# MINUTES

**COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION**
**July 25, 2019**
**Metropolitan Community College**
**Fort Omaha Campus**
**Omaha, Nebraska**

*Public notice of meeting*

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

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**NOTICE OF MEETING**

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JULY 25, 2019. THE MEETING WILL BEGIN AT 9:45 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

DR. DEBORAH FRISON, CHAIR

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*Meeting called to order at 9:45 a.m.*

## CALL TO ORDER AND INTRODUCTIONS

Chair Deborah Frison called the meeting to order at 9:45 a.m. and asked for introductions.

Commissioners Present
Dr. John Bernthal                    Mary Lauritzen
Dr. Deborah Frison                 Dwayne Probyn
Dr. Ron Hunter                       W. Scott Wilson

Commissioners Absent
Colleen Adam                         Dr. Paul Von Behren
Gwenn Aspen

Commission Staff Present
Dr. Michael Baumgartner         Helen Pope
Dr. Kathleen Fimple               Gary Timm
Jill Heese                                Mike Wemhoff
J. Ritchie Morrow

*Dr. Randy Schmailzl, Metropolitan Community College*

## WELCOME

Dr. Randy Schmailzl, President of Metropolitan Community College, welcomed Commissioners and staff to the Fort Omaha campus. He stated

they are very proud of what MCC has accomplished at the campus and value the tremendous support of the community. He noted his appreciation for the policies and guidelines set up by the Commission and its effort to make education better in Nebraska. Dr. Schmailzl mentioned that two key priorities for MCC are dual enrollment and career academies. Currently they have 4,500 dual enrollment students enrolled for the fall of 2019. Last year 94 seniors graduated from Millard South High School with an associate degree. It has been set up with UNO so that the majority of those students will transfer to UNO. Of the 94 graduates, ten of those students will continue on at MCC and complete a nine-month associate degree in construction, HVAC, or other trade areas. Dr. Schmailzl commented that he believes the students that take dual credit courses become better students and go on to higher education. He answered questions from the Commissioners.

## MINUTES OF THE MAY 29, 2019, WORK SESSION AND MINUTES OF MAY 30, 2019, COMMISSION MEETING
Chair Frison requested that the minutes of the May Work Session and Commission Meeting be approved together.

*Minutes of May 29, 2019, Work Session and Minutes of May 30, 2019, Commission Meeting approved*

**Commissioner Wilson made a motion to approve May 29, 2019, work session minutes and the minutes of the May 30, 2019, Commission meeting. Commissioner Probyn seconded the motion. A roll call vote was taken, with all six Commissioners present voting yes. The minutes were approved.**

*Chair Frison's Report*

## CHAIR'S REPORT
Chair Frison thanked Stan Horrell, Director of Campus Planning, and Kay Friesen, Associate VP for Organizational Development at MCC, for an informative and enjoyable tour of the three new buildings on the Fort Omaha Campus.

*2019-2020 Committee Roster*

Chair Frison thanked the Commissioners for contacting her with their preferences for the new committees. She distributed the 2019-2020 committee roster. The assignments are:

### Executive Committee
Dr. Deborah Frison (Chair)
Dr. John Bernthal (Vice Chair)
Gwenn Aspen
W. Scott Wilson

### Academic Programs Committee
Colleen Adam
Dr. Ron Hunter
Mary Lauritzen
Dr. Paul Von Behren

**Budget, Construction, and Financial Aid Committee**
Colleen Adam
Dr. Ron Hunter
Dwayne Probyn
Dr. Paul Von Behren

**Planning and Consumer Information Committee**
Gwenn Aspen
Mary Lauritzen
Dwayne Probyn
W. Scott Wilson

A chair for each committee will be decided upon at the September committee meetings.

*Presentation of plaque to outgoing Chair Scott Wilson*

Chair Frison presented outgoing Commission Chair Scott Wilson with a plaque on behalf of the Commissioners and staff in sincere appreciation for his dedicated service as Chair of the Coordinating Commission from July 1, 2017, to June 30, 2019.

*MHEC meeting update*

Chair Frison reported that in March she was reappointed as one of Nebraska's commissioners for the Midwestern Higher Education Compact (MHEC). In addition to attending the annual MHEC meeting last year, she was elected to serve on the executive committee, which meets annually. She attended that meeting last month in Columbus, Ohio.

*Executive Director evaluation form*

Chair Frison stated that the Executive Committee has put together an evaluation of the executive director. The evaluation form along with instructions and a copy of Dr. Baumgartner's priorities and activities will be emailed to each Commissioner Monday, July 29. The evaluation should be completed and returned to Chair Frison by August 22. Following that date, the Executive Committee will meet to discuss the appraisal, meet with Dr. Baumgartner to review the appraisal, and then present its recommendation to the Commission at the September Commission meeting.

*Executive Director's Report*

*Gary Timm presented Fourth Quarter Report*

*J. Ritchie Morrow commented*

**EXECUTIVE DIRECTOR'S REPORT**
Gary Timm, Chief Finance Officer, presented the fourth quarter report, noting June 30 is the end of the fiscal year. He reviewed the administrative funds, pointing out salary, data processing, and dues and subscription areas of interest. Mr. Timm reported on the Nebraska Opportunity Grant Program (NOG), noting the balance includes refunds from the prior year and Peru State College appropriations that were paid after June 30. Regarding the refunds listed, J. Ritchie Morrow, Financial Aid Officer, stated that sometimes NOG funds are awarded to students to attend summer classes who then decide not to attend and the grant must be cancelled. If this occurs after the deadline to award the funds they must be refunded back to the Commission. Other times during his audit he will find that someone should have not been awarded the grant, so those funds must be returned. Those funds may be carried over to the next fiscal year. Money we receive from the Nebraska Lottery for the Community College GAP Assistance Program is

allocated to the community colleges quarterly. Some administrative funds to pay staff hours specifically dedicated to the program are taken out. Mr. Timm stated the Access College Early Scholarship (ACE) program dollars have been distributed with a remaining balance of $214, which will not be carried over.

*Dr. Baumgartner attended ECS Forum*

Dr. Baumgartner reported that he attended the annual Education Commission of the States (ECS) National Education Policy Forum in Denver July 10-12. He noted high points of the forum were a reception for Nebraska attendees hosted by State Board of Education member Deborah Neary's family, and a presentation by University of North Carolina demographer James Johnson, Jr. Copies of his presentation *Six Disruptive Demographics that Will Change America Forever: Implication for K-12 Education* were distributed to Commissioners.

*Dr. Baumgartner attended SHEEO annual meeting*

Dr. Baumgartner noted he attended the SHEEO annual meeting last week in Little Rock, Arkansas. One of the presentations that stood out was Ryan Craig's presentation on overcoming education and hiring friction with last-mile training or out-sourced apprenticeships. Mr. Craig's goal is free or debt-free education with good employment outcomes for students and the companies that hire them. Dr. Baumgartner added that the SHEEO team will be spending a day with Commission staff on September 13, as part of a capacity building process they have undertaken with over forty member states thus far.

*Dr. Baumgartner to speak at NCCA meeting*

Dr. Baumgartner will be speaking to the Nebraska Community College Association (NCCA) executive committee in August on the *2019 Nebraska Higher Education Progress Report* and *Tuition, Fees, and Affordability Report.*

*Dr. Baumgartner reported on staff activities*

Dr. Baumgartner reported on several CCPE staff activities; Jill Heese, Research Coordinator, made a presentation on the 2019 Nebraska Higher Education Progress Report to a Doane University graduate course for aspiring school counselors and will be a presenter at UNO's Data User's Conference in August. Mr. Timm attended the Governor's Economic Development Conference last week, and Dr. Kathleen Fimple, Academic Programs Officer, participated in the M-SARA meeting this month and will be attending the NC-SARA meeting in September. She will be reporting on SARA issues after that meeting. Dr. Fimple will also be attending the SHEEO higher education policy conference in Boston in August.

*Dr. Baumgartner discussed NOG and use of lottery funds*

The Education Committee of the Legislature is reviewing use of lottery funds, which includes the majority of our Nebraska Opportunity Grant funding and all of the Community College Gap Assistance Program funding. Dr. Baumgartner has spoken with Sen. Groene and his staff about the review, and will be meeting with them in August. We are in the process of conducting a study of graduation outcomes for NOG recipients in anticipation of the committee review.

*Staff members met with US Census Bureau specialists*

Several CCPE staff members met with partnership specialists for the US Census Bureau this week to discuss partnering with the Census Bureau to

encourage Nebraskans to complete the 2020 census, particularly 18 to 24 year olds. The census is working with school districts, the Nebraska Department of Education, and colleges and universities. Our participation includes providing them with higher education contacts and participating in some public service announcements. There may be a possibility of creating a higher education complete count committee in Nebraska.

*Dr. Baumgartner reported on Commissioners meeting to discuss dual enrollment*

Commissioners Bernthal and Lauritzen, along with state board members Lisa Fricke and Patricia Kochs John, will be meeting July 26 to discuss ways to ensure maximum dual enrollment opportunities for students across the state. They will be joined by experts from the Education Commission of the States to review 13 model state-level policies identified by ESC. Dr. Baumgartner added that from his travels he is more aware that dual credit access, equity, transfer, and affordability policies are being discussed in most states.

*Public Hearing on Matters of General Concern*

**PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**
There was no testimony on Matters of General Concern.

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

*Public Hearing on Academic Programs Committee Items*

**PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**
There was no testimony on Academic Programs Committee Items.

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

*Commissioner Bernthal chaired the Academic Programs Committee*

**ACADEMIC PROGRAMS COMMITTEE**
Commissioner Bernthal, Committee Chair, introduced the CHI Health School of Radiologic Technology application and turned it over to Dr. Fimple for additional comments.

*CHI Health School of Radiologic Technology – Omaha*

*Dr. Fimple and Mr. Rob Hughes, CHI Health, presented the application*

**CHI Health School of Radiologic Technology, Omaha – Application for a Recurrent Authorization to Operate**
Dr. Fimple, along with Mr. Rob Hughes, Radiology Program Director at CHI Health, presented and reviewed the application. Mr. Hughes stated the radiology technology program has been in existence for a long time, and the AAS degree in radiologic technology has had great student outcomes. CHI would like to offer students a bachelor degree in radiologic sciences. Dr. Fimple added that faculty and facilities are in place, and they meet the state of Nebraska requirements. It was noted that offering the bachelor's degree will produce around the same number of graduates as the associate degree did.

*APC recommendation*

Commissioner Bernthal stated the APC Committee recommendation is to approve the CHI Health School of Radiologic Technology in Omaha's Application for a Recurrent Authorization to Operate.

| | |
|---|---|
| **Committee Recommendation:** | **Approve the recurrent authorization to operate.** |
| **Institution:** | **CHI Health School of Radiologic Technology** |
| **Owner:** | **CHI Health Immanuel Medical Center** |
| **Level of authorization:** | **Authorized to offer the baccalaureate degree in radiologic sciences** |
| **Length of authorization:** | **Five years (valid through August 1, 2024)** |

**Reporting requirements:**     Annual reporting is required, with the first report due August 1, 2020.

**Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the CHI Health School of Radiologic Technology in Omaha's Application for a Recurrent Authorization to Operate. A roll call vote was taken. All six Commissioners present voted yes. The motion was adopted.**

**2018-2019 Existing Program Review**
Commissioner Bernthal and Dr. Fimple presented the Central Community College and Southeast Community College existing programs that were reviewed and approved for continuation by the Executive Director. Dr. Matt Gotschall, President of Central Community College, discussed their programs in the review and answered Commissioners' questions.

Central Community College
Heavy Equipment Operation Technology – Diploma
Truck Driving – Certificate

Southeast Community College
Professional Truck Driver Training - Certificate

**Annual Reports From Institutions Holding Recurrent Authorization to Operate in Nebraska**
Commissioner Bernthal and Dr. Fimple presented the annual reports from the following five institutions. Dr. Fimple stated that these reports were received between January and June, 2019, having previously been approved for a five-year period with an annual reporting requirement. She also noted that Purdue Global campus in Omaha and National American University Bellevue campus both closed on May 31, 2019.

1. Embry-Riddle Aeronautical University
2. University of Missouri
3. National American University
4. Purdue University Global
5. University of South Dakota

**Report on Reasonable and Moderate Extensions, Name Changes, Discontinued Programs, and Other Institutional Activities Related to Existing Programs**

Commissioner Bernthal presented the institutional activities listed below.

Reasonable and Moderate Extension
1. CCC – Social Media Specialist (in Business Technology)-Certificate
2. CCC – Instrumentation (in Mechatronics)-Certificate
3. CCC – Process Control (in Mechatronics)-Certificate
4. UNO – Communication Graduate Certificate
5. UNO – Supply Chain Management Graduate Certificate
6. UNO – History Graduate Certificate
7. UNL – Human Resource Management Graduate Certificate (in Department of Management)
8. UNO – Center for Professional Sales (in Department of Marketing and Entrepreneurship)
9. WNCC – Paramedic AAS
10. SCC – Accounting AA
11. SCC – Business Communications AA
12. SCC – Criminal Justice AA

Name Changes
1. UNO – Bachelor of Science in Secondary Education in Physical Education change to Bachelor of Science in Secondary Education in Kinesiology
2. UNO – Master of Arts and Master of Science degrees in Health, Physical Education, and Recreation to the Master of Arts and Master of Science degrees in Health and Kinesiology in the School of Health and Kinesiology

Discontinued Program
1. UNO – Master of Arts in Theatre (School of the Arts in the College of Communication, Fine Arts and Media)

New Partnership
1. UNK – Memorandum of Understanding between the University of Nebraska at Kearney and Central Community College to offer a co-enrollment partnership to help students succeed and earn college credit on a path to a university degree.

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

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

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

## BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE
Commissioner Probyn led the Budget, Construction, and Financial Aid Committee in Commissioner Von Behren's absence. He acknowledged Commissioners and staff who attended the recent committee conference call, and introduced Mike Wemhoff, Facilities Officer, to present the project proposal.

## Central Community College / Columbus Campus – Capital Construction Project Proposal – STEM Center Addition and Renovation

Mr. Wemhoff gave a brief description of the Columbus Campus of Central Community College project. CCC is proposing to construct an addition and remodel of the East Education Center to create a new STEM Center. The current center is part of the campus' main building. The remodeled areas and new construction would include upgraded technology, student collaboration and lab space areas. Nursing instruction space that is currently located in several areas would be consolidated in the new addition. The reason for the addition is primarily to increase lab and student support spaces and offices for functionality and to bring existing space up to code. The estimated cost of the project is a little over $13 million and would be funded by capital improvement property tax levy funds and $3 million in private donations.

Dr. Gotschall discussed questions the Commissioners had regarding flexible use of the microbiology labs and classroom utilization. He thanked Mr. Wemhoff and the Commission for being thorough with the review of the project.

Commissioner Probyn noted the Budget, Construction, and Financial Aid Committee is forwarding this proposal to the full Commission for consideration and review without a recommendation. A motion is required to vote upon the proposal.

**Commissioner Hunter made a motion to approve the Central Community College / Columbus Campus – Capital Construction Project Proposal – STEM Center Addition and Renovation. Commissioner Bernthal seconded the motion. A roll call vote was taken. All six Commissioners present voted yes. The motion was adopted.**

## Nebraska Opportunity Grant (NOG) Allocations Report for 2019-2020
Mr. Morrow presented the report, commenting that every year the CCPE is appropriated funds from the legislature for the Nebraska Opportunity Grant, and those funds are combined with the Nebraska Lottery Funds that we receive to award each year. An allocation formula in statute based on FTE enrollment and a tuition and fees component is used and institutions are notified how much is available to award to their students. He gave an

overview of the NOG funding by source over the past 10 years noting that around 63% comes from the Nebraska Lottery.  Mr. Morrow reviewed allocation funds listed in the report for each participating institution from 2008-09 through 2019-20.

Chair Frison called for a break at 11:25 a.m. The meeting resumed at 11:34 a.m.

*Public Hearing on Planning and Consumer Information Committee Items*

## PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS
There was no testimony on Planning and Consumer Information Items.

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

*Commissioner Lauritzen chaired the Planning and Consumer Information Committee in Commissioner Aspen's absence*

## PLANNING AND CONSUMER INFORMATION COMMITTEE
Commissioner Lauritzen led the Planning and Consumer Information Committee in Commissioner Aspen's absence. She acknowledged Commissioners and staff that were on the recent Planning Committee conference call.

*2019 Factual Look at Higher Education in Nebraska – Degrees and Other Awards*

*Ms. Heese presented the report*

### *2019 Factual Look at Higher Education in Nebraska – Degrees and Other Awards*
Ms. Heese delivered a PowerPoint presentation on the *2019 Factual Look at Higher Education in Nebraska: Degrees and Other Awards*. Ms. Heese gave a background summary and noted the report focuses on the last 10-year trends. Ms. Heese discussed each of the five main sections: sector, award level, gender, race/ethnicity, and discipline cluster. She noted section six is the age group sector, with data collected for only seven years. Sections one through five analyze the number of awards conferred, section six analyzes the number of students who completed awards. Ms. Heese pointed out the *Factual Look* is primarily an online publication, with data adjustments made occasionally. Each section is available for download, and data users are able to view the most updated data via a dashboard on the CCPE website.

*The next Commission meeting is Thursday, September 26, 2019*

## FUTURE MEETINGS
The next Commission meeting will be Thursday, September 26, 2019, at the Barbara Weitz Community Engagement Center on the UNO campus, Omaha, Nebraska

*Chair Frison comments*

## COMMISSIONER COMMENTS
Chair Frison stated that an Executive Committee meeting will be set up after August 22, 2019, when all of the executive director evaluation forms have been submitted.

Commissioner Lauritzen shared an article from the July 11, 2019, *Omaha World Herald* that recognized former Commissioner Dick Davis's work with young people.

Commissioner Lauritzen stated that she met with Doug Lenz in early July and is looking at collaborating with the Central Plains Nebraska Center for Services Foundation for Families and Children. The center works with children who age-out of foster care to help them remain in school. Dr. Baumgartner added that he will be meeting with representatives from the foundation.

## ADJOURNMENT
Chair Frison adjourned the meeting at 12:16 p.m.

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COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

# NEW INSTRUCTIONAL PROGRAM PROPOSAL

|  |  |
|---|---|
| **Institution:** | **University of Nebraska-Lincoln (UNL)** |
| **Program:** | **Financial Communications** |
| **Awards:** | **Graduate Certificate** |
| **Institution's Existing Degree(s) in Same or Similar Discipline:** | **Certificate in Public Relations and Social Media; Master's degrees in Journalism, Business Administration, Public Accounting, and Integrated Media** |
| **Proposal Received by Commission:** | **July 1, 2019** |
| **Proposed Start Date:** | **Upon approval from the Coordinating Commission** |

## Description

The proposed interdisciplinary certificate program would provide students with advanced training in specialized aspects of both journalism and business. Business journalists, investor-relations professionals, and students interested in similar career areas would benefit from the program. The curriculum would consist of a minimum of 12 semester credit hours comprised of two three-credit courses from the College of Journalism and Mass Communication and two three-credit courses from the College of Business. Each college would designate one required course and one course to be selected from a choice of two. Each course would be offered online over an eight-week period, making possible completion of the certificate in one year.

All courses could count toward an advanced degree in a related field, i.e., Master's in Business Administration, Master's in Public Accounting, the Professional Journalism master's, and the Integrated Media Communications master's degree. Courses would be counted as meeting either a requirement or an elective, depending on the degree program selected.

**Consistent with Institutional Role and Mission?** ___√__ YES _____ NO

**Consistent with Statewide Comprehensive Plan?** ___√__ YES _____ NO

## REVIEW CRITERIA

### A. Need for the Program

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

UNL reports that media and non-media organizations, including those that cover business and economic news, need professionals who communicate well. Similarly, corporate employers need employees who can grasp and

relay information to investors, regulators, and the public. The proposal included three letters of support attesting to these needs: one from Ameritas Mutual Holding Company, one from Bloomberg News, and one from the Omaha World-Herald.

The evidence of need for the program is anecdotal, although the elevation of the media in society in general supports the need.

## B. Demand for the Program

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

To assess interest in the proposed program, the College of Journalism and Mass Communication and the College of Business polled graduate students in 2015. There were 59 responses, with 69% (41 students) replying that they would be "interested," "mostly interested," or "completely interested" in taking courses that would demonstrate a specialization in financial communications. Almost all said such training would be valuable or essential to careers in related fields.

In 2017 the College of Business commissioned EAB Strategic Research to determine demand for financial communications professionals. There were 5,273 job postings nationally for positions such as director of finance, senior financial analyst, and finance manager requiring master's level education. Any data obtained is limited in its utility due to the interdisciplinary nature of the proposed program, i.e., "financial communications" is not an occupation listed in databases, so only related job areas can be searched.

UNL expects to enroll five students the first year, 10 in year two, and 20 in each subsequent year.

The survey responses indicated if students would be interested in courses, not if they would be interested in earning a graduate certificate. Nonetheless, the projected enrollments are relatively small and should be attainable, especially since the certificate has the potential to attract working professionals.

## C. Avoidance of Unnecessary Duplication

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

There is no comparable certificate program in the state. The proposal notes that Arizona State University offers a full online master's program in business journalism and that there are several residential graduate programs in the U.S. While Arizona State has many graduate certificates available online, it does not offer one in business journalism or in a similar field.

## D. Resources: Faculty/Staff

| Acceptable | | | | |
|---|---|---|---|---|
| yes | √ | | no | |

The College of Journalism and Mass Communication would be the administrative home for the program. UNL reports that since all courses are currently in place in their respective colleges, existing faculty and staff are adequate for program implementation.

## E. Resources: Physical Facilities/Equipment/Informational Resources

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

Since the program would be offered online, no additional equipment or resources would be needed. UNL states that all faculty have access to a variety of instructional technologies as well as web designers and IT assistance. The College of Business also provides a production studio and staff to support faculty in the development, production, and delivery of online courses.

The instructional and informational resources available should be sufficient to support the program.

## F. Budget

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

| PROJECTED COSTS |   | ANTICIPATED REVENUES |   |
|---|---|---|---|
| Faculty and Staff |   | Reallocated Funds |   |
| General Operating |   | New State Funds |   |
| Equipment |   | New Local Funds |   |
| Other (marketing) |   | Tuition and Fees* | $564,413 |
| Five-Year TOTAL |   | Five-Year TOTAL | $564,413 |

* Based on 5 students in year one, 10 in year two, and 20 in years 3-5, taking 12 credit hours per program at $323.25 per credit hour (in-state) and $925.25 per credit hour (out-of-state), distributed equally

**Committee Recommendation:  Approve the Graduate Certificate in Financial Communications at UNL.**

First Program Review Date:      Due June 30, 2020.

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# NEW INSTRUCTIONAL PROGRAM PROPOSAL

| | |
|---:|:---|
| **Institution:** | **Peru State College (PSC)** |
| **Program:** | **Interdisciplinary Studies** |
| **Award:** | **Bachelor of Arts (BA) and Bachelor of Science (BS)** |
| **Institution's Existing Degree(s) in Same or Similar Discipline:** | **BA and BS in most majors** |
| **Proposal Received by Commission:** | **July 10, 2019** |
| **Proposed Start Date:** | **Fall 2020** |

## Description

The purpose of the proposed degree program is to provide an opportunity for students to design their own programs of study in order to meet their individual career, professional, or personal goals. Designed in conjunction with an advisor, the curriculum would consist of 48-57 semester credit hours comprised of 30 hours of coursework from a primary discipline and at least 12 credit hours from one additional discipline. A capstone activity, such as a project, thesis, or internship, would also be required. The program would be available on campus as well as online.

**Consistent with Institutional Role and Mission?** ___√__ YES _____ NO

**Consistent with Statewide Comprehensive Plan?** ___√__ YES _____ NO

## REVIEW CRITERIA

### A. Need for the Program

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

The proposal states that skills developed through interdisciplinary learning are sought by employers. These include critical and higher-order thinking, holistic analytic capabilities, collaborative approaches, and creativity. Two supporting studies were cited, including one from 2019 by the National Association for Colleges and Employers. PSC also conducted face-to-face meetings with employers in southeast Nebraska who confirmed that these skills were most in demand. As an online program, the major would also be available to place-bound students.

PSC is the smallest of the three state colleges in the Nebraska State College System. As such, the number of degree programs offered is smaller than at the other two. This could easily have a negative impact on recruitment and enrollments, making a reasonable argument for the implementation of the proposed interdisciplinary studies program.

## B. Demand for the Program

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

PSC cited a 2015 study that noted that interdisciplinary and self-designed majors experienced a 74% increase in popularity nationally between 2003 and 2013. To determine demand in Nebraska, PSC accessed IPEDS where data revealed that there were 229 completers in 2017 in the Multidisciplinary Programs category, up from 198 in 2014. Chadron State College averaged 41 graduates from that category and Wayne State averaged almost 5 over the four-year period.

The college reports that they regularly turn away students because the student's desired program is not available at Peru. An interdisciplinary studies major would provide an option that could result in increased enrollments from this student pool. In addition, in fall 2018 14% of the entering class (approximately 30 students) did not declare a major. The proposal states that an interdisciplinary studies major would help retain these students. Discussions with students from previous years support this position.

PSC estimates that five new students would enroll at the college who would not have otherwise done so specifically because of the interdisciplinary program. There may also be enrolled students who change majors who might have left the college without the interdisciplinary option. The latter group is not included in the budget estimates. Allowing for attrition, the college projects three graduates from the program by years four and five.

CCPE minimum performance standards do not apply to interdisciplinary programs because of the nature of such programs. The Commission recognizes that since the courses are drawn from a variety of disciplines there is no way to calculate student credit hours or full time equivalent faculty. While the number of graduates demonstrates the demand for the interdisciplinary program, there is little benefit in setting a standard for a program where the curriculum for each degree awarded varies substantially from one degree to the next.

## C. Avoidance of Unnecessary Duplication

There are programs similar to the proposed program at almost every four-year institution in Nebraska including the other two state colleges. Duplication in this instance is appropriate since the goal of the program, as it is at all other institutions, is to serve students whose needs might otherwise not be met at Peru State College.

## D. Resources: Faculty/Staff

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

PSC states that the major would utilize existing courses taught by current faculty. A limited number of independent study courses would be needed for the capstone project. The budget includes faculty costs for three independent study courses in each of the last three years. Faculty teach independent study courses in addition to their contractual teaching load with reimbursement calculated as a percentage of tuition. No new support staff would be needed.

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

| Acceptable | | | |
|---|---|---|---|
| yes | √ | | no |

PSC reports that the program would utilize existing facilities, technology, library holdings, data services, and telecommunication connectivity.

## F. Budget

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

| PROJECTED COSTS | | ANTICIPATED REVENUES | |
|---|---|---|---|
| Faculty and Staff[1] | $3,186 | Reallocated Funds | |
| General Operating | | New State Funds | |
| Equipment | | New Local Funds | |
| Other: Marketing | $5,000 | Tuition and Fees[2] | $388,864 |
| Five-Year TOTAL | $8,186 | Five-Year TOTAL | $388,864 |

[1] Additional faculty time needed to offer three independent study courses to support capstone in years three, four, and five.
[2] Based on 5 students taking 28 credit hours each year with tuition of $177 per credit hour and $71 per credit hour in fees. The number of new students each year would remain at 5, resulting in total enrollments of 15 students in years four and five.

**Committee Comment:** The program would require very little additional cost. It is an appropriate offering for a liberal arts college, especially a small one with fewer available majors.

**Committee Recommendation:** Approve the BA and BS degrees in Interdisciplinary Studies at Peru State College.

**First Program Review:** Due June 30, 2026.

**ccpe** NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

# NEW INSTRUCTIONAL PROGRAM PROPOSAL

|  |  |
|---|---|
| **Institution:** | **University of Nebraska at Omaha (UNO)** |
| **Program:** | **Data Science** |
| **Award:** | **Master of Science (MS)** |
| **Institution's Existing Degree(s) in Same or Similar Discipline:** | **Degree programs in Math, Computer Science, IT Innovations, Biomedical Informatics, Economics, Information Technology, and Information Systems and Quantitative Analysis** |
| **Proposal Received by Commission:** | **August 19, 2019** |
| **Proposed Start Date:** | **Upon approval from the Coordinating Commission** |

## Description

The purpose of the proposed program is to create an interdisciplinary approach to the study of data science, aimed at working data professionals who want to prepare for corporate leadership positions. Designed to be flexible, innovative, and technologically current, the program would be offered by the Colleges of Arts and Sciences, Business Administration, and Information Science and Technology.

The degree would consist of 36 semester credit hours comprised of an18-credit hour core (six courses, two from each of the three participating colleges), 12 hours in one area of concentration, and six hours of thesis. Areas of concentration would be business, information technology, mathematics, data science for health sciences, and interdisciplinary. A non-thesis option would also be available. In place of a thesis, a student would complete a project or internship and an additional course from one of the concentrations. No new courses would be needed.

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

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

# REVIEW CRITERIA

## A. Need for the Program

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

The proposal discusses recent changes in the use of data. In classical research, data is used to prove or disprove a hypothesis posed by the researcher. With the advent of very large and often complex amounts of available data ("big data"), research has become the exploration of the data to discover hidden meanings without a stated hypothesis. Data processing and analysis, along with the related technology, are different for big data, and students require training in its use.

As evidence of need UNO cites a 2015 study that projected a 15% growth by 2020 in the number of jobs for data science and analytic professionals. The U.S. Chamber of Commerce found that the number of job listings specifically for "data scientists" jumped 14-fold between 2012 and 2016. And in 2018 the U.S. Bureau of Labor Statistics introduced Data Science as a new occupational classification.

The proposal also addresses the need for interdisciplinary training. A Business-Higher Education Forum report in 2017 recommended breaking down traditional silos—a typical situation in higher education where both faculty and students devote little time outside their own specialties. UNO acknowledged that the situation exists on its campus where each of the colleges involved in the proposal offers concentrations in the data science field without involving the other colleges.

UNO reports that feedback from local industries has bolstered the need for the proposed program. Letters of support were provided from the Vice President of Decision Sciences at First National Bank and Methodist Health Systems Senior Manager for Value Analytics. Both had utilized the expertise of UNO faculty and hired UNO graduates.

The change in the type of data and its analysis as well as the need for a different approach to education were clearly articulated and supported by the letters from local businesses.

## B. Demand for the Program

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

Enrollments in the current offerings related to data science at UNO speak to the demand by students.

- The Mathematics Department has recently begun offering a concentration in data science in its MS program. The spring 2017 enrollment in the concentration was 20 students.
- There are two concentrations in Management Information Systems: Data Analytics, with 43 students enrolled in spring 2017, and Data Management, with 25 enrolled. Both figures are a substantial increase over the previous year.
- UNO also has a rapidly growing graduate certificate in Data Analytics with 12 students enrolled in spring 2016 and 24 enrolled one year later.
- Individual statistics courses, such as Introduction to Data Science, have also shown growth.

UNO also expects that the tri-college collaboration would attract international and out-of-state students.

Consequently, UNO projects that three students would enroll in the first year, steadily increasing to 15 students in year five. One-third to one-half the enrollments are projected to be from non-residents (see Section F. for details).

Given the number of students in the existing concentrations and graduate certificate, the projected enrollments are quite reasonable and should result in a viable program.

## C. Avoidance of Unnecessary Duplication

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

The only similar program in Nebraska is an online-only MS in Data Science at Bellevue University. Creighton University and UNL have master's degrees in business analytics, both emphasizing the narrower scope of data science within a business setting.

UNO states that since 2010 many institutions have begun offering data science concentrations and stand-alone programs but they usually emanate from a single college or department. The proposal listed these examples: Iowa State (Business Analytics), Colorado State (Applied Statistics online), Emporia State (Informatics with health care concentration), Colorado University Denver (Information Systems-Business Intelligence online), Dakota State (Analytics online), and Capella (online Business Intelligence).

These programs, while available at least online and some nearby, do not provide an interdisciplinary approach and, with the exception of UNL, would likely cost Nebraska residents considerably more than the cost of tuition at UNO.

### D. Resources: Faculty/Staff

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

UNO reports that existing faculty and staff resources in the three colleges are sufficient to initiate the program. A part-time advisor is budgeted for years four and five. The proposal notes that if enrollments increase one or two adjunct instructors could be needed. There would be a graduate program committee composed of two graduate faculty from each of the three participating colleges/departments.

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

| Acceptable | | | |
|---|---|---|---|
| yes | √ | no | |

The proposal states that there would be no need for additional resources, including space, equipment, or library resources. Since all courses are in place within the respective colleges, there should be adequate resources.

### F. Budget

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

| PROJECTED COSTS | | ANTICIPATED REVENUES | |
|---|---|---|---|
| Faculty and Staff [1] | $60,000 | Reallocated Funds | |
| General Operating | | New State Funds | |
| Equipment | | New Local Funds | |
| | | Tuition and Fees [2] | $321,768 |
| Five-Year TOTAL | $60,000 | Five-Year TOTAL | $321,768 |

[1] Part-time advisor in years four and five
[2] Based on three students in year one (two resident, one non-resident) taking 18 credit hours at $332 per credit hour (resident) and $798 (non-resident); four students in year two (three resident, one non-resident); six students in year three (four resident, two non-resident); nine students in year four (six resident, three non-resident); and 15 students in year five (10 resident, five non-resident)

**Committee Recommendation:** Approve the MS in Data Science at UNO.

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

**ccpe** NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

# NEW ORGANIZATIONAL UNIT PROPOSAL

| | |
|---|---|
| **Institution:** | **University of Nebraska Medical Center (UNMC)** |
| **Name of the new unit:** | **Center for Heart and Vascular Research** |
| **Proposal Received by the Commission:** | **July 1, 2019** |
| **Departments participating in the new unit:** | **See Description below** |
| **Proposed Start Date:** | **Upon approval by CCPE** |

## Description

The purpose of the proposed center is to organize university-wide research efforts within one center, amplifying the ability to perform high-quality research, improving the likelihood of obtaining extramural funding to lower cardiac-related morbidity and mortality, and enhancing UNMC's reputation for research excellence. The proposed center has three overall goals:

- Build an infrastructure that includes several core groups of faculty for governance, research, mentoring, and career support.
- Develop teams for research, grant seeking and writing, and training that will result in an increase in research output.
- Promote a reputation for and culture of research excellence through activities such as symposia, seminars, and science café.

The administrative home of the center would be located in the College of Medicine at UNMC. The center would include interested parties from all Colleges within UNMC, UNO, UNK, and UNL that have applicability to heart and vascular research, including but not limited to UNMC Colleges of Nursing, Public Health, Allied Health, Pharmacy, and Medicine; UNL Colleges of Engineering, and Education and Human Sciences; IANR; and the School of Biologic Sciences. Additionally, UNMC faculty that also serve as VA Medical Center members would be a part of the center.

**Consistent with Institutional Role and Mission?**  ___√__ YES   _____ NO

**Consistent with Statewide Comprehensive Plan?**  ___√__ YES   _____ NO

# REVIEW CRITERIA

## A. Demonstrated Need and Appropriateness of the Unit

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

According to UNMC cardiovascular disease is the leading cause of death and hospitalization in Nebraska, accounting for one in three deaths and totaling more loss of life than cancer and chronic lung disease combined.

The number of deaths in the state from heart and vascular diseases exceeds 4,000 each year. Despite these numbers, there is currently no center within the University of Nebraska system that focuses on clinical, translational, and basic science research of the cardiovascular system.

The proposal states that Nebraska Medicine has a growing footprint in the care of heart and vascular disease with a large heart failure and heart transplant program. Coordinating research efforts in one center would allow UNMC to recruit and retain cardiovascular research faculty, mentor junior investigators, promote innovative approaches to cardiac research questions, and provide a translational bridge linking basic science, clinical research, and population health. The ultimate goal is to eventually expand the proposed center into the Heart and Vascular Institute that would include clinical, research, and education components.

## B. Resources: Faculty/Staff

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

The Chair of the Department of Cellular and Integrative Physiology would devote 55% of her time to serving as Center Director, reporting to the Dean of the College of Medicine. The Director would form a Steering Committee that would regularly advise on center management. An External Advisory Committee (EAC) comprised of an outside panel of experts would conduct site visits every two years to review center activities and progress, or as required by NIH funding to the center, as well as making recommendations for future growth and development. The Director would receive advice from UNMC stakeholders, including from an Internal Advisory Committee (IAC).

The proposal lists six members of the Steering Committee, five members of the IAC, and three stakeholders (UNMC Chancellor, Senior Associate Dean for Business and Finance, and the Cardiovascular leader of the UNMC Child Health Research Institute). In addition to the Center Director, the budget lists 1.6 FTE for support staff each year and funding for graduate assistants starting in year three.

## C. Resources: Physical Facilities/Equipment

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

The administrative structure of the center would be physically located in the UNMC College of Medicine in the Durham Research Center. The center would be virtual since members could come from all UNMC colleges and institutes, as well as from other NU campuses. Research, education, and outreach would also occur in laboratories at UNMC, UNMC's small animal bioimaging center, UNMC's new research MRI for human studies, UNMC's cardiovascular clinic, UNMC's Clinical Research Center, and community settings.

One of center's goals would be to develop a Center lecture series. To reach other campuses and institutions, Zoom and other webinar technology, already in place, would be used.

While not discussed in the proposal proper, the budget includes $375,000 for equipment.

## D. Budget

The support from the College of Medicine is for five years, with the goal of replacing those funds with grant funding by the end of the five-year period.

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

| PROJECTED COSTS | | ANTICIPATED REVENUES | |
|---|---|---|---|
| Faculty and Staff[1] | $1,868,746 | Existing Funds: College of Medicine | $3,125,000 |
| Operating | $93,000 | New State Funds | |
| Equipment | $375,000 | New Local Funds | |
| Local/national meetings | $183,500 | Tuition and Fees | |
| Pilot grants[2] | $250,000 | | |
| Core Development[3] | $625,000 | | |
| New faculty recruitment and development[4] | $4,500,000 | Other (grants): NIH (2) | $4,500,000 $420,840 |
| Other Operating and Misc.[5] | $150,594 | | |
| Five-Year TOTAL | $8,045,840 | Five-Year TOTAL | $8,045,840 |

[1] Center director; 1.6 FTE support staff; graduate assistants in years three, four, and five
[2] Two grants to establish a research navigation core
[3] Establish and maintain tissue bank, expand research core, develop new tools, provide 360° mentoring for all investigators
[4] Contingent on NIH funding
[5] Symposium series, publishing fees, membership fees, etc.

**Committee Recommendation:   Approve the Center for Heart and Vascular Research at UNMC.**

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

# Music—PhD
# University of Nebraska—Lincoln
# In-Depth Review

## *Background*

| Year | Average # of graduates* | Average SCH/FTE** | Average SCH | CCPE Action/Notes |
|---|---|---|---|---|
| 2010 | | | | Approved as a new program (May) |
| 2011 (1st review) | | 425 | 18,122 | No report for new PhD; other figures are for the School of Music |
| 2018 (2nd review) | PhD 0.8 | 735 | 16,592 | University conducting in-depth review; continue with report on review |
| 2019 (in-depth) | No data reported | No data reported | No data reported | Five graduates expected in 2019 |

*CCPE minimum performance standard is 5 for masters and 3 for doctorates
**CCPE minimum performance standard is 300 for the program (includes all course levels)

## *Description*
UNL offers a Doctor of Musical Arts (DMA) degree that focuses on the creation and performance of music. The PhD program focuses on research and scholarship. The initial emphasis in the PhD curriculum was on music education with the intent of preparing students to hold faculty positions in research-oriented universities and thus educate future K-12 teachers. Recently UNL added two more areas of emphasis: piano pedagogy and vocal pedagogy, with the first graduates expected in 2019.

## *Summary of UNL's 2019 In-Depth Review*
- UNL offers the only PhD in music in Nebraska.
- UNL has a long history of granting PhDs with an emphasis in music.
  - Until 1993 the degrees were awarded by Teachers College since the majority of student interest was in music education.
  - In 1993 the faculty and resources supporting music education were moved to the College of Fine and Performing Arts.
  - In 2010 CCPE approved the PhD in music as a new program with an estimated two to three new students each year. Eleven students are currently enrolled, eight in music education and three in the new pedagogy emphases.
  - Since 1988, 37 doctoral students have graduated with an emphasis in music education. Five are expected to graduate in 2019.
- The program is, in practice, interdisciplinary. Twelve hours of PhD music courses are also taken by the DMA students and the statistics and design courses are provided by the College of Education and Human Sciences (formerly Teachers College).
- In addition to graduate music courses, faculty for the PhD provide instruction for the Bachelor of Music Education with an enrollment of 120 undergraduate students.
- Information from 15 "Peer Schools" revealed an average number of graduates per year over the five years from 2014 to 2018 of 1.28. The total number of graduates ranged from 11 at North Texas to two at Wisconsin with an average of 6.44 (Nebraska's total was four).
- Based on the data and the interdisciplinary nature of the program, UNL projects a target of two graduates per year.
- The action plan to accomplish this goal is four-pronged.
  - Increase the number of graduate teaching assistantships (GTAs) offered to students in the PhD program. This is needed because the program requires students to be in residence fall and spring semesters for the three years of the program. Additional GTA

funding would entice more students to leave their teaching jobs and enroll in the program. The School of Music has pledged six to eight GTAs which could result in 80% of the students needed to graduate two per year being supported.

- o Assist recruitment by <u>improving the attractiveness of the work/study environment</u> by prioritizing a new building for the School of Music.
- o <u>Give faculty</u> supervising PhD students during the dissertation phase <u>load credit</u> for the last two semesters, providing incentive for recruiting.
- o <u>Increase international recruiting</u>. For example, the Sichuan Conservatory of Music is interested in exploring ways to collaborate to help Chinese students earn graduate degrees.

- On June 28, 2019, the Board of Regents approved continuing the PhD program in music.

***Committee Comment:*** The program is efficient in that it uses faculty from two other programs and could conceivably be considered interdisciplinary, a CCPE category that requires an average of two graduates per year. The strategies outlined in the in-depth review are realistic, especially the increased GTA funding and international recruitment.

***Committee Recommendation:*** **Continue the PhD Music program at UNL.**

[The next regular program review is due June 30, 2025.]

**Music Comprehensive: Music Business—BM**
**Musical Theatre Comprehensive—BM**
**University of Nebraska at Kearney**
**In-Depth Review**

### Background:
- Only degrees related to those under review are listed in the table. All the current degrees are:
  - BA, music
  - BM, music education K-12
  - BM, music comprehensive: music business
  - BM, musical theatre comprehensive
  - BM, musical performance comprehensive
- SCH and SCH/FTE are for the Department of Music, Theatre, and Dance

| Year | Average # of graduates* | | Average SCH/FTE** | Average SCH | CCPE Action/Notes |
|---|---|---|---|---|---|
| 1997 (1st review) | BS (music business) BFA (music performance; musical theatre) | 6.0 1.6 | 369 | 5,183 | Continue with report on graduates from BFA |
| 2000 (report) | BFA | 2.4 | | | Continue |
| 2004 (2nd review) | BS BFA | 3.8 3.4 | 261 | 5,246 | Continue; BS and BFA converting to BM |
| 2011 (3rd review) | BM BFA | 8.0 0.2 | 273 | 5,402 | Approved by the executive director |
| 2018 (4th review) | BM (music business) BM (musical theatre) | 4.2 1.4 | 313 | 5,016 | University conducting in-depth review; Continue, with report on review |

*CCPE minimum performance standard is 7 for baccalaureate programs
**CCPE minimum performance standard is 300 for the program (includes all course levels)

### Summary of UNK's 2019 In-Depth Review
- The Department of Music, Theatre, and Dance has been designated one of the Programs of Excellence at UNK.
- An average of 23.6 students graduate per year in all music and theatre programs combined.
- The average number of graduates for comprehensive BM degrees from 2012 to 2017 was 8.8. [Note: this includes a BM in music performance]
- Music business is expected to graduate five students over the next two years.
- There have been seven students admitted to the musical theatre program for fall 2019 and one in the music business program. Based on these figures and current enrollments, UNK proposes to increase admissions in each program by seven students over the next three years.
- Increased enrollments would be accomplished by recruiting new freshmen and transfer students and reaching out to current students who have not yet declared a major. Faculty visit local high schools, perform tours, and attend conferences/festivals to help draw students to campus.
- Over the past five years the department has significantly increased its financial support for recruitment and retention of music and theatre students, working with marketing staff to improve the website and published content to attract more students to the scholarship auditions. The result has been more awareness on the part of the faculty as to the importance of recruitment, although the number of students has not substantially increased.

- Departmental activities help to recruit and retain students, including guest artists who are supported by a donation covering five years.
- On June 28, 2019, the Board of Regents approved continuing the BM programs in Music Comprehensive: Music Business and Musical Theatre Comprehensive.

**Committee Comment:** UNK offers five baccalaureate degrees in some aspect of music. Many required courses are the same for all degrees, e.g., Music Theory I, II, and III; Sight Singing and Ear Training I, II, and III; and Music History and Literature I and II. Additional courses are common in two or three of the programs. When graduates from all five programs are totaled, there is an average of 19 graduates per year from 2012 to 2017—far exceeding the CCPE minimum performance standards.

**Committee Recommendation:** **Continue the BM programs in Music Comprehensive: Music Business and Musical Theatre Comprehensive at UNK.**

[The next regular program review is due June 30, 2025.]

# Theatre—BA
## University of Nebraska at Kearney
## In-Depth Review

**Background:**
- Only degrees related to those under review are listed
- SCH and SCH/FTE in 1997 are for the Department of Speech Communication and Theatre Arts; subsequent years are for the Department of Music, Theatre, and Dance

| Year | Average # of graduates* | | Average SCH/FTE** | Average SCH | CCPE Action/Notes |
|---|---|---|---|---|---|
| 1997 (1st review) | BA<br>BFA<br>BAE<br>*Total* | 0.4<br>2.8<br>0.4<br>**3.6** | 477 | 6,938 | In-depth review |
| 2000 (in-depth review) | BA<br>BAE<br>BFA<br>*Total* | 0.4<br>0.4<br>2.8<br>**3.6** | Not reported | Not reported | Continue BA and BAE; concur with discontinuing BFA |
| 2004 (2nd review) | BA<br>BAE<br>BFA<br>*Total* | 2.2<br>0.4<br>0.8<br>**3.4** | 261 | 5,246 | Defer decision with report in 2007 |
| 2007 (report) | BA + BAE | **3.0** | Not reported | Not reported | Continue with report in 2009 |
| 2009 (report) | BA + BAE | **3.6** | Not reported | Not reported | Continue; four students expected to graduate |
| 2011 (3rd review) | BA<br>BAE<br>*Total* | 3.4<br>0.6<br>**4.0** | 273 | 5,402 | Approved by the executive director |
| 2018 (4th review) | BA<br>BAE<br>*Total* | 4.4<br>0.2<br>**4.6** | 313 | 5,016 | University conducting in-depth review; Continue, with report on review |

*CCPE minimum performance standard is 7 for baccalaureate programs
**CCPE minimum performance standard is 300 for the program (includes all course levels)

### Summary of UNK's 2019 In-Depth Review
- The Department of Music, Theatre, and Dance has been designated one of the Programs of Excellence at UNK.
- An average of 23.6 students graduate per year in all music and theatre programs combined.
- Theatre courses support the general studies curriculum and are required for the Musical Theatre and Language Arts degree programs. The national accreditation for Musical Theatre mandates several theatre courses.
- The program provides cultural enrichment and stimulation to students, faculty, the community, and the region through performances, workshops, adjudications, and festivals.
- The last two years have produced more graduates than in previous years (nine in 2016-17 and six in 2017-18).
- There have been 12 students admitted to the program for fall 2019. Based on this figure and current enrollments, it is estimated that there will be 20 graduates over the next three years.
- Over the past five years the department has significantly increased its financial support for recruitment and retention of music and theatre students, working with marketing staff to improve the website and published content to attract more students to the scholarship auditions. The result has been more awareness on the part of the faculty as to the importance of recruitment, although the number of students has not substantially increased.
- On June 28, 2019, the Board of Regents approved continuing the BA in theatre.

***Committee Comment:*** UNK acknowledges that their efforts to improve recruitment and retention have yielded few results (the number of majors in fall 2018 is the same as in fall 2015) and there is no plan identified to make any changes. However, the number of graduates in the last two years is encouraging, averaging 7.5 graduates for the two year period. If UNK can maintain this level, the program will meet CCPE minimum performance standards.

***Committee Recommendation:*** **Continue the BA in Theatre at UNK.**

[The next regular program review is due June 30, 2025.]

# 2018-2019 EXISTING PROGRAM REVIEW

## *(Item in bold is under Commission Minimum Performance Standard)*

| Institution | Program | 5 yr Average (2013-2018) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | SCH | SCH/ FTE* | Baccalaureate Degrees awarded | | Masters Degrees awarded | | Doctorate Degrees awarded | | Justification if under standard |
| UNL | Child, Youth & Family Studies | 11,386 | 519 | BSEH | 88.0 | MS | 28.0 | | | |
| | Family Financial Planning | | | | | Grad Cert | .4 | | | New |
| | Financial & Housing Counseling | | | | | Grad Cert | 0.0 | | | |
| | Transdisciplinary Childhood Obesity Prevention | | | | | Grad Cert | 4.2 | | | New |
| | Youth Development | | | | | Grad Cert | 1.2 | | | |
| CSC | Family & Consumer Science | 3,081 | 563 | BA BSE | 8.6 2.6 | | | | | |
| WSC | Family & Consumer Science | 2,276 | 512 | BA BS | .2 14.4 | | | | | |
| UNL | Individual Program of Studies | NA | NA | BA BS | **.4** **.2** | | | | | Interdisciplinary |
| CSC | Interdisciplinary Studies | NA | NA | BA | 35.4 | | | | | |
| WSC | Interdisciplinary Studies | NA | NA | BA BS | **0.0** **2.8** | | | | | Interdisciplinary |
| UNL | Latin American Studies | NA | NA | BA BS | **2.2** **0.0** | | | | | Interdisciplinary |
| UNK | Psychology | 5,070 | 531 | BA BS BAE | 39.6 9.8 0.0 | | | | | Other [1] |
| UNL | Psychology | 25,261 | 1,710 | BA BS | 202.6 26.8 | MA | 12.4 | Ph.D. | 14.0 | |

[1] Same courses as BA/BS
[2] Same courses and faculty as MA in Psychology
*For the University this is SCH/<u>Instructional</u> Faculty FTE

| UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Institution | Program | 5 yr Average (2013-2018) | | | | | | | | |
| | | SCH | SCH/ FTE* | Baccalaureate Degrees awarded | | Masters Degrees awarded | | Doctorate Degrees awarded | | Justification if under standard |
| UNO | Psychology | 12,964 | 480 | BA BS | 74.4 34.2 | MA | 14.6 | PhD | 6.6 | |
| | Industrial Organizational Psychology | | | | | MS | **3.8** | | | Other [2] |
| | School Psychology | | | | | MS EDS | 6.6 6.4 | | | |
| | Human Res & Training | | | | | Grad Cert | 2.6 | | | |
| | Applied Behavior Analysis | | | | | Grad Cert | 0.0 | | | |
| CSC | Psychological Sciences | 2,851 | 550 | BA | 23.0 | | | | | |
| PSC | Psychology | 3,989 | 570 | BA/BS | 36.2 | | | | | |
| WSC | Psychology | 2,802 | 737 | BA BS | 1.0 18.2 | | | | | |

[1] Same courses as BA/BS
[2] Same courses and faculty as MA in Psychology
*For the University this is SCH/Instructional Faculty FTE

# Commission Minimum Performance Standards

|  |  | **Student Credit Hour Production by Department** |  |
|---|---|---|---|
|  |  | **Per Full-Time Equivalent Faculty** |  |

**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.     300 | 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)     275 |

# Justification Key

| | |
|---|---|
| R & M: | Program is critical to the role and mission of the institution |
| Gen Ed: | Program contains courses supporting general education or other programs |
| Interdisciplinary: | Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) |
| Demand: | Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program |
| Access: | Program provides unique access to an underserved population or geographical area |
| Need: | Program meets a unique need in the region, state, or nation |
| New: | Program is newly approved within the last five years |
| Other: | Detailed explanation provided |

# Review Process for Low-Producing Programs
(reviewed by the Academic Programs Committee)

Interdisciplinary baccalaureate programs that do not meet the threshold of seven graduates per year, averages over a five year period, will complete the program review form (including the number of graduates and need for the program) but will not require justification for low production and will not require any follow-up reporting to the Commission if:

- The program is an individualized, custom-designed program for a single student.  The program has no specified curriculum and no designated participating departments, but can have a specified school or college.  Student credit hours are attributed

to the departments offering the courses the student selects.  This definition includes these current programs:  Interdisciplinary Studies (CSC, WSC, UNO), Individualized Program of Studies (UNL).

<div align="center">OR</div>

- The program has an identified curriculum focused on a specific area of study, draws courses from two or more departments, and has two or less courses of its own (i.e., courses identified solely with the program and not crosslisted in another discipline).  Student credit hours are attributed to the participating departments offering the courses in the curriculum, with the exception of the one or two courses specific to the program.  The program averages at least two graduates per year.

    For example, a European Studies program offers a BA and graduates an average of 2.4 students per year.  It has an identified curriculum that includes relevant courses in the social sciences, arts, and languages.  The program itself only offers a capstone seminar.

**Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska**
**Reports Received June - August 2019**

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required.  Most authorizations were approved for a five-year period with an annual reporting requirement.  The following table is a summary of annual reports submitted to CCPE between **June - August 2019**.  Reports received after June will be summarized at a later Commission meeting.  No action is required.  The time frame for the data reported is indicated below the institution's name

| Institution | Program Name | Degree/ Award | #Currently Enrolled | #Graduated/ Completed ** | Total Campus Enrollment* | Recent Accreditation Activity |
|---|---|---|---|---|---|---|
| Andrews University Aug 18-May 19 (Original approval 11-6-18) | MA in Pastoral Ministry | MA | 37 | 5 | 37 | |
| Crown College Fall 18-Spring 19 (Original approval 9-7-07) | Ministry Leadership (CCC) | MA | 23 | 9 | | |
| | Biblical Studies | BS | 1 | | | |
| | Christian Ministry | BS | 10 | | | |
| | Counseling | MA | 25 | 7 | | |
| | Psychology/Counseling | BS | 4 | | | |
| * = on date of report | ** = for most recent year | | | | | |

**Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska**
**Reports Received June - August 2019**

# INFORMATION ITEMS

A. <u>Discontinued Programs</u>
   1. UNL - Electronics Engineering, Bachelor of Science
   2. WNCC – Auto Body Technology, Diploma
   3. UNMC – Pre-Medical Science Certificate
   4. UNMC – Medical Physics Residency Program Certificate

B. <u>Discontinued Center</u>
   1. UNO – Center for Urban Sustainability

C. <u>Name Changes</u>
   1. UNL – Bachelor of Science in Environmental Restoration Science change to Environmental Science in the College of Agricultural Sciences and Natural Resources.

   2. UNL – Department of Civil Engineering to Department of Civil and Environmental Engineering in the College of Engineering

   3. UNL – PhD in Psychological Studies in Education to the PhD in Educational Psychology.

   4. WNCC – AAS Auto Body Technology to AAS Collision Repair and Refinish Technology

D. <u>Reasonable and Moderate Extensions</u>
   1. WNCC – Non-Structural Collision Repair, Certificate
   2. WNCC -- Automotive Paint and Refinish, Certificate
   3. WNCC -- Structural Collision Repair, Certificate
   4. WNCC -- Powertrain and Chassis Repair, Certificate
   5. WNCC – Drivetrain and Under Hood Repair, Certificate
   6. WNCC -- Paramedic Certificate
   7. UNL – Social Justice and Diversity Education Graduate Certificate
   8. UNO – Economic Education Graduate Certificate

**Committee Draft**
*September 18, 2019*

| | |
|---|---|
| **Institution/Campus:** | University of Nebraska-Lincoln / City Campus |
| **Project Name:** | Scott Engr. Center Renov. and Link Replacement |
| **Date of Governing Board Approval:** | August 3, 2018 (Approval of Project) / November 2018 (Architectural Program Statement) |
| **Date Complete Proposal Received:** | August 13, 2019 |
| **Date of Commission Evaluation:** | September 26, 2019 |

### University of Nebraska-Lincoln – City Campus
### Fall Semester Enrollment by Campus*

| | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|---|---|---|---|---|---|---|
| On-campus HC | N/A | 21,730.0 | 21,866.0 | 22,449.0 | 22,616.0 | 22,373.0 |
| Off-campus HC | N/A | 788.0 | 779.0 | 698.0 | 688.0 | 695.0 |
| Online HC | N/A | 6,293.0 | 6,888.0 | 8,712.0 | 9,282.0 | 9,983.0 |
| Campus FTE | N/A | 18,330.3 | 18,423.2 | 18,964.5 | 19,314.7 | 19,048.6 |

### University of Nebraska Medical Center – UNL City Campus Nursing
### Fall Semester Enrollment by Campus*

| | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|---|---|---|---|---|---|---|
| On-campus HC | 151.0 | 152.0 | 152.0 | 154.0 | 225.0 | 224.0 |
| Off-campus HC | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Online HC | 0.0 | 0.0 | 0.0 | 4.0 | 3.0 | 5.0 |
| Campus FTE | 159.9 | 166.6 | 164.5 | 170.1 | 202.9 | 200.7 |

### University of Nebraska at Omaha – UNL City Campus
### Fall Semester Enrollment by Campus*

| | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|---|---|---|---|---|---|---|
| On-campus HC | 1,289.0 | 1,335.0 | 1,330.0 | 1,370.0 | 1,376.0 | 1,281.0 |
| Off-campus HC | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Online HC | 126.0 | 230.0 | 250.0 | 275.0 | 321.0 | 394.0 |
| Campus FTE | 278.2 | 314.5 | 317.1 | 330.1 | 340.3 | 335.7 |

∗ Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

**Project Description:** The University of Nebraska-Lincoln is proposing to renovate and replace a portion of the College of Engineering (COE) complex comprised of Othmer Hall, Scott Engineering Center, Scott Engineering Link, and Nebraska Hall on City Campus. The 25,307 gross square foot (gsf) Scott Engineering Link would be demolished and replaced with an 87,000-gsf addition to the 177,282-gsf Scott Engineering Center that would undergo substantial

renovation. The new addition would also link to the 363,781-gsf Nebraska Hall where work from this project would primarily involve fire and life safety and accessibility improvements. Othmer Hall is a newer 150,000-gsf facility that would not be involved in this proposal. A site plan of the proposed engineering complex on the northeast portion of City Campus is provided at the end of this section.

The Scott Engineering Link, originally constructed in 1984, provided departmental and faculty offices for the Department of Civil and Environmental Engineering and the Department of Electrical and Computer Engineering, along with two classrooms, two computer labs and one open class lab. Following demolition of the Link a proposed new addition/link would house 55 research labs, 48 graduate/post doctorate offices, and 18 collaboration/huddle rooms for Civil, Electrical & Computer, Mechanical & Materials, and Chemical & Biomolecular Engineering research. Most of the new research labs would allow existing research space from Scott Engineering Center to be relocated into modern interdisciplinary lab space that is flexible and adaptable to meet future needs.

The Scott Engineering Center (SEC), constructed in 1971, currently houses six classrooms, six class labs, one computer lab, 10 open class labs, 89 research labs, 83 faculty/staff/student offices, and shop/service space for several engineering departments. A portion of the first floor also houses Information Technology Service (ITS) server and office space that would remain. Following relocation of research labs into a new addition, a phased renovation would include replacement of the roof, mechanical, plumbing, and electrical/lighting systems that are primarily original and beyond their useful life. Two research labs and two classrooms all recently renovated, ITS space, and a high-bay research lab would require minimal renovation. Renovated space would provide six upgraded classrooms, eight class laboratories, a maker lab, 58 research labs, 84 offices that would include relocating the departmental offices for Civil and Environmental Engineering, departmental offices for Electrical and Computer Engineering, 16 collaboration/huddle/conference rooms, a café, and shop/service/storage space. Vacated research lab space would provide lab shell space to be prepared for future development that would be finished with future research grant funding or private donations.

Nebraska Hall, originally constructed in 1931 with two floors added in 1951, was purchased by the University in 1958. The west portion of the first through third floors are currently used by the Durham School of Architectural Engineering & Construction, Department of Mechanical & Materials Engineering, and the Engineering Library. Civil and Electrical & Computer Engineering also occupy some lab and office space in the facility. Nebraska Hall also has 16 general use classrooms, one class lab, four computer labs, one open lab, 14 research labs, and various service/support spaces used by the College of Engineering. UNL has utilized institutional resources to complete 38 remodel projects in the past five years totaling nearly $6.1 million. This proposed work would continue this incremental upgrade to the facility by installing a fire sprinkler system throughout the entire building and ADA code compliance work that would include two new accessible entrances on the north side, elevator upgrades, and public restroom accessibility upgrades.

Othmer Hall, originally constructed in 2003, houses classroom, class lab, research lab, office, and service/support space for the Department of Chemical and Biomolecular Engineering and the COE Dean. A subsequent privately funded project is being considered to construct a new academic engineering building east of Othmer Hall to improve and expand undergraduate education as Phase II of a college master plan.

The University estimates the total project cost of the renovations and addition/link in Phase I to be $75,456,000 ($121/gsf) for demolition, design, construction, and equipment costs. The proposed project would be funded from $70 million in facilities bond proceeds and $5.456 million in private donations. Additional state funds are not being requested for an incremental increase in facility operating and maintenance (O&M) costs.

The facilities bond proceeds are available from statutory revisions per LB 957 in the 2016 legislative session. LB 957 extends the current facilities bond program, created by LB 605, for an additional 10 years through FY 2030. State appropriations of $11,000,000 per year and institutional matching funds (student tuition) up to $11,000,000 per year are to be used to finance facility repair, renovation, addition, or replacement projects. Subject to the receipt of project approval from the Coordinating Commission for Postsecondary Education, LB 957 permits the issuance of facilities bonds to provide funding for nine additional projects, including the "University of Nebraska-Lincoln Scott Engineering Center."

**Committee Draft**
*September 18, 2019*

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

   Yes ☐ No ☐

   *Comments:* Page 1-7 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." The proposed project would replace an outdated facility with a building addition and renovate an existing facility that meets the college's programmatic needs.

   Page 2-12 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

   - **Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.**
   - **Campus facilities are well maintained to assure the safety of students.**"

   The proposed project would address safety, accessibility, and maintenance issues in Nebraska Hall and Scott Engineering Center.

   Page 4-3 of the *Plan* related to exemplary institutions and research states:

   - "Public institutions with major research roles, including the University of Nebraska-Lincoln and the University of Nebraska Medical Center, set goals and prioritize areas of research to become more prominent and nationally competitive for research funding and to meet the health and economic needs of the state."
   - "High quality, state-of-the-art research facilities on the University of Nebraska-Lincoln and the University of Nebraska Medical Center will help the institutions to attract external research funding."

The new addition to Scott Engineering Center is intended to create modern research space conducive to collaborative research in several engineering disciplines with economic development potential.

Page 4-7 of the *Plan* outlines the following as one of the strategies for funding exemplary institutions: "The state will continue to invest monies for the ongoing and deferred repair and maintenance of existing facilities at the public institutions, and for new facilities when warranted." This project would address deferred repair needs on the UNL City Campus through renovation and replacement of existing facilities.

The University of Nebraska's geographic service area on page 7-28 of the *Plan* identifies UNL as having statewide programmatic responsibilities for engineering. UNL's role and mission assignment states on page 7-32 of the *Plan*: "UNL attracts increasing amounts of private and federal research funds, becoming more prominent in prioritized areas of research, often interdisciplinary in scope, that will advance knowledge in the field as well as meet the economic needs of the state."

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

   Yes ▧   No ☐

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

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

   Yes ▧   No ☐

   *Comments:* The following academic degree programs pertaining to this proposal were approved by the Executive Director for continuation, including date of last review:

   - Bachelor of Science (BS) in Computer Engineering (September 16, 2014);
   - BS in Civil Engineering (BSCE), Master of Science (MS), and Doctorate (PhD) in Civil Engineering

(April 27, 2017);

- BS in Chemical Engineering (BSCH), MS in Chemical Engineering, and PhD in Chemical & Biomolecular Engineering (April 27, 2017);
- BS in Construction Engineering, BS in Construction Management (BSCM), and MS in Construction Engineering & Management (April 27, 2017);
- BS in Electrical Engineering (BSEE), MS and PhD in Electrical Engineering (April 27, 2017);
- BS in Mechanical Engineering & Applied Mechanics (BSME), MS and PhD in Mechanical Engineering & Applied Mechanics (April 27, 2017); and
- Master of Engineering and PhD of Engineering (April 27, 2017).

The Commission reviews existing academic programs on a seven-year cycle.

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

High . . . . . . . . . . Low
☐ ☐ ▨ ☐ ☐

*Comments:* The Board of Regents accepted the UNL *Physical and Landscape Master Plan 2013-2022* on September 20, 2013. The *Master Plan* does not specifically address a need to renovate or replace Scott Engineering Center, Scott Engineering Link, or Nebraska Hall. Page 7 of the *Master Plan's Executive Summary* states: "The fundamental principle for growth on each campus is to concentrate activity in the core. Concentrating development helps to enable interaction and interdisciplinary collaboration, allow efficient infrastructure investments, and protect land for open space activities. The master plan sensitively locates several new building sites, expansions, and renovations within City Campus' historic academic core through redevelopment and infill. The development sites have been carefully selected and designed to reinforce and strengthen the existing pedestrian structure by framing and right-sizing landscape spaces and aligning buildings to reinforce the landscape structure of campus." The

College of Engineering Complex is located on the City Campus' northeast edge of the academic core.

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

High . . . . . . . . . Low

☐ ■ ☐ ☐ ☐

*Comments:* A 2014 Facilities Audit report identified the following:

- Scott Engineering Center – Systems requiring major renovation/replacement: Plumbing, heating, ventilating, and air-conditioning (HVAC), fire protection, lighting, and electrical. Elevators and interior finishes were identified as requiring minor renovation/repair.
- Nebraska Hall – Systems requiring major renovation/replacement: Plumbing, HVAC excluding computer room AC, fire sprinklers, electrical distribution, lighting controls, and interior doors. Elevators and interior finishes were identified as requiring minor renovation/repair.

The 2018 architectural program statement lists the following needs:

- Scott Engineering Center – HVAC and roof are beyond their useful life, undersized mechanical system limits number of research hoods. Doors, elevator equipment, and restrooms are not ADA compliant.
- Scott Engineering Link – Building envelope (roof and curtain wall system) is in poor condition, and elevator equipment is beyond its useful life.
- Nebraska Hall – Air handling units and electrical service panels, and plumbing are past their useful life. Doors, elevator equipment, and restrooms are not ADA compliant.

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

High . . . . . . . . . . Low
☐ ◼ ☐ ☐ ☐

*Comments:* Originally constructed as a factory building, Nebraska Hall does not function adequately for research or large classrooms/class labs because of structural columns spaced 16 feet on center. Partial remodeling projects have been completed over the years to incorporate limited classrooms and faculty office space for programs in the facility.

The Scott Engineering Center as currently configured does not encourage research or student collaboration. Spaces are currently isolated, hidden, and difficult to find.

Existing laser-based research equipment is difficult to use due to higher than acceptable floor vibration. The existing building structure was not designed to dampen and absorb vibrations from activities like trucks passing by on adjacent streets.

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

High . . . . . . . . . . Low
☐ ◼ ☐ ☐ ☐

*Comments:* Individual classroom, class laboratory, and office sizes were based on *University Space and Land Guidelines* with modifications as needed to meet specific needs.

