MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
Union College, Woods Auditorium
3800 South 48th Street
Lincoln, Nebraska
Videoconference via Zoom
Thursday, July 22, 2021, 8:30 a.m.

Public notice of meeting

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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JULY 22, 2021. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

GWENN ASPEN, CHAIR

Meeting called to order at 8:30 a.m.

CALL TO ORDER AND INTRODUCTIONS
Chair Aspen called the meeting to order at 8:30 a.m. and asked for introductions.

Commissioners Present
Colleen Adam	Mary Lauritzen (via Zoom)
Gwenn Aspen (via Zoom)	Molly O'Holleran
Tim Daniels	Dr. Paul Von Behren
Charles Garman (via Zoom)	W. Scott Wilson
Gene Kelly	

Commissioners Absent
Dr. John Bernthal	Dr. Deborah Frison

Commission Staff Present
Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Gary Timm
Jill Heese	Joe Velaquez (Zoom moderator)
J. Ritchie Morrow	

INTRODUCTIONS
During introductions, Dr. David Jackson from the University of Nebraska, Dr. James Hauschildt from Mission College, and UNMC Chancellor Dr. Jeffrey Gold, who recently replaced Dr. Susan Fritz as the NU Provost and Executive Vice President, introduced themselves.

WELCOME
LuAnn Davis, Vice President of Advancement at Union College, welcomed the Commissioners and staff. Ms. Davis gave a brief history of Union College and spoke on its mission to learn, serve, and lead. She noted that they are very proud of their students, who are highly sought after graduating, with many remaining in the state. Ms. Davis stated that Union College is known for its faith-based values and its service, partnering with many local and global organizations.

MINUTES OF MAY 20, 2021, COMMISSION MEETING
Commissioner Adam made a motion to approve the May 20, 2021, minutes as written. Commissioner O'Holleran seconded the motion. A roll call vote was taken. Commissioners Aspen and Lauritzen abstained. The remaining seven Commissioners present voted yes. The motion carried.

CHAIR'S REPORT
Chair Aspen noted her appreciation for the opportunity to serve as chair, noting the honor should go to Commissioner Bernthal as he was the past vice chair. Commissioner Bernthal had asked that he not be appointed to that position due to health concerns.

Commissioner Adam stated that she is honored to serve on the Executive Committee, but traditionally the immediate past chair has that honor. In this case the past chair is Commissioner Deborah Frison. She would like to resign from this position and nominate Commissioner Frison. This would require a motion and second to make a change to the Executive Committee.

Commissioner Adam made a motion that she be removed from and Commissioner Frison placed on the Executive Committee. Commissioner O'Holleran seconded the motion. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Chair Aspen announced the new committees and the 2021-2022 committee roster was distributed. She requested that a chair for each committee be decided upon at each upcoming committee meeting and thanked everyone for their willingness to serve on those committees.

Executive Committee
Gwenn Aspen (Chair)
Dr. John Bernthal (Vice Chair)

Dr. Paul Von Behren
~~Colleen Adam~~ Dr. Deborah Frison

Academic Programs Committee
Dr. John Bernthal
Dr. Deborah Frison
Gene Kelly
Mary Lauritzen
Molly O'Holleran

Budget, Construction, and Financial Aid Committee
Colleen Adam
Tim Daniels
Molly O'Holleran
Dr. Paul Von Behren
W. Scott Wilson

Planning and Consumer Information Committee
Tim Daniels
Charles Garman
Gene Kelly
Mary Lauritzen
W. Scott Wilson

Executive Director's Report

Gary Timm presented the Fourth Quarter Budget Report

EXECUTIVE DIRECTOR'S REPORT
Dr. Baumgartner introduced Gary Timm, Chief Finance & Administrative Officer, to discuss the Fourth Quarter Budget Report. Mr. Timm mentioned that the state budget is on a two-year basis, and this past June 30 was the end of the second year of that cycle. He pointed out several areas of interest in the Administrative Funds, noting there were significant remaining balances due to low spending in 2020. Mr. Timm spoke briefly on the status of the Nebraska Opportunity Grant (NOG), Community College Gap Assistance Program, and the Access College Early Scholarship (ACE) appropriations and allocations.

Dr. Baumgartner reported on his recent meetings and activities

In June, Dr. Baumgartner along with Greg Adams from the Nebraska Community College Association, Heath Mello from the University System, and Paul Turman from the Nebraska State College System, met with Bryan Slone, president of the Nebraska Chamber of Commerce to discuss the Chamber's support for a state attainment goal.

Dr. Baumgartner noted he recently visited Central Community College's Hastings campus and will be visiting the Central Community College (CCC) Grand Island campus to attend a 2+2 Transfer Agreement signing ceremony between the University of Nebraska at Kearney and CCC. He will also make a stop at the CCC Columbus campus.

President Darrin Good from Nebraska Wesleyan invited Dr. Baumgartner last month to meet with his cabinet to discuss the Progress Report, particularly in how to reach out to minority students in Nebraska. He will be meeting with Dr. Good again in August.

Dr. Baumgartner reported on recent staff activities. He and Gary Timm met with the presidents of Little Priest Tribal College and Nebraska Indian Community College, and with Dean Larry Gossen from the Nebraska College of Technical Agriculture, to discuss their potential participation in the Community College Gap Assistance Program.

Jill Heese, Research Director, and J. Ritchie Morrow, Financial Aid Officer, made presentations on the Progress Report to Doane University graduate students, and Mr. Morrow spoke to staff at the Midwest Higher Education Compact on how the FAFSA Completion software is used in Nebraska. Mr. Morrow is putting together his fall audit schedule.

Dr. Kathleen Fimple, Academic Programs Officer, has recently participated in multiple virtual State Authorization Reciprocity Agreement (SARA) meetings, including the annual Midwest SARA meeting. The NC-SARA meeting will be held in September.

Kadi Lukesh, Office Manager and Budget Coordinator, has been participating in meetings with MHEC's Midwest Student Exchange Program, which is undergoing an evaluation as Illinois has dropped out of the program and many campuses across the region provide substantial tuition discounts or no longer charge nonresident tuition.

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

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

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS
Dr. James Hauschildt, Chief Executive Officer at Mission College of Health Sciences, came forward to introduce himself and speak on the college's proposal to offer an online nursing BSN and to answer any questions regarding starting an administrative office in Omaha.

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

ACADEMIC PROGRAMS COMMITTEE
Commissioner Adam, Committee Chair, acknowledged committee members who recently met to discuss the items on the agenda.

Mission College of Health Sciences, Omaha, Nebraska - Application for a Recurrent Authorization to Operate - Administrative Office

Commissioner Adam and Dr. Fimple presented the proposal. Mission College is proposing to offer an online RN to BSN program. Mission College is in the process to become accredited by the Higher Learning Commission and is also seeking accreditation from the Accreditation Commission for Education in Nursing. Dr. Fimple stated Nebraska statutes indicate an institution is required to seek approval from the Coordinating Commission for an administrative office located within the state. This application is for authorization to establish an administrative office in Nebraska. Dr. Hauschildt answered questions from the Commissioners.

Commissioner Adam read the AP Committee recommendation:

Committee Recommendation: **Approve the recurrent authorization to operate for:**
   Institution: **Mission College of Health Sciences**
   Chief Executive Officer: **Dr. James Hauschildt**
   Level of authorization: **Authorized to establish in the state an administrative office for the college offering a BSN**
   Length of authorization: **Three years (valid through August 1, 2024)**

   Conditions of authorization: Mission College of Health Sciences continues to submit documentation to HLC and becomes accredited following HLC procedures

Commissioner Adam, on behalf of the Academic Programs Committee, moved to approve the Application for a Recurrent Authorization to Operate - Administrative Office at Mission College of Health Sciences, Omaha, Nebraska. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

College Course Offerings for High School Students by Nebraska Public Institutions, 2019-2020

Dr. Fimple presented the report, which compiles courses offered at distance by public institutions for Nebraska high school students. The report includes college courses offered by institution, by delivery method, subject area, discipline, student level, and a table indicating the school location and number of courses by sector. Dr. Fimple stated that overall there was an increase in courses offered and number of students taking those courses.

Report on State Authorization Reciprocity Agreement (SARA) Data for Nebraska

Dr. Fimple presented the report. Prior to 2010, every state had a different policy for authorizing distance education in their state. In 2013 the National Council for State Authorization Reciprocity Agreement (NC-SARA) became a nationwide coordinating entity. As of January 2021, 49 states are members of SARA. When a state joins SARA, they agree to vet institutions in their state and report in-state and out-of-state enrollments. The report demonstrates enrollment numbers of the 25 participating Nebraska institutions and charts of states providing the largest number of students to and from Nebraska.

Report on Institutional Activities Related to Existing Programs

Reasonable and Moderate Extensions
- MCC- Accounting Specialist, Career Certificate
- MCC- Tax Specialist, Career Certificate
- MCC-Global Business Specialist, Career Certificate
- MCC- Human Resource Specialist, Career Certificate
- MCC- Supply Chain Specialist, Career Certificate
- MCC- Economics Specialist, Career Certificate
- MCC- Entrepreneurship Specialist, Career Certificate
- MCC- Financial Counseling Specialist, Career Certificate
- MCC- Investment Specialist, Career Certificate
- MCC- Insurance Specialist, Career Certificate
- MCC- Legal Specialist, Career Certificate
- MCC- Marketing Specialist, Career Certificate
- MCC- Technical Theatre, Associate in Applied Science
- MCC- Manufacturing Pre-Apprenticeship, Career Certificate
- MCC- Information Technology, Associate of Applied Science
- MCC- Administrative Technology, Career Certificate
- MCC- Data Science, Career Certificate
- MCC- Database Administration, Career Certificate
- MCC- Data Center Technician, Career Certificate
- MCC- Digital Technology, Career Certificate
- MCC- Computer Programming, Career Certificate
- MCC- Mobile Application Development, Career Certificate
- MCC- Information Technology- Systems Operations, Career Certificate
- MCC- Information Technology- Server Administration, Career Certificate
- MCC- Information Technology- Web Development, Career Certificate
- MCC- Information Technology- Web Programming, Career Certificate
- UNL- Mathematics Education, Graduate Certificate

Name Changes
- MCC- Bookkeeping to *Accounting Professional*, Certificate of Achievement
- MCC- Business Management-Generalist to *Business Administration*, Associate in Applied Science
- MCC- Business Management- Management Specialist to *Business Professional*, Certificate of Achievement
- MCC- Customer Service Management to *Customer Experience Specialist*, Career Certificate
- MCC- Business Management- Financial Planning to *Financial Planning Specialist*, Certificate of Achievement
- MCC- Immigration Laws, Policies, and Procedures to *Immigration Laws Specialist*, Career Certificate
- MCC- Real Estate Professional to *Real Estate Specialist*, Career Certificate
- MCC- Professional Health Studies- Genera Health Studies to *General Health Studies,* Associate in Applied Science
- MCC- Respiratory Care Technology to *Respiratory Therapy*, Associate in Applied Science

Discontinued Programs
- MCC- Professional Skills, Career Certificate
- MCC- Financial Studies, Career Certificate
- MCC- Legal Studies-Pre- Law, Associate of Applied Science
- MCC- IT- Full Stack Web Development, Associate of Applied Science
- MCC- IT- Front End Web Development, Associate of Applied Science
- MCC- Office Administrative Professional, Associate of Applied Science
- MCC- Office Administrative Professional, Certificate of Achievement
- MCC- Office Administrative Professional, Career Certificate
- UNL- Nebraska Beef Industry Scholars, Undergraduate Certificate
- UNL- Legal Studies, Undergraduate Certificate
- UNL- Leadership, Undergraduate Certificate
- UNL- Bachelor of Arts in Hospitality, Restaurant and Tourism Management (in CASNR; degree remains in Education and Human Services)

Chair Aspen called for a break at 10:20 a.m. The meeting resumed at 10:30 a.m.

PUBLIC HEARING ON BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE ITEMS
There was no testimony on Budget, Construction, and Financial Aid Committee Items.

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

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE
Commissioner Aspen, Committee Chair, introduced J. Ritchie Morrow to present reports.

2021-2022 Nebraska Opportunity Grant (NOG) Allocation Report
Mr. Morrow presented the report on the allocations of the Nebraska Opportunity Grant. He noted that every year the Coordinating Commission is appropriated funds from the legislature, and those funds are combined with the Nebraska Lottery money that we receive to award each year. After an allocation formula is applied, institutions are notified how much is available to award to their students. Mr. Morrow discussed the portion of the report that includes a breakdown of allocated dollars for each participating institution, the graphs indicating NOG funding by source, and the Nebraska Lottery proceeds for NOG.

Free Application for Federal Student Aid (FAFSA) Completion Report for Academic Year 2021-2022
Mr. Morrow presented the report. The FAFSA Completion Initiative is a program authorized by the US Department of Education and administered by the Coordinating Commission. He noted that there has been considerable discussion recently in the media nationwide regarding the FAFSA completion rates of the class of 2021. When statistics were reviewed by states, they indicated the lack of filing is from low-income students and minorities. Mr. Morrow stated that this report reflects completion rates that he was able to track from all Nebraska public and some private high schools. He answered questions from the Commissioners.

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

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

PLANNING AND CONSUMER INFORMATION COMMITTEE
Commissioner Garman, Committee Chair, called upon Jill Heese to present the *Factual Look* report.

2021 Factual Look at Higher Education in Nebraska - Degrees and Other Awards Conferred
Ms. Heese delivered a PowerPoint presentation on the *2021 Factual Look at Higher Education in Nebraska: Degrees and Other Awards Conferred*. She stated that the Commission is required by statute to report information from the federal Integrated Postsecondary Education

Data System (IPEDS). The report focused on the latest 10-year trends for five sections: sector, award level, gender, race/ethnicity, and discipline cluster. While sections one through five analyze the number of awards conferred, section six analyzes the number of students who completed awards by age group. Ms. Heese noted there were two important updates made with this report. First, beginning with 2019-2020 awards, IPEDS began using 2020 Classification of Instructional Program (CIP) Codes. This update places veterinary-related programs under CIP 1 (agriculture, animal, plant, veterinary science) rather than CIP 51 (health professions). Also, beginning with the *2021 Factual Look*, CIP 22 (legal professions) is now coded under the Business and Communication discipline cluster rather than the Trades discipline cluster. Ms. Heese added that she is in the process of creating a 6-digit CIP data dashboard, which will provide more detailed descriptions of each program.

Next Commission meeting is September 23, 2021

FUTURE MEETINGS
The next Commission meeting will be Thursday, September 23, 2021, 8:30 a.m. at Southeast Community College, Beatrice Campus, Beatrice, Nebraska. There will be a Work Session on the evening of Wednesday, September 22, 2021 in Beatrice - location TBD.

The meeting was adjourned at 11:55 a.m.

ADJOURNMENT
Chair Aspen adjourned the meeting at 11:55 a.m.

NEBRASKA'S

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COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

2022 CCPE Meeting Calendar

January 20 - Thursday
Virtual Meeting via Zoom

March 10 - Thursday
Central Community College - Grand Island

May 19 - Thursday
Wayne State College - Wayne

July 21 - Thursday
UNMC - Omaha

September 8 - Thursday
TBD - Lincoln

October 6 - Thursday
Virtual Meeting via Zoom

December 8 – Thursday
Apothecary Building – Lincoln

September 2021

NEW POSTSECONDARY INSTITUTION APPLICATION
For a Recurrent Authorization to Operate in Nebraska

Institution:	**Pillar Seminary**
Legal Status:	**Nonprofit**
Site for Courses:	**Online Instruction; Administrative Office: 3809 Mason Street, Omaha; P.O. Box 31454, Omaha, Nebraska**
Programs:	**Master of Divinity (MDiv), Master of Arts in Contextual Leadership (MA); Certificate in Contextual Leadership**
Proposed Start Date:	**September 2021**

Introduction

Pillar Seminary was founded in 2013 in Omaha. Early on faculty adopted a flipped classroom model and developed a fully interactive online platform. By fall 2018 the student body had grown to more than 60 students from across the United States, Thailand, and the United Kingdom, representing many denominational traditions. Courses were offered both online and face-to-face, but at the outset of the pandemic in early 2020 the seminary converted all of their instruction to an online format.

In February 2021 Pillar Seminary contacted the Coordinating Commission for Postsecondary Education about the process to become authorized and to participate in the State Authorization Reciprocity Agreements. Commission staff explained the authorization process, including the important requirement that the institution be accredited or seeking accreditation. The seminary responded that they intended to proceed and had begun investigating potential accreditors.

The situation was an unusual one in that the seminary was operating without Commission authorization. Since the seminary had not been aware of the need to be authorized and so as not to penalize enrolled students, the Commission agreed to allow the seminary to continue to operate provided it submitted an application for authorization to operate before the fall term began. Due to the time needed for Pillar Seminary to submit paperwork to an accreditor, the deadline was extended to fall 2021.

Pillar Seminary offers an MDiv, MA, and certificate online. The college has begun the process to become accredited by the Distance Education Accrediting Commission (DEAC), an accreditor recognized by the U.S. Department of Education.

This application is for authorization to establish an administrative office in Nebraska. Even if instruction is provided online, Nebraska statues require an institution to seek approval from the Coordinating Commission if it has an administrative office located within the state.

REVIEW CRITERIA

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

High				Low
	√			

Financial Soundness – Commission staff reviewed Pillar Seminary's FY2018-19 through FY2020-21 financial statements (not audited). The review showed that for the past three years net income decreased. Revenue still exceeded expenses but at a lesser level each year.

Pillar Seminary has access to additional funding through the Burney Trust that allows up to 8% to be drawn annually. This year around $75,000 could be transferred and could provide funding, on a declining basis, well into the next decade. Pillar has drawn on the trust in FY20 and FY19 but received a PPP loan from the CARES Act in FY21 and did not draw funds for that year. Pillar will draw down funds from the trust in FY22.

In reviewing the balance sheet, Pillar Seminary has very little in liabilities, with the largest being the PPP loan which will be shown as a liability until all conditions of the loan have been met. With just over $100,000 of cash, Pillar has funding to meet its obligations.

In conclusion, Pillar Seminary's financial position appears to be strong based on prior years' operating results and anticipated results of the FY22 budget.

Student Loan Default Rate and Composite Financial Score—not applicable
The U.S. Department of Education requires institutions participating in Title IV programs to satisfy financial responsibility standards and to maintain a specific default rate. Pillar Seminary does not participate in the Title IV program. Students are self-funded and/or receive a scholarship.

Financial Aid Policy – The school does not participate in the federal Title IV financial aid program. Financial aid procedures, including refund policies, were provided.

Tuition – The tuition for the program is $2,500 per semester ($278 per credit hour if nine credit hours are taken). The current rates in the Omaha area vary considerably, but the Pillar rate is quite reasonable. Creighton University charges $955 per credit hour for graduate programs. Nebraska Wesleyan's graduate rates range from $255 per credit hour to $575. UNO's resident tuition and fees for 18 graduate credit hours over nine months averages $7,752.

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

High				Low
	√			

Curriculum- The Master of Divinity requires 74 semester credit hours The Master of Arts Contextual Leadership requires 47 credit hours and the certificate in Contextual Leadership consists of 11 credit hours. The credits

from the certificate program can be applied to the master's degree. The credit hours for the MDiv appear high, but MDiv programs in the United States typically require a minimum of 72 credit hours.

Credit – Each three-credit hour class is equivalent to approximately 2.5 hours of instruction per week over a 15-week semester.

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

High---------------Low				
		√		

Faculty – The seminary has four faculty members, one with a Doctor of Ministry and three with PhDs.

Library and Support Services – The seminary is currently working toward an agreement for an online library service. Absent an agreement, there are numerous resources available online.

Three of the four faculty members provide individual career advising to students. The Director of Student Services serves as academic advisor as part of her duties.

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

As an online institution, no evaluation of the facility is needed. The administrative office is operated out of the office of the Director of Finance and Operations who owns the location and donates the use of the space to the seminary.

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

Pillar Seminary began the accreditation process with the Distance Education Accrediting Commission (DEAC) in spring 2021. DEAC is an accreditor recognized by the U.S. Department of Education. It requires an institution to have state approval and to have graduated one cohort of students before granting full accreditation.

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

Credits from this program could transfer to any institution that accepts transfer credits according to the institution's policy. Acceptance of any transfer credits is always up to the receiving institution.

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

The admission requirements for the program include involvement in ministry with priority given to those active in full- or part-time ministry. A baccalaureate degree is preferred, but provisional admission is possible for those who don't have one.

Recruiting is conducted primarily via Facebook, podcasts, seminars, and word of mouth.

Should Pillar Seminary discontinue offerings, they would work with each student to help them find another institution that would accept their credits.

Committee Recommendation: **Approve** the recurrent authorization to operate for:
    Institution: **Pillar Seminary**
    President: **Mr. Dan Lowery**
    Level of authorization: **Authorized to establish in the state an administrative office for the seminary offering the Master of Divinity and a Master of Arts and a certificate in Contextual Leadership**
    Length of authorization: **Three years (valid through October 1, 2024)**

    Conditions of authorization: Pillar Seminary continues to submit documentation to DEAC and becomes accredited following DEAC procedures.

Reporting requirements: Annual reporting is required, with the first report due October 1, 2022. Forms are emailed to the institution prior to the due date and are available on the Commission's website Annual Report FORM 2018-19.pdf (nebraska.gov)

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska at Omaha (UNO)**
Program:	**History and Government**
Award:	**Master of Arts (MA)**
Mode of Delivery:	**Online, face-to-face, or a combination (hybrid)**
Institution's Existing Degree(s) in Same or Similar Discipline:	**History MA and graduate certificate; Political Science MS; Government graduate certificate**
Proposal Received by Commission:	**June 28, 2021**
Proposed Start Date:	**Upon approval by CCPE**

Background

The Higher Learning Commission (HLC) requires that anyone teaching an undergraduate course, including a dual credit course, have either a master's degree in the discipline in which they are teaching or a master's in another field with at least 18 graduate credit hours in the discipline in which they are teaching. In the past, many high school teachers held a master's degree in education or in curriculum and instruction. Neither degree alone meets the HLC requirements.

Description

The purpose of the proposed program is to better address the needs of secondary social studies teachers who may need to teach dual enrollment college courses in history and government. The UNO Department of History currently offers an 18-credit hour graduate certificate specifically targeting secondary history teachers. Likewise, the Department of Political Science offers a graduate certificate in Government.

The 36-credit hour program would integrate the existing graduate certificates into a Master of Arts degree. Consequently, the curriculum would require 18 credit hours in history, including nine credit hours of specific seminars, and 18 credit hours in political science, including six hours of seminars. A comprehensive exit exam would also be required.

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

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

REVIEW CRITERIA

A. Need for the Program

High---------------Low				
√				

UNO cites the HLC requirements as evidence of need for the program. This is especially important in the diverse field of social science where teachers are often asked to teach a variety of courses (history, government, geography, economics, sociology, etc.). Being qualified to teach the various social science courses in high school does not, however, qualify one to teach dual credit. The proposed program would provide the credentials needed to teach two of the social science disciplines for college credit.

The proposal states that the degree would give teachers the ability to develop or provide new courses for which they may not have had the expertise previously. In most school districts it would also increase their salary.

Other factors listed by UNO:
- Rural districts have a hard time recruiting teachers, especially if the district is not located within driving distance of a graduate program. The proposed degree would meet that need.
- According to the U.S. Department of Labor, employment among postsecondary history and political science teachers is expected to increase by about 9% and 9.5%, respectively, between 2018 and 2028.
- There is an increasing demand for dual credit offerings. All but eight states require some version of the 18-credit hour rule, giving the proposed program a nationwide pool of possible students.

Seven letters of support were included with the proposal. Three were from current teachers, two of whom noted that colleagues had enrolled in programs out of state or through private institutions. Three other letters were from Omaha Public Schools, Lincoln Public Schools, and Gordon-Rushville Public Schools. The final letter was from UNK, noting that the History Departments at UNK and UNO had met several times and agreed upon avenues for collaboration. (The proposal notes that UNO had also met with UNL history faculty.)

The HLC requirements alone justify a need for the program. The diversity of the field of social science further supports the need as does the number of small, rural school districts in the state.

B. Demand for the Program

High---------------Low				
	√			

UNO reports that that the Political Science program has enrolled ten fellows from across the country who were selected as recipients from the James Madison Fellowship Foundation (the foundation funds about 50 students per year who are high school history and/or government teachers). According to UNO most of the fellows attend Ashland (Ohio) University's blended Master's in History and Government.

The university makes the following enrollment projections:

Year 1	3, due to limited advertising
Year 2	3-5 new enrollees, due to increased visibility with the James Madison Fellows
Years 3-5	5-7 new enrollees, based on conversations with current and potential dual enrollment instructors

UNO expects students to take an average of four years to complete the degree. Most will be employed, with constraints on their time. However, some may have all or part of a graduate certificate to apply toward the degree, decreasing time to completion. Taking these variables into account, UNO anticipates having 15 to 20 students enrolled at any one time, with five to seven graduating every year. The online availability should attract students from rural areas as well. During February 2021 the two departments received two inquiries about potential programs: one from Nebraska and one from Texas.

Past enrollments support the demand for the program. The existing graduate certificate in history is new, with three students enrolling in 2020-21. The government certificate, however, was initiated in 2016-17 with one student. Since then 31 students have enrolled with 15 completing the program.

C. Avoidance of Unnecessary Duplication

High				Low
√				

There are no comparable programs in Nebraska. The proposal states that the only institution they are aware of that offers a similar program is Ashland University in Ohio. UNO asserts that the proposed program has several advantages over Ashland's, including tenure-track faculty, no residency requirement, totally asynchronous courses, and lower tuition.

Many institutions offer online graduate degrees in a single discipline, including an MA in history at UNK. None of those programs provide the student with the benefit of being qualified to teach dual credit courses in two different subject areas.

D. Resources: Faculty/Staff

High				Low
	√			

The proposal states that no new staff or faculty would be needed. All courses are existing—the majority taught by tenure-track faculty--and could absorb the increased number of students. If enrollment grows greatly in the future, additional courses or sections might need to be offered. The Political Science Department has an existing staff line dedicated to advising students. This person would advise students in the new program as well as handle the day-to-day operations of the program.

The program would be governed by a graduate committee consisting of the History Department Graduate Chair, the Political Science Department Chair, and one faculty member from each department.

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

Acceptable			
yes	√	no	

The proposal states that no additional resources would be needed. Since there are history and political science/government programs in place, no physical facilities should be required and the UNO Criss Library should be able to provide sufficient resources for the program.

F. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated/Existing Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees *	$312,392
Five-Year TOTAL		Five-Year TOTAL	$312,392

*Based on three students in year one taking four courses per year: two with distance education resident tuition ($382.50) and one with distance education non-resident tuition ($629.34). See Section B for enrollments in years two through five.

Committee Recommendation: Approve the Master of Arts in History and Government at the University of Nebraska at Omaha.

First Regular Program Review: Due June 30, 2028

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska-Lincoln**
Program:	**Acting**
Award:	**Bachelor of Fine Arts (BFA)**
Mode of Delivery:	**Face-to-face**
Institution's Existing Degree(s) in Same or Similar Discipline:	**BA in Theatre: Performance; BFA in Theatre: Design/Technical Production; BFA in Theatre: Emerging Media Arts**
Proposal Received by Commission:	**June 28, 2021**
Proposed Start Date:	**Upon approval by the Coordinating Commission**

Description

The purpose of the proposed degree is to provide beginning actors with professional-level actor training for careers in film, theater, and new media. Immersion in experiential learning practices would be a primary component of the curriculum. The degree would consist of 120 semester credit hours comprised of 24 hours (eight courses) of theater core, 59 hours (23 courses) of major theater requirements, 16 hours of electives, and 30 hours of general education courses.

Of the 23 courses in the major, 15 would be new. However, many of those identified as new are reworkings of existing courses to better meet the goal of the new program to provide a sequence of in-depth experiential learning. The courses include drama, stage movement, vocal training, stage combat, dance, film acting, and new media performance. One course focuses specifically on effective business and entrepreneurial practices within the professional entertainment industry. Other courses have business practices embedded within the curriculum.

Upon approval, UNL would cease enrolling students in the BA in Theatre: Performance Option. Current students would be provided options to either complete their BA in Performance or convert to the new BFA in Acting.

All BA and MFA Theatre degree programs are housed in the Johnny Carson School of Theatre and Film and are accredited by the National Association of Schools of Theatre (NAST). The proposed BFA in Acting was designed to fulfill the learning outcomes established by NAST. UNL states that they are committed to receiving NAST accreditation for the BFA.

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 quotes the International Trade Administration's Industry and Analysis Unit that reported the U.S. media and entertainment industry is the largest in the world. At $717 billion in 2019, it is expected to reach over $825 billion by 2023. The proposal also states that live performance theaters contribute nearly $9 billion to the economy with over 3,500 live theaters nationwide. UNL cites the U.S. Bureau of Labor Statistics that recorded 64,500 jobs for actors nationally in 2018 with a 12% projected increase in employment by 2028.

Although the proposal did not discuss the need for the program within Nebraska, it did provide a partial list of graduates who are working professionally in the state as well as a few who are employed elsewhere.

UNL reports that the proposed program would respond to the growing professional preparation requirements of the industry. This position is supported by seven letters received from alumni and representatives of regional theater companies. One alumnus was especially impressed with the inclusion of film and new media as well as the emphasis on business in the proposed curriculum.

Statistics cited as evidence of need are at the national level. However, strong letters of support and current enrollments (see Section B) suggest a need for the program.

B. Demand for the Program

High				Low
√				

The proposal cites an annual report from NAST indicating that in 2019-20 Acting and Musical theatre Performance had significantly greater enrollment than any other area of theatre education. Additionally, the BFA in Acting projects a 12.5% enrollment increase compared to a BA in Performance. UNL's formal and informal conversations with potential students during recruiting trips confirm the greater interest in the BFA.

UNL currently offers three degree options under its theatre program: a BA in performance, a BFA in design/technical production, and a BFA in film and new media production. Upon approval of the proposed program, the performance option would be phased out, allowing current students to complete the BA program or transfer to the proposed BFA. Based on current enrollment figures for the BA in Theatre: Performance option, UNL anticipates that 16 students would enroll in the first year of the BFA program. The Performance option has a five-year average of 8.4 graduates.

The current enrollments are evidence of student demand. Demand may increase with the change to a BFA degree.

C. Avoidance of Unnecessary Duplication

High				Low
	√			

There is one BA program in acting Nebraska. It is offered by Nebraska Wesleyan University and while similar to the proposed program it is not NAST accredited and focuses primarily on live theater. Almost all of the

four-year institutions in the state offer a baccalaureate degree program in theatre, some with performance or acting concentrations: CSC, a Performance/Directing option; UNO Acting/Directing concentration; Creighton University, Performance Track; and Union College, Performance focus area.

The proposal states that there are only 50 NAST-accredited BFA in Acting programs in the United States. Seven Big 10 institutions offer a BFA in Acting but only Penn State has NAST accreditation.

D. Resources: Faculty/Staff

High	---------------	Low
	√	

UNL states that the existing faculty in the performance area are sufficient to offer the program. There are three full-time members and one full-time member with a .50 FTE dedicated to the performance area. Additionally, the Johnny Carson School Director would be available to teach one class per year in her area of expertise. Core requirements in other areas of theater such as technical theatre design and practice would be taught by faculty members in those sub-disciplines.

UNL asserts that the majority of the twelve new course offerings proposed in the BFA in Acting would replace many of the courses currently offered in the BA in Theatre: Performance option. Thus, faculty would need less time to convert the courses (versus developing entirely new course content), allowing the current faculty load to remain consistent.

E. Resources: Physical Facilities/Equipment

High	---------------	Low
√		

The program would be housed in the recently renovated Temple building (12th and R Street) with access to the newly dedicated Carson Center for Emerging Media Arts (13th and Q Street). These facilities include multiple performance studio spaces with mirrors and sprung flooring, dance studios, technical/design classrooms, computer lab, academic classrooms, costume shop, scenic shop, meeting rooms, faculty offices, voice-over booth, motion capture studio, student lounge, administrative offices, and three separate performance venues.

F. Resources: Library/Information Access

High	---------------	Low
√		

The proposal lists a variety of information resources available including a theatre collection in Love Library, a few rare books in Special Collections, volumes about theatre architecture in the Architecture Library, and musical theatre books in the Music Library. Love Library has a Media Services room for viewing DVDs as well as a group study room seating two to eight students with video/DVD capability. The physical collections are supplemented by subscriptions to about 30 arts and humanities databases

G. Budget

There are no costs or new tuition and fee revenue since this is a transformation of an existing option within a current program.

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	
Faculty Start-up		Tuition and Fees	
Five-Year TOTAL	0	Five-Year TOTAL	0

Committee Recommendation: **Approve the Bachelor of Fine Arts in Acting at the University of Nebraska-Lincoln**

First Program Review Date: **Due June 30, 2025.**

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska-Lincoln**
Program:	**Environmental Engineering**
Award:	**Bachelor of Science (BS)**
Mode of Delivery:	**Face-to-face (Lincoln and Omaha)**
Institution's Existing Degree(s) in Same or Similar Discipline:	**MS in Environmental Engineering; BS, MS, and PhD in Civil Engineering**
Proposal Received by Commission:	**August 16, 2021**
Proposed Start Date:	**Fall 2022**

Description

The proposed program would focus on applying engineering principles to protect human health from adverse environmental factors, protect the environment, and improve environmental quality. UNL notes that the program would focus on an area of strategic importance to Nebraska: natural resources, especially water.

The proposed curriculum aligns with the guidelines for undergraduate programs established by the Accreditation Board for Engineering and Technology (ABET) and prepares students to take the Fundamentals of Engineering exam. (In Nebraska, a student must have graduated from an ABET accredited program and pass the Fundamentals of Licensure exam as the first steps toward licensure as a professional engineer.) In order to meet ABET guidelines (for application for accreditation) and the UNL general education requirements, the program would consist of 125 credit hours—five hours beyond the Board of Regents' 120 credit hour policy. This is typical for an engineering program, both at UNL and other institutions.

The 125-credit hour curriculum would consist of 42 credit hours in civil and environmental engineering courses, including a senior design project, and 12 hours of electives from engineering and math. The remainder of the courses would be general education courses and several math and science courses needed to prepare the student for the engineering coursework. Five 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			
√			

UNL cites the U.S. Bureau of Labor Statistics Occupational Outlook Handbook showing that environmental engineers are the fifth most common engineering discipline, with a projected 5% job growth rate from 2018 to 2028. The Nebraska Bureau of Labor Statistics indicates that there are 460 environmental engineering jobs in the state of Nebraska (with a mean annual average salary of $89,120) and an additional 1,640 civil engineering jobs, a portion of which could be filled by individuals with a degree in environmental engineering.

A market analysis, conducted for UNL by Hanover Research, found strong and growing student demand for the major, and that a non-existent competitive environment locally suggests that the proposed program would fill a market gap. Hanover projects environmental engineer employment growth regionally over the next decade at 10.4%.

The proposal notes that in both the Big Ten and among UNL's Regent peer group about half the B.S. in environmental engineering programs have been added during the past decade. This suggests a need but also that UNL would be at a recruiting disadvantage if it does not have a B.S. in environmental engineering.

Five emails or letters of support were provided by the external advisory board for the Department of Civil and Environmental Engineering, UNL's College of Agricultural Sciences and Natural Resources, and three local companies (Olsson, Lamp Rynearson, and HDR). The three companies all noted their reliance on UNL for employees. HDR reported a need for more engineering graduates and Olsson noted that one of the greatest challenges they face is the ability to hire enough quality talent to support the demand.

The figures cited suggest a need for the program. Recent environmental calamities, both in Nebraska and the nation, also speak to a need for environmental engineers.

B. Demand for the Program

High---------------Low			
√			

UNL reports that, regionally, environmental engineering bachelor's completions at institutions similar to UNL grew by 15.5% between 2014 and 2018. The proposed program would attract and retain Nebraska students by providing a degree program for which students currently leave Nebraska to obtain.

Within Nebraska, the environmental engineering discipline was the fourth highest in the number of professional engineering licenses issued between 2015 and 2019, even though UNL does not offer a B.S. program. Approximately half of the environmental engineering licenses issued were to individuals from other jurisdictions seeking the ability to operate in the state.

Evidence from the College of Engineering includes 15 to 20 emails annually from high school students interested in majoring in environmental engineering (who often move out of state for their education). The college also participates in a mentoring program organized by the Nebraska Water Environment Association and the Nebraska Section American Water Works Association. In 2019-20, 28 students signed up for the program. The students were primarily

enrolled in the B.S. in Civil Engineering program, but also included students from other engineering majors and several students from other majors who were considering changing majors.

Another measure of potential demand reported by UNL is enrollment in Introduction to Environmental Engineering. It is a required class for the B.S. in Civil Engineering and an elective course for other engineering majors. In the past three years the course has annually attracted 45 to 60 engineering students from other majors; 55% of these students expressed a very high interest in environmental engineering in a class pre-survey.

UNL estimates that the first year of the program the enrollment would be approximately 14 students since the enrollment would largely be based on internal transfers into the new major. Based on the enrollment growth data collected from peer institutions, UNL anticipates that enrollment would increase significantly after a full year of recruiting for the new major with 140 students enrolled by year five.

The total number of enrolled students at first appears large, but it represents all undergraduate students. The Integrated Postsecondary Education Data System (IPEDS) shows that UNL graduated 117 students with baccalaureate degrees in civil engineering in 2019 alone. This supports the projected enrollments and demand for the program.

C. Avoidance of Unnecessary Duplication

High---------------Low				
	√			

There are no undergraduate degree programs in environmental engineering in Nebraska. UNL reports that B.S. degrees in environmental engineering have existed for over a decade in Colorado and South Dakota and have recently been initiated in Iowa and Kansas. An ABET-accredited degree in environmental engineering is currently offered by eight of the twelve other Big Ten Engineering Colleges. Most of those programs were added recently in response to student demand.

The proposed program is not a duplication of the existing BS in civil engineering. Civil engineering is a broad field that covers many areas, including environmental engineering. The proposed program would provide instruction in one specific aspect of civil engineering.

D. Resources: Faculty/Staff

High---------------Low				
	√			

UNL states that within the Department of Civil and Environmental Engineering there are six faculty members licensed as professional environmental engineers. Many of the courses needed for the program are currently offered as requirements or electives within the College of Engineering and have the capacity to accommodate additional students. Five new courses would need to be created.

One new faculty member, a professor of practice, would be needed in the first year. If enrollment projections are met, a second faculty member would be added in year three and another in year five. All three positions are included in the budget, although the salaries would be supported by the College of Engineering's existing budget and tuition from enrollment growth. The College has a procedure to allocate graduate teaching assistantship (GTA) resources based in part on student credit hour production. Under this model additional GTA resources would be provided to support the proposed program.

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

Acceptable			
yes	√		no

UNL reports that the program would use existing advising*, student support, classroom, and lab space within the Department of Civil and Environmental Engineering in both Lincoln and Omaha. Existing instructional equipment and laboratory space would also be sufficient to support the program.

*The College of Engineering provides an Engineering Student Services advisor to every student for their freshman and sophomore years. A discipline-specific advisor is assigned for subsequent years.

F. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	$1,161,761	Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Faculty Start-up		Tuition and Fees *	$6,854,995
Five-Year TOTAL	$1,161,761	Five-Year TOTAL	$6,854,995

* Based on 14 students in year one, increasing to 140 total students in year five. Projections used annual tuition and fees of $11,092 for residents and $32,871 for non-residents with approximately 80% resident and 20% non-resident students.

Committee Recommendation: **Approve the Bachelor of Science degree in Environmental Engineering at the University of Nebraska-Lincoln**

First Program Review Date: **Due June 30, 2023.**

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska-Lincoln**
Program:	**Statistics and Data Analytics**
Award:	**Bachelor of Science (BS)**
Mode of Delivery:	**Face-to-face**
Institution's Existing Degree(s) in Same or Similar Discipline:	**MS and PhD in Statistics**
Proposal Received by Commission:	**August 16, 2021**
Proposed Start Date:	**Upon approval by the Coordinating Commission**

Description

The proposed program would be housed in the College of Agricultural Sciences and Natural Resources (CASNR). It is designed to serve students who wish to pursue careers in statistics, machine learning, and data analytics. Students would learn to identify a problem that can be informed by data, collect the data, analyze it using statistical reasoning, communicate the results, and in some instances construct a solution. The degree would consist of 120 semester credit hours including 36 hours of statistics-related core courses, 12 hours of statistics electives, a capstone course, and general education courses. The curriculum aligns with the guidelines for undergraduate programs established by the American Statistical Association.

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 the use of data accelerated in the 1990s with advances in computing and the resulting reduction in the cost of data collecting. Today proficiency with data has become essential for the routine functioning of society as well as for advances in many fields. As a result, statistics and data analysis are among the most in-demand skill sets in business settings, with a predicted increase in jobs of 30% between 2019-2029. A 2017 report in Business Higher Education Forum states that businesses have a preference for hiring people with analytic skills across a variety of positions. The employment possibilities cover a wide range, from agricultural industries to insurance.

UNL cites the U.S. Bureau of Labor Statistics for the above national data and reports that all jobs in Nebraska are expected to grow by 5.52% by 2028. It is also anticipated, however, that 72 new job titles will be added to the definition of "Statistician", resulting in an expected increase of more than 25%. The proposal also states that statistics and related fields such as operations research account for five of the top 12 occupations with the highest expected job growth in Nebraska over the next seven years, with 2,214 jobs added. NEworks (Nebraska Department of Labor) estimates that for every three statistics positions, there are only two candidates available.

UNL notes that while there are local companies advertising for statisticians, many attempt to develop data analytic skills in-house because of the perception that data professionals gravitate toward the coasts and urban areas. Having a local source of talent would provide a benefit to Nebraska companies.

Emails or letters of support were provided by four colleges or departments at UNL, the American Statistical Association, Celerion (a Lincoln-based contract research organization for pharmaceutical companies), Google, North Carolina State University, and Penn State University. Several letters noted especially the inclusion of a communication/collaboration piece in the curriculum.

The statistics and letters of support provided, along with the lack of a similar program in the state (see Section C), document a need for the program.

B. Demand for the Program

High---------------Low				
	√			

UNL reports that nationally the number of bachelor's degrees in statistics awarded in 2019 was 3,745—a 92% increase over 2015. To estimate the potential demand by students in Nebraska, UNL tapped the figures from Iowa State University as a comparable institution. That program has had an enrollment of at least 75 students every year since 2015. In its letter of support, Penn State reported 256 students enrolled in its BS program in 2019-20.

The budget uses five students in year one, 10 new students in year two, and 20 new students in each subsequent year. That results in a total of 75 students enrolled in the program in year five.

The proposal does not specifically address the demand for the program by Nebraska students. The number of awards from the graduate programs, however, suggest a local demand: an annual average of 11.4 graduates from the MS program and 4.0 from the PhD. These are supported by the national figures and those from Iowa and Penn State.

C. Avoidance of Unnecessary Duplication

High---------------Low				
√				

There are no undergraduate degree programs in statistics and data analytics in Nebraska. Several institutions offer statistics or data science options within their math degree or a minor (UNL, UNO, UNK, Creighton, Doane, CSC) but none require more than four statistics courses and some only require one. UNL asserts that the proposed program is unique for its focus on the integration of statistical skills, communication and collaboration skills, and statistical computing skills, i.e., integrating statistics with soft skills. In addition, UNL is the only institution in the Big10 that does not have a baccalaureate degree in Statistics and Data Analytics.

D. Resources: Faculty/Staff; Physical Facilities/Equipment; Library/Information Access

Acceptable			
yes	√		no

UNL states that the Institute of Agriculture and Natural Resources began investing in the field of statistics and data analytics five years ago. Consequently, the proposed program would use existing faculty, advising, student support, classroom, and lab space within the Department of Statistics and CASNR. Future instructional needs would be supported through enrollment growth revenue through the University's new IBB model—an incentive-based budget model that decentralizes budget authority, transferring it from central administration to individual schools or programs.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds [1]	$25,000
General Operating	$25,000	New State Funds	
Equipment		New Local Funds	
Faculty Start-up		Tuition and Fees [2]	$2,237,970
Five-Year TOTAL	$25,000	Five-Year TOTAL	$2,262,970

[1] From the Department of Statistics

[2] Based on five students in year one, increasing to 75 total students in year five. Projections used tuition rates of $259/credit hour for residents and $830 for non-residents taking 30 credit hours per year and with approximately 73% resident and 27% non-resident students.

Committee Recommendation: **Approve the Bachelor of Science degree in Statistics and Data Analytics at the University of Nebraska-Lincoln**

First Program Review Date: **Due June 30, 2028.**

CCPE NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska-Lincoln**
Program:	**Biomedical Engineering**
Award:	**Doctor of Philosophy (PhD)**
Mode of Delivery:	**Face-to-face (Lincoln and Omaha)**
Institution's Existing Degree(s) in Same or Similar Discipline:	**PhD in Engineering with a biomedical specialization**
Proposal Received by Commission:	**August 16, 2021**
Proposed Start Date:	**When approved by the Coordinating Commission**

Background
In 1973 UNL created a unified, interdepartmental PhD in engineering with five areas of specialization (or tracks). Over time other specializations were added including the biomedical engineering specialization in 2002. In 2012 seven of the specializations were disaggregated into stand-alone PhD programs (Architectural Engineering; Biological Engineering; Chemical and Biomolecular Engineering; Civil Engineering; Computer Engineering; Electrical Engineering; and Mechanical Engineering and Applied Mechanics). At that time, the field of biomedical engineering was not deemed ready to be a stand-alone doctoral program.

Description
Biomedical engineering is an interdisciplinary field that focuses on employing engineering techniques to improve human health by incorporating both biomedical and engineering knowledge and techniques. Since adding the biomedical engineering specialization in 2002, UNL has been providing additional resources to improve the specialization as the field of study evolves.

The program would require, like most doctoral programs, 90 credit hours beyond the bachelor's degree. The core curriculum specific to the doctorate would consist of 42 credit hours—three in statistics and experimental design, nine in human biology, and 30 in engineering and science.

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, according to the American Society for Engineering Education, graduate biomedical engineering program enrollments in the U.S. have risen from approximately 6,800 students in 2006 to roughly 10,000 in 2015. In 2011 the Bureau of Labor Statistics listed Biomedical Engineering as the fastest growing occupation.

The proposal noted that a Bureau of Labor Statistics report indicated a perceived 72% growth in biomedical engineering positions (or 12,000 new jobs) by 2012. UNL asserts that this information is in line with a similar report in 2009 that noted the aging of the population and a growing focus on health issues driving demand for better medical devices and equipment. The report also stated that an increased concern for cost-effectiveness should boost demand for biomedical engineers, particularly in pharmaceutical manufacturing and related industries. Median annual earnings of biomedical engineers were $88,550 in a 2018 report, up from $82,550 in 2011.

Eight letters of support were submitted by faculty from College of Engineering, the Department of Special Education and Communication Disorders, the Department of Genetics, Cell Biology, and Anatomy, the College of Dentistry, the College of Medicine, the Department of Biomechanics, and the Department of Orthopaedic Surgery.

Much of the documentation is dated but given the rapidly changing environment in the field of medicine, the need should not have diminished in the past few years.

B. Demand for the Program

High				Low
√				

Since the creation of the specialization in 2012, 25 PhD students have completed the program. In addition, there are currently 25 PhD students enrolled in the specialization. UNL reports that the number of applications to the specialization and number of enrolled students continues to grow, and that they expect the growth to increase should the stand-alone program be approved.

UNL also used current enrollments to estimated demand. Since spring 2019 there were 345 students enrolled in PhD programs in engineering across 13 fields, an average of 26 students per field. In addition, the undergraduate biomedical engineering option (under the BS in biological systems engineering) enrolls approximately 130 students. About two-thirds go on to graduate or medical school, often outside the state.

UNL expects to attract 10 new students to the program to join the 25 current students in the PhD Biomedical Engineering specialization who would move to the stand-alone PhD program.

The enrollments, especially the number of students currently enrolled in the specialization, support sufficient demand for the program.

C. Avoidance of Unnecessary Duplication

High	---------------	Low
√		

There are no free-standing doctoral degree programs in biomedical engineering in Nebraska. UNL has a biomedical specialization within its Engineering PhD program that will be discontinued after the proposed program is approved and fully functioning. UNO offers an MS in Biomechanics. The proposal describes the difference between the two programs this way: biomechanics constitutes the study of the forces that act on a body and the effects they produce; biomedical engineering focuses on solving medical problems using engineering skills.

UNL reports that there are at least 78 programs nationwide offering a PhD in Biomedical Engineering, but relatively few are in the Midwest. South Dakota, Kansas, Wyoming, and Montana do not have programs. The University of Oklahoma started one in 2000, the University of Iowa has had a program since 1986, and the University of Minnesota's program started in 1972. More recently the University of Colorado initiated a program as did the University of North Dakota where the program is also available online.

D. Resources: Faculty/Staff

High	---------------	Low
	√	

UNL states that no additional funds would be required to support the program since the college can deliver the program with up to 35 students with existing faculty, staff, and courses.

The College of Engineering has an Associate Dean for Graduate and International Programs and two staff members, a Graduate Program Director and an administrative associate, who support the specialization and would support the proposed program. Two of the biomedical engineering graduate faculty hold professional engineering licenses.

The program would include faculty collaboration with UNMC and UNO and research projects with local health care facilities and companies. A survey of graduate faculty interested in engaging with the program resulted in 32 names: two from UNO's College of Education, Health, and Human Sciences; three from UNMC; and the remainder from various UNL engineering programs and special education and communication disorders.

E. Resources: Physical Facilities/Equipment

High	---------------	Low
	√	

UNL reports that classrooms on the Lincoln campus are located in Scott Engineering Center, Hardin Hall, Nebraska Hall, and Othmer Hall. Classrooms are distributed throughout the buildings and range in size from 20 to 110 seats. On the Scott campus in Omaha classrooms are located in the Peter Kiewit Institute and Scott Technology Center and range in size from 20 to 64 seats. Each faculty member maintains physical laboratory spaces in Lincoln and Omaha that can be used for laboratory-based graduate courses and for research.

Classrooms are equipped with typical instructional tools including a wireless network. The Omaha and Lincoln campuses are connected via video conferencing equipment. There are six distance education classrooms on the Lincoln campus and three in Omaha.

F. Resources: Library/Information Access

Acceptable			
yes	√		no

UNL states that current library resources are adequate to support the proposed degree program. There should be sufficient resources since there are existing specializations in biomedical engineering at both the undergraduate and doctoral level.

G. 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	
Faculty Start-up		Tuition and Fees *	$685,788
Five-Year TOTAL	0	Five-Year TOTAL	$685,788

* Based on 10 new students enrolling each year, starting with year 2. Amount does not include the students in the existing specialization who would transfer to the new program. Projections used annual tuition and fees of $8,496 for residents and $23,130 for non-residents with approximately 41% resident and 59% non-resident students.

NOTE: Many of the students will have graduate assistantships that include full tuition waivers. The College of Engineering intends to support the tuition waiver up to $15,000 per new student from externally funded research. These numbers are not shown in the budget.

Committee Recommendation: **Approve the PhD in Biomedical Engineering at the University of Nebraska-Lincoln**

First Program Review Date: **Due June 30, 2023.**

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska Medical Center (UNMC)**
Program:	**Respiratory Therapy**
Award:	**Master of Respiratory Care (MRC)**
Mode of Delivery:	**Face-to-face**
Institution's Existing Degree(s) in Same or Similar Discipline:	**None**
Proposal Received by Commission:	**August 16, 2021**
Proposed Start Date:	**Upon approval by the Commission**

Background

Respiratory therapy is an allied health profession dedicated to the evaluation and treatment of persons with heart and lung diseases. Respiratory therapists focus on the ongoing management of patients with acute pulmonary and chronic lung disease. In addition, respiratory therapists perform diagnostic studies, provide patient education, and provide long-term care for patients with chronic illness.

Traditionally, the entry-level education for a respiratory therapist was an associate degree. However, in 2018 the Commission on Accreditation for Respiratory Care (CoARC) changed the accreditation standard to require all *new* entry-level programs to award a baccalaureate or graduate degree.

Description

This degree would be an entry-to-practice Master of Respiratory Care program (versus a master's degree in advanced respiratory care for students with experience in the field) open to students who complete pre-requisite coursework but who have no prior education or experience in respiratory therapy. Before admittance to the program, students would be required to complete either a bachelor's degree or a minimum of three-years and 90-credit hours at an undergraduate accredited university, taking specifically identified pre-requisite courses. If students enter the MRC program following three-years (90 credits) of undergraduate preparation, they would also be awarded a bachelor's degree in Medical Sciences from UNMC.

The UNMC curriculum would consist of an 82-credit hour program delivered over 5 semesters (21 months). A sample of a typical curriculum for an accredited program was provided. In addition to didactic courses it included clinical seminar, clinical practice, and a research project.

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 cites the U.S. Department of Labor Bureau of Labor Statistics for evidence of need. The national demand for respiratory therapists is expected to increase by 19% during the ten-years from 2019-2029, and the average annual openings are projected to be 10,600 across the United States, with 830 average annual openings in Nebraska and its six contiguous states. A 2018 Nebraska Workforce Report projected a 13.5% increase for respiratory therapists in Nebraska for the decade 2014-2024.

