MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
Wayne State College
Kanter Student Center, Niobrara Room
1111 Main Street
Wayne, Nebraska
Friday, May 20, 2022, 10:00 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 MAY 20, 2022. THE MEETING WILL BEGIN AT 10:00 A.M. AND ADJOURN AT APPROXIMATELY 2:30 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 10:00 a.m.

CALL TO ORDER AND INTRODUCTIONS
Chair Aspen called the meeting to order at 10:00 a.m. and asked for introductions.

Commissioners Present
Gwenn Aspen	Mary Lauritzen
Tim Daniels	Molly O'Holleran
Dr. Deborah Frison	Dr. Paul Von Behren
Dr. Dennis Headrick	W. Scott Wilson

Commission Staff Present
Dr. Michael Baumgartner	J. Ritchie Morrow
Jeremy Chancellor	Helen Pope
Dr. Kathleen Fimple	Gary Timm

Dr. Marysz Rames, Wayne State College

WELCOME
Dr. Marysz Rames, President at Wayne State College, welcomed the Commissioners, presented a packet about the college offerings to everyone, and showed a short video and PowerPoint presentation on Wayne State College's strategic plan and happenings around campus.

MINUTES OF MARCH 10, 2022, COMMISSION MEETING
Commissioner Frison made a motion to approve the March 10, 2022, minutes as written. Commissioner Headrick seconded the motion. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

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 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 Daniels, Committee Chair, stated the Committee met and did an extensive review of the project that will be voted upon today. He introduced Jeremy Chancellor, Facilities Officer, to present the proposal.

Southeast Community College - Lincoln Campus - STEM Center Phase I, Technology Tower
Mr. Chancellor stated that Southeast Community College is proposing a Science, Technology, Engineering, and Math (STEM) Center that would consist of two buildings at the 8800 O Street campus, a Technology Tower, and a Science Tower. Funding for the Phase 1 project will come from private donations, institutional cash funds, and capital improvement property taxes. Dr. Joel Michaelis, Vice President of Instruction, Ms. Bev Cummins, Vice President for Student Affairs, and Mr. Aaron Epps, Director of Facilities came forward to discuss the project and answer Commissioners' questions.

Commissioner Daniels stated that 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 Southeast Community College's proposal to use $38,438,100 in capital improvement property taxes to construct Phase 1 of the STEM Center on the Lincoln Campus as outlined in the amended program statement approved by the SCC Board of Governors on March 15, 2022. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

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

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

ACADEMIC PROGRAMS COMMITTEE
Commissioner O'Holleran, Committee Chair, introduced Dr. Kathleen Fimple, Academic Programs Officer, to present the first academic item on the agenda.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Athletic Training, MS
Dr. Fimple presented the program proposal. The University of Nebraska-Lincoln has had an accredited Bachelor of Science in Athletic Training program since 2004. The accreditor's change in requirements that accredited programs cannot allow students into a bachelor's program after fall 2022 justifies the creation of the MS program. Dr. Dennis Perkey, Program Director / Clinical Education Coordinator of the Athletic Training Program spoke and thanked the Commission for the opportunity to present the program for consideration.

Commissioner O'Holleran stated that the Committee recommendation is to approve the MS in Athletic Training at the University of Nebraska-Lincoln.

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program - Athletic Training, MS. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Wayne State College - Proposal for a New Instructional Program - Trauma Counseling, Graduate Certificate
Dr. Fimple presented the proposal, noting that Wayne State College has several counseling programs, but the purpose of the proposed graduate certificate would provide students with a specialization in trauma counseling. Dr. Fimple commented that practicing clinicians report they are not adequately prepared to do trauma counseling. This explains the high need for the program. Mr. Steve Elliott, Vice President for Academic Affairs, discussed how the program will provide a variety of counseling opportunities for their students.

Commissioner O'Holleran stated that the Committee recommendation is to approve the Certificate of Advanced Studies in Trauma Counseling at Wayne State College.

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve Wayne State College's Proposal for a New Instructional Program - Trauma counseling, Graduate Certificate.

A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Southeast Community College - Proposal for a New Instructional Program - Concrete Construction Technician, AAS, Diploma, Certificate

Dr. Fimple presented the proposal, stating that this program would build on Southeast Community College's existing concrete construction technology courses by having additional courses for a certificate and then more advanced courses for a diploma and ultimately an associate degree. The community has asked the college to provide students with skills in the newest techniques to fill needed jobs in this field. Mr. Caleb Herwick, Dean of Construction, Manufacturing, Engineering & Technology, and Dr. Michaelis answered questions from the Commissioners.

Commissioner O'Holleran stated that the Committee recommendation is to approve the Associate of Applied Science degree, diploma, and certificate in Concrete Construction Technician at Southeast Community College.

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve Southeast Community College's Proposal for a New Instructional Program - Concrete Construction Technician, AAS, Diploma, and Certificate. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Southeast Community College - Proposal for a New Instructional Program - Geographic Information Systems Technician, AAS, Advanced Certificate

Dr. Fimple presented the program proposal, commenting that a Geographic Information System (GIS) is a database containing geographical data that allows users to analyze, manage, and map data. The program would be offered online and builds on the existing certificate by providing advanced concepts and techniques in GIS. Dr. Michaelis noted this program will help those working in the GIS field to expand skills and knowledge needed by their employers.

Commissioner O'Holleran stated that the Committee recommendation is to approve the Associate of Applied Science degree and the advanced certificate in Geographic Information Systems Technician at Southeast Community College.

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve Southeast Community College's Proposal for a New Instructional Program - Geographic Information Systems Technician, AAS, Advanced Certificate. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

University of Nebraska Medical Center - Proposal for a New Organizational Unit - Center for Women's Health Research

Dr. Fimple presented the proposal, stating that the proposed center would bring attention to women's unique health needs. The center would serve as a hub that implements education, research and training focused on women's health and provide a platform for the community to interact with the center. Dr. John Davis, Professor and Director of Research and Development at the UNMC Olson Center for Women's Health, noted the center has been in the making for several years, and that the program is centered around education and research with collaboration from many sources.

Commissioner O'Holleran stated that the Committee recommendation is to approve the Center for Women's Health Research at the University of Nebraska Medical Center.

Commissioner Von Behren commented that in past discussions regarding centers, the Commission's bylaws indicate that in order for the Commission to approve a center, state funds must be provided, and this proposal does not meet those funding requirements. Dr. Baumgartner stated in discussions with the state attorney general's office that approval such as this one falls within our interpretation of the guidelines. He added there is nothing in our guidelines that disqualifies approval of this proposal. Chair Aspen proposed that this discussion be entered into the record and that the Commission move forward with the Committee recommendation on the proposal.

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center's Proposal for a New Organizational Unit - Center for Women's Health Research. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, and Wilson. Voting no: Von Behren. The motion carried.

Western Governors University, Salt Lake City, Utah - Application for a Recurrent Authorization to Operate: Establish an Administrative Office in Nebraska

Dr. Fimple presented the request

Lucas Kavlie, Western Governors University

Western Governors University, Salt Lake City, Utah - Application for a Recurrent Authorization to Operate: Establish an Administrative Office in Nebraska

Dr. Fimple presented the request noting that Western Governors University is an online accredited institution applying for authorization to establish an administrative office in Nebraska. Lucas Kavlie, Vice Provost, Compliance and Accreditation at WGU, spoke about the student assessments and answered questions from the Commissioners.

Commissioner O'Holleran read the Committee Recommendation:
That the Commission approve the recurrent authorization to operate for:
      Institution: Western Governors University
      Chief Executive Officer: Scott Pulsipher, President

Level of authorization: Authorized to establish in the state an administrative office for the university
Length of authorization: Five years (valid through June 1, 2027)

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve the Western Governors University's Request for a Recurrent Authorization to Operate: Establish an Administrative Office in Nebraska. A roll call vote was taken. Voting aye: The motion carried.

Embry-Riddle Aeronautical University, Florida - Application for Renewal of a Recurrent Authorization to Operate

Dr. Fimple presented the proposal, commenting that Embry-Riddle has been offering programs in Nebraska for many years and has been approved by the Commission since 2012, providing education and research in aviation, aerospace, engineering, and related fields.

Commissioner O'Holleran read the Committee Recommendation: That the Commission approve the renewal of the recurrent authorization to operate for Embry-Riddle Aeronautical University.

Institution: Embry-Riddle Aeronautical University
Owner: Embry-Riddle Aeronautical University Board of Directors
Level of authorization: Authorized to offer one or more complete degree programs at the associate, baccalaureate, and master's levels, limited to the programs listed on page 2.
Length of authorization: Five years (valid through May 31, 2027)

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve renewal of Embry-Riddle Aeronautical University's Recurrent Authorization to Operate. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren and Wilson. The motion carried.

Embry-Riddle Aeronautical University - Application to Modify a Recurrent Authorization to Operate - Business Analytics, BS

Dr. Fimple presented the application noting Embry-Riddle has offered instruction in Nebraska for over 30 years. The program will be offered at Offutt Air Force Base in Bellevue, Nebraska.

Commissioner O'Holleran stated that the Committee recommendation is to approve modification to the recurrent authorization to operate for Embry-Riddle Aeronautical University to include the Bachelor of Science in Business Analytics.

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve Embry-Riddle Aeronautical University's Modification to a Recurrent Authorization to Operate - Business

Analytics, BS. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren and Wilson. The motion carried.

University of Missouri - Request for Authorization to Operate on a Continuing Basis

Dr. Fimple presented the request, noting the University of Missouri has been approved to operate consistently since 2001. They initially entered into an agreement with the University of Nebraska at Omaha to provide locations in Omaha. Their agreement with UNO expired and they now have an agreement with Bellevue University. Most of the classes are hybrid, with online options, but if face-to-face instruction is required it is on the Bellevue University campus. After twenty years an institution can request status to operate on a continuing basis, which the University of Missouri did.

Commissioner O'Holleran stated that the Committee recommendation is to authorize the University of Missouri to operate on a continuing basis.

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve the University of Missouri's Request for Authorization to Operate on a Continuing Basis. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

2020-2021 Existing Program Review

The following University, State College, and Community College programs were approved by the Executive Director for continuation:

Metropolitan Community College
- Health Data Information Management (AAS)
- Health Information Management Systems (AAS, Certificate)
- Health Information Technology (AAS, Certificate)
- Computer Technology (AS)
- Information Technology (AAS)
- Versatilist IT (AAS)

Northeast Community College
- Information Technology (AA, AAS, Certificate)

Southeast Community College
- Computer Information Technology (AAS)

University of Nebraska at Kearney
- Applied Computer Science (BS)
- Computer Science Comprehensive (BS)
- Information Systems/Tech (BS)
- INT Telecommunications Management (BS)
- Cyber Security Operations (BS)

University of Nebraska at Omaha
- Cybersecurity (BS, MS, Graduate Certificate)
- IT Innovation (BS, MS)
- IT Administration (Undergraduate Certificate)
- Information Technology (Executive MS, PhD)
- Computer Science (BS, MS)
- Computer Science Education (MS, Graduate Certificate)
- Communication Networks (Graduate Certificate)
- Software Engineering (Graduate Certificate)
- Artificial Intelligence (Graduate Certificate)
- Systems and Architecture (Graduate Certificate)
- Data Science (MS)
- Bioinformatics (BS, BSBI)
- Social Work (BS)

University of Nebraska-Lincoln
- Information Technology (joint) UNL, UNO (PhD)
- Computer Science (BA, BS, MS, PhD)
- Computer Engineering Interdepartmental (BSCP Lincoln) (BS Omaha)
- Software Engineering (BS)
- Statistics (MS, PhD)

University of Nebraska Medical Center/ University of Nebraska at Omaha
- Biomedical Informatics (MS, PhD)

Wayne State College
- Computer Information Systems (BA, BS)
- Computer Science (BA, BS)

Report on Institutional Activities Relating to Existing Programs

Reasonable and Moderate Extensions
- MCC - Legal Professional, Certificate of Achievement
- MCC - Litigation Specialist, Career Certificate
- MCC - Transactional Law Specialist, Career Certificate
- MCC - Prototype Design, Career Certificate
- NECC - Personal Training, Diploma
- SCC - Baking/Pastry, AAS, Diploma
- SCC - Bookkeeping, Certificate
- SCC - Global Studies, Certificate
- SCC - Office Professional, Certificate
- SCC - Culinary/Hospitality, Culinary Communications Focus, AAS, Diploma
- SCC - Computer Information Technology Applications Development, AAS
- SCC - Computer Information Technology Computer Support, AAS
- SCC - Computer Information Technology Cybersecurity, AAS

- SCC - Computer Information Technology Network Management, AAS
- SCC - Electronic Systems Technology, AVD/Low Voltage Systems Focus, AAS, Certificate
- SCC - Plumbing, Heating & Air Conditioning Technology, AAS
- SCC - Peer Support, Certificate
- UNL - Special Education K-6, Bachelor of Science
- UNL - Urban Design, Graduate Certificate
- UNL - Strategic Innovation and Entrepreneurship, Graduate Certificate
- UNL and UNMC - Master of Community and Regional Planning and Master of Public Health, Dual Degree Program
- WSC - Strength & Conditioning, Graduate Certificate
- WSC - Addictions Counseling, Graduate Certificate
- WSC - Intercultural Workplace Communication, Undergraduate Certificate

Discontinued Programs

Discontinued Programs
- MCC - Legal Office Administration, Certificate of Achievement
- SCC - MOPAR-CAP, AAS
- UNL - Athletic Training, Bachelor of Science

Name Changes

Name Changes
- NECC - Health, Physical Education, and Recreation, AA, changed to *Recreation, AA*
- NECC - Music Theatre, AA, changed to *Theatre Musical Performance, AA*

Chair Aspen called for a break at 11:55 a.m. The meeting resumed at 12:10 p.m.

Chair's Report

CHAIR'S REPORT
Chair Aspen stated that Commissioner Charles Garman has resigned from the Commission effective May 19, 2022.

Nominating Committee

Commissioner O'Holleran announced the nominations for 2022-2023 Commission Officers

NOMINATING COMMITTEE
Commissioner O'Holleran reported that she, along with Commissioners Daniels, Wilson, and Lauritzen, made up the nominating committee for Commission officers for 2022-2023. She presented the Committee's slate of nominations for Commission Chair, Vice Chair, and two other members of the 2022-2023 Executive Committee.

The Nominating Committee proposed approval of Commissioner Aspen to continue to serve as Commission Chair from July 1, 2022, through June 30, 2023.

Commissioner Aspen approved to serve as Chair for 2022-2023

Commissioner O'Holleran, on behalf of the Nominating Committee, moved to approve Commissioner Aspen to serve as Commission Chair from July 1, 2022, through June 30, 2023. A roll call vote was

taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. Abstain: Aspen. The motion carried.

The Nominating Committee proposed approval of Commissioner Von Behren to continue to serve as Vice Chair from July 1, 2022, through June 30, 2023.

Commissioner O'Holleran, on behalf of the Nominating Committee, moved to approve Commissioner Von Behren to serve as Commission Vice Chair from July 1, 2022, through June 30, 2023. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, and Wilson. Abstain: Von Behren. The motion carried.

The Nominating Committee proposed approval of Commissioners Frison and Daniels to serve on the Executive Committee along with the Chair and Vice Chair from July 1, 2022, through June 30, 2023.

Commissioner O'Holleran, on behalf of the Nominating Committee, moved to approve Commissioners Frison and Daniels to serve on the Executive Committee, along with the Chair and Vice Chair, from July 1, 2022, through June 30, 2023. A roll call vote was taken. Voting aye: Aspen, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. Abstain: Daniels and Frison. The motion carried.

EXECUTIVE DIRECTOR'S REPORT
The following out-of-service area application request was **approved** by the executive director:

- Offered by Metropolitan Community College
Face to face setting from MCC to Plattsmouth High School, Plattsmouth, NE
  - MATH 0910, 0930, 0931, 1220, 1240, 1315 (Math Readiness) 2022 - 2023 Academic year

The following out-of-service area application request was **denied** since the location for the proposed courses is not in UNK's geographic service area. It is in Mid-Plains Community College's area. Mid-Plains is capable of offering the courses and has made that clear to Mullen High School. The Mullen science teacher who initiated the course request through UNK declined to participate with Mid-Plains at this time.

- Offered by University of Nebraska at Kearney
Interactive two-way video, from UNK to Mullen Public School, Mullen, NE
  - BIOI 105 - 4 credits
  - BIOII 106 - 4 credits
    August 15, 2022 - December 23, 2022 (105)
    January 3, 2023 - May 20, 2023 (106)

Gary Timm presented the Third Quarter Budget Report	Dr. Baumgartner called on Gary Timm, Chief Financial Officer, to present the Third Quarter Budget Report. Mr. Timm discussed several points of interest on the administrative funds report and spoke briefly on the status of the Nebraska Opportunity Grant Program (NOG), the Community College Gap Assistance Program, the Access College Early Scholarship (ACE), Guaranty Recovery Program, and the Community College ARPA Grants.
Dr. Baumgartner presents 2022-2023 Biennial Budget Changes Passed by 2022 Legislature	Dr. Baumgartner reported that the Legislature has adjourned and discussed results impacting higher education. He provided a document outlining the 2022-2023 Biennial Budget Changes Passed by 2022 Legislature that include changes from LB 1011 (General Funds) and LB 1014 (American Rescue Plan Act of 2021).
Dr. Baumgartner discussed the attainment goal	Dr. Baumgartner stated that with the adoption of LR 335, CCPE, NDE, NU, NSCS, and the community colleges will continue to meet and focus on steps needed to achieve the attainment goal. The Lumina Foundation plans to include the attainment goal in their annual report *Stronger Nation*.

Chair Aspen called for a lunch break at 12:40 p.m. The meeting resumed at 1:05 p.m. |
Dr. Paul Turman, Nebraska State College System	**PRESENTATION** Dr. Paul Turman, Chancellor for the Nebraska State College System, gave a PowerPoint presentation highlighting outcomes of the State Colleges for Nebraska Strategic Plan of 2025. He also presented an interactive data dashboard that focuses on degree attainment that is available on the NSCS website, www.nscs.edu.
Public Hearing on Planning and Consumer Information Committee Items	**PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS** There was no testimony on Planning and Consumer Information Items. **Chair Aspen closed the public hearing on Planning and Consumer Information Committee Items**.
Planning and Consumer Information Committee *Commissioner Lauritzen spoke*	**PLANNING AND CONSUMER INFORMATION COMMITTEE** Commissioner Lauritzen acknowledged Committee members who recently met to discuss their item on the agenda. She asked Dr. Baumgartner to present Resolution 22-02.
Resolution 22-02, Adopt the LR 335 State Attainment Goal as Evidence of the Commission's Support of the Goal *Dr. Baumgartner discussed the attainment goal*	**Resolution 22-02, Adopt the LR 335 State Attainment Goal as Evidence of the Commission's Support of the Goal** Dr. Baumgartner stated that Legislative Resolution 335 was adopted by the Nebraska Legislature. The resolution was developed and supported by all sectors of public education and declares that the State of Nebraska's goal is for at least seventy percent of 25 - 34-year-old Nebraskans to have a degree, certificate, diploma or other postsecondary or industry-recognized credential with economic value by 2030.

Commissioner Lauritzen stated the Committee recommendation is that the Commission approve Resolution 22-02.

Commissioner Lauritzen, on behalf of the Planning and Consumer Information Committee, moved to adopt the LR 3335 state attainment goal Resolution 22-02. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

EXECUTIVE COMMITTEE

Proposed Agency Budget Fiscal Year Ending June 30, 2023
Mr. Timm presented the Committee recommendations on the administrative budget and provided a summary of the NOG, ACE, Gap Assistance, Guaranty Recovery, and Community College ARPA programs and answered Commissioner's questions.

The Committee recommendation is to approval the Fiscal Year 2022-2023 Agency Budget.

Chair Aspen, on behalf of the Executive Committee, moved to approve the Proposed Agency Budget for Fiscal Year Ending June 30, 2023. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Resolution 22-01: Delegate Administration of the Community College APRA Grant Program to the Executive Director

Dr. Baumgartner stated that earlier this year Governor Ricketts signed LB 1014, which appropriates over $1 billion of federal Coronavirus State Fiscal Recovery Funds from the American Rescue Plan Act (ARPA) of 2021 to state agencies in response to negative effects of the COVID-19 pandemic. The six Nebraska community colleges will receive funds, as well as discounted tuition for students enrolled in dual credit. The Coordinating Commission is administering the grant. Resolution 22-01 proposes that administration of the Community College ARPA Grant program and state aid for dual enrollment be administered by the executive director. The executive director will report to the Commission updates on the approved grants in conjunction with quarterly agency budget reports.

The Committee recommendation is to approve Resolution 22-01.

Chair Aspen, on behalf of the Executive Committee, moved to approve Resolution 22-01: Delegating Administration of the Community College APRA Grant Program to the Executive Director. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Approve Revisions to Nebraska Administrative Code Title 281 Chapter 12

Chair Aspen stated that the Executive Committee recommendation is to approve the revisions to Nebraska Administrative Code Title 281 Chapter 12. Dr. Baumgartner commented that the Assistant Attorney General assigned to the Commission recommended using the wording "Commission" rather than using "Coordinating Commission for Postsecondary Education" throughout the rules and regulations, italicize the wording "Nebraska Administrative Code", and replace the word "contentious" with "controversial".

Commissioner Frison moved to substitute the last page of Item XV. C. in the agenda with the sheet that each Commission member received at the meeting labeled "Proposed amendment to Action Item XV. C. Approve Revision to Nebraska Administrative Code Title 281 Chapter 12." Commissioner Von Behren seconded the motion. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Chair Aspen, on behalf of the Executive Committee, moved to approve the amended Revisions to Nebraska Administrative Code Title 281 Chapter 12. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

Amendments to the Coordinating Commission for Postsecondary Education's Bylaws

Chair Aspen stated the Committee recommendation is that the Commission adopt the proposed amendments to its bylaws as presented in the document.

Commissioner Von Behren moved to approve the Amendments to the Coordinating Commission for Postsecondary Education's Bylaws. Commissioner O'Holleran seconded the motion. A roll call vote was taken. Voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren and Wilson. The motion carried.

Approval of the 2022-2023 Salary of the Executive Director

Commissioner Wilson made a motion to enter into closed session as authorized by the Nebraska Revised Statues, Section 84-1410, for the protection of the public interest and to prevent needless injury to the reputation of Dr. Michael Baumgartner, who has not requested a public hearing, for the purpose of discussing the executive director's salary. Commissioner Frison seconded the motion. A roll call vote was taken. Voting aye: Wilson, Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran and Von Behren. The motion carried.

Chair Aspen requested that staff and guests leave the room while the Commission goes into closed session to discuss the salary of the executive director recommended by the Executive Committee.

Closed session began at 2:05 p.m.

The Commission entered into closed session at 2:05 p.m.

Closed session ended by unanimous vote at 2:20 p.m.

The Commission ended the closed session at 2:20 p.m. by unanimous vote.

Chair Aspen stated that formal action must be taken in open session on the executive director's salary recommendation, which is a five percent increase due to merit and additional responsibilities, specifically administration of the American Rescue Plan Act of 2021.

2022-2023 Salary of the Executive Director approved

Commissioner Wilson made a motion to approve the proposed five percent salary increase for 2022-2023 for Executive Director Baumgartner. Commissioner O'Holleran seconded the motion. A roll call vote was taken. Voting aye: Wilson, Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, and Von Behren. The motion carried.

Next Commission meeting is July 21, 2022

FUTURE MEETINGS
The next Commission meeting will be Thursday, July 21, 8:30 a.m., at the University of Nebraska Medical Center, Omaha, Nebraska.

Meeting adjourned at 2:25 p.m.

ADJOURNMENT
Chair Aspen adjourned the meeting at 2:25 p.m.

Quarterly Report as of June 30, 2022

Administrative Funds (Program 640)

	2021-2022 Appropriations	2021-2022 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES				
PSL	$971,032			
Permanent Salaries	$875,432	$840,106	$35,326	96.0%
Benefits	$243,531	$205,188	$38,343	84.3%
Subtotal	$1,118,963	$1,045,294	$73,669	93.4%
OPERATING EXPENSES				
Postage	$1,605	$3,170	-$1,565	197.5%
Communication	$10,056	$7,924	$2,132	78.8%
Data Processing	$64,267	$49,829	$14,438	77.5%
Publication & Printing	$10,953	$4,950	$6,003	45.2%
Awards Expense	$1,000	$960	$40	96.0%
Dues & Subscriptions	$6,332	$7,609	-$1,277	120.2%
MHEC Dues	$115,000	$115,000	$0	100.0%
Conference Registration Fees	$1,500	$830	$670	55.3%
Electricity	$2,720	$1,920	$800	70.6%
Rent Expense	$53,100	$51,382	$1,718	96.8%
Office Supplies	$1,571	$1,592	-$21	101.3%
Non-Capitalized Equipment	$1,500	$1,800	-$300	120.0%
Rep. & Maint. Office Equipment	$500	$487	$13	97.4%
Food Expenses	$2,000	$1,807	$193	90.4%
Education Supplies	$1,000	$413	$587	41.3%
Account & Auditing Services	$5,705	$5,705	$0	100.0%
Purchasing Assessment	$186	$172	$14	92.5%
Insurance Expense	$232	$232	$0	100.0%
Other	$867	$592	$275	68.3%
Subtotal	$280,094	$256,374	$23,720	91.5%
STAFF TRAVEL				
Board & Lodging	$5,500	$3,481	$2,019	63.3%
Commercial Transportation	$2,000	$2,034	-$34	101.7%
State-Owned Transportation	$2,139	$1,020	$1,119	47.7%
Mileage	$1,000	$1,451	-$451	145.1%
Other	$500	$88	$412	17.6%
Subtotal	$11,139	$8,074	$3,065	72.5%
COMMISSIONER TRAVEL				
Board & Lodging	$4,500	$2,273	$2,227	50.5%
Commercial Transportation	$0	$0	$0	0.00%
Mileage	$6,500	$3,030	$3,470	46.6%
Other	$500	$16	$484	3.2%
Subtotal	$11,500	$5,319	$6,181	46.3%
TOTAL EXPENDITURES	$1,421,696	$1,315,061	$106,635	92.5%
General Fund	$1,386,696	$1,298,067	$88,629	
Cash Fund	$35,000	$16,994	$18,006	
Total	$1,421,696	$1,315,061	$106,635	92.5%

Note: The percentage of budget spent without including the MHEC dues is 91.8%.
The MHEC dues are paid in full ($115,000) during the first month of the fiscal year.

Quarterly Report as of June 30, 2022

Nebraska Opportunity Grant Program (NOG)

	2021-2022 Appropriations	2021-2022 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$22,948,302	$22,674,915	$273,387	98.8%
TOTAL EXPENDITURES	$22,948,302	$22,674,915	$273,387	98.8%
General Fund	$7,593,430	$7,593,430	$0	
Cash Fund	$15,354,872	$15,081,485	$273,387	
Total	$22,948,302	$22,674,915	$273,387	98.8%

Community College Gap Assistance Program

	2021-2022 Appropriations	2021-2022 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES				
PSL	*$28,118*			
Permanent Salaries	$24,997	$4,586	$20,411	18.3%
Benefits	$15,054	$698	$14,356	4.6%
Subtotal	$40,051	$5,284	$34,767	13.2%
OPERATING EXPENSES				
Data Processing	$500	$0	$500	0.0%
Communications	$550	$0	$550	0.0%
Dues & Subscriptions	$100	$0	$100	0.0%
Conference Registration	$150	$0	$150	0.0%
Other Contractual Services	$43,218	$0	$43,218	0.0%
Subtotal	$44,518	$0	$44,518	0.0%
STAFF TRAVEL				
Personal Vehicle Mileage	$200	$0	$200	0.0%
Subtotal	$200	$0	$200	
GOVERNMENT AID				
Other Government Aid	$2,067,304	$972,961	$1,094,343	47.1%
TOTAL EXPENDITURES	$2,152,073	$978,245	$1,173,828	45.5%
Cash Fund	$2,152,073	$978,245	$1,173,828	
Total	$2,152,073	$978,245	$1,173,828	45.5%

Quarterly Report as of June 30, 2022

Access College Early Scholarship (ACE)

	2021-2022 Appropriations	2021-2022 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$1,254,465	$975,338	$279,127	77.7%
TOTAL EXPENDITURES	$1,254,465	$975,338	$279,127	77.7%
General Fund	$1,254,465	$975,338	$279,127	
Total	$1,254,465	$975,338	$279,127	77.7%

Guaranty Recovery Program

	2021-2022 Appropriations	2021-2022 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$8,000	$0	$8,000	0.0%
TOTAL EXPENDITURES	$8,000	$0	$8,000	0.0%
Cash Fund	$8,000	$0	$8,000	
Total	$8,000	$0	$8,000	0.0%

Community College ARPA Grants

	2021-2022 Appropriations	2021-2022 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
GOVERNMENT AID				
Other Government Aid	$25,000,000	$0	$25,000,000	0.0%
TOTAL EXPENDITURES	$25,000,000	$0	$25,000,000	0.0%
Federal Fund	$25,000,000	$0	$25,000,000	
Total	$25,000,000	$0	$25,000,000	0.0%

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**Southeast Community College (SCC)**
Program:	**Healthcare Management**
Award:	**Associate of Applied Science (AAS)**
Mode of Delivery:	**Didactic: Online from the Lincoln campus** **Practicum: student's home community**
Institution's Existing Degree(s) in Same or Similar Discipline:	**Certificates, diplomas, and degrees in several allied health fields**
Proposal Received by Commission:	**June 22, 2022**
Proposed Start Date:	**January 2023**

Description

The proposed program is designed to prepare students for entry-level supervisory positions within healthcare facilities such as charge nurse, lead therapist, pharmacy manager, office manager, and shift supervisor. The degree would provide a pathway for SCC's diploma programs (primarily Practical Nursing, Medical Assisting, and Pharmacy Technician) to advance to leadership positions within their profession. It would also support students interested in transferring to a baccalaureate degree healthcare management program.

The curriculum for the proposed two-year degree would consist of a total of 60 semester credit hours.

- Typically, students would be expected to have completed a diploma program in a healthcare field before applying. However, SCC would transfer up to 32 credit hours from any healthcare field, even if a diploma was not awarded.
- The remaining credit hours would be composed of 13 credit hours of general education courses, nine hours of required healthcare management courses (fundamentals of healthcare management, healthcare systems and organization, and a practicum), and healthcare management electives to meet the 60 hours for the degree.
- Students could enroll either full-time or part-time, providing opportunities for those who are employed to continue working.

Nine new healthcare management courses would need to be developed. The college is finalizing articulation agreements for clinical experiences.

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 Emsi (Economic Modeling Specialists Intl.) *Q1, 2022 Data Set for Medical & Health Services Manager* for evidence of need. Emsi states

that 32% of the job openings advertised from March 2021-February 2022 in the SCC service area required a starting educational level of an associate degree or less. In 2021, there was an average of 73 job postings for this position type with a median advertised salary for positions within the southeast Nebraska area of $30.28/hour. Top skills desired by employers in the region from 2021 job postings included communication, management/leadership, operations, planning, supervision, and coordination.

SCC also reports that there is an estimated 24% change in growth within the college's region by 2031 in the profession of Medical & Health Services Managers — a projected increase of 134 jobs. The proposal states that local employers prefer to hire individuals with a healthcare degree but have difficulty filling positions. Long-term care facilities and medical clinics in the service area have requested the degree.

The positions reported by Emsi don't require an associate degree. The need for healthcare managers is identified, but the need for an associate degree program isn't clearly articulated. However, the interest by local employers for the proposed degree suggests some need.

B. Demand for the Program

High---------------Low

| | | √ | | |

SCC reports that they consistently receive five to six inquiries every month about the availability of an associate degree in healthcare management. The inquiries note SCC's flexible enrollment, affordable costs, wanting to expand skills in their current role, and not wanting to enroll in a four-year degree program. The college also surveys graduates of all programs. They report that graduates who have been working in their profession for three to five years are looking for more training on managing people, staffing, financial/budget management, and supervision.

The college estimates ten students would enroll each year but acknowledges this may be an under-estimate based on the number of inquiries received. The budget uses a 20% growth rate for enrollment calculations.

The number of inquiries and feedback on graduate surveys suggests demand. Also, the delivery format of online didactic with local practicum should attract more students by appealing to those who are working or place-bound.

C. Avoidance of Unnecessary Duplication

High---------------Low

| √ | | | | |

There are no free-standing associate degrees in healthcare management in Nebraska. SCC reports that a review of other AAS degrees in healthcare management found 72 community college programs across the country.

Of the Nebraska public, four-year institutions only UNO offers a bachelor's degree in Healthcare Administration. UNO and UNMC have master's degrees in similar fields. Peru State College offers a degree in business administration with a healthcare business focus. Of the private institutions, Nebraska Methodist College offers a BS in Healthcare Management and Clarkson College has a BS degree in Healthcare Business Management.

The proposed degree is designed to transfer to four-year institutions for completion of a baccalaureate degree. SCC states that they are currently seeking articulation agreements with Concordia University, Nebraska Wesleyan University, Doane University, and Bellevue University. Bellevue offers an online BS in Healthcare Management. The others have either graduate programs or baccalaureate programs in related fields. In an addendum, SCC reported that they have several current partnerships for degree completion and would "bring this opportunity to them to articulate with this degree." They would start with Clarkson, Methodist, Bryan Health Sciences, and Bellevue.

D. Resources: Faculty/Staff

High---------------Low			
	√		

SCC states that current faculty and adjuncts in the Health Sciences division would be sufficient to deliver the program, including developing the nine new courses that would be needed. Not every course would be offered every term so course development and more advanced courses would be spread out over several faculty over several semesters and, with careful scheduling, would not impact their current assignments. The budget includes a salary for one adjunct in years three through five. Support staffing and administrative oversight would be provided by the Health Sciences division.

E. Resources: Physical Facilities/Equipment

Acceptable			
yes	√	no	

Since the program would be entirely online, no physical facilities or equipment would be needed.

F. Resources: Library/Information Access

Acceptable			
yes	√	no	

SCC reports that library and technology resources are already in place and sufficient to support the proposed program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff[1]	$49,180	State Aid/Property Tax	
General Operating[2]	$75,000	New State Funds	
Equipment		New Local Funds	
		Tuition and Fees[3]	$269,280
Five-Year TOTAL	$124,180	Five-Year TOTAL	$269,280

[1]Adjunct faculty for three classes per term starting in year three with 3% annual salary increases.
[2] Includes expenses for increased marketing of the program.
[3] Based on 10 students in year one increasing to 22 in year five, taking 30 credit hours per year at $117 per credit hour.

Committee Recommendation: That the Commission approve the Associate of Applied Science degree in Healthcare Management at Southeast Community College

First Program Review: Due June 30, 2026

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska-Lincoln (UNL)**
Program:	**Data Science**
Award:	**Bachelor of Arts (BA) and Bachelor of Science (BS)**
Mode of Delivery:	**Face-to-face, Lincoln campuses**
Institution's Existing Degree(s) in Same or Similar Discipline:	**Baccalaureate degrees in mathematics, statistics/data analytics, and computer science**
Proposal Received by Commission:	**June 24, 2022**
Proposed Start Date:	**Fall 2022**

Description

The proposed 120-credit hour program is designed to prepare students with skills and competency in data analysis, data interpretation, and algorithm design and implementation and problem-solving in an interdisciplinary setting. Industry often seeks data science workers who are *not* trained solely in a single discipline—e.g., only math or only computer science. Consequently, the curriculum is designed to allow students to create a program specific to their employment goals, utilizing courses from three colleges at UNL:

    College of Arts and Sciences—BA and BS
    College of Agricultural Sciences and Natural Resources (CASNR)--BS in Data Science
    College of Engineering—BS in Data Science

The curriculum for the major would consist of a core set of data science courses (24-27 credit hours): nine credit hours in computer science, nine to 12 hours in math, and six hours in statistics. After completion of the core, students would select two focus areas (12 to 15 credit hours) and complete a practicum (three to nine hours) for the remainder of the data science requirements. Most of the core courses are considered foundational, building the skills needed for the more advanced courses in the focus areas.

There are eight focus areas (12 to 15 hours each):

Artificial Intelligence	Statistical Modeling
Software Development	Applied Computing: Journalism and Humanities
Data Pipeline	Applied Computing: Sociology
Mathematical Modeling	Applied Computing: Natural Resources

The practicum and interdisciplinary capstone courses would incorporate instruction in entrepreneurship and require students to undertake projects drawn from real-world business, education, military, government, and non-profit realms—experience that can make graduates more marketable.

The range in credit hours for some requirements indicated above is due to the different number of credit hours for courses and the requirements for some courses in the three colleges. No new courses would be needed although new courses may be created as the program grows.

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 2016 figures from the World Economic Forum indicating that volumes of data are growing at a rate of 40% per year and would increase 50 times by 2020.

UNL states that employers increasingly are seeking individuals who have a variety of data science skills, not just the traditional math or computer science. The proposal quotes the President of Northeastern University who cited examples from several businesses or industries where employees need foundations in both computing technologies and a field of expertise such as finance, law, or medicine. In support of this statement, UNL provided information from IDC (International Data Corporation) with industry specific figures. IDC projected 14 million new jobs related to just cloud computing, with a 27% compound annual growth rate (CAGR) in banking, 28% CAGR in insurance, 26% in healthcare, and similar rates in other fields.

While it is difficult to quantify demand for interdisciplinary fields, UNL did cite the U.S. Bureau of Labor Statistics' projections showing that data science jobs will increase by 28% through 2026, representing 11.5 million new jobs nationally. Computer and information research scientists would experience 22% growth in 2020-30 with 33,000 jobs in 2020 and a median annual salary of $126,830. Mathematics and statisticians' annual pay in 2020 was $93,290, with 44,800 jobs and an expected growth of 33% in 2020-30.

UNL reports that in Nebraska workforce demands for data scientists are significant and growing, as evidenced by over 8,000 positions posted in LinkedIn. Employers such as Union Pacific, Kiewit, Spreetail, and Bryan Health are actively recruiting, as are national companies like Google, Amazon, and Facebook.

The proposal also included a report on data science from ADV, a market research and consulting firm. The report concluded that student demand for data science is strong and growing and the labor market, both regionally and nationally, needs data scientists.

Twelve letters of support were provided from departments at UNL, ranging from the School of Natural Resources to the Johnny Carson Center for Emerging Media Arts. Ten wrote to express willingness to accept data science students into appropriate courses within their department.

Six letters were included from business and industry, including Ocuvera (medical technology), Sandia National Laboratories, Mutual of Omaha, and Hudl. The data analytics program director from Ohio State University and UNMC director of the medical physics residency also expressed support. Of particular note, the chief scientist at Ocuvera, a Lincoln-based company, stated that there is "significantly more demand in the broader Lincoln community than can be met by the current data science labor supply."

The figures cited and external letters document a need for the program.

B. Demand for the Program

High---------------Low			
√			

The proposal cites the increasing enrollments in courses and programs in the units that would participate in the program (School of Computing, Department of Mathematics, and Department of Statistics) as evidence of demand. For example, the Department of Mathematics began offering a Statistics and Data Science option in 2020 and currently has over a dozen students enrolled.

UNL states that the program would be unique in the Big 10 but there are some institutions with similar programs. The number of graduates from the University of Indiana's Informatics program rose from 307 in 2014-15 to 501 in 2018-19. Programs at the University of Illinois and the University of Washington average over 100 graduates per year. The proposal also provides the number of graduates nationally in the fields related to data science as reported to IPEDS (Integrated Postsecondary Education Data System). In 2013 the number was 3,903. In 2019 it was 6,867.

The university reports that the program structure necessitates about 20 students entering each year. The budget is based on 20 students in year one and 40 new students in year two, with 40 new students each of the subsequent years.

The total number of students anticipated to enroll is large and there is little direct, local evidence included for the projections. The number of enrollments in the new option coupled with the figures from other institutions suggests that there will be sufficient demand for the program.

C. Avoidance of Unnecessary Duplication

High---------------Low			
√			

There are no undergraduate degree programs in data science at Nebraska public institutions. UNK has a minor in data analytics and UNO offers an MS as well as a certificate. In September 2021 the Commission approved a new BS in Statistics and Data Analysis in UNL's College of Agricultural Sciences and Natural Resources. This program requires 36 credit hours of statistics-related courses and does not offer the interdisciplinary opportunities of the proposed program.

Creighton University has a similar program in data science that requires courses from math and journalism, media, and computing. It has specializations in advanced computing and advanced math and statistics. Bellevue University offers an online BS in data science that requires 36 credit hours, primarily from data science courses. There are no options or focus areas. As private institutions, the higher tuition would make their programs much less accessible to Nebraska residents than one at a public institution.

D. Resources: Faculty/Staff

High---------------Low			
	√		

UNL states that the three departments involved with the proposed program currently have adequate faculty to support initial enrollments. As enrollments grow, new faculty would be added—one each in years three and four and three in year five.

Additional graduate teaching assistants would be needed, with three in year two and three more in year three. The budget also includes a stipend for the director (selected from current faculty) and course buy-out for that position.

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

Acceptable			
yes	√	no	

UNL reports that no new facilities, equipment, or information resources would be needed. Since all three participating units have existing undergraduate and graduate programs, all resources should be in place.

F. Budget

The instructional salary for year two would be supported through the Colleges' existing budgets while future salaries would be supported by tuition revenue from enrollment growth.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff[1]	$1,710,985	Reallocated Funds	
General Operating[2]	$37,500	New State Funds	
Equipment		New Local Funds	
Faculty Start-up		Tuition and Fees[3]	$5,867,424
		Differential Tuition[4]	$320,544
Five-Year TOTAL	$1,748,485	Five-Year TOTAL	$6,187,968

[1]Faculty, graduate teaching assistants, and director course buy-out and stipend

[2] Includes recruitment and experiential learning expenses

[3]Based on 20 students in year one, increasing to 160 total students in year five. Projections used annual tuition and fees of $7,770 for residents and $24,900 for non-residents with approximately 75% resident and 25% non-resident students.

[4]The College of Engineering tuition is higher than that in Arts and Sciences and CASNR. This is the difference ($112 per credit hour) for the estimated engineering courses.

Committee Recommendation: **That the Commission approve the Bachelor of Arts and the Bachelor of Science degrees in Data Science at the University of Nebraska-Lincoln**

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

POSTSECONDARY INSTITUTION RENEWAL APPLICATION
For a RECURRENT AUTHORIZATION to OPERATE in NEBRASKA

Institution:	**Crown College**
College Address:	**8700 College View Drive, St. Bonifacius, MN**
Nebraska Street Address:	**Christ Community Church** **404 South 108th Ave., Omaha, NE**
Name of Owner:	**Christian and Missionary Alliance**
Corporate Address:	**One Alliance Place, Reynoldsburg, OH**
Legal Status:	_x_ Nonprofit; __For-profit: _sole proprietorship _partnership _corporation
Institutional Accreditation:	**Higher Learning Commission**
Last accreditation review and result:	**1-10-2022; ten-year accreditation with interim monitoring report due 5-31-23; next reaffirmation: 2031-32**
Date initially approved by CCPE:	**2007 (allowed to expire)** **New approval: August 11, 2017**
Date Authorization Expires:	**August 15, 2022**

Description

Crown College is a private, non-profit institution associated with the Christian and Missionary Alliance. It offers associate, baccalaureate, and master's degrees and enrolls almost 1,500 students each year in face-to-face and online programs.

In 2007 the Commission approved Crown College's application to offer three courses in Omaha at Christ Community Church as part of a master's program. After 2011 changes in state statutes, all institutions previously approved were required to reapply for authorization to operate. Crown College declined to reapply, not having a demand for the courses at that time. During early 2017 conversations between the college and the church determined a resurgence of interest. On July 31, 2017, the Commission approved an application to offer courses in Omaha that would lead to a Master of Christian Ministry. In 2018 the Commission approved a proposal to offer additional courses that would lead to three BS and three additional MA degrees. An associate degree was added in 2022 as an extension of an existing BS.

Student Data

	Enrollment (headcount)*		Graduates*	
	2021	**2020**	**2021**	**2020**
Institution:	47	36	8	11
Programs:				
AS Christian Ministry				
BS Biblical Studies				1
BS Christian Ministry	1	2	1	
BS Psych/Counseling	3	5		3
MA Christian Studies	8	2	2	
MA Counseling	34	26	5	6
MA Ministry Leadership	1	1		1
MA Global Leadership				

*for the Nebraska location

REVIEW CRITERIA

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

Meets minimum standards			
yes	√	no	

The 2020-21 Statement of Financial Position and the Statement of Activities were reviewed by Commission staff. In conducting the review, staff noted the following:

- Changes in net assets indicate what is normally thought of as profit or loss in an income statement. Over time, changes in the net assets are an indicator of an institution's overall financial health. Crown College's audited financial statements show a significant increase in net assets.
- Another indicator of an institution's financial health is the relationship between operating revenue and operating expenses. A ratio less than 100% means expenses exceed revenue. Crown College's ratio has not fallen below 100% for the past three years and has increased over 2% from last year.
- The U.S. Department of Education requires institutions participating in Title IV programs to satisfy financial responsibility standards and satisfaction of those standards is represented by a composite score issued by the Department. The rating scale runs from -1.0 to 3.0, with a 1.0 or above deemed acceptable. The scale is based on financial soundness, operating funds, and debt; the higher the score, the better the institution's financial status. Crown College's composite financial score was 3.0 for 2019-20 (the latest available on the U.S. Department of Education's website) as well as for the previous year. The score for 2017-18 was 2.7.

The 2021 audited financial statements did not indicate any financial issues of concern. With a healthy and increasing balance in cash and investments, continued positive results from both

operating and investing activities, and an excellent composite score, it appears that Crown College is financially sound.

Student loan default rate:
The U.S. Department of Education considers a school to be administratively capable if the student loan default rate for most loans is below 25% for the three most recent fiscal years, or if the most recent default rate is less than 40%. Crown College meets the standard.

<p align="center">4.7% for <u>2018</u> 8.8% for <u>2017</u> 7.3% for <u>2016</u></p>

Tuition and fees: for 2022-2023

Program	Tuition	Fees	Books
School of Online Studies	Full time: $440 /credit hour Part time: $495	Varies	$1,316/ year (estimate)
Graduate School	MA/MS: $590 /credit hour MBA: $620 / credit hour (not offered in Nebraska)	Varies	

A copy of the Program Participation Agreement with the U.S. Department of Education was provided.

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

Changes since previous reporting?			
yes	√		no	

The programs are identical to those offered on the Crown College main campus.

- January 25, 2018: six programs were added by CCPE action: Biblical Studies, BS; Christian Ministry, BS; Psychology Counseling, BS; Christian Studies, MA; Counseling, MA; Global Leadership, MA. Name change from MA in Christian Ministry to MA in Ministry Leadership.
- April 12, 2022: An AS in Christian Ministry was added as a reasonable and moderate extension of the BS in Christian Ministry.

Credit –
Seated Class: One seated semester credit equals, at a minimum, 50 minutes of direct instruction per week for 15 weeks with 2 hours of out-of-class work each week verified by the student achievement of the course learning outcomes.
Compressed Format Online Course: One online semester credit equals a total of 37.5 hours of student engagement with the instructional material verified by student achievement of the course learning outcomes.

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

Changes since previous reporting?			
yes			no	√

The faculty names and credentials are listed in the college catalog.

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

Changes since previous reporting?			
yes		no	√

See page1 for location.

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

Meets minimum standards			
yes	√	no	

See page 1 for HLC information. Crown College's nursing program (not offered in Nebraska) is accredited by the Commission on Collegiate Nursing Education.

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

Changes since previous reporting?			
yes		no	√

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

Changes since previous reporting?			
yes		no	√

Committee Recommendation: That the Commission approve the renewal of the recurrent authorization to operate for Crown College.

Institution:	**Crown College**
Owner:	**Christian and Missionary Alliance**
Level of authorization:	**Authorized to offer one or more complete degree programs at the associate, baccalaureate, and master's levels, limited to the programs listed on page 2**
Length of authorization:	**Five years (valid through August 15, 2027)**

Reporting requirements: Annual reports are required in a form available on the Commission website. The next report is due August 15, 2023.

Coordinating Commission for Postsecondary Education

Subject: Fees for Private Postsecondary Institution Applications

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Purpose: Coordinating Commission rules require these fees to be reviewed every two years and revised if necessary.

Committee Recommendation: That the Commission approve the fees for private postsecondary institution applications to become effective July 22, 2022.

FEE SCHEDULE

Effective July 22, 2022

Neb. Rev. Stat § 85-2405 authorizes the Coordinating Commission for Postsecondary Education to charge a reasonable fee based on administrative costs.

For Institutions Applying To:	2022 fees
Offer courses only (not a full program)	
One Course	$700 (base, up to 4 courses)
Additional courses	$100/course after 4th course
Offer programs with a new campus*	
Single program	$4,100 (base)
Multiple programs in the same discipline	$100/course after 1st program
Multiple programs in various disciplines	$200/course after 1st program
Offer programs without a new campus	
Single program	$1,400 (base)
Multiple programs in the same discipline	$100/course after 1st program
Multiple programs in various disciplines	$200/course after 1st program
Establish an administrative location only	$1,550
Modify a previous authorization to include:	
New Course(s)	$550 (base)
New single program	$1,000 (base)
Additional programs in the same discipline	$100/course after 1st program
Additional programs in various disciplines	$200/course after 1st program
New campus*	$3,700
Renew Authorization to Operate	
Courses Only	$650
Programs	$1,200
Request authorization to operate on a continuing basis	no fee
State Authorization Reciprocity Agreements (SARA) (Nebraska institutions only)	$350
Guaranty Recovery Fund Assessment (For-Profit Institutions Only)	0.1% of prior year gross tuition revenue

* requires a public hearing

FEE SCHEDULE

Effective July 1, 2020

State statutes authorize the Coordinating Commission for Postsecondary Education to charge a reasonable fee based on administrative costs.

For Institutions Applying To:

2020 fees

Offer courses only (not a full program)
One Course $635 (base)
Additional courses $100/course after 4th

Offer programs with a new campus*
Single program $3,775 (base)
Multiple programs in the same discipline $100/program after 1st
Multiple programs in various disciplines $200/program after 1st

Offer programs without a new campus

Single program $1,400 (base)
Multiple programs in the same discipline $100/program after 1st
Multiple programs in various disciplines $200/program after 1st

Establish an administrative location only $1,400

Modify a previous authorization to include:
New course/s $600 (base)
                                        (up to 4; $100/course after 4th)
New single program $870 (base)
   Additional programs in the same discipline $100/program after 1st
   Additional programs in various disciplines $200/program after 1st

New campus* $3,430

Renew Authorization to Operate
Courses only $595
Programs $1,085

**Request authorization to operate
on a continuing basis**   no fee

*requires a public hearing

Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska
Reports Received June 2022

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of annual reports submitted in the first six months of 2022. Reports received after June will be summarized at a later Commission meeting. Dates in the left-hand column are the time frame during which enrollment and graduation data was collected. No action is required.

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent US Dept of Ed or Accreditation Activity; Notes
North Park Theological Seminary *(Original approval 4/20/20)* *CY 2021*	Christian Formation Christian Ministry	MACF MACM	21 (for both programs)	0	21 (for both programs)	No enrollments in 2020-21 in Nebraska due to the pandemic. First face-to-face meetings were held in fall 2021
Purdue University of Global *(Original approval 4-26-18)* *CY 2021*	Nursing	ASN	74	32	74	
University of South Dakota *(Original approval 4/25/2013)* *Fall 2021-Spring 2022*	Reading Recovery (for Lincoln Public Schools)	Courses only	0	0	0	Lincoln Public Schools did not offer Reading Recovery in the 2021-22 year.

*on date of report   **for most recent year

May
2022

A Report by the Coordinating
Commission for Postsecondary Education

NEBRASKA'S

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COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION
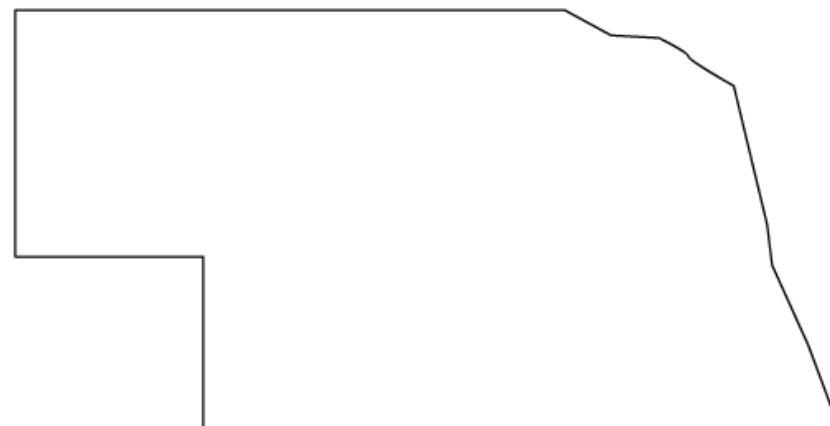
College Course Offerings for High School Students

by Nebraska Public Institutions

2020-21

College Course Offerings for High School Students

2020-21

NOTE: All data were self-reported by the institutions.

Anomalies were investigated as time allowed.

College Course Offerings for High School Students

Highlights of the Report

2020-2021

Since the early 1990s, the Commission has reported on courses offered at distance by public institutions for students in Nebraska. Information on instruction for high school students was not initially collected; it was added in 1998-99. Due to the number and ubiquity of distance courses overall, as well as the importance of making college courses available to high school students, the Commission has chosen to collect information solely on distance courses offered for high school students.

Distance education enrollment information for fall 2012 through fall 2020 for all Nebraska institutions by student level, distance education status, and distance education location can be found on the Coordinating Commission's enrollment dashboard at ccpe.nebraska.gov/enrollment-dashboard.

Definitions

- Course Delivery Method

    - Traditional delivery—instructor and students are in the same time and place away from the campus; for example, a face-to-face class in a different town or a location in the community other than the campus.
    - Synchronous delivery—instructor and students are in the same time, but not the same place; for example, two-way interactive video, where the instructor is in one location, often on the campus with students in a classroom, and delivers the course at the same time by video to other students at a "receiving" site or sites.
    - Asynchronous delivery—instructor and students are in a different time and place; for example, an online course where students work on their own and there is no specified time for the class as a whole to have contact with the instructor.

- Dual or concurrent enrollment
  The courses counted in this report are frequently offered for both high school and college credit and are usually called "dual enrollment" or "dual credit" courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called "concurrent enrollment" courses. Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and, therefore, most are not reflected in the high school data presented here.

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- While the majority of dual credit courses are offered in high schools, there are three exceptions in the reported data: MCC, NECC, and SCC included courses that were taught on a campus or center.

  - MCC reported 29 courses at the Fremont Center, serving 288 students.
  - NECC reported 47 students attending 11 courses at the O'Neill Extended Campus, 143 students attending 19 courses at the West Point Extended and Technical Campuses, 46 students in 10 courses at the College Center in South Sioux City, and 205 students in 93 courses on the Norfolk campus.
  - SCC included 258 courses provided at The Career Academy (TCA), a facility attached to the SCC Lincoln campus serving students in Lincoln Public Schools. The college reported 2,764 dual credit students at TCA in 2020-21. SCC also reported 17 courses with 93 students at other SCC facilities.

Numbers of Courses and Students

- All six community colleges, the three state colleges, and the University of Nebraska campuses (except for UNMC) offered courses to high school students in 2020-21 and for the two years prior (Table I).

- In 2018-19 there were 3,361 college courses enrolling 34,792 high school students (duplicated headcount). The number of courses and students in 2019-20 was higher, and the 2020-21 figures were larger yet.

- The number of courses offered in the university sector increased between 2018-19 and 2020-21, with significant growth between 2018-19 and 2019-20. The number of students served decreased slightly over those two years but rebounded in 2020-21 to a level higher than in 2018-19. UNL and NCTA experienced a steady decline in the number of students served.

- At the state colleges both the number of courses offered and the number of students served increased from 2018-19 to 2020-21. A decline at PSC was offset by significant increases at WSC. The WSC increases are partially attributable to a program that works with individual high schools to award college credit for Advanced Placement and dual enrollment courses. The Academies of Grand Island Senior High have been especially successful.

- For the community college sector, the number of students served as well as the number of courses increased from 2018-19 to 2020-21.

- The reporting period for the current data is the academic year 2020-21—ending with spring 2021 and encompassing the heart of the COVID-19 pandemic. There does not appear to have been any significant impact on the figures. Neither high schools nor colleges and universities ceased operations. During spring 2020 most developed methods to continue instruction incorporating a variety of strategies that did not significantly hinder the provision of dual credit opportunities.

TABLE I
Summary of College Courses Offered to High School Students in Nebraska by Public Institution

(Duplicated course and headcount)

2018-2021

Institution	2018-19		2019-20		2020-21	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	35	606	30	405	30	536
UNL	44	331	44	320	46	267
UNO	352	5,360	553	5,626	583	5,808
NCTA	17	181	10	120	9	24
University Total	448	6,478	637	6,471	668	6,635
CSC	10	78	13	184	19	193
PSC	108	1,564	105	1,661	97	1,491
WSC	56	537	81	870	93	1,813
State College Total	174	2,179	199	2,715	209	3,497
CCC	630	5,365	650	5,749	801	6,297
MCC	647	8,591	930*	9,259	1,095*	10,448
MPCC	320	2,967	252	2,511	352	2,633
NECC	352	2,987	446**	3,953	635**	4,260
SCC	648	5,219	575***	6,474	706***	7,875
WNCC	142	1,006	289	1,801	220	2,049
Community College Total	2,739	26,135	3,142	29,747	3,809	33,562
Grand Total	3,361	34,792	3,978	38,933	4,686	43,694

*Includes courses at the Fremont Center
**Includes courses on the Norfolk campus, at the O'Neill Extended Campus, at the West Point Campuses, and at the College Center at South Sioux City
***Includes courses at The Career Academy in Lincoln and other SCC facilities

Distribution by Sector

The distribution of both courses and students changed little from 2018-19 to 2020-21. The percentage of students at the university declined, while the opposite was true at the state and community colleges. See the table below.

Distribution of Courses and Students

As a Percentage of Total Courses and Total Students

	2018-19		2019-20		2020-21	
	% of courses	% of students	% of courses	% of students	% of courses	% of students
University	13	19	16	17	14	15
State Colleges	5	6	5	7	4	8
Community Colleges	82	75	79	76	81	77

- Prior to 2015, the largest number of courses and students was reported by UNO. Much of UNO's success can be attributed to a partnership between UNO and the Omaha area high schools by which UNO faculty work with high school faculty so that Advanced Placement courses taught in high schools meet UNO requirements and are accepted for college credit.

- However, in 2015-16 the pattern began to change, with some of the community colleges exceeding UNO's numbers (Table I). In 2020-21 CCC, MCC, NECC, and SCC all offered more courses than UNO. Of those four community colleges all but NECC also exceeded the number of students reported by UNO.

Delivery Methods

The method of delivery varies significantly both by sector and by institution (Table II).

- For distance education delivered to all students (not just high school students), asynchronous delivery is by far the most popular in all three sectors, while synchronous is the least-used. For offerings to high school students, however, traditional delivery is still the most common. Since the Commission began collecting high school data, synchronous delivery has been the second most common and asynchronous the least. In 2017-18, however, asynchronous delivery surpassed synchronous, a pattern that continued through 2020-21.

- Synchronous delivery was previously used heavily by the community colleges due, in part, to dual enrollment courses offered to high school students at their high school building. Improving the ability of colleges to offer synchronous courses to K-12 schools was the goal of LB 1208, passed in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

- LB 1208 did greatly improve connectivity in the state but did not result in a significant increase in the number of synchronous courses offered by the community colleges. In all three years shown on Table II, the community colleges (except for MCC in the first two years) and PSC in 2018-19 were the only institutions reporting synchronous delivery for high school students. And only CCC, MPCC, and NECC reported large numbers of courses.

- For the three years on Table II UNO and UNK offered all of their dual credit courses traditionally. NCTA offered their dual credit entirely as asynchronous courses, while UNL offered both, but primarily asynchronous courses.

- The state colleges previously offered dual credit courses relying heavily on traditional delivery, with a few courses offered asynchronously. In 2018-19 all three institutions reported courses utilizing traditional delivery with the exception of 17 asynchronous courses at PSC. In 2019-20 however, PSC also offered a large number of synchronous courses while WSC added five dozen asynchronous courses and CSC added four. In 2020-21 this pattern essentially reverted to that of 2018-19.

- The state colleges report that this temporary shift in delivery methods was in response to the COVID-19 pandemic. Institutions were instructed to report the delivery method category based on the method used most often (if multiple methods were used). For many institutions, classes routinely offered face-to-face may have been taught remotely for all or part of the course. The institution then chose which delivery method to report. Institutions in other sectors either reported the delivery method historically used or did not make enough changes in instructional methods to warrant altering the category of delivery.

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TABLE II

Number of Courses Offered to High School Students by Delivery Method

2018-2021

Institution	2018-19				2019-20				2020-21			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK			35	35			30	30			30	30
UNL		44		44		40	4	44		43	3	46
UNO			352	352			553	553			583	583
NCTA		17		17		10		10		9		9
University Total		61	387	448		50	587	637		52	618	668
CSC			10	10		4	9	13			19	19
PSC		17	91	108	88	17		105		11	86	97
WSC			56	56		60	21	81		4	89	93
State College Total		17	157	174	88	81	30	199		15	194	209
CCC	56	241	333	630	53	221	376	650	92	239	470	801
MCC		7	640	647		121	809	930*	1	32	1,062	1.095*
MPCC	58	9	253	320	41	6	205	252	51	70	231	352
NECC	38	44	270	352	40	62	344	446**	40	218	377	635**
SCC	12	98	538	648	23	125	427	575***	12	159	535	706***
WNCC	14	26	102	142	22	165	102	289	2	40	178	220
Community College Total	178	425	2,136	2,739	179	700	2,263	3,142	198	758	2,853	3,809
Grand Total	178	503	2,680	3,361	267	831	2,880	3,978	198	825	3,663	4,686

*Includes courses at Fremont Center

**Includes courses on the Norfolk campus, at the O'Neill Extended Campus, at the West Point Campuses, and at the College Center at South Sioux City

***Includes courses at The Career Academy in Lincoln and other SCC facilities

Subject areas

Almost every type of course is offered at distance to high school students. Table III identifies the disciplines in which the courses were offered, using the Classification of Instructional Programs (CIP) code developed by the National Center for Education Statistics.

- Of special note is the tradition of the community colleges to report the vast majority of their academic transfer courses (e.g., English, science, math, and social science) under Liberal Arts and Sciences (CIP 24), which therefore represents a wide range of courses. This tradition results in Liberal Arts and Sciences being the discipline with the most offered courses.

- Liberal arts and sciences courses are also the kinds typically offered by the four-year institutions. The most-offered courses in the state college sector were in math. At the university the most-offered were in information sciences, English language and literature, and math. It is logical that these courses would be popular for dual credit offerings as they are often courses that fulfill general education requirements at both two-year and four-year institutions. They are also the courses most likely to be accepted in transfer from one institution to another.

- Beyond the liberal arts and sciences courses, the community colleges focused on the technical and career training that is primary in their role and mission, e.g., CIPs 48 (Precision Production) and 51 (Health Professions).

- Table IV shows the course offerings by institution within the community college sector—the sector providing the largest number of courses. With the exception of MPCC, all the colleges offered courses in at least a dozen different fields. After liberal arts and sciences the largest number of courses was in precision production, offered at all six institutions (this was also the case in 2019-20). Health professions courses were offered at all the colleges except MPCC. Business, information sciences, and mechanic /repair courses were also available from all six colleges.

TABLE III
High School Course Offerings by Discipline (CIP Code) and Sector 2020-21
(Shaded areas indicate largest number of courses in the sector.)

CIP Code	Description	University of Nebr	State Colleges	Community Colleges	Total
1	Agriculture	16		59	75
3	Natural Resources and Conservation	1			1
5	Area, Ethnic, Cultural Studies	1			1
9	Communication	1	6		7
10	Communications Technology			23	23
11	Information Sciences	87		94	181
12	Culinary			37	37
13	Education	26	23		49
15	Engineering Technology			61	61
16	Foreign Language	59	4	3	66
19	Family/Consumer Science	8	2	39	49
22	Legal Professions & Studies			1	1
23	English Language/Lit	85	33		98
24	Liberal Arts & Sciences		1	2,169	2,170
25	Library Science		1		1
26	Biology	54	18		72
27	Math	81	60		141
28	Military Science, Leadership		3		3
29	Military Technologies		3		3
30	History		2		2
31	Parks/Leisure Studies	15	3		18
32	Basic Skills (non-credit)		1	47	48
37	Personal Awareness			2	2
38	Philosophy/Religion	5			5
40	Physical Science	58	9		67
42	Psychology	17	11		28
43	Security/Protective Svcs			55	55
45	Social Science	75	7	1	83
46	Construction			55	55
47	Mechanic & Repair			124	124
48	Precision Production			416	416
49	Transportation	6			6
50	Arts	24	1	29	54
51	Health Professions	1		351	352
52	Business	4	9	243	256
53	High School Diplomas, Certificates		1		1
54	History	64	11		75
	Total	**668**	**209**	**3,809**	**4,686**

TABLE IV

High School Course Offerings by Discipline (CIP Code)

and Institution within the Community College Sector, 2020-21

CIP Code	CCC	MCC	MPCC	NECC	SCC	WNCC	Total
1 - Agriculture				23	36		59
10 – Communications Tech	17		6				23
11 - Information Sciences	12	27	7	4	37	7	94
12 - Culinary				4	33		37
15 - Engineering Technology	21	8	3			1	61
16 – Foreign Language		3		8	20		3
19 - Family/Consumer Science	5	9		7	15	3	39
22 – Legal Professions & Studies		1					1
24 - Liberal Arts & Sciences	465	549	275	463	315	102	2,169
32 - Basic Skills (non-credit)	4	24	2		6	11	47
37 – Personal Awareness						2	2
43 - Security/Protective Svc	12	4		7	24	8	55
45 – Social Science					1		1
46 - Construction	24	4		9	18		55
47 - Mechanic & Repair	60	22	3	2	6	31	124
48 - Precision Production	46	266	12	5	69	18	416
50 - Arts	3	16	4	2		4	29
51 - Health Professions	73	97		77	78	26	351
52 - Business	59	65	40	24	48	7	243
Total	**801**	**1,095**	**352**	**635**	**706**	**220**	**3,809**

Shaded areas indicate the largest number of courses excluding CIP 24

Accessibility

Accessibility is often thought of in terms of location. Students in rural areas, for example, may not have courses provided at their high school due to the remote location. However, students should also have access to a *variety* of courses. For example, if English Comp I is offered every semester but English Comp II is rarely or never offered, an individual student is not able to take full advantage of dual enrollment.

Accessibility: Course Variety

- Table V is a summary of all courses offered by all institutions more than 10 times in 2020-21. Thirteen courses were offered at least *20* times at one institution and also offered by at least one additional institution. This is five more than in 2018-19. Three new courses were added in 2019-20: Analytic Geometry/Calculus I, American Government, and Late American History (also called U.S. History Since 1865, or American History II). Two new courses were added in 2020-21: Introduction to Literature and Early American History (also called U.S. History Before 1865 or American History I).

- English Comp I and College Algebra were the most-offered courses in all four years. (Table VI)

- There was significant growth in the number of courses offered in Applied Statistics and English Comp II between 2018-19 and 2019-20. Most subject areas increased in the number of offerings from 2019-20 to the current year, although English Comp II declined.

- Within the list of courses offered more than 10 times there is a wide variety of topics, ranging from financial literacy to medical terminology (right-hand columns of Table V). Most popular were Intro to Sociology, Biology, Medical Terminology, and Welding (GMAW, GTAW, and SMAW).

- Courses offered at least 11 times in 2020-21 but not offered previously (or offered less than 11 times and not included in earlier reports) include Employability Skills, Elementary Spanish, Emergency Medical Technician, Lifetime Wellness, Basic Nutrition, Interpersonal Relations, and Human Geography.

TABLE V
Courses Offered More than 10 Times in 2020-21 and Number of Times Offered
(Courses offered less than 20 times at one campus but more than 20 at another may be listed for comparison)

Insti-tution	Analyt Geom /Calc I	College Algebra	Trig	Applied Stats	English Comp I	English Comp II	Intro to Literature	Intro to Psych	Public Speaking	Am Govt	Early Am Hist	Late Am Hist	Nurse Asst	Other (More than 20 but not offered elsewhere or offered 11 - 20 times)	
								Courses Offered at Least 20 Times at One Institution and Offered by Multiple Institutions							
CCC	14	61	2	21	57	30	12	25	61	10	3	12	39	Intro to Sociology	16
														General Biology	14
														Basic Shop Practices, Fastener	13
														Basic Shop Practices	13
														Intro to Business	11
														Comprehensive Medical Terms	11
MCC	19	31	18	26 (Stats)	54	25	21	10	21	24	16	20	17 (Long-term care-CNA)	Financial Literacy	41
														Pre-calculus Algebra	40
														CPR for Healthcare Providers	21
														Information Systems and Litercy	17
														GTAW (TIG) Steel I	17
														SMAW (Stick) Flat	16
														SMAW (Stick) Vertical	16
														SMAW (Stick) Horizontal	16
														GMAW (MIG) Steel II	16
														World Civi1500 to Present	16
														World Civilization to 1500	16
														General Biology	15
														GMAW (MIG) Steel I	15
														Survey Human Anatomy/ Phys	14
														Employability Skills	14
														Oxy-Acetylene Welding	14
														Human Relations Skills	13
														Flux-Cored Arc Welding I	12
														Flux-Cored Arc Welding II	12
														Industrial Cutting Processes	12
														GMAW (MIG) Aluminum	12
														GMAW (MIG) Stainless	12
														GTAW (TIG) Aluminum I	12
														GTAW (TIG) Aluminum II	12
														GTAW (TIG) Stainless I	12
														GTAW (MIG) Stainless II	12
														GTAW (TIG) Steel II	12
														SMAW (Stick) Overhead	12
														SMAW (Stick) Pipe I	12
														Intro to Sociology	12
														Elementary Spanish I	11
														Emergency Med Tech	11

		Courses Offered at Least 20 Times at One Institution and Offered by Multiple Institutions												
Insti-tution	Analyt Geom/ Calc I	College Algebra	Trig	Applied Stats	English Comp I	English Comp II	Intro to Literature	Intro to Psych	Public Speaking	Am Govt	Early Am Hist	Late Am Hist	Nurse Asst	Other (More than 20 but not offered elsewhere or offered between 11 and 20)
MPCC	12	32	11	19	33	25	2	13	8	7	12	11		
NECC	17	32	27	22	42	10	16	40	36	8	5	11	38	Workplace Communications 25 / Technical Math 22 / Comprehensive Medical Terms 19 / General Biology 16 / Personal Finances 15 / Lifetime Wellness 12
SCC	21	30	11	27	29	8	12	33	23	6	6	7	26	Basic Nutrition 18 / SMAW I 15 / GMAW Theory 15 / GMAW Lab 15 / Interpersonal Relations 13 / Introduction to Sociology 13 / Oxycetylene Welding and Cutting 13 / Basic Medical Terminology 12 / Intro to Professional Education 12 / Comprehensive Medical Terms 11
WNCC	3	11	2	5	21	1		6	1	1	2	2	8	
CSC	1	1		3			2	1			1	1		
PSC	7	12	3	4 (stats)	8	2	9	5	4	1	2	2		
WSC	8	4		3	4		7		3	3		1		
UNK				4								1		
UNL											2	2		
UNO	48 (Calc I)			35 (Intro to Appl'd Stats for IST)				17		29	23	24		Intermediate Spanish II 28 / Genre Studies Prose 26 / Genre Studies Poetry/Drama 25 / Biology I 25 / Intro to Education 24 / Biology II 22 / Intro to CSI 22 / Calculus II 18 / General Physics I with Algebra 18 / Intro to Human Geography 14 / CS Principles 14 / General Physics 12

GMAW: Gas Metal Arc Welding   SMAW: Shielded Metal Arc Welding   GTAW: Gas Tungsten Arc Welding   MIG: Metal Inert Gas   TIG: Tungsten Inert Gas

TABLE VI

Courses Offered More than 20 Times and Number of Times Offered
Totals for All Sectors, 2017-2021

Year	Analyt Geom/ Calc I	College Algebra	Trig	Applied Statistics	English Comp I	English Comp II	Intro to Literature	Intro to Psych	Public Speaking	Am Govt	Early Am Hist	Late Am Hist	Nurse Asst
2020-21	150	214	74	165	252	101	81	150	157	89	72	93	128
2019-20	144	179	74	132	205	121	*	122	125	77	*	84	103
2018-19	*	187	64	83	198	62	*	112	104	*	*	*	76
2017-18	*	183	58	*	181	63	*	83	95	*	*	*	67

*No courses meeting criteria in this year

Accessibility: Course Location

- Asynchronous courses can be accessed from almost any location across the state. Therefore, the institutions often do not report locations for students taking courses asynchronously.

- Table VII lists the locations reported by the institutions. The state is well covered, especially when low-population areas are taken into consideration. Simply as a means to organize the data, the locations are grouped by community college area. Courses offered at a location within the community college area are enumerated by the sector offering the course. Because institutions may offer courses outside their geographic service area (with permission from the Coordinating Commission), a number in any of the columns does not necessarily mean that the closest institution provided all of the courses.

- Students in the state's larger cities naturally have more opportunity for dual enrollment courses.

  - 148 courses were offered at Grand Island High School, 230 at Fremont High School, and 117 at Scottsbluff High School.
  - Of the 117 courses at Scottsbluff, 112 are from WNCC and represent 53% of all dual credit courses offered by WNCC, a result of the vigorous career academy program at Scottsbluff High School.
  - In addition to the 230 courses at Fremont High School, MCC offered 226 courses at Millard South High School, part of MCC's Early College program whereby students can earn a high school diploma as well as an associate degree. The combined 456 courses are 42% of MCC's dual credit offerings.
  - Southeast Community College offered 258 courses at The Career Academy in partnership with Lincoln Public Schools. This is in addition to the courses provided at the various high school locations in Lincoln.
  - The large number of courses available in Omaha does not appear as a single figure because the institutions report for all the individual public and private high schools in the Omaha metro area. If totaled, there would be close to 1,100 courses in the immediate metro area, with additional courses in communities outside the metro such as Gretna, Valley, and Ft. Calhoun.

- Small communities, of course, have fewer opportunities, but the institutions do reach them. Towns such as Loomis (population 371), Thedford (population 218), Chambers (population 258), and Dalton (population 288) each had at least two courses offered in 2020-21.

- What Tables V, VI, and VII do not show is which courses were offered in the locations. For example, a location may show four courses. That could represent four different courses, one course offered four times, or some combination of offerings. With additional time and staff, this data could be extracted and reported.

Central Community College Area	CC	NSCS	NU		CC	NSCS	NU
Alma High School	2			Hampton High School	1		
Amherst High School	3			Harvard High School	2	2	
Arapahoe High School	2			Hastings High School	57		
Arcadia High School	6			Hastings-Adams Central High School	13		
Aurora High School	13	1		Hastings St. Cecelia	3		
Axtell Public Schools			1	Holdrege High School	4		
Bertrand High School	3			Holdrege Janssen Auto Group	2		
Blue Hill High School	6			Howells-Dodge High School	4		
Brainard/East Butler High School	4			Humphrey Public Schools	5		
Cambridge High School	3			Humphrey St. Francis	2		
Central City Nebraska Christian School	2			Kearney Catholic High School			1
Central City High School	20		2	Kearney High School	61		11
Centura High School (Cairo)	3			Kenesaw Public Schools	2		
Clarkson Public Schools	7			Leigh High School	3		
Columbus High School	68			Lexington High School	19		2
Columbus Fire Department	1			Lindsay/Holy Family High School	4		
Cozad High School	2			Litchfield High School	4		
David City High School	4			Loomis High School	2		
David City Aquinas High School	2	2		Loup City	4		
Doniphan-Trumbull High School	2	2		Nelson High School	2		
Elm Creek High School	3			Ord High School	8		
Elwood High School			2	Overton High School	1		
Fairfield/Sandy Creek High School	27			Oxford/Southern Valley School	1		
Fullerton High School	3	3		Palmer Public Schools	2		
Genoa/Twin River High School	1			Pleasanton High School	2		
Gibbon High School	1		2	Polk High Plains High School	2		
Gothenburg High School	2			Ravenna High School	4		
Grand Island Central Catholic High School	3			Red Cloud	2		
Grand Island High School	129	18	1	Riverside High School (Cedar Rapids)		3	
Grand Island Northwest High School	15	1		Roseland/Silver Lake High School	5		
Greeley/Central Valley High School	2			Schuyler High School	5	3	

TABLE VII
High School Course Locations and Number of Courses by Sector
2020-2021

Central Community College Area, (Cont)	CC	NSCS	NU		CC	NSCS	NU
Shelby-Rising City High School	12			Elkhorn South High School		3	7
Shelton High School		1	1	Fort Calhoun High School	14	3	
St Edward High School	2			Fremont Area Center	29		
St Paul High School	5			Fremont ESU 2		5	4
Sumner/Eddyville/Miller High School	1			Fremont High School	230		
Superior	4	1		Gretna High School	96		
Sutton Fire Hall	1			Logan View Jr/Sr High School (Hooper)	16		
Sutton High School	4			Marian High School (Omaha)	4		17
Wood River High School	5			Mercy High School (Omaha)	4		4
Zion Presbyterian Church (Clarkson?)	4			Millard Academy			5
				Millard Horizon High School	57		
Metropolitan Community College Area	**CC**	**NSCS**	**NU**	Millard North High School	15		22
Archbishop Bergan Catholic (Fremont)	1			Millard South High School	226		24
Arlington High School	11			Millard West High School	8		52
Avenue Scholars	4			Mt Michael High School (Elkhorn)			4
Bellevue East High School	30		24	North Bend Central High School		5	
Bellevue West High School	31		42	North High School (OPS)	17		27
Bennington Public School	4		8	Northwest High School (OPS)	11		9
Benson High School (OPS)	8		14	OPS Career Center Kitchen	4		
Blair High School	10		2	Papillion LaVista High School	1		15
Brownell-Talbot High School (Omaha)			6	Papillion LaVista South High School			20
Bryan High School (OPS)	15		13	Platteview High School	27		15
Burke High School (OPS)	19		42	Ralston High School	13		16
Career Launch Center	8			Roncalli Catholic High School (Omaha)	1		5
Central High School (OPS)	12		24	Sarpy Center	1		
Creighton Prep High School (Omaha)			33	Scribner High School	3		
Douglas County West High School (Valley)	33		3	Skutt Catholic High School (Omaha)	30		11
Duchesne Academy (Omaha)			1	South High School (OPS)	22		29
Elkhorn High School		6	10	UNMC	1		1
Elkhorn North High School			8	Westside High School (Omaha)	36		32

TABLE VII
High School Course Locations and Number of Courses by Sector
2020-2021

Mid-Plains Community College Area	CC	NSCS	NU	Northeast Community College Area	CC	NSCS	NU
Anselmo	1						
Arnold High School	6			Ainsworth High School	8		
Bartlett High School	3			Allen Consolidated High School	1		
Benkelman High School	6			Bancroft Rosalie High School	13	2	
Brady	4			Battle Creek High School	12		
Broken Bow High School	13			Bloomfield Jr Sr High School	7		
Callaway High School	5			Boone Central High School (Albion)		6	
Culbertson	1			Boyd County School (Spencer)	6		
Dunning High School	1			Brown Coounty Hospital (Ainsworth)	1		
Gothenberg High School	1			Burwell Jr Sr High School	3		
Grant High School	3			Chambers High School	5	2	
Hayes Center	9			Clearwater High School	3		
Hershey High School	9			Creighton Community Schools	11		
Imperial High School	13			Crofton High School	1		
Maxwell High School	2			Elgin High School	1	2	
Maywood	2			Guardian Angels CC High School (West Pt)	10		
McCook High School	43			Hartington Newcastle Schools	8		
Merna	1			Heritage of Bel Air (Norfolk)	1		
North Platte High School	94			Homer High School	3	2	
Ogallala High School	23			Keya Paha County High School (Springview)	2		
Paxton High School	6			Laurel Concord Coleridge	12	3	
Sandhills High School (Dunning)	1			Lindsay Holy Family School	1		
Sargent High School	7			Lutheran High Northeast (Norfolk)	1		
Stapleton High School	6			Lyons Decatur High School	1		
Sutherland High School	8			Madison Senior High School	5		
Thedford High School	6			Neligh Oakdale High School	3		
Trenton High School	2			Newman Grove High School	3		
Valentine High School	26			NECC Campus	93		
Wallace High School	6			NECC College Center, South Sioux City	10		
Wauneta High School	8			NECC Extended Campus O'Neill	11		
Wauneta Palisade High School	2			NECC Extended Campus WestPoint	10		

TABLE VII
High School Course Locations and Number of Courses by Sector
2020-2021

Northeast Community College Area, (Cont)	CC	NSCS	NU		CC	NSCS	NU
NECC Technical Campus West Point	9			Beatrice Campus	2		
Norfolk Catholic High School	1	1		Beatrice High School	6		
Norfolk Senior High School	66	4		Bishop Neuman (Wahoo)	2		
Oakland Craig Senior High	3	3		Bruning High School	1		
O'Neill High School	8			Continuing Education Center (SCC- Lincoln)	3		
Osmond High School	2	1		Cedar Bluffs High School	3		
Parkview Haven (Coleridge)	1			Centennial Public School (Utica)	2	2	
Pender Community Hospital	1			Conestoga (Murray)	3		
Pender High School	6			Crete High School	5	7	2
Pierce Jr Sr High School	10	1		Deshler Public School	2		
Plainview High School	2			Dorchester	1		
Pope John XXIII (Elgin)	4			Elmwood-Murdock High School	8		
Rock County Hospital (Bassett)	8			Exeter-Milligan High School		2	
Saint Mary's High School (O'Neill)	4			Fairbury Jr-Sr High School	7	1	
South Sioux City High School	4	8		Falls City High School	12		
Tekamah Herman	5			Fillmore Central High School		3	
Tilden Elkhorn Valley	7	1		Friend High School	2		
Verdigre High School	2			Heartland Community H S (Henderson)	1		
Wakefield	5			Hebron Learning Center	1		
Wausa High School	1	3		Home School	3		
Wayne High School	1	4		Humbolt Table Rock Steinauer (HTRS)	6		
West Holt (Atkinson)	5			Johnson-Brock High School	1		
West Point Beemer High School	15	1		Johnson County Central (Tecumseh)	8	10	
Wisner Pilger High School	9			Lincoln Campus	9		
Wheeler Central High School (Bartlett)	2			Lincoln Christian High School	4		
WSC on campus		2		Lincoln East High School	1		4
Wynot	8			Lincoln High School	1		
				Lincoln North Star High School	8		
Southeast Community College Area	**CC**	**NSCS**	**NU**	Lincoln Northeast High School	15		
Ashland-Greenwood High School	23			Lincoln Pius	3		
Beatrice		13		Lincoln Southwest High School	11		

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Southeast Community College Area, (Cont)	CC	NSCS	NU	Western NE Comm College Area	CC	NSCS	NU
Louisville High School			5	Alliance High School	9		
Malcolm High School	2			Bayard High School	2		
McCool Junction Public School		2		Big Springs High School	2		
Mead Public School	5			Bridgeport High School	3		
Milford Campus	2			Chadron High School	2	7	
Milford High School	9			Cody High School	1		
Nebraska City Center for Children	1			Crawford High School	2		
Nebraska City High School	14	3		Dalton High School	3		
Nebraska City Lourdes Central High School		4		Gering High School	13		2
Norris High School	10			Gordon High School	2		
Palmyra-Bennett High School	1			Harrisburg High School	3		
Pawnee City Public School	11			Hemmingford	1	5	
Plattsmouth High School	2		9	Hyannis High School	2		
Raymond Central High School	8			Mitchell High School	6		
Seward High School	12			Morrill High School	1		
Shickley High School	2	2		Oshkosh High School	1		
South Haven (Wahoo)	1			Potter High School	2		
Southern High School (Wymore)		1		SC	3		
Sterling High School	1			Scottsbluff SC	112	5	
Syracuse-Avoca-Dunbar High School	2	7		Sidney SI	8	2	
The Career Academy (Lincon Public Schools)	258						
Thayer Central High School (Hebron)	9						
Tri-County Public School (DeWitt)	2	6					
University of Nebraska High School			24				
UNL on campus			3	CC=Community Colleges			
Wahoo High School	15			NSCS=Nebraska State College System			
Waverly High School	2			NU=University of Nebraska			
Weeping Water High School	5						
Wilber-Clatonia High School	2			OPS=Omaha Public Schools			
York High School	24	5					
Yutan High School	8						

APPENDIX

Institutional Abbreviations

Community Colleges

CCC   Central Community College
MCC   Metro Community College
MPCC Mid-Plains Community College
NECC Northeast Community College
SCC   Southeast Community College
WNCC Western Nebraska Community College

Nebraska State Colleges

CSC   Chadron State College
PSC   Peru State College
WSC   Wayne State College

University of Nebraska System

NCTA Nebraska College of Technical Agriculture
UNK   University of Nebraska at Kearney
UNL   University of Nebraska—Lincoln
UNMC University of Nebraska Medical Center
UNO   University of Nebraska at Omaha

Information Items

Reasonable and Moderate Extensions

SCC - Business - Bookkeeping Option, Diploma

SCC - Early Childhood Education - Infant/Toddler Option, Certificate

SCC - Early Childhood Education - Preschool Option, Certificate

SCC - Early Childhood Education, Diploma

SCC - Culinary/Hospitality - Hospitality Management Focus, Diploma

SCC - Associate Degree Nursing - LPN-ADN Option, AAS

UNO - Dyslexia Specialist, Graduate Certificate

WNCC - Early Childhood Education, Certificate

Name Changes

UNL - Bachelor of Science in Mechanized Systems Management to the *Bachelor of Science in Agricultural Systems Technology*

UNO - Bachelor of Science in Education in Kinesiology to the *Bachelor of Science in Kinesiology*

UNO - Department of Mathematics to the *Department of Mathematical and Statistical Sciences*

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

NEBRASKA'S
ccpe
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

Institution/Campus: Peru State College / Main Campus
Project Name: Indoor Recreational Complex
Date of Governing Board Approval: April 21, 2022
Date Complete Proposal Received: April 22, 2022
Date of Commission Evaluation: May 12, 2022

COMMITTEE DRAFT
JULY 21, 2022

Peru State College – Main Campus
Fall Semester Enrollment by Campus*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
On-campus HC	1,111	999	998	995	845	827
Off-campus HC	501	479	303	344	247	356
Online HC	1,497	1,317	1,282	1,229	1,360	1,140
Campus FTE	1,608	1,465	1,391	1,411	1,345	1,333

∗ Source: 2021 Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment, both undergraduate and graduate/professional. Full-time equivalent (FTE) enrollment based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description: Peru State College is proposing an Indoor Recreational Complex Project that will 1.) expand the existing Baseball and Softball Complex by constructing indoor practice and support facilities, and 2.). construct a new indoor recreational facility serving multiple activities and team types to supplement the existing Al Wheeler Activity Center (AWAC), which is at capacity.

