
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

April 27, 2017

Fremont Area Center

Fremont, Nebraska

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.

Public notice of meeting

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON APRIL 27, 2017. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

CAROL ZINK, CHAIR

Meeting called to order at 8:34 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Carol Zink called the meeting to order at 8:34 a.m. and asked for introductions.

Commissioners Present

Colleen Adam
Gwenn Aspen
Dr. John Bernthal
Mary Lauritzen

Dwayne Probyn
W. Scott Wilson
Carol Zink

Commissioners Absent

Dr. Deborah Frison
Dr. Ron Hunter

Dr. Joyce Simmons

Commission Staff Present

Dr. Michael Baumgartner
Dr. Kathleen Fimple
Jason Keese

J. Ritchie Morrow
Helen Pope
Gary Timm

WELCOME

Randy Schmailzl, President of Metropolitan Community College, welcomed Commissioners, staff, and guests to the Fremont Area Center. The Fremont Area Center building is the former junior high school that Metropolitan

*Randy Schmailzl, Metropolitan
Community College*

Community College purchased and remodeled. It is currently being utilized for career academies in IT as a data training center for IBM. There is also a health career academy, and MCC offers welding classes at the Fremont high school. Later this year a diesel mechanics academy will begin with assistance from local industries. He noted the community has been very responsive, and the center meets the demands of the community and region. Commissioner Wilson inquired as to progress of the MCC Fort Omaha campus construction project. Mr. Schmailzl commented that the three buildings -- careers and academic skills building, construction education building, and center for applied and emerging technology -- are ahead of schedule and under budget.

Todd Hansen, MCC Fremont Area Center

Todd Hansen, a Fremont native and Executive Director of the Fremont Area Center, in response to a question from Commissioner Adam, stated there are 200-300 credit and non-credit students at the Fremont Area Center. The center offers EMT/paramedic classes and academies so students can start in Fremont and finish their training in Omaha.

David Ludwig, Educational Service Unit Coordinating Council

PRESENTATIONS

David Ludwig, Executive Director, Educational Service Unit Coordinating Council (ESUCC), gave an overview of the ESUCC and his role. The Nebraska Educational Service Unit Coordinating Council was created in statute to coordinate the activities of Nebraska's 17 Educational Service Units. The ESUCC was created by LB 603 in 2007 and officially came into existence on July 1, 2008. Through strategic planning with the Nebraska Department of Education and school districts, they are preparing for the future. They provide statewide strategic planning for efficiencies, cost-effectiveness, and equitable delivery of services across the state to 245 school districts, 22,000 teachers, and 307,000 students. The Coordinating Council meets on a monthly basis, and within the ESUCC there are several sub-groups that have their own vision and tasks: Staff Development (SDA); Teaching and Learning with Technology (TLT); ESPD, which is for special populations, and Network Operations (NOC). They work together to provide more efficiency with available resources at all levels of education, including postsecondary education. Mr. Ludwig answered Commissioners' questions.

Beth Kabes, Educational Service Unit Coordinating Council

Beth Kabes, BlendED/Distance Education Director for ESUCC, gave a presentation via Zoom software on how blended learning combines face-to-face/distance classroom methods with online participation and delivery. Students or parents can search a clearinghouse for programs and courses as well as participate in virtual fieldtrips. The BlendED initiative is supported by the Educational Service Units, Nebraska Department of Education, and school administrators. Ms. Kabes answered questions from the Commissioners.

*Minutes of March 16, 2017,
Commission Meeting approved with
suggested comment*

MINUTES OF MARCH 16, 2017, COMMISSION MEETING

Commissioner Bernthal proposed an additional comment be added to the March 16, 2017, minutes. On page 5 in discussion of National American University adding programs in order to take students from

the closed Wright Career College, it should state that Wright Career College students were in danger of losing credits from their entire semester due to the school closing near the end of the semester. Commissioner Wilson moved that the March 16, 2017, minutes be approved with Commissioner Bernthal's suggested addition. Commissioner Aspen seconded the motion. A roll call vote was taken. Commissioner Lauritzen abstained. The remaining six Commissioners present voted yes. The motion carried.

CHAIR'S REPORT

Chair Zink mentioned absent Commissioners

Chair Zink noted that Commissioners Hunter, Frison, and Simmons were not able to attend the meeting.

Chair Zink appointed nominating committee

Chair Zink appointed Commissioners Lauritzen, Adam, and Bernthal to the nominating committee, with Commissioner Lauritzen acting as chair. The nominating committee is responsible for submitting a slate of nominations at the June 15 Commission meeting for chair, vice chair, and two additional members making up the Executive Committee. Commission officers will serve July 1, 2017, through June 30, 2017,

Commissioner Lauritzen will act as interim chair of APC in Commissioner Frison's absence

Chair Zink stated that in Commissioner Frison's absence, Commissioner Lauritzen will act as interim chair of the Academic Programs Committee.

Chair Zink commented that Todd Hansen will provide a tour of the facility following the Commission meeting.

Gary Timm presented the third quarter budget report

EXECUTIVE DIRECTOR'S REPORT

Dr. Michael Baumgartner, Executive Director, introduced Gary Timm, Chief Finance & Administrative Officer, who presented the third quarter budget report. Mr. Timm gave a brief overview of Administrative Funds indicating adjustments that were made due to recent changes to State appropriations. The main area of adjustment was not filling the data analyst position. Expenditures have been made through June 30 with no further reductions needed at this time. Mr. Timm reported that the payout of \$4 million each has been made to UNMC Dental College and Creighton University Dental College for the Oral Health Training and Services Fund. The Nebraska Opportunity Grant (NOG) balance has been obligated to the institutions and upon submission of request for reimbursement will be disbursed. The Access College Early (ACE) Scholarship funds are ready to be paid, pending institutions identifying students passing their courses. Mr. Timm noted this is the last year for the federal Improving Teacher Quality (ITQ) Grant, with remaining funds being spent throughout the next fiscal year. Three distributions have been made to community colleges from the Community College Gap Assistance Program, with the fourth distribution in June. Based on the Nebraska Lottery funding received to date approximately \$200,000 will be collected above the current spending authority limit.

Jason Keese reviewed Legislative bills of interest

Jason Keese, Public Information & Special Projects Coordinator, presented the Commissioners with a 2017 Legislative directory. Mr. Keese gave a brief

update on LB 512 and LB 242. LB 512, which is nearing passage, establishes a fund that would be used to reimburse students attending a for-profit institution that goes out of business. LB 242, which appropriates \$400,000 each year of the biennium for the University of Nebraska to partner with the Department of Corrections to offer behavioral health students clinical rotations at correctional facilities, has been incorporated into LB 327, the budget bill. Mr. Keese answered the Commissioners' questions.

J. Ritchie Morrow provided FAFSA update

Dr. Baumgartner asked J. Ritchie Morrow, Financial Aid Officer, to give an update on FAFSA (Free Application for Federal Student Aid) and the FAFSA Completion Initiative. Mr. Morrow presented a handout and gave a brief history of the FAFSA Completion Initiative. Mr. Morrow stated that he works with high school counselors and has been able to track the use of FAFSA for three years. Turning to federal news affecting FAFSA completion, in order to eliminate errors, a process called data retrieval has been in place in which parents and students could access tax information through the Internal Revenue Service (IRS) and have it transferred directly into the FAFSA application. Recently the Department of Education and the IRS stopped access to data retrieval due to a breach in the system. They are in the process of strengthening security and the hope is to have data retrieval fixed by October 2017 when applications for the 2018-2019 school year can be submitted.

Dr. Baumgartner discussed budget

Dr. Baumgartner reported the Appropriations Committee's amendment to the initial budget added back some funding for the Commission that was originally removed. He gave an update on the current revenue forecast, and thanked Commissioners Aspen and Zink for meeting with Senators.

Dr. Baumgartner reported attending Chancellor Green's installation

Chair Zink and Dr. Baumgartner attended UNL Chancellor Ronnie Green's installation on April 6.

Dr. Baumgartner speaks about tour and meeting at Metropolitan Community College

On April 19, Dr. Baumgartner met with Mr. Schmailzl and toured the Fort Omaha Campus at Metropolitan Community College. He commented that the three new buildings are an impressive addition to the campus.

Dr. Baumgartner discussed several organizations he has met with

Dr. Baumgartner stated he has been meeting with a number of organizations in the Omaha area that relate closely to the work of the CCPE. Avenue Scholars works with low-income high school students who are preparing for further education at Metropolitan Community College in technical careers. College Possible contacted the CCPE after an article about the Progress Report was published in the Omaha World-Herald. They help students visit colleges, complete the FAFSA, and stay enrolled in college. The Latino Center of the Midlands has a new Executive Director and works with adult English language learners, students who are pursuing GED, and students with attendance issues.

Dr. Baumgartner announced Ben Civics' departure

Dr. Baumgartner announced that Ben Civic, Occupational Education Specialist, is leaving the Commission to pursue a position with the U.S. Citizenship and Immigration Services. Mr. Civic has done an outstanding job for the Commission and will be missed. Chair Zink added that the

Commissioners would like to thank Mr. Civic for his service to the Commission.

Public Comment on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

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

Chair Zink called for a break at 9:46 a.m. The meeting resumed at 10:00 a.m.

Public Hearing on Academic Programs Committee Items

Dr. Tom McDonnell and Dr. Chuck Chevalier, Metropolitan Community College

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Tom McDonnell, Vice President for Academic Affairs, and Dr. Chuck Chevalier, Dean of English at Metropolitan Community College, came forward to support the Creative Writing Associate of Arts degree program proposal and to answer any questions.

Dr. Jody Kupper, Nebraska State College System

Dr. Steven Elliott, Wayne State College

Dr. Jody Kupper, Vice Chancellor, Academic Planning & Partnerships, Nebraska State College System, came forward in support of and to discuss the proposed Wayne State College Special Education (MSEd) program. She noted that Dr. Steven Elliott, Vice President for Academic Affairs at Wayne State College, was also available to answer questions the Commissioners may have.

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

Commissioner Lauritzen acknowledged APC committee

ACADEMIC PROGRAMS COMMITTEE

Commissioner Lauritzen, interim Academic Programs Committee chair, introduced Dr. Kathleen Fimple, Academic Programs Officer, to present the proposals.

Embry-Riddle Aeronautical University

Dr. Fimple presented the proposal

Embry-Riddle Aeronautical University – Application to Renew a Recurrent Authorization to Operate

Dr. Fimple presented the proposal, noting that the majority of students at Embry-Riddle's Nebraska location are military. An aeronautics institution, they have adequate faculty and are in good financial shape. There were no concerns about the proposal from the committee.

Commissioner Lauritzen read the committee recommendation.

APC Committee recommendation

Committee Recommendation: Approve the renewal of the authorization to operate.

Institution:

Embry-Riddle Aeronautical University

Owner:

Embry-Riddle Aeronautical University Board of Directors

Level of authorization: Authorized to offer one or more complete degree programs at the associate, baccalaureate, and master's levels, limited to associate and baccalaureate programs in aviation maintenance, aeronautics, and technical management, and to the Master of Aeronautical Science.

Length of authorization: Five years (valid through May 31, 2022)

Reporting requirements: Annual reports are required in a form provided by the Commission. The next report is due May 1, 2018.

Embry-Riddle Aeronautical University Application to Renew a Recurrent Authorization to Operate approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve Embry-Riddle Aeronautical University's proposal to Renew a Recurrent Authorization to Operate. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

Omaha School of Massage & Healthcare of Herzing University

Commissioner Lauritzen and Dr. Fimple presented the proposal

Omaha School of Massage & Healthcare of Herzing University – Application to Renew a Recurrent Authorization to Operate

Commissioner Lauritzen and Dr. Fimple presented the program proposal. Commissioner Lauritzen commented that there is a closing/teach-out policy statement included in the proposal regarding Herzing University closing its ground program offerings in Nebraska at the end of 2017. Dr. Fimple noted there are a significant number of students graduating from Herzing's massage program. Herzing has indicated that all continuing students scheduled to graduate in 2017 will complete their program of study. Dr. Fimple stated that just in case there were circumstances that caused students to not complete their programs, the Committee recommended authorization to operate for one year.

Steve Carper, Omaha School of Massage & Healthcare of Herzing University

Steve Carper, Omaha Campus President and Academic Dean at the Omaha School of Massage & Healthcare of Herzing University, stated there are two other massage schools in Omaha, and he is communicating with the Herzing University home office, but at this point there is no definite future plan for Omaha School of Massage.

Committee Recommendation: Approve the renewal of the authorization to operate.

APC Committee recommendation

Institution: Omaha School of Massage and Healthcare of Herzing University

Owner: Herzing University, Ltd.

Level of authorization: Authorized to offer one or more complete programs at a level less than associate, and at the associate and baccalaureate degree levels, limited to the diploma in medical office administration; diplomas and AS degrees in therapeutic massage, chiropractic technician, personal fitness and training, and medical billing and insurance coding; the AS in

information technology; and BS degrees in health information management, healthcare management, and health and wellness.

Length of authorization:

One year (valid through April 30, 2018)

Reporting requirements: A notification at the time of the institution's closure of the ground operations in Nebraska is required, including the status of any students who did not complete their programs during the teach-out.

*Omaha School of Massage &
Healthcare of Herzing University
Proposal to Renew a Recurrent
Authorization to Operate approved*

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve Omaha School of Massage & Healthcare of Herzing University's proposal to Renew a Recurrent Authorization to Operate. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

*2016-2017 Summary of Institutions
Reauthorized or Seeking
Reauthorization*

2016-2017 Summary of Institutions Reauthorized or Seeking Reauthorization

Dr. Fimple discussed the summary

Dr. Fimple provided a summary of institutions reauthorized or seeking reauthorization in 2016-2017, including institutions with a temporary extension and those who chose not to seek reauthorization.

Wayne State College

Wayne State College – Proposal for a New Instructional Program – Special Education (MSEd)

Dr. Fimple presented the proposal

Dr. Fimple presented the program proposal, stating there is a need in the state for more teachers with special education endorsements. Contributing factors in determining need include teacher burn-out, unwillingness to teach in rural and isolated areas of the state, not remaining in the state after completing a degree, and schools requiring more than one special education teacher. Wayne State College has proposed an online program for those seeking an advanced degree in special education to help alleviate the unfilled/unendorsed shortage in the state. Dr. Fimple commented one concern of the Academic Programs Committee was that while this would be the only academic program at the Nebraska State Colleges, there are online degrees in special education available at other Nebraska institutions.

Commissioner comments and discussion included recognizing that offering another online program does not necessarily mean the unfilled need will be met, other institutions offering special education degrees, looking at education holistically due to limited state funding, and duplication of online programs.

Dr. Elliott and Dr. Kupper

Dr. Elliott and Dr. Kupper answered Commissioners' questions.

Commissioner Lauritzen read the committee's comments, which indicate why the committee decided not to make a recommendation without the full Commission's review and consideration.

*APC Committee comment and
recommendation*

Committee Comment: There is an information gap that makes determination of need as well as unnecessary duplication difficult. There is a substantial number of special education endorsements added to teaching

certificates each year. Yet superintendents and other administrators consistently report a lack of special education teachers, and the Teacher Vacancy Survey Report substantiates those statements. For whatever reason, there are positions unfilled or filled by teachers not endorsed in special education and that clearly reflects a need for teachers in some schools.

The cost to initiate the program is relatively small and it could result in a significant benefit to the state. It is expected to be self-supporting at a minimum and would likely yield increased revenue from out-of-state students. However, there are other online master's degrees in special education offered by public institutions in Nebraska.

Committee Recommendation: Forward to the full Commission for consideration and review without a recommendation.

First Program Review Date: Due June 30, 2022.

Wayne State College proposal for a New Instructional Program – Special Education (MSEd) approved unless another action takes place within 90 days

Commissioner Lauritzen moved to approve Wayne State College's proposal for a New Instructional Program – Special Education (MSEd). Commissioner Wilson seconded the motion. A roll call vote was taken. Five Commissioners voted yes, two Commissioners voted no. The motion needed the concurrence of a majority of the members, not simply a majority of the quorum. (Neb. Rev. Stat. § 85-1409(2)). With only five favorable votes the motion did not carry, but by statute the program will stand approved unless another action, such as a special meeting, takes place within 90 days of the submission of the program to the Commission, which was February 21, 2017. This program will stand approved ninety days from the date of the program's submission, which is May 22, 2017, unless the Commission holds a special meeting to disapprove the program prior to that date.

Dr. Baumgartner read the statute to clarify when a majority of members, not quorum is required when voting

Dr. Baumgartner read the statute to clarify there are three ways to move forward. One is to make a motion to disapprove the program, one is to let the motion stay at the vote of 5 to 2, and the other would be for the Chair or three Commissioners to call a meeting within 90 days of the program's submission for a vote to approve or disapprove the program.

Commissioner Probyn made a motion to disapprove the Wayne State College proposal. No second, the motion died

Commissioner Probyn made a motion to disapprove Wayne State College's proposal for a New Instructional Program – Special Education (MSEd). The motion died for lack of a second.

Dr. Baumgartner will send Commissioners a summary of the Wayne State College proposal discussion via email following meeting

Chair Zink stated that for the benefit of the Commissioners not present today, Dr. Baumgartner will send an email to all Commissioners stating a summary of the discussion, the options that are available if a special meeting would be called, and the 90-day date at which the WSC program would be approved if no other action is taken. Chair Zink noted this is an important issue and for the sake of full disclosure it is important all Commissioners be aware of the options.

Metropolitan Community College

Commissioner Lauritzen and Dr. Fimple presented the proposal

Dr. Tom McDonnell comments

Commissioner Bernthal made a motion to amend the proposal

Discussion regarding conditions on the approval of a program

Commissioner Bernthal withdrew his motion

Commissioner Bernthal made a new motion to amend the proposal by adding comment. The motion carried

Metropolitan Community College Proposal for a New Instructional Program – Creative Writing (AA) approved as amended

Metropolitan Community College – Proposal for a New Instructional Program – Creative Writing (AA)

Commissioner Lauritzen and Dr. Fimple presented the program proposal. The program would prepare students for work as a creative writer having been trained in poetry, fiction, and creative non-fiction. Dr. Fimple noted two surveys done indicated a positive response and demand for the program. Dr. McDonnell added that students obtaining the AA in Creative Writing and transferring to a four-year institution will be filling workplace positions not only in editorial fields, but in fields such as marketing and public relations. He noted that transfer agreements with four-year institutions in the Omaha area have been initiated and once finalized will be expanded to other areas of the state.

Commissioner Bernthal made a motion to amend the proposal with a condition that one college or university have an articulation agreement in place with Metropolitan Community College prior to initiation of the creative writing program. Commissioner Probyn seconded the motion.

Discussion followed the motion questioning if the Commission can place conditions on the approval of a program. Commissioner Adam commented that the Commission should not govern a community college's program by adding conditions on to it. The Commission can either approve or disapprove a program. Placing a condition onto the proposal is beyond the scope of coordinating boundaries. Commissioner Aspen added there is a great need for creative writing in the Omaha area, and she would like to see the program approved or disapproved on its face value. Commissioner Bernthal commented that the success of this program may be determined by the possibility of a cooperative arrangement with a four-year college or university.

Commissioner Bernthal withdrew his motion, noting he would strongly encourage an articulation agreement be in place for the creative writing program. Commissioner Probyn withdrew his second to the motion.

Commissioner Bernthal made a motion to amend the proposal by adding a comment to the initial recommendation that states the Commission strongly recommends Metropolitan Community College develop an articulation agreement with at least one in-state four-year institution for the New Instructional Program – Creative Writing (AA). Commissioner Probyn seconded the motion. A roll call vote was taken. Commissioners Adam and Wilson voted no. The remaining five Commissioners voted yes. The motion carried.

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve Metropolitan Community College's proposal for a New Instructional Program – Creative Writing (AA) as amended. A roll call vote was taken. All Commissioners present voted yes. The motion carried.

National American University

Dr. Fimple presented the proposal

Cathie Ogdie and Michael Trump,
National American University

APC committee recommendation

National American University
application to Modify a Recurrent
Authorization to Operate – Medical
Assisting (diploma) approved

2015-2016 Existing Program Review

National American University - Application to Modify a Recurrent Authorization to Operate – Medical Assisting (diploma)

Dr. Fimple presented the program proposal, indicating this is an application to modify a recurrent authorization to operate, as the renewal for the institution to continue to operate in the state for five years was approved at the March 2017 Commission meeting. Although NAU noted there was sufficient funding for operations and capital expenditures for the near future, the past six month loss, decline in enrollment, and decrease in the composite score suggest there should be concern over its financial stability. By offering a diploma in medical assisting, students could enter the field in less time with less cost. With the earlier exit point, the goal is to increase the number of graduates and get them into the workforce. Cathie Ogdie, Associate Dean, College of Health and Sciences, and Michael Trump, Associate General Counsel from National American University, answered Commissioners' questions.

Committee Recommendation: **Approve the modification to the recurrent authorization to operate for National American University to include the diploma in medical assisting.**

Reporting Requirements: Commission rules require annual reporting. National American University's next annual report is due March 1, 2018.

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve National American University's proposal to Modify a Recurrent Authorization to Operate – Medical Assisting (diploma). A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

2015-2016 Existing Program Review

Dr. Fimple discussed the existing program table and the Commission thresholds.

University of Nebraska-Lincoln

Electrical Engineering – BSEE, MS, PhD

Electronics Engineering (Omaha) – BS

Telecommunications Engineering (Omaha) – MS

Mechanical Engineering & Applied Mechanics – BSME, MS, PhD

Civil Engineering – BSCE (Lincoln), BSCE (Omaha), MS, PhD

Chemical Engineering – BSCH, MS

Chemical & Biomolecular Engineering – PhD

Construction Engineering Technology – BS

Construction Engineering – BS (Lincoln), BS (Omaha)

Construction Engineering & Management – MS

Architectural Engineering (Omaha) – BS, MS, MAE, PhD

Construction Management – BSCM (Lincoln), BSCM (Omaha)

Engineering – MEM, PhD

Environmental Engineering – MS

Agricultural Engineering – BSAE

Biological Engineering – PhD

Biological Systems Engineering – BSBS
Agricultural & Biological Systems Engineering – MS
Mechanized Systems Management – BSMS, MS
Fisheries and Wildlife – BSFW
Water Science – BSWS
Natural Resource Sciences – MS, PhD
Grazing Livestock Systems – BSGL

University of Nebraska-Lincoln

Dr. Fimple presented the proposal

University of Nebraska-Lincoln - Grassland Ecology & Management – BSGE

Dr. Fimple noted this is a program requiring additional review. She presented a document from Steven Waller, Dean of the College of Agricultural Sciences and Natural Resources, indicating evidence of demand, need, and efficiency of the Grassland Ecology & Management Program. The information provided does not indicate student demand and that is why the recommendation includes a report. Commissioner Lauritzen stated the recommended action is to continue the program with a report on demand for the program due September 30, 2019.

*University of Nebraska-Lincoln
Grassland Ecology & Management
– BSGE approved*

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln – Grassland Ecology & Management – BSGE. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

*Reasonable and Moderate
Extensions*

Reasonable and Moderate Extensions and Name Changes

A. Reasonable and Moderate Extension

1. UNO & UNMC – 4+1 Integrated Undergraduate/Professional BS in Biology and Master of Public Health with a concentration in Environmental and Occupational Health

Name Changes

B. Name Changes

1. UNK – Center for Rural Research and Development to
Center for Entrepreneurship and Rural Development
2. UNL – College of Business Administration to
College of Business
3. UNO – Bachelor of General Studies to
Bachelor of Multidisciplinary Studies

EXECUTIVE COMMITTEE

*Approval of Staff Salary Ranges for
the 2017-2019 Biennium*

Approval of Staff Salary Ranges for the 2017-2019 Biennium

Chair Zink stated the Executive Committee, consisting of Commissioners Probyn, Bernthal, Wilson, and herself, along with Dr. Baumgartner and Mr. Timm, met on April 17 to discuss salary ranges and to bring this motion forward. Dr. Baumgartner gave a recap of the salary ranges for the 2017-2019 biennium based on current funds available in the CCPE budget.

Approval of Staff Salary Ranges for the 2017-2019 Biennium approved

Chair Zink, on behalf of the Executive Committee, moved to approve the Staff Salary Ranges for the 2017-2019 Biennium. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

Next Commission meeting is June 15, 2017

FUTURE MEETINGS

The next Commission meeting will be Thursday, June 15, 2017, at the Apothecary Building, 5th Floor North Loft, Lincoln, Nebraska

Commissioner Zink comments

COMMISSIONER COMMENTS

Chair Zink presented a Friday April 21, 2017, Wall Street Journal article titled *State Funding for Higher Education Slipped in Fiscal 2016*. The article will be scanned and emailed to all Commissioners.

Meeting adjourned at 11:58 a.m.

ADJOURNMENT

Chair Zink adjourned the meeting at 11:58 a.m.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska-Lincoln (UNL)
Program:	Sports Media and Communication
Awards:	Bachelor of Journalism
Institution's Existing Degree(s) in Same or Similar Discipline:	Bachelor of Journalism with programs in Advertising, News-Editorial, and Broadcasting
Proposal Received by Commission:	April 3, 2017
Proposed Start Date:	Upon approval from the Coordinating Commission

Description

The proposed degree program would focus on methods and techniques for communicating about a range of sports in a variety of media and contexts. The field includes reporting and writing, photojournalism, broadcast announcing, directing and producing, marketing and public relations, and social media. The program would provide a background in all areas with an opportunity to highlight one or two areas.

The program would consist of 120 semester credit hours comprised of 40 credit hours in the major including a capstone course, 30 hours of general education courses as required by UNL, 42 additional hours from the general education requirements (needed to meet programmatic accreditation), and eight elective hours. As part of the curriculum, students must complete a 36 credit hour specialization outside the department (created from courses within the last two categories previously listed so that the total for the degree doesn't exceed 120 hours).

At least four new courses would be needed. All courses would be offered on campus with some of the courses for the new major also developed for online delivery. One of the introductory level courses would be made available to high school students as part of the new Nebraska Now program that lets high school students take select UNL courses at a reduced cost. Note that these are offered solely for college credit, they are not dual credit.

The UNL College of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Accredited since 1954, the college was reaccredited in 2010 and again in 2017 following a site visit in February.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
<div style="text-align: center;">√</div>

UNL cites a PricewaterhouseCoopers 2015 report as evidence of need. The report states that the sports market in North America was expected to reach \$73.5 billion by 2019. For the first time in history, media rights are projected to surpass gate revenues.

Locally, UNL cites a statement from the Omaha World Herald that sports tech start-up companies are a highly promising part of the sports market. Nebraska is home to several sports tech start-ups, including Hudl (video-editing and sports coaching) and Opendorse (matching athletes and sponsors). Other local companies include RaceNote (software for auto racing), Powderhook (connecting sports brands with enthusiasts), and Striv.TV (helping high schools broadcast sports).

The proposal provides statistics from the U.S. Department of Labor, Bureau of Labor Statistics. Nationally, there are 1,793,700 people employed in Arts, Design, Entertainment, Sports, and Media Occupations, with a mean hourly wage of \$26.82. Employment is projected to grow 4% between 2014 and 2024, with some occupations growing much faster (e.g., 11% for film and video editors and camera operators). UNL states that about 11,060 people are employed in this category in the state of Nebraska, earning an hourly mean wage of \$19.90 (\$41,410 annually).

In addition, the proposal included letters of support from the Nebraska Press Association, the Nebraska Broadcasters Association, KETV Omaha, NET Television, UNL Marketing and Communications, and two former students. Some points about sports media noted in the letters:

- Sports media is growing (characterized as “strong” and “explosive”)
- Print media can consist of up to 50% sports coverage
- Radio stations are constantly seeking new ways to provide more sports programming
- Traditional journalism has been hit hard in the last two decades, but sports media has remained dynamic and diverse

Comments made about the proposed program include:

- Would make Nebraska recognized throughout the sports world
- Is a wise move to position students in a rich and expanding job market
- Would be a game-changer for current and future students
- Would set the University of Nebraska apart from all the rest

UNL provided documentation of the growth of sports media as a subfield of journalism and communication. The need for a program independent of a journalism major is not addressed. In addition, sports media, like other specialized fields, is included in a much broader category in labor statistics. This makes it difficult to accurately estimate the need for employees or the potential average salary.

B. Demand for the Program

High-----Low				
	√			

UNL conducted an informal survey of College of Journalism and Mass Communication majors in fall 2015. Of the 62 who responded, more than 70% (45) reported being interested in pursuing a career in sports media.

Sixty percent (37) indicated it would be helpful to major in sports media and communication as opposed to their current major, while 65% (34) said they would likely major in sports media if given the opportunity.

UNL has offered sports-related courses in the College for many years. Two years ago the College began offering an emphasis in sports communication. UNL reports that approximately 20 students have declared this option with others taking the related courses as electives. The College expects to enroll 10 new students in the fall of 2017 with some of the current students switching to the new major or declaring a second major. These estimates would result in an enrollment of 40 students in year 2 and 50 students by year 5.

The numbers may be somewhat high but do suggest that there will be sufficient demand for a viable program.

C. Avoidance of Unnecessary Duplication

High-----Low				
	✓			

There is no other program in the state in Sports Media and Communication.

UNL reports that UNK offers a sports communication major but it only includes three sport-specific courses (in sports radio, sports writing, and sports in the campus newspaper). The proposed UNL program would have six sport-specific courses with some new sports-related electives.

UNL also listed peer and Big 10 institutions with similar programs. Within the Big 10, only Indiana University offers a baccalaureate degree (Sports Communication). Also noted were a sports media major at Oklahoma State University (a UNL peer) and a major in sports journalism at Arizona State University.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNL reports that the College recently hired two professional advisors to assist with students' planning for an efficient completion of the four-year program. Three faculty have taught sports-related courses in the past.

Other faculty and adjuncts have the expertise to teach the existing courses such as Introduction to Sports Communication, Mass Media Law, and Visual Communication. The College is also in the process of hiring a new faculty member to teach several of the proposed new courses. The new faculty member is included in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low				
√				

The program would be housed in the recently renovated Andersen Hall. The renovation includes an open floor plan for "an immersive, digital media hub housing an emporium-style Visual Communication/Design program".

A social media and data visualization lab will allow students to learn to analyze fan sentiment in real-time via social media. Other improvements include a new presentation and pitch space, a 50-seat classroom, and a multi-media student lounge.

\$2,500 per year is allocated in the budget for upgrade and replacement of existing equipment necessary for the program.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

UNL did not specifically address this topic, but the description of equipment includes information technology. With a journalism program already in place, the existing information resources should be sufficient.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$635,207	Reallocated Funds ²	\$691,207
General Operating ¹	\$36,000	New State Funds	
Equipment	\$20,000	New Local Funds	
		Tuition and Fees ³	\$2,003,788
Five-Year TOTAL	\$691,207	Five-Year TOTAL	\$2,694,995

¹ Travel, research support, phone and data, office supplies

² College of Journalism and Mass Communications faculty salary funds allocated to the program.

³ Based on 10 new students in year one taking 30 credit hours per year, divided as seven resident students (\$225.25 per credit hour tuition) and three non-residents (\$709.25 per credit hour), estimated from current College of Journalism and Mass Communications enrollment proportions. Year two is based on 40 students, increasing to 50 students in year 5, with all years having approximately one-quarter non-resident students.

Committee Recommendation: Approve.

First Program Review Date: Due June 30, 2020.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska at Kearney (UNK)
Program:	Health Sciences
Award:	Bachelor of Science (BS)
Institution's Existing Degree(s) in Same or Similar Discipline:	Allied Health Sciences, BS; Respiratory Therapy, BS; Health Science minor
Proposal Received by Commission:	April 3, 2017
Proposed Start Date:	When approved by the Coordinating Commission

Description

The proposed degree would provide an interdisciplinary foundation for a variety of health-related fields. It would accommodate students interested in clinical areas of healthcare as well as non-clinical areas (see Section B.)

The degree would require 120 credit hours, consisting of 45 general education hours as prescribed for all UNK students, eight additional science hours, 13-14 hours in the health sciences core, 21 hours of electives within the major area, a 24 hour minor, and eight to nine hours of free electives. All of the courses are currently offered at UNK. Most would be delivered face-to-face, but some would be offered online.

Background: Existing Degree in Applied Health Sciences

UNK awards a BS degree in Allied Health Sciences if a student fulfills the following requirements: completes a minimum of 85 semester hours in a pre-professional health program (e.g., pre-chiropractic, pre-physician assistant, pre-nursing), all general studies requirements at UNK, and 35 credit hours of coursework in a professional school in the corresponding discipline. In essence, the student completes three years at UNK and transfers to a professional health school (dental school, medical school, etc.). Upon completion of a year of coursework at the professional school, the student can be awarded a BS degree in Allied Health Sciences from UNK—a process called reverse transfer. A similar program is in place for respiratory therapy, but hours for the clinical training are awarded by UNK and the degree from UNK is a BS in Respiratory Therapy.

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 cites a report from the Nebraska Department of Labor for long-term occupational and industry projections for 2010-2020. The need for healthcare practitioners and technicians is expected to grow by 14.2%, adding 8,516 jobs to the state. Healthcare support occupations are projected to increase by 15.6%, adding 4,389 jobs.

The proposal also uses Bureau of Labor Statistics figures for estimates of national growth in healthcare support occupations. In general, the growth is projected to be 23% by 2024, with specific fields even higher (e.g., home health to grow by 38%).

Letters of support were included from UNK Departments of Management, Biology, and Psychology as well as the Health Sciences Program. Other letters were submitted from a current student, CHI Health, Two Rivers Public Health Department, and Bio Nebraska. The letters noted the need for versatile healthcare workers in rural areas and a changing focus in healthcare from treatment to prevention, resulting in more attention to non-clinical activities.

The proposal addresses the need for healthcare workers. The explanation of demand (Section B.) speaks to the need for this particular program at UNK.

B. Demand for the Program

High-----Low
√

UNK intends to target four populations. The population descriptions and the projected enrollments from each group, as described by UNK, are provided below.

- Students pursuing clinical healthcare careers who are required to have a bachelor's degree (e.g., medicine, physical therapy, and pharmacy).
 - Nearly 900 students are pursuing healthcare professions and about half (or approximately 450) require a bachelor's degree. About half of these (or about 225 students) select programs that require traditional pre-med, upper-division science courses. For the remaining students (over 200) the proposed major would be appropriate. A conservative estimate of enrollments from this group would be five to ten new students per year.
- Students pursuing careers in non-clinical healthcare-related areas that choose this major to prepare them to enter the healthcare workforce (e.g., healthcare management and nutrition).
 - These students have several minors to choose from, but there is no major that would meet their needs. There are about 75 students who fall in this category who might be interested, with an estimated five who might enroll in the proposed program.
- Students pursuing clinical programs that do not require a bachelor's degree for program entry who are not accepted to a health science professional school (e.g., nursing and radiography).
 - UNK has approximately 160 students each year who apply to health science clinical programs and professional schools. If the student is not accepted, there is not an appropriate major that allows them to continue

their education. About 20 students per year fall in this group with about half anticipated to elect the proposed major.

4. Current healthcare workers holding a certificate or an associate degree who are seeking advancement (e.g., associate degree in nursing).
 - This is a small group that might result in one student per year. The office of Health Sciences reports five to eight inquiries from local healthcare workers per year. This group also represents a potential pool for recruitment.

UNK estimates that the four groups could result in 20 new students per year—10 as freshmen and 10 who have already begun their undergraduate career.

The evidence of student demand is very well documented and supports the estimated enrollments.

C. Avoidance of Unnecessary Duplication

High-----Low
√

Many institutions in Nebraska offer programs that prepare students for entry into professional schools, e.g., pre-medicine, pre-dentistry, and pre-optometry. For non-clinical careers, students often select programs such as psychology or business administration. There is no program in the state similar to the proposed program that provides a wide variety of options in healthcare for a broad range of students.

D. Resources

UNK states that since the program is built on existing courses, no additional resources would be needed. The faculty, facilities, equipment, and information resources are all available.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹		Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees ²	\$957,600
Equipment		Other	
Five-Year TOTAL		Five-Year TOTAL	\$957,600

¹ No additional personnel are required as the program is based exclusively on existing courses and existing faculty.

²Based on 20 new each year students taking 30 credit hours each year at \$228 per credit hour--\$182 tuition and \$46 fees.

Committee Recommendation: Approve the program.

First Program Review Date: Due June 30, 2019



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	Nebraska College of Technical Agriculture (NCTA)
Program:	Agriculture
Award:	Certificate
Institution's Existing Degree(s) in Same or Similar Discipline:	AAS and 30-credit hour certificate in Agriculture Production Systems
Proposal Received by Commission:	April 3, 2017
Proposed Start Date:	Upon approval by the Coordinating Commission

Background

NCTA currently offers a 30-credit hour certificate in diversified agriculture within the agriculture production systems program designed for full-time, on-campus students. The proposed 16 credit hour program would be designed for several audiences, but especially for high school students enrolled in a career academy. It could be completed during the last two years of high school. All courses carry college credit and the student could graduate with a high school diploma and a college certificate. Courses would also be available online for students at other institutions and for working professionals.

Description

The proposed program would provide students with an introduction to crop and animal food production systems, including a basic understanding of natural resources and agribusiness management. The curriculum would consist of 16 credit hours—five required courses and one elective. All courses are in place except for one and all are 1000 level (introductory) with no prerequisites.

The goal of designing a program that can be offered for dual credit is to provide opportunities to secondary schools that do not have agriculture programs, to stimulate greater interest in agriculture with more students seeking degrees, to prepare students for more effective transition to postsecondary degree programs, and to increase the level of agriculture and science literacy among non-agricultural majors. Dual credit students would take seven credit hours during their junior year of high school. They would take the remaining nine hours of the certificate in their senior year.

All but the new course in agricultural careers could be applied to different certificate and degree programs at NCTA, including the 30 credit-hour diversified agriculture certificate and the AAS in agricultural production systems. Commission staff consulted UNL's website (the only University

of Nebraska campus that offers agriculture courses) and found that only one class transfers directly as the comparable course at UNL. One other class transfers as an elective and two haven't been evaluated. NCTA states that they would seek to have the courses evaluated for transfer to UNL within the first year of the program. The proposal states that the courses have articulation agreements in place with many other institutions, but no examples were provided. Using the Transfer Nebraska website, Commission staff found that while not every course will transfer to a single community college, several transfer to Central Community College, Northeast Community College, and Southeast Community College.

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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The proposal cited the U.S. Bureau of Labor Statistics' figures as evidence of need. In 2012 the Bureau projected a 10% job growth between 2012 and 2022 for agricultural scientists. This career was

reported to be more stable than many because food is a staple item in constant demand. To support this statement, UNL cited the Nebraska Department of Agriculture, indicating that agriculture is Nebraska's number one industry, contributing \$25 billion to the state's economy in 2014.

The figures from the Bureau of Labor Statistics appear to be national figures. The Bureau's category of "agricultural scientist" would not include recent high school graduates with a college certificate as their sole credential. Other than noting the importance of agriculture to the state, the proposal did not explain the need for this particular certificate program.

B. Demand for the Program

High-----Low
<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 25%;"></div> <div style="width: 25%; text-align: center;">√</div> <div style="width: 25%;"></div> <div style="width: 25%;"></div> </div>

NCTA stated that in 2014 nine percent of Nebraska high school students taking the ACT test and planning on attending college for two years or less indicated their intended major would be "Agriculture and Natural

Resources Conservation." This was the fourth ranked major, behind health sciences, repair/production/construction, and undecided.

The proposal reports that NCTA experienced a 3.4% annual growth rate between 2003 and 2013 resulting in an estimated 10 year enrollment growth of 39.5%. Dual credit enrollments have varied. In fall 2016 there were 77 students enrolled in dual credit classes, many through agreements with four high schools for a more formalized packaging of dual credit offerings. NCTA states that they are in discussion with additional high schools and the University of Nebraska Online Worldwide for offering the program in those venues.

NCTA expects to enroll 15 students in the first year of the program, with 35 in year 2, 45 in year 3, 55 in year 4, and 65 in year 5. The projections are based on current enrollment growth and feedback from agreements with high schools. These numbers represent large increases from year to year (although the proposal calls them "modest") and would seemingly require many

more agreements with high schools and/or many online enrollments. The enrollments may be over-estimated if students are interested only in courses and not the entire certificate program.

C. Avoidance of Unnecessary Duplication

High-----Low				
		√		

The proposal states that while other Nebraska institutions offer dual credit courses in agriculture, no one offers a complete certificate program. There was no discussion of other certificate programs that might be available online, but Commission staff has not identified any in general agriculture that are entirely online (there are specialty certificates online from institutions outside Nebraska, e.g., in organic agriculture).

Central Community College offers a 14 credit hour Agricultural Sciences certificate that is similar to the proposed certificate on campus and through their College Career Pathways program. Courses are available on-ground in the high school and some are online. High schools can choose to offer the courses for high school credit. The certificate ladders directly into associate degree programs in agriculture.

D. Resources: Faculty/Staff

High-----Low				
		√		

NCTA states that no new faculty or staff would be needed since all the courses are currently offered except for the one-credit Agriculture Careers course. Technology support is also available. The increased enrollments are expected to be modest and could be accommodated with existing faculty and staff.

With an existing program in agriculture production systems, the Commission expects that there is a sufficient number of qualified faculty available to offer a new certificate program. The proposal states that all faculty meet the Higher Learning Commission requirements. If students are to receive high school credit for the career academy courses, faculty teaching dual credit courses must also acquire a Postsecondary Teaching Permit from the Nebraska Department of Education. NCTA asserts that all program faculty have obtained the permit.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

NCTA reports that no new facilities or equipment would be needed. The current Technology Plan would continue to be followed for regular updates and additions of new computer and technology equipment.

F. Resources: Library/Information Access

High-----Low				
		√		

According to the proposal, no new information resources would be required. Students have access to the NCTA library and information resources as well as University of Nebraska resources. Since the required courses are in place, these resources should be adequate.

G. Budget

Note: tuition revenue is based solely on the dual credit tuition rate and for the curriculum pattern designed for high school students. There are no tuition figures for any students outside a dual credit format.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Library		New Local Funds	
Facilities		Tuition ²	\$101,945
Other ¹	\$55,000	Other	
Five-Year TOTAL	\$55,000	Five-Year TOTAL	\$101,945

¹ Course development, faculty training, and ongoing instructional improvement

² Based on 15 students in year one taking seven credit hours at the dual credit rate of \$60.50/credit hour (2017 rate). In year two, the original 15 take the remaining nine credit hours plus 20 new students take 7 credit hours, etc.

Committee Comment: NCTA has state-wide authority for programs relating to food and agriculture at less than the baccalaureate degree, with concentration on the applied associate degree (Neb. Rev. St. § 85-121).

Committee Recommendation: Approve.

First Program Review Date: Due June 30, 2021.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	Central Community College (CCC)
Program:	Pharmacy Technician
Award:	Associate of Applied Science (AAS), Diploma
Institution's Existing Degree(s) in Same or Similar Discipline:	Programs in other allied health fields
Proposal Received by Commission:	March 29, 2017
Proposed Start Date:	August 2018

Background

Pharmacy technicians have traditionally been trained by pharmacists while on the job. Because this was sometimes burdensome, postsecondary institutions began offering academic programs to train technicians. Prior to its closing, Vatterott College in Omaha offered a degree and diploma for pharmacy technicians. In 2006 the Commission approved a pharmacy technician diploma at Southeast Community College.

In 2016 the Nebraska Legislature passed a bill requiring any pharmacy technician working in a health care facility (including retail pharmacies) to be registered with the Nebraska Department of Health and Human Services' Pharmacy Technician Registry, starting January 1, 2017. The registration requires the technician to be certified by a state or national certifying body. The Nebraska Board of Pharmacy recognizes a certification from UNMC that is Nebraska-specific and two national certification programs (only one of which is accepted in all states). In addition, the program at SCC prepares students for a national certification exam. The college also offers a test preparation class for the exam.

Description

The students in the proposed program would develop skills to work as a pharmacy technician, providing routine services that do not require the professional judgement of a pharmacist. These activities include accepting orders, maintaining inventory and patient records, dispensing medication, and educating patients. The curriculum would prepare students to pass a national certification exam.

The proposed degree would require 60 semester credit hours comprised of 16 general education hours and 44 credit hours for the major. In addition to pharmacy-specific courses, the major requirements include courses in business and a practicum. The business courses provide a foundation for students to move into supervisory or ownership roles. The diploma would consist of

36 credit hours: all of the pharmacy courses required for the degree and 10 hours of general education. The diploma would ladder directly into the AAS. Eight new courses would be needed. The program would be offered on the Grand Island campus using a blended on-site and online format. The lab portion of the courses would be on-site and offered at times, such as weekends, to accommodate students outside the Grand Island area.

The American Society of Health-System Pharmacists (ASHP) accredits pharmacy technician programs. CCC would use ASHP curriculum standards and assessments and seek ASHP accreditation.

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 utilized Economic Modeling Specialists International (EMSI) for employment projections. From 2015 to 2020 the EMSI data forecasts an 8.1% increase in pharmacy technician jobs for the 25-county Central

Community College service area, above both the state and the national projections. The projections represent 34 additional jobs in the service area and 185 in Nebraska by 2020. Also by 2020, Hall County (including Grand Island) is projected to have the fourth largest number of pharmacy technician jobs in the state. These projections did not take into account the number of pharmacy technicians who would not be able to work after January 1, 2017, unless they qualified to register with the Pharmacy Technician Registry.

The median hourly earnings for CCC's service area reported by EMSI were \$13.38 (\$27,830 annually), slightly below the state and the national averages.

EMSI also identified demographic data for the industry. The largest percentage of employees falls in the 25 to 34 age group (31%), with 18% falling within each of the age categories on either side of 25-34. This reflects a younger workforce and means that the field will not soon be suffering from a retirement boom.

In addition, CCC conducted a survey of 325 pharmacists in the college's service area. The 32 respondents—the majority (25) from the four largest counties—reported employing 132 full-time and 47 part-time pharmacy technicians. They also reported that approximately 80 of their employees would need preparation in order to be certified. Some of the employers said that they provide tuition reimbursement for credit courses, pay for certification and testing, and adjust hours for students to attend class.

The response rate from the survey is relatively small, but the number of pharmacy technicians needing certification should extrapolate to other pharmacies in the region. The change in state law supports the need for programs that, at the very least, prepare pharmacy technicians to sit for a national exam. While a diploma or degree is not required by the state of Nebraska, academic

awards prepare students for career advancement—an opportunity not provided by a single test preparation course.

B. Demand for the Program

High-----Low				
		√		

The college expects that 16 students would enroll in the proposed program each year. CCC did not provide an explanation for the estimate of enrollments, but with the change in state requirements and the report from the survey respondents about number of employees needing certification (see Section A.), there should be sufficient enrollments for a viable program. However, students may be drawn to the diploma program rather than the longer (and therefore more costly) degree program.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

Southeast Community College offers a pharmacy technician diploma. There are no other credit programs below the doctorate in pharmacy in Nebraska. The SCC program graduated 15 students in 2014-15 and 14 students in 2013-14. These numbers leave considerable room for an additional program in the state.

D. Resources: Faculty/Staff

High-----Low				
	√			

CCC states that all pharmacy courses would be taught by registered pharmacists or certified pharmacy technicians. A program director would be hired to oversee the program and assist with instruction. One new full-time faculty member would also be needed. Both positions are included in the budget. In addition, several local pharmacies have offered to assist with teaching.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

CCC reports that the program would be housed in a renovated space in the Center for Industry and Technology (CIT) building. The renovation is part of the CCC 2017 physical master plan and encompasses a 4,375 square foot space with a student lab, simulation room for mixing medications, and storage space. Existing classrooms are designated as shared space.

The student lab would have 16 work stations. The simulation room would require a chemical hood and packaging equipment. Other items would be shared with existing allied health programs. CCC states that they have approached pharmacy equipment manufactures to help with equipment and educational pricing for materials. A grant will also provide funding (see Section G.)

F. Resources: Library/Information Access

High-----Low				
		√		

The proposal budget identifies \$3,000 in year one and \$750 each subsequent year. CCC has courses and programs in related fields, so there should be sufficient resources to support the program.

G. Budget

The program will begin with the assistance of a HELP grant (Health Education Laddering Program). Funded by the Department of Health and Human Services, the program is designed to support low-income students to gain an education in a health science career field. The grant would pay for the program director, equipment, and other needed start-up items. Although the projected costs exceed the anticipated revenues, the costs include substantial one-time, start-up expenses that would not be on-going. If renovation costs are removed from the budget, the projected costs become \$829,279.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$849,461	Reallocated Funds ²	\$244,836
General Operating ¹	\$23,000	New State Funds	
Equipment	\$57,000	New Local Funds	
New/renovated Space	\$1,028,125	Tuition and Fees ³	\$256,000
Library/info resources	\$6,000	Other: HELP grant	\$278,181
Four-Year TOTAL	\$1,857,404	Four-Year TOTAL	\$779,017

¹ Fuel, faculty development, supplies, travel, equipment leasing

² From funds for a current instructional position that is not being filled

³ Based on 16 students taking 32 credits at \$100 per credit hour

Committee Recommendation: Approve the program.

First Program Review Date: Due June 30, 2019



PROPOSAL FOR AN OFF-CAMPUS CENTER WITH A LONG-TERM COMMITMENT

Institution:	Southeast Community College (SCC)
Facility:	Falls City Learning Center
Awards:	Diploma and others to be determined
Programs:	Varied (including LPN and academic and technical courses)
Institution's Existing Degree(s) in Same or Similar Discipline:	All programs are offered at other SCC campuses, centers, or sites
Proposed Site/Location:	North edge of Falls City (Lot C of a Replat of Lots 2 through 8 West Plaza Addition to Falls City, Richardson County, Nebraska; street address to be determined)
Proposed Start Date:	July 2018

DESCRIPTION

Southeast Community College has been offering courses in Falls City since 1994 utilizing a variety of public venues. Currently the college is leasing a small space on the lower level of a building near downtown Falls City. The space does not provide sufficient classrooms and is not ADA accessible. The college was unable to locate a suitable replacement location. Recently SCC was able to obtain a 7.9 acre property on the north edge of Falls City as the potential site for a learning center that will better meet the needs of the community.