UNMC notes that the age of the respiratory therapy workforce in Nebraska may have an impact on average annual openings for respiratory therapists in the state. A recent workforce study conducted by the UNMC Area Health Education Center (AHEC) Program found that of the total respiratory therapist workforce in the state, almost one-quarter were over the age of 56 years. Of these, 9.6% were between the ages of 61-65 years, and 3.1% were over the age of 65 years.

UNMC reports that the COVID-19 pandemic has dramatically increased the need for respiratory therapists in the Omaha community and at UNMC's clinical partner, Nebraska Medicine. Currently, Nebraska Medicine employs approximately 150 respiratory therapists across multiple departments. Additionally, Children's Hospital and Medical Center employs approximately 80 respiratory therapists. Vacancy rates at Nebraska Medicine are consistently in the 10%-20% range, with turnover at approximately 10%-15%. To maintain respiratory care services, on average Nebraska Medicine also relies on 5-10 respiratory therapists on contract at any given time.

The proposal asserts that while it might be anticipated that the acute need for respiratory therapy services will diminish as the U.S. begins to emerge from the pandemic, the number of patients with long-term respiratory-related conditions recovering from moderate to severe forms of the disease will likely keep respiratory therapy care demand above pre-pandemic levels. According to the CDC National Center for Health Statistics and the American Lung Association even before the pandemic chronic lower respiratory diseases (CLRD) were the fourth leading cause of death in all ages in the U.S. The 2018 prevalence of CLRD was 6.3% in Nebraska and ranged from a low of 4.6% (South Dakota) to a high of 9.1% (Missouri) in the six contiguous states. In real numbers, over one million (1,067,500) individuals in Nebraska and its six contiguous states were living with chronic lower respiratory diseases in 2018.

Lastly, Nebraska Department of Labor occupational data indicated that in 2019 there were approximately 1,213 respiratory therapists employed in the state. Median annual wage for respiratory therapists in Nebraska is listed at $57,407 and at that time there were only 18 candidates available for 79 job openings.

Seven letters of support were provided by various departments at UNMC and Nebraska Medicine as well as President of the Nebraska Society of Respiratory Care, the President of the National Board for Respiratory Care, and CoBGRTE (the Coalition for Baccalaureate and Graduate Respiratory Therapy Education).

To be licensed as a "Respiratory Care Practitioner" in the state of Nebraska, one must have graduated from a respiratory care training program accredited by the CoARC and passed the licensure exam with a score of at least 75 (offered by the National Board for Respiratory Care).

The greatest indicator of need is the change in requirements by the accreditor. There are currently no programs offering a baccalaureate or graduate degree for entry-level education in the state (see Section C). In addition, the figures presented as evidence of need were all collected pre-pandemic and most certainly would reflect a greater need today.

B. Demand for the Program

High	---------------	Low		
	√			

The proposal provided the number of applications, number of new enrollees, and number of graduates in 2019 from the 32 entry level programs in Nebraska and its six contiguous states. All were associate degrees except for one baccalaureate program in Kansas and one in Missouri. The number of enrollees ranged from 13 in Wyoming (one program) to 121 in Kansas (nine programs). Nebraska's three programs enrolled 58 students.

UNMC projects an initial enrollment of 20 students in the first cohort (16 resident and four non-resident). That group would matriculate in fall 2023, the third year of the budget. Enrollment would then increase to 24 students for each subsequent year (18 resident and six non-resident students).

Dividing the 58 enrollees in Nebraska's programs by three results in an average of 19 students. However, the requirement for entry-level education to be at the baccalaureate level does not go into effect until 2030. The associate degree programs will likely continue to operate for at least a few years and could have an impact on enrollments at UNMC. Also, many students who have been enrolling in the associate degree programs would not have the educational background to apply to the master's program and may not have the interest or financial ability to complete a baccalaureate degree or the 90 hours of pre-requisites for the master's. The projections for the first cohort may be optimistic but even with fewer students the number should be sufficient to support a viable program.

C. Avoidance of Unnecessary Duplication

High	---------------	Low		
√				

A Master of Respiratory Care is not currently offered in Nebraska. The proposal reports that there are eight respiratory care master-level programs in the U.S., only five of which are entry-to-practice. The closest are at private institutions in North Dakota and Illinois. Nebraska does have three entry-to-practice programs (SCC, MCC, Nebraska Methodist), but all are at the associate level. There is also one bachelor's level degree advancement program at Nebraska Methodist College.

D. Resources: Faculty/Staff

High		---------------		Low
√				

CoARC accreditation standards require a full-time program director and a full-time director of clinical education. CoARC also requires an appointed medical director who would be provided in-kind from Nebraska Medicine. Two additional 1.0 FTE instructional faculty would also be hired.

The program would be housed in the College of Allied Health Professions (CAHP). Existing personnel in the CAHP offices would be available to provide administrative support for the proposed program. An additional 1.0 FTE for dedicated administrative support is included in the budget.

The development of the curriculum would be the responsibility of the new faculty. There are, however, several existing courses at the graduate/professional level in related fields (e.g., Clinical Perfusion and Physician Assistant) that could contribute to program design.

The program will have a Program Advisory Committee. Members would be solicited from community stakeholders, largely Nebraska Medicine and Children's Hospital and Medical Center.

The primary partners for clinical placements would be the respiratory therapy services at Nebraska Medicine and Children's Hospital and Medical Center. The CAHP also has an existing network of over 400 affiliation agreements with healthcare facilities and providers. Of those agreements, over 300 are "blanket" agreements which support clinical education for students from multiple health professions programs. There are 143 agreements with healthcare institutions in Nebraska, many in rural communities.

E. Resources: Physical Facilities/Equipment

High		---------------		Low
	√			

UNMC would renovate as necessary space on the Omaha campus to house the respiratory therapy program, including office space for the program director, director of clinical education, and faculty, as well as student work area/small group meeting space. These areas would have internet access, conference room space, and equipment for distance learning, conference calls, and video conferencing. Resources in Bennett Hall, Wittson Hall, the Michael F. Sorrell Center for Health Sciences Education, and Nebraska Medicine would also be accessible to the respiratory therapy program.

Didactic classes would be held in the classrooms and laboratories in Bennett Hall or the Michael F. Sorrell Center. The CAHP has research laboratories, classrooms, and graduate student offices in the Center for Healthy Living, as well as laboratory space in Wittson Hall and Bennett Hall.

The UNMC Office of Academic Affairs houses the E-Gallery, a library of e-Learning modules, available to students anytime and anywhere. The Davis Global Center, opened in October 2020, provides students with access to numerous instructional resources using simulation and virtual and augmented reality for learning and acquiring complex

clinical competencies. The budget for the program includes the purchase of specialized equipment such as hi-fidelity simulators and ventilators required for hands-on laboratory education.

F. Resources: Library/Information Access

High---------------Low			
	√		

UNMC reports that all students have access to UNMC's McGoogan Health Sciences Library. In addition to resources physically located on the Omaha campus, the library has over 5,500 full-text, online journals and over 150 on-line textbooks

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	$1,958,188	Existing Funds[4]	$1,252,874
General Operating[1]	$489,547	New State Funds	
Equipment[2]	$226,500	New Local Funds	
Facilities[2]	$300,000	Tuition and Fees[5]	$1,961,287
Other[3]	$112,500		
Five-Year TOTAL	$3,086,735	Five-Year TOTAL	$3,214,161

[1] Includes faculty development, travel, office equipment and supplies, program events, and marketing and recruiting costs.
[2] Start-up costs
[3] Includes faculty recruitment and relocation expenses, one-time accreditation fees
[4] College/Campus auxiliary funds
[5] Based on the current resident and non-resident tuition for the Clinical Perfusion Master's degree program, inflated at 2.5%. The projected resident per credit hour rate is $367 and the non-resident rate is $965. In keeping with all CAHP programs, the MRC would be billed in a flat rate model of $30,337 for the first resident cohort and $79,781 for the first nonresident cohort.

Committee Recommendation: Approve the Master of Respiratory Care degree at the University of Nebraska Medical Center

First Regular Program Review: Due June 30, 2026

NEW ORGANIZATIONAL UNIT PROPOSAL

Institution:	**University of Nebraska Medical Center (UNMC)**
Name of the new unit:	**Genome Editing and Education Center-Nebraska**
Department participating in the new unit:	**Pharmacology and Experimental Neuroscience**
Proposal Received by the Commission:	**August 16, 2021**
Proposed Start Date:	**Upon approval by CCPE**

Background

The most commonly used animal in medical research is the mouse. (Nearly 70% of National Institutes of Health (NIH)-funded research projects rely on mouse models.) This is due to the low cost, their short life cycle, their genetic makeup (they contain the majority of the same type of genes as humans), and their molecular processes (highly similar to humans). However, regular (wild) mice cannot be used. Genetic engineering must take place so that the mice more closely represent humans ("mouse models"). Genetic engineering technology to insert foreign genes into mice or delete a gene of interest is well-established—another reason that the mouse has been a preferred laboratory animal.

In 1999 the NIH funded a national public repository system for mutant mice. The four Mutant Mouse Resource and Research Centers (MMRRC) archive and distribute scientifically valuable mutant mouse strains and specific cell lines.

In 2006 the NIH funded three centers for genetic engineering technologies, called Knockout Mouse Phenotyping (KOMP) Centers. (Knockout mice are those who have had a gene deleted.) The centers are located on each coast and in Texas.

Description

UNMC has established a core facility (the Mouse Genome Engineering Core Facility or MGECF) to create custom made, genetically engineered mouse models for researchers working in various diseases including cancer, neuroscience, immunology, HIV, hearing, eye diseases, and COVID19, as well as basic science research. The core facility offers end-to-end services including design, construct generation, microinjection, genotyping, and breeding.

The purpose of the proposal is to transform UNMC's MGECF into an academic multidisciplinary research center. One goal of the center would be to attract NIH funding for a Nebraska Mouse Resource and Research Center. The overarching goal of the center would be to earn an NIH grant for a KOMP center in Nebraska.

The Genome Editing and Education Center-Nebraska would have three objectives:
- Research: development of novel technologies for animal genome engineering
- Service: provision of services to internal and external researchers working on numerous human diseases and development of animal models suitable for their research
- Education: provision of workshops related to new technologies and opportunities for teaching and training students, technicians, and post-doctoral fellows.

The proposal lists several measures of success including an increase in the number of mouse models developed each year from 15-20 to 20-50 by year five, an increase in the number of investigators from 35-45 per year to 75, a larger number of papers published, and a growth in extramural funding.

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
	√			

UNMC reports that it has worked extensively with genetic engineering technologies. A particularly important breakthrough was the development of Easi-CRSPR. CRSPR is a technology that can be used to edit genes. UNMC created a simpler and more robust version that has been adopted at hundreds of laboratories worldwide as the method of choice for creating mouse models. Easi-CRSPR reduced the costs of generating disease models by about one-third. CRSPR has also been applied to disciplines outside medicine including biology and agriculture.

The proposal asserts that the MGECF is regarded as a role model core facility, offering much more than most core facilities and attracting numerous external clients. It currently operates in a fashion similar to a mini-KOMP center. There are no KOMP centers in the middle of the United States. The three current centers are at the University of California-Davis, Baylor University, and Jackson Laboratory in Maine.

Eight letters of support were provided by a variety of University of Nebraska entities, including the Departments of Biochemistry and Molecular Biology, Pharmacology and Experimental Neuroscience, Cellular and Integrative Physiology, and Surgery at UNMC; UNMC's College of Medicine; the Departments of Biology at both UNO and UNK; and the School of Veterinary Medicine and Biomedical Sciences at UNL. The letters mentioned the specific benefit the proposed center would bring to their individual research and the possibility for future work.

The creation of the center would increase collaborative research across the University system and the state, position UNMC to attract multi-million-dollar grants from external sources like the NIH, add to the area's skilled workforce, and contribute to economic growth in Nebraska.

B. Resources: Faculty/Staff

High				Low
	√			

Currently the staff at UNMC's MGECF is the director, two technicians, and a part time administrator. Five faculty members from the Department of Pharmacology and Experimental Neuroscience who have been using

genetically engineered mouse models for decades would be key center members. Six faculty from other departments at UNMC would also be initial members of the center. Outside UNMC there are five faculty from UNL, four from UNO, and three from UNK who would also participate. Five of these faculty members would form an internal advisory board. Once the center is launched, an external advisory board would be formed.

UNMC anticipates that the center would serve about 40 to 50 investigators annually, both internal and external to UNMC. The proposal included a list of 47 University of Nebraska investigators and 32 external investigators that used the services of the Mouse Genome Engineering Core Facility between 2017 and 2020. Eight investigators were from Creighton University and Boys Town National Research Hospital. The remainder were from universities, hospitals, and research centers across the United States and international locations.

C. Resources: Physical Facilities/Equipment

High---------------Low				
	√			

The proposal states that no additional facilities or equipment would be needed. The center would be housed in the Durham Research Center II, room 1014. The budget indicates the need for one "module" close to this location but doesn't include a line item for the additional space.

D. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	$651,000	Existing funds: grant[1]	$240,000
General Operating	$400,000	Existing funds: internal[2]	$240,000
Equipment		New State Funds	
Facilities		New Local Funds	
Library		Core Services[3]	$431,000
		Extramural Grants	$140,000
Five-Year TOTAL	$1,051,000	Five-Year TOTAL	$1,051,000

[1] Center Director's current NIH grant
[2] From the Office of the Vice Chancellor for Research and Dean of the College of Medicine
[3] Provided by the existing Mouse Genome Engineering Core Facility (genotyping, breeding, etc.)

Committee Recommendation: Approve the Genome Editing and Education Center at the University of Nebraska Medical Center

Approval of the Center does not constitute approval of any new programs now nor in the future.

POSTSECONDARY INSTITUTION REQUEST for AUTHORIZATION to OPERATE on a CONTINUING BASIS in NEBRASKA

Institution:	**Bryan College of Health Sciences**
Street Address:	**5035 Everett Street, Lincoln, Nebraska**
Name of Owner:	**Bryan Medical Center**
Corporate Address:	**1600 S. 48th Street, Lincoln, NE**
Legal Status:	_x_ Nonprofit; ___For-profit: __ sole proprietorship __ partnership __corporation
Accreditation:	**-Higher Learning Commission (HLC)** **-Council on Accreditation of Nurse Anesthesia Educational Programs (COA)** **-Accreditation Commission for Education in Nursing (ACEN)** **-Commission on Accreditation of Allied Health Education Programs (CAAHEP)**
Last accreditation review and result:	**-HLC – 5-12-14: accreditation reaffirmed through 2023-24** **-COA – 5/2021: 10 year accreditation** **- ACEN (for MSN) –10-17-18: continuing accreditation** **-ACEN (for BSN) – 10/2013: continuing accreditation** **-CAAHEP (for diagnostic medical sonography) – 1-21-16: continued accreditation through 2026** **-CAAHEP (for cardiac/vascular sonography) – 11-15-13: continued accreditation through 2023**
Date initially approved by CCPE:	**7-17-2001**

Summary

Program: Bryan was first approved by the Coordinating Commission to offer a Bachelor of Science in Nursing. The Commission subsequently approved the college to offer a Master of Nurse Anesthesia that eventually transitioned to a Doctor of Nurse Anesthesia Practice. In addition to these two degrees, Bryan now offers an Education Doctorate in Nursing Education, an MSN, BS degrees in Cardiac/Vascular Sonography, Diagnostic Medical Sonography, Health

Professions, Health Professions-Healthcare Studies, Health Professions-Biomedical Sciences, an AS in Health Professions, graduate certificates in nursing education and nursing leadership, and certificates in healthcare management and simulation education. The Coordinating Commission has approved all additional programs.

Financial: The institution's composite financial score, according to the U.S. Department of Education, was 2.9 for 2018-19 (the most current available), falling within the Department's acceptable range of 1.5 to 3.0. (The scale is based on financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution's financial status.)

Reporting: The Commission requires annual reports from institutions. Bryan has been continuously prompt and thorough in its reporting. It has also been cognizant of Commission rules for new programs and acted accordingly.

Institution's Request: Bryan College of Health Sciences is requesting authorization to operate on a continuing basis pursuant to Nebraska Revised Statutes §85-2412 (3)*.

Committee Recommendation: Authorize Bryan College of Health Sciences to operate on a continuing basis

"If an institution has, for at least twenty academic years under the same ownership, continuously offered one or more graduate or four-year undergraduate programs with a physical presence in Nebraska in compliance with state and federal law, the institution may request authorization to operate on a continuing basis."

POSTSECONDARY INSTITUTION REQUEST for AUTHORIZATION to OPERATE on a CONTINUING BASIS in NEBRASKA

Institution:	**St. Gregory the Great Seminary**
Street Address:	**800 Fletcher Road, Seward, Nebraska**
Name of Owner:	**St. Gregory the Great Seminary**
Corporate Address:	**800 Fletcher Road, Seward, Nebraska**
Legal Status:	_x_ Nonprofit; ___For-profit: __ sole proprietorship __ partnership __corporation
Accreditation:	**Higher Learning Commission**
Last accreditation review and result:	**9-21-15: accreditation reaffirmed through 2025-26**
Date initially approved by CCPE:	**8-21-1998**

Program: St. Gregory the Great Seminary was first approved by the Coordinating Commission to offer a Bachelor of Arts in Philosophy. The Commission subsequently approved the college to also offer a certificate in pre-theology.

Financial: The institution does not participate in the U.S. Department of Education's financial aid programs. Therefore, there is no composite financial score. Reviews by Commission staff have continuously shown a strong financial position.

Reporting: The Commission requires annual reports from institutions. St. Gregory has submitted all reports and kept the Commission apprised of its progress in achieving full accreditation.

Institution's Request: St. Gregory the Great Seminary is requesting authorization to operate on a continuing basis pursuant to Nebraska Revised Statutes §85-2412 (3)*.

Committee Recommendation: Authorize St. Gregory the Great Seminary to operate on a continuing basis

* *"If an institution has, for at least twenty academic years under the same ownership, continuously offered one or more graduate or four-year undergraduate programs with a physical presence in Nebraska in compliance with state and federal law, the institution may request authorization to operate on a continuing basis."*

2019-2020 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	Program	5 yr Average (2015-2020)							
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	Justification if under standard
CSC	Social Work	764	346	BA	9.6				
UNK	Social Work	3411	574	BS	29.2				
UNO	Social Work					MSW	85.2		
UNL	Political Science	9239	1626	BA BS	76.20 .60	MA	**3.60**	PhD 5.20	Revisions to MA Program
UNO	Political Science Government Intelligence and National Security Global Information Operations	6743	460	BA/BS	43.6	MS Grad Cert Grad Cert Grad Cert	25.4 2.4 4.6 0.0		
UNK	Political Science	2689	509	BA/BS BAE	9.4 0				
WSC	Political Science	1082	601	BA BS	0.0 **3.8**				Improved Marketing Plan

*For the University this is SCH/<u>Instructional</u> Faculty FTE

Commission Minimum Performance Standards

Number of Degrees/Awards in this Program
(the mean of the prior 5 years)

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

**Student Credit Hour Production by Department
Per Full-Time Equivalent Faculty**
(the mean of the prior 5 years)

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

All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)   275

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

2019-2020 Programs Requiring Additional Review
(Item in bold is under Commission Minimum Performance Standard)

Institution	Program	Degree	Five Year Average (2015-20)				Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
			Degrees Awarded	SCH	FTE	SCH/ FTE*				
UNO	Social Work	BS	37.4	3239	17	**189**		Continuation	In-Depth Review	
UNK	Public Administration	BS	**.2**	2690	5	509	Does not require additional resources; trains students interested in non-public sector	Continuation	In-Depth Review	One graduate in last 5 years

Information Items

<u>Reasonable and Moderate Extensions</u>

       CCC - Advanced Energy, Certificate

       CCC - Plastic Engineering Technology, Certificate

       CSC – Advanced English Studies, BA

       CSC – English Studies, BA

       UNO - Teaching Spanish to Heritage/Bilingual Learners, Graduate Certificate

       UNO - Machine Learning, Graduate Certificate

       UNO - French, Graduate Certificate *

       UNO - Sociology, Graduate Certificate *

       UNL - School of Computing

<u>Discontinued Program</u>

       CSC – Literature, BA

       UNL - Bachelor of Arts in Computer Science (BS will be retained)

* Meets HLC requirements for teaching dual credit courses

Institution/Campus: University of Nebraska at Omaha / Dodge Campus
Project Name: Kayser Hall Renovation
Date of Governing Board Approval: June 25, 2021
Date Complete Proposal Received: August 26, 2021
Date of Commission Evaluation: September 23, 2021

University of Nebraska at Omaha – Dodge/Scott Campuses
Fall Semester Enrollment by Campus*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
On-campus HC	13,647.0	13,648.0	13,693.0	13,333.0	12,949.0	8,430.0
Off-campus HC	516.0	675.0	811.0	430.0	339.0	32.0
Online HC	8,218.0	8,626.0	8,714.0	8,370.0	8,689.0	13,749.0
Campus FTE	11,435.3	11,685.5	11,712.8	11,498.7	11,457.9	11,574.8

∗ Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Student HC may be duplicated at a campus or center if a student takes more than one type of delivery-site course (on-campus, off-campus, or online). 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 at Omaha is proposing a major renovation of the 59,884 gross square foot (gsf) Kayser Hall, originally constructed in 1971, on the Dodge Campus. A site plan showing the building location is provided below.

The renovation of Kayser Hall would serve as the home for the Samuel Bak Museum and Academic Learning Center. The building has a total of five floors and is structurally sound, built of concrete, brick, and steel. The program statement proposes gallery storage and support space on the first floor, museum exhibition space on the second and third floors, and offices for the Samuel Bak Academic Learning Center on the upper two levels. Other than minor modifications, Kayser Hall has not had any major renovations during its life cycle. With windows limited to the north and south end stairwells, and the central elevator lobby on each floor, its spaces are ideal for consideration as an art gallery.

Programs associated with the Samuel Bak Museum and Academic Learning Center and

provided office space include: College of Arts and Sciences (Philosophy and Religious Studies); Sam and Frances Fried Academy for Holocaust and Genocide Education; Leonard and Shirley Goldstein Center for Human Rights; Schwalb Center for Israel and Jewish Studies; and Medical Humanities. Other programs involved with the Samuel Bak Museum and Academic Learning Center but would not be located in Kayser Hall include: College of Arts and Sciences (History); College of Communication, Fine Arts and Media (Music, Arts); and College of Education, Health and Human Sciences (Teacher Education).

Kayser Hall's existing occupants include Thompson Learning Community (TLC) – 5,000 net assignable square feet (nasf), University Honors Program – 2,500 nasf, Shared Honors & TLC – 600 nasf, OPS Middle College Program – 3,500 nasf, University Testing Center – 5,000 nasf, Facilities Management and Planning – 8,000 nasf, Office of National Scholarships – 200 nasf, *The Gateway* – 1,200 nasf, six classrooms – 3,900 nasf, and three student lounges – 1,100 nasf. These programs would be relocated to space vacated by programs relocating from Arts & Sciences Hall into Kayser Hall and other on-campus/off-campus locations.

The proposed scope of work as approved by the Board of Regents includes:

- Major mechanical renovations that would include replacement of HVAC equipment, ductwork, and energy management controls;
- Replace deteriorated plumbing fixtures and piping;
- Electrical distribution system work would include replacement of distribution panels, feeders, surge protection, and a new generator sized to back up HVAC and humidification for art display and storage spaces needed to ensure conservation of the artwork;
- Lighting would be changed to energy-efficient LED with a campus-standard lighting control system;
- Telecommunication and data infrastructure would be upgraded throughout the building;
- The restrooms on each floor would be renovated to meet ADA standards;
- Security systems for building access control, surveillance cameras, and intrusion detection would be updated and expanded; and
- The original building elevators would be updated to meet current codes and to modernize the existing cabs.

The University estimates the total project cost of the renovation to be $23,443,000 ($299/gsf) for design, construction, and equipment costs. The proposed project would be funded from facilities bond proceeds ($10 million), private donations ($10 million), and campus reserves and grant funding ($2,443,000). Additional state funds are not being requested or required for an incremental increase in facility operating and maintenance (O&M) costs.

The facilities bond proceeds are available because of statutory revisions per LB 384 in the 2021 legislative session. LB 384 extends and expands the current facilities bond program, initially created by LB 605, through FY 2062. State appropriations of $13,500,000 per year, institutional matching funds (student tuition) up to $13,500,000 per year, and not less than $4,462,928 per

year from General Fund appropriations for three reaffirmation projects once these projects are completed. Funds are to be used for renewal, renovation, replacement, or repair of existing University of Nebraska facilities as the Board of Regents shall determine (subject to Commission project approval as required by statutes).

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 renovate an existing facility to meet current programmatic needs.

   Page 2-9 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 Kayser Hall.

   Page 4-6 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 UNO Dodge Campus through a major renovation of an existing facility.

   The University of Nebraska's role and mission assignment

related to public service on page 7-26 of the *Plan* states: "The University, to the extent its resources permit, supports its fine art centers, museums, performing art centers, and other activities that provide cultural and educational resources to the citizens of the state as well as students of the institutions."

UNO's role and mission assignment outlined on page 7-36 of the *Plan* states: "The University of Nebraska at Omaha is a metropolitan campus serving the educational needs of the Omaha metropolitan area. One of its responsibilities is to play a major role in preparing teachers and administrators for service in local K/12 school systems." Page 7-37 of the *Plan* regarding UNO's public service role and mission states: "UNO has a special responsibility to use its resources and expertise to provide leadership in solving problems of the Omaha metropolitan area and support its social, cultural, international, and economic environment."

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 as applicable.

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

Yes ☑   No ☐

Comments: The Kayser Hall renovation would house the following UNO academic degree programs approved by the Executive Director for continuation:

- Philosophy – Bachelor of Arts (BA) and Bachelor of General Studies (BGS) on January 25, 2018; and

- Religion – BA and BGS on January 25, 2018.

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

The Commission approved Medical Humanities at UNO as a new instructional program on May 17, 2019. The new program offers BA and Bachelor of Science (BS)

degrees. The initial review in the existing program seven-year cycle is scheduled for the current fiscal year.

The Commission has also approved the following new organizational units that would be in Kayser Hall:

- Samuel Bak Academic Learning Center – May 20, 2021;
- Leonard and Shirley Goldstein Center for Human Rights – December 1, 2017; and
- Schwalb Center for Israel and Jewish Studies – January 22, 2009.

The Frances Fried Academy for Holocaust and Genocide Education would also be relocated to Kayser Hall. UNO offers a minor in Holocaust and Genocide studies which the Commission does not review.

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

High . . . . Low

Comments: The Board of Regents approved the *UNO Facilities Development Plan 2006-2015* on June 15, 2006. The *Plan* states the need to renovate Kayser Hall. The *Plan* did not discuss additional needs or deficiencies with the facility at that time. The need for renovation was also identified in UNO's 1999 Master Plan.

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 Facilities Audit Report completed on November 10, 2014, identified minor renovation needed for the plumbing (fixtures, water and sanitary/vent piping, and water service) and mechanical (heating, ventilation, cooling equipment, and building controls) systems. The University is currently beginning the process to update these facility audits for structures on all campuses.

The UNO approved program statement identified the elevator cab interior as being outdated. Wall and roof

assemblies are of the original building construction and do not meet current energy codes.

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: The UNO approved program statement identified the following functional deficiencies that would need to be addressed in a renovation:

- Existing interior space is not configured for museum isolation/curating/archive/gallery spaces;
- Natural lighting is not provided in any of the existing office spaces;
- Existing space does not fully meet current accessibility and life safety code requirements;
- Building security systems for access control, surveillance cameras and intrusion detection would need to be updated and expanded; and
- Audiovisual systems would need to be modernized to address educational delivery needs of galleries and conference/seminar rooms in the building.

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 office sizes were based on *University Space and Land Guidelines* with modifications as needed to meet specific needs.

Classroom Utilization – Kayser Hall currently has two general-purpose classrooms and four program-dedicated classrooms that would be absorbed into the existing campus classroom inventory when the programs currently in Kayser Hall are relocated. Overall, UNO reported 191 general-purpose classrooms that were scheduled an average 24.3 hours per week on the Dodge and Scott Campuses during the 2017 fall semester (most recent

available). This excludes hours labeled as discussion, independent study, seminar, lecture/lab (combo), practicum, research, activity, studio, workshop, field study, or ensemble. This compares to nationally recognized standards of 30 hours per week for classroom scheduling at four-year institutions.

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 using best practices in the industry to guide the individual space layouts and sizes. In determining space needs for the museum, the Artist agreement for the Gift was used as a reference along with discussions with Samuel Bak, the Pucker Gallery, and University staff to determine the operational needs of the Samuel Bak Museum and Academic Learning Center, consistent with the best standards and practices of the American Alliance of Museums.

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

High . . . . Low
☐ ▨ ☐ ☐ ☐

Comments: Samuel Bak's (the Artist) gift to the University of Nebraska at Omaha includes a collection comprised of 512 unique works of art by the Artist, including a variety of oils on canvas and other art on paper, completed by the Artist during the period 1945 – 2020. The current value of the donated paintings is over $18 million. The creation of museum space in a renovated Kayser Hall would meet certain contractual obligations for the maintenance, exhibition, and preservation of the Works. Per the agreement and consistent with its campus planning goals, the University shall use the Works to create education exhibitions and programming.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments: This project should not create the need for a future capital construction project that would require Commission review. The University has indicated that no new on-campus construction would be needed in the relocation of existing programs in Kayser Hall to provide space for the Samuel Bak Museum and Academic Learning Center. The University Board of Regents also indicated that no additional State appropriations for facility operating and maintenance (O&M) costs would be requested for this proposed renovation.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments: The University considered renovation of the Hayden House or Criss Library third floor, but these were determined to be non-viable options based largely on the amount and type of space available in these existing campus facilities. The University also completed a feasibility study of the Thompson Alumni Center building, however due to the limited square footage, this alternative was also dismissed.

Kayser Hall has been well maintained over the past 50 years but has never undergone a major renovation. Based on Commission staff's estimated replacement cost of nearly $28 million, the proposed project appears to be the most economical alternative to meet current and future needs as outlined in the proposal.

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. The proposed project would provide an opportunity to align a teaching museum with engaged students, faculty, staff, as well as the community at large.

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 a major renovation of Kayser Hall is $23,443,000 ($299/gsf). Commission staff's estimate of the total project cost is $23,598,100 ($300/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past university construction projects. The University's estimate is $155,100 (0.7%) lower than Commission staff's estimate. The minimal difference between these estimates is in professional fees and contingency 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. Commission staff concurs with this assessment.

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

High . . . . Low

■ ☐ ☐ ☐ ☐

Comments: State appropriations and student tuition would be used to finance long-term bonds that would provide $10 million in funding for this proposal. The use of State funds to renovate instructional support and public service space is appropriate. The University has also pledged $10 million in private donations, and another $3,443,000 in campus reserve and grant funding.

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

Yes ☑ No ☐

Comments: This project would not unnecessarily duplicate other instructional or public service space on campus or in the community.

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 project's primary purpose is to provide appropriate space for the Samuel Bak Museum and Academic Learning Center. Museums in the metropolitan area did not have the existing capacity to accommodate the artist's collection. There are also no other available and suitable facilities on campus that could be used to meet these needs.

COMMISSION ACTION AND COMMENTS:

Approve ☑ Disapprove ☐

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska at Omaha's proposal to utilize State appropriations to renovate and equip Kayser Hall as outlined in the governing board approved program statement on June 25, 2021, along with supplemental information provided.

Comments: This project would address two primary goals: First, the renovation would bring new life and add many years of use to Kayser Hall that has not undergone a major renovation in the 50 years since it was constructed. Second, this project brings together all the elements of the Samuel Bak Museum and Academic Learning Center under a single roof, supporting their collective efforts in bringing a better understanding of the human experience.

2021 Factual Look at Higher Education in Nebraska

Enrollment

Fall Enrollment Data for 2010 through 2020 and
12-Month Enrollment Data for 2010-11 through 2019-20

Ten-Year Trends Based on 2010-2011 through 2020-2021 Federal
Integrated Postsecondary Education Data System (IPEDS) Surveys
of Nebraska's Postsecondary Institutions

NEBRASKA'S

ccpe

COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

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

Nonpublic Colleges & Universities
Bellevue University
Bryan College of Health Sciences
Capitol School of Hairstyling and Esthetics
CHI Health School of Radiologic Technology
Clarkson College
College of Hair Design-Downtown
College of Hair Design-East Campus
College of Saint Mary
Concordia University-Nebraska
Creighton University
Davines Professional Academy of Beauty and Business
Doane University
Fullen School of Hair Design (No longer an IPEDS reporting institution Fall 2016)
Grace University (Closed Fall 2018)

Nonpublic Colleges & Universities (Continued)
Hastings College
ITT Technical Institute-Omaha (Closed Fall 2016)
Joseph's College Cosmetology
La'James International College (Closed Fall 2020)
Little Priest Tribal College
Mary Lanning Memorial Hospital School of Radiologic Technology (No longer an IPEDS reporting institution Fall 2011)
Midland University
Myotherapy Institute
National American University-Bellevue (Closed Fall 2019)
Nebraska Christian College of Hope International University (Closed Fall 2020)
Nebraska Indian Community College
Nebraska Methodist College of Nursing & Allied Health
Nebraska Wesleyan University
Omaha School of Massage and Healthcare of Herzing University (Closed Fall 2018)
Purdue University Global-Lincoln (No longer an IPEDS reporting Institution Fall 2019)
Purdue University Global-Omaha (Closed Fall 2019)
Regional West Medical Center School of Radiologic Technology (No longer an IPEDS reporting institution Fall 2016)
Summit Christian College
The Creative Center
Union College
Universal College of Healing Arts
University of Phoenix-Omaha Campus (Closed Fall 2015)
Vatterott College-Spring Valley (Closed Fall 2015)
Xenon International Academy-Omaha
York College

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TABLE OF CONTENTS

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Executive Summary of Data - Enrollment
Fall Enrollment Data for 2010 through 2020 and
12-Month Enrollment Data for 2010-11 through 2019-20

Key Context

- Following the Great Recession of 2008, fall 2009 enrollment increased to 140,770 and peaked the next year at 145,893. Since 2010, fall enrollments have steadily declined but still remain higher than pre-recession levels. The *Factual Look* report focuses on 10-year trends, and fall 2010 is the baseline year for the current report. When examining the percentage changes since baseline, it is important to remember that postsecondary institutions in Nebraska and throughout the United States experienced an influx of students due to the impact of the recession on jobs and the economy.

- Additionally, the impact of COVID-19 can be seen beginning with fall 2020 enrollments, particularly at the community colleges, with nonresident aliens, and distance education enrollments.
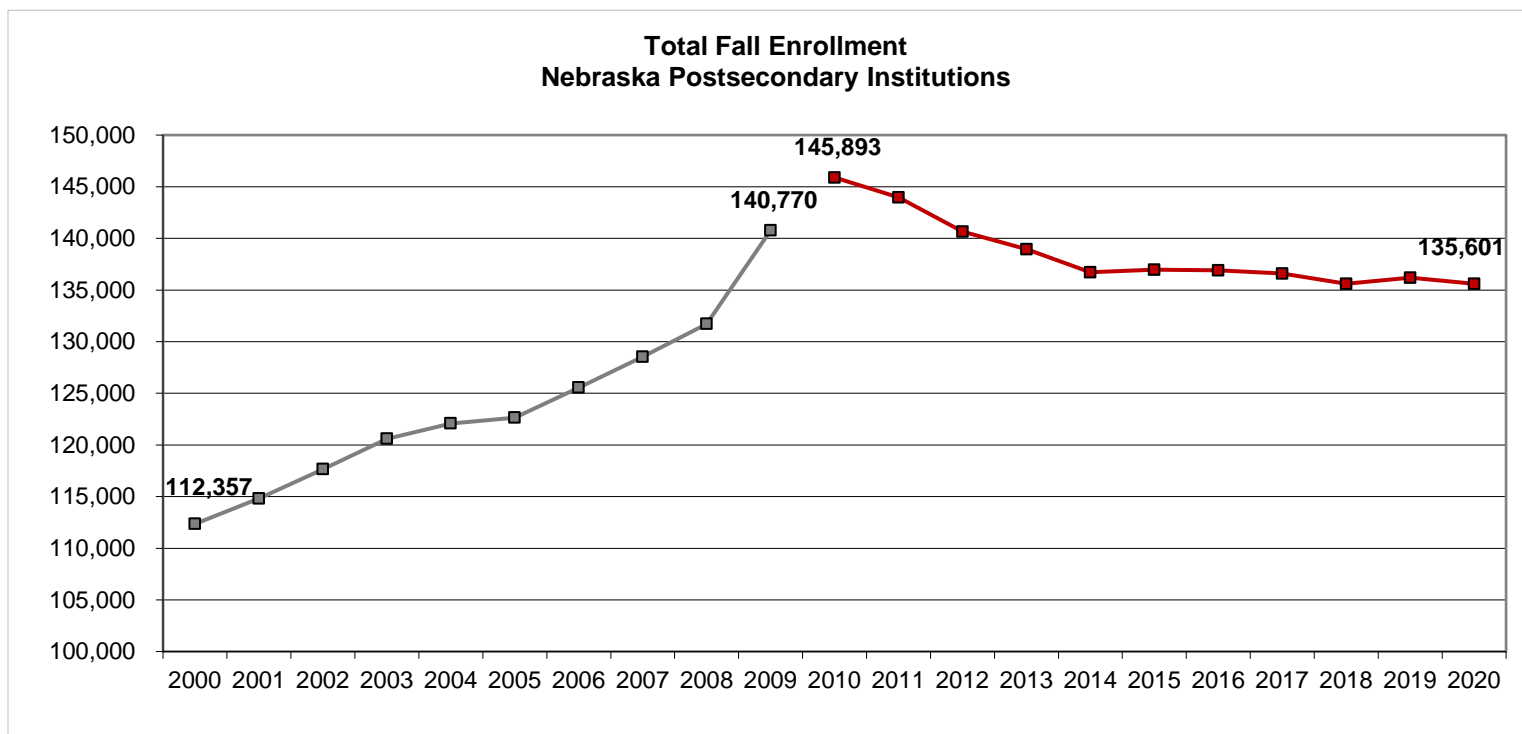
Total Fall Enrollment
Nebraska Postsecondary Institutions

2021 Factual Look: Enrollment

Total Fall Enrollment

- Total fall enrollment at Nebraska's postsecondary institutions decreased from 145,893 students in fall 2010 to 135,601 in fall 2020, a decrease of 7.1% over the 10-year period. Between fall 2019 and fall 2020, enrollment decreased 0.4%.

Fall Enrollment by Sector

- Between fall 2010 and fall 2020, fall enrollments increased within the University of Nebraska and the nonpublic sector. Over the last year, fall enrollments within the community college sector decreased 5.5%
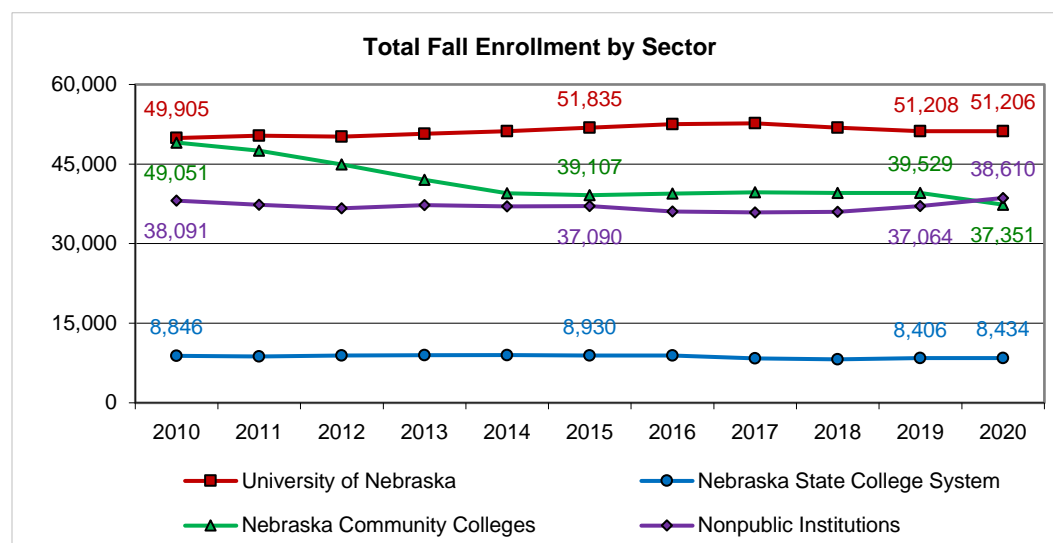
Total Fall Enrollment by Sector

Percentage Change by Sector

Sector	19-20 1-Yr	10-20 10-Yr
Univ. of Neb. (■)	0.0%	2.6%
NSCS (●)	0.3%	-4.7%
Neb. CCs (▲)	-5.5%	-23.9%
Nonpublics (♦)	4.2%	1.4%
Total	**-0.4%**	**-7.1%**

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

- Between fall 2010 and fall 2020, statewide undergraduate enrollments decreased 10.6% to 109,665 while graduate enrollments increased 11.5% to 25,936.

- As a result of the recent increases in graduate enrollments in Nebraska and decreases in undergraduate enrollments, graduate students accounted for 19.1% of total fall enrollment in 2020 compared to 15.9% in fall 2010.

- At the undergraduate level, fall enrollments increased 2.6% at the University of Nebraska but decreased between 5.6% and 23.9% within the other three sectors between fall 2010 and fall 2020. Between fall 2019 and fall 2020, undergraduate enrollments at the community colleges decreased 5.5%

- Interestingly, graduate enrollments within the nonpublic sector increased from 9,580 in fall 2010 to 11,922 in fall 2020, an increase of 24.4%. This increase of 2,342 students accounted for 87.6% of Nebraska's overall 10-year increase in graduate student enrollment.

- During this 10-year period, part-time undergraduate enrollments decreased 6.9% (from 39,642 to 36,901) and full-time undergraduate enrollments decreased 12.3% (from 82,989 to 72,764). Meanwhile, part-time graduate enrollments increased 7.0% (from 11,097 to 11,871) and full-time graduate enrollments increased 15.6% (from 12,165 to 14,065).
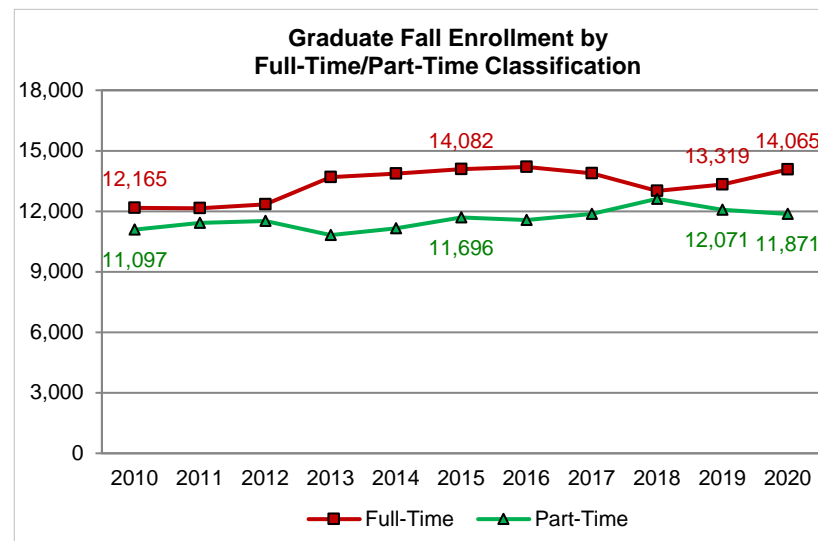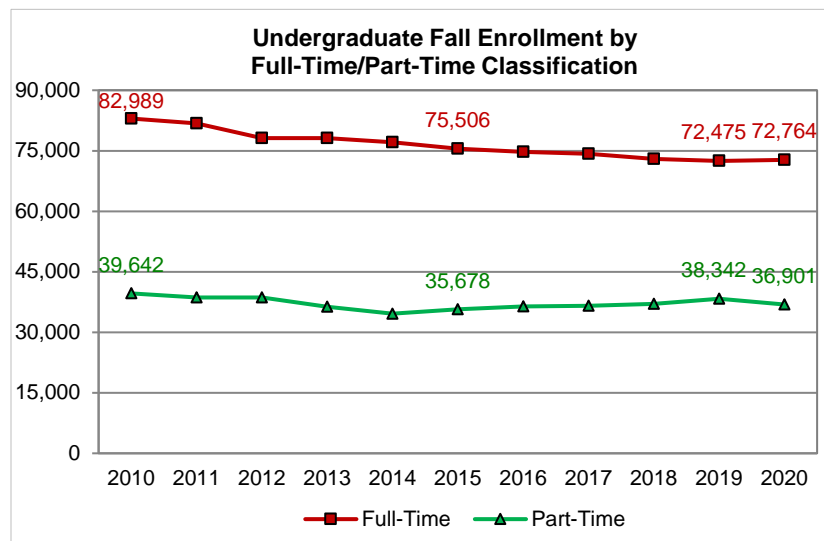
Fall Enrollment by Gender
See pages 3.2-3.11

- Enrollment of women at Nebraska's postsecondary institutions decreased 4.1%, from 80,673 in fall 2010 to 77,359 in fall 2020. During this same time, enrollment of men decreased 10.7%, from 65,220 to 58,242. Men accounted for 43.0% of enrollments in fall 2020 compared to 44.7% in fall 2010.

- Since 2010, male enrollments declined within all sectors of higher education, ranging from a 0.6% decrease at the nonpublic institutions to a 24.1% decrease at the community colleges. Meanwhile, female enrollments declined at the state colleges (1.7%) and community colleges (23.6%) but increased at the nonpublic institutions (2.6%) and the University of Nebraska (10.0%).

Fall 2010

Female = 80,673
Male = 65,220
55.3% **145,893** 44.7%

Fall 2020

Female = 77,359
Male = 58,242
57.0% **135,601** 43.0%

- At both the undergraduate and the graduate levels, women outnumbered men throughout the 10-year period between fall 2010 and fall 2020. Among undergraduate students, 55.6% were women in fall 2020, compared to 54.7% in fall 2010. Among graduate students, 63.1% were women in fall 2020, compared to 58.4% in fall 2010.

- The smallest gender gap among undergraduates in fall 2020 was at the University of Nebraska, where 53.1% of the students were women. The largest gender gap among undergraduates in fall 2020 was at the state colleges, where 59.2% of the students were women.

- Similarly, the smallest gender gap among graduate students in fall 2020 was at the University of Nebraska, where 60.2% of the students were women. The largest gender gap among graduate students in fall 2020 was at Nebraska's nonpublic institutions, where 65.9% of the students were women.

- Throughout the 10-year period, men were more likely than women to be enrolled full time. In fall 2020, 67.8% of the undergraduate male students at Nebraska's postsecondary institutions were enrolled full time, compared to 69.3% in fall 2010. In comparison, 65.2% of the undergraduate female students at Nebraska's postsecondary institutions were enrolled full time in fall 2020, compared to 66.3% in fall 2010. At the graduate level, 56.0% of the male students were enrolled full time in fall 2020 (compared to 55.6% in fall 2010) while 53.2% of female students were enrolled full time in fall 2020 (compared to 49.9% in fall 2010).
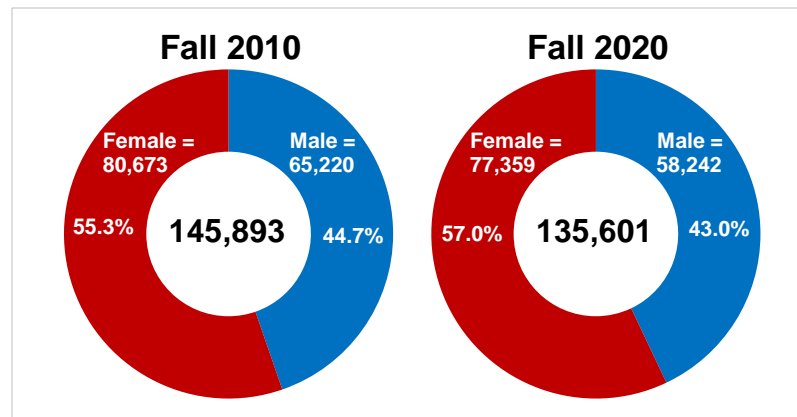
Fall Enrollment by Race/Ethnicity
See pages 4.2-4.25

- Between fall 2010 and fall 2020, total enrollment of White non-Hispanics at Nebraska's postsecondary institutions decreased 17.5%, from 113,516 to 93,622. 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 49.5%, from 21,091 to 31,527. After declining 18.1% between fall 2019 and fall 2020, enrollments of nonresident aliens were the same in fall 2010 and fall 2020 (4,184).

- Minorities accounted for 24.4% of total postsecondary enrollment in fall 2020, up from 15.2% in fall 2010. Nonresident aliens made up 3.2% of fall enrollment in 2020, up from 3.0% in fall 2010. White non-Hispanics accounted for 72.4% of fall 2020 enrollment, down from 81.8% in fall 2010.[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 2010 - Fall 2020

Race/Ethnicity	Undergraduate		Graduate	
	Percentage Change	Change in Number of Students	Percentage Change	Change in Number of Students
Asian/Pacific Islander	22.8%	638	44.6%	327
Black Non-Hispanic	-18.0%	-1,270	24.6%	239
Hispanic	106.1%	6,942	162.3%	982
Native American	-27.8%	-313	0.0%	0
Nonresident Alien	8.4%	205	-11.7%	-205
Two or More Races	241.2%	2,451	268.3%	440
White Non-Hispanic	-21.6%	-20,667	4.4%	773

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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 points:
- Asian/Pacific Islander: 2,801 (2010) ... 2,970 (2015) ... 3,479 (2019), 3,467 (2020)
- Black Non-Hispanic: 7,044 (2010) ... 5,754 (2015) ... 5,504 (2019), 5,774 (2020)
- Hispanic: 6,543 (2010) ... 10,610 ... 12,846 (2019), 13,485 (2020)
- Native American: 1,124 (2010) ... 875 ... 846, 811 (2020)
- Two or More Races: 1,016 (2010) ... 2,899 ... 3,413 (2019), 3,439 (2020)

Minority Students
% of Undergraduate Fall Enrollment by Race/Ethnicity

2010: 2.4%, 6.0%, 5.6%, 1.0%, 0.9% — Total Minority 15.9%
2020: 3.3%, 5.5%, 12.9%, 0.8%, 3.3% — Total Minority 25.7%

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 points:
- Asian/Pacific Islander: 733 (2010) ... 877 (2015) ... 1,007 (2019), 1,060 (2020)
- Black Non-Hispanic: 972 (2010) ... 1,226 ... 1,135 (2019), 1,211 (2020)
- Hispanic: 605 (2010) ... 1,491 ... 1,465 (2019), 1,587 (2020)
- Native American: 89 (2010) ... 100 ... 93, 89 (2020)
- Two or More Races: 164 (2010) ... 464 (2015) ... 596 (2019), 604 (2020)

Minority Students
% of Graduate Fall Enrollment by Race/Ethnicity

2010: 3.3%, 4.4%, 2.8%, 0.4%, 0.7% — Total Minority 11.7%
2020: 4.3%, 4.9%, 6.5%, 0.4%, 2.5% — Total Minority 18.6%

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 2020 enrollment by race/ethnicity and gender.

Race/Ethnicity	Male	Female
Asian/Pacific Islander	44.5%	55.5%
Black non-Hispanic	44.0%	56.0%
Hispanic	41.4%	58.6%
Native American	37.7%	62.3%
Nonresident Alien	59.0%	41.0%
Two or More Races	40.4%	59.6%
White non-Hispanic	42.2%	57.8%

- Unlike the other student categories, male nonresident alien students outnumber female nonresident alien students in Nebraska. In fall 2020, men accounted for 59.0% of total fall enrollment of nonresident aliens at Nebraska postsecondary institutions, while women accounted for 41.0%.

Fall Enrollment by Age (Age data are collected only for odd-numbered years.)
See pages 6.2-6.11

- In fall 2019, students age 24 or younger made up 67.4% of all students enrolled at Nebraska's postsecondary institutions. Students age 25 to 29 made up 12.4%, and students 30 or older accounted for 20.2% of the student body. In comparison, in fall 2009, 62.6% of students were age 24 or younger, 14.4% were 25 to 29 years, and 23.0% were 30 years or older.

- At the undergraduate level, Nebraska's community colleges enrolled the highest percentage of undergraduates age 19 or younger (48.4%) in fall 2019 (likely due to dual enrollments), while the nonpublic institutions enrolled the lowest percentage of undergraduates age 19 or younger (30.3%). The University of Nebraska enrolled the highest percentage of undergraduates age 20 to 24 (52.1%) in fall 2019, while Nebraska's community colleges enrolled the lowest percentage of undergraduates age 20 to 24 (24.0%). The nonpublic sector enrolled the highest percentage of undergraduates age 25 or older (33.4%) in fall 2019. Meanwhile, the University of Nebraska enrolled the lowest percentage of undergraduates age 25 or older (10.6%).

- At the graduate level, the state colleges enrolled the highest percentage of graduates age 30 or older (58.9%) in fall 2019. Meanwhile, the University of Nebraska enrolled the lowest percentage of graduates age 30 or older (41.0%).

Fall Enrollment by Distance Education Status
See pages 7.2-7.13

- 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 2020 than in fall 2012.