The expanded Baseball and Softball Complex will include construction of an approximately 7,900 gsf Baseball and Softball support facility to house lockers, offices, treatment and training, equipment storage, concessions, spectator restrooms, and building operations support areas. Because the softball field and baseball field spectator areas are remote from each other, spectator amenities associated with the softball field will be housed in a 920 gsf satellite facility. A third structure of approximately 6,300 gsf is proposed to house a flexible multipurpose practice area, including space for batting and pitching practice.

The proposed indoor recreational complex will be a multipurpose space accommodating the following uses: track and field (including 200-meter track), golf, multipurpose courts (tennis, basketball, volleyball), weight training, storage, spectator amenities including concessions an restrooms, and building operations support. These functions will be housed in an 84,800 gsf practice facility and an attached 5,500 gsf support facility. For both proposed Complexes, the support facilities are planned as pre-engineered metal building structures with metal panel cladding similar to metal panel cladding featured on existing athletic facilities. The practice facilities are planned to be air-inflated structures (domes).

From six separate site options, two were chosen. Site 1 consists of the existing baseball/softball

complex and is located at the farthest southwest corner of campus next to the existing student housing. There is a dirt drive from the parking lot to the softball field which hosts approximately 18 parallel parking stalls during practice and game days. There are no sidewalks from the parking lot to the baseball field, nor from the student housing.

The project will maintain the existing baseball and softball orientation and parking lot location, requiring little overall site and grading work, minimizing the impact and demolition of existing trees and the need for retaining walls. The site is surrounded by college-owned property and private farmland. Views from the south of the proposed facilities will be partially screened by new and existing trees. Proposed improvements are anticipated to have no impact on neighboring properties.

Site 2 is the proposed site for the Indoor Recreational Complex. This site is north of the newly renovated Oak Bowl football field and stadium and south of the recently renovated football field house. Although the site itself is flat, it is surrounded by steep topography to the east and west. At the southeast corner of the site, a hill protrudes into the site. Along the west side of the drive is a steep hill between the site and upper gravel parking lot. There are seven ADA parking stalls along the south edge of the site, and two existing support structures associated with the football program. The proposed project will maintain the two existing structures north of the Oak Bowl football field and the existing parking stalls.

The College estimates the total cost for design, construction, and equipment to be $14,647,445, with $9,761,000 from bond proceeds supported by LB384 state funds.

Fiscal Year Expenditures for Project Duration

Peru State College intends to request state funds totaling $271,755 for operating and maintenance costs for new state building openings associated with this project. The request will be submitted in September 2022 for the 2023-2025 biennium The estimated additional operational and maintenance costs per year are as follows:

Annual Operations (gas and electric) Costs

Total: $220,100 (potential savings $42,400 if geothermal systems are used).

Annual Maintenance Costs

• Addition of 1 FTE (two part-time facilities staff at 0.5 FTE each): $51,655.

SITE ANALYSIS

SITE 1

SITE 2

PARK AVE.

PARK AVE.

PARK AVE.

3RD ST.

3RD ST.

3RD ST.

WASHINGTON ST.

WASHINGTON ST.

WASHINGTON ST.

5TH ST.

5TH ST.

5TH ST.

FOOTBALL FIELD HOUSE

PERU STATE

BOBCATS

FOOTBALL SUPPORT

FOOTBALL SUPPORT

7 PARKING STALLS

~76 PARKING STALLS

18 PARKING STALLS

92 PARKING STALLS

57 PARKING STALLS

24 OF 92 STALLS IN FLEX

NORTH

SCALE: 1"=150'

0'   75'   150'   300'   600'

EXISTING CONDITIONS

168 STUDENT LIFE STALLS
75 BASEBALL/SOFTBALL STALLS
243 TOTAL STALLS

7 TOTAL STALLS

PERU STATE COLLEGE INDOOR RECREATIONAL COMPLEX | PERU, NE

CONFLUENCE

CRAWFORD

LEO A DALY

Proposed Expanded Baseball/Softball Complex

PARK AVE.   PARK AVE.   PARK AVE.

ENTRY MONUMENT

CHARACTER IMAGES

BRICK ENTRY PLAZA

*PLAN ALLOWS FOR FUTURE REPLACEMENT OF EXISTING PRESSBOX, DUGOUT, & BLEACHERS

920SF CONCESSIONS / RESTROOMS BUILDING

TURNAROUND WITH ENTRY MONUMENT (REMOVE 7 TREES)

PARALLEL PARKING ALONG NEW 16' DRIVE (REMOVE 3 TREES)

NEW CONCRETE SURFACING AND CURBING FOR ADDITIONAL PARKING (REMOVE 2 TREES)

RELOCATE EXISTING GROUNDS STORAGE FACILITY

NEW SIDEWALK CONNECTION FROM FIELDS TO RES LIFE BUILDING/CAMPUS

ENTRY MONUMENT/ BRICK PLAZA

MAINTAIN EXISTING TREES BY CURVING ROAD ALIGNMENT

PARKING LOT LANDSCAPING

NEW SIDEWALK TO BASEBALL FIELD

FIRE ACCESS ROUTE

SUPPORT FACILITY

DOME

PRESERVE + PROTECT TREES

7K SF

6.3K SF

188 STUDENT LIFE STALLS (+20)
69 BASEBALL/SOFTBALL STALLS (-6)
257 TOTAL STALLS (+14)

DOME + ONE STORY SUPPORT FACILITY + SB CONCESSIONS/RR

Proposed Expanded Baseball/Softball Complex

Proposed Indoor Recreation Complex

3RD ST.

CHARACTER IMAGES

BRANDED THERMO-PLASTIC CROSSWALK

LOW MONUMENT SIGN WALL

ADDITIONAL SIDEWALK TO CONNECT TO INDOOR REC COMPLEX

HIGH PERFORMANCE THERMOPLASTIC CROSSWALK WITH BRANDED LOGO

6' WALK

9' LANDSCAPE

10'-30' RETAINING WALL

EXTEND RETAINING WALL TO ALLOW FOR SURFACE PARKING

3RD ST.

WASHINGTON ST.

NEW CONCRETE DRIVE ENTRANCE

6' WIDE SIDEWALK

EMERGENCY ACCESS AIR LOCK

84,800 SF

5.5 K SF

ONE-STORY FUTURE EXPANSION

NEW SUPPORT FACILITY FUTURE EXPANSION

BRICK ENTRY PLAZA

NEW CONCRETE SURFACING AND CURBING FOR PARKING

PERU STATE

BOBCATS

5TH ST.

43 TOTAL STALLS (+36)

DOME + SUPPORT FACILITY

Proposed Indoor Recreation Complex

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 Indoor Recreational Complex will be a multipurpose space accommodating the following uses: track and field (including 200 meter track), golf, multipurpose courts (tennis, basketball, volleyball), weight training, storage, spectator amenities including concessions and restrooms, and building operations support. This project also includes expanding the existing Baseball and Softball Complex.

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 will address safety, accessibility, and maintenance issues at the Baseball and Softball fields with ADA accessibility, pedestrian flow in the new buildings, restrooms, laundry rooms, concessions, lighting controls, and lockers. The new Indoor Recreational Complex north of the Oak Bowl will provide safe, indoor shelter for athletic and recreational activities where currently students are exposed to the elements while using the existing outdoor practice and recreational fields.

The 2030 Master Plan draws from Peru State's mission "Peru State College provides students of all backgrounds access to engaging educational experiences to strengthen and enrich communities, Nebraska and the world"; vision "Peru State College will be renowned for transforming student lives through personal and engaging educational experiences"; and values "PSC Athletics values servant leadership, sportsmanship, integrity, respect and responsibility. The Athletic Department encourages the development of these

values for the attainment of life-long learning and achieved success". and to stablish a comprehensive framework for the College's facilities that will allow it to continue to serve students, the state, and the region. The Indoor Recreational Complex and Ballfields Improvements project is critical for the College to progress toward these goals.

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: Not applicable to this proposal as the project does not involve new or existing academic programs.

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

High . . . . Low
| ☐ | ☒ | ☐ | ☐ | ☐ |

Comments: The Nebraska State College Board of Trustees adopted the Peru State College *2012 Campus Master Plan* on April 20, 2012. The proposed project also demonstrates compliance and consistency with the CCPE Statewide Facilities Plan, including criteria such as the degree to which the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan, the degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement, and the degree to which project justification is due to inadequate quality of the existing facilities because of functional deficiencies, which in this case is due to the lack of critical recreational and athletic facilities on Peru State's campus, causing a need for new construction to meet the needs of students.

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

High . . . . Low
| ☐ | ☒ | ☐ | ☐ | ☐ |

Comments: No renovation of existing facilities is planned for the scope of work proposed in this Project.

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 proposed project will address the athletics and recreational facilities at Peru State College in combination with various user groups. Programmatic deficiencies include overcrowded practice space, concurrent student recreational and student athlete practice and events, training and treatment spaces in AWAC, lack of sufficient locker rooms, lack of office space, and lack of storage. New construction is needed because of the inadequate quality of the existing facilities caused by functional deficiencies and the lack of critical recreational and athletic facilities on the PSC Campus.

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: The square footage needs of the recreational components were evaluated based on International Building Code (IBC) 2018, 2012 NFPA 101 Life Safety Code, and NIRSA (formerly, the National Intramurals & Recreation Sports Association) historical square footage benchmarks. The NIRSA data set comes from their independent survey of institutions across the country and is organized by enrollment size of institutions and program elements. The data provides a factor that should be used per enrolled student for the current enrollment and the future growth respective to each program element. For NIRSA purposes, PSC is considered a medium-sized institution.

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: Space guidelines are not applicable for certain types of specialized spaces like the dome. In these circumstances, the College stated that a concept plan diagram, coupled with information from consultants, was used to calculate the amount of proposed space.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The proposed project would fulfill the need to restore the facilities to a level that would be very competitive with public colleges of similar size. The project could assist with maintaining on-campus enrollments.

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: Completion of this project would allow additional space located to the south and east of the Indoor Recreational Complex Support Facility for future expansion when needed. The College has indicated it will be requesting $271,755 in additional State appropriations for facility operating and maintenance (O&M) costs associated with the new construction as part of the 2023-2025 biennial budget request.

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

High . . . . Low
☐ ▣ ☐ ☐ ☐

Comments: PSC considered and used multiple criteria to find the optimal sites for the construction and renovation: the right size to accommodate the program; mostly flat to reduce the amount of cut and fill; contiguous to athletics; minimal retaining for construction; minimal tree removal and preservation of campus; presence or lack of utilities.

Site 1 – Baseball / Softball: Since the existing baseball/softball site had room to accommodate support facilities for these programs, and since the existing site is somewhat remote from other existing athletic facilities, the decision was made to consolidate baseball/softball programming in this area.

Site 2 – Indoor Recreation Complex: Due to the size of the Indoor Recreation Complex, there is only one building location associated with Site 2. An important goal of the project is to expand track and field offerings and provide space for indoor training year around. The current AWAC does not have space to currently allow student/intermural and multiple athletics for training year around

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

High . . . . Low
☐ ▣ ☐ ☐ ☐

Comments: The proposed project would not generate significant cost efficiencies. Modern facilities and new construction for PSC programs could provide an asset to assist in recruiting students.

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 estimated total project cost to design, construct, and equip the proposed project is $14,647,445 ($140.17/gsf). The CCPE estimate for the project is $15,093,700. ($147.32/gsf) for construction of per R.S. Means Square Foot Costs modified to account for local conditions. The College's estimate is $446,255 (3%) less than Commission staff's estimate.

**Operating and Maintenance Costs - **Peru State College is estimating an incremental increase in facility O&M and will request state funds totaling $271,755 ($2.65/gsf/year) for operating and maintenance costs for new state building openings associated with this project. Commission staff's estimate to provide facility O&M is $158,055 per year ($1.54/gsf/year). The College's estimate is $113,700 (72%) greater than Commission staff's estimate. The primary difference between these estimates is building maintenance costs. Such request would be submitted in September of 2022 for the 2023-2025 biennium.

The estimated additional operational and maintenance costs per year are as follows:

Annual Operations (gas and electric) Costs
- BBSB Dome - $14,000
- BBSB Support - $11,000
- SB Support Building - $3,100
- IRC Dome - $183,000
- IRC Support - $ 9,000
   Total: $220,100 (potential savings $42,400 if geothermal systems are used).

Annual Maintenance Costs
- Addition of 1 FTE (two part-time facilities staff at 0.5 FTE each): $51,655.

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

High . . . . Low

Comments: Historically, both state appropriations and alternative funding have been used to construct non-self-supporting intercollegiate athletic facilities. The majority of projects, however, have been funded with tax dollars. The college anticipates funding will be provided by the following sources:

Bond proceeds supported by LB384 State Funds: $9,761,000

State Sports Facility Cash Funds: $900,000

Peru State College Cash Funds: $1,500,000

Fundraising: $2,486,445

The following list provides a summary of recent Nebraska public postsecondary education athletic facilities funding, excluding UNL, UNO, and UNMC:

- WSC is proposing project to expand and renovate Rice Auditorium and add an athletic and recreational facility 2022.

- CSC Armstrong Physical Education Building – State appropriations used for construction and O&M of original building. The recent addition and renovation to the facility was funded with both state and non-state sources.

- PSC Al Wheeler Activity Center – State appropriations used for construction and O&M. Renovation of the facility was funded with state funds and capital improvement fees.

- PSC Oak Bowl Stadium – The completed renovation/replacement project included $7.5 million in state appropriations along with some alternative funding. No additional facility O&M costs were requested for the project.

- WSC Rice Health & Physical Education Building and Carlson Natatorium – Built in the late 1950s and early 1960s. The source of construction funding is not known. State appropriations are used for O&M.

- WSC Memorial Stadium and Track – The college has utilized private and other alternative funding to replace the press box, install synthetic field turf, resurface the track, and expand a soccer field. Some state funds were used to renovate space for locker rooms and coaching offices.

- UNK Health and Sports Center – State appropriations funded 79% of construction with student fees funding the remainder. State appropriations fund O&M costs.

- Nebraska Community Colleges – Most if not all intercollegiate athletic space has been constructed and operated with capital improvement property tax levies.

The Commission's preferred priority for use of the state's limited resources would be to first address facility needs related to the state colleges' instructional role and mission assignment. The Commission encourages institutions to seek private funding to support athletic programs to the extent possible.

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

Yes ☑   No ☐

Comments: The College has demonstrated that this project would not unnecessarily duplicate other available academic space. The proposed project will provide needed upgrades to baseball and softball fields amenities, including indoor practice areas, and the addition of the indoor recreational complex north of the Oak Bowl will increase the functional square footage for all users, creating attractive and safe homes for athletics and recreation, and positively impacting student learning environments.

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 improve the quality of existing academic and athletic space on campus. Classroom utilization would remain at recommended utilization levels. Space for athletic training are unique to their program needs and require their own space. There are 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 Peru State College's proposal to utilize State appropriations for the Indoor Recreational Complex project, including providing additional operating and maintenance funding for the new facility, as outlined in the governing board's approved program statement of January 2022.

Comments: A primary driver for this project is the need to improve the quality of space for the Peru State College's facilities and maximize the many campus student recreational resources and facilities capacities and capabilities. This is critically important with the increased emphasis t on student learning environments throughout Nebraska and the need to provide quality facilities.

The Commission supports Peru State College's efforts to utilize multiple sources of funding to complete this project. While renovation and new construction of space has historically been funded with State appropriations in past decades, limited State resources are requiring increasing levels of non-tax funds such as private donations and student fees.

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

NEBRASKA'S
ccpe
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

Institution/Campus: SCC / Lincoln Campus
Project Name: Welding Technology Center
Date of Governing Board Approval: May 3, 2022
Date Complete Proposal Received: May 9, 2022
Date of Commission Evaluation: May 29, 2022

COMMITTEE DRAFT
JULY 21, 2022

SCC – Lincoln Campus
Fall Semester Enrollment by Campus*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
On-campus HC	4,985	5,247	5,194	5,811	4,303	4,614
Off-campus HC	539	751	452	599	680	1,098
Online HC	3,121	3,144	3,184	3,403	3,978	3,273
Campus FTE	4,655	4,435	4,404	3,901	3,693	3,711

∗ **Source: 2021 Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment, both undergraduate and graduate/professional. Full-time equivalent (FTE) enrollment based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.**

Project Description: SCC is proposing to construct an approximately 80,000 square feet (SF) stand-alone Welding Technology Center that would remove a significant ignition source from the main 8800 O St. building. The project would also address vital space concerns to meet student, program, industry, and community demand; to allow space within the existing building to be re-purposed for a gymnasium, Esports arena, fine and performing arts area; and to relocate and expand the Criminal Justice program from Education Square in downtown Lincoln.

SCC has identified a 40,330 net square feet (NSF) deficit that should be addressed to meet current needs of the welding program, and no space within the current building is available for renovation to meet demand. All vacated spaces will be repurposed as the comprehensive building master plan evolves to ensure adequate fire and life safety and for meeting the needs of a growing college. See page 12 for master plan site use map.

The proposed project would be located on the 152 acres of college-owned property at 8800 O St., north of the main building. The total project costs are estimated at $43,560,000 using the Construction Manager at Risk Method.
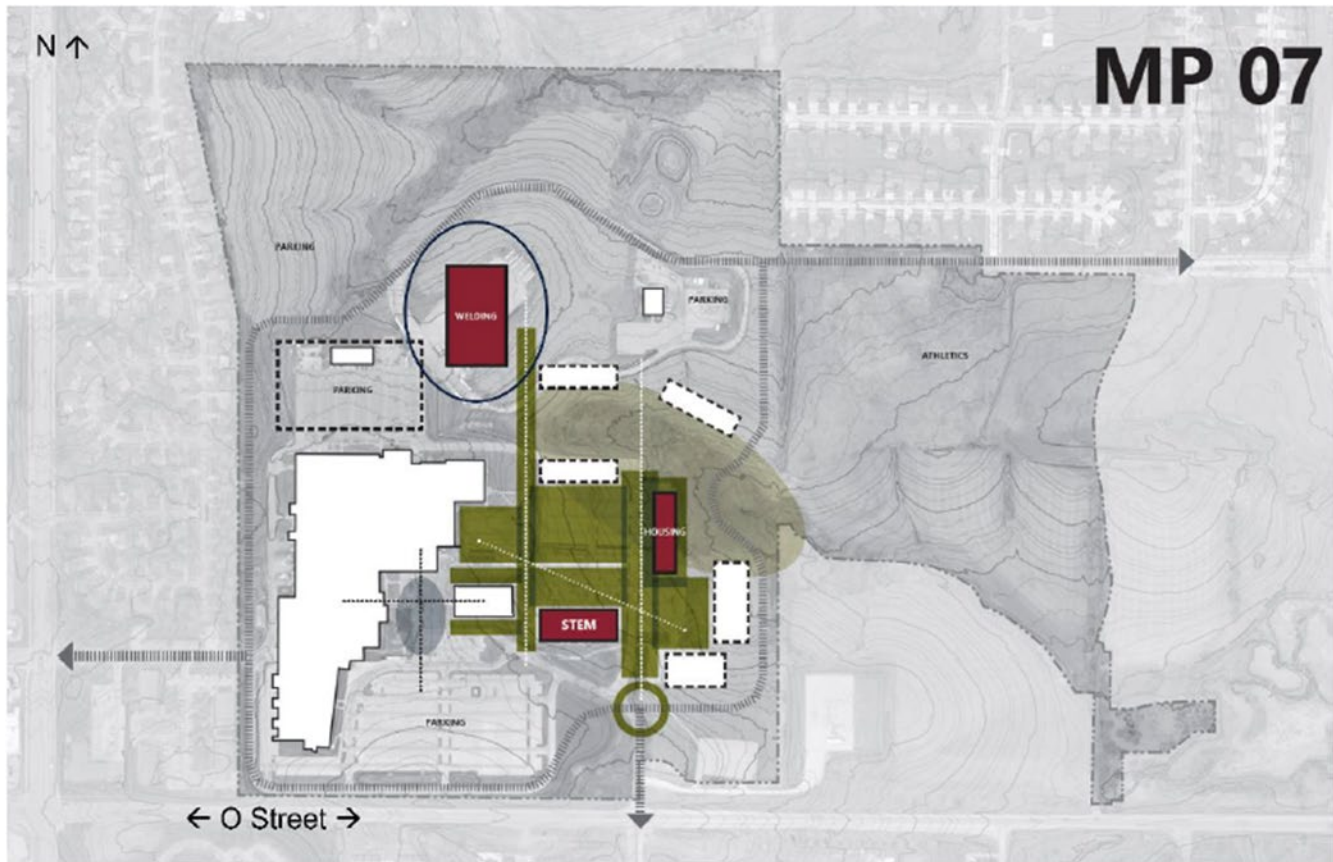
Originally occupying 18,820 SF of the K-section of the main campus building, the welding program began to use vacated Powersports Technology space (shown in yellow below) after the start of 2022 spring semester. This area does not provide sufficient electrical capacity or air filtration, and without extensive renovation, provides minimal space improvement. Therefore, welding space remains insufficient in providing a safe learning environment to meet program needs. The total square footage of the current welding space, which includes the addition of the 4,750 SF of recently vacated Powersports Technology space, is 23,570 SF.
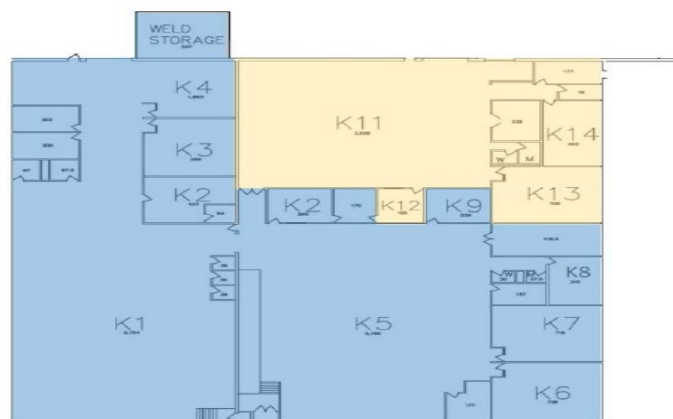
With the growing demand for skilled welders, the Welding Technology program delivers around 140,000 contact hours of welding education to approximately 180 total students annually through the full- and part-time programs. Additionally, due to high student demand for the program, additional course sections were added for students in the Welding Pathway in The Career Academy, but automatic matriculation into the program cannot be provided due to a lack of space. Due to the expansion in The Career Academy pathway, SCC cannot provide on-site instruction to neighboring high school students beginning in 2023. Further impacting space constraints, the program teaches approximately 120 students annually in a 2+2 program with the University of Nebraska for students seeking a baccalaureate degree in vocational instruction.

Due to lack of space, to meet student demand the program operates from 7 a.m. to 10 p.m. Monday through Thursday, 7 a.m. to 5 p.m. Fridays, and from 7 a.m. to noon Saturdays. The program has grown from five to 15 full- and part-time faculty, all with high teaching loads. Additional faculty are needed, but there is insufficient office space to expand. The severe lack of space makes SCC unable to meet student and community demand. The overcrowding of necessary equipment, combined with high student loads, creates considerable congestion and less-than-ideal safety clearances in the lab areas.

The purpose and objectives to be accomplished by the construction of a Welding Technology Center are:

- Remove hazardous ignition sources from the main building and thus address fire and life safety concerns.
- Provide a space that conforms to the current and applicable codes for welding-related activities.
- Build a dedicated training center to meet the industry demand for skilled welders.
- Expand regional capacity to meet demand for certified welders through the Accredited Testing Facility.
- Create space vital to continued incumbent worker training in key industries.
- Create space capacity to grow welding technology to meet student and workforce demand.
- Provide a safe and healthy space for students to learn, interact, and meet with faculty and staff.
- Expand the capacity to address the impact of the COVID-19 pandemic by re-skilling and up-skilling individuals and communities as part of the state of Nebraska American Rescue Plan Act.

SCC believes the proposed Welding Technology Center will become the premier welding training facility in the Midwest, drawing students and industries from across the nation to Nebraska.

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 provide needed facility improvements to the SCC Lincoln campus, academic programs, and impacting student learning environments.

   • **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 SCC *Program* Statement states: "Modern educational spaces allow for flexible teaching and learning environments for improved on-site experiences and hands-on learning year-round. The primary purpose of the Welding Technology Center is to provide learning environments for career and technical program students, work-based learners, and support science courses with the cutting-edge skills needed to thrive in science and technology-related industries by constructing an innovative and flexible learning environment."

   SCC role, purpose, and objectives outlined on pages 113 and 118 of the SCC Facilities Master Plan state: "The renovation of the Main Building should incorporate design strategies that will allow for glimpses into high tech areas such as welding, machining, manufacturing, construction, etc."

   The project also supports the Higher Learning Commission's (HLC) February 2018 Action Plan Agreement with SCC to address the need to provide evidence of progress toward the completion of multiple facilities projects including the welding program.

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: This project includes the existing academic programs of the Welding Technology program.

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

High . . . . Low
☐ ☑ ☐ ☐ ☐

Comments: The SCC Board of Governors adopted the SCC *2015-2025 Facilities Master Plan* in April 2016.

The Master Plan identified specific facilities shortfalls and possible solutions of the Welding Technology program that included lack of welding bays, testing labs, fabrication labs, collaborative learning spaces, and faculty offices. This project will provide the space needed for specialized certification programs in professional, technical, and vocational fields that address regional and state needs.

This project is consistent with the Master Facilities Plan, which calls for renovating nearly all the main building on the 8800 O St. campus. It should be noted that the main building was ranked a moderate asset that requires major upgrades, more frequent ongoing maintenance, or significant renovation to address deficiencies because the campus contained only one building at the time, which eliminated the complete demolition of the structure as an option.

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

High . . . . Low
☐ ☒ ☐ ☐ ☐

Comments: To meet current needs for the SCC's Welding Technology program, the architect identified a deficit of 40,330 NSF within the main building with no space within the building to renovate to meet demand. All vacated spaces will be repurposed as the comprehensive building master plan evolves to ensure adequate fire and life safety and to meet the needs of a growing college. The proposed project renovations would address ADA safety, accessibility, and maintenance issues, pedestrian flow in the building, HVAC, roof, fire sprinklers, restrooms, and lighting controls.

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 proposed new construction of the Welding Center would address the deficit of 40,330 NSF and also increase the size of classrooms for the future growth of the Welding Technology program. Completing the Welding Technology project will allow for expansion of the early childhood and child center, general purpose classrooms, criminal justice programs, graphic, fine & performing arts, a wellness and athletic training center for practice and intramurals, and a business and hospitality center. The 2015-2025 Facilities Master Plan states that "8800 O St. has frequent ongoing maintenance issues and would require significant renovation to address deficiencies for the SCC's Welding Technology program courses, including adequate size".

As mentioned previously, the project supports the HLC's February 2018 Action Plan Agreement concerning the Welding Technology program.

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: The College stated that spaces were sized to conform with current and applicable codes for welding-related activities and standards of other peer institutions and similar state college projects. Room use categories and proposed net square footages are in general conformance with these guidelines for most spaces, including minor classrooms and office.

The square footage needs of the Welding Technology program components were evaluated by BWBR Architects based on RSMeans data and historical square footage benchmarks. The data set comes from their independent survey of institutions across the country and is organized by enrollment size of institutions and program elements. The data provides a factor that should be used per enrolled student for current enrollment and future growth respective to each program element.

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

High . . . . Low
☐ ☒ ☐ ☐ ☐

Comments: The proposed new construction of the Welding Technology Center would address 40,330 NSF deficit for classrooms and issues with the current space layout and the expansion of classroom size to meet the estimated future enrollment growth. The square footage projections are based in part on analysis conducted as part of the Facilities Master Plan by Paulien & Associates in 2016, and programming workshops were held with relevant faculty and staff.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments: The proposed project would fulfill the deficit in current classroom size and allow for enrollment growth. The new construction would bring the Welding Technology program to a level that would be very competitive with community colleges of similar size, assist with maintaining on-campus enrollments, and fulfill business certification needs.

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: SCC anticipates the Welding Technology Center will sufficiently be flexible to adapt to future changes in programs and technologies, which is consistent with the CCPE statewide planning (p. 6-2). SCC anticipates an increase in facility operating and maintenance (O&M) costs due to the addition of the new facility $233,000/year from general funds.

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

High . . . . Low

☐ ■ ☐ ☐ ☐

Comments: SCC identified construction of a 80,000 GSF Welding Technology Center separate from the main building to remove the ignition source from the main building, address vital space concerns to meet student, program, industry, and community demand and to allow the space within the building to be re-purposed for a gymnasium, Esports arena, fine and performing arts, and to relocate and expand the Criminal Justice program from Education Square in downtown Lincoln.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: Modern facilities for SCC programs could provide an asset to assist in recruiting students. The proposed project would not generate significant cost efficiencies. The Welding Technology Center project will effectively accommodate classroom and lab space needs as well as assist SCC in producing Welding Technology graduates with the skills to think critically, communicate effectively, and work collaboratively as members of problem-solving teams in the workplace.

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 -** SCC's estimate to design, construct, and equip the Welding Technology Center is $43,560,000. Commission staff's estimate of the total project cost is $41,832,952 for construction per R.S. Means Square Foot Costs modified to account for local conditions and recent project costs. SSC's estimate is $1,727,048 (4%) higher than Commission staff's estimate. The primary difference between these estimates is in construction costs.

Welding Technology Center

Gross Square Feet (estimated)	80,000 GSF
Total Construction	$30,000,000
Design Contingency	$1,800,000
Escalation	$1,200,000
Total Construction Costs	$33,000,000
Soft Costs (12% Construction) (Design fees, testing, insurance, survey, commissioning, moving, etc.)	$3,960,000
Furniture, Fixtures, Equipment (20% Construction)	$6,600,000
Total Project Costs	$43,560,000

Operating and Maintenance Costs - The College is estimating an incremental increase in facility operating and maintenance (O&M) costs of $233,000 ($2.91/GSF/year) due to the additional square footage. Commission staff's estimate to provide facility O&M is $328,140 ($4.10/GSF/year). The College's estimate is $95,140 (28%) less than Commission staff's estimate. The primary difference between these estimates is building maintenance costs and property Insurance.

Building Maintenance (1.75 FTE)	$65,000/year
Custodial (2.5 FTE)	$100,000/year
Utilities	$ 68,000/year
Total	$233,000/year

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

High . . . . Low

Comments: The sources of funds are $4,356,000 in private fundraising donations and institutional cash funds with the remaining $39,204,000 from Capital Improvement Funds.

Time Period	Description	% of Funds	Amount
Fiscal Year 2022-2023	Program and Design, Construction	15%	$ 6,534,000
Fiscal Year 2023-2024	Construction	45%	$19,602,000
Fiscal Year 2024-2025	Construction	40%	$17,424,000

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

Yes   No

Comments: The College has demonstrated that this project would not unnecessarily duplicate other available academic space. The main building, once vacated, will be remodeled to expand the Early Childhood Center, Culinary and Hospitality programs, Academic Support Center, facilities offices, Wellness Center, Criminal Justice, and Graphic, Fine & Preforming Arts areas. Additionally, the administrative offices located in the 301 S 68th St (Gallup) building would be relocated to the main building.

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 improve the quality of existing academic space for the Welding Technology programs on campus. Class laboratories are unique to their program needs and require their own space. Utilization improvements in classrooms and class laboratories would need to come through enrollment increases. There are no other available and suitable facilities in the area that could be used to meet these needs.
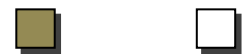
COMMISSION ACTION AND COMMENTS:

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 Southeast Community College's proposal to use $43,560,000 in capital improvement property taxes to construct the Welding Technology Center on the Lincoln Campus as outlined in the amended program statement approved by the SCC Board of Governors on May 3, 2022.

Comments: A primary driver for this project is the need to improve the quality of space for the SCC's existing facilities and Welding Technology Center programs. This is critically important with the increased emphasis on high school career academies throughout Nebraska and the need to provide qualified workers and teachers. This project would dramatically improve the quality of space for the SCC campus. Commission staff supports SCC's efforts to utilize multiple sources of funding to complete this project.

8800 Main Building Master Plan Updated 2021

M & K Sections (59,000 SF):
After completion of Welding Center & relocating Auto Tech to Milford, this space will be repurposed as gymnasium, esports arena, criminal justice, graphic, fine & performing arts.

N & R Sections (15,000 SF):
After completion of Technology Center, space will be repurposed as a Wellness & Athletic Training Center.

Current locker room, wellness center for use as practice/ intramural space.

Upper T Section (14,000 SF):
Due to expansion needed for Culinary and Hospitality and creation of Business & Hospitality Center, relocate Early Childhood Education and Child Development Center to this space.

COMPLETE: Cafe/Common s Campus Services

FEBRUARY 2023: Student and Academic Support Center

Demo for Business Center Parking (9,000 SF)

A,B & C Sections (50,000 SF):
After Science Tower of STEM building is completed, relocated Early Childhood & Child Center and expand Culinary and Hospitality Program for Business & Hospitality Center. Use B section as swing space as needed, then relocate Continuing Education (33,000 ASF) from CEC building for Business & Hospitality Center and divest of CEC building.

Upper & lower U & lower T Sections (70,000 SF):
Minimal remodeling for faculty offices and general-purpose classrooms

Area Office (10,000 ASF) relocated to campus as liner building to parking garage.

UPPER LEVEL

LOWER LEVEL

TITLE 281, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 6

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

RULES AND REGULATIONS CONCERNING THE ACCESS COLLEGE EARLY
SCHOLARSHIP PROGRAM ACT

Adopted June 9, 2016

TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
CHAPTER 6 – RULES AND REGULATIONS CONCERNING THE ACCESS COLLEGE EARLY
SCHOLARSHIP PROGRAM ACT

NUMERICAL TABLE OF CONTENTS

TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
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SCHOLARSHIP PROGRAM ACT

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TITLE 281 – COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
CHAPTER 6 – RULES AND REGULATIONS CONCERNING THE ACCESS COLLEGE EARLY
SCHOLARSHIP PROGRAM ACT

001. <u>PURPOSE AND OBJECTIVES.</u> The purpose of the Access College Early Scholarship Program is to provide financial assistance to low-income students for courses to be taken for credit from a qualified postsecondary educational institution while still enrolled in high school.

002. <u>STATUTORY AUTHORITY.</u> This rule is adopted pursuant to authority granted to the Coordinating Commission for Postsecondary Education in Neb. Rev. Stat. §§ 85-1411, 85-1412, and 85-2108.

003. <u>DEFINITIONS.</u>

<u>003.01</u> <u>Commission</u> means the Coordinating Commission for Postsecondary Education.

<u>003.02</u> <u>Extreme hardship</u> means any event, including but not limited to fire, illness, accident, or job loss, that has recently resulted in a significant financial difficulty for a student or the student's parent or legal guardian.

<u>003.03</u> <u>Postsecondary educational institution</u> means a two-year or four-year college or university which is a member institution of an accrediting body recognized by the United States Department of Education.

<u>003.04</u> <u>Qualified postsecondary educational institution</u> means a postsecondary educational institution located in Nebraska which has agreed, on a form developed and provided by the Commission, to comply with the requirements of the act.   The form may be found on the Commission's website.

<u>003.05</u> <u>Student</u> means a student attending a Nebraska high school with a reasonable expectation that such student will meet the residency requirements of Neb. Rev. Stat. § 85-502 upon graduation from a Nebraska high school.

<u>003.06</u> <u>Career program or plan of study</u> means a sequence of at least three high school courses that (a) may include dual-credit or college credit courses, (b) are part of a career pathway program of study aligned with (i) the rules and regulations of the State Department of Education, (ii) a professional certification requirement, or (iii) the requirements for a postsecondary certification or diploma, and (c) have at least one local member of business or industry partnering as an official advisor to the program.

004. <u>STUDENT APPLICATION.</u>

<u>004.01</u> A student who is applying to take one or more courses for credit from a qualified postsecondary educational institution is eligible for the Access College Early Scholarship Program if:

<u>004.01(A)</u> Such student or the student's parent or legal guardian is eligible to receive:

004.01(A)(i) Supplemental Security Income;

004.01(A)(ii) Supplemental Nutrition Assistance Program;

004.01(A)(iii) Free or reduced-price lunches under United States Department of Agriculture child nutrition programs subject to subsection 004.01(D);

004.01(A)(iv) Temporary Assistance for Needy Families; or

004.01(A)(v) Assistance under the Ffederal Special Supplemental Nutrition Program for Women, Infants, and Children; or

004.01(B) The student or the student's parent or legal guardian has experienced an extreme hardship; or

004.01(C) The student is enrolled in a career program or plan of study and the student's family has an annual household income at or below two hundred percent of the federal poverty level.

004.01(D) A student attending a high school that participates in the U.S. Department of Agriculture's Community Eligibility Provision or other federal program that allows all students to receive free meals shall demonstrate to the school district individual eligibility to participate in the U.S. Department of Agriculture's Free or Reduced-Price Lunch program by:

004.01(D)(i) inclusion on the direct certification list available from the Nebraska Department of Education, or

004.01(D)(ii) submission of the household application for free or reduced-price lunches or a district-specific equivalent application to the school district.

004.02 The student must complete an application developed by the Commission for each term. The Commission shall determine the date when the application process for each term opens. The application may be found on the Commission's website.

004.03 An applicant must submit the completed application to an official designated by the high school. The application must include documentation supporting eligibility under section 004.01.

004.04 The official designated by the high school shall verify the student's eligibility, except under subsection 004.01(B), for the scholarship. The official designated by the high school shall forward the application to the Commission for review within 15 days following receipt of the form from the student.

 004.05 The student must submit an application prior to the deadline date established by the Commission for each term.

005. COMMISSION RESPONSIBILITIES.

005.01 The Commission shall verify the student's eligibility under the act by reviewing the submitted application to ensure it has been properly completed.

005.02 The Commission shall notify the student and the official designated by the high school of the verification of eligibility and the award amount in writing within thirty days following receipt of enrollment verification from the postsecondary institution. Notification must be given in writing, whether by U.S. mail or e-mail.

005.03 The Commission shall establish priority dates for each term. Priority shall be given to students applying for the scholarship who meet the requirements in subsection 004.01A and 004.01B.

005.04 The Commission shall credit the amount of any returned scholarship awards to the Access College Early Scholarship Program Fund to provide additional scholarships.

006. QUALIFIED POSTSECONDARY EDUCATIONAL INSTITUTION RESPONSIBILITIES.

006.01 The qualified postsecondary educational institution agrees to provide the following information required by the Commission to carry out the act:

006.01(A) The course ID;

006.01(B) The course credit hours;
006.01(C) The grade earned for the course; and

006.01(D) The tuition and mandatory fees charged for the course. Should the course be a part of a career program or plan of study, the amount the ACE program will reimburse is the actual charges for tuition and mandatory fees or $250, whichever is less. Otherwise, the amount the ACE program will reimburse is the actual charges for tuition and mandatory fees or an amount equal to the tuition and fees for the same number of credit hours if the student were taking the course as a full-time, resident, undergraduate student from the University of Nebraska-Lincoln, whichever is less.

006.02 The Commission may withhold payment of the scholarship award amount from a qualified postsecondary educational institution until the period passes when a student may receive a full refund for withdrawing from a course.

006.02(A) When a student withdraws from a course during the full refund period and the Commission has paid a scholarship award to the qualified postsecondary educational institution, the institution must notify the Commission of the withdrawn course and may either refund the scholarship money to the Commission or reduce the requested amount in the next distribution must refund the scholarship money directly to the Commission.

006.02(B) When a student withdraws from a course after the full refund period and the Commission has paid a scholarship award to the qualified postsecondary educational institution, the institution may either refund the scholarship money to the Commission or reduce the requested amount in the next distribution must refund the scholarship money directly to the Commission pursuant to the institution's refund policy.

3

006.03 A qualified postsecondary educational institution must provide a refund when an overpayment occurs for a course for which a scholarship was awarded.

006.03(A) When an overpayment exists and the student and/or the student's parent/guardian made a payment on the account, the student and/or the student's parent/guardian must be refunded first, up to the amount paid by such person.

006.03(B) When an overpayment occurs due to a payment from any source other than those identified in 006.03A, the qualified postsecondary educational institution must first refund the overpayment to the Commission, up to the amount paid by the Commission pursuant to the Access College Early Scholarship Program Act.

007. APPEAL PROCESS.

007.01 A student or the student's parent or legal guardian may request in writing a review of any adverse decision by requesting such review within 20 days following notice of the adverse decision, addressed to the Executive Director of the Commission. The review shall be pursuant to the Administrative Procedure Act.

NEBRASKA OPPORTUNITY GRANT 2022-23
ANNUAL ALLOCATION REPORT

Presented to the Commission
July 21, 2022

2022-23 Allocations for Students Attending:	
UNIVERSITY OF NEBRASKA:	
Kearney	$1,855,263
Lincoln	$6,040,887
Medical Center	$291,128
Omaha	$5,358,202
NCTA	$69,693
STATE COLLEGES:	
Chadron	$459,781
Peru	$421,659
Wayne	$1,281,309
COMMUNITY COLLEGES:	
Central	$594,299
Metropolitan	$852,504
Mid-Plains	$175,191
Northeast	$540,791
Southeast	$958,029
Western Nebraska	$172,569
PRIVATE CAREER COLLEGES:	
Capitol Schools of Hairstyling	$205,266
College of Hair Design	$130,750
Joseph's Colleges of Beauty	$107,542
Xenon International School of Hair	$161,073
INDEPENDENT COLLEGES & UNIVERSITIES:	
Bellevue University	$559,223
Bryan College of Health Sciences	$158,322
Clarkson College	$267,039
College of Saint Mary	$346,279
Concordia University	$232,437
Creighton University	$353,622
Doane University	$231,909
Hastings College	$291,999
Little Priest Tribal College	$30,551
Midland University	$303,912
Nebraska Indian Community College	$14,609
Nebraska Methodist College	$366,406
Nebraska Wesleyan University	$668,521
Purdue University Global	$152,669
Union College	$96,884
Western Governor's University	$123,234
York College	$74,750
GRAND TOTALS:	$23,948,302

The NOG program is a decentralized financial aid program. The commission allocates state funding to participating institutions based on a statutory formula that takes into account the proportion of all eligible students attending each institution and their tuition and fees (capped at tuition and fees at the University of Nebraska Lincoln) and verifies student eligibility but does not determine individual student award amounts or dictate how many eligible students receive NOG grants. Participating institutions award NOG grants to eligible students subject to eligibility criteria, maximum award limits, and available allocations.

2022-23

	Dollars	Percent
UN	$13,615,173	56.9%
SC	$2,162,749	9.0%
CC	$3,293,383	13.8%
Priv	$604,631	2.5%
Ind	$4,272,366	17.8%
Total	$23,948,302	100.0%
Public	$19,071,305	79.6%
Private	$4,876,997	20.4%
Total	$23,948,302	100.0%

2021-22

	Dollars	Percent
UN	$13,414,179	58.5%
SC	$1,910,417	8.3%
CC	$3,095,056	13.5%
Priv	$532,822	2.3%
Ind	$3,995,828	17.4%
Total	$22,948,302	100.0%
Public	$18,419,652	80.3%
Private	$4,528,650	19.7%
Total	$22,948,302	100.0%

2020-21

	Dollars	Percent
UN	$11,564,965	54.7%
SC	$1,752,168	8.3%
CC	$3,151,419	14.9%
Priv	$449,658	2.1%
Ind	$4,221,758	20.0%
Total	$21,139,968	100.0%
Public	$16,468,552	77.9%
Private	$4,671,416	22.1%
Total	$21,139,968	100.0%

2019-20

	Dollars	Percent
UN	$10,294,910	54.3%
SC	$1,495,400	7.9%
CC	$2,968,686	15.7%
Priv	$442,081	2.3%
Ind	$3,747,225	19.8%
Total	$18,948,302	100.0%
Public	$14,758,996	77.9%
Private	$4,189,306	22.1%
Total	$18,948,302	100.0%

2018-19

	Dollars	Percent
UN	$9,467,798	52.6%
SC	$1,383,314	7.7%
CC	$3,067,929	17.0%
Priv	$558,421	3.1%
Ind	$3,526,912	19.6%
Total	$18,004,374	100.0%
Public	$13,919,041	77.3%
Private	$4,085,333	22.7%
Total	$18,004,374	100.0%

2017-18

	Dollars	Percent
UN	$9,008,975	51.6%
SC	$1,288,880	7.4%
CC	$2,599,823	14.9%
Priv	$1,172,514	6.7%
Ind	$3,378,110	19.4%
Total	$17,448,302	100.0%
Public	$12,897,678	73.9%
Private	$4,550,624	26.1%
Total	$17,448,302	100.0%

2016-17

	Dollars	Percent
UN	$8,426,399	49.7%
SC	$1,326,487	7.8%
CC	$2,934,560	17.3%
Priv	$866,711	5.1%
Ind	$3,394,146	20.0%
Total	$16,948,302	100.0%
Public	$12,687,446	74.9%
Private	$4,260,856	25.1%
Total	$16,948,302	100.0%

2015-16

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

2014-15

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

2013-14

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

2012-13

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

2011-12

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

2010-11

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

2009-10

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

NOG Appropriation Funding by Source

Dollars in Millions

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Lottery Funds	$8.8	$9.8	$9.8	$10.0	$10.1	$10.7	$11.4	$12.4	$13.4	$15.4	$16.4
General Funds	$6.4	$6.7	$6.7	$6.9	$6.9	$6.7	$6.6	$6.6	$7.8	$7.6	$7.6
Total	$15.2	$16.4	$16.5	$16.9	$16.9	$17.4	$18.0	$18.9	$21.1	$22.9	$23.9
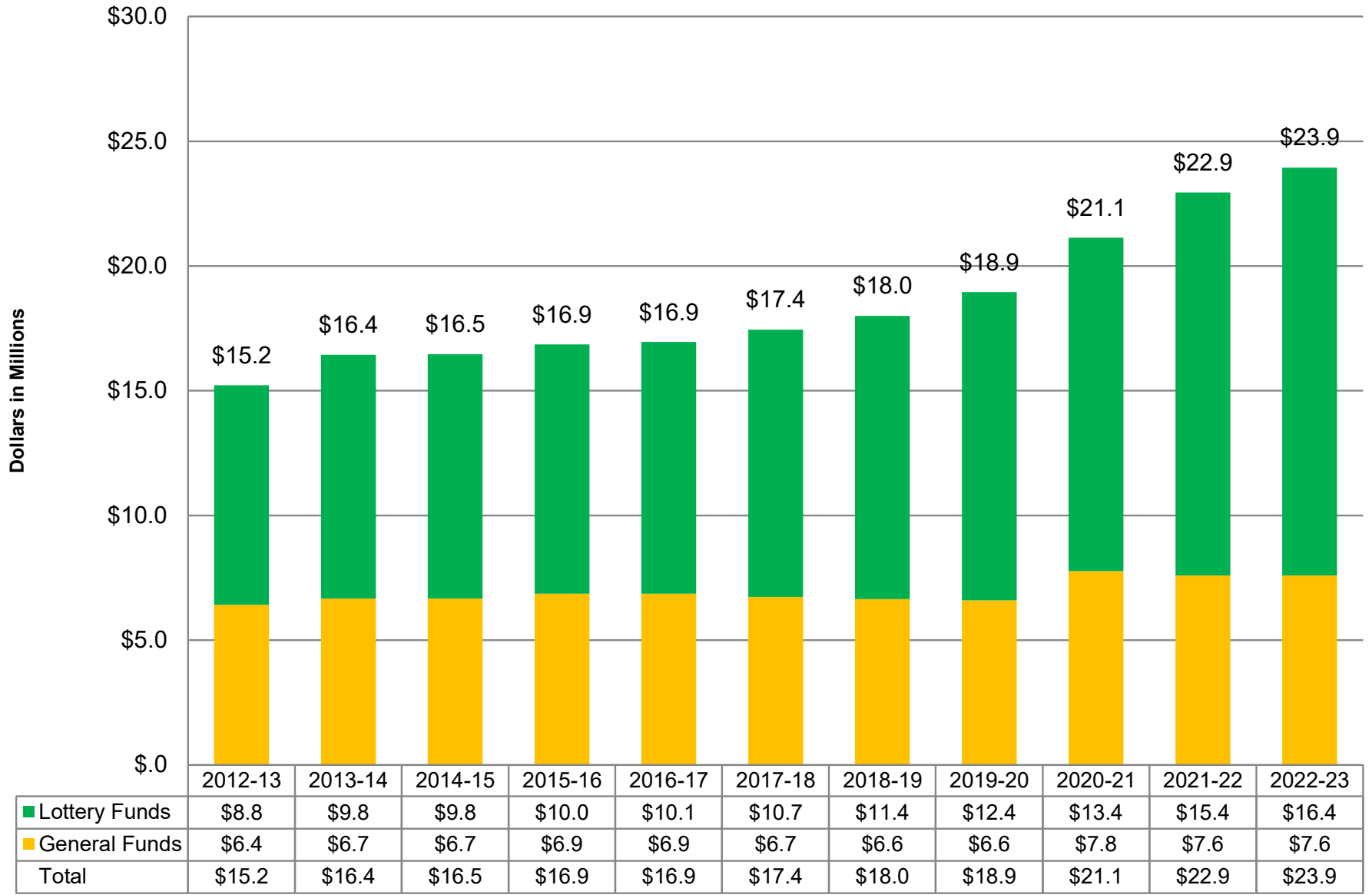
Lottery Fund Transfers to NOG
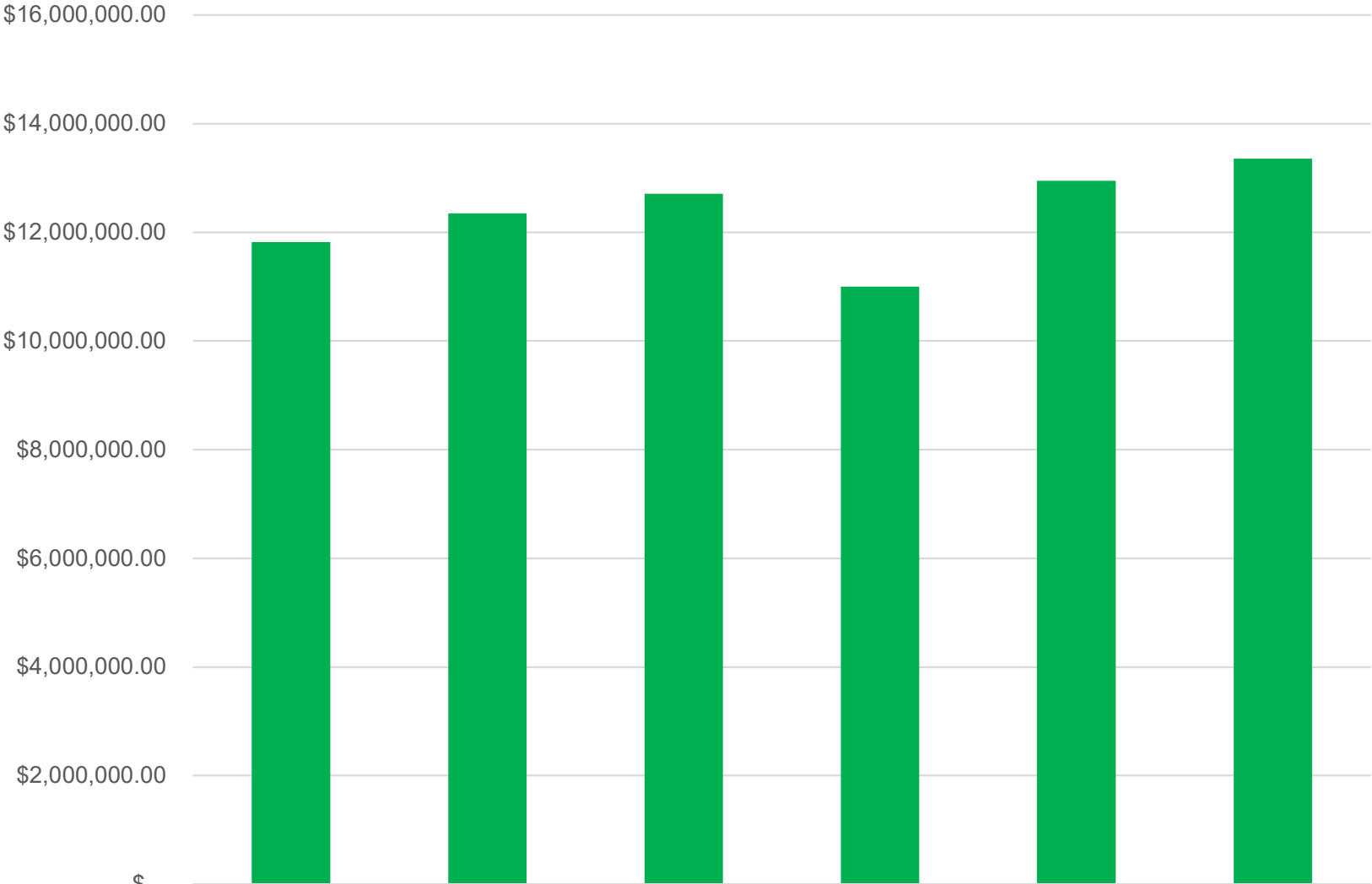
	FY17	FY18	FY19	FY20	FY21	FY22
Lottery Proceeds for NOG	$11,820,142.15	$12,346,556.62	$12,710,048.36	$11,003,088.89	$12,944,920.72	$13,355,957.12

**FREE APPLICATION FOR FEDERAL STUDENT AID
SUBMISSION AND COMPLETION DATA
2021-22 YEAR-END REPORT**

**Presented to the Commission
July 21, 2022**

Free Application for Federal Student Aid Submission and Completion Data

The following information comes from Nebraska's Free Application for Federal Student Aid (FAFSA) Completion Initiative (https://ccpe-fcp.nebraska.gov), a program authorized by the US Department of Education and administered by the Coordinating Commission for Postsecondary Education. This program allows high school administrators, primarily guidance counselors, to monitor the FAFSA submission and completion information of their 12th grade students. Data on public school students is obtained from the Nebraska Department of Education. Data on private school students is obtained directly from the high schools; therefore, not all private school students are tracked since not all private high schools have chosen to participate. FAFSA data by gender is only available for submitted applications. The number of students that are being tracked:

Class of 2020 – 13,335 Males, 12,340 Females, 25,675 Total
Class of 2021 – 13,956 Males, 12,702 Females, 26,658 Total
Class of 2022 – 14,023 Males, 12,811 Females, 26,834 Total

Number of Submitted FAFSAs by Tracked 12th Graders

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
■ Class of 2020 Submitted 2020-21 FAFSAs	5,251	6,904	9,131	10,807	11,662	12,163	12,515	12,900	13,221
■ Class of 2021 Submitted 2021-22 FAFSAs	4,398	6,896	8,277	9,822	10,951	11,625	12,016	12,340	12,796
■ Class of 2022 Submitted 2022-23 FAFSAs	240	6,799	8,138	9,742	10,846	11,386	12,048	12,306	12,814

Coordinating Commission for Postsecondary Education
June 22, 2022
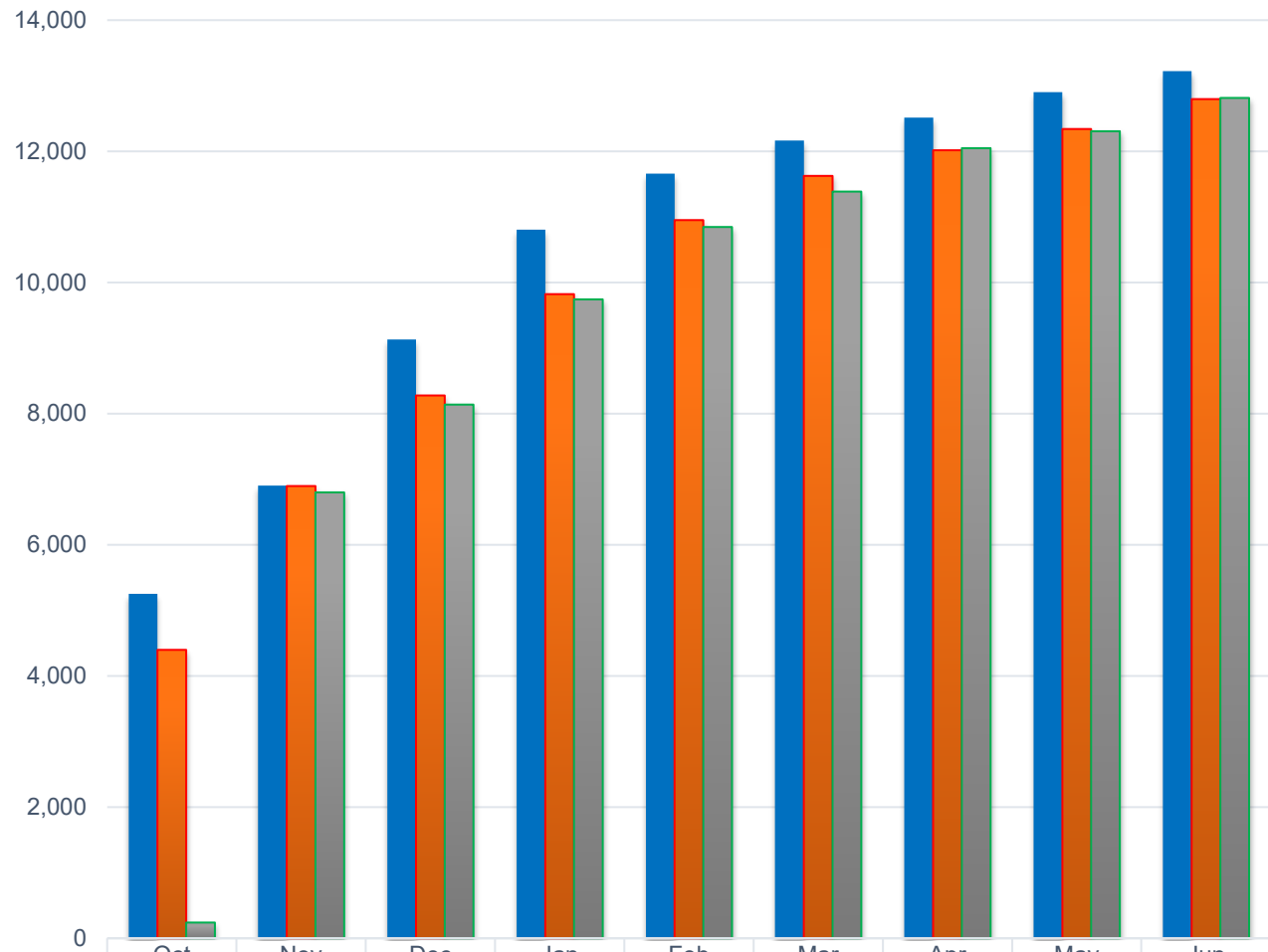
Number of Completed FAFSAs by Tracked 12th Graders
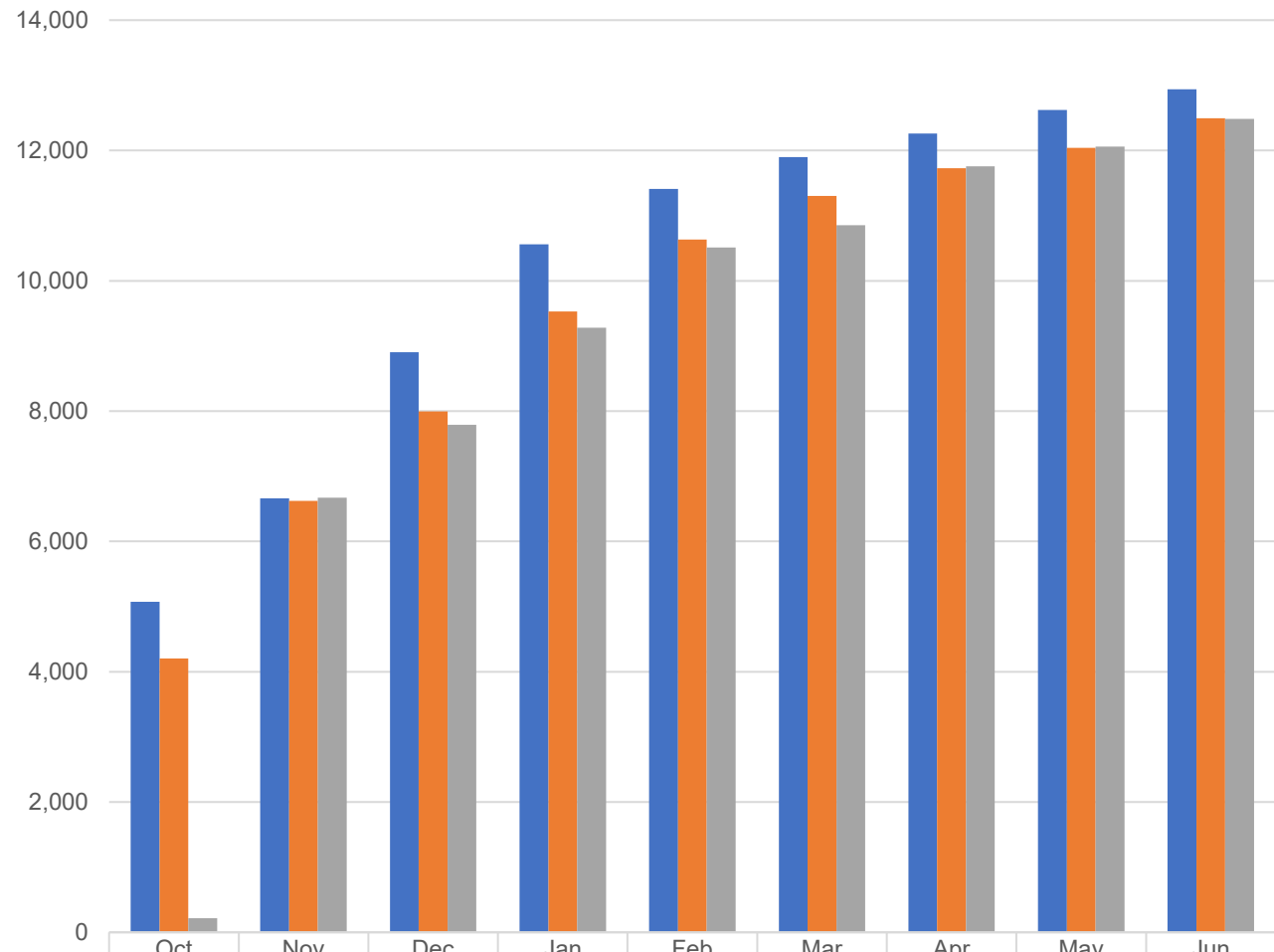
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
■ Class of 2020 Completed 2020-21 FAFSAs	5,075	6,662	8,903	10,558	11,409	11,900	12,258	12,623	12,937
■ Class of 2021 Completed 2021-22 FAFSAs	4,203	6,623	7,993	9,529	10,633	11,304	11,729	12,038	12,493
■ Class of 2022 Completed 2022-23 FAFSAs	215	6,673	7,791	9,281	10,509	10,854	11,758	12,059	12,486

Coordinating Commission for Postsecondary Education
June 22, 2022

Percentage of Completed vs Submitted FAFSAs by Tracked 12th Graders

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
■ Class of 2020 Completed 2020-21 FAFSAs	96.6%	96.5%	97.5%	97.7%	97.8%	97.8%	97.9%	97.9%	97.9%
■ Class of 2021 Completed 2021-22 FAFSAs	95.6%	96.0%	96.6%	97.0%	97.1%	97.2%	97.6%	97.6%	97.6%
■ Class of 2022 Completed 2022-23 FAFSAs	89.6%	98.1%	95.7%	95.3%	96.9%	95.3%	97.6%	98.0%	97.4%
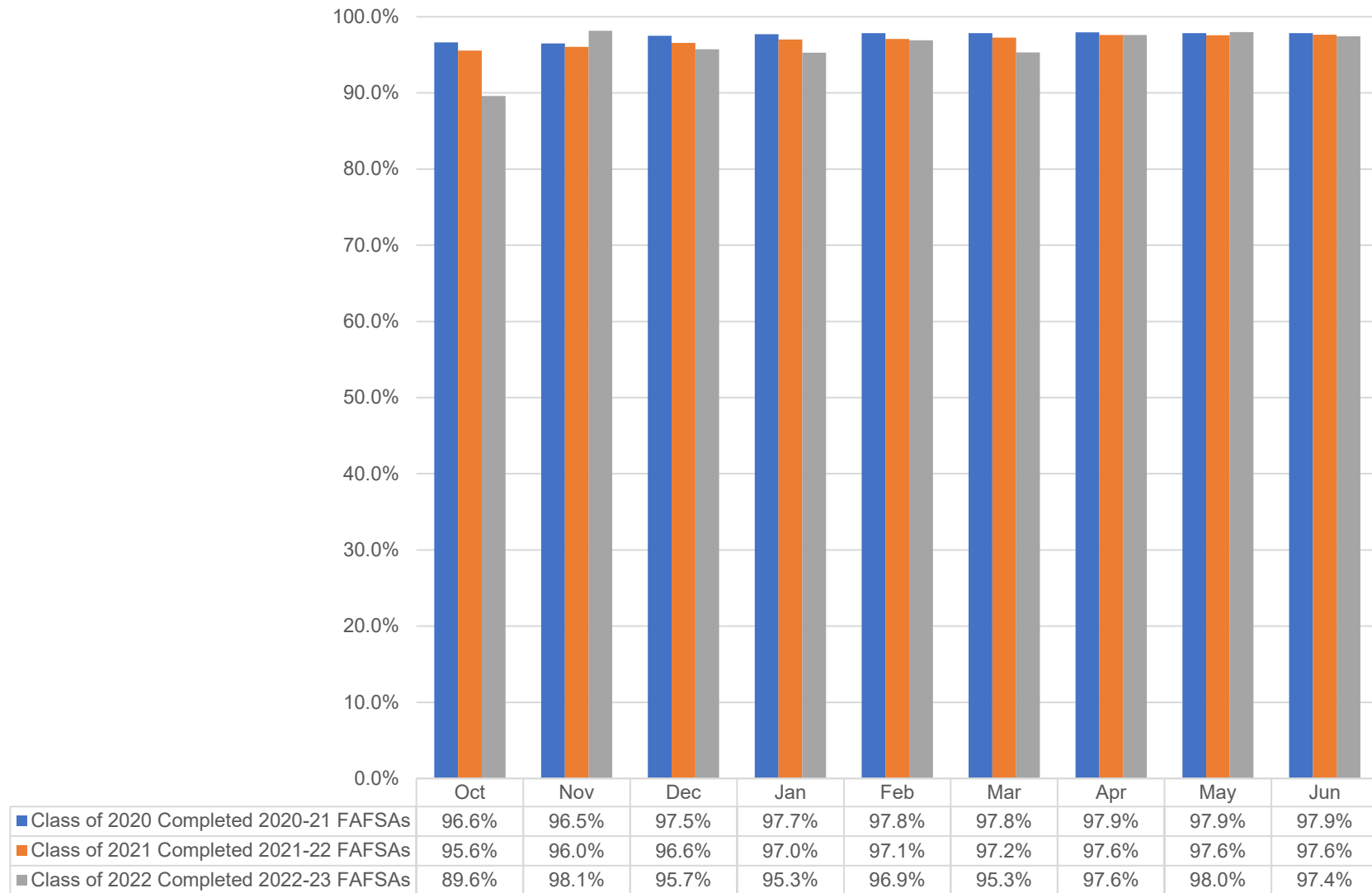
Total Number of Submitted FAFSAs by Tracked 12th Graders by Gender
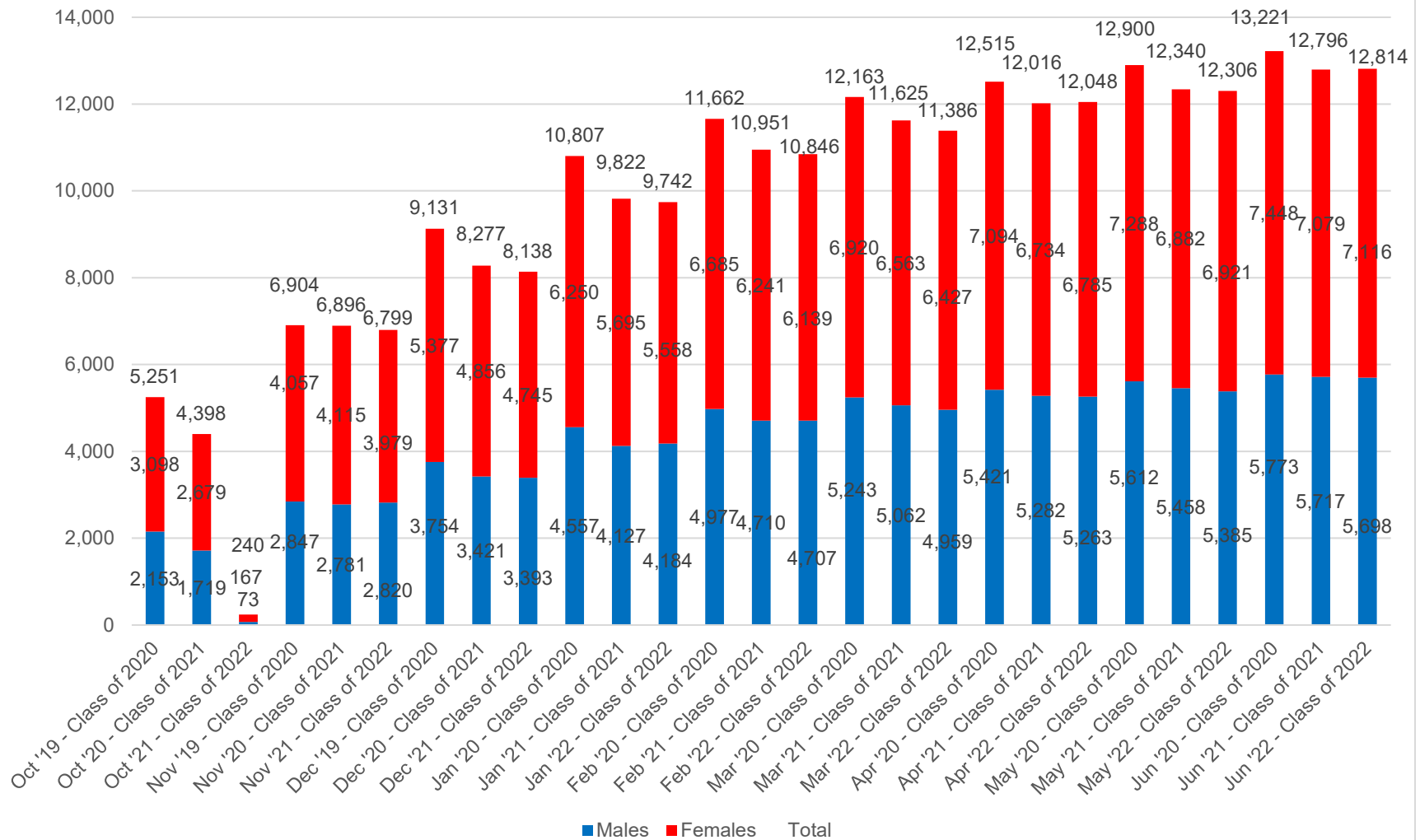
Percentage of Total Submitted FAFSAs by Tracked 12th Graders by Gender

■ Males ■ Females
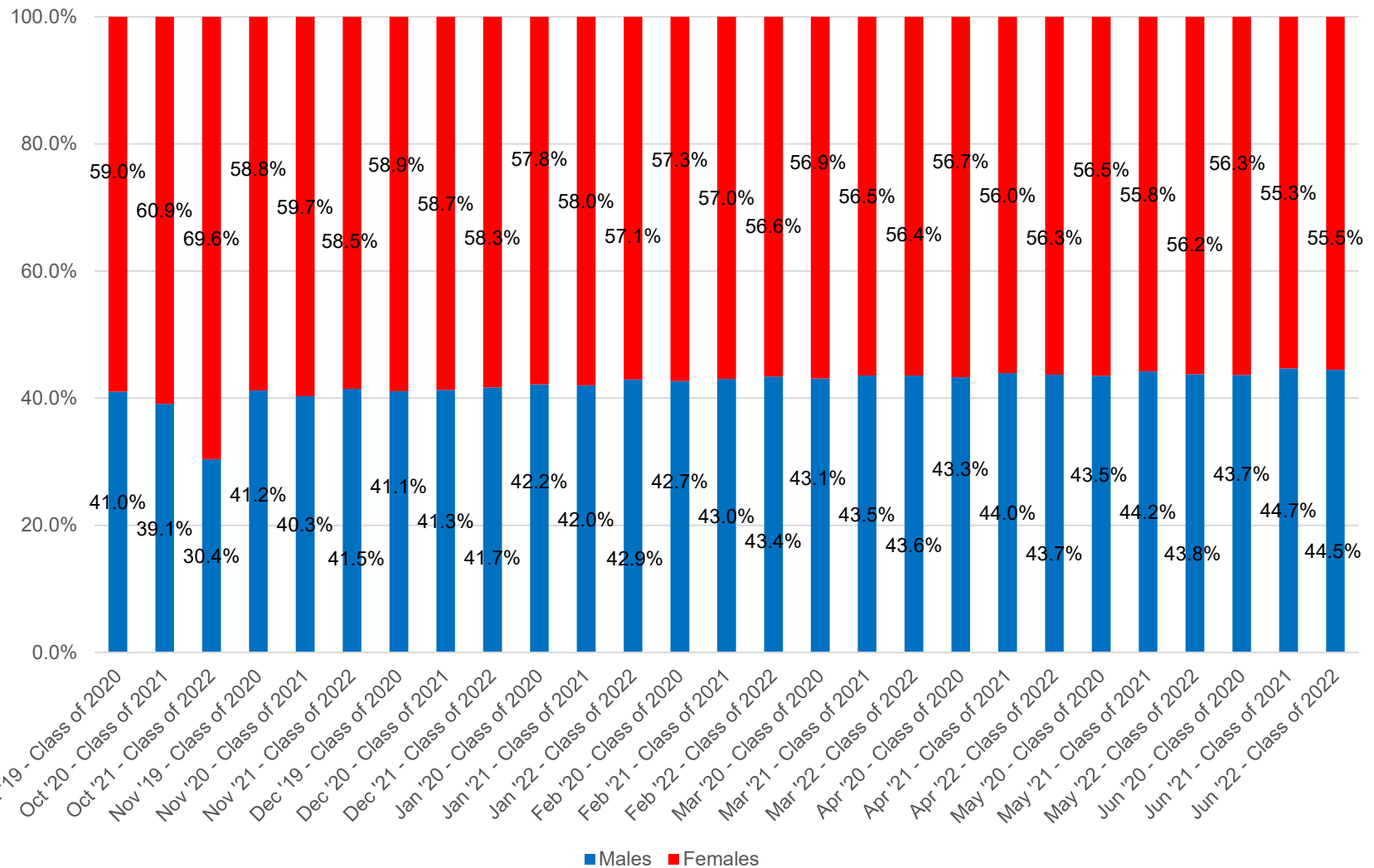
Percentage of Submitted FAFSAs by Tracked 12th Graders by Gender

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
■ Male Class of '20	16.1%	21.3%	28.2%	34.2%	37.3%	39.3%	40.7%	42.1%	43.3%
■ Female Class of '20	25.1%	32.9%	43.6%	50.6%	54.2%	56.1%	57.5%	59.1%	60.4%
■ Male Class of '21	12.5%	20.3%	24.9%	30.1%	34.3%	36.9%	38.5%	39.7%	41.6%
■ Female Class of '21	21.4%	32.8%	38.7%	45.4%	49.8%	52.4%	53.7%	54.9%	56.5%
■ Male Class of '22	0.5%	20.1%	24.2%	29.8%	33.6%	35.4%	37.5%	38.4%	40.6%
■ Female Class of '22	1.3%	31.1%	37.0%	43.4%	47.9%	50.2%	53.0%	54.0%	55.5%

Coordinating Commission for Postsecondary Education
June 22, 2022
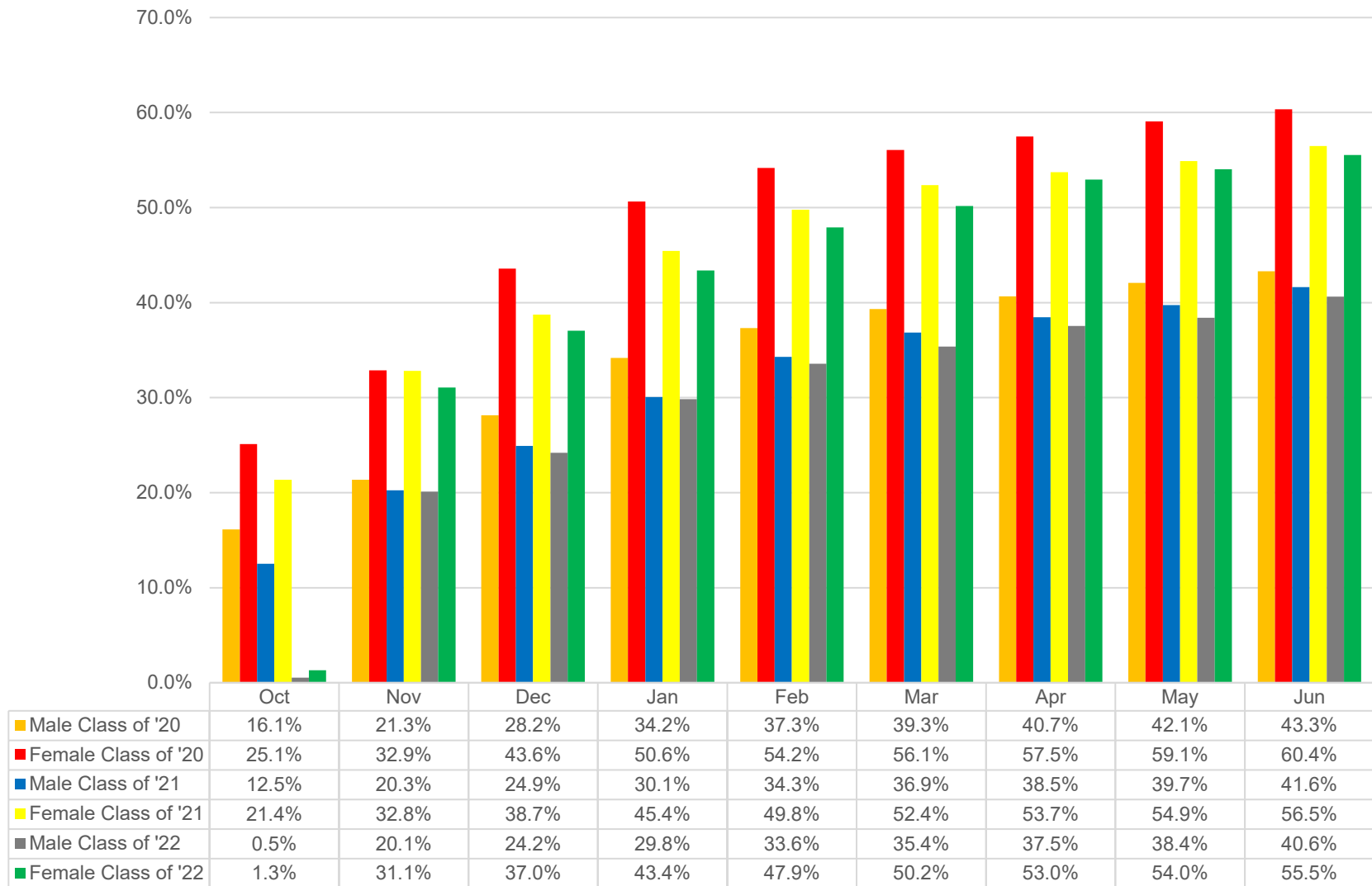
Comprehensive Statewide Plan
for
Postsecondary Education

**Approved by the Coordinating Commission for Postsecondary Education
on November 28, 2000.
Last substantive revision: XXXXX, 2022**

COMMISSIONERS
July 2022

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Omaha

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Omaha

Dr. Deborah A. Frison
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Comprehensive Statewide Plan for Postsecondary Education

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APPENDICES

INTRODUCTION

One hundred fifty-five years into its statehood, the knowledge, skills, and discoveries that result from postsecondary education are more critical than ever to Nebraska's well-being as it faces forces such as global competition, technological innovation, and social change. To their great credit, Nebraskans have valued postsecondary education since before statehood, and they have created and supported a comprehensive network of colleges and universities that has continuously developed to meet the needs of students, communities, and the state.

The constitution and statutes of Nebraska assign the Coordinating Commission for Postsecondary Education the responsibility for comprehensive planning for postsecondary education in Nebraska. The purpose of the *Comprehensive Statewide Plan for Postsecondary Education* is to provide direction for the future of postsecondary education in Nebraska. It identifies goals that will lead to an educationally and economically sound, vigorous, progressive, and coordinated higher education network throughout the state. It is used by the Coordinating Commission to facilitate most of its statutory decision-making processes.

For the state and its students to receive maximum benefits, the *Comprehensive Plan* must be accepted and supported by the educational community, the governor, the Legislature, businesses, and citizens within our state. Most importantly, it must reflect and project the values and aspirations of the people of Nebraska.

The *Comprehensive Plan* is built upon the foundation of existing postsecondary educational institutions within our state, the current and projected demographics of the state, the economic and political realities of the state, and the state's constitution and statutes. By statute, the *Comprehensive Plan* must include the role and mission assignments for each public postsecondary education institution, as well as the Commission's recommended guidelines on issues such as tuition and fee levels, admission standards, dual credit, and articulation. It is the shared vision and statewide goals, however, that most influence the design of the *Comprehensive Plan*.

As the environment for postsecondary education changes, the *Comprehensive Plan* must continually evolve and adjust. The Commission approved the state's first *Comprehensive Plan* in June 1992. In 1999, the state Legislature passed LB 816, calling for review and revision of the *Comprehensive Plan* by the Commission, in collaboration with higher education governing boards. As the Commission noted in its 2000 revision, it is the responsibility of those who are interested in education and care about Nebraska's future to review regularly this vital document to assure it meets the state's changing needs.

