.1%	4.0%	2.8%	3.2%	3.1%	2.7%	2.7%	3.0%	2.5%		
Hispanic	50	56	61	50	61	57	62	43	78	53	60	13.2%	20.0%
% <i>Hispanic</i>	2.1%	2.3%	2.6%	2.5%	2.6%	2.5%	2.8%	2.1%	3.1%	2.3%	2.7%		
Native American	11	7	15	9	10	5	8	3	8	6	9	50.0%	-18.2%
% <i>Native American</i>	0.5%	0.3%	0.6%	0.5%	0.4%	0.2%	0.4%	0.1%	0.3%	0.3%	0.4%		
Two or More Races	-	-	-	-	0	0	0	7	10	29	38	31.0%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	0.3%	0.4%	1.2%	1.7%		
Total Minority	189	197	220	253	266	278	282	181	237	196	219	11.7%	15.9%
% <i>Total Minority</i>	7.8%	8.2%	9.5%	12.7%	11.4%	12.4%	12.6%	8.8%	9.3%	8.4%	9.9%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*University of Nebraska - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Doctor's</b>													
<b>Professional Practice</b>													
White Non-Hispanic	305	423	364	351	352	348	355	341	374	393	355	-9.7%	16.4%
<i>% White Non-Hispanic</i>	<i>89.7%</i>	<i>92.8%</i>	<i>93.1%</i>	<i>91.4%</i>	<i>91.4%</i>	<i>88.8%</i>	<i>88.8%</i>	<i>90.0%</i>	<i>91.4%</i>	<i>91.4%</i>	<i>90.8%</i>		
Nonresident Alien	4	3	1	1	0	1	1	3	2	1	2	100.0%	-50.0%
<i>% Nonresident Alien</i>	<i>1.2%</i>	<i>0.7%</i>	<i>0.3%</i>	<i>0.3%</i>	<i>0.0%</i>	<i>0.3%</i>	<i>0.3%</i>	<i>0.8%</i>	<i>0.5%</i>	<i>0.2%</i>	<i>0.5%</i>		
<b>Minority</b>													
Asian/Pacific Islander	17	13	13	16	20	12	19	13	12	20	16	-20.0%	-5.9%
<i>% Asian/Pacific Islander</i>	<i>5.0%</i>	<i>2.9%</i>	<i>3.3%</i>	<i>4.2%</i>	<i>5.2%</i>	<i>3.1%</i>	<i>4.8%</i>	<i>3.4%</i>	<i>2.9%</i>	<i>4.7%</i>	<i>4.1%</i>		
Black Non-Hispanic	6	8	5	9	4	16	12	6	10	6	3	-50.0%	-50.0%
<i>% Black Non-Hispanic</i>	<i>1.8%</i>	<i>1.8%</i>	<i>1.3%</i>	<i>2.3%</i>	<i>1.0%</i>	<i>4.1%</i>	<i>3.0%</i>	<i>1.6%</i>	<i>2.4%</i>	<i>1.4%</i>	<i>0.8%</i>		
Hispanic	8	6	6	7	5	12	13	12	6	6	11	83.3%	37.5%
<i>% Hispanic</i>	<i>2.4%</i>	<i>1.3%</i>	<i>1.5%</i>	<i>1.8%</i>	<i>1.3%</i>	<i>3.1%</i>	<i>3.3%</i>	<i>3.2%</i>	<i>1.5%</i>	<i>1.4%</i>	<i>2.8%</i>		
Native American	0	3	2	0	4	3	0	3	3	1	0	-100.0%	N/A
<i>% Native American</i>	<i>0.0%</i>	<i>0.7%</i>	<i>0.5%</i>	<i>0.0%</i>	<i>1.0%</i>	<i>0.8%</i>	<i>0.0%</i>	<i>0.8%</i>	<i>0.7%</i>	<i>0.2%</i>	<i>0.0%</i>		
Two or More Races	-	-	-	-	0	0	0	1	2	3	4	33.3%	N/A
<i>% Two or More Races</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.3%</i>	<i>0.5%</i>	<i>0.7%</i>	<i>1.0%</i>		
Total Minority	31	30	26	32	33	43	44	35	33	36	34	-5.6%	9.7%
<i>% Total Minority</i>	<i>9.1%</i>	<i>6.6%</i>	<i>6.6%</i>	<i>8.3%</i>	<i>8.6%</i>	<i>11.0%</i>	<i>11.0%</i>	<i>9.2%</i>	<i>8.1%</i>	<i>8.4%</i>	<i>8.7%</i>		
<b>Research/ Scholarship</b>													
White Non-Hispanic	156	159	169	175	186	194	202	212	168	199	221	11.1%	41.7%
<i>% White Non-Hispanic</i>	<i>58.6%</i>	<i>58.7%</i>	<i>62.4%</i>	<i>56.6%</i>	<i>62.2%</i>	<i>64.0%</i>	<i>64.1%</i>	<i>66.0%</i>	<i>55.6%</i>	<i>53.4%</i>	<i>58.8%</i>		
Nonresident Alien	95	88	83	117	83	68	54	73	104	134	122	-9.0%	28.4%
<i>% Nonresident Alien</i>	<i>35.7%</i>	<i>32.5%</i>	<i>30.6%</i>	<i>37.9%</i>	<i>27.8%</i>	<i>22.4%</i>	<i>17.1%</i>	<i>22.7%</i>	<i>34.4%</i>	<i>35.9%</i>	<i>32.4%</i>		
<b>Minority</b>													
Asian/Pacific Islander	2	1	4	6	12	25	40	18	14	16	10	-37.5%	400.0%
<i>% Asian/Pacific Islander</i>	<i>0.8%</i>	<i>0.4%</i>	<i>1.5%</i>	<i>1.9%</i>	<i>4.0%</i>	<i>8.3%</i>	<i>12.7%</i>	<i>5.6%</i>	<i>4.6%</i>	<i>4.3%</i>	<i>2.7%</i>		
Black Non-Hispanic	6	14	7	6	9	10	12	9	9	7	9	28.6%	50.0%
<i>% Black Non-Hispanic</i>	<i>2.3%</i>	<i>5.2%</i>	<i>2.6%</i>	<i>1.9%</i>	<i>3.0%</i>	<i>3.3%</i>	<i>3.8%</i>	<i>2.8%</i>	<i>3.0%</i>	<i>1.9%</i>	<i>2.4%</i>		
Hispanic	6	8	6	5	8	4	5	8	6	14	13	-7.1%	116.7%
<i>% Hispanic</i>	<i>2.3%</i>	<i>3.0%</i>	<i>2.2%</i>	<i>1.6%</i>	<i>2.7%</i>	<i>1.3%</i>	<i>1.6%</i>	<i>2.5%</i>	<i>2.0%</i>	<i>3.8%</i>	<i>3.5%</i>		
Native American	1	1	2	0	1	2	2	1	1	1	0	-100.0%	-100.0%
<i>% Native American</i>	<i>0.4%</i>	<i>0.4%</i>	<i>0.7%</i>	<i>0.0%</i>	<i>0.3%</i>	<i>0.7%</i>	<i>0.6%</i>	<i>0.3%</i>	<i>0.3%</i>	<i>0.3%</i>	<i>0.0%</i>		
Two or More Races	-	-	-	-	0	0	0	0	0	2	1	-50.0%	N/A
<i>% Two or More Races</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.5%</i>	<i>0.3%</i>		
Total Minority	15	24	19	17	30	41	59	36	30	40	33	-17.5%	120.0%
<i>% Total Minority</i>	<i>5.6%</i>	<i>8.9%</i>	<i>7.0%</i>	<i>5.5%</i>	<i>10.0%</i>	<i>13.5%</i>	<i>18.7%</i>	<i>11.2%</i>	<i>9.9%</i>	<i>10.7%</i>	<i>8.8%</i>		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*University of Nebraska - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change		
												13-14 1-Yr	04-14 10-Yr	
<b>Doctor's Total</b>														
White Non-Hispanic	461	582	533	526	538	542	557	553	542	592	576	-2.7%	24.9%	
% <i>White Non-Hispanic</i>	76.1%	80.1%	80.5%	75.9%	78.7%	78.0%	77.9%	79.0%	76.2%	73.7%	75.1%			
Nonresident Alien	99	91	84	118	83	69	55	76	106	135	124	-8.1%	25.3%	
% <i>Nonresident Alien</i>	16.3%	12.5%	12.7%	17.0%	12.1%	9.9%	7.7%	10.9%	14.9%	16.8%	16.2%			
<b>Minority</b>														
Asian/Pacific Islander	19	14	17	22	32	37	59	31	26	36	26	-27.8%	36.8%	
% <i>Asian/Pacific Islander</i>	3.1%	1.9%	2.6%	3.2%	4.7%	5.3%	8.3%	4.4%	3.7%	4.5%	3.4%			
Black Non-Hispanic	12	22	12	15	13	26	24	15	19	13	12	-7.7%	0.0%	
% <i>Black Non-Hispanic</i>	2.0%	3.0%	1.8%	2.2%	1.9%	3.7%	3.4%	2.1%	2.7%	1.6%	1.6%			
Hispanic	14	14	12	12	13	16	18	20	12	20	24	20.0%	71.4%	
% <i>Hispanic</i>	2.3%	1.9%	1.8%	1.7%	1.9%	2.3%	2.5%	2.9%	1.7%	2.5%	3.1%			
Native American	1	4	4	0	5	5	2	4	4	2	0	-100.0%	-100.0%	
% <i>Native American</i>	0.2%	0.6%	0.6%	0.0%	0.7%	0.7%	0.3%	0.6%	0.6%	0.2%	0.0%			
Two or More Races	-	-	-	-	0	0	0	1	2	5	5	0.0%	N/A	
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	0.1%	0.3%	0.6%	0.7%			
Total Minority	46	54	45	49	63	84	103	71	63	76	67	-11.8%	45.7%	
% <i>Total Minority</i>	7.6%	7.4%	6.8%	7.1%	9.2%	12.1%	14.4%	10.1%	8.9%	9.5%	8.7%			
<b>University of Nebraska Total</b>														
White Non-Hispanic	7,650	7,969	7,916	7,552	8,192	8,039	8,038	8,001	8,894	8,791	9,006	2.4%	17.7%	
% <i>White Non-Hispanic</i>	86.1%	86.4%	86.6%	86.3%	87.3%	86.6%	85.8%	85.1%	83.9%	82.9%	82.1%			
Nonresident Alien	637	613	483	410	347	292	312	534	715	773	787	1.8%	23.5%	
% <i>Nonresident Alien</i>	7.2%	6.6%	5.3%	4.7%	3.7%	3.1%	3.3%	5.7%	6.7%	7.3%	7.2%			
<b>Minority</b>														
Asian/Pacific Islander	150	165	228	308	312	372	373	264	254	243	250	2.9%	66.7%	
% <i>Asian/Pacific Islander</i>	1.7%	1.8%	2.5%	3.5%	3.3%	4.0%	4.0%	2.8%	2.4%	2.3%	2.3%			
Black Non-Hispanic	241	246	254	236	227	266	284	226	281	267	276	3.4%	14.5%	
% <i>Black Non-Hispanic</i>	2.7%	2.7%	2.8%	2.7%	2.4%	2.9%	3.0%	2.4%	2.7%	2.5%	2.5%			
Hispanic	176	202	214	207	252	275	307	305	365	360	418	16.1%	137.5%	
% <i>Hispanic</i>	2.0%	2.2%	2.3%	2.4%	2.7%	3.0%	3.3%	3.2%	3.4%	3.4%	3.8%			
Native American	33	27	43	34	58	43	57	25	38	40	37	-7.5%	12.1%	
% <i>Native American</i>	0.4%	0.3%	0.5%	0.4%	0.6%	0.5%	0.6%	0.3%	0.4%	0.4%	0.3%			
Two or More Races	-	-	-	-	0	0	0	47	55	131	202	54.2%	N/A	
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	0.5%	0.5%	1.2%	1.8%			
Total Minority	600	640	739	785	849	956	1,021	867	993	1,041	1,183	13.6%	97.2%	
% <i>Total Minority</i>	6.8%	6.9%	8.1%	9.0%	9.0%	10.3%	10.9%	9.2%	9.4%	9.8%	10.8%			

*Note.* The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. 'Two or more races' was an optional reporting category for degrees granted in 2007-08, 2008-09 and 2009-10. Adoption of the category was mandatory beginning with data reported for the 2010-11 academic year.

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska State College System - Degrees and Awards by Level by Race/Ethnicity*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
White Non-Hispanic	1,071	1,065	1,041	1,057	965	1,010	990	1,053	966	997	1,042	4.5%	-2.7%
% <i>White Non-Hispanic</i>	94.9%	94.5%	94.2%	94.5%	93.5%	92.7%	92.8%	92.1%	91.4%	90.3%	88.1%		
Nonresident Alien	4	6	6	4	4	6	4	11	10	9	16	77.8%	300.0%
% <i>Nonresident Alien</i>	0.4%	0.5%	0.5%	0.4%	0.4%	0.6%	0.4%	1.0%	0.9%	0.8%	1.4%		
<b>Minority</b>													
Asian/Pacific Islander	6	4	8	6	9	10	5	11	10	11	15	36.4%	150.0%
% <i>Asian/Pacific Islander</i>	0.5%	0.4%	0.7%	0.5%	0.9%	0.9%	0.5%	1.0%	0.9%	1.0%	1.3%		
Black Non-Hispanic	21	18	27	20	21	30	30	24	21	22	31	40.9%	47.6%
% <i>Black Non-Hispanic</i>	1.9%	1.6%	2.4%	1.8%	2.0%	2.8%	2.8%	2.1%	2.0%	2.0%	2.6%		
Hispanic	14	22	17	23	21	21	28	28	33	39	50	28.2%	257.1%
% <i>Hispanic</i>	1.2%	2.0%	1.5%	2.1%	2.0%	1.9%	2.6%	2.4%	3.1%	3.5%	4.2%		
Native American	13	12	6	8	8	9	10	6	9	17	12	-29.4%	-7.7%
% <i>Native American</i>	1.2%	1.1%	0.5%	0.7%	0.8%	0.8%	0.9%	0.5%	0.9%	1.5%	1.0%		
Two or More Races	-	-	-	-	4	4	0	10	8	9	17	88.9%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.4%	0.4%	0.0%	0.9%	0.8%	0.8%	1.4%		
Total Minority	54	56	58	57	63	74	73	79	81	98	125	27.6%	131.5%
% <i>Total Minority</i>	4.8%	5.0%	5.2%	5.1%	6.1%	6.8%	6.8%	6.9%	7.7%	8.9%	10.6%		
<b>Master's</b>													
White Non-Hispanic	177	297	307	349	450	522	368	453	358	298	324	8.7%	83.1%
% <i>White Non-Hispanic</i>	97.3%	96.1%	96.2%	95.1%	96.6%	94.6%	95.3%	94.6%	94.5%	89.8%	89.0%		
Nonresident Alien	3	3	2	3	2	3	3	1	6	9	5	-44.4%	66.7%
% <i>Nonresident Alien</i>	1.6%	1.0%	0.6%	0.8%	0.4%	0.5%	0.8%	0.2%	1.6%	2.7%	1.4%		
<b>Minority</b>													
Asian/Pacific Islander	0	4	1	4	2	3	2	7	1	3	4	33.3%	N/A
% <i>Asian/Pacific Islander</i>	0.0%	1.3%	0.3%	1.1%	0.4%	0.5%	0.5%	1.5%	0.3%	0.9%	1.1%		
Black Non-Hispanic	0	4	5	6	6	7	4	5	5	9	10	11.1%	N/A
% <i>Black Non-Hispanic</i>	0.0%	1.3%	1.6%	1.6%	1.3%	1.3%	1.0%	1.0%	1.3%	2.7%	2.7%		
Hispanic	1	1	3	3	4	13	7	12	4	8	17	112.5%	1600.0%
% <i>Hispanic</i>	0.5%	0.3%	0.9%	0.8%	0.9%	2.4%	1.8%	2.5%	1.1%	2.4%	4.7%		
Native American	1	0	1	2	2	3	2	1	3	2	2	0.0%	100.0%
% <i>Native American</i>	0.5%	0.0%	0.3%	0.5%	0.4%	0.5%	0.5%	0.2%	0.8%	0.6%	0.5%		
Two or More Races	-	-	-	-	0	1	0	0	2	3	2	-33.3%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.2%	0.0%	0.0%	0.5%	0.9%	0.5%		
Total Minority	2	9	10	15	14	27	15	25	15	25	35	40.0%	1650.0%
% <i>Total Minority</i>	1.1%	2.9%	3.1%	4.1%	3.0%	4.9%	3.9%	5.2%	4.0%	7.5%	9.6%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska State College System - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change		
												13-14 1-Yr	04-14 10-Yr	
Nebraska State College System Total														
White Non-Hispanic	1,248	1,362	1,348	1,406	1,415	1,532	1,358	1,506	1,324	1,295	1,366	5.5%	9.5%	
% <i>White Non-Hispanic</i>	95.2%	94.8%	94.7%	94.7%	94.5%	93.3%	93.5%	92.8%	92.2%	90.2%	88.3%			
Nonresident Alien	7	9	8	7	6	9	7	12	16	18	21	16.7%	200.0%	
% <i>Nonresident Alien</i>	0.5%	0.6%	0.6%	0.5%	0.4%	0.5%	0.5%	0.7%	1.1%	1.3%	1.4%			
Minority														
Asian/Pacific Islander	6	8	9	10	11	13	7	18	11	14	19	35.7%	216.7%	
% <i>Asian/Pacific Islander</i>	0.5%	0.6%	0.6%	0.7%	0.7%	0.8%	0.5%	1.1%	0.8%	1.0%	1.2%			
Black Non-Hispanic	21	22	32	26	27	37	34	29	26	31	41	32.3%	95.2%	
% <i>Black Non-Hispanic</i>	1.6%	1.5%	2.2%	1.8%	1.8%	2.3%	2.3%	1.8%	1.8%	2.2%	2.7%			
Hispanic	15	23	20	26	25	34	35	40	37	47	67	42.6%	346.7%	
% <i>Hispanic</i>	1.1%	1.6%	1.4%	1.8%	1.7%	2.1%	2.4%	2.5%	2.6%	3.3%	4.3%			
Native American	14	12	7	10	10	12	12	7	12	19	14	-26.3%	0.0%	
% <i>Native American</i>	1.1%	0.8%	0.5%	0.7%	0.7%	0.7%	0.8%	0.4%	0.8%	1.3%	0.9%			
Two or More Races	-	-	-	-	4	5	0	10	10	12	19	58.3%	N/A	
% <i>Two or More Races</i>	-	-	-	-	0.3%	0.3%	0.0%	0.6%	0.7%	0.8%	1.2%			
Total Minority	56	65	68	72	77	101	88	104	96	123	160	30.1%	185.7%	
% <i>Total Minority</i>	4.3%	4.5%	4.8%	4.8%	5.1%	6.2%	6.1%	6.4%	6.7%	8.6%	10.3%			

*Note.* The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The Nebraska state colleges do not confer less-than-four-year certificates, associate's degrees or doctor's degrees. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.



## DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY

*Nebraska Community Colleges - Degrees and Awards by Level by Race/Ethnicity*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
White Non-Hispanic	1,318	1,662	1,605	1,466	1,846	1,790	1,596	1,759	1,783	2,300	2,174	-5.5%	64.9%
% <i>White Non-Hispanic</i>	93.2%	94.4%	90.2%	90.2%	91.2%	88.8%	89.9%	88.4%	86.7%	86.4%	87.1%		
Nonresident Alien	7	9	3	1	2	14	8	7	4	6	3	-50.0%	-57.1%
% <i>Nonresident Alien</i>	0.5%	0.5%	0.2%	0.1%	0.1%	0.7%	0.5%	0.4%	0.2%	0.2%	0.1%		
<b>Minority</b>													
Asian/Pacific Islander	22	18	13	21	16	33	24	14	24	18	36	100.0%	63.6%
% <i>Asian/Pacific Islander</i>	1.6%	1.0%	0.7%	1.3%	0.8%	1.6%	1.4%	0.7%	1.2%	0.7%	1.4%		
Black Non-Hispanic	31	21	45	54	48	58	38	73	92	110	67	-39.1%	116.1%
% <i>Black Non-Hispanic</i>	2.2%	1.2%	2.5%	3.3%	2.4%	2.9%	2.1%	3.7%	4.5%	4.1%	2.7%		
Hispanic	33	46	105	72	107	110	93	120	121	194	185	-4.6%	460.6%
% <i>Hispanic</i>	2.3%	2.6%	5.9%	4.4%	5.3%	5.5%	5.2%	6.0%	5.9%	7.3%	7.4%		
Native American	3	5	8	12	5	4	12	6	8	14	11	-21.4%	266.7%
% <i>Native American</i>	0.2%	0.3%	0.4%	0.7%	0.2%	0.2%	0.7%	0.3%	0.4%	0.5%	0.4%		
Two or More Races	-	-	-	-	0	7	4	10	24	19	20	5.3%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.3%	0.2%	0.5%	1.2%	0.7%	0.8%		
Total Minority	89	90	171	159	176	212	171	223	269	355	319	-10.1%	258.4%
% <i>Total Minority</i>	6.3%	5.1%	9.6%	9.8%	8.7%	10.5%	9.6%	11.2%	13.1%	13.3%	12.8%		
<b>Associate's</b>													
White Non-Hispanic	3,214	3,360	3,576	3,623	3,499	3,487	3,511	3,720	4,009	4,232	4,107	-3.0%	27.8%
% <i>White Non-Hispanic</i>	92.6%	90.0%	91.0%	90.9%	89.7%	90.5%	89.4%	87.5%	85.5%	85.7%	85.1%		
Nonresident Alien	35	55	17	14	20	37	21	26	29	25	33	32.0%	-5.7%
% <i>Nonresident Alien</i>	1.0%	1.5%	0.4%	0.4%	0.5%	1.0%	0.5%	0.6%	0.6%	0.5%	0.7%		
<b>Minority</b>													
Asian/Pacific Islander	37	55	64	56	67	56	68	94	104	86	94	9.3%	154.1%
% <i>Asian/Pacific Islander</i>	1.1%	1.5%	1.6%	1.4%	1.7%	1.5%	1.7%	2.2%	2.2%	1.7%	1.9%		
Black Non-Hispanic	95	138	160	166	163	127	165	205	254	262	230	-12.2%	142.1%
% <i>Black Non-Hispanic</i>	2.7%	3.7%	4.1%	4.2%	4.2%	3.3%	4.2%	4.8%	5.4%	5.3%	4.8%		
Hispanic	71	107	100	111	133	129	138	158	223	264	303	14.8%	326.8%
% <i>Hispanic</i>	2.0%	2.9%	2.5%	2.8%	3.4%	3.3%	3.5%	3.7%	4.8%	5.3%	6.3%		
Native American	20	19	14	15	17	13	20	33	33	34	22	-35.3%	10.0%
% <i>Native American</i>	0.6%	0.5%	0.4%	0.4%	0.4%	0.3%	0.5%	0.8%	0.7%	0.7%	0.5%		
Two or More Races	-	-	-	-	0	2	5	17	35	34	38	11.8%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.1%	0.1%	0.4%	0.7%	0.7%	0.8%		
Total Minority	223	319	338	348	380	327	396	507	649	680	687	1.0%	208.1%
% <i>Total Minority</i>	6.4%	8.5%	8.6%	8.7%	9.7%	8.5%	10.1%	11.9%	13.8%	13.8%	14.2%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska Community Colleges - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change		
												13-14 1-Yr	04-14 10-Yr	
<b>Nebraska Community Colleges Total</b>														
White Non-Hispanic	4,532	5,022	5,181	5,089	5,345	5,277	5,107	5,479	5,792	6,532	6,281	-3.8%	38.6%	
% <i>White Non-Hispanic</i>	92.8%	91.4%	90.7%	90.7%	90.2%	89.9%	89.5%	87.8%	85.9%	86.0%	85.8%			
Nonresident Alien	42	64	20	15	22	51	29	33	33	31	36	16.1%	-14.3%	
% <i>Nonresident Alien</i>	0.9%	1.2%	0.4%	0.3%	0.4%	0.9%	0.5%	0.5%	0.5%	0.4%	0.5%			
Minority														
Asian/Pacific Islander	59	73	77	77	83	89	92	108	128	104	130	25.0%	120.3%	
% <i>Asian/Pacific Islander</i>	1.2%	1.3%	1.3%	1.4%	1.4%	1.5%	1.6%	1.7%	1.9%	1.4%	1.8%			
Black Non-Hispanic	126	159	205	220	211	185	203	278	346	372	297	-20.2%	135.7%	
% <i>Black Non-Hispanic</i>	2.6%	2.9%	3.6%	3.9%	3.6%	3.2%	3.6%	4.5%	5.1%	4.9%	4.1%			
Hispanic	104	153	205	183	240	239	231	278	344	458	488	6.6%	369.2%	
% <i>Hispanic</i>	2.1%	2.8%	3.6%	3.3%	4.1%	4.1%	4.1%	4.5%	5.1%	6.0%	6.7%			
Native American	23	24	22	27	22	17	32	39	41	48	33	-31.3%	43.5%	
% <i>Native American</i>	0.5%	0.4%	0.4%	0.5%	0.4%	0.3%	0.6%	0.6%	0.6%	0.6%	0.5%			
Two or More Races	-	-	-	-	0	9	9	27	59	53	58	9.4%	N/A	
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.2%	0.2%	0.4%	0.9%	0.7%	0.8%			
Total Minority	312	409	509	507	556	539	567	730	918	1,035	1,006	-2.8%	222.4%	
% <i>Total Minority</i>	6.4%	7.4%	8.9%	9.0%	9.4%	9.2%	9.9%	11.7%	13.6%	13.6%	13.7%			

*Note.* Nebraska's community colleges do not confer bachelor's degrees, master's degrees or doctor's degrees. 'Two or more races' was an optional reporting category for degrees granted in 2007-08, 2008-09 and 2009-10. Adoption of the category was mandatory beginning with data reported for the 2010-11 academic year.