Classroom Utilization – The College of Engineering Complex (Othmer/SEC/Link/Nebraska Hall) has 26 existing general-purpose classrooms controlled by the COE or University Registrar that were scheduled an average of 22.9 hours per week in the Fall 2018. Overall, 276 rooms were scheduled for classes on the UNL City Campus during this time, being scheduled an average of 16.3 hours per week. The campus-wide count includes any room that was scheduled for classes (including rooms not primarily used as a classroom such as

conference rooms, etc.). Nationally, 30 hours per week for classroom scheduling at four-year institutions is a recognized standard. The proposed project would not create additional classrooms on City Campus.

<u>Class Laboratory Utilization</u> – The College of Engineering Complex (Othmer/SEC/Link/Nebraska Hall) has 10 existing class laboratories controlled by the COE that were scheduled an average of 11.5 hours per week in the Fall 2018. Overall, 128 class laboratories were scheduled on the UNL City Campus during this time, averaging 14.0 hours per week. This compares to nationally recognized standards of 20 hours per week for class laboratory scheduling at four-year institutions. The proposed project would not create additional class laboratories on City Campus.

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

High . . . . . . . . . . Low

*Comments:* Architectural and space planning consultants worked with university staff to validate space needs and departmental space allocations. Consideration of a new addition allowed for a structural grid system that best suits spatial size and layout of individual spaces, while also promoting future flexibility.

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

High . . . . . . . . . . Low

*Comments:* The needs outlined in this proposal would meet the needs of existing programs as presently offered. The College of Engineering (COE) has seen significant enrollment growth in the past ten years with combined undergraduate and graduate headcount increasing from 3,250 to 4,350 on all three campuses. COE research expenditures have also increased over the past 10 years from $31 million to $35 million. The college is committed

to continuing this growth over the long-term.

Regarding specific College of Engineering programs located in Nebraska Hall, Scott Engineering Center/Link, and Othmer Hall on the UNL City Campus: enrollment has grown from 2,067 to 2,122 undergraduate and graduate headcount over the past five years.

| Engr. Students by Depart. Located in Nebr. Hall, SEC Link, SEC, & Othmer Hall* | Student Enrollment by Academic Year | | | | |
|---|---|---|---|---|---|
| | **2014** | **2015** | **2016** | **2017** | **2018** |
| Undergraduate HC | 1,619 | 1,670 | 1,711 | 1,704 | 1,673 |
| Graduate-Masters HC | 180 | 188 | 189 | 184 | 190 |
| Graduate-Doctoral HC | 268 | 267 | 281 | 287 | 259 |
| *Total HC* | *2,067* | *2,125* | *2,181* | *2,175* | *2,122* |
| *Total FTE* | *1,922* | *1,955* | *1,984* | *2,023* | *1,952* |

\* Includes Architectural & Construction, Chemical & Biomolecular, Civil & Environmental, Electrical & Computer, and Mechanical & Materials Engineering, Construction Management, and undeclared engineering students.

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

High . . . . . . . . . . Low
■ ☐ ☐ ☐ ☐

*Comments:* The University has stated that no additional state appropriations will be requested for increased facility operating and maintenance (O&M) costs resulting from this project. UNL would reallocate existing institutional revenues to fund facility O&M costs associated with the addition to Scott Engineering Center.

The University also stated that no additional state appropriations would be requested for construction or facility O&M for Phase II that would add on to Othmer Hall.

**Committee Draft**
*September 18, 2019*

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

High . . . . . . . . . Low

▨ ☐ ☐ ☐ ☐

*Comments:* The University explored several alternatives to address the overall needs of the College of Engineering. One alternative would be to construct a new facility that would house all COE programs. This option would have greatly increased costs and required relocation of the college to a less central site. Relocation of non-engineering departments from Nebraska Hall and Scott Engineering Center was also considered; however, this option would be disruptive to non-COE users and likely not result in cost savings.

The University stated that demolition of the existing Link and construction of an addition creates needed swing space for a more efficient renovation of Scott Engineering Center (SEC). A proposed new mechanical tower to SEC allows for phasing of mechanical systems during renovation with less disruption and minimizing the number of construction phases.

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

High . . . . . . . . . Low

☐ ▨ ☐ ☐ ☐

*Comments:* No cost savings would be realized by this proposal. Modern instructional and research facilities for UNL's engineering programs would provide an asset in recruiting students to campus, seeking research grant funding, and creating the potential to improve Nebraska's work force and economic development opportunities.

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

High . . . . . . . . . Low

▨ ☐ ☐ ☐ ☐

*Comments:* **Construction Costs -** The University estimate to design, construct, and equip renovation and replacement space in Scott Engineering Center/Link and Nebraska Hall is $75,456,000 ($121/gsf). Commission staff's estimate of the total project cost is $76,048,800

($122/gsf) for construction of "green" college laboratory space per *R.S. Means Square Foot Costs* modified to account for local conditions. The University's estimate is $592,800 (0.8%) lower than Commission staff's estimate. The minimal difference between these estimates is in construction costs.

**Operating and Maintenance Costs -** The University has stated that no incremental increase in state appropriations will be requested for facility operating and maintenance (O&M) costs. The University stated that an estimated increase of $1,097,000/year in facility O&M costs for the increased size of the SEC addition/link would be funded from reallocated institutional funds. Commission staff concurs with this assessment.

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

High . . . . . . . . . Low
☑ ☐ ☐ ☐ ☐

*Comments:* Equal amounts of State appropriations and student tuition would be used to finance long-term bonds that would provide $70.0 million in funding for this proposal. An additional $5.456 million in private donations would also be used. The use of State funds to renovate and replace instructional and research space is appropriate.

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

Yes          No
☑            ☐

*Comments:* This project will not unnecessarily duplicate existing UNL instructional or research space.

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

High . . . . . . . . . Low
☐ ☑ ☐ ☐ ☐

*Comments:* The primary purpose of this project is to improve the quality of existing academic and research space for programs in the Scott Engineering Center and

Link. Some additional shell space would be created in the Scott Engineering Center that would allow for increased research as grant activity increases.

**COMMISSION ACTION AND COMMENTS:**

Approve    Disapprove

*Action:* Pursuant to the Nebr. Rev. Stat. § 85-1414, the **staff** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska-Lincoln's proposal to utilize State appropriations to renovate and add to the Scott Engineering Center and compete fire & life safety and accessibility work to Nebraska Hall as outlined in the architectural program statement, along with supplemental information provided.

*Comments:* Deficiencies in the Scott Engineering Center, Scott Engineering Link, and Nebraska Hall are well documented and evident, decreasing the effectiveness of instruction and research for those programs and departments in these aging facilities. This project allows for modernized research space and creates collaboration/study spaces within the College of Engineering complex that is currently very limited.

*COMMUNITY COLLEGE*
*GAP ASSISTANCE PROGRAM*

2018-19 Annual Report

# COMMISSIONERS

# Introduction

___

The Community College Gap Assistance program was established by the Nebraska Legislature in 2015 to address identified skilled workforce shortages.  The program provides financial aid to low-income community college students enrolled in credit or non-credit programs of study that prepare them for jobs in high-need fields but are not eligible for Pell or state Nebraska Opportunity Grants, which serve only students enrolled in for-credit courses leading to certificates or degrees.  The for-credit option was added in September 2019 with the passage of LB 180.  The Gap Assistance program addresses an identified affordability and workforce preparation "gap."

STUDENT ELIGIBILITY
Pursuant to Neb. Rev. Stat. § 85-2003, to be eligible for community college Gap Assistance, an applicant:
  a)  Must have a family income which is at or below two hundred fifty percent of the U.S. Department of Health and Human Services income poverty guidelines; and
  b)  Shall be a resident of Nebraska as provided in Neb. Rev. Stat. § 85-502.

Applicants must complete an initial assessment, administered by their community colleges in accordance with Neb. Rev. Stat. § 85-2007, to determine the applicants' readiness to complete a Gap Assistance program of study. The community colleges shall make the determination of readiness based on:
  a)  The ability to be accepted into and complete a Gap program of study;
  b)  The ability to be accepted into and complete a postsecondary certificate, diploma, or degree program for credit;
  c)  The ability to obtain full-time employment; and
  d)  The ability to maintain full-time employment over time.

ELIGIBILE STUDENT COSTS
Pursuant to Neb. Rev. Stat. § 85-2006 eligible student costs include, but are not limited to:
  a)  Tuition;
  b)  Direct training costs;
  c)  Required books and equipment; and
  d)  Fees, including, but not limited to, fees for industry testing services and background check services.

ELIGIBILE COMMUNITY COLLEGE COSTS
Pursuant to Neb. Rev. Stat. § 85-2009 community colleges may use part of their allocation to assist in defraying the costs of direct staff support services, including, but not limited to, marketing, outreach, applications, interviews, and assessments.  The amount of such administrative assistance is as follows:
  a)  Up to twenty (20) percent of any amount allocated for such purposes to the two smallest community colleges;
  b)  Up to ten (10) percent of any such amount to the two largest community colleges; and
  c)  Up to fifteen (15) percent of any such amount to the remaining two community colleges.

ELIGIBILE PROGRAMS

A Gap Assistance program of study means a program offered by a community college that (a) either (i) is not offered for credit and has a duration of not less than sixteen contact hours in length, or (ii) is offered for credit but is of insufficient clock, semester, or quarter hours to be eligible for Federal Pell Grants, and (b) does any of the following:
- Offers a state, national, or locally recognized certificate;
- Offers preparation for a professional examination or licensure;
- Provides endorsement for an existing credential or license;
- Represents recognized skill standards defined by an industrial sector; or
- Offers similar credential or training.

A Gap Assistance program of study offered by a community college must also be aligned with training programs with stackable credentials that lead to a program awarding either college credit, an associate's degree, a diploma, or a certificate in an in-demand occupation. The aligned training program can be either for credit or non-credit.

In-demand occupations must be in one of the following areas:
- Financial services;
- Transportation, warehousing, and distribution logistics;
- Precision metals manufacturing;
- Biosciences;
- Renewable energy;
- Agriculture and food processing;
- Business management and administrative services;
- Software and computer services;
- Research, development, and engineering services;
- Health services;
- Hospitality and tourism;
- Construction; and
- Any other industry designated as an in-demand occupation by the committee.

GAP ASSISTANCE FUNDING

As required by Neb. Rev. Stat. § 9-812[5][c], funding for the Gap Assistance program is provided through a quarterly transfer of 9% from the Education Improvement fund, which receives 44.5% of lottery proceeds. The first transfer to the Gap Assistance program took place in October 2016, with the first transfer to the community colleges occurring shortly after.

GAP ASSISTANCE REPORTING

The Nebraska Community College Student Performance and Occupational Education Grant Committee provides direction for the Gap Assistance program, and the Coordinating Commission for Postsecondary Education administers the program. At the direction of the committee, community colleges are required to report basic demographic, program, and employment data for each participant to gauge the effectiveness of the Gap Assistance program.

# Summary

The third year of the Gap Assistance program shows a continued increase in both applications and participants accepted into the program.  Metropolitan Community College led the way with 49% of the total number of approved participants in 2018-19 followed by Central Community College with 13%.

| Training Status (as of fiscal year end) | 2016-17 | 2017-18 | 2018-2019 | Cumulative |
|---|---|---|---|---|
| Number of Completed Applications | 144 | 187 | 278 | 609 |
| Number of Approved Participants | 127 | 175 | 252 | 554 |

| Training Status (as of June 30, 2019) | CCC | MCC | MPCC | NECC | SCC | WNCC | Total |
|---|---|---|---|---|---|---|---|
| Number of Completed Applications | 120 | 225 | 44 | 85 | 90 | 45 | 609 |
| Number of Approved Participants | 104 | 225 | 26 | 78 | 78 | 43 | 554 |
| **As of June 30, 2019** | | | | | | | |
| Total Allocation | $586,482 | $1,492,281 | $250,893 | $478,107 | $1,245,512 | $264,521 | $4,317,796 |
| Remaining Balance | $199,617 | $691,486 | $176,899 | $363,152 | $1,057,242 | $204,927 | $2,693,323 |

As of August 8, 2019, there were 304 approved programs in the 12 in-demand occupational areas eligible for Gap Assistance funding [See Appendix 1].  Health services and precision metals manufacturing were the most utilized programs in FY2018-19 followed by transportation, warehousing, and distribution logistics programs.  [See Table 5 for FY2018-19 figures and Table 13 for cumulative figures.]

Of the 252 approved participants of the Gap Assistance program during FY2018-19, 150 (59.5%) were male and 102 (40.5%) were female compared to FY2017-18 when 69.1% were male and 30.9% were female.  Males 26-30 years of age and females 21-25 years of age took the greatest advantage of the program during its third year.  [See Table 7 for FY2018-19 figures and Table 15 for cumulative figures.]

The top in-demand fields of male participants during FY2018-19 were transportation, warehousing, and distribution logistics; and precision metals manufacturing.  The top in-demand field for female participants for the third year in a row was health services.  [See Table 8 for FY2018-19 figures and Table 16 for cumulative figures.]

Of the approximately $747,100 in direct costs incurred by the community colleges during FY2018-19, 80% was used for tuition, 18% was used for direct training costs, 2% was used for books and equipment, and <1% was used for fees.  This compares with the first year of the program when $175,377 of costs were incurred and 59% was used for tuition, 30% was used for direct training costs, 10% was used for books and equipment, and 1% was used for fees.

## Table 1:  Gap Assistance Program Summary
## All Community Colleges - 2018-19

| Fiscal Year Budget | |
|---|---|
| Carry Forward from Prior Fiscal Year | $2,065,899 |
| Current Year Allocation | $1,458,200 |
| Total Available for Current Fiscal Year | $3,524,099 |

| Line Item Expenses | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Year End Total |
|---|---|---|---|---|---|
| **Direct Costs:** | | | | | |
| Tuition | $215,791 | $103,790 | $88,832 | $146,250 | $554,663 |
| Direct training costs | $13,176 | $24,463 | $15,737 | $88,284 | $141,660 |
| Required books and equipment | $6,629 | $2,739 | $5,497 | $6,561 | $21,426 |
| Fees | $188 | ($11) | $258 | $767 | $1,202 |
| Subtotal | $235,785 | $130,981 | $110,323 | $241,862 | $718,951 |
| **Administrative Costs:** | | | | | |
| Staff support/admin | $29,409 | $32,780 | $23,969 | $25,667 | $111,825 |
| Total | $265,194 | $163,761 | $134,292 | $267,530 | $830,776 |
| Carried Forward to Next Fiscal Year | | | | | $2,693,323 |

| Training Status | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Year End * |
|---|---|---|---|---|---|
| Number of Completed Applications | 73 | 21 | 91 | 93 | 278 |
| Number of Approved Participants | 71 | 19 | 82 | 80 | 252 |
| Status of Approved Participants | | | | | |
| Waiting to Participate | 7 | 6 | 5 | 10 | 19 |
| Enrolled, not completed | 36 | 9 | 50 | 26 | 40 |
| Completed Training | 51 | 35 | 24 | 87 | 197 |
| Completion Rate (cumulative) | 82% | 85% | 73% | 87% | 83% |
| Did Not Complete Training | 11 | 6 | 9 | 13 | 39 |

* As of June 30, 2019

| Employment Status | Year End Total |
|---|---|
| New Employment within their Field | 68 |
| Retained Employment | 51 |
| Unemployed but Continuing Further Education | 8 |
| Looking for Work/Unemployed | 5 |
| Deceased | 0 |
| No Response/Unable to Contact | 65 |
| | |
| Overall Employment Rate of Respondents * | 96% |
| Overall New Employment Rate of Respondents * | 55% |

*  Employment rate based on program completers who responded to survey attempts and are not continuing with further education. Actual employment rates may be higher or lower than indicated in the table.

## Table 2:  Gap Assistance Program Summary
## by College - 2018-19

| College | Fiscal Year Allocation | Available Funds * | Total Expenditures | Completed Applications | Approved Participants |
|---|---|---|---|---|---|
| Central Community College | $201,261 | $359,936 | $160,319 | 44 | 33 |
| Metropolitan Community College | $512,309 | $1,199,232 | $507,746 | 123 | 123 |
| Mid-Plains Community College | $77,183 | $221,602 | $44,703 | 28 | 15 |
| Northeast Community College | $163,537 | $399,570 | $36,418 | 26 | 25 |
| Southeast Community College | $415,995 | $1,115,873 | $58,631 | 28 | 28 |
| Western Nebraska Community College | $87,915 | $227,886 | $22,959 | 29 | 28 |
| Total | $1,458,200 | $3,524,099 | $830,776 | 278 | 252 |

*Available funds include unspent funds from prior fiscal years.

## Table 3:  Gap Assistance Program Expenditures
## by College - 2018-19

| College | Tuition | Direct Training Costs | Books and Equipment | Fees | Staff Support & Admin. |
|---|---|---|---|---|---|
| Central Community College | $0 | $132,500 | $0 | $203 | $27,616 |
| Metropolitan Community College | $445,012 | $0 | $11,503 | $0 | $51,231 |
| Mid-Plains Community College | $30,207 | $2,210 | $5,068 | $0 | $7,218 |
| Northeast Community College | $31,805 | $0 | $2,536 | $999 | $1,078 |
| Southeast Community College | $26,645 | $6,950 | $1,097 | $0 | $23,939 |
| Western Nebraska Community College | $20,994 | $0 | $1,222 | $0 | $743 |
| Total | $554,663 | $141,660 | $21,426 | $1,202 | $111,825 |

## Table 4:  Gap Assistance Program Completers
## by College - 2018-19

| College | Completed Training * | Did Not Complete | Completion Rate | Cost per Completion |
|---|---|---|---|---|
| Central Community College | 40 | 6 | 87% | $4,008 |
| Metropolitan Community College | 93 | 23 | 80% | $5,460 |
| Mid-Plains Community College | 10 | 1 | 91% | $4,470 |
| Northeast Community College | 22 | 1 | 96% | $1,655 |
| Southeast Community College | 17 | 4 | 81% | $3,449 |
| Western Nebraska Community College | 15 | 4 | 79% | $1,531 |
| Total | 197 | 39 | 83% | $4,217 |

* As of June 30, 2019.  Does not include students enrolled but not completed as of June 30, 2019.

**Table 5:  Gap Assistance  Program Approved Participants
In-Demand Programs of Study Enrolled - 2018-19**



| AGR | Agriculture and food processing | HLS | Health services |
|---|---|---|---|
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

**Table 6:  Gap Assistance Program Completed Participants
In-Demand Programs of Study Completed - 2018-19**



| AGR | Agriculture and food processing | HLS | Health services |
|---|---|---|---|
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

## Table 7:  Gap Assistance Program Approved Participants by Age and Gender - 2018-19
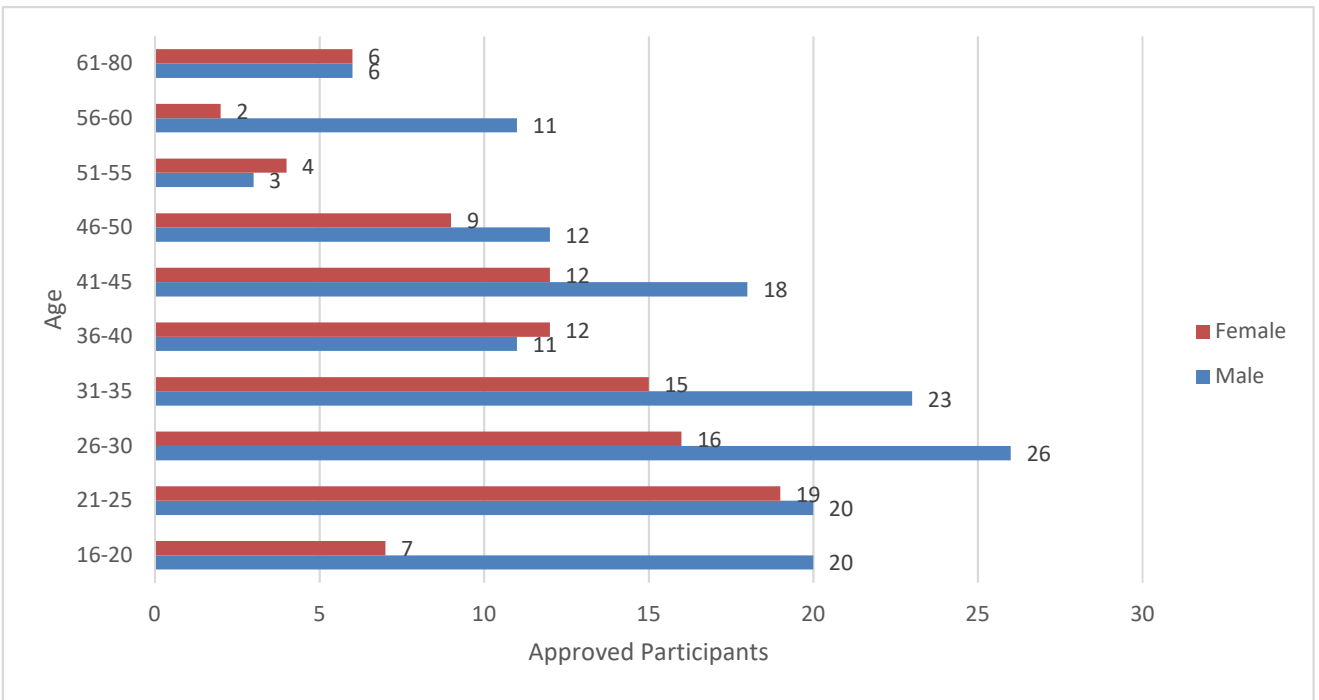


## Table 8:  Gap Assistance Program Approved Participants In-Demand Field by Gender - 2018-19



| AGR | Agriculture and food processing | HLS | Health services |
|-----|--------------------------------|-----|-----------------|
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

### Table 9:  Gap Assistance Program Summary
### All Community Colleges - Cumulative

| Fiscal Year Budget | 2016-17 | 2017-18 | 2018-2019 | 2019-20 | 2020-21 | Cumulative |
|---|---|---|---|---|---|---|
| Total Appropriated | $1,463,247 | $1,464,827 | $1,466,290 | | | $4,394,364 |
| CCPE Administrative Costs | $49,651 | $17,158 | $9,137 | | | $75,946 |
| Allocated to Community Colleges | $1,413,596 | $1,446,000 | $1,458,200 | | | $4,317,796 |

| Line Item Expenses | 2016-17 | 2017-18 | 2018-2019 | 2019-20 | 2020-21 | Cumulative |
|---|---|---|---|---|---|---|
| **Direct Costs:** | | | | | | |
| Tuition | $97,482 | $228,483 | $554,663 | $0 | $0 | $880,628 |
| Direct training costs | $75,711 | $130,984 | $141,660 | $0 | $0 | $348,355 |
| Required books and equipment | $38,551 | $14,765 | $21,426 | $0 | $0 | $74,742 |
| Fees | $2,479 | $988 | $1,202 | $0 | $0 | $4,669 |
| Subtotal | $214,223 | $375,220 | $718,951 | $0 | $0 | $1,308,394 |
| **Administrative Costs:** | | | | | | |
| Staff support/admin | $97,156 | $107,098 | $111,825 | $0 | $0 | $316,079 |
| Total | $311,379 | $482,318 | $830,776 | $0 | $0 | $1,624,473 |

| Training Status (as of fiscal year end) | 2016-17 | 2017-18 | 2018-2019 | 2019-20 | 2020-21 | Cumulative |
|---|---|---|---|---|---|---|
| Number of Completed Applications | 144 | 187 | 278 | | | 609 |
| Number of Approved Participants | 127 | 175 | 252 | | | 554 |
| Status of Approved Participants | | | | | | |
| Waiting to Participate | 4 | 10 | 19 | | | 25 |
| Enrolled, not completed | 33 | 42 | 40 | | | 44 |
| Completed Training | 72 | 122 | 197 | | | 391 |
| Completion Rate | 77% | 76% | 83% | | | 80% |
| Did Not Complete Training | 21 | 39 | 39 | | | 99 |

| Employment Status | Cumulative |
|---|---|
| New Employment within their Field | 114 |
| New Employment outside their Field | 13 |
| Retained Employment | 93 |
| Unemployed but Continuing Further Education | 30 |
| Looking for Work/Unemployed | 22 |
| Deceased | 0 |
| No Response/Unable to Contact | 132 |
| Overall Employment Rate of Respondents * | 90% |
| Overall New Employment Rate of Respondents * | 50% |

*  Employment rate based on program completers who responded to survey attempts and are not continuing with further education. Actual employment rates may be higher or lower than indicated in the table.

### Table 10:  Gap Assistance Program Summary
### by College - Cumulative

| College | Cumulative Allocation | Total Expenditures | Remaining Funds* | Completed Applications | Approved Participants | Completed Training ** |
|---|---|---|---|---|---|---|
| Central Community College | $586,482 | $386,865 | $199,617 | 120 | 104 | 75 |
| Metropolitan Community College | $1,492,281 | $800,795 | $691,486 | 225 | 225 | 170 |
| Mid-Plains Community College | $250,893 | $73,994 | $176,899 | 44 | 26 | 12 |
| Northeast Community College | $478,107 | $114,955 | $363,152 | 85 | 78 | 59 |
| Southeast Community College | $1,245,512 | $188,270 | $1,057,242 | 90 | 78 | 51 |
| Western Nebraska Community College | $264,521 | $59,594 | $204,927 | 45 | 43 | 24 |
| Total | $4,317,796 | $1,624,473 | $2,693,323 | 609 | 554 | 391 |

* Remaining funds include unspent funds from prior fiscal years.

** As of June 30, 2019.  Does not include students enrolled but not completed as of June 30, 2019.

### Table 11:  Gap Assistance Program Expenditures
### by College - Cumulative

| College | Tuition | Direct Training Costs | Books and Equipment | Fees | Staff Support & Admin. | Total Expenditures |
|---|---|---|---|---|---|---|
| Central Community College | $0 | $301,275 | $0 | $353 | $85,237 | $386,865 |
| Metropolitan Community College | $591,097 | $8,431 | $53,411 | $350 | $147,506 | $800,795 |
| Mid-Plains Community College | $47,392 | $2,210 | $9,467 | $0 | $14,925 | $73,994 |
| Northeast Community College | $94,380 | $1,316 | $6,393 | $3,966 | $8,900 | $114,955 |
| Southeast Community College | $92,327 | $35,123 | $3,433 | $0 | $57,387 | $188,270 |
| Western Nebraska Community College | $55,432 | $0 | $2,038 | $0 | $2,124 | $59,594 |
| Total | $880,628 | $348,355 | $74,742 | $4,669 | $316,079 | $1,624,473 |

### Table 12:  Gap Assistance Program Completers
### by College - Cumulative

| College | Completed Training * | Did Not Complete | Completion Rate | Total Expenditures | Cost per Completion |
|---|---|---|---|---|---|
| Central Community College | 75 | 23 | 77% | $386,865 | $5,158 |
| Metropolitan Community College | 170 | 42 | 80% | $800,795 | $4,711 |
| Mid-Plains Community College | 12 | 4 | 75% | $73,994 | $6,166 |
| Northeast Community College | 59 | 13 | 82% | $114,955 | $1,948 |
| Southeast Community College | 51 | 11 | 82% | $188,270 | $3,692 |
| Western Nebraska Community College | 24 | 6 | 80% | $59,594 | $2,483 |
| Total | 391 | 99 | 80% | $1,624,473 | $4,155 |

* As of June 30, 2019.  Does not include students enrolled but not completed as of June 30, 2019.

**Table 13:  Gap Assistance  Program <u>Approved</u> Participants**
**In-Demand Programs of Study Enrolled - Cumulative**



| AGR | Agriculture and food processing | HLS | Health services |
|-----|--------------------------------|-----|-----------------|
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

**Table 14:  Gap Assistance Program <u>Completed</u> Participants**
**In-Demand Programs of Study Completed - Cumulative**



| AGR | Agriculture and food processing | HLS | Health services |
|-----|--------------------------------|-----|-----------------|
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

**Table 15: Gap Assistance Program Approved Participants
by Age and Gender - Cumulative**
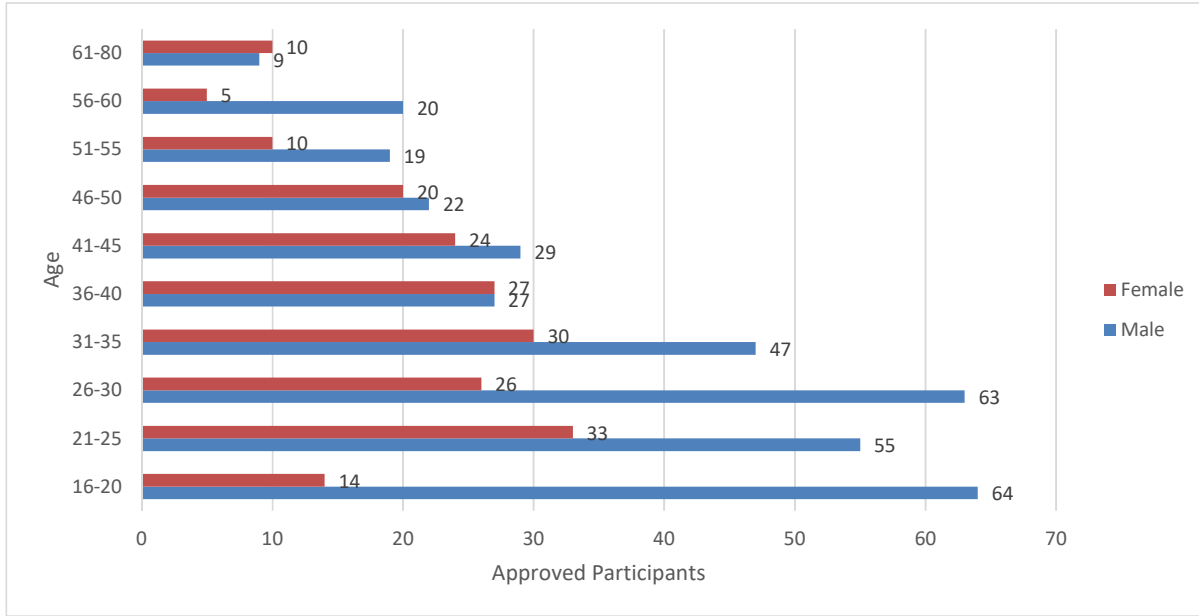


**Table 16: Gap Assistance Program Approved Participants
In-Demand Field by Gender - Cumulative**



| AGR | Agriculture and food processing | HLS | Health services |
|-----|--------------------------------|-----|-----------------|
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

# Approved Gap Assistance Programs of Study
## As of July 26, 2019

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Program Hours | Weeks |
|---|---|---|---|---|---|
| CCC | 200 Hour English, Math, Writing, Computer | Agriculture and food processing | 200 | | |
| CCC | 400 Hour English, Math, Writing, Computer | Agriculture and food processing | 400 | | |
| CCC | 600 Hour English, Math, Writing, Computer | Agriculture and food processing | 600 | | |
| CCC | Intro to Microsoft Office | Business management and administrative services | 40 | | |
| CCC | Micro Soft Office/Leadership Series | Business management and administrative services | 80 | | |
| MCC | Agile Project Management Program | Business Management and Administrative Services | 117 | | |
| MCC | Associate Project Manager | Business management and administrative services | 140 | | |
| MCC | Associate Project Manager + Workplace Communications | Business management and administrative services | 163 | | |
| MCC | Project Manager Professional | Business management and administrative services | 171 | | |
| MPCC | Accounting Fundamentals | Business management and administrative services | 24 | | |
| MPCC | Accounting Fundamentals II | Business management and administrative services | 24 | | |
| MPCC | Administrative Assistant with Accounting Emphasis | Business management and administrative services | 144 | | |
| MPCC | Administrative Assistant Non Profit Management Emphasis | Business management and administrative services | 935 | | |
| MPCC | Administrative Professional with Microsoft Office 2007 Master | Business management and administrative services | 340 | | |
| MPCC | Administrative Professional with Microsoft Office 2010 Master | Business management and administrative services | 380 | | |
| MPCC | Administrative Professional with Microsoft Office 2013 Master | Business management and administrative services | 445 | | |
| MPCC | Advanced Paralegal Certificate | Business management and administrative services | 50 | | |
| MPCC | Building Teams that Work | Business management and administrative services | 24 | | |
| MPCC | Business Coaching Certificate | Business management and administrative services | 32 | | |
| MPCC | Administrative Assistant (Customer Service, Basic Computers, Basic Microsoft Office, Business Math/Calculators) | Business management and administrative services | 30 | | |
| MPCC | Medical Administrative Assistant (Medical Admin Assistant with Electronics Health Record Software bundled with Basic QuickBooks) (hybred course) | Business management and administrative services | 291 | | |
| MPCC | Certificate in Accounting & Finance for Non-Financial Managers | Business management and administrative services | 48 | | |
| MPCC | Certificate in Business Writing | Business management and administrative services | 48 | | |
| MPCC | Certificate in Non Profit Administration | Business management and administrative services | 48 | | |
| MPCC | Certificate in Office Operations | Business management and administrative services | 48 | | |
| MPCC | Certificate in Presentation Media | Business management and administrative services | 48 | | |
| MPCC | Certificate in Project Management | Business management and administrative services | 48 | | |
| MPCC | Certificate in Workplace Communication | Business management and administrative services | 56 | | |
| MPCC | Certified Bookkeeper | Business management and administrative services | 140 | | |
| MPCC | Employment Law Certificate Course | Business management and administrative services | 45 | | |
| MPCC | Entrepreneurship Certificate | Business management and administrative services | 48 | | |
| MPCC | Legal Investigation Certificate | Business management and administrative services | 60 | | |
| MPCC | Legal Secretary Certificate | Business management and administrative services | 42 | | |
| MPCC | National Career Readiness Certificate | Business management and administrative services | 120 | | |
| MPCC | Paralegal Certificate | Business management and administrative services | 90 | | |
| MPCC | Payroll Practice and Management | Business management and administrative services | 80 | | |
| MPCC | Professional Bookkeeping with QuickBooks 2012 | Business management and administrative services | 30 | | |
| MPCC | Professional Bookkeeping with QuickBooks 2013 | Business management and administrative services | 140 | | |
| MPCC | Professional Bookkeeping with QuickBooks 2015 | Business management and administrative services | 140 | | |
| MPCC | Project Management Essentials w/Certified Associate in Project Management Certification | Business management and administrative services | 60 | | |
| MPCC | Records Management Certificate | Business management and administrative services | 180 | | |
| MPCC | Social Media for Business Certificate | Business management and administrative services | 48 | | |
| MPCC | Supervisory and Leadership Certificate | Business management and administrative services | 32 | | |
| NECC | Administrative Assistant | Business management and administrative services | 30 | | |
| NECC | Entrepreneurship | Business management and administrative services | 24 | | |
| SECC | Leadership Success Certificate | Business management and administrative services | 40 | | |
| SECC | Leadership Success Certificate | Business management and administrative services | 41 | | |
| SECC | Green Belt with Leadership Success Certificate | Business management and administrative services | 104 | | |
| SECC | Leadership Success Certificate and Microsoft Applications Basic and Intermediate | Business management and administrative services | 78 | | |
| SECC | LEAN Manufacturing with Fiber Optics Systems and six sigma green belt certification | Business management and administrative services | 143 | | |
| SECC | Lean Transactional Training | Business management and administrative services | 24 | | |
| SECC | Six Sigma Green Belt Certification | Business management and administrative services | 63 | | |
| WNCC | Microsoft Office Specialist Certification Prep | Business management and administrative services | 80 | | |
| CCC | Concrete Finishing Certificate | Construction | 56 | | |
| CCC | Concrete Refinisher | Construction | 40 | | |
| CCC | Concrete Refinisher | Construction | 32 | | |
| CCC | Concrete Refinisher/Forklift Training | Construction | 46 | | |
| CCC | Concrete Refinisher/Forklift Training | Construction | 38 | | |
| CCC | Residential Wiring Certificate | Construction | | 12 | 14 |
| MCC | Carpet Floor Installer | Construction | 52 | | |
| MCC | Commercial Custodian Certificate | Construction | 44 | | |
| MCC | Commercial Roofing Technician Certificate | Construction | 40 | | |
| MCC | Facilities Maintenance Technician Certificate | Construction | 104 | | |
| MCC | Hard Surface Floor Installer | Construction | 56 | | |
| MCC | Landscaping Professional | Construction | 50 | | |
| MCC | Professional Floor Installation Technician | Construction | 98 | | |
| MCC | Sheet Metal Program | Construction | 100 | | |

# Approved Gap Assistance Programs of Study
## As of July 26, 2019

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Program | |
|---|---|---|---|---|---|
| | | | | Hours | Weeks |
| MPCC | Concrete in Practice | Construction | 36 | | |
| MPCC | Plumbing Apprenticeship Certificate | Construction | 47 | | |
| SECC | Concrete in Practice | Construction | 34 | | |
| MCC | Insurance Producer Career Placement Program:  Life & Health | Financial services | 58 | | |
| MCC | Insurance Producer Career Placement Program | Financial Services | 100 | | |
| MPCC | Charter Tax Professional | Financial services | 180 | | |
| CCC | Nurse Assisting | Health Services | 76 | | |
| CCC | Medication Aide | Health Services | 40 | | |
| CCC | Basic Healthcare Pathway (Nurse Assisting and Medication Aide) | Health Services | 116 | | |
| MCC | Certified Electronic Health Records Specialist | Health services | 120 | | |
| MCC | Youth Industry Certificate | Health Services | 20 | | |
| MPCC | Administrative Dental Assistant | Health services | 150 | | |
| MPCC | Advanced Coding for the Physician's Office | Health services | 100 | | |
| MPCC | Advanced Hospital Coding and CCS Prep | Health services | 80 | | |
| MPCC | Certified National Pharmaceutical Representative | Health services | 90 | | |
| MPCC | Clinical Dental Assistant | Health services | 240 | | |
| MPCC | COMPTIA Healthcare IT Technician | Health services | 80 | | |
| MPCC | COMPTIA Healthcare IT Technician (Voucher Included) | Health services | 80 | | |
| MPCC | Explore a Career in Medical Coding | Health services | 24 | | |
| MPCC | Legal Nurse Consultant Training Course | Health services | 42 | | |
| MPCC | Medical Administrative Assistant | Health services | 200 | | |
| MPCC | Medical Coding and Billing | Health services | 638 | | |
| MPCC | Medical Transcription & Editing | Health services | 640 | | |
| MPCC | Optician Certification Training | Health services | 150 | | |
| MPCC | Pharmacy Technician | Health services | 285 | | |
| MPCC | Pharmacy Technician | Health services | 330 | | |
| MPCC | Physical Therapy Aide | Health services | 150 | | |
| MPCC | Spanish for Medical Professionals | Health services | 16 | | |
| NECC | Certified Pharmacy Technician Exam Preparation | Health services | 16 | | |
| NECC | CNA (Certified Nurse Aide) | Health services | 76 | | |
| NECC | Emergency Medical Responder | Health services | 60 | | |
| NECC | Emergency Medical Responder Technician | Health services | 127 | | |
| NECC | EMT I and EMT II | Health services | 158 | | |
| NECC | Healthcare Aide | Health services | 121 | | |
| NECC | Healthcare Aide - Lapsed CNA License | Health services | 49 | | |
| NECC | Medication Aide | Health services | 45 | | |
| SECC | LPN C Course (upgrade in pay if completed) | Health Services | 70 | | |
| SECC | LPN Refresher and RN/LPN Clinical Course | Health Services | 200 | | |
| SECC | LPN Refresher and RN/LPN Clinical Course and Leadership Success Certificate | Health Services | 240 | | |
| SECC | LPN Refresher Course (renew license) | Health Services | 110 | | |
| SECC | Medication Aide | Health Services | 100 | | |
| SECC | Paramedic Refresher (renew license) | Health Services | 40 | | |
| SECC | RN Refresher Course (renew license) | Health Services | 120 | | |
| SECC | RN/LPN Clinical | Health services | 90 | | |
| WNCC | Basic Nursing Assistant Training | Health services | 80 | | |
| WNCC | Basic Nursing Assistant Training and Medication Aide | Health services | 120 | | |
| WNCC | Emergency Medical Technician | Health services | 152 | | |
| WNCC | Medical Assisting | Health services | 345 | | |
| WNCC | Medical Assisting | Health services | 375 | | |
| WNCC | Pharmacy Technician Certification Prep | Health services | 68 | | |
| MCC | Culinary Workforce Training Program | Hospitality and tourism | 411 | | |
| MPCC | Certificate in Customer Service | Hospitality and tourism | 32 | | |
| MPCC | Certified Global Business Professional | Hospitality and tourism | 160 | | |
| MPCC | eMarketing Essentials Certificate | Hospitality and tourism | 48 | | |
| MPCC | Food and Customer Service Skills Training Certificate Program | Hospitality and tourism | 120 | | |
| MPCC | Mobile Marketing Certificate | Hospitality and tourism | 48 | | |
| MPCC | Online Marketing  Certified Associate: Content Marketing | Hospitality and tourism | 70 | | |
| MPCC | Online Marketing  Certified Associate: Conversion Optimization Associate | Hospitality and tourism | 105 | | |
| MPCC | Online Marketing  Certified Associate: Display Advertising Associate | Hospitality and tourism | 60 | | |
| MPCC | Online Marketing  Certified Associate: Email Marketing Associate | Hospitality and tourism | 70 | | |
| MPCC | Online Marketing  Certified Associate: Mobile Marketing Associate | Hospitality and tourism | 105 | | |
| MPCC | Online Marketing  Certified Associate: Pay Per Click Associate | Hospitality and tourism | 110 | | |
| MPCC | Online Marketing  Certified Associate: Search Engine Optimization Associate | Hospitality and tourism | 110 | | |
| MPCC | Online Marketing  Certified Associate: Social Media Associate | Hospitality and tourism | 110 | | |
| MPCC | Travel Agent Training | Hospitality and tourism | 250 | | |
| MPCC | Video Marketing Certificate | Hospitality and tourism | 32 | | |
| NECC | Food Service and Dietary Management Certificate | Hospitality and tourism | 26 | | |

# Approved Gap Assistance Programs of Study
## As of July 26, 2019

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Program | |
|---|---|---|---|---|---|
| | | | | Hours | Weeks |
| CCC | 10 Hour OSHA General Industry and Forklift | Precision metals manufacturing | 16 | | |
| CCC | 24 Hour Hazwoper | Precision metals manufacturing | 24 | | |
| CCC | 30 hour OSHA Construction 29 CFR 1926 | Precision metals manufacturing | 30 | | |
| CCC | 30 Hour OSHA General Industry 29 CFR 1910 | Precision metals manufacturing | 30 | | |
| CCC | 40 hour Emergency Response | Precision metals manufacturing | 40 | | |
| CCC | Advanced Programmable Logic Controls | Precision metals manufacturing | 24 | | |
| CCC | Basic and Electrical Pneumatics | Precision metals manufacturing | 32 | | |
| CCC | Basic Electrical | Precision metals manufacturing | 24 | | |
| CCC | Basic Programmable Logic Controls RS 500 | Precision metals manufacturing | 24 | | |
| CCC | Basic RS 5000 logic PLC | Precision metals manufacturing | 24 | | |
| CCC | Basic Welding Training | Precision metals manufacturing | 120 | | |
| CCC | Basic Welding Training & Basic Welding Training Level II | Precision metals manufacturing | 200 | | |
| CCC | Basic Welding Training Level II | Precision metals manufacturing | 80 | | |
| CCC | General Manufacturing Certificate | Precision metals manufacturing | | 12 | 14 |
| CCC | Industrial Maintenance Series | Precision metals manufacturing | 120 | | |
| CCC | Industrial Technology Certificate | Precision metals manufacturing | | 14 | 14 |
| CCC | Intro to Technical Diagrams | Precision metals manufacturing | 16 | | |
| CCC | Intro to Welding & Blueprint Reading | Precision metals manufacturing | 96 | | |
| CCC | Leadership Series | Precision metals manufacturing | 56 | | |
| CCC | Mechanical Systems | Precision metals manufacturing | 24 | | |
| CCC | Motor Controls and Relay logic | Precision metals manufacturing | 24 | | |
| CCC | Variable Frequency Drive | Precision metals manufacturing | 16 | | |
| MCC | Basic Welding Technician Certificate | Precision metals manufacturing | 150 | | |
| MCC | Certified Production Technician | Precision metals manufacturing | 128 | | |
| MCC | Door Tech Training Program | Precision metals manufacturing | 32 | | |
| MCC | Manufacturing & Production Career Placement Program | Precision metals manufacturing | 44 | | |
| MPCC | Basic Arc & Gas Welding | Precision metals manufacturing | 24 | | |
| MPCC | Basic Arc and Gas Welding | Precision metals manufacturing | 24 | | |
| MPCC | Basic Welding & Safety | Precision metals manufacturing | 24 | | |
| MPCC | Basic Welding Techniques & Safety | Precision metals manufacturing | 24 | | |
| MPCC | Oxyacetylene Welding | Precision metals manufacturing | 80 | | |
| NECC | *NC3 Precision Measurement Certification | Precision metals manufacturing | 30 | | |
| NECC | 24 Hr. Hazwoper | Precision metals manufacturing | 24 | | |
| NECC | Diversified Manufacturing Boot Camp | Precision metals manufacturing | 72 | | |
| NECC | Gas Metal Arc Welding (GMAW) MIG | Precision metals manufacturing | 60 | | |
| NECC | Gas Metal (Mig) and Flux Cored Arc Welding | Precision metals manufacturing | 90 | | |
| NECC | OSHA 10 Hour and Safety (10 hour card) | Precision metals manufacturing | 30 | | |
| NECC | OSHA 30 Hour and Safety (30 hour card) | Precision metals manufacturing | 32 | | |
| NECC | Precision Measurement | Precision metals manufacturing | 18 | | |
| SECC | Advanced Allen-Bradley PLC | Precision metals manufacturing | 24 | | |
| SECC | Advanced Automation Direct PLC Programming | Precision metals manufacturing | 24 | | |
| SECC | Advanced Precision Machining | Precision metals manufacturing | 24 | | |
| SECC | Basic Allen Bradley PLC | Precision metals manufacturing | 24 | | |
| SECC | Basic Automation Direct PLC | Precision metals manufacturing | 24 | | |
| SECC | Basic Precision Machining | Precision metals manufacturing | 24 | | |
| SECC | Basic RS5000/LOGIX | Precision metals manufacturing | 24 | | |
| SECC | Basic Welding | Precision metals manufacturing | 30 | | |
| SECC | Basic Welding with Variable Frequency Drives (VFD) | Precision metals manufacturing | 46 | | |
| SECC | Electrical Code | Precision metals manufacturing | 30 | | |
| SECC | Electrical Fundamentals | Precision metals manufacturing | 24 | | |
| SECC | Electrical Fundamentals and Troubleshooting with Motor Controls and Relay Logic | Precision metals manufacturing | 72 | | |
| SECC | Electrical Troubleshooting | Precision metals manufacturing | 24 | | |
| SECC | Gas Metal Arc Welding | Precision metals manufacturing | 60 | | |
| SECC | High Pressure Engineering | Precision metals manufacturing | 144 | | |
| SECC | Industrial Measurement, Sensors & Controls | Precision metals manufacturing | 24 | | |
| SECC | Industrial Pneumatics | Precision metals manufacturing | 32 | | |
| SECC | Introduction to Manufacturing Skills | Precision metals manufacturing | 16 | | |
| SECC | Lean Manufacturing | Precision metals manufacturing | 24 | | |
| SECC | Manufacturing Technician Level 1 | Precision metals manufacturing | 46 | | |
| SECC | Motor Controls and Relay Logic | Precision metals manufacturing | 24 | | |
| SECC | PLC Operator Interface Programming | Precision metals manufacturing | 24 | | |
| SECC | Variable Frequency Drives | Precision metals manufacturing | 16 | | |
| SECC | Welding Essentials Course | Precision metals manufacturing | 560 | | |
| WNCC | Welding I | Precision metals manufacturing | 135 | | |
| WNCC | Welding II | Precision metals manufacturing | 240 | | |
| MPCC | Biofuel Production Operations | Renewable energy | 400 | | |
| MPCC | Chemical Plant Operations | Renewable energy | 400 | | |
| MPCC | Power Plant Operations | Renewable energy | 400 | | |
| MPCC | Solar Powered Professional | Renewable energy | 120 | | |
| MPCC | Wind Energy Professional | Renewable energy | 240 | | |
| NECC | *NC3 Building Performance Certificate, NC3 = National Coalition of Cert. Centers | Renewable energy | 16 | | |

# Approved Gap Assistance Programs of Study
## As of July 26, 2019

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Program | |
|---|---|---|---|---|---|
| | | | | Hours | Weeks |
| NECC | *NC3 Torque Certification | Renewable energy | 30 | | |
| NECC | 608 FREON Certification ESCO Institute | Renewable energy | 16 | | |
| NECC | Vibralign Laser Alignment Certification | Renewable energy | 30 | | |
| MPCC | Certificate in Data Analysis | Research, development, and engineering services | 48 | | |
| MPCC | Certified Indoor Air Quality Manager | Research, development, and engineering services | 16 | | |
| MPCC | Certified Indoor Environmentalists Prep | Research, development, and engineering services | 32 | | |
| MPCC | LEED AP + BDC | Research, development, and engineering services | 32 | | |
| MPCC | LEED v4 Accredited Professional for Existing Buildings: Operations + Maintenance Exam Prep | Research, development, and engineering services | 32 | | |
| MPCC | LEED v4 Green Associate Exam Prep | Research, development, and engineering services | 32 | | |
| NECC | Drafting-Architectural | Research, development, and engineering services | 21 | | |
| MCC | Business Office Communications Certification | Software and computer services | 24 | | |
| MCC | Certified Fiber Optics Specialist/Testing & Maintenance | Software and computer services | 16 | | |
| MCC | Certified Fiber Optics Technician | Software and computer services | 24 | | |
| MCC | Code School | Software and computer services | 432 | | |
| MCC | Fiber Optic Systems | Software and computer services | 72 | | |
| MCC | Fiber Optic Systems + Outside Plant Specialist | Software and Computer Services | 98 | | |
| MCC | IT and Cybersecurity Professional Level 1 Career Placement Program | Software and Computer Services | 196 | | |
| MCC | Unity Certified Associate Training | Software and computer services | 40 | | |
| MPCC | 3ds max | Software and computer services | 300 | | |
| MPCC | Android Application Developer | Software and computer services | 120 | | |
| MPCC | AutoCAD 2015 Certified User | Software and computer services | 155 | | |
| MPCC | Certificate in Designing Webinars | Software and computer services | 48 | | |
| MPCC | Certificate in Self Publishing and eBooks | Software and computer services | 48 | | |
| MPCC | Certified Online Instructor | Software and computer services | 48 | | |
| MPCC | Cisco CNNA Certification Training | Software and computer services | 150 | | |
| MPCC | Digital Arts Certificate | Software and computer services | 360 | | |
| MPCC | Help Desk Analyst: Tier 1 Support Specialist | Software and computer services | 120 | | |
| MPCC | Marketing Design Certificate | Software and computer services | 360 | | |
| MPCC | Microsoft Access 2010 Certification Training | Software and computer services | 120 | | |
| MPCC | Microsoft Certified Solutions Associate: Windows 7 | Software and computer services | 200 | | |
| MPCC | Microsoft Certified Solutions Association: Server 2008 | Software and computer services | 275 | | |
| MPCC | Microsoft Certified Solutions Association: Server 2012 | Software and computer services | 230 | | |
| MPCC | Microsoft Certified Solutions Association: SQL Server 2010 | Software and computer services | 220 | | |
| MPCC | Microsoft Certified Solutions Association: SQL Server 2012 | Software and computer services | 360 | | |
| MPCC | Microsoft Excel 2010 Certification Training | Software and computer services | 95 | | |
| MPCC | Microsoft Excel 2013 Certification Training | Software and computer services | 70 | | |
| MPCC | Microsoft Office 2010 Master Certification Training | Software and computer services | 300 | | |
| MPCC | Microsoft Outlook 2010 Certification Training | Software and computer services | 45 | | |
| MPCC | Microsoft PowerPoint 2010 Certification Training | Software and computer services | 45 | | |
| MPCC | Microsoft PowerPoint 2013 Certification Training | Software and computer services | 60 | | |
| MPCC | Microsoft SharePoint 2010 Certification Training | Software and computer services | 82 | | |
| MPCC | Microsoft Word 2010 Certification Training | Software and computer services | 95 | | |
| MPCC | Microsoft Word 2013 Certification Training | Software and computer services | 70 | | |
| MPCC | Multimedia Arts Certificate | Software and computer services | 360 | | |
| MPCC | Online Marketing Certified Associate: Digital Analytics and Conversion Professional | Software and computer services | 200 | | |
| MPCC | Online Marketing Certified Associate: Email Marketing and Automation Professional | Software and computer services | 150 | | |
| MPCC | Online Marketing Certified Associate: Paid Search Professional | Software and computer services | 180 | | |
| MPCC | Online Marketing Certified Associate: Search Marketing Professional | Software and computer services | 180 | | |
| MPCC | Online Marketing Certified Associate: Social and Mobile Marketing Professional | Software and computer services | 190 | | |
| MPCC | Online Marketing Certified Associate: Web Analytics Associate | Software and computer services | 145 | | |
| NECC | Cisco Networking I | Software and computer services | 75 | | |
| NECC | Cisco Networking II | Software and computer services | 75 | | |
| NECC | Cisco Networking III | Software and computer services | 75 | | |
| NECC | Cisco Networking IV | Software and computer services | 75 | | |
| NECC | Microsoft Certified Programming | Software and computer services | 60 | | |
| SECC | A+ (IT Technician | Software and computer services | 42 | | |
| SECC | CCNA 1-2, 3-4 with A+ | Software and computer services | 250 | | |
| SECC | CCNA 1-2, 3-4 with A+ and Fiber Optics Systems | Software and computer services | 306 | | |
| SECC | CCNA 1-2, 3-4 with A+, N+ and Fiber Optics Systems | Software and computer services | 341 | | |
| SECC | CCNA 1 & 2 | Software and computer services | 104 | | |
| SECC | CCNA 3 & 4 | Software and computer services | 104 | | |
| SECC | Certified Fiber Optic Specialist/Testing & Maintenance | Software and computer services | 16 | | |
| SECC | Certified Fiber Optic Technician | Software and computer services | 24 | | |
| SECC | Certified Fiber Optics Specialist/Splicing | Software and computer services | 16 | | |
| SECC | CompTIA N+ | Software and computer services | 35 | | |
| SECC | Fiber Optics Systems | Software and Computer Services | 56 | | |
| SECC | Fiber Optics Systems with Basic Welding and Variable Drives | Software and computer services | 102 | | |

# Approved Gap Assistance Programs of Study
## As of July 26, 2019

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Program | |
|---|---|---|---|---|---|
| | | | | Hours | Weeks |
| SECC | Fiber Optics Systems with CCNA 1-2 and 3-4 | Software and Computer Services | 264 | | |
| SECC | Fiber Optics Systems with CompTIA N+ | Software and Computer Services | 91 | | |
| SECC | Fiber Optics Systems with CompTIA N+ and A+ | Software and Computer Services | 133 | | |
| SECC | Fiber Optics Systems with Leadership Success Certificate | Software and Computer Services | 97 | | |
| SECC | Fiber Optics Systems with LEAN Manufacturing | Software and Computer Services | 80 | | |
| SECC | Fiber Optics Systems with LEAN Manufacturing and Networking | Software and Computer Services | 288 | | |
| SECC | Microsoft Applications: Basic (Word, Excel, PowerPoint) | Software and computer services | 21 | | |
| SECC | Microsoft Applications: Basic and Intermediate | Software and Computer Services | 38 | | |
| SECC | Microsoft Applications: Basic and Intermediate with Leadership Success Certificate | Software and Computer Services | 78 | | |
| SECC | Microsoft Applications: Intermediate (Word, Excel, Prezi) | Software and computer services | 17 | | |
| WNCC | CompTIA A+ and Network+ Certification | Software and computer services | 128 | | |
| WNCC | CompTIA A+ Certification | Software and computer services | 48 | | |
| WNCC | CompTIA Network+ Certification | Software and computer services | 48 | | |
| CCC | Truck Driving | Transportation, warehousing, and distribution logistics | | 12 | 6 |
| CCC | Production Welding Certificate | Transportation, warehousing, and distribution logistics | | 13 | 14 |
| MCC | Automotive Express Lane Technician Certificate | Transportation, warehousing, and distribution logistics | 120 | | |
| MCC | CDL A Certification | Transportation, warehousing, and distribution logistics | 113 | | |
| MCC | CDL Class B Certificate | Transportation, warehousing, and distribution logistics | 60 | | |
| MPCC | Certified Green Supply Chain Professional | Transportation, warehousing, and distribution logistics | 60 | | |
| MPCC | Commercial Driver License Basics-Class B | Transportation, warehousing, and distribution logistics | 20 | | |
| MPCC | Freight Broker / Agent Training | Transportation, warehousing, and distribution logistics | 150 | | |
| MPCC | Professional Truck Driving | Transportation, warehousing, and distribution logistics | 158 | | |
| NECC | *NC3 Automotive Scanner Diagnostics Certification | Transportation, warehousing, and distribution logistics | 30 | | |
| NECC | *NC3 Electrical Meter Certification | Transportation, warehousing, and distribution logistics | 30 | | |
| NECC | 60-Hour CDL Training with Transport Quality Assurance Certification (TQA) | Transportation, warehousing, and distribution logistics | 60 | | |
| NECC | Basic CDL Theory and Lab (A or B CDL) | Transportation, warehousing, and distribution logistics | 56 | | |
| NECC | Professional Truck Driving Training | Transportation, warehousing, and distribution logistics | 240 | | |
| NECC | Remedial CDL Training | Transportation, warehousing, and distribution logistics | 40 | | |
| WNCC | Commercial Truck Driver Class A | Transportation, warehousing, and distribution logistics | 110 | | |
| WNCC | Commercial Truck Driver Class A 20 Hour | Transportation, warehousing, and distribution logistics | 20 | | |
| WNCC | Commercial Truck Driver Class B | Transportation, warehousing, and distribution logistics | 140 | | |

# 2019 Factual Look at
# Higher Education in Nebraska
## Enrollment
### Fall Enrollment Data for 2008 through 2018 and
### 12-Month Enrollment Data for 2008-09 through 2017-18

**Ten-Year Trends Based on 2008-2009 through 2018-2019 Federal Integrated Postsecondary Education Data System (IPEDS) Surveys of Nebraska's Postsecondary Institutions**

## NEBRASKA'S
## ccpe
### COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

**NEBRASKA'S COORDINATING
COMMISSION FOR POSTSECONDARY EDUCATION**

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# LIST OF REPORTING INSTITUTIONS

## University of Nebraska
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
Chadron State College
Peru State College
Wayne State College

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

## Independent Colleges & Universities
Bellevue University
Bryan College of Health Sciences
Clarkson College
College of Saint Mary
Concordia University-Nebraska
Creighton University
Dana College (Closed Fall 2010)
Doane University-Arts & Sciences
Doane University-Graduate and Professional Studies
Grace University (Closed Fall 2018)
Hastings College
Little Priest Tribal College
Midland University
Nebraska Christian College of Hope International University
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
Capitol School of Hairstyling and Esthetics*
CHI Health School of Radiologic Technology
College of Hair Design-Downtown*
College of Hair Design-East Campus*
Fullen School of Hair Design* (No longer an IPEDS reporting
      institution Fall 2016)
ITT Technical Institute-Omaha (Closed Fall 2016)
Joseph's College Cosmetology*
La'James International College*
Mary Lanning Memorial Hospital School of Radiologic Technology (Awards
      conferred have been reported through UNK since 2010-11)
Myotherapy Institute
National American University-Bellevue
Omaha School of Massage and Healthcare of Herzing University
      (Closed Fall 2018)
Paul Mitchell the School Lincoln*
Purdue University Global-Lincoln
Purdue University Global-Omaha
Regional West Medical Center School of Radiologic Technology*
      (No longer an IPEDS reporting institution Fall 2016)
The Creative Center
Universal College of Healing Arts
University of Phoenix-Omaha Campus (Closed Fall 2015)
Vatterott College-Spring Valley (Closed Fall 2015)
Xenon International Academy-Omaha*

*Note.* All institutions in the for-profit/career school category were classified as for profit in their most recently reported IPEDS data *except* for the three schools of radiologic technology, Omaha School of Massage and Healthcare of Herzing University, Purdue University Global-Lincoln, and Purdue University Global-Omaha.
* = Institution was classified as non-degree-granting as of the most recent IPEDS survey.

*2019 Factual Look:*
*Enrollment*

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# Executive Summary of Data - Enrollment
## Fall Enrollment Data for 2008 through 2018 and
## 12-Month Enrollment Data for 2008-09 through 2017-18

**Total Fall Enrollment**

*See page 1.2*

- Total fall enrollment at Nebraska's public and independent institutions and for-profit/career schools increased from 131,710 in fall 2008 to 135,618 in fall 2018, an increase of 3.0% over the 10-year period.

**Fall Enrollment by Sector**

*See pages 1.3-1.8*

- Between fall 2008 and fall 2018, fall enrollments increased within the University of Nebraska and the independent sector.

- Fall enrollments continue to decrease within the for-profit career sector.  More than half of the decrease over the last 10 years in this sector is attributable to the closing of ITT Technical Institute, Omaha School of Massage and Healthcare of Herzing University, the University of Phoenix, and Vatterott College-Spring Valley.
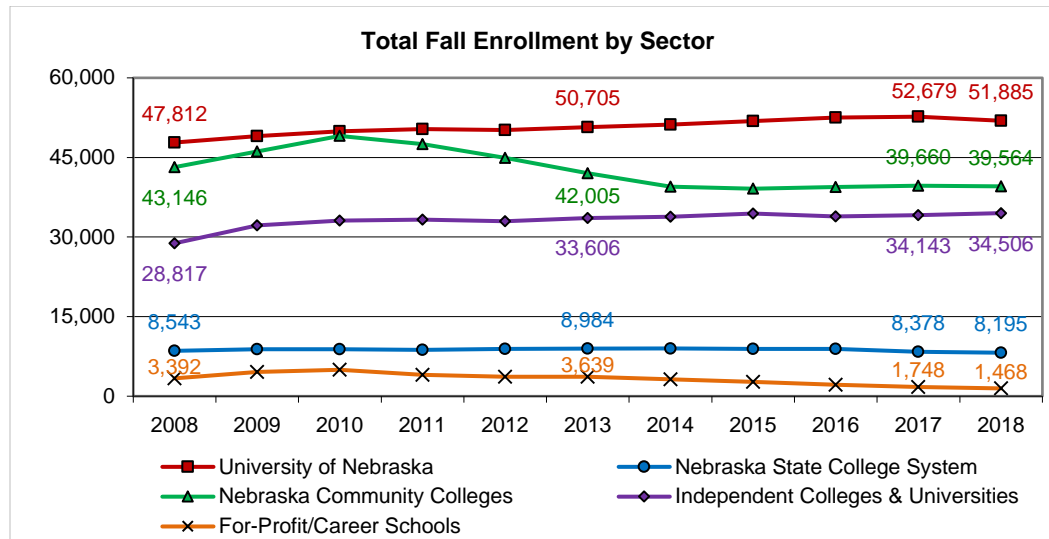


**Total Fall Enrollment by Sector**

Legend:
- University of Nebraska
- Nebraska State College System
- Nebraska Community Colleges
- Independent Colleges & Universities
- For-Profit/Career Schools

| Percentage Change by Sector | | |
|---|---|---|
| Sector | 17-18 1-Yr | 08-18 10-Yr |
| Univ. of Neb. (■) | -1.5% | 8.5% |
| NSCS (●) | -2.2% | -4.1% |
| Neb. CCs (▲) | -0.2% | -8.3% |
| Independents (♦) | 1.1% | 19.7% |
| For-Profit/Career (x) | -16.0% | -56.7% |
| **Total** | **-0.7%** | **3.0%** |

## Fall Enrollment by Student Level and by Full-Time/Part-Time Classification
*See pages 2.4-2.11*

- Between fall 2008 and fall 2018, statewide undergraduate enrollments decreased 0.9% to 109,993 while graduate enrollments increased 23.6% to 25,625.

- As a result of the recent increases in graduate enrollments in Nebraska, graduate students accounted for 18.9% of total fall enrollment in 2018 compared to 15.7% in fall 2008.

- Interestingly, graduate enrollments within the independent sector increased from 7,541 in fall 2008 to 11,144 in fall 2018, an increase of 47.8%. This increase of 3,603 students accounted for 73.8% of Nebraska's overall 10-year increase in graduate student enrollment.

- During this 10-year period, part-time undergraduate enrollments increased 0.3% (from 36,911 to 37,015) and full-time undergraduate enrollments decreased 1.5% (from 74,059 to 72,978). Meanwhile, part-time graduate enrollments increased 28.2% (from 9,840 to 12,618) and full-time graduate enrollments increased 19.3% (from 10,900 to 13,007).

### Undergraduate Fall Enrollment by Full-Time/Part-Time Classification

Full-Time: 74,059 (2008), 78,117 (2012), 74,270 (2017), 72,978 (2018)
Part-Time: 36,911 (2008), 36,311 (2012), 36,592 (2017), 37,015 (2018)

### Graduate Fall Enrollment by Full-Time/Part-Time Classification

Full-Time: 10,900 (2008), 13,692 (2013), 13,885 (2017), 13,007 (2018)
Part-Time: 9,840 (2008), 10,819 (2013), 11,861 (2017), 12,618 (2018)
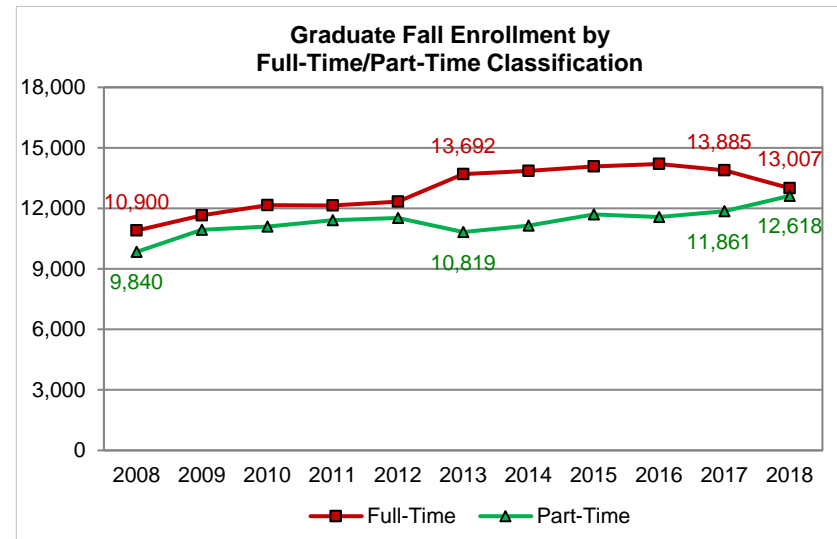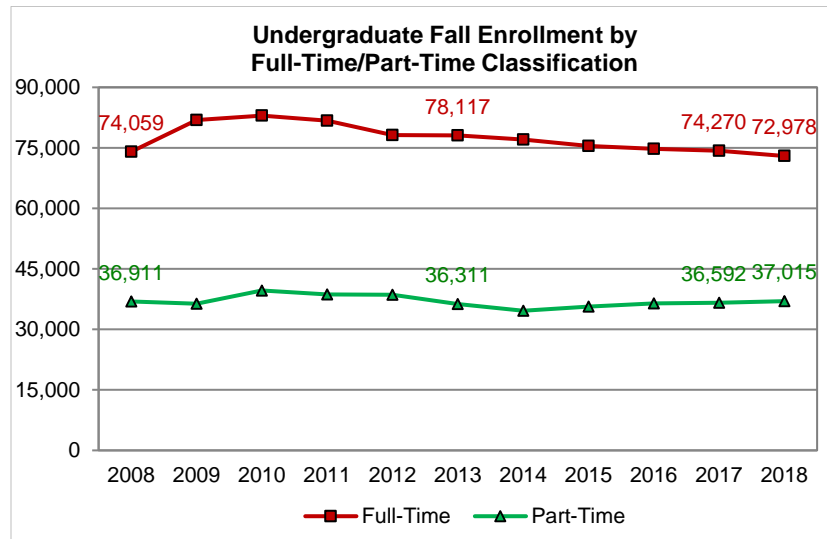
## Fall Enrollment by Gender

- Enrollment of women at Nebraska's postsecondary institutions increased 5.6%, from 72,244 in fall 2008 to 76,274 in fall 2018. During this same time, enrollment of men decreased 0.2%, from 59,466 to 59,344. Men accounted for 43.8% of enrollments in fall 2018 compared to 45.1% in fall 2008.