Nebraska - % of Fall Enrollment by Distance Education Status

Distance Education Status	Undergraduate			Graduate			Total		
	2012	2019	2020	2012	2019	2020	2012	2019	2020
No Distance Education	69.3%	53.4%	37.1%	57.9%	40.5%	37.7%	67.3%	51.0%	37.2%
At Least One but Not All Distance Education	17.1%	29.2%	36.4%	8.8%	13.8%	10.9%	15.7%	26.3%	31.5%
Exclusively Distance Education	13.6%	17.4%	26.5%	33.4%	45.7%	51.5%	17.0%	22.7%	31.3%

- The COVID-19 pandemic had a major impact on distance education in Nebraska over the last year. At the University of Nebraska, the major shift was in more students enrolling in at least one but not all distance education courses while at the community colleges and nonpublic institutions, a large percentage of students enrolled exclusively in distance education courses. While the Nebraska State College System also saw increases in distance education, they were not as dramatic as the changes reported within the other sectors of higher education in the state.

- For undergraduate students enrolled exclusively in distance education courses in fall 2020, 67.5% were located in Nebraska, down from 72.6% in fall 2012. At the graduate level, 46.9% were located in Nebraska in fall 2020, compared to 48.4% in fall 2012.[2]

- Using enrollments from fall 2020 by sector (page 2.5) and fall 2020 location data by sector (page 7.7), the Commission estimates that 8.5% of undergraduate fall enrollments and 25.7% of graduate fall enrollments were for exclusively distance enrollments outside of Nebraska.

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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 (11.3%), followed by the state colleges (7.8%).

  - In comparison, the community colleges and nonpublic institutions reported decreases of 22.8% and 20.6%, respectively. Since 2010, numerous schools within nonpublic sector have closed or have discontinued reporting data to IPEDS.
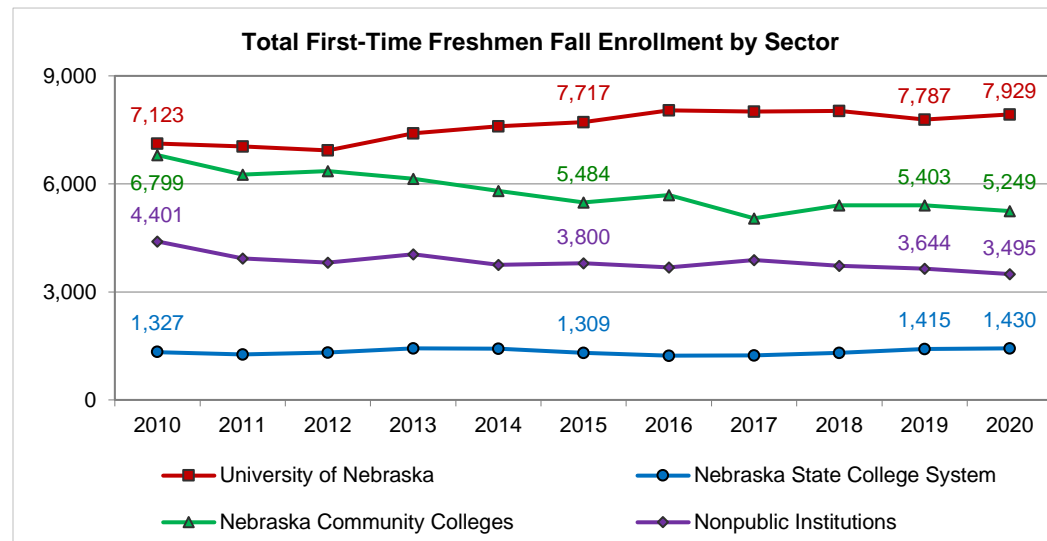
Total First-Time Freshmen Fall Enrollment by Sector

Legend:
- University of Nebraska
- Nebraska State College System
- Nebraska Community Colleges
- Nonpublic Institutions

Percentage Change by Sector

Sector	19-20 1-Yr	10-20 10-Yr
Univ. of Neb. (■)	1.8%	11.3%
NSCS (●)	1.1%	7.8%
Neb. CCs (▲)	-2.9%	-22.8%
Nonpublics (♦)	-4.1%	-20.6%
Total First-Time Freshmen	**-0.8%**	**-7.9%**

Fall Enrollment Compared to 12-Month Enrollment

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

- Between 2010 and 2019, fall enrollment decreased 6.6% at Nebraska's postsecondary institutions while 12-month enrollment decreased 14.6%.

- 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 2010, fall enrollment figures have captured 86.9% to 87.9% of the 12-month enrollment reported by the University of Nebraska. On the other hand, fall enrollment captured 53.1% to 69.6% of 12-month enrollment at Nebraska's community colleges.
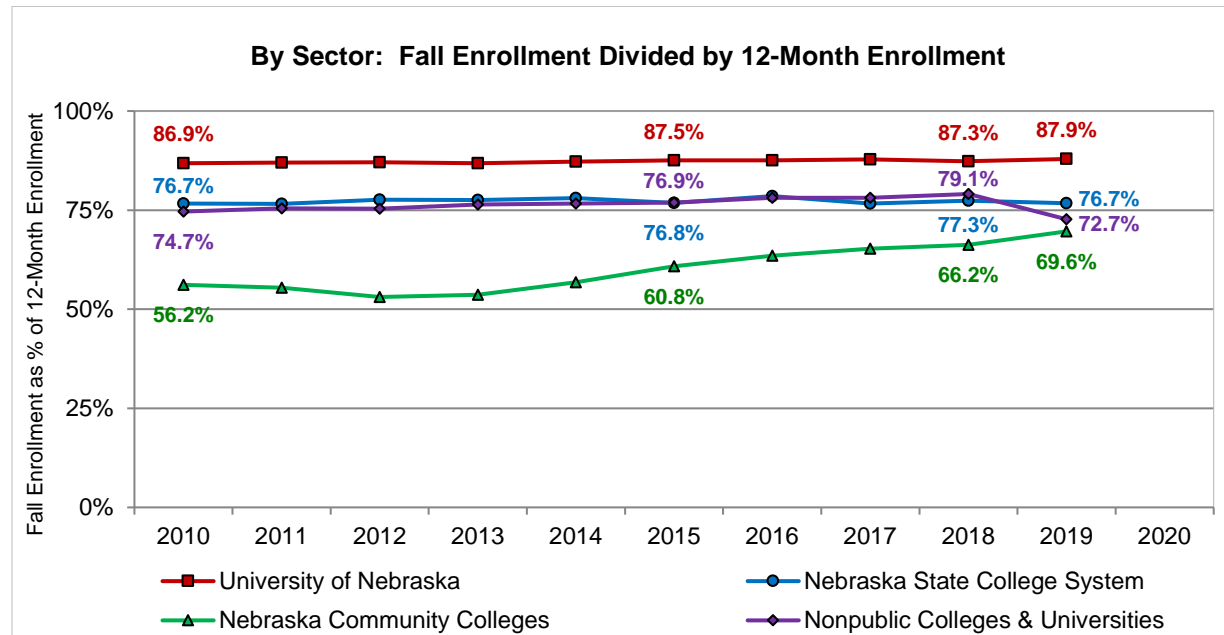
Note. The lower ratio for 2019-20 within the nonpublic sector was largely attributable to Bellevue University. While they reported an increase of 40.9% for 12-month enrollment, they reported a more modest increase of 21.0% for fall enrollment.

Introduction - Enrollment
Fall Enrollment Data for 2010 through 2020 and
12-Month Enrollment Data for 2010-11 through 2019-20

The *2021 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 nonpublic colleges and universities.

The 10-year trends presented in this section of the *Factual Look* are based on the 2010-2011 through 2020-2021 IPEDS surveys of Nebraska's postsecondary institutions. 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 four 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 nonpublic institutions 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, out-of-state public, and federally-funded tribal colleges submit data to IPEDS and are categorized as Nonpublic Colleges and Universities. 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 *2020 Factual Look* was published, the *2021 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 postsecondary institutions decreased from 145,893 students in fall 2010 to 135,601 students in fall 2020, a decrease of 7.1% over the 10-year period. Between fall 2019 and fall 2020, enrollment decreased 0.4%.

- Of the 42 postsecondary institutions that were open in fall 2019, 31 either reported lower enrollments or closed by fall 2020. Only 11 institutions reported increased enrollments. Most institutions cited the COVID-19 pandemic as the reason for lower enrollments.

Total Fall Enrollment
Nebraska Postsecondary Institutions

Nebraska State Total

TOTAL FALL ENROLLMENT by SECTOR

Total Fall Enrollment by Sector

- University of Nebraska
- Nebraska State College System
- Nebraska Community Colleges
- Nonpublic Institutions

% of Total Fall Enrollment by Sector

2010

26.1% 34.2% 33.6% 6.1%

2020

28.5% 37.8% 27.5% 6.2%
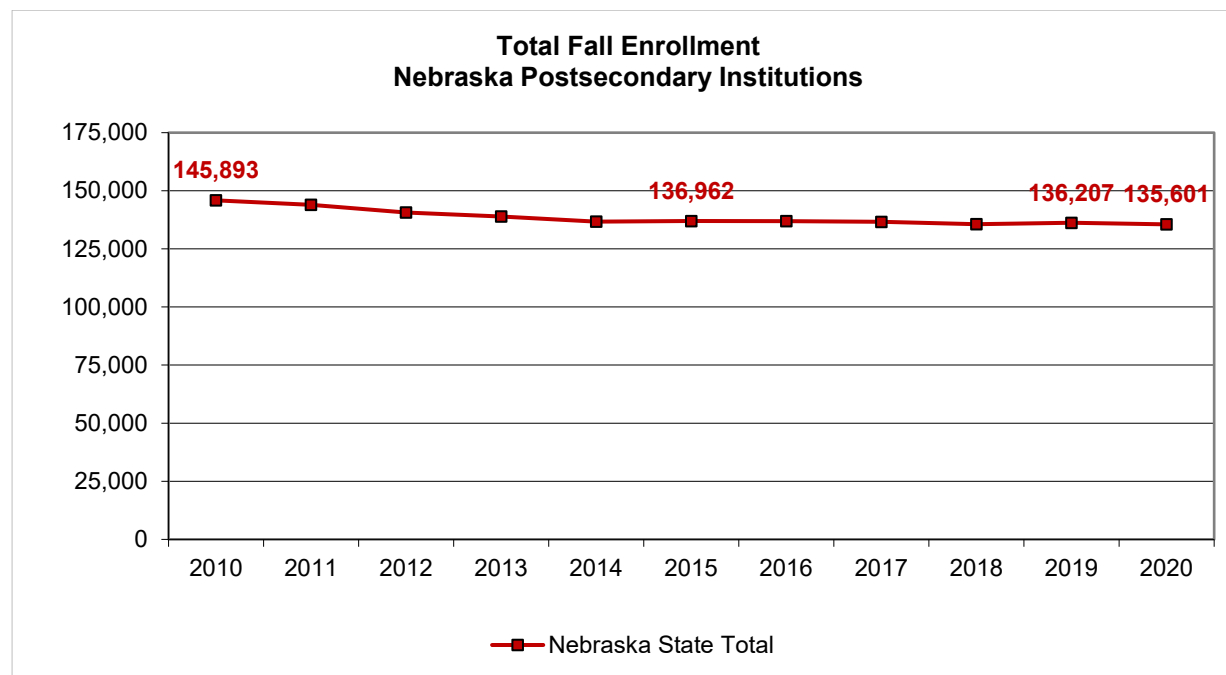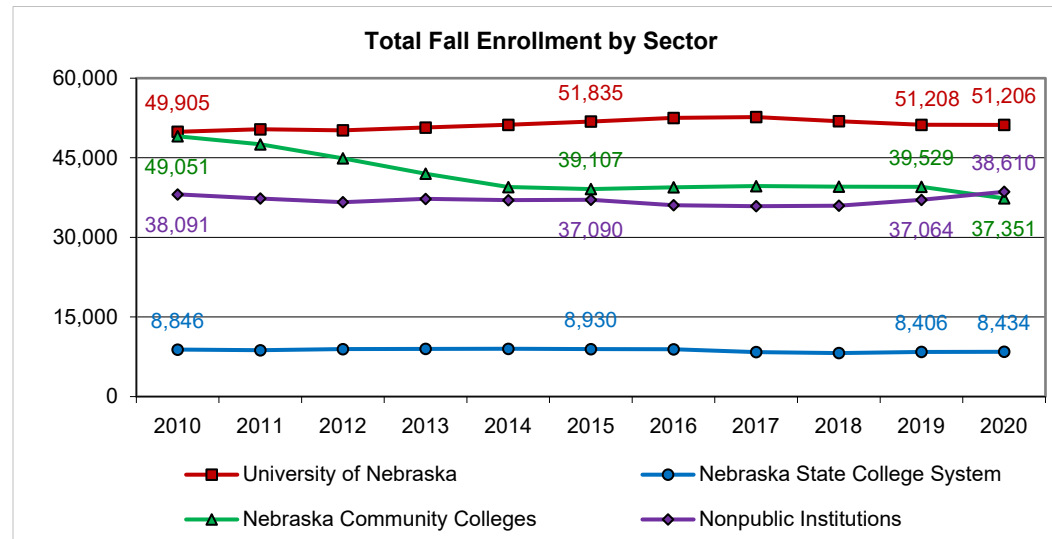
- The sectors constituting Nebraska's higher education system experienced the following percentage changes in total fall enrollment over the latest 10-year period:

Sector	19-20 1-Yr	10-20 10-Yr
Univ. of Neb. (■)	0.0%	2.6%
NSCS (●)	0.3%	-4.7%
Neb. CCs (▲)	-5.5%	-23.9%
Nonpublics (♦)	4.2%	1.4%
Total	-0.4%	-7.1%

FALL ENROLLMENT AT THE UNIVERSITY OF NEBRASKA

University of Nebraska Fall Enrollment

Legend:
- ✕ Nebraska College of Technical Agriculture
- ▲ University of Nebraska at Kearney
- ◆ University of Nebraska-Lincoln
- ● University of Nebraska Medical Center
- ■ University of Nebraska at Omaha

Data labels on chart:
- UNL (purple): 24,610 — 25,260 — 25,390 — 25,108
- UNO (red): 14,665 — 15,526 — 15,153 — 15,892
- UNK (green): 6,753 — 6,747 — 6,279 — 6,225
- UNMC (blue): 3,494 — 3,790 — 4,055 — 3,699
- NCTA (orange): 383 — 512 — 331 — 282

University of Nebraska % of Fall Enrollment by Institution

2010
- 0.8% (orange)
- 13.5% (green)
- 29.4% (red)
- 49.3% (purple)
- 7.0% (blue)

2020
- 0.6% (orange)
- 12.2% (green)
- 31.0% (red)
- 49.0% (purple)
- 7.2% (blue)

- Between fall 2010 and fall 2020, enrollment at the University of Nebraska changed as follows:

Institution	19-20 1-Yr	10-20 10-Yr
NCTA (✕)	-14.8%	-26.4%
UNK (▲)	-0.9%	-7.8%
UNL (◆)	-1.1%	2.0%
UNMC (●)	-8.8%	5.9%
UNO (■)	4.9%	8.4%
Sector Total	0.0%	2.6%

- In fall 2020, UNMC discovered that House Officers (residents and fellows) had incorrectly been included in with enrollment counts. Since IPEDS does not allow corrections to data beyond the prior year, UNMC began excluding House Officers from enrollments as of fall 2020. (As a reference point, of the 4,055 students reported for fall 2019, 597 were House Officers and should have been excluded.)
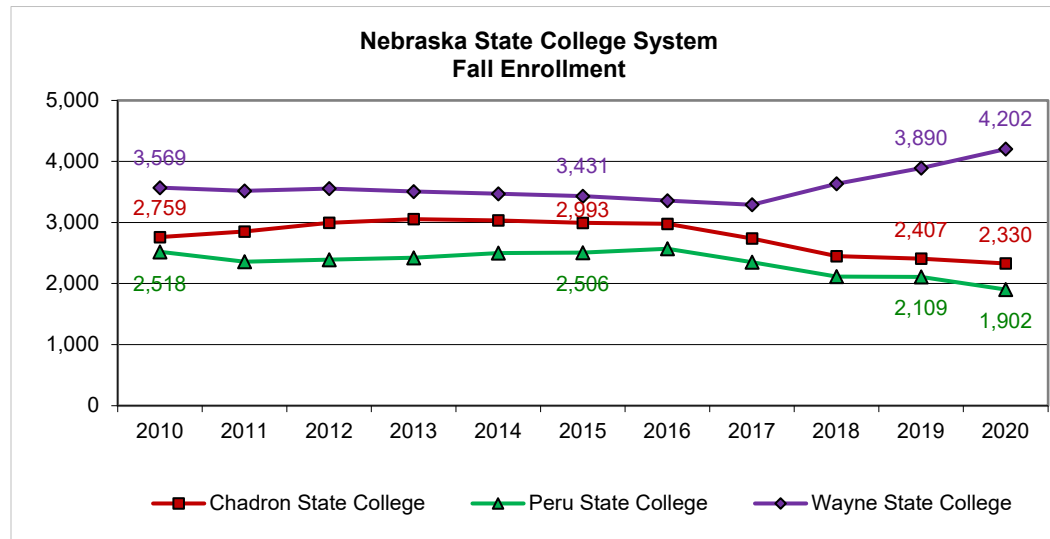
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FALL ENROLLMENT AT THE NEBRASKA STATE COLLEGE SYSTEM

Nebraska State College System
Fall Enrollment

- Between fall 2010 and fall 2020, enrollment at the Nebraska State College System changed as follows:

Institution	19-20 1-Yr	10-20 10-Yr
Chadron (■)	-3.2%	-15.5%
Peru (▲)	-9.8%	-24.5%
Wayne (♦)	8.0%	17.7%
Sector Total	0.3%	-4.7%

Nebraska State College System
% of Fall Enrollment by Institution

2010

40.3% 31.2% 28.5%

2020

49.8% 27.6% 22.6%

FALL ENROLLMENT AT NEBRASKA COMMUNITY COLLEGES

Nebraska Community Colleges Fall Enrollment

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

Nebraska Community Colleges % of Fall Enrollment by Institution

2010

- 4.9%
- 15.3%
- 25.0%
- 11.0%
- 37.8%
- 6.1%

2020

- 4.4%
- 16.0%
- 25.0%
- 13.7%
- 35.5%
- 5.6%

- Between fall 2010 and fall 2020, enrollment at Nebraska's community colleges changed as follows:

Institution	19-20 1-Yr	10-20 10-Yr
Central (■)	-6.2%	-20.6%
Metropolitan (●)	-7.4%	-28.5%
Mid-Plains (x)	-2.4%	-30.5%
Northeast (▲)	-2.9%	-5.1%
Southeast (♦)	-4.4%	-23.8%
Western (○)	-5.6%	-32.2%
Sector Total	-5.5%	-23.9%

FALL ENROLLMENT AT NEBRASKA NONPUBLIC INSTITUTIONS

Nebraska Nonpublic Institutions Fall Enrollment

Bellevue University: 10,407 (2010), 9,760 (2015), 11,637 (2019), 13,059 (2020)
Creighton University: 7,662 (2010), 8,435 (2015), 8,821 (2019), 8,770 (2020)
Concordia University-Nebraska: 2,146 (2010), 2,457 (2015), 2,703 (2019)
Doane University: 2,743 (2010), 2,639 (2015), 2,422 (2019), 2,281 (2020)
Nebraska Wesleyan University: 2,138 (2010), 2,049 (2015), 2,044 (2019), 1,924 (2020)
Other Nonpublic Institutions: 12,995 (2010), 11,750 (2015), 9,437 (2019), 9,352 (2020); 3,224 (2020)

Legend:
- Bellevue University
- Creighton University
- Concordia University-Nebraska
- Doane University
- Nebraska Wesleyan University
- Other Nonpublic Institutions

Nebraska Nonpublic Institutions % of Fall Enrollment by Institution

2010

- 27.3%
- 20.1%
- 5.6%
- 7.2%
- 5.6%
- 34.1%

2020

- 33.8%
- 22.7%
- 8.4%
- 5.9%
- 5.0%
- 24.2%

- Between fall 2010 and fall 2020, enrollment within the nonpublic sector changed as follows:

Institution	19-20 1-Yr	10-20 10-Yr
Bellevue (■)	12.2%	25.5%
Creighton (x)	-0.6%	14.5%
Concordia (●)	19.3%	50.2%
Doane (▲)	-5.8%	-16.8%
Wesleyan (♦)	-5.9%	-10.0%
Other Nonpublics (○)	-0.9%	-28.0%
Sector Total	4.2%	1.4%

- The changes in fall enrollment between 2010 and 2020 at the other nonpublic institutions were due primarily to institutions closing. (See the list of reporting institutions on the inside cover of this report for details on school closings.)

- Concordia University attributed their large one-year increase in enrollments to teaching out students for an institution that closed while Bellevue noted a large increase in undergraduate enrollments.

Note. These graphs detail data for: 1.) The five nonpublic institutions that enrolled the highest number students within the nonpublic sector in fall 2020, and 2.) The combined data for the remaining institutions in the nonpublic sector.

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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. 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. 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.

Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, June 29, 2021.

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TOTAL FALL ENROLLMENT by STUDENT LEVEL

Total Fall Enrollment by Student Level
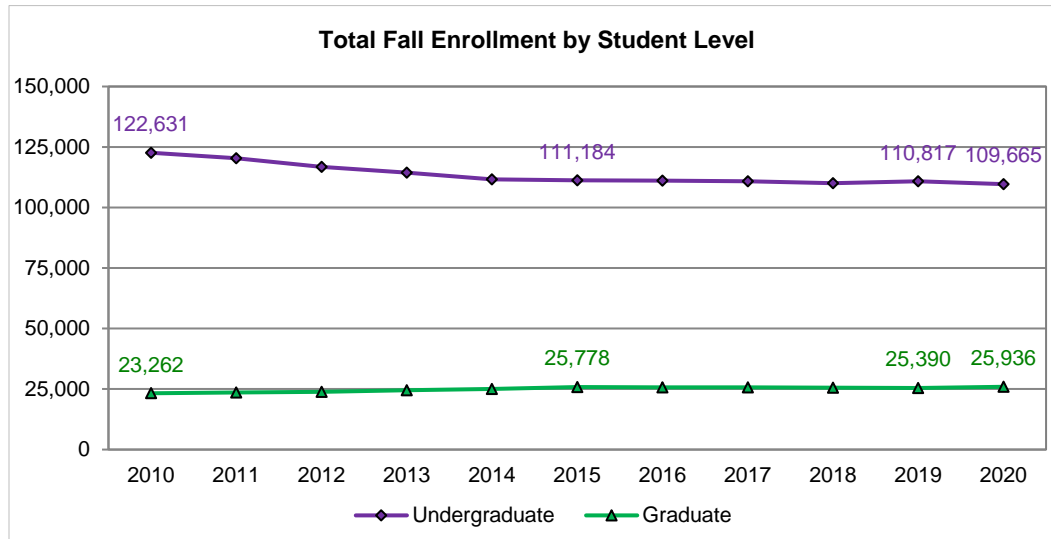
- Between fall 2010 and fall 2020, enrollment by student level changed as follows:

Student Level	19-20 1-Yr	10-20 10-Yr
Undergraduate (♦)	-1.0%	-10.6%
Graduate (▲)	2.2%	11.5%
Total	-0.4%	-7.1%

% of Total Fall Enrollment by Student Level

2010

15.9%

84.1%

2020

19.1%

80.9%
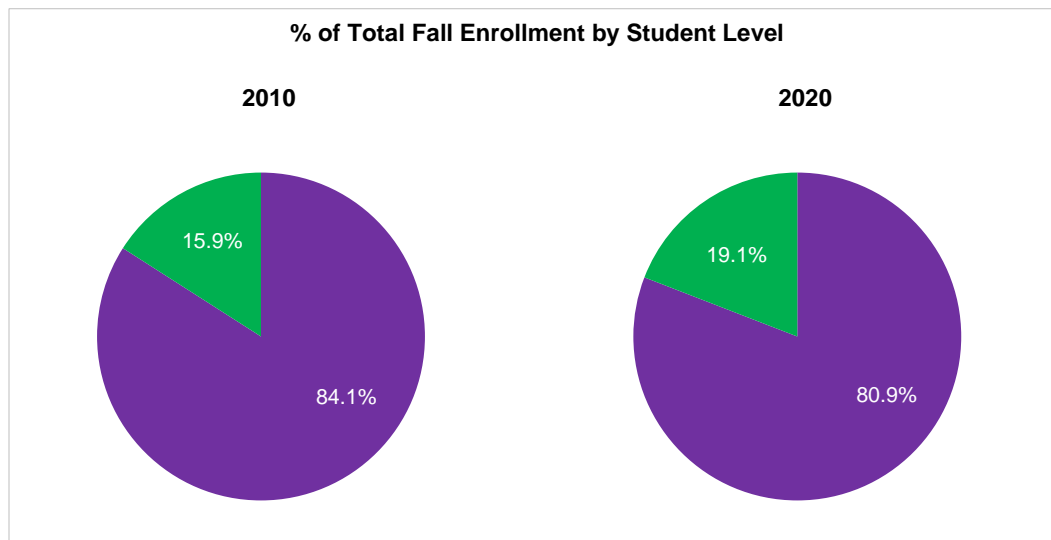
TOTAL FALL ENROLLMENT by SECTOR by STUDENT LEVEL

Total Fall Enrollment by Sector by Student Level

Sector / Student Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
Undergraduate	37,719	38,097	38,071	38,348	38,708	39,175	39,644	39,598	38,948	38,401	38,689	0.7%	2.6%
% Undergraduate	*76%*	*76%*	*76%*	*76%*	*76%*	*76%*	*75%*	*75%*	*75%*	*75%*	*76%*		
Graduate	12,186	12,266	12,107	12,357	12,507	12,660	12,872	13,081	12,937	12,807	12,517	-2.3%	2.7%
% Graduate	*24%*	*24%*	*24%*	*24%*	*24%*	*24%*	*25%*	*25%*	*25%*	*25%*	*24%*		
Nebraska State College System													
Undergraduate	7,350	7,362	7,510	7,581	7,611	7,444	7,386	6,958	6,746	6,940	6,937	0.0%	-5.6%
% Undergraduate	*83%*	*84%*	*84%*	*84%*	*85%*	*83%*	*83%*	*83%*	*82%*	*83%*	*82%*		
Graduate	1,496	1,364	1,429	1,403	1,391	1,486	1,519	1,420	1,449	1,466	1,497	2.1%	0.1%
% Graduate	*17%*	*16%*	*16%*	*16%*	*15%*	*17%*	*17%*	*17%*	*18%*	*17%*	*18%*		
Nebraska Community Colleges													
Undergraduate	49,051	47,542	44,899	42,005	39,484	39,107	39,436	39,660	39,564	39,529	37,351	-5.5%	-23.9%
% Undergraduate	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*		
Graduate	-	-	-	-	-	-	-	-	-	-	-	N/A	N/A
% Graduate	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*-*		
Nebraska Nonpublic Institutions													
Undergraduate	28,511	27,393	26,310	26,494	25,895	25,458	24,685	24,646	24,735	25,947	26,688	2.9%	-6.4%
% Undergraduate	*75%*	*73%*	*72%*	*71%*	*70%*	*69%*	*68%*	*69%*	*69%*	*70%*	*69%*		
Graduate	9,580	9,935	10,321	10,751	11,114	11,632	11,375	11,245	11,239	11,117	11,922	7.2%	24.4%
% Graduate	*25%*	*27%*	*28%*	*29%*	*30%*	*31%*	*32%*	*31%*	*31%*	*30%*	*31%*		
Nebraska Total													
Undergraduate	122,631	120,394	116,790	114,428	111,698	111,184	111,151	110,862	109,993	110,817	109,665	-1.0%	-10.6%
% Undergraduate	*84%*	*84%*	*83%*	*82%*	*82%*	*81%*	*81%*	*81%*	*81%*	*81%*	*81%*		
Graduate	23,262	23,565	23,857	24,511	25,012	25,778	25,766	25,746	25,625	25,390	25,936	2.2%	11.5%
% Graduate	*16%*	*16%*	*17%*	*18%*	*18%*	*19%*	*19%*	*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

Full-Time values: 95,154 ... 89,588 ... 85,794 86,829

Part-Time values: 50,739 ... 47,374 ... 50,413 48,772

Legend: ■ Full-Time △ Part-Time
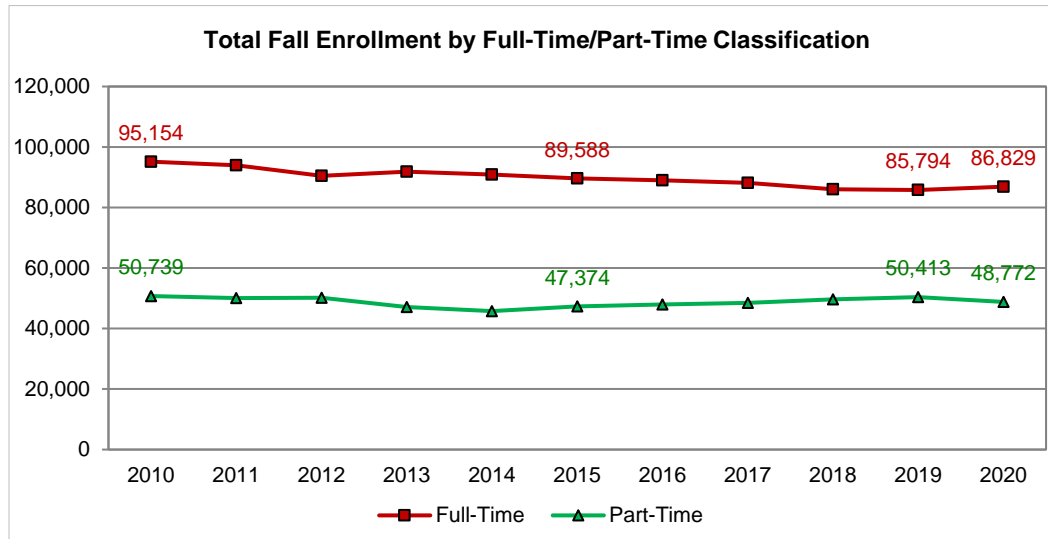
- Between fall 2010 and fall 2020, enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	19-20 1-Yr	10-20 10-Yr
Full-Time (■)	1.2%	-8.7%
Part-Time (▲)	-3.3%	-3.9%
Total	-0.4%	-7.1%

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

2010

34.8% 65.2%

2020

36.0% 64.0%

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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
Full-Time	39,253	39,425	39,059	39,628	40,044	40,168	41,001	41,074	40,976	40,463	40,140	-0.8%	2.3%
% Full-Time	*79%*	*78%*	*78%*	*78%*	*78%*	*77%*	*78%*	*78%*	*79%*	*79%*	*78%*		
Part-Time	10,652	10,938	11,119	11,077	11,171	11,667	11,515	11,605	10,909	10,745	11,066	3.0%	3.9%
% Part-Time	*21%*	*22%*	*22%*	*22%*	*22%*	*23%*	*22%*	*22%*	*21%*	*21%*	*22%*		
Nebraska State College System													
Full-Time	5,880	5,889	5,988	5,982	6,013	5,859	5,696	5,440	5,471	5,540	5,619	1.4%	-4.4%
% Full-Time	*66%*	*67%*	*67%*	*67%*	*67%*	*66%*	*64%*	*65%*	*67%*	*66%*	*67%*		
Part-Time	2,966	2,837	2,951	3,002	2,989	3,071	3,209	2,938	2,724	2,866	2,815	-1.8%	-5.1%
% Part-Time	*34%*	*33%*	*33%*	*33%*	*33%*	*34%*	*36%*	*35%*	*33%*	*34%*	*33%*		
Nebraska Community Colleges													
Full-Time	21,117	20,697	18,691	17,133	16,012	15,149	14,871	14,826	14,577	13,878	12,978	-6.5%	-38.5%
% Full-Time	*43%*	*44%*	*42%*	*41%*	*41%*	*39%*	*38%*	*37%*	*37%*	*35%*	*35%*		
Part-Time	27,934	26,845	26,208	24,872	23,472	23,958	24,565	24,834	24,987	25,651	24,373	-5.0%	-12.7%
% Part-Time	*57%*	*56%*	*58%*	*59%*	*59%*	*61%*	*62%*	*63%*	*63%*	*65%*	*65%*		
Nebraska Nonpublic Institutions													
Full-Time	28,904	27,907	26,773	29,066	28,875	28,412	27,375	26,815	24,961	25,913	28,092	8.4%	-2.8%
% Full-Time	*76%*	*75%*	*73%*	*78%*	*78%*	*77%*	*76%*	*75%*	*69%*	*70%*	*73%*		
Part-Time	9,187	9,421	9,858	8,179	8,134	8,678	8,685	9,076	11,013	11,151	10,518	-5.7%	14.5%
% Part-Time	*24%*	*25%*	*27%*	*22%*	*22%*	*23%*	*24%*	*25%*	*31%*	*30%*	*27%*		
Nebraska Total													
Full-Time	95,154	93,918	90,511	91,809	90,944	89,588	88,943	88,155	85,985	85,794	86,829	1.2%	-8.7%
% Full-Time	*65%*	*65%*	*64%*	*66%*	*67%*	*65%*	*65%*	*65%*	*63%*	*63%*	*64%*		
Part-Time	50,739	50,041	50,136	47,130	45,766	47,374	47,974	48,453	49,633	50,413	48,772	-3.3%	-3.9%
% Part-Time	*35%*	*35%*	*36%*	*34%*	*33%*	*35%*	*35%*	*35%*	*37%*	*37%*	*36%*		

UNDERGRADUATE FALL ENROLLMENT by FULL-TIME/PART-TIME CLASSIFICATION
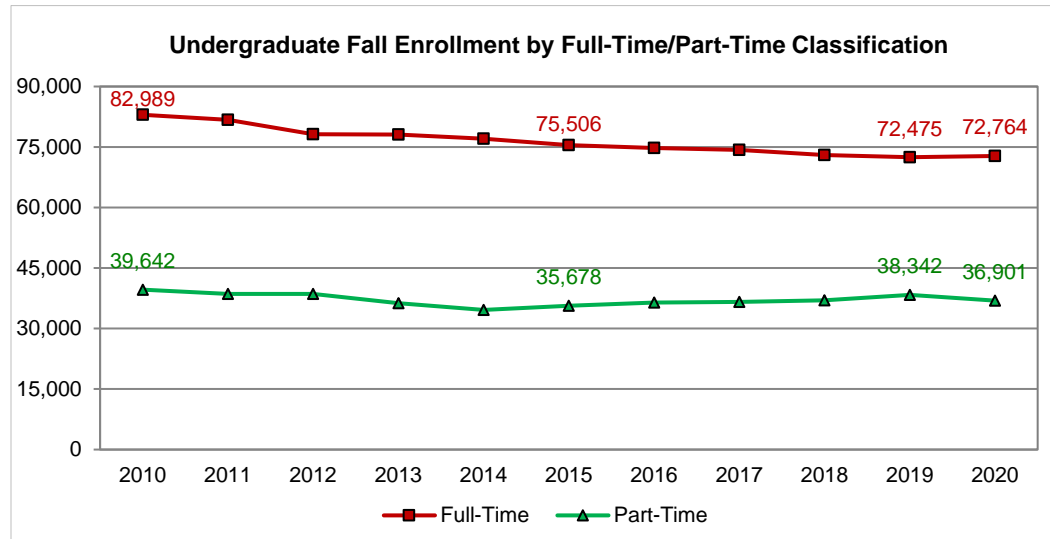
Undergraduate Fall Enrollment by Full-Time/Part-Time Classification

Full-Time values: 82,989 ... 75,506 ... 72,475 ... 72,764
Part-Time values: 39,642 ... 35,678 ... 38,342 ... 36,901

Legend: Full-Time, Part-Time

- Between fall 2010 and fall 2020, undergraduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	19-20 1-Yr	10-20 10-Yr
Undergraduate Full-Time (■)	0.4%	-12.3%
Undergraduate Part-Time (▲)	-3.8%	-6.9%
Undergraduate Total	-1.0%	-10.6%
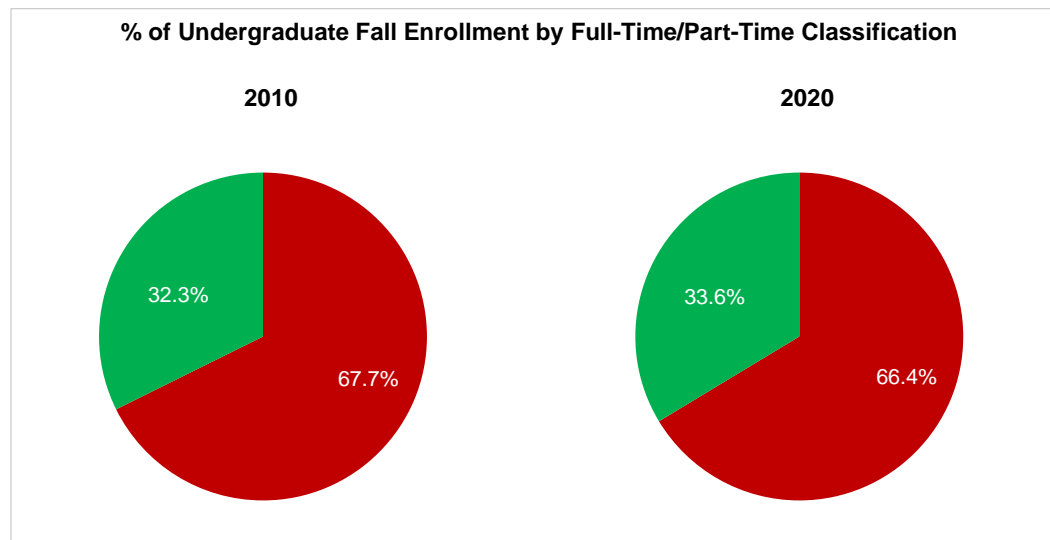
% of Undergraduate Fall Enrollment by Full-Time/Part-Time Classification

2010

32.3%
67.7%

2020

33.6%
66.4%

ccpe

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

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

| | | | | | | | | | | | | % Change | |
Sector / Full-Time/Part-Time	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	19-20 1-Yr	10-20 10-Yr
University of Nebraska													
Full-Time	33,153	33,268	32,823	33,319	33,668	33,797	34,463	34,390	34,257	33,865	34,106	0.7%	2.9%
% Full-Time	*88%*	*87%*	*86%*	*87%*	*87%*	*86%*	*87%*	*87%*	*88%*	*88%*	*88%*		
Part-Time	4,566	4,829	5,248	5,029	5,040	5,378	5,181	5,208	4,691	4,536	4,583	1.0%	0.4%
% Part-Time	*12%*	*13%*	*14%*	*13%*	*13%*	*14%*	*13%*	*13%*	*12%*	*12%*	*12%*		
Nebraska State College System													
Full-Time	5,658	5,652	5,682	5,693	5,719	5,510	5,360	5,125	5,151	5,176	5,311	2.6%	-6.1%
% Full-Time	*77%*	*77%*	*76%*	*75%*	*75%*	*74%*	*73%*	*74%*	*76%*	*75%*	*77%*		
Part-Time	1,692	1,710	1,828	1,888	1,892	1,934	2,026	1,833	1,595	1,764	1,626	-7.8%	-3.9%
% Part-Time	*23%*	*23%*	*24%*	*25%*	*25%*	*26%*	*27%*	*26%*	*24%*	*25%*	*23%*		
Nebraska Community Colleges													
Full-Time	21,117	20,697	18,691	17,133	16,012	15,149	14,871	14,826	14,577	13,878	12,978	-6.5%	-38.5%
% Full-Time	*43%*	*44%*	*42%*	*41%*	*41%*	*39%*	*38%*	*37%*	*37%*	*35%*	*35%*		
Part-Time	27,934	26,845	26,208	24,872	23,472	23,958	24,565	24,834	24,987	25,651	24,373	-5.0%	-12.7%
% Part-Time	*57%*	*56%*	*58%*	*59%*	*59%*	*61%*	*62%*	*63%*	*63%*	*65%*	*65%*		
Nebraska Nonpublic Institutions													
Full-Time	23,061	22,153	20,975	21,972	21,682	21,050	20,051	19,929	18,993	19,556	20,369	4.2%	-11.7%
% Full-Time	*81%*	*81%*	*80%*	*83%*	*84%*	*83%*	*81%*	*81%*	*77%*	*75%*	*76%*		
Part-Time	5,450	5,240	5,335	4,522	4,213	4,408	4,634	4,717	5,742	6,391	6,319	-1.1%	15.9%
% Part-Time	*19%*	*19%*	*20%*	*17%*	*16%*	*17%*	*19%*	*19%*	*23%*	*25%*	*24%*		
Nebraska Total													
Full-Time	82,989	81,770	78,171	78,117	77,081	75,506	74,745	74,270	72,978	72,475	72,764	0.4%	-12.3%
% Full-Time	*68%*	*68%*	*67%*	*68%*	*69%*	*68%*	*67%*	*67%*	*66%*	*65%*	*66%*		
Part-Time	39,642	38,624	38,619	36,311	34,617	35,678	36,406	36,592	37,015	38,342	36,901	-3.8%	-6.9%
% Part-Time	*32%*	*32%*	*33%*	*32%*	*31%*	*32%*	*33%*	*33%*	*34%*	*35%*	*34%*		

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

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

Full-Time values: 12,165 ... 14,082 ... 13,319 ... 14,065
Part-Time values: 11,097 ... 11,696 ... 12,071 ... 11,871

Legend: Full-Time, Part-Time

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

2010

47.7% / 52.3%

2020

45.8% / 54.2%

- Between fall 2010 and fall 2020, graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	19-20 1-Yr	10-20 10-Yr
Graduate Full-Time (■)	5.6%	15.6%
Graduate Part-Time (▲)	-1.7%	7.0%
Graduate Total	2.2%	11.5%

- Bellevue University has been emphasizing to their graduate students the importance of attending school full time. As a result, full-time graduate enrollments have increased 40.1% over the last year (from 1,783 to 2,498) while part-time graduate enrollments have decreased 45.7% (from 1,650 to 896).

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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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
Full-Time	6,100	6,157	6,236	6,309	6,376	6,371	6,538	6,684	6,719	6,598	6,034	-8.5%	-1.1%
% Full-Time	*50%*	*50%*	*52%*	*51%*	*51%*	*50%*	*51%*	*51%*	*52%*	*52%*	*48%*		
Part-Time	6,086	6,109	5,871	6,048	6,131	6,289	6,334	6,397	6,218	6,209	6,483	4.4%	6.5%
% Part-Time	*50%*	*50%*	*48%*	*49%*	*49%*	*50%*	*49%*	*49%*	*48%*	*48%*	*52%*		
Nebraska State College System													
Full-Time	222	237	306	289	294	349	336	315	320	364	308	-15.4%	38.7%
% Full-Time	*15%*	*17%*	*21%*	*21%*	*21%*	*23%*	*22%*	*22%*	*22%*	*25%*	*21%*		
Part-Time	1,274	1,127	1,123	1,114	1,097	1,137	1,183	1,105	1,129	1,102	1,189	7.9%	-6.7%
% Part-Time	*85%*	*83%*	*79%*	*79%*	*79%*	*77%*	*78%*	*78%*	*78%*	*75%*	*79%*		
Nebraska Nonpublic Institutions													
Full-Time	5,843	5,754	5,798	7,094	7,193	7,362	7,324	6,886	5,968	6,357	7,723	21.5%	32.2%
% Full-Time	*61%*	*58%*	*56%*	*66%*	*65%*	*63%*	*64%*	*61%*	*53%*	*57%*	*65%*		
Part-Time	3,737	4,181	4,523	3,657	3,921	4,270	4,051	4,359	5,271	4,760	4,199	-11.8%	12.4%
% Part-Time	*39%*	*42%*	*44%*	*34%*	*35%*	*37%*	*36%*	*39%*	*47%*	*43%*	*35%*		
Nebraska Total													
Full-Time	12,165	12,148	12,340	13,692	13,863	14,082	14,198	13,885	13,007	13,319	14,065	5.6%	15.6%
% Full-Time	*52%*	*52%*	*52%*	*56%*	*55%*	*55%*	*55%*	*54%*	*51%*	*52%*	*54%*		
Part-Time	11,097	11,417	11,517	10,819	11,149	11,696	11,568	11,861	12,618	12,071	11,871	-1.7%	7.0%
% Part-Time	*48%*	*48%*	*48%*	*44%*	*45%*	*45%*	*45%*	*46%*	*49%*	*48%*	*46%*		

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
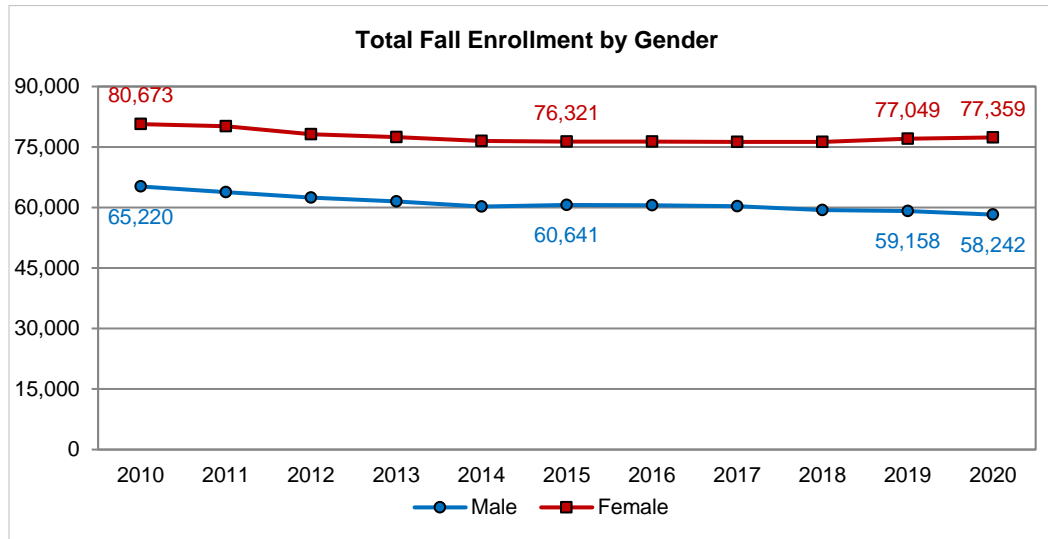
- Between fall 2010 and fall 2020, enrollment by gender changed as follows:

Gender	19-20 1-Yr	10-20 10-Yr
Male (●)	-1.5%	-10.7%
Female (■)	0.4%	-4.1%
Total	-0.4%	-7.1%

% of Total Fall Enrollment by Gender

2010

55.3%   44.7%

2020

57.0%   43.0%
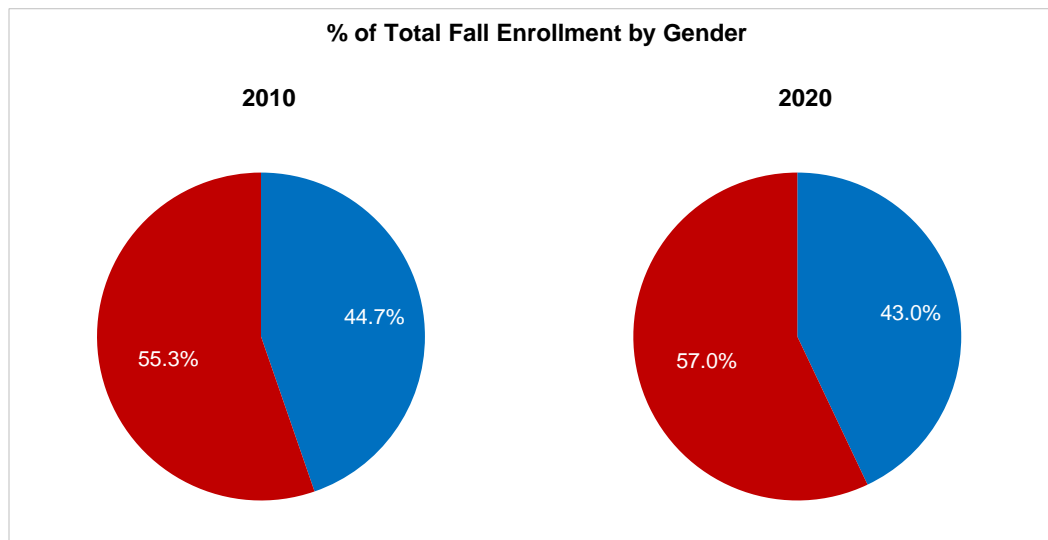
TOTAL FALL ENROLLMENT by SECTOR by GENDER

Total Fall Enrollment by Sector by Gender

Sector / Gender	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
Male	24,386	24,395	24,343	24,399	24,587	24,642	24,850	24,896	24,348	23,771	23,136	-2.7%	-5.1%
% Male	*49%*	*48%*	*49%*	*48%*	*48%*	*48%*	*47%*	*47%*	*47%*	*46%*	*45%*		
Female	25,519	25,968	25,835	26,306	26,628	27,193	27,666	27,783	27,537	27,437	28,070	2.3%	10.0%
% Female	*51%*	*52%*	*51%*	*52%*	*52%*	*52%*	*53%*	*53%*	*53%*	*54%*	*55%*		
Nebraska State College System													
Male	3,688	3,687	3,765	3,751	3,750	3,674	3,680	3,407	3,361	3,390	3,366	-0.7%	-8.7%
% Male	*42%*	*42%*	*42%*	*42%*	*42%*	*41%*	*41%*	*41%*	*41%*	*40%*	*40%*		
Female	5,158	5,039	5,174	5,233	5,252	5,256	5,225	4,971	4,834	5,016	5,068	1.0%	-1.7%
% Female	*58%*	*58%*	*58%*	*58%*	*58%*	*59%*	*59%*	*59%*	*59%*	*60%*	*60%*		
Nebraska Community Colleges													
Male	22,045	20,961	19,982	18,853	17,696	17,906	18,205	18,370	17,974	17,921	16,727	-6.7%	-24.1%
% Male	*45%*	*44%*	*45%*	*45%*	*45%*	*46%*	*46%*	*46%*	*45%*	*45%*	*45%*		
Female	27,006	26,581	24,917	23,152	21,788	21,201	21,231	21,290	21,590	21,608	20,624	-4.6%	-23.6%
% Female	*55%*	*56%*	*55%*	*55%*	*55%*	*54%*	*54%*	*54%*	*55%*	*55%*	*55%*		
Nebraska Nonpublic Institutions													
Male	15,101	14,737	14,361	14,477	14,199	14,419	13,845	13,670	13,661	14,076	15,013	6.7%	-0.6%
% Male	*40%*	*39%*	*39%*	*39%*	*38%*	*39%*	*38%*	*38%*	*38%*	*38%*	*39%*		
Female	22,990	22,591	22,270	22,768	22,810	22,671	22,215	22,221	22,313	22,988	23,597	2.6%	2.6%
% Female	*60%*	*61%*	*61%*	*61%*	*62%*	*61%*	*62%*	*62%*	*62%*	*62%*	*61%*		
Nebraska Total													
Male	65,220	63,780	62,451	61,480	60,232	60,641	60,580	60,343	59,344	59,158	58,242	-1.5%	-10.7%
% Male	*45%*	*44%*	*44%*	*44%*	*44%*	*44%*	*44%*	*44%*	*44%*	*43%*	*43%*		
Female	80,673	80,179	78,196	77,459	76,478	76,321	76,337	76,265	76,274	77,049	77,359	0.4%	-4.1%
% Female	*55%*	*56%*	*56%*	*56%*	*56%*	*56%*	*56%*	*56%*	*56%*	*57%*	*57%*		

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

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

- Male Full-Time: 38,484 ... 35,076 ... 33,105 ... 33,002
- Male Part-Time: 17,068 ... 15,257 ... 16,411 ... 15,661

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

2010
- 30.7%
- 69.3%
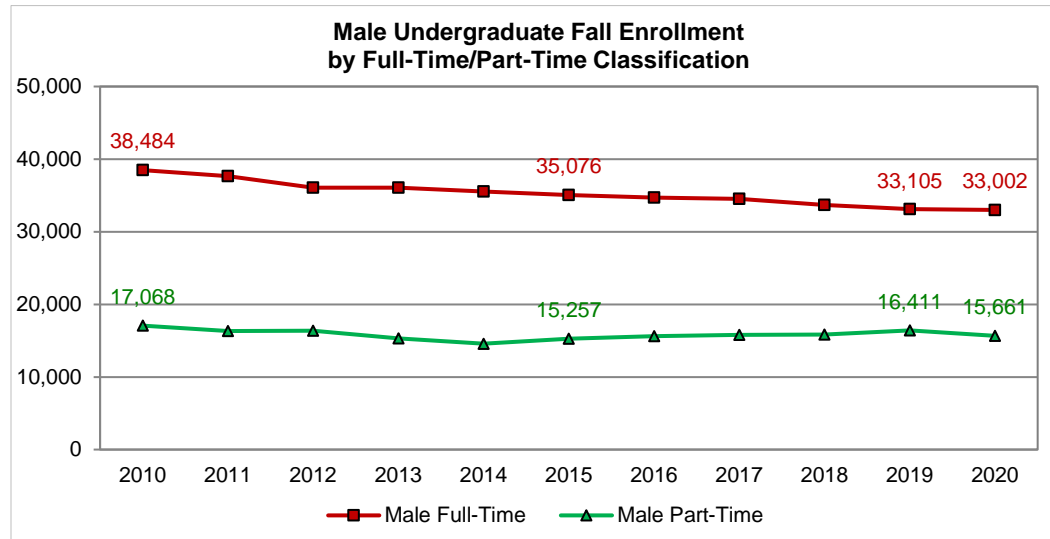
2020
- 32.2%
- 67.8%