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska Independent Institutions - Degrees and Awards by Level by Race/Ethnicity*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
White Non-Hispanic	168	162	167	162	103	63	55	50	56	49	56	14.3%	-66.7%
% <i>White Non-Hispanic</i>	93.9%	84.4%	87.4%	87.1%	87.3%	77.8%	72.4%	71.4%	71.8%	75.4%	73.7%		
Nonresident Alien	2	0	2	2	0	0	0	1	0	0	0	N/A	-100.0%
% <i>Nonresident Alien</i>	1.1%	0.0%	1.0%	1.1%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%		
<b>Minority</b>													
Asian/Pacific Islander	1	3	1	3	2	3	1	1	4	0	2	N/A	100.0%
% <i>Asian/Pacific Islander</i>	0.6%	1.6%	0.5%	1.6%	1.7%	3.7%	1.3%	1.4%	5.1%	0.0%	2.6%		
Black Non-Hispanic	6	9	11	17	13	13	5	13	6	10	6	-40.0%	0.0%
% <i>Black Non-Hispanic</i>	3.4%	4.7%	5.8%	9.1%	11.0%	16.0%	6.6%	18.6%	7.7%	15.4%	7.9%		
Hispanic	1	15	5	2	0	1	7	3	12	5	9	80.0%	800.0%
% <i>Hispanic</i>	0.6%	7.8%	2.6%	1.1%	0.0%	1.2%	9.2%	4.3%	15.4%	7.7%	11.8%		
Native American	1	3	5	0	0	1	7	1	0	0	0	N/A	-100.0%
% <i>Native American</i>	0.6%	1.6%	2.6%	0.0%	0.0%	1.2%	9.2%	1.4%	0.0%	0.0%	0.0%		
Two or More Races	-	-	-	-	0	0	1	1	0	1	3	200.0%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	1.3%	1.4%	0.0%	1.5%	3.9%		
Total Minority	9	30	22	22	15	18	21	19	22	16	20	25.0%	122.2%
% <i>Total Minority</i>	5.0%	15.6%	11.5%	11.8%	12.7%	22.2%	27.6%	27.1%	28.2%	24.6%	26.3%		
<b>Associate's</b>													
White Non-Hispanic	163	203	214	184	193	194	190	210	204	195	207	6.2%	27.0%
% <i>White Non-Hispanic</i>	84.9%	89.0%	82.6%	87.6%	91.5%	80.2%	80.2%	82.0%	82.3%	79.6%	77.2%		
Nonresident Alien	1	1	1	2	1	3	1	5	0	0	1	N/A	0.0%
% <i>Nonresident Alien</i>	0.5%	0.4%	0.4%	1.0%	0.5%	1.2%	0.4%	2.0%	0.0%	0.0%	0.4%		
<b>Minority</b>													
Asian/Pacific Islander	1	5	5	2	1	6	4	2	6	5	6	20.0%	500.0%
% <i>Asian/Pacific Islander</i>	0.5%	2.2%	1.9%	1.0%	0.5%	2.5%	1.7%	0.8%	2.4%	2.0%	2.2%		
Black Non-Hispanic	4	4	8	4	4	13	6	7	6	4	14	250.0%	250.0%
% <i>Black Non-Hispanic</i>	2.1%	1.8%	3.1%	1.9%	1.9%	5.4%	2.5%	2.7%	2.4%	1.6%	5.2%		
Hispanic	3	3	5	5	3	12	21	6	10	15	10	-33.3%	233.3%
% <i>Hispanic</i>	1.6%	1.3%	1.9%	2.4%	1.4%	5.0%	8.9%	2.3%	4.0%	6.1%	3.7%		
Native American	20	12	26	13	9	14	14	25	18	25	30	20.0%	50.0%
% <i>Native American</i>	10.4%	5.3%	10.0%	6.2%	4.3%	5.8%	5.9%	9.8%	7.3%	10.2%	11.2%		
Two or More Races	-	-	-	-	0	0	1	1	4	1	0	-100.0%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.4%	0.4%	1.6%	0.4%	0.0%		
Total Minority	28	24	44	24	17	45	46	41	44	50	60	20.0%	114.3%
% <i>Total Minority</i>	14.6%	10.5%	17.0%	11.4%	8.1%	18.6%	19.4%	16.0%	17.7%	20.4%	22.4%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska Independent Institutions - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
White Non-Hispanic	3,702	3,998	4,095	4,210	4,168	4,244	4,217	4,447	4,388	4,308	4,115	-4.5%	11.2%
% <i>White Non-Hispanic</i>	87.9%	88.1%	87.8%	88.7%	87.3%	85.2%	85.1%	83.1%	81.9%	81.4%	79.4%		
Nonresident Alien	89	90	82	92	76	86	50	67	74	79	79	0.0%	-11.2%
% <i>Nonresident Alien</i>	2.1%	2.0%	1.8%	1.9%	1.6%	1.7%	1.0%	1.3%	1.4%	1.5%	1.5%		
<b>Minority</b>													
Asian/Pacific Islander	102	110	109	87	125	151	149	169	171	172	219	27.3%	114.7%
% <i>Asian/Pacific Islander</i>	2.4%	2.4%	2.3%	1.8%	2.6%	3.0%	3.0%	3.2%	3.2%	3.3%	4.2%		
Black Non-Hispanic	190	200	237	248	252	308	336	356	375	339	334	-1.5%	75.8%
% <i>Black Non-Hispanic</i>	4.5%	4.4%	5.1%	5.2%	5.3%	6.2%	6.8%	6.7%	7.0%	6.4%	6.4%		
Hispanic	112	110	118	89	141	153	174	226	228	197	282	43.1%	151.8%
% <i>Hispanic</i>	2.7%	2.4%	2.5%	1.9%	3.0%	3.1%	3.5%	4.2%	4.3%	3.7%	5.4%		
Native American	19	29	23	20	14	32	30	40	26	27	27	0.0%	42.1%
% <i>Native American</i>	0.5%	0.6%	0.5%	0.4%	0.3%	0.6%	0.6%	0.7%	0.5%	0.5%	0.5%		
Two or More Races	-	-	-	-	1	7	1	44	99	170	128	-24.7%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.1%	0.0%	0.8%	1.8%	3.2%	2.5%		
Total Minority	423	449	487	444	533	651	690	835	899	905	990	9.4%	134.0%
% <i>Total Minority</i>	10.0%	9.9%	10.4%	9.4%	11.2%	13.1%	13.9%	15.6%	16.8%	17.1%	19.1%		
<b>Master's</b>													
White Non-Hispanic	821	954	992	1,083	1,286	1,463	1,491	1,598	1,753	1,766	1,720	-2.6%	109.5%
% <i>White Non-Hispanic</i>	80.7%	82.4%	84.0%	83.0%	83.2%	85.6%	84.8%	82.6%	83.0%	81.4%	80.7%		
Nonresident Alien	82	70	41	47	60	52	49	53	56	62	54	-12.9%	-34.1%
% <i>Nonresident Alien</i>	8.1%	6.0%	3.5%	3.6%	3.9%	3.0%	2.8%	2.7%	2.7%	2.9%	2.5%		
<b>Minority</b>													
Asian/Pacific Islander	29	29	42	38	31	28	53	54	59	54	66	22.2%	127.6%
% <i>Asian/Pacific Islander</i>	2.9%	2.5%	3.6%	2.9%	2.0%	1.6%	3.0%	2.8%	2.8%	2.5%	3.1%		
Black Non-Hispanic	58	65	80	92	117	118	112	147	161	171	192	12.3%	231.0%
% <i>Black Non-Hispanic</i>	5.7%	5.6%	6.8%	7.0%	7.6%	6.9%	6.4%	7.6%	7.6%	7.9%	9.0%		
Hispanic	24	19	17	30	33	45	45	64	51	61	72	18.0%	200.0%
% <i>Hispanic</i>	2.4%	1.6%	1.4%	2.3%	2.1%	2.6%	2.6%	3.3%	2.4%	2.8%	3.4%		
Native American	3	21	9	15	15	3	7	8	12	5	5	0.0%	66.7%
% <i>Native American</i>	0.3%	1.8%	0.8%	1.1%	1.0%	0.2%	0.4%	0.4%	0.6%	0.2%	0.2%		
Two or More Races	-	-	-	-	3	1	1	11	21	51	22	-56.9%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.2%	0.1%	0.1%	0.6%	1.0%	2.4%	1.0%		
Total Minority	114	134	148	175	199	195	218	284	304	342	357	4.4%	213.2%
% <i>Total Minority</i>	11.2%	11.6%	12.5%	13.4%	12.9%	11.4%	12.4%	14.7%	14.4%	15.8%	16.8%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska Independent Institutions - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Doctor's</b>													
<b>Professional Practice</b>													
White Non-Hispanic	430	447	436	460	477	516	496	448	502	508	527	3.7%	22.6%
% <i>White Non-Hispanic</i>	75.8%	74.6%	78.8%	80.1%	82.8%	85.7%	84.5%	81.9%	84.2%	78.9%	79.0%		
Nonresident Alien	11	14	8	3	8	1	0	5	5	9	7	-22.2%	-36.4%
% <i>Nonresident Alien</i>	1.9%	2.3%	1.4%	0.5%	1.4%	0.2%	0.0%	0.9%	0.8%	1.4%	1.0%		
<b>Minority</b>													
Asian/Pacific Islander	88	100	75	72	58	54	52	48	47	59	71	20.3%	-19.3%
% <i>Asian/Pacific Islander</i>	15.5%	16.7%	13.6%	12.5%	10.1%	9.0%	8.9%	8.8%	7.9%	9.2%	10.6%		
Black Non-Hispanic	19	16	14	20	14	10	13	13	13	20	20	0.0%	5.3%
% <i>Black Non-Hispanic</i>	3.4%	2.7%	2.5%	3.5%	2.4%	1.7%	2.2%	2.4%	2.2%	3.1%	3.0%		
Hispanic	16	17	14	14	17	20	24	19	18	28	25	-10.7%	56.3%
% <i>Hispanic</i>	2.8%	2.8%	2.5%	2.4%	3.0%	3.3%	4.1%	3.5%	3.0%	4.3%	3.7%		
Native American	3	5	6	5	2	1	2	1	2	3	3	0.0%	0.0%
% <i>Native American</i>	0.5%	0.8%	1.1%	0.9%	0.3%	0.2%	0.3%	0.2%	0.3%	0.5%	0.4%		
Two or More Races	-	-	-	-	0	0	0	13	9	17	14	-17.6%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	2.4%	1.5%	2.6%	2.1%		
Total Minority	126	138	109	111	91	85	91	94	89	127	133	4.7%	5.6%
% <i>Total Minority</i>	22.2%	23.0%	19.7%	19.3%	15.8%	14.1%	15.5%	17.2%	14.9%	19.7%	19.9%		
<b>Research/ Scholarship</b>													
White Non-Hispanic	4	5	1	2	5	11	20	15	16	2	9	350.0%	125.0%
% <i>White Non-Hispanic</i>	50.0%	38.5%	14.3%	33.3%	71.4%	64.7%	69.0%	71.4%	80.0%	28.6%	69.2%		
Nonresident Alien	4	8	6	2	1	3	3	2	1	4	3	-25.0%	-25.0%
% <i>Nonresident Alien</i>	50.0%	61.5%	85.7%	33.3%	14.3%	17.6%	10.3%	9.5%	5.0%	57.1%	23.1%		
<b>Minority</b>													
Asian/Pacific Islander	0	0	0	2	1	2	0	0	0	1	1	0.0%	N/A
% <i>Asian/Pacific Islander</i>	0.0%	0.0%	0.0%	33.3%	14.3%	11.8%	0.0%	0.0%	0.0%	14.3%	7.7%		
Black Non-Hispanic	0	0	0	0	0	0	5	3	3	0	0	N/A	N/A
% <i>Black Non-Hispanic</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	17.2%	14.3%	15.0%	0.0%	0.0%		
Hispanic	0	0	0	0	0	1	1	1	0	0	0	N/A	N/A
% <i>Hispanic</i>	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	3.4%	4.8%	0.0%	0.0%	0.0%		
Native American	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Native American</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Two or More Races	-	-	-	-	0	0	0	0	0	0	0	N/A	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Total Minority	0	0	0	2	1	3	6	4	3	1	1	0.0%	N/A
% <i>Total Minority</i>	0.0%	0.0%	0.0%	33.3%	14.3%	17.6%	20.7%	19.0%	15.0%	14.3%	7.7%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska Independent Institutions - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change		
												13-14 1-Yr	04-14 10-Yr	
<b>Doctor's Total</b>														
White Non-Hispanic	434	452	437	462	482	527	516	463	518	510	536	5.1%	23.5%	
% <i>White Non-Hispanic</i>	75.5%	73.9%	78.0%	79.7%	82.7%	85.1%	83.8%	81.5%	84.1%	78.3%	78.8%			
Nonresident Alien	15	22	14	5	9	4	3	7	6	13	10	-23.1%	-33.3%	
% <i>Nonresident Alien</i>	2.6%	3.6%	2.5%	0.9%	1.5%	0.6%	0.5%	1.2%	1.0%	2.0%	1.5%			
Minority														
Asian/Pacific Islander	88	100	75	74	59	56	52	48	47	60	72	20.0%	-18.2%	
% <i>Asian/Pacific Islander</i>	15.3%	16.3%	13.4%	12.8%	10.1%	9.0%	8.4%	8.5%	7.6%	9.2%	10.6%			
Black Non-Hispanic	19	16	14	20	14	10	18	16	16	20	20	0.0%	5.3%	
% <i>Black Non-Hispanic</i>	3.3%	2.6%	2.5%	3.4%	2.4%	1.6%	2.9%	2.8%	2.6%	3.1%	2.9%			
Hispanic	16	17	14	14	17	21	25	20	18	28	25	-10.7%	56.3%	
% <i>Hispanic</i>	2.8%	2.8%	2.5%	2.4%	2.9%	3.4%	4.1%	3.5%	2.9%	4.3%	3.7%			
Native American	3	5	6	5	2	1	2	1	2	3	3	0.0%	0.0%	
% <i>Native American</i>	0.5%	0.8%	1.1%	0.9%	0.3%	0.2%	0.3%	0.2%	0.3%	0.5%	0.4%			
Two or More Races	-	-	-	-	0	0	0	13	9	17	14	-17.6%	N/A	
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	2.3%	1.5%	2.6%	2.1%			
Total Minority	126	138	109	113	92	88	97	98	92	128	134	4.7%	6.3%	
% <i>Total Minority</i>	21.9%	22.5%	19.5%	19.5%	15.8%	14.2%	15.7%	17.3%	14.9%	19.7%	19.7%			
<b>Nebraska Independent Institutions Total</b>														
White Non-Hispanic	5,288	5,769	5,905	6,101	6,232	6,491	6,469	6,768	6,919	6,828	6,634	-2.8%	25.5%	
% <i>White Non-Hispanic</i>	85.6%	85.8%	86.1%	86.8%	86.1%	85.0%	84.6%	82.8%	82.2%	81.1%	79.6%			
Nonresident Alien	189	183	140	148	146	145	103	133	136	154	144	-6.5%	-23.8%	
% <i>Nonresident Alien</i>	3.1%	2.7%	2.0%	2.1%	2.0%	1.9%	1.3%	1.6%	1.6%	1.8%	1.7%			
Minority														
Asian/Pacific Islander	221	247	232	204	218	244	259	274	287	291	365	25.4%	65.2%	
% <i>Asian/Pacific Islander</i>	3.6%	3.7%	3.4%	2.9%	3.0%	3.2%	3.4%	3.4%	3.4%	3.5%	4.4%			
Black Non-Hispanic	277	294	350	381	400	462	477	539	564	544	566	4.0%	104.3%	
% <i>Black Non-Hispanic</i>	4.5%	4.4%	5.1%	5.4%	5.5%	6.1%	6.2%	6.6%	6.7%	6.5%	6.8%			
Hispanic	156	164	159	140	194	232	272	319	319	306	398	30.1%	155.1%	
% <i>Hispanic</i>	2.5%	2.4%	2.3%	2.0%	2.7%	3.0%	3.6%	3.9%	3.8%	3.6%	4.8%			
Native American	46	70	69	53	40	51	60	75	58	60	65	8.3%	41.3%	
% <i>Native American</i>	0.7%	1.0%	1.0%	0.8%	0.6%	0.7%	0.8%	0.9%	0.7%	0.7%	0.8%			
Two or More Races	-	-	-	-	4	8	4	70	133	240	167	-30.4%	N/A	
% <i>Two or More Races</i>	-	-	-	-	0.1%	0.1%	0.1%	0.9%	1.6%	2.8%	2.0%			
Total Minority	700	775	810	778	856	997	1,072	1,277	1,361	1,441	1,561	8.3%	123.0%	
% <i>Total Minority</i>	11.3%	11.5%	11.8%	11.1%	11.8%	13.1%	14.0%	15.6%	16.2%	17.1%	18.7%			

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska For-Profit/Career Schools - Degrees and Awards by Level by Race/Ethnicity*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
White Non-Hispanic	920	1,055	976	1,006	976	883	761	873	768	753	625	-17.0%	-32.1%
% <i>White Non-Hispanic</i>	84.0%	86.4%	82.2%	85.3%	81.2%	82.4%	82.4%	80.5%	77.8%	78.9%	79.9%		
Nonresident Alien	2	4	8	0	3	2	3	8	0	1	0	-100.0%	-100.0%
% <i>Nonresident Alien</i>	0.2%	0.3%	0.7%	0.0%	0.2%	0.2%	0.3%	0.7%	0.0%	0.1%	0.0%		
<b>Minority</b>													
Asian/Pacific Islander	6	13	14	11	13	11	13	16	14	19	17	-10.5%	183.3%
% <i>Asian/Pacific Islander</i>	0.5%	1.1%	1.2%	0.9%	1.1%	1.0%	1.4%	1.5%	1.4%	2.0%	2.2%		
Black Non-Hispanic	133	118	137	114	126	124	101	108	95	78	64	-17.9%	-51.9%
% <i>Black Non-Hispanic</i>	12.1%	9.7%	11.5%	9.7%	10.5%	11.6%	10.9%	10.0%	9.6%	8.2%	8.2%		
Hispanic	27	28	36	41	68	39	42	58	98	85	62	-27.1%	129.6%
% <i>Hispanic</i>	2.5%	2.3%	3.0%	3.5%	5.7%	3.6%	4.6%	5.4%	9.9%	8.9%	7.9%		
Native American	7	3	16	8	15	11	3	10	5	6	6	0.0%	-14.3%
% <i>Native American</i>	0.6%	0.2%	1.3%	0.7%	1.2%	1.0%	0.3%	0.9%	0.5%	0.6%	0.8%		
Two or More Races	-	-	-	-	1	1	0	11	7	12	8	-33.3%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.1%	0.1%	0.0%	1.0%	0.7%	1.3%	1.0%		
Total Minority	173	162	203	174	223	186	159	203	219	200	157	-21.5%	-9.2%
% <i>Total Minority</i>	15.8%	13.3%	17.1%	14.7%	18.6%	17.4%	17.2%	18.7%	22.2%	21.0%	20.1%		
<b>Associate's</b>													
White Non-Hispanic	434	484	518	483	451	422	364	548	432	471	367	-22.1%	-15.4%
% <i>White Non-Hispanic</i>	86.8%	84.2%	83.7%	81.2%	82.9%	81.5%	77.4%	81.7%	78.8%	77.5%	74.4%		
Nonresident Alien	0	0	0	0	0	0	0	2	0	0	1	N/A	N/A
% <i>Nonresident Alien</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.2%		
<b>Minority</b>													
Asian/Pacific Islander	3	1	8	17	4	6	7	3	6	5	8	60.0%	166.7%
% <i>Asian/Pacific Islander</i>	0.6%	0.2%	1.3%	2.9%	0.7%	1.2%	1.5%	0.4%	1.1%	0.8%	1.6%		
Black Non-Hispanic	50	77	78	79	67	63	67	86	69	80	71	-11.3%	42.0%
% <i>Black Non-Hispanic</i>	10.0%	13.4%	12.6%	13.3%	12.3%	12.2%	14.3%	12.8%	12.6%	13.2%	14.4%		
Hispanic	12	12	14	14	17	23	29	18	32	40	32	-20.0%	166.7%
% <i>Hispanic</i>	2.4%	2.1%	2.3%	2.4%	3.1%	4.4%	6.2%	2.7%	5.8%	6.6%	6.5%		
Native American	1	1	1	2	5	4	2	4	6	7	6	-14.3%	500.0%
% <i>Native American</i>	0.2%	0.2%	0.2%	0.3%	0.9%	0.8%	0.4%	0.6%	1.1%	1.2%	1.2%		
Two or More Races	-	-	-	-	0	0	1	10	3	5	8	60.0%	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.2%	1.5%	0.5%	0.8%	1.6%		
Total Minority	66	91	101	112	93	96	106	121	116	137	125	-8.8%	89.4%
% <i>Total Minority</i>	13.2%	15.8%	16.3%	18.8%	17.1%	18.5%	22.6%	18.0%	21.2%	22.5%	25.4%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska For-Profit/Career Schools - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
White Non-Hispanic	-	7	12	44	42	56	69	102	113	78	120	53.8%	N/A
% <i>White Non-Hispanic</i>	-	63.6%	85.7%	100.0%	84.0%	84.8%	86.3%	79.1%	75.8%	78.8%	81.1%		
Nonresident Alien	-	0	0	0	0	0	0	0	1	1	0	-100.0%	N/A
% <i>Nonresident Alien</i>	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	1.0%	0.0%		
<b>Minority</b>													
Asian/Pacific Islander	-	0	0	0	3	3	0	0	2	1	1	0.0%	N/A
% <i>Asian/Pacific Islander</i>	-	0.0%	0.0%	0.0%	6.0%	4.5%	0.0%	0.0%	1.3%	1.0%	0.7%		
Black Non-Hispanic	-	3	1	0	5	6	10	19	29	12	17	41.7%	N/A
% <i>Black Non-Hispanic</i>	-	27.3%	7.1%	0.0%	10.0%	9.1%	12.5%	14.7%	19.5%	12.1%	11.5%		
Hispanic	-	1	1	0	0	1	0	4	3	7	8	14.3%	N/A
% <i>Hispanic</i>	-	9.1%	7.1%	0.0%	0.0%	1.5%	0.0%	3.1%	2.0%	7.1%	5.4%		
Native American	-	0	0	0	0	0	0	1	1	0	1	N/A	N/A
% <i>Native American</i>	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.7%	0.0%	0.7%		
Two or More Races	-	-	-	-	0	0	1	3	0	0	1	N/A	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	1.3%	2.3%	0.0%	0.0%	0.7%		
Total Minority	-	4	2	0	8	10	11	27	35	20	28	40.0%	N/A
% <i>Total Minority</i>	-	36.4%	14.3%	0.0%	16.0%	15.2%	13.8%	20.9%	23.5%	20.2%	18.9%		
<b>Master's</b>													
White Non-Hispanic	-	-	-	3	8	8	2	5	6	23	19	-17.4%	N/A
% <i>White Non-Hispanic</i>	-	-	-	100.0%	66.7%	88.9%	66.7%	100.0%	85.7%	76.7%	76.0%		
Nonresident Alien	-	-	-	0	0	0	0	0	1	0	0	N/A	N/A
% <i>Nonresident Alien</i>	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%		
<b>Minority</b>													
Asian/Pacific Islander	-	-	-	0	0	0	0	0	0	1	0	-100.0%	N/A
% <i>Asian/Pacific Islander</i>	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	0.0%		
Black Non-Hispanic	-	-	-	0	2	1	1	0	0	5	4	-20.0%	N/A
% <i>Black Non-Hispanic</i>	-	-	-	0.0%	16.7%	11.1%	33.3%	0.0%	0.0%	16.7%	16.0%		
Hispanic	-	-	-	0	2	0	0	0	0	1	1	0.0%	N/A
% <i>Hispanic</i>	-	-	-	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	3.3%	4.0%		
Native American	-	-	-	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Native American</i>	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Two or More Races	-	-	-	0	0	0	0	0	0	0	1	N/A	N/A
% <i>Two or More Races</i>	-	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.0%		
Total Minority	-	-	-	-	4	1	1	0	0	7	6	-14.3%	N/A
% <i>Total Minority</i>	-	-	-	0.0%	33.3%	11.1%	33.3%	0.0%	0.0%	23.3%	24.0%		



## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by RACE/ETHNICITY**

*Nebraska For-Profit/Career Schools - Degrees and Awards by Level by Race/Ethnicity (Continued)*

Level / Race/Ethnicity	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change		
												13-14 1-Yr	04-14 10-Yr	
<b>Nebraska For-Profit/Career Schools Total</b>														
White Non-Hispanic	1,354	1,546	1,506	1,536	1,477	1,369	1,196	1,528	1,319	1,325	1,131	-14.6%	-16.5%	
% <i>White Non-Hispanic</i>	84.9%	85.6%	82.7%	84.3%	81.7%	82.3%	81.0%	80.9%	78.0%	78.4%	78.1%			
Nonresident Alien	2	4	8	0	3	2	3	10	2	2	1	-50.0%	-50.0%	
% <i>Nonresident Alien</i>	0.1%	0.2%	0.4%	0.0%	0.2%	0.1%	0.2%	0.5%	0.1%	0.1%	0.1%			
Minority														
Asian/Pacific Islander	9	14	22	28	20	20	20	19	22	26	26	0.0%	188.9%	
% <i>Asian/Pacific Islander</i>	0.6%	0.8%	1.2%	1.5%	1.1%	1.2%	1.4%	1.0%	1.3%	1.5%	1.8%			
Black Non-Hispanic	183	198	216	193	200	194	179	213	193	175	156	-10.9%	-14.8%	
% <i>Black Non-Hispanic</i>	11.5%	11.0%	11.9%	10.6%	11.1%	11.7%	12.1%	11.3%	11.4%	10.3%	10.8%			
Hispanic	39	41	51	55	87	63	71	80	133	133	103	-22.6%	164.1%	
% <i>Hispanic</i>	2.4%	2.3%	2.8%	3.0%	4.8%	3.8%	4.8%	4.2%	7.9%	7.9%	7.1%			
Native American	8	4	17	10	20	15	5	15	12	13	13	0.0%	62.5%	
% <i>Native American</i>	0.5%	0.2%	0.9%	0.5%	1.1%	0.9%	0.3%	0.8%	0.7%	0.8%	0.9%			
Two or More Races	-	-	-	-	1	1	2	24	10	17	18	5.9%	N/A	
% <i>Two or More Races</i>	-	-	-	-	0.1%	0.1%	0.1%	1.3%	0.6%	1.0%	1.2%			
Total Minority	239	257	306	286	328	293	277	351	370	364	316	-13.2%	32.2%	
% <i>Total Minority</i>	15.0%	14.2%	16.8%	15.7%	18.1%	17.6%	18.8%	18.6%	21.9%	21.5%	21.8%			

*Note.* The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The for-profit/career schools did not award degrees at the bachelor's level until 2004–05, and awards at the master's level were not awarded within this sector until 2006–07. Nebraska's for-profit/career schools do not confer doctor's degrees. 'Two or more races' was an optional reporting category for degrees granted in 2007–08, 2008–09 and 2009–10. Adoption of the category was mandatory beginning with data reported for the 2010–11 academic year.

## Section 5

# Total Degrees and Other Awards by Discipline, by Level and by Sector



## **CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODES DISCIPLINE CLUSTERS**

The analyses in this section are based on the number of degrees and other awards conferred by discipline.

**“Classification of Instructional Programs (CIP):** A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases.”

**“CIP Code:** A six-digit code in the form xx.xxxx that identifies instructional program specialties within educational institutions.” *(Data source: IPEDS Glossary)*

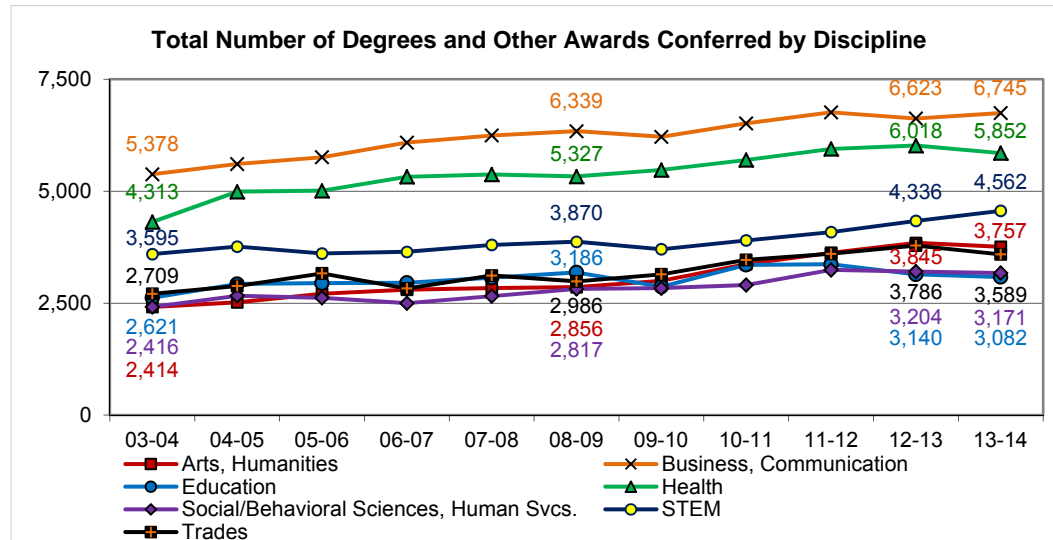
The following discipline clusters are based on the two-digit CIP codes defined by the National Center for Education Statistics.

<b>Discipline Name Used in this Report</b>	<b>CIP Code</b>	<b>IPEDS Definition</b>
Education	13	Education
Arts and Humanities	5	Area, ethnic, cultural, and gender studies
	16	Foreign languages, literatures, and linguistics
	23	English language and literature/letters
	24	Liberal arts and sciences, general studies and humanities
	30	Multi/interdisciplinary studies
	38	Philosophy and religious studies
	39	Theology and religious vocations
	50	Visual and performing arts
Social and Behavioral Sciences and Human Services	54	History
	19	Family and consumer sciences/human sciences
	25	Library science
	31	Parks, recreation, leisure, and fitness studies
	42	Psychology
	44	Public administration and social service professions
	45	Social sciences

<b>Discipline Name Used in this Report</b>	<b>CIP Code</b>	<b>IPEDS Definition</b>
Science, Technology, Engineering, and Math (STEM)	1	Agriculture, agriculture operations, and related sciences
	3	Natural resources and conservation
	4	Architecture and related services
	11	Computer and information sciences and support services
	14	Engineering
	15	Engineering technologies/technicians
	26	Biological and biomedical sciences
	27	Mathematics and statistics
	29	Military technologies
	40	Physical sciences
	41	Science technologies/technicians
Business and Communication	9	Communication, journalism, and related programs
	10	Communications technologies/technicians and support services
	52	Business, management, marketing, and related support services
Health	51	Health professions and related clinical sciences
Trades	12	Personal and culinary services
	22	Legal professions and studies
	43	Security and protective services
	46	Construction trades
	47	Mechanic and repair technologies/technicians
	48	Precision production
	49	Transportation and materials moving

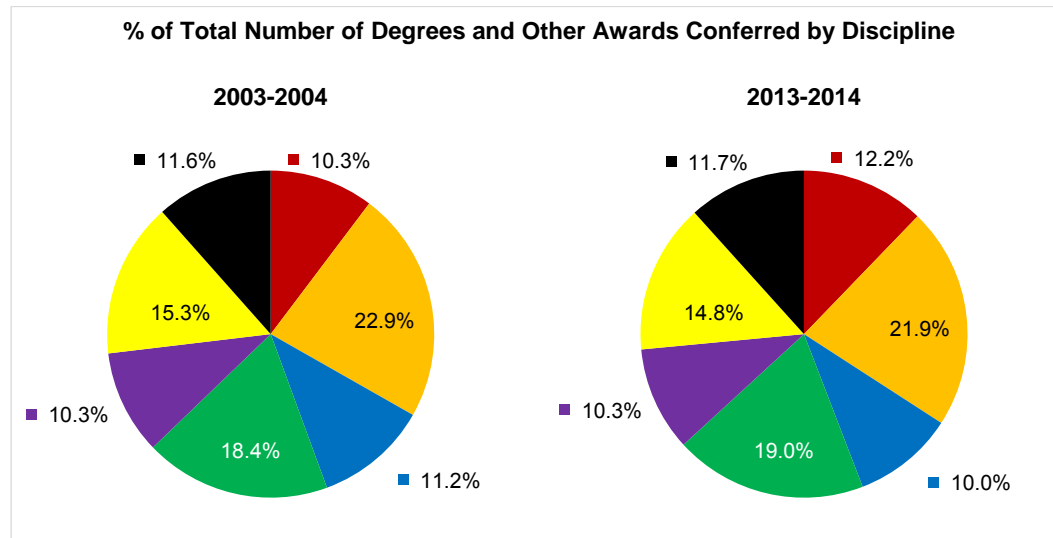
Data source: Classification of Instructional Programs, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, July 20, 2015.

## TOTAL DEGREES AND OTHER AWARDS CONFERRED BY DISCIPLINE

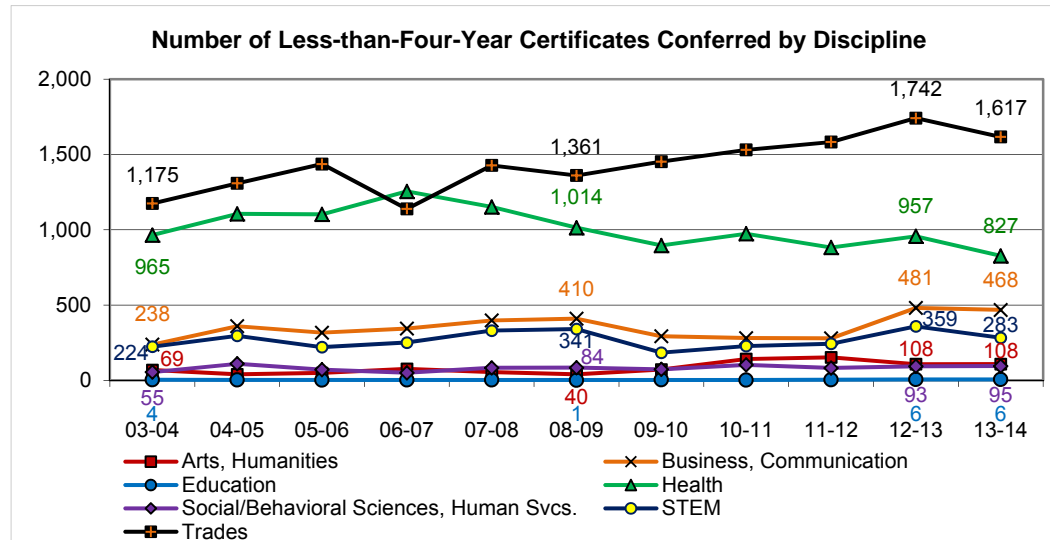


- Between 2003–04 and 2013–14, the number of degrees and other awards conferred by discipline changed as follows:

Discipline	13–14 1-Yr	04–14 10-Yr
Arts and Humanities (■)	-2.3%	55.6%
Business and Communication (x)	1.8%	25.4%
Education (●)	-1.8%	17.6%
Health (▲)	-2.8%	35.7%
Social and Behavioral Sciences and Human Services (◆)	-1.0%	31.3%
STEM (○)	5.2%	26.9%
Trades (■)	-5.2%	32.5%
<b>Total</b>	<b>-0.6%</b>	<b>31.2%</b>

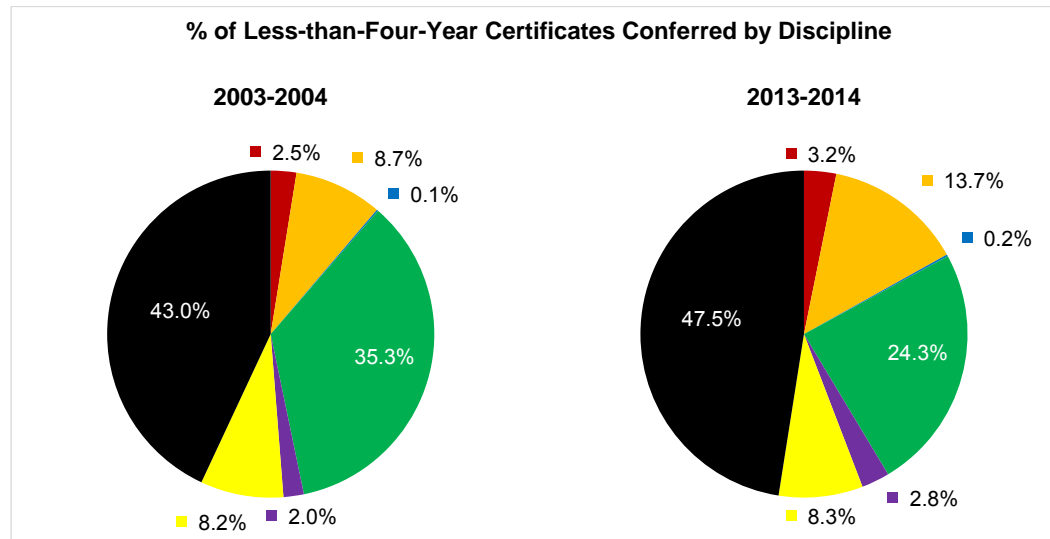


## TOTAL DEGREES AND OTHER AWARDS CONFERRED BY LEVEL by DISCIPLINE

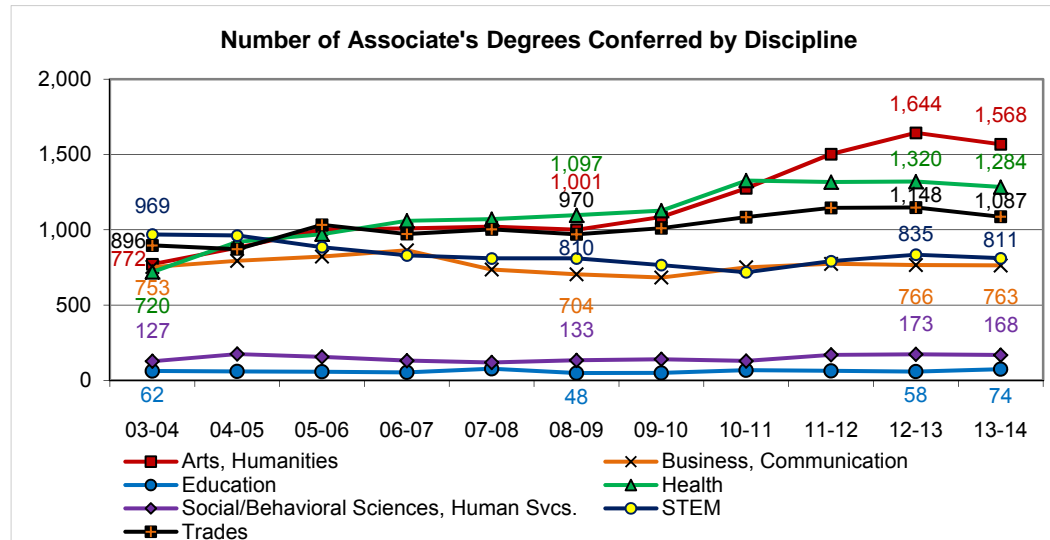


- Between 2003–04 and 2013–14, the number of less-than-four-year certificates conferred by discipline changed as follows:

Discipline	13–14 1-Yr	04–14 10-Yr
Arts and Humanities (■)	0.0%	56.5%
Business and Communication (x)	-2.7%	96.6%
Education (●)	0.0%	50.0%
Health (▲)	-13.6%	-14.3%
Social and Behavioral Sciences and Human Services (◆)	2.2%	72.7%
STEM (○)	-21.2%	26.3%
Trades (■)	-7.2%	37.6%
<b>Level Total</b>	<b>-9.1%</b>	<b>24.7%</b>

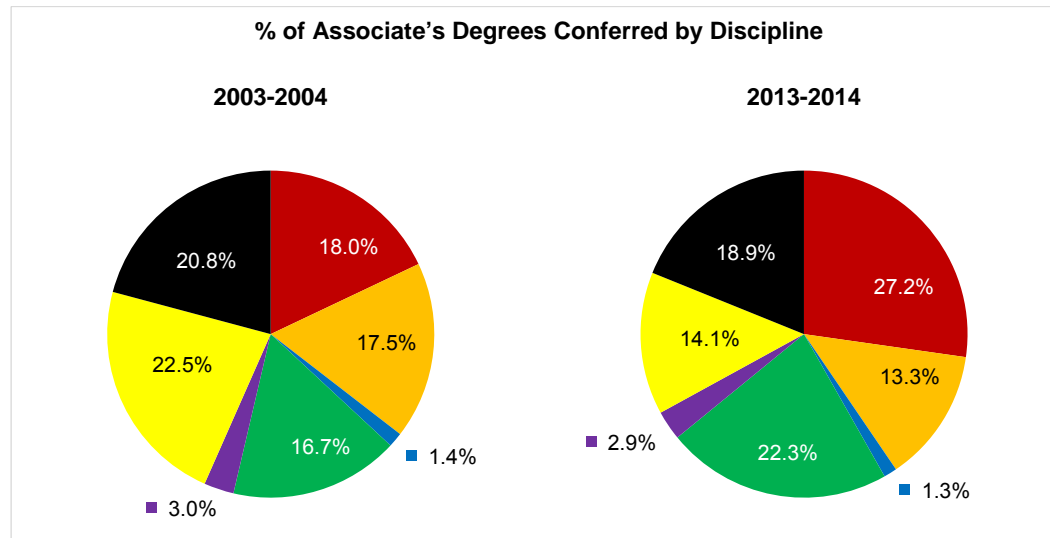


## TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL by DISCIPLINE

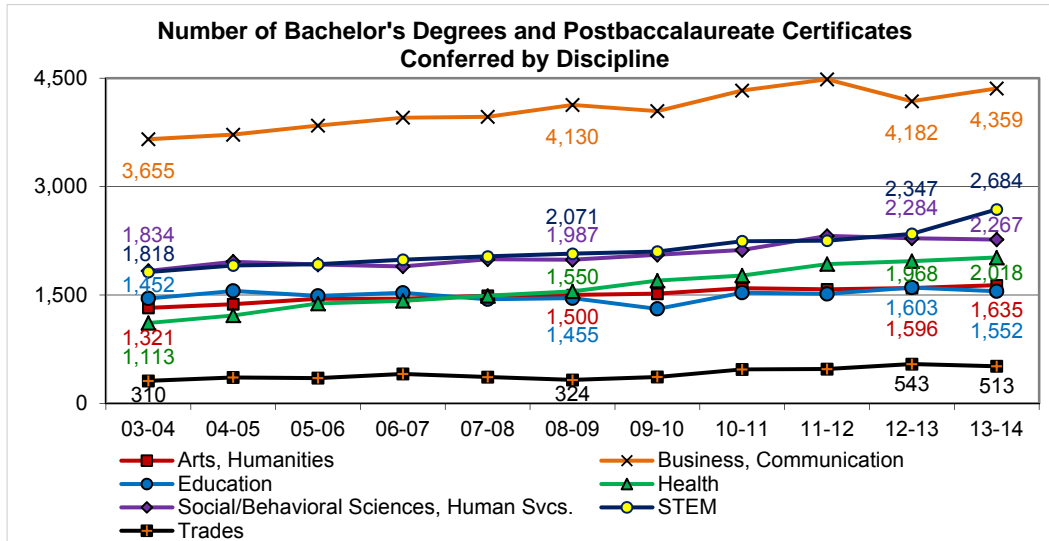


- Between 2003–04 and 2013–14, the number of associate's degrees conferred by discipline changed as follows:

Discipline	13–14 1-Yr	04–14 10-Yr
Arts and Humanities (■)	-4.6%	103.1%
Business and Communication (x)	-0.4%	1.3%
Education (●)	27.6%	19.4%
Health (▲)	-2.7%	78.3%
Social and Behavioral Sciences and Human Services (◆)	-2.9%	32.3%
STEM (○)	-2.9%	-16.3%
Trades (■)	-5.3%	21.3%
<b>Level Total</b>	<b>-3.2%</b>	<b>33.9%</b>

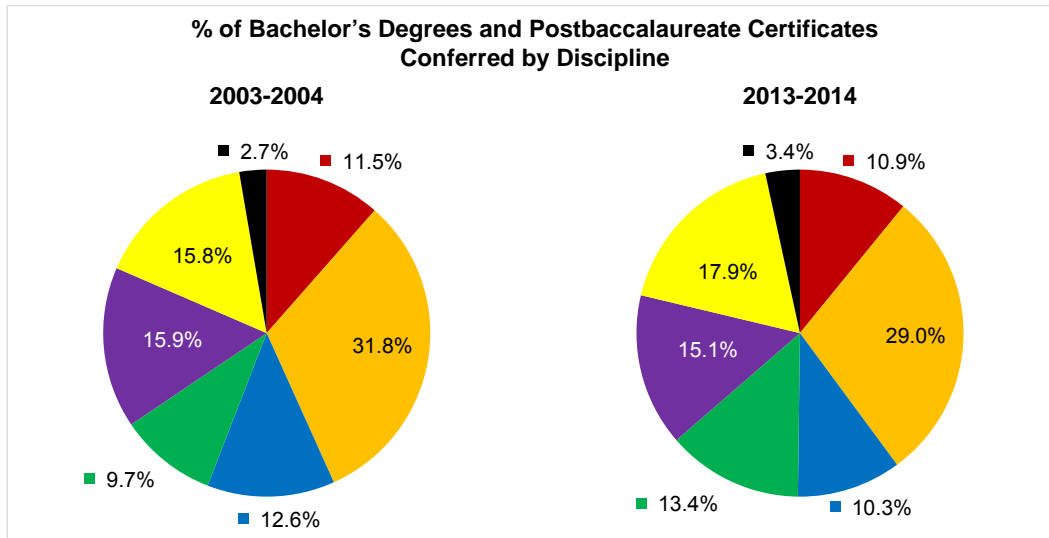


## TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL by DISCIPLINE



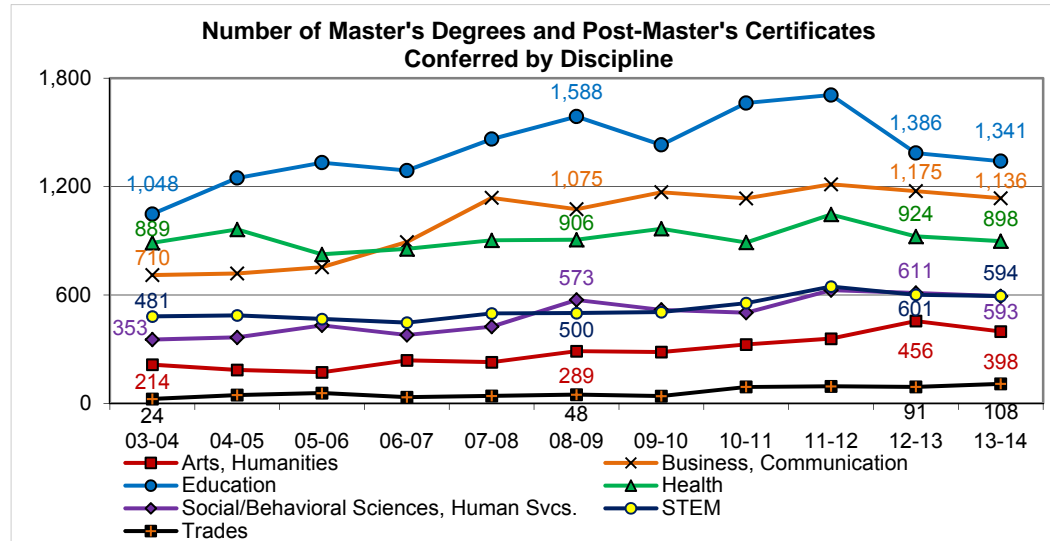
- Between 2003–04 and 2013–14, the number of bachelor's degrees and postbaccalaureate certificates conferred by discipline changed as follows:

Discipline	13–14 1-Yr	04–14 10-Yr
Arts and Humanities (■)	2.4%	23.8%
Business and Communication (x)	4.2%	19.3%
Education (●)	-3.2%	6.9%
Health (▲)	2.5%	81.3%
Social and Behavioral Sciences and Human Services (◆)	-0.7%	23.6%
STEM (○)	14.4%	47.6%
Trades (■)	-5.5%	65.5%
<b>Level Total</b>	<b>3.5%</b>	<b>30.6%</b>



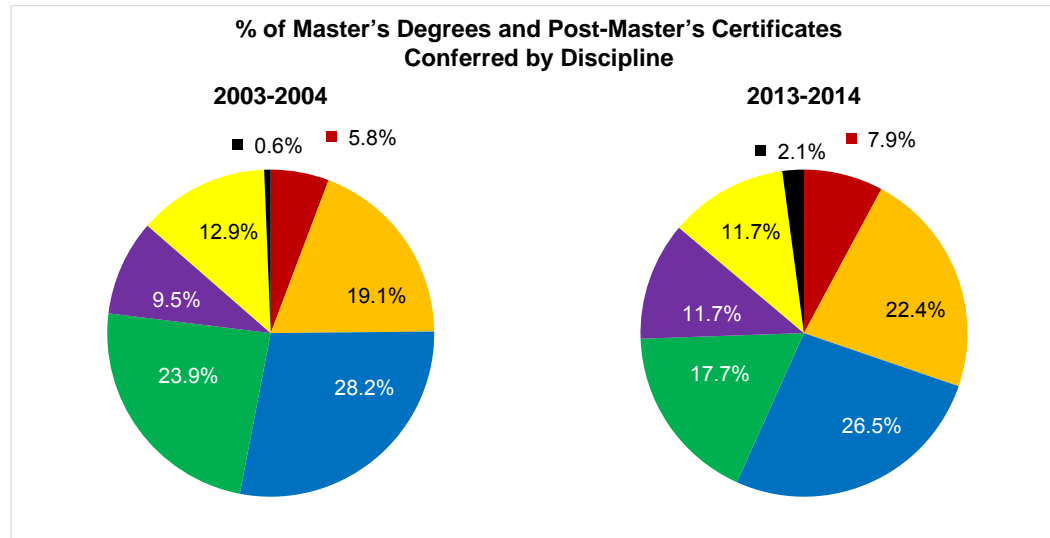


## TOTAL DEGREES AND OTHER AWARDS CONFERRED BY LEVEL by DISCIPLINE

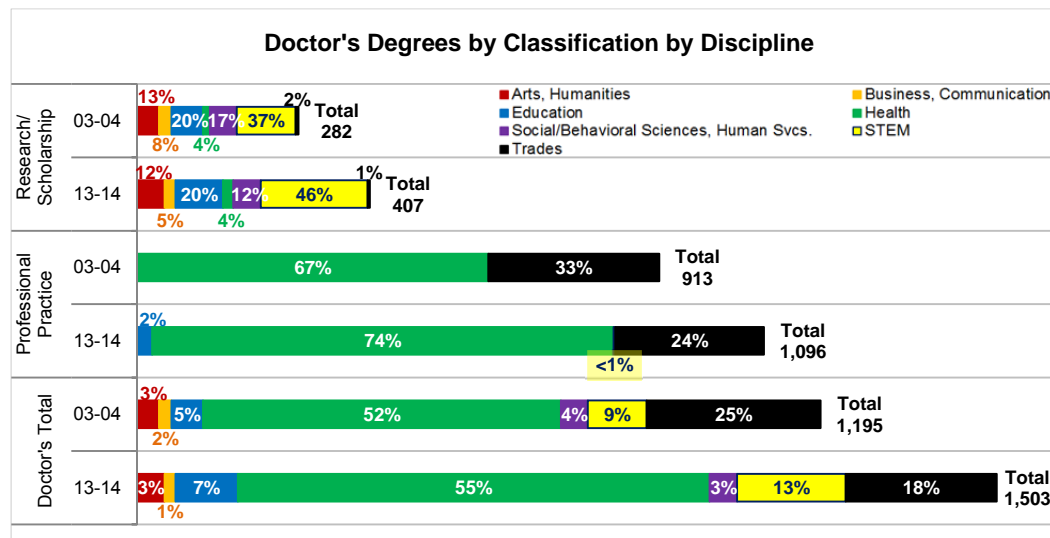
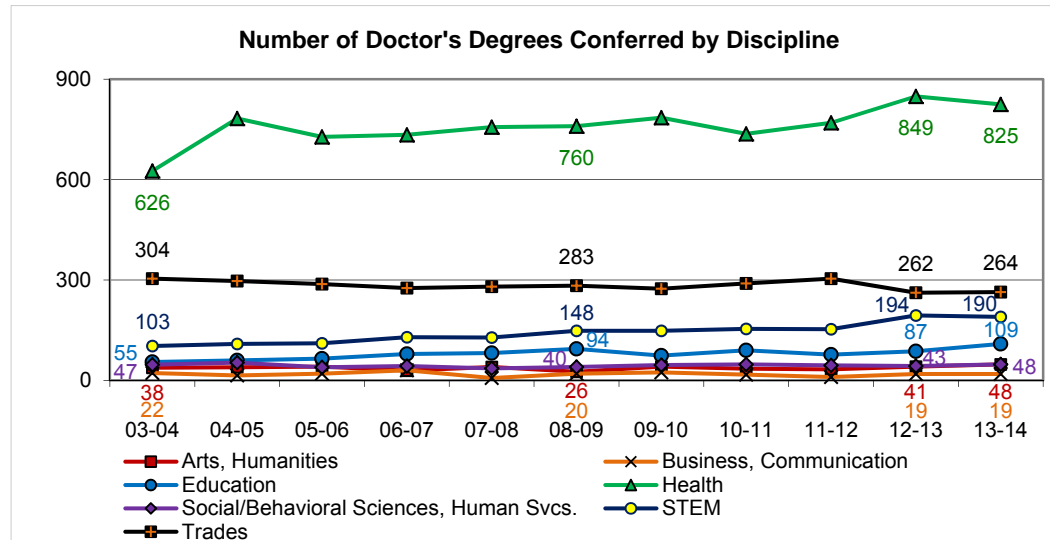


- Between 2003–04 and 2013–14, the number of master's degrees and post-master's certificates conferred by discipline changed as follows:

Discipline	13–14 1-Yr	04–14 10-Yr
Arts and Humanities (■)	-12.7%	86.0%
Business and Communication (x)	-3.3%	60.0%
Education (●)	-3.2%	28.0%
Health (▲)	-2.8%	1.0%
Social and Behavioral Sciences and Human Services (◆)	-2.9%	68.0%
STEM (○)	-1.2%	23.5%
Trades (■)	18.7%	350.0%
<b>Level Total</b>	<b>-3.4%</b>	<b>36.3%</b>



## TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL by DISCIPLINE

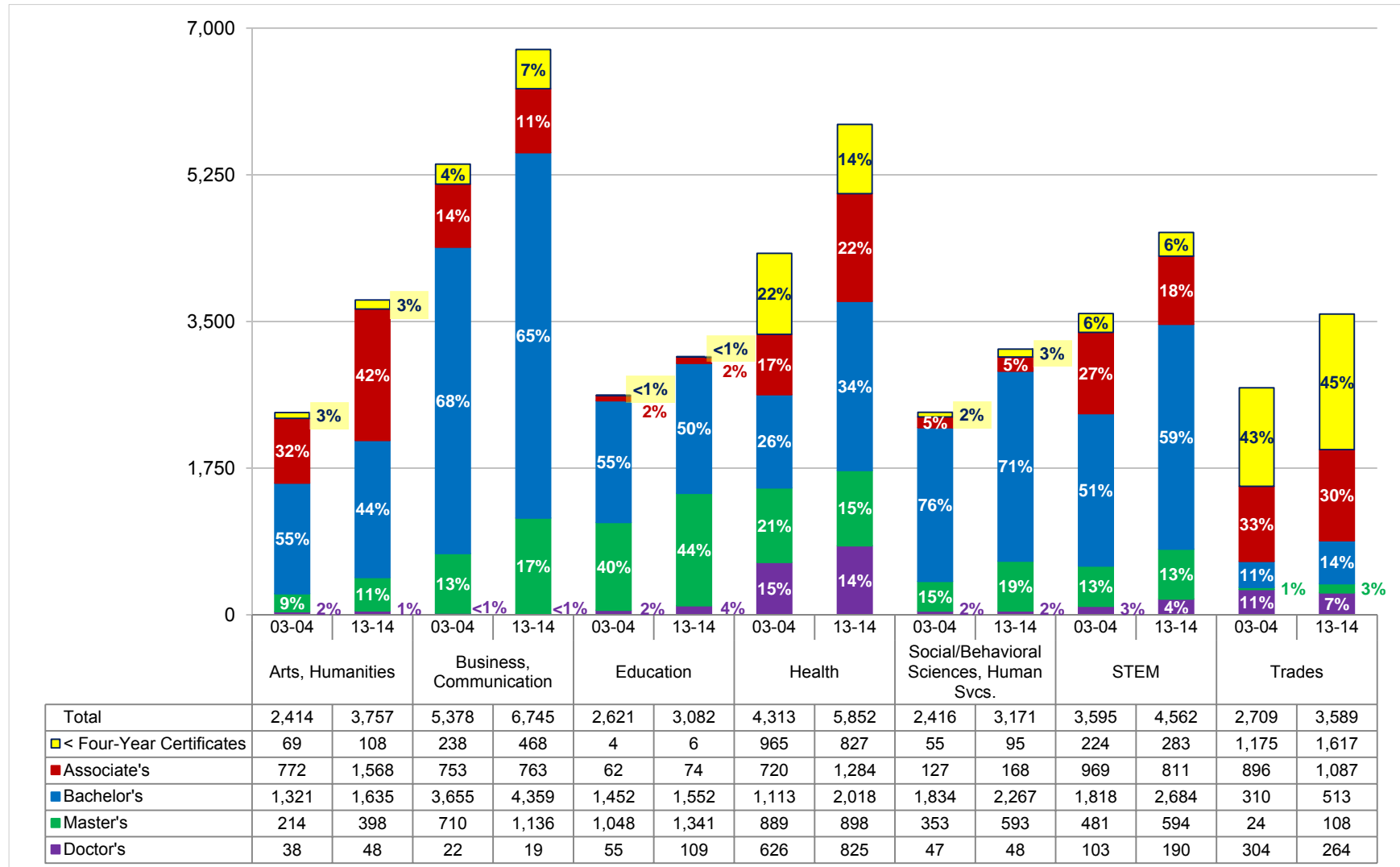


- Between 2003–04 and 2013–14, the number of doctor's degrees conferred by discipline changed as follows:

Discipline	13–14 1-Yr	04–14 10-Yr
Arts and Humanities (■)	17.1%	26.3%
Business and Communication (x)	0.0%	-13.6%
Education (●)	25.3%	98.2%
Research/Scholarship	1.2%	50.9%
Professional Practice	420.0%	N/A
Health (▲)	-2.8%	31.8%
Research/Scholarship	38.5%	50.0%
Professional Practice	-3.5%	31.4%
Social and Behavioral Sciences and Human Services (◆)	11.6%	2.1%
STEM (○)	-2.1%	84.5%
Research/Scholarship	-3.1%	81.6%
Professional Practice	200.0%	N/A
Trades (■)	0.8%	-13.2%
Research/Scholarship	0.0%	-20.0%
Professional Practice	0.8%	-13.0%
<b>Level Total</b>	<b>0.5%</b>	<b>25.8%</b>

Note. Between 2003–04 and 2013–14, no professional practice doctoral degrees were granted in Arts and Humanities, Business and Communication, or Social and Behavioral Science and Human Services. Professional practice doctoral degrees were first conferred in Education and in STEM in 2012–13.

## TOTAL DEGREES AND OTHER AWARDS CONFERRED by DISCIPLINE by LEVEL



Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

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# DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE

University of Nebraska - Degrees and Awards by Level by Discipline Cluster

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change		
												13-14 1-Yr	04-14 10-Yr	
<b>Less-than-Four-Year Certificates</b>														
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Arts and Humanities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Business and Communication	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Business and Communication	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Education	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Health	1	2	0	23	14	18	19	19	14	10	0	0	-100.0%	-100.0%
% Health	50.0%	100.0%	0.0%	57.5%	70.0%	81.8%	86.4%	76.0%	77.8%	50.0%	0.0%	0.0%		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
STEM	1	0	2	17	6	4	3	6	4	10	1	1	-90.0%	0.0%
% STEM	50.0%	0.0%	100.0%	42.5%	30.0%	18.2%	13.6%	24.0%	22.2%	50.0%	100.0%	100.0%		
Trades	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Trades	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
<b>Associate's</b>														
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Arts and Humanities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Business and Communication	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Business and Communication	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Education	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Health	31	21	11	15	25	24	21	20	28	25	29	29	16.0%	-6.5%
% Health	40.8%	31.8%	15.5%	20.8%	26.3%	33.3%	26.9%	32.8%	31.8%	33.8%	33.3%	33.3%		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
STEM	38	41	46	49	58	40	49	35	55	43	53	53	23.3%	39.5%
% STEM	50.0%	62.1%	64.8%	68.1%	61.1%	55.6%	62.8%	57.4%	62.5%	58.1%	60.9%	60.9%		
Trades	7	4	14	8	12	8	8	6	5	6	5	5	-16.7%	-28.6%
% Trades	9.2%	6.1%	19.7%	11.1%	12.6%	11.1%	10.3%	9.8%	5.7%	8.1%	5.7%	5.7%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*University of Nebraska - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
Arts and Humanities	684	649	780	790	840	830	824	841	957	989	997	0.8%	45.8%
<i>% Arts and Humanities</i>	<i>11.4%</i>	<i>10.4%</i>	<i>12.4%</i>	<i>12.3%</i>	<i>12.8%</i>	<i>12.7%</i>	<i>12.4%</i>	<i>12.0%</i>	<i>12.7%</i>	<i>13.1%</i>	<i>12.3%</i>		
Business and Communication	1,832	1,833	1,772	1,744	1,695	1,744	1,731	1,863	2,055	1,913	2,158	12.8%	17.8%
<i>% Business and Communication</i>	<i>30.5%</i>	<i>29.4%</i>	<i>28.2%</i>	<i>27.1%</i>	<i>25.8%</i>	<i>26.7%</i>	<i>26.1%</i>	<i>26.6%</i>	<i>27.4%</i>	<i>25.3%</i>	<i>26.7%</i>		
Education	706	700	658	726	672	686	651	671	670	750	710	-5.3%	0.6%
<i>% Education</i>	<i>11.8%</i>	<i>11.2%</i>	<i>10.5%</i>	<i>11.3%</i>	<i>10.2%</i>	<i>10.5%</i>	<i>9.8%</i>	<i>9.6%</i>	<i>8.9%</i>	<i>9.9%</i>	<i>8.8%</i>		
Health	547	565	607	652	651	671	723	742	868	813	889	9.3%	62.5%
<i>% Health</i>	<i>9.1%</i>	<i>9.1%</i>	<i>9.7%</i>	<i>10.1%</i>	<i>9.9%</i>	<i>10.3%</i>	<i>10.9%</i>	<i>10.6%</i>	<i>11.6%</i>	<i>10.7%</i>	<i>11.0%</i>		
Social and Behavioral Sciences and Human Services	844	975	987	1,045	1,153	1,079	1,112	1,147	1,216	1,230	1,237	0.6%	46.6%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>14.1%</i>	<i>15.7%</i>	<i>15.7%</i>	<i>16.2%</i>	<i>17.5%</i>	<i>16.5%</i>	<i>16.8%</i>	<i>16.4%</i>	<i>16.2%</i>	<i>16.3%</i>	<i>15.3%</i>		
STEM	1,192	1,250	1,257	1,238	1,332	1,325	1,391	1,543	1,503	1,592	1,820	14.3%	52.7%
<i>% STEM</i>	<i>19.9%</i>	<i>20.1%</i>	<i>20.0%</i>	<i>19.2%</i>	<i>20.3%</i>	<i>20.3%</i>	<i>21.0%</i>	<i>22.0%</i>	<i>20.0%</i>	<i>21.0%</i>	<i>22.5%</i>		
Trades	195	255	229	243	227	205	200	206	238	280	280	0.0%	43.6%
<i>% Trades</i>	<i>3.3%</i>	<i>4.1%</i>	<i>3.6%</i>	<i>3.8%</i>	<i>3.5%</i>	<i>3.1%</i>	<i>3.0%</i>	<i>2.9%</i>	<i>3.2%</i>	<i>3.7%</i>	<i>3.5%</i>		
<b>Master's</b>													
Arts and Humanities	124	138	112	121	132	145	160	156	168	217	200	-7.8%	61.3%
<i>% Arts and Humanities</i>	<i>5.0%</i>	<i>5.6%</i>	<i>4.7%</i>	<i>5.3%</i>	<i>5.4%</i>	<i>5.9%</i>	<i>6.3%</i>	<i>6.2%</i>	<i>5.9%</i>	<i>8.8%</i>	<i>8.7%</i>		
Business and Communication	358	315	329	312	333	302	325	327	372	317	302	-4.7%	-15.6%
<i>% Business and Communication</i>	<i>14.6%</i>	<i>12.8%</i>	<i>13.7%</i>	<i>13.6%</i>	<i>13.5%</i>	<i>12.4%</i>	<i>12.8%</i>	<i>13.0%</i>	<i>13.1%</i>	<i>12.8%</i>	<i>13.1%</i>		
Education	592	611	662	591	655	620	611	666	711	618	582	-5.8%	-1.7%
<i>% Education</i>	<i>24.1%</i>	<i>24.8%</i>	<i>27.7%</i>	<i>25.8%</i>	<i>26.6%</i>	<i>25.4%</i>	<i>24.1%</i>	<i>26.5%</i>	<i>25.1%</i>	<i>25.0%</i>	<i>25.3%</i>		
Health	724	743	625	644	643	631	655	606	655	506	427	-15.6%	-41.0%
<i>% Health</i>	<i>29.4%</i>	<i>30.2%</i>	<i>26.1%</i>	<i>28.1%</i>	<i>26.1%</i>	<i>25.8%</i>	<i>25.9%</i>	<i>24.1%</i>	<i>23.1%</i>	<i>20.5%</i>	<i>18.5%</i>		
Social and Behavioral Sciences and Human Services	253	264	273	235	273	297	323	266	332	302	299	-1.0%	18.2%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>10.3%</i>	<i>10.7%</i>	<i>11.4%</i>	<i>10.3%</i>	<i>11.1%</i>	<i>12.2%</i>	<i>12.8%</i>	<i>10.6%</i>	<i>11.7%</i>	<i>12.2%</i>	<i>13.0%</i>		
STEM	403	382	379	380	414	430	446	474	578	497	475	-4.4%	17.9%
<i>% STEM</i>	<i>16.4%</i>	<i>15.5%</i>	<i>15.8%</i>	<i>16.6%</i>	<i>16.8%</i>	<i>17.6%</i>	<i>17.6%</i>	<i>18.9%</i>	<i>20.4%</i>	<i>20.1%</i>	<i>20.6%</i>		
Trades	6	11	14	9	11	19	12	15	16	15	17	13.3%	183.3%
<i>% Trades</i>	<i>0.2%</i>	<i>0.4%</i>	<i>0.6%</i>	<i>0.4%</i>	<i>0.4%</i>	<i>0.8%</i>	<i>0.5%</i>	<i>0.6%</i>	<i>0.6%</i>	<i>0.6%</i>	<i>0.7%</i>		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*University of Nebraska - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change		
												13-14 1-Yr	04-14 10-Yr	
<b>Doctor's</b>														
<b>Professional Practice</b>														
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Arts and Humanities</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
Business and Communication	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Business and Communication</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
Education	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Education</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
Health	215	325	269	269	269	269	283	259	273	302	270		-10.6%	25.6%
<i>% Health</i>	<i>62.1%</i>	<i>70.2%</i>	<i>67.8%</i>	<i>68.4%</i>	<i>68.6%</i>	<i>66.7%</i>	<i>68.7%</i>	<i>65.9%</i>	<i>65.9%</i>	<i>69.7%</i>	<i>67.7%</i>			
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Social and Behavioral Sciences and Human Services</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
STEM	0	0	0	0	0	0	0	0	0	1	3		200.0%	N/A
<i>% STEM</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.2%</i>	<i>0.8%</i>			
Trades	131	138	128	124	123	134	129	134	141	130	126		-3.1%	-3.8%
<i>% Trades</i>	<i>37.9%</i>	<i>29.8%</i>	<i>32.2%</i>	<i>31.6%</i>	<i>31.4%</i>	<i>33.3%</i>	<i>31.3%</i>	<i>34.1%</i>	<i>34.1%</i>	<i>30.0%</i>	<i>31.6%</i>			
<b>Research/ Scholarship</b>														
Arts and Humanities	38	39	41	29	40	26	41	35	33	41	48		17.1%	26.3%
<i>% Arts and Humanities</i>	<i>13.9%</i>	<i>13.9%</i>	<i>14.5%</i>	<i>9.1%</i>	<i>13.0%</i>	<i>8.1%</i>	<i>12.1%</i>	<i>10.0%</i>	<i>10.4%</i>	<i>10.6%</i>	<i>12.2%</i>			
Business and Communication	22	15	20	30	7	20	24	17	10	19	16		-15.8%	-27.3%
<i>% Business and Communication</i>	<i>8.0%</i>	<i>5.3%</i>	<i>7.1%</i>	<i>9.5%</i>	<i>2.3%</i>	<i>6.2%</i>	<i>7.1%</i>	<i>4.9%</i>	<i>3.1%</i>	<i>4.9%</i>	<i>4.1%</i>			
Education	55	60	65	79	79	85	71	85	72	82	83		1.2%	50.9%
<i>% Education</i>	<i>20.1%</i>	<i>21.4%</i>	<i>23.0%</i>	<i>24.9%</i>	<i>25.7%</i>	<i>26.5%</i>	<i>21.0%</i>	<i>24.4%</i>	<i>22.6%</i>	<i>21.1%</i>	<i>21.1%</i>			
Health	12	11	7	12	11	7	9	13	7	12	16		33.3%	33.3%
<i>% Health</i>	<i>4.4%</i>	<i>3.9%</i>	<i>2.5%</i>	<i>3.8%</i>	<i>3.6%</i>	<i>2.2%</i>	<i>2.7%</i>	<i>3.7%</i>	<i>2.2%</i>	<i>3.1%</i>	<i>4.1%</i>			
Social and Behavioral Sciences and Human Services	47	53	39	43	36	40	46	48	45	43	48		11.6%	2.1%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>17.2%</i>	<i>18.9%</i>	<i>13.8%</i>	<i>13.6%</i>	<i>11.7%</i>	<i>12.5%</i>	<i>13.6%</i>	<i>13.8%</i>	<i>14.2%</i>	<i>11.1%</i>	<i>12.2%</i>			
STEM	95	96	101	123	124	140	142	148	149	187	179		-4.3%	88.4%
<i>% STEM</i>	<i>34.7%</i>	<i>34.2%</i>	<i>35.8%</i>	<i>38.8%</i>	<i>40.4%</i>	<i>43.6%</i>	<i>42.0%</i>	<i>42.4%</i>	<i>46.9%</i>	<i>48.2%</i>	<i>45.4%</i>			
Trades	5	7	9	1	10	3	5	3	2	4	4		0.0%	-20.0%
<i>% Trades</i>	<i>1.8%</i>	<i>2.5%</i>	<i>3.2%</i>	<i>0.3%</i>	<i>3.3%</i>	<i>0.9%</i>	<i>1.5%</i>	<i>0.9%</i>	<i>0.6%</i>	<i>1.0%</i>	<i>1.0%</i>			