- Ten-year growth rates varied for males and females within each sector of higher education in Nebraska. The largest growth rates for males and females were within the independent sector (12.1% and 25.1%, respectively) while the smallest growth rates for males and females were within the for-profit/career school sector (-74.3% and -50.3%, respectively).

**Fall 2008**

Female = 72,244
Male = 59,466
54.9%  **131,710**  45.1%

**Fall 2018**

Female = 76,274
Male = 59,344
56.2%  **135,618**  43.8%

- At both the undergraduate and the graduate levels, women outnumbered men throughout the 10-year period between fall 2008 and fall 2018. Among undergraduate students, 55.0% were women in fall 2018, compared to 54.1% in fall 2008. Among graduate students, 61.5% were women in fall 2018, compared to 58.7% in fall 2008.

- The smallest gender gap among undergraduates in fall 2018 was at the University of Nebraska, where 51.4% of the students were women. The largest gender gap among undergraduates in fall 2018 was at Nebraska's for-profit/career schools, where 84.1% of the students were women.

- Similarly, the smallest gender gap among graduate students in fall 2018 was at the University of Nebraska, where 58.0% of the students were women. The largest gender gap among graduate students in fall 2018 was at Nebraska's for-profit/career schools, where 83.2% of the students were women.

- Throughout the 10-year period, men were more likely than women to be enrolled full time. In fall 2018, 68.0% of the undergraduate male students at Nebraska's postsecondary institutions were enrolled full time, compared to 68.6% in fall 2008. In comparison, 65.0% of the undergraduate female students at Nebraska's postsecondary institutions were enrolled full time in fall 2018, compared to 65.2% in fall 2008. At the graduate level, 54.7% of the male students were enrolled full time in fall 2018 (compared to 57.2% in fall 2008) while 48.3% of female students were enrolled full time in fall 2018 (compared to 49.3% in fall 2008).
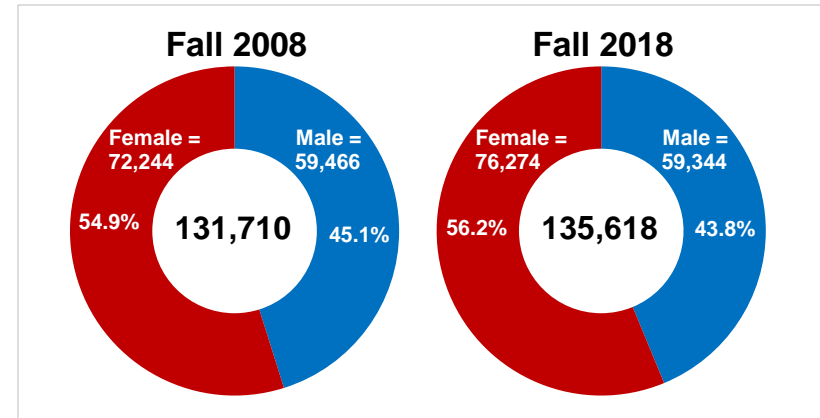
## Fall Enrollment by Race/Ethnicity

*See pages 4.2-4.26*

- Between fall 2008 and fall 2018, total enrollment of white non-Hispanics at Nebraska's postsecondary institutions decreased 11.4%, from 106,369 to 94,277.  In comparison, enrollments of minority students – consisting of Asians/Pacific Islanders, black non-Hispanics, Hispanics, Native Americans, and students of two or more races – increased 84.5%, from 16,147 to 29,795.  Meanwhile, enrollments of nonresident aliens increased 48.7% (from 3,597 to 5,347).

- Minorities accounted for 23.0% of total postsecondary enrollment in fall 2018, up from 12.8% in fall 2008.  Nonresident aliens made up 4.1% of fall enrollment in 2018, up from 2.9% in fall 2008.  White non-Hispanics accounted for 72.8% of fall 2018 enrollment, down from 84.3% in fall 2008.[1]

- As shown in the following table, growth rates varied by race/ethnicity and by student level over the 10-year period.

### Nebraska - Change in Fall Enrollment by Level and Race/Ethnicity:  Fall 2008 - Fall 2018

| Race/Ethnicity | Undergraduate | | Graduate | |
|---|---|---|---|---|
| | Percentage Change | Change in Number of Students | Percentage Change | Change in Number of Students |
| Asian/Pacific Islander | 25.5% | 679 | 61.2% | 385 |
| Black non-Hispanic | 2.1% | 112 | 61.0% | 463 |
| Hispanic | 140.4% | 6,976 | 218.4% | 1,011 |
| Native American | -16.3% | -159 | 19.6% | 18 |
| Nonresident Alien | 79.2% | 1,588 | 10.2% | 162 |
| Two or More Races | 2653.0% | 3,555 | 10133.3% | 608 |
| White non-Hispanic | -16.1% | -14,558 | 15.5% | 2,466 |

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009.  Adoption of the category was mandatory beginning with data reported for fall 2010.  See page 4.3 for race/ethnicity definitions.

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[1] Excludes students of unknown race/ethnicity.  See page 4.4 for details.

- The following charts summarize minority enrollments at the undergraduate and graduate levels.

**Minority Students
Undergraduate Fall Enrollment by Race/Ethnicity**



Legend: Asian/Pacific Islander · Black Non-Hispanic · Hispanic · Native American · Two or More Races

Data labels: 11,694 · 11,946 · 8,510 · 6,330 · 5,457 · 5,543 · 5,569 · 4,970 · 2,735 · 3,369 · 3,689 · 2,662 · 2,056 · 3,305 · 3,341 · 975 · 933 · 830 · 816 · 13

**Minority Students
% of Undergraduate Fall Enrollment by Race/Ethnicity**

| Year | Asian/Pacific Islander | Black Non-Hispanic | Hispanic | Native American | Two or More Races | Total Minority |
|------|------|------|------|------|------|------|
| 2008 | 2.5% | 5.1% | 4.7% | 0.9% | 0.1% | 13.3% |
| 2018 | 3.2% | 5.3% | 11.4% | 0.8% | 3.5% | 24.2% |

Legend: Asian/Pacific Islander · Black Non-Hispanic · Hispanic · Native American · Two or More Races

**Minority Students
Graduate Fall Enrollment by Race/Ethnicity**



Legend: Asian/Pacific Islander · Black Non-Hispanic · Hispanic · Native American · Two or More Races

Data labels: 1,534 · 1,474 · 1,289 · 1,262 · 1,222 · 877 · 940 · 1,014 · 759 · 852 · 587 · 614 · 629 · 385 · 463 · 92 · 95 · 119 · 110 · 6

**Minority Students
% of Graduate Fall Enrollment by Race/Ethnicity**

| Year | Asian/Pacific Islander | Black Non-Hispanic | Hispanic | Native American | Two or More Races | Total Minority |
|------|------|------|------|------|------|------|
| 2008 | 3.2% | 3.9% | 2.4% | 0.5% | 0.0% | 10.0% |
| 2018 | 4.1% | 5.0% | 6.0% | 0.4% | 2.5% | 18.1% |

Legend: Asian/Pacific Islander · Black Non-Hispanic · Hispanic · Native American · Two or More Races

## Fall Enrollment by Race/Ethnicity and Gender
*See pages 5.2-5.8*

- The following table summarizes fall 2018 enrollment by race/ethnicity and gender.

| Race/Ethnicity | Male | Female |
|---|---|---|
| Asian/Pacific Islander | 45.8% | 54.2% |
| Black non-Hispanic | 44.8% | 55.2% |
| Hispanic | 42.6% | 57.4% |
| Native American | 37.1% | 62.9% |
| Nonresident Alien | 59.3% | 40.7% |
| Two or More Races | 40.5% | 59.5% |
| White non-Hispanic | 42.9% | 57.1% |

- Unlike the other student categories, male nonresident alien students outnumber female nonresident alien students in Nebraska. In fall 2018, men accounted for 59.3% of total fall enrollment of nonresident aliens at Nebraska postsecondary institutions, while women accounted for 40.7%.

## Fall Enrollment by Age (Age data are collected only for odd-numbered years.)
*See pages 6.2-6.14*

- In fall 2017, students age 24 or younger made up 66.5% of all students enrolled at Nebraska's postsecondary institutions. Students age 25 to 29 made up 12.8%, and students 30 or older accounted for 20.7% of the student body. In comparison, in fall 2007, 64.8% of students were age 24 or younger, 13.3% were 25 to 29 years, and 22.0% were 30 years or older.

- At the undergraduate level, Nebraska's community colleges enrolled the highest percentage of undergraduates age 19 or younger (41.3) in fall 2017, while the for-profit/career schools enrolled the lowest percentage of undergraduates age 19 or younger (18.1%). The University of Nebraska enrolled the highest percentage of undergraduates age 20 to 24 (51.6%) in fall 2016, while Nebraska's community colleges enrolled the lowest percentage of undergraduates age 20 to 24 (27.6%). The for-profit/career school sector enrolled the highest percentage of undergraduates age 25 or older (52.1%) in fall 2017. Meanwhile, the University of Nebraska enrolled the lowest percentage of undergraduates age 25 or older (11.1%).

- At the graduate level, the for-profit/career school sector enrolled the highest percentage of graduates age 30 or older (78.6%) in fall 2017. Meanwhile, the University of Nebraska enrolled the lowest percentage of graduates age 30 or older (40.7%).

## Fall Enrollment by Distance Education Status
*See pages 7.2-7.14*

- Section 7 of this report examines the number of students who are enrolled in distance education courses. Institutions report the number of students enrolled exclusively in distance education courses as well as the number of students enrolled in at least one but not all distance education courses. From this data, IPEDS calculates the number of students not enrolled in any distance education courses. For students enrolled exclusively in distance education courses, institutions report additional data on the location of these students. Note that since distance education data has only been collected since fall 2012, 10-year trends are not available.

- As shown in the following chart, more students enrolled in distance education in fall 2018 than in fall 2012.

**Nebraska - % of Fall Enrollment by Distance Education Status**

| Distance Education Status | Undergraduate | | Graduate | | Total | |
|---|---|---|---|---|---|---|
| | 2012 | 2018 | 2012 | 2018 | 2012 | 2018 |
| No Distance Education | 69.3% | 57.4% | 57.9% | 46.6% | 67.3% | 55.4% |
| At Least One but Not All Distance Education | 17.1% | 26.8% | 8.8% | 9.5% | 15.7% | 23.5% |
| Exclusively Distance Education | 13.6% | 15.8% | 33.4% | 43.9% | 17.0% | 21.1% |

- For undergraduate students enrolled exclusively in distance education courses in fall 2018, 71.2% were located in the same state/jurisdiction. At the graduate level, 50.3% were located in the same state/jurisdiction.[2]

- Using undergraduate enrollments from fall 2018 by sector (page 2.5) and fall 2018 location data by sector (page 7.8), the Commission estimates that 4.5% of undergraduate fall enrollments were for exclusively distance enrollments in another state/jurisdiction.

- Using graduate enrollments from fall 2018 by sector (page 2.5) and fall 2018 location data by sector (page 7.13), the Commission estimates that 21.7% of graduate fall enrollments were for exclusively distance enrollments in another state/jurisdiction.

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[2] Excludes students in unknown locations. See pages 7.7 and 7.12 for details.

## Fall Enrollment by First-Time Freshmen

*See pages 8.2-8.5*

- The 10-year trends in the enrollment of first-time freshmen (FTF) vary significantly by sector.

  - The largest increase in the number of first-time freshmen occurred at the University of Nebraska (12.3%).

  - In comparison, the for-profit/career school sector reported a substantial decrease in the enrollment of first-time freshmen between fall 2008 and fall 2018 (-71.9%). Since 2008, numerous schools within the for-profit/career school sector have closed or have discontinued reporting data to IPEDS.

### Total First-Time Freshmen Fall Enrollment by Sector



| | University of Nebraska |
| --- | --- |
| Nebraska Community Colleges | Independent Colleges & Universities |
| For-Profit/Career Schools | Nebraska State College System |

Data points (University of Nebraska): 7,153 (2008); 7,401 (2013); 8,012 (2017); 8,030 (2018)
Data points (Nebraska Community Colleges): 5,833 (2008); 6,144 (2013); 5,043 (2017); 5,403 (2018)
Data points (Independent Colleges & Universities): 3,340 (2008); 3,466 (2013); 3,531 (2017); 3,489 (2018)
Data points (Nebraska State College System): 1,292 (2008); 1,432 (2013); 1,237 (2017); 1,312 (2018)
Data points (For-Profit/Career Schools): 827 (2008); 579 (2013); 356 (2017); 232 (2018)
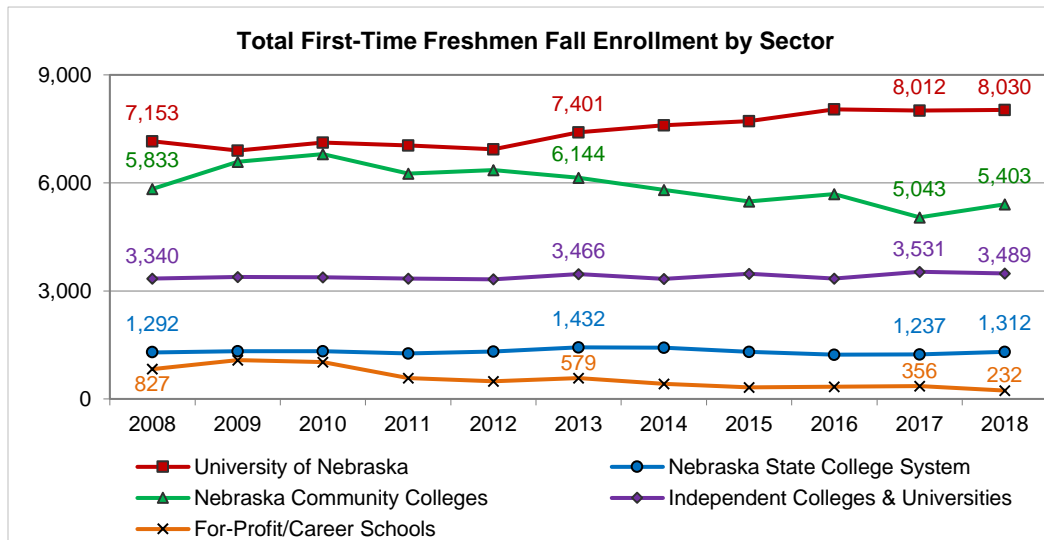
### Percentage Change by Sector

| Sector | 17-18 1-Yr | 08-18 10-Yr |
| --- | --- | --- |
| Univ. of Neb. (■) | 0.2% | 12.3% |
| NSCS (●) | 6.1% | 1.5% |
| Neb. CCs (▲) | 7.1% | -7.4% |
| Independents (♦) | -1.2% | 4.5% |
| For-Profit/Career (x) | -34.8% | -71.9% |
| **Total First-Time Freshmen** | **1.6%** | **0.1%** |

## Fall Enrollment Compared to 12-Month Enrollment

*See pages 9.3-9.16*

- Fall enrollment provides a snapshot of the total number of students who were enrolled at an institution on October 15 or the institution's official fall reporting date. In comparison, 12-month enrollment is the total, unduplicated headcount of students who were enrolled at an institution at any time during the academic year.

- Between 2008 and 2017, fall enrollment increased 3.7% at Nebraska's postsecondary institutions while 12-month enrollment decreased 11.7%.

- In general, fall enrollment and 12-month enrollment follow similar trends for most sectors/institutions in Nebraska, indicating that either fall enrollment or 12-month enrollment is a valid measure of enrollments for trend analyses. While the levels of enrollment vary by institution and by sector, trends in fall and 12-month enrollment generally have been parallel. As shown below, since 2008, fall enrollment figures have captured 86.3% to 87.8% of the 12-month enrollment reported by the University of Nebraska. On the other hand, fall enrollment captured 50.0% to 65.2% of 12-month enrollment at Nebraska's community colleges.



By Sector: Fall Enrollment Divided by 12-Month Enrollment
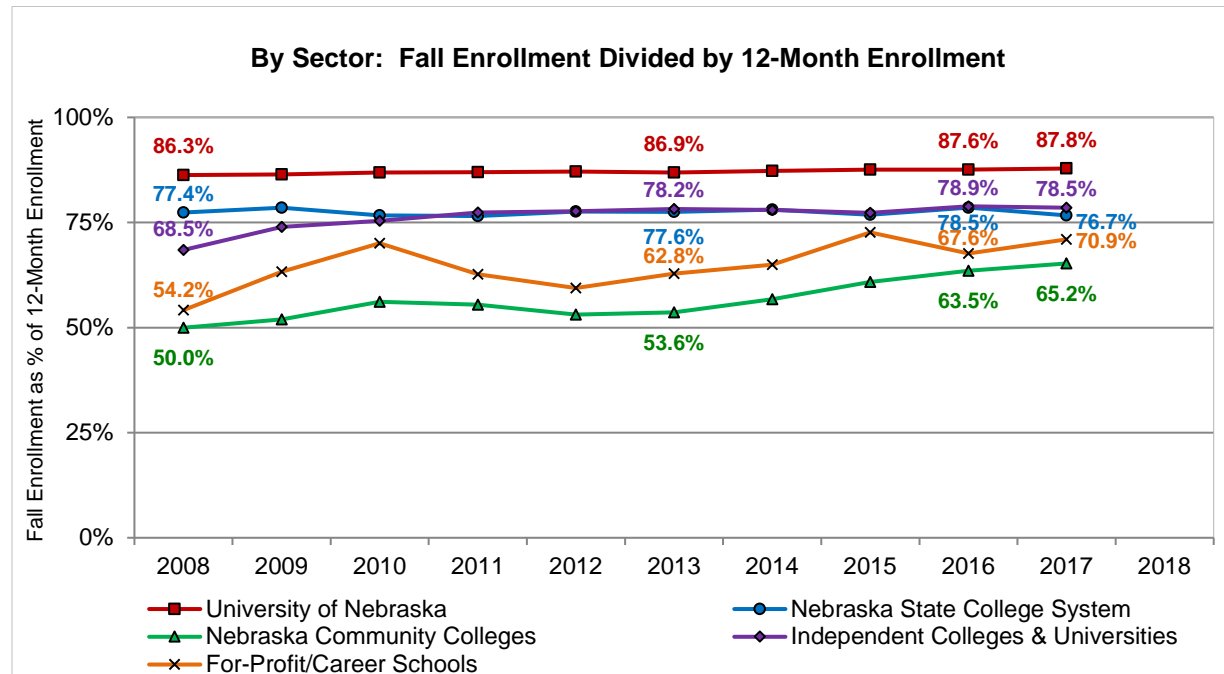
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# Introduction - Enrollment
## Fall Enrollment Data for 2008 through 2018 and
## 12-Month Enrollment Data for 2008-09 through 2017-18

The *2019 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 Conferred, and Enrollment—and each section is approved and disseminated as it is completed. This section of the *Factual Look* summarizes enrollments reported through IPEDS surveys of Nebraska's public and independent colleges and universities and for-profit/career schools.

The 10-year trends presented in this section of the *Factual Look* are based on the 2008-2009 through 2018-2019 IPEDS surveys of Nebraska's public and independent colleges and universities and for-profit/career schools. In this section, 10-year trends in fall enrollments are analyzed by (1) sector and institution, (2) student level and full-time/part-time classification, (3) gender, (4) race/ethnicity, (5) race/ethnicity and gender, (6) age, (7) distance education status, and (8) first-time freshmen. In addition, fall enrollments are compared to 12-month enrollments in section nine of this report.

Throughout this report, enrollments are analyzed by five sectors of higher education in Nebraska. As defined in the Coordinating Commission's *Comprehensive Statewide Plan for Postsecondary Education*, there are three public sectors of higher education in Nebraska:

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[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."

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, non-Nebraska public, 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 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, Omaha School of Massage and Healthcare of Herzing University, Purdue University Global-Lincoln, and Purdue University-Global-Omaha.  Institutions in this sector offer programs in areas such as cosmetology, business, allied health, real estate, and skilled crafts.  Several institutions in this sector no longer report to IPEDS due to school closings and institutional changes.

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.

**Technical Notes:**

1. Due to data corrections and additions to the Commission's database that have been made since the *2018 Factual Look* was published, the *2019 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.

# Section 1

## Total Fall Enrollment
## by Sector and by Institution

## TOTAL FALL ENROLLMENT

- Total fall enrollment at Nebraska's public and independent institutions and for-profit/career schools increased from 131,710 students in fall 2008 to 135,618 students in fall 2018, an increase of 3.0% over the 10-year period.  Between fall 2017 and fall 2018, enrollment decreased 0.7%.

**Total Fall Enrollment
Nebraska Public and Independent Institutions and For-Profit/Career Schools**

## TOTAL FALL ENROLLMENT by SECTOR

**Total Fall Enrollment by Sector**



University of Nebraska: 47,812 ... 50,705 ... 52,679 ... 51,885
Nebraska Community Colleges: 43,146 ... 42,005 ... 39,660 ... 39,564
Independent Colleges & Universities: 28,817 ... 33,606 ... 34,143 ... 34,506
Nebraska State College System: 8,543 ... 8,984 ... 8,378 ... 8,195
For-Profit/Career Schools: 3,392 ... 3,639 ... 1,748 ... 1,468

Legend:
- University of Nebraska
- Nebraska Community Colleges
- For-Profit/Career Schools
- Nebraska State College System
- Independent Colleges & Universities

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

| Sector | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Univ. of Neb. (■) | -1.5% | 8.5% |
| NSCS (●) | -2.2% | -4.1% |
| Neb. CCs (▲) | -0.2% | -8.3% |
| Independents (♦) | 1.1% | 19.7% |
| For-Profit/Career (x) | -16.0% | -56.7% |
| Total | -0.7% | 3.0% |

**% of Total Fall Enrollment by Sector**

**2008**



- 2.6%
- 21.9%
- 36.3%
- 32.8%
- 6.5%

**2018**



- 1.1%
- 25.4%
- 38.3%
- 29.2%
- 6.0%

# FALL ENROLLMENT AT THE UNIVERSITY OF NEBRASKA

## University of Nebraska Fall Enrollment



Legend:
- Nebraska College of Technical Agriculture
- University of Nebraska-Lincoln
- University of Nebraska at Omaha
- University of Nebraska at Kearney
- University of Nebraska Medical Center

Data labels shown on chart:
- University of Nebraska-Lincoln: 23,573 (2008); 24,445 (2013); 26,079 (2017); 25,820 (2018)
- University of Nebraska at Omaha: 14,213 (2008); 15,227 (2013); 15,731 (2017); 15,431 (2018)
- University of Nebraska at Kearney: 6,543 (2008); 7,052 (2013); 6,644 (2017); 6,327 (2018)
- University of Nebraska Medical Center: 3,194 (2008); 3,681 (2013); 3,908 (2017); 3,972 (2018)
- Nebraska College of Technical Agriculture: 289 (2008); 300 (2013); 317 (2017); 335 (2018)

Years: 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018

## University of Nebraska % of Fall Enrollment by Institution

### 2008



- 0.6%
- 13.7%
- 29.7%
- 49.3%
- 6.7%

### 2018



- 0.6%
- 12.2%
- 29.7%
- 49.8%
- 7.7%

---

- Between fall 2008 and fall 2018, enrollment at the University of Nebraska changed as follows:

| Institution | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| NCTA (x) | 5.7% | 15.9% |
| UNK (▲) | -4.8% | -3.3% |
| UNL (♦) | -1.0% | 9.5% |
| UNMC (●) | 1.6% | 24.4% |
| UNO (■) | -1.9% | 8.6% |
| Sector Total | -1.5% | 8.5% |
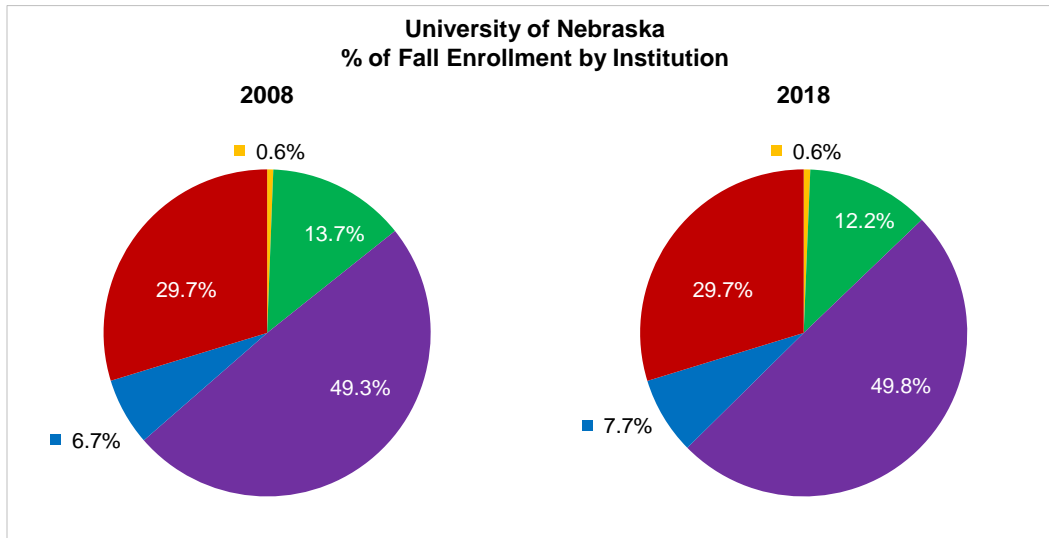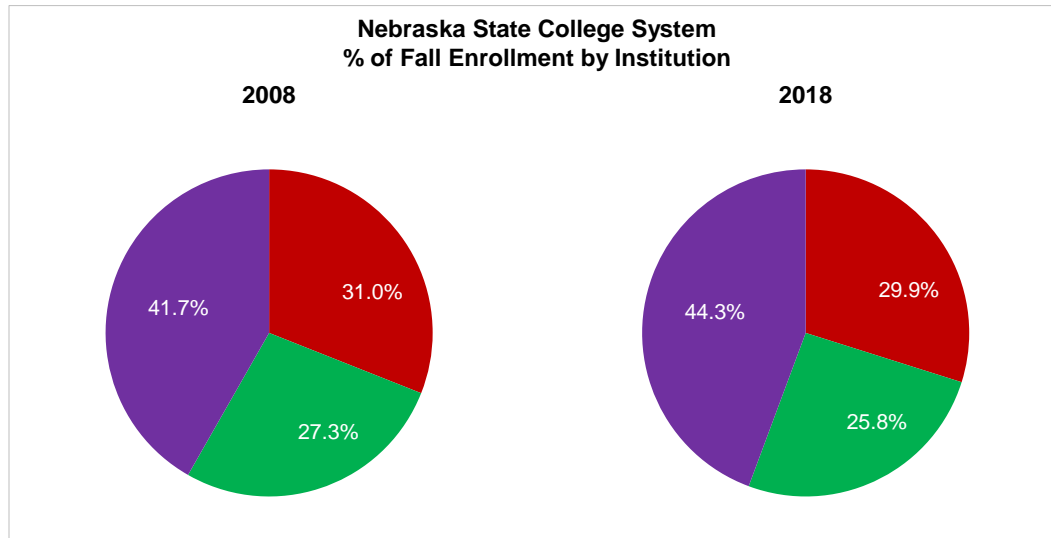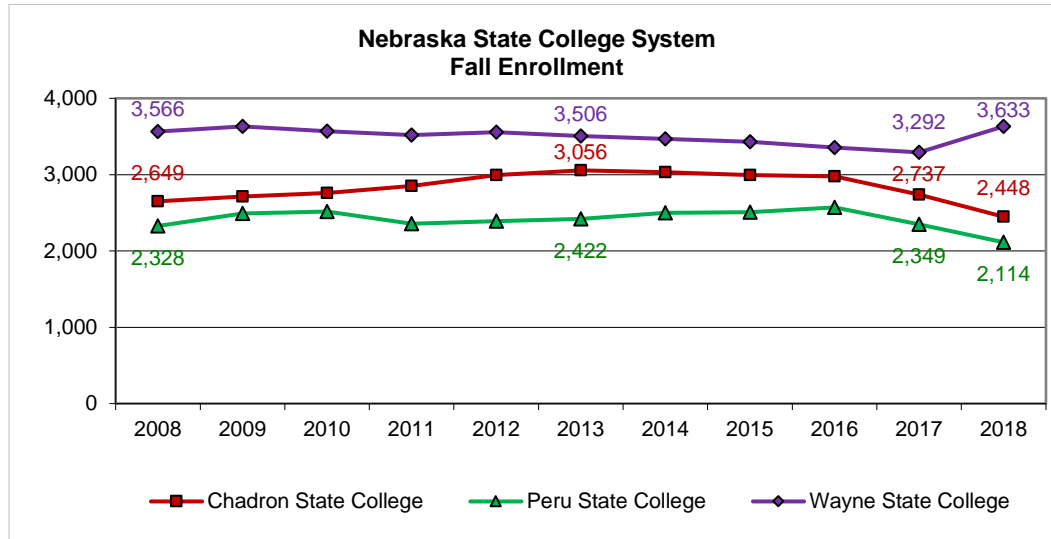
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# FALL ENROLLMENT AT THE NEBRASKA STATE COLLEGE SYSTEM

## Nebraska State College System Fall Enrollment



Chadron State College: 2,649 (2008), 3,056 (2013), 2,737 (2017), 2,448 (2018)
Peru State College: 2,328 (2008), 2,422 (2013), 2,349 (2017), 2,114 (2018)
Wayne State College: 3,566 (2008), 3,506 (2013), 3,292 (2017), 3,633 (2018)

- ◼ Chadron State College
- ▲ Peru State College
- ♦ Wayne State College

## Nebraska State College System % of Fall Enrollment by Institution

**2008**



- 41.7%
- 31.0%
- 27.3%

**2018**



- 44.3%
- 29.9%
- 25.8%

- Between fall 2008 and fall 2018, enrollment at the Nebraska State College System changed as follows:

| Institution | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Chadron (◼) | -10.6% | -7.6% |
| Peru (▲) | -10.0% | -9.2% |
| Wayne (♦) | 10.4% | 1.9% |
| Sector Total | -2.2% | -4.1% |

- The large one-year decrease at Chadron was due to a smaller freshmen class in 2018 and a low retention rate for full-time, first-time freshmen, while the large one-year decrease at Peru was due to a decline in dual credit enrollments and graduate enrollments.

- The large one-year increase at Wayne was the result of strategic marketing and recruitment efforts that highlighted new facilities, academic programs, and partnerships as well as a robust scholarship program.

# FALL ENROLLMENT AT NEBRASKA COMMUNITY COLLEGES

## Nebraska Community Colleges Fall Enrollment



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

## Nebraska Community Colleges % of Fall Enrollment by Institution

### 2008



6.8%
16.0%
24.1%
11.9%
34.9%
6.3%

### 2018



4.6%
16.1%
23.4%
12.7%
37.7%
5.6%
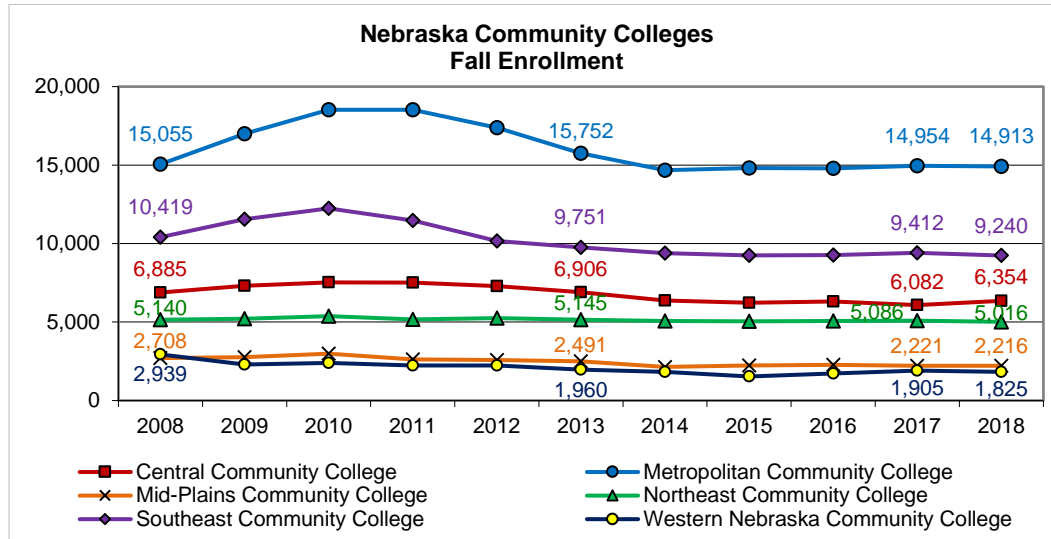
- Between fall 2008 and fall 2018, enrollment at Nebraska's community colleges changed as follows:

| Institution | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Central (■) | 4.5% | -7.7% |
| Metropolitan (●) | -0.3% | -0.9% |
| Mid-Plains (x) | -0.2% | -18.2% |
| Northeast (▲) | -1.4% | -2.4% |
| Southeast (♦) | -1.8% | -11.3% |
| Western (○) | -4.2% | -37.9% |
| Sector Total | -0.2% | -8.3% |
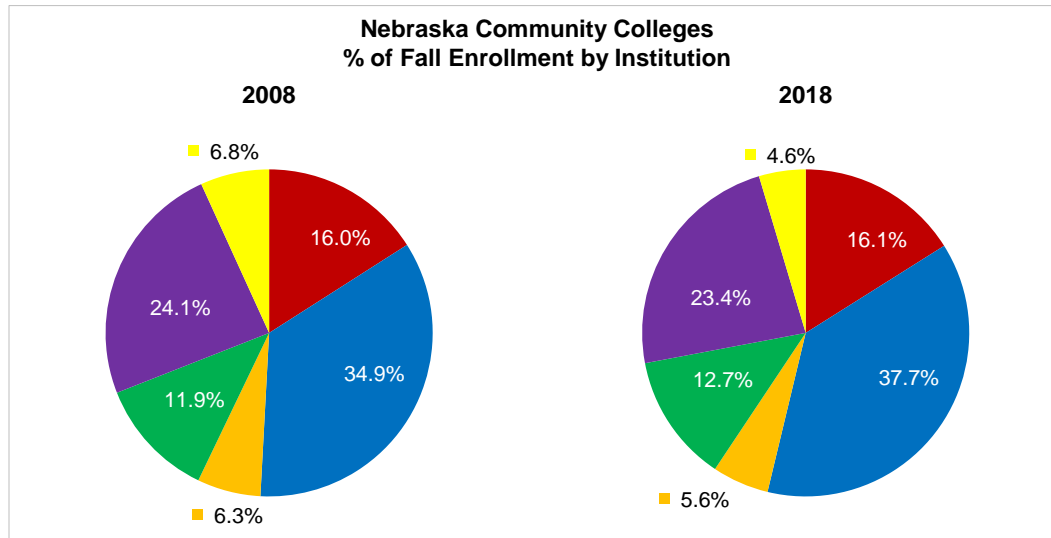
# FALL ENROLLMENT AT NEBRASKA INDEPENDENT INSTITUTIONS

## Nebraska Independent Institutions Fall Enrollment



- Bellevue University
- Creighton University
- Concordia University-Nebraska
- Nebraska Wesleyan University
- Midland University
- Other Independent Institutions

## Nebraska Independent Institutions % of Fall Enrollment by Institution

### 2008



- 32.1%
- 28.7%
- 24.5%
- 2.8%
- 7.2%
- 4.7%

### 2018



- 27.8%
- 27.9%
- 25.8%
- 5.4%
- 6.1%
- 7.0%
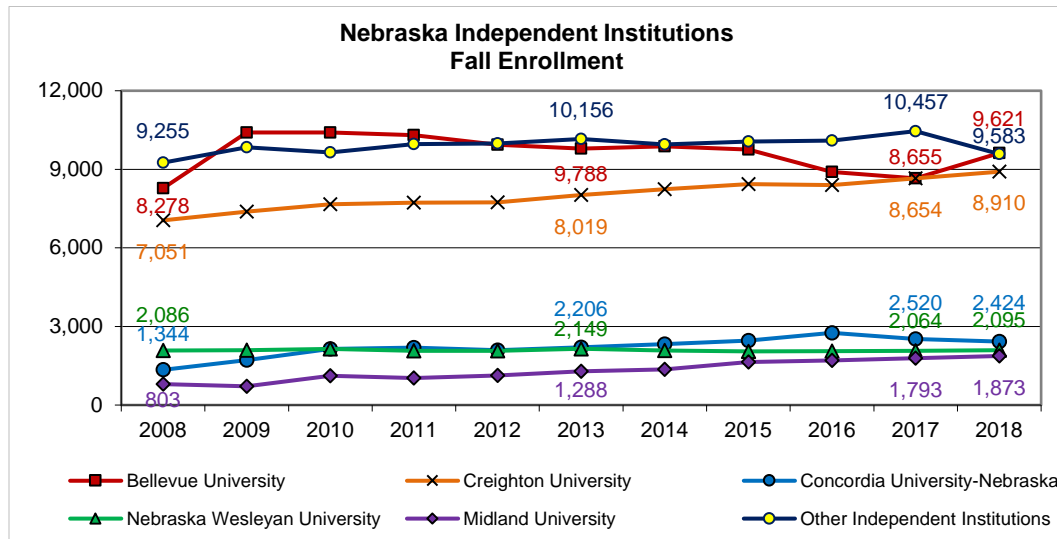
- Between fall 2008 and fall 2018, enrollment within the independent sector changed as follows:

| Institution | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Bellevue (■) | 11.2% | 16.2% |
| Creighton (x) | 3.0% | 26.4% |
| Concordia (●) | -3.8% | 80.4% |
| Wesleyan (▲) | 1.5% | 0.4% |
| Midland (♦) | 4.5% | 133.3% |
| Other Independents (○) | -8.4% | 3.5% |
| Sector Total | 1.1% | 19.7% |
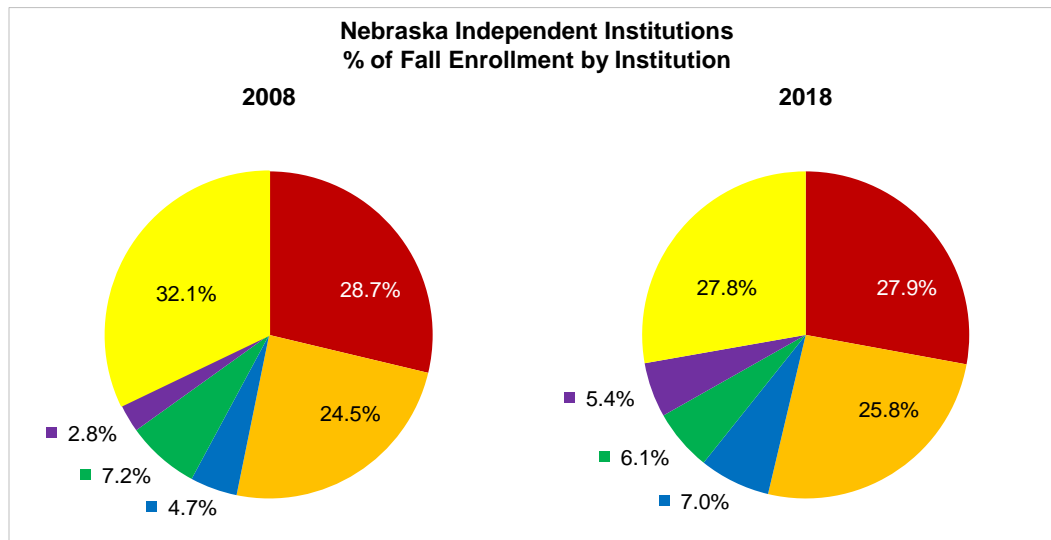
*Note.* These graphs detail data for: 1.) The five independent institutions that enrolled the highest number students within the independent sector in fall 2018, and 2.) The combined data for the remaining institutions in the independent sector.

# FALL ENROLLMENT AT NEBRASKA FOR-PROFIT/CAREER SCHOOLS

**Nebraska For-Profit/Career Schools
Fall Enrollment**



Legend:
- Purdue University Global-Omaha
- Purdue University Global-Lincoln
- Xenon International Academy-Omaha
- Joseph's College Cosmetology
- College of Hair Design-Downtown
- Other For-Profit/Career Schools

**Nebraska For-Profit/Career Schools
% of Fall Enrollment by Institution**

**2008**



- 19.5%
- 12.6%
- 42.5%
- 10.8%
- 7.9%
- 6.8%

**2018**



- 25.3%
- 22.6%
- 19.6%
- 8.4%
- 11.1%
- 13.0%
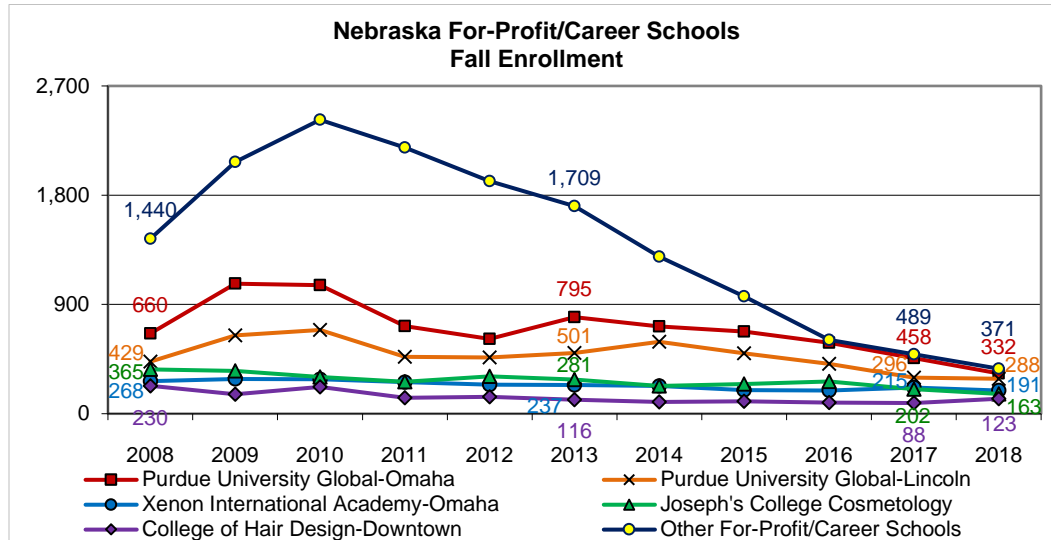
- Between fall 2008 and fall 2018, fall enrollment within the for-profit/career school sector changed as follows:

| Institution | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Purdue-Omaha (■) | -27.5% | -49.7% |
| Purdue-Lincoln (x) | -2.7% | -32.9% |
| Xenon Int'l. (●) | -11.2% | -28.7% |
| Joseph's College (▲) | -19.3% | -55.3% |
| College of Hair Design-Downtown (♦) | 39.8% | -46.5% |
| Other For-Profit/ Career Schools (◯) | -24.1% | -74.2% |
| Sector Total | -16.0% | -56.7% |
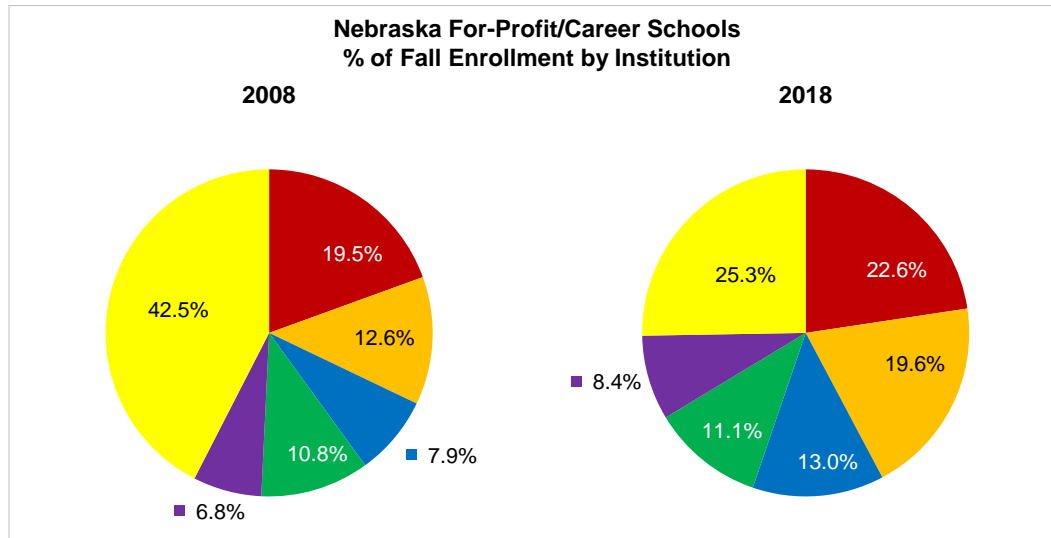
- Over 52% of the decrease in fall enrollment over the last 10 years in this sector is attributable to the closing of ITT Technical Institute (closed fall 2016), Omaha School of Massage and Healthcare of Herzing University (closed fall 2018), the University of Phoenix (closed fall 2015), and Vatterott College-Spring Valley (closed fall 2015).

*Note.* These graphs detail data for: 1.) The five for-profit/career schools that enrolled the highest number students within the for-profit/career school sector in fall 2018, and 2.) The combined data for the remaining institutions in the for-profit/career school sector.

# Section 2

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

## CLASSIFICATION OF STUDENT LEVEL AND FULL-TIME/PART-TIME STATUS

The analyses in this section focus on total fall enrollment by student level and full-time/part-time classification as defined below.

| IPEDS Category Name | IPEDS Definition |
|---|---|
| Full-Time Student | Undergraduate:  A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.<br><br>Graduate:  A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution.  Doctor's degree - Professional practice - as defined by the institution. |
| Graduate Student | A student who holds a bachelor's degree or above and is taking courses at the postbaccalaureate level.  These students may or may not be enrolled in graduate programs. |
| Part-Time Student | Undergraduate:  A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term.<br><br>Graduate:  A student enrolled for less than 9 semester or quarter credits. |
| Undergraduate Student | A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. |

*Note.*  Beginning with the collection of 2007 fall enrollment data, IPEDS began the process of eliminating the first-professional degree category.  Students are now classified into two categories:  undergraduate and graduate.  Students in programs previously classified as "first professional" are counted in the graduate student category for all years of data in this report.  Institutions were given the option of using the "old" or "new" categories to report enrollments for fall 2007 and fall 2008.  Adoption of the revised categories was mandatory beginning with enrollment data for fall 2009.  Data source:  Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, June 3, 2019.

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# TOTAL FALL ENROLLMENT by STUDENT LEVEL

**Total Fall Enrollment by Student Level**



- Undergraduate
- Graduate

110,970    114,428    110,862    109,993

20,740    24,511    25,746    25,625

**% of Total Fall Enrollment by Student Level**

**2008**



15.7%

84.3%

**2018**



18.9%

81.1%
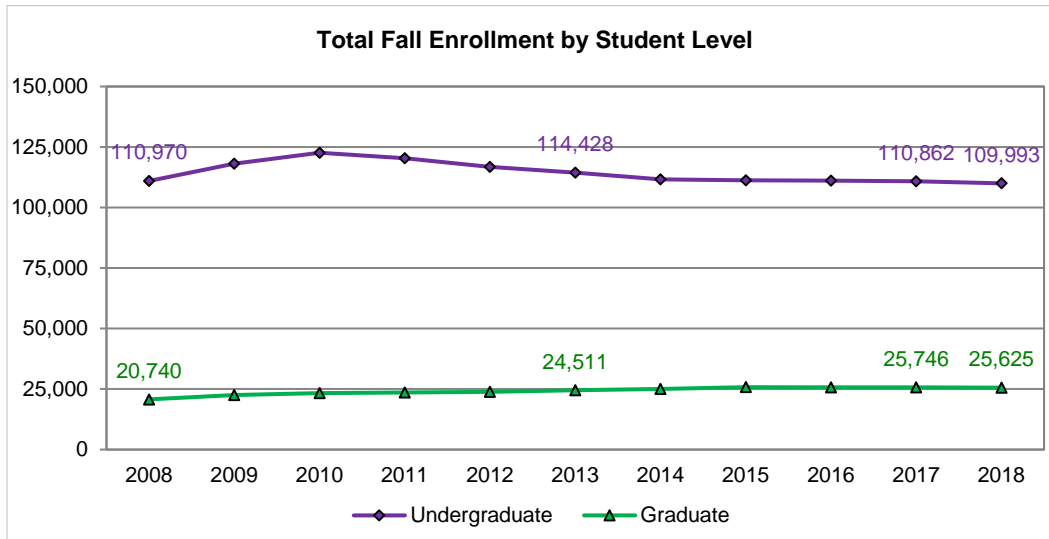
- Between fall 2008 and fall 2018, enrollment by student level changed as follows:

| Student Level | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Undergraduate (♦) | -0.8% | -0.9% |
| Graduate (▲) | -0.5% | 23.6% |
| Total | -0.7% | 3.0% |

- As shown on the next page, graduate enrollments within the independent sector increased 47.8% between fall 2008 and fall 2018, accounting for 73.8% of the overall 10-year increase in graduate student enrollment.

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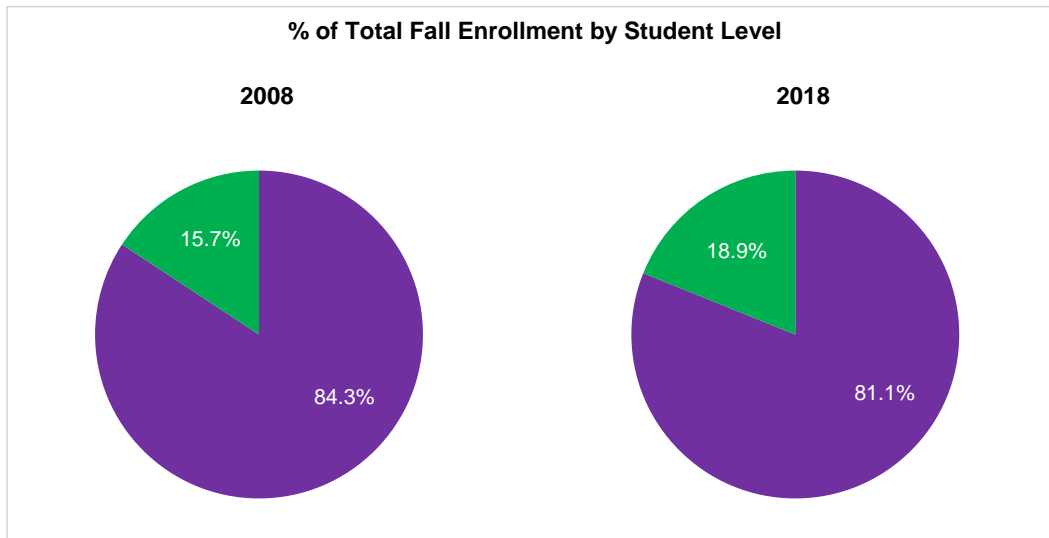
# TOTAL FALL ENROLLMENT by SECTOR by STUDENT LEVEL

*Total Fall Enrollment by Sector by Student Level*

| Sector / Student Level | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| Undergraduate | 36,052 | 36,776 | 37,719 | 38,097 | 38,071 | 38,348 | 38,708 | 39,175 | 39,644 | 39,598 | 38,948 | -1.6% | 8.0% |
| *% Undergraduate* | *75%* | *75%* | *76%* | *76%* | *76%* | *76%* | *76%* | *76%* | *75%* | *75%* | *75%* | | |
| Graduate | 11,760 | 12,256 | 12,186 | 12,266 | 12,107 | 12,357 | 12,507 | 12,660 | 12,872 | 13,081 | 12,937 | -1.1% | 10.0% |
| *% Graduate* | *25%* | *25%* | *24%* | *24%* | *24%* | *24%* | *24%* | *24%* | *25%* | *25%* | *25%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| Undergraduate | 7,110 | 7,316 | 7,350 | 7,362 | 7,510 | 7,581 | 7,611 | 7,444 | 7,386 | 6,958 | 6,746 | -3.0% | -5.1% |
| *% Undergraduate* | *83%* | *83%* | *83%* | *84%* | *84%* | *84%* | *85%* | *83%* | *83%* | *83%* | *82%* | | |
| Graduate | 1,433 | 1,519 | 1,496 | 1,364 | 1,429 | 1,403 | 1,391 | 1,486 | 1,519 | 1,420 | 1,449 | 2.0% | 1.1% |
| *% Graduate* | *17%* | *17%* | *17%* | *16%* | *16%* | *16%* | *15%* | *17%* | *17%* | *17%* | *18%* | | |
| **Nebraska Community Colleges** | | | | | | | | | | | | | |
| Undergraduate | 43,146 | 46,153 | 49,051 | 47,542 | 44,899 | 42,005 | 39,484 | 39,107 | 39,436 | 39,660 | 39,564 | -0.2% | -8.3% |
| *% Undergraduate* | *100%* | *100%* | *100%* | *100%* | *100%* | *100%* | *100%* | *100%* | *100%* | *100%* | *100%* | | |
| Graduate | - | - | - | - | - | - | - | - | - | - | - | N/A | N/A |
| *% Graduate* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | | |
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| Undergraduate | 21,276 | 23,361 | 23,583 | 23,407 | 22,711 | 22,958 | 22,838 | 22,877 | 22,635 | 23,001 | 23,362 | 1.6% | 9.8% |
| *% Undergraduate* | *74%* | *73%* | *71%* | *70%* | *69%* | *68%* | *67%* | *66%* | *67%* | *67%* | *68%* | | |
| Graduate | 7,541 | 8,802 | 9,530 | 9,884 | 10,242 | 10,648 | 11,007 | 11,527 | 11,273 | 11,142 | 11,144 | 0.0% | 47.8% |
| *% Graduate* | *26%* | *27%* | *29%* | *30%* | *31%* | *32%* | *33%* | *34%* | *33%* | *33%* | *32%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| Undergraduate | 3,386 | 4,574 | 4,928 | 3,986 | 3,599 | 3,536 | 3,057 | 2,581 | 2,050 | 1,645 | 1,373 | -16.5% | -59.5% |
| *% Undergraduate* | *100%* | *100%* | *99%* | *99%* | *98%* | *97%* | *97%* | *96%* | *95%* | *94%* | *94%* | | |
| Graduate | 6 | 13 | 50 | 51 | 79 | 103 | 107 | 105 | 102 | 103 | 95 | -7.8% | 1483.3% |
| *% Graduate* | *0%* | *0%* | *1%* | *1%* | *2%* | *3%* | *3%* | *4%* | *5%* | *6%* | *6%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| Undergraduate | 110,970 | 118,180 | 122,631 | 120,394 | 116,790 | 114,428 | 111,698 | 111,184 | 111,151 | 110,862 | 109,993 | -0.8% | -0.9% |
| *% Undergraduate* | *84%* | *84%* | *84%* | *84%* | *83%* | *82%* | *82%* | *81%* | *81%* | *81%* | *81%* | | |
| Graduate | 20,740 | 22,590 | 23,262 | 23,565 | 23,857 | 24,511 | 25,012 | 25,778 | 25,766 | 25,746 | 25,625 | -0.5% | 23.6% |
| *% Graduate* | *16%* | *16%* | *16%* | *16%* | *17%* | *18%* | *18%* | *19%* | *19%* | *19%* | *19%* | | |

*Note.* Nebraska's community colleges do not enroll students at the graduate level.

# TOTAL FALL ENROLLMENT by FULL-TIME/PART-TIME CLASSIFICATION

### Total Fall Enrollment by Full-Time/Part-Time Classification
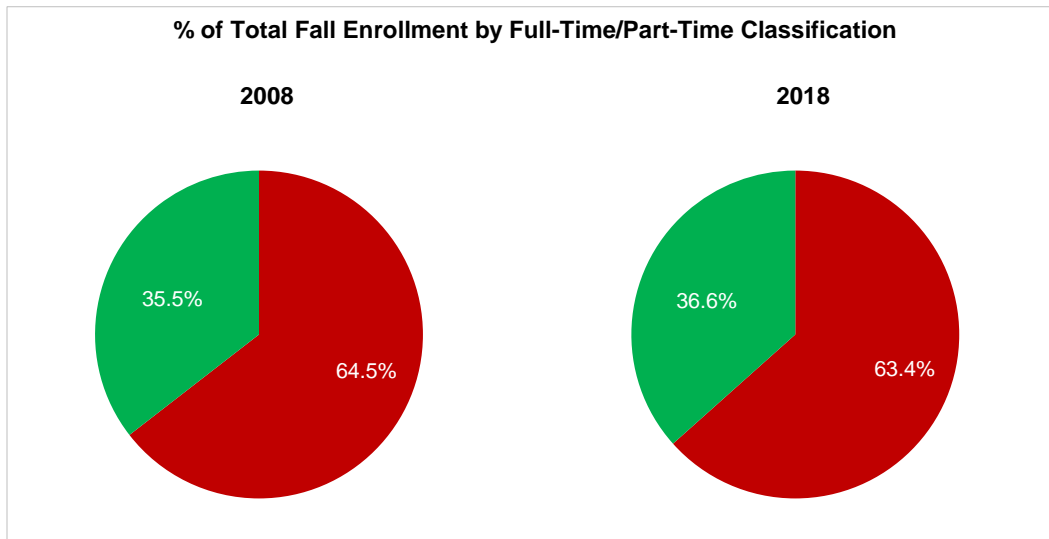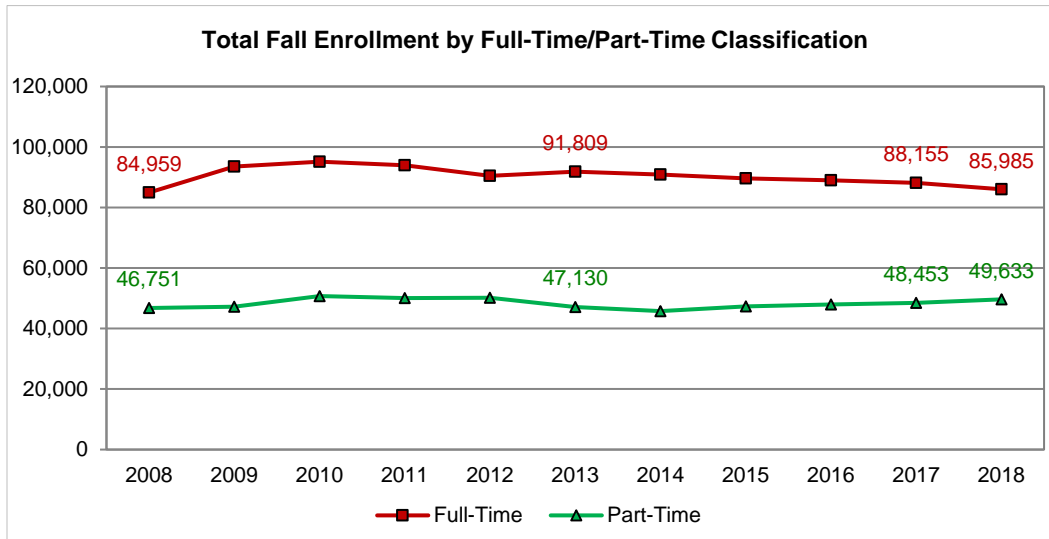


- Between fall 2008 and fall 2018, enrollment by full-time/part-time classification changed as follows:

| Full-Time/Part-Time | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Full-Time (■) | -2.5% | 1.2% |
| Part-Time (▲) | 2.4% | 6.2% |
| Total | -0.7% | 3.0% |

- As shown on the next page, part-time enrollments within the independent sector increased 24.2% between fall 2017 and fall 2018, while full-time enrollments within the sector declined 6.6%. These changes were driven by large one-year fluctuations at Bellevue University where part-time enrollments increased 142.2% (from 1,666 to 4,035) and full-time enrollments decreased 20.1% (from 6,989 to 5,586).

### % of Total Fall Enrollment by Full-Time/Part-Time Classification



**2008**

35.5%  64.5%

**2018**

36.6%  63.4%

# TOTAL FALL ENROLLMENT by SECTOR by FULL-TIME/PART-TIME CLASSIFICATION

*Total Fall Enrollment by Sector by Full-Time/Part-Time Classification*

| Sector / Full-Time/Part-Time | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| Full-Time | 37,364 | 38,355 | 39,253 | 39,425 | 39,059 | 39,628 | 40,044 | 40,168 | 41,001 | 41,074 | 40,976 | -0.2% | 9.7% |
| *% Full-Time* | *78%* | *78%* | *79%* | *78%* | *78%* | *78%* | *78%* | *77%* | *78%* | *78%* | *79%* | | |
| Part-Time | 10,448 | 10,677 | 10,652 | 10,938 | 11,119 | 11,077 | 11,171 | 11,667 | 11,515 | 11,605 | 10,909 | -6.0% | 4.4% |
| *% Part-Time* | *22%* | *22%* | *21%* | *22%* | *22%* | *22%* | *22%* | *23%* | *22%* | *22%* | *21%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| Full-Time | 5,708 | 5,921 | 5,880 | 5,889 | 5,988 | 5,982 | 6,013 | 5,859 | 5,696 | 5,440 | 5,471 | 0.6% | -4.2% |
| *% Full-Time* | *67%* | *67%* | *66%* | *67%* | *67%* | *67%* | *67%* | *66%* | *64%* | *65%* | *67%* | | |
| Part-Time | 2,835 | 2,914 | 2,966 | 2,837 | 2,951 | 3,002 | 2,989 | 3,071 | 3,209 | 2,938 | 2,724 | -7.3% | -3.9% |
| *% Part-Time* | *33%* | *33%* | *34%* | *33%* | *33%* | *33%* | *33%* | *34%* | *36%* | *35%* | *33%* | | |
| **Nebraska Community Colleges** | | | | | | | | | | | | | |
| Full-Time | 17,249 | 20,787 | 21,117 | 20,697 | 18,691 | 17,133 | 16,012 | 15,149 | 14,871 | 14,826 | 14,577 | -1.7% | -15.5% |
| *% Full-Time* | *40%* | *45%* | *43%* | *44%* | *42%* | *41%* | *41%* | *39%* | *38%* | *37%* | *37%* | | |
| Part-Time | 25,897 | 25,366 | 27,934 | 26,845 | 26,208 | 24,872 | 23,472 | 23,958 | 24,565 | 24,834 | 24,987 | 0.6% | -3.5% |
| *% Part-Time* | *60%* | *55%* | *57%* | *56%* | *58%* | *59%* | *59%* | *61%* | *62%* | *63%* | *63%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| Full-Time | 21,704 | 24,598 | 24,919 | 24,625 | 23,888 | 26,268 | 26,509 | 26,417 | 25,903 | 25,655 | 23,963 | -6.6% | 10.4% |
| *% Full-Time* | *75%* | *76%* | *75%* | *74%* | *72%* | *78%* | *78%* | *77%* | *76%* | *75%* | *69%* | | |
| Part-Time | 7,113 | 7,565 | 8,194 | 8,666 | 9,065 | 7,338 | 7,336 | 7,987 | 8,005 | 8,488 | 10,543 | 24.2% | 48.2% |
| *% Part-Time* | *25%* | *24%* | *25%* | *26%* | *28%* | *22%* | *22%* | *23%* | *24%* | *25%* | *31%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| Full-Time | 2,934 | 3,850 | 3,985 | 3,282 | 2,885 | 2,798 | 2,366 | 1,995 | 1,472 | 1,160 | 998 | -14.0% | -66.0% |
| *% Full-Time* | *86%* | *84%* | *80%* | *81%* | *78%* | *77%* | *75%* | *74%* | *68%* | *66%* | *68%* | | |
| Part-Time | 458 | 737 | 993 | 755 | 793 | 841 | 798 | 691 | 680 | 588 | 470 | -20.1% | 2.6% |
| *% Part-Time* | *14%* | *16%* | *20%* | *19%* | *22%* | *23%* | *25%* | *26%* | *32%* | *34%* | *32%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| Full-Time | 84,959 | 93,511 | 95,154 | 93,918 | 90,511 | 91,809 | 90,944 | 89,588 | 88,943 | 88,155 | 85,985 | -2.5% | 1.2% |
| *% Full-Time* | *65%* | *66%* | *65%* | *65%* | *64%* | *66%* | *67%* | *65%* | *65%* | *65%* | *63%* | | |
| Part-Time | 46,751 | 47,259 | 50,739 | 50,041 | 50,136 | 47,130 | 45,766 | 47,374 | 47,974 | 48,453 | 49,633 | 2.4% | 6.2% |
| *% Part-Time* | *35%* | *34%* | *35%* | *35%* | *36%* | *34%* | *33%* | *35%* | *35%* | *35%* | *37%* | | |
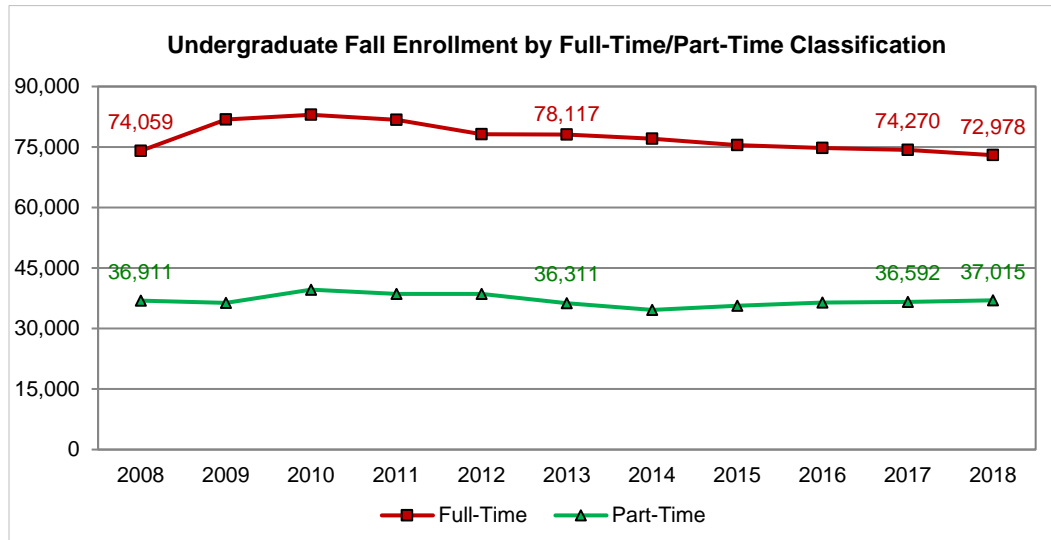
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# UNDERGRADUATE FALL ENROLLMENT by FULL-TIME/PART-TIME CLASSIFICATION

**Undergraduate Fall Enrollment by Full-Time/Part-Time Classification**

Full-Time values: 74,059 ... 78,117 ... 74,270 ... 72,978

Part-Time values: 36,911 ... 36,311 ... 36,592 ... 37,015

Years: 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018

Legend: ■ Full-Time   ▲ Part-Time

**% of Undergraduate Fall Enrollment by Full-Time/Part-Time Classification**

**2008**

33.3% / 66.7%

**2018**

33.7% / 66.3%

- Between fall 2008 and fall 2018, undergraduate enrollment by full-time/part-time classification changed as follows:

| Full-Time/Part-Time | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Undergraduate Full-Time (■) | -1.7% | -1.5% |
| Undergraduate Part-Time (▲) | 1.2% | 0.3% |
| Undergraduate Total | -0.8% | -0.9% |

- As shown on the next page, part-time undergraduate enrollments within the independent sector increased 27.3% between fall 2017 and fall 2018. This change was driven by a large one-year fluctuation at Bellevue University where part-time undergraduate enrollments increased 171.9% (from 825 to 2,243).

ccpe

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by FULL-TIME/PART-TIME CLASSIFICATION

*Undergraduate Fall Enrollment by Sector by Full-Time/Part-Time Classification*

| Sector / Full-Time/Part-Time | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| Full-Time | 31,620 | 32,289 | 33,153 | 33,268 | 32,823 | 33,319 | 33,668 | 33,797 | 34,463 | 34,390 | 34,257 | -0.4% | 8.3% |
| *% Full-Time* | *88%* | *88%* | *88%* | *87%* | *86%* | *87%* | *87%* | *86%* | *87%* | *87%* | *88%* | | |
| Part-Time | 4,432 | 4,487 | 4,566 | 4,829 | 5,248 | 5,029 | 5,040 | 5,378 | 5,181 | 5,208 | 4,691 | -9.9% | 5.8% |
| *% Part-Time* | *12%* | *12%* | *12%* | *13%* | *14%* | *13%* | *13%* | *14%* | *13%* | *13%* | *12%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| Full-Time | 5,472 | 5,650 | 5,658 | 5,652 | 5,682 | 5,693 | 5,719 | 5,510 | 5,360 | 5,125 | 5,151 | 0.5% | -5.9% |
| *% Full-Time* | *77%* | *77%* | *77%* | *77%* | *76%* | *75%* | *75%* | *74%* | *73%* | *74%* | *76%* | | |
| Part-Time | 1,638 | 1,666 | 1,692 | 1,710 | 1,828 | 1,888 | 1,892 | 1,934 | 2,026 | 1,833 | 1,595 | -13.0% | -2.6% |
| *% Part-Time* | *23%* | *23%* | *23%* | *23%* | *24%* | *25%* | *25%* | *26%* | *27%* | *26%* | *24%* | | |
| **Nebraska Community Colleges** | | | | | | | | | | | | | |
| Full-Time | 17,249 | 20,787 | 21,117 | 20,697 | 18,691 | 17,133 | 16,012 | 15,149 | 14,871 | 14,826 | 14,577 | -1.7% | -15.5% |
| *% Full-Time* | *40%* | *45%* | *43%* | *44%* | *42%* | *41%* | *41%* | *39%* | *38%* | *37%* | *37%* | | |
| Part-Time | 25,897 | 25,366 | 27,934 | 26,845 | 26,208 | 24,872 | 23,472 | 23,958 | 24,565 | 24,834 | 24,987 | 0.6% | -3.5% |
| *% Part-Time* | *60%* | *55%* | *57%* | *56%* | *58%* | *59%* | *59%* | *61%* | *62%* | *63%* | *63%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| Full-Time | 16,790 | 19,291 | 19,123 | 18,893 | 18,127 | 19,247 | 19,394 | 19,128 | 18,636 | 18,819 | 18,038 | -4.2% | 7.4% |
| *% Full-Time* | *79%* | *83%* | *81%* | *81%* | *80%* | *84%* | *85%* | *84%* | *82%* | *82%* | *77%* | | |
| Part-Time | 4,486 | 4,070 | 4,460 | 4,514 | 4,584 | 3,711 | 3,444 | 3,749 | 3,999 | 4,182 | 5,324 | 27.3% | 18.7% |
| *% Part-Time* | *21%* | *17%* | *19%* | *19%* | *20%* | *16%* | *15%* | *16%* | *18%* | *18%* | *23%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| Full-Time | 2,928 | 3,837 | 3,938 | 3,260 | 2,848 | 2,725 | 2,288 | 1,922 | 1,415 | 1,110 | 955 | -14.0% | -67.4% |
| *% Full-Time* | *86%* | *84%* | *80%* | *82%* | *79%* | *77%* | *75%* | *74%* | *69%* | *67%* | *70%* | | |
| Part-Time | 458 | 737 | 990 | 726 | 751 | 811 | 769 | 659 | 635 | 535 | 418 | -21.9% | -8.7% |
| *% Part-Time* | *14%* | *16%* | *20%* | *18%* | *21%* | *23%* | *25%* | *26%* | *31%* | *33%* | *30%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| Full-Time | 74,059 | 81,854 | 82,989 | 81,770 | 78,171 | 78,117 | 77,081 | 75,506 | 74,745 | 74,270 | 72,978 | -1.7% | -1.5% |
| *% Full-Time* | *67%* | *69%* | *68%* | *68%* | *67%* | *68%* | *69%* | *68%* | *67%* | *67%* | *66%* | | |
| Part-Time | 36,911 | 36,326 | 39,642 | 38,624 | 38,619 | 36,311 | 34,617 | 35,678 | 36,406 | 36,592 | 37,015 | 1.2% | 0.3% |
| *% Part-Time* | *33%* | *31%* | *32%* | *32%* | *33%* | *32%* | *31%* | *32%* | *33%* | *33%* | *34%* | | |

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

**Graduate Fall Enrollment by Full-Time/Part-Time Classification**



Full-Time: 10,900 (2008) ... 13,692 (2013) ... 13,885 (2017) ... 13,007 (2018)
Part-Time: 9,840 (2008) ... 10,819 (2013) ... 11,861 (2017) ... 12,618 (2018)

Legend: — Full-Time   — Part-Time

**% of Graduate Fall Enrollment by Full-Time/Part-Time Classification**

**2008**

47.4% / 52.6%

**2018**

49.2% / 50.8%

- Between fall 2008 and fall 2018, graduate enrollment by full-time/part-time classification changed as follows:

| Full-Time/Part-Time | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Graduate Full-Time (■) | -6.3% | 19.3% |
| Graduate Part-Time (▲) | 6.4% | 28.2% |
| Graduate Total | -0.5% | 23.3% |

- As shown on the next page, part-time graduate enrollments within the independent sector increased 21.2% between fall 2017 and fall 2018, while full-time graduate enrollments within the sector declined 13.3%. These changes were driven by large one-year fluctuations at Bellevue University where part-time graduate enrollments increased 113.1% (from 841 to 1,792) and full-time graduate enrollments decreased 33.6% (from 2,070 to 1,375).

