
**Work Session
Minutes**

**Coordinating Commission for Postsecondary Education
Western Nebraska Community College
Coral E. Richards Boardroom, 1601 E. 27th Street,
Scottsbluff, Nebraska**

Thursday, July 27, 2023

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. A current copy of the Open Meetings Act was posted beside the table containing the documents for the meeting

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A WORK SESSION ON JULY 27, 2023. THE WORK SESSION WILL BEGIN AT APPROXIMATELY 7:00 P.M.

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

DR. PAUL VON BEHREN, CHAIR

*Work Session called to order at 6:52
p.m.*

CALL TO ORDER AND INTRODUCTIONS

Chair Von Behren called the work session to order at 6:52 p.m. and asked for roll call.

Commissioners Present

Tim Daniels	Dr. Paul Von Behren
Dr. Deborah Frison	Tami Weber
Dr. Dennis Headrick	W. Scott Wilson
Molly O'Holleran	

Commissioners Absent

Mary Lauritzen

Commission Staff Present

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Matthew Roque
J. Ritchie Morrow	Gary Timm

Dr. Michael Baumgartner

Presentation and Discussion on New Programs Assigned to the Commission by LB 705 and LB 243

Executive Director Dr. Michael Baumgartner presented one page information sheets on each of the new grant programs and discussed each one in detail.

- Excellence in Teaching Act: Career-Readiness and Dual-Credit Education Grant Program (CRDC)
- Excellence in Teaching Act: Attracting Excellence to Teaching Program (AETP)
- Excellence in Teaching Act: Enhancing Excellence in Teaching Program (EETP)
- Door to College Scholarship Program
- Community College Future Fund

Presentation on FAFSA Simplification and Federal Student Loan Repayment Plans

J. Ritchie Morrow

J. Ritchie Morrow, Financial Aid Officer, reviewed what the FAFSA Simplification Act is and the latest changes made to the FAFSA form. He explained income and assets data and answered Commissioner's questions. Mr. Morrow also presented new information on the recent student loan repayment and forgiveness proposals.

Discussion on New Commissioner Orientation Process and Materials

Chair Paul Von Behren

Chair Von Behren stated he recently polled the Commissioners for their input and suggestions on compiling an orientation list for new commissioners.

ADJOURNMENT

Chair Von Behren asked for a motion and second to adjourn the work session.

Work Session adjourned at 8:35 p.m.

Commissioner Frison made a motion to end the work session. Commissioner Weber seconded the motion. The work session was adjourned at 8:35 p.m.

MINUTES

**COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
Western Nebraska Community College
Coral E. Richards Boardroom, 1601 E. 27th Street,
Scottsbluff, Nebraska
Friday, July 28, 2023
10:00 a.m. (Mountain)**

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. A current copy of the Open Meetings Act was posted beside the table containing the documents for the meeting.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JULY 28, 2023. THE MEETING WILL BEGIN AT 10:00 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

DR. PAUL VON BEHREN, CHAIR

Meeting called to order at 10:00 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Von Behren called the meeting to order at 10:00 a.m. and asked for introductions.

Commissioners Present

Tim Daniels	Tami Weber
Dr. Deborah Frison	Dr. Paul Von Behren
Dr. Dennis Headrick	W. Scott Wilson
Mary Lauritzen (Non-voting, via Zoom)	
Molly O'Holleran	

Commission Staff Present

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Matthew Roque
J. Ritchie Morrow	Gary Timm

Mr. Greg Dart, Western Nebraska
Community College

WELCOME

Mr. Greg Dart, President of Western Nebraska Community College, welcomed the Commissioners. President Dart along with Lynn Koski, Vice President of Administrative Services, and Nancy Hall, Administrative Management Director, provided a campus tour for the Commissioners and staff prior to the meeting.

Minutes of May 19, 2023, approved

MINUTES OF MAY 19, 2023, COMMISSION MEETING

Commissioner Wilson made a motion to approve the May 19, 2023, minutes as written. Commissioner Daniels seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, O'Holleran, Von Behren, Weber, and Wilson. The minutes were approved.

New Commissioner oath of office

NEW COMMISSIONER OATH OF OFFICE

Nebraska statutes require newly appointed Commissioners to take and sign an oath of office. Tami Weber of Columbus was welcomed and sworn in as a new Commissioner by Chair Von Behren.

Chair's report

New committee assignments for 2023-
2024

CHAIR'S REPORT

Chair Von Behren announced the new committee assignments, and the 2023-2024 committee roster was distributed. He requested that a chair for each committee be decided upon at each upcoming committee meeting and thanked everyone for their willingness to serve on those committees.

Executive Committee

Dr. Paul Von Behren (Chair)
Tim Daniels (Vice Chair)
Molly O'Holleran
Dr. Deborah Frison

Academic Programs Committee

Tim Daniels
W. Scott Wilson
Dr. Dennis Headrick
Tami Weber

Budget, Construction, and Financial Aid Committee

Dr. Dennis Headrick
Mary Lauritzen
Tim Daniels
Tami Weber

Planning and Consumer Information Committee

Mary Lauritzen
Dr. Deborah Frison
Molly O'Holleran
W. Scott Wilson

Vacancies on the Commission

Chair Von Behren stated there are three vacancies on the Commission and three applications in the queue. He thanked the Commissioners for their input on the yearly executive director evaluation and suggestions they provided for new commissioner orientation.

Executive Director's report

Out-of-service area applications approved

EXECUTIVE DIRECTOR'S REPORT

The following out-of-service area application requests were approved by the executive director:

- Offered by the University of Nebraska at Omaha at McCook Senior High School, McCook, NE.
 - English 1010 - Introduction to Genre Studies: Prose - 3 credits
Fall 2023
 - English 1020 - Introduction to Genre Studies: Poetry, Drama & Film - 3 credits
Spring 2024

- Offered by the University of Nebraska at Omaha at Lincoln East High School, Lincoln, NE.
 - English 1010 - Introduction to Genre Studies: Prose - 3 credits
Fall 2023
 - English 1020 - Introduction to Genre Studies: Poetry, Drama & Film - 3 credits
Spring 2024

- Offered by the University of Nebraska at Omaha at Crete High School, Crete, NE.
 - Spanish 2120 - Intermediate Spanish II - 3 credits
Fall 2023 and Spring 2024

Fourth Quarter Budget Report

Gary Timm presented the report

Dr. Baumgartner asked Gary Timm, Chief Finance Officer, to provide the Fourth 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.

Legislative bills of interest

Dr. Baumgartner presented a handout and gave a brief report on the last Legislative bills of interest to the Commission and a listing of interim studies.

Summary of community college ARPA grants

Dr. Baumgartner presented a summary of the Community College ARPA grants that CCPE has approved, noting most of the funds have been obligated. The colleges have completed and returned grant agreements, and Gary Timm has finished the required monitoring reports and submitted them to the Department of Administrative Services Accounting Division.

The CCPE is working closely with the Nebraska Department of Education to implement or transfer programs as a result of LB 705.

Staff activities

Regarding staff happenings, J. Ritchie Morrow, Financial Aid Officer, attend a joint National College Access Network/U.S. ED Federal Student Aid workshop in DC last week for implementing the new FAFSA that will be coming in December. Dr. Kathleen Fimple, Academic Programs Officer, represented Nebraska at the Midwest SARA (State Authorization Reciprocity Agreements) council meeting in Chicago last week and will be attending the National Council of SARA meeting in Vermont in September. She will also attend the State Higher Education Executive Officers Association (SHEEO) Policy Conference in Denver in August.

To familiarize Matthew Roque, Capital Project & Financial Analyst, with the campuses, he and Mr. Timm visited several central and western Nebraska institutions this week.

Recent meetings Dr. Baumgartner attended

This month Dr. Baumgartner attended the Education Commission of the State (ECS) national forum and the SHEEO Annual meeting. In August he plans to attend the Governor's Ag and Economic Development Conference and visit Mid-Plains North Platte campus. He, along with Chair Von Behren and Vice Chair Daniel, will meet with Governor Pillen on August 17th to introduce him to the CCPE and familiarize him with our responsibilities.

Public Hearing on Matters of General Concern

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

Chair Von Behren closed the public hearing on Matters of General Concern.

Public Hearing on Academic Programs Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

There was no testimony on Academic Programs Committee Items.

Chair Von Behren closed the public hearing on Academic Programs Committee Items.

Academic Programs Committee

Commissioner Headrick

ACADEMIC PROGRAMS COMMITTEE

Commissioner Headrick, Committee Chair, asked Dr. Fimple to come forward to present the academic items on the agenda.

University of Nebraska Medical Center proposal for a New Instructional Program - Medical Sciences, DMSc

Dr. Fimple presented the proposal

University of Nebraska Medical Center - Proposal for a New Instructional Program - Medical Sciences, DMSc

Dr. Fimple presented the proposal, stating the Doctor of Medical Sciences degree is designed for practicing physician assistants. The curriculum includes 40 credit hours with 24 in didactic courses and 16 hours of field placements. The field placements would take place in the student's home community. Dr. Fimple discussed a strong demand and need for the program and noted the program of study courses are listed with the proposal. Dr. Kyle Meyer, Dean of the College of Allied Health Professions, and Dr. Shaun Horak, future DMSc Director (available via Zoom), spoke in favor of the program and answered questions from the Commissioners

Dr. Kyle Meyer and Dr. Shaun Horak, UNMC

AP Committee recommendation

Committee recommendation: That the Commission approve the Doctor of Medical Science degree program at the University of Nebraska Medical Center with a report on number of enrollments and location of students due September 1, 2026.

University of Nebraska Medical Center proposal for a New Instructional Program - Medical Sciences, DMSc approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center’s Proposal for a New Instructional Program - Medical Sciences, DMSc with a report on number of enrollments and location of students due September 1, 2026. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, O’Holleran, Von Behren, Weber and Wilson. The motion carried.

University of Nebraska Medical Center proposal for a New Organizational Unit - Center for Drug Design and Innovation

University of Nebraska Medical Center - Proposal for a New Organizational Unit - Center for Drug Design and Innovation

Dr. Fimple presented the proposal

Dr. Fimple presented the proposal, noting that the UNMC proposal for the Center for Drug Design and Innovation will bring together researchers from the entire NU system to provide guidance and support and help advance early-stage drug discovery projects. The center will be located in the College of Pharmacy. Dr. Corey Hopkins, Professor, College of Pharmacy and Dr. Keith Olsen, Dean of the College of Pharmacy (via Zoom), provided additional information on the proposed center.

Dr. Corey Hopkins, and Dr. Keith Olsen, UNMC

Committee recommendation: That the Commission approve the Center for Drug Design and Innovation at the University of Nebraska Medical Center.

AP Committee recommendation

University of Nebraska Medical Center proposal for a New Organizational Unit - Center for Drug Design and Innovation approved

Commissioner Headrick, 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 Drug Design and Innovation. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.

Annual Reports from Institutions Holding a Recurrent Authorization to Operate

Annual Reports from Institutions Holding a Recurrent Authorization to Operate

Dr. Fimple presented the recurrent authorization to operate report on the following institutions:

- Western Governors University, Utah
- CHI Health School of Radiologic Technology, Omaha
- Mission University, Omaha

Report of College Course Offering for High School Students by Nebraska Public Institutions, 2021-22

Report of College Course Offerings for High School Students by Nebraska Public Institutions, 2021-22

Dr. Fimple presented the college course offerings for high school students touching on the highlights of the report.

Report of SARA Activities in Nebraska, Fall 2021

Report of SARA Activities in Nebraska, Fall 2021

Dr. Fimple presented the State Authorization Reciprocity Agreement (SARA) Fall 2021 Data. Dr. David Jackson, Vice Provost at the University of Nebraska, answered Commissioner questions regarding tuition for on-line and in-person students.

Discontinued Programs

Report on Institutional Activities Related to Existing Programs

Dr. Fimple reported on existing program institutional activities.

Discontinued Programs

- MCC - Business Management - Financial Studies, Certificate of Achievement
- MCC - Business Management - Not-for-Profit Management, Certificate of Achievement
- MCC - Global Business Specialist, Career Certificate
- MCC - Not-for-Profit Management, Career Certificate
- MCC - Spanish for Business, Career Certificate
- MCC - Supply Chain Specialist, Career Certificate
- MCC - Economics Specialist, Career Certificate
- MCC - Investment Specialist, Career Certificate
- MCC - Insurance Specialist, Career Certificate
- MCC - Marketing Specialist, Career Certificate
- MCC - Architectural Design Technology - AEC Professions, AAS
- MCC - Architectural Documentation Software, Career Certificate
- MCC - Residential Architecture, Career Certificate
- MCC - Spanish for Healthcare, Career Certificate
- MCC - Design, Interactivity, and Media Arts - DIMA Entrepreneur, AAS
- MCC - Design, Interactivity, and Media Arts - Media Generalists, AAS
- MCC - Design, Interactivity, and Media Arts - Motion Graphics, AAS
- MCC - Theatre, AA
- MCC - Manufacturing, Power & Process Operations Technology - Bio Processing, AAS
- MCC - Manufacturing, Power & Process Operations Technology - Nuclear Power Plant Non-Licensed Operator, AAS
- MCC - Manufacturing, Power & Process Operations Technology - Power Plant, AAS
- MCC - Advanced Industrial Sales Representative, Career Certificate
- MCC - Beginning Industrial Sales Representative, Career Certificate
- MCC - Electrical Plant Maintenance, Career Certificate
- MCC - General Plant Maintenance, Career Certificate
- MCC - Information Technology - Cisco Network Technician, AAS
- MCC - Information Technology - Computer Programming, AAS
- MCC - Information Technology - Data Center Operations, AAS
- MCC - Information Technology - Database Management and Data Analysis, AAS
- MCC - Information Technology - Desktop Support Specialist, AAS
- MCC - Information Technology - Server Administration, AAS
- MCC - Information Technology - Server Technician, AAS
- MCC - Information Technology - Data Center Technician, Certificate of Achievement
- MCC - Cisco Certified Network Associate, Career Certificate
- MCC - Data Center Technician, Career Certificate
- MCC - Information Technology - Systems Operations, Career Certificate
- MCC - Liberal Arts/Academic Transfer - Language Studies, AA
- MPCC - Business Software, Certificate

Discontinued Programs, continued

MPCC - Legal Assistant, Certificate
MPCC - Marketing, Certificate
MPCC - Medical Documentation, Certificate
MPCC - Non-Profit Management, Certificate
MPCC - Fire Science Technology, AAS, Diploma
SCC - Fire & Emergency Services Management, Certificate
SCC - Fire Protection Technology, AAS, Certificate
UNK - Art History, BA
UNK - Education, Psychology, 7-12 Teaching Subject Endorsement, BA
UNL - Horticulture, BS (moving to new Plant and Landscape Systems program)
UNL - Turfgrass and Landscape Management, BS (moving to new Plant and Landscape Systems program)
UNL - Food Technology for Companion Animals, BS (moving to a minor)

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

MCC - Building Information Modeling - Architectural, Career Certificate
MCC - Building Information Modeling - Electrical, Career Certificate
MCC - Building Information Modeling - Mechanical, Career Certificate
MCC - Building Information Modeling - Structural, Career Certificate
MCC - Advanced Firefighter Operations, Certificate of Achievement
MCC - Basic Firefighter Operations, Career Certificate,
MCC - Facilities Operations and Maintenance, Career Certificate
MCC - ATV/Snowmobile Technician, Career Certificate
MCC - Marine Technician, Career Certificate
MCC - Motorcycle Technician, Career Certificate
MCC - Outdoor Power Equipment Technician, Career Certificate
MCC - CISCO Advance Networking, Career Certificate
MCC - Cloud/Server Administration, Career Certificate
MCC - Computer Programming, Career Certificate
MCC - Cybersecurity, Career Certificate
MCC - Digital Technology, Career Certificate
MCC - Game Developer, Career Certificate
MCC - IT Support, Career Certificate
MPCC - Associate of Fine Arts - Music, Certificate
UNL - Entomology, Graduate Certificate
UNO - Urban Leadership, Graduate Certificate

Name Changes

Name Changes

MCC - General Management, Career Certificate to *Business, Career Certificate*
MCC - General Health Studies, AAS, to *Professional Health Studies, AAS*
MCC - Manufacturing, Power & Process Operation Technology
Manufacturing Process Operations, AAS, to *Manufacturing, Power & Process Operation Technology, AAS*
MCC - Information Technology - Cyber Security, AAS, to *Cybersecurity, AAS*

Name changes, continued

MCC - Information Technology - Web Programming, Career Certificate, to *Web and Mobile App Programming, Career Certificate*
MCC - Critical Facilities Operations, AAS, to *Facilities Operations and Maintenance Technology, AAS*
UNL - Geography, PhD, to *Global Integrative Studies*
UNMC - Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases, to *Center for Preparedness and Emergency Response Solutions*

Chair Von Behren called for a break at 11:48 a.m. The meeting resumed at 11:58 a.m.

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

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

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

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

Budget, Construction, and Financial Aid Committee

Commissioner Wilson

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Wilson, Committee Chair, stated the Committee met and there are three items that are being brought to the full Commission. He introduced Matthew Roque, to present the action items on the agenda.

Wayne State College - Brandenburg Renovation and Addition

Matthew Roque presented the project proposal

Wayne State College - Brandenburg Renovation and Addition

Mr. Roque presented the project proposal, noting that the Brandenburg building was built 107 years ago and that the renovation will include the entire building. The building will be repurposed into administrative space serving as the campus student services center, including admissions, financial aid, records and registration, career services and more, consolidating services currently in separate buildings across campus. The project is approximately 22,600 sq ft of renovation and will cost around \$17 million.

Steven Hottovy, NSCS

Mr. Roque commented that at the committee meeting there were questions regarding active shooter prevention measures being taken at the state colleges and University. Steven Hottovy, Vice Chancellor for Facilities & Information Technology, from the Nebraska State College System, provided additional information on the renovation project and preventive security measures being taken at the three state college campuses.

Budget Committee recommendation

Committee recommendation: 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 Wayne State College's proposal to utilize State appropriations to construct and equip the Brandenburg Renovation and Addition project as outlined in the governing board's program statement approved on September 8, 2022, along with supplemental information provided.

Wayne State College - Brandenburg
Renovation and Addition, approved

Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Wayne State College's Capital Construction Project - Brandenburg Renovation and Addition. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

University of Nebraska at
Omaha/Dodge Campus - Renovation
for Research, Engagement, and
Collaboration Hub (REACH) Phase 1

Mr. Roque presented the proposal

University of Nebraska at Omaha / Dodge Campus - Renovation for Research, Engagement, and Collaboration Hub (REACH) - Phase 1
Mr. Roque presented the proposal noting the University of Nebraska at Omaha is proposing to renovate existing unused spaces within the 1980 Kinesiology building into functioning space. The space will be used for laboratories and supporting space for Physical Activity in Health Promotion, Midlands Sexual Health Research Collaborative, Exercise and Vascular Physiology Labs, Sports Medicine, and spaces for graduate students. The project will renovate approximately 27,000 square feet at a cost of \$10 million.

Mr. Alan Wedige, University of
Nebraska

In response to questions regarding active shooter prevention, Mr. Alan Wedige, the University Architect for the University of Nebraska, provided information on lock-down and alarm systems, training, and other preventative measures that are in place at all of the University campuses.

Commissioner Wilson spoke

Commissioner Wilson noted the operating and maintenance costs were discussed at the committee meeting. Mr. Timm explained the process.

Budget Committee recommendation

Committee recommendation: Pursuant to the Nebr. Rev. Stat. § 85-1414, the Budget, Construction, and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska at Omaha's proposal to utilize State appropriations to construct and equip the Renovation for REACH Phase One project as outlined in the governing board's program statement approved on August 11, 2022, along with supplemental information provided.

University of Nebraska at
Omaha/Dodge Campus - Renovation
for Research, Engagement, and
Collaboration Hub (REACH) Phase 1

Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the University of Nebraska at Omaha's proposal - Renovation for Research, Engagement, and Collaboration Hub (REACH) - Phase 1. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

2023-24 Nebraska Opportunity Grant
Annual Allocation Report

J. Ritchie Morrow presented the report

2023-24 Nebraska Opportunity Grant (NOG) Annual Allocation Report
J. Ritchie Morrow presented the report on the allocation of the Nebraska Opportunity Grant. He noted that every year the Coordinating Commission is appropriated funds by the legislature, and those funds are combined with the Nebraska Lottery money that we receive to award each year. After an allocation formula is applied, institutions are notified how much is available to award to their students. Mr. Morrow discussed the portion of the report that includes a breakdown of allocated dollars for each participating institution and reviewed the graphs indicating NOG funding by source.

Executive Committee

Approval of the 2023-24 Salary of the Executive Director

Commissioners approved entering into closed session

Guests and staff left the meeting

Commissioners entered into closed session at 12:28 p.m.

Commissioners approved leaving closed session

Chair Von Behren

2023-24 Executive Director salary approved

Next meeting will be held Friday, September 22, 2023

Dr. Baumgartner discussed 2024 Commission meeting schedule

Meeting adjourned at 12:41 p.m.

EXECUTIVE COMMITTEE

Approval of the 2023-24 Salary of the Executive Director

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

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

The Commission entered into closed session at 12:28 p.m.

Commissioner Wilson made a motion to come out of closed session. The time was 12:35 p.m. Commissioner Daniels seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, O'Holleran, Von Behren, Weber and Wilson. The motion carried.

Chair Von Behren stated that formal action must be taken in open session on the executive director's salary recommendations.

Commissioner Headrick made a motion to approve a seven percent salary increase for 2023-2024, retroactive to July 1, 2023, for Executive Director Baumgartner. Commissioner Wilson seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

FUTURE MEETINGS

The next Commission meeting will be Friday, September 22, 2023, 8:30 a.m. at the University of Nebraska at Kearney, Kearney, Nebraska.

COMMENTS

Dr. Baumgartner stated that in putting together the Commission meeting schedule for next year, we need to decide on either Thursday or Friday meetings. We will be polling the Commissioners to get their preference before a decision is made.

ADJOURNMENT

Chair Von Behren adjourned the meeting at 12:41 p.m.



2024 CCPE Meeting Calendar

January 26 - Friday
Virtual Meeting via Zoom

March 15 - Friday
Virtual Meeting via Zoom

May 17 - Friday
Central Community College - Columbus

July 26 - Friday
Chadron State College

September 13 - Friday
University of Nebraska - Lincoln

October 11 - Friday
Southeast Community College - Milford

December 13 – Friday
Lincoln



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

Institution:	Trinity Evangelical Divinity School of Trinity International University, Deerfield, IL
Legal Status:	Non-profit (§501(c) (3))
Site for Courses:	Brookside Evangelical Free Church 11607 M Circle, Omaha
Courses:	ST 5201 Theology I: God of the Gospel ST 5202 Theology II: The Gospel of God
Institution’s Existing Degree in Same or Similar Discipline:	Various, including MDiv and MA and PhD in Theological Studies
Proposed Start Date:	Fall 2023

Introduction

Trinity Evangelical Divinity School is the divinity school of Trinity International University (TIU). TIU is affiliated with the Evangelical Free Church of America. The Divinity School is broadly evangelical and has been in existence for over 50 years, with alumni serving more than 50 denominations in the United States. TIU is accredited to offer certificates and bachelors, master’s, and doctoral degrees by the Higher Learning Commission (HLC) as well as the Association of Theological Schools.

Trinity Evangelical Divinity School is requesting authorization to offer the two graduate courses listed above at Brookside Church—one in fall and the other in spring. The courses would apply to a certificate or degree available at the Illinois campus or online.

REVIEW CRITERIA

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

High		Low
	√	

A review of the 2021-22 Statement of Financial Position and Statement of Activities presents a snapshot of the financial health or position of an institution.

Net Assets – 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. During three of the last four years, Trinity experienced a negative change in net assets. For 2020-21, Trinity recorded a gain on investments with donor restrictions of \$9.3 million, which created the positive change in net assets.

Total Revenue: Total Expenses – Another indicator of an institution’s financial health is the relationship between total revenue and total expenses, which is also reflected in the change in net assets. If the ratio of income to expenses after other activities is less than 100 it means total expenses exceed total revenue. Trinity’s expenses have exceeded income for all but 2020-21 when Trinity recorded the gain on investments mentioned above.

Cash Flow – Maintaining appropriate cash flow is another indicator, with 90 days or more of average daily expenses being preferred. At the end of the last four fiscal years, cash on hand at Trinity never exceed 45 days, with cash on hand at the end of the 2022 fiscal year being only 30 days. This low cash on hand raises another concern: that 39% of all contributions received in 2022 were from two donors and 21% were received from one donor in 2021. During 2021-22, a donor released the restrictions on \$5 million, allowing these funds to be used for operating cash needs. Relying on relatively few donors for \$2 million or more could create issues if these two donors are no longer able or willing to contribute.

Composite Financial Score – The most recent composite financial score from the U.S. Department of Education for Trinity International University is 2.2. The scale is based on financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution’s financial status. To continue to participate in Title IV, an institution’s rating should fall between 1.5 and 3.0. If it falls below 1.5, the Department places restrictions or requirements on the institution.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Composite Score	2.5	2.2	1.9	1.0	1.2	2.0	2.2	3.0 est.	2.7 est.

The acquisition of land and the reduction of long-term debt resulted in low scores in 2017-18 and 2018-19. All other scores met the Department’s requirements.

Tuition – For a student enrolled in a master’s program, the tuition is \$760 per credit hour. For a student in a certificate program, the tuition is \$335 per credit hour. There is also a comprehensive fee each semester of \$280 for full-time students and \$140 for part-time students.

Financial Aid Policy – The application included a copy of the college catalog that has an extensive section on the withdrawal and refund policy as well as other financial aid topics. The application also provided a copy of the Program Participation Agreement with the U.S. Department of Education for Title IV.

Conclusion – During the fiscal year recently ended which has not yet been audited, Trinity reported several financial decisions that should allow a more favorable cash flow. In addition, the estimated composite scores for the most recent years are very good. However, there is a concern that revenue has not kept pace with expenses over three of the last four years. Also, the auditors included in its management letter to Trinity that as of April 30, 2022, there is a substantial doubt about the

University’s ability to continue as a going concern related to 1) recurring negative change in net assets without donor restrictions before other activities and 2) recurring significant operating cash flow deficits. Included in the auditor’s notes is management’s plan to address structural deficits in operations and cash flows.

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

High-----Low
√

Curriculum- The proposed courses are identical in title and description to those offered on the home campus or online. They are applicable to several degree programs or certificates. They are three semester credit hours each.

ST 5201 Theology I: God of the Gospel
 ST 5202 Theology II: The Gospel of God

Enrollment – Trinity estimates that enrollment will be between five and ten students initially. This figure is based on the number of residents/interns expected to be on the staff at Brookside plus a small number of church members interested in the classes.

The proposed courses are not designed to apply to any specific program and could fit into any number of degree programs offered in Omaha area institutions. Several institutions in the Omaha area offer theology courses and/or programs, although some may be focused on a specific religious denomination’s beliefs. The proposed courses would be offered primarily for the staff and congregation of Brookside Evangelical Free Church.

Credit – For a three-credit course there would be 35 hours of in-person instruction.

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

High-----Low
√

Faculty – Trinity employs 32 full-time faculty and numerous adjuncts on their Illinois campus. All faculty hold a terminal degree (PhD or DMin). The courses in Nebraska would be taught by adjunct faculty approved by two of the full-time faculty. One of those is a pastor at Brookside Church.

Library – The application states that Trinity Evangelical Divinity School has a world-class research library for biblical and theological studies. Many of the resources are available online.

Support Services – Faculty hold office hours in-person or by Zoom. Remote students can access the Thrive Center that provides services such as tutoring, writing assistance, and peer counseling. The Office of Placement Services provides assistance in finding full-time openings at churches and other ministry-focused organizations.

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

Classes would be held at Brookside Evangelical Free Church, 11607 M Circle in Omaha in Room 262. The classroom is approximately 1,135 sq. ft. and equipped with appropriate technology for

instruction. The church is providing use of the space free of charge. Pictures and blueprints were included in the application as well as a statement of agreement for facility use.

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

Trinity Evangelical Divinity School and Trinity College were first accredited by the Higher Learning Commission in 1969. The two entities merged in 1996 to become Trinity International University that was then accredited by the HLC. The university's last reaffirmation of accreditation was conducted in 2020-21. The Divinity School is also accredited by the Association of Theological Schools. The next comprehensive accreditation visit is scheduled for spring 2027.

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

All courses would transfer to the main campus in Illinois. Since TIU is accredited by the Higher Learning Commission, students should be able to transfer credits to other institutions in the same manner as they transfer credits earned at any other accredited institution. TIU is a member of NC-SARA. This facilitates delivery of distance courses throughout much of the U.S. but does not guarantee transfer.

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

Admissions – Students must have an earned bachelor's degree or its equivalent from an accredited college or university with a GPA of at least 2.0, depending on the degree being sought. Students must submit official transcripts. Some programs require letters of recommendation, written statements, or testing.

Recruiting – The recruitment plan would focus on networking with local churches in the Omaha area that have an interest in theological education. Brookside staff plan to meet with area pastors and churches to promote the courses.

Committee Recommendation: That the Commission approve the recurrent authorization to operate

Institution:	Trinity International University
Owner:	Trinity International University
Level of authorization:	Authorized to offer courses at the graduate level, limited to: ST 5201 Theology I: God of the Gospel ST 5202 Theology II: The Gospel of God
Length of authorization:	Five years (valid through September 22, 2028)

Reporting requirements: Annual reporting is required, with the first report due September 22, 2024. Forms are emailed to the institution prior to the due date and are available on the Commission's Web site. **In addition, the most recent audited financial statement with the management letter should be submitted to the Commission by September 15, 2026.**

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION STATE OF NEBRASKA

Guidance for Applicants for Authorization to Operate in Nebraska that are Seeking to Offer Programs that are Subject to Approval by Additional Nebraska Agencies, Boards, or Commissions

RE: Commission Rule 7 (281 NAC 7) Rules and Regulations for the Postsecondary Institution Act

This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.

1. Neb. Rev. Stat. § 85-2408 requires that, except as provided in section 85-2407ⁱ, no postsecondary institution shall operate in the State of Nebraska by establishing a physical presence in the state until it has received an authorization to operate by the Coordinating Commission for Postsecondary Education (*Coordinating Commission*).
2. There may be instances in Nebraska statute and/or the Nebraska Administrative Code that require a postsecondary institution seeking to operate in Nebraska to apply for and receive authorization or approval to offer specific degree programs or experiences from a Nebraska state agency, board, or commission (*Nebraska entity*) in addition to the Coordinating Commission. For example, postsecondary institutions seeking to offer a prelicensure nursing education program must be approved by the Nebraska Board of Nursing prior to admitting students (Neb. Rev. Stat. §§ 38-2232 to 38-2234 of the Nurse Practice Act and 172 NAC 97 Approval of Basic Nursing Program in Nebraska).
3. As a matter of consumer protection, and to ensure compliance with Nebraska law, whenever an applicant for authorization to operate in Nebraska under the Postsecondary Institution Act (Neb. Rev. Stat. §§ 85-2401 to 85-2428) is also required by Nebraska statute to be authorized or approved by another Nebraska entity by virtue of its programmatic offerings, the Coordinating Commission will not take action on the application until the applicant provides proof that it has received all other necessary approvals from Nebraska entities with the following exceptions:
 - (a.) If an application also includes programs that do not require authorization or approval by another Nebraska entity, the Coordinating Commission may, at its discretion, act on the application for authorization and limit the authorization only to such programs as do not require additional state approvals;

(b.) If another Nebraska entity requires the Coordinating Commission to authorize the operation of a postsecondary institution in Nebraska prior to or in conjunction with that Nebraska entity's approval/authorization process, the Coordinating Commission will work with the Nebraska entity to consider the application at an appropriate time within the Nebraska entity's process.

ⁱ 85-2407. Act; exemptions.

The following are exempt from the Postsecondary Institution Act:

(1) Any institution or organization which offers education or instruction, and which is licensed and regulated solely by an agency of the federal government with respect to curriculum and qualifications of instructional staff; or

(2) Any private postsecondary career school as defined in the Private Postsecondary Career School Act, except for purposes of interstate reciprocity agreements for the provision of postsecondary distance education across state boundaries entered into and administered pursuant to subdivisions (5) and (6) of section 85-2405.

September 2023

Committee Recommendation: That the Commission approve the Guidance for Applicants for Authorization to Operate in Nebraska that are Seeking to Offer Programs that are Subject to Approval by Additional Nebraska Agencies, Boards, or Commissions

2021-2022 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	Program	5 yr Average (2017-2022)							
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards	Justification if under standard
CCC	Mechatronics	1,328	278	AAS	12.8	16.2	68.4	97.4	
CCC	Quality Technology	157	175	AAS	1.4	2.4	6.8	10.6	Need
SCC	Nondestructive Testing Technology	1,027	313	AAS	14.0			14.0	
SCC	Manufacturing Engineering Technology	514	203	AAS	8.4			8.4	Need & Demand
CCC	Business Administration	7,956	588	AAS	80.4	105.6	159.6	345.6	
MCC	Business Management/Business Transfer	12,841	765	AAS/ AA	103.8		203.2	306.8	
MCC	Accounting	8,296	663	AAS	28.4		8.0	36.4	
MPCC	Business	2,739	318	AAS	27.4	0.2	13.4	41.0	
NECC	Business	3,537	404	AAS AA	16.6 44.2	2.8	4.4	68.0	
NECC	Accounting	1,361	331	AAS AA	4.2 10.4	.8	.8	16.2	
SCC	Business Administration	20,660	561	AAS/ AA	154.0	4.0	8.0	166.0	
WNCC	Business Technologies	2,151	392	AA/AS AAS	25.4 4.0		0.8	30.2	

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation

Institution	Program	5 yr Average (2017-2022)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
CSC	Technical Occupations (Interdepartmental)	NA	NA	BAS	9.4					
WSC	Industrial Technology	2,265	357	BA/BS	32.0					
WSC	Technology	2,265	357	BA/BS	3.2					Demand
WSC	Engineering Technology	2,416	335	BA/BS	0					New
UNK	Industrial Technology <ul style="list-style-type: none"> • Construction Management • Industrial Distribution 	4,618	441	BS	16.8					
				BS	23.4					
UNK	Business Administration Business Administration Comprehensive	5,048	606	BS	42.6	MBA	16.8			
				BS	83.6					
UNL	Business Administration (Interdepartmental)	NA	NA	BSBA	93.2					
UNL	Business					MA	13.2	PhD	5.4	
						MBA	133.8			
UNL	Business and Law			BSBA	0					New
UNL	International Business (Interdepartmental)	NA	NA	BSBA	23.0					
UNO	Business Administration <ul style="list-style-type: none"> • Business Administration Executive • Business for Bioscientists • Health Administration 					MBA	113			
						MBE	17.6			
						Grad Cert	1.4			
						Grad Cert	0			New
CSC	Business Administration	10,605	489	BA/BSE	103.8	MBA	47.2			
PSC	Business Administration Management Applied Science	10,250	511	BA/BS	89.2					
				BAS	29.4					
WSC	Business Administration	13,876	591	BA/BS	128.2	MBA	39.6			
UNK	Economics	5,203	536	BS/BA	1.6					Discontinued
UNL	Economics	17,719	3,093	BSBA	56.2					
				BA/BS	40.2					
UNO	Economics <ul style="list-style-type: none"> • Economics Education • Homeland Security Focused Business Analytics 	5,284	453	BA/BS	8.4	MA/MS	12.0			
				BSBA	13.0	Grad Cert	.2			New
						Grad Cert	0			New
UNK	Professional Sales			UG Cert	1.8					New
UNK	Supply Chain Management			UG Cert	.2					New

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation

Institution	Program	5 yr Average (2017-2022)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNL	Management <ul style="list-style-type: none"> • Strategic Innovation and Entrepreneurship • Human Resource Management 	14,656	2,033	BSBA	163.8	Grad Cert	0			New
						Grad Cert	6.0			
UNL	Supply Chain Management <ul style="list-style-type: none"> • Supply Chain Analytics • Supply Chain Management 	7,841	1,318	BSBA	33.4	MS	0			New
						Grad Cert	18.0			
						Grad Cert	0.8			New
UNL	Marketing <ul style="list-style-type: none"> • Sales Excellence • Marketing Analytics • Strategic Marketing 	10,805	2,210	BSBA	168.2	Grad Cert	0			New
						Grad Cert	0.2			New
						Grad Cert	0.2			New
UNO	Management	9,573	455	BSBA	138.2					
UNO	Logistics and Supply Chain Management					Grad Cert	2.4			New
UNO	Marketing	7,755	482	BSBA	106.4					
UNL	Accounting	12,313	1,352	BSBA	135.2					
UNL	Accountancy					MPA	40.2			
UNL	Finance	12,746	1,496	BSBA	221.6	MS	4.0			New
UNO	Accounting	5,345	399	BSBA	71.8	MACC	18.0			
UNO	Finance Real Estate	6,745	507	BSBA UG Cert	124.0 0.4					New
UNL	Actuarial Science	12,746	1,496	BSBA BA/BS	45.0 25.6	MS	5.2			
UNL	Finance Analytics					Grad Cert	0			New
UNL	Business Analytics					MS Grad Cert	16.2 18.0			

*For the University this is SCH/Instructional Faculty FTE

2021-2022 Programs Requiring Additional Review
(Item in bold is under Commission Minimum Performance Standard)

			Five Year Average (2015-20)								
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE*	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments	
UNK	Industrial Technology	BS	2.4	4,618	10.4	440.6	No additional resources needed	Continue	In-depth review		
UNK	Telecommunications Management (Info Networking)	BS	6.0	4,618	10.4	440.6		Continue	In-depth review		
UNK	Industrial Technology Applied Science	BS	0	4,618	10.4	440.6		Continue	In-depth review		
UNL	Economics	MA PhD	1.6 1.4	NA	NA	NA	All graduates are employed. Economics is key to workforce support and development	Continue	In-depth review		

*For the University this is SCH/Instructional Faculty FTE

Committee Recommendation: That UNK and UNL conduct in-depths reviews for the four programs listed above, due July 15, 2024.

Commission Minimum Performance Standard

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

Justification Key

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

Information Items

Discontinued Organizational Units

UNL - Nebraska Prevention Center for Alcohol and Drug Abuse

UNL - Center for Insurance and Risk Management

Reasonable and Moderate Extensions

UNK - Communication Instructional Development, Graduate Certificate

UNL - Agronomy, Graduate Certificate

UNL - Early Childhood and Family Policy, Graduate Certificate

Coordinating Commission for Postsecondary Education
 Capital Construction Project Evaluation Form

Institution/Campus: Central Community College – Hastings Campus
Project Name: Automotive Careers Training Center
Date of Governing Board Approval: August 17, 2023
Date Complete Proposal Received: September 5, 2023
Date of Staff Evaluation: September 6, 2023

**Committee
 Recommendation**

Central Community College – Hastings Campus
Fall Semester Enrollment by Campus*

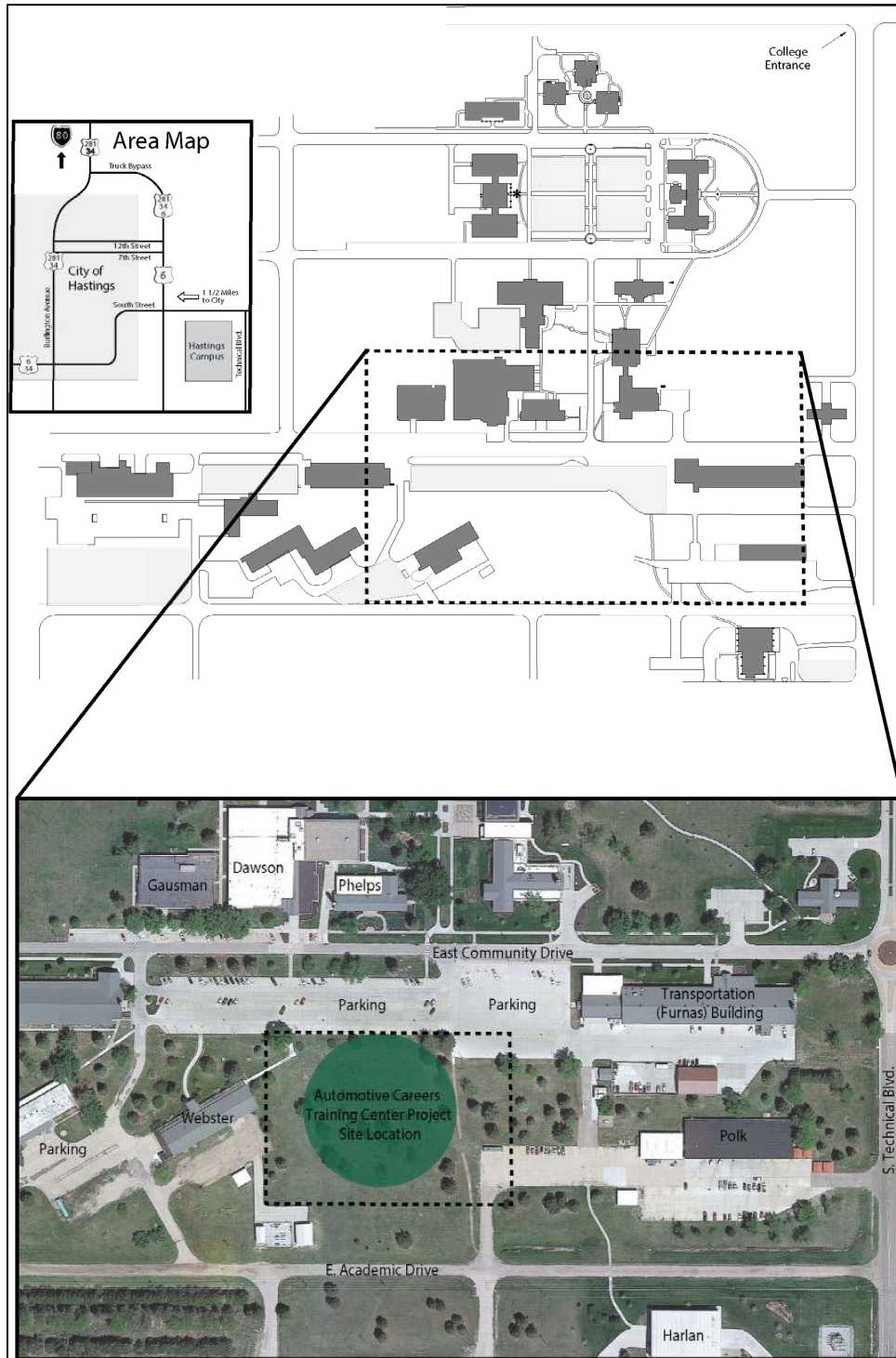
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
On-campus HC	2,871.0	2,550.0	2,045.0	1,741.0	1,579.0	1,454.0
Off-campus HC	1,766.0	1,883.0	1,528.0	1,712.0	1,700.0	2,011.0
Online HC	1,139.0	1,327.0	1,083.0	1,247.0	1,183.0	1,404.0
Campus FTE	1,453.4	1,435.4	1,310.2	1,271.4	1,230.7	1,349.3

* Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Student HC may be duplicated at a campus or center if a student takes more than one type of delivery-site course (on-campus, off-campus, or online). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description: Central Community College is proposing to construct a new building adjacent to the existing 40,317 gross square foot Transportation (Furnas) Building on Central Community College’s Hastings Campus. This project will provide new space to support the Automotive and Auto Body Technology Programs. The Automotive program provides hands-on learning experience for students to perform regular maintenance and diagnosis/repair for all makes and models of cars and light duty trucks. The Auto Body Technology program provides fundamental skills and knowledge in collision repair with specialized skills in painting, refinishing, sheet metal repair and replacement.

The new building, with 45,852 gross square feet of new program space and a storage mezzanine area, will consist of an Auto Body Lab, Automotive Lab, Paint Lab, Auto Body Welding Lab, General Classroom Space, Faculty Offices, Storage, and Support Spaces. Locating the new building on an adjacent site on the Hastings Campus with proximity to the existing Transportation Building will provide an optimum learning environment while allowing the programs to continue to utilize site infrastructure, existing parking, and access away from the main pedestrian walkways. The College plans to keep the existing Transportation Building intact for educational or administrative use. The College estimates the total project cost, including site preparation and new construction to be \$22,274,537 (\$486/gsf) for design, construction, and equipment costs. It will be funded with American Rescue Plan Act (ARPA) funds, Capital Improvement funds, and funds from a Capital Campaign.

Map of Project Location



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

Yes

No

Comments: Page 1-8 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 construct a new facility to meet current programmatic needs and employment needs both locally and regionally.

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

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

The proposed project would address safety, accessibility, and maintenance issues in the existing Transportation Building through the construction of a new, modern educational facility.

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

Yes

No

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

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

Yes

No

Comments: The new Automotive Careers Training Center would house the following CCC academic degree programs approved by the Executive Director for continuation:

- Automotive Technology Program (AAS)
- Auto Body Technology Program (AAS)

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

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

High Low

Comments: A master facilities plan was completed for the college in 2006, 2011, 2017, and 2022. The Central Community College Board of Governors employed the architecture firm of Wilkins Architecture Design Planning LLC of Kearney NE, to develop all four collegewide facility master plans.

During the development of the 2022 Master Facilities Plan, the need for a larger space for the Automotive and Auto Body programs became evident. Most of these areas do not meet current code requirements for ADA, fire safety, electrical regulations, and student safety as most sight lines are obstructed. The project was identified as the number 3 priority for the college and the number one priority for the Hastings campus.

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

High Low

The Automotive Technology program is currently housed in an 11,000 square-foot space serving 55+ students. The three full-time instructors share an office that lacks space for meeting with an individual student on course progress and advising. Automotive Technology students are currently crowded in the space with the amount of equipment located in the lab, which presents safety concerns and less than ideal learning environment. The program is unable to add more equipment, such as

additional lifts and bays, due to the space constraints and safety. Students must frequently work in groups as large as six in a single bay which makes it difficult for the faculty to ensure each student is able to show their competency in skills through hands-on learning. Additionally, the lab space is not reflective of the current industry.

The Auto Body Technology program is currently housed in a 17,500 square-foot area serving about 25 students. The two instructors share an office that lacks space for meeting with an individual student on course progress and advising.

Auto Body Technology students are currently crowded in the space with the amount of equipment located in these areas, which presents a safety concern. Students are required to complete projects in a space that is inadequate for them to work on projects without moving cars, equipment, and other student projects. Students are often asked to work in large groups as the project space is limited. Areas that house specific equipment are frequently re-purposed to give students more space to work on lab projects but then makes the equipment inaccessible. The following is a summary of existing physical deficiencies.

Physical Deficiencies:

The physical deficiencies in both Automotive Technology and Auto Body Technology are significant. The existing Transportation Building, remodeled in the 1970's for Automotive and Auto body Programs, is in poor condition.

- The general building layout is not efficient or reflective of industry standards
- There are safety concerns with asbestos throughout, which would require costly abatement if renovated.
- The Transportation Building has numerous HVAC and plumbing concerns including original storm drains, which are damaged and needing repair.

- The existing footprint of the building has a narrow footprint with column grid restrictions, which makes renovating and expanding the footprint of the bays challenging. To align with industry standards, a center drive lane with drive through access is needed, which the building does not currently have.
- CCC has communicated that physical deficiencies have hindered further growth within the transportation building and is not conducive to student and family tours with peeling paint, dark, crowded, and dated spaces.

Programmatic Deficiencies:

The current Transportation Building is not adequate to continue serving the interest and number of students in the program due to limited space and equipment deficiencies.

- Current classrooms accommodate twenty-four students currently, but there are generally more than twenty-four students in each classroom.
- Desks and chairs are frequently moved to meet the needs of the class.
- Lab space is extremely limited. The current ratio for students per vehicle in the lab space is five to six students per vehicle. The ideal ratio for appropriate for safety is two to three students per bay.
- The limited space poses a challenge to introduce current industry advancements in program curriculum for Advanced Driver-Assistance Systems (ADAS) calibration and Electrical Vehicle (EV) training.
- There are limitations in equipment exposure that help students learn specialized skills, such as Tire/Wheel, Alignment, Brakes, HVAC, and transmission work.

The new Automotive Careers Training Center will not only provide adequate space for program curriculum needs inside the labs and classrooms; it will allow for flexibility in use to pivot with industry advancements as the automotive market sees quick technological advancements.

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.).



Comments: The demand is high for trained technicians in CCC's service area supported by data and the local businesses who are pursuing graduates from both the Automotive Technology and Auto Body Technology programs. In addition, an increasing number of career pathways at area high schools, which are focused on helping high school students get started in these programs through completion of college credit while still enrolled in high school and ultimately respond to the high needs from business and industry, are being developed.

Current teaching methods require a much more interactive environment with hands-on applications and one-on-one teaching and coaching. With a more interactive teaching need, the training center and safety also come into focus just as industry is demanding in the automotive field today. The entirely new training center, designed with instructor and employer feedback, will provide more interactive areas that will allow for increased collaboration between students and instructors and include modern technology to increase access to Auto Body Technology programming and training across the CCC service area.

The existing Transportation Building will continue to be utilized for Hasting's campus needs after the new building is complete. There are two potential options for the

building, and possibly a combination of both. With either of these options, the building they are currently located in will be demolished.

- Option One: Move the Cold Storage and Alternative Energy Program into the Transportation Building
- Option Two: Move the Physical Plant / Facilities operations into the Transportation Building

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

High Low

Comments: The current instructional spaces for both Automotive Technology and Auto Body Technology are utilized to provide hands-on learning with equipment commonly found within the Auto industry. Both programs have expanded course offerings to accommodate growing student interest balanced with current instructional space limitations.

As a result of the design phase of this project, spaces are based upon the size and scope of programmatic needs as confirmed by meetings with users and steering committee, consultation with the College’s facilities design standards and utilization study recommendations, and evaluation of precedent facilities at other institutions.

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

High Low

Comments: Technological advancements and recent changes in pedagogy all place demands on physical space, especially technical lab spaces. These demands can best be described based on the assignable square feet per student station (ASF/Station). Based on program studies conducted on over 700 campuses nationwide by

SmithGroup and data categorized for rural community colleges, ASF/Station was the basis of developing space needs for this proposed project.

Sizing of the project appears reasonable based on ASF/Station recommendations.

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



Comments: Central Community College has outlined desired space to accommodate growth for 60 total full-time traditional and adult students within the Automotive Program and 32 full-time total traditional and adult students within the Auto Body Program. Twenty total early college students are desired for future growth. Additionally, this project acts as an opportunity for continued workforce training growth. Local industry leaders have expressed a need for more educational and training offerings, such as Advanced Driver Assistance Systems (ADAS), Electrical Vehicle (EV), and iCAR certifications. Having improved program space will allow Central Community College to provide hands-on training and opportunities for continued workforce.

Historic and Projected Enrollment Numbers

Program	2020-2021	2021-2022	2022-2023	2023-2024	2027-2028
Auto Body FT	24	23	23	29	32
Auto Body PT	10	8	5	1	12
Auto Body Total	34	31	28	30	44
Automotive FT	36	51	52	54	60
Automotive PT	22	25	26	2	30
Automotive Total	58	76	78	56	90

Automotive Technology:

- CCC has had successful recruiting events and campus visits with parents and students, which may have contributed to increasing enrollments. In addition, the College has developed several automotive pathways programs located at Grand Island Senior High School, Hastings High School, Columbus High School, Kearney High School, Holdrege High School, and several smaller schools that allow students to attend CCC when schedules allow.

Auto Body Technology:

- The Auto Body program has also had positive enrollment numbers. CCC attributes the growing student credit hours to recruiting and retention through the completion of an AAS degree. The program has steadily increased the number of student credit hours while maintaining two full-time program instructors. In 2022, Auto Body reached capacity due to space and equipment limitations. In addition, CCC is still considering the restructure of the AUTB curriculum to reflect and follow I-CAR curriculum which will support and align with industry standards.

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: Any increase in facility operating and maintenance (O&M) costs that may be needed for a new facility would be drawn from General Operating Funds. The college has ample budget capacity given existing levy limits.

2.1 Evidence is provided that this project is the best of all known and reasonable alternatives.

High Low

Comments: Three alternatives to the new Automotive Careers Training Center were considered:

Utilizing other existing square footage on the Hastings Campus for program space:

- In assessing whether the current available space on the Hastings campus could be utilized for Automotive and Auto Body programming, it was determined that although current classroom and office space on campus may be available, there would not be sufficient square footage for large, high-bay lab space needed for Automotive & Auto Body lifts and equipment. In addition, parts and tools needed for instruction purposes require dedicated storage adjacent to teaching spaces. Based on an evaluation of the site, the best location for the bays is away from main pedestrian traffic but adjacent to existing parking to minimize infrastructure costs and allow for drive through access for the Automotive and Auto Body labs. Therefore, no efficiency would be gained in the Automotive and Auto Body programs if classroom and office space were not adjacent to the lab spaces.

Remodeling the existing Transportation Building to meet new programmatic needs and industry alignment:

- In assessing whether the existing Transportation Building could be renovated, it was determined that this alternative would not be conducive due to safety, cost, access, and site limitations. The existing Transportation Building, remodeled in the 1970s for Automotive and Auto Body Programs, is in poor condition and the general building layout is not efficient or reflective of industry standards.

There are safety concerns with asbestos throughout, which will require costly abatement once renovation begins. Additionally, the Transportation Building has numerous HVAC and plumbing concerns including original storm drains, which are damaged and needing repair. In conclusion, the College has explored phasing strategies to allow for specialized labs to operate while renovation is underway, but with timing of program use and renovation work needed, course offerings would need to be adjusted, which is not a possibility with program curriculum.

Expanding the existing Transportation Building to meet new programmatic needs and industry alignment:

- The existing Transportation Building is also not conducive to an effective expansion due to land limitations and access for phasing needed. Adding on to the south side of the building creates access concerns for the existing lab spaces, making use during expansion inaccessible. Expansion to the East or West Side of the Building does not strengthen the efficiencies of the building due to the already narrow footprint. To align with industry standards, a center drive lane with drive-through access is needed. To reflect industry standards, extensive renovation work and expansion to the south side of the building is required, causing concern with program curriculum interruptions.

A list of both physical and programmatic deficiencies can be found in section 2.C.

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

High Low

Comments: No cost savings would be realized by this proposal. The proposed project would provide an opportunity to build a modern, functional facility to accommodate current space needs and future growth.

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

High Low

Comments: Construction Costs - The College estimate to design, construct, and equip the new Automotive Careers Training Center is \$22,274,537 (\$486 /gsf). Commission staff's estimate of the total project cost is \$22,367,100 (\$488/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past college construction projects. The College's estimate is \$92,563 (0.41%) lower than Commission staff's estimate. The minimal difference between these estimates is within an acceptable threshold.

Operating and Maintenance Costs - The College has stated that a minimal increase in operating and maintenance (O&M) costs will come from the General Operating Fund. Commission staff concurs with this assessment.

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

High Low

Comments: Of the approximate \$22.3 million project cost, \$16.1 million would come from the Capital Improvement Fund, \$4.7 million would come from ARPA funds, and up to \$1.5 million from Major Gifts. The use of Capital Improvement funds to construct instructional support and public service space is appropriate.

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

Yes No

Comments: This project would not unnecessarily duplicate other instructional or public service space on campus or in the community. Central Community College historically has had separate automotive programs on the Columbus, Grand Island

and Hastings campuses, but due to budgetary and instructional efficiencies, the College consolidated all three programs on to the Hastings campus, thus creating a stronger level of specialization and variety of course offerings for the service area. This consolidation has occurred over the last twenty years and has shown positive results.

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 college is seeking to create a more functional space for both the Automotive Technology and Auto Body Technology programs that better reflects industry standards and attracts students. Industry feedback in both programs identifies many limitations that hamper the potential growth of these programs. Training programs for industry are unable to be performed in the current space without removing student projects. Both programs have maximized the use of the current building for many years, and it is becoming clear the opportunities for growth are limited by the current space.

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 Central Community College’s proposal to utilize Capital Improvement funds to construct and equip the Automotive Careers Technology Center project as outlined in the governing board’s program statement approved on August 17, 2023, along with supplemental information provided.

Comments: The primary driver for this project is the need to provide modern, safe, and quality spaces for the Automotive Technology and Auto Body Technology Programs. This proposed building will accomplish this goal for current students while allowing for future growth in headcount.

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

Institution/Campus: University of Nebraska at Kearney / Medical Center
Project Name: UNK UNMC Rural Health Education Building: Health Science Education Complex (HSEC) – Phase Two
Date of Governing Board Approval: August 11, 2022
Date Complete Proposal Received: August 11, 2023
Date of Staff Evaluation: August 29, 2023

Committee Recommendation

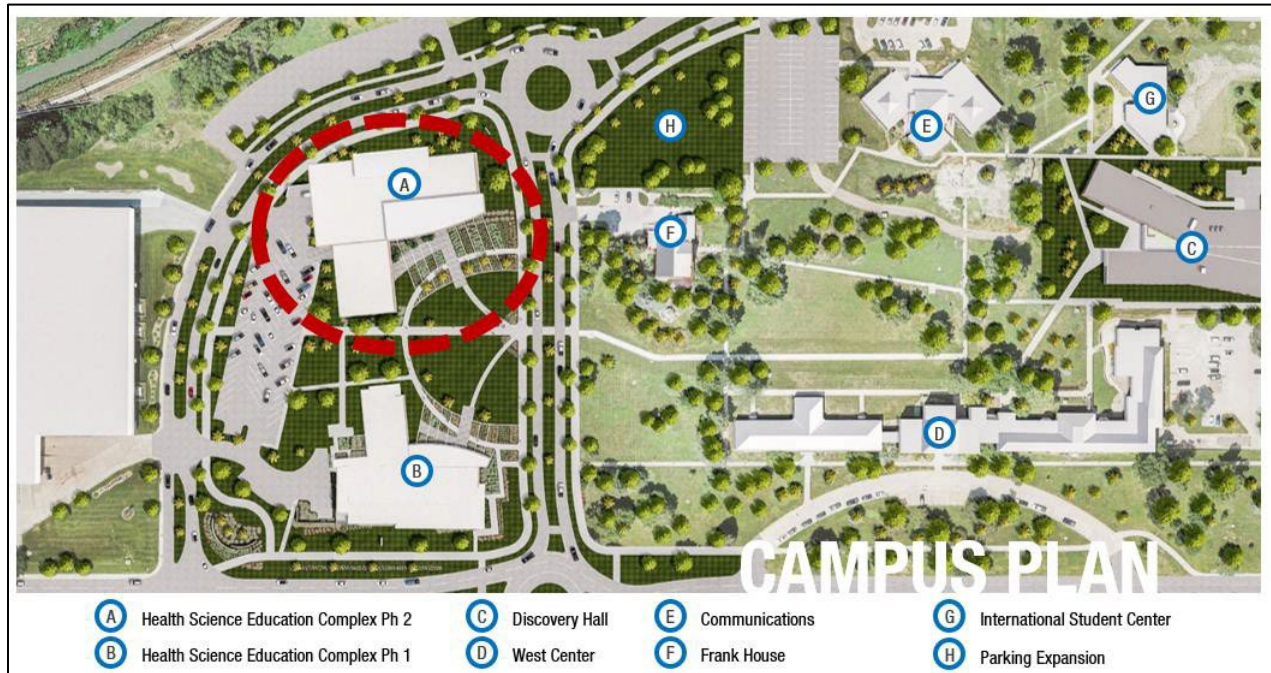
University of Nebraska at Kearney Campus
Fall Semester Enrollment by Campus*

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
On-campus HC	4,781.0	4,329.0	4,118.0	3,874.0	3,781.0	3,650.0
Off-campus HC	0.0	5.0	31.0	24.0	39.0	40.0
Online HC	3,657.0	3,864.0	4,095.0	4,470.0	4,565.0	4,302.0
Campus FTE	4,903.6	4,750.9	4,669.8	4,596.2	4,569.3	4,436.5

* Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Student HC may be duplicated at a campus or center if a student takes more than one type of delivery-site course (on-campus, off-campus, or online). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description: The proposed project is a new 112,374 gross square foot (gsf) health science focused building on the University of Nebraska at Kearney UNK campus using \$60 million of federal American Rescue Plan Act (ARPA) funds allocated by the Nebraska Legislature and another \$35 million in private funds. The HSEC Phase II project will serve as a companion to the Phase I project providing a cohesive interprofessional experience for all health science students. The building will include state-of-the-art classrooms, extensive simulation and clinical skills laboratories for pre-clinical education and complex clinical scenarios and simulated primary care spaces, administrative and faculty and staff office space to accommodate current and expanded numbers of faculty and staff members, and secure storage space for research and academic records. Additionally, targeted renovation in the Phase I building will provide expanded Anatomy, Rehab, and Musculoskeletal labs.

Leveraging the proof of concept and successful outcomes of the initial UNMC and UNK collaboration, the proposed project aims to create a one-of-a-kind rural health-focused learning environment with a focus on meeting Nebraska’s current and future rural health needs. The project will make it possible for UNMC to expand the presence of the Colleges of Allied Health Professions and Nursing, and add the Colleges of Medicine, Pharmacy and Public Health to co-locate in the new HSEC Phase II building on the UNK campus.



The objectives of the project are to:

- Provide sufficient space for planned growth in enrollments in the UNMC Colleges of Allied Health Professions, Nursing Kearney division, Medicine, Pharmacy and Public Health
- Design spaces that will foster interprofessional learning and the use of technology in experiential education
- Provide spaces for clinical and primary care simulations
- Provide state-of-the-art space for research necessary to recruit faculty and staff
- Provide space for faculty, staff, and administrative support for UNMC and the Colleges of Allied Health Professions, Nursing, Medicine, Pharmacy and Public Health
- Provide an environment for undergraduate pre-professional students to gain exposure to careers in the health professions
- Provide proof of concept for interprofessional learning that may be a model across the vast and thinly populated Great Plains

The University estimates the total project cost, including renovation, site preparation, and new construction to be \$95,000,000 (\$845/gsf) for design, construction, and equipment costs. The project will be funded from ARPA funds and private donations. This project will result in an increase in annual O&M costs by \$2,000,000, which was included in the University's base appropriation starting with the 2023-2025 biennium.

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." UNMC is the only public academic health sciences center in Nebraska and, as such, its role within the University of Nebraska system is to educate health professionals for the future and generate the research needed to improve the health and quality of life of Nebraskans. A key component of providing premier educational programs is to strategically determine when and where investments in bricks-and-mortar facilities will best meet Nebraska's needs for health professions education and innovative research, thereby fostering high-quality clinical care and outreach to underserved populations. With the evidence that rural areas of Nebraska are disproportionately affected by health profession shortages, and that students educated in rural areas tend to seek employment in those areas, this project is highly consistent with the campus's role and mission.

Page 1-8 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "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."

Page 3-6 of the *Plan* states: "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 areas.**

Page 7-34 of the *Plan* outlining the University of Nebraska Medical Center’s role and mission assignment states: “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.”

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

Yes

No

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

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

Yes

No

Comments: The proposed new building will house UNMC academic degree programs in the following Colleges approved by the Executive Director for continuation:

- College of Allied Health Professions
- College of Nursing
- College of Medicine
- College of Public Health
- College of Pharmacy

(UNK-UNMC / Rural Health Education Building – Health Science Education Complex Phase 2 project evaluation continued)

Major	Graduate
Biomedical Informatics (Joint with UNO)	(MS, PhD)
Biomedical Sciences (Interdisciplinary)	(MS, PhD)
Biostatistics	(MS, PhD)
Cellular and Integrative Physiology	(MS, PhD)
Diagnostic Cytology	(Master of Diagnostic Cytology)
Diagnostic Medical Sonography	(BS)
Environmental Health, Occupational Health and Toxicology	(MS, PhD)
Epidemiology	(PhD)
Genetic Counseling	(MS)
Genetics, Cell Biology & Anatomy	(MS, PhD)
Health Administration	(MHA)
Health Promotion & Disease Prevention Research	(PhD)
Health Services and Policy Research	(PhD)
Healthcare Delivery Science	(MDHS)
Medical Anatomy	(MS)
Medical Laboratory Science	(BS)
Medical Nutrition	(MMN)
Medical Physiology	(MS)
Medical Science - Interdepartmental	(MS, PhD)
Medicine	(BS, MD)
Nuclear Medicine Technology	(BS)
Nursing	(BSN, MSN, PhD, DNP)
Occupational Therapy	(OTD)
Pathology and Microbiology	(MS, PhD)
Perfusion Science	(MPS)
Pharmaceutical Sciences	(MS, PhD)
Pharmacology and Experimental Neuroscience	(MS, PhD)
Pharmacy	(PharmD)
Physical Therapy	(DPT)
Physician Assistant	(MS)
Public Health	(PhD)
Radiation Therapy Technology	(BS)
Radiography	(BS)
Respiratory Therapy	(MRC)

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

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

High Low

Comments: The new HSEC Phase II project aligns with the 2025 Kearny Campus vision as outlined in the Facilities Master Plan (pending approval) Planning Directives. The six UNK Campus goals below have guided the development of the Phase II program and will be reinforced through this project.

- Provide the infrastructure required for programmatic excellence in all aspects of mission
- Equip academic facilities with state-of-the-art instruction technology and modernized classrooms, laboratories, conferencing facilities, and faculty office space
- Renew the campus in ways calculated to enhance alignment of the educational experience with career preparation needs in Nebraska’s, and our region’s, evolving economy.
- Devote attention to the renewal of the academic infrastructure, with special focus on facilities that house academic priority programs
- Envision the use of property and facilities in collaborative ways that have potential to develop new instructional, research, and service capability
- Resource stewardship both the general and specific

As part of the UNK campus strategic planning effort, the relocation of the Student Health Services program from Memorial Student Affairs Building (MSAB) to the new building will allow for the campus to move closer to the

decommissioning of MSAB.

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



Comments: The UNMC approved program statement identified both minor physical and programmatic deficiencies with the current HSEC building thus justifying an additional new facility.

Physical Deficiencies:

- The HSEC Phase I has served the Allied Health and Nursing programs extremely well since opening its doors in 2015. However, with the planned expansion of programs, the consolidation of unique programs and functions in either Phase I or Phase II buildings will enhance operations and likely support greater efficiency. Thus, minor renovations to Phase I will be necessary.

Programmatic Deficiencies:

- The Health Science Education Complex Phase I was designed for the 2013 projected enrollment of the College of Nursing and Allied Health programs. The Colleges of Public Health, Medicine, and Pharmacy do not currently operate programs on the UNK campus. With UNMC expanding the academic programs and colleges located on the UNK campus, as well as anticipated enrollment growth, the future needs of the university exceed the capacity of the Phase I building. This results in programmatic deficiencies for classrooms, experiential learning, research, and community space and workplace environments.

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.).



Comments: The HSEC Phase 1 building has space for both the College of Nursing and College of Allied Health programs, though a small renovation is proposed to make the space more effective. The Colleges of Public Health, Medicine, and Pharmacy do not currently have space on the UNK 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.



Comments: A preliminary utilization study was completed for the classrooms included in the HSEC. The current HSEC Phase I classrooms currently have a high utilization rate forcing students to learn remotely for some classes. A classroom utilization study for those classrooms as part of the Phase II program was completed through a mock schedule of the future. This study resulted in the validation of the classrooms included in the Phase II program summary.

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



Comments: The space and planning guidelines were based on UNK and UNMC Space Guidelines and the experience of the administrative staff and faculty of the health science programs. The faculty, staff, and consultants worked closely to determine detailed

requirements, room criteria, and equipment needs.

The proposed project will include the following spaces:

- Classrooms: The new building will have a mix of active and immersive classrooms. These classrooms will provide flexible and adaptable learning spaces to align with current and future pedagogies.
- Experiential Learning: Immersive learning spaces range from low to high fidelity environments for interdisciplinary learning. The new building will include a Simulation and Simulated Patient Suite.
- Class Laboratories: A technology infused Task Training lab supports low- and mid-fidelity teaching methods. A Basic Science lab provides a state-of-the-art facility for the campus.
- Community Space: A mix of community spaces are woven throughout the program. Small group rooms, open community spaces as well as a food service footprint provide users with places for collaboration and recharge.
- Research Environments: A research suite consists of clinical and dry lab spaces for programs to engage in a variety of research activities.
- Workplace/Office: The workplace and office environments are designated per the UNMC and Nebraska Medicine Future Workplace Guidelines and not limited to private offices.