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*University of Nebraska - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline												<u>% Change</u>	
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	13-14 1-Yr	04-14 10-Yr
<b>Doctor's Total</b>													
Arts and Humanities	38	39	41	29	40	26	41	35	33	41	48	17.1%	26.3%
<i>% Arts and Humanities</i>	6.1%	5.2%	6.0%	4.1%	5.7%	3.6%	5.5%	4.7%	4.5%	5.0%	6.1%		
Business and Communication	22	15	20	30	7	20	24	17	10	19	16	-15.8%	-27.3%
<i>% Business and Communication</i>	3.5%	2.0%	2.9%	4.2%	1.0%	2.8%	3.2%	2.3%	1.4%	2.3%	2.0%		
Education	55	60	65	79	79	85	71	85	72	82	83	1.2%	50.9%
<i>% Education</i>	8.9%	8.1%	9.6%	11.1%	11.3%	11.7%	9.5%	11.5%	9.8%	10.0%	10.5%		
Health	227	336	276	281	280	276	292	272	280	314	286	-8.9%	26.0%
<i>% Health</i>	36.6%	45.2%	40.6%	39.6%	40.1%	38.1%	38.9%	36.7%	38.3%	38.2%	36.1%		
Social and Behavioral Sciences and Human Services	47	53	39	43	36	40	46	48	45	43	48	11.6%	2.1%
<i>% Social and Behavioral Sciences and Human Services</i>	7.6%	7.1%	5.7%	6.1%	5.2%	5.5%	6.1%	6.5%	6.1%	5.2%	6.1%		
STEM	95	96	101	123	124	140	142	148	149	188	182	-3.2%	91.6%
<i>% STEM</i>	15.3%	12.9%	14.9%	17.3%	17.7%	19.3%	18.9%	19.9%	20.4%	22.9%	23.0%		
Trades	136	145	137	125	133	137	134	137	143	134	130	-3.0%	-4.4%
<i>% Trades</i>	21.9%	19.5%	20.2%	17.6%	19.0%	18.9%	17.9%	18.5%	19.5%	16.3%	16.4%		
<b>University of Nebraska Total</b>													
Arts and Humanities	846	826	933	940	1,012	1,001	1,025	1,032	1,158	1,247	1,245	-0.2%	47.2%
<i>% Arts and Humanities</i>	9.2%	8.7%	9.9%	9.8%	10.3%	10.2%	10.2%	10.0%	10.4%	11.4%	11.0%		
Business and Communication	2,212	2,163	2,121	2,086	2,035	2,066	2,080	2,207	2,437	2,249	2,476	10.1%	11.9%
<i>% Business and Communication</i>	24.2%	22.8%	22.5%	21.8%	20.7%	21.1%	20.8%	21.3%	21.8%	20.5%	22.0%		
Education	1,353	1,371	1,385	1,396	1,406	1,391	1,333	1,422	1,453	1,450	1,375	-5.2%	1.6%
<i>% Education</i>	14.8%	14.4%	14.7%	14.6%	14.3%	14.2%	13.3%	13.7%	13.0%	13.2%	12.2%		
Health	1,530	1,667	1,519	1,615	1,613	1,620	1,710	1,659	1,845	1,668	1,631	-2.2%	6.6%
<i>% Health</i>	16.7%	17.5%	16.1%	16.9%	16.4%	16.5%	17.1%	16.0%	16.5%	15.2%	14.5%		
Social and Behavioral Sciences and Human Services	1,144	1,292	1,299	1,323	1,462	1,416	1,481	1,461	1,593	1,575	1,584	0.6%	38.5%
<i>% Social and Behavioral Sciences and Human Services</i>	12.5%	13.6%	13.8%	13.9%	14.9%	14.4%	14.8%	14.1%	14.3%	14.4%	14.1%		
STEM	1,729	1,769	1,785	1,807	1,934	1,939	2,031	2,206	2,289	2,330	2,531	8.6%	46.4%
<i>% STEM</i>	18.9%	18.6%	18.9%	18.9%	19.6%	19.8%	20.3%	21.3%	20.5%	21.3%	22.4%		
Trades	344	415	394	385	383	369	354	364	402	435	432	-0.7%	25.6%
<i>% Trades</i>	3.8%	4.4%	4.2%	4.0%	3.9%	3.8%	3.5%	3.6%	4.0%	4.0%	3.8%		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.



## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska State College System - Degrees and Awards by Level by Discipline Cluster*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
Arts and Humanities	83	90	98	75	61	87	95	98	86	106	107	0.9%	28.9%
<i>% Arts and Humanities</i>	<i>7.0%</i>	<i>7.6%</i>	<i>8.5%</i>	<i>6.3%</i>	<i>5.5%</i>	<i>7.5%</i>	<i>8.1%</i>	<i>7.9%</i>	<i>7.7%</i>	<i>8.9%</i>	<i>8.6%</i>		
Business and Communication	323	307	320	336	298	321	323	343	259	256	278	8.6%	-13.9%
<i>% Business and Communication</i>	<i>27.2%</i>	<i>26.0%</i>	<i>27.8%</i>	<i>28.3%</i>	<i>27.1%</i>	<i>27.7%</i>	<i>27.5%</i>	<i>27.7%</i>	<i>23.2%</i>	<i>21.6%</i>	<i>22.2%</i>		
Education	358	367	332	335	329	311	295	372	351	365	382	4.7%	6.7%
<i>% Education</i>	<i>30.2%</i>	<i>31.1%</i>	<i>28.8%</i>	<i>28.2%</i>	<i>29.9%</i>	<i>26.9%</i>	<i>25.1%</i>	<i>30.1%</i>	<i>31.5%</i>	<i>30.7%</i>	<i>30.6%</i>		
Health	12	7	18	14	16	12	16	13	16	10	6	-40.0%	-50.0%
<i>% Health</i>	<i>1.0%</i>	<i>0.6%</i>	<i>1.6%</i>	<i>1.2%</i>	<i>1.5%</i>	<i>1.0%</i>	<i>1.4%</i>	<i>1.1%</i>	<i>1.4%</i>	<i>0.8%</i>	<i>0.5%</i>		
Social and Behavioral Sciences and Human Services	204	188	152	151	158	180	191	166	201	201	220	9.5%	7.8%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>17.2%</i>	<i>15.9%</i>	<i>13.2%</i>	<i>12.7%</i>	<i>14.4%</i>	<i>15.6%</i>	<i>16.3%</i>	<i>13.4%</i>	<i>18.0%</i>	<i>16.9%</i>	<i>17.6%</i>		
STEM	122	150	149	164	144	173	167	148	123	143	162	13.3%	32.8%
<i>% STEM</i>	<i>10.3%</i>	<i>12.7%</i>	<i>12.9%</i>	<i>13.8%</i>	<i>13.1%</i>	<i>15.0%</i>	<i>14.2%</i>	<i>12.0%</i>	<i>11.0%</i>	<i>12.0%</i>	<i>13.0%</i>		
Trades	84	70	83	113	94	73	86	97	79	106	95	-10.4%	13.1%
<i>% Trades</i>	<i>7.1%</i>	<i>5.9%</i>	<i>7.2%</i>	<i>9.5%</i>	<i>8.5%</i>	<i>6.3%</i>	<i>7.3%</i>	<i>7.8%</i>	<i>7.1%</i>	<i>8.9%</i>	<i>7.6%</i>		
<b>Master's</b>													
Arts and Humanities	3	4	4	6	4	4	19	15	17	18	29	61.1%	866.7%
<i>% Arts and Humanities</i>	<i>1.5%</i>	<i>1.2%</i>	<i>1.2%</i>	<i>1.5%</i>	<i>0.8%</i>	<i>0.7%</i>	<i>4.6%</i>	<i>2.9%</i>	<i>3.9%</i>	<i>4.7%</i>	<i>6.6%</i>		
Business and Communication	23	21	19	23	48	79	72	98	104	114	139	21.9%	504.3%
<i>% Business and Communication</i>	<i>11.4%</i>	<i>6.5%</i>	<i>5.6%</i>	<i>5.8%</i>	<i>10.0%</i>	<i>13.7%</i>	<i>17.3%</i>	<i>18.9%</i>	<i>23.8%</i>	<i>30.1%</i>	<i>31.8%</i>		
Education	170	290	310	353	413	474	318	395	305	226	258	14.2%	51.8%
<i>% Education</i>	<i>84.2%</i>	<i>89.2%</i>	<i>92.0%</i>	<i>89.4%</i>	<i>86.4%</i>	<i>82.0%</i>	<i>76.6%</i>	<i>76.1%</i>	<i>69.8%</i>	<i>59.6%</i>	<i>59.0%</i>		
Health	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Health</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
Social and Behavioral Sciences and Human Services	5	10	4	13	13	21	6	11	11	21	11	-47.6%	120.0%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>2.5%</i>	<i>3.1%</i>	<i>1.2%</i>	<i>3.3%</i>	<i>2.7%</i>	<i>3.6%</i>	<i>1.4%</i>	<i>2.1%</i>	<i>2.5%</i>	<i>5.5%</i>	<i>2.5%</i>		
STEM	1	0	0	0	0	0	0	0	0	0	0	N/A	-100.0%
<i>% STEM</i>	<i>0.5%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
Trades	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Trades</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska State College System - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	<u>% Change</u>	
												13-14 1-Yr	04-14 10-Yr
<b>Nebraska State College System Total</b>													
Arts and Humanities	86	94	102	81	65	91	114	113	103	124	136	9.7%	58.1%
<i>% Arts and Humanities</i>	<i>6.2%</i>	<i>6.3%</i>	<i>6.9%</i>	<i>5.1%</i>	<i>4.1%</i>	<i>5.2%</i>	<i>7.2%</i>	<i>6.4%</i>	<i>6.6%</i>	<i>7.9%</i>	<i>8.1%</i>		
Business and Communication	346	328	339	359	346	400	395	441	363	370	417	12.7%	20.5%
<i>% Business and Communication</i>	<i>24.9%</i>	<i>21.8%</i>	<i>22.8%</i>	<i>22.7%</i>	<i>21.9%</i>	<i>23.1%</i>	<i>24.9%</i>	<i>25.1%</i>	<i>23.4%</i>	<i>23.6%</i>	<i>24.7%</i>		
Education	528	657	642	688	742	785	613	767	656	591	640	8.3%	21.2%
<i>% Education</i>	<i>38.0%</i>	<i>43.7%</i>	<i>43.1%</i>	<i>43.5%</i>	<i>47.0%</i>	<i>45.2%</i>	<i>38.6%</i>	<i>43.7%</i>	<i>42.3%</i>	<i>37.7%</i>	<i>37.9%</i>		
Health	12	7	18	14	16	12	16	13	16	10	6	-40.0%	-50.0%
<i>% Health</i>	<i>0.9%</i>	<i>0.5%</i>	<i>1.2%</i>	<i>0.9%</i>	<i>1.0%</i>	<i>0.7%</i>	<i>1.0%</i>	<i>0.7%</i>	<i>1.0%</i>	<i>0.6%</i>	<i>0.4%</i>		
Social and Behavioral Sciences and Human Services	209	198	156	164	171	201	197	177	212	222	231	4.1%	10.5%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>15.1%</i>	<i>13.2%</i>	<i>10.5%</i>	<i>10.4%</i>	<i>10.8%</i>	<i>11.6%</i>	<i>12.4%</i>	<i>10.1%</i>	<i>13.7%</i>	<i>14.2%</i>	<i>13.7%</i>		
STEM	123	150	149	164	144	173	167	148	123	143	162	13.3%	31.7%
<i>% STEM</i>	<i>8.9%</i>	<i>10.0%</i>	<i>10.0%</i>	<i>10.4%</i>	<i>9.1%</i>	<i>10.0%</i>	<i>10.5%</i>	<i>8.4%</i>	<i>7.9%</i>	<i>9.1%</i>	<i>9.6%</i>		
Trades	84	70	83	113	94	73	86	97	79	106	95	-10.4%	13.1%
<i>% Trades</i>	<i>6.1%</i>	<i>4.7%</i>	<i>5.6%</i>	<i>7.1%</i>	<i>6.0%</i>	<i>4.2%</i>	<i>5.4%</i>	<i>5.5%</i>	<i>5.1%</i>	<i>6.8%</i>	<i>5.6%</i>		

*Note.* The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The Nebraska state colleges do not confer less-than-four-year certificates, associate's degrees or doctor's degrees.

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska Community Colleges - Degrees and Awards by Level by Discipline Cluster*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
Arts and Humanities	21	11	21	57	50	35	69	136	147	105	100	-4.8%	376.2%
<i>% Arts and Humanities</i>	1.5%	0.6%	1.2%	3.4%	2.4%	1.7%	3.8%	6.6%	7.0%	3.9%	3.9%		
Business and Communication	200	328	284	298	345	358	250	245	270	475	458	-3.6%	129.0%
<i>% Business and Communication</i>	13.9%	18.4%	15.7%	17.9%	16.9%	17.6%	13.8%	12.0%	12.9%	17.6%	18.1%		
Education	0	0	2	0	1	1	1	2	4	6	4	-33.3%	N/A
<i>% Education</i>	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%	0.2%	0.2%		
Health	441	524	502	553	524	530	499	558	518	658	581	-11.7%	31.7%
<i>% Health</i>	30.7%	29.3%	27.8%	33.2%	25.6%	26.0%	27.5%	27.2%	24.8%	24.4%	22.9%		
Social and Behavioral Sciences and Human Services	54	107	66	50	83	84	43	63	52	67	78	16.4%	44.4%
<i>% Social and Behavioral Sciences and Human Services</i>	3.8%	6.0%	3.6%	3.0%	4.1%	4.1%	2.4%	3.1%	2.5%	2.5%	3.1%		
STEM	157	247	178	202	303	328	172	207	237	348	282	-19.0%	79.6%
<i>% STEM</i>	10.9%	13.8%	9.8%	12.1%	14.8%	16.1%	9.5%	10.1%	11.3%	12.9%	11.1%		
Trades	564	569	756	504	738	702	780	839	863	1,036	1,029	-0.7%	82.4%
<i>% Trades</i>	39.2%	31.9%	41.8%	30.3%	36.1%	34.4%	43.0%	40.9%	41.3%	38.4%	40.6%		
<b>Associate's</b>													
Arts and Humanities	641	787	886	937	954	929	1,016	1,179	1,425	1,547	1,496	-3.3%	133.4%
<i>% Arts and Humanities</i>	18.2%	20.8%	22.3%	23.3%	24.2%	23.9%	25.5%	27.4%	29.8%	31.0%	30.6%		
Business and Communication	667	706	719	789	667	650	619	659	704	711	692	-2.7%	3.7%
<i>% Business and Communication</i>	18.9%	18.7%	18.1%	19.6%	16.9%	16.7%	15.5%	15.3%	14.7%	14.2%	14.2%		
Education	58	58	54	51	76	45	48	60	58	55	68	23.6%	17.2%
<i>% Education</i>	1.6%	1.5%	1.4%	1.3%	1.9%	1.2%	1.2%	1.4%	1.2%	1.1%	1.4%		
Health	493	539	566	655	659	676	717	800	792	829	821	-1.0%	66.5%
<i>% Health</i>	14.0%	14.2%	14.3%	16.3%	16.7%	17.4%	18.0%	18.6%	16.6%	16.6%	16.8%		
Social and Behavioral Sciences and Human Services	126	174	156	131	119	133	132	121	150	138	135	-2.2%	7.1%
<i>% Social and Behavioral Sciences and Human Services</i>	3.6%	4.6%	3.9%	3.3%	3.0%	3.4%	3.3%	2.8%	3.1%	2.8%	2.8%		
STEM	712	713	662	605	572	584	549	539	608	638	656	2.8%	-7.9%
<i>% STEM</i>	20.2%	18.8%	16.7%	15.0%	14.5%	15.0%	13.8%	12.5%	12.7%	12.8%	13.4%		
Trades	830	806	924	861	898	872	906	950	1,037	1,073	1,021	-4.8%	23.0%
<i>% Trades</i>	23.5%	21.3%	23.3%	21.4%	22.8%	22.4%	22.7%	22.1%	21.7%	21.5%	20.9%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska Community Colleges - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Nebraska Community Colleges Total</b>													
Arts and Humanities	662	798	907	994	1,004	964	1,085	1,315	1,572	1,652	1,596	-3.4%	141.1%
<i>% Arts and Humanities</i>	<i>13.3%</i>	<i>14.3%</i>	<i>15.7%</i>	<i>17.5%</i>	<i>16.8%</i>	<i>16.3%</i>	<i>18.7%</i>	<i>20.7%</i>	<i>22.9%</i>	<i>21.5%</i>	<i>21.5%</i>		
Business and Communication	867	1,034	1,003	1,087	1,012	1,008	869	904	974	1,186	1,150	-3.0%	32.6%
<i>% Business and Communication</i>	<i>17.5%</i>	<i>18.6%</i>	<i>17.4%</i>	<i>19.1%</i>	<i>16.9%</i>	<i>17.0%</i>	<i>15.0%</i>	<i>14.2%</i>	<i>14.2%</i>	<i>15.4%</i>	<i>15.5%</i>		
Education	58	58	56	51	77	46	49	62	62	61	72	18.0%	24.1%
<i>% Education</i>	<i>1.2%</i>	<i>1.0%</i>	<i>1.0%</i>	<i>0.9%</i>	<i>1.3%</i>	<i>0.8%</i>	<i>0.8%</i>	<i>1.0%</i>	<i>0.9%</i>	<i>0.8%</i>	<i>1.0%</i>		
Health	934	1,063	1,068	1,208	1,183	1,206	1,216	1,358	1,310	1,487	1,402	-5.7%	50.1%
<i>% Health</i>	<i>18.8%</i>	<i>19.1%</i>	<i>18.5%</i>	<i>21.2%</i>	<i>19.8%</i>	<i>20.3%</i>	<i>21.0%</i>	<i>21.4%</i>	<i>19.1%</i>	<i>19.3%</i>	<i>18.9%</i>		
Social and Behavioral Sciences and Human Services	180	281	222	181	202	217	175	184	202	205	213	3.9%	18.3%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>3.6%</i>	<i>5.0%</i>	<i>3.8%</i>	<i>3.2%</i>	<i>3.4%</i>	<i>3.7%</i>	<i>3.0%</i>	<i>2.9%</i>	<i>2.9%</i>	<i>2.7%</i>	<i>2.9%</i>		
STEM	869	960	840	807	875	912	721	746	845	986	938	-4.9%	7.9%
<i>% STEM</i>	<i>17.5%</i>	<i>17.2%</i>	<i>14.5%</i>	<i>14.2%</i>	<i>14.6%</i>	<i>15.4%</i>	<i>12.4%</i>	<i>11.7%</i>	<i>12.3%</i>	<i>12.8%</i>	<i>12.6%</i>		
Trades	1,394	1,375	1,680	1,365	1,636	1,574	1,686	1,789	1,900	2,109	2,050	-2.8%	47.1%
<i>% Trades</i>	<i>28.1%</i>	<i>24.7%</i>	<i>29.1%</i>	<i>24.0%</i>	<i>27.3%</i>	<i>26.6%</i>	<i>29.1%</i>	<i>28.1%</i>	<i>27.7%</i>	<i>27.4%</i>	<i>27.6%</i>		

*Note.* Nebraska's community colleges do not confer bachelor's degrees, master's degrees or doctor's degrees.

## DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE

*Nebraska Independent Institutions - Degrees and Awards by Level by Discipline Cluster*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
Arts and Humanities	13	10	12	2	0	5	2	6	6	3	8	166.7%	-38.5%
<i>% Arts and Humanities</i>	7.3%	5.1%	6.2%	1.0%	0.0%	5.5%	2.5%	7.8%	7.3%	4.3%	10.1%		
Business and Communication	12	3	2	15	20	33	26	23	8	5	10	100.0%	-16.7%
<i>% Business and Communication</i>	6.7%	1.5%	1.0%	7.8%	16.4%	36.3%	32.1%	29.9%	9.8%	7.1%	12.7%		
Education	1	0	0	0	0	0	0	0	0	0	2	N/A	100.0%
<i>% Education</i>	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.5%		
Health	146	179	170	174	102	53	45	46	68	62	59	-4.8%	-59.6%
<i>% Health</i>	81.6%	90.9%	87.2%	90.6%	83.6%	58.2%	55.6%	59.7%	82.9%	88.6%	74.7%		
Social and Behavioral Sciences and Human Services	1	3	5	0	0	0	0	1	0	0	0	N/A	-100.0%
<i>% Social and Behavioral Sciences and Human Services</i>	0.6%	1.5%	2.6%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%		
STEM	2	2	5	0	0	0	1	0	0	0	0	N/A	-100.0%
<i>% STEM</i>	1.1%	1.0%	2.6%	0.0%	0.0%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%		
Trades	4	0	1	1	0	0	7	1	0	0	0	N/A	-100.0%
<i>% Trades</i>	2.2%	0.0%	0.5%	0.5%	0.0%	0.0%	8.6%	1.3%	0.0%	0.0%	0.0%		
<b>Associate's</b>													
Arts and Humanities	49	53	67	34	30	28	27	26	28	34	30	-11.8%	-38.8%
<i>% Arts and Humanities</i>	25.4%	22.8%	25.3%	15.7%	14.1%	11.4%	11.2%	10.1%	11.2%	13.7%	11.0%		
Business and Communication	19	9	10	5	2	6	8	7	9	5	11	120.0%	-42.1%
<i>% Business and Communication</i>	9.8%	3.9%	3.8%	2.3%	0.9%	2.4%	3.3%	2.7%	3.6%	2.0%	4.0%		
Education	4	1	3	2	1	3	1	6	5	3	6	100.0%	50.0%
<i>% Education</i>	2.1%	0.4%	1.1%	0.9%	0.5%	1.2%	0.4%	2.3%	2.0%	1.2%	2.2%		
Health	107	164	181	168	176	207	201	214	205	203	221	8.9%	106.5%
<i>% Health</i>	55.4%	70.7%	68.3%	77.4%	82.6%	84.1%	83.4%	82.9%	81.7%	81.5%	81.0%		
Social and Behavioral Sciences and Human Services	1	1	0	0	0	0	0	3	1	3	1	-66.7%	0.0%
<i>% Social and Behavioral Sciences and Human Services</i>	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.4%	1.2%	0.4%		
STEM	12	2	4	7	2	2	3	2	0	1	3	200.0%	-75.0%
<i>% STEM</i>	6.2%	0.9%	1.5%	3.2%	0.9%	0.8%	1.2%	0.8%	0.0%	0.4%	1.1%		
Trades	1	2	0	1	2	0	1	0	3	0	1	N/A	0.0%
<i>% Trades</i>	0.5%	0.9%	0.0%	0.5%	0.9%	0.0%	0.4%	0.0%	1.2%	0.0%	0.4%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska Independent Institutions - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
Arts and Humanities	554	633	569	568	568	570	576	628	504	481	512	6.4%	-7.6%
<i>% Arts and Humanities</i>	<i>12.8%</i>	<i>13.5%</i>	<i>11.6%</i>	<i>11.4%</i>	<i>11.2%</i>	<i>10.9%</i>	<i>11.1%</i>	<i>11.1%</i>	<i>8.8%</i>	<i>8.5%</i>	<i>9.3%</i>		
Business and Communication	1,500	1,579	1,742	1,853	1,945	2,029	1,954	2,065	2,113	1,980	1,871	-5.5%	24.7%
<i>% Business and Communication</i>	<i>34.7%</i>	<i>33.8%</i>	<i>35.6%</i>	<i>37.3%</i>	<i>38.5%</i>	<i>38.7%</i>	<i>37.6%</i>	<i>36.4%</i>	<i>36.7%</i>	<i>35.0%</i>	<i>33.8%</i>		
Education	388	489	497	469	440	458	362	489	494	488	460	-5.7%	18.6%
<i>% Education</i>	<i>9.0%</i>	<i>10.5%</i>	<i>10.1%</i>	<i>9.4%</i>	<i>8.7%</i>	<i>8.7%</i>	<i>7.0%</i>	<i>8.6%</i>	<i>8.6%</i>	<i>8.6%</i>	<i>8.3%</i>		
Health	554	645	757	753	822	867	960	1,013	1,038	1,137	1,105	-2.8%	99.5%
<i>% Health</i>	<i>12.8%</i>	<i>13.8%</i>	<i>15.5%</i>	<i>15.2%</i>	<i>16.3%</i>	<i>16.5%</i>	<i>18.5%</i>	<i>17.8%</i>	<i>18.0%</i>	<i>20.1%</i>	<i>20.0%</i>		
Social and Behavioral Sciences and Human Services	786	798	781	699	682	728	753	809	895	847	789	-6.8%	0.4%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>18.2%</i>	<i>17.1%</i>	<i>15.9%</i>	<i>14.1%</i>	<i>13.5%</i>	<i>13.9%</i>	<i>14.5%</i>	<i>14.3%</i>	<i>15.6%</i>	<i>15.0%</i>	<i>14.3%</i>		
STEM	504	497	517	580	552	558	531	538	599	597	679	13.7%	34.7%
<i>% STEM</i>	<i>11.7%</i>	<i>10.6%</i>	<i>10.6%</i>	<i>11.7%</i>	<i>10.9%</i>	<i>10.6%</i>	<i>10.2%</i>	<i>9.5%</i>	<i>10.4%</i>	<i>10.5%</i>	<i>12.3%</i>		
Trades	31	33	36	47	43	39	64	134	111	134	119	-11.2%	283.9%
<i>% Trades</i>	<i>0.7%</i>	<i>0.7%</i>	<i>0.7%</i>	<i>0.9%</i>	<i>0.9%</i>	<i>0.7%</i>	<i>1.2%</i>	<i>2.4%</i>	<i>1.9%</i>	<i>2.4%</i>	<i>2.1%</i>		
<b>Master's</b>													
Arts and Humanities	87	43	56	111	92	140	105	155	173	221	169	-23.5%	94.3%
<i>% Arts and Humanities</i>	<i>8.2%</i>	<i>3.5%</i>	<i>4.3%</i>	<i>7.7%</i>	<i>5.3%</i>	<i>7.2%</i>	<i>5.3%</i>	<i>7.3%</i>	<i>7.2%</i>	<i>9.4%</i>	<i>7.3%</i>		
Business and Communication	329	383	406	555	737	686	770	699	720	718	686	-4.5%	108.5%
<i>% Business and Communication</i>	<i>31.1%</i>	<i>31.3%</i>	<i>31.0%</i>	<i>38.4%</i>	<i>42.4%</i>	<i>35.2%</i>	<i>39.2%</i>	<i>32.9%</i>	<i>29.9%</i>	<i>30.4%</i>	<i>29.8%</i>		
Education	286	347	361	345	395	494	502	602	691	542	501	-7.6%	75.2%
<i>% Education</i>	<i>27.1%</i>	<i>28.3%</i>	<i>27.6%</i>	<i>23.9%</i>	<i>22.7%</i>	<i>25.4%</i>	<i>25.6%</i>	<i>28.4%</i>	<i>28.7%</i>	<i>22.9%</i>	<i>21.8%</i>		
Health	165	220	200	211	260	274	311	285	391	418	468	12.0%	183.6%
<i>% Health</i>	<i>15.6%</i>	<i>18.0%</i>	<i>15.3%</i>	<i>14.6%</i>	<i>15.0%</i>	<i>14.1%</i>	<i>15.8%</i>	<i>13.4%</i>	<i>16.3%</i>	<i>17.7%</i>	<i>20.3%</i>		
Social and Behavioral Sciences and Human Services	95	91	155	131	139	255	189	225	284	287	276	-3.8%	190.5%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>9.0%</i>	<i>7.4%</i>	<i>11.8%</i>	<i>9.1%</i>	<i>8.0%</i>	<i>13.1%</i>	<i>9.6%</i>	<i>10.6%</i>	<i>11.8%</i>	<i>12.2%</i>	<i>12.0%</i>		
STEM	77	105	88	67	84	70	59	81	69	103	115	11.7%	49.4%
<i>% STEM</i>	<i>7.3%</i>	<i>8.6%</i>	<i>6.7%</i>	<i>4.6%</i>	<i>4.8%</i>	<i>3.6%</i>	<i>3.0%</i>	<i>3.8%</i>	<i>2.9%</i>	<i>4.4%</i>	<i>5.0%</i>		
Trades	18	35	43	25	30	29	28	76	78	73	88	20.5%	388.9%
<i>% Trades</i>	<i>1.7%</i>	<i>2.9%</i>	<i>3.3%</i>	<i>1.7%</i>	<i>1.7%</i>	<i>1.5%</i>	<i>1.4%</i>	<i>3.6%</i>	<i>3.2%</i>	<i>3.1%</i>	<i>3.8%</i>		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska Independent Institutions - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	<u>% Change</u>		
												13-14 1-Yr	04-14 10-Yr	
<b>Doctor's</b>														
<b>Professional Practice</b>														
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Arts and Humanities</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
Business and Communication	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Business and Communication</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
Education	0	0	0	0	0	0	0	0	0	5	26	420.0%	N/A	
<i>% Education</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.7%</i>	<i>3.7%</i>			
Health	399	447	452	453	477	484	473	455	479	534	537	0.6%	34.6%	
<i>% Health</i>	<i>70.4%</i>	<i>74.6%</i>	<i>75.0%</i>	<i>75.0%</i>	<i>76.4%</i>	<i>76.8%</i>	<i>77.2%</i>	<i>74.8%</i>	<i>74.8%</i>	<i>80.1%</i>	<i>77.0%</i>			
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	
<i>% Social and Behavioral Sciences and Human Services</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>			
STEM	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	
<i>% STEM</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>			
Trades	168	152	151	151	147	146	140	153	161	128	134	4.7%	-20.2%	
<i>% Trades</i>	<i>29.6%</i>	<i>25.4%</i>	<i>25.0%</i>	<i>25.0%</i>	<i>23.6%</i>	<i>23.2%</i>	<i>22.8%</i>	<i>25.2%</i>	<i>25.2%</i>	<i>19.2%</i>	<i>19.2%</i>			
<b>Research/ Scholarship</b>														
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	
<i>% Arts and Humanities</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>			
Business and Communication	0	0	0	0	0	0	0	0	0	0	3	N/A	N/A	
<i>% Business and Communication</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>23.1%</i>			
Education	0	0	0	0	3	9	3	5	5	0	0	N/A	N/A	
<i>% Education</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>42.9%</i>	<i>52.9%</i>	<i>10.3%</i>	<i>23.8%</i>	<i>25.0%</i>	<i>0.0%</i>	<i>0.0%</i>			
Health	0	0	0	0	0	0	20	10	11	1	2	100.0%	N/A	
<i>% Health</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>69.0%</i>	<i>47.6%</i>	<i>55.0%</i>	<i>14.3%</i>	<i>15.4%</i>			
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	
<i>% Social and Behavioral Sciences and Human Services</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>			
STEM	8	13	10	6	4	8	6	6	4	6	8	33.3%	0.0%	
<i>% STEM</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>57.1%</i>	<i>47.1%</i>	<i>20.7%</i>	<i>28.6%</i>	<i>20.0%</i>	<i>85.7%</i>	<i>61.5%</i>			
Trades	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	
<i>% Trades</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>			

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska Independent Institutions - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change		
												13-14 1-Yr	04-14 10-Yr	
<b>Doctor's Total</b>														
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Arts and Humanities</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
Business and Communication	0	0	0	0	0	0	0	0	0	0	3	3	N/A	N/A
<i>% Business and Communication</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.4%</i>	<i>0.4%</i>		
Education	0	0	0	0	3	9	3	5	5	5	26	26	420.0%	N/A
<i>% Education</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.5%</i>	<i>1.4%</i>	<i>0.5%</i>	<i>0.8%</i>	<i>0.8%</i>	<i>0.7%</i>	<i>3.7%</i>	<i>3.7%</i>		
Health	399	447	452	453	477	484	493	465	490	535	539	539	0.7%	35.1%
<i>% Health</i>	<i>69.4%</i>	<i>73.0%</i>	<i>73.7%</i>	<i>74.3%</i>	<i>75.6%</i>	<i>74.8%</i>	<i>76.8%</i>	<i>73.9%</i>	<i>74.2%</i>	<i>79.4%</i>	<i>75.9%</i>	<i>75.9%</i>		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
<i>% Social and Behavioral Sciences and Human Services</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>		
STEM	8	13	10	6	4	8	6	6	4	6	8	8	33.3%	0.0%
<i>% STEM</i>	<i>1.4%</i>	<i>2.1%</i>	<i>1.6%</i>	<i>1.0%</i>	<i>0.6%</i>	<i>1.2%</i>	<i>0.9%</i>	<i>1.0%</i>	<i>0.6%</i>	<i>0.9%</i>	<i>1.1%</i>	<i>1.1%</i>		
Trades	168	152	151	151	147	146	140	153	161	128	134	134	4.7%	-20.2%
<i>% Trades</i>	<i>29.2%</i>	<i>24.8%</i>	<i>24.6%</i>	<i>24.8%</i>	<i>23.3%</i>	<i>22.6%</i>	<i>21.8%</i>	<i>24.3%</i>	<i>24.4%</i>	<i>19.0%</i>	<i>18.9%</i>	<i>18.9%</i>		
<b>Nebraska Independent Institutions Total</b>														
Arts and Humanities	703	739	704	715	690	743	710	815	711	739	719	719	-2.7%	2.3%
<i>% Arts and Humanities</i>	<i>11.1%</i>	<i>10.6%</i>	<i>9.7%</i>	<i>9.6%</i>	<i>8.9%</i>	<i>9.1%</i>	<i>8.7%</i>	<i>9.3%</i>	<i>7.8%</i>	<i>8.2%</i>	<i>8.1%</i>	<i>8.1%</i>		
Business and Communication	1,860	1,974	2,160	2,428	2,704	2,754	2,758	2,794	2,850	2,708	2,581	2,581	-4.7%	38.8%
<i>% Business and Communication</i>	<i>29.4%</i>	<i>28.4%</i>	<i>29.7%</i>	<i>32.7%</i>	<i>34.9%</i>	<i>33.7%</i>	<i>33.9%</i>	<i>31.9%</i>	<i>31.1%</i>	<i>30.0%</i>	<i>29.0%</i>	<i>29.0%</i>		
Education	679	837	861	816	839	964	868	1,102	1,195	1,038	995	995	-4.1%	46.5%
<i>% Education</i>	<i>10.7%</i>	<i>12.1%</i>	<i>11.8%</i>	<i>11.0%</i>	<i>10.8%</i>	<i>11.8%</i>	<i>10.7%</i>	<i>12.6%</i>	<i>13.1%</i>	<i>11.5%</i>	<i>11.2%</i>	<i>11.2%</i>		
Health	1,371	1,655	1,760	1,759	1,837	1,885	2,010	2,023	2,192	2,355	2,392	2,392	1.6%	74.5%
<i>% Health</i>	<i>21.7%</i>	<i>23.9%</i>	<i>24.2%</i>	<i>23.7%</i>	<i>23.7%</i>	<i>23.0%</i>	<i>24.7%</i>	<i>23.1%</i>	<i>23.9%</i>	<i>26.1%</i>	<i>26.9%</i>	<i>26.9%</i>		
Social and Behavioral Sciences and Human Services	883	893	941	830	821	983	942	1,038	1,180	1,137	1,066	1,066	-6.2%	20.7%
<i>% Social and Behavioral Sciences and Human Services</i>	<i>14.0%</i>	<i>12.9%</i>	<i>12.9%</i>	<i>11.2%</i>	<i>10.6%</i>	<i>12.0%</i>	<i>11.6%</i>	<i>11.8%</i>	<i>12.9%</i>	<i>12.6%</i>	<i>12.0%</i>	<i>12.0%</i>		
STEM	603	619	624	660	642	638	600	627	672	707	805	805	13.9%	33.5%
<i>% STEM</i>	<i>9.5%</i>	<i>8.9%</i>	<i>8.6%</i>	<i>8.9%</i>	<i>8.3%</i>	<i>7.8%</i>	<i>7.4%</i>	<i>7.2%</i>	<i>7.3%</i>	<i>7.8%</i>	<i>9.0%</i>	<i>9.0%</i>		
Trades	222	222	231	225	222	214	240	364	353	335	342	342	2.1%	54.1%
<i>% Trades</i>	<i>3.5%</i>	<i>3.2%</i>	<i>3.2%</i>	<i>3.0%</i>	<i>2.9%</i>	<i>2.6%</i>	<i>3.0%</i>	<i>4.2%</i>	<i>3.9%</i>	<i>3.7%</i>	<i>3.8%</i>	<i>3.8%</i>		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.



## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska For-Profit/Career Schools - Degrees and Awards by Level by Discipline Cluster*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Less-than-Four-Year Certificates</b>													
Arts and Humanities	35	19	16	17	5	0	1	0	0	0	0	N/A	-100.0%
% Arts and Humanities	3.1%	1.5%	1.3%	1.4%	0.4%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	
Business and Communication	26	29	31	31	33	19	17	13	1	1	0	-100.0%	-100.0%
% Business and Communication	2.3%	2.3%	2.6%	2.5%	2.6%	1.7%	1.6%	1.2%	0.1%	0.1%	0.0%		
Education	3	3	0	3	2	0	3	0	0	0	0	N/A	-100.0%
% Education	0.3%	0.2%	0.0%	0.2%	0.2%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%		
Health	377	401	431	505	512	413	333	351	283	227	187	-17.6%	-50.4%
% Health	33.9%	32.4%	36.1%	41.3%	40.5%	37.5%	31.5%	31.7%	27.3%	23.6%	23.6%		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	30	39	30	26	17	-34.6%	N/A
% Social and Behavioral Sciences and Human Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.8%	3.5%	2.9%	2.7%	2.1%		
STEM	64	47	36	32	22	9	8	15	2	1	0	-100.0%	-100.0%
% STEM	5.8%	3.8%	3.0%	2.6%	1.7%	0.8%	0.8%	1.4%	0.2%	0.1%	0.0%		
Trades	607	740	680	634	690	659	666	691	720	706	588	-16.7%	-3.1%
% Trades	54.6%	59.7%	57.0%	51.9%	54.6%	59.9%	62.9%	62.3%	69.5%	73.5%	74.2%		
<b>Associate's</b>													
Arts and Humanities	82	41	49	38	37	44	43	71	50	63	42	-33.3%	-48.8%
% Arts and Humanities	16.3%	7.1%	7.9%	6.3%	6.3%	7.9%	7.7%	9.8%	7.7%	10.0%	8.3%		
Business and Communication	67	79	93	70	67	48	56	85	61	50	60	20.0%	-10.4%
% Business and Communication	13.3%	13.6%	14.9%	11.6%	11.5%	8.6%	10.1%	11.7%	9.4%	7.9%	11.9%		
Education	0	0	0	0	0	0	0	1	0	0	0	N/A	N/A
% Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%		
Health	89	196	213	222	211	190	188	293	292	263	213	-19.0%	139.3%
% Health	17.7%	33.7%	34.2%	36.9%	36.1%	34.2%	33.8%	40.4%	44.8%	41.7%	42.1%		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	8	5	19	32	32	0.0%	N/A
% Social and Behavioral Sciences and Human Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.7%	2.9%	5.1%	6.3%		
STEM	207	206	173	169	178	184	165	142	129	153	99	-35.3%	-52.2%
% STEM	41.2%	35.5%	27.8%	28.1%	30.5%	33.1%	29.7%	19.6%	19.8%	24.3%	19.6%		
Trades	58	59	95	102	91	90	96	128	101	69	60	-13.0%	3.4%
% Trades	11.5%	10.2%	15.2%	17.0%	15.6%	16.2%	17.3%	17.7%	15.5%	11.0%	11.9%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska For-Profit/Career Schools - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Bachelor's</b>													
Arts and Humanities	-	0	0	14	21	13	22	26	31	20	19	-5.0%	N/A
% Arts and Humanities	-	0.0%	0.0%	31.1%	39.6%	18.3%	25.6%	19.3%	18.0%	19.0%	12.5%		
Business and Communication	-	0	11	21	27	36	37	59	58	33	52	57.6%	N/A
% Business and Communication	-	0.0%	78.6%	46.7%	50.9%	50.7%	43.0%	43.7%	33.7%	31.4%	34.2%		
Education	-	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Education	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Health	-	0	0	0	0	0	0	1	6	8	18	125.0%	N/A
% Health	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	3.5%	7.6%	11.8%		
Social and Behavioral Sciences and Human Services	-	0	0	0	0	0	0	0	5	6	21	250.0%	N/A
% Social and Behavioral Sciences and Human Services	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	5.7%	13.8%		
STEM	-	11	2	6	5	15	12	16	26	15	23	53.3%	N/A
% STEM	-	100.0%	14.3%	13.3%	9.4%	21.1%	14.0%	11.9%	15.1%	14.3%	15.1%		
Trades	-	0	1	4	0	7	15	33	46	23	19	-17.4%	N/A
% Trades	-	0.0%	7.1%	8.9%	0.0%	9.9%	17.4%	24.4%	26.7%	21.9%	12.5%		
<b>Master's</b>													
Arts and Humanities	-	-	-	0	0	0	0	0	0	0	0	N/A	N/A
% Arts and Humanities	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Business and Communication	-	-	-	3	20	8	2	11	17	26	9	-65.4%	N/A
% Business and Communication	-	-	-	100.0%	100.0%	88.9%	66.7%	100.0%	100.0%	83.9%	34.6%		
Education	-	-	-	0	0	0	0	0	0	0	0	N/A	N/A
% Education	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Health	-	-	-	0	0	1	1	0	0	0	3	N/A	N/A
% Health	-	-	-	0.0%	0.0%	11.1%	33.3%	0.0%	0.0%	0.0%	11.5%		
Social and Behavioral Sciences and Human Services	-	-	-	0	0	0	0	0	0	1	7	600.0%	N/A
% Social and Behavioral Sciences and Human Services	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%	26.9%		
STEM	-	-	-	0	0	0	0	0	0	1	4	300.0%	N/A
% STEM	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%	15.4%		
Trades	-	-	-	0	0	0	0	0	0	3	3	0.0%	N/A
% Trades	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9.7%	11.5%		

## **DEGREES AND OTHER AWARDS CONFERRED by SECTOR by LEVEL by DISCIPLINE**

*Nebraska For-Profit/Career Schools - Degrees and Awards by Level by Discipline Cluster (Continued)*

Level / Discipline	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change	
												13-14 1-Yr	04-14 10-Yr
<b>Nebraska For-Profit/Career Schools Total</b>													
Arts and Humanities	117	60	65	69	63	57	66	97	81	83	61	-26.5%	-47.9%
<i>% Arts and Humanities</i>	7.2%	3.3%	3.5%	3.7%	3.3%	3.3%	3.9%	4.9%	4.3%	4.8%	4.1%		
Business and Communication	93	108	135	125	147	111	112	168	137	110	121	10.0%	30.1%
<i>% Business and Communication</i>	5.8%	5.9%	7.4%	6.7%	7.7%	6.4%	6.6%	8.5%	7.3%	6.4%	8.2%		
Education	3	3	0	3	2	0	3	1	0	0	0	N/A	-100.0%
<i>% Education</i>	0.2%	0.2%	0.0%	0.2%	0.1%	0.0%	0.2%	0.1%	0.0%	0.0%	0.0%		
Health	466	597	644	727	723	604	522	645	581	498	421	-15.5%	-9.7%
<i>% Health</i>	28.9%	32.6%	35.2%	38.9%	37.6%	34.8%	30.7%	32.6%	31.0%	28.8%	28.5%		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	38	44	54	65	77	18.5%	N/A
<i>% Social and Behavioral Sciences and Human Services</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	2.2%	2.9%	3.8%	5.2%		
STEM	271	264	211	207	205	208	185	173	157	170	126	-25.9%	-53.5%
<i>% STEM</i>	16.8%	14.4%	11.5%	11.1%	10.7%	12.0%	10.9%	8.7%	8.4%	9.8%	8.5%		
Trades	665	799	776	740	781	756	777	852	867	801	670	-16.4%	0.8%
<i>% Trades</i>	41.2%	43.6%	42.4%	39.6%	40.7%	43.5%	45.6%	43.0%	46.2%	46.4%	45.4%		

*Note.* The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The for-profit/career schools did not award degrees at the bachelor's level until 2004–05, and awards at the master's level were not awarded within this sector until 2006–07. Nebraska's for-profit/career schools do not confer doctor's degrees.

## Section 6

# Completers by Age Group, by Level and by Sector



## **CLASSIFICATION OF AGE GROUP**

Beginning with the collection of data for the 2011–12 academic year, IPEDS collects data on the number of students who earned awards by age group.<sup>1</sup>

**Unlike the preceding sections of this report, which analyzed the number of degrees and other awards conferred, the analyses in this section focus on the number of completers who received degrees by award level.**

**Completer**: A student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.” (*Data source: IPEDS Glossary*)

**Each student is counted only once per award level.** For example, if a student is awarded two bachelor’s degrees, the student is only counted once. If a student is awarded an associate’s degree and a bachelor’s degree, that student is counted once at the associate’s level and once at the bachelor’s level.

Another important distinction between Sections 1-5 and Section 6 is the IPEDS award levels are consolidated for data collected on age groups. As outlined on pages 2.3 and 2.4, IPEDS utilizes 11 award levels for data collected on the number of awards. However, for data collected on the number of completers, IPEDS utilizes only seven award levels. As outlined in the following table, the notable differences between the awards levels are 1.) Postbaccalaureate and post-master’s certificates are reported as one category for age group data (prohibiting the Commission from collapsing bachelor’s degrees with postbaccalaureate certificates and collapsing master’s degrees with post-master’s certificates), and 2.) Research/scholarship, professional practice and other doctoral degrees are reported as one category for age group data (prohibiting the Commission from analyzing doctoral degrees by classification).

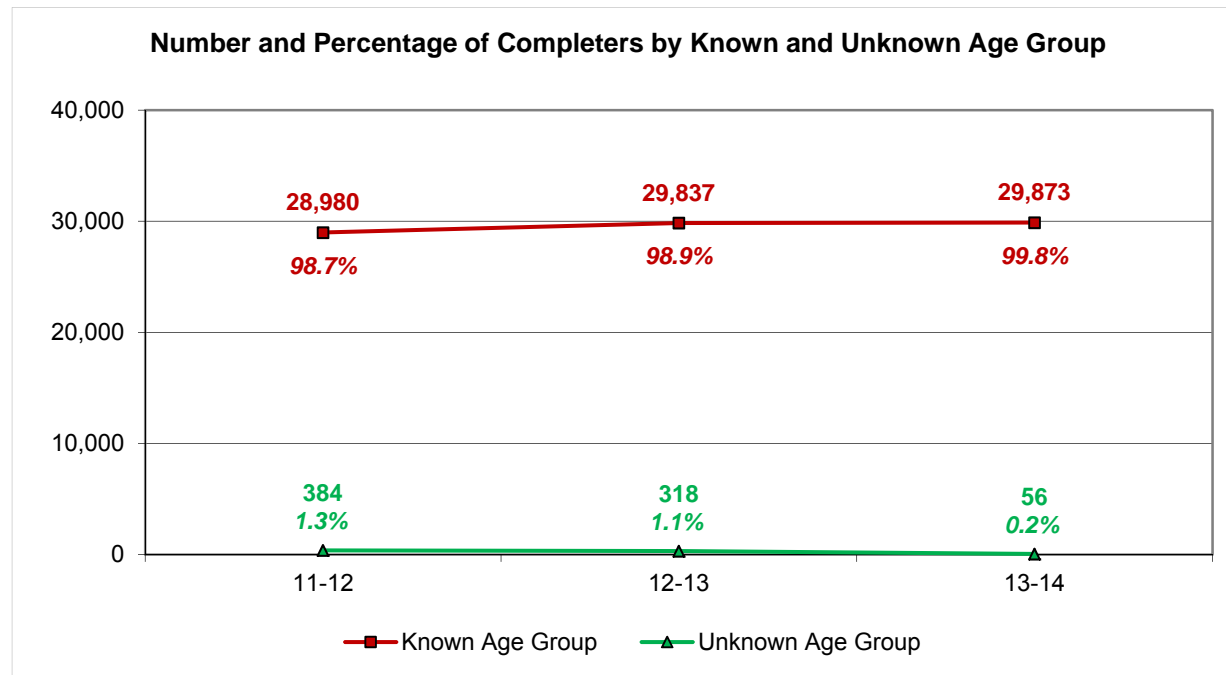
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<sup>1</sup> Student’s age at the time the award was conferred.

