
WORK SESSION MINUTES

Coordinating Commission for Postsecondary Education
McCook Community College (MPCC)
East Campus Conference Room #1
905 East 7th Street, McCook, Nebraska
Thursday, July 24, 2025
6:00 p.m. (CT)

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 copy of the current 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 24, 2025. THE MEETING WILL BEGIN AT 6:00 P.M.(CT) AND ADJOURN AT APPROXIMATELY 8:00 P.M.(CT)

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

TIM DANIELS, CHAIR

Work Session called to order at 6:10 p.m.

CALL TO ORDER

Chair Daniels called the work session to order at 6:10 p.m. and asked for roll call.

Commissioners Present

Tim Daniels
Dr. Deborah Frison
Dr. LeDonna Griffin
Dr. Dennis Headrick

Molly O'Holleran
Dr. Paul Von Behren
Tami Weber
W. Scott Wilson

Commissioners Absent

Mary Lauritzen
Dannika Nelson

Commission Staff Present

Dr. Michael Baumgartner
Dr. Kathleen Fimple
J. Ritchie Morrow
Helen Pope

Matthew Roque
Celeste Thompson
Gary Timm

*Dr. Jody Tomanek, North Platte
Community College*

Presentation on Academic Program Development from the Institutional Perspective

Dr. Jody Tomanek, Vice President of Academic Affairs and North Platte Community College, presented an overview of the processes required on the community college side when bringing forward program proposals to the Commission. Dr. Tomanek answered questions from the Commissioners.

*J. Ritchie Morrow and Celeste
Thompson*

Presentation on Implementation of Excellence in Teaching, Career-Readiness and Dual Credit Education, Door to College, and Nebraska Career Scholarship Grants

J. Ritchie Morrow, Financial Aid Officer, and Celeste Thompson, ETA Specialist, provided a handout and explained the Excellence in Teaching Act (ETA) financial aid programs designed for Nebraska teachers. Mr. Morrow also presented an overview of the Door to College Program and the Nebraska Career Scholarship Program.

Dr. Michael Baumgartner

Update on 2025 Legislative Actions

Dr. Michael Baumgartner, Executive Director, reviewed bills that affect or are of interest to the Commission since the legislature adjourned. He also gave an update on the One Big Beautiful Bill and how it may impact Nebraska colleges, universities, and the GAP assistance program.

Work Session adjourned at 8:15 p.m.

ADJOURNMENT

Chair Daniels adjourned the Work Session at 8:15 p.m.

MINUTES

**Coordinating Commission for Postsecondary Education
McCook Community College (MPCC)
East Campus Conference Room #1
905 East 7th Street, McCook, Nebraska
Friday, July 25, 2025
9:30 a.m. (CT)**

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 copy of the current 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 25, 2025. THE MEETING WILL BEGIN AT 9:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

TIM DANIELS, CHAIR

Meeting called to order at 9:35 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Daniels called the meeting to order at 9:35 a.m. and asked for introductions.

Commissioners Present

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

Commissioners Absent

Mary Lauritzen
Dannika Nelson

Commission Staff Present

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

Ryan Purdy, Mid-Plains Community College

WELCOME

Ryan Purdy, President of Mid-Plains Community College, welcomed the Commissioners and staff and gave a brief history of McCook Community College. McCook Community College is the first Nebraska community college, with plans underway to celebrate its 100th birthday in 2026.

Minutes of May 16, 2025, Commission Meeting approved

APPROVAL OF THE MINUTES OF THE MAY 16, 2025, COMMISSION MEETING

Commissioner Wilson made a motion to approve the May 16, 2025, Commission meeting minutes as written. Commissioner Frison seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

Chair's Report

CHAIR'S REPORT

Chair Daniels announced new Committees for 2025-2026, noting chairs for each committee will be voted upon at the next committee conference call.

New Committees for 2025-2026

Executive Committee

Tim Daniels (Chair)
Dr. Dennis Headrick (Vice Chair)
Dr. Paul Von Behren
Molly O'Holleran

Academic Programs Committee

Dr. Deborah Frison
Dr. Dennis Headrick
Mary Lauritzen
Dannika Nelson
W. Scott Wilson

Budget, Construction, and Financial Aid Committee

Dr. LeDonna Griffin
Mary Lauritzen
Molly O'Holleran
Dr. Paul Von Behren
Tami Weber

Planning and Consumer Information Committee

Dr. Deborah Frison
Dr. LeDonna Griffin
Dannika Nelson
Tami Weber
W. Scott Wilson

Executive Director's Report

Out-of-Service Area requests approved

EXECUTIVE DIRECTOR'S REPORT

Dr. Baumgartner stated the following Out-of-Service-Area Requests have been approved.

Offered by Central Community College
Interactive two-way live video, from Central Community College, Holdrege Learning Center, Holdrege, NE, to Elgin Pope John XXIII Central Catholic High School, Elgin, NE

- MATH 1150 College Algebra – 3 credits
Fall 2025 Semester

Offered by Central Community College
Interactive two-way live video, from Central City High School, Central City, NE, to Elgin Pope John XXIII Central Catholic High School, Elgin, NE

- MATH 1600 – Analytic Geometry and Calc I - 5 credits
2025-2026 Academic year

Offered by Central Community College
Request from North Bend Central High School, North Bend, NE, to participate in Central Community College's iMEC career pathway program, taught online with a CCC instructor

- INDT 1100 Concepts of Electronics – 3 credits
- INDT 1800 Introduction to Instrumentation – 3 credits
- INDT 1200 Introduction to Programmable Controls –3 credits
- INDT 2410 Applications of Industrial Sensors – 3 credits
Academic year 2025-2026

Gary Timm presented the Fourth Quarter Budget Report

Dr. Baumgartner introduced Gary Timm, Chief Finance Officer, to present the Fourth Quarter Budget Report. Mr. Timm gave updates on the status of Administrative Funds and the Nebraska Opportunity Grant Program (NOG). He focused on the government aid portion of the Higher Education Financial Aid regarding the new Excellence In Teaching Act programs. Lastly, Mr. Timm reviewed the Access College Early Scholarship (ACE), Guaranty Recovery Program, and the Community College ARPA Grants.

Dr Baumgartner gave a report on recent staff meetings and activities

Dr. Baumgartner reported that the CCPE staff have recently been actively participating in organizations and events with several coming up. He attended the MHEC Executive Committee meeting in Detroit in June, with Commissioner Frison attending by Zoom. He also attended the Education Commission of the States National Forum in Salt Lake City, and the SHEEO Annual meeting in Washington, DC.

Dr. Baumgartner stated he plans to go to England as Nebraska's representative next month with the National Governors Association for a study trip on degree apprenticeships. They will be looking at English models of teacher, engineering, and healthcare apprenticeships.

In June, Dr. Baumgartner, Jill Heese, Research Director, and J. Ritchie Morrow, Financial Aid Officer, attended the Buffett Research Meeting at Metropolitan Community College.

Dr. Kathleen Fimple, Academic Programs Officer, attended the M-SARA meeting in Chicago and will attend the SHEEO Professional Development Conference in Minneapolis in August and the National SARA meeting in September.

Dr. Fimple and Mr. Morrow will attend a MHEC-sponsored dual enrollment conference in Chicago next week as part of a team of Nebraskans. Mr. Morrow also participated in the first meeting of the Nebraska College Access Network Planning Committee. He plans to begin his financial aid audits in September.

Gary Timm traveled to Hastings, Grand Island, Sidney, and Scottsbluff this week as part of compliance duties related to the \$60 million ARPA grants the Commission have been administering. He, along with Matthew Roque, Capital Project & Financial Analyst, will soon be visiting South Sioux City, Norfolk, and Metropolitan Community College in August for the same purpose.

Public Hearing on Matters of General Concern

Dr. David Jackson, University of Nebraska

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

Dr. David Jackson, Interim Executive Vice President and Provost, Interim Dean of the Graduate College from the University of Nebraska, came forward to provide an update on the Higher Learning Commission report that the University has received. Dr. Jackson also mentioned there were representatives from the University available remotely to talk about or answer questions on agenda items.

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

*Academic Programs Committee
Commissioner Weber*

ACADEMIC PROGRAMS COMMITTEE

Commissioner Weber, Committee Chair, introduced Dr. Kathleen Fimple to provide information on new proposals.

*University of Nebraska-Lincoln –
Proposal for a New Instructional
Program – Robotics Engineering, BS*

University of Nebraska-Lincoln - Proposal for a New Instructional Program – Robotics Engineering, BS

Dr. Kathleen Fimple presented the proposal

Dr. Fimple presented the program proposal, indicating this program would provide students with the skills needed to identify, formulate, and solve complex engineering problems in the robotics field. She noted the high need and demand for this program and stated there are no robotics engineering programs offered in Nebraska.

*Dr. Lance Perez, University of
Nebraska-Lincoln*

Committee Recommendation

*University of Nebraska-Lincoln –
Proposal for a New Instructional
Program – Robotics Engineering, BS
approved*

*University of Nebraska-Lincoln –
Proposal for a New Instructional
Program – Multidisciplinary Studies,
BA, BS*

Dr. Fimple presented the proposal

*Dr. June Griffin, University of
Nebraska-Lincoln*

*Dr. David Jackson, University of
Nebraska*

Committee Recommendation

*University of Nebraska-Lincoln –
Proposal for a New Instructional
Program – Multidisciplinary Studies,
BA, BS approved*

*University of Nebraska Medical Center
– Proposal for a New Center – Center
for Diabetes Care, Research, and
Education*

Dr. Fimple presented the proposal

Dr. Lance Perez, Dean of Engineering at the University of Nebraska, provided additional information and answered Commissioners' questions.

Committee Recommendation: That the Commission approve the Bachelor of Science degree in Robotics Engineering at the University of Nebraska-Lincoln.

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

University of Nebraska-Lincoln – Proposal for a New Instructional Program – Multidisciplinary Studies, BA, BS

Dr. Fimple presented the program proposal, stating this program is designed to offer a flexible degree completion pathway to students who have attended UNL or a local institution previously and may have stopped short of graduating. Any student who has completed 60 or more UNL degree-applicable credit hours would be eligible for the program.

Dr. June Griffin, Associate Dean of Undergraduate Education, College of Arts and Sciences at the University of Nebraska-Lincoln, provided information on the program, as well as Dr. David Jackson, Interim Executive Vice President and Provost, Interim Dean of the Graduate College from the University of Nebraska

Committee Recommendation: That the Commission approve the Bachelor of Arts and Bachelor of Science degrees in Multidisciplinary Studies at the University of Nebraska-Lincoln.

Commissioner Weber, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program – Multidisciplinary Studies, BA, BS. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, O'Holleran, Von Behren, Weber, and Wilson. Voting no: Headrick. The motion carried.

University of Nebraska Medical Center – Proposal for a New Center – Center for Diabetes Care, Research, and Education

Dr. Fimple presented the program proposal, noting UNMC has been involved in diabetes care and research for a long time. She stated a new center would increase collaborative research across the University system and transform diabetes outcomes through education, research, and changes in policy.

*Dr. David Jackson, University of
Nebraska*

*Dr. Andjela Drincic, University of
Nebraska Medical Center*

Committee Recommendation

*University of Nebraska Medical Center
– Proposal for a New Center – Center
for Diabetes Care, Research, and
Education approved*

*Annual Reports from Out-of-state and
Private Institutions*

Dr. Fimple spoke

*Report on College Course Offerings for
High School Students by Nebraska
Public Institutions, 2023-2024*

Dr. Fimple presented the report

*Dr. Joel Michaelis, Southeast
Community College, Ryan Purdy, Mid-
Plains Community College and Dr.
Charlene Widener, Northeast
Community College*

*Report on Institutional Activities
Related to Existing Programs*

Reasonable and Moderate Extensions

Dr. Jackson and Dr. Andjela Drincic, Diabetes & Endocrinology Center Medical Director, spoke on benefits of the proposed center and answered Commissioners' questions.

Committee Recommendation: That the Commission approve the Center for Diabetes Care, Research, and Education at the University of Nebraska Medical Center.

Commissioner Weber, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center's Proposal for a New Center – Center for Diabetes Care, Research, and Education. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

Chair Daniels called for a break at 10:54 a.m. The meeting resumed at 11:04 a.m.

Annual Reports from Out-of-state and Private Institutions

Dr. Fimple provided information on two institutions holding a recurrent authorization to operate in Nebraska:

- Western Governors University (Salt Lake City, UT; online with PO box in Fremont)
- Andrews University (Berrien Springs, MI, at Union College, Lincoln)

Report on College Course Offerings for High School Students by Nebraska Public Institutions, 2023-2024

Dr. Fimple gave a report on courses offered at distance by public institutions for high school students in Nebraska. She noted that while the majority of dual credit courses are offered in high schools, Wayne State College, UNL, and four of the community colleges included courses that were taught on a campus or center.

Dr. Joel Michaelis, Vice President of Instruction at Southeast Community College, Ryan Purdy, President, Mid-Plains Community College, and Dr. Charlene Widener, Vice President of Educational Services at Northeast Community College, were present and answered questions from the Commissioners.

Report on Institutional Activities Related to Existing Programs

Dr. Fimple discussed the following information items:

Reasonable and Moderate Extensions

- NECC – Natural Resources, Diploma & Certificate
- NECC – Horticulture Business, Certificate
- NECC – Farm to Market, Certificate
- NECC – Agricultural Drone Pilot, Certificate
- NECC – Paramedicine: Pre-Professional AA/AS

Program Name Changes

Program Name Changes

- UNL – Modern Languages (with French and German options), BA, BS

- NECC – Pre-Professional Veterinary Technology, AA to *Pre-Professional Veterinary Technology, AS*
- MCC – Nursing, AS to *Nursing, ASN*

Eliminated Center

Eliminated Center

- UNMC – Center for Advanced Surgical Technology (CAST)

Discontinued Programs

Discontinued Programs

- UNK – Physics Comprehensive-Engineering Emphasis, BS (BS in Physics will remain)
- UNK – Astronomy, BS
- UNK – Astrophysics Comprehensive, BS
- UNK – Physical Science, BA and BS
- UNK – English-Writing Emphasis, BA
- UNK – Spanish Translation and Interpretation Comprehensive, BA
- UNL – French Language and Literature, BA, BS
- UNL – German Language and Literature, BA, BS

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

Budget, Construction, and Financial Aid Committee

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Wilson chaired the committee in Commissioner Lauritzen's absence.

Southeast Community College – Lincoln Campus – Science Center

Southeast Community College – Lincoln Campus – Science Center

Matthew Roque presented the project proposal

Matthew Roque presented the proposal, stating that Southeast Community College is proposing construction of a new state-of-the-art, 45,750 gross square foot Science Center at their 8800 O Street campus. The project cost is estimated at \$37.7 million, funded by Capital Improvement Funds and other sources that may include student fees, private donations, grants, or fundraising efforts. The new center would provide advanced science laboratories, interactive learning spaces, and update safety and infrastructure concerns within the current campus building.

Dr. Bev Cummins, Southeast Community College

Dr. Bev Cummins, Vice President for Program Development at Southeast Community College's Lincoln Campus, discussed the proposal and answered Commissioners' questions.

*Southeast Community College –
Lincoln Campus – Science Center
approved*

*Southeast Community College –
Milford Campus – Construction
Technologies Center*

*Mr. Roque presented the project
proposal*

*Dr. Bev Cummins, Southeast
Community College*

*Committee Recommendation and
Comments*

*Southeast Community College –
Milford Campus – Construction
Technologies Center approved*

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the Budget, Construction, and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of Southeast Community College's proposal to utilize Capital Improvement Funds to construct and equip the Science Center project as outlined in the governing board's program statement approved on June 17, 2025, along with supplemental information provided.

Comments: The primary purpose of this project is the need to provide modern, safe, and quality spaces for Biology and Life Science courses. This proposed building will accomplish this goal for current students while allowing for future enrollment growth.

Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Southeast Community College's – Lincoln Campus – Science Center Project. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

Southeast Community College – Milford Campus – Construction Technologies Center

Mr. Roque presented the proposal, noting Southeast Community College is proposing construction of a new Construction Technologies Center at its Milford Campus. The proposed 48,000 gross square foot facility will consolidate several of Milford's construction-related programs, which are currently spread across three aging and undersized buildings. The estimated cost for the center is \$30.6 million, which would come from the Capital Improvement Fund and several other sources.

Dr. Cummins provided additional information on the proposed project.

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the Budget, Construction, and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of Southeast Community College's proposal to utilize Capital Improvement Funds to construct and equip the Construction Technologies Center project as outlined in the governing board's program statement approved on June 17, 2025, along with supplemental information provided.

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

Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Southeast Community College's – Milford Campus – Construction Technologies Center Project. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

*Metropolitan Community College –
Sarpy County Campus – Roads and
Infrastructure Project*

*Mr. Roque presented the proposed
project*

*Stan Horrell, Metropolitan Community
College*

*Committee Recommendation and
Comments*

*Metropolitan Community College –
Sarpy County Campus – Roads and
Infrastructure Project approved*

*Nebraska Opportunity Grant 2025-26
Annual Allocation Report*

*J. Ritchie Morrow presented the
Report*

*Excellence In Teaching 2025-26
Annual Allocation Report*

Mr. Morrow presented the Report

**Metropolitan Community College – Sarpy County Campus – Roads
and Infrastructure Project**

Mr. Roque presented the project, stating that the Metropolitan Community College Board of Governors approved the establishment of the new Sarpy County Campus in 2024. The Roads and Infrastructure project will include installation of roads, sewers, retention ponds, water lines, and electricity on the property. Mr. Roque noted the approximate cost of the project is \$9.8 million, utilizing Capital Improvement Funds.

Stan Horrell, Director of Campus Planning at Metro, answered questions and provided additional information on the project.

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 Metropolitan Community College’s proposal to utilize Capital Improvement Funds to construct the Sarpy County Campus Infrastructure project as outlined in the governing board’s program statement approved on May 27, 2025, along with supplemental information provided.

Comments: The primary purpose of this project is to provide the infrastructure necessary for the complete build-out of this new campus. The Commission approved the Sarpy County Campus as a branch campus at its October 11, 2024, meeting.

Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Metropolitan Community College’s Sarpy County Campus – Roads and Infrastructure Project. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.

Nebraska Opportunity Grant 2025-26 Annual Allocation Report

Mr. 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 10-year comparison graph of appropriations funding by source and the Lottery Fund Transfers received to the Nebraska Opportunity Grant.

Excellence In Teaching 2025-26 Annual Allocation Report

Mr. Morrow presented the report, stating this is the second year we are administering this program as it was previously administered through the Nebraska Department of Education (NDE). The report focuses on those two years. The allocations for AETP (Attracting Excellence to Teaching Program) and AETP-ST (Attracting Excellence to Teaching Program-Student Teaching) programs are based on the number of teacher

*Nebraska Career Scholarship 2025-26
Annual Allocation Report*

Mr. Morrow presented the Report

*Next Commission meeting is Friday,
October 3, 2025*

Meeting adjourned at 12:15 p.m.

education completers as reported annually to the NDE. EETP (Enhancing Excellence in Teaching Program) allocations are based on the number of completers with a master's degree.

Nebraska Career Scholarship 2025-26 Annual Allocation Report

Mr. Morrow presented the report, stating the Commission allocates state funding from the Nebraska Career Scholarship program based on one of two formulas. For 2025-26, \$4 million was allocated to the community colleges, based on the most recent 3-year Reimbursable Education Units (REU) calculations, and \$4 million to the private nonprofit institutions, based on the average number of Nebraska residents enrolled in specific high-need academic programs over the last three years.

FUTURE MEETING

The next Commission meeting will be Friday, October 3, 2025, 8:30 a.m. at Southeast Community College, 8800 O Street, Lincoln, Nebraska.

ADJOURNMENT

Chair Daniels adjourned the meeting at 12:15 p.m.



(*Proposed*) 2026 CCPE Meeting Calendar

January 30- Friday

Virtual Meeting via Zoom

March 13 - Friday

Lincoln (or virtual meeting via Zoom in case of bad weather)

May 22 - Friday

University of Nebraska at Omaha

July 24 - Friday

South Sioux City Education Center (NECC/WSC)

(With stop at Little Priest Tribal College or Nebraska Indian Community College)

September 11 - Friday

University of Nebraska-Lincoln

October 16 - Friday

Lincoln

December 11 – Friday

Lincoln

Quarterly Report as of September 30, 2025

Administrative Funds (Program 640)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 25.00%
PERSONAL SERVICES				
PSL	\$1,148,734			
Permanent Salaries	\$1,050,585	\$243,598	\$806,987	23.2%
Benefits	\$307,545	\$68,501	\$239,044	22.3%
Subtotal	\$1,358,130	\$312,099	\$1,046,031	23.0%
OPERATING EXPENSES				
Postage	\$4,000	\$654	\$3,346	16.4%
Communication	\$11,000	\$1,079	\$9,921	9.8%
Data Processing	\$52,486	\$16,442	\$36,044	31.3%
Publication & Printing	\$6,000	\$1,242	\$4,758	20.7%
Awards Expense	\$500	\$0	\$500	0.0%
Dues & Subscriptions	\$41,342	\$1,604	\$39,738	3.9%
MHEC Dues	\$115,000	\$115,000	\$0	100.0%
Conference Registration Fees	\$2,500	\$1,104	\$1,396	44.2%
Electricity	\$2,500	\$739	\$1,761	29.6%
Rent Expense	\$60,858	\$14,566	\$46,292	23.9%
Office Supplies	\$2,000	\$174	\$1,826	8.7%
Food Expenses	\$2,000	\$452	\$1,548	22.6%
Education Supplies	\$500	\$226	\$274	45.2%
Account & Auditing Services	\$8,029	\$8,029	\$0	100.0%
Purchasing Assessment	\$110	\$110	\$0	100.0%
Insurance Expense	\$300	\$0	\$300	0.0%
Other	\$800	\$122	\$678	15.3%
Subtotal	\$309,925	\$161,543	\$148,382	52.1%
STAFF TRAVEL				
Board & Lodging	\$6,000	\$2,919	\$3,081	48.7%
Commercial Transportation	\$2,000	\$531	\$1,469	26.6%
Meals-Travel Status	\$2,000	\$794	\$1,206	39.7%
State-Owned Transportation	\$2,000	\$380	\$1,620	19.0%
Mileage	\$2,000	\$738	\$1,262	36.9%
Other	\$500	\$242	\$258	48.4%
Subtotal	\$14,500	\$5,604	\$8,896	38.6%
COMMISSIONER TRAVEL				
Board & Lodging	\$3,000	\$880	\$2,120	29.3%
Meals-Travel Status	\$1,500	\$228	\$1,272	15.2%
Mileage	\$8,000	\$2,735	\$5,265	34.2%
Other	\$500		\$500	0.0%
Subtotal	\$13,000	\$3,843	\$9,157	29.6%
TOTAL EXPENDITURES	\$1,695,555	\$483,089	\$1,212,466	28.5%
General Fund	\$1,633,790	\$481,567	\$1,152,223	28.5%
Cash Fund	\$61,765	\$1,522	\$60,243	
Total	\$1,695,555	\$483,089	\$1,212,466	

**Note: The percentage of budget spent without including the MHEC dues is 23.3%.
The MHEC dues are paid in full (\$115,000) during the first month of the fiscal year.**

Quarterly Report as of September 30, 2025

Nebraska Opportunity Grant Program (NOG)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 25.00%
GOVERNMENT AID				
Other Government Aid	\$24,948,302	\$2,464,396	\$22,483,906	9.9%
TOTAL EXPENDITURES	\$24,948,302	\$2,464,396	\$22,483,906	9.9%
General Fund	\$7,093,430		\$7,093,430	9.9%
Cash Fund	\$17,854,872	\$2,464,396	\$15,390,476	
Total	\$24,948,302	\$2,464,396	\$22,483,906	

Higher Education Financial Aid

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 25.00%
PERSONAL SERVICES				
PSL				
Permanent Salaries	\$150,243	\$14,497	\$135,746	9.6%
Benefits	\$68,929	\$4,215	\$64,714	6.1%
Subtotal	\$219,172	\$18,712	\$200,460	8.5%
OPERATING EXPENSES				
Postage Expense	\$2,500	\$0	\$2,500	0.0%
Data Processing	\$10,225	\$0	\$10,225	0.0%
Communications	\$1,510	\$0	\$1,510	0.0%
Dues & Subscriptions	\$100	\$0	\$100	0.0%
Rent Expense-Buildings	\$11,172	\$0	\$11,172	0.0%
Accounting & Auditing	\$600	\$0	\$600	0.0%
Conference Registration	\$150	\$0	\$150	0.0%
Other Operating Expenses	\$160	\$0	\$160	0.0%
Other Contractual Services	\$100,653	\$0	\$100,653	0.0%
Subtotal	\$127,070	\$0	\$127,070	0.0%
STAFF TRAVEL				
Personal Vehicle Mileage	\$200	\$0	\$200	0.0%
Subtotal	\$200	\$0	\$200	0.0%
GOVERNMENT AID				
Gap Assistance	\$1,922,182	\$495,244	\$1,426,938	25.8%
AETP	\$735,000	\$0	\$735,000	0.0%
AETP-ST	\$400,000	\$0	\$400,000	0.0%
EEPT	\$1,135,000	\$148,375	\$986,625	13.1%
CRCD	\$200,000	\$17,376	\$182,624	8.7%
Door to College	\$163,018	\$0	\$163,018	0.0%
Career SCH-Community College	\$4,000,000	\$1,225,480	\$2,774,520	30.6%
Career SCH-Community College	\$4,000,000	\$561,816	\$3,438,184	14.0%
Subtotal	\$12,555,200	\$2,448,291	\$10,106,909	19.5%
TOTAL EXPENDITURES	\$12,901,642	\$2,467,003	\$10,434,639	19.1%
General Fund	\$8,000,000	\$1,787,296	\$6,212,704	22.3%
Cash Fund	\$4,901,641	\$679,707	\$4,221,934	13.87%
Total	\$12,901,642	\$2,467,003	\$10,434,639	19.1%

Quarterly Report as of September 30, 2025

Access College Early Scholarship (ACE)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 25.00%
OPERATING EXPENSES				
Data Processing	\$100,000	\$13,622	\$86,378	13.62%
Subtotal	\$100,000	\$13,622	\$86,378	13.62%
GOVERNMENT AID				
Other Government Aid	\$1,400,000	-\$4,790	\$1,404,790	-0.3%
TOTAL EXPENDITURES	\$1,500,000	\$8,832	\$1,491,168	0.6%
General Fund	\$1,500,000	\$8,832	\$1,491,168	
Total	\$1,500,000	\$8,832	\$1,491,168	0.6%

Guaranty Recovery Program

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 25.00%
GOVERNMENT AID				
Other Government Aid	\$8,000	\$0	\$8,000	0.0%
TOTAL EXPENDITURES	\$8,000	\$0	\$8,000	0.0%
Cash Fund	\$8,000	\$0	\$8,000	
Total	\$8,000	\$0	\$8,000	0.0%

Community College ARPA Funds - Dual Enrollment (Agency 83)

	2025-26 Appropriations	2025-26 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 25.00%
GOVERNMENT AID				
Other Government Aid	\$5,000,000	\$5,000,000	\$0	100.0%
TOTAL EXPENDITURES	\$5,000,000	\$5,000,000	\$0	100.0%
Federal Fund	\$5,000,000	\$5,000,000	\$0	
Total	\$5,000,000	\$5,000,000	\$0	100.0%



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln (UNL)
University of Nebraska at Omaha (UNO)

Program: Artificial Intelligence (AI)

Award: Master of Science (MS)

Mode of Delivery: Face-to-face (Omaha) and online (Lincoln)

Institution's Existing Degree(s) in Same or Similar Discipline: **UNL:** BS in Computer Science, BS in Computer Engineering, BS in Software Engineering, MS in Computer Science, PhD in Computer Science, PhD in Engineering with specialization in Computer Engineering; **UNO:** BS in Artificial Intelligence, BS in Computer Science, MS in Computer Science, PhD in Computing and Information Sciences

Proposal Received by Commission: August 15, 2025

Proposed Start Date: Fall 2025

Description

The proposal is to establish a dual-track Master of Science degree in Artificial Intelligence (MSAI), with one track administered by the Department of Computer Science in the College of Information Science and Technology at UNO (Track A), and one track administered by the School of Computing in the College of Engineering at UNL (Track B). Both tracks would deliver an extensive foundation in core AI topics, including machine learning, deep learning, natural language processing, generative AI, and game theory, but are designed for different audiences. By offering both a traditional, on-campus format (16 weeks, UNO-based), and an online non-thesis track with 8-week courses (UNL-based), this program would meet workforce needs by providing options for both traditional (Track A) and non-traditional students (Track B).

The proposed program of study, consisting of 30 credit hours, would prepare students through didactic courses teaching the foundational principles of AI, hands-on experiences through internship and independent studies, and projects/labs using the latest AI technologies, theses and thesis-equivalent projects, and practical capstone term projects with business and government clients. For Track A, the program would consist of a nine-credit hour core, a required 12 credit-hour concentration, three to six hours of an exit option (thesis, project, or capstone), and three to six hours of electives. Track B requires a comprehensive exam consisting of a portfolio to demonstrate learning outcomes (see page 5).

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

UNL asserts that the transformative power of Artificial Intelligence is now widely recognized, poised to reshape every facet of daily life. AI's impact spans socio-economic structures, technological ecosystems, global competitiveness, and the future of work. Recent AI breakthroughs, such as ChatGPT and Gemini, have ignited a pressing need for educational institutions to adapt swiftly to the rapidly expanding field of AI.

The proposal states that the demand for AI professionals is acute and growing rapidly across industries such as financial services, healthcare, defense, technology, media, and government. Several sources of data were cited.

- The World Economic Forum reported a 450% increase in AI demand since 2013 and projected 40% growth in AI-related jobs from 2023–2025.
- LinkedIn data highlighted “AI Specialist” as the #1 emerging job in the U.S., showing a 74% annual increase in job postings over the past five years. Between September 2023 and August 2024, the median advertised salary was \$162,700.
- According to the U.S. Bureau of Labor Statistics, computing-related occupations are expected to be the second fastest-growing occupational group from 2023 to 2033, with a projected growth rate of 12.9%. Specific to AI, job demand in Nebraska alone included over 4,000 postings in 2022.

In addition to the letters of recommendation needed for the proposal to advance through the university system, there were letters of support for a program at UNO from EVP (Farm Credit Services of America, AgCountry Farm Credit Services, and Frontier Farm Credit), Optum United Health Group, CQuence Health, and Blue Cross and Blue Shield of Nebraska.

The School of Computing and the Computer Science Department, the joint designers of this proposal, believe that a new MS degree in AI is the appropriate curricular pathway to prepare the future professionals and researchers in AI.

The figures cited and diversity of support letters suggest a need for the program.

B. Demand for the Program

High-----Low
√

UNO estimates that 10-20 new students would be admitted annually in Track A. They also estimate that between five and seven students already at UNO will change majors and move into the AI degree program.

Track B, expected to attract primarily working professionals, would admit new students every semester, including summer. The estimated enrollment is 30 new students each admission. Projections for both tracks are based on historical enrollments in similar programs. In addition,

to enable participation by students without a prior computing background, the university would offer a bridge program featuring two primer courses in Python programming and data structures and algorithms for informatics. These courses would be provided online through UNL every semester.

While the projections don't have a base of specifics in the field, enrolments in the sponsoring entities are large. For example, the College of IS&T admits over 50 graduate students each year. The university also anticipates that the MS program would attract students from several other majors across UNO. The online Track B has the potential to reach students anywhere in the world.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are no artificial intelligence graduate programs in Nebraska.

Currently, five MS in AI programs are available in the region—at the University of Colorado, Saint Louis University, Oklahoma Christian University, South Dakota School of Mines and Technology, and Iowa State University. In addition to being the first in Nebraska, the proposed program would, unlike others, be targeted at both on-campus undergraduate and graduate students and computing professionals.

D. Resources: Faculty/Staff

High-----Low
√

The proposed program would make use of graduate courses in existing programs. The university reports that the program could start in fall 2025 and be maintained for at least five years with support from at least 30

existing faculty in the Department of Computer Science at UNO and the School of Computing at UNL, who all currently teach courses proposed for the MSAI.

Track A would need reorientation and adjustment of the existing courses for the core and the thesis/project requirements as well as development of a new AI capstone, AI Morality and Norms, and AI in Science special topics courses. Thus, the program would require a new 1.0 FTE faculty member. Track B would utilize 13 pre-tenured faculty who are on reduced teaching loads, resulting in 10 additional courses per year to be available in the next year, which would not require additional costs or overloads.

The College of Engineering and the School of Computing would also provide a team of advisors to ensure that students make good progress toward graduation.

E. Resources: Physical Facilities/Equipment

High-----Low
√

While no additional physical facilities would be needed for this program, the MSAI-Track A program would need computers equipped with open-source software. While most of the AI software platforms are available

free of charge, some impose nominal charges for their uses. These could be covered through existing technology fees assessed on both campuses.

Holland Computing Center (HCC) is a high-performance computing resource that is shared by both UNL and UNO campuses and would be available for MSAI student use. Students would also be able to use the Scott Technology Center and AI labs and their GPU machines. Shared dedicated GPU servers may be acquired to address equipment shortages as the enrollments increase in the long-term (not included in the budget).

F. Resources: Library/Information Access

Acceptable				
yes	✓		no	

The proposal did not address this topic directly, but since the program would draw from existing computer and engineering disciplines, there should be adequate resources.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$933,176	Reallocated Funds ³	TBD
General Operating ²	\$26,375	New State Funds	
		New Local Funds	
		Tuition and Fees ⁴	\$3,433,688
Five-Year TOTAL	\$959,551	Five-Year TOTAL	\$3,433,688

¹ One full-time faculty starting in year two; additional part-time faculty starting in year five; graduate assistants starting in year three; graduate advising staff; support staff

² Program marketing and advertising costs of \$4000 annually. Annual professional development of \$1500 per 1 FTE faculty.

³ The Executive Vice Chancellor office at UNL will offer \$6,000 stipends for the development of each online course and instructional designer support for Track B.

⁴ Track A: based on five new students in year one, increasing to 30 in year five, with current students also continuing at UNO in the new program (18 by year five) = 48 students in year five at UNO, taking 15 credit hours at \$ 722.50 per credit hour.

Track B: 20 new students in fall of year one, stabilizing at 126 students in summer of year 3 = 126 students in year five at UNL, taking 12 credit hours at \$700 per credit hour.

Committee Recommendation: That the Commission approve the Master of Science degree in Artificial Intelligence at the University of Nebraska-Lincoln and University of Nebraska at Omaha.

First Program Review Date: Due June 30, 2028.

CURRICULUM

Requirements for MSAI (Track A)**30 credits**Core:

AIML 8456	Principles of Artificial Intelligence	3 credits
AIML 8110	Advanced Topics in Artificial Intelligence	3 credits
AIML 8450	Advanced Topics in Natural Language Understanding	3 credits

Concentration: (six to chose from)

12 credits

Exit options:

3-6 credits

AIML 8910	MSAI Capstone
	or
AIML 8960	Thesis Equivalent Project in AI
	or
AIML 8990	Thesis in AI

Electives:

3-6 credits

Requirements for MSAI (Track B)**30 credits**

CSCE 810	Information Retrieval	3 credits
CSCE 820	Introduction to Natural Language Processing	3 credits
CSCE 811	Data Modeling for Systems Development	3 credits
CSCE 821	Foundations of Constraint Processing	3 credits
CSCE 822	Introduction to Computational Game Theory	3 credits
CSCE 876	Introduction to Artificial Intelligence	3 credits
CSCE 878	Introduction to Machine Learning	3 credits
CSCE 879	Introduction to Natural Language Processing	3 credits

Electives:

6 credits



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha (UNO)
Program: Studio Art and Art History
Award: Bachelor of Arts (BA)
Mode of Delivery: In person, on the UNO campus
Institution's Existing Degree(s) in Same or Similar Discipline: BA in Art History (BAH), BA in Studio Art (BSA), BFA in Studio Art (BFA)
Proposal Received by Commission: August 15, 2025
Proposed Start Date: Upon approval

Description

This program is designed for students who seek to both make art and to understand art's formal and contextual properties. Courses in marketing, non-profit, and collections management prepare students to become well-rounded professionals for the evolving world of art. The curriculum would bridge artistic practice with art historical inquiry, producing professionals who can create, analyze, and preserve art and would prepare students for a variety of arts positions.

Students would complete 27 credit hours in Studio Art and 27 credit hours in Art History and Arts Management (see page 3). The program includes a bridge course, ART 4760: Technical Art History, which demonstrates the intersection of artistic creation and art historical analysis. The curriculum offers the benefits of a double major but with a more streamlined graduation timeline with a total of 120 credit hours.

The existing degree programs in Art and Art History are accredited through the National Association of Schools of Art and Design (NASAD). The proposed program would be subject to NASAD standards. If approved, this degree program would be presented to NASAD for evaluation.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
<input checked="" type="checkbox"/>

UNO asserts that while the proposed degree would allow students to pursue career paths and advanced degrees in either studio art or art history, it is especially applicable to students who wish to work in an art gallery, museum, or other arts non-profit organization. As evidence of need, UNO cited the U.S. Bureau of Labor Statistics where a 12% growth in employment was projected for archivists, curators, and museum workers from 2021-2031. The overall employment of craft and fine artists was projected to grow 3% from 2023-2033.

The proposal also included a report on the market conditions surrounding the program, both regionally and nationally. Using the two CIP codes for studio art and art history, the report indicated that regionally there

was a 4% decline in the number of completions in these two fields. Nationally, jobs were expected to grow 1.8% from 2024-25 with median advertised earnings of \$49,800 per year. Specialized key skill areas were art history, drawing, painting, and art education.

The declining figures for completions regionally and small expected growth rate nationally don't support strong demand. However, the projected growth for archivists, curators, and museum workers is encouraging as is the list of specialized skills that match well with the proposed program.

B. Demand for the Program

High-----Low				
		√		

UNK reports that the single major of Art History has had low enrollments, but the Studio Art major is very popular, and these students have expressed interest in Art History. This proposed degree would provide expanded opportunities for students to pursue career paths or advanced degrees in either discipline.

UNK also reports that it is estimated that nearly half of the art history minors are studio art students. Based on the number of minors and students who have informally expressed interest in a double major, UNO expects the new program to enroll "upward of 20 students in the first 5 years." The budget calculations use 25 students in year one, increasing to 41 students in year five.

The proposal doesn't provide numbers to support the expected enrollments.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no baccalaureate degrees in studio art and art history in Nebraska. UNO states that the movement to offer a combined studio arts and art history major began at Northeastern University (Massachusetts) that offers a BA with a Concentration in Art History and Visual Studies. Other urban institutions, such as Cleveland State University, also have combined programs. Similarly, San Francisco State University offers a Bachelor of Arts in Art: Concentration in Art History and Studio Art. Williams College (Massachusetts) has a combined "Art History and Studio."

D. Resources: Faculty/Staff

Acceptable				
yes	√		no	

Existing faculty would be sufficient to provide the program.

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

Acceptable				
yes	√		no	

The proposal states that no additional physical facilities, instructional equipment, or informational resources would be needed.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated/Existing Funds	
		New State Funds	
		New Local Funds	
		Tuition and Fees*	\$548,460
Five-Year TOTAL	0	Five-Year TOTAL	\$548,460

* Based on 25 students in year one, increasing to 41 in year five, taking 12 credit hours per year with \$277 tuition per credit hour. (Note that many of the studio art courses have separate fees.)

Committee Comment: The proposal doesn't provide figures for the current enrollments in either the major or minor in Art and Art History as evidence of potential student demand. Additionally, the enrollment numbers utilized in the budget are not consistent with the narrative.

Committee Action: Forward the proposal for a Bachelor of Arts in Studio Art and Art History at the University of Nebraska at Omaha to the full Commission without a recommendation.

First Regular Program Review: Due June 30, 2032

BA in Studio Art and Art History--57 credit hours

All courses are three credit hours

Required Courses	30 credit hours
ART 1100: FOUNDATION: DRAWING	
ART 1110: FOUNDATION: 3D DESIGN	
ART 1210: FOUNDATION: 2-D DESIGN	
ART 1220: FOUNDATION: DIGITAL MEDIA	
ART 2050: SURVEY OF WESTERN ART HISTORY I	
ART 2060: SURVEY OF WESTERN ART HISTORY II	
ART 3760: RESEARCH, WRITING, AND COMMUNICATION FOR CAREERS IN ART	
ART 4740: INTRODUCTION TO COLLECTIONS MANAGEMENT	
ART 2100: LIFE DRAWING I <u>OR</u> ART 2910: OBSERVATIONAL DRAWING FOR SKETCHBOOK	
ART 4760: TECHNICAL ART HISTORY	

Electives	27 Credit hours
Select Four , 2000 or 3000 level studio courses (26 courses to choose from; primarily studio art)	12
Select One of the following (8 to choose from; primarily regional art studies)	3
Select One of the following: (4 to choose from; renaissance art)	3
Select One of the following: (4 to choose from; primarily American and modern art)	3
Select One of the following: (8 to choose from; art history, modern art)	3
Select One of the following: (8 to choose from; business, management, etc.)	3



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska at Kearney (UNK) with the University of Nebraska at Omaha (UNO)
Program:	Health Education
Award:	Master of Arts in Education (MAE)
Institution's Existing Degree(s) in Same or Similar Discipline:	PK-12 Health and Physical Education BAE, Health Education 7-12 BAE, Minor in Adolescent Health
Mode of Delivery:	Online
Proposal Received by Commission:	August 15, 2025
Proposed Start Date:	Fall 2025

Background

The proposed program is designed to be a collaborative effort between UNK and UNO. UNK's department of Kinesiology and Sport Sciences will house and facilitate the program. UNO's School of Health and Kinesiology would provide three of the 10 required courses and be consulted regarding any class or programmatic changes.

Description

The proposed degree program is primarily designed for those who hold a physical education teaching degree who want to add an endorsement in health education. The program would also be attractive to those who work in the health sector where they must provide health programming to young people, e.g., school nurses and community health workers.

The curriculum was chosen to help provide students with health pedagogy skills, the ability to communicate effectively, and the skills to be a leader in the field. It would consist of 30 semester credit hours (see page 4), culminating with a thesis or non-thesis project (a comprehensive portfolio presentation). It would also include a practicum for hands-on experience in a health education classroom. Students already employed in a health education classroom would be able to substitute another course for the practicum with approval. The core courses would come from Kinesiology and Sport Sciences at UNK, Health and Kinesiology at UNO, and Public Health at UNO. No new courses would be needed.

Consistent with Institutional Role and Mission? ✓ YES NO

Consistent with Statewide Comprehensive Plan? ✓ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low				
		√		

UNK cites the U.S. Bureau of Labor Statistics that indicates employment in health education careers is expected to grow by 12% from 2021 to 2031, much faster than the national average.

UNK reports that many teachers in Nebraska have obtained a degree/certification in physical education, but many secondary physical education teachers must also teach health education. By completing this degree, students would be eligible for an additional teaching endorsement in Health grades 7-12. There are no programs in Nebraska designed to help teachers earn an additional health education endorsement.

Rules for the Nebraska Department of Education (Rule 42) require a person seeking the 7-12 health education endorsement to complete a minimum of 30 hours in health courses. In order to receive a 10-year professional certificate in Nebraska, you must have completed a master's degree within ten years, so teachers looking to obtain this certificate would be drawn to a master's degree program in education.

Support letters came from SHAPE Nebraska (Society of Health and Physical Educators) and Lincoln Public Schools.

The proposal doesn't provide specific figures for the number of health educators in the state or number of vacancies in schools.

B. Demand for the Program

High-----Low				
		√		

UNK reports that their Health and Physical Education program offers a Master's in physical education that currently has about 30 students. The proposed program is expected to have similar enrollments. The budget uses five students in year one, increasing by five each subsequent year.

There is no evidence that students would select the proposed program over the existing master's in physical education program or that student interest is great enough to support two similar master's programs. The online availability, however, could provide sufficient enrollments.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no other MAE in Health Education programs in Nebraska. UNMC offers a Master of Health Professions Teaching and Technology program, but it targets only those preparing to teach medical courses.

According to the proposal, there are 31 institutions in the United States that offer a health education master's program, many located in the northeast United States or Texas.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNK reports that no new faculty would be needed. The current Graduate Program Chair has a PhD in health education and would be the main contact person for the program. In addition, the Health and Physical Education program recently hired a lecturer who also has a background and PhD in

health promotion, so they can contribute to the proposed program as well as the physical education program in the department.

E. Resources: Physical Facilities/Equipment

Acceptable				
yes	√		no	

UNK states that the program is offered entirely online, so it would require no additional facilities. It would be housed in an existing campus location.

F. Resources: Library/Information Access

High	-----	Low
	√	

The proposal states that UNK Online has online training and tutorials available for new online students seeking guidance for success in online education and help navigating all the software used at UNK. UNK also provides 24-hour assistance with technical issues. The Calvin T. Ryan Library has training services for online students, a large number of electronic resources, and dedicated library staff for digital databases which are utilized by both campus and online students. UNK Online also provides training and designers for any faculty and courses as needed.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating	\$15,000	New State Funds	
Library		New Local Funds	
Facilities		Tuition and Fees ²	\$501,188
Five-Year TOTAL