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



Comments: The new Rural Health Education Building – HSEC Phase II will create opportunities for enhanced inter-campus partnership between UNMC and UNK to help address current and future health workforce

shortages in rural Nebraska. The College of Nursing will expand its Baccalaureate of Science in Nursing (BSN) and accelerated BSN programs and graduate program for nurse practitioners. The College of Allied Health Professions (CAHP) will continue its programs for physician assistants, physical therapists, medical laboratory scientists, occupational therapists, radiographers, and diagnostic medical sonographers and add programs in medical nutrition, genetic counseling, respiratory therapy, and a physical therapy orthopedic residency.

The College of Medicine will offer the Doctor of Medicine (MD) program, the College of Pharmacy will offer the Doctor of Pharmacy (PharmD) program, and the College of Public Health will offer the Master of Healthcare Administration (MHA) and Master of Public Health (MPH) degrees. These new colleges on the UNK campus will provide students interested in rural health and primary care with more opportunities to obtain a health professions education without the necessity of relocating to Omaha.

These additions are complemented by the Rural Health Opportunities Program (RHOP) and Kearney Health Opportunities Program (KHOP) health profession pathway programs. Specifically, KHOP is a collaborative program between UNK and UNMC designed to attract talented students from rural Nebraska that are committed to practicing in rural Nebraska following their education and training. The KHOP program started in 2010 with the College of Medicine with programs from UNMC Colleges of Allied Health, Nursing, and Pharmacy joining KHOP.

There are currently over 100 students at UNK in the KHOP pathway, and the program is continuing grow. Thus far, 129 UNK students have matriculated to UNMC to receive their healthcare training. UNMC's experience with rural pipeline programs, such as RHOP and KHOP, spans over 30 years and has demonstrated that if students interested in rural practice are provided

opportunities to obtain their education in rural communities, they have a greater likelihood of returning to those communities to practice after graduation.

	Current Enrollment	Potential Growth	Future Enrollment	HSEC Students	
				On Campus	Off Campus
College of Allied Health	159	153	312	282	30
College of Nursing	184	104	288	226	62
College of Medicine	0	40	40	40	0
College of Public Health	0	20	20	20	0
College of Pharmacy	0	180	180	68	112
College of Education (UNK)	96	24	120	120	0
Total	439	521	960	756	204

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: Increased facility operating and maintenance (O&M) costs resulting from this project will be \$2,000,000. These funds have already been appropriated in the University’s base appropriation for 2023-2025.

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

High Low

Comments: An alternative was to construct a new building and place the proposed new UNMC programs, the Nursing and Allied Health expansion needs, and UNK program upgrades in this new building. However, the space needs grew unreasonably with a new standalone building next to the original Nursing and Allied Health building with both operating independently from each other. By reexamining the operation of the existing building and incorporating some reasonable upgrades and space realignments, the existing building and the proposed new building could realize a more efficient use of space and reduce additional space needs.

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

High Low

Comments: No cost savings would be realized by this proposal. The proposed project would provide an opportunity to increase the effectiveness of the College of Nursing and College of Allied Health Professions as they already have a presence on campus. For the new programs to campus, this will allow for a greater expansion of their footprint towards central and western Nebraska. This project will build a modern, functional facility to accommodate current space needs, future growth, and a destination for high-quality education, scholarship, and creativity.

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

High Low

Comments: **Construction Costs** – The University estimate to design, construct, and equip a new Health

Science Education Complex Building is \$95,000,000 (\$845/gsf). Commission staff's estimate of the total project cost is \$94,675,200 (\$843/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past university construction projects. The University's estimate is \$324,800 (.34%) more than Commission staff's estimate with the variance due to the special construction methods required of this project. No State tax dollars will be used to construct this project.

Operating and Maintenance Costs - The University is estimating an incremental increase in facility operating and maintenance (O&M) costs of \$2,000,000 for this new building. This increase was included by the legislature in the University's base appropriation for the current biennium. Commission staff's estimate to provide facility O&M is \$1,988,050. The University's estimate is \$11,950 (.60%) more than Commission staff's estimate.

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

Comments: State designated ARPA funds will be used to provide \$60,000,000 million in funding for this proposal. An additional \$35,000,000 million in private donations would also be used for a total project cost of \$95,000,000. The use of State funds for the operations and maintenance of the new building is appropriate.

High Low

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

Comments: This project would not unnecessarily duplicate other instructional or administrative space on campus as UNMC will be expanding the Colleges of Public Health, Medicine, and Pharmacy to the UNK campus.

Yes No

The current HSEC Phase I classroom environments have a high utilization rate forcing some students to attend classes via distant learning due to scheduling challenges and conflicts. The existing classrooms will be backfilled with additional classes meeting the needs of the expanding and additional programs.

As part of the UNK campus strategic planning effort, the relocation of the Student Health Services program from MSAB to the new building will allow for the campus to move closer to the decommissioning of MSAB.

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



Comments: The existing HSEC Phase I building will undergo targeted renovation on the first and second floors to accommodate the needs of the university.

- Floor 01: The current Anatomy Lab is designed with 8-student stations meeting the needs of the current programs on campus. With the addition of the College of Medicine the lab will expand into the adjacent Donor Receiving space to accommodate the two additional stations.
- Floor 02: As part of the holistic vision for the HSEC, the second floor Simulation Suite will move to the new Phase II building. The existing adjacent Rehab and Musculo- Skeletal Labs will expand into the existing Simulation Space to provide additional space for the Allied Health programs.

COMMISSION ACTION AND COMMENTS:

Approve



Disapprove



Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska at Kearney and the University of Nebraska Medical Center’s proposal to construct a Health Science Education Building Phase 2 on the UNK campus as outlined in the governing board’s program statement approved on August 11, 2022, along with supplemental information provided.

Comments: The purpose of the project is to build a state-of-the-art Rural Health Education Building – HSEC Phase II on the University of Nebraska Kearney campus that will house the University of Nebraska Medical Center Colleges of Allied Health Professions, Nursing, Medicine, Pharmacy and Public Health.

Leveraging the proof of concept and successful outcomes of the initial UNMC and UNK collaboration, the proposed project aims to create a one-of-a-kind rural health-focused learning environment with a laser-like focus on meeting Nebraska’s current and future rural health needs. The project will make it possible for UNMC to expand the presence of the Colleges of Allied Health Professions and Nursing and add the Colleges of Medicine, Pharmacy and Public Health to co-locate in a new building on the UNK campus.

The new Rural Health Education Building will create opportunities for enhanced inter-campus partnership between UNMC and UNK to help address current and future health workforce shortages in rural Nebraska.

Proposed Project from the Southeast:



Proposed Project from the West:





NEBRASKA OPPORTUNITY GRANT 2022-23 YEAR-END REPORT

September 22, 2023

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The Commission's reports are available online at ccpe.nebraska.gov/reports

NEBRASKA OPPORTUNITY GRANT PROGRAM

The Nebraska Opportunity Grant (NOG) program provides financial aid to students who are residents of Nebraska; have not earned a bachelor's, graduate, or professional degree; have high financial need (defined as having an expected family contribution equal to or less than 110% of the maximum family contribution that qualifies students for a federal Pell Grant); and who are attending eligible Nebraska colleges and universities to earn a degree or credential. The NOG program uses information from the federal Free Application for Federal Student Aid (FAFSA) as the basis for determining eligibility; there is no separate application.

NOG is the State of Nebraska's only need-based financial aid program for postsecondary students and is funded through General fund appropriations and lottery funds. As of the 2021-22 academic year, when analyzing national need-based undergraduate grant dollars per undergraduate enrollment, Nebraska ranked 31st in the country, one spot lower than our ranking from 2020-21.

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.

For the 2022-23 NOG program award year:

- \$23,928,265 was awarded
- 13,183 students received a Nebraska Opportunity Grant
- \$1,815.09 was the average grant award

Pages 3-6 include charts showing the number of Nebraska students who received a federal Pell grant and the unmet financial need of these students as reported by the institutions. The US Department of Education defines financial need as the difference between how much college costs and how much a student and the student's family can pay towards those costs. The difference between financial need and the amount of financial aid offered by the college to the student to cover the financial need is considered unmet financial need. Students must cover their unmet need from either private loans or out-of-pocket funds.

The remainder of the report reflects various details specifically related to the NOG program, broken out by sector. Of particular interest is the table on page 13 showing the percentage of eligible students that received a NOG award by sector. The table demonstrates both that the NOG program is an important part of the overall financial aid strategy of postsecondary institutions and that many eligible students are not served by the NOG program due to lack of funding.

NOG Program Participating Institutions

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

State Colleges

- Chadron State College
- Peru State College
- Wayne State College

Community Colleges

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

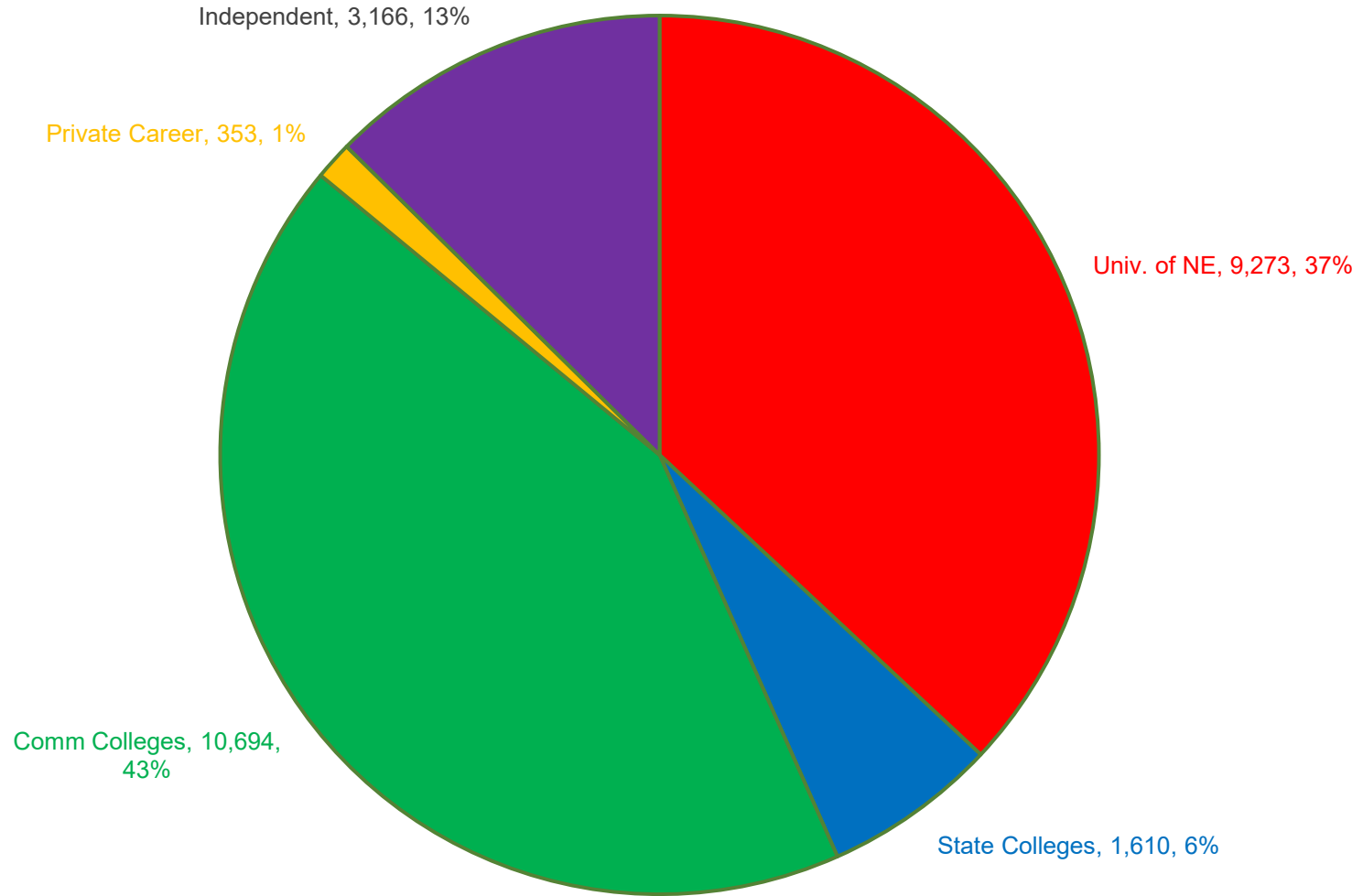
Private Career Colleges

- Capitol Beauty School
- College of Hair Design
- Joseph's College of Beauty
- Xenon International School of Hair

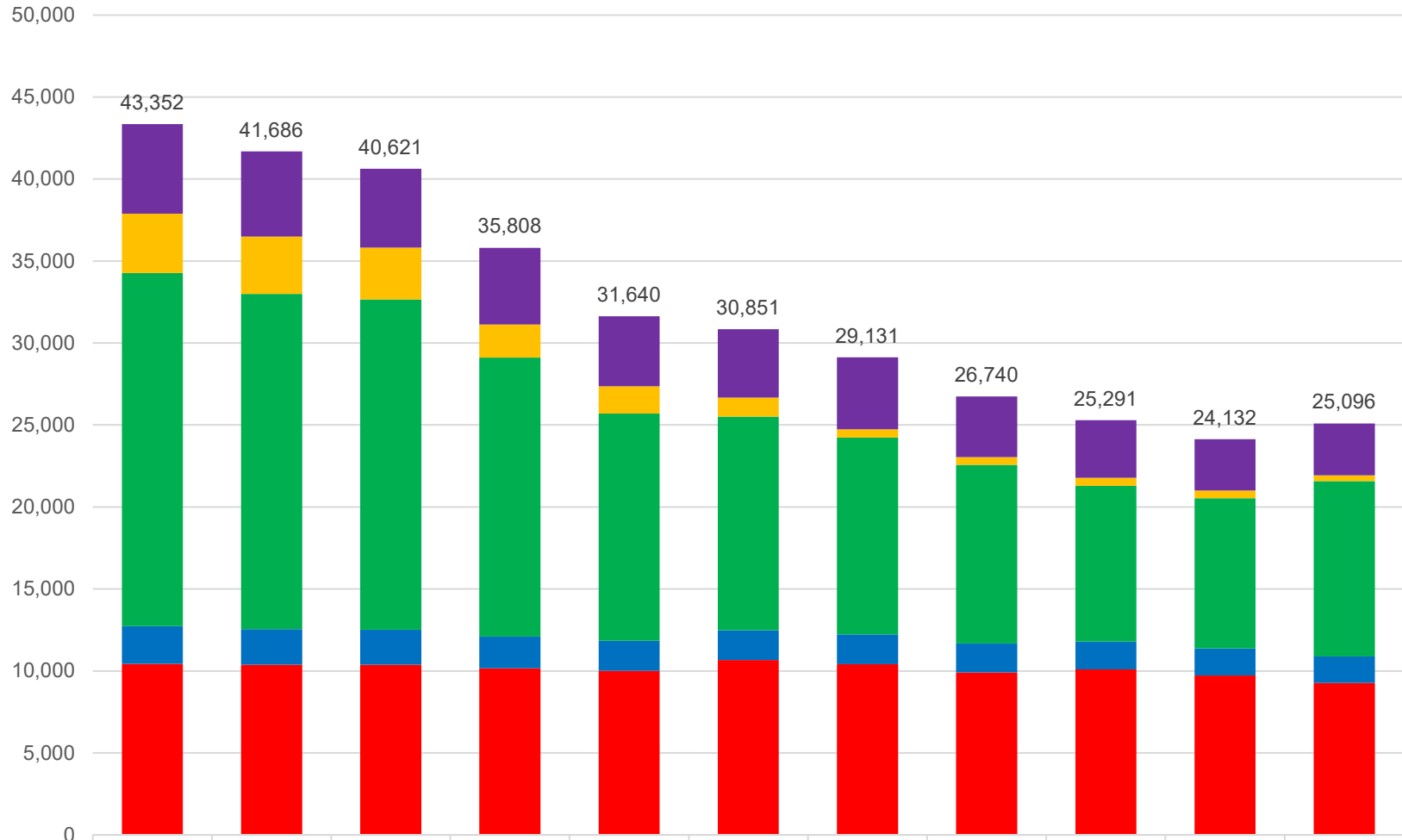
Independent Colleges & Universities

- Bellevue University
- Bryan College of Health Science
- Clarkson College
- College of Saint Mary
- Concordia University
- Creighton University
- Doane University
- Hastings College
- Little Priest Tribal College
- Midland University
- Nebraska Indian Community College
- Nebraska Methodist College
- Nebraska Wesleyan University
- Purdue University Global
- Union College
- Western Governors University
- York College

2022-23 Nebraska Resident Pell Grant-Eligible Students by Sector (percentage is of total enrollment)

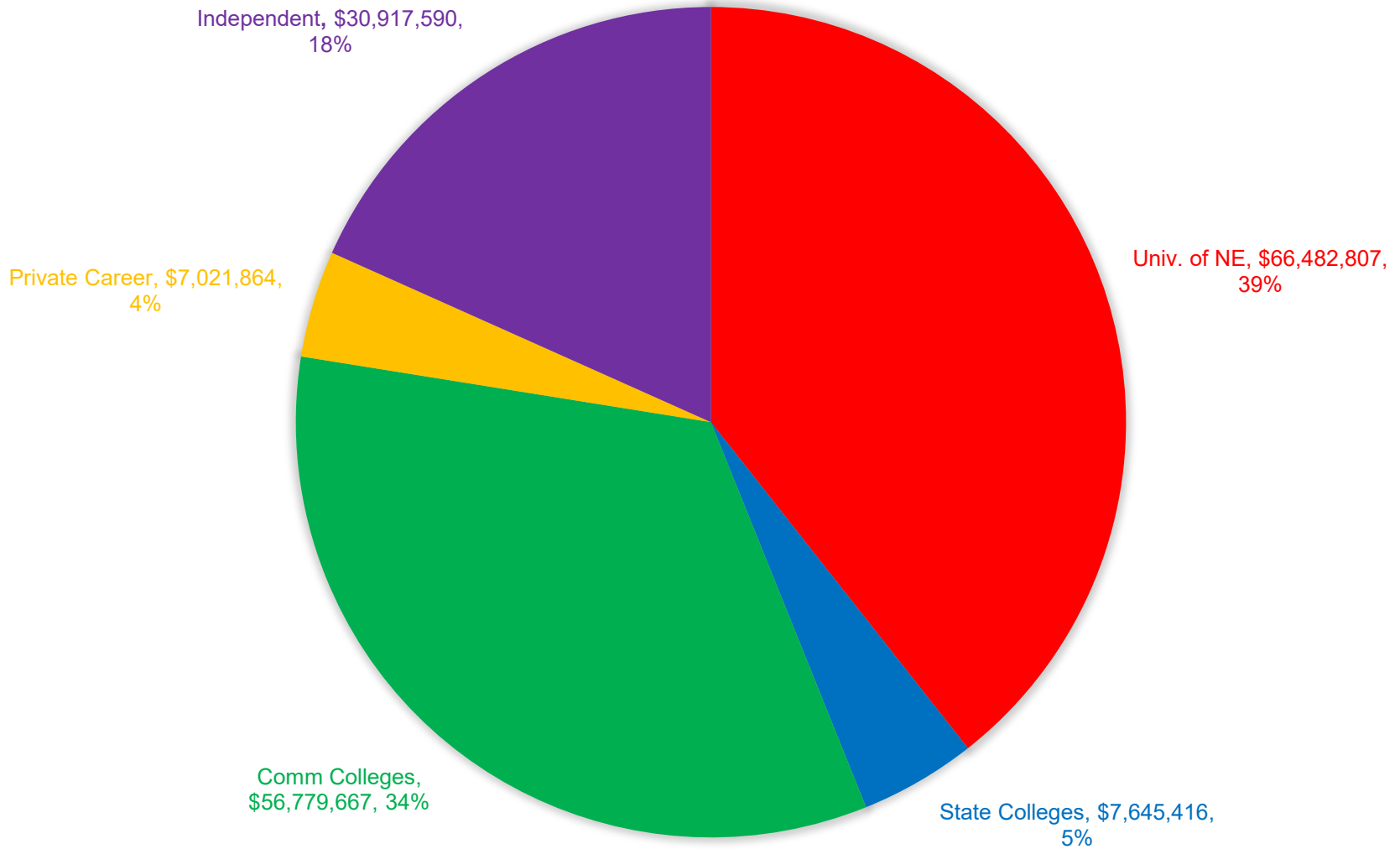


Nebraska Resident Pell Grant-Eligible Students by Sector

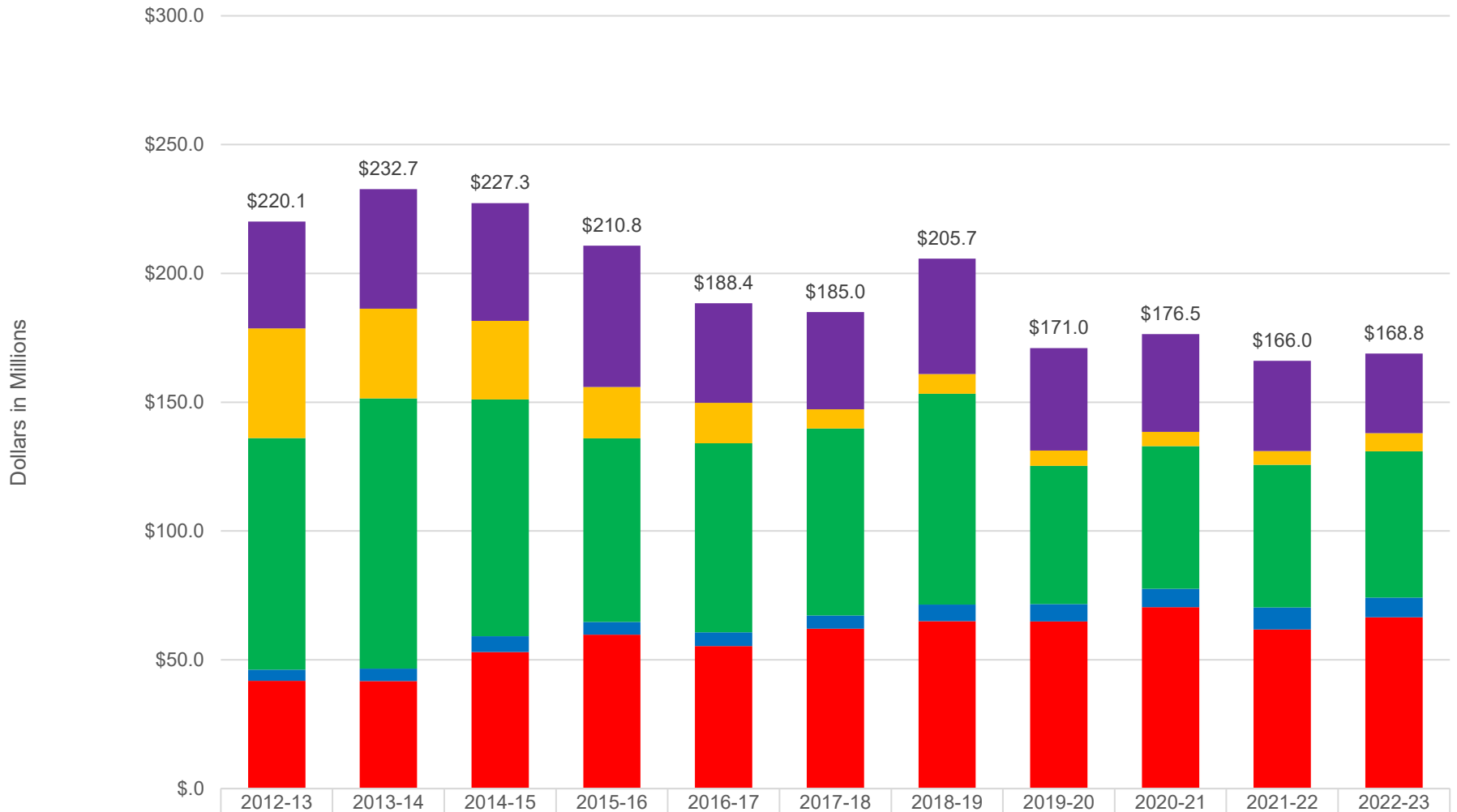


	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total	43,352	41,686	40,621	35,808	31,640	30,851	29,131	26,740	25,291	24,132	25,096
Independent	5,464	5,194	4,799	4,681	4,270	4,170	4,390	3,696	3,507	3,134	3,166
Private Career	3,607	3,504	3,168	2,009	1,674	1,174	499	480	487	459	353
Comm Colleges	21,548	20,433	20,132	17,019	13,861	13,032	12,021	10,894	9,504	9,175	10,694
State Colleges	2,296	2,177	2,135	1,944	1,824	1,805	1,815	1,762	1,696	1,643	1,610
Univ. of NE	10,437	10,378	10,387	10,155	10,011	10,670	10,406	9,908	10,097	9,721	9,273

**2022-23 UNMET NEED OF PELL GRANT-ELIGIBLE STUDENTS
(PERCENTAGE IS OF TOTAL AMOUNT)**



Nebraska Resident Pell Grant-Eligible Unmet Need by Sector



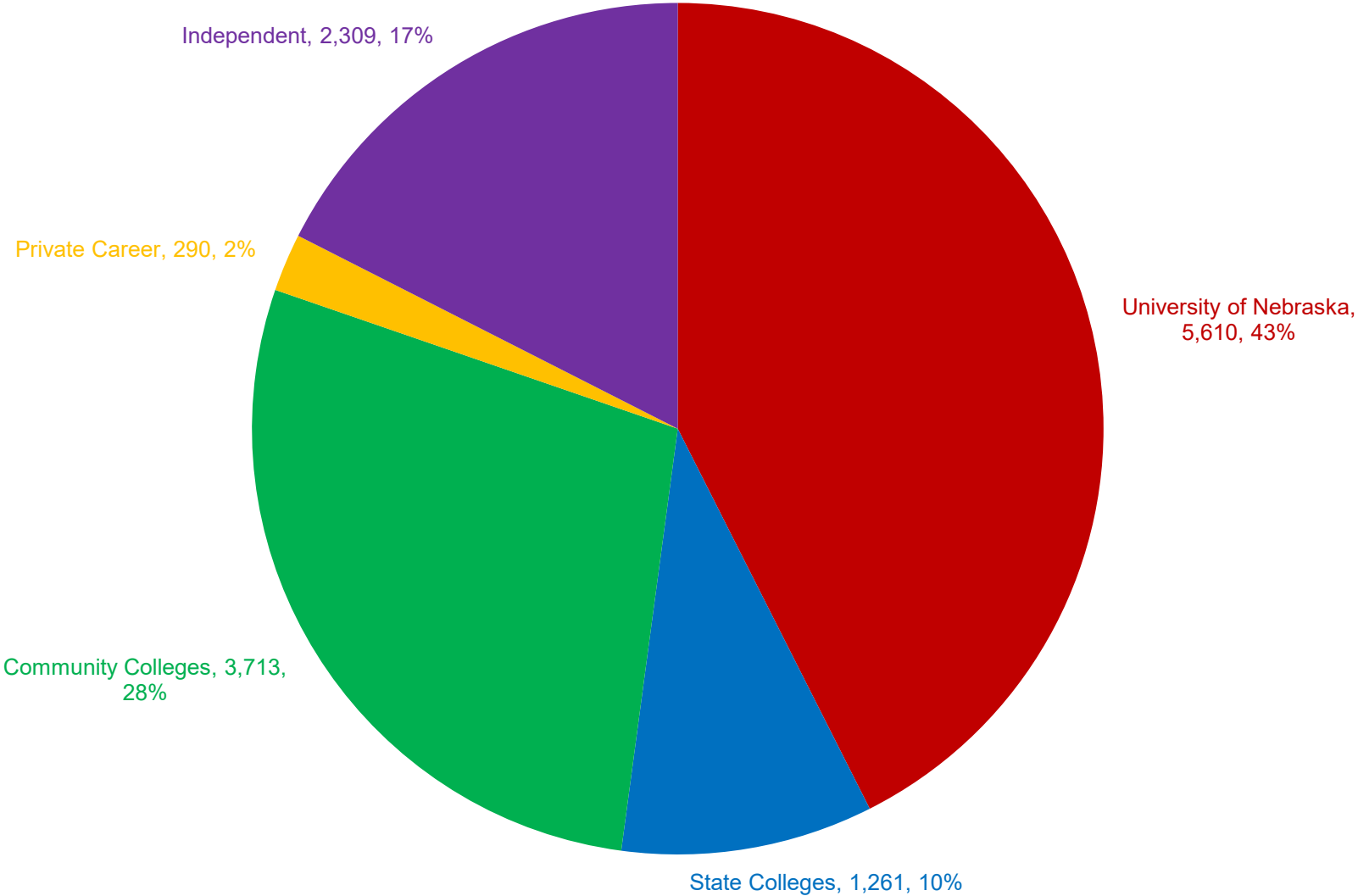
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total	\$220.1	\$232.7	\$227.3	\$210.8	\$188.4	\$185.0	\$205.7	\$171.0	\$176.5	\$166.0	\$168.8
Independent	\$41.4	\$46.4	\$45.8	\$54.9	\$38.6	\$37.8	\$44.8	\$39.7	\$38.0	\$35.0	\$30.9
Private Career	\$42.6	\$34.8	\$30.5	\$20.0	\$15.8	\$7.4	\$7.7	\$6.0	\$5.5	\$5.4	\$7.0
Community Colleges	\$89.9	\$104.9	\$92.0	\$71.2	\$73.3	\$72.6	\$81.8	\$53.6	\$55.4	\$55.3	\$56.8
State Colleges	\$4.4	\$4.9	\$6.1	\$4.9	\$5.3	\$5.1	\$6.5	\$6.8	\$7.2	\$8.6	\$7.6
Univ. of NE	\$41.8	\$41.7	\$53.0	\$59.8	\$55.3	\$62.1	\$64.9	\$64.8	\$70.4	\$61.8	\$66.5

NOG Yearly Process

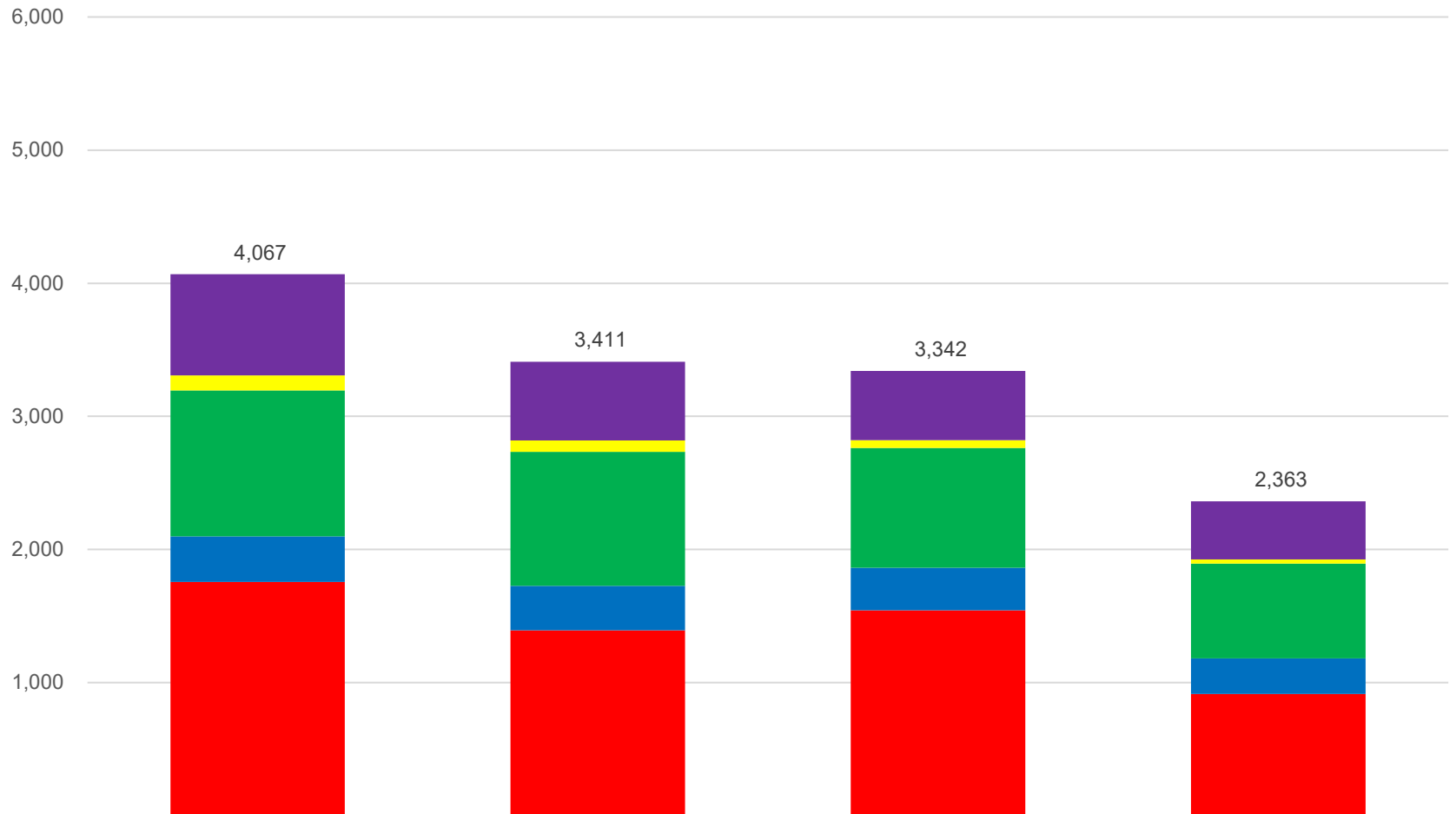
Each year the Commission allocates NOG funding that has been appropriated by the Legislature to participating institutions. In order to provide these institutions timely information, funding estimates are used until a final appropriation bill is approved in late spring. Allocations are calculated using the formula found in Neb. Rev. Stat. § 85-1912. Below are key events of the NOG process:

- Tentative allocation using estimated state General and lottery funds is sent out to institutions in January for the next academic year
- NOG applications to participate are sent to institutions and returned to the Commission in June
- Data from the applications, including the calculation of full-time-equivalent eligible students and tuition and fees charged, are used in the allocation formula
- Final appropriation amounts passed by Legislature and approved by Governor no later than June
- Final allocation notice sent to institutions in July
- Institutions submit a list of recommended students for Commission approval
 - Must be done prior to disbursement to student
 - Send in multiple lists throughout the year
 - Funds sent at least twice a year based on approved list of students
 - Final submission must be submitted by May 31st of the academic year
- Commission performs audits of student eligibility at each participating institution every fall

2022-23 NOG Recipients by Sector

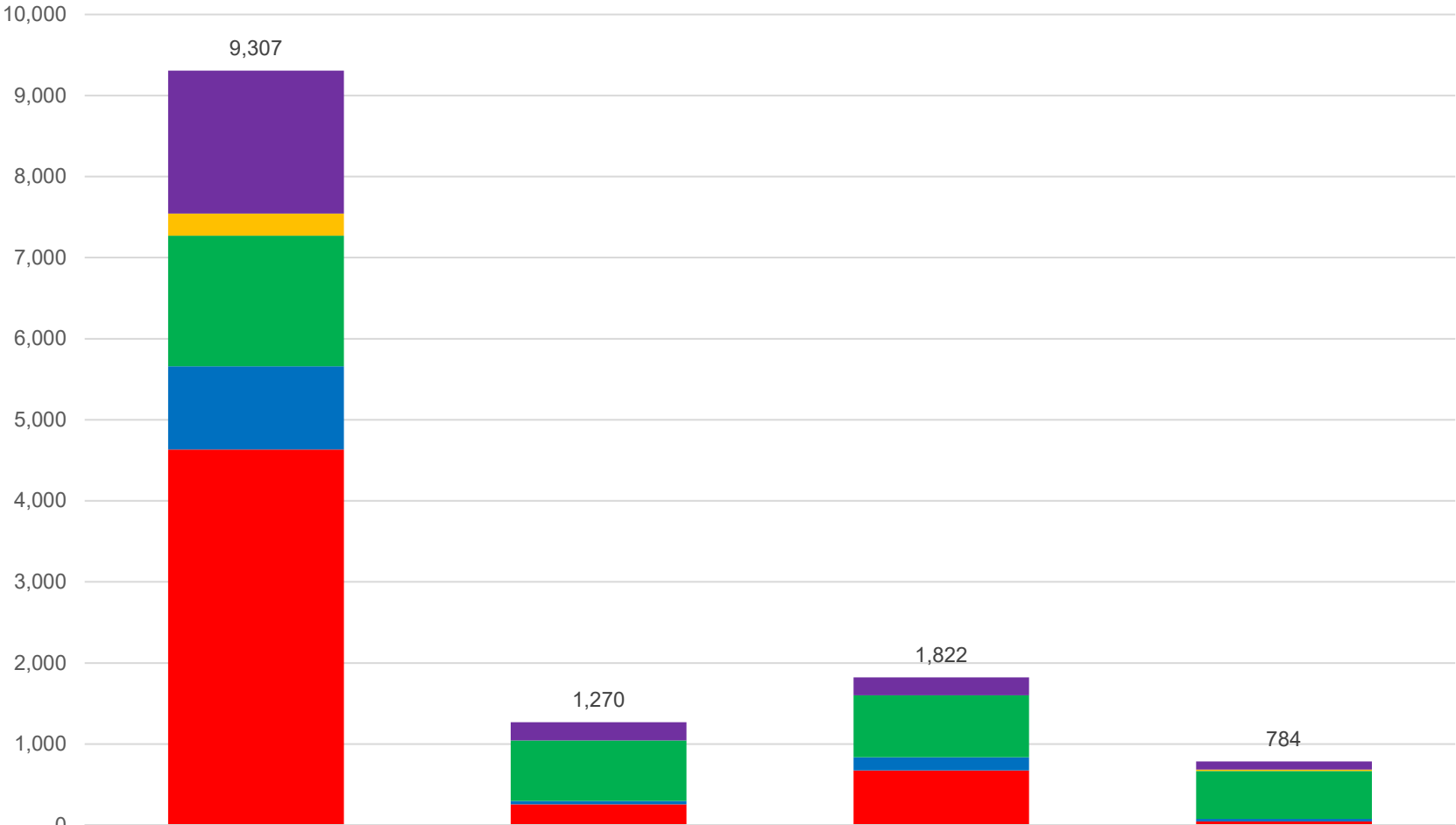


2022-23 NOG Recipients by Family Income



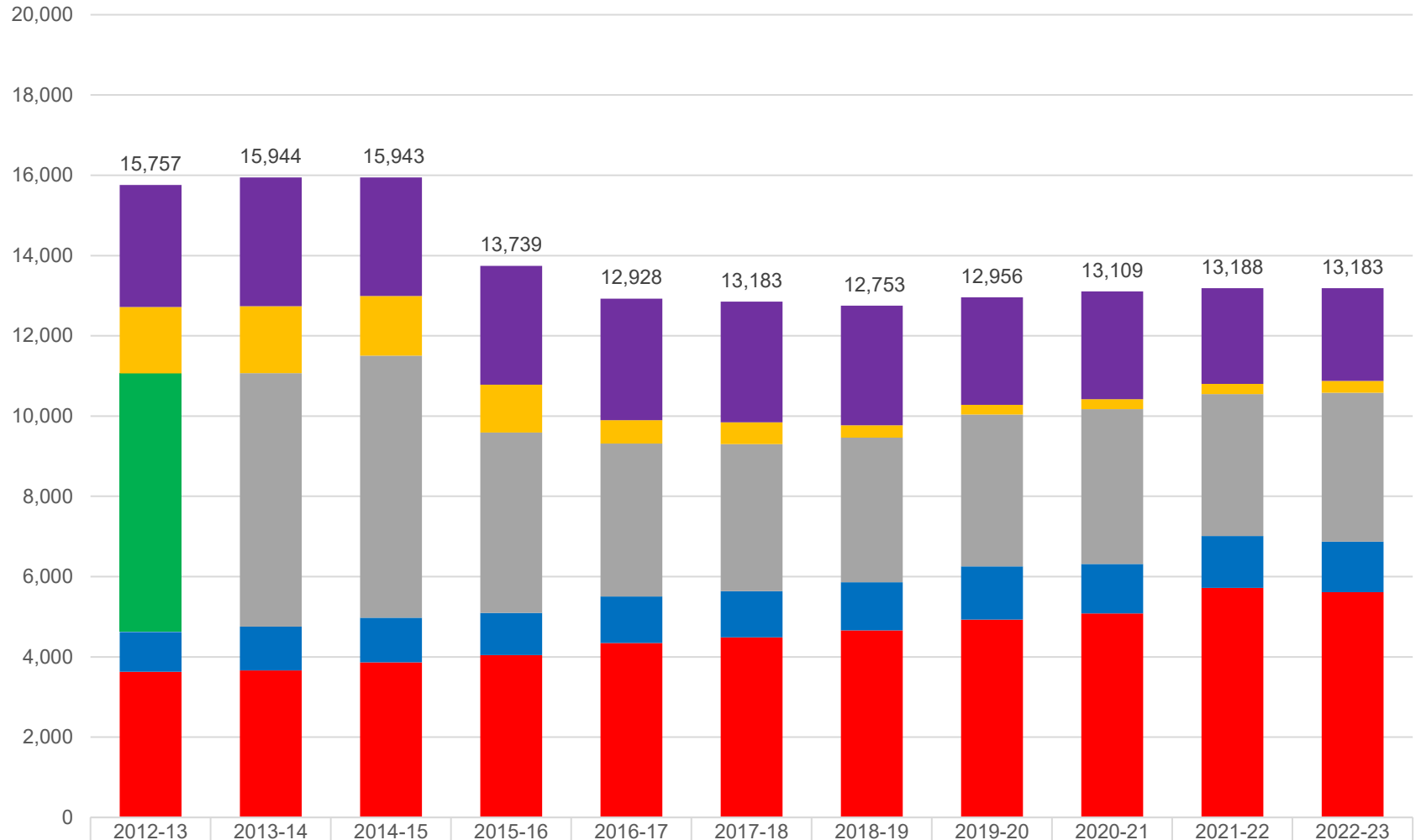
	0-\$19,999	\$20,000-\$39,999	\$40,000 - \$59,999	\$60,000+
Total	4,067	3,411	3,342	2,363
Independent	760	591	521	437
Private Career	112	87	59	32
Comm Colleges	1,097	1,006	898	712
State Colleges	341	334	320	266
Univ. of NE	1,757	1,393	1,544	916

2022-23 Recipients by Sector by Enrollment



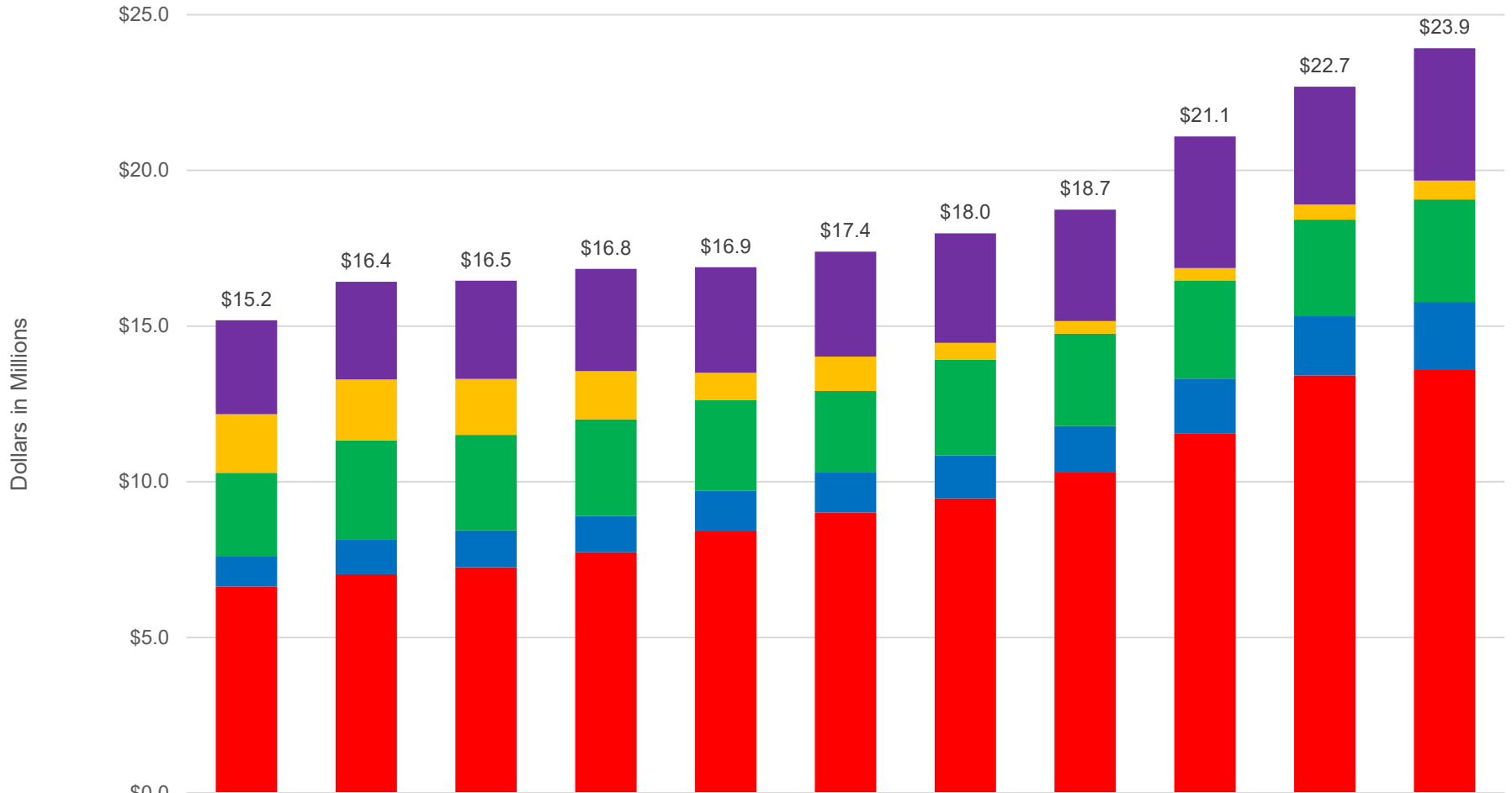
	Full-Time	3/4 Time	1/2 Time	Less Than 1/2 Time
Total	9,307	1,270	1,822	784
Independent	1,763	226	222	98
Private Career	272	0	0	18
Comm Colleges	1,612	747	763	591
State Colleges	1,028	41	161	31
Univ. of NE	4,632	256	676	46

NOG Recipients by Sector



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total	15,757	15,944	15,943	13,739	12,928	13,183	12,753	12,956	13,109	13,188	13,183
■ Independent	3,037	3,208	2,950	2,956	3,029	3,003	2,985	2,674	2,687	2,384	2,309
■ Private Career	1,658	1,664	1,489	1,195	581	542	305	246	252	256	290
■ Comm Colleges	6,439	6,320	6,530	4,492	3,814	3,663	3,607	3,784	3,857	3,537	3,713
■ State Colleges	996	1,090	1,109	1,053	1,160	1,156	1,198	1,324	1,230	1,290	1,261
■ Univ. of NE	3,627	3,662	3,865	4,043	4,344	4,485	4,658	4,928	5,083	5,721	5,610

NOG Amount Awarded by Sector



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total	\$15.2	\$16.4	\$16.5	\$16.8	\$16.9	\$17.4	\$18.0	\$18.7	\$21.1	\$22.7	\$23.9
Independent	\$3.0	\$3.1	\$3.1	\$3.3	\$3.4	\$3.4	\$3.5	\$3.6	\$4.2	\$3.8	\$4.3
Private Career	\$1.9	\$2.0	\$1.8	\$1.6	\$0.9	\$1.1	\$0.5	\$0.4	\$0.4	\$0.5	\$0.6
Comm Colleges	\$2.7	\$3.2	\$3.1	\$3.1	\$2.9	\$2.6	\$3.1	\$3.0	\$3.1	\$3.1	\$3.3
State Colleges	\$1.0	\$1.1	\$1.2	\$1.2	\$1.3	\$1.3	\$1.4	\$1.5	\$1.8	\$1.9	\$2.2
Univ. of NE	\$6.6	\$7.0	\$7.3	\$7.7	\$8.4	\$9.0	\$9.5	\$10.3	\$11.6	\$13.4	\$13.6

Sector	# and % of Eligible Students	# and % of NOG Recipients	% of Elig who Received NOG	\$ and % of NOG Awarded	Average NOG Award
University of Nebraska (5)	9,896 34.9%	5,610 42.6%	56.7%	\$13,615,173 56.9%	\$2,426.95
State Colleges (3)	1,834 6.5%	1,261 9.6%	68.8%	\$2,162,749 9.0%	\$1,715.11
Community Colleges (6)	12,401 43.7%	3,713 28.2%	29.9%	\$3,291,018 13.8%	\$886.35
Private Career Schools (4)	500 1.8%	290 2.2%	58.0%	\$604,631 2.5%	\$2,084.93
Independent Colleges & Universities (17)	3,729 13.1%	2,309 17.5%	61.9%	\$4,254,695 17.8%	\$1,842.66
Total	28,360 100.0%	13,183 100.0%	46.5%	\$23,928,266 100.0%	\$1,815.09



NEBRASKA'S



**COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION**

***COMMUNITY COLLEGE
GAP ASSISTANCE PROGRAM***

2022-23 Annual Report

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Introduction

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

With the passage of LB 528 (2021), eligible institutions were expanded to include accredited, not-for-profit, two-year postsecondary institutions with a physical presence in Nebraska. References to community colleges in this report include these institutions.

STUDENT ELIGIBILITY

Pursuant to Neb. Rev. Stat. § 85-2003, to be eligible for community college Gap Assistance, an applicant:

- a) Shall have a family income which is at or below two hundred fifty percent of the U.S. Department of Health and Human Services income poverty guidelines; and
- b) Shall be a resident of Nebraska as provided in Neb. Rev. Stat. § 85-502.

Applicants must complete an initial assessment, administered by their community colleges in accordance with Neb. Rev. Stat. § 85-2007, to determine the applicants’ readiness to complete a Gap Assistance program of study. The community colleges shall make the determination of readiness based on:

- a) The ability to be accepted into and complete a Gap program of study;
- b) The ability to be accepted into and complete a postsecondary certificate, diploma, or degree program for credit;
- c) The ability to obtain full-time employment; and
- d) The ability to maintain full-time employment over time.

ELIGIBLE STUDENT COSTS

Pursuant to Neb. Rev. Stat. § 85-2006 eligible student costs include, but are not limited to:

- a) Tuition;
- b) Direct training costs;
- c) Required books and equipment; and
- d) Fees, including, but not limited to, fees for industry testing services and background check services.

ELIGIBLE COMMUNITY COLLEGE COSTS

Pursuant to Neb. Rev. Stat. § 85-2009 (amended by LB 528 (2021)), community colleges may use up to ten (10) percent of their allocation to assist in defraying the costs of direct staff support services, including, but not limited to, marketing, outreach, applications, interviews, and assessments.

ELIGIBLE PROGRAMS

A Gap Assistance program of study means a program offered by a community college that (a) either (i) is not offered for credit and has a duration of not less than sixteen contact hours in length, or (ii) is offered for credit but is of insufficient clock, semester, or quarter hours to be eligible for Federal Pell Grants, and (b) does any of the following:

- Offers a state, national, or locally recognized certificate;
- Offers preparation for a professional examination or licensure;
- Provides endorsement for an existing credential or license;
- Represents recognized skill standards defined by an industrial sector; or
- Offers similar credential or training.

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

In-demand occupations must be in one of the following areas:

- Financial services;
- Transportation, warehousing, and distribution logistics;
- Precision metals manufacturing;
- Biosciences;
- Renewable energy;
- Agriculture and food processing;
- Business management and administrative services;
- Software and computer services;
- Research, development, and engineering services;
- Health services;
- Hospitality and tourism;
- Construction;
- Education (committee designated July 2020); and
- Any other industry designated as an in-demand occupation by the committee.

GAP ASSISTANCE FUNDING

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

GAP ASSISTANCE REPORTING

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

Summary

The seventh year of the Gap Assistance program shows an increase in both applications and participants accepted into the program. Southeast Community College led the way with 33% of the total number of approved participants in 2022-23 followed by Metropolitan Community College with 25%.

Cumulative Statistics (2016-17 through 2022-23)

<i>Training Status (as of fiscal year end)</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>	<i>Cumulative</i>
Number of Completed Applications	144	184	265	208	458	366	508	2,133
Number of Approved Participants	127	170	238	197	433	348	489	2,002

<i>Training Status (as of June 30, 2023)</i>	<i>CCC</i>	<i>MCC</i>	<i>MPCC</i>	<i>NECC</i>	<i>SCC</i>	<i>WNCC</i>	<i>Total</i>
Number of Completed Applications	319	767	211	246	452	138	2,133
Number of Approved Participants	285	766	161	231	430	129	2,002
As of June 30, 2023							
Total Allocation	\$1,220,190	\$3,680,108	\$338,608	\$641,805	\$1,651,387	\$349,361	\$7,881,459
Remaining Balance	\$262,600	\$669,654	-\$9,184	\$302,155	\$570,291	\$105,011	\$1,900,527

As of August 8, 2023, there were 336 approved programs in the 13 in-demand occupational areas eligible for Gap Assistance funding [See Appendix A]. Health services and transportation, warehousing, and distribution logistics were the most utilized programs in FY2022-23 followed by software and computer services programs. [See Table 5 for FY2022-23 figures and Table 13 for cumulative figures.]

Of the 489 approved participants in the Gap Assistance program during FY2022-23, 205 (41.9%) were male and 284 (58.1%) were female compared to FY2021-22 when 45.7% were male and 54.3% were female. Those that took the greatest advantage of the program in its seventh year were males aged 31-35 and females aged 26-30. [See Table 7 for FY2022-23 figures and Table 15 for cumulative figures.]

The top in-demand fields for male participants during FY2022-23 were transportation, warehousing, and distribution logistics. The top in-demand field for female participants for the seventh year in a row was health services. [See Table 8 for FY2022-23 figures and Table 16 for cumulative figures.]

Of the \$1,411,950 in direct costs and administrative expenses incurred by the community colleges during FY2022-23, 89% was used for tuition, 3% was used for books and equipment, 1% was used for fees, and 7% for administrative expenses. This compares with the first year of the program when \$311,379 of costs were incurred and 56% was used for tuition, 12% was used for books and equipment, 1% was used for fees, and 31% for administrative expenses.

**Table 1: Gap Assistance Program Summary
All Community Colleges - 2022-23**

Fiscal Year Budget	
Carry Forward from Prior Fiscal Year	\$2,629,987
Current Year Allocation	\$682,490
Total Available for Current Fiscal Year	<u>\$3,312,477</u>

Community College Line Item Expenses	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year End Total
Direct Costs:					
Tuition	\$155,376	\$403,348	\$364,428	\$332,914	\$1,256,066
Direct training costs	\$0	\$231	\$343	\$1,777	\$2,351
Required books and equipment	\$8,251	\$2,069	\$16,223	\$11,250	\$37,793
Fees	\$1,658	\$2,917	\$2,374	\$565	\$7,514
Subtotal	<u>\$165,285</u>	<u>\$408,565</u>	<u>\$383,368</u>	<u>\$346,506</u>	<u>\$1,303,724</u>
Administrative Costs:					
Staff support/admin	\$19,873	\$24,125	\$30,652	\$33,576	\$108,226
Total	<u>\$185,158</u>	<u>\$432,690</u>	<u>\$414,020</u>	<u>\$380,082</u>	<u>\$1,411,950</u>
Carried Forward to Next Fiscal Year					\$1,900,527

Training Status	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year End *
Number of Completed Applications	133	81	164	130	508
Number of Approved Participants	132	77	158	122	489
Status of Approved Participants					
Waiting to Participate	8	19	28	5	20
Enrolled, not completed	101	52	114	73	143
Completed Training	61	73	64	99	297
Completion Rate (cumulative)	73%	70%	68%	85%	74%
Did Not Complete Training	23	32	30	18	103

* As of June 30, 2023

Employment Status	Year End Total
New Employment within their Field	69
Retained Employment	47
Unemployed but Continuing Further Education	18
Looking for Work/Unemployed	36
Deceased	0
No Response/Unable to Contact	127
Overall Employment Rate of Respondents *	76%
Overall New Employment Rate of Respondents *	45%

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

**Table 2: Gap Assistance Program Summary
by College - 2022-23**

<i>College</i>	<i>Fiscal Year Allocation</i>	<i>Available Funds *</i>	<i>Total Expenditures</i>	<i>Completed Applications</i>	<i>Approved Participants</i>
Central Community College	\$200,161	\$385,978	\$123,378	48	47
Metropolitan Community College	\$469,537	\$1,214,610	\$544,956	120	120
Mid-Plains Community College	\$12,792	\$133,010	\$142,194	79	72
Northeast Community College	\$0	\$375,794	\$73,639	41	38
Southeast Community College	\$0	\$1,009,544	\$439,253	165	160
Western Nebraska Community College	\$0	\$193,541	\$88,530	55	52
Total	\$682,490	\$3,312,477	\$1,411,950	508	489

*Available funds include unspent funds from prior fiscal years.

**Table 3: Gap Assistance Program Expenditures
by College - 2022-23**

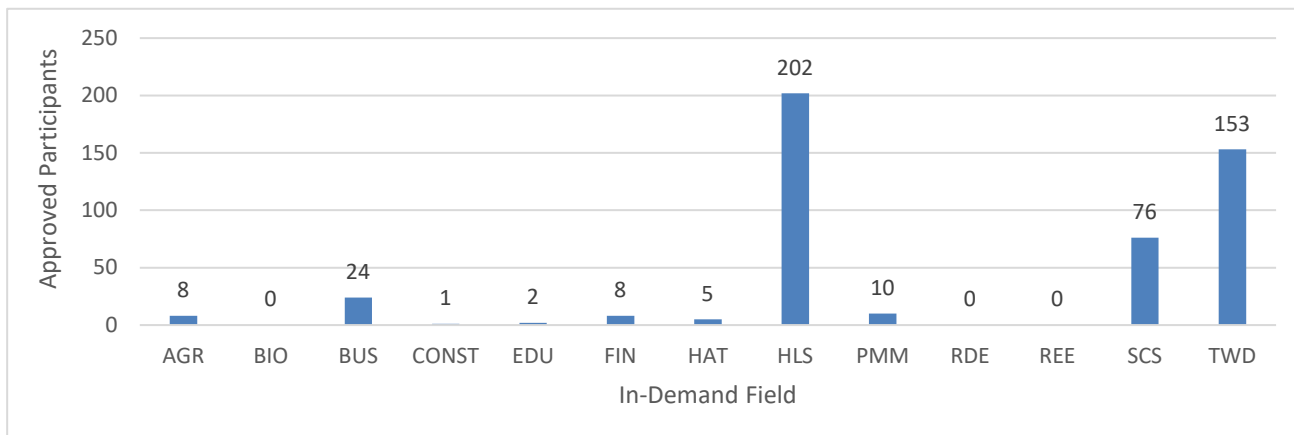
<i>College</i>	<i>Tuition</i>	<i>Direct Training Costs</i>	<i>Books and Equipment</i>	<i>Fees</i>	<i>Staff Support & Admin.</i>
Central Community College	\$123,378	\$0	\$0	\$0	\$0
Metropolitan Community College	\$498,002	\$0	\$0	\$0	\$46,954
Mid-Plains Community College	\$123,279	\$0	\$4,678	\$5,025	\$9,212
Northeast Community College	\$39,271	\$0	\$3,336	\$2,489	\$28,543
Southeast Community College	\$387,213	\$0	\$28,523	\$0	\$23,517
Western Nebraska Community College	\$84,923	\$2,351	\$1,256	\$0	\$0
Total	\$1,256,066	\$2,351	\$37,793	\$7,514	\$108,226

**Table 4: Gap Assistance Program Completers
by College - 2022-23**

<i>College</i>	<i>Completed Training *</i>	<i>Did Not Complete</i>	<i>Completion Rate</i>	<i>Cost per Completion</i>
Central Community College	32	19	63%	\$3,856
Metropolitan Community College	80	31	72%	\$6,812
Mid-Plains Community College	35	13	73%	\$4,063
Northeast Community College	28	13	68%	\$2,630
Southeast Community College	92	23	80%	\$4,774
Western Nebraska Community College	30	4	88%	\$2,951
Total	297	103	74%	\$4,754

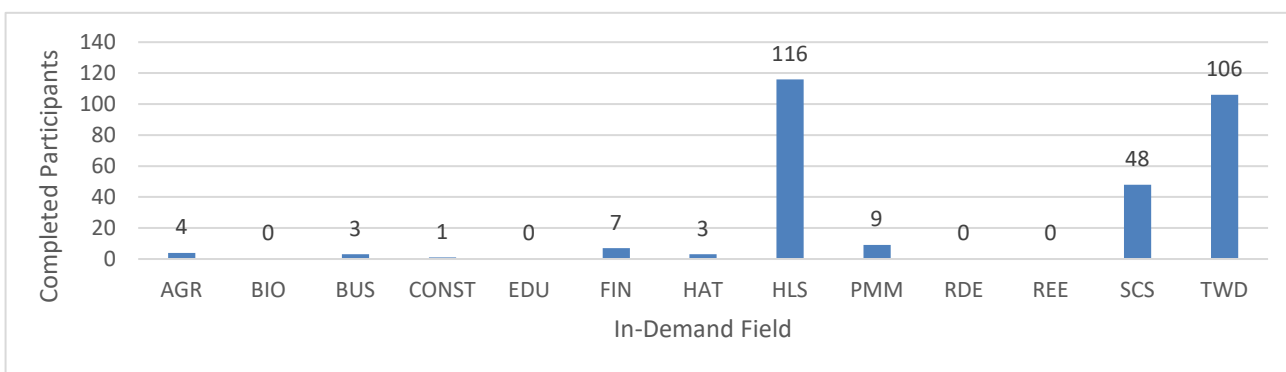
* As of June 30, 2023. Does not include students enrolled but not completed as of June 30, 2023.

**Table 5: Gap Assistance Program Approved Participants
In-Demand Programs of Study Enrolled - 2022-23**



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

**Table 6: Gap Assistance Program Completed Participants
In-Demand Programs of Study Completed - 2022-23**



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

Table 7: Gap Assistance Program Approved Participants by Age and Gender - 2022-23

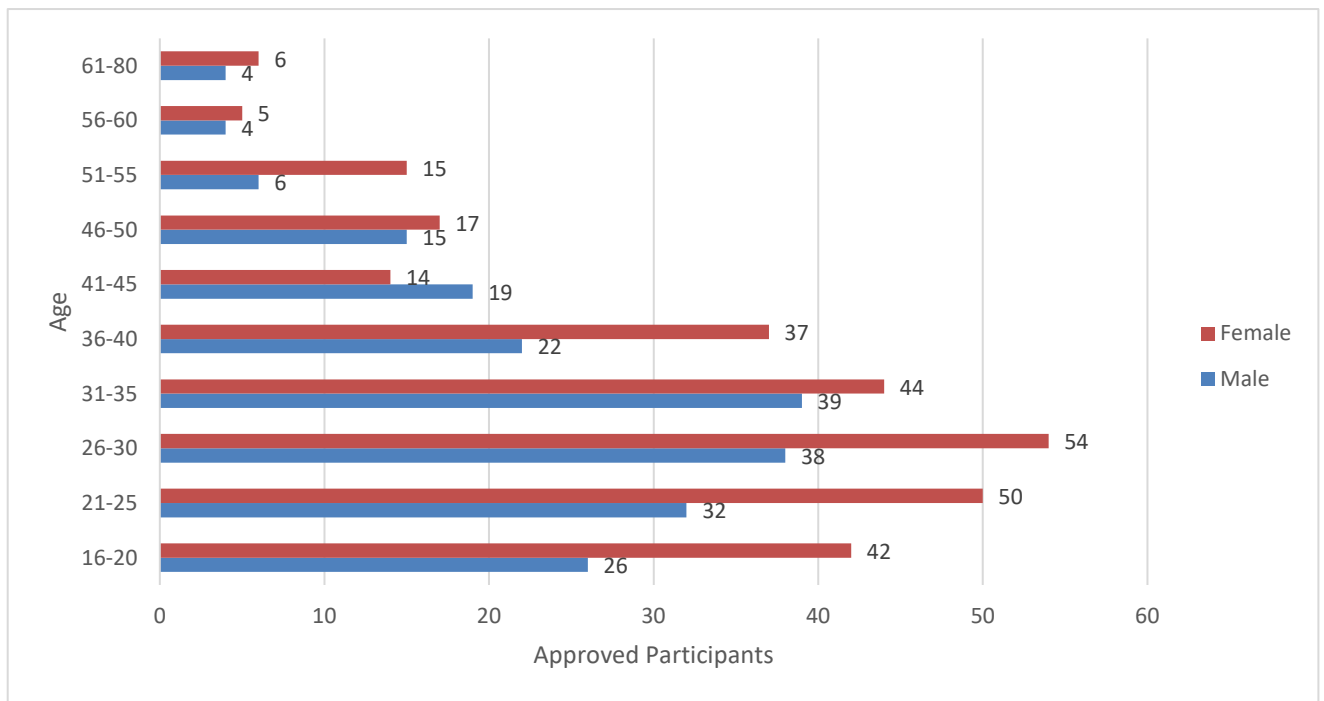
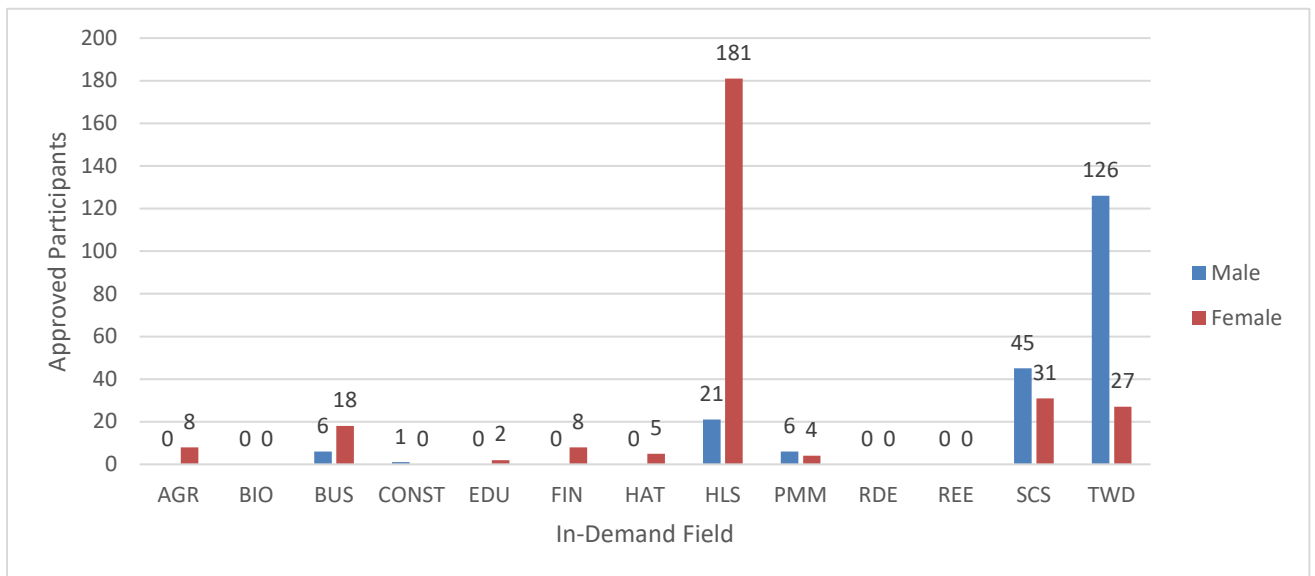


Table 8: Gap Assistance Program Approved Participants In-Demand Field by Gender - 2022-23



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

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

Revenue and Expenditures	2016-17	2017-18	2018-2019	2019-20	2020-21	2021-22	2022-23	Cumulative
Transfer from Lottery Funds and Interest	\$1,717,108	\$1,890,077	\$1,826,260	\$1,620,941	\$1,903,271	\$1,977,141	\$2,297,356	\$13,232,154
CCPE Administrative Costs	\$49,651	\$17,158	\$9,137	\$11,395	\$5,964	\$5,284	\$4,432	\$103,021
Allocated to Community Colleges	\$1,413,596	\$1,446,000	\$1,458,200	\$1,451,992	\$608,293	\$820,888	\$682,490	\$7,881,459
Community College Line Item Expenses								
Direct Costs:								
Tuition	\$97,482	\$228,483	\$554,034	\$640,991	\$733,623	\$979,295	\$1,256,066	\$4,489,974
Direct training costs	\$75,711	\$130,984	\$141,660	\$43,395	\$178,955	\$466	\$2,351	\$573,522
Required books and equipment	\$38,551	\$14,765	\$21,426	\$9,419	\$15,532	\$17,160	\$37,793	\$154,646
Fees	\$2,479	\$988	\$1,202	\$1,137	\$2,557	\$6,414	\$7,514	\$22,291
Subtotal	\$214,223	\$375,220	\$718,322	\$694,942	\$930,667	\$1,003,335	\$1,303,724	\$5,240,433
Administrative Costs:								
Staff support/admin	\$97,156	\$107,098	\$111,848	\$106,705	\$100,426	\$109,040	\$108,226	\$740,499
Total	\$311,379	\$482,318	\$830,170	\$801,647	\$1,031,093	\$1,112,375	\$1,411,950	\$5,980,932
Carried Forward to Next Fiscal Year								\$1,900,527

Training Status (as of fiscal year end)	2016-17	2017-18	2018-2019	2019-20	2020-21	2021-22	2022-23	Cumulative
Number of Completed Applications	144	184	265	208	458	366	508	2,133
Number of Approved Participants	127	170	238	197	433	348	489	2,002
Status of Approved Participants								
Waiting to Participate *	3	4	11	4	29	21	20	19
Enrolled, not completed *	33	42	35	60	99	89	143	169
Completed Training	72	121	196	128	288	264	297	1,366
Completion Rate	77%	75%	80%	76%	73%	77%	74%	76%
Did Not Complete Training	21	40	49	41	107	77	103	438

* As of June 30, 2023

Employment Status	Cumulative
New Employment within their Field	415
New Employment outside their Field	47
Retained Employment	261
Unemployed but Continuing Further Education	121
Looking for Work/Unemployed	95
Deceased	0
No Response/Unable to Contact	474
Overall Employment Rate of Respondents *	88%
Overall New Employment Rate of Respondents *	54%

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

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

College	Cumulative Allocation	Total Expenditures	Remaining Funds*	Completed Applications	Approved Participants	Completed Training **
Central Community College	\$1,220,190	\$957,590	\$262,600	319	285	203
Metropolitan Community College	\$3,680,108	\$3,010,454	\$669,654	767	766	560
Mid-Plains Community College	\$338,608	\$347,792	-\$9,184	211	161	93
Northeast Community College	\$641,805	\$339,650	\$302,155	246	231	164
Southeast Community College	\$1,651,387	\$1,081,096	\$570,291	452	430	259
Western Nebraska Community College	\$349,361	\$244,350	\$105,011	138	129	87
Total	\$7,881,459	\$5,980,932	\$1,900,527	2,133	2,002	1,366

* Remaining funds include unspent funds from prior fiscal years.