IPEDS Completions Data	IPEDS Completers Data
<b>Description:</b>	
Number of awards conferred by postsecondary institutions.	Number of students who earned awards.
<b>Example 1:</b> <i>If a student is awarded two bachelor's degrees...</i>	
Two bachelor's degrees are counted	The student is counted only once at the bachelor's level
<b>Example 2:</b> <i>If a student is awarded an associate's degree and a bachelor's degree...</i>	
One associate's degree and one bachelor's degree are counted	The student is counted once at the associate's level and once at the bachelor's level
<b>Crosswalk for Reported Award Levels:</b>	
Postsecondary award, certificate, or diploma of (less than 1 academic year)	Less than 1-year certificates
Postsecondary award, certificate, or diploma of (at least 1 but less than 2 academic years);	At least 1 but less than 4-year certificates
Postsecondary award, certificate, or diploma of (at least 2 but less than 4 academic years )	
Associate's degree	Associate's degrees
Bachelor's degree	Bachelor's degrees
Master's degree	Master's degrees
Doctor's degree - research/scholarship;	Doctor's degrees
Doctor's degree - professional practice;	
Doctor's degree – other	
Postbaccalaureate certificate;	Postbaccalaureate and post-master's certificates
Post-master's certificate	
<b>Data is used for <i>Factual Look</i> Sections...</b>	
Sections 1-5	Section 6

## COMPLETERS by KNOWN and UNKNOWN AGE GROUP

- Nebraska universities, colleges and for-profit/career schools conferred awards to 29,929 completers (i.e., students) in 2013–14, up 3.1% since 2011–12.
- As shown in the table below, the age groups of the vast majority of completers are known.

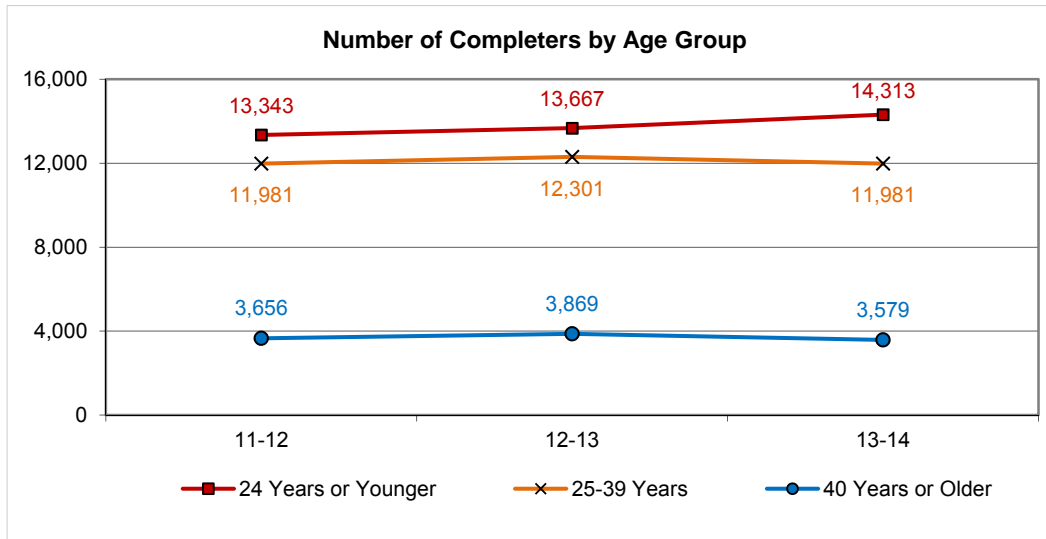


**Note.** The remaining analyses in this section focus on completers of known age.

**Completers of unknown age are *excluded* from the following calculations under the basic, but not necessarily correct, assumption that these students are proportionately distributed among the total number of degree recipients by age, by degree level and by sector.**

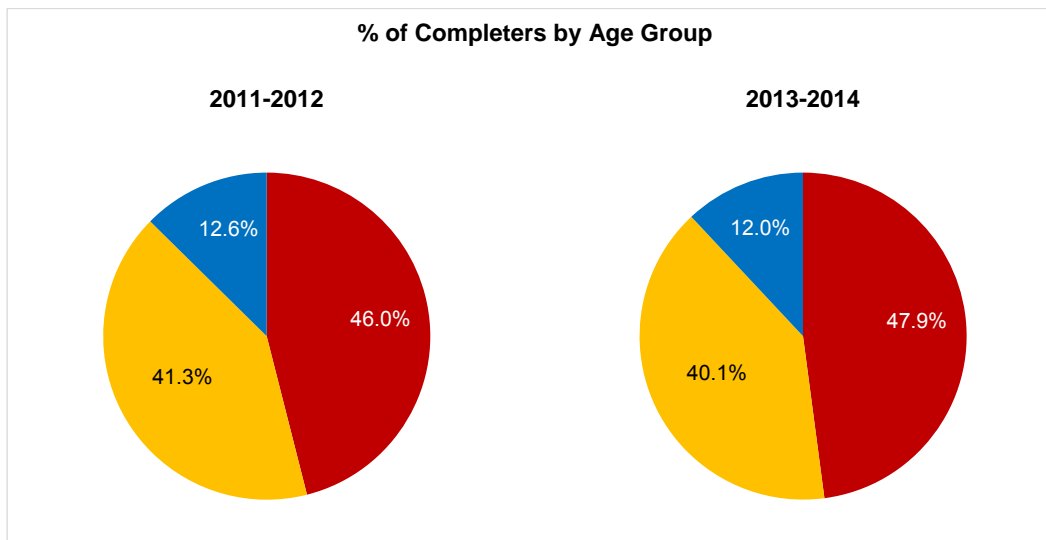


## COMPLETERS by AGE GROUP

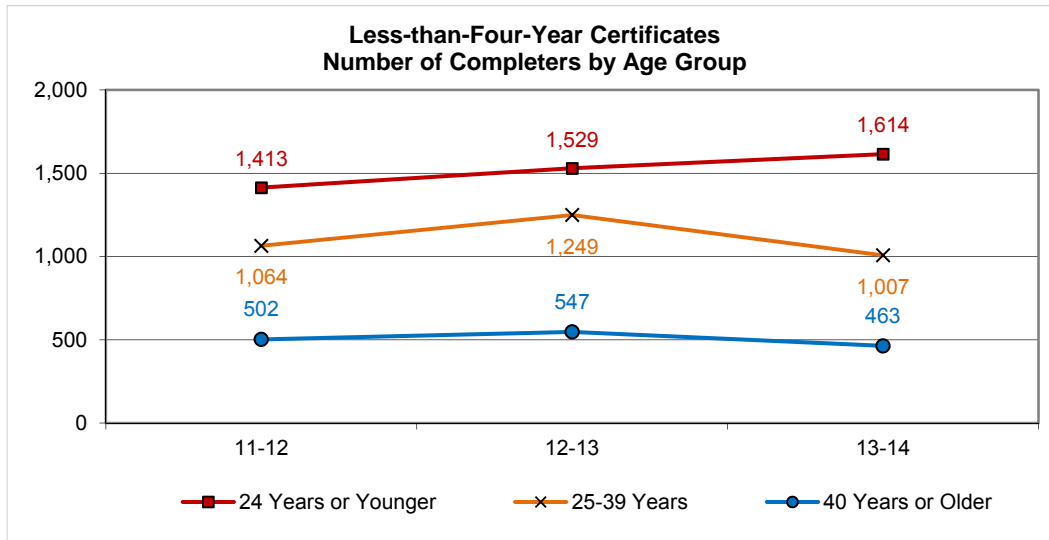


- Between 2011–12 and 2013–14, the number of completers from Nebraska's postsecondary institutions changed as follows:

Age Group	13–14 1-Yr	12–14 2-Yr
24 Years or Younger (■)	4.7%	7.3%
25-39 Years (x)	-2.6%	0.0%
40 Years or Older (●)	-7.5%	-2.1%
Known Age Group Total	0.1%	3.1%

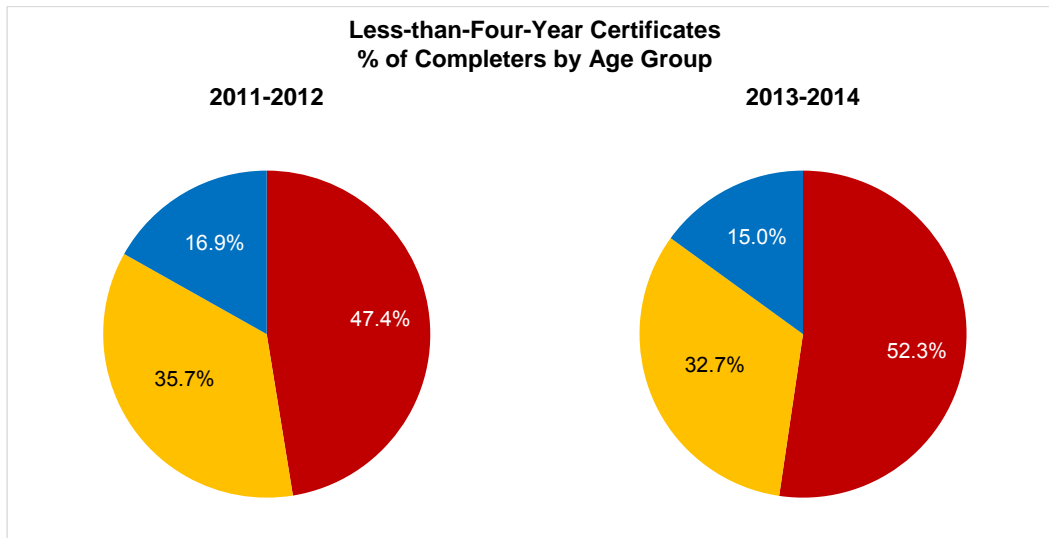


## COMPLETERS by LEVEL by AGE GROUP

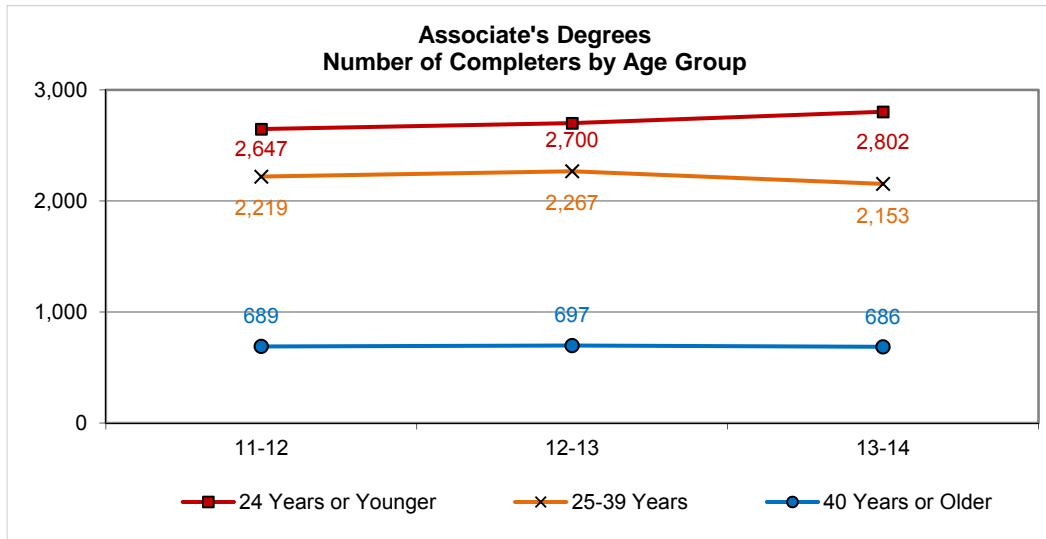


- Between 2011–12 and 2013–14, the number of completers from Nebraska's postsecondary institutions changed as follows for less-than-four-year certificates:

Age Group	13–14 1-Yr	12–14 2-Yr
24 Years or Younger (■)	5.6%	14.2%
25-39 Years (x)	-19.4%	-5.4%
40 Years or Older (●)	-15.4%	-7.8%
Known Age Group by Level Total	-7.2%	3.5%

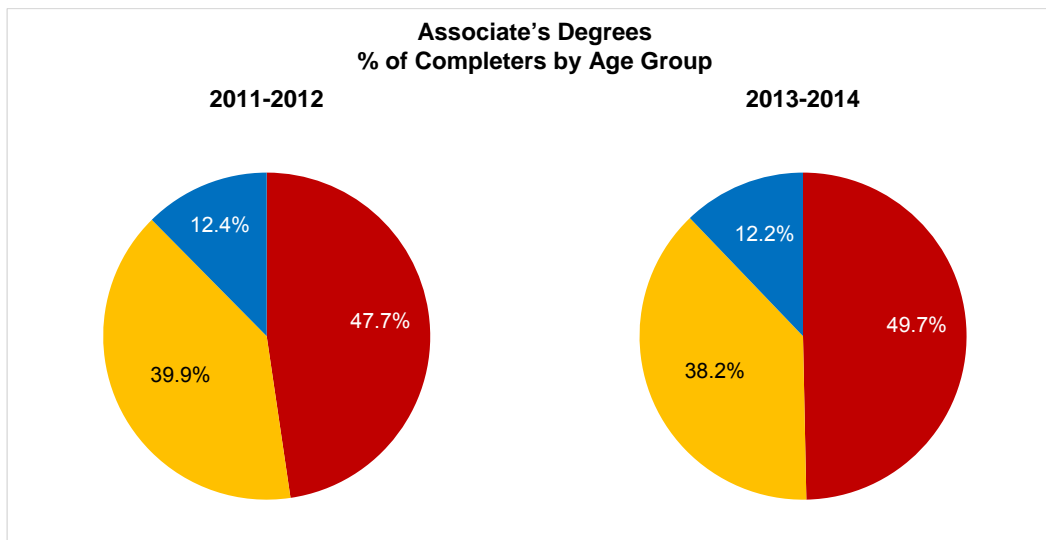


## COMPLETERS by LEVEL by AGE GROUP

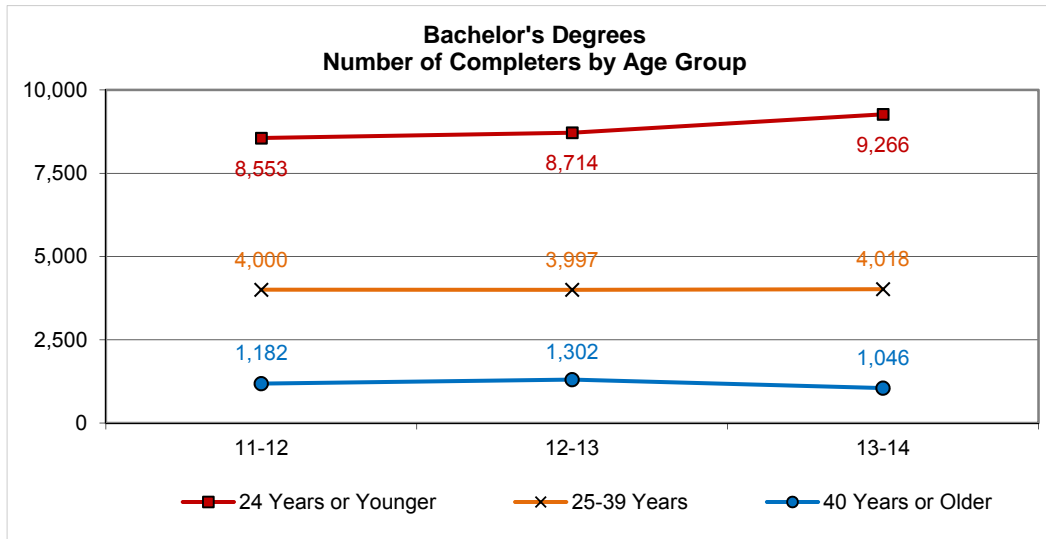


- Between 2011–12 and 2013–14, the number of completers of associate's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	13–14 1-Yr	12–14 2-Yr
24 Years or Younger (■)	3.8%	5.9%
25-39 Years (x)	-5.0%	-3.0%
40 Years or Older (●)	-1.6%	-0.4%
Known Age Group by Level Total	-0.4%	1.5%

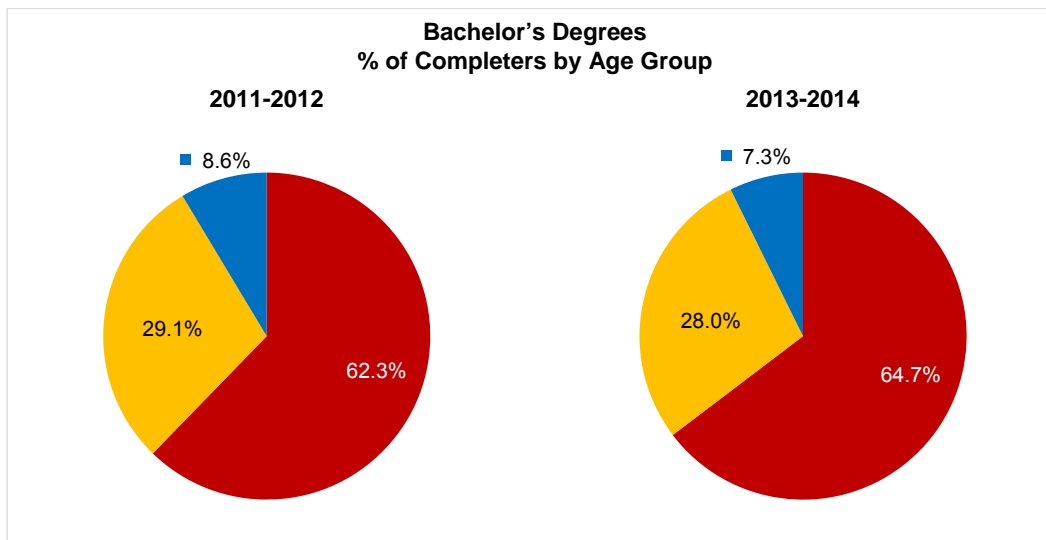


## COMPLETERS by LEVEL by AGE GROUP



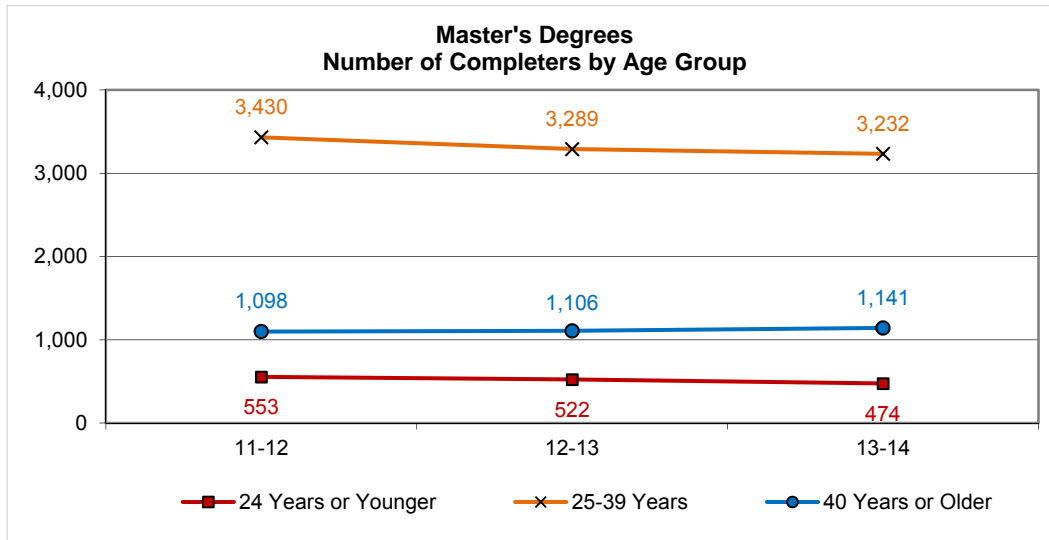
- Between 2011–12 and 2013–14, the number of completers of bachelor's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	13–14 1-Yr	12–14 2-Yr
24 Years or Younger (■)	6.3%	8.3%
25-39 Years (x)	0.5%	0.5%
40 Years or Older (●)	-19.7%	-11.5%
Known Age Group by Level Total	2.3%	4.3%



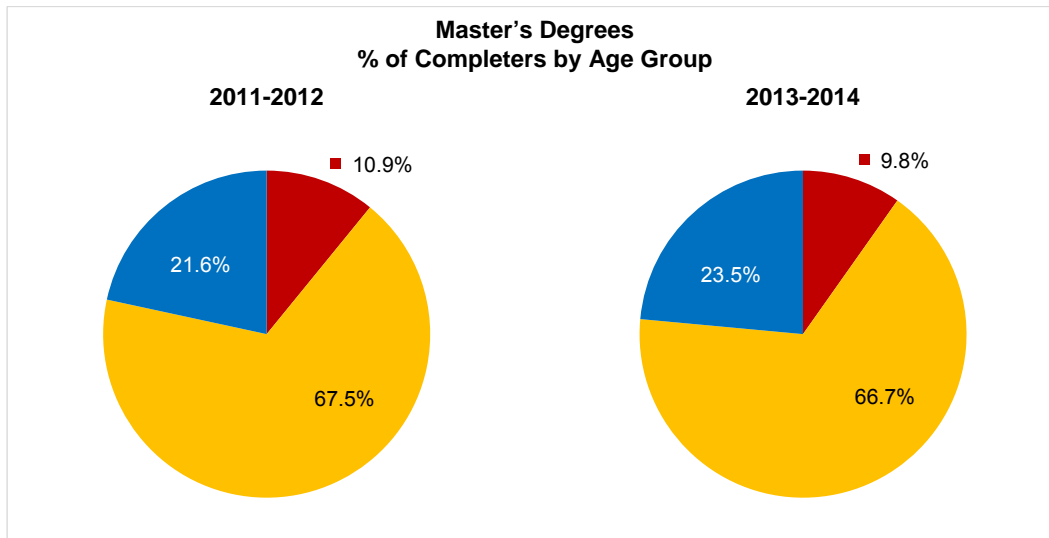
Note. The bachelor's degree category does not include postbaccalaureate certificates.