The current space is being leased on a year-to-year basis. The proposed new facility would consist of a 5,000-10,000 square foot building. Actual layout and design would be determined after SCC receives permission to proceed with the project. SCC plans to include industrial manufacturing, healthcare, and general purpose classrooms; offices; and common space for faculty, staff, and students.

COMMISSION RULES

Commission Rule 10 requires any institution intending to enter into a long-term commitment for an off-campus facility to seek Commission approval. The criteria for review of the request are need and demand, avoidance of unnecessary duplication, adequacy of resources, and consistency with the *Comprehensive Statewide Plan*. The approval of a long-term commitment makes no judgment regarding the cost for acquisition or construction of the proposed facility or for operation and maintenance costs. Nothing in the proposal for the Falls City Extended Campus would trigger a review by the Budget, Construction, and Financial Aid Committee unless the construction costs exceed \$2 million.

REVIEW CRITERIA

Consistent with Institutional Role and Mission? ✓ YES NO

Consistent with *Comprehensive Statewide Plan*? ✓ YES NO

A. Demonstrated Need and Demand for the Facility

High-----Low
✓

SCC has offered a variety of courses and programs in Falls City, from a practical nurse diploma to workforce training in industrial trades. In the 2015-16 and 2016-17 school years, SCC had 390 students enrolled in healthcare courses (duplicated headcount). From 2010 to 2016 there were 325 students in non-credit vocational and avocational courses. The courses and programs generally serve a three-county area consisting of Nemaha, Pawnee, and Richardson Counties in the far southeastern corner of the state.

SCC held meetings with employers to determine local needs. Three major areas of need were identified.

- Technical workforce training, particularly in welding, electrical, and precision machinery.
- Healthcare/Health Sciences occupations, including nursing assistants, nurses, and dental assistants.
- Education programs for dual credit opportunities, Adult Basic Education, GED, and ESL.

Meetings were also held with community stakeholders. They identified four workforce training areas: precision machining, welding, practical nursing, and nursing assistant. SCC consulted Economic Modeling Specialists International (EMSI) for data on these occupations in the three-county region as well as SCC's 15-county service area.

- A cluster of five jobs related to precision machining was expected to experience a 21.4% growth in the three counties between 2016 and 2025. The average hourly wage is \$18.75 (\$39,000 annually).
- Welding jobs were predicted to grow by 15.2% with an average hourly wage of \$15.62 (\$32,489.60 annually).
- The number of jobs for licensed practical nurses was expected to remain relatively steady but the growth rate for the 15-county area was projected to be 8.4%. The hourly wage averages \$17.95 (\$37,336 per year).
- Job growth for nursing assistants was also predicted to remain fairly steady in the three-county area, with a 13.5% increase in the 15-county region. With an average hourly wage of \$10.90 (\$22,672 annually) there is high turnover, resulting in a consistent need for employees.

SCC analyzed the demographics of the three counties. The percentage of population over the age of 25 with no postsecondary experience is 44% in Nemaha County, 49.6% in Richardson, and 60% in Pawnee. The three counties are in the bottom four of the 15 counties in the service area for median household income. The proposal states that increased access to educational opportunity and skills needed in the workforce would aid in improving household incomes.

The proposal included letters of support from the Falls City Economic Development and Growth Enterprises (EDGE), Community Medical Center, and Falls City Public Schools.

B. Avoidance of Unnecessary Duplication

High-----Low
√

The closest public college is Peru State College, 36 miles to the north. Peru does not offer the career and technical programs identified by Falls City stakeholders. The closest SCC campus to Falls City is Beatrice, 73 miles away. The more distant Lincoln and Milford campuses are the locations for welding, precision machining, and most healthcare—the programs requested by Falls City. SCC also has a learning center in Nebraska City, 55 miles away.

C. Resources: Faculty and Staff

High-----Low
√

SCC has a full-time learning center coordinator in Falls City and a part-time nursing instructor. Classes are taught by adjunct instructors and additional adjuncts would be hired as course demand dictates.

D. Resources: Physical Facilities and Instructional Equipment

High-----Low
√

The current space has a single classroom that seats a maximum of 12 students. The clinical lab area can accommodate only four students and an instructor at one time, requiring students to rotate in and out. With the sole classroom heavily utilized by the LPN program, there is little remaining time for other courses.

The current facility is not ADA compliant (it is only accessible by a set of stairs), shares the limited parking with other occupants of the building, and poses security concerns for college equipment.

The new center would have up to 10,000 square feet in one large building or two smaller ones (health science/general classrooms and industrial manufacturing). The health science instructional space would include general science labs and a simulated hospital room. The industrial technology space would support welding, electrical, computer numerical control operations, and programmable logic controller operations. There would be general classroom space with videoconferencing capabilities, private meeting space, offices, and common space.

New healthcare equipment would include hospital and patient simulation equipment, medical equipment, and general science lab equipment. Industrial manufacturing equipment needed would be dependent on the specific needs of the region and support from local manufacturing companies. The college would purchase laptop computers so that any classroom could become a computer lab, multi-media equipment for each classroom, interactive conferencing equipment, and adaptable classroom furniture.

The current physical facilities are inadequate for a community college charged with serving this region of Nebraska.

E. Resources: Library/Information Access

High-----Low
√

SCC students have access to the college's online resources including library resources and student support services. Since this is a center and not a branch campus, Commission staff would not expect SCC to offer a wide range of student support services or library resources at the site.

Committee Comment: The size of the current facility and associated access problems warrant a new arrangement.

Committee Recommendation: Approve the proposal from Southeast Community College for an off-campus center with a long-term commitment in Falls City.

2015-2016 EXISTING PROGRAM REVIEW

** (Item in bold is under Commission Threshold)

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2010-2015)								
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold
CSC	Justice Studies	2,225	533	BA	24.8					
PSC	Criminal Justice	1,941	482	BS	31.0					
WSC	Criminal Justice	2,673	601	BA	1.6					
				BS	43.8					
UNK	Criminal Justice	3,197	654	BS	37.2					
UNO	Criminology & Criminal Justice	14,400	567	BGS	24.0	MS	11.0	PhD	3.2	
				BS	163.2	MA	3.4			

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2010-2015)								
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards	Justification if under threshold	
CCC	Criminal Justice	1,141	538	AAS	8.8	3.5*	8.0*	13.4		
MCC	Criminal Justice	10,711	762	AAS	86.8		0.4	87.2		
NECC	Criminal Justice	1,932	511	AA	29.2			29.2		
SCC	Criminal Justice	4,358	612	AAS	43.0			43.0		
WNCC	Criminal Justice	388	469	AA	3.4		3.4	10.8		
				AAS	4.0					

*Two-year average

Commission Thresholds

Number of Degrees/Awards in this Program (the mean of the prior 5 years)		Student Credit Hour Production by Department Per Full-Time Equivalent Faculty (the mean of the prior 5 years)	
Less Than Two Years and Associate	10	All credit hours produced at the baccalaureate	All credit hours produced at the associate level
Baccalaureate and First Professional	7	levels and all credit hours at the associate	and below in programs which utilize contact hours
Masters Degree	5	level or below except those described below.	that are converted to credit hours for purposes of
Specialist	4		determining full-time equivalency pursuant
Doctoral Degree	3		to Neb. Rev. Stat. § 85-1503 (2008)
		300	275

Metrics Identified for MCMC Lumina Grant and Current Status

1. At the conclusion of year one activities, MCMC has fully informed the other three regional compacts about progress made to date and invited the compacts to consider options for partnering in some way with MCMC.

Completed

2. A majority of states (7) have developed a mechanism by which the persistence and graduation rate of service members can be tracked over time. Eight states: Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, South Dakota, and Wisconsin have developed a tracking. Michigan, **Nebraska**, and Ohio have mechanisms in development.

Exceeded

3. A majority of states (7) have increased the number of service members who graduate with an associate degree by a percent to be determined.
4. A majority of states (7) have increased the number of service members who graduate with a baccalaureate degree by a percent to be determined.

Not achievable at this date due to what we've learned about institutional and state data collection

5. At least four states have three or more state licensing boards that are willing to accept military training and experience as a way to accelerate progress toward earning a licensure or certificate. Five states: Indiana, Michigan, Minnesota, Ohio, and Wisconsin have three or more state licensing boards that will accept military training and experience. Kentucky and Wisconsin have one or two boards accepting.

Exceeded

6. Institutions produce and submit analytics that indicate the number of Service members and Veterans who have enrolled in bridge/ accelerated programs or received credit for prior learning. This includes how many credits were accepted and time and money was saved due to these methods of PLA. (Due to data collection submission dates, this information may not be available until January 2018.)

In progress

7. A majority of states (7) have 2-year and or 4-year institutions that have bridge or accelerated programs for service members and veterans which can be accessed via the MCMC Bridge Program Inventory. Nine states: Illinois, Indiana, Kansas, Kentucky, Michigan, Minnesota, Missouri, **Nebraska** and Ohio, have programs in place.

Exceeded

8. A majority of states (7) have implemented new or revised postsecondary web sites that contain the consensus core information useful to service members and links to collectively developed tools and resources. Eight states: Illinois, Indiana Ohio, Kansas, South Dakota, North Dakota, Michigan.

Exceeded

Nebraska Data

IPEDS*:

Total veterans served ranges from approximately 6300-6700.

In 2014 40 institutions serving from 1 to 1963

In 2015 42 institutions serving from 1 to 2253

Approximately 85% of people utilizing veterans* benefits are served by eight institutions:

- 6 public (UNO, UNL, UNK, MCC, SCC, CCC)
- 2 private non-profit (Bellevue and Creighton)

Two institutions serve over 50% of veterans (Bellevue and MCC)

Three institutions serve over 64% (Bellevue, MCC, and UNO)

**Data reflects people using veteran's benefits as reported to IPEDS, presumably primarily veterans, but figures do include dependents.*

CCPE Survey: Sent to 19 institutions with a 78% response rate

11/14 (79%) track graduation/completion rates

7/14 (50%) track retention/persistence

Data systems used:

PeopleSoft	6	Banner	3
Colleague	4	Other	1 (Excel)

Enrollments as Reported in IPEDS with Survey Responses

Institution	2014	% of top 8	% total	2015	% of top 8	% total	grad?	retention?
Bellevue University	1,963	34.41%	29.39%	2,253	41.56%	35.47%	no	no
Central Community College	155	2.72%	2.32%	137	2.53%	2.16%	yes	yes
Creighton University	235	4.12%	3.52%	243	4.48%	3.83%	yes	yes
Metropolitan Community College Area	1,157	20.28%	17.32%	974	17.97%	15.34%	yes	no
Southeast Community College Area	651	11.41%	9.75%	292	5.39%	4.60%	yes	yes
University of Nebraska at Kearney	176	3.09%	2.64%	167	3.08%	2.63%	yes	no
University of Nebraska at Omaha	837	14.67%	12.53%	881	16.25%	13.87%	yes	yes
University of Nebraska-Lincoln	530	9.29%	7.94%	474	8.74%	7.46%	yes	no
Top 8 total	5,704		85.40%	5,421		85.36%		
All institution total	6,679			6,351				
	KEY:							
				500 and above				
				100-499				

INFORMATION ITEMS

A. Program Name Changes

1. SCC – Food Service Hospitality to *Culinary/Hospitality*
2. SCC – Alcohol & Drug (certificate) to *Alcohol & Drug Counseling* (certificate)
3. MCC – Architectural Design Technology-Architectural Imaging to *Architectural Design Technology-Architectural Imaging Software* (career certificate)
4. MCC – Medical Office-Medical Office Assistant to *Health Information Management Systems-Medical Office Assistant* (certificate of achievement)

B. Discontinued Programs

1. SCC – Event Venue Operations Management (certificate)
2. SCC – Food Industry Manager (certificate)
3. SCC – Diversified Manufacturing Technology
4. MCC – Civil Engineering Technology-Building Construction Technology (AAS)
5. MCC – Civil Engineering Technology-Surveying Technology (AAS)
6. MCC – Civil Engineering Technology-Land Development Technology (AAS)
7. MCC – Civil Engineering Technology (certificate of achievement)
8. MCC – Construction & Building Science-Commercial Construction (AAS)
9. MCC – Construction & Building Science-Concrete/Masonry Construction (AAS)
10. MCC – Construction & Building Science-General Construction/Remodeling (AAS)
11. MCC – Construction & Building Science-Residential Carpentry (AAS)
12. MCC – Construction & Building Science-Residential Finish Carpentry/Cabinetry (AAS)
13. MCC – Construction & Building Science-Concrete and Masonry Specialist (certificate of achievement)
14. MCC – Construction & Building Science-Cabinetry Construction (career certificate)
15. MCC – Construction & Building Science-Finish Carpentry (career certificate)
16. MCC – Playwriting (certificate of achievement)
17. MCC – Health Information Management Systems-Health Documentation Specialist I (certificate of achievement)
18. MCC – Health Information Management Systems-Health Documentation Specialist II (AAS)
19. MCC – Information Technology-Security Technician (certificate of achievement)
20. MCC – Computer Technology Transfer-Information Assurance (AS)

C. Reasonable and Moderate Extensions

1. SCC – Precision Agriculture (certificate)
2. SCC – Horticulture & Turfgrass Management (AAS)
3. SCC – Dietary Manager (certificate)
4. SCC – Law Enforcement & Homeland Security (AAS)
5. SCC – Adult and Juvenile Services and Corrections (AAS)
6. MCC – Legal Secretary (career certificate)
7. MCC – Architectural Design Technology-AEC Professions (AAS)
8. MCC – Construction Technology (AAS)
9. MCC – Plumbing Fundamentals (career certificate)
10. MCC – Playwriting (career certificate)
11. MCC – Cyber Security (AAS)

2017 Factual Look at Higher Education in Nebraska

Degrees and Other Awards
Conferred 2005-2006 through 2015-2016

Ten-Year Trends Based on the Fall 2006 through Fall 2016 Federal
Integrated Postsecondary Education Data System (IPEDS) Completion Surveys
of Nebraska's Postsecondary Institutions



Published June 2017

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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 56 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 University-Arts & Sciences
Doane University-Graduate and Professional Studies
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 (22)

Degree-Granting (13)

CHI Health School of Radiologic Technology
ITT Technical Institute-Omaha (Closed Fall 2016)
Kaplan University-Lincoln Campus
Kaplan University-Omaha Campus
Mary Lanning Memorial Hospital School of Radiologic Technology¹
Myotherapy Institute
National American University-Bellevue
Omaha School of Massage and Healthcare of Herzing University
The Creative Center
Universal College of Healing Arts
University of Phoenix-Omaha Campus (Closed Fall 2015)
Vatterott College (Closed Fall 2005)
Vatterott College-Spring Valley (Closed Fall 2015)

Non-Degree-Granting (9)

Capitol School of Hairstyling and Esthetics
College of Hair Design
College of Hair Design-East Campus
Fullen School of Hair Design
Joseph's College Cosmetology
La'James International College
Paul Mitchell the School Lincoln
Regional West Medical Center School of Radiologic Technology
Xenon International Academy-Omaha

¹ Changed from non-degree-granting to degree-granting beginning with 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.



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Executive Summary of Data

Degrees and Other Awards Conferred

2005-2006 through 2015-2016

Total Number of Degrees and Other Awards Conferred

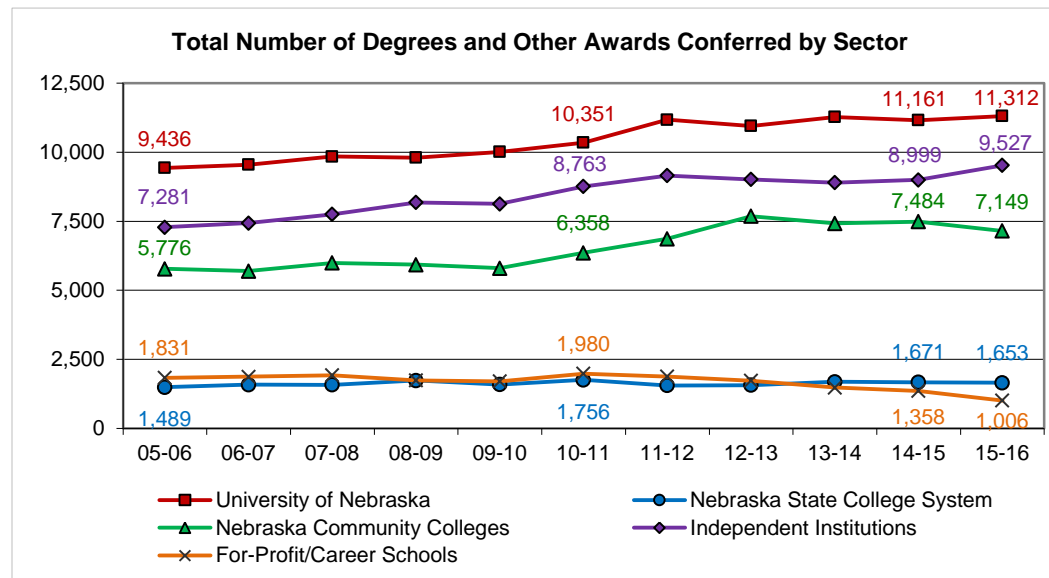
See page 1.2

- In 2015-16, 30,647 degrees and awards were conferred by Nebraska's public and independent institutions and for-profit/career schools, an increase of 4,834 degrees (18.7%) from 2005-06 when 25,813 degrees and awards were conferred.

Degrees and Other Awards Conferred by Sector

See pages 1.3-1.8

- Between 2005-06 and 2015-16, 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.
- Overall, the number of awards conferred within the public sectors of higher education in Nebraska increased 20.4% between 2005-06 and 2015-16, while the number of awards conferred by the nonpublic sectors increased a combined 15.6%.



Percentage Change by Sector		
Sector	15-16 1-Yr	06-16 10-Yr
Univ. of Neb. (■)	1.4%	19.9%
NSCS (●)	-1.1%	11.0%
Neb. CCs (▲)	-4.5%	23.8%
Independents (◆)	5.9%	30.8%
For-Profit/Career (x)	-25.9%	-45.1%
Total	-0.1%	18.7%

- The University of Nebraska continues to award the highest number of degrees and awards in the state. However, as a result of the large increase in the number of awards conferred within the independent sector and the large decrease in the number of awards conferred within the for-profit/career school sector, the three public sectors of higher education conferred about the same percentages of the total number of degrees, diplomas, and certificates in 2015-16 as in 2005-06.

% of Total Degrees and Other Awards Conferred		
Sector	2005-06	2015-16
University of Nebraska	36.6%	36.9%
Nebraska State College System	5.8%	5.4%
Nebraska Community Colleges	22.4%	23.3%
Independent Colleges and Universities	28.2%	29.3%
For-Profit/Career Schools	7.1%	3.3%

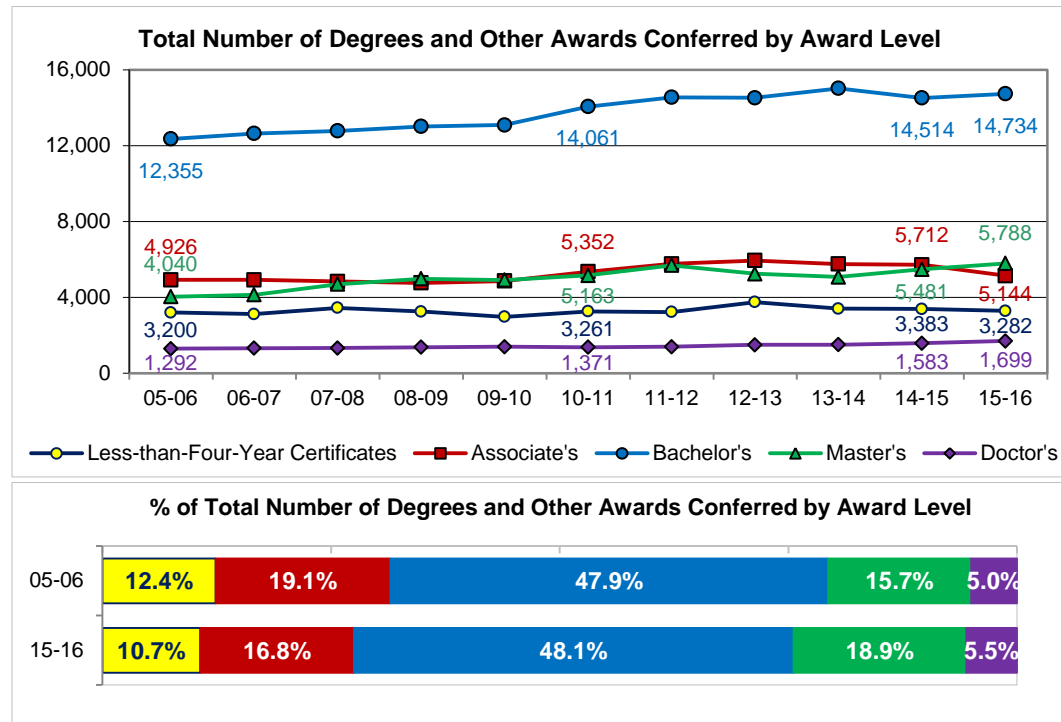
- The University of Nebraska-Lincoln (UNL) conferred the highest number of degrees and awards in the state throughout the 10-year period from 2005-06 to 2015-16. However, among the six institutions in the table listed below, UNL experienced the smallest 10-year percentage increase in the number of awards conferred.

Institutions Conferring the Highest Number of Degrees and Other Awards				
Rank	Sector	2005-06	2015-16	10-Year % Increase
1	University of Nebraska-Lincoln	4,385	4,961	13.1%
2	University of Nebraska at Omaha	2,467	3,461	40.3%
3	Bellevue University	2,328	3,038	30.5%
4	Creighton University	1,635	2,344	43.4%
5	Central Community College	1,617	2,322	43.6%
6	Metropolitan Community College	1,097	1,592	45.1%

Degrees and Other Awards Conferred by Award Level

See pages 2.2-2.10

- The number of degrees and other awards conferred increased at all levels between 2005-06 and 2015-16.
- The highest rate of growth between 2005-06 and 2015-16 was at the master's level. Interestingly, while the University of Nebraska experienced a 10-year increase of 8.8% at the master's level, the independent sector more than doubled the number of conferred master's level degrees and certificates.



Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

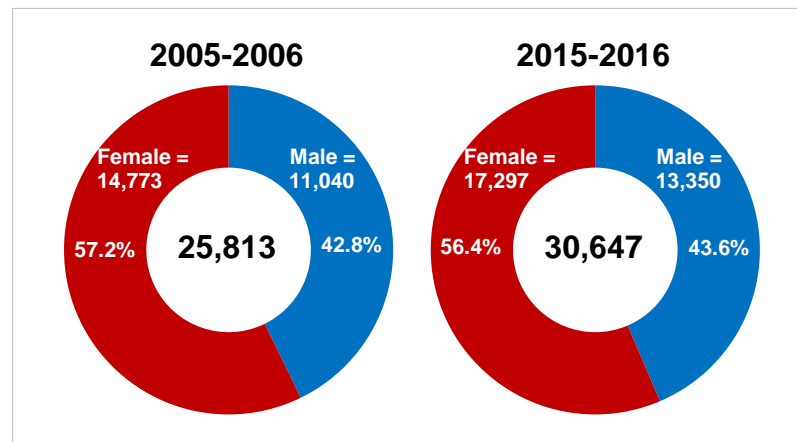
Percentage Change by Level		
Level	14-15 1-Yr	05-15 10-Yr
Less-than-Four-Year Certificates (●)	-3.0%	2.6%
Associate's (■)	-9.9%	4.4%
Bachelor's (●)	1.5%	19.3%
Master's (▲)	5.6%	43.3%
Doctor's (◆)	7.3%	31.5%
Total	-0.1%	18.7%

- Undergraduate degrees accounted for 75.6% of the 30,647 degrees and other awards granted in 2015-16. In comparison, 79.3% of the awards conferred in 2005-06 were at the undergraduate level.

Degrees and Other Awards Conferred by Gender

See pages 3.2-3.5

- Nebraska's public and independent institutions and for-profit/career schools awarded 17,297 degrees, diplomas, and certificates to women in 2015-16, an increase of 17.1% over the 10-year period from 2005-06 to 2015-16. The largest 10-year percentage increase for awards granted to females was seen at the master's degree level (45.1%).
- Meanwhile, 13,350 degrees and other awards were granted to men in 2015-16, an increase of 20.9% since 2005-06. The largest 10-year percentage increase for awards granted to males was seen at the less-than-four-year certificate level (48.7%).



Degrees and Other Awards Conferred by Race/Ethnicity

See pages 4.2-4.7

- Nebraska institutions conferred 29,458 awards to students of known race/ethnicity in 2015-16. Of those awards, 78.8% were awarded to white non-Hispanic students, 4.0% were awarded to nonresident aliens, and 17.2% were awarded to minority students. In comparison, in 2005-06, 87.6% of the awards conferred to students of known race/ethnicity were granted to white non-Hispanics, while 2.6% and 9.7% were respectively granted to non-resident aliens and minorities.
- Since 2005-06, the number of awards conferred to white non-Hispanics increased 6.1%, while the number awarded to nonresident aliens increased 79.5%. Notably, the number of awards conferred to minority students increased 108.7% (increased 34.9% for Asian/Pacific Islanders, 19.4% for black non-Hispanics, and 249.3% for Hispanics, and decreased 12.7% for Native Americans).¹ While the number of awards conferred to Hispanics increased 53.8% over the last two years, the majority of this increase was due to a change in the way Bellevue University identified Hispanic students beginning with 2014-15 award data.²

¹ '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.

² Bellevue University identified a gap historically with students who should have been coded as Hispanic. Beginning with 2014-15 award data, the coding of Hispanic students by Bellevue now reflects more accurate counts of these students. With the change in coding, the number of awards conferred to Hispanics at Bellevue University increased 355.9% since 2013-14 (from 145 to 661 awards). Excluding Bellevue University, the number of awards conferred to Hispanics increased 20.8% since 2013-14 (from 1,329 to 1,605 awards). This change in coding mainly affects awards at the bachelor and master levels. Since 2013-14, the number of bachelor level awards conferred to Hispanics at Bellevue increased 302.7% (compared to 10.7% without Bellevue) while the number of master level awards conferred to Hispanics at Bellevue increased 514.3% (compared to 1.7% without Bellevue).

Degrees and Other Awards Conferred by Discipline

See pages 5.2-5.10

- 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 56.0% of awards conferred in 2015-16.
- As shown in the table below, the largest 10-year percentage increase, 31.6%, was evidenced within the STEM discipline, while the smallest 10-year percentage increase, 8.4%, was evidenced within the education discipline.

Number of Degrees and Other Awards by Discipline

Discipline	2005-06		2015-16		10-Year % Increase
	N	% of Total	N	% of Total	
Arts and Humanities	2,711	10.5%	3,518	11.5%	29.8%
Business and Communication	5,758	22.3%	6,599	21.5%	14.6%
Education	2,944	11.4%	3,192	10.4%	8.4%
Health	5,009	19.4%	5,809	19.0%	16.0%
Social and Behavioral Sciences and Human Services	2,618	10.1%	3,272	10.7%	25.0%
Science, Technology, Engineering, and Math (STEM)	3,609	14.0%	4,750	15.5%	31.6%
Trades	3,164	12.3%	3,507	11.4%	10.8%

- Markedly different patterns are revealed when each award level is examined by discipline:

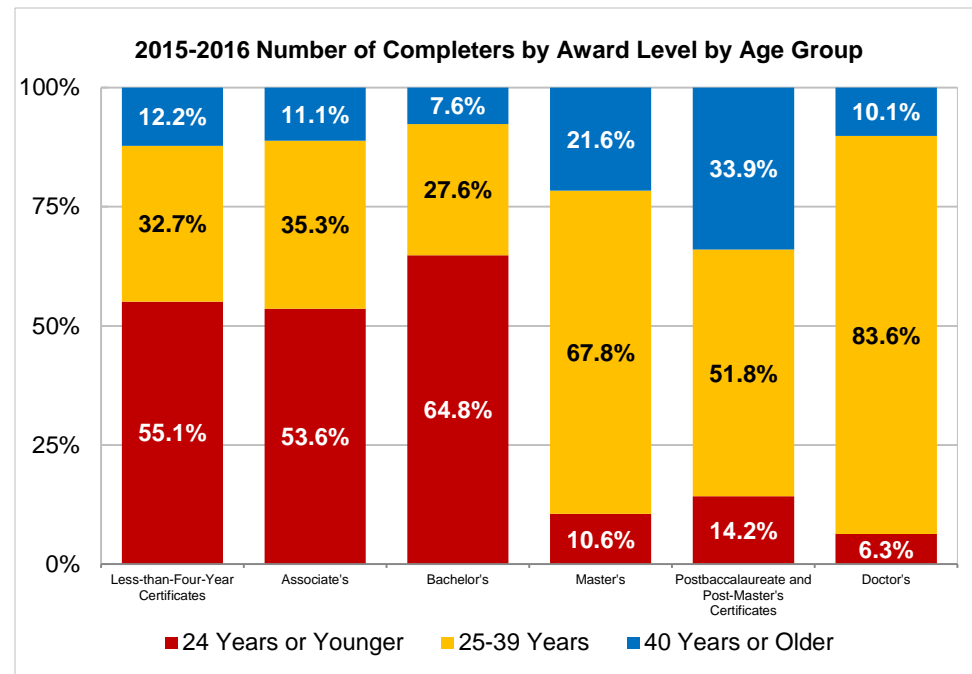
2015-16 Top Discipline by Award Level

Level	Top Discipline	N	% of Total Within Level
Less-than-Four-Year Certificates	Trades	1,570	47.8%
Associate's	Arts and Humanities	1,519	29.5%
Bachelor's and Postbaccalaureate Cert.	Business and Communication	4,217	28.6%
Master's and Post-Master's Cert.	Education	1,596	27.6%
Doctor's	Health	966	56.9%

Completers by Age Group

See page 6.2-6.12

- Section 6 of this report examines the number of completers by age group. Note that since age group data has only been collected since 2011-12, 10-year trends are not available.
- In 2015-16, 47.7% of completers were 24 years of age or younger, while 40.5% were 25-39 years, and 11.8% were 40 years or older.
- 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.



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 2005-2006 through 2015-2016

The *2017 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.¹

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 two sections—Degrees and Other Awards, and Enrollment—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 2015-16 were awarded between July 1, 2015, and June 30, 2016. The 10-year trends presented in this section of the *Factual Look* are based on the Fall 2006 through Fall 2016 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 2005-06 through 2015-16. 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:

¹ 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.”²

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, which includes 18 private four-year institutions 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.³ 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: ccpe.nebraska.gov/reports.

² The numbers of degrees reported include degrees conferred by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, UNMC did not report these students via the IPEDS Completion surveys for 2006-07 through 2011-12. UNMC began reporting distance education completions in the 2012-13 IPEDS Completion surveys; however, physician assistant military completions are not reported. To ensure the *Factual Look* accurately portrays UNMC’s completions, the Commission includes the physician assistant military degrees and distance education degrees in the *Degrees and Other Awards* section of the *Factual Look*. Unfortunately, the Commission is not able to determine UNMC’s enrollment counts for these programs. Therefore, the *Enrollment* section of the *Factual Look* does not include students in the aforementioned programs. The number of degrees added to UNMC’s IPEDS completion totals are as follows: 609 (2006-07), 627 (2007-08), 610 (2008-09), 661 (2009-10), 627 (2010-11), 558 (2011-12), 311 (2012-13), 344 (2013-14), 348 (2014-15), and 330 (2015-16).

³ In March 2015, the Commission approved a change of ownership application for the Omaha School of Massage and Healthcare of Herzing University to change from for-profit to not-for-profit. However, Herzing’s application with the Department of Education for this change is pending; thus Herzing was classified as a for-profit institution in IPEDS (and in this report) for the reporting period.

Technical Notes:

1. Due to data corrections and additions to the Commission's database that have been made since the *2016 Factual Look* was published, the *2017 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.

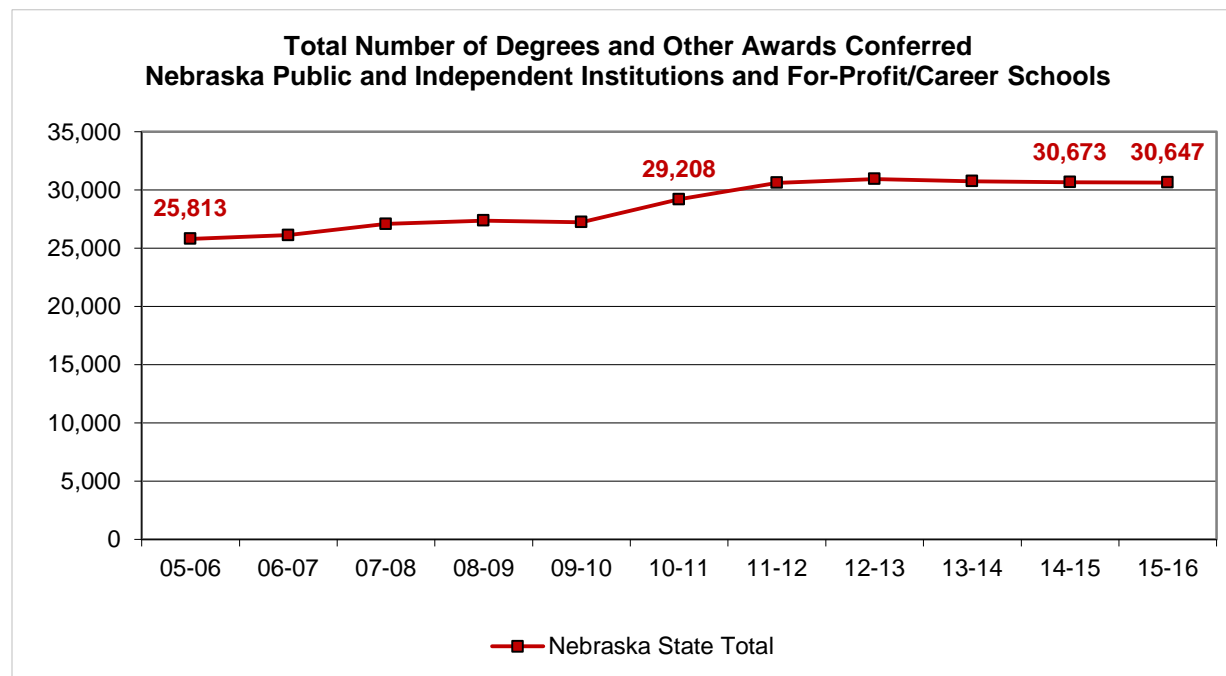
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Section 1

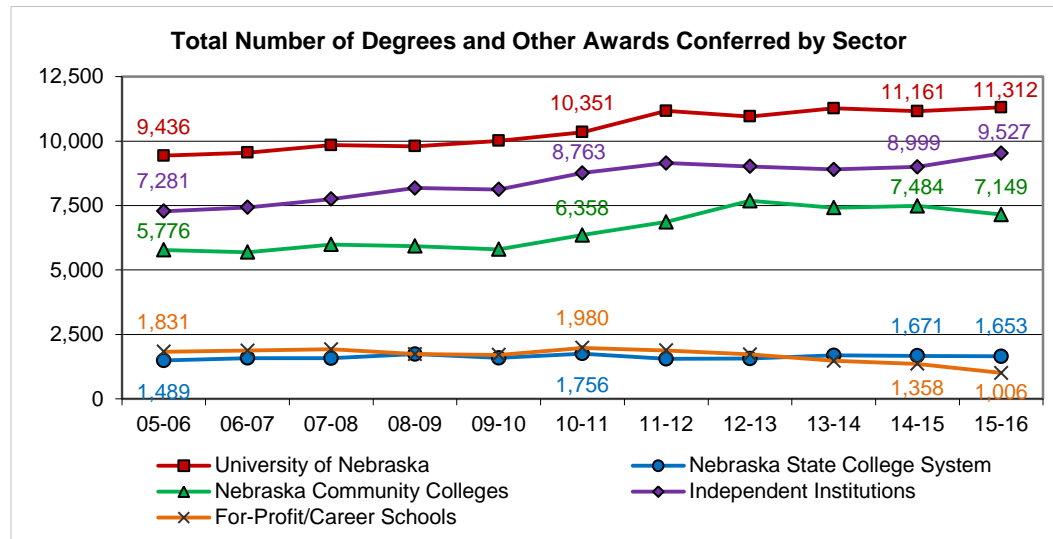
Total Degrees and Other Awards by Sector and by Institution

TOTAL DEGREES AND OTHER AWARDS CONFERRED

- Nebraska's public and independent institutions and for-profit/career schools conferred a total of 30,647 degrees, diplomas, and certificates during the one-year period from July 1, 2015 to June 30, 2016, a decrease of 26 awards, or 0.1%, from one year earlier.
- Over the 10-year period from 2005-06 to 2015-16, the total number of degrees and awards conferred by postsecondary institutions in Nebraska increased 18.7%.

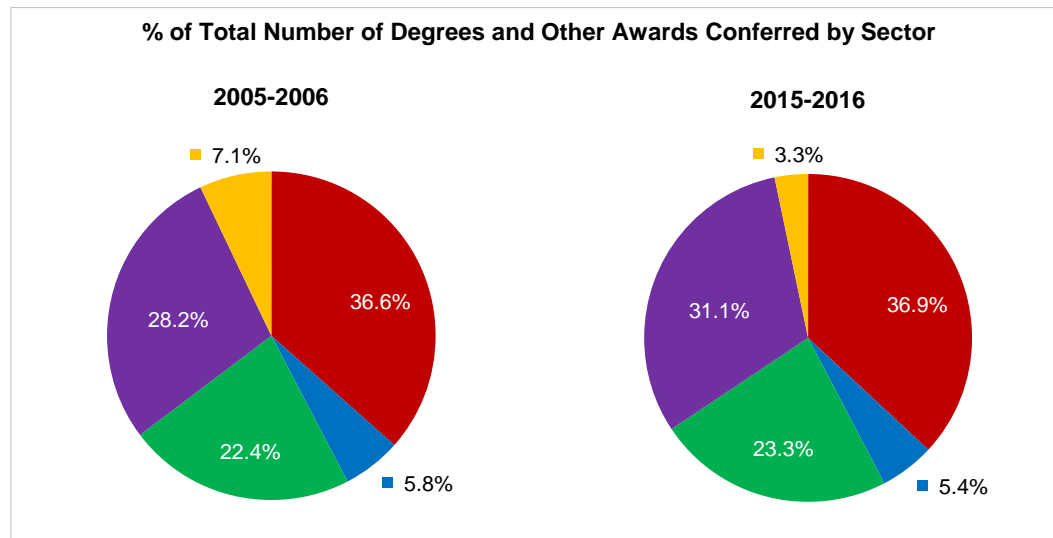


TOTAL DEGREES AND OTHER AWARDS CONFERRED by SECTOR

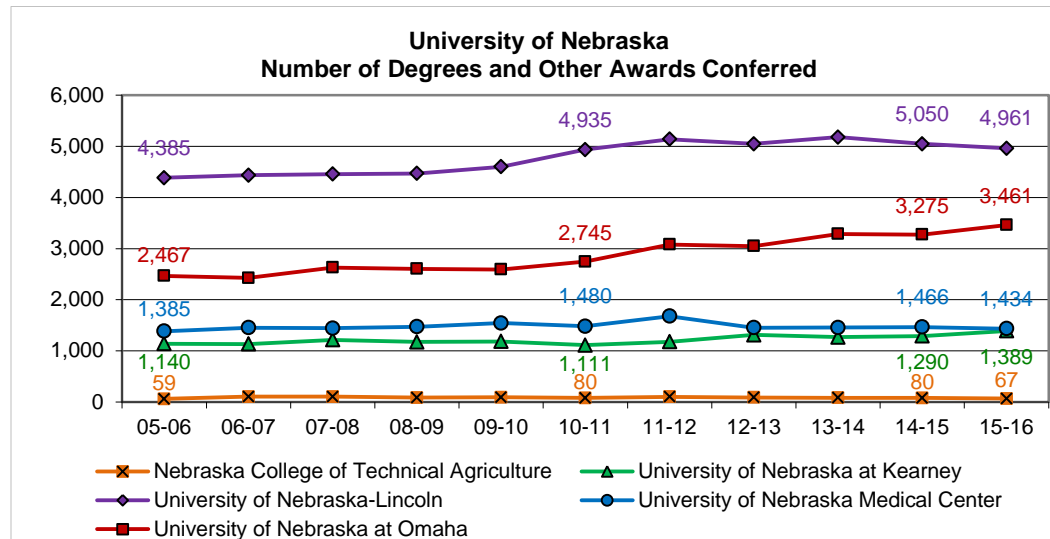


- Between 2005-06 and 2015-16, the number of degrees and other awards conferred changed as follows:

Sector	15-16 1-Yr	06-16 10-Yr
Univ. of Neb. (■)	1.4%	19.9%
NSCS (●)	-1.1%	11.0%
Neb. CCs (▲)	-4.5%	23.8%
Independents (◆)	5.9%	30.8%
For-Profit/Career (x)	-25.9%	-45.1%
Total	-0.1%	18.7%

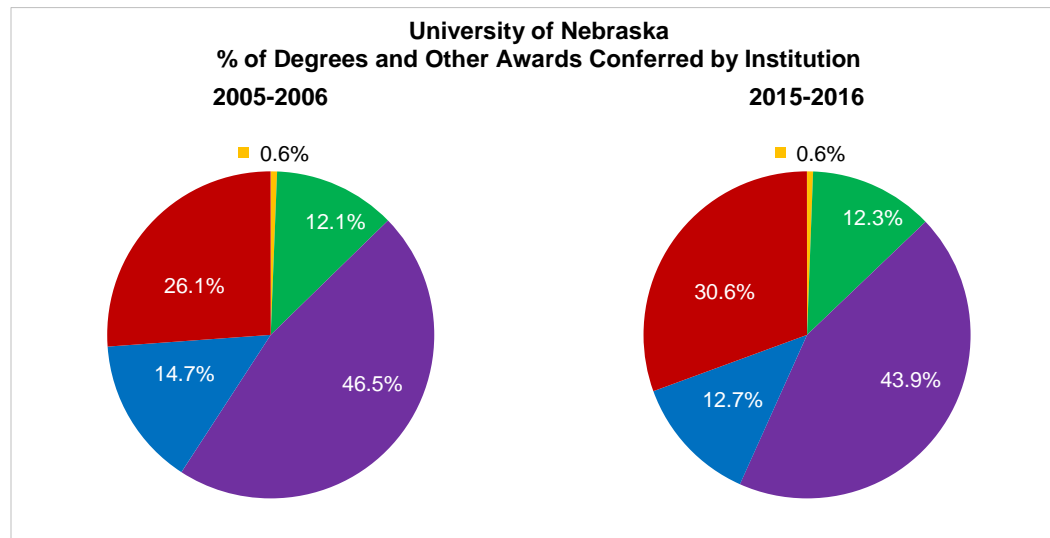


DEGREES AND OTHER AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA

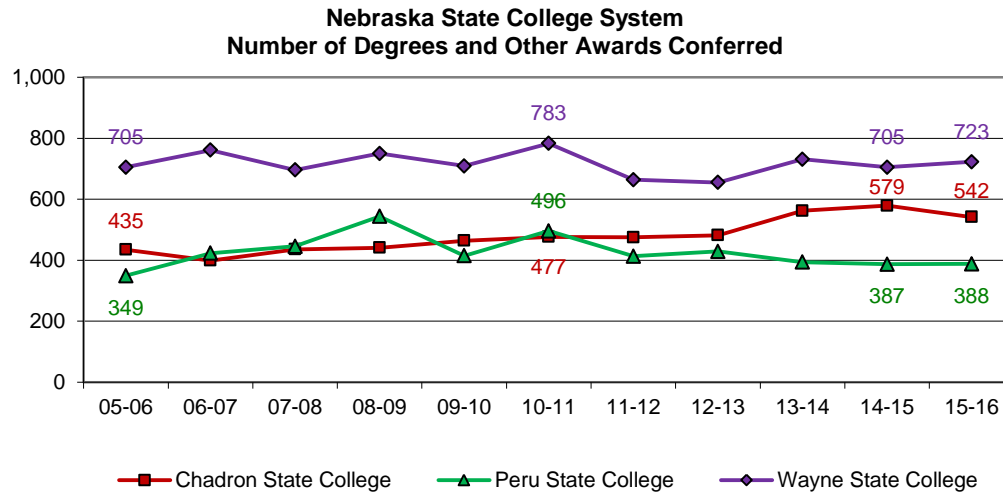


- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by the University of Nebraska changed as follows:

Institution	15-16 1-Yr	06-16 10-Yr
NCTA (x)	-16.3%	13.6%
UNK (▲)	7.7%	21.8%
UNL (◆)	-1.8%	13.1%
UNMC (●)	-2.2%	3.5%
UNO (■)	5.7%	40.3%
Sector Total	1.4%	19.9%



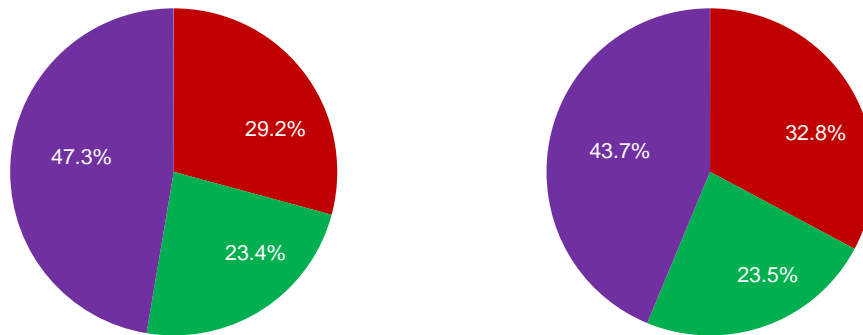
DEGREES AND OTHER AWARDS CONFERRED BY THE NEBRASKA STATE COLLEGE SYSTEM



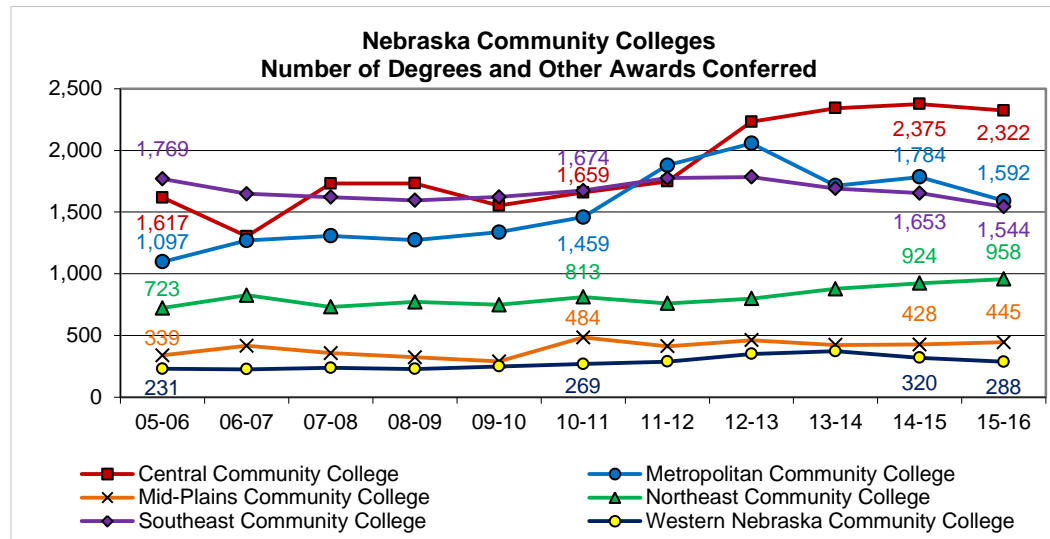
- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by the Nebraska State College System changed as follows:

Institution	15-16 1-Yr	06-16 10-Yr
Chadron (■)	-6.4%	24.6%
Peru (▲)	0.3%	11.2%
Wayne (◆)	2.6%	2.6%
Sector Total	-1.1%	11.0%

**Nebraska State College System
% of Degrees and Other Awards Conferred by Institution
2005-2006 2015-2016**

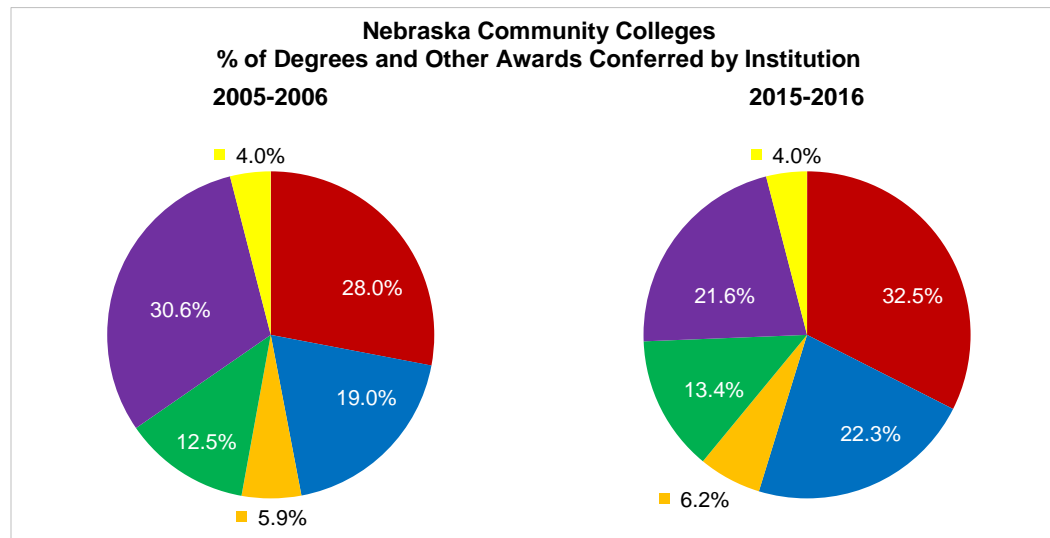


DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES

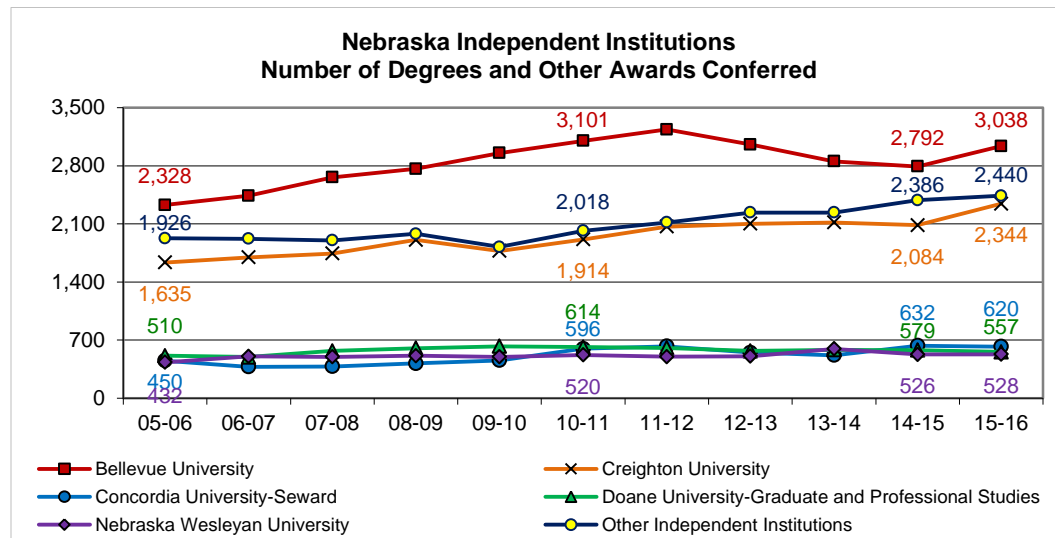


- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by Nebraska's Community Colleges changed as follows:

Institution	15-16 1-Yr	06-16 10-Yr
Central (■)	-2.2%	43.6%
Metropolitan (●)	-10.8%	45.1%
Mid-Plains (x)	4.0%	31.3%
Northeast (▲)	3.7%	32.5%
Southeast (◆)	-6.6%	-12.7%
Western (●)	-10.0%	24.7%
Sector Total	-4.5%	23.8%

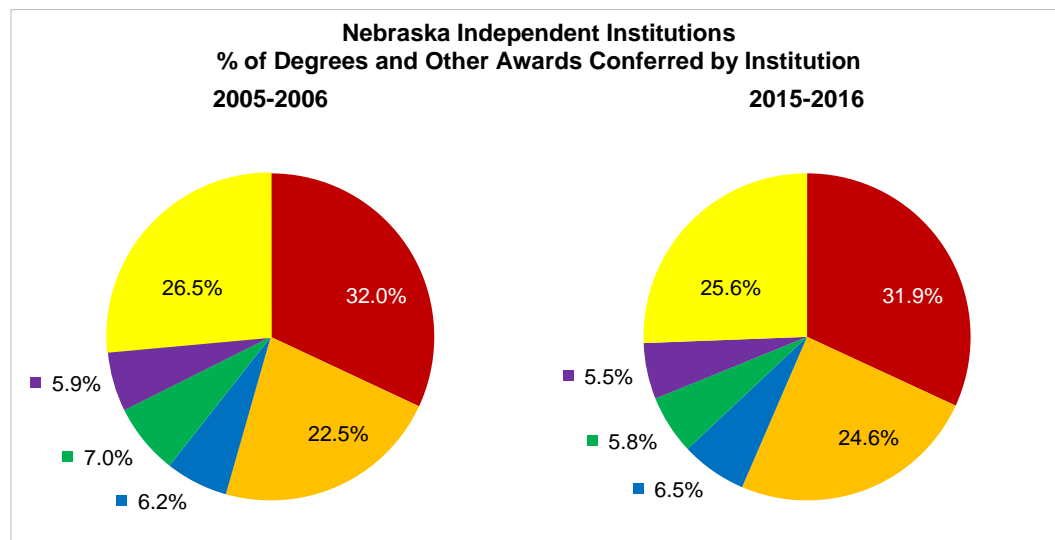


DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA INDEPENDENT INSTITUTIONS



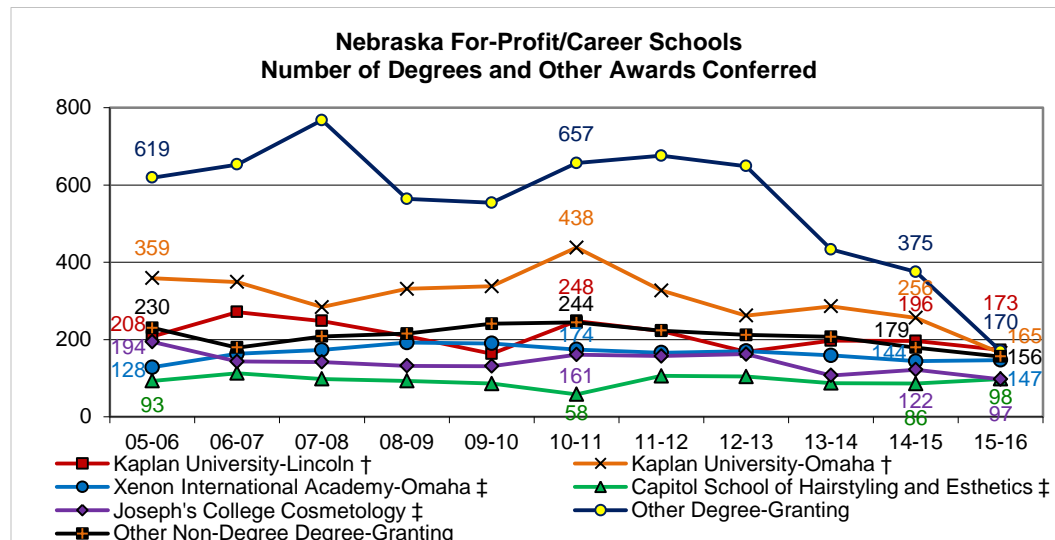
- Between 2005-06 and 2015-16, the number of degrees and other awards conferred within the independent sector changed as follows:

Institution	15-16 1-Yr	06-16 10-Yr
Bellevue (■)	8.8%	30.5%
Creighton (x)	12.5%	43.4%
Concordia (●)	-1.9%	37.8%
Doane-Grad/Prof (▲)	-3.8%	9.2%
Nebraska Wesleyan (◆)	0.4%	22.2%
Other Independents (●)	2.3%	26.7%
Sector Total	5.9%	30.8%



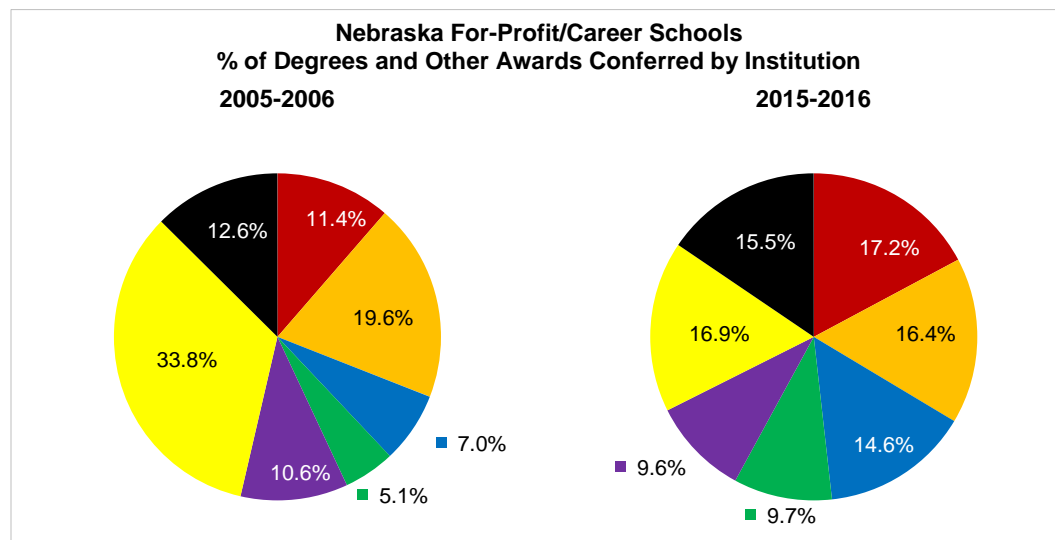
Note. These graphs detail data for: 1.) The five independent institutions that granted the highest number of degrees and other awards within the independent sector in 2015-16, and 2.) The combined data for the remaining institutions in the independent sector.

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



- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by the for-profit/career schools and colleges changed as follows:

Institution	15-16 1-Yr	06-16 10-Yr
Kaplan-Lincoln † (■)	-11.7%	-16.8%
Kaplan-Omaha † (x)	-35.5%	-54.0%
Xenon Int'l. ‡ (●)	2.1%	14.8%
Capitol School ‡ (▲)	14.0%	5.4%
Joseph's ‡ (◆)	-20.5%	-50.0%
Other Degree (●)	-54.7%	-72.5%
Other Non-Degree (■)	-12.8%	-32.2%
Sector Total	-25.9%	-45.1%



- The changes between 2005-06 and 2015-16 in the percentage of degrees and other awards conferred at the other degree-granting schools were due primarily to the closing of Vatterott College (closed fall 2005), Vatterott College-Spring Valley, (closed fall 2015), and ITT Technical Institute-Omaha (closed fall 2016).

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 2015-16, 2.) The combined data for the remaining degree-granting institutions in the for-profit/career school sector, and 3.) The combined data for the remaining non-degree-granting institutions in the for-profit/career school sector. Institutions are classified as degree-granting, based on their classification for the 2015-16 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 Award Level

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.¹ (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.

¹ 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 ^a
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 ^b	Bachelor's Degree ^b	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 ^b	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 ^b	Master's Degree ^{b c}	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 ^b	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 ^a
Doctor's	Doctor's Degree- Professional Practice ^c	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 ^d	A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

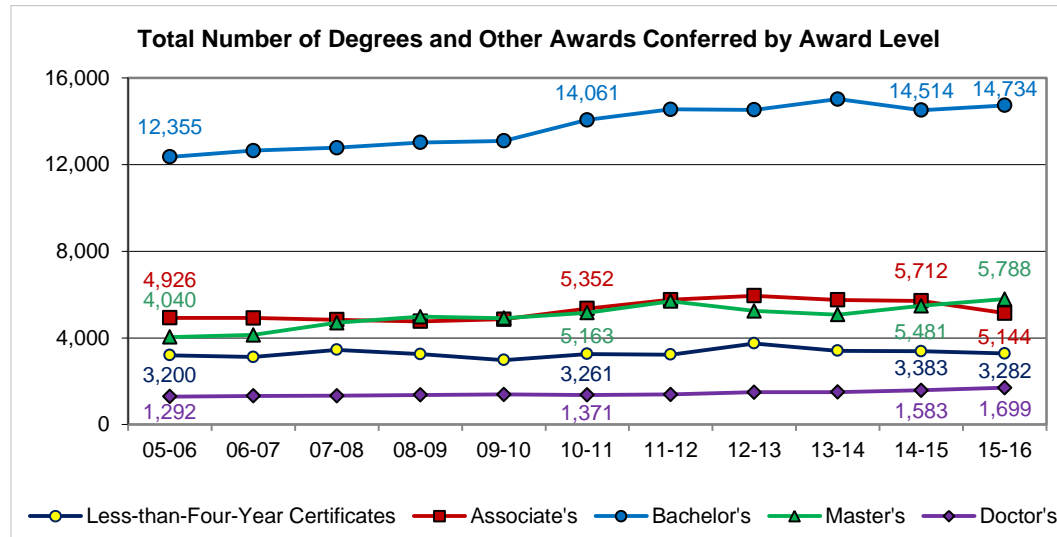
^aData source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, May 17, 2017.

^bFor 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.

^cIn 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.

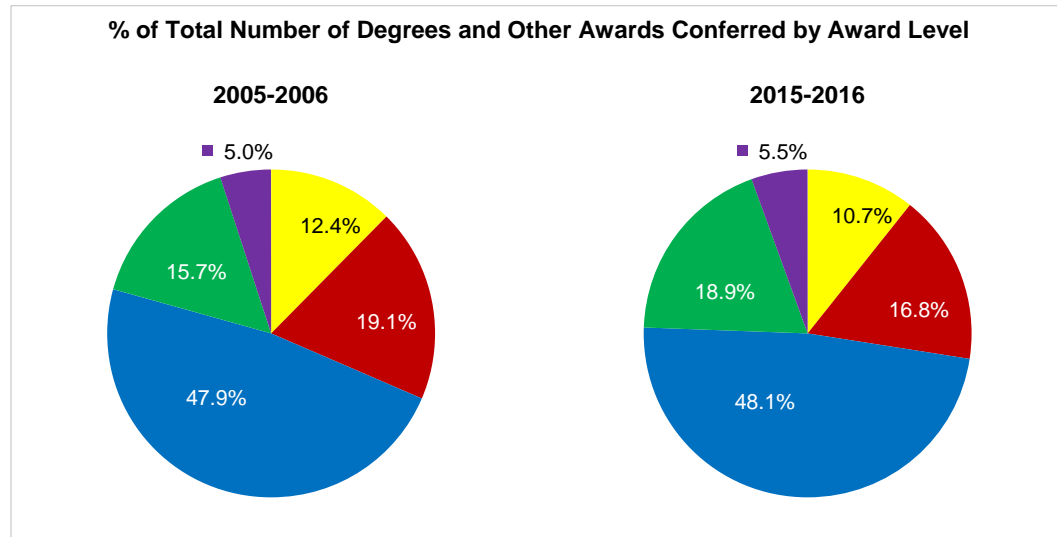
^dThere are no institutions in Nebraska that currently classify any degrees in this category.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL



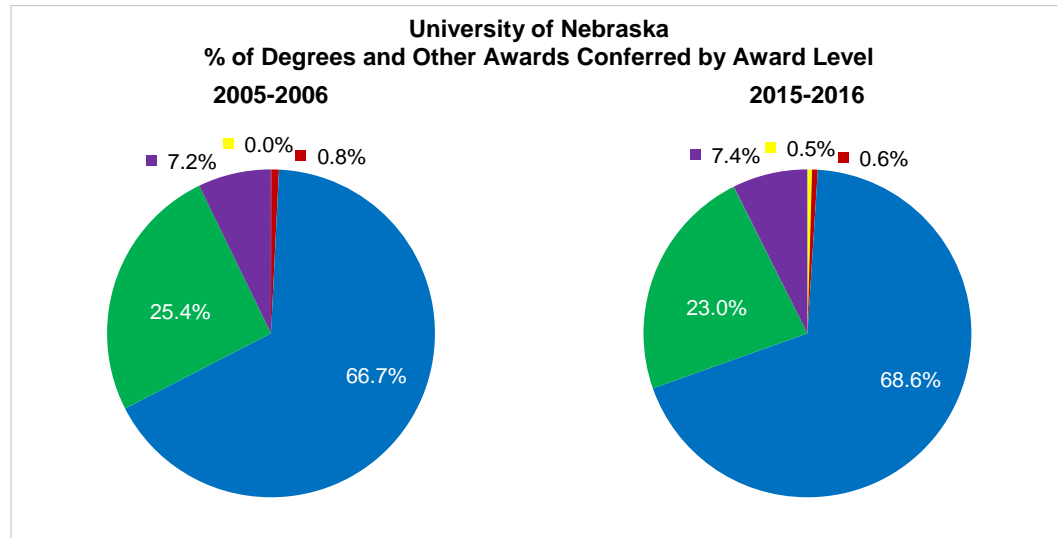
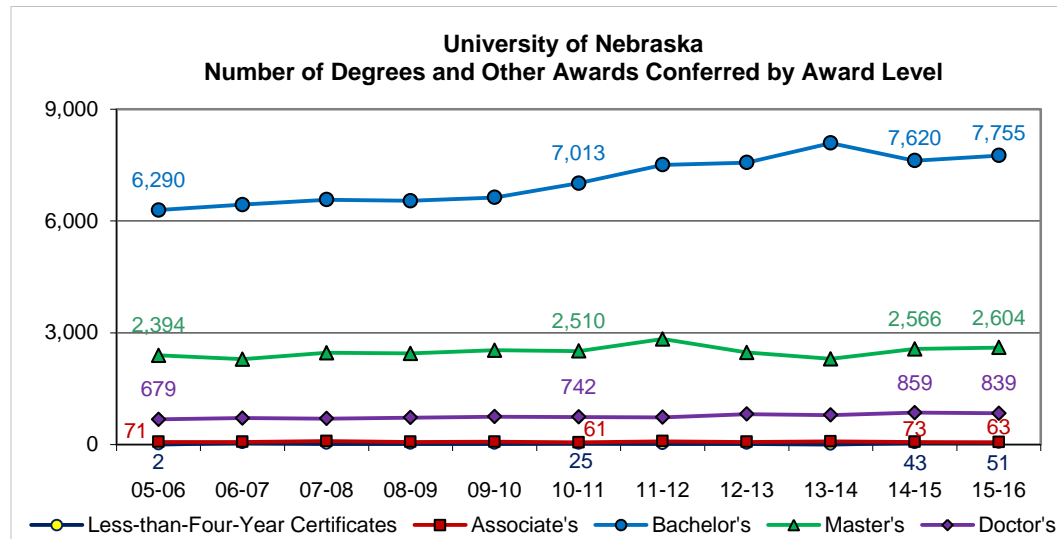
- Between 2005-06 and 2015-16, the number of degrees and other awards conferred at each award level changed as follows:

Level	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates (●)	-3.0%	2.6%
Associate's (■)	-9.9%	4.4%
Bachelor's (●)	1.5%	19.3%
Master's (▲)	5.6%	43.3%
Doctor's (◆)	7.3%	31.5%
Total	-0.1%	18.7%



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 AWARD LEVEL



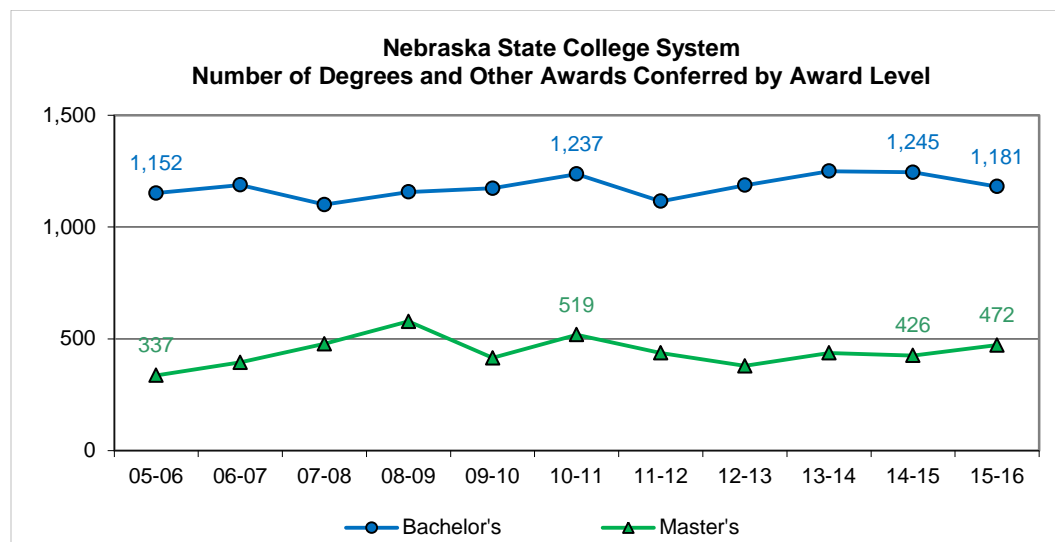
- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by the University of Nebraska changed as follows:

Level	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates (●)	18.6%	2450.0%
Associate's (■)	-13.7%	-11.3%
Bachelor's (●)	1.8%	23.3%
Master's (▲)	1.5%	8.8%
Doctor's (◆)	-2.3%	23.6%
Sector Total	1.4%	19.9%

- The large 10-year increase in the number of less-than-four-year certificates is due to an increase in the number of STEM certificates awarded at the University of Nebraska at Omaha.

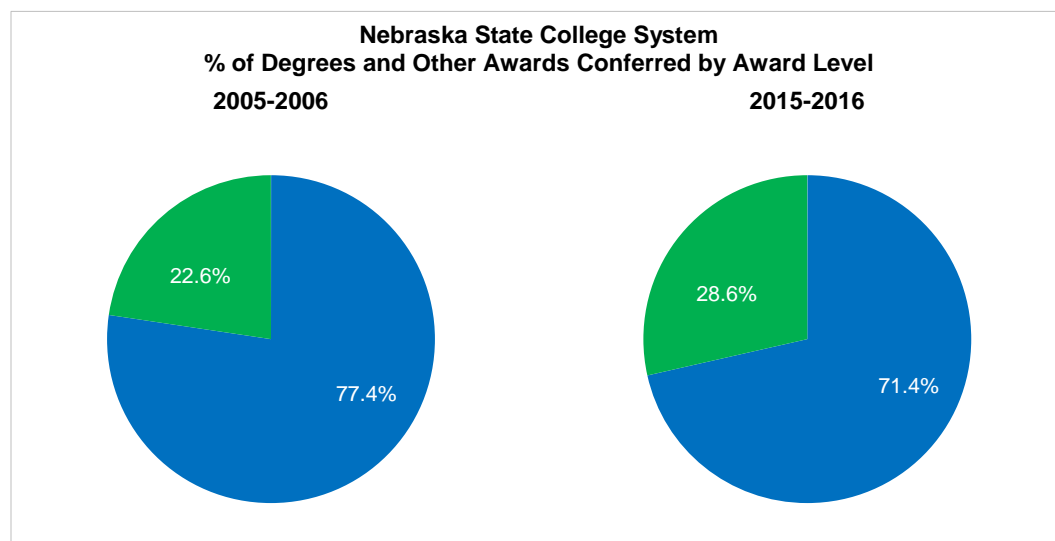
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

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



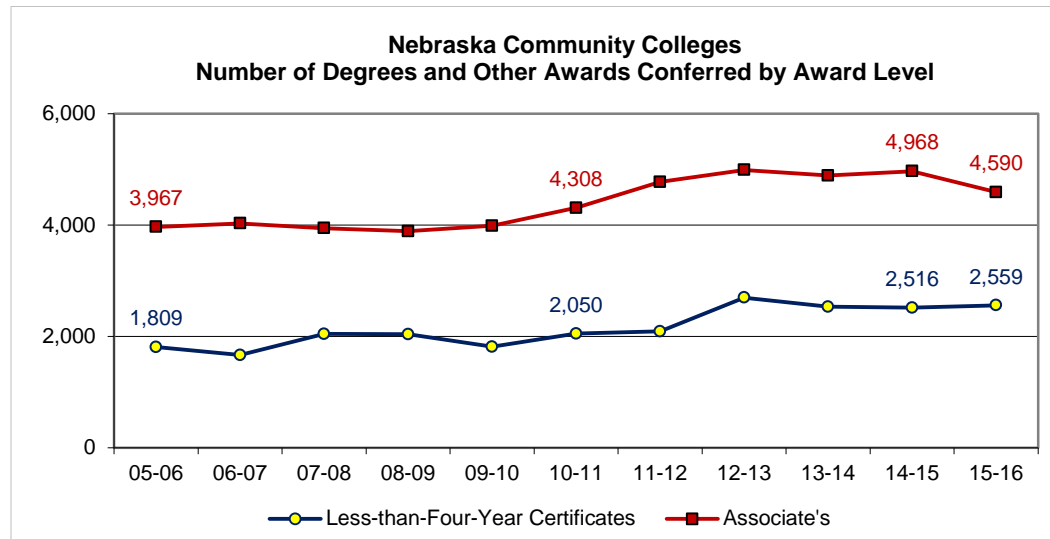
- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by the Nebraska State College System changed as follows:

Level	15-16 1-Yr	06-16 10-Yr
Bachelor's (●)	-5.1%	2.5%
Master's (▲)	10.8%	40.1%
Sector Total	-1.1%	11.0%



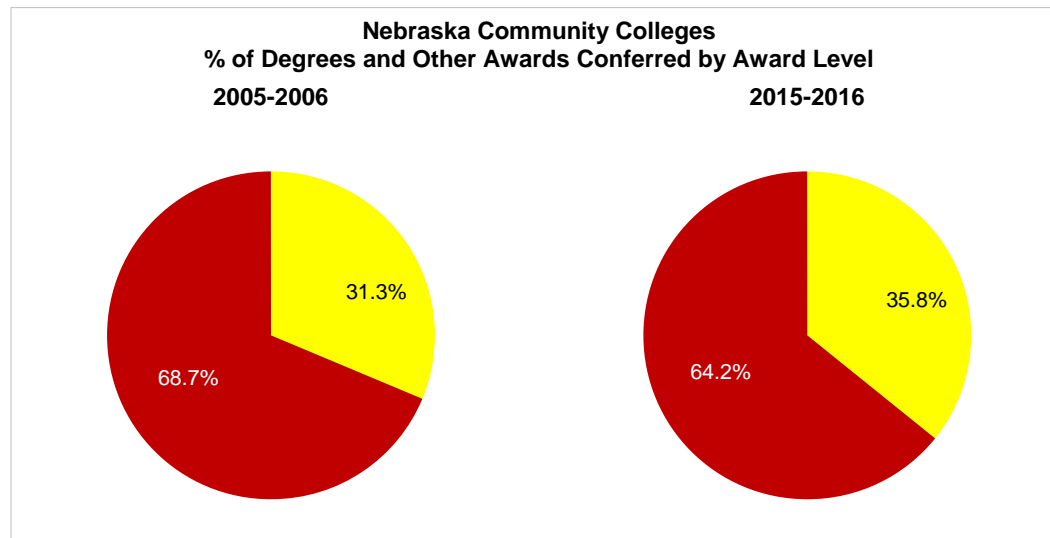
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The Nebraska state colleges do not confer less-than-four-year certificates, associate's degrees, or doctor's degrees.

DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES by AWARD LEVEL



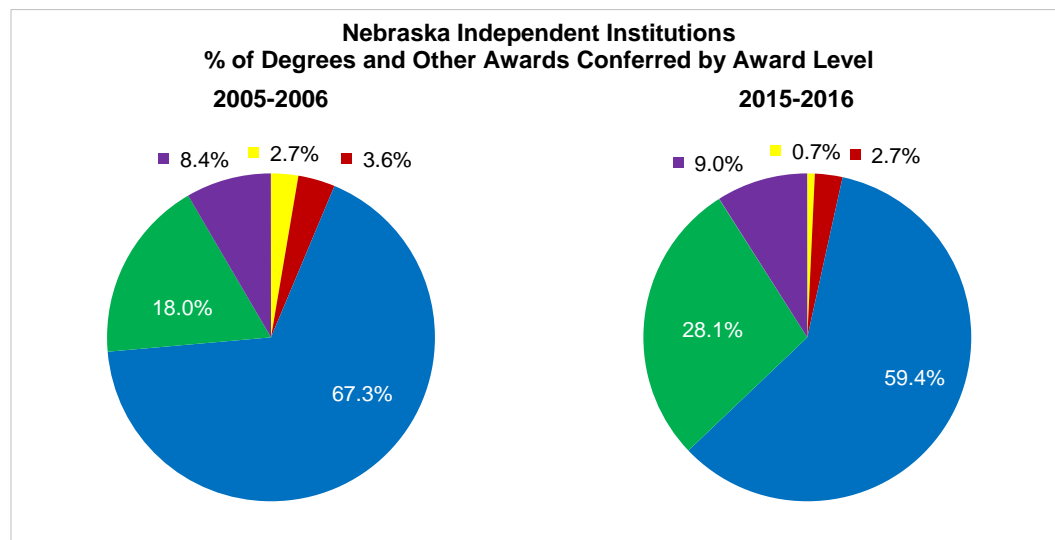
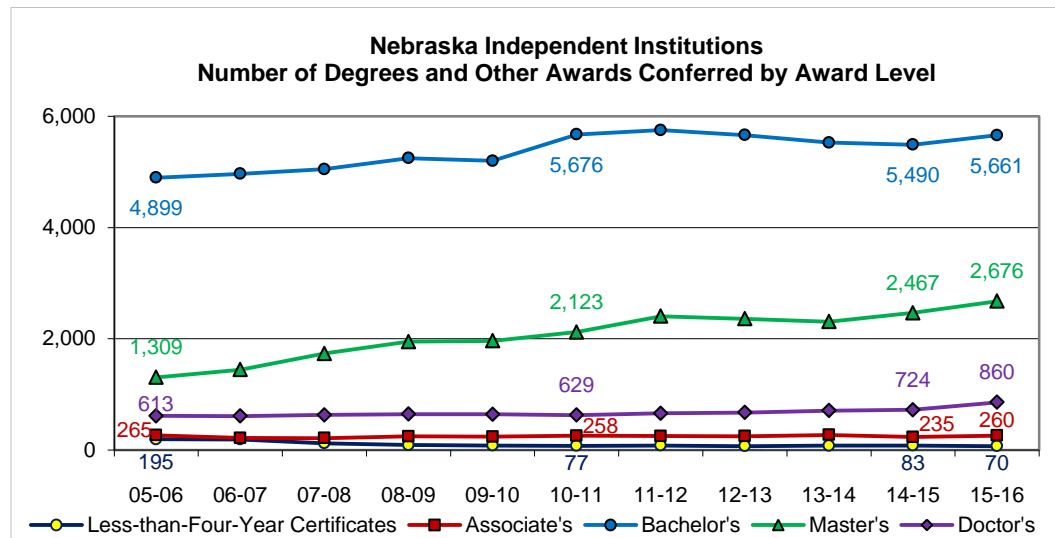
- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by Nebraska's community colleges changed as follows:

Level	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates (●)	1.7%	41.5%
Associate's (■)	-7.6%	15.7%
Sector Total	-4.5%	23.8%



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 AWARD LEVEL



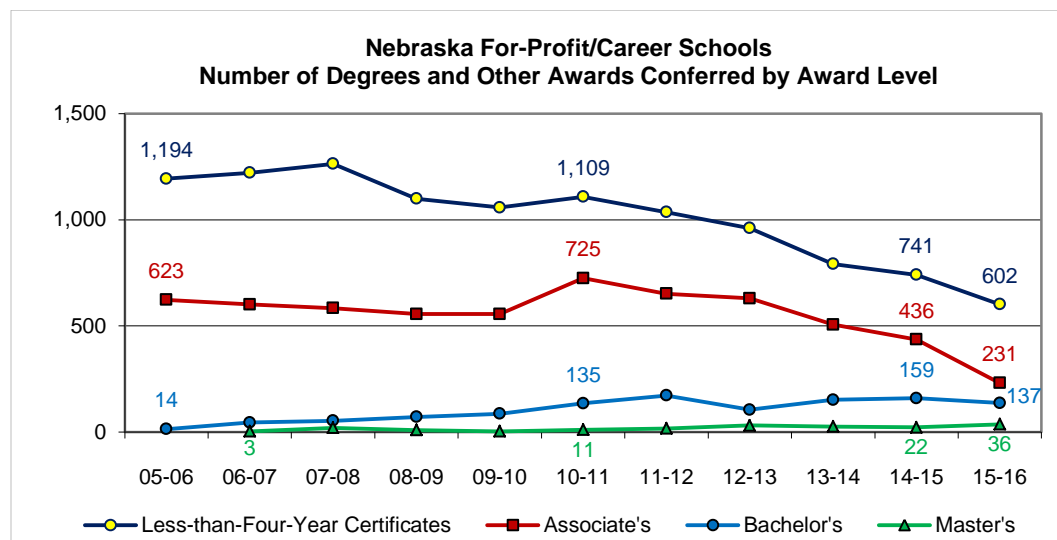
- Between 2005-06 and 2015-16, the number of degrees and other awards conferred within the independent sector changed as follows:

Level	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates (●)	-15.7%	-64.1%
Associate's (■)	10.6%	-1.9%
Bachelor's (●)	3.1%	15.6%
Master's (▲)	8.5%	104.4%
Doctor's (◆)	18.8%	40.3%
Sector Total	5.9%	30.8%

- The number of master's degrees awarded by independent institutions more than doubled between 2005-06 and 2015-16. As a result, master's degrees accounted for 28.1% of the total number of degrees awarded by independent institutions in 2015-16, compared to 18.0% in 2005-06.

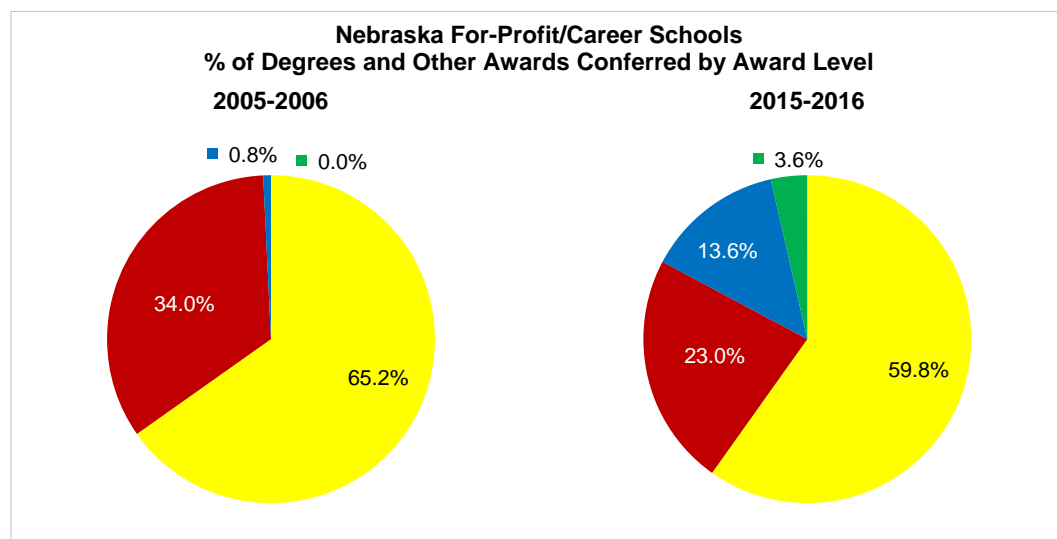
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA FOR-PROFIT/CAREER SCHOOLS by AWARD LEVEL



- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by the for-profit/career schools and colleges changed as follows:

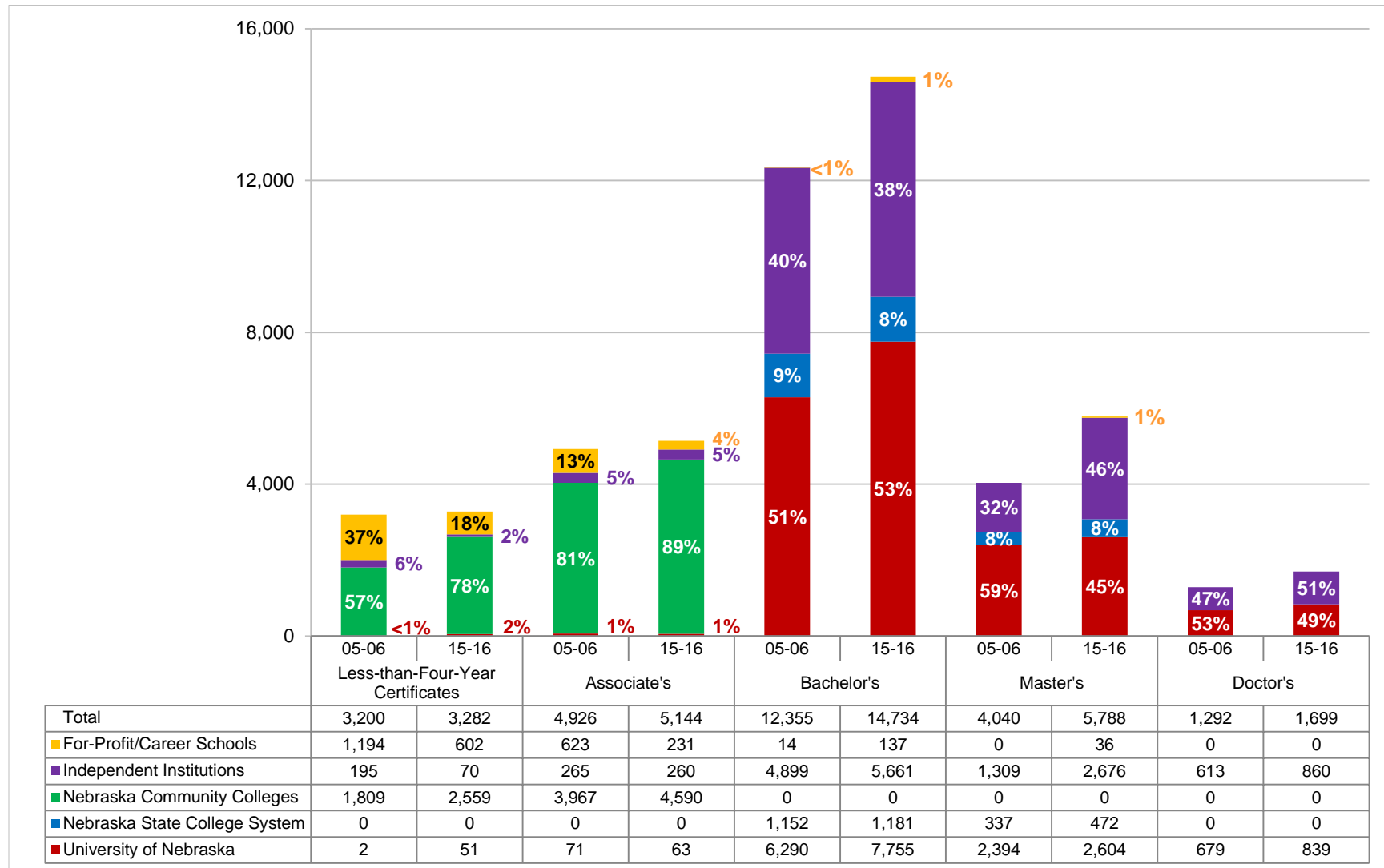
Level	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates (●)	-18.8%	-49.6%
Associate's (■)	-47.0%	-62.9%
Bachelor's (●)	-13.8%	878.6%
Master's (▲)	63.6%	N/A
Sector Total	-25.9%	-45.1%



- Master's degrees were first awarded in the for-profit/career school sector in 2006-07. Over the nine-year period since, the number of master's degrees increased 1100.0%, from three awards in 2006-07 to 36 awards in 2015-16.

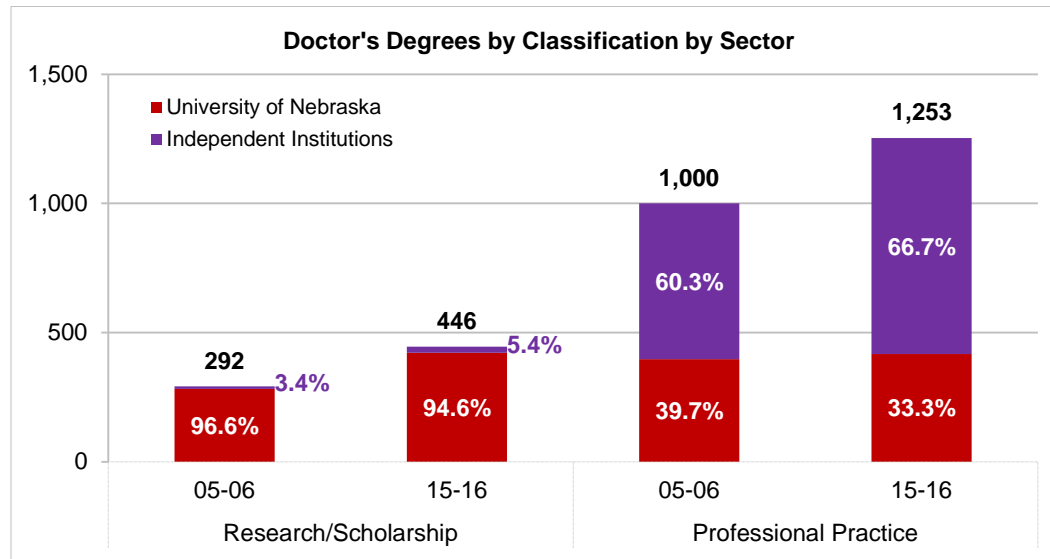
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. Nebraska's for-profit/career schools do not confer doctor's degrees.

DEGREES AND OTHER AWARDS CONFERRED by AWARD 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. 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.

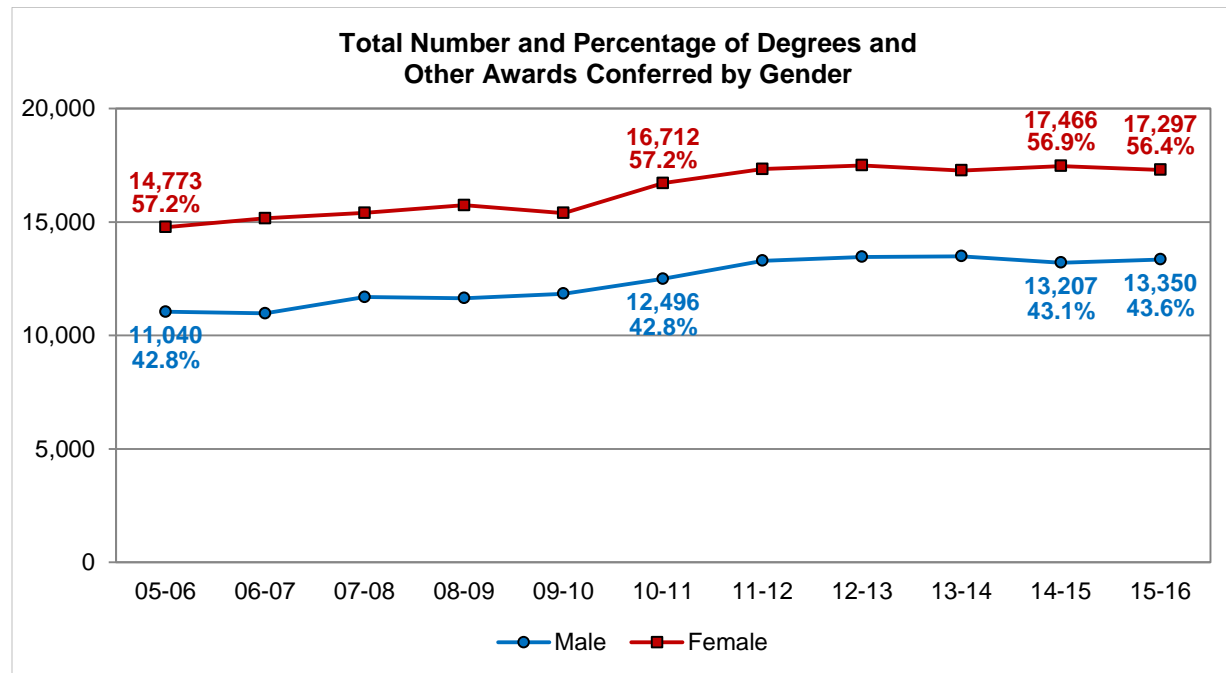
- Research/scholarship doctoral degrees increased 52.7% between 2005-06 and 2015-16:
 - 49.6% increase at the University of Nebraska (from 282 to 422)
 - 140.0% increase at Nebraska's independent institutions (from 10 to 24)
- Professional practice doctoral degrees increased 25.2% during this same time:
 - 5.0% increase at the University of Nebraska (from 397 to 417)
 - 38.6% increase at Nebraska's independent institutions (from 603 to 836)

Section 3

Total Degrees and Other Awards by Gender

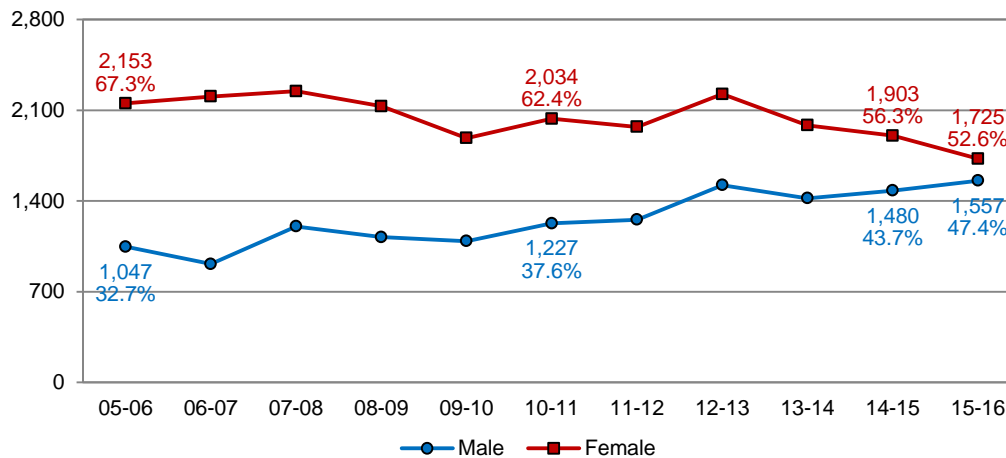
TOTAL DEGREES AND OTHER AWARDS by GENDER

- Nebraska's public and independent institutions and for-profit/career schools awarded 17,297 degrees, diplomas, and certificates to women in 2015-16, a one-year decrease of 1.0%. Over the 10-year period from 2005-06 to 2015-16, the total number of degrees and awards granted to women increased 17.1%.
- Meanwhile, 13,350 degrees and other awards were granted to men in 2015-16, a one-year increase of 1.1%. Between 2005-06 and 2015-16, the total number of degrees and other awards granted to men increased 20.9%.
- 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 14.5 percentage points in 2005-06 to 12.9 percentage points in 2015-16.



DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by GENDER

Number and Percentage of Less-than-Four-Year Certificates by Gender



- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

Less-than-Four-Year Certificates:

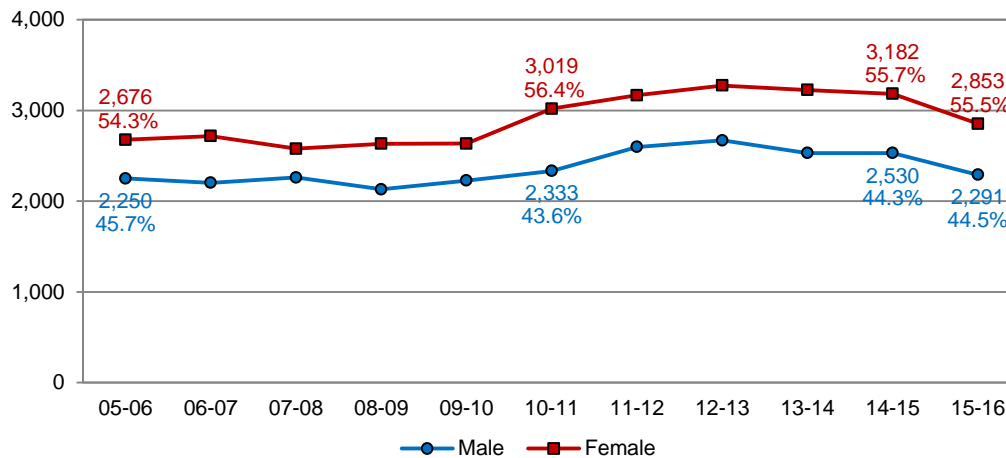
Gender	15-16 1-Yr	06-16 10-Yr
Male (●)	5.2%	48.7%
Female (■)	-9.4%	-19.9%
Level Total	-3.0%	2.6%

Associate's Degrees:

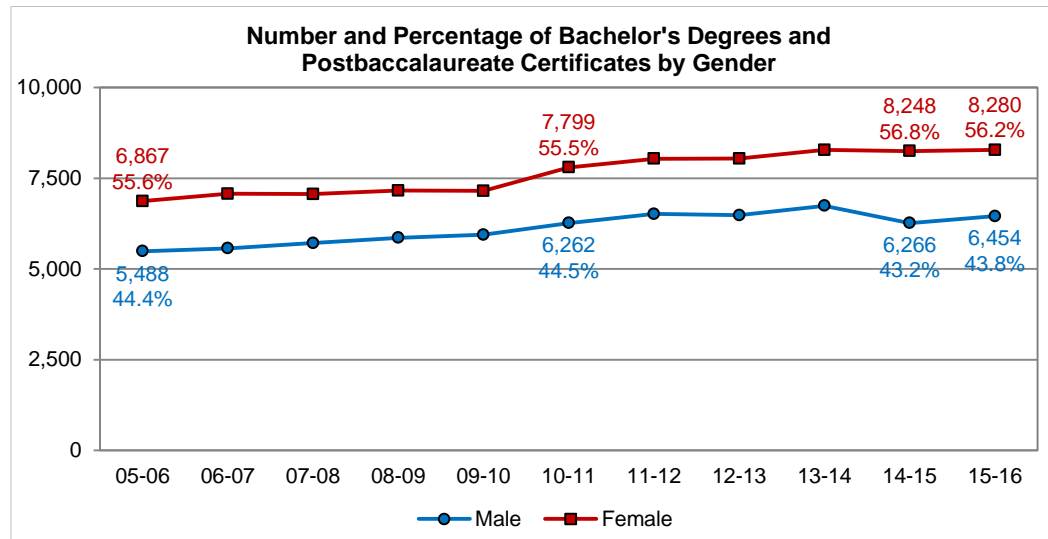
Gender	15-16 1-Yr	06-16 10-Yr
Male (●)	-9.4%	1.8%
Female (■)	-10.3%	6.6%
Level Total	-9.9%	4.4%

- Over the 10-year period, the gender gap narrowed for less-than-four-year certificates (from 34.6 to 5.5 percentage points), but widened for associate's degrees (from 8.6 to 10.9 percentage points).