Since 2000, the Commission has updated the *Comprehensive Plan* from time to time to meet the challenges of the changing educational environment, incorporate evolving best practices into the recommended guidelines, modify institutional roles and missions based on legislative action, maintain up-to-date institutional peer groups, and add national and institutional comparative metrics. In 2022, changes to Peru State College's role and mission and the state educational attainment goal set by the 107th Legislature, Second Session, in LR 335 were incorporated into the *Comprehensive Plan* along with updates to several guidelines.

Postsecondary Education Institutions and Structure: An Overview

Nebraskans benefit from a comprehensive network of diverse two- and four-year, public and private postsecondary educational institutions that provide an array of programs and services (see Table 1 on page iii). This network of institutions is comprised of:

- **Public sector institutions**, which include: the University of Nebraska's four campuses and the two-year College of Technical Agriculture; three state colleges; and six area community colleges, which have a total of 13 campuses and numerous centers.
- **Independent, nonprofit colleges and universities**, which are comprised of four-year colleges and universities and two federally funded tribal colleges.
- **Private career schools**, which encompass more than 50 institutions offering programs in areas such as cosmetology, business, allied health, real estate, and skilled crafts.

The University of Nebraska is governed by a constitutionally established, eight-member, elected Board of Regents. There also are four non-voting student regents, each representing a University of Nebraska campus.

The state colleges are governed by a constitutionally established, seven-member Board of Trustees comprised of six members appointed by the governor and approved by the Legislature, and the Nebraska Commissioner of Education, as well as three non-voting student trustees representing each of the colleges.

Each of the six community college areas is governed by a separate 11-member governing board elected from within the college's geographic service area. Five of the area boards are assisted and coordinated by the constitutionally referenced Nebraska Community College Association.

Most of the independent colleges and universities have their own governing boards that select their own members.

Most of the private career schools are licensed through the state Department of Education and, most often, are managed by their owners.

The Coordinating Commission for Postsecondary Education is a constitutional agency with responsibilities for higher education planning and coordination. Its 11 Commissioners are appointed by the governor with approval by the Legislature. The Commission's role is that of a coordinating entity, not that of a governing board. The Commission's primary purposes include promoting cooperation and collaboration among all sectors of higher education in the state and eliminating unnecessary duplication among the public sector institutions.

TABLE 1 (A)

NEBRASKA POSTSECONDARY EDUCATIONAL INSTITUTIONS

SECTOR	INSTITUTION
THE COMMUNITY COLLEGES	Central Community College - Columbus Campus - Grand Island Campus - Hastings Campus Metropolitan Community College - Elkhorn Valley Campus - Fort Omaha Campus - South Omaha Campus Mid-Plains Community College - McCook Community College - North Platte Community College Northeast Community College Southeast Community College - Beatrice Campus - Lincoln Campus - Milford Campus Western Nebraska Community College
THE STATE COLLEGE SYSTEM	Chadron State College Peru State College Wayne State College
THE UNIVERSITY OF NEBRASKA	University of Nebraska at Kearney University of Nebraska-Lincoln University of Nebraska Medical Center University of Nebraska at Omaha Nebraska College of Technical Agriculture
INDEPENDENT NOT-FOR-PROFIT COLLEGES AND UNIVERSITIES	Bellevue University, Bryan College of Health Sciences, CHI Health School of Radiologic Technology Clarkson College, College of Saint Mary, Concordia University-Nebraska, Creighton University, Doane University, Hastings College, Little Priest Tribal College, Midland University, Mission College of Health Sciences*, Nebraska Indian Community College, Nebraska Methodist College, Nebraska Wesleyan University, Pillar Seminary*, St. Gregory the Great Seminary, Summit Christian College, Union College, York University *Administrative office only
PRIVATE CAREER SCHOOLS (Regulated by the Nebraska Department of Education and other agencies)	Categories Business Schools Barber & Cosmetology Schools Driver Training Schools Hospitals offering Nursing & Allied Health Programs Pilot Schools Real Estate Schools Trade & Technical Schools Modeling Schools Miscellaneous Schools

TABLE 1 (B)

OUT-OF-STATE INSTITUTIONS AUTHORIZED
TO OPERATE IN NEBRASKA

INSTITUTION	CITY / STATE
Andrews University	Berrien Springs, MI
Crown College	St. Bonifacius, MN
Embry-Riddle Aeronautical University	Daytona Beach, FL
La Sierra University	Riverside, CA
North Park Theological Seminary	Chicago, IL
University of Missouri	Columbia, MO
Purdue University Global	West Lafayette, IN
University of South Dakota	Vermillion, SD
Western Governors University	Salt Lake City, UT

Chapter 1

POSTSECONDARY EDUCATION FOR NEBRASKA'S FUTURE

Vision for Nebraska Postsecondary Education

Nebraskans will reap many benefits from affordable, accessible, and high-quality postsecondary education. Nebraska's people will value and support postsecondary institutions that are vital, vigorous, and visionary. Each postsecondary institution will fulfill its role and mission with distinction by being responsive to changing academic, workforce, societal, economic, cultural, and community development needs. Together, Nebraska's postsecondary institutions will provide access to educational opportunities that meet the diverse needs of students and citizens; create environments that foster student success; position Nebraska to excel in the global economy; and exercise careful, creative, and cooperative stewardship of available resources.

State Educational Attainment Goal

It is the goal of the State of Nebraska that at least seventy percent of 25 to 34 year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030. *(Legislative Resolution 335, 107th Legislature, 2nd Session, 2022)*

The Evolving Environment

Nebraska is known as the home of the "good life," made possible by good K-12 schools, high quality of life, low unemployment, a strong work ethic, rich cultural offerings, and an array of postsecondary education opportunities. Given the demographic and economic realities within the state and rapid changes in the global economy, this *Plan* charts a course for creative and proactive leadership in postsecondary education that can position Nebraska to maintain the good life far into the future.

Nebraska is a geographically large state with a widely dispersed population. Minority populations are the only segment of the population projected to show any long-term growth, and that growth will be gradual compared to the rest of the nation. Nebraska's working-age population is projected to grow by only 3% between 2010 and 2030. The only significant population growth is expected to occur in the 13 metropolitan counties located primarily in the southeastern quarter of the state. These demographic projections, combined with Nebraska's traditionally low unemployment rates, its aging population, and its relative lack of net in-migration, will exacerbate existing workforce shortages and threaten the state's future economic growth.

While the state's population is projected to grow slowly, the costs of needed local, state, and federal government services and infrastructures, including those of public postsecondary education, will likely continue to grow. This places an increasing burden on the taxpayers of the state. Nebraska traditionally has one of the highest participation rates in postsecondary education. It also ranks among the top 10 states in the nation in per capita state and local appropriations for public postsecondary education. Nebraska average annual wages rank relatively low nationally about average, making the tax burden to support state services, including public postsecondary education, relatively high.

This *Plan* builds on the educational strengths of the state. The state and its postsecondary institutions can work together to effectively address the challenges facing Nebraska and prepare the state and its citizens to be successful. The economic base in Nebraska may have limitations, but Nebraska's educational base is strong and provides an opportunity to significantly impact the state's destiny.

The following section highlights some of the major forces for change in the future, along with their potential impacts on postsecondary education and the state.

DEMOGRAPHIC FORCES

- The state as a whole will experience modest population growth, with metropolitan and other urban areas experiencing most of the growth. In contrast, many rural counties will continue to lose population. As illustration, the percentage of the state's population residing in Douglas, Sarpy, and Lancaster counties has increased from 43.1% in 1980 and 48.9% in 2000 to 56.0% in 2020.
- Statewide, total numbers of high school graduates are projected to continue to increase slightly before leveling off by 2022 2027. The proportion of high school graduates from minority groups is expected to increase consistently as over a third of the 2020 population from birth to age 14 was persons of color.
- The population will become more diverse as numbers of Hispanics and other minorities grow faster than the White, non-Hispanic population, which declined between 2000 and 2020.
- Nebraska's postsecondary education attainment gap between minority populations and the White, non-Hispanic population is among the largest in the country at 27.9% 25.7%.
- Migrants to Nebraska from other states tend to have lower incomes, lower educational attainment, and be from minority groups. In contrast, Nebraska continues to see significant out migration of persons with at least a bachelor's degree.
- About 40% 46% of PK-12 students qualify qualified for free and reduced lunches in 2020-21.
- The proportion of Nebraskans aged 65 and older is projected to increase from 13.5% in 2010 to 20.4% in 2030. The proportion of Nebraskans aged 20 to 64 is projected to decline from 58.4% to 53.6%.
- High proportions of Nebraskans aged 55 and older are employed compared to most states and the nation.

Potential Impacts:

- Overall, institutions of postsecondary education will see increased competition for traditional-age students, both in-state and out-of-state.
- More of these students than in the past will come to postsecondary education with substantial financial need.
- Institutions will develop new strategies and support programs for attracting, retaining, and graduating minority students of color.
- Nebraska institutions will intensify efforts to recruit out-of-state students, including international students, and will work harder to retain Nebraska students.
- As more adults remain in the workforce, there will be a continuing need for access to lifelong learning and retraining opportunities to keep skills current to workplace needs. Institutions will continue to develop stackable credentials to meet the upskilling needs of adults in the workforce.
- Many adults will require some form of adult basic education, including English Language Learner (ELL) instruction.
- Institutions will develop new strategies and support programs for attracting and retaining adult students who need new skills and training, some of whom will enroll part-time and take courses via distance education technology.
- As the population becomes more diverse, educational attainment will decrease unless educational participation and credential completion among minorities people of color increases.

ECONOMIC FORCES

- Employers are demanding a skilled workforce that can keep pace with an explosion of knowledge and rapid technological change – locally, regionally, nationally, and globally.
- It is estimated that 71% 73% of Nebraska jobs will require at least some postsecondary education by 2020 2027. This includes everything from vocational certificates through graduate and professional degrees.
- Nebraska consistently has one of the nation's lowest unemployment rates.
- Economic growth in Nebraska is limited by shortages of workers, especially those with science, technology, engineering, mathematics (STEM), and design training.
- Nebraska ranks low in comparison with other states in private and federal research funds, limiting opportunities for new business growth and innovation within the state.
- Agriculture remains a foundation of Nebraska's economy and is becoming more technical and diversified, with increasing emphasis on precision production, value-added processing, and niche marketing.
- Economic development is constrained by the out-migration of Nebraskans with at least a bachelor's degree who do not find employment opportunities in Nebraska that match their skills and interests.

Potential Impacts:

- Postsecondary institutions will need to respond rapidly to employer needs and become increasingly flexible in course content and in the use of technology in delivery of instruction.
- Institutions will see a growing demand from business and from students for specialized knowledge and skill certifications (in professional, vocational, and technical areas such as information technology) to meet workforce needs.
- Businesses will become more involved in assisting students/future employees with the costs of their education as a way to meet workforce needs.
- The state will expand incentives for recruiting and educating students in targeted workforce shortage areas such as the Nebraska Career Scholarship, increased funding for internships, and expanded apprenticeships.
- Efforts to raise student awareness of workforce shortage areas and career opportunities will begin as early as middle school.
- Businesses will expect increased levels of assistance from postsecondary education in the areas of technology transfer, applied research, and technical assistance.
- Advances in information technologies will create expanded opportunities for businesses to locate production facilities at sites remote from central offices.
- It will become increasingly important for the state's primary research institutions to compete effectively for federal and private research funding.
- Postsecondary institutions will continue to encourage and reward innovation and entrepreneurship, not only among their faculty and their students but Nebraska businesses, as well.
- Innovation and expansions sparked by postsecondary institutions will lead to more employment opportunities that are attractive to recent graduates, creating a virtuous circle of economic growth.

POLITICAL FORCES

- Competition for state funding continues to grow, as does the motivation to lower the state and local tax burdens on businesses and individuals given other states' actions to reduce taxes.
- Provision of services for an aging population is requiring more attention and resources from state policymakers.
- Support remains strong for public institutions that demonstrate responsiveness to local, regional, and state needs.
- There is growing pressure on both K-12 and postsecondary education that students be adequately prepared for college and careers.
- The significant increase in the cost of education and student indebtedness has led to an increasing recognition among lawmakers that postsecondary education must be made more affordable.

- State and national policymakers are increasingly interested in understanding employment outcomes and providing that information to students in an easily accessible and transparent manner.
- State and national policymakers and accrediting bodies increasingly expect measures of accountability and performance from postsecondary education institutions.

Potential Impacts:

- Restrictions on property taxes for K-12 education and community colleges, as well as other state and local taxes, may result in heightened competition for state tax funds and increased tuition.
- Students, parents, and state and federal policymakers will demand creative solutions to reduce college cost and student debt and mitigate its effects on career, family, and consumption opportunities.
- Postsecondary educational institutions will have a strong, vested interest in the welfare of Nebraska's economy and in the employment outcomes of their students.
- Reporting on employment outcomes for graduates, both in terms of location and earnings, will become more prevalent in the state through the development of the Nebraska Statewide Workforce and Educational Reporting System (NSWERS) and at the federal level.
- The accountability expectations of governing boards, legislators, consumers, and accrediting agencies will result in improved institutional accountability measures and clearer reporting.

EDUCATIONAL FORCES

- Nebraska ~~has achieved~~ maintains one of the highe~~rst~~ high school graduation rates in the country. However, there are significant differences in graduation rates by race, ethnicity, gender, and family income.
- Nebraska has traditionally had a high rate of participation in postsecondary education, though other states are closing the gap in terms of the percentage of high school graduates who enroll in postsecondary education.
- As in other states, too many Nebraska high school graduates are assessed as needing remediation when they enroll in college.
- The effects of learning loss from the COVID-19 pandemic will be a challenge for K-12 schools and postsecondary institutions for some time.
- High schools and colleges are facing increasing demands to provide a challenging curriculum that allows appropriately prepared high school students to take college-level courses for high school and college credit.
- Career academies are increasing in popularity as postsecondary education, K-12, and the business community partner to address workforce needs.
- The number of postsecondary students preparing for, entering, and staying in the teaching profession is declining.

- "Nontraditional" students – including students older than 22, students with children, veterans, and students who work full time – make up a significant proportion of postsecondary enrollments, particularly at community colleges, which serve large numbers of students in non-credit as well as credit-bearing courses.
- Changes in the Federal Pell Grant Program will open up educational opportunities for incarcerated individuals.
- Nebraska's college students are mobile. Each fall, over 25% of new-to-campus students at public institutions are transfer students, and Nebraska students complete their undergraduate degrees after transferring at a higher percentage than the national average.
- Some postsecondary institutions increasingly rely on part-time faculty to teach courses.
- While Nebraska institutions have maintained comparatively low tuition, net price of attendance remains very significant to most families and is a barrier to attendance and completion. It may also influence students' choice of majors.
- In spite of significant progress in addressing deferred maintenance needs, facilities on the campuses are aging and in need of repair, replacement, renovation, adaptation to new technologies, and upgrades to safety and security measures.
- Information technology is ubiquitous in all aspects of K-12 and postsecondary education, from to communications to media access to student services. There are no areas of postsecondary education untouched by the need for up-to-date software, hardware, and high-speed broadband capacity and availability.
- Information technologies have vastly expanded access to postsecondary education. Distance is less relevant to off-campus postsecondary instruction for more learners, and many on-campus students enroll in a mix of face-to-face, hybrid, and online courses.
- Nevertheless, the COVID-19 pandemic only magnified the impact of the ongoing digital divide in high-speed broadband capacity and availability.
- As information technology has grown in importance, so has the threat of cyber attacks and the cost of defending and insuring against them.
- Nationally, corporations, for-profit postsecondary institutions, and new training entities such as coding academies and massive open online course platforms ~~providers~~ are responding rapidly to the open market environment, greatly expanding opportunities for in-house corporate training, online courses, and training programs that are valued by employers but do not award traditional credentials.
- As new providers enter the market, competency-based credentials such as badges are vying for credibility alongside traditional credit-hour based credentials.

Potential Impacts:

- High schools and colleges will concur on what constitutes college and career readiness and align testing and curricula to mitigate the need for remediation at the postsecondary level.
- Postsecondary institutions and high schools will increasingly offer dual enrollment programs for high school students to enrich the high school curriculum and provide a transition to college, including in some cases the award of associate degrees.

- Growing student mobility and affordability concerns will require that postsecondary institutions continue to strengthen transfer and articulation agreements.
- More students will borrow and/or borrow more to fund their education.
- Many students will be employed while in college, typically adding to the time it takes them to complete their education. Some may not graduate or may enroll intermittently for long periods of time.
- The State of Nebraska and the institutions will continue to direct funds toward maintenance, repair, replacement, and renovation of existing facilities, as well as adapting facilities to new technologies.
- As costs of education continue to escalate, institutions increasingly will look toward methods of collaboration with other institutions to become more efficient.
- Efforts must be made to ensure that inadequate internet access and/or speed or excessive costs do not limit the ability of communities and students to take advantage of the full range of course offerings now available online.
- Nebraska institutions will engage with the Nebraska Department of Correctional Services to find new opportunities to serve incarcerated individuals.
- The postsecondary environment will remain highly competitive as new education and training providers enter Nebraska either physically or online. Quality and consumer protection standards will need to adapt to the changing environment nationally and in states.

Shared Values and Beliefs

Focusing on this *Plan's* vision for postsecondary education will help ensure that Nebraskans now and in the future benefit from the "good life" for which the state is known. The vision is based on the following values and beliefs that the Coordinating Commission shares with the leaders of Nebraska postsecondary education institutions and their governing board members:

- All Nebraska citizens, unrestricted by age, culture, disabilities, religion, race, ethnicity, gender, sexual orientation, gender identity, nationality, socioeconomic status, or geographic location, deserve reasonable and affordable access to postsecondary education opportunities appropriate to their individual needs and abilities.
- While access to postsecondary education is paramount, it is not an end in itself. Student success is the ultimate goal of postsecondary education and is the shared responsibility of students and institutions.
- Nebraska's citizens benefit from a comprehensive network of diverse and high-quality postsecondary education institutions that maintain distinct, but complementary, roles and missions.
- The state benefits when Nebraska institutions focus resources on unique areas of excellence in which they can bring major benefits to the state and to students.
- A cooperative relationship between postsecondary education and K-12 education is needed to ensure that students enter postsecondary education prepared to succeed.
- Postsecondary education has an important role in supporting the state's economic development goals by contributing to a competent and competitive workforce for our state, by ensuring lifelong learning and training opportunities for our citizens, and by promoting an innovative and entrepreneurial culture that rises to the challenge of globalization.
- Nebraska's postsecondary institutions fill a vital role in many communities by serving as a cultural hub, not only educating their students in the arts and humanities but sharing those learning opportunities with the public whenever possible.
- Postsecondary education's ability to apply information technology effectively to respond rapidly to changing student, employer, and state needs is critical to its success.
- Nebraska's public institutions rely on State of Nebraska funding policies that are fair and predictable and offer appropriate levels of support to enable the institutions to meet the educational needs of students and the state.
- Nebraska public institutions are accountable to the taxpayers for making wise use of resources for programs, services, and facilities, as well as for avoiding unnecessary duplication.
- Nebraska strives to perform at the highest levels nationally in terms of postsecondary access, success, affordability, efficiency, and impact and will measure its performance and progress in these areas.

Major Statewide Goals

The following major statewide goals are critical to the achievement of this *Plan's* vision for postsecondary education in Nebraska. Accomplishing these goals will require substantial cooperative effort on the part of all persons involved with higher education in the state. Further discussion of each major statewide goal and strategies for the accomplishment of each major goal form the framework for Chapters 2 through 6 of this *Plan*:

Meeting the Needs of Students (Chapter 2)

- Nebraska's institutions and policymakers will increase participation and success in postsecondary education, particularly for low-income and underrepresented populations, and ensure that all Nebraskans are able to access and successfully complete postsecondary education appropriate to their individual needs and abilities, unrestricted by age, culture, disabilities, religion, race, ethnicity, gender, sexual orientation, gender identity, nationality, socioeconomic status, or geographic location.

- Nebraska postsecondary institutions and policymakers will collaborate to ensure that lack of financial resources will not prevent students from accessing and completing postsecondary education in a timely manner without unreasonable student debt.

- Nebraska's postsecondary institutions will cooperate to increase effectiveness, reduce students' costs, and shorten time to degree through innovations in course transfer such as reverse transfer and seamless transfer agreements.

- Nebraska's postsecondary institutions will be student-centered, create inclusive environments that foster student success, and offer lifelong learning opportunities that are responsive to students' and workforce needs.

- Nebraska colleges and universities will foster critical thinking skills and provide their graduates with the knowledge and workplace skills needed to be successful employees, innovative entrepreneurs, and responsible citizens on a global stage.

Meeting the Needs of the State (Chapter 3)

- Nebraska will close the historical educational attainment gaps between majority and underrepresented populations and be among the leading states in overall educational attainment.

- Postsecondary education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to build and sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.

- Postsecondary institutions will contribute to the health and prosperity of the people and to the vitality of the state through research and development efforts, technology transfer and technical assistance, and by attracting external funds to support these activities.

- Postsecondary education institutions will assess evolving needs and priorities of the students and people of Nebraska in a timely manner and will adopt new methods and technologies to address them.

- Postsecondary education will serve the state by preparing individuals for productive, fulfilling lives and by developing and nurturing the citizens and future leaders of Nebraska.

- Postsecondary education institutions will maintain their distinctive role as providers of cultural and artistic opportunities to students and their communities through study, research, and programming.

Meeting Needs by Building Exemplary Institutions (Chapter 4)

- Each Nebraska institution will fulfill its role and mission in an exemplary manner and will compare favorably with peer institutions.

- Nebraska will value postsecondary education and support its investment in public postsecondary education through fair and reliable funding policies that provide appropriate levels of support to enable institutions to excel and meet the educational needs of the state and its students.

- Postsecondary education in Nebraska will be effective in meeting the needs of students and the state, will be efficient in its expenditure of the state's resources, and will be accountable for developing, sustaining, and demonstrating exemplary teaching, learning, research, and public service.

Meeting Educational Needs through Partnerships and Collaboration (Chapter 5)

- Postsecondary education institutions will work as partners with one another and with other entities, including those in the private sector, whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents.

- Postsecondary education will work effectively with elementary and secondary schools to improve teaching and learning at all levels of education, provide opportunities for early college enrollment, and ensure the college and career readiness of all high school graduates.

Facilities Planning to Meet Educational Needs (Chapter 6)

- Nebraska will promote a physical environment at each of its public postsecondary institutions that is supportive of role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is flexible to adapt to future changes in programs and technologies.

Measuring Accomplishments

Nebraska is committed to measuring its progress toward achieving the 70 percent attainment goal for 25 to 34 year-olds and other major statewide goals through national comparisons and institutional peer comparisons. It is the aim of this *Plan* that, when rank order is appropriate, Nebraska will rank among the 10 best states in national comparisons and individual public institutions will rank among the five best institutions in peer comparisons.

National Comparisons

1. Educational attainment by race/ethnicity and age (25 to 34 and 25 to 64), including non-degree credentials with industry-recognized value when data are available

2. Public high school graduation rates

3. Percentage of high school graduates who met or exceeded college readiness benchmarks as measured by the state's standard college admission test eleventh-grade assessment

4. Percentage of high school graduates going directly to college

5. Percentage of population enrolled in college: persons 25-49 without an associate's degree or higher

6. Percentage of first-time, full-time baccalaureate-seeking students who graduated within four years at public four-year institutions

7. Six-year completion rates at any campus for students who started at public four-year campuses

8. Six-year completion rates at any campus for students who started at public two-year campuses

9. State and local appropriations per FTE student

10. Net tuition revenue per FTE student

11. State need-based grant aid per FTE student

12. Percentage of family income needed to pay net price for full-time enrollment at public two-and four-year institutions: families with median incomes

13. Percentage of family income needed to pay net price for full-time enrollment at public two-and four-year institutions: families in lowest income quintile

Peer Comparisons

1. Enrollment percentages by race/ethnicity and low-income status (Pell)

2. Graduation and enrollment status at six and eight years

3. Graduation rates – 150% of normal time by race/ethnicity

4. Four-year graduation rates – four-year campuses

5. Persistence/attainment outcomes by end of year two – community colleges

6. Remedial student course taking and success – community colleges

7. State and local appropriations per FTE student

8. Tuition and fees per FTE student

9. Education and general spending per FTE student and degree

10. Average net price of attendance for students receiving grant or scholarship aid

11. Average net price of attendance for students receiving federal financial aid from the two lowest income quintiles

12. Percentage of undergraduates with federal loans and median federal loan debt of graduates

13. Research and development expenditures – all sources, University of Nebraska campuses

14. Research and development expenditures – federal sources, University of Nebraska campuses

Non-Comparative Measures

1. Percentage of high school graduates going directly to college by race/ethnicity, gender, and income – state

2. Dual credit, AP, and other early college enrollments – state

3. Number of recent high school graduates enrolled in remedial education – state

4. Number of degrees and credentials awarded in identified high-need areas – institutional and state

5.   Number of students completing adult basic education and continuing into postsecondary education – institutional and state

6.   Enrollment in non-credit, continuing education – institutional and state

7.   Employment outcomes of graduates – institutional and state

8.   Educational attainment by county

These national, institutional peer, and non-comparative measures may be updated or adapted to incorporate the best available data as state and national data sources improve or change.

Chapter 2

MEETING THE EDUCATIONAL NEEDS OF STUDENTS

The heart of any great higher education system is the student, the learner. Education that is vital, vigorous, and visionary begins by identifying and addressing the current and future needs and aspirations of its students.

Goals and Strategies

Major Statewide Goal:
Participation and Success

Nebraska institutions and policymakers will seek methods to increase participation and success in higher education and to ensure that access to higher education institutions' programs and services is not restricted by factors such as geographic location, economic status, age, culture, disability, color, national origin, or gender.

Access to postsecondary education is vitally important to the people of Nebraska. Its citizens strongly believe that postsecondary education opportunities should be readily available to them. For the most part, Nebraskans do enjoy reasonable access to postsecondary education. The sectors of postsecondary education provide Nebraskans with many educational choices and, as a network of institutions, offer access for students of all ability levels.

PARTICIPATION

Nebraskans attend college at a higher rate than the national average and the great majority choose to remain in Nebraska for their education. Other states have exceeded Nebraska's participation rates in recent years, however, dropping Nebraska's national ranking. Improving participation rates, especially for underrepresented minority and low-income students, is still an important goal.

- **Strive for the highest participation rate in postsecondary education among the states.**

AFFORDABILITY

Family income levels should not determine whether an individual has access to higher education. Ensuring financial access to higher education is a shared responsibility of state and federal government, higher education institutions, and the students and their families. They must combine to provide sufficient support to ensure that qualified financially needy students have the opportunity to attend postsecondary education institutions that best match their needs, aspirations, and abilities.

- **Keep the net price of higher education affordable for students.**

Financial Aid

One means of keeping higher education affordable is to provide sufficient amounts of financial aid to needy students. Nebraska does not currently provide adequate financial support to financially needy students.

- **Increase state support for ~~the~~ state-administered, need-based financial aid programs to improve Nebraska's competitive position to above the national average.**

- **Ensure that financially needy adult students who are enrolled on a part-time basis have access to the state's financial aid programs.**

- **Explore the potential of deferred tuition payments or installment plans in helping to eliminate financial barriers to higher education.**

- **Encourage employers to provide tuition reimbursement programs for their employees who are taking relevant education and training courses to improve their job skills. Programs that reimburse the employees at the time they pay tuition instead of at the completion of the course further eliminate financial barriers to higher education.**

Tuition and Fees

Tuition and fees are another factor in the affordability of higher education. The rising cost of postsecondary education throughout the country has raised concerns that some students may be priced out of opportunities. While tuition and fees at Nebraska's public institutions are generally less than national averages, paying for a college education is a barrier to higher education for many students and their families.

- **Continue the existing state policy of maintaining moderate tuition rates at public postsecondary education institutions to promote access.**

- **Tuition rates will be moderate in comparison to each institution's peers and will be consistent with the recommended guidelines on the following page.**

Coordinating Commission's
Recommended Tuition & Fee Guidelines:

1. **Tuition and fee rates are set at a level within each sector that is appropriate to that sector's role and mission.**

- Community colleges, which offer students ~~entry-level~~ career training and lower division academic transfer programs, will have the lowest tuition of the three sectors to ensure that they remain the sector with the broadest access. To keep community college tuition at a level that encourages public access, it will be necessary to maintain appropriate levels of state and local support for community colleges.
- State colleges, which have a role and mission focusing on undergraduate and limited graduate-degree education, will have a mid-range level of tuition and fees. Tuition at these regional institutions will be maintained at levels that continue to encourage access by citizens of their regions.
- The University of Nebraska's campuses, which have more comprehensive and differentiated missions that encompass research and extensive professional and graduate-level programming, will have the highest and most differentiated tuition rates of the three public sectors, based on the role and mission of each campus.

2. **The state's taxpayers continue to bear the majority of the cost of education for students at public postsecondary institutions, on a per student basis. The students' share of the cost of education, as measured by student payment share, should be appropriate to the role and mission of each sector.**

   Student payment share, defined as the total revenue from tuition and mandatory fees compared to the total of tuition, mandatory fees, state support, and local support, should adhere to the following differentiations within each sector:

- The student payment share at the community colleges should be the lowest of the three public sectors.
- The student payment share at the state colleges should be greater than the student share at community colleges but less than that at a University of Nebraska campus.
- The student payment share at the University of Nebraska should be greater than either the state colleges or the community colleges.

3. **Institutions set comparatively low non-resident tuition and fee rates to attract out-of-state students to the state, which may help to meet the state's needs for additional workers and may encourage cultural diversity on the campuses.**

4. **Tuition for graduate-level and professional courses reflect the higher costs of these programs.**

   As part of its statutory responsibility to provide the governor and Legislature with a biennial report on tuition and fee rates at Nebraska public postsecondary education institutions, the Commission compares the tuition and fee rates of Nebraska institutions with those of their peer institutions identified in the *Comprehensive Plan*. The Commission also provides data to help measure the affordability of higher education in Nebraska in terms of tuition and net price as a proportion of family income.

College Savings Plans

Encouraging families to prepare financially for the cost of postsecondary education is another means of making college more affordable. In 2000, Nebraska created a State College Savings Plan program to assist Nebraska families to save for the cost of postsecondary education. Inherent in this program and other such programs are investment and tax benefits that motivate families to begin saving.

- **Encourage Nebraska families to invest and save funds to offset the future costs of higher education through various private and public college savings programs, including the Nebraska College Savings Plan.**

NEST 529 College Savings Program

Encouraging families to prepare financially for the cost of postsecondary education is another means of making college more affordable. The Nebraska Educational Savings Trust (NEST) 529 program encourages families to prepare for the cost of a postsecondary education by saving money through tax-saving and investment opportunities. NEST 529 earnings are tax free if they are used for postsecondary expenses or payments on education loans. There are three incentive programs to encourage families to participate in the NEST 529 program:

1. **Meadowlark Savings Pledge**: offers any Nebraska child born on or after January 1, 2021, $50 to the beneficiary's NEST 529
2. **Low-Income Matching Scholarship**: provides matching scholarships to eligible low-income beneficiaries of the NEST 529
3. **Employer Matching Contribution**: provides payments to an employer who matches contributions into an employee's NEST 529

- **Encourage Nebraska families to invest and save funds to offset the future costs of postsecondary education by participating in the NEST 529 program.**

DIVERSITY

Nebraska's population is becoming more diverse each year, with growing numbers of residents who identify as Hispanic, African-American, Native American, Asian, or with more than one racial/ethnic category. The changing demographics of the state are reflected in the increasingly diverse student bodies of the campuses, yet issues and barriers to higher education—either real or perceived—still exist for many in these population groups. This is especially true for first-generation college students. Overcoming these barriers will benefit these students and their families as well as the state by increasing the numbers of Nebraska citizens who have the education and training needed to contribute to the state's economic and social well-being.

Campuses must also be aware of the special needs of students with disabilities and of returning and first-time adult students. As institutions have become more accessible and accommodating to special-needs students and more flexible in scheduling for non-traditional

age students, these students' numbers have also increased, adding to the diversity on the campuses.

- **Support existing programs and undertake new initiatives to support equity and promote diversity within the institutions' student bodies.**

  - Assure that all students, including students of color and non-traditional-age students, are welcomed and integrated into campus life and have opportunities to succeed.
  - Increase efforts to recruit and retain a diverse student body.
  - Implement programs and allocate resources toward the goal of increasing ~~baccalaureate~~ degree completion rates of underrepresented populations.
  - Use existing databases and indicators to track the progress of underrepresented population groups in higher education in areas such as enrollment, retention, and completion.
  - Implement initiatives to eliminate discrimination, support equity, and promote diversity within student bodies, faculty, and staff.
  - Provide virtually universal access at community colleges, which will provide educational opportunities ranging from foundations course work to technical and academic transfer programs.
  - Assure that campuses are accessible to students with disabilities.
  - Provide flexible hours and daytime and evening classes to meet the scheduling needs of students, particularly of working adults enrolled on a part-time basis.
  - Target recruitment plans to attract students of color and other underrepresented students to the campuses and help prepare them for college.
  - Actively recruit faculty and student role models for the new student populations so that as many students as possible see persons like themselves in a variety of responsible, admirable positions, particularly for women and minorities in fields in which they are often under-represented, such as mathematics, science, and engineering.
  - Support special activities, such as mentoring programs and peer counseling, that help first-generation college students, non-traditional age students, and students from underrepresented populations succeed in the campus environment.
  - Provide campus resources or partner with community resources, such as childcare providers, that allow students who are parents to make timely progress toward program completion.
  - Promote an awareness and appreciation of cultural and racial diversity through curriculum and student campus activities.
  - Encourage the allocation of state funds for achievement of these objectives.

USE OF INSTRUCTIONAL TECHNOLOGY TO BROADEN ACCESS

Expanded use of electronic distance learning and other instructional technologies is a key strategy in broadening access to postsecondary education and life-long learning for Nebraska citizens. Geographic boundaries and remote locations present few obstacles for most of these technologies. Courses may be delivered via ~~terrestrial or satellite-based telecommunications,~~

~~such as~~ two-way interactive video classrooms~~,~~ or individually to students through ~~computer mediated or~~ internet-based programs at times and places of choice.

Nebraskans are able to choose from a broad array of educational options offered through these various technologies by in-state and out-of-state institutions, businesses, and other entities. Increasingly, course work offered via technology is student-centered, self-paced, and flexible as to time and place.

- **Commit to the use of information technologies to expand educational opportunities; overcome geographic barriers; provide high quality, accessible education programs; and make higher education available at nearly any time or any place.**

  - Through expanded, coordinated, and well-planned use of instructional technologies throughout the state, institutions can:

    ▸ Use instructional technology and connectivity, when appropriate, to share courses, faculty, and other resources among institutions to make the best use of state resources and to serve students by increasing access to programs and enabling students to enroll concurrently at two or more institutions.
    ▸ Provide a reasonably efficient method of broadening and enhancing access to postsecondary educational opportunities, particularly to working and place-bound adults.
    ▸ Allow opportunities for innovative and coordinated educational projects among the K-12 schools, postsecondary education, and the communities they serve.
    ▸ Tailor courses and programs to meet the needs of specific groups of people, regardless of their location.
    ▸ Serve businesses and their employees through increased access to, and sharing of, educational and business-related expertise.
    ▸ Share high quality courses and programs taught by outstanding faculty to broaden and enrich the educational experience of students at more institutions and provide greater efficiency in use of the state's resources.
    ▸ Enable learners, including fully employed adult students, to gain or demonstrate competencies in a variety of ways and be certified by objective means.
    ▸ Use competency-based learning models to meet the needs of adult learners by offering specific components of traditional courses that represent learning objectives and that are in demand by adult learners.

  - Ensure that all distance learning programs available in Nebraska result in learning outcomes appropriate to the rigor and breadth of the degrees/certificates awarded.

    ▸ Inform citizens of the expectations and standards for educational programs delivered through instructional technologies and, to the extent possible, assure the quality of those educational programs and support services made available to students residing throughout the state.
    ▸ Endorse best practices/requirements for online programs, such as those developed by the Higher Learning Commission (see Appendix 1), the Council for Regional

Accrediting Commissions, and the National Council for State Authorization Reciprocity Agreements, ~~Endorse the Commission on Institutions of Higher Education of the North-Central Association of Colleges and School's *Guidelines for Distance Learning*~~ and take measures to ensure that courses offered in Nebraska via instructional technologies meet or exceed the standards. ~~(See Appendix 1 for the North Central Association's Guidelines for Distance Learning.)~~ The Commission will utilize these best practices/requirements in fulfilling its constitutional and statutory duties to review new programs and to review applications for out-of-state programs and new private colleges.

- Encourage and reward faculty for incorporating technology into courses and subjects.

Learning Centers

The rapidly expanding use of new distance learning technologies has not only greatly enhanced access but has also made possible cooperative ventures among institutions inside and outside the state that broaden the learning experience of students and expand learning opportunities. Cooperative educational projects, such as community-based learning centers, bring beneficial programs to different regions of the state while saving money for the state and its students.

- **Participate in learning centers and educational consortia that increase access to and participation in higher education throughout the state.**

  - The development and operation of a learning center are dependent on the commitment of the community, the state, and the participating institutions for ongoing success. Responsibilities are shared as follows:

    ► Communities are largely responsible for undertaking the initiative to create the learning center within the community, including providing the facility to house it.
    ► The state has a major responsibility for providing the statewide connectivity and technology that allows learning centers to import needed programming from higher education institutions.
    ► The institutions that serve the community have primary responsibility for meeting the community's needs in providing appropriate courses and programs.

Major Statewide Goal:
Student-Centered

Nebraska's postsecondary education institutions will be student-centered and will offer learning opportunities that are responsive to students' needs.

Equally important to the opportunity to participate in higher education is the opportunity for students to succeed in higher education. Institutions that truly meet student needs provide programs, services, and campus environments that not only meet the current needs of students, but also are sufficiently flexible to meet the need of a changing student population.

PREPARATION AND ADMISSION STANDARDS

Clearly defined preparation and admission standards within a coordinated system of postsecondary education help ensure that students have access to institutions that meet their needs and provide the best opportunity for success. Neither the needs of the students nor the needs of the state are best served when academically unprepared students enroll in institutions.

- **Clearly define and communicate preparation and admission standards to students so that they enroll at institutions where they have the opportunity to succeed at achieving their educational and career goals.**

  - Identify appropriate admission standards reflective of each postsecondary education institution's role and mission and communicate these standards to the K-12 school systems and to adults who are considering enrolling in postsecondary education.
  - The content and expectations of freshman-year course work should be consistent with the admission and preparation standards set by the institutions to help ensure that a gap does not exist between high school graduation competencies and freshman-year academic expectations.
  - Continue articulation agreements between the community colleges and the four-year colleges and universities to assure that students who do not meet admission standards at four-year institutions have the opportunity to achieve a baccalaureate degree by beginning course work at a community college.

- **Set preparation and admission standards at Nebraska's postsecondary educational institutions that are comparable to those of their respective peers and that are consistent with the recommended preparation and admission standards guidelines on page 2-10.**

TIME TO DEGREE

Students, their parents, institutions, employers, and Nebraska taxpayers all share an interest in timely progression through postsecondary education into the workplace. For students and their parents, issues of financial burden and cost effectiveness come into play. Institutions benefit because students who are progressing quickly through their instructional programs are less likely to drop out and are more satisfied with their college experience. Given labor shortages in Nebraska, employers also see advantages to timely graduation. Taxpayers prefer students to progress smoothly and quickly through the postsecondary system so that state and local appropriations for public institutions are wisely used and not duplicated.

- **Institutions help students to graduate within a reasonable and predictable time frame.**

  - The benefits of timely degree completion are clearly communicated to students through degree maps for each program of study and quality advising.
  - Needed support services are available and clearly communicated to all students to increase the likelihood of timely graduation.
  - Programs are structured with consideration for time to degree as well as assuring competency in required knowledge and skills.
  - Flexibility in course scheduling, such as adapting to the schedules of working students, facilitates program completion.
  - Comparable and reliable measurements of retention rates and graduation rates are available and publicly accessible from all sectors of postsecondary education.

ARTICULATION

Students do not come to postsecondary education with equivalent preparation levels, yet and many students earn college credits from more than one postsecondary institution. Each student deserves the opportunity to progress through higher education to the level that meets their educational and career goals. A truly coordinated system of postsecondary education facilitates opportunities for individuals to move easily from one sector or institution to another as their abilities grow and/or their needs, interests, and educational goals shift.

- **Foster additional articulation agreements that ensure students enrolled in most programs will be able to transfer from one institution to another with ease and with minimal loss of credits or loss of time required to complete their degrees.**

  - A student's options for postsecondary education are not limited by his or her choice of where first to attend college. Provided the institution is properly accredited, learning achievements from the first institution will open doors to new opportunities at other institutions.
  - Articulation agreements at Nebraska postsecondary education institutions are consistent with the recommended guidelines on page 2-11.

- **High school students who participate in dual or concurrent enrollment courses and their parents should be informed of the potential of each course to meet general education and -- to the extent possible -- major course requirements at all other public colleges or university campuses prior to enrolling in the courses.**

Coordinating Commission's
Recommended Preparation and Admission Standards Guidelines

Preparation and admission standards will help Nebraska's postsecondary educational institutions demonstrate institutional effectiveness in areas such as retention and graduation rates through comparisons with each institution's peers.

1. Community College Guidelines:

- Community colleges continue their policy of open admissions, although not necessarily to all programs. Different preparation and admission standards that reflect the differences in programs within the community college system are acceptable.
- Community colleges inform prospective students of the recommended preparation level for their anticipated course of study. The entry-level skills of new students are assessed to guide students into courses and programs that facilitate progress to their education or career goals.
- The community colleges provide foundation education coursework in a manner that advances students as quickly as possible to credit-bearing courses for those who are unprepared for college-level work.

2. State College Guidelines:

- Students admitted to any of the state colleges will be prepared to succeed at the state college level upon admission.
- The Nebraska state colleges identify and recommend those high school courses that, if completed satisfactorily, will provide the skills and competencies needed for students to have reasonable probability for academic success at a Nebraska state college.
- The preparation standards recommended by the state colleges are communicated by the institutions to K-12 counselors, students, and their parents.
- The state colleges fund and implement programs to assure that recommended preparation standards do not interfere with their access or diversity goals.
- Ideally, the foundations education needs of students are provided for whenever possible through cooperative arrangements with community colleges.

3. University of Nebraska Guidelines:

- Students admitted to any of the University of Nebraska campuses will be prepared to succeed at the university level upon admission.
- The University's admission standards are communicated by the institutions to K-12 counselors, students, and their parents.
- The University funds and implements programs that promote admission standards consistent with the diversity goals of the University.
- Ideally, the foundations education needs of students are provided for whenever possible through cooperative arrangements with community colleges.

Coordinating Commission's
Recommended Articulation Guidelines

1. **Academic credits for equivalent courses at Nebraska public institutions are appropriately recognized by the other public institutions, creating a seamless, coordinated public postsecondary educational network. This guideline applies to students transferring from one sector to another, as well as from one institution to another within the same sector.**

- Credit earned with a satisfactory grade in an equivalent course at one accredited public college or university is accepted as credit at another accredited public college or university.

- Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs. Graduates of two-year Associate of Arts and Associate of Science degree programs have met the lower division general education requirements for similar programs at all public postsecondary schools in Nebraska. Likewise, students who have satisfactorily completed all of the lower division general education requirements at a state college are admitted to a University institution without requiring additional lower division general education courses.

- Students who have earned Associate of Arts or Associate of Science degrees in an accredited community college or completed the required courses for the first two years at an accredited state college and have achieved satisfactory grades in courses equivalent to those at the University are not required to repeat any course.

- Students who began, but did not complete, the Associate of Arts or Associate in Science degree at an accredited institution are granted credit for satisfactorily completed courses that the accepting baccalaureate institution determines are equivalent to its own courses. State college students transferring to a University institution also are granted credit for satisfactorily completed, equivalent courses; as are University students granted credit for satisfactorily completed, equivalent courses when they transfer to state colleges and community colleges.

- Associate and baccalaureate degree-granting institutions work together to ensure that lower-division baccalaureate programs throughout the state are equivalent in scope and quality.

- Associate and baccalaureate degree-granting institutions work together to create seamless pathways from Associate of Applied Science degrees to baccalaureate degrees when feasible.

- Associate and baccalaureate degree-granting institutions cooperate to accommodate reverse transfer – i.e., the award of an associate degree by the associate-degree granting institution to a student who completes associate degree requirements after transferring to a baccalaureate degree-granting institution – for students who request it.

- Postsecondary education institutions will facilitate and maintain articulation agreements and transfer policies that create "portable" education credits.

2. **These articulation guidelines recognize the traditional role of faculty in determining course comparability between institutions and underscore the need for faculty to adjust to changes and to make fair and reasonable decisions when appropriate standards are attained.**

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3. **Transfer students on campuses will have the same opportunities as non-transfer students to become integrated into the campus social, cultural, and academic activities.**

4. **The four-year institutions periodically provide feedback to the two-year institutions on the academic success of their students who have transferred into the four-year institution.**

5. **The Commission periodically prepares and distributes a status report on articulation in the state between institutions. The Commission may make further recommendations regarding articulation based on the results of this report.**

SAFE AND ACCESSIBLE CAMPUSES

Parents and students rank personal safety as a priority. ~~Fortunately, students on Nebraska college campuses are more secure than at many campuses in other states. Reports of assaults and violent crime on Nebraska campuses are rare and below national averages.~~ In recent years, many Nebraska institutions have undertaken measures to make their campuses even more secure through better lighting; technology-enabled emergency notification; emergency preparedness training for faculty, staff, and students; additional security personnel, etc.

Most facilities on Nebraska campuses are safe, accessible to the disabled, and 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 and accessibility to all building and spaces utilized by students.

Major Statewide Goal:
Support Services

Postsecondary education institutions will provide appropriate support services to help all students reach their educational goals, regardless of where and how the instruction is delivered.

SUPPORTING STUDENTS

Students drop classes and leave institutions for a variety of reasons, many beyond the control of the institutions. However, a comprehensive mix of student support services can make the difference in retaining students and helping them to succeed and are fundamental to the students' overall college experiences. These support services include academic assistance, such as tutoring, career exploration, advising or mentoring programs; services that meet students' personal needs, such as health centers, personal counseling, and food pantries; organizations aimed at special groups, such as students of color, students who are parents, and non-traditional-age students; and student activities such as student government, intramural sports, and campus cultural events that give students opportunities to be involved with the campus.

Providing Preparation and Support

Many people enrolling in postsecondary education lack the preparation they will need in some academic areas to learn successfully. Students who are underprepared or lack learning skills come from a wide variety of situations, including recent high school graduates as well as people who haven't been in a classroom for decades. In addition, recent immigrants frequently need some foundations education to prepare them for further education in this country. For all of these individuals, enrollment in foundations education courses and support through counseling or mentoring programs may mean the difference between their educational success or failure.

- **Provide innovative foundational education that prepares traditional college-age and post-traditional learners to be successful in college-level courses.**

- ~~**Provide academic assistance through foundations education courses to assist both traditional-age and non-traditional, working adult students who are not academically prepared for college-level courses.**~~

- **Foundation programs are provided by community colleges, which collaborate with local agencies and employers to identify basic educational needs of under-educated adults in order to enhance workforce capacities.**

- **Offer tutoring, mentoring, English language learning, and counseling programs that provide appropriate assistance for students**.

Providing Resources

Today's higher education environment is shifting from a focus on teaching to a focus on student learning. Students are becoming more actively engaged in their own learning process, utilizing a number of resources available to them through multiple sources such as faculty, libraries, classroom and lab experiences, instructional technologies, and the internet. Creating campus facilities and support services that nurture this learning environment and meet the needs of both on-campus and off-campus distance learning students is a growing challenge for institutions.

- **Provide learning support systems, including accessible libraries, well-equipped computer labs, learning management systems, and classrooms that are equipped for the newest technologies and support an enriched, flexible, and effective learning environment for all students.**

- **Ensure that all distance learning programs available in Nebraska result in learning outcomes appropriate to the rigor and breadth of the degree/certificate programs awarded on campus, and that students enrolled in distance learning programs have access to support services comparable to those utilized by on-campus students.**

Major Statewide Goal:
Skilled Graduates

Nebraska colleges and universities will provide their graduates with the skills and knowledge needed to succeed as capable employees and responsible citizens.

The ultimate goal of any student-centered institution is to provide its graduates with the skills, knowledge, and critical thinking abilities they will need to meet their personal and career goals. To achieve this, students need exposure to courses that challenge their minds and motivate them to learn, while preparing them for the reality of today's workforce and society.

THE NEEDS OF GRADUATES

The skills and knowledge students will need to succeed are constantly changing as the world around them changes. Today's students need to be efficient, self-directed, and active learners who are prepared for a lifetime of learning in a global, technology-driven society. The process begins in the classrooms of the campuses, or wherever and whenever postsecondary education courses are being delivered to students, with high quality programs that actively engage students' minds.

- **Provide interesting, challenging, and rewarding classroom experiences that engage students as active participants in their learning process and motivate them to high achievement.**

  - Recognize and reward faculty members whose teaching methods produce student outcomes consistent with this goal.
  - Encourage faculty to use instructional technologies that enhance student learning.
  - Encourage faculty to use innovative teaching methods that allow students to actively participate in their own learning experience, both inside and outside of traditional classrooms.
  - Assess student learning outcomes and use the results to enhance the quality of student learning.

Too often a gap exists between what students learn in college and the skills and knowledge they will be expected to have mastered when they enter their careers or advance in their education. To close this gap, colleges and universities are increasingly incorporating work experience into course content and measuring accomplishment of competencies and skills appropriate to students' fields of study.

- **Incorporate "real world" experience into college curricula through internships, required work experience, volunteer service, exposure to entrepreneurial opportunities, and activities that increase cultural and international awareness.**

  - Institutions prepare students to work effectively within the context of the emerging diversity within communities, the state, region, and nation.

- **Ensure that graduates are competent in areas appropriate to their field of study, as determined through measures identified by the institutions.**

  - Institutions choose from a variety of assessment tools, such as competency testing, capstone project evaluation, or external certifications.
  - Employers have a role in identifying competencies needed for graduates to succeed in the workforce in their fields of study.

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Chapter 3

MEETING THE NEEDS OF THE STATE

The State of Nebraska and its public higher education institutions depend on each other and shape each other's future. The state needs a strong higher education network that prepares students for productive and fulfilling lives, enhances workforce development, and helps solve the state's problems. Postsecondary education, particularly the public institutions, relies on the state's ability to expand its economic and population base to provide resources to support the institutions. The two must work together and grow together to address the future needs of both the state and the institutions.

Beyond the key economic importance of higher education to the state, institutions of higher education have a historic and continuing obligation to help students reach their maximum intellectual potential. Perhaps the greatest contribution any educational program can make is to enable individuals throughout their lives to be successful and contributing members of society who are able to think critically, gather and evaluate information, communicate effectively, understand and respect the physical environment, and participate actively in political decision-making. The future of our state continues to depend on higher education institutions that shape thoughtful and adaptive citizens who thrive in a period of rapid change and multiple careers.

Goals and Strategies

Major Statewide Goal:
Workforce Development

Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.

WORKFORCE DEVELOPMENT

Employers in Nebraska face many critical issues and challenges. Shortages of skilled and trained workers exist throughout the state. Each day technology transforms how, when, and where business is conducted, creating an ongoing need for employee training and retraining to stay current and competitive in an increasingly competitive and global market. Finding ways to operate more productively and effectively is critical to businesses' growth and survival.

Central to this *Plan's* vision is the belief that postsecondary education has an important role in assisting businesses and contributing to the overall prosperity of Nebraska's economy. In today's global economy, the success of Nebraska's businesses and the future of the state's economy are dependent on a partnership among the state, its higher education institutions, and the employers to secure skilled and knowledgeable employees for innovative and progressive businesses, industries, and services throughout the state.

Prepared Graduates

Employers need college graduates and trained workers who have extensive and varied knowledge, skills, and demonstrated competencies that prepare them for entering and succeeding in the workforce. To advance in business and succeed in their careers, these graduates also need good oral and written communication skills, information technology competencies, teamwork abilities, general workplace skills, and, increasingly, conversancy in more than one language.

- **Improve the workforce readiness of graduates of public institutions.**

  - Review program content and, where needed, incorporate workforce readiness competencies into curricula.
  - Use employer advisory councils to identify needed changes in existing program content or to create new certificate or degree programs to meet evolving needs.
  - Increase opportunities for students to attain job experience while in school via internships, apprenticeships, service learning, etc.
  - Prepare graduates for employment in a global marketplace through required course work in foreign languages, international affairs and finance, and other courses that will expose them to other countries' cultures and economies.
  - Undertake measures to become eligible training providers, as authorized under Federal Workforce Innovation and Opportunity ~~Investment~~ Act regulations, and registered apprenticeship providers, as authorized/outlined by the US Department of Labor.
  - Equip classrooms with state-of-the art facilities and provide faculty opportunities to be appropriately trained in new technologies being utilized in industry.
  - Monitor and assess the success of job-seeking graduates in finding employment in their field of study.

Targeted Skills

Institutions in Nebraska are being asked to produce more graduates and trainees in workforce areas of high demand, such as information technology. In addition, employers are stressing the need for broadly educated employees with key workplace skills.

- **Respond to workforce needs by developing, offering, and promoting degree or certificate programs in needed areas.**

- Provide specialized certification programs in professional, technical, and vocational fields that address regional and state needs. These certifications often will be provided through external entities.
- Create "portable programs" designed to meet specific needs and serve a specific area or cohort of individuals that, when the needs have been met, can be moved to another area of the state where there is similar need.
- Cooperate with state and local workforce and economic development agencies and employer advisory councils to project workforce needs and employers' workforce demands. Respond to projections with appropriate adjustments in program availability and capacity.
- Work with the state and employers in Nebraska to target key industries for workforce development and use state incentive funds for grants or contracts with public or private institutions that can deliver needed instructional programs, technical assistance, and research/development in the area.
- Explore internships or work/study opportunities in high demand fields to encourage students to enter these fields and remain in Nebraska upon graduation.
- Align recruitment of students to disciplines and programs with the state's workforce needs in specific industries and geographic locations across the state.
- Produce graduates with the skills to think critically, communicate effectively, and work collaboratively as members of problem-solving teams in the workplace.
- Work with businesses to meet literacy needs of their under-educated adult employees.

Teacher Training

Nebraska's schoolteachers are one of the state's greatest assets. By many measures, achievements of Nebraska elementary and secondary students consistently rank among the highest in the nation. Teachers exert a profound influence on students' lives. Yet many school districts are finding it difficult to attract and retain qualified teaching staff given an aging teacher workforce, salary levels that are marginally competitive with those in neighboring states and private industry, state-imposed property tax caps, and increased stress due to the COVID-19 pandemic.

- **Encourage education leaders and policymakers to address workforce needs of preservice teachers, new teachers, and experienced teachers who are seeking opportunities for professional growth and additional credentials, including the additional graduate courses often required of dual credit instructors.**

Lifelong Learning

With rapid technology, knowledge, and skill transformations occurring in most of the workforce, workers need constant retraining to remain productive and competitive. Higher education needs to be responsive to these changes and prepared to provide education and training to meet the needs of workers in Nebraska.

- **Provide lifelong learning and retraining opportunities to all Nebraskans, especially in the area of technology.**

- Provide in-home and workplace distance learning opportunities of high quality and reasonable price that help workers keep current in their fields or move into new careers.
- Enhance collaboration between colleges and industry to improve availability and value of in-service training to upgrade the skills of the existing workforce.
- Respond to requests from students, employers, and communities for needed programs or training opportunities to address changing workforce needs.
- Provide a means for students to demonstrate their continuing learning through badges, certifications, microcredentials, and electronic portfolios.

Expanded Workforce Diversity

Racial/ethnic minority populations are a growing component of Nebraska's population and workforce. Unfortunately, students of color are underrepresented in postsecondary education participation, although their participation levels are improving. Encouraging more students of color to participate in higher education could help address the state's need for more trained workers.

- **Enhance educational and workforce development opportunities for minority populations who have been underrepresented in the workforce.**

  - Develop and implement programs, and partner with K-12 and community-based programs, to prepare racial/ethnic minority students of color for admission to and success in postsecondary education and the workforce.
  - Encourage and support campus-based programs that support the recruitment and retention of minority students and create an open and supportive campus culture.
  - Work with middle schools and high schools to encourage students of color, first-generation college students, limited income, and academically at-risk students to complete high school with courses, including dual credit, that prepare them to succeed in college.
  - Explore methods of bringing educational and work experience opportunities to minority populations students of color in their own communities, such as dual enrollment and apprenticeship opportunities, that encourage enrollment in postsecondary education.

Attracting and Retaining Students

Nebraska faces labor shortages in a number of critical areas. Attracting more of Nebraska's top students, as well as more students from other states, to Nebraska postsecondary institutions and retaining them through graduation could help the state address workforce shortages, especially in targeted fields.

- **Effectively recruit and retain more Nebraska students and attract more out-of-state students to Nebraska higher education institutions, especially those students entering targeted career fields that address workforce needs in Nebraska.**

- Provide merit-based scholarships and grants, including the Nebraska Career Scholarship, to students with talents and achievement in targeted workforce areas.
- Support reduced out-of-state tuition levels to attract more students from other states.
- Encourage internships and work/study opportunities so that graduates of Nebraska colleges and universities are more likely to remain employed in the state.

Major Statewide Goal:
Research and Technology Transfer

Institutions will contribute to the health and prosperity of the people and to the vitality of the state through research and development efforts, technology transfer and technical assistance, and by attracting external funds to support these activities.

RESEARCH AND KNOWLEDGE TRANSFER

Research is an important role of higher education and a vital component of the state's economic competitiveness. Business and industry increasingly depend on higher education to develop and share new discoveries and technologies that can help them stay competitive in today's changing economy.

Nebraska's economic future is dependent on its ability to attract new businesses and industries and assist existing businesses to be competitive. Higher education has a critical role, generating and transferring knowledge that helps business and industry to compete and succeed. Equally important is higher education research that directly impacts the citizens of the state by contributing to their social, educational, and health needs.

- **Conduct basic and applied research focused on the economic, social, educational, and health needs of Nebraskans and our lands and water.**

- **Improve technology transfer and technical assistance to Nebraska employers to enhance the productivity of Nebraska industries.**

  - Provide ongoing assistance to Nebraska's agricultural industry through shared research, technical assistance, public services, and programming focused on areas such as value-added production and international marketing.
  - Participate in partnerships with industry, government, and private organizations that are responsive to current and projected future state needs.

- **Increase awareness of the contributions of research programs to the quality of life in Nebraska to improve the understanding of research activities and to attract increased support for research activities.**

ADEQUATE HEALTH CARE

Adequate health care, especially in underserved rural areas, is a critical issue that postsecondary education can help resolve through health education programs, research, and services. The University of Nebraska and community colleges, as well as some independent colleges and universities and private career schools, all have important roles in providing education and training in the many health-related fields. Most of these institutions incorporate training at rural hospital sites into their curriculum to expose students to rural health career opportunities.

- **Institutions with a role in health-care education identify and respond to the changing health-care needs of Nebraska's citizens, including those in underserved rural and high-poverty areas.**

ENTREPRENEURSHIP

The growth and diversification of Nebraska's economy depend to a substantial degree on the success of small businesses and entrepreneurial ventures. Higher education can assist by providing education programs, technical assistance and advice, and accessible lifelong learning opportunities that will help these individuals and small businesses to succeed.

- **Incorporate an entrepreneurship focus into instruction and community outreach programs to facilitate the growth of entrepreneurship and Nebraska-based small businesses.**

SCHOLARLY RESEARCH

Research is not always directly applicable to the economic development of the state. While often difficult to measure, scholarly research conducted at higher education institutions enhances the learning experience of students within the institution, the academic currency of the faculty, and the knowledge base of Nebraska citizens.

- **Provide a scholarly environment that will add to the intellectual accomplishments of the state, providing knowledge valuable to its citizens.**

Major Statewide Goal:
Serving Citizens

Higher education will serve the state by preparing individuals for productive, fulfilling lives and by developing and nurturing the citizens and future leaders of Nebraska.

Nebraska will need more than trained and skilled technicians and professionals in the future. It will need creative, intelligent citizens who can generate new ideas, adapt to new technologies, analyze issues, solve problems, and utilize lifelong learning opportunities. All sectors of higher education have vital roles in creating an environment for this learning community within the state.

EDUCATED CITIZENRY

Workers in Nebraska need not only the knowledge, expertise, and technical skills to do their jobs, but also the ability to think critically and creatively in order to advance and succeed in their careers. The abilities to communicate effectively, understand other cultures, speak another language, and think critically will be valued in an increasingly global and complex society.

- **Provide general education courses that prepare students to understand and contribute constructively to the nation's social, economic, and governmental frameworks.**

- **Prepare Nebraska's students and citizens for global opportunities and competition by integrating an international perspective into institutions, faculties, programs, and activities.**

- **Facilitate access to educational, technological, and cultural opportunities in urban and rural communities throughout the state.**

- **Inform citizens of the economic returns from participation in postsecondary education.**

THE NEEDS OF IMMIGRANTS

In recent years, all the growth in Nebraska's population has resulted from in-migration of persons of color. Many are immigrants who have come to Nebraska to make a home, raise their families, and find work opportunities. For many, language is the first barrier they must overcome. Obtaining the education they need to enter the workforce is the second. Higher

education, in particular the community colleges through English Language Learner (ELL, also known as English as a Second Language) and basic literacy courses, can be the key to prosperity for these individuals and a source of skilled workers to mitigate the state's workforce shortage.

- **Provide accessible English Language Learner and basic literacy programs throughout the state, primarily through the community college system.**

- **Institutions collaborate with employers of individuals whose native language is not English to provide English Language Learner courses and other needed adult basic education courses on-site at the workplace.**

Major Statewide Goal:
Technology

Postsecondary education institutions will assess evolving needs and priorities in a timely manner and will be prepared to change and adopt new methods and technologies to address the evolving needs and priorities of the students and people of Nebraska.

USE OF INSTRUCTIONAL TECHNOLOGY TO MEET STATE NEEDS

Information technologies have transformed how, when, and where higher education is delivered, making it available virtually any time and any place. ~~Tremendous potential also exists to make education more efficient and effective while at the same time enhancing access and quality. Without the statewide connectivity of hardware needed to create a coherent, interconnected higher education network, however, the potential for technology's many educational uses is much more limited.~~ For example, efforts to keep students enrolled and learning during the COVID-19 pandemic pushed colleges and universities far beyond what they might have considered their previous limits to deliver quality education virtually overnight. However, the pandemic also exposed the technological, pedagogical, and psychological shortcomings of existing technologies and networks. Without universal access to high-bandwidth internet and technologically current connected devices, the potential for technology's many educational uses remains limited, particularly for under-resourced students.

- **Study carefully the implications of and potential uses for technology in addressing educational needs, including its:**

  - Potential for expanding access to higher education programming, particularly to place-bound and working adults.
  - Use for more efficient campus operations.

- Effect on facilities planning and curriculum development, in particular the many opportunities for sharing of facilities, courseware, and other resources.
- Effect on faculty issues, including professional development opportunities and inter-institutional sharing of talent.
- Implications for lifelong learning opportunities for the whole citizenry.
- Implications for access and affordability, particularly for students who have difficulty obtaining, operating, and connecting the digital devices that are necessary to participate fully and effectively in fully online and hybrid courses.

- **Cooperate to provide statewide ~~technological~~ network connectivity to ensure that citizens in all regions of the state have access to higher education programming and services.**

- **Use instructional technologies as a way to increase learning productivity, including effective use of student-centered and self-paced learning activities.**

  - Develop and regularly update standards for instructional and other information technologies based on best practice guidelines or requirements ~~such as those developed by the North Central Association (see Appendix 1) and other such regional and national associations, and share descriptions of standards with other institutions in the state.~~ such as those developed by the Higher Learning Commission (see Appendix 1), the Council for Regional Accrediting Commissions, and the National Council for State Authorization Reciprocity Agreements.
  - Set appropriate expectations and requirements for students and faculty regarding the use of information technologies.
  - Provide supportive environments and professional development opportunities that allow faculty and students to acquire the technical skills needed to use fully new learning and instructional technologies in the classroom and lab.

COMMUNITY OUTREACH

Higher education's role in Nebraska extends far beyond the walls of the classrooms and the buildings of the campuses. Each campus has a multi-county service area for which it shares responsibility with other institutions to meet the higher education needs of the citizens. Some campuses also have statewide programmatic or public service responsibilities, such as the University of Nebraska-Lincoln's responsibility for agricultural public service. Through outreach to communities throughout the state, higher education can support community development initiatives by providing needed educational programming, specialized technical assistance, leadership and human resources, and cultural awareness opportunities.

- **Postsecondary education institutions make concerted efforts to reach out to their communities and across the state to identify and meet educational, research, and public service needs and to be proactive in assisting economic and community development.**

- **Explore methods of effectively and efficiently meeting the changing needs of different constituencies throughout the state such as agriculture, business, government agencies, community organizations, cultural and recreational groups, and families.**

- **Institutions report and effectively communicate their success in meeting the educational, research, and public service needs of the state and its citizens.**

Chapter 4

MEETING EDUCATIONAL NEEDS
THROUGH EXEMPLARY INSTITUTIONS

This *Comprehensive Plan's* vision for higher education in Nebraska calls for institutions that are vital, vigorous, and visionary; that fulfill their roles and mission with distinction by being responsive to changing needs throughout the state; and that exercise careful and creative stewardship of available resources. It is a vision committed to the development and support of a first-class, nationally recognized higher education system in Nebraska. Realization of this vision will require the steadfast commitment of higher education governing board members, administrators, faculty, and staff, as well as the support of state policymakers, current and future students, and the citizens of the state.

Goals and Strategies

Major Statewide Goal:
Exemplary Institutions

Each Nebraska postsecondary institution will fulfill its role and mission in an exemplary manner and will compare favorably with peer institutions.

Exemplary institutions provide high quality education and skill development opportunities that prepare students to be personally and professionally successful, to be good citizens of the state and knowledgeable contributors to an increasingly global and multi-cultural society, and to be lifelong learners. They attract motivated and high-performing students, as well as top-quality faculty and staff. They are student-centered, yet offer rigorous courses and programs that challenge students to learn. They are heavily engaged in leading-edge research, both basic and applied, and compete successfully for external research funding that can stimulate the state's economy. They actively pursue opportunities for public engagement, technology transfer, and technical assistance to meet the needs of Nebraska businesses, communities, and government. They are responsive, flexible, and innovative. They receive appropriate levels of funding from the state and invest it wisely to meet their needs and aspirations. They have visionary leaders who create a culture of continuous improvement.

Comparisons with peer and competing institutions can provide indicators of where an institution is and where it wants to be in the future. Such comparisons also provide a method of measuring and demonstrating an institution's progress toward specific goals and outcomes. Governing boards and administrators provide leadership to establish goals for their institutions

and leverage them to greater accomplishments. Faculty, students, state policymakers, and Nebraska citizens also have significant roles in the accomplishment of these goals.

- **The governing boards and administrators of each Nebraska institution are responsible for and encouraged to commit attention and resources to the following:**

  - Fostering a collaborative model to connect students, educators, and practitioners together, whenever appropriate, in the design and implementation of instructional programs with both academic goals and working-world applications;
  - Focusing energy and targeting resources on areas of excellence in teaching, basic and applied research as appropriate to role and mission, and public service that benefit the students and the state and enhance the institution's regional and national reputation;
  - Promoting quality and innovation in teaching and learning within each institution's designated role and mission, particularly in areas of importance to the state;
  - Assessing student learning and using the results to enhance the quality of the students' learning experiences;
  - Eliminating existing programs and services that are non-viable or marginal in terms of outcomes, costs, and centrality to the role and mission of the institution;
  - Improving retention and graduation rates so that higher percentages of students who are seeking degrees achieve their educational goals;
  - Attracting, developing, and retaining high quality faculty and staff members;
  - Implementing student recruitment strategies aimed at enrolling Nebraska's top performing students in Nebraska postsecondary education institutions;
  - Using information technologies and resource sharing to enhance learning opportunities both on- and off-campus;
  - Being responsive to the changing needs of the state and its citizens;
  - Providing creative, efficient, and flexible leadership and planning that will help institutions achieve exemplary status;
  - Conducting analysis and evaluation of the educational and service needs of the institution's service area through ongoing dialogue with employers, civic leaders, and citizens;
  - Promoting diversity on their campuses in the hiring of faculty, staff, and administrators; in recruitment of students; and in curriculum development and student activities; and,
  - Providing supportive environments and professional development opportunities that allow the faculty to acquire the technical skills needed to utilize new learning and instructional technologies in the classroom and lab.

RESEARCH

Research is a vitally important role of higher education. Research conducted by higher education institutions has been a major contributor to the economic productivity of the country, literally transforming the way daily business is conducted. It has made a major difference in the quality of life, lengthening life expectancies, developing new products, creating new job opportunities, transforming the agriculture industry, and bringing new knowledge and understanding to the citizenry.

- **Public institutions with major research roles, including the University of Nebraska-Lincoln and the University of Nebraska Medical Center, set goals and prioritize areas of research to become more prominent and nationally competitive for research funding and to meet the health and economic needs of the state.**

  - Focus energy and resources on areas of excellence in research that will advance knowledge and bring national recognition to the institutions.
  - Expose students to research skills and experiences that are relevant to their field of study and future career goals.
  - Increase the visibility of the contributions of research programs to the quality of life in Nebraska to improve understanding of research activities and to attract increased support from within the state for these activities.

- **High quality, state-of-the-art research facilities on the University of Nebraska-Lincoln and the University of Nebraska Medical Center will help the institutions to attract external research funding.**

- **The state colleges and the community colleges play a role in applied research, partnering with regional industries to complement classroom learning, UNL extension efforts, and workforce development.**

Major Statewide Goal:
Funding Exemplary Institutions

Nebraska will value higher education and support its investment in public higher education through fair and reliable funding policies that provide appropriate levels of support to enable institutions to excel and meet the educational needs of the state and its students.

FUNDING EXEMPLARY PUBLIC HIGHER EDUCATION INSTITUTIONS

Adequate and stable funding is critical to any successful, high quality higher education institution. Nebraskans traditionally have been supportive of higher education. For a state with a relatively small population base, Nebraska provides a proportionally high level of financial support for its public postsecondary education institutions. Nebraska also has a higher proportion of its high school graduates enrolled in higher education than most states. Because of high levels of support and participation, the people of Nebraska have enjoyed the benefits of a comprehensive and accessible network of public postsecondary education institutions.

Institutions face growing demands for more and better programs and services. At the same time, the state's resources are being stretched by demands for services in other critical areas such as health, corrections, and the public schools. It is crucial that in this environment Nebraska's public higher education institutions receive appropriate levels of support that will allow them to meet the needs of the state.

Ongoing State Funding

State appropriations are the mainstays of Nebraska's public postsecondary education institutions. While the proportion has declined over the past two decades, about one-sixth of the state's general fund appropriations go toward public postsecondary education institutions. It is important, therefore, that there is agreement between the state and higher education on major funding policies and priorities.

- **State funding for the University of Nebraska, state colleges, and community colleges:**

  - Reflects the state's educational needs and priorities and provides additional funding to institutions that demonstrate they are addressing these needs and priorities;
  - Is a priority in the state's spending plan, reflecting the commitment of the legislative and executive branches to achieve the educational goals set forth in this *Comprehensive Plan,* including Nebraska's state educational attainment goal;
  - Supports higher education's significant role in the state's economic and workforce development efforts;
  - Is sufficient to provide salaries and professional development opportunities that will attract and retain high quality faculty and staff at the institutions;
  - Rewards institutions that use partnerships and collaborative efforts to achieve greater efficiency, enhance access, or address student and state needs; and,
  - Is focused on the efficient and effective use and management of education resources for purposes of attaining optimal educational results.

Emerging State Needs

State appropriations for the state colleges and the University of Nebraska are based on review of base budgets and incremental funding, not formulae. The state also provides some matching funds for external grants. The state expects auxiliary services at public postsecondary education institutions and some student services, such as residence halls, bookstores, and food services, to be self-supporting.

The state provides some funding incentives to public higher education targeted at specific state goals, such as funding for the Nebraska Research Initiative (NRI) and the Behavioral Health Education Center. Increasingly, higher education is expected to be responsive to new and emerging needs throughout the state.

- **As high priority state needs and demands are identified, the state and its public postsecondary education institutions will target new state funds to meet these needs and demands.**

Technological Connectivity

Statewide connectivity of technology hardware is a key element for a high quality, statewide network of higher education. Instructional technology expands access to higher education across the state and promotes efficiency through sharing of courses, faculty, and other resources. Quality is also enhanced as institutions import courses and classroom resources that would otherwise be unavailable to their faculty and students. The workforce training needs of the state's employers are also better served as training and professional development courses are delivered on-site or at sites convenient to employees via distance learning technologies.

- **Recognize statewide connectivity of information technology for Nebraska postsecondary education institutions and the communities they serve as a state policy and funding priority.**

Community College Funding

The state, area property owners, and the students all contribute to the operating costs of the community colleges. Ideally, the state pays 40% of the operating costs of the community colleges, property owners pay 40% of the costs through a tax levy established by the community college area governing board, and 20% of costs are covered by student tuition and fees and other sources of revenue.

- **Community college funding continues to reflect a shared responsibility of the state, the property taxpayers of the community college areas, and the students.**

Foundations Education

The state has given the community colleges primary responsibility for foundations education within higher education. In some instances, the state colleges also provide some foundations education courses. Foundations education includes targeted entry-level education for recent graduates of secondary education with deficits in specific knowledge or skills, as well as adult learners returning to postsecondary education and needing to refresh or advance their knowledge and skills in specific areas.

~~Initiatives such as the new K-12 standards and the P/16 advisory council ideally~~ Aligned K-12 standards and college readiness initiatives between high schools and postsecondary institutions will lessen the number of under-prepared students entering postsecondary education, but n~~N~~o matter how successful these initiatives, there undoubtedly will always be a need for some level of foundations education. The institutions currently cover the cost of these non-degree credit programs through their regular operating budgets. The cost of the courses are covered primarily by revenues paid by students. Federal, state and local revenues help

support Adult Basic Education, ~~General Education Degrees, and English-as-a-Second-Language courses.~~ GED, and English Language Learner courses. As a result, evaluating the overall cost of foundations education courses to the state is difficult. Addressing solutions to foundations education and its costs to the state will require an evaluation of the overall costs by the state, higher education, and the elementary/secondary school systems.

- **In cooperation with the elementary and secondary school systems, pursue avenues or means to diminish the need for foundations education in postsecondary education.**
- **Incorporate research-proven improvements to the delivery of foundations education, such as corequisite remediation and multiple placement methods, to increase students' success and lower costs.**
- **To the extent that such needs exist for foundations education, assure that funds are available to address the needs.**

Research and External Funding

Nebraska provides comparatively strong support to the University of Nebraska for research. Most of the state's research funding is targeted toward specific research areas. Some funding also is provided for human resources and support services for research.

- **The state continues to provide financial support for research conducted at the University campuses, particularly when it is targeted toward specific fields that provide economic impact on the state.**

  - Institutions demonstrate effectiveness and productivity in the use of state research funding through measurable outcomes.

Higher education institutions ~~increasingly are looking~~ also look to other sources for funding support to help continue existing activities and develop new ones. These additional funding resources may result from collaboration with corporations, donations from private sources, funding from the federal government, or partnerships with other entities. These resources not only bring funds to the institutions, but also can enhance the strength and richness of the institutions' instruction, research, or public service roles.

- **Governing boards, administrators, and faculty share responsibility for competing for and acquiring increasing levels of private, federal, corporate, and other non-state funds for institutional development and enhancement.**

Facilities Funding

Exercising careful and creative stewardship of available physical resources, as articulated in Chapter 6, is an important part of this *Plan's* vision for higher education.

- **The state will continue to invest monies for the ongoing and deferred repair and maintenance of existing facilities at the ~~public institutions~~ University and state colleges, and for new facilities when warranted. Capital construction and maintenance at the community colleges is funded through a capital levy.**

  - Ongoing preventive maintenance of facilities is the responsibility of the institutions.

Major Statewide Goal:
Accountability and Effectiveness

Higher education in Nebraska will be effective in meeting the needs of students and the state; will be efficient in its expenditure of the state's resources; and will be accountable for developing and sustaining exemplary teaching, learning, research, and public service.

One of the greatest challenges faced by higher education is being responsive to the many needs of the state and its citizens within the reality of state, institutional, and student resources. To improve quality, expand access, adapt new technologies, meet the diverse needs of students, and be creative and visionary in fulfillment of their roles and missions, higher education institutions must develop methods to become more efficient and productive. It is equally important that higher education institutions measure their productivity and share the results of those measurements with the public to generate a better understanding of the outcomes of higher education.

INCREASED EFFICIENCY

Exercising careful and creative stewardship of available resources is an important part of this *Plan's* vision for higher education. If higher education is to have the ongoing support and confidence of the people of Nebraska, it must practice effective and efficient use of resources and communicate how it maximizes use of public funds for the benefit of students and the citizens of the state.

- **Institutions maintain the confidence and support of the public by allocating resources wisely and seeking cost efficiency and effectiveness in their operations and management of resources.**

  - Governing boards reduce and/or eliminate unnecessary duplication in program offerings and in all operations of the institutions.
  - Governing boards focus institutional resources on areas of excellence within each institution's role and mission that meet the needs of students and serve institutional, regional, and state priorities.

- Whenever feasible, campuses share resources and collaborate as a way of maximizing their resources.

MEASURABLE OUTCOMES

Increasingly, governing boards, accrediting bodies, and the public are asking not only for accountability for the use of public funds but also for assessment of outcomes for higher education. Are students learning? <u>Are they employed in Nebraska after graduating?</u> Are research efforts producing results? Are the citizens receiving needed services? It is important for higher education to be able to evaluate effectiveness and productivity through appropriate measurable outcomes.

- **Postsecondary education institutions evaluate and communicate measurable outcomes and benchmarks appropriate to their role and mission in areas of importance to students and the state. These include student retention, degree completion, <u>student debt,</u> and job placement rates<u>; access and success of students of color and low-income students</u>; comparability with peers in quality of teaching, learning, research, and public service; and student satisfaction.**

  - Governing boards set standards of excellence appropriate to their role and mission and identify measurements that reflect their productivity and enable them to demonstrate progress toward achievement of their standards.
  - Higher education institutions inform the public about the outcomes and benefits of their instruction, research, and public service roles.

Chapter 5

MEETING EDUCATIONAL NEEDS THROUGH PARTNERSHIPS AND COLLABORATION

No higher education institution or sector can operate successfully in isolation. To realize its full potential, higher education must extend beyond colleges and universities and forge partnerships with businesses, industries, K-12 schools, government agencies, cultural institutions, communities, and families. Such partnerships offer many benefits to the institutions as well as the state and its citizens.

Goals and Strategies

Major Statewide Goal:
Partnerships

Higher education institutions will work as partners with one another and with other entities whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents.

PARTNERSHIPS AMONG PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS

Collaboration and partnerships among the state's public postsecondary education institutions will improve efficiency and save taxpayer dollars. Beyond the savings, however, collaboration also offers institutions a means to improve quality and enhance the scope of their offerings through integrating learning opportunities and sharing expertise and resources. The result of such partnerships will be a network of institutions with distinct roles and missions and unique areas of excellence that work together to ensure that the state's higher education needs are met.

- **Meet state needs through collaborative ventures and institutional partnerships that produce efficient uses of courses, instructional resources, faculty, and other campus resources.**

  - Opportunities for collaboration, cooperation, and sharing resources are a high priority of higher education administrators.
  - Public institutions are encouraged to enter into cooperative ventures resulting in cost efficiencies to the state, or address local, regional, and/or state economic development goals.

- **Through the Nebraska Information Technology Commission (NITC), support and encourage the coordinated and productive use of instructional technologies to expand access to higher education and improve efficiency <u>and network security.</u>**

  - Explore methods to cooperate in the development and use of informational and instructional technology and develop joint plans for addressing current and future educational needs through the use of new technologies.

There are excellent examples within Nebraska of higher education sharing facilities with other institutions, government entities, and communities that yield many benefits to the users. Learning centers in Alliance, LaVista, ~~Norfolk~~ West Point, and Grand Island are examples of differing learning center models that have all yielded successful results for improving efficiencies and meeting needs.

- **When possible, partner with other higher education institutions, communities, businesses, and other entities to share facilities, to improve efficiencies, and to accommodate the needs of students and communities.**

PARTNERSHIPS WITH INDEPENDENT INSTITUTIONS

Nebraska's independent colleges and universities and private career institutions are valuable education resources to the state.

Independent institutions are predominantly liberal arts institutions with distinct characteristics that in some cases attract a national and international student body. Some offer a strong religious affiliation; others offer specialization in certain disciplines. Some independent colleges and universities include a focus on specific populations; for instance, targeting the older, returning college student.

The state's private career schools provide short-term, career-oriented training programs in disciplines such as business, cosmetology, allied health, and trade and/or technical fields. ~~, and modeling.~~ Entities that license and regulate the postsecondary education courses offered through these schools include the Nebraska Department of Education, the Board of Barber Examiners, the Department of Health <u>and Human Services</u>, the Department of Motor Vehicles, and the Real Estate Commission.

The positive and competitive environment created by the presence of both public and private institutions within the state is beneficial to the overall quality of postsecondary education. Nebraska will realize the best use of its resources through communication, cooperation, and collaboration among public, independent, and private institutions.

- **Encourage cooperation and partnerships, whenever possible, between public and private higher education to realize the best use of resources and to enhance educational opportunities.**

- Independent colleges and universities and private career schools are invited to participate in statewide educational planning and coordinating processes.
- The public and private sectors of higher education share an interest in assuring that financially needy students have access to postsecondary education opportunities.
- Public higher education institutions enter into partnerships with the two tribal colleges in the state to help increase the level of participation and the success of Native Americans in higher education and to provide the tribal colleges and their students with access to needed programs and technologies.

PARTNERSHIPS WITH OTHER STATES

The State of Nebraska cannot attempt to provide programs to meet everyone's educational needs. Postsecondary educational services that are not readily available and are expensive to replicate in Nebraska may be available via regional, national, and international consortium linkages. To make maximum use of these collaborative efforts, the institutions and students need heightened awareness of the educational opportunities they present.

- **Participate in regional interstate compacts, including the Midwest Higher Education Commission (MHEC) and the State Authorization Reciprocity Agreement (SARA), which will help broaden educational opportunities for Nebraska students and promote resource sharing with institutions in other states.**

By statute, the Board of Regents is authorized to negotiate contracts with accredited schools of optometry and veterinary medicine to provide admission to these programs for qualified Nebraska students. These contracts save Nebraska the expense of offering these programs while providing access to the programs for students through reciprocal agreements.

- **Continue to use reciprocity agreements with other states to provide access for Nebraska students to specific programs that are not otherwise available within the state.**

The Coordinating Commission for Postsecondary Education has responsibility to determine whether out-of-state institutions will be permitted to offer classes in Nebraska with a physical presence. The Commission's primary concern is the creation of any unnecessary program duplication by allowing out-of-state institutions to operate in the state.

- **Out-of-state institutions cooperate and coordinate with in-state institutions to avoid unnecessary duplication and to focus program offerings to fill existing voids for which the resources of Nebraska are unavailable or of low priority.**

    - The Coordinating Commission considers the availability of instructional programs in Nebraska through existing public and private institutions when making a judgment about whether an out-of-state institution should be authorized to offer programs in Nebraska.

PARTNERSHIPS WITH EMPLOYERS AND OTHER STATE AGENCIES

An active partnership between higher education and Nebraska's business sector is essential if the state's economy is to grow. Coalitions formed by a wide range of leaders can help guide institutions to educate and/or train students for the economic and social realities they will encounter. Community-level partnerships may include joint planning, collaborative research, and cooperative education and training programs.

- **Partner with the state's employers and other state agencies to provide ongoing training to employees in both rural and urban locales to sustain the workforce's knowledge, skills, and readiness for change.**

  - The Coordinating Commission and institutions work collaboratively with community-based organizations, one-stop shared agency service centers, and employers to communicate and share information on support and training and/or education opportunities.
  - Through the Nebraska Statewide Workforce and Educational Reporting System (NSWERS), higher education, state agencies, and employers link data systems to connect education and employment data.

Major Statewide Goal:
K-12 Schools

Higher education will work cooperatively with elementary and secondary schools to improve teaching and learning at all levels of education and to facilitate the transition from one level of education to another.