** As of June 30, 2023. Does not include students enrolled but not completed as of June 30, 2023.

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

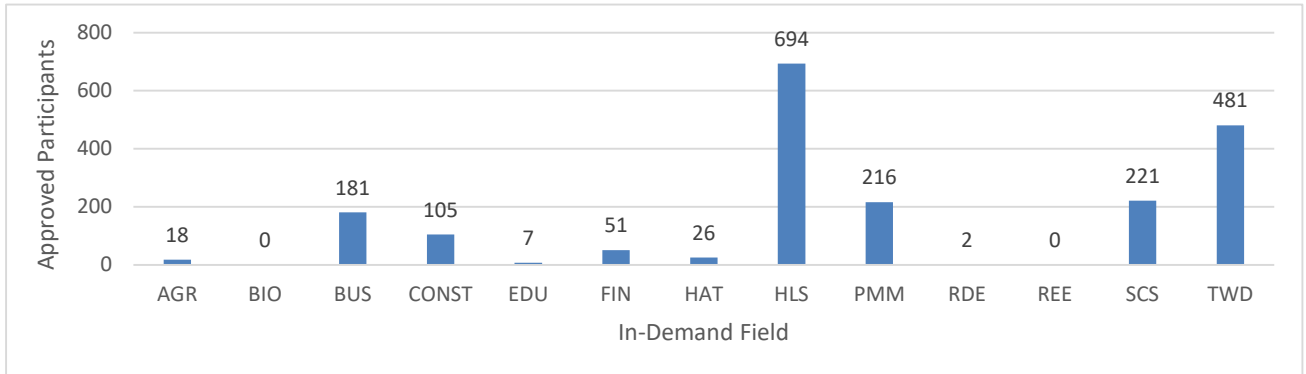
College	Tuition	Direct Training Costs	Books and Equipment	Fees	Staff Support & Admin.	Total Expenditures
Central Community College	\$293,064	\$522,820	\$0	\$353	\$141,353	\$957,590
Metropolitan Community College	\$2,581,973	\$8,431	\$53,411	\$350	\$366,289	\$3,010,454
Mid-Plains Community College	\$269,065	\$3,481	\$25,317	\$9,065	\$40,864	\$347,792
Northeast Community College	\$264,158	\$1,316	\$21,883	\$12,523	\$39,770	\$339,650
Southeast Community College	\$847,847	\$35,123	\$48,820	\$0	\$149,306	\$1,081,096
Western Nebraska Community College	\$233,867	\$2,351	\$5,215	\$0	\$2,917	\$244,350
Total	\$4,489,974	\$573,522	\$154,646	\$22,291	\$740,499	\$5,980,932

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

College	Completed Training *	Did Not Complete	Completion Rate	Total Expenditures	Cost per Completion
Central Community College	203	70	74%	\$957,590	\$4,717
Metropolitan Community College	560	173	76%	\$3,010,454	\$5,376
Mid-Plains Community College	93	41	69%	\$347,792	\$3,740
Northeast Community College	164	64	72%	\$339,650	\$2,071
Southeast Community College	259	75	78%	\$1,081,096	\$4,174
Western Nebraska Community College	87	15	85%	\$244,350	\$2,809
Total	1,366	438	76%	\$5,980,932	\$4,378

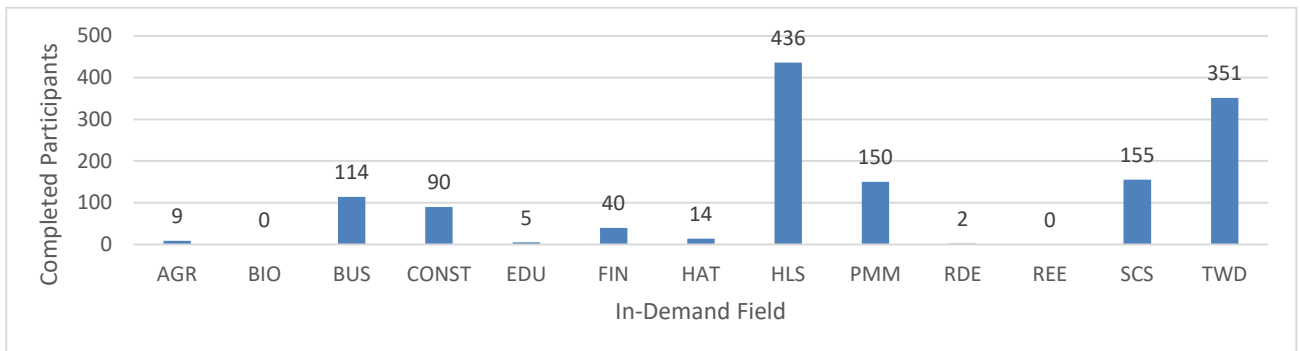
* As of June 30, 2023. Does not include students enrolled but not completed as of June 30, 2023.

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



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

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



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

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

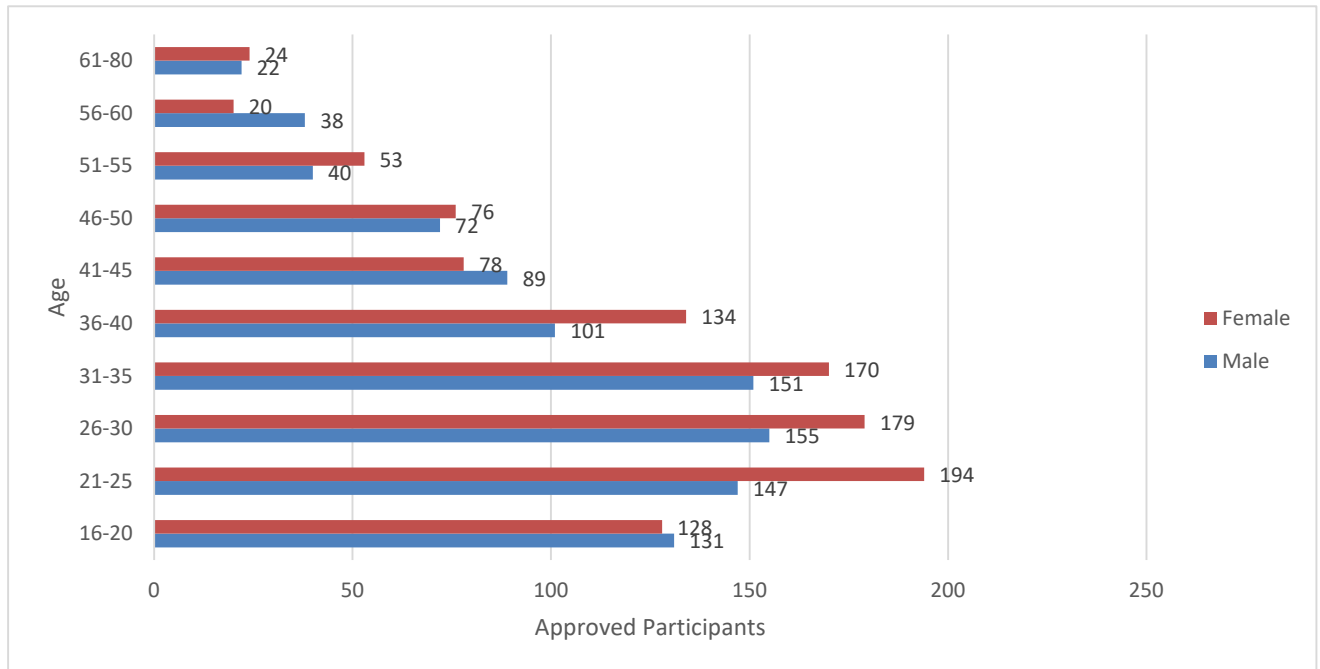
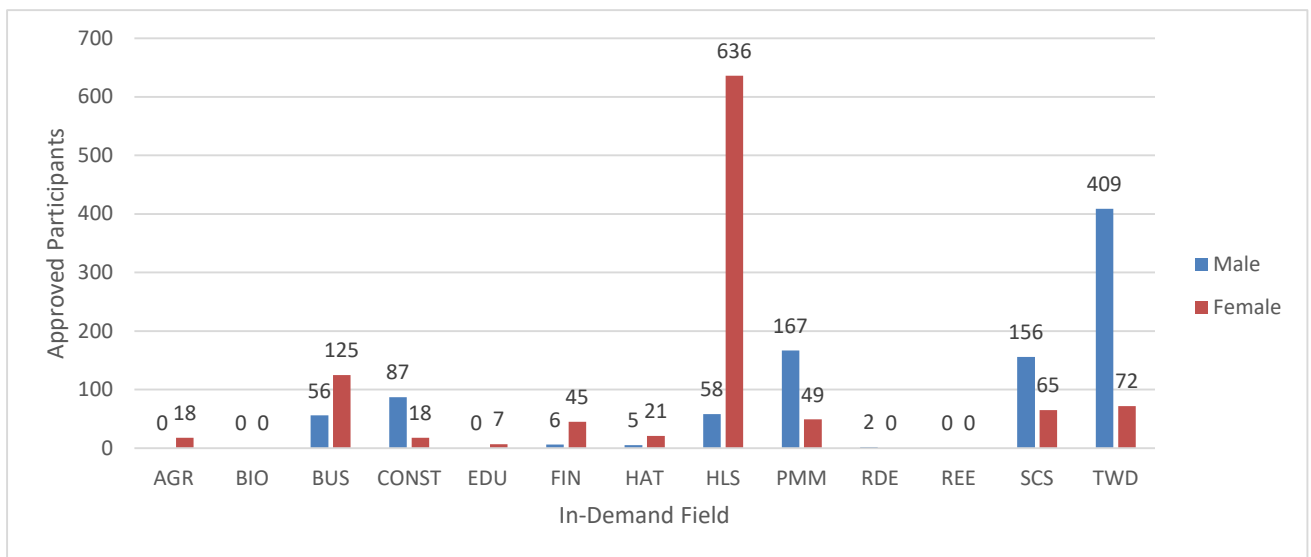


Table 16: Gap Assistance Program Approved Participants In-Demand Field by Gender - Cumulative



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

Approved Gap Assistance Programs of Study As of August 8, 2023

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
MCC	Veterinary Assistant	Agriculture and food processing	140		
CCC	Leadership Series	Business Management and Administrative Services	56		
CCC	Micro Soft Office/Leadership Series	Business Management and Administrative Services	80		
MCC	CAPM Academy + Business Analyst + LSS Green Belt+	Business Management and Administrative Services	253		
MCC	CAPM Academy + Business Analyst Certification	Business Management and Administrative Services	169		
MCC	CAPM Academy + Certified Scrum Master	Business Management and Administrative Services	159		
MCC	CAPM Academy + Certified Scrum Master + Business Analyst	Business Management and Administrative Services	183		
MCC	CAPM Academy + Certified Scrum Master + Business Analyst + LSS Green Belt+	Business Management and Administrative Services	267		
MCC	CAPM Academy + Certified Scrum Master + LSS Green Belt+	Business Management and Administrative Services	243		
MCC	CAPM Academy + Lean Six Sigma Green Belt+	Business Management and Administrative Services	229		
MCC	Certified Associate Project Manager Academy (CAPM)	Business Management and Administrative Services	145		
MCC	Customer Experience Leadership	Business Management and Administrative Services	40	Quarter	22.5
MCC	Lean Six Sigma Academy	Business Management and Administrative Services	124		
MCC	PMP Academy + Business Analyst + LSS Green Belt+	Business Management and Administrative Services	253		
MCC	PMP Academy + Business Analyst Certification	Business Management and Administrative Services	169		
MCC	PMP Academy + Certified Scrum Master	Business Management and Administrative Services	159		
MCC	PMP Academy + Certified Scrum Master + Business Analyst	Business Management and Administrative Services	183		
MCC	PMP Academy + Certified Scrum Master + Business Analyst + LSS Green Belt+	Business Management and Administrative Services	267		
MCC	PMP Academy + Certified Scrum Master + LSS Green Belt+	Business Management and Administrative Services	243		
MCC	PMP Academy + Lean Six Sigma Green Belt+	Business Management and Administrative Services	229		
MCC	Project Management Professional Academy (PMP)	Business Management and Administrative Services	145		
MCC	Workplace Technology Program + CPP	Business Management and Administrative Services	40	Quarter	22.5
MPCC	Accounting Fundamentals	Business Management and Administrative Services	24		
MPCC	Administrative Assistant	Business Management and Administrative Services	32		
MPCC	Administrative Assistant with Accounting Fundamentals and Microsoft Excel	Business Management and Administrative Services	80		
MPCC	Business Software Specialist Certificate	Business Management and Administrative Services		Semester	12
MPCC	Entrepreneurship Business Plan	Business Management and Administrative Services		Semester	3
MPCC	Entrepreneurship Certificate	Business Management and Administrative Services	48		
MPCC	Medical Terminology/Coding 1	Business Management and Administrative Services		Semester	6
MPCC	Personal Finance/QuickBooks Online/Microsoft Word and Excel	Business Management and Administrative Services		Semester	9
MPCC	Principles of Accounting I with Beginning and Intermediate QuickBooks	Business Management and Administrative Services	24	Semester	3
MPCC	QuickBooks Training	Business Management and Administrative Services	16		
SCC	Business Certificate	Business Management and Administrative Services		Semester	15
SCC	Business: Client Relations Certificate	Business Management and Administrative Services		Semester	15
SCC	Business: Event Venue Operations Certificate	Business Management and Administrative Services		Semester	15
SCC	Entrepreneurship Certificate	Business Management and Administrative Services		Semester	15
SCC	Green Belt with Leadership Success Certificate	Business Management and Administrative Services	104		
SCC	Human Resource Certificate of Professional Development	Business Management and Administrative Services	21		
SCC	Leadership Success Certificate	Business Management and Administrative Services	48		
SCC	Leadership Success Certificate and Microsoft Applications Basic and Intermediate	Business Management and Administrative Services	78		
SCC	LEAN Manufacturing with Fiber Optics Systems and six sigma green belt certification	Business Management and Administrative Services	143		
SCC	Lean Transactional Training	Business Management and Administrative Services	24		
SCC	Process Improvement Certification	Business Management and Administrative Services	63		
SCC	Strength at Work Power Skills Academy	Business Management and Administrative Services	16		
WNCC	Microcomputer Applications (MS Word, Excel, PowerPoint and Outlook)	Business management and administrative services		Semester	4
CCC	Concrete Finishing Certificate	Construction	56		
CCC	Concrete Refinisher	Construction	40		
CCC	Concrete Refinisher	Construction	32		
CCC	Concrete Refinisher/Forklift Training	Construction	46		
CCC	Concrete Refinisher/Forklift Training	Construction	38		
CCC	Electrical Fundamentals	Construction		Semester	12
CCC	Heating, Air Conditioning & Basic Refrigeration Certificate	Construction		Semester	12
CCC	Interior Finish Carpentry Certificate	Construction		Semester	13
CCC	Residential Framing Certificate	Construction		Semester	12
CCC	Residential Wiring Certificate	Construction		Semester	12
MCC	Facilities Maintenance + Career Placement Program	Construction	160		
MCC	Sheet Metal Program	Construction	116		
MPCC	Heating, Ventilation, Air Conditioning and Refrigeration Technology Heat Pump Certificate	Construction		Semester	15
MPCC	Plumbing Apprenticeship Certificate	Construction	47		
MPCC	Tile Installation Program	Construction	20		
SCC	Building Construction Commercial Design and Estimating	Construction		Semester	6.5
SCC	Building Construction Process Certificate	Construction		Semester	12
SCC	Building Construction Residential Design and Estimating	Construction		Semester	7
SCC	Concrete Construction Technician Certificate	Construction		Semester	14
SCC	Concrete in Practice	Construction	34		
SCC	Drafting and Design Technology/Technician	Construction		Semester	15
WNCC	Core Construction Skills	Construction	80		
WNCC	Entry-Level Electrician Training	Construction	192		
WNCC	Entry-Level Carpentry Training	Construction	250		
WNCC	Entry-Level HVACR Training	Construction	200		
WNCC	Entry-Level Plumbing Training	Construction	245		
MPCC	Child Development	Education		Semester	3
MPCC	Early Childhood Ed Student Teaching/Positive Guidance/Child Development	Education		Semester	9
MPCC	Intro to Early Childhood Ed/Early Childhood Curriculum Planning/Child Development	Education		Semester	9
MPCC	Intro to Professional Education	Education		Semester	3
MPCC	Issues of Unity and Diversity	Education		Semester	3
MPCC	Local Substitute Teacher Requirements: Issues of Unity and Diversity/Intro to Professional	Education		Semester	6

Approved Gap Assistance Programs of Study
As of August 8, 2023

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
NECC	Child Development Associate (CDA) - Family Child Care	Education		Semester	11.5
NECC	Child Development Associate (CDA) - Infant & Toddler	Education		Semester	9
NECC	Child Development Associate (CDA) - Preschool	Education		Semester	8
NECC	Local Substitute	Education		Semester	6
NECC	Local Substitute Plus	Education		Semester	12
MCC	Insurance Producer Career Placement Program	Financial Services	100		
MCC	Insurance Producer Career Placement Program: Life & Health	Financial Services	82		
MCC	Insurance Producer Career Placement Program: Property & Casualty	Financial Services	82		
CCC	Basic Healthcare Pathway (Nurse Assisting and Medication Aide)	Health Services	116		
CCC	Basic Healthcare Pathway (Nurse Assisting and Medication Aide)	Health Services		Semester	6
CCC	Medication Aide	Health Services	40		
CCC	Medication Aide	Health Services		Semester	3
CCC	Nurse Assisting	Health Services	76		
CCC	Nurse Assisting	Health Services		Semester	3
CCC	Phlebotomy	Health Services		Semester	2
MCC	Behavioral and Psychiatric Technicain	Health Services	434		
MCC	Medical Services Representative	Health Services		Quarter	22.5
MCC	Medical Services Representative + Career Placement Program	Health Services	40	Quarter	22.5
MCC	Mental Health Technician	Health Services	406		
MCC	Pharmacy Technician	Health Services	200		
MCC	Phlebotomy Technician	Health Services	130		
MPCC	Emergency Medical Technician I with Basic Life Support	Health Services	75	Semester	4
MPCC	Emergency Medical Technician I with CPR/First Aid/AID	Health Services	75	Semester	4
MPCC	EMT I and EMT II with American Heart BLS Provider	Health Services		Semester	8.5
MPCC	Fire Fighter I	Health Services	108		
MPCC	Fire Fighter I + Hazmat Operations	Health Services	140		
MPCC	Fire Fighter I, II + Hazmat Operations	Health Services	164		
MPCC	Fire Fighter II	Health Services	24		
MPCC	Fundamentals of Phlebotomy	Health Services		Semester	2
MPCC	Medication Aid/Nursing Assistant/Math for Health Occupations	Health Services		Semester	9
MPCC	Medication Aide AND Nursing Assistant Course	Health Services		Semester	7
MPCC	Medication Aide Course	Health Services		Semester	3
MPCC	Nursing Assistant Course	Health Services		Semester	4
MPCC	Nursing Concepts V/Clinical V/American Heart BLS	Health Services		Semester	8.5
NECC	Certified Coding Specialist (CCS) Exam Prep	Health services	16		
NECC	CNA (Certified Nurse Aide)	Health Services		Semester	3
NECC	Emergency Medical Responder	Health Services		Semester	3.5
NECC	EMT I and EMT II	Health Services		Semester	9.5
NECC	Healthcare Aide	Health Services		Semester	6
NECC	Healthcare Aide - Lapsed CNA License	Health Services	49		
NECC	Medication Aide	Health Services		Semester	3
NECC	Pre-hospital Emergency Care for Nurses	Health Services		Semester	3
NECC	Registered Health Information Technician (RHIT) Exam Prep	Health services	16		
SCC	Advanced Phlebotomy	Health Services		Semester	4
SCC	Dental Terminology Course	Health Services		Semester	3
SCC	Electrocardiogram (EKG) Technician Course	Health Services		Semester	3
SCC	EMS Instructor Course	Health Services	48		
SCC	EMT Course	Health Services		Semester	8
SCC	Healthcare Services Certificate	Health Services		Semester	12
SCC	Long Term Care Practicum	Health Services	135		
SCC	LPN C Course (upgrade in pay if completed)	Health Services	70		
SCC	LPN Refresher and RN/LPN Clinical Course	Health Services	200		
SCC	LPN Refresher and RN/LPN Clinical Course and Leadership Success Certificate	Health Services	240		
SCC	LPN Refresher Course (renew license)	Health Services	110		
SCC	Medication Aide	Health Services	100		
SCC	Medication Aide Course	Health Services		Semester	3
SCC	Nursing Assistant Course	Health Services		Semester	3.5
SCC	Nutrition Aide Course	Health Services		Semester	3.5
SCC	Paramedic Refresher (renew license)	Health Services	40		
SCC	Personal Care Aide Course	Health Services		Semester	3.5
SCC	Procedures to Phlebotomist Course	Health Services		Semester	2
SCC	RN Refresher Course (renew license)	Health Services	120		
SCC	RN/LPN Clinical	Health Services	90		
SCC	Sterile Processing Tech Course	Health Services		Semester	6
WNCC	Basic Nursing Assistant Training	Health Services	80		
WNCC	Basic Nursing Assistant Training	Health Services		Semester	4.5
WNCC	Basic Nursing Assistant Training and Medication Aide	Health Services	120		
WNCC	Basic Nursing Assistant Training and Medication Aide	Health Services		Semester	7.5
WNCC	Certified Medical Assistant	Health Services	250		
WNCC	Phlebotomy Certificate	Health Services		Semester	12.5
MPCC	Certificate in Customer Service	Hospitality and Tourism	32		
NECC	Food Service and Dietary Management Certificate	Hospitality and Tourism	26		
SCC	Culinary Communications	Hospitality and Tourism		Semester	7
SCC	Culinary Communications	Hospitality and Tourism	195		
SCC	Culinary/Hospitality Certificate	Hospitality and Tourism		Semester	15.5
SCC	Dietary Manager Certificate	Hospitality and Tourism		Semester	12
CCC	10 Hour OSHA General Industry and Forklift	Precision Metals Manufacturing	16		

Approved Gap Assistance Programs of Study As of August 8, 2023

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
CCC	24 Hour Hazwoper	Precision Metals Manufacturing	24		
CCC	30 hour OSHA Construction 29 CFR 1926	Precision Metals Manufacturing	30		
CCC	30 Hour OSHA General Industry 29 CFR 1910	Precision Metals Manufacturing	30		
CCC	40 hour Emergency Response	Precision Metals Manufacturing	40		
CCC	Advanced Programmable Logic Controls	Precision Metals Manufacturing	24		
CCC	Basic and Electrical Pneumatics	Precision Metals Manufacturing	32		
CCC	Basic Electrical	Precision Metals Manufacturing	24		
CCC	Basic Programmable Logic Controls RS 500	Precision Metals Manufacturing	24		
CCC	Basic RS 5000 logic PLC	Precision Metals Manufacturing	24		
CCC	Basic Welding Training	Precision Metals Manufacturing	120		
CCC	Basic Welding Training & Basic Welding Training Level II	Precision Metals Manufacturing	200		
CCC	Basic Welding Training Level II	Precision Metals Manufacturing	80		
CCC	Comprehensive Industrial Maintenance Series	Precision Metals Manufacturing	184		
CCC	Decoupled Molding	Precision Metals Manufacturing	24		
CCC	Drafting & Design Technology Certificate	Precision Metals Manufacturing		Semester	12
CCC	Environmental Health & Safety Generalist Certificate	Precision Metals Manufacturing		Semester	12
CCC	General Manufacturing Certificate	Precision Metals Manufacturing		Semester	12
CCC	Industrial Maintenance - Series 1	Precision Metals Manufacturing	64		
CCC	Industrial Maintenance - Series 1, 2 & 3	Precision Metals Manufacturing	160		
CCC	Industrial Maintenance - Series 2	Precision Metals Manufacturing	56		
CCC	Industrial Maintenance - Series 2 & 3	Precision Metals Manufacturing	96		
CCC	Industrial Maintenance - Series 3	Precision Metals Manufacturing	40		
CCC	Industrial Maintenance Series	Precision Metals Manufacturing	136		
CCC	Industrial Technology Certificate	Precision Metals Manufacturing		Semester	14
CCC	Injection Molding Series	Precision Metals Manufacturing	64		
CCC	Injection Molding Series Complete	Precision Metals Manufacturing	144		
CCC	Instrumentation Certificate	Precision Metals Manufacturing		Semester	13
CCC	Intro to Technical Diagrams	Precision Metals Manufacturing	16		
CCC	Intro to Welding & Blueprint Reading	Precision Metals Manufacturing	96		
CCC	Industrial Maintenance - Series 1 & 2	Precision Metals Manufacturing	120		
CCC	Manual Welding Certificate	Precision Metals Manufacturing		Semester	14
CCC	Master Molding 1	Precision Metals Manufacturing	80		
CCC	Mechanical Systems	Precision Metals Manufacturing	24		
CCC	Molding Essentials	Precision Metals Manufacturing	16		
CCC	Motor Controls and Relay logic	Precision Metals Manufacturing	24		
CCC	Plastic Engineering Technology Certificate	Precision Metals Manufacturing		Semester	12
CCC	Production Welding Certificate	Precision Metals Manufacturing		Semester	13
CCC	Quality Inspection Certificate	Precision Metals Manufacturing		Semester	12
CCC	Systematic Molding	Precision Metals Manufacturing	24		
CCC	Variable Frequency Drive	Precision Metals Manufacturing	16		
MCC	Diversified Manufacturing	Precision Metals Manufacturing	40	Quarter	22.5
MCC	Industrial Maintenance Mechanic Level 1	Precision Metals Manufacturing	88		
MCC	Manufacturing & Production Career Placement Program	Precision Metals Manufacturing	44		
MCC	Press Brake Operator	Precision Metals Manufacturing	92		
MPCC	Basic Arc & Gas Welding	Precision Metals Manufacturing	24		
MPCC	Basic Arc and Gas Welding	Precision Metals Manufacturing	24		
MPCC	Basic Welding & Safety	Precision Metals Manufacturing	24		
MPCC	Basic Welding Techniques & Safety	Precision Metals Manufacturing	24		
MPCC	Oxyacetylene Welding	Precision Metals Manufacturing	80		
MPCC	Ready to Work: MIG Welding Skills	Precision Metals Manufacturing	28		
NECC	24 Hr. Hazwoper	Precision Metals Manufacturing	24		
NECC	Diversified Manufacturing Boot Camp	Precision Metals Manufacturing	72		
NECC	Gas Metal (Mig) and Flux Cored Arc Welding	Precision Metals Manufacturing	90		
NECC	Gas Metal Arc Welding (GMAW) MIG	Precision Metals Manufacturing	73		
NECC	Manufacturing Maintenance	Precision Metals Manufacturing	390		
NECC	Manufacturing Maintenance - Electrical & Instrumentation Pathway	Precision Metals Manufacturing	180		
NECC	Manufacturing Maintenance - Electrical & Instrumentation Pathway Level 1	Precision Metals Manufacturing	120		
NECC	Manufacturing Maintenance - Electrical & Instrumentation Pathway Level 2	Precision Metals Manufacturing	60		
NECC	Manufacturing Maintenance - Mechanical Pathway	Precision Metals Manufacturing	230		
NECC	Manufacturing Maintenance - Mechanical Pathway Level 1	Precision Metals Manufacturing	155		
NECC	Manufacturing Maintenance - Mechanical Pathway Level 2	Precision Metals Manufacturing	75		
NECC	OSHA 30 Hour and Safety (30 hour card)	Precision Metals Manufacturing	32		
NECC	Precision Measurement	Precision Metals Manufacturing	18		
SCC	Advanced Allen-Bradley PLC	Precision Metals Manufacturing	24		
SCC	Advanced Automation Direct PLC Programming	Precision Metals Manufacturing	24		
SCC	Advanced Precision Machining	Precision Metals Manufacturing	24		
SCC	Basic Allen Bradley PLC	Precision Metals Manufacturing	24		
SCC	Basic Automation Direct PLC	Precision Metals Manufacturing	24		
SCC	Basic Precision Machining	Precision Metals Manufacturing	24		
SCC	Basic RS5000/LOGIX	Precision Metals Manufacturing	24		
SCC	Basic Welding	Precision Metals Manufacturing	30		
SCC	Basic Welding with Variable Frequency Drives (VFD)	Precision Metals Manufacturing	46		
SCC	Electrical Code	Precision Metals Manufacturing	30		
SCC	Electrical Fundamentals	Precision Metals Manufacturing	24		
SCC	Electrical Fundamentals and Troubleshooting with Motor Controls and Relay Logic	Precision Metals Manufacturing	72		
SCC	Electrical Series	Precision Metals Manufacturing	344		
SCC	Electrical Troubleshooting	Precision Metals Manufacturing	24		

Approved Gap Assistance Programs of Study As of August 8, 2023

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
SCC	Gas Metal Arc Welding	Precision Metals Manufacturing	60		
SCC	High Pressure Engineering	Precision Metals Manufacturing	144		
SCC	Industrial Measurement, Sensors & Controls	Precision Metals Manufacturing	24		
SCC	Industrial Pneumatics	Precision Metals Manufacturing	32		
SCC	Introduction to Manufacturing Skills	Precision Metals Manufacturing	16		
SCC	Lean Process Excellence	Precision Metals Manufacturing	24		
SCC	Manufacturing Technician Level 1	Precision Metals Manufacturing	46		
SCC	Motor Controls and Relay Logic	Precision Metals Manufacturing	24		
SCC	PLC Operator Interface Programming	Precision Metals Manufacturing	24		
SCC	Production Welding	Precision Metals Manufacturing	36		
SCC	Special Welding Applications Course	Precision Metals Manufacturing		Semester	2
SCC	Variable Frequency Drives	Precision Metals Manufacturing	16		
SCC	Welding Essentials Course	Precision Metals Manufacturing	560		
SCC	Welding Technology Certificate	Precision Metals Manufacturing		Semester	12.5
WNCC	Stick Welding Certificate	Precision Metals Manufacturing		Semester	6
WNCC	Technical Designer Career Pathways Certificate	Precision Metals Manufacturing		Semester	15
WNCC	TIG Welding Certification	Precision Metals Manufacturing		Semester	6
WNCC	Wire Welding Certification	Precision Metals Manufacturing		Semester	6
CCC	Solar Power Certificate	Renewable Energy		Semester	12
CCC	Wind Power Certificate	Renewable Energy		Semester	12
NECC	608 FREON Certification ESCO Institute	Renewable Energy	16		
SCC	Energy Generations Operations Certificate	Renewable Energy		Semester	15
NECC	Drafting-Architectural	Research, Development, and Engineering Services	21		
MCC	Cisco Certified Network Technician + CPP	Software and Computer Services	40	Quarter	18
MCC	Code School	Software and Computer Services	317		
MCC	Code School + CPP	Software and Computer Services	357		
MCC	Fiber Optics Technician	Software and Computer Services	112		
MCC	IT Desktop Support Technician + CPP	Software and Computer Services	40	Quarter	18
MCC	Mobile Device Repair Academy	Software and Computer Services	180		
MPCC	A+ Network Programming Certificate	Software and Computer Services	64		
MPCC	CompTIA A+	Software and Computer Services	24		
MPCC	Digital Arts	Software and Computer Services	32		
MPCC	Digital Arts Certificate	Software and Computer Services	360		
MPCC	Network +/A+ Certificates	Software and Computer Services	96		
MPCC	Network Technology Certificate	Software and Computer Services		Semester	15
MPCC	PC Support Certification	Software and Computer Services		Semester	15
NECC	Cisco Networking I	Software and Computer Services	75		
NECC	Cisco Networking II	Software and Computer Services	75		
NECC	Cisco Networking III	Software and Computer Services	75		
NECC	Cisco Networking IV	Software and Computer Services	75		
NECC	Cybersecurity Bootcamp	Software and Computer Services	500		
NECC	Microsoft Certified Programming	Software and Computer Services	60		
SCC	A+ (IT Technician)	Software and Computer Services	42		
SCC	Backend Software Developer Coding Bootcamp	Software and Computer Services	27		
SCC	CCNA 1 & 2	Software and Computer Services	104		
SCC	CCNA 1-2, 3-4 with A+	Software and Computer Services	250		
SCC	CCNA 1-2, 3-4 with A+ and Fiber Optics Systems	Software and Computer Services	306		
SCC	CCNA 1-2, 3-4 with A+, N+ and Fiber Optics Systems	Software and Computer Services	341		
SCC	CCNA 3 & 4	Software and Computer Services	104		
SCC	Certified Fiber Optic Specialist/Testing & Maintenance	Software and Computer Services	16		
SCC	Certified Fiber Optic Technician	Software and Computer Services	24		
SCC	Certified Fiber Optics Specialist/Splicing	Software and Computer Services	16		
SCC	CompTIA N+	Software and Computer Services	35		
SCC	Data Engineering Bootcamp	Software and Computer Services	39		
SCC	Fiber Optics Systems	Software and Computer Services	56		
SCC	Fiber Optics Systems with Basic Welding and Variable Drives	Software and Computer Services	102		
SCC	Fiber Optics Systems with CCNA 1-2 and 3-4	Software and Computer Services	264		
SCC	Fiber Optics Systems with CompTIA N+	Software and Computer Services	91		
SCC	Fiber Optics Systems with CompTIA N+ and A+	Software and Computer Services	133		
SCC	Fiber Optics Systems with Leadership Success Certificate	Software and Computer Services	97		
SCC	Fiber Optics Systems with LEAN Manufacturing	Software and Computer Services	80		
SCC	Fiber Optics Systems with LEAN Manufacturing and Networking	Software and Computer Services	288		
SCC	Front End Software Developer Bootcamp	Software and Computer Services	27		
SCC	Microsoft Applications: Basic (Word, Excel, PowerPoint)	Software and Computer Services	21		
SCC	Microsoft Applications: Basic and Intermediate	Software and Computer Services	38		
SCC	Microsoft Applications: Basic and Intermediate with Leadership Success Certificate	Software and Computer Services	78		
SCC	Microsoft Applications: Intermediate (Word, Excel, Adobe Acrobat DC Pro)	Software and Computer Services	17		
WNCC	Certified Fiber Optic Specialist/Testing & Maintenance	Software and Computer Services	16		
WNCC	Certified Fiber Optic Technician	Software and Computer Services	24		
WNCC	Certified Fiber Optics Specialist/Splicing	Software and Computer Services	16		
CCC	Automotive Technology Certificate	Transportation, Warehousing, and Distribution Logistics		Semester	12
CCC	Truck Driving	Transportation, Warehousing, and Distribution Logistics		Semester	12
MCC	Automotive Express Lane Technician Certificate Program	Transportation, Warehousing, and Distribution Logistics	80		
MCC	CDL A Certification	Transportation, Warehousing, and Distribution Logistics	113		
MCC	CDL A With E Restrictions CPP	Transportation, Warehousing, and Distribution Logistics	280		
MCC	CDL Class B Certificate	Transportation, Warehousing, and Distribution Logistics	60		
MCC	Class A CDL Driver Training + Career Placement Program	Transportation, Warehousing, and Distribution Logistics	40	Quarter	15.5

**Approved Gap Assistance Programs of Study
 As of August 8, 2023**

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Program	
				Type	Hours
MCC	Class A CDL w/E Restrictions + CPP	Transportation, Warehousing, and Distribution Logistics	80	Quarter	6
MCC	Logistics & Industrial Automation Tier 1	Transportation, Warehousing, and Distribution Logistics	102		
MCC	Logistics & Industrial Automation Tier 2	Transportation, Warehousing, and Distribution Logistics	181		
MPCC	Basic Engine & Electrical Certificate	Transportation, Warehousing, and Distribution Logistics		Semester	14
MPCC	Basic Engine & Electrical Repair Certificate	Transportation, Warehousing, and Distribution Logistics		Semester	12
MPCC	Class B Commercial Driver License School Bus Driver and Passenger Driver Endorsement	Transportation, Warehousing, and Distribution Logistics	160		
MPCC	Commercial Driver License (CDL) Hazmat Endorsement Only	Transportation, Warehousing, and Distribution Logistics	16		
MPCC	Commercial Driver Training (Entry Level Driver Training Compliant) with Hazmat	Transportation, Warehousing, and Distribution Logistics	216		
MPCC	Commercial Driver Training-(Entry Level Driver Training Compliant)	Transportation, Warehousing, and Distribution Logistics	200		
MPCC	Commercial Driver's License (CDL) Prep Course	Transportation, Warehousing, and Distribution Logistics	16		
MPCC	Fuel Systems Certificate	Transportation, Warehousing, and Distribution Logistics		Semester	15
MPCC	Fuel Systems Certificate + Commercial Driver's License (CDL) Prep Course	Transportation, Warehousing, and Distribution Logistics	16	Semester	15
MPCC	Logistics Certificate	Transportation, Warehousing, and Distribution Logistics		Semester	15
MPCC	Passenger Bus Driver Endorsement	Transportation, Warehousing, and Distribution Logistics	104		
MPCC	Passenger Endorsement (Driver Possesses Class B License)	Transportation, Warehousing, and Distribution Logistics	54		
MPCC	Powertrain Certificate	Transportation, Warehousing, and Distribution Logistics		Semester	15
MPCC	School Bus Driver and Passenger Driver Endorsement	Transportation, Warehousing, and Distribution Logistics	120		
MPCC	Transmission & Drive Line Certificate	Transportation, Warehousing, and Distribution Logistics		Semester	12
MPCC	Tune-Up Certificate	Transportation, Warehousing, and Distribution Logistics		Semester	15
NECC	Basic CDL (Class A) Specialized	Transportation, Warehousing, and Distribution Logistics	84		
NECC	Basic CDL Training	Transportation, Warehousing, and Distribution Logistics	108		
NECC	Class B CDL Training	Transportation, Warehousing, and Distribution Logistics	75		
NECC	Class B to Class A Training	Transportation, Warehousing, and Distribution Logistics	50		
NECC	Professional Truck Driving Training	Transportation, Warehousing, and Distribution Logistics	240		
NECC	Remedial CDL Training	Transportation, Warehousing, and Distribution Logistics	40		
SCC	Professional Truck Driving Training Course	Transportation, Warehousing, and Distribution Logistics		Semester	7
WNCC	Commercial Truck Driver Class A	Transportation, Warehousing, and Distribution Logistics	200		
WNCC	Commercial Truck Driver Class B	Transportation, Warehousing, and Distribution Logistics	55		

* MCC credit hours are on a quarter basis. All other colleges' credit hours are semester credit hours.

2023 Factual Look at Higher Education in Nebraska Enrollment

Fall Enrollment Data for 2012 through 2022 and
12-Month Enrollment Data for 2012-13 through 2021-22

Ten-Year Trends Based on 2012-2013 through 2022-2023 Federal
Integrated Postsecondary Education Data System (IPEDS) Surveys
of Nebraska's Postsecondary Institutions

NEBRASKA'S



COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

Published September 2023

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Nebraska's Coordinating Commission for Postsecondary Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or the provision of services.

LIST OF 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 Beauty School
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 University

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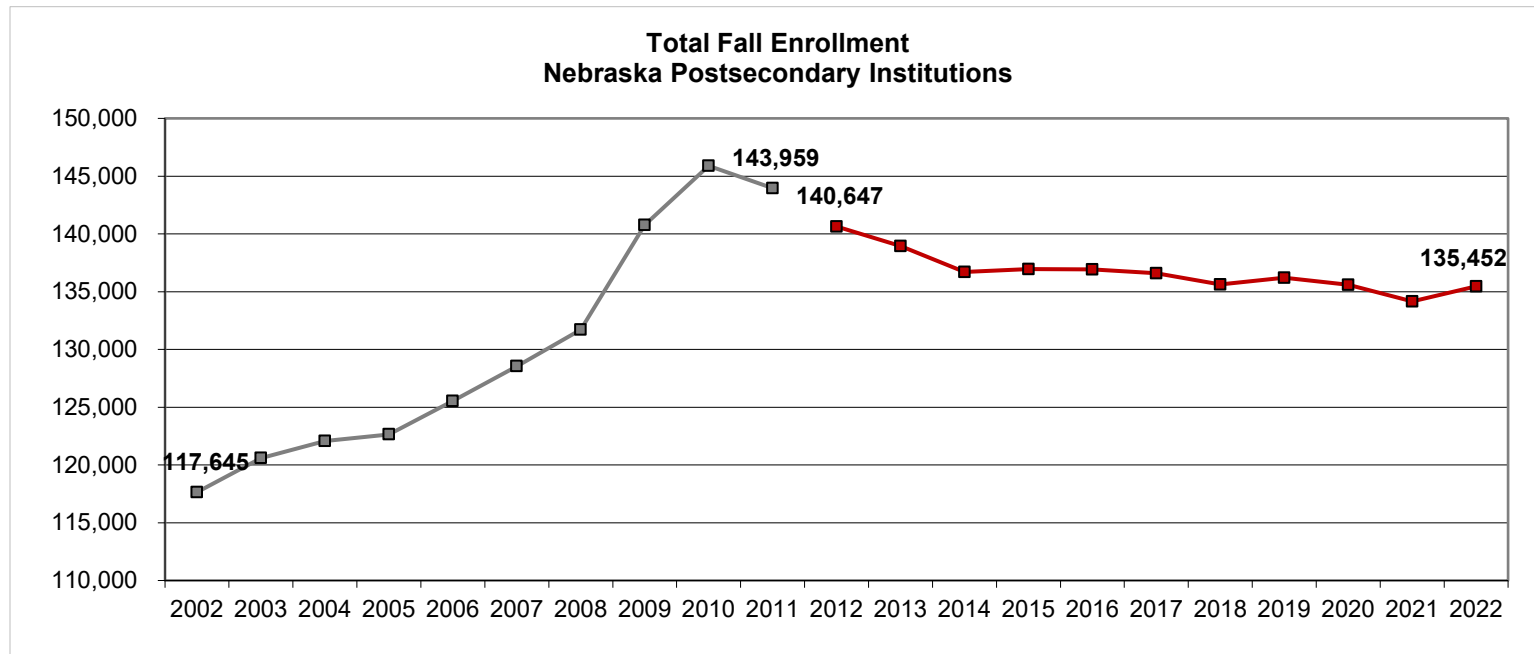
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Executive Summary of Data - Enrollment

Fall Enrollment Data for 2012 through 2022 and 12-Month Enrollment Data for 2012-13 through 2021-22

Key Context

- Following the Great Recession of 2008, fall 2009 enrollment increased to 140,770 and peaked the next year at 145,893. Since 2010, fall enrollments have steadily declined but remain higher than pre-recession levels. The *Factual Look* report focuses on 10-year trends, and fall 2012 is the baseline year for the current report. When examining the percentage changes since baseline, it is important to remember that postsecondary institutions in Nebraska and throughout the United States experienced an influx of students due to the impact of the recession on jobs and the economy.
- Additionally, the impact of COVID-19 can be seen beginning with fall 2020 enrollments, particularly at the community colleges, with U.S. Nonresidents, and distance education enrollments. Overall, fall enrollments declined 0.4% between fall 2019 and fall 2020 and declined an additional 1.1% between fall 2020 and fall 2021. However, enrollments increased 1.0% between fall 2021 and fall 2022.



Total Fall Enrollment

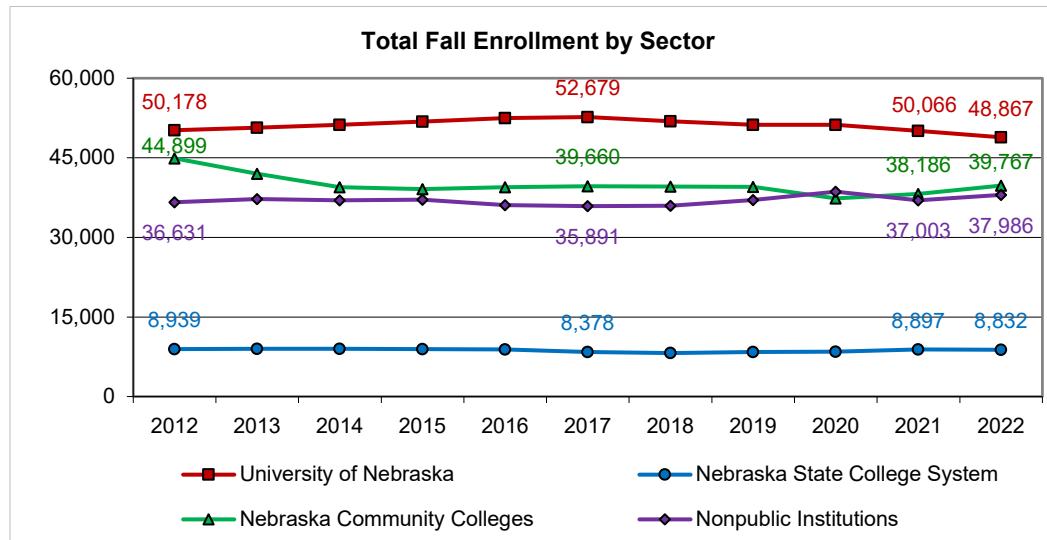
See page 1.2

- Total fall enrollment at Nebraska's postsecondary institutions decreased from 140,647 students in fall 2012 to 135,452 in fall 2022, a decrease of 3.7% over the 10-year period. Between fall 2021 and fall 2022, enrollment increased 1.0%.

Fall Enrollment by Sector

See pages 1.3-1.7

- Between fall 2012 and fall 2022, fall enrollments increased within the nonpublic sector but decreased for the remaining three sectors. Over the last year, fall enrollments increased at the community colleges and nonpublic institutions but decreased at the University of Nebraska and the state colleges.

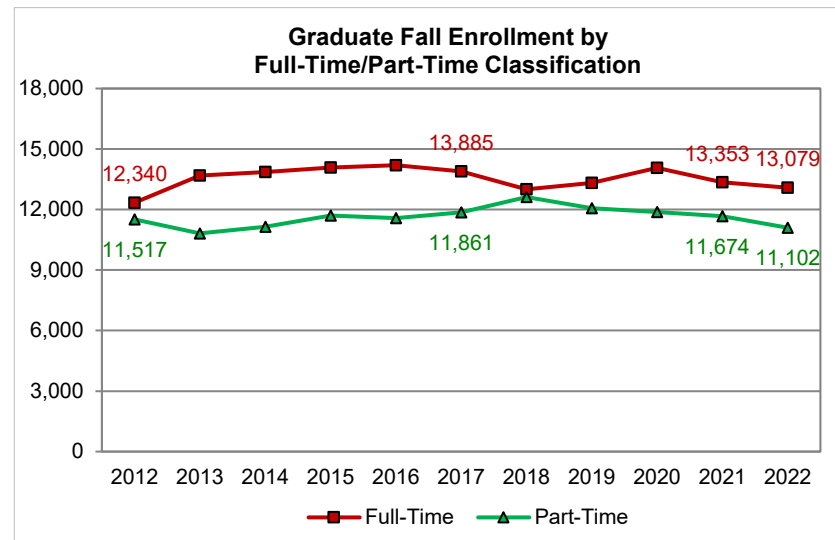
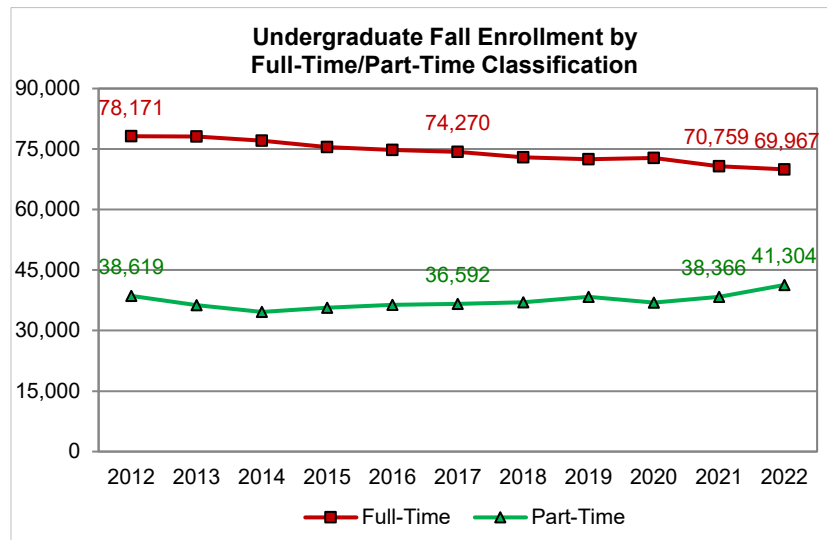


Sector	21-22 1-Yr	12-22 10-Yr
Univ. of Neb. (■)	-2.4%	-2.6%
NSCS (●)	-0.7%	-1.2%
Neb. CCs (▲)	4.1%	-11.4%
Nonpublics (◆)	2.7%	3.7%
Total	1.0%	-3.7%

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

See pages 2.4-2.11

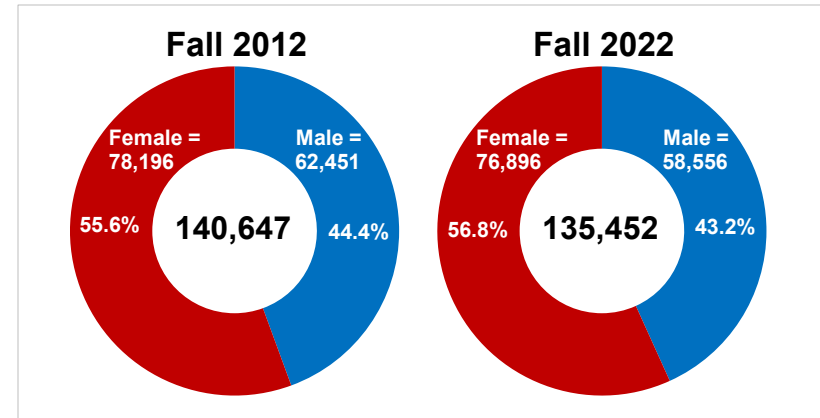
- Between fall 2012 and fall 2022, statewide undergraduate enrollments decreased 4.7% to 111,271 while graduate enrollments increased 1.4% to 24,181. Analyzing enrollment changes over the last year reveals that undergraduate enrollments increased 2.0% while graduate enrollments decreased 3.4%.
- Graduate students accounted for 17.9% of total fall enrollment in 2022 compared to 17.0% in fall 2012.
- At the undergraduate level, fall enrollments decreased within the three public sectors between fall 2012 and fall 2022, ranging from a decrease of 3.5% at the state colleges to a decrease of 11.4% at the community colleges. Meanwhile, undergraduate enrollments were up 4.9% within the nonpublic sector.
- In addition, graduate enrollments increased 0.7% at the University of Nebraska, 0.8% at the nonpublic institutions, and 11.1% at the state colleges.
- During this 10-year period, part-time undergraduate enrollments increased 7.0% (from 38,619 to 41,304) and full-time undergraduate enrollments decreased 10.5% (from 78,171 to 69,967). Meanwhile, part-time graduate enrollments decreased 3.6% (from 11,517 to 11,102) and full-time graduate enrollments increased 6.0% (from 12,340 to 13,079).



Fall Enrollment by Gender

See pages 3.2-3.11

- Enrollment of women at Nebraska’s postsecondary institutions decreased 1.7%, from 78,196 in fall 2012 to 76,896 in fall 2022. During this same time, enrollment of men decreased 6.2%, from 62,451 to 58,556. Men accounted for 43.2% of enrollments in fall 2022 compared to 44.4% in fall 2012.
- Since 2012, male enrollments declined within the three public sectors of higher education, ranging from a 5.8% decrease at the community colleges to an 11.1% decrease at the University of Nebraska. Within the nonpublic sector, male enrollments increased 2.2%. Meanwhile, female enrollments declined at the community colleges (15.9%) but increased at the nonpublic institutions (4.7%), state colleges (4.7%) and the University of Nebraska (5.4%).
- At both the undergraduate and the graduate levels, women outnumbered men throughout the 10-year period between fall 2012 and fall 2022. Among undergraduate students, 55.3% were women in fall 2022, compared to 55.1% in fall 2012. Among graduate students, 63.4% were women in fall 2022, compared to 58.1% in fall 2012.
- The smallest gender gap among undergraduates in fall 2022 was at the community colleges, where 52.7% of the students were women. The largest gender gaps among undergraduates in fall 2022 were at the nonpublic institutions and the state colleges, where 59.4% of the students were women.
- Among graduate students, the smallest gender gap in fall 2022 was at the University of Nebraska, where 59.9% of the students were women. The largest gender gap among graduate students in fall 2022 was at the state colleges, where 70.1% of the students were women.
- Throughout the 10-year period, men were more likely than women to be enrolled full time. In fall 2022, 63.4% of the undergraduate male students at Nebraska’s postsecondary institutions were enrolled full time, compared to 68.8% in fall 2012. In comparison, 62.4% of the undergraduate female students at Nebraska’s postsecondary institutions were enrolled full time in fall 2022, compared to 65.4% in fall 2012. At the graduate level, 57.0% of the male students were enrolled full time in fall 2022 (compared to 54.5% in fall 2012) while 52.4% of female students were enrolled full time in fall 2022 (compared to 49.7% in fall 2012).



Fall Enrollment by Race/Ethnicity

See pages 4.2-4.25

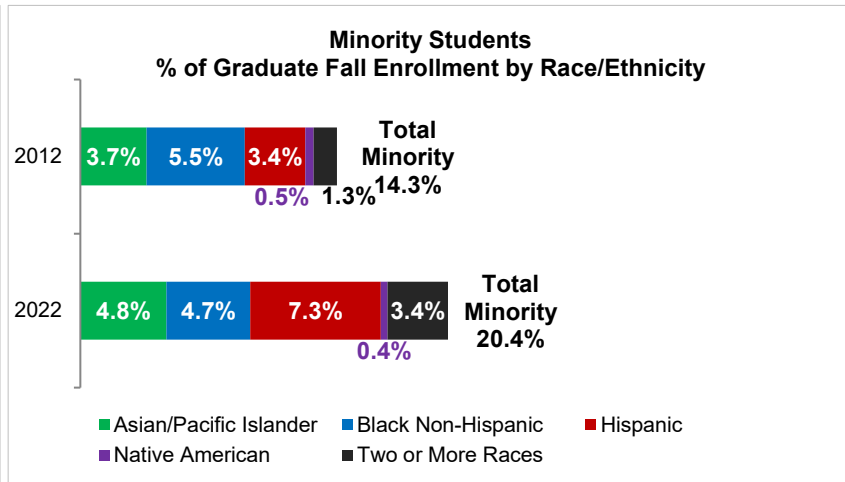
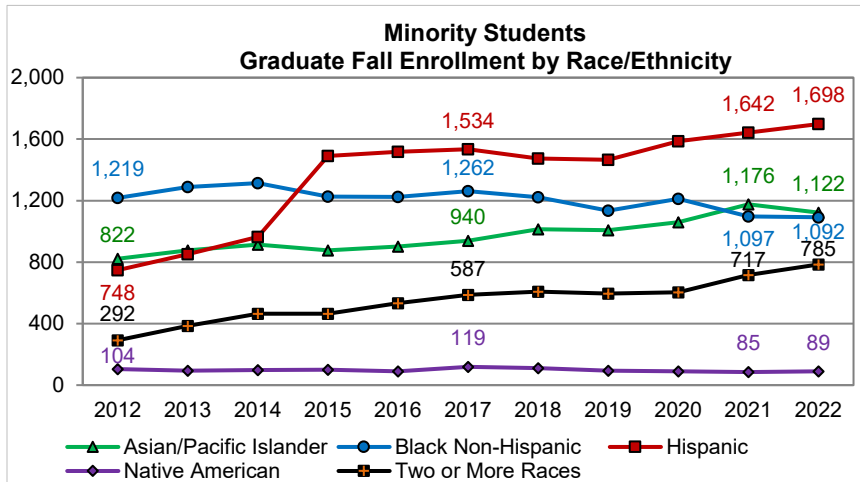
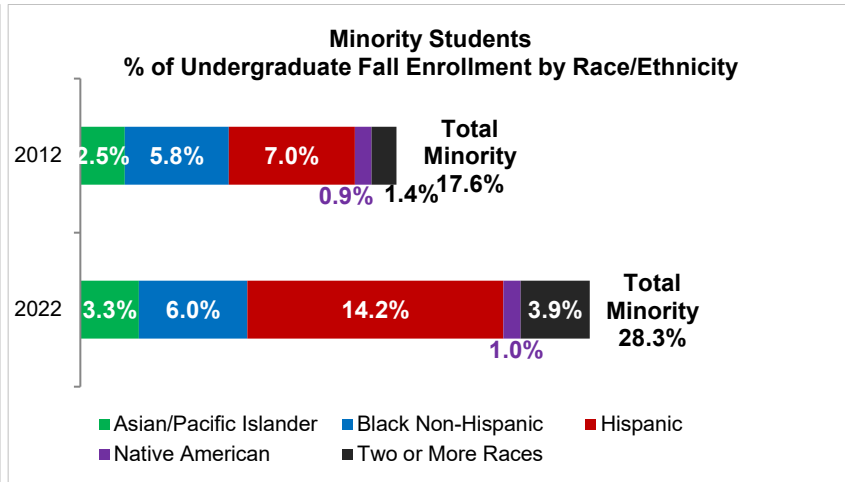
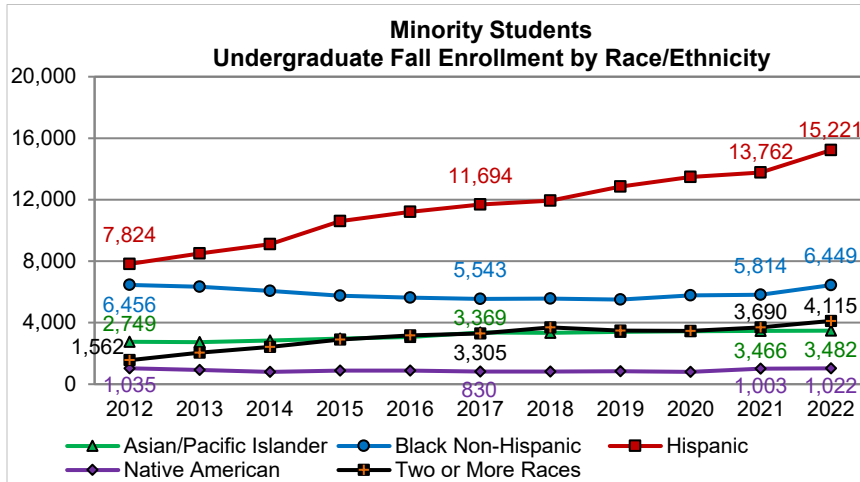
- Between fall 2012 and fall 2022, total enrollment of White non-Hispanics at Nebraska’s postsecondary institutions decreased 14.5%, from 106,655 to 91,173. In comparison, enrollments of minority students – consisting of Asians/Pacific Islanders, Black non-Hispanics, Hispanics, Native Americans, and students of two or more races – increased 53.8%, from 22,811 to 35,075. Meanwhile, enrollments of U.S. Nonresidents declined 7.9%, from 4,372 to 4,026. Interestingly, enrollments of U.S. Nonresidents declined 21.2% between fall 2019 and fall 2022.
- Minorities accounted for 26.9% of total postsecondary enrollment in fall 2022, up from 17.0% in fall 2012. U.S. Nonresidents made up 3.1% of fall enrollment in 2022, down from 3.3% in fall 2012. White non-Hispanics accounted for 70.0% of fall 2022 enrollment, down from 79.7% in fall 2012.¹
- As shown in the following table, growth rates varied by race/ethnicity and by student level over the 10-year period.

Nebraska - Change in Fall Enrollment by Level and Race/Ethnicity: Fall 2012 - Fall 2022

Race/Ethnicity	Undergraduate		Graduate	
	Percentage Change	Change in Number of Students	Percentage Change	Change in Number of Students
Asian/Pacific Islander	26.7%	733	36.5%	300
Black Non-Hispanic	-0.1%	-7	-10.4%	-127
Hispanic	94.5%	7,397	127.0%	950
Native American	-1.3%	-13	-14.4%	-15
Two or More Races	163.4%	2,553	168.8%	493
U.S. Nonresident	-14.3%	-379	1.9%	33
White Non-Hispanic	-16.8%	-14,954	-3.0%	-528

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

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



Fall Enrollment by Race/Ethnicity and Gender

See pages 5.2-5.8

- The following table summarizes fall 2022 enrollment by race/ethnicity and gender.

Race/Ethnicity	Male	Female
Asian/Pacific Islander	43.8%	56.2%
Black non-Hispanic	44.1%	55.9%
Hispanic	42.6%	57.4%
Native American	37.2%	62.8%
Two or More Races	39.8%	60.2%
U.S. Nonresident	57.2%	42.8%
White non-Hispanic	42.4%	57.6%

- Unlike the other student categories, male U.S. Nonresident students outnumber female U.S. Nonresident students in Nebraska. In fall 2022, men accounted for 57.2% of total fall enrollment of U.S. Nonresidents at Nebraska postsecondary institutions, while women accounted for 42.8%.

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

See pages 6.2-6.11

- As shown in the following table, undergraduate enrollment of students less than 18 years of age more than doubled over the last decade (primarily due to dual enrollments). The community colleges accounted for the majority of this growth, increasing 150.2% since 2011 (from 4,280 to 10,709). There was a more modest increase for undergraduate enrollment of students aged 18-19 years (1.7%). However, undergraduate enrollments decreased for all age groups over 19 years of age, ranging from a decrease of 6.9% for students aged 20-21 years to a decrease of 38.1% for students aged 25-29 years.
- Meanwhile, graduate enrollments increased for all age groups, ranging from a 1.8% increase for students aged 25-29 years to a 19.0% increase for students aged 35-39 years.

Nebraska - Change in Fall Enrollment by Level and Age Group: Fall 2011 - Fall 2021

Age Group	Undergraduate		Graduate	
	Percentage Change	Change in Number of Students	Percentage Change	Change in Number of Students
< 18 Years	129.7%	7,990		
18-19 Years	1.7%	499	11.3%	602
20-21 Years	-6.9%	-1,971		
22-24 Years	-27.1%	-5,206		
25-29 Years	-38.1%	-5,149	1.8%	132
30-34 Years			3.6%	142
35-39 Years	-33.3%	-7,666	19.0%	440
≥ 40 Years			3.3%	150

Fall Enrollment by Distance Education Status

See pages 7.2-7.13

- Section 7 of this report examines the number of students who are enrolled in distance education courses. Institutions report the number of students enrolled exclusively in distance education courses as well as the number of students enrolled in at least one but not all distance education courses. From this data, IPEDS calculates the number of students not enrolled in any distance education courses. For students enrolled exclusively in distance education courses, institutions report additional data on the location of these students.
- As shown in the following chart, more students enrolled in distance education in fall 2022 than in fall 2012.

Nebraska - % of Fall Enrollment by Distance Education Status

Distance Education Status	Undergraduate			Graduate			Total		
	2012	2021	2022	2012	2021	2022	2012	2021	2022
No Distance Education	69.3%	43.3%	43.7%	57.9%	41.8%	41.8%	67.3%	43.0%	43.4%
At Least One but Not All Distance Education	17.1%	33.8%	32.0%	8.8%	8.8%	8.1%	15.7%	29.1%	27.7%
Exclusively Distance Education	13.6%	22.9%	24.4%	33.4%	49.4%	50.1%	17.0%	27.9%	29.0%

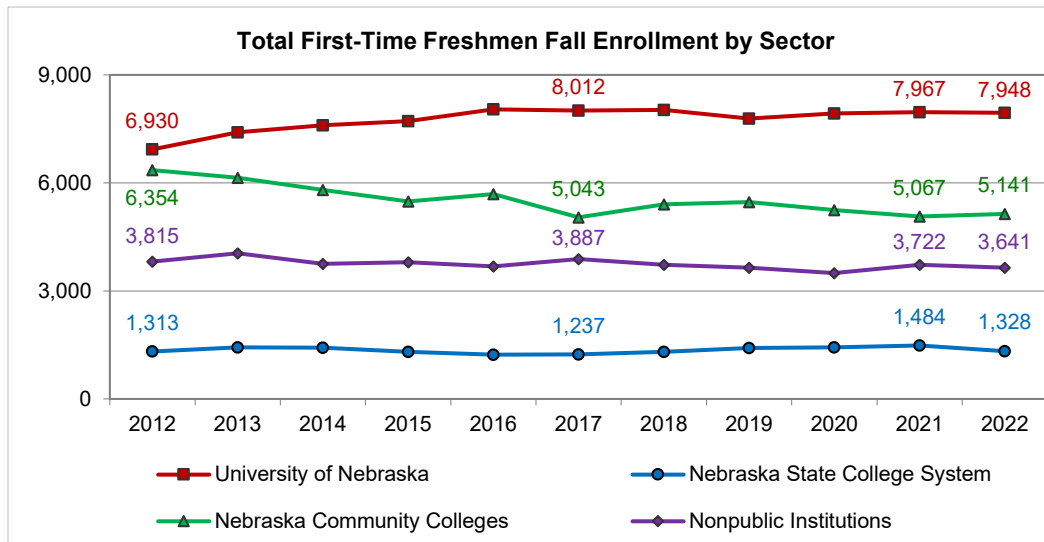
- The COVID-19 pandemic had a major impact on distance education in Nebraska over the last three years, with more students taking exclusively distance education courses or at least one distance education course. Pre-pandemic, 51.0% of fall 2019 enrollments were not enrolled in any distance education course. In fall 2020, the proportion of students not enrolled in any distance education course dropped to 37.2%. While this percentage increased to 43.4% for fall 2022, it remains lower than pre-pandemic.
- For undergraduate students enrolled exclusively in distance education courses in fall 2022, 60.3% were located in Nebraska, down from 72.6% in fall 2012. At the graduate level, 52.3% were located in Nebraska in fall 2022, compared to 48.4% in fall 2012.²
- Using enrollments from fall 2022 by sector (page 2.5) and fall 2022 location data by sector (page 7.7), the Commission estimates that 9.6% of undergraduate fall enrollments and 23.7% of graduate fall enrollments were for exclusively distance enrollments outside of Nebraska.