Number and Percentage of Associate's Degrees by Gender



DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by GENDER



- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

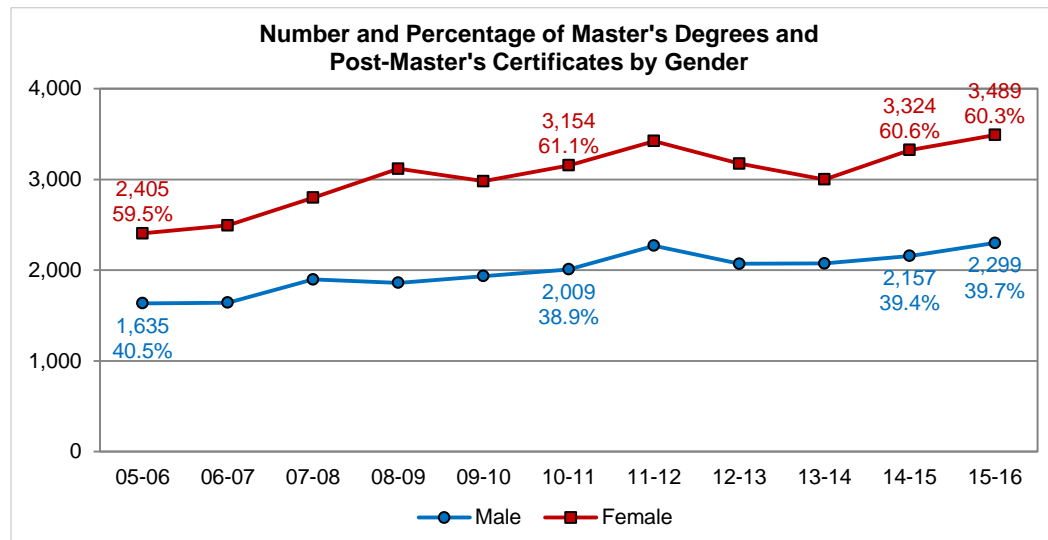
Bachelor's Degrees and Postbaccalaureate Certificates:

Gender	15-16 1-Yr	06-16 10-Yr
Male (●)	3.0%	17.6%
Female (■)	0.4%	20.6%
Level Total	1.5%	19.3%

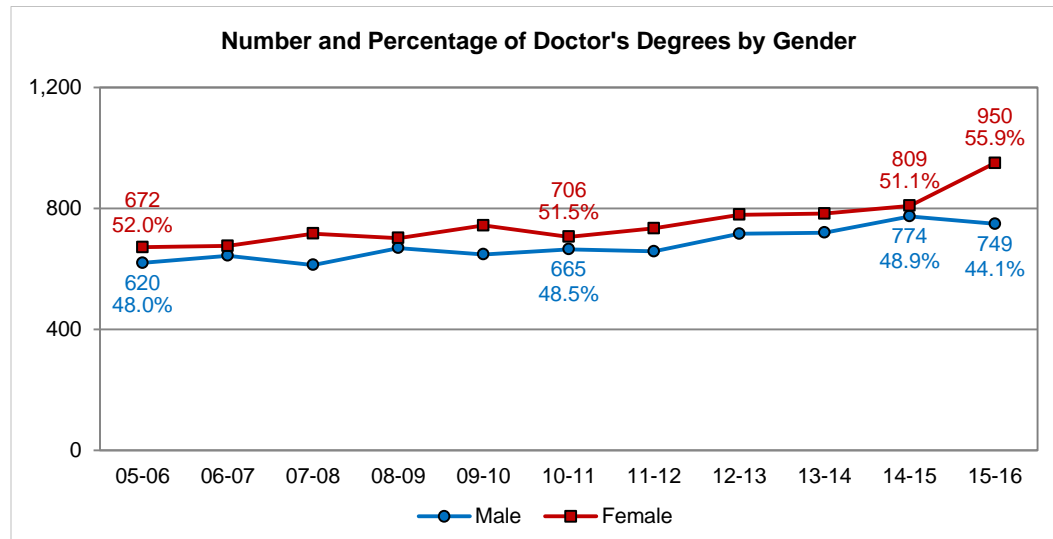
Master's Degrees and Post-Master's Certificates:

Gender	15-16 1-Yr	06-16 10-Yr
Male (●)	6.6%	40.6%
Female (■)	5.0%	45.1%
Level Total	5.6%	43.3%

- Over the 10-year period, the gender gap increased slightly for the bachelor and master level awards (from 11.2 to 12.4 and from 19.1 to 20.6 percentage points, respectively).



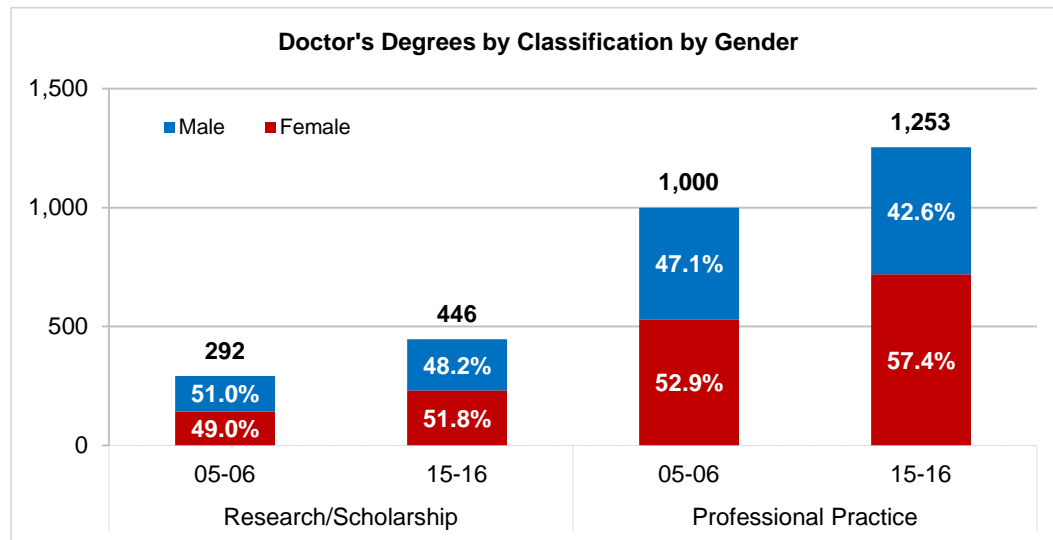
DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by GENDER



- Between 2005-06 and 2015-16, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

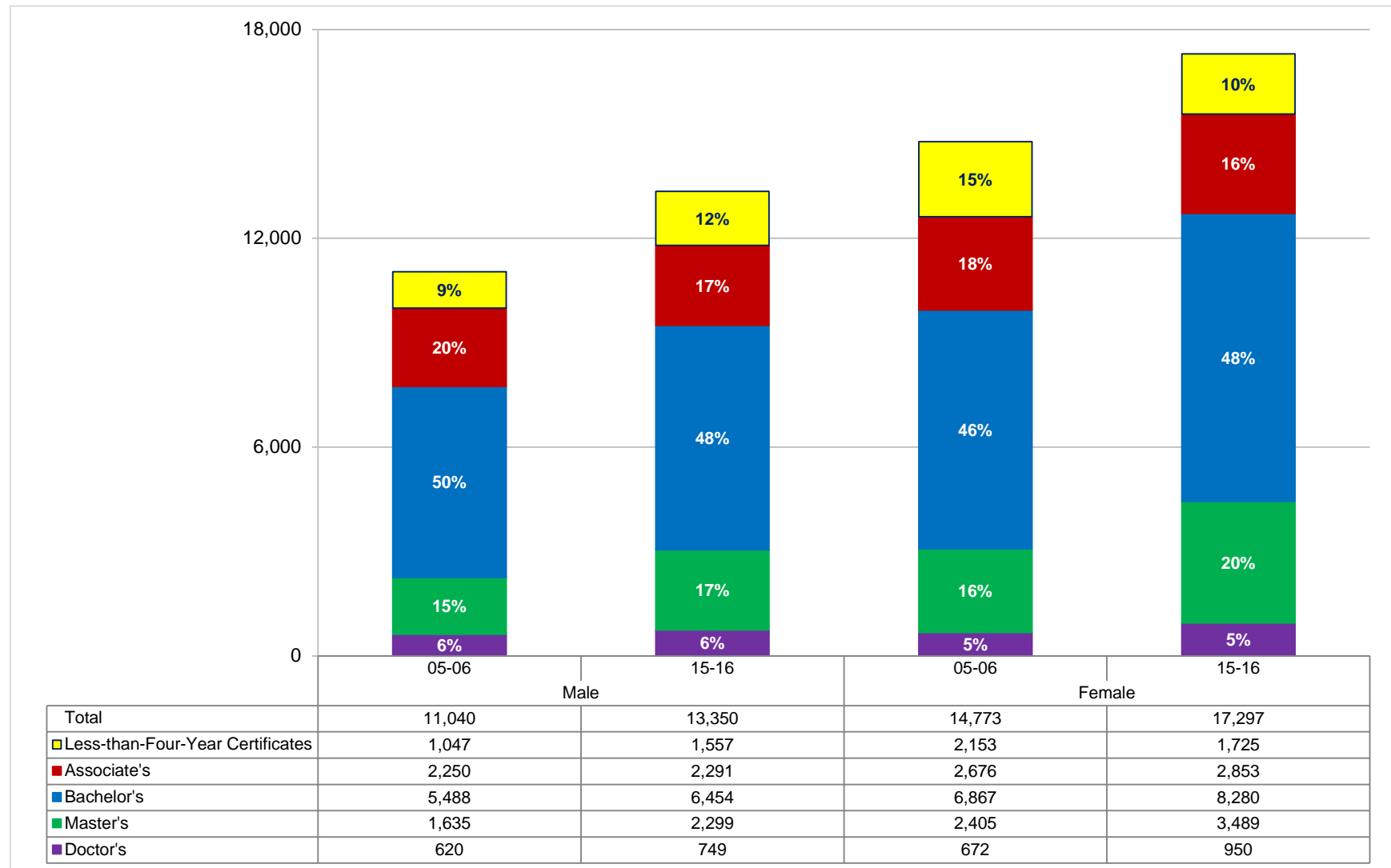
Doctor's Degrees:

Gender	15-16 1-Yr	06-16 10-Yr
Male (●)	-3.2%	20.8%
Female (■)	17.4%	41.4%
Level Total	7.3%	31.5%



- Nearly 88% of the one-year increase between 2014-15 and 2015-16 in the number of doctor's degrees conferred to females is due to an increase in the number of these awards conferred by Creighton University (from 382 in 2014-15 to 506 in 2015-16).
- Over the 10-year period, the number of research/scholarship doctoral degrees increased 44.3% for males and 61.5% for females while professional practice doctor's degrees increased 13.4% for males and 35.9% for females.

DEGREES AND OTHER AWARDS CONFERRED by GENDER by AWARD 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 AWARD LEVEL by GENDER

University of Nebraska - Degrees and Awards by Award Level by Gender

												% Change	
Award Level / Gender	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
Male	1	7	5	2	8	5	5	6	1	34	47	38.2%	4600.0%
% Male	50%	18%	25%	9%	36%	20%	28%	30%	100%	79%	92%		
Female	1	33	15	20	14	20	13	14	0	9	4	-55.6%	300.0%
% Female	50%	83%	75%	91%	64%	80%	72%	70%	0%	21%	8%		
Associate's													
Male	42	41	53	34	39	30	44	33	39	35	30	-14.3%	-28.6%
% Male	59%	57%	56%	47%	50%	49%	50%	45%	45%	48%	48%		
Female	29	31	42	38	39	31	44	41	48	38	33	-13.2%	13.8%
% Female	41%	43%	44%	53%	50%	51%	50%	55%	55%	52%	52%		
Bachelor's													
Male	2,925	2,983	3,085	3,162	3,271	3,343	3,549	3,644	3,898	3,617	3,708	2.5%	26.8%
% Male	47%	46%	47%	48%	49%	48%	47%	48%	48%	47%	48%		
Female	3,365	3,455	3,485	3,378	3,361	3,670	3,958	3,923	4,193	4,003	4,047	1.1%	20.3%
% Female	53%	54%	53%	52%	51%	52%	53%	52%	52%	53%	52%		
Master's													
Male	1,044	938	1,021	989	1,050	1,096	1,245	1,015	997	1,087	1,095	0.7%	4.9%
% Male	44%	41%	41%	40%	41%	44%	44%	41%	43%	42%	42%		
Female	1,350	1,354	1,440	1,455	1,482	1,414	1,587	1,457	1,305	1,479	1,509	2.0%	11.8%
% Female	56%	59%	59%	60%	59%	56%	56%	59%	57%	58%	58%		
Doctor's													
Professional Practice													
Male	204	191	178	189	195	214	218	216	210	216	200	-7.4%	-2.0%
% Male	51%	49%	45%	47%	47%	54%	53%	50%	53%	51%	48%		
Female	193	202	214	214	217	179	196	217	189	210	217	3.3%	12.4%
% Female	49%	51%	55%	53%	53%	46%	47%	50%	47%	49%	52%		
Research/ Scholarship													
Male	142	162	161	160	170	177	165	198	181	229	207	-9.6%	45.8%
% Male	50%	51%	52%	50%	50%	51%	52%	51%	46%	53%	49%		
Female	140	155	146	161	168	172	153	190	213	204	215	5.4%	53.6%
% Female	50%	49%	48%	50%	50%	49%	48%	49%	54%	47%	51%		
Doctor's Total													
Male	346	353	339	349	365	391	383	414	391	445	407	-8.5%	17.6%
% Male	51%	50%	48%	48%	49%	53%	52%	50%	49%	52%	49%		
Female	333	357	360	375	385	351	349	407	402	414	432	4.3%	29.7%
% Female	49%	50%	52%	52%	51%	47%	48%	50%	51%	48%	51%		
University of Nebraska Total													
Male	4,358	4,322	4,503	4,536	4,733	4,865	5,226	5,112	5,326	5,218	5,287	1.3%	21.3%
% Male	46%	45%	46%	46%	47%	47%	47%	47%	47%	47%	47%		
Female	5,078	5,230	5,342	5,266	5,281	5,486	5,951	5,842	5,948	5,943	6,025	1.4%	18.6%
% Female	54%	55%	54%	54%	53%	53%	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 AWARD LEVEL by GENDER

Nebraska State College System - Degrees and Awards by Award Level by Gender

Award Level / Gender	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Bachelor's													
Male	494	485	460	504	495	521	448	484	488	492	448	-8.9%	-9.3%
% Male	43%	41%	42%	44%	42%	42%	40%	41%	39%	40%	38%		
Female	658	703	640	653	678	716	667	703	762	753	733	-2.7%	11.4%
% Female	57%	59%	58%	56%	58%	58%	60%	59%	61%	60%	62%		
Master's													
Male	89	129	144	148	135	159	167	149	173	171	189	10.5%	112.4%
% Male	26%	33%	30%	26%	33%	31%	38%	39%	40%	40%	40%		
Female	248	266	334	430	280	360	270	230	264	255	283	11.0%	14.1%
% Female	74%	67%	70%	74%	67%	69%	62%	61%	60%	60%	60%		
Nebraska State College System Total													
Male	583	614	604	652	630	680	615	633	661	663	637	-3.9%	9.3%
% Male	39%	39%	38%	38%	40%	39%	40%	40%	39%	40%	39%		
Female	906	969	974	1,083	958	1,076	937	933	1,026	1,008	1,016	0.8%	12.1%
% Female	61%	61%	62%	62%	60%	61%	60%	60%	61%	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 Award Level by Gender

Award Level / Gender	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
Male	876	726	1,028	996	971	1,051	1,109	1,402	1,338	1,372	1,454	6.0%	66.0%
% Male	48%	44%	50%	49%	54%	51%	53%	52%	53%	55%	57%		
Female	933	938	1,016	1,042	843	999	982	1,293	1,194	1,144	1,105	-3.4%	18.4%
% Female	52%	56%	50%	51%	46%	49%	47%	48%	47%	45%	43%		
Associate's													
Male	1,931	1,913	1,945	1,835	1,939	2,022	2,285	2,344	2,249	2,316	2,148	-7.3%	11.2%
% Male	49%	47%	49%	47%	49%	47%	48%	47%	46%	47%	47%		
Female	2,036	2,116	2,000	2,054	2,048	2,286	2,489	2,647	2,640	2,652	2,442	-7.9%	19.9%
% Female	51%	53%	51%	53%	51%	53%	52%	53%	54%	53%	53%		
Nebraska Community Colleges Total													
Male	2,807	2,639	2,973	2,831	2,910	3,073	3,394	3,746	3,587	3,688	3,602	-2.3%	28.3%
% Male	49%	46%	50%	48%	50%	48%	49%	49%	48%	49%	50%		
Female	2,969	3,054	3,016	3,096	2,891	3,285	3,471	3,940	3,834	3,796	3,547	-6.6%	19.5%
% Female	51%	54%	50%	52%	50%	52%	51%	51%	52%	51%	50%		

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 AWARD LEVEL by GENDER

Nebraska Independent Institutions - Degrees and Awards by Award Level by Gender

Award Level / Gender	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
Male	18	19	11	17	18	13	5	8	10	15	10	-33.3%	-44.4%
% Male	9%	10%	9%	19%	22%	17%	6%	11%	13%	18%	14%		
Female	177	173	111	74	63	64	77	62	69	68	60	-11.8%	-66.1%
% Female	91%	90%	91%	81%	78%	83%	94%	89%	87%	82%	86%		
Associate's													
Male	38	43	27	38	38	37	39	38	53	49	79	61.2%	107.9%
% Male	14%	20%	13%	15%	16%	14%	16%	15%	19%	21%	30%		
Female	227	174	186	208	203	221	212	211	220	186	181	-2.7%	-20.3%
% Female	86%	80%	87%	85%	84%	86%	84%	85%	81%	79%	70%		
Bachelor's													
Male	2,060	2,077	2,143	2,154	2,132	2,332	2,446	2,301	2,299	2,113	2,265	7.2%	10.0%
% Male	42%	42%	42%	41%	41%	41%	43%	41%	42%	38%	40%		
Female	2,839	2,892	2,909	3,095	3,068	3,344	3,308	3,363	3,230	3,377	3,396	0.6%	19.6%
% Female	58%	58%	58%	59%	59%	59%	57%	59%	58%	62%	60%		
Master's													
Male	502	574	723	720	748	748	850	898	896	892	1,006	12.8%	100.4%
% Male	38%	40%	42%	37%	38%	35%	35%	38%	39%	36%	38%		
Female	807	871	1,014	1,228	1,216	1,375	1,556	1,464	1,413	1,575	1,670	6.0%	106.9%
% Female	62%	60%	58%	63%	62%	65%	65%	62%	61%	64%	62%		
Doctor's													
Professional Practice													
Male	267	288	271	314	276	269	270	298	324	319	334	4.7%	25.1%
% Male	44%	48%	43%	50%	45%	44%	42%	45%	46%	46%	40%		
Female	336	316	353	316	337	339	370	369	373	382	502	31.4%	49.4%
% Female	56%	52%	57%	50%	55%	56%	58%	55%	54%	54%	60%		
Research/ Scholarship													
Male	7	3	3	6	7	5	5	4	5	10	8	-20.0%	14.3%
% Male	70%	50%	43%	35%	24%	24%	25%	57%	38%	43%	33%		
Female	3	3	4	11	22	16	15	3	8	13	16	23.1%	433.3%
% Female	30%	50%	57%	65%	76%	76%	75%	43%	62%	57%	67%		
Doctor's Total													
Male	274	291	274	320	283	274	275	302	329	329	342	4.0%	24.8%
% Male	45%	48%	43%	49%	44%	44%	42%	45%	46%	45%	40%		
Female	339	319	357	327	359	355	385	372	381	395	518	31.1%	52.8%
% Female	55%	52%	57%	51%	56%	56%	58%	55%	54%	55%	60%		
Nebraska Independent Institutions Total													
Male	2,892	3,004	3,178	3,249	3,219	3,404	3,615	3,547	3,587	3,398	3,702	8.9%	28.0%
% Male	40%	40%	41%	40%	40%	39%	39%	39%	40%	38%	39%		
Female	4,389	4,429	4,577	4,932	4,909	5,359	5,538	5,472	5,313	5,601	5,825	4.0%	32.7%
% Female	60%	60%	59%	60%	60%	61%	61%	61%	60%	62%	61%		

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 AWARD LEVEL by GENDER

Nebraska For-Profit/Career Schools - Degrees and Awards by Award Level by Gender

Award Level / Gender	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
Male	152	161	160	106	93	158	137	106	72	59	46	-22.0%	-69.7%
% Male	13%	13%	13%	10%	9%	14%	13%	11%	9%	8%	8%		
Female	1,042	1,061	1,104	994	965	951	899	855	720	682	556	-18.5%	-46.6%
% Female	87%	87%	87%	90%	91%	86%	87%	89%	91%	92%	92%		
Associate's													
Male	239	205	235	224	211	244	230	254	190	130	34	-73.8%	-85.8%
% Male	38%	34%	40%	40%	38%	34%	35%	40%	38%	30%	15%		
Female	384	396	349	332	345	481	422	376	316	306	197	-35.6%	-48.7%
% Female	62%	66%	60%	60%	62%	66%	65%	60%	62%	70%	85%		
Bachelor's													
Male	9	23	27	40	44	66	71	53	57	44	33	-25.0%	266.7%
% Male	64%	51%	51%	56%	51%	49%	41%	50%	38%	28%	24%		
Female	5	22	26	31	42	69	101	52	95	115	104	-9.6%	1980.0%
% Female	36%	49%	49%	44%	49%	51%	59%	50%	63%	72%	76%		
Master's													
Male	-	1	10	4	1	6	7	8	8	7	9	28.6%	N/A
% Male	-	33%	50%	44%	33%	55%	41%	26%	31%	32%	25%		
Female	-	2	10	5	2	5	10	23	18	15	27	80.0%	N/A
% Female	-	67%	50%	56%	67%	45%	59%	74%	69%	68%	75%		
Nebraska For-Profit/Career Schools Total													
Male	400	390	432	374	349	474	445	421	327	240	122	-49.2%	-69.5%
% Male	22%	21%	22%	22%	20%	24%	24%	24%	22%	18%	12%		
Female	1,431	1,481	1,489	1,362	1,354	1,506	1,432	1,306	1,149	1,118	884	-20.9%	-38.2%
% Female	78%	79%	78%	78%	80%	76%	76%	76%	78%	82%	88%		

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 master's level 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

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*)

Old IPEDS Race/Ethnicity Categories	New IPEDS Race/Ethnicity Categories
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	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

The Commission has adapted its data analysis to the new IPEDS categories for race/ethnicity as defined in the following table.

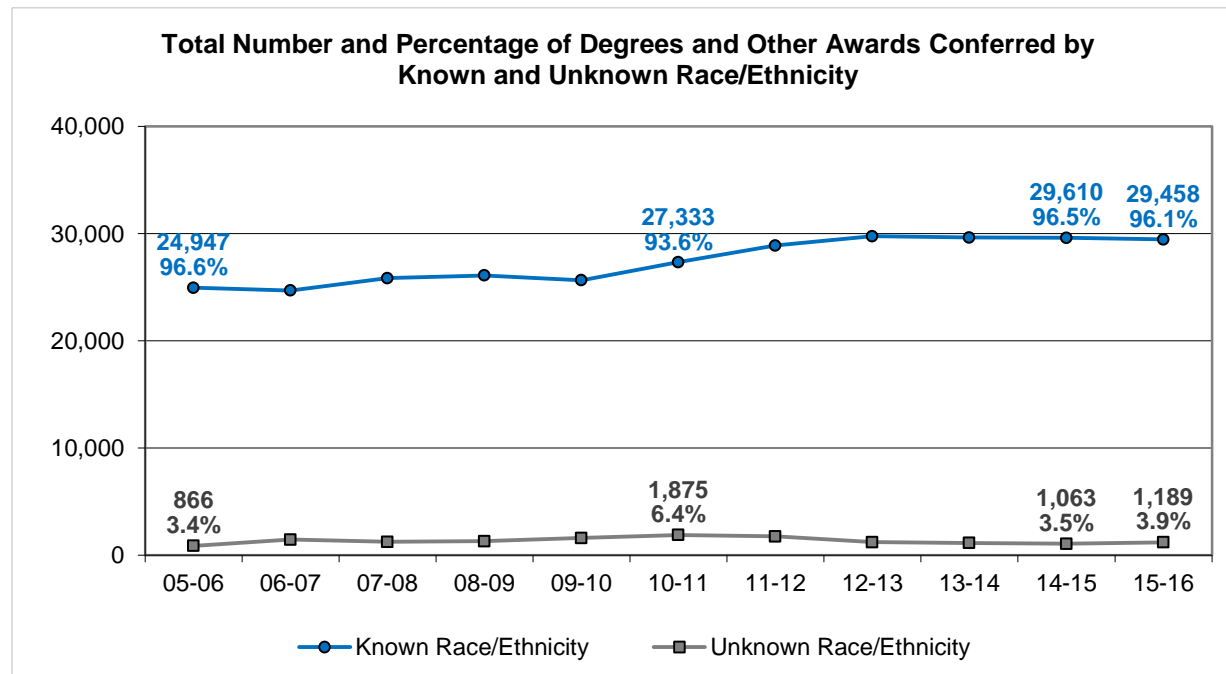
Race/Ethnicity Category Name Used in this Report	IPEDS Category Name	IPEDS and/or Commission Definition
Asian/Pacific Islander	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, 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 ^a	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, May 17, 2017.

^aIPEDS does not collect data on the originating location of non-resident alien students.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by KNOWN and UNKNOWN RACE/ETHNICITY

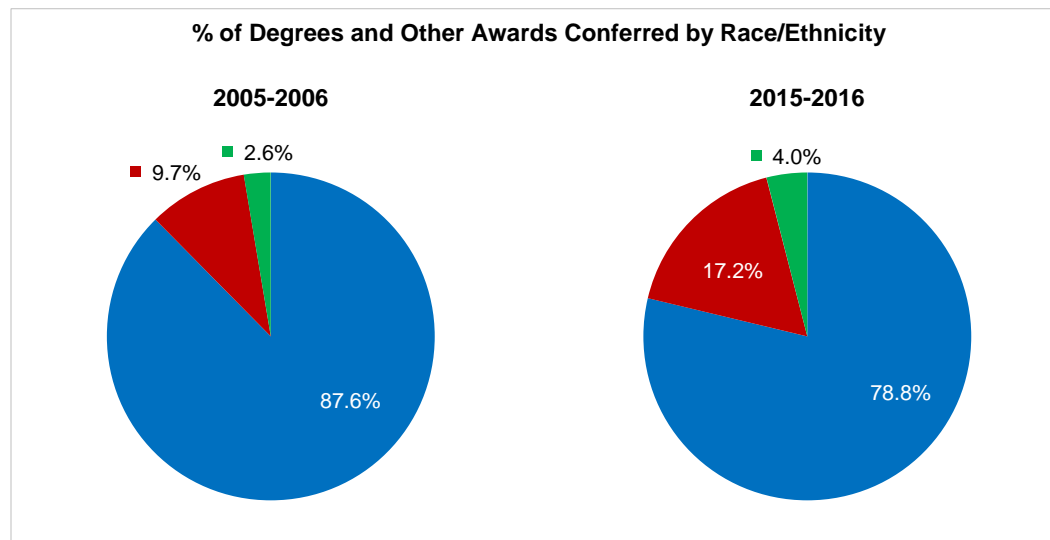
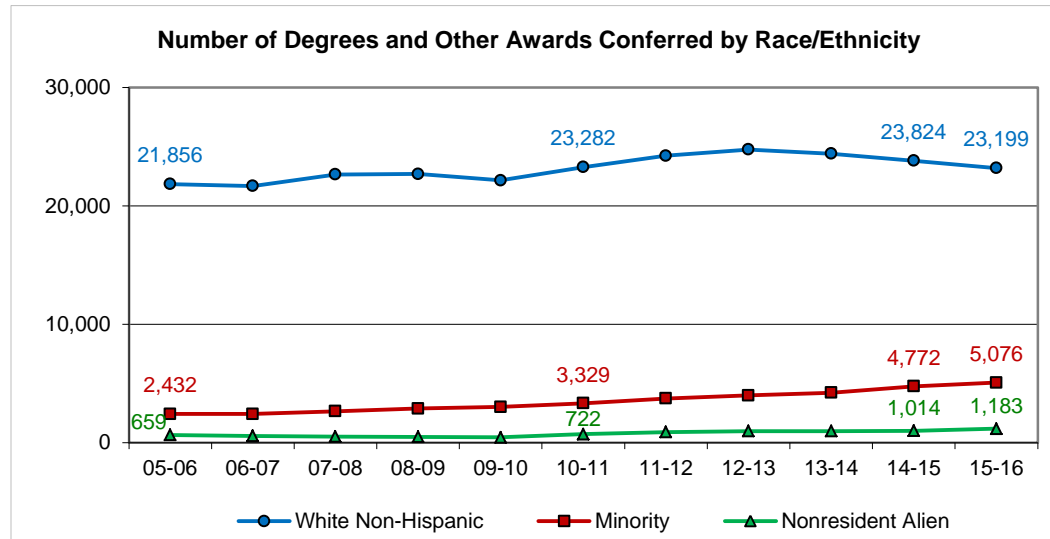
- Nebraska's public and independent institutions and for-profit/career schools awarded 29,458 degrees, diplomas, and certificates to students of known race/ethnicity in 2015-16, a one-year decrease of 0.5%. Over the 10-year period from 2005-06 to 2015-16, the number of degrees and awards granted to students of known race/ethnicity increased 18.1%.
- Meanwhile, 1,189 degrees and other awards were granted to students of unknown race/ethnicity in 2015-16, a one-year increase of 11.9%. Between 2005-06 and 2015-16, the number of degrees and other awards conferred to students of unknown race/ethnicity increased 37.3%.



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 award level, and by sector.

DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY

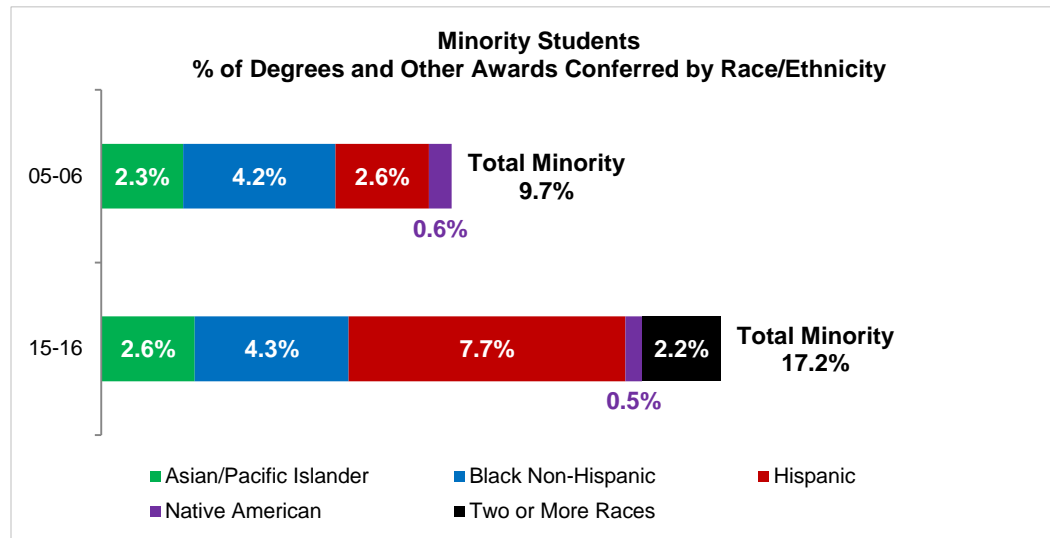
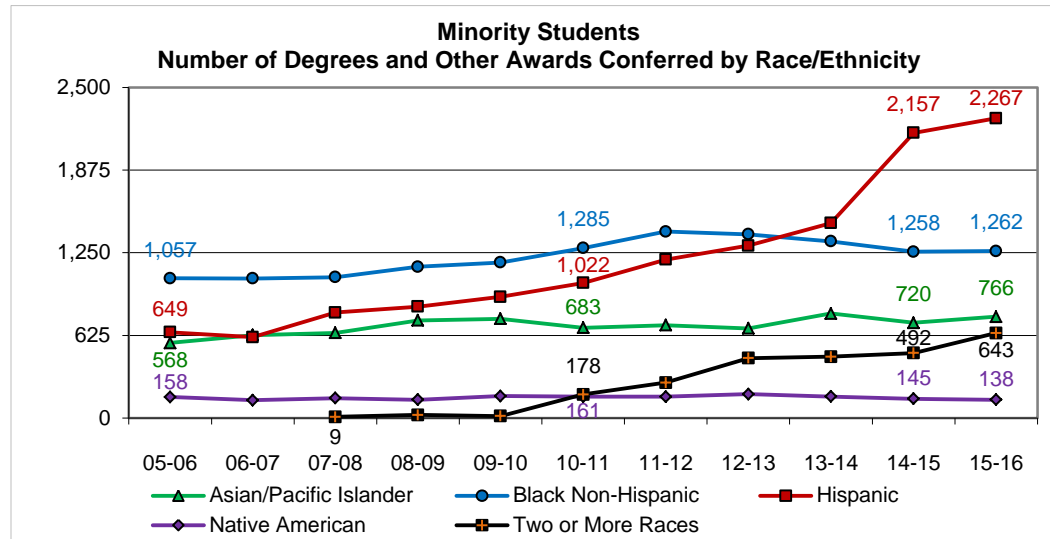


- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
White Non-Hispanic (●)	-2.6%	6.1%
Minority (■)	6.4%	108.7%
Nonresident Alien (▲)	16.7%	79.5%
Known Race/Ethnicity Total	-0.5%	18.1%

- 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



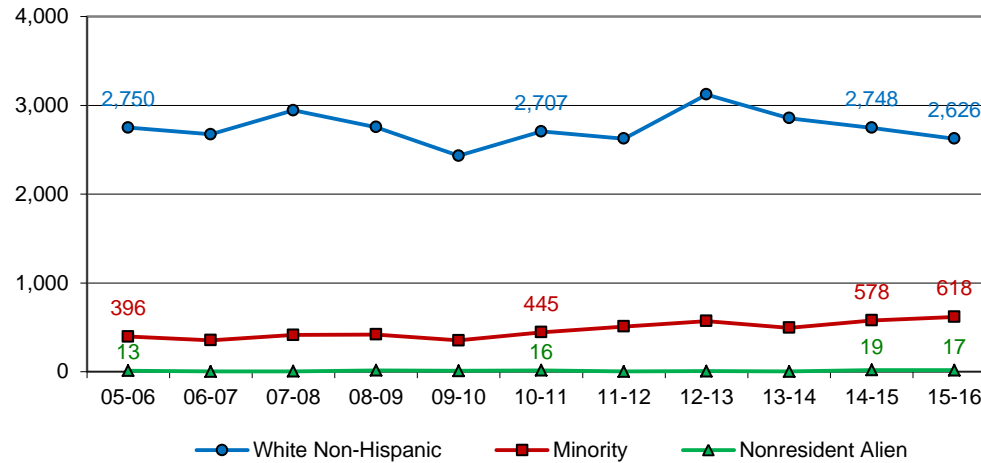
Note. 'Two or more races' was an optional reporting category for degrees granted in 2007-08, 2008-09, and 2009-10. Adoption of the category was mandatory beginning with data reported for the 2010-11 academic year. The large increase between 2013-14 and 2014-15 in the number of awards conferred to Hispanic students is mainly attributable to a change in the way Bellevue University identified Hispanic students. (See page S4 of the Executive Summary for more information.)

- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

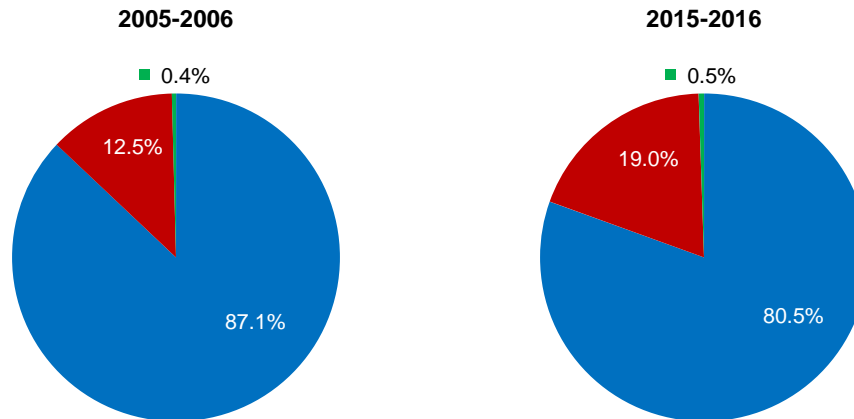
Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
Asian/Pac. Islander (▲)	6.4%	34.9%
Black Non-Hispanic (●)	0.3%	19.4%
Hispanic (■)	5.1%	249.3%
Native American (◆)	-4.8%	-12.7%
Two or More Races (■)	30.7%	N/A
Total Minority	6.4%	108.7%

DEGREES AND OTHER AWARDS CONFERRED by AWARD 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

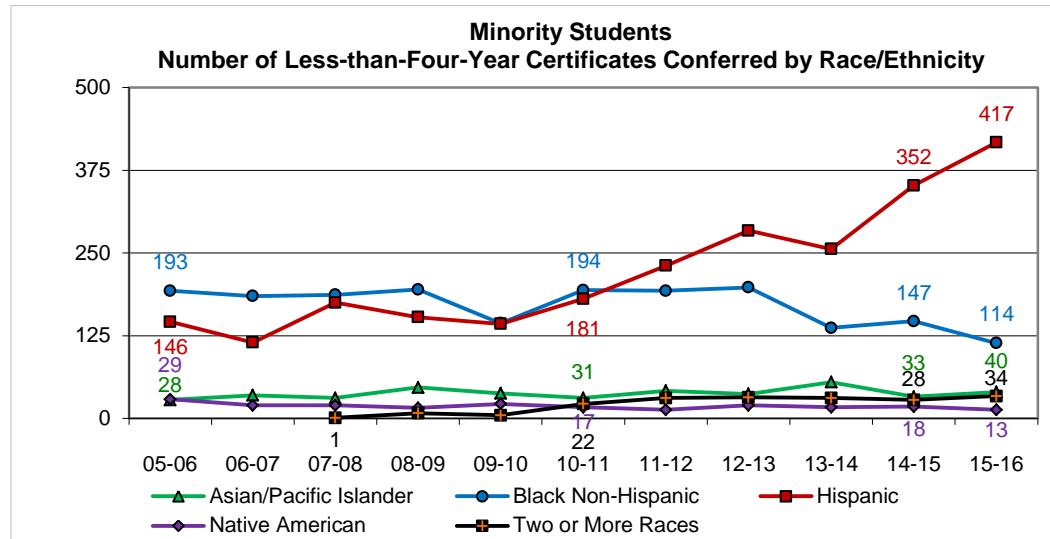


- Between 2005-06 and 2015-16, the number of less-than-four-year certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
White Non-Hispanic (●)	-4.4%	-4.5%
Minority (■)	6.9%	56.1%
Nonresident Alien (▲)	-10.5%	30.8%
Known Race/Ethnicity by Award Level Total	-2.5%	3.2%

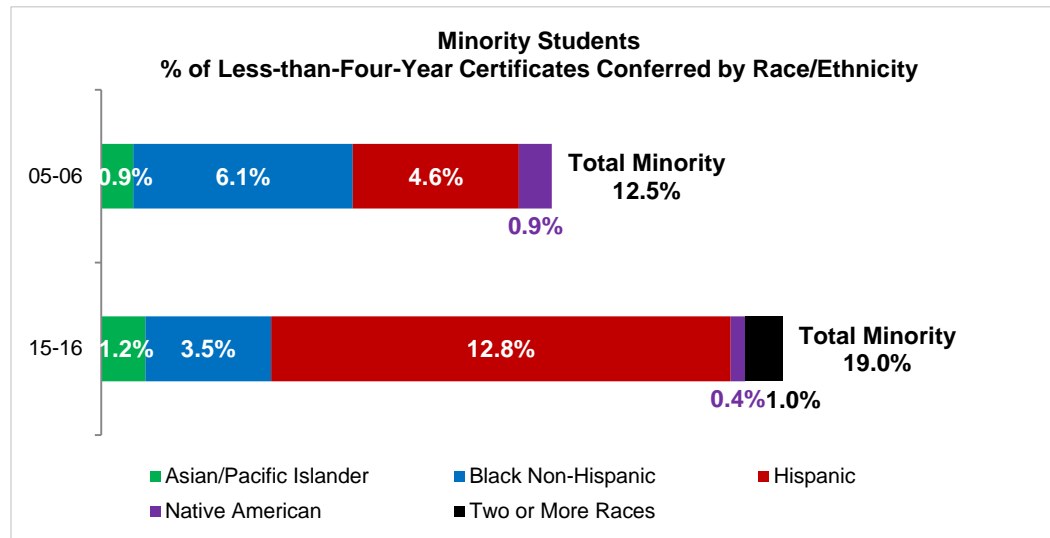
- (See the next page for details on each minority group.)

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY



- Between 2005-06 and 2015-16, the number of less-than-four-year certificates conferred by Nebraska's postsecondary institutions changed as follows:

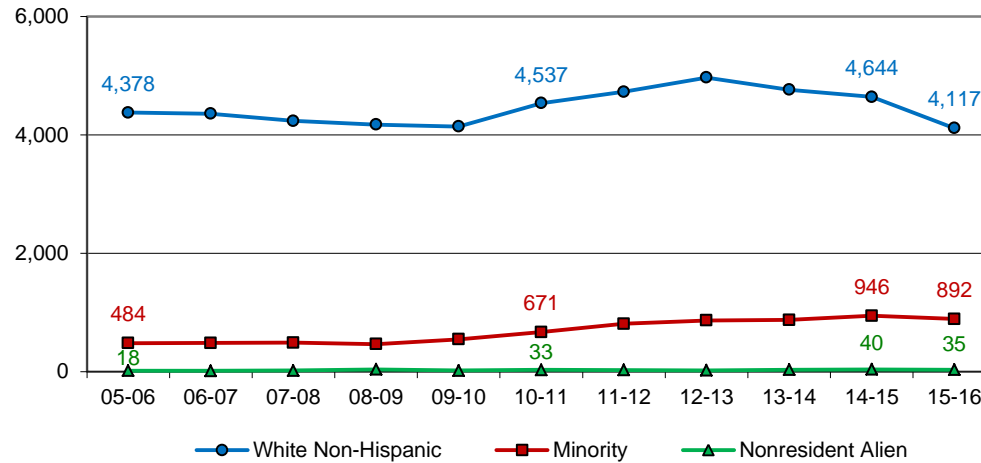
Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
Asian/Pac. Islander (▲)	21.2%	42.9%
Black Non-Hispanic (●)	-22.4%	-40.9%
Hispanic (■)	18.5%	185.6%
Native American (◆)	-27.8%	-55.2%
Two or More Races (■)	21.4%	N/A
Total Minority by Award Level	6.9%	56.1%



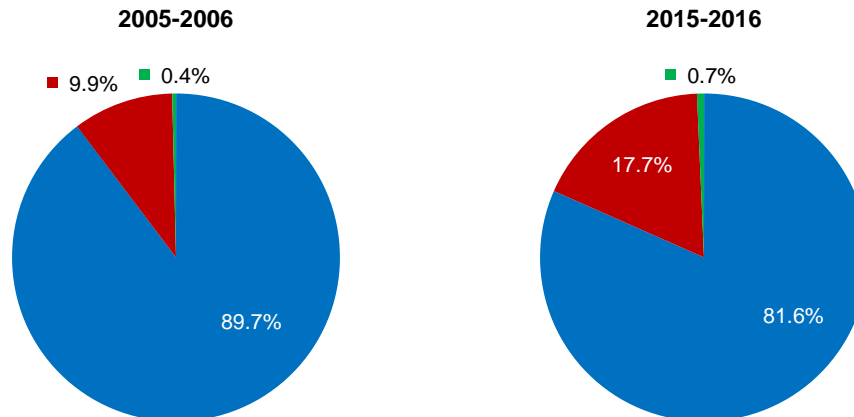
Note. 'Two or more races' was an optional reporting category for degrees granted in 2007-08, 2008-09, and 2009-10. Adoption of the category was mandatory beginning with data reported for the 2010-11 academic year.

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY

Number of Associate's Degrees Conferred by Race/Ethnicity



% of Associate's Degrees Conferred by Race/Ethnicity

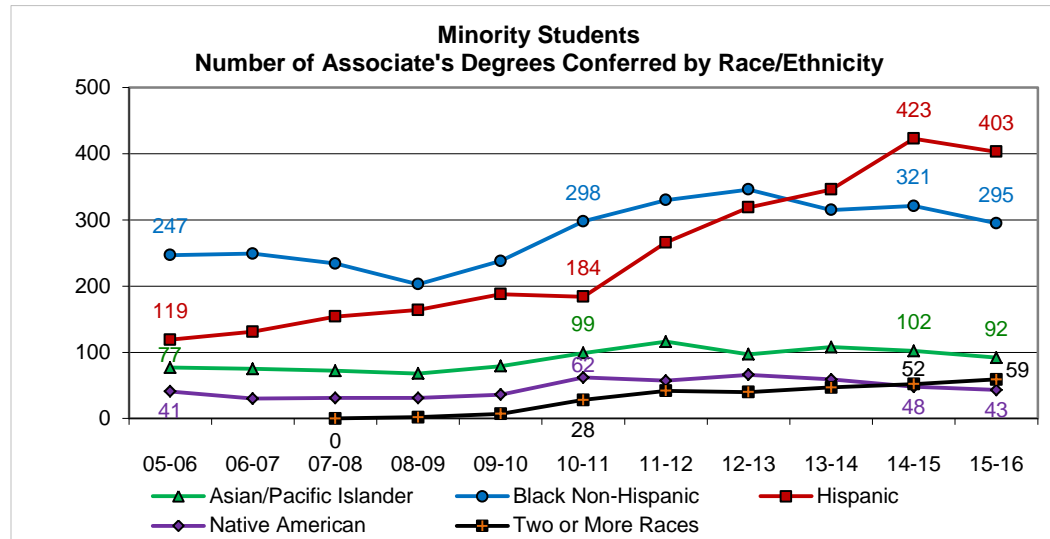


- Between 2005-06 and 2015-16, the number of associate's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
White Non-Hispanic (●)	-11.3%	-6.0%
Minority (■)	-5.7%	84.3%
Nonresident Alien (▲)	-12.5%	94.4%
Known Race/Ethnicity by Award Level Total	-10.4%	3.4%

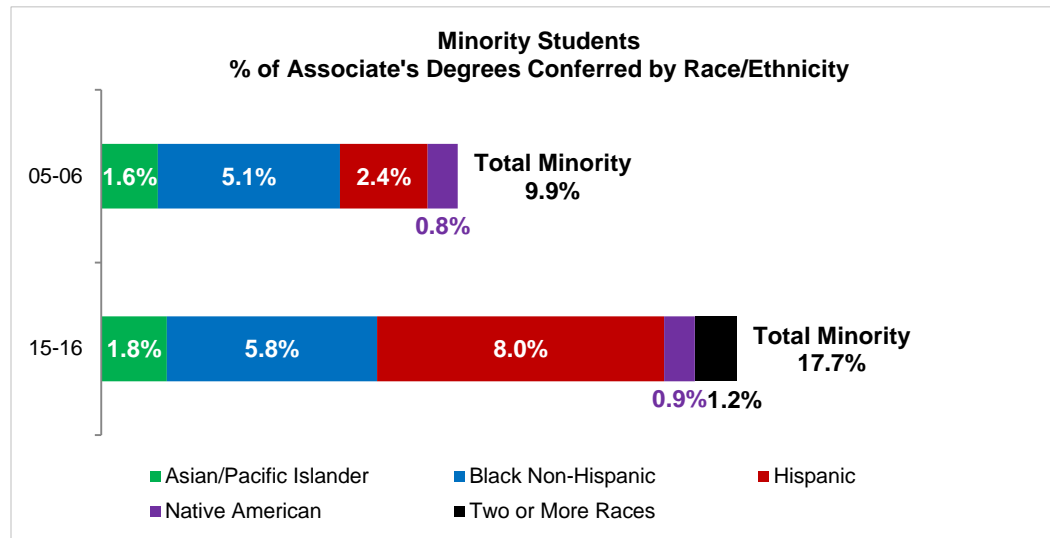
- (See the next page for details on each minority group.)