PARTNERSHIPS WITH SCHOOLS

The ability of students to enter college directly upon graduation from high school and succeed in their studies is the shared responsibility of the K-12 schools, postsecondary education, and the students and their families. The K-12 system must provide the appropriate breadth, depth, and quality of learning for students in the elementary and secondary grades. To help students make smooth transitions from high school to college, colleges must provide appropriate curriculum, course work, and levels of support to students when they reach their institutions.

Responsibility for the quality of learning also is shared by the K-12 schools that hire and retain quality teachers; the postsecondary institutions that prepare teachers initially and upgrade their skills throughout their professional careers; the Nebraska Department of Education, which credentials teachers for Nebraska's schools; and the families, communities, and postsecondary education institutions that shape students' enthusiasm for higher levels of academic achievement. In turn, the State of Nebraska is responsible for providing access to college for those students who are prepared to enter and succeed in Nebraska's colleges.

Cooperative Ventures

Cooperative ventures between K-12 and postsecondary education can be vehicles for improved communication and cooperation on shared issues between the two levels of education.

- **Higher education will support the efforts of the Nebraska Department of Education and cooperative ventures to improve communication and cooperation between K-12 districts and schools and Nebraska's public and private postsecondary institutions.**

  - Participate in working groups that have been established at the discipline level so that math and reading/writing teachers at the K-12 district level and college faculty work together to discuss course content to meet both K-12 standards and lead to proper preparation for college freshmen classes.

Prepared Students

Students who are not academically prepared for college-level work are likely to become discouraged or dissatisfied when they enter college and are not successful. A truly coordinated system of education that ensures that students transition easily from one level of education to another begins with an understanding of the abilities of students as they leave one system to enter another.

- **Higher education will collaborate with K-12 to inform all students attending Nebraska's schools, as early as middle-school, about what they need to learn and accomplish in order to enter and have the best chance to succeed in Nebraska's colleges.**

  - Work with K-12 educators to clearly communicate to students and their parents, as well as to new teachers and educators, the prerequisite knowledge, skills, competencies, and course work needed for admission to and success in colleges in Nebraska.
  - Increase exposure of K-12 students and their parents to Nebraska's postsecondary education campuses through programs such as college fairs, career and job placement services for students, campus visitations, and presentations at various student organizations.
  - Provide information that helps families prepare financially for college, including information about college savings plans, federal and state financial aid, and scholarship opportunities.
  - Assist high schools and community organizations with their efforts to persuade and help more graduating seniors to complete the Free Application for Federal Student Aid.

- **Higher education will collaborate with school districts across the state to identify and address any gaps between K-12 standards for graduation and prerequisite college preparation for admission to and success in Nebraska's public postsecondary institutions.**

- Collaborate with school districts in curricula reform to reduce the number of students unprepared to succeed in college-level courses, such as the Nebraska Math Readiness Project.
- Provide feedback to the K-12 school system regarding the academic performance and retention of recent high school graduates enrolled in Nebraska's colleges and universities.
- Work in concert with K-12 to define academic standards for students that clearly connect high school graduation with college preparation, admission, and success, and clearly connect the curriculum in the first two years with standards for admission.
- Review curricula and course work for appropriateness to the level of entering students, the sequence of general and major field course work, and the instruction, learning support, and advisement for students in their first two years of postsecondary education.

- **Higher education will collaborate with K-12 districts and schools to assure equitable statewide access to advanced placement and college-level courses for academically prepared students to facilitate a successful transition to postsecondary education course work.**

  - Enhance students' access to existing and emerging postsecondary education/high school programs by permitting academically prepared high school students who are "on track" for high school graduation to be eligible to receive dual high school and college credit for the college-level courses they complete satisfactorily while attending high school.

    ► Encourage and/or enable institutions (e.g., through funding priorities) to use technologies to deliver advanced placement and college-level instruction across the state to academically prepared and eligible students who are admitted to Nebraska's colleges while still attending high school.
    ► Collaborate with the Nebraska Department of Education and the state to align state funding policies and formula for K-12 funding with postsecondary education funding and tuition policies to provide equitable and appropriate tax funding for such programs.
    ► Provide courses, certificates, graduate degree options, and financial aid for teachers who need additional graduate credit hours in one or more disciplines to meet accreditor requirements to teach college-level courses.

    ► Through dual enrollment guidelines (following this section), establish collaborative minimum standards for dual enrollment programs that (1) assure college-level rigor of college credit courses; (2) enrich the high school curriculum; (3) aid students in the transition from secondary to postsecondary education; and (4) foster collaboration between high school and college faculty in curriculum development, instruction, assessment, and evaluation of dual enrollment courses.

  - Promote high school students' participation in college-preparation and college-level instruction through programs such as Tech Prep, School to Career, career academies,

career and tech ed, high school-college academic summer courses and camps, and other such programs.

- Publish an annual statewide report on dual credit and concurrent enrollment course taking to ensure that opportunities to enroll in courses are equitable across all high schools and across the diverse student body and to measure the effectiveness of dual credit and concurrent enrollment for encouraging college enrollment, completion, and cost savings for students and parents.

Nebraska Dual Enrollment Standards

In 2019, five Nebraska community colleges, Nebraska's two tribal colleges, the Nebraska State College System, and the University of Nebraska collaborated to develop a "Nebraska Public Post-Secondary Institutions Statement of Principles and Standards for Dual/Concurrent Enrollment Credit." The standards are incorporated into the *Comprehensive Plan* in their entirety.

Principle 1
All post-secondary institutions shall ensure that dual credit courses offered to high school students will be college-level courses. The rigor of the dual credit course shall be the same as the corresponding course offered at the post-secondary institution.

Standards:

a. Students shall be registered with the post-secondary institution and concurrently enrolled at the high school.

b. All college-level credits shall be recorded on the official post-secondary institution transcripts.

c. High school students shall be identified as junior or senior level students. Sophomores may be admitted with post-secondary administration approval. Enrollment of high school students in dual credit courses shall follow processes and eligibility criteria established by the post-secondary institution and agreed upon by participating high school personnel.

d. All courses shall be post-secondary institution catalogued courses with same department designations, course descriptions, number, titles and credits (see Principle 3 for additional standards).

e. High school students shall meet all post-secondary institution's policies regarding course pre-requisites prior to enrolling in the college-level course.

f. High school students shall adhere to the post-secondary institution's policies and procedures as outlined in the post-secondary institution's catalog and student handbook.

Principle 2
The decision to award high school credit for a college-level course being taken for dual credit shall be the responsibility of the appropriate high school district.

Standards:

    a.   The high school district shall identify course(s) meeting high school credit.

    b.   The high school district shall inform students and parents of college-level courses to be granted high school credit.

Principle 3

All instructors for dual credit courses, regardless of the mode of delivery, shall hold credentials consistent with a full-time faculty member employed to teach the college-level course for the post-secondary institution. All such selection criteria shall be consistent with the policies established by the institution for all faculty, which comply with the standards set forth by the Higher Learning Commission (HLC).

Standards:

    a.   Credentials for instructors who teach dual credit courses shall be consistent with policies established by the institution for all faculty, which comply with the guidelines established by the HLC for all post-secondary faculty, relevant to successful completion of required degrees, graduate content credit, and/or tested experience.

    b.   Instructors for dual credit courses shall provide original college transcripts and other relevant materials to validate credentials and meet all institutional requirements as a full-time or adjunct instructor for the post-secondary institution. Instructors for dual credit courses shall follow the established policies and procedures for all post-secondary faculty at the institution.

    c.   The dual credit instructor, holding the required credentials, shall be the individual who provides the instruction for the course, assesses the students, and provides a final grade for the college-level course according to the post-secondary institution's timeline, policies, and procedures.

    d.   The post-secondary institution shall assure that dual credit instructors are provided with relevant training and orientation, including course philosophy, curriculum, pedagogy and assessment prior to teaching the course, and at regular intervals subsequent to the initial teaching assignment.

    e.   The dual credit instructor (employed by either the high school or college), along with meeting all qualifications to teach credit courses at the college, must also meet qualifications to teach dual credit courses within the State of Nebraska, which includes an appropriate PK-12 teaching certificate or permit, as dictated by the Nebraska Department of Education.

Principle 4

The quality of instruction and standards of excellence for dual credit courses shall be consistent with other course offerings by the college.

Standards:

    a. The dual credit course, regardless of mode of delivery, shall follow the same course syllabus/outline, textbook (or an approved alternative), and student assessment methods, as the course offered solely by the institution.

    b. Dual credit students shall be held to the same standards of achievement and grading standards as those expected of students taking the same course at the institution.

    c. Students shall be assessed using comparable grading standards and methods of assessment (e.g., papers, portfolios, quizzes, labs, etc.) as the course offered by the post-secondary institution.

Principle 5
The evaluation of the instructor and quality of instruction for dual credit courses shall be comparable with the practices each college has in effect for other college credit courses.

Standards:

    a. College-level courses shall be current and require levels of performance by students appropriate to the degree or certificate awarded.

    b. The college-level course quality and learning outcomes shall be consistent across all modes of delivery and all locations.

    c. The evaluation of the course shall be jointly completed by the district and the post-secondary institution on an annual basis, using the post-secondary end-of-course evaluation method.

    d. The evaluation of the instructor by the students shall be completed in a comparable manner as the evaluation of all instructors at the post-secondary institution.

*Concurrent enrollment/dual credit refers to courses taught to high school students for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; the Criteria on "dual credit" apply to all of them as they involve the accredited institution's responsibility for the quality of its offerings.
SOURCE: HLC The Criteria for Accreditation: Glossary*

Teacher Preparation

- **Higher education and K-12 leadership will collaborate in the recruitment, preparation, and retention of quality teachers in Nebraska's schools.**

    - Institutions offering teacher education undertake initiatives to:

       ► Improve the academic and pedagogical competency of their candidates for certification and assist schools in mentoring new teachers and in the professional development of all teachers.

► Develop more integrated approaches to the preparation of teachers in both the Colleges of Education and Arts and Sciences.

► Equip teacher education graduates with continuing education and professional development opportunities that provide knowledge and skills in utilizing new instructional technologies in the classroom.

► Provide graduates with skills and interest in teaching diverse groups of students who are at-risk and in need of remedial/developmental education.

► Collaborate with school districts and Educational Service Units to improve the availability and the value of in-service training, to mentor new teachers, and to recruit high schools' best students to the teaching profession.

► Regularly assess the content and methodology of postsecondary education's teacher and counselor preparation in response to reform in K-12 curricula.

► Identify the need for additional pre-service and in-service training in terms of K-12 curricula reform, changing characteristics of students, and changes in college curriculum, teaching, and advising.

► Collaborate with the Department of Education to find ways that elementary and secondary schools can improve the productivity of learners and teachers, such as through expanded use of technology.

► Work with the K-12 community to address issues related to teacher shortages, including teacher salaries and recruitment programs.

► Encourage teachers to promote and encourage their students to consider teaching as a rewarding and meaningful career option.

► Assure that all new teacher graduates possess the requisite skills to effectively teach courses using distance learning technologies.

Chapter 6

STATEWIDE FACILITIES PLAN

The state's college and university campuses represent decades of investment in the creation and maintenance of intellectual and physical environments designed to support the fundamental missions of higher education.

Students, faculty, staff, and campus visitors must be supported by a physical, technical, and natural environment that encourages intellectual growth and human interaction. The physical environments of the campuses must be functional, well utilized, safe, accessible, cost effective, well maintained, and responsive to the changing needs of the institutions' programs and the people served. The campuses must possess a sense of place, beauty, and quality that clearly represents their priorities and mission-driven responsibilities.

Increased use of information technologies has significant implication for planning, constructing, and utilizing facilities for colleges and universities. How changing technologies will affect future teaching and learning styles both on and off campuses must be considered and addressed in institutional facilities planning.

To some students, the "campus" is their computer at home or wherever a laptop can take them. To other students, a branch campus, learning center, or job site can serve as the campus. How institutions bring academic and student services to this geographically diverse student population is a facilities planning issue. In addition, high-speed connectivity between campuses, learning centers, and homes is increasingly necessary to enable the learner to access information at any place and time. Expanding partnerships with local communities and businesses, and local, state, and federal agencies can enhance institutional efforts to meet these needs.

Within this context, the following questions are being asked of those who are responsible for the planning, construction, maintenance, and financing of the physical environments of postsecondary education institutions:

- What are the best ways to adapt the existing physical environment to support changes in academic programs? What facilities will these programs require? How will the courses of these programs be delivered?
- When new facilities are constructed, how can they be made more adaptable to future change?
- What are cost-effective strategies for maintaining campus facilities?
- How will the various infrastructures of the campuses be enhanced and maintained—not only the utilities, but the information technology networks, roads, walks, landscapes, and instructional and research equipment?
- How will those physical elements of the campuses that support and encourage human interaction be preserved and enhanced?

- How can these challenges best be addressed by state funding policies?

The following goals and strategies frame an approach that should enhance the physical environments required to support effectively the current and future programs of Nebraska's institutions of postsecondary education.

Goals and Strategies

Major Statewide Goal:
Facilities

Nebraskans will advocate a physical environment for each of the state's postsecondary institutions that: supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.

FACILITIES PLANNING

College and university facilities are becoming increasingly complex, requiring careful planning to meet the functional, social, educational, technological, and environmental challenges of the present and future world. Branch campuses, shared learning centers, online learning, and other educational advances are accelerating the pace of change. Within this context, facility planning has become more important than at any time in the history of postsecondary education institutions.

In developing institutional comprehensive facilities plans, a facilities' information database can serve as an excellent tool for making prudent and wise planning decisions. Facilities plans should be developed in cooperation with local residents, so that both the institution and community at large may benefit.

- **An institution's comprehensive facilities plan will be an integral tool that supports the institution's role and mission and strategic plan.**

    - The content and format of institutional comprehensive facilities planning documents should be flexible in order to be responsive to a rapidly changing educational environment.
    - A statewide facilities information database will be available to support the development and review of institutional comprehensive facilities plans.

FACILITIES CONSTRUCTION, OPERATIONS, AND MAINTENANCE

Facilities are perhaps the best example of how institutional decisions are made permanent, with long-term effects on operating budgets and programs. Buildings constructed to meet today's immediate needs have the potential of either enhancing or impeding institutions from meeting needs of future generations. The same may also apply to buildings that are offered to institutions as gifts. Therefore, weighing the initial contribution of a gift with its long-term costs and benefits is a critical factor in determining need.

- **Individual capital construction projects will support institutional strategic and comprehensive facilities plans; comply with the *Comprehensive Statewide Plan for Postsecondary Education*, which includes the Statewide Facilities Plan; and not unnecessarily duplicate other facilities.**

  - Collaboration and cooperation between higher education institutions and public and private agencies can enhance an institution's programs and services and provide for efficient use of resources. When economically and programmatically feasible, institutions will share facilities with one another.
  - Commission evaluation of individual capital construction projects are based on the following review criteria:

    - ► Prior Commission approval of applicable academic programs that would occupy space in the capital construction project has been granted.
    - ► The project demonstrates consistency with the governing board's institutional comprehensive facilities plan.
    - ► The project addresses current and projected needs.
    - ► The project enhances effectiveness and efficiencies of institutional programs and services.
    - ► Reasonable project alternatives have been considered.
    - ► The amount of funding requested does not represent insufficient or extraordinary proposed expenditures of tax funds and the use of tax funds is appropriate.

FACILITIES FUNDING

- **Facilities funding has historically come from a variety of sources. These sources of funding and example applications include:**

  - State and local taxes for infrastructure projects, academic instructional, academic and operational support, and public service facilities;
  - User fees for student centers, residence halls, and parking;
  - Federal funding for research facilities;
  - Self-generated funding for auxiliary programs such as bookstores, child care centers, hospitals, etc.;
  - Student tuition and fees, which increasingly are being used to support renewal and renovation of academic and support facilities; and,

-   Private funding available to support each of these types of facilities projects.

Institutions are responsible for ongoing preventive maintenance of campus facilities. Facility operating and maintenance (O&M) funding has historically come from state and local taxes, student tuition, user fees, and auxiliary funding. Federal or private funding has rarely been used for facility O&M in the past. However, there is a recent trend nationally to request private donors to contribute to a facility O&M trust fund when donating funds for a facility project. State tax funds also are used for deferred maintenance, fire and life safety, Americans with Disabilities Act (ADA), and energy conservation projects at the University and state college campuses. ~~The state has also created a Building Renewal Assessment Fund to collect depreciation charges on all new capital construction projects, building additions, major renovations, and purchases or acquisitions of facilities at the University and state colleges.~~

State funding for University and state college facilities is provided during a biennial budget cycle. Community colleges have not received state funding for capital construction or maintenance projects. Community college projects are funded through a capital improvement levy.

The University of Nebraska Board of Regents and Nebraska State College Board of Trustees submit a capital construction budget request to the Governor and Legislature biennially on even-numbered years. These requests include a prioritized list of capital construction projects submitted by each governing board.

The Commission reviews and makes recommendations on the governing board capital construction budget requests and submits a unified, prioritized list that recommends the sequential order of appropriations for approved capital construction projects. The Commission's prioritization process is based on numerically weighted criteria that establish the recommended funding order of individual projects. The process is reviewed biennially with the University and state colleges for needed revisions.

-   **Adequate and stable funding will be available for maintenance, repair, renovation, and major construction projects as identified in the comprehensive facilities planning and review processes.**

    -   Provide adequate funding for appropriate maintenance of facilities and utility and infrastructure systems and to provide a safe, accessible, and energy-efficient physical environment.
    -   The Commission will consider national standards and work collaboratively with the public higher education sectors and other state policymakers to set standards for appropriate levels of funding for routine maintenance, deferred repair, and renovation/remodeling projects to help ensure that campus facilities are well maintained and that deferred repairs and needed renovation and remodeling projects are completed.
    -   Continue the use of dedicated and stable funding sources for capital construction and maintenance projects to include:

► The community college areas' dedicated capital improvement property tax levy;

► ~~State funding to meet depreciation charges for all University and state college capital construction projects that are assessed a 2% depreciation charge for accumulation of amounts in statutory Building Renewal Assessment Funds; and~~

► Long-term state funding provided to the University and state colleges through the University of Nebraska Facilities Program and the State College Facilities Program by LB 384, Laws 2021.

► Capital construction fund reserves funded by the two-percent-of-total-project-cost annual deposits into the University of Nebraska Facilities Program required by LB 384, Laws 2021.

► State funding of the Task Force for Building Renewal.

- ~~Provide additional dedicated and stable funding sources for capital construction projects such as establishment of capital construction fund reserves or development of dedicated funding sources for capital construction projects.~~

GUIDELINES FOR COMMISSION REVIEW OF THE ACQUISITION, CONSTRUCTION, AND RENEWAL OF CAPITAL CONSTRUCTION PROJECTS

Nebraska public postsecondary education aspires to maintain the highest standards in the acquisition, construction, and renewal of capital construction projects. Maintaining public trust in this process is a responsibility shared by institutions, governing boards, and the Coordinating Commission.

To support the highest standards in the acquisition, construction, and renewal of capital construction projects, the Commission has adopted the following *Guidelines* to assist in its review and decision-making regarding capital construction projects that utilize tax funds. These *Guidelines* are not intended to constrict or constrain the constitutional or statutory authorities provided institutional governing boards to review, approve, and manage capital construction projects. Rather, they serve to make all interested parties aware of points that will guide the Commission's own deliberations in an increasingly complex environment.

Funds to support institutional facilities are drawn from an increasing variety of sources, and funding mechanisms are becoming correspondingly complex. As the percentage of institutional revenues coming from state funds continues to decline around the country, public institutions will increasingly seek support from diverse sources. Despite that necessity, Nebraska public postsecondary institutions should acknowledge and embrace their public missions, seek to deliver the greatest value for the state's investments in higher education, and pursue practices that support maintenance of the public trust.

Public higher education officials must comply with numerous laws, regulations, and policies governing capital construction and related projects. Higher education officials also should acknowledge and embrace the *spirit* behind those laws, regulations, and policies, and its leaders encourage individuals, organizations, foundations, and facilities corporations created to benefit public institutions to do the same.

Many generous donors provide needed support to our institutions, and their preferences and interests should rightly receive careful consideration. Nonetheless, public higher education institutions and boards should ensure that donor preferences do not place undue future burdens on public taxpayers to pay for increased project, operating, or maintenance costs.

The Commission encourages institutional governing boards to maintain policies and practices governing the acquisition, construction, and renewal of capital construction projects that in the public interest (i) assure compliance with laws, regulations, and policies relating to award of contracts, (ii) are in compliance with public meetings and public records laws, (iii) assure good value for acquisition of land and facilities, construction of new facilities, and renewal of existing facilities, and (iv) thoroughly review and assess existing hazardous materials, fire and life safety, deferred repair needs, and building system issues, needs, and conditions for all major renovation projects.

Examples of such policies and practices are provided in the following *Guidelines* that the Commission has endorsed to assist it in its review of these increasingly complex issues. The examples are not intended to comprise a comprehensive or exclusive list.

**Guidelines for Commission Review of the Acquisition,
Construction, and Renewal of Capital Construction Projects**

Open Processes

Nebraska's public higher education institutions and boards use transparent and open processes and practices as they plan and make decisions about capital construction projects. Some examples of such open processes and practices include:

- <u>Maintaining Transparency.</u> Board decisions regarding capital construction projects are made in announced, public sessions (other than those exempted under open meeting laws) and disclosed in public documents. Modifications to those documents, and documents developed through contracting processes delegated by governing boards, are subject to public examination under the Nebraska public records statutes.
- <u>Expecting and Supporting Professional Codes of Ethics.</u> Individuals, entities, and boards involved in the capital construction process are guided by their respective professional Codes of Ethics, including conflict of interest policies, use of quality construction standards, and standard business practices.

Good Value in Acquisition of Facilities

Public higher education institutions and boards seek good value as they consider acquiring facilities, either by purchase or gift. Some examples of such "seeking good value" practices include:

- <u>Considering Alternatives.</u> An analysis of possible alternatives is made prior to the acquisition of any facility to determine the most effective approach to meeting the identified need (e.g., purchase vs. lease vs. new construction vs. renewal of existing facilities). Decisions about the most cost-effective approach include considerations of both initial and long-term costs.
- <u>Determining How Much to Pay.</u> When purchasing a property, tax valuations or independent appraisals are used to assure that a justifiable price is paid.

Good Value in New Capital Construction Projects

Nebraska's public higher education institutions and boards seek good value as they make decisions about new capital construction projects, whether constructed directly by an institution or through a private developer. Some examples of such "seeking good value" practices include:

- <u>Competitive Selection Process.</u> Competitive proposals are sought and received from developers or construction contractors for any new facility built on institutional property, in accordance with applicable statutes and governing board policies.

- Development Fees. Development fees assessed in the purchase of new construction are generally based on an up-front, cost-plus fee basis and do not generally exceed rates typical for the local market.

Good Value in Renewal of Existing Facilities

Nebraska's public higher education institutions and boards seek good value as they make decisions about the renewal of existing facilities. Some examples of such "seeking good value" practices include:

- Thoroughly Assessing Current and Future Needs. A thorough survey of existing hazardous materials, fire and life safety, and building system issues, needs, and conditions is made for all major renovation projects. These surveys help provide accurate cost estimates and may eliminate costly future work.
- Ensuring Attention to Broad Safety, Accessibility, and Repair Concerns. Major fire and life safety, accessibility, and deferred repair needs are addressed when major renovation projects are undertaken, including repair or replacement of roofs and other exterior building envelope work.

Sources of Funding for Various Types of Space

As previously stated, funds from diverse sources support the construction, acquisition, renewal, and ongoing operations and maintenance of campus facilities. Nebraska's Governor and Legislature have the final responsibilities for determining whether and how state funds are provided for capital construction projects; the Coordinating Commission is charged to approve capital projects and make funding recommendations on such projects. Those recommendations are based upon some general considerations, listed below, that focus mainly on the use of tax funds. Regardless of these general considerations, institutions are encouraged to cultivate non-tax sources of funding to enhance offerings and allow state funds to have the greatest impact on key institutional and state needs.

- Instructional, Instructional/Administrative/Operational Support, and Public Service Space. Tax funds generally support the design, construction, and/or ongoing facility operations and maintenance (O&M) of needed instructional, instructional/administrative/operational support, and public service space.
- Research Space. In Nebraska, as in other states, funding for research space at public institutions has traditionally come from a variety of sources, including federal, state, and private sources. Opportunities to advance economic development, improve public health or safety, match external funds, renew existing space, or support key institutional missions are circumstances that institutions should consider in asking for (and the Legislature in determining) the provision of state funds for the construction and O&M of research space.
- Other Types of Space. Funds from non-tax sources support the design, construction, and ongoing facility O&M of other institutional space, such as:

- Alumni or foundation program space.
- Auxiliary enterprise space.
- Self-sufficient intercollegiate athletic program space.
- Self-sufficient student support space such as student housing, parking, student centers/unions, student medical services, recreational facilities, and student auxiliary services (e.g., childcare services, bookstores, etc.).

Other Issues

Institutions, boards, and the Commission consider individual capital construction projects within the context of broad institutional and state needs, while maintaining the flexibility to take advantage of unforeseen opportunities.

In most instances, state tax support should be focused on projects that address important state needs or institutional role and mission. In general, if such a need is not readily apparent for a particular project, the percentage of non-tax support made available for that project should be relatively high. Tax funds should be used to support projects that respond to high state and/or institutional needs, while projects responding to lesser state and/or institutional needs should increasingly rely on non-tax funds.

Additional considerations may include:

- Cost-Benefit Ratio. Potential cost savings or other benefits to the state may make a project more attractive.
- Matching Funds. A high level of non-tax matching funds may make a project more attractive and justify greater reliance on state support.
- Ongoing Facility O&M Commitments. Alternate (non-tax) sources of ongoing O&M support may make a project more attractive. In cases where alternative funds are appropriate and available, meeting long-term commitments with dedicated alternative funding streams may enhance project justification.

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Chapter 7

PUBLIC POSTSECONDARY EDUCATION ROLES AND MISSIONS

Each postsecondary education institution within Nebraska has a clearly defined role and mission upon which it bases its educational programming, services, and other operational procedures. An institution's role and mission provide the rationale for its being and define the institution's fundamental priorities and characteristics.

- **Each institution has a clearly defined role and mission, and has students, programs, and services that are appropriate to that institution's role and mission.**

Traditionally, public postsecondary education's roles and missions are considered in the context of three primary programmatic areas of responsibility: instruction, research, and public service. Each institution has responsibilities to varying degrees in each of these areas and each has responsibility for serving a specific geographic area of the state.

Underlying the roles and missions of Nebraska's public postsecondary institutions are a number of important objectives:

- **In fulfilling its role and mission, each institution recognizes the importance to the individual of high quality teaching and learning and the value of educated citizens to society.**

- **Fulfilling the responsibilities of postsecondary education is best accomplished when institutions with distinct roles and missions cooperate to provide a balance within and between them to provide excellent teaching, appropriate research, and pertinent public service to the state.**

- **Each institution values and promotes racial and cultural diversity.**

- **Institutions cannot be everything to everyone. Each institution sets priorities between and within instructional programs, research projects, and public service activities as a basis for budget, program, and facility decisions that best serve the needs of the students, the institution, and the residents of its service areas.**

- **Institutions track their progress toward accomplishing their institutional role and mission responsibilities and the statewide goals of the *Comprehensive Plan* through available outcome measures and benchmarks. These measures may include comparisons of an institution's accomplishments with those of its peer institutions. Benchmarks also are used by higher education institutions as a means to evaluate and improve programs and services to the region and state, and to inform the public.**

GEOGRAPHIC AND PROGRAMMATIC SERVICE AREAS

Statutes require the Commission to designate geographic and programmatic service areas for each public institution within the state.

Geographic Service Areas

Institutions, by statute, will not offer programs at sites outside their designated geographic service area except as permitted under Commission rules and procedures. These rules and procedures offer institutions relatively broad flexibility to offer some courses or programs off campus and outside their geographic service areas, assuming such courses or programs are within the institution's programmatic service mission, meet need and demand, are currently approved programs, and do not unnecessarily duplicate offerings of the resident institutions.

- **Outside-of-service-area courses may be offered in the following situations:**

  - Electronically delivered distance learning programs delivered via the internet and other technologies to individual students at sites such as their homes and workplaces may be offered without CCPE oversight.
  - Short courses and seminars (fewer than 20 contact hours) provided for businesses, associations, and professional groups as part of professional growth activities may be offered without CCPE oversight.
  - Courses or programs delivered by institutions, either electronically or traditionally, at established ongoing sites outside a designated geographic service area may be offered if notice is given to institutions within the geographic area where the course or program will be delivered and such institutions do not object by notifying the Commission within seven days.

- **The residents of geographic service areas are the primary beneficiaries of the off-campus programs and activities provided by the institution. Institutions share a responsibility with other institutions in their geographic service area to provide needed services to area residents.**

- **Institutions sharing a service area cooperate to avoid unnecessary duplication of both off-campus and on-campus programs.**

  - The Commission facilitates meetings with institutions to collaboratively plan off-campus programming in shared service areas.
  - Cooperation and joint sharing of courses to meet needs and increase efficiencies are encouraged.

Service areas are in no way meant to curtail students from other counties, states, or nations from attending the campuses of any institution. In addition, student internships, cooperative education positions, and student teaching placements will cross geographic service area boundaries.

Programmatic Service Areas

Programmatic service areas are areas of responsibility within the instructional, research, and public service roles of a public institution. Programmatic service areas may be shared by several institutions; however, some programmatic service responsibilities are limited to certain types of institutions. One institution also may be designated as the primary provider of specific program areas, either within the sector or statewide among all public institutions. An example is the statewide role of the University of Nebraska Medical Center in health-related disciplines within the University of Nebraska system.

The Commission recognizes that its designation of geographic and programmatic service areas creates the potential for layering or overlapping of programs and services among institutions serving the same area. Its concern is unnecessary duplication of programs and services. Where demonstrated need exists, an overlap of programs and services may be justified. The Commission will monitor its rules and procedures regarding geographic and programmatic service areas and make revisions, as needed, to eliminate unnecessary duplication while maintaining needed programs and services.

PEER GROUPS

A peer institution is one that is representative of the institution to which it is compared. The Commission is required by statute to identify peer institutions for each public postsecondary education institution in the state. The Commission reviews and compares several characteristics of institutions, such as enrollment and program offerings, in identifying peers. Peer groups are used for budget and program review, as well as for other comparisons that will aid in Commission decision making. The Commission's purpose for the use of peer groups does not include influencing the collective bargaining process.

INSTRUCTION

The primary responsibility of the educational institutions is to facilitate learning. Instruction of students is the most important function of all public institutions.

- **Institutions, governing boards, and the Commission (through its program review process) share responsibility to evaluate existing and proposed new instructional programs to determine if they are appropriate to role and mission of the institution, if they meet the objectives of the institution, and if they meet the needs of students and the state.**

  - Institutions prepare their graduates to be ready to enter the workforce through ongoing review and evaluation of program offerings and content, through employer advisory councils, through "real work" experiences such as internships and apprenticeships, and through communication with employers to identify emerging needs.

Clearly defined instructional roles for each sector and institution help students make informed choices of institutions that meet their needs. Once at the institution, students have the right to expect educational programs and support services, which provide them with the best possible opportunity to learn and succeed. Given such a learning environment, it is incumbent upon students to apply those opportunities toward their educational goals. Nebraska's postsecondary education institutions have the right to expect achievement from students, as do the citizens, who have a substantial investment in those admitted to the institutions.

- **Instruction at Nebraska's postsecondary education institutions prepares students to succeed in the workplace and to contribute to a democratic society.**

- **All public institutions are responsive to industry needs for technical, professional, and vocational skills and knowledge, providing programs, services and—when appropriate—specific certifications for both employees and management. Certifications demanded by business are typically competency based and directly connected to needed work skills.**

- **Institutions identify priority program areas to make the best use of resources, eliminating program areas where there is little need or demand, unnecessary duplication, or inconsistency with institutional objectives.**

- **Institutions use instructional technologies to provide educational opportunities to place-bound students, who are often working adults, as well as to traditional, on-campus students.**

- **Institutions develop agreements to share courses with other institutions, and to share faculty and other resources to make the best use of state resources and serve students by increasing access to programs and enabling students to cross-register between institutions.**

- **All degree-seeking students, no matter how specialized their programs of study, receive quality general education as a part of their educational experience.**

- **In addition to their other instructional roles, community colleges have the primary responsibility within the public sector to provide foundations education courses for students who are underprepared for college-level work.**

  - When possible, underprepared persons wishing to attend a University of Nebraska or state college campus would be directed into foundations education courses offered by a community college. See the community colleges' role and mission for the Commission's recommended foundations education (developmental/remedial) guidelines.

RESEARCH

Nebraska and the nation depend on the postsecondary institutions to conduct research and scholarship that generates new knowledge and technological advances in theory, techniques, and products.

Research is a part of each institution's role and mission in varying degrees. At some institutions, particularly the University of Nebraska-Lincoln and the University of Nebraska Medical Center, research—both basic and applied—is a high priority. At the state colleges and some portions of the University, research is more closely tied to teaching and directly applicable to scholarship, improvement of instruction, and faculty development. Community college research is much more limited and directly applicable to the classroom or workplace.

- **Research conducted at Nebraska public postsecondary education institutions is productive and effective.**

- **Each institution strives for a balance between teaching and research that is appropriate to its distinct mission.**

- **Faculty scholarly activity and research at all institutions enhances teaching to the extent feasible.**

- **Postsecondary institutions transfer knowledge and technology produced by research to Nebraska's businesses whenever possible to help Nebraska's businesses become more competitive and to promote the state's economy.**

PUBLIC SERVICE

All public institutions, irrespective of sector, have public service roles that vary based on the differing roles and missions, programs, disciplines, and resources of each institution. Public service missions provide valuable expertise, human resources, and cultural activities aimed toward the betterment of the state.

- **Postsecondary education institutions reach out into their communities in their service areas as active participants in public and community service activities.**

- **Cooperative public service efforts between and among public and private institutions and other entities are utilized to meet public service needs.**

- **Institutional leaders identify and review their public service projects to eliminate unwarranted duplication of services.**

The educational value of public service for students is not to be overlooked or discounted. Service learning can vastly enhance a student's educational experience. Among the most far-

reaching lessons higher education provides its students is an understanding of the satisfaction and rewards of service to others.

- **Public service activities are incorporated, whenever possible, into program curriculum and student activities.**

- **By statute, public service activities of public postsecondary education institutions are subject to review by the Coordinating Commission for Postsecondary Education.**

  - The Commission and public institutions jointly maintain an inventory of public service activities, which is made available on the Commission's website for public access and awareness.

Community Colleges' Role and Mission

Community colleges provide educational options for students seeking ==entry-level== career training or transfer to a four-year institution. 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.

The community colleges are student-centered, open-access institutions primarily devoted to quality instruction and public service. They provide counseling and other student services intended to promote the success of a diverse student population, particularly to those who have been traditionally underserved in other educational settings. Students often attend community colleges for purposes other than to obtain a degree, such as for specific job-related training for career advancement.

- **The community college programmatic service areas, as defined in statutes, include:**

  - The first instructional and service priority of the community colleges is applied technology and occupational education, and—when necessary—foundations education, which includes developmental and remedial education.
  - The second instructional and service priority is transfer education, including general academic transfer programs or applied technology and occupational programs that may be applicable to the first two years of a bachelor's degree program, and—when necessary—foundations education, which includes developmental and remedial education.
  - The third instructional and service priority of the community colleges is public service, particularly adult continuing education for occupations and professions; economic and community development focused on customized occupational assessment and job-training programs for business and communities; and avocational and personal development courses.
  - The fourth instructional and service priority of the community colleges is applied research.

INSTRUCTION

Community colleges provide an array of one- and two-year career programs designed to enable students to enter the job market immediately upon completion of their programs.

- **Community colleges' governing boards and the Coordinating Commission, through the established program review process, evaluate existing and proposed new career programs to determine if they comply with institutional objectives, meet student and state needs, and whether they constitute unnecessary duplication. Existing programs at private career institutions will be considered by the Commission in this process.**

- **The community colleges coordinate with other public and private institutions within their geographic service areas in providing continuing education to avoid unnecessary duplication.**

Many students choose community colleges with the desire to achieve or improve employability quickly. They want specific, job-oriented training that will lead directly to employment or will upgrade their knowledge and skills. <u>Stackable credential pathways, leading from short-term training to diplomas and certificates, are an important strategy for preparing students for work and additional education.</u> Employment-related courses, complemented by a solid core of general education courses, give community college students the opportunity to enter the workforce and advance successfully in their chosen careers.

Students also attend community colleges to complete their first and second years and then transfer to a four-year institution to complete their baccalaureate degree. Significant progress has been made in articulation between community colleges and other Nebraska postsecondary education institutions to facilitate this process.

- **Community colleges serve as feeder institutions into four-year colleges and universities through their academic transfer programs.**

  - Two- and four-year institutions continue development of a broadly accepted articulation policy where an AA or AS degree from a community college is accepted to meet the lower division general education requirements of the four-year institution.

- **Community colleges provide a core of high quality general education courses that permeate all of their programs of study. All degree-seeking students complete a general education component as a part of their educational experience.**

- **Community colleges incorporate relevant and appropriate "real" work experiences, such as internships, volunteerism, and cooperative education, into students' educational programs whenever possible.**

- **Community colleges continue to develop and use instructional technologies to expand the accessibility of their educational and training programs within their service areas.**

- **When considering new instructional programs and public service activities, each community college area assesses if an actual unmet need exists and assigns that need a priority. If it has sufficient priority, the community college then directs responsibility for meeting that need to the campus that is best able to meet the need. Geographic access, financial, human and physical resources, and institutional expertise are all considered in selecting the appropriate campus.**

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Coordinating Commission's
Recommended Foundations Education (Developmental/Remedial) Guidelines:

Foundations education courses are pre-college level courses designed to correct skills deficiencies in writing, reading, and mathematics, all of which are essential for college study. Such courses often feature low student/teacher ratios or independent study options that allow opportunities for one-on-one assistance from instructors. No college credit toward degree completion is granted for foundations education programs.

The Commission recommends the following guidelines for the delivery of foundations education courses:

- **Community colleges have the primary responsibility to provide foundations education courses for students.**

- **Community colleges may offer foundations education courses through cooperative arrangements with the state colleges and University campuses. The arrangements may include offering the community college foundations education courses at a state college or University campus.**

- **Student success courses, such as study skills, library skills, and tutoring, are not to be defined as foundations education courses. Community colleges, as well as four-year institutions, continue to offer these success courses for their students.**

- **Community colleges are major providers of English Language Learner (also known as English as a Second Language) and U.S. citizenship courses, which are critical to immigrant populations in Nebraska, as well as high school equivalency courses (GED).**

- **<u>Pedagogy for foundations courses should be research-based, and courses should be structured and sequenced to move students into or enroll directly into credit-bearing courses applicable to degree or certificate requirements as soon as possible. Multiple measures for determining placement of students into foundations courses should be employed.</u>**

- **<u>Community colleges should monitor the success of students enrolled in foundations education in terms of passing subsequent related credit-bearing courses and completing programs of study.</u>**

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RESPONSE TO EMPLOYER NEEDS

Community colleges are critical to the state's economic development efforts. They are a major source of trained and skilled workers for the workforce. In addition, through cooperative education efforts with businesses, they provide customized, on-the-job training for employees as well as services such as re-employment training, skills upgrading, and occupational assessment. It is critical that community colleges be structured to allow flexibility and rapid responsiveness to workforce needs.

- **Community colleges, through ongoing communication with employers and advisory groups, identify competency-based skills that employers are seeking and provide testing mechanisms to assure graduates of training programs, skills-upgrading courses, and customized training programs have attained these skills.**

- **Community colleges continue efforts to pursue cooperative education and training efforts, as well as technical assistance programs, with businesses and communities to support the economic development of their geographic service areas. ~~Commission procedures include provisions to enable community colleges to respond quickly and effectively.~~**

PUBLIC SERVICE

Community colleges provide many public services within their geographic service areas, including economic development, cultural awareness, personal and professional development, and community activities. Their active public service role and their local tax-supported funding base have contributed to their reputation as community-based institutions.

- **Economic development within geographic service areas is an important and continuing function of a community college's public service role.**

- **The community colleges have responsibility to provide public service activities in their geographic service areas that are within the scope and limitation of their resources.**

RESEARCH

Applied research is the fourth and last priority of community colleges. Community colleges do not serve as a principal source of research.

- **Research activities at community colleges generally are limited to the enhancement of instruction, public service, technical assistance activities, and faculty professional development.**

GEOGRAPHIC SERVICE AREAS

- **Community colleges shall serve the educational needs of their geographic service areas. When warranted, Commission procedures permit institutions to offer programs and services outside their geographic service areas (see map, page 7-12, and Table 2, page 7-13).**

PEER GROUPS

- **The Commission has identified several institutions as appropriate peers for each of the community colleges. Community college area peer lists are found in Appendix 2.**

COMMUNITY COLLEGE SERVICE AREAS

Map of Nebraska counties showing Community College Service Areas:

- **Western Nebraska Community College Service Area** (counties: Sioux, Dawes, Sheridan, Box Butte, Scotts Bluff, Morrill, Garden, Banner, Kimball, Cheyenne, Deuel)
- **Mid-Plains Community College Service Area** (counties: Grant, Hooker, Thomas, Blaine, Loup, Arthur, McPherson, Logan, Custer, Keith, Lincoln, Perkins, Chase, Hayes, Frontier, Dundy, Hitchcock, Red Willow, Cherry)
- **Northeast Community College Service Area** (counties: Keya Paha, Boyd, Brown, Rock, Holt, Knox, Cedar, Dixon, Dakota, Pierce, Wayne, Thurston, Antelope, Madison, Stanton, Cuming, Burt)
- **Central Community College Service Area** (counties: Garfield, Wheeler, Valley, Greeley, Boone, Nance, Sherman, Howard, Merrick, Hamilton, Dawson, Buffalo, Hall, Gosper, Phelps, Kearney, Adams, Clay, Furnas, Harlan, Franklin, Webster, Nuckolls)
- **Southeast Com. College Service Area** (counties: Polk, Butler, York, Seward, Lancaster, Fillmore, Saline, Otoe, Johnson, Nemaha, Gage, Thayer, Jefferson, Pawnee, Richardson)
- **Metropolitan Com. College Service Area** (counties: Dodge, Washington, Douglas, Saunders, Sarpy, Cass, Platte, Colfax)

** Electronically delivered distance learning courses to individual homes and worksites are not restricted by service areas.

TABLE 2

NEBRASKA'S PUBLIC COMMUNITY COLLEGES

NAME OF INSTITUTION	CAMPUSES	AREA COUNTIES
Central Community College	Columbus, Grand Island, Hastings	Adams, southern half of Boone, Buffalo, Butler, Clay, Colfax, Dawson, Franklin, Furnas, Gosper, Greeley, Hall, Hamilton, Harlan, Howard, Kearney, Merrick, Nance, Nuckolls, Phelps, Platte, Polk, Sherman, Valley, Webster
Metropolitan Community College	Elkhorn Valley, Fort Omaha, South Omaha	Dodge, Douglas, Sarpy, Washington
Mid-Plains Community College	McCook Community College, North Platte-North Campus, North Platte-South Campus	Arthur, Blaine, Chase, ~~central and~~ eastern half of Cherry, Custer, Dundy, Frontier, Hayes, Hitchcock, Hooker, Keith, Lincoln, Logan, Loup, McPherson, Perkins, Red Willow, Thomas
Northeast Community College	Norfolk	Antelope, northern half of Boone, Boyd, Brown, Burt, Cedar, Cuming, Dakota, Dixon, Garfield, Holt, Keya Paha, Knox, Madison, Pierce, Rock, Stanton, Thurston, Wayne, Wheeler
Southeast Community College	Beatrice, Lincoln, Milford	Cass, Fillmore, Gage, Jefferson, Johnson, Lancaster, Nemaha, Otoe, Pawnee, Richardson, Saline, Saunders, Seward, Thayer, York
Western Nebraska Community College	Scottsbluff	Banner, Box Butte, western ~~edge of~~ half of Cherry, Cheyenne, Dawes, Deuel, Garden, Grant, Kimball, Morrill, Scotts Bluff, Sioux, Sheridan

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State Colleges' Role and Mission

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. State colleges historically have served "traditional-age" students; however, in more recent years they have expanded to meet the needs of non-traditional students, who often are place-bound individuals seeking professional and personal development.

- **The Nebraska State College System's programmatic service areas, as defined in statute, include:**

  - Its first instructional priority is the provision of baccalaureate general academic, occupational, and education degree programs.
  - Its second instructional priority is to provide master's programs in education and other disciplines authorized ~~by statute or~~ by the Coordinating Commission.
  - Its third priorities are applied research, public service activities, and continuing education activities that serve their geographic service areas, except in programs where a college has been assigned the responsibility to provide a particular service on a statewide basis.
  - Delivery of academic transfer and pre-professional associate degree programs for which a degree may be awarded if approved by the Board of Trustees of the Nebraska State College System and the Coordinating Commission for Postsecondary Education, and upon demonstration of a compelling need and unique capacity of the state college to offer such a program. Associate degree programs, however, are a less-needed function of a state college and are directed to community colleges whenever possible. This factor will be considered in the review of new program proposals by the Coordinating Commission.

- **Certain responsibilities within the Nebraska State College System's role and mission are appropriate to more than one of its institutions. When considering new instructional programs, research projects, and public service activities, the Board of Trustees of the system determines whether or not an actual unmet need exists and, if so, assigns that need a priority. If it has sufficient priority, the Board then directs responsibility for meeting that need to the state college that is best able to meet the need. Geographic access, institutional expertise, and financial, human, and physical resources are all considered in selecting the appropriate institution.**

INSTRUCTION

The first two priorities of the Nebraska State College System relate to instruction. The state colleges have evolved from their earlier role as teachers' colleges into more comprehensive institutions that provide diverse educational opportunities to their region. Future expansion of state college programs will respond to regional educational needs, subject to institutional capacity and quality assurance.

- **State colleges best serve the people of the state by focusing on programs and services that have the broadest implications and demand within their region.**

- **Teacher education, business, and liberal arts education leading to a baccalaureate degree are the major emphases of state colleges.**

- **General education courses permeate all undergraduate education at the state colleges. Each college offers a core of general education courses that provides a foundation for all other programs.**

- **Graduate-level programs are proposed only when they are within the role and mission, when resources are available, and when there is evidence of ongoing need and demand.**

- **State colleges and the Coordinating Commission, through the established program review process, evaluate existing and proposed new instructional programs to determine if they comply with institutional objectives, meet student and state needs, and whether they constitute unnecessary duplication.**

- **Student success courses, such as study skills, library skills, and tutoring, are not to be defined as developmental courses. State colleges are encouraged to continue to offer these survival skills courses for their students.**

- **Each state college provides continuing education opportunities to its region that are within the institution's role and mission and that do not represent unnecessary duplication.**

RESEARCH

High quality teaching is the primary focus of state colleges. Research at state colleges is strongly linked to and supportive of the state colleges' emphasis on undergraduate teaching.

- **Research that enhances the state colleges' regional roles and is within their mission is appropriate as part of their third and last priority and shall not supplant the state college's emphasis on teaching.**

PUBLIC SERVICE

The state colleges are recognized for the significant public service role they provide in the educational, cultural, and economic development of their service areas. State colleges meet their public service mission with emphasis on educational outreach programs, cultural

enrichment programs, and assistance to the businesses and communities of their geographic region of the state.

- **Each state college identifies strengths and capabilities within its role and mission that best serve its region's public service needs.**

- **Whenever possible, public service activities are related to and supportive of instruction.**

- **The state colleges have responsibility to provide regional public service activities within the scope and limitation of their resources.**

- **State colleges use distance learning and instructional technologies to the best effect possible within available resources to provide access to educational, cultural, and personal development activities within their regions.**

GEOGRAPHIC SERVICE AREAS

- **State colleges shall serve the educational needs of their geographic areas (see map, page 7-18). Services outside the programmatic/geographic service areas are also permitted in accordance with Commission rules and procedures.**

STATE COLLEGE SERVICE AREAS
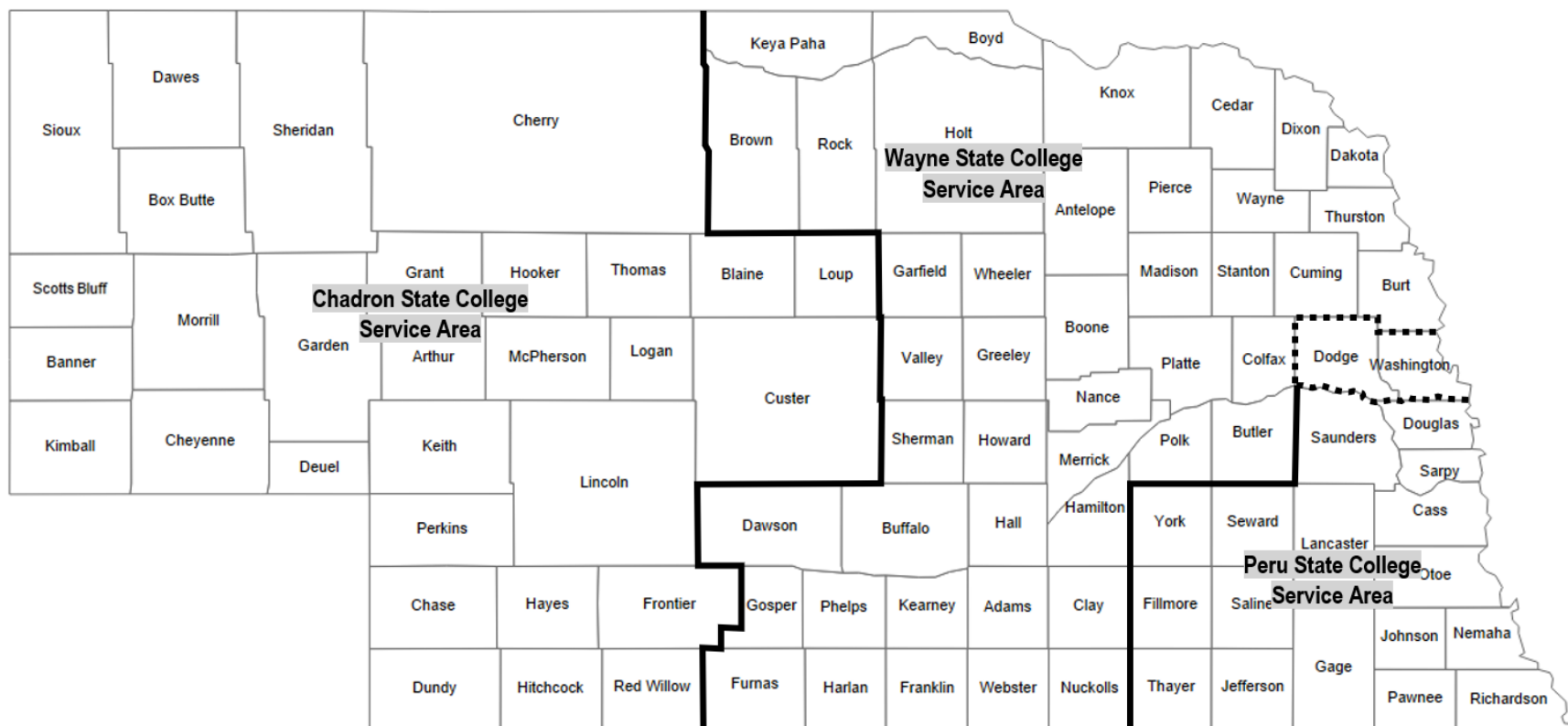
Dodge and Washington are shared counties between WSC and PSC (shown by dotted line).

* State college geographic service areas are contiguous with community college geographic service areas.

** Electronically delivered distance learning courses to individual homes and worksites are not restricted by service areas.

Chadron State College (CSC)

Chadron State College is classified as ~~a Master's (comprehensive) College/University I~~ Carnegie Master's Colleges & Universities: Medium Programs Institution. Chadron State College's programmatic service area includes baccalaureate-level liberal arts and occupational degree programs and professional degree programs in education.

- **The primary focus of CSC's educational programs is high quality, comprehensive undergraduate programs leading to baccalaureate degrees in arts and sciences, business, and teacher education, all of which are enhanced by a coherent general education program.**

- **CSC's new baccalaureate degree programs will reflect the needs of its service area and the priorities of the State College Board of Trustees.**

- **CSC offers the Master of Education, the Master of Arts in Education, ~~the Educational Specialist,~~ the Master of Business Administration, the Master of Science in Organizational Management, and the Master of Science in Athletic Training degrees, and may offer other master's degree programs upon demonstration of a compelling need in disciplines it which it has a demonstrated capacity—including fiscal, human, and physical resources—to meet that need.**

GEOGRAPHIC SERVICE AREA

- **Chadron State College's service area encompasses most of western Nebraska and includes the counties of Arthur, Banner, Blaine, Box Butte, Chase, Cherry, Cheyenne, Custer, Dawes, Deuel, Dundy, Frontier, Garden, Grant, Hayes, Hitchcock, Hooker, Keith, Kimball, Lincoln, Logan, Loup, McPherson, Morrill, Perkins, Red Willow, Scotts Bluff, Sheridan, Sioux, and Thomas.**

PEERS

- **The peer institutions for Chadron State College are listed in Appendix 2.**

Peru State College (PSC)

Peru State College is classified as ~~a Master's (comprehensive) College/University II~~ Carnegie Master's Colleges & Universities: Medium Programs Institution. Peru State College offers undergraduate programs leading to a baccalaureate degree in arts and sciences, business, and teacher education.

- **PSC focuses on high quality undergraduate programs leading to a baccalaureate degree in arts and sciences, business, and teacher education, all enhanced by a coherent general education program.**

- **PSC offers the Master of Science in Education degree and the Master of Science in Organizational Management** ~~degree with a focus in entrepreneurial and economic development.~~ **New master's degree programs at PSC are developed only when a compelling need exists and when PSC has demonstrated the capacity—including fiscal, human, and physical resources—to meet that need.**

- **PSC's new baccalaureate degree programs will reflect the needs of its service area and the priorities of the State College Board of Trustees.**

GEOGRAPHIC SERVICE AREA

- **PSC's geographic service area encompasses much of southeast Nebraska and includes the counties of Cass, Douglas, Fillmore, Gage, Jefferson, Johnson, Lancaster, Nemaha, Otoe, Pawnee, Richardson, Saline, Sarpy, Saunders, Seward, Thayer, and York, as well as shared responsibility with Wayne State College in Dodge and Washington.**

PEERS

- **The peer institutions for Peru State College are listed in Appendix 2.**

Wayne State College (WSC)

Wayne State College is classified as a ~~Master's (comprehensive) College/University I~~ Carnegie Master's Colleges & Universities: Larger Programs Institution. The college has grown from its tradition as a teacher's college to offer a comprehensive curriculum with balanced emphasis on the arts and sciences, business, and teacher education.

- **WSC's primary emphasis is high quality, comprehensive undergraduate programs leading to a baccalaureate degree in arts and sciences, business, and teacher education.**

- **WSC offers the Master of Science in Education, the Educational Specialist, the Master of Business Administration, the Master of Science in Organizational Management, and the Master of Arts/Science in Interdisciplinary Studies degrees. New master's degree programs at WSC are developed only when a compelling need exists and when WSC has demonstrated the capacity—including fiscal, human, and physical resources—to meet that need.**

- **WSC's new baccalaureate programs will reflect the needs of its service area and the priorities of the State College Board of Trustees.**

GEOGRAPHIC SERVICE AREA

- **WSC's service area encompasses northeast and much of central Nebraska and includes the counties of Adams, Antelope, Boone, Boyd, Brown, Buffalo, Burt, Butler, Cedar, Clay, Colfax, Cuming, Dakota, Dawson, Dixon, Franklin, Furnas, Garfield, Gosper, Greeley, Hall, Hamilton, Harlan, Holt, Howard, Kearney, Keya Paha, Knox, Madison, Merrick, Nance, Nuckolls, Phelps, Pierce, Platte, Polk, Rock, Sherman, Stanton, Thurston, Valley, Wayne, Webster, and Wheeler, as well as shared responsibilities with Peru State College in Dodge and Washington.**

PEERS

- **The peer institutions for Wayne State College are listed in Appendix 2.**

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University of Nebraska's Role and Mission

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. While these different institutions share some common missions, each has a distinct heritage and performs a different role.

The heritage of the University of Nebraska-Lincoln is that of a land-grant institution. For the University of Nebraska at Kearney, it is that of a former state college. The University of Nebraska at Omaha's heritage is that of an urban private and, later, a municipal university, with the needs of the Omaha metropolitan area as its primary concern. The University of Nebraska Medical Center has a heritage of specialization in health education. These differing heritages have helped create each institution's distinct personality.

- **The University of Nebraska's programmatic service area, based on statutes, includes:**

  - The University of Nebraska is engaged in instruction, research, and public service. These three parts of the University's mission are interdependent. However, when viewed in its entirety, the University's first priority is undergraduate instruction (with the exception of UNMC and the Cooperative Extension Division); its second priority is graduate and professional instruction and research; and its third priority is public service.
  - The University of Nebraska has sole responsibility for graduate programs at the specialist and master's degree level and all baccalaureate professional programs throughout the public sector of postsecondary education in Nebraska, with the exception of programs in education, business, and other areas authorized for the state colleges by the ~~Legislature and~~ Coordinating Commission.
  - The University of Nebraska has primary responsibility for instruction in agriculture and natural resources and primary statewide responsibility for research and public service in agriculture and natural resources.
  - The University of Nebraska has sole responsibility for doctoral and first-professional degree programs, cooperative extension programs, and other degree programs and services specifically provided for by law. The non-health-related first-professional degrees offered by the University of Nebraska shall be in law and architecture.
  - The University of Nebraska has sole responsibility for baccalaureate, first-professional, master's, and doctoral degree programs in the health professions to include medicine, dentistry, pharmacy, nursing, and allied health professions, with the exception of the baccalaureate programs in allied health professions established at the state colleges.
  - The University of Nebraska may continue to offer associate degrees in agriculturally-related fields at the Nebraska College of Technical Agriculture at Curtis and the Associate Degree in Engineering Technology.

- **Certain responsibilities within the University's role and mission are appropriate to more than one of its institutions. When considering new instructional programs, research projects, and public service activities, the University assesses if an actual unmet need exists and assigns that need a priority. If it has sufficient priority, the University then directs responsibility for meeting that need to the institution that is best able to meet the need. Geographic access, institutional expertise, and financial, human, and physical resources are all considered in selecting the appropriate institution.**

- **A close relationship exists between research and public service in support of instruction at University institutions. Concurrently, research and public service offer potential for the betterment of the University, as well as the state and society.**

- **The University Board of Regents appropriately aspires for its institutions to become competitive with the top tier of similarly classified universities nationwide. The University campuses strive for improvement in the various indicators of performance used for comparison of quality, productivity, and effectiveness, especially in instruction and research. To accomplish this goal, the University establishes focus areas, targeting high priority role and mission areas for enhancement toward national prominence.**

INSTRUCTION

- **Within its three-part mission of instruction, research, and public service, the overarching mission of the University is to serve as a teaching institution.**

Nebraska expects the University to provide the state with educated and competent graduates who form the nucleus of a professional, skilled, and progressive work force; provide leadership for the state's businesses, communities, and government; and become good citizens of the state. The state also expects the University to provide education of a caliber to challenge, stimulate, and empower Nebraska's students to excel. Together, these expectations have created the demand for a broad, all-encompassing, high quality, comprehensive university when, unfortunately, the resources to meet this demand are limited.

- **The University continues to identify priorities within its institutions to develop and strengthen into areas of superiority, and to identify those programs for which there is less need or that are more appropriately offered at other institutions or in other sectors. Through this process, the University can reallocate its resources to provide exemplary programs and services that best meet the needs of Nebraska.**

- **The University has the clear responsibility for providing doctorate programs within Nebraska's public postsecondary educational system. It is important that the University and the Commission, through its program review and approval authority, evaluate existing and proposed doctoral programs and prepare to make needed**

adjustments as student demand, as well as economic, social, and technological priorities, change.

- When new doctoral programs are deemed appropriate, the University will consider which of its institutions is most capable of providing the program and will best serve the needs of the students and the state.

- **The University avoids unnecessary duplication of full graduate programs at University campuses, closely scrutinizing proposals to avoid replicating graduate-level programs at multiple campuses.**

  - The opportunity for more graduate-level degrees often will be available without a major expenditure of Nebraska's public funds through multi-state higher education compacts or cooperative agreements involving the University of Nebraska.

To become a stronger institution, the University needs students who are capable of sharing in and contributing to its goals. Students who are unprepared for the rigor and climate of a comprehensive institution may remain on the periphery.

- **Under recommended guidelines for foundation (remedial) education in this *Plan*, when possible, underprepared students wishing to attend the University are directed into courses offered by a community college, possibly co-located on a University campus.**

  - Student success courses, such as study skills, library skills, and tutoring are not to be defined as developmental and the University of Nebraska is encouraged to continue to offer these courses for its students.

RESEARCH

The State of Nebraska relies on the University of Nebraska institutions as a source of research that advances knowledge and technology, serves the state's economic development goals, and enriches Nebraskans' quality of life. Research and creative activity of a historical, artistic, or more philosophical nature enhance the quality of our lives and our understanding of ourselves and our civic and cultural environment. Each institution within the University system defines its research role differently.

- **The University is responsible for research that advances knowledge, strengthens the University, and benefits the state and its citizens.**

- **The University targets its research efforts at specific, highly promising priority areas, attracting both research funds and research-oriented students to the institution and state.**

- **In instances in which research extensively relies on an infusion of state funds, it is prioritized and targeted to the needs of the state.**

- **Technology transfer and other commercial interactions that support existing industries and help the state attract new businesses merit focused attention by the University.**

- **The University strives to produce measures of research productivity that compare well with peer institutions.**

PUBLIC SERVICE

The University provides many public services to the state. As a primary source of knowledge, technology, cultural activities, research, and human resources, the University often provides leadership and participation in community, regional, and statewide issues. The University also provides a valuable public service to the state through its fine art centers, museums, performing art centers, and other activities.

- **The University continues to implement partnerships between the University and businesses, agencies, and communities throughout the state that contribute to the "good life" enjoyed in Nebraska.**

- **In most instances, public service at the University is tied to and supportive of instruction.**

- **The University strives to provide its students with an opportunity to participate in such activities.**

- **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.**

- **The University of Nebraska's service area for public service activities is statewide within the scope and limitation of its resources.**

- **Telecommunications and other distance learning technologies are an educational and public service function of the University. The University uses instructional technology to the best extent possible within available resources to provide citizens, students, and faculty access to educational, cultural, and personal development activities.**

  - The University of Nebraska continues to make and implement plans for how it might use telecommunications to extend access to its programs and courses.

- The University of Nebraska retools cooperative extension services to address the changing agricultural climate and to help rural communities bridge the digital divide.

GEOGRAPHIC SERVICE AREA

- **Except in those program areas where they have statewide responsibility, the University of Nebraska's four campuses serve the educational needs of their specific geographic areas. Services outside the programmatic/geographic service areas are permitted in accordance with Commission rules and procedures (see map, page 7-28).**

UNIVERSITY OF NEBRASKA SERVICE AREAS

The University of Nebraska-Lincoln's Geographic Service Area for undergraduate and selected master's degree programs includes all counties in the state except those shown as University of Nebraska at Kearney and the University of Nebraska at Omaha Service Areas.
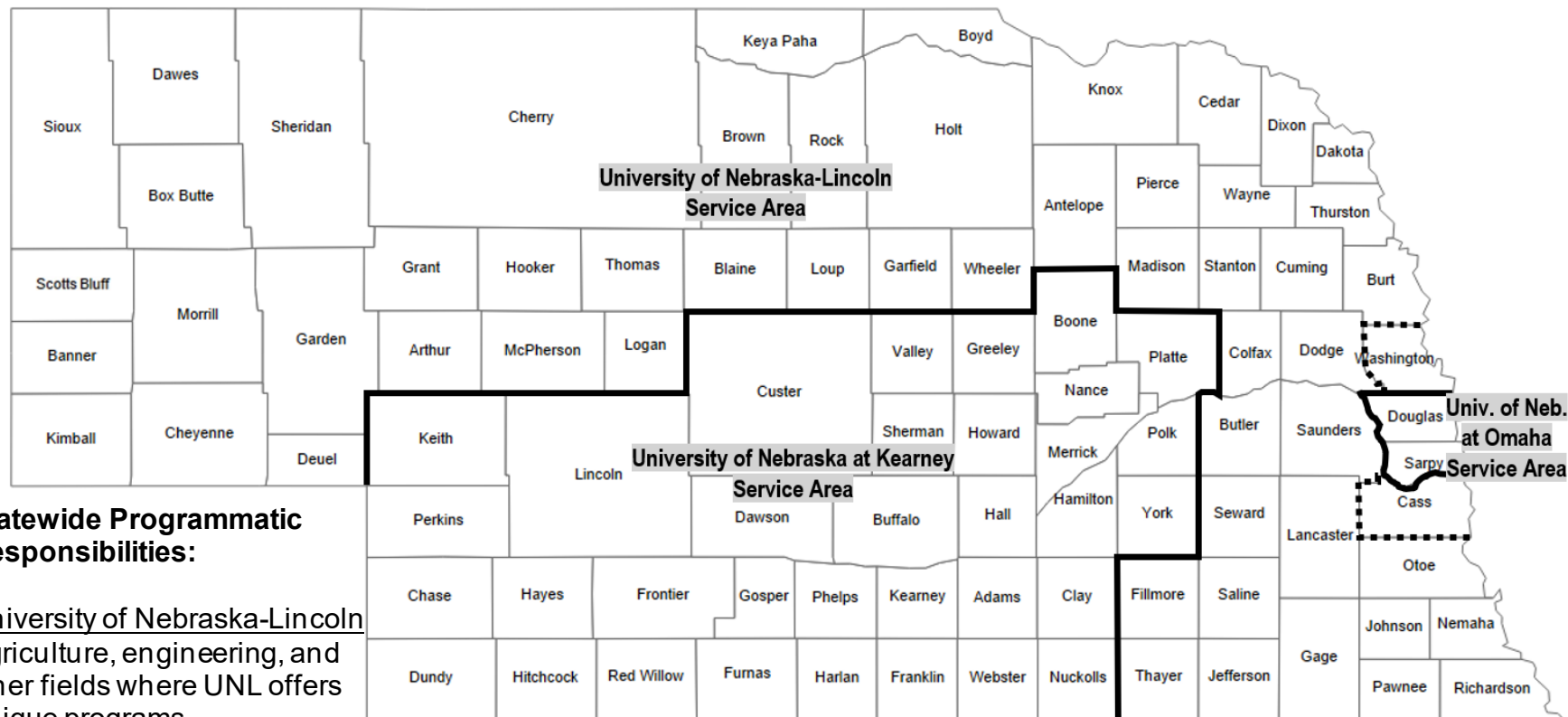
Statewide Programmatic Responsibilities:

<u>University of Nebraska-Lincoln</u>
Agriculture, engineering, and other fields where UNL offers unique programs

<u>University of Nebraska Medical Center</u>
Health care education

<u>University of Nebraska at Omaha</u>
Graduate-level programs in criminal justice, social work, gerontology, and public administration
Public service responsibility in urban-related programs

UNL and UNO share responsibility in Cass and Washington counties (shown by dotted line).

* Electronically delivered distance learning courses to individual homes and worksites are not restricted by service areas.

University of Nebraska at Kearney (UNK)

The University of Nebraska at Kearney is a comprehensive regional institution, classified as a Carnegie ~~Master's (comprehensive) College/University I~~ Master's Colleges & Universities: Larger Programs Institution. The University of Nebraska at Kearney has a historic role of providing postsecondary education opportunities to the central region of the state. Its off-campus programming, in particular, provides an important educational service to place-bound students within its geographic service area.

- **The University of Nebraska at Kearney serves its region as a part of the University system, providing comprehensive, accessible four-year postsecondary education programs and services.**

INSTRUCTION

- **UNK's primary emphasis is undergraduate programs leading to baccalaureate degrees in arts and sciences, business, teacher education, and allied health.**

- **UNK will continue to identify disciplines for which needs exist, particularly within its geographic region.**

- **Teacher education remains one of UNK's primary discipline areas.**

- **UNK offers the Master of Arts in Education and Master of Business Administration degrees with various specializations; specialist degrees in educational administration, school counseling, and school psychology; Master of Science degrees in Biology, Athletic Training, and Health Sciences; and Master of Arts degrees in English, History, and Public Communication. New master's degree programs at UNK are developed only when a definite need exists and when UNK has demonstrated the capacity—including fiscal, human, and physical resources— to meet that need.**

- **Given UNK's focus on strong undergraduate education and the availability of doctoral programs at other institutions, establishing doctoral programs at UNK is a low priority.**

RESEARCH

As an institution with a focus on strong undergraduate instruction, research at UNK is tied closely to scholarship and improvement of instruction. UNK's faculty have produced much valuable research and scholarship in their disciplines.

- **The majority of research conducted at UNK is directly related to enhancement of the instructional programs or the professional development of the faculty.**

PUBLIC SERVICE

The University of Nebraska at Kearney has a long tradition of service to its extensive geographic area. Involvement in the region's economic development and cultural climate continues to be an integral part of UNK's mission and supportive of its primary instructional role, to the extent resources permit.

- **UNK addresses its geographic service area's many public service needs by providing leadership, human resources, cultural activities, and enhancing volunteerism.**

- **UNK cooperates with regional leaders to advance the economic development of its geographic service area.**

- **Within its resources, UNK continues to provide continuing education services to its region.**

GEOGRAPHIC SERVICE AREA

- **UNK's primary geographic service area is the south central region of the state, including the counties of Adams, Boone, Buffalo, Chase, Clay, Custer, Dawson, Dundy, Franklin, Frontier, Furnas, Gosper, Greeley, Hall, Hamilton, Harlan, Hayes, Hitchcock, Howard, Kearney, Keith, Lincoln, Merrick, Nance, Nuckolls, Perkins, Phelps, Platte, Polk, Red Willow, Sherman, Valley, Webster, and York.**

PEERS

- **The peer institutions for the University of Nebraska at Kearney are listed in Appendix 2.**

University of Nebraska-Lincoln (UNL)

The University of Nebraska-Lincoln is the most comprehensive public university in Nebraska, providing an array of courses and career options for its undergraduate and graduate students. This comprehensive role has resulted in UNL being the largest public higher education institution in the state, attracting students from throughout the state, as well as the region, country, and world. UNL also is the state's only Carnegie-classified ~~Doctoral/Research-Extensive Institution~~ Doctoral Universities: Very High Research Activity Institution and the state's land grant university.

INSTRUCTION

- **UNL's first priority is instruction.**

  - UNL supports, recognizes, and rewards faculty for their instructional achievements in the classroom.

- **UNL is the primary doctoral degree granting public institution in the state for fields outside the health professions.**

- **UNL is the state's principal provider of graduate-level programs.**

- **UNL has primary responsibility for fulfilling the University of Nebraska's statewide responsibility for instruction in agriculture and natural resources.**

- **The ability of UNL to set priorities and to target areas of strength will advance UNL's evolution as an exemplary institution throughout our region and nation.**

RESEARCH

Research is integral to UNL's mission, particularly at the graduate level. UNL faculty have produced much valuable research and scholarship that has attracted national recognition and benefited the state, nation, and world.

Research and scholarship that is directly applicable to the classroom or that transfers new and emerging technologies to industry most easily demonstrates measurable results and practical, direct usage. Efforts such as Nebraska Research Initiative Centers, the Institute of Agriculture and Natural Resources, the Center for Great Plains Studies, the Nebraska State Museum, the University Press, and interdisciplinary centers promote research while at the same time directly serving the state's economy and meeting the needs of our citizens. Basic research that advances our general core of knowledge also is essential for the students and for society as a whole.

- **UNL's second priority is research; therefore, research does not overshadow UNL's primary mission of instruction. When possible, research supports and enhances teaching and benefits students.**

- **UNL is the primary unit within the University of Nebraska for general research.**

- **UNL attracts increasing amounts of private and federal research funds, becoming more prominent in prioritized areas of research, often interdisciplinary in scope, that will advance knowledge in the field as well as meet the economic needs of the state.**

- **UNL has primary statewide responsibility for research service in agriculture and natural resources.**

- **UNL undertakes initiatives to inform the public of the direct benefits of its research.**

- **UNL promotes collaborative research with business, government, and other institutions that lead to the transfer of technology to benefit Nebraska.**

PUBLIC SERVICE

UNL has primary statewide responsibility for public service in agriculture and natural resources and for cooperative extension services in every area of the state. It also provides public service to citizens, businesses, and communities through its extensive and diverse continuing education programs. Distance learning technologies provide an excellent tool for enhancing access for both of these services. UNL's museums, fine art centers, and performing arts centers all greatly enhance the cultural opportunities of Nebraska's citizens and are viewed as a major public service to the state.

- **UNL supports the coordinated use of instructional technologies as one of the delivery systems for UNL's cooperative extension services and extended education programs.**

- **UNL continues efforts to help address the state's many public service needs through leadership, human resources, cultural enhancement, and examples of volunteerism.**

GEOGRAPHIC SERVICE AREA

- **UNL's geographic service area for off-campus instruction and public service programs related to agriculture, engineering, and other fields in which UNL offers unique public postsecondary programs shall be the entire state. This includes the Institute of Agriculture and Natural Resources.**

- **UNL's geographic service area for off-campus instruction and public service in other fields includes the counties of: Antelope, Arthur, Banner, Blaine, Box Butte, Boyd, Brown, Burt, Butler, Cedar, Cherry, Cheyenne, Colfax, Cuming, Dakota, Dawes, Deuel, Dixon, Dodge, Fillmore, Gage, Garden, Garfield, Grant, Holt, Hooker, Jefferson, Johnson, Keya Paha, Kimball, Knox, Lancaster, Logan, Loup, McPherson, Madison, Morrill, Nemaha, Otoe, Pawnee, Pierce, Richardson, Rock, Saline, Saunders, Scotts Bluff, Seward, Sheridan, Sioux, Stanton, Thayer, Thomas, Thurston, Wayne, and Wheeler, as well as shared responsibility in Cass and Washington with UNO.**

PEERS

- **The peer institutions for the University of Nebraska-Lincoln are listed in Appendix 2.**

University of Nebraska Medical Center (UNMC)

University of Nebraska Medical Center is the University of Nebraska's primary unit for programs in health-related disciplines. This includes responsibility for educating dentists, nurses, pharmacists, physicians, the allied health professions, and biomedical scientists such as toxicologists and pharmacologists. UNMC is classified by Carnegie as a ~~Medical School~~ Special Focus Four-Year: Research Institution.

INSTRUCTION

- **As the primary unit of the University of Nebraska for programs in health-related disciplines, UNMC continues to provide the state's education in health care disciplines and professions.**

  - UNMC anticipates and prepares for the changing health-related needs of our citizens.

- **UNMC collaborates with other institutions and hospitals to consolidate programs, services, equipment usage, and activities when appropriate.**

  - Collaboration with other institutions and hospitals means appropriately shared funding responsibilities.
  - UNMC continues as a partner in ~~the Nebraska Health Systems~~ Nebraska Medicine, a coalition of hospitals that provides the primary teaching sites for clinical activities of UNMC.

- **The continuation of UNMC's high standards for admission will assure students are prepared for success at this level of education.**

- **UNMC's areas of specialization serve as an excellent model to other institutions. By identifying and prioritizing specific areas for emphasis, UNMC has earned widespread recognition and has attracted students from throughout the nation.**

RESEARCH

Medical research is vital to the role and mission of the University of Nebraska Medical Center. Its research has brought it national recognition and has benefitted medical advancement. It has also provided a valuable health service to people of Nebraska and surrounding states.

- **UNMC maintains its excellence in research and in health-related services. It continues to prioritize research in emerging sciences in which UNMC has the potential to address Nebraska health-care needs and become nationally prominent in the field.**

PUBLIC SERVICE

UNMC provides many health-related public services to the state, including public health education, consultation, and direct patient services. It serves the state and, in some specialized areas, the nation as a health referral center. It also has a leading role in health-related continuing education throughout the state.

- **UNMC's health-related public service roles includes enhancement and support of rural health care and support of health care in rural and other under-served areas. As the need for rural health care increases, UNMC may need to devise further strategies to improve access and maintain quality within its resources.**

- **UNMC develops strategies to mitigate the escalating economic impact of health care.**

GEOGRAPHIC SERVICE AREA

- **UNMC is the public institution with statewide responsibilities in the areas of baccalaureate and graduate-level health-care education.**

PEERS

- **The peer institutions for the University of Nebraska Medical Center are listed in Appendix 2.**

University of Nebraska at Omaha (UNO)

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. UNO is classified as a Carnegie ~~Master's (Comprehensive) College/University I~~ Doctoral Universities: High Research Activity Institution.

INSTRUCTION

- **UNO's programmatic service area, based on statute, is to serve as the primary unit within the University of Nebraska for urban-oriented programs.**

- **UNO has statewide responsibility for graduate-level programs in Criminal Justice, Social Work, Gerontology, and Public Administration. UNO also offers graduate and undergraduate education in Information Science and Technology on a statewide basis through its partnerships in the Peter Kiewit Institute for Information Sciences, Technology and Engineering.**

- **UNO offers degree programs from baccalaureate through master's and specialist in disciplines where it has a demonstrated capacity—including appropriate fiscal, human and physical resources to meet needs—and appropriate approval from the Coordinating Commission.**

- **The University of Nebraska at Omaha may _and does_ offer doctoral programs upon demonstration of a clear need for disciplines in which UNO has a demonstrated capacity, including appropriate fiscal, human and physical resources, and as approved by the Board of Regents and authorized and approved by the Coordinating Commission for Postsecondary Education.**

RESEARCH

UNO's faculty has produced much valuable research and scholarship in a wide variety of disciplines, as is appropriate for faculty at a senior institution where research is integral to graduate-level programs. UNO serves as a source of urban, economic, and business-related research that will serve its geographic and programmatic service areas and support its instructional programs.

- **UNO's research mission does not overshadow UNO's primary role of instruction. When possible, research ideally would support and enhance teaching and benefit students.**

- **UNO engages in collaborative research with business, government, organizations, and other institutions on issues of significance to the metropolitan area and in those fields in which UNO has statewide responsibilities.**

PUBLIC SERVICE

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.

- **UNO works within the Omaha metropolitan area to provide leadership and to build partnerships with appropriate constituencies to meet urban needs.**

- **UNO's public service activities generally support and relate to its instructional and research activities.**

- **UNO maintains its linkages with businesses, providing public service appropriate to its areas of expertise and within its resources. In this capacity, UNO serves as the lead institution for the Nebraska Business Development Center.**

GEOGRAPHIC SERVICE AREA

- **UNO's geographic service area is Douglas and Sarpy counties, with shared responsibilities with UNL in Washington and Cass Counties.**

- **UNO has statewide responsibility for off-campus instruction and public service in urban-related programs.**

- **For University of Nebraska institutions, UNO has statewide programmatic responsibility for graduate-level programs in Criminal Justice, Social Work, Gerontology, and Public Administration and for graduate and undergraduate programs in Information Science and Technology.**

PEERS

- **The peer institutions for the University of Nebraska at Omaha are listed in Appendix 2.**

Nebraska College of Technical Agriculture (NCTA)

The Nebraska College of Technical Agriculture (NCTA) at Curtis is a two-year, Associate of Applied Science degree-granting institution that offers technical agriculture-related programs. This institution is managed by the University through the UNL Institute of Agriculture and National Resources (IANR).

- **NCTA operates under the administration and management of the Board of Regents of the University of Nebraska. NCTA is recognized as fully integrated in the academic programs of the IANR at UNL.**

- **The Nebraska Legislature funds NCTA at appropriate levels through a separate line-item appropriation.**

GEOGRAPHIC SERVICE AREA

- **NCTA has a statewide mission of instruction relating to food and agriculture at less than the baccalaureate degree, with concentration on the applied associate degree.**

PEERS

- **The peer institutions for the Nebraska College of Technical Agriculture are listed in Appendix 2.**

Role and Mission
Coordinating Commission for Postsecondary Education

Nebraska's Coordinating Commission for Postsecondary Education was created in 1990 by a constitutional amendment approved by the people of Nebraska. It became operational in January of 1992. The Commission's primary purposes and responsibilities are identified in the state's constitution and further explained and expanded in state statutes.

The primary statutory purposes of the Coordinating Commission are to:

1) Develop an ongoing comprehensive statewide plan for the operation of an educationally and economically sound, vigorous, progressive, and coordinated system of postsecondary education;
2) Identify and recommend or implement policies to meet the educational, research, and public service needs of the state; and
3) Effect the best use of available resources through the elimination of unnecessary duplication of programs and facilities among Nebraska's public institutions.

The Commission's role as a state-level coordinating agency includes:

- Serving as a focal point for identifying the critical needs of the state to which higher education can respond.
- Facilitating collaboration and innovation by higher education in meeting the needs of the state and its people in an increasingly competitive environment.
- Serving as an agent of the state to foster efficiency and effectiveness in higher education programs, facilities, and budgets.
- Acting as a catalyst for improvements in higher education in Nebraska.
- Providing reliable, timely, and pertinent data and information to assist the public, government, and institutions to make wise policy choices and individual decisions concerning higher education.

Both the state constitution and statutes clearly state that the Coordinating Commission's role is one of coordination, not governance. The governance and ongoing management of the institutions is the proper role of their governing boards.

COMMISSION DUTIES AND RESPONSIBILITIES

The primary constitutional responsibilities of the Commission are as follows:

Academic Program Responsibilities:

The Commission has responsibility to review, monitor, and approve or disapprove new and existing instructional programs at public postsecondary educational institutions; to authorize out-of-state institutions to offer programs within Nebraska; to authorize new private

postsecondary education institutions to operate in Nebraska; to authorize Nebraska public institutions to offer programs outside their designated geographic service areas; to review and approve or disapprove new off-campus branches as education centers, colleges, and institutes; and to administer interstate reciprocity agreements.

- **The Coordinating Commission for Postsecondary Education and governing boards of postsecondary education institutions work together to avoid unnecessary duplication of academic programs and to deter unnecessary proliferation of new program offerings**

- **Short-term job training programs for business and industry are exempt from the Coordinating Commission's program review process.**

Budget and Capital Construction Responsibilities:

The Commission has responsibility to review, monitor, and approve or disapprove proposed capital construction projects of public postsecondary education institutions that use a set amount of state funds or property tax levies to build or operate; to make biennial recommendations to the Governor and Legislature regarding capital construction project prioritizations; and to review the budget requests of governing boards and recommend modifications to the Governor and Legislature, if needed, to promote compliance and consistency with the *Comprehensive Statewide Plan* and prevent unnecessary duplication.

- **It is important that postsecondary education institutions have stable and adequate funding upon which they can plan.**

- **Budget requests are reviewed by the Commission with an emphasis on specific outcomes to meet the goals of the *Comprehensive Statewide Plan* and the changing needs of the state.**

- **The Commission promotes postsecondary educational funding that achieves all of the following:**

    - Reflects institutional and state priorities.
    - Does not unnecessarily duplicate existing services, programs, and facilities.
    - Is consistent with the goals of the *Comprehensive Statewide Plan*.
    - Represents efficient and effective utilization of state funds.

Comprehensive Planning Responsibilities:

The Commission has responsibility to develop an ongoing *Comprehensive Statewide Plan* for the operation of an educationally and economically sound, vigorous, progressive, and coordinated system of postsecondary education.

- **The *Comprehensive Plan* establishes widely shared goals for higher education and strategies for their accomplishment, facilitates continuity of higher education policy, and provides a consistent direction for higher education as a whole within the state.**

- **The Commission collaborates with higher education leaders in the state toward the achievement of the goals set forth in the *Comprehensive Statewide Plan*.**

- **The Commission, in collaboration with the public postsecondary institutions, will periodically report on the extent to which the goals of the *Comprehensive Plan* are being met and identify what, if any, revisions are needed to the *Plan* to address needs.**

    - When special concerns arise regarding progress toward accomplishing the goals of the *Plan*, the Commission may collaborate with public institutions to convene study and work groups to address the issues of concern, discuss state and student needs, suggest solutions, and establish outcomes, measures, and benchmarks to encourage improvements.

- **The *Comprehensive Plan* will be revised as needed to reflect changing educational and state needs.**

Other Statutory Responsibilities of the Commission Include:

- Recommend to the Legislature and the Governor legislation it deems necessary or appropriate to improve postsecondary education in Nebraska.
- Administer the Integrated Postsecondary Education Data System (IPEDS) and the Nebraska Educational Data System (NEEDS).
- Administer the Community College Aid Act, the Nebraska Opportunity Grant Program (NOG), the Access College Early Scholarship Program (ACE), the Community College Gap Assistance Program (Gap), and the Guaranty Recovery Cash Fund.
- ~~Administer the postsecondary education component of Nebraska's federal Improving Teacher Quality Grant program (formerly the Eisenhower Professional Development Grant program).~~
- Conduct surveys and studies as may be necessary to accomplish its purposes.