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

Fall Enrollment by First-Time Freshmen

See pages 8.2-8.5

- The 10-year trends in the enrollment of first-time freshmen (FTF) vary significantly by sector.
- The largest percentage increase of first-time freshmen occurred at the University of Nebraska (14.7%), followed by the state colleges (1.1%).
- In comparison, the community colleges and nonpublic institutions reported decreases of 19.1% and 4.6%, respectively. Since 2012, numerous schools within nonpublic sector have closed or have discontinued reporting data to IPEDS.

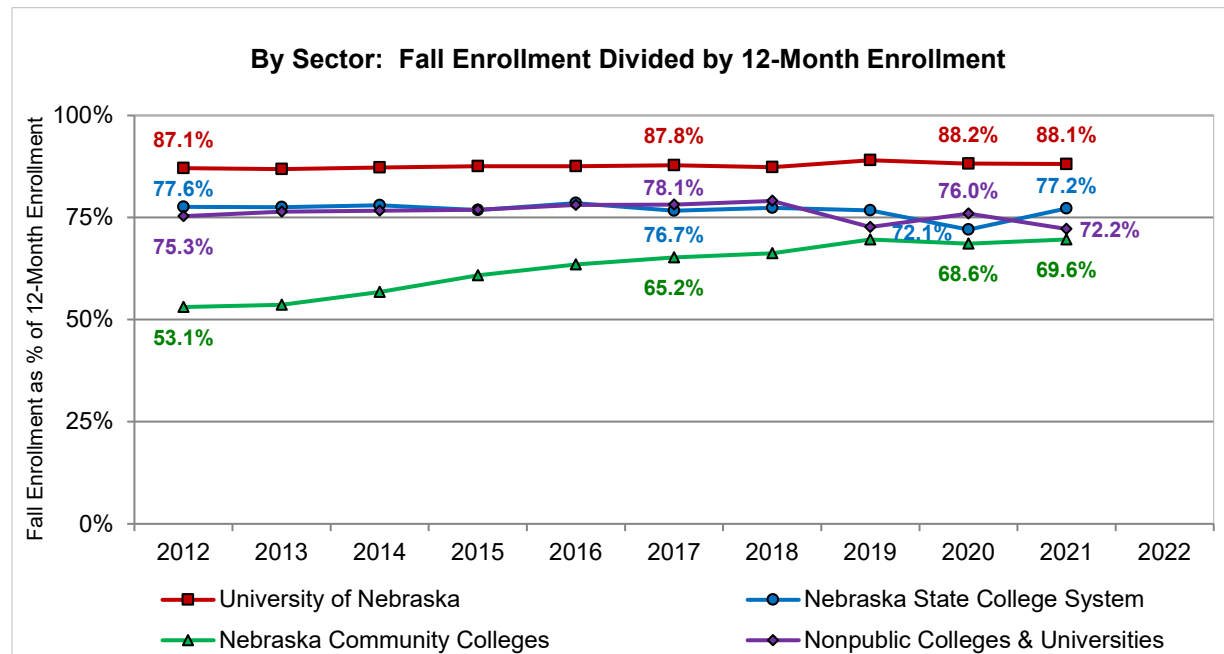


Percentage Change by Sector		
Sector	21-22 1-Yr	12-22 10-Yr
Univ. of Neb. (■)	-0.2%	14.7%
NSCS (●)	-10.5%	1.1%
Neb. CCs (▲)	1.5%	-19.1%
Nonpublics (◆)	-2.2%	-4.6%
Total First-Time Freshmen	-1.0%	-1.9%

Fall Enrollment Compared to 12-Month Enrollment

See pages 9.3-9.15

- Fall enrollment provides a snapshot of the total number of students who were enrolled at an institution on October 15 or the institution's official fall reporting date. In comparison, 12-month enrollment is the total, unduplicated headcount of students who were enrolled at an institution at any time during the academic year.
- Between 2012 and 2021, fall enrollment decreased 4.6% at Nebraska's postsecondary institutions while 12-month enrollment decreased 13.8%.
- In general, fall enrollment and 12-month enrollment follow similar trends for most sectors/institutions in Nebraska, indicating that either fall enrollment or 12-month enrollment is a valid measure of enrollments for trend analyses. While the levels of enrollment vary by institution and by sector, trends in fall and 12-month enrollment generally have been parallel. As shown below, since 2012, fall enrollment figures have captured 86.9% to 89.0% of the 12-month enrollment reported by the University of Nebraska. On the other hand, fall enrollment captured 53.1% to 69.6% of 12-month enrollment at Nebraska's community colleges.



Note. The relatively low ratios at Nebraska's community colleges could be an indication that more students swirl in and out of the community college since these institutions often serve an older, non-traditional student population. In addition, the community colleges also provide a considerable amount of industry training to students who are not captured by fall enrollment figures.

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Introduction - Enrollment

Fall Enrollment Data for 2012 through 2022 and 12-Month Enrollment Data for 2012-13 through 2021-22

The *2023 Factual Look at Higher Education in Nebraska* summarizes information from the Integrated Postsecondary Education Data System (IPEDS) survey forms. The Higher Education Act of 1965, as amended, requires institutions that participate in federal student aid programs to submit data to IPEDS.¹

The Coordinating Commission for Postsecondary Education is responsible for verification and reporting of IPEDS data as defined in Neb. Rev. Stat. § 85-1424, which states:

“The commission shall:

- (1) Review and verify all information submitted by public postsecondary systems and institutions as part of the Integrated Postsecondary Education Data System and make such corrections in the submitted information as are necessary; and
- (2) Prepare and disseminate an annual report of the information submitted by each public postsecondary system and institution and those private postsecondary educational institutions willing to cooperate as part of the Integrated Postsecondary Education Data System.”

The annual report consists of two sections—Degrees and Other Awards Conferred, and Enrollment—and each section is approved and disseminated as it is completed. This section of the *Factual Look* summarizes enrollments reported through IPEDS surveys of Nebraska’s public and nonpublic colleges and universities.

The 10-year trends presented in this section of the *Factual Look* are based on the 2012-2013 through 2022-2023 IPEDS surveys of Nebraska’s postsecondary institutions. In this section, 10-year trends in fall enrollments are analyzed by (1) sector and institution, (2) student level and full-time/part-time classification, (3) gender, (4) race/ethnicity, (5) race/ethnicity and gender, (6) age, (7) distance education status, and (8) first-time freshmen. In addition, fall enrollments are compared to 12-month enrollments in section nine of this report.

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

¹ A few nonpublic institutions are not included in this analysis because: 1.) The institution is not required to report school statistics to IPEDS, or 2.) The institution reports school statistics to IPEDS, but it has campuses in multiple states and reports combined data for multiple campuses (known as “parent/child” reporting).

University of Nebraska: “The University of Nebraska provides extensive, comprehensive postsecondary education to Nebraska citizens through its four campuses: the University of Nebraska-Lincoln, the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The two-year Nebraska College of Technical Agriculture, under the management of the Institute of Agriculture and Natural Resources at UNL, is also part of the University of Nebraska system.”

Nebraska State College System: “The state colleges at Chadron, Peru, and Wayne are regional institutions that provide educational programs and public services to meet needs indigenous to their service areas.”

Nebraska Community Colleges: “Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer program.” Nebraska’s six public community colleges are: Central, Metropolitan, Mid-Plains, Northeast, Southeast, and Western Nebraska.

In addition to the public colleges and universities, private not-for-profit, private for-profit, out-of-state public, and federally-funded tribal colleges submit data to IPEDS and are categorized as Nonpublic Colleges and Universities. Several institutions in this sector no longer report to IPEDS due to school closings and institutional changes.

Data for the most recent edition of the *Factual Look* is available for download on the Coordinating Commission’s website: ccpe.nebraska.gov/reports.

Technical Notes:

1. Due to data corrections and additions to the Commission’s database that have been made since the *2022 Factual Look* was published, the *2023 Factual Look* supersedes all previous editions.
2. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
3. Due to rounding, percentages may not sum to 100.0% for data summarized in this report.

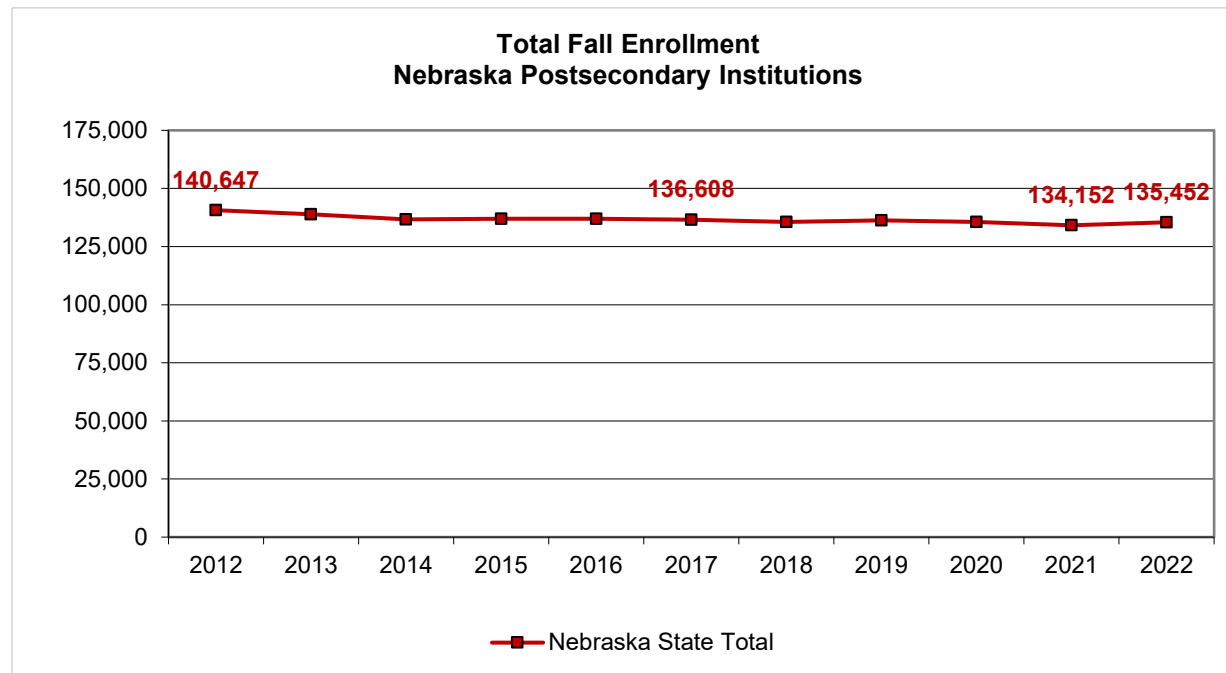
Section 1

Total Fall Enrollment by Sector and by Institution

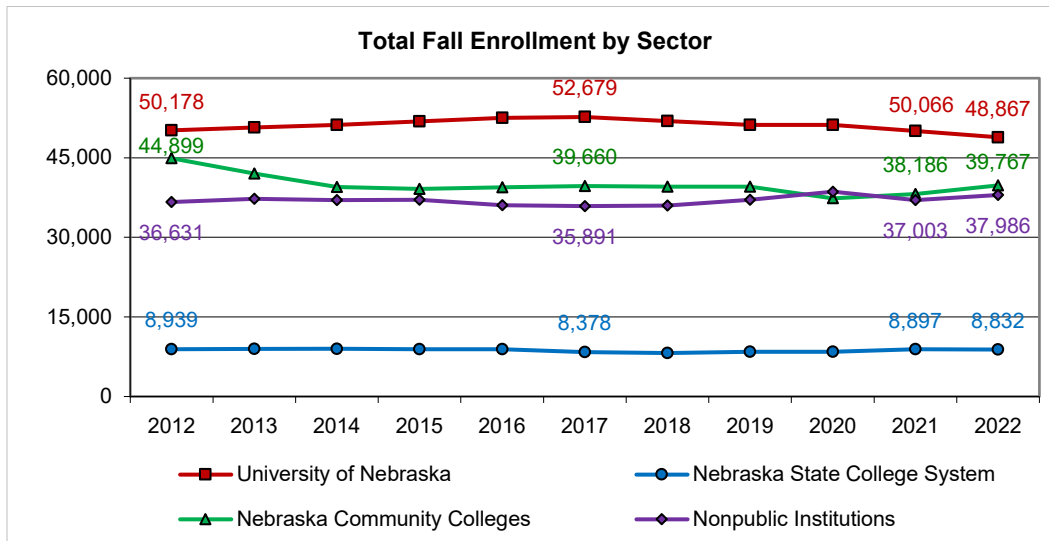


TOTAL FALL ENROLLMENT

- Total fall enrollment at Nebraska's postsecondary institutions decreased from 140,647 students in fall 2012 to 135,452 students in fall 2022, a decrease of 3.7% over the 10-year period. Between fall 2021 and fall 2022, enrollment increased 1.0%.
- Of the 42 postsecondary institutions that were open in fall 2019, 25 reported lower enrollments while three closed by fall 2022. Only 14 institutions reported increased enrollments. Most institutions cited the COVID-19 pandemic as the reason for lower enrollments. While two thirds of institutions either reported decreased enrollments or closed since fall 2019, overall enrollment decreased only 0.6%.

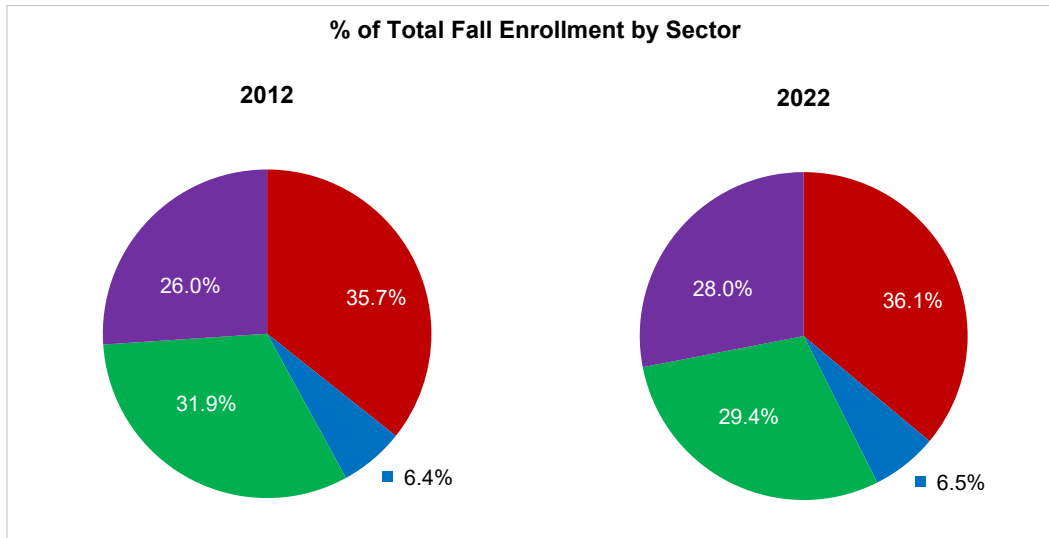


TOTAL FALL ENROLLMENT by SECTOR

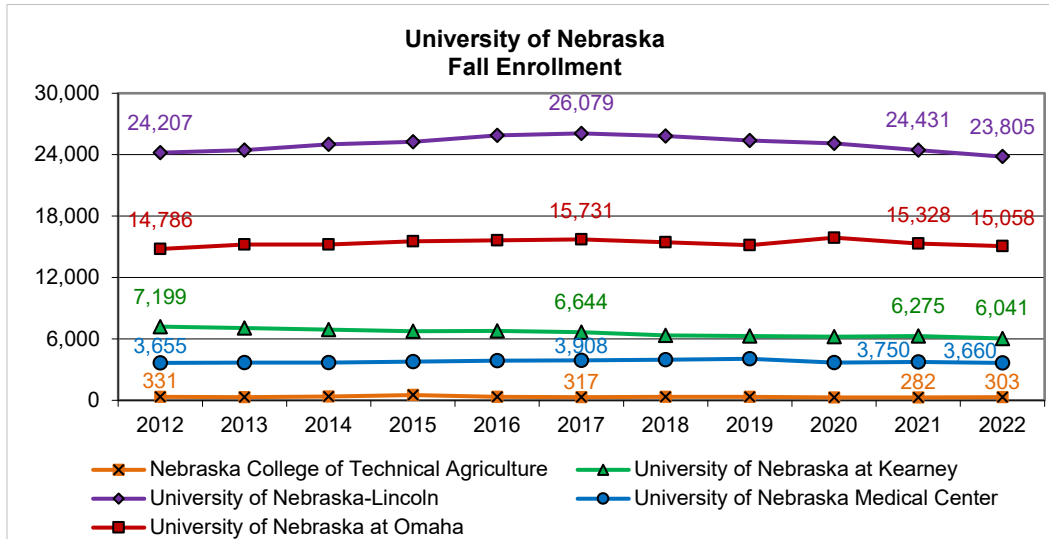


- The sectors constituting Nebraska's higher education system experienced the following percentage changes in total fall enrollment over the latest 10-year period:

Sector	21-22 1-Yr	12-22 10-Yr
Univ. of Neb. (■)	-2.4%	-2.6%
NSCS (●)	-0.7%	-1.2%
Neb. CCs (▲)	4.1%	-11.4%
Nonpublics (◆)	2.7%	3.7%
Total	1.0%	-3.7%

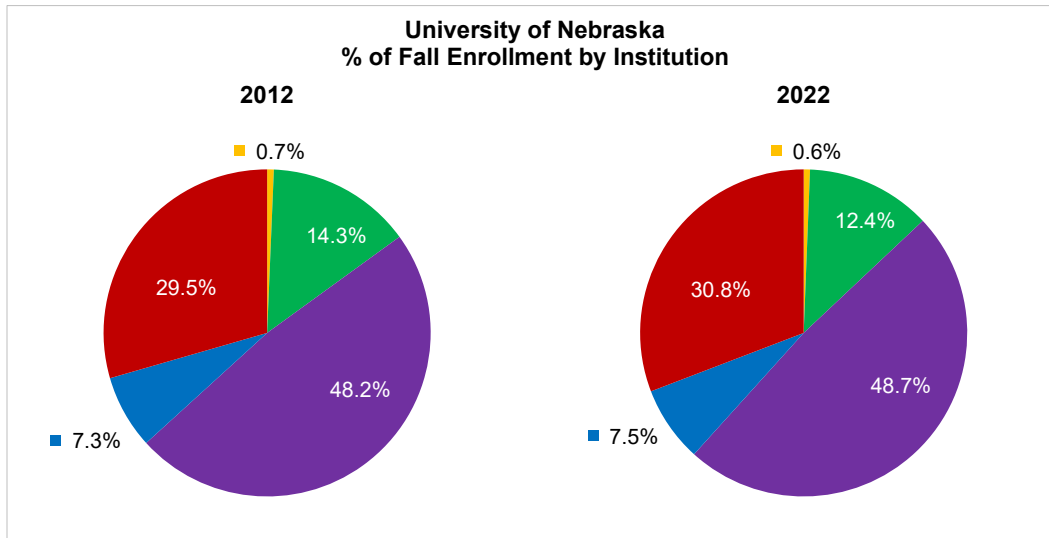


FALL ENROLLMENT AT THE UNIVERSITY OF NEBRASKA

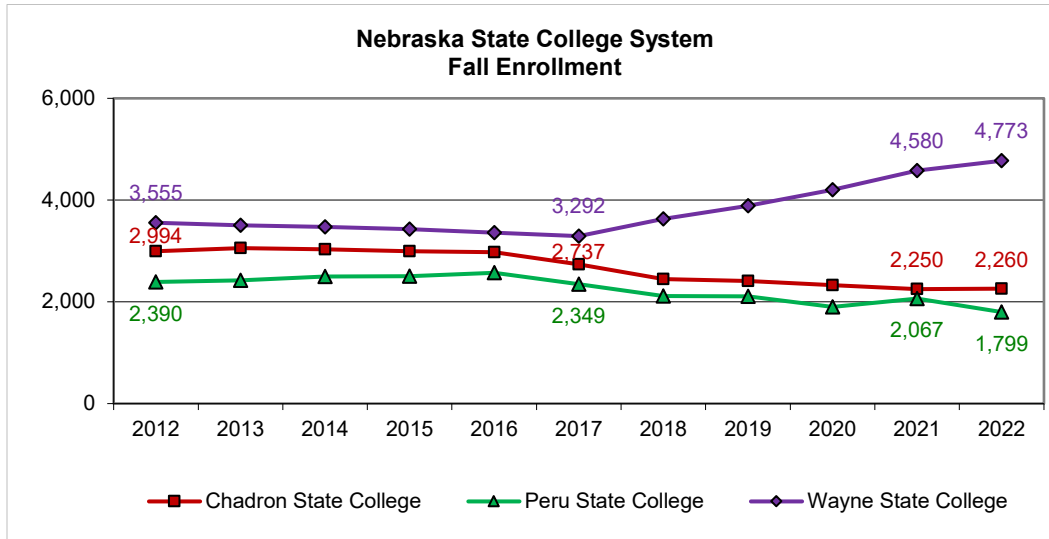


- Between fall 2012 and fall 2022, enrollment at the University of Nebraska changed as follows:

Institution	21-22 1-Yr	12-22 10-Yr
NCTA (x)	7.4%	-8.5%
UNK (▲)	-3.7%	-16.1%
UNL (◆)	-2.6%	-1.7%
UNMC (●)	-2.4%	0.1%
UNO (■)	-1.8%	1.8%
Sector Total	-2.4%	-2.6%

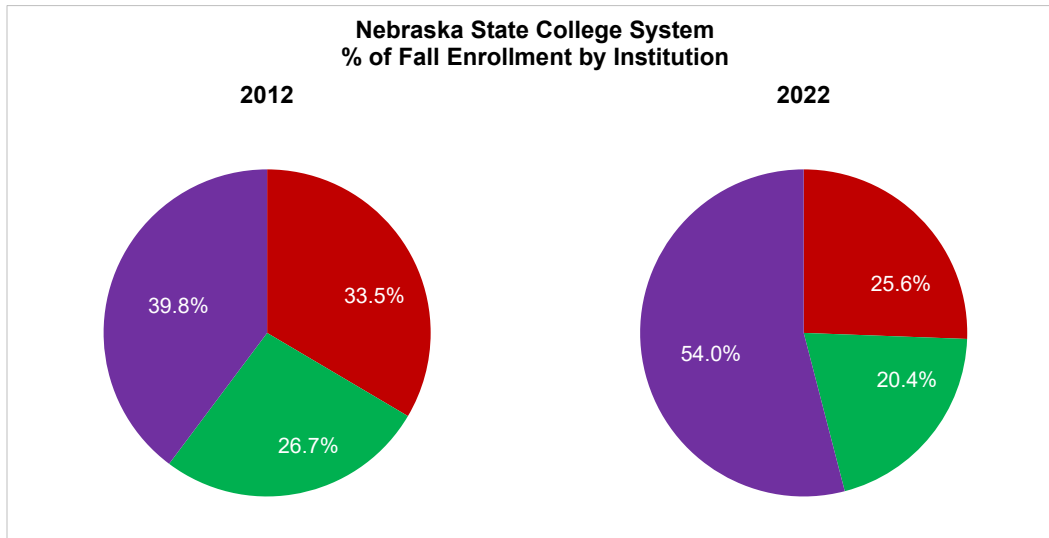


FALL ENROLLMENT AT THE NEBRASKA STATE COLLEGE SYSTEM

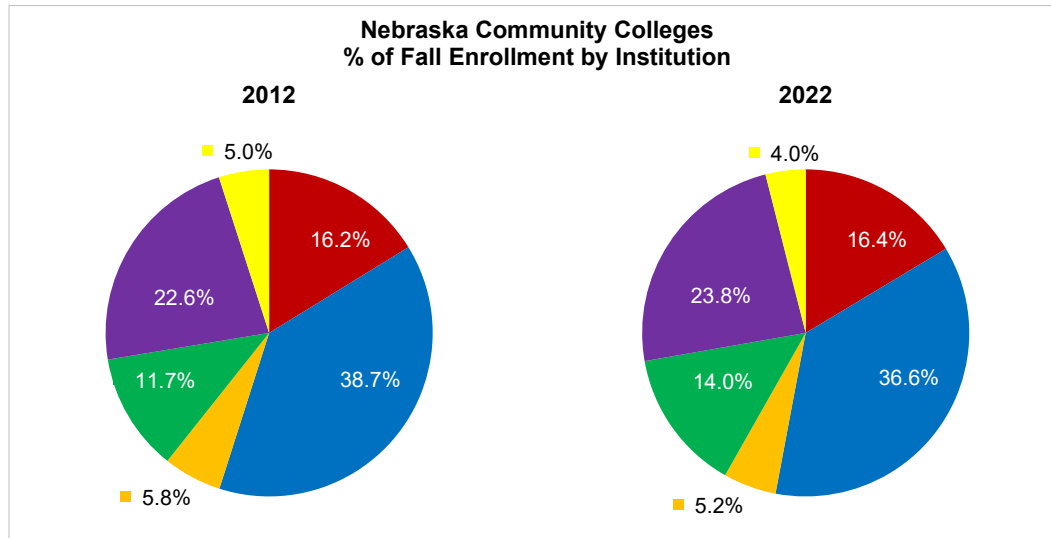
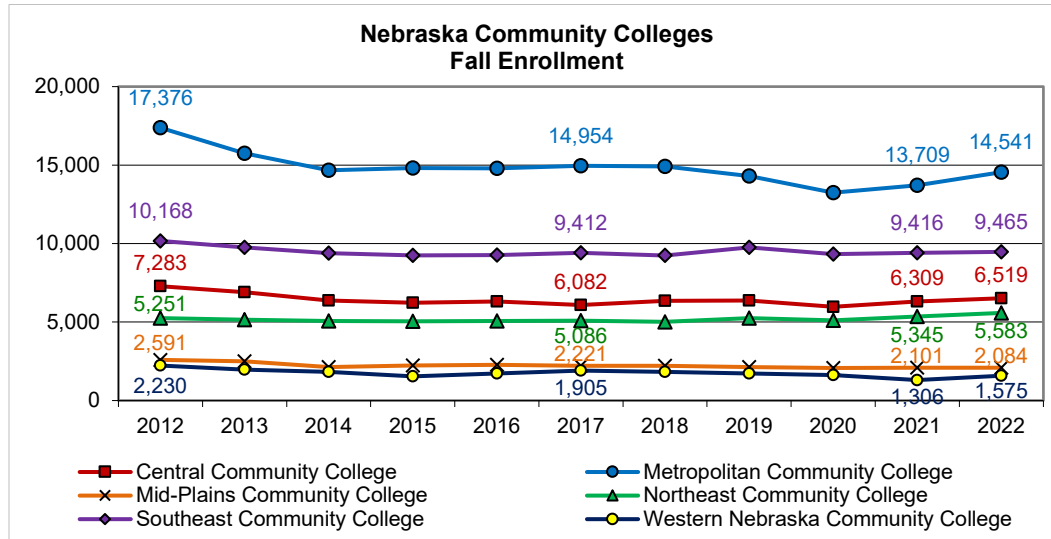


- Between fall 2012 and fall 2022, enrollment at the Nebraska State College System changed as follows:

Institution	21-22 1-Yr	12-22 10-Yr
Chadron (■)	0.4%	-24.5%
Peru (▲)	-13.0%	-24.7%
Wayne (◆)	4.2%	34.3%
Sector Total	-0.7%	-1.2%



FALL ENROLLMENT AT NEBRASKA COMMUNITY COLLEGES

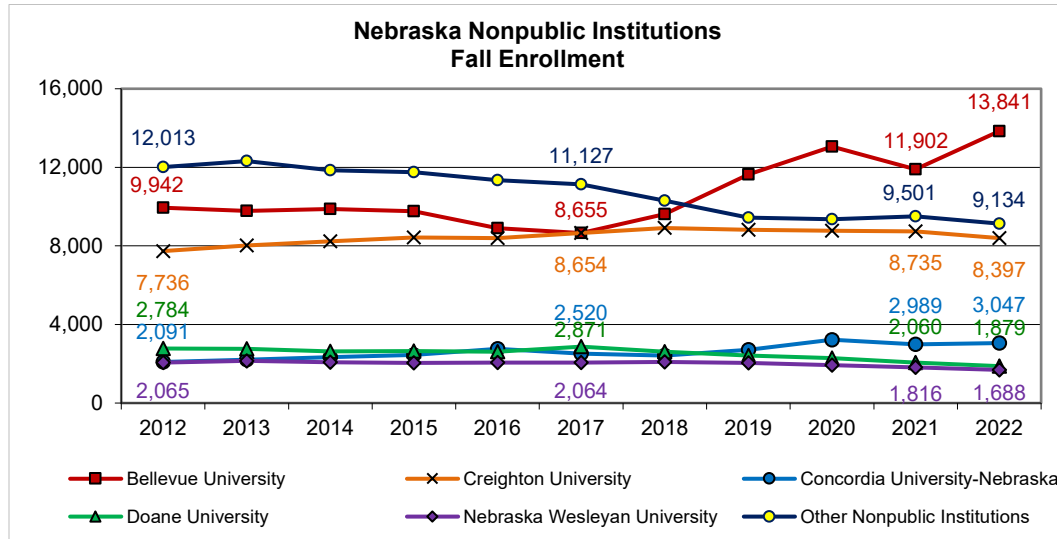


- Between fall 2012 and fall 2022, enrollment at Nebraska's community colleges changed as follows:

Institution	21-22 1-Yr	12-22 10-Yr
Central (■)	3.3%	-10.5%
Metropolitan (●)	6.1%	-16.3%
Mid-Plains (x)	-0.8%	-19.6%
Northeast (▲)	4.5%	6.3%
Southeast (◆)	0.5%	-6.9%
Western (○)	20.6%	-29.4%
Sector Total	4.1%	-11.4%

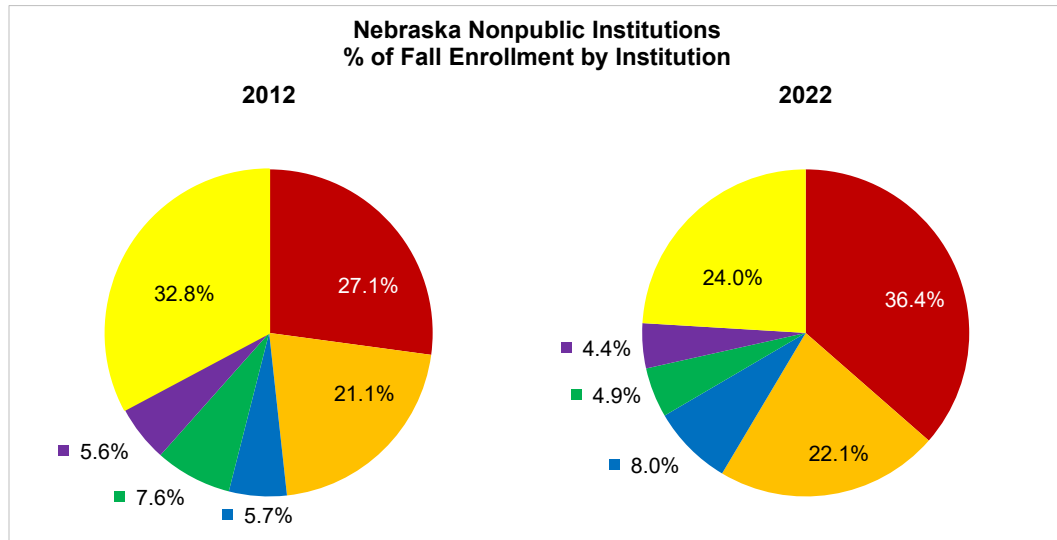
- Western Nebraska Community College reported a one-year increase of 51.4% over the last year for part-time undergraduate enrollments (2021 = 632, 2022 = 957). While this is a large increase for part-time enrollments, the data for fall 2021 was an outlier compared to Western's recent enrollments (2019 = 982, 2020 = 914).

FALL ENROLLMENT AT NEBRASKA NONPUBLIC INSTITUTIONS



- Between fall 2012 and fall 2022, enrollment within the nonpublic sector changed as follows:

Institution	21-22 1-Yr	12-22 10-Yr
Bellevue (■)	16.3%	39.2%
Creighton (x)	-3.9%	8.5%
Concordia (●)	1.9%	45.7%
Doane (▲)	-8.8%	-32.5%
Wesleyan (◆)	-7.0%	-18.3%
Other Nonpublics (○)	-3.9%	-24.0%
Sector Total	2.7%	3.7%



- Bellevue University's employer partnership initiatives have led to an increase in part-time undergraduates in recent years (increased 33.1% over the last year, from 3,230 to 4,299).
- The changes in fall enrollment between 2012 and 2022 at the other nonpublic institutions were due primarily to institutions closing. (See the list of reporting institutions on the inside cover of this report for details on school closings.)

Note. These graphs detail data for: 1.) The five nonpublic institutions that enrolled the highest number students within the nonpublic sector in fall 2022, and 2.) The combined data for the remaining institutions in the nonpublic sector.

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Section 2

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



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

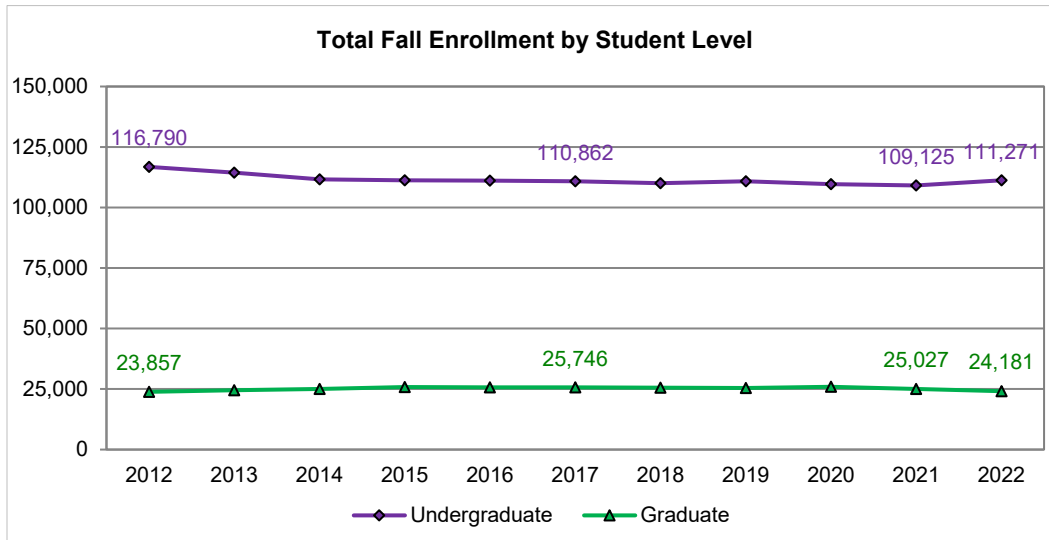
The analyses in this section focus on total fall enrollment by student level and full-time/part-time classification as defined below.

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

Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 30, 2023.

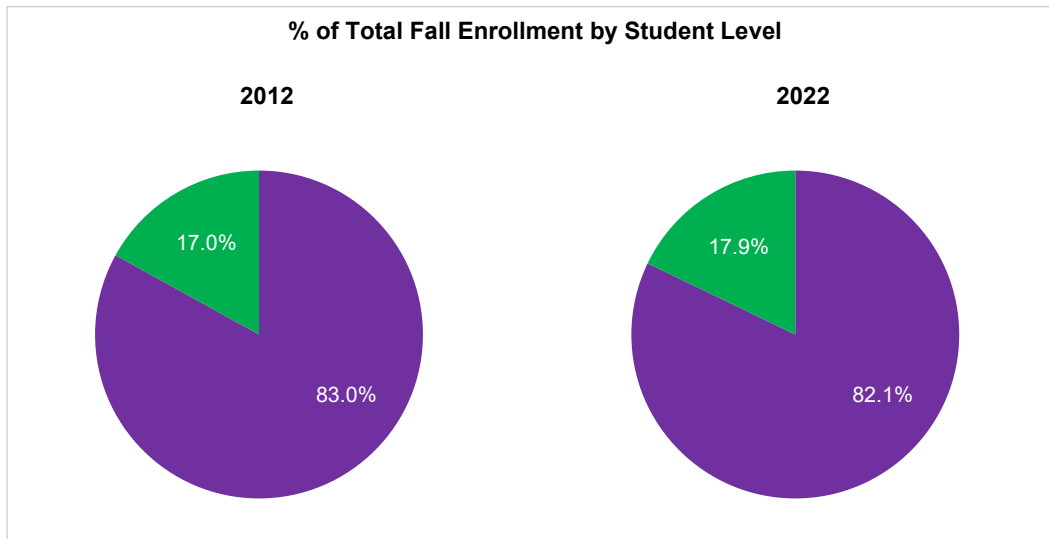
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TOTAL FALL ENROLLMENT by STUDENT LEVEL



- Between fall 2012 and fall 2022, enrollment by student level changed as follows:

Student Level	21-22 1-Yr	12-22 10-Yr
Undergraduate (◆)	2.0%	-4.7%
Graduate (▲)	-3.4%	1.4%
Total	1.0%	-3.7%



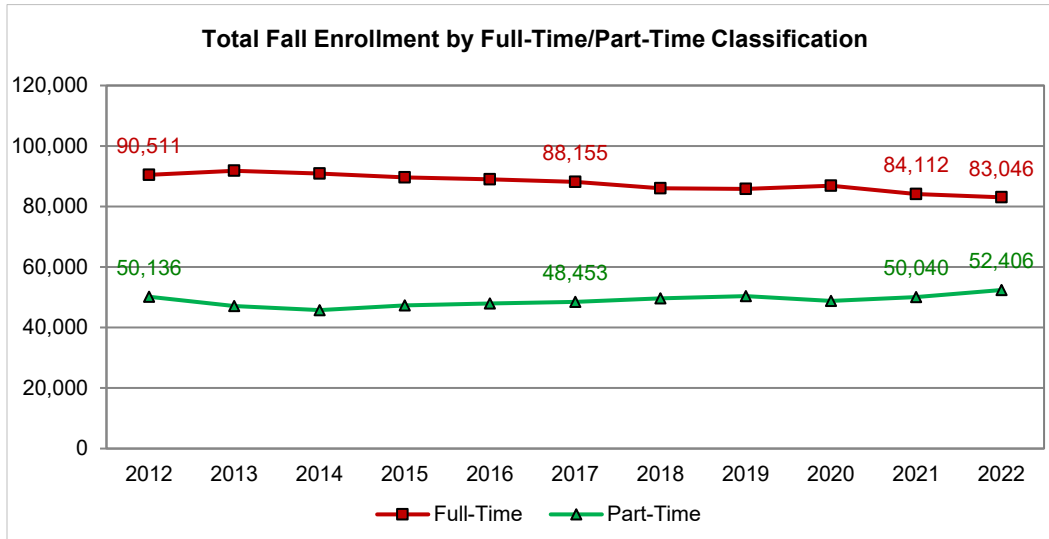
TOTAL FALL ENROLLMENT by SECTOR by STUDENT LEVEL

Total Fall Enrollment by Sector by Student Level

Sector / Student Level	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Undergraduate	38,071	38,348	38,708	39,175	39,644	39,598	38,948	38,401	38,689	37,394	36,673	-1.9%	-3.7%
% Undergraduate	76%	76%	76%	76%	75%	75%	75%	75%	76%	75%	75%		
Graduate	12,107	12,357	12,507	12,660	12,872	13,081	12,937	12,807	12,517	12,672	12,194	-3.8%	0.7%
% Graduate	24%	24%	24%	24%	25%	25%	25%	25%	24%	25%	25%		
Nebraska State College System													
Undergraduate	7,510	7,581	7,611	7,444	7,386	6,958	6,746	6,940	6,937	7,329	7,244	-1.2%	-3.5%
% Undergraduate	84%	84%	85%	83%	83%	83%	82%	83%	82%	82%	82%		
Graduate	1,429	1,403	1,391	1,486	1,519	1,420	1,449	1,466	1,497	1,568	1,588	1.3%	11.1%
% Graduate	16%	16%	15%	17%	17%	17%	18%	17%	18%	18%	18%		
Nebraska Community Colleges													
Undergraduate	44,899	42,005	39,484	39,107	39,436	39,660	39,564	39,529	37,351	38,186	39,767	4.1%	-11.4%
% Undergraduate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
Graduate	-	-	-	-	-	-	-	-	-	-	-	N/A	N/A
% Graduate	-	-	-	-	-	-	-	-	-	-	-		
Nebraska Nonpublic Institutions													
Undergraduate	26,310	26,494	25,895	25,458	24,685	24,646	24,735	25,953	26,688	26,216	27,587	5.2%	4.9%
% Undergraduate	72%	71%	70%	69%	68%	69%	69%	70%	69%	71%	73%		
Graduate	10,321	10,751	11,114	11,632	11,375	11,245	11,239	11,117	11,922	10,787	10,399	-3.6%	0.8%
% Graduate	28%	29%	30%	31%	32%	31%	31%	30%	31%	29%	27%		
Nebraska Total													
Undergraduate	116,790	114,428	111,698	111,184	111,151	110,862	109,993	110,823	109,665	109,125	111,271	2.0%	-4.7%
% Undergraduate	83%	82%	82%	81%	81%	81%	81%	81%	81%	81%	82%		
Graduate	23,857	24,511	25,012	25,778	25,766	25,746	25,625	25,390	25,936	25,027	24,181	-3.4%	1.4%
% Graduate	17%	18%	18%	19%	19%	19%	19%	19%	19%	19%	18%		

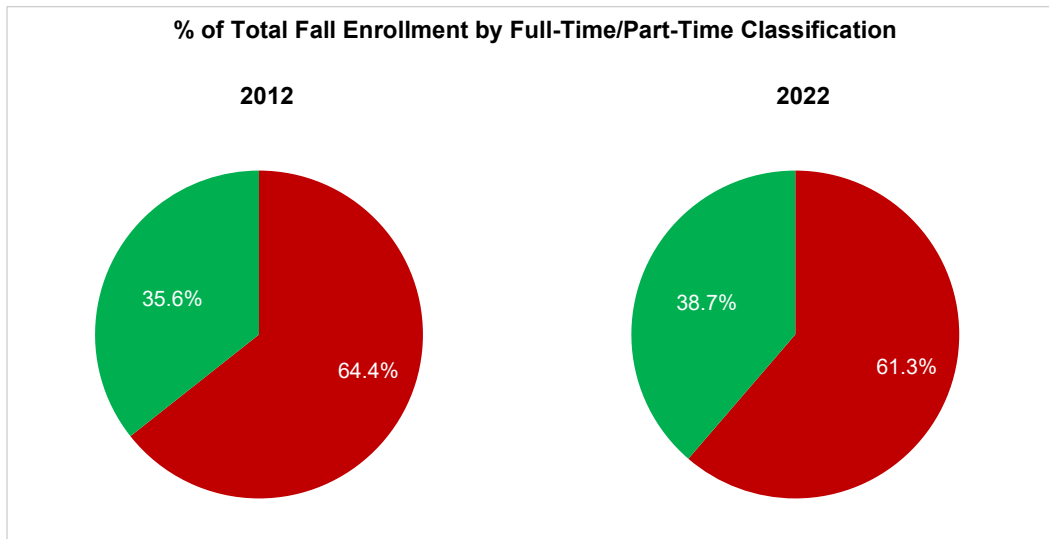
Note. Nebraska's community colleges do not enroll students at the graduate level.

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



- Between fall 2012 and fall 2022, enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	21-22 1-Yr	12-22 10-Yr
Full-Time (■)	-1.3%	-8.2%
Part-Time (▲)	4.7%	4.5%
Total	1.0%	-3.7%

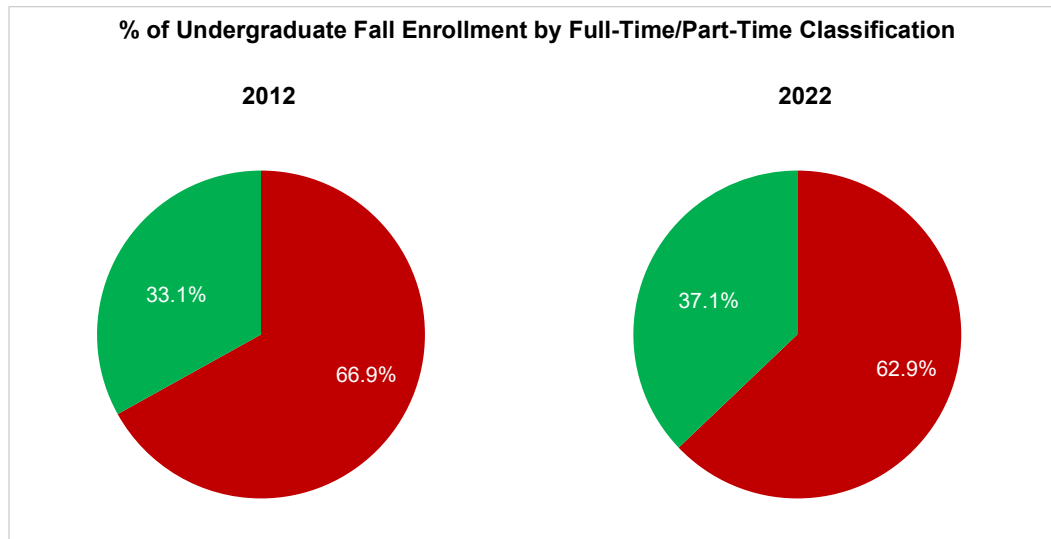
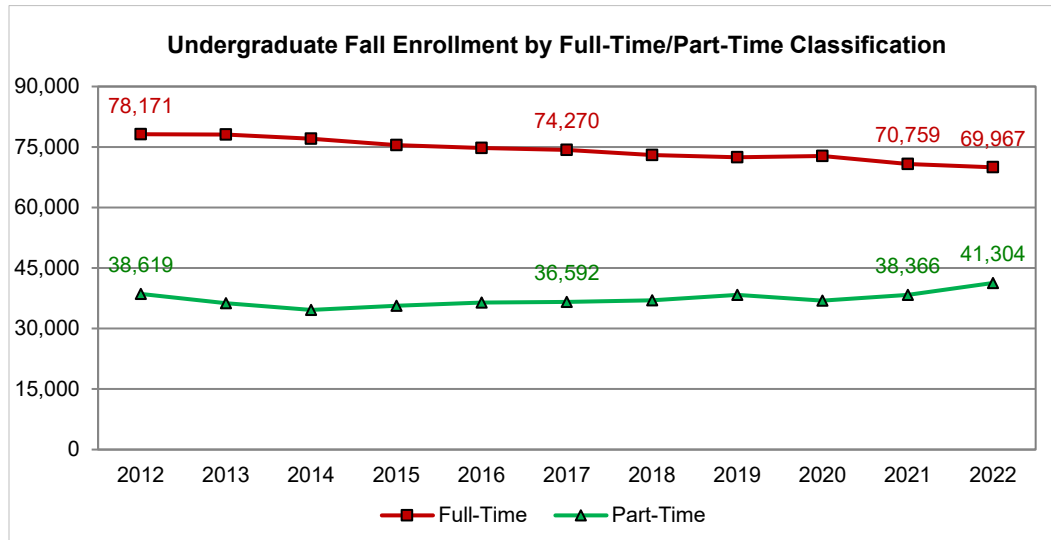


TOTAL FALL ENROLLMENT by SECTOR by FULL-TIME/PART-TIME CLASSIFICATION

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

Sector / Full-Time/Part-Time	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Full-Time	39,059	39,628	40,044	40,168	41,001	41,074	40,976	40,463	40,140	39,329	38,760	-1.4%	-0.8%
% Full-Time	78%	78%	78%	77%	78%	78%	79%	79%	78%	79%	79%		
Part-Time	11,119	11,077	11,171	11,667	11,515	11,605	10,909	10,745	11,066	10,737	10,107	-5.9%	-9.1%
% Part-Time	22%	22%	22%	23%	22%	22%	21%	21%	22%	21%	21%		
Nebraska State College System													
Full-Time	5,988	5,982	6,013	5,859	5,696	5,440	5,471	5,540	5,619	5,706	5,666	-0.7%	-5.4%
% Full-Time	67%	67%	67%	66%	64%	65%	67%	66%	67%	64%	64%		
Part-Time	2,951	3,002	2,989	3,071	3,209	2,938	2,724	2,866	2,815	3,191	3,166	-0.8%	7.3%
% Part-Time	33%	33%	33%	34%	36%	35%	33%	34%	33%	36%	36%		
Nebraska Community Colleges													
Full-Time	18,691	17,133	16,012	15,149	14,871	14,826	14,577	13,878	12,978	12,640	12,133	-4.0%	-35.1%
% Full-Time	42%	41%	41%	39%	38%	37%	37%	35%	35%	33%	31%		
Part-Time	26,208	24,872	23,472	23,958	24,565	24,834	24,987	25,651	24,373	25,546	27,634	8.2%	5.4%
% Part-Time	58%	59%	59%	61%	62%	63%	63%	65%	65%	67%	69%		
Nebraska Nonpublic Institutions													
Full-Time	26,773	29,066	28,875	28,412	27,375	26,815	24,961	25,921	28,092	26,437	26,487	0.2%	-1.1%
% Full-Time	73%	78%	78%	77%	76%	75%	69%	70%	73%	71%	70%		
Part-Time	9,858	8,179	8,134	8,678	8,685	9,076	11,013	11,149	10,518	10,566	11,499	8.8%	16.6%
% Part-Time	27%	22%	22%	23%	24%	25%	31%	30%	27%	29%	30%		
Nebraska Total													
Full-Time	90,511	91,809	90,944	89,588	88,943	88,155	85,985	85,802	86,829	84,112	83,046	-1.3%	-8.2%
% Full-Time	64%	66%	67%	65%	65%	65%	63%	63%	64%	63%	61%		
Part-Time	50,136	47,130	45,766	47,374	47,974	48,453	49,633	50,411	48,772	50,040	52,406	4.7%	4.5%
% Part-Time	36%	34%	33%	35%	35%	35%	37%	37%	36%	37%	39%		

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



- Between fall 2012 and fall 2022, undergraduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	21-22 1-Yr	12-22 10-Yr
Undergraduate Full-Time (■)	-1.1%	-10.5%
Undergraduate Part-Time (▲)	7.7%	7.0%
Undergraduate Total	2.0%	-4.7%

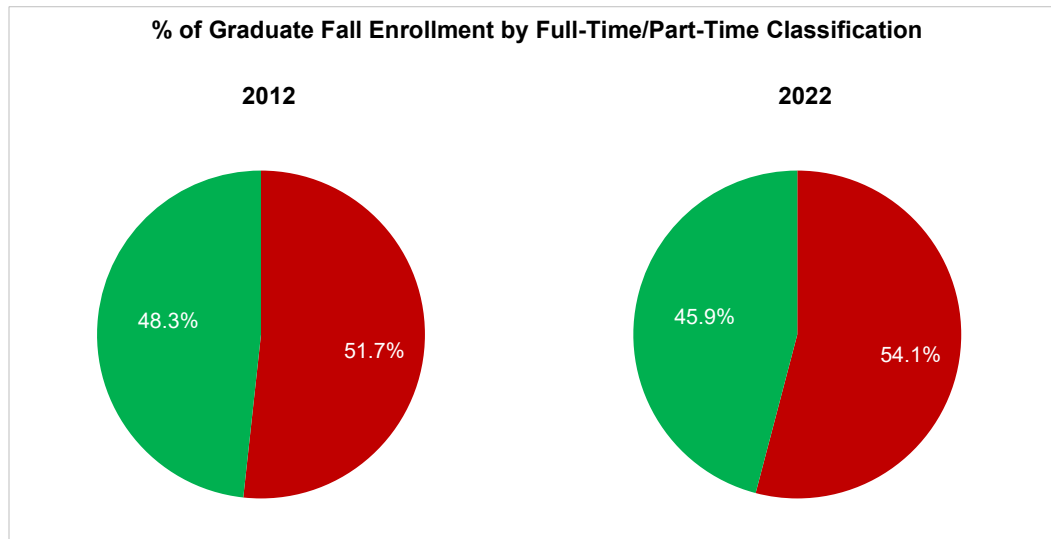
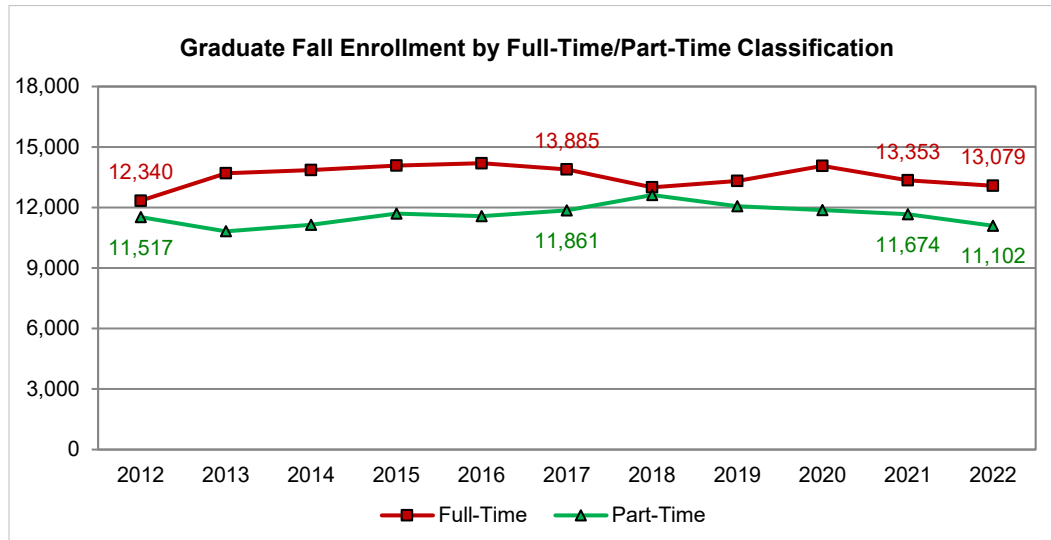
- As shown on the following page, part-time undergraduate enrollments at the community colleges increased 8.2% over the last year. Specifically, Metropolitan Community College reported an increase of 14.5% for part-time undergraduates (from 9,268 to 10,613).
- Meanwhile, part-time undergraduate enrollments increased 18.3% within the nonpublic sector. This one-year change was largely attributable to Bellevue University reporting a 33.1% increase (from 3,230 to 4,299).

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

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

Sector / Full-Time/Part-Time	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Full-Time	32,823	33,319	33,668	33,797	34,463	34,390	34,257	33,865	34,106	33,187	32,811	-1.1%	0.0%
% Full-Time	86%	87%	87%	86%	87%	87%	88%	88%	88%	89%	89%		
Part-Time	5,248	5,029	5,040	5,378	5,181	5,208	4,691	4,536	4,583	4,207	3,862	-8.2%	-26.4%
% Part-Time	14%	13%	13%	14%	13%	13%	12%	12%	12%	11%	11%		
Nebraska State College System													
Full-Time	5,682	5,693	5,719	5,510	5,360	5,125	5,151	5,176	5,311	5,388	5,328	-1.1%	-6.2%
% Full-Time	76%	75%	75%	74%	73%	74%	76%	75%	77%	74%	74%		
Part-Time	1,828	1,888	1,892	1,934	2,026	1,833	1,595	1,764	1,626	1,941	1,916	-1.3%	4.8%
% Part-Time	24%	25%	25%	26%	27%	26%	24%	25%	23%	26%	26%		
Nebraska Community Colleges													
Full-Time	18,691	17,133	16,012	15,149	14,871	14,826	14,577	13,878	12,978	12,640	12,133	-4.0%	-35.1%
% Full-Time	42%	41%	41%	39%	38%	37%	37%	35%	35%	33%	31%		
Part-Time	26,208	24,872	23,472	23,958	24,565	24,834	24,987	25,651	24,373	25,546	27,634	8.2%	5.4%
% Part-Time	58%	59%	59%	61%	62%	63%	63%	65%	65%	67%	69%		
Nebraska Nonpublic Institutions													
Full-Time	20,975	21,972	21,682	21,050	20,051	19,929	18,993	19,564	20,369	19,544	19,695	0.8%	-6.1%
% Full-Time	80%	83%	84%	83%	81%	81%	77%	75%	76%	75%	71%		
Part-Time	5,335	4,522	4,213	4,408	4,634	4,717	5,742	6,389	6,319	6,672	7,892	18.3%	47.9%
% Part-Time	20%	17%	16%	17%	19%	19%	23%	25%	24%	25%	29%		
Nebraska Total													
Full-Time	78,171	78,117	77,081	75,506	74,745	74,270	72,978	72,483	72,764	70,759	69,967	-1.1%	-10.5%
% Full-Time	67%	68%	69%	68%	67%	67%	66%	65%	66%	65%	63%		
Part-Time	38,619	36,311	34,617	35,678	36,406	36,592	37,015	38,340	36,901	38,366	41,304	7.7%	7.0%
% Part-Time	33%	32%	31%	32%	33%	33%	34%	35%	34%	35%	37%		

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



- Between fall 2012 and fall 2022, graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	21-22 1-Yr	12-22 10-Yr
Graduate Full-Time (■)	-2.1%	6.0%
Graduate Part-Time (▲)	-4.9%	-3.6%
Graduate Total	-3.4%	1.4%

- At Bellevue University, full-time graduate enrollments increased 56.7% over the last decade (from 1,454 to 2,279) while part-time graduate enrollments decreased 66.1% (from 2,222 to 754). These shifts in enrollments began in fall 2013 when IPEDS informed Bellevue that some students previously classified as part time should be classified as full time.

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

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

Sector / Full-Time/Part-Time	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Full-Time	6,236	6,309	6,376	6,371	6,538	6,684	6,719	6,598	6,034	6,142	5,949	-3.1%	-4.6%
% Full-Time	52%	51%	51%	50%	51%	51%	52%	52%	48%	48%	49%		
Part-Time	5,871	6,048	6,131	6,289	6,334	6,397	6,218	6,209	6,483	6,530	6,245	-4.4%	6.4%
% Part-Time	48%	49%	49%	50%	49%	49%	48%	48%	52%	52%	51%		
Nebraska State College System													
Full-Time	306	289	294	349	336	315	320	364	308	318	338	6.3%	10.5%
% Full-Time	21%	21%	21%	23%	22%	22%	22%	25%	21%	20%	21%		
Part-Time	1,123	1,114	1,097	1,137	1,183	1,105	1,129	1,102	1,189	1,250	1,250	0.0%	11.3%
% Part-Time	79%	79%	79%	77%	78%	78%	78%	75%	79%	80%	79%		
Nebraska Nonpublic Institutions													
Full-Time	5,798	7,094	7,193	7,362	7,324	6,886	5,968	6,357	7,723	6,893	6,792	-1.5%	17.1%
% Full-Time	56%	66%	65%	63%	64%	61%	53%	57%	65%	64%	65%		
Part-Time	4,523	3,657	3,921	4,270	4,051	4,359	5,271	4,760	4,199	3,894	3,607	-7.4%	-20.3%
% Part-Time	44%	34%	35%	37%	36%	39%	47%	43%	35%	36%	35%		
Nebraska Total													
Full-Time	12,340	13,692	13,863	14,082	14,198	13,885	13,007	13,319	14,065	13,353	13,079	-2.1%	6.0%
% Full-Time	52%	56%	55%	55%	55%	54%	51%	52%	54%	53%	54%		
Part-Time	11,517	10,819	11,149	11,696	11,568	11,861	12,618	12,071	11,871	11,674	11,102	-4.9%	-3.6%
% Part-Time	48%	44%	45%	45%	45%	46%	49%	48%	46%	47%	46%		

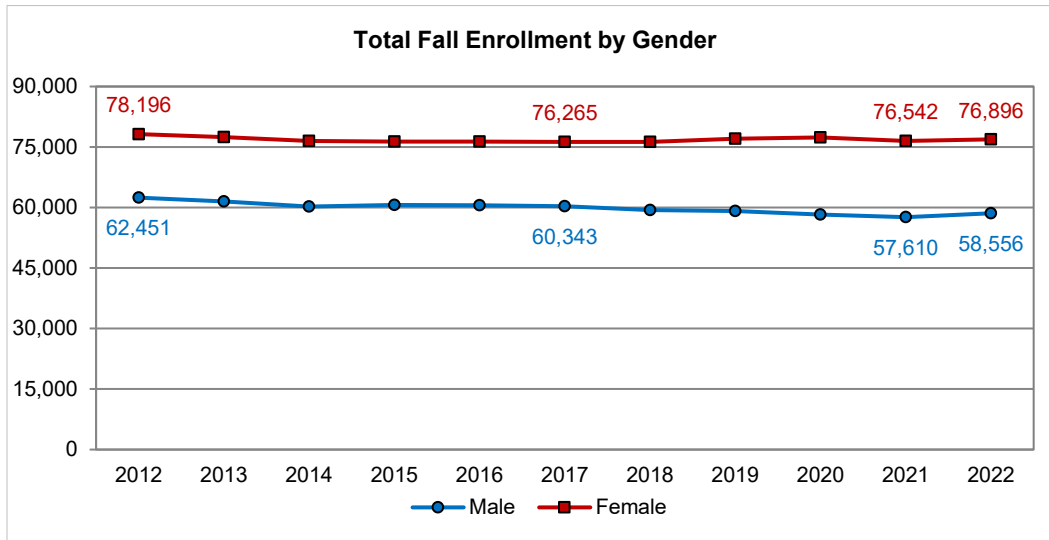
Note. Nebraska's community colleges do not enroll students at the graduate level.

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Section 3

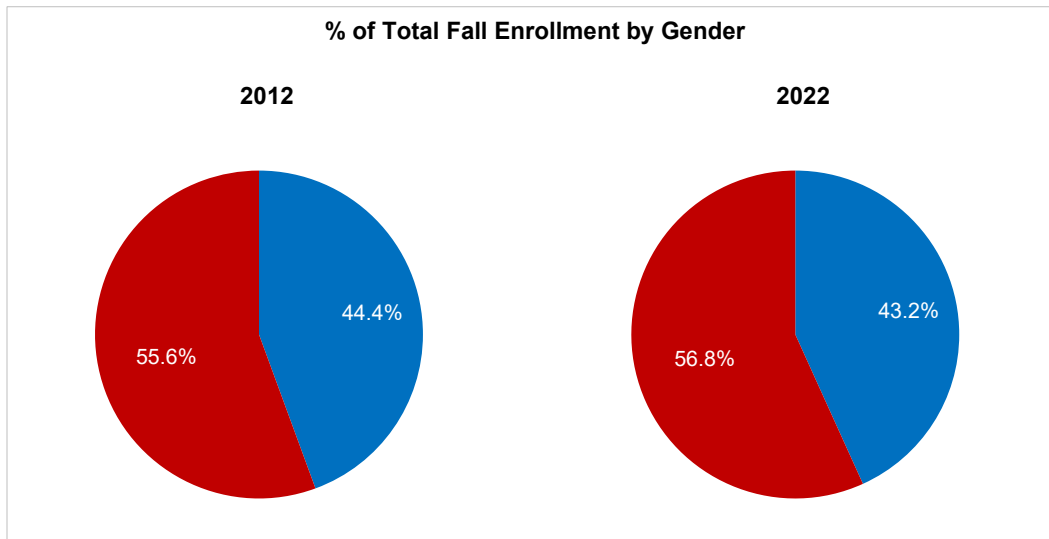
Total Fall Enrollment by Gender

TOTAL FALL ENROLLMENT by GENDER



- Between fall 2012 and fall 2022, enrollment by gender changed as follows:

Gender	21-22 1-Yr	12-22 10-Yr
Male (●)	1.6%	-6.2%
Female (■)	0.5%	-1.7%
Total	1.0%	-3.7%

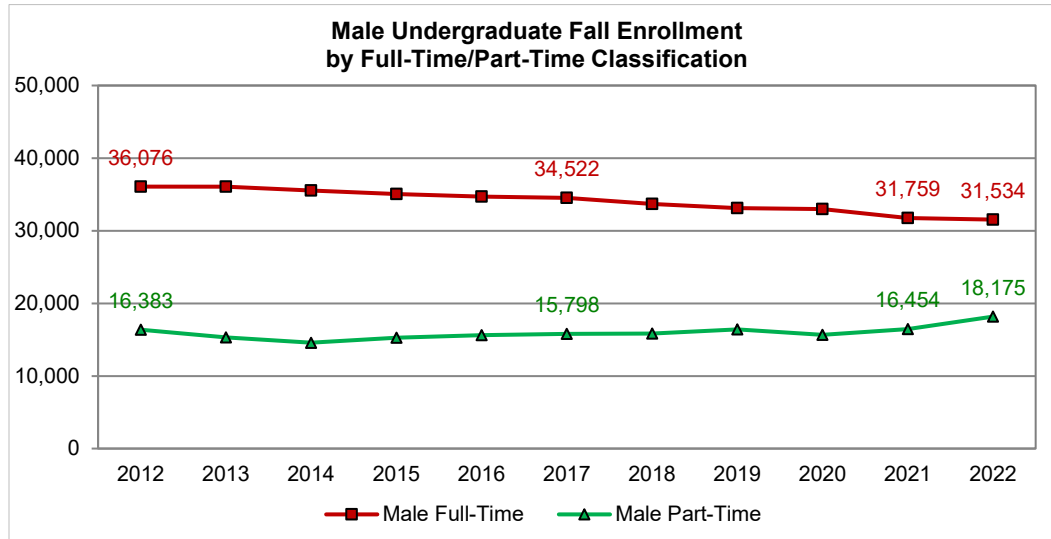


TOTAL FALL ENROLLMENT by SECTOR by GENDER

Total Fall Enrollment by Sector by Gender

Sector / Gender	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Male	24,343	24,399	24,587	24,642	24,850	24,896	24,348	23,771	23,136	22,391	21,642	-3.3%	-11.1%
% Male	49%	48%	48%	48%	47%	47%	47%	46%	45%	45%	44%		
Female	25,835	26,306	26,628	27,193	27,666	27,783	27,537	27,437	28,070	27,675	27,225	-1.6%	5.4%
% Female	51%	52%	52%	52%	53%	53%	53%	54%	55%	55%	56%		
Nebraska State College System													
Male	3,765	3,751	3,750	3,674	3,680	3,407	3,361	3,390	3,366	3,454	3,415	-1.1%	-9.3%
% Male	42%	42%	42%	41%	41%	41%	41%	40%	40%	39%	39%		
Female	5,174	5,233	5,252	5,256	5,225	4,971	4,834	5,016	5,068	5,443	5,417	-0.5%	4.7%
% Female	58%	58%	58%	59%	59%	59%	59%	60%	60%	61%	61%		
Nebraska Community Colleges													
Male	19,982	18,853	17,696	17,906	18,205	18,370	17,974	17,921	16,727	17,646	18,822	6.7%	-5.8%
% Male	45%	45%	45%	46%	46%	46%	45%	45%	45%	46%	47%		
Female	24,917	23,152	21,788	21,201	21,231	21,290	21,590	21,608	20,624	20,540	20,945	2.0%	-15.9%
% Female	55%	55%	55%	54%	54%	54%	55%	55%	55%	54%	53%		
Nebraska Nonpublic Institutions													
Male	14,361	14,477	14,199	14,419	13,845	13,670	13,661	14,076	15,013	14,119	14,677	4.0%	2.2%
% Male	39%	39%	38%	39%	38%	38%	38%	38%	39%	38%	39%		
Female	22,270	22,768	22,810	22,671	22,215	22,221	22,313	22,994	23,597	22,884	23,309	1.9%	4.7%
% Female	61%	61%	62%	61%	62%	62%	62%	62%	61%	62%	61%		
Nebraska Total													
Male	62,451	61,480	60,232	60,641	60,580	60,343	59,344	59,158	58,242	57,610	58,556	1.6%	-6.2%
% Male	44%	44%	44%	44%	44%	44%	44%	43%	43%	43%	43%		
Female	78,196	77,459	76,478	76,321	76,337	76,265	76,274	77,055	77,359	76,542	76,896	0.5%	-1.7%
% Female	56%	56%	56%	56%	56%	56%	56%	57%	57%	57%	57%		

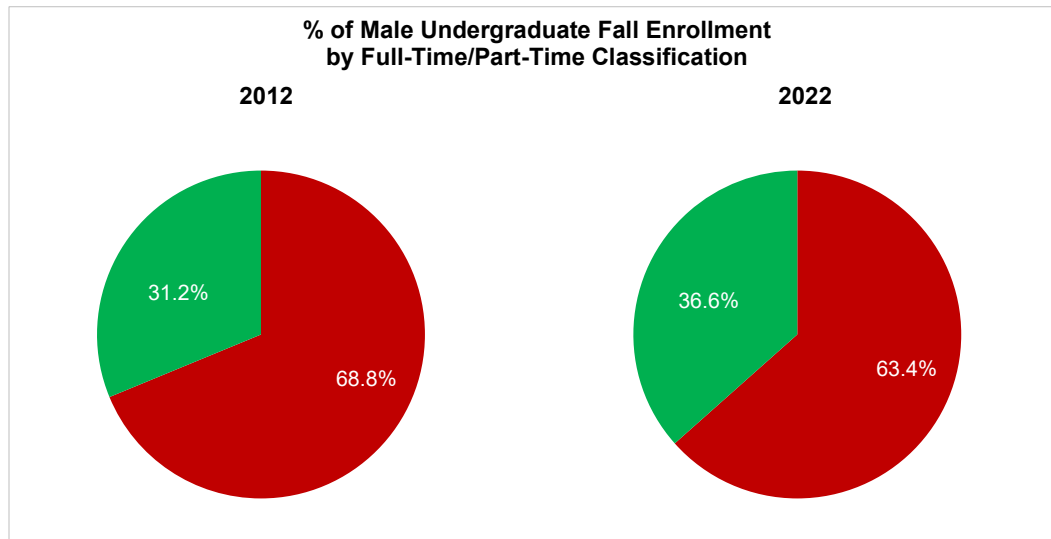
UNDERGRADUATE FALL ENROLLMENT by GENDER by FULL-TIME/PART-TIME CLASSIFICATION



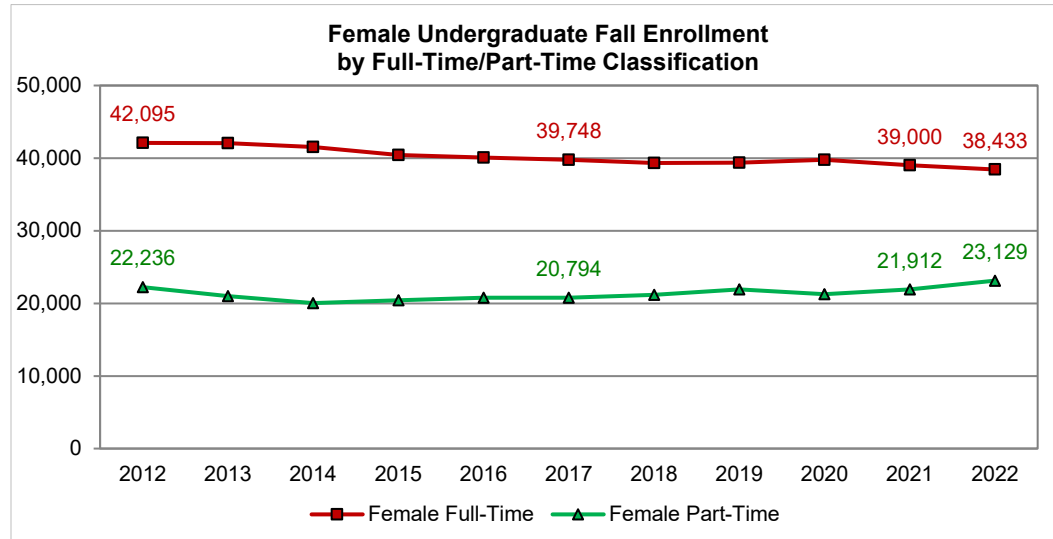
- Between fall 2012 and fall 2022, male undergraduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	21-22 1-Yr	12-22 10-Yr
Male Full-Time (■)	-0.7%	-12.6%
Male Part-Time (▲)	10.5%	10.9%
Male Undergraduate Total	3.1%	-5.2%

- The large increase in part-time male undergraduates over the last year was driven by a 21.9% increase in these students at Metropolitan Community College (2021 = 4,215, 2022 = 5,139).