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY



- Between 2005-06 and 2015-16, the number of associate's degrees conferred by Nebraska's postsecondary institutions changed as follows:

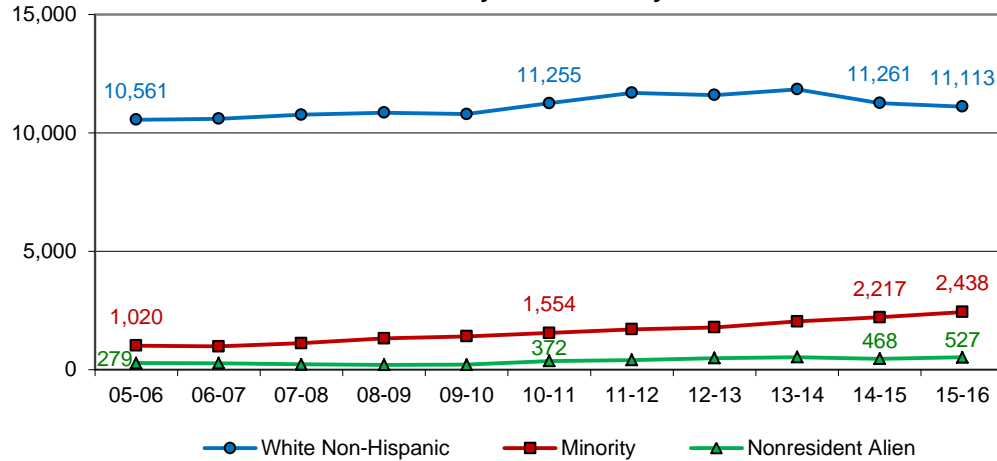
Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
Asian/Pac. Islander (▲)	-9.8%	19.5%
Black Non-Hispanic (●)	-8.1%	19.4%
Hispanic (■)	-4.7%	238.7%
Native American (◆)	-10.4%	4.9%
Two or More Races (■)	13.5%	N/A
Total Minority by Award Level	-5.7%	84.3%



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 AWARD LEVEL by RACE/ETHNICITY

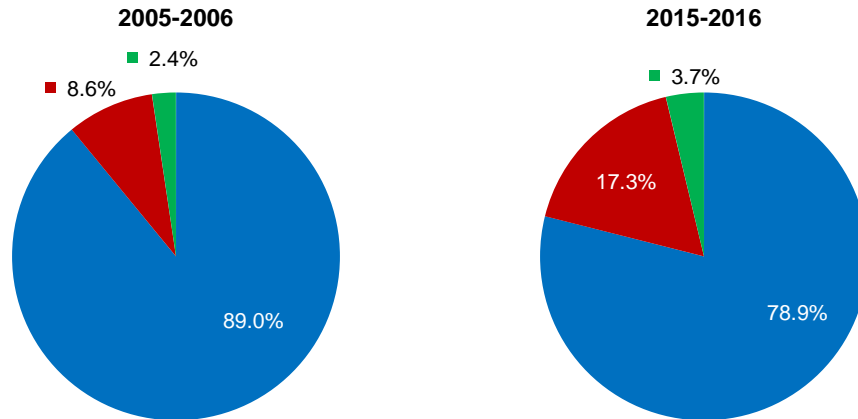
Number of Bachelor's Degrees and Postbaccalaureate Certificates
Conferred by Race/Ethnicity



- Between 2005-06 and 2015-16, the number of bachelor's degrees and postbaccalaureate certificates conferred by Nebraska's postsecondary institutions changed as follows:

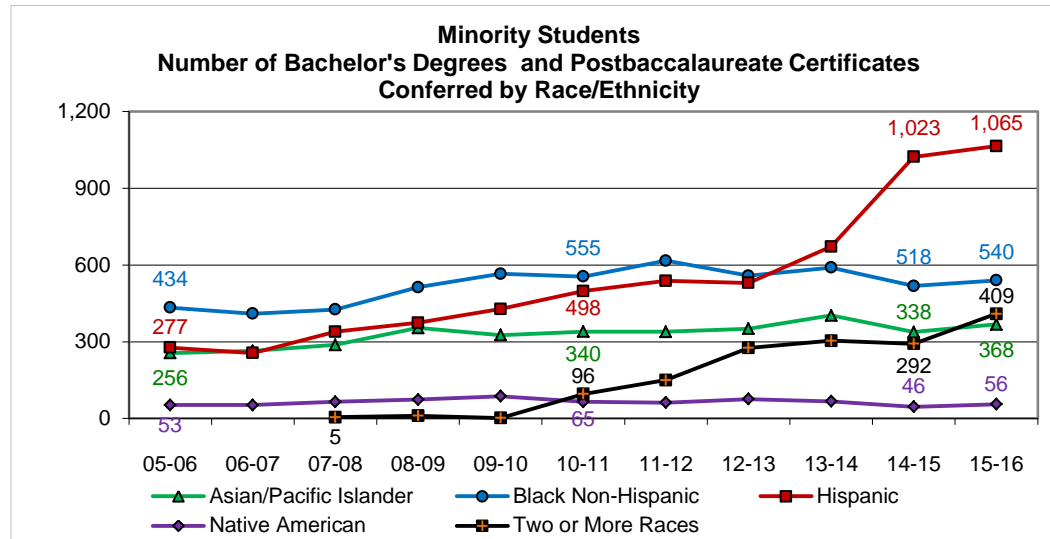
Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
White Non-Hispanic (●)	-1.3%	5.2%
Minority (■)	10.0%	139.0%
Nonresident Alien (▲)	12.6%	88.9%
Known Race/Ethnicity by Award Level Total	0.9%	18.7%

% of Bachelor's Degrees and Postbaccalaureate Certificates
Conferred by Race/Ethnicity



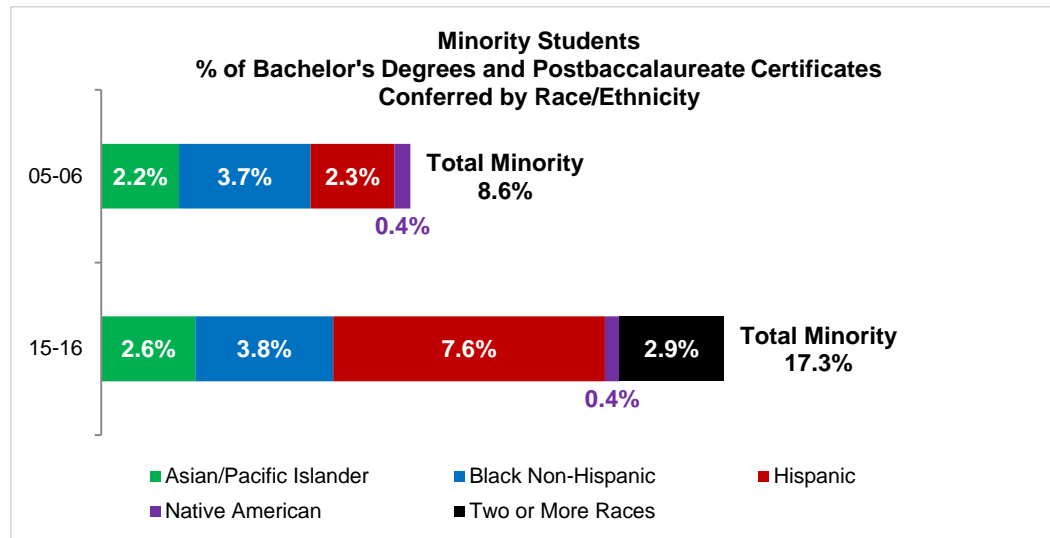
- (See the next page for details on each minority group.)

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY



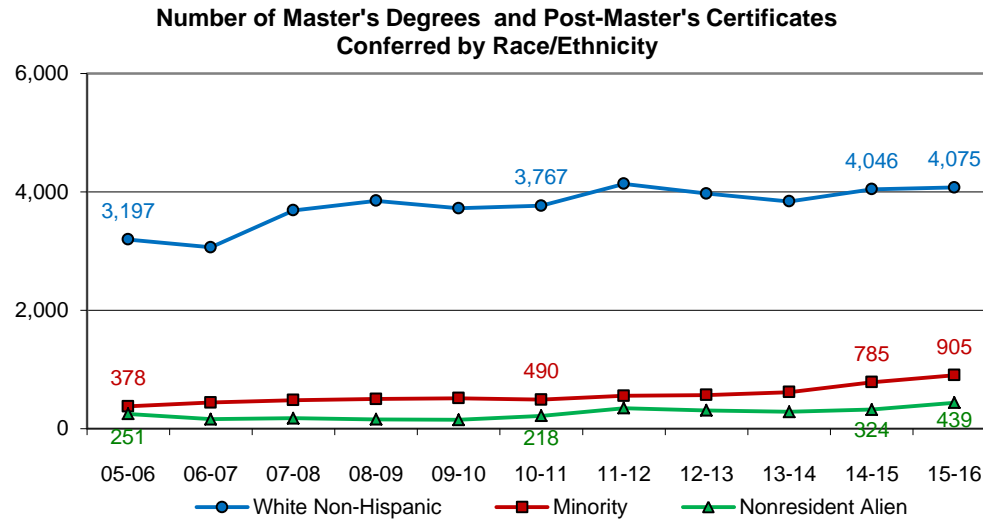
- Between 2005-06 and 2015-16, the number of bachelor's degrees and postbaccalaureate certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
Asian/Pac. Islander (▲)	8.9%	43.8%
Black Non-Hispanic (●)	4.2%	24.4%
Hispanic (■)	4.1%	284.5%
Native American (◆)	21.7%	5.7%
Two or More Races (■)	40.1%	N/A
Total Minority by Award Level	10.0%	139.0%



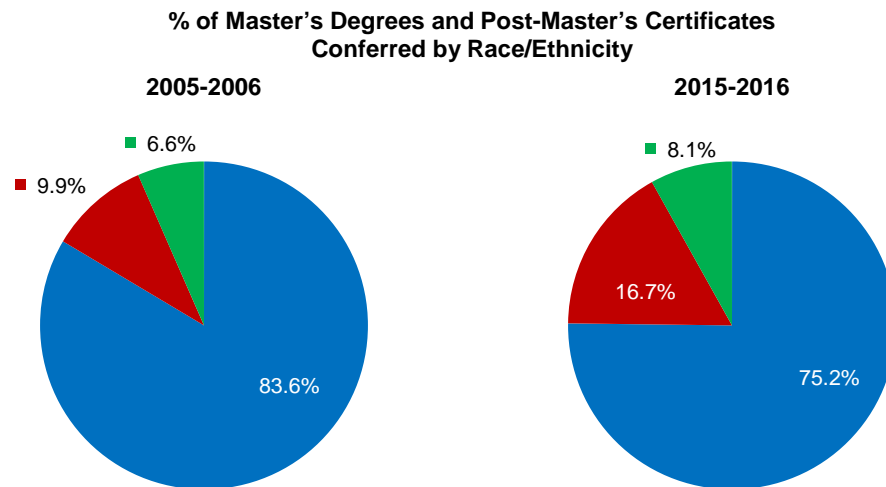
Note. 'Two or more races' was an optional reporting category for degrees granted in 2007-08, 2008-09, and 2009-10. Adoption of the category was mandatory beginning with data reported for the 2010-11 academic year. The large increase between 2013-14 and 2014-15 in the number of awards conferred to Hispanic students is mainly attributable to a change in the way Bellevue University identified Hispanic students. (See page S4 of the Executive Summary for more information.)

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY



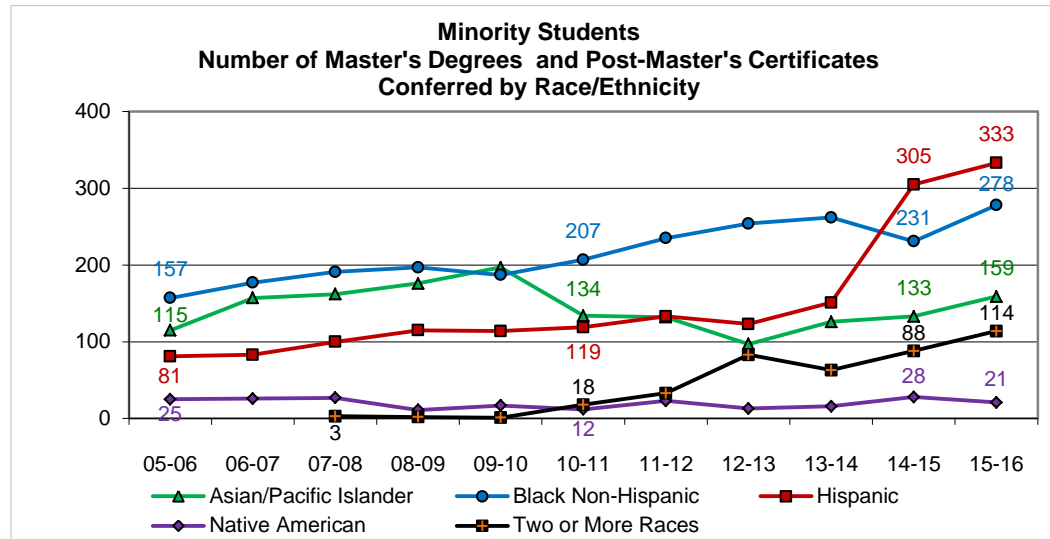
- Between 2005-06 and 2015-16, the number of master's degrees and post-master's certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
White Non-Hispanic (●)	0.7%	27.5%
Minority (■)	15.3%	139.4%
Nonresident Alien (▲)	35.5%	74.9%
Known Race/Ethnicity by Award Level Total	5.1%	41.6%



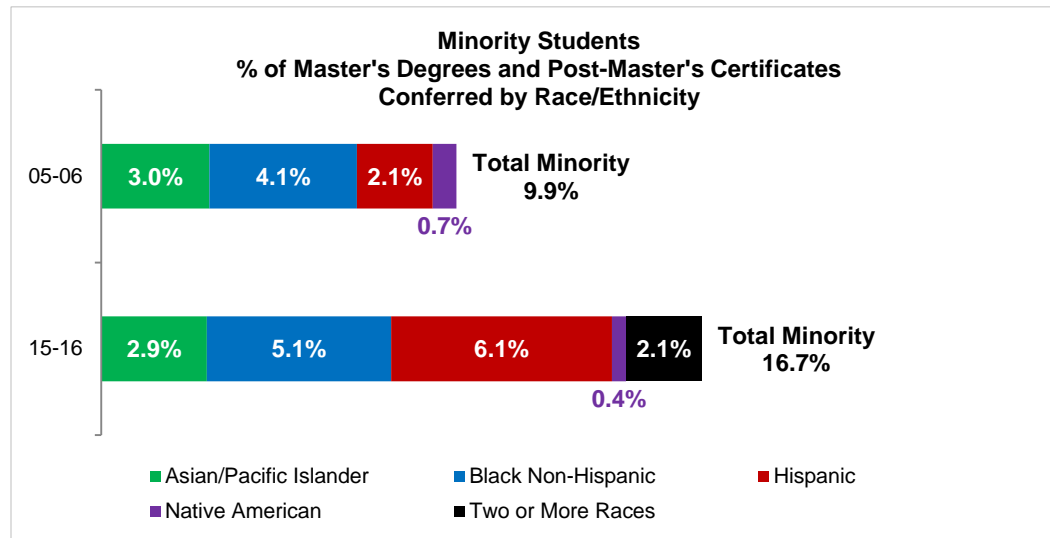
- (See the next page for details on each minority group.)

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY



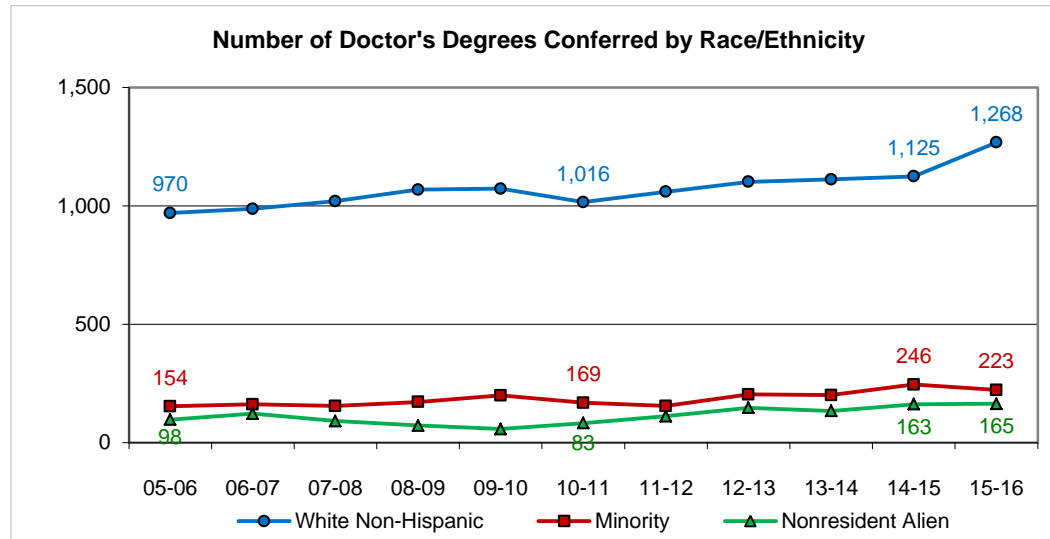
- Between 2005-06 and 2015-16, the number of master's degrees and post-master's certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
Asian/Pac. Islander (▲)	19.5%	38.3%
Black Non-Hispanic (●)	20.3%	77.1%
Hispanic (■)	9.2%	311.1%
Native American (◆)	-25.0%	-16.0%
Two or More Races (■)	29.5%	N/A
Total Minority by Award Level	15.3%	139.4%



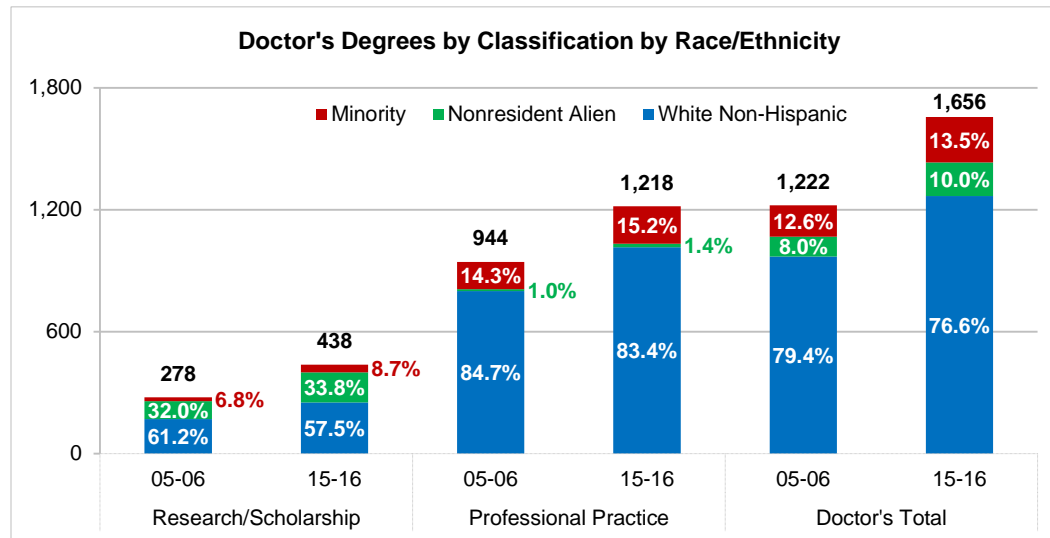
Note. 'Two or more races' was an optional reporting category for degrees granted in 2007-08, 2008-09, and 2009-10. Adoption of the category was mandatory beginning with data reported for the 2010-11 academic year. The large increase between 2013-14 and 2014-15 in the number of awards conferred to Hispanic students is mainly attributable to a change in the way Bellevue University identified Hispanic students. (See page S4 of the Executive Summary for more information.)

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY



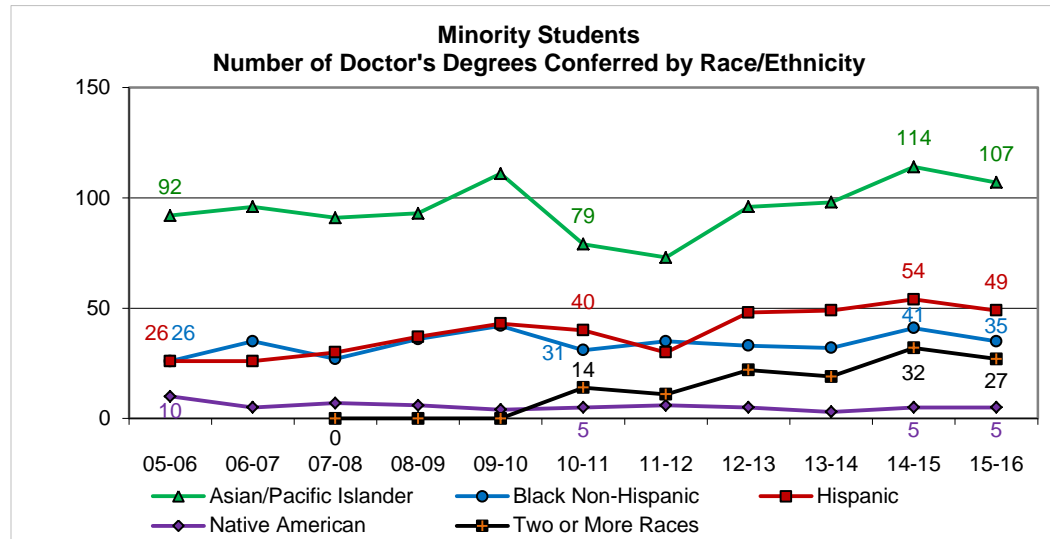
- Between 2005-06 and 2015-16, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
White Non-Hispanic (●)	12.7%	30.7%
Minority (■)	-9.3%	44.8%
Nonresident Alien (▲)	1.2%	68.4%
Known Race/Ethnicity by Award Level Total	8.0%	35.5%



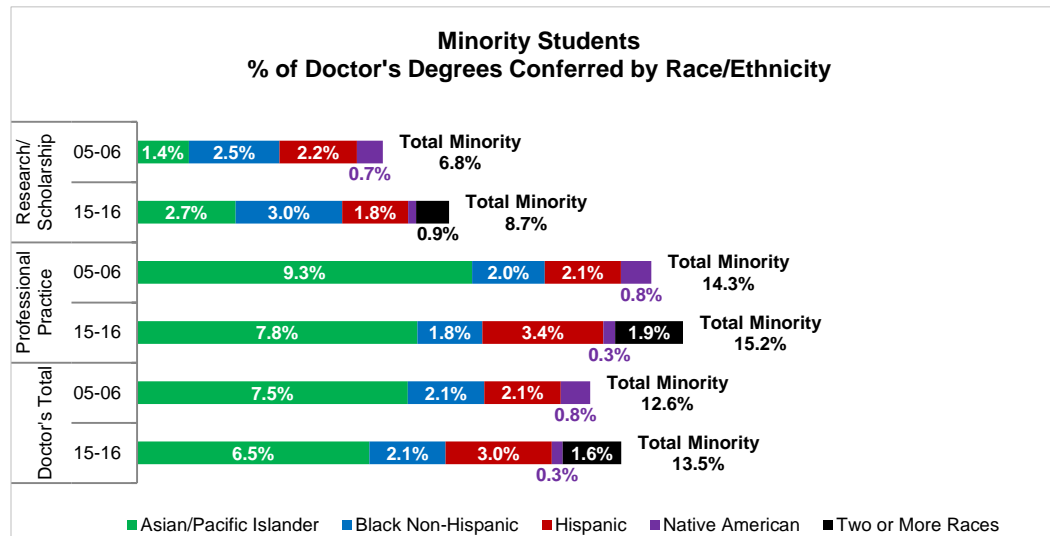
- Over the 10-year period, the number of research/scholarship doctoral degrees increased 48.2% for white non-Hispanics, 66.3% for nonresident aliens, and 100.0% for minorities.
- Meanwhile, professional practice doctor's degrees increased 27.0% for white non-Hispanics, 88.9% for nonresident aliens, and 37.0% for minorities.
- (See the next page for details on each minority group.)

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY



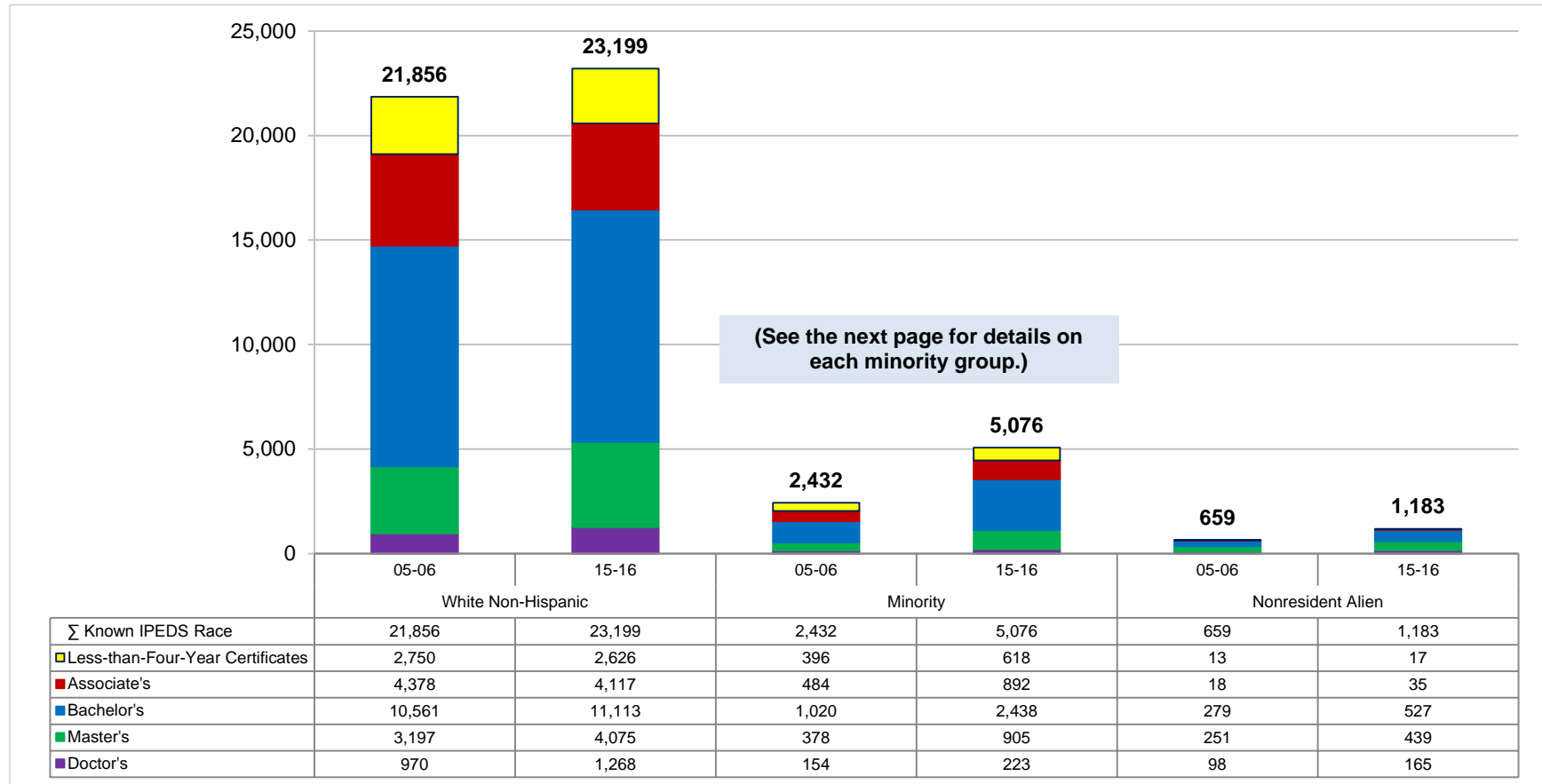
- Between 2005-06 and 2015-16, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	15-16 1-Yr	06-16 10-Yr
Asian/Pac. Islander (▲)	-6.1%	16.3%
Black Non-Hispanic (●)	-14.6%	34.6%
Hispanic (■)	-9.3%	88.5%
Native American (◆)	0.0%	-50.0%
Two or More Races (■)	-15.6%	N/A
Total Minority by Award Level	-9.3%	44.8%



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.

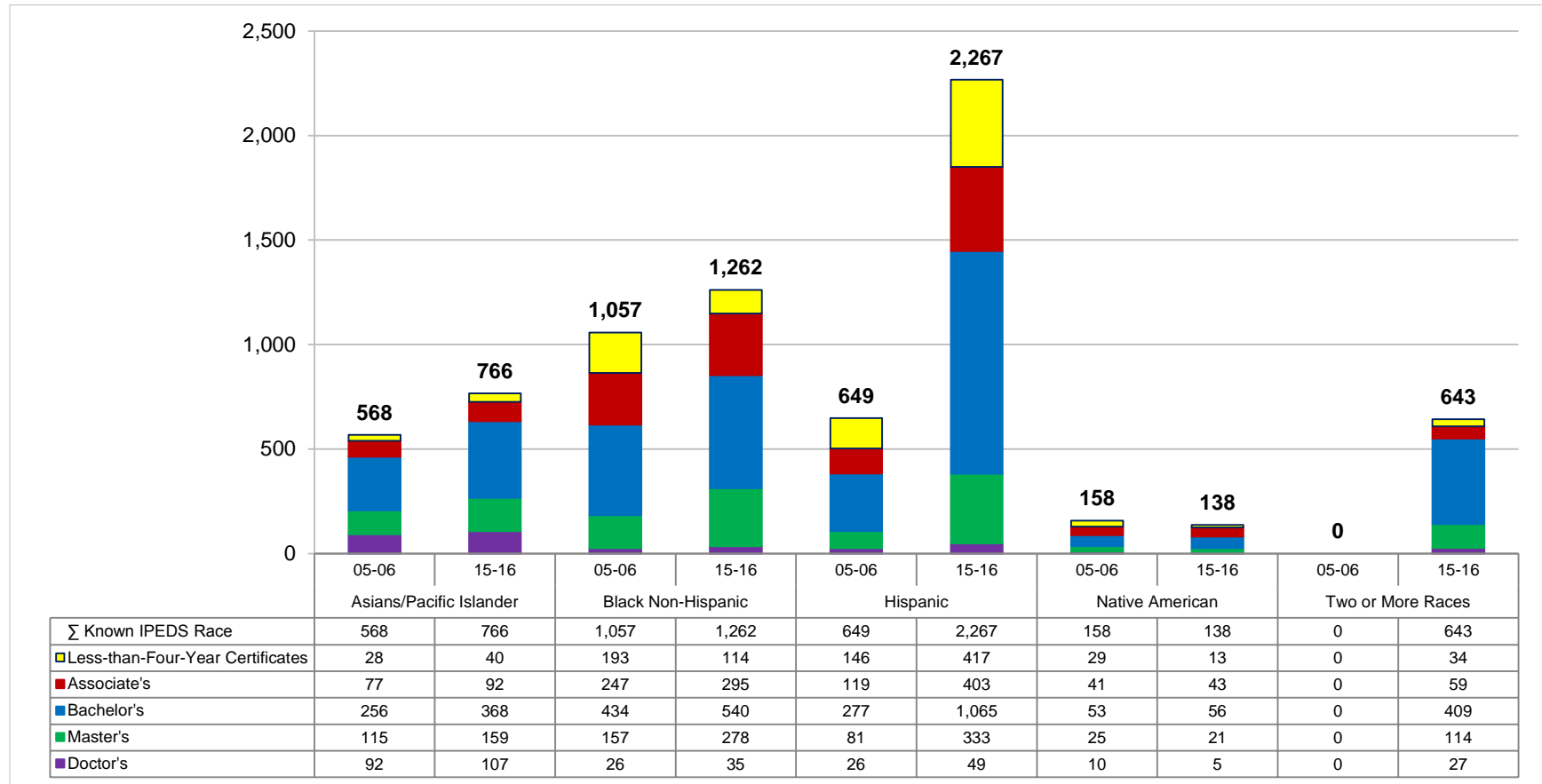
DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY by AWARD LEVEL



	White Non-Hispanic		Minority		Nonresident Alien	
	05-06	15-16	05-06	15-16	05-06	15-16
Less-than-Four-Year Certificates	12.6%	11.3%	16.3%	12.2%	2.0%	1.4%
Associate's	20.0%	17.7%	19.9%	17.6%	2.7%	3.0%
Bachelor's	48.3%	47.9%	41.9%	48.0%	42.3%	44.5%
Master's	14.6%	17.6%	15.5%	17.8%	38.1%	37.1%
Doctor's	4.4%	5.5%	6.3%	4.4%	14.9%	13.9%

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 RACE/ETHNICITY by AWARD LEVEL



	Asians/Pacific Islander		Black Non-Hispanic		Hispanic		Native American		Two or More Races	
	05-06	15-16	05-06	15-16	05-06	15-16	05-06	15-16	05-06	15-16
Less-than-Four-Year Certificates	4.9%	5.2%	18.3%	9.0%	22.5%	18.4%	18.4%	9.4%	N/A	5.3%
Associate's	13.6%	12.0%	23.4%	23.4%	18.3%	17.8%	25.9%	31.2%	N/A	9.2%
Bachelor's	45.1%	48.0%	41.1%	42.8%	42.7%	47.0%	33.5%	40.6%	N/A	63.6%
Master's	20.2%	20.8%	14.9%	22.0%	12.5%	14.7%	15.8%	15.2%	N/A	17.7%
Doctor's	16.2%	14.0%	2.5%	2.8%	4.0%	2.2%	6.3%	3.6%	N/A	4.2%

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 AWARD LEVEL by RACE/ETHNICITY

University of Nebraska - Degrees and Awards by Award Level by Race/Ethnicity

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
White Non-Hispanic	2	40	19	19	21	25	18	20	1	29	28	-3.4%	1300.0%
% <i>White Non-Hispanic</i>	100%	100%	100%	86%	95%	100%	100%	100%	100%	69%	56%		
Nonresident Alien	0	0	0	0	0	0	0	0	0	8	12	50.0%	N/A
% <i>Nonresident Alien</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	19%	24%		
Minority													
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	3	3	0.0%	N/A
% <i>Asian/Pacific Islander</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%	6%		
Black Non-Hispanic	0	0	0	0	0	0	0	0	0	1	4	300.0%	N/A
% <i>Black Non-Hispanic</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	8%		
Hispanic	0	0	0	3	1	0	0	0	0	0	1	N/A	N/A
% <i>Hispanic</i>	0%	0%	0%	14%	5%	0%	0%	0%	0%	0%	2%		
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%		
Two or More Races	0	0	0	0	0	0	0	0	0	1	2	100.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	0%	0%	0%	2%	4%		
Total Minority	-	-	0	3	1	0	0	0	0	5	10	100.0%	N/A
% <i>Total Minority</i>	0%	0%	0%	14%	5%	0%	0%	0%	0%	12%	20%		
Associate's													
White Non-Hispanic	70	70	94	72	77	59	86	73	83	72	61	-15.3%	-12.9%
% <i>White Non-Hispanic</i>	99%	99%	99%	100%	100%	97%	98%	99%	97%	99%	97%		
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%		
Minority													
Asian/Pacific Islander	0	0	0	0	0	0	0	1	0	0	0	N/A	N/A
% <i>Asian/Pacific Islander</i>	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%		
Black Non-Hispanic	1	0	0	0	0	0	1	0	0	0	0	N/A	-100.0%
% <i>Black Non-Hispanic</i>	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%		
Hispanic	0	1	1	0	0	2	1	0	1	1	0	-100.0%	N/A
% <i>Hispanic</i>	0%	1%	1%	0%	0%	3%	1%	0%	1%	1%	0%		
Native American	0	0	0	0	0	0	0	0	1	0	0	N/A	N/A
% <i>Native American</i>	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%		
Two or More Races	-	-	0	0	0	0	0	0	1	0	2	N/A	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	0%	0%	1%	0%	3%		
Total Minority	1	1	1	0	0	2	2	1	3	1	2	100.0%	100.0%
% <i>Total Minority</i>	1%	1%	1%	0%	0%	3%	2%	1%	3%	1%	3%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

University of Nebraska - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Bachelor's													
White Non-Hispanic	5,413	5,287	5,595	5,547	5,521	5,653	6,228	6,219	6,572	6,220	6,113	-1.7%	12.9%
% <i>White Non-Hispanic</i>	89%	89%	89%	89%	87%	86%	86%	84%	83%	84%	81%		
Nonresident Alien	191	181	148	118	158	294	323	400	436	371	432	16.4%	126.2%
% <i>Nonresident Alien</i>	3%	3%	2%	2%	3%	4%	4%	5%	6%	5%	6%		
Minority													
Asian/Pacific Islander	139	171	151	190	172	160	156	167	168	177	182	2.8%	30.9%
% <i>Asian/Pacific Islander</i>	2%	3%	2%	3%	3%	2%	2%	2%	2%	2%	2%		
Black Non-Hispanic	169	142	148	169	190	156	192	185	208	203	213	4.9%	26.0%
% <i>Black Non-Hispanic</i>	3%	2%	2%	3%	3%	2%	3%	3%	3%	3%	3%		
Hispanic	141	144	177	199	226	240	274	287	333	299	347	16.1%	146.1%
% <i>Hispanic</i>	2%	2%	3%	3%	4%	4%	4%	4%	4%	4%	5%		
Native American	24	25	43	33	47	18	26	32	27	16	28	75.0%	16.7%
% <i>Native American</i>	0%	0%	1%	1%	1%	0%	0%	0%	0%	0%	0%		
Two or More Races	-	-	0	0	0	39	43	97	158	158	265	67.7%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	1%	1%	1%	2%	2%	3%		
Total Minority	473	482	519	591	635	613	691	768	894	853	1,035	21.3%	118.8%
% <i>Total Minority</i>	8%	8%	8%	9%	10%	9%	10%	10%	11%	11%	14%		
Master's													
White Non-Hispanic	1,898	1,629	1,946	1,859	1,862	1,711	2,020	1,887	1,774	2,006	1,935	-3.5%	1.9%
% <i>White Non-Hispanic</i>	82%	82%	84%	83%	83%	83%	79%	81%	80%	80%	77%		
Nonresident Alien	208	111	116	105	99	164	286	238	227	253	311	22.9%	49.5%
% <i>Nonresident Alien</i>	9%	6%	5%	5%	4%	8%	11%	10%	10%	10%	12%		
Minority													
Asian/Pacific Islander	72	115	129	145	142	73	72	39	56	56	70	25.0%	-2.8%
% <i>Asian/Pacific Islander</i>	3%	6%	6%	6%	6%	4%	3%	2%	3%	2%	3%		
Black Non-Hispanic	72	79	66	71	70	55	69	69	56	59	79	33.9%	9.7%
% <i>Black Non-Hispanic</i>	3%	4%	3%	3%	3%	3%	3%	3%	3%	2%	3%		
Hispanic	61	50	61	57	62	43	78	53	60	60	54	-10.0%	-11.5%
% <i>Hispanic</i>	3%	3%	3%	3%	3%	2%	3%	2%	3%	2%	2%		
Native American	15	9	10	5	8	3	8	6	9	10	11	10.0%	-26.7%
% <i>Native American</i>	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	-	-	0	0	0	7	10	29	38	53	67	26.4%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	0%	1%	2%	2%	3%		
Total Minority	220	253	266	278	282	181	237	196	219	238	281	18.1%	27.7%
% <i>Total Minority</i>	9%	13%	11%	12%	13%	9%	9%	8%	10%	10%	11%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

University of Nebraska - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Doctor's													
Professional Practice													
White Non-Hispanic	364	351	352	348	355	341	374	393	355	368	369	0.3%	1.4%
% White Non-Hispanic	93%	91%	91%	89%	89%	90%	91%	91%	91%	88%	90%		
Nonresident Alien	1	1	0	1	1	3	2	1	2	3	4	33.3%	300.0%
% Nonresident Alien	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	1%		
Minority													
Asian/Pacific Islander	13	16	20	12	19	13	12	20	16	19	21	10.5%	61.5%
% Asian/Pacific Islander	3%	4%	5%	3%	5%	3%	3%	5%	4%	5%	5%		
Black Non-Hispanic	5	9	4	16	12	6	10	6	3	12	2	-83.3%	-60.0%
% Black Non-Hispanic	1%	2%	1%	4%	3%	2%	2%	1%	1%	3%	0%		
Hispanic	6	7	5	12	13	12	6	6	11	11	12	9.1%	100.0%
% Hispanic	2%	2%	1%	3%	3%	3%	1%	1%	3%	3%	3%		
Native American	2	0	4	3	0	3	3	1	0	0	1	N/A	-50.0%
% Native American	1%	0%	1%	1%	0%	1%	1%	0%	0%	0%	0%		
Two or More Races	-	-	0	0	0	1	2	3	4	6	3	-50.0%	N/A
% Two or More Races	-	-	0%	0%	0%	0%	0%	1%	1%	1%	1%		
Total Minority	26	32	33	43	44	35	33	36	34	48	39	-18.8%	50.0%
% Total Minority	7%	8%	9%	11%	11%	9%	8%	8%	9%	11%	9%		
Research/ Scholarship													
White Non-Hispanic	169	175	186	194	202	212	168	199	221	220	235	6.8%	39.1%
% White Non-Hispanic	62%	57%	62%	64%	64%	66%	56%	53%	59%	53%	57%		
Nonresident Alien	83	117	83	68	54	73	104	134	122	152	145	-4.6%	74.7%
% Nonresident Alien	31%	38%	28%	22%	17%	23%	34%	36%	32%	37%	35%		
Minority													
Asian/Pacific Islander	4	6	12	25	40	18	14	16	10	18	12	-33.3%	200.0%
% Asian/Pacific Islander	1%	2%	4%	8%	13%	6%	5%	4%	3%	4%	3%		
Black Non-Hispanic	7	6	9	10	12	9	9	7	9	7	12	71.4%	71.4%
% Black Non-Hispanic	3%	2%	3%	3%	4%	3%	3%	2%	2%	2%	3%		
Hispanic	6	5	8	4	5	8	6	14	13	15	5	-66.7%	-16.7%
% Hispanic	2%	2%	3%	1%	2%	2%	2%	4%	3%	4%	1%		
Native American	2	0	1	2	2	1	1	1	0	2	1	-50.0%	-50.0%
% Native American	1%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%		
Two or More Races	-	-	0	0	0	0	0	2	1	1	4	300.0%	N/A
% Two or More Races	-	-	0%	0%	0%	0%	0%	1%	0%	0%	1%		
Total Minority	19	17	30	41	59	36	30	40	33	43	34	-20.9%	78.9%
% Total Minority	7%	6%	10%	14%	19%	11%	10%	11%	9%	10%	8%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

University of Nebraska - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Doctor's Total													
White Non-Hispanic	533	526	538	542	557	553	542	592	576	588	604	2.7%	13.3%
% <i>White Non-Hispanic</i>	81%	76%	79%	78%	78%	79%	76%	74%	75%	71%	73%		
Nonresident Alien	84	118	83	69	55	76	106	135	124	155	149	-3.9%	77.4%
% <i>Nonresident Alien</i>	13%	17%	12%	10%	8%	11%	15%	17%	16%	19%	18%		
Minority													
Asian/Pacific Islander	17	22	32	37	59	31	26	36	26	37	33	-10.8%	94.1%
% <i>Asian/Pacific Islander</i>	3%	3%	5%	5%	8%	4%	4%	4%	3%	4%	4%		
Black Non-Hispanic	12	15	13	26	24	15	19	13	12	19	14	-26.3%	16.7%
% <i>Black Non-Hispanic</i>	2%	2%	2%	4%	3%	2%	3%	2%	2%	2%	2%		
Hispanic	12	12	13	16	18	20	12	20	24	26	17	-34.6%	41.7%
% <i>Hispanic</i>	2%	2%	2%	2%	3%	3%	2%	2%	3%	3%	2%		
Native American	4	0	5	5	2	4	4	2	0	2	2	0.0%	-50.0%
% <i>Native American</i>	1%	0%	1%	1%	0%	1%	1%	0%	0%	0%	0%		
Two or More Races	-	-	0	0	0	1	2	5	5	7	7	0.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	0%	1%	1%	1%	1%		
Total Minority	45	49	63	84	103	71	63	76	67	91	73	-19.8%	62.2%
% <i>Total Minority</i>	7%	7%	9%	12%	14%	10%	9%	9%	9%	11%	9%		
University of Nebraska Total													
White Non-Hispanic	7,916	7,552	8,192	8,039	8,038	8,001	8,894	8,791	9,006	8,915	8,741	-2.0%	10.4%
% <i>White Non-Hispanic</i>	87%	86%	87%	87%	86%	85%	84%	83%	82%	82%	79%		
Nonresident Alien	483	410	347	292	312	534	715	773	787	787	904	14.9%	87.2%
% <i>Nonresident Alien</i>	5%	5%	4%	3%	3%	6%	7%	7%	7%	7%	8%		
Minority													
Asian/Pacific Islander	228	308	312	372	373	264	254	243	250	273	288	5.5%	26.3%
% <i>Asian/Pacific Islander</i>	2%	4%	3%	4%	4%	3%	2%	2%	2%	3%	3%		
Black Non-Hispanic	254	236	227	266	284	226	281	267	276	282	310	9.9%	22.0%
% <i>Black Non-Hispanic</i>	3%	3%	2%	3%	3%	2%	3%	3%	3%	3%	3%		
Hispanic	214	207	252	275	307	305	365	360	418	386	419	8.5%	95.8%
% <i>Hispanic</i>	2%	2%	3%	3%	3%	3%	3%	3%	4%	4%	4%		
Native American	43	34	58	43	57	25	38	40	37	28	41	46.4%	-4.7%
% <i>Native American</i>	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%		
Two or More Races	-	-	0	0	0	47	55	131	202	219	343	56.6%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	1%	1%	2%	2%	3%		
Total Minority	739	785	849	956	1,021	867	993	1,041	1,183	1,188	1,401	17.9%	89.6%
% <i>Total Minority</i>	8%	9%	9%	10%	11%	9%	9%	10%	11%	11%	13%		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificate. '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 AWARD LEVEL by RACE/ETHNICITY

Nebraska State College System - Degrees and Awards by Award Level by Race/Ethnicity

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Bachelor's													
White Non-Hispanic	1,041	1,057	965	1,010	990	1,053	966	997	1,042	1,052	977	-7.1%	-6.1%
% <i>White Non-Hispanic</i>	94%	95%	94%	93%	93%	92%	91%	90%	88%	89%	87%		
Nonresident Alien	6	4	4	6	4	11	10	9	16	10	13	30.0%	116.7%
% <i>Nonresident Alien</i>	1%	0%	0%	1%	0%	1%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	8	6	9	10	5	11	10	11	15	11	6	-45.5%	-25.0%
% <i>Asian/Pacific Islander</i>	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	27	20	21	30	30	24	21	22	31	28	26	-7.1%	-3.7%
% <i>Black Non-Hispanic</i>	2%	2%	2%	3%	3%	2%	2%	2%	3%	2%	2%		
Hispanic	17	23	21	21	28	28	33	39	50	55	66	20.0%	288.2%
% <i>Hispanic</i>	2%	2%	2%	2%	3%	2%	3%	4%	4%	5%	6%		
Native American	6	8	8	9	10	6	9	17	12	9	7	-22.2%	16.7%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%		
Two or More Races	-	-	4	4	0	10	8	9	17	21	22	4.8%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	1%	1%	1%	1%	2%	2%		
Total Minority	58	57	63	74	73	79	81	98	125	124	127	2.4%	119.0%
% <i>Total Minority</i>	5%	5%	6%	7%	7%	7%	8%	9%	11%	10%	11%		
Master's													
White Non-Hispanic	307	349	450	522	368	453	358	298	324	317	387	22.1%	26.1%
% <i>White Non-Hispanic</i>	96%	95%	97%	95%	95%	95%	94%	90%	89%	89%	92%		
Nonresident Alien	2	3	2	3	3	1	6	9	5	0	2	N/A	0.0%
% <i>Nonresident Alien</i>	1%	1%	0%	1%	1%	0%	2%	3%	1%	0%	0%		
Minority													
Asian/Pacific Islander	1	4	2	3	2	7	1	3	4	10	3	-70.0%	200.0%
% <i>Asian/Pacific Islander</i>	0%	1%	0%	1%	1%	1%	0%	1%	1%	3%	1%		
Black Non-Hispanic	5	6	6	7	4	5	5	9	10	7	13	85.7%	160.0%
% <i>Black Non-Hispanic</i>	2%	2%	1%	1%	1%	1%	1%	3%	3%	2%	3%		
Hispanic	3	3	4	13	7	12	4	8	17	11	8	-27.3%	166.7%
% <i>Hispanic</i>	1%	1%	1%	2%	2%	3%	1%	2%	5%	3%	2%		
Native American	1	2	2	3	2	1	3	2	2	4	2	-50.0%	100.0%
% <i>Native American</i>	0%	1%	0%	1%	1%	0%	1%	1%	1%	1%	0%		
Two or More Races	-	-	0	1	0	0	2	3	2	7	5	-28.6%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	1%	1%	1%	2%	1%		
Total Minority	10	15	14	27	15	25	15	25	35	39	31	-20.5%	210.0%
% <i>Total Minority</i>	3%	4%	3%	5%	4%	5%	4%	8%	10%	11%	7%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

Nebraska State College System - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity												% Change	
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Nebraska State College System Total													
White Non-Hispanic	1,348	1,406	1,415	1,532	1,358	1,506	1,324	1,295	1,366	1,369	1,364	-0.4%	1.2%
% White Non-Hispanic	95%	95%	94%	93%	93%	93%	92%	90%	88%	89%	89%		
Nonresident Alien	8	7	6	9	7	12	16	18	21	10	15	50.0%	87.5%
% Nonresident Alien	1%	0%	0%	1%	0%	1%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	9	10	11	13	7	18	11	14	19	21	9	-57.1%	0.0%
% Asian/Pacific Islander	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	32	26	27	37	34	29	26	31	41	35	39	11.4%	21.9%
% Black Non-Hispanic	2%	2%	2%	2%	2%	2%	2%	2%	3%	2%	3%		
Hispanic	20	26	25	34	35	40	37	47	67	66	74	12.1%	270.0%
% Hispanic	1%	2%	2%	2%	2%	2%	3%	3%	4%	4%	5%		
Native American	7	10	10	12	12	7	12	19	14	13	9	-30.8%	28.6%
% Native American	0%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%		
Two or More Races	-	-	4	5	0	10	10	12	19	28	27	-3.6%	N/A
% Two or More Races	-	-	0%	0%	0%	1%	1%	1%	1%	2%	2%		
Total Minority	68	72	77	101	88	104	96	123	160	163	158	-3.1%	132.4%
% Total Minority	5%	5%	5%	6%	6%	6%	7%	9%	10%	11%	10%		

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 AWARD LEVEL by RACE/ETHNICITY

Nebraska Community Colleges - Degrees and Awards by Award Level by Race/Ethnicity