- Between fall 2010 and fall 2020, male undergraduate enrollment by full-time/ part-time classification changed as follows:

Full-Time/Part-Time	19-20 1-Yr	10-20 10-Yr
Male Full-Time (■)	-0.3%	-14.2%
Male Part-Time (▲)	-4.6%	-8.2%
Male Undergraduate Total	-1.7%	-12.4%
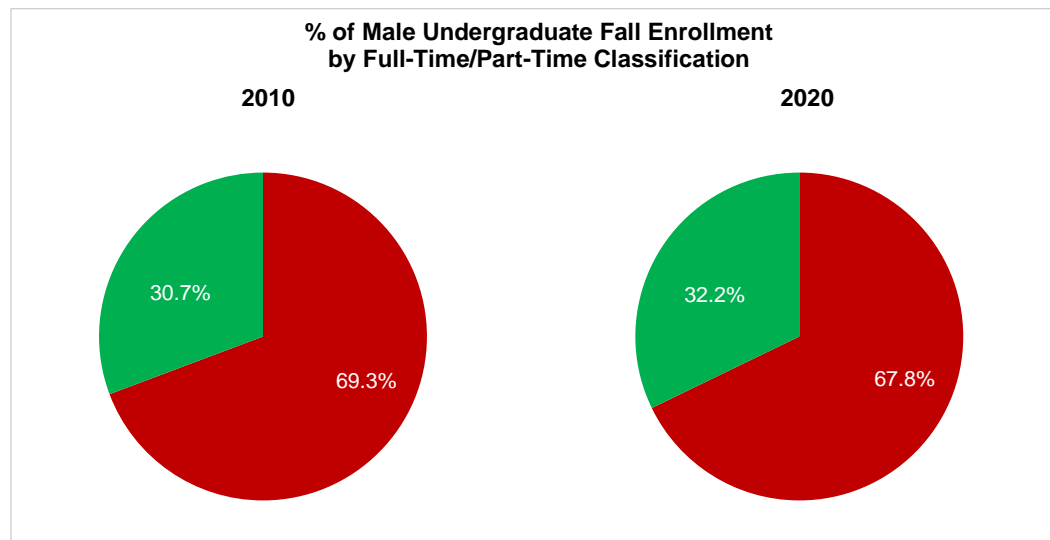
UNDERGRADUATE FALL ENROLLMENT by GENDER by FULL-TIME/PART-TIME CLASSIFICATION

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

- Female Full-Time: 44,505 ... 40,430 ... 39,370 ... 39,762
- Female Part-Time: 22,574 ... 20,421 ... 21,931 ... 21,240

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

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

2010

33.7% / 66.3%

2020

34.8% / 65.2%
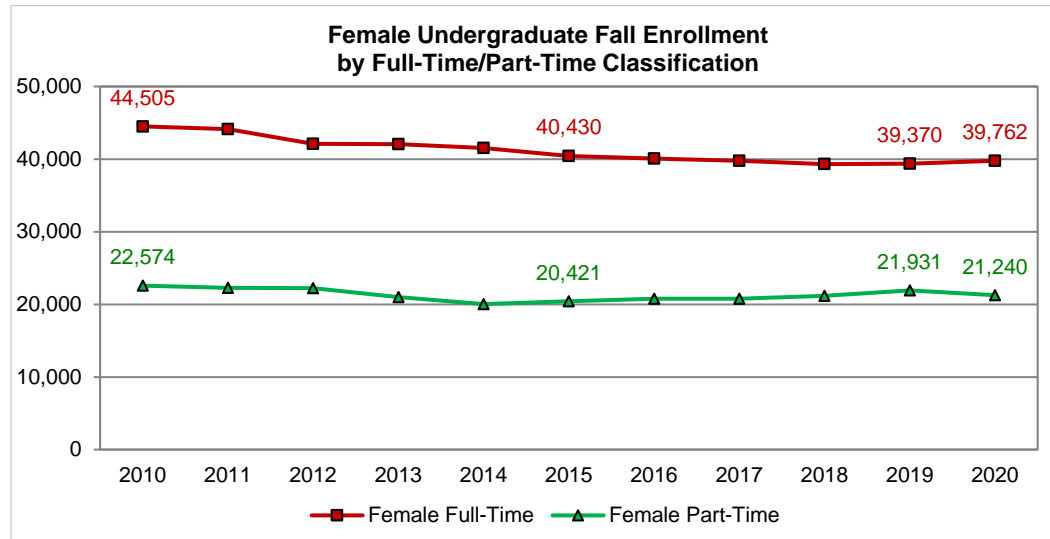
- Between fall 2010 and fall 2020, female undergraduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	19-20 1-Yr	10-20 10-Yr
Female Full-Time (■)	1.0%	-10.7%
Female Part-Time (▲)	-3.2%	-5.9%
Female Undergraduate Total	-0.5%	-9.1%

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

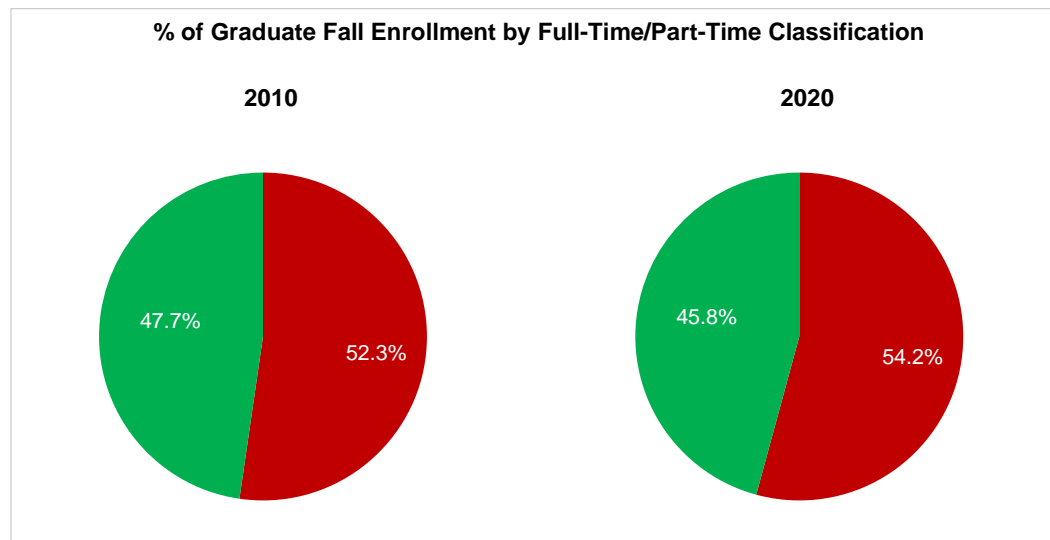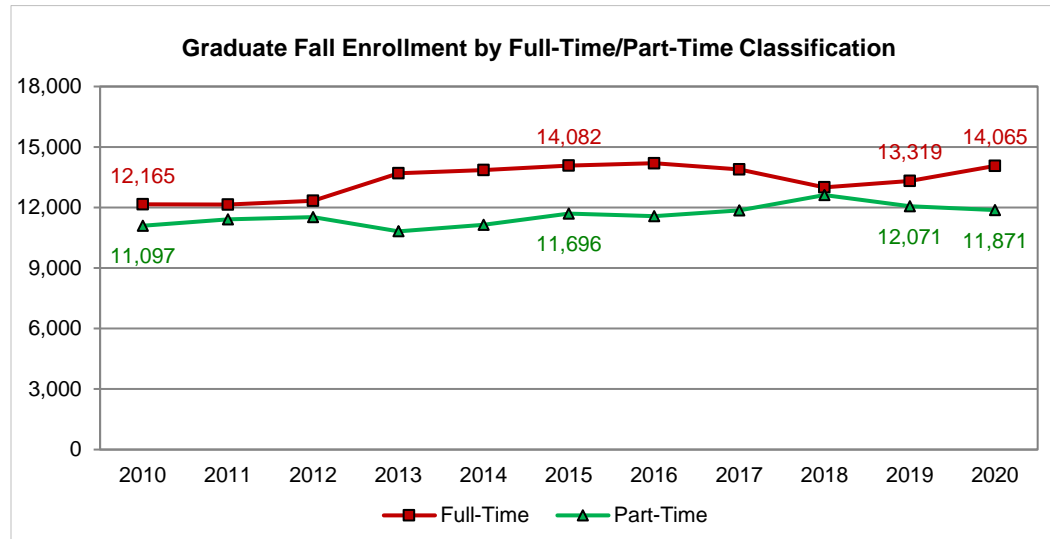| Sector / Gender	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
Male	18,941	18,973	18,969	18,972	19,141	19,173	19,304	19,355	18,920	18,447	18,156	-1.6%	-4.1%
% Male	*50%*	*50%*	*50%*	*49%*	*49%*	*49%*	*49%*	*49%*	*49%*	*48%*	*47%*		
Male Full-Time	16,629	16,497	16,277	16,445	16,588	16,490	16,706	16,680	16,545	16,123	15,854	-1.7%	-4.7%
% Male Full-Time	*88%*	*87%*	*86%*	*87%*	*87%*	*86%*	*87%*	*86%*	*87%*	*87%*	*87%*		
Male Part-Time	2,312	2,476	2,692	2,527	2,553	2,683	2,598	2,675	2,375	2,324	2,302	-0.9%	-0.4%
% Male Part-Time	*12%*	*13%*	*14%*	*13%*	*13%*	*14%*	*13%*	*14%*	*13%*	*13%*	*13%*		
Female	18,778	19,124	19,102	19,376	19,567	20,002	20,340	20,243	20,028	19,954	20,533	2.9%	9.3%
% Female	*50%*	*50%*	*50%*	*51%*	*51%*	*51%*	*51%*	*51%*	*51%*	*52%*	*53%*		
Female Full-Time	16,524	16,771	16,546	16,874	17,080	17,307	17,757	17,710	17,712	17,742	18,252	2.9%	10.5%
% Female Full-Time	*88%*	*88%*	*87%*	*87%*	*87%*	*87%*	*87%*	*87%*	*88%*	*89%*	*89%*		
Female Part-Time	2,254	2,353	2,556	2,502	2,487	2,695	2,583	2,533	2,316	2,212	2,281	3.1%	1.2%
% Female Part-Time	*12%*	*12%*	*13%*	*13%*	*13%*	*13%*	*13%*	*13%*	*12%*	*11%*	*11%*		
Nebraska State College System													
Male	3,168	3,168	3,216	3,191	3,201	3,090	3,107	2,891	2,845	2,881	2,833	-1.7%	-10.6%
% Male	*43%*	*43%*	*43%*	*42%*	*42%*	*42%*	*42%*	*42%*	*42%*	*42%*	*41%*		
Male Full-Time	2,551	2,535	2,518	2,472	2,474	2,382	2,351	2,214	2,253	2,247	2,249	0.1%	-11.8%
% Male Full-Time	*81%*	*80%*	*78%*	*77%*	*77%*	*77%*	*76%*	*77%*	*79%*	*78%*	*79%*		
Male Part-Time	617	633	698	719	727	708	756	677	592	634	584	-7.9%	-5.3%
% Male Part-Time	*19%*	*20%*	*22%*	*23%*	*23%*	*23%*	*24%*	*23%*	*21%*	*22%*	*21%*		
Female	4,182	4,194	4,294	4,390	4,410	4,354	4,279	4,067	3,901	4,059	4,104	1.1%	-1.9%
% Female	*57%*	*57%*	*57%*	*58%*	*58%*	*58%*	*58%*	*58%*	*58%*	*58%*	*59%*		
Female Full-Time	3,107	3,117	3,164	3,221	3,245	3,128	3,009	2,911	2,898	2,929	3,062	4.5%	-1.4%
% Female Full-Time	*74%*	*74%*	*74%*	*73%*	*74%*	*72%*	*70%*	*72%*	*74%*	*72%*	*75%*		
Female Part-Time	1,075	1,077	1,130	1,169	1,165	1,226	1,270	1,156	1,003	1,130	1,042	-7.8%	-3.1%
% Female Part-Time	*26%*	*26%*	*26%*	*27%*	*26%*	*28%*	*30%*	*28%*	*26%*	*28%*	*25%*		
Nebraska Community Colleges													
Male	22,045	20,961	19,982	18,853	17,696	17,906	18,205	18,370	17,974	17,921	16,727	-6.7%	-24.1%
% Male	*45%*	*44%*	*45%*	*45%*	*45%*	*46%*	*46%*	*46%*	*45%*	*45%*	*45%*		
Male Full-Time	9,976	9,661	8,928	8,307	7,759	7,501	7,445	7,418	7,171	6,881	6,404	-6.9%	-35.8%
% Male Full-Time	*45%*	*46%*	*45%*	*44%*	*44%*	*42%*	*41%*	*40%*	*40%*	*38%*	*38%*		
Male Part-Time	12,069	11,300	11,054	10,546	9,937	10,405	10,760	10,952	10,803	11,040	10,323	-6.5%	-14.5%
% Male Part-Time	*55%*	*54%*	*55%*	*56%*	*56%*	*58%*	*59%*	*60%*	*60%*	*62%*	*62%*		
Female	27,006	26,581	24,917	23,152	21,788	21,201	21,231	21,290	21,590	21,608	20,624	-4.6%	-23.6%
% Female	*55%*	*56%*	*55%*	*55%*	*55%*	*54%*	*54%*	*54%*	*55%*	*55%*	*55%*		
Female Full-Time	11,141	11,036	9,763	8,826	8,253	7,648	7,426	7,408	7,406	6,997	6,574	-6.0%	-41.0%
% Female Full-Time	*41%*	*42%*	*39%*	*38%*	*38%*	*36%*	*35%*	*35%*	*34%*	*32%*	*32%*		
Female Part-Time	15,865	15,545	15,154	14,326	13,535	13,553	13,805	13,882	14,184	14,611	14,050	-3.8%	-11.4%
% Female Part-Time	*59%*	*58%*	*61%*	*62%*	*62%*	*64%*	*65%*	*65%*	*66%*	*68%*	*68%*		

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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Nebraska Nonpublic Institutions													
Male	11,398	10,886	10,292	10,340	10,079	10,164	9,689	9,704	9,749	10,267	10,947	6.6%	-4.0%
% Male	*40%*	*40%*	*39%*	*39%*	*39%*	*40%*	*39%*	*39%*	*39%*	*40%*	*41%*		
Male Full-Time	9,328	8,960	8,353	8,824	8,713	8,703	8,181	8,210	7,698	7,854	8,495	8.2%	-8.9%
% Male Full-Time	*82%*	*82%*	*81%*	*85%*	*86%*	*86%*	*84%*	*85%*	*79%*	*76%*	*78%*		
Male Part-Time	2,070	1,926	1,939	1,516	1,366	1,461	1,508	1,494	2,051	2,413	2,452	1.6%	18.5%
% Male Part-Time	*18%*	*18%*	*19%*	*15%*	*14%*	*14%*	*16%*	*15%*	*21%*	*24%*	*22%*		
Female	17,113	16,507	16,018	16,154	15,816	15,294	14,996	14,942	14,986	15,680	15,741	0.4%	-8.0%
% Female	*60%*	*60%*	*61%*	*61%*	*61%*	*60%*	*61%*	*61%*	*61%*	*60%*	*59%*		
Female Full-Time	13,733	13,193	12,622	13,148	12,969	12,347	11,870	11,719	11,295	11,702	11,874	1.5%	-13.5%
% Female Full-Time	*80%*	*80%*	*79%*	*81%*	*82%*	*81%*	*79%*	*78%*	*75%*	*75%*	*75%*		
Female Part-Time	3,380	3,314	3,396	3,006	2,847	2,947	3,126	3,223	3,691	3,978	3,867	-2.8%	14.4%
% Female Part-Time	*20%*	*20%*	*21%*	*19%*	*18%*	*19%*	*21%*	*22%*	*25%*	*25%*	*25%*		
Nebraska Total													
Male	55,552	53,988	52,459	51,356	50,117	50,333	50,305	50,320	49,488	49,516	48,663	-1.7%	-12.4%
% Male	*45%*	*45%*	*45%*	*45%*	*45%*	*45%*	*45%*	*45%*	*45%*	*45%*	*44%*		
Male Full-Time	38,484	37,653	36,076	36,048	35,534	35,076	34,683	34,522	33,667	33,105	33,002	-0.3%	-14.2%
% Male Full-Time	*69%*	*70%*	*69%*	*70%*	*71%*	*70%*	*69%*	*69%*	*68%*	*67%*	*68%*		
Male Part-Time	17,068	16,335	16,383	15,308	14,583	15,257	15,622	15,798	15,821	16,411	15,661	-4.6%	-8.2%
% Male Part-Time	*31%*	*30%*	*31%*	*30%*	*29%*	*30%*	*31%*	*31%*	*32%*	*33%*	*32%*		
Female	67,079	66,406	64,331	63,072	61,581	60,851	60,846	60,542	60,505	61,301	61,002	-0.5%	-9.1%
% Female	*55%*	*55%*	*55%*	*55%*	*55%*	*55%*	*55%*	*55%*	*55%*	*55%*	*56%*		
Female Full-Time	44,505	44,117	42,095	42,069	41,547	40,430	40,062	39,748	39,311	39,370	39,762	1.0%	-10.7%
% Female Full-Time	*66%*	*66%*	*65%*	*67%*	*67%*	*66%*	*66%*	*66%*	*65%*	*64%*	*65%*		
Female Part-Time	22,574	22,289	22,236	21,003	20,034	20,421	20,784	20,794	21,194	21,931	21,240	-3.2%	-5.9%
% Female Part-Time	*34%*	*34%*	*35%*	*33%*	*33%*	*34%*	*34%*	*34%*	*35%*	*36%*	*35%*		

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

Male Graduate Fall Enrollment by Full-Time/Part-Time Classification
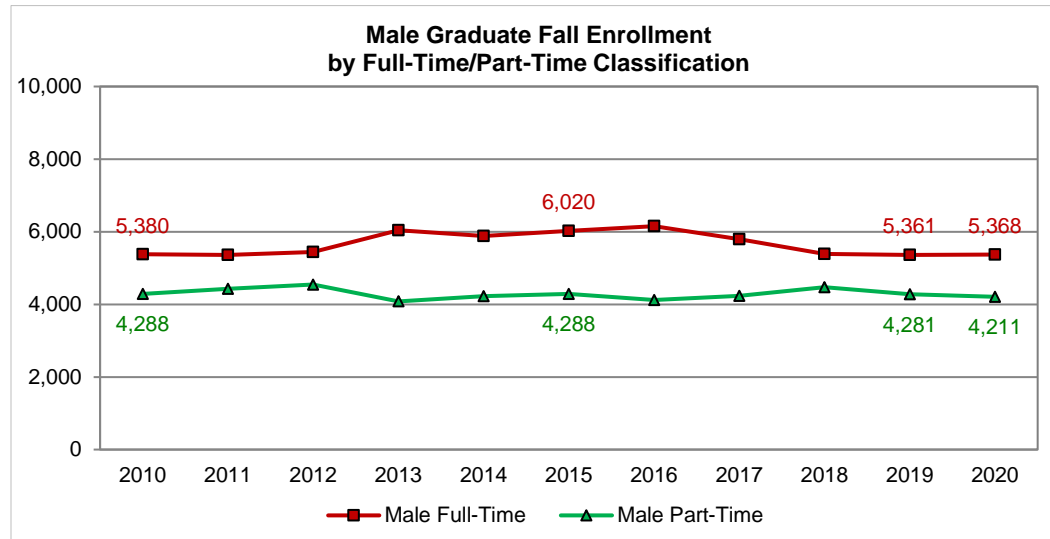
- Between fall 2010 and fall 2020, male graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	19-20 1-Yr	10-20 10-Yr
Male Full-Time (■)	0.1%	-0.2%
Male Part-Time (▲)	-1.6%	-1.8%
Male Graduate Total	-0.7%	-0.9%

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

2010

44.4% 55.6%

2020

44.0% 56.0%

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

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

Female Full-Time: 6,785 (2010), 8,062 (2014), 7,958 (2019), 8,697 (2020)
Female Part-Time: 6,809 (2010), 7,408 (2015), 7,790 (2019), 7,660 (2020)

■ Female Full-Time ▲ Female Part-Time
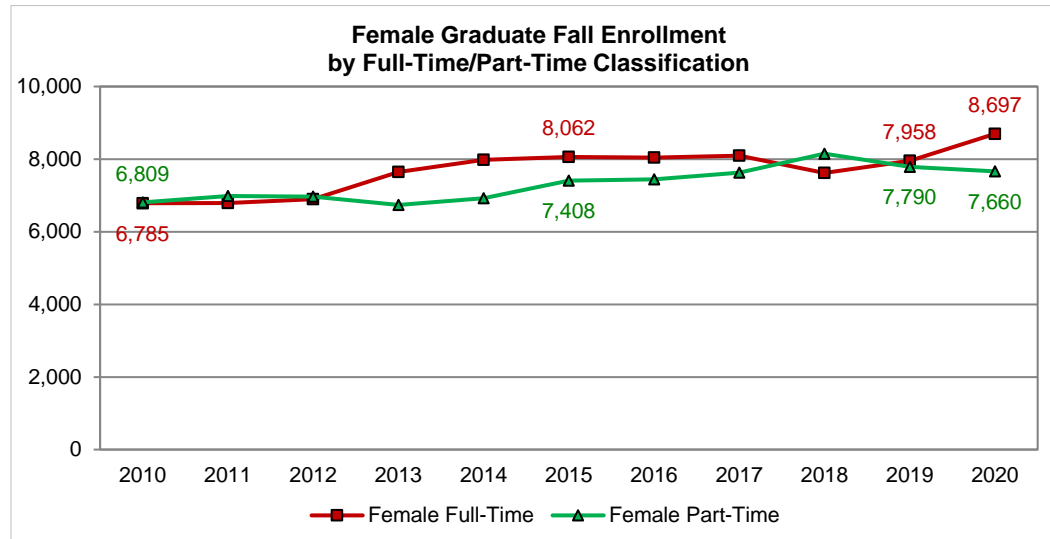
- Between fall 2010 and fall 2020, female graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	19-20 1-Yr	10-20 10-Yr
Female Full-Time (■)	9.3%	28.2%
Female Part-Time (▲)	-1.7%	12.5%
Female Graduate Total	3.9%	20.3%

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

2010

50.1% 49.9%

2020

46.8% 53.2%

ccpe

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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
Male	5,445	5,422	5,374	5,427	5,446	5,469	5,546	5,541	5,428	5,324	4,980	-6.5%	-8.5%
% Male	*45%*	*44%*	*44%*	*44%*	*44%*	*43%*	*43%*	*42%*	*42%*	*42%*	*40%*		
Male Full-Time	3,063	3,034	3,008	3,079	3,061	3,054	3,145	3,124	3,111	2,985	2,497	-16.3%	-18.5%
% Male Full-Time	*56%*	*56%*	*56%*	*57%*	*56%*	*56%*	*57%*	*56%*	*57%*	*56%*	*50%*		
Male Part-Time	2,382	2,388	2,366	2,348	2,385	2,415	2,401	2,417	2,317	2,339	2,483	6.2%	4.2%
% Male Part-Time	*44%*	*44%*	*44%*	*43%*	*44%*	*44%*	*43%*	*44%*	*43%*	*44%*	*50%*		
Female	6,741	6,844	6,733	6,930	7,061	7,191	7,326	7,540	7,509	7,483	7,537	0.7%	11.8%
% Female	*55%*	*56%*	*56%*	*56%*	*56%*	*57%*	*57%*	*58%*	*58%*	*58%*	*60%*		
Female Full-Time	3,037	3,123	3,228	3,230	3,315	3,317	3,393	3,560	3,608	3,613	3,537	-2.1%	16.5%
% Female Full-Time	*45%*	*46%*	*48%*	*47%*	*47%*	*46%*	*46%*	*47%*	*48%*	*48%*	*47%*		
Female Part-Time	3,704	3,721	3,505	3,700	3,746	3,874	3,933	3,980	3,901	3,870	4,000	3.4%	8.0%
% Female Part-Time	*55%*	*54%*	*52%*	*53%*	*53%*	*54%*	*54%*	*53%*	*52%*	*52%*	*53%*		
Nebraska State College System													
Male	520	519	549	560	549	584	573	516	516	509	533	4.7%	2.5%
% Male	*35%*	*38%*	*38%*	*40%*	*39%*	*39%*	*38%*	*36%*	*36%*	*35%*	*36%*		
Male Full-Time	93	95	108	111	82	114	101	85	90	99	92	-7.1%	-1.1%
% Male Full-Time	*18%*	*18%*	*20%*	*20%*	*15%*	*20%*	*18%*	*16%*	*17%*	*19%*	*17%*		
Male Part-Time	427	424	441	449	467	470	472	431	426	410	441	7.6%	3.3%
% Male Part-Time	*82%*	*82%*	*80%*	*80%*	*85%*	*80%*	*82%*	*84%*	*83%*	*81%*	*83%*		
Female	976	845	880	843	842	902	946	904	933	957	964	0.7%	-1.2%
% Female	*65%*	*62%*	*62%*	*60%*	*61%*	*61%*	*62%*	*64%*	*64%*	*65%*	*64%*		
Female Full-Time	129	142	198	178	212	235	235	230	230	265	216	-18.5%	67.4%
% Female Full-Time	*13%*	*17%*	*23%*	*21%*	*25%*	*26%*	*25%*	*25%*	*25%*	*28%*	*22%*		
Female Part-Time	847	703	682	665	630	667	711	674	703	692	748	8.1%	-11.7%
% Female Part-Time	*87%*	*83%*	*78%*	*79%*	*75%*	*74%*	*75%*	*75%*	*75%*	*72%*	*78%*		
Nebraska Nonpublic Institutions													
Male	3,703	3,851	4,069	4,137	4,120	4,255	4,156	3,966	3,912	3,809	4,066	6.7%	9.8%
% Male	*39%*	*39%*	*39%*	*38%*	*37%*	*37%*	*37%*	*35%*	*35%*	*34%*	*34%*		
Male Full-Time	2,224	2,232	2,330	2,853	2,743	2,852	2,907	2,584	2,187	2,277	2,779	22.0%	25.0%
% Male Full-Time	*60%*	*58%*	*57%*	*69%*	*67%*	*67%*	*70%*	*65%*	*56%*	*60%*	*68%*		
Male Part-Time	1,479	1,619	1,739	1,284	1,377	1,403	1,249	1,382	1,725	1,532	1,287	-16.0%	-13.0%
% Male Part-Time	*40%*	*42%*	*43%*	*31%*	*33%*	*33%*	*30%*	*35%*	*44%*	*40%*	*32%*		
Female	5,877	6,084	6,252	6,614	6,994	7,377	7,219	7,279	7,327	7,308	7,856	7.5%	33.7%
% Female	*61%*	*61%*	*61%*	*62%*	*63%*	*63%*	*63%*	*65%*	*65%*	*66%*	*66%*		
Female Full-Time	3,619	3,522	3,468	4,241	4,450	4,510	4,417	4,302	3,781	4,080	4,944	21.2%	36.6%
% Female Full-Time	*62%*	*58%*	*55%*	*64%*	*64%*	*61%*	*61%*	*59%*	*52%*	*56%*	*63%*		
Female Part-Time	2,258	2,562	2,784	2,373	2,544	2,867	2,802	2,977	3,546	3,228	2,912	-9.8%	29.0%
% Female Part-Time	*38%*	*42%*	*45%*	*36%*	*36%*	*39%*	*39%*	*41%*	*48%*	*44%*	*37%*		

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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Nebraska Total													
Male	9,668	9,792	9,992	10,124	10,115	10,308	10,275	10,023	9,856	9,642	9,579	-0.7%	-0.9%
% Male	*42%*	*42%*	*42%*	*41%*	*40%*	*40%*	*40%*	*39%*	*38%*	*38%*	*37%*		
Male Full-Time	5,380	5,361	5,446	6,043	5,886	6,020	6,153	5,793	5,388	5,361	5,368	0.1%	-0.2%
% Male Full-Time	*56%*	*55%*	*55%*	*60%*	*58%*	*58%*	*60%*	*58%*	*55%*	*56%*	*56%*		
Male Part-Time	4,288	4,431	4,546	4,081	4,229	4,288	4,122	4,230	4,468	4,281	4,211	-1.6%	-1.8%
% Male Part-Time	*44%*	*45%*	*45%*	*40%*	*42%*	*42%*	*40%*	*42%*	*45%*	*44%*	*44%*		
Female	13,594	13,773	13,865	14,387	14,897	15,470	15,491	15,723	15,769	15,748	16,357	3.9%	20.3%
% Female	*58%*	*58%*	*58%*	*59%*	*60%*	*60%*	*60%*	*61%*	*62%*	*62%*	*63%*		
Female Full-Time	6,785	6,787	6,894	7,649	7,977	8,062	8,045	8,092	7,619	7,958	8,697	9.3%	28.2%
% Female Full-Time	*50%*	*49%*	*50%*	*53%*	*54%*	*52%*	*52%*	*51%*	*48%*	*51%*	*53%*		
Female Part-Time	6,809	6,986	6,971	6,738	6,920	7,408	7,446	7,631	8,150	7,790	7,660	-1.7%	12.5%
% Female Part-Time	*50%*	*51%*	*50%*	*47%*	*46%*	*48%*	*48%*	*49%*	*52%*	*49%*	*47%*		

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

The analyses in this section focus on total fall enrollment by race/ethnicity as defined below.

"Race/ethnicity: 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)*

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.

Race/Ethnicity Category Name Used in this Report	IPEDS Category Name	IPEDS and/or Commission Definition
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 29, 2021.

aIPEDS 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
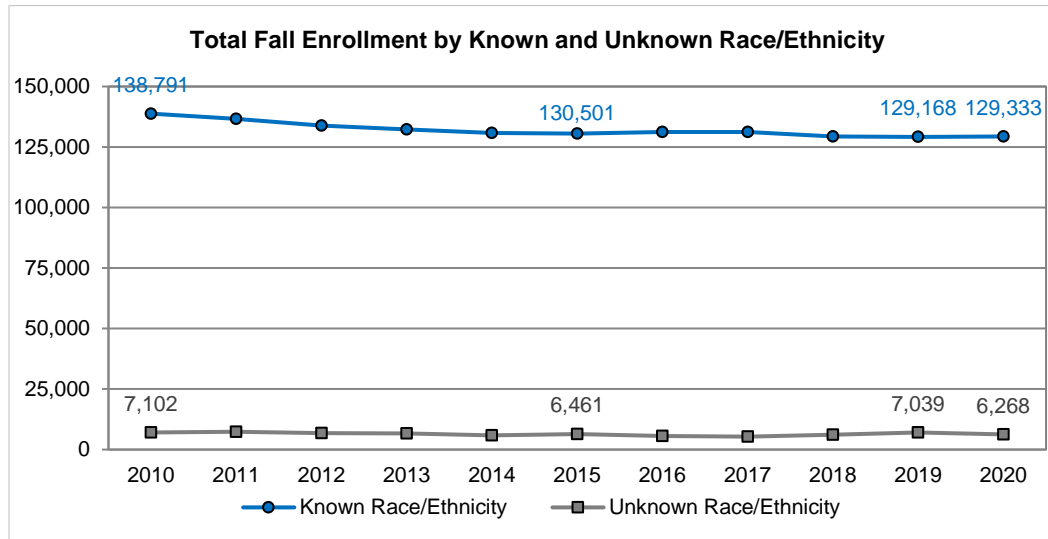
- Between fall 2010 and fall 2020, enrollment by known and unknown race/ethnicity changed as follows:

Race/Ethnicity	19-20 1-Yr	10-20 10-Yr
Known Race/Ethnicity (●)	0.1%	-6.8%
Unknown Race/Ethnicity (■)	-11.0%	-11.7%
Total	-0.4%	-7.1%

% of Total Fall Enrollment by Known and Unknown Race/Ethnicity

2010

■ 4.9%

95.1%

2020

■ 4.6%

95.4%
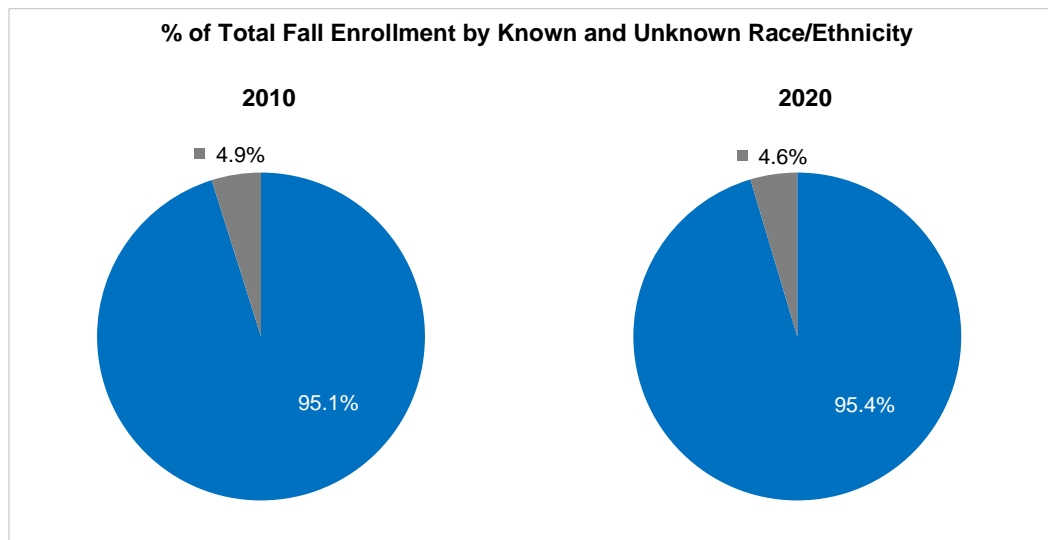
Note. **The remaining analyses in this section focus on the enrollment of nonresident aliens and students of known race/ethnicity as defined on pages 4.2 and 4.3.**

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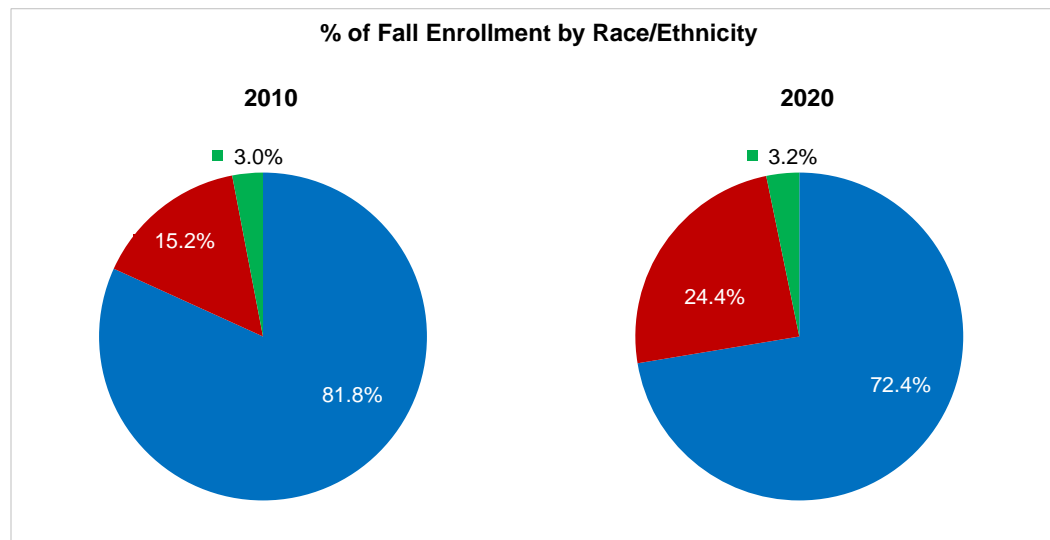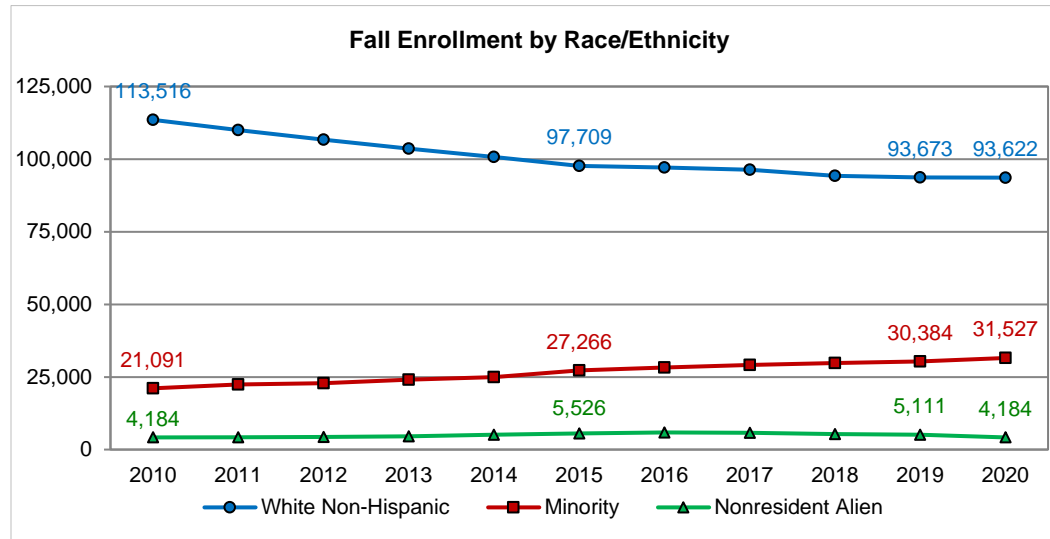
Fall Enrollment by Race/Ethnicity

- White Non-Hispanic: 113,516 (2010), 97,709 (2015), 93,673 (2019), 93,622 (2020)
- Minority: 21,091 (2010), 27,266 (2015), 30,384 (2019), 31,527 (2020)
- Nonresident Alien: 4,184 (2010), 5,526 (2015), 5,111 (2019), 4,184 (2020)

% of Fall Enrollment by Race/Ethnicity

2010

- 3.0%
- 15.2%
- 81.8%

2020

- 3.2%
- 24.4%
- 72.4%

- Between fall 2010 and fall 2020, enrollment by race/ethnicity changed as follows:

Race/Ethnicity	19-20 1-Yr	10-20 10-Yr
White Non-Hispanic (●)	-0.1%	-17.5%
Minority (■)	3.8%	49.5%
Nonresident Alien (▲)	-18.1%	0.0%
Known Race/Ethnicity Total	0.1%	-6.8%

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

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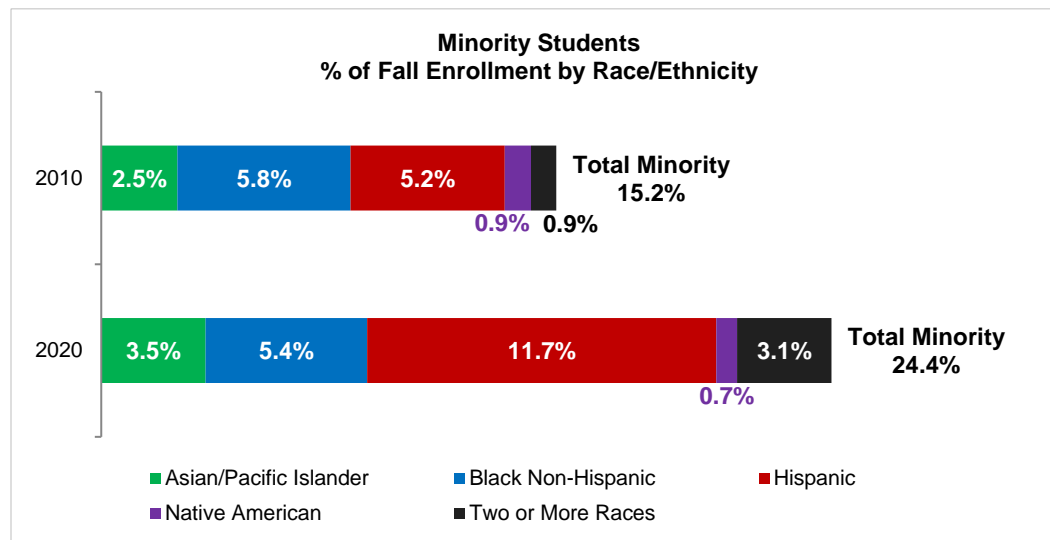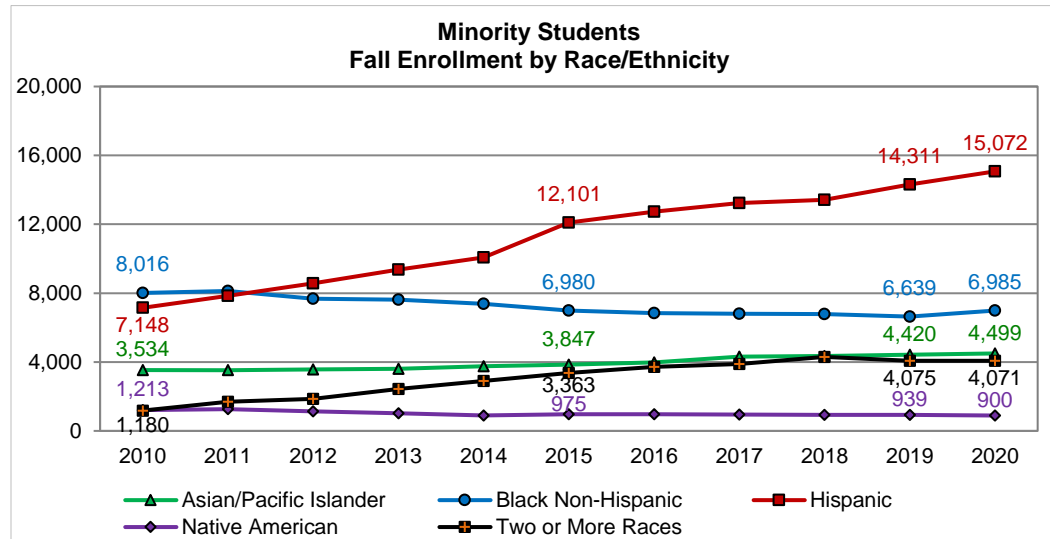
Minority Students
Fall Enrollment by Race/Ethnicity

Legend:
- Asian/Pacific Islander (△, green)
- Black Non-Hispanic (○, blue)
- Hispanic (■, red)
- Native American (◆, purple)
- Two or More Races (▦, black)

Data labels:
- Asian/Pacific Islander: 3,534 (2010); 3,847 (2015); 4,420 (2019); 4,499 (2020)
- Black Non-Hispanic: 8,016 (2010); 6,980 (2015); 6,639 (2019); 6,985 (2020)
- Hispanic: 7,148 (2010); 12,101 (2015); 14,311 (2019); 15,072 (2020)
- Native American: 1,213 (2010); 975 (2015); 939 (2019); 900 (2020)
- Two or More Races: 1,180 (2010); 3,363 (2015); 4,075 (2019); 4,071 (2020)

- Between fall 2010 and fall 2020, enrollment by race/ethnicity changed as follows:

Race/Ethnicity	19-20 1-Yr	10-20 10-Yr
Asian/Pac. Islander (▲)	1.8%	27.3%
Black Non-Hispanic (●)	5.2%	-12.9%
Hispanic (■)	5.3%	110.9%
Native American (♦)	-4.2%	-25.8%
Two or More Races (▦)	-0.1%	245.0%
Total Minority	3.8%	49.5%

Minority Students
% of Fall Enrollment by Race/Ethnicity

2010:
- Asian/Pacific Islander: 2.5%
- Black Non-Hispanic: 5.8%
- Hispanic: 5.2%
- Native American: 0.9%
- Two or More Races: 0.9%
- Total Minority 15.2%

2020:
- Asian/Pacific Islander: 3.5%
- Black Non-Hispanic: 5.4%
- Hispanic: 11.7%
- Native American: 0.7%
- Two or More Races: 3.1%
- Total Minority 24.4%

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

FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity

Sector / Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
White Non-Hispanic	39,968	39,831	38,985	38,839	38,403	38,496	38,555	38,272	37,522	36,820	36,703	-0.3%	-8.2%
% White Non-Hispanic	*83%*	*82%*	*80%*	*79%*	*77%*	*76%*	*75%*	*74%*	*73%*	*73%*	*73%*		
Nonresident Alien	3,051	3,158	3,475	3,637	4,068	4,143	4,376	4,488	4,320	4,124	3,370	-18.3%	10.5%
% Nonresident Alien	*6%*	*6%*	*7%*	*7%*	*8%*	*8%*	*8%*	*9%*	*8%*	*8%*	*7%*		
Minority													
Asian/Pacific Islander	1,118	1,129	1,169	1,188	1,280	1,338	1,428	1,526	1,575	1,625	1,745	7.4%	56.1%
% Asian/Pacific Islander	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	1,572	1,604	1,608	1,689	1,733	1,721	1,777	1,833	1,792	1,815	1,939	6.8%	23.3%
% Black Non-Hispanic	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*	*4%*	*4%*	*4%*		
Hispanic	2,025	2,264	2,531	2,874	3,165	3,508	3,824	3,984	4,222	4,465	4,912	10.0%	142.6%
% Hispanic	*4%*	*5%*	*5%*	*6%*	*6%*	*7%*	*7%*	*8%*	*8%*	*9%*	*10%*		
Native American	194	183	168	152	134	121	100	130	131	123	103	-16.3%	-46.9%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	419	617	811	1,070	1,259	1,441	1,578	1,638	1,616	1,611	1,726	7.1%	311.9%
% Two or More Races	*1%*	*1%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Total Minority	5,328	5,797	6,287	6,973	7,571	8,129	8,707	9,111	9,336	9,639	10,425	8.2%	95.7%
% Total Minority	*11%*	*12%*	*13%*	*14%*	*15%*	*16%*	*17%*	*18%*	*18%*	*19%*	*21%*		
Nebraska State College System													
White Non-Hispanic	7,240	6,949	6,980	6,864	6,978	7,085	7,113	6,803	6,631	6,734	6,736	0.0%	-7.0%
% White Non-Hispanic	*90%*	*88%*	*87%*	*86%*	*83%*	*84%*	*83%*	*82%*	*82%*	*81%*	*81%*		
Nonresident Alien	59	78	58	58	73	106	96	104	113	157	117	-25.5%	98.3%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*1%*		
Minority													
Asian/Pacific Islander	75	87	96	81	95	100	77	75	79	72	73	1.4%	-2.7%
% Asian/Pacific Islander	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Black Non-Hispanic	223	277	329	283	393	384	357	326	334	330	330	0.0%	48.0%
% Black Non-Hispanic	*3%*	*3%*	*4%*	*4%*	*5%*	*5%*	*4%*	*4%*	*4%*	*4%*	*4%*		
Hispanic	301	343	360	481	539	533	600	642	639	712	757	6.3%	151.5%
% Hispanic	*4%*	*4%*	*4%*	*6%*	*6%*	*6%*	*7%*	*8%*	*8%*	*9%*	*9%*		
Native American	74	92	96	61	76	97	70	73	76	79	96	21.5%	29.7%
% Native American	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	106	108	96	183	206	165	237	239	247	266	254	-4.5%	139.6%
% Two or More Races	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Total Minority	779	907	977	1,089	1,309	1,279	1,341	1,355	1,375	1,459	1,510	3.5%	93.8%
% Total Minority	*10%*	*11%*	*12%*	*14%*	*16%*	*15%*	*16%*	*16%*	*17%*	*17%*	*18%*		

FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity (Continued)

Sector / Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Nebraska Community Colleges													
White Non-Hispanic	38,604	36,741	34,733	31,797	29,223	28,156	28,064	27,694	27,102	26,676	25,381	-4.9%	-34.3%
% White Non-Hispanic	*82%*	*80%*	*80%*	*79%*	*77%*	*75%*	*74%*	*73%*	*73%*	*72%*	*72%*		
Nonresident Alien	355	375	278	277	254	305	352	379	363	298	247	-17.1%	-30.4%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Minority													
Asian/Pacific Islander	1,083	1,046	1,019	983	1,049	1,087	1,097	1,182	1,109	1,170	975	-16.7%	-10.0%
% Asian/Pacific Islander	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	3,271	3,374	3,029	2,814	2,536	2,461	2,438	2,335	2,290	2,116	1,869	-11.7%	-42.9%
% Black Non-Hispanic	*7%*	*7%*	*7%*	*7%*	*7%*	*7%*	*6%*	*6%*	*6%*	*6%*	*5%*		
Hispanic	3,147	3,392	3,755	3,988	4,108	4,372	4,839	5,048	5,243	5,675	5,364	-5.5%	70.4%
% Hispanic	*7%*	*7%*	*9%*	*10%*	*11%*	*12%*	*13%*	*13%*	*14%*	*15%*	*15%*		
Native American	383	436	387	299	276	290	332	261	239	254	222	-12.6%	-42.0%
% Native American	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	282	420	283	331	613	716	852	867	956	1,022	1,034	1.2%	266.7%
% Two or More Races	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*		
Total Minority	8,166	8,668	8,473	8,415	8,582	8,926	9,558	9,693	9,837	10,237	9,464	-7.6%	15.9%
% Total Minority	*17%*	*19%*	*19%*	*21%*	*23%*	*24%*	*25%*	*26%*	*26%*	*28%*	*27%*		
Nebraska Nonpublic Institutions													
White Non-Hispanic	27,704	26,456	25,957	26,152	26,093	23,972	23,408	23,565	23,028	23,443	24,802	5.8%	-10.5%
% White Non-Hispanic	*79%*	*78%*	*77%*	*76%*	*76%*	*71%*	*71%*	*71%*	*70%*	*71%*	*70%*		
Nonresident Alien	719	575	561	557	726	972	1,071	773	551	532	450	-15.4%	-37.4%
% Nonresident Alien	*2%*	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*2%*	*2%*	*2%*	*1%*		
Minority													
Asian/Pacific Islander	1,258	1,262	1,287	1,360	1,334	1,322	1,371	1,526	1,592	1,553	1,706	9.9%	35.6%
% Asian/Pacific Islander	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*	*5%*	*5%*	*5%*	*5%*		
Black Non-Hispanic	2,950	2,870	2,709	2,833	2,713	2,414	2,276	2,311	2,375	2,378	2,847	19.7%	-3.5%
% Black Non-Hispanic	*8%*	*8%*	*8%*	*8%*	*8%*	*7%*	*7%*	*7%*	*7%*	*7%*	*8%*		
Hispanic	1,675	1,838	1,926	2,019	2,258	3,688	3,462	3,554	3,316	3,459	4,039	16.8%	141.1%
% Hispanic	*5%*	*5%*	*6%*	*6%*	*7%*	*11%*	*10%*	*11%*	*10%*	*10%*	*11%*		
Native American	562	552	488	516	412	467	463	485	480	483	479	-0.8%	-14.8%
% Native American	*2%*	*2%*	*1%*	*2%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	373	544	664	857	818	1,041	1,050	1,148	1,478	1,176	1,057	-10.1%	183.4%
% Two or More Races	*1%*	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*5%*	*4%*	*3%*		
Total Minority	6,818	7,066	7,074	7,585	7,535	8,932	8,622	9,024	9,241	9,049	10,128	11.9%	48.5%
% Total Minority	*19%*	*21%*	*21%*	*22%*	*22%*	*26%*	*26%*	*27%*	*28%*	*27%*	*29%*		

FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity (Continued)

Sector / Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Nebraska Total													
White Non-Hispanic	113,516	109,977	106,655	103,652	100,697	97,709	97,140	96,334	94,283	93,673	93,622	-0.1%	-17.5%
% White Non-Hispanic	*82%*	*81%*	*80%*	*78%*	*77%*	*75%*	*74%*	*73%*	*73%*	*73%*	*72%*		
Nonresident Alien	4,184	4,186	4,372	4,529	5,121	5,526	5,895	5,744	5,347	5,111	4,184	-18.1%	0.0%
% Nonresident Alien	*3%*	*3%*	*3%*	*3%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*	*3%*		
Minority													
Asian/Pacific Islander	3,534	3,524	3,571	3,612	3,758	3,847	3,973	4,309	4,355	4,420	4,499	1.8%	27.3%
% Asian/Pacific Islander	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	8,016	8,125	7,675	7,619	7,375	6,980	6,848	6,805	6,791	6,639	6,985	5.2%	-12.9%
% Black Non-Hispanic	*6%*	*6%*	*6%*	*6%*	*6%*	*5%*	*5%*	*5%*	*5%*	*5%*	*5%*		
Hispanic	7,148	7,837	8,572	9,362	10,070	12,101	12,725	13,228	13,420	14,311	15,072	5.3%	110.9%
% Hispanic	*5%*	*6%*	*6%*	*7%*	*8%*	*9%*	*10%*	*10%*	*10%*	*11%*	*12%*		
Native American	1,213	1,263	1,139	1,028	898	975	965	949	926	939	900	-4.2%	-25.8%
% Native American	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	1,180	1,689	1,854	2,441	2,896	3,363	3,717	3,892	4,297	4,075	4,071	-0.1%	245.0%
% Two or More Races	*1%*	*1%*	*1%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Total Minority	21,091	22,438	22,811	24,062	24,997	27,266	28,228	29,183	29,789	30,384	31,527	3.8%	49.5%
% Total Minority	*15%*	*16%*	*17%*	*18%*	*19%*	*21%*	*22%*	*22%*	*23%*	*24%*	*24%*		