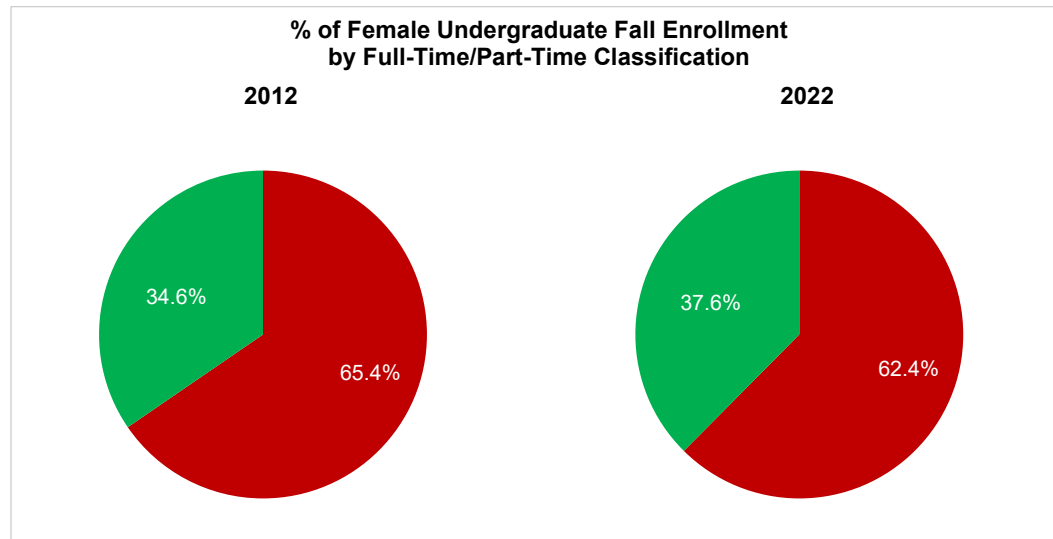


UNDERGRADUATE FALL ENROLLMENT by GENDER by FULL-TIME/PART-TIME CLASSIFICATION



- Between fall 2012 and fall 2022, female undergraduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	21-22 1-Yr	12-22 10-Yr
Female Full-Time (■)	-1.5%	-8.7%
Female Part-Time (▲)	5.6%	4.0%
Female Undergraduate Total	1.1%	-4.3%



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

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

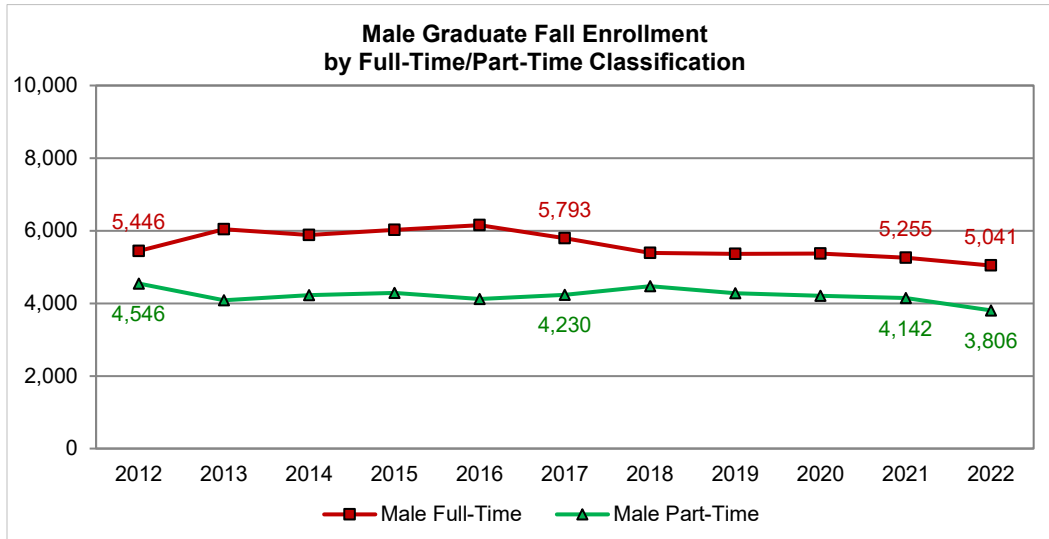
Sector / Gender	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Male	18,969	18,972	19,141	19,173	19,304	19,355	18,920	18,447	18,156	17,205	16,749	-2.7%	-11.7%
% Male	50%	49%	49%	49%	49%	49%	49%	48%	47%	46%	46%		
Male Full-Time	16,277	16,445	16,588	16,490	16,706	16,680	16,545	16,123	15,854	15,180	14,830	-2.3%	-8.9%
% Male Full-Time	86%	87%	87%	86%	87%	86%	87%	87%	87%	88%	89%		
Male Part-Time	2,692	2,527	2,553	2,683	2,598	2,675	2,375	2,324	2,302	2,025	1,919	-5.2%	-28.7%
% Male Part-Time	14%	13%	13%	14%	13%	14%	13%	13%	13%	12%	11%		
Female	19,102	19,376	19,567	20,002	20,340	20,243	20,028	19,954	20,533	20,189	19,924	-1.3%	4.3%
% Female	50%	51%	51%	51%	51%	51%	51%	52%	53%	54%	54%		
Female Full-Time	16,546	16,874	17,080	17,307	17,757	17,710	17,712	17,742	18,252	18,007	17,981	-0.1%	8.7%
% Female Full-Time	87%	87%	87%	87%	87%	87%	88%	89%	89%	89%	90%		
Female Part-Time	2,556	2,502	2,487	2,695	2,583	2,533	2,316	2,212	2,281	2,182	1,943	-11.0%	-24.0%
% Female Part-Time	13%	13%	13%	13%	13%	13%	12%	11%	11%	11%	10%		
Nebraska State College System													
Male	3,216	3,191	3,201	3,090	3,107	2,891	2,845	2,881	2,833	2,932	2,940	0.3%	-8.6%
% Male	43%	42%	42%	42%	42%	42%	42%	42%	41%	40%	41%		
Male Full-Time	2,518	2,472	2,474	2,382	2,351	2,214	2,253	2,247	2,249	2,230	2,224	-0.3%	-11.7%
% Male Full-Time	78%	77%	77%	77%	76%	77%	79%	78%	79%	76%	76%		
Male Part-Time	698	719	727	708	756	677	592	634	584	702	716	2.0%	2.6%
% Male Part-Time	22%	23%	23%	23%	24%	23%	21%	22%	21%	24%	24%		
Female	4,294	4,390	4,410	4,354	4,279	4,067	3,901	4,059	4,104	4,397	4,304	-2.1%	0.2%
% Female	57%	58%	58%	58%	58%	58%	58%	58%	59%	60%	59%		
Female Full-Time	3,164	3,221	3,245	3,128	3,009	2,911	2,898	2,929	3,062	3,158	3,104	-1.7%	-1.9%
% Female Full-Time	74%	73%	74%	72%	70%	72%	74%	72%	75%	72%	72%		
Female Part-Time	1,130	1,169	1,165	1,226	1,270	1,156	1,003	1,130	1,042	1,239	1,200	-3.1%	6.2%
% Female Part-Time	26%	27%	26%	28%	30%	28%	26%	28%	25%	28%	28%		
Nebraska Community Colleges													
Male	19,982	18,853	17,696	17,906	18,205	18,370	17,974	17,921	16,727	17,646	18,822	6.7%	-5.8%
% Male	45%	45%	45%	46%	46%	46%	45%	45%	45%	46%	47%		
Male Full-Time	8,928	8,307	7,759	7,501	7,445	7,418	7,171	6,881	6,404	6,533	6,360	-2.6%	-28.8%
% Male Full-Time	45%	44%	44%	42%	41%	40%	40%	38%	38%	37%	34%		
Male Part-Time	11,054	10,546	9,937	10,405	10,760	10,952	10,803	11,040	10,323	11,113	12,462	12.1%	12.7%
% Male Part-Time	55%	56%	56%	58%	59%	60%	60%	62%	62%	63%	66%		
Female	24,917	23,152	21,788	21,201	21,231	21,290	21,590	21,608	20,624	20,540	20,945	2.0%	-15.9%
% Female	55%	55%	55%	54%	54%	54%	55%	55%	55%	54%	53%		
Female Full-Time	9,763	8,826	8,253	7,648	7,426	7,408	7,406	6,997	6,574	6,107	5,773	-5.5%	-40.9%
% Female Full-Time	39%	38%	38%	36%	35%	35%	34%	32%	32%	30%	28%		
Female Part-Time	15,154	14,326	13,535	13,553	13,805	13,882	14,184	14,611	14,050	14,433	15,172	5.1%	0.1%
% Female Part-Time	61%	62%	62%	64%	65%	65%	66%	68%	68%	70%	72%		

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

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

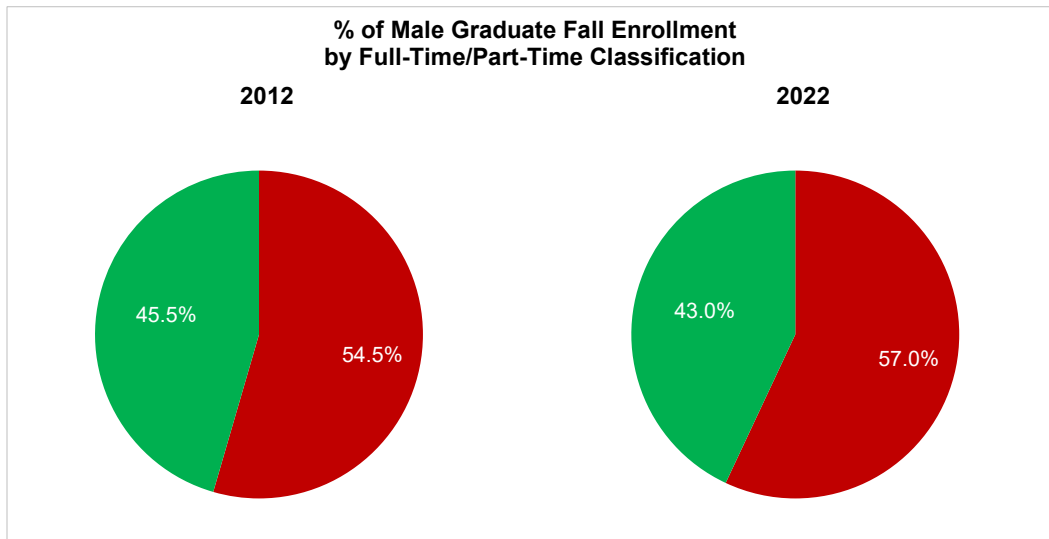
Sector / Gender	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
Nebraska Nonpublic Institutions													
Male	10,292	10,340	10,079	10,164	9,689	9,704	9,749	10,267	10,947	10,430	11,198	7.4%	8.8%
% Male	39%	39%	39%	40%	39%	39%	39%	40%	41%	40%	41%		
Male Full-Time	8,353	8,824	8,713	8,703	8,181	8,210	7,698	7,854	8,495	7,816	8,120	3.9%	-2.8%
% Male Full-Time	81%	85%	86%	86%	84%	85%	79%	76%	78%	75%	73%		
Male Part-Time	1,939	1,516	1,366	1,461	1,508	1,494	2,051	2,413	2,452	2,614	3,078	17.8%	58.7%
% Male Part-Time	19%	15%	14%	14%	16%	15%	21%	24%	22%	25%	27%		
Female	16,018	16,154	15,816	15,294	14,996	14,942	14,986	15,686	15,741	15,786	16,389	3.8%	2.3%
% Female	61%	61%	61%	60%	61%	61%	61%	60%	59%	60%	59%		
Female Full-Time	12,622	13,148	12,969	12,347	11,870	11,719	11,295	11,710	11,874	11,728	11,575	-1.3%	-8.3%
% Female Full-Time	79%	81%	82%	81%	79%	78%	75%	75%	75%	74%	71%		
Female Part-Time	3,396	3,006	2,847	2,947	3,126	3,223	3,691	3,976	3,867	4,058	4,814	18.6%	41.8%
% Female Part-Time	21%	19%	18%	19%	21%	22%	25%	25%	25%	26%	29%		
Nebraska Total													
Male	52,459	51,356	50,117	50,333	50,305	50,320	49,488	49,516	48,663	48,213	49,709	3.1%	-5.2%
% Male	45%	45%	45%	45%	45%	45%	45%	45%	44%	44%	45%		
Male Full-Time	36,076	36,048	35,534	35,076	34,683	34,522	33,667	33,105	33,002	31,759	31,534	-0.7%	-12.6%
% Male Full-Time	69%	70%	71%	70%	69%	69%	68%	67%	68%	66%	63%		
Male Part-Time	16,383	15,308	14,583	15,257	15,622	15,798	15,821	16,411	15,661	16,454	18,175	10.5%	10.9%
% Male Part-Time	31%	30%	29%	30%	31%	31%	32%	33%	32%	34%	37%		
Female	64,331	63,072	61,581	60,851	60,846	60,542	60,505	61,307	61,002	60,912	61,562	1.1%	-4.3%
% Female	55%	55%	55%	55%	55%	55%	55%	55%	56%	56%	55%		
Female Full-Time	42,095	42,069	41,547	40,430	40,062	39,748	39,311	39,378	39,762	39,000	38,433	-1.5%	-8.7%
% Female Full-Time	65%	67%	67%	66%	66%	66%	65%	64%	65%	64%	62%		
Female Part-Time	22,236	21,003	20,034	20,421	20,784	20,794	21,194	21,929	21,240	21,912	23,129	5.6%	4.0%
% Female Part-Time	35%	33%	33%	34%	34%	34%	35%	36%	35%	36%	38%		

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

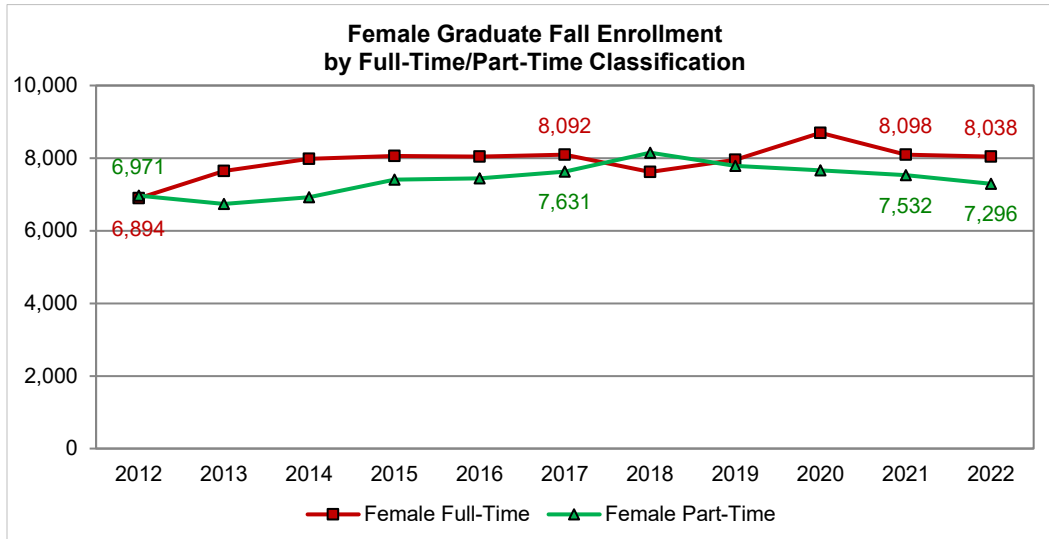


- Between fall 2012 and fall 2022 male graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	21-22 1-Yr	12-22 10-Yr
Male Full-Time (■)	-4.1%	-7.4%
Male Part-Time (▲)	-8.1%	-16.3%
Male Graduate Total	-5.9%	-11.5%

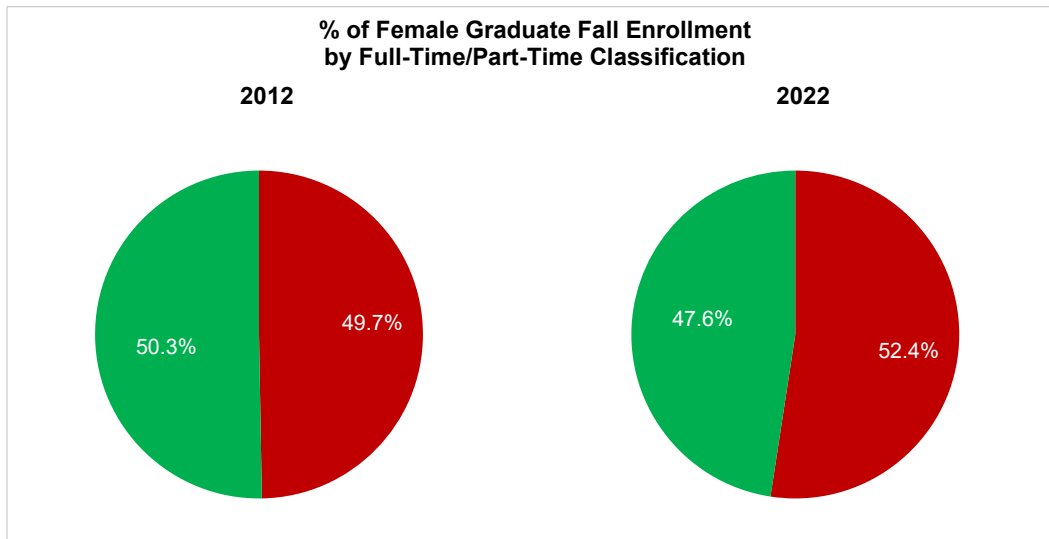


GRADUATE FALL ENROLLMENT by GENDER by FULL-TIME/PART-TIME CLASSIFICATION



- Between fall 2012 and fall 2022 female graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	21-22 1-Yr	12-22 10-Yr
Female Full-Time (■)	-0.7%	16.6%
Female Part-Time (▲)	-3.1%	4.7%
Female Graduate Total	-1.9%	10.6%



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

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

Sector / Gender	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Male	5,374	5,427	5,446	5,469	5,546	5,541	5,428	5,324	4,980	5,186	4,893	-5.6%	-9.0%
% Male	44%	44%	44%	43%	43%	42%	42%	42%	40%	41%	40%		
Male Full-Time	3,008	3,079	3,061	3,054	3,145	3,124	3,111	2,985	2,497	2,633	2,519	-4.3%	-16.3%
% Male Full-Time	56%	57%	56%	56%	57%	56%	57%	56%	50%	51%	51%		
Male Part-Time	2,366	2,348	2,385	2,415	2,401	2,417	2,317	2,339	2,483	2,553	2,374	-7.0%	0.3%
% Male Part-Time	44%	43%	44%	44%	43%	44%	43%	44%	50%	49%	49%		
Female	6,733	6,930	7,061	7,191	7,326	7,540	7,509	7,483	7,537	7,486	7,301	-2.5%	8.4%
% Female	56%	56%	56%	57%	57%	58%	58%	58%	60%	59%	60%		
Female Full-Time	3,228	3,230	3,315	3,317	3,393	3,560	3,608	3,613	3,537	3,509	3,430	-2.3%	6.3%
% Female Full-Time	48%	47%	47%	46%	46%	47%	48%	48%	47%	47%	47%		
Female Part-Time	3,505	3,700	3,746	3,874	3,933	3,980	3,901	3,870	4,000	3,977	3,871	-2.7%	10.4%
% Female Part-Time	52%	53%	53%	54%	54%	53%	52%	52%	53%	53%	53%		
Nebraska State College System													
Male	549	560	549	584	573	516	516	509	533	522	475	-9.0%	-13.5%
% Male	38%	40%	39%	39%	38%	36%	36%	35%	36%	33%	30%		
Male Full-Time	108	111	82	114	101	85	90	99	92	92	112	21.7%	3.7%
% Male Full-Time	20%	20%	15%	20%	18%	16%	17%	19%	17%	18%	24%		
Male Part-Time	441	449	467	470	472	431	426	410	441	430	363	-15.6%	-17.7%
% Male Part-Time	80%	80%	85%	80%	82%	84%	83%	81%	83%	82%	76%		
Female	880	843	842	902	946	904	933	957	964	1,046	1,113	6.4%	26.5%
% Female	62%	60%	61%	61%	62%	64%	64%	65%	64%	67%	70%		
Female Full-Time	198	178	212	235	235	230	230	265	216	226	226	0.0%	14.1%
% Female Full-Time	23%	21%	25%	26%	25%	25%	25%	28%	22%	22%	20%		
Female Part-Time	682	665	630	667	711	674	703	692	748	820	887	8.2%	30.1%
% Female Part-Time	78%	79%	75%	74%	75%	75%	75%	72%	78%	78%	80%		
Nebraska Nonpublic Institutions													
Male	4,069	4,137	4,120	4,255	4,156	3,966	3,912	3,809	4,066	3,689	3,479	-5.7%	-14.5%
% Male	39%	38%	37%	37%	37%	35%	35%	34%	34%	34%	33%		
Male Full-Time	2,330	2,853	2,743	2,852	2,907	2,584	2,187	2,277	2,779	2,530	2,410	-4.7%	3.4%
% Male Full-Time	57%	69%	67%	67%	70%	65%	56%	60%	68%	69%	69%		
Male Part-Time	1,739	1,284	1,377	1,403	1,249	1,382	1,725	1,532	1,287	1,159	1,069	-7.8%	-38.5%
% Male Part-Time	43%	31%	33%	33%	30%	35%	44%	40%	32%	31%	31%		
Female	6,252	6,614	6,994	7,377	7,219	7,279	7,327	7,308	7,856	7,098	6,920	-2.5%	10.7%
% Female	61%	62%	63%	63%	63%	65%	65%	66%	66%	66%	67%		
Female Full-Time	3,468	4,241	4,450	4,510	4,417	4,302	3,781	4,080	4,944	4,363	4,382	0.4%	26.4%
% Female Full-Time	55%	64%	64%	61%	61%	59%	52%	56%	63%	61%	63%		
Female Part-Time	2,784	2,373	2,544	2,867	2,802	2,977	3,546	3,228	2,912	2,735	2,538	-7.2%	-8.8%
% Female Part-Time	45%	36%	36%	39%	39%	41%	48%	44%	37%	39%	37%		

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

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

Sector / Gender	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
Nebraska Total													
Male	9,992	10,124	10,115	10,308	10,275	10,023	9,856	9,642	9,579	9,397	8,847	-5.9%	-11.5%
% Male	42%	41%	40%	40%	40%	39%	38%	38%	37%	38%	37%		
Male Full-Time	5,446	6,043	5,886	6,020	6,153	5,793	5,388	5,361	5,368	5,255	5,041	-4.1%	-7.4%
% Male Full-Time	55%	60%	58%	58%	60%	58%	55%	56%	56%	56%	57%		
Male Part-Time	4,546	4,081	4,229	4,288	4,122	4,230	4,468	4,281	4,211	4,142	3,806	-8.1%	-16.3%
% Male Part-Time	45%	40%	42%	42%	40%	42%	45%	44%	44%	44%	43%		
Female	13,865	14,387	14,897	15,470	15,491	15,723	15,769	15,748	16,357	15,630	15,334	-1.9%	10.6%
% Female	58%	59%	60%	60%	60%	61%	62%	62%	63%	62%	63%		
Female Full-Time	6,894	7,649	7,977	8,062	8,045	8,092	7,619	7,958	8,697	8,098	8,038	-0.7%	16.6%
% Female Full-Time	50%	53%	54%	52%	52%	51%	48%	51%	53%	52%	52%		
Female Part-Time	6,971	6,738	6,920	7,408	7,446	7,631	8,150	7,790	7,660	7,532	7,296	-3.1%	4.7%
% Female Part-Time	50%	47%	46%	48%	48%	49%	52%	49%	47%	48%	48%		

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

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Section 4

Total Fall Enrollment by Race/Ethnicity



CLASSIFICATION OF RACE/ETHNICITY

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

“Race/ethnicity: Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, residents, and other eligible non-citizens. Individuals are asked to first designate ethnicity as: Hispanic or Latino or Not Hispanic or Latino. Second, individuals are asked to indicate all races that apply among the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White.” *(Data source: IPEDS Glossary)*

“Method of collection - Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice.

Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible noncitizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at <https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens>.

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

In addition, the following categories may be used:

- U.S. Nonresident
- Race and ethnicity unknown”

(Data source: IPEDS Instructions)

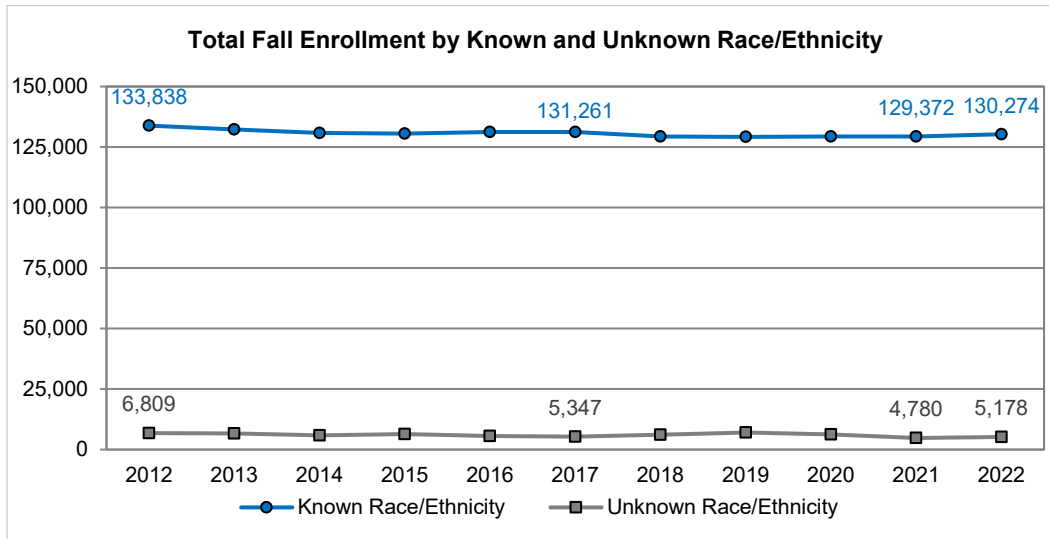
The Commission has adapted its data analysis to the IPEDS categories for race/ethnicity as defined in the following table.

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, U.S. Nonresident, 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.
Two or More Races	Two or More Races	The category used by institutions to report persons who selected more than one race.
U.S. Nonresident ^a	U.S. Nonresident	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. Do not include DACA, undocumented, or other eligible noncitizens in this category. Note: U.S. Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories.
Unknown Race/Ethnicity	Race and Ethnicity Unknown	The category used to report students whose race and ethnicity are not known. This category is used only if the person did not select EITHER a racial or ethnic designation.
White Non-Hispanic	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
-	Resident (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 status (and who holds either a 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. Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 30, 2023.

^aIPEDS does not collect data on the originating location of U.S. Nonresidents.

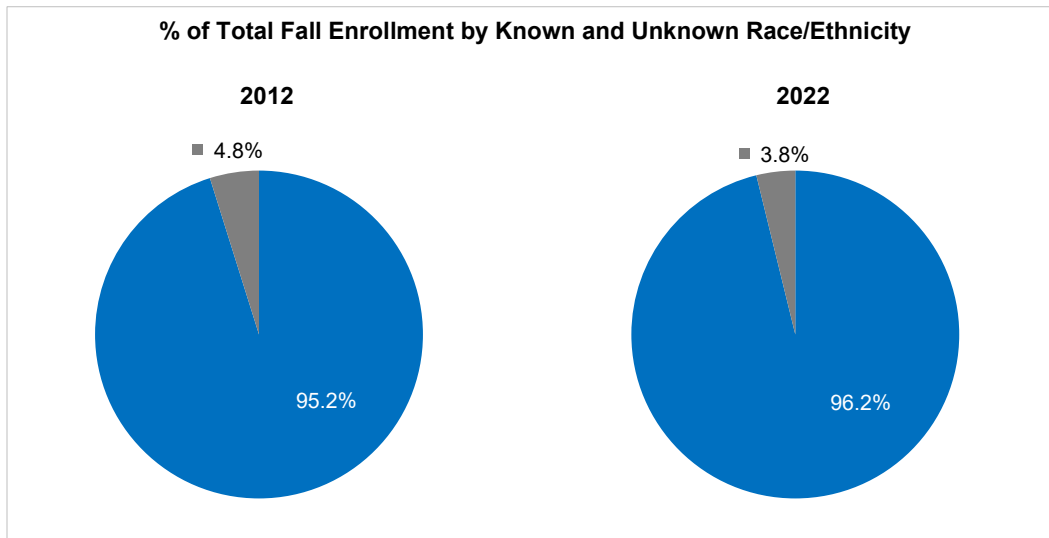
TOTAL FALL ENROLLMENT by KNOWN AND UNKNOWN RACE/ETHNICITY



- Between fall 2012 and fall 2022, enrollment by known and unknown race/ethnicity changed as follows:

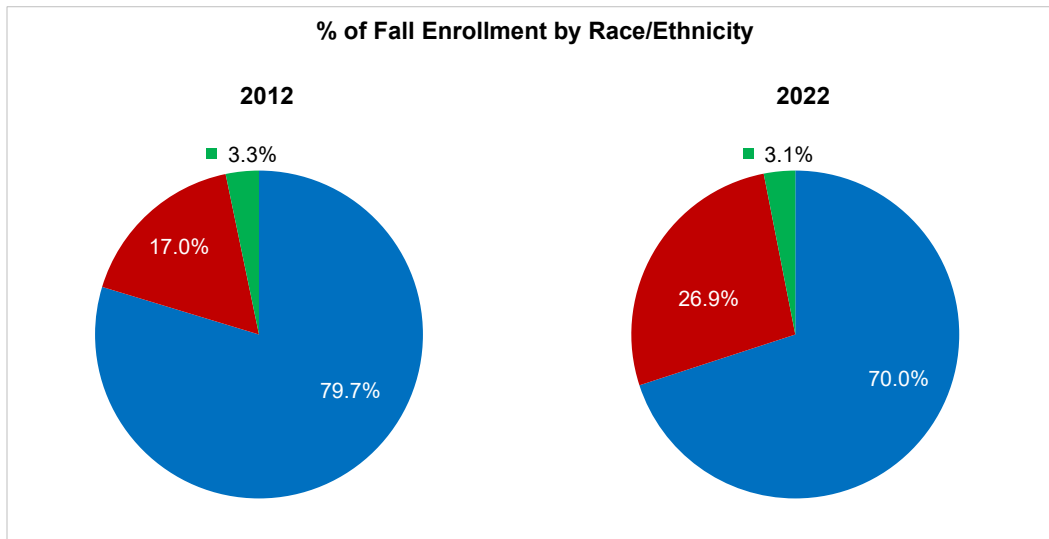
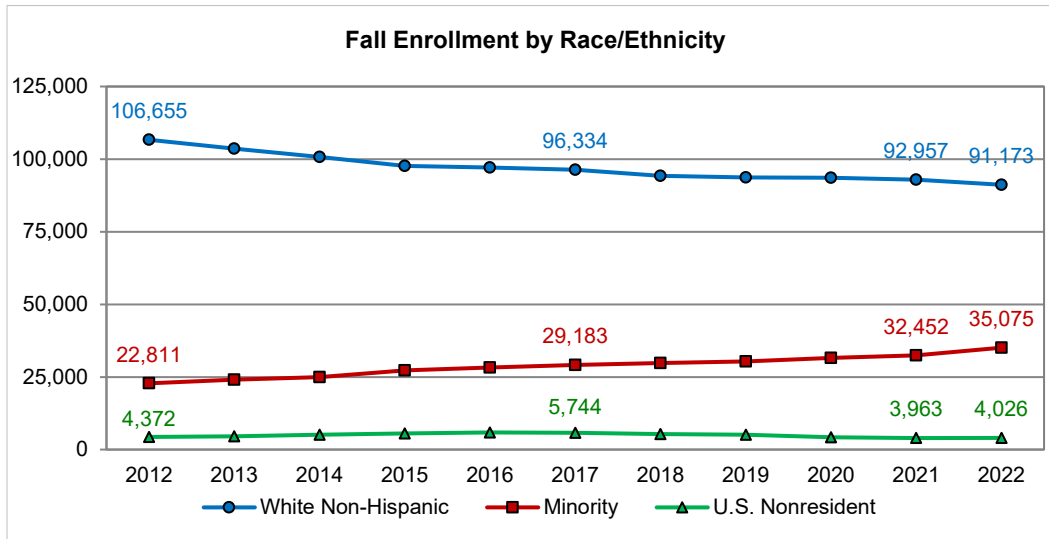
Race/Ethnicity	21-22 1-Yr	12-22 10-Yr
Known Race/Ethnicity (●)	0.7%	-2.7%
Unknown Race/Ethnicity (■)	8.3%	-24.0%
Total	1.0%	-3.7%

- Between fall 2021 and fall 2022, unknown fall enrollments increased 14.8% at Metropolitan Community College (from 1,906 to 2,189) and 25.8% at Bellevue University (from 698 to 878).



Note. The remaining analyses in this section focus on the enrollment of U.S. Nonresidents and students of known race/ethnicity as defined on pages 4.2 and 4.3.

FALL ENROLLMENT by RACE/ETHNICITY

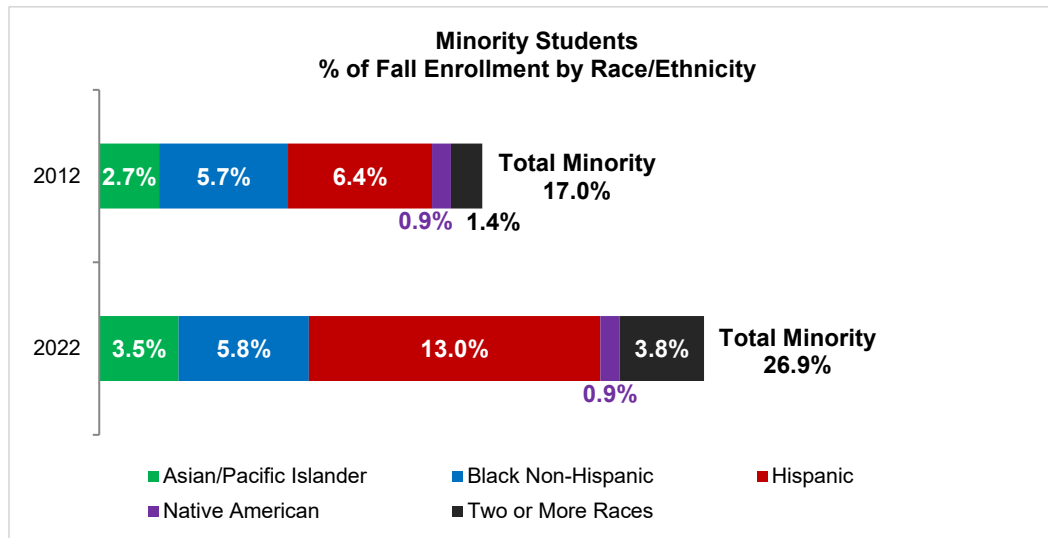
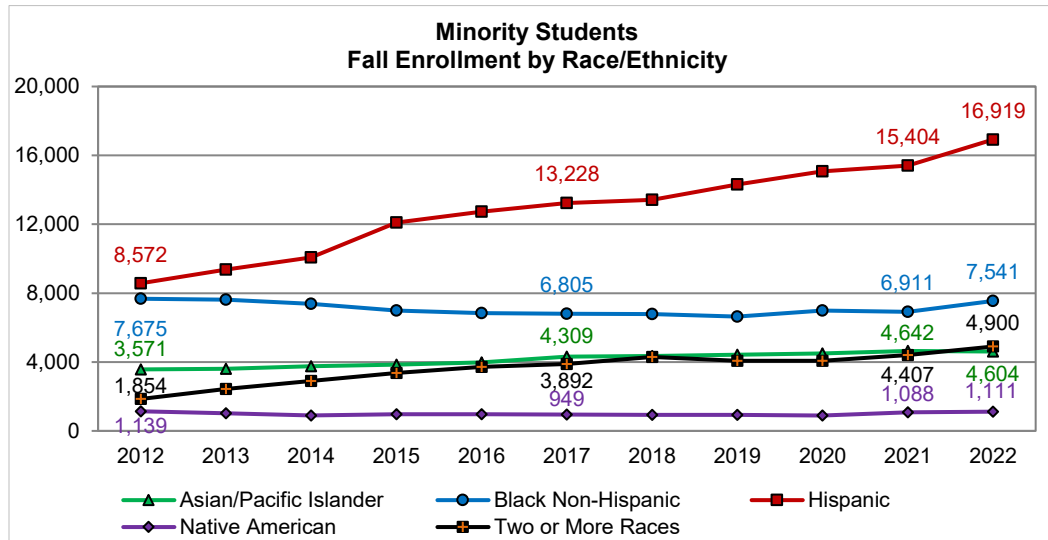


- Between fall 2012 and fall 2022, enrollment by race/ethnicity changed as follows:

Race/Ethnicity	21-22 1-Yr	12-22 10-Yr
White Non-Hispanic (●)	-1.9%	-14.5%
Minority (■)	8.1%	53.8%
U.S. Nonresident (▲)	1.6%	-7.9%
Known Race/Ethnicity Total	0.7%	-2.7%

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

FALL ENROLLMENT by RACE/ETHNICITY



- Between fall 2012 and fall 2022, enrollment by race/ethnicity changed as follows:

Race/Ethnicity	21-22 1-Yr	12-22 10-Yr
Asian/Pac. Islander (▲)	-0.8%	28.9%
Black Non-Hispanic (●)	9.1%	-1.7%
Hispanic (■)	9.8%	97.4%
Native American (◆)	2.1%	-2.5%
Two or More Races (■)	11.2%	164.3%
Total Minority	8.1%	53.8%

- Between fall 2021 and fall 2022, Peru reported a 427.3% increase for multi-racial students (from 33 to 174) while Bryan reported an increase of 940.0% (from 10 to 104).
- During this same time, Bellevue reported an increase of 32.4% for Black non-Hispanic students (from 1,638 to 2,169).
- Meanwhile for Hispanic students, Bellevue reported an increase of 36.1% (from 1,652 to 2,249) while Metro reported an increase of 24.7% (from 2,098 to 2,617).

FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity

Sector / Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
White Non-Hispanic	38,985	38,839	38,403	38,496	38,555	38,272	37,522	36,820	36,703	35,750	34,480	-3.6%	-11.6%
% <i>White Non-Hispanic</i>	80%	79%	77%	76%	75%	74%	73%	73%	73%	72%	71%		
U.S. Nonresident	3,475	3,637	4,068	4,143	4,376	4,488	4,320	4,124	3,370	3,106	3,005	-3.3%	-13.5%
% <i>U.S. Nonresident</i>	7%	7%	8%	8%	8%	9%	8%	8%	7%	6%	6%		
Minority													
Asian/Pacific Islander	1,169	1,188	1,280	1,338	1,428	1,526	1,575	1,625	1,745	1,814	1,782	-1.8%	52.4%
% <i>Asian/Pacific Islander</i>	2%	2%	3%	3%	3%	3%	3%	3%	3%	4%	4%		
Black Non-Hispanic	1,608	1,689	1,733	1,721	1,777	1,833	1,792	1,815	1,939	1,913	1,943	1.6%	20.8%
% <i>Black Non-Hispanic</i>	3%	3%	3%	3%	3%	4%	4%	4%	4%	4%	4%		
Hispanic	2,531	2,874	3,165	3,508	3,824	3,984	4,222	4,465	4,912	5,003	5,225	4.4%	106.4%
% <i>Hispanic</i>	5%	6%	6%	7%	7%	8%	8%	9%	10%	10%	11%		
Native American	168	152	134	121	100	130	131	123	103	115	110	-4.3%	-34.5%
% <i>Native American</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	811	1,070	1,259	1,441	1,578	1,638	1,616	1,611	1,726	1,765	1,773	0.5%	118.6%
% <i>Two or More Races</i>	2%	2%	3%	3%	3%	3%	3%	3%	3%	4%	4%		
Total Minority	6,287	6,973	7,571	8,129	8,707	9,111	9,336	9,639	10,425	10,610	10,833	2.1%	72.3%
% <i>Total Minority</i>	13%	14%	15%	16%	17%	18%	18%	19%	21%	21%	22%		
Nebraska State College System													
White Non-Hispanic	6,980	6,864	6,978	7,085	7,113	6,803	6,631	6,734	6,736	7,019	6,958	-0.9%	-0.3%
% <i>White Non-Hispanic</i>	87%	86%	83%	84%	83%	82%	82%	81%	81%	79%	79%		
U.S. Nonresident	58	58	73	106	96	104	113	157	117	149	157	5.4%	170.7%
% <i>U.S. Nonresident</i>	1%	1%	1%	1%	1%	1%	1%	2%	1%	2%	2%		
Minority													
Asian/Pacific Islander	96	81	95	100	77	75	79	72	73	94	90	-4.3%	-6.3%
% <i>Asian/Pacific Islander</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	329	283	393	384	357	326	334	330	330	378	345	-8.7%	4.9%
% <i>Black Non-Hispanic</i>	4%	4%	5%	5%	4%	4%	4%	4%	4%	4%	4%		
Hispanic	360	481	539	533	600	642	639	712	757	832	768	-7.7%	113.3%
% <i>Hispanic</i>	4%	6%	6%	6%	7%	8%	8%	9%	9%	9%	9%		
Native American	96	61	76	97	70	73	76	79	96	128	90	-29.7%	-6.3%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	96	183	206	165	237	239	247	266	254	231	376	62.8%	291.7%
% <i>Two or More Races</i>	1%	2%	2%	2%	3%	3%	3%	3%	3%	3%	4%		
Total Minority	977	1,089	1,309	1,279	1,341	1,355	1,375	1,459	1,510	1,663	1,669	0.4%	70.8%
% <i>Total Minority</i>	12%	14%	16%	15%	16%	16%	17%	17%	18%	19%	19%		

FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity (Continued)

Sector / Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
Nebraska Community Colleges													
White Non-Hispanic	34,733	31,797	29,223	28,156	28,064	27,694	27,102	26,676	25,381	25,974	25,927	-0.2%	-25.4%
% <i>White Non-Hispanic</i>	80%	79%	77%	75%	74%	73%	73%	72%	72%	72%	70%		
U.S. Nonresident	278	277	254	305	352	379	363	298	247	228	290	27.2%	4.3%
% <i>U.S. Nonresident</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	1,019	983	1,049	1,087	1,097	1,182	1,109	1,170	975	914	933	2.1%	-8.4%
% <i>Asian/Pacific Islander</i>	2%	2%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
Black Non-Hispanic	3,029	2,814	2,536	2,461	2,438	2,335	2,290	2,116	1,869	1,868	2,040	9.2%	-32.7%
% <i>Black Non-Hispanic</i>	7%	7%	7%	7%	6%	6%	6%	6%	5%	5%	5%		
Hispanic	3,755	3,988	4,108	4,372	4,839	5,048	5,243	5,675	5,364	5,592	6,417	14.8%	70.9%
% <i>Hispanic</i>	9%	10%	11%	12%	13%	13%	14%	15%	15%	16%	17%		
Native American	387	299	276	290	332	261	239	254	222	231	249	7.8%	-35.7%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	283	331	613	716	852	867	956	1,022	1,034	1,142	1,271	11.3%	349.1%
% <i>Two or More Races</i>	1%	1%	2%	2%	2%	2%	3%	3%	3%	3%	3%		
Total Minority	8,473	8,415	8,582	8,926	9,558	9,693	9,837	10,237	9,464	9,747	10,910	11.9%	28.8%
% <i>Total Minority</i>	19%	21%	23%	24%	25%	26%	26%	28%	27%	27%	29%		
Nebraska Nonpublic Institutions													
White Non-Hispanic	25,957	26,152	26,093	23,972	23,408	23,565	23,028	23,451	24,802	24,214	23,808	-1.7%	-8.3%
% <i>White Non-Hispanic</i>	77%	76%	76%	71%	71%	71%	70%	71%	70%	69%	66%		
U.S. Nonresident	561	557	726	972	1,071	773	551	532	450	480	574	19.6%	2.3%
% <i>U.S. Nonresident</i>	2%	2%	2%	3%	3%	2%	2%	2%	1%	1%	2%		
Minority													
Asian/Pacific Islander	1,287	1,360	1,334	1,322	1,371	1,526	1,592	1,553	1,706	1,820	1,799	-1.2%	39.8%
% <i>Asian/Pacific Islander</i>	4%	4%	4%	4%	4%	5%	5%	5%	5%	5%	5%		
Black Non-Hispanic	2,709	2,833	2,713	2,414	2,276	2,311	2,375	2,378	2,847	2,752	3,213	16.8%	18.6%
% <i>Black Non-Hispanic</i>	8%	8%	8%	7%	7%	7%	7%	7%	8%	8%	9%		
Hispanic	1,926	2,019	2,258	3,688	3,462	3,554	3,316	3,459	4,039	3,977	4,509	13.4%	134.1%
% <i>Hispanic</i>	6%	6%	7%	11%	10%	11%	10%	10%	11%	11%	13%		
Native American	488	516	412	467	463	485	480	483	479	614	662	7.8%	35.7%
% <i>Native American</i>	1%	2%	1%	1%	1%	1%	1%	1%	1%	2%	2%		
Two or More Races	664	857	818	1,041	1,050	1,148	1,478	1,174	1,057	1,269	1,480	16.6%	122.9%
% <i>Two or More Races</i>	2%	2%	2%	3%	3%	3%	5%	4%	3%	4%	4%		
Total Minority	7,074	7,585	7,535	8,932	8,622	9,024	9,241	9,047	10,128	10,432	11,663	11.8%	64.9%
% <i>Total Minority</i>	21%	22%	22%	26%	26%	27%	28%	27%	29%	30%	32%		

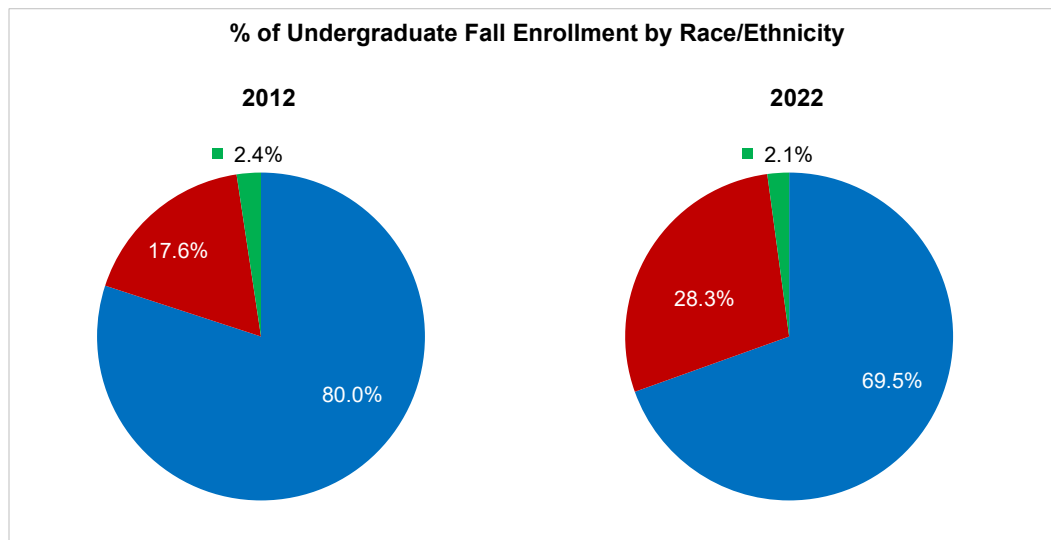
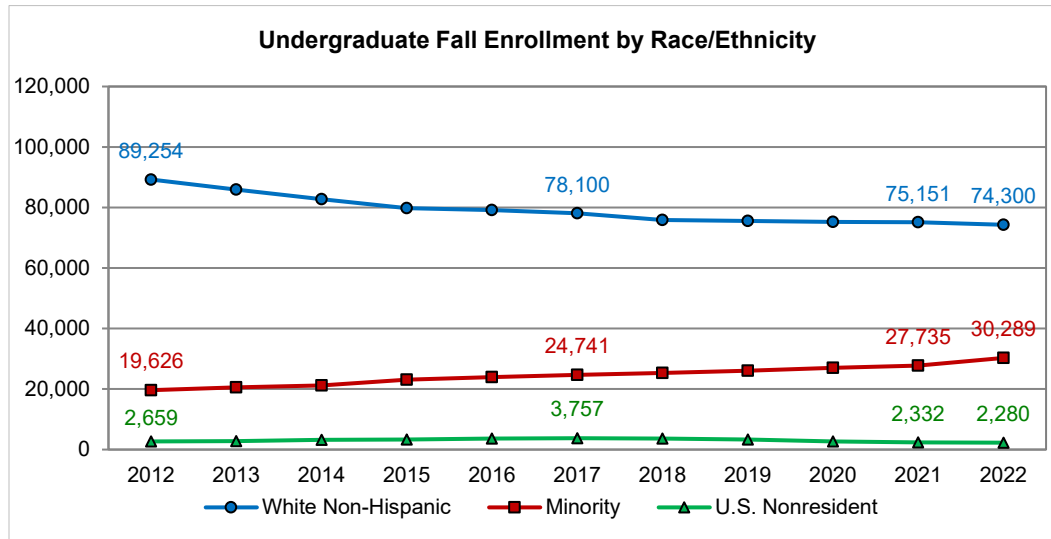
FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity (Continued)

Sector / Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change		
												21-22 1-Yr	12-22 10-Yr	
Nebraska Total														
White Non-Hispanic	106,655	103,652	100,697	97,709	97,140	96,334	94,283	93,681	93,622	92,957	91,173	-1.9%	-14.5%	
% <i>White Non-Hispanic</i>	80%	78%	77%	75%	74%	73%	73%	73%	72%	72%	70%			
U.S. Nonresident	4,372	4,529	5,121	5,526	5,895	5,744	5,347	5,111	4,184	3,963	4,026	1.6%	-7.9%	
% <i>U.S. Nonresident</i>	3%	3%	4%	4%	4%	4%	4%	4%	3%	3%	3%			
Minority														
Asian/Pacific Islander	3,571	3,612	3,758	3,847	3,973	4,309	4,355	4,420	4,499	4,642	4,604	-0.8%	28.9%	
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	3%	3%	3%	3%	3%	4%	4%			
Black Non-Hispanic	7,675	7,619	7,375	6,980	6,848	6,805	6,791	6,639	6,985	6,911	7,541	9.1%	-1.7%	
% <i>Black Non-Hispanic</i>	6%	6%	6%	5%	5%	5%	5%	5%	5%	5%	6%			
Hispanic	8,572	9,362	10,070	12,101	12,725	13,228	13,420	14,311	15,072	15,404	16,919	9.8%	97.4%	
% <i>Hispanic</i>	6%	7%	8%	9%	10%	10%	10%	11%	12%	12%	13%			
Native American	1,139	1,028	898	975	965	949	926	939	900	1,088	1,111	2.1%	-2.5%	
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%			
Two or More Races	1,854	2,441	2,896	3,363	3,717	3,892	4,297	4,073	4,071	4,407	4,900	11.2%	164.3%	
% <i>Two or More Races</i>	1%	2%	2%	3%	3%	3%	3%	3%	3%	3%	4%			
Total Minority	22,811	24,062	24,997	27,266	28,228	29,183	29,789	30,382	31,527	32,452	35,075	8.1%	53.8%	
% <i>Total Minority</i>	17%	18%	19%	21%	22%	22%	23%	24%	24%	25%	27%			

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UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY

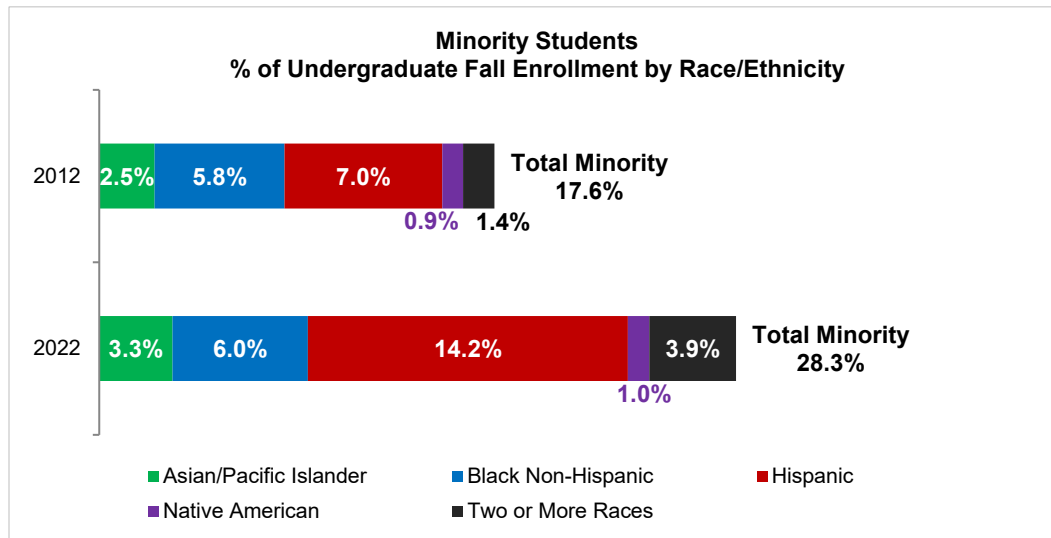
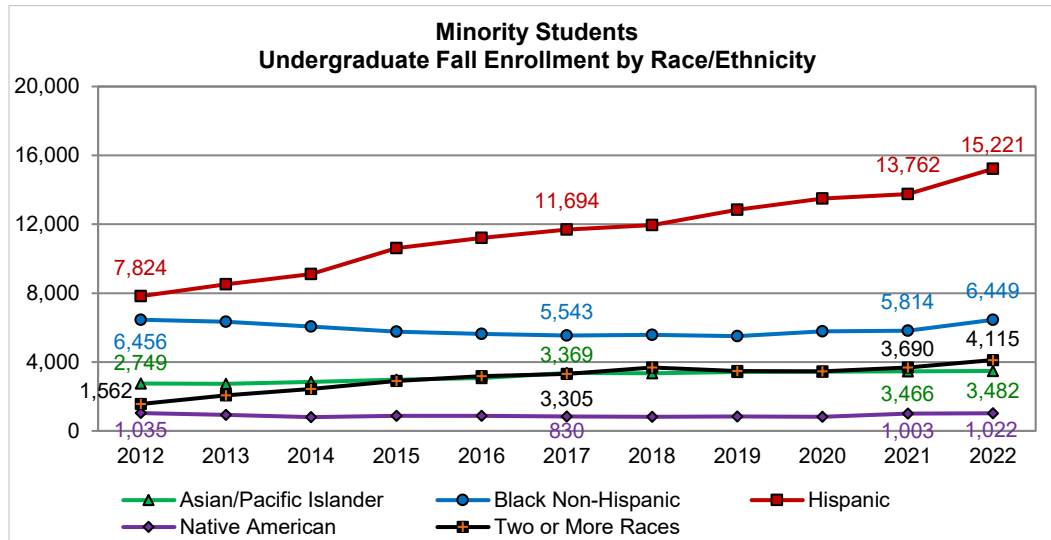


- Between fall 2012 and fall 2022, undergraduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	21-22 1-Yr	12-22 10-Yr
White Non-Hispanic (●)	-1.1%	-16.8%
Minority (■)	9.2%	54.3%
U.S. Nonresident (▲)	-2.2%	-14.3%
Undergraduate Known Race/Ethnicity Total	1.6%	-4.2%

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

UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY



- Between fall 2012 and fall 2022, undergraduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	21-22 1-Yr	12-22 10-Yr
Asian/Pac. Islander (▲)	0.5%	26.7%
Black Non-Hispanic (●)	10.9%	-0.1%
Hispanic (■)	10.6%	94.5%
Native American (◆)	1.9%	-1.3%
Two or More Races (■)	11.5%	163.4%
Undergraduate Minority Total	9.2%	54.3%

- Between fall 2021 and fall 2022, Peru reported a 435.5% increase for multi-racial students (from 31 to 166) while Bryan reported an increase of 833.3% (from 9 to 84).
- During this same time, Bellevue reported an increase of 39.2% for Black non-Hispanic students (from 1,282 to 1,785).
- Meanwhile for Hispanic students, Bellevue reported an increase of 40.4% (from 1,312 to 1,842) while Metro reported an increase of 24.7% (from 2,098 to 2,617).