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
White Non-Hispanic	1,605	1,466	1,846	1,790	1,596	1,759	1,783	2,300	2,174	2,117	2,075	-2.0%	29.3%
% <i>White Non-Hispanic</i>	90%	90%	91%	89%	90%	88%	87%	86%	87%	85%	82%		
Nonresident Alien	3	1	2	14	8	7	4	6	3	9	4	-55.6%	33.3%
% <i>Nonresident Alien</i>	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%		
Minority													
Asian/Pacific Islander	13	21	16	33	24	14	24	18	36	19	29	52.6%	123.1%
% <i>Asian/Pacific Islander</i>	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	45	54	48	58	38	73	92	110	67	70	58	-17.1%	28.9%
% <i>Black Non-Hispanic</i>	3%	3%	2%	3%	2%	4%	4%	4%	3%	3%	2%		
Hispanic	105	72	107	110	93	120	121	194	185	258	347	34.5%	230.5%
% <i>Hispanic</i>	6%	4%	5%	5%	5%	6%	6%	7%	7%	10%	14%		
Native American	8	12	5	4	12	6	8	14	11	6	10	66.7%	25.0%
% <i>Native American</i>	0%	1%	0%	0%	1%	0%	0%	1%	0%	0%	0%		
Two or More Races	-	-	0	7	4	10	24	19	20	13	22	69.2%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	1%	1%	1%	1%	1%	1%		
Total Minority	171	159	176	212	171	223	269	355	319	366	466	27.3%	172.5%
% <i>Total Minority</i>	10%	10%	9%	11%	10%	11%	13%	13%	13%	15%	18%		
Associate's													
White Non-Hispanic	3,576	3,623	3,499	3,487	3,511	3,720	4,009	4,232	4,107	4,087	3,731	-8.7%	4.3%
% <i>White Non-Hispanic</i>	91%	91%	90%	91%	89%	87%	86%	86%	85%	83%	82%		
Nonresident Alien	17	14	20	37	21	26	29	25	33	38	32	-15.8%	88.2%
% <i>Nonresident Alien</i>	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	64	56	67	56	68	94	104	86	94	94	88	-6.4%	37.5%
% <i>Asian/Pacific Islander</i>	2%	1%	2%	1%	2%	2%	2%	2%	2%	2%	2%		
Black Non-Hispanic	160	166	163	127	165	205	254	262	230	251	255	1.6%	59.4%
% <i>Black Non-Hispanic</i>	4%	4%	4%	3%	4%	5%	5%	5%	5%	5%	6%		
Hispanic	100	111	133	129	138	158	223	264	303	369	366	-0.8%	266.0%
% <i>Hispanic</i>	3%	3%	3%	3%	4%	4%	5%	5%	6%	8%	8%		
Native American	14	15	17	13	20	33	33	34	22	21	18	-14.3%	28.6%
% <i>Native American</i>	0%	0%	0%	0%	1%	1%	1%	1%	0%	0%	0%		
Two or More Races	-	-	0	2	5	17	35	34	38	44	46	4.5%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	1%	1%	1%	1%	1%		
Total Minority	338	348	380	327	396	507	649	680	687	779	773	-0.8%	128.7%
% <i>Total Minority</i>	9%	9%	10%	8%	10%	12%	14%	14%	14%	16%	17%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

Nebraska Community Colleges - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity												% Change	
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Nebraska Community Colleges Total													
White Non-Hispanic	5,181	5,089	5,345	5,277	5,107	5,479	5,792	6,532	6,281	6,204	5,806	-6.4%	12.1%
% White Non-Hispanic	91%	91%	90%	90%	90%	88%	86%	86%	86%	84%	82%		
Nonresident Alien	20	15	22	51	29	33	33	31	36	47	36	-23.4%	80.0%
% Nonresident Alien	0%	0%	0%	1%	1%	1%	0%	0%	0%	1%	1%		
Minority													
Asian/Pacific Islander	77	77	83	89	92	108	128	104	130	113	117	3.5%	51.9%
% Asian/Pacific Islander	1%	1%	1%	2%	2%	2%	2%	1%	2%	2%	2%		
Black Non-Hispanic	205	220	211	185	203	278	346	372	297	321	313	-2.5%	52.7%
% Black Non-Hispanic	4%	4%	4%	3%	4%	4%	5%	5%	4%	4%	4%		
Hispanic	205	183	240	239	231	278	344	458	488	627	713	13.7%	247.8%
% Hispanic	4%	3%	4%	4%	4%	4%	5%	6%	7%	8%	10%		
Native American	22	27	22	17	32	39	41	48	33	27	28	3.7%	27.3%
% Native American	0%	0%	0%	0%	1%	1%	1%	1%	0%	0%	0%		
Two or More Races	-	-	0	9	9	27	59	53	58	57	68	19.3%	N/A
% Two or More Races	-	-	0%	0%	0%	0%	1%	1%	1%	1%	1%		
Total Minority	509	507	556	539	567	730	918	1,035	1,006	1,145	1,239	8.2%	143.4%
% Total Minority	9%	9%	9%	9%	10%	12%	14%	14%	14%	15%	17%		

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 AWARD LEVEL by RACE/ETHNICITY

Nebraska Independent Institutions - Degrees and Awards by Award Level by Race/Ethnicity

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
White Non-Hispanic	167	162	103	63	55	50	56	49	56	47	49	4.3%	-70.7%
% <i>White Non-Hispanic</i>	87%	87%	87%	78%	72%	71%	72%	75%	74%	61%	72%		
Nonresident Alien	2	2	0	0	0	1	0	0	0	2	1	-50.0%	-50.0%
% <i>Nonresident Alien</i>	1%	1%	0%	0%	0%	1%	0%	0%	0%	3%	1%		
Minority													
Asian/Pacific Islander	1	3	2	3	1	1	4	0	2	2	2	0.0%	100.0%
% <i>Asian/Pacific Islander</i>	1%	2%	2%	4%	1%	1%	5%	0%	3%	3%	3%		
Black Non-Hispanic	11	17	13	13	5	13	6	10	6	5	6	20.0%	-45.5%
% <i>Black Non-Hispanic</i>	6%	9%	11%	16%	7%	19%	8%	15%	8%	6%	9%		
Hispanic	5	2	0	1	7	3	12	5	9	19	8	-57.9%	60.0%
% <i>Hispanic</i>	3%	1%	0%	1%	9%	4%	15%	8%	12%	25%	12%		
Native American	5	0	0	1	7	1	0	0	0	1	0	-100.0%	-100.0%
% <i>Native American</i>	3%	0%	0%	1%	9%	1%	0%	0%	0%	1%	0%		
Two or More Races	-	-	0	0	1	1	0	1	3	1	2	100.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	1%	1%	0%	2%	4%	1%	3%		
Total Minority	22	22	15	18	21	19	22	16	20	28	18	-35.7%	-18.2%
% <i>Total Minority</i>	12%	12%	13%	22%	28%	27%	28%	25%	26%	36%	26%		
Associate's													
White Non-Hispanic	214	184	193	194	190	210	204	195	207	173	162	-6.4%	-24.3%
% <i>White Non-Hispanic</i>	83%	88%	91%	80%	80%	82%	82%	80%	77%	77%	71%		
Nonresident Alien	1	2	1	3	1	5	0	0	1	2	3	50.0%	200.0%
% <i>Nonresident Alien</i>	0%	1%	0%	1%	0%	2%	0%	0%	0%	1%	1%		
Minority													
Asian/Pacific Islander	5	2	1	6	4	2	6	5	6	4	2	-50.0%	-60.0%
% <i>Asian/Pacific Islander</i>	2%	1%	0%	2%	2%	1%	2%	2%	2%	2%	1%		
Black Non-Hispanic	8	4	4	13	6	7	6	4	14	8	14	75.0%	75.0%
% <i>Black Non-Hispanic</i>	3%	2%	2%	5%	3%	3%	2%	2%	5%	4%	6%		
Hispanic	5	5	3	12	21	6	10	15	10	11	19	72.7%	280.0%
% <i>Hispanic</i>	2%	2%	1%	5%	9%	2%	4%	6%	4%	5%	8%		
Native American	26	13	9	14	14	25	18	25	30	26	23	-11.5%	-11.5%
% <i>Native American</i>	10%	6%	4%	6%	6%	10%	7%	10%	11%	12%	10%		
Two or More Races	-	-	0	0	1	1	4	1	0	2	4	100.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	2%	0%	0%	1%	2%		
Total Minority	44	24	17	45	46	41	44	50	60	51	62	21.6%	40.9%
% <i>Total Minority</i>	17%	11%	8%	19%	19%	16%	18%	20%	22%	23%	27%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

Nebraska Independent Institutions - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Bachelor's													
White Non-Hispanic	4,095	4,210	4,168	4,244	4,217	4,447	4,388	4,308	4,111	3,865	3,919	1.4%	-4.3%
% <i>White Non-Hispanic</i>	88%	89%	87%	85%	85%	83%	82%	81%	79%	75%	75%		
Nonresident Alien	82	92	76	86	50	67	74	79	79	87	82	-5.7%	0.0%
% <i>Nonresident Alien</i>	2%	2%	2%	2%	1%	1%	1%	1%	2%	2%	2%		
Minority													
Asian/Pacific Islander	109	87	125	151	149	169	171	172	219	146	180	23.3%	65.1%
% <i>Asian/Pacific Islander</i>	2%	2%	3%	3%	3%	3%	3%	3%	4%	3%	3%		
Black Non-Hispanic	237	248	252	308	336	356	375	339	334	265	284	7.2%	19.8%
% <i>Black Non-Hispanic</i>	5%	5%	5%	6%	7%	7%	7%	6%	6%	5%	5%		
Hispanic	118	89	141	153	174	226	228	197	281	665	645	-3.0%	446.6%
% <i>Hispanic</i>	3%	2%	3%	3%	4%	4%	4%	4%	5%	13%	12%		
Native American	23	20	14	32	30	40	26	27	27	21	20	-4.8%	-13.0%
% <i>Native American</i>	0%	0%	0%	1%	1%	1%	0%	1%	1%	0%	0%		
Two or More Races	-	-	1	7	1	44	99	170	128	112	121	8.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	1%	2%	3%	2%	2%	2%		
Total Minority	487	444	533	651	690	835	899	905	989	1,209	1,250	3.4%	156.7%
% <i>Total Minority</i>	10%	9%	11%	13%	14%	16%	17%	17%	19%	23%	24%		
Master's													
White Non-Hispanic	992	1,083	1,286	1,463	1,491	1,598	1,753	1,766	1,724	1,708	1,721	0.8%	73.5%
% <i>White Non-Hispanic</i>	84%	83%	83%	86%	85%	83%	83%	81%	81%	75%	71%		
Nonresident Alien	41	47	60	52	49	53	56	62	54	71	126	77.5%	207.3%
% <i>Nonresident Alien</i>	3%	4%	4%	3%	3%	3%	3%	3%	3%	3%	5%		
Minority													
Asian/Pacific Islander	42	38	31	28	53	54	59	54	66	66	86	30.3%	104.8%
% <i>Asian/Pacific Islander</i>	4%	3%	2%	2%	3%	3%	3%	2%	3%	3%	4%		
Black Non-Hispanic	80	92	117	118	112	147	161	171	192	160	186	16.3%	132.5%
% <i>Black Non-Hispanic</i>	7%	7%	8%	7%	6%	8%	8%	8%	9%	7%	8%		
Hispanic	17	30	33	45	45	64	51	61	73	234	270	15.4%	1488.2%
% <i>Hispanic</i>	1%	2%	2%	3%	3%	3%	2%	3%	3%	10%	11%		
Native American	9	15	15	3	7	8	12	5	5	14	8	-42.9%	-11.1%
% <i>Native American</i>	1%	1%	1%	0%	0%	0%	1%	0%	0%	1%	0%		
Two or More Races	-	-	3	1	1	11	21	51	22	28	42	50.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	1%	1%	2%	1%	1%	2%		
Total Minority	148	175	199	195	218	284	304	342	358	502	592	17.9%	300.0%
% <i>Total Minority</i>	13%	13%	13%	11%	12%	15%	14%	16%	17%	22%	24%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

Nebraska Independent Institutions - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

												% Change	
Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Doctor's													
Professional Practice													
White Non-Hispanic	436	460	477	516	496	448	502	508	527	516	647	25.4%	48.4%
% <i>White Non-Hispanic</i>	79%	80%	83%	86%	84%	82%	84%	79%	79%	76%	80%		
Nonresident Alien	8	3	8	1	0	5	5	9	7	7	13	85.7%	62.5%
% <i>Nonresident Alien</i>	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	2%		
Minority													
Asian/Pacific Islander	75	72	58	54	52	48	47	59	71	77	74	-3.9%	-1.3%
% <i>Asian/Pacific Islander</i>	14%	13%	10%	9%	9%	9%	8%	9%	11%	11%	9%		
Black Non-Hispanic	14	20	14	10	13	13	13	20	20	22	20	-9.1%	42.9%
% <i>Black Non-Hispanic</i>	3%	3%	2%	2%	2%	2%	2%	3%	3%	3%	2%		
Hispanic	14	14	17	20	24	19	18	28	25	27	29	7.4%	107.1%
% <i>Hispanic</i>	3%	2%	3%	3%	4%	3%	3%	4%	4%	4%	4%		
Native American	6	5	2	1	2	1	2	3	3	3	3	0.0%	-50.0%
% <i>Native American</i>	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	-	-	0	0	0	13	9	17	14	25	20	-20.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	2%	2%	3%	2%	4%	2%		
Total Minority	109	111	91	85	91	94	89	127	133	154	146	-5.2%	33.9%
% <i>Total Minority</i>	20%	19%	16%	14%	16%	17%	15%	20%	20%	23%	18%		
Research/ Scholarship													
White Non-Hispanic	1	2	5	11	20	15	16	2	9	21	17	-19.0%	1600.0%
% <i>White Non-Hispanic</i>	14%	33%	71%	65%	69%	71%	80%	29%	69%	91%	71%		
Nonresident Alien	6	2	1	3	3	2	1	4	3	1	3	200.0%	-50.0%
% <i>Nonresident Alien</i>	86%	33%	14%	18%	10%	10%	5%	57%	23%	4%	13%		
Minority													
Asian/Pacific Islander	0	2	1	2	0	0	0	1	1	0	0	N/A	N/A
% <i>Asian/Pacific Islander</i>	0%	33%	14%	12%	0%	0%	0%	14%	8%	0%	0%		
Black Non-Hispanic	0	0	0	0	5	3	3	0	0	0	1	N/A	N/A
% <i>Black Non-Hispanic</i>	0%	0%	0%	0%	17%	14%	15%	0%	0%	0%	4%		
Hispanic	0	0	0	1	1	1	0	0	0	1	3	200.0%	N/A
% <i>Hispanic</i>	0%	0%	0%	6%	3%	5%	0%	0%	0%	4%	13%		
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%		
Two or More Races	-	-	0	0	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%		
Total Minority	0	2	1	3	6	4	3	1	1	1	4	300.0%	N/A
% <i>Total Minority</i>	0%	33%	14%	18%	21%	19%	15%	14%	8%	4%	17%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

Nebraska Independent Institutions - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Doctor's Total													
White Non-Hispanic	437	462	482	527	516	463	518	510	536	537	664	23.6%	51.9%
% <i>White Non-Hispanic</i>	78%	80%	83%	85%	84%	82%	84%	78%	79%	77%	80%		
Nonresident Alien	14	5	9	4	3	7	6	13	10	8	16	100.0%	14.3%
% <i>Nonresident Alien</i>	3%	1%	2%	1%	0%	1%	1%	2%	1%	1%	2%		
Minority													
Asian/Pacific Islander	75	74	59	56	52	48	47	60	72	77	74	-3.9%	-1.3%
% <i>Asian/Pacific Islander</i>	13%	13%	10%	9%	8%	8%	8%	9%	11%	11%	9%		
Black Non-Hispanic	14	20	14	10	18	16	16	20	20	22	21	-4.5%	50.0%
% <i>Black Non-Hispanic</i>	3%	3%	2%	2%	3%	3%	3%	3%	3%	3%	3%		
Hispanic	14	14	17	21	25	20	18	28	25	28	32	14.3%	128.6%
% <i>Hispanic</i>	3%	2%	3%	3%	4%	4%	3%	4%	4%	4%	4%		
Native American	6	5	2	1	2	1	2	3	3	3	3	0.0%	-50.0%
% <i>Native American</i>	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	-	-	0	0	0	13	9	17	14	25	20	-20.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	2%	1%	3%	2%	4%	2%		
Total Minority	109	113	92	88	97	98	92	128	134	155	150	-3.2%	37.6%
% <i>Total Minority</i>	19%	19%	16%	14%	16%	17%	15%	20%	20%	22%	18%		
Nebraska Independent Institutions Total													
White Non-Hispanic	5,905	6,101	6,232	6,491	6,469	6,768	6,919	6,828	6,634	6,330	6,515	2.9%	10.3%
% <i>White Non-Hispanic</i>	86%	87%	86%	85%	85%	83%	82%	81%	80%	75%	74%		
Nonresident Alien	140	148	146	145	103	133	136	154	144	170	228	34.1%	62.9%
% <i>Nonresident Alien</i>	2%	2%	2%	2%	1%	2%	2%	2%	2%	2%	3%		
Minority													
Asian/Pacific Islander	232	204	218	244	259	274	287	291	365	295	344	16.6%	48.3%
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	3%	3%	3%	3%	4%	3%	4%		
Black Non-Hispanic	350	381	400	462	477	539	564	544	566	460	511	11.1%	46.0%
% <i>Black Non-Hispanic</i>	5%	5%	6%	6%	6%	7%	7%	6%	7%	5%	6%		
Hispanic	159	140	194	232	272	319	319	306	398	957	974	1.8%	512.6%
% <i>Hispanic</i>	2%	2%	3%	3%	4%	4%	4%	4%	5%	11%	11%		
Native American	69	53	40	51	60	75	58	60	65	65	54	-16.9%	-21.7%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	-	-	4	8	4	70	133	240	167	168	189	12.5%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	1%	2%	3%	2%	2%	2%		
Total Minority	810	778	856	997	1,072	1,277	1,361	1,441	1,561	1,945	2,072	6.5%	155.8%
% <i>Total Minority</i>	12%	11%	12%	13%	14%	16%	16%	17%	19%	23%	24%		

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. The large increases between 2013-14 and 2014-15 in the number of awards conferred to Hispanic students at the bachelor's degree level and at the master's degree level are mainly attributable to a change in the way Bellevue University identified Hispanic students. (See page S4 of the Executive Summary for more information.)

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

Nebraska For-Profit/Career Schools - Degrees and Awards by Award Level by Race/Ethnicity

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
White Non-Hispanic	976	1,006	976	883	761	873	768	753	625	555	474	-14.6%	-51.4%
% <i>White Non-Hispanic</i>	82%	85%	81%	82%	82%	81%	78%	79%	80%	76%	79%		
Nonresident Alien	8	0	3	2	3	8	0	1	0	0	0	N/A	-100.0%
% <i>Nonresident Alien</i>	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%		
Minority													
Asian/Pacific Islander	14	11	13	11	13	16	14	19	17	9	6	-33.3%	-57.1%
% <i>Asian/Pacific Islander</i>	1%	1%	1%	1%	1%	1%	1%	2%	2%	1%	1%		
Black Non-Hispanic	137	114	126	124	101	108	95	78	64	71	46	-35.2%	-66.4%
% <i>Black Non-Hispanic</i>	12%	10%	10%	12%	11%	10%	10%	8%	8%	10%	8%		
Hispanic	36	41	68	39	42	58	98	85	62	75	61	-18.7%	69.4%
% <i>Hispanic</i>	3%	3%	6%	4%	5%	5%	10%	9%	8%	10%	10%		
Native American	16	8	15	11	3	10	5	6	6	11	3	-72.7%	-81.3%
% <i>Native American</i>	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%		
Two or More Races	-	-	1	1	0	11	7	12	8	13	8	-38.5%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	1%	1%	1%	1%	2%	1%		
Total Minority	203	174	223	186	159	203	219	200	157	179	124	-30.7%	-38.9%
% <i>Total Minority</i>	17%	15%	19%	17%	17%	19%	22%	21%	20%	24%	21%		
Associate's													
White Non-Hispanic	518	483	451	422	364	548	432	471	367	312	163	-47.8%	-68.5%
% <i>White Non-Hispanic</i>	84%	81%	83%	81%	77%	82%	79%	77%	74%	73%	75%		
Nonresident Alien	0	0	0	0	0	2	0	0	1	0	0	N/A	N/A
% <i>Nonresident Alien</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Minority													
Asian/Pacific Islander	8	17	4	6	7	3	6	5	8	4	2	-50.0%	-75.0%
% <i>Asian/Pacific Islander</i>	1%	3%	1%	1%	1%	0%	1%	1%	2%	1%	1%		
Black Non-Hispanic	78	79	67	63	67	86	69	80	71	62	26	-58.1%	-66.7%
% <i>Black Non-Hispanic</i>	13%	13%	12%	12%	14%	13%	13%	13%	14%	15%	12%		
Hispanic	14	14	17	23	29	18	32	40	32	42	18	-57.1%	28.6%
% <i>Hispanic</i>	2%	2%	3%	4%	6%	3%	6%	7%	6%	10%	8%		
Native American	1	2	5	4	2	4	6	7	6	1	2	100.0%	100.0%
% <i>Native American</i>	0%	0%	1%	1%	0%	1%	1%	1%	1%	0%	1%		
Two or More Races	-	-	0	0	1	10	3	5	8	6	7	16.7%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	1%	1%	1%	2%	1%	3%		
Total Minority	101	112	93	96	106	121	116	137	125	115	55	-52.2%	-45.5%
% <i>Total Minority</i>	16%	19%	17%	19%	23%	18%	21%	23%	25%	27%	25%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

Nebraska For-Profit/Career Schools - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Bachelor's													
White Non-Hispanic	12	44	42	56	69	102	113	78	120	124	104	-16.1%	766.7%
% <i>White Non-Hispanic</i>	86%	100%	84%	85%	86%	79%	76%	79%	81%	80%	80%		
Nonresident Alien	0	0	0	0	0	0	1	1	0	0	0	N/A	N/A
% <i>Nonresident Alien</i>	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%	0%		
Minority													
Asian/Pacific Islander	0	0	3	3	0	0	2	1	1	4	0	-100.0%	N/A
% <i>Asian/Pacific Islander</i>	0%	0%	6%	5%	0%	0%	1%	1%	1%	3%	0%		
Black Non-Hispanic	1	0	5	6	10	19	29	12	17	22	17	-22.7%	1600.0%
% <i>Black Non-Hispanic</i>	7%	0%	10%	9%	13%	15%	19%	12%	11%	14%	13%		
Hispanic	1	0	0	1	0	4	3	7	8	4	7	75.0%	600.0%
% <i>Hispanic</i>	7%	0%	0%	2%	0%	3%	2%	7%	5%	3%	5%		
Native American	0	0	0	0	0	1	1	0	1	0	1	N/A	N/A
% <i>Native American</i>	0%	0%	0%	0%	0%	1%	1%	0%	1%	0%	1%		
Two or More Races	-	-	0	0	1	3	0	0	1	1	1	0.0%	N/A
% <i>Two or More Races</i>	-	-	0%	0%	1%	2%	0%	0%	1%	1%	1%		
Total Minority	2	0	8	10	11	27	35	20	28	31	26	-16.1%	1200.0%
% <i>Total Minority</i>	14%	0%	16%	15%	14%	21%	23%	20%	19%	20%	20%		
Master's													
White Non-Hispanic	-	3	8	8	2	5	6	23	19	15	32	113.3%	N/A
% <i>White Non-Hispanic</i>	-	100%	67%	89%	67%	100%	86%	77%	76%	71%	97%		
Nonresident Alien	-	0	0	0	0	0	1	0	0	0	0	N/A	N/A
% <i>Nonresident Alien</i>	-	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%		
Minority													
Asian/Pacific Islander	-	0	0	0	0	0	0	1	0	1	0	-100.0%	N/A
% <i>Asian/Pacific Islander</i>	-	0%	0%	0%	0%	0%	0%	3%	0%	5%	0%		
Black Non-Hispanic	-	0	2	1	1	0	0	5	4	5	0	-100.0%	N/A
% <i>Black Non-Hispanic</i>	-	0%	17%	11%	33%	0%	0%	17%	16%	24%	0%		
Hispanic	-	0	2	0	0	0	0	1	1	0	1	N/A	N/A
% <i>Hispanic</i>	-	0%	17%	0%	0%	0%	0%	3%	4%	0%	3%		
Native American	-	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%		
Two or More Races	-	-	0	0	0	0	0	0	1	0	0	N/A	N/A
% <i>Two or More Races</i>	-	-	0%	0%	0%	0%	0%	0%	4%	0%	0%		
Total Minority	-	0	4	1	1	0	0	7	6	6	1	-83.3%	N/A
% <i>Total Minority</i>	-	0%	33%	11%	33%	0%	0%	23%	24%	29%	3%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by RACE/ETHNICITY

Nebraska For-Profit/Career Schools - Degrees and Awards by Award Level by Race/Ethnicity (Continued)

Award Level / Race/Ethnicity												% Change	
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Nebraska For-Profit/Career Schools Total													
White Non-Hispanic	1,506	1,536	1,477	1,369	1,196	1,528	1,319	1,325	1,131	1,006	773	-23.2%	-48.7%
% White Non-Hispanic	83%	84%	82%	82%	81%	81%	78%	78%	78%	75%	79%		
Nonresident Alien	8	0	3	2	3	10	2	2	1	0	0	N/A	-100.0%
% Nonresident Alien	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%		
Minority													
Asian/Pacific Islander	22	28	20	20	20	19	22	26	26	18	8	-55.6%	-63.6%
% Asian/Pacific Islander	1%	2%	1%	1%	1%	1%	1%	2%	2%	1%	1%		
Black Non-Hispanic	216	193	200	194	179	213	193	175	156	160	89	-44.4%	-58.8%
% Black Non-Hispanic	12%	11%	11%	12%	12%	11%	11%	10%	11%	12%	9%		
Hispanic	51	55	87	63	71	80	133	133	103	121	87	-28.1%	70.6%
% Hispanic	3%	3%	5%	4%	5%	4%	8%	8%	7%	9%	9%		
Native American	17	10	20	15	5	15	12	13	13	12	6	-50.0%	-64.7%
% Native American	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%		
Two or More Races	-	-	1	1	2	24	10	17	18	20	16	-20.0%	N/A
% Two or More Races	-	-	0%	0%	0%	1%	1%	1%	1%	1%	2%		
Total Minority	306	286	328	293	277	351	370	364	316	331	206	-37.8%	-32.7%
% Total Minority	17%	16%	18%	18%	19%	19%	22%	22%	22%	25%	21%		

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 master's level 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

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)*

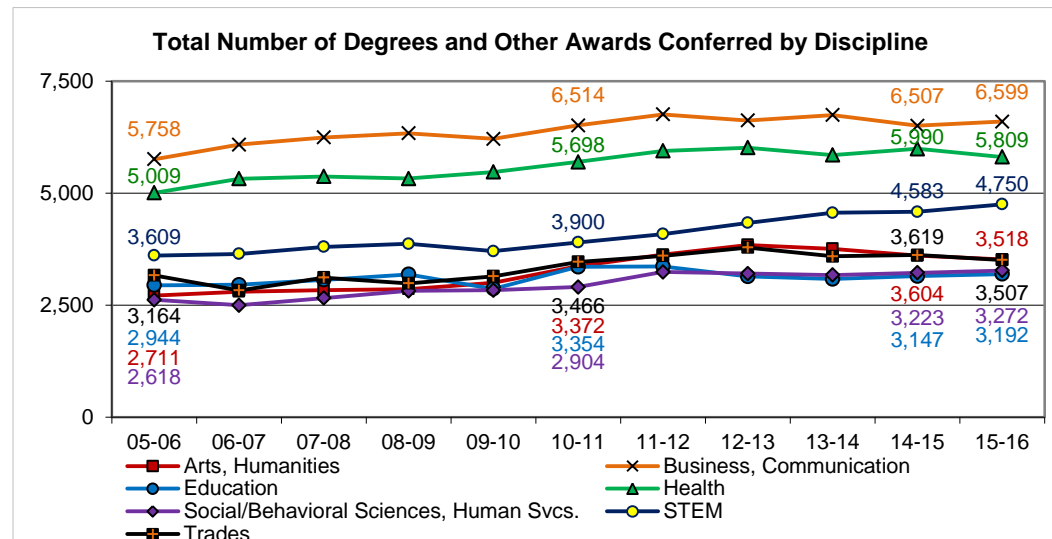
The following discipline clusters are based on the two-digit CIP codes defined by the National Center for Education Statistics.

Discipline Name Used in this Report	CIP Code	IPEDS Definition
Education	13	Education
Arts and Humanities	5	Area, ethnic, cultural, gender, and group 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

Discipline Name Used in this Report	CIP Code	IPEDS Definition
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 and engineering-related fields
	26	Biological and biomedical sciences
	27	Mathematics and statistics
	29	Military technologies and applied sciences
	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 programs
Trades	12	Personal and culinary services
	22	Legal professions and studies
	43	Homeland security, law enforcement, firefighting, and related protective services
	46	Construction trades
	47	Mechanic and repair technologies/technicians
	48	Precision production
	49	Transportation and materials moving

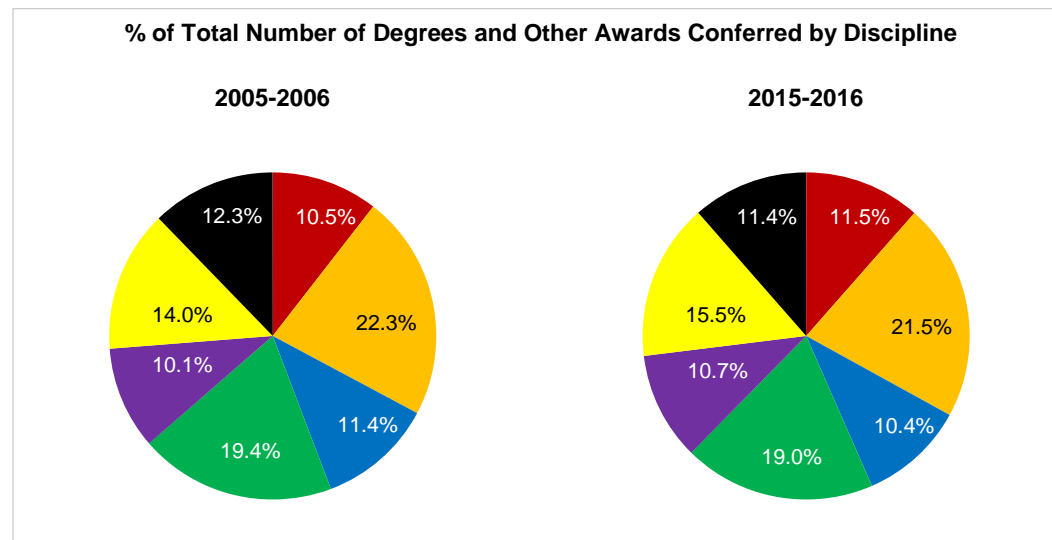
Data source: Classification of Instructional Programs, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, May 17, 2017.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by DISCIPLINE

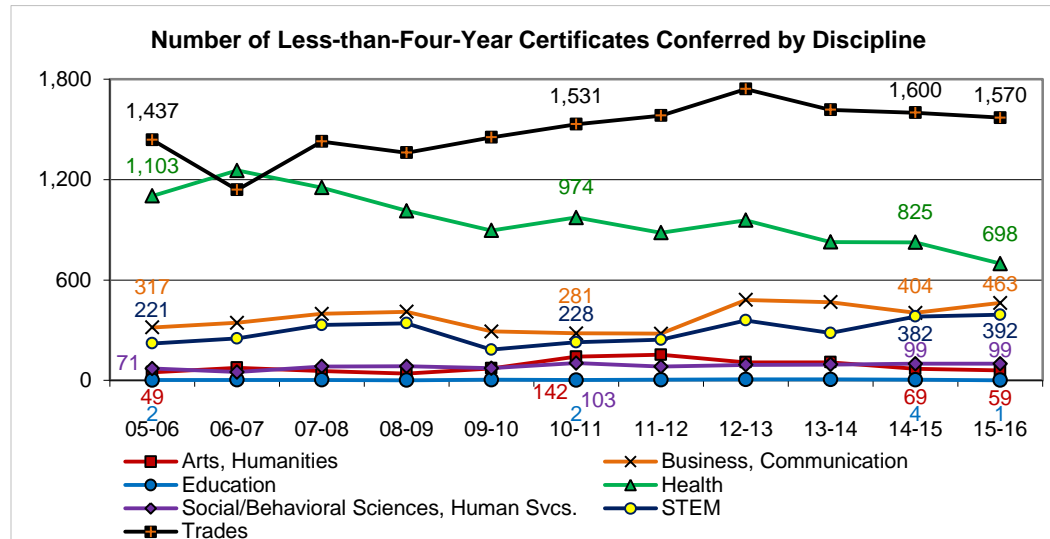


- Between 2005-06 and 2015-16, the number of degrees and other awards conferred by discipline changed as follows:

Discipline	15-16 1-Yr	06-16 10-Yr
Arts and Humanities (■)	-2.4%	29.8%
Business and Communication (x)	1.4%	14.6%
Education (●)	1.4%	8.4%
Health (▲)	-3.0%	16.0%
Social and Behavioral Sciences and Human Services (◆)	1.5%	25.0%
STEM (○)	3.6%	31.6%
Trades (■)	-3.1%	10.8%
Total	-0.1%	18.7%

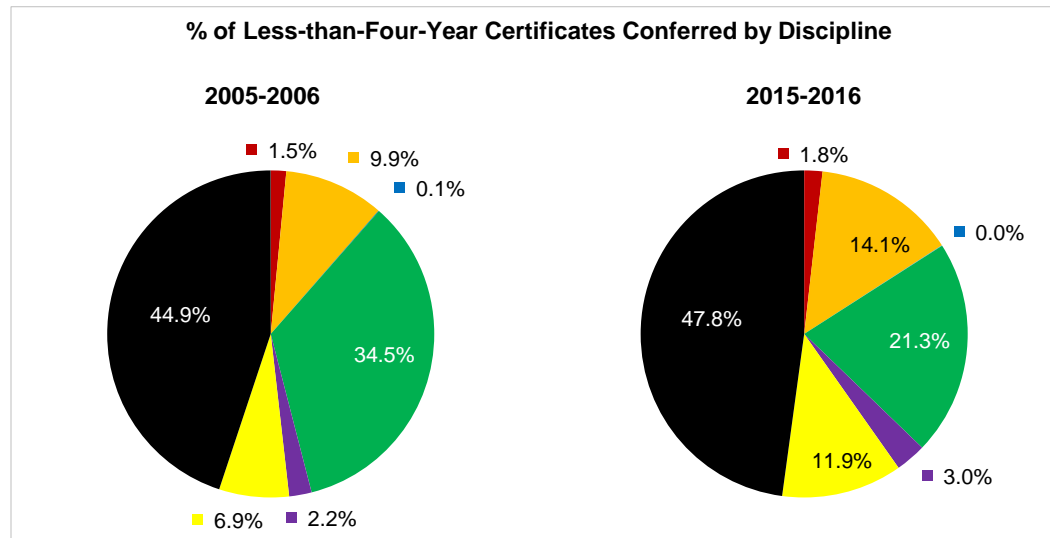


TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by DISCIPLINE

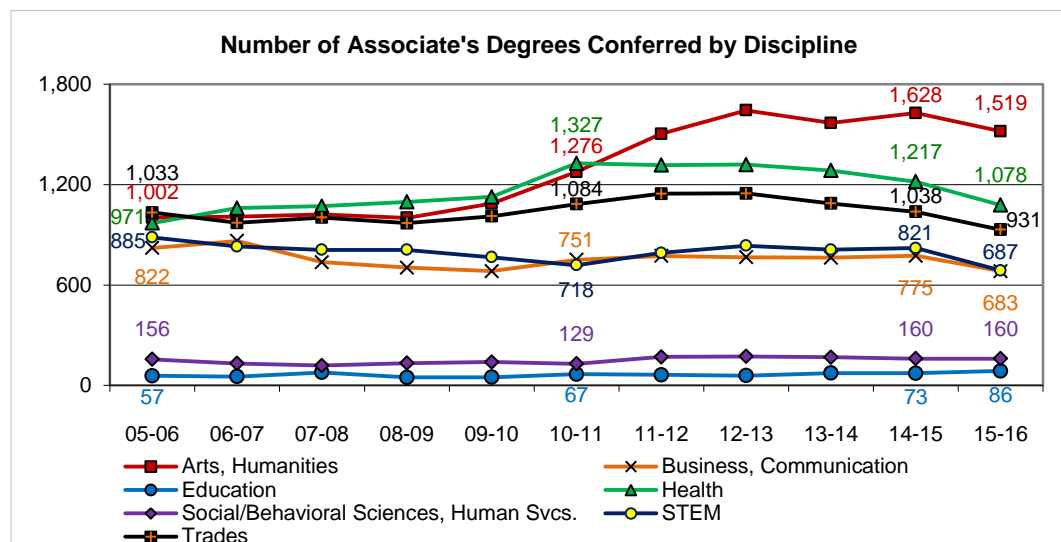


- Between 2005-06 and 2015-16, the number of less-than-four-year certificates conferred by discipline changed as follows:

Discipline	15-16 1-Yr	06-16 10-Yr
Arts and Humanities (■)	-14.5%	20.4%
Business and Communication (x)	14.6%	46.1%
Education (●)	-75.0%	-50.0%
Health (▲)	-15.4%	-36.7%
Social and Behavioral Sciences and Human Services (◆)	0.0%	39.4%
STEM (○)	2.6%	77.4%
Trades (■)	-1.9%	9.3%
Award Level Total	-3.0%	2.6%

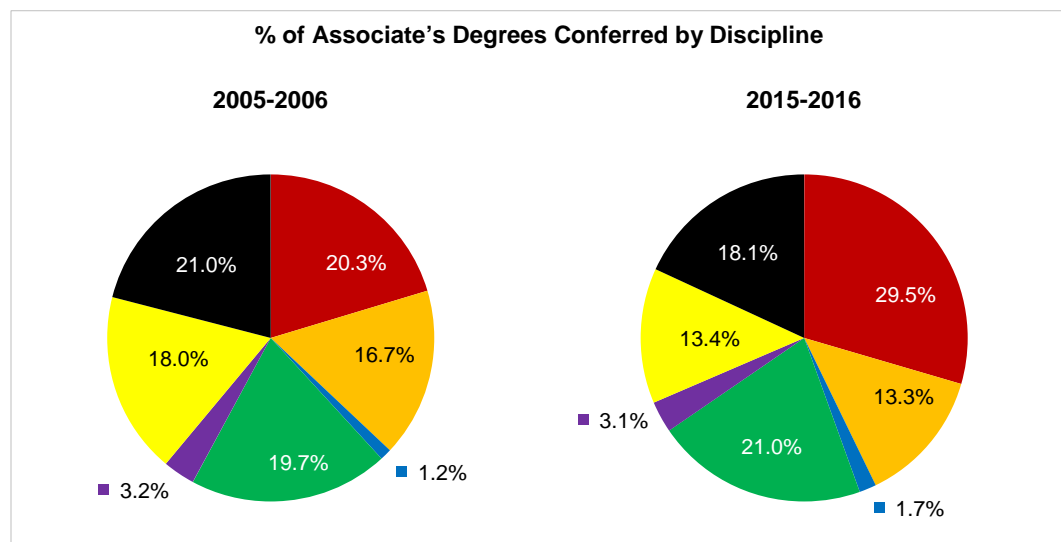


TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by DISCIPLINE

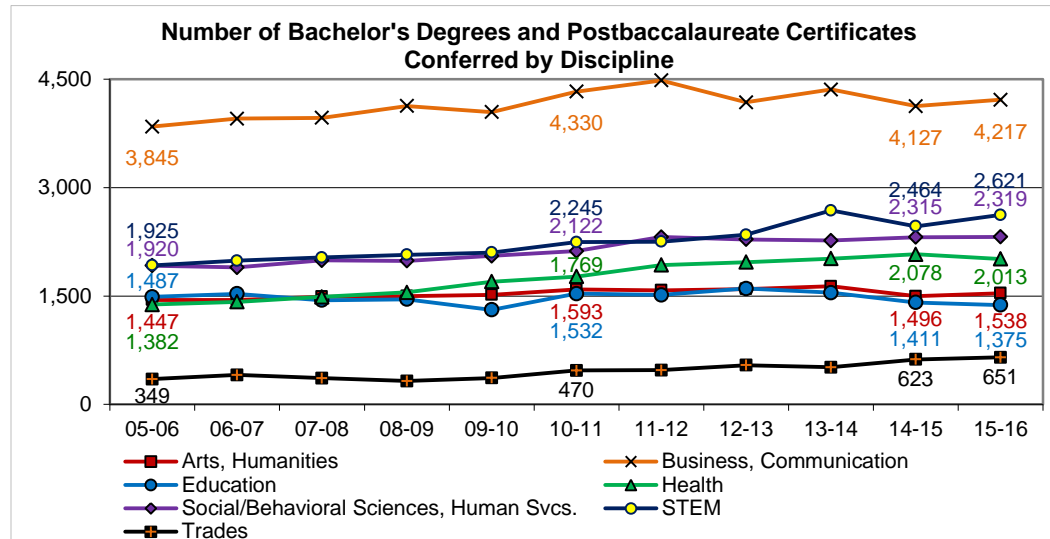


- Between 2005-06 and 2015-16, the number of associate's degrees conferred by discipline changed as follows:

Discipline	15-16 1-Yr	06-16 10-Yr
Arts and Humanities (■)	-6.7%	51.6%
Business and Communication (x)	-11.9%	-16.9%
Education (●)	17.8%	50.9%
Health (▲)	-11.4%	11.0%
Social and Behavioral Sciences and Human Services (◆)	0.0%	2.6%
STEM (○)	-16.3%	-22.4%
Trades (■)	-10.3%	-9.9%
Award Level Total	-9.9%	4.4%

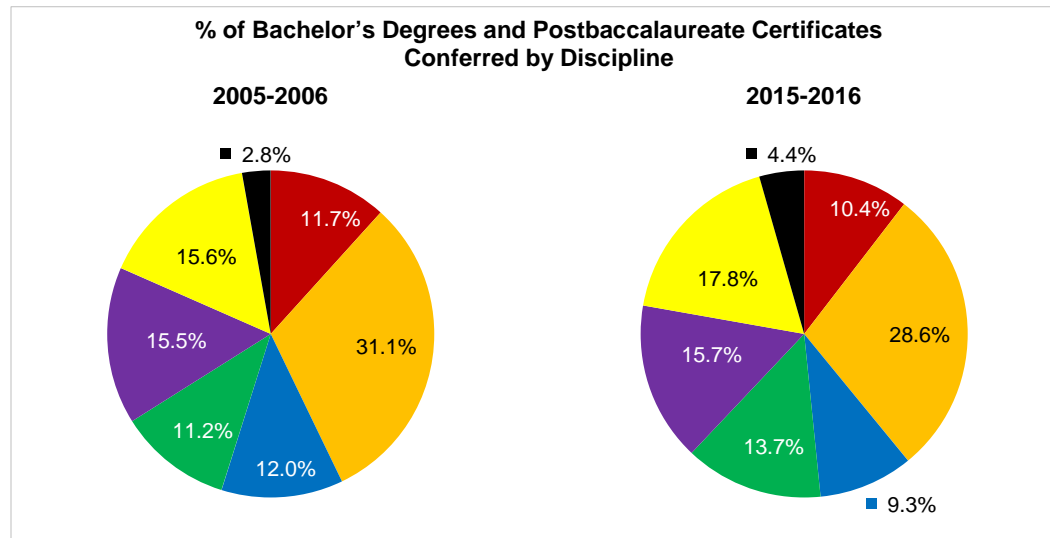


TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by DISCIPLINE

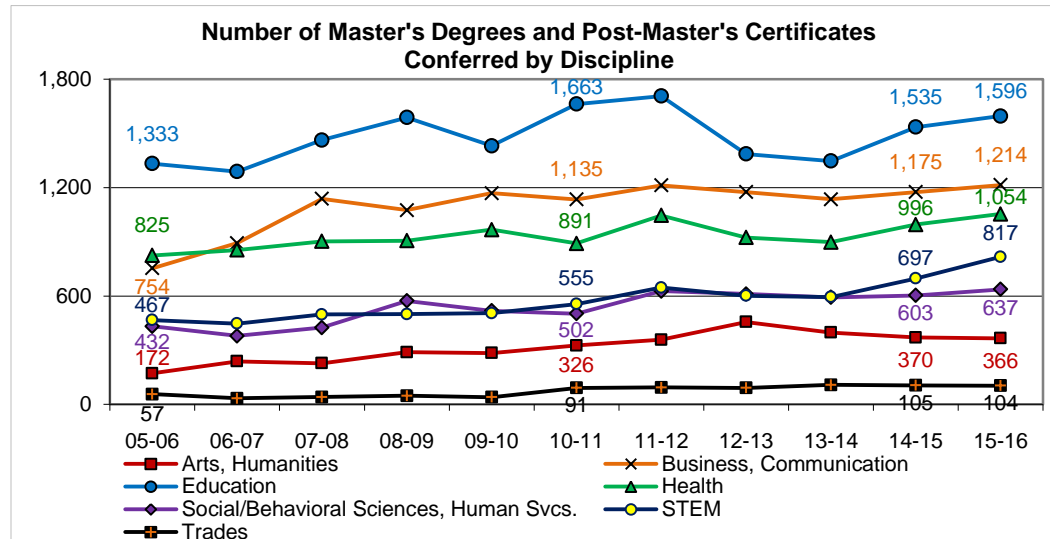


- Between 2005-06 and 2015-16, the number of bachelor's degrees and postbaccalaureate certificates conferred by discipline changed as follows:

Discipline	15-16 1-Yr	06-16 10-Yr
Arts and Humanities (■)	2.8%	6.3%
Business and Communication (x)	2.2%	9.7%
Education (●)	-2.6%	-7.5%
Health (▲)	-3.1%	45.7%
Social and Behavioral Sciences and Human Services (♦)	0.2%	20.8%
STEM (o)	6.4%	36.2%
Trades (■)	4.5%	86.5%
Award Level Total	1.5%	19.3%

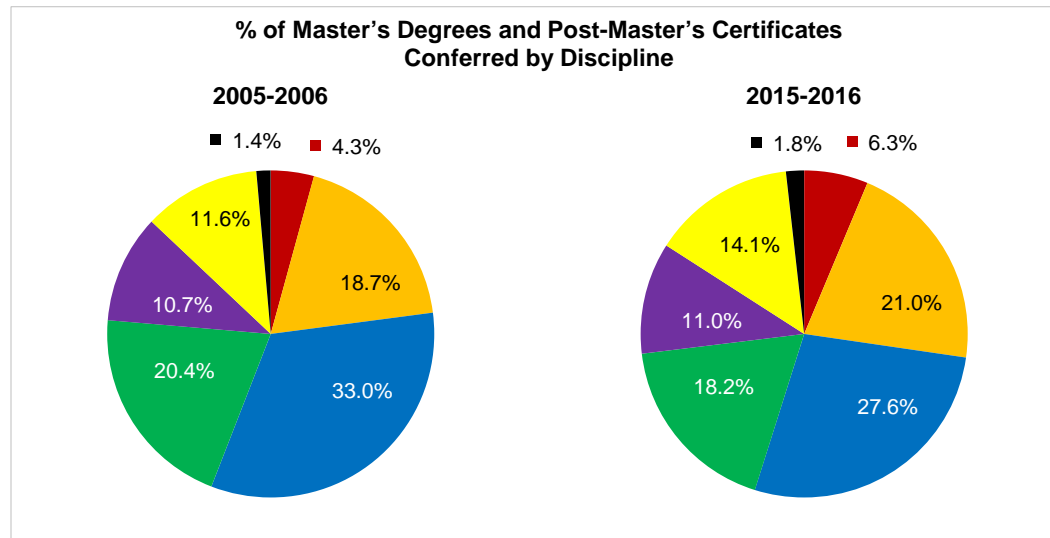


TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by DISCIPLINE

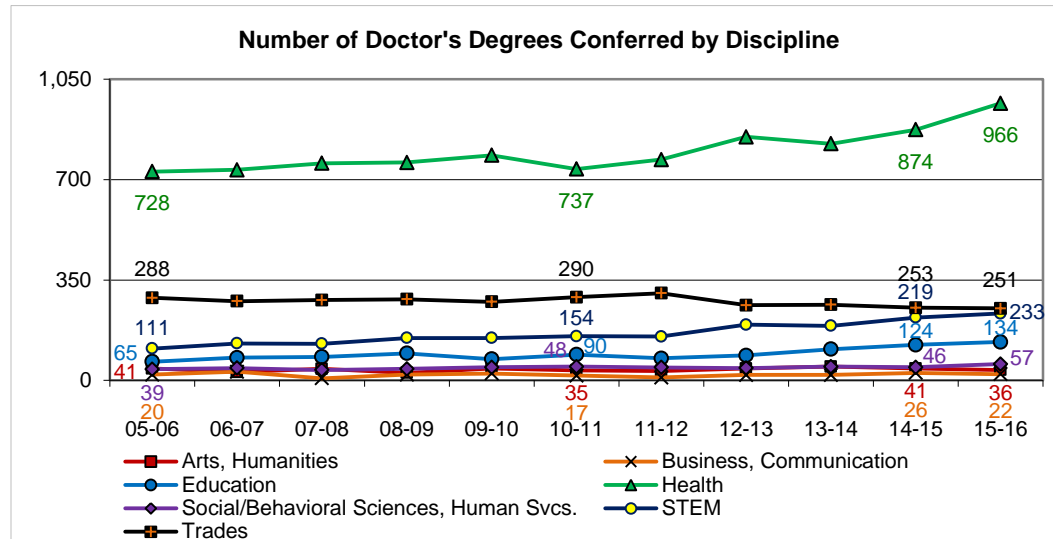


- Between 2005-06 and 2015-16, the number of master's degrees and post-master's certificates conferred by discipline changed as follows:

Discipline	15-16 1-Yr	06-16 10-Yr
Arts and Humanities (■)	-1.1%	112.8%
Business and Communication (x)	3.3%	61.0%
Education (●)	4.0%	19.7%
Health (▲)	5.8%	27.8%
Social and Behavioral Sciences and Human Services (◆)	5.6%	47.5%
STEM (○)	17.2%	74.9%
Trades (■)	-1.0%	82.5%
Award Level Total	5.6%	43.3%