# GRADUATE FALL ENROLLMENT by SECTOR by FULL-TIME/PART-TIME CLASSIFICATION

*Graduate Fall Enrollment by Sector by Full-Time/Part-Time Classification*

| Sector / Full-Time/Part-Time | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| Full-Time | 5,744 | 6,066 | 6,100 | 6,157 | 6,236 | 6,309 | 6,376 | 6,371 | 6,538 | 6,684 | 6,719 | 0.5% | 17.0% |
| *% Full-Time* | *49%* | *49%* | *50%* | *50%* | *52%* | *51%* | *51%* | *50%* | *51%* | *51%* | *52%* | | |
| Part-Time | 6,016 | 6,190 | 6,086 | 6,109 | 5,871 | 6,048 | 6,131 | 6,289 | 6,334 | 6,397 | 6,218 | -2.8% | 3.4% |
| *% Part-Time* | *51%* | *51%* | *50%* | *50%* | *48%* | *49%* | *49%* | *50%* | *49%* | *49%* | *48%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| Full-Time | 236 | 271 | 222 | 237 | 306 | 289 | 294 | 349 | 336 | 315 | 320 | 1.6% | 35.6% |
| *% Full-Time* | *16%* | *18%* | *15%* | *17%* | *21%* | *21%* | *21%* | *23%* | *22%* | *22%* | *22%* | | |
| Part-Time | 1,197 | 1,248 | 1,274 | 1,127 | 1,123 | 1,114 | 1,097 | 1,137 | 1,183 | 1,105 | 1,129 | 2.2% | -5.7% |
| *% Part-Time* | *84%* | *82%* | *85%* | *83%* | *79%* | *79%* | *79%* | *77%* | *78%* | *78%* | *78%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| Full-Time | 4,914 | 5,307 | 5,796 | 5,732 | 5,761 | 7,021 | 7,115 | 7,289 | 7,267 | 6,836 | 5,925 | -13.3% | 20.6% |
| *% Full-Time* | *65%* | *60%* | *61%* | *58%* | *56%* | *66%* | *65%* | *63%* | *64%* | *61%* | *53%* | | |
| Part-Time | 2,627 | 3,495 | 3,734 | 4,152 | 4,481 | 3,627 | 3,892 | 4,238 | 4,006 | 4,306 | 5,219 | 21.2% | 98.7% |
| *% Part-Time* | *35%* | *40%* | *39%* | *42%* | *44%* | *34%* | *35%* | *37%* | *36%* | *39%* | *47%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| Full-Time | 6 | 13 | 47 | 22 | 37 | 73 | 78 | 73 | 57 | 50 | 43 | -14.0% | 616.7% |
| *% Full-Time* | *100%* | *100%* | *94%* | *43%* | *47%* | *71%* | *73%* | *70%* | *56%* | *49%* | *45%* | | |
| Part-Time | 0 | 0 | 3 | 29 | 42 | 30 | 29 | 32 | 45 | 53 | 52 | -1.9% | N/A |
| *% Part-Time* | *0%* | *0%* | *6%* | *57%* | *53%* | *29%* | *27%* | *30%* | *44%* | *51%* | *55%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| Full-Time | 10,900 | 11,657 | 12,165 | 12,148 | 12,340 | 13,692 | 13,863 | 14,082 | 14,198 | 13,885 | 13,007 | -6.3% | 19.3% |
| *% Full-Time* | *53%* | *52%* | *52%* | *52%* | *52%* | *56%* | *55%* | *55%* | *55%* | *54%* | *51%* | | |
| Part-Time | 9,840 | 10,933 | 11,097 | 11,417 | 11,517 | 10,819 | 11,149 | 11,696 | 11,568 | 11,861 | 12,618 | 6.4% | 28.2% |
| *% Part-Time* | *47%* | *48%* | *48%* | *48%* | *48%* | *44%* | *45%* | *45%* | *45%* | *46%* | *49%* | | |

*Note.* Nebraska's community colleges do not enroll students at the graduate level.

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# Section 3

## Total Fall Enrollment by Gender

# TOTAL FALL ENROLLMENT by GENDER

**Total Fall Enrollment by Gender**
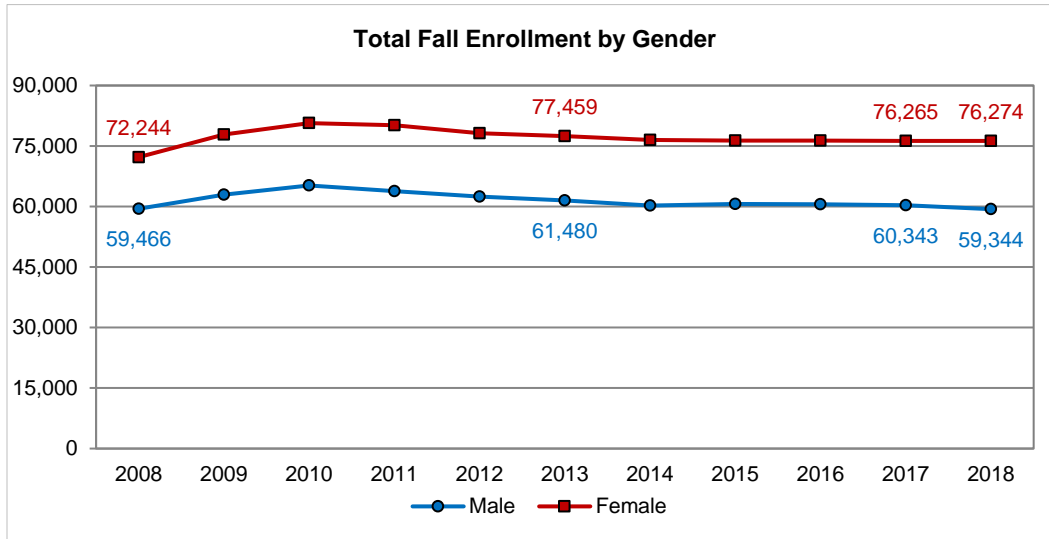


- Between fall 2008 and fall 2018, enrollment by gender changed as follows:

| Gender | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male (●) | -1.7% | -0.2% |
| Female (■) | 0.0% | 5.6% |
| Total | -0.7% | 3.0% |

**% of Total Fall Enrollment by Gender**



**2008**
45.1%
54.9%
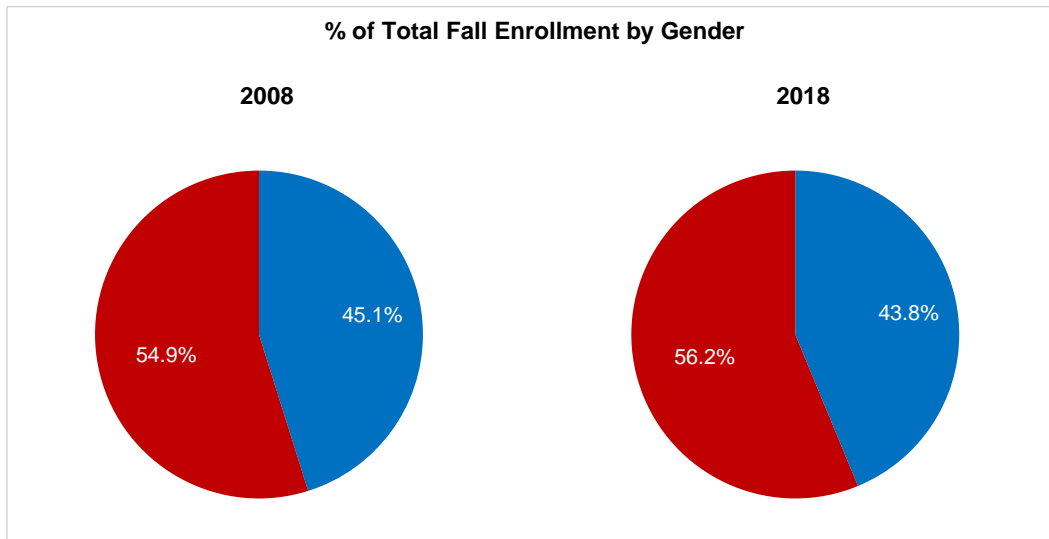
**2018**
43.8%
56.2%

# TOTAL FALL ENROLLMENT by SECTOR by GENDER

*Total Fall Enrollment by Sector by Gender*

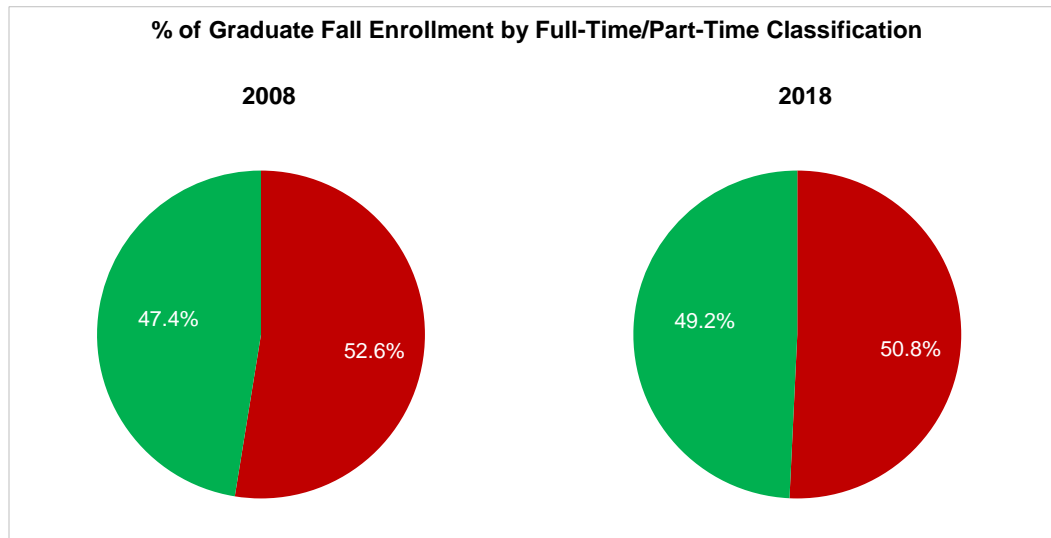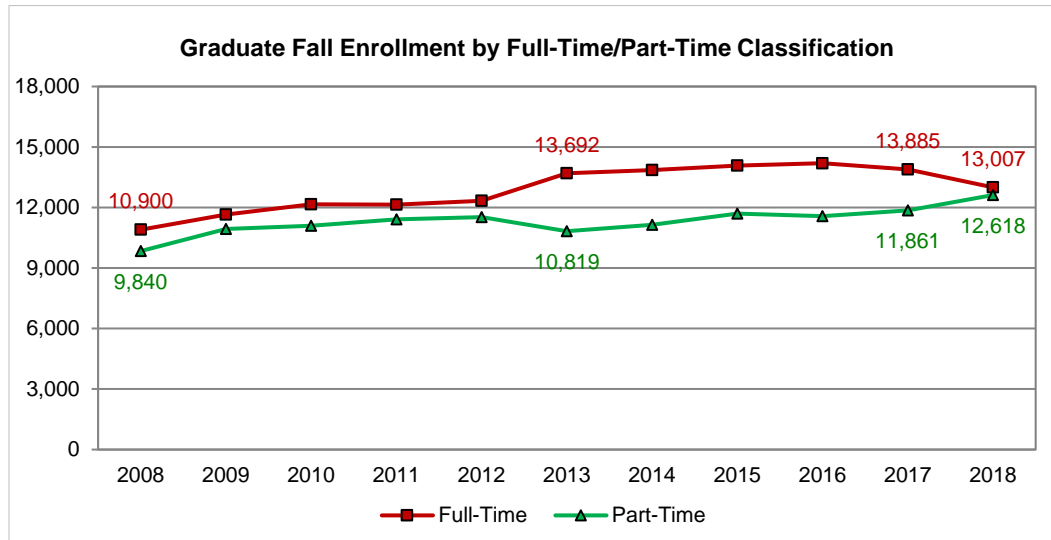| | | | | | | | | | | | | % Change | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sector / | | | | | | | | | | | | 17-18 | 08-18 |
| Gender | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 1-Yr | 10-Yr |
| **University of Nebraska** | | | | | | | | | | | | | |
| Male | 23,244 | 23,917 | 24,386 | 24,395 | 24,343 | 24,399 | 24,587 | 24,642 | 24,850 | 24,896 | 24,348 | -2.2% | 4.7% |
| *% Male* | *49%* | *49%* | *49%* | *48%* | *49%* | *48%* | *48%* | *48%* | *47%* | *47%* | *47%* | | |
| Female | 24,568 | 25,115 | 25,519 | 25,968 | 25,835 | 26,306 | 26,628 | 27,193 | 27,666 | 27,783 | 27,537 | -0.9% | 12.1% |
| *% Female* | *51%* | *51%* | *51%* | *52%* | *51%* | *52%* | *52%* | *52%* | *53%* | *53%* | *53%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| Male | 3,572 | 3,689 | 3,688 | 3,687 | 3,765 | 3,751 | 3,750 | 3,674 | 3,680 | 3,407 | 3,361 | -1.4% | -5.9% |
| *% Male* | *42%* | *42%* | *42%* | *42%* | *42%* | *42%* | *42%* | *41%* | *41%* | *41%* | *41%* | | |
| Female | 4,971 | 5,146 | 5,158 | 5,039 | 5,174 | 5,233 | 5,252 | 5,256 | 5,225 | 4,971 | 4,834 | -2.8% | -2.8% |
| *% Female* | *58%* | *58%* | *58%* | *58%* | *58%* | *58%* | *58%* | *59%* | *59%* | *59%* | *59%* | | |
| **Nebraska Community Colleges** | | | | | | | | | | | | | |
| Male | 19,766 | 20,469 | 22,045 | 20,961 | 19,982 | 18,853 | 17,696 | 17,906 | 18,205 | 18,370 | 17,974 | -2.2% | -9.1% |
| *% Male* | *46%* | *44%* | *45%* | *44%* | *45%* | *45%* | *45%* | *46%* | *46%* | *46%* | *45%* | | |
| Female | 23,380 | 25,684 | 27,006 | 26,581 | 24,917 | 23,152 | 21,788 | 21,201 | 21,231 | 21,290 | 21,590 | 1.4% | -7.7% |
| *% Female* | *54%* | *56%* | *55%* | *56%* | *55%* | *55%* | *55%* | *54%* | *54%* | *54%* | *55%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| Male | 11,974 | 13,568 | 13,686 | 13,580 | 13,390 | 13,565 | 13,453 | 13,795 | 13,508 | 13,402 | 13,427 | 0.2% | 12.1% |
| *% Male* | *42%* | *42%* | *41%* | *41%* | *41%* | *40%* | *40%* | *40%* | *40%* | *39%* | *39%* | | |
| Female | 16,843 | 18,595 | 19,427 | 19,711 | 19,563 | 20,041 | 20,392 | 20,609 | 20,400 | 20,741 | 21,079 | 1.6% | 25.1% |
| *% Female* | *58%* | *58%* | *59%* | *59%* | *59%* | *60%* | *60%* | *60%* | *60%* | *61%* | *61%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| Male | 910 | 1,264 | 1,415 | 1,157 | 971 | 912 | 746 | 624 | 337 | 268 | 234 | -12.7% | -74.3% |
| *% Male* | *27%* | *28%* | *28%* | *29%* | *26%* | *25%* | *24%* | *23%* | *16%* | *15%* | *16%* | | |
| Female | 2,482 | 3,323 | 3,563 | 2,880 | 2,707 | 2,727 | 2,418 | 2,062 | 1,815 | 1,480 | 1,234 | -16.6% | -50.3% |
| *% Female* | *73%* | *72%* | *72%* | *71%* | *74%* | *75%* | *76%* | *77%* | *84%* | *85%* | *84%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| Male | 59,466 | 62,907 | 65,220 | 63,780 | 62,451 | 61,480 | 60,232 | 60,641 | 60,580 | 60,343 | 59,344 | -1.7% | -0.2% |
| *% Male* | *45%* | *45%* | *45%* | *44%* | *44%* | *44%* | *44%* | *44%* | *44%* | *44%* | *44%* | | |
| Female | 72,244 | 77,863 | 80,673 | 80,179 | 78,196 | 77,459 | 76,478 | 76,321 | 76,337 | 76,265 | 76,274 | 0.0% | 5.6% |
| *% Female* | *55%* | *55%* | *55%* | *56%* | *56%* | *56%* | *56%* | *56%* | *56%* | *56%* | *56%* | | |

# UNDERGRADUATE FALL ENROLLMENT by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

**Male Undergraduate Fall Enrollment by Full-Time/Part-Time Classification**



Male Full-Time values: 34,897 ... 36,048 ... 34,522 33,667

Male Part-Time values: 15,999 ... 15,308 ... 15,798 15,821

Legend: ■ Male Full-Time  ▲ Male Part-Time

**% of Male Undergraduate Fall Enrollment by Full-Time/Part-Time Classification**

**2008**



31.4%  68.6%

**2018**



32.0%  68.0%
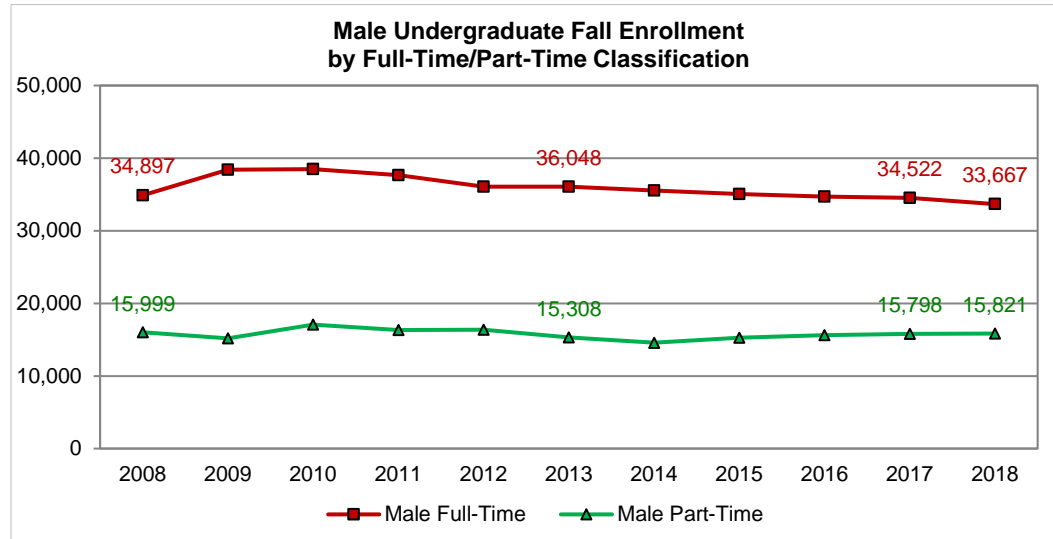
- Between fall 2008 and fall 2018, male undergraduate enrollment by full-time/ part-time classification changed as follows:

| Full-Time/Part-Time | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male Full-Time (■) | -2.5% | -3.5% |
| Male Part-Time (▲) | 0.1% | -1.1% |
| Male Undergraduate Total | -1.7% | -2.8% |
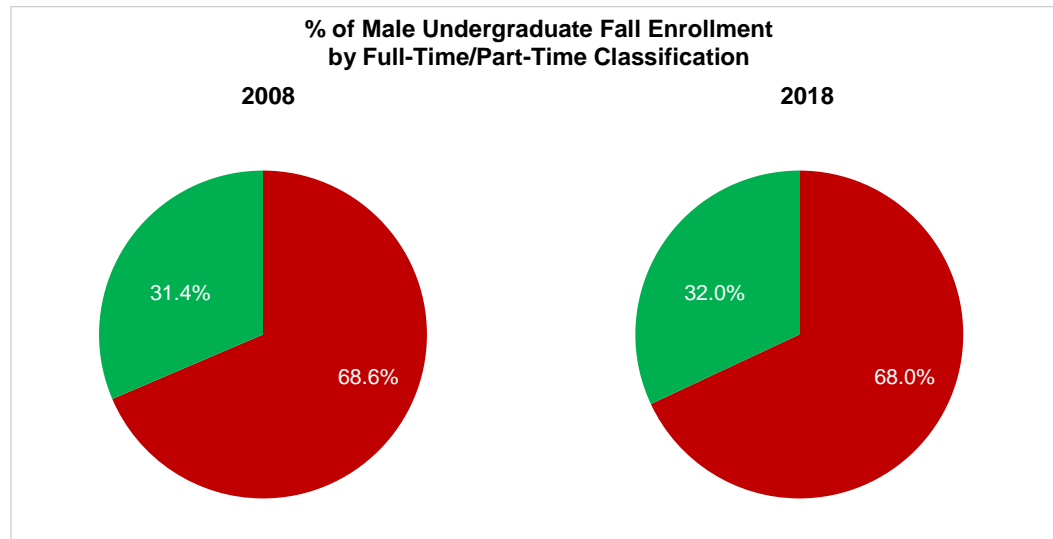
*2019 Factual Look: Enrollment*

3.4

# UNDERGRADUATE FALL ENROLLMENT by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

**Female Undergraduate Fall Enrollment by Full-Time/Part-Time Classification**



Female Full-Time values: 39,162 ... 42,069 ... 39,748 ... 39,311
Female Part-Time values: 20,912 ... 21,003 ... 20,794 ... 21,194

Years: 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018

Legend: Female Full-Time · Female Part-Time

**% of Female Undergraduate Fall Enrollment by Full-Time/Part-Time Classification**

**2008**



34.8% / 65.2%

**2018**



35.0% / 65.0%
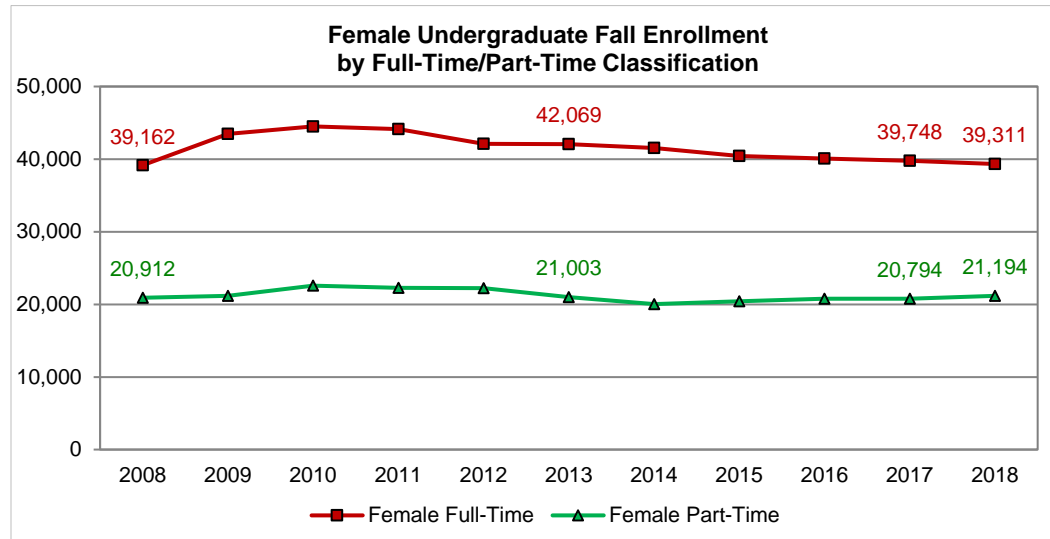
- Between fall 2008 and fall 2018, female undergraduate enrollment by full-time/part-time classification changed as follows:

| Full-Time/Part-Time | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Female Full-Time (■) | -1.1% | 0.4% |
| Female Part-Time (▲) | 1.9% | 1.3% |
| Female Undergraduate Total | -0.1% | 0.7% |

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

*Undergraduate Fall Enrollment by Sector by Gender by Full-Time/Part-Time Classification*

| Sector / Gender | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| Male | 18,154 | 18,557 | 18,941 | 18,973 | 18,969 | 18,972 | 19,141 | 19,173 | 19,304 | 19,355 | 18,920 | -2.2% | 4.2% |
| *% Male* | *50%* | *50%* | *50%* | *50%* | *50%* | *49%* | *49%* | *49%* | *49%* | *49%* | *49%* | | |
| Male Full-Time | 15,934 | 16,269 | 16,629 | 16,497 | 16,277 | 16,445 | 16,588 | 16,490 | 16,706 | 16,680 | 16,545 | -0.8% | 3.8% |
| *% Male Full-Time* | *88%* | *88%* | *88%* | *87%* | *86%* | *87%* | *87%* | *86%* | *87%* | *86%* | *87%* | | |
| Male Part-Time | 2,220 | 2,288 | 2,312 | 2,476 | 2,692 | 2,527 | 2,553 | 2,683 | 2,598 | 2,675 | 2,375 | -11.2% | 7.0% |
| *% Male Part-Time* | *12%* | *12%* | *12%* | *13%* | *14%* | *13%* | *13%* | *14%* | *13%* | *14%* | *13%* | | |
| Female | 17,898 | 18,219 | 18,778 | 19,124 | 19,102 | 19,376 | 19,567 | 20,002 | 20,340 | 20,243 | 20,028 | -1.1% | 11.9% |
| *% Female* | *50%* | *50%* | *50%* | *50%* | *50%* | *51%* | *51%* | *51%* | *51%* | *51%* | *51%* | | |
| Female Full-Time | 15,686 | 16,020 | 16,524 | 16,771 | 16,546 | 16,874 | 17,080 | 17,307 | 17,757 | 17,710 | 17,712 | 0.0% | 12.9% |
| *% Female Full-Time* | *88%* | *88%* | *88%* | *88%* | *87%* | *87%* | *87%* | *87%* | *87%* | *87%* | *88%* | | |
| Female Part-Time | 2,212 | 2,199 | 2,254 | 2,353 | 2,556 | 2,502 | 2,487 | 2,695 | 2,583 | 2,533 | 2,316 | -8.6% | 4.7% |
| *% Female Part-Time* | *12%* | *12%* | *12%* | *12%* | *13%* | *13%* | *13%* | *13%* | *13%* | *13%* | *12%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| Male | 3,120 | 3,188 | 3,168 | 3,168 | 3,216 | 3,191 | 3,201 | 3,090 | 3,107 | 2,891 | 2,845 | -1.6% | -8.8% |
| *% Male* | *44%* | *44%* | *43%* | *43%* | *43%* | *42%* | *42%* | *42%* | *42%* | *42%* | *42%* | | |
| Male Full-Time | 2,494 | 2,562 | 2,551 | 2,535 | 2,518 | 2,472 | 2,474 | 2,382 | 2,351 | 2,214 | 2,253 | 1.8% | -9.7% |
| *% Male Full-Time* | *80%* | *80%* | *81%* | *80%* | *78%* | *77%* | *77%* | *77%* | *76%* | *77%* | *79%* | | |
| Male Part-Time | 626 | 626 | 617 | 633 | 698 | 719 | 727 | 708 | 756 | 677 | 592 | -12.6% | -5.4% |
| *% Male Part-Time* | *20%* | *20%* | *19%* | *20%* | *22%* | *23%* | *23%* | *23%* | *24%* | *23%* | *21%* | | |
| Female | 3,990 | 4,128 | 4,182 | 4,194 | 4,294 | 4,390 | 4,410 | 4,354 | 4,279 | 4,067 | 3,901 | -4.1% | -2.2% |
| *% Female* | *56%* | *56%* | *57%* | *57%* | *57%* | *58%* | *58%* | *58%* | *58%* | *58%* | *58%* | | |
| Female Full-Time | 2,978 | 3,088 | 3,107 | 3,117 | 3,164 | 3,221 | 3,245 | 3,128 | 3,009 | 2,911 | 2,898 | -0.4% | -2.7% |
| *% Female Full-Time* | *75%* | *75%* | *74%* | *74%* | *74%* | *73%* | *74%* | *72%* | *70%* | *72%* | *74%* | | |
| Female Part-Time | 1,012 | 1,040 | 1,075 | 1,077 | 1,130 | 1,169 | 1,165 | 1,226 | 1,270 | 1,156 | 1,003 | -13.2% | -0.9% |
| *% Female Part-Time* | *25%* | *25%* | *26%* | *26%* | *26%* | *27%* | *26%* | *28%* | *30%* | *28%* | *26%* | | |
| **Nebraska Community Colleges** | | | | | | | | | | | | | |
| Male | 19,766 | 20,469 | 22,045 | 20,961 | 19,982 | 18,853 | 17,696 | 17,906 | 18,205 | 18,370 | 17,974 | -2.2% | -9.1% |
| *% Male* | *46%* | *44%* | *45%* | *44%* | *45%* | *45%* | *45%* | *46%* | *46%* | *46%* | *45%* | | |
| Male Full-Time | 8,476 | 10,031 | 9,976 | 9,661 | 8,928 | 8,307 | 7,759 | 7,501 | 7,445 | 7,418 | 7,171 | -3.3% | -15.4% |
| *% Male Full-Time* | *43%* | *49%* | *45%* | *46%* | *45%* | *44%* | *44%* | *42%* | *41%* | *40%* | *40%* | | |
| Male Part-Time | 11,290 | 10,438 | 12,069 | 11,300 | 11,054 | 10,546 | 9,937 | 10,405 | 10,760 | 10,952 | 10,803 | -1.4% | -4.3% |
| *% Male Part-Time* | *57%* | *51%* | *55%* | *54%* | *55%* | *56%* | *56%* | *58%* | *59%* | *60%* | *60%* | | |
| Female | 23,380 | 25,684 | 27,006 | 26,581 | 24,917 | 23,152 | 21,788 | 21,201 | 21,231 | 21,290 | 21,590 | 1.4% | -7.7% |
| *% Female* | *54%* | *56%* | *55%* | *56%* | *55%* | *55%* | *55%* | *54%* | *54%* | *54%* | *55%* | | |
| Female Full-Time | 8,773 | 10,756 | 11,141 | 11,036 | 9,763 | 8,826 | 8,253 | 7,648 | 7,426 | 7,408 | 7,406 | 0.0% | -15.6% |
| *% Female Full-Time* | *38%* | *42%* | *41%* | *42%* | *39%* | *38%* | *38%* | *36%* | *35%* | *35%* | *34%* | | |
| Female Part-Time | 14,607 | 14,928 | 15,865 | 15,545 | 15,154 | 14,326 | 13,535 | 13,553 | 13,805 | 13,882 | 14,184 | 2.2% | -2.9% |
| *% Female Part-Time* | *62%* | *58%* | *59%* | *58%* | *61%* | *62%* | *62%* | *64%* | *65%* | *65%* | *66%* | | |

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

*Undergraduate Fall Enrollment by Sector by Gender by Full-Time/Part-Time Classification (Continued)*

| Sector / Gender | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| Male | 8,950 | 10,090 | 10,005 | 9,743 | 9,347 | 9,463 | 9,361 | 9,568 | 9,375 | 9,458 | 9,531 | 0.8% | 6.5% |
| *% Male* | *42%* | *43%* | *42%* | *42%* | *41%* | *41%* | *41%* | *42%* | *41%* | *41%* | *41%* | | |
| Male Full-Time | 7,214 | 8,500 | 8,215 | 8,055 | 7,651 | 8,191 | 8,222 | 8,291 | 8,003 | 8,075 | 7,554 | -6.5% | 4.7% |
| *% Male Full-Time* | *81%* | *84%* | *82%* | *83%* | *82%* | *87%* | *88%* | *87%* | *85%* | *85%* | *79%* | | |
| Male Part-Time | 1,736 | 1,590 | 1,790 | 1,688 | 1,696 | 1,272 | 1,139 | 1,277 | 1,372 | 1,383 | 1,977 | 43.0% | 13.9% |
| *% Male Part-Time* | *19%* | *16%* | *18%* | *17%* | *18%* | *13%* | *12%* | *13%* | *15%* | *15%* | *21%* | | |
| Female | 12,326 | 13,271 | 13,578 | 13,664 | 13,364 | 13,495 | 13,477 | 13,309 | 13,260 | 13,543 | 13,831 | 2.1% | 12.2% |
| *% Female* | *58%* | *57%* | *58%* | *58%* | *59%* | *59%* | *59%* | *58%* | *59%* | *59%* | *59%* | | |
| Female Full-Time | 9,576 | 10,791 | 10,908 | 10,838 | 10,476 | 11,056 | 11,172 | 10,837 | 10,633 | 10,744 | 10,484 | -2.4% | 9.5% |
| *% Female Full-Time* | *78%* | *81%* | *80%* | *79%* | *78%* | *82%* | *83%* | *81%* | *80%* | *79%* | *76%* | | |
| Female Part-Time | 2,750 | 2,480 | 2,670 | 2,826 | 2,888 | 2,439 | 2,305 | 2,472 | 2,627 | 2,799 | 3,347 | 19.6% | 21.7% |
| *% Female Part-Time* | *22%* | *19%* | *20%* | *21%* | *22%* | *18%* | *17%* | *19%* | *20%* | *21%* | *24%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| Male | 906 | 1,256 | 1,393 | 1,143 | 945 | 877 | 718 | 596 | 314 | 246 | 218 | -11.4% | -75.9% |
| *% Male* | *27%* | *27%* | *28%* | *29%* | *26%* | *25%* | *23%* | *23%* | *15%* | *15%* | *16%* | | |
| Male Full-Time | 779 | 1,039 | 1,113 | 905 | 702 | 633 | 491 | 412 | 178 | 135 | 144 | 6.7% | -81.5% |
| *% Male Full-Time* | *86%* | *83%* | *80%* | *79%* | *74%* | *72%* | *68%* | *69%* | *57%* | *55%* | *66%* | | |
| Male Part-Time | 127 | 217 | 280 | 238 | 243 | 244 | 227 | 184 | 136 | 111 | 74 | -33.3% | -41.7% |
| *% Male Part-Time* | *14%* | *17%* | *20%* | *21%* | *26%* | *28%* | *32%* | *31%* | *43%* | *45%* | *34%* | | |
| Female | 2,480 | 3,318 | 3,535 | 2,843 | 2,654 | 2,659 | 2,339 | 1,985 | 1,736 | 1,399 | 1,155 | -17.4% | -53.4% |
| *% Female* | *73%* | *73%* | *72%* | *71%* | *74%* | *75%* | *77%* | *77%* | *85%* | *85%* | *84%* | | |
| Female Full-Time | 2,149 | 2,798 | 2,825 | 2,355 | 2,146 | 2,092 | 1,797 | 1,510 | 1,237 | 975 | 811 | -16.8% | -62.3% |
| *% Female Full-Time* | *87%* | *84%* | *80%* | *83%* | *81%* | *79%* | *77%* | *76%* | *71%* | *70%* | *70%* | | |
| Female Part-Time | 331 | 520 | 710 | 488 | 508 | 567 | 542 | 475 | 499 | 424 | 344 | -18.9% | 3.9% |
| *% Female Part-Time* | *13%* | *16%* | *20%* | *17%* | *19%* | *21%* | *23%* | *24%* | *29%* | *30%* | *30%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| Male | 50,896 | 53,560 | 55,552 | 53,988 | 52,459 | 51,356 | 50,117 | 50,333 | 50,305 | 50,320 | 49,488 | -1.7% | -2.8% |
| *% Male* | *46%* | *45%* | *45%* | *45%* | *45%* | *45%* | *45%* | *45%* | *45%* | *45%* | *45%* | | |
| Male Full-Time | 34,897 | 38,401 | 38,484 | 37,653 | 36,076 | 36,048 | 35,534 | 35,076 | 34,683 | 34,522 | 33,667 | -2.5% | -3.5% |
| *% Male Full-Time* | *69%* | *72%* | *69%* | *70%* | *69%* | *70%* | *71%* | *70%* | *69%* | *69%* | *68%* | | |
| Male Part-Time | 15,999 | 15,159 | 17,068 | 16,335 | 16,383 | 15,308 | 14,583 | 15,257 | 15,622 | 15,798 | 15,821 | 0.1% | -1.1% |
| *% Male Part-Time* | *31%* | *28%* | *31%* | *30%* | *31%* | *30%* | *29%* | *30%* | *31%* | *31%* | *32%* | | |
| Female | 60,074 | 64,620 | 67,079 | 66,406 | 64,331 | 63,072 | 61,581 | 60,851 | 60,846 | 60,542 | 60,505 | -0.1% | 0.7% |
| *% Female* | *54%* | *55%* | *55%* | *55%* | *55%* | *55%* | *55%* | *55%* | *55%* | *55%* | *55%* | | |
| Female Full-Time | 39,162 | 43,453 | 44,505 | 44,117 | 42,095 | 42,069 | 41,547 | 40,430 | 40,062 | 39,748 | 39,311 | -1.1% | 0.4% |
| *% Female Full-Time* | *65%* | *67%* | *66%* | *66%* | *65%* | *67%* | *67%* | *66%* | *66%* | *66%* | *65%* | | |
| Female Part-Time | 20,912 | 21,167 | 22,574 | 22,289 | 22,236 | 21,003 | 20,034 | 20,421 | 20,784 | 20,794 | 21,194 | 1.9% | 1.3% |
| *% Female Part-Time* | *35%* | *33%* | *34%* | *34%* | *35%* | *33%* | *33%* | *34%* | *34%* | *34%* | *35%* | | |

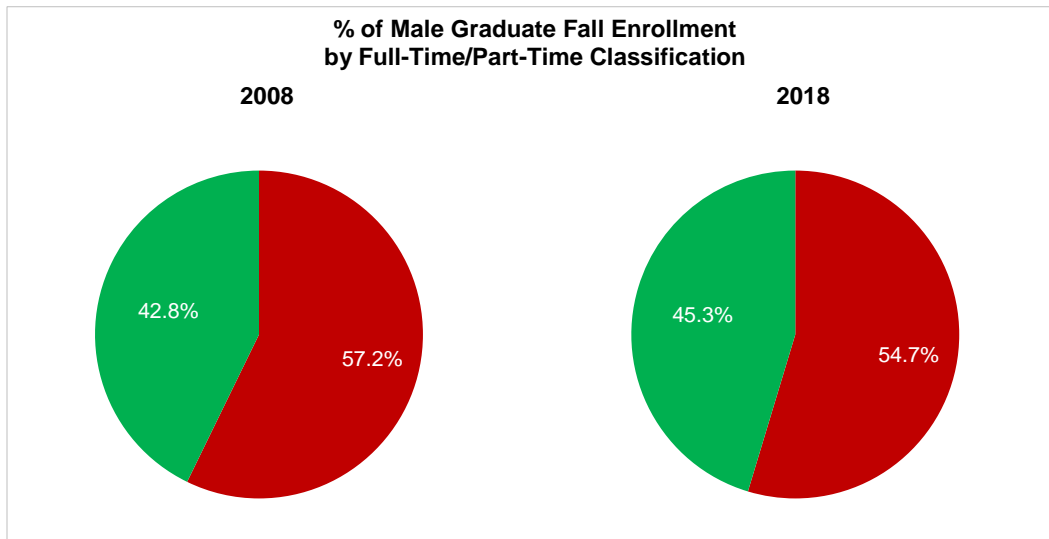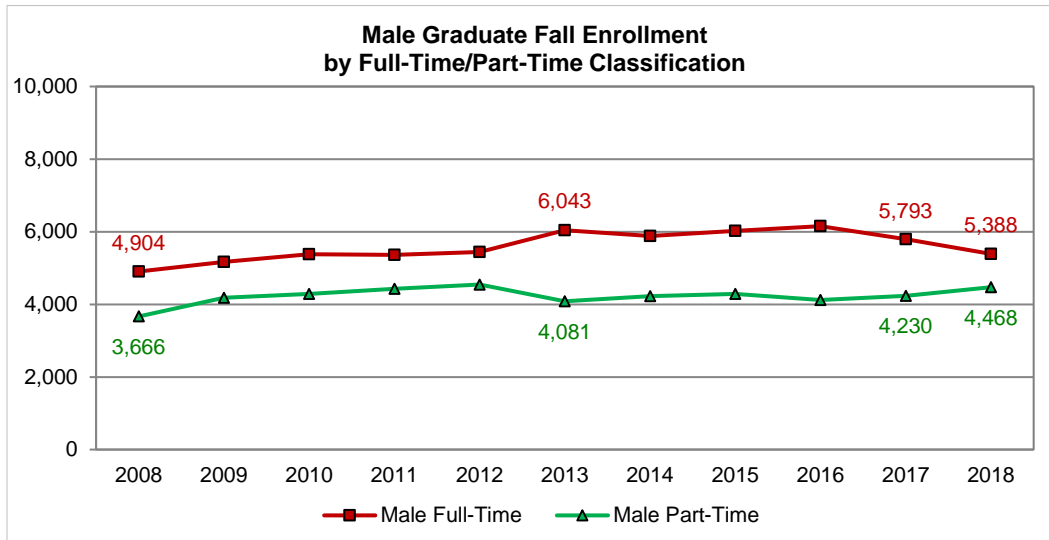# GRADUATE FALL ENROLLMENT by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

**Male Graduate Fall Enrollment by Full-Time/Part-Time Classification**



Male Full-Time values: 4,904 ... 6,043 ... 5,793 ... 5,388
Male Part-Time values: 3,666 ... 4,081 ... 4,230 ... 4,468

Legend: ■ Male Full-Time   ▲ Male Part-Time

**% of Male Graduate Fall Enrollment by Full-Time/Part-Time Classification**

**2008**



42.8%   57.2%

**2018**



45.3%   54.7%

- Between fall 2008 and fall 2018, male graduate enrollment by full-time/part-time classification changed as follows:

| Full-Time/Part-Time | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male Full-Time (■) | -7.0% | 9.9% |
| Male Part-Time (▲) | 5.6% | 21.9% |
| Male Graduate Total | -1.7% | 15.0% |

- As shown on pages 3.10 and 3.11, nearly 94% of the 10-year increase in fall enrollment for males attending part-time at the graduate level was due to the 77.4% increase in enrollments within the independent sector.

ccpe

# GRADUATE FALL ENROLLMENT by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

### Female Graduate Fall Enrollment by Full-Time/Part-Time Classification



Legend: Female Full-Time (red square), Female Part-Time (green triangle)

Data points:
- 2008: Full-Time 5,996; Part-Time 6,174
- 2013: Part-Time 6,738
- 2013: Full-Time 7,649
- 2017: Full-Time 8,092; Part-Time 7,631
- 2018: Part-Time 8,150; Full-Time 7,619

### % of Female Graduate Fall Enrollment by Full-Time/Part-Time Classification

**2008**

50.7% / 49.3%

**2018**

51.7% / 48.3%

- Between fall 2008 and fall 2018, female graduate enrollment by full-time/part-time classification changed as follows:

| Full-Time/Part-Time | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Female Full-Time (■) | -5.8% | 27.1% |
| Female Part-Time (▲) | 6.8% | 32.0% |
| Female Graduate Total | 0.3% | 29.6% |

- As shown on pages 3.10 and 3.11, nearly 55% of the 10-year increase in fall enrollment for females attending full-time at the graduate level was due to the 31.1% increase in enrollments within the independent sector.

- Additionally, over 93% of the 10-year increase in fall enrollment for females attending part-time at the graduate level was due to the 111.1% increase in enrollments within the independent sector.

# GRADUATE FALL ENROLLMENT by SECTOR by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

*Graduate Fall Enrollment by Sector by Gender by Full-Time/Part-Time Classification*

| Sector / Gender | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| Male | 5,090 | 5,360 | 5,445 | 5,422 | 5,374 | 5,427 | 5,446 | 5,469 | 5,546 | 5,541 | 5,428 | -2.0% | 6.6% |
| *% Male* | *43%* | *44%* | *45%* | *44%* | *44%* | *44%* | *44%* | *43%* | *43%* | *42%* | *42%* | | |
| Male Full-Time | 2,776 | 2,968 | 3,063 | 3,034 | 3,008 | 3,079 | 3,061 | 3,054 | 3,145 | 3,124 | 3,111 | -0.4% | 12.1% |
| *% Male Full-Time* | *55%* | *55%* | *56%* | *56%* | *56%* | *57%* | *56%* | *56%* | *57%* | *56%* | *57%* | | |
| Male Part-Time | 2,314 | 2,392 | 2,382 | 2,388 | 2,366 | 2,348 | 2,385 | 2,415 | 2,401 | 2,417 | 2,317 | -4.1% | 0.1% |
| *% Male Part-Time* | *45%* | *45%* | *44%* | *44%* | *44%* | *43%* | *44%* | *44%* | *43%* | *44%* | *43%* | | |
| Female | 6,670 | 6,896 | 6,741 | 6,844 | 6,733 | 6,930 | 7,061 | 7,191 | 7,326 | 7,540 | 7,509 | -0.4% | 12.6% |
| *% Female* | *57%* | *56%* | *55%* | *56%* | *56%* | *56%* | *56%* | *57%* | *57%* | *58%* | *58%* | | |
| Female Full-Time | 2,968 | 3,098 | 3,037 | 3,123 | 3,228 | 3,230 | 3,315 | 3,317 | 3,393 | 3,560 | 3,608 | 1.3% | 21.6% |
| *% Female Full-Time* | *44%* | *45%* | *45%* | *46%* | *48%* | *47%* | *47%* | *46%* | *46%* | *47%* | *48%* | | |
| Female Part-Time | 3,702 | 3,798 | 3,704 | 3,721 | 3,505 | 3,700 | 3,746 | 3,874 | 3,933 | 3,980 | 3,901 | -2.0% | 5.4% |
| *% Female Part-Time* | *56%* | *55%* | *55%* | *54%* | *52%* | *53%* | *53%* | *54%* | *54%* | *53%* | *52%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| Male | 452 | 501 | 520 | 519 | 549 | 560 | 549 | 584 | 573 | 516 | 516 | 0.0% | 14.2% |
| *% Male* | *32%* | *33%* | *35%* | *38%* | *38%* | *40%* | *39%* | *39%* | *38%* | *36%* | *36%* | | |
| Male Full-Time | 70 | 98 | 93 | 95 | 108 | 111 | 82 | 114 | 101 | 85 | 90 | 5.9% | 28.6% |
| *% Male Full-Time* | *15%* | *20%* | *18%* | *18%* | *20%* | *20%* | *15%* | *20%* | *18%* | *16%* | *17%* | | |
| Male Part-Time | 382 | 403 | 427 | 424 | 441 | 449 | 467 | 470 | 472 | 431 | 426 | -1.2% | 11.5% |
| *% Male Part-Time* | *85%* | *80%* | *82%* | *82%* | *80%* | *80%* | *85%* | *80%* | *82%* | *84%* | *83%* | | |
| Female | 981 | 1,018 | 976 | 845 | 880 | 843 | 842 | 902 | 946 | 904 | 933 | 3.2% | -4.9% |
| *% Female* | *68%* | *67%* | *65%* | *62%* | *62%* | *60%* | *61%* | *61%* | *62%* | *64%* | *64%* | | |
| Female Full-Time | 166 | 173 | 129 | 142 | 198 | 178 | 212 | 235 | 235 | 230 | 230 | 0.0% | 38.6% |
| *% Female Full-Time* | *17%* | *17%* | *13%* | *17%* | *23%* | *21%* | *25%* | *26%* | *25%* | *25%* | *25%* | | |
| Female Part-Time | 815 | 845 | 847 | 703 | 682 | 665 | 630 | 667 | 711 | 674 | 703 | 4.3% | -13.7% |
| *% Female Part-Time* | *83%* | *83%* | *87%* | *83%* | *78%* | *79%* | *75%* | *74%* | *75%* | *75%* | *75%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| Male | 3,024 | 3,478 | 3,681 | 3,837 | 4,043 | 4,102 | 4,092 | 4,227 | 4,133 | 3,944 | 3,896 | -1.2% | 28.8% |
| *% Male* | *40%* | *40%* | *39%* | *39%* | *39%* | *39%* | *37%* | *37%* | *37%* | *35%* | *35%* | | |
| Male Full-Time | 2,054 | 2,091 | 2,203 | 2,225 | 2,316 | 2,825 | 2,722 | 2,830 | 2,890 | 2,568 | 2,175 | -15.3% | 5.9% |
| *% Male Full-Time* | *68%* | *60%* | *60%* | *58%* | *57%* | *69%* | *67%* | *67%* | *70%* | *65%* | *56%* | | |
| Male Part-Time | 970 | 1,387 | 1,478 | 1,612 | 1,727 | 1,277 | 1,370 | 1,397 | 1,243 | 1,376 | 1,721 | 25.1% | 77.4% |
| *% Male Part-Time* | *32%* | *40%* | *40%* | *42%* | *43%* | *31%* | *33%* | *33%* | *30%* | *35%* | *44%* | | |
| Female | 4,517 | 5,324 | 5,849 | 6,047 | 6,199 | 6,546 | 6,915 | 7,300 | 7,140 | 7,198 | 7,248 | 0.7% | 60.5% |
| *% Female* | *60%* | *60%* | *61%* | *61%* | *61%* | *61%* | *63%* | *63%* | *63%* | *65%* | *65%* | | |
| Female Full-Time | 2,860 | 3,216 | 3,593 | 3,507 | 3,445 | 4,196 | 4,393 | 4,459 | 4,377 | 4,268 | 3,750 | -12.1% | 31.1% |
| *% Female Full-Time* | *63%* | *60%* | *61%* | *58%* | *56%* | *64%* | *64%* | *61%* | *61%* | *59%* | *52%* | | |
| Female Part-Time | 1,657 | 2,108 | 2,256 | 2,540 | 2,754 | 2,350 | 2,522 | 2,841 | 2,763 | 2,930 | 3,498 | 19.4% | 111.1% |
| *% Female Part-Time* | *37%* | *40%* | *39%* | *42%* | *44%* | *36%* | *36%* | *39%* | *39%* | *41%* | *48%* | | |

# GRADUATE FALL ENROLLMENT by SECTOR by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

*Graduate Fall Enrollment by Sector by Gender by Full-Time/Part-Time Classification (Continued)*

| Sector / Gender | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| Male | 4 | 8 | 22 | 14 | 26 | 35 | 28 | 28 | 23 | 22 | 16 | -27.3% | 300.0% |
| *% Male* | *67%* | *62%* | *44%* | *27%* | *33%* | *34%* | *26%* | *27%* | *23%* | *21%* | *17%* | | |
| Male Full-Time | 4 | 8 | 21 | 7 | 14 | 28 | 21 | 22 | 17 | 16 | 12 | -25.0% | 200.0% |
| *% Male Full-Time* | *100%* | *100%* | *95%* | *50%* | *54%* | *80%* | *75%* | *79%* | *74%* | *73%* | *75%* | | |
| Male Part-Time | 0 | 0 | 1 | 7 | 12 | 7 | 7 | 6 | 6 | 6 | 4 | -33.3% | N/A |
| *% Male Part-Time* | *0%* | *0%* | *5%* | *50%* | *46%* | *20%* | *25%* | *21%* | *26%* | *27%* | *25%* | | |
| Female | 2 | 5 | 28 | 37 | 53 | 68 | 79 | 77 | 79 | 81 | 79 | -2.5% | 3850.0% |
| *% Female* | *33%* | *38%* | *56%* | *73%* | *67%* | *66%* | *74%* | *73%* | *77%* | *79%* | *83%* | | |
| Female Full-Time | 2 | 5 | 26 | 15 | 23 | 45 | 57 | 51 | 40 | 34 | 31 | -8.8% | 1450.0% |
| *% Female Full-Time* | *100%* | *100%* | *93%* | *41%* | *43%* | *66%* | *72%* | *66%* | *51%* | *42%* | *39%* | | |
| Female Part-Time | 0 | 0 | 2 | 22 | 30 | 23 | 22 | 26 | 39 | 47 | 48 | 2.1% | N/A |
| *% Female Part-Time* | *0%* | *0%* | *7%* | *59%* | *57%* | *34%* | *28%* | *34%* | *49%* | *58%* | *61%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| Male | 8,570 | 9,347 | 9,668 | 9,792 | 9,992 | 10,124 | 10,115 | 10,308 | 10,275 | 10,023 | 9,856 | -1.7% | 15.0% |
| *% Male* | *41%* | *41%* | *42%* | *42%* | *42%* | *41%* | *40%* | *40%* | *40%* | *39%* | *38%* | | |
| Male Full-Time | 4,904 | 5,165 | 5,380 | 5,361 | 5,446 | 6,043 | 5,886 | 6,020 | 6,153 | 5,793 | 5,388 | -7.0% | 9.9% |
| *% Male Full-Time* | *57%* | *55%* | *56%* | *55%* | *55%* | *60%* | *58%* | *58%* | *60%* | *58%* | *55%* | | |
| Male Part-Time | 3,666 | 4,182 | 4,288 | 4,431 | 4,546 | 4,081 | 4,229 | 4,288 | 4,122 | 4,230 | 4,468 | 5.6% | 21.9% |
| *% Male Part-Time* | *43%* | *45%* | *44%* | *45%* | *45%* | *40%* | *42%* | *42%* | *40%* | *42%* | *45%* | | |
| Female | 12,170 | 13,243 | 13,594 | 13,773 | 13,865 | 14,387 | 14,897 | 15,470 | 15,491 | 15,723 | 15,769 | 0.3% | 29.6% |
| *% Female* | *59%* | *59%* | *58%* | *58%* | *58%* | *59%* | *60%* | *60%* | *60%* | *61%* | *62%* | | |
| Female Full-Time | 5,996 | 6,492 | 6,785 | 6,787 | 6,894 | 7,649 | 7,977 | 8,062 | 8,045 | 8,092 | 7,619 | -5.8% | 27.1% |
| *% Female Full-Time* | *49%* | *49%* | *50%* | *49%* | *50%* | *53%* | *54%* | *52%* | *52%* | *51%* | *48%* | | |
| Female Part-Time | 6,174 | 6,751 | 6,809 | 6,986 | 6,971 | 6,738 | 6,920 | 7,408 | 7,446 | 7,631 | 8,150 | 6.8% | 32.0% |
| *% Female Part-Time* | *51%* | *51%* | *50%* | *51%* | *50%* | *47%* | *46%* | *48%* | *48%* | *49%* | *52%* | | |

*Note.* Nebraska's community colleges do not enroll students at the graduate level.

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Section 4

Total Fall Enrollment
by Race/Ethnicity

## CLASSIFICATION OF RACE/ETHNICITY

Beginning with the collection of 2008 fall enrollment data, 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 fall enrollment by race/ethnicity for fall 2008 and fall 2009.  Adoption of the revised categories was mandatory beginning with fall enrollment data reported for fall 2010.

> "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<br>Race/Ethnicity Categories | New IPEDS<br>Race/Ethnicity Categories |
|---|---|
| 1) Non-Resident Alien<br>2) Race and Ethnicity Unknown<br>3) Black, Non-Hispanic<br>4) American Indian/Alaskan Native<br>5) Asian/Pacific Islander<br>6) Hispanic<br>7) White, Non-Hispanic | 1) Nonresident Alien<br>2) Race and Ethnicity Unknown<br>3) Hispanics of any Race<br><br>For Non-Hispanics Only:<br>4) American Indian or Alaska Native<br>5) Asian<br>6) Black or African American<br>7) Native Hawaiian or Other Pacific Islander<br>8) White<br>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. Deferred Action for Childhood Arrivals (DACA) students are a particular group of undocumented students that have been authorized by the Department of Homeland Security to be lawfully present in the U.S. for the duration of their DACA, and as such, this status allows them to be reported under "nonresident alien." 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 | The category used by institutions to report persons who selected more than one race. |
| Unknown Race/Ethnicity | Race and Ethnicity Unknown | The category used to report students whose race and ethnicity are not known. Undocumented students without DACA status are also reported under this category. |
| White Non-Hispanic | White | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |
| - | Resident Alien (and Other Eligible Non-Citizens) | A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian). Note: Resident aliens are to be reported in the appropriate racial/ethnic categories along with United States citizens. |

Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, June 3, 2019.
[a]IPEDS does not collect data on the originating location of nonresident alien students.

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



Total Fall Enrollment by Known and Unknown Race/Ethnicity



% of Total Fall Enrollment by Known and Unknown Race/Ethnicity
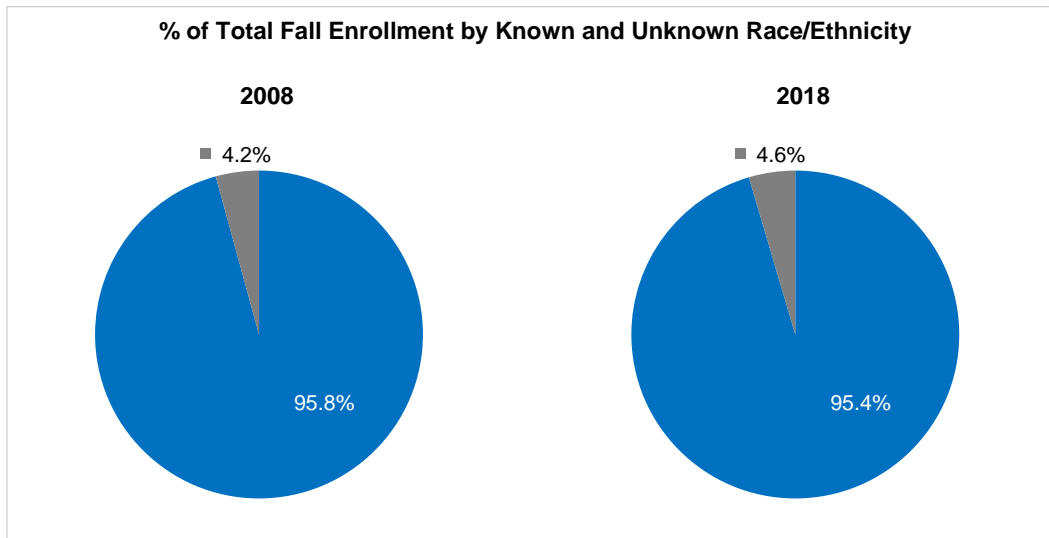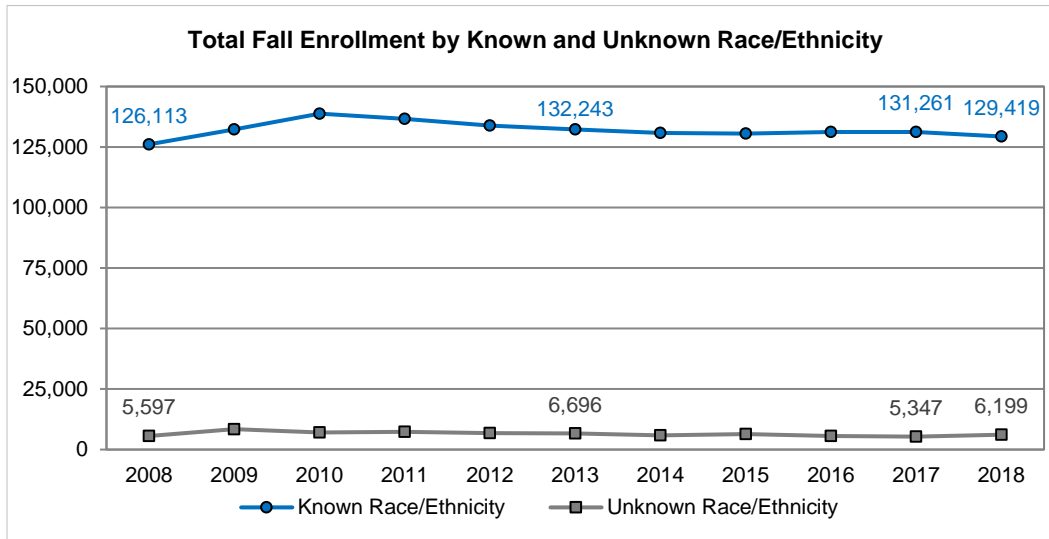
- Between fall 2008 and fall 2018, enrollment by known and unknown race/ethnicity changed as follows:

| Race/Ethnicity | 17-18<br>1-Yr | 08-18<br>10-Yr |
|---|---|---|
| Known Race/Ethnicity (●) | -1.4% | 2.6% |
| Unknown Race/Ethnicity (■) | 15.9% | 10.8% |
| Total | -0.7% | 3.0% |

- The large one-year increase in enrollments of students of unknown race/ethnicity was driven by increases of 28.4% at Metropolitan Community College (+438 students), 42.9% at Bellevue University (+442 students), and 167.5% at Concordia University (+444 students).