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UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY
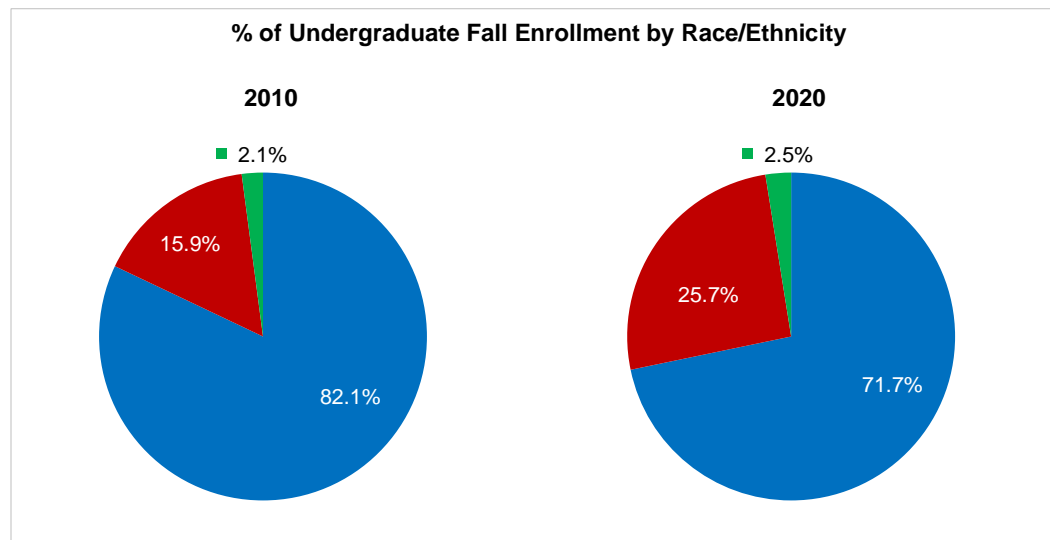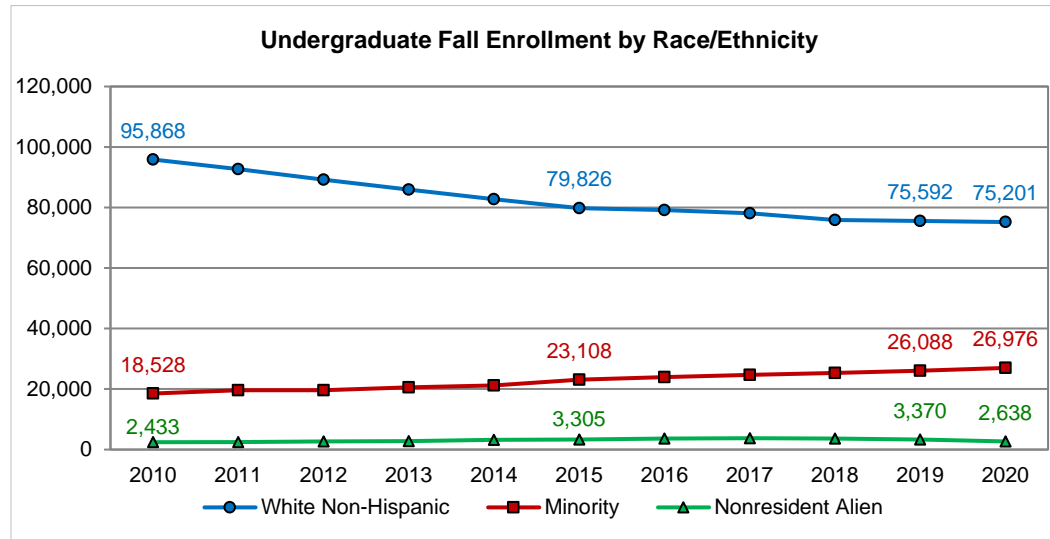
Undergraduate Fall Enrollment by Race/Ethnicity

- Between fall 2010 and fall 2020, undergraduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	19-20 1-Yr	10-20 10-Yr
White Non-Hispanic (●)	-0.5%	-21.6%
Minority (■)	3.4%	45.6%
Nonresident Alien (▲)	-21.7%	8.4%
Undergraduate Known Race/Ethnicity Total	-0.2%	-10.3%

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

% of Undergraduate Fall Enrollment by Race/Ethnicity

2010

- 2.1%
- 15.9%
- 82.1%

2020

- 2.5%
- 25.7%
- 71.7%

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 points shown:
- Asian/Pacific Islander: 2,801 (2010), 2,970 (2015), 3,413 (2019), 3,439 (2020)
- Black Non-Hispanic: 7,044 (2010), 5,754 (2015), 5,504 (2019), 5,774 (2020)
- Hispanic: 6,543 (2010), 10,610 (2014), 12,846 (2019), 13,485 (2020)
- Native American: 1,124 (2010), 875 (2015), 846 (2019), 811 (2020)
- Two or More Races: 1,016 (2010), 2,899 (2015), 3,479 (2019), 3,467 (2020)

Minority Students
% of Undergraduate Fall Enrollment by Race/Ethnicity

2010: Asian/Pacific Islander 2.4%, Black Non-Hispanic 6.0%, Hispanic 5.6%, Native American 1.0%, Two or More Races 0.9% — **Total Minority 15.9%**

2020: Asian/Pacific Islander 3.3%, Black Non-Hispanic 5.5%, Hispanic 12.9%, Native American 0.8%, Two or More Races 3.3% — **Total Minority 25.7%**

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

- Between fall 2010 and fall 2020, undergraduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	19-20 1-Yr	10-20 10-Yr
Asian/Pac. Islander (▲)	0.8%	22.8%
Black Non-Hispanic (●)	4.9%	-18.0%
Hispanic (■)	5.0%	106.1%
Native American (♦)	-4.1%	-27.8%
Two or More Races (▣)	-0.3%	241.2%
Undergraduate Minority Total	3.4%	45.6%

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Undergraduate Fall Enrollment by Sector by Race/Ethnicity

| Sector / Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
White Non-Hispanic	30,755	30,509	29,956	29,723	29,295	29,310	29,230	28,798	28,026	27,481	27,569	0.3%	-10.4%
% White Non-Hispanic	*84%*	*83%*	*81%*	*79%*	*77%*	*76%*	*75%*	*74%*	*73%*	*72%*	*72%*		
Nonresident Alien	1,528	1,642	1,936	2,060	2,391	2,385	2,583	2,754	2,736	2,545	1,992	-21.7%	30.4%
% Nonresident Alien	*4%*	*4%*	*5%*	*5%*	*6%*	*6%*	*7%*	*7%*	*7%*	*7%*	*5%*		
Minority													
Asian/Pacific Islander	793	795	835	859	939	1,015	1,085	1,160	1,191	1,230	1,349	9.7%	70.1%
% Asian/Pacific Islander	*2%*	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*		
Black Non-Hispanic	1,255	1,304	1,316	1,359	1,405	1,395	1,452	1,486	1,460	1,482	1,581	6.7%	26.0%
% Black Non-Hispanic	*3%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*		
Hispanic	1,729	1,969	2,187	2,467	2,725	3,063	3,334	3,448	3,655	3,861	4,257	10.3%	146.2%
% Hispanic	*5%*	*5%*	*6%*	*7%*	*7%*	*8%*	*9%*	*9%*	*9%*	*10%*	*11%*		
Native American	153	145	127	116	96	88	72	91	98	101	80	-20.8%	-47.7%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	351	525	709	912	1,062	1,218	1,315	1,365	1,346	1,331	1,429	7.4%	307.1%
% Two or More Races	*1%*	*1%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*		
Total Minority	4,281	4,738	5,174	5,713	6,227	6,779	7,258	7,550	7,750	8,005	8,696	8.6%	103.1%
% Total Minority	*12%*	*13%*	*14%*	*15%*	*16%*	*18%*	*19%*	*19%*	*20%*	*21%*	*23%*		
Nebraska State College System													
White Non-Hispanic	6,033	5,901	5,932	5,862	5,913	5,843	5,803	5,558	5,345	5,435	5,434	0.0%	-9.9%
% White Non-Hispanic	*89%*	*87%*	*87%*	*85%*	*83%*	*83%*	*82%*	*81%*	*80%*	*79%*	*79%*		
Nonresident Alien	50	61	44	51	67	89	82	98	108	148	103	-30.4%	106.0%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*1%*		
Minority													
Asian/Pacific Islander	64	76	73	61	70	70	58	59	65	55	59	7.3%	-7.8%
% Asian/Pacific Islander	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Black Non-Hispanic	191	237	289	248	339	330	309	281	291	294	293	-0.3%	53.4%
% Black Non-Hispanic	*3%*	*4%*	*4%*	*4%*	*5%*	*5%*	*4%*	*4%*	*4%*	*4%*	*4%*		
Hispanic	269	309	332	438	495	494	544	590	586	658	687	4.4%	155.4%
% Hispanic	*4%*	*5%*	*5%*	*6%*	*7%*	*7%*	*8%*	*9%*	*9%*	*10%*	*10%*		
Native American	66	78	77	50	66	83	59	57	61	67	81	20.9%	22.7%
% Native American	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	89	102	89	163	177	147	210	213	223	237	219	-7.6%	146.1%
% Two or More Races	*1%*	*2%*	*1%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Total Minority	679	802	860	960	1,147	1,124	1,180	1,200	1,226	1,311	1,339	2.1%	97.2%
% Total Minority	*10%*	*12%*	*13%*	*14%*	*16%*	*16%*	*17%*	*18%*	*18%*	*19%*	*19%*		

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Nebraska Community Colleges													
White Non-Hispanic	38,604	36,741	34,733	31,797	29,223	28,156	28,064	27,694	27,102	26,676	25,381	-4.9%	-34.3%
% White Non-Hispanic	*82%*	*80%*	*80%*	*79%*	*77%*	*75%*	*74%*	*73%*	*73%*	*72%*	*72%*		
Nonresident Alien	355	375	278	277	254	305	352	379	363	298	247	-17.1%	-30.4%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Minority													
Asian/Pacific Islander	1,083	1,046	1,019	983	1,049	1,087	1,097	1,182	1,109	1,170	975	-16.7%	-10.0%
% Asian/Pacific Islander	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	3,271	3,374	3,029	2,814	2,536	2,461	2,438	2,335	2,290	2,116	1,869	-11.7%	-42.9%
% Black Non-Hispanic	*7%*	*7%*	*7%*	*7%*	*7%*	*7%*	*6%*	*6%*	*6%*	*6%*	*5%*		
Hispanic	3,147	3,392	3,755	3,988	4,108	4,372	4,839	5,048	5,243	5,675	5,364	-5.5%	70.4%
% Hispanic	*7%*	*7%*	*9%*	*10%*	*11%*	*12%*	*13%*	*13%*	*14%*	*15%*	*15%*		
Native American	383	436	387	299	276	290	332	261	239	254	222	-12.6%	-42.0%
% Native American	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	282	420	283	331	613	716	852	867	956	1,022	1,034	1.2%	266.7%
% Two or More Races	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*		
Total Minority	8,166	8,668	8,473	8,415	8,582	8,926	9,558	9,693	9,837	10,237	9,464	-7.6%	15.9%
% Total Minority	*17%*	*19%*	*19%*	*21%*	*23%*	*24%*	*25%*	*26%*	*26%*	*28%*	*27%*		
Nebraska Nonpublic Institutions													
White Non-Hispanic	20,476	19,506	18,633	18,516	18,363	16,517	16,049	16,050	15,431	16,000	16,817	5.1%	-17.9%
% White Non-Hispanic	*78%*	*77%*	*77%*	*76%*	*76%*	*71%*	*71%*	*70%*	*69%*	*70%*	*68%*		
Nonresident Alien	500	390	401	399	480	526	612	526	385	379	296	-21.9%	-40.8%
% Nonresident Alien	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*3%*	*2%*	*2%*	*2%*	*1%*		
Minority													
Asian/Pacific Islander	861	844	822	832	785	798	831	968	976	958	1,056	10.2%	22.6%
% Asian/Pacific Islander	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*	*4%*	*4%*	*4%*	*4%*		
Black Non-Hispanic	2,327	2,093	1,822	1,909	1,781	1,568	1,425	1,441	1,528	1,612	2,031	26.0%	-12.7%
% Black Non-Hispanic	*9%*	*8%*	*8%*	*8%*	*7%*	*7%*	*6%*	*6%*	*7%*	*7%*	*8%*		
Hispanic	1,398	1,514	1,550	1,617	1,777	2,681	2,490	2,608	2,462	2,652	3,177	19.8%	127.3%
% Hispanic	*5%*	*6%*	*6%*	*7%*	*7%*	*11%*	*11%*	*11%*	*11%*	*12%*	*13%*		
Native American	522	506	444	468	362	414	412	421	418	424	428	0.9%	-18.0%
% Native American	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*		
Two or More Races	294	423	481	650	579	818	807	860	1,164	889	785	-11.7%	167.0%
% Two or More Races	*1%*	*2%*	*2%*	*3%*	*2%*	*4%*	*4%*	*4%*	*5%*	*4%*	*3%*		
Total Minority	5,402	5,380	5,119	5,476	5,284	6,279	5,965	6,298	6,548	6,535	7,477	14.4%	38.4%
% Total Minority	*20%*	*21%*	*21%*	*22%*	*22%*	*27%*	*26%*	*28%*	*29%*	*29%*	*30%*		

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Nebraska Total													
White Non-Hispanic	95,868	92,657	89,254	85,898	82,794	79,826	79,146	78,100	75,904	75,592	75,201	-0.5%	-21.6%
% White Non-Hispanic	*82%*	*81%*	*80%*	*79%*	*77%*	*75%*	*74%*	*73%*	*72%*	*72%*	*72%*		
Nonresident Alien	2,433	2,468	2,659	2,787	3,192	3,305	3,629	3,757	3,592	3,370	2,638	-21.7%	8.4%
% Nonresident Alien	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*4%*	*3%*	*3%*	*3%*		
Minority													
Asian/Pacific Islander	2,801	2,761	2,749	2,735	2,843	2,970	3,071	3,369	3,341	3,413	3,439	0.8%	22.8%
% Asian/Pacific Islander	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	7,044	7,008	6,456	6,330	6,061	5,754	5,624	5,543	5,569	5,504	5,774	4.9%	-18.0%
% Black Non-Hispanic	*6%*	*6%*	*6%*	*6%*	*6%*	*5%*	*5%*	*5%*	*5%*	*5%*	*6%*		
Hispanic	6,543	7,184	7,824	8,510	9,105	10,610	11,207	11,694	11,946	12,846	13,485	5.0%	106.1%
% Hispanic	*6%*	*6%*	*7%*	*8%*	*8%*	*10%*	*10%*	*11%*	*11%*	*12%*	*13%*		
Native American	1,124	1,165	1,035	933	800	875	875	830	816	846	811	-4.1%	-27.8%
% Native American	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	1,016	1,470	1,562	2,056	2,431	2,899	3,184	3,305	3,689	3,479	3,467	-0.3%	241.2%
% Two or More Races	*1%*	*1%*	*1%*	*2%*	*2%*	*3%*	*3%*	*3%*	*4%*	*3%*	*3%*		
Total Minority	18,528	19,588	19,626	20,564	21,240	23,108	23,961	24,741	25,361	26,088	26,976	3.4%	45.6%
% Total Minority	*16%*	*17%*	*18%*	*19%*	*20%*	*22%*	*22%*	*23%*	*24%*	*25%*	*26%*		

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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
White Non-Hispanic													
Full-Time	65,724	63,567	60,379	58,961	57,317	54,556	53,278	52,272	50,995	50,210	50,715	1.0%	-22.8%
% Full-Time	*69%*	*69%*	*68%*	*69%*	*69%*	*68%*	*67%*	*67%*	*67%*	*66%*	*67%*		
Part-Time	30,144	29,090	28,875	26,937	25,477	25,270	25,868	25,828	24,909	25,382	24,486	-3.5%	-18.8%
% Part-Time	*31%*	*31%*	*32%*	*31%*	*31%*	*32%*	*33%*	*33%*	*33%*	*34%*	*33%*		
Nonresident Alien													
Full-Time	1,958	2,039	2,230	2,479	2,928	2,987	3,350	3,451	3,272	3,069	2,356	-23.2%	20.3%
% Full-Time	*80%*	*83%*	*84%*	*89%*	*92%*	*90%*	*92%*	*92%*	*91%*	*91%*	*89%*		
Part-Time	475	429	429	308	264	318	279	306	320	301	282	-6.3%	-40.6%
% Part-Time	*20%*	*17%*	*16%*	*11%*	*8%*	*10%*	*8%*	*8%*	*9%*	*9%*	*11%*		
Minority													
Asian/Pacific Islander													
Full-Time	1,803	1,802	1,789	1,836	1,895	2,022	2,024	2,252	2,315	2,259	2,333	3.3%	29.4%
% Full-Time	*64%*	*65%*	*65%*	*67%*	*67%*	*68%*	*66%*	*67%*	*69%*	*66%*	*68%*		
Part-Time	998	959	960	899	948	948	1,047	1,117	1,026	1,154	1,106	-4.2%	10.8%
% Part-Time	*36%*	*35%*	*35%*	*33%*	*33%*	*32%*	*34%*	*33%*	*31%*	*34%*	*32%*		
Black Non-Hispanic													
Full-Time	4,562	4,431	3,940	4,032	3,854	3,536	3,406	3,384	3,358	3,291	3,421	4.0%	-25.0%
% Full-Time	*65%*	*63%*	*61%*	*64%*	*64%*	*61%*	*61%*	*61%*	*60%*	*60%*	*59%*		
Part-Time	2,482	2,577	2,516	2,298	2,207	2,218	2,218	2,159	2,211	2,213	2,353	6.3%	-5.2%
% Part-Time	*35%*	*37%*	*39%*	*36%*	*36%*	*39%*	*39%*	*39%*	*40%*	*40%*	*41%*		
Hispanic													
Full-Time	4,120	4,752	4,992	5,492	5,986	7,072	7,289	7,495	7,535	7,898	8,643	9.4%	109.8%
% Full-Time	*63%*	*66%*	*64%*	*65%*	*66%*	*67%*	*65%*	*64%*	*63%*	*61%*	*64%*		
Part-Time	2,423	2,432	2,832	3,018	3,119	3,538	3,918	4,199	4,411	4,948	4,842	-2.1%	99.8%
% Part-Time	*37%*	*34%*	*36%*	*35%*	*34%*	*33%*	*35%*	*36%*	*37%*	*39%*	*36%*		
Native American													
Full-Time	695	661	630	545	488	470	466	424	414	382	421	10.2%	-39.4%
% Full-Time	*62%*	*57%*	*61%*	*58%*	*61%*	*54%*	*53%*	*51%*	*51%*	*45%*	*52%*		
Part-Time	429	504	405	388	312	405	409	406	402	464	390	-15.9%	-9.1%
% Part-Time	*38%*	*43%*	*39%*	*42%*	*39%*	*46%*	*47%*	*49%*	*49%*	*55%*	*48%*		

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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Two or More Races													
Full-Time	814	1,175	1,278	1,722	1,863	2,233	2,415	2,488	2,538	2,456	2,439	-0.7%	199.6%
% Full-Time	*80%*	*80%*	*82%*	*84%*	*77%*	*77%*	*76%*	*75%*	*69%*	*71%*	*70%*		
Part-Time	202	295	284	334	568	666	769	817	1,151	1,023	1,028	0.5%	408.9%
% Part-Time	*20%*	*20%*	*18%*	*16%*	*23%*	*23%*	*24%*	*25%*	*31%*	*29%*	*30%*		
Total Minority													
Full-Time	11,994	12,821	12,629	13,627	14,086	15,333	15,600	16,043	16,160	16,286	17,257	6.0%	43.9%
% Full-Time	*65%*	*65%*	*64%*	*66%*	*66%*	*66%*	*65%*	*65%*	*64%*	*62%*	*64%*		
Part-Time	6,534	6,767	6,997	6,937	7,154	7,775	8,361	8,698	9,201	9,802	9,719	-0.8%	48.7%
% Part-Time	*35%*	*35%*	*36%*	*34%*	*34%*	*34%*	*35%*	*35%*	*36%*	*38%*	*36%*		

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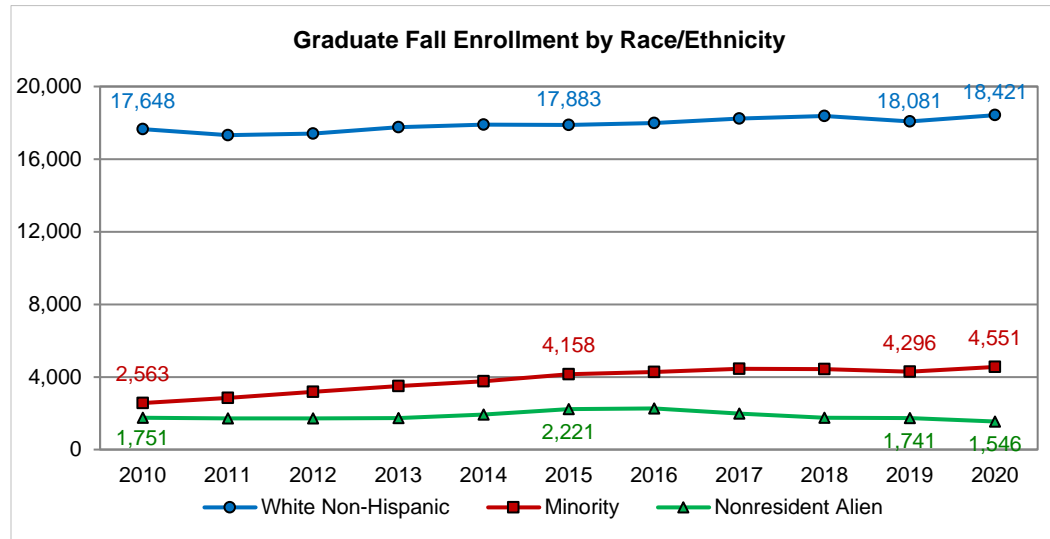
Graduate Fall Enrollment by Race/Ethnicity

- Between fall 2010 and fall 2020, graduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	19-20 1-Yr	10-20 10-Yr
White Non-Hispanic (●)	1.9%	4.4%
Minority (■)	5.9%	77.6%
Nonresident Alien (▲)	-11.2%	-11.7%
Graduate Known Race/Ethnicity Total	1.7%	11.6%

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

% of Graduate Fall Enrollment by Race/Ethnicity

2010

8.0%
11.7%
80.4%

2020

6.3%
18.6%
75.1%

GRADUATE FALL ENROLLMENT by RACE/ETHNICITY

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

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

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

2010:
- 3.3% Asian/Pacific Islander
- 4.4% Black Non-Hispanic
- 2.8% Hispanic
- 0.4% Native American
- 0.7% Two or More Races
- Total Minority 11.7%

2020:
- 4.3% Asian/Pacific Islander
- 4.9% Black Non-Hispanic
- 6.5% Hispanic
- 0.4% Native American
- 2.5% Two or More Races
- Total Minority 18.6%

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

- Between fall 2010 and fall 2020, graduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	19-20 1-Yr	10-20 10-Yr
Asian/Pac. Islander (▲)	5.3%	44.6%
Black Non-Hispanic (●)	6.7%	24.6%
Hispanic (■)	8.3%	162.3%
Native American (◆)	-4.3%	0.0%
Two or More Races (■)	1.3%	268.3%
Graduate Minority Total	5.9%	77.6%

Note. The large increase between 2014 and 2015 for fall enrollment of Hispanic students is mainly attributable to a change in the way Bellevue University identified Hispanic students.

GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Graduate Fall Enrollment by Sector by Race/Ethnicity

Sector / Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
University of Nebraska													
White Non-Hispanic	9,213	9,322	9,029	9,116	9,108	9,186	9,325	9,474	9,496	9,339	9,134	-2.2%	-0.9%
% White Non-Hispanic	*78%*	*78%*	*77%*	*76%*	*75%*	*75%*	*74%*	*74%*	*75%*	*74%*	*75%*		
Nonresident Alien	1,523	1,516	1,539	1,577	1,677	1,758	1,793	1,734	1,584	1,579	1,378	-12.7%	-9.5%
% Nonresident Alien	*13%*	*13%*	*13%*	*13%*	*14%*	*14%*	*14%*	*14%*	*13%*	*13%*	*11%*		
Minority													
Asian/Pacific Islander	325	334	334	329	341	323	343	366	384	395	396	0.3%	21.8%
% Asian/Pacific Islander	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	317	300	292	330	328	326	325	347	332	333	358	7.5%	12.9%
% Black Non-Hispanic	*3%*	*3%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Hispanic	296	295	344	407	440	445	490	536	567	604	655	8.4%	121.3%
% Hispanic	*3%*	*2%*	*3%*	*3%*	*4%*	*4%*	*4%*	*4%*	*4%*	*5%*	*5%*		
Native American	41	38	41	36	38	33	28	39	33	22	23	4.5%	-43.9%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	68	92	102	158	197	223	263	273	270	280	297	6.1%	336.8%
% Two or More Races	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*		
Total Minority	1,047	1,059	1,113	1,260	1,344	1,350	1,449	1,561	1,586	1,634	1,729	5.8%	65.1%
% Total Minority	*9%*	*9%*	*10%*	*11%*	*11%*	*11%*	*12%*	*12%*	*13%*	*13%*	*14%*		
Nebraska State College System													
White Non-Hispanic	1,207	1,048	1,048	1,002	1,065	1,242	1,310	1,245	1,286	1,299	1,302	0.2%	7.9%
% White Non-Hispanic	*92%*	*90%*	*89%*	*88%*	*86%*	*88%*	*88%*	*89%*	*89%*	*89%*	*88%*		
Nonresident Alien	9	17	14	7	6	17	14	6	5	9	14	55.6%	55.6%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*0%*	*1%*	*1%*	*0%*	*0%*	*1%*	*1%*		
Minority													
Asian/Pacific Islander	11	11	23	20	25	30	19	16	14	17	14	-17.6%	27.3%
% Asian/Pacific Islander	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Black Non-Hispanic	32	40	40	35	54	54	48	45	43	36	37	2.8%	15.6%
% Black Non-Hispanic	*2%*	*3%*	*3%*	*3%*	*4%*	*4%*	*3%*	*3%*	*3%*	*2%*	*2%*		
Hispanic	32	34	28	43	44	39	56	52	53	54	70	29.6%	118.8%
% Hispanic	*2%*	*3%*	*2%*	*4%*	*4%*	*3%*	*4%*	*4%*	*4%*	*4%*	*5%*		
Native American	8	14	19	11	10	14	11	16	15	12	15	25.0%	87.5%
% Native American	*1%*	*1%*	*2%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	17	6	7	20	29	18	27	26	24	29	35	20.7%	105.9%
% Two or More Races	*1%*	*1%*	*1%*	*2%*	*2%*	*1%*	*2%*	*2%*	*2%*	*2%*	*2%*		
Total Minority	100	105	117	129	162	155	161	155	149	148	171	15.5%	71.0%
% Total Minority	*8%*	*9%*	*10%*	*11%*	*13%*	*11%*	*11%*	*11%*	*10%*	*10%*	*11%*		

GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Nebraska Nonpublic Institutions													
White Non-Hispanic	7,228	6,950	7,324	7,636	7,730	7,455	7,359	7,515	7,597	7,443	7,985	7.3%	10.5%
% White Non-Hispanic	82%	79%	78%	77%	76%	71%	70%	72%	73%	74%	74%		
Nonresident Alien	219	185	160	158	246	446	459	247	166	153	154	0.7%	-29.7%
% Nonresident Alien	2%	2%	2%	2%	2%	4%	4%	2%	2%	2%	1%		
Minority													
Asian/Pacific Islander	397	418	465	528	549	524	540	558	616	595	650	9.2%	63.7%
% Asian/Pacific Islander	4%	5%	5%	5%	5%	5%	5%	5%	6%	6%	6%		
Black Non-Hispanic	623	777	887	924	932	846	851	870	847	766	816	6.5%	31.0%
% Black Non-Hispanic	7%	9%	9%	9%	9%	8%	8%	8%	8%	8%	8%		
Hispanic	277	324	376	402	481	1,007	972	946	854	807	862	6.8%	211.2%
% Hispanic	3%	4%	4%	4%	5%	10%	9%	9%	8%	8%	8%		
Native American	40	46	44	48	50	53	51	64	62	59	51	-13.6%	27.5%
% Native American	0%	1%	0%	0%	0%	1%	0%	1%	1%	1%	0%		
Two or More Races	79	121	183	207	239	223	243	288	314	287	272	-5.2%	244.3%
% Two or More Races	1%	1%	2%	2%	2%	2%	2%	3%	3%	3%	3%		
Total Minority	1,416	1,686	1,955	2,109	2,251	2,653	2,657	2,726	2,693	2,514	2,651	5.4%	87.2%
% Total Minority	16%	19%	21%	21%	22%	25%	25%	26%	26%	25%	25%		
Nebraska Total													
White Non-Hispanic	17,648	17,320	17,401	17,754	17,903	17,883	17,994	18,234	18,379	18,081	18,421	1.9%	4.4%
% White Non-Hispanic	80%	79%	78%	77%	76%	74%	73%	74%	75%	75%	75%		
Nonresident Alien	1,751	1,718	1,713	1,742	1,929	2,221	2,266	1,987	1,755	1,741	1,546	-11.2%	-11.7%
% Nonresident Alien	8%	8%	8%	8%	8%	9%	9%	8%	7%	7%	6%		
Minority													
Asian/Pacific Islander	733	763	822	877	915	877	902	940	1,014	1,007	1,060	5.3%	44.6%
% Asian/Pacific Islander	3%	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%		
Black Non-Hispanic	972	1,117	1,219	1,289	1,314	1,226	1,224	1,262	1,222	1,135	1,211	6.7%	24.6%
% Black Non-Hispanic	4%	5%	5%	6%	6%	5%	5%	5%	5%	5%	5%		
Hispanic	605	653	748	852	965	1,491	1,518	1,534	1,474	1,465	1,587	8.3%	162.3%
% Hispanic	3%	3%	3%	4%	4%	6%	6%	6%	6%	6%	6%		
Native American	89	98	104	95	98	100	90	119	110	93	89	-4.3%	0.0%
% Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	164	219	292	385	465	464	533	587	608	596	604	1.3%	268.3%
% Two or More Races	1%	1%	1%	2%	2%	2%	2%	2%	2%	2%	2%		
Total Minority	2,563	2,850	3,185	3,498	3,757	4,158	4,267	4,442	4,428	4,296	4,551	5.9%	77.6%
% Total Minority	12%	13%	14%	15%	16%	17%	17%	18%	18%	18%	19%		

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

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

Graduate Fall Enrollment by Race/Ethnicity by Full-Time/Part-Time Classification

Race/Ethnicity / Full-Time/Part-Time	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
White Non-Hispanic													
Full-Time	8,838	8,460	8,666	9,441	9,335	8,963	9,028	9,097	8,758	8,981	9,375	4.4%	6.1%
% Full-Time	*50%*	*49%*	*50%*	*53%*	*52%*	*50%*	*50%*	*50%*	*48%*	*50%*	*51%*		
Part-Time	8,810	8,860	8,735	8,313	8,568	8,920	8,966	9,137	9,621	9,100	9,046	-0.6%	2.7%
% Part-Time	*50%*	*51%*	*50%*	*47%*	*48%*	*50%*	*50%*	*50%*	*52%*	*50%*	*49%*		
Nonresident Alien													
Full-Time	1,282	1,275	1,288	1,398	1,545	1,838	1,830	1,577	1,398	1,343	1,115	-17.0%	-13.0%
% Full-Time	*73%*	*74%*	*75%*	*80%*	*80%*	*83%*	*81%*	*79%*	*80%*	*77%*	*72%*		
Part-Time	469	443	425	344	384	383	436	410	357	398	431	8.3%	-8.1%
% Part-Time	*27%*	*26%*	*25%*	*20%*	*20%*	*17%*	*19%*	*21%*	*20%*	*23%*	*28%*		
Minority													
Asian/Pacific Islander													
Full-Time	487	528	569	622	627	597	644	663	686	697	755	8.3%	55.0%
% Full-Time	*66%*	*69%*	*69%*	*71%*	*69%*	*68%*	*71%*	*71%*	*68%*	*69%*	*71%*		
Part-Time	246	235	253	255	288	280	258	277	328	310	305	-1.6%	24.0%
% Part-Time	*34%*	*31%*	*31%*	*29%*	*31%*	*32%*	*29%*	*29%*	*32%*	*31%*	*29%*		
Black Non-Hispanic													
Full-Time	486	525	586	759	732	642	717	756	559	532	683	28.4%	40.5%
% Full-Time	*50%*	*47%*	*48%*	*59%*	*56%*	*52%*	*59%*	*60%*	*46%*	*47%*	*56%*		
Part-Time	486	592	633	530	582	584	507	506	663	603	528	-12.4%	8.6%
% Part-Time	*50%*	*53%*	*52%*	*41%*	*44%*	*48%*	*41%*	*40%*	*54%*	*53%*	*44%*		
Hispanic													
Full-Time	326	359	392	493	559	883	916	865	710	741	891	20.2%	173.3%
% Full-Time	*54%*	*55%*	*52%*	*58%*	*58%*	*59%*	*60%*	*56%*	*48%*	*51%*	*56%*		
Part-Time	279	294	356	359	406	608	602	669	764	724	696	-3.9%	149.5%
% Part-Time	*46%*	*45%*	*48%*	*42%*	*42%*	*41%*	*40%*	*44%*	*52%*	*49%*	*44%*		
Native American													
Full-Time	50	47	49	47	50	50	43	58	54	39	38	-2.6%	-24.0%
% Full-Time	*56%*	*48%*	*47%*	*49%*	*51%*	*50%*	*48%*	*49%*	*49%*	*42%*	*43%*		
Part-Time	39	51	55	48	48	50	47	61	56	54	51	-5.6%	30.8%
% Part-Time	*44%*	*52%*	*53%*	*51%*	*49%*	*50%*	*52%*	*51%*	*51%*	*58%*	*57%*		

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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 10-20 10-Yr
Two or More Races													
Full-Time	112	132	168	256	294	278	328	351	330	333	343	3.0%	206.3%
% Full-Time	*68%*	*60%*	*58%*	*66%*	*63%*	*60%*	*62%*	*60%*	*54%*	*56%*	*57%*		
Part-Time	52	87	124	129	171	186	205	236	278	263	261	-0.8%	401.9%
% Part-Time	*32%*	*40%*	*42%*	*34%*	*37%*	*40%*	*38%*	*40%*	*46%*	*44%*	*43%*		
Total Minority													
Full-Time	1,461	1,591	1,764	2,177	2,262	2,450	2,648	2,693	2,339	2,342	2,710	15.7%	85.5%
% Full-Time	*57%*	*56%*	*55%*	*62%*	*60%*	*59%*	*62%*	*61%*	*53%*	*55%*	*60%*		
Part-Time	1,102	1,259	1,421	1,321	1,495	1,708	1,619	1,749	2,089	1,954	1,841	-5.8%	67.1%
% Part-Time	*43%*	*44%*	*45%*	*38%*	*40%*	*41%*	*38%*	*39%*	*47%*	*45%*	*40%*		

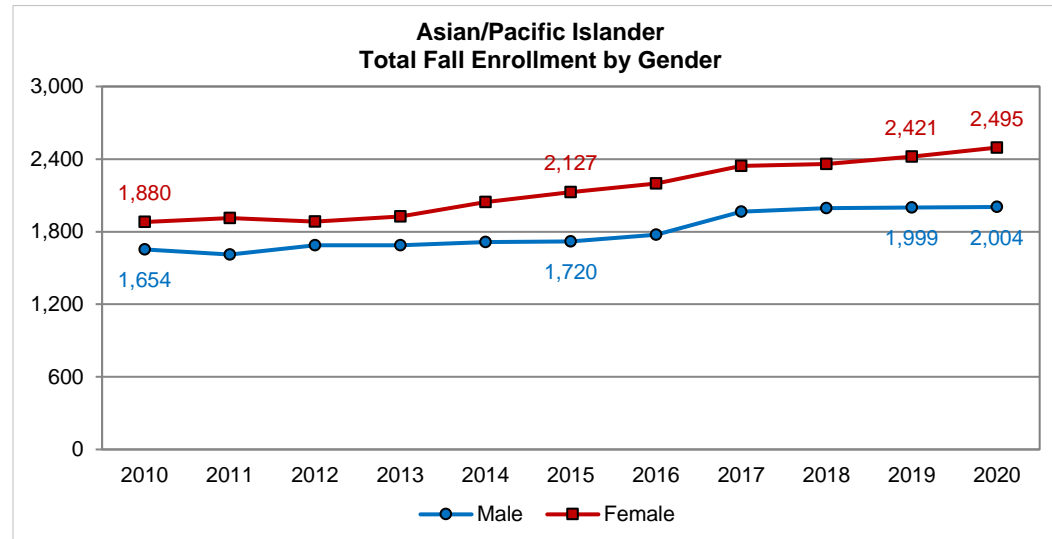This page is left blank intentionally.

Section 5

Total Fall Enrollment
by Race/Ethnicity by Gender
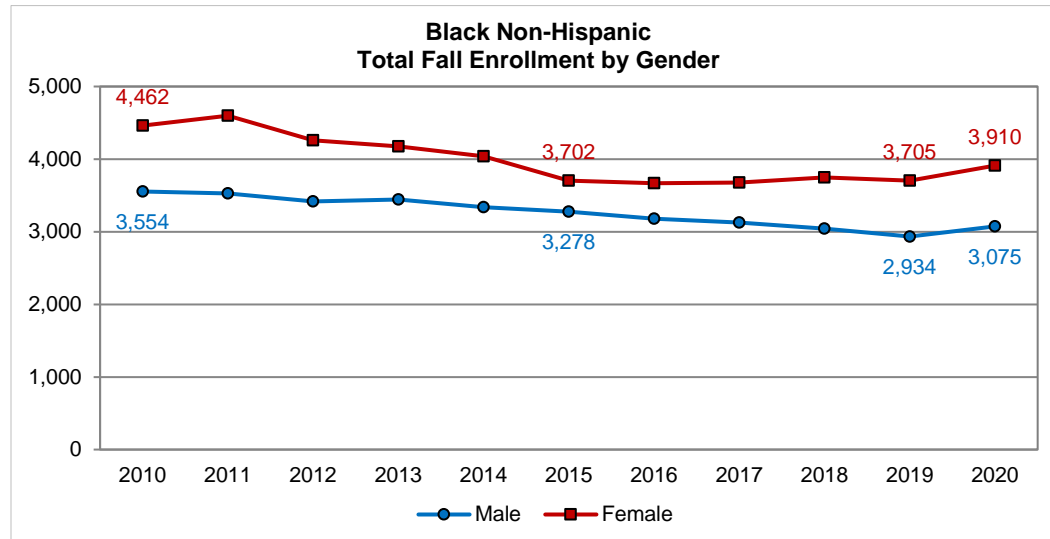
ASIAN/PACIFIC ISLANDER TOTAL FALL ENROLLMENT by GENDER

Asian/Pacific Islander Total Fall Enrollment by Gender

Male: 1,654 (2010) ... 1,720 (2015) ... 1,999 (2019) ... 2,004 (2020)

Female: 1,880 (2010) ... 2,127 (2015) ... 2,421 (2019) ... 2,495 (2020)

- Between fall 2010 and fall 2020, enrollment for Asian/Pacific Islanders by gender changed as follows:

Gender	19-20 1-Yr	10-20 10-Yr
Male (●)	0.3%	21.2%
Female (■)	3.1%	32.7%
Asian/Pacific Islander Total	1.8%	27.3%
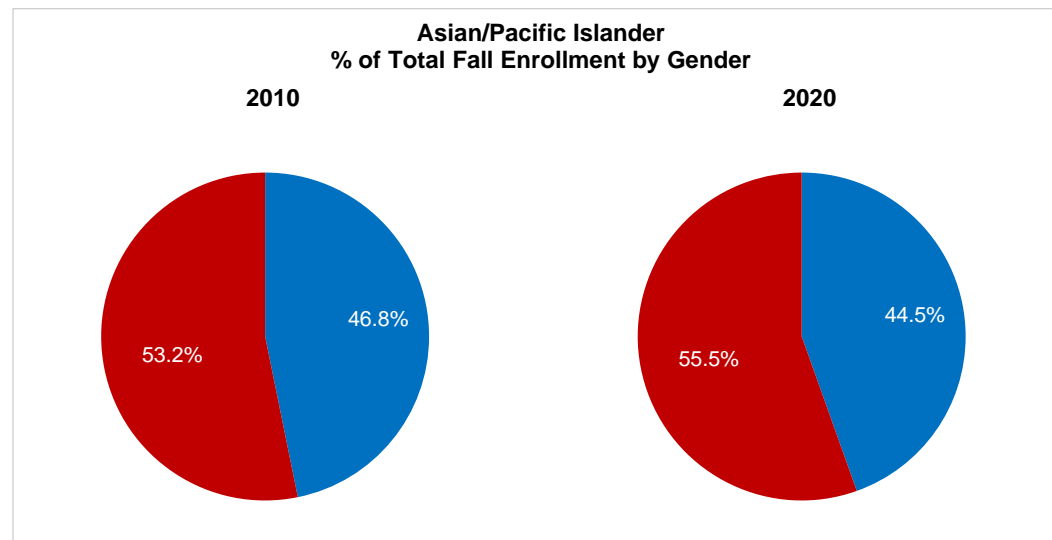
Asian/Pacific Islander % of Total Fall Enrollment by Gender

2010

46.8%
53.2%

2020

44.5%
55.5%

ccpe

BLACK NON-HISPANIC TOTAL FALL ENROLLMENT by GENDER

Black Non-Hispanic Total Fall Enrollment by Gender

Legend: Male (blue circle), Female (red square)

Data labels shown:
- Female: 4,462 (2010); 3,702 (2015); 3,705 (2019); 3,910 (2020)
- Male: 3,554 (2010); 3,278 (2015); 2,934 (2019); 3,075 (2020)

Black Non-Hispanic % of Total Fall Enrollment by Gender

2010

- 44.3% (Male, blue)
- 55.7% (Female, red)

2020

- 44.0% (Male, blue)
- 56.0% (Female, red)

- Between fall 2010 and fall 2020, enrollment for black non-Hispanics by gender changed as follows:

Gender	19-20 1-Yr	10-20 10-Yr
Male (●)	4.8%	-13.5%
Female (■)	5.5%	-12.4%
Black Non-Hispanic Total	5.2%	-12.9%

ccpe

HISPANIC TOTAL FALL ENROLLMENT by GENDER

**Hispanic
Total Fall Enrollment by Gender**

Male: 3,121 ... 5,207 ... 5,955 6,243
Female: 4,027 ... 6,894 ... 8,356 8,829
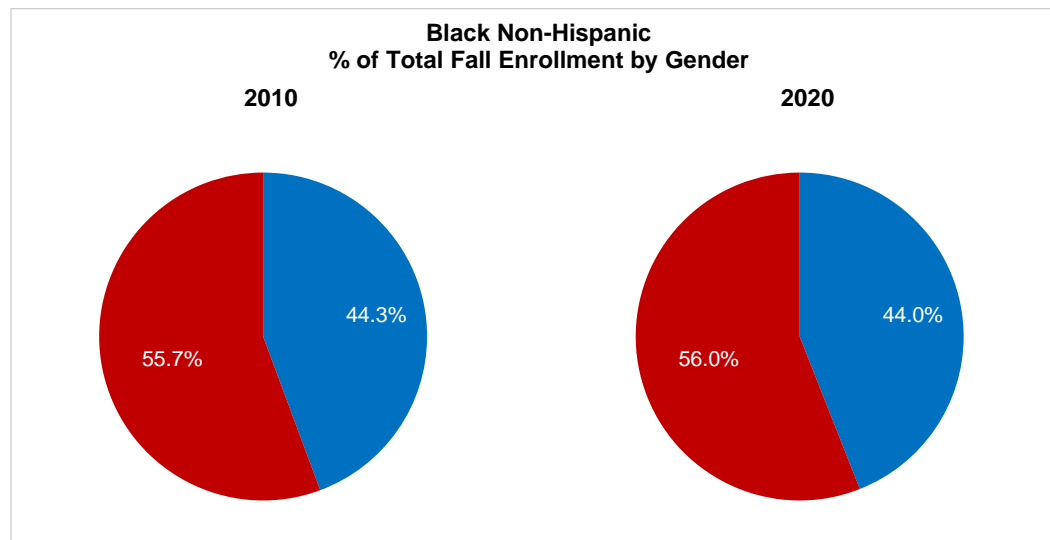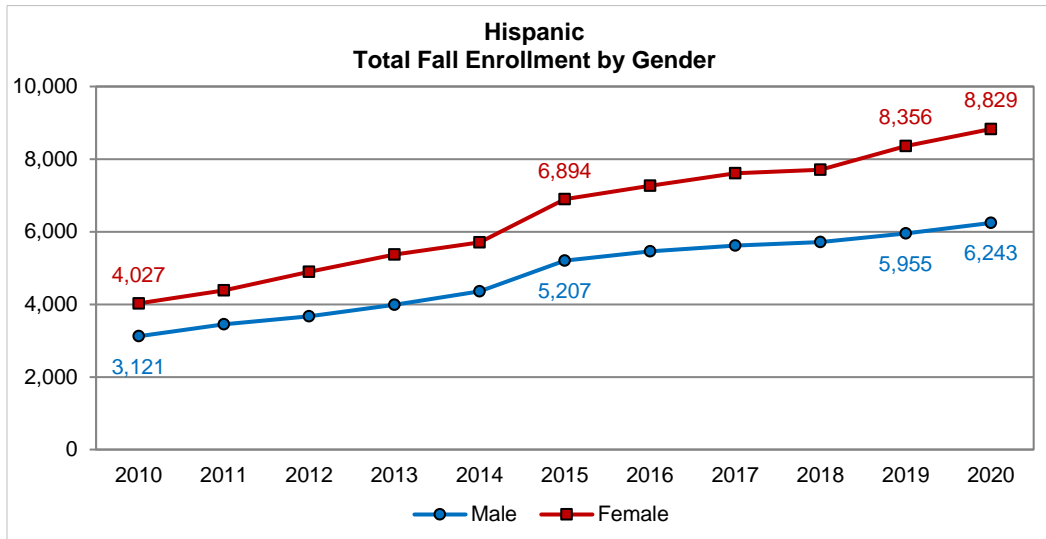
- Between fall 2010 and fall 2020, enrollment for Hispanics by gender changed as follows:

Gender	19-20 1-Yr	10-20 10-Yr
Male (●)	4.8%	100.0%
Female (■)	5.7%	119.2%
Hispanic Total	5.3%	110.9%
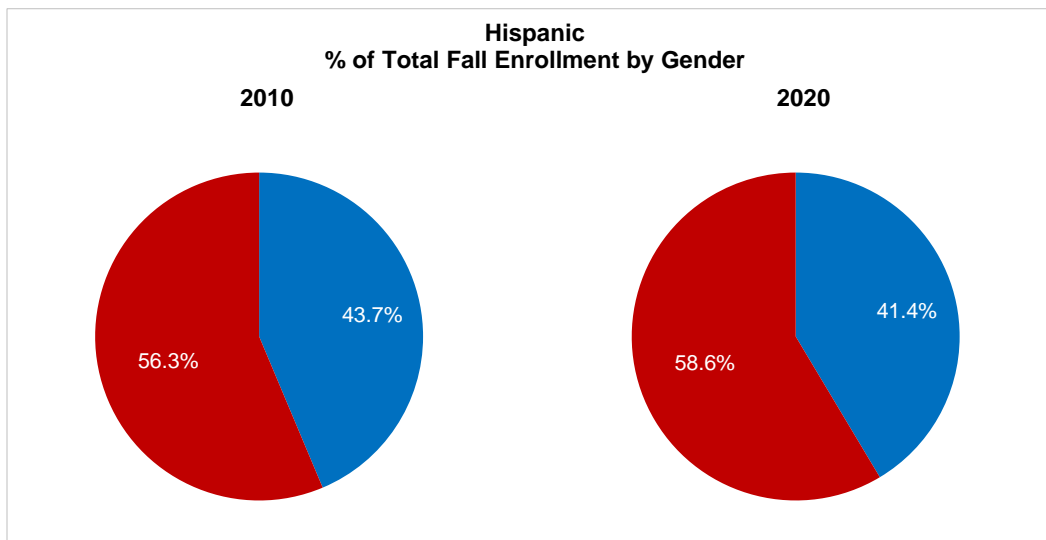
**Hispanic
% of Total Fall Enrollment by Gender**

2010

43.7%
56.3%

2020

41.4%
58.6%

NATIVE AMERICAN TOTAL FALL ENROLLMENT by GENDER

Native American Total Fall Enrollment by Gender

(Line chart — Male in blue, Female in red)

Male: 464 (2010) ... 369 (2014) ... 343 (2019), 339 (2020)
Female: 749 (2010), 799 (2011) ... 606 (2015) ... 596 (2019), 561 (2020)
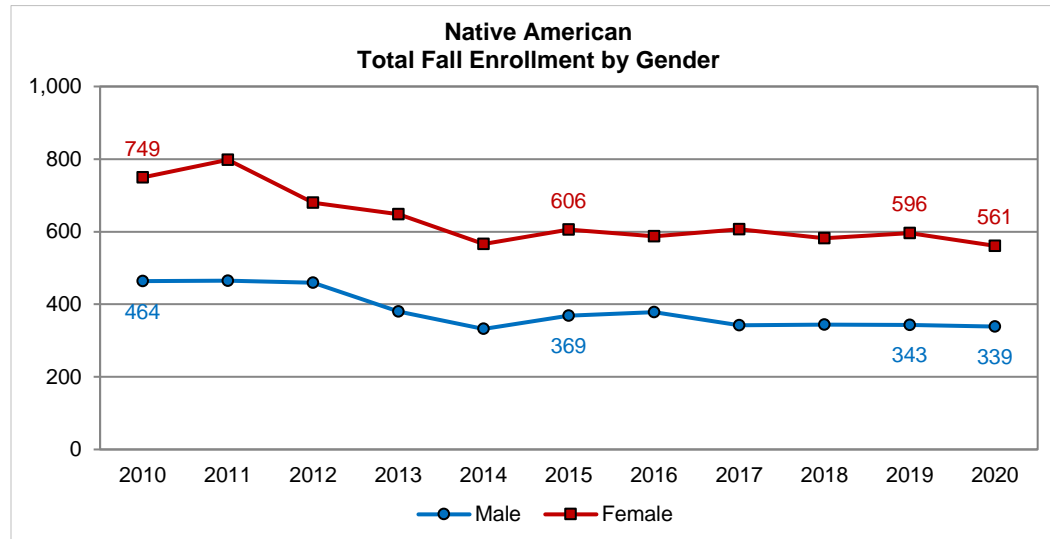
- Between fall 2010 and fall 2020, enrollment for Native Americans by gender changed as follows:

Gender	19-20 1-Yr	10-20 10-Yr
Male (●)	-1.2%	-26.9%
Female (■)	-5.9%	-25.1%
Native American Total	-4.2%	-25.8%
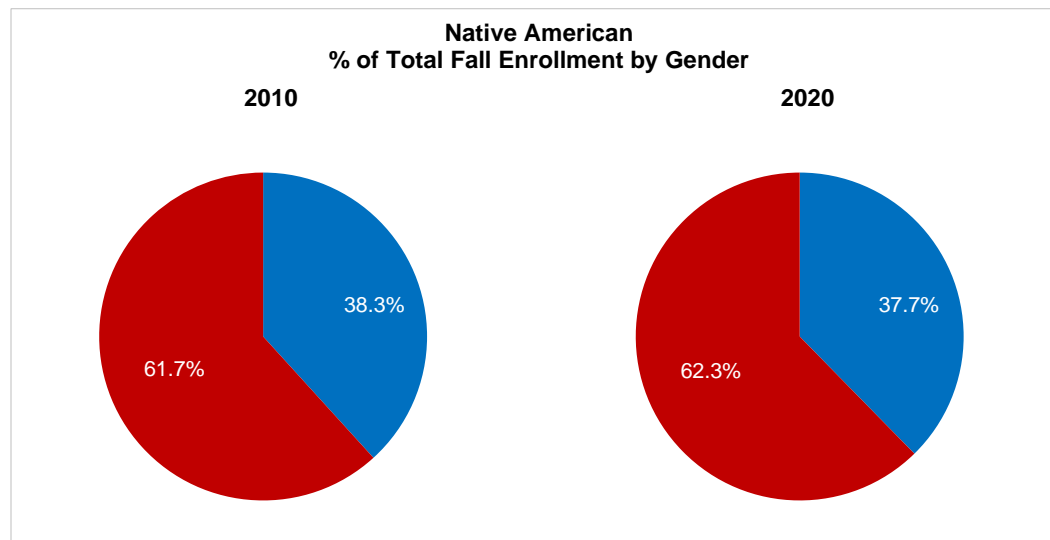
Native American % of Total Fall Enrollment by Gender