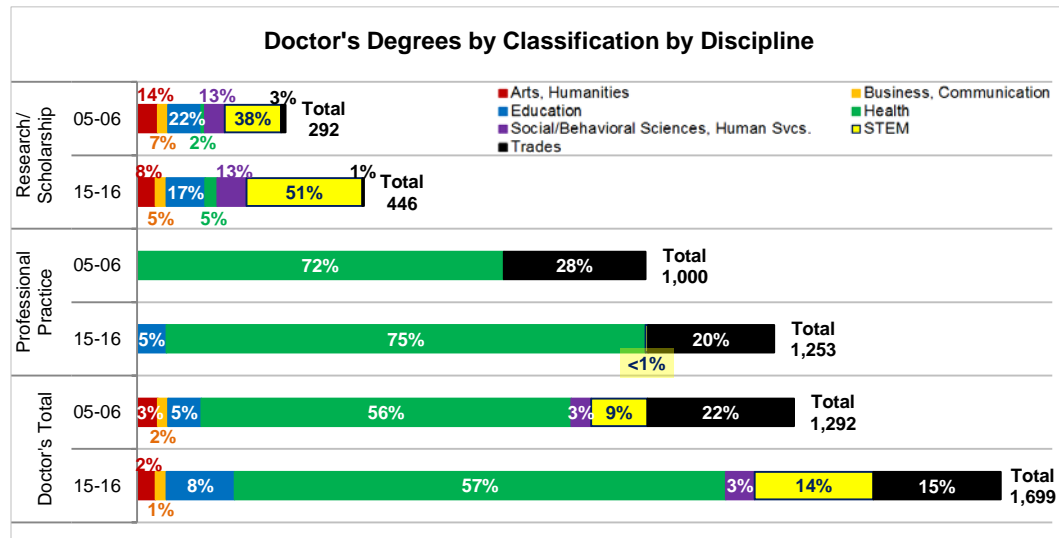


TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by DISCIPLINE



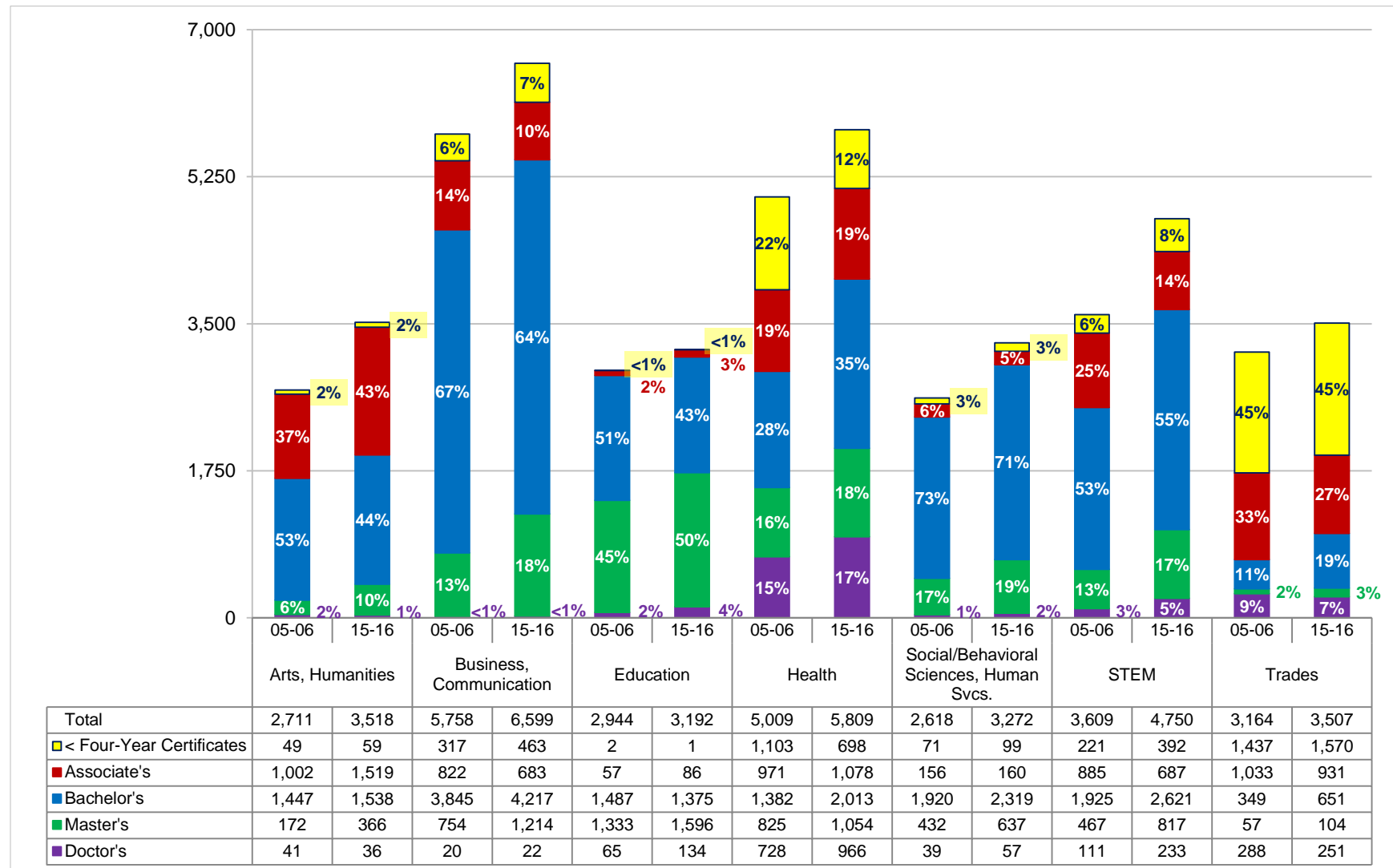
- Between 2005-06 and 2015-16, the number of doctor's degrees conferred by discipline changed as follows:

Discipline	15-16 1-Yr	06-16 10-Yr
Arts and Humanities (■)	-12.2%	-12.2%
Business and Communication (x)	-15.4%	10.0%
Education (●)	8.1%	106.2%
Research/Scholarship	-17.4%	16.9%
Professional Practice	81.3%	N/A
Health (▲)	10.5%	32.7%
Research/Scholarship	-20.0%	242.9%
Professional Practice	11.6%	30.7%
Social and Behavioral Sciences and Human Services (◆)	23.9%	46.2%
STEM (●)	6.4%	109.9%
Research/Scholarship	4.6%	105.4%
Professional Practice	400.0%	N/A
Trades (■)	-0.8%	-12.8%
Research/Scholarship	0.0%	-66.7%
Professional Practice	-0.8%	-11.1%
Award Level Total	7.3%	31.5%



Note. Professional practice doctoral degrees were first conferred in Education and in STEM in 2012-13.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by DISCIPLINE by AWARD 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 AWARD LEVEL by DISCIPLINE

University of Nebraska - Degrees and Awards by Award Level by Discipline Cluster

Award Level / Discipline												<u>% Change</u>	
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Arts and Humanities</i>	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	N/A	N/A
% <i>Business and Communication</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Education	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Education</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Health	0	23	14	18	19	19	14	10	0	0	0	N/A	N/A
% <i>Health</i>	0%	58%	70%	82%	86%	76%	78%	50%	0%	0%	0%		
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>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
STEM	2	17	6	4	3	6	4	10	1	43	51	18.6%	2450.0%
% <i>STEM</i>	100%	43%	30%	18%	14%	24%	22%	50%	100%	100%	100%		
Trades	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Trades</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Associate's													
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Arts and Humanities</i>	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	N/A	N/A
% <i>Business and Communication</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Education	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% <i>Education</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Health	11	15	25	24	21	20	28	25	29	21	16	-23.8%	45.5%
% <i>Health</i>	15%	21%	26%	33%	27%	33%	32%	34%	33%	29%	25%		
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>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
STEM	46	49	58	40	49	35	55	43	53	46	47	2.2%	2.2%
% <i>STEM</i>	65%	68%	61%	56%	63%	57%	63%	58%	61%	63%	75%		
Trades	14	8	12	8	8	6	5	6	5	6	0	-100.0%	-100.0%
% <i>Trades</i>	20%	11%	13%	11%	10%	10%	6%	8%	6%	8%	0%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

University of Nebraska - Degrees and Awards by Award Level by Discipline Cluster (Continued)

Award Level / Discipline												<u>% Change</u>	
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Bachelor's													
Arts and Humanities	780	790	840	830	824	841	957	989	997	890	903	1.5%	15.8%
% Arts and Humanities	12%	12%	13%	13%	12%	12%	13%	13%	12%	12%	12%		
Business and Communication	1,772	1,744	1,695	1,744	1,731	1,863	2,055	1,913	2,158	2,055	2,088	1.6%	17.8%
% Business and Communication	28%	27%	26%	27%	26%	27%	27%	25%	27%	27%	27%		
Education	658	726	672	686	651	671	670	750	710	664	652	-1.8%	-0.9%
% Education	10%	11%	10%	10%	10%	10%	9%	10%	9%	9%	8%		
Health	607	652	651	671	723	742	868	813	889	826	799	-3.3%	31.6%
% Health	10%	10%	10%	10%	11%	11%	12%	11%	11%	11%	10%		
Social and Behavioral Sciences and Human Services	987	1,045	1,153	1,079	1,112	1,147	1,216	1,230	1,237	1,243	1,245	0.2%	26.1%
% Social and Behavioral Sciences and Human Services	16%	16%	18%	16%	17%	16%	16%	16%	15%	16%	16%		
STEM	1,257	1,238	1,332	1,325	1,391	1,543	1,503	1,592	1,820	1,607	1,728	7.5%	37.5%
% STEM	20%	19%	20%	20%	21%	22%	20%	21%	22%	21%	22%		
Trades	229	243	227	205	200	206	238	280	280	335	340	1.5%	48.5%
% Trades	4%	4%	3%	3%	3%	3%	3%	4%	3%	4%	4%		
Master's													
Arts and Humanities	112	121	132	145	160	156	168	217	200	211	226	7.1%	101.8%
% Arts and Humanities	5%	5%	5%	6%	6%	6%	6%	9%	9%	8%	9%		
Business and Communication	329	312	333	302	325	327	372	317	302	327	301	-8.0%	-8.5%
% Business and Communication	14%	14%	14%	12%	13%	13%	13%	13%	13%	13%	12%		
Education	662	591	655	620	611	666	711	618	582	674	698	3.6%	5.4%
% Education	28%	26%	27%	25%	24%	27%	25%	25%	25%	26%	27%		
Health	625	644	643	631	655	606	655	506	427	493	469	-4.9%	-25.0%
% Health	26%	28%	26%	26%	26%	24%	23%	20%	19%	19%	18%		
Social and Behavioral Sciences and Human Services	273	235	273	297	323	266	332	302	299	292	342	17.1%	25.3%
% Social and Behavioral Sciences and Human Services	11%	10%	11%	12%	13%	11%	12%	12%	13%	11%	13%		
STEM	379	380	414	430	446	474	578	497	475	545	543	-0.4%	43.3%
% STEM	16%	17%	17%	18%	18%	19%	20%	20%	21%	21%	21%		
Trades	14	9	11	19	12	15	16	15	17	24	25	4.2%	78.6%
% Trades	1%	0%	0%	1%	0%	1%	1%	1%	1%	1%	1%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

University of Nebraska - Degrees and Awards by Award Level by Discipline Cluster (Continued)

Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Doctor's													
Professional Practice													
Arts and Humanities	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%		
Business and Communication	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%		
Education	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%		
Health	269	269	269	269	283	259	273	302	270	295	291	-1.4%	8.2%
% Health	68%	68%	69%	67%	69%	66%	66%	70%	68%	69%	70%		
Social and Behavioral Sciences and Human Services	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%		
STEM	0	0	0	0	0	0	0	1	3	1	5	400.0%	N/A
% STEM	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%		
Trades	128	124	123	134	129	134	141	130	126	130	121	-6.9%	-5.5%
% Trades	32%	32%	31%	33%	31%	34%	34%	30%	32%	31%	29%		
Research/ Scholarship													
Arts and Humanities	41	29	40	26	41	35	33	41	48	41	36	-12.2%	-12.2%
% Arts and Humanities	15%	9%	13%	8%	12%	10%	10%	11%	12%	9%	9%		
Business and Communication	20	30	7	20	24	17	10	19	16	19	11	-42.1%	-45.0%
% Business and Communication	7%	9%	2%	6%	7%	5%	3%	5%	4%	4%	3%		
Education	65	79	79	85	71	85	72	82	83	87	73	-16.1%	12.3%
% Education	23%	25%	26%	26%	21%	24%	23%	21%	21%	20%	17%		
Health	7	12	11	7	9	13	7	12	16	23	22	-4.3%	214.3%
% Health	2%	4%	4%	2%	3%	4%	2%	3%	4%	5%	5%		
Social and Behavioral Sciences and Human Services	39	43	36	40	46	48	45	43	48	46	57	23.9%	46.2%
% Social and Behavioral Sciences and Human Services	14%	14%	12%	12%	14%	14%	14%	11%	12%	11%	14%		
STEM	101	123	124	140	142	148	149	187	179	214	220	2.8%	117.8%
% STEM	36%	39%	40%	44%	42%	42%	47%	48%	45%	49%	52%		
Trades	9	1	10	3	5	3	2	4	4	3	3	0.0%	-66.7%
% Trades	3%	0%	3%	1%	1%	1%	1%	1%	1%	1%	1%		



DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

University of Nebraska - Degrees and Awards by Award Level by Discipline Cluster (Continued)

Award Level / Discipline												<u>% Change</u>	
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Doctor's Total													
Arts and Humanities	41	29	40	26	41	35	33	41	48	41	36	-12.2%	-12.2%
% Arts and Humanities	6%	4%	6%	4%	5%	5%	5%	5%	6%	5%	4%		
Business and Communication	20	30	7	20	24	17	10	19	16	19	11	-42.1%	-45.0%
% Business and Communication	3%	4%	1%	3%	3%	2%	1%	2%	2%	2%	1%		
Education	65	79	79	85	71	85	72	82	83	87	73	-16.1%	12.3%
% Education	10%	11%	11%	12%	9%	11%	10%	10%	10%	10%	9%		
Health	276	281	280	276	292	272	280	314	286	318	313	-1.6%	13.4%
% Health	41%	40%	40%	38%	39%	37%	38%	38%	36%	37%	37%		
Social and Behavioral Sciences and Human Services	39	43	36	40	46	48	45	43	48	46	57	23.9%	46.2%
% Social and Behavioral Sciences and Human Services	6%	6%	5%	6%	6%	6%	6%	5%	6%	5%	7%		
STEM	101	123	124	140	142	148	149	188	182	215	225	4.7%	122.8%
% STEM	15%	17%	18%	19%	19%	20%	20%	23%	23%	25%	27%		
Trades	137	125	133	137	134	137	143	134	130	133	124	-6.8%	-9.5%
% Trades	20%	18%	19%	19%	18%	18%	20%	16%	16%	15%	15%		
University of Nebraska Total													
Arts and Humanities	933	940	1,012	1,001	1,025	1,032	1,158	1,247	1,245	1,142	1,165	2.0%	24.9%
% Arts and Humanities	10%	10%	10%	10%	10%	10%	10%	11%	11%	10%	10%		
Business and Communication	2,121	2,086	2,035	2,066	2,080	2,207	2,437	2,249	2,476	2,401	2,400	0.0%	13.2%
% Business and Communication	22%	22%	21%	21%	21%	21%	22%	21%	22%	22%	21%		
Education	1,385	1,396	1,406	1,391	1,333	1,422	1,453	1,450	1,375	1,425	1,423	-0.1%	2.7%
% Education	15%	15%	14%	14%	13%	14%	13%	13%	12%	13%	13%		
Health	1,519	1,615	1,613	1,620	1,710	1,659	1,845	1,668	1,631	1,658	1,597	-3.7%	5.1%
% Health	16%	17%	16%	17%	17%	16%	17%	15%	14%	15%	14%		
Social and Behavioral Sciences and Human Services	1,299	1,323	1,462	1,416	1,481	1,461	1,593	1,575	1,584	1,581	1,644	4.0%	26.6%
% Social and Behavioral Sciences and Human Services	14%	14%	15%	14%	15%	14%	14%	14%	14%	14%	15%		
STEM	1,785	1,807	1,934	1,939	2,031	2,206	2,289	2,330	2,531	2,456	2,594	5.6%	45.3%
% STEM	19%	19%	20%	20%	20%	21%	20%	21%	22%	22%	23%		
Trades	394	385	383	369	354	364	402	435	432	498	489	-1.8%	24.1%
% Trades	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%		

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 AWARD LEVEL by DISCIPLINE

Nebraska State College System - Degrees and Awards by Award Level by Discipline Cluster

												% Change	
Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Bachelor's													
Arts and Humanities	98	75	61	87	95	98	86	106	107	103	124	20.4%	26.5%
% Arts and Humanities	9%	6%	6%	8%	8%	8%	8%	9%	9%	8%	10%		
Business and Communication	320	336	298	321	323	343	259	256	278	294	310	5.4%	-3.1%
% Business and Communication	28%	28%	27%	28%	28%	28%	23%	22%	22%	24%	26%		
Education	332	335	329	311	295	372	351	365	382	326	277	-15.0%	-16.6%
% Education	29%	28%	30%	27%	25%	30%	31%	31%	31%	26%	23%		
Health	18	14	16	12	16	13	16	10	6	12	8	-33.3%	-55.6%
% Health	2%	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%		
Social and Behavioral Sciences and Human Services	152	151	158	180	191	166	201	201	220	249	242	-2.8%	59.2%
% Social and Behavioral Sciences and Human Services	13%	13%	14%	16%	16%	13%	18%	17%	18%	20%	20%		
STEM	149	164	144	173	167	148	123	143	162	158	133	-15.8%	-10.7%
% STEM	13%	14%	13%	15%	14%	12%	11%	12%	13%	13%	11%		
Trades	83	113	94	73	86	97	79	106	95	103	87	-15.5%	4.8%
% Trades	7%	10%	9%	6%	7%	8%	7%	9%	8%	8%	7%		
Master's													
Arts and Humanities	4	6	4	4	19	15	17	18	29	16	18	12.5%	350.0%
% Arts and Humanities	1%	2%	1%	1%	5%	3%	4%	5%	7%	4%	4%		
Business and Communication	19	23	48	79	72	98	104	114	139	139	134	-3.6%	605.3%
% Business and Communication	6%	6%	10%	14%	17%	19%	24%	30%	32%	33%	28%		
Education	310	353	413	474	318	395	305	226	258	257	305	18.7%	-1.6%
% Education	92%	89%	86%	82%	77%	76%	70%	60%	59%	60%	65%		
Health	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Health	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Social and Behavioral Sciences and Human Services	4	13	13	21	6	11	11	21	11	14	15	7.1%	275.0%
% Social and Behavioral Sciences and Human Services	1%	3%	3%	4%	1%	2%	3%	6%	3%	3%	3%		
STEM	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% STEM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Trades	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%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

Nebraska State College System - Degrees and Awards by Award Level by Discipline Cluster (Continued)

Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Nebraska State College System Total													
Arts and Humanities	102	81	65	91	114	113	103	124	136	119	142	19.3%	39.2%
% Arts and Humanities	7%	5%	4%	5%	7%	6%	7%	8%	8%	7%	9%		
Business and Communication	339	359	346	400	395	441	363	370	417	433	444	2.5%	31.0%
% Business and Communication	23%	23%	22%	23%	25%	25%	23%	24%	25%	26%	27%		
Education	642	688	742	785	613	767	656	591	640	583	582	-0.2%	-9.3%
% Education	43%	43%	47%	45%	39%	44%	42%	38%	38%	35%	35%		
Health	18	14	16	12	16	13	16	10	6	12	8	-33.3%	-55.6%
% Health	1%	1%	1%	1%	1%	1%	1%	1%	0%	1%	0%		
Social and Behavioral Sciences and Human Services	156	164	171	201	197	177	212	222	231	263	257	-2.3%	64.7%
% Social and Behavioral Sciences and Human Services	10%	10%	11%	12%	12%	10%	14%	14%	14%	16%	16%		
STEM	149	164	144	173	167	148	123	143	162	158	133	-15.8%	-10.7%
% STEM	10%	10%	9%	10%	11%	8%	8%	9%	10%	9%	8%		
Trades	83	113	94	73	86	97	79	106	95	103	87	-15.5%	4.8%
% Trades	6%	7%	6%	4%	5%	6%	5%	7%	6%	6%	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 SECTOR by AWARD LEVEL by DISCIPLINE

Nebraska Community Colleges - Degrees and Awards by Award Level by Discipline Cluster

												% Change	
Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
Arts and Humanities	21	57	50	35	69	136	147	105	100	57	48	-15.8%	128.6%
% <i>Arts and Humanities</i>	1%	3%	2%	2%	4%	7%	7%	4%	4%	2%	2%		
Business and Communication	284	298	345	358	250	245	270	475	458	391	454	16.1%	59.9%
% <i>Business and Communication</i>	16%	18%	17%	18%	14%	12%	13%	18%	18%	16%	18%		
Education	2	0	1	1	1	2	4	6	4	2	1	-50.0%	-50.0%
% <i>Education</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Health	502	553	524	530	499	558	518	658	581	601	546	-9.2%	8.8%
% <i>Health</i>	28%	33%	26%	26%	28%	27%	25%	24%	23%	24%	21%		
Social and Behavioral Sciences and Human Services	66	50	83	84	43	63	52	67	78	89	96	7.9%	45.5%
% <i>Social and Behavioral Sciences and Human Services</i>	4%	3%	4%	4%	2%	3%	2%	2%	3%	4%	4%		
STEM	178	202	303	328	172	207	237	348	282	339	340	0.3%	91.0%
% <i>STEM</i>	10%	12%	15%	16%	9%	10%	11%	13%	11%	13%	13%		
Trades	756	504	738	702	780	839	863	1,036	1,029	1,037	1,074	3.6%	42.1%
% <i>Trades</i>	42%	30%	36%	34%	43%	41%	41%	38%	41%	41%	42%		
Associate's													
Arts and Humanities	886	937	954	929	1,016	1,179	1,425	1,547	1,496	1,549	1,411	-8.9%	59.3%
% <i>Arts and Humanities</i>	22%	23%	24%	24%	25%	27%	30%	31%	31%	31%	31%		
Business and Communication	719	789	667	650	619	659	704	711	692	729	633	-13.2%	-12.0%
% <i>Business and Communication</i>	18%	20%	17%	17%	16%	15%	15%	14%	14%	15%	14%		
Education	54	51	76	45	48	60	58	55	68	63	79	25.4%	46.3%
% <i>Education</i>	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	2%		
Health	566	655	659	676	717	800	792	829	821	831	794	-4.5%	40.3%
% <i>Health</i>	14%	16%	17%	17%	18%	19%	17%	17%	17%	17%	17%		
Social and Behavioral Sciences and Human Services	156	131	119	133	132	121	150	138	135	128	130	1.6%	-16.7%
% <i>Social and Behavioral Sciences and Human Services</i>	4%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
STEM	662	605	572	584	549	539	608	638	656	686	631	-8.0%	-4.7%
% <i>STEM</i>	17%	15%	14%	15%	14%	13%	13%	13%	13%	14%	14%		
Trades	924	861	898	872	906	950	1,037	1,073	1,021	982	912	-7.1%	-1.3%
% <i>Trades</i>	23%	21%	23%	22%	23%	22%	22%	21%	21%	20%	20%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

Nebraska Community Colleges - Degrees and Awards by Award Level by Discipline Cluster (Continued)

Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Nebraska Community Colleges Total													
Arts and Humanities	907	994	1,004	964	1,085	1,315	1,572	1,652	1,596	1,606	1,459	-9.2%	60.9%
% Arts and Humanities	16%	17%	17%	16%	19%	21%	23%	21%	22%	21%	20%		
Business and Communication	1,003	1,087	1,012	1,008	869	904	974	1,186	1,150	1,120	1,087	-2.9%	8.4%
% Business and Communication	17%	19%	17%	17%	15%	14%	14%	15%	15%	15%	15%		
Education	56	51	77	46	49	62	62	61	72	65	80	23.1%	42.9%
% Education	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Health	1,068	1,208	1,183	1,206	1,216	1,358	1,310	1,487	1,402	1,432	1,340	-6.4%	25.5%
% Health	18%	21%	20%	20%	21%	21%	19%	19%	19%	19%	19%		
Social and Behavioral Sciences and Human Services	222	181	202	217	175	184	202	205	213	217	226	4.1%	1.8%
% Social and Behavioral Sciences and Human Services	4%	3%	3%	4%	3%	3%	3%	3%	3%	3%	3%		
STEM	840	807	875	912	721	746	845	986	938	1,025	971	-5.3%	15.6%
% STEM	15%	14%	15%	15%	12%	12%	12%	13%	13%	14%	14%		
Trades	1,680	1,365	1,636	1,574	1,686	1,789	1,900	2,109	2,050	2,019	1,986	-1.6%	18.2%
% Trades	29%	24%	27%	27%	29%	28%	28%	27%	28%	27%	28%		

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 AWARD LEVEL by DISCIPLINE

Nebraska Independent Institutions - Degrees and Awards by Award Level by Discipline Cluster

												% Change	
Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
Arts and Humanities	12	2	0	5	2	6	6	3	8	12	11	-8.3%	-8.3%
% <i>Arts and Humanities</i>	6%	1%	0%	5%	2%	8%	7%	4%	10%	14%	16%		
Business and Communication	2	15	20	33	26	23	8	5	10	12	9	-25.0%	350.0%
% <i>Business and Communication</i>	1%	8%	16%	36%	32%	30%	10%	7%	13%	14%	13%		
Education	0	0	0	0	0	0	0	0	2	2	0	-100.0%	N/A
% <i>Education</i>	0%	0%	0%	0%	0%	0%	0%	0%	3%	2%	0%		
Health	170	174	102	53	45	46	68	62	59	57	49	-14.0%	-71.2%
% <i>Health</i>	87%	91%	84%	58%	56%	60%	83%	89%	75%	69%	70%		
Social and Behavioral Sciences and Human Services	5	0	0	0	0	1	0	0	0	0	0	N/A	-100.0%
% <i>Social and Behavioral Sciences and Human Services</i>	3%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%		
STEM	5	0	0	0	1	0	0	0	0	0	1	N/A	-80.0%
% <i>STEM</i>	3%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%		
Trades	1	1	0	0	7	1	0	0	0	0	0	N/A	-100.0%
% <i>Trades</i>	1%	1%	0%	0%	9%	1%	0%	0%	0%	0%	0%		
Associate's													
Arts and Humanities	67	34	30	28	27	26	28	34	30	47	85	80.9%	26.9%
% <i>Arts and Humanities</i>	25%	16%	14%	11%	11%	10%	11%	14%	11%	20%	33%		
Business and Communication	10	5	2	6	8	7	9	5	11	9	19	111.1%	90.0%
% <i>Business and Communication</i>	4%	2%	1%	2%	3%	3%	4%	2%	4%	4%	7%		
Education	3	2	1	3	1	6	5	3	6	2	1	-50.0%	-66.7%
% <i>Education</i>	1%	1%	0%	1%	0%	2%	2%	1%	2%	1%	0%		
Health	181	168	176	207	201	214	205	203	221	170	151	-11.2%	-16.6%
% <i>Health</i>	68%	77%	83%	84%	83%	83%	82%	82%	81%	72%	58%		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	3	1	3	1	1	1	0.0%	N/A
% <i>Social and Behavioral Sciences and Human Services</i>	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%		
STEM	4	7	2	2	3	2	0	1	3	5	3	-40.0%	-25.0%
% <i>STEM</i>	2%	3%	1%	1%	1%	1%	0%	0%	1%	2%	1%		
Trades	0	1	2	0	1	0	3	0	1	1	0	-100.0%	N/A
% <i>Trades</i>	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

Nebraska Independent Institutions - Degrees and Awards by Award Level by Discipline Cluster (Continued)

												% Change	
Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Bachelor's													
Arts and Humanities	569	568	568	570	576	628	504	481	512	487	495	1.6%	-13.0%
% Arts and Humanities	12%	11%	11%	11%	11%	11%	9%	8%	9%	9%	9%		
Business and Communication	1,742	1,853	1,945	2,029	1,954	2,065	2,113	1,980	1,871	1,739	1,795	3.2%	3.0%
% Business and Communication	36%	37%	38%	39%	38%	36%	37%	35%	34%	32%	32%		
Education	497	469	440	458	362	489	494	488	454	420	441	5.0%	-11.3%
% Education	10%	9%	9%	9%	7%	9%	9%	9%	8%	8%	8%		
Health	757	753	822	867	960	1,013	1,038	1,137	1,105	1,201	1,174	-2.2%	55.1%
% Health	15%	15%	16%	17%	18%	18%	18%	20%	20%	22%	21%		
Social and Behavioral Sciences and Human Services	781	699	682	728	753	809	895	847	789	796	800	0.5%	2.4%
% Social and Behavioral Sciences and Human Services	16%	14%	13%	14%	14%	14%	16%	15%	14%	14%	14%		
STEM	517	580	552	558	531	538	599	597	679	679	755	11.2%	46.0%
% STEM	11%	12%	11%	11%	10%	9%	10%	11%	12%	12%	13%		
Trades	36	47	43	39	64	134	111	134	119	168	201	19.6%	458.3%
% Trades	1%	1%	1%	1%	1%	2%	2%	2%	2%	3%	4%		
Master's													
Arts and Humanities	56	111	92	140	105	155	173	221	169	143	122	-14.7%	117.9%
% Arts and Humanities	4%	8%	5%	7%	5%	7%	7%	9%	7%	6%	5%		
Business and Communication	406	555	737	686	770	699	720	718	686	706	772	9.3%	90.1%
% Business and Communication	31%	38%	42%	35%	39%	33%	30%	30%	30%	29%	29%		
Education	361	345	395	494	502	602	691	542	507	604	590	-2.3%	63.4%
% Education	28%	24%	23%	25%	26%	28%	29%	23%	22%	24%	22%		
Health	200	211	260	274	311	285	391	418	468	500	577	15.4%	188.5%
% Health	15%	15%	15%	14%	16%	13%	16%	18%	20%	20%	22%		
Social and Behavioral Sciences and Human Services	155	131	139	255	189	225	284	287	276	290	270	-6.9%	74.2%
% Social and Behavioral Sciences and Human Services	12%	9%	8%	13%	10%	11%	12%	12%	12%	12%	10%		
STEM	88	67	84	70	59	81	69	103	115	151	271	79.5%	208.0%
% STEM	7%	5%	5%	4%	3%	4%	3%	4%	5%	6%	10%		
Trades	43	25	30	29	28	76	78	73	88	73	74	1.4%	72.1%
% Trades	3%	2%	2%	1%	1%	4%	3%	3%	4%	3%	3%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

Nebraska Independent Institutions - Degrees and Awards by Award Level by Discipline Cluster (Continued)

Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Doctor's													
Professional Practice													
Arts and Humanities	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%		
Business and Communication	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%		
Education	0	0	0	0	0	0	0	5	26	32	58	81.3%	N/A
% Education	0%	0%	0%	0%	0%	0%	0%	1%	4%	5%	7%		
Health	452	453	477	484	473	455	479	534	537	549	651	18.6%	44.0%
% Health	75%	75%	76%	77%	77%	75%	75%	80%	77%	78%	78%		
Social and Behavioral Sciences and Human Services	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%		
STEM	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% STEM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Trades	151	151	147	146	140	153	161	128	134	120	127	5.8%	-15.9%
% Trades	25%	25%	24%	23%	23%	25%	25%	19%	19%	17%	15%		
Research/ Scholarship													
Arts and Humanities	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%		
Business and Communication	0	0	0	0	0	0	0	0	3	7	11	57.1%	N/A
% Business and Communication	0%	0%	0%	0%	0%	0%	0%	0%	23%	30%	46%		
Education	0	0	3	9	3	5	5	0	0	5	3	-40.0%	N/A
% Education	0%	0%	43%	53%	10%	24%	25%	0%	0%	22%	13%		
Health	0	0	0	0	20	10	11	1	2	7	2	-71.4%	N/A
% Health	0%	0%	0%	0%	69%	48%	55%	14%	15%	30%	8%		
Social and Behavioral Sciences and Human Services	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%		
STEM	10	6	4	8	6	6	4	6	8	4	8	100.0%	-20.0%
% STEM	100%	100%	57%	47%	21%	29%	20%	86%	62%	17%	33%		
Trades	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%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

Nebraska Independent Institutions - Degrees and Awards by Award Level by Discipline Cluster (Continued)

Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Doctor's Total													
Arts and Humanities	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%		
Business and Communication	0	0	0	0	0	0	0	0	3	7	11	57.1%	N/A
% Business and Communication	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%		
Education	0	0	3	9	3	5	5	5	26	37	61	64.9%	N/A
% Education	0%	0%	0%	1%	0%	1%	1%	1%	4%	5%	7%		
Health	452	453	477	484	493	465	490	535	539	556	653	17.4%	44.5%
% Health	74%	74%	76%	75%	77%	74%	74%	79%	76%	77%	76%		
Social and Behavioral Sciences and Human Services	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%		
STEM	10	6	4	8	6	6	4	6	8	4	8	100.0%	-20.0%
% STEM	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Trades	151	151	147	146	140	153	161	128	134	120	127	5.8%	-15.9%
% Trades	25%	25%	23%	23%	22%	24%	24%	19%	19%	17%	15%		
Nebraska Independent Institutions Total													
Arts and Humanities	704	715	690	743	710	815	711	739	719	689	713	3.5%	1.3%
% Arts and Humanities	10%	10%	9%	9%	9%	9%	8%	8%	8%	8%	7%		
Business and Communication	2,160	2,428	2,704	2,754	2,758	2,794	2,850	2,708	2,581	2,473	2,606	5.4%	20.6%
% Business and Communication	30%	33%	35%	34%	34%	32%	31%	30%	29%	27%	27%		
Education	861	816	839	964	868	1,102	1,195	1,038	995	1,065	1,093	2.6%	26.9%
% Education	12%	11%	11%	12%	11%	13%	13%	12%	11%	12%	11%		
Health	1,760	1,759	1,837	1,885	2,010	2,023	2,192	2,355	2,392	2,484	2,604	4.8%	48.0%
% Health	24%	24%	24%	23%	25%	23%	24%	26%	27%	28%	27%		
Social and Behavioral Sciences and Human Services	941	830	821	983	942	1,038	1,180	1,137	1,066	1,087	1,071	-1.5%	13.8%
% Social and Behavioral Sciences and Human Services	13%	11%	11%	12%	12%	12%	13%	13%	12%	12%	11%		
STEM	624	660	642	638	600	627	672	707	805	839	1,038	23.7%	66.3%
% STEM	9%	9%	8%	8%	7%	7%	7%	8%	9%	9%	11%		
Trades	231	225	222	214	240	364	353	335	342	362	402	11.0%	74.0%
% Trades	3%	3%	3%	3%	3%	4%	4%	4%	4%	4%	4%		

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 AWARD LEVEL by DISCIPLINE

Nebraska For-Profit/Career Schools - Degrees and Awards by Award Level by Discipline Cluster

Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Less-than-Four-Year Certificates													
Arts and Humanities	16	17	5	0	1	0	0	0	0	0	0	N/A	-100.0%
% <i>Arts and Humanities</i>	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Business and Communication	31	31	33	19	17	13	1	1	0	1	0	-100.0%	-100.0%
% <i>Business and Communication</i>	3%	3%	3%	2%	2%	1%	0%	0%	0%	0%	0%		
Education	0	3	2	0	3	0	0	0	0	0	0	N/A	N/A
% <i>Education</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Health	431	505	512	413	333	351	283	227	187	167	103	-38.3%	-76.1%
% <i>Health</i>	36%	41%	41%	38%	31%	32%	27%	24%	24%	23%	17%		
Social and Behavioral Sciences and Human Services	0	0	0	0	30	39	30	26	17	10	3	-70.0%	N/A
% <i>Social and Behavioral Sciences and Human Services</i>	0%	0%	0%	0%	3%	4%	3%	3%	2%	1%	0%		
STEM	36	32	22	9	8	15	2	1	0	0	0	N/A	-100.0%
% <i>STEM</i>	3%	3%	2%	1%	1%	1%	0%	0%	0%	0%	0%		
Trades	680	634	690	659	666	691	720	706	588	563	496	-11.9%	-27.1%
% <i>Trades</i>	57%	52%	55%	60%	63%	62%	69%	73%	74%	76%	82%		
Associate's													
Arts and Humanities	49	38	37	44	43	71	50	63	42	32	23	-28.1%	-53.1%
% <i>Arts and Humanities</i>	8%	6%	6%	8%	8%	10%	8%	10%	8%	7%	10%		
Business and Communication	93	70	67	48	56	85	61	50	60	37	31	-16.2%	-66.7%
% <i>Business and Communication</i>	15%	12%	11%	9%	10%	12%	9%	8%	12%	8%	13%		
Education	0	0	0	0	0	1	0	0	0	8	6	-25.0%	N/A
% <i>Education</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	3%		
Health	213	222	211	190	188	293	292	263	213	195	117	-40.0%	-45.1%
% <i>Health</i>	34%	37%	36%	34%	34%	40%	45%	42%	42%	45%	51%		
Social and Behavioral Sciences and Human Services	0	0	0	0	8	5	19	32	32	31	29	-6.5%	N/A
% <i>Social and Behavioral Sciences and Human Services</i>	0%	0%	0%	0%	1%	1%	3%	5%	6%	7%	13%		
STEM	173	169	178	184	165	142	129	153	99	84	6	-92.9%	-96.5%
% <i>STEM</i>	28%	28%	30%	33%	30%	20%	20%	24%	20%	19%	3%		
Trades	95	102	91	90	96	128	101	69	60	49	19	-61.2%	-80.0%
% <i>Trades</i>	15%	17%	16%	16%	17%	18%	15%	11%	12%	11%	8%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

Nebraska For-Profit/Career Schools - Degrees and Awards by Award Level by Discipline Cluster (Continued)

												% Change	
Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	06-16 10-Yr
Bachelor's													
Arts and Humanities	0	14	21	13	22	26	31	20	19	16	16	0.0%	N/A
% Arts and Humanities	0%	31%	40%	18%	26%	19%	18%	19%	13%	10%	12%		
Business and Communication	11	21	27	36	37	59	58	33	52	39	24	-38.5%	118.2%
% Business and Communication	79%	47%	51%	51%	43%	44%	34%	31%	34%	25%	18%		
Education	0	0	0	0	0	0	0	0	0	1	5	400.0%	N/A
% Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	4%		
Health	0	0	0	0	0	1	6	8	18	39	32	-17.9%	N/A
% Health	0%	0%	0%	0%	0%	1%	3%	8%	12%	25%	23%		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	5	6	21	27	32	18.5%	N/A
% Social and Behavioral Sciences and Human Services	0%	0%	0%	0%	0%	0%	3%	6%	14%	17%	23%		
STEM	2	6	5	15	12	16	26	15	23	20	5	-75.0%	150.0%
% STEM	14%	13%	9%	21%	14%	12%	15%	14%	15%	13%	4%		
Trades	1	4	0	7	15	33	46	23	19	17	23	35.3%	2200.0%
% Trades	7%	9%	0%	10%	17%	24%	27%	22%	13%	11%	17%		
Master's													
Arts and Humanities	-	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%		
Business and Communication	-	3	20	8	2	11	17	26	9	3	7	133.3%	N/A
% Business and Communication	-	100%	100%	89%	67%	100%	100%	84%	35%	14%	19%		
Education	-	0	0	0	0	0	0	0	0	0	3	N/A	N/A
% Education	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	8%		
Health	-	0	0	1	1	0	0	0	3	3	8	166.7%	N/A
% Health	-	0%	0%	11%	33%	0%	0%	0%	12%	14%	22%		
Social and Behavioral Sciences and Human Services	-	0	0	0	0	0	0	1	7	7	10	42.9%	N/A
% Social and Behavioral Sciences and Human Services	-	0%	0%	0%	0%	0%	0%	3%	27%	32%	28%		
STEM	-	0	0	0	0	0	0	1	4	1	3	200.0%	N/A
% STEM	-	0%	0%	0%	0%	0%	0%	3%	15%	5%	8%		
Trades	-	0	0	0	0	0	0	3	3	8	5	-37.5%	N/A
% Trades	-	0%	0%	0%	0%	0%	0%	10%	12%	36%	14%		

DEGREES AND OTHER AWARDS CONFERRED by SECTOR by AWARD LEVEL by DISCIPLINE

Nebraska For-Profit/Career Schools - Degrees and Awards by Award Level by Discipline Cluster (Continued)

Award Level / Discipline	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	% Change	
												15-16 1-Yr	06-16 10-Yr
Nebraska For-Profit/Career Schools Total													
Arts and Humanities	65	69	63	57	66	97	81	83	61	48	39	-18.8%	-40.0%
% Arts and Humanities	4%	4%	3%	3%	4%	5%	4%	5%	4%	4%	4%		
Business and Communication	135	125	147	111	112	168	137	110	121	80	62	-22.5%	-54.1%
% Business and Communication	7%	7%	8%	6%	7%	8%	7%	6%	8%	6%	6%		
Education	0	3	2	0	3	1	0	0	0	9	14	55.6%	N/A
% Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%		
Health	644	727	723	604	522	645	581	498	421	404	260	-35.6%	-59.6%
% Health	35%	39%	38%	35%	31%	33%	31%	29%	29%	30%	26%		
Social and Behavioral Sciences and Human Services	0	0	0	0	38	44	54	65	77	75	74	-1.3%	N/A
% Social and Behavioral Sciences and Human Services	0%	0%	0%	0%	2%	2%	3%	4%	5%	6%	7%		
STEM	211	207	205	208	185	173	157	170	126	105	14	-86.7%	-93.4%
% STEM	12%	11%	11%	12%	11%	9%	8%	10%	9%	8%	1%		
Trades	776	740	781	756	777	852	867	801	670	637	543	-14.8%	-30.0%
% Trades	42%	40%	41%	44%	46%	43%	46%	46%	45%	47%	54%		

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 master's level until 2006-07. Nebraska's for-profit/career schools do not confer doctor's degrees.

Section 6



Completers by Age Group

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.¹

Unlike the preceding sections of this report, which analyze 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.

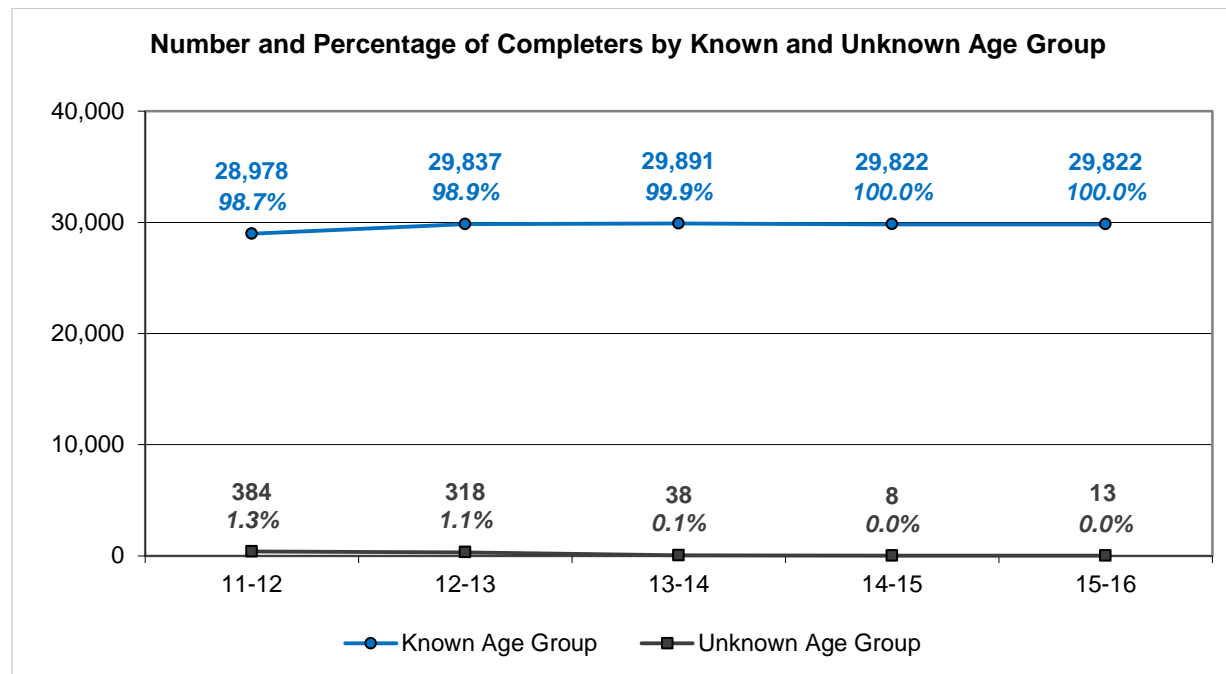
Another important distinction between Sections 1-5 and Section 6 is that IPEDS award levels are consolidated for data collected on age groups. As outlined on pages 2.3 and 2.4, IPEDS utilizes 11 award levels for data collected on the number of awards. However, for data collected on the number of completers, 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).

¹ Student’s age at the time the award was conferred.

IPEDS Completions Data	IPEDS Completers Data
Description:	
Number of awards conferred by postsecondary institutions.	Number of students who earned awards.
Example 1: <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.
Example 2: <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.
Crosswalk for Reported Award Levels:	
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	
Data is used for <i>Factual Look</i> Sections...	
Sections 1-5	Section 6

COMPLETERS by KNOWN and UNKNOWN AGE GROUP

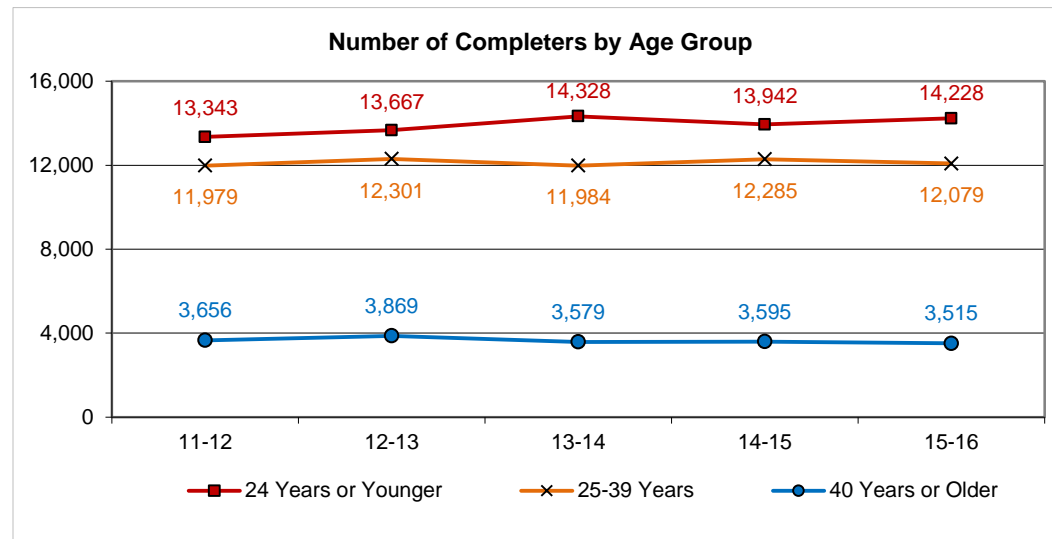
- Nebraska's public and independent institutions and for-profit/career schools conferred awards to 29,835 completers (i.e., students) in 2015-16, up 1.6% since 2011-12.
- As shown in the table below, the age groups of the vast majority of completers are known.



Note. The remaining analyses in this section focus on completers of known age.

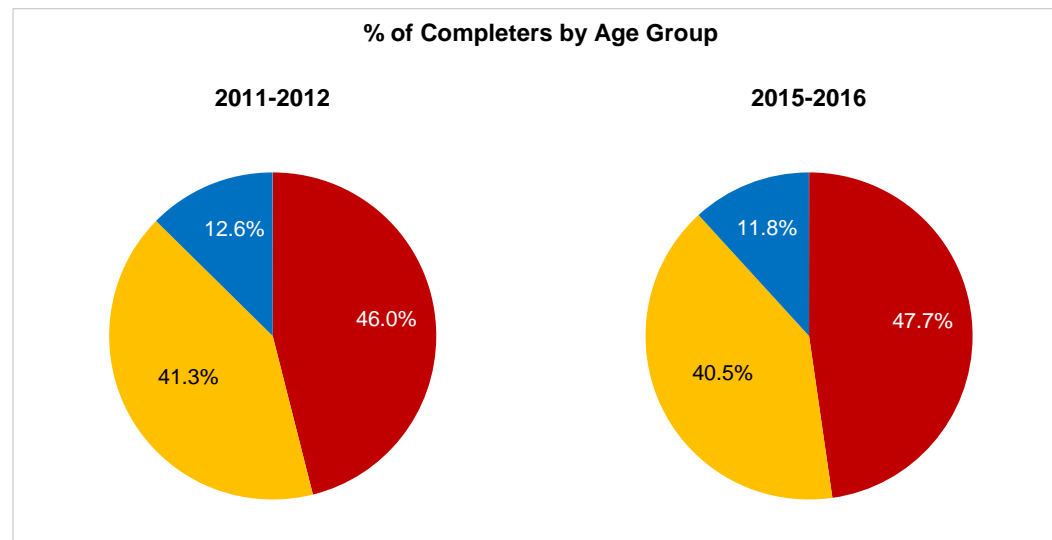
Completers of unknown age are *excluded* from the following calculations under the basic, but not necessarily correct, assumption that these students are proportionately distributed among the total number of degree recipients by age, by award level, and by sector.