*Note.*  **The remaining analyses in this section focus on the enrollment of nonresident aliens and students of known race/ethnicity as defined on page 4.3.**

# FALL ENROLLMENT by RACE/ETHNICITY
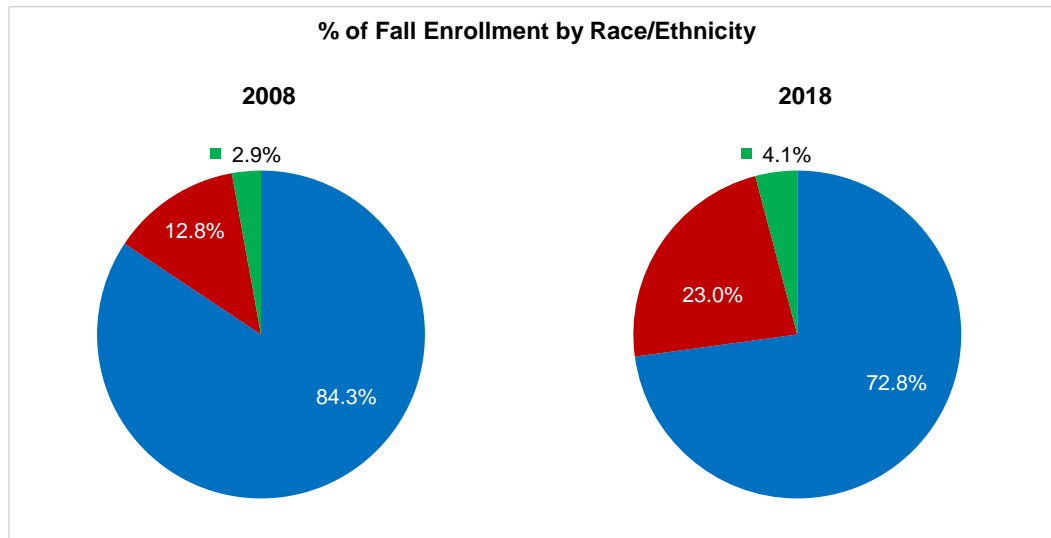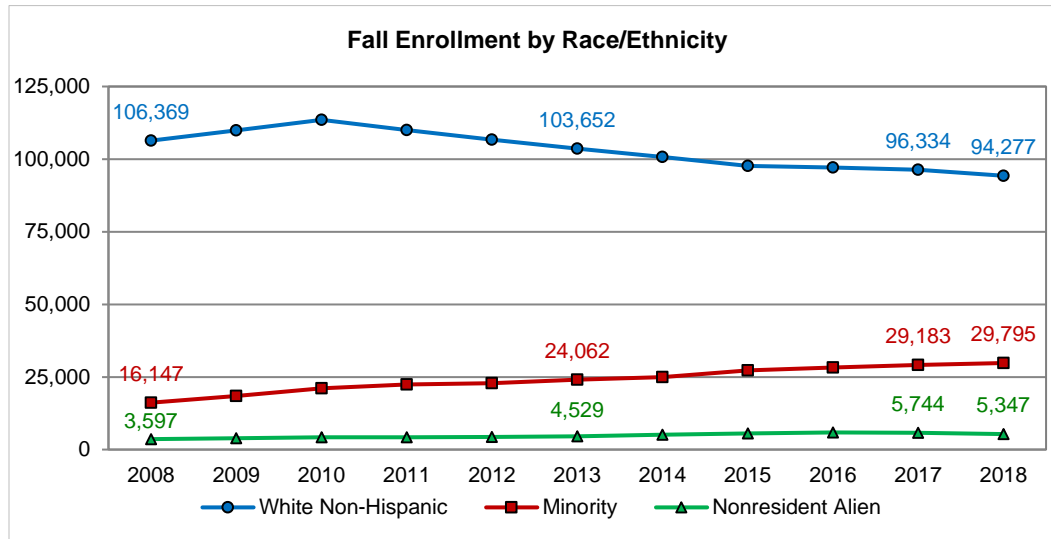
## Fall Enrollment by Race/Ethnicity



Line chart showing Fall Enrollment by Race/Ethnicity from 2008 to 2018:
- White Non-Hispanic: 106,369 (2008), 103,652 (2013), 96,334 (2017), 94,277 (2018)
- Minority: 16,147 (2008), 24,062 (2013), 29,183 (2017), 29,795 (2018)
- Nonresident Alien: 3,597 (2008), 4,529 (2013), 5,744 (2017), 5,347 (2018)

## % of Fall Enrollment by Race/Ethnicity

### 2008

Pie chart: 84.3% (blue), 12.8% (red), 2.9% (green)

### 2018

Pie chart: 72.8% (blue), 23.0% (red), 4.1% (green)

- Between fall 2008 and fall 2018, enrollment by race/ethnicity changed as follows:

| Race/Ethnicity | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| White Non-Hispanic (●) | -2.1% | -11.4% |
| Minority (■) | 2.1% | 84.5% |
| Nonresident Alien (▲) | -6.9% | 48.7% |
| Known Race/Ethnicity Total | -1.4% | 2.6% |

- Over the last decade, fall enrollment of minority students has nearly doubled. (See the next page for details on each minority group.)

# FALL ENROLLMENT by RACE/ETHNICITY
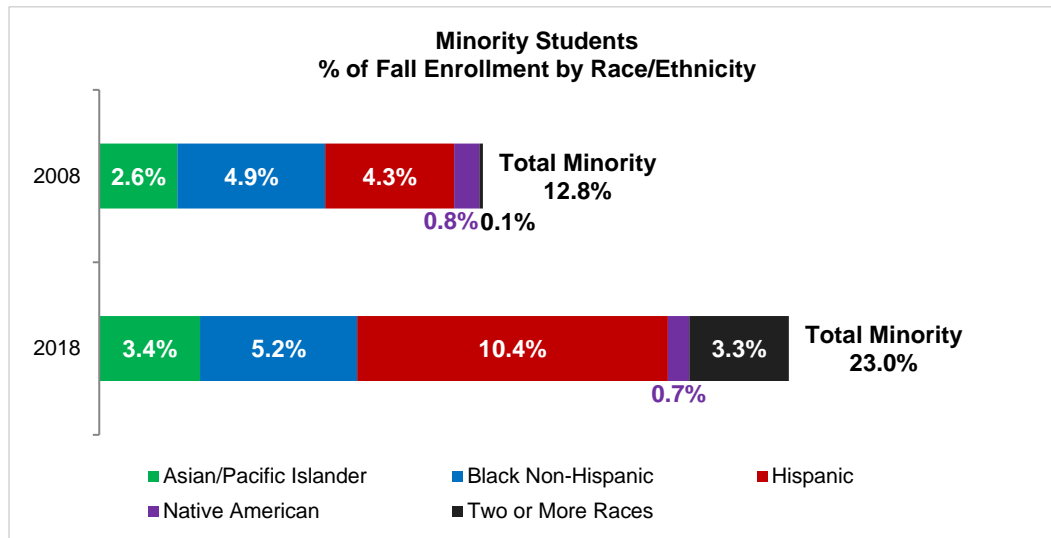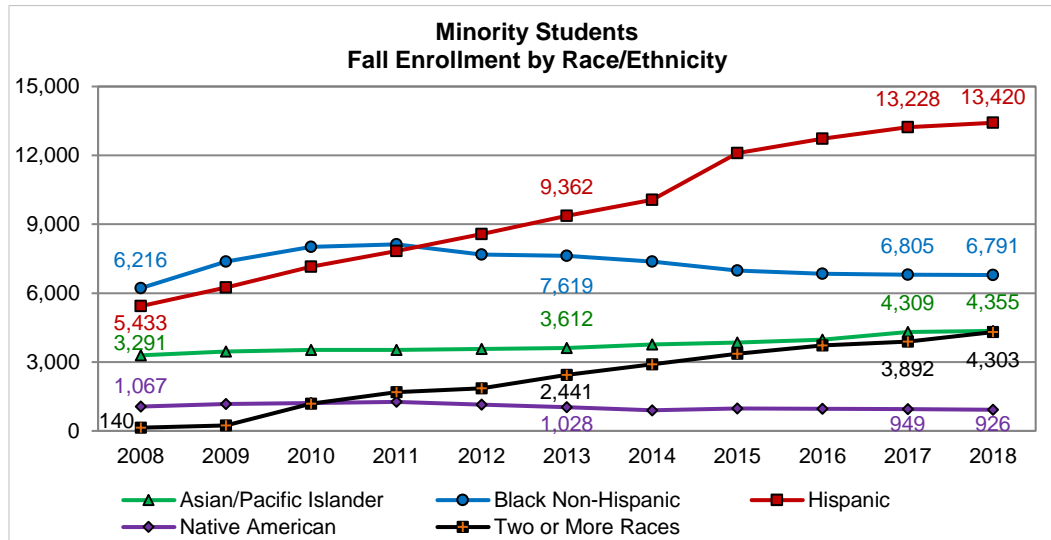
## Minority Students
## Fall Enrollment by Race/Ethnicity



Legend:
- Asian/Pacific Islander
- Black Non-Hispanic
- Hispanic
- Native American
- Two or More Races

Data labels:
- Hispanic: 5,433 (2008), 13,228 (2017), 13,420 (2018), 9,362
- Black Non-Hispanic: 6,216 (2008), 7,619, 6,805 (2017), 6,791 (2018)
- Asian/Pacific Islander: 3,291 (2008), 3,612, 4,309 (2017), 4,355 (2018)
- Two or More Races: 140 (2008), 2,441, 3,892, 4,303 (2018)
- Native American: 1,067 (2008), 1,028, 949 (2017), 926 (2018)

## Minority Students
## % of Fall Enrollment by Race/Ethnicity



2008:
- Asian/Pacific Islander: 2.6%
- Black Non-Hispanic: 4.9%
- Hispanic: 4.3%
- Native American: 0.8%
- Two or More Races: 0.1%
- Total Minority 12.8%

2018:
- Asian/Pacific Islander: 3.4%
- Black Non-Hispanic: 5.2%
- Hispanic: 10.4%
- Native American: 0.7%
- Two or More Races: 3.3%
- Total Minority 23.0%

Legend:
- Asian/Pacific Islander
- Black Non-Hispanic
- Hispanic
- Native American
- Two or More Races

---

- Between fall 2008 and fall 2018, enrollment by race/ethnicity changed as follows:

| Race/Ethnicity | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Asian/Pac. Islander (▲) | 1.1% | 32.3% |
| Black Non-Hispanic (●) | -0.2% | 9.3% |
| Hispanic (■) | 1.5% | 147.0% |
| Native American (♦) | -2.4% | -13.2% |
| Two or More Races (▦) | 10.6% | 2973.6% |
| Total Minority | 2.1% | 84.5% |

- The large one-year increase in enrollments of students of two or more races was driven by a 212.6% increase in undergraduate enrollments of these students at Midland University (+304 students).

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.

# FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Fall Enrollment by Sector by Race/Ethnicity*

| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| White Non-Hispanic | 38,543 | 39,386 | 39,968 | 39,831 | 38,985 | 38,839 | 38,403 | 38,496 | 38,555 | 38,272 | 37,516 | -2.0% | -2.7% |
| *% White Non-Hispanic* | *84%* | *84%* | *83%* | *82%* | *80%* | *79%* | *77%* | *76%* | *75%* | *74%* | *73%* | | |
| Nonresident Alien | 2,720 | 2,750 | 3,051 | 3,158 | 3,475 | 3,637 | 4,068 | 4,143 | 4,376 | 4,488 | 4,320 | -3.7% | 58.8% |
| *% Nonresident Alien* | *6%* | *6%* | *6%* | *6%* | *7%* | *7%* | *8%* | *8%* | *8%* | *9%* | *8%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 1,137 | 1,224 | 1,118 | 1,129 | 1,169 | 1,188 | 1,280 | 1,338 | 1,428 | 1,526 | 1,575 | 3.2% | 38.5% |
| *% Asian/Pacific Islander* | *2%* | *3%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Black Non-Hispanic | 1,463 | 1,537 | 1,572 | 1,604 | 1,608 | 1,689 | 1,733 | 1,721 | 1,777 | 1,833 | 1,792 | -2.2% | 22.5% |
| *% Black Non-Hispanic* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *4%* | *4%* | | |
| Hispanic | 1,538 | 1,761 | 2,025 | 2,264 | 2,531 | 2,874 | 3,165 | 3,508 | 3,824 | 3,984 | 4,222 | 6.0% | 174.5% |
| *% Hispanic* | *3%* | *4%* | *4%* | *5%* | *5%* | *6%* | *6%* | *7%* | *7%* | *8%* | *8%* | | |
| Native American | 274 | 255 | 194 | 183 | 168 | 152 | 134 | 121 | 100 | 130 | 131 | 0.8% | -52.2% |
| *% Native American* | *1%* | *1%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | | |
| Two or More Races | 0 | 0 | 419 | 617 | 811 | 1,070 | 1,259 | 1,441 | 1,578 | 1,638 | 1,622 | -1.0% | N/A |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Total Minority | 4,412 | 4,777 | 5,328 | 5,797 | 6,287 | 6,973 | 7,571 | 8,129 | 8,707 | 9,111 | 9,342 | 2.5% | 111.7% |
| *% Total Minority* | *10%* | *10%* | *11%* | *12%* | *13%* | *14%* | *15%* | *16%* | *17%* | *18%* | *18%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| White Non-Hispanic | 7,022 | 6,373 | 7,240 | 6,949 | 6,980 | 6,864 | 6,978 | 7,085 | 7,113 | 6,803 | 6,631 | -2.5% | -5.6% |
| *% White Non-Hispanic* | *91%* | *91%* | *90%* | *88%* | *87%* | *86%* | *83%* | *84%* | *83%* | *82%* | *82%* | | |
| Nonresident Alien | 65 | 73 | 59 | 78 | 58 | 58 | 73 | 106 | 96 | 104 | 113 | 8.7% | 73.8% |
| *% Nonresident Alien* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 57 | 68 | 75 | 87 | 96 | 81 | 95 | 100 | 77 | 75 | 79 | 5.3% | 38.6% |
| *% Asian/Pacific Islander* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Black Non-Hispanic | 234 | 199 | 223 | 277 | 329 | 283 | 393 | 384 | 357 | 326 | 334 | 2.5% | 42.7% |
| *% Black Non-Hispanic* | *3%* | *3%* | *3%* | *3%* | *4%* | *4%* | *5%* | *5%* | *4%* | *4%* | *4%* | | |
| Hispanic | 193 | 201 | 301 | 343 | 360 | 481 | 539 | 533 | 600 | 642 | 639 | -0.5% | 231.1% |
| *% Hispanic* | *3%* | *3%* | *4%* | *4%* | *4%* | *6%* | *6%* | *6%* | *7%* | *8%* | *8%* | | |
| Native American | 111 | 89 | 74 | 92 | 96 | 61 | 76 | 97 | 70 | 73 | 76 | 4.1% | -31.5% |
| *% Native American* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 13 | 38 | 106 | 108 | 96 | 183 | 206 | 165 | 237 | 239 | 247 | 3.3% | 1800.0% |
| *% Two or More Races* | *0%* | *1%* | *1%* | *1%* | *1%* | *2%* | *2%* | *2%* | *3%* | *3%* | *3%* | | |
| Total Minority | 608 | 595 | 779 | 907 | 977 | 1,089 | 1,309 | 1,279 | 1,341 | 1,355 | 1,375 | 1.5% | 126.2% |
| *% Total Minority* | *8%* | *8%* | *10%* | *11%* | *12%* | *14%* | *16%* | *15%* | *16%* | *16%* | *17%* | | |

# FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Fall Enrollment by Sector by Race/Ethnicity (Continued)*

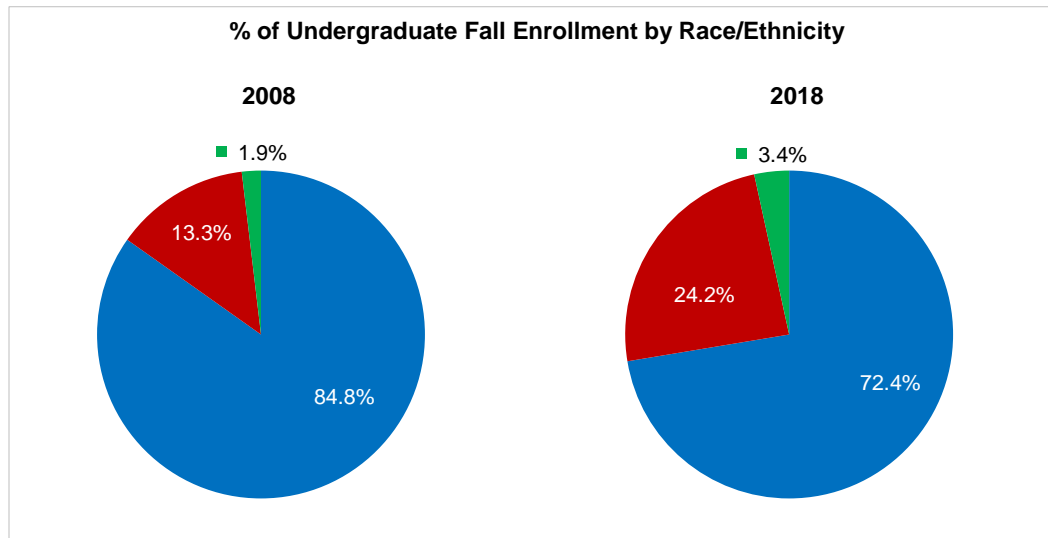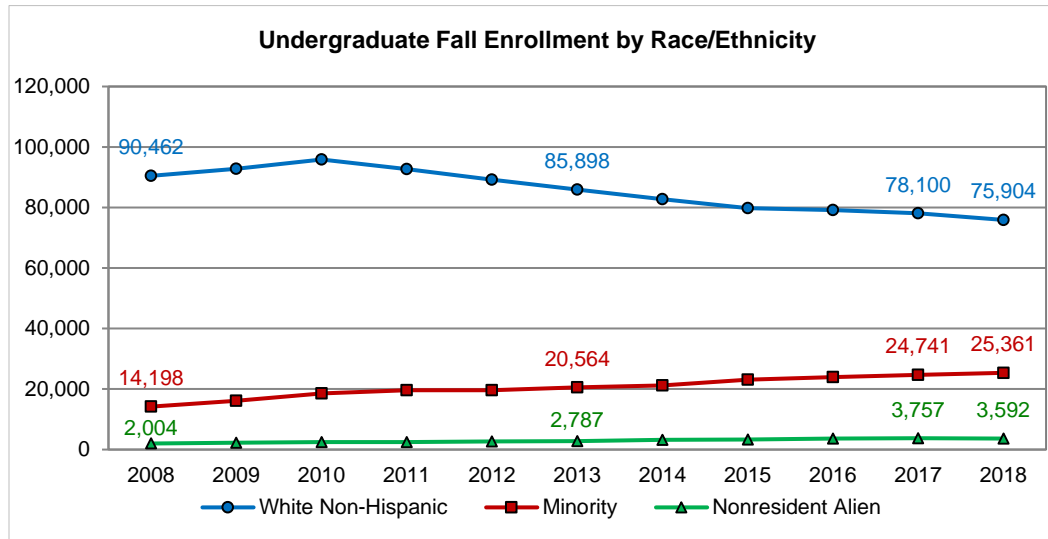| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska Community Colleges** | | | | | | | | | | | | | |
| White Non-Hispanic | 36,085 | 37,103 | 38,604 | 36,741 | 34,733 | 31,797 | 29,223 | 28,156 | 28,064 | 27,694 | 27,102 | -2.1% | -24.9% |
| *% White Non-Hispanic* | *85%* | *84%* | *82%* | *80%* | *80%* | *79%* | *77%* | *75%* | *74%* | *73%* | *73%* | | |
| Nonresident Alien | 98 | 448 | 355 | 375 | 278 | 277 | 254 | 305 | 352 | 379 | 363 | -4.2% | 270.4% |
| *% Nonresident Alien* | *0%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 1,057 | 906 | 1,083 | 1,046 | 1,019 | 983 | 1,049 | 1,087 | 1,097 | 1,182 | 1,109 | -6.2% | 4.9% |
| *% Asian/Pacific Islander* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Black Non-Hispanic | 2,331 | 2,844 | 3,271 | 3,374 | 3,029 | 2,814 | 2,536 | 2,461 | 2,438 | 2,335 | 2,290 | -1.9% | -1.8% |
| *% Black Non-Hispanic* | *6%* | *6%* | *7%* | *7%* | *7%* | *7%* | *7%* | *7%* | *6%* | *6%* | *6%* | | |
| Hispanic | 2,342 | 2,654 | 3,147 | 3,392 | 3,755 | 3,988 | 4,108 | 4,372 | 4,839 | 5,048 | 5,243 | 3.9% | 123.9% |
| *% Hispanic* | *6%* | *6%* | *7%* | *7%* | *9%* | *10%* | *11%* | *12%* | *13%* | *13%* | *14%* | | |
| Native American | 293 | 349 | 383 | 436 | 387 | 299 | 276 | 290 | 332 | 261 | 239 | -8.4% | -18.4% |
| *% Native American* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 81 | 103 | 282 | 420 | 283 | 331 | 613 | 716 | 852 | 867 | 956 | 10.3% | 1080.2% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *1%* | *2%* | *2%* | *2%* | *2%* | *3%* | | |
| Total Minority | 6,104 | 6,856 | 8,166 | 8,668 | 8,473 | 8,415 | 8,582 | 8,926 | 9,558 | 9,693 | 9,837 | 1.5% | 61.2% |
| *% Total Minority* | *14%* | *15%* | *17%* | *19%* | *19%* | *21%* | *23%* | *24%* | *25%* | *26%* | *26%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| White Non-Hispanic | 22,201 | 24,466 | 24,810 | 23,679 | 23,334 | 23,615 | 23,845 | 22,137 | 21,954 | 22,425 | 22,079 | -1.5% | -0.5% |
| *% White Non-Hispanic* | *82%* | *80%* | *79%* | *78%* | *78%* | *77%* | *76%* | *71%* | *71%* | *71%* | *70%* | | |
| Nonresident Alien | 710 | 665 | 713 | 572 | 556 | 556 | 725 | 970 | 1,069 | 772 | 550 | -28.8% | -22.5% |
| *% Nonresident Alien* | *3%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | *2%* | *2%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 1,001 | 1,211 | 1,209 | 1,215 | 1,238 | 1,305 | 1,300 | 1,290 | 1,347 | 1,503 | 1,571 | 4.5% | 56.9% |
| *% Asian/Pacific Islander* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *5%* | *5%* | | |
| Black Non-Hispanic | 1,708 | 2,265 | 2,312 | 2,306 | 2,180 | 2,234 | 2,234 | 2,037 | 2,018 | 2,115 | 2,251 | 6.4% | 31.8% |
| *% Black Non-Hispanic* | *6%* | *7%* | *7%* | *8%* | *7%* | *7%* | *7%* | *7%* | *6%* | *7%* | *7%* | | |
| Hispanic | 1,211 | 1,433 | 1,451 | 1,585 | 1,648 | 1,719 | 1,985 | 3,446 | 3,276 | 3,405 | 3,166 | -7.0% | 161.4% |
| *% Hispanic* | *4%* | *5%* | *5%* | *5%* | *5%* | *6%* | *6%* | *11%* | *11%* | *11%* | *10%* | | |
| Native American | 362 | 448 | 509 | 505 | 443 | 490 | 386 | 442 | 444 | 470 | 467 | -0.6% | 29.0% |
| *% Native American* | *1%* | *1%* | *2%* | *2%* | *1%* | *2%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 45 | 89 | 345 | 509 | 619 | 813 | 785 | 982 | 983 | 1,103 | 1,431 | 29.7% | 3080.0% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | *3%* | *5%* | | |
| Total Minority | 4,327 | 5,446 | 5,826 | 6,120 | 6,128 | 6,561 | 6,690 | 8,197 | 8,068 | 8,596 | 8,886 | 3.4% | 105.4% |
| *% Total Minority* | *16%* | *18%* | *19%* | *20%* | *20%* | *21%* | *21%* | *26%* | *26%* | *27%* | *28%* | | |

# FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Fall Enrollment by Sector by Race/Ethnicity (Continued)*

| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska For-Profit/Career Schools Total** | | | | | | | | | | | | | |
| White Non-Hispanic | 2,518 | 2,582 | 2,894 | 2,777 | 2,623 | 2,537 | 2,248 | 1,835 | 1,454 | 1,140 | 949 | -16.8% | -62.3% |
| *% White Non-Hispanic* | *78%* | *76%* | *74%* | *75%* | *73%* | *71%* | *73%* | *71%* | *72%* | *73%* | *73%* | | |
| Nonresident Alien | 4 | 10 | 6 | 3 | 5 | 1 | 1 | 2 | 2 | 1 | 1 | 0.0% | -75.0% |
| *% Nonresident Alien* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 39 | 42 | 49 | 47 | 49 | 55 | 34 | 32 | 24 | 23 | 21 | -8.7% | -46.2% |
| *% Asian/Pacific Islander* | *1%* | *1%* | *1%* | *1%* | *1%* | *2%* | *1%* | *1%* | *1%* | *1%* | *2%* | | |
| Black Non-Hispanic | 480 | 527 | 638 | 564 | 529 | 599 | 479 | 377 | 258 | 196 | 124 | -36.7% | -74.2% |
| *% Black Non-Hispanic* | *15%* | *16%* | *16%* | *15%* | *15%* | *17%* | *15%* | *15%* | *13%* | *12%* | *10%* | | |
| Hispanic | 149 | 199 | 224 | 253 | 278 | 300 | 273 | 242 | 186 | 149 | 150 | 0.7% | 0.7% |
| *% Hispanic* | *5%* | *6%* | *6%* | *7%* | *8%* | *8%* | *9%* | *9%* | *9%* | *9%* | *11%* | | |
| Native American | 27 | 29 | 53 | 47 | 45 | 26 | 26 | 25 | 19 | 15 | 13 | -13.3% | -51.9% |
| *% Native American* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 1 | 4 | 28 | 35 | 45 | 44 | 33 | 59 | 67 | 45 | 47 | 4.4% | 4600.0% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *1%* | *1%* | *2%* | *3%* | *3%* | *4%* | | |
| Total Minority | 696 | 801 | 992 | 946 | 946 | 1,024 | 845 | 735 | 554 | 428 | 355 | -17.1% | -49.0% |
| *% Total Minority* | *22%* | *24%* | *25%* | *25%* | *26%* | *29%* | *27%* | *29%* | *28%* | *27%* | *27%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| White Non-Hispanic | 106,369 | 109,910 | 113,516 | 109,977 | 106,655 | 103,652 | 100,697 | 97,709 | 97,140 | 96,334 | 94,277 | -2.1% | -11.4% |
| *% White Non-Hispanic* | *84%* | *83%* | *82%* | *81%* | *80%* | *78%* | *77%* | *75%* | *74%* | *73%* | *73%* | | |
| Nonresident Alien | 3,597 | 3,946 | 4,184 | 4,186 | 4,372 | 4,529 | 5,121 | 5,526 | 5,895 | 5,744 | 5,347 | -6.9% | 48.7% |
| *% Nonresident Alien* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *4%* | *4%* | *4%* | *4%* | *4%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 3,291 | 3,451 | 3,534 | 3,524 | 3,571 | 3,612 | 3,758 | 3,847 | 3,973 | 4,309 | 4,355 | 1.1% | 32.3% |
| *% Asian/Pacific Islander* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Black Non-Hispanic | 6,216 | 7,372 | 8,016 | 8,125 | 7,675 | 7,619 | 7,375 | 6,980 | 6,848 | 6,805 | 6,791 | -0.2% | 9.3% |
| *% Black Non-Hispanic* | *5%* | *6%* | *6%* | *6%* | *6%* | *6%* | *6%* | *5%* | *5%* | *5%* | *5%* | | |
| Hispanic | 5,433 | 6,248 | 7,148 | 7,837 | 8,572 | 9,362 | 10,070 | 12,101 | 12,725 | 13,228 | 13,420 | 1.5% | 147.0% |
| *% Hispanic* | *4%* | *5%* | *5%* | *6%* | *6%* | *7%* | *8%* | *9%* | *10%* | *10%* | *10%* | | |
| Native American | 1,067 | 1,170 | 1,213 | 1,263 | 1,139 | 1,028 | 898 | 975 | 965 | 949 | 926 | -2.4% | -13.2% |
| *% Native American* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 140 | 234 | 1,180 | 1,689 | 1,854 | 2,441 | 2,896 | 3,363 | 3,717 | 3,892 | 4,303 | 10.6% | 2973.6% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | | |
| Total Minority | 16,147 | 18,475 | 21,091 | 22,438 | 22,811 | 24,062 | 24,997 | 27,266 | 28,228 | 29,183 | 29,795 | 2.1% | 84.5% |
| *% Total Minority* | *13%* | *14%* | *15%* | *16%* | *17%* | *18%* | *19%* | *21%* | *22%* | *22%* | *23%* | | |

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.

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# UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY

### Undergraduate Fall Enrollment by Race/Ethnicity

White Non-Hispanic: 90,462 ... 85,898 ... 78,100 ... 75,904

Minority: 14,198 ... 20,564 ... 24,741 ... 25,361

Nonresident Alien: 2,004 ... 2,787 ... 3,757 ... 3,592

Legend: ● White Non-Hispanic  ■ Minority  ▲ Nonresident Alien

### % of Undergraduate Fall Enrollment by Race/Ethnicity

**2008**
- 1.9%
- 13.3%
- 84.8%

**2018**
- 3.4%
- 24.2%
- 72.4%

- Between fall 2008 and fall 2018, undergraduate enrollment by race/ethnicity changed as follows:

| Race/Ethnicity | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| White Non-Hispanic (●) | -2.8% | -16.1% |
| Minority (■) | 2.5% | 78.6% |
| Nonresident Alien (▲) | -4.4% | 79.2% |
| Undergraduate Known Race/Ethnicity Total | -1.6% | -1.7% |

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

# UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY

**Minority Students**
**Undergraduate Fall Enrollment by Race/Ethnicity**



Legend:
- Asian/Pacific Islander
- Black Non-Hispanic
- Hispanic
- Native American
- Two or More Races

Data labels visible on chart:
- 5,457 ... 5,543 ... 5,569 (Black Non-Hispanic)
- 4,970 ... 8,510 ... 11,694 ... 11,946 (Hispanic)
- 2,662 ... 2,735 ... 3,369 ... 3,341 (Asian/Pacific Islander)
- 6,330
- 2,056 ... 3,305 ... 3,689 (Two or More Races)
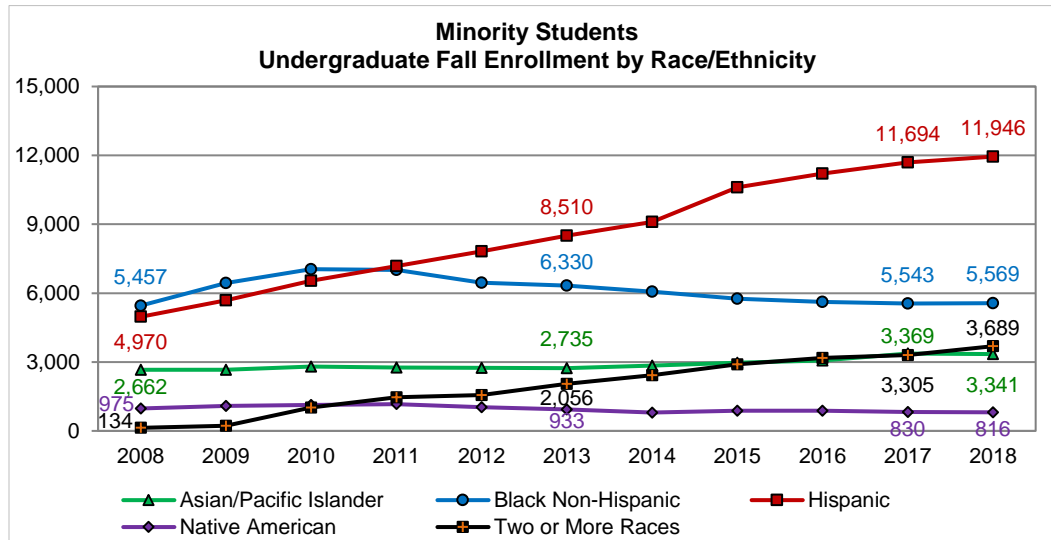- 975 ... 933 ... 830 ... 816 (Native American)
- 134

- Between fall 2008 and fall 2018, undergraduate enrollment by race/ethnicity changed as follows:

| Race/Ethnicity | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Asian/Pac. Islander (▲) | -0.8% | 25.5% |
| Black Non-Hispanic (●) | 0.5% | 2.1% |
| Hispanic (■) | 2.2% | 140.4% |
| Native American (♦) | -1.7% | -16.3% |
| Two or More Races (⊞) | 11.6% | 2653.0% |
| Undergraduate Minority Total | 2.5% | 78.6% |

**Minority Students**
**% of Undergraduate Fall Enrollment by Race/Ethnicity**



2008:
- Asian/Pacific Islander 2.5%
- Black Non-Hispanic 5.1%
- Hispanic 4.7%
- Native American 0.9%
- Two or More Races 0.1%
- Total Minority 13.3%

2018:
- Asian/Pacific Islander 3.2%
- Black Non-Hispanic 5.3%
- Hispanic 11.4%
- Native American 0.8%
- Two or More Races 3.5%
- Total Minority 24.2%

Legend:
- Asian/Pacific Islander
- Black Non-Hispanic
- Hispanic
- Native American
- Two or More Races

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Undergraduate Fall Enrollment by Sector by Race/Ethnicity*

| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| White Non-Hispanic | 29,532 | 30,065 | 30,755 | 30,509 | 29,956 | 29,723 | 29,295 | 29,310 | 29,230 | 28,798 | 28,026 | -2.7% | -5.1% |
| *% White Non-Hispanic* | *86%* | *85%* | *84%* | *83%* | *81%* | *79%* | *77%* | *76%* | *75%* | *74%* | *73%* | | |
| Nonresident Alien | 1,361 | 1,361 | 1,528 | 1,642 | 1,936 | 2,060 | 2,391 | 2,385 | 2,583 | 2,754 | 2,736 | -0.7% | 101.0% |
| *% Nonresident Alien* | *4%* | *4%* | *4%* | *4%* | *5%* | *5%* | *6%* | *6%* | *7%* | *7%* | *7%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 845 | 862 | 793 | 795 | 835 | 859 | 939 | 1,015 | 1,085 | 1,160 | 1,191 | 2.7% | 40.9% |
| *% Asian/Pacific Islander* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | | |
| Black Non-Hispanic | 1,179 | 1,220 | 1,255 | 1,304 | 1,316 | 1,359 | 1,405 | 1,395 | 1,452 | 1,486 | 1,460 | -1.7% | 23.8% |
| *% Black Non-Hispanic* | *3%* | *3%* | *3%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | | |
| Hispanic | 1,315 | 1,482 | 1,729 | 1,969 | 2,187 | 2,467 | 2,725 | 3,063 | 3,334 | 3,448 | 3,655 | 6.0% | 177.9% |
| *% Hispanic* | *4%* | *4%* | *5%* | *5%* | *6%* | *7%* | *7%* | *8%* | *9%* | *9%* | *9%* | | |
| Native American | 212 | 211 | 153 | 145 | 127 | 116 | 96 | 88 | 72 | 91 | 98 | 7.7% | -53.8% |
| *% Native American* | *1%* | *1%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | | |
| Two or More Races | 0 | 0 | 351 | 525 | 709 | 912 | 1,062 | 1,218 | 1,315 | 1,365 | 1,346 | -1.4% | N/A |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Total Minority | 3,551 | 3,775 | 4,281 | 4,738 | 5,174 | 5,713 | 6,227 | 6,779 | 7,258 | 7,550 | 7,750 | 2.6% | 118.2% |
| *% Total Minority* | *10%* | *11%* | *12%* | *13%* | *14%* | *15%* | *16%* | *18%* | *19%* | *19%* | *20%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| White Non-Hispanic | 5,768 | 5,228 | 6,033 | 5,901 | 5,932 | 5,862 | 5,913 | 5,843 | 5,803 | 5,558 | 5,345 | -3.8% | -7.3% |
| *% White Non-Hispanic* | *90%* | *90%* | *89%* | *87%* | *87%* | *85%* | *83%* | *83%* | *82%* | *81%* | *80%* | | |
| Nonresident Alien | 62 | 60 | 50 | 61 | 44 | 51 | 67 | 89 | 82 | 98 | 108 | 10.2% | 74.2% |
| *% Nonresident Alien* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *2%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 51 | 58 | 64 | 76 | 73 | 61 | 70 | 70 | 58 | 59 | 65 | 10.2% | 27.5% |
| *% Asian/Pacific Islander* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Black Non-Hispanic | 213 | 182 | 191 | 237 | 289 | 248 | 339 | 330 | 309 | 281 | 291 | 3.6% | 36.6% |
| *% Black Non-Hispanic* | *3%* | *3%* | *3%* | *4%* | *4%* | *4%* | *5%* | *5%* | *4%* | *4%* | *4%* | | |
| Hispanic | 171 | 186 | 269 | 309 | 332 | 438 | 495 | 494 | 544 | 590 | 586 | -0.7% | 242.7% |
| *% Hispanic* | *3%* | *3%* | *4%* | *5%* | *5%* | *6%* | *7%* | *7%* | *8%* | *9%* | *9%* | | |
| Native American | 99 | 78 | 66 | 78 | 77 | 50 | 66 | 83 | 59 | 57 | 61 | 7.0% | -38.4% |
| *% Native American* | *2%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 12 | 36 | 89 | 102 | 89 | 163 | 177 | 147 | 210 | 213 | 223 | 4.7% | 1758.3% |
| *% Two or More Races* | *0%* | *1%* | *1%* | *2%* | *1%* | *2%* | *2%* | *2%* | *3%* | *3%* | *3%* | | |
| Total Minority | 546 | 540 | 679 | 802 | 860 | 960 | 1,147 | 1,124 | 1,180 | 1,200 | 1,226 | 2.2% | 124.5% |
| *% Total Minority* | *9%* | *9%* | *10%* | *12%* | *13%* | *14%* | *16%* | *16%* | *17%* | *18%* | *18%* | | |

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Undergraduate Fall Enrollment by Sector by Race/Ethnicity (Continued)*

| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska Community Colleges** | | | | | | | | | | | | | |
| White Non-Hispanic | 36,085 | 37,103 | 38,604 | 36,741 | 34,733 | 31,797 | 29,223 | 28,156 | 28,064 | 27,694 | 27,102 | -2.1% | -24.9% |
| *% White Non-Hispanic* | *85%* | *84%* | *82%* | *80%* | *80%* | *79%* | *77%* | *75%* | *74%* | *73%* | *73%* | | |
| Nonresident Alien | 98 | 448 | 355 | 375 | 278 | 277 | 254 | 305 | 352 | 379 | 363 | -4.2% | 270.4% |
| *% Nonresident Alien* | *0%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 1,057 | 906 | 1,083 | 1,046 | 1,019 | 983 | 1,049 | 1,087 | 1,097 | 1,182 | 1,109 | -6.2% | 4.9% |
| *% Asian/Pacific Islander* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Black Non-Hispanic | 2,331 | 2,844 | 3,271 | 3,374 | 3,029 | 2,814 | 2,536 | 2,461 | 2,438 | 2,335 | 2,290 | -1.9% | -1.8% |
| *% Black Non-Hispanic* | *6%* | *6%* | *7%* | *7%* | *7%* | *7%* | *7%* | *7%* | *6%* | *6%* | *6%* | | |
| Hispanic | 2,342 | 2,654 | 3,147 | 3,392 | 3,755 | 3,988 | 4,108 | 4,372 | 4,839 | 5,048 | 5,243 | 3.9% | 123.9% |
| *% Hispanic* | *6%* | *6%* | *7%* | *7%* | *9%* | *10%* | *11%* | *12%* | *13%* | *13%* | *14%* | | |
| Native American | 293 | 349 | 383 | 436 | 387 | 299 | 276 | 290 | 332 | 261 | 239 | -8.4% | -18.4% |
| *% Native American* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 81 | 103 | 282 | 420 | 283 | 331 | 613 | 716 | 852 | 867 | 956 | 10.3% | 1080.2% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *1%* | *2%* | *2%* | *2%* | *2%* | *3%* | | |
| Total Minority | 6,104 | 6,856 | 8,166 | 8,668 | 8,473 | 8,415 | 8,582 | 8,926 | 9,558 | 9,693 | 9,837 | 1.5% | 61.2% |
| *% Total Minority* | *14%* | *15%* | *17%* | *19%* | *19%* | *21%* | *23%* | *24%* | *25%* | *26%* | *26%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| White Non-Hispanic | 16,564 | 17,852 | 17,599 | 16,758 | 16,062 | 16,049 | 16,193 | 14,757 | 14,653 | 14,968 | 14,536 | -2.9% | -12.2% |
| *% White Non-Hispanic* | *81%* | *80%* | *78%* | *78%* | *78%* | *77%* | *77%* | *71%* | *71%* | *70%* | *69%* | | |
| Nonresident Alien | 479 | 425 | 496 | 388 | 397 | 398 | 479 | 524 | 610 | 525 | 384 | -26.9% | -19.8% |
| *% Nonresident Alien* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | *2%* | *2%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 670 | 795 | 812 | 798 | 774 | 781 | 752 | 769 | 809 | 946 | 957 | 1.2% | 42.8% |
| *% Asian/Pacific Islander* | *3%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *5%* | | |
| Black Non-Hispanic | 1,255 | 1,665 | 1,693 | 1,536 | 1,311 | 1,330 | 1,319 | 1,204 | 1,187 | 1,263 | 1,419 | 12.4% | 13.1% |
| *% Black Non-Hispanic* | *6%* | *7%* | *8%* | *7%* | *6%* | *6%* | *6%* | *6%* | *6%* | *6%* | *7%* | | |
| Hispanic | 993 | 1,164 | 1,174 | 1,264 | 1,274 | 1,322 | 1,508 | 2,441 | 2,307 | 2,463 | 2,316 | -6.0% | 133.2% |
| *% Hispanic* | *5%* | *5%* | *5%* | *6%* | *6%* | *6%* | *7%* | *12%* | *11%* | *12%* | *11%* | | |
| Native American | 344 | 417 | 470 | 459 | 400 | 442 | 338 | 391 | 394 | 407 | 405 | -0.5% | 17.7% |
| *% Native American* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | | |
| Two or More Races | 40 | 82 | 266 | 388 | 436 | 606 | 546 | 760 | 742 | 815 | 1,117 | 37.1% | 2692.5% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *2%* | *2%* | *3%* | *3%* | *4%* | *4%* | *4%* | *5%* | | |
| Total Minority | 3,302 | 4,123 | 4,415 | 4,445 | 4,195 | 4,481 | 4,463 | 5,565 | 5,439 | 5,894 | 6,214 | 5.4% | 88.2% |
| *% Total Minority* | *16%* | *18%* | *20%* | *21%* | *20%* | *21%* | *21%* | *27%* | *26%* | *28%* | *29%* | | |

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Undergraduate Fall Enrollment by Sector by Race/Ethnicity (Continued)*

| | | | | | | | | | | | | % Change | |
| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| White Non-Hispanic | 2,513 | 2,577 | 2,877 | 2,748 | 2,571 | 2,467 | 2,170 | 1,760 | 1,396 | 1,082 | 895 | -17.3% | -64.4% |
| *% White Non-Hispanic* | *78%* | *76%* | *74%* | *75%* | *73%* | *71%* | *73%* | *71%* | *73%* | *73%* | *73%* | | |
| Nonresident Alien | 4 | 10 | 4 | 2 | 4 | 1 | 1 | 2 | 2 | 1 | 1 | 0.0% | -75.0% |
| *% Nonresident Alien* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 39 | 42 | 49 | 46 | 48 | 51 | 33 | 29 | 22 | 22 | 19 | -13.6% | -51.3% |
| *% Asian/Pacific Islander* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *2%* | | |
| Black Non-Hispanic | 479 | 527 | 634 | 557 | 511 | 579 | 462 | 364 | 238 | 178 | 109 | -38.8% | -77.2% |
| *% Black Non-Hispanic* | *15%* | *16%* | *16%* | *15%* | *15%* | *17%* | *15%* | *15%* | *12%* | *12%* | *9%* | | |
| Hispanic | 149 | 199 | 224 | 250 | 276 | 295 | 269 | 240 | 183 | 145 | 146 | 0.7% | -2.0% |
| *% Hispanic* | *5%* | *6%* | *6%* | *7%* | *8%* | *9%* | *9%* | *10%* | *10%* | *10%* | *12%* | | |
| Native American | 27 | 29 | 52 | 47 | 44 | 26 | 24 | 23 | 18 | 14 | 13 | -7.1% | -51.9% |
| *% Native American* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 1 | 4 | 28 | 35 | 45 | 44 | 33 | 58 | 65 | 45 | 47 | 4.4% | 4600.0% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *1%* | *1%* | *2%* | *3%* | *3%* | *4%* | | |
| Total Minority | 695 | 801 | 987 | 935 | 924 | 995 | 821 | 714 | 526 | 404 | 334 | -17.3% | -51.9% |
| *% Total Minority* | *22%* | *24%* | *26%* | *25%* | *26%* | *29%* | *27%* | *29%* | *27%* | *27%* | *27%* | | |
| **Nebraska Total** | | | | | | | | | | | | | |
| White Non-Hispanic | 90,462 | 92,825 | 95,868 | 92,657 | 89,254 | 85,898 | 82,794 | 79,826 | 79,146 | 78,100 | 75,904 | -2.8% | -16.1% |
| *% White Non-Hispanic* | *85%* | *83%* | *82%* | *81%* | *80%* | *79%* | *77%* | *75%* | *74%* | *73%* | *72%* | | |
| Nonresident Alien | 2,004 | 2,304 | 2,433 | 2,468 | 2,659 | 2,787 | 3,192 | 3,305 | 3,629 | 3,757 | 3,592 | -4.4% | 79.2% |
| *% Nonresident Alien* | *2%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | *4%* | *3%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 2,662 | 2,663 | 2,801 | 2,761 | 2,749 | 2,735 | 2,843 | 2,970 | 3,071 | 3,369 | 3,341 | -0.8% | 25.5% |
| *% Asian/Pacific Islander* | *2%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Black Non-Hispanic | 5,457 | 6,438 | 7,044 | 7,008 | 6,456 | 6,330 | 6,061 | 5,754 | 5,624 | 5,543 | 5,569 | 0.5% | 2.1% |
| *% Black Non-Hispanic* | *5%* | *6%* | *6%* | *6%* | *6%* | *6%* | *6%* | *5%* | *5%* | *5%* | *5%* | | |
| Hispanic | 4,970 | 5,685 | 6,543 | 7,184 | 7,824 | 8,510 | 9,105 | 10,610 | 11,207 | 11,694 | 11,946 | 2.2% | 140.4% |
| *% Hispanic* | *5%* | *5%* | *6%* | *6%* | *7%* | *8%* | *8%* | *10%* | *10%* | *11%* | *11%* | | |
| Native American | 975 | 1,084 | 1,124 | 1,165 | 1,035 | 933 | 800 | 875 | 875 | 830 | 816 | -1.7% | -16.3% |
| *% Native American* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 134 | 225 | 1,016 | 1,470 | 1,562 | 2,056 | 2,431 | 2,899 | 3,184 | 3,305 | 3,689 | 11.6% | 2653.0% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *2%* | *2%* | *3%* | *3%* | *3%* | *4%* | | |
| Total Minority | 14,198 | 16,095 | 18,528 | 19,588 | 19,626 | 20,564 | 21,240 | 23,108 | 23,961 | 24,741 | 25,361 | 2.5% | 78.6% |
| *% Total Minority* | *13%* | *14%* | *16%* | *17%* | *18%* | *19%* | *20%* | *22%* | *22%* | *23%* | *24%* | | |

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.

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

*Undergraduate Fall Enrollment by Race/Ethnicity by Full-Time/Part-Time Classification*

| Race/Ethnicity / Full-Time/Part-Time | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **White Non-Hispanic** | | | | | | | | | | | | | |
| Full-Time | 60,761 | 65,051 | 65,724 | 63,567 | 60,379 | 58,961 | 57,317 | 54,556 | 53,278 | 52,272 | 50,995 | -2.4% | -16.1% |
| *% Full-Time* | *67%* | *70%* | *69%* | *69%* | *68%* | *69%* | *69%* | *68%* | *67%* | *67%* | *67%* | | |
| Part-Time | 29,701 | 27,774 | 30,144 | 29,090 | 28,875 | 26,937 | 25,477 | 25,270 | 25,868 | 25,828 | 24,909 | -3.6% | -16.1% |
| *% Part-Time* | *33%* | *30%* | *31%* | *31%* | *32%* | *31%* | *31%* | *32%* | *33%* | *33%* | *33%* | | |
| **Nonresident Alien** | | | | | | | | | | | | | |
| Full-Time | 1,446 | 1,820 | 1,958 | 2,039 | 2,230 | 2,479 | 2,928 | 2,987 | 3,350 | 3,451 | 3,272 | -5.2% | 126.3% |
| *% Full-Time* | *72%* | *79%* | *80%* | *83%* | *84%* | *89%* | *92%* | *90%* | *92%* | *92%* | *91%* | | |
| Part-Time | 558 | 484 | 475 | 429 | 429 | 308 | 264 | 318 | 279 | 306 | 320 | 4.6% | -42.7% |
| *% Part-Time* | *28%* | *21%* | *20%* | *17%* | *16%* | *11%* | *8%* | *10%* | *8%* | *8%* | *9%* | | |
| **Minority** | | | | | | | | | | | | | |
| **Asian/Pacific Islander** | | | | | | | | | | | | | |
| Full-Time | 1,819 | 1,852 | 1,803 | 1,802 | 1,789 | 1,836 | 1,895 | 2,022 | 2,024 | 2,252 | 2,315 | 2.8% | 27.3% |
| *% Full-Time* | *68%* | *70%* | *64%* | *65%* | *65%* | *67%* | *67%* | *68%* | *66%* | *67%* | *69%* | | |
| Part-Time | 843 | 811 | 998 | 959 | 960 | 899 | 948 | 948 | 1,047 | 1,117 | 1,026 | -8.1% | 21.7% |
| *% Part-Time* | *32%* | *30%* | *36%* | *35%* | *35%* | *33%* | *33%* | *32%* | *34%* | *33%* | *31%* | | |
| **Black Non-Hispanic** | | | | | | | | | | | | | |
| Full-Time | 3,393 | 4,275 | 4,562 | 4,431 | 3,940 | 4,032 | 3,854 | 3,536 | 3,406 | 3,384 | 3,358 | -0.8% | -1.0% |
| *% Full-Time* | *62%* | *66%* | *65%* | *63%* | *61%* | *64%* | *64%* | *61%* | *61%* | *61%* | *60%* | | |
| Part-Time | 2,064 | 2,163 | 2,482 | 2,577 | 2,516 | 2,298 | 2,207 | 2,218 | 2,218 | 2,159 | 2,211 | 2.4% | 7.1% |
| *% Part-Time* | *38%* | *34%* | *35%* | *37%* | *39%* | *36%* | *36%* | *39%* | *39%* | *39%* | *40%* | | |
| **Hispanic** | | | | | | | | | | | | | |
| Full-Time | 2,985 | 3,581 | 4,120 | 4,752 | 4,992 | 5,492 | 5,986 | 7,072 | 7,289 | 7,495 | 7,535 | 0.5% | 152.4% |
| *% Full-Time* | *60%* | *63%* | *63%* | *66%* | *64%* | *65%* | *66%* | *67%* | *65%* | *64%* | *63%* | | |
| Part-Time | 1,985 | 2,104 | 2,423 | 2,432 | 2,832 | 3,018 | 3,119 | 3,538 | 3,918 | 4,199 | 4,411 | 5.0% | 122.2% |
| *% Part-Time* | *40%* | *37%* | *37%* | *34%* | *36%* | *35%* | *34%* | *33%* | *35%* | *36%* | *37%* | | |
| **Native American** | | | | | | | | | | | | | |
| Full-Time | 649 | 748 | 695 | 661 | 630 | 545 | 488 | 470 | 466 | 424 | 414 | -2.4% | -36.2% |
| *% Full-Time* | *67%* | *69%* | *62%* | *57%* | *61%* | *58%* | *61%* | *54%* | *53%* | *51%* | *51%* | | |
| Part-Time | 326 | 336 | 429 | 504 | 405 | 388 | 312 | 405 | 409 | 406 | 402 | -1.0% | 23.3% |
| *% Part-Time* | *33%* | *31%* | *38%* | *43%* | *39%* | *42%* | *39%* | *46%* | *47%* | *49%* | *49%* | | |

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

*Undergraduate Fall Enrollment by Race/Ethnicity by Full-Time/Part-Time Classification (Continued)*

| Race/Ethnicity / Full-Time/Part-Time | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Two or More Races** | | | | | | | | | | | | | |
| Full-Time | 89 | 169 | 814 | 1,175 | 1,278 | 1,722 | 1,863 | 2,233 | 2,415 | 2,488 | 2,538 | 2.0% | 2751.7% |
| *% Full-Time* | *66%* | *75%* | *80%* | *80%* | *82%* | *84%* | *77%* | *77%* | *76%* | *75%* | *69%* | | |
| Part-Time | 45 | 56 | 202 | 295 | 284 | 334 | 568 | 666 | 769 | 817 | 1,151 | 40.9% | 2457.8% |
| *% Part-Time* | *34%* | *25%* | *20%* | *20%* | *18%* | *16%* | *23%* | *23%* | *24%* | *25%* | *31%* | | |
| **Total Minority** | | | | | | | | | | | | | |
| Full-Time | 8,935 | 10,625 | 11,994 | 12,821 | 12,629 | 13,627 | 14,086 | 15,333 | 15,600 | 16,043 | 16,160 | 0.7% | 80.9% |
| *% Full-Time* | *63%* | *66%* | *65%* | *65%* | *64%* | *66%* | *66%* | *66%* | *65%* | *65%* | *64%* | | |
| Part-Time | 5,263 | 5,470 | 6,534 | 6,767 | 6,997 | 6,937 | 7,154 | 7,775 | 8,361 | 8,698 | 9,201 | 5.8% | 74.8% |
| *% Part-Time* | *37%* | *34%* | *35%* | *35%* | *36%* | *34%* | *34%* | *34%* | *35%* | *35%* | *36%* | | |

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.

## UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY COMPARED TO NEBRASKA'S POPULATION OF 18-24 YEAR OLDS

- The following table compares undergraduate fall enrollment by race/ethnicity, excluding students of unknown race/ethnicity and nonresident aliens, so that the resulting percentages can be compared to Nebraska's population of 18-24 year olds.

- Based on this comparison, white non-Hispanics and students of two or more races were over-represented, and Asian/Pacific Islanders, black non-Hispanics, Hispanics, and Native Americans were under-represented among undergraduates attending Nebraska postsecondary institutions in fall 2018.

*Undergraduate Fall Enrollment by Race/Ethnicity Compared to Nebraska's Population of 18-24 Year Olds*

| Race/Ethnicity | 2018 Nebraska Population Estimates 18-24 Years of Age[a] | | 2018 Nebraska Fall Enrollment Undergraduates[b] | |
|---|---|---|---|---|
| | N | % | N | % |
| Asian/Pacific Islander | 7,347 | 3.9% | 3,341 | 3.3% |
| Black Non-Hispanic | 10,794 | 5.7% | 5,569 | 5.5% |
| Hispanic | 26,823 | 14.1% | 11,946 | 11.8% |
| Native American | 1,862 | 1.0% | 816 | 0.8% |
| Two or More Races | 5,255 | 2.8% | 3,689 | 3.6% |
| White Non-Hispanic | 138,627 | 72.7% | 75,904 | 75.0% |
| Total | 190,708 | 100.0% | 101,265 | 100.0% |

[a]Individuals who identified as "some other race" were assigned to one of the six race/ethnicity categories by the Census Bureau. For more information, see https://www2.census.gov/programs-surveys/popest/technical-documentation/methodology/modified-race-summary-file-method/mrsf2010.pdf. Data source: U.S. Census Bureau, Population Division, Annual Estimates of the Resident Population by Sex, Age, Race, and Hispanic Origin for the United States and States: April 1, 2010 to July 1, 2018 (released June 2019).

[b]Includes undergraduates from out of state. Due to the limitations of IPEDS data, out-of-state students, students that are under 18 years of age, and students that are over 24 years of age cannot be subtracted from the total. Consequently, the number of undergraduates who are residents of Nebraska cannot be compared directly to Nebraska's population of 18-24 year olds.

## GRADUATE FALL ENROLLMENT by RACE/ETHNICITY
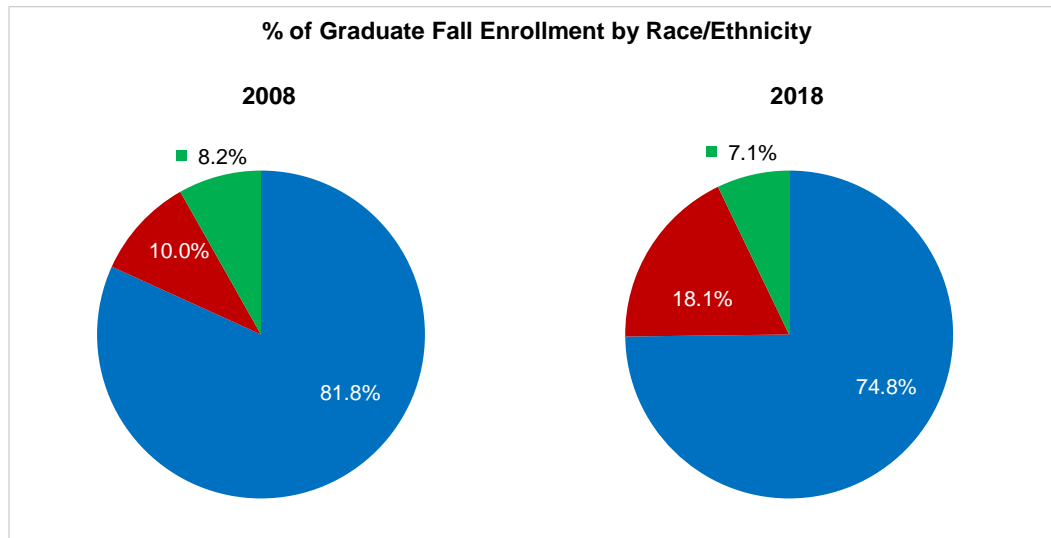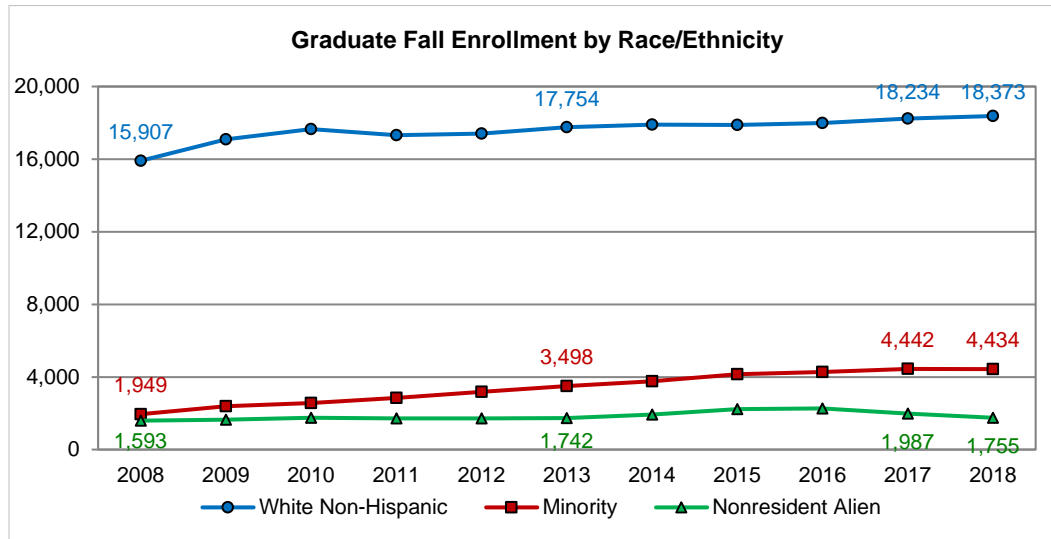
### Graduate Fall Enrollment by Race/Ethnicity



- Between fall 2008 and fall 2018, graduate enrollment by race/ethnicity changed as follows:

| Race/Ethnicity | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| White Non-Hispanic (●) | 0.8% | 15.5% |
| Minority (■) | -0.2% | 127.5% |
| Nonresident Alien (▲) | -11.7% | 10.2% |
| Graduate Known Race/Ethnicity Total | -0.4% | 26.3% |

- Between fall 2016 and fall 2018, graduate enrollments of nonresident aliens decreased 23.0% (from 2,266 to 1,755). A large decline in fall enrollments of these students at Bellevue University (from 323 to 22) accounted for the majority of this decrease.

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

### % of Graduate Fall Enrollment by Race/Ethnicity

**2008**



**2018**

# GRADUATE FALL ENROLLMENT by RACE/ETHNICITY

**Minority Students**
**Graduate Fall Enrollment by Race/Ethnicity**



- Asian/Pacific Islander
- Black Non-Hispanic
- Hispanic
- Native American
- Two or More Races

**Minority Students**
**% of Graduate Fall Enrollment by Race/Ethnicity**



2008: 3.2% | 3.9% | 2.4% | 0.5% 0.0% — Total Minority 10.0%

2018: 4.1% | 5.0% | 6.0% | 0.4% | 2.5% — Total Minority 18.1%

- Asian/Pacific Islander
- Black Non-Hispanic
- Hispanic
- Native American
- Two or More Races
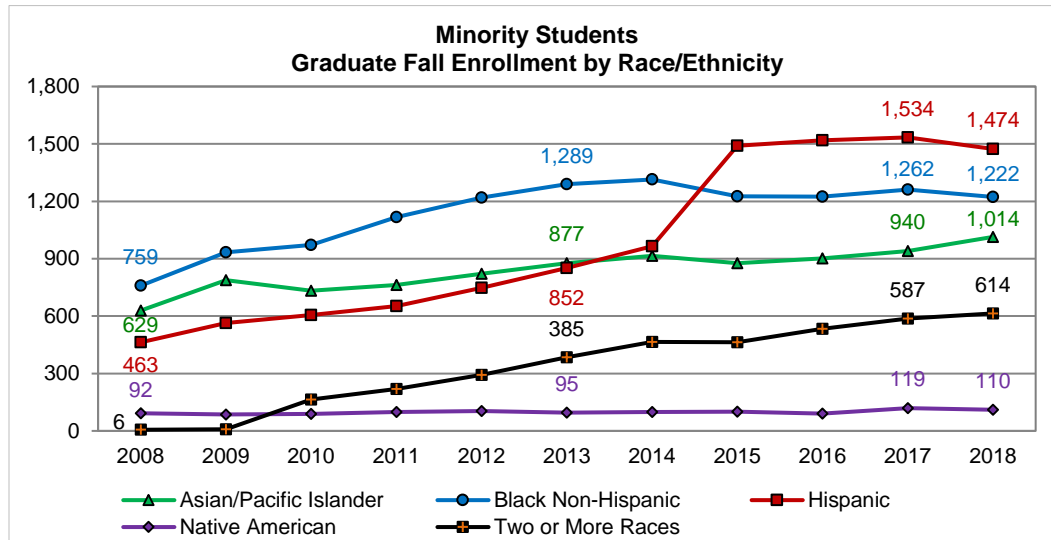
- Between fall 2008 and fall 2018, graduate enrollment by race/ethnicity changed as follows:

| Race/Ethnicity | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Asian/Pac. Islander (▲) | 7.9% | 61.2% |
| Black Non-Hispanic (●) | -3.2% | 61.0% |
| Hispanic (■) | -3.9% | 218.4% |
| Native American (♦) | -7.6% | 19.6% |
| Two or More Races (▣) | 4.6% | 10133.3% |
| Graduate Minority Total | -0.2% | 127.5% |

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.

# GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Graduate Fall Enrollment by Sector by Race/Ethnicity*

| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | | | | | |
| White Non-Hispanic | 9,011 | 9,321 | 9,213 | 9,322 | 9,029 | 9,116 | 9,108 | 9,186 | 9,325 | 9,474 | 9,490 | 0.2% | 5.3% |
| *% White Non-Hispanic* | *80%* | *80%* | *78%* | *78%* | *77%* | *76%* | *75%* | *75%* | *74%* | *74%* | *75%* | | |
| Nonresident Alien | 1,359 | 1,389 | 1,523 | 1,516 | 1,539 | 1,577 | 1,677 | 1,758 | 1,793 | 1,734 | 1,584 | -8.7% | 16.6% |
| *% Nonresident Alien* | *12%* | *12%* | *13%* | *13%* | *13%* | *13%* | *14%* | *14%* | *14%* | *14%* | *13%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 292 | 362 | 325 | 334 | 334 | 329 | 341 | 323 | 343 | 366 | 384 | 4.9% | 31.5% |
| *% Asian/Pacific Islander* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Black Non-Hispanic | 284 | 317 | 317 | 300 | 292 | 330 | 328 | 326 | 325 | 347 | 332 | -4.3% | 16.9% |
| *% Black Non-Hispanic* | *3%* | *3%* | *3%* | *3%* | *2%* | *3%* | *3%* | *3%* | *3%* | *3%* | *3%* | | |
| Hispanic | 223 | 279 | 296 | 295 | 344 | 407 | 440 | 445 | 490 | 536 | 567 | 5.8% | 154.3% |
| *% Hispanic* | *2%* | *2%* | *3%* | *2%* | *3%* | *3%* | *4%* | *4%* | *4%* | *4%* | *4%* | | |
| Native American | 62 | 44 | 41 | 38 | 41 | 36 | 38 | 33 | 28 | 39 | 33 | -15.4% | -46.8% |
| *% Native American* | *1%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | | |
| Two or More Races | 0 | 0 | 68 | 92 | 102 | 158 | 197 | 223 | 263 | 273 | 276 | 1.1% | N/A |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *1%* | *2%* | *2%* | *2%* | *2%* | *2%* | | |
| Total Minority | 861 | 1,002 | 1,047 | 1,059 | 1,113 | 1,260 | 1,344 | 1,350 | 1,449 | 1,561 | 1,592 | 2.0% | 84.9% |
| *% Total Minority* | *8%* | *9%* | *9%* | *9%* | *10%* | *11%* | *11%* | *11%* | *12%* | *12%* | *13%* | | |
| **Nebraska State College System** | | | | | | | | | | | | | |
| White Non-Hispanic | 1,254 | 1,145 | 1,207 | 1,048 | 1,048 | 1,002 | 1,065 | 1,242 | 1,310 | 1,245 | 1,286 | 3.3% | 2.6% |
| *% White Non-Hispanic* | *95%* | *94%* | *92%* | *90%* | *89%* | *88%* | *86%* | *88%* | *88%* | *89%* | *89%* | | |
| Nonresident Alien | 3 | 13 | 9 | 17 | 14 | 7 | 6 | 17 | 14 | 6 | 5 | -16.7% | 66.7% |
| *% Nonresident Alien* | *0%* | *1%* | *1%* | *1%* | *1%* | *1%* | *0%* | *1%* | *1%* | *0%* | *0%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 6 | 10 | 11 | 11 | 23 | 20 | 25 | 30 | 19 | 16 | 14 | -12.5% | 133.3% |
| *% Asian/Pacific Islander* | *0%* | *1%* | *1%* | *1%* | *2%* | *2%* | *2%* | *2%* | *1%* | *1%* | *1%* | | |
| Black Non-Hispanic | 21 | 17 | 32 | 40 | 40 | 35 | 54 | 54 | 48 | 45 | 43 | -4.4% | 104.8% |
| *% Black Non-Hispanic* | *2%* | *1%* | *2%* | *3%* | *3%* | *3%* | *4%* | *4%* | *3%* | *3%* | *3%* | | |
| Hispanic | 22 | 15 | 32 | 34 | 28 | 43 | 44 | 39 | 56 | 52 | 53 | 1.9% | 140.9% |
| *% Hispanic* | *2%* | *1%* | *2%* | *3%* | *2%* | *4%* | *4%* | *3%* | *4%* | *4%* | *4%* | | |
| Native American | 12 | 11 | 8 | 14 | 19 | 11 | 10 | 14 | 11 | 16 | 15 | -6.3% | 25.0% |
| *% Native American* | *1%* | *1%* | *1%* | *1%* | *2%* | *1%* | *1%* | *1%* | *1%* | *1%* | *1%* | | |
| Two or More Races | 1 | 2 | 17 | 6 | 7 | 20 | 29 | 18 | 27 | 26 | 24 | -7.7% | 2300.0% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *2%* | *2%* | *1%* | *2%* | *2%* | *2%* | | |
| Total Minority | 62 | 55 | 100 | 105 | 117 | 129 | 162 | 155 | 161 | 155 | 149 | -3.9% | 140.3% |
| *% Total Minority* | *5%* | *5%* | *8%* | *9%* | *10%* | *11%* | *13%* | *11%* | *11%* | *11%* | *10%* | | |

# GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Graduate Fall Enrollment by Sector by Race/Ethnicity (Continued)*

| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska Independent Institutions** | | | | | | | | | | | | | |
| White Non-Hispanic | 5,637 | 6,614 | 7,211 | 6,921 | 7,272 | 7,566 | 7,652 | 7,380 | 7,301 | 7,457 | 7,543 | 1.2% | 33.8% |
| *% White Non-Hispanic* | *82%* | *81%* | *82%* | *79%* | *78%* | *77%* | *76%* | *71%* | *70%* | *72%* | *73%* | | |
| Nonresident Alien | 231 | 240 | 217 | 184 | 159 | 158 | 246 | 446 | 459 | 247 | 166 | -32.8% | -28.1% |
| *% Nonresident Alien* | *3%* | *3%* | *2%* | *2%* | *2%* | *2%* | *2%* | *4%* | *4%* | *2%* | *2%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 331 | 416 | 397 | 417 | 464 | 524 | 548 | 521 | 538 | 557 | 614 | 10.2% | 85.5% |
| *% Asian/Pacific Islander* | *5%* | *5%* | *4%* | *5%* | *5%* | *5%* | *5%* | *5%* | *5%* | *5%* | *6%* | | |
| Black Non-Hispanic | 453 | 600 | 619 | 770 | 869 | 904 | 915 | 833 | 831 | 852 | 832 | -2.3% | 83.7% |
| *% Black Non-Hispanic* | *7%* | *7%* | *7%* | *9%* | *9%* | *9%* | *9%* | *8%* | *8%* | *8%* | *8%* | | |
| Hispanic | 218 | 269 | 277 | 321 | 374 | 397 | 477 | 1,005 | 969 | 942 | 850 | -9.8% | 289.9% |
| *% Hispanic* | *3%* | *3%* | *3%* | *4%* | *4%* | *4%* | *5%* | *10%* | *9%* | *9%* | *8%* | | |
| Native American | 18 | 31 | 39 | 46 | 43 | 48 | 48 | 51 | 50 | 63 | 62 | -1.6% | 244.4% |
| *% Native American* | *0%* | *0%* | *0%* | *1%* | *0%* | *0%* | *0%* | *0%* | *0%* | *1%* | *1%* | | |
| Two or More Races | 5 | 7 | 79 | 121 | 183 | 207 | 239 | 222 | 241 | 288 | 314 | 9.0% | 6180.0% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *2%* | *2%* | *2%* | *2%* | *2%* | *3%* | *3%* | | |
| Total Minority | 1,025 | 1,323 | 1,411 | 1,675 | 1,933 | 2,080 | 2,227 | 2,632 | 2,629 | 2,702 | 2,672 | -1.1% | 160.7% |
| *% Total Minority* | *15%* | *16%* | *16%* | *19%* | *21%* | *21%* | *22%* | *25%* | *25%* | *26%* | *26%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | | | | | |
| White Non-Hispanic | 5 | 5 | 17 | 29 | 52 | 70 | 78 | 75 | 58 | 58 | 54 | -6.9% | 980.0% |
| *% White Non-Hispanic* | *83%* | *100%* | *71%* | *71%* | *69%* | *71%* | *76%* | *78%* | *67%* | *71%* | *72%* | | |
| Nonresident Alien | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | N/A | N/A |
| *% Nonresident Alien* | *0%* | *0%* | *8%* | *2%* | *1%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 0 | 0 | 0 | 1 | 1 | 4 | 1 | 3 | 2 | 1 | 2 | 100.0% | N/A |
| *% Asian/Pacific Islander* | *0%* | *0%* | *0%* | *2%* | *1%* | *4%* | *1%* | *3%* | *2%* | *1%* | *3%* | | |
| Black Non-Hispanic | 1 | 0 | 4 | 7 | 18 | 20 | 17 | 13 | 20 | 18 | 15 | -16.7% | 1400.0% |
| *% Black Non-Hispanic* | *17%* | *0%* | *17%* | *17%* | *24%* | *20%* | *17%* | *14%* | *23%* | *22%* | *20%* | | |
| Hispanic | 0 | 0 | 0 | 3 | 2 | 5 | 4 | 2 | 3 | 4 | 4 | 0.0% | N/A |
| *% Hispanic* | *0%* | *0%* | *0%* | *7%* | *3%* | *5%* | *4%* | *2%* | *3%* | *5%* | *5%* | | |
| Native American | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 2 | 1 | 1 | 0 | -100.0% | N/A |
| *% Native American* | *0%* | *0%* | *4%* | *0%* | *1%* | *0%* | *2%* | *2%* | *1%* | *1%* | *0%* | | |
| Two or More Races | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | N/A | N/A |
| *% Two or More Races* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *1%* | *2%* | *0%* | *0%* | | |
| Total Minority | 1 | 0 | 5 | 11 | 22 | 29 | 24 | 21 | 28 | 24 | 21 | -12.5% | 2000.0% |
| *% Total Minority* | *17%* | *0%* | *21%* | *27%* | *29%* | *29%* | *24%* | *22%* | *33%* | *29%* | *28%* | | |

# GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

*Graduate Fall Enrollment by Sector by Race/Ethnicity (Continued)*

| Sector / Race/Ethnicity | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska Total** | | | | | | | | | | | | | |
| White Non-Hispanic | 15,907 | 17,085 | 17,648 | 17,320 | 17,401 | 17,754 | 17,903 | 17,883 | 17,994 | 18,234 | 18,373 | 0.8% | 15.5% |
| *% White Non-Hispanic* | *82%* | *81%* | *80%* | *79%* | *78%* | *77%* | *76%* | *74%* | *73%* | *74%* | *75%* | | |
| Nonresident Alien | 1,593 | 1,642 | 1,751 | 1,718 | 1,713 | 1,742 | 1,929 | 2,221 | 2,266 | 1,987 | 1,755 | -11.7% | 10.2% |
| *% Nonresident Alien* | *8%* | *8%* | *8%* | *8%* | *8%* | *8%* | *8%* | *9%* | *9%* | *8%* | *7%* | | |
| Minority | | | | | | | | | | | | | |
| Asian/Pacific Islander | 629 | 788 | 733 | 763 | 822 | 877 | 915 | 877 | 902 | 940 | 1,014 | 7.9% | 61.2% |
| *% Asian/Pacific Islander* | *3%* | *4%* | *3%* | *3%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | *4%* | | |
| Black Non-Hispanic | 759 | 934 | 972 | 1,117 | 1,219 | 1,289 | 1,314 | 1,226 | 1,224 | 1,262 | 1,222 | -3.2% | 61.0% |
| *% Black Non-Hispanic* | *4%* | *4%* | *4%* | *5%* | *5%* | *6%* | *6%* | *5%* | *5%* | *5%* | *5%* | | |
| Hispanic | 463 | 563 | 605 | 653 | 748 | 852 | 965 | 1,491 | 1,518 | 1,534 | 1,474 | -3.9% | 218.4% |
| *% Hispanic* | *2%* | *3%* | *3%* | *3%* | *3%* | *4%* | *4%* | *6%* | *6%* | *6%* | *6%* | | |
| Native American | 92 | 86 | 89 | 98 | 104 | 95 | 98 | 100 | 90 | 119 | 110 | -7.6% | 19.6% |
| *% Native American* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | *0%* | | |
| Two or More Races | 6 | 9 | 164 | 219 | 292 | 385 | 465 | 464 | 533 | 587 | 614 | 4.6% | 10133.3% |
| *% Two or More Races* | *0%* | *0%* | *1%* | *1%* | *1%* | *2%* | *2%* | *2%* | *2%* | *2%* | *2%* | | |
| Total Minority | 1,949 | 2,380 | 2,563 | 2,850 | 3,185 | 3,498 | 3,757 | 4,158 | 4,267 | 4,442 | 4,434 | -0.2% | 127.5% |
| *% Total Minority* | *10%* | *11%* | *12%* | *13%* | *14%* | *15%* | *16%* | *17%* | *17%* | *18%* | *18%* | | |

*Note.* Nebraska's community colleges do not enroll students at the graduate level. 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.

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

*Graduate Fall Enrollment by Race/Ethnicity by Full-Time/Part-Time Classification (Continued)*

| Race/Ethnicity / Full-Time/Part-Time | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **White Non-Hispanic** | | | | | | | | | | | | | |
| Full-Time | 7,905 | 8,419 | 8,838 | 8,460 | 8,666 | 9,441 | 9,335 | 8,963 | 9,028 | 9,097 | 8,757 | -3.7% | 10.8% |
| *% Full-Time* | *50%* | *49%* | *50%* | *49%* | *50%* | *53%* | *52%* | *50%* | *50%* | *50%* | *48%* | | |
| Part-Time | 8,002 | 8,666 | 8,810 | 8,860 | 8,735 | 8,313 | 8,568 | 8,920 | 8,966 | 9,137 | 9,616 | 5.2% | 20.2% |
| *% Part-Time* | *50%* | *51%* | *50%* | *51%* | *50%* | *47%* | *48%* | *50%* | *50%* | *50%* | *52%* | | |
| **Nonresident Alien** | | | | | | | | | | | | | |
| Full-Time | 1,233 | 1,183 | 1,282 | 1,275 | 1,288 | 1,398 | 1,545 | 1,838 | 1,830 | 1,577 | 1,398 | -11.4% | 13.4% |
| *% Full-Time* | *77%* | *72%* | *73%* | *74%* | *75%* | *80%* | *80%* | *83%* | *81%* | *79%* | *80%* | | |
| Part-Time | 360 | 459 | 469 | 443 | 425 | 344 | 384 | 383 | 436 | 410 | 357 | -12.9% | -0.8% |
| *% Part-Time* | *23%* | *28%* | *27%* | *26%* | *25%* | *20%* | *20%* | *17%* | *19%* | *21%* | *20%* | | |
| **Minority** | | | | | | | | | | | | | |
| **Asian/Pacific Islander** | | | | | | | | | | | | | |
| Full-Time | 445 | 549 | 487 | 528 | 569 | 622 | 627 | 597 | 644 | 663 | 686 | 3.5% | 54.2% |
| *% Full-Time* | *71%* | *70%* | *66%* | *69%* | *69%* | *71%* | *69%* | *68%* | *71%* | *71%* | *68%* | | |
| Part-Time | 184 | 239 | 246 | 235 | 253 | 255 | 288 | 280 | 258 | 277 | 328 | 18.4% | 78.3% |
| *% Part-Time* | *29%* | *30%* | *34%* | *31%* | *31%* | *29%* | *31%* | *32%* | *29%* | *29%* | *32%* | | |
| **Black Non-Hispanic** | | | | | | | | | | | | | |
| Full-Time | 434 | 474 | 486 | 525 | 586 | 759 | 732 | 642 | 717 | 756 | 559 | -26.1% | 28.8% |
| *% Full-Time* | *57%* | *51%* | *50%* | *47%* | *48%* | *59%* | *56%* | *52%* | *59%* | *60%* | *46%* | | |
| Part-Time | 325 | 460 | 486 | 592 | 633 | 530 | 582 | 584 | 507 | 506 | 663 | 31.0% | 104.0% |
| *% Part-Time* | *43%* | *49%* | *50%* | *53%* | *52%* | *41%* | *44%* | *48%* | *41%* | *40%* | *54%* | | |
| **Hispanic** | | | | | | | | | | | | | |
| Full-Time | 272 | 328 | 326 | 359 | 392 | 493 | 559 | 883 | 916 | 865 | 710 | -17.9% | 161.0% |
| *% Full-Time* | *59%* | *58%* | *54%* | *55%* | *52%* | *58%* | *58%* | *59%* | *60%* | *56%* | *48%* | | |
| Part-Time | 191 | 235 | 279 | 294 | 356 | 359 | 406 | 608 | 602 | 669 | 764 | 14.2% | 300.0% |
| *% Part-Time* | *41%* | *42%* | *46%* | *45%* | *48%* | *42%* | *42%* | *41%* | *40%* | *44%* | *52%* | | |
| **Native American** | | | | | | | | | | | | | |
| Full-Time | 40 | 41 | 50 | 47 | 49 | 47 | 50 | 50 | 43 | 58 | 54 | -6.9% | 35.0% |
| *% Full-Time* | *43%* | *48%* | *56%* | *48%* | *47%* | *49%* | *51%* | *50%* | *48%* | *49%* | *49%* | | |
| Part-Time | 52 | 45 | 39 | 51 | 55 | 48 | 48 | 50 | 47 | 61 | 56 | -8.2% | 7.7% |
| *% Part-Time* | *57%* | *52%* | *44%* | *52%* | *53%* | *51%* | *49%* | *50%* | *52%* | *51%* | *51%* | | |

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

*Graduate Fall Enrollment by Race/Ethnicity by Full-Time/Part-Time Classification (Continued)*

| Race/Ethnicity / Full-Time/Part-Time | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 08-18 10-Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Two or More Races** | | | | | | | | | | | | | |
| Full-Time | 4 | 6 | 112 | 132 | 168 | 256 | 294 | 278 | 328 | 351 | 331 | -5.7% | 8175.0% |
| *% Full-Time* | *67%* | *67%* | *68%* | *60%* | *58%* | *66%* | *63%* | *60%* | *62%* | *60%* | *54%* | | |
| Part-Time | 2 | 3 | 52 | 87 | 124 | 129 | 171 | 186 | 205 | 236 | 283 | 19.9% | 14050.0% |
| *% Part-Time* | *33%* | *33%* | *32%* | *40%* | *42%* | *34%* | *37%* | *40%* | *38%* | *40%* | *46%* | | |
| **Total Minority** | | | | | | | | | | | | | |
| Full-Time | 1,195 | 1,398 | 1,461 | 1,591 | 1,764 | 2,177 | 2,262 | 2,450 | 2,648 | 2,693 | 2,340 | -13.1% | 95.8% |
| *% Full-Time* | *61%* | *59%* | *57%* | *56%* | *55%* | *62%* | *60%* | *59%* | *62%* | *61%* | *53%* | | |
| Part-Time | 754 | 982 | 1,102 | 1,259 | 1,421 | 1,321 | 1,495 | 1,708 | 1,619 | 1,749 | 2,094 | 19.7% | 177.7% |
| *% Part-Time* | *39%* | *41%* | *43%* | *44%* | *45%* | *38%* | *40%* | *41%* | *38%* | *39%* | *47%* | | |

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.

Section 5

Total Fall Enrollment
by Race/Ethnicity by Gender

# ASIAN/PACIFIC ISLANDER TOTAL FALL ENROLLMENT by GENDER

**Asian/Pacific Islander
Total Fall Enrollment by Gender**



Male: 1,522 (2008) ... 1,687 (2012) ... 1,966 (2017) ... 1,995 (2018)
Female: 1,769 (2008) ... 1,925 (2013) ... 2,343 (2017) ... 2,360 (2018)

● Male    ■ Female

**Asian/Pacific Islander
% of Total Fall Enrollment by Gender**

**2008**



46.2%
53.8%

**2018**



45.8%
54.2%
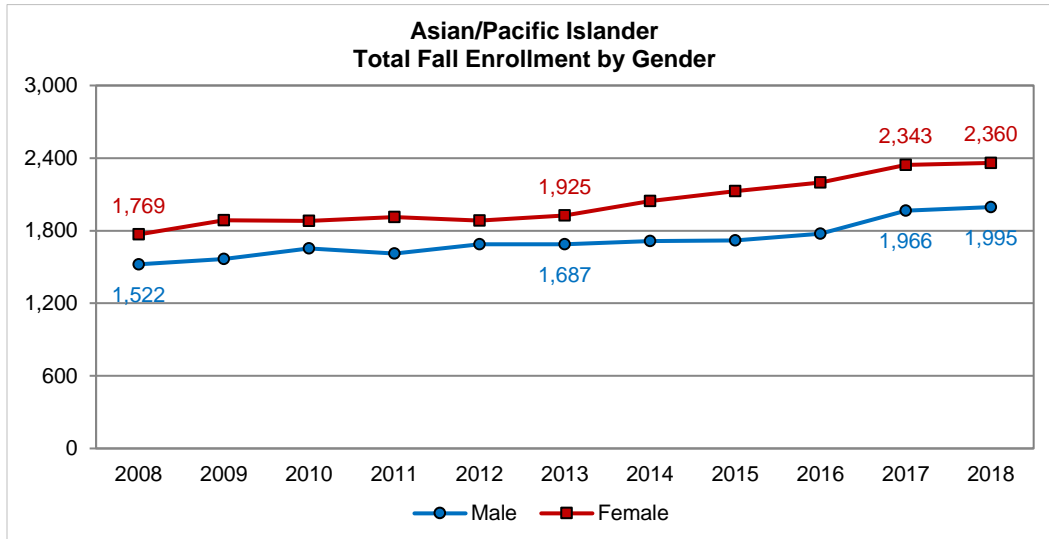
- Between fall 2008 and fall 2018, enrollment for Asian/Pacific Islanders by gender changed as follows:

| Gender | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male (●) | 1.5% | 31.1% |
| Female (■) | 0.7% | 33.4% |
| Asian/Pacific Islander Total | 1.1% | 32.3% |
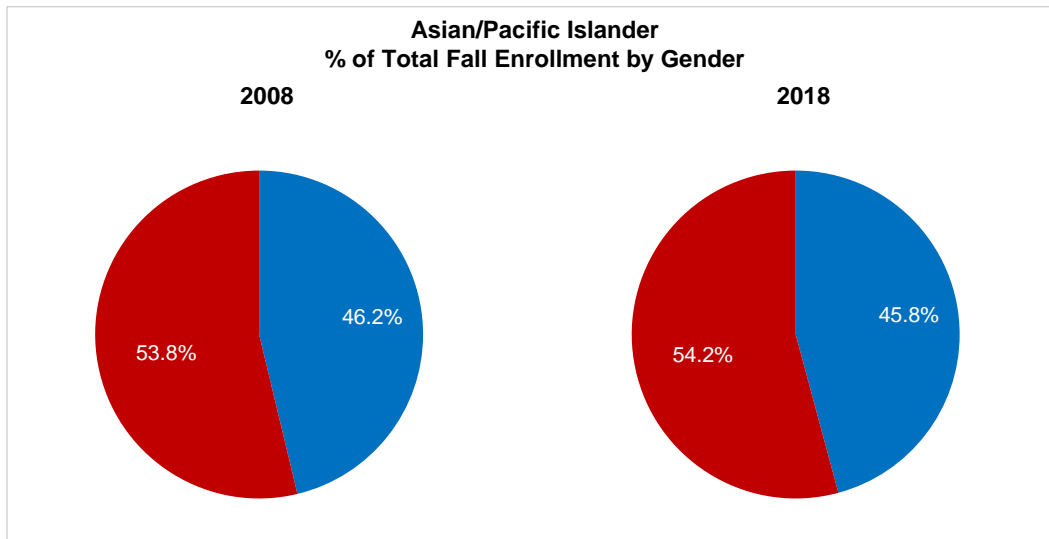
# BLACK NON-HISPANIC TOTAL FALL ENROLLMENT by GENDER

**Black Non-Hispanic
Total Fall Enrollment by Gender**
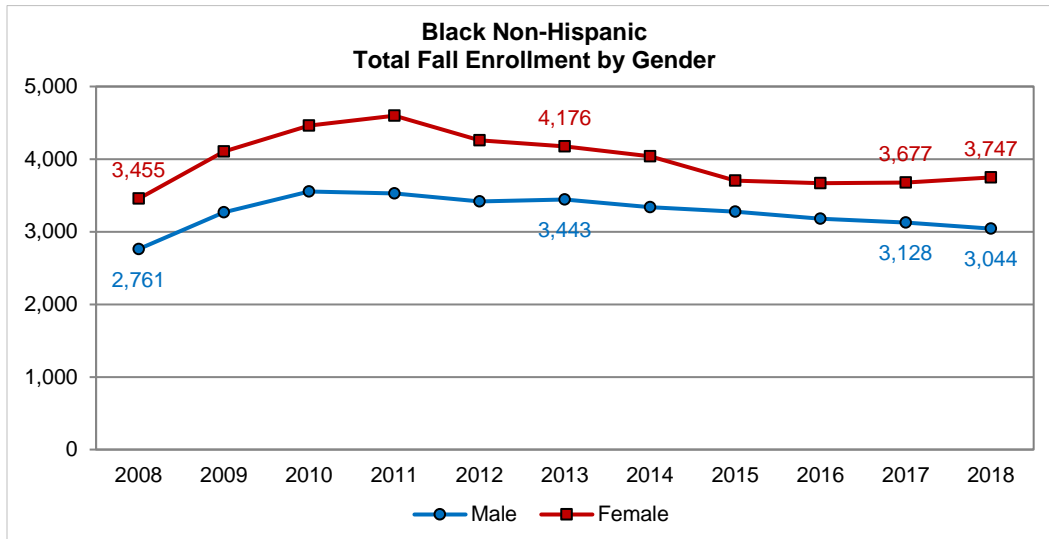


- Between fall 2008 and fall 2018, enrollment for black non-Hispanics by gender changed as follows:

| Gender | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male (●) | -2.7% | 10.2% |
| Female (■) | 1.9% | 8.5% |
| Black Non-Hispanic Total | -0.2% | 9.3% |

**Black Non-Hispanic
% of Total Fall Enrollment by Gender**

**2008**



44.4%

55.6%

**2018**



44.8%

55.2%

# HISPANIC TOTAL FALL ENROLLMENT by GENDER

## Hispanic Total Fall Enrollment by Gender



Male: 2,483 ... 3,987 ... 5,619 ... 5,715
Female: 2,950 ... 5,375 ... 7,609 ... 7,705

● Male   ■ Female

## Hispanic % of Total Fall Enrollment by Gender

**2008**



45.7%
54.3%

**2018**



42.6%
57.4%
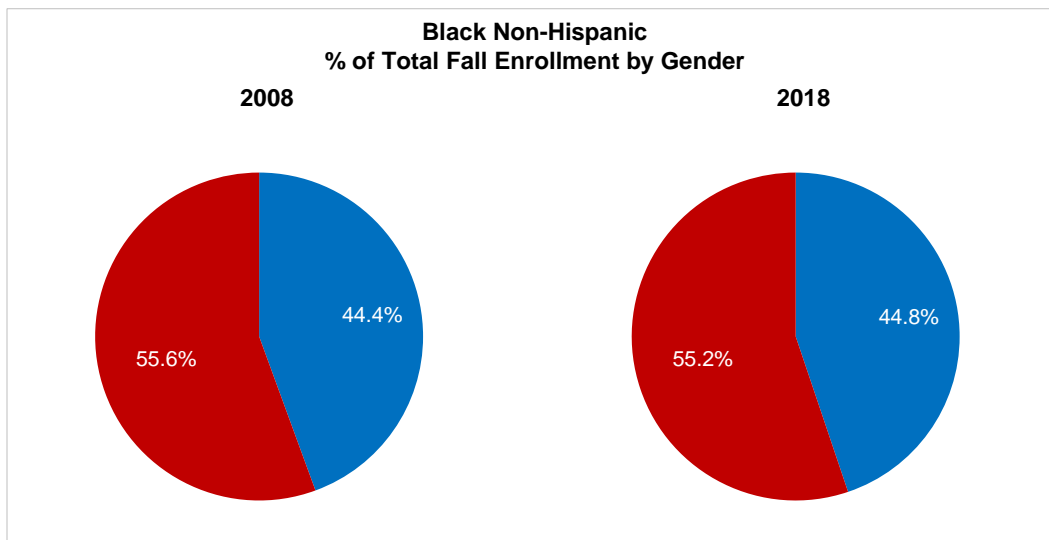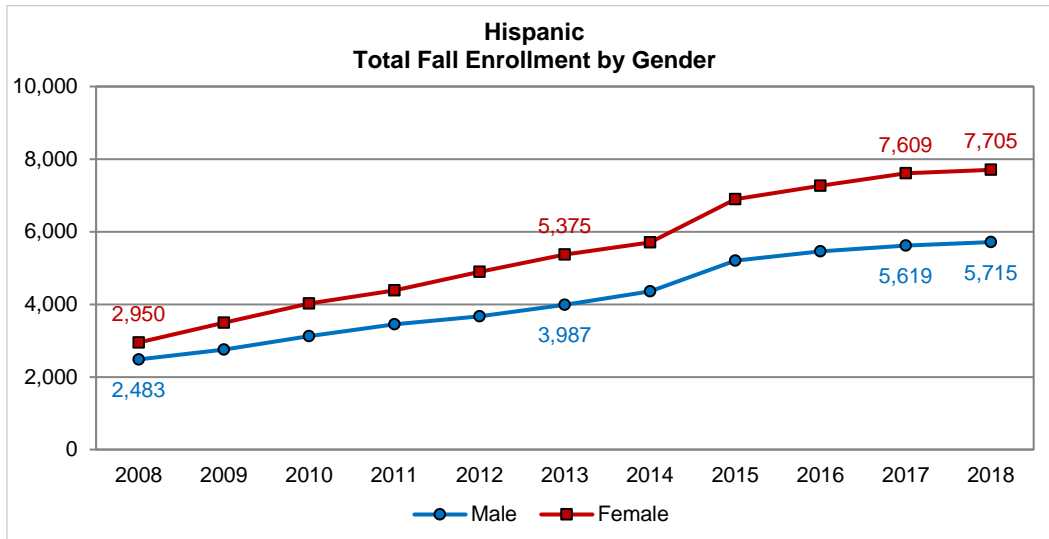
- Between fall 2008 and fall 2018, enrollment for Hispanics by gender changed as follows:

| Gender | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male (●) | 1.7% | 130.2% |
| Female (■) | 1.3% | 161.2% |
| Hispanic Total | 1.5% | 147.0% |
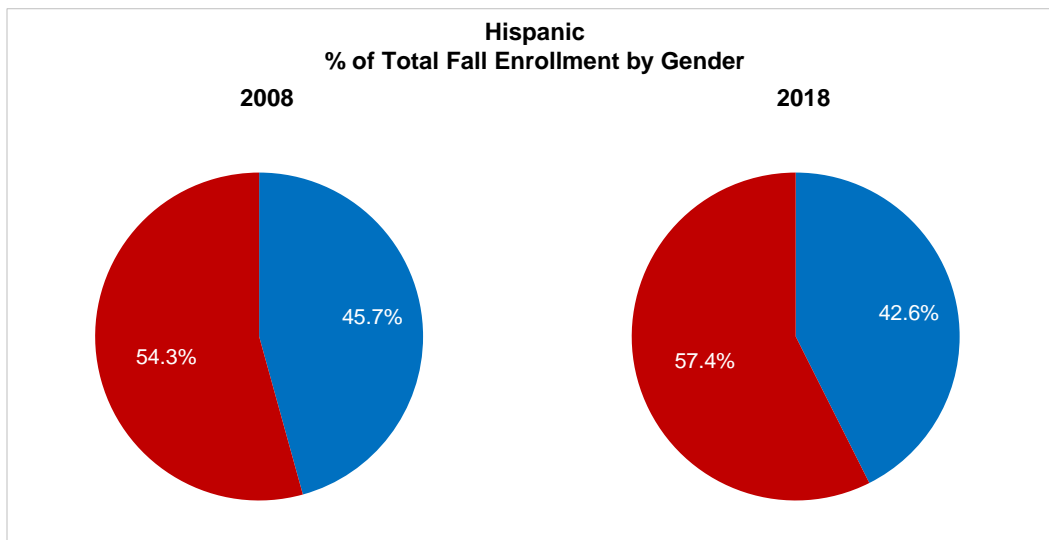
# NATIVE AMERICAN TOTAL FALL ENROLLMENT by GENDER

### Native American Total Fall Enrollment by Gender
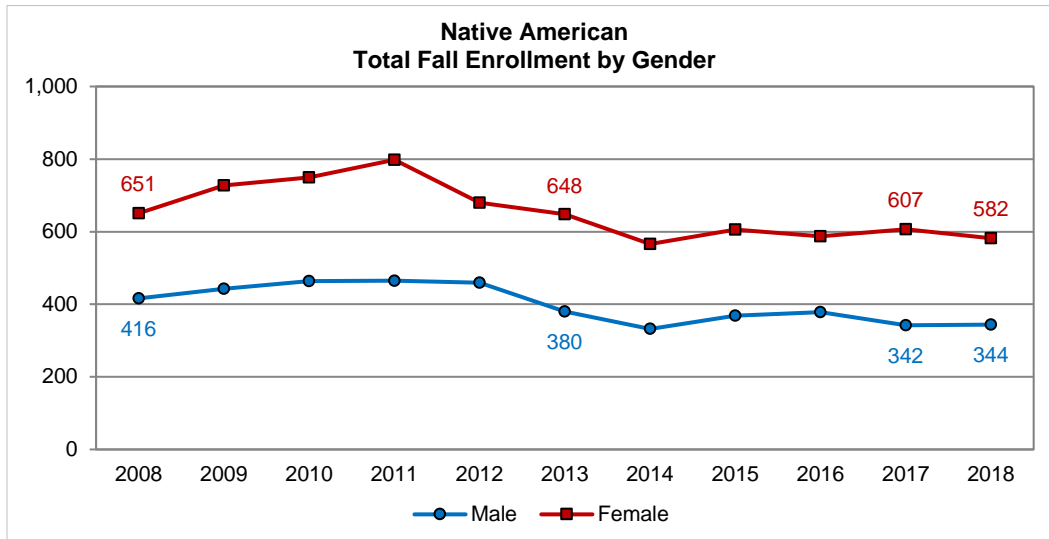


- Between fall 2008 and fall 2018, enrollment for Native Americans by gender changed as follows:

| Gender | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male (●) | 0.6% | -17.3% |
| Female (■) | -4.1% | -10.6% |
| Native American Total | -2.4% | -13.2% |
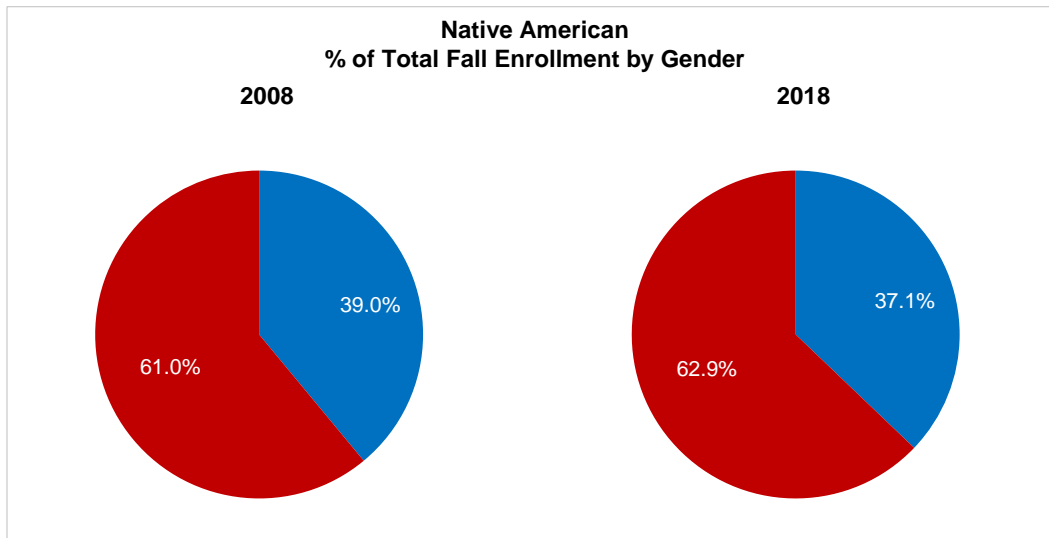
### Native American % of Total Fall Enrollment by Gender

**2008**



39.0%
61.0%

**2018**



37.1%
62.9%

# NONRESIDENT ALIEN TOTAL FALL ENROLLMENT by GENDER

### Nonresident Alien
### Total Fall Enrollment by Gender
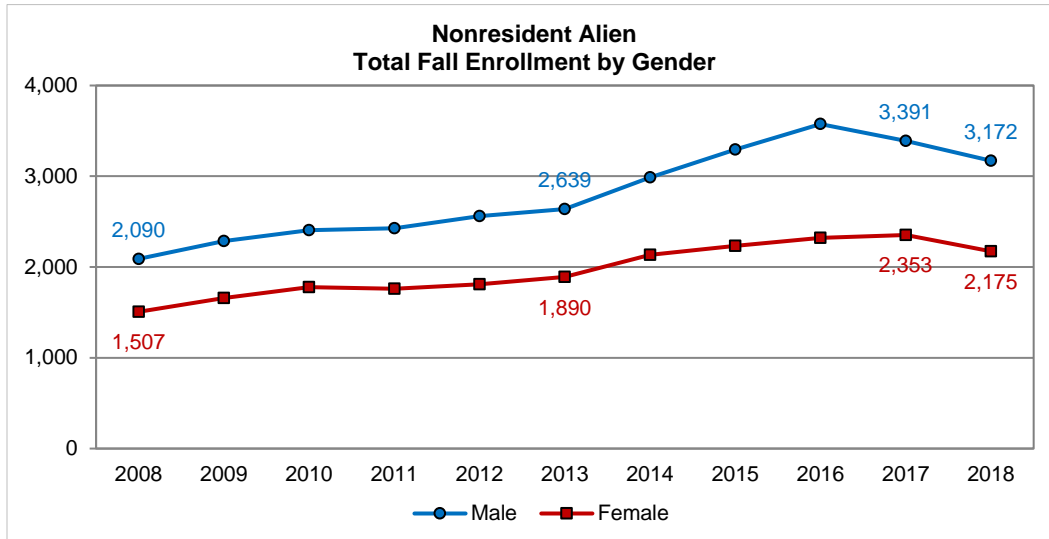


- Between fall 2008 and fall 2018, enrollment for nonresident aliens by gender changed as follows:

| Gender | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male (●) | -6.5% | 51.8% |
| Female (■) | -7.6% | 44.3% |
| Nonresident Alien Total | -6.9% | 48.7% |
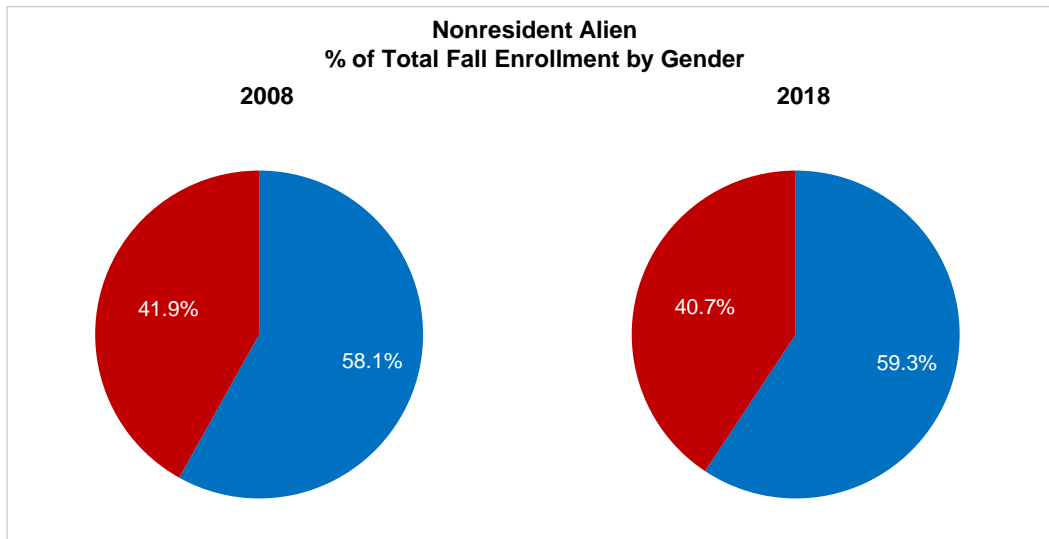
### Nonresident Alien
### % of Total Fall Enrollment by Gender

**2008**



41.9%   58.1%

**2018**



40.7%   59.3%

## TWO OR MORE RACES TOTAL FALL ENROLLMENT by GENDER

**Two or More Races
Total Fall Enrollment by Gender**



Male — Female
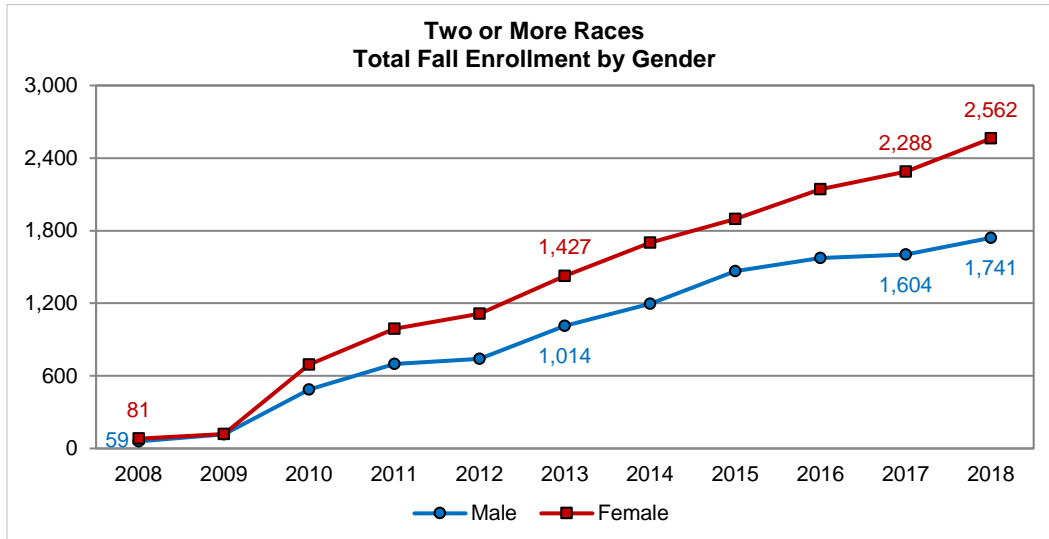
- Between fall 2008 and fall 2018, enrollment for multi-racial students by gender changed as follows:

| Gender | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male (●) | 8.5% | 2850.8% |
| Female (■) | 12.0% | 3063.0% |
| Two or More Races Total | 10.6% | 2973.6% |
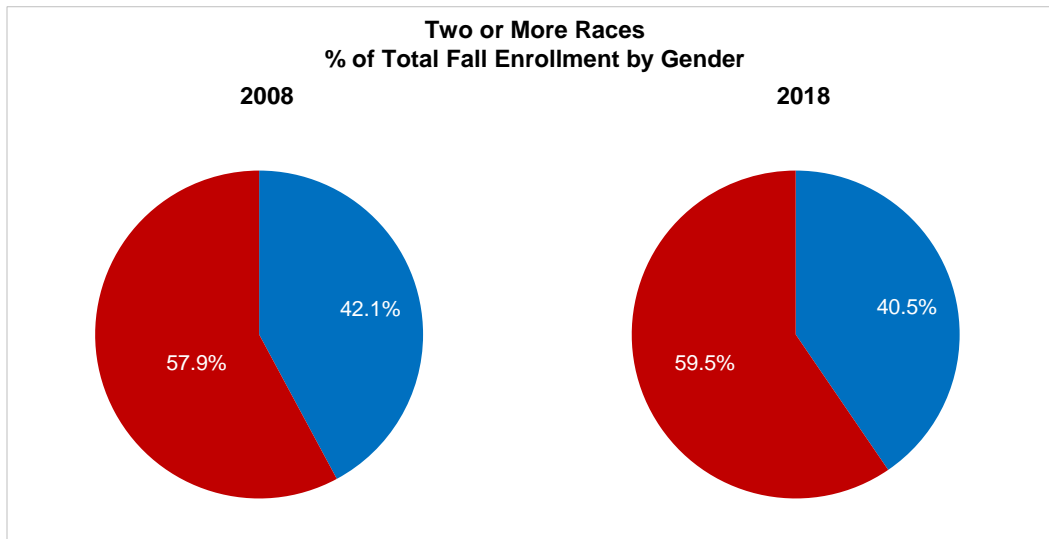
**Two or More Races
% of Total Fall Enrollment by Gender**

**2008**



42.1%
57.9%

**2018**



40.5%
59.5%

*Note.* 'Two or more races' was an optional reporting category for enrollments reported for fall 2008 and fall 2009.  Adoption of the category was mandatory beginning with data reported for fall 2010.

# WHITE NON-HISPANIC TOTAL FALL ENROLLMENT by GENDER

**White Non-Hispanic
Total Fall Enrollment by Gender**
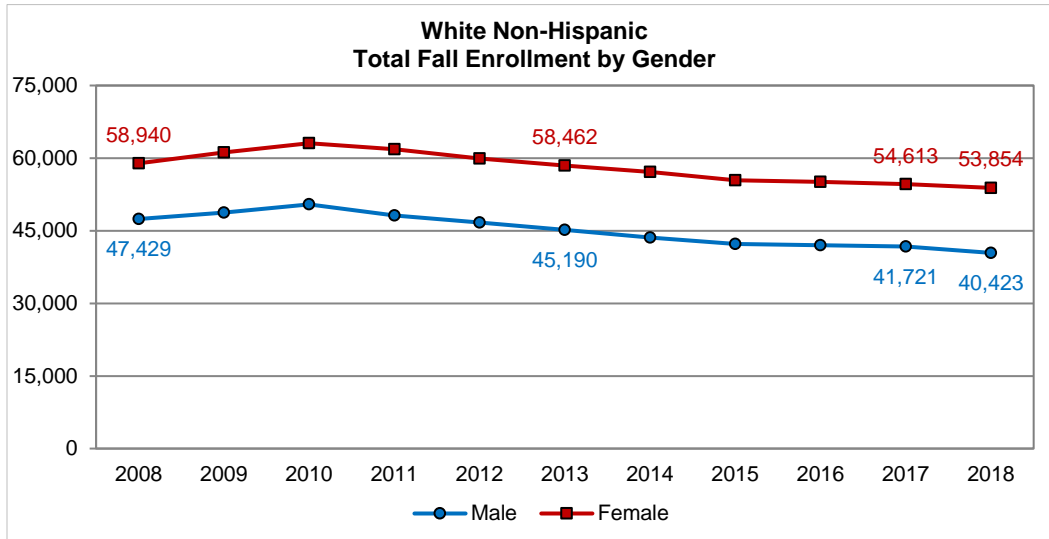


- Between fall 2008 and fall 2018, enrollment for white non-Hispanics by gender changed as follows:

| Gender | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Male (●) | -3.1% | -14.8% |
| Female (■) | -1.4% | -8.6% |
| White Non-Hispanic Total | -2.1% | -11.4% |

**White Non-Hispanic
% of Total Fall Enrollment by Gender**

**2008**



44.6%
55.4%

**2018**



42.9%
57.1%
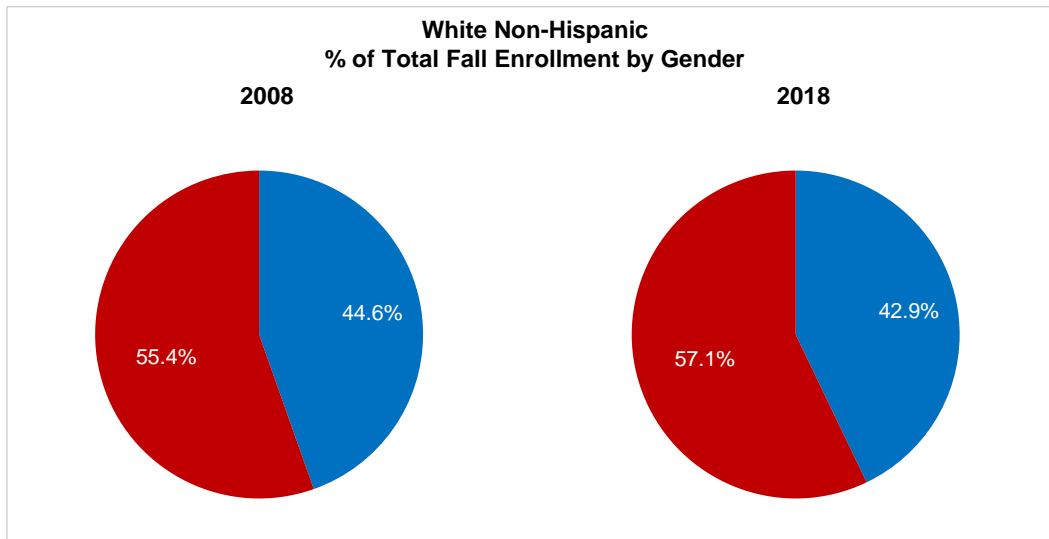
# Section 6

## Total Fall Enrollment by Age

# FALL ENROLLMENT by AGE

**Fall Enrollment by Age**



| | 24 Years or Younger | 25-29 Years | 30 Years or Older |

- 2007: 82,933; 28,127; 17,006
- 2015: 88,264; 30,057; 18,367
- 2017: 90,704; 28,228; 17,532

**% of Fall Enrollment by Age**

**2007**
- 22.0%
- 13.3%
- 64.8%
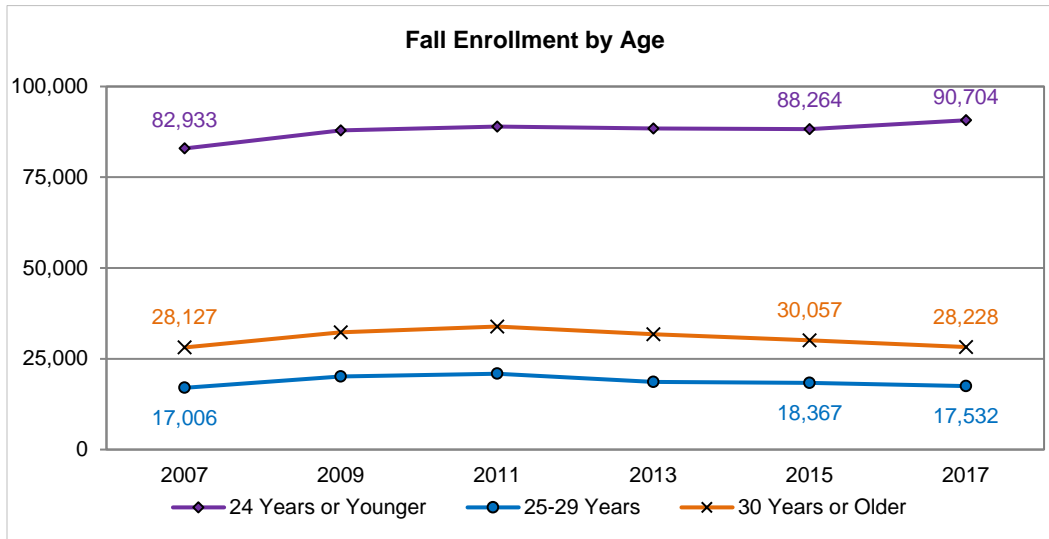
**2017**
- 20.7%
- 12.8%
- 66.5%

- Between fall 2007 and fall 2017, enrollment by age changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 24 Years (♦) | 2.8% | 9.4% |
| 25-29 Years (●) | -4.5% | 3.1% |
| ≥ 30 Years (x) | -6.1% | 0.4% |
| Known Age Total | -0.2% | 6.6% |
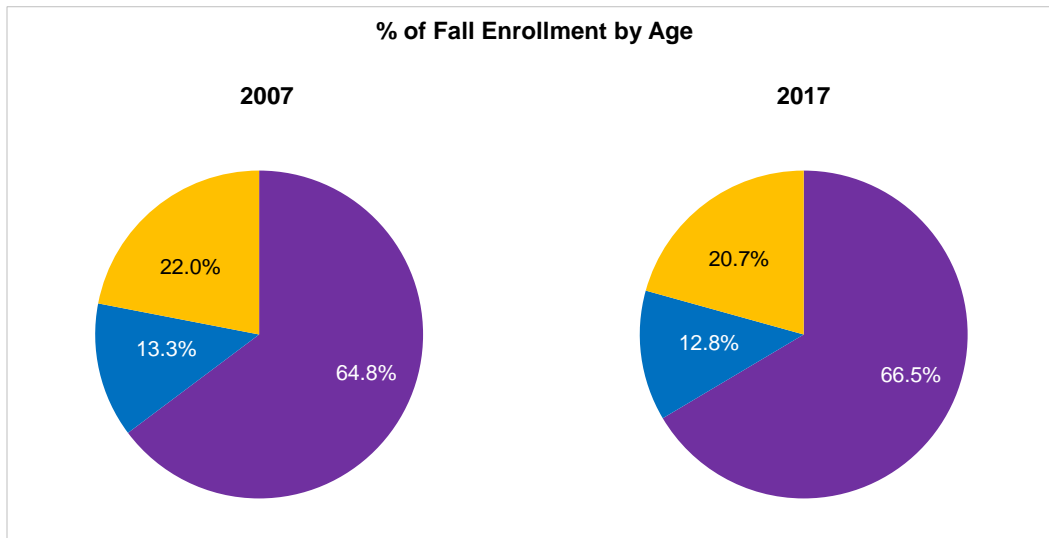
*Note.* Age data are collected only for odd-numbered years. Between 0.1% and 0.4% of students enrolled each year were students of unknown age. These students are excluded from all calculations in this section. Excluded number of students by year: 2007 = 472; 2009 = 395; 2011 = 230; 2013 = 106; 2015 = 274; 2017 = 144.

# UNDERGRADUATE FALL ENROLLMENT by AGE
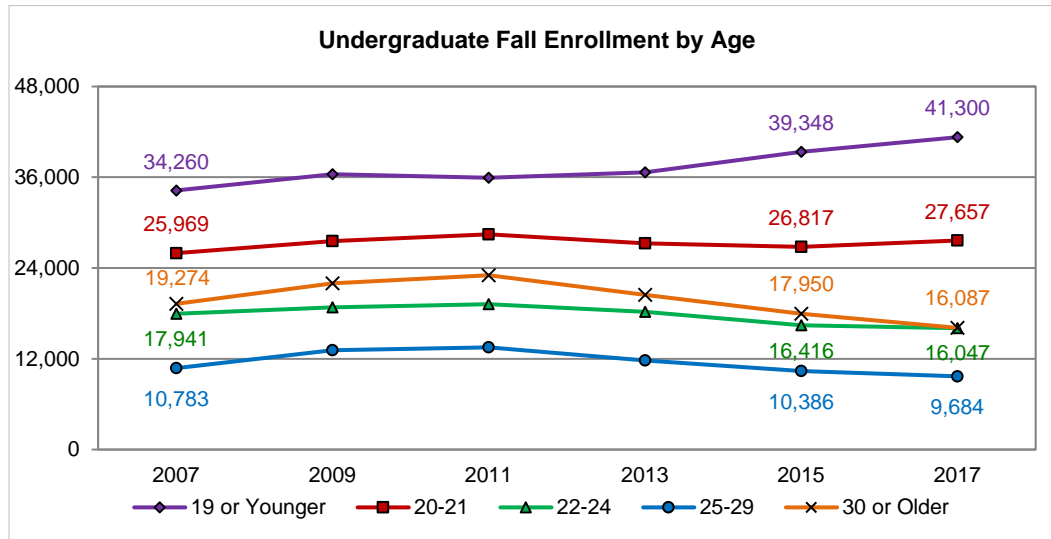
**Undergraduate Fall Enrollment by Age**



| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 19 Years (♦) | 5.0% | 20.5% |
| 20-21 Years (■) | 3.1% | 6.5% |
| 22-24 Years (▲) | -2.2% | -10.6% |
| 25-29 Years (●) | -6.8% | -10.2% |
| ≥ 30 Years (x) | -10.4% | -16.5% |
| Undergraduate Known Age Total | -0.1% | 2.4% |

- Between fall 2007 and fall 2017, undergraduate enrollment by age changed as follows:

**% of Undergraduate Fall Enrollment by Age**

**2007**



**2017**

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

## University of Nebraska
### Undergraduate Fall Enrollment by Age



Legend: 19 or Younger (purple diamond), 20-24 (red square), 25 or Older (green triangle)

Data labels:
- 20-24: 18,892 (2007), 20,171 (2015), 20,425 (2017)
- 19 or Younger: 12,437 (2007), 14,266 (2015), 14,746 (2017)
- 25 or Older: 4,314 (2007), 4,738 (2015), 4,391 (2017)

## University of Nebraska
### % of Undergraduate Fall Enrollment by Age

**2007**



- 34.9% (purple)
- 53.0% (red)
- 12.1% (green)

**2017**



- 37.3% (purple)
- 51.6% (red)
- 11.1% (green)

- Between fall 2007 and fall 2017, undergraduate enrollment by age at the University of Nebraska changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 19 Years (♦) | 3.4% | 18.6% |
| 20-24 Years (■) | 1.3% | 8.1% |
| ≥ 25 Years (▲) | -7.3% | 1.8% |
| Sector Total Undergraduate Known Age | 1.0% | 11.0% |
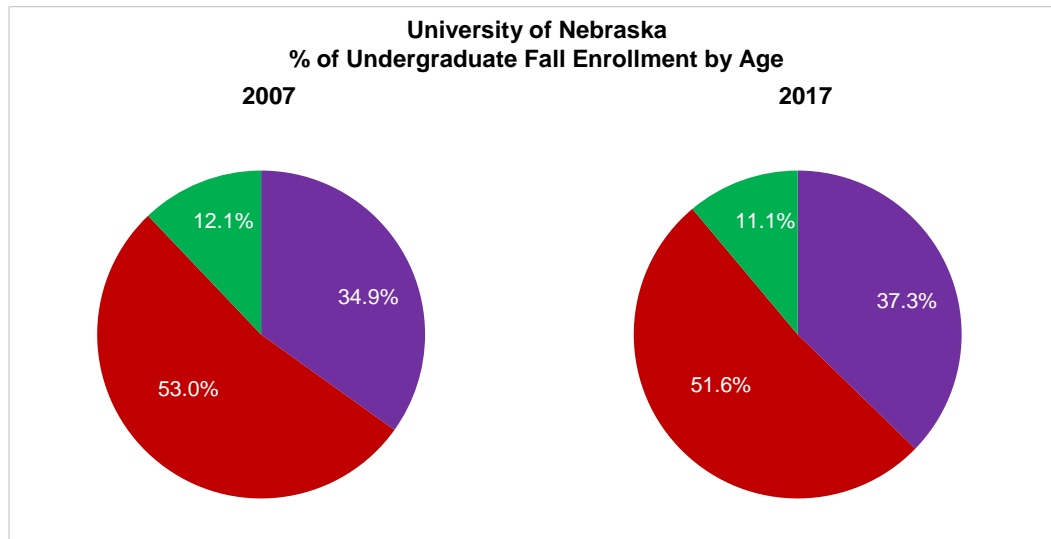
# UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE
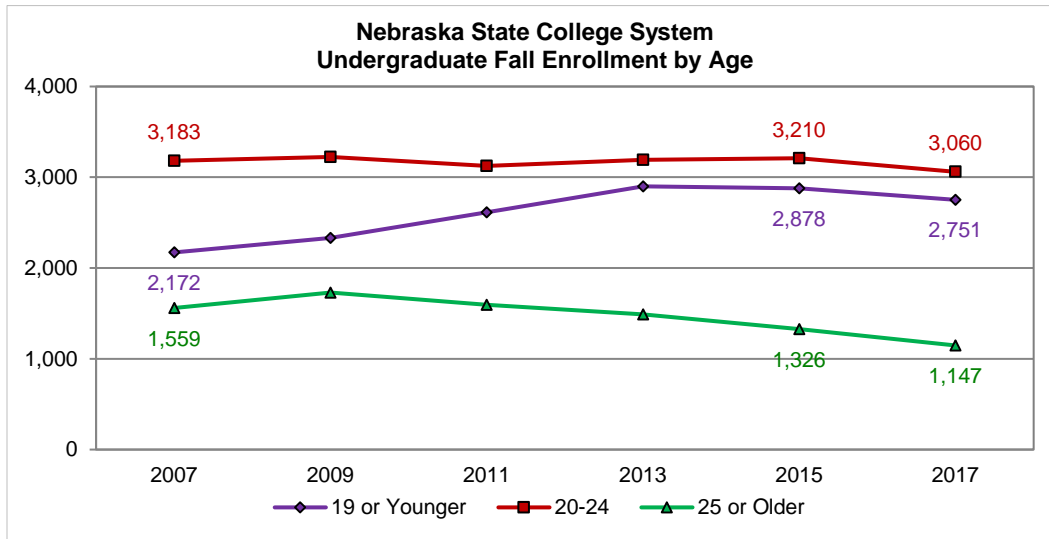
**Nebraska State College System
Undergraduate Fall Enrollment by Age**



Legend: 19 or Younger | 20-24 | 25 or Older

Data labels: 3,183 | 3,210 | 3,060 | 2,878 | 2,751 | 2,172 | 1,559 | 1,326 | 1,147
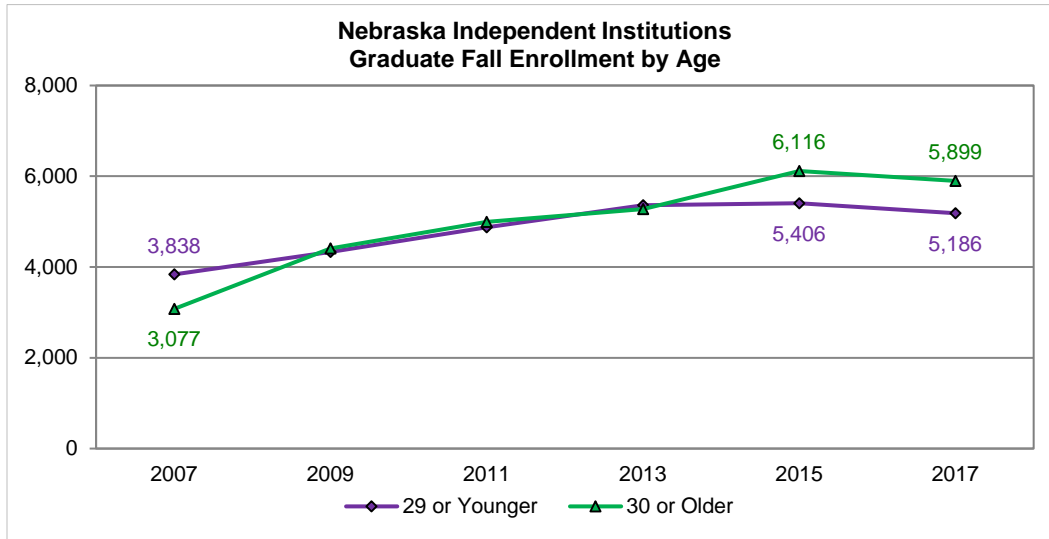
- Between fall 2007 and fall 2017, undergraduate enrollment by age at the Nebraska State College System changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 19 Years (♦) | -4.4% | 26.7% |
| 20-24 Years (■) | -4.7% | -3.9% |
| ≥ 25 Years (▲) | -13.5% | -26.4% |
| Sector Total Undergraduate Known Age | -6.2% | 0.6% |
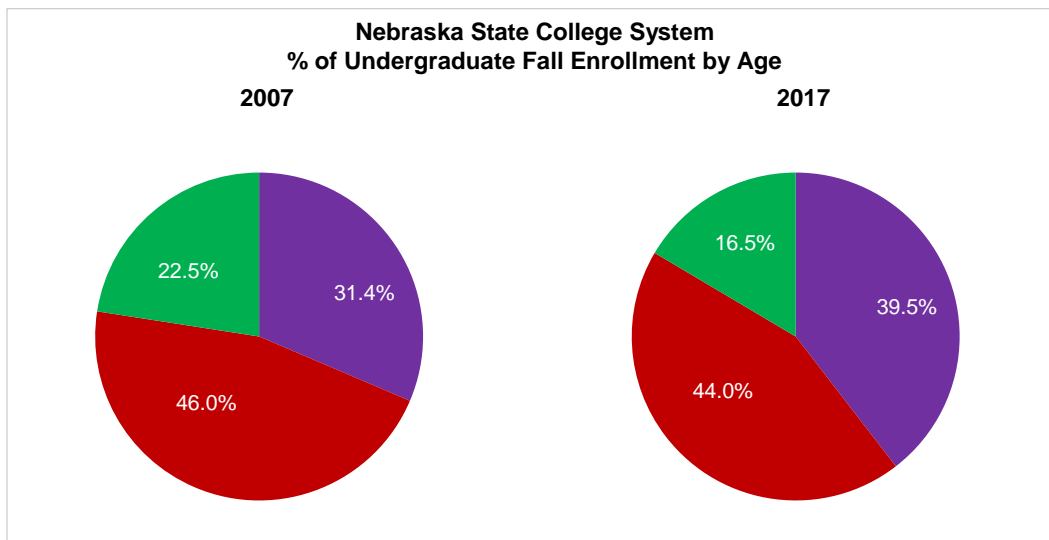
**Nebraska State College System
% of Undergraduate Fall Enrollment by Age**

**2007**



22.5% | 31.4% | 46.0%

**2017**



16.5% | 39.5% | 44.0%

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

**Nebraska Community Colleges**
**Undergraduate Fall Enrollment by Age**



- 19 or Younger
- 20-24
- 25 or Older
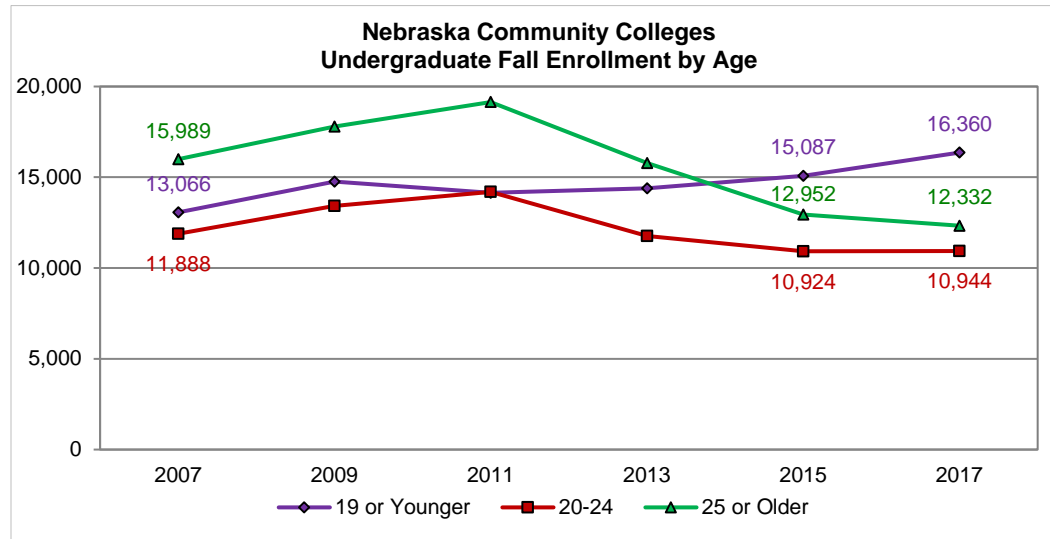
- Between fall 2007 and fall 2017, undergraduate enrollment by age at Nebraska's community colleges changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 19 Years (♦) | 8.4% | 25.2% |
| 20-24 Years (■) | 0.2% | -7.9% |
| ≥ 25 Years (▲) | -4.8% | -22.9% |
| Sector Total Undergraduate Known Age | 1.7% | 3.2% |
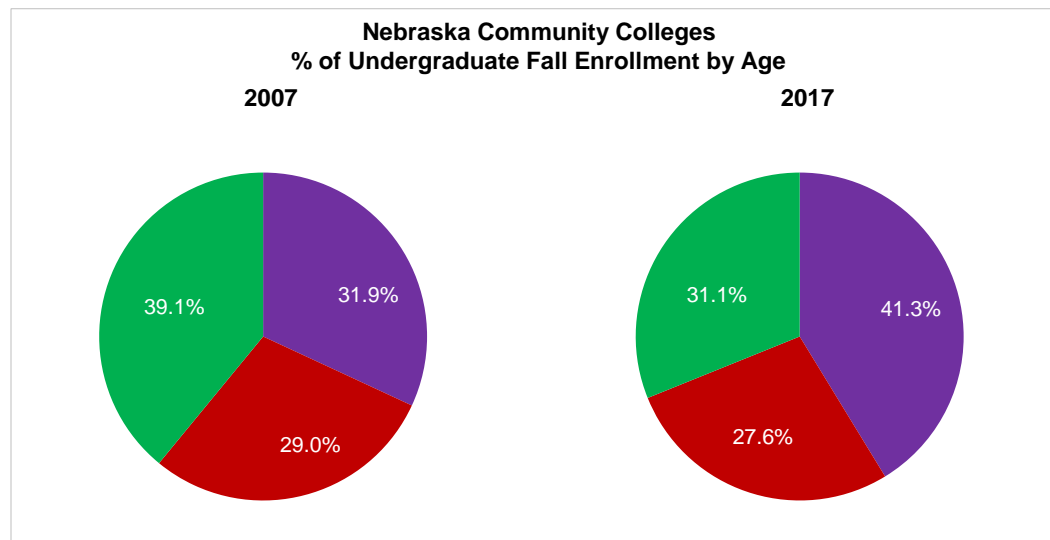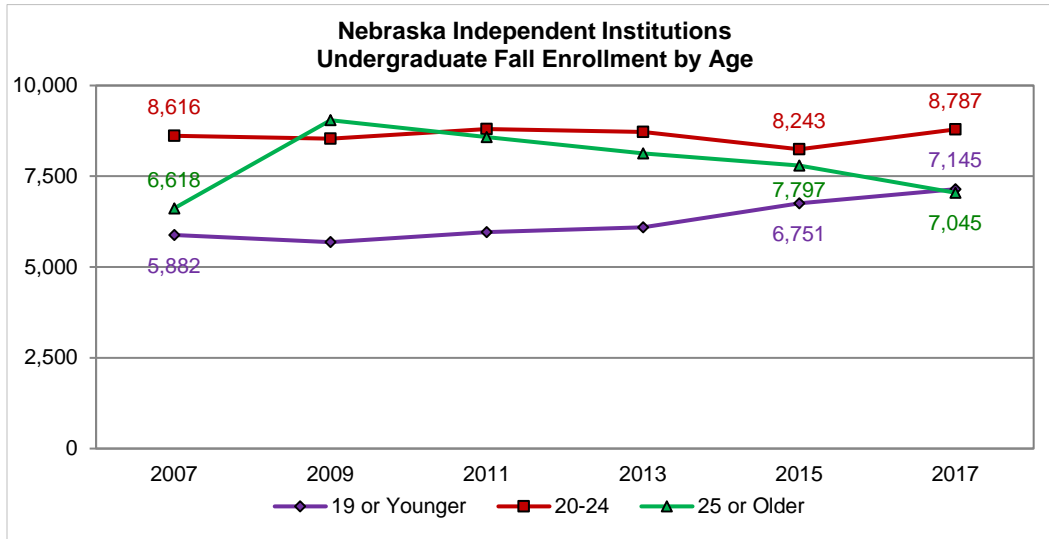
**Nebraska Community Colleges**
**% of Undergraduate Fall Enrollment by Age**