2010: Male 38.3%, Female 61.7%

2020: Male 37.7%, Female 62.3%
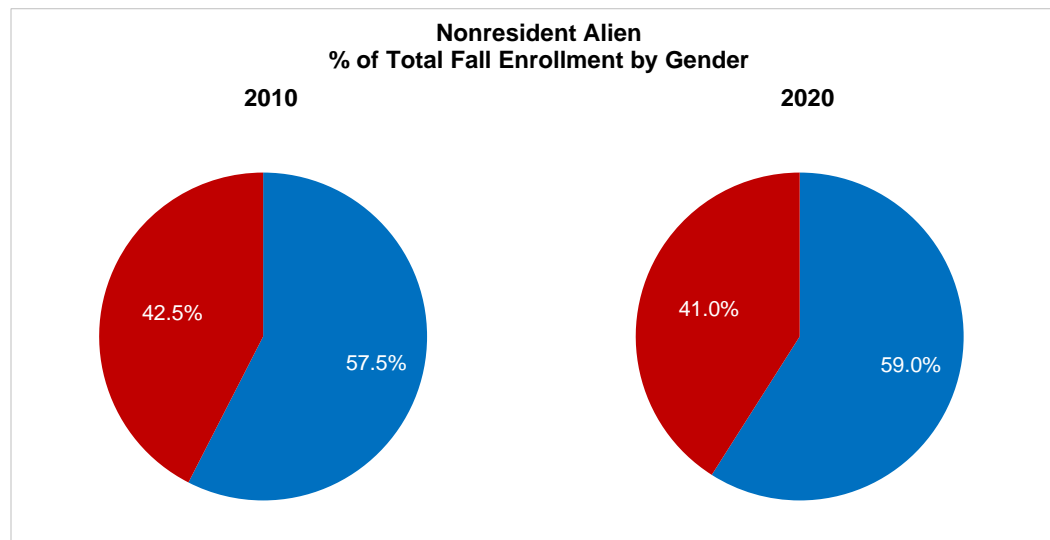
NONRESIDENT ALIEN TOTAL FALL ENROLLMENT by GENDER

**Nonresident Alien
Total Fall Enrollment by Gender**
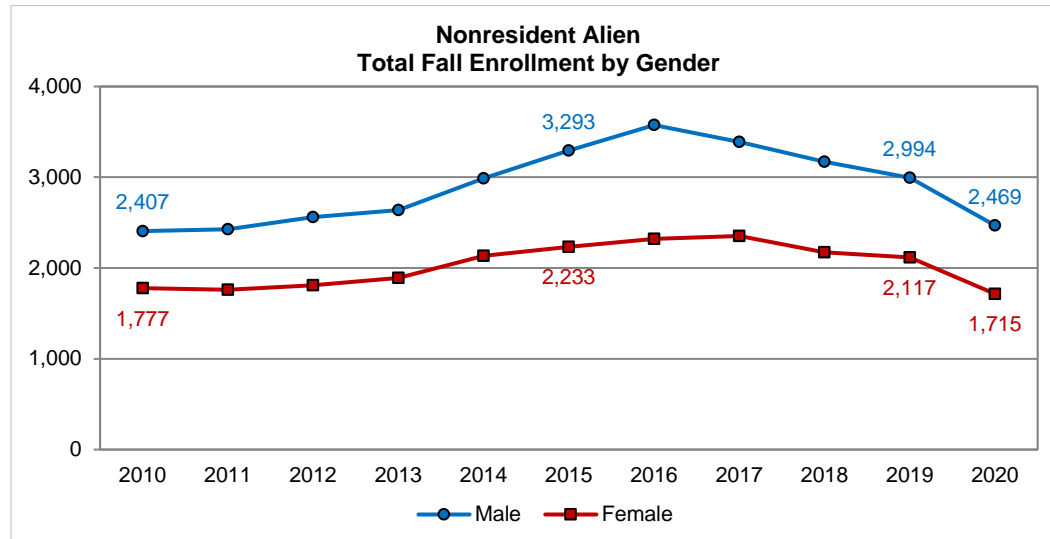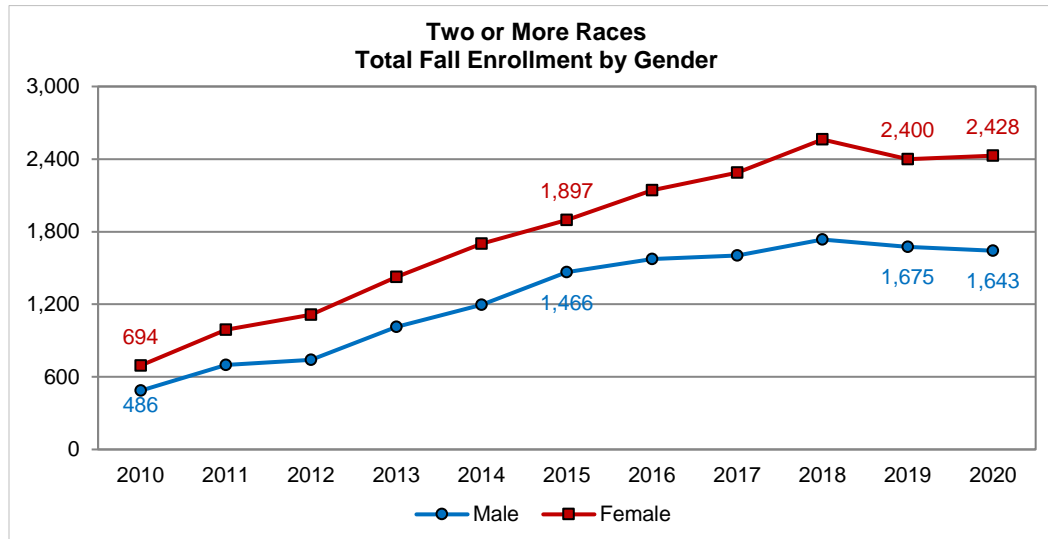

- Between fall 2010 and fall 2020, enrollment for nonresident aliens by gender changed as follows:

Gender	19-20 1-Yr	10-20 10-Yr
Male (●)	-17.5%	2.6%
Female (■)	-19.0%	-3.5%
Nonresident Alien Total	-18.1%	0.0%

**Nonresident Alien
% of Total Fall Enrollment by Gender**

2010

42.5%
57.5%

2020

41.0%
59.0%

TWO OR MORE RACES TOTAL FALL ENROLLMENT by GENDER

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

Legend: —●— Male   —■— Female

Data labels (Male, blue): 486, 1,466, 1,675, 1,643
Data labels (Female, red): 694, 1,897, 2,400, 2,428

**Two or More Races
% of Total Fall Enrollment by Gender**
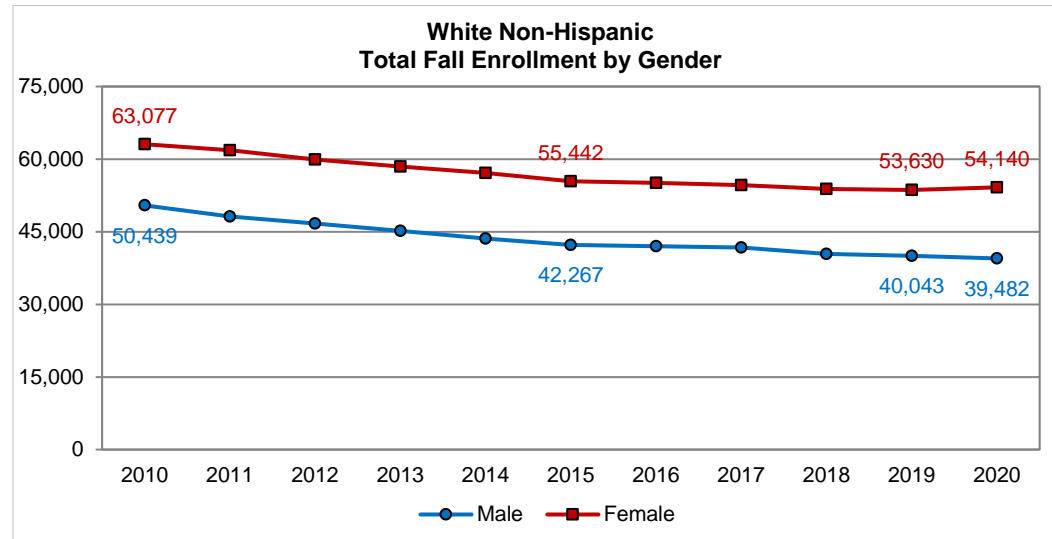
2010

41.2%
58.8%

2020

40.4%
59.6%

- Between fall 2010 and fall 2020, enrollment for multi-racial students by gender changed as follows:

Gender	19-20 1-Yr	10-20 10-Yr
Male (●)	-1.9%	238.1%
Female (■)	1.2%	249.9%
Two or More Races Total	-0.1%	245.0%
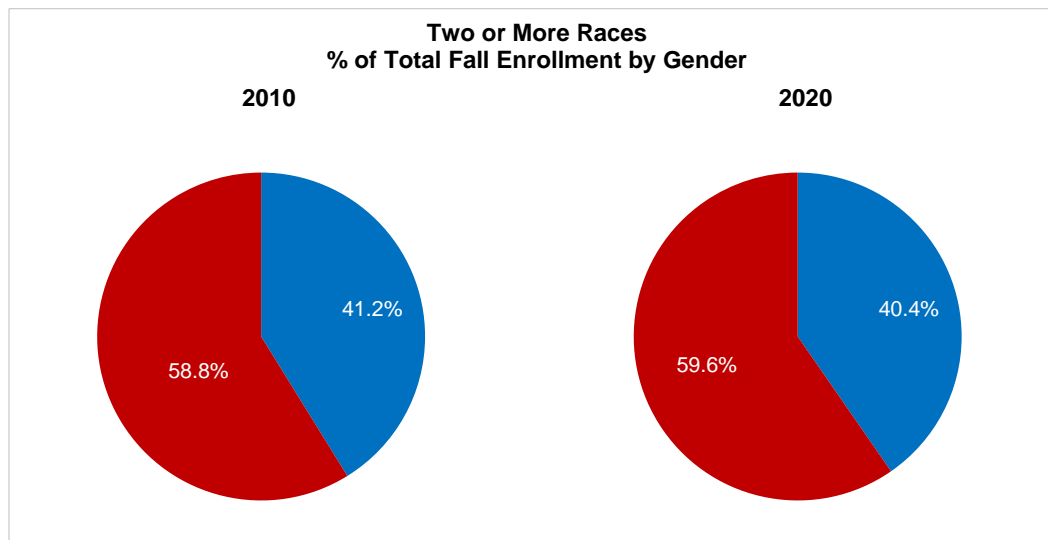
ccpe
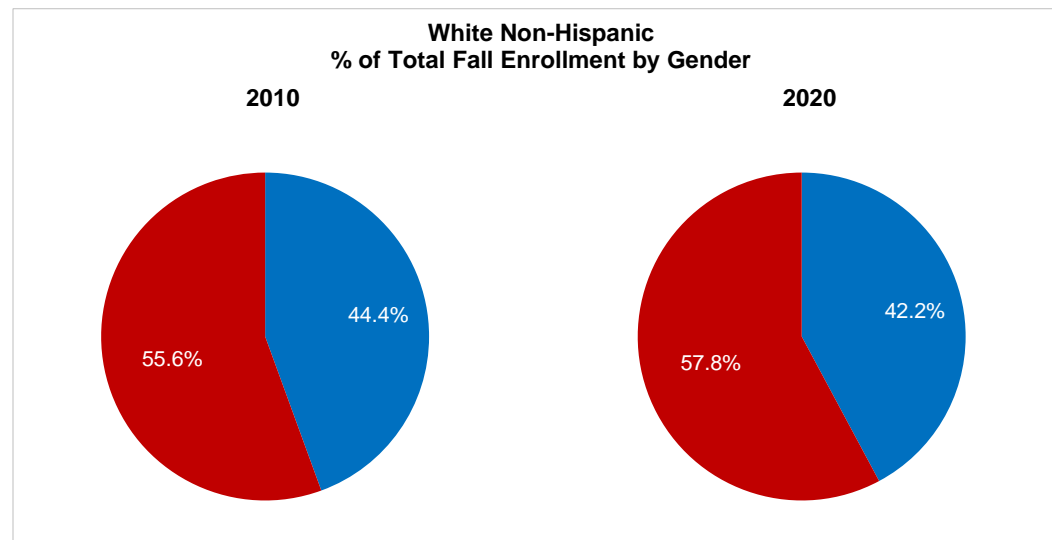
WHITE NON-HISPANIC TOTAL FALL ENROLLMENT by GENDER

White Non-Hispanic Total Fall Enrollment by Gender

- Between fall 2010 and fall 2020, enrollment for white non-Hispanics by gender changed as follows:
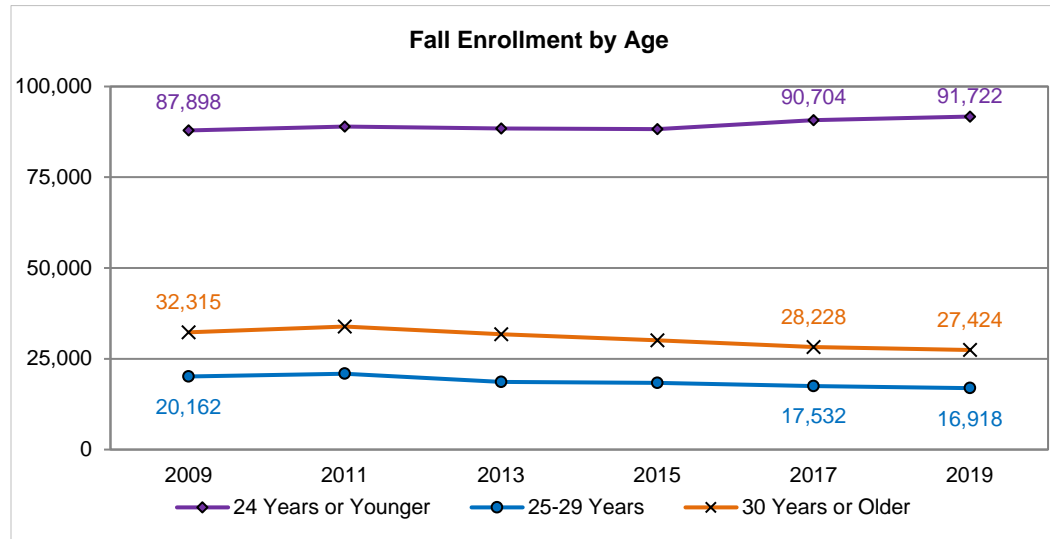
Gender	19-20 1-Yr	10-20 10-Yr
Male (●)	-1.4%	-21.7%
Female (■)	1.0%	-14.2%
White Non-Hispanic Total	-0.1%	-17.5%

White Non-Hispanic % of Total Fall Enrollment by Gender

2010

44.4%

55.6%

2020

42.2%

57.8%

Section 6

Total Fall Enrollment by Age

FALL ENROLLMENT by AGE

Fall Enrollment by Age

- 24 Years or Younger: 87,898 → 90,704 → 91,722
- 25-29 Years: 20,162 → 17,532 → 16,918
- 30 Years or Older: 32,315 → 28,228 → 27,424

- Between fall 2009 and fall 2019, enrollment by age changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 24 Years (♦)	1.1%	4.4%
25-29 Years (●)	-3.5%	-16.1%
≥ 30 Years (x)	-2.8%	-15.1%
Known Age Total	-0.3%	-3.1%

% of Fall Enrollment by Age

2009


23.0%
14.4%
62.6%

2019

20.2%
12.4%
67.4%
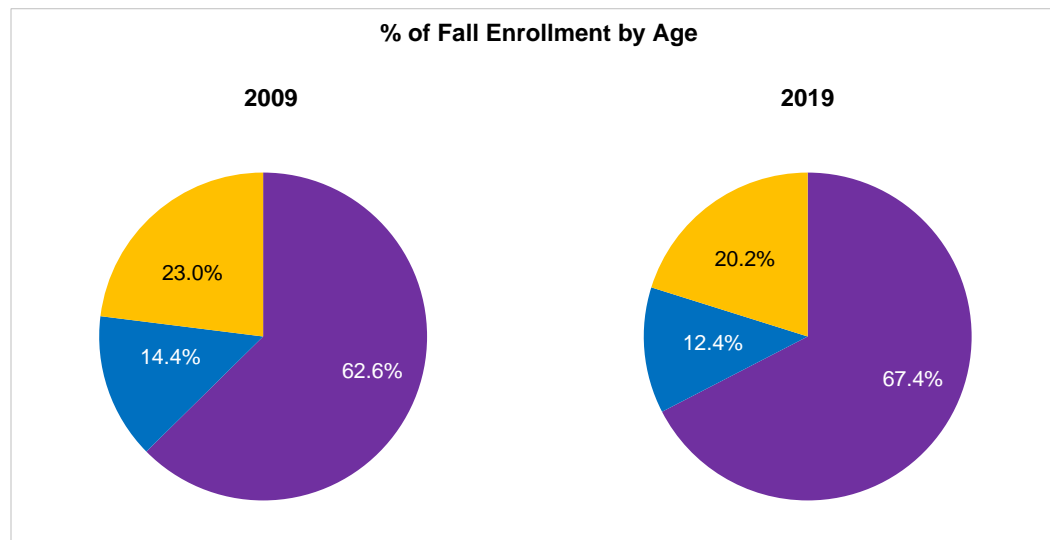
Note. Age data are collected only for odd-numbered years. Between 0.1% and 0.3% of students enrolled each year were students of unknown age. These students are excluded from all calculations in this section. Excluded number of students by year: 2009 = 395; 2011 = 230; 2013 = 106; 2015 = 274; 2017 = 144; 2019 = 143.
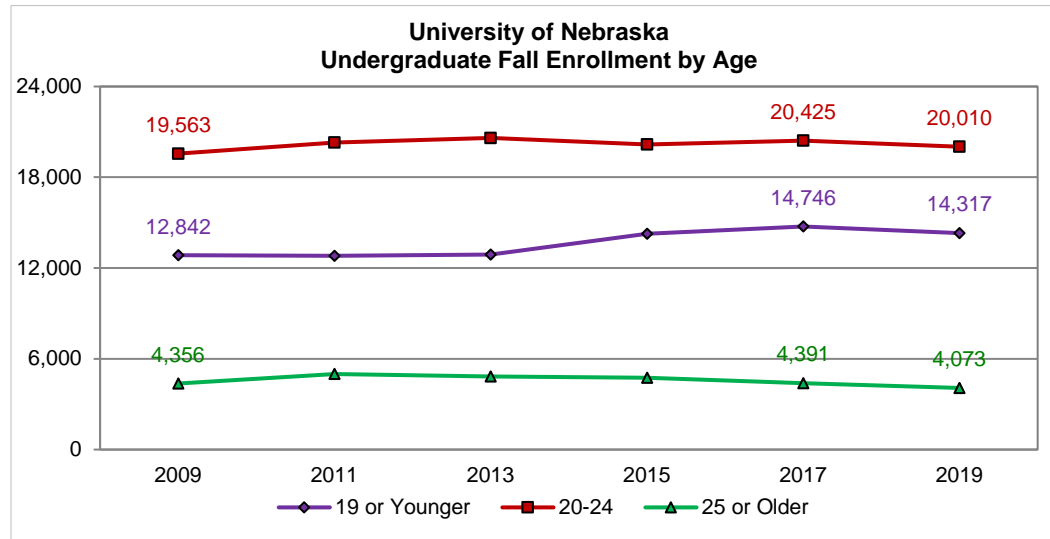
UNDERGRADUATE FALL ENROLLMENT by AGE
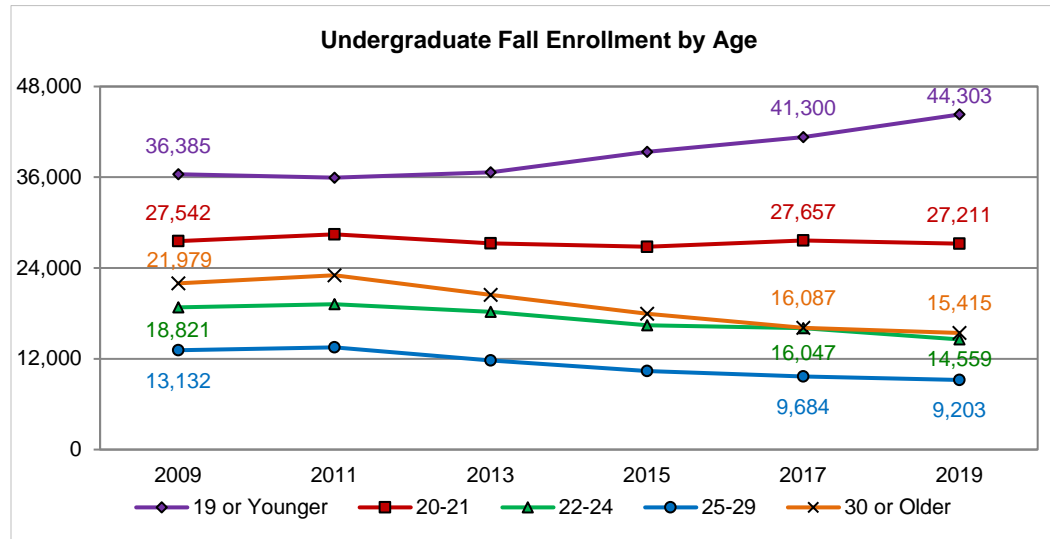
Undergraduate Fall Enrollment by Age

| 19 or Younger | 20-21 | 22-24 | 25-29 | 30 or Older |

2009: 36,385 — 2017: 41,300 — 2019: 44,303
27,542 — 27,657 — 27,211
21,979 — 16,087 — 15,415
18,821 — 16,047 — 14,559
13,132 — 9,684 — 9,203

% of Undergraduate Fall Enrollment by Age

2009

- 30.9%
- 23.4%
- 16.0%
- 11.1%
- 18.6%

2019

- 40.0%
- 24.6%
- 13.2%
- 8.3%
- 13.9%

- Between fall 2009 and fall 2019, undergraduate enrollment by age changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 19 Years (♦)	7.3%	21.8%
20-21 Years (■)	-1.6%	-1.2%
22-24 Years (▲)	-9.3%	-22.6%
25-29 Years (●)	-5.0%	-29.9%
≥ 30 Years (x)	-4.2%	-29.9%
Undergraduate Known Age Total	-0.1%	-6.1%
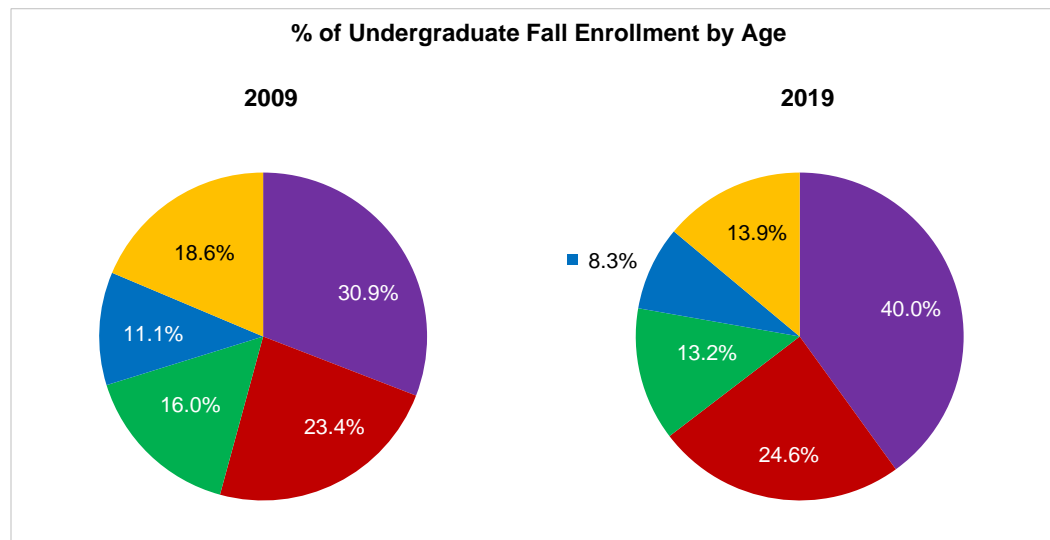
UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

University of Nebraska
Undergraduate Fall Enrollment by Age

19 or Younger: 12,842 ... 14,746 ... 14,317
20-24: 19,563 ... 20,425 ... 20,010
25 or Older: 4,356 ... 4,391 ... 4,073

Legend:
- ◆ 19 or Younger
- ■ 20-24
- ▲ 25 or Older

University of Nebraska
% of Undergraduate Fall Enrollment by Age

2009

- 11.8%
- 53.2%
- 34.9%

2019

- 10.6%
- 52.1%
- 37.3%

- Between fall 2009 and fall 2019, undergraduate enrollment by age at the University of Nebraska changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 19 Years (◆)	-2.9%	11.5%
20-24 Years (■)	-2.0%	2.3%
≥ 25 Years (▲)	-7.2%	-6.5%
Sector Total Undergraduate Known Age	-2.9%	4.5%

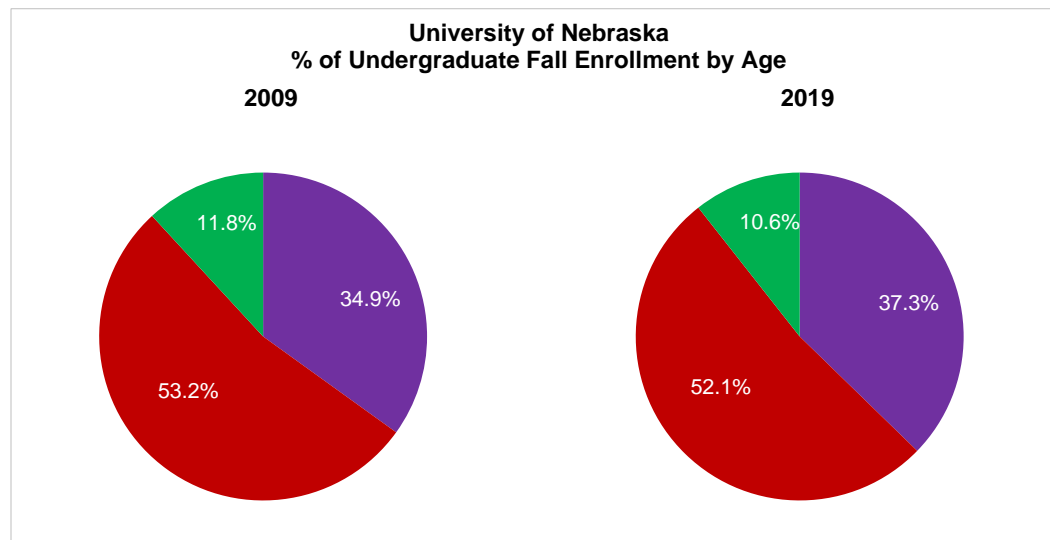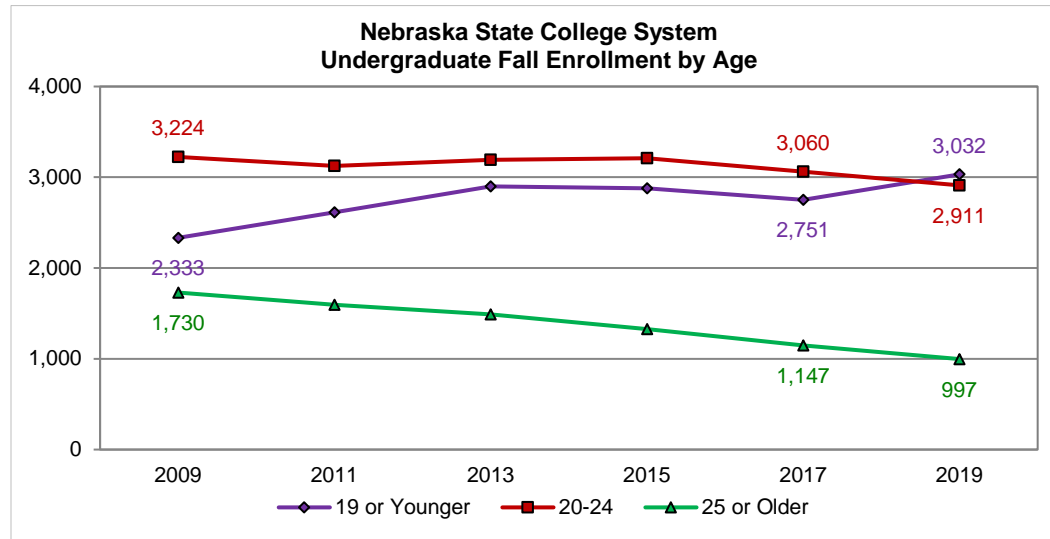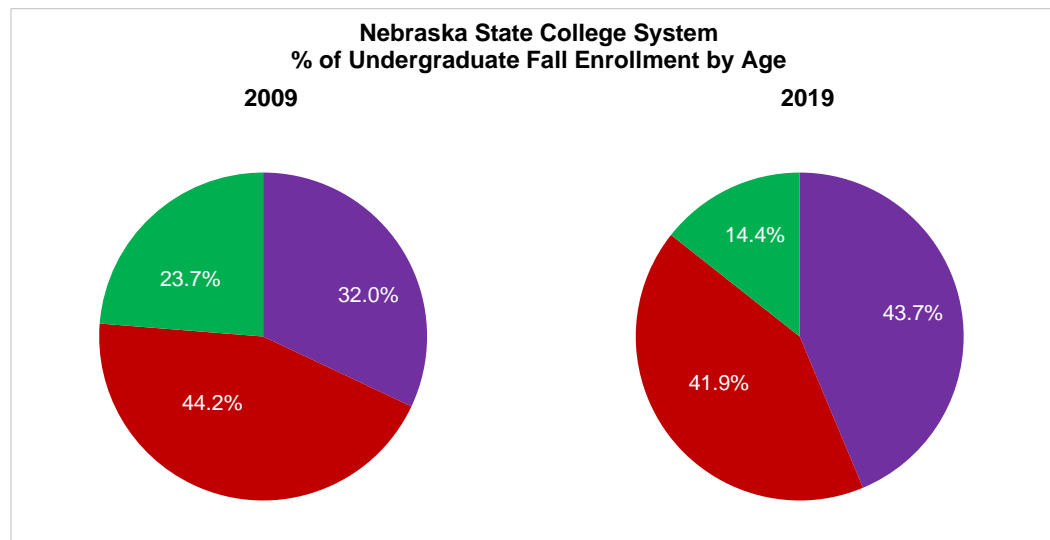# UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

Nebraska State College System
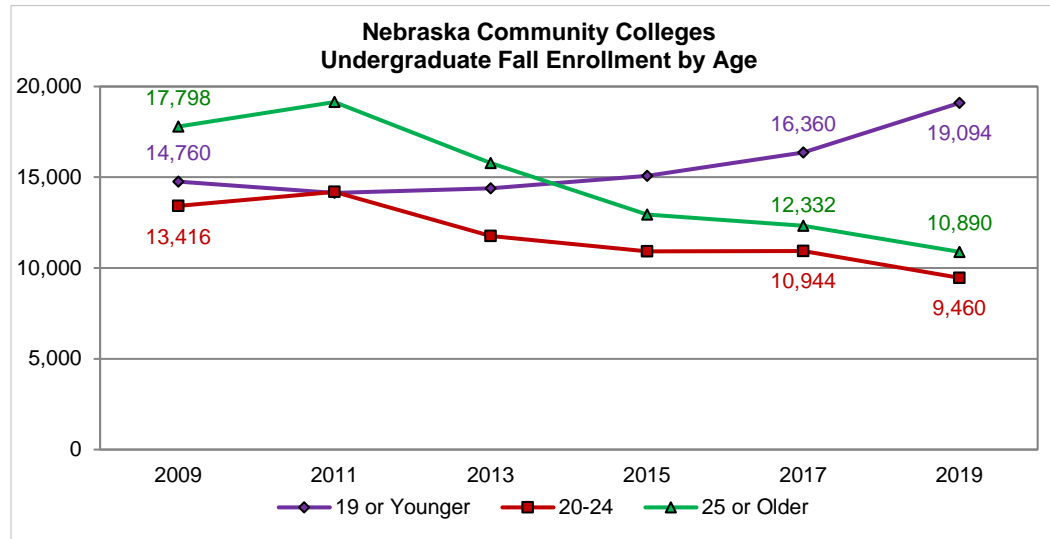**Undergraduate Fall Enrollment by Age**

- Between fall 2009 and fall 2019, undergraduate enrollment by age at the Nebraska State College System changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 19 Years (♦)	10.2%	30.0%
20-24 Years (■)	-4.9%	-9.7%
≥ 25 Years (▲)	-13.1%	-42.4%
Sector Total Undergraduate Known Age	-0.3%	-4.8%

Nebraska State College System
% of Undergraduate Fall Enrollment by Age

2009

2019

UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

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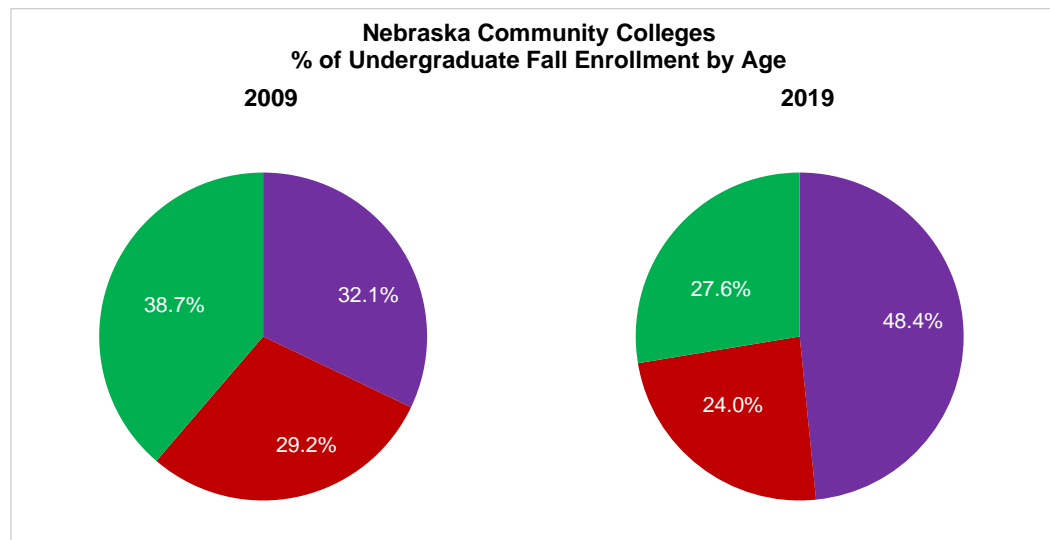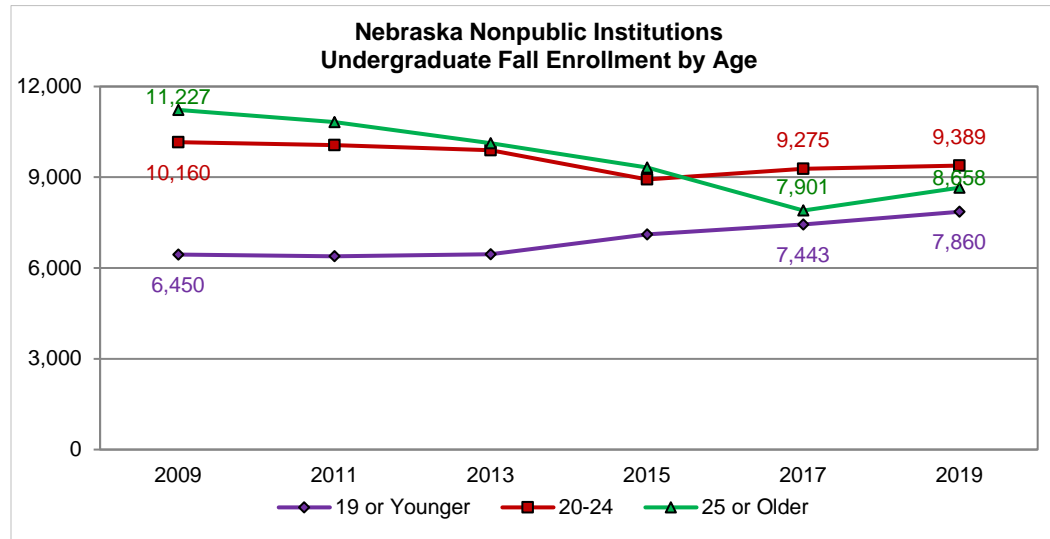**Undergraduate Fall Enrollment by Age**

- Between fall 2009 and fall 2019, undergraduate enrollment by age at Nebraska's community colleges changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 19 Years (♦)	16.7%	29.4%
20-24 Years (■)	-13.6%	-29.5%
≥ 25 Years (▲)	-11.7%	-38.8%
Sector Total Undergraduate Known Age	-0.5%	-14.2%

Nebraska Community Colleges
% of Undergraduate Fall Enrollment by Age

2009

2019

UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

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

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

Data labels:
- 11,227
- 10,160
- 6,450
- 9,275
- 9,389
- 7,901
- 7,443
- 8,658
- 7,860

**Nebraska Nonpublic Institutions
% of Undergraduate Fall Enrollment by Age**

2009

- 23.2%
- 36.5%
- 40.3%

2019
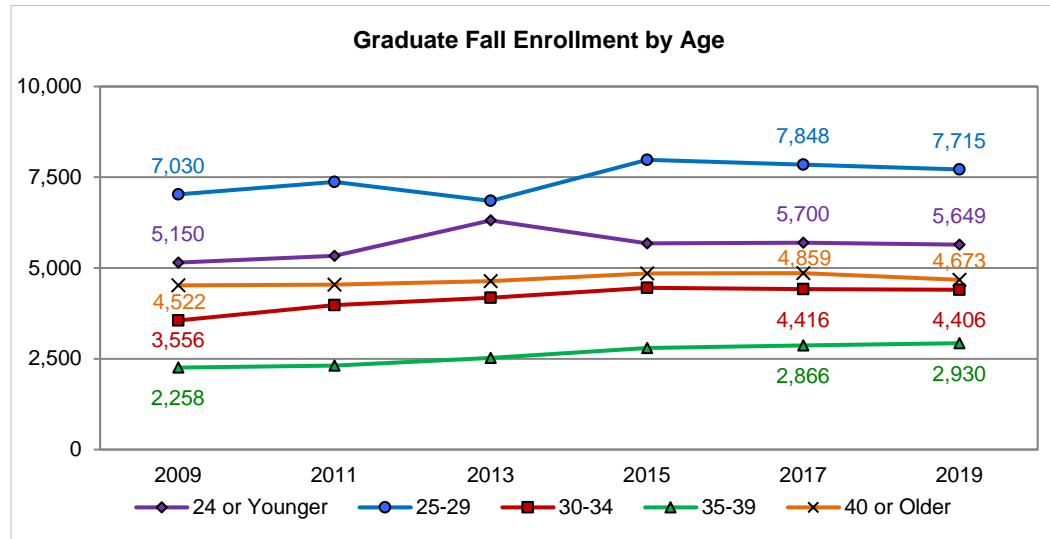

- 30.3%
- 36.2%
- 33.4%

- Between fall 2009 and fall 2019, undergraduate enrollment by age within the nonpublic sector changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 19 Years (♦)	5.6%	21.9%
20-24 Years (■)	1.2%	-7.6%
≥ 25 Years (▲)	9.6%	-22.9%
Sector Total Undergraduate Known Age	5.2%	-6.9%
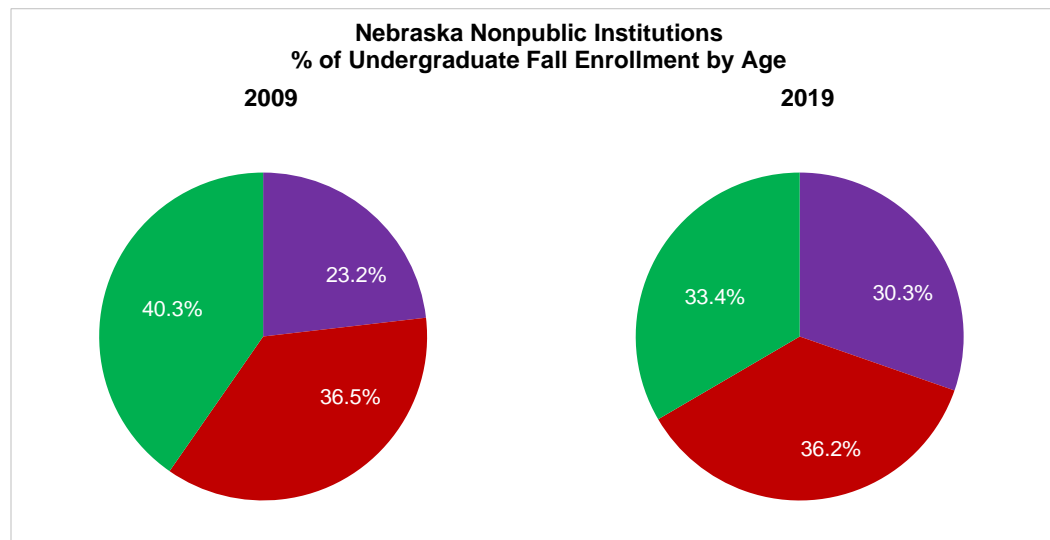
GRADUATE FALL ENROLLMENT by AGE

Graduate Fall Enrollment by Age

| | 24 or Younger | 25-29 | 30-34 | 35-39 | 40 or Older |

% of Graduate Fall Enrollment by Age

2009

22.9%
31.2%
15.8%
10.0%
20.1%

2019

22.3%
30.4%
17.4%
11.5%
18.4%

- Between fall 2009 and fall 2019, graduate enrollment by age changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 24 Years (♦)	-0.9%	9.7%
25-29 Years (●)	-1.7%	9.7%
30-34 Years (■)	-0.2%	23.9%
35-39 Years (▲)	2.2%	29.8%
≥ 40 Years (x)	-3.8%	3.3%
Graduate Known Age Total	-1.2%	12.7%
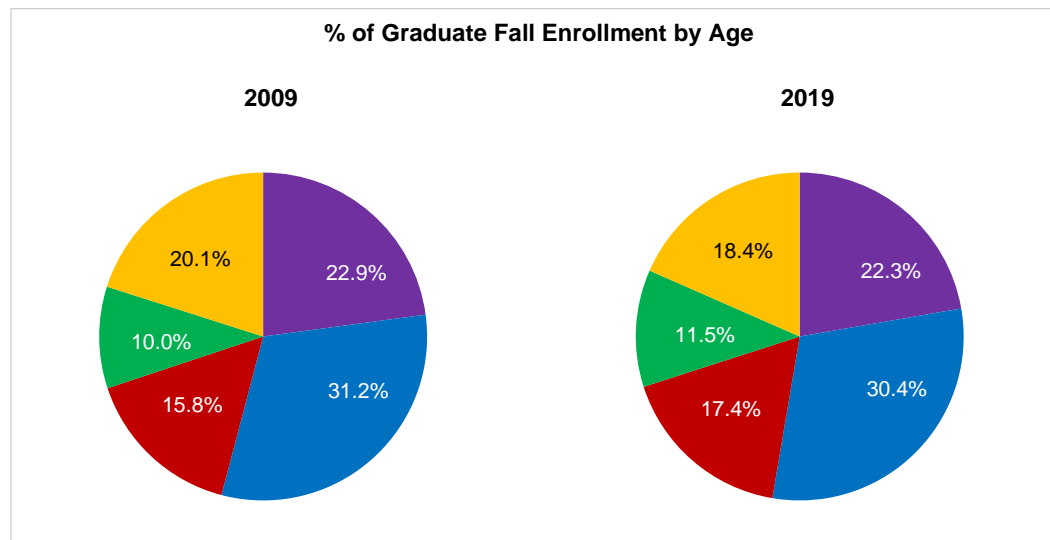
GRADUATE FALL ENROLLMENT by SECTOR by AGE
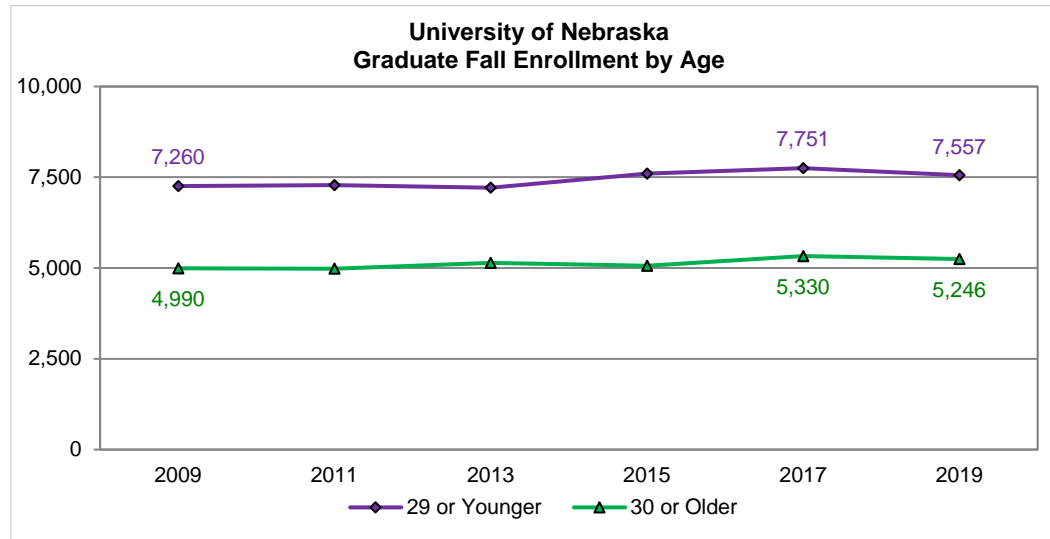
University of Nebraska
Graduate Fall Enrollment by Age

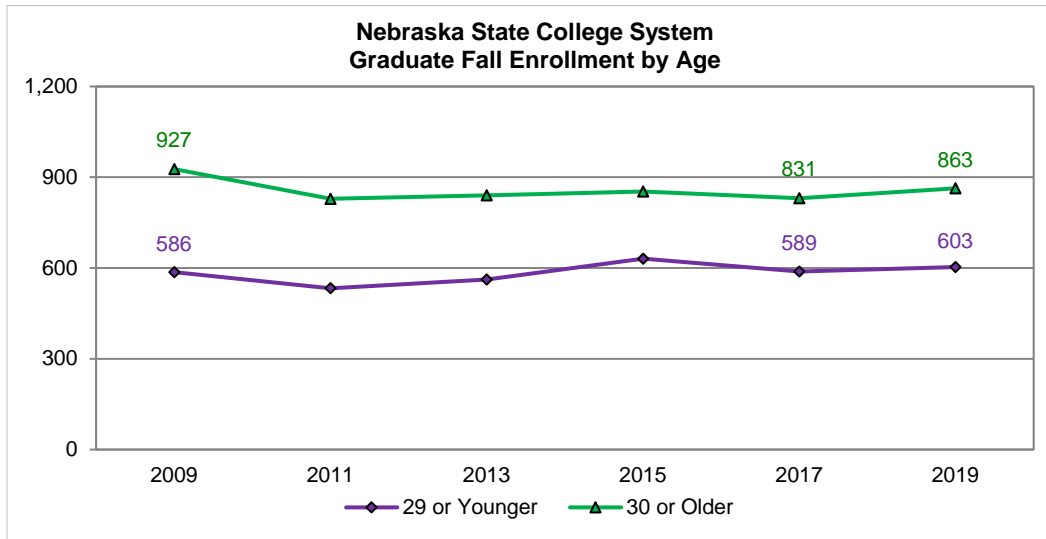- Between fall 2009 and fall 2019, graduate enrollment by age at the University of Nebraska changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 29 Years (♦)	-2.5%	4.1%
≥ 30 Years (▲)	-1.6%	5.1%
Sector Total Graduate Known Age	-2.1%	4.5%
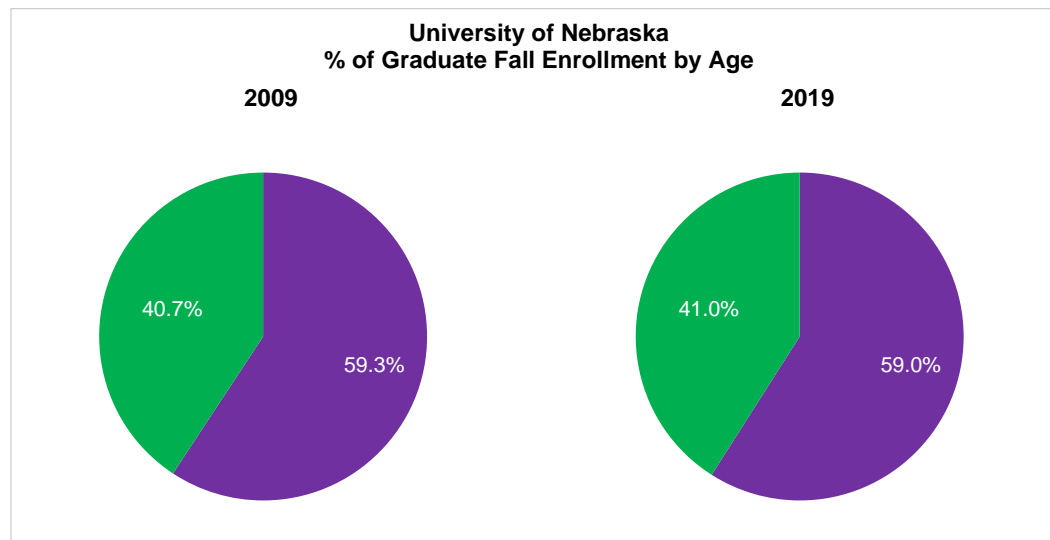
University of Nebraska
% of Graduate Fall Enrollment by Age

2009

40.7%

59.3%

2019

41.0%

59.0%

GRADUATE FALL ENROLLMENT by SECTOR by AGE

Nebraska State College System
Graduate Fall Enrollment by Age

927   831   863
586   589   603

— 29 or Younger   — 30 or Older

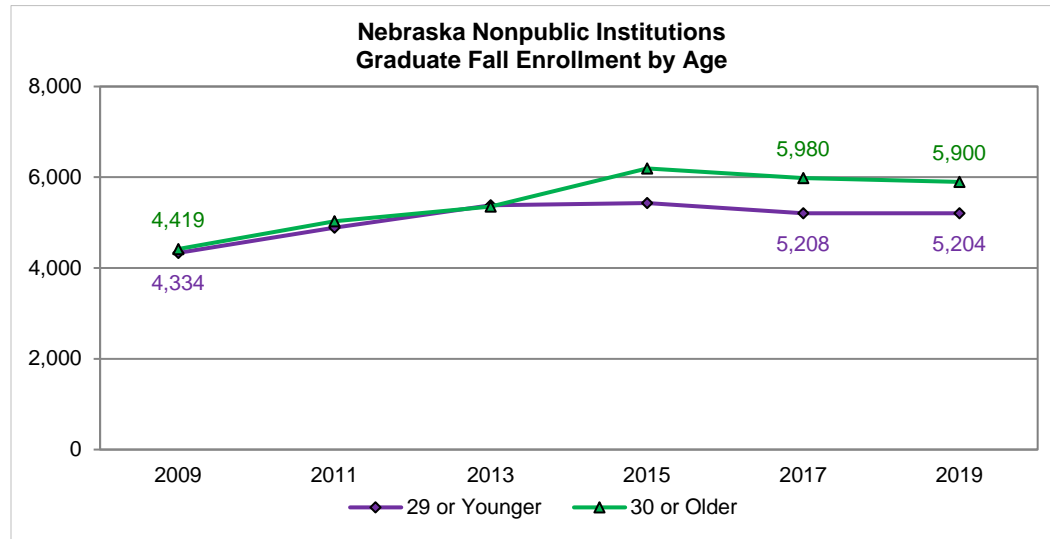- Between fall 2009 and fall 2019, graduate enrollment by age at the Nebraska State College System changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 29 Years (♦)	2.4%	2.9%
≥ 30 Years (▲)	3.9%	-6.9%
Sector Total Graduate Known Age	3.2%	-3.1%
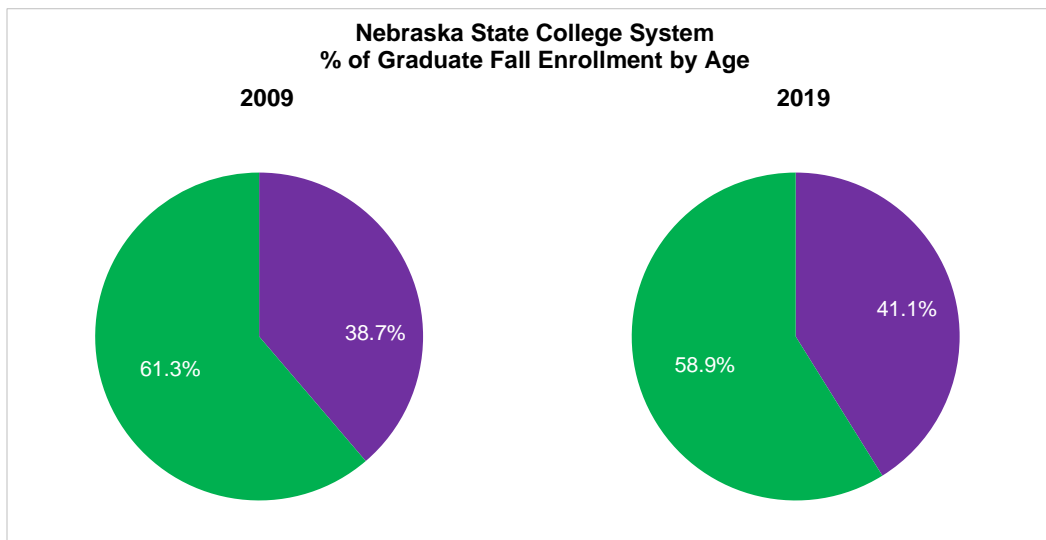
Nebraska State College System
% of Graduate Fall Enrollment by Age