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Undergraduate Fall Enrollment by Sector by Race/Ethnicity

Sector / Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
White Non-Hispanic	29,956	29,723	29,295	29,310	29,230	28,798	28,026	27,481	27,569	26,733	26,047	-2.6%	-13.0%
% <i>White Non-Hispanic</i>	81%	79%	77%	76%	75%	74%	73%	72%	72%	72%	72%		
U.S. Nonresident	1,936	2,060	2,391	2,385	2,583	2,754	2,736	2,545	1,992	1,612	1,400	-13.2%	-27.7%
% <i>U.S. Nonresident</i>	5%	5%	6%	6%	7%	7%	7%	7%	5%	4%	4%		
Minority													
Asian/Pacific Islander	835	859	939	1,015	1,085	1,160	1,191	1,230	1,349	1,390	1,410	1.4%	68.9%
% <i>Asian/Pacific Islander</i>	2%	2%	2%	3%	3%	3%	3%	3%	4%	4%	4%		
Black Non-Hispanic	1,316	1,359	1,405	1,395	1,452	1,486	1,460	1,482	1,581	1,569	1,585	1.0%	20.4%
% <i>Black Non-Hispanic</i>	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%		
Hispanic	2,187	2,467	2,725	3,063	3,334	3,448	3,655	3,861	4,257	4,262	4,453	4.5%	103.6%
% <i>Hispanic</i>	6%	7%	7%	8%	9%	9%	9%	10%	11%	11%	12%		
Native American	127	116	96	88	72	91	98	101	80	93	82	-11.8%	-35.4%
% <i>Native American</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	709	912	1,062	1,218	1,315	1,365	1,346	1,331	1,429	1,404	1,390	-1.0%	96.1%
% <i>Two or More Races</i>	2%	2%	3%	3%	3%	3%	3%	3%	4%	4%	4%		
Total Minority	5,174	5,713	6,227	6,779	7,258	7,550	7,750	8,005	8,696	8,718	8,920	2.3%	72.4%
% <i>Total Minority</i>	14%	15%	16%	18%	19%	19%	20%	21%	23%	24%	25%		
Nebraska State College System													
White Non-Hispanic	5,932	5,862	5,913	5,843	5,803	5,558	5,345	5,435	5,434	5,658	5,566	-1.6%	-6.2%
% <i>White Non-Hispanic</i>	87%	85%	83%	83%	82%	81%	80%	79%	79%	78%	77%		
U.S. Nonresident	44	51	67	89	82	98	108	148	103	136	148	8.8%	236.4%
% <i>U.S. Nonresident</i>	1%	1%	1%	1%	1%	1%	2%	2%	1%	2%	2%		
Minority													
Asian/Pacific Islander	73	61	70	70	58	59	65	55	59	81	74	-8.6%	1.4%
% <i>Asian/Pacific Islander</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	289	248	339	330	309	281	291	294	293	350	304	-13.1%	5.2%
% <i>Black Non-Hispanic</i>	4%	4%	5%	5%	4%	4%	4%	4%	4%	5%	4%		
Hispanic	332	438	495	494	544	590	658	658	687	757	711	-6.1%	114.2%
% <i>Hispanic</i>	5%	6%	7%	7%	8%	9%	9%	10%	10%	10%	10%		
Native American	77	50	66	83	59	57	61	67	81	106	72	-32.1%	-6.5%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	89	163	177	147	210	213	223	237	219	197	335	70.1%	276.4%
% <i>Two or More Races</i>	1%	2%	2%	2%	3%	3%	3%	3%	3%	3%	5%		
Total Minority	860	960	1,147	1,124	1,180	1,200	1,226	1,311	1,339	1,491	1,496	0.3%	74.0%
% <i>Total Minority</i>	13%	14%	16%	16%	17%	18%	18%	19%	19%	20%	21%		

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
Nebraska Community Colleges													
White Non-Hispanic	34,733	31,797	29,223	28,156	28,064	27,694	27,102	26,676	25,381	25,974	25,927	-0.2%	-25.4%
% <i>White Non-Hispanic</i>	80%	79%	77%	75%	74%	73%	73%	72%	72%	72%	70%		
U.S. Nonresident	278	277	254	305	352	379	363	298	247	228	290	27.2%	4.3%
% <i>U.S. Nonresident</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	1,019	983	1,049	1,087	1,097	1,182	1,109	1,170	975	914	933	2.1%	-8.4%
% <i>Asian/Pacific Islander</i>	2%	2%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
Black Non-Hispanic	3,029	2,814	2,536	2,461	2,438	2,335	2,290	2,116	1,869	1,868	2,040	9.2%	-32.7%
% <i>Black Non-Hispanic</i>	7%	7%	7%	7%	6%	6%	6%	6%	5%	5%	5%		
Hispanic	3,755	3,988	4,108	4,372	4,839	5,048	5,243	5,675	5,364	5,592	6,417	14.8%	70.9%
% <i>Hispanic</i>	9%	10%	11%	12%	13%	13%	14%	15%	15%	16%	17%		
Native American	387	299	276	290	332	261	239	254	222	231	249	7.8%	-35.7%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	283	331	613	716	852	867	956	1,022	1,034	1,142	1,271	11.3%	349.1%
% <i>Two or More Races</i>	1%	1%	2%	2%	2%	2%	3%	3%	3%	3%	3%		
Total Minority	8,473	8,415	8,582	8,926	9,558	9,693	9,837	10,237	9,464	9,747	10,910	11.9%	28.8%
% <i>Total Minority</i>	19%	21%	23%	24%	25%	26%	26%	28%	27%	27%	29%		
Nebraska Nonpublic Institutions													
White Non-Hispanic	18,633	18,516	18,363	16,517	16,049	16,050	15,431	16,008	16,817	16,786	16,760	-0.2%	-10.1%
% <i>White Non-Hispanic</i>	77%	76%	76%	71%	71%	70%	69%	70%	68%	67%	64%		
U.S. Nonresident	401	399	480	526	612	526	385	379	296	356	442	24.2%	10.2%
% <i>U.S. Nonresident</i>	2%	2%	2%	2%	3%	2%	2%	2%	1%	1%	2%		
Minority													
Asian/Pacific Islander	822	832	785	798	831	968	976	958	1,056	1,081	1,065	-1.5%	29.6%
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	4%	4%	4%	4%	4%	4%	4%		
Black Non-Hispanic	1,822	1,909	1,781	1,568	1,425	1,441	1,528	1,612	2,031	2,027	2,520	24.3%	38.3%
% <i>Black Non-Hispanic</i>	8%	8%	7%	7%	6%	6%	7%	7%	8%	8%	10%		
Hispanic	1,550	1,617	1,777	2,681	2,490	2,608	2,462	2,652	3,177	3,151	3,640	15.5%	134.8%
% <i>Hispanic</i>	6%	7%	7%	11%	11%	11%	11%	12%	13%	13%	14%		
Native American	444	468	362	414	412	421	418	424	428	573	619	8.0%	39.4%
% <i>Native American</i>	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%		
Two or More Races	481	650	579	818	807	860	1,164	887	785	947	1,119	18.2%	132.6%
% <i>Two or More Races</i>	2%	3%	2%	4%	4%	4%	5%	4%	3%	4%	4%		
Total Minority	5,119	5,476	5,284	6,279	5,965	6,298	6,548	6,533	7,477	7,779	8,963	15.2%	75.1%
% <i>Total Minority</i>	21%	22%	22%	27%	26%	28%	29%	29%	30%	31%	34%		

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change		
												21-22 1-Yr	12-22 10-Yr	
Nebraska Total														
White Non-Hispanic	89,254	85,898	82,794	79,826	79,146	78,100	75,904	75,600	75,201	75,151	74,300	-1.1%	-16.8%	
% <i>White Non-Hispanic</i>	80%	79%	77%	75%	74%	73%	72%	72%	72%	71%	70%			
U.S. Nonresident	2,659	2,787	3,192	3,305	3,629	3,757	3,592	3,370	2,638	2,332	2,280	-2.2%	-14.3%	
% <i>U.S. Nonresident</i>	2%	3%	3%	3%	3%	4%	3%	3%	3%	2%	2%			
Minority														
Asian/Pacific Islander	2,749	2,735	2,843	2,970	3,071	3,369	3,341	3,413	3,439	3,466	3,482	0.5%	26.7%	
% <i>Asian/Pacific Islander</i>	2%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%			
Black Non-Hispanic	6,456	6,330	6,061	5,754	5,624	5,543	5,569	5,504	5,774	5,814	6,449	10.9%	-0.1%	
% <i>Black Non-Hispanic</i>	6%	6%	6%	5%	5%	5%	5%	5%	6%	6%	6%			
Hispanic	7,824	8,510	9,105	10,610	11,207	11,694	11,946	12,846	13,485	13,762	15,221	10.6%	94.5%	
% <i>Hispanic</i>	7%	8%	8%	10%	10%	11%	11%	12%	13%	13%	14%			
Native American	1,035	933	800	875	875	830	816	846	811	1,003	1,022	1.9%	-1.3%	
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%			
Two or More Races	1,562	2,056	2,431	2,899	3,184	3,305	3,689	3,477	3,467	3,690	4,115	11.5%	163.4%	
% <i>Two or More Races</i>	1%	2%	2%	3%	3%	3%	4%	3%	3%	4%	4%			
Total Minority	19,626	20,564	21,240	23,108	23,961	24,741	25,361	26,086	26,976	27,735	30,289	9.2%	54.3%	
% <i>Total Minority</i>	18%	19%	20%	22%	22%	23%	24%	25%	26%	26%	28%			

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

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

Race/Ethnicity / Full-Time/Part-Time	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
White Non-Hispanic													
Full-Time	60,379	58,961	57,317	54,556	53,278	52,272	50,995	50,218	50,715	49,508	48,252	-2.5%	-20.1%
% Full-Time	68%	69%	69%	68%	67%	67%	67%	66%	67%	66%	65%		
Part-Time	28,875	26,937	25,477	25,270	25,868	25,828	24,909	25,382	24,486	25,643	26,048	1.6%	-9.8%
% Part-Time	32%	31%	31%	32%	33%	33%	33%	34%	33%	34%	35%		
U.S. Nonresident													
Full-Time	2,230	2,479	2,928	2,987	3,350	3,451	3,272	3,069	2,356	2,080	2,088	0.4%	-6.4%
% Full-Time	84%	89%	92%	90%	92%	92%	91%	91%	89%	89%	92%		
Part-Time	429	308	264	318	279	306	320	301	282	252	192	-23.8%	-55.2%
% Part-Time	16%	11%	8%	10%	8%	8%	9%	9%	11%	11%	8%		
Minority													
Asian/Pacific Islander													
Full-Time	1,789	1,836	1,895	2,022	2,024	2,252	2,315	2,259	2,333	2,436	2,336	-4.1%	30.6%
% Full-Time	65%	67%	67%	68%	66%	67%	69%	66%	68%	70%	67%		
Part-Time	960	899	948	948	1,047	1,117	1,026	1,154	1,106	1,030	1,146	11.3%	19.4%
% Part-Time	35%	33%	33%	32%	34%	33%	31%	34%	32%	30%	33%		
Black Non-Hispanic													
Full-Time	3,940	4,032	3,854	3,536	3,406	3,384	3,358	3,291	3,421	3,482	3,654	4.9%	-7.3%
% Full-Time	61%	64%	64%	61%	61%	61%	60%	60%	59%	60%	57%		
Part-Time	2,516	2,298	2,207	2,218	2,218	2,159	2,211	2,213	2,353	2,332	2,795	19.9%	11.1%
% Part-Time	39%	36%	36%	39%	39%	39%	40%	40%	41%	40%	43%		
Hispanic													
Full-Time	4,992	5,492	5,986	7,072	7,289	7,495	7,535	7,898	8,643	8,541	8,820	3.3%	76.7%
% Full-Time	64%	65%	66%	67%	65%	64%	63%	61%	64%	62%	58%		
Part-Time	2,832	3,018	3,119	3,538	3,918	4,199	4,411	4,948	4,842	5,221	6,401	22.6%	126.0%
% Part-Time	36%	35%	34%	33%	35%	36%	37%	39%	36%	38%	42%		
Native American													
Full-Time	630	545	488	470	466	424	414	382	421	451	444	-1.6%	-29.5%
% Full-Time	61%	58%	61%	54%	53%	51%	51%	45%	52%	45%	43%		
Part-Time	405	388	312	405	409	406	402	464	390	552	578	4.7%	42.7%
% Part-Time	39%	42%	39%	46%	47%	49%	49%	55%	48%	55%	57%		

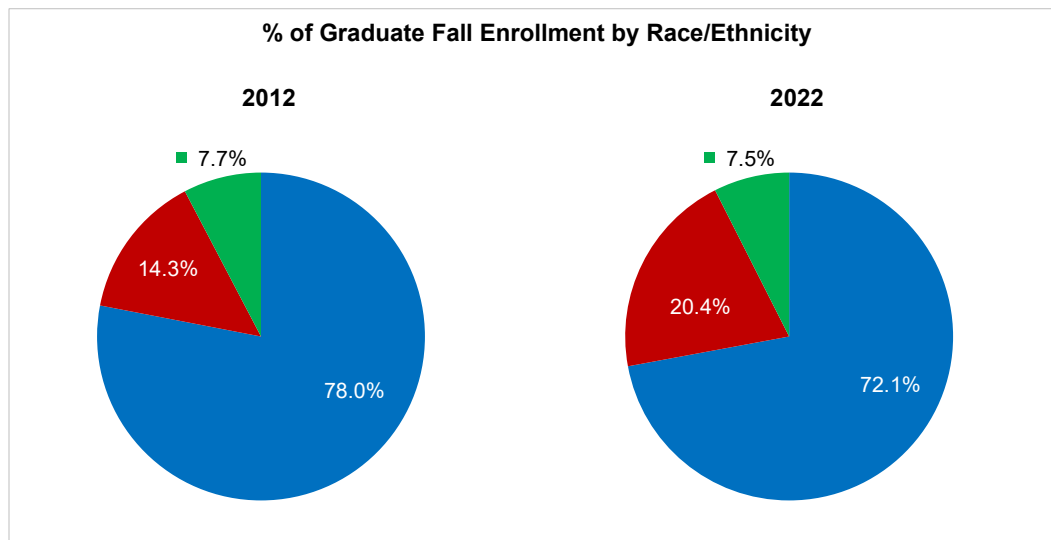
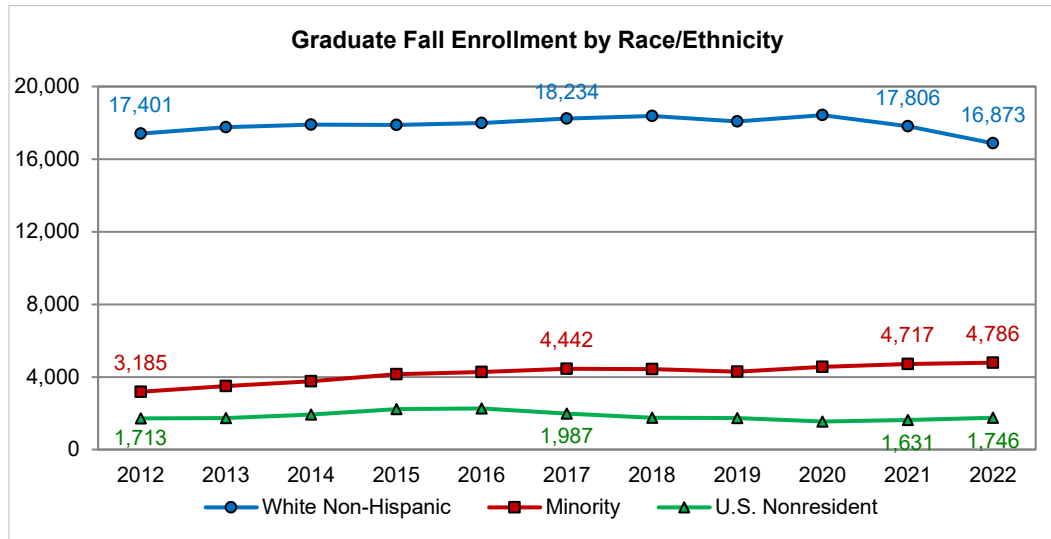
UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY by FULL-TIME/PART-TIME CLASSIFICATION

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

Race/Ethnicity / Full-Time/Part-Time	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
Two or More Races													
Full-Time	1,278	1,722	1,863	2,233	2,415	2,488	2,538	2,456	2,439	2,490	2,716	9.1%	112.5%
% Full-Time	82%	84%	77%	77%	76%	75%	69%	71%	70%	67%	66%		
Part-Time	284	334	568	666	769	817	1,151	1,021	1,028	1,200	1,399	16.6%	392.6%
% Part-Time	18%	16%	23%	23%	24%	25%	31%	29%	30%	33%	34%		
Total Minority													
Full-Time	12,629	13,627	14,086	15,333	15,600	16,043	16,160	16,286	17,257	17,400	17,970	3.3%	42.3%
% Full-Time	64%	66%	66%	66%	65%	65%	64%	62%	64%	63%	59%		
Part-Time	6,997	6,937	7,154	7,775	8,361	8,698	9,201	9,800	9,719	10,335	12,319	19.2%	76.1%
% Part-Time	36%	34%	34%	34%	35%	35%	36%	38%	36%	37%	41%		

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GRADUATE FALL ENROLLMENT by RACE/ETHNICITY

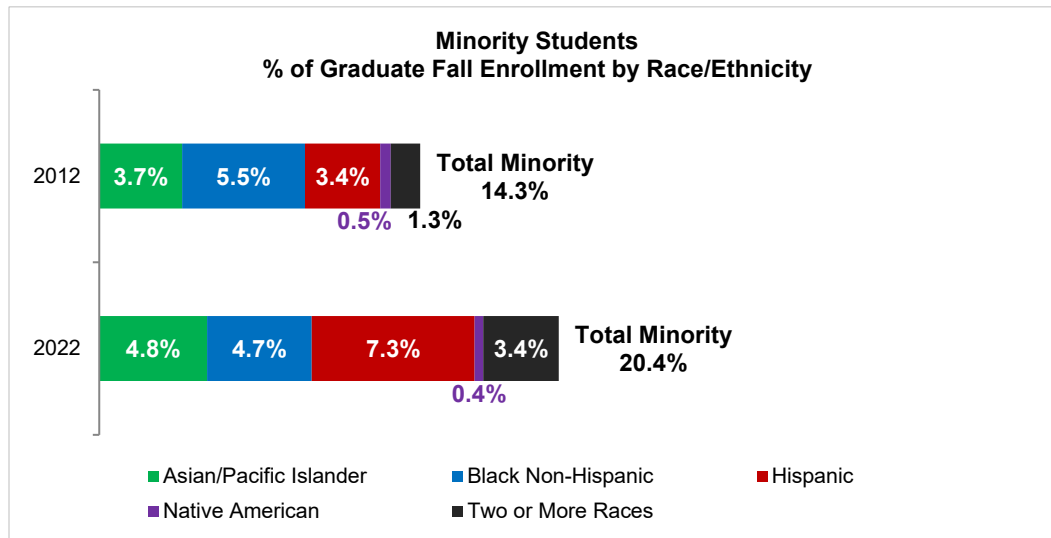
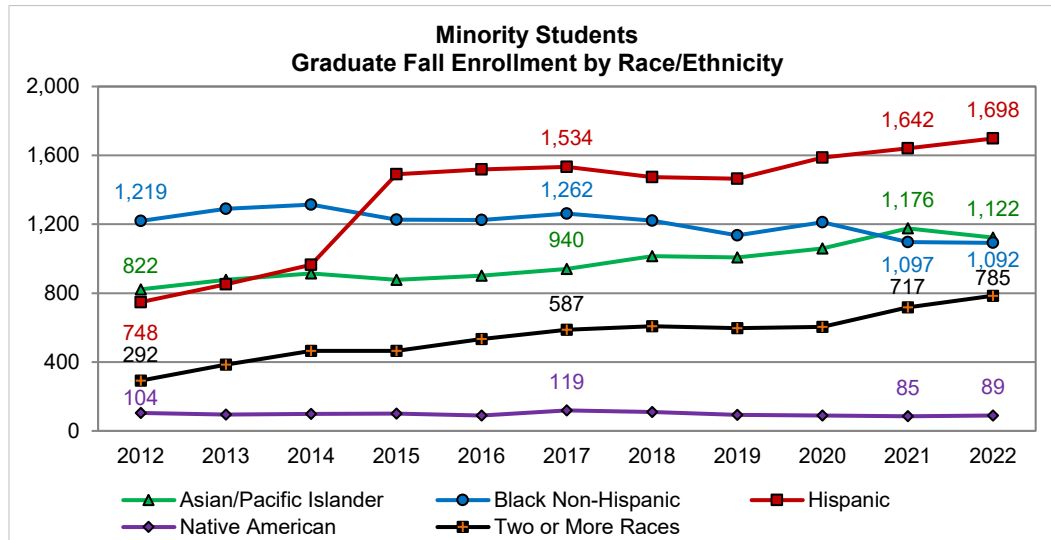


- Between fall 2012 and fall 2022, graduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	21-22 1-Yr	12-22 10-Yr
White Non-Hispanic (●)	-5.2%	-3.0%
Minority (■)	1.5%	50.3%
U.S. Nonresident (▲)	7.1%	1.9%
Graduate Known Race/Ethnicity Total	-3.1%	5.0%

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

GRADUATE FALL ENROLLMENT by RACE/ETHNICITY



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

- Between fall 2012 and fall 2022, graduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	21-22 1-Yr	12-22 10-Yr
Asian/Pac. Islander (▲)	-4.6%	36.5%
Black Non-Hispanic (●)	-0.5%	-10.4%
Hispanic (■)	3.4%	127.0%
Native American (◆)	4.7%	-14.4%
Two or More Races (■)	9.5%	168.8%
Graduate Minority Total	1.5%	50.3%

GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Graduate Fall Enrollment by Sector by Race/Ethnicity

Sector / Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
White Non-Hispanic	9,029	9,116	9,108	9,186	9,325	9,474	9,496	9,339	9,134	9,017	8,433	-6.5%	-6.6%
% <i>White Non-Hispanic</i>	77%	76%	75%	75%	74%	74%	75%	74%	75%	73%	71%		
U.S. Nonresident	1,539	1,577	1,677	1,758	1,793	1,734	1,584	1,579	1,378	1,494	1,605	7.4%	4.3%
% <i>U.S. Nonresident</i>	13%	13%	14%	14%	14%	14%	13%	13%	11%	12%	13%		
Minority													
Asian/Pacific Islander	334	329	341	323	343	366	384	395	396	424	372	-12.3%	11.4%
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
Black Non-Hispanic	292	330	328	326	325	347	332	333	358	344	358	4.1%	22.6%
% <i>Black Non-Hispanic</i>	2%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
Hispanic	344	407	440	445	490	536	567	604	655	741	772	4.2%	124.4%
% <i>Hispanic</i>	3%	3%	4%	4%	4%	4%	4%	5%	5%	6%	6%		
Native American	41	36	38	33	28	39	33	22	23	22	28	27.3%	-31.7%
% <i>Native American</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	102	158	197	223	263	273	270	280	297	361	383	6.1%	275.5%
% <i>Two or More Races</i>	1%	1%	2%	2%	2%	2%	2%	2%	2%	3%	3%		
Total Minority	1,113	1,260	1,344	1,350	1,449	1,561	1,586	1,634	1,729	1,892	1,913	1.1%	71.9%
% <i>Total Minority</i>	10%	11%	11%	11%	12%	12%	13%	13%	14%	15%	16%		
Nebraska State College System													
White Non-Hispanic	1,048	1,002	1,065	1,242	1,310	1,245	1,286	1,299	1,302	1,361	1,392	2.3%	32.8%
% <i>White Non-Hispanic</i>	89%	88%	86%	88%	88%	89%	89%	89%	88%	88%	88%		
U.S. Nonresident	14	7	6	17	14	6	5	9	14	13	9	-30.8%	-35.7%
% <i>U.S. Nonresident</i>	1%	1%	0%	1%	1%	0%	0%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	23	20	25	30	19	16	14	17	14	13	16	23.1%	-30.4%
% <i>Asian/Pacific Islander</i>	2%	2%	2%	2%	1%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	40	35	54	54	48	45	43	36	37	28	41	46.4%	2.5%
% <i>Black Non-Hispanic</i>	3%	3%	4%	4%	3%	3%	3%	2%	2%	2%	3%		
Hispanic	28	43	44	39	56	52	53	54	70	75	57	-24.0%	103.6%
% <i>Hispanic</i>	2%	4%	4%	3%	4%	4%	4%	4%	5%	5%	4%		
Native American	19	11	10	14	11	16	15	12	15	22	18	-18.2%	-5.3%
% <i>Native American</i>	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	7	20	29	18	27	26	24	29	35	34	41	20.6%	485.7%
% <i>Two or More Races</i>	1%	2%	2%	1%	2%	2%	2%	2%	2%	2%	3%		
Total Minority	117	129	162	155	161	155	149	148	171	172	173	0.6%	47.9%
% <i>Total Minority</i>	10%	11%	13%	11%	11%	11%	10%	10%	11%	11%	11%		

GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
Nebraska Nonpublic Institutions													
White Non-Hispanic	7,324	7,636	7,730	7,455	7,359	7,515	7,597	7,443	7,985	7,428	7,048	-5.1%	-3.8%
% <i>White Non-Hispanic</i>	78%	77%	76%	71%	70%	72%	73%	74%	74%	73%	71%		
U.S. Nonresident	160	158	246	446	459	247	166	153	154	124	132	6.5%	-17.5%
% <i>U.S. Nonresident</i>	2%	2%	2%	4%	4%	2%	2%	2%	1%	1%	1%		
Minority													
Asian/Pacific Islander	465	528	549	524	540	558	616	595	650	739	734	-0.7%	57.8%
% <i>Asian/Pacific Islander</i>	5%	5%	5%	5%	5%	5%	6%	6%	6%	7%	7%		
Black Non-Hispanic	887	924	932	846	851	870	847	766	816	725	693	-4.4%	-21.9%
% <i>Black Non-Hispanic</i>	9%	9%	9%	8%	8%	8%	8%	8%	8%	7%	7%		
Hispanic	376	402	481	1,007	972	946	854	807	862	826	869	5.2%	131.1%
% <i>Hispanic</i>	4%	4%	5%	10%	9%	9%	8%	8%	8%	8%	9%		
Native American	44	48	50	53	51	64	62	59	51	41	43	4.9%	-2.3%
% <i>Native American</i>	0%	0%	0%	1%	0%	1%	1%	1%	0%	0%	0%		
Two or More Races	183	207	239	223	243	288	314	287	272	322	361	12.1%	97.3%
% <i>Two or More Races</i>	2%	2%	2%	2%	2%	3%	3%	3%	3%	3%	4%		
Total Minority	1,955	2,109	2,251	2,653	2,657	2,726	2,693	2,514	2,651	2,653	2,700	1.8%	38.1%
% <i>Total Minority</i>	21%	21%	22%	25%	25%	26%	26%	25%	25%	26%	27%		
Nebraska Total													
White Non-Hispanic	17,401	17,754	17,903	17,883	17,994	18,234	18,379	18,081	18,421	17,806	16,873	-5.2%	-3.0%
% <i>White Non-Hispanic</i>	78%	77%	76%	74%	73%	74%	75%	75%	75%	74%	72%		
U.S. Nonresident	1,713	1,742	1,929	2,221	2,266	1,987	1,755	1,741	1,546	1,631	1,746	7.1%	1.9%
% <i>U.S. Nonresident</i>	8%	8%	8%	9%	9%	8%	7%	7%	6%	7%	7%		
Minority													
Asian/Pacific Islander	822	877	915	877	902	940	1,014	1,007	1,060	1,176	1,122	-4.6%	36.5%
% <i>Asian/Pacific Islander</i>	4%	4%	4%	4%	4%	4%	4%	4%	4%	5%	5%		
Black Non-Hispanic	1,219	1,289	1,314	1,226	1,224	1,262	1,222	1,135	1,211	1,097	1,092	-0.5%	-10.4%
% <i>Black Non-Hispanic</i>	5%	6%	6%	5%	5%	5%	5%	5%	5%	5%	5%		
Hispanic	748	852	965	1,491	1,518	1,534	1,474	1,465	1,587	1,642	1,698	3.4%	127.0%
% <i>Hispanic</i>	3%	4%	4%	6%	6%	6%	6%	6%	6%	7%	7%		
Native American	104	95	98	100	90	119	110	93	89	85	89	4.7%	-14.4%
% <i>Native American</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	292	385	465	464	533	587	608	596	604	717	785	9.5%	168.8%
% <i>Two or More Races</i>	1%	2%	2%	2%	2%	2%	2%	2%	2%	3%	3%		
Total Minority	3,185	3,498	3,757	4,158	4,267	4,442	4,428	4,296	4,551	4,717	4,786	1.5%	50.3%
% <i>Total Minority</i>	14%	15%	16%	17%	17%	18%	18%	18%	19%	20%	20%		

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

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

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

Race/Ethnicity / Full-Time/Part-Time	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
White Non-Hispanic													
Full-Time	8,666	9,441	9,335	8,963	9,028	9,097	8,758	8,981	9,375	9,002	8,465	-6.0%	-2.3%
% Full-Time	50%	53%	52%	50%	50%	50%	48%	50%	51%	51%	50%		
Part-Time	8,735	8,313	8,568	8,920	8,966	9,137	9,621	9,100	9,046	8,804	8,408	-4.5%	-3.7%
% Part-Time	50%	47%	48%	50%	50%	50%	52%	50%	49%	49%	50%		
U.S. Nonresident													
Full-Time	1,288	1,398	1,545	1,838	1,830	1,577	1,398	1,343	1,115	1,187	1,308	10.2%	1.6%
% Full-Time	75%	80%	80%	83%	81%	79%	80%	77%	72%	73%	75%		
Part-Time	425	344	384	383	436	410	357	398	431	444	438	-1.4%	3.1%
% Part-Time	25%	20%	20%	17%	19%	21%	20%	23%	28%	27%	25%		
Minority													
Asian/Pacific Islander													
Full-Time	569	622	627	597	644	663	686	697	755	808	810	0.2%	42.4%
% Full-Time	69%	71%	69%	68%	71%	71%	68%	69%	71%	69%	72%		
Part-Time	253	255	288	280	258	277	328	310	305	368	312	-15.2%	23.3%
% Part-Time	31%	29%	31%	32%	29%	29%	32%	31%	29%	31%	28%		
Black Non-Hispanic													
Full-Time	586	759	732	642	717	756	559	532	683	591	598	1.2%	2.0%
% Full-Time	48%	59%	56%	52%	59%	60%	46%	47%	56%	54%	55%		
Part-Time	633	530	582	584	507	506	663	603	528	506	494	-2.4%	-22.0%
% Part-Time	52%	41%	44%	48%	41%	40%	54%	53%	44%	46%	45%		
Hispanic													
Full-Time	392	493	559	883	916	865	710	741	891	921	1,002	8.8%	155.6%
% Full-Time	52%	58%	58%	59%	60%	56%	48%	51%	56%	56%	59%		
Part-Time	356	359	406	608	602	669	764	724	696	721	696	-3.5%	95.5%
% Part-Time	48%	42%	42%	41%	40%	44%	52%	49%	44%	44%	41%		
Native American													
Full-Time	49	47	50	50	43	58	54	39	38	41	42	2.4%	-14.3%
% Full-Time	47%	49%	51%	50%	48%	49%	49%	42%	43%	48%	47%		
Part-Time	55	48	48	50	47	61	56	54	51	44	47	6.8%	-14.5%
% Part-Time	53%	51%	49%	50%	52%	51%	51%	58%	57%	52%	53%		

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

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

Race/Ethnicity / Full-Time/Part-Time	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
Two or More Races													
Full-Time	168	256	294	278	328	351	330	333	343	412	484	17.5%	188.1%
% Full-Time	58%	66%	63%	60%	62%	60%	54%	56%	57%	57%	62%		
Part-Time	124	129	171	186	205	236	278	263	261	305	301	-1.3%	142.7%
% Part-Time	42%	34%	37%	40%	38%	40%	46%	44%	43%	43%	38%		
Total Minority													
Full-Time	1,764	2,177	2,262	2,450	2,648	2,693	2,339	2,342	2,710	2,773	2,936	5.9%	66.4%
% Full-Time	55%	62%	60%	59%	62%	61%	53%	55%	60%	59%	61%		
Part-Time	1,421	1,321	1,495	1,708	1,619	1,749	2,089	1,954	1,841	1,944	1,850	-4.8%	30.2%
% Part-Time	45%	38%	40%	41%	38%	39%	47%	45%	40%	41%	39%		

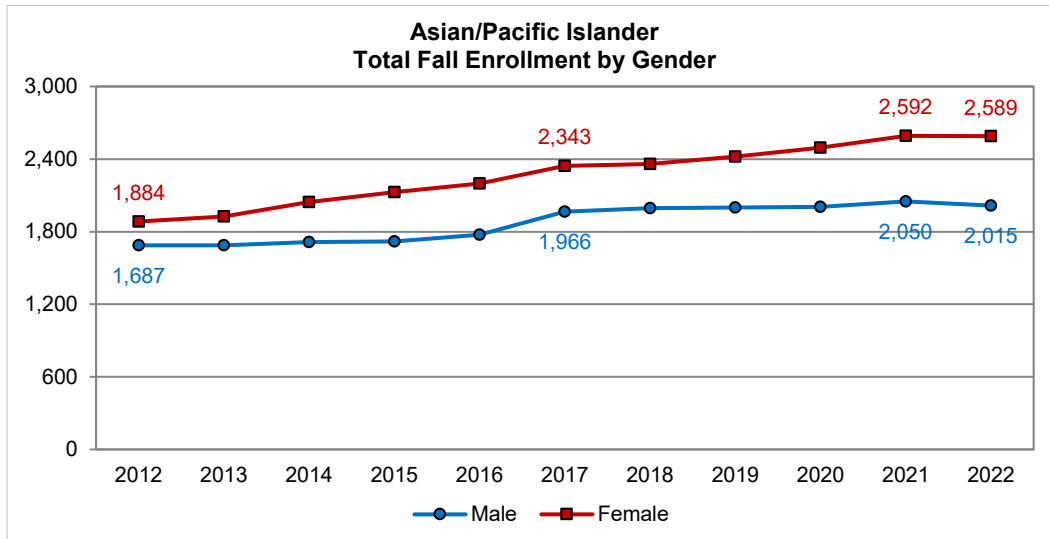
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Section 5

Total Fall Enrollment by Race/Ethnicity by Gender

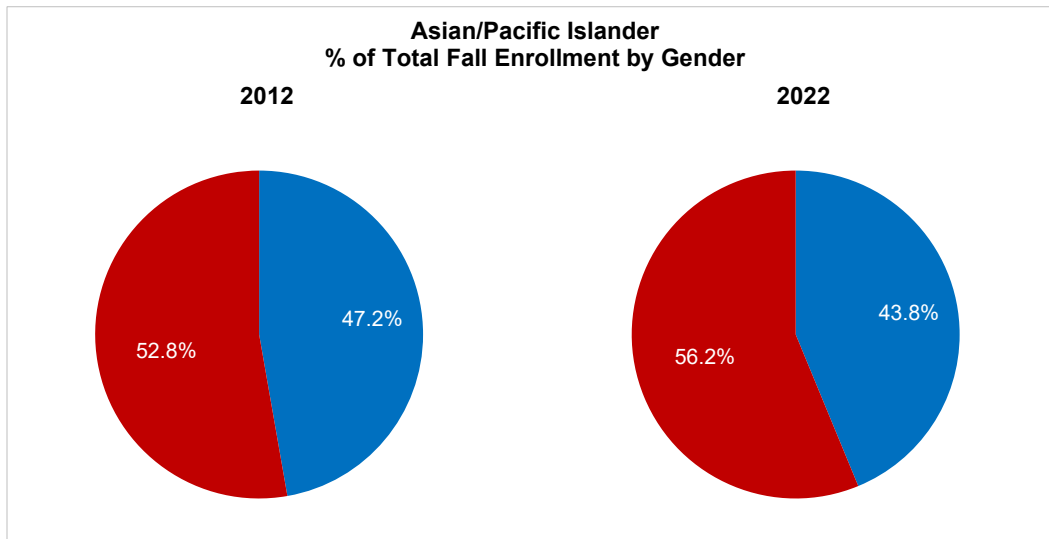


ASIAN/PACIFIC ISLANDER TOTAL FALL ENROLLMENT by GENDER

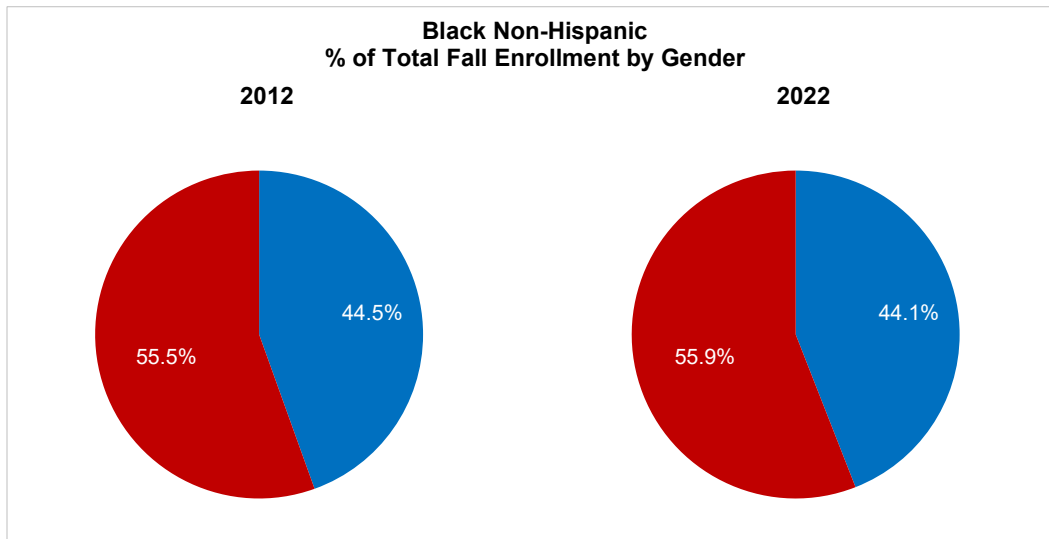
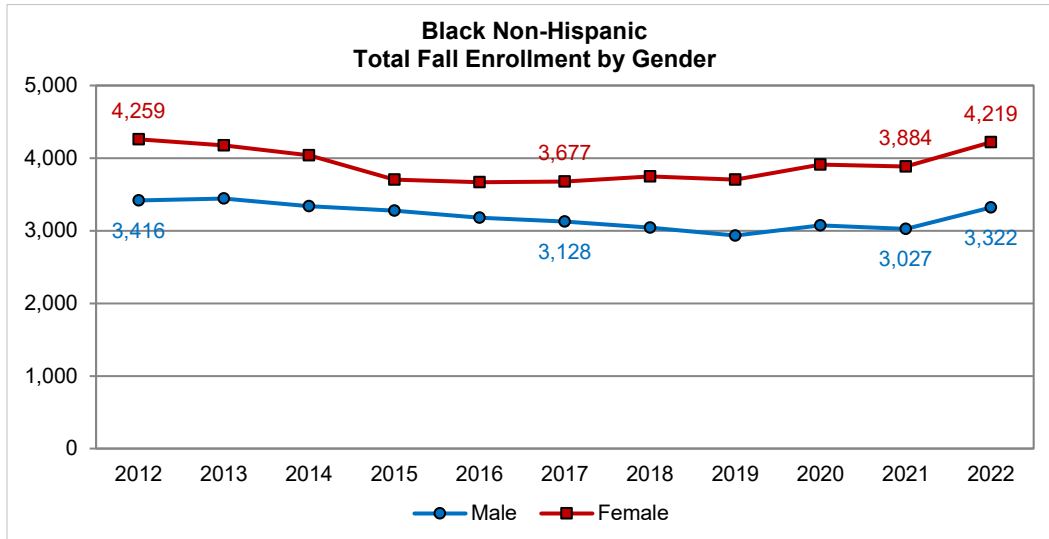


- Between fall 2012 and fall 2022, enrollment for Asian/Pacific Islanders by gender changed as follows:

Gender	21-22 1-Yr	12-22 10-Yr
Male (●)	-1.7%	19.4%
Female (■)	-0.1%	37.4%
Asian/Pacific Islander Total	-0.8%	28.9%



BLACK NON-HISPANIC TOTAL FALL ENROLLMENT by GENDER

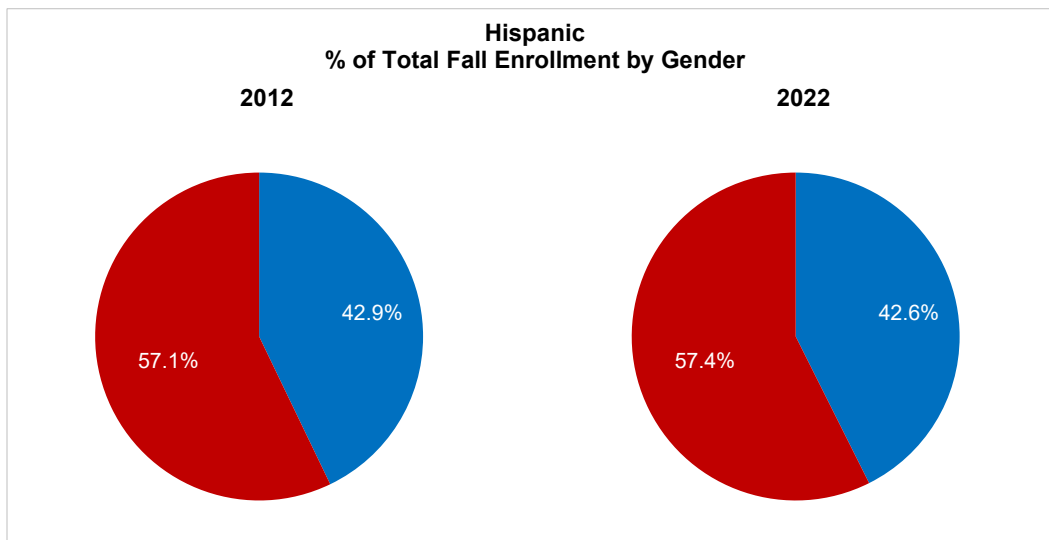
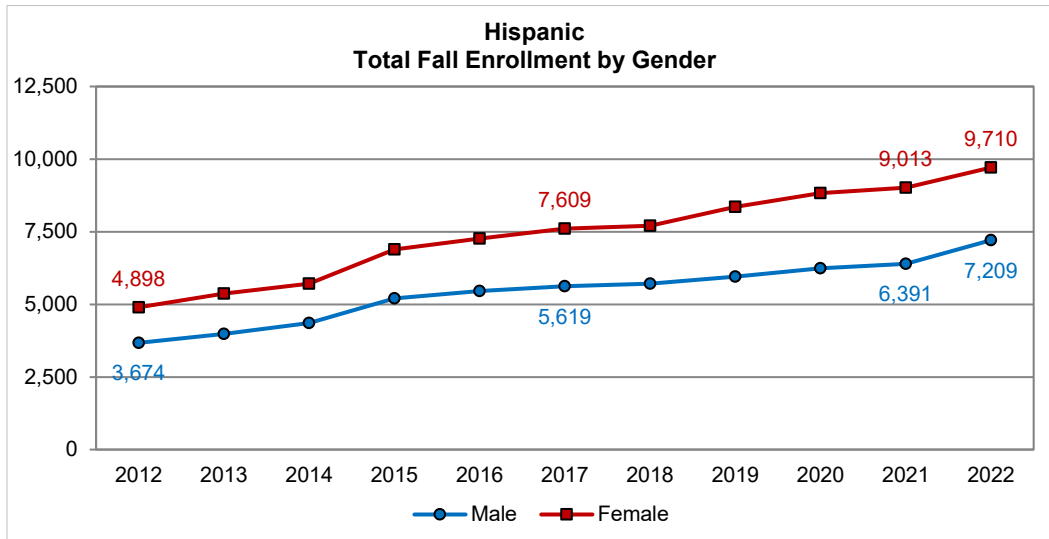


- Between fall 2012 and fall 2022, enrollment for Black non-Hispanics by gender changed as follows:

Gender	21-22 1-Yr	12-22 10-Yr
Male (●)	9.7%	-2.8%
Female (■)	8.6%	-0.9%
Black Non-Hispanic Total	9.1%	-1.7%

- Between fall 2021 and fall 2022, enrollments for Black non-Hispanics at Bellevue University increased 23.8% for males (from 671 to 831) and 38.4% for females (from 967 to 1,338).

HISPANIC TOTAL FALL ENROLLMENT by GENDER

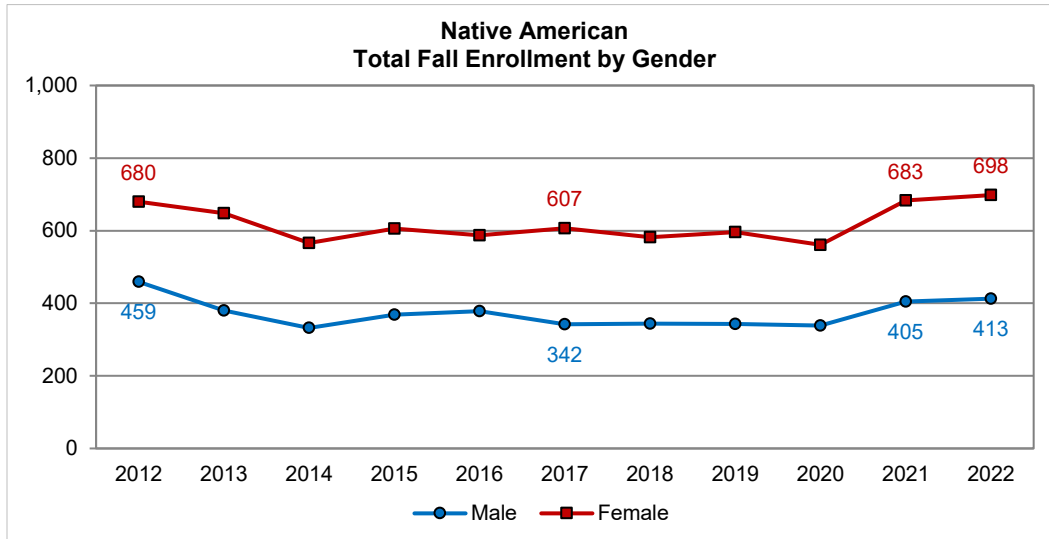


- Between fall 2012 and fall 2022, enrollment for Hispanics by gender changed as follows:

Gender	21-22 1-Yr	12-22 10-Yr
Male (●)	12.8%	96.2%
Female (■)	7.7%	98.2%
Hispanic Total	9.8%	97.4%

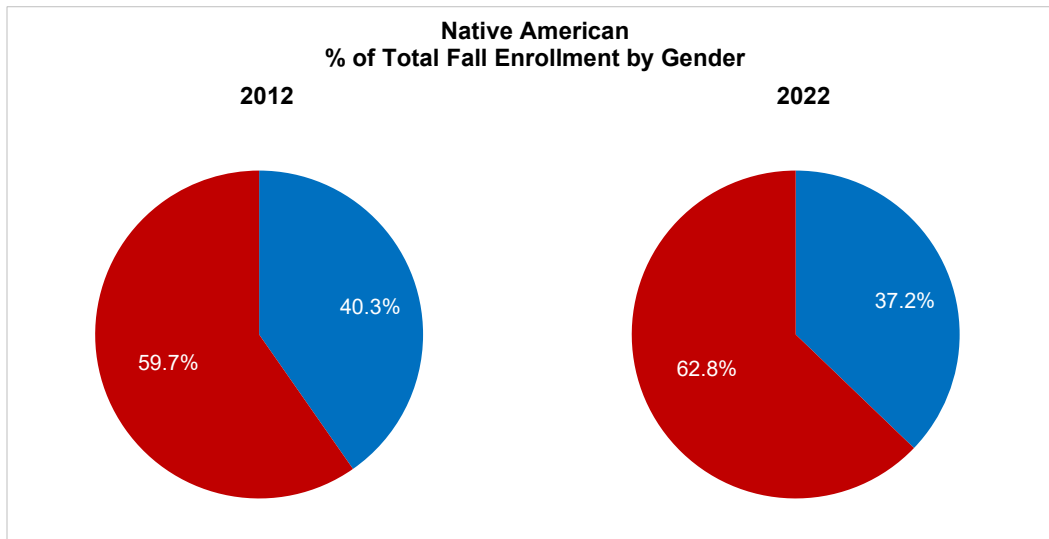
- Between fall 2021 and fall 2022, enrollments for Hispanics at Bellevue University increased 42.3% for males (from 724 to 1,030) and 31.4% for females (from 928 to 1,219).
- During this same time enrollments for Hispanics at Metropolitan Community College increased 37.9% for males (from 917 to 1,265) and 14.5% for females (from 1,181 to 1,352).

NATIVE AMERICAN TOTAL FALL ENROLLMENT by GENDER

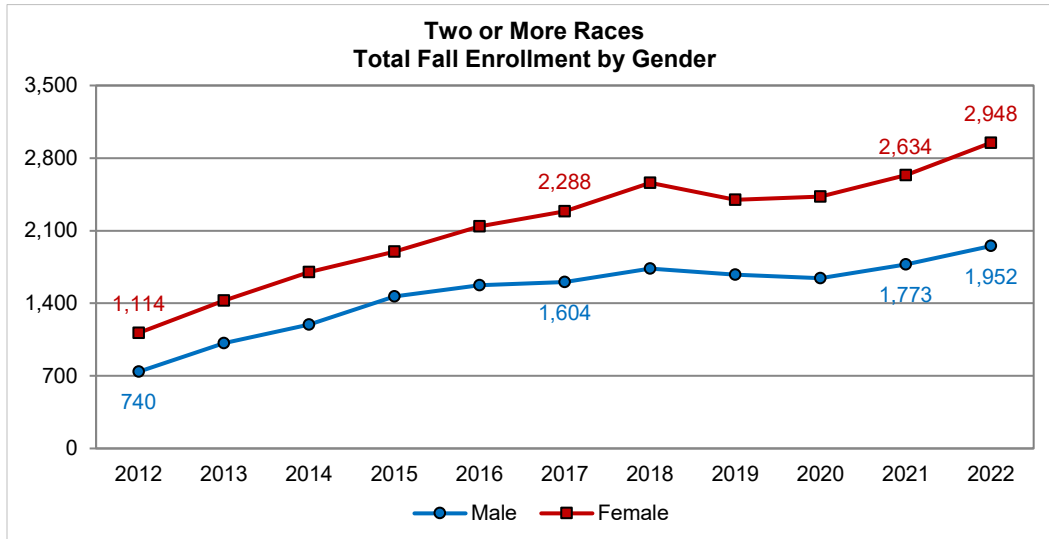


- Between fall 2012 and fall 2022, enrollment for Native Americans by gender changed as follows:

Gender	21-22 1-Yr	12-22 10-Yr
Male (●)	2.0%	-10.0%
Female (■)	2.2%	2.6%
Native American Total	2.1%	-2.5%

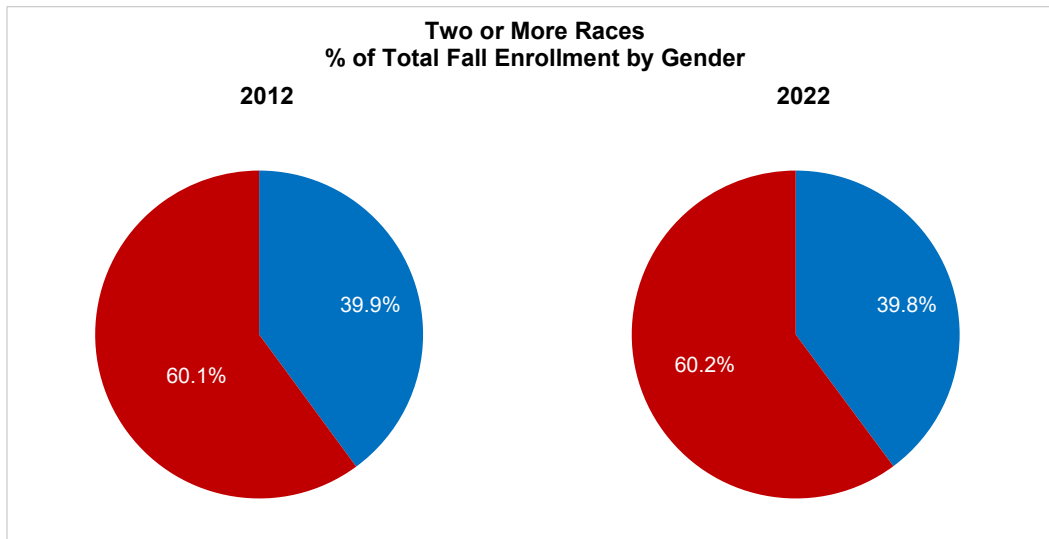


TWO OR MORE RACES TOTAL FALL ENROLLMENT by GENDER

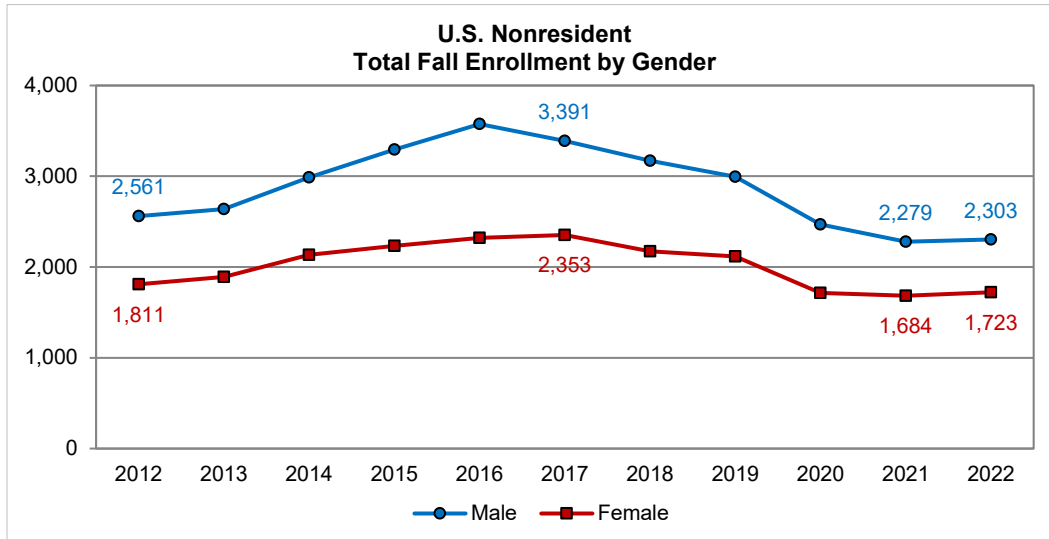


- Between fall 2012 and fall 2022, enrollment for multi-racial students by gender changed as follows:

Gender	21-22 1-Yr	12-22 10-Yr
Male (●)	10.1%	163.8%
Female (■)	11.9%	164.6%
Two or More Races Total	11.2%	164.3%

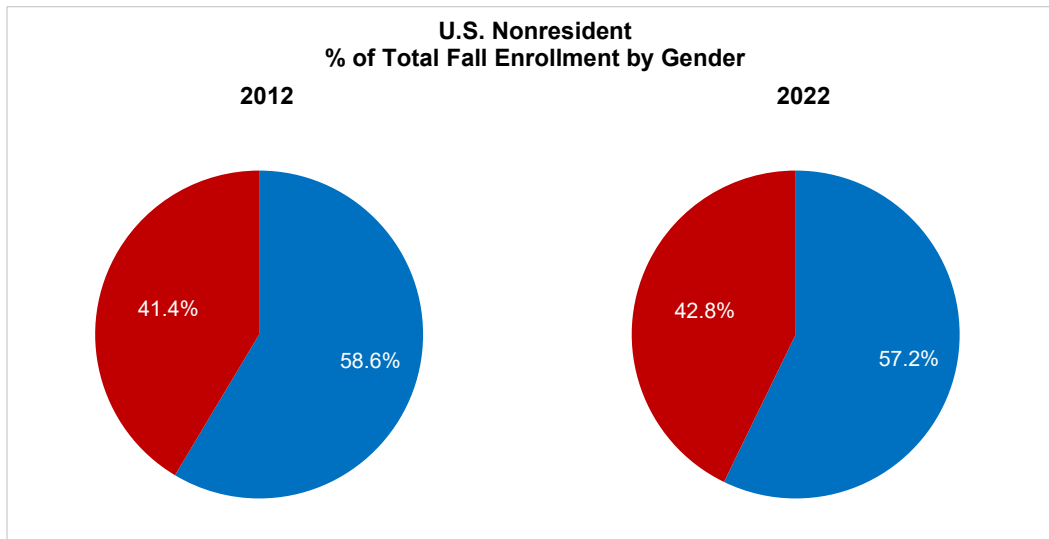


U.S. NONRESIDENT TOTAL FALL ENROLLMENT by GENDER

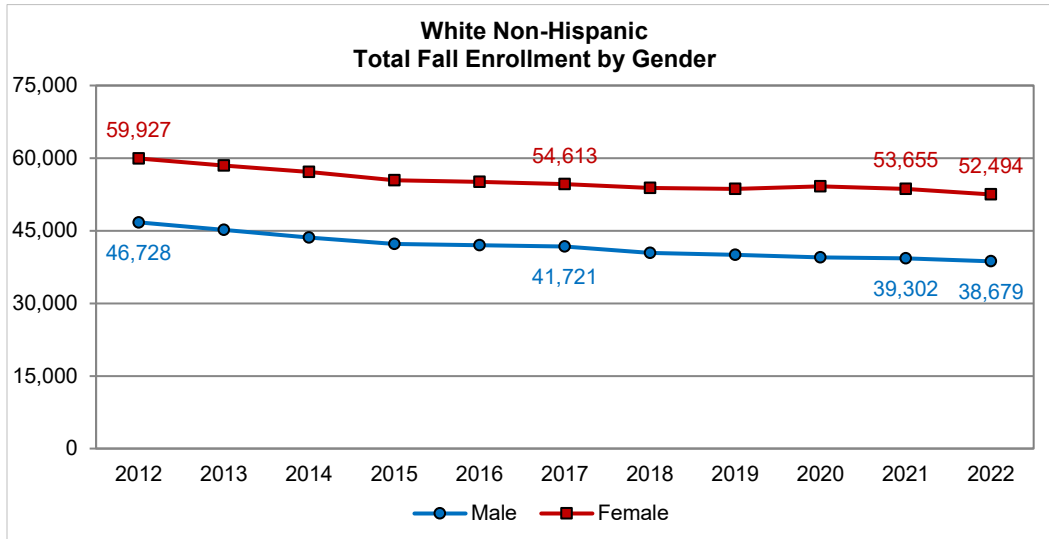


- Between fall 2012 and fall 2022, enrollment for U.S. Nonresidents by gender changed as follows:

Gender	21-22 1-Yr	12-22 10-Yr
Male (●)	1.1%	-10.1%
Female (■)	2.3%	-4.9%
U.S. Nonresident Total	1.6%	-7.9%

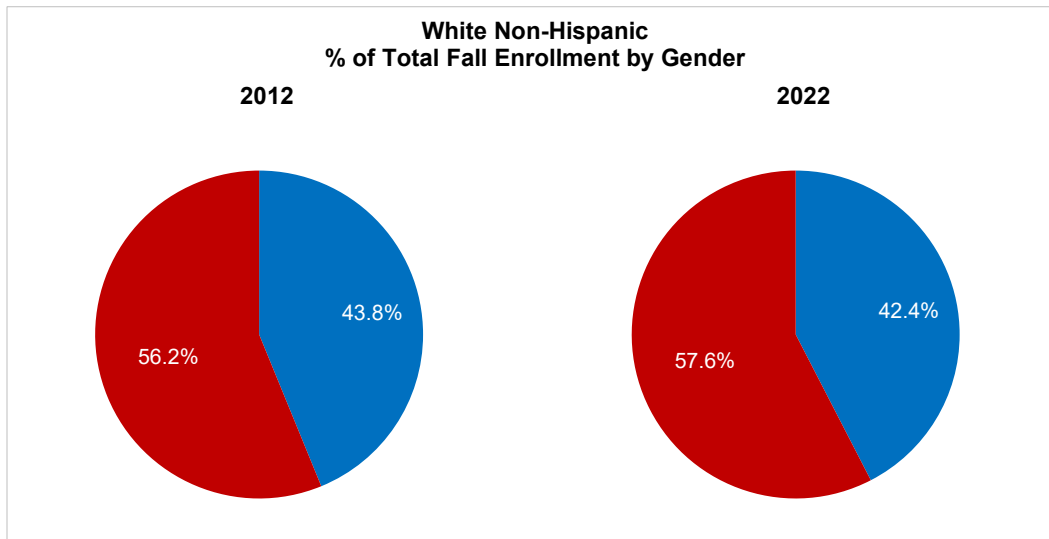


WHITE NON-HISPANIC TOTAL FALL ENROLLMENT by GENDER



- Between fall 2012 and fall 2022, enrollment for White non-Hispanics by gender changed as follows:

Gender	21-22 1-Yr	12-22 10-Yr
Male (●)	-1.6%	-17.2%
Female (■)	-2.2%	-12.4%
White Non-Hispanic Total	-1.9%	-14.5%

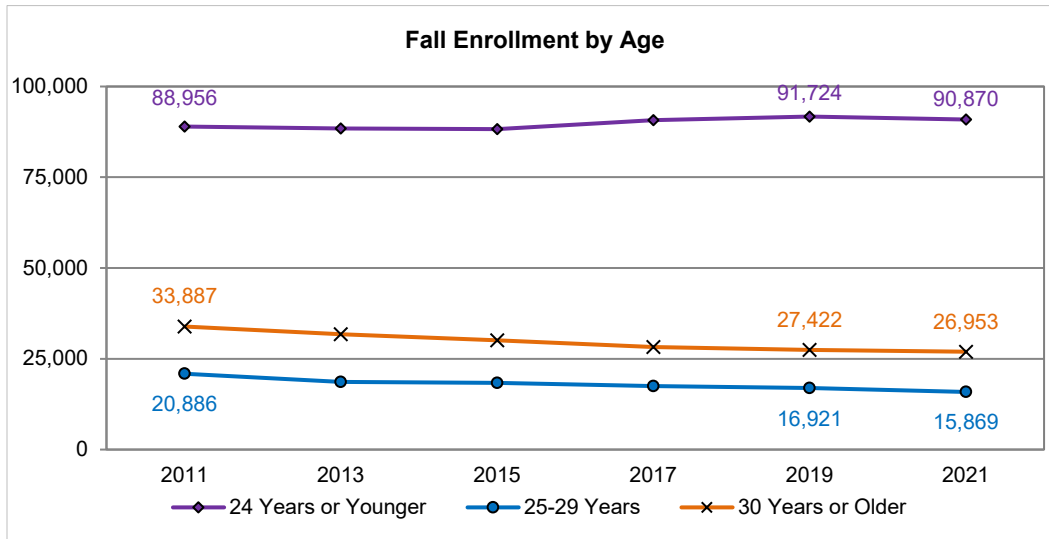


Section 6

Total Fall Enrollment
by Age

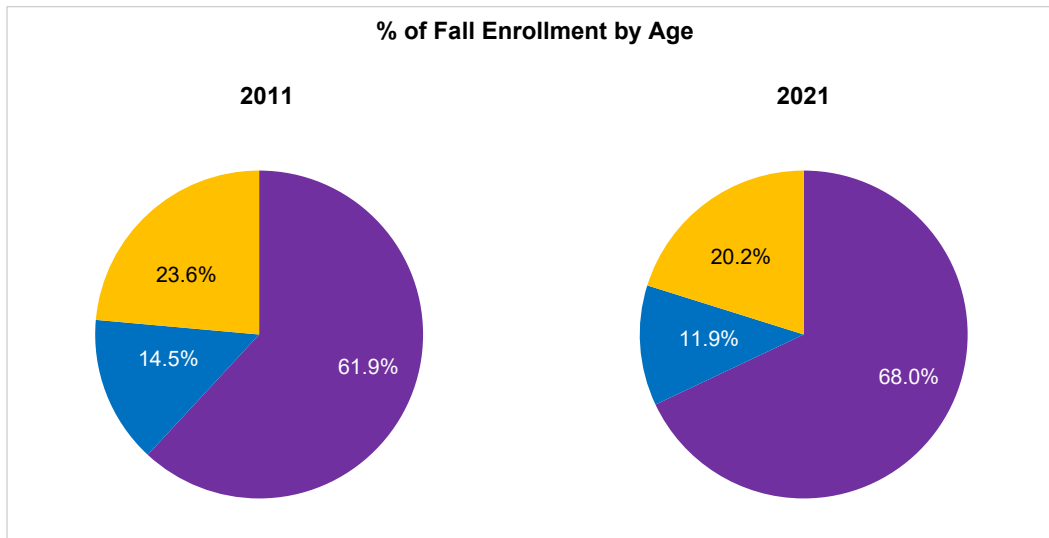


FALL ENROLLMENT by AGE



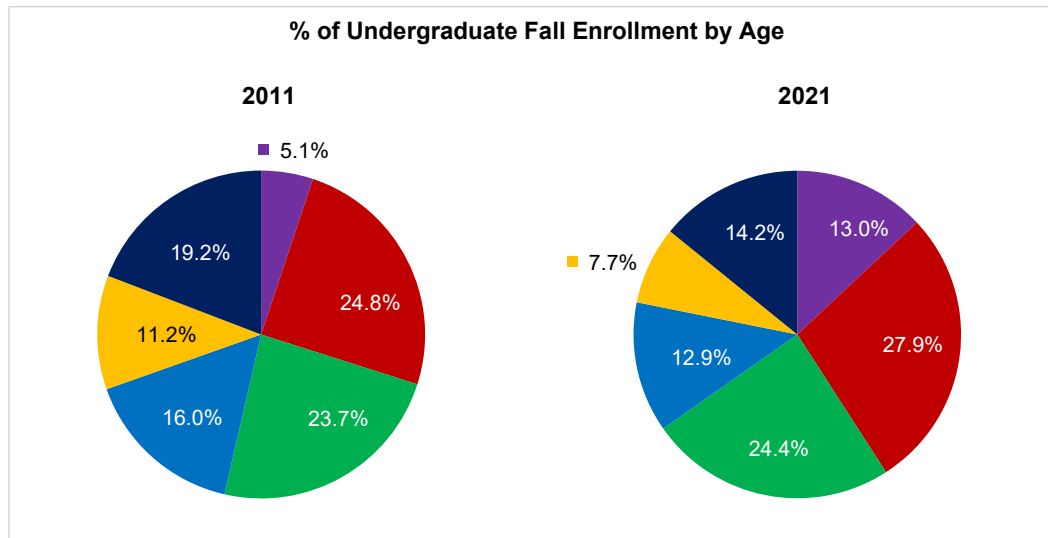
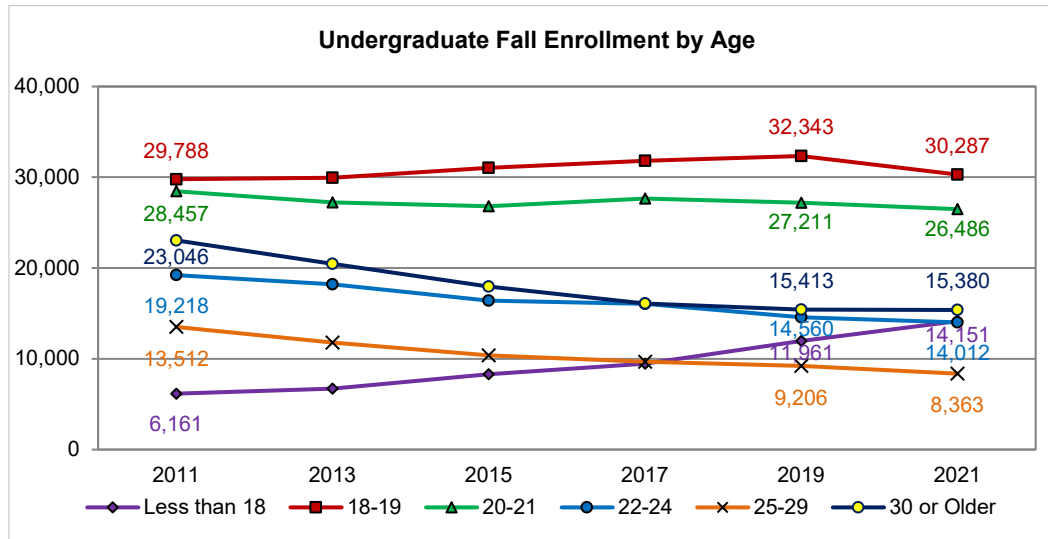
- Between fall 2011 and fall 2021, enrollment by age changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
≤ 24 Years (♦)	-0.9%	2.2%
25-29 Years (●)	-6.2%	-24.0%
≥ 30 Years (x)	-1.7%	-20.5%
Known Age Total	-1.7%	-7.0%



Note. Age data are collected only for odd-numbered years. Between 0.1% and 0.3% of students enrolled each year were students of unknown age. These students are excluded from all calculations in this section. Excluded number of students by year: 2011 = 230; 2013 = 106; 2015 = 274; 2017 = 144; 2019 = 146; 2021 = 460.

UNDERGRADUATE FALL ENROLLMENT by AGE

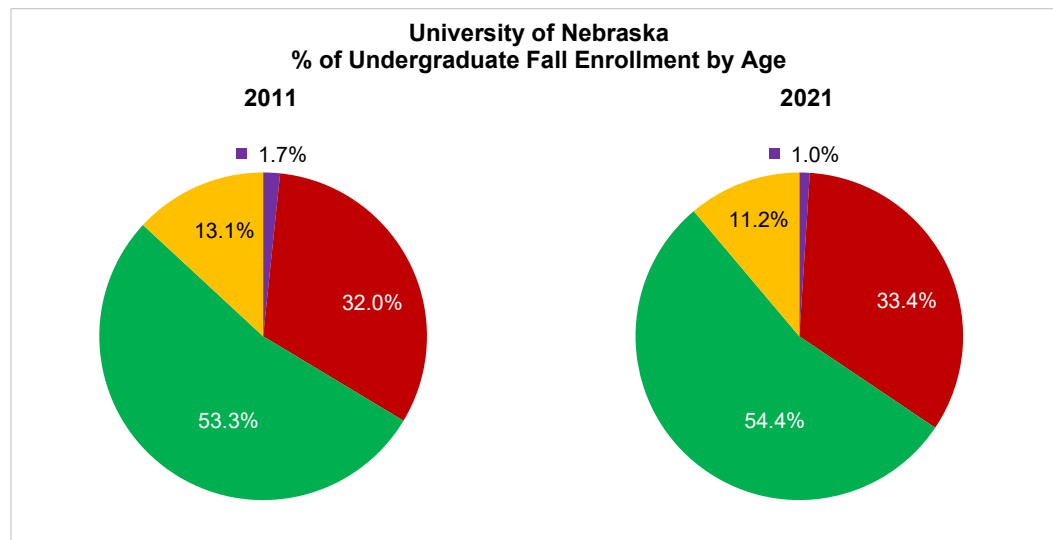
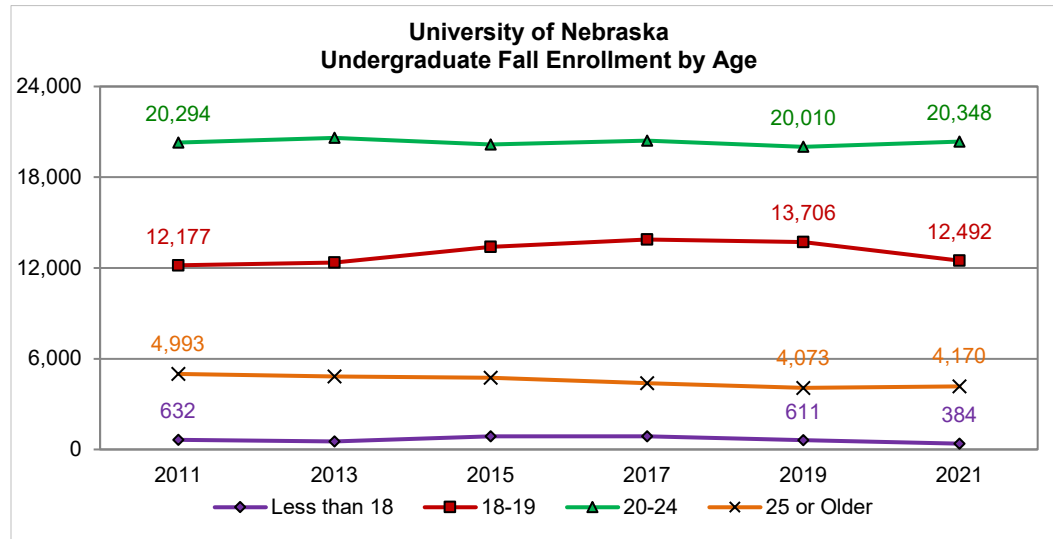


- Between fall 2011 and fall 2021, undergraduate enrollment by age changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
< 18 Years (♦)	18.3%	129.7%
18-19 Years (■)	-6.4%	1.7%
20-21 Years (▲)	-2.7%	-6.9%
22-24 Years (●)	-3.8%	-27.1%
25-29 Years (x)	-9.2%	-38.1%
≥ 30 Years (●)	-0.2%	-33.3%
Undergraduate Known Age Total	-1.8%	-9.6%

- Enrollment of students less than 18 years of age more than doubled over the last decade (primarily due to dual enrollments). As shown on the following pages, the community colleges accounted for the majority of this growth, increasing 150.2% since 2011 (from 4,280 to 10,709).