**2007**



- 39.1%
- 31.9%
- 29.0%

**2017**



- 31.1%
- 41.3%
- 27.6%

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

**Nebraska Independent Institutions
Undergraduate Fall Enrollment by Age**



- 19 or Younger
- 20-24
- 25 or Older

- Between fall 2007 and fall 2017, undergraduate enrollment by age within the independent sector changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 19 Years (♦) | 5.8% | 21.5% |
| 20-24 Years (■) | 6.6% | 2.0% |
| ≥ 25 Years (▲) | -9.6% | 6.5% |
| Sector Total Undergraduate Known Age | 0.8% | 8.8% |
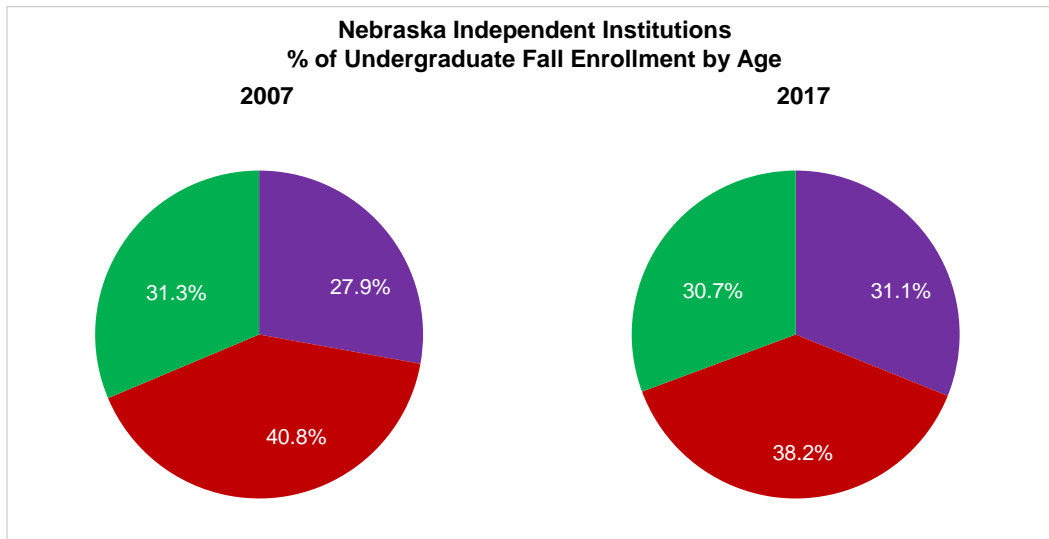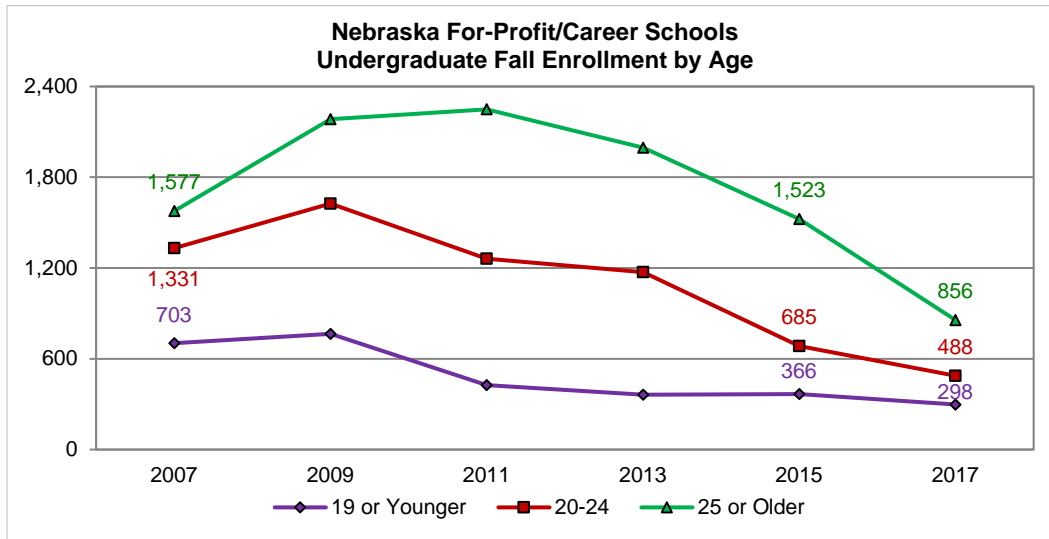
**Nebraska Independent Institutions
% of Undergraduate Fall Enrollment by Age**

**2007**



31.3% 27.9%

40.8%

**2017**



30.7% 31.1%

38.2%

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

**Nebraska For-Profit/Career Schools**
**Undergraduate Fall Enrollment by Age**



- 19 or Younger
- 20-24
- 25 or Older

| | 1,577 | 1,523 | 856 |
| 1,331 | | 685 | 488 |
| 703 | | 366 | 298 |

- Between fall 2007 and fall 2017, undergraduate enrollment by age within the for-profit/career school sector changed as follows:

| Age | 15-17<br>2-Yr | 07-17<br>10-Yr |
|---|---|---|
| ≤ 19 Years (♦) | -18.6% | -57.6% |
| 20-24 Years (■) | -28.8% | -63.3% |
| ≥ 25 Years (▲) | -43.8% | -45.7% |
| Sector Total<br>Undergraduate<br>Known Age | -36.2% | -54.5% |

**Nebraska For-Profit/Career Schools**
**% of Undergraduate Fall Enrollment by Age**

**2007**



19.5%
43.7%
36.9%

**2017**



18.1%
52.1%
29.7%
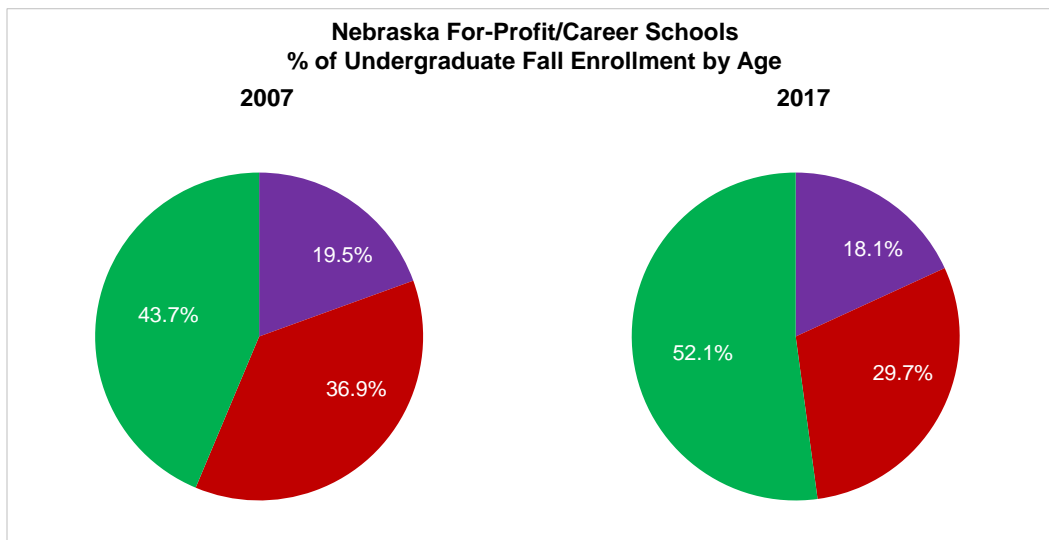
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# GRADUATE FALL ENROLLMENT by AGE
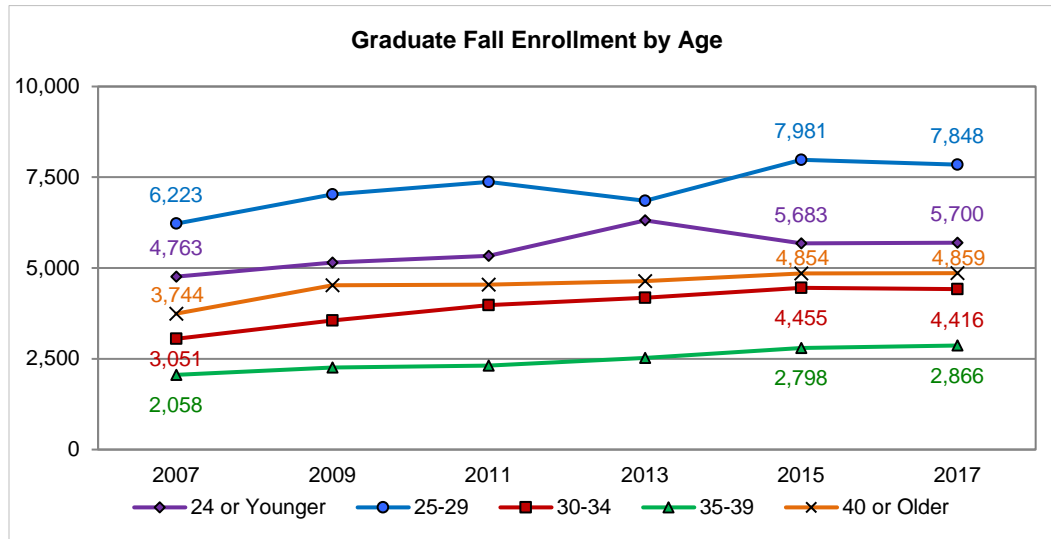
**Graduate Fall Enrollment by Age**



- Between fall 2007 and fall 2017, graduate enrollment by age changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 24 Years (♦) | 0.3% | 19.7% |
| 25-29 Years (●) | -1.7% | 26.1% |
| 30-34 Years (■) | -0.9% | 44.7% |
| 35-39 Years (▲) | 2.4% | 39.3% |
| ≥ 40 Years (x) | 0.1% | 29.8% |
| Graduate Known Age Total | -0.3% | 29.5% |
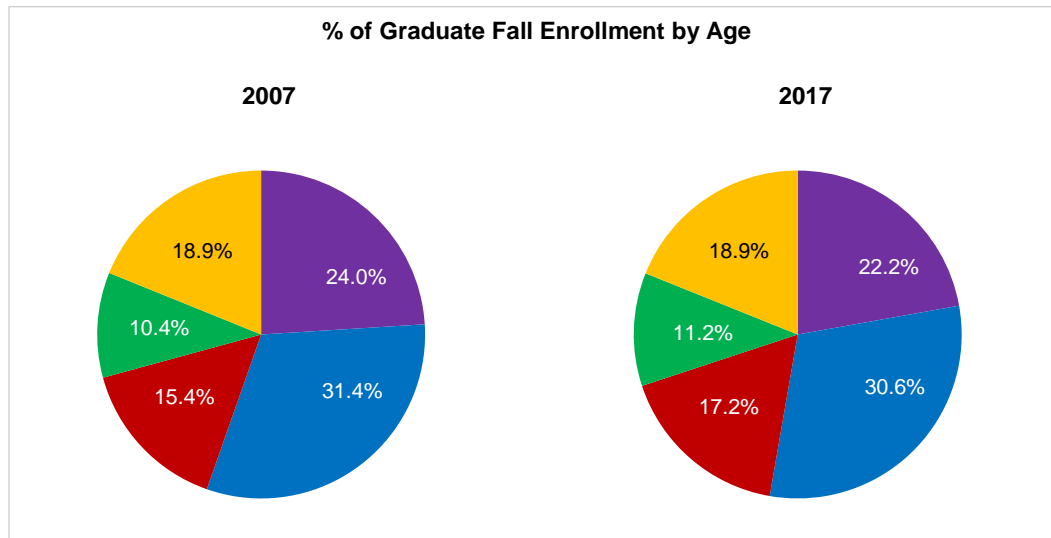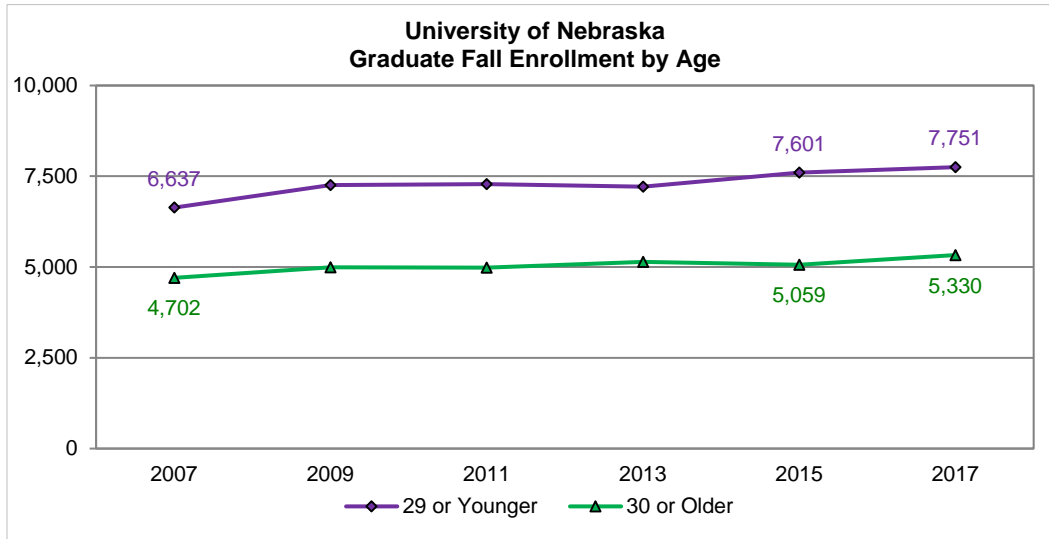
**% of Graduate Fall Enrollment by Age**

**2007**



**2017**

# GRADUATE FALL ENROLLMENT by SECTOR by AGE

**University of Nebraska
Graduate Fall Enrollment by Age**



- 29 or Younger
- 30 or Older

**University of Nebraska
% of Graduate Fall Enrollment by Age**

**2007**



41.5%  58.5%

**2017**



40.7%  59.3%

- Between fall 2007 and fall 2017, graduate enrollment by age at the University of Nebraska changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 29 Years (♦) | 2.0% | 16.8% |
| ≥ 30 Years (▲) | 5.4% | 13.4% |
| Sector Total Graduate Known Age | 3.3% | 15.4% |
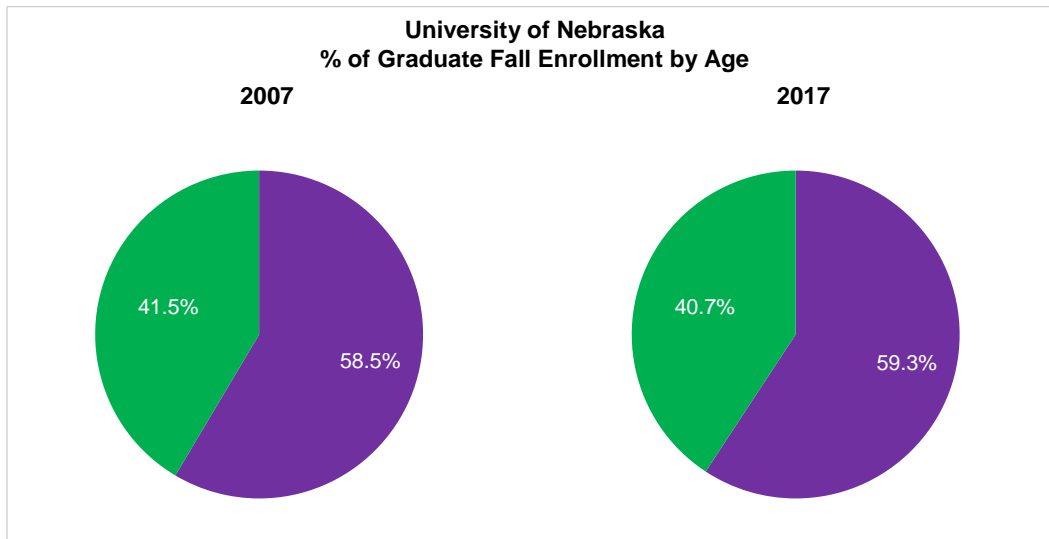
# GRADUATE FALL ENROLLMENT by SECTOR by AGE
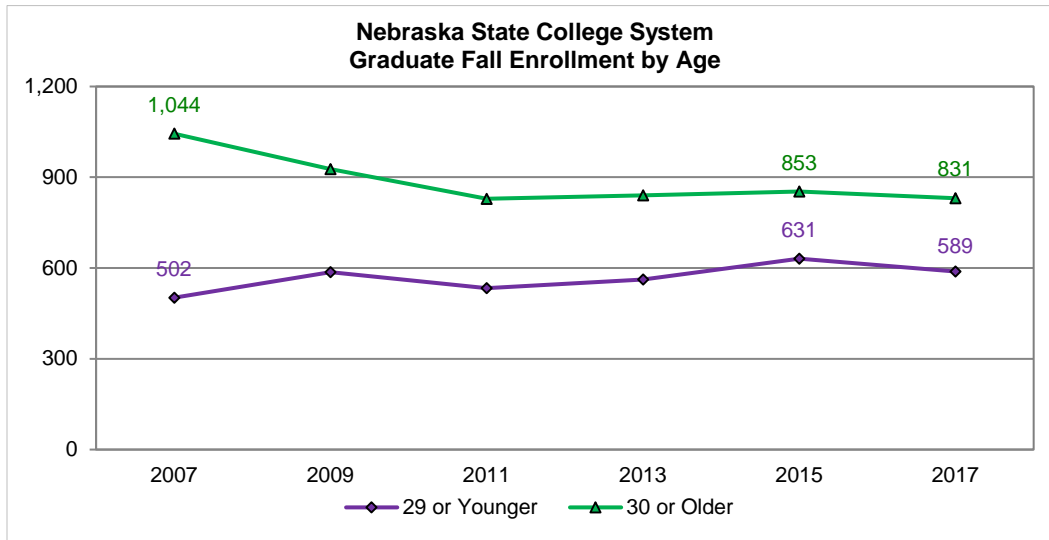
**Nebraska State College System
Graduate Fall Enrollment by Age**



- Between fall 2007 and fall 2017, graduate enrollment by age at the Nebraska State College System changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 29 Years (♦) | -6.7% | 17.3% |
| ≥ 30 Years (▲) | -2.6% | -20.4% |
| Sector Total Graduate Known Age | -4.3% | -8.2% |
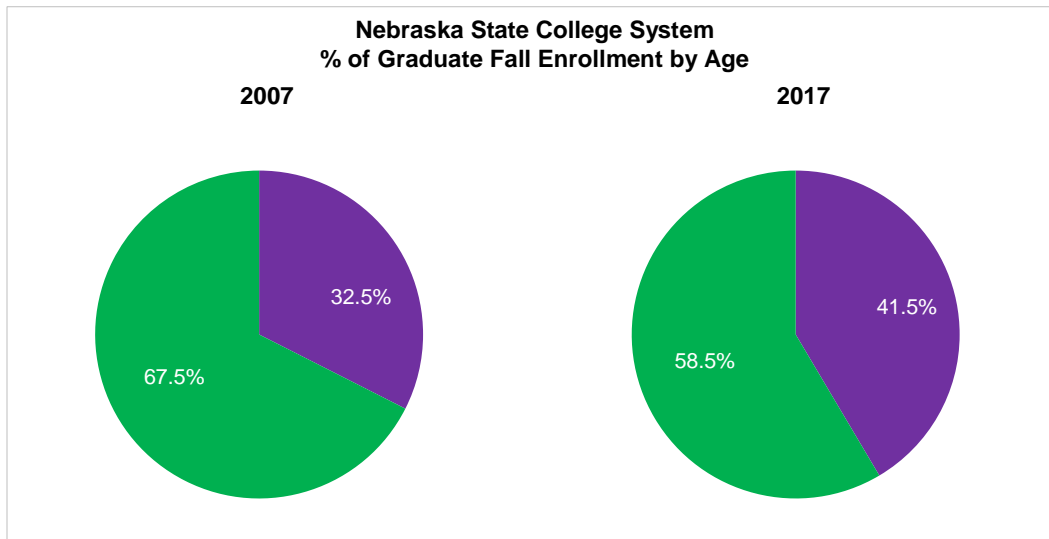
**Nebraska State College System
% of Graduate Fall Enrollment by Age**

**2007**



**2017**

# GRADUATE FALL ENROLLMENT by SECTOR by AGE

**Nebraska Independent Institutions**
**Graduate Fall Enrollment by Age**



- 29 or Younger
- 30 or Older

**Nebraska Independent Institutions**
**% of Graduate Fall Enrollment by Age**

**2007**



44.5%  55.5%

**2017**



53.2%  46.8%

- Between fall 2007 and fall 2017, graduate enrollment by age within the independent sector changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 29 Years (♦) | -4.1% | 35.1% |
| ≥ 30 Years (▲) | -3.5% | 91.7% |
| Sector Total Graduate Known Age | -3.8% | 60.3% |
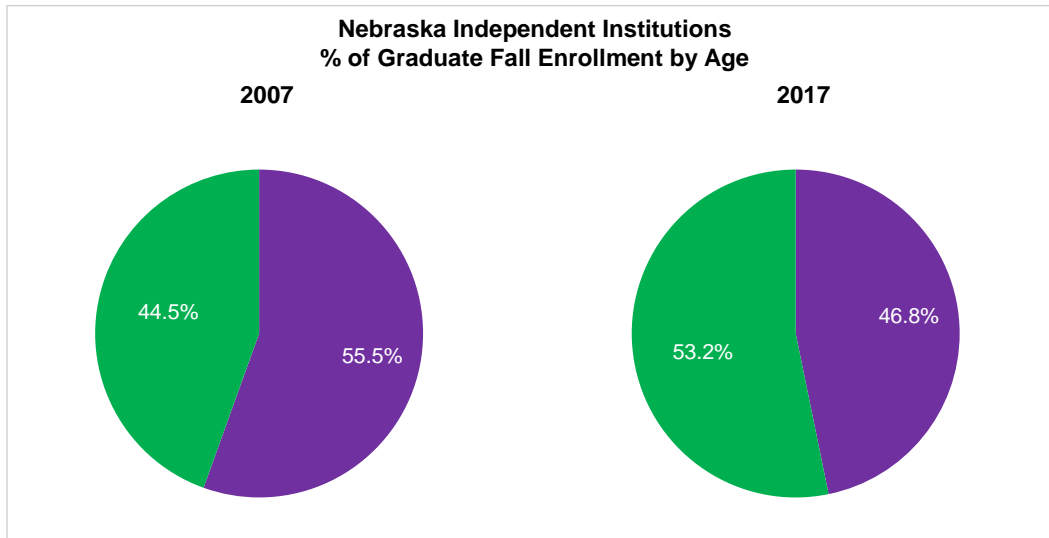
# GRADUATE FALL ENROLLMENT by SECTOR by AGE
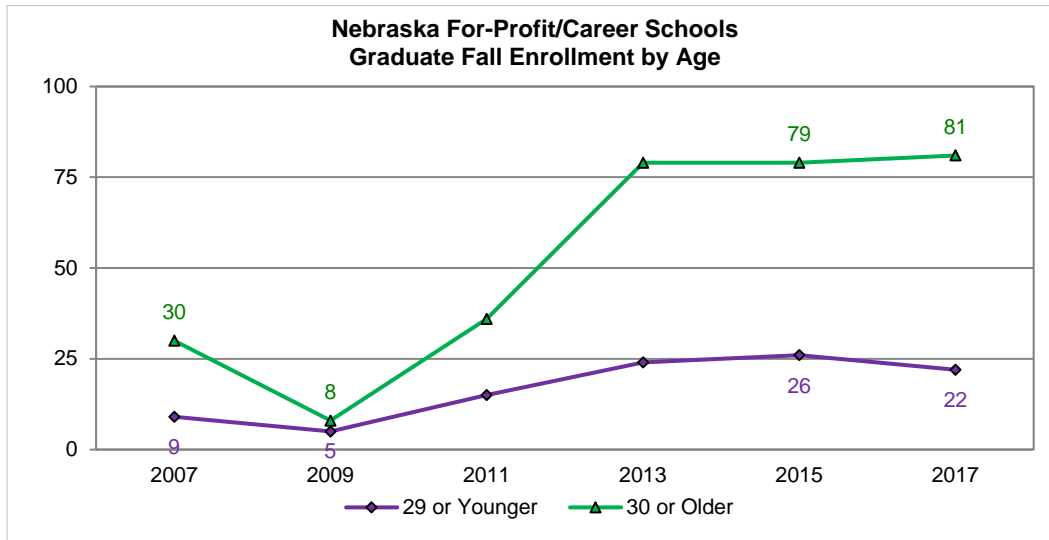
**Nebraska For-Profit/Career Schools**
**Graduate Fall Enrollment by Age**



- 29 or Younger
- 30 or Older

**Nebraska For-Profit/Career Schools**
**% of Graduate Fall Enrollment by Age**

**2007**



23.1%

76.9%

**2017**



21.4%

78.6%

- Between fall 2007 and fall 2017, graduate enrollment by age within the for-profit/career school sector changed as follows:

| Age | 15-17 2-Yr | 07-17 10-Yr |
|---|---|---|
| ≤ 29 Years (♦) | -15.4% | 144.4% |
| ≥ 30 Years (▲) | 2.5% | 170.0% |
| Sector Total Graduate Known Age | -1.9% | 164.1% |
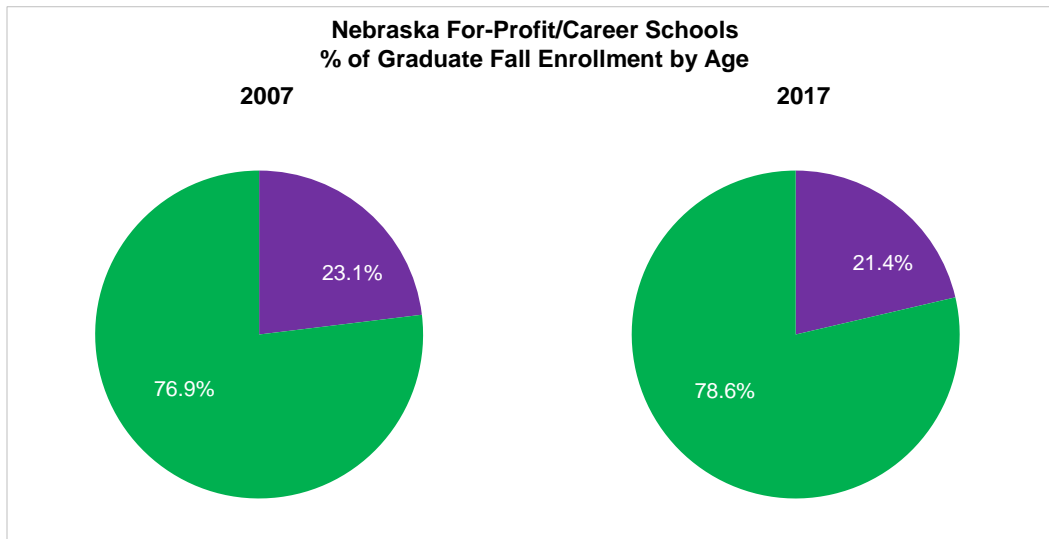
# Section 7

## Total Fall Enrollment
## by Distance Education Status
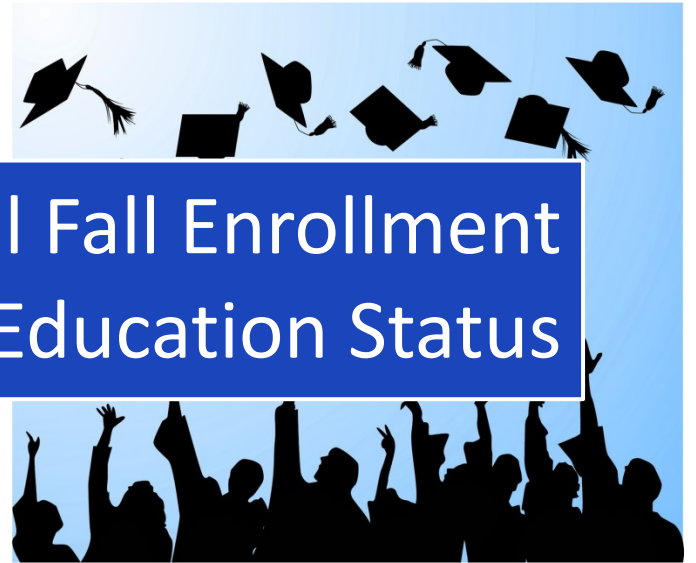
## CLASSIFICATION OF DISTANCE EDUCATION STATUS

Beginning with the collection of 2012 fall enrollment data, IPEDS collects data on the number of students who are enrolled in distance education courses.  Institutions report the number of students enrolled exclusively in distance education courses as well as the number of students enrolled in at least one but not all distance education courses.  From this data, IPEDS calculates the number of students not enrolled in any distance education courses.  For students enrolled exclusively in distance education courses, institutions report additional data on the location of these students.

"Distance education:  Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above."

"Distance education course:  A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education."  *(Data source:  IPEDS Glossary)*

# TOTAL FALL ENROLLMENT by DISTANCE EDUCATION STATUS

**Total Fall Enrollment by Distance Education Status**



- No Distance Edu
- At Least One Distance Edu
- Exclusively Distance Edu

94,713
78,074
75,112
23,908
31,760
31,906
22,026
26,774
28,600
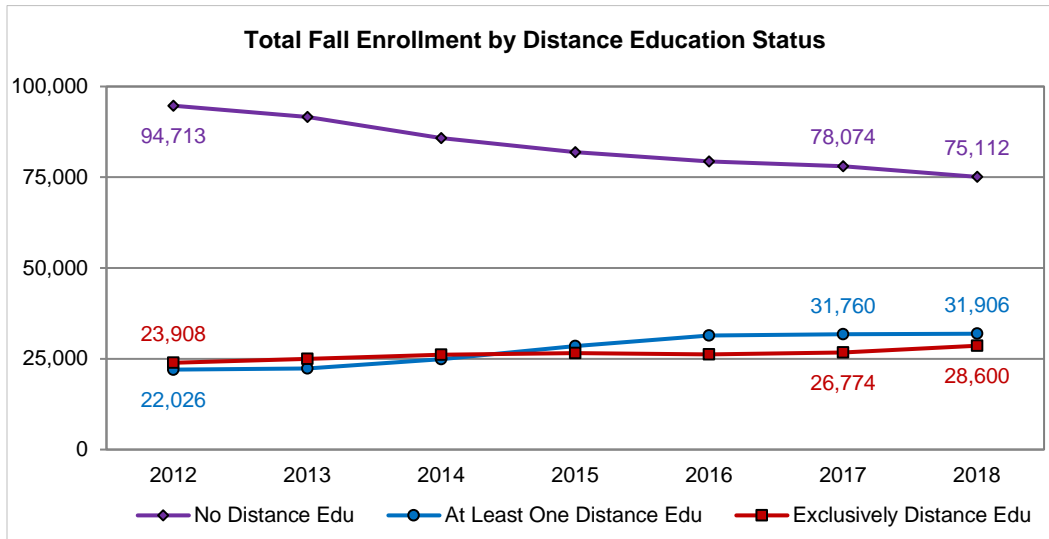
- Between fall 2012 and fall 2018, fall enrollment by distance education status changed as follows:

| Distance Education Status | 17-18 1-Yr | 12-18 6-Yr |
|---|---|---|
| No Distance Education (♦) | -3.8% | -20.7% |
| At Least One Distance Education (●) | 0.5% | 44.9% |
| Exclusively Distance Education (■) | 6.8% | 19.6% |
| Total | -0.7% | -3.6% |

**% of Total Fall Enrollment by Distance Education Status**

**2012**



17.0%
15.7%
67.3%

**2018**



21.1%
23.5%
55.4%

# UNDERGRADUATE FALL ENROLLMENT by DISTANCE EDUCATION STATUS

## Undergraduate Fall Enrollment by Distance Education Status



Line chart data points:
- No Distance Edu: 80,911 (2012) ... 65,960 (2017), 63,170 (2018)
- At Least One Distance Edu: 19,938 (2012) ... 29,271 (2017), 29,465 (2018)
- Exclusively Distance Edu: 15,941 (2012) ... 15,631 (2017), 17,358 (2018)

Legend: —◆— No Distance Edu   —●— At Least One Distance Edu   —■— Exclusively Distance Edu

## % of Undergraduate Fall Enrollment by Distance Education Status

### 2012

- 13.6%
- 17.1%
- 69.3%

### 2018

- 15.8%
- 26.8%
- 57.4%

- Between fall 2012 and fall 2018, undergraduate fall enrollment by distance education status changed as follows:

| Distance Education Status | 17-18 1-Yr | 12-18 6-Yr |
|---|---|---|
| No Distance Education (♦) | -4.2% | -21.9% |
| At Least One Distance Education (●) | 0.7% | 47.8% |
| Exclusively Distance Education (■) | 11.0% | 8.9% |
| Undergraduate Total | -0.8% | -5.8% |

- As shown on the next page, 47% of undergraduate students at the University of Nebraska were enrolled in one or more distance education courses in fall 2018, compared to only 24% in fall 2012.

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by DISTANCE EDUCATION STATUS

*Undergraduate Fall Enrollment by Sector by Distance Education Status*

| | | | | | | | | % Change | |
| Sector / Distance Education Status | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 17-18 1-Yr | 12-18 6-Yr |
|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 28,927 | 26,810 | 25,371 | 23,988 | 21,974 | 21,360 | 20,500 | -4.0% | -29.1% |
| *% Not Enrolled in Any Distance Education Courses* | *76%* | *70%* | *66%* | *61%* | *55%* | *54%* | *53%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 8,173 | 10,398 | 11,959 | 13,567 | 16,324 | 16,834 | 16,745 | -0.5% | 104.9% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *21%* | *27%* | *31%* | *35%* | *41%* | *43%* | *43%* | | |
| Enrolled Exclusively in Distance Education Courses | 971 | 1,140 | 1,378 | 1,620 | 1,346 | 1,404 | 1,703 | 21.3% | 75.4% |
| *% Enrolled Exclusively in Distance Education Courses* | *3%* | *3%* | *4%* | *4%* | *3%* | *4%* | *4%* | | |
| **Nebraska State College System** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 3,595 | 3,708 | 4,192 | 4,072 | 4,028 | 4,009 | 3,834 | -4.4% | 6.6% |
| *% Not Enrolled in Any Distance Education Courses* | *48%* | *49%* | *55%* | *55%* | *55%* | *58%* | *57%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 1,910 | 1,869 | 1,972 | 1,861 | 1,804 | 1,508 | 1,534 | 1.7% | -19.7% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *25%* | *25%* | *26%* | *25%* | *24%* | *22%* | *23%* | | |
| Enrolled Exclusively in Distance Education Courses | 2,005 | 2,004 | 1,447 | 1,511 | 1,554 | 1,441 | 1,378 | -4.4% | -31.3% |
| *% Enrolled Exclusively in Distance Education Courses* | *27%* | *26%* | *19%* | *20%* | *21%* | *21%* | *20%* | | |
| **Nebraska Community Colleges** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 30,233 | 29,772 | 26,899 | 25,802 | 25,337 | 25,951 | 24,372 | -6.1% | -19.4% |
| *% Not Enrolled in Any Distance Education Courses* | *67%* | *71%* | *68%* | *66%* | *64%* | *65%* | *62%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 7,186 | 5,563 | 5,429 | 6,090 | 6,561 | 6,362 | 6,961 | 9.4% | -3.1% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *16%* | *13%* | *14%* | *16%* | *17%* | *16%* | *18%* | | |
| Enrolled Exclusively in Distance Education Courses | 7,480 | 6,670 | 7,156 | 7,215 | 7,538 | 7,347 | 8,231 | 12.0% | 10.0% |
| *% Enrolled Exclusively in Distance Education Courses* | *17%* | *16%* | *18%* | *18%* | *19%* | *19%* | *21%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 15,604 | 15,379 | 14,164 | 14,286 | 14,804 | 13,760 | 13,657 | -0.7% | -12.5% |
| *% Not Enrolled in Any Distance Education Courses* | *69%* | *67%* | *62%* | *62%* | *65%* | *60%* | *58%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 2,244 | 2,516 | 3,318 | 3,378 | 2,975 | 4,265 | 4,157 | -2.5% | 85.2% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *10%* | *11%* | *15%* | *15%* | *13%* | *19%* | *18%* | | |
| Enrolled Exclusively in Distance Education Courses | 4,863 | 5,063 | 5,356 | 5,213 | 4,856 | 4,976 | 5,548 | 11.5% | 14.1% |
| *% Enrolled Exclusively in Distance Education Courses* | *21%* | *22%* | *23%* | *23%* | *21%* | *22%* | *24%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 2,552 | 2,546 | 1,877 | 1,629 | 1,137 | 880 | 807 | -8.3% | -68.4% |
| *% Not Enrolled in Any Distance Education Courses* | *71%* | *72%* | *61%* | *63%* | *55%* | *53%* | *59%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 425 | 377 | 178 | 763 | 732 | 302 | 68 | -77.5% | -84.0% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *12%* | *11%* | *6%* | *30%* | *36%* | *18%* | *5%* | | |
| Enrolled Exclusively in Distance Education Courses | 622 | 613 | 1,002 | 189 | 181 | 463 | 498 | 7.6% | -19.9% |
| *% Enrolled Exclusively in Distance Education Courses* | *17%* | *17%* | *33%* | *7%* | *9%* | *28%* | *36%* | | |

# UNDERGRADUATE FALL ENROLLMENT by SECTOR by DISTANCE EDUCATION STATUS

*Undergraduate Fall Enrollment by Sector by Distance Education Status (Continued)*

| Sector / Distance Education Status | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 12-18 6-Yr |
|---|---|---|---|---|---|---|---|---|---|
| **Nebraska Total** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 80,911 | 78,215 | 72,503 | 69,777 | 67,280 | 65,960 | 63,170 | -4.2% | -21.9% |
| *% Not Enrolled in Any Distance Education Courses* | *69%* | *68%* | *65%* | *63%* | *61%* | *59%* | *57%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 19,938 | 20,723 | 22,856 | 25,659 | 28,396 | 29,271 | 29,465 | 0.7% | 47.8% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *17%* | *18%* | *20%* | *23%* | *26%* | *26%* | *27%* | | |
| Enrolled Exclusively in Distance Education Courses | 15,941 | 15,490 | 16,339 | 15,748 | 15,475 | 15,631 | 17,358 | 11.0% | 8.9% |
| *% Enrolled Exclusively in Distance Education Courses* | *14%* | *14%* | *15%* | *14%* | *14%* | *14%* | *16%* | | |

# UNDERGRADUATE FALL ENROLLMENT FOR STUDENTS ENROLLED EXCLUSIVELY IN DISTANCE EDUCATION COURSES by LOCATION

**Undergraduate Fall Enrollment for Students Exclusively Enrolled in Distance Education Courses by Location**



- Same State/Jurisdiction
- Not Same State/Jurisdiction

Data labels shown: 11,338 / 11,382 / 12,243 (Same State/Jurisdiction); 4,271 / 4,146 / 4,949 (Not Same State/Jurisdiction)

**% of Undergraduate Fall Enrollment for Students Exclusively Enrolled in Distance Education Courses by Location**

**2012**



27.4% / 72.6%

**2018**



28.8% / 71.2%
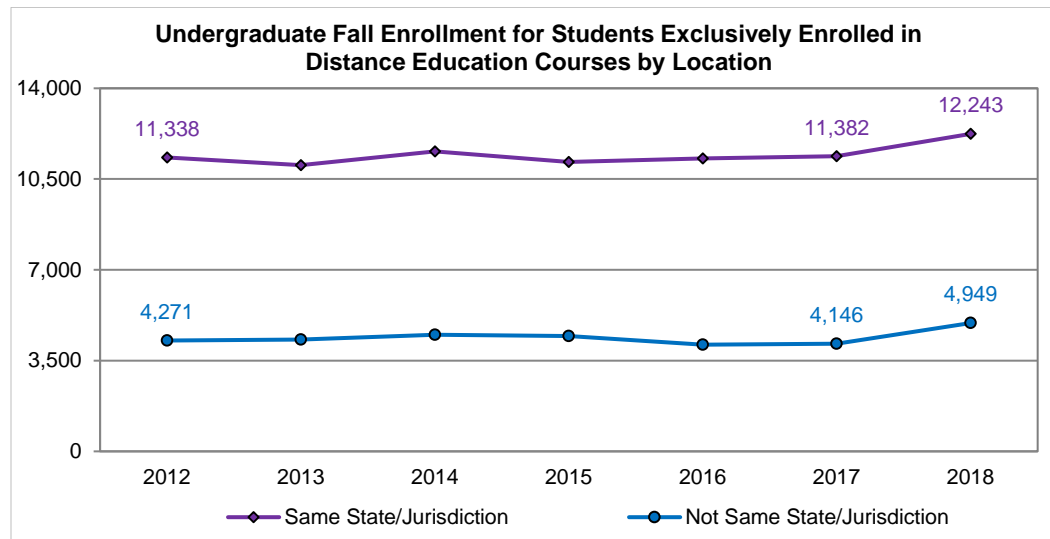
- Between fall 2012 and fall 2018, the location of undergraduate students exclusively enrolled in distance education changed as follows:

| Location | 17-18 1-Yr | 12-18 6-Yr |
|---|---|---|
| Same State/Jurisdiction (♦) | 7.6% | 8.0% |
| Not Same State/Jurisdiction (●) | 19.4% | 15.9% |
| Undergraduate Exclusively Distance Education Total Known Location | 10.7% | 10.1% |
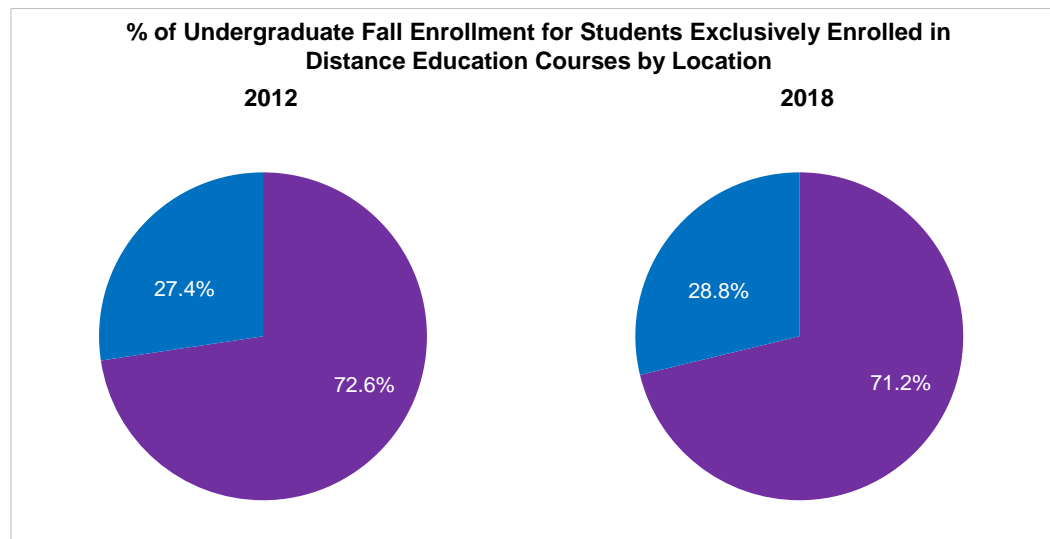
- The large one-year increase in out-of-state undergraduate distance education enrollments was overwhelmingly attributable to a 32.3% increase in these students at Bellevue University (from 2,617 to 3,461).

*Note.* Between 0.4% and 2.1% of undergraduate students exclusively enrolled in distance education courses each fall were in unknown locations. These students are excluded from calculations. Excluded number of students by year: 2012 = 332; 2013 = 137; 2014 = 276; 2015 = 129; 2016 = 67; 2017 = 103; 2018 = 166.

# UNDERGRADUATE FALL ENROLLMENT FOR STUDENTS ENROLLED EXCLUSIVELY IN DISTANCE EDUCATION COURSES by SECTOR by LOCATION

*Undergraduate Fall Enrollment for Students Enrolled Exclusively in Distance Education Courses by Sector by Location*

| Sector / Distance Education Location | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 12-18 6-Yr |
|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | |
| Same State/Jurisdiction | 736 | 927 | 1,154 | 1,418 | 1,152 | 1,207 | 1,443 | 19.6% | 96.1% |
| *% Same State/Jurisdiction* | *83%* | *82%* | *84%* | *88%* | *86%* | *86%* | *85%* | | |
| Not Same State/Jurisdiction | 154 | 203 | 222 | 195 | 193 | 193 | 259 | 34.2% | 68.2% |
| *% Not Same State/Jurisdiction* | *17%* | *18%* | *16%* | *12%* | *14%* | *14%* | *15%* | | |
| **Nebraska State College System** | | | | | | | | | |
| Same State/Jurisdiction | 1,488 | 1,509 | 961 | 1,013 | 1,072 | 1,030 | 966 | -6.2% | -35.1% |
| *% Same State/Jurisdiction* | *74%* | *77%* | *66%* | *68%* | *69%* | *72%* | *70%* | | |
| Not Same State/Jurisdiction | 517 | 463 | 485 | 487 | 481 | 408 | 411 | 0.7% | -20.5% |
| *% Not Same State/Jurisdiction* | *26%* | *23%* | *34%* | *32%* | *31%* | *28%* | *30%* | | |
| **Nebraska Community Colleges** | | | | | | | | | |
| Same State/Jurisdiction | 6,781 | 6,129 | 6,505 | 6,576 | 7,002 | 6,803 | 7,550 | 11.0% | 11.3% |
| *% Same State/Jurisdiction* | *91%* | *92%* | *92%* | *92%* | *93%* | *93%* | *93%* | | |
| Not Same State/Jurisdiction | 636 | 522 | 602 | 592 | 533 | 492 | 567 | 15.2% | -10.8% |
| *% Not Same State/Jurisdiction* | *9%* | *8%* | *8%* | *8%* | *7%* | *7%* | *7%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | |
| Same State/Jurisdiction | 1,746 | 1,957 | 2,086 | 2,010 | 1,907 | 1,960 | 1,892 | -3.5% | 8.4% |
| *% Same State/Jurisdiction* | *37%* | *39%* | *40%* | *39%* | *40%* | *40%* | *34%* | | |
| Not Same State/Jurisdiction | 2,929 | 3,106 | 3,171 | 3,139 | 2,887 | 2,972 | 3,606 | 21.3% | 23.1% |
| *% Not Same State/Jurisdiction* | *63%* | *61%* | *60%* | *61%* | *60%* | *60%* | *66%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | |
| Same State/Jurisdiction | 587 | 515 | 856 | 149 | 161 | 382 | 392 | 2.6% | -33.2% |
| *% Same State/Jurisdiction* | *94%* | *96%* | *98%* | *79%* | *89%* | *83%* | *79%* | | |
| Not Same State/Jurisdiction | 35 | 22 | 21 | 40 | 20 | 81 | 106 | 30.9% | 202.9% |
| *% Not Same State/Jurisdiction* | *6%* | *4%* | *2%* | *21%* | *11%* | *17%* | *21%* | | |
| **Nebraska Total** | | | | | | | | | |
| Same State/Jurisdiction | 11,338 | 11,037 | 11,562 | 11,166 | 11,294 | 11,382 | 12,243 | 7.6% | 8.0% |
| *% Same State/Jurisdiction* | *73%* | *72%* | *72%* | *71%* | *73%* | *73%* | *71%* | | |
| Not Same State/Jurisdiction | 4,271 | 4,316 | 4,501 | 4,453 | 4,114 | 4,146 | 4,949 | 19.4% | 15.9% |
| *% Not Same State/Jurisdiction* | *27%* | *28%* | *28%* | *29%* | *27%* | *27%* | *29%* | | |

*Note.* Between 0.4% and 2.1% of undergraduate students exclusively enrolled in distance education courses each fall were in unknown locations. These students are excluded from calculations. Excluded number of students by year: 2012 = 332; 2013 = 137; 2014 = 276; 2015 = 129; 2016 = 67; 2017 = 103; 2018 = 166.

## ESTIMATED PERCENTAGE OF UNDERGRADUATE FALL ENROLLMENTS THAT WERE EXCLUSIVELY DISTANCE ENROLLMENTS AND LOCATED IN A DIFFERENT STATE/JURISDICTION by SECTOR

- Overall, 16% of fall 2018 undergraduate enrollments were exclusively distance education courses.  However, this percentage ranged from 4% at the University of Nebraska to 36% at Nebraska's for-profit/career schools (see pages 7.5-7.6).

- For these undergraduate students enrolled exclusively in distance education courses, 71% were located in the same state/jurisdiction.  Examining the data by sector shows this varied by sector, from 34% at the independent institutions to 93% at the community colleges (see page 7.8).

- Examining these two metrics together, (percentage exclusively distance education and percentage of exclusively distance education that are in the same state/jurisdiction), shows a more complete picture of the location of exclusively distance education undergraduates.

    - For example, while 21% of undergraduate enrollments at the community colleges were exclusively distance education in fall 2018, the overwhelming majority of those students (93%) were located in Nebraska.

- Perhaps more interesting is computing the percentage of undergraduate students who took courses exclusively online and were located in a different state/jurisdiction.  Using undergraduate enrollments from fall 2018 by sector (see page 2.5) and fall 2018 location data by sector (see page 7.8), the Commission estimates that about 4% (4,949 / 109,993) of undergraduate fall enrollments were for exclusively distance enrollments in another state/jurisdiction.  See the table below for the corresponding sector estimations.

*Estimated Percentage of Fall 2018 Undergraduate Enrollments that were Exclusively Distance Enrollments and Located in a Different State/Jurisdiction by Sector*

| Sector | Fall 2018 Undergraduate Enrollments | Fall 2018 Undergraduate Exclusively Distance Enrollments Located in a Different State/Jurisdiction | Estimated % of Fall 2018 Undergraduate Enrollments that were Exclusively Distance Enrollments and Located in a Different State/Jurisdiction |
|---|---|---|---|
| University of Nebraska | 38,948 | 259 | 0.7% |
| Nebraska State College System | 6,746 | 411 | 6.1% |
| Nebraska Community Colleges | 39,564 | 567 | 1.4% |
| Nebraska Independent Institutions | 23,362 | 3,606[a] | 15.4% |
| Nebraska For-Profit/Career Schools | 1,373 | 106 | 7.7% |
| Nebraska Total | 109,993 | 4,949 | 4.5% |

[a]Nearly 96% of these enrollments were at Bellevue University.  Overall, 53.6% of Bellevue's fall 2018 undergraduate enrollments were exclusively distance enrollments that were located in a different state/jurisdiction (3,461 / 6,454).

# GRADUATE FALL ENROLLMENT by DISTANCE EDUCATION STATUS

## Graduate Fall Enrollment by Distance Education Status



| No Distance Edu | Some Distance Edu | Exclusively Distance Edu |
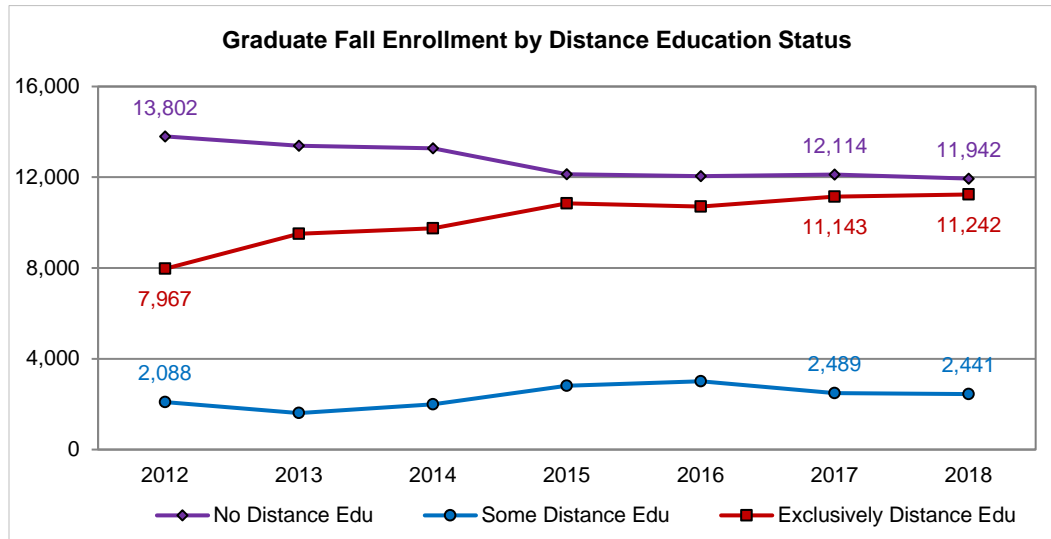
- Between fall 2012 and fall 2018, graduate fall enrollment by distance education status changed as follows:

| Distance Education Status | 17-18 1-Yr | 12-18 6-Yr |
|---|---|---|
| No Distance Education (♦) | -1.4% | -13.5% |
| At Least One Distance Education (●) | -1.9% | 16.9% |
| Exclusively Distance Education (■) | 0.9% | 41.1% |
| Graduate Total | -0.5% | 7.4% |
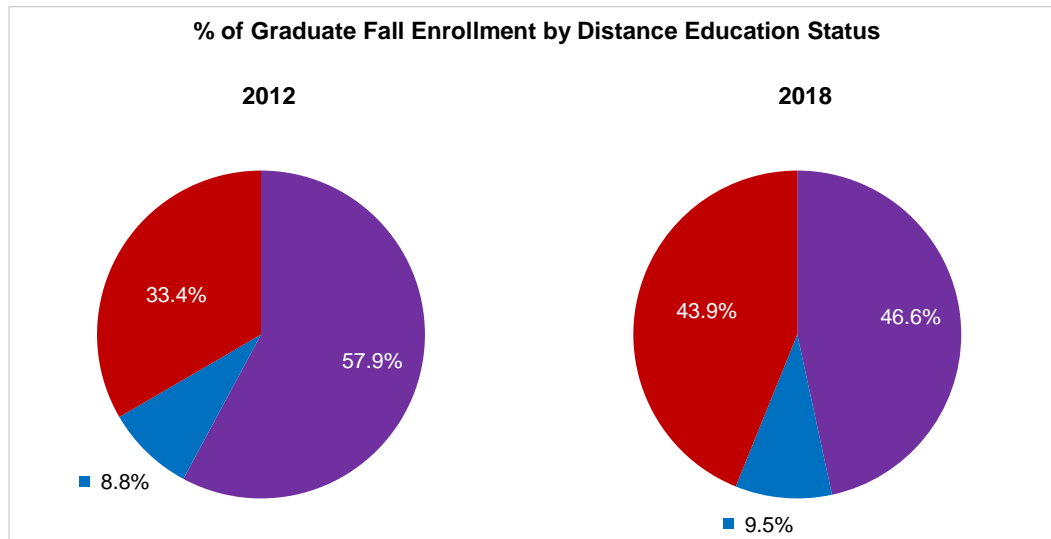
## % of Graduate Fall Enrollment by Distance Education Status

### 2012



33.4%
57.9%
8.8%

### 2018



43.9%
46.6%
9.5%

# GRADUATE FALL ENROLLMENT by SECTOR by DISTANCE EDUCATION STATUS

*Graduate Fall Enrollment by Sector by Distance Education Status*

| Sector / Distance Education Status | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 12-18 6-Yr |
|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 8,605 | 8,518 | 8,661 | 7,801 | 7,796 | 7,568 | 7,350 | -2.9% | -14.6% |
| *% Not Enrolled in Any Distance Education Courses* | *71%* | *69%* | *69%* | *62%* | *61%* | *58%* | *57%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 912 | 1,053 | 1,086 | 1,298 | 1,458 | 1,692 | 1,623 | -4.1% | 78.0% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *8%* | *9%* | *9%* | *10%* | *11%* | *13%* | *13%* | | |
| Enrolled Exclusively in Distance Education Courses | 2,590 | 2,786 | 2,760 | 3,561 | 3,618 | 3,821 | 3,964 | 3.7% | 53.1% |
| *% Enrolled Exclusively in Distance Education Courses* | *21%* | *23%* | *22%* | *28%* | *28%* | *29%* | *31%* | | |
| **Nebraska State College System** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 252 | 180 | 137 | 154 | 129 | 160 | 157 | -1.9% | -37.7% |
| *% Not Enrolled in Any Distance Education Courses* | *18%* | *13%* | *10%* | *10%* | *8%* | *11%* | *11%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 109 | 72 | 73 | 74 | 77 | 77 | 88 | 14.3% | -19.3% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *8%* | *5%* | *5%* | *5%* | *5%* | *5%* | *6%* | | |
| Enrolled Exclusively in Distance Education Courses | 1,068 | 1,151 | 1,181 | 1,258 | 1,313 | 1,183 | 1,204 | 1.8% | 12.7% |
| *% Enrolled Exclusively in Distance Education Courses* | *75%* | *82%* | *85%* | *85%* | *86%* | *83%* | *83%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 4,927 | 4,688 | 4,473 | 4,171 | 4,125 | 4,386 | 4,435 | 1.1% | -10.0% |
| *% Not Enrolled in Any Distance Education Courses* | *48%* | *44%* | *41%* | *36%* | *37%* | *39%* | *40%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 1,064 | 483 | 834 | 1,433 | 1,474 | 719 | 730 | 1.5% | -31.4% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *10%* | *5%* | *8%* | *12%* | *13%* | *6%* | *7%* | | |
| Enrolled Exclusively in Distance Education Courses | 4,251 | 5,477 | 5,700 | 5,923 | 5,674 | 6,037 | 5,979 | -1.0% | 40.6% |
| *% Enrolled Exclusively in Distance Education Courses* | *42%* | *51%* | *52%* | *51%* | *50%* | *54%* | *54%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 18 | 7 | 0 | 1 | 0 | 0 | 0 | N/A | -100.0% |
| *% Not Enrolled in Any Distance Education Courses* | *23%* | *7%* | *0%* | *1%* | *0%* | *0%* | *0%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 3 | 0 | 0 | 1 | 1 | 1 | 0 | -100.0% | -100.0% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *4%* | *0%* | *0%* | *1%* | *1%* | *1%* | *0%* | | |
| Enrolled Exclusively in Distance Education Courses | 58 | 96 | 107 | 103 | 101 | 102 | 95 | -6.9% | 63.8% |
| *% Enrolled Exclusively in Distance Education Courses* | *73%* | *93%* | *100%* | *98%* | *99%* | *99%* | *100%* | | |
| **Nebraska Total** | | | | | | | | | |
| Not Enrolled in Any Distance Education Courses | 13,802 | 13,393 | 13,271 | 12,127 | 12,050 | 12,114 | 11,942 | -1.4% | -13.5% |
| *% Not Enrolled in Any Distance Education Courses* | *58%* | *55%* | *53%* | *47%* | *47%* | *47%* | *47%* | | |
| Enrolled in at Least One but Not All Distance Education Courses | 2,088 | 1,608 | 1,993 | 2,806 | 3,010 | 2,489 | 2,441 | -1.9% | 16.9% |
| *% Enrolled in at Least One but Not All Distance Education Courses* | *9%* | *7%* | *8%* | *11%* | *12%* | *10%* | *10%* | | |
| Enrolled Exclusively in Distance Education Courses | 7,967 | 9,510 | 9,748 | 10,845 | 10,706 | 11,143 | 11,242 | 0.9% | 41.1% |
| *% Enrolled Exclusively in Distance Education Courses* | *33%* | *39%* | *39%* | *42%* | *42%* | *43%* | *44%* | | |

*Note.* Nebraska's community colleges do not enroll graduate students.

# GRADUATE FALL ENROLLMENT FOR STUDENTS ENROLLED EXCLUSIVELY IN DISTANCE EDUCATION COURSES by LOCATION

**Graduate Fall Enrollment for Students Exclusively Enrolled in Distance Education Courses by Location**
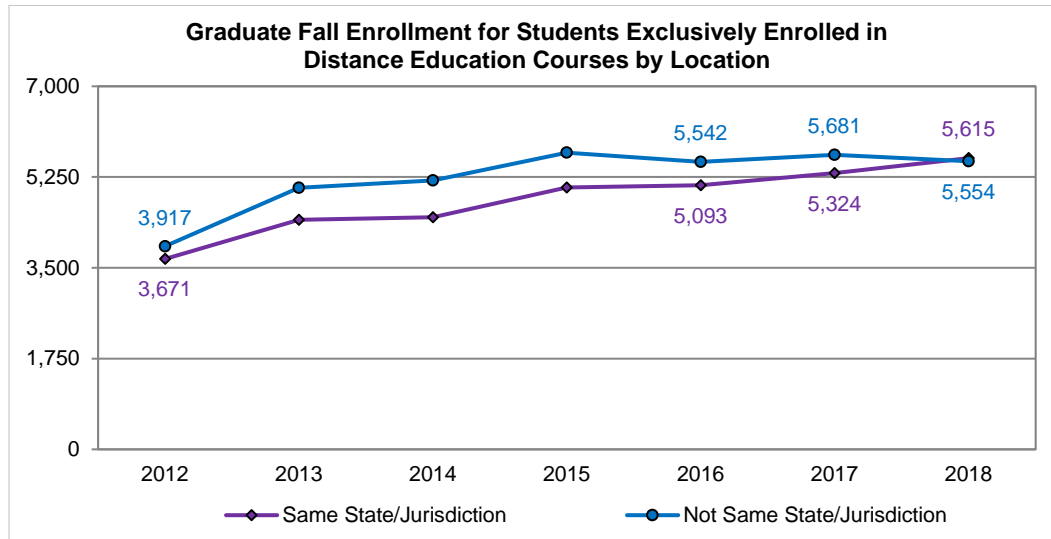


- Between fall 2012 and fall 2018, the location of graduate students exclusively enrolled in distance education changed as follows:

| Location | 17-18 1-Yr | 12-18 6-Yr |
|---|---|---|
| Same State/Jurisdiction (♦) | 5.5% | 53.0% |
| Not Same State/Jurisdiction (●) | -2.2% | 41.8% |
| Total Graduate Exclusively Distance Education Known Location | 1.5% | 47.2% |

**% of Graduate Fall Enrollment for Students Exclusively Enrolled in Distance Education Courses by Location**

**2012**



51.6%  48.4%

**2018**



49.7%  50.3%
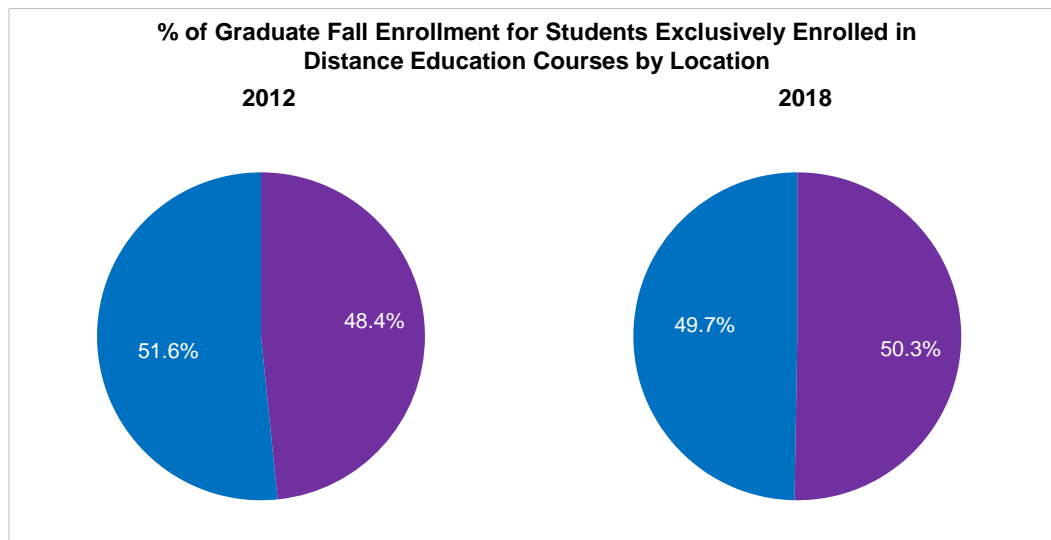
*Note.* Between 0.4% and 4.8% of students exclusively enrolled in distance education courses each fall were in unknown locations.  These students are excluded from calculations. Excluded number of students by year:  2012 = 379; 2013 = 41; 2014 = 89; 2015 = 74; 2016 = 71; 2017 = 138; 2018 = 73.

# GRADUATE FALL ENROLLMENT FOR STUDENTS ENROLLED EXCLUSIVELY IN DISTANCE EDUCATION COURSES by SECTOR by LOCATION

*Graduate Fall Enrollment for Students Enrolled Exclusively in Distance Education Courses by Sector by Location*

| Sector / Distance Education Location | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | % Change 17-18 1-Yr | % Change 12-18 6-Yr |
|---|---|---|---|---|---|---|---|---|---|
| **University of Nebraska** | | | | | | | | | |
| Same State/Jurisdiction | 1,433 | 1,538 | 1,582 | 2,025 | 2,252 | 2,342 | 2,582 | 10.2% | 80.2% |
| *% Same State/Jurisdiction* | *56%* | *55%* | *57%* | *57%* | *62%* | *62%* | *65%* | | |
| Not Same State/Jurisdiction | 1,145 | 1,239 | 1,177 | 1,518 | 1,354 | 1,462 | 1,375 | -6.0% | 20.1% |
| *% Not Same State/Jurisdiction* | *44%* | *45%* | *43%* | *43%* | *38%* | *38%* | *35%* | | |
| **Nebraska State College System** | | | | | | | | | |
| Same State/Jurisdiction | 554 | 635 | 684 | 766 | 830 | 784 | 775 | -1.1% | 39.9% |
| *% Same State/Jurisdiction* | *52%* | *55%* | *58%* | *61%* | *63%* | *66%* | *64%* | | |
| Not Same State/Jurisdiction | 512 | 514 | 496 | 488 | 481 | 398 | 429 | 7.8% | -16.2% |
| *% Not Same State/Jurisdiction* | *48%* | *45%* | *42%* | *39%* | *37%* | *34%* | *36%* | | |
| **Nebraska Independent Institutions** | | | | | | | | | |
| Same State/Jurisdiction | 1,630 | 2,189 | 2,130 | 2,175 | 1,937 | 2,115 | 2,184 | 3.3% | 34.0% |
| *% Same State/Jurisdiction* | *42%* | *40%* | *38%* | *37%* | *34%* | *36%* | *37%* | | |
| Not Same State/Jurisdiction | 2,256 | 3,288 | 3,512 | 3,696 | 3,680 | 3,802 | 3,729 | -1.9% | 65.3% |
| *% Not Same State/Jurisdiction* | *58%* | *60%* | *62%* | *63%* | *66%* | *64%* | *63%* | | |
| **Nebraska For-Profit/Career Schools** | | | | | | | | | |
| Same State/Jurisdiction | 54 | 66 | 78 | 85 | 74 | 83 | 74 | -10.8% | 37.0% |
| *% Same State/Jurisdiction* | *93%* | *100%* | *100%* | *83%* | *73%* | *81%* | *78%* | | |
| Not Same State/Jurisdiction | 4 | 0 | 0 | 18 | 27 | 19 | 21 | 10.5% | 425.0% |
| *% Not Same State/Jurisdiction* | *7%* | *0%* | *0%* | *17%* | *27%* | *19%* | *22%* | | |
| **Nebraska Total** | | | | | | | | | |
| Same State/Jurisdiction | 3,671 | 4,428 | 4,474 | 5,051 | 5,093 | 5,324 | 5,615 | 5.5% | 53.0% |
| *% Same State/Jurisdiction* | *48%* | *47%* | *46%* | *47%* | *48%* | *48%* | *50%* | | |
| Not Same State/Jurisdiction | 3,917 | 5,041 | 5,185 | 5,720 | 5,542 | 5,681 | 5,554 | -2.2% | 41.8% |
| *% Not Same State/Jurisdiction* | *52%* | *53%* | *54%* | *53%* | *52%* | *52%* | *50%* | | |

*Note.* Nebraska's community colleges do not enroll graduate students. Between 0.4% and 4.8% of students exclusively enrolled in distance education courses each fall were in unknown locations. These students are excluded from calculations. Excluded number of students by year: 2012 = 379; 2013 = 41; 2014 = 89; 2015 = 74; 2016 = 71; 2017 = 138; 2018 = 73.