COMPLETERS by AGE GROUP

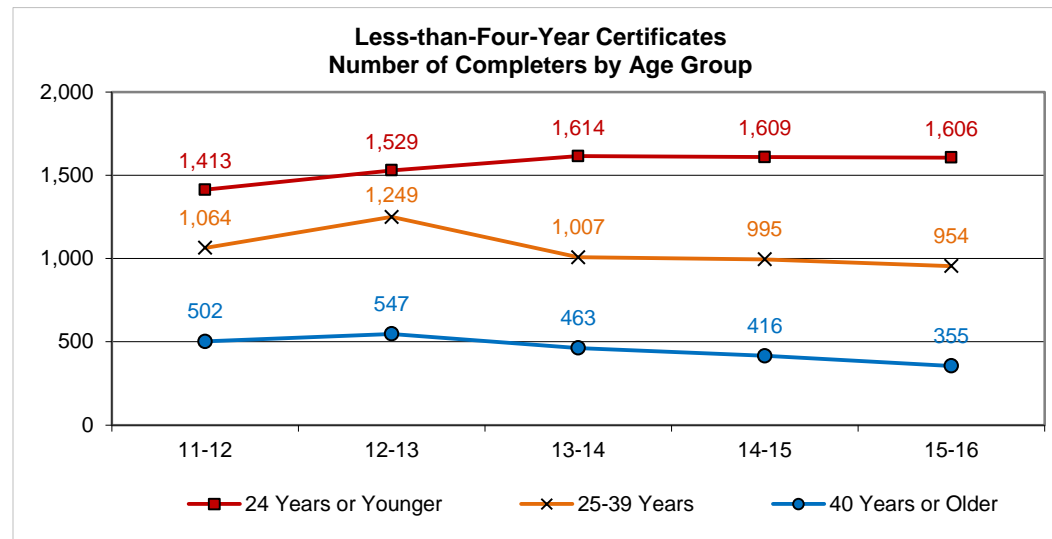


- Between 2011-12 and 2015-16, the number of completers from Nebraska's postsecondary institutions changed as follows:

Age Group	15-16 1-Yr	12-16 4-Yr
24 Years or Younger (■)	2.1%	6.6%
25-39 Years (x)	-1.7%	0.8%
40 Years or Older (●)	-2.2%	-3.9%
Known Age Group Total	0.0%	2.9%

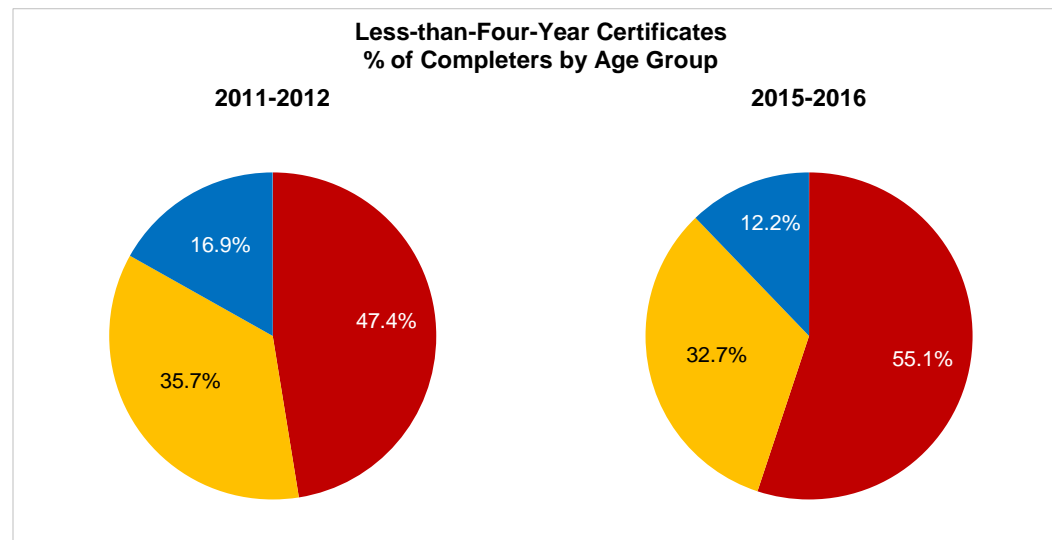


COMPLETERS by AWARD LEVEL by AGE GROUP

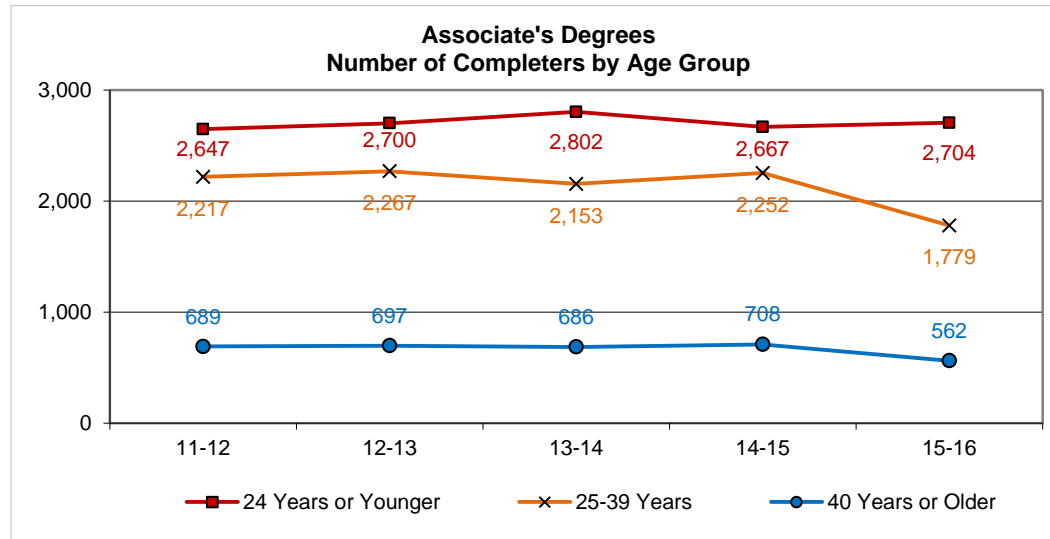


- Between 2011-12 and 2015-16, the number of completers from Nebraska's postsecondary institutions changed as follows for less-than-four-year certificates:

Age Group	15-16 1-Yr	12-16 4-Yr
24 Years or Younger (■)	-0.2%	13.7%
25-39 Years (x)	-4.1%	-10.3%
40 Years or Older (●)	-14.7%	-29.3%
Known Age Group by Award Level Total	-5.5%	-2.1%

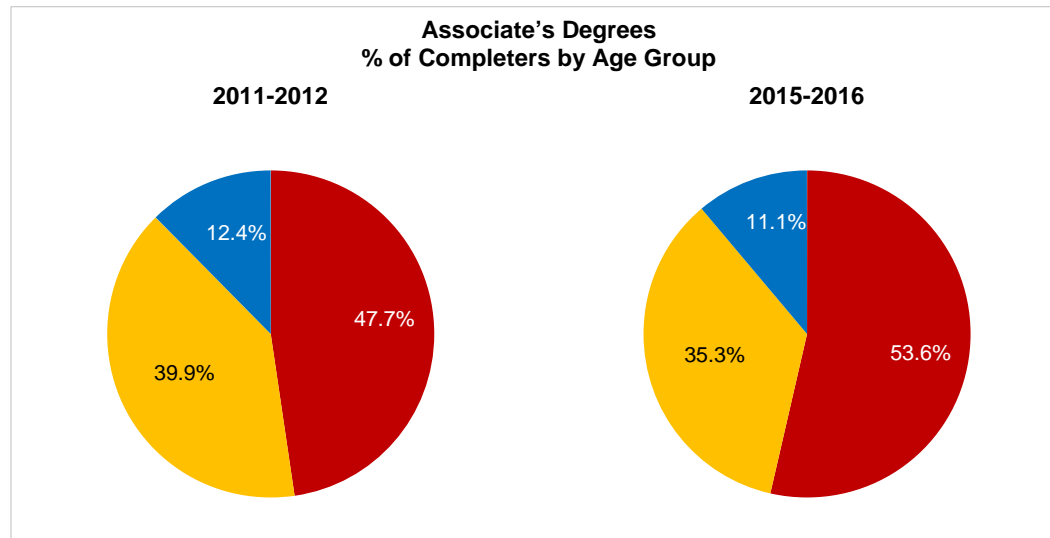


COMPLETERS by AWARD LEVEL by AGE GROUP



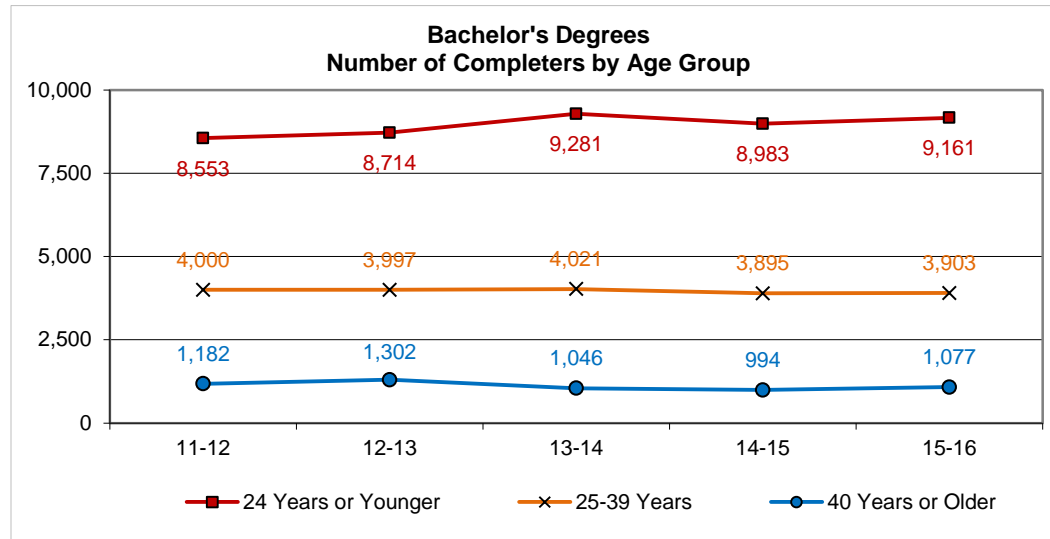
- Between 2011-12 and 2015-16, the number of completers of associate's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	15-16 1-Yr	12-16 4-Yr
24 Years or Younger (■)	1.4%	2.2%
25-39 Years (x)	-21.0%	-19.8%
40 Years or Older (●)	-20.6%	-18.4%
Known Age Group by Award Level Total	-10.6%	-9.1%



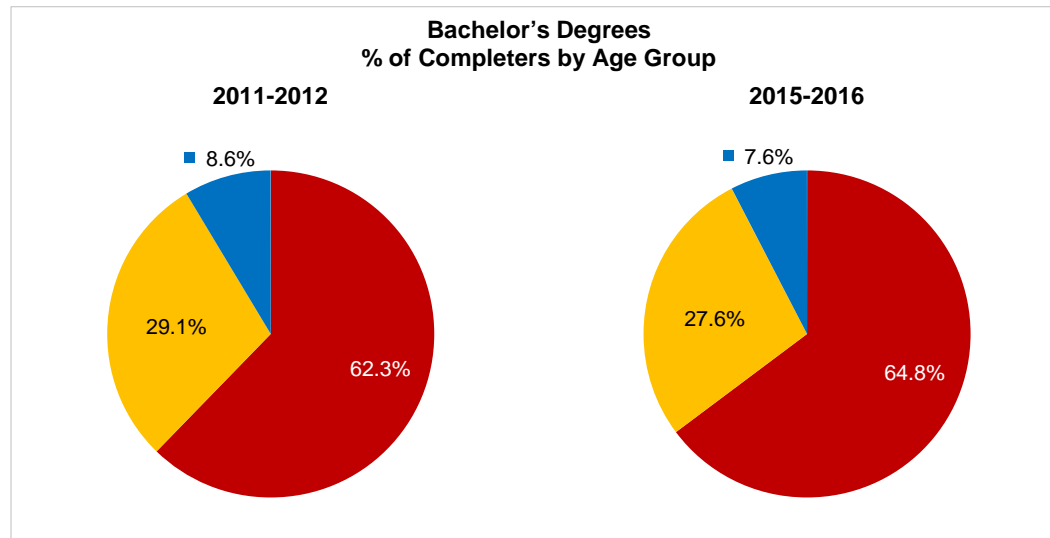
- Since 2014-15, the number of associate's degrees awarded to graduates age 25 or older decreased by 619 students. The institutions with the largest declines in the number of these graduates are as follows: Southeast Community College (-170 graduates), Metropolitan Community College (-162), ITT Tech (-84, institution closed), Central Community College, (-77), and Kaplan University-Omaha (-54).

COMPLETERS by AWARD LEVEL by AGE GROUP



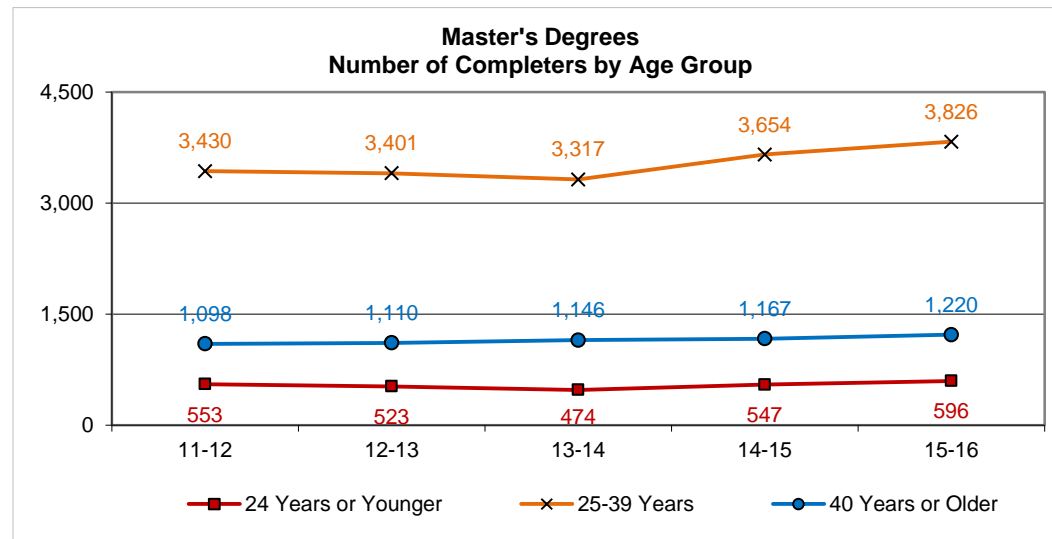
- Between 2011-12 and 2015-16, the number of completers of bachelor's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	15-16 1-Yr	12-16 4-Yr
24 Years or Younger (■)	2.0%	7.1%
25-39 Years (x)	0.2%	-2.4%
40 Years or Older (●)	8.4%	-8.9%
Known Age Group by Award Level Total	-1.4%	3.0%



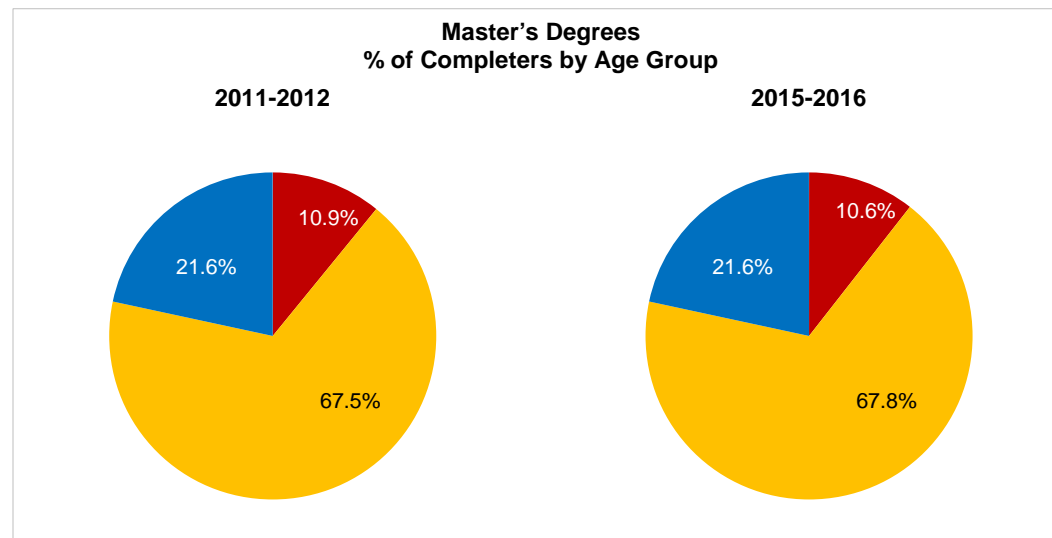
Note. The bachelor's degree category does not include postbaccalaureate certificates.

COMPLETERS by AWARD LEVEL by AGE GROUP



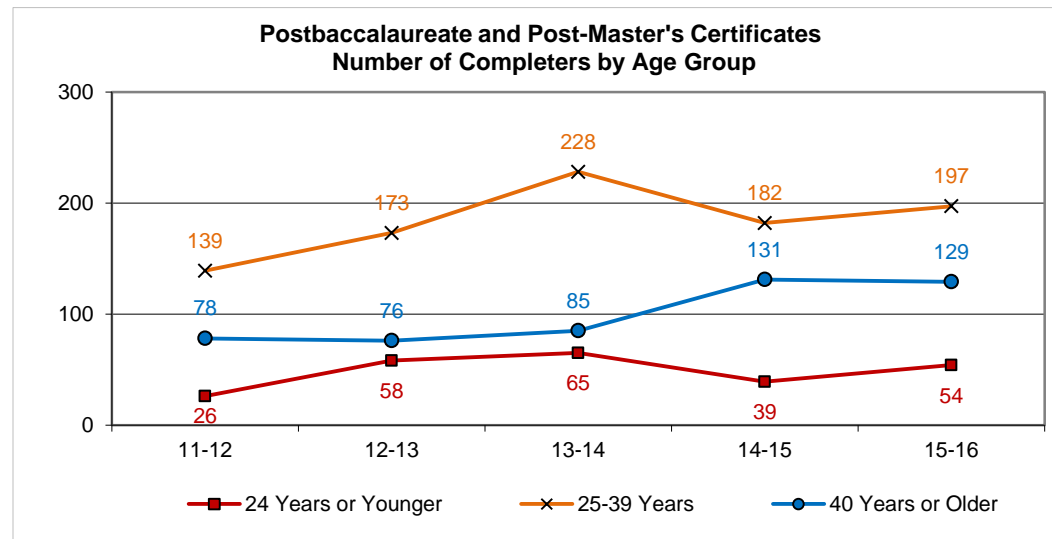
- Between 2011-12 and 2015-16, the number of completers of master's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	15-16 1-Yr	12-16 4-Yr
24 Years or Younger (■)	9.0%	7.8%
25-39 Years (x)	4.7%	11.5%
40 Years or Older (●)	4.5%	11.1%
Known Age Group by Award Level Total	14.3%	11.0%



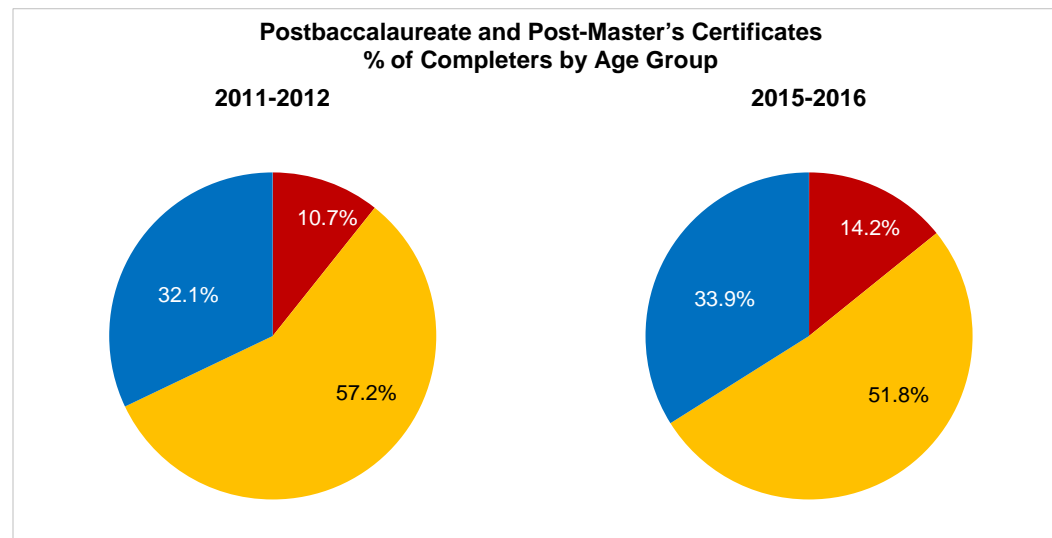
Note. The master's degree category does not include post-master's certificates.

COMPLETERS by AWARD LEVEL by AGE GROUP

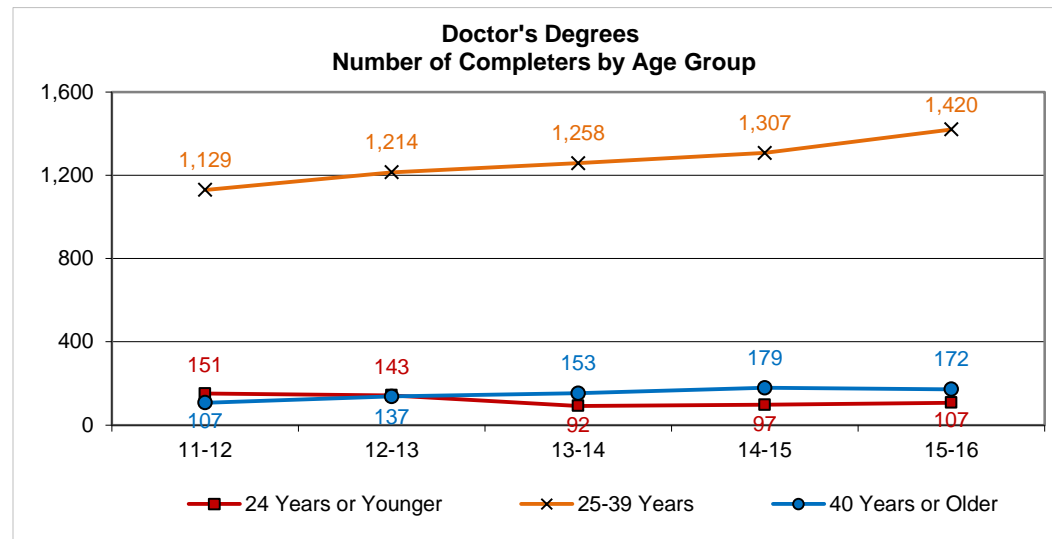


- Between 2011-12 and 2015-16, the number of completers from Nebraska's postsecondary institutions changed as follows for postbaccalaureate and post-master's certificates:

Age Group	15-16 1-Yr	12-16 4-Yr
24 Years or Younger (■)	38.5%	107.7%
25-39 Years (x)	8.2%	41.7%
40 Years or Older (●)	-1.5%	65.4%
Known Age Group by Award Level Total	0.5%	56.4%

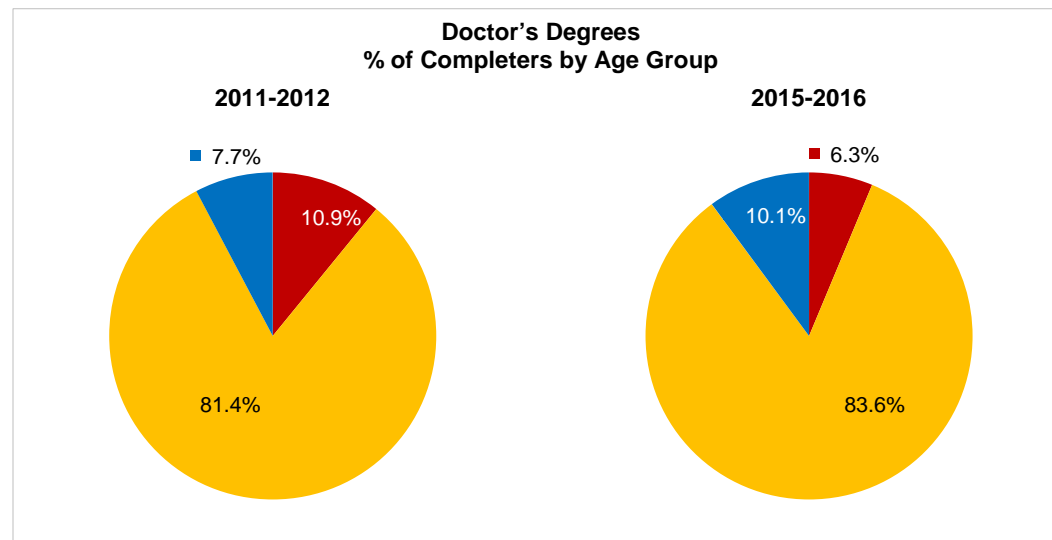


COMPLETERS by AWARD LEVEL by AGE GROUP

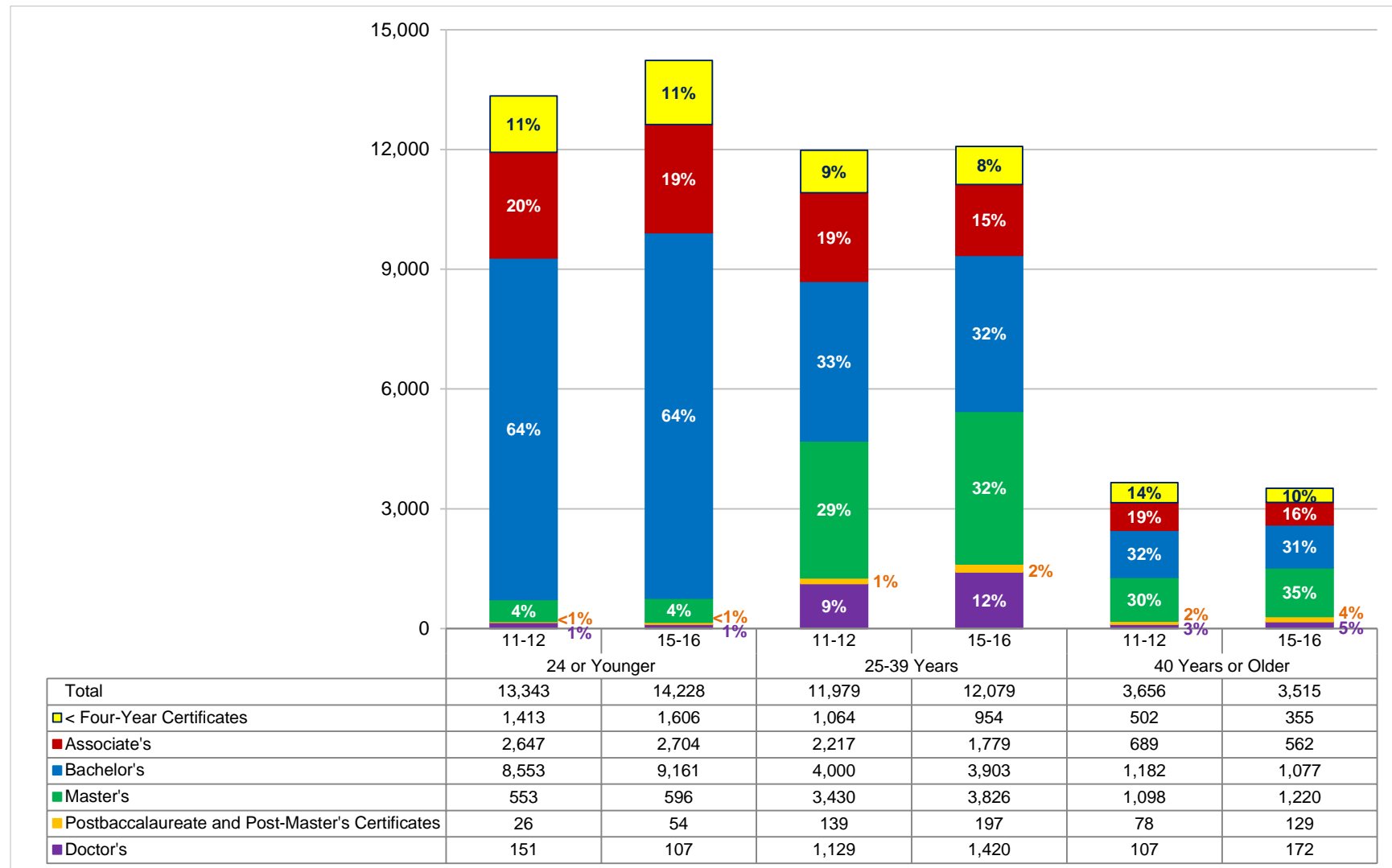


- Between 2011-12 and 2015-16, the number of completers of doctor's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	15-16 1-Yr	12-16 4-Yr
24 Years or Younger (■)	10.3%	-29.1%
25-39 Years (x)	8.6%	25.8%
40 Years or Older (●)	-3.9%	60.7%
Known Age Group by Award Level Total	13.0%	22.5%



COMPLETERS by AGE GROUP by AWARD 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 AWARD LEVEL by AGE GROUP

University of Nebraska - Completers by Award Level by Age Group

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	% Change	
						15-16 1-Yr	12-16 4-Yr
Less-than-Four-Year Certificates							
24 Years or Younger	18	0	1	24	27	12.5%	50.0%
% 24 Years or Younger	100%	0%	100%	60%	56%		
25-39 Years	0	0	0	14	19	35.7%	N/A
% 25-39 Years	0%	0%	0%	35%	40%		
40 Years or Older	0	0	0	2	2	0.0%	N/A
% 40 Years or Older	0%	0%	0%	5%	4%		
Associate's							
24 Years or Younger	86	4	74	60	46	-23.3%	-46.5%
% 24 Years or Younger	98%	67%	88%	85%	78%		
25-39 Years	1	2	10	10	11	10.0%	1000.0%
% 25-39 Years	1%	33%	12%	14%	19%		
40 Years or Older	1	0	0	1	2	100.0%	100.0%
% 40 Years or Older	1%	0%	0%	1%	3%		
Bachelor's							
24 Years or Younger	5,270	5,346	5,662	5,475	5,597	2.2%	6.2%
% 24 Years or Younger	76%	74%	75%	77%	76%		
25-39 Years	1,531	1,658	1,691	1,499	1,547	3.2%	1.0%
% 25-39 Years	22%	23%	22%	21%	21%		
40 Years or Older	175	199	217	164	191	16.5%	9.1%
% 40 Years or Older	3%	3%	3%	2%	3%		
Master's							
24 Years or Younger	402	384	346	429	446	4.0%	10.9%
% 24 Years or Younger	17%	16%	16%	17%	18%		
25-39 Years	1,595	1,606	1,532	1,718	1,752	2.0%	9.8%
% 25-39 Years	69%	67%	69%	69%	69%		
40 Years or Older	331	393	341	348	329	-5.5%	-0.6%
% 40 Years or Older	14%	16%	15%	14%	13%		

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

University of Nebraska - Completers by Award Level by Age Group (Continued)

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	% Change	
						15-16 1-Yr	12-16 4-Yr
Postbaccalaureate and Post-Master's Certificates							
24 Years or Younger	16	41	58	29	38	31.0%	137.5%
% 24 Years or Younger	11%	23%	25%	16%	23%		
25-39 Years	98	101	141	106	98	-7.5%	0.0%
% 25-39 Years	65%	56%	60%	59%	58%		
40 Years or Older	37	38	36	44	32	-27.3%	-13.5%
% 40 Years or Older	25%	21%	15%	25%	19%		
Doctor's							
24 Years or Younger	54	46	35	33	31	-6.1%	-42.6%
% 24 Years or Younger	7%	6%	4%	4%	4%		
25-39 Years	613	682	658	720	717	-0.4%	17.0%
% 25-39 Years	84%	83%	83%	84%	85%		
40 Years or Older	65	93	100	106	91	-14.2%	40.0%
% 40 Years or Older	9%	11%	13%	12%	11%		
University of Nebraska Total							
24 Years or Younger	5,846	5,821	6,176	6,050	6,185	2.2%	5.8%
% 24 Years or Younger	57%	55%	57%	56%	56%		
25-39 Years	3,838	4,049	4,032	4,067	4,144	1.9%	8.0%
% 25-39 Years	37%	38%	37%	38%	38%		
40 Years or Older	609	723	694	665	647	-2.7%	6.2%
% 40 Years or Older	6%	7%	6%	6%	6%		

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

Nebraska State College System - Completers by Award Level by Age Group

						% Change	
Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	12-16 4-Yr
Bachelor's							
24 Years or Younger	672	815	832	856	813	-5.0%	21.0%
% 24 Years or Younger	61%	69%	67%	69%	69%		
25-39 Years	321	294	320	297	287	-3.4%	-10.6%
% 25-39 Years	29%	25%	26%	24%	24%		
40 Years or Older	101	77	98	92	81	-12.0%	-19.8%
% 40 Years or Older	9%	6%	8%	7%	7%		
Master's							
24 Years or Younger	13	24	22	21	27	28.6%	107.7%
% 24 Years or Younger	3%	6%	5%	5%	6%		
25-39 Years	301	268	315	292	316	8.2%	5.0%
% 25-39 Years	73%	72%	74%	71%	69%		
40 Years or Older	101	80	86	101	113	11.9%	11.9%
% 40 Years or Older	24%	22%	20%	24%	25%		
Postbaccalaureate and Post-Master's Certificates							
24 Years or Younger	0	0	0	0	0	N/A	N/A
% 24 Years or Younger	0%	0%	0%	0%	0%		
25-39 Years	3	2	5	3	4	33.3%	33.3%
% 25-39 Years	23%	29%	36%	25%	25%		
40 Years or Older	10	5	9	9	12	33.3%	20.0%
% 40 Years or Older	77%	71%	64%	75%	75%		
Nebraska State College System Total							
24 Years or Younger	685	839	854	877	840	-4.2%	22.6%
% 24 Years or Younger	45%	54%	51%	52%	51%		
25-39 Years	625	564	640	592	607	2.5%	-2.9%
% 25-39 Years	41%	36%	38%	35%	37%		
40 Years or Older	212	162	193	202	206	2.0%	-2.8%
% 40 Years or Older	14%	10%	11%	12%	12%		

Note. The Nebraska state colleges do not confer less-than-four-year certificates, associate's degrees, or doctor's degrees.

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

Nebraska Community Colleges - Completers by Award Level by Age Group

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	% Change	
						15-16 1-Yr	12-16 4-Yr
Less-than-Four-Year Certificates							
24 Years or Younger	804	1,004	1,123	1,139	1,187	4.2%	47.6%
% 24 Years or Younger	43%	43%	51%	53%	54%		
25-39 Years	665	858	687	657	709	7.9%	6.6%
% 25-39 Years	36%	37%	31%	30%	32%		
40 Years or Older	398	469	404	363	304	-16.3%	-23.6%
% 40 Years or Older	21%	20%	18%	17%	14%		
Associate's							
24 Years or Younger	2,290	2,405	2,476	2,404	2,476	3.0%	8.1%
% 24 Years or Younger	49%	50%	52%	49%	55%		
25-39 Years	1,779	1,859	1,741	1,877	1,511	-19.5%	-15.1%
% 25-39 Years	38%	38%	36%	38%	34%		
40 Years or Older	571	586	566	606	509	-16.0%	-10.9%
% 40 Years or Older	12%	12%	12%	12%	11%		
Nebraska Community Colleges Total							
24 Years or Younger	3,094	3,409	3,599	3,543	3,663	3.4%	18.4%
% 24 Years or Younger	48%	47%	51%	50%	55%		
25-39 Years	2,444	2,717	2,428	2,534	2,220	-12.4%	-9.2%
% 25-39 Years	38%	38%	35%	36%	33%		
40 Years or Older	969	1,055	970	969	813	-16.1%	-16.1%
% 40 Years or Older	15%	15%	14%	14%	12%		

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 AWARD LEVEL by AGE GROUP

Nebraska Independent Institutions - Completers by Award Level by Age Group

						<u>% Change</u>	
Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	12-16 4-Yr
Less-than-Four-Year Certificates							
24 Years or Younger	18	14	30	32	26	-18.8%	44.4%
% 24 Years or Younger	28%	38%	39%	39%	38%		
25-39 Years	32	16	36	45	32	-28.9%	0.0%
% 25-39 Years	49%	43%	47%	54%	46%		
40 Years or Older	15	7	11	6	11	83.3%	-26.7%
% 40 Years or Older	23%	19%	14%	7%	16%		
Associate's							
24 Years or Younger	75	94	125	100	113	13.0%	50.7%
% 24 Years or Younger	43%	52%	46%	43%	44%		
25-39 Years	86	69	127	110	137	24.5%	59.3%
% 25-39 Years	49%	38%	47%	47%	53%		
40 Years or Older	14	19	20	24	9	-62.5%	-35.7%
% 40 Years or Older	8%	10%	7%	10%	3%		
Bachelor's							
24 Years or Younger	2,563	2,523	2,751	2,620	2,725	4.0%	6.3%
% 24 Years or Younger	47%	46%	51%	49%	50%		
25-39 Years	2,069	1,989	1,935	2,006	2,002	-0.2%	-3.2%
% 25-39 Years	38%	36%	36%	38%	36%		
40 Years or Older	861	1,007	691	706	761	7.8%	-11.6%
% 40 Years or Older	16%	18%	13%	13%	14%		
Master's							
24 Years or Younger	138	115	106	96	121	26.0%	-12.3%
% 24 Years or Younger	6%	5%	5%	4%	5%		
25-39 Years	1,521	1,504	1,455	1,632	1,740	6.6%	14.4%
% 25-39 Years	66%	67%	64%	67%	66%		
40 Years or Older	662	629	708	709	762	7.5%	15.1%
% 40 Years or Older	29%	28%	31%	29%	29%		

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

Nebraska Independent Institutions - Completers by Award Level by Age Group (Continued)

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	% Change	
						15-16 1-Yr	12-16 4-Yr
Postbaccalaureate and Post-Master's Certificates							
24 Years or Younger	10	17	7	10	16	60.0%	60.0%
% 24 Years or Younger	13%	14%	5%	6%	8%		
25-39 Years	38	70	81	72	95	31.9%	150.0%
% 25-39 Years	48%	58%	63%	45%	48%		
40 Years or Older	31	33	40	77	85	10.4%	174.2%
% 40 Years or Older	39%	28%	31%	48%	43%		
Doctor's							
24 Years or Younger	97	97	57	64	76	18.8%	-21.6%
% 24 Years or Younger	15%	14%	8%	9%	9%		
25-39 Years	516	532	600	587	703	19.8%	36.2%
% 25-39 Years	79%	79%	85%	81%	82%		
40 Years or Older	42	44	53	73	81	11.0%	92.9%
% 40 Years or Older	6%	7%	7%	10%	9%		
Nebraska Independent Institutions Total							
24 Years or Younger	2,901	2,860	3,076	2,922	3,077	5.3%	6.1%
% 24 Years or Younger	33%	33%	35%	33%	32%		
25-39 Years	4,262	4,180	4,234	4,452	4,709	5.8%	10.5%
% 25-39 Years	48%	48%	48%	50%	50%		
40 Years or Older	1,625	1,739	1,523	1,595	1,709	7.1%	5.2%
% 40 Years or Older	18%	20%	17%	18%	18%		

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

Nebraska For-Profit/Career Schools - Completers by Award Level by Age Group

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	% Change	
						15-16 1-Yr	12-16 4-Yr
Less-than-Four-Year Certificates							
24 Years or Younger	573	511	460	414	366	-11.6%	-36.1%
% 24 Years or Younger	56%	53%	58%	56%	61%		
25-39 Years	367	375	284	279	194	-30.5%	-47.1%
% 25-39 Years	36%	39%	36%	38%	32%		
40 Years or Older	89	71	48	45	38	-15.6%	-57.3%
% 40 Years or Older	9%	7%	6%	6%	6%		
Associate's							
24 Years or Younger	196	197	127	103	69	-33.0%	-64.8%
% 24 Years or Younger	30%	31%	25%	24%	30%		
25-39 Years	351	337	275	255	120	-52.9%	-65.8%
% 25-39 Years	54%	54%	55%	59%	52%		
40 Years or Older	103	92	100	77	42	-45.5%	-59.2%
% 40 Years or Older	16%	15%	20%	18%	18%		
Bachelor's							
24 Years or Younger	48	30	36	32	26	-18.8%	-45.8%
% 24 Years or Younger	28%	29%	24%	20%	19%		
25-39 Years	79	56	75	93	67	-28.0%	-15.2%
% 25-39 Years	46%	53%	50%	59%	49%		
40 Years or Older	45	19	40	32	44	37.5%	-2.2%
% 40 Years or Older	26%	18%	26%	20%	32%		
Master's							
24 Years or Younger	0	0	0	1	2	100.0%	N/A
% 24 Years or Younger	0%	0%	0%	5%	6%		
25-39 Years	13	23	15	12	18	50.0%	38.5%
% 25-39 Years	76%	74%	58%	55%	50%		
40 Years or Older	4	8	11	9	16	77.8%	300.0%
% 40 Years or Older	24%	26%	42%	41%	44%		

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

Nebraska For-Profit/Career Schools - Completers by Award Level by Age Group (Continued)

						<u>% Change</u>	
Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	15-16 1-Yr	12-16 4-Yr
Postbaccalaureate and Post-Master's Certificates							
24 Years or Younger	0	0	0	0	0	N/A	N/A
% 24 Years or Younger	0%	0%	0%	0%	0%		
25-39 Years	0	0	1	1	0	-100.0%	N/A
% 25-39 Years	0%	0%	100%	50%	0%		
40 Years or Older	0	0	0	1	0	-100.0%	N/A
% 40 Years or Older	0%	0%	0%	50%	0%		
Nebraska For-Profit/Career Schools Total							
24 Years or Younger	817	738	623	550	463	-15.8%	-43.3%
% 24 Years or Younger	44%	43%	42%	41%	46%		
25-39 Years	810	791	650	640	399	-37.7%	-50.7%
% 25-39 Years	43%	46%	44%	47%	40%		
40 Years or Older	241	190	199	164	140	-14.6%	-41.9%
% 40 Years or Older	13%	11%	14%	12%	14%		

Note. Nebraska's for-profit/career schools do not confer doctor's degrees.

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FY2017-19 BUDGET STAFF RECOMMENDATION

Administrative Budget

	Actual 2014-15	Actual 2015-16	Current Budget 2016-17	Proposed Budget 2017-18	Proposed Budget 2018-19
PERSONAL SERVICES					
PSL	915,873	873,086	894,006	902,946	909,740
Payroll	884,371	855,436	894,006	848,118	854,608
Benefits	232,910	233,886	265,101	231,294	246,999
Subtotal	1,117,281	1,089,322	1,159,107	1,079,412	1,101,607
OPERATING EXPENSES					
Postage	3,199	2,607	2,500	2,500	2,500
Communications	17,827	13,116	15,106	15,000	15,000
Freight Expense	0	0	200	200	200
Data Processing Expense	9,668	11,479	15,000	13,827	13,827
Pub. & Printing	5,658	9,131	10,000	8,200	8,200
Awards Expense	165	381	200	200	200
Dues & Subscriptions/SAVE Program	128,855	134,931	138,693	120,000	120,000
Conference Reg. Fees	5,244	4,017	6,000	1,000	1,000
Electricity Expense (523100)	2,350	2,567	2,500	2,500	2,500
Rent Expense - Building, etc.	44,768	46,834	49,300	50,706	52,130
Rep & Maint-Office Equip	71	4,711	0	0	0
Office Supplies	3,373	2,321	4,000	2,000	2,000
Non-Capitalized Equipment	9,517	0	0	0	0
Food Expense	3,204	2,895	4,000	3,827	3,108
Ed & Rec Supplies	840	385	750	750	750
Acctg & Auditing Services	4,314	4,068	4,113	4,325	4,325
Purchasing Assessment	0	224	224	424	424
HRMS Assessment	0	729	743	743	743
Temporary Services	6,594	0	0	0	0
Other Contractual Serv	0	1,000	0	0	0
Software - New Purchases	1,513	729	0	0	0
Insurance Exp.	147	164	200	200	200
Other Operating Exp.	743	616	800	800	800
Subtotal	248,050	242,905	254,329	227,202	227,907
COMMISSIONER TRAVEL					
Board & Lodging	4,280	2,413	4,800	3,500	3,000
Personal Vehicle Mileage	13,478	6,728	10,554	9,500	8,500
Misc Travel Expense	167	104	200	400	450
Subtotal	17,925	9,245	15,554	13,400	11,950
STAFF TRAVEL					
Board & Lodging	4,793	4,444	5,355	2,000	2,000
Comercial Transportation	4,162	2,186	2,500	0	0
State-Owned Transportation	1,834	2,361	2,000	1,000	1,000
Personal Vehicle Mileage	1,227	1,211	1,500	500	500
Misc Travel Expense	321	211	500	100	100
Subtotal	12,337	10,413	11,855	3,600	3,600
CAPITAL OUTLAY					
Office Equipment	979	0	0	0	0
Subtotal	979	0	0	0	0
TOTAL EXPENDITURES	1,396,572	1,351,885	1,440,845	1,323,614	1,345,064
APPROPRIATIONS					
General Fund Appropriation	1,321,637	1,383,925	1,347,463	1,282,591	1,304,051
Cash Fund Appropriation	25,000	35,000	35,000	35,000	35,000
Federal Fund Appropriation	6,023	6,023	6,023	6,023	6,023
Carry-over	135,533	12,592	52,359	0	0
TOTAL APPROPRIATIONS	1,488,193	1,437,540	1,440,845	1,323,614	1,345,074
% Change in Expenditures		-3.20%	6.58%	-8.14%	1.62%

FY2017-19 BUDGET STAFF RECOMMENDATION

Improving Teacher Quality (ITQ)

	Actual 2014-15	Actual 2015-16	Current Budget 2016-17	Proposed Budget 2017-18	Proposed Budget 2018-19
PERSONAL SERVICES					
PSL	17,810	18,211	18,647	18,833	18,974
Payroll	7,611	8,571	18,647	18,647	18,647
Benefits	2,266	2,578	5,997	5,997	5,997
Subtotal	9,877	11,149	24,644	24,644	24,644
OPERATING EXPENSES					
Postage	0	51	0	0	0
Communications	0	184	100	100	100
Data Processing Expense	0	100	50	50	50
Pub. & Printing	0	58	0	0	0
Dues & Subscriptions/SAVE Program	300	0	500	500	500
Conference Reg. Fees	0	400	0	0	0
Electricity Expense (523100)	0	41	0	0	0
Rent Expense - Building, etc.	0	462	0	0	0
Office Supplies	0	35	0	0	0
Food Expense	109	108	0	0	0
Acctg & Auditing Services	420	377	300	300	300
Other Operating Exp.	0	8	0	0	0
Subtotal	829	1,824	950	950	950
STAFF TRAVEL					
Board & Lodging	79	380	1,908	1,908	1,908
Commercial Transportation	0	455	0	0	0
State-Owned Transportation	305	131	200	200	200
Personal Vehicle Mileage	174	167	350	350	350
Misc Travel Expense	161	25	0	0	0
Subtotal	719	1,158	2,458	2,458	2,458
DISTRIBUTION OF AID					
Subrecipient Payment - SEFA	252,726	264,231	373,481	373,481	373,481
Subtotal	252,726	264,231	373,481	373,481	373,481
TOTAL EXPENDITURES	264,151	278,362	401,533	401,533	401,533
APPROPRIATIONS					
Federal Fund Appropriation	401,533	401,533	401,533	401,533	401,533
Carry-over					
TOTAL APPROPRIATIONS	401,533	401,533	401,533	401,533	401,533

FY2017-19 BUDGET STAFF RECOMMENDATION

Nebraska Opportunity Grant

	Actual 2014-15	Actual 2015-16	Current Budget 2016-17	Proposed Budget 2017-18	Proposed Budget 2018-19
Subrecipient Payment - SEFA			0	0	0
DISTRIBUTION OF AID					
Distribution of Aid	16,426,626	16,846,106	16,971,958	17,448,302	17,948,302
Subtotal	16,426,626	16,846,106	16,971,958	17,448,302	17,948,302
TOTAL EXPENDITURES	16,426,626	16,846,106	16,971,958	17,448,302	17,948,302
APPROPRIATIONS					
General Fund Appropriation	6,868,156	6,868,156	6,868,156	6,868,156	6,868,156
Cash Fund Appropriation	10,000,000	10,000,000	10,080,146	10,580,146	11,080,146
Carry-over	255,523	0	23,656	0	0
TOTAL APPROPRIATIONS	17,123,679	16,868,156	16,971,958	17,448,302	17,948,302
% Change in Expenditures		2.55%	0.75%	2.81%	2.87%

Access College Early (ACE)

	Actual 2014-15	Actual 2015-16	Current Budget 2016-17	Proposed Budget 2017-18	Proposed Budget 2018-19
DISTRIBUTION OF AID					
Distribution of Aid	1,043,108	710,208	1,049,966	985,000	985,000
Subtotal	1,043,108	710,208	1,049,966	985,000	985,000
TOTAL EXPENDITURES	1,043,108	710,208	1,049,966	985,000	985,000
APPROPRIATIONS					
General Fund Appropriation	685,000	735,000	945,600	985,000	985,000
Federal Fund Appropriation	315,000	60,000	0	0	0
Carry-over	95,358	1,798	104,366	0	0
TOTAL APPROPRIATIONS	1,095,358	796,798	1,049,966	985,000	985,000
% Change in Expenditures		-31.91%	47.84%	-6.19%	0.00%

FY2017-19 BUDGET STAFF RECOMMENDATION

Gap Tuition Assistance

	Current Budget 2016-17	Proposed Budget 2017-18	Proposed Budget 2018-19
PERSONAL SERVICES			
PSL	60,000	60,600	61,056
Payroll	60,000	5,454	5,584
Benefits	24,666	2,241	2,259
Subtotal	84,666	7,695	7,843
OPERATING EXPENSES			
Data Processing Expense	1,000	1,400	1,158
Pub. & Printing	600	0	0
Non-Capitalized Equipment	2,000	0	0
Subtotal	3,600	1,400	1,158
STAFF TRAVEL			
Personal Vehicle Mileage	200	200	200
Total Travel - Staff	200	200	200
Subtotal	200	200	200
DISTRIBUTION OF AID			
Distribution of Aid	1,374,781	1,455,532	1,457,089
Subtotal	1,374,781	1,455,532	1,457,089
TOTAL EXPENDITURES	1,463,247	1,464,827	1,466,290
APPROPRIATIONS			
Cash Fund Appropriation	1,463,247	1,464,827	1,466,290
Carry-over	0	0	0
TOTAL APPROPRIATIONS	1,463,247	1,464,827	1,466,290
% Change in Expenditures		0.11%	0.10%