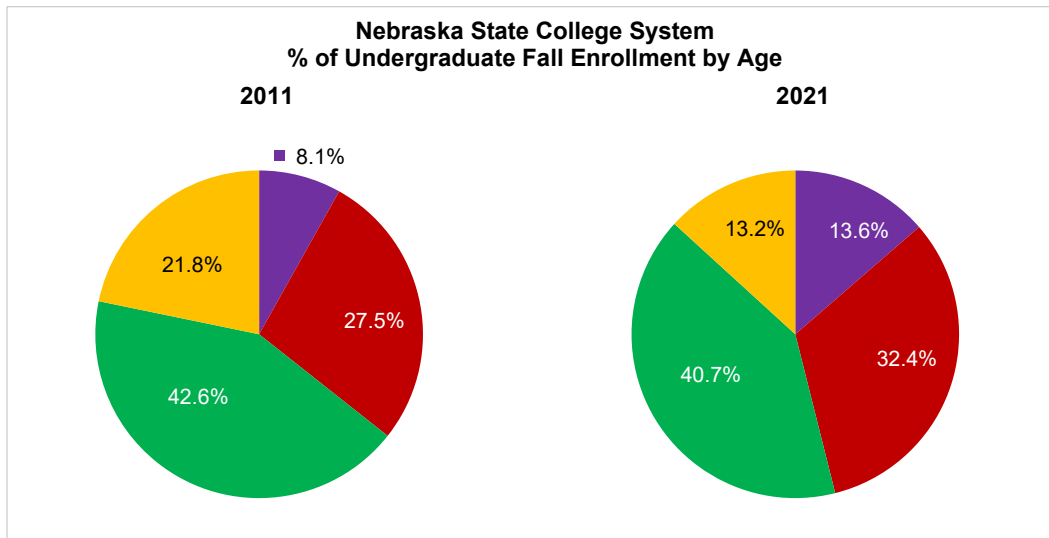
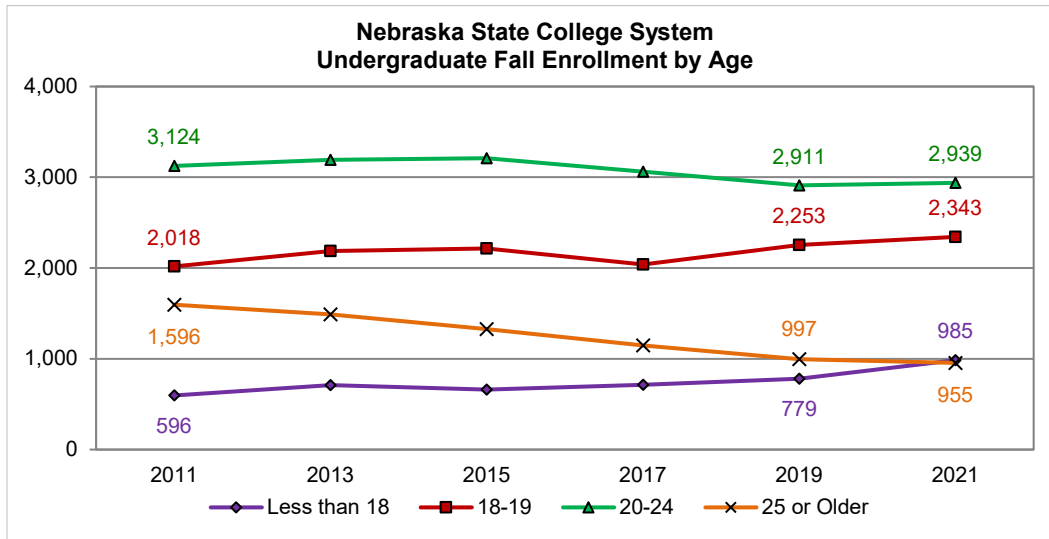
UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE



- Between fall 2011 and fall 2021, undergraduate enrollment by age at the University of Nebraska changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
< 18 Years (◆)	-37.2%	-39.2%
18-19 Years (■)	-8.9%	2.6%
20-24 Years (▲)	1.7%	0.3%
≥ 25 Years (x)	2.4%	-16.5%
Sector Total Undergraduate Known Age	-2.6%	-1.8%

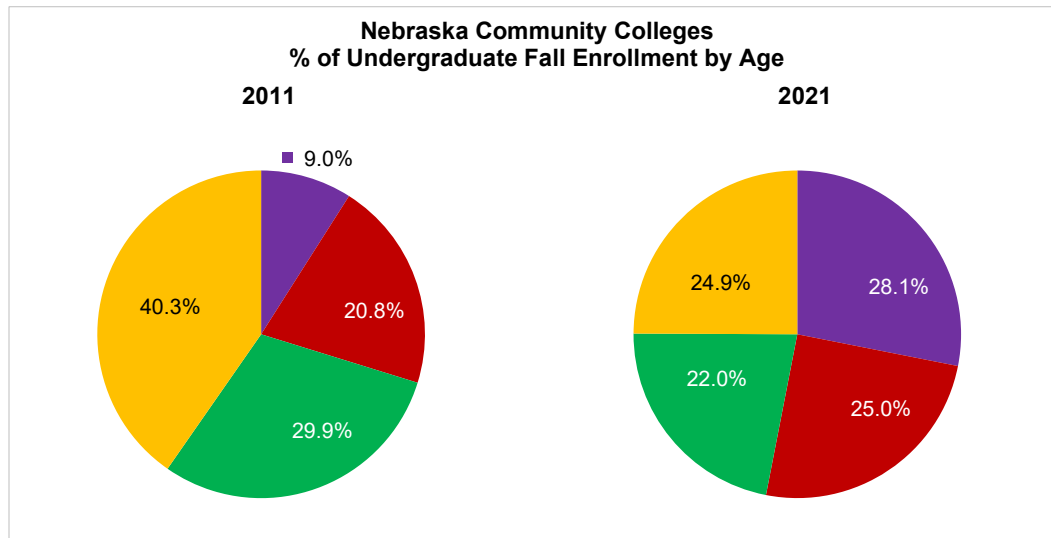
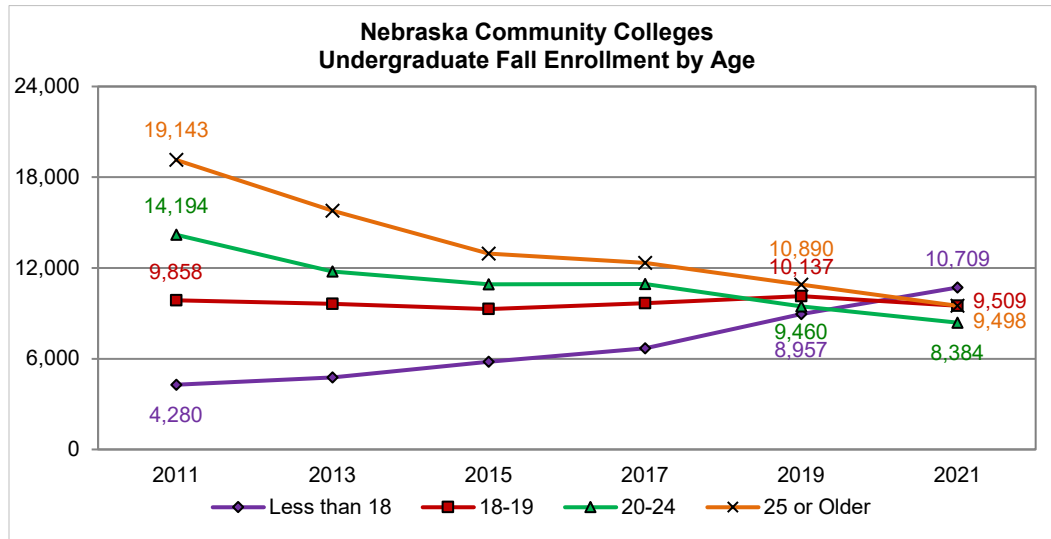
UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE



- Between fall 2011 and fall 2021, undergraduate enrollment by age at the Nebraska State College System changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
< 18 Years (◆)	26.4%	65.3%
18-19 Years (■)	4.0%	16.1%
20-24 Years (▲)	1.0%	-5.9%
≥ 25 Years (x)	-4.2%	-40.2%
Sector Total Undergraduate Known Age	4.1%	-1.5%

UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

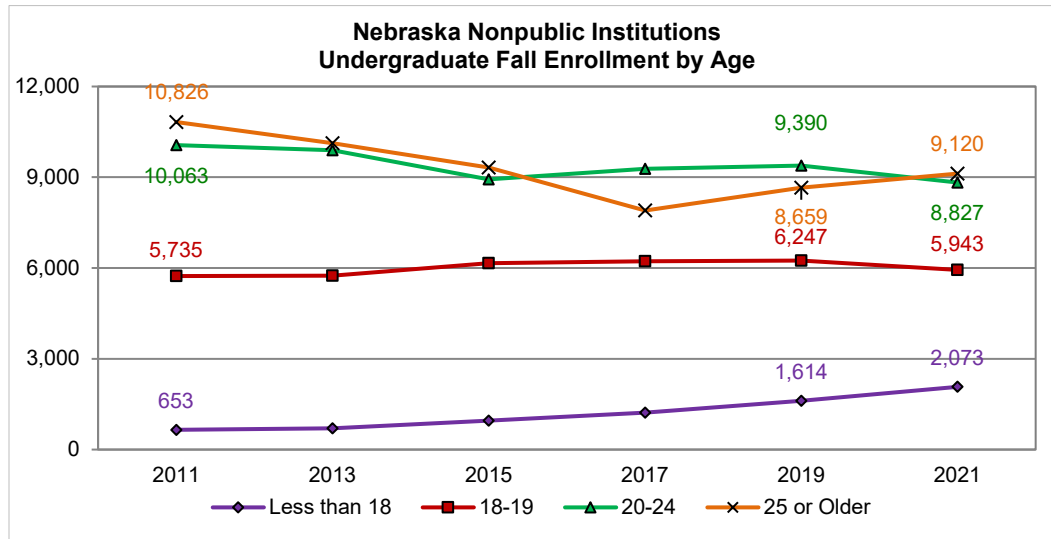


- Between fall 2011 and fall 2021, undergraduate enrollment by age at Nebraska's community colleges changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
< 18 Years (◆)	19.6%	150.2%
18-19 Years (■)	-6.2%	-3.5%
20-24 Years (▲)	-11.4%	-40.9%
≥ 25 Years (×)	-12.8%	-50.4%
Sector Total Undergraduate Known Age	-3.4%	-19.7%

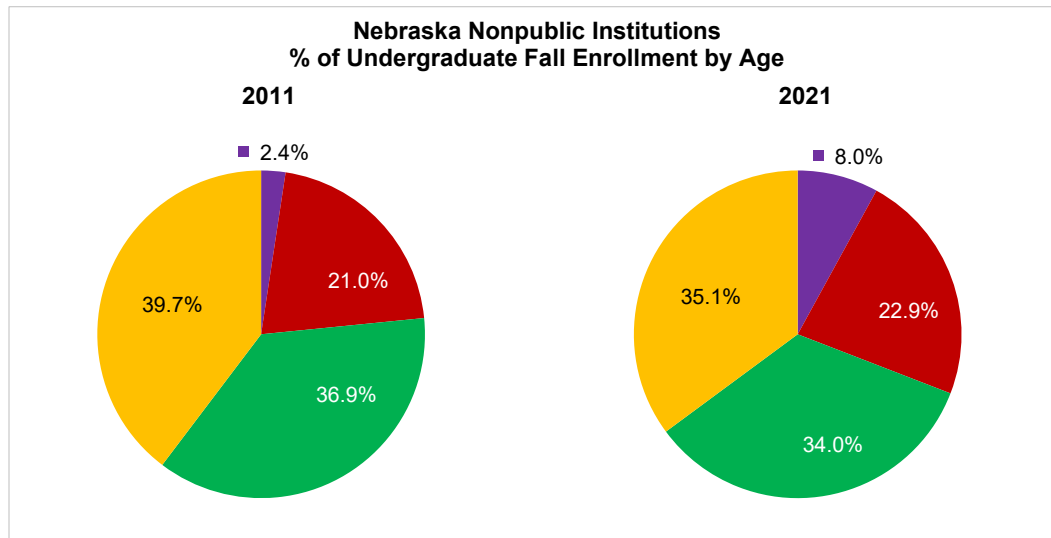
- Enrollment of part-time students less than 18 years of age increased 134.7% over the last decade at the community colleges (from 3,920 to 9,199). With the exception of Western Nebraska Community College, all community colleges reported large increases of these students, ranging from an increase of 57.1% at Central Community College to an increase of 431.0% at Southeast Community College.

UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE



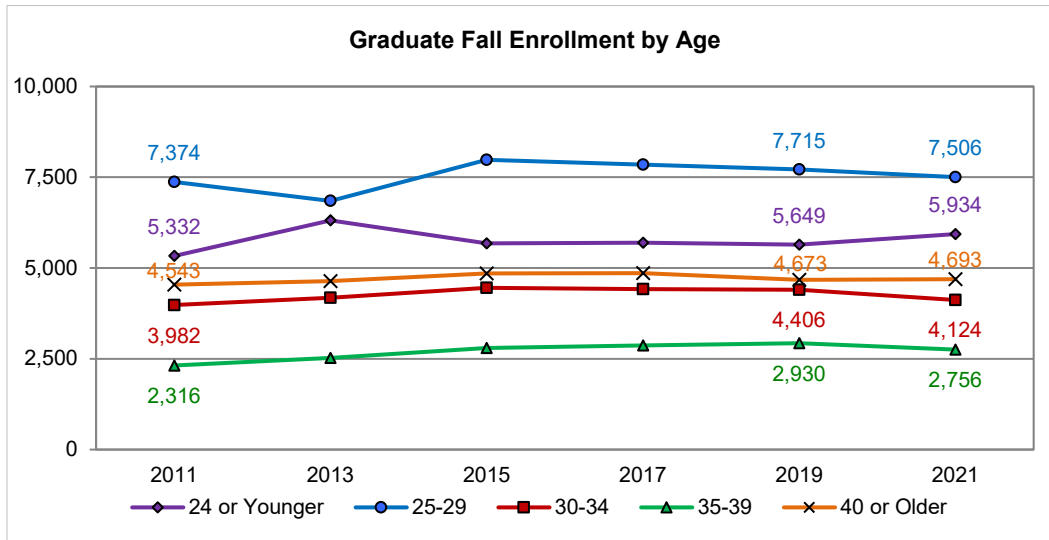
- Between fall 2011 and fall 2021, undergraduate enrollment by age within the nonpublic sector changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
< 18 Years (◆)	28.4%	217.5%
18-19 Years (■)	-4.9%	3.6%
20-24 Years (▲)	-6.0%	-12.3%
≥ 25 Years (x)	5.3%	-15.8%
Sector Total Undergraduate Known Age	0.2%	-4.8%



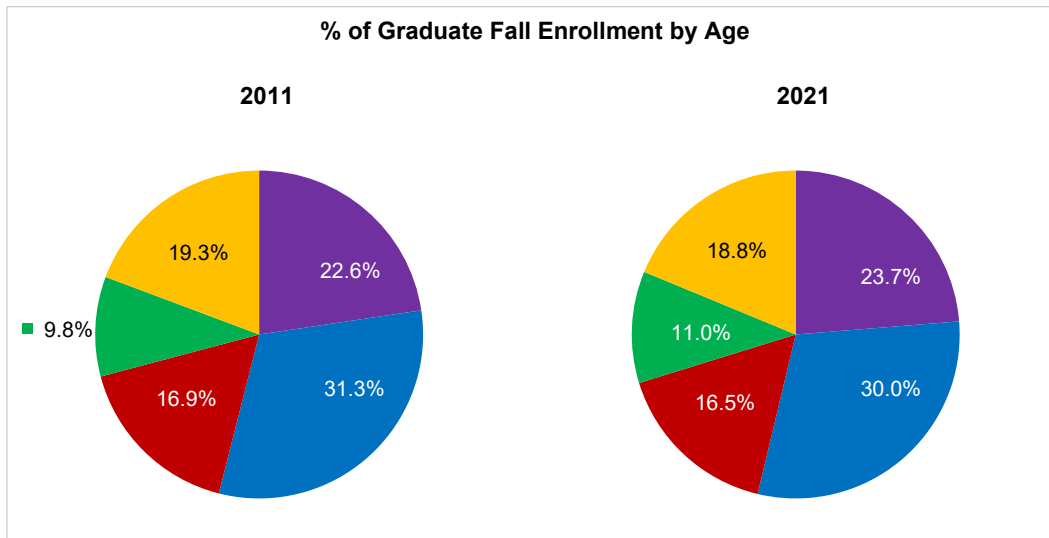
- Concordia University recently expanded their dual enrollment program and reported an increase of 211.9% since 2017 for students under 18 years of age (from 402 in 2017 to 1,254 in 2021).

GRADUATE FALL ENROLLMENT by AGE

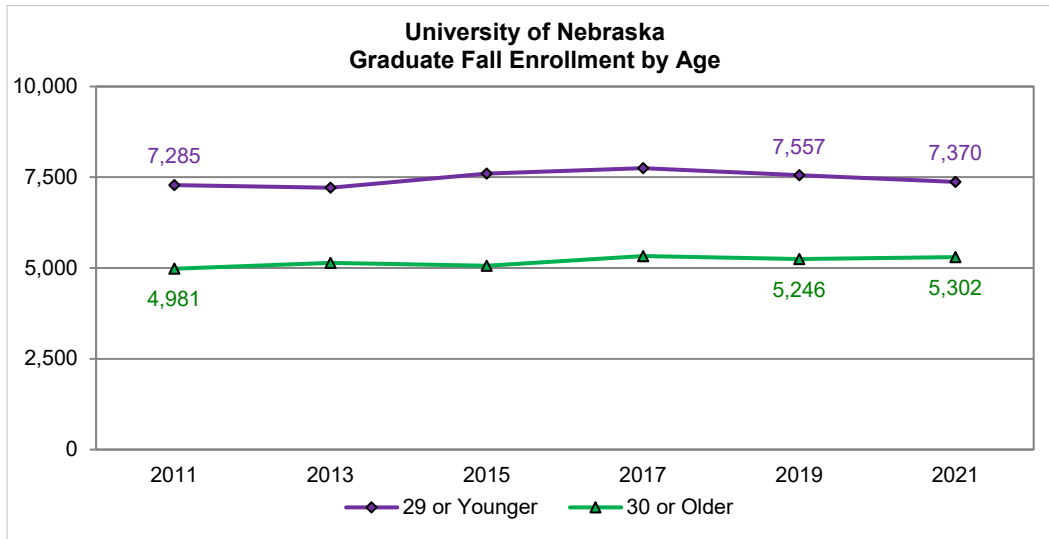


- Between fall 2011 and fall 2021, graduate enrollment by age changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
≤ 24 Years (♦)	5.0%	11.3%
25-29 Years (●)	-2.7%	1.8%
30-34 Years (■)	-6.4%	3.6%
35-39 Years (▲)	-5.9%	19.0%
≥ 40 Years (x)	0.4%	3.3%
Graduate Known Age Total	-1.4%	6.2%

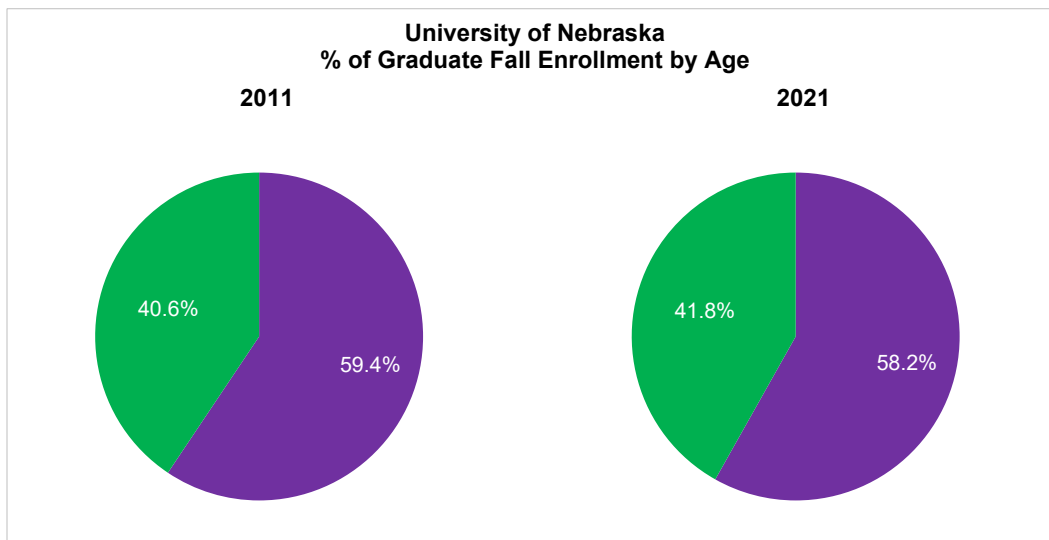


GRADUATE FALL ENROLLMENT by SECTOR by AGE

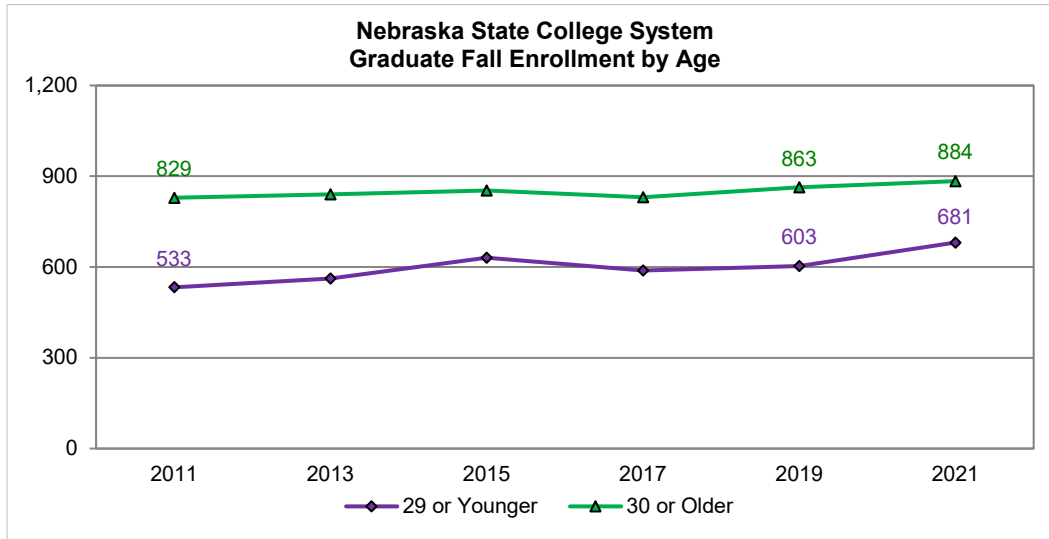


- Between fall 2011 and fall 2021, graduate enrollment by age at the University of Nebraska changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
≤ 29 Years (◆)	-2.5%	1.2%
≥ 30 Years (▲)	1.1%	6.4%
Sector Total Graduate Known Age	-1.0%	3.3%

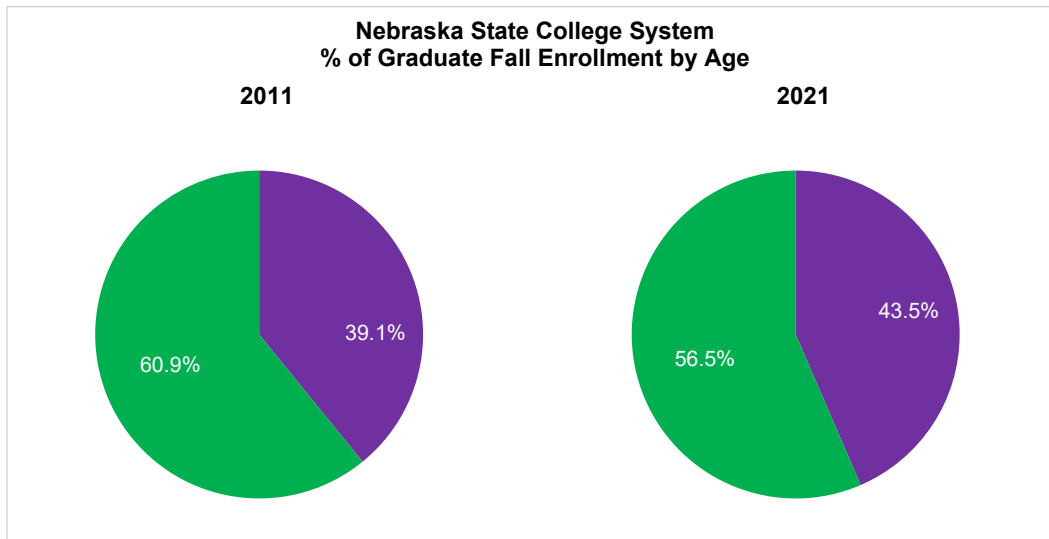


GRADUATE FALL ENROLLMENT by SECTOR by AGE

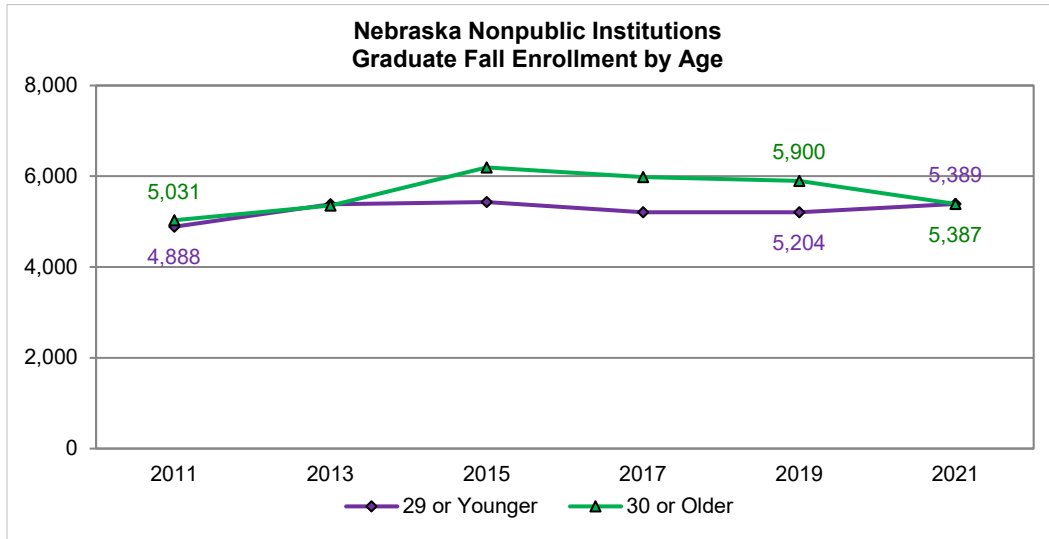


- Between fall 2011 and fall 2021, graduate enrollment by age at the Nebraska State College System changed as follows:

Age	19-21 2-Yr	11-21 10-Yr
≤ 29 Years (◆)	12.9%	27.8%
≥ 30 Years (▲)	2.4%	6.6%
Sector Total Graduate Known Age	6.8%	14.9%

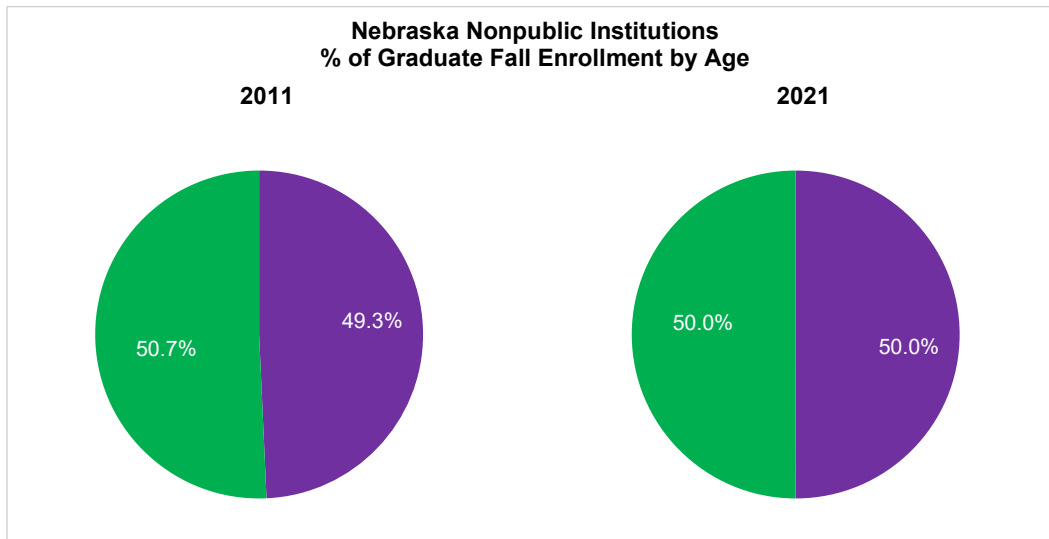


GRADUATE FALL ENROLLMENT by SECTOR by AGE



- Between fall 2011 and fall 2021, graduate enrollment by age within the nonpublic sector changed as follows:

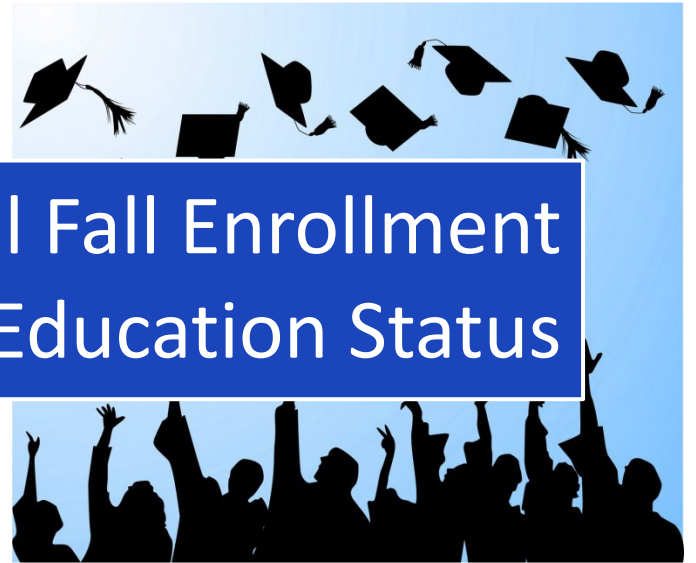
Age	19-21 2-Yr	11-21 10-Yr
≤ 29 Years (◆)	3.6%	10.2%
≥ 30 Years (▲)	-8.7%	7.1%
Sector Total Graduate Known Age	-3.0%	8.6%



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Section 7

Total Fall Enrollment by Distance Education Status



CLASSIFICATION OF DISTANCE EDUCATION STATUS

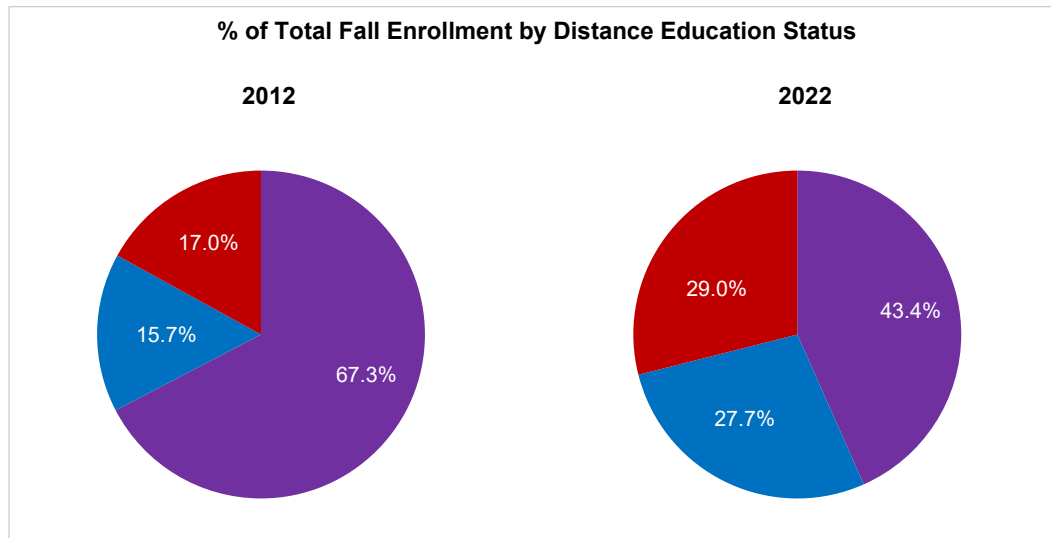
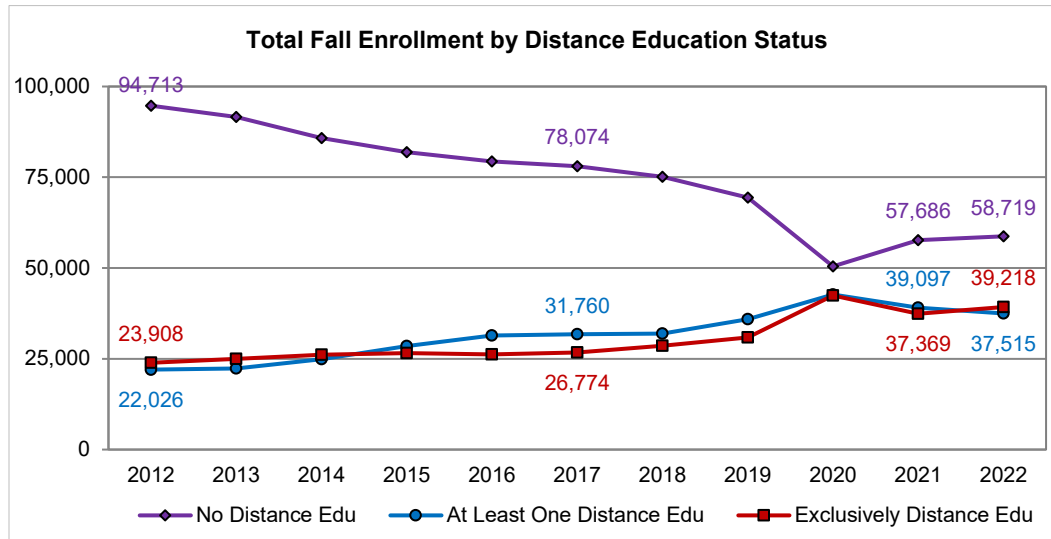
Beginning with the collection of 2012 fall enrollment data, IPEDS collects data on the number of students who are enrolled in distance education courses. Institutions report the number of students enrolled exclusively in distance education courses as well as the number of students enrolled in at least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

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

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

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

TOTAL FALL ENROLLMENT by DISTANCE EDUCATION STATUS

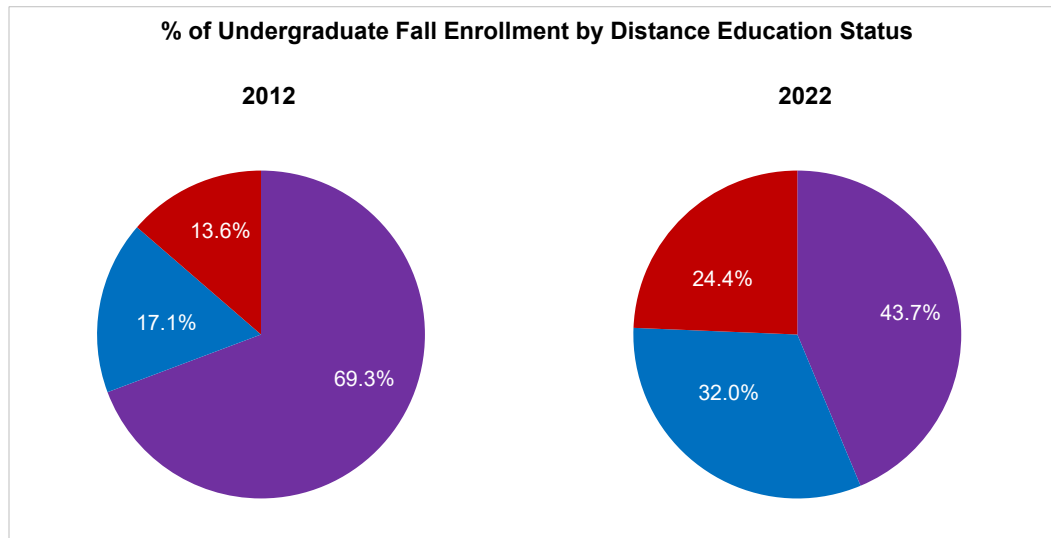
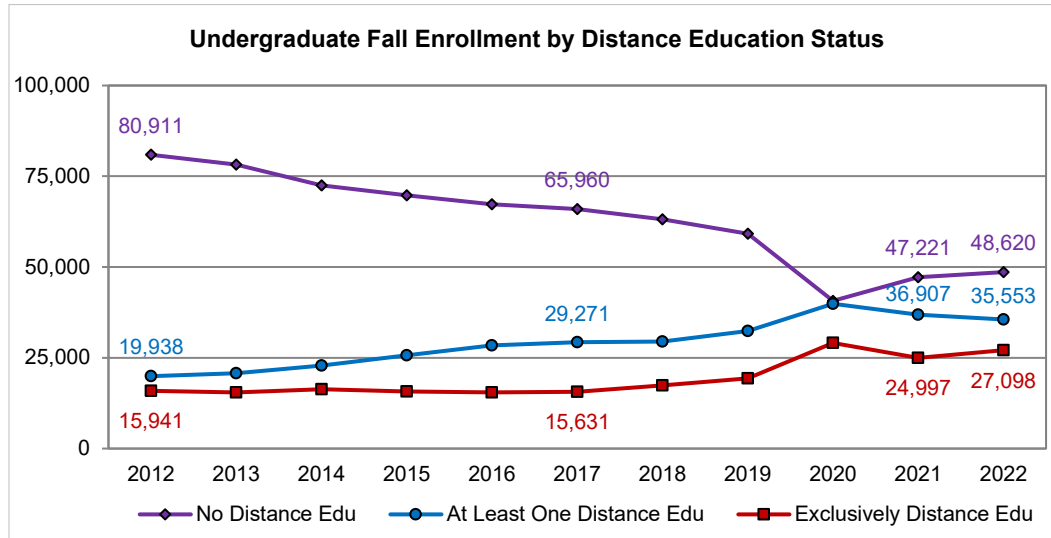


- Between fall 2012 and fall 2022, fall enrollment by distance education status changed as follows:

Distance Education Status	21-22 1-Yr	12-22 10-Yr
No Distance Education (◆)	1.8%	-38.0%
At Least One Distance Education (●)	-4.0%	70.3%
Exclusively Distance Education (■)	4.9%	64.0%
Total	1.0%	-3.7%

- The COVID-19 pandemic had a major impact on distance education in Nebraska, with more students taking exclusively distance education courses or at least one distance education course. Pre-pandemic, 51.0% of fall 2019 enrollments were not enrolled in any distance education course. In fall 2020, the proportion of students not enrolled in any distance education course dropped to 37.2%. While this percentage increased to 43.4% for fall 2022, it remains lower than pre-pandemic.

UNDERGRADUATE FALL ENROLLMENT by DISTANCE EDUCATION STATUS



- Between fall 2012 and fall 2022, undergraduate fall enrollment by distance education status changed as follows:

Distance Education Status	21-22 1-Yr	12-22 10-Yr
No Distance Education (◆)	3.0%	-39.9%
At Least One Distance Education (●)	-3.7%	78.3%
Exclusively Distance Education (■)	8.4%	70.0%
Undergraduate Total	2.0%	-4.7%

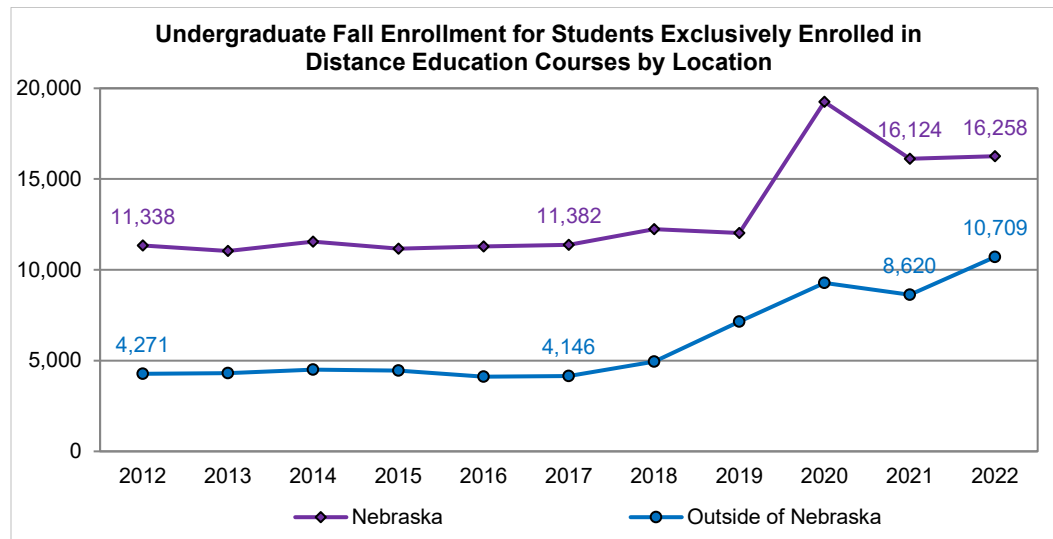
- As shown on the next page, 58.9% of undergraduate students at the University of Nebraska were enrolled in at least one but not all distance education courses in fall 2022, compared to only 46.4% in fall 2019. The state colleges also reported an increase in the percentage of students taking at least one but not all distance education courses (from 24.7% in fall 2019 to 30.2% in fall 2022).
- Also shown on the next page, 28.5% of undergraduate students at the community colleges were enrolled in exclusively distance education courses in fall 2022, compared to only 20.7% in fall 2019.

UNDERGRADUATE FALL ENROLLMENT by SECTOR by DISTANCE EDUCATION STATUS

Undergraduate Fall Enrollment by Sector by Distance Education Status

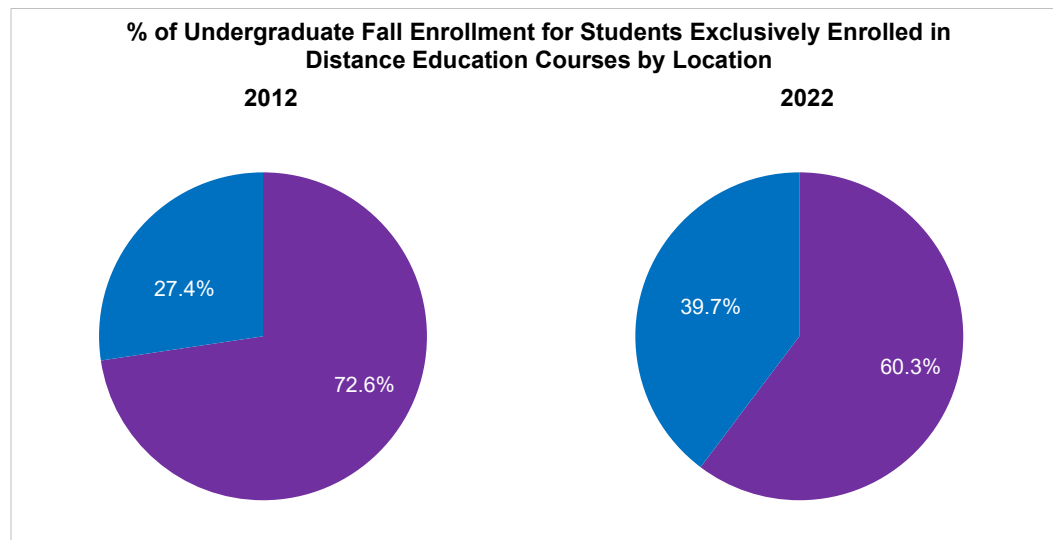
Sector / Distance Education Status	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change 21-22 1-Yr	% Change 12-22 10-Yr
University of Nebraska													
Not Enrolled in Any Distance Edu Courses	28,927	26,810	25,371	23,988	21,974	21,360	20,500	18,723	10,388	11,107	11,670	5.1%	-59.7%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>76%</i>	<i>70%</i>	<i>66%</i>	<i>61%</i>	<i>55%</i>	<i>54%</i>	<i>53%</i>	<i>49%</i>	<i>27%</i>	<i>30%</i>	<i>32%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	8,173	10,398	11,959	13,567	16,324	16,834	16,745	17,802	24,643	22,655	21,609	-4.6%	164.4%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>21%</i>	<i>27%</i>	<i>31%</i>	<i>35%</i>	<i>41%</i>	<i>43%</i>	<i>43%</i>	<i>46%</i>	<i>64%</i>	<i>61%</i>	<i>59%</i>		
Enrolled Exclusively in Distance Edu Courses	971	1,140	1,378	1,620	1,346	1,404	1,703	1,876	3,658	3,632	3,394	-6.6%	249.5%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>3%</i>	<i>3%</i>	<i>4%</i>	<i>4%</i>	<i>3%</i>	<i>4%</i>	<i>4%</i>	<i>5%</i>	<i>9%</i>	<i>10%</i>	<i>9%</i>		
Nebraska State College System													
Not Enrolled in Any Distance Edu Courses	3,595	3,708	4,192	4,072	4,028	4,009	3,834	3,846	3,472	3,551	3,676	3.5%	2.3%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>48%</i>	<i>49%</i>	<i>55%</i>	<i>55%</i>	<i>55%</i>	<i>58%</i>	<i>57%</i>	<i>55%</i>	<i>50%</i>	<i>48%</i>	<i>51%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	1,910	1,869	1,972	1,861	1,804	1,508	1,534	1,714	1,971	2,325	2,191	-5.8%	14.7%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>25%</i>	<i>25%</i>	<i>26%</i>	<i>25%</i>	<i>24%</i>	<i>22%</i>	<i>23%</i>	<i>25%</i>	<i>28%</i>	<i>32%</i>	<i>30%</i>		
Enrolled Exclusively in Distance Edu Courses	2,005	2,004	1,447	1,511	1,554	1,441	1,378	1,380	1,494	1,453	1,377	-5.2%	-31.3%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>27%</i>	<i>26%</i>	<i>19%</i>	<i>20%</i>	<i>21%</i>	<i>21%</i>	<i>20%</i>	<i>20%</i>	<i>22%</i>	<i>20%</i>	<i>19%</i>		
Nebraska Community Colleges													
Not Enrolled in Any Distance Edu Courses	30,233	29,772	26,899	25,802	25,337	25,951	24,372	23,978	16,303	20,167	20,974	4.0%	-30.6%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>67%</i>	<i>71%</i>	<i>68%</i>	<i>66%</i>	<i>64%</i>	<i>65%</i>	<i>62%</i>	<i>61%</i>	<i>44%</i>	<i>53%</i>	<i>53%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	7,186	5,563	5,429	6,090	6,561	6,362	6,961	7,367	6,798	7,025	7,448	6.0%	3.6%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>16%</i>	<i>13%</i>	<i>14%</i>	<i>16%</i>	<i>17%</i>	<i>16%</i>	<i>18%</i>	<i>19%</i>	<i>18%</i>	<i>18%</i>	<i>19%</i>		
Enrolled Exclusively in Distance Edu Courses	7,480	6,670	7,156	7,215	7,538	7,347	8,231	8,184	14,250	10,994	11,345	3.2%	51.7%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>17%</i>	<i>16%</i>	<i>18%</i>	<i>18%</i>	<i>19%</i>	<i>19%</i>	<i>21%</i>	<i>21%</i>	<i>38%</i>	<i>29%</i>	<i>29%</i>		
Nebraska Nonpublic Institutions													
Not Enrolled in Any Distance Edu Courses	18,156	17,925	16,041	15,915	15,941	14,640	14,464	12,613	10,526	12,396	12,300	-0.8%	-32.3%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>69%</i>	<i>68%</i>	<i>62%</i>	<i>63%</i>	<i>65%</i>	<i>59%</i>	<i>58%</i>	<i>49%</i>	<i>39%</i>	<i>47%</i>	<i>45%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	2,669	2,893	3,496	4,141	3,707	4,567	4,225	5,480	6,473	4,902	4,305	-12.2%	61.3%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>10%</i>	<i>11%</i>	<i>14%</i>	<i>16%</i>	<i>15%</i>	<i>19%</i>	<i>17%</i>	<i>21%</i>	<i>24%</i>	<i>19%</i>	<i>16%</i>		
Enrolled Exclusively in Distance Edu Courses	5,485	5,676	6,358	5,402	5,037	5,439	6,046	7,860	9,689	8,918	10,982	23.1%	100.2%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>21%</i>	<i>21%</i>	<i>25%</i>	<i>21%</i>	<i>20%</i>	<i>22%</i>	<i>24%</i>	<i>30%</i>	<i>36%</i>	<i>34%</i>	<i>40%</i>		
Nebraska Total													
Not Enrolled in Any Distance Edu Courses	80,911	78,215	72,503	69,777	67,280	65,960	63,170	59,160	40,689	47,221	48,620	3.0%	-39.9%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>69%</i>	<i>68%</i>	<i>65%</i>	<i>63%</i>	<i>61%</i>	<i>59%</i>	<i>57%</i>	<i>53%</i>	<i>37%</i>	<i>43%</i>	<i>44%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	19,938	20,723	22,856	25,659	28,396	29,271	29,465	32,363	39,885	36,907	35,553	-3.7%	78.3%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>17%</i>	<i>18%</i>	<i>20%</i>	<i>23%</i>	<i>26%</i>	<i>26%</i>	<i>27%</i>	<i>29%</i>	<i>36%</i>	<i>34%</i>	<i>32%</i>		
Enrolled Exclusively in Distance Edu Courses	15,941	15,490	16,339	15,748	15,475	15,631	17,358	19,300	29,091	24,997	27,098	8.4%	70.0%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>14%</i>	<i>14%</i>	<i>15%</i>	<i>14%</i>	<i>14%</i>	<i>14%</i>	<i>16%</i>	<i>17%</i>	<i>27%</i>	<i>23%</i>	<i>24%</i>		

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



- Between fall 2012 and fall 2022, the location of undergraduate students exclusively enrolled in distance education changed as follows:

Location	21-22 1-Yr	12-22 10-Yr
Nebraska (◆)	0.8%	43.4%
Outside of Nebraska (●)	24.2%	150.7%
Undergraduate Exclusively Distance Education	9.0%	72.8%
Total Known Location		



- As shown on the following page, the one-year increase in undergraduate students enrolled exclusively in distance education outside of Nebraska was driven by an increase of 30.2% at the nonpublic institutions (from 7,048 to 9,179). Specifically, Bellevue University's enrollments of these students increased 30.3%, from 6,778 in 2021 to 8,833 in 2022.

Note. Between 0.4% and 2.1% of undergraduate students exclusively enrolled in distance education courses each fall were in unknown locations. These students are excluded from calculations. Excluded number of students by year: 2012 = 332; 2013 = 137; 2014 = 276; 2015 = 129; 2016 = 67; 2017 = 103; 2018 = 166; 2019 = 123; 2020 = 564; 2021 = 253; 2022 = 131.

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

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

Sector / Distance Education Location	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Nebraska	736	927	1,154	1,418	1,152	1,207	1,443	1,571	2,808	2,933	2,763	-5.8%	275.4%
% Nebraska	83%	82%	84%	88%	86%	86%	85%	84%	83%	81%	82%		
Outside of Nebraska	154	203	222	195	193	193	259	303	593	698	627	-10.2%	307.1%
% Outside of Nebraska	17%	18%	16%	12%	14%	14%	15%	16%	17%	19%	18%		
Nebraska State College System													
Nebraska	1,488	1,509	961	1,013	1,072	1,030	966	983	1,055	1,019	954	-6.4%	-35.9%
% Nebraska	74%	77%	66%	68%	69%	72%	70%	71%	71%	75%	69%		
Outside of Nebraska	517	463	485	487	481	408	411	396	436	343	423	23.3%	-18.2%
% Outside of Nebraska	26%	23%	34%	32%	31%	28%	30%	29%	29%	25%	31%		
Nebraska Community Colleges													
Nebraska	6,781	6,129	6,505	6,576	7,002	6,803	7,550	7,531	13,317	10,388	10,783	3.8%	59.0%
% Nebraska	91%	92%	92%	92%	93%	93%	93%	93%	95%	95%	96%		
Outside of Nebraska	636	522	602	592	533	492	567	545	678	531	480	-9.6%	-24.5%
% Outside of Nebraska	9%	8%	8%	8%	7%	7%	7%	7%	5%	5%	4%		
Nebraska Nonpublic Institutions													
Nebraska	2,333	2,472	2,942	2,159	2,068	2,342	2,284	1,945	2,073	1,784	1,758	-1.5%	-24.6%
% Nebraska	44%	44%	48%	40%	42%	43%	38%	25%	22%	20%	16%		
Outside of Nebraska	2,964	3,128	3,192	3,179	2,907	3,053	3,712	5,903	7,567	7,048	9,179	30.2%	209.7%
% Outside of Nebraska	56%	56%	52%	60%	58%	57%	62%	75%	78%	80%	84%		
Nebraska Total													
Nebraska	11,338	11,037	11,562	11,166	11,294	11,382	12,243	12,030	19,253	16,124	16,258	0.8%	43.4%
% Nebraska	73%	72%	72%	71%	73%	73%	71%	63%	67%	65%	60%		
Outside of Nebraska	4,271	4,316	4,501	4,453	4,114	4,146	4,949	7,147	9,274	8,620	10,709	24.2%	150.7%
% Outside of Nebraska	27%	28%	28%	29%	27%	27%	29%	37%	33%	35%	40%		

Note. Between 0.4% and 2.1% of undergraduate students exclusively enrolled in distance education courses each fall were in unknown locations. These students are excluded from calculations. Excluded number of students by year: 2012 = 332; 2013 = 137; 2014 = 276; 2015 = 129; 2016 = 67; 2017 = 103; 2018 = 166; 2019 = 123; 2020 = 564; 2021 = 253; 2022 = 131.

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

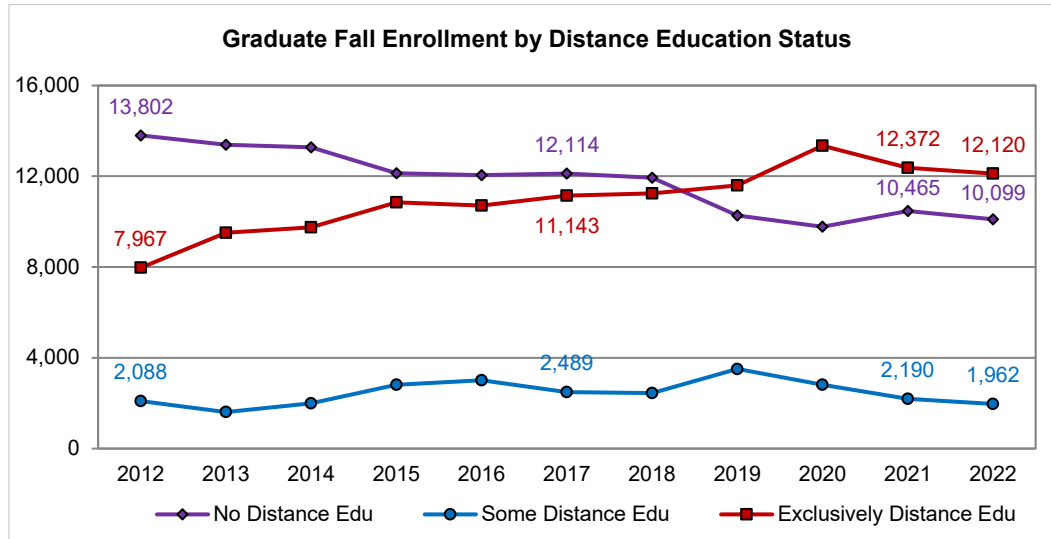
- Overall, 24.4% of fall 2022 undergraduate enrollments were exclusively distance education courses. However, this percentage ranged from 9.3% at the University of Nebraska to 39.8% at Nebraska’s nonpublic institutions (see page 7.5).
- For these undergraduate students enrolled exclusively in distance education courses, 60.3% were located in Nebraska. Examining the data by sector shows this varied by sector, from 16.1% at the nonpublic institutions to 95.7% at the community colleges (see page 7.7).
- Examining these two metrics together, (percentage exclusively distance education and percentage of exclusively distance education that are in Nebraska), shows a more complete picture of the location of exclusively distance education undergraduates.
 - For example, while 28.5% of undergraduate enrollments at the community colleges were exclusively distance education in fall 2022, the overwhelming majority of those students (95.7%) were located in Nebraska.
- Perhaps more interesting is computing the percentage of undergraduate students who took courses exclusively online and were located outside of Nebraska. Using undergraduate enrollments from fall 2022 by sector (see page 2.5) and fall 2022 location data by sector (see page 7.7), the Commission estimates that about 9.6% (10,709 / 111,271) of undergraduate fall enrollments were for exclusively distance enrollments outside of Nebraska. See the table below for the corresponding sector estimations.

Estimated Percentage of Fall 2022 Undergraduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska

Sector	Fall 2022 Undergraduate Enrollments	Fall 2022 Undergraduate Exclusively Distance Enrollments Located Outside of Nebraska	Estimated % of Fall 2022 Undergraduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska
University of Nebraska	36,673	627	1.7%
Nebraska State College System	7,244	423	5.8%
Nebraska Community Colleges	39,767	480	1.2%
Nebraska Nonpublic Institutions	27,587	9,179 ^a	33.3%
Nebraska Total	111,271	10,709	9.6%

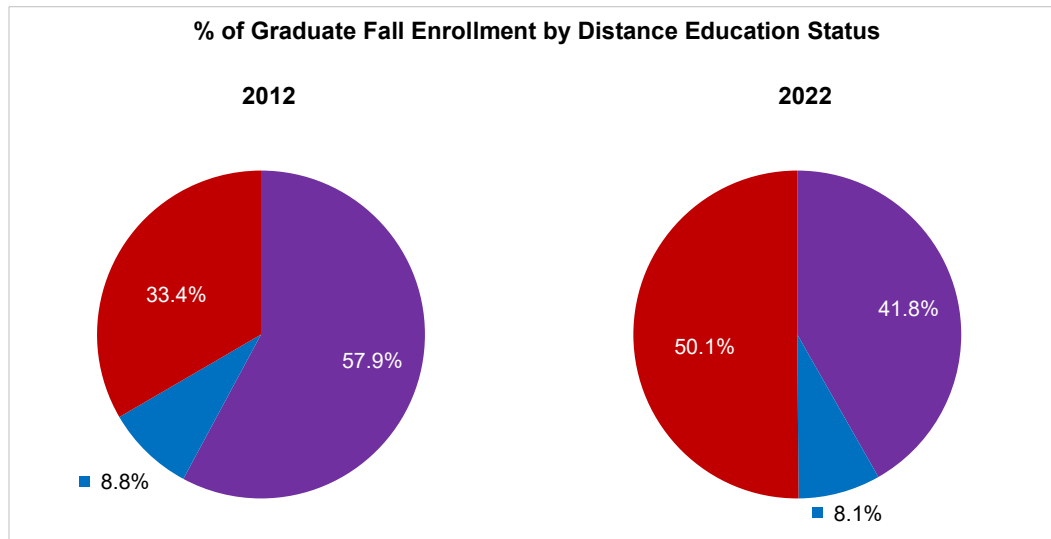
^aOver 96% of these enrollments were at Bellevue University. Overall, 81.7% of Bellevue’s fall 2022 undergraduate enrollments were exclusively distance enrollments that were located outside of Nebraska (8,833 / 10,808).

GRADUATE FALL ENROLLMENT by DISTANCE EDUCATION STATUS



- Between fall 2012 and fall 2022, graduate fall enrollment by distance education status changed as follows:

Distance Education Status	21-22 1-Yr	12-22 10-Yr
No Distance Education (◆)	-3.5%	-26.8%
At Least One Distance Education (●)	-10.4%	-6.0%
Exclusively Distance Education (■)	-2.0%	52.1%
Graduate Total	-3.4%	1.4%



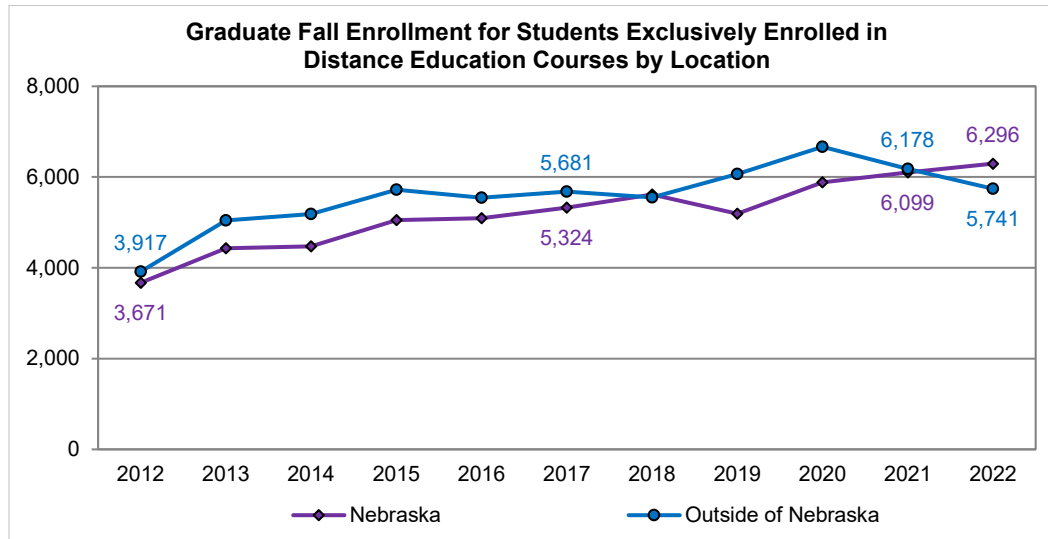
GRADUATE FALL ENROLLMENT by SECTOR by DISTANCE EDUCATION STATUS

Graduate Fall Enrollment by Sector by Distance Education Status

Sector / Distance Education Status	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Not Enrolled in Any Distance Edu Courses	8,605	8,518	8,661	7,801	7,796	7,568	7,350	7,036	5,929	6,324	5,996	-5.2%	-30.3%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>71%</i>	<i>69%</i>	<i>69%</i>	<i>62%</i>	<i>61%</i>	<i>58%</i>	<i>57%</i>	<i>55%</i>	<i>47%</i>	<i>50%</i>	<i>49%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	912	1,053	1,086	1,298	1,458	1,692	1,623	1,689	1,908	1,605	1,445	-10.0%	58.4%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>8%</i>	<i>9%</i>	<i>9%</i>	<i>10%</i>	<i>11%</i>	<i>13%</i>	<i>13%</i>	<i>13%</i>	<i>15%</i>	<i>13%</i>	<i>12%</i>		
Enrolled Exclusively in Distance Edu Courses	2,590	2,786	2,760	3,561	3,618	3,821	3,964	4,082	4,680	4,743	4,753	0.2%	83.5%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>21%</i>	<i>23%</i>	<i>22%</i>	<i>28%</i>	<i>28%</i>	<i>29%</i>	<i>31%</i>	<i>32%</i>	<i>37%</i>	<i>37%</i>	<i>39%</i>		
Nebraska State College System													
Not Enrolled in Any Distance Edu Courses	252	180	137	154	129	160	157	147	126	150	253	68.7%	0.4%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>18%</i>	<i>13%</i>	<i>10%</i>	<i>10%</i>	<i>8%</i>	<i>11%</i>	<i>11%</i>	<i>10%</i>	<i>8%</i>	<i>10%</i>	<i>16%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	109	72	73	74	77	77	88	117	85	79	88	11.4%	-19.3%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>8%</i>	<i>5%</i>	<i>5%</i>	<i>5%</i>	<i>5%</i>	<i>5%</i>	<i>6%</i>	<i>8%</i>	<i>6%</i>	<i>5%</i>	<i>6%</i>		
Enrolled Exclusively in Distance Edu Courses	1,068	1,151	1,181	1,258	1,313	1,183	1,204	1,202	1,286	1,339	1,247	-6.9%	16.8%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>75%</i>	<i>82%</i>	<i>85%</i>	<i>85%</i>	<i>86%</i>	<i>83%</i>	<i>83%</i>	<i>82%</i>	<i>86%</i>	<i>85%</i>	<i>79%</i>		
Nebraska Nonpublic Institutions													
Not Enrolled in Any Distance Edu Courses	4,945	4,695	4,473	4,172	4,125	4,386	4,435	3,094	3,720	3,991	3,850	-3.5%	-22.1%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>48%</i>	<i>44%</i>	<i>40%</i>	<i>36%</i>	<i>36%</i>	<i>39%</i>	<i>39%</i>	<i>28%</i>	<i>31%</i>	<i>37%</i>	<i>37%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	1,067	483	834	1,434	1,475	720	730	1,704	822	506	429	-15.2%	-59.8%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>10%</i>	<i>4%</i>	<i>8%</i>	<i>12%</i>	<i>13%</i>	<i>6%</i>	<i>6%</i>	<i>15%</i>	<i>7%</i>	<i>5%</i>	<i>4%</i>		
Enrolled Exclusively in Distance Edu Courses	4,309	5,573	5,807	6,026	5,775	6,139	6,074	6,319	7,380	6,290	6,120	-2.7%	42.0%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>42%</i>	<i>52%</i>	<i>52%</i>	<i>52%</i>	<i>51%</i>	<i>55%</i>	<i>54%</i>	<i>57%</i>	<i>62%</i>	<i>58%</i>	<i>59%</i>		
Nebraska Total													
Not Enrolled in Any Distance Edu Courses	13,802	13,393	13,271	12,127	12,050	12,114	11,942	10,277	9,775	10,465	10,099	-3.5%	-26.8%
<i>% Not Enrolled in Any Distance Edu Courses</i>	<i>58%</i>	<i>55%</i>	<i>53%</i>	<i>47%</i>	<i>47%</i>	<i>47%</i>	<i>47%</i>	<i>40%</i>	<i>38%</i>	<i>42%</i>	<i>42%</i>		
Enrolled in at Least One but Not All Distance Edu Courses	2,088	1,608	1,993	2,806	3,010	2,489	2,441	3,510	2,815	2,190	1,962	-10.4%	-6.0%
<i>% Enrolled in at Least One but Not All Distance Edu Courses</i>	<i>9%</i>	<i>7%</i>	<i>8%</i>	<i>11%</i>	<i>12%</i>	<i>10%</i>	<i>10%</i>	<i>14%</i>	<i>11%</i>	<i>9%</i>	<i>8%</i>		
Enrolled Exclusively in Distance Edu Courses	7,967	9,510	9,748	10,845	10,706	11,143	11,242	11,603	13,346	12,372	12,120	-2.0%	52.1%
<i>% Enrolled Exclusively in Distance Edu Courses</i>	<i>33%</i>	<i>39%</i>	<i>39%</i>	<i>42%</i>	<i>42%</i>	<i>43%</i>	<i>44%</i>	<i>46%</i>	<i>51%</i>	<i>49%</i>	<i>50%</i>		

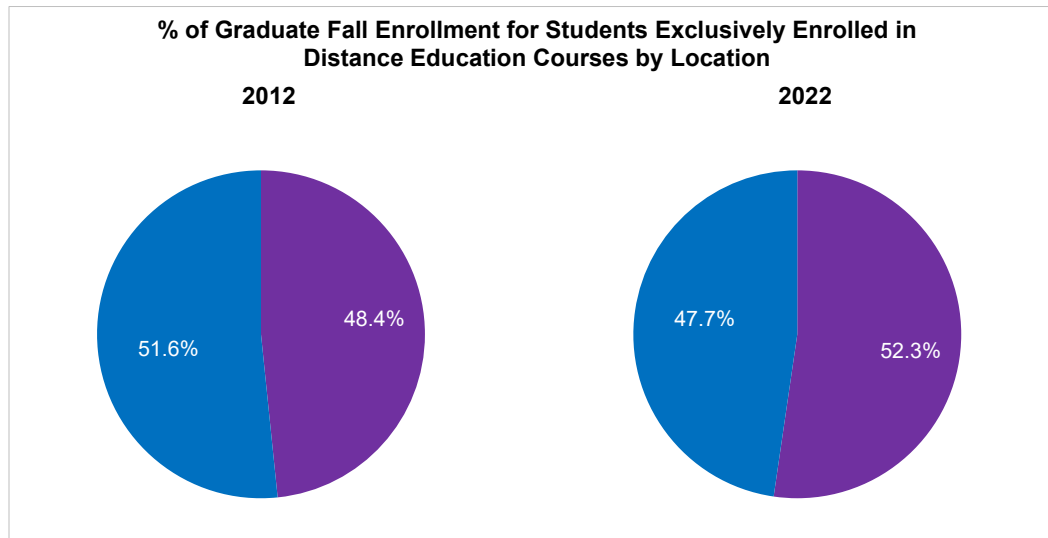
Note. Nebraska's community colleges do not enroll graduate students.

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



- Between fall 2012 and fall 2022, the location of graduate students exclusively enrolled in distance education changed as follows:

Location	21-22 1-Yr	12-22 10-Yr
Nebraska (◆)	3.2%	71.5%
Outside of Nebraska (●)	-7.1%	46.6%
Total Graduate Exclusively Distance Education Known Location	-2.0%	58.6%



- As shown on the following page, the decreases over the last two years in graduate students enrolled exclusively in distance education outside of Nebraska was driven by a decrease of 23.7% at the nonpublic institutions (from 5,006 to 3,822). Specifically, Concordia University's enrollments of these students decreased 81.9% between fall 2020 and fall 2022 (from 882 to 160). Concordia reported a temporary spike in out-of-state graduate enrollments due to being a teach-out institution for a closed university in Portland, Oregon.

Note. Between 0.4% and 6.0% of students exclusively enrolled in distance education courses each fall were in unknown locations. These students are excluded from calculations. Excluded number of students by year: 2012 = 379; 2013 = 41; 2014 = 89; 2015 = 74; 2016 = 71; 2017 = 138; 2018 = 73; 2019 = 347; 2020 = 797; 2021 = 95; 2022 = 83.

GRADUATE FALL ENROLLMENT FOR STUDENTS ENROLLED EXCLUSIVELY IN DISTANCE EDUCATION COURSES by SECTOR by LOCATION

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

Sector / Distance Education Location	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% Change	
												21-22 1-Yr	12-22 10-Yr
University of Nebraska													
Nebraska	1,433	1,538	1,582	2,025	2,252	2,342	2,582	2,299	2,686	2,992	3,145	5.1%	119.5%
<i>% Nebraska</i>	<i>56%</i>	<i>55%</i>	<i>57%</i>	<i>57%</i>	<i>62%</i>	<i>62%</i>	<i>65%</i>	<i>61%</i>	<i>68%</i>	<i>63%</i>	<i>67%</i>		
Outside of Nebraska	1,145	1,239	1,177	1,518	1,354	1,462	1,375	1,462	1,269	1,751	1,569	-10.4%	37.0%
<i>% Outside of Nebraska</i>	<i>44%</i>	<i>45%</i>	<i>43%</i>	<i>43%</i>	<i>38%</i>	<i>38%</i>	<i>35%</i>	<i>39%</i>	<i>32%</i>	<i>37%</i>	<i>33%</i>		
Nebraska State College System													
Nebraska	554	635	684	766	830	784	775	813	892	926	897	-3.1%	61.9%
<i>% Nebraska</i>	<i>52%</i>	<i>55%</i>	<i>58%</i>	<i>61%</i>	<i>63%</i>	<i>66%</i>	<i>64%</i>	<i>68%</i>	<i>69%</i>	<i>71%</i>	<i>72%</i>		
Outside of Nebraska	512	514	496	488	481	398	429	387	392	376	350	-6.9%	-31.6%
<i>% Outside of Nebraska</i>	<i>48%</i>	<i>45%</i>	<i>42%</i>	<i>39%</i>	<i>37%</i>	<i>34%</i>	<i>36%</i>	<i>32%</i>	<i>31%</i>	<i>29%</i>	<i>28%</i>		
Nebraska Nonpublic Institutions													
Nebraska	1,684	2,255	2,208	2,260	2,011	2,198	2,258	2,080	2,304	2,181	2,254	3.3%	33.8%
<i>% Nebraska</i>	<i>43%</i>	<i>41%</i>	<i>39%</i>	<i>38%</i>	<i>35%</i>	<i>37%</i>	<i>38%</i>	<i>33%</i>	<i>32%</i>	<i>35%</i>	<i>37%</i>		
Outside of Nebraska	2,260	3,288	3,512	3,714	3,707	3,821	3,750	4,215	5,006	4,051	3,822	-5.7%	69.1%
<i>% Outside of Nebraska</i>	<i>57%</i>	<i>59%</i>	<i>61%</i>	<i>62%</i>	<i>65%</i>	<i>63%</i>	<i>62%</i>	<i>67%</i>	<i>68%</i>	<i>65%</i>	<i>63%</i>		
Nebraska Total													
Nebraska	3,671	4,428	4,474	5,051	5,093	5,324	5,615	5,192	5,882	6,099	6,296	3.2%	71.5%
<i>% Nebraska</i>	<i>48%</i>	<i>47%</i>	<i>46%</i>	<i>47%</i>	<i>48%</i>	<i>48%</i>	<i>50%</i>	<i>46%</i>	<i>47%</i>	<i>50%</i>	<i>52%</i>		
Outside of Nebraska	3,917	5,041	5,185	5,720	5,542	5,681	5,554	6,064	6,667	6,178	5,741	-7.1%	46.6%
<i>% Outside of Nebraska</i>	<i>52%</i>	<i>53%</i>	<i>54%</i>	<i>53%</i>	<i>52%</i>	<i>52%</i>	<i>50%</i>	<i>54%</i>	<i>53%</i>	<i>50%</i>	<i>48%</i>		

Note. Nebraska's community colleges do not enroll graduate students. Between 0.4% and 6.0% of students exclusively enrolled in distance education courses each fall were in unknown locations. These students are excluded from calculations. Excluded number of students by year: 2012 = 379; 2013 = 41; 2014 = 89; 2015 = 74; 2016 = 71; 2017 = 138; 2018 = 73; 2019 = 347; 2020 = 797; 2021 = 95; 2022 = 83.

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

- Overall, 50.1% of fall 2022 graduate enrollments were exclusively distance education courses. However, this percentage ranged from 39.0% at the University of Nebraska to 78.5% at state colleges (see page 7.10).
- For these graduate students enrolled exclusively in distance education courses, 52.3% were located in Nebraska. Examining the data by sector shows this varied by sector, from 37.1% at the nonpublic institutions to 71.9% at the state colleges (see page 7.12).
- Examining these two metrics together, (percentage exclusively distance education and percentage of exclusively distance education that are in Nebraska), shows a more complete picture of the location of exclusively distance education graduates.
 - For example, while 78.5% of graduate enrollments at the state colleges were exclusively distance education in fall 2022, 71.9% of those students were located in Nebraska.
- Perhaps more interesting is computing the percentage of graduate students who took courses exclusively online and were located outside of Nebraska. Using graduate enrollments from fall 2022 by sector (see page 2.5) and fall 2022 location data by sector (see page 7.12), the Commission estimates that about 23.7% (5,741 / 24,181) of graduate fall enrollments were for exclusively distance enrollments outside of Nebraska. See the table below for the corresponding sector estimations.

Estimated Percentage of Fall 2022 Graduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska

Sector	Fall 2022 Graduate Enrollments	Fall 2022 Graduate Exclusively Distance Enrollments Located Outside of Nebraska	Estimated % of Fall 2022 Graduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska
University of Nebraska	12,194	1,569	12.9%
Nebraska State College System	1,588	350 ^a	22.0%
Nebraska Nonpublic Institutions	10,399	3,822 ^b	36.8%
Nebraska Total	24,181	5,741	23.7%

^aApproximately 56% of these enrollments were at Chadron State College. Overall, 44.0% of Chadron's fall 2022 graduate enrollments were exclusively distance enrollments that were located outside of Nebraska (196 / 445).

^bApproximately 57% of these enrollments were at Bellevue University. Overall, 71.8% of Bellevue's fall 2022 graduate enrollments were exclusively distance enrollments that were located outside of Nebraska (2,177 / 3,033). Additionally, nearly 27% of these enrollments were at Creighton University. Overall, 25.0% of Creighton's fall 2022 graduate enrollments were exclusively distance enrollments that were located out of state (1,026 / 4,107).

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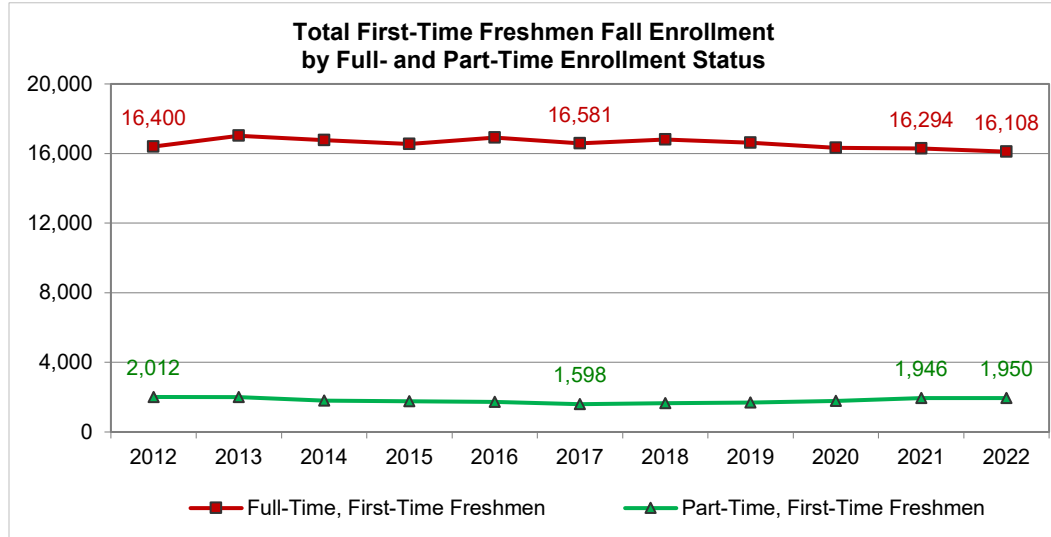
Section 8

Total Fall Enrollment of First-Time Freshmen



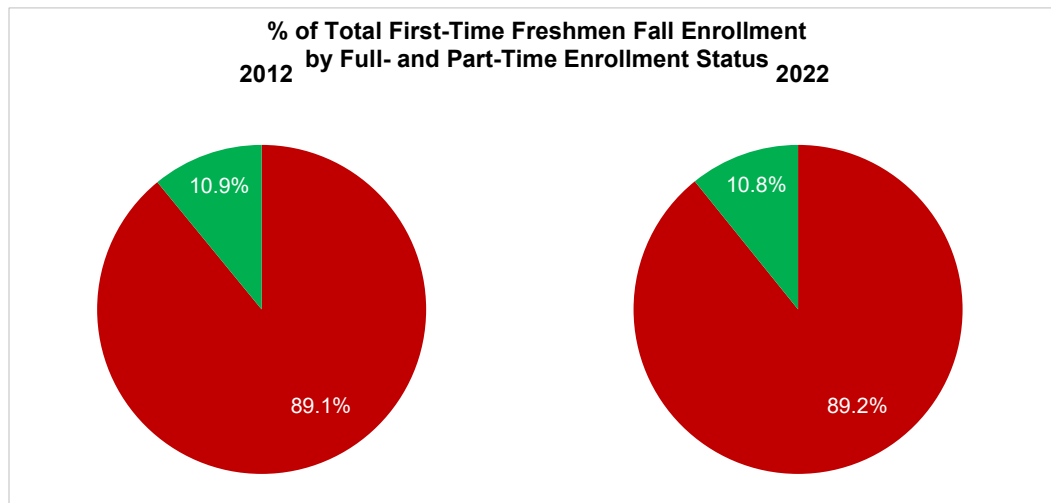
TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by ENROLLMENT STATUS

“First-time student (undergraduate): A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer session, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school).” (Data source: IPEDS Glossary)

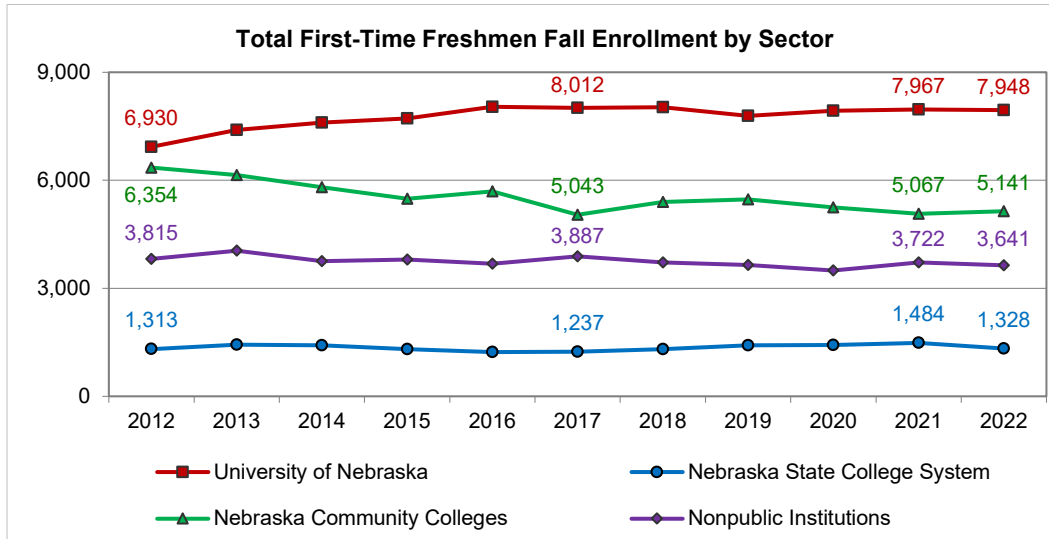


- Between fall 2012 and fall 2022, enrollment of first-time freshmen (FTF) changed as follows:

Full-Time/Part-Time	21-22 1-Yr	12-22 10-Yr
Full-Time (■)	-1.1%	-1.8%
Part-Time (▲)	0.2%	-3.1%
Total First-Time Freshmen	-1.0%	-1.9%

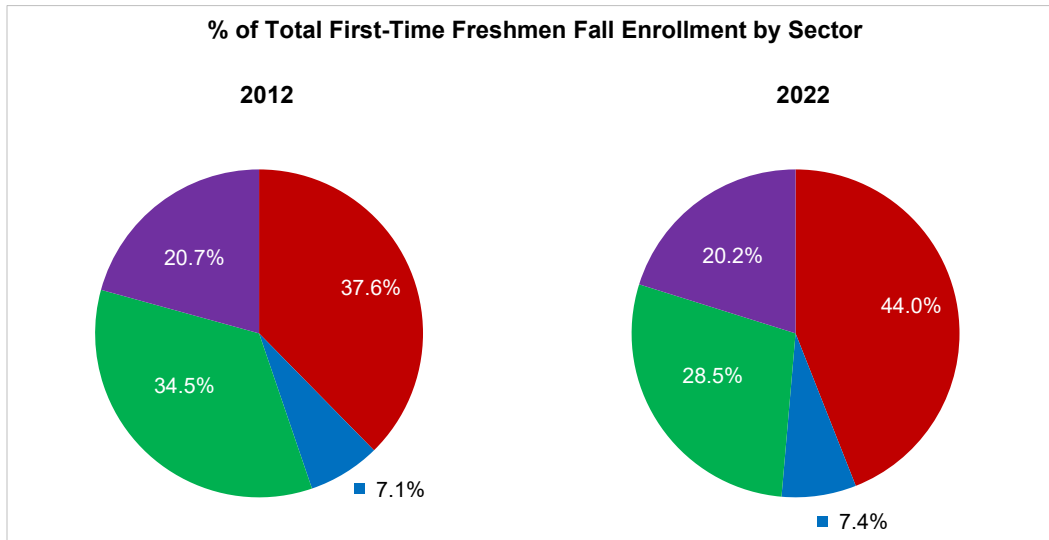


TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

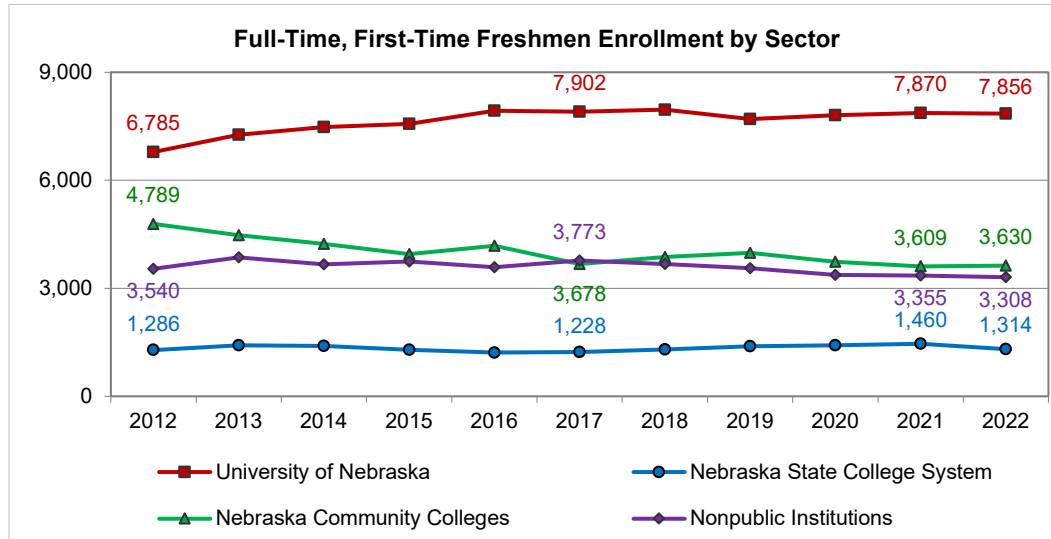


- Between fall 2012 and fall 2022, FTF enrollment by sector changed as follows:

Sector	21-22 1-Yr	12-22 10-Yr
Univ. of Neb. (■)	-0.2%	14.7%
NSCS (●)	-10.5%	1.1%
Neb. CCs (▲)	1.5%	-19.1%
Nonpublics (◆)	-2.2%	-4.6%
Total First-Time Freshmen	-1.0%	-1.9%

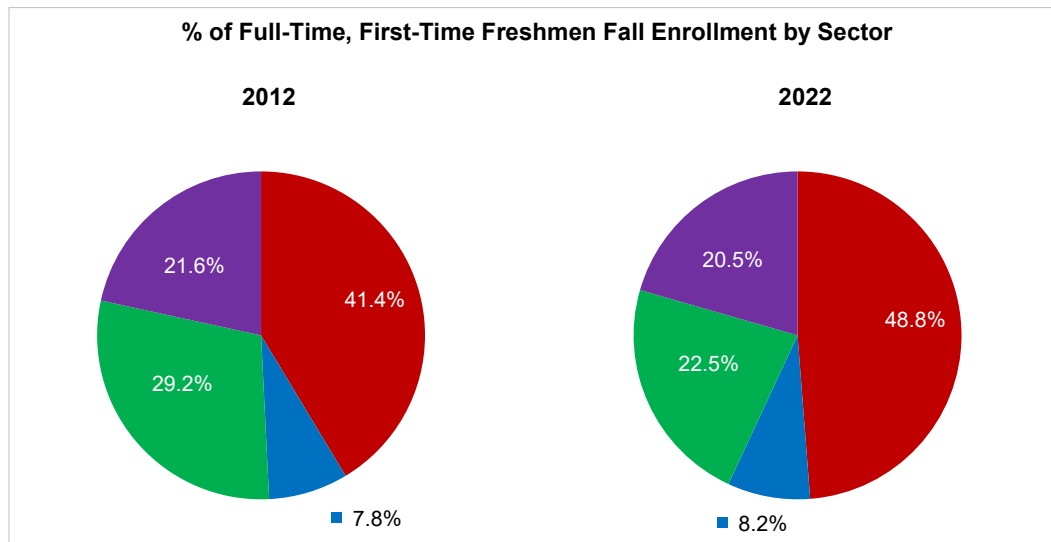


FULL-TIME, FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

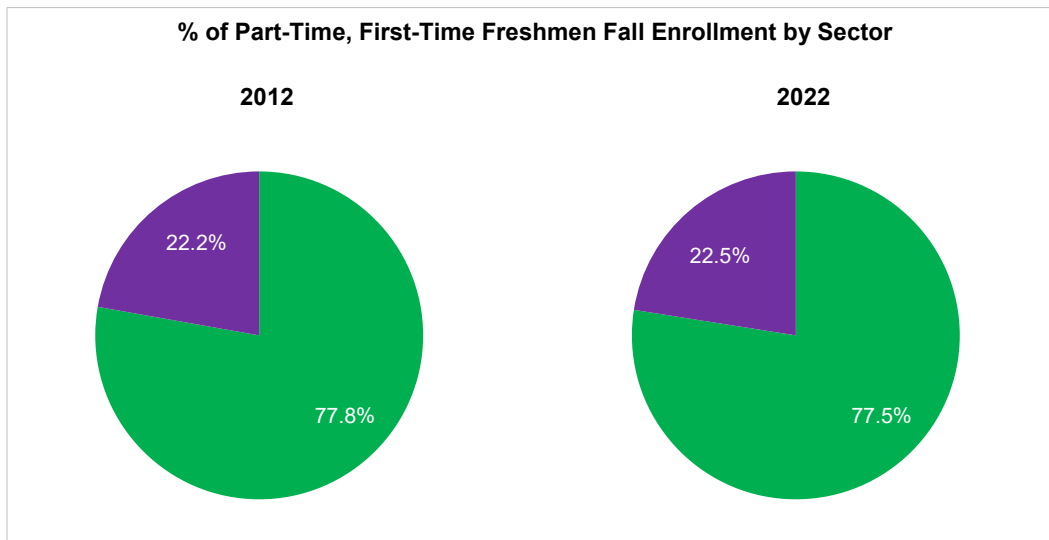
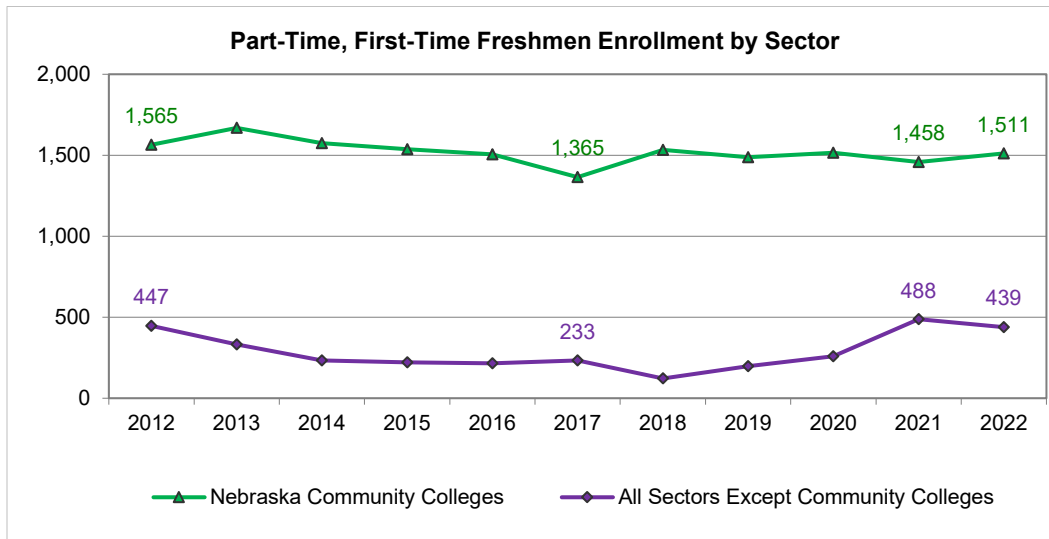


- Between fall 2012 and fall 2022, full-time FTF enrollment by sector changed as follows:

Sector	21-22 1-Yr	12-22 10-Yr
Univ. of Neb. (■)	-0.2%	15.8%
NSCS (●)	-10.0%	2.2%
Neb. CCs (▲)	0.6%	-24.2%
Nonpublics (◆)	-1.4%	-6.6%
Full-Time, First-Time Freshmen Total	-1.1%	-1.8%



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



- Between fall 2012 and fall 2022, part-time FTF enrollment by sector changed as follows:

Sector	21-22 1-Yr	12-22 10-Yr
Neb. CCs (▲)	3.6%	-3.5%
Other Three Sectors Combined (◆)	-10.0%	-1.8%
Univ. of Neb.	-5.2%	-36.6%
NSCS	-41.7%	-48.1%
Nonpublics	-9.3%	21.1%
Part-Time, First-Time Freshmen Total	0.2%	-3.1%

- The overwhelming majority of part-time FTF enrollments are from the community college sector.

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Section 9

Total Fall Enrollment Compared to 12-Month Enrollment



METHODS OF MEASURING ENROLLMENT

As outlined below, there are three methods to measure student enrollment in Nebraska postsecondary institutions as defined by IPEDS. This section of the *Factual Look* compares fall enrollment, 12-month enrollment, and the full-time equivalent (FTE) of students for each sector of higher education in Nebraska.

NOTE: Fall enrollment and 12-month enrollment “include all students enrolled for credit (enrolled in instructional activity, courses or programs, that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other recognized postsecondary credential), regardless of whether or not they are seeking a degree or certificate. This includes: students enrolled for credit in off-campus centers; high school students taking regular college courses for credit; students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination; students from overseas enrolled for credit (e.g., online students); graduate students enrolled for thesis credits, even when zero credits are awarded, as these students are still enrolled and seeking their degree.” (*Data sources: IPEDS Fall Enrollment and IPEDS 12-Month Enrollment Survey Materials*)

Fall Enrollment: The fall enrollment data collected from each institution provide a snapshot of the number of students at the institution at a particular time. These enrollment data are the most frequently reported for a variety of purposes by the news media, state agencies, and the institutions themselves. In general, they are a good indicator of enrollment trends at most institutions.

“Students reported are those enrolled in courses creditable toward a degree or other recognized postsecondary credential; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit.” (*Data source: IPEDS Glossary*)

“For institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4), fall enrollment should be reported as of the institution's official fall reporting date or October 15. For institutions operating on an “other academic calendar,” a calendar that differs by program, or enrolls students on a continuous basis (referred to as program reporters), fall enrollment is reported for students enrolled any time during the period August 1 and October 31.” (*Data source: IPEDS Fall Enrollment Survey Materials*)

12-Month Enrollment: Also referred to as “12-month unduplicated headcount,” 12-month enrollment is the total number of students who were enrolled at an institution at any time during the academic year. Each student is counted only once per academic year. For example, if a student was enrolled in the fall and spring semester at Wayne State College, that student would be counted only once for the entire academic year. Unlike fall enrollment, if a student was enrolled only in the spring semester and not in the fall semester, the student would be counted in 12-month enrollment. In this way, 12-month enrollment is designed to capture the total number of students an institution serves throughout the academic year.

METHODS OF MEASURING ENROLLMENT

“Data are collected for the entire 12-month academic year, while enrollment data collected in the Fall Enrollment component are fall data. Institutions report an unduplicated head count for the total number of students by gender, attendance status (full-time, part-time), race/ethnicity, level (undergraduate, graduate, first-professional), first-time (entering), transfer-in (non-first-time entering), continuing/returning, and degree/certificate-seeking statuses enrolled throughout the reporting period. Students included are those enrolled in any courses leading to a degree or other recognized postsecondary credential, as well as those enrolled in courses that are part of a terminal vocational or occupational program.” (*Data source: IPEDS Glossary*)

FTE (Full-Time Equivalent): FTE is not a measurement of actual enrollment, but rather a calculation of enrollment, based on the total credit or contact hours reported by the institution. IPEDS collects the data necessary to calculate FTE along with the 12-month enrollment data.

“The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity.” (*Data source: IPEDS Glossary*)

The FTE described in this report is calculated by using 12-month instructional activity.

“Calculation of FTE students (using instructional activity): The number of FTE students is calculated based on the credit and/or clock hours reported by the institution on the IPEDS 12-month enrollment (E12) component and the institution’s calendar system, as reported on the IC Header component. The following table indicates the level of instructional activity used to convert the credit and/or clock hours reported to an indicator of full-time equivalents (FTE students):

-Quarter calendar system	-Semester/trimester/4-1-4 plan/other calendar system
-Enrollment level (one FTE over 12-month period)	-Enrollment level (one FTE over 12-month period)
-Undergraduate 45 credit hours, 900 clock hours	-Undergraduate 30 credit hours, 900 clock hours
-Graduate 36 credit hours	-Graduate 24 credit hours

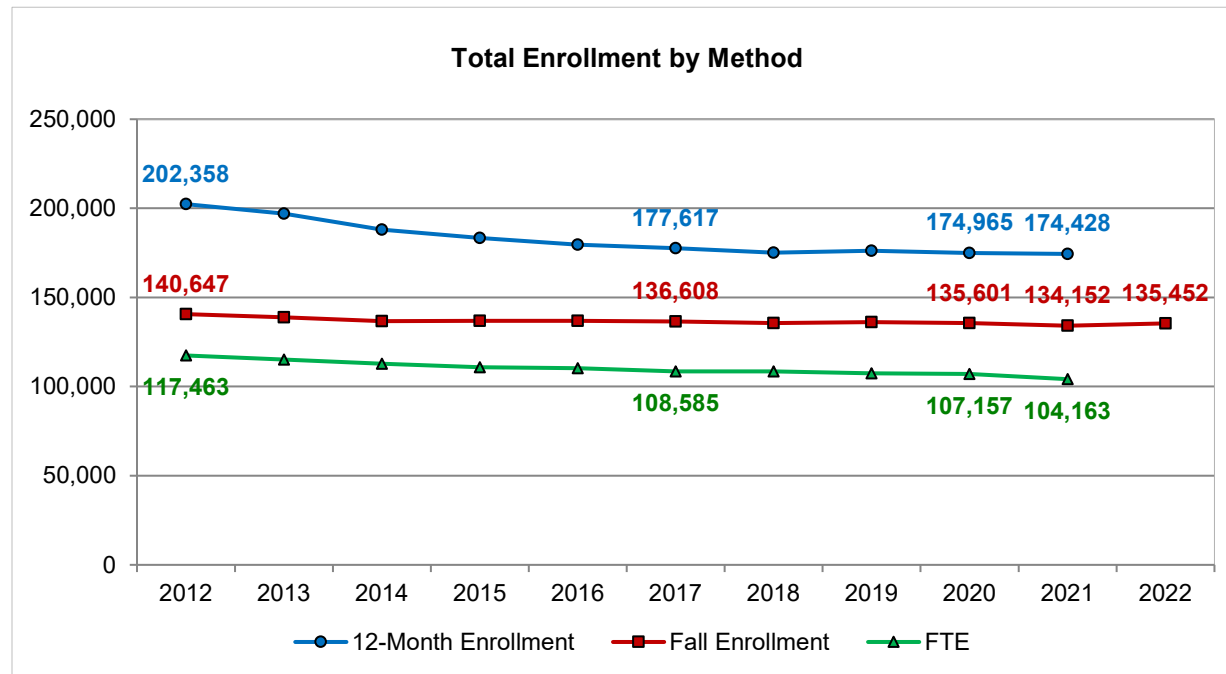
For institutions with continuous enrollment programs, FTE is determined by dividing the number of clock hours attempted by 900.¹

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

¹ “Continuous basis: A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.” (*Data source: IPEDS Glossary*)

TOTAL ENROLLMENT by METHOD

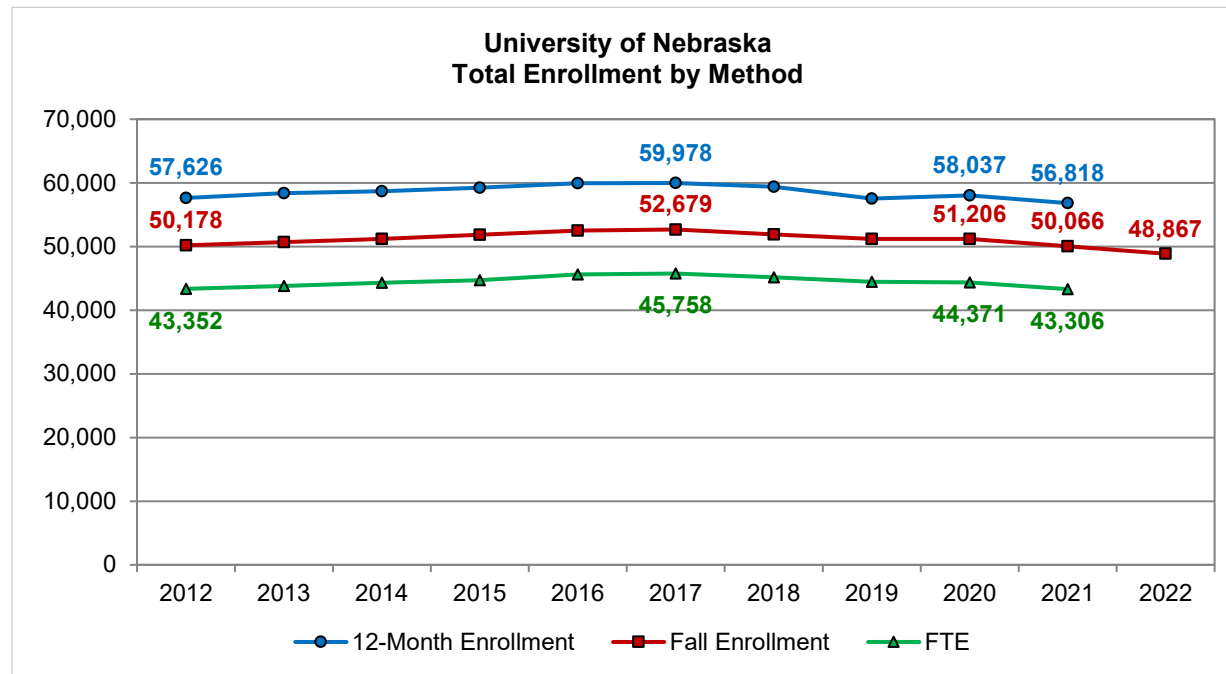
- Between 2012 and 2021, fall enrollment decreased 4.6% at Nebraska’s postsecondary institutions.
- Meanwhile, between 2012-13 and 2021-22, 12-month enrollment decreased 13.8% and FTE decreased 11.3%.



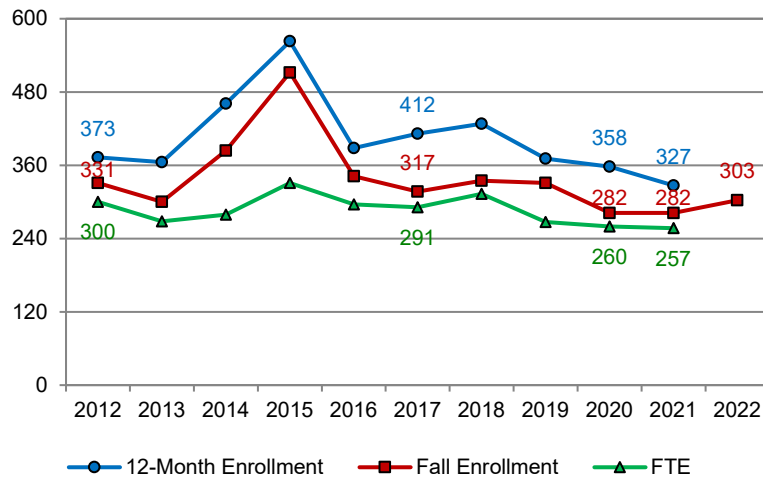
Note. IPEDS collects fall enrollment in the spring immediately following the fall enrollment period, while 12-month enrollment and FTE are collected in the fall following the conclusion of the academic period. For example, fall 2022 data were reported in spring 2023, while 2022-23 12-month data will not be collected until fall 2023.

ENROLLMENT AT THE UNIVERSITY OF NEBRASKA by METHOD

- From fall 2012 to fall 2021, enrollment decreased 0.2% at the University of Nebraska.
- Between 2012-13 and 2021-22, 12-month enrollment decreased 1.4% and FTE decreased 0.1%.

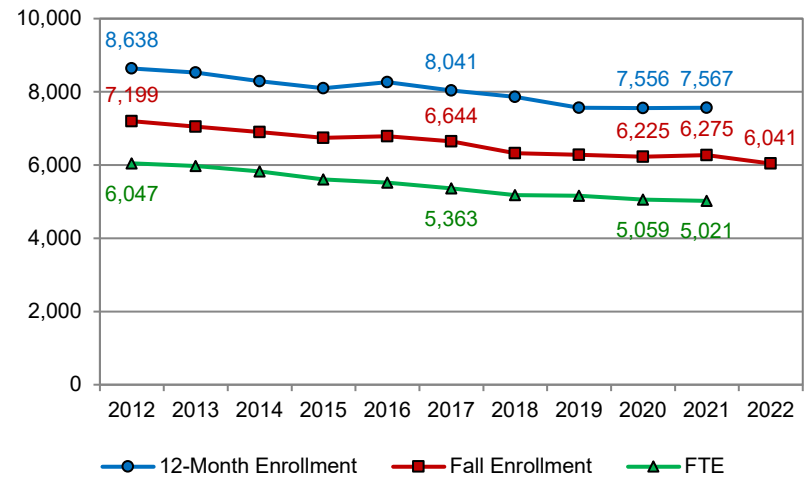


**Nebraska College of Technical Agriculture
Enrollment by Method**

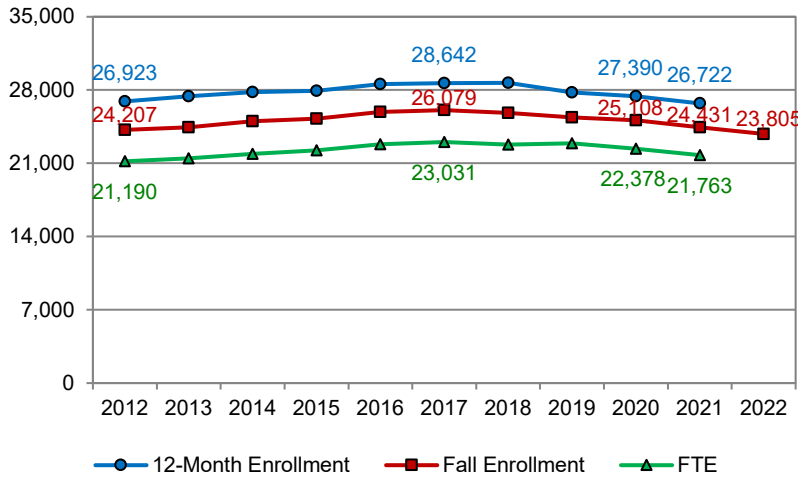


Note. The decrease in fall 2016 enrollment was primarily due to changes in the number of dual credit students at NCTA.

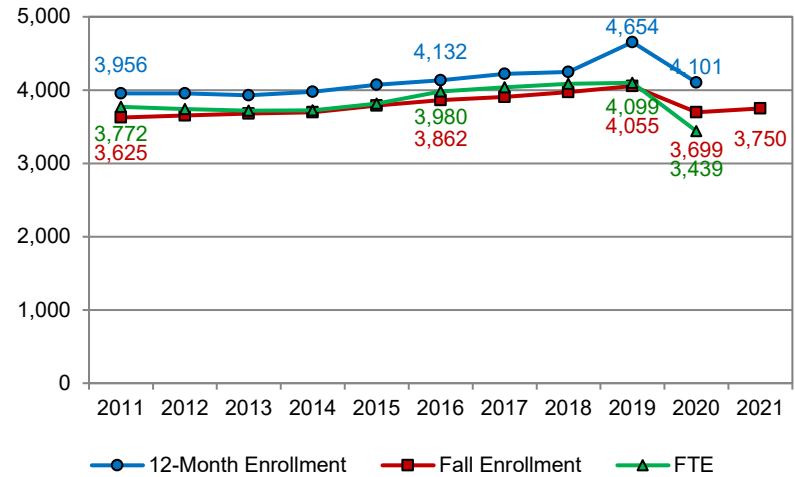
**University of Nebraska at Kearney
Enrollment by Method**



**University of Nebraska-Lincoln
Enrollment by Method**

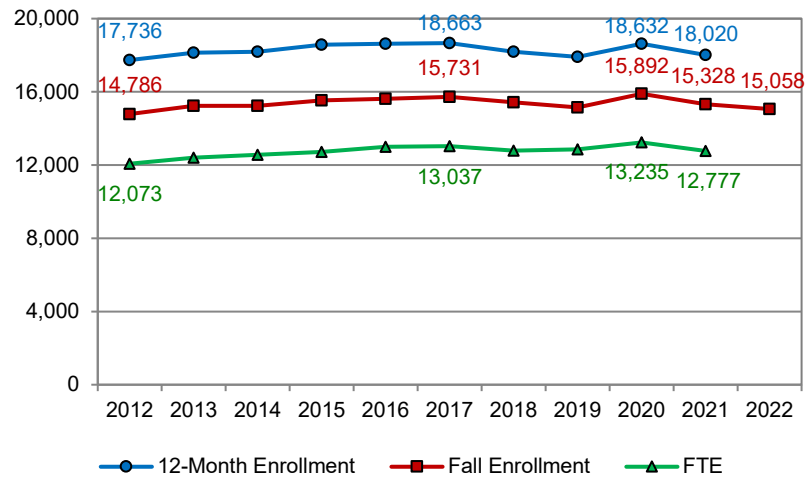


**University of Nebraska Medical Center
Enrollment by Method**



Note. The large decreases in enrollments at UNMC in academic year 2019-20 and fall 2020 were due to House Officers (residents and fellows) being incorrectly included with enrollment counts. Since IPEDS does not allow corrections to data beyond the prior year, UNMC began excluding House Officers from enrollments as of academic year 2019-20 for 12-month and FTE enrollments and fall 2020 for fall enrollment.

**University of Nebraska at Omaha
Enrollment by Method**

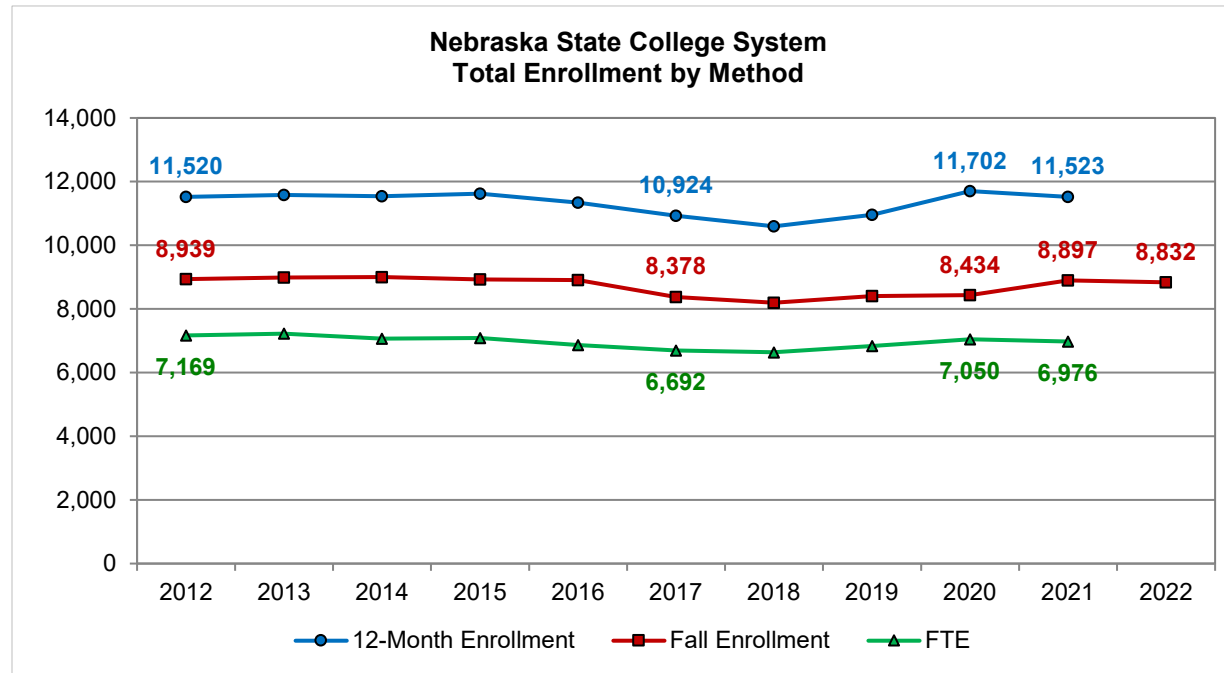


**University of Nebraska
Percent Change in Fall Enrollment,
12-Month Enrollment, and FTE**

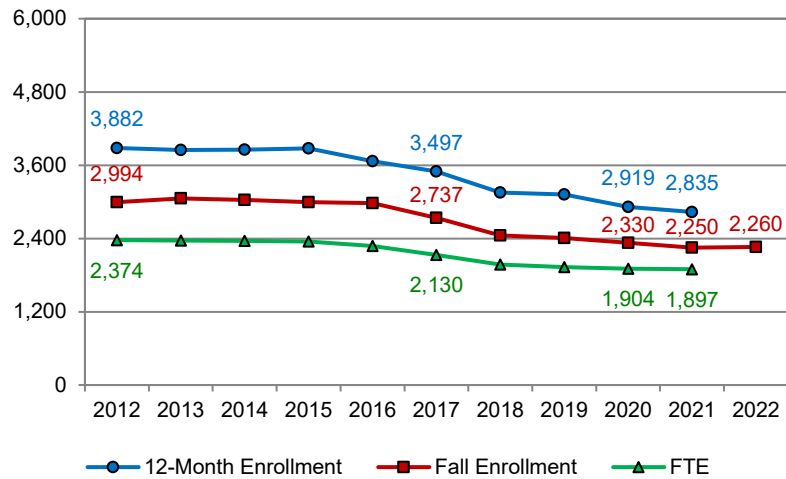
Institution	Fall Enrollment 2012 to 2021	12-Mo. Enrollment 12-13 to 21-22	FTE 12-13 to 21-22
NCTA	-14.8%	-12.3%	-14.3%
UNK	-12.8%	-12.4%	-17.0%
UNL	0.9%	-0.7%	2.7%
UNMC	2.6%	5.7%	-6.8%
UNO	3.7%	1.6%	5.8%
Univ. of Neb Total	-0.2%	-1.4%	-0.1%

ENROLLMENT AT THE NEBRASKA STATE COLLEGE SYSTEM by METHOD

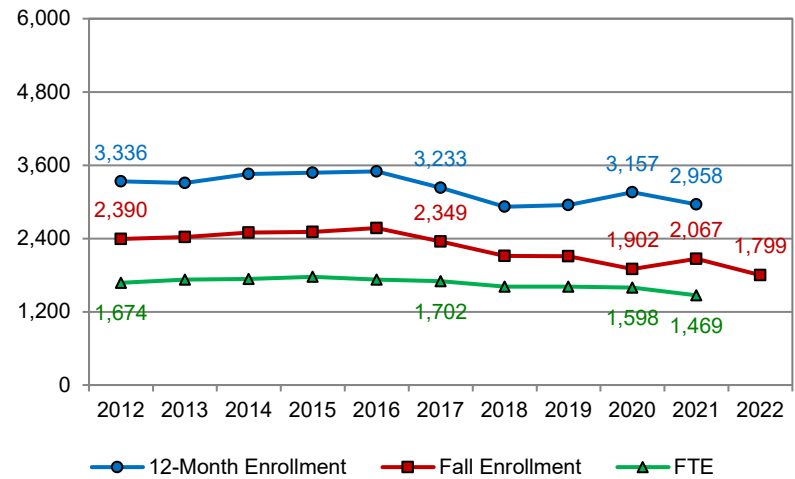
- From fall 2012 to fall 2021, enrollment decreased 0.5% at Nebraska's state colleges.
- Between 2012-13 and 2021-22, 12-month enrollment was essentially unchanged (increased by three students) and FTE decreased 2.7%.



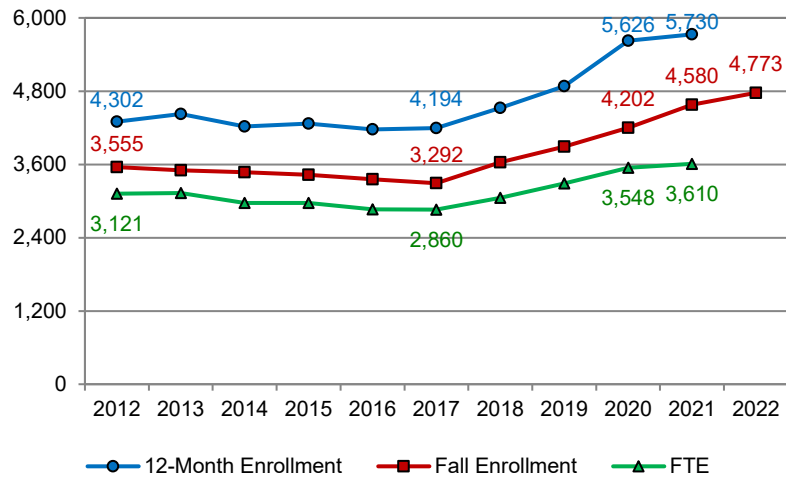
**Chadron State College
Enrollment by Method**



**Peru State College
Enrollment by Method**



**Wayne State College
Enrollment by Method**

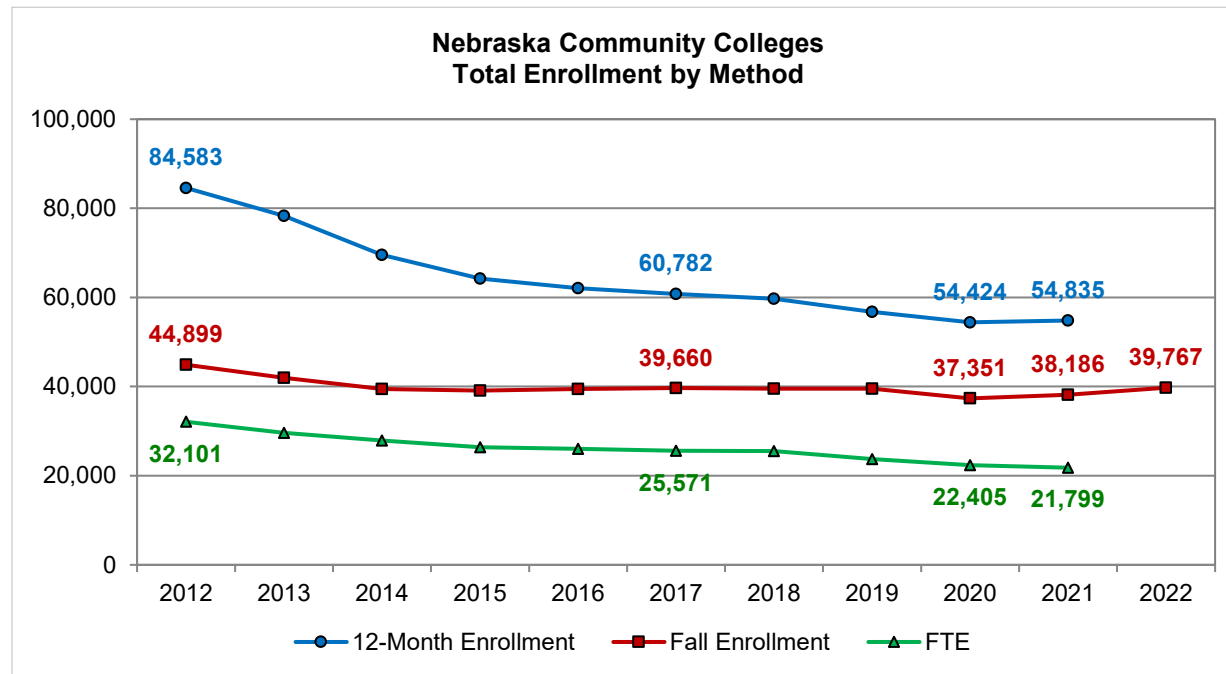


**Nebraska State College System
Percent Change in Fall Enrollment,
12-Month Enrollment, and FTE**

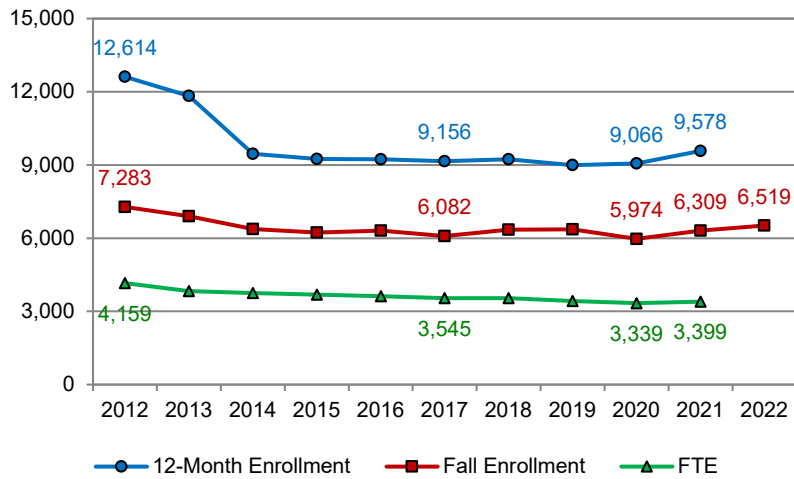
Institution	Fall Enrollment 2012 to 2021	12-Mo. Enrollment 12-13 to 21-22	FTE 12-13 to 21-22
Chadron	-24.8%	-27.0%	-20.1%
Peru	-13.5%	-11.3%	-12.2%
Wayne	28.8%	33.2%	15.7%
NSCS Total	-0.5%	0.0%	-2.7%

ENROLLMENT AT NEBRASKA COMMUNITY COLLEGES by METHOD

- From fall 2012 to fall 2021, enrollment decreased 15.0% at Nebraska's community colleges.
- Between 2012-13 and 2021-22, 12-month enrollment decreased 35.2% and FTE decreased 32.1%.

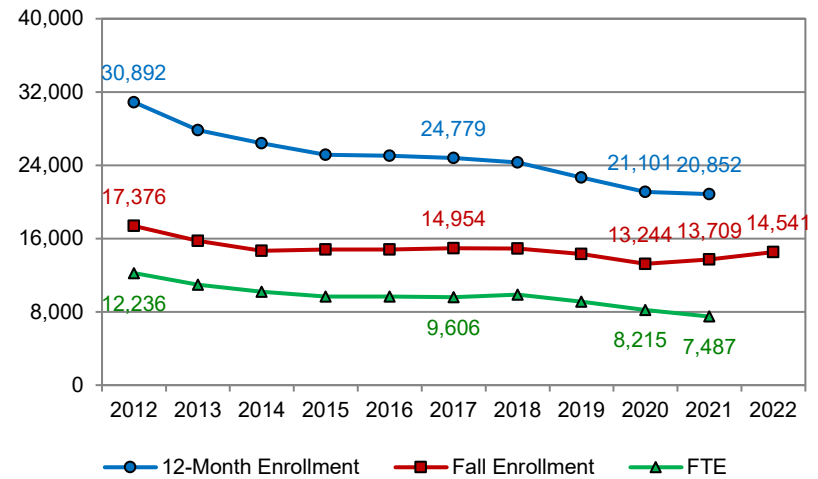


**Central Community College
Enrollment by Method**

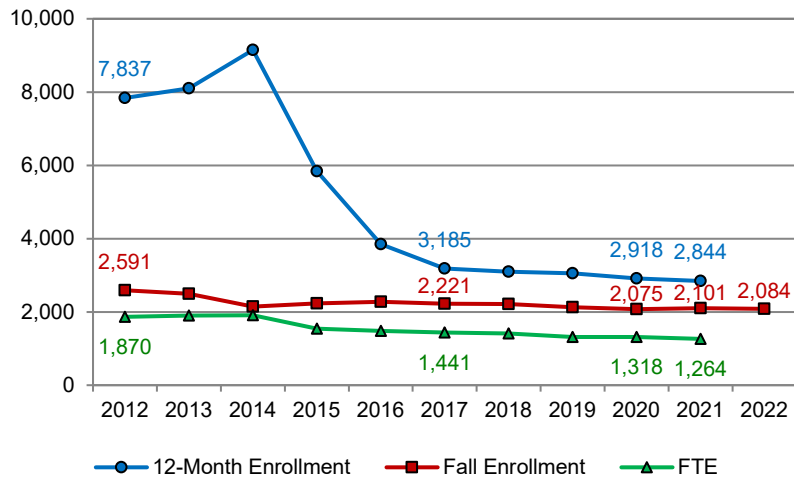


Note. The large decrease in 12-month enrollment at Central Community College in 2014-15 was due to a decline in part-time enrollments.

**Metropolitan Community College
Enrollment by Method**

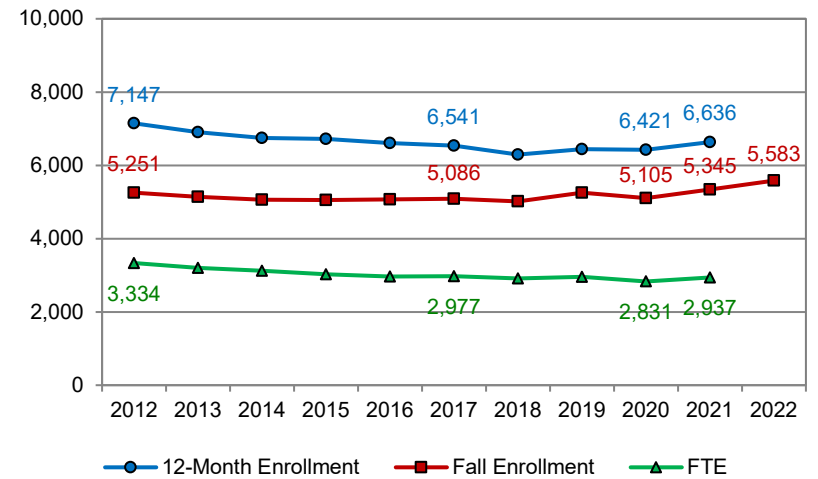


**Mid-Plains Community College
Enrollment by Method**

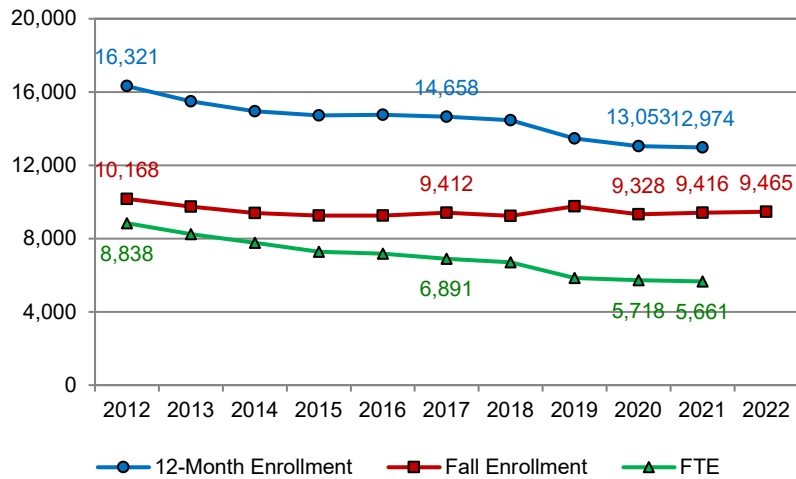


Note. The large decreases in 12-month enrollment and FTE at Mid-Plains Community College in 2015-16 and 2016-17 were due to the Union Pacific Railroad's decision to slow learning opportunities at North Platte Community College.

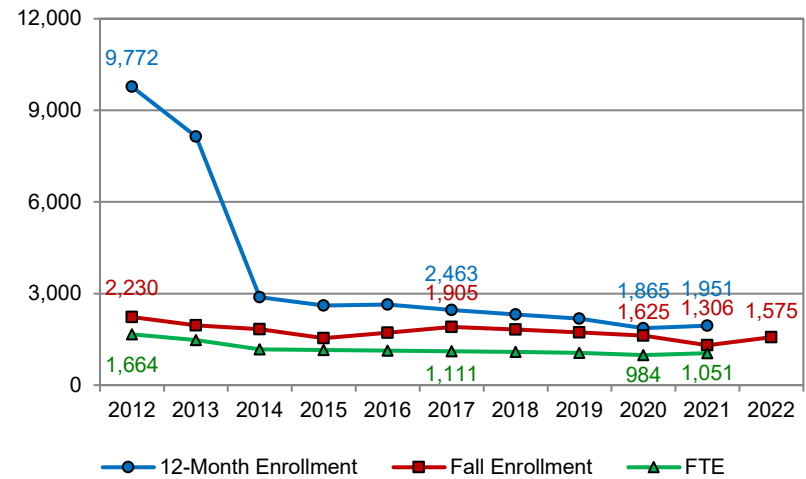
**Northeast Community College
Enrollment by Method**



**Southeast Community College
Enrollment by Method**



**Western Nebraska Community College
Enrollment by Method**



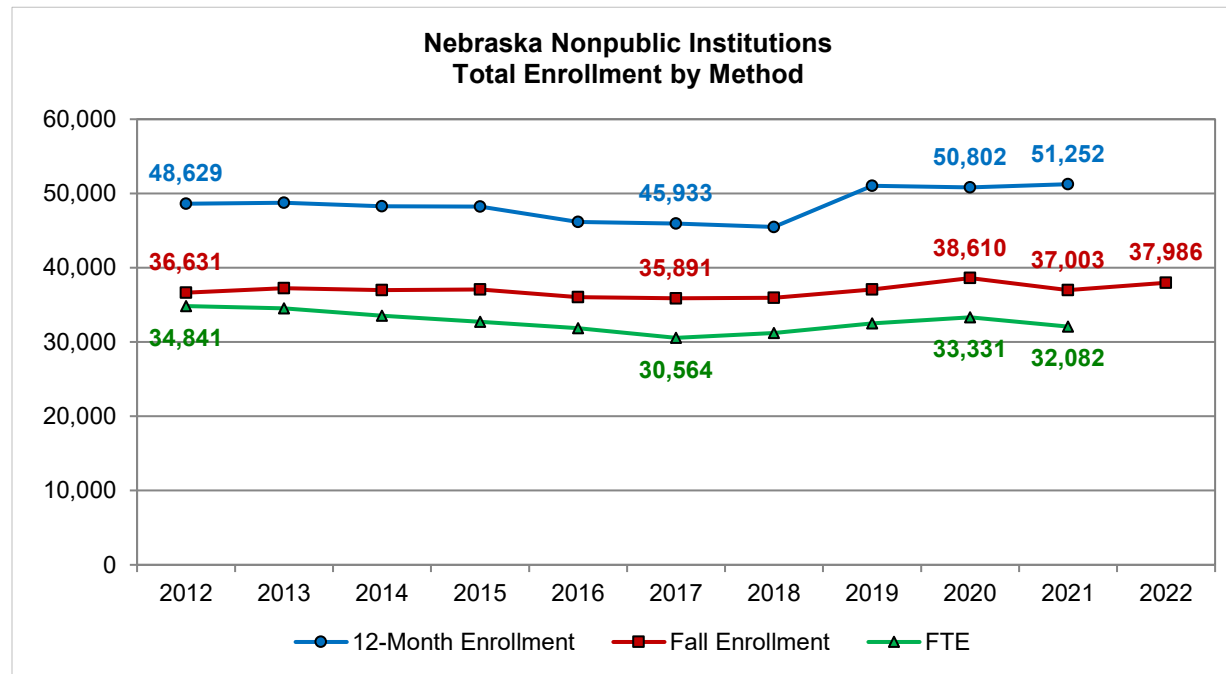
Note. The uneven 12-month enrollment trend at Western Nebraska Community College has been due to the fluctuating demand for industry training classes. The decline in 12-month enrollment between 2013-14 and 2014-15 occurred because the college underwent a major change in counting enrollments for short-term business training. Many of these courses are now classified as non-credit rather than credit.

**Nebraska Community Colleges
Percent Change in Fall Enrollment,
12-Month Enrollment, and FTE**

Institution	Fall Enrollment 2012 to 2021	12-Mo. Enrollment 12-13 to 21-22	FTE 12-13 to 21-22
Central	-13.4%	-24.1%	-18.3%
Metro	-21.1%	-32.5%	-38.8%
Mid-Plains	-18.9%	-63.7%	-32.4%
Northeast	1.8%	-7.1%	-11.9%
Southeast	-7.4%	-20.5%	-35.9%
Western	-41.4%	-80.0%	-36.8%
Neb. CCs Total	-15.0%	-35.2%	-32.1%

ENROLLMENT AT NEBRASKA NONPUBLIC INSTITUTIONS by METHOD

- From fall 2012 to fall 2021, enrollment increased 1.0% at Nebraska’s nonpublic institutions.
- Between 2012-13 and 2021-22, 12-month enrollment increased 5.4% while FTE decreased 7.9%.



Note. The large increase in 12-month enrollment at the nonpublic institutions in 2019-20 was overwhelmingly due to a 40.9% increase in enrollments at Bellevue University (from 12,588 in 2018-19 to 17,737 in 2019-20).

COMPARING FALL ENROLLMENT AND 12-MONTH ENROLLMENT

In general, the previous charts show that fall enrollment and 12-month enrollment follow similar trends for most sectors/institutions, indicating that either fall enrollment or 12-month enrollment is a valid measure of enrollments for trend analyses. While the levels of enrollment vary by institution and by sector, trends in fall and 12-month enrollment generally have been parallel.

While both methods of measuring enrollment are valid measures, the focus of this report is fall enrollments for two main reasons. First, fall enrollment data is more detailed than 12-month enrollment data. Institutions report fall enrollments and 12-month enrollments by student level, race/ethnicity, and gender. Fall enrollments are also reported by full- and part-time classification, by age (every other year), by distance education status, and by first-time freshmen. (IPEDS recently began collecting additional 12-month enrollment data (distance education status as of AY 2019-20, first-time freshmen as of AY 2019-20, and full- and part-time classification for undergraduate students as of AY 2020-21). Future reporting by CCPE may include this information once more historical data are available for analyses.) Second, fall enrollment data is available sooner than 12-month enrollment data since institutions report fall enrollments in the spring and 12-month enrollments in the fall.

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

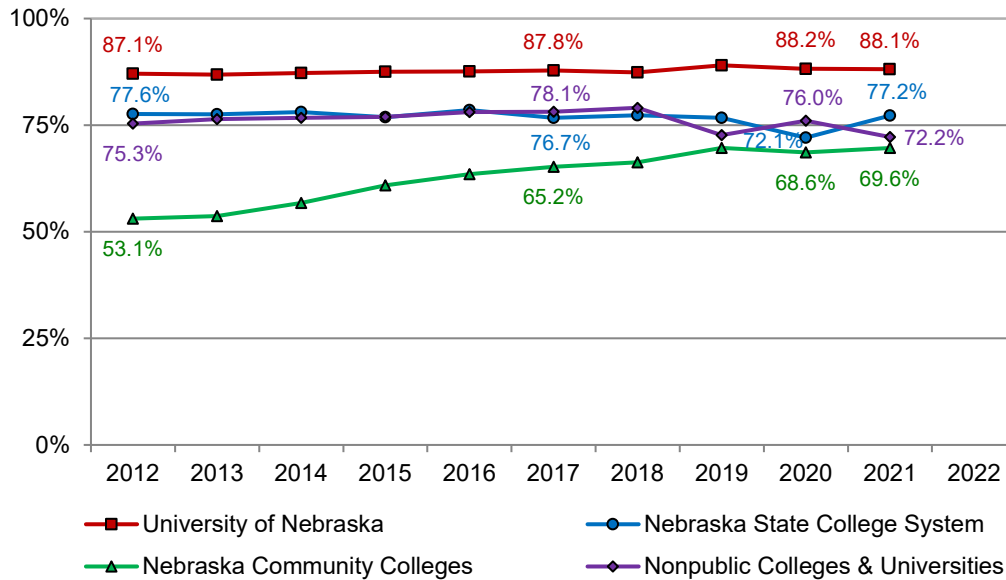
Fall Enrollment Divided by 12-Month Enrollment

Dividing an institution or sector's fall enrollment by its 12-month enrollment provides a direct comparison of the two measures that can be useful in several ways:

- When expressed as a percentage, this ratio gives an idea of the accuracy of fall enrollment as an indicant of the total instructional activity of a particular institution. It answers the question, "What percentage of the total activity at the school is captured in the fall enrollment figures?"
- Directly comparing the general trends of several institutions or sectors can be useful in identifying possible errors in the data.
- Changes in the ratio may reflect a general student enrollment trend. If a trend is going down, for example, it may indicate that students in that sector or institution are doing a good bit of swirling (dropping in and out and transferring between institutions). If the trend is increasing, it may indicate that more students are staying continuously enrolled at the same institution.

The chart on the following page depicts fall enrollment divided by 12-month enrollment for each sector of higher education in Nebraska.

By Sector: Fall Enrollment Divided by 12-Month Enrollment



- As shown in the table below, fall enrollment figures by sector have captured varying ranges of 12-month enrollment over the latest 10-year period:

Sector	Lowest (Year)	Highest (Year)
Univ. of Neb. (■)	86.9% (13-14)	89.0% (19-20)
NSCS (●)	72.1% (20-21)	78.5% (16-17)
Neb. CCs (▲)	53.1% (12-13)	69.6% (21-22)
Nonpublics (◆)	72.2% (21-22)	79.1% (18-19)
Total	69.5% (12-13)	77.5% (20-21)

Note. The relatively low ratios at Nebraska’s community colleges could be an indication that more students swirl in and out of the community college since these institutions often serve an older, non-traditional student population. In addition, the community colleges also provide a considerable amount of industry training to students who are not captured by fall enrollment figures.

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