Goals and Strategies

In fulfilling its constitutional and statutory responsibilities, the Commission will strive to accomplish the following goals:

- **The Commission will function as a coordinating body with the intent to work as closely as possible with each of the various educational sectors and institutions.**

- **The Commission will be a responsible partner in education, sharing common goals with all of the state's postsecondary educational sectors and institutions.**
  - The Commission will avoid placing unnecessary burdens on the institutions.
  - The Commission will strive to promote coordination, cooperation, and efficiency in institutions that will help create an exemplary postsecondary educational network within the state.
  - The Commission's primary role is leadership in fostering cooperation and coordination, which is dependent on good working relationships with public institutions, as well as with independent colleges and universities and private career schools.

- **The Coordinating Commission will act as a student-centered, statewide entity that is responsive to the postsecondary educational needs and concerns of the people of Nebraska.**

- **The Commission will provide postsecondary educational memory for the state. Through this role, the Commission can provide continuity and stability regardless of changes in the state's office holders or in governance at institutions.**

- **The Commission will serve as an advocate for effective and productive Nebraska postsecondary education and, in this role, will communicate to Nebraska citizens—and in particular to K-12 students—the many educational options that exist within the state's postsecondary educational sectors.**

- **The Commission will inform citizens about the learning, research, and public service opportunities in Nebraska, including those provided via distance learning.**

- **The Commission is dedicated to its own effectiveness, efficiency, and accountability and will not evolve into a bureaucratic state that becomes a hindrance to effective cooperation and responsiveness among institutions.**

- **The Commission will abide by its official code of ethics in performance of all of its responsibilities and functions.**

Chapter 8

CONCLUDING THOUGHTS AND NEXT STEPS

This *Comprehensive Statewide Plan for Postsecondary Education* is the product of a significant collaborative planning effort of the Coordinating Commission, administrators and governing board members of public and private postsecondary institutions, and state officials. Focus groups and meetings held across the state contributed to the planning process on a number of topics.

The goal of key stakeholders throughout the planning effort was to create a focused and action-oriented state plan built upon a framework of shared vision, goals, and strategies. The polestar of the planning process was the identification of key student and state needs that can be met through exemplary higher education institutions and multi-level partnerships.

Those involved in the development of this plan for higher education understand that the *Plan* will not implement itself. Higher education leaders must identify the most important next steps that can be taken to accomplish the goals and strategies identified throughout the *Plan*.

A successful planning process is ongoing, evaluative, and persistent. With the vision, goals, and strategies agreed upon, responsible people at the campus and state levels need to consider benchmarks of success and decide who will work on the various strategies to accomplish the stated goals and to realize the shared visions. The hard work of *Plan* implementation is just beginning. Continued collaboration and cooperation is even more essential for the next phase in order to produce success.

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APPENDIX 1

GUIDELINES FOR DISTANCE LEARNING

Courses offered in Nebraska via instructional technologies are expected to meet or exceed ~~the following distance-learning standards of the North Central Association of Colleges and Schools:~~ the relevant criteria and assumed practices of the Higher Learning Commission (HLC).   The Coordinating Commission will ~~use~~ refer to the ~~North Central Association's Guidelines~~ HLC's relevant criteria and assumed practices~~, and for Distance Learning~~ in fulfilling its constitutional and statutory duties, including review of new programs and review of applications for out-of-state programs and new private colleges.

Crit. 3.A.3: The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Crit. 3.D.4: The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

AP 10: The institution remains in compliance at all times with all applicable laws, including laws related to authorization of educational activities and consumer protection wherever it does business.

AP 11: The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.

Detailed operationationalization of HLC criteria and assumed practices as applied to distance education can be found HLC's *Distance or Correspondence Education Substantive Change Application*:

Section D. Curriculum and Instructional Design

> 14.   How does the institution ensure good instructional design in its distance or correspondence education offerings? How are the institution's faculty and quality control mechanisms involved in the instructional design process?

> 15.   What processes and procedures will the institution use for technology maintenance, upgrades, back up and remote services, and for communicating changes in software, hardware or technical systems to students and faculty?

16.   How does the institution ensure that it provides convenient, reliable, and timely services to students or faculty needing technical assistance, and how does it communicate information about these services?

17.   If the institution is planning partnerships or agreements with external organizations or institutions as identified in Questions 4 and 5, how will the institution ensure that students can use these services effectively?

Section E. Institutional Staffing, Faculty, and Student Support

18.   How does the institution staff distance or correspondence education programs? How does this differ from the institution's processes for staffing traditional programs?

19.   What is the institution's process for selecting, training and orienting faculty for distance or correspondence education? What special professional development, support or released time does the institution provide for faculty who teach distance or correspondence education offerings?

20.   How does the institution assure copyright compliance and keep distance or correspondence education faculty aware of institutional policies on using others' intellectual property?

21.   How does the institution ensure that distance or correspondence education students have access to necessary student and support services (e.g., institutional information, application for admission, registration, tutoring or academic support, advising, financial aid, tuition payment, career counseling and placement, library resources, complaint processes)? How does the institution provide them information about using these services, and how does it monitor and evaluate their use of these services?

22.   What is the institution's student identity verification protocol? Describe the institution's process for determining the effectiveness of the protocol described.

23.   How does the institution ensure both regular and substantive interaction between faculty and students engaged in distance education? (See HLC's Glossary for a definition of regular and substantive interaction.)

a)   Describe in detail how the institution ensures faculty are proactively engaging students in teaching, learning and assessment activity consistent with academic content under discussion in their programs (including, for example, core ideas, important theories, current knowledge in the discipline, critical thinking, analytical skills, written and oral communication abilities). Describe the manner in which faculty respond to questions from students about academic content of the program.

b)   How does the institution ensure substantive interaction occurs on a regularly scheduled and predictable basis appropriate for the program offered? What are the responsibilities of faculty in that interaction? What are the responsibilities of students?

 Section F. Evaluation

24.   Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

25.   Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

26.   How are the measures and techniques for distance or correspondence education offerings equivalent to those for assessment and evaluation in traditional face-to-face offerings? If there are differences, why are these differences appropriate?

Additional resources laying out best practices for distance learning are available from the Council of Regional Accrediting Commissions (see *Interregional Guidelines for the Evaluation of Distance Education* (2011)) and from the National Council for State Authorization Reciprocity Agreements.

Curriculum and Instruction

~~Programs provide for timely and appropriate interaction between students and faculty, and among students.~~

~~The institution's faculty assumes responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction.~~

~~The institution ensures that the technology used is appropriate to the nature and objectives of the program.~~

- The institution ensures the currency of materials, programs, and courses.

- The institution's distance education policies are clear concerning the ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products.

- The institution provides appropriate faculty support specifically related to distance education.

- The institution provides appropriate training for faculty who teach in distance education programs.

Evaluation and Assessment

- The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruiting policies and decisions.

- The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.

- The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.

Library and Learning Resources

- The institution ensures that students have access to and can effectively use appropriate library resources.

- The institution monitors whether students make appropriate use of learning resources.

- The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.

Student Services

- The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

- The institution provides an adequate means for resolving student complaints.

- The institution provides to students advertising, recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available.

- The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides technical assistance to students who are experiencing difficulty using the required technology.

Facilities and Finances

- The institution possesses the equipment and technical expertise required for distance education.

- The institution's long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education program.

The Coordinating Commission will use the North Central Association's Guidelines for Distance Learning in fulfilling its constitutional and statutory duties, including review of new programs and review of applications for out-of-state programs and new private colleges.

APPENDIX 2

COMMISSION-ESTABLISHED PEER LISTS

Community College Peer Lists

Peer Group for Central Community College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Black Hawk College	143279	Moline	Illinois
Central Carolina Community College	198251	Sanford	North Carolina
Eastern Arizona College	104577	Thatcher	Arizona
Hutchinson Community College	155195	Hutchinson	Kansas
Indian Hills Community College	153472	Ottumwa	Iowa
Iowa Central Community College	153524	Fort Dodge	Iowa
Jackson College	170444	Jackson	Michigan
Laramie County Community College	240620	Cheyenne	Wyoming
Paris Junior College	227401	Paris	Texas
Shasta College	123299	Redding	California
Alternate Institutions:			
North Idaho College	142443	Coeur d'Alene	Idaho
Western Iowa Tech Community College	154572	Sioux City	Iowa

Note. Peer institutions for Central Community College were approved by the Commission in March 2014.

Peer Group for Metropolitan Community College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Community College of Allegheny County*	210605	Pittsburgh	Pennsylvania
Des Moines Area Community College	153214	Ankeny	Iowa
Erie Community College	191083	Buffalo	New York
Greenville Technical College	218113	Greenville	South Carolina
Guilford Technical Community College	198622	Jamestown	North Carolina
Joliet Junior College	146296	Joliet	Illinois
Mesa Community College	105154	Mesa	Arizona
San Jacinto Community College*	227979	Pasadena	Texas
Tulsa Community College	207935	Tulsa	Oklahoma
Wake Technical Community College	199856	Raleigh	North Carolina
Alternate Institutions:			
Milwaukee Area Technical College*	239248	Milwaukee	Wisconsin
Trident Technical College*	218894	Charleston	South Carolina
Former Peers:			
Central Piedmont Community College*	198260	Charlotte	North Carolina
Macomb Community College*	170790	Warren	Michigan

Note. Peer institutions for Metropolitan Community College were approved by the Commission in March 2014. *In May 2014, Central Piedmont Community College and Macomb Community College were removed from the peer list. The two alternate institutions (Community College of Allegheny County and San Jacinto Community College) replaced the peers that were removed. Milwaukee Area Technical College and Trident Technical College were selected as the new alternate institutions.

Peer Group for Mid-Plains Community College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Carl Sandburg College	143613	Galesburg	Illinois
Cloud County Community College	154907	Concordia	Kansas
College of the Albemarle	197814	Elizabeth City	North Carolina
Flathead Valley Community College	180197	Kalispell	Montana
Highland Community College	155186	Highland	Kansas
Iowa Lakes Community College	153533	Estherville	Iowa
Lake Michigan College	170620	Benton Harbor	Michigan
Southeastern Community College	154378	West Burlington	Iowa
Southwestern Michigan College	172307	Dowagiac	Michigan
Western Nebraska Community College	181817	Scottsbluff	Nebraska
Alternate Institutions:			
Bay de Noc Community College	168883	Escanaba	Michigan
Blue Mountain Community College	208275	Pendleton	Oregon

Note. Peer institutions for Mid-Plains Community College were approved by the Commission in March 2014.

Peer Group for Northeast Community College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Casper College	240505	Casper	Wyoming
Central Community College	180902	Grand Island	Nebraska
Crowder College	177135	Neosho	Missouri
Eastern Arizona College	104577	Thatcher	Arizona
Grayson College	225070	Denison	Texas
Hutchinson Community College	155195	Hutchinson	Kansas
Illinois Valley Community College	145831	Oglesby	Illinois
Linn-Benton Community College	209074	Albany	Oregon
State Fair Community College	179539	Sedalia	Missouri
Western Iowa Tech Community College	154572	Sioux City	Iowa
Alternate Institutions:			
Rend Lake College	148256	Ina	Illinois
Yavapai College	106148	Prescott	Arizona

Note. Peer institutions for Northeast Community College were approved by the Commission in March 2014.

Peer Group for Southeast Community College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Cape Fear Community College	198154	Wilmington	North Carolina
Cochise County Community College District	104425	Sierra Vista	Arizona
College of Lake County	146472	Grayslake	Illinois
Des Moines Area Community College	153214	Ankeny	Iowa
Elgin Community College	144944	Elgin	Illinois
Guilford Technical Community College	198622	Jamestown	North Carolina
Hinds Community College	175786	Raymond	Mississippi
Joliet Junior College	146296	Joliet	Illinois
Kirkwood Community College	153737	Cedar Rapids	Iowa
Madison Area Technical College	238263	Madison	Wisconsin
Alternate Institutions:			
San Jacinto Community College	227979	Pasadena	Texas
The Community College of Baltimore County	434672	Baltimore	Maryland

Note. Peer institutions for Southeast Community College were approved by the Commission in March 2014.

Peer Group for Western Nebraska Community College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Central Wyoming College	240514	Riverton	Wyoming
Coffeyville Community College	154925	Coffeyville	Kansas
Dodge City Community College	154998	Dodge City	Kansas
Flathead Valley Community College	180197	Kalispell	Montana
Mid-Plains Community College	181312	North Platte	Nebraska
Rockingham Community College	199485	Wentworth	North Carolina
Shawnee Community College*	148821	Ullin	Illinois
Southeastern Community College	154378	West Burlington	Iowa
Southeastern Illinois College	148937	Harrisburg	Illinois
Surry Community College	199768	Dobson	North Carolina
Alternate Institutions:			
Highland Community College	145521	Freeport	Illinois
Treasure Valley Community College*	210234	Ontario	Oregon
Former Peer:			
Marshalltown Community College*	153922	Marshalltown	Iowa

Note. Peer institutions for Western Nebraska Community College were approved by the Commission in March 2014. *In April 2014, Marshalltown Community College was removed from the peer list and replaced by an alternate institution (Shawnee Community College). Treasure Valley Community College was selected as a new alternate institution.

State College Peer Lists

Peer Group for Chadron State College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Black Hills State University	219046	Spearfish	South Dakota
Eastern Oregon University	208646	La Grande	Oregon
Minot State University	200253	Minot	North Dakota
Northern State University	219259	Aberdeen	South Dakota
Northwest Missouri State University	178624	Maryville	Missouri
Northwestern Oklahoma State University	207306	Alva	Oklahoma
Peru State College	181534	Peru	Nebraska
Truman State University	178615	Kirksville	Missouri
Wayne State College	181783	Wayne	Nebraska
Western Colorado University	128391	Gunnison	Colorado
Alternate Institutions:			
Dakota State University	219082	Madison	South Dakota
Western Oregon University	210429	Monmouth	Oregon

Note. Peer institutions for Chadron State College were approved by the Commission in April 2020.

Peer Group for Peru State College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Black Hills State University	219046	Spearfish	South Dakota
Chadron State College	180948	Chadron	Nebraska
Concord University	237330	Athens	West Virginia
Eastern Oregon University	208646	La Grande	Oregon
Fairmont State University	237367	Fairmont	West Virginia
Minot State University	200253	Minot	North Dakota
Northwestern Oklahoma State University	207306	Alva	Oklahoma
Valley City State University	200572	Valley City	North Dakota
Wayne State College	181783	Wayne	Nebraska
West Liberty University	237932	West Liberty	West Virginia
Alternate Institutions:			
Northern State University	219259	Aberdeen	South Dakota
Southwest Minnesota State University	175078	Marshall	Minnesota

Note. Peer institutions for Peru State College were approved by the Commission in April 2020.

Peer Group for Wayne State College

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Black Hills State University	219046	Spearfish	South Dakota
Chadron State College	180948	Chadron	Nebraska
Emporia State University	155025	Emporia	Kansas
Minot State University	200253	Minot	North Dakota
Northern State University	219259	Aberdeen	South Dakota
Northwest Missouri State University	178624	Maryville	Missouri
Northwestern Oklahoma State University	207306	Alva	Oklahoma
Peru State College	181534	Peru	Nebraska
Southwest Minnesota State University	175078	Marshall	Minnesota
University of Wisconsin-River Falls	240471	River Falls	Wisconsin
Alternate Institutions:			
Dakota State University	219082	Madison	South Dakota
Western Colorado University	128391	Gunnison	Colorado

Note. Peer institutions for Wayne State College were approved by the Commission in April 2020.

University of Nebraska Peer Lists

Peer Group for the University of Nebraska at Kearney

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Eastern Illinois University	144892	Charleston	Illinois
Emporia State University	155025	Emporia	Kansas
Minnesota State University Moorhead	174358	Moorhead	Minnesota
Northwest Missouri State University	178624	Maryville	Missouri
Pittsburg State University	155681	Pittsburg	Kansas
Shippensburg University of Pennsylvania	216010	Shippensburg	Pennsylvania
University of Central Missouri	176965	Warrensburg	Missouri
Western Carolina University	200004	Cullowhee	North Carolina
Western Illinois University	149772	Macomb	Illinois
Winona State University	175272	Winona	Minnesota
Alternate Institutions:			
Southeast Missouri State University	179557	Cape Girardeau	Missouri
University of Northern Iowa	154095	Cedar Falls	Iowa

Note. Peer institutions for the University of Nebraska at Kearney were approved by the Commission in April 2015.

Peer Group for the University of Nebraska-Lincoln

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Colorado State University-Fort Collins	126818	Fort Collins	Colorado
Iowa State University	153603	Ames	Iowa
Louisiana State University and Agricultural & Mechanical College	159391	Baton Rouge	Louisiana
The University of Tennessee-Knoxville	221759	Knoxville	Tennessee
University of Iowa	153658	Iowa City	Iowa
University of Kansas	155317	Lawrence	Kansas
University of Kentucky	157085	Lexington	Kentucky
University of Missouri-Columbia	178396	Columbia	Missouri
University of Oklahoma-Norman Campus	207500	Norman	Oklahoma
Washington State University	236939	Pullman	Washington
Alternate Institutions:			
Oregon State University	209542	Corvallis	Oregon
University of Utah	230764	Salt Lake City	Utah

Note. Peer institutions for the University of Nebraska-Lincoln were approved by the Commission in August 2015.

Peer Group for the University of Nebraska Medical Center

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Medical University of South Carolina	218335	Charleston	South Carolina
Ohio State University-Main Campus	204796	Columbus	Ohio
The University of Tennessee-Knoxville	221759	Knoxville	Tennessee
University of Arizona	104179	Tucson	Arizona
University of Connecticut	129020	Storrs	Connecticut
University of Iowa	153658	Iowa City	Iowa
University of Kansas	155317	Lawrence	Kansas
University of Kentucky	157085	Lexington	Kentucky
University of Utah	230764	Salt Lake City	Utah
Virginia Commonwealth University	234030	Richmond	Virginia
Alternate Institutions:			
University of Oklahoma-Health Sciences Center	207342	Oklahoma City	Oklahoma
University of New Mexico-Main Campus	187985	Albuquerque	New Mexico

Note. Peer institutions for the University of Nebraska Medical Center were approved by the Commission in August 2015.

Peer Group for the University of Nebraska at Omaha

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Cleveland State University	202134	Cleveland	Ohio
Eastern Michigan University	169798	Ypsilanti	Michigan
Northern Kentucky University	157447	Highland Heights	Kentucky
The University of Tennessee-Chattanooga	221740	Chattanooga	Tennessee
University of Central Oklahoma	206941	Edmond	Oklahoma
University of Colorado Colorado Springs	126580	Colorado Springs	Colorado
University of Missouri-St Louis	178420	Saint Louis	Missouri
University of North Carolina at Greensboro	199148	Greensboro	North Carolina
University of North Florida	136172	Jacksonville	Florida
Wichita State University	156125	Wichita	Kansas
Alternate Institutions:			
Middle Tennessee State University	220978	Murfreesboro	Tennessee
University of Akron Main Campus	200800	Akron	Ohio

Note. Peer institutions for the University of Nebraska at Omaha were approved by the Commission in June 2015.

Peer Group for Nebraska College of Technical Agriculture

Institution Name	IPEDS Unit ID	City	State
Peer Institutions:			
Iowa Lakes Community College	153533	Estherville	Iowa
Lake Area Technical College	219143	Watertown	South Dakota
Mitchell Technical College	219189	Mitchell	South Dakota
Morrisville State College	196051	Morrisville	New York
Northland Community and Technical College	174473	Thief River Falls	Minnesota
Ohio State University Agricultural Technical Institute	204662	Wooster	Ohio
South Central College	173911	North Mankato	Minnesota
State Technical College of Missouri*	177977	Linn	Missouri
SUNY College of Agriculture and Technology at Cobleskill	196033	Cobleskill	New York
Vermont Technical College**	231165	Randolph Center	Vermont
Alternate Institution:			
SUNY College of Technology at Alfred	196006	Alfred	New York
Former Peer:			
Abraham Baldwin Agricultural College**	138558	Tifton	Georgia

Note. Peer institutions for the Nebraska College of Technical Agriculture were approved by the Commission in August 2015. *Also known as Linn State Technical College. **In November 2019, Abraham Baldwin Agricultural College was removed from the peer list and replaced by an alternate institution (Vermont Technical College).

Nebraska's Coordinating Commission for Postsecondary Education

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The Commission's reports are available online at: ccpe.nebraska.gov/reports

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

2022 Factual Look at
Higher Education in Nebraska

Degrees and Other Awards
Conferred 2010-2011 through 2020-2021

NEBRASKA'S

ccpe

COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

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

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)

Nonpublic Colleges & Universities (Continued)
Grace University (Closed Fall 2018)
Hastings College
ITT Technical Institute-Omaha (Closed Fall 2016)
Joseph's College Cosmetology
La'James International College (Closed Fall 2020)
Little Priest Tribal College
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 (Closed Fall 2021)
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

2022 Factual Look:
Degrees and Other Awards

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TABLE OF CONTENTS

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Executive Summary of Data
Degrees and Other Awards Conferred
2010-2011 through 2020-2021

Total Number of Degrees and Other Awards Conferred
See page 1.2

- In 2020-21, 32,847 degrees and awards were conferred by Nebraska's postsecondary institutions, an increase of 2,676 (8.9%), from one year earlier. Over the 10-year period from 2010-11 to 2020-21, the total number of degrees and awards conferred increased 12.5%.

Degrees and Other Awards Conferred by Sector
See pages 1.3-1.7

- Between 2010-11 and 2020-21, the number of degrees and awards increased at the University of Nebraska, Nebraska's community colleges, and at Nebraska's nonpublic institutions. As shown below, the state colleges reported a 4.6% decrease between 2010-11 and 2020-21.

Total Number of Degrees and Other Awards Conferred by Sector

University of Nebraska: 10,351 (10-11), 10,743 (nonpublic 10-11), 11,312, 12,131, 12,471
Nonpublic Institutions: 10,743, 10,533, 9,458, 11,106
Nebraska Community Colleges: 6,358, 7,149, 6,886, 7,594
Nebraska State College System: 1,756, 1,653, 1,696, 1,676

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

Percentage Change by Sector		
Sector	20-21 1-Yr	11-21 10-Yr
Univ. of Neb. (■)	2.8%	20.5%
NSCS (●)	-1.2%	-4.6%
Neb. CCs (▲)	10.3%	19.4%
Nonpublics (♦)	17.4%	3.4%
Total	**8.9%**	**12.5%**

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- The table below details how the changes in the number of degrees and other awards conferred by sector have affected the percentage of total awards conferred by each sector.

% of Total Degrees and Other Awards Conferred

Sector	2010-11	2020-21
University of Nebraska	35.4%	38.0%
Nebraska State College System	6.0%	5.1%
Nebraska Community Colleges	21.8%	23.1%
Nonpublic Colleges and Universities	36.8%	33.8%

- The University of Nebraska-Lincoln (UNL) conferred the highest number of degrees and awards in the state throughout the 10-year period from 2010-11 to 2020-21. Among the six institutions in the table listed below, Central Community College experienced the largest 10-year increase (65.6%) while Bellevue University experienced the smallest 10-year increase (13.9%).

Institutions Conferring the Highest Number of Degrees and Other Awards

Rank	Sector	2010-11	2020-21	10-Year % Increase
1	University of Nebraska-Lincoln	4,935	5,869	18.9%
2	University of Nebraska at Omaha	2,745	3,536	28.8%
3	Bellevue University	3,101	3,533	13.9%
4	Central Community College	1,659	2,747	65.6%
5	Creighton University	1,914	2,605	36.1%
6	Metropolitan Community College	1,459	1,876	28.6%

Degrees and Other Awards Conferred by Award Level
See pages 2.2-2.10

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred increased at all award levels except for associate's degrees.

- The highest rate of growth between 2010-11 and 2020-21 was at the doctor's level (32.3%).
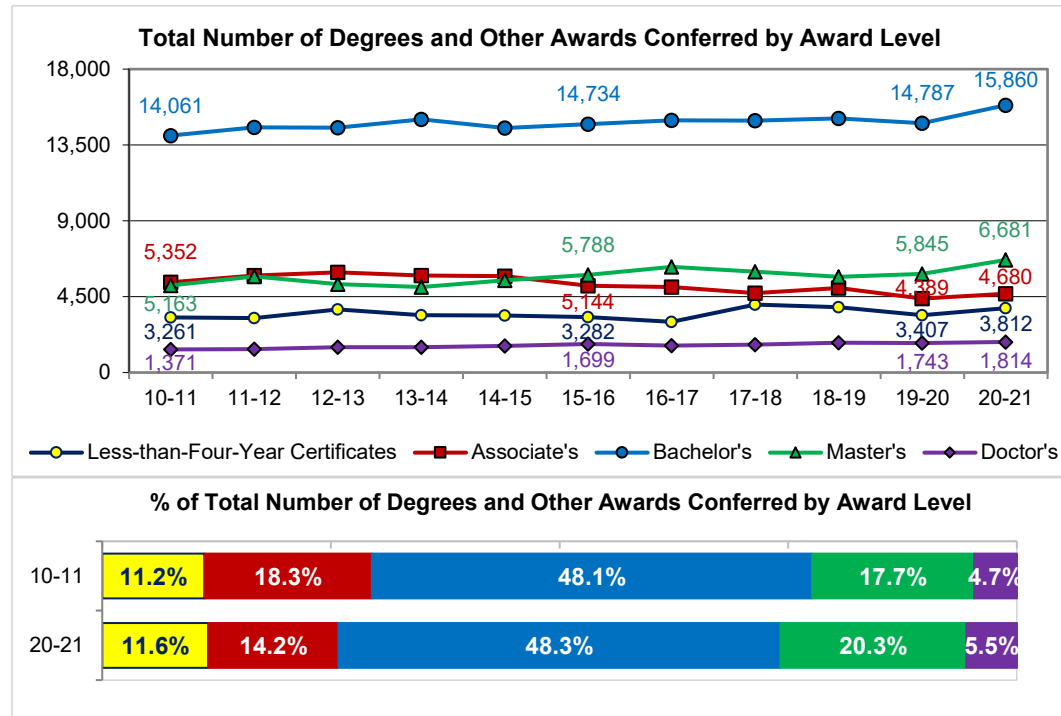
Total Number of Degrees and Other Awards Conferred by Award Level

Legend: Less-than-Four-Year Certificates, Associate's, Bachelor's, Master's, Doctor's

% of Total Number of Degrees and Other Awards Conferred by Award Level

	Less-than-Four-Year	Associate's	Bachelor's	Master's	Doctor's
10-11	11.2%	18.3%	48.1%	17.7%	4.7%
20-21	11.6%	14.2%	48.3%	20.3%	5.5%

Percentage Change by Level

Level	20-21 1-Yr	11-21 10-Yr
Less-than-Four-Year Certificates (○)	11.9%	16.9%
Associate's (■)	6.6%	-12.6%
Bachelor's (●)	7.3%	12.8%
Master's (▲)	14.3%	29.4%
Doctor's (♦)	4.1%	32.3%
Total	**8.9%**	**12.5%**

- Undergraduate degrees accounted for 74.1% of the 32,847 degrees and other awards granted in 2020-21. In comparison, 77.6% of the awards conferred in 2010-11 were at the undergraduate level.

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

Degrees and Other Awards Conferred by Gender

See pages 3.2-3.5

- Nebraska's public and nonpublic institutions awarded 18,876 degrees and other awards to women in 2020-21, an increase of 12.9% over the 10-year period from 2010-11 to 2020-21. The largest 10-year percentage increase for awards granted to females was seen at the doctoral degree level (51.8%).

- Meanwhile, 13,971 degrees and other awards were granted to men in 2020-21, an increase of 11.8% since 2010-11. The largest 10-year percentage increase for awards granted to males was seen at the less-than-four-year certificate level (58.1%).

2010-2011

Female = 16,712 — 57.2%
Male = 12,496 — 42.8%
29,208

2020-2021

Female = 18,876 — 57.5%
Male = 13,971 — 42.5%
32,847
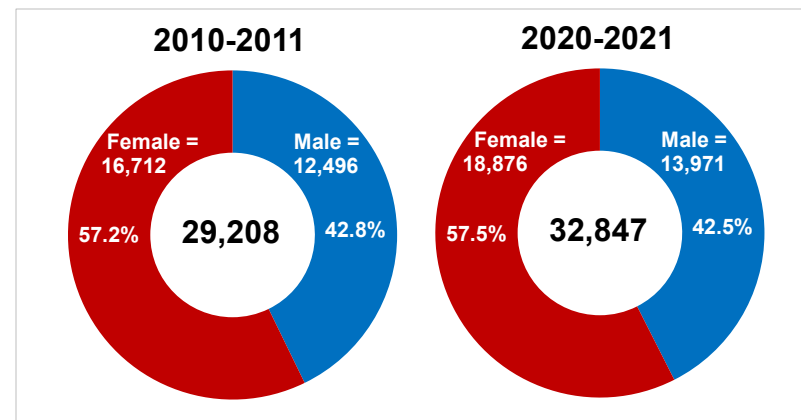
Degrees and Other Awards Conferred by Race/Ethnicity

See pages 4.2-4.7

- Nebraska institutions conferred 31,428 awards to nonresident aliens and students of known race/ethnicity in 2020-21. As shown in the table below, the number of awards conferred to Hispanics nearly tripled.

Number of Degrees and Other Awards by Race/Ethnicity

Race/Ethnicity	2010-11		2020-21		10-Year % Increase
	N	% of Total	N	% of Total	
Asian/Pacific Islander	683	2.5%	1,017	3.2%	48.9%
Black Non-Hispanic	1,285	4.7%	1,431	4.6%	11.4%
Hispanic	1,022	3.7%	2,964	9.4%	190.0%
Native American	161	0.6%	145	0.5%	-9.9%
Nonresident Alien	722	2.6%	1,364	4.3%	88.9%
Two or More Races	178	0.7%	1,064	3.4%	497.8%
White Non-Hispanic	23,282	85.2%	23,443	74.6%	0.7%

Degrees and Other Awards Conferred by Discipline Cluster
See pages 5.2-5.10

- Nebraska's postsecondary institutions confer large numbers of degrees and other awards in Business and Communication; Health; and Science, Technology, Engineering, and Math (STEM). Together, these discipline clusters accounted for 57.3% of awards conferred in 2020-21.

- As shown in the table below, the largest 10-year percentage increase, 43.1%, was evidenced within the STEM discipline cluster, while the smallest 10-year percentage increase, 0.0% (one award), was evidenced within the Arts and Humanities discipline cluster.

Number of Degrees and Other Awards by Discipline Cluster

Discipline Cluster	2010-11		2020-21		10-Year % Increase
	N	% of Total	N	% of Total	
Arts and Humanities	3,372	11.5%	3,373	10.3%	0.0%
Business and Communication	6,924	23.7%	7,474	22.8%	7.9%
Education	3,354	11.5%	4,055	12.3%	20.9%
Health	5,698	19.5%	5,776	17.6%	1.4%
Social and Behavioral Sciences and Human Services	2,904	9.9%	3,191	9.7%	9.9%
Science, Technology, Engineering, and Math (STEM)	3,900	13.4%	5,580	17.0%	43.1%
Trades	3,056	10.5%	3,398	10.3%	11.2%

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

2020-21 Top Discipline Cluster by Award Level

Level	Top Discipline Cluster	N	% of Total Within Level
Less-than-Four-Year Certificates	Trades	1,931	50.7%
Associate's	Arts and Humanities	1,320	28.2%
Bachelor's and Postbaccalaureate Cert.	Business and Communication	4,559	28.7%
Master's and Post-Master's Cert.	Education	2,404	36.0%
Doctor's	Health	1,058	58.3%

Completers by Age Group

See page 6.2-6.12

- Section 6 of this report examines the number of completers by age group. Note that since age group data has only been collected since 2011-12, 10-year trends are not available.

- In 2011-12, 46.0% of completers were 24 years of age or younger, 41.3% were 25-39 years, and 12.6% were 40 years or older.

- In 2020-21, 49.8% of completers were 24 years of age or younger, 38.5% were 25-39 years, and 11.7% were 40 years or older.

- As shown in the graph below, the majority of undergraduate completers in 2020-21 were 24 years or younger while the majority of graduate completers were 25-39 years of age.
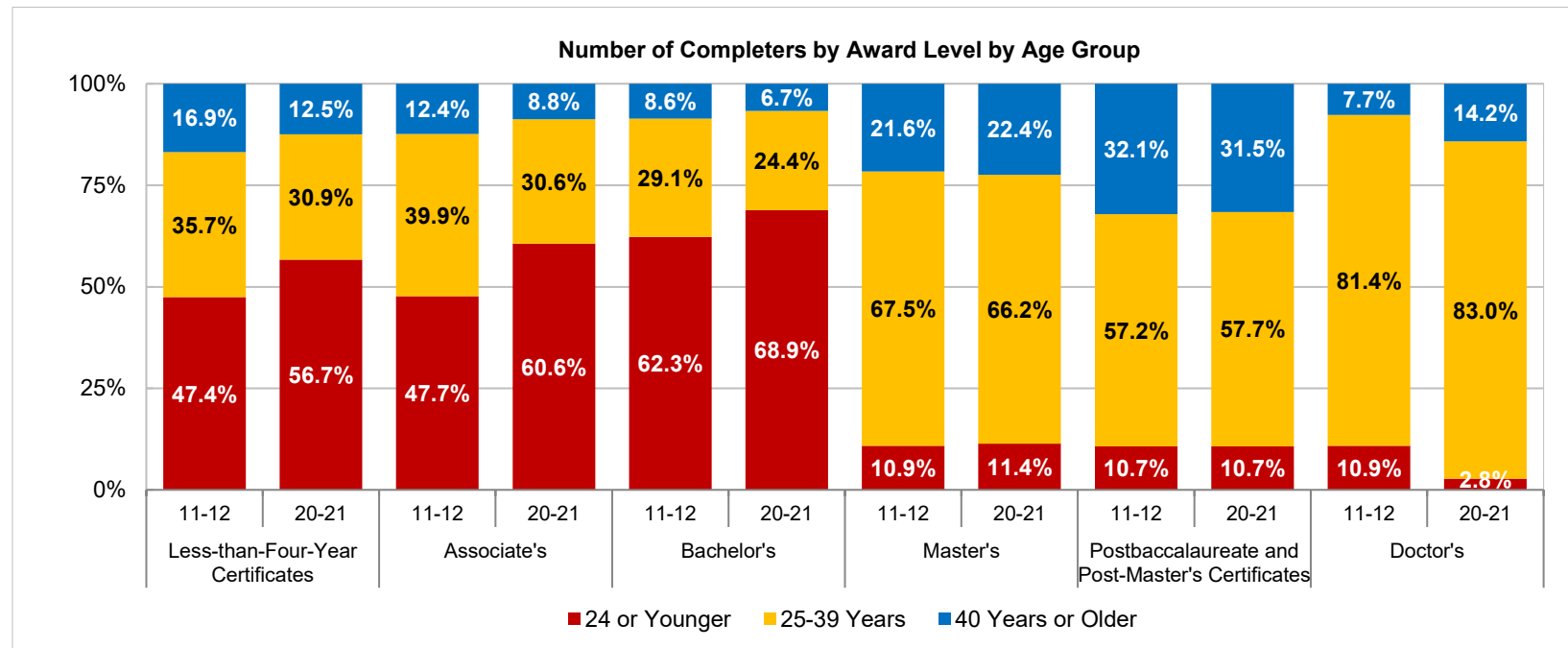
Number of Completers by Award Level by Age Group

	Less-than-Four-Year Certificates		Associate's		Bachelor's		Master's		Postbaccalaureate and Post-Master's Certificates		Doctor's	
	11-12	20-21	11-12	20-21	11-12	20-21	11-12	20-21	11-12	20-21	11-12	20-21
40 Years or Older	16.9%	12.5%	12.4%	8.8%	8.6%	6.7%	21.6%	22.4%	32.1%	31.5%	7.7%	14.2%
25-39 Years	35.7%	30.9%	39.9%	30.6%	29.1%	24.4%	67.5%	66.2%	57.2%	57.7%	81.4%	83.0%
24 or Younger	47.4%	56.7%	47.7%	60.6%	62.3%	68.9%	10.9%	11.4%	10.7%	10.7%	10.9%	2.8%

■ 24 or Younger ■ 25-39 Years ■ 40 Years or Older

Note. The bachelor's degree category does <u>not</u> include postbaccalaureate certificates. The master's degree category does <u>not</u> include post-master's certificates.

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Introduction
Degrees and Other Awards Conferred
2010-2011 through 2020-2021

The *2022 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 the number of degrees and awards reported through IPEDS surveys of Nebraska's public and nonpublic colleges and universities.

Institutions report the number of degrees and other awards conferred during a one-year period beginning on July 1. For example, degrees and awards reported for 2020-21 were awarded between July 1, 2020, and June 30, 2021. The 10-year trends presented in this section of the *Factual Look* are based on the Fall 2011 through Fall 2021 IPEDS Completion surveys of Nebraska's public and nonpublic colleges. Through these surveys, Nebraska institutions reported the number of degrees, certificates, and diplomas awarded from 2010-11 through 2020-21. In this report, the number of degrees and other awards conferred is analyzed by (1) sector and institution, (2) award level, (3) gender, (4) race/ethnicity, and (5) discipline cluster. In addition, the number of completers by age is summarized in section six of this report.

Throughout this report, the total number of degrees and other awards is analyzed by 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).

<u>University of Nebraska</u>: "The University of Nebraska provides extensive, comprehensive postsecondary education to Nebraska citizens through its four campuses: the University of Nebraska-Lincoln, the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The two-year Nebraska College of Technical Agriculture, under the management of the Institute of Agriculture and Natural Resources at UNL, is also part of the University of Nebraska system."[2]

<u>Nebraska State College System</u>: "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."

<u>Nebraska Community Colleges</u>: "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 <u>Nonpublic Colleges and Universities</u>. 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.

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[2] The numbers of degrees reported include degrees conferred by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons, UNMC did not report these students via the IPEDS Completion surveys for 2010-11 through 2011-12. UNMC began reporting distance education completions in the 2012-13 IPEDS Completion surveys; however, physician assistant military completions are not reported. To ensure the *Factual Look* accurately portrays UNMC's completions, the Commission includes the physician assistant military degrees and distance education degrees in the *Degrees and Other Awards Conferred* section of the *Factual Look*. Unfortunately, the Commission is not able to determine UNMC's enrollment counts for these programs. Therefore, the *Enrollment* section of the *Factual Look* does not include students in the aforementioned programs. The number of degrees added to UNMC's IPEDS completion totals are as follows: 627 (2010-11), 558 (2011-12), 311 (2012-13), 344 (2013-14), 348 (2014-15), 330 (2015-16), 334 (2016-17), 358 (2017-18), 353 (2018-19), 364 (2019-20), and 394 (2020-21).

Technical Notes:

1. Due to data corrections and additions to the Commission's database that have been made since the *2021 Factual Look* was published, the *2022 Factual Look* supersedes all previous editions.
2. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
3. Due to rounding, percentages may not sum to 100.0% for data summarized in this report.

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Section 1

Total Degrees and Other Awards by Sector and by Institution

TOTAL DEGREES AND OTHER AWARDS CONFERRED

- Nebraska's postsecondary institutions conferred a total of 32,847 degrees, diplomas, and certificates during the one-year period from July 1, 2020, to June 30, 2021, an increase of 2,676 awards, or 8.9%, from one year earlier.

- Over the 10-year period from 2010-11 to 2020-21, the total number of degrees and awards conferred by postsecondary institutions in Nebraska increased 12.5%.

Total Number of Degrees and Other Awards Conferred
Nebraska Postsecondary Institutions

TOTAL DEGREES AND OTHER AWARDS CONFERRED by SECTOR

Total Number of Degrees and Other Awards Conferred by Sector

Legend	
University of Nebraska (red ■)	Nebraska State College System (blue ●)
Nebraska Community Colleges (green ▲)	Nonpublic Institutions (purple ◆)

Data labels from the line chart:
- University of Nebraska: 10,351 (10-11); 11,312 (15-16); 12,131 (19-20); 12,471 (20-21)
- Nonpublic Institutions: 10,743 (10-11); 10,533 (16-17); 9,458 (19-20); 11,106 (20-21)
- Nebraska Community Colleges: 6,358 (10-11); 7,149 (15-16); 6,886 (19-20); 7,594 (20-21)
- Nebraska State College System: 1,756 (10-11); 1,653 (15-16); 1,696 (19-20); 1,676 (20-21)

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred changed as follows:

Sector	20-21 1-Yr	11-21 10-Yr
Univ. of Neb. (■)	2.8%	20.5%
NSCS (●)	-1.2%	-4.6%
Neb. CCs (▲)	10.3%	19.4%
Nonpublics (◆)	17.4%	3.4%
Total	8.9%	12.5%

% of Total Number of Degrees and Other Awards Conferred by Sector

2010-2011

- 35.4% (red)
- 6.0% (blue ■)
- 21.8% (green)
- 36.8% (purple)

2020-2021

- 38.0% (red)
- 5.1% (blue ■)
- 23.1% (green)
- 33.8% (purple)

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DEGREES AND OTHER AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA

University of Nebraska
Number of Degrees and Other Awards Conferred

- Nebraska College of Technical Agriculture
- University of Nebraska-Lincoln
- University of Nebraska at Omaha
- University of Nebraska at Kearney
- University of Nebraska Medical Center
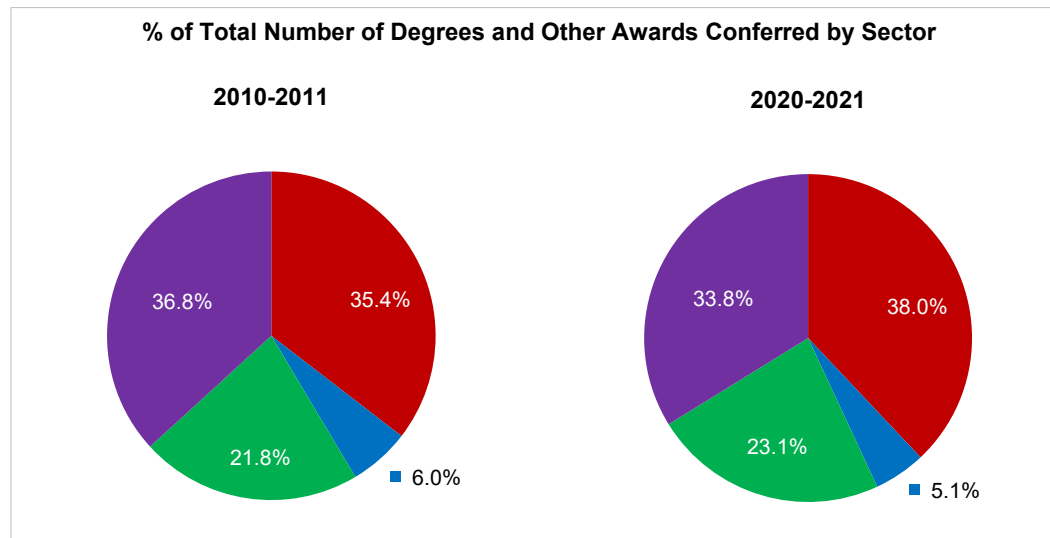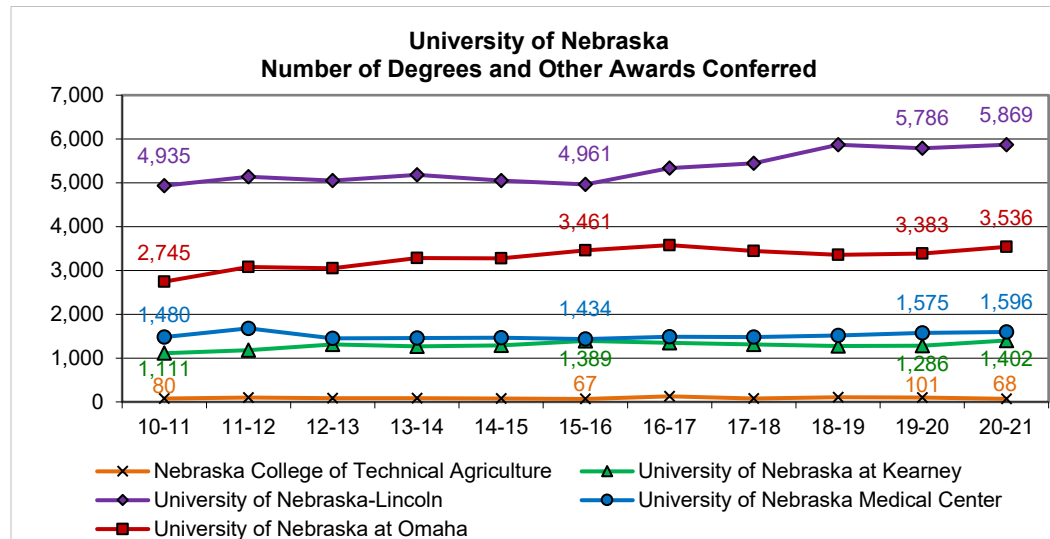
- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by the University of Nebraska changed as follows:

Institution	20-21 1-Yr	11-21 10-Yr
NCTA (x)	-32.7%	-15.0%
UNK (▲)	9.0%	26.2%
UNL (♦)	1.4%	18.9%
UNMC (●)	1.3%	7.8%
UNO (■)	4.5%	28.8%
Sector Total	2.8%	20.5%
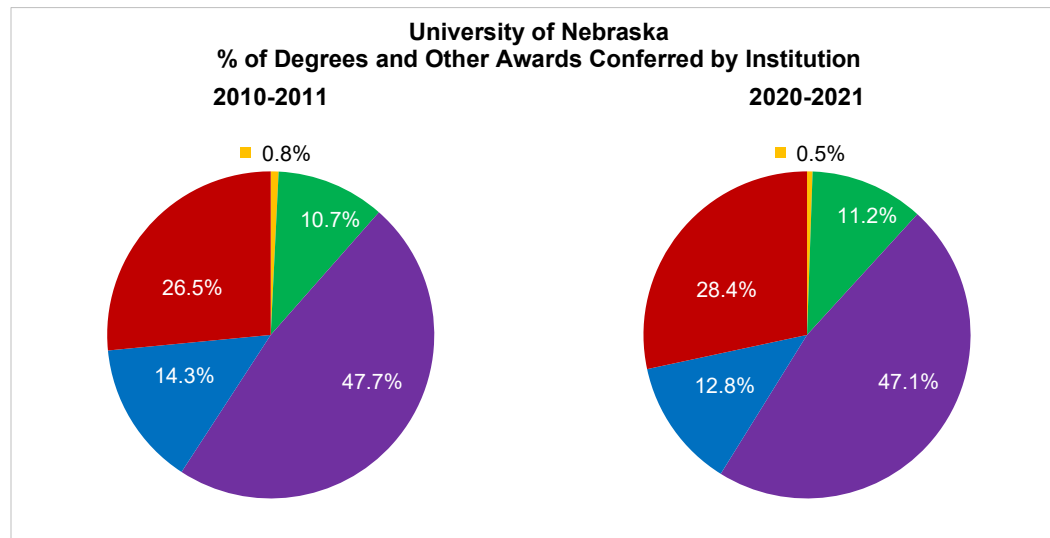
University of Nebraska
% of Degrees and Other Awards Conferred by Institution

2010-2011

2020-2021

DEGREES AND OTHER AWARDS CONFERRED BY THE NEBRASKA STATE COLLEGE SYSTEM

**Nebraska State College System
Number of Degrees and Other Awards Conferred**

Legend: Chadron State College (red squares), Peru State College (green triangles), Wayne State College (purple diamonds)
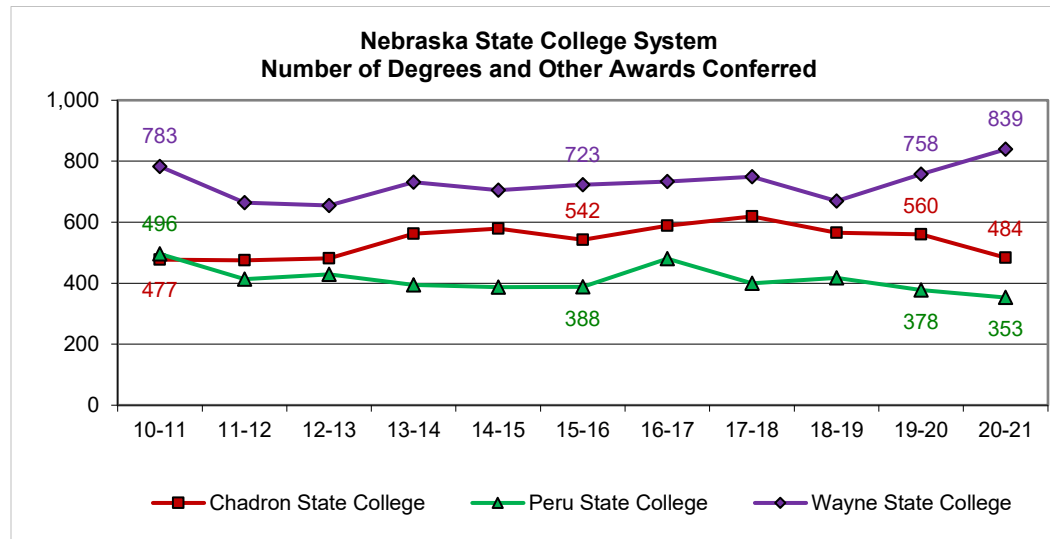
- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by the Nebraska State College System changed as follows:

Institution	20-21 1-Yr	11-21 10-Yr
Chadron (■)	-13.6%	1.5%
Peru (▲)	-6.6%	-28.8%
Wayne (♦)	10.7%	7.2%
Sector Total	-1.2%	-4.6%
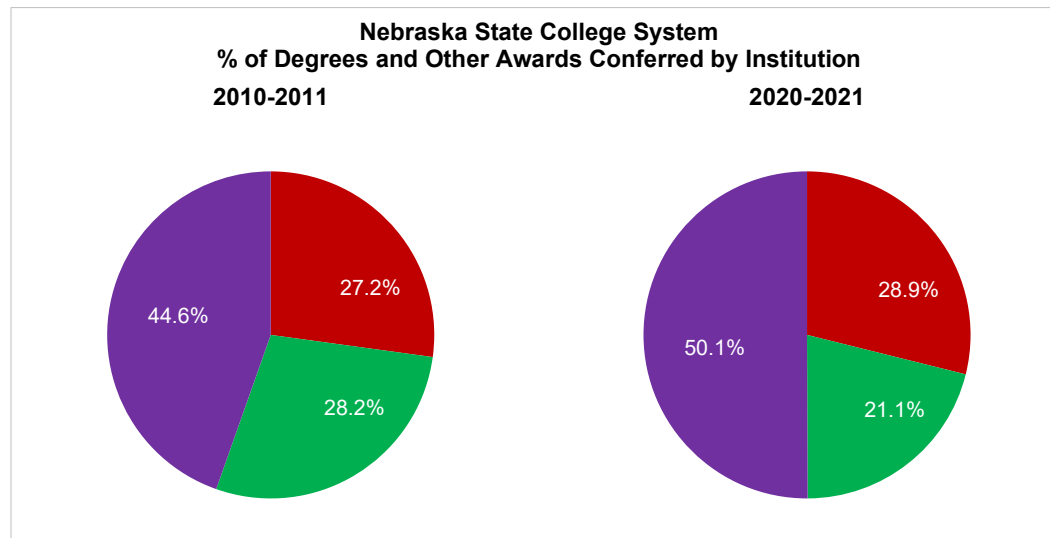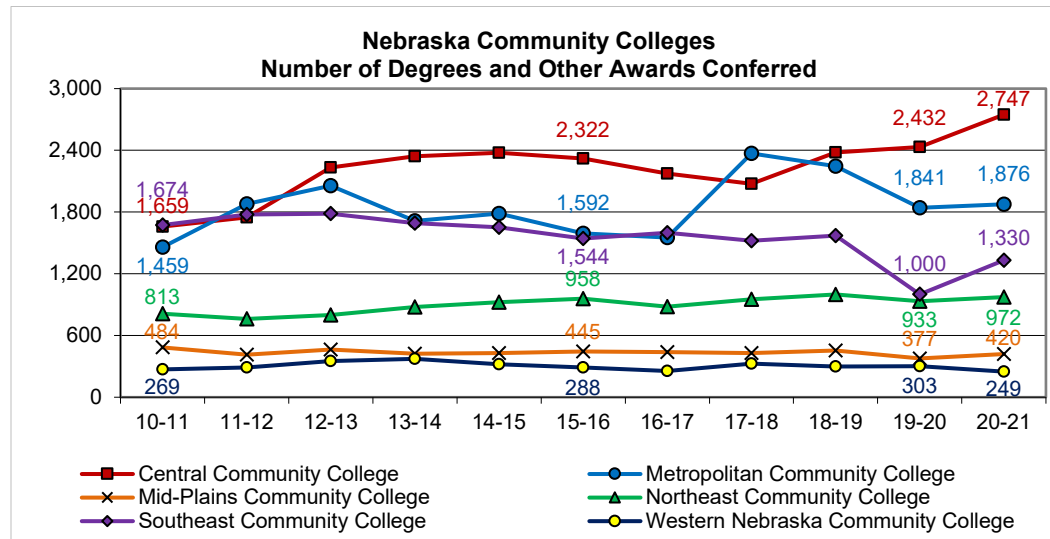
**Nebraska State College System
% of Degrees and Other Awards Conferred by Institution**

2010-2011

- 27.2%
- 28.2%
- 44.6%

2020-2021

- 28.9%
- 21.1%
- 50.1%

DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES

Nebraska Community Colleges
Number of Degrees and Other Awards Conferred

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

Nebraska Community Colleges
% of Degrees and Other Awards Conferred by Institution

2010-2011

4.2%
26.3%
12.8%
7.6%
22.9%
26.1%

2020-2021

3.3%
17.5%
12.8%
5.5%
24.7%
36.2%

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by Nebraska's Community Colleges changed as follows:

Institution	20-21 1-Yr	11-21 10-Yr
Central (■)	13.0%	65.6%
Metropolitan (●)	1.9%	28.6%
Mid-Plains (x)	11.4%	-13.2%
Northeast (▲)	4.2%	19.6%
Southeast (♦)	33.0%	-20.5%
Western (◯)	-17.8%	-7.4%
Sector Total	10.3%	19.4%

- In 2019-20, Southeast moved from a quarter calendar to a semester calendar, moving from four regular terms to two regular terms and one summer term. SCC could only include graduates from two terms for 2019-20 because the date of the summer 2020 graduation was after June 30, putting the graduates into the 2020-21 academic year.

DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA NONPUBLIC INSTITUTIONS

Nebraska Nonpublic Institutions
Number of Degrees and Other Awards Conferred

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

Nebraska Nonpublic Institutions
% of Degrees and Other Awards Conferred by Institution

2010-2011

- 35.5%
- 28.9%
- 17.8%
- 5.5%
- 7.4%
- 4.8%

2020-2021

- 23.5%
- 31.8%
- 23.5%
- 11.2%
- 5.9%
- 4.2%

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred within the nonpublic sector changed as follows:

Institution	20-21 1-Yr	11-21 10-Yr
Bellevue (■)	36.6%	13.9%
Creighton (x)	3.6%	36.1%
Concordia (●)	137.3%	108.2%
Doane (▲)	-13.2%	-17.8%
Nebraska Wesleyan (♦)	11.5%	-10.6%
Other Nonpublics (○)	-2.1%	-31.7%
Sector Total	17.4%	3.4%

- Concordia University attributed their large one-year increase in awards to teaching out students for an institution that closed.

- The changes between 2010-11 and 2020-21 in the number of awards conferred at the other nonpublic institutions were due primarily to the closing of numerous institutions.

Note. These graphs detail data for: 1.) The five nonpublic institutions that granted the highest number of degrees and other awards within the nonpublic sector in 2020-21, and 2.) The combined data for the remaining institutions in the nonpublic sector.

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Section 2

Total Degrees and Other Awards by Award Level

CLASSIFICATION OF DEGREES AND OTHER AWARDS

The analyses in this section focus on the total number of degrees and other awards by level as defined below.

"Award levels are identified on the basis of recognition for their completion, duration, or a combination thereof. Degree-designated award levels indicate those degree levels for which the institution is authorized to offer recognized postsecondary credentials. Length of study is the equivalent of the number of full-time academic years. For example, at least 1 but less than 2 years refers to the number of credits or the course load that would normally be completed by a full-time student attending within the stated time period." *(Data source: IPEDS Glossary)*

The Commission utilizes award levels as defined in the following table.

Award Level Name Used in this Report	IPEDS Category Name	IPEDS Definition
Less-than-Four-Year Certificates	Postsecondary award, certificate, or diploma (less than 300 clock hours, 9 semester or trimester credit hours, or 13 quarter credit hours)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) designed for completion in less than 300 clock hours, or in less than 9 semester or trimester credit hours, or less than 13 quarter credit hours.[a]
	Postsecondary award, certificate, or diploma (300-899 clock hours, 9-29 semester or trimester credit hours, or 13-44 quarter credit hours)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) designed for completion in at least 300 but less than 900 clock hours, or in at least 9 but less 30 semester or trimester credit hours, or in at least 13 but less than 45 quarter credit hours.[a]
	Postsecondary award, certificate, or diploma (900-1,800 clock hours, 30-60 semester or trimester credit hours, or 45-90 quarter credit hours)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) designed for completion in at least 900 but less than 1,800 clock hours, or in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours.[b]
	Postsecondary award, certificate, or diploma (1,800 or more clock hours, 60 or more semester or trimester credit hours, or 90 or more quarter credit hours)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) designed for completion in 1,800 or more clock hours, or 60 or more semester or trimester credit hours, or 90 or more quarter credit hours.[b]
Associate's	Associate's Degree	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

Award Level Name Used in this Report	IPEDS Category Name	IPEDS Definition
Bachelor'sᶜ	Bachelor's Degreeᶜ	An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.
	Postbaccalaureate Certificateᶜ	An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree. Note: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.
Master'sᶜ	Master's Degreeᶜ	An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as 'first-professional', may require more than two full-time equivalent academic years of work.
	Post-Master's Certificateᶜ	An award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.
Doctor's	Doctor's Degree-Professional Practice	A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as first-professional and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.
	Doctor's Degree-Research/Scholarship	A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.
	Doctor's Degree-Other	A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

Note. Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, June 28, 2022.
ᵃBeginning with data for 2019-20, this award level category was one of two added options for reporting certificates of less than one academic year in length.
ᵇBeginning with data for 2019-20, references to academic year equivalencies were removed from all levels of subbaccalaureate certificates. ᶜFor Sections 2 through 5 of this report, bachelor's degrees and postbaccalaureate certificates are collapsed into the category "bachelor's" while master's degrees and post-master's certificates are collapsed into the category "master's." However, IPEDS collapses postbaccalaureate and post-master's certificates into one category for the age data presented in Section 6 of this report. Since the Commission is unable to parse out the data for these certificates, the degree level categories presented in Sections 2 through 5 are different than the degree level categories presented in Section 6 of this report.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL

Total Number of Degrees and Other Awards Conferred by Award Level

Legend: Less-than-Four-Year Certificates — Associate's — Bachelor's — Master's — Doctor's

% of Total Number of Degrees and Other Awards Conferred by Award Level

2010-2011

- 4.7%
- 11.2%
- 18.3%
- 48.1%
- 17.7%

2020-2021

- 5.5%
- 11.6%
- 14.2%
- 48.3%
- 20.3%
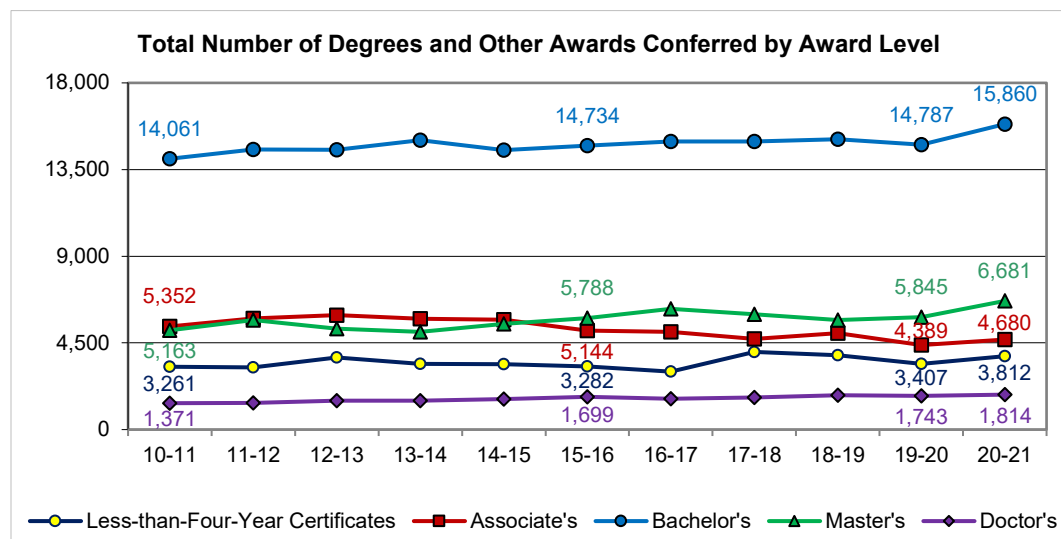
- Between 2010-11 and 2020-21, the number of degrees and other awards conferred at each award level changed as follows:

Level	20-21 1-Yr	11-21 10-Yr
Less-than-Four-Year Certificates (◯)	11.9%	16.9%
Associate's (■)	6.6%	-12.6%
Bachelor's (●)	7.3%	12.8%
Master's (▲)	14.3%	29.4%
Doctor's (♦)	4.1%	32.3%
Total	8.9%	12.5%
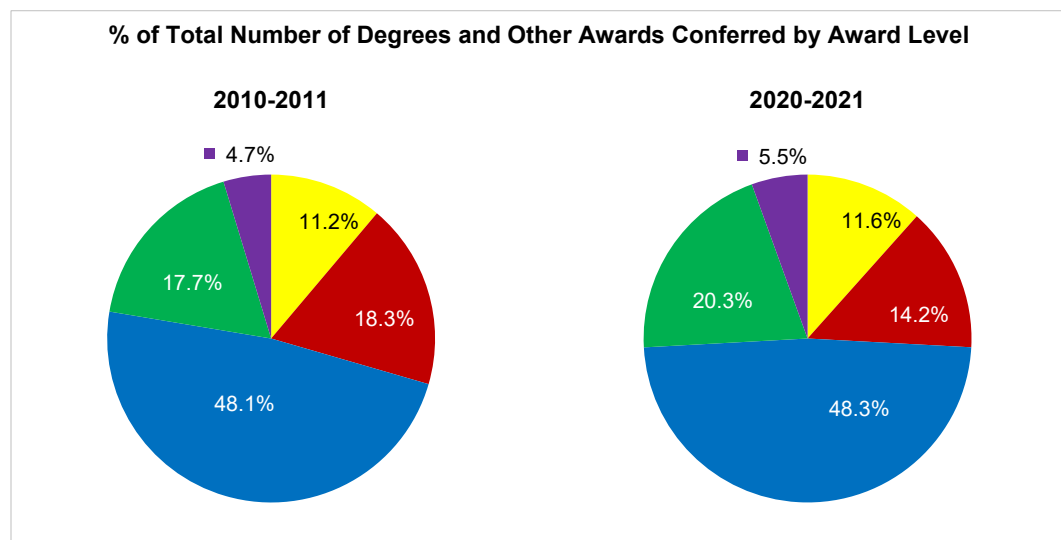
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

DEGREES AND OTHER AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA by AWARD LEVEL
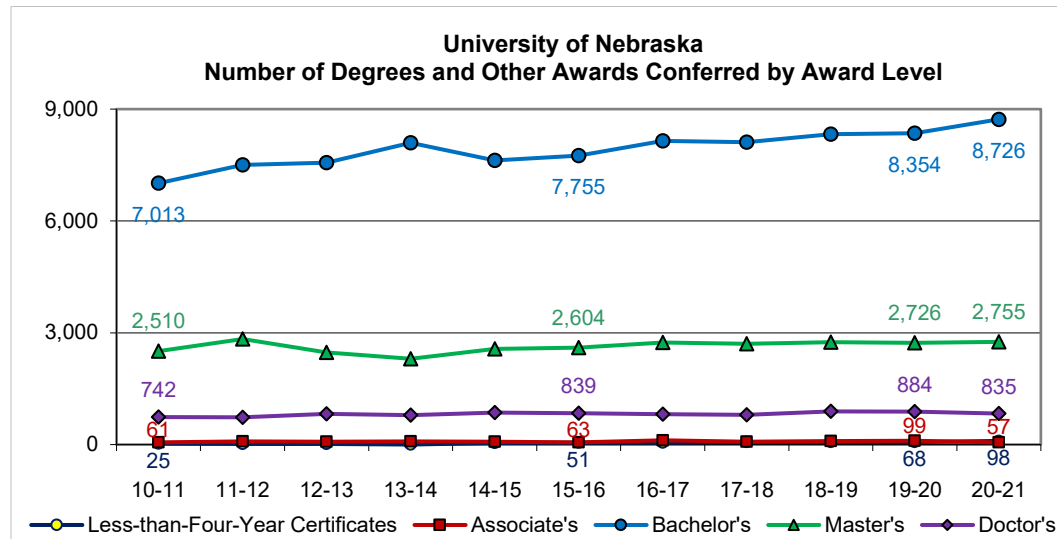
**University of Nebraska
Number of Degrees and Other Awards Conferred by Award Level**

Less-than-Four-Year Certificates — Associate's — Bachelor's — Master's — Doctor's

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by the University of Nebraska changed as follows:

Level	20-21 1-Yr	11-21 10-Yr
Less-than-Four-Year Certificates (○)	44.1%	292.0%
Associate's (■)	-42.4%	-6.6%
Bachelor's (●)	4.5%	24.4%
Master's (▲)	1.1%	9.8%
Doctor's (♦)	-5.5%	12.5%
Sector Total	2.8%	20.5%
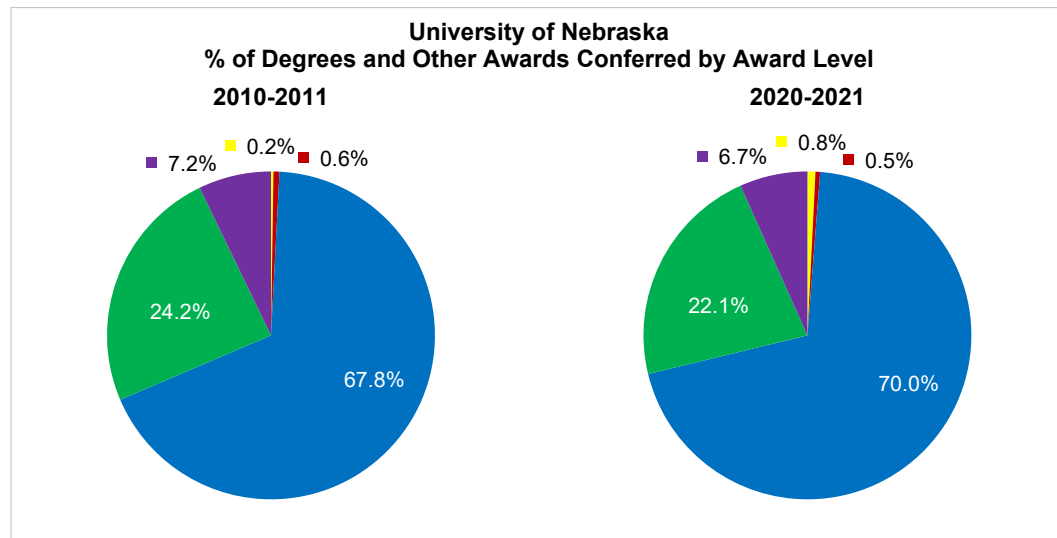
**University of Nebraska
% of Degrees and Other Awards Conferred by Award Level**

2010-2011

7.2% 0.2% 0.6%
24.2%
67.8%

2020-2021

6.7% 0.8% 0.5%
22.1%
70.0%

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

DEGREES AND OTHER AWARDS CONFERRED BY THE NEBRASKA STATE COLLEGE SYSTEM by AWARD LEVEL
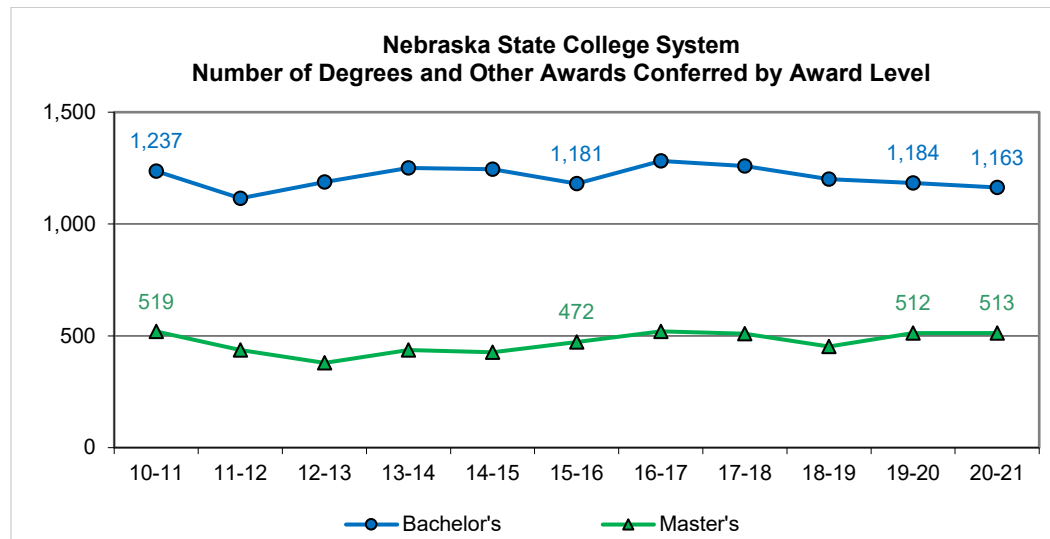
Nebraska State College System
Number of Degrees and Other Awards Conferred by Award Level

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by the Nebraska State College System changed as follows:

Level	20-21 1-Yr	11-21 10-Yr
Bachelor's (●)	-1.8%	-6.0%
Master's (▲)	0.2%	-1.2%
Sector Total	-1.2%	-4.6%
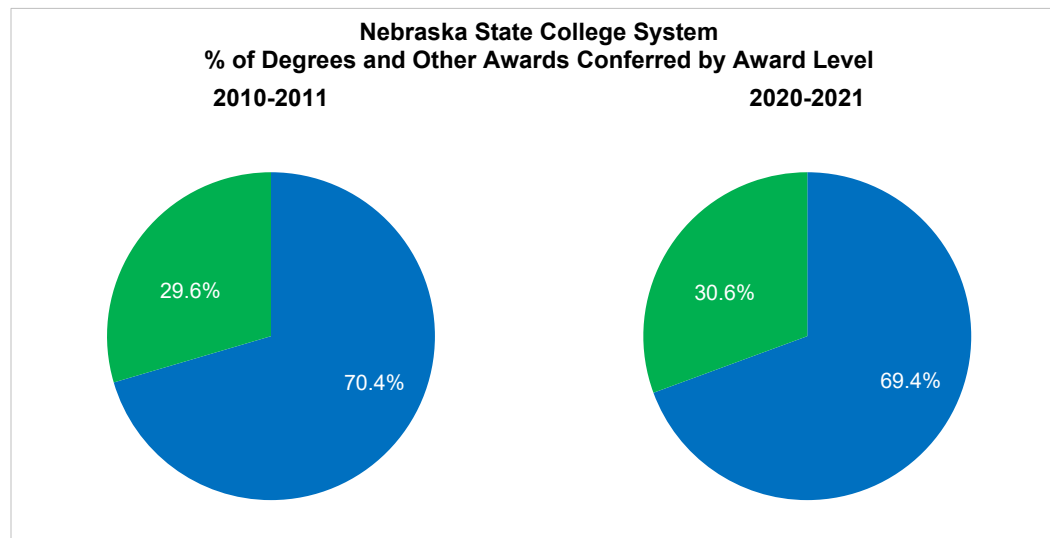
Nebraska State College System
% of Degrees and Other Awards Conferred by Award Level

2010-2011

29.6%

70.4%

2020-2021

30.6%

69.4%

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

DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES by AWARD LEVEL
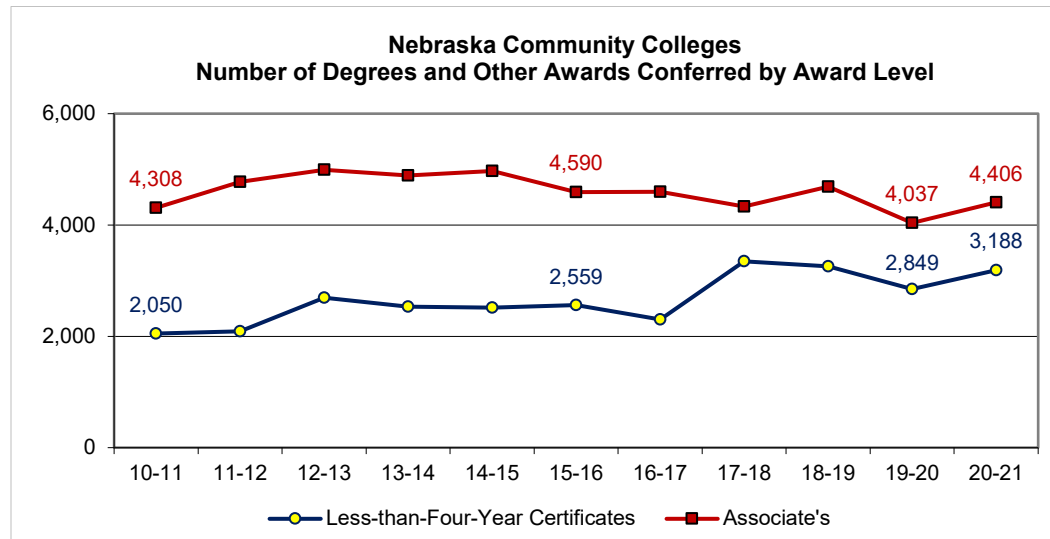
**Nebraska Community Colleges
Number of Degrees and Other Awards Conferred by Award Level**

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by Nebraska's community colleges changed as follows:

Level	20-21 1-Yr	11-21 10-Yr
Less-than-Four-Year Certificates (◯)	11.9%	55.5%
Associate's (■)	9.1%	2.3%
Sector Total	10.3%	19.4%
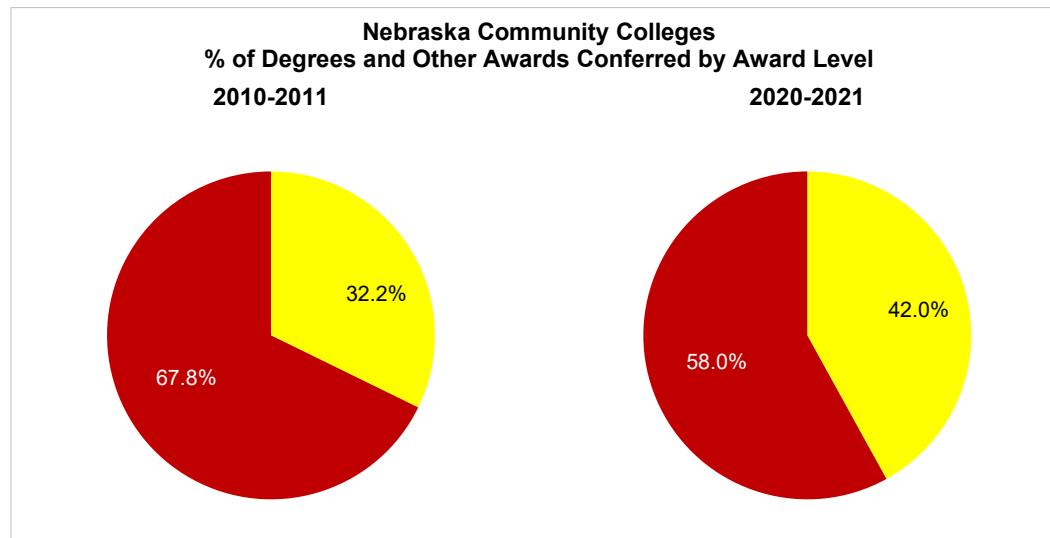
**Nebraska Community Colleges
% of Degrees and Other Awards Conferred by Award Level**

2010-2011

32.2%

67.8%

2020-2021

42.0%

58.0%

Note. Nebraska's community colleges do not confer bachelor's degrees, master's degrees, or doctor's degrees.

DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA NONPUBLIC INSTITUTIONS by AWARD LEVEL
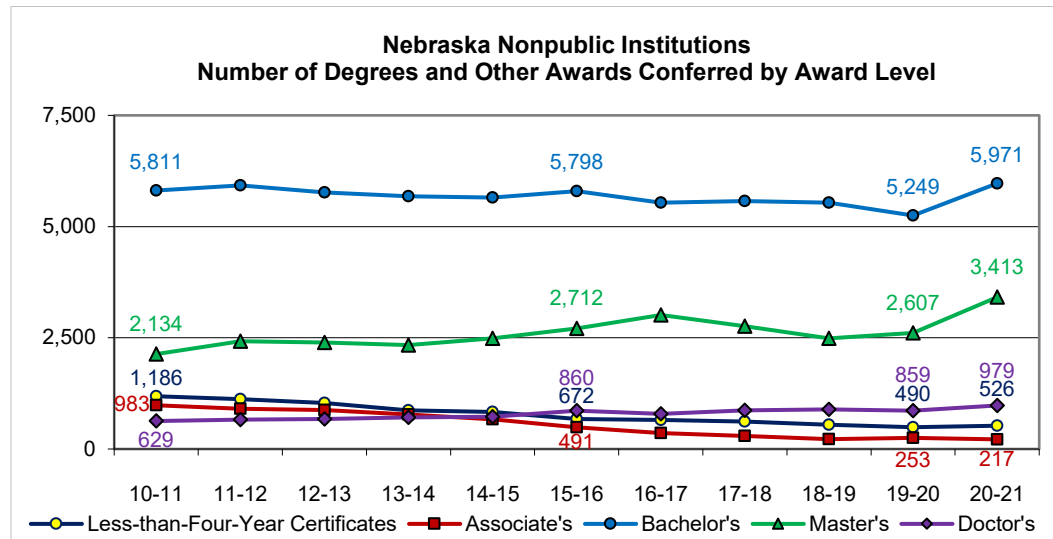
Nebraska Nonpublic Institutions
Number of Degrees and Other Awards Conferred by Award Level

Less-than-Four-Year Certificates ── Associate's ── Bachelor's ── Master's ── Doctor's

Nebraska Nonpublic Institutions
% of Degrees and Other Awards Conferred by Award Level

2010-2011

2020-2021

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred within the nonpublic sector changed as follows:

Level	20-21 1-Yr	11-21 10-Yr
Less-than-Four-Year Certificates (◯)	7.3%	-55.6%
Associate's (■)	-14.2%	-77.9%
Bachelor's (●)	13.8%	2.8%
Master's (▲)	30.9%	59.9%
Doctor's (♦)	14.0%	55.6%
Sector Total	17.4%	3.4%
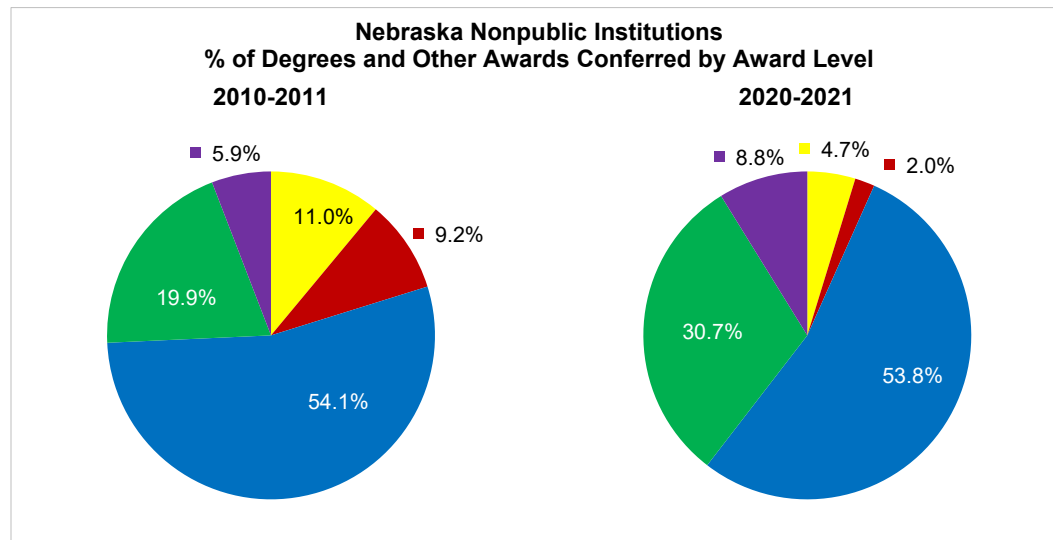
Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates.

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by SECTOR
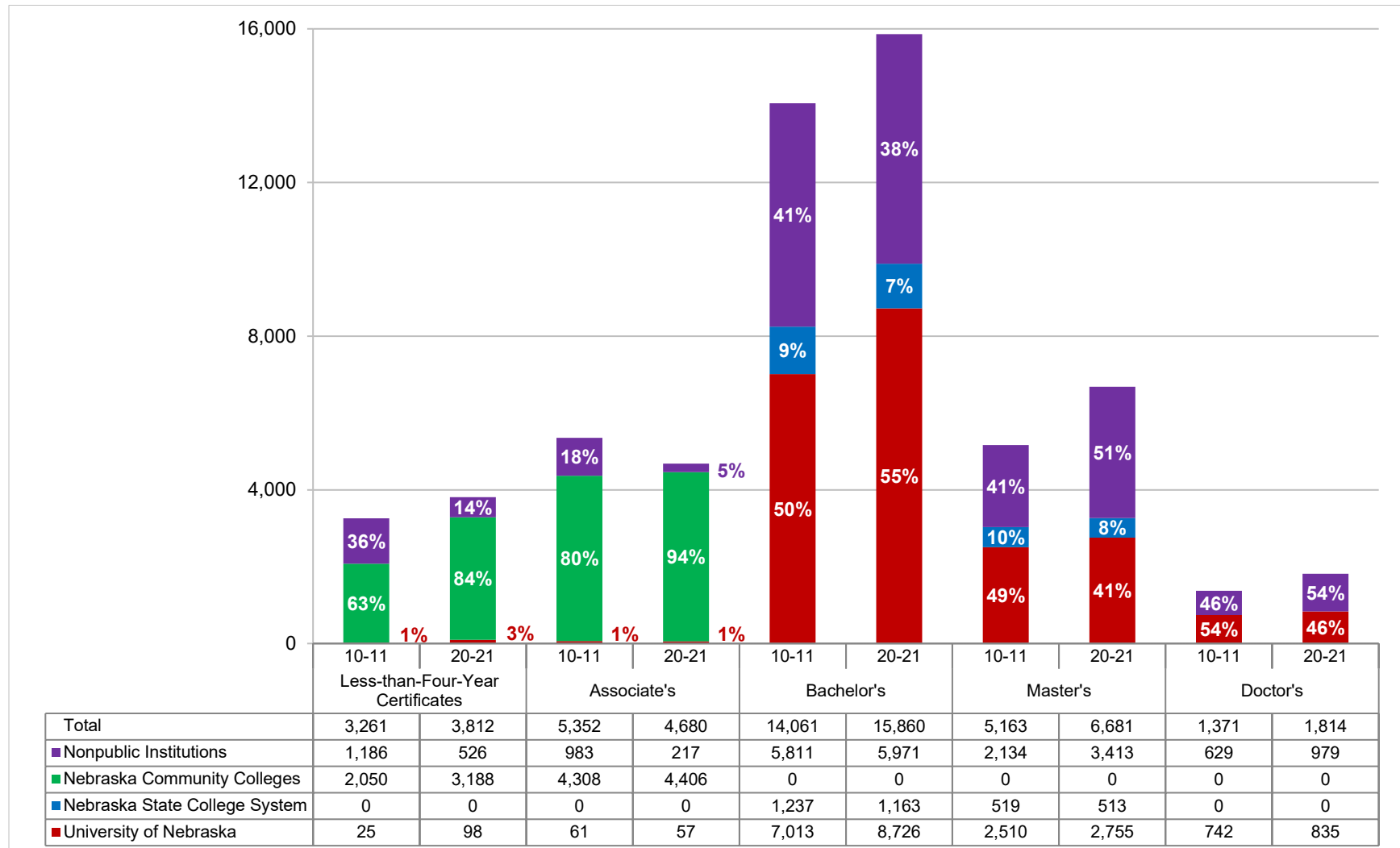
	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21
	Less-than-Four-Year Certificates		Associate's		Bachelor's		Master's		Doctor's	
Total	3,261	3,812	5,352	4,680	14,061	15,860	5,163	6,681	1,371	1,814
■ Nonpublic Institutions	1,186	526	983	217	5,811	5,971	2,134	3,413	629	979
■ Nebraska Community Colleges	2,050	3,188	4,308	4,406	0	0	0	0	0	0
■ Nebraska State College System	0	0	0	0	1,237	1,163	519	513	0	0
■ University of Nebraska	25	98	61	57	7,013	8,726	2,510	2,755	742	835

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. Less-than-four-year certificates were not conferred by Nebraska's state colleges. Associate's degrees were not conferred by Nebraska's state colleges. Bachelor's degrees were not conferred by Nebraska's community colleges. Master's degrees were not conferred by Nebraska's community colleges. Doctor's degrees were not conferred by Nebraska's community colleges or state colleges.