2009

61.3%   38.7%

2019

58.9%   41.1%

GRADUATE FALL ENROLLMENT by SECTOR by AGE

Nebraska Nonpublic Institutions
Graduate Fall Enrollment by Age

- 29 or Younger
- 30 or Older

Nebraska Nonpublic Institutions
% of Graduate Fall Enrollment by Age

2009

50.5%   49.5%

2019

53.1%   46.9%

- Between fall 2009 and fall 2019, graduate enrollment by age within the nonpublic sector changed as follows:

Age	17-19 2-Yr	09-19 10-Yr
≤ 29 Years (♦)	-0.1%	20.1%
≥ 30 Years (▲)	-1.3%	33.5%
Sector Total Graduate Known Age	-0.8%	26.9%
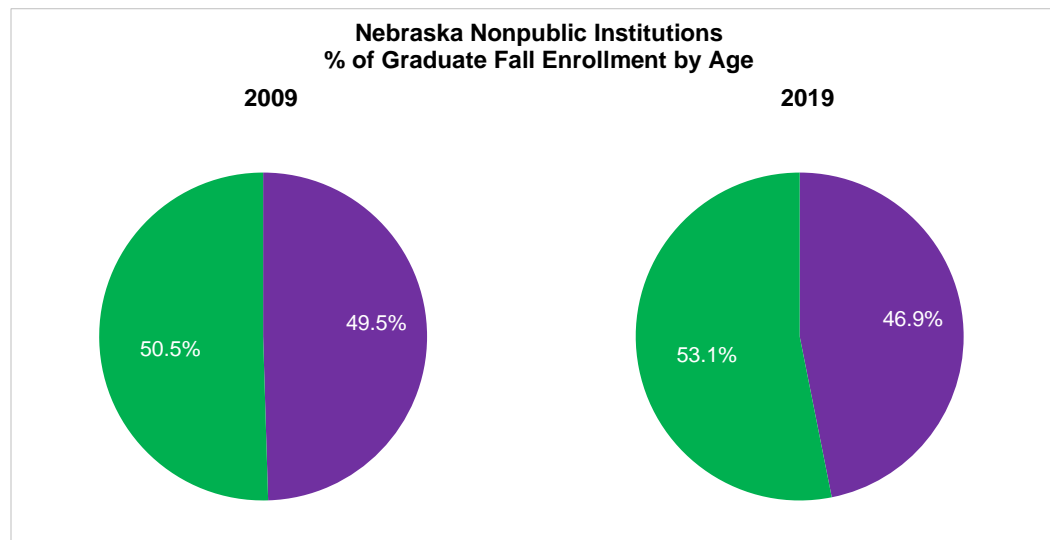
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Section 7

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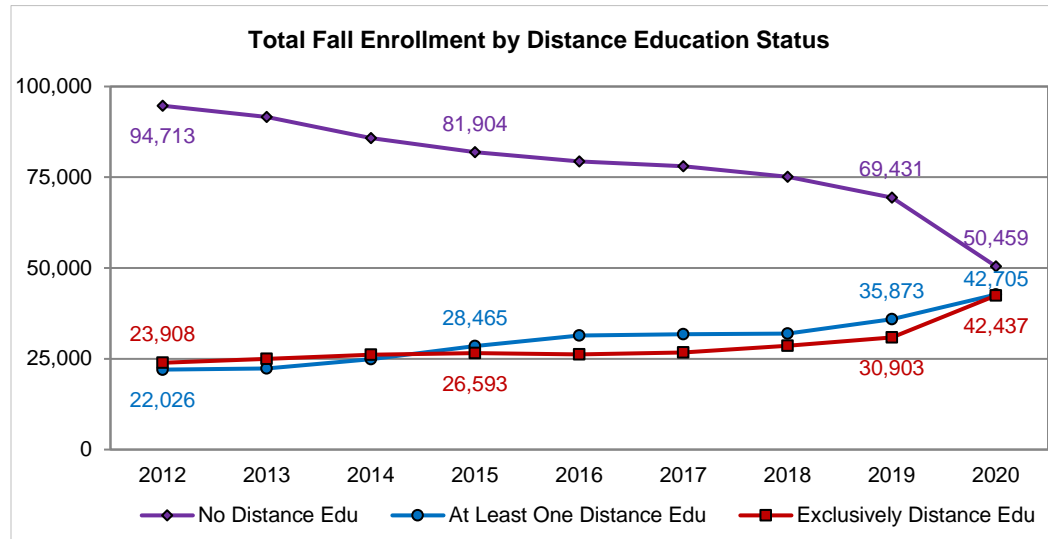
CLASSIFICATION OF DISTANCE EDUCATION STATUS

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)*
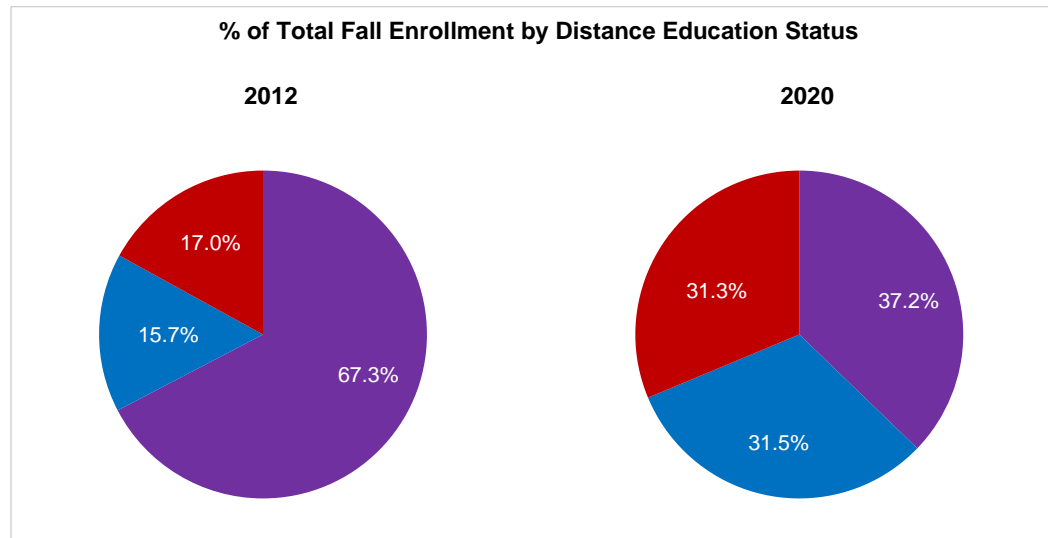
TOTAL FALL ENROLLMENT by DISTANCE EDUCATION STATUS

Total Fall Enrollment by Distance Education Status

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

% of Total Fall Enrollment by Distance Education Status

2012

17.0%
15.7%
67.3%

2020

31.3%
37.2%
31.5%

- Between fall 2012 and fall 2020, fall enrollment by distance education status changed as follows:

Distance Education Status	19-20 1-Yr	12-20 8-Yr
No Distance Education (♦)	-27.3%	-46.7%
At Least One Distance Education (●)	19.0%	93.9%
Exclusively Distance Education (■)	37.3%	77.5%
Total	-0.4%	-3.6%

- The COVID-19 pandemic had a major impact on distance education in Nebraska. At the University of Nebraska, the major shift was in more students enrolling in at least one but not all distance education courses while at the community colleges and nonpublic institutions, a large percentage of students enrolled exclusively in distance education courses. While the Nebraska State College System also saw increases in distance education, they were not as dramatic as the changes reported within the other sectors of higher education in the state.

UNDERGRADUATE FALL ENROLLMENT by DISTANCE EDUCATION STATUS

Undergraduate Fall Enrollment by Distance Education Status

- 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%

2020

26.5%
37.1%
36.4%
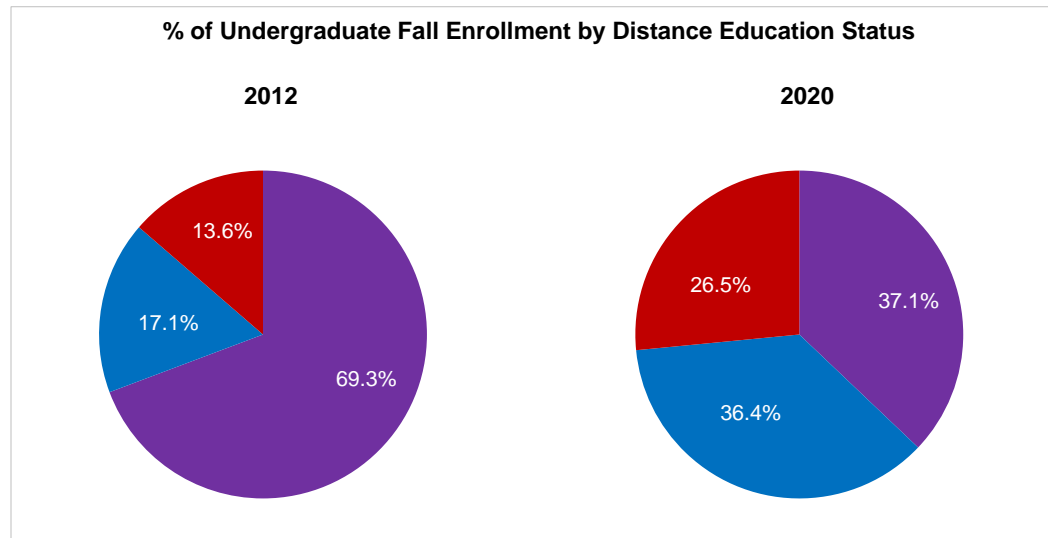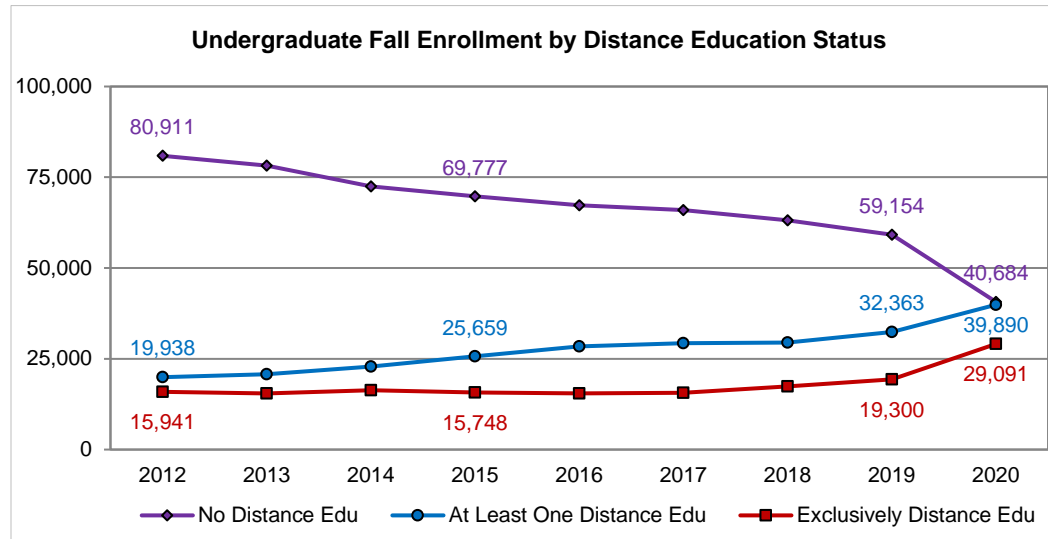
- Between fall 2012 and fall 2020, undergraduate fall enrollment by distance education status changed as follows:

Distance Education Status	19-20 1-Yr	12-20 8-Yr
No Distance Education (♦)	-31.2%	-49.7%
At Least One Distance Education (●)	23.3%	100.1%
Exclusively Distance Education (■)	50.7%	82.5%
Undergraduate Total	-1.0%	-6.1%

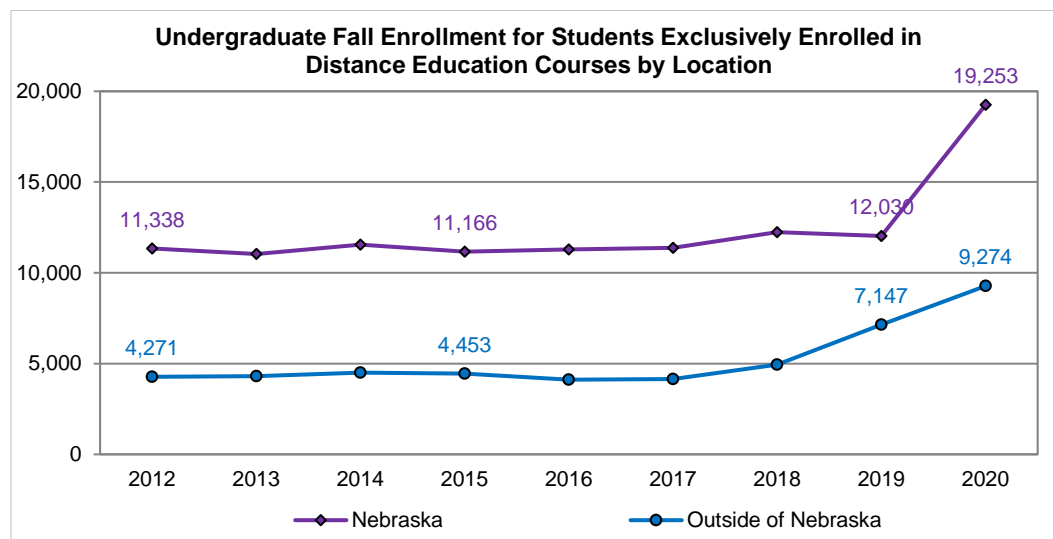- As shown on the next page, 63.7% of undergraduate students at the University of Nebraska were enrolled in at least one but not all distance education courses in fall 2020, compared to only 46.4% in fall 2019.

- Also shown on the next page, 38.2% of undergraduate students at the community colleges were enrolled in exclusively distance education courses in fall 2020, compared to only 20.7% in fall 2019.

UNDERGRADUATE FALL ENROLLMENT by SECTOR by DISTANCE EDUCATION STATUS

*Undergraduate Fall Enrollment by Sector by Distance Education Status*

Sector / Distance Education Status	2012	2013	2014	2015	2016	2017	2018	2019	2020	% Change 19-20 1-Yr	% Change 12-20 8-Yr
University of Nebraska											
Not Enrolled in Any Distance Edu Courses	28,927	26,810	25,371	23,988	21,974	21,360	20,500	18,723	10,388	-44.5%	-64.1%
% Not Enrolled in Any Distance Edu Courses	*76%*	*70%*	*66%*	*61%*	*55%*	*54%*	*53%*	*49%*	*27%*		
Enrolled in at Least One but Not All Distance Edu Courses	8,173	10,398	11,959	13,567	16,324	16,834	16,745	17,802	24,643	38.4%	201.5%
% Enrolled in at Least One but Not All Distance Edu Courses	*21%*	*27%*	*31%*	*35%*	*41%*	*43%*	*43%*	*46%*	*64%*		
Enrolled Exclusively in Distance Edu Courses	971	1,140	1,378	1,620	1,346	1,404	1,703	1,876	3,658	95.0%	276.7%
% Enrolled Exclusively in Distance Edu Courses	*3%*	*3%*	*4%*	*4%*	*3%*	*4%*	*4%*	*5%*	*9%*		
Nebraska State College System											
Not Enrolled in Any Distance Edu Courses	3,595	3,708	4,192	4,072	4,028	4,009	3,834	3,846	3,472	-9.7%	-3.4%
% Not Enrolled in Any Distance Edu Courses	*48%*	*49%*	*55%*	*55%*	*55%*	*58%*	*57%*	*55%*	*50%*		
Enrolled in at Least One but Not All Distance Edu Courses	1,910	1,869	1,972	1,861	1,804	1,508	1,534	1,714	1,971	15.0%	3.2%
% Enrolled in at Least One but Not All Distance Edu Courses	*25%*	*25%*	*26%*	*25%*	*24%*	*22%*	*23%*	*25%*	*28%*		
Enrolled Exclusively in Distance Edu Courses	2,005	2,004	1,447	1,511	1,554	1,441	1,378	1,380	1,494	8.3%	-25.5%
% Enrolled Exclusively in Distance Edu Courses	*27%*	*26%*	*19%*	*20%*	*21%*	*21%*	*20%*	*20%*	*22%*		
Nebraska Community Colleges											
Not Enrolled in Any Distance Edu Courses	30,233	29,772	26,899	25,802	25,337	25,951	24,372	23,978	16,303	-32.0%	-46.1%
% Not Enrolled in Any Distance Edu Courses	*67%*	*71%*	*68%*	*66%*	*64%*	*65%*	*62%*	*61%*	*44%*		
Enrolled in at Least One but Not All Distance Edu Courses	7,186	5,563	5,429	6,090	6,561	6,362	6,961	7,367	6,798	-7.7%	-5.4%
% Enrolled in at Least One but Not All Distance Edu Courses	*16%*	*13%*	*14%*	*16%*	*17%*	*16%*	*18%*	*19%*	*18%*		
Enrolled Exclusively in Distance Edu Courses	7,480	6,670	7,156	7,215	7,538	7,347	8,231	8,184	14,250	74.1%	90.5%
% Enrolled Exclusively in Distance Edu Courses	*17%*	*16%*	*18%*	*18%*	*19%*	*19%*	*21%*	*21%*	*38%*		
Nebraska Nonpublic Institutions											
Not Enrolled in Any Distance Edu Courses	18,156	17,925	16,041	15,915	15,941	14,640	14,464	12,607	10,521	-16.5%	-42.1%
% Not Enrolled in Any Distance Edu Courses	*69%*	*68%*	*62%*	*63%*	*65%*	*59%*	*58%*	*49%*	*39%*		
Enrolled in at Least One but Not All Distance Edu Courses	2,669	2,893	3,496	4,141	3,707	4,567	4,225	5,480	6,478	18.2%	142.7%
% Enrolled in at Least One but Not All Distance Edu Courses	*10%*	*11%*	*14%*	*16%*	*15%*	*19%*	*17%*	*21%*	*24%*		
Enrolled Exclusively in Distance Edu Courses	5,485	5,676	6,358	5,402	5,037	5,439	6,046	7,860	9,689	23.3%	76.6%
% Enrolled Exclusively in Distance Edu Courses	*21%*	*21%*	*25%*	*21%*	*20%*	*22%*	*24%*	*30%*	*36%*		
Nebraska Total											
Not Enrolled in Any Distance Edu Courses	80,911	78,215	72,503	69,777	67,280	65,960	63,170	59,154	40,684	-31.2%	-49.7%
% Not Enrolled in Any Distance Edu Courses	*69%*	*68%*	*65%*	*63%*	*61%*	*59%*	*57%*	*53%*	*37%*		
Enrolled in at Least One but Not All Distance Edu Courses	19,938	20,723	22,856	25,659	28,396	29,271	29,465	32,363	39,890	23.3%	100.1%
% Enrolled in at Least One but Not All Distance Edu Courses	*17%*	*18%*	*20%*	*23%*	*26%*	*26%*	*27%*	*29%*	*36%*		
Enrolled Exclusively in Distance Edu Courses	15,941	15,490	16,339	15,748	15,475	15,631	17,358	19,300	29,091	50.7%	82.5%
% Enrolled Exclusively in Distance Edu Courses	*14%*	*14%*	*15%*	*14%*	*14%*	*14%*	*16%*	*17%*	*27%*		

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

Nebraska: 11,338 (2012); 11,166 (2015); 12,030 (2019); 19,253 (2020)
Outside of Nebraska: 4,271 (2012); 4,453 (2015); 7,147 (2019); 9,274 (2020)

- Nebraska
- Outside of Nebraska

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

2012

27.4% / 72.6%

2020

32.5% / 67.5%

- Between fall 2012 and fall 2020, the location of undergraduate students exclusively enrolled in distance education changed as follows:

Location	19-20 1-Yr	12-20 8-Yr
Nebraska (♦)	60.0%	69.8%
Outside of Nebraska (●)	29.8%	117.1%
Undergraduate Exclusively Distance Education Total Known Location	48.8%	82.8%
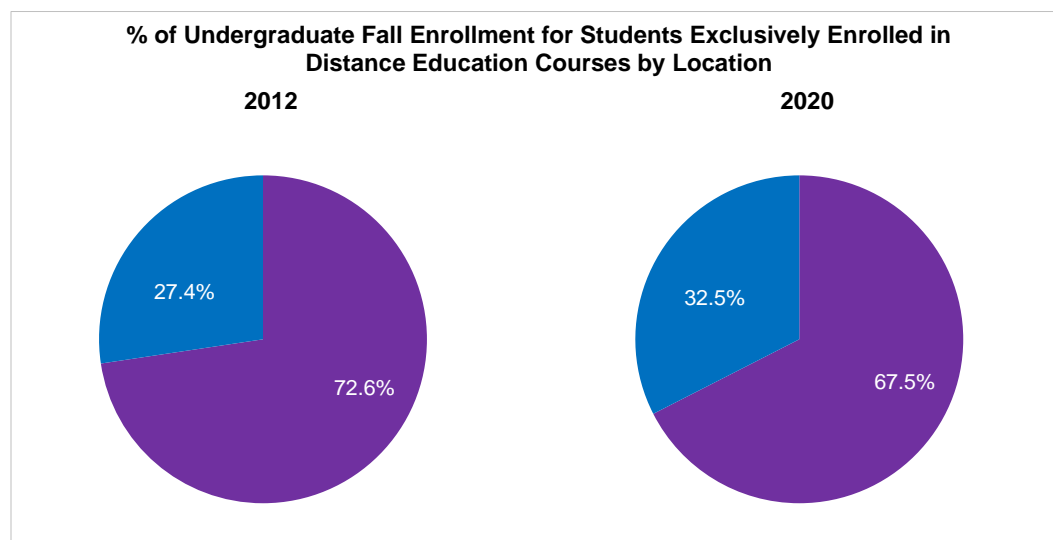
- As shown on the following page, the large one-year increase in undergraduate students enrolled exclusively in distance education in Nebraska was driven by an increase of 76.8% at the community colleges (from 7,531 to 13,317).

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; 2019 = 123; 2020 = 564.

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	2019	2020	% Change 19-20 1-Yr	% Change 12-20 8-Yr
University of Nebraska											
Nebraska	736	927	1,154	1,418	1,152	1,207	1,443	1,571	2,808	78.7%	281.5%
% Nebraska	*83%*	*82%*	*84%*	*88%*	*86%*	*86%*	*85%*	*84%*	*83%*		
Outside of Nebraska	154	203	222	195	193	193	259	303	593	95.7%	285.1%
% Outside of Nebraska	*17%*	*18%*	*16%*	*12%*	*14%*	*14%*	*15%*	*16%*	*17%*		
Nebraska State College System											
Nebraska	1,488	1,509	961	1,013	1,072	1,030	966	983	1,055	7.3%	-29.1%
% Nebraska	*74%*	*77%*	*66%*	*68%*	*69%*	*72%*	*70%*	*71%*	*71%*		
Outside of Nebraska	517	463	485	487	481	408	411	396	436	10.1%	-15.7%
% Outside of Nebraska	*26%*	*23%*	*34%*	*32%*	*31%*	*28%*	*30%*	*29%*	*29%*		
Nebraska Community Colleges											
Nebraska	6,781	6,129	6,505	6,576	7,002	6,803	7,550	7,531	13,317	76.8%	96.4%
% Nebraska	*91%*	*92%*	*92%*	*92%*	*93%*	*93%*	*93%*	*93%*	*95%*		
Outside of Nebraska	636	522	602	592	533	492	567	545	678	24.4%	6.6%
% Outside of Nebraska	*9%*	*8%*	*8%*	*8%*	*7%*	*7%*	*7%*	*7%*	*5%*		
Nebraska Nonpublic Institutions											
Nebraska	2,333	2,472	2,942	2,159	2,068	2,342	2,284	1,945	2,073	6.6%	-11.1%
% Nebraska	*44%*	*44%*	*48%*	*40%*	*42%*	*43%*	*38%*	*25%*	*22%*		
Outside of Nebraska	2,964	3,128	3,192	3,179	2,907	3,053	3,712	5,903	7,567	28.2%	155.3%
% Outside of Nebraska	*56%*	*56%*	*52%*	*60%*	*58%*	*57%*	*62%*	*75%*	*78%*		
Nebraska Total											
Nebraska	11,338	11,037	11,562	11,166	11,294	11,382	12,243	12,030	19,253	60.0%	69.8%
% Nebraska	*73%*	*72%*	*72%*	*71%*	*73%*	*73%*	*71%*	*63%*	*67%*		
Outside of Nebraska	4,271	4,316	4,501	4,453	4,114	4,146	4,949	7,147	9,274	29.8%	117.1%
% Outside of Nebraska	*27%*	*28%*	*28%*	*29%*	*27%*	*27%*	*29%*	*37%*	*33%*		

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; 2019 = 123; 2020 = 564.

ESTIMATED PERCENTAGE OF UNDERGRADUATE FALL ENROLLMENTS THAT WERE EXCLUSIVELY DISTANCE ENROLLMENTS AND LOCATED OUTSIDE NEBRASKA by SECTOR

- Overall, 26.5% of fall 2020 undergraduate enrollments were exclusively distance education courses. However, this percentage ranged from 9.5% at the University of Nebraska to 38.2% at Nebraska's community colleges (see page 7.5).

- For these undergraduate students enrolled exclusively in distance education courses, 67.5% were located in Nebraska. Examining the data by sector shows this varied by sector, from 21.5% at the nonpublic institutions to 95.2% at the community colleges (see page 7.7).

- Examining these two metrics together, (percentage exclusively distance education and percentage of exclusively distance education that are in Nebraska), shows a more complete picture of the location of exclusively distance education undergraduates.

  - For example, while 38.2% of undergraduate enrollments at the community colleges were exclusively distance education in fall 2020, the overwhelming majority of those students (95.2%) were located in Nebraska.

- Perhaps more interesting is computing the percentage of undergraduate students who took courses exclusively online and were located outside of Nebraska. Using undergraduate enrollments from fall 2020 by sector (see page 2.5) and fall 2020 location data by sector (see page 7.7), the Commission estimates that about 8.5% (9,274 / 109,665) of undergraduate fall enrollments were for exclusively distance enrollments outside of Nebraska. See the table below for the corresponding sector estimations.

Estimated Percentage of Fall 2020 Undergraduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska

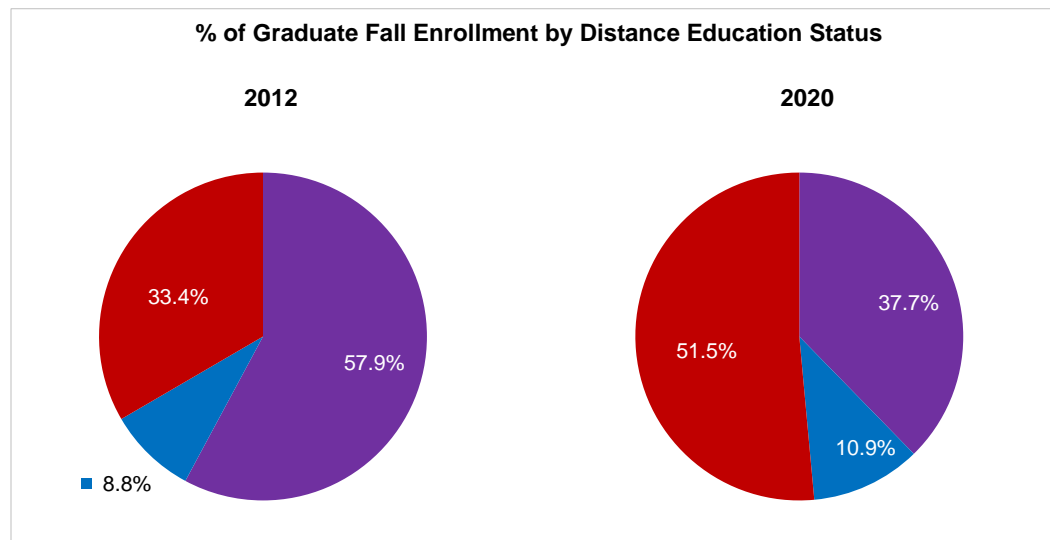| Sector	Fall 2020 Undergraduate Enrollments	Fall 2020 Undergraduate Exclusively Distance Enrollments Located Outside of Nebraska	Estimated % of Fall 2020 Undergraduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska
University of Nebraska	38,689	593	1.5%
Nebraska State College System	6,937	436	6.3%
Nebraska Community Colleges	37,351	678	1.8%
Nebraska Nonpublic Institutions	26,688	7,567[a]	28.4%
Nebraska Total	109,665	9,274	8.5%

[a]Nearly 98% of these enrollments were at Bellevue University. Overall, 76.4% of Bellevue's fall 2020 undergraduate enrollments were exclusively distance enrollments that were located outside of Nebraska (7,382 / 9,665).

GRADUATE FALL ENROLLMENT by DISTANCE EDUCATION STATUS

Graduate Fall Enrollment by Distance Education Status
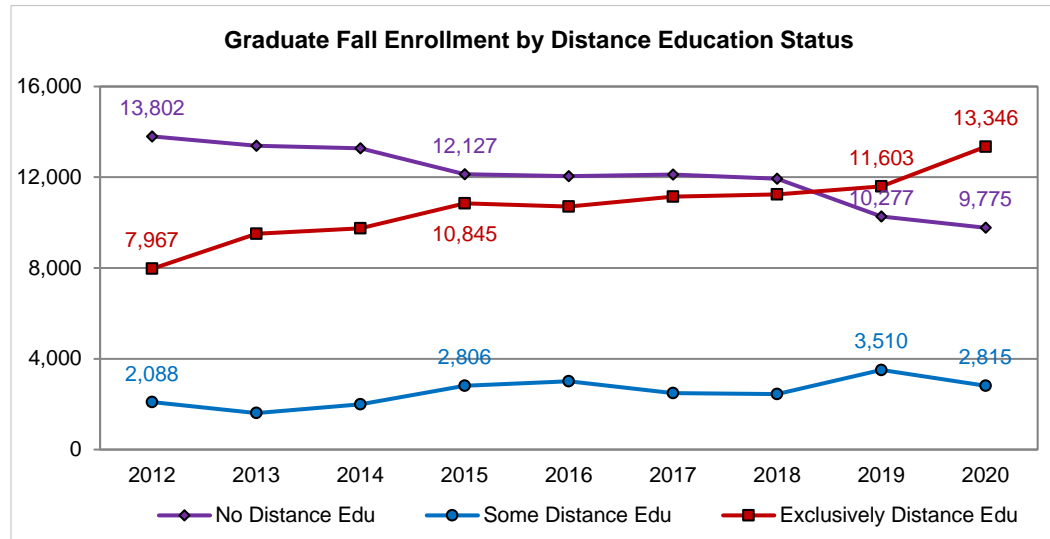
- Between fall 2012 and fall 2020, graduate fall enrollment by distance education status changed as follows:

Distance Education Status	19-20 1-Yr	12-20 8-Yr
No Distance Education (♦)	-4.9%	-29.2%
At Least One Distance Education (●)	-19.8%	34.8%
Exclusively Distance Education (■)	15.0%	67.5%
Graduate Total	2.2%	8.7%

% of Graduate Fall Enrollment by Distance Education Status
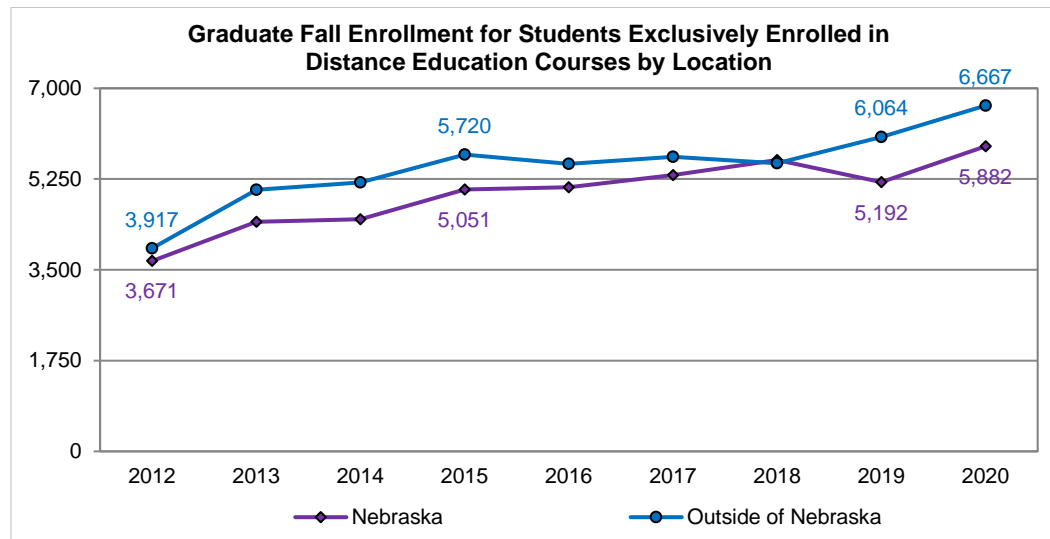
2012

2020

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	2019	2020	% Change 19-20 1-Yr	% Change 12-20 8-Yr
University of Nebraska											
Not Enrolled in Any Distance Edu Courses	8,605	8,518	8,661	7,801	7,796	7,568	7,350	7,036	5,929	-15.7%	-31.1%
% Not Enrolled in Any Distance Edu Courses	*71%*	*69%*	*69%*	*62%*	*61%*	*58%*	*57%*	*55%*	*47%*		
Enrolled in at Least One but Not All Distance Edu Courses	912	1,053	1,086	1,298	1,458	1,692	1,623	1,689	1,908	13.0%	109.2%
% Enrolled in at Least One but Not All Distance Edu Courses	*8%*	*9%*	*9%*	*10%*	*11%*	*13%*	*13%*	*13%*	*15%*		
Enrolled Exclusively in Distance Edu Courses	2,590	2,786	2,760	3,561	3,618	3,821	3,964	4,082	4,680	14.6%	80.7%
% Enrolled Exclusively in Distance Edu Courses	*21%*	*23%*	*22%*	*28%*	*28%*	*29%*	*31%*	*32%*	*37%*		
Nebraska State College System											
Not Enrolled in Any Distance Edu Courses	252	180	137	154	129	160	157	147	126	-14.3%	-50.0%
% Not Enrolled in Any Distance Edu Courses	*18%*	*13%*	*10%*	*10%*	*8%*	*11%*	*11%*	*10%*	*8%*		
Enrolled in at Least One but Not All Distance Edu Courses	109	72	73	74	77	77	88	117	85	-27.4%	-22.0%
% Enrolled in at Least One but Not All Distance Edu Courses	*8%*	*5%*	*5%*	*5%*	*5%*	*5%*	*6%*	*8%*	*6%*		
Enrolled Exclusively in Distance Edu Courses	1,068	1,151	1,181	1,258	1,313	1,183	1,204	1,202	1,286	7.0%	20.4%
% Enrolled Exclusively in Distance Edu Courses	*75%*	*82%*	*85%*	*85%*	*86%*	*83%*	*83%*	*82%*	*86%*		
Nebraska Nonpublic Institutions											
Not Enrolled in Any Distance Edu Courses	4,945	4,695	4,473	4,172	4,125	4,386	4,435	3,094	3,720	20.2%	-24.8%
% Not Enrolled in Any Distance Edu Courses	*48%*	*44%*	*40%*	*36%*	*36%*	*39%*	*39%*	*28%*	*31%*		
Enrolled in at Least One but Not All Distance Edu Courses	1,067	483	834	1,434	1,475	720	730	1,704	822	-51.8%	-23.0%
% Enrolled in at Least One but Not All Distance Edu Courses	*10%*	*4%*	*8%*	*12%*	*13%*	*6%*	*6%*	*15%*	*7%*		
Enrolled Exclusively in Distance Edu Courses	4,309	5,573	5,807	6,026	5,775	6,139	6,074	6,319	7,380	16.8%	71.3%
% Enrolled Exclusively in Distance Edu Courses	*42%*	*52%*	*52%*	*52%*	*51%*	*55%*	*54%*	*57%*	*62%*		
Nebraska Total											
Not Enrolled in Any Distance Edu Courses	13,802	13,393	13,271	12,127	12,050	12,114	11,942	10,277	9,775	-4.9%	-29.2%
% Not Enrolled in Any Distance Edu Courses	*58%*	*55%*	*53%*	*47%*	*47%*	*47%*	*47%*	*40%*	*38%*		
Enrolled in at Least One but Not All Distance Edu Courses	2,088	1,608	1,993	2,806	3,010	2,489	2,441	3,510	2,815	-19.8%	34.8%
% Enrolled in at Least One but Not All Distance Edu Courses	*9%*	*7%*	*8%*	*11%*	*12%*	*10%*	*10%*	*14%*	*11%*		
Enrolled Exclusively in Distance Edu Courses	7,967	9,510	9,748	10,845	10,706	11,143	11,242	11,603	13,346	15.0%	67.5%
% Enrolled Exclusively in Distance Edu Courses	*33%*	*39%*	*39%*	*42%*	*42%*	*43%*	*44%*	*46%*	*51%*		

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

- Nebraska
- Outside of Nebraska

Data labels: 3,917; 5,720; 6,064; 6,667; 3,671; 5,051; 5,192; 5,882

- Between fall 2012 and fall 2020, the location of graduate students exclusively enrolled in distance education changed as follows:

Location	19-20 1-Yr	12-20 8-Yr
Nebraska (♦)	13.3%	60.2%
Outside of Nebraska (●)	9.9%	70.2%
Total Graduate Exclusively Distance Education Known Location	11.5%	65.4%

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

2012

48.4%
51.6%

2020

46.9%
53.1%
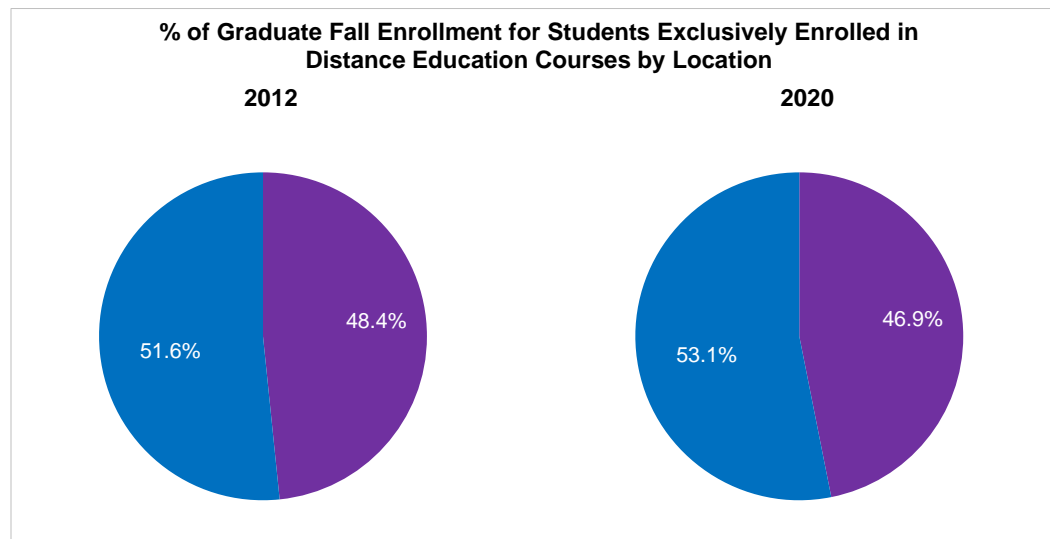
Note. Between 0.4% and 6.0% of students exclusively enrolled in distance education courses each fall were in unknown locations. These students are excluded from calculations. Excluded number of students by year: 2012 = 379; 2013 = 41; 2014 = 89; 2015 = 74; 2016 = 71; 2017 = 138; 2018 = 73; 2019 = 347; 2020 = 797.

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	2019	2020	% Change 19-20 1-Yr	% Change 12-20 8-Yr
University of Nebraska											
Nebraska	1,433	1,538	1,582	2,025	2,252	2,342	2,582	2,299	2,686	16.8%	87.4%
% Nebraska	*56%*	*55%*	*57%*	*57%*	*62%*	*62%*	*65%*	*61%*	*68%*		
Outside of Nebraska	1,145	1,239	1,177	1,518	1,354	1,462	1,375	1,462	1,269	-13.2%	10.8%
% Outside of Nebraska	*44%*	*45%*	*43%*	*43%*	*38%*	*38%*	*35%*	*39%*	*32%*		
Nebraska State College System											
Nebraska	554	635	684	766	830	784	775	813	892	9.7%	61.0%
% Nebraska	*52%*	*55%*	*58%*	*61%*	*63%*	*66%*	*64%*	*68%*	*69%*		
Outside of Nebraska	512	514	496	488	481	398	429	387	392	1.3%	-23.4%
% Outside of Nebraska	*48%*	*45%*	*42%*	*39%*	*37%*	*34%*	*36%*	*32%*	*31%*		
Nebraska Nonpublic Institutions											
Nebraska	1,684	2,255	2,208	2,260	2,011	2,198	2,258	2,080	2,304	10.8%	36.8%
% Nebraska	*43%*	*41%*	*39%*	*38%*	*35%*	*37%*	*38%*	*33%*	*32%*		
Outside of Nebraska	2,260	3,288	3,512	3,714	3,707	3,821	3,750	4,215	5,006	18.8%	121.5%
% Outside of Nebraska	*57%*	*59%*	*61%*	*62%*	*65%*	*63%*	*62%*	*67%*	*68%*		
Nebraska Total											
Nebraska	3,671	4,428	4,474	5,051	5,093	5,324	5,615	5,192	5,882	13.3%	60.2%
% Nebraska	*48%*	*47%*	*46%*	*47%*	*48%*	*48%*	*50%*	*46%*	*47%*		
Outside of Nebraska	3,917	5,041	5,185	5,720	5,542	5,681	5,554	6,064	6,667	9.9%	70.2%
% Outside of Nebraska	*52%*	*53%*	*54%*	*53%*	*52%*	*52%*	*50%*	*54%*	*53%*		

Note. Nebraska's community colleges do not enroll graduate students. Between 0.4% and 6.0% 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; 2019 = 347; 2020 = 797.

ESTIMATED PERCENTAGE OF GRADUATE FALL ENROLLMENTS THAT WERE EXCLUSIVELY DISTANCE ENROLLMENTS AND LOCATED OUTSIDE NEBRASKA by SECTOR

- Overall, 51.5% of fall 2020 graduate enrollments were exclusively distance education courses. However, this percentage ranged from 37.4% at the University of Nebraska to 85.9% at state colleges (see page 7.10).

- For these graduate students enrolled exclusively in distance education courses, 46.9% were located in Nebraska. Examining the data by sector shows this varied by sector, from 31.5% at the nonpublic institutions to 69.5% at the state colleges (see page 7.12).

- Examining these two metrics together, (percentage exclusively distance education and percentage of exclusively distance education that are in Nebraska), shows a more complete picture of the location of exclusively distance education graduates.

  - For example, while 85.9% of graduate enrollments at the state colleges were exclusively distance education in fall 2020, 69.5% 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 outside of Nebraska. Using graduate enrollments from fall 2020 by sector (see page 2.5) and fall 2020 location data by sector (see page 7.12), the Commission estimates that about 25.7% (6,667 / 25,936) of graduate fall enrollments were for exclusively distance enrollments outside of Nebraska. See the table below for the corresponding sector estimations.

Estimated Percentage of Fall 2020 Graduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska

Sector	Fall 2020 Graduate Enrollments	Fall 2020 Graduate Exclusively Distance Enrollments Located Outside of Nebraska	Estimated % of Fall 2020 Graduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska
University of Nebraska	12,517	1,269	10.1%
Nebraska State College System	1,497	392[a]	26.2%
Nebraska Nonpublic Institutions	11,922	5,006[b]	42.0%
Nebraska Total	25,936	6,667	25.7%

[a]Nearly 53% of these enrollments were at Chadron State College. Overall, 44.1% of Chadron's fall 2020 graduate enrollments were exclusively distance enrollments that were located outside of Nebraska (206 / 467).
[b]Approximately 44% of these enrollments were at Bellevue University. Overall, 64.8% of Bellevue's fall 2020 graduate enrollments were exclusively distance enrollments that were located outside of Nebraska (2,201 / 3,394). Additionally, nearly 27% of these enrollments were at Creighton University. Overall, 30.8% of Creighton's fall 2020 graduate enrollments were exclusively distance enrollments that were located out of state (1,326 / 4,312).

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Section 8

Total Fall Enrollment
of First-Time Freshmen

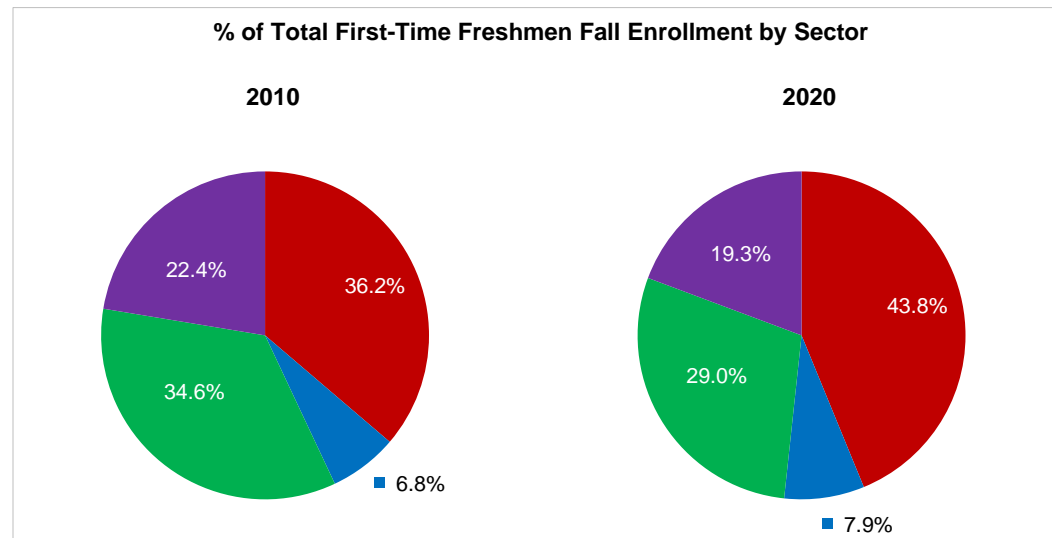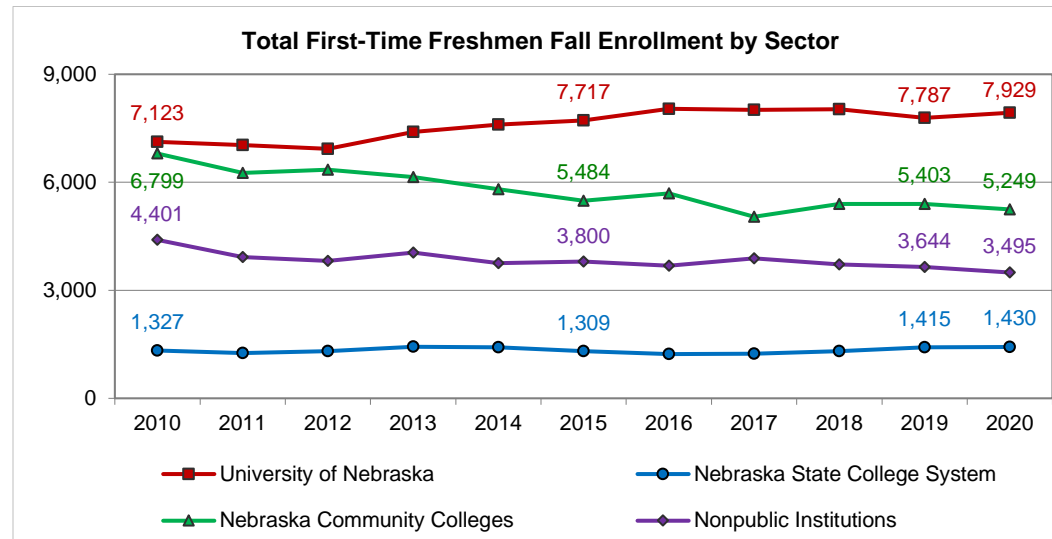# TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by ENROLLMENT STATUS

"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
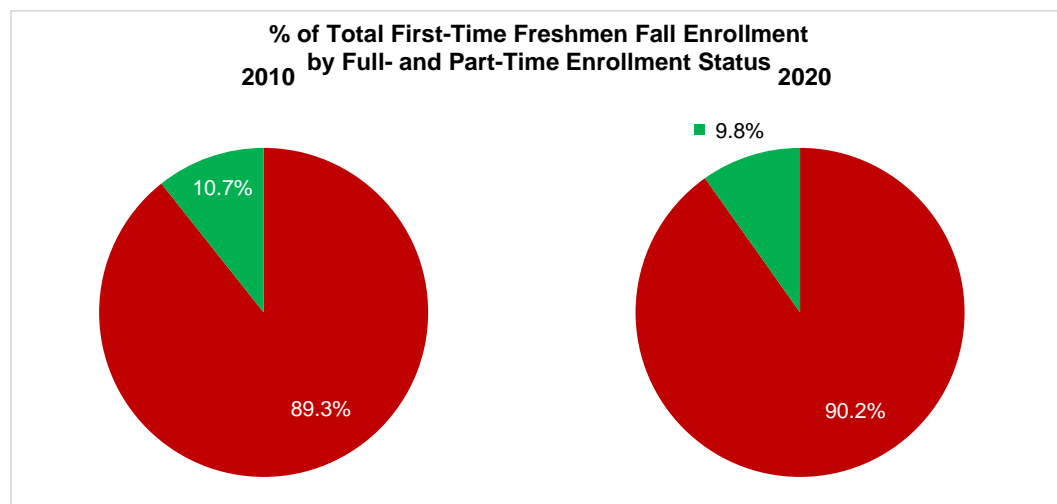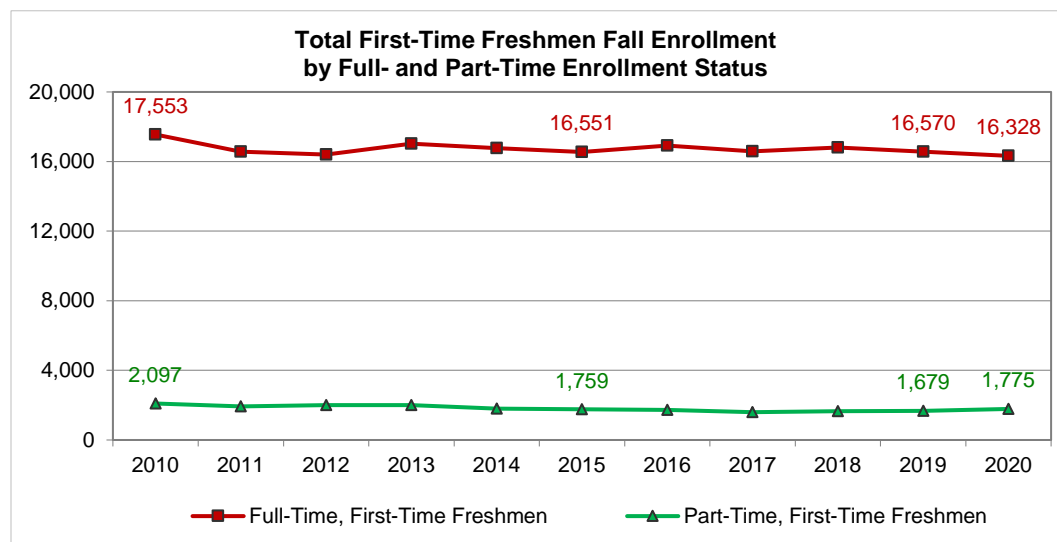
- Between fall 2010 and fall 2020, enrollment of first-time freshmen (FTF) changed as follows:

Full-Time/Part-Time	19-20 1-Yr	10-20 10-Yr
Full-Time (■)	-1.5%	-7.0%
Part-Time (▲)	5.7%	-15.4%
Total First-Time Freshmen	-0.8%	-7.9%

% of Total First-Time Freshmen Fall Enrollment by Full- and Part-Time Enrollment Status

2010

2020

ccpe

TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

Total First-Time Freshmen Fall Enrollment by Sector

- Between fall 2010 and fall 2020, FTF enrollment by sector changed as follows:

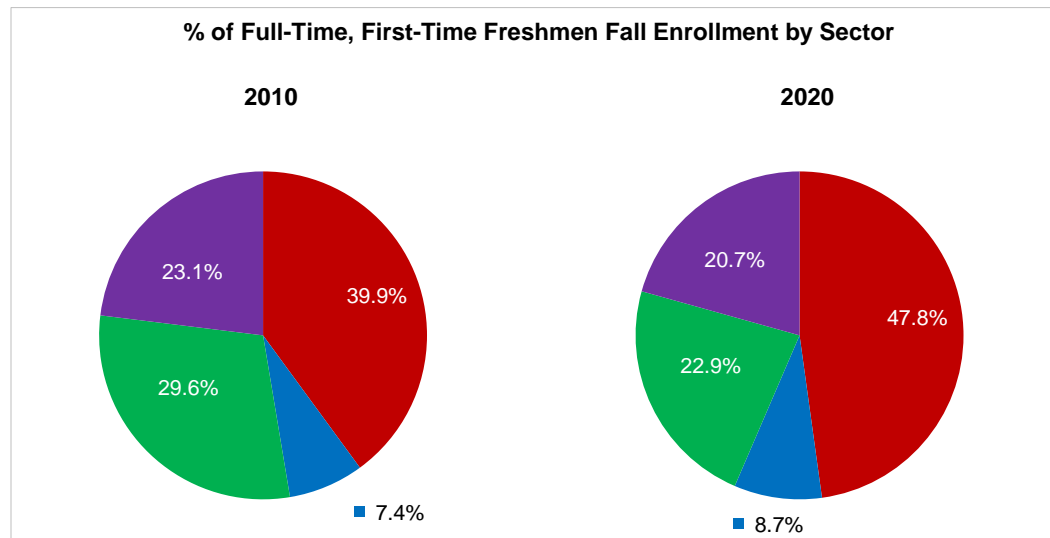| Sector	19-20 1-Yr	10-20 10-Yr
Univ. of Neb. (■)	1.8%	11.3%
NSCS (●)	1.1%	7.8%
Neb. CCs (▲)	-2.9%	-22.8%
Nonpublics (♦)	-4.1%	-20.6%
Total First-Time Freshmen	-0.8%	-7.9%

- Since fall 2010, numerous schools within the nonpublic sector have closed or have discontinued reporting data to IPEDS.
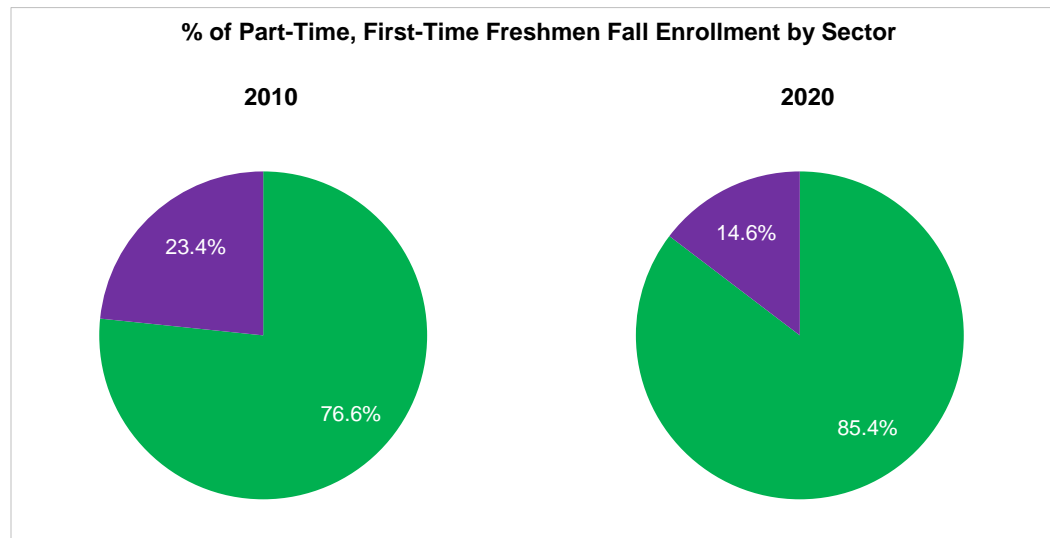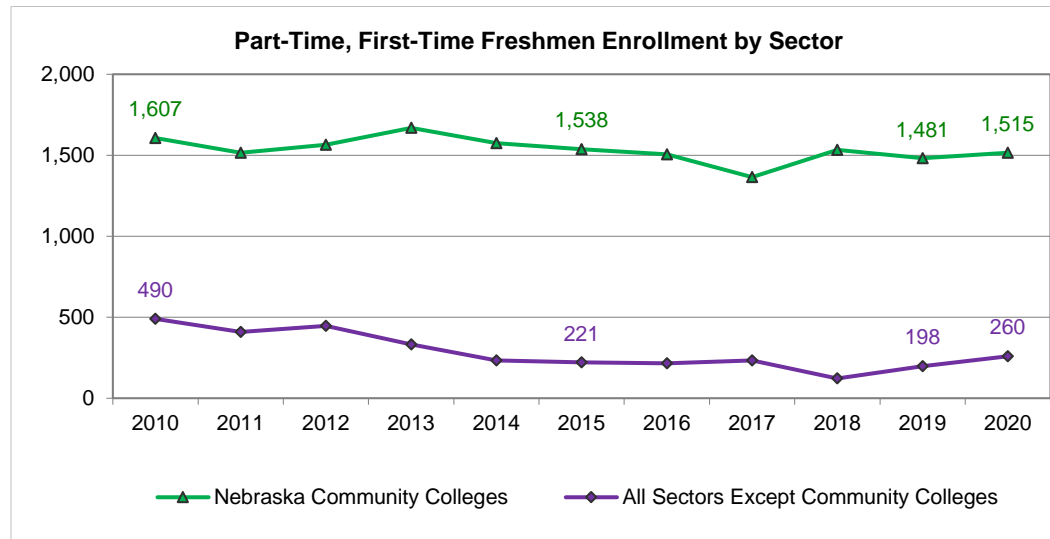
% of Total First-Time Freshmen Fall Enrollment by Sector

2010

2020

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

Full-Time, First-Time Freshmen Enrollment by Sector

University of Nebraska: 7,011 ... 7,570 ... 7,697 ... 7,807
Nebraska Community Colleges: 5,192 ... 3,946 ... 3,922 ... 3,734
Nonpublic Institutions: 4,046 ... 3,743 ... 3,562 ... 3,374
Nebraska State College System: 1,304 ... 1,292 ... 1,389 ... 1,413

Legend:
- University of Nebraska
- Nebraska State College System
- Nebraska Community Colleges
- Nonpublic Institutions
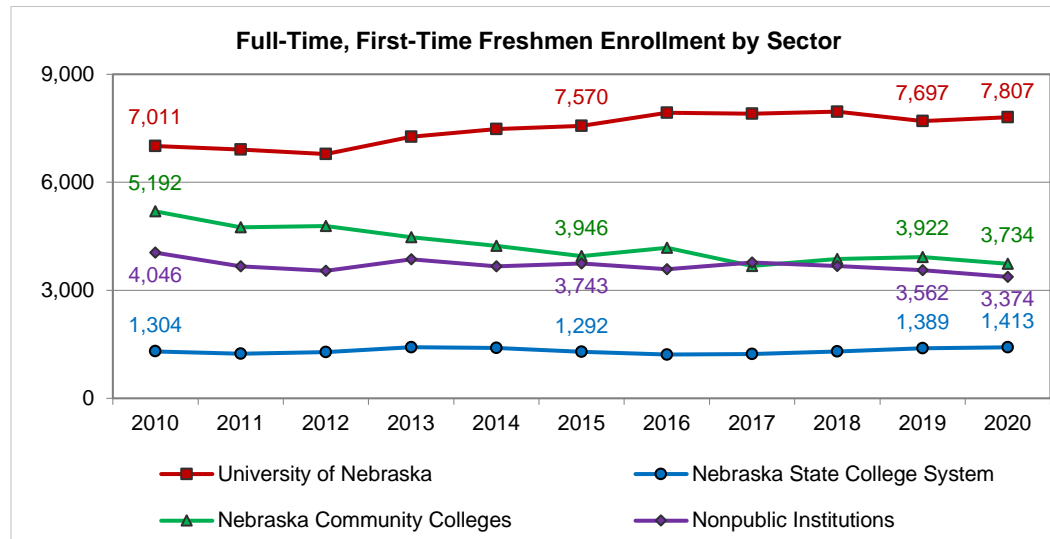
- Between fall 2010 and fall 2020, full-time FTF enrollment by sector changed as follows:

Sector	19-20 1-Yr	10-20 10-Yr
Univ. of Neb. (■)	1.4%	11.4%
NSCS (●)	1.7%	8.4%
Neb. CCs (▲)	-4.8%	-28.1%
Nonpublics (♦)	-5.3%	-16.6%
Full-Time, First-Time Freshmen Total	-1.5%	-7.0%

% of Full-Time, First-Time Freshmen Fall Enrollment by Sector

2010

- 39.9%
- 7.4%
- 29.6%
- 23.1%

2020

- 47.8%
- 8.7%
- 22.9%
- 20.7%

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

Part-Time, First-Time Freshmen Enrollment by Sector

- Nebraska Community Colleges
- All Sectors Except Community Colleges

% of Part-Time, First-Time Freshmen Fall Enrollment by Sector

2010

23.4%

76.6%

2020

14.6%

85.4%

- Between fall 2010 and fall 2020, part-time FTF enrollment by sector changed as follows:

Sector	19-20 1-Yr	10-20 10-Yr
Neb. CCs (▲)	2.3%	-5.7%
Other Three Sectors Combined (♦)	31.3%	-46.9%
Univ. of Neb.	35.6%	8.9%
NSCS	-34.6%	-26.1%
Nonpublics	47.6%	-65.9%
Part-Time, First-Time Freshmen Total	5.7%	-15.4%

- 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]
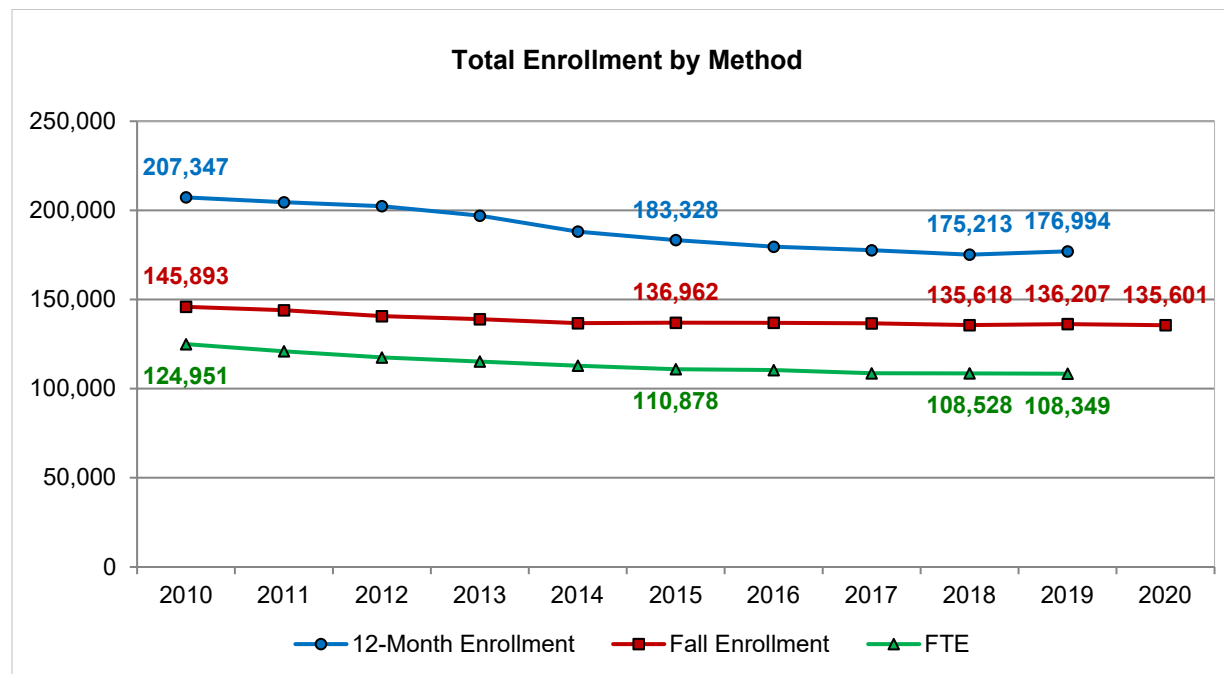
The total 12-month FTE is generated by summing the estimated or reported undergraduate FTE and the estimated or reported graduate FTE and reported Doctor's Professional Practice FTE." (*Data source: IPEDS Glossary*)

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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)*
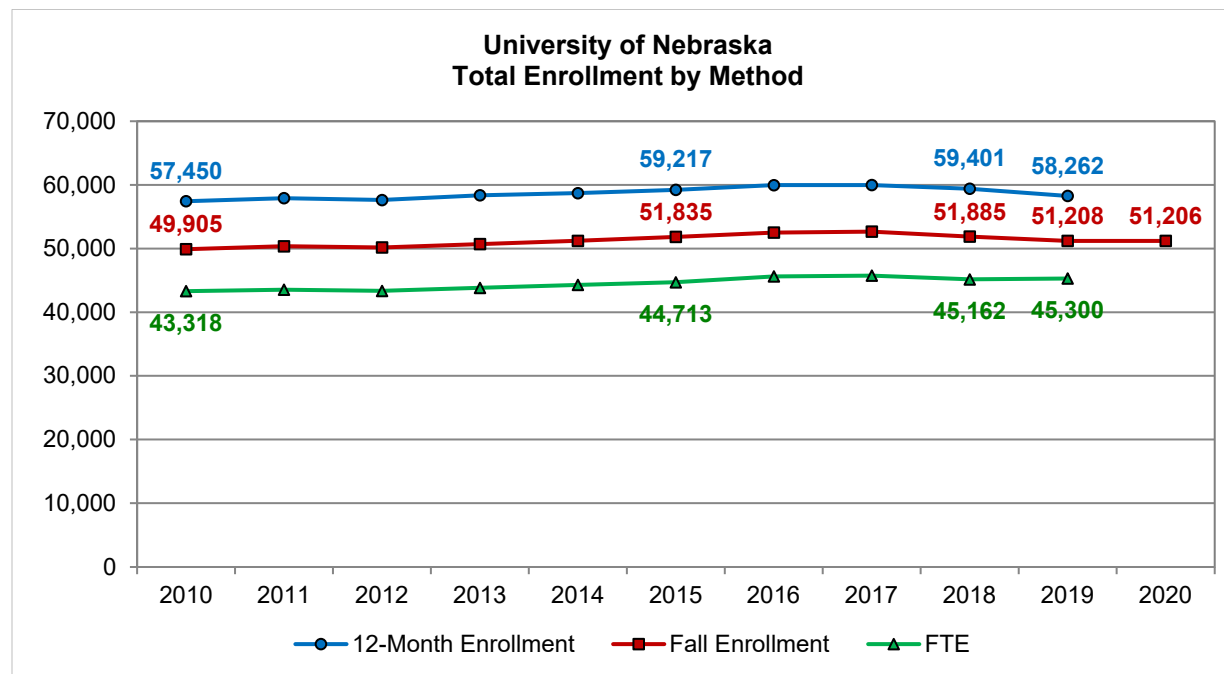
TOTAL ENROLLMENT by METHOD

- Between 2010 and 2019, fall enrollment decreased 6.6% at Nebraska's postsecondary institutions.

- Meanwhile, between 2010-11 and 2019-20, 12-month enrollment decreased 14.6% and FTE decreased 13.3%.

Total Enrollment by Method

Year	12-Month Enrollment	Fall Enrollment	FTE
2010	207,347	145,893	124,951
2013	183,328	136,962	110,878
2018	175,213	135,618	108,528
2019	176,994	136,207	108,349
2020		135,601	

Legend: ●— 12-Month Enrollment   ■— Fall Enrollment   ▲— FTE
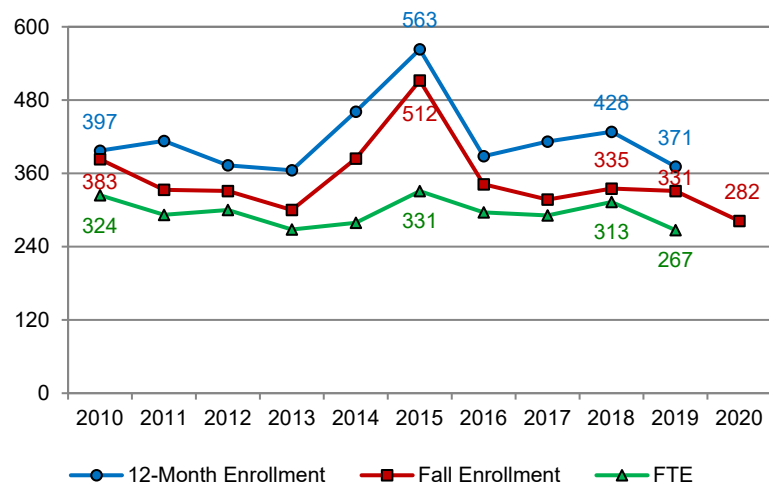
Note. IPEDS collects fall enrollment in the spring immediately following the fall enrollment period, while 12-month enrollment and FTE are collected in the fall following the conclusion of the academic period. For example, fall 2020 data were reported in spring 2021, while 2020-21 12-month data will not be collected until fall 2021.

ENROLLMENT AT THE UNIVERSITY OF NEBRASKA by METHOD

- From fall 2010 to fall 2019, enrollment increased 2.6% at the University of Nebraska.

- Between 2010-11 and 2019-20, 12-month enrollment increased 1.4% and FTE increased 4.6%.

University of Nebraska
Total Enrollment by Method

12-Month Enrollment values: 57,450 ... 59,217 ... 59,401 ... 58,262

Fall Enrollment values: 49,905 ... 51,835 ... 51,885 ... 51,208 ... 51,206

FTE values: 43,318 ... 44,713 ... 45,162 ... 45,300

Legend: 12-Month Enrollment — Fall Enrollment — FTE

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Nebraska College of Technical Agriculture
Enrollment by Method

12-Month Enrollment: 397, 563, 428, 371; Fall Enrollment: 383, 512, 335, 331, 282; FTE: 324, 331, 313, 267

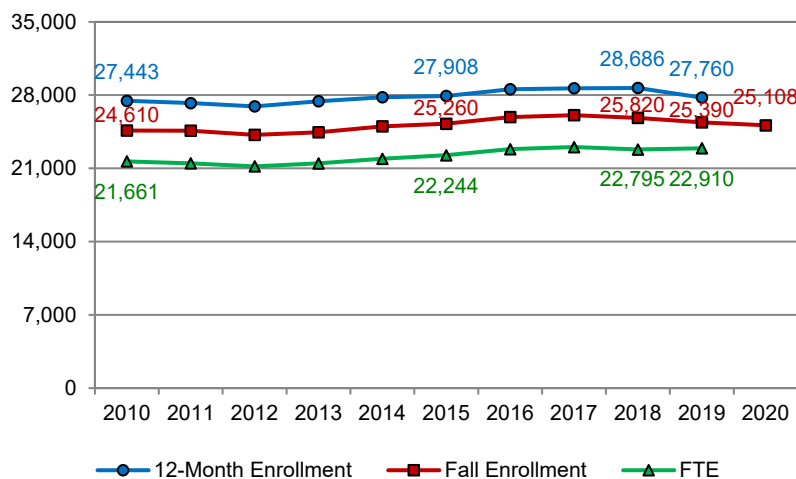Legend: 12-Month Enrollment — Fall Enrollment — FTE

Note. The decrease in fall 2016 enrollment was primarily due to changes in the number of dual credit students at NCTA.
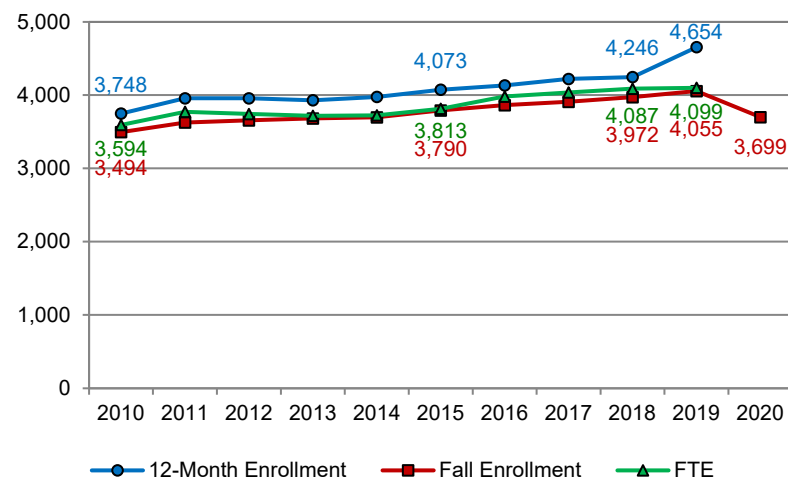
University of Nebraska at Kearney
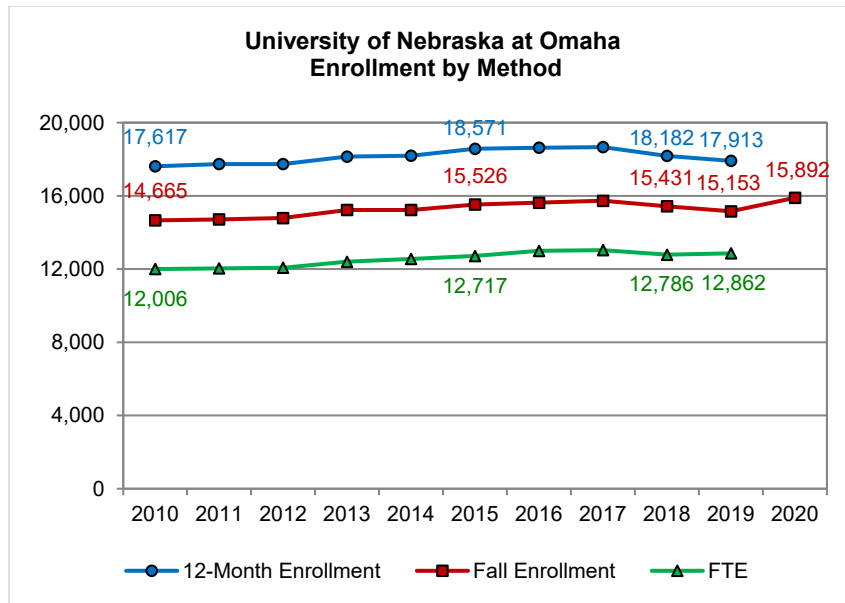### Enrollment by Method

12-Month Enrollment: 8,245, 8,102, 7,859, 7,564; Fall Enrollment: 6,753, 6,747, 6,327, 6,279, 6,225; FTE: 5,733, 5,608, 5,181, 5,162

Legend: 12-Month Enrollment — Fall Enrollment — FTE
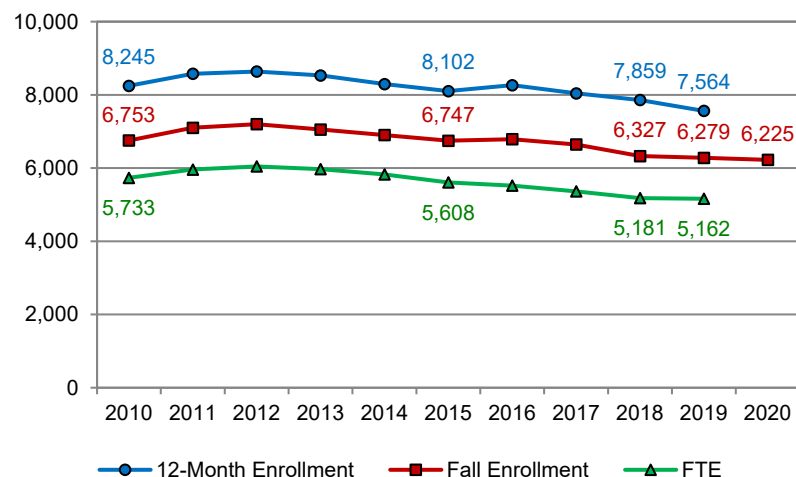
University of Nebraska-Lincoln
Enrollment by Method

12-Month Enrollment: 27,443, 27,908, 28,686, 27,760; Fall Enrollment: 24,610, 25,260, 25,820, 25,390, 25,108; FTE: 21,661, 22,244, 22,795, 22,910

Legend: 12-Month Enrollment — Fall Enrollment — FTE

University of Nebraska Medical Center
Enrollment by Method

12-Month Enrollment: 3,748, 4,073, 4,246, 4,654; Fall Enrollment: 3,494, 3,790, 3,972, 4,055, 3,699; FTE: 3,594, 3,813, 4,087, 4,099

Legend: 12-Month Enrollment — Fall Enrollment — FTE

Note. The large decrease in fall enrollment at UNMC in 2020 was due to House Officers (residents and fellows) being incorrectly included with enrollment counts. Since IPEDS does not allow corrections to data beyond the prior year, UNMC began excluding House Officers from enrollments as of fall 2020.
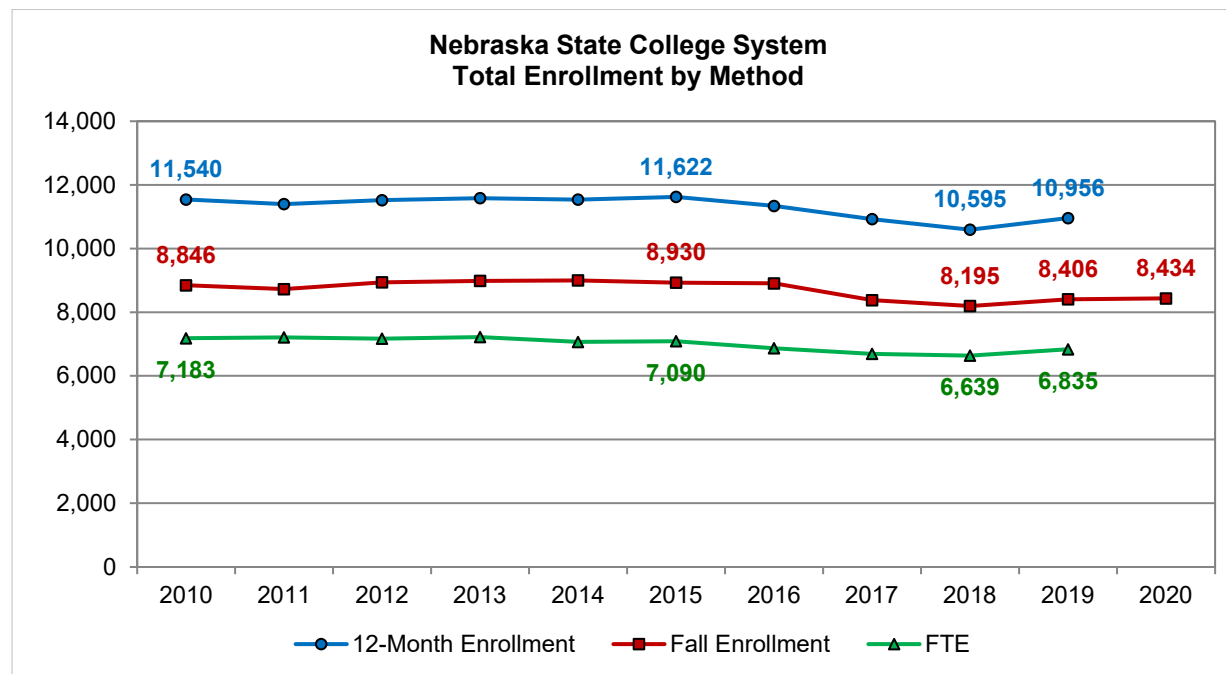
University of Nebraska at Omaha
Enrollment by Method

Chart values:
- 12-Month Enrollment: 17,617 (2010) ... 18,571 (2015) ... 18,182 (2018), 17,913 (2019)
- Fall Enrollment: 14,665 (2010) ... 15,526 (2015) ... 15,431 (2017), 15,153 (2019), 15,892 (2020)
- FTE: 12,006 (2010) ... 12,717 (2015) ... 12,786 (2018), 12,862 (2019)

Legend: 12-Month Enrollment, Fall Enrollment, FTE

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

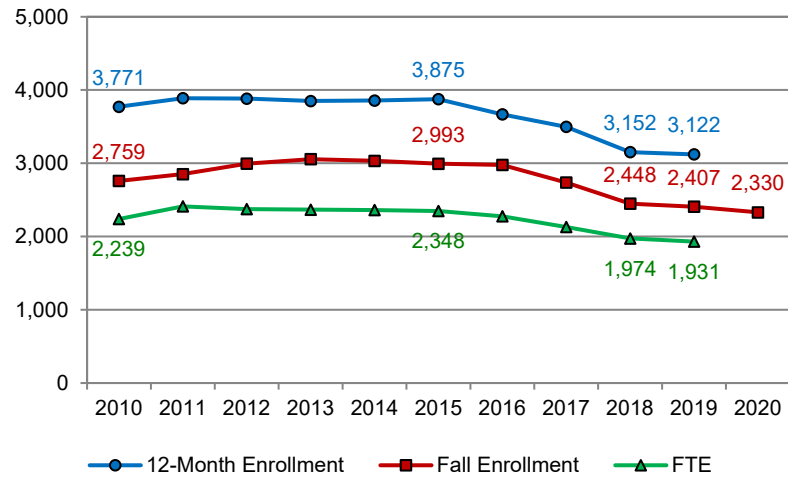| Institution	Fall Enrollment 2010 to 2019	12-Mo. Enrollment 10-11 to 19-20	FTE 10-11 to 19-20
NCTA	-13.6%	-6.5%	-17.6%
UNK	-7.0%	-8.3%	-10.0%
UNL	3.2%	1.2%	5.8%
UNMC	16.1%	24.2%	14.1%
UNO	3.3%	1.7%	7.1%
Univ. of Neb Total	2.6%	1.4%	4.6%

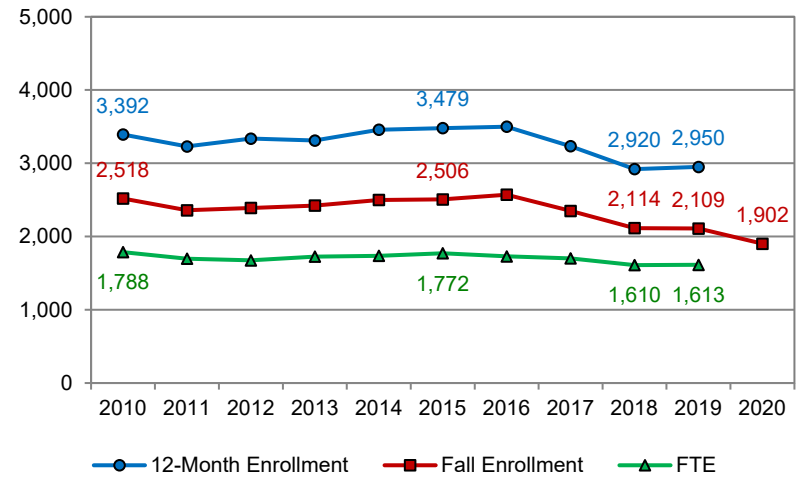# ENROLLMENT AT THE NEBRASKA STATE COLLEGE SYSTEM by METHOD

- From fall 2010 to fall 2019, enrollment decreased 5.0% at Nebraska's state colleges.

- Between 2010-11 and 2019-20, 12-month enrollment decreased 5.1% and FTE decreased 4.8%.
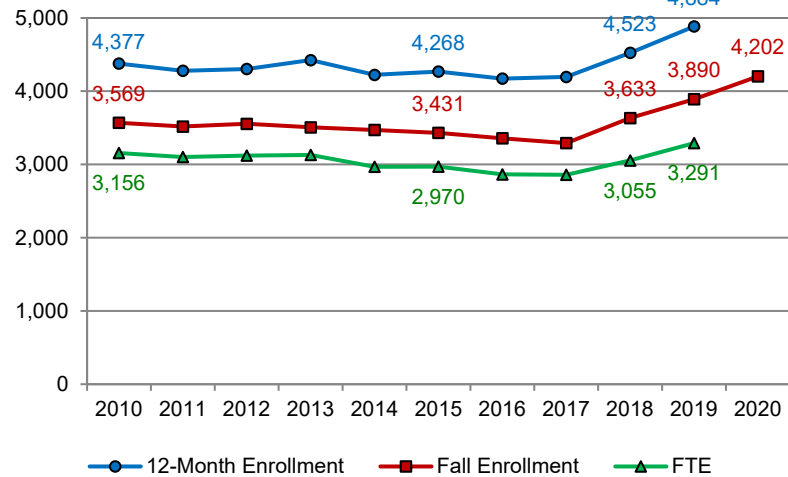
Nebraska State College System
Total Enrollment by Method

Chadron State College Enrollment by Method

12-Month Enrollment: 3,771 ... 3,875 ... 3,152 ... 3,122
Fall Enrollment: 2,759 ... 2,993 ... 2,448 ... 2,407 ... 2,330
FTE: 2,239 ... 2,348 ... 1,974 ... 1,931

Legend: 12-Month Enrollment — Fall Enrollment — FTE

Peru State College Enrollment by Method

12-Month Enrollment: 3,392 ... 3,479 ... 2,920 ... 2,950
Fall Enrollment: 2,518 ... 2,506 ... 2,114 ... 2,109 ... 1,902
FTE: 1,788 ... 1,772 ... 1,610 ... 1,613

Legend: 12-Month Enrollment — Fall Enrollment — FTE

Wayne State College Enrollment by Method

12-Month Enrollment: 4,377 ... 4,268 ... 4,523 ... 4,884
Fall Enrollment: 3,569 ... 3,431 ... 3,633 ... 3,890 ... 4,202
FTE: 3,156 ... 2,970 ... 3,055 ... 3,291

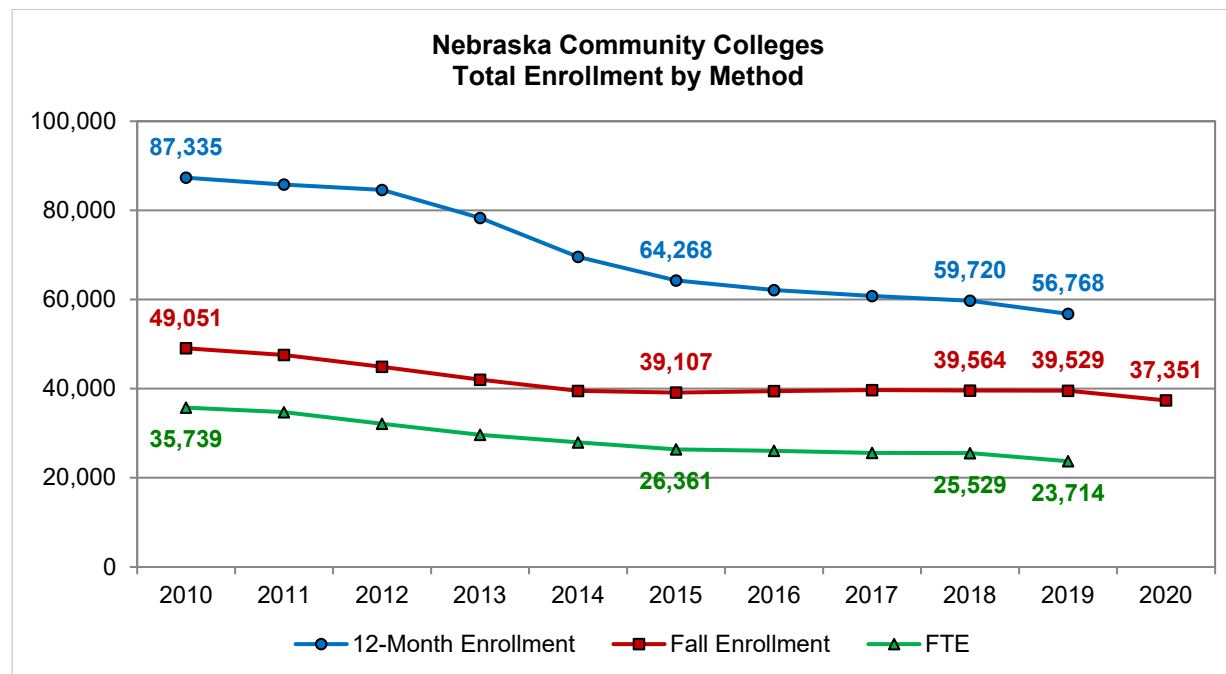Legend: 12-Month Enrollment — Fall Enrollment — FTE

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

Institution	Fall Enrollment 2010 to 2019	12-Mo. Enrollment 10-11 to 19-20	FTE 10-11 to 19-20
Chadron	-12.8%	-17.2%	-13.8%
Peru	-16.2%	-13.0%	-9.8%
Wayne	9.0%	11.6%	4.3%
NSCS Total	-5.0%	-5.1%	-4.8%

ENROLLMENT AT NEBRASKA COMMUNITY COLLEGES by METHOD

- From fall 2010 to fall 2019, enrollment decreased 19.4% at Nebraska's community colleges.

- Between 2010-11 and 2019-20, 12-month enrollment decreased 35.0% and FTE decreased 33.6%.

Nebraska Community Colleges Total Enrollment by Method

12-Month Enrollment values: 87,335 ... 64,268 ... 59,720 ... 56,768
Fall Enrollment values: 49,051 ... 39,107 ... 39,564 ... 39,529 ... 37,351
FTE values: 35,739 ... 26,361 ... 25,529 ... 23,714

Legend: 12-Month Enrollment, Fall Enrollment, FTE

Central Community College — Enrollment by Method

12-Month Enrollment: 13,419 … 9,247 … 9,241 … 8,993
Fall Enrollment: 7,527 … 6,227 … 6,354 … 6,368 … 5,974
FTE: 4,545 … 3,693 … 3,543 … 3,421

Legend: 12-Month Enrollment — Fall Enrollment — FTE

Metropolitan Community College — Enrollment by Method

12-Month Enrollment: 32,650 … 25,131 … 24,321 … 22,649
Fall Enrollment: 18,523 … 14,812 … 14,913 … 14,300 … 13,244
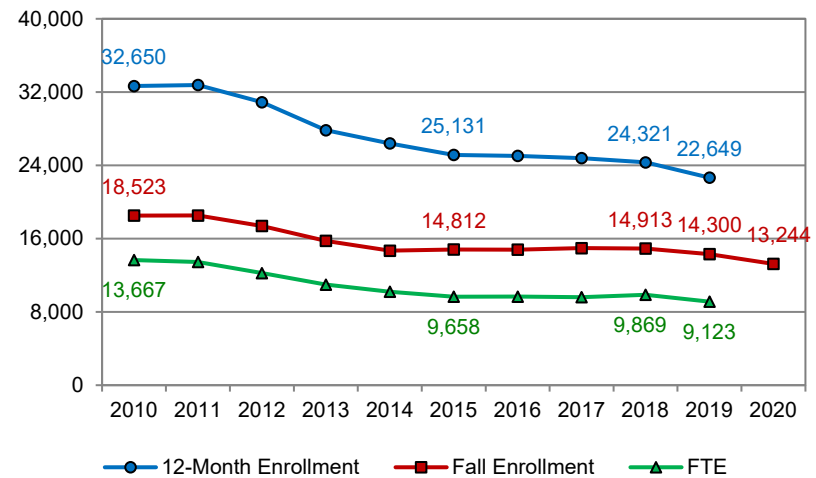FTE: 13,667 … 9,658 … 9,869 … 9,123
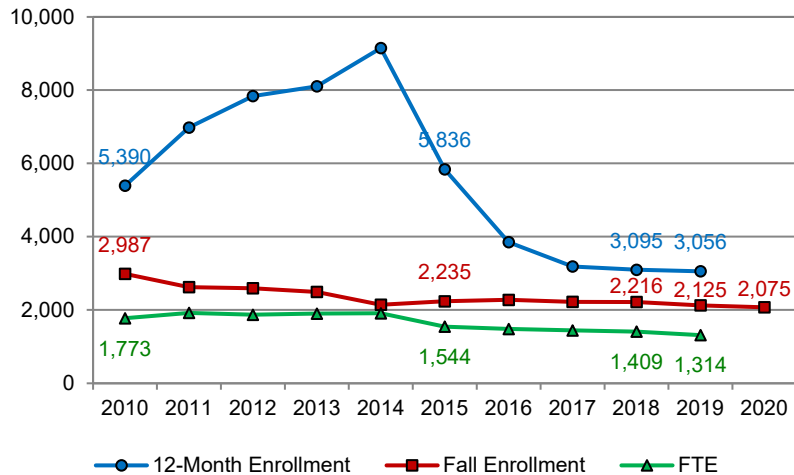
Legend: 12-Month Enrollment — Fall Enrollment — FTE

Note. The large decrease in 12-month enrollment at Central Community College in 2014-15 was due to a decline in part-time enrollments.
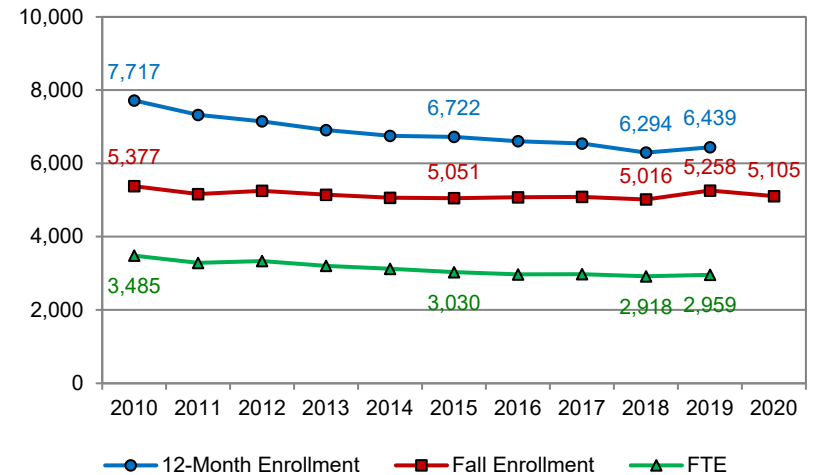
Mid-Plains Community College — Enrollment by Method

12-Month Enrollment: 5,390 … 5,836 … 3,095 … 3,056
Fall Enrollment: 2,987 … 2,235 … 2,216 … 2,125 … 2,075
FTE: 1,773 … 1,544 … 1,409 … 1,314

Legend: 12-Month Enrollment — Fall Enrollment — FTE

Northeast Community College — Enrollment by Method

12-Month Enrollment: 7,717 … 6,722 … 6,294 … 6,439
Fall Enrollment: 5,377 … 5,051 … 5,016 … 5,258 … 5,105
FTE: 3,485 … 3,030 … 2,918 … 2,959
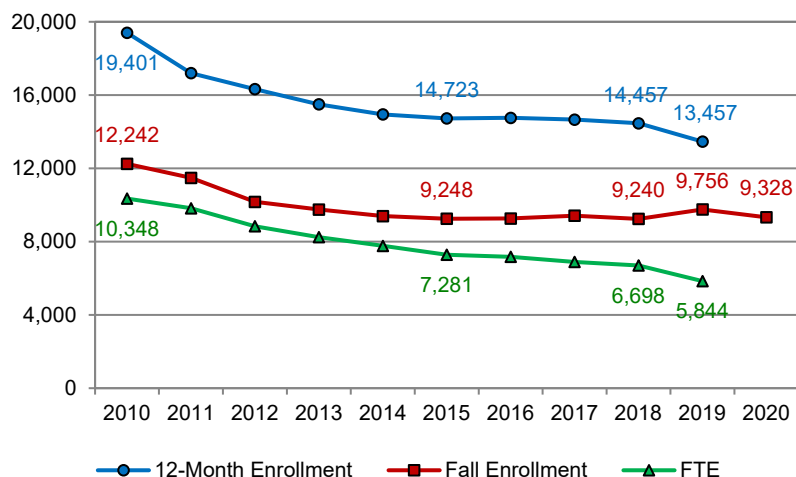
Legend: 12-Month Enrollment — Fall Enrollment — FTE

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.
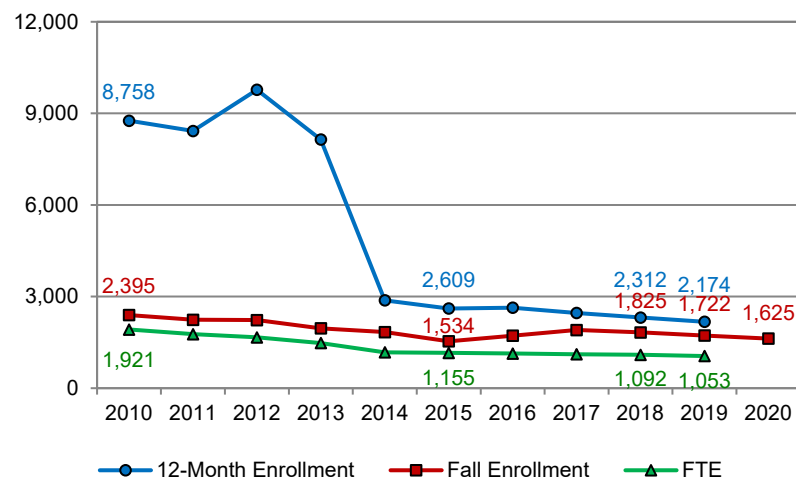
Southeast Community College Enrollment by Method

12-Month Enrollment: 19,401 ... 14,723 ... 14,457 ... 13,457
Fall Enrollment: 12,242 ... 9,248 ... 9,240 ... 9,756 ... 9,328
FTE: 10,348 ... 7,281 ... 6,698 ... 5,844

Legend: 12-Month Enrollment, Fall Enrollment, FTE
Years: 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

Western Nebraska Community College Enrollment by Method

12-Month Enrollment: 8,758 ... 2,609 ... 2,312 ... 2,174
Fall Enrollment: 2,395 ... 1,534 ... 1,825 ... 1,722 ... 1,625
FTE: 1,921 ... 1,155 ... 1,092 ... 1,053

Legend: 12-Month Enrollment, Fall Enrollment, FTE
Years: 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

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 2010 to 2019	12-Mo. Enrollment 10-11 to 19-20	FTE 10-11 to 19-20
Central	-15.4%	-33.0%	-24.7%
Metro	-22.8%	-30.6%	-33.2%
Mid-Plains	-28.9%	-43.3%	-25.9%
Northeast	-2.2%	-16.6%	-15.1%
Southeast	-20.3%	-30.6%	-43.5%
Western	-28.1%	-75.2%	-45.2%
Neb. CCs Total	-19.4%	-35.0%	-33.6%

ENROLLMENT AT NEBRASKA NONPUBLIC INSTITUTIONS by METHOD

- From fall 2010 to fall 2019, enrollment decreased 2.7% at Nebraska's nonpublic institutions.

- Between 2010-11 and 2019-20, 12-month enrollment showed virtually no change while FTE decreased 16.0%.
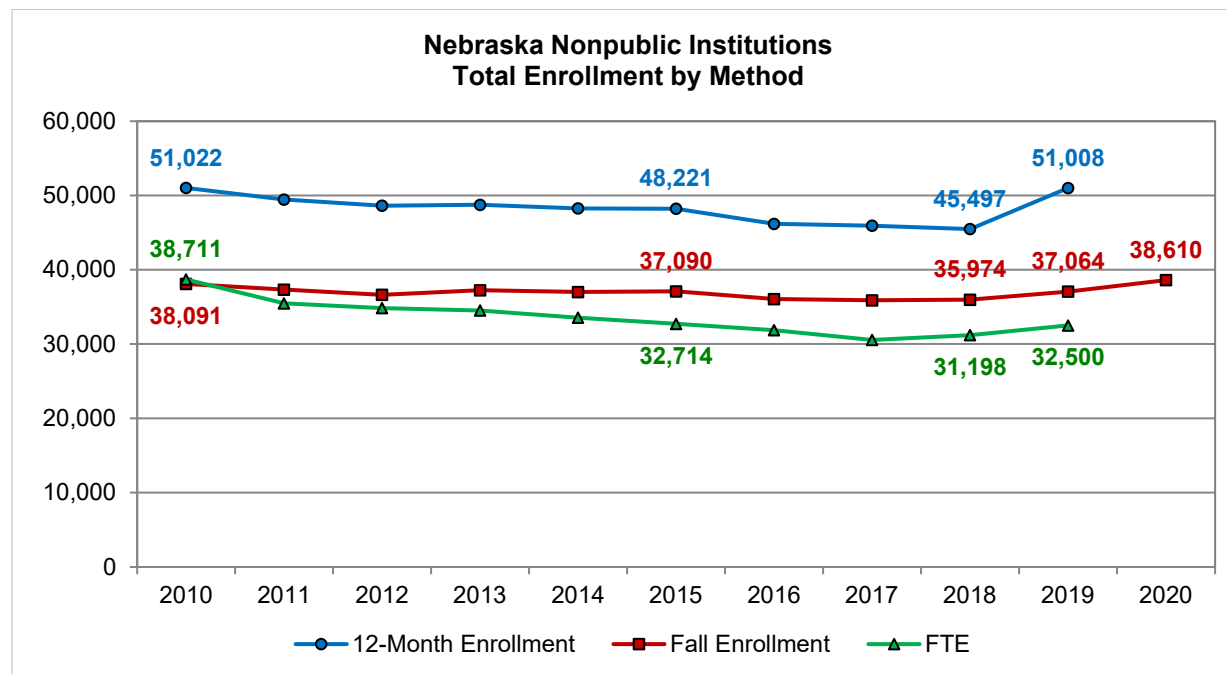
Note. The large increase in 12-month enrollment at the nonpublic institutions in 2019-20 was overwhelmingly due to a 40.9% increase in enrollments at Bellevue University (from 12,588 in 2018-19 to 17,737 in 2019-20).

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.
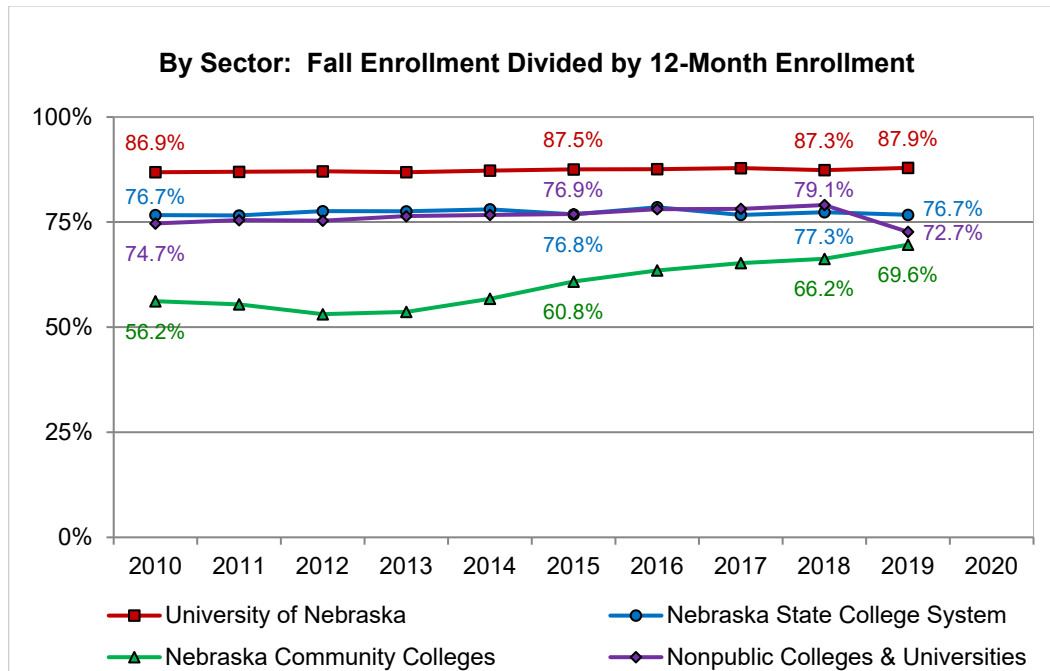
It should be noted that when fall enrollment is the reported measure, the amount of 12-month enrollment captured by fall enrollment varies by sector and institution. A technique for measuring the portion of enrollment captured by fall enrollment is discussed below.

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

Chart data points (approximate, as labeled):

- University of Nebraska: 86.9% (2010), 87.5% (2015), 87.3% (2018), 87.9% (2019)
- Nebraska State College System: 76.7% (2010), 76.9% (2015), 79.1% (2018), 76.7% (2019)
- Nebraska Community Colleges: 56.2% (2010), 60.8% (2015), 66.2% (2017), 69.6% (2019)
- Nonpublic Colleges & Universities: 74.7% (2010), 76.8% (2015), 77.3% (2018), 72.7% (2019)

Legend:
- University of Nebraska
- Nebraska State College System
- Nebraska Community Colleges
- Nonpublic Colleges & Universities

- 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. (■)	86.9% (13-14)	87.9% (19-20)
NSCS (●)	76.6% (11-12)	78.5% (16-17)
Neb. CCs (▲)	53.1% (12-13)	69.6% (19-20)
Nonpublics (♦)	72.7% (19-20)	79.1% (18-19)
Total	69.5% (12-13)	77.4% (18-19)

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. The lower ratio for 2019-20 within the nonpublic sector was largely attributable to Bellevue University. While they reported an increase of 40.9% for 12-month enrollment, they reported a more modest increase of 21.0% for fall enrollment.

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