**ESTIMATED PERCENTAGE OF GRADUATE FALL ENROLLMENTS THAT WERE EXCLUSIVELY DISTANCE ENROLLMENTS AND LOCATED IN A DIFFERENT STATE/JURISDICTION by SECTOR**

- Overall, 44% of fall 2018 graduate enrollments were exclusively distance education courses. However, this percentage ranged from 31% at the University of Nebraska to 100% at Nebraska's for-profit/career schools (see page 7.11).

- For these graduate students enrolled exclusively in distance education courses, 50% were located in the same state/jurisdiction. Examining the data by sector shows this varied by sector, from 37% at the independent institutions to 78% at the for-profit/career schools (see page 7.13).

- Examining these two metrics together, (percentage exclusively distance education and percentage of exclusively distance education that are in the same state/jurisdiction), shows a more complete picture of the location of exclusively distance education graduates.

    - For example, while 100% of graduate enrollments at the for-profit/career schools were exclusively distance education in fall 2018, 78% of those students were located in Nebraska.

- Perhaps more interesting is computing the percentage of graduate students who took courses exclusively online and were located in a different state/jurisdiction. Using graduate enrollments from fall 2018 by sector (see page 2.5) and fall 2018 location data by sector (see page 7.13), the Commission estimates that about 22% (5,554 / 25,625) of graduate fall enrollments were for exclusively distance enrollments in another state/jurisdiction. See the table below for the corresponding sector estimations.

*Estimated Percentage of Fall 2018 Graduate Enrollments that were Exclusively Distance Enrollments and Located in a Different State/Jurisdiction by Sector*

| Sector | Fall 2018 Graduate Enrollments | Fall 2018 Graduate Exclusively Distance Enrollments Located in a Different State/Jurisdiction | Estimated % of Fall 2018 Graduate Enrollments that were Exclusively Distance Enrollments and Located in a Different State/Jurisdiction |
|---|---|---|---|
| University of Nebraska | 12,937 | 1,375 | 10.6% |
| Nebraska State College System | 1,449 | 429[a] | 29.6% |
| Nebraska Independent Institutions | 11,144 | 3,729[b] | 33.5% |
| Nebraska For-Profit/Career Schools | 95 | 21 | 22.1% |
| Nebraska Total | 25,625 | 5,554 | 21.7% |

[a]More than 59% of these enrollments were at Chadron State College. Overall, 48.3% of Chadron's fall 2018 graduate enrollments were exclusively distance enrollments that were located in a different state/jurisdiction (255 / 528).
[b]More than 43% of these enrollments were at Bellevue University. Overall, 50.7% of Bellevue's fall 2018 graduate enrollments were exclusively distance enrollments that were located in a different state/jurisdiction (1,606 / 3,167). Additionally, nearly 38% of these enrollments were at Creighton University. Overall, 31.6% of Creighton's fall 2018 graduate enrollments were exclusively distance enrollments that were located in a different state/jurisdiction (1,411 / 4,464).

Section 8
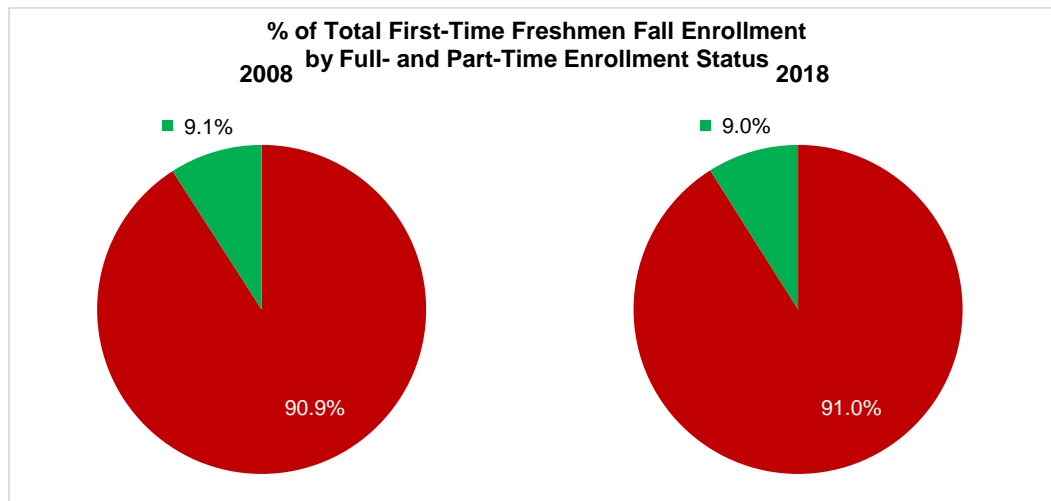
Total Fall Enrollment
of First-Time Freshmen

## TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by ENROLLMENT STATUS

"First-time student (undergraduate):  A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level.  This includes students enrolled in academic or occupational programs.  It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or postsecondary formal award earned before graduation from high school)."  (*Data source: IPEDS Glossary*)

**Total First-Time Freshmen Fall Enrollment by Full- and Part-Time Enrollment Status**
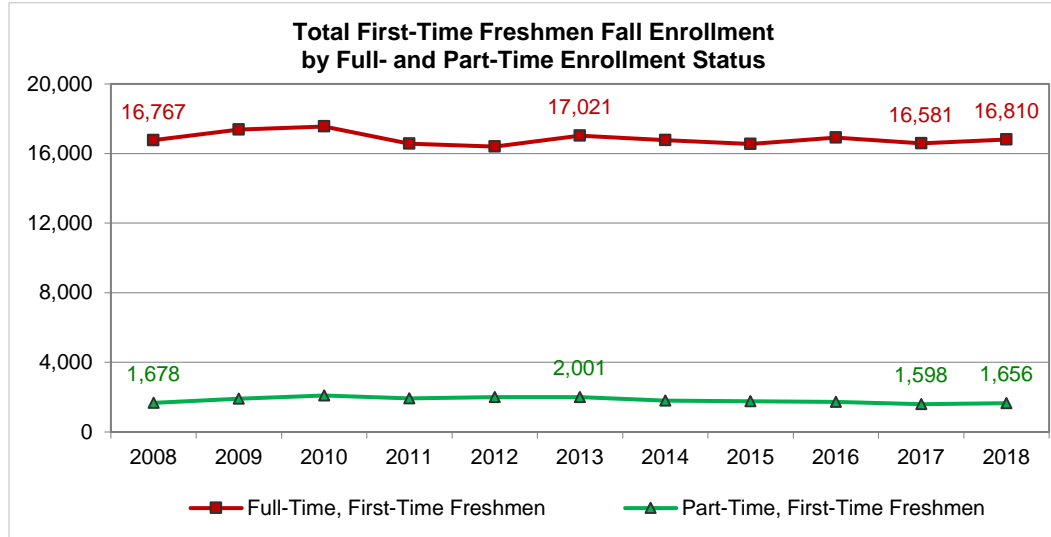


- Between fall 2008 and fall 2018, enrollment of first-time freshmen (FTF) changed as follows:

| Full-Time/Part-Time | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Full-Time (■) | 1.4% | 0.3% |
| Part-Time (▲) | 3.6% | -1.3% |
| Total First-Time Freshmen | 1.6% | 0.1% |

**% of Total First-Time Freshmen Fall Enrollment by Full- and Part-Time Enrollment Status**

**2008**



■ 9.1%

90.9%

**2018**



■ 9.0%

91.0%

# TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

**Total First-Time Freshmen Fall Enrollment by Sector**
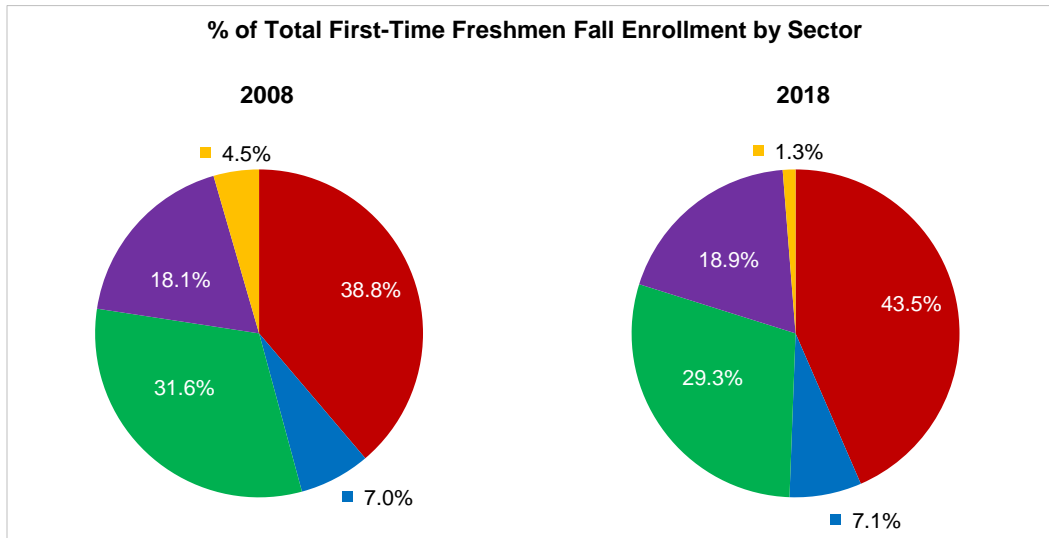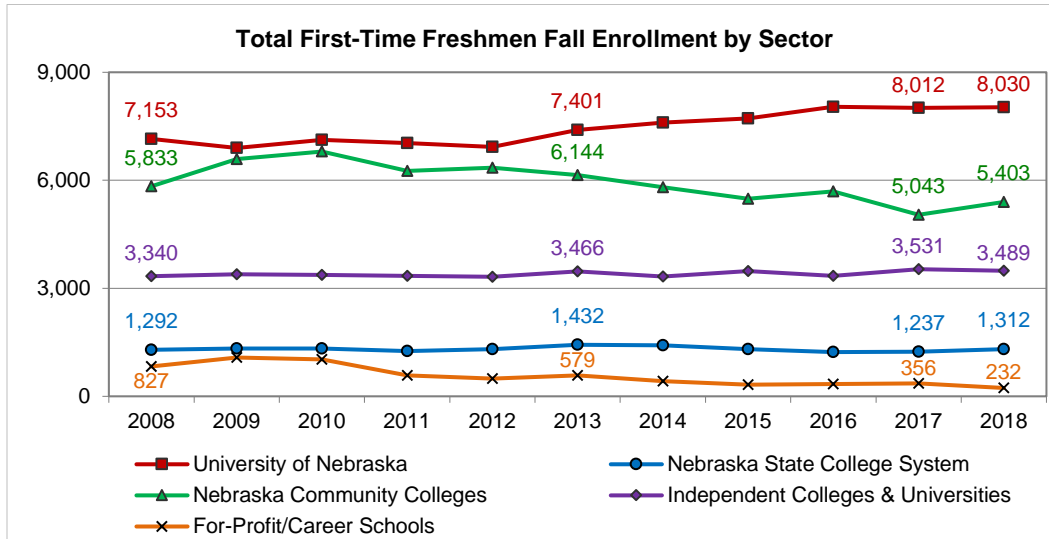


- Between fall 2008 and fall 2018, FTF enrollment by sector changed as follows:

| Sector | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Univ. of Neb. (■) | 0.2% | 12.3% |
| NSCS (●) | 6.1% | 1.5% |
| Neb. CCs (▲) | 7.1% | -7.4% |
| Independents (♦) | -1.2% | 4.5% |
| For-Profit/Career (x) | -34.8% | -71.9% |
| Total First-Time Freshmen | 1.6% | 0.1% |

- Since fall 2008, numerous schools within the for-profit/career school sector have closed or have discontinued reporting data to IPEDS.

**% of Total First-Time Freshmen Fall Enrollment by Sector**

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

**Full-Time, First-Time Freshmen Enrollment by Sector**



- University of Nebraska
- Nebraska Community Colleges
- For-Profit/Career Schools
- Nebraska State College System
- Independent Colleges & Universities
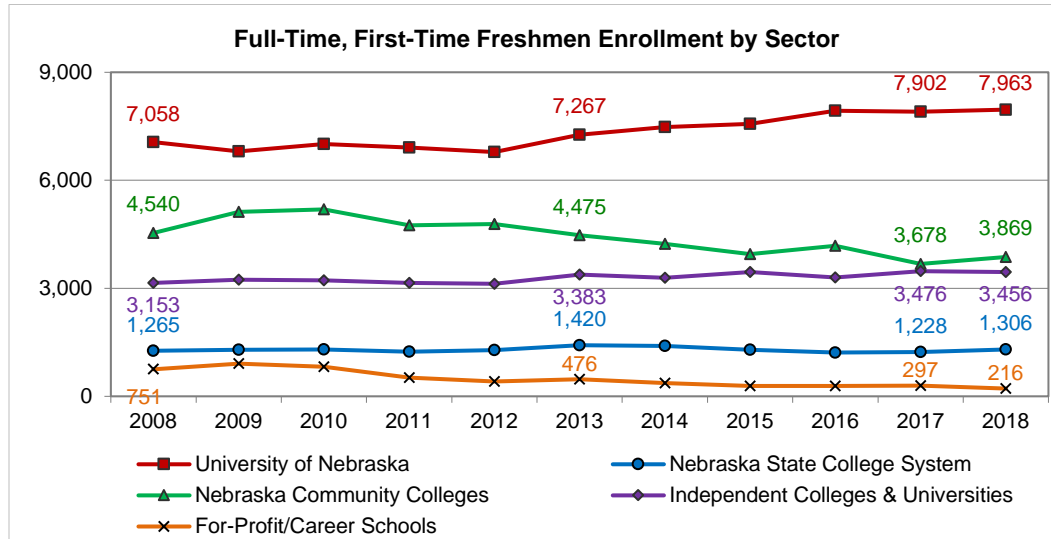
- Between fall 2008 and fall 2018, full-time FTF enrollment by sector changed as follows:

| Sector | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Univ. of Neb. (■) | 0.8% | 12.8% |
| NSCS (●) | 6.4% | 3.2% |
| Neb. CCs (▲) | 5.2% | -14.8% |
| Independents (♦) | -0.6% | 9.6% |
| For-Profit/Career (x) | -27.3% | -71.2% |
| Full-Time, First-Time Freshmen Total | 1.4% | 0.3% |

**% of Full-Time, First-Time Freshmen Fall Enrollment by Sector**

**2008**



- 4.5%
- 18.8%
- 27.1%
- 42.1%
- 7.5%

**2018**



- 1.3%
- 20.6%
- 23.0%
- 47.4%
- 7.8%

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

**Part-Time, First-Time Freshmen Enrollment by Sector**



Legend:
— Nebraska Community Colleges
— All Sectors Except Community Colleges

Nebraska Community Colleges values: 1,293 (2008), 1,669 (2013), 1,365 (2017), 1,534 (2018)

All Sectors Except Community Colleges values: 385 (2008), 332 (2013), 233 (2017), 122 (2018)

**% of Part-Time, First-Time Freshmen Fall Enrollment by Sector**

**2008**



22.9%
77.1%

**2018**



7.4%
92.6%

- Between fall 2008 and fall 2018, part-time FTF enrollment by sector changed as follows:

| Sector | 17-18 1-Yr | 08-18 10-Yr |
|---|---|---|
| Neb. CCs (▲) | 12.4% | 18.6% |
| Four Other Sectors Combined (♦) | -47.6% | -68.3% |
| Univ. of Neb. | -39.1% | -29.5% |
| NSCS | -33.3% | -77.8% |
| Independents | -40.0% | -82.4% |
| For-Profit/Career | -72.9% | -78.9% |
| Part-Time, First-Time Freshmen Total | 3.6% | -1.3% |

- The overwhelming majority of part-time FTF enrollments are from the community college sector.

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Section 9

Total Fall Enrollment
Compared to 12-Month Enrollment

## METHODS OF MEASURING ENROLLMENT

As outlined below, there are three methods to measure student enrollment in Nebraska postsecondary institutions as defined by IPEDS.  This section of the *Factual Look* compares fall enrollment, 12-month enrollment, and the full-time equivalent (FTE) of students for each sector of higher education in Nebraska.

> NOTE:  Fall enrollment and 12-month enrollment "include all students enrolled for credit (enrolled in instructional activity, courses or programs, that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other formal award), regardless of whether or not they are seeking a degree or certificate.  This includes:  students enrolled for credit in off-campus centers; high school students taking regular college courses for credit; students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination; students from overseas enrolled for credit (e.g., online students); graduate students enrolled for thesis credits, even when zero credits are awarded, as these students are still enrolled and seeking their degree (*Data sources:  IPEDS Fall Enrollment and IPEDS 12-Month Enrollment Survey Materials*)

> Fall Enrollment:  The fall enrollment data collected from each institution provide a snapshot of the number of students at the institution at a particular time.  These enrollment data are the most frequently reported for a variety of purposes by the news media, state agencies, and the institutions themselves.  In general, they are a good indicator of enrollment trends at most institutions.

> "Students reported are those enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit." (*Data source:  IPEDS Glossary*)

> "For institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4), fall enrollment should be reported as of the institution's official fall reporting date or October 15.  For institutions operating on an "other academic calendar," a calendar that differs by program, or enrolls students on a continuous basis (referred to as program reporters), fall enrollment is reported for students enrolled any time during the period August 1 and October 31." (*Data source:  IPEDS Fall Enrollment Survey Materials*)

> 12-Month Enrollment:  Also referred to as "12-month unduplicated headcount," 12-month enrollment is the total number of students who were enrolled at an institution at any time during the academic year.  Each student is counted only once per academic year.  For example, if a student was enrolled in the fall and spring semester at Wayne State College, that student would be counted only once for the entire academic year.  Unlike fall enrollment, if a student was enrolled only in the spring semester and not in the fall semester, the student would be counted in 12-month enrollment.  In this way, 12-month enrollment is designed to capture the total number of students an institution serves throughout the academic year.

## METHODS OF MEASURING ENROLLMENT

"Data are collected for the entire 12-month academic year, while enrollment data collected in the Fall Enrollment component are fall data.  Institutions report an unduplicated head count for the total number of students by gender, race/ethnicity, and level (undergraduate, graduate, first-professional) enrolled throughout the reporting period.  Students included are those enrolled in any courses leading to a degree or other formal award, as well as those enrolled in courses that are part of a terminal vocational or occupational program."  (*Data source:  IPEDS Glossary*)

FTE (Full-Time Equivalent):  FTE is not a measurement of actual enrollment, but rather a calculation of enrollment, based on the total credit or contact hours reported by the institution.  IPEDS collects the data necessary to calculate FTE along with the 12-month enrollment data.

"The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students.  IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity."  (*Data source:  IPEDS Glossary*)

The FTE described in this report is calculated by using 12-month instructional activity.

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

-Quarter calendar system                                                  -Semester/trimester/4-1-4 plan/other calendar system
   -Enrollment level (one FTE over 12-month period)           -Enrollment level (one FTE over 12-month period)
      -Undergraduate 45 credit hours, 900 contact hours          -Undergraduate 30 credit hours, 900 contact hours
      -Graduate 36 credit hours                                  -Graduate 24 credit hours

For institutions with continuous enrollment programs, FTE is determined by dividing the number of contact hours attempted by 900.[1]

The total 12-month FTE is generated by summing the estimated or reported undergraduate FTE and the estimated or reported graduate FTE and reported Doctor's Professional Practice FTE."  (*Data source:  IPEDS Glossary*)

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[1] "Continuous basis:  A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year.  For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date."  *(Data source:  IPEDS Glossary)*
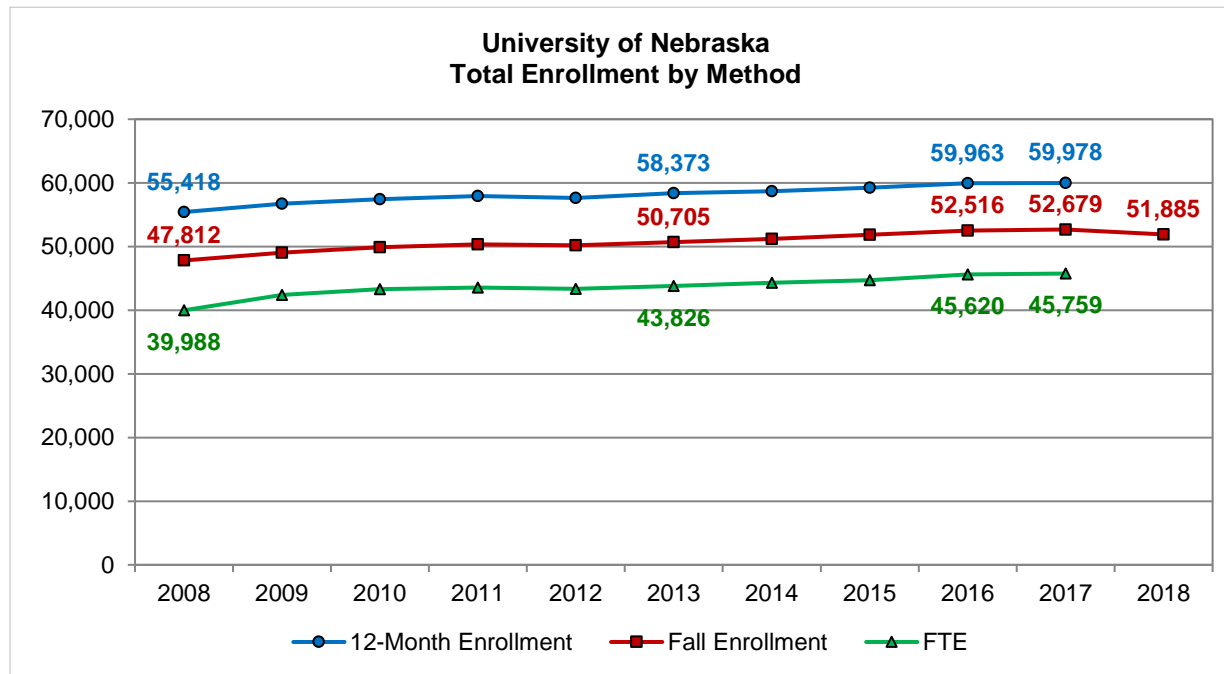
## TOTAL ENROLLMENT by METHOD

- Between 2008 and 2017, fall enrollment increased 3.7% at Nebraska's postsecondary institutions.

- Meanwhile, between 2008-09 and 2017-18, 12-month enrollment decreased 11.7% and FTE decreased 5.1%.
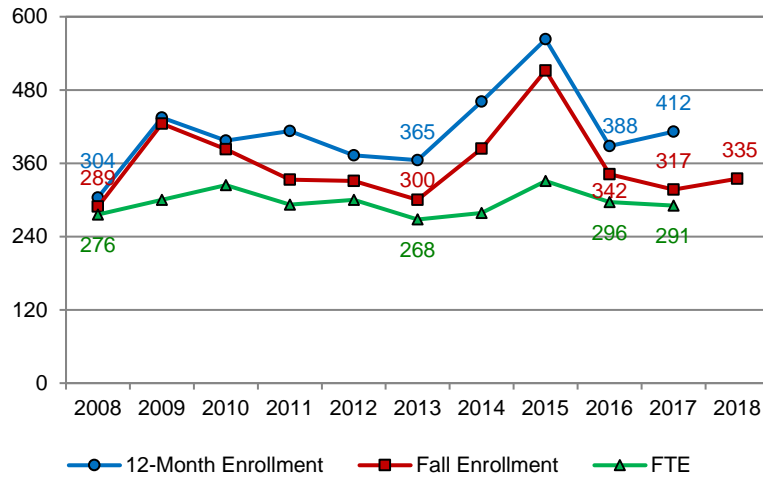
**Total Enrollment by Method**
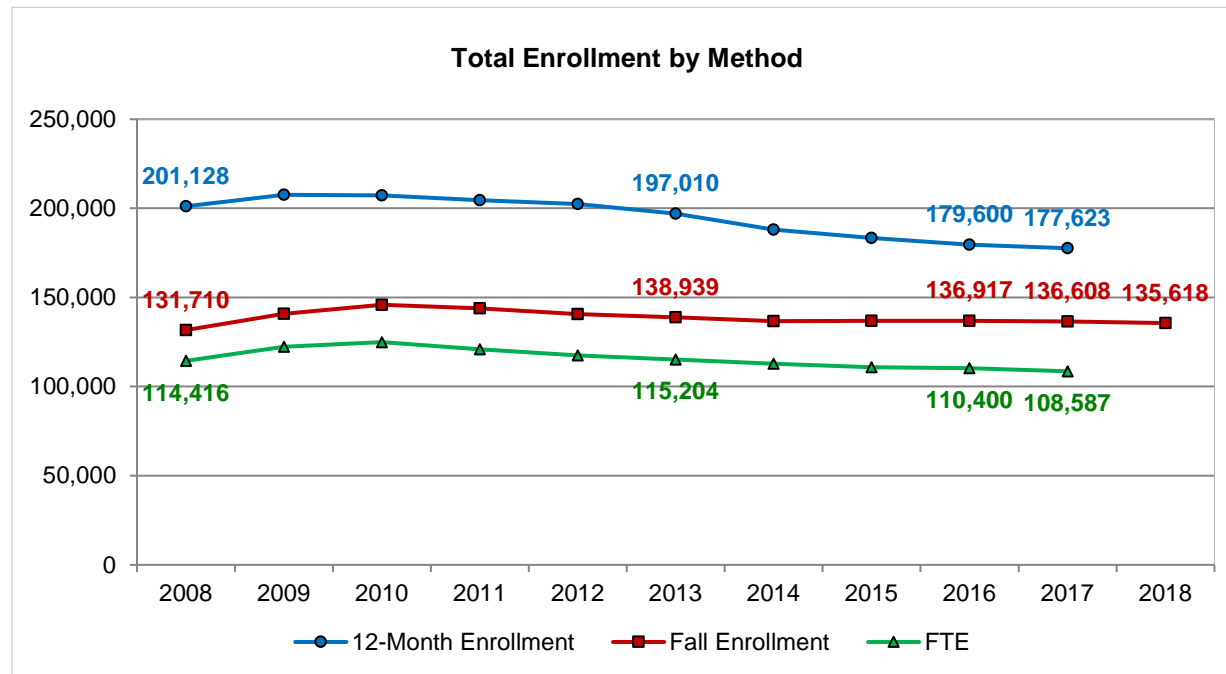


*Note.* IPEDS collects fall enrollment in the spring immediately following the fall enrollment period, while 12-month enrollment and FTE are collected in the fall following the conclusion of the academic period. For example, fall 2018 data were reported in spring 2019, while 2018-19 12-month data will not be collected until fall 2019.

# ENROLLMENT AT THE UNIVERSITY OF NEBRASKA by METHOD

- From fall 2008 to fall 2017, enrollment increased 10.2% at the University of Nebraska.

- Between 2008-09 and 2017-18, 12-month enrollment increased 8.2% and FTE increased 14.4%.

**University of Nebraska**
**Total Enrollment by Method**



55,418    58,373    59,963    59,978

47,812    50,705    52,516    52,679    51,885

39,988    43,826    45,620    45,759

Legend: 12-Month Enrollment · Fall Enrollment · FTE

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



12-Month Enrollment: 304, 365, 388, 412
Fall Enrollment: 289, 300, 317, 335
FTE: 276, 268, 296, 342, 291

*Note.* The increase in fall 2009 enrollment and the decrease in fall 2016 enrollment were primarily due to changes in the number of dual credit students at NCTA.

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



12-Month Enrollment: 7,986, 8,529, 8,264, 8,041
Fall Enrollment: 6,543, 7,052, 6,788, 6,644, 6,327
FTE: 5,558, 5,970, 5,522, 5,363
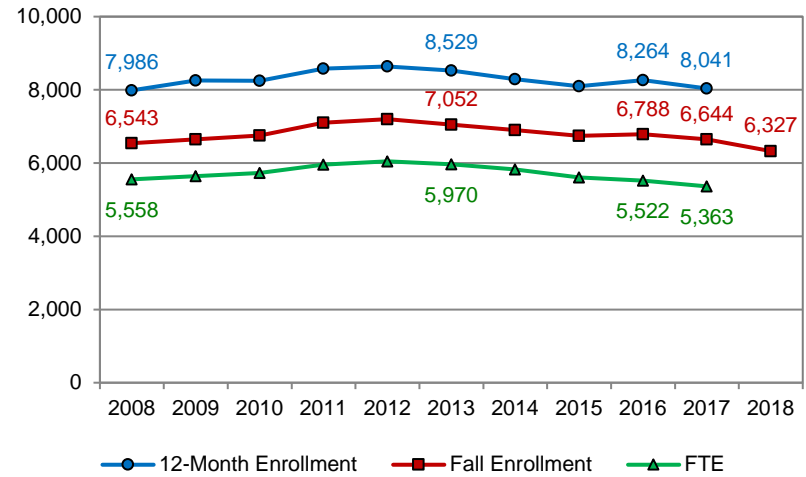
## University of Nebraska-Lincoln
### Enrollment by Method



12-Month Enrollment: 26,439, 27,408, 28,550, 28,642
Fall Enrollment: 23,573, 24,445, 25,897, 26,079, 25,820
FTE: 20,984, 21,470, 22,828, 23,032
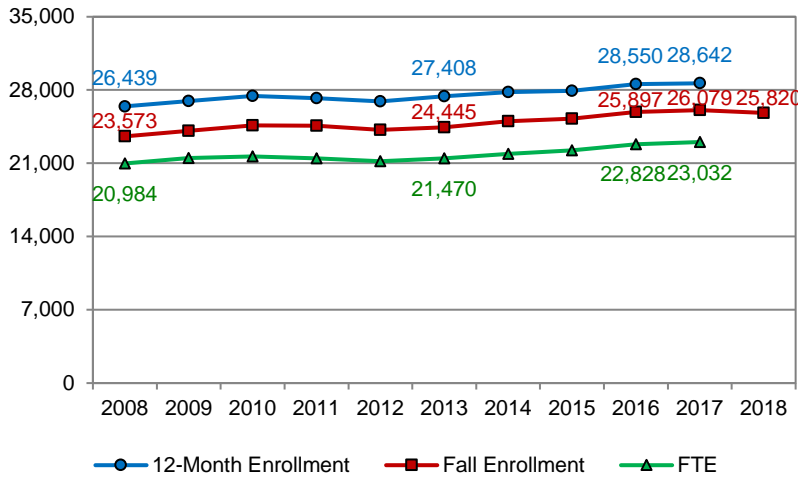
## University of Nebraska Medical Center
### Enrollment by Method



12-Month Enrollment: 3,464, 3,929, 4,132, 4,220
Fall Enrollment: 3,194, 3,681, 3,717, 3,862, 3,908, 3,972
FTE: 1,653, 3,980, 4,036
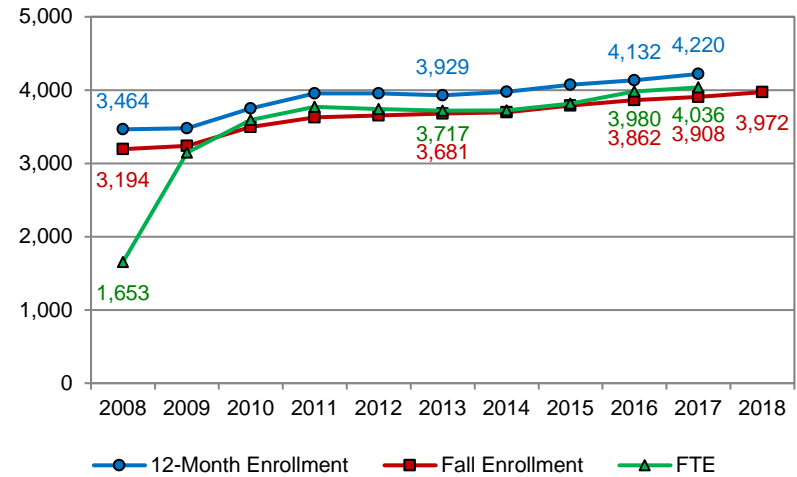
*Note.* The increase in FTE in 2009-10 was likely due to a change in how FTE was calculated for students formerly classified as first-professionals.
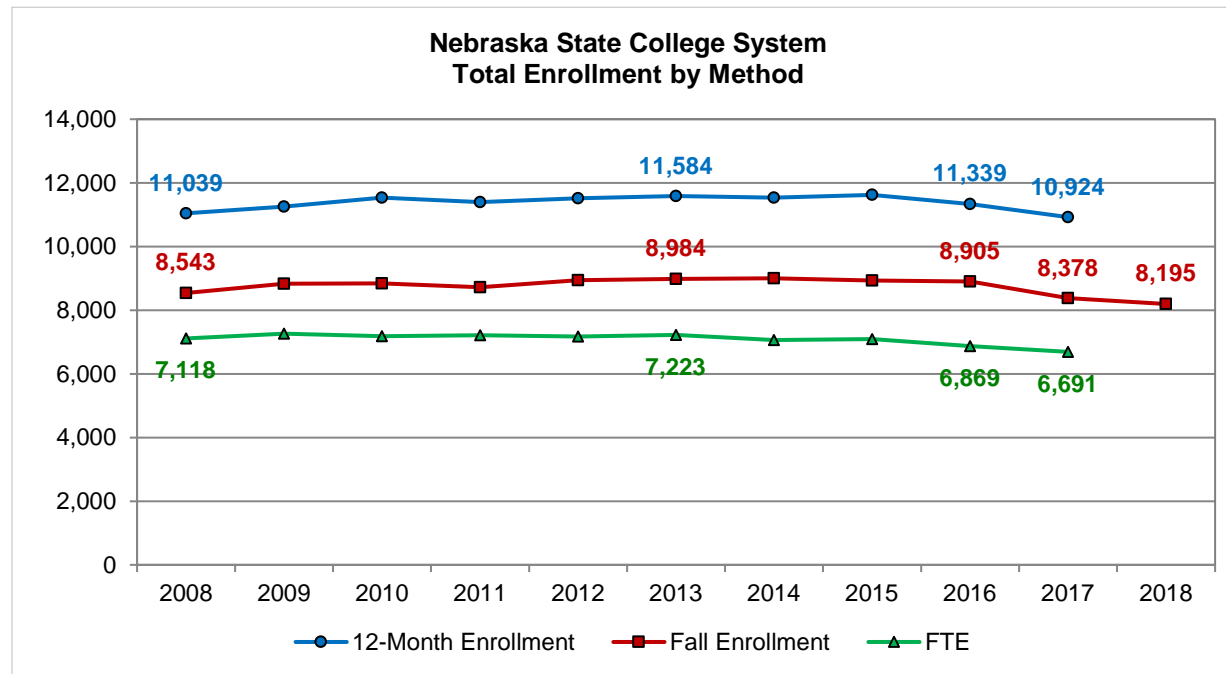
## University of Nebraska at Omaha Enrollment by Method



| | | |
|---|---|---|
| 12-Month Enrollment | Fall Enrollment | FTE |

Data points:
- 12-Month Enrollment: 17,225 (2008); 18,142 (2013); 18,629 (2016); 18,663 (2017)
- Fall Enrollment: 14,213 (2008); 15,227 (2012); 15,627 (2015); 15,731 (2016); 15,431 (2017)
- FTE: 11,517 (2008); 12,402 (2013); 12,994 (2016); 13,037 (2017)
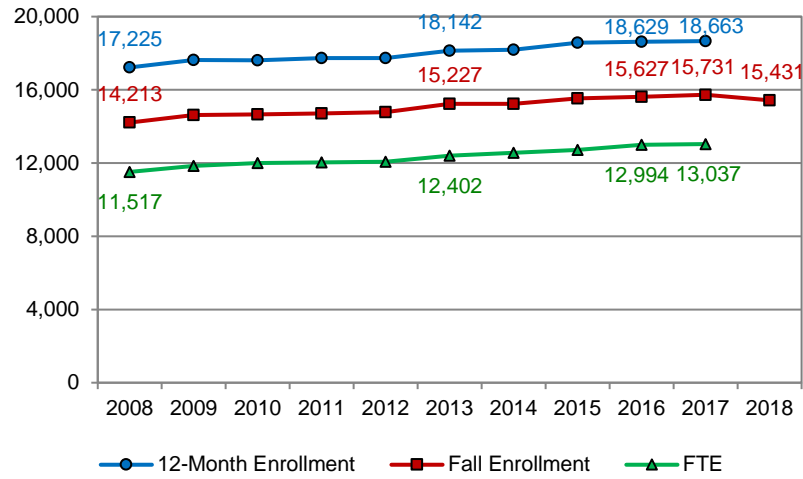
## University of Nebraska Percent Change in Fall Enrollment, 12-Month Enrollment, and FTE

| Institution | Fall Enrollment 2008 to 2017 | 12-Mo. Enrollment 08-09 to 17-18 | FTE 08-09 to 17-18 |
|---|---|---|---|
| NCTA | 9.7% | 35.5% | 5.2% |
| UNK | 1.5% | 0.7% | -3.5% |
| UNL | 10.6% | 8.3% | 9.8% |
| UNMC | 22.4% | 21.8% | 144.1% |
| UNO | 10.7% | 8.3% | 13.2% |
| Univ. of Neb Total | 10.2% | 8.2% | 14.4% |

## ENROLLMENT AT THE NEBRASKA STATE COLLEGE SYSTEM by METHOD
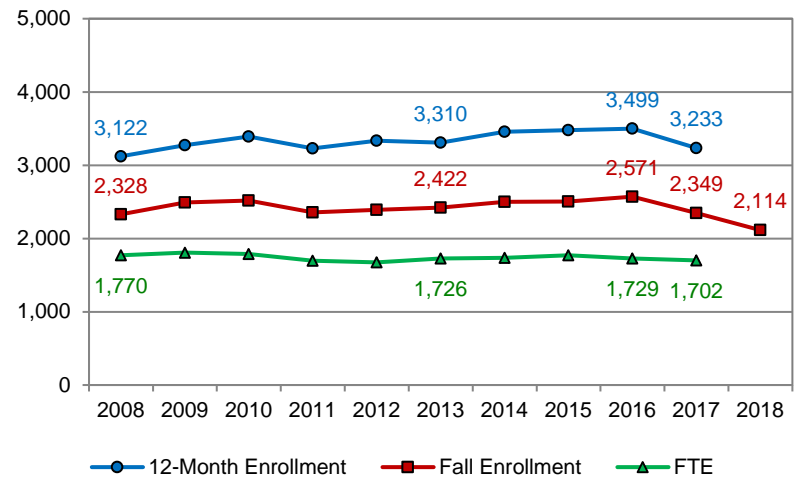
- From fall 2008 to fall 2017, enrollment decreased 1.9% at Nebraska's state colleges.

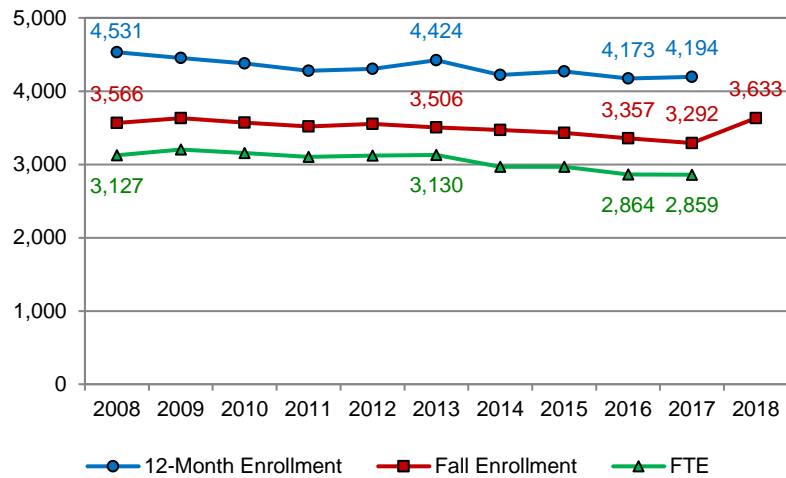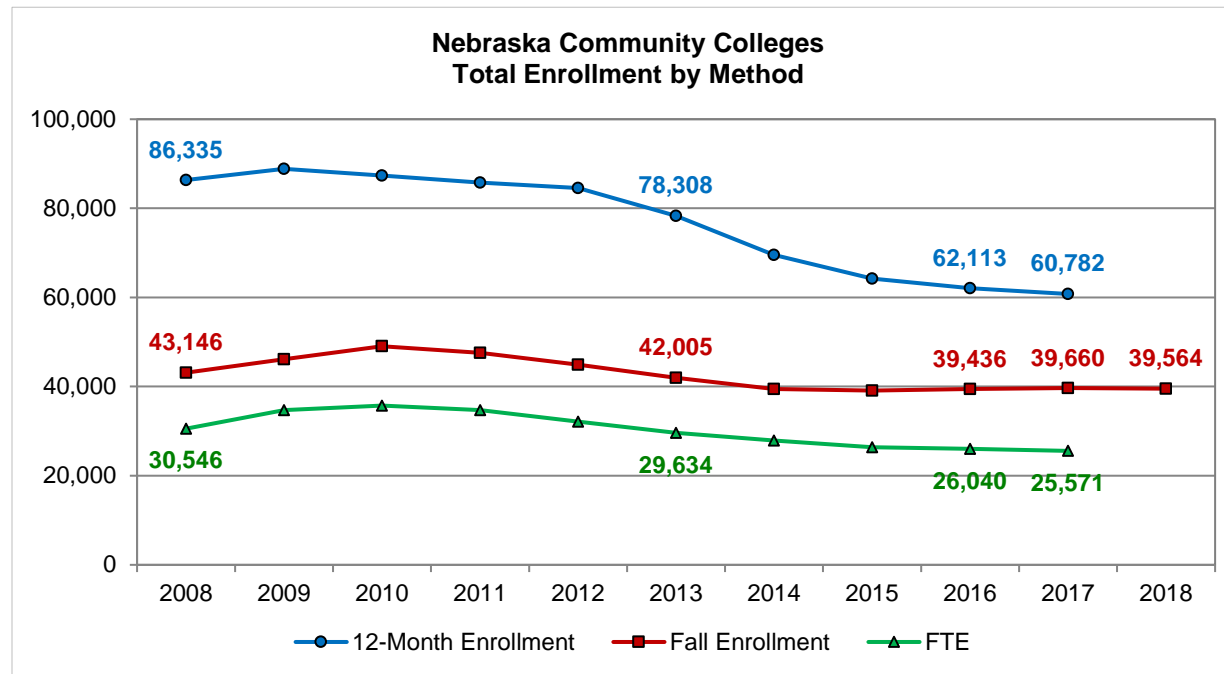- Between 2008-09 and 2017-18, 12-month enrollment decreased 1.0% and FTE decreased 6.0%.



**Nebraska State College System
Total Enrollment by Method**

## Chadron State College
### Enrollment by Method



12-Month Enrollment: 3,386 ... 3,850 ... 3,667 ... 3,497
Fall Enrollment: 2,649 ... 3,056 ... 2,977 ... 2,737 ... 2,448
FTE: 2,221 ... 2,367 ... 2,276 ... 2,130

Legend: 12-Month Enrollment · Fall Enrollment · FTE

## Peru State College
### Enrollment by Method



12-Month Enrollment: 3,122 ... 3,310 ... 3,499 ... 3,233
Fall Enrollment: 2,328 ... 2,422 ... 2,571 ... 2,349 ... 2,114
FTE: 1,770 ... 1,726 ... 1,729 ... 1,702

Legend: 12-Month Enrollment · Fall Enrollment · FTE

## Wayne State College
### Enrollment by Method



12-Month Enrollment: 4,531 ... 4,424 ... 4,173 ... 4,194
Fall Enrollment: 3,566 ... 3,506 ... 3,357 ... 3,292 ... 3,633
FTE: 3,127 ... 3,130 ... 2,864 ... 2,859

Legend: 12-Month Enrollment · Fall Enrollment · FTE

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

| Institution | Fall Enrollment 2008 to 2017 | 12-Mo. Enrollment 08-09 to 17-18 | FTE 08-09 to 17-18 |
|---|---|---|---|
| Chadron | 3.3% | 3.3% | -4.1% |
| Peru | 0.9% | 3.6% | -3.9% |
| Wayne | -7.7% | -7.4% | -8.5% |
| NSCS Total | -1.9% | -1.0% | -6.0% |

## ENROLLMENT AT NEBRASKA COMMUNITY COLLEGES by METHOD

- From fall 2008 to fall 2017, enrollment decreased 8.1% at Nebraska's community colleges.

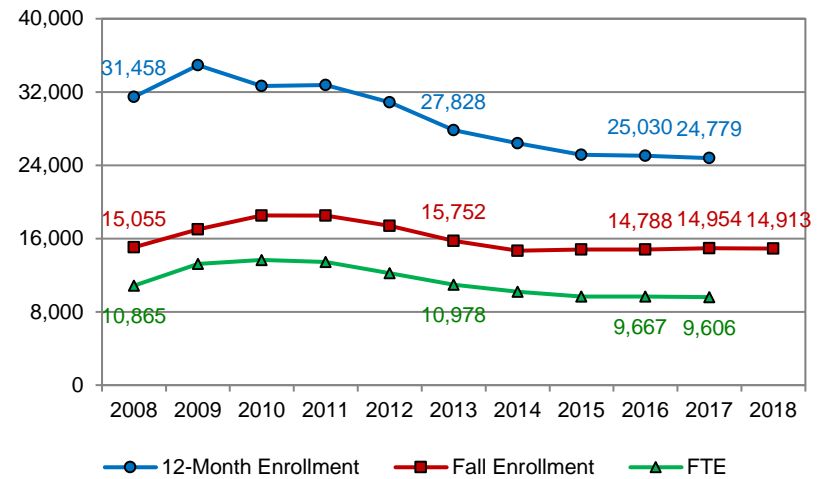- Between 2008-09 and 2017-18, 12-month enrollment decreased 29.6% and FTE decreased 16.3%.
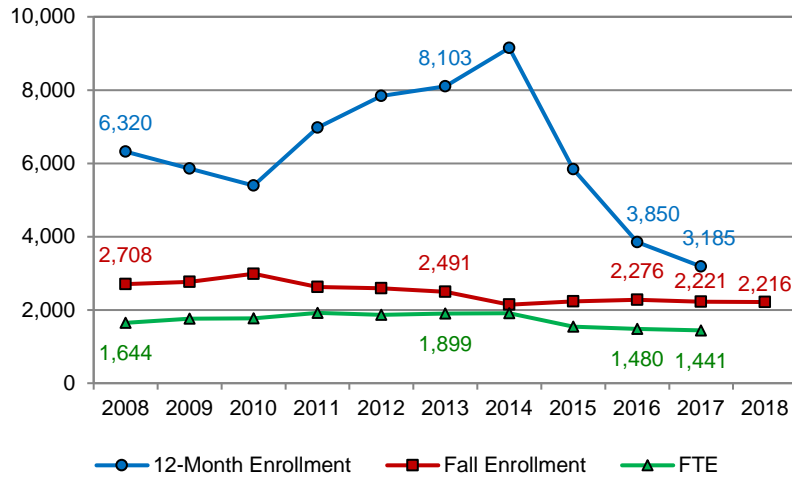


**Nebraska Community Colleges**
**Total Enrollment by Method**

12-Month Enrollment: 86,335 ... 78,308 ... 62,113 60,782
Fall Enrollment: 43,146 ... 42,005 ... 39,436 39,660 39,564
FTE: 30,546 ... 29,634 ... 26,040 25,571

Legend: ── 12-Month Enrollment ── Fall Enrollment ── FTE

**Central Community College Enrollment by Method**

- 12-Month Enrollment: 13,360 ... 11,834 ... 9,238, 9,156
- Fall Enrollment: 6,885 ... 6,906 ... 6,316, 6,082, 6,354
- FTE: 3,880 ... 3,832 ... 3,622, 3,545
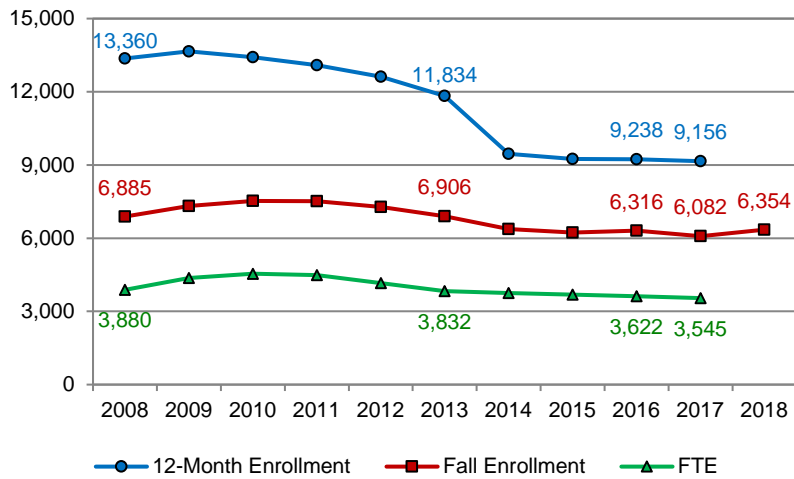
*Note.* The large decrease in 12-month enrollment at Central Community College in 2014-15 was due to a decline in part-time enrollments.

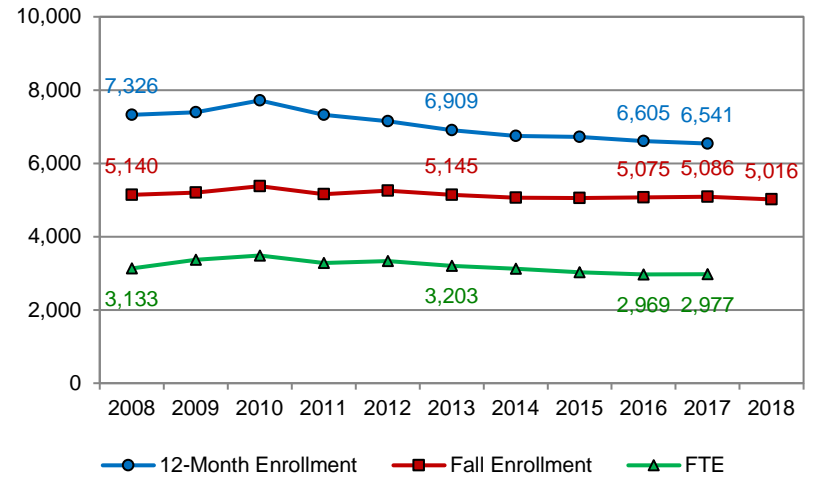**Metropolitan Community College Enrollment by Method**

- 12-Month Enrollment: 31,458 ... 27,828 ... 25,030, 24,779
- Fall Enrollment: 15,055 ... 15,752 ... 14,788, 14,954, 14,913
- FTE: 10,865 ... 10,978 ... 9,667, 9,606

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

- 12-Month Enrollment: 6,320 ... 8,103 ... 3,850, 3,185
- Fall Enrollment: 2,708 ... 2,491 ... 2,276, 2,221, 2,216
- FTE: 1,644 ... 1,899 ... 1,480, 1,441

**Northeast Community College Enrollment by Method**

- 12-Month Enrollment: 7,326 ... 6,909 ... 6,605, 6,541
- Fall Enrollment: 5,140 ... 5,145 ... 5,075, 5,086, 5,016
- FTE: 3,133 ... 3,203 ... 2,969, 2,977

*Note.* The large decreases in 12-month enrollment and FTE at Mid-Plains Community College in 2015-16 and 2016-17 were due to the Union Pacific Railroad's decision to slow learning opportunities at North Platte Community College.
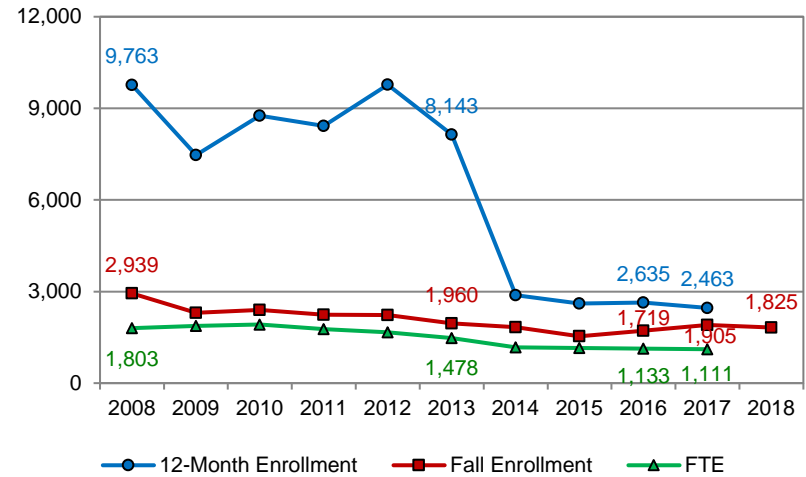
*2019 Factual Look:*
*Enrollment*

9.11

**Southeast Community College
Enrollment by Method**



- 18,108
- 15,491
- 14,755  14,658
- 10,419
- 9,751
- 9,262  9,412  9,240
- 9,221
- 8,244
- 7,169  6,891

Legend: 12-Month Enrollment · Fall Enrollment · FTE

**Western Nebraska Community College
Enrollment by Method**



- 9,763
- 8,143
- 2,939
- 2,635  2,463
- 1,960
- 1,825
- 1,803
- 1,719
- 1,905
- 1,478
- 1,133  1,111

Legend: 12-Month Enrollment · Fall Enrollment · FTE
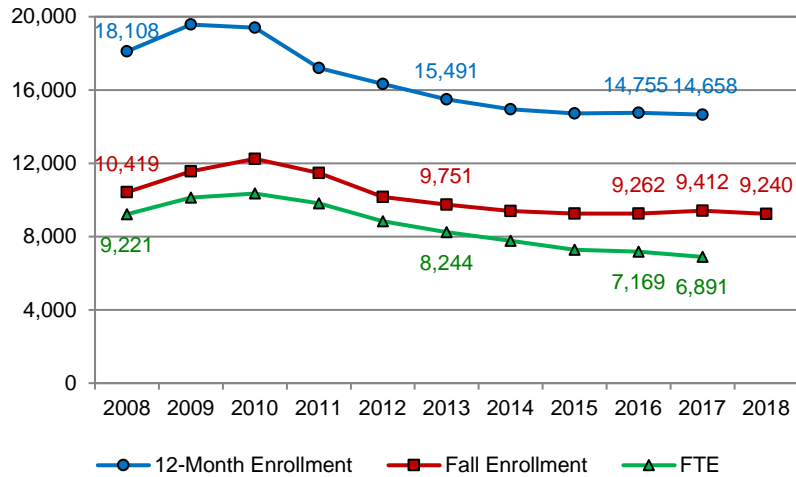
*Note.* The uneven 12-month enrollment trend at Western Nebraska Community College has been due to the fluctuating demand for industry training classes. The decline in 12-month enrollment between 2013-14 and 2014-15 occurred because the college underwent a major change in counting enrollments for short-term business training. Many of these courses are now classified as non-credit rather than credit.

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

| Institution | Fall Enrollment 2008 to 2017 | 12-Mo. Enrollment 08-09 to 17-18 | FTE 08-09 to 17-18 |
|---|---|---|---|
| Central | -11.7% | -31.5% | -8.6% |
| Metro | -0.7% | -21.2% | -11.6% |
| Mid-Plains | -18.0% | -49.6% | -12.3% |
| Northeast | -1.1% | -10.7% | -5.0% |
| Southeast | -9.7% | -19.1% | -25.3% |
| Western | -35.2% | -74.8% | -38.4% |
| Neb. CCs Total | -8.1% | -29.6% | -16.3% |

ccpe

*2019 Factual Look:
Enrollment*

9.12

## ENROLLMENT AT NEBRASKA INDEPENDENT INSTITUTIONS by METHOD

- From fall 2008 to fall 2017, enrollment increased 18.5% at Nebraska's independent institutions.

- Between 2008-09 and 2017-18, 12-month enrollment increased 3.3% and FTE decreased 8.6%.



Nebraska Independent Institutions
Total Enrollment by Method
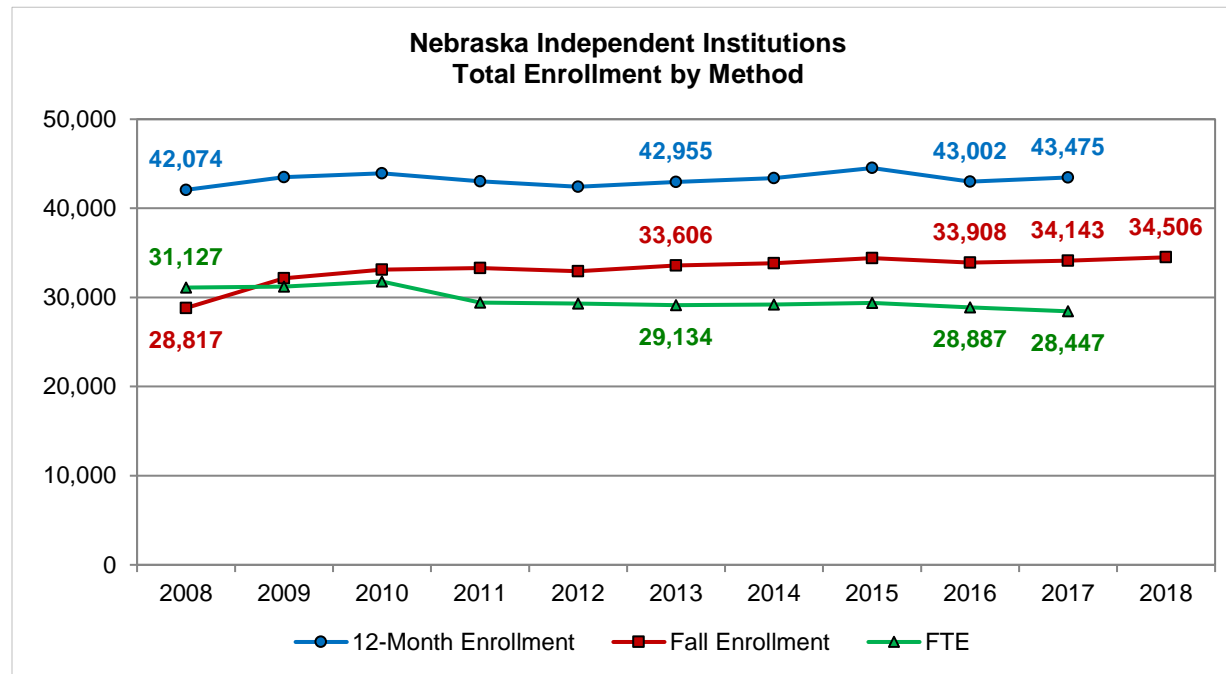
# ENROLLMENT AT NEBRASKA FOR-PROFIT/CAREER SCHOOLS by METHOD

- From fall 2008 to fall 2017, enrollment decreased 48.5% at Nebraska's for-profit/career schools.

- Between 2008-09 and 2017-18, 12-month enrollment decreased 60.7% while FTE decreased 62.4%.
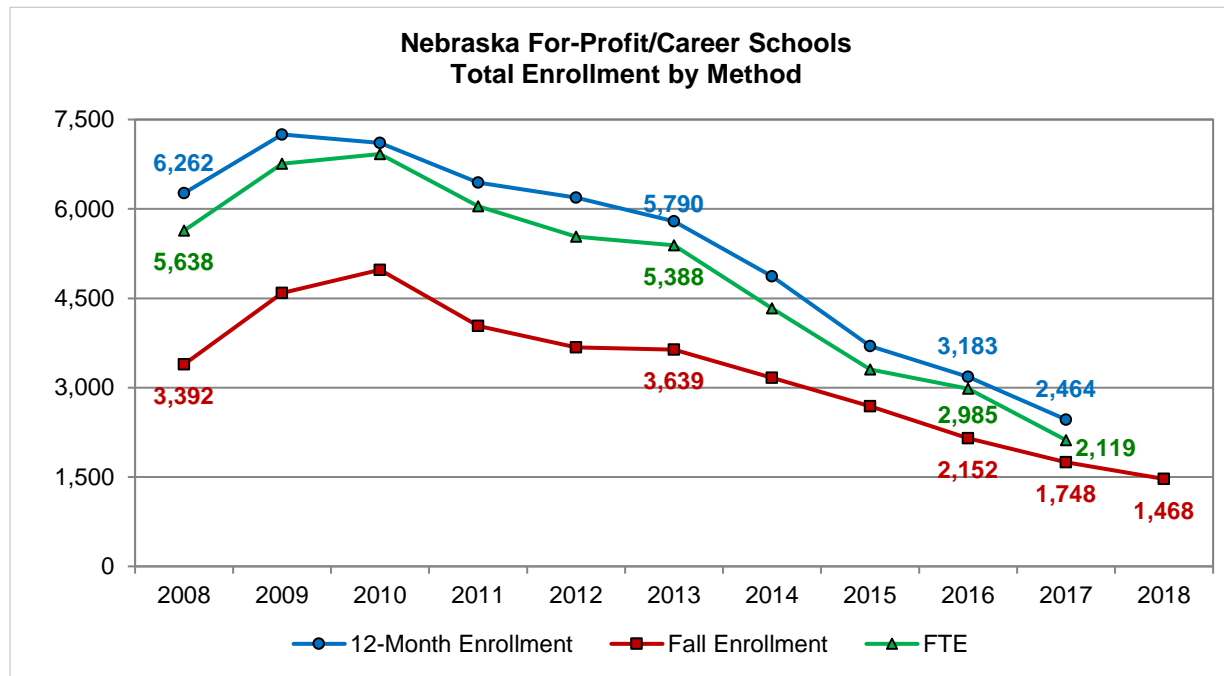


*Note.* Many institutions within the for-profit/career school sector enroll students on a continuous basis, meaning students can start/enroll at any time during the school year. This is particularly true for cosmetology, trade, and health sciences schools. Students attending these institutions are often required to attend full time. As outlined on page 9.3, for institutions with continuous enrollment, FTE is calculated using the number of contact hours rather than credit hours. It is because of these differences that FTE is higher than fall enrollment within the for-profit/career school sector.

## COMPARING FALL ENROLLMENT AND 12-MONTH ENROLLMENT

In general, the previous charts show that fall enrollment and 12-month enrollment follow similar trends for most sectors/institutions, indicating that either fall enrollment or 12-month enrollment is a valid measure of enrollments for trend analyses. While the levels of enrollment vary by institution and by sector, trends in fall and 12-month enrollment generally have been parallel.

While both methods of measuring enrollment are valid measures, the focus of this report is fall enrollments for two main reasons. First, fall enrollment data is more detailed than 12-month enrollment data. Institutions report fall enrollments and 12-month enrollments by student level, race/ethnicity, and gender. Fall enrollments are also reported by full- and part-time classification, by age (every other year), by distance education status, and by first-time freshmen. Second, fall enrollment data is available sooner than 12-month enrollment data since institutions report fall enrollments in the spring and 12-month enrollments in the fall.

It should be noted that when fall enrollment is the reported measure, the amount of 12-month enrollment captured by fall enrollment varies by sector and institution. A technique for measuring the portion of enrollment captured by fall enrollment is discussed below.

## Fall Enrollment Divided by 12-Month Enrollment

Dividing an institution or sector's fall enrollment by its 12-month enrollment provides a direct comparison of the two measures that can be useful in several ways:

- When expressed as a percentage, this ratio gives an idea of the accuracy of fall enrollment as an indicant of the total instructional activity of a particular institution. It answers the question, "What percentage of the total activity at the school is captured in the fall enrollment figures?"

- Directly comparing the general trends of several institutions or sectors can be useful in identifying possible errors in the data.

- Changes in the ratio may reflect a general student enrollment trend. If a trend is going down, for example, it may indicate that students in that sector or institution are doing a good bit of swirling (dropping in and out and transferring between institutions). If the trend is increasing, it may indicate that more students are staying continuously enrolled at the same institution.

The chart on the following page depicts fall enrollment divided by 12-month enrollment for each sector of higher education in Nebraska.

## By Sector: Fall Enrollment Divided by 12-Month Enrollment
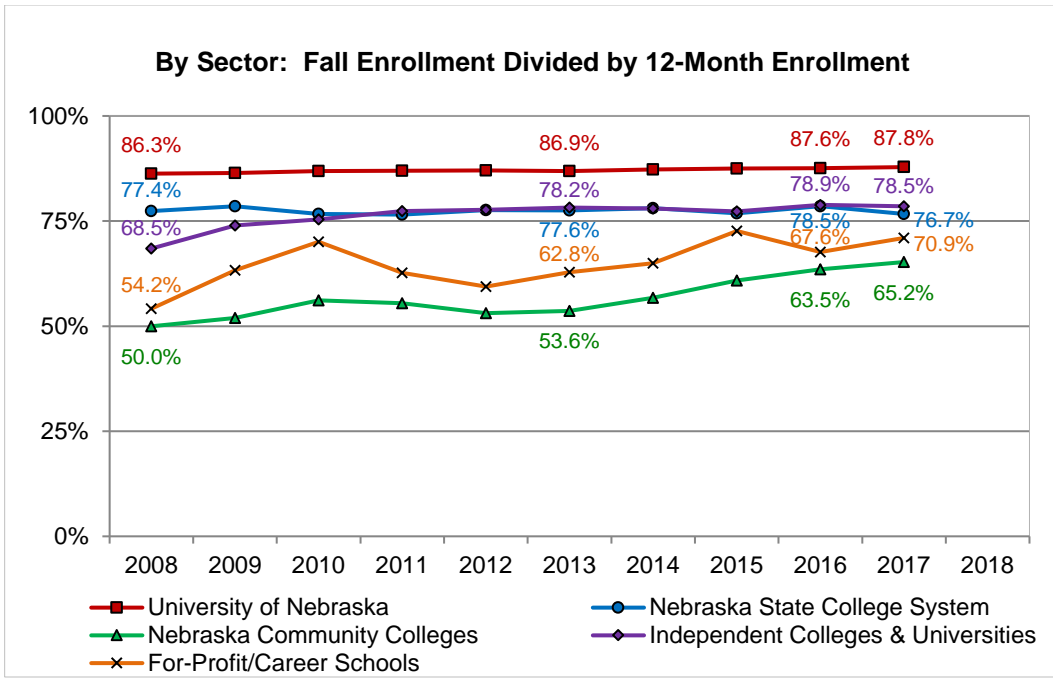


- As shown in the table below, fall enrollment figures by sector have captured varying ranges of 12-month enrollment over the latest 10-year period:

| Sector | Lowest *(Year)* | Highest *(Year)* |
|---|---|---|
| Univ. of Neb. (■) | 86.3% *(08-09)* | 87.8% *(17-18)* |
| NSCS (●) | 76.6% *(11-12)* | 78.5% *(16-17)* |
| Neb. CCs (▲) | 50.0% *(08-09)* | 65.2% *(17-18)* |
| Independents (♦) | 68.5% *(08-09)* | 78.9% *(16-17)* |
| For-Profit/Career (x) | 54.2% *(08-09)* | 72.6% *(15-16)* |
| Total | 65.5% *(08-09)* | 76.9% *(16-17)* |

*Note.* The relatively low ratios at Nebraska's community colleges could be an indication that more students swirl in and out of the community college since these institutions often serve an older, non-traditional student population. In addition, the community colleges also provide a considerable amount of industry training to students who are not captured by fall enrollment figures.

# 2020 CCPE Meeting Calendar

**January 23 - Thursday**
Apothecary Building - Lincoln

**March 12 - Thursday**
Central Community College - Kearney

**April 30 - Thursday**
Peru State College

**June 25 - Thursday**
TBD

**September 10 - Thursday**
TBD

**October 8 - Thursday**
Apothecary Building - Lincoln

**December 3 – Thursday**
Apothecary Building - Lincoln