DOCTOR'S DEGREES AWARDED by CLASSIFICATION by SECTOR

Doctor's Degrees by Classification by Sector

Legend:
- ■ University of Nebraska (red)
- ■ Nonpublic Institutions (purple)

Research/Scholarship:
- 10-11: 350 (94.0% University of Nebraska, 6.0% Nonpublic)
- 20-21: 535 (72.7% University of Nebraska, 27.3% Nonpublic)

Professional Practice:
- 10-11: 1,021 (40.5% University of Nebraska, 59.5% Nonpublic)
- 20-21: 1,181 (34.5% University of Nebraska, 65.5% Nonpublic)

Other:
- 10-11: 0
- 20-21: 98 (39.8% University of Nebraska, 60.2% Nonpublic)

- Research/scholarship doctoral degrees increased 52.9% between 2010-11 and 2020-21:
  - o 18.2% increase at the University of Nebraska (from 329 to 389)
  - o 595.2% increase at Nebraska's nonpublic institutions (from 21 to 146)

- Professional practice doctoral degrees increased 15.7% during this same time:
  - o 1.5% decrease at the University of Nebraska (from 413 to 407)
  - o 27.3% increase at Nebraska's nonpublic institutions (from 608 to 774)

Note. Doctor's degrees were not conferred by Nebraska's community colleges or state colleges. Nebraska's postsecondary institutions did not report doctoral degrees in the 'other' category until 2017-18. Prior to this, these degrees were reported under the 'professional practice' category.

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Section 3

Total Degrees and Other Awards by Gender

TOTAL DEGREES AND OTHER AWARDS by GENDER

- Nebraska's postsecondary institutions awarded 18,876 degrees, diplomas, and certificates to women in 2020-21, a one-year increase of 11.2%. Over the 10-year period from 2010-11 to 2020-21, the total number of degrees and other awards granted to women increased 12.9%.

- Meanwhile, 13,971 degrees and other awards were granted to men in 2020-21, a one-year increase of 5.8%. Between 2010-11 and 2020-21, the total number of degrees and other awards granted to men increased 11.8%.

- While the gender gap varied slightly from one year to another, women consistently earned higher percentages of the degrees and other awards conferred by Nebraska postsecondary institutions than men. Over the last 10 years, the gap increased from 14.4 percentage points in 2010-11 to 15.0 percentage points in 2020-21.

Total Number and Percentage of Degrees and Other Awards Conferred by Gender

Female data points:
- 10-11: 16,712 57.2%
- 15-16: 17,297 56.4%
- 19-20: 16,971 56.2%
- 20-21: 18,876 57.5%

Male data points:
- 10-11: 12,496 42.8%
- 15-16: 13,350 43.6%
- 19-20: 13,200 43.8%
- 20-21: 13,971 42.5%

Years: 10-11, 11-12, 12-13, 13-14, 14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 20-21

Legend: Male, Female

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DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by GENDER

Number and Percentage of Less-than-Four-Year Certificates by Gender
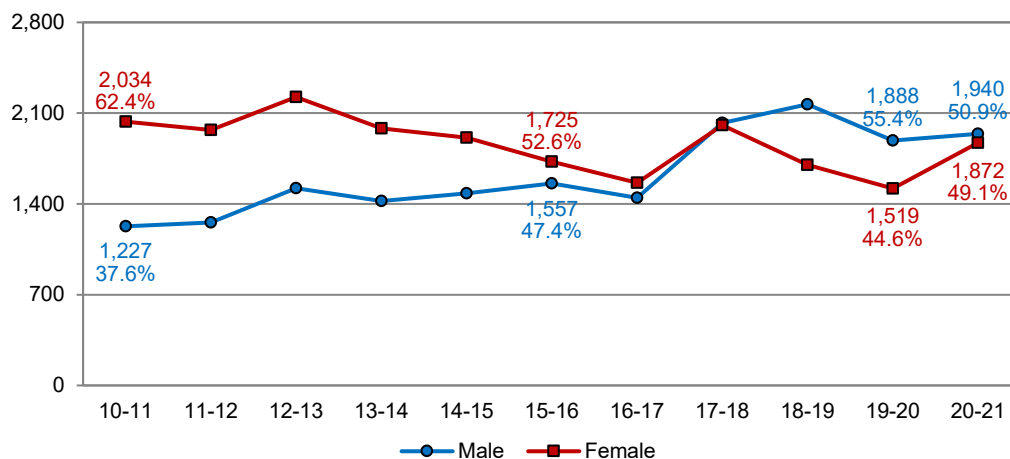
- Male: 10-11: 1,227 (37.6%); 15-16: 1,557 (47.4%); 18-19: 1,888; 19-20: 55.4%; 20-21: 1,940 (50.9%)
- Female: 10-11: 2,034 (62.4%); 14-15: 1,725 (52.6%); 19-20: 1,519 (44.6%); 20-21: 1,872 (49.1%)

Number and Percentage of Associate's Degrees by Gender

- Male: 10-11: 2,333 (43.6%); 15-16: 2,291 (44.5%); 19-20: 1,961 (44.7%); 20-21: 2,092 (44.7%)
- Female: 10-11: 3,019 (56.4%); 15-16: 2,853 (55.5%); 19-20: 2,428 (55.3%); 20-21: 2,588 (55.3%)

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

Less-than-Four-Year Certificates:

Gender	20-21 1-Yr	11-21 10-Yr
Male (●)	2.8%	58.1%
Female (■)	23.2%	-8.0%
Level Total	11.9%	16.9%

Associate's Degrees:

Gender	20-21 1-Yr	11-21 10-Yr
Male (●)	6.7%	-10.3%
Female (■)	6.6%	-14.3%
Level Total	6.6%	-12.6%

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by GENDER

Number and Percentage of Bachelor's Degrees and Postbaccalaureate Certificates by Gender

Male
- 10-11: 6,262 44.5%
- 15-16: 6,454 43.8%
- 19-20: 6,451 43.6%
- 20-21: 6,876 43.4%

Female
- 10-11: 7,799 55.5%
- 15-16: 8,280 56.2%
- 19-20: 8,336 56.4%
- 20-21: 8,984 56.6%

Number and Percentage of Master's Degrees and Post-Master's Certificates by Gender

Male
- 10-11: 2,009 38.9%
- 15-16: 2,299 39.7%
- 19-20: 2,170 37.1%
- 20-21: 2,321 34.7%

Female
- 10-11: 3,154 61.1%
- 15-16: 3,489 60.3%
- 19-20: 3,675 62.9%
- 20-21: 4,360 65.3%

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

Bachelor's Degrees and Postbaccalaureate Certificates:

Gender	20-21 1-Yr	11-21 10-Yr
Male (●)	6.6%	9.8%
Female (■)	7.8%	15.2%
Level Total	7.3%	12.8%

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

Gender	20-21 1-Yr	11-21 10-Yr
Male (●)	7.0%	15.5%
Female (■)	18.6%	38.2%
Level Total	14.3%	29.4%

DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by GENDER
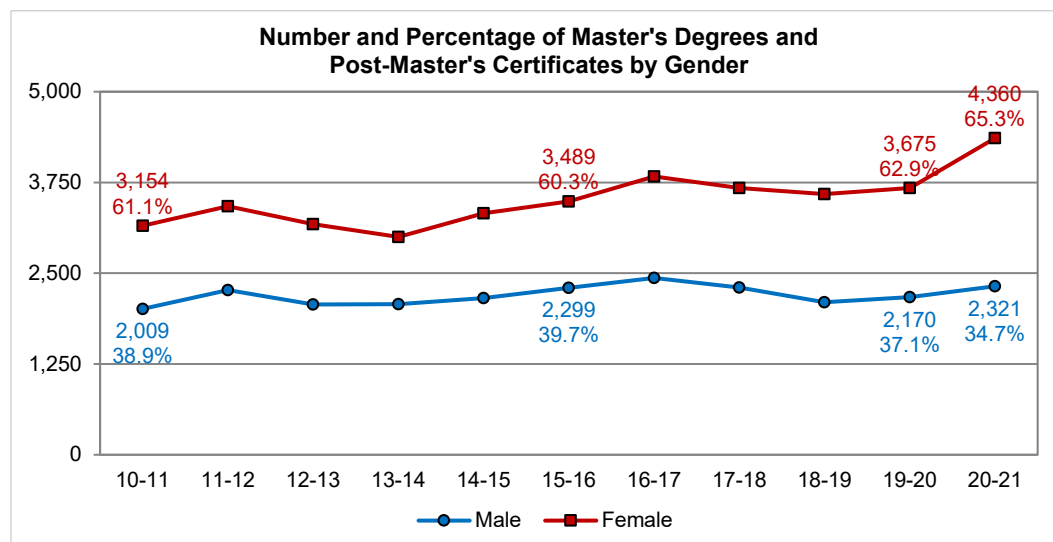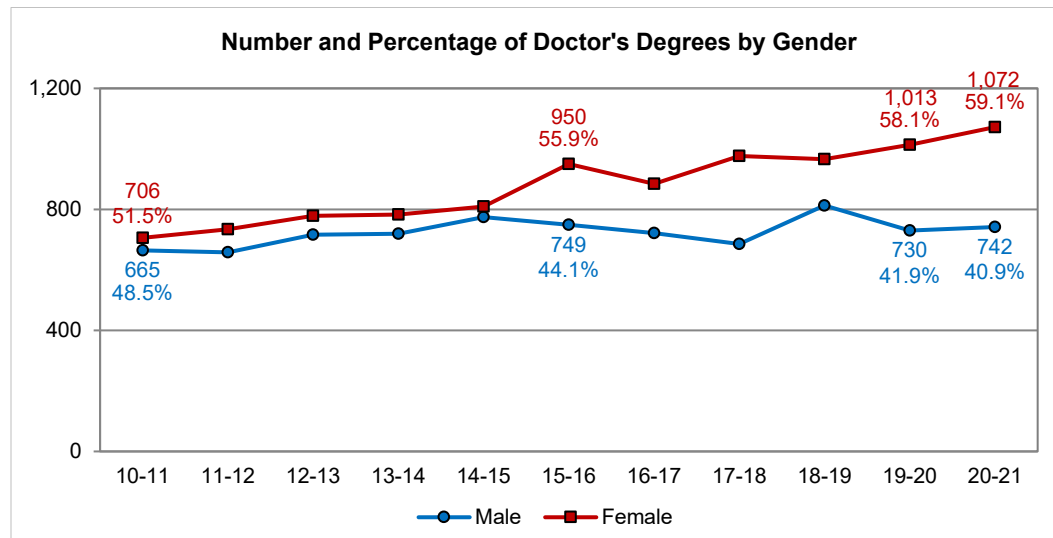
Number and Percentage of Doctor's Degrees by Gender

- Between 2010-11 and 2020-21, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Doctor's Degrees:

Gender	20-21 1-Yr	11-21 10-Yr
Male (●)	1.6%	11.6%
Female (■)	5.8%	51.8%
Level Total	4.1%	32.3%

- Over the 10-year period, the number of research/scholarship doctoral degrees increased 45.3% for males and 60.0% for females while professional practice doctor's degrees decreased 2.4% for males and increased 32.7% for females.
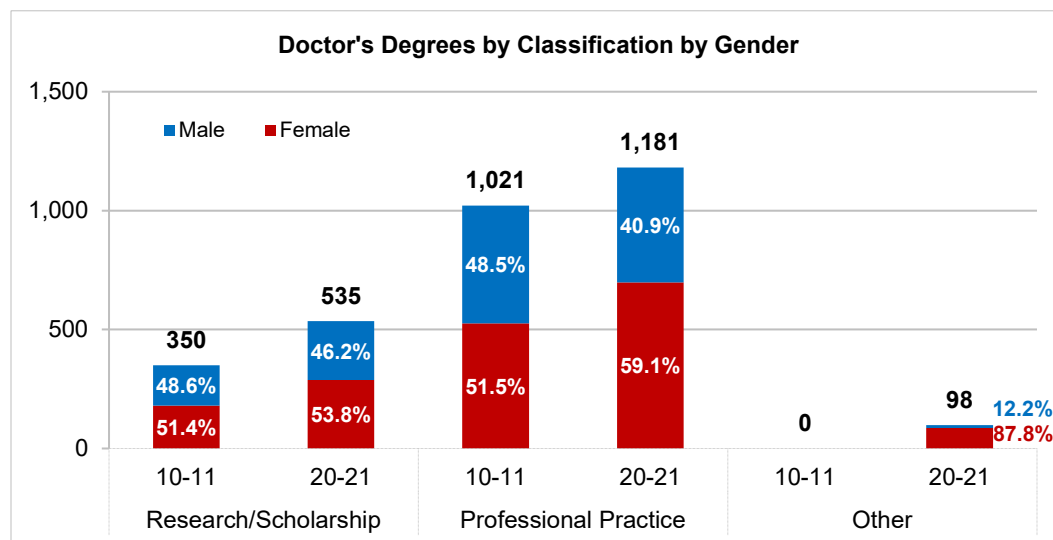
Doctor's Degrees by Classification by Gender

Note. Nebraska's postsecondary institutions did not report doctoral degrees in the 'other' category until 2017-18.

DEGREES AND OTHER AWARDS CONFERRED by GENDER by AWARD LEVEL
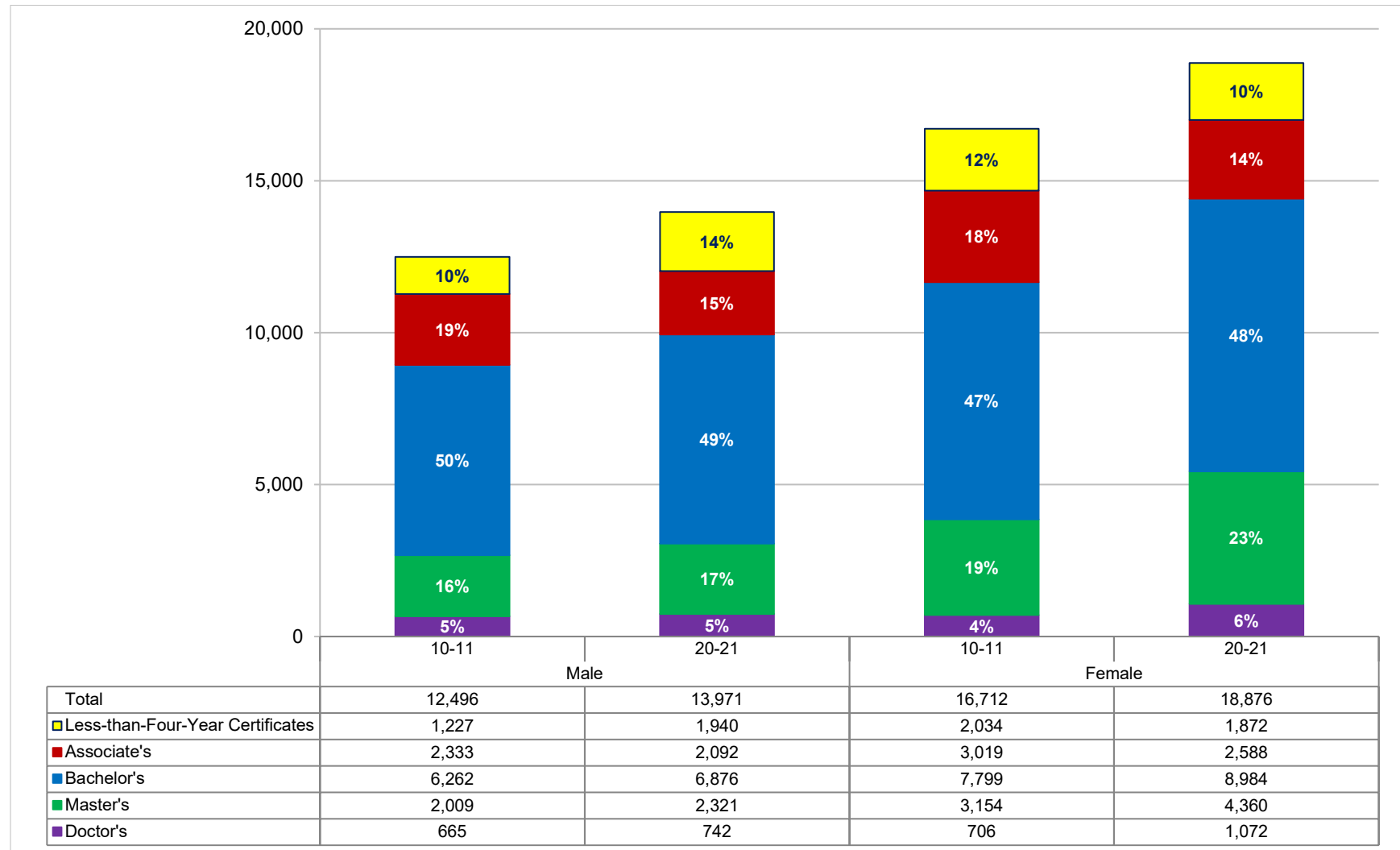
	Male		Female	
	10-11	20-21	10-11	20-21
Total	12,496	13,971	16,712	18,876
☐ Less-than-Four-Year Certificates	1,227	1,940	2,034	1,872
■ Associate's	2,333	2,092	3,019	2,588
■ Bachelor's	6,262	6,876	7,799	8,984
■ Master's	2,009	2,321	3,154	4,360
■ Doctor's	665	742	706	1,072

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

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

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

												% Change	
Award Level /												20-21	11-21
Gender	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	1-Yr	10-Yr
Less-than-Four-Year Certificates													
Male	5	5	6	1	34	47	45	57	56	57	73	28.1%	1,360.0%
% Male	*20%*	*28%*	*30%*	*100%*	*79%*	*92%*	*82%*	*84%*	*86%*	*84%*	*74%*		
Female	20	13	14	0	9	4	10	11	9	11	25	127.3%	25.0%
% Female	*80%*	*72%*	*70%*	*0%*	*21%*	*8%*	*18%*	*16%*	*14%*	*16%*	*26%*		
Associate's													
Male	30	44	33	39	35	30	41	34	34	40	17	-57.5%	-43.3%
% Male	*49%*	*50%*	*45%*	*45%*	*48%*	*48%*	*36%*	*45%*	*37%*	*40%*	*30%*		
Female	31	44	41	48	38	33	74	42	57	59	40	-32.2%	29.0%
% Female	*51%*	*50%*	*55%*	*55%*	*52%*	*52%*	*64%*	*55%*	*63%*	*60%*	*70%*		
Bachelor's													
Male	3,343	3,549	3,644	3,898	3,617	3,708	3,808	3,756	3,840	3,877	4,004	3.3%	19.8%
% Male	*48%*	*47%*	*48%*	*48%*	*47%*	*48%*	*47%*	*46%*	*46%*	*46%*	*46%*		
Female	3,670	3,958	3,923	4,193	4,003	4,047	4,339	4,359	4,491	4,477	4,722	5.5%	28.7%
% Female	*52%*	*53%*	*52%*	*52%*	*53%*	*52%*	*53%*	*54%*	*54%*	*54%*	*54%*		
Master's													
Male	1,096	1,245	1,015	997	1,087	1,095	1,115	1,109	1,082	1,102	1,070	-2.9%	-2.4%
% Male	*44%*	*44%*	*41%*	*43%*	*42%*	*42%*	*41%*	*41%*	*39%*	*40%*	*39%*		
Female	1,414	1,587	1,457	1,305	1,479	1,509	1,620	1,598	1,667	1,624	1,685	3.8%	19.2%
% Female	*56%*	*56%*	*59%*	*57%*	*58%*	*58%*	*59%*	*59%*	*61%*	*60%*	*61%*		
Doctor's													
Professional Practice													
Male	226	218	216	210	216	200	200	180	226	216	192	-11.1%	-15.0%
% Male	*55%*	*53%*	*50%*	*53%*	*51%*	*48%*	*49%*	*53%*	*53%*	*49%*	*47%*		
Female	187	196	217	189	210	217	209	157	203	223	215	-3.6%	15.0%
% Female	*45%*	*47%*	*50%*	*47%*	*49%*	*52%*	*51%*	*47%*	*47%*	*51%*	*53%*		
Research/ Scholarship													
Male	165	165	198	181	229	207	200	194	226	192	186	-3.1%	12.7%
% Male	*50%*	*52%*	*51%*	*46%*	*53%*	*49%*	*49%*	*50%*	*53%*	*48%*	*48%*		
Female	164	153	190	213	204	215	209	195	199	206	203	-1.5%	23.8%
% Female	*50%*	*48%*	*49%*	*54%*	*47%*	*51%*	*51%*	*50%*	*47%*	*52%*	*52%*		
Other													
Male	-	-	-	-	-	-	-	12	2	4	1	-75.0%	N/A
% Male	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*18%*	*6%*	*9%*	*3%*		
Female	-	-	-	-	-	-	-	56	34	43	38	-11.6%	N/A
% Female	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*82%*	*94%*	*91%*	*97%*		
Doctor's Total													
Male	391	383	414	391	445	407	400	386	454	412	379	-8.0%	-3.1%
% Male	*53%*	*52%*	*50%*	*49%*	*52%*	*49%*	*49%*	*49%*	*51%*	*47%*	*45%*		
Female	351	349	407	402	414	432	418	408	436	472	456	-3.4%	29.9%
% Female	*47%*	*48%*	*50%*	*51%*	*48%*	*51%*	*51%*	*51%*	*49%*	*53%*	*55%*		

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

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

Award Level / Gender	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
University of Nebraska Total													
Male	4,865	5,226	5,112	5,326	5,218	5,287	5,409	5,342	5,466	5,488	5,543	1.0%	13.9%
% Male	*47%*	*47%*	*47%*	*47%*	*47%*	*47%*	*46%*	*45%*	*45%*	*45%*	*44%*		
Female	5,486	5,951	5,842	5,948	5,943	6,025	6,461	6,418	6,660	6,643	6,928	4.3%	26.3%
% Female	*53%*	*53%*	*53%*	*53%*	*53%*	*53%*	*54%*	*55%*	*55%*	*55%*	*56%*		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The University of Nebraska did not report doctoral degrees in the 'other' category until 2017-18.

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

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

Award Level / Gender	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Bachelor's													
Male	521	448	484	488	492	448	517	497	494	472	467	-1.1%	-10.4%
% Male	*42%*	*40%*	*41%*	*39%*	*40%*	*38%*	*40%*	*39%*	*41%*	*40%*	*40%*		
Female	716	667	703	762	753	733	765	762	706	712	696	-2.2%	-2.8%
% Female	*58%*	*60%*	*59%*	*61%*	*60%*	*62%*	*60%*	*61%*	*59%*	*60%*	*60%*		
Master's													
Male	159	167	149	173	171	189	203	193	152	167	197	18.0%	23.9%
% Male	*31%*	*38%*	*39%*	*40%*	*40%*	*40%*	*39%*	*38%*	*34%*	*33%*	*38%*		
Female	360	270	230	264	255	283	317	316	300	345	316	-8.4%	-12.2%
% Female	*69%*	*62%*	*61%*	*60%*	*60%*	*60%*	*61%*	*62%*	*66%*	*67%*	*62%*		
Nebraska State College System Total													
Male	680	615	633	661	663	637	720	690	646	639	664	3.9%	-2.4%
% Male	*39%*	*40%*	*40%*	*39%*	*40%*	*39%*	*40%*	*39%*	*39%*	*38%*	*40%*		
Female	1,076	937	933	1,026	1,008	1,016	1,082	1,078	1,006	1,057	1,012	-4.3%	-5.9%
% Female	*61%*	*60%*	*60%*	*61%*	*60%*	*61%*	*60%*	*61%*	*61%*	*62%*	*60%*		

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

Nebraska Community Colleges - Degrees and Awards by Award Level by Gender

Award Level / Gender	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Less-than-Four-Year Certificates													
Male	1,051	1,109	1,402	1,338	1,372	1,454	1,339	1,915	2,055	1,783	1,812	1.6%	72.4%
% Male	*51%*	*53%*	*52%*	*53%*	*55%*	*57%*	*58%*	*57%*	*63%*	*63%*	*57%*		
Female	999	982	1,293	1,194	1,144	1,105	961	1,432	1,204	1,066	1,376	29.1%	37.7%
% Female	*49%*	*47%*	*48%*	*47%*	*45%*	*43%*	*42%*	*43%*	*37%*	*37%*	*43%*		
Associate's													
Male	2,022	2,285	2,344	2,249	2,316	2,148	2,165	2,068	2,176	1,859	2,030	9.2%	0.4%
% Male	*47%*	*48%*	*47%*	*46%*	*47%*	*47%*	*47%*	*48%*	*46%*	*46%*	*46%*		
Female	2,286	2,489	2,647	2,640	2,652	2,442	2,432	2,262	2,515	2,178	2,376	9.1%	3.9%
% Female	*53%*	*52%*	*53%*	*54%*	*53%*	*53%*	*53%*	*52%*	*54%*	*54%*	*54%*		
Nebraska Community Colleges Total													
Male	3,073	3,394	3,746	3,587	3,688	3,602	3,504	3,983	4,231	3,642	3,842	5.5%	25.0%
% Male	*48%*	*49%*	*49%*	*48%*	*49%*	*50%*	*51%*	*52%*	*53%*	*53%*	*51%*		
Female	3,285	3,471	3,940	3,834	3,796	3,547	3,393	3,694	3,719	3,244	3,752	15.7%	14.2%
% Female	*52%*	*51%*	*51%*	*52%*	*51%*	*50%*	*49%*	*48%*	*47%*	*47%*	*49%*		

Note. Nebraska's community colleges do not confer bachelor's degrees, master's degrees, or doctor's degrees.

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

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

Award Level / Gender	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Less-than-Four-Year Certificates													
Male	171	142	114	82	75	56	62	53	57	48	55	14.6%	-67.8%
% Male	*14%*	*13%*	*11%*	*9%*	*9%*	*8%*	*9%*	*9%*	*10%*	*10%*	*10%*		
Female	1,015	976	917	789	759	616	592	564	487	442	471	6.6%	-53.6%
% Female	*86%*	*87%*	*89%*	*91%*	*91%*	*92%*	*91%*	*91%*	*90%*	*90%*	*90%*		
Associate's													
Male	281	269	292	243	179	113	77	73	53	62	45	-27.4%	-84.0%
% Male	*29%*	*30%*	*33%*	*31%*	*27%*	*23%*	*22%*	*25%*	*24%*	*25%*	*21%*		
Female	702	634	587	536	492	378	278	224	172	191	172	-9.9%	-75.5%
% Female	*71%*	*70%*	*67%*	*69%*	*73%*	*77%*	*78%*	*75%*	*76%*	*75%*	*79%*		
Bachelor's													
Male	2,398	2,517	2,354	2,356	2,157	2,298	2,188	2,217	2,257	2,102	2,405	14.4%	0.3%
% Male	*41%*	*42%*	*41%*	*41%*	*38%*	*40%*	*40%*	*40%*	*41%*	*40%*	*40%*		
Female	3,413	3,409	3,415	3,325	3,492	3,500	3,348	3,359	3,284	3,147	3,566	13.3%	4.5%
% Female	*59%*	*58%*	*59%*	*59%*	*62%*	*60%*	*60%*	*60%*	*59%*	*60%*	*60%*		
Master's													
Male	754	857	906	904	899	1,015	1,117	1,002	865	901	1,054	17.0%	39.8%
% Male	*35%*	*35%*	*38%*	*39%*	*36%*	*37%*	*37%*	*36%*	*35%*	*35%*	*31%*		
Female	1,380	1,566	1,487	1,431	1,590	1,697	1,896	1,762	1,624	1,706	2,359	38.3%	70.9%
% Female	*65%*	*65%*	*62%*	*61%*	*64%*	*63%*	*63%*	*64%*	*65%*	*65%*	*69%*		
Doctor's													
Professional Practice													
Male	269	270	298	324	319	334	302	288	337	270	291	7.8%	8.2%
% Male	*44%*	*42%*	*45%*	*46%*	*46%*	*40%*	*41%*	*36%*	*41%*	*37%*	*38%*		
Female	339	370	369	373	382	502	442	520	489	451	483	7.1%	42.5%
% Female	*56%*	*58%*	*55%*	*54%*	*54%*	*60%*	*59%*	*64%*	*59%*	*63%*	*62%*		
Research/ Scholarship													
Male	5	5	4	5	10	8	20	11	21	39	61	56.4%	1,120.0%
% Male	*24%*	*25%*	*57%*	*38%*	*43%*	*33%*	*44%*	*22%*	*39%*	*41%*	*42%*		
Female	16	15	3	8	13	16	25	38	33	55	85	54.5%	431.3%
% Female	*76%*	*75%*	*43%*	*62%*	*57%*	*67%*	*56%*	*78%*	*61%*	*59%*	*58%*		
Other													
Male	-	-	-	-	-	-	-	1	1	9	11	22.2%	N/A
% Male	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*8%*	*11%*	*20%*	*19%*		
Female	-	-	-	-	-	-	-	11	8	35	48	37.1%	N/A
% Female	*-*	*-*	*-*	*-*	*-*	*-*	*-*	*92%*	*89%*	*80%*	*81%*		
Doctor's Total													
Male	274	275	302	329	329	342	322	300	359	318	363	14.2%	32.5%
% Male	*44%*	*42%*	*45%*	*46%*	*45%*	*40%*	*41%*	*35%*	*40%*	*37%*	*37%*		
Female	355	385	372	381	395	518	467	569	530	541	616	13.9%	73.5%
% Female	*56%*	*58%*	*55%*	*54%*	*55%*	*60%*	*59%*	*65%*	*60%*	*63%*	*63%*		

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

Nebraska Nonpublic Institutions - Degrees and Awards by Award Level by Gender (Continued)

												% Change	
Award Level /												20-21	11-21
Gender	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	1-Yr	10-Yr
Nebraska Nonpublic Institutions Total													
Male	3,878	4,060	3,968	3,914	3,639	3,824	3,766	3,645	3,591	3,431	3,922	14.3%	1.1%
% Male	*36%*	*37%*	*37%*	*38%*	*35%*	*36%*	*36%*	*36%*	*37%*	*36%*	*35%*		
Female	6,865	6,970	6,778	6,462	6,728	6,709	6,581	6,478	6,097	6,027	7,184	19.2%	4.6%
% Female	*64%*	*63%*	*63%*	*62%*	*65%*	*64%*	*64%*	*64%*	*63%*	*64%*	*65%*		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. Nebraska's nonpublic institutions did not report doctoral degrees in the 'other' category until 2017-18.

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Section 4

Total Degrees and Other Awards
by Race/Ethnicity

CLASSIFICATION OF RACE/ETHNICITY

Beginning with the collection of data for the 2007-08 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Institutions were given the option of using the "old" or "new" categories to report the number of degrees and awards conferred by race/ethnicity in 2007-08, 2008-09, and 2009-10. Adoption of the revised categories was mandatory beginning with data reported for the 2010-11 academic year.

> "Race/ethnicity (new definition): Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens." *(Data source: IPEDS Glossary)*

Old IPEDS Race/Ethnicity Categories	New IPEDS Race/Ethnicity Categories
1) Non-Resident Alien 2) Race and Ethnicity Unknown 3) Black, Non-Hispanic 4) American Indian/Alaskan Native 5) Asian/Pacific Islander 6) Hispanic 7) White, Non-Hispanic	1) Nonresident Alien 2) Race and Ethnicity Unknown 3) Hispanics of any Race For Non-Hispanics Only: 4) American Indian or Alaska Native 5) Asian 6) Black or African American 7) Native Hawaiian or Other Pacific Islander 8) White 9) Two or More Races

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

Race/Ethnicity Category Name Used in this Report	IPEDS Category Name	IPEDS and/or Commission Definition
Asian/Pacific Islander	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Black Non-Hispanic	Black or African American	A person having origins in any of the black racial groups of Africa.
Hispanic	Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Known Race/Ethnicity	-	Includes persons categorized into any of the following IPEDS race/ethnicity categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Nonresident Alien, Two or More Races, White.
Minority	-	Includes persons categorized into any of the following IPEDS race/ethnicity categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Two or More Races.
Native American	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Nonresident Alien[a]	Nonresident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Deferred Action for Childhood Arrivals (DACA) students are a particular group of undocumented students that have been authorized by the Department of Homeland Security to be lawfully present in the U.S. for the duration of their DACA, and as such, this status allows them to be reported under "nonresident alien." Note: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories.
Two or More Races	Two or More Races	The category used by institutions to report persons who selected more than one race.
Unknown Race/Ethnicity	Race and Ethnicity Unknown	The category used to report students whose race and ethnicity are not known. Undocumented students without DACA status are also reported under this category.
White Non-Hispanic	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
-	Resident Alien (and Other Eligible Non-Citizens)	A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian). Note: Resident aliens are to be reported in the appropriate racial/ethnic categories along with United States citizens.

Note. Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, June 28, 2022.
[a]IPEDS does not collect data on the originating location of nonresident alien students.

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

- Nebraska's postsecondary institutions awarded 31,428 degrees, diplomas, and certificates to students of known race/ethnicity in 2020-21, a one-year increase of 2,360 students (8.1%). Over the 10-year period from 2010-11 to 2020-21, the number of degrees and awards granted to students of known race/ethnicity increased 15.0%.

- Meanwhile, 1,419 degrees and other awards were granted to students of unknown race/ethnicity in 2020-21, a one-year increase of 28.6%. Between 2010-11 and 2020-21, the number of degrees and other awards conferred to students of unknown race/ethnicity decreased 24.3%.

Total Number and Percentage of Degrees and Other Awards Conferred by Known and Unknown Race/Ethnicity
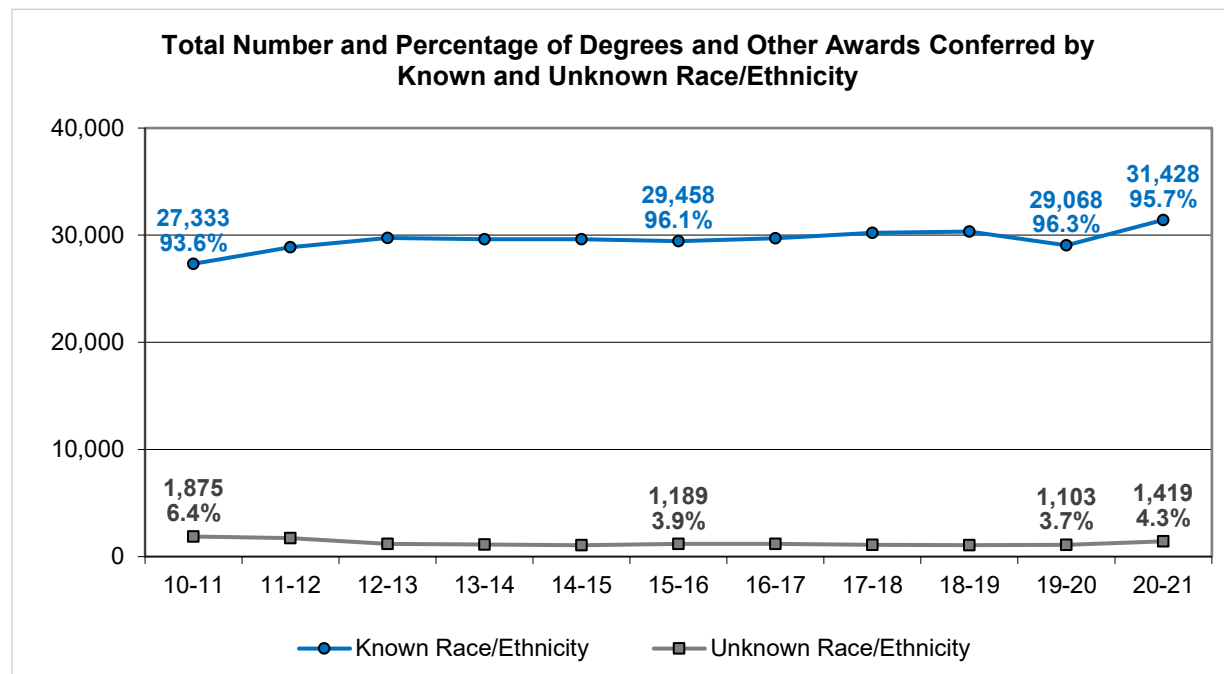
Note. **The remaining analyses in this section focus on degrees awarded
to nonresident aliens and students of known race/ethnicity as defined on page 4.3.**

DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY
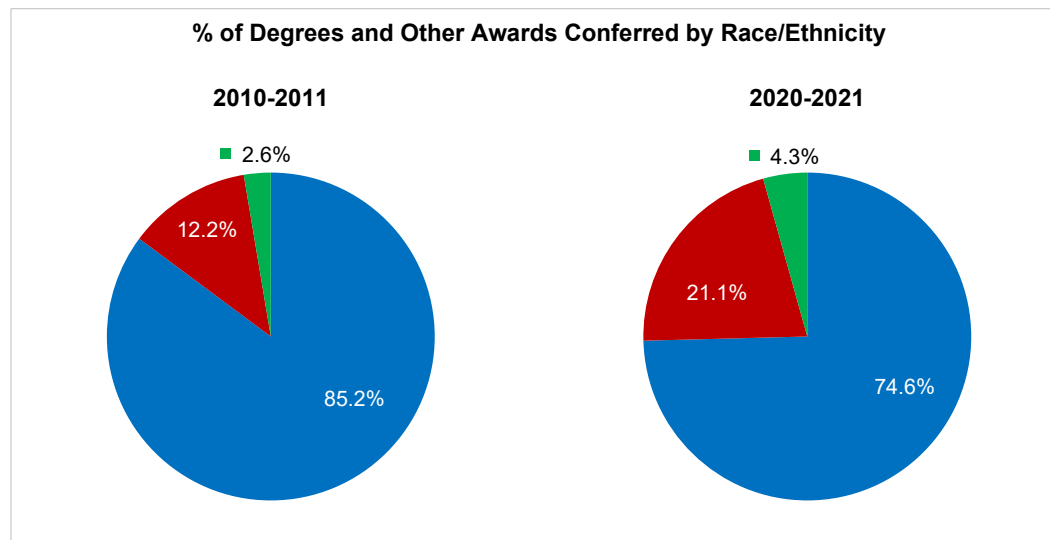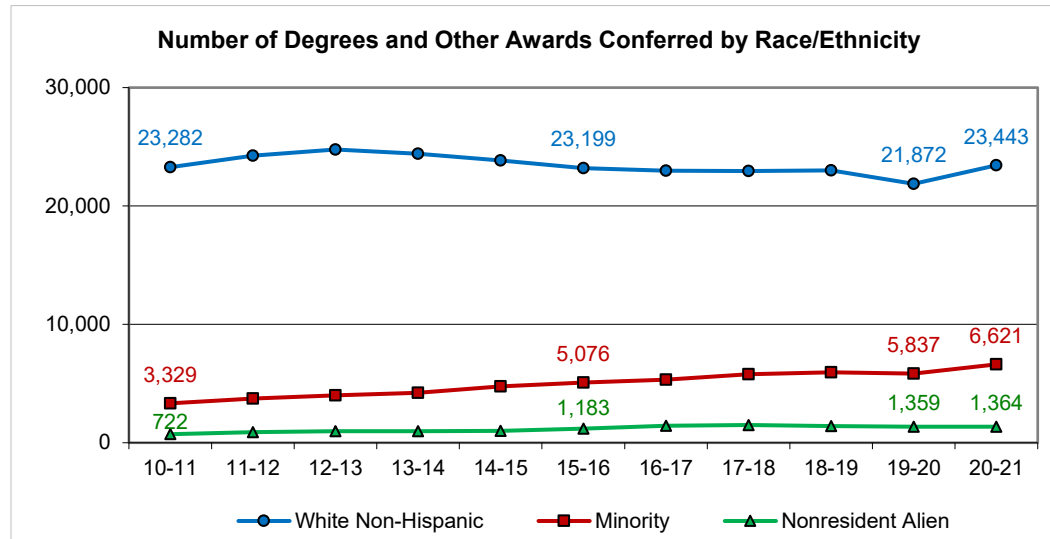
Number of Degrees and Other Awards Conferred by Race/Ethnicity

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
White Non-Hispanic (●)	7.2%	0.7%
Minority (■)	13.4%	98.9%
Nonresident Alien (▲)	0.4%	88.9%
Known Race/Ethnicity Total	8.1%	15.0%

- Over the last decade, the number of degrees and other awards granted to minority students has nearly doubled. (See the next page for details.)

% of Degrees and Other Awards Conferred by Race/Ethnicity

2010-2011

- 2.6%
- 12.2%
- 85.2%

2020-2021

- 4.3%
- 21.1%
- 74.6%

DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY

Minority Students
Number of Degrees and Other Awards Conferred by Race/Ethnicity

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

Minority Students
% of Degrees and Other Awards Conferred by Race/Ethnicity

10-11	2.5% Asian/Pacific Islander, 4.7% Black Non-Hispanic, 3.7% Hispanic, 0.6% Native American, 0.7% Two or More Races	Total Minority 12.2%
20-21	3.2% Asian/Pacific Islander, 4.6% Black Non-Hispanic, 9.4% Hispanic, 0.5% Native American, 3.4% Two or More Races	Total Minority 21.1%

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

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
Asian/Pac. Islander (▲)	10.9%	48.9%
Black Non-Hispanic (●)	13.7%	11.4%
Hispanic (■)	18.0%	190.0%
Native American (♦)	-1.4%	-9.9%
Two or More Races (⊞)	6.1%	497.8%
Total Minority	13.4%	98.9%

- 37.3% of the one-year increase in awards conferred to Hispanic student was due to an increase in these awards at Central Community College (from 458 to 627, an increase of 36.9%).

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

Number of Less-than-Four-Year Certificates Conferred by Race/Ethnicity
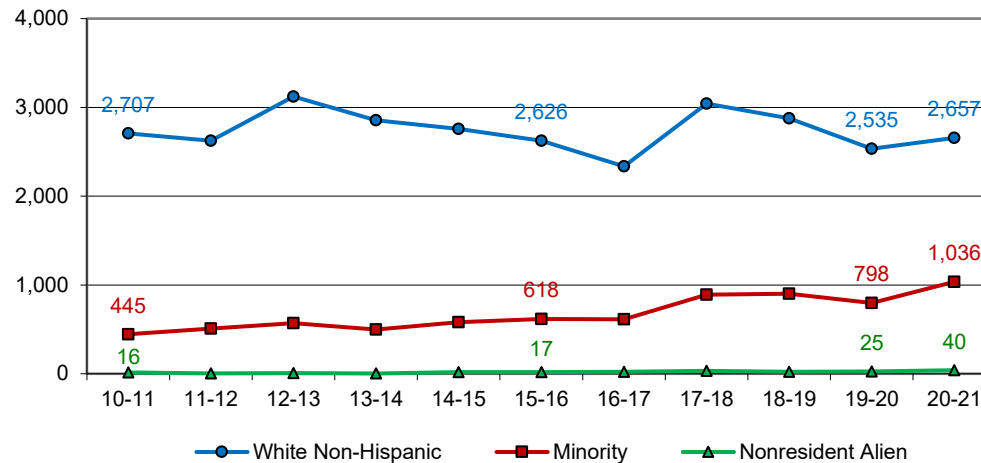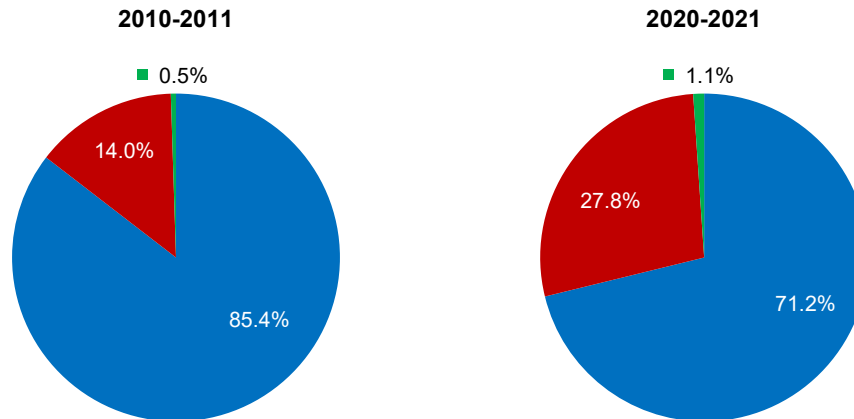
- Between 2010-11 and 2020-21, the number of less-than-four-year certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
White Non-Hispanic (●)	4.8%	-1.8%
Minority (■)	29.8%	132.8%
Nonresident Alien (▲)	60.0%	150.0%
Known Race/Ethnicity by Award Level Total	11.2%	17.8%

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

% of Less-than-Four-Year Certificates Conferred by Race/Ethnicity

2010-2011

2020-2021

ccpe

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

Minority Students
Number of Less-than-Four-Year Certificates Conferred by Race/Ethnicity
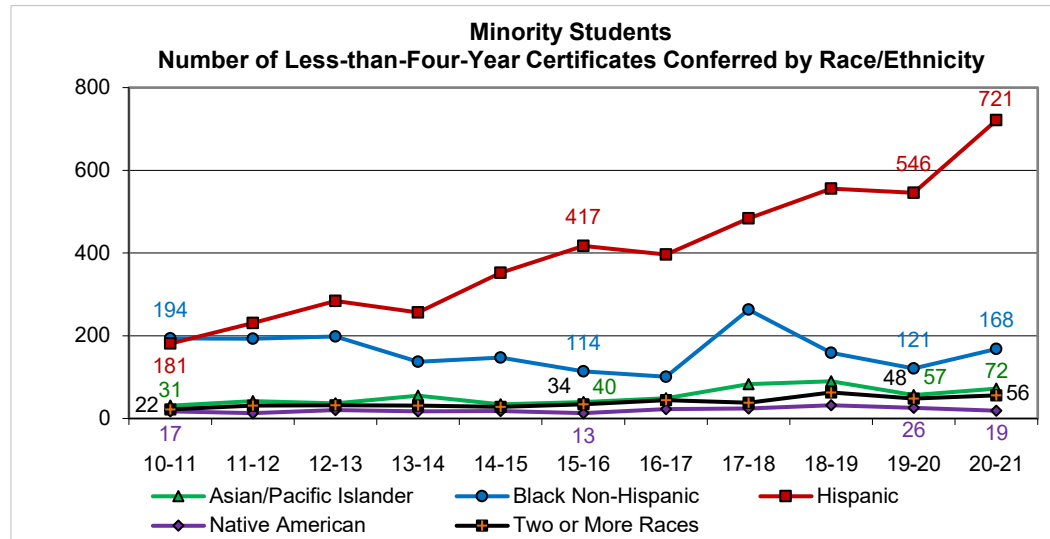
- Between 2010-11 and 2020-21, the number of less-than-four-year certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
Asian/Pac. Islander (▲)	26.3%	132.3%
Black Non-Hispanic (●)	38.8%	-13.4%
Hispanic (■)	32.1%	298.3%
Native American (♦)	-26.9%	11.8%
Two or More Races (▦)	16.7%	154.5%
Total Minority by Award Level	29.8%	132.8%

Minority Students
% of Less-than-Four-Year Certificates Conferred by Race/Ethnicity
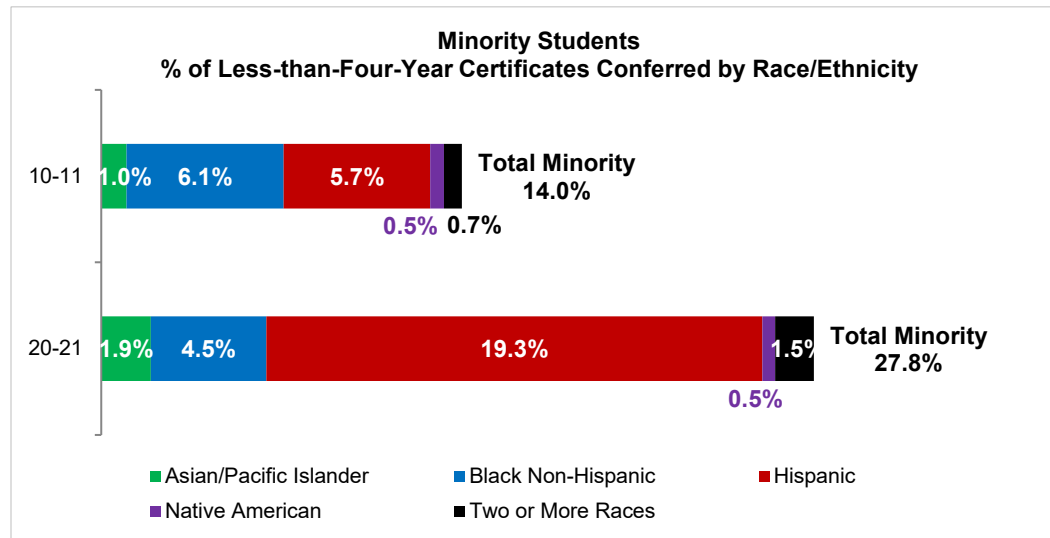
DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY

Number of Associate's Degrees Conferred by Race/Ethnicity
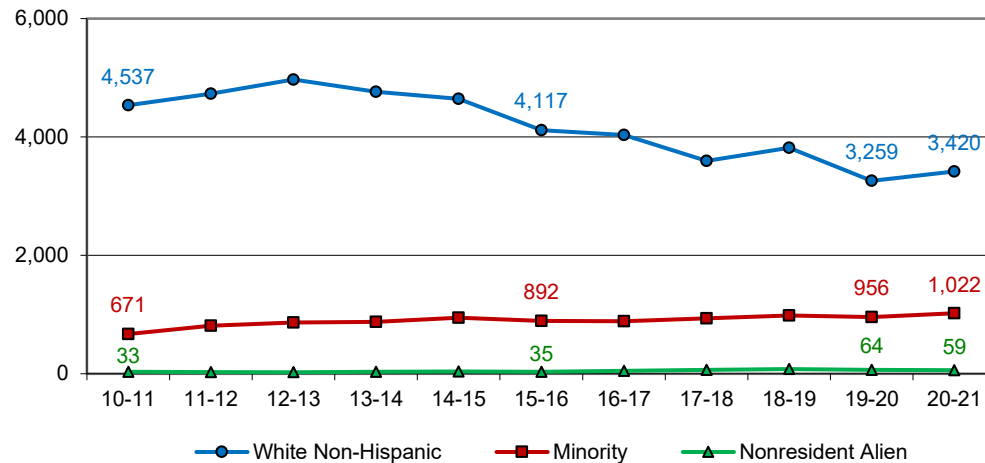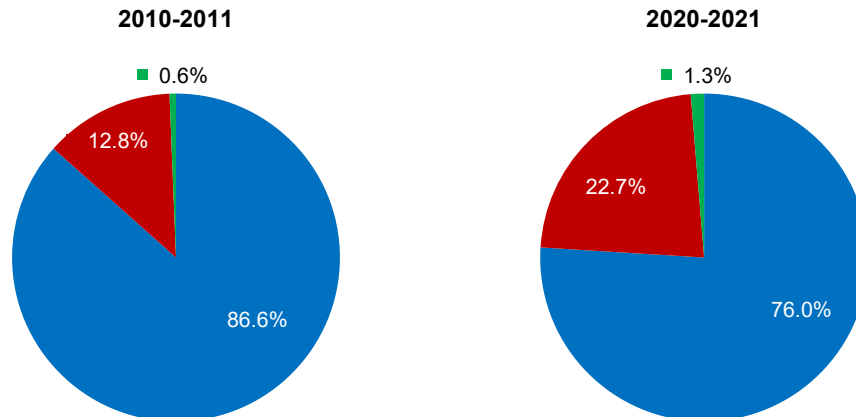
- Between 2010-11 and 2020-21, the number of associate's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
White Non-Hispanic (●)	4.9%	-24.6%
Minority (■)	6.9%	52.3%
Nonresident Alien (▲)	-7.8%	78.8%
Known Race/Ethnicity by Award Level Total	5.2%	-14.1%

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

% of Associate's Degrees Conferred by Race/Ethnicity

2010-2011

- 0.6%
- 12.8%
- 86.6%

2020-2021

- 1.3%
- 22.7%
- 76.0%

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

**Minority Students
Number of Associate's Degrees Conferred by Race/Ethnicity**

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

**Minority Students
% of Associate's Degrees Conferred by Race/Ethnicity**

10-11: Asian/Pacific Islander 1.9%, Black Non-Hispanic 5.7%, Hispanic 3.5%, Native American 1.2%, Two or More Races 0.5% — Total Minority 12.8%

20-21: Asian/Pacific Islander 2.6%, Black Non-Hispanic 4.2%, Hispanic 12.9%, Native American 0.9%, Two or More Races 2.0% — Total Minority 22.7%

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

- Between 2010-11 and 2020-21, the number of associate's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
Asian/Pac. Islander (▲)	8.3%	18.2%
Black Non-Hispanic (●)	-8.6%	-35.9%
Hispanic (■)	14.6%	215.8%
Native American (♦)	17.1%	-33.9%
Two or More Races (▦)	-5.2%	228.6%
Total Minority by Award Level	6.9%	52.3%
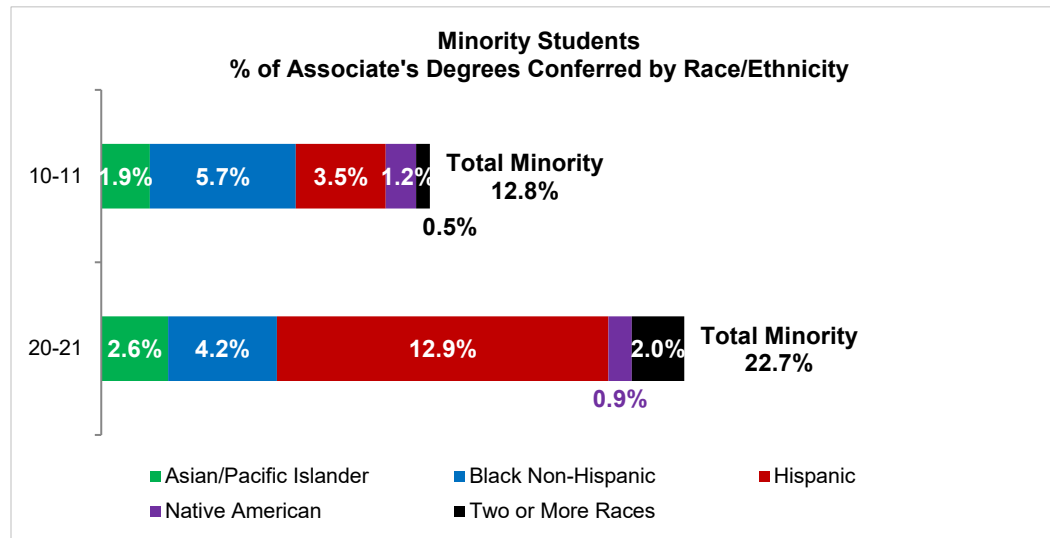
DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY
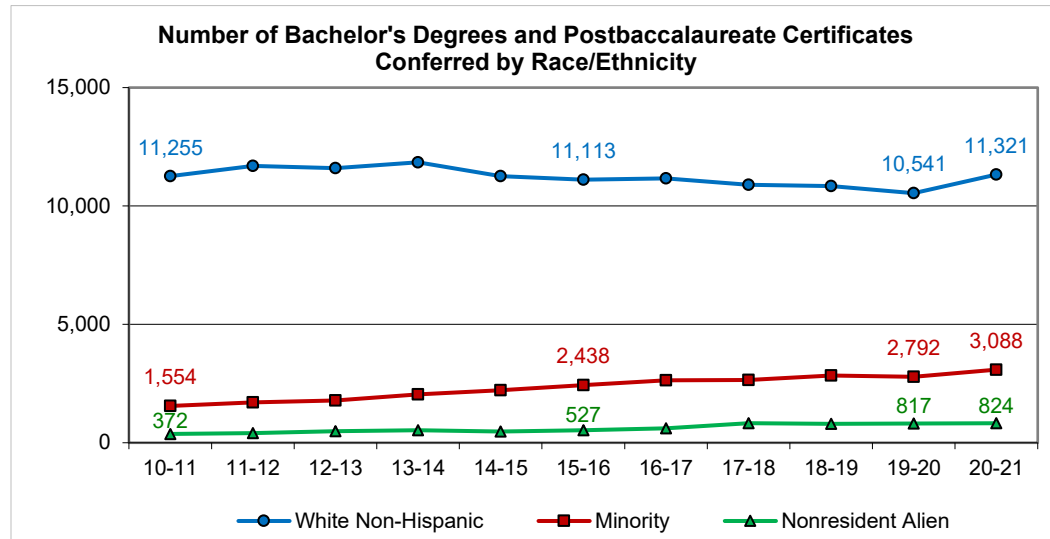
Number of Bachelor's Degrees and Postbaccalaureate Certificates Conferred by Race/Ethnicity

- White Non-Hispanic: 11,255 (10-11); 11,113 (15-16); 10,541 (19-20); 11,321 (20-21)
- Minority: 1,554 (10-11); 2,438 (15-16); 2,792 (19-20); 3,088 (20-21)
- Nonresident Alien: 372 (10-11); 527 (15-16); 817 (19-20); 824 (20-21)

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

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

2010-2011

- 2.8%
- 11.8%
- 85.4%

2020-2021

- 5.4%
- 20.3%
- 74.3%

- Between 2010-11 and 2020-21, the number of bachelor's degrees and postbaccalaureate certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
White Non-Hispanic (●)	7.4%	0.6%
Minority (■)	10.6%	98.7%
Nonresident Alien (▲)	0.9%	121.5%
Known Race/Ethnicity by Award Level Total	7.7%	15.6%
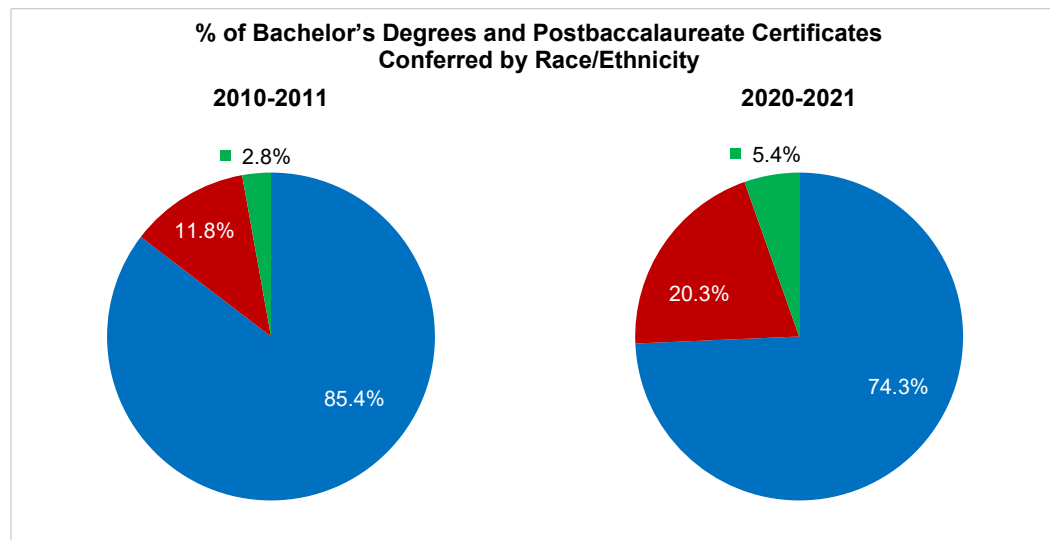
- (See the next page for details on each minority group.)

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

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

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

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

10-11
- 2.6% Asian/Pacific Islander
- 4.2% Black Non-Hispanic
- 3.8% Hispanic
- 0.5% Native American
- 0.7% Two or More Races
- Total Minority 11.8%

20-21
- 3.3% Asian/Pacific Islander
- 4.2% Black Non-Hispanic
- 7.9% Hispanic
- 0.4% Native American
- 4.5% Two or More Races
- Total Minority 20.3%

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

- Between 2010-11 and 2020-21, the number of bachelor's degrees and postbaccalaureate certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
Asian/Pac. Islander (▲)	8.8%	48.5%
Black Non-Hispanic (●)	6.4%	14.2%
Hispanic (■)	14.0%	142.4%
Native American (♦)	10.0%	-15.4%
Two or More Races (⊕)	10.3%	615.6%
Total Minority by Award Level	10.6%	98.7%
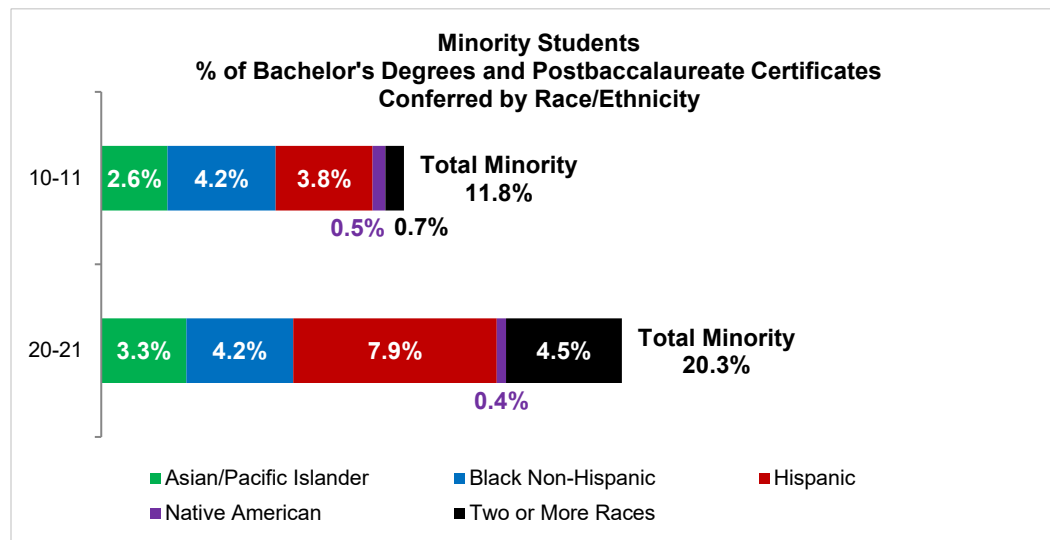
DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY
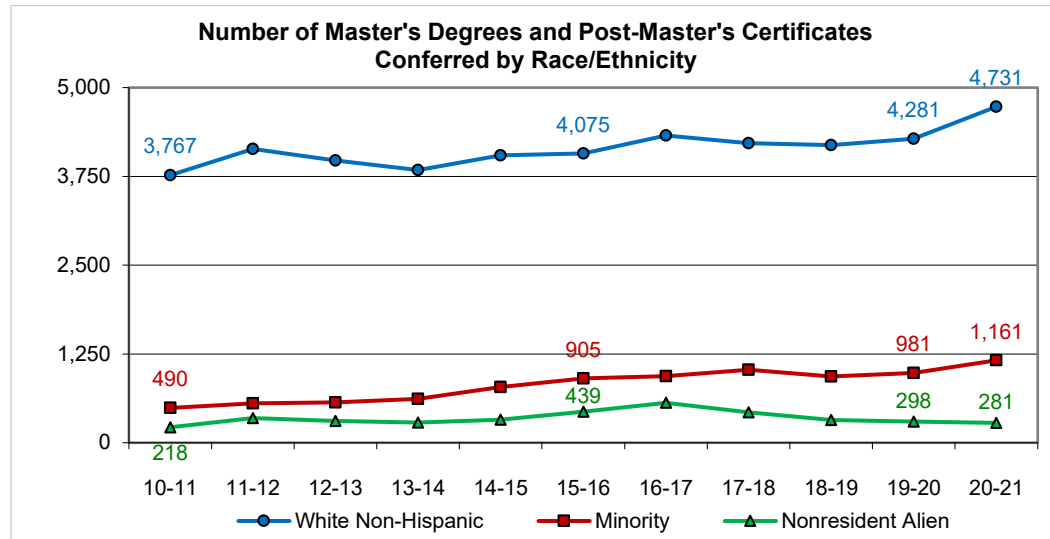
Number of Master's Degrees and Post-Master's Certificates Conferred by Race/Ethnicity

- Between 2010-11 and 2020-21, the number of master's degrees and post-master's certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
White Non-Hispanic (●)	10.5%	25.6%
Minority (■)	18.3%	136.9%
Nonresident Alien (▲)	-5.7%	28.9%
Known Race/Ethnicity by Award Level Total	11.0%	37.9%
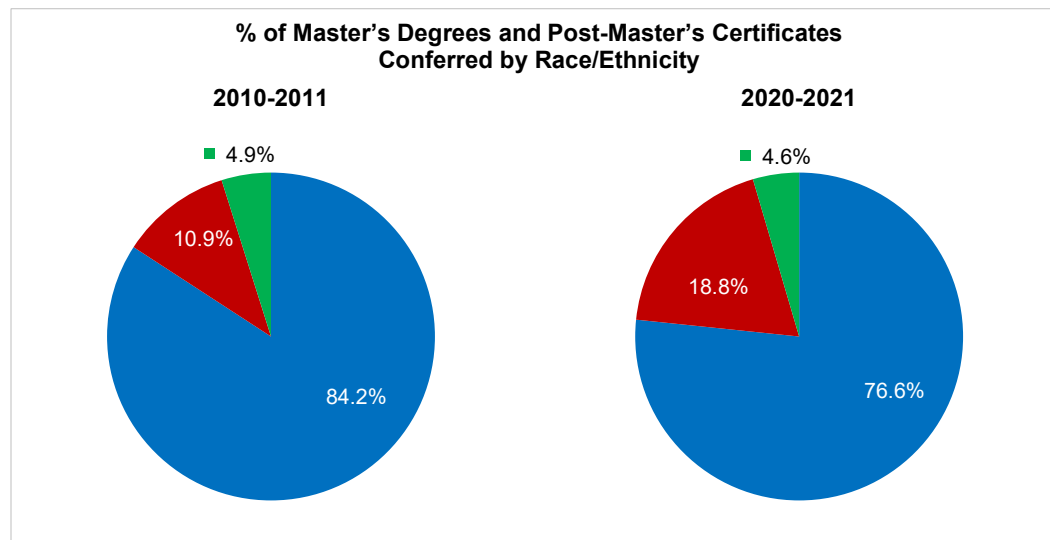
- (See the next page for details on each minority group.)

% of Master's Degrees and Post-Master's Certificates Conferred by Race/Ethnicity

2010-2011

2020-2021

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

Minority Students
Number of Master's Degrees and Post-Master's Certificates
Conferred by Race/Ethnicity

Minority Students
% of Master's Degrees and Post-Master's Certificates
Conferred by Race/Ethnicity

- Between 2010-11 and 2020-21, the number of master's degrees and post-master's certificates conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
Asian/Pac. Islander (▲)	11.6%	50.7%
Black Non-Hispanic (●)	33.3%	81.6%
Hispanic (■)	20.0%	217.6%
Native American (♦)	-13.3%	116.7%
Two or More Races (▣)	3.5%	894.4%
Total Minority by Award Level	18.3%	136.9%

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

Number of Doctor's Degrees Conferred by Race/Ethnicity

White Non-Hispanic values: 1,016 (10-11) ... 1,268 (15-16) ... 1,256 (19-20), 1,314 (20-21)

Minority values: 169 (11-12) ... 223 (15-16) ... 310 (19-20), 314 (20-21)

Nonresident Alien values: 83 (10-11) ... 165 (15-16) ... 155 (19-20), 160 (20-21)

Legend: White Non-Hispanic — Minority — Nonresident Alien

Doctor's Degrees by Classification by Race/Ethnicity

Legend: Minority, Nonresident Alien, White Non-Hispanic

Research/Scholarship:
- 10-11: 324 (White Non-Hispanic 65.7%, Nonresident Alien 22.2%, Minority 12.0%)
- 20-21: 523 (White Non-Hispanic 59.1%, Nonresident Alien 26.2%, Minority 14.7%)

Professional Practice:
- 10-11: 944 (White Non-Hispanic 85.1%, Nonresident Alien 1.2%, Minority 13.8%)
- 20-21: 1,168 (White Non-Hispanic 79.5%, Nonresident Alien 1.8%, Minority 18.7%)

Other:
- 10-11: 0
- 20-21: 97 (White Non-Hispanic 78.4%, Nonresident Alien 2.1%, Minority 19.6%)

Doctor's Total:
- 10-11: 1,268 (White Non-Hispanic 80.1%, Nonresident Alien 6.5%, Minority 13.3%)
- 20-21: 1,788 (White Non-Hispanic 73.5%, Nonresident Alien 8.9%, Minority 17.6%)

- Between 2010-11 and 2020-21, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
White Non-Hispanic (●)	4.6%	29.3%
Minority (■)	1.3%	85.8%
Nonresident Alien (▲)	3.2%	92.8%
Known Race/Ethnicity by Award Level Total	3.9%	41.0%
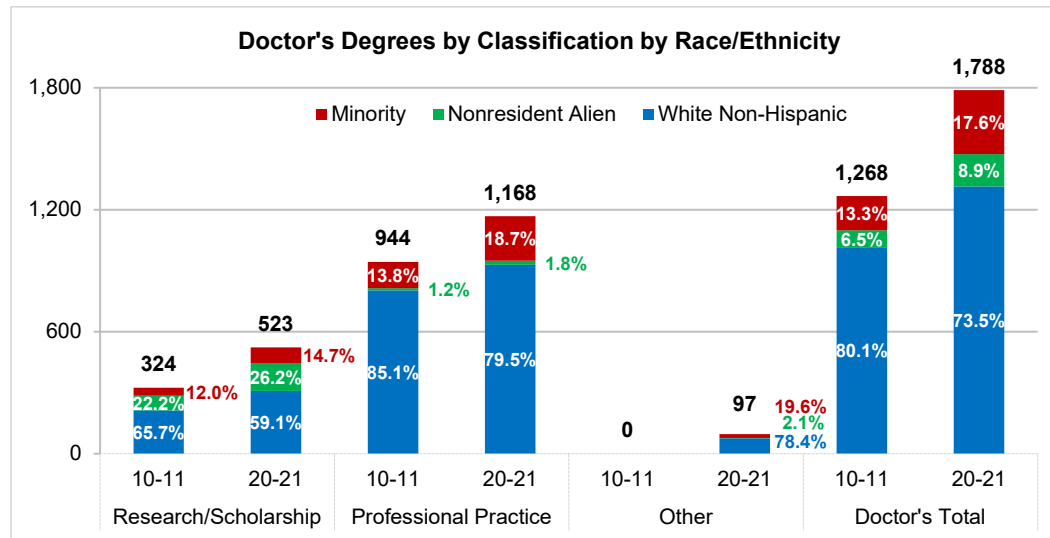
- Over the 10-year period, the number of research/scholarship doctoral degrees increased 45.1% for White non-Hispanics and 90.3% for nonresident aliens and decreased 97.4% for minorities.

- Meanwhile, professional practice doctor's degrees increased 15.7% for White non-Hispanics, 90.9% for nonresident aliens, and 67.7% for minorities.

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

Note. Nebraska's postsecondary institutions did not report doctoral degrees in the 'other' category until 2017-18. Prior to this, these degrees were reported under the 'professional practice' category.
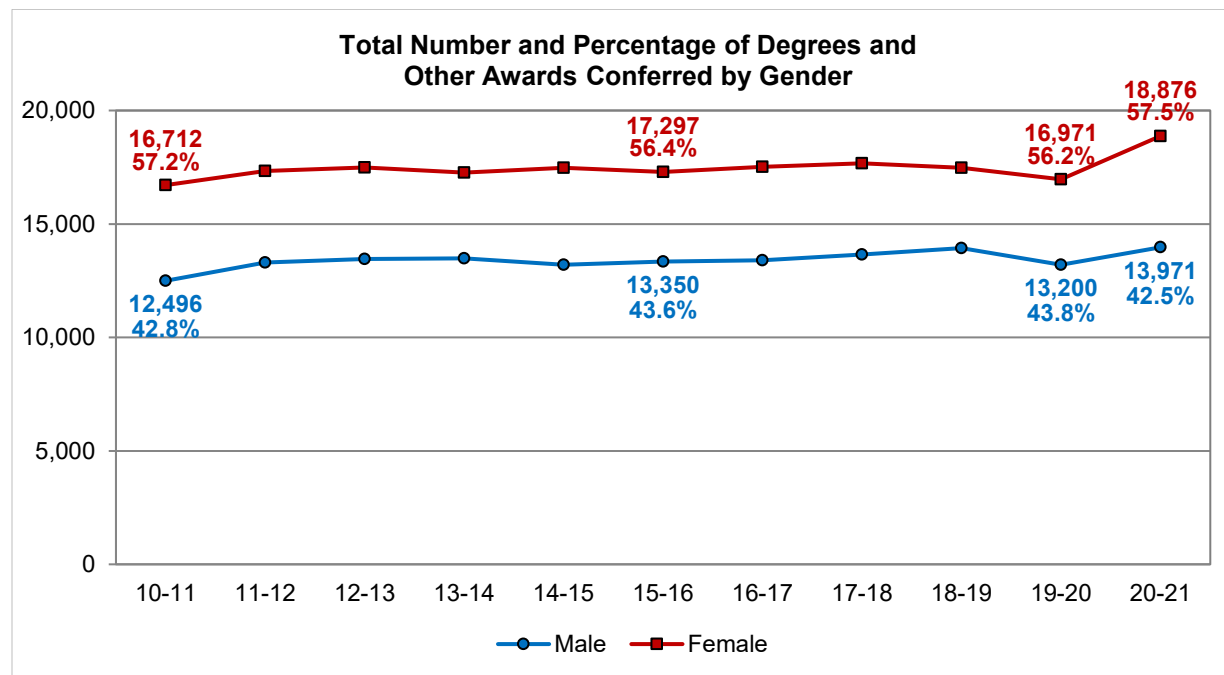
DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by RACE/ETHNICITY

Minority Students
Number of Doctor's Degrees Conferred by Race/Ethnicity
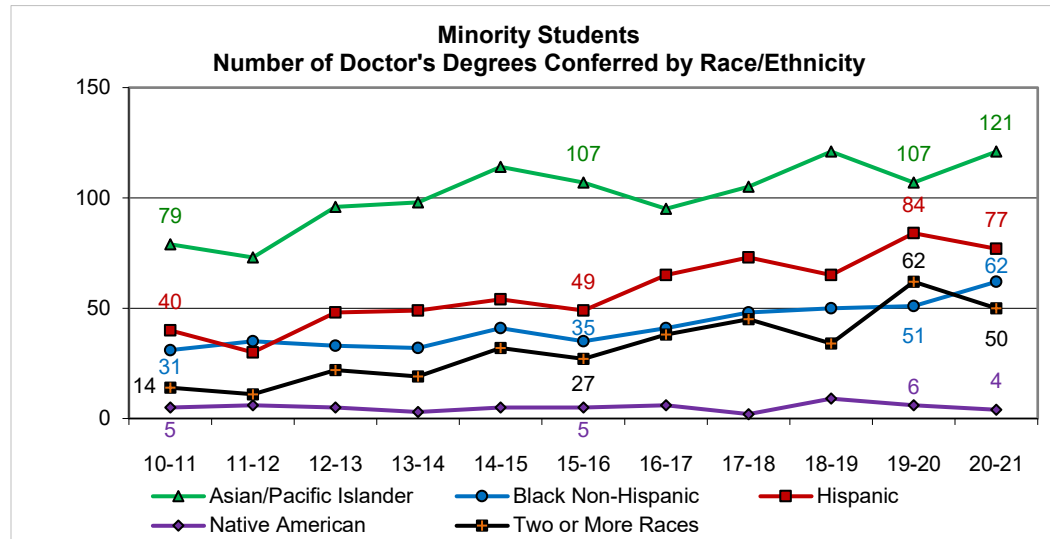
- Between 2010-11 and 2020-21, the number of doctor's degrees conferred by Nebraska's postsecondary institutions changed as follows:

Race/Ethnicity	20-21 1-Yr	11-21 10-Yr
Asian/Pac. Islander (▲)	13.1%	53.2%
Black Non-Hispanic (●)	21.6%	100.0%
Hispanic (■)	-8.3%	92.5%
Native American (♦)	-33.3%	-20.0%
Two or More Races (▦)	-19.4%	257.1%
Total Minority by Award Level	1.3%	85.8%
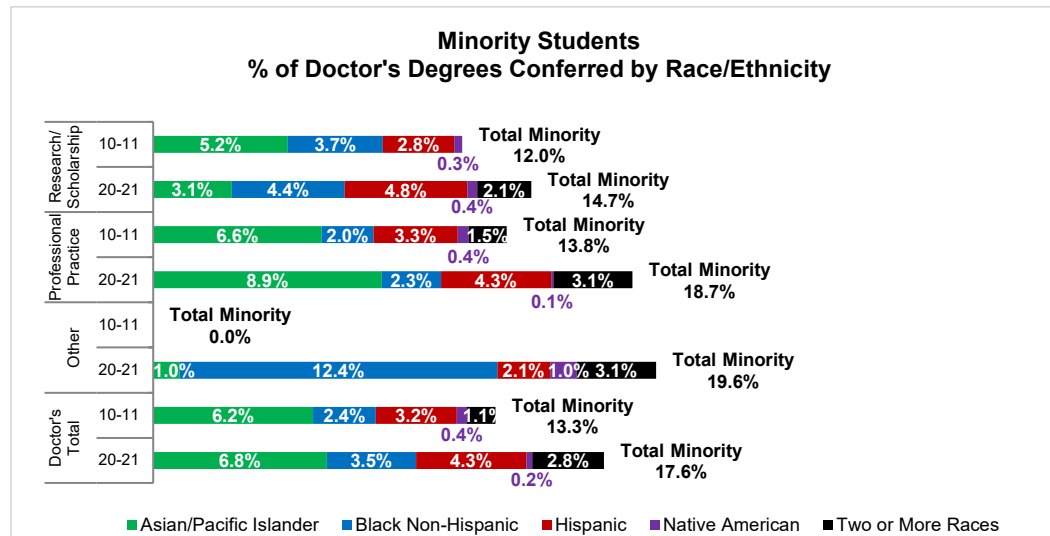
Minority Students
% of Doctor's Degrees Conferred by Race/Ethnicity

Note. Nebraska's postsecondary institutions did not report doctoral degrees in the 'other' category until 2017-18. Prior to this, these degrees were reported under the 'professional practice' category.