## COMPLETERS by LEVEL by AGE GROUP



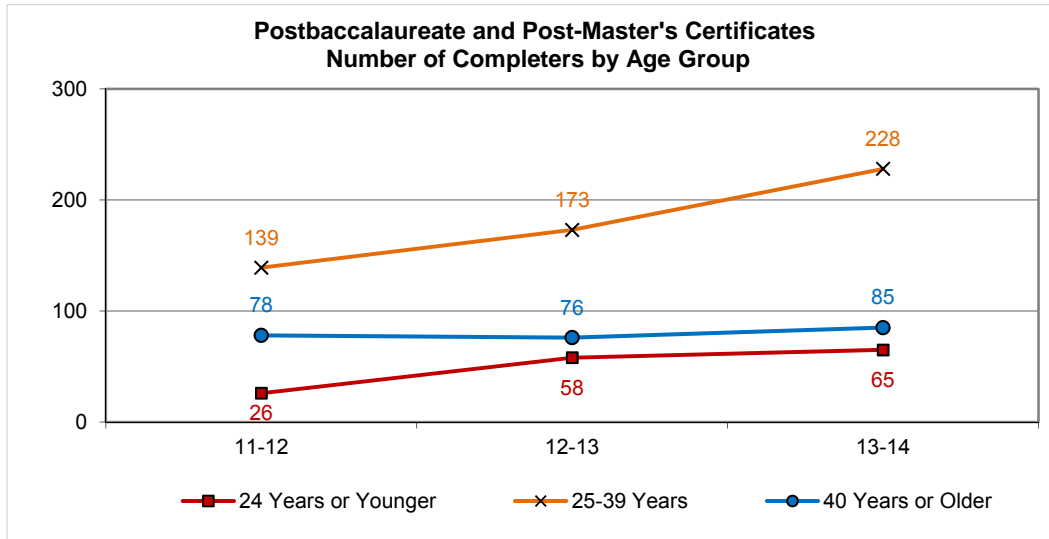
- Between 2011–12 and 2013–14, the number of completers of master's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	13–14 1-Yr	12–14 2-Yr
24 Years or Younger (■)	-9.2%	-14.3%
25-39 Years (x)	-1.7%	-5.8%
40 Years or Older (●)	3.2%	3.9%
Known Age Group by Level Total	-1.4%	-4.6%



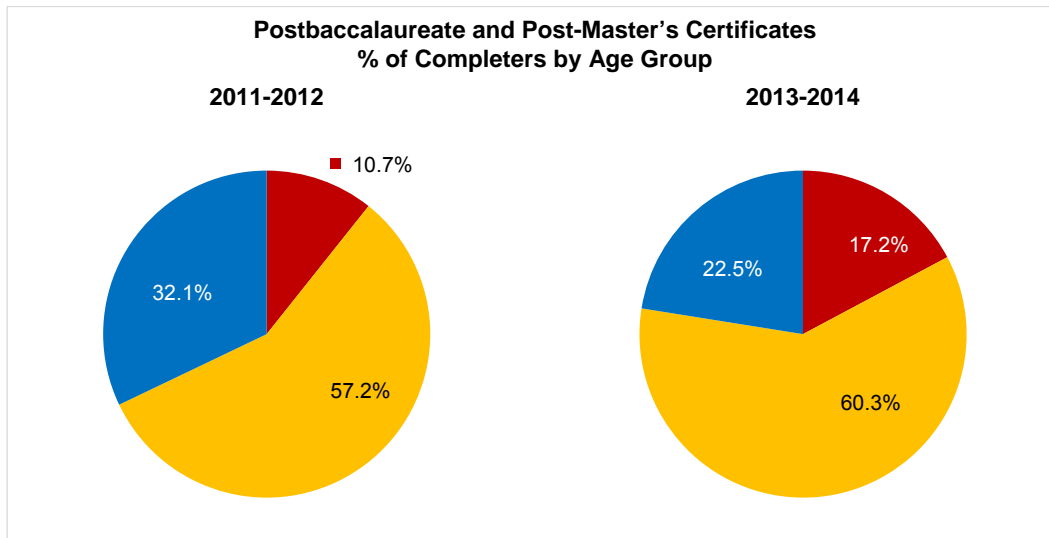
Note. The master's degree category does not include post-master's certificates.

## COMPLETERS by LEVEL by AGE GROUP

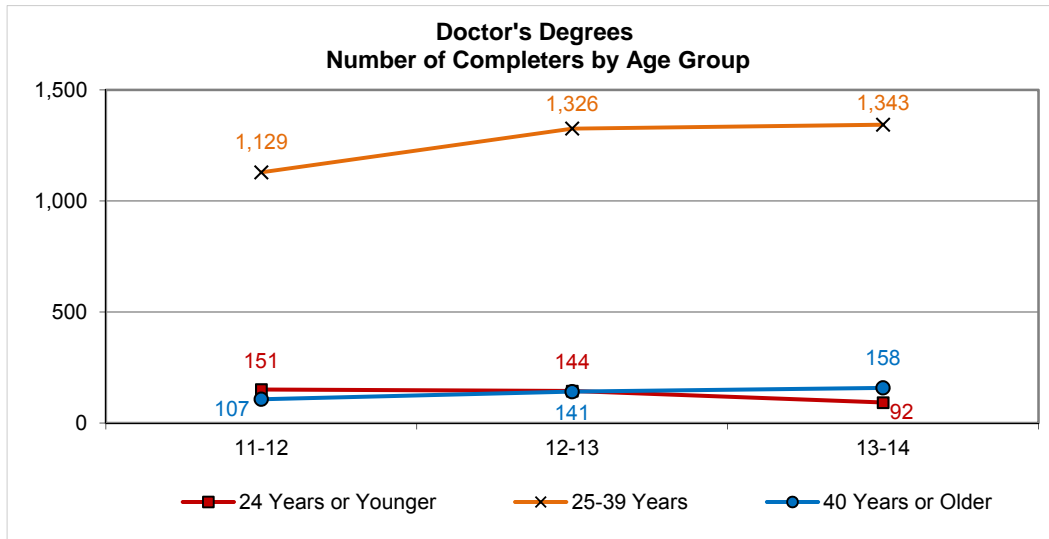


- Between 2011–12 and 2013–14, the number of completers from Nebraska's postsecondary institutions changed as follows for postbaccalaureate and post-master's certificates:

Age Group	13–14 1-Yr	12–14 2-Yr
24 Years or Younger (■)	12.1%	150.0%
25-39 Years (x)	31.8%	64.0%
40 Years or Older (●)	11.8%	9.0%
<b>Known Age Group by Level Total</b>	<b>23.1%</b>	<b>55.6%</b>

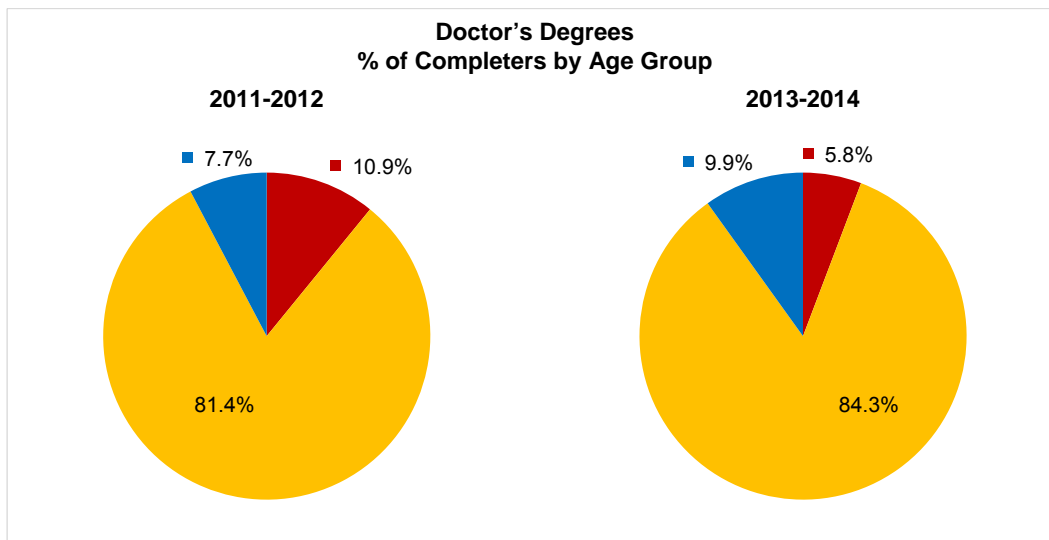


## COMPLETERS by LEVEL by AGE GROUP

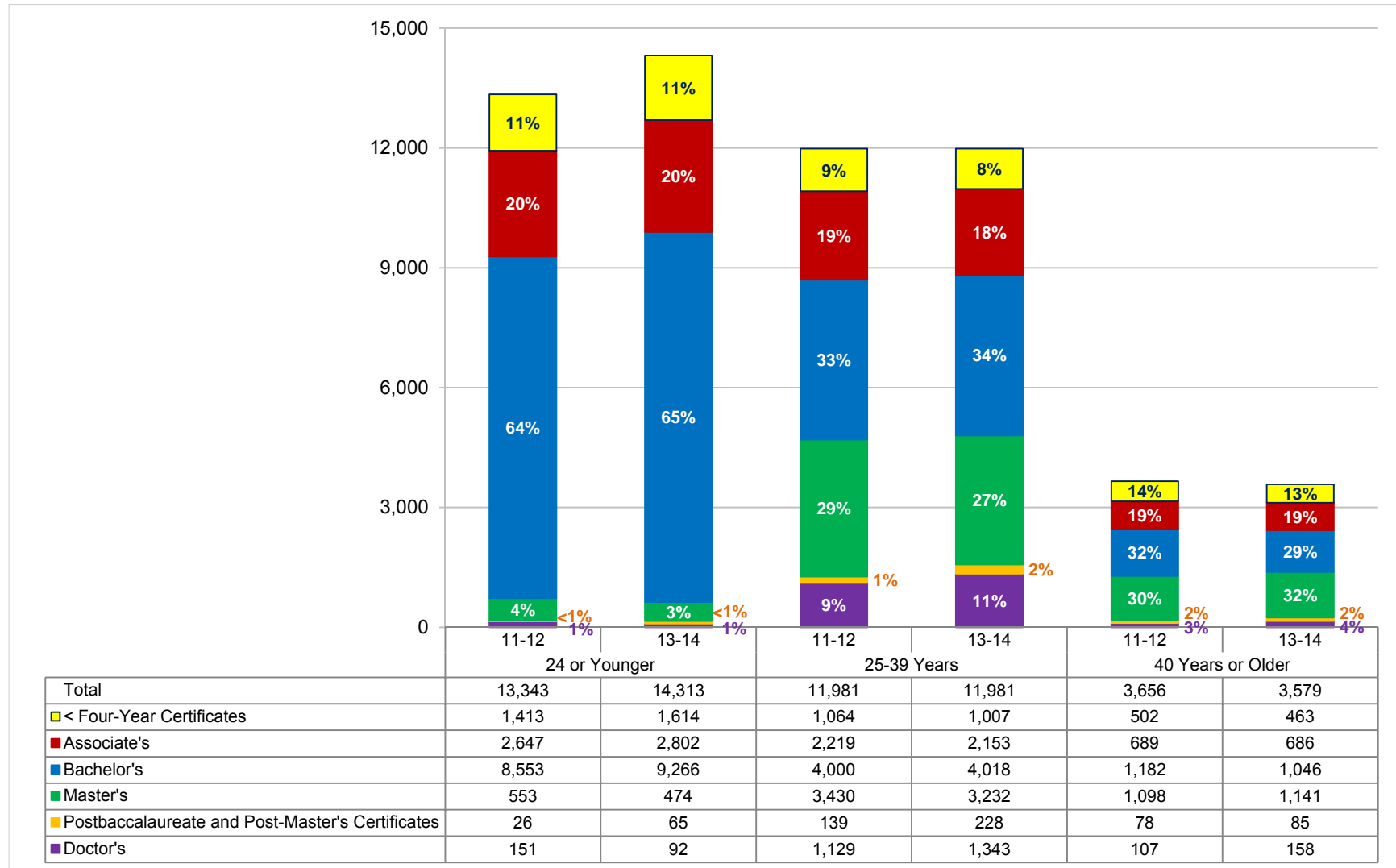


- Between 2011–12 and 2013–14, the number of completers of doctor's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	13–14 1-Yr	12–14 2-Yr
24 Years or Younger (■)	-36.1%	-39.1%
25-39 Years (x)	1.3%	19.0%
40 Years or Older (●)	12.1%	47.7%
Known Age Group by Level Total	-1.1%	14.9%



## COMPLETERS by AGE GROUP by LEVEL



Note. The bachelor's degree category does not include postbaccalaureate certificates. The master's degree category does not include post-master's certificates.



## COMPLETERS by SECTOR by LEVEL by AGE GROUP

University of Nebraska - Completers by Level by Age Group

Level / Age Group	% Change					Level / Age Group	% Change				
	11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr		11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr
<b>Less-than-Four-Year Certificates</b>						<b>Postbaccalaureate and Post-Master's Certificates</b>					
24 Years or Younger	18	0	1	N/A	-94.4%	24 Years or Younger	16	41	58	41.5%	262.5%
% 24 Years or Younger	100.0%	0.0%	100.0%			% 24 Years or Younger	10.6%	22.8%	24.7%		
25-39 Years	0	0	0	N/A	N/A	25-39 Years	98	101	141	39.6%	43.9%
% 25-39 Years	0.0%	0.0%	0.0%			% 25-39 Years	64.9%	56.1%	60.0%		
40 Years or Older	0	0	0	N/A	N/A	40 Years or Older	37	38	36	-5.3%	-2.7%
% 40 Years or Older	0.0%	0.0%	0.0%			% 40 Years or Older	24.5%	21.1%	15.3%		
<b>Associate's</b>						<b>Doctor's</b>					
24 Years or Younger	86	4	74	1750.0%	-14.0%	24 Years or Younger	54	47	35	-25.5%	-35.2%
% 24 Years or Younger	97.7%	66.7%	88.1%			% 24 Years or Younger	7.4%	5.0%	4.0%		
25-39 Years	1	2	10	400.0%	900.0%	25-39 Years	613	794	743	-6.4%	21.2%
% 25-39 Years	1.1%	33.3%	11.9%			% 25-39 Years	83.7%	84.6%	84.1%		
40 Years or Older	1	0	0	N/A	-100.0%	40 Years or Older	65	97	105	8.2%	61.5%
% 40 Years or Older	1.1%	0.0%	0.0%			% 40 Years or Older	8.9%	10.3%	11.9%		
<b>Bachelor's</b>						<b>University of Nebraska Total</b>					
24 Years or Younger	5,270	5,346	5,662	5.9%	7.4%	24 Years or Younger	5,846	5,821	6,176	6.1%	5.6%
% 24 Years or Younger	75.5%	74.2%	74.8%			% 24 Years or Younger	56.8%	55.0%	56.7%		
25-39 Years	1,531	1,658	1,691	2.0%	10.5%	25-39 Years	3,838	4,049	4,032	-0.4%	5.1%
% 25-39 Years	21.9%	23.0%	22.3%			% 25-39 Years	37.3%	38.2%	37.0%		
40 Years or Older	175	199	217	9.0%	24.0%	40 Years or Older	609	723	694	-4.0%	14.0%
% 40 Years or Older	2.5%	2.8%	2.9%			% 40 Years or Older	5.9%	6.8%	6.4%		
<b>Master's</b>											
24 Years or Younger	402	383	346	-9.7%	-13.9%						
% 24 Years or Younger	17.3%	16.9%	16.3%								
25-39 Years	1,595	1,494	1,447	-3.1%	-9.3%						
% 25-39 Years	68.5%	65.9%	68.0%								
40 Years or Older	331	389	336	-13.6%	1.5%						
% 40 Years or Older	14.2%	17.2%	15.8%								

## **COMPLETERS by SECTOR by LEVEL by AGE GROUP**

*Nebraska State College System - Completers by Level by Age Group*

Level / Age Group	% Change					Level / Age Group	% Change				
	11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr		11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr
<b>Bachelor's</b>						<b>Postbaccalaureate and Post-Master's Certificates</b>					
24 Years or Younger	672	815	832	2.1%	23.8%	24 Years or Younger	0	0	0	N/A	N/A
% 24 Years or Younger	61.4%	68.7%	66.6%			% 24 Years or Younger	0.0%	0.0%	0.0%		
25-39 Years	321	294	320	8.8%	-0.3%	25-39 Years	3	2	5	150.0%	66.7%
% 25-39 Years	29.3%	24.8%	25.6%			% 25-39 Years	23.1%	28.6%	35.7%		
40 Years or Older	101	77	98	27.3%	-3.0%	40 Years or Older	10	5	9	80.0%	-10.0%
% 40 Years or Older	9.2%	6.5%	7.8%			% 40 Years or Older	76.9%	71.4%	64.3%		
<b>Master's</b>						<b>Nebraska State College System Total</b>					
24 Years or Younger	13	24	22	-8.3%	69.2%	24 Years or Younger	685	839	854	1.8%	24.7%
% 24 Years or Younger	3.1%	6.5%	5.2%			% 24 Years or Younger	45.0%	53.6%	50.6%		
25-39 Years	301	268	315	17.5%	4.7%	25-39 Years	625	564	640	13.5%	2.4%
% 25-39 Years	72.5%	72.0%	74.5%			% 25-39 Years	41.1%	36.0%	37.9%		
40 Years or Older	101	80	86	7.5%	-14.9%	40 Years or Older	212	162	193	19.1%	-9.0%
% 40 Years or Older	24.3%	21.5%	20.3%			% 40 Years or Older	13.9%	10.4%	11.4%		

Note. The Nebraska state colleges do not confer less-than-four-year certificates, associate's degrees or doctor's degrees.

## **COMPLETERS by SECTOR by LEVEL by AGE GROUP**

### *Nebraska Community Colleges - Completers by Level by Age Group*

Level / Age Group	% Change					Level / Age Group	% Change				
	11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr		11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr
<b>Less-than-Four-Year Certificates</b>						<b>Nebraska Community Colleges Total</b>					
24 Years or Younger	804	1,004	1,123	11.9%	39.7%	24 Years or Younger	3,094	3,409	3,599	5.6%	16.3%
% 24 Years or Younger	43.1%	43.1%	50.7%			% 24 Years or Younger	47.5%	47.5%	51.4%		
25-39 Years	665	858	687	-19.9%	3.3%	25-39 Years	2,444	2,717	2,428	-10.6%	-0.7%
% 25-39 Years	35.6%	36.8%	31.0%			% 25-39 Years	37.6%	37.8%	34.7%		
40 Years or Older	398	469	404	-13.9%	1.5%	40 Years or Older	969	1,055	970	-8.1%	0.1%
% 40 Years or Older	21.3%	20.1%	18.2%			% 40 Years or Older	14.9%	14.7%	13.9%		
<b>Associate's</b>											
24 Years or Younger	2,290	2,405	2,476	3.0%	8.1%						
% 24 Years or Younger	49.4%	49.6%	51.8%								
25-39 Years	1,779	1,859	1,741	-6.3%	-2.1%						
% 25-39 Years	38.3%	38.3%	36.4%								
40 Years or Older	571	586	566	-3.4%	-0.9%						
% 40 Years or Older	12.3%	12.1%	11.8%								

Note. Nebraska's community colleges do not confer bachelor's degrees, master's degrees, post-baccalaureate or post-master's certificates or doctor's degrees.

## COMPLETERS by SECTOR by LEVEL by AGE GROUP

Nebraska Independent Institutions - Completers by Level by Age Group

Level / Age Group	% Change					Level / Age Group	% Change				
	11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr		11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr
<b>Less-than-Four-Year Certificates</b>						<b>Postbaccalaureate and Post-Master's Certificates</b>					
24 Years or Younger	18	14	30	114.3%	66.7%	24 Years or Younger	10	17	7	-58.8%	-30.0%
% 24 Years or Younger	27.7%	37.8%	39.0%			% 24 Years or Younger	12.7%	14.2%	5.5%		
25-39 Years	32	16	36	125.0%	12.5%	25-39 Years	38	70	81	15.7%	113.2%
% 25-39 Years	49.2%	43.2%	46.8%			% 25-39 Years	48.1%	58.3%	63.3%		
40 Years or Older	15	7	11	57.1%	-26.7%	40 Years or Older	31	33	40	21.2%	29.0%
% 40 Years or Older	23.1%	18.9%	14.3%			% 40 Years or Older	39.2%	27.5%	31.3%		
<b>Associate's</b>						<b>Doctor's</b>					
24 Years or Younger	75	94	125	33.0%	66.7%	24 Years or Younger	97	97	57	-41.2%	-41.2%
% 24 Years or Younger	42.4%	51.6%	46.0%			% 24 Years or Younger	14.8%	14.4%	8.0%		
25-39 Years	88	69	127	84.1%	44.3%	25-39 Years	516	532	600	12.8%	16.3%
% 25-39 Years	49.7%	37.9%	46.7%			% 25-39 Years	78.8%	79.0%	84.5%		
40 Years or Older	14	19	20	5.3%	42.9%	40 Years or Older	42	44	53	20.5%	26.2%
% 40 Years or Older	7.9%	10.4%	7.4%			% 40 Years or Older	6.4%	6.5%	7.5%		
<b>Bachelor's</b>						<b>Nebraska Independent Institutions Total</b>					
24 Years or Younger	2,563	2,523	2,736	8.4%	6.7%	24 Years or Younger	2,901	2,860	3,061	7.0%	5.5%
% 24 Years or Younger	46.7%	45.7%	51.1%			% 24 Years or Younger	33.0%	32.6%	34.7%		
25-39 Years	2,069	1,989	1,932	-2.9%	-6.6%	25-39 Years	4,264	4,180	4,231	1.2%	-0.8%
% 25-39 Years	37.7%	36.0%	36.1%			% 25-39 Years	48.5%	47.6%	48.0%		
40 Years or Older	861	1,007	691	-31.4%	-19.7%	40 Years or Older	1,625	1,739	1,523	-12.4%	-6.3%
% 40 Years or Older	15.7%	18.2%	12.9%			% 40 Years or Older	18.5%	19.8%	17.3%		
<b>Master's</b>											
24 Years or Younger	138	115	106	-7.8%	-23.2%						
% 24 Years or Younger	5.9%	5.1%	4.7%								
25-39 Years	1,521	1,504	1,455	-3.3%	-4.3%						
% 25-39 Years	65.5%	66.9%	64.1%								
40 Years or Older	662	629	708	12.6%	6.9%						
% 40 Years or Older	28.5%	28.0%	31.2%								

## COMPLETERS by SECTOR by LEVEL by AGE GROUP

Nebraska For-Profit/Career Schools - Completers by Level by Age Group

Level / Age Group	% Change					Level / Age Group	% Change				
	11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr		11-12	12-13	13-14	13-14 1-Yr	12-14 2-Yr
<b>Less-than-Four-Year Certificates</b>						<b>Master's</b>					
24 Years or Younger	573	511	460	-10.0%	-19.7%	24 Years or Younger	0	0	0	N/A	N/A
% 24 Years or Younger	55.7%	53.4%	58.1%			% 24 Years or Younger	0.0%	0.0%	0.0%		
25-39 Years	367	375	284	-24.3%	-22.6%	25-39 Years	13	23	15	-34.8%	15.4%
% 25-39 Years	35.7%	39.2%	35.9%			% 25-39 Years	76.5%	74.2%	57.7%		
40 Years or Older	89	71	48	-32.4%	-46.1%	40 Years or Older	4	8	11	37.5%	175.0%
% 40 Years or Older	8.6%	7.4%	6.1%			% 40 Years or Older	23.5%	25.8%	42.3%		
<b>Associate's</b>						<b>Postbaccalaureate and Post-Master's Certificates</b>					
24 Years or Younger	196	197	127	-35.5%	-35.2%	24 Years or Younger	0	0	0	N/A	N/A
% 24 Years or Younger	30.2%	31.5%	25.3%			% 24 Years or Younger	0.0%	0.0%	0.0%		
25-39 Years	351	337	275	-18.4%	-21.7%	25-39 Years	0	0	1	N/A	N/A
% 25-39 Years	54.0%	53.8%	54.8%			% 25-39 Years	0.0%	0.0%	100.0%		
40 Years or Older	103	92	100	8.7%	-2.9%	40 Years or Older	0	0	0	N/A	N/A
% 40 Years or Older	15.8%	14.7%	19.9%			% 40 Years or Older	0.0%	0.0%	0.0%		
<b>Bachelor's</b>						<b>Nebraska For-Profit/Career Schools Total</b>					
24 Years or Younger	48	30	36	20.0%	-25.0%	24 Years or Younger	817	738	623	-15.6%	-23.7%
% 24 Years or Younger	27.9%	28.6%	23.8%			% 24 Years or Younger	43.7%	42.9%	42.3%		
25-39 Years	79	56	75	33.9%	-5.1%	25-39 Years	810	791	650	-17.8%	-19.8%
% 25-39 Years	45.9%	53.3%	49.7%			% 25-39 Years	43.4%	46.0%	44.2%		
40 Years or Older	45	19	40	110.5%	-11.1%	40 Years or Older	241	190	199	4.7%	-17.4%
% 40 Years or Older	26.2%	18.1%	26.5%			% 40 Years or Older	12.9%	11.1%	13.5%		

Note. Nebraska's for-profit/career schools do not confer doctor's degrees.