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

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

	White Non-Hispanic		Minority		Nonresident Alien	
	10-11	20-21	10-11	20-21	10-11	20-21
∑ Known IPEDS Race	23,282	23,443	3,329	6,621	722	1,364
☐ Less-than-Four-Year Certificates	2,707	2,657	445	1,036	16	40
■ Associate's	4,537	3,420	671	1,022	33	59
■ Bachelor's	11,255	11,321	1,554	3,088	372	824
■ Master's	3,767	4,731	490	1,161	218	281
■ Doctor's	1,016	1,314	169	314	83	160
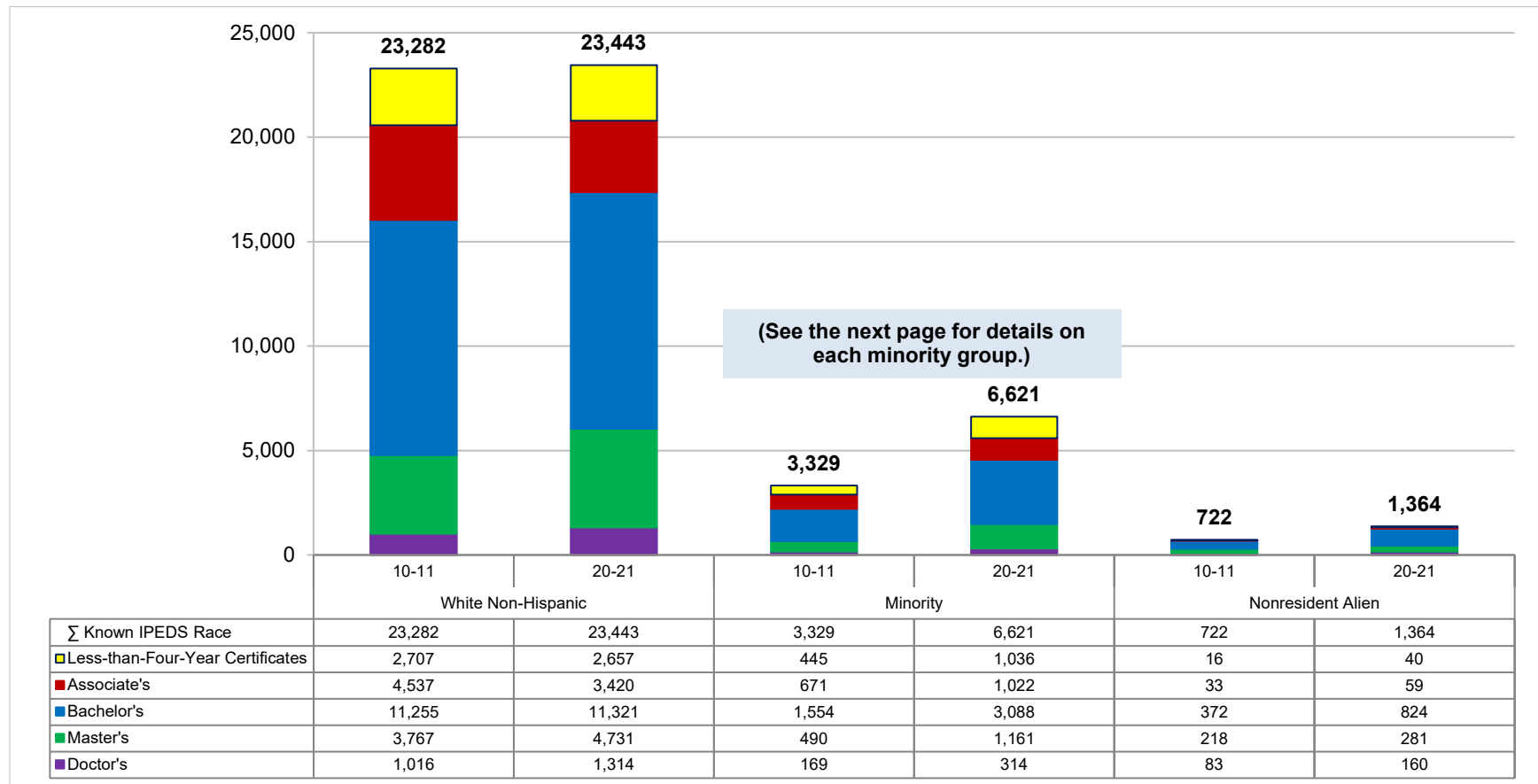
	White Non-Hispanic		Minority		Nonresident Alien	
	10-11	20-21	10-11	20-21	10-11	20-21
☐ Less-than-Four-Year Certificates	11.6%	11.3%	13.4%	15.6%	2.2%	2.9%
■ Associate's	19.5%	14.6%	20.2%	15.4%	4.6%	4.3%
■ Bachelor's	48.3%	48.3%	46.7%	46.6%	51.5%	60.4%
■ Master's	16.2%	20.2%	14.7%	17.5%	30.2%	20.6%
■ Doctor's	4.4%	5.6%	5.1%	4.7%	11.5%	11.7%

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

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

	Asians/Pacific Islander		Black Non-Hispanic		Hispanic		Native American		Two or More Races	
	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21
∑ Known IPEDS Race	683	1,017	1,285	1,431	1,022	2,964	161	145	178	1,064
Less-than-Four-Year Certificates	31	72	194	168	181	721	17	19	22	56
Associate's	99	117	298	191	184	581	62	41	28	92
Bachelor's	340	505	555	634	498	1,207	65	55	96	687
Master's	134	202	207	376	119	378	12	26	18	179
Doctor's	79	121	31	62	40	77	5	4	14	50
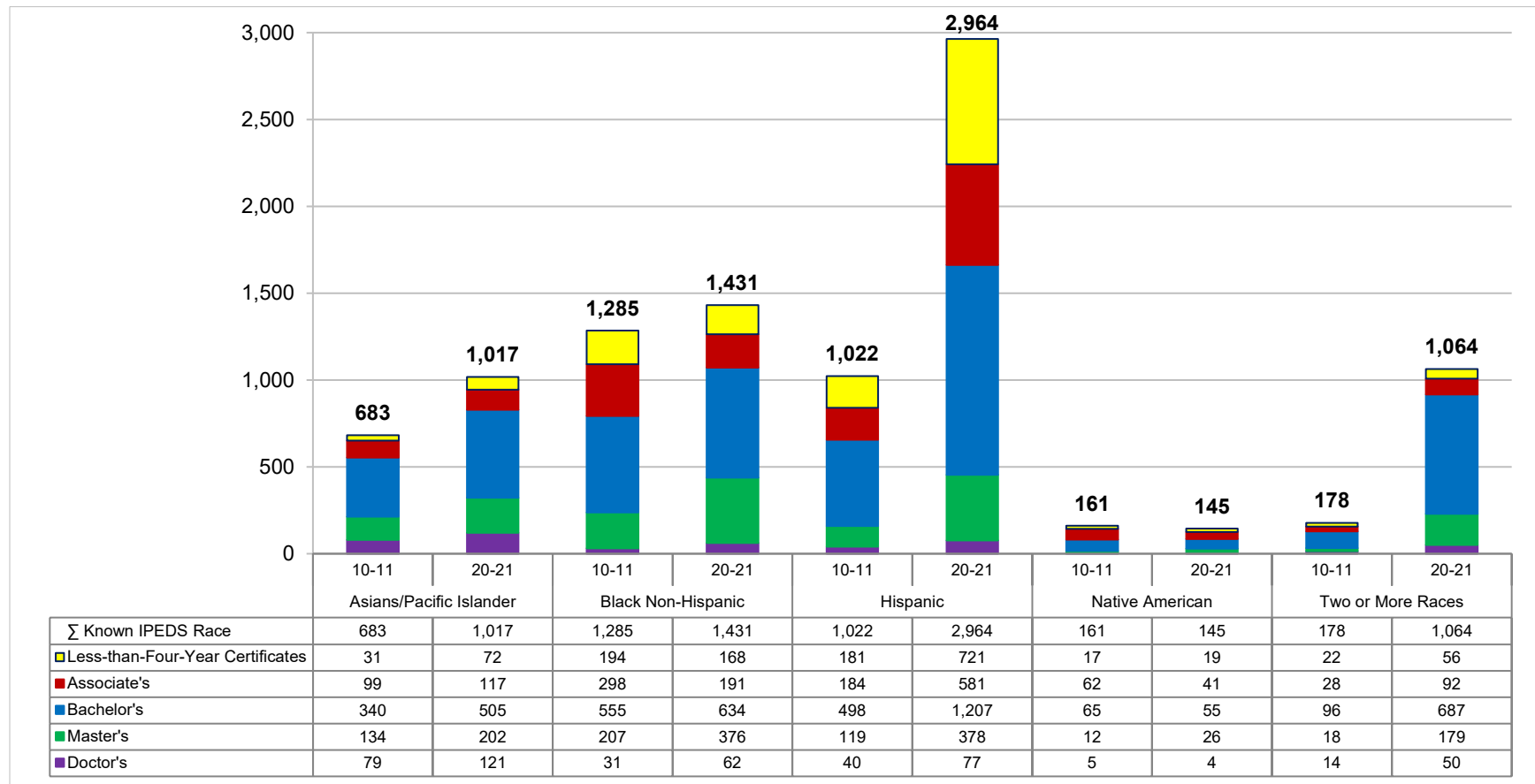
	Asians/Pacific Islander		Black Non-Hispanic		Hispanic		Native American		Two or More Races	
	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21
Less-than-Four-Year Certificates	4.5%	7.1%	15.1%	11.7%	17.7%	24.3%	10.6%	13.1%	12.4%	5.3%
Associate's	14.5%	11.5%	23.2%	13.3%	18.0%	19.6%	38.5%	28.3%	15.7%	8.6%
Bachelor's	49.8%	49.7%	43.2%	44.3%	48.7%	40.7%	40.4%	37.9%	53.9%	64.6%
Master's	19.6%	19.9%	16.1%	26.3%	11.6%	12.8%	7.5%	17.9%	10.1%	16.8%
Doctor's	11.6%	11.9%	2.4%	4.3%	3.9%	2.6%	3.1%	2.8%	7.9%	4.7%

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

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Less-than-Four-Year Certificates													
White Non-Hispanic	25	18	20	1	29	28	33	40	44	38	52	36.8%	108.0%
% White Non-Hispanic	*100%*	*100%*	*100%*	*100%*	*69%*	*56%*	*60%*	*61%*	*68%*	*57%*	*54%*		
Nonresident Alien	0	0	0	0	8	12	12	15	5	12	30	150.0%	N/A
% Nonresident Alien	*0%*	*0%*	*0%*	*0%*	*19%*	*24%*	*22%*	*23%*	*8%*	*18%*	*31%*		
Minority													
Asian/Pacific Islander	0	0	0	0	3	3	3	4	4	9	2	-77.8%	N/A
% Asian/Pacific Islander	*0%*	*0%*	*0%*	*0%*	*7%*	*6%*	*5%*	*6%*	*6%*	*13%*	*2%*		
Black Non-Hispanic	0	0	0	0	1	4	1	3	3	1	5	400.0%	N/A
% Black Non-Hispanic	*0%*	*0%*	*0%*	*0%*	*2%*	*8%*	*2%*	*5%*	*5%*	*1%*	*5%*		
Hispanic	0	0	0	0	0	1	1	3	4	2	6	200.0%	N/A
% Hispanic	*0%*	*0%*	*0%*	*0%*	*0%*	*2%*	*2%*	*5%*	*6%*	*3%*	*6%*		
Native American	0	0	0	0	0	0	0	0	1	2	0	-100.0%	N/A
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*2%*	*3%*	*0%*		
Two or More Races	0	0	0	0	1	2	5	1	4	3	2	-33.3%	N/A
% Two or More Races	*0%*	*0%*	*0%*	*0%*	*2%*	*4%*	*9%*	*2%*	*6%*	*4%*	*2%*		
Total Minority	0	0	0	0	5	10	10	11	16	17	15	-11.8%	N/A
% Total Minority	*0%*	*0%*	*0%*	*0%*	*12%*	*20%*	*18%*	*17%*	*25%*	*25%*	*15%*		
Associate's													
White Non-Hispanic	59	86	73	83	72	61	113	74	88	93	52	-44.1%	-11.9%
% White Non-Hispanic	*97%*	*98%*	*99%*	*97%*	*99%*	*97%*	*98%*	*97%*	*97%*	*96%*	*91%*		
Nonresident Alien	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Nonresident Alien	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Minority													
Asian/Pacific Islander	0	0	1	0	0	0	1	0	0	0	0	N/A	N/A
% Asian/Pacific Islander	*0%*	*0%*	*1%*	*0%*	*0%*	*0%*	*1%*	*0%*	*0%*	*0%*	*0%*		
Black Non-Hispanic	0	1	0	0	0	0	0	0	0	0	0	N/A	N/A
% Black Non-Hispanic	*0%*	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Hispanic	2	1	0	1	1	0	0	2	3	3	4	33.3%	100.0%
% Hispanic	*3%*	*1%*	*0%*	*1%*	*1%*	*0%*	*0%*	*3%*	*3%*	*3%*	*7%*		
Native American	0	0	0	1	0	0	0	0	0	0	0	N/A	N/A
% Native American	*0%*	*0%*	*0%*	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	0	0	0	1	0	2	1	0	0	1	1	0.0%	N/A
% Two or More Races	*0%*	*0%*	*0%*	*1%*	*0%*	*3%*	*1%*	*0%*	*0%*	*1%*	*2%*		
Total Minority	2	2	1	3	1	2	2	2	3	4	5	25.0%	150.0%
% Total Minority	*3%*	*2%*	*1%*	*3%*	*1%*	*3%*	*2%*	*3%*	*3%*	*4%*	*9%*		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Bachelor's													
White Non-Hispanic	5,653	6,228	6,219	6,572	6,220	6,113	6,326	6,101	6,245	6,107	6,411	5.0%	13.4%
% White Non-Hispanic	*86%*	*86%*	*84%*	*83%*	*84%*	*81%*	*79%*	*77%*	*76%*	*74%*	*74%*		
Nonresident Alien	294	323	400	436	371	432	518	550	691	696	730	4.9%	148.3%
% Nonresident Alien	*4%*	*4%*	*5%*	*6%*	*5%*	*6%*	*6%*	*7%*	*8%*	*8%*	*8%*		
Minority													
Asian/Pacific Islander	160	156	167	168	177	182	201	236	245	237	243	2.5%	51.9%
% Asian/Pacific Islander	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	156	192	185	208	203	213	224	246	235	274	241	-12.0%	54.5%
% Black Non-Hispanic	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Hispanic	240	274	287	333	299	347	389	434	441	482	509	5.6%	112.1%
% Hispanic	*4%*	*4%*	*4%*	*4%*	*4%*	*5%*	*5%*	*5%*	*5%*	*6%*	*6%*		
Native American	18	26	32	27	16	28	14	11	15	20	16	-20.0%	-11.1%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	39	43	97	158	158	265	326	372	353	430	480	11.6%	1,130.8%
% Two or More Races	*1%*	*1%*	*1%*	*2%*	*2%*	*3%*	*4%*	*5%*	*4%*	*5%*	*6%*		
Total Minority	613	691	768	894	853	1,035	1,154	1,299	1,289	1,443	1,489	3.2%	142.9%
% Total Minority	*9%*	*10%*	*10%*	*11%*	*11%*	*14%*	*14%*	*16%*	*16%*	*17%*	*17%*		
Master's													
White Non-Hispanic	1,711	2,020	1,887	1,774	2,006	1,935	2,060	1,993	2,095	2,068	2,144	3.7%	25.3%
% White Non-Hispanic	*83%*	*79%*	*81%*	*80%*	*80%*	*77%*	*77%*	*75%*	*78%*	*77%*	*79%*		
Nonresident Alien	164	286	238	227	253	311	318	281	256	242	216	-10.7%	31.7%
% Nonresident Alien	*8%*	*11%*	*10%*	*10%*	*10%*	*12%*	*12%*	*11%*	*9%*	*9%*	*8%*		
Minority													
Asian/Pacific Islander	73	72	39	56	56	70	79	88	83	90	77	-14.4%	5.5%
% Asian/Pacific Islander	*4%*	*3%*	*2%*	*3%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	55	69	69	56	59	79	66	89	77	71	71	0.0%	29.1%
% Black Non-Hispanic	*3%*	*3%*	*3%*	*3%*	*2%*	*3%*	*2%*	*3%*	*3%*	*3%*	*3%*		
Hispanic	43	78	53	60	60	54	81	85	84	104	108	3.8%	151.2%
% Hispanic	*2%*	*3%*	*2%*	*3%*	*2%*	*2%*	*3%*	*3%*	*3%*	*4%*	*4%*		
Native American	3	8	6	9	10	11	5	3	12	8	3	-62.5%	0.0%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	7	10	29	38	53	67	65	104	89	99	104	5.1%	1,385.7%
% Two or More Races	*0%*	*0%*	*1%*	*2%*	*2%*	*3%*	*2%*	*4%*	*3%*	*4%*	*4%*		
Total Minority	181	237	196	219	238	281	296	369	345	372	363	-2.4%	100.6%
% Total Minority	*9%*	*9%*	*8%*	*10%*	*10%*	*11%*	*11%*	*14%*	*13%*	*14%*	*13%*		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Doctor's													
Professional Practice													
White Non-Hispanic	355	374	393	355	368	369	347	291	363	377	334	-11.4%	-5.9%
% White Non-Hispanic	*89%*	*91%*	*91%*	*91%*	*88%*	*90%*	*88%*	*88%*	*87%*	*86%*	*83%*		
Nonresident Alien	6	2	1	2	3	4	5	10	10	11	14	27.3%	133.3%
% Nonresident Alien	*2%*	*0%*	*0%*	*1%*	*1%*	*1%*	*1%*	*3%*	*2%*	*3%*	*3%*		
Minority													
Asian/Pacific Islander	14	12	20	16	19	21	15	9	20	13	24	84.6%	71.4%
% Asian/Pacific Islander	*4%*	*3%*	*5%*	*4%*	*5%*	*5%*	*4%*	*3%*	*5%*	*3%*	*6%*		
Black Non-Hispanic	6	10	6	3	12	2	5	3	5	7	6	-14.3%	0.0%
% Black Non-Hispanic	*2%*	*2%*	*1%*	*1%*	*3%*	*0%*	*1%*	*1%*	*1%*	*2%*	*1%*		
Hispanic	12	6	6	11	11	12	13	10	18	15	15	0.0%	25.0%
% Hispanic	*3%*	*1%*	*1%*	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*	*3%*	*4%*		
Native American	3	3	1	0	0	1	2	1	1	1	0	-100.0%	-100.0%
% Native American	*1%*	*1%*	*0%*	*0%*	*0%*	*0%*	*1%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	1	2	3	4	6	3	8	5	2	12	8	-33.3%	700.0%
% Two or More Races	*0%*	*0%*	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*0%*	*3%*	*2%*		
Total Minority	36	33	36	34	48	39	43	28	46	48	53	10.4%	47.2%
% Total Minority	*9%*	*8%*	*8%*	*9%*	*11%*	*9%*	*11%*	*9%*	*11%*	*11%*	*13%*		
Research/ Scholarship													
White Non-Hispanic	198	168	199	221	220	235	189	202	218	215	198	-7.9%	0.0%
% White Non-Hispanic	*65%*	*56%*	*53%*	*59%*	*53%*	*57%*	*48%*	*53%*	*53%*	*55%*	*52%*		
Nonresident Alien	70	104	134	122	152	145	168	128	153	132	137	3.8%	95.7%
% Nonresident Alien	*23%*	*34%*	*36%*	*32%*	*37%*	*35%*	*43%*	*34%*	*37%*	*34%*	*36%*		
Minority													
Asian/Pacific Islander	17	14	16	10	18	12	8	10	15	11	9	-18.2%	-47.1%
% Asian/Pacific Islander	*6%*	*5%*	*4%*	*3%*	*4%*	*3%*	*2%*	*3%*	*4%*	*3%*	*2%*		
Black Non-Hispanic	9	9	7	9	7	12	7	14	7	6	10	66.7%	11.1%
% Black Non-Hispanic	*3%*	*3%*	*2%*	*2%*	*2%*	*3%*	*2%*	*4%*	*2%*	*2%*	*3%*		
Hispanic	8	6	14	13	15	5	16	14	10	12	20	66.7%	150.0%
% Hispanic	*3%*	*2%*	*4%*	*3%*	*4%*	*1%*	*4%*	*4%*	*2%*	*3%*	*5%*		
Native American	1	1	1	0	2	1	1	0	2	0	1	N/A	0.0%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	0	0	2	1	1	4	4	12	8	12	7	-41.7%	N/A
% Two or More Races	*0%*	*0%*	*1%*	*0%*	*0%*	*1%*	*1%*	*3%*	*2%*	*3%*	*2%*		
Total Minority	35	30	40	33	43	34	36	50	42	41	47	14.6%	34.3%
% Total Minority	*12%*	*10%*	*11%*	*9%*	*10%*	*8%*	*9%*	*13%*	*10%*	*11%*	*12%*		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Other													
White Non-Hispanic	-	-	-	-	-	-	-	47	30	38	36	-5.3%	N/A
% White Non-Hispanic	-	-	-	-	-	-	-	92%	83%	81%	92%		
Nonresident Alien	-	-	-	-	-	-	-	2	0	1	2	100.0%	N/A
% Nonresident Alien	-	-	-	-	-	-	-	4%	0%	2%	5%		
Minority													
Asian/Pacific Islander	-	-	-	-	-	-	-	1	4	3	0	-100.0%	N/A
% Asian/Pacific Islander	-	-	-	-	-	-	-	2%	11%	6%	0%		
Black Non-Hispanic	-	-	-	-	-	-	-	0	2	2	0	-100.0%	N/A
% Black Non-Hispanic	-	-	-	-	-	-	-	0%	6%	4%	0%		
Hispanic	-	-	-	-	-	-	-	1	0	2	1	-50.0%	N/A
% Hispanic	-	-	-	-	-	-	-	2%	0%	4%	3%		
Native American	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Native American	-	-	-	-	-	-	-	0%	0%	0%	0%		
Two or More Races	-	-	-	-	-	-	-	0	0	1	0	-100.0%	N/A
% Two or More Races	-	-	-	-	-	-	-	0%	0%	2%	0%		
Total Minority	-	-	-	-	-	-	-	2	6	8	1	-87.5%	N/A
% Total Minority	-	-	-	-	-	-	-	4%	17%	17%	3%		
Doctor's Total													
White Non-Hispanic	553	542	592	576	588	604	536	540	611	630	568	-9.8%	2.7%
% White Non-Hispanic	79%	76%	74%	75%	71%	73%	68%	71%	70%	72%	69%		
Nonresident Alien	76	106	135	124	155	149	173	140	163	144	153	6.3%	101.3%
% Nonresident Alien	11%	15%	17%	16%	19%	18%	22%	18%	19%	17%	19%		
Minority													
Asian/Pacific Islander	31	26	36	26	37	33	23	20	39	27	33	22.2%	6.5%
% Asian/Pacific Islander	4%	4%	4%	3%	4%	4%	3%	3%	4%	3%	4%		
Black Non-Hispanic	15	19	13	12	19	14	12	17	14	15	16	6.7%	6.7%
% Black Non-Hispanic	2%	3%	2%	2%	2%	2%	2%	2%	2%	2%	2%		
Hispanic	20	12	20	24	26	17	29	25	28	29	36	24.1%	80.0%
% Hispanic	3%	2%	2%	3%	3%	2%	4%	3%	3%	3%	4%		
Native American	4	4	2	0	2	2	3	1	3	1	1	0.0%	-75.0%
% Native American	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	1	2	5	5	7	7	12	17	10	25	15	-40.0%	1,400.0%
% Two or More Races	0%	0%	1%	1%	1%	1%	2%	2%	1%	3%	2%		
Total Minority	71	63	76	67	91	73	79	80	94	97	101	4.1%	42.3%
% Total Minority	10%	9%	9%	9%	11%	9%	10%	11%	11%	11%	12%		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
University of Nebraska Total													
White Non-Hispanic	8,001	8,894	8,791	9,006	8,915	8,741	9,068	8,748	9,083	8,936	9,227	3.3%	15.3%
% White Non-Hispanic	*85%*	*84%*	*83%*	*82%*	*82%*	*79%*	*78%*	*76%*	*76%*	*75%*	*75%*		
Nonresident Alien	534	715	773	787	787	904	1,021	986	1,115	1,094	1,129	3.2%	111.4%
% Nonresident Alien	*6%*	*7%*	*7%*	*7%*	*7%*	*8%*	*9%*	*9%*	*9%*	*9%*	*9%*		
Minority													
Asian/Pacific Islander	264	254	243	250	273	288	307	348	371	363	355	-2.2%	34.5%
% Asian/Pacific Islander	*3%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Black Non-Hispanic	226	281	267	276	282	310	303	355	329	361	333	-7.8%	47.3%
% Black Non-Hispanic	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Hispanic	305	365	360	418	386	419	500	549	560	620	663	6.9%	117.4%
% Hispanic	*3%*	*3%*	*3%*	*4%*	*4%*	*4%*	*4%*	*5%*	*5%*	*5%*	*5%*		
Native American	25	38	40	37	28	41	22	15	31	31	20	-35.5%	-20.0%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Two or More Races	47	55	131	202	219	343	409	494	456	558	602	7.9%	1,180.9%
% Two or More Races	*0%*	*1%*	*1%*	*2%*	*2%*	*3%*	*4%*	*4%*	*4%*	*5%*	*5%*		
Total Minority	867	993	1,041	1,183	1,188	1,401	1,541	1,761	1,747	1,933	1,973	2.1%	127.6%
% Total Minority	*9%*	*9%*	*10%*	*11%*	*11%*	*13%*	*13%*	*15%*	*15%*	*16%*	*16%*		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificate. The University of Nebraska did not report doctoral degrees in the 'other' category until 2017-18.

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Bachelor's													
White Non-Hispanic	1,053	966	997	1,042	1,052	977	1,036	1,015	965	927	927	0.0%	-12.0%
% White Non-Hispanic	*92%*	*91%*	*90%*	*88%*	*89%*	*87%*	*84%*	*83%*	*82%*	*79%*	*80%*		
Nonresident Alien	11	10	9	16	10	13	12	27	11	34	29	-14.7%	163.6%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*1%*	*3%*	*3%*		
Minority													
Asian/Pacific Islander	11	10	11	15	11	6	13	11	14	10	7	-30.0%	-36.4%
% Asian/Pacific Islander	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Black Non-Hispanic	24	21	22	31	28	26	43	36	40	50	33	-34.0%	37.5%
% Black Non-Hispanic	*2%*	*2%*	*2%*	*3%*	*2%*	*2%*	*3%*	*3%*	*3%*	*4%*	*3%*		
Hispanic	28	33	39	50	55	66	87	92	102	102	103	1.0%	267.9%
% Hispanic	*2%*	*3%*	*4%*	*4%*	*5%*	*6%*	*7%*	*8%*	*9%*	*9%*	*9%*		
Native American	6	9	17	12	9	7	8	9	8	10	18	80.0%	200.0%
% Native American	*1%*	*1%*	*2%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*		
Two or More Races	10	8	9	17	21	22	34	27	38	38	38	0.0%	280.0%
% Two or More Races	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*3%*	*2%*	*3%*	*3%*	*3%*		
Total Minority	79	81	98	125	124	127	185	175	202	210	199	-5.2%	151.9%
% Total Minority	*7%*	*8%*	*9%*	*11%*	*10%*	*11%*	*15%*	*14%*	*17%*	*18%*	*17%*		
Master's													
White Non-Hispanic	453	358	298	324	317	387	435	448	391	465	456	-1.9%	0.7%
% White Non-Hispanic	*95%*	*94%*	*90%*	*89%*	*89%*	*92%*	*89%*	*90%*	*87%*	*91%*	*89%*		
Nonresident Alien	1	6	9	5	0	2	9	3	2	2	7	250.0%	600.0%
% Nonresident Alien	*0%*	*2%*	*3%*	*1%*	*0%*	*0%*	*2%*	*1%*	*0%*	*0%*	*1%*		
Minority													
Asian/Pacific Islander	7	1	3	4	10	3	8	6	7	3	2	-33.3%	-71.4%
% Asian/Pacific Islander	*1%*	*0%*	*1%*	*1%*	*3%*	*1%*	*2%*	*1%*	*2%*	*1%*	*0%*		
Black Non-Hispanic	5	5	9	10	7	13	12	15	15	12	14	16.7%	180.0%
% Black Non-Hispanic	*1%*	*1%*	*3%*	*3%*	*2%*	*3%*	*2%*	*3%*	*3%*	*2%*	*3%*		
Hispanic	12	4	8	17	11	8	14	17	18	15	15	0.0%	25.0%
% Hispanic	*3%*	*1%*	*2%*	*5%*	*3%*	*2%*	*3%*	*3%*	*4%*	*3%*	*3%*		
Native American	1	3	2	2	4	2	2	2	7	4	4	0.0%	300.0%
% Native American	*0%*	*1%*	*1%*	*1%*	*1%*	*0%*	*0%*	*0%*	*2%*	*1%*	*1%*		
Two or More Races	0	2	3	2	7	5	11	9	8	9	13	44.4%	N/A
% Two or More Races	*0%*	*1%*	*1%*	*1%*	*2%*	*1%*	*2%*	*2%*	*2%*	*2%*	*3%*		
Total Minority	25	15	25	35	39	31	47	49	55	43	48	11.6%	92.0%
% Total Minority	*5%*	*4%*	*8%*	*10%*	*11%*	*7%*	*10%*	*10%*	*12%*	*8%*	*9%*		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Nebraska State College System Total													
White Non-Hispanic	1,506	1,324	1,295	1,366	1,369	1,364	1,471	1,463	1,356	1,392	1,383	-0.6%	-8.2%
% White Non-Hispanic	*93%*	*92%*	*90%*	*88%*	*89%*	*89%*	*85%*	*85%*	*83%*	*83%*	*83%*		
Nonresident Alien	12	16	18	21	10	15	21	30	13	36	36	0.0%	200.0%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*1%*	*2%*	*2%*		
Minority													
Asian/Pacific Islander	18	11	14	19	21	9	21	17	21	13	9	-30.8%	-50.0%
% Asian/Pacific Islander	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Black Non-Hispanic	29	26	31	41	35	39	55	51	55	62	47	-24.2%	62.1%
% Black Non-Hispanic	*2%*	*2%*	*2%*	*3%*	*2%*	*3%*	*3%*	*3%*	*3%*	*4%*	*3%*		
Hispanic	40	37	47	67	66	74	101	109	120	117	118	0.9%	195.0%
% Hispanic	*2%*	*3%*	*3%*	*4%*	*4%*	*5%*	*6%*	*6%*	*7%*	*7%*	*7%*		
Native American	7	12	19	14	13	9	10	11	15	14	22	57.1%	214.3%
% Native American	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	10	10	12	19	28	27	45	36	46	47	51	8.5%	410.0%
% Two or More Races	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*3%*	*2%*	*3%*	*3%*	*3%*		
Total Minority	104	96	123	160	163	158	232	224	257	253	247	-2.4%	137.5%
% Total Minority	*6%*	*7%*	*9%*	*10%*	*11%*	*10%*	*13%*	*13%*	*16%*	*15%*	*15%*		

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

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Less-than-Four-Year Certificates													
White Non-Hispanic	1,759	1,783	2,300	2,174	2,117	2,075	1,833	2,561	2,441	2,150	2,249	4.6%	27.9%
% White Non-Hispanic	*88%*	*87%*	*86%*	*87%*	*85%*	*82%*	*80%*	*78%*	*76%*	*77%*	*72%*		
Nonresident Alien	7	4	6	3	9	4	6	17	16	11	9	-18.2%	28.6%
% Nonresident Alien	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*1%*	*0%*	*0%*		
Minority													
Asian/Pacific Islander	14	24	18	36	19	29	36	66	76	45	59	31.1%	321.4%
% Asian/Pacific Islander	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*	*2%*		
Black Non-Hispanic	73	92	110	67	70	58	57	204	119	94	126	34.0%	72.6%
% Black Non-Hispanic	*4%*	*4%*	*4%*	*3%*	*3%*	*2%*	*3%*	*6%*	*4%*	*3%*	*4%*		
Hispanic	120	121	194	185	258	347	317	406	485	456	623	36.6%	419.2%
% Hispanic	*6%*	*6%*	*7%*	*7%*	*10%*	*14%*	*14%*	*12%*	*15%*	*16%*	*20%*		
Native American	6	8	14	11	6	10	17	22	27	20	18	-10.0%	200.0%
% Native American	*0%*	*0%*	*1%*	*0%*	*0%*	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	10	24	19	20	13	22	14	22	31	30	31	3.3%	210.0%
% Two or More Races	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Total Minority	223	269	355	319	366	466	441	720	738	645	857	32.9%	284.3%
% Total Minority	*11%*	*13%*	*13%*	*13%*	*15%*	*18%*	*19%*	*22%*	*23%*	*23%*	*28%*		
Associate's													
White Non-Hispanic	3,720	4,009	4,232	4,107	4,087	3,731	3,665	3,313	3,557	2,997	3,223	7.5%	-13.4%
% White Non-Hispanic	*87%*	*86%*	*86%*	*85%*	*83%*	*82%*	*81%*	*78%*	*78%*	*76%*	*76%*		
Nonresident Alien	26	29	25	33	38	32	47	60	77	59	54	-8.5%	107.7%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*1%*		
Minority													
Asian/Pacific Islander	94	104	86	94	94	88	103	104	114	102	110	7.8%	17.0%
% Asian/Pacific Islander	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*		
Black Non-Hispanic	205	254	262	230	251	255	227	231	220	198	183	-7.6%	-10.7%
% Black Non-Hispanic	*5%*	*5%*	*5%*	*5%*	*5%*	*6%*	*5%*	*5%*	*5%*	*5%*	*4%*		
Hispanic	158	223	264	303	369	366	398	433	490	476	552	16.0%	249.4%
% Hispanic	*4%*	*5%*	*5%*	*6%*	*8%*	*8%*	*9%*	*10%*	*11%*	*12%*	*13%*		
Native American	33	33	34	22	21	18	22	21	29	14	23	64.3%	-30.3%
% Native American	*1%*	*1%*	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*0%*	*1%*		
Two or More Races	17	35	34	38	44	46	57	85	79	87	87	0.0%	411.8%
% Two or More Races	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*		
Total Minority	507	649	680	687	779	773	807	874	932	877	955	8.9%	88.4%
% Total Minority	*12%*	*14%*	*14%*	*14%*	*16%*	*17%*	*18%*	*21%*	*20%*	*22%*	*23%*		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Nebraska Community Colleges Total													
White Non-Hispanic	5,479	5,792	6,532	6,281	6,204	5,806	5,498	5,874	5,998	5,147	5,472	6.3%	-0.1%
% White Non-Hispanic	*88%*	*86%*	*86%*	*86%*	*84%*	*82%*	*81%*	*78%*	*77%*	*76%*	*74%*		
Nonresident Alien	33	33	31	36	47	36	53	77	93	70	63	-10.0%	90.9%
% Nonresident Alien	*1%*	*0%*	*0%*	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Minority													
Asian/Pacific Islander	108	128	104	130	113	117	139	170	190	147	169	15.0%	56.5%
% Asian/Pacific Islander	*2%*	*2%*	*1%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*		
Black Non-Hispanic	278	346	372	297	321	313	284	435	339	292	309	5.8%	11.2%
% Black Non-Hispanic	*4%*	*5%*	*5%*	*4%*	*4%*	*4%*	*4%*	*6%*	*4%*	*4%*	*4%*		
Hispanic	278	344	458	488	627	713	715	839	975	932	1,175	26.1%	322.7%
% Hispanic	*4%*	*5%*	*6%*	*7%*	*8%*	*10%*	*11%*	*11%*	*13%*	*14%*	*16%*		
Native American	39	41	48	33	27	28	39	43	56	34	41	20.6%	5.1%
% Native American	*1%*	*1%*	*1%*	*0%*	*0%*	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	27	59	53	58	57	68	71	107	110	117	118	0.9%	337.0%
% Two or More Races	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*		
Total Minority	730	918	1,035	1,006	1,145	1,239	1,248	1,594	1,670	1,522	1,812	19.1%	148.2%
% Total Minority	*12%*	*14%*	*14%*	*14%*	*15%*	*17%*	*18%*	*21%*	*22%*	*23%*	*25%*		

Note. Nebraska's community colleges do not confer bachelor's degrees, master's degrees, or doctor's degrees.

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Less-than-Four-Year Certificates													
White Non-Hispanic	923	824	802	681	611	523	470	440	391	347	356	2.6%	-61.4%
% White Non-Hispanic	*80%*	*77%*	*79%*	*79%*	*74%*	*79%*	*74%*	*73%*	*73%*	*72%*	*68%*		
Nonresident Alien	9	0	1	0	2	1	4	0	2	2	1	-50.0%	-88.9%
% Nonresident Alien	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*0%*	*0%*	*0%*	*0%*		
Minority													
Asian/Pacific Islander	17	18	19	19	12	8	10	13	10	3	11	266.7%	-35.3%
% Asian/Pacific Islander	*1%*	*2%*	*2%*	*2%*	*1%*	*1%*	*2%*	*2%*	*2%*	*1%*	*2%*		
Black Non-Hispanic	121	101	88	70	76	52	43	56	37	26	37	42.3%	-69.4%
% Black Non-Hispanic	*10%*	*9%*	*9%*	*8%*	*9%*	*8%*	*7%*	*9%*	*7%*	*5%*	*7%*		
Hispanic	61	110	90	71	94	69	78	75	67	88	92	4.5%	50.8%
% Hispanic	*5%*	*10%*	*9%*	*8%*	*11%*	*10%*	*12%*	*12%*	*12%*	*18%*	*18%*		
Native American	11	5	6	6	12	3	6	2	4	4	1	-75.0%	-90.9%
% Native American	*1%*	*0%*	*1%*	*1%*	*1%*	*0%*	*1%*	*0%*	*1%*	*1%*	*0%*		
Two or More Races	12	7	13	11	14	10	25	15	28	15	23	53.3%	91.7%
% Two or More Races	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*4%*	*2%*	*5%*	*3%*	*4%*		
Total Minority	222	241	216	177	208	142	162	161	146	136	164	20.6%	-26.1%
% Total Minority	*19%*	*23%*	*21%*	*21%*	*25%*	*21%*	*25%*	*27%*	*27%*	*28%*	*31%*		
Associate's													
White Non-Hispanic	758	636	666	574	485	325	258	209	172	169	145	-14.2%	-80.9%
% White Non-Hispanic	*82%*	*80%*	*78%*	*75%*	*74%*	*73%*	*76%*	*76%*	*77%*	*68%*	*68%*		
Nonresident Alien	7	0	0	2	2	3	3	5	2	5	5	0.0%	-28.6%
% Nonresident Alien	*1%*	*0%*	*0%*	*0%*	*0%*	*1%*	*1%*	*2%*	*1%*	*2%*	*2%*		
Minority													
Asian/Pacific Islander	5	12	10	14	8	4	8	8	5	6	7	16.7%	40.0%
% Asian/Pacific Islander	*1%*	*2%*	*1%*	*2%*	*1%*	*1%*	*2%*	*3%*	*2%*	*2%*	*3%*		
Black Non-Hispanic	93	75	84	85	70	40	32	17	4	11	8	-27.3%	-91.4%
% Black Non-Hispanic	*10%*	*9%*	*10%*	*11%*	*11%*	*9%*	*9%*	*6%*	*2%*	*4%*	*4%*		
Hispanic	24	42	55	42	53	37	20	16	13	28	25	-10.7%	4.2%
% Hispanic	*3%*	*5%*	*6%*	*6%*	*8%*	*8%*	*6%*	*6%*	*6%*	*11%*	*12%*		
Native American	29	24	32	36	27	25	14	20	23	21	18	-14.3%	-37.9%
% Native American	*3%*	*3%*	*4%*	*5%*	*4%*	*6%*	*4%*	*7%*	*10%*	*8%*	*8%*		
Two or More Races	11	7	6	8	8	11	4	1	4	9	4	-55.6%	-63.6%
% Two or More Races	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*1%*	*0%*	*2%*	*4%*	*2%*		
Total Minority	162	160	187	185	166	117	78	62	49	75	62	-17.3%	-61.7%
% Total Minority	*17%*	*20%*	*22%*	*24%*	*25%*	*26%*	*23%*	*22%*	*22%*	*30%*	*29%*		

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

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

| | | | | | | | | | | | | % Change | |
Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	20-21 1-Yr	11-21 10-Yr
Bachelor's													
White Non-Hispanic	4,549	4,501	4,386	4,231	3,989	4,023	3,798	3,779	3,625	3,507	3,983	13.6%	-12.4%
% White Non-Hispanic	*83%*	*82%*	*81%*	*79%*	*75%*	*75%*	*73%*	*73%*	*71%*	*74%*	*73%*		
Nonresident Alien	67	75	80	79	87	82	80	245	100	87	65	-25.3%	-3.0%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*5%*	*2%*	*2%*	*1%*		
Minority													
Asian/Pacific Islander	169	173	173	220	150	180	202	187	291	217	255	17.5%	50.9%
% Asian/Pacific Islander	*3%*	*3%*	*3%*	*4%*	*3%*	*3%*	*4%*	*4%*	*6%*	*5%*	*5%*		
Black Non-Hispanic	375	404	351	351	287	301	302	280	286	272	360	32.4%	-4.0%
% Black Non-Hispanic	*7%*	*7%*	*7%*	*7%*	*5%*	*6%*	*6%*	*5%*	*6%*	*6%*	*7%*		
Hispanic	230	231	204	289	669	652	598	541	554	475	595	25.3%	158.7%
% Hispanic	*4%*	*4%*	*4%*	*5%*	*13%*	*12%*	*12%*	*10%*	*11%*	*10%*	*11%*		
Native American	41	27	27	28	21	21	33	17	31	20	21	5.0%	-48.8%
% Native American	*1%*	*0%*	*1%*	*1%*	*0%*	*0%*	*1%*	*0%*	*1%*	*0%*	*0%*		
Two or More Races	47	99	170	129	113	122	159	152	188	155	169	9.0%	259.6%
% Two or More Races	*1%*	*2%*	*3%*	*2%*	*2%*	*2%*	*3%*	*3%*	*4%*	*3%*	*3%*		
Total Minority	862	934	925	1,017	1,240	1,276	1,294	1,177	1,350	1,139	1,400	22.9%	62.4%
% Total Minority	*16%*	*17%*	*17%*	*19%*	*23%*	*24%*	*25%*	*23%*	*27%*	*24%*	*26%*		
Master's													
White Non-Hispanic	1,603	1,759	1,789	1,743	1,723	1,753	1,832	1,778	1,706	1,748	2,131	21.9%	32.9%
% White Non-Hispanic	*83%*	*83%*	*81%*	*81%*	*75%*	*71%*	*69%*	*70%*	*74%*	*74%*	*73%*		
Nonresident Alien	53	57	62	54	71	126	235	143	64	54	58	7.4%	9.4%
% Nonresident Alien	*3%*	*3%*	*3%*	*2%*	*3%*	*5%*	*9%*	*6%*	*3%*	*2%*	*2%*		
Minority													
Asian/Pacific Islander	54	59	55	66	67	86	81	83	82	88	123	39.8%	127.8%
% Asian/Pacific Islander	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*	*4%*	*4%*		
Black Non-Hispanic	147	161	176	196	165	186	189	227	184	199	291	46.2%	98.0%
% Black Non-Hispanic	*8%*	*8%*	*8%*	*9%*	*7%*	*8%*	*7%*	*9%*	*8%*	*8%*	*10%*		
Hispanic	64	51	62	74	234	271	271	241	217	196	255	30.1%	298.4%
% Hispanic	*3%*	*2%*	*3%*	*3%*	*10%*	*11%*	*10%*	*10%*	*9%*	*8%*	*9%*		
Native American	8	12	5	5	14	8	11	17	10	18	19	5.6%	137.5%
% Native American	*0%*	*1%*	*0%*	*0%*	*1%*	*0%*	*0%*	*1%*	*0%*	*1%*	*1%*		
Two or More Races	11	21	51	23	28	42	42	42	41	65	62	-4.6%	463.6%
% Two or More Races	*1%*	*1%*	*2%*	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*	*3%*	*2%*		
Total Minority	284	304	349	364	508	593	594	610	534	566	750	32.5%	164.1%
% Total Minority	*15%*	*14%*	*16%*	*17%*	*22%*	*24%*	*22%*	*24%*	*23%*	*24%*	*26%*		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Doctor's													
Professional Practice													
White Non-Hispanic	448	502	508	527	516	647	550	600	624	528	595	12.7%	32.8%
% White Non-Hispanic	*82%*	*84%*	*79%*	*79%*	*76%*	*80%*	*77%*	*76%*	*77%*	*74%*	*78%*		
Nonresident Alien	5	5	9	7	7	13	7	10	10	6	7	16.7%	40.0%
% Nonresident Alien	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Minority													
Asian/Pacific Islander	48	47	59	71	77	74	72	84	80	78	80	2.6%	66.7%
% Asian/Pacific Islander	*9%*	*8%*	*9%*	*11%*	*11%*	*9%*	*10%*	*11%*	*10%*	*11%*	*10%*		
Black Non-Hispanic	13	13	20	20	22	20	28	27	32	21	21	0.0%	61.5%
% Black Non-Hispanic	*2%*	*2%*	*3%*	*3%*	*3%*	*2%*	*4%*	*3%*	*4%*	*3%*	*3%*		
Hispanic	19	18	28	25	27	29	35	45	36	44	35	-20.5%	84.2%
% Hispanic	*3%*	*3%*	*4%*	*4%*	*4%*	*4%*	*5%*	*6%*	*4%*	*6%*	*5%*		
Native American	1	2	3	3	3	3	3	1	6	5	1	-80.0%	0.0%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*1%*	*0%*		
Two or More Races	13	9	17	14	25	20	23	26	22	33	28	-15.2%	115.4%
% Two or More Races	*2%*	*2%*	*3%*	*2%*	*4%*	*2%*	*3%*	*3%*	*3%*	*5%*	*4%*		
Total Minority	94	89	127	133	154	146	161	183	176	181	165	-8.8%	75.5%
% Total Minority	*17%*	*15%*	*20%*	*20%*	*23%*	*18%*	*22%*	*23%*	*22%*	*25%*	*22%*		
Research/ Scholarship													
White Non-Hispanic	15	16	2	9	21	17	35	38	44	68	111	63.2%	640.0%
% White Non-Hispanic	*71%*	*80%*	*29%*	*69%*	*91%*	*71%*	*80%*	*78%*	*86%*	*74%*	*79%*		
Nonresident Alien	2	1	4	3	1	3	4	3	0	5	0	-100.0%	-100.0%
% Nonresident Alien	*10%*	*5%*	*57%*	*23%*	*4%*	*13%*	*9%*	*6%*	*0%*	*5%*	*0%*		
Minority													
Asian/Pacific Islander	0	0	1	1	0	0	0	1	1	2	7	250.0%	N/A
% Asian/Pacific Islander	*0%*	*0%*	*14%*	*8%*	*0%*	*0%*	*0%*	*2%*	*2%*	*2%*	*5%*		
Black Non-Hispanic	3	3	0	0	0	1	1	4	3	6	13	116.7%	333.3%
% Black Non-Hispanic	*14%*	*15%*	*0%*	*0%*	*0%*	*4%*	*2%*	*8%*	*6%*	*7%*	*9%*		
Hispanic	1	0	0	0	1	3	1	2	1	8	5	-37.5%	400.0%
% Hispanic	*5%*	*0%*	*0%*	*0%*	*4%*	*13%*	*2%*	*4%*	*2%*	*9%*	*4%*		
Native American	0	0	0	0	0	0	0	0	0	0	1	N/A	N/A
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*		
Two or More Races	0	0	0	0	0	0	3	1	2	3	4	33.3%	N/A
% Two or More Races	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*7%*	*2%*	*4%*	*3%*	*3%*		
Total Minority	4	3	1	1	1	4	5	8	7	19	30	57.9%	650.0%
% Total Minority	*19%*	*15%*	*14%*	*8%*	*4%*	*17%*	*11%*	*16%*	*14%*	*21%*	*21%*		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Other													
White Non-Hispanic	-	-	-	-	-	-	-	10	6	30	40	33.3%	N/A
% White Non-Hispanic	-	-	-	-	-	-	-	*83%*	*75%*	*70%*	*69%*		
Nonresident Alien	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Nonresident Alien	-	-	-	-	-	-	-	*0%*	*0%*	*0%*	*0%*		
Minority													
Asian/Pacific Islander	-	-	-	-	-	-	-	0	1	0	1	N/A	N/A
% Asian/Pacific Islander	-	-	-	-	-	-	-	*0%*	*13%*	*0%*	*2%*		
Black Non-Hispanic	-	-	-	-	-	-	-	0	1	9	12	33.3%	N/A
% Black Non-Hispanic	-	-	-	-	-	-	-	*0%*	*13%*	*21%*	*21%*		
Hispanic	-	-	-	-	-	-	-	1	0	3	1	-66.7%	N/A
% Hispanic	-	-	-	-	-	-	-	*8%*	*0%*	*7%*	*2%*		
Native American	-	-	-	-	-	-	-	0	0	0	1	N/A	N/A
% Native American	-	-	-	-	-	-	-	*0%*	*0%*	*0%*	*2%*		
Two or More Races	-	-	-	-	-	-	-	1	0	1	3	200.0%	N/A
% Two or More Races	-	-	-	-	-	-	-	*8%*	*0%*	*2%*	*5%*		
Total Minority	-	-	-	-	-	-	-	2	2	13	18	38.5%	N/A
% Total Minority	-	-	-	-	-	-	-	*17%*	*25%*	*30%*	*31%*		
Doctor's Total													
White Non-Hispanic	463	518	510	536	537	664	585	648	674	626	746	19.2%	61.1%
% White Non-Hispanic	*82%*	*84%*	*78%*	*79%*	*77%*	*80%*	*77%*	*76%*	*78%*	*74%*	*77%*		
Nonresident Alien	7	6	13	10	8	16	11	13	10	11	7	-36.4%	0.0%
% Nonresident Alien	*1%*	*1%*	*2%*	*1%*	*1%*	*2%*	*1%*	*2%*	*1%*	*1%*	*1%*		
Minority													
Asian/Pacific Islander	48	47	60	72	77	74	72	85	82	80	88	10.0%	83.3%
% Asian/Pacific Islander	*8%*	*8%*	*9%*	*11%*	*11%*	*9%*	*9%*	*10%*	*9%*	*9%*	*9%*		
Black Non-Hispanic	16	16	20	20	22	21	29	31	36	36	46	27.8%	187.5%
% Black Non-Hispanic	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*	*4%*	*4%*	*4%*	*5%*		
Hispanic	20	18	28	25	28	32	36	48	37	55	41	-25.5%	105.0%
% Hispanic	*4%*	*3%*	*4%*	*4%*	*4%*	*4%*	*5%*	*6%*	*4%*	*6%*	*4%*		
Native American	1	2	3	3	3	3	3	1	6	5	3	-40.0%	200.0%
% Native American	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*1%*	*0%*		
Two or More Races	13	9	17	14	25	20	26	28	24	37	35	-5.4%	169.2%
% Two or More Races	*2%*	*1%*	*3%*	*2%*	*4%*	*2%*	*3%*	*3%*	*3%*	*4%*	*4%*		
Total Minority	98	92	128	134	155	150	166	193	185	213	213	0.0%	117.3%
% Total Minority	*17%*	*15%*	*20%*	*20%*	*22%*	*18%*	*22%*	*23%*	*21%*	*25%*	*22%*		

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

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

Award Level / Race/Ethnicity	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Nebraska Nonpublic Institutions Total													
White Non-Hispanic	8,296	8,238	8,153	7,765	7,345	7,288	6,943	6,854	6,568	6,397	7,361	15.1%	-11.3%
% White Non-Hispanic	*82%*	*82%*	*81%*	*79%*	*75%*	*74%*	*73%*	*72%*	*73%*	*74%*	*73%*		
Nonresident Alien	143	138	156	145	170	228	333	406	178	159	136	-14.5%	-4.9%
% Nonresident Alien	*1%*	*1%*	*2%*	*1%*	*2%*	*2%*	*3%*	*4%*	*2%*	*2%*	*1%*		
Minority													
Asian/Pacific Islander	293	309	317	391	314	352	373	376	470	394	484	22.8%	65.2%
% Asian/Pacific Islander	*3%*	*3%*	*3%*	*4%*	*3%*	*4%*	*4%*	*4%*	*5%*	*5%*	*5%*		
Black Non-Hispanic	752	757	719	722	620	600	595	611	547	544	742	36.4%	-1.3%
% Black Non-Hispanic	*7%*	*7%*	*7%*	*7%*	*6%*	*6%*	*6%*	*6%*	*6%*	*6%*	*7%*		
Hispanic	399	452	439	501	1,078	1,061	1,003	921	888	842	1,008	19.7%	152.6%
% Hispanic	*4%*	*4%*	*4%*	*5%*	*11%*	*11%*	*10%*	*10%*	*10%*	*10%*	*10%*		
Native American	90	70	73	78	77	60	67	57	74	68	62	-8.8%	-31.1%
% Native American	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Two or More Races	94	143	257	185	188	205	256	238	285	281	293	4.3%	211.7%
% Two or More Races	*1%*	*1%*	*3%*	*2%*	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*		
Total Minority	1,628	1,731	1,805	1,877	2,277	2,278	2,294	2,203	2,264	2,129	2,589	21.6%	59.0%
% Total Minority	*16%*	*17%*	*18%*	*19%*	*23%*	*23%*	*24%*	*23%*	*25%*	*25%*	*26%*		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificate. Nebraska's nonpublic institutions did not report doctoral degrees in the 'other' category until 2017-18.

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Section 5

Total Degrees and Other Awards by Discipline Cluster

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CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODES DISCIPLINE CLUSTERS

The analyses in this section are based on the number of degrees and other awards conferred by discipline cluster.

> "Classification of Instructional Programs (CIP): A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases."
> "CIP Code: A six-digit code in the form xx.xxxx that identifies instructional program specialties within educational institutions." *(Data source: IPEDS Glossary)*

CIP codes are updated approximately every 10 years by the National Center for Education Statistics. Beginning with the collection of awards for the 2019-20 academic year, IPEDS implemented the use of 2020 CIP codes. Since the *Factual Look* report focuses on discipline clusters for analyses, the only substantive change that affected Nebraska institutions is that veterinary-related programs are now reported under CIP 1 (agricultural/animal/plant/veterinary science and related fields) rather than CIP 51 (health professions and related programs). This change means that the veterinary-related programs are coded under the STEM discipline cluster, rather than the Health discipline cluster, beginning with awards conferred in 2019-20.

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

Discipline Cluster Name Used in this Report	CIP Code	IPEDS Definition
Arts and Humanities	5	Area, ethnic, cultural, gender, and group studies
	16	Foreign languages, literatures, and linguistics
	23	English language and literature/letters
	24	Liberal arts and sciences, general studies and humanities
	30	Multi/interdisciplinary studies
	38	Philosophy and religious studies
	39	Theology and religious vocations
	50	Visual and performing arts
	54	History
Business and Communication	9	Communication, journalism, and related programs
	10	Communications technologies/technicians and support services
	22[a]	Legal professions and studies
	52	Business, management, marketing, and related support services

Discipline Cluster Name Used in this Report	CIP Code	IPEDS Definition
Education	13	Education
Health	51	Health professions and related programs
Social and Behavioral Sciences and Human Services	19	Family and consumer sciences/human sciences
	25	Library science
	31	Parks, recreation, leisure, fitness, and kinesiology
	42	Psychology
	44	Public administration and social service professions
	45	Social sciences
Science, Technology, Engineering, and Math (STEM)	1	Agricultural/animal/plant/veterinary science and related fields
	3	Natural resources and conservation
	4	Architecture and related services
	11	Computer and information sciences and support services
	14	Engineering
	15	Engineering/engineering-related technologies/technicians
	26	Biological and biomedical sciences
	27	Mathematics and statistics
	29	Military technologies and applied sciences
	40	Physical sciences
	41	Science technologies/technicians
Trades	12	Culinary, entertainment, and personal services
	43	Homeland security, law enforcement, firefighting and related protective services
	46	Construction trades
	47	Mechanic and repair technologies/technicians
	48	Precision production
	49	Transportation and materials moving

Note. Data source: Classification of Instructional Programs, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, June 28, 2022.

aBeginning with the *2021 Factual Look*, CIP 22 (legal professions and studies) is classified under the Business and Communication discipline cluster (rather than the Trades discipline cluster). This change was made retroactively for all reporting years in the *2021 Factual Look*.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by DISCIPLINE CLUSTER
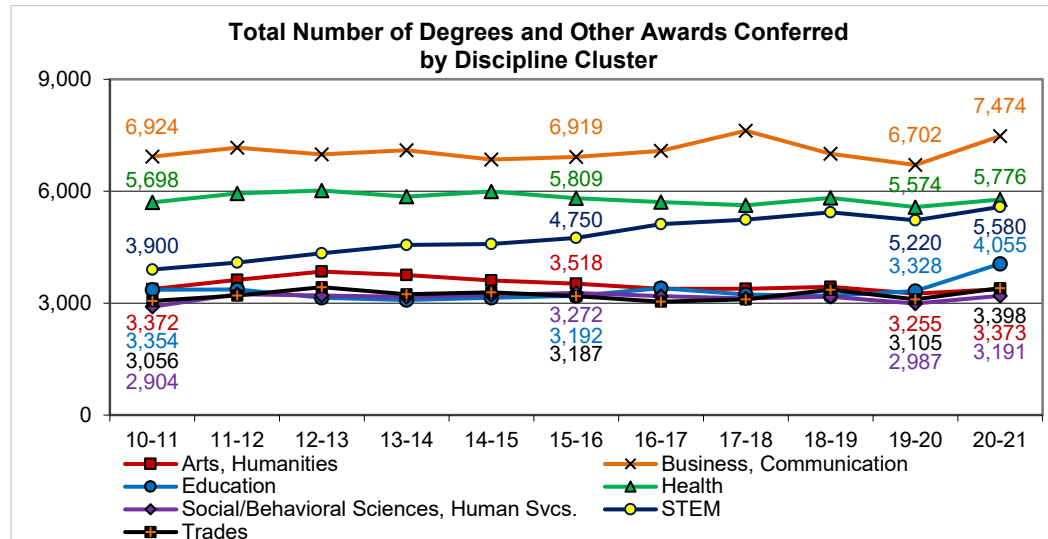
Total Number of Degrees and Other Awards Conferred by Discipline Cluster

- Between 2010-11 and 2020-21, the number of degrees and other awards conferred by discipline cluster changed as follows:

Discipline Cluster	20-21 1-Yr	11-21 10-Yr
Arts and Humanities (■)	3.6%	0.0%
Business and Communication (x)	11.5%	7.9%
Education (●)	21.8%	20.9%
Health (▲)	3.6%	1.4%
Social and Behavioral Sciences and Human Services (♦)	6.8%	9.9%
STEM (◯)	6.9%	43.1%
Trades (✚)	9.4%	11.2%
Total	8.9%	12.5%
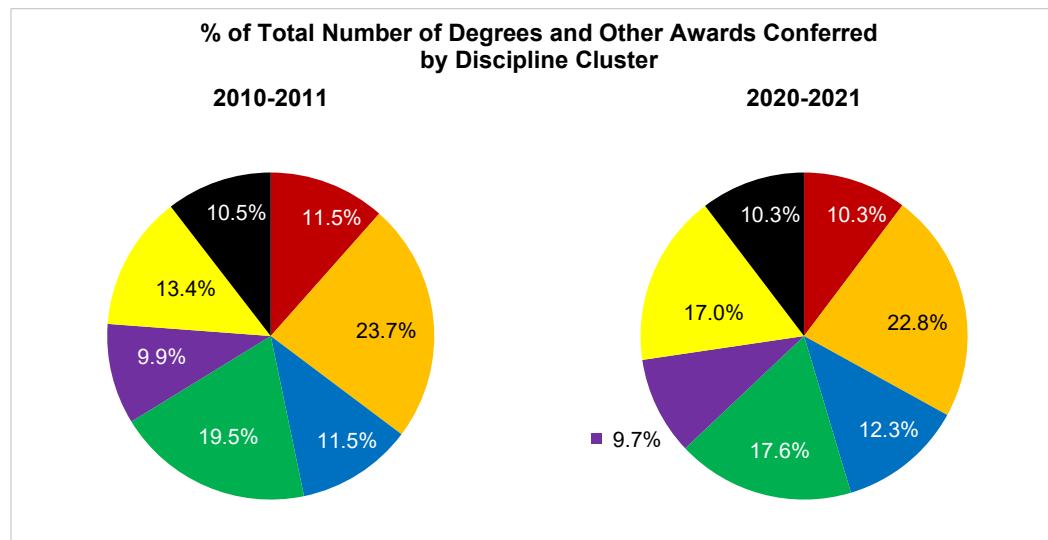
% of Total Number of Degrees and Other Awards Conferred by Discipline Cluster

2010-2011

2020-2021

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

Number of Less-than-Four-Year Certificates Conferred by Discipline Cluster

Legend:
- Arts, Humanities
- Business, Communication
- Education
- Health
- Social/Behavioral Sciences, Human Svcs.
- STEM
- Trades

% of Less-than-Four-Year Certificates Conferred by Discipline Cluster

2010-2011

- 4.4%
- 9.1%
- 0.1%
- 46.5%
- 29.9%
- 3.2%
- 7.0%

2020-2021

- 1.7%
- 13.6%
- 0.1%
- 50.7%
- 19.4%
- 2.1%
- 12.4%
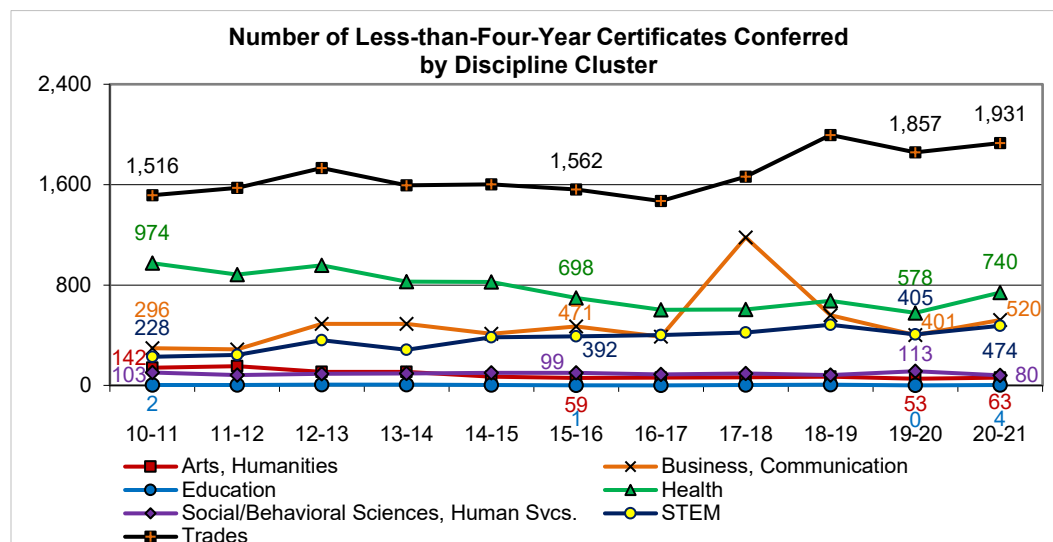
- Between 2010-11 and 2020-21, the number of less-than-four-year certificates conferred by discipline cluster changed as follows:

Discipline Cluster	20-21 1-Yr	11-21 10-Yr
Arts and Humanities (■)	18.9%	-55.6%
Business and Communication (x)	29.7%	75.7%
Education (●)	N/A	100.0%
Health (▲)	28.0%	-24.0%
Social and Behavioral Sciences and Human Services (♦)	-29.2%	-22.3%
STEM (◯)	17.0%	107.9%
Trades (⊞)	4.0%	27.4%
Award Level Total	11.9%	16.9%
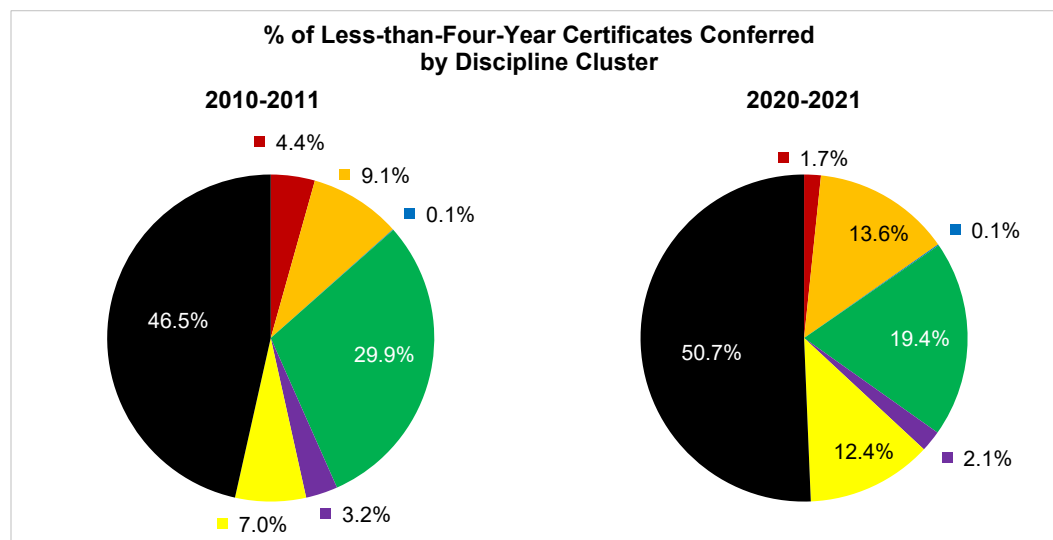
TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by DISCIPLINE CLUSTER
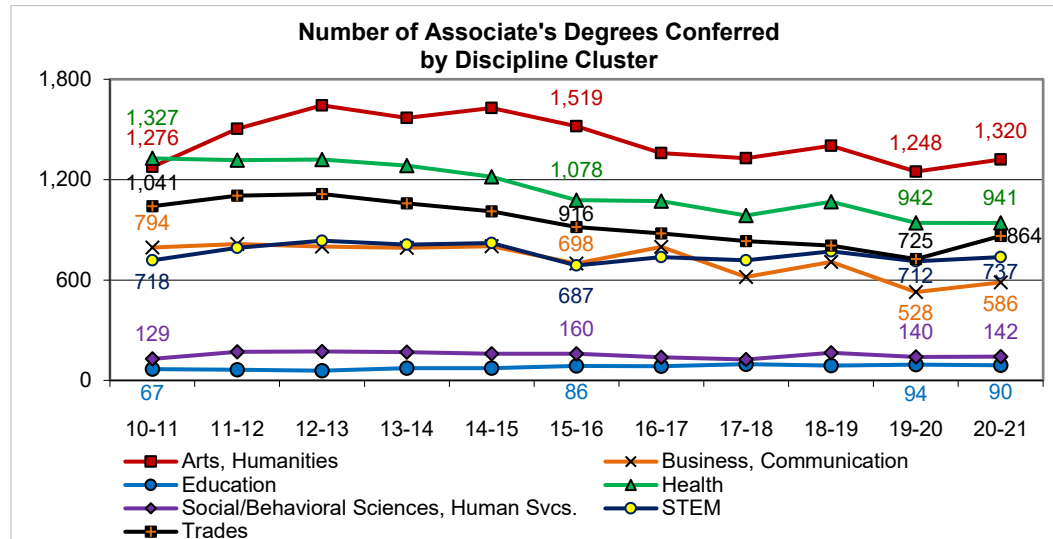
Number of Associate's Degrees Conferred by Discipline Cluster

Legend:
- ■ Arts, Humanities
- × Business, Communication
- ● Education
- ▲ Health
- ♦ Social/Behavioral Sciences, Human Svcs.
- ○ STEM
- ⊞ Trades

% of Associate's Degrees Conferred by Discipline Cluster

2010-2011
- 23.8%
- 14.8%
- 1.3%
- 24.8%
- 2.4%
- 13.4%
- 19.5%

2020-2021
- 28.2%
- 12.5%
- 1.9%
- 20.1%
- 3.0%
- 15.7%
- 18.5%

- Between 2010-11 and 2020-210, the number of associate's degrees conferred by discipline cluster changed as follows:

Discipline Cluster	20-21 1-Yr	11-21 10-Yr
Arts and Humanities (■)	5.8%	3.4%
Business and Communication (x)	11.0%	-26.2%
Education (●)	-4.3%	34.3%
Health (▲)	-0.1%	-29.1%
Social and Behavioral Sciences and Human Services (♦)	1.4%	10.1%
STEM (○)	3.5%	2.6%
Trades (⊞)	19.2%	-17.0%
Award Level Total	6.6%	-12.6%
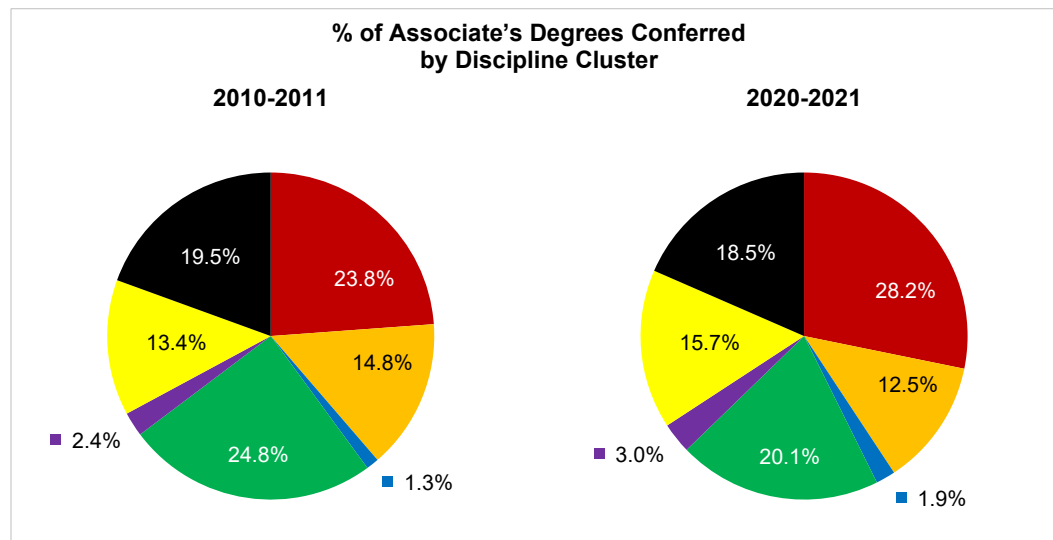
TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by DISCIPLINE CLUSTER
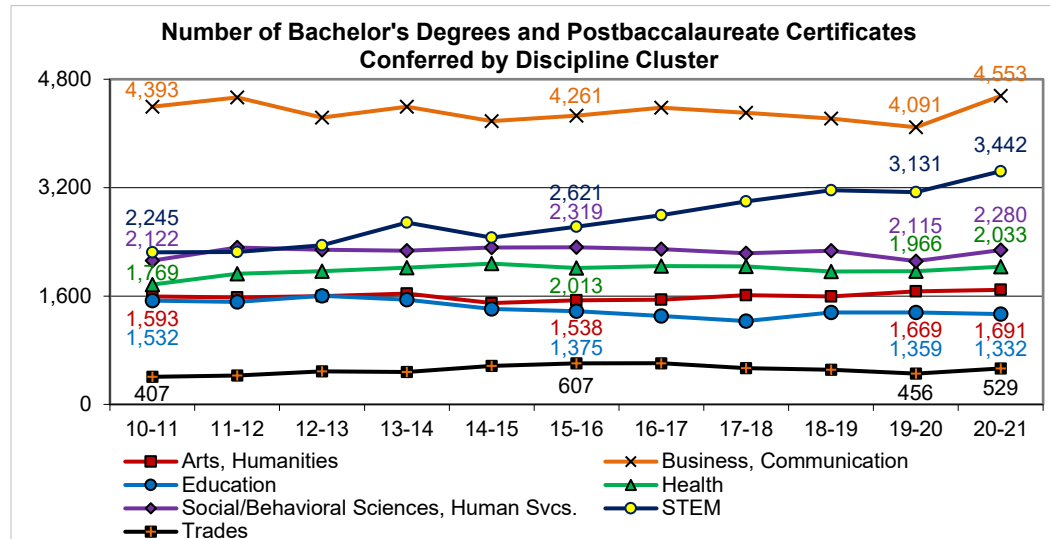
Number of Bachelor's Degrees and Postbaccalaureate Certificates Conferred by Discipline Cluster

Legend:
- Arts, Humanities
- Business, Communication
- Education
- Health
- Social/Behavioral Sciences, Human Svcs.
- STEM
- Trades

% of Bachelor's Degrees and Postbaccalaureate Certificates Conferred by Discipline Cluster

2010-2011

- 2.9% (black)
- 11.3% (red)
- 31.2% (orange)
- 10.9% (blue)
- 12.6% (green)
- 15.1% (purple)
- 16.0% (yellow)

2020-2021

- 3.3% (black)
- 10.7% (red)
- 28.7% (orange)
- 8.4% (blue)
- 12.8% (green)
- 14.4% (purple)
- 21.7% (yellow)

- Between 2010-11 and 2020-21, the number of bachelor's degrees and postbaccalaureate certificates conferred by discipline cluster changed as follows:

Discipline Cluster	20-21 1-Yr	11-21 10-Yr
Arts and Humanities (■)	1.3%	6.2%
Business and Communication (x)	11.3%	3.6%
Education (●)	-2.0%	-13.1%
Health (▲)	3.4%	14.9%
Social and Behavioral Sciences and Human Services (♦)	7.8%	7.4%
STEM (◯)	9.9%	53.3%
Trades (⊞)	16.0%	30.0%
Award Level Total	7.3%	12.8%
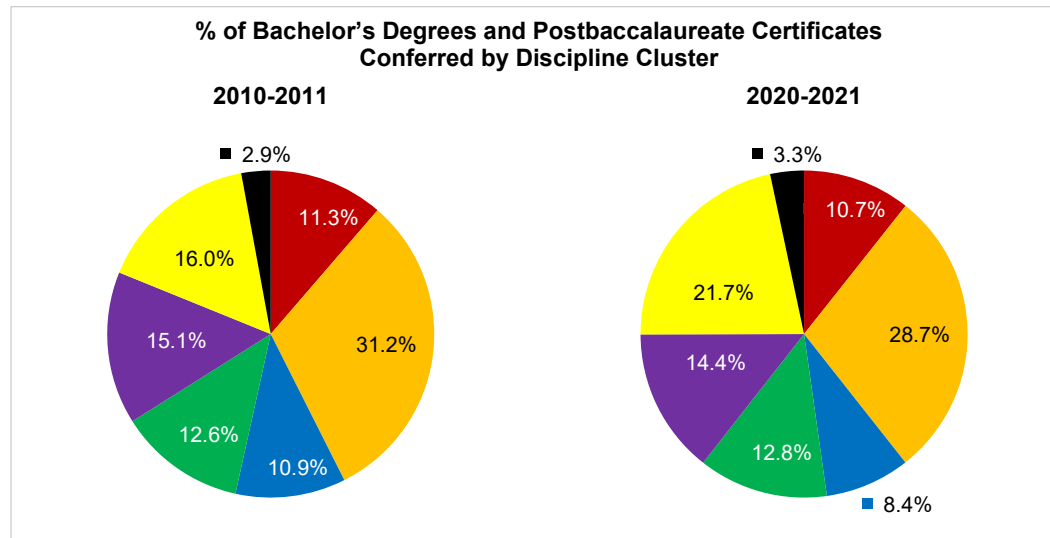
TOTAL DEGREES AND OTHER AWARDS CONFERRED by AWARD LEVEL by DISCIPLINE CLUSTER
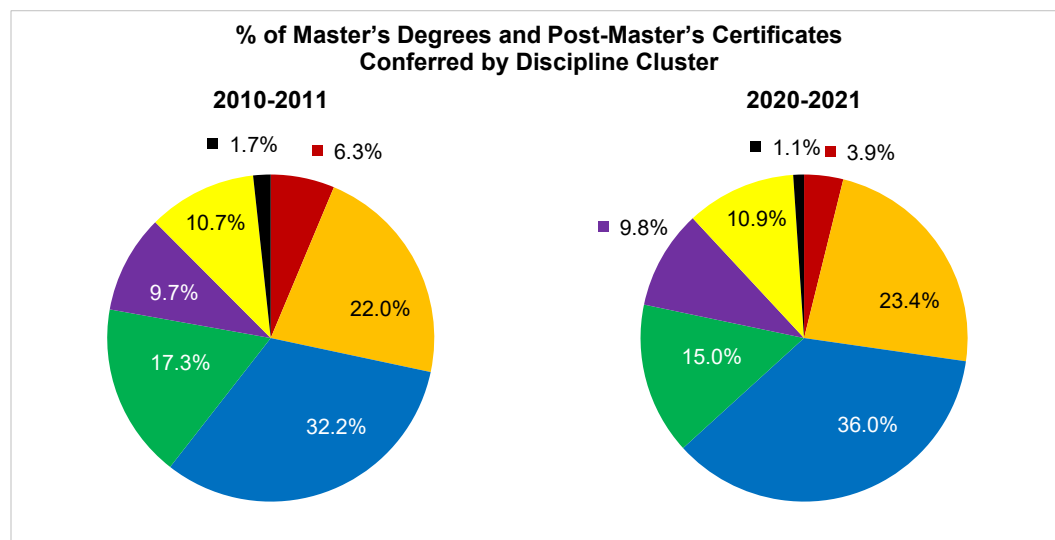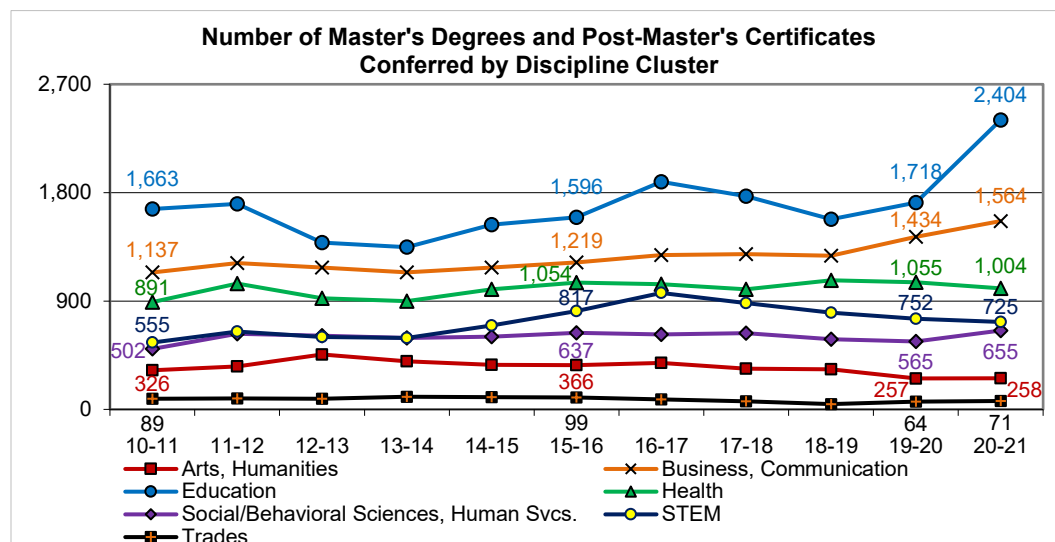
Number of Master's Degrees and Post-Master's Certificates Conferred by Discipline Cluster

Legend:
- ■ Arts, Humanities
- × Business, Communication
- ● Education
- ▲ Health
- ◆ Social/Behavioral Sciences, Human Svcs.
- ○ STEM
- ⊞ Trades

% of Master's Degrees and Post-Master's Certificates Conferred by Discipline Cluster

2010-2011 pie chart:
- 1.7% (black)
- 6.3% (dark red)
- 22.0% (orange)
- 32.2% (blue)
- 17.3% (green)
- 9.7% (purple)
- 10.7% (yellow)

2020-2021 pie chart:
- 1.1% (black)
- 3.9% (dark red)
- 23.4% (orange)
- 36.0% (blue)
- 15.0% (green)
- 9.8% (purple)
- 10.9% (yellow)

- Between 2010-11 and 2020-21, the number of master's degrees and post-master's certificates conferred by discipline cluster changed as follows:

Discipline Cluster	20-21 1-Yr	11-21 10-Yr
Arts and Humanities (■)	0.4%	-20.9%
Business and Communication (×)	9.1%	37.6%
Education (●)	39.9%	44.6%
Health (▲)	-4.8%	12.7%
Social and Behavioral Sciences and Human Services (◆)	15.9%	30.5%
STEM (○)	-3.6%	30.6%
Trades (⊞)	10.9%	-20.2%
Award Level Total	14.3%	29.4%

- The large increase over the last year in the education discipline cluster was due to the increase in these awards at Concordia University. Concordia increased from 140 to 917 master's/post master's certificates (an increase of 555.0%). This increase was attributed to the college being a teach out university for a closed institution.

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

Number of Doctor's Degrees Conferred by Discipline Cluster

Legend:
- Arts, Humanities
- Business, Communication
- Education
- Health
- Social/Behavioral Sciences, Human Svcs.
- STEM
- Trades

Doctor's Degrees by Classification by Discipline Cluster
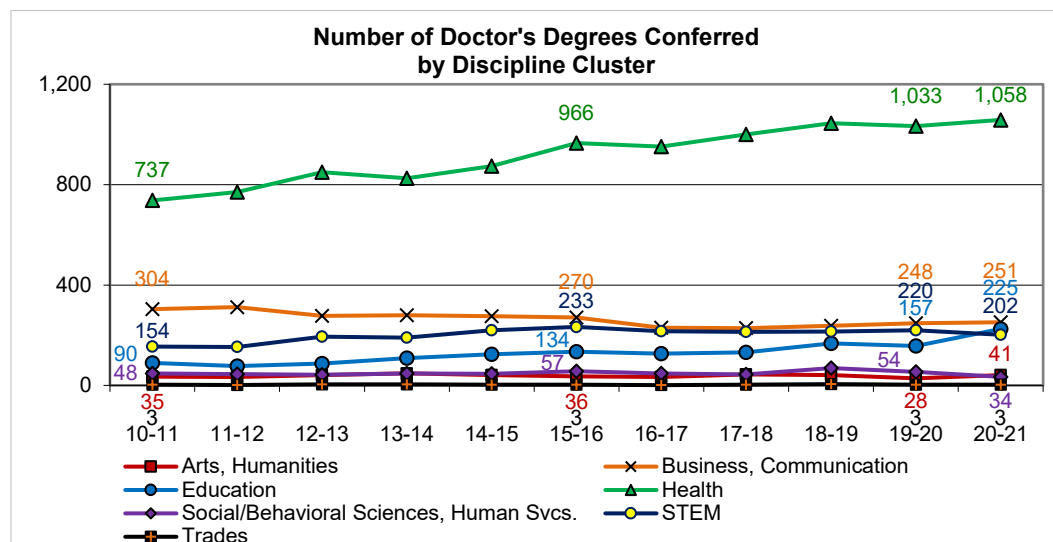
- Between 2010-11 and 2020-21, the number of doctor's degrees conferred by discipline cluster changed as follows:

Discipline Cluster	20-21 1-Yr	11-21 10-Yr
Arts and Humanities (■)	46.4%	17.1%
Business and Communication (x)	1.2%	-17.4%
Research/Scholarship	45.8%	N/A
Professional Practice	-3.6%	-28.9%
Education (●)	43.3%	150.0%
Research/Scholarship	38.3%	104.4%
Professional Practice	50.0%	N/A
Other	72.7%	N/A
Health (▲)	2.4%	43.6%
Research/Scholarship	20.0%	56.5%
Professional Practice	3.0%	34.7%
Other	-13.0%	N/A
Social and Behavioral Sciences and Human Services (♦)	-37.0%	-29.2%
STEM (○)	-8.2%	31.2%
Research/Scholarship	-8.2%	31.2%
Professional Practice	N/A	N/A
Trades (⊞)	0.0%	0.0%
Research/Scholarship	0.0%	N/A
Professional Practice	N/A	-100.0%
Award Level Total	4.1%	32.3%
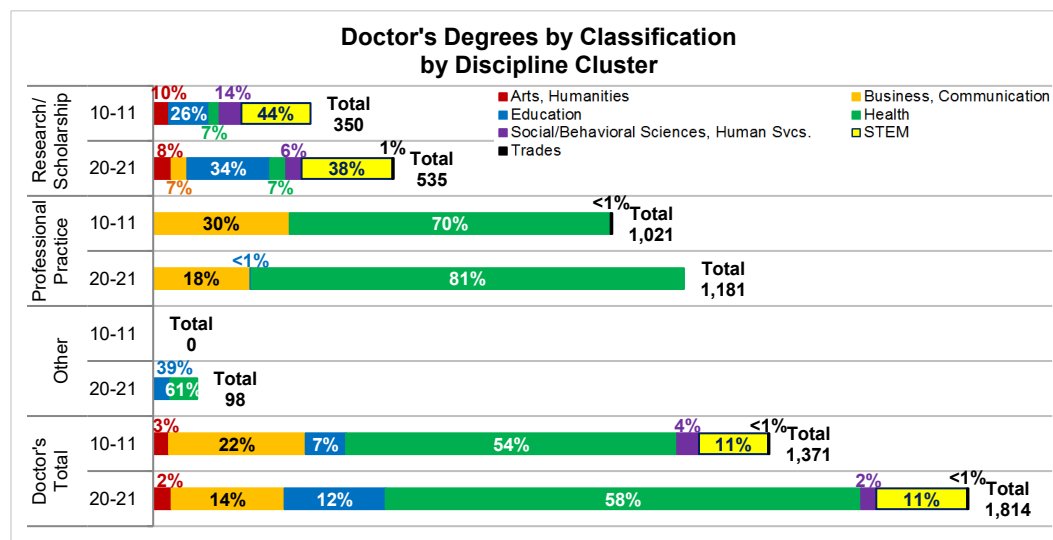
Note. Nebraska's postsecondary institutions did not report doctoral degrees in the 'other' category until 2017-18. Prior to this, these degrees were reported under the 'professional practice' category.

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

	Arts, Humanities		Business, Communication		Education		Health		Social/Behavioral Sciences, Human Svcs.		STEM		Trades	
	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21	10-11	20-21
Total	3,372	3,373	6,924	7,474	3,354	4,055	5,698	5,776	2,904	3,191	3,900	5,580	3,056	3,398
< Four-Year Certificates	142	63	296	520	2	4	974	740	103	80	228	474	1,516	1,931
Associate's	1,276	1,320	794	586	67	90	1,327	941	129	142	718	737	1,041	864
Bachelor's	1,593	1,691	4,393	4,553	1,532	1,332	1,769	2,033	2,122	2,280	2,245	3,442	407	529
Master's	326	258	1,137	1,564	1,663	2,404	891	1,004	502	655	555	725	89	71
Doctor's	35	41	304	251	90	225	737	1,058	48	34	154	202	3	3

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

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Less-than-Four-Year Certificates													
Arts and Humanities	0	0	0	0	0	0	0	0	0	1	5	400.0%	N/A
% Arts and Humanities	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*5%*		
Business and Communication	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Business and Communication	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Education	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Education	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Health	19	14	10	0	0	0	1	0	0	0	0	N/A	-100.0%
% Health	*76%*	*78%*	*50%*	*0%*	*0%*	*0%*	*2%*	*0%*	*0%*	*0%*	*0%*		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
STEM	6	4	10	1	43	51	54	68	65	56	77	37.5%	1,183.3%
% STEM	*24%*	*22%*	*50%*	*100%*	*100%*	*100%*	*98%*	*100%*	*100%*	*82%*	*79%*		
Trades	0	0	0	0	0	0	0	0	0	11	16	45.5%	N/A
% Trades	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*16%*	*16%*		
Associate's													
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Arts and Humanities	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Business and Communication	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Business and Communication	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Education	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Education	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Health	20	28	25	29	21	16	50	25	25	0	0	N/A	-100.0%
% Health	*33%*	*32%*	*34%*	*33%*	*29%*	*25%*	*43%*	*33%*	*27%*	*0%*	*0%*		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
STEM	35	55	43	53	46	47	65	51	66	99	57	-42.4%	62.9%
% STEM	*57%*	*63%*	*58%*	*61%*	*63%*	*75%*	*57%*	*67%*	*73%*	*100%*	*100%*		
Trades	6	5	6	5	6	0	0	0	0	0	0	N/A	-100.0%
% Trades	*10%*	*6%*	*8%*	*6%*	*8%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Bachelor's													
Arts and Humanities	841	957	989	997	890	903	911	1,016	980	1,062	1,104	4.0%	31.3%
% Arts and Humanities	*12%*	*13%*	*13%*	*12%*	*12%*	*12%*	*11%*	*13%*	*12%*	*13%*	*13%*		
Business and Communication	1,863	2,056	1,913	2,159	2,056	2,091	2,221	2,066	2,090	2,057	2,092	1.7%	12.3%
% Business and Communication	*27%*	*27%*	*25%*	*27%*	*27%*	*27%*	*27%*	*25%*	*25%*	*25%*	*24%*		
Education	671	670	750	710	664	652	621	576	630	682	653	-4.3%	-2.7%
% Education	*10%*	*9%*	*10%*	*9%*	*9%*	*8%*	*8%*	*7%*	*8%*	*8%*	*7%*		
Health	742	868	813	889	826	799	851	833	843	837	894	6.8%	20.5%
% Health	*11%*	*12%*	*11%*	*11%*	*11%*	*10%*	*10%*	*10%*	*10%*	*10%*	*10%*		
Social and Behavioral Sciences and Human Services	1,147	1,216	1,230	1,237	1,243	1,245	1,305	1,298	1,292	1,263	1,309	3.6%	14.1%
% Social and Behavioral Sciences and Human Services	*16%*	*16%*	*16%*	*15%*	*16%*	*16%*	*16%*	*16%*	*16%*	*15%*	*15%*		
STEM	1,543	1,503	1,592	1,820	1,607	1,728	1,904	1,993	2,160	2,154	2,322	7.8%	50.5%
% STEM	*22%*	*20%*	*21%*	*22%*	*21%*	*22%*	*23%*	*25%*	*26%*	*26%*	*27%*		
Trades	206	237	280	279	334	337	334	333	336	299	352	17.7%	70.9%
% Trades	*3%*	*3%*	*4%*	*3%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*	*4%*		
Master's													
Arts and Humanities	156	168	217	200	211	226	231	234	224	198	215	8.6%	37.8%
% Arts and Humanities	*6%*	*6%*	*9%*	*9%*	*8%*	*9%*	*8%*	*9%*	*8%*	*7%*	*8%*		
Business and Communication	329	374	320	305	330	305	323	361	391	404	439	8.7%	33.4%
% Business and Communication	*13%*	*13%*	*13%*	*13%*	*13%*	*12%*	*12%*	*13%*	*14%*	*15%*	*16%*		
Education	666	711	618	582	674	698	770	694	665	729	711	-2.5%	6.8%
% Education	*27%*	*25%*	*25%*	*25%*	*26%*	*27%*	*28%*	*26%*	*24%*	*27%*	*26%*		
Health	606	655	506	427	493	469	486	455	466	462	497	7.6%	-18.0%
% Health	*24%*	*23%*	*20%*	*19%*	*19%*	*18%*	*18%*	*17%*	*17%*	*17%*	*18%*		
Social and Behavioral Sciences and Human Services	266	332	302	299	292	342	311	347	378	351	337	-4.0%	26.7%
% Social and Behavioral Sciences and Human Services	*11%*	*12%*	*12%*	*13%*	*11%*	*13%*	*11%*	*13%*	*14%*	*13%*	*12%*		
STEM	474	578	497	475	545	543	588	590	608	554	519	-6.3%	9.5%
% STEM	*19%*	*20%*	*20%*	*21%*	*21%*	*21%*	*21%*	*22%*	*22%*	*20%*	*19%*		
Trades	13	14	12	14	21	21	26	26	17	28	37	32.1%	184.6%
% Trades	*1%*	*0%*	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Doctor's													
Professional Practice													
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Arts and Humanities	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Business and Communication	151	141	130	126	130	121	111	108	123	128	113	-11.7%	-25.2%
% Business and Communication	*37%*	*34%*	*30%*	*32%*	*31%*	*29%*	*27%*	*32%*	*29%*	*29%*	*28%*		
Education	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Education	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Health	259	273	302	270	295	291	297	229	302	311	294	-5.5%	13.5%
% Health	*63%*	*66%*	*70%*	*68%*	*69%*	*70%*	*73%*	*68%*	*70%*	*71%*	*72%*		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
STEM	0	0	1	3	1	5	1	0	4	0	0	N/A	N/A
% STEM	*0%*	*0%*	*0%*	*1%*	*0%*	*1%*	*0%*	*0%*	*1%*	*0%*	*0%*		
Trades	3	0	0	0	0	0	0	0	0	0	0	N/A	-100.0%
% Trades	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Research/ Scholarship													
Arts and Humanities	35	33	41	48	41	36	34	44	41	28	41	46.4%	17.1%
% Arts and Humanities	*11%*	*10%*	*11%*	*12%*	*9%*	*9%*	*8%*	*11%*	*10%*	*7%*	*11%*		
Business and Communication	0	10	19	16	19	11	13	8	11	11	8	-27.3%	N/A
% Business and Communication	*0%*	*3%*	*5%*	*4%*	*4%*	*3%*	*3%*	*2%*	*3%*	*3%*	*2%*		
Education	85	72	82	83	87	73	78	65	69	78	84	7.7%	-1.2%
% Education	*26%*	*23%*	*21%*	*21%*	*20%*	*17%*	*19%*	*17%*	*16%*	*20%*	*22%*		
Health	13	7	12	16	23	22	26	14	26	12	19	58.3%	46.2%
% Health	*4%*	*2%*	*3%*	*4%*	*5%*	*5%*	*6%*	*4%*	*6%*	*3%*	*5%*		
Social and Behavioral Sciences and Human Services	48	45	43	48	46	57	47	44	69	54	34	-37.0%	-29.2%
% Social and Behavioral Sciences and Human Services	*15%*	*14%*	*11%*	*12%*	*11%*	*14%*	*11%*	*11%*	*16%*	*14%*	*9%*		
STEM	148	149	187	179	214	220	210	211	204	212	200	-5.7%	35.1%
% STEM	*45%*	*47%*	*48%*	*45%*	*49%*	*52%*	*51%*	*54%*	*48%*	*53%*	*51%*		
Trades	0	2	4	4	3	3	1	3	5	3	3	0.0%	N/A
% Trades	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*	*0%*	*1%*	*1%*	*1%*	*1%*		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Other													
Arts and Humanities	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Arts and Humanities	-	-	-	-	-	-	-	0%	0%	0%	0%		
Business and Communication	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Business and Communication	-	-	-	-	-	-	-	0%	0%	0%	0%		
Education	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Education	-	-	-	-	-	-	-	0%	0%	0%	0%		
Health	-	-	-	-	-	-	-	68	36	47	39	-17.0%	N/A
% Health	-	-	-	-	-	-	-	100%	100%	100%	100%		
Social and Behavioral Sciences and Human Services	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	-	-	-	-	-	-	-	0%	0%	0%	0%		
STEM	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% STEM	-	-	-	-	-	-	-	0%	0%	0%	0%		
Trades	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Trades	-	-	-	-	-	-	-	0%	0%	0%	0%		
Doctor's Total													
Arts and Humanities	35	33	41	48	41	36	34	44	41	28	41	46.4%	17.1%
% Arts and Humanities	5%	5%	5%	6%	5%	4%	4%	6%	5%	3%	5%		
Business and Communication	151	151	149	142	149	132	124	116	134	139	121	-12.9%	-19.9%
% Business and Communication	20%	21%	18%	18%	17%	16%	15%	15%	15%	16%	14%		
Education	85	72	82	83	87	73	78	65	69	78	84	7.7%	-1.2%
% Education	11%	10%	10%	10%	10%	9%	10%	8%	8%	9%	10%		
Health	272	280	314	286	318	313	323	311	364	370	352	-4.9%	29.4%
% Health	37%	38%	38%	36%	37%	37%	39%	39%	41%	42%	42%		
Social and Behavioral Sciences and Human Services	48	45	43	48	46	57	47	44	69	54	34	-37.0%	-29.2%
% Social and Behavioral Sciences and Human Services	6%	6%	5%	6%	5%	7%	6%	6%	8%	6%	4%		
STEM	148	149	188	182	215	225	211	211	208	212	200	-5.7%	35.1%
% STEM	20%	20%	23%	23%	25%	27%	26%	27%	23%	24%	24%		
Trades	3	2	4	4	3	3	1	3	5	3	3	0.0%	0.0%
% Trades	0%	0%	0%	1%	0%	0%	0%	0%	1%	0%	0%		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
University of Nebraska Total													
Arts and Humanities	1,032	1,158	1,247	1,245	1,142	1,165	1,176	1,294	1,245	1,289	1,365	5.9%	32.3%
% Arts and Humanities	*10%*	*10%*	*11%*	*11%*	*10%*	*10%*	*10%*	*11%*	*10%*	*11%*	*11%*		
Business and Communication	2,343	2,581	2,382	2,606	2,535	2,528	2,668	2,543	2,615	2,600	2,652	2.0%	13.2%
% Business and Communication	*23%*	*23%*	*22%*	*23%*	*23%*	*22%*	*22%*	*22%*	*22%*	*21%*	*21%*		
Education	1,422	1,453	1,450	1,375	1,425	1,423	1,469	1,335	1,364	1,489	1,448	-2.8%	1.8%
% Education	*14%*	*13%*	*13%*	*12%*	*13%*	*13%*	*12%*	*11%*	*11%*	*12%*	*12%*		
Health	1,659	1,845	1,668	1,631	1,658	1,597	1,711	1,624	1,698	1,669	1,743	4.4%	5.1%
% Health	*16%*	*17%*	*15%*	*14%*	*15%*	*14%*	*14%*	*14%*	*14%*	*14%*	*14%*		
Social and Behavioral Sciences and Human Services	1,461	1,593	1,575	1,584	1,581	1,644	1,663	1,689	1,739	1,668	1,680	0.7%	15.0%
% Social and Behavioral Sciences and Human Services	*14%*	*14%*	*14%*	*14%*	*14%*	*15%*	*14%*	*14%*	*14%*	*14%*	*13%*		
STEM	2,206	2,289	2,330	2,531	2,456	2,594	2,822	2,913	3,107	3,075	3,175	3.3%	43.9%
% STEM	*21%*	*20%*	*21%*	*22%*	*22%*	*23%*	*24%*	*25%*	*26%*	*25%*	*25%*		
Trades	228	258	302	302	364	361	361	362	358	341	408	19.6%	78.9%
% Trades	*2%*	*2%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. The University of Nebraska did not report doctoral degrees in the 'other' category until 2017-18.

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Bachelor's													
Arts and Humanities	98	86	106	107	103	124	132	124	109	115	125	8.7%	27.6%
% Arts and Humanities	*8%*	*8%*	*9%*	*9%*	*8%*	*10%*	*10%*	*10%*	*9%*	*10%*	*11%*		
Business and Communication	343	259	256	278	294	310	326	318	304	323	331	2.5%	-3.5%
% Business and Communication	*28%*	*23%*	*22%*	*22%*	*24%*	*26%*	*25%*	*25%*	*25%*	*27%*	*28%*		
Education	372	351	365	382	326	277	317	285	272	250	257	2.8%	-30.9%
% Education	*30%*	*31%*	*31%*	*31%*	*26%*	*23%*	*25%*	*23%*	*23%*	*21%*	*22%*		
Health	13	16	10	6	12	8	10	11	2	4	8	100.0%	-38.5%
% Health	*1%*	*1%*	*1%*	*0%*	*1%*	*1%*	*1%*	*1%*	*0%*	*0%*	*1%*		
Social and Behavioral Sciences and Human Services	166	201	201	220	249	242	217	243	232	202	181	-10.4%	9.0%
% Social and Behavioral Sciences and Human Services	*13%*	*18%*	*17%*	*18%*	*20%*	*20%*	*17%*	*19%*	*19%*	*17%*	*16%*		
STEM	148	123	143	162	158	133	161	175	168	185	159	-14.1%	7.4%
% STEM	*12%*	*11%*	*12%*	*13%*	*13%*	*11%*	*13%*	*14%*	*14%*	*16%*	*14%*		
Trades	97	79	106	95	103	87	119	103	113	105	102	-2.9%	5.2%
% Trades	*8%*	*7%*	*9%*	*8%*	*8%*	*7%*	*9%*	*8%*	*9%*	*9%*	*9%*		
Master's													
Arts and Humanities	15	17	18	29	16	18	21	17	23	12	5	-58.3%	-66.7%
% Arts and Humanities	*3%*	*4%*	*5%*	*7%*	*4%*	*4%*	*4%*	*3%*	*5%*	*2%*	*1%*		
Business and Communication	98	104	114	139	139	134	141	133	126	136	147	8.1%	50.0%
% Business and Communication	*19%*	*24%*	*30%*	*32%*	*33%*	*28%*	*27%*	*26%*	*28%*	*27%*	*29%*		
Education	395	305	226	258	257	305	347	351	296	356	347	-2.5%	-12.2%
% Education	*76%*	*70%*	*60%*	*59%*	*60%*	*65%*	*67%*	*69%*	*65%*	*70%*	*68%*		
Health	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Health	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Social and Behavioral Sciences and Human Services	11	11	21	11	14	15	11	8	7	8	14	75.0%	27.3%
% Social and Behavioral Sciences and Human Services	*2%*	*3%*	*6%*	*3%*	*3%*	*3%*	*2%*	*2%*	*2%*	*2%*	*3%*		
STEM	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% STEM	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Trades	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Trades	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Nebraska State College System Total													
Arts and Humanities	113	103	124	136	119	142	153	141	132	127	130	2.4%	15.0%
% Arts and Humanities	*6%*	*7%*	*8%*	*8%*	*7%*	*9%*	*8%*	*8%*	*8%*	*7%*	*8%*		
Business and Communication	441	363	370	417	433	444	467	451	430	459	478	4.1%	8.4%
% Business and Communication	*25%*	*23%*	*24%*	*25%*	*26%*	*27%*	*26%*	*26%*	*26%*	*27%*	*29%*		
Education	767	656	591	640	583	582	664	636	568	606	604	-0.3%	-21.3%
% Education	*44%*	*42%*	*38%*	*38%*	*35%*	*35%*	*37%*	*36%*	*34%*	*36%*	*36%*		
Health	13	16	10	6	12	8	10	11	2	4	8	100.0%	-38.5%
% Health	*1%*	*1%*	*1%*	*0%*	*1%*	*0%*	*1%*	*1%*	*0%*	*0%*	*0%*		
Social and Behavioral Sciences and Human Services	177	212	222	231	263	257	228	251	239	210	195	-7.1%	10.2%
% Social and Behavioral Sciences and Human Services	*10%*	*14%*	*14%*	*14%*	*16%*	*16%*	*13%*	*14%*	*14%*	*12%*	*12%*		
STEM	148	123	143	162	158	133	161	175	168	185	159	-14.1%	7.4%
% STEM	*8%*	*8%*	*9%*	*10%*	*9%*	*8%*	*9%*	*10%*	*10%*	*11%*	*9%*		
Trades	97	79	106	95	103	87	119	103	113	105	102	-2.9%	5.2%
% Trades	*6%*	*5%*	*7%*	*6%*	*6%*	*5%*	*7%*	*6%*	*7%*	*6%*	*6%*		

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

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Less-than-Four-Year Certificates													
Arts and Humanities	136	147	105	100	57	48	57	51	65	52	55	5.8%	-59.6%
% Arts and Humanities	*7%*	*7%*	*4%*	*4%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*		
Business and Communication	260	278	485	481	398	462	382	1,172	556	398	516	29.6%	98.5%
% Business and Communication	*13%*	*13%*	*18%*	*19%*	*16%*	*18%*	*17%*	*35%*	*17%*	*14%*	*16%*		
Education	2	4	6	4	2	1	0	0	0	0	4	N/A	100.0%
% Education	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Health	558	518	658	581	601	546	448	500	592	530	663	25.1%	18.8%
% Health	*27%*	*25%*	*24%*	*23%*	*24%*	*21%*	*19%*	*15%*	*18%*	*19%*	*21%*		
Social and Behavioral Sciences and Human Services	63	52	67	78	89	96	79	88	82	113	80	-29.2%	27.0%
% Social and Behavioral Sciences and Human Services	*3%*	*2%*	*2%*	*3%*	*4%*	*4%*	*3%*	*3%*	*3%*	*4%*	*3%*		
STEM	207	237	348	282	339	340	347	352	418	349	397	13.8%	91.8%
% STEM	*10%*	*11%*	*13%*	*11%*	*13%*	*13%*	*15%*	*11%*	*13%*	*12%*	*12%*		
Trades	824	855	1,026	1,006	1,030	1,066	987	1,184	1,546	1,407	1,473	4.7%	78.8%
% Trades	*40%*	*41%*	*38%*	*40%*	*41%*	*42%*	*43%*	*35%*	*47%*	*49%*	*46%*		
Associate's													
Arts and Humanities	1,179	1,425	1,547	1,496	1,549	1,411	1,325	1,272	1,369	1,200	1,290	7.5%	9.4%
% Arts and Humanities	*27%*	*30%*	*31%*	*31%*	*31%*	*31%*	*29%*	*29%*	*29%*	*30%*	*29%*		
Business and Communication	674	723	726	708	745	643	759	588	678	516	582	12.8%	-13.6%
% Business and Communication	*16%*	*15%*	*15%*	*14%*	*15%*	*14%*	*17%*	*14%*	*14%*	*13%*	*13%*		
Education	60	58	55	68	63	79	80	96	87	92	87	-5.4%	45.0%
% Education	*1%*	*1%*	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*		
Health	800	792	829	821	831	794	782	765	894	786	810	3.1%	1.3%
% Health	*19%*	*17%*	*17%*	*17%*	*17%*	*17%*	*17%*	*18%*	*19%*	*19%*	*18%*		
Social and Behavioral Sciences and Human Services	121	150	138	135	128	130	115	119	163	139	142	2.2%	17.4%
% Social and Behavioral Sciences and Human Services	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*		
STEM	539	608	638	656	686	631	667	659	695	580	631	8.8%	17.1%
% STEM	*13%*	*13%*	*13%*	*13%*	*14%*	*14%*	*15%*	*15%*	*15%*	*14%*	*14%*		
Trades	935	1,018	1,058	1,005	966	902	869	831	805	724	864	19.3%	-7.6%
% Trades	*22%*	*21%*	*21%*	*21%*	*19%*	*20%*	*19%*	*19%*	*17%*	*18%*	*20%*		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Nebraska Community Colleges Total													
Arts and Humanities	1,315	1,572	1,652	1,596	1,606	1,459	1,382	1,323	1,434	1,252	1,345	7.4%	2.3%
% Arts and Humanities	*21%*	*23%*	*21%*	*22%*	*21%*	*20%*	*20%*	*17%*	*18%*	*18%*	*18%*		
Business and Communication	934	1,001	1,211	1,189	1,143	1,105	1,141	1,760	1,234	914	1,098	20.1%	17.6%
% Business and Communication	*15%*	*15%*	*16%*	*16%*	*15%*	*15%*	*17%*	*23%*	*16%*	*13%*	*14%*		
Education	62	62	61	72	65	80	80	96	87	92	91	-1.1%	46.8%
% Education	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Health	1,358	1,310	1,487	1,402	1,432	1,340	1,230	1,265	1,486	1,316	1,473	11.9%	8.5%
% Health	*21%*	*19%*	*19%*	*19%*	*19%*	*19%*	*18%*	*16%*	*19%*	*19%*	*19%*		
Social and Behavioral Sciences and Human Services	184	202	205	213	217	226	194	207	245	252	222	-11.9%	20.7%
% Social and Behavioral Sciences and Human Services	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*	*3%*		
STEM	746	845	986	938	1,025	971	1,014	1,011	1,113	929	1,028	10.7%	37.8%
% STEM	*12%*	*12%*	*13%*	*13%*	*14%*	*14%*	*15%*	*13%*	*14%*	*13%*	*14%*		
Trades	1,759	1,873	2,084	2,011	1,996	1,968	1,856	2,015	2,351	2,131	2,337	9.7%	32.9%
% Trades	*28%*	*27%*	*27%*	*27%*	*27%*	*28%*	*27%*	*26%*	*30%*	*31%*	*31%*		

Note. Nebraska's community colleges do not confer bachelor's degrees, master's degrees, or doctor's degrees.

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Less-than-Four-Year Certificates													
Arts and Humanities	6	6	3	8	12	11	5	14	4	0	3	N/A	-50.0%
% Arts and Humanities	*1%*	*1%*	*0%*	*1%*	*1%*	*2%*	*1%*	*2%*	*1%*	*0%*	*1%*		
Business and Communication	36	9	6	10	13	9	5	8	4	3	4	33.3%	-88.9%
% Business and Communication	*3%*	*1%*	*1%*	*1%*	*2%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*		
Education	0	0	0	2	2	0	0	3	5	0	0	N/A	N/A
% Education	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*0%*	*0%*		
Health	397	351	289	246	224	152	153	104	81	48	77	60.4%	-80.6%
% Health	*33%*	*31%*	*28%*	*28%*	*27%*	*23%*	*23%*	*17%*	*15%*	*10%*	*15%*		
Social and Behavioral Sciences and Human Services	40	30	26	17	10	3	9	6	0	0	0	N/A	-100.0%
% Social and Behavioral Sciences and Human Services	*3%*	*3%*	*3%*	*2%*	*1%*	*0%*	*1%*	*1%*	*0%*	*0%*	*0%*		
STEM	15	2	1	0	0	1	0	2	0	0	0	N/A	-100.0%
% STEM	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Trades	692	720	706	588	573	496	482	480	450	439	442	0.7%	-36.1%
% Trades	*58%*	*64%*	*68%*	*68%*	*69%*	*74%*	*74%*	*78%*	*83%*	*90%*	*84%*		
Associate's													
Arts and Humanities	97	78	97	72	79	108	34	55	33	48	30	-37.5%	-69.1%
% Arts and Humanities	*10%*	*9%*	*11%*	*9%*	*12%*	*22%*	*10%*	*19%*	*15%*	*19%*	*14%*		
Business and Communication	120	92	74	84	57	55	40	30	30	12	4	-66.7%	-96.7%
% Business and Communication	*12%*	*10%*	*8%*	*11%*	*8%*	*11%*	*11%*	*10%*	*13%*	*5%*	*2%*		
Education	7	5	3	6	10	7	4	1	2	2	3	50.0%	-57.1%
% Education	*1%*	*1%*	*0%*	*1%*	*1%*	*1%*	*1%*	*0%*	*1%*	*1%*	*1%*		
Health	507	497	466	434	365	268	239	195	148	156	131	-16.0%	-74.2%
% Health	*52%*	*55%*	*53%*	*56%*	*54%*	*55%*	*67%*	*66%*	*66%*	*62%*	*60%*		
Social and Behavioral Sciences and Human Services	8	20	35	33	32	30	24	6	2	1	0	-100.0%	-100.0%
% Social and Behavioral Sciences and Human Services	*1%*	*2%*	*4%*	*4%*	*5%*	*6%*	*7%*	*2%*	*1%*	*0%*	*0%*		
STEM	144	129	154	102	89	9	5	8	10	33	49	48.5%	-66.0%
% STEM	*15%*	*14%*	*18%*	*13%*	*13%*	*2%*	*1%*	*3%*	*4%*	*13%*	*23%*		
Trades	100	82	50	48	39	14	9	2	0	1	0	-100.0%	-100.0%
% Trades	*10%*	*9%*	*6%*	*6%*	*6%*	*3%*	*3%*	*1%*	*0%*	*0%*	*0%*		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	11-21 10-Yr
Bachelor's													
Arts and Humanities	654	535	501	531	503	511	505	472	504	492	462	-6.1%	-29.4%
% Arts and Humanities	*11%*	*9%*	*9%*	*9%*	*9%*	*9%*	*9%*	*8%*	*9%*	*9%*	*8%*		
Business and Communication	2,187	2,218	2,067	1,958	1,831	1,860	1,835	1,922	1,826	1,711	2,130	24.5%	-2.6%
% Business and Communication	*38%*	*37%*	*36%*	*34%*	*32%*	*32%*	*33%*	*34%*	*33%*	*33%*	*36%*		
Education	489	494	488	454	421	446	365	369	455	427	422	-1.2%	-13.7%
% Education	*8%*	*8%*	*8%*	*8%*	*7%*	*8%*	*7%*	*7%*	*8%*	*8%*	*7%*		
Health	1,014	1,044	1,145	1,123	1,240	1,206	1,179	1,193	1,116	1,125	1,131	0.5%	11.5%
% Health	*17%*	*18%*	*20%*	*20%*	*22%*	*21%*	*21%*	*21%*	*20%*	*21%*	*19%*		
Social and Behavioral Sciences and Human Services	809	900	853	810	823	832	769	692	743	650	790	21.5%	-2.3%
% Social and Behavioral Sciences and Human Services	*14%*	*15%*	*15%*	*14%*	*15%*	*14%*	*14%*	*12%*	*13%*	*12%*	*13%*		
STEM	554	625	612	702	699	760	728	829	835	792	961	21.3%	73.5%
% STEM	*10%*	*11%*	*11%*	*12%*	*12%*	*13%*	*13%*	*15%*	*15%*	*15%*	*16%*		
Trades	104	110	103	103	132	183	155	99	62	52	75	44.2%	-27.9%
% Trades	*2%*	*2%*	*2%*	*2%*	*2%*	*3%*	*3%*	*2%*	*1%*	*1%*	*1%*		
Master's													
Arts and Humanities	155	173	221	169	143	122	133	88	87	47	38	-19.1%	-75.5%
% Arts and Humanities	*7%*	*7%*	*9%*	*7%*	*6%*	*4%*	*4%*	*3%*	*3%*	*2%*	*1%*		
Business and Communication	710	737	744	695	709	780	818	795	760	894	978	9.4%	37.7%
% Business and Communication	*33%*	*30%*	*31%*	*30%*	*28%*	*29%*	*27%*	*29%*	*31%*	*34%*	*29%*		
Education	602	691	542	507	604	593	774	726	617	633	1,346	112.6%	123.6%
% Education	*28%*	*29%*	*23%*	*22%*	*24%*	*22%*	*26%*	*26%*	*25%*	*24%*	*39%*		
Health	285	391	418	471	503	585	553	542	606	593	507	-14.5%	77.9%
% Health	*13%*	*16%*	*17%*	*20%*	*20%*	*22%*	*18%*	*20%*	*24%*	*23%*	*15%*		
Social and Behavioral Sciences and Human Services	225	284	288	283	297	280	300	277	198	206	304	47.6%	35.1%
% Social and Behavioral Sciences and Human Services	*11%*	*12%*	*12%*	*12%*	*12%*	*10%*	*10%*	*10%*	*8%*	*8%*	*9%*		
STEM	81	69	104	119	152	274	379	294	194	198	206	4.0%	154.3%
% STEM	*4%*	*3%*	*4%*	*5%*	*6%*	*10%*	*13%*	*11%*	*8%*	*8%*	*6%*		
Trades	76	78	76	91	81	78	56	42	27	36	34	-5.6%	-55.3%
% Trades	*4%*	*3%*	*3%*	*4%*	*3%*	*3%*	*2%*	*2%*	*1%*	*1%*	*1%*		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Doctor's													
Professional Practice													
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Arts and Humanities	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Business and Communication	153	161	128	134	120	127	100	108	94	96	103	7.3%	-32.7%
% Business and Communication	*25%*	*25%*	*19%*	*19%*	*17%*	*15%*	*13%*	*13%*	*11%*	*13%*	*13%*		
Education	0	0	5	26	32	58	44	48	82	2	3	50.0%	N/A
% Education	*0%*	*0%*	*1%*	*4%*	*5%*	*7%*	*6%*	*6%*	*10%*	*0%*	*0%*		
Health	455	479	534	537	549	651	600	652	650	623	668	7.2%	46.8%
% Health	*75%*	*75%*	*80%*	*77%*	*78%*	*78%*	*81%*	*81%*	*79%*	*86%*	*86%*		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
STEM	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% STEM	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Trades	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Trades	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Research/ Scholarship													
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Arts and Humanities	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
Business and Communication	0	0	0	3	7	11	6	4	9	13	27	107.7%	N/A
% Business and Communication	*0%*	*0%*	*0%*	*23%*	*30%*	*46%*	*13%*	*8%*	*17%*	*14%*	*18%*		
Education	5	5	0	0	5	3	5	18	16	55	100	81.8%	1,900.0%
% Education	*24%*	*25%*	*0%*	*0%*	*22%*	*13%*	*11%*	*37%*	*30%*	*59%*	*68%*		
Health	10	11	1	2	7	2	29	25	22	18	17	-5.6%	70.0%
% Health	*48%*	*55%*	*14%*	*15%*	*30%*	*8%*	*64%*	*51%*	*41%*	*19%*	*12%*		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		
STEM	6	4	6	8	4	8	5	2	7	8	2	-75.0%	-66.7%
% STEM	*29%*	*20%*	*86%*	*62%*	*17%*	*33%*	*11%*	*4%*	*13%*	*9%*	*1%*		
Trades	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Trades	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	11-21 10-Yr
Other													
Arts and Humanities	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Arts and Humanities	-	-	-	-	-	-	-	0%	0%	0%	0%		
Business and Communication	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Business and Communication	-	-	-	-	-	-	-	0%	0%	0%	0%		
Education	-	-	-	-	-	-	-	0	0	22	38	72.7%	N/A
% Education	-	-	-	-	-	-	-	0%	0%	50%	64%		
Health	-	-	-	-	-	-	-	12	9	22	21	-4.5%	N/A
% Health	-	-	-	-	-	-	-	100%	100%	50%	36%		
Social and Behavioral Sciences and Human Services	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	-	-	-	-	-	-	-	0%	0%	0%	0%		
STEM	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% STEM	-	-	-	-	-	-	-	0%	0%	0%	0%		
Trades	-	-	-	-	-	-	-	0	0	0	0	N/A	N/A
% Trades	-	-	-	-	-	-	-	0%	0%	0%	0%		
Doctor's Total													
Arts and Humanities	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Arts and Humanities	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Business and Communication	153	161	128	137	127	138	106	112	103	109	130	19.3%	-15.0%
% Business and Communication	24%	24%	19%	19%	18%	16%	13%	13%	12%	13%	13%		
Education	5	5	5	26	37	61	49	66	98	79	141	78.5%	2,720.0%
% Education	1%	1%	1%	4%	5%	7%	6%	8%	11%	9%	14%		
Health	465	490	535	539	556	653	629	689	681	663	706	6.5%	51.8%
% Health	74%	74%	79%	76%	77%	76%	80%	79%	77%	77%	72%		
Social and Behavioral Sciences and Human Services	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Social and Behavioral Sciences and Human Services	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
STEM	6	4	6	8	4	8	5	2	7	8	2	-75.0%	-66.7%
% STEM	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	0%		
Trades	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% Trades	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		

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

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

Award Level / Discipline Cluster	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 11-21 10-Yr
Nebraska Nonpublic Institutions Total													
Arts and Humanities	912	792	822	780	737	752	677	629	628	587	533	-9.2%	-41.6%
% Arts and Humanities	*8%*	*7%*	*8%*	*8%*	*7%*	*7%*	*7%*	*6%*	*6%*	*6%*	*5%*		
Business and Communication	3,206	3,217	3,019	2,884	2,737	2,842	2,804	2,867	2,723	2,729	3,246	18.9%	1.2%
% Business and Communication	*30%*	*29%*	*28%*	*28%*	*26%*	*27%*	*27%*	*28%*	*28%*	*29%*	*29%*		
Education	1,103	1,195	1,038	995	1,074	1,107	1,192	1,165	1,177	1,141	1,912	67.6%	73.3%
% Education	*10%*	*11%*	*10%*	*10%*	*10%*	*11%*	*12%*	*12%*	*12%*	*12%*	*17%*		
Health	2,668	2,773	2,853	2,813	2,888	2,864	2,753	2,723	2,632	2,585	2,552	-1.3%	-4.3%
% Health	*25%*	*25%*	*27%*	*27%*	*28%*	*27%*	*27%*	*27%*	*27%*	*27%*	*23%*		
Social and Behavioral Sciences and Human Services	1,082	1,234	1,202	1,143	1,162	1,145	1,102	981	943	857	1,094	27.7%	1.1%
% Social and Behavioral Sciences and Human Services	*10%*	*11%*	*11%*	*11%*	*11%*	*11%*	*11%*	*10%*	*10%*	*9%*	*10%*		
STEM	800	829	877	931	944	1,052	1,117	1,135	1,046	1,031	1,218	18.1%	52.3%
% STEM	*7%*	*8%*	*8%*	*9%*	*9%*	*10%*	*11%*	*11%*	*11%*	*11%*	*11%*		
Trades	972	990	935	830	825	771	702	623	539	528	551	4.4%	-43.3%
% Trades	*9%*	*9%*	*9%*	*8%*	*8%*	*7%*	*7%*	*6%*	*6%*	*6%*	*5%*		

Note. The bachelor's degree category includes postbaccalaureate certificates. The master's degree category includes post-master's certificates. Nebraska's nonpublic institutions did not report doctoral degrees in the 'other' category until 2017-18.

Section 6

Completers
by Age Group

CLASSIFICATION OF AGE GROUP

Beginning with the collection of data for the 2011-12 academic year, IPEDS collects data on the number of students who earned awards by age group.[1]

Unlike the preceding sections of this report, which analyze the number of degrees and other awards conferred, the analyses in this section focus on the number of completers who received degrees by award level.

> "Completer: A student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred." *(Data source: IPEDS Glossary)*

Each student is counted only once per award level. For example, if a student is awarded two bachelor's degrees, the student is only counted once. If a student is awarded an associate's degree and a bachelor's degree, that student is counted once at the associate's level and once at the bachelor's level.

Another important distinction between Sections 1 through 5 and Section 6 is that IPEDS award levels are consolidated for data collected on age groups. As outlined on pages 2.2 and 2.3, IPEDS currently utilizes 12 award levels for data collected on the number of awards. However, for data collected on the number of completers, IPEDS utilizes only eight award levels. As outlined in the following table, the notable differences between the awards levels are 1.) Postbaccalaureate and post-master's certificates are reported as one category for age group data (prohibiting the Commission from collapsing bachelor's degrees with postbaccalaureate certificates and collapsing master's degrees with post-master's certificates), and 2.) Research/scholarship, professional practice, and other doctoral degrees are reported as one category for age group data (prohibiting the Commission from analyzing doctoral degrees by classification).

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[1] Student's age at the time the award was conferred.

IPEDS Completions Data	IPEDS Completers Data
Data is used for *Factual Look* Sections…	
Sections 1 through 5	Section 6
Description:	
Number of awards conferred by postsecondary institutions.	Number of students who earned awards.
Example 1: *If a student is awarded two bachelor's degrees…*	
Two bachelor's degrees are counted.	The student is counted only once at the bachelor's level.
Example 2: *If a student is awarded an associate's degree and a bachelor's degree…*	
One associate's degree and one bachelor's degree are counted.	The student is counted once at the associate's level and once at the bachelor's level.
Crosswalk for Reported Award Levels:	
Postsecondary award, certificate, or diploma (less than 300 clock hours, 9 semester or trimester credit hours, or 13 quarter credit hours).[a]	Postsecondary award, certificate, or diploma (less than 300 clock hours, 9 semester or trimester credit hours, or 13 quarter credit hours).[a]
Postsecondary award, certificate, or diploma (300-899 clock hours, 9-29 semester or trimester credit hours, or 13-44 quarter credit hours).[a]	Postsecondary award, certificate, or diploma (less than 300 clock hours, 9 semester or trimester credit hours, or 13 quarter credit hours).[a]
Postsecondary award, certificate, or diploma (900-1,800 clock hours, 30-60 semester or trimester credit hours, or 45-90 quarter credit hours).[b]	Postsecondary award, certificate, or diploma (900 or more clock hours, 30 or more semester or trimester credit hours, or 45 or more quarter credit hours).[b]
Postsecondary award, certificate, or diploma (1,800 or more clock hours, 60 or more semester or trimester credit hours, or 90 or more quarter credit hours).[b]	
Associate's degree	Associate's degrees
Bachelor's degree	Bachelor's degrees
Master's degree	Master's degrees
Doctor's degree - research/scholarship	
Doctor's degree - professional practice	Doctor's degrees
Doctor's degree - other	
Postbaccalaureate certificate	Postbaccalaureate and post-master's certificates
Post-master's certificate	

[a]Beginning with data for 2019-20, this award level category was one of two added options for reporting certificates of less than one academic year in length.
[b]Beginning with data for 2019-20, references to academic year equivalencies were removed from all levels of subbaccalaureate certificates.

COMPLETERS by KNOWN and UNKNOWN AGE GROUP

- Nebraska's postsecondary institutions conferred awards to 31,969 completers (i.e., students) in 2020-21, up 8.9% since 2011-12.

- As shown in the table below, the age groups of the vast majority of completers are known.

Number and Percentage of Completers by Known and Unknown Age Group

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Known Age Group	28,980 / 98.7%	29,837 / 98.9%	29,891 / 99.9%	29,832 / 100.0%	29,822 / 100.0%	30,147 / 100.0%	30,740 / 100.0%	30,659 / 100.0%	29,387 / 99.9%	31,961 / 100.0%
Unknown Age Group	384 / 1.3%	318 / 1.1%	38 / 0.1%	8 / 0.0%	13 / 0.0%	8 / 0.0%	0 / 0.0%	5 / 0.0%	20 / 0.1%	8 / 0.0%
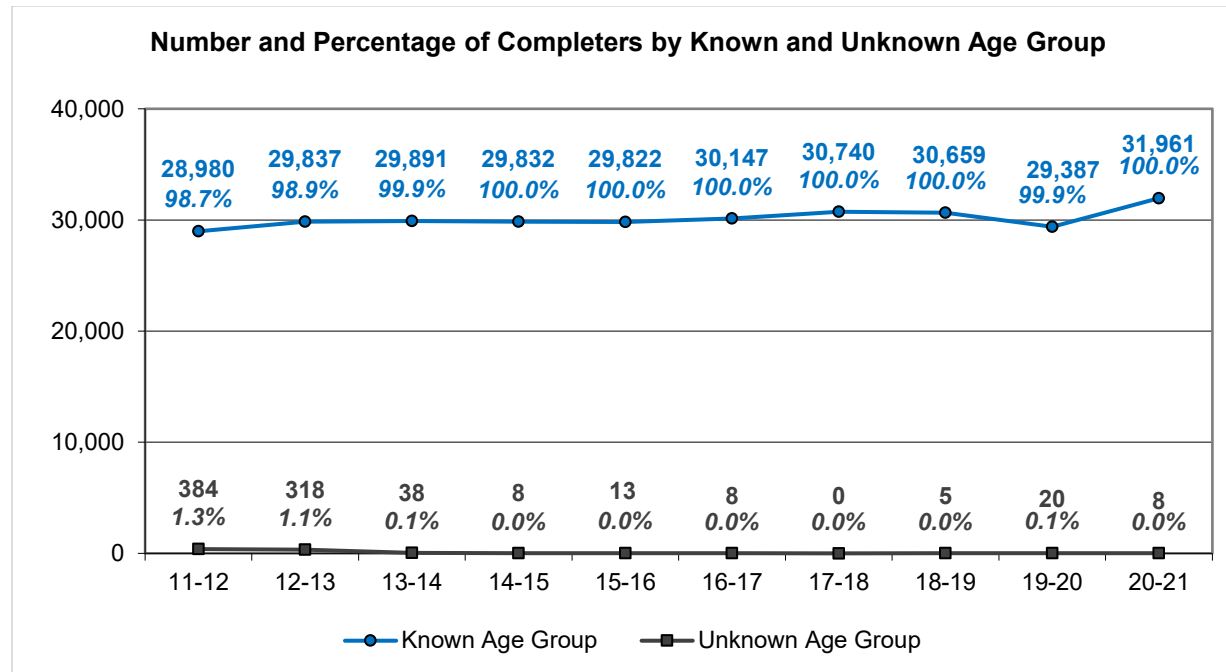
Note. **The remaining analyses in this section focus on completers of known age.**

COMPLETERS by AGE GROUP
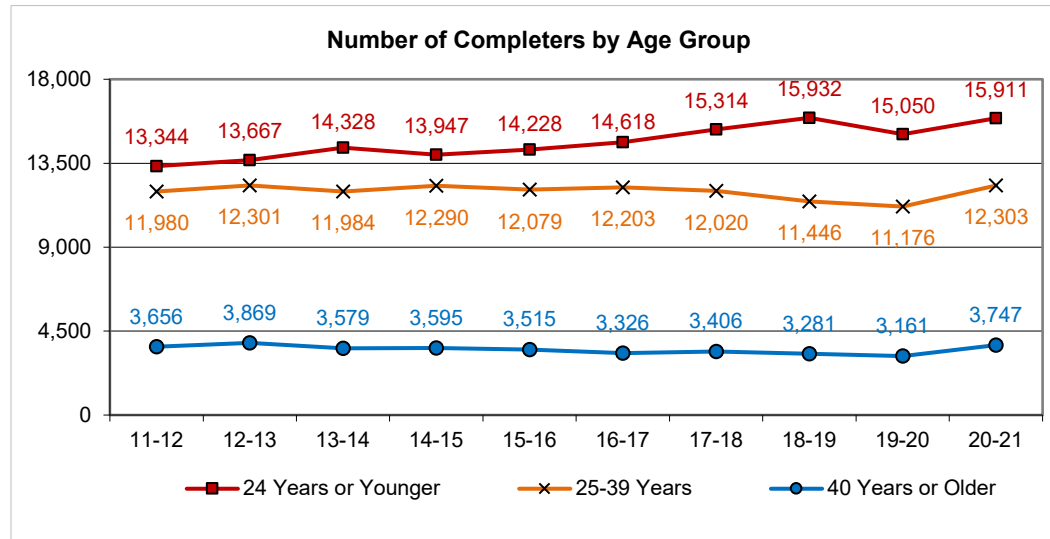
Number of Completers by Age Group

Year	24 Years or Younger	25-39 Years	40 Years or Older
11-12	13,344	11,980	3,656
12-13	13,667	12,301	3,869
13-14	14,328	11,984	3,579
14-15	13,947	12,290	3,595
15-16	14,228	12,079	3,515
16-17	14,618	12,203	3,326
17-18	15,314	12,020	3,406
18-19	15,932	11,446	3,281
19-20	15,050	11,176	3,161
20-21	15,911	12,303	3,747

% of Completers by Age Group

2011-2012

- 46.0%
- 41.3%
- 12.6%

2020-2021

- 49.8%
- 38.5%
- 11.7%

- Between 2011-12 and 2020-21, the number of completers from Nebraska's postsecondary institutions changed as follows:

Age Group	20-21 1-Yr	12-21 9-Yr
24 Years or Younger (■)	5.7%	19.2%
25-39 Years (x)	10.1%	2.7%
40 Years or Older (●)	18.5%	2.5%
Known Age Group Total	8.8%	10.3%
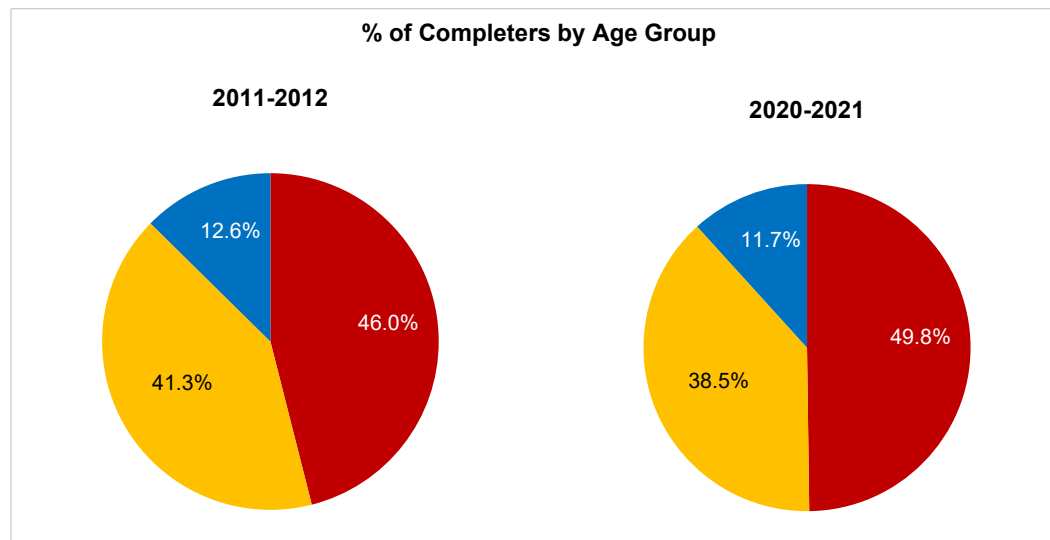
COMPLETERS by AWARD LEVEL by AGE GROUP

Less-than-Four-Year Certificates
Number of Completers by Age Group

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
24 Years or Younger	1,413	1,529	1,614	1,614	1,606	1,558	1,800	1,892	1,733	1,832
25-39 Years	1,064	1,249	1,007	1,000	954	878	1,333	1,076	816	998
40 Years or Older	502	547	463	416	355	285	570	429	365	403

- Between 2011-12 and 2020-21, the number of completers from Nebraska's postsecondary institutions changed as follows for less-than-four-year certificates:

Age Group	20-21 1-Yr	12-21 9-Yr
24 Years or Younger (■)	5.7%	29.7%
25-39 Years (x)	22.3%	-6.2%
40 Years or Older (●)	10.4%	-19.7%
Known Age Group by Award Level Total	10.9%	8.5%

Less-than-Four-Year Certificates
% of Completers by Age Group

2011-2012

- 47.4%
- 35.7%
- 16.9%

2020-2021

- 56.7%
- 30.9%
- 12.5%

COMPLETERS by AWARD LEVEL by AGE GROUP

Associate's Degrees
Number of Completers by Age Group

Legend:
- 24 Years or Younger (red, square)
- 25-39 Years (orange, x)
- 40 Years or Older (blue, circle)

24 Years or Younger: 11-12: 2,648; 12-13: 2,700; 13-14: 2,802; 14-15: 2,667; 15-16: 2,704; 16-17: 2,678; 17-18: 2,589; 18-19: 2,860; 19-20: 2,558; 20-21: 2,793

25-39 Years: 11-12: 2,218; 12-13: 2,267; 13-14: 2,153; 14-15: 2,252; 15-16: 1,779; 16-17: 1,777; 17-18: 1,605; 18-19: 1,593; 19-20: 1,353; 20-21: 1,411

40 Years or Older: 11-12: 689; 12-13: 697; 13-14: 686; 14-15: 708; 15-16: 562; 16-17: 534; 17-18: 436; 18-19: 461; 19-20: 396; 20-21: 404

Associate's Degrees
% of Completers by Age Group

2011-2012

- 47.7% (red)
- 39.9% (yellow)
- 12.4% (blue)

2020-2021

- 60.6% (red)
- 30.6% (yellow)
- 8.8% (blue)

- Between 2011-12 and 2020-21, the number of completers of associate's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	20-21 1-Yr	12-21 9-Yr
24 Years or Younger (■)	9.2%	5.5%
25-39 Years (x)	4.3%	-36.4%
40 Years or Older (●)	2.0%	-41.4%
Known Age Group by Award Level Total	7.0%	-17.0%
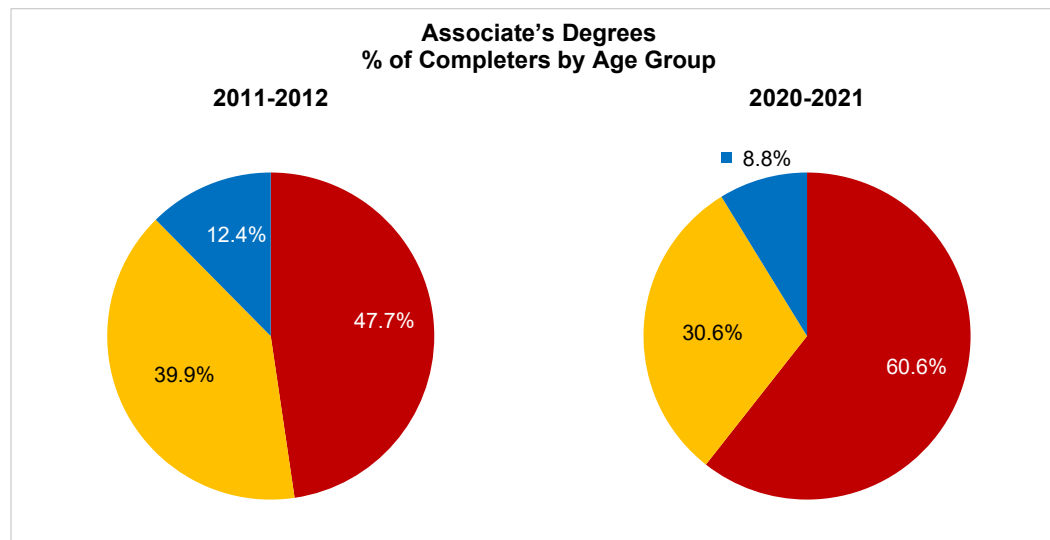
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COMPLETERS by AWARD LEVEL by AGE GROUP

Bachelor's Degrees
Number of Completers by Age Group

Year	24 Years or Younger	25-39 Years	40 Years or Older
11-12	8,553	4,000	1,182
12-13	8,714	3,997	1,302
13-14	9,281	4,021	1,046
14-15	8,983	3,895	994
15-16	9,161	3,903	1,077
16-17	9,450	3,740	997
17-18	10,061	3,489	876
18-19	10,278	3,341	853
19-20	9,936	3,335	851
20-21	10,425	3,698	1,018

■ 24 Years or Younger ✕ 25-39 Years ● 40 Years or Older

Bachelor's Degrees
% of Completers by Age Group

2011-2012
- ■ 8.6%
- 29.1%
- 62.3%
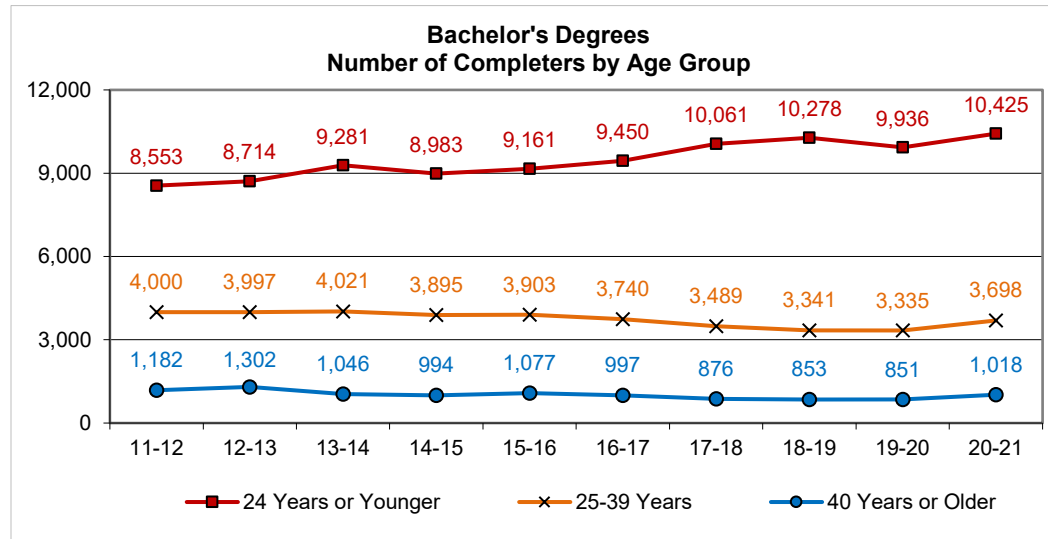
2020-2021
- ■ 6.7%
- 24.4%
- 68.9%

- Between 2011-12 and 2020-21, the number of completers of bachelor's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	20-21 1-Yr	12-21 9-Yr
24 Years or Younger (■)	4.9%	21.9%
25-39 Years (✕)	10.9%	-7.6%
40 Years or Older (●)	19.6%	-13.9%
Known Age Group by Award Level Total	7.2%	10.2%
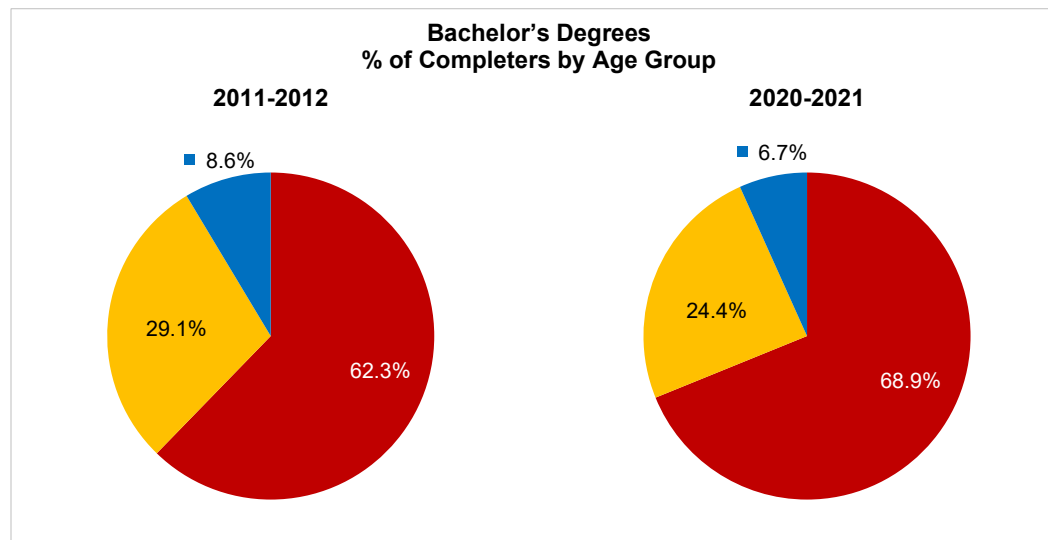
Note. The bachelor's degree category does <u>not</u> include postbaccalaureate certificates.

COMPLETERS by AWARD LEVEL by AGE GROUP

Master's Degrees
Number of Completers by Age Group

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
25-39 Years	3,430	3,401	3,317	3,654	3,826	4,154	3,937	3,665	3,855	4,328
40 Years or Older	1,098	1,110	1,146	1,167	1,220	1,199	1,136	1,137	1,134	1,465
24 Years or Younger	553	523	474	547	596	746	706	739	675	743

■ 24 Years or Younger   ✕ 25-39 Years   ● 40 Years or Older
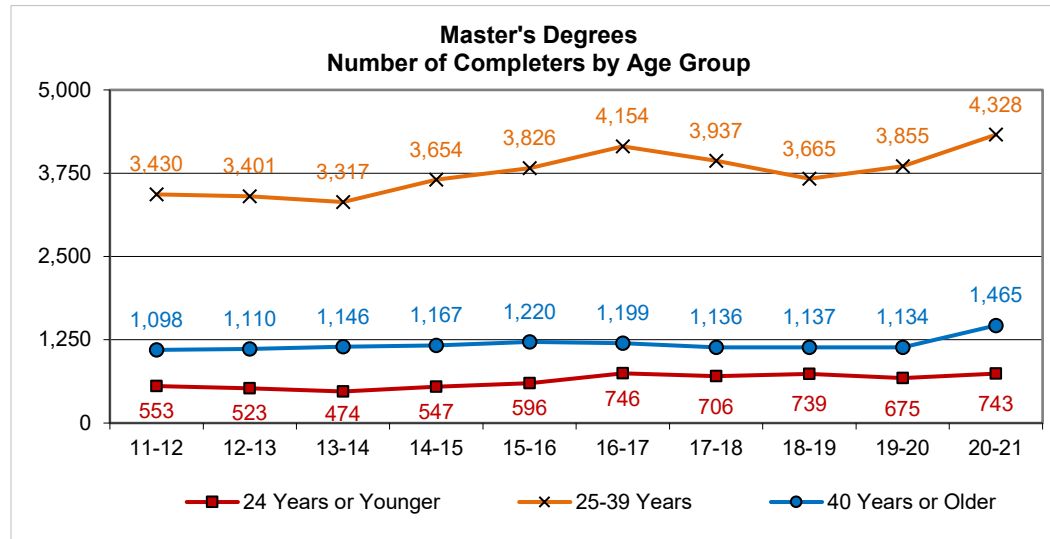
- Between 2011-12 and 2020-21, the number of completers of master's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	20-21 1-Yr	12-21 9-Yr
24 Years or Younger (■)	10.1%	34.4%
25-39 Years (✕)	12.3%	26.2%
40 Years or Older (●)	29.2%	33.4%
Known Age Group by Award Level Total	15.4%	28.6%
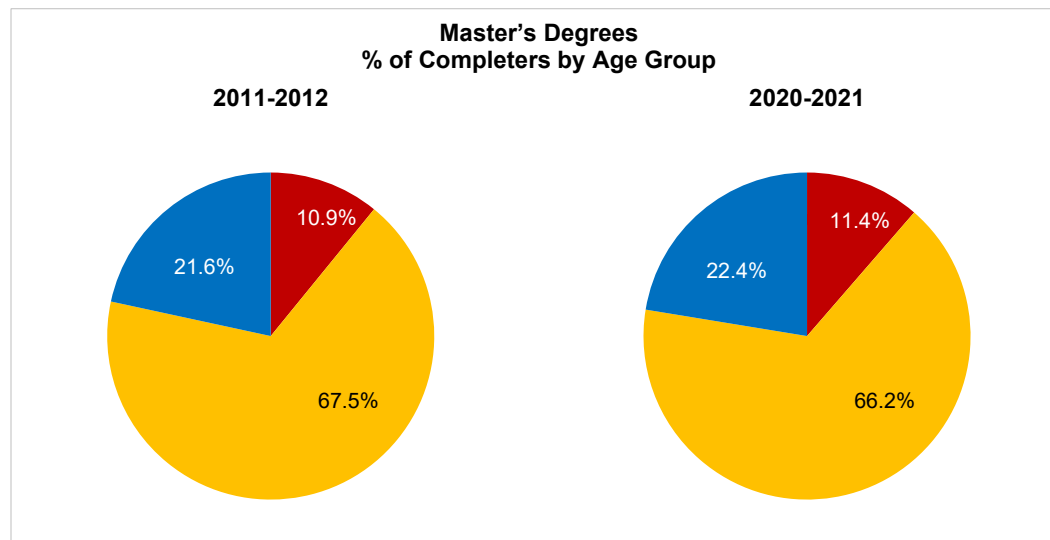
Master's Degrees
% of Completers by Age Group

2011-2012

10.9%
21.6%
67.5%

2020-2021

11.4%
22.4%
66.2%

Note. The master's degree category does <u>not</u> include post-master's certificates.

COMPLETERS by AWARD LEVEL by AGE GROUP

**Postbaccalaureate and Post-Master's Certificates
Number of Completers by Age Group**

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
24 Years or Younger	26	58	65	39	54	86	55	66	56	68
25-39 Years	139	173	228	182	197	309	276	298	363	366
40 Years or Older	78	76	85	131	129	151	208	192	218	200

**Postbaccalaureate and Post-Master's Certificates
% of Completers by Age Group**
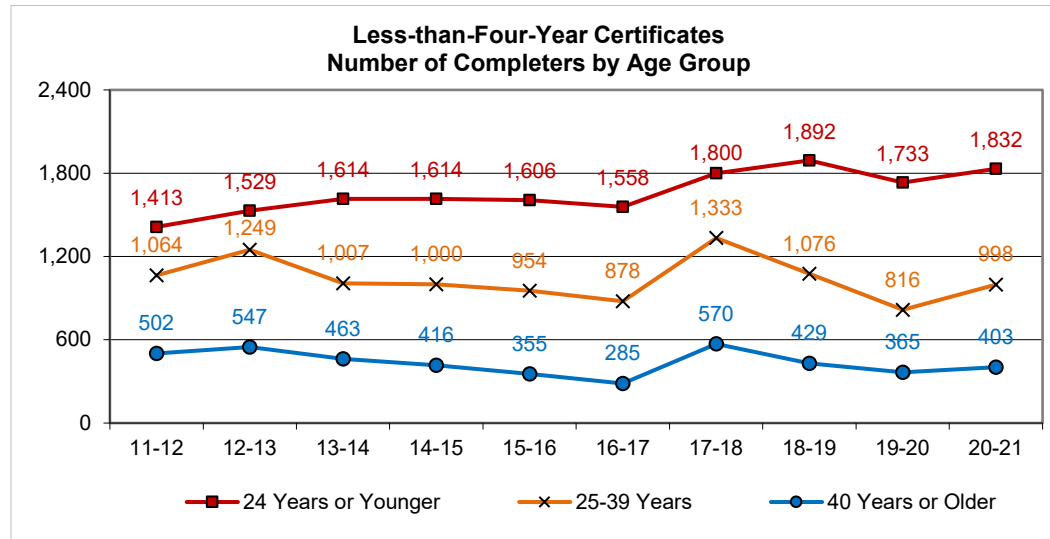
2011-2012

10.7%
32.1%
57.2%

2020-2021

10.7%
31.5%
57.7%
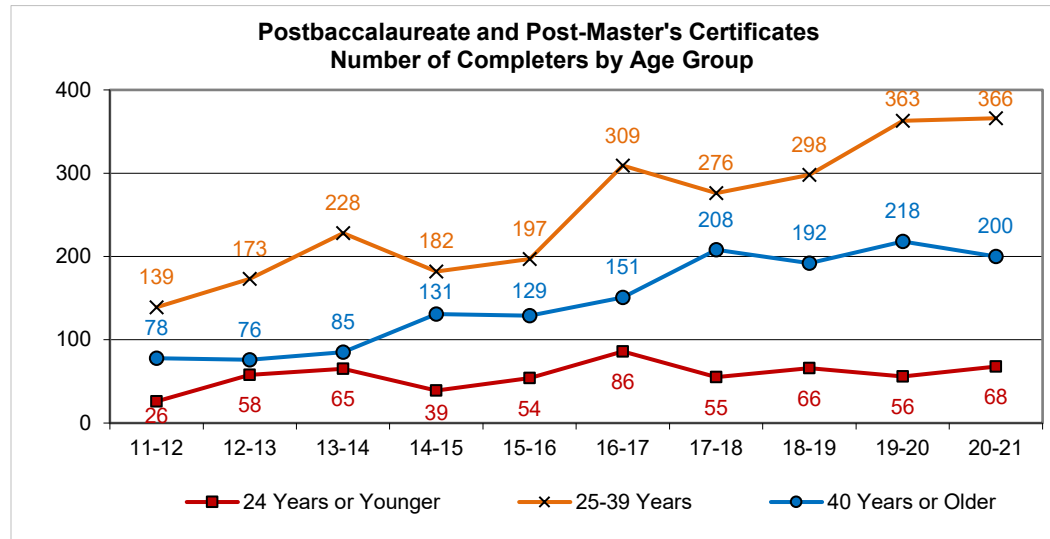
- Between 2011-12 and 2020-21, the number of completers from Nebraska's postsecondary institutions changed as follows for postbaccalaureate and post-master's certificates:

Age Group	20-21 1-Yr	12-21 9-Yr
24 Years or Younger (■)	21.4%	161.5%
25-39 Years (x)	0.8%	163.3%
40 Years or Older (●)	-8.3%	156.4%
Known Age Group by Award Level Total	-0.5%	160.9%
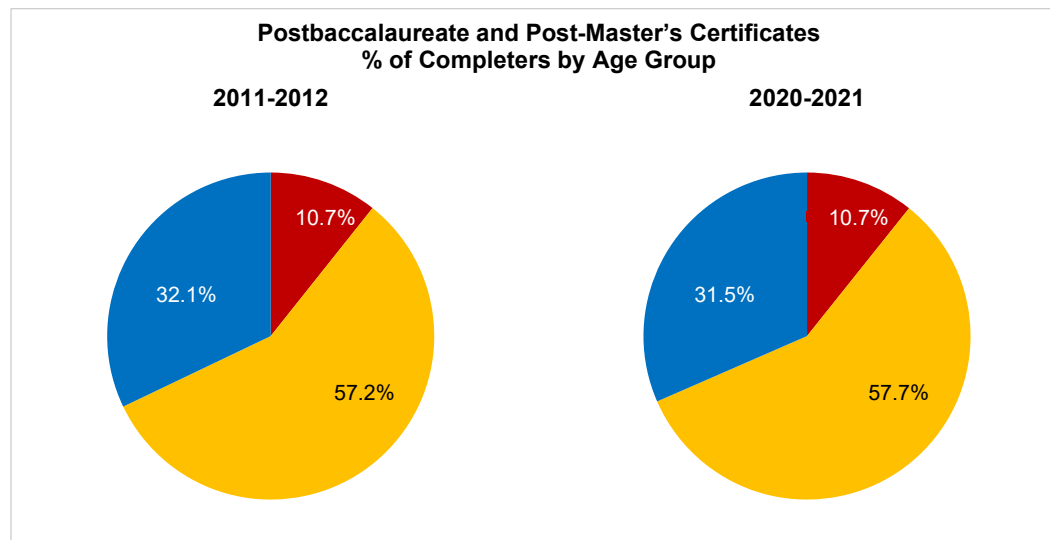
COMPLETERS by AWARD LEVEL by AGE GROUP

Doctor's Degrees
Number of Completers by Age Group

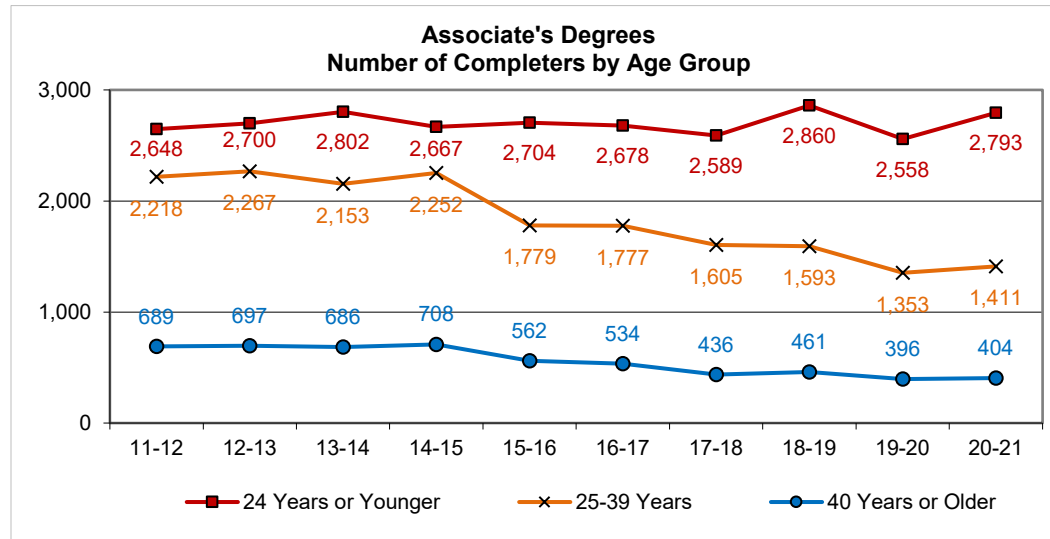| Year	24 Years or Younger	25-39 Years	40 Years or Older
11-12	151	1,129	107
12-13	143	1,214	137
13-14	92	1,258	153
14-15	97	1,307	179
15-16	107	1,420	172
16-17	100	1,345	160
17-18	103	1,380	180
18-19	97	1,473	209
19-20	92	1,454	197
20-21	50	1,502	257

■ 24 Years or Younger ✕ 25-39 Years ● 40 Years or Older
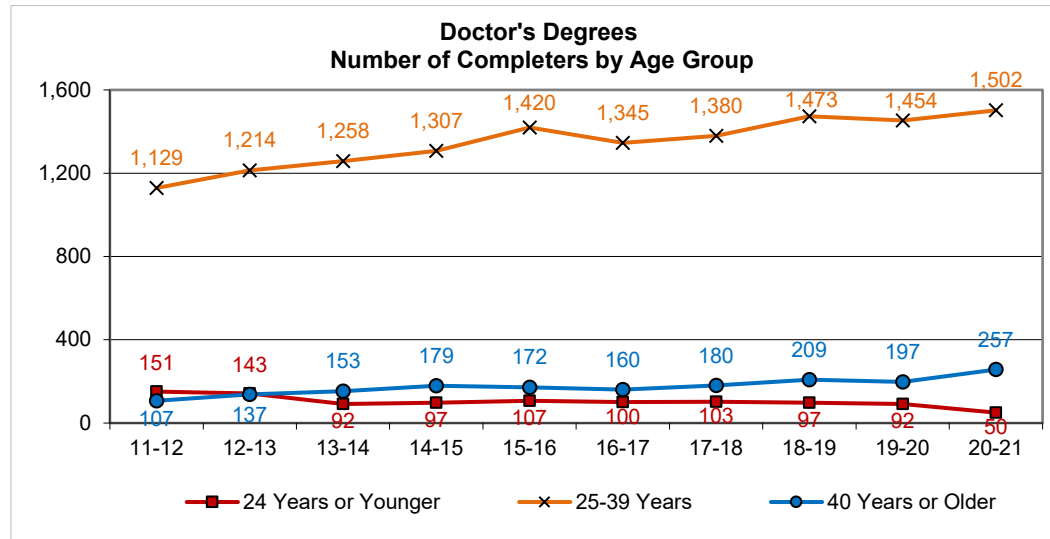
- Between 2011-12 and 2020-21, the number of completers of doctor's degrees from Nebraska's postsecondary institutions changed as follows:

Age Group	20-21 1-Yr	12-21 9-Yr
24 Years or Younger (■)	-45.7%	-66.9%
25-39 Years (x)	3.3%	33.0%
40 Years or Older (●)	30.5%	140.2%
Known Age Group by Award Level Total	3.8%	30.4%

Doctor's Degrees
% of Completers by Age Group

2011-2012
- 7.7%
- 10.9%
- 81.4%

2020-2021
- 2.8%
- 14.2%
- 83.0%

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COMPLETERS by AGE GROUP by AWARD LEVEL

	24 or Younger		25-39 Years		40 Years or Older	
	11-12	20-21	11-12	20-21	11-12	20-21
Total	13,344	15,911	11,980	12,303	3,656	3,747
< Four-Year Certificates	1,413	1,832	1,064	998	502	403
Associate's	2,648	2,793	2,218	1,411	689	404
Bachelor's	8,553	10,425	4,000	3,698	1,182	1,018
Master's	553	743	3,430	4,328	1,098	1,465
Postbaccalaureate and Post-Master's Certificates	26	68	139	366	78	200
Doctor's	151	50	1,129	1,502	107	257

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

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

University of Nebraska - Completers by Award Level by Age Group

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 12-21 9-Yr
Less-than-Four-Year Certificates												
24 Years or Younger	18	0	1	24	27	34	33	41	39	59	51.3%	227.8%
% 24 Years or Younger	*100%*	*0%*	*100%*	*60%*	*56%*	*69%*	*54%*	*67%*	*60%*	*63%*		
25-39 Years	0	0	0	14	19	15	26	18	24	31	29.2%	N/A
% 25-39 Years	*0%*	*0%*	*0%*	*35%*	*40%*	*31%*	*43%*	*30%*	*37%*	*33%*		
40 Years or Older	0	0	0	2	2	0	2	2	2	3	50.0%	N/A
% 40 Years or Older	*0%*	*0%*	*0%*	*5%*	*4%*	*0%*	*3%*	*3%*	*3%*	*3%*		
Associate's												
24 Years or Younger	86	4	74	60	46	91	67	80	85	52	-38.8%	-39.5%
% 24 Years or Younger	*98%*	*67%*	*88%*	*85%*	*78%*	*89%*	*93%*	*95%*	*89%*	*98%*		
25-39 Years	1	2	10	10	11	11	4	4	10	1	-90.0%	0.0%
% 25-39 Years	*1%*	*33%*	*12%*	*14%*	*19%*	*11%*	*6%*	*5%*	*11%*	*2%*		
40 Years or Older	1	0	0	1	2	0	1	0	0	0	N/A	-100.0%
% 40 Years or Older	*1%*	*0%*	*0%*	*1%*	*3%*	*0%*	*1%*	*0%*	*0%*	*0%*		
Bachelor's												
24 Years or Younger	5,270	5,346	5,662	5,475	5,597	5,810	6,082	6,381	6,334	6,591	4.1%	25.1%
% 24 Years or Younger	*76%*	*74%*	*75%*	*77%*	*76%*	*77%*	*78%*	*80%*	*79%*	*79%*		
25-39 Years	1,531	1,658	1,691	1,499	1,547	1,540	1,518	1,446	1,475	1,521	3.1%	-0.7%
% 25-39 Years	*22%*	*23%*	*22%*	*21%*	*21%*	*20%*	*19%*	*18%*	*18%*	*18%*		
40 Years or Older	175	199	217	164	191	191	195	168	181	203	12.2%	16.0%
% 40 Years or Older	*3%*	*3%*	*3%*	*2%*	*3%*	*3%*	*3%*	*2%*	*2%*	*2%*		
Master's												
24 Years or Younger	402	384	346	429	446	456	457	501	449	450	0.2%	11.9%
% 24 Years or Younger	*17%*	*16%*	*16%*	*17%*	*18%*	*17%*	*17%*	*19%*	*17%*	*17%*		
25-39 Years	1,595	1,606	1,532	1,718	1,752	1,875	1,857	1,800	1,806	1,882	4.2%	18.0%
% 25-39 Years	*69%*	*67%*	*69%*	*69%*	*69%*	*70%*	*70%*	*67%*	*69%*	*70%*		
40 Years or Older	331	393	341	348	329	329	322	374	377	344	-8.8%	3.9%
% 40 Years or Older	*14%*	*16%*	*15%*	*14%*	*13%*	*12%*	*12%*	*14%*	*14%*	*13%*		

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

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

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	20-21 1-Yr	12-21 9-Yr
Postbaccalaureate and Post-Master's Certificates												
24 Years or Younger	16	41	58	29	38	70	32	51	41	46	12.2%	187.5%
% 24 Years or Younger	*11%*	*23%*	*25%*	*16%*	*23%*	*24%*	*13%*	*20%*	*14%*	*15%*		
25-39 Years	98	101	141	106	98	193	132	154	192	187	-2.6%	90.8%
% 25-39 Years	*65%*	*56%*	*60%*	*59%*	*58%*	*65%*	*54%*	*60%*	*66%*	*63%*		
40 Years or Older	37	38	36	44	32	34	79	51	57	65	14.0%	75.7%
% 40 Years or Older	*25%*	*21%*	*15%*	*25%*	*19%*	*11%*	*33%*	*20%*	*20%*	*22%*		
Doctor's												
24 Years or Younger	54	46	35	33	31	26	30	31	26	26	0.0%	-51.9%
% 24 Years or Younger	*7%*	*6%*	*4%*	*4%*	*4%*	*3%*	*4%*	*3%*	*3%*	*3%*		
25-39 Years	613	682	658	720	717	705	686	769	780	715	-8.3%	16.6%
% 25-39 Years	*84%*	*83%*	*83%*	*84%*	*85%*	*86%*	*86%*	*86%*	*88%*	*86%*		
40 Years or Older	65	93	100	106	91	86	78	90	78	90	15.4%	38.5%
% 40 Years or Older	*9%*	*11%*	*13%*	*12%*	*11%*	*11%*	*10%*	*10%*	*9%*	*11%*		
University of Nebraska Total												
24 Years or Younger	5,846	5,821	6,176	6,050	6,185	6,487	6,701	7,085	6,974	7,224	3.6%	23.6%
% 24 Years or Younger	*57%*	*55%*	*57%*	*56%*	*56%*	*57%*	*58%*	*59%*	*58%*	*59%*		
25-39 Years	3,838	4,049	4,032	4,067	4,144	4,339	4,223	4,191	4,287	4,337	1.2%	13.0%
% 25-39 Years	*37%*	*38%*	*37%*	*38%*	*38%*	*38%*	*36%*	*35%*	*36%*	*35%*		
40 Years or Older	609	723	694	665	647	640	677	685	695	705	1.4%	15.8%
% 40 Years or Older	*6%*	*7%*	*6%*	*6%*	*6%*	*6%*	*6%*	*6%*	*6%*	*6%*		

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

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

											% Change	
Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	20-21 1-Yr	12-21 9-Yr
Bachelor's												
24 Years or Younger	672	815	832	856	813	938	939	884	881	822	-6.7%	22.3%
% 24 Years or Younger	61%	69%	67%	69%	69%	73%	75%	74%	74%	71%		
25-39 Years	321	294	320	297	287	267	249	238	235	266	13.2%	-17.1%
% 25-39 Years	29%	25%	26%	24%	24%	21%	20%	20%	20%	23%		
40 Years or Older	101	77	98	92	81	76	67	78	68	74	8.8%	-26.7%
% 40 Years or Older	9%	6%	8%	7%	7%	6%	5%	7%	6%	6%		
Master's												
24 Years or Younger	13	24	22	21	27	41	30	29	45	38	-15.6%	192.3%
% 24 Years or Younger	3%	6%	5%	5%	6%	8%	6%	7%	9%	8%		
25-39 Years	301	268	315	292	316	364	366	325	349	350	0.3%	16.3%
% 25-39 Years	73%	72%	74%	71%	69%	71%	74%	73%	72%	70%		
40 Years or Older	101	80	86	101	113	107	97	92	93	110	18.3%	8.9%
% 40 Years or Older	24%	22%	20%	24%	25%	21%	20%	21%	19%	22%		
Postbaccalaureate and Post-Master's Certificates												
24 Years or Younger	0	0	0	0	0	0	0	0	0	0	N/A	N/A
% 24 Years or Younger	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
25-39 Years	3	2	5	3	4	1	6	4	11	7	-36.4%	133.3%
% 25-39 Years	23%	29%	36%	25%	25%	13%	38%	67%	44%	47%		
40 Years or Older	10	5	9	9	12	7	10	2	14	8	-42.9%	-20.0%
% 40 Years or Older	77%	71%	64%	75%	75%	88%	63%	33%	56%	53%		
Nebraska State College System Total												
24 Years or Younger	685	839	854	877	840	979	969	913	926	860	-7.1%	25.5%
% 24 Years or Younger	45%	54%	51%	52%	51%	54%	55%	55%	55%	51%		
25-39 Years	625	564	640	592	607	632	621	567	595	623	4.7%	-0.3%
% 25-39 Years	41%	36%	38%	35%	37%	35%	35%	34%	35%	37%		
40 Years or Older	212	162	193	202	206	190	174	172	175	192	9.7%	-9.4%
% 40 Years or Older	14%	10%	11%	12%	12%	11%	10%	10%	10%	11%		

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

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

Nebraska Community Colleges - Completers by Award Level by Age Group

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 12-21 9-Yr
Less-than-Four-Year Certificates												
24 Years or Younger	804	1,004	1,123	1,139	1,187	1,126	1,389	1,494	1,356	1,455	7.3%	81.0%
% 24 Years or Younger	43%	43%	51%	53%	54%	56%	46%	53%	57%	56%		
25-39 Years	665	858	687	657	709	653	1,118	919	667	798	19.6%	20.0%
% 25-39 Years	36%	37%	31%	30%	32%	32%	37%	33%	28%	30%		
40 Years or Older	398	469	404	363	304	239	518	381	336	365	8.6%	-8.3%
% 40 Years or Older	21%	20%	18%	17%	14%	12%	17%	14%	14%	14%		
Associate's												
24 Years or Younger	2,290	2,405	2,476	2,404	2,476	2,456	2,404	2,677	2,332	2,622	12.4%	14.5%
% 24 Years or Younger	49%	50%	52%	49%	55%	54%	56%	58%	59%	60%		
25-39 Years	1,779	1,859	1,741	1,877	1,511	1,580	1,452	1,488	1,251	1,321	5.6%	-25.7%
% 25-39 Years	38%	38%	36%	38%	34%	35%	34%	32%	32%	30%		
40 Years or Older	571	586	566	606	509	497	408	444	379	395	4.2%	-30.8%
% 40 Years or Older	12%	12%	12%	12%	11%	11%	10%	10%	10%	9%		
Nebraska Community Colleges Total												
24 Years or Younger	3,094	3,409	3,599	3,543	3,663	3,582	3,793	4,171	3,688	4,077	10.5%	31.8%
% 24 Years or Younger	48%	47%	51%	50%	55%	55%	52%	56%	58%	59%		
25-39 Years	2,444	2,717	2,428	2,534	2,220	2,233	2,570	2,407	1,918	2,119	10.5%	-13.3%
% 25-39 Years	38%	38%	35%	36%	33%	34%	35%	33%	30%	30%		
40 Years or Older	969	1,055	970	969	813	736	926	825	715	760	6.3%	-21.6%
% 40 Years or Older	15%	15%	14%	14%	12%	11%	13%	11%	11%	11%		

Note. Nebraska's community colleges do not confer bachelor's degrees, master's degrees, post-baccalaureate or post-master's certificates, or doctor's degrees.

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

Nebraska Nonpublic Institutions - Completers by Award Level by Age Group

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 12-21 9-Yr
Less-than-Four-Year Certificates												
24 Years or Younger	591	525	490	451	392	398	378	357	338	318	-5.9%	-46.2%
% 24 Years or Younger	54%	53%	56%	54%	59%	61%	61%	66%	69%	61%		
25-39 Years	399	391	320	329	226	210	189	139	125	169	35.2%	-57.6%
% 25-39 Years	36%	39%	37%	40%	34%	32%	31%	26%	26%	32%		
40 Years or Older	104	78	59	51	49	46	50	46	27	35	29.6%	-66.3%
% 40 Years or Older	10%	8%	7%	6%	7%	7%	8%	8%	6%	7%		
Associate's												
24 Years or Younger	272	291	252	203	182	131	118	103	141	119	-15.6%	-56.3%
% 24 Years or Younger	33%	36%	33%	30%	37%	37%	40%	47%	56%	55%		
25-39 Years	438	406	402	365	257	186	149	101	92	89	-3.3%	-79.7%
% 25-39 Years	53%	50%	52%	55%	52%	53%	51%	46%	37%	41%		
40 Years or Older	117	111	120	101	51	37	27	17	17	9	-47.1%	-92.3%
% 40 Years or Older	14%	14%	16%	15%	10%	10%	9%	8%	7%	4%		
Bachelor's												
24 Years or Younger	2,611	2,553	2,787	2,652	2,751	2,702	3,040	3,013	2,721	3,012	10.7%	15.4%
% 24 Years or Younger	46%	45%	50%	48%	49%	50%	57%	57%	55%	53%		
25-39 Years	2,148	2,045	2,010	2,099	2,069	1,933	1,722	1,657	1,625	1,911	17.6%	-11.0%
% 25-39 Years	38%	36%	36%	38%	37%	36%	32%	31%	33%	34%		
40 Years or Older	906	1,026	731	738	805	730	614	607	602	741	23.1%	-18.2%
% 40 Years or Older	16%	18%	13%	13%	14%	14%	11%	12%	12%	13%		
Master's												
24 Years or Younger	138	115	106	97	123	249	219	209	181	255	40.9%	84.8%
% 24 Years or Younger	6%	5%	5%	4%	5%	9%	8%	9%	7%	8%		
25-39 Years	1,534	1,527	1,470	1,644	1,758	1,915	1,714	1,540	1,700	2,096	23.3%	36.6%
% 25-39 Years	66%	67%	64%	67%	66%	65%	65%	64%	67%	62%		
40 Years or Older	666	637	719	718	778	763	717	671	664	1,011	52.3%	51.8%
% 40 Years or Older	28%	28%	31%	29%	29%	26%	27%	28%	26%	30%		

COMPLETERS by SECTOR by AWARD LEVEL by AGE GROUP

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

Award Level / Age Group	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	% Change 20-21 1-Yr	% Change 12-21 9-Yr
Postbaccalaureate and Post-Master's Certificates												
24 Years or Younger	10	17	7	10	16	16	23	15	15	22	46.7%	120.0%
% 24 Years or Younger	13%	14%	5%	6%	8%	7%	8%	5%	5%	7%		
25-39 Years	38	70	82	73	95	115	138	140	160	172	7.5%	352.6%
% 25-39 Years	48%	58%	64%	45%	48%	48%	49%	48%	50%	54%		
40 Years or Older	31	33	40	78	85	110	119	139	147	127	-13.6%	309.7%
% 40 Years or Older	39%	28%	31%	48%	43%	46%	43%	47%	46%	40%		
Doctor's												
24 Years or Younger	97	97	57	64	76	74	73	66	66	24	-63.6%	-75.3%
% 24 Years or Younger	15%	14%	8%	9%	9%	9%	8%	7%	8%	2%		
25-39 Years	516	532	600	587	703	640	694	704	674	787	16.8%	52.5%
% 25-39 Years	79%	79%	85%	81%	82%	81%	80%	79%	78%	80%		
40 Years or Older	42	44	53	73	81	74	102	119	119	167	40.3%	297.6%
% 40 Years or Older	6%	7%	7%	10%	9%	9%	12%	13%	14%	17%		
Nebraska Nonpublic Institutions Total												
24 Years or Younger	3,719	3,598	3,699	3,477	3,540	3,570	3,851	3,763	3,462	3,750	8.3%	0.8%
% 24 Years or Younger	35%	34%	36%	34%	34%	35%	38%	39%	37%	34%		
25-39 Years	5,073	4,971	4,884	5,097	5,108	4,999	4,606	4,281	4,376	5,224	19.4%	3.0%
% 25-39 Years	48%	47%	47%	49%	49%	48%	46%	44%	46%	47%		
40 Years or Older	1,866	1,929	1,722	1,759	1,849	1,760	1,629	1,599	1,576	2,090	32.6%	12.0%
% 40 Years or Older	18%	18%	17%	17%	18%	17%	16%	17%	17%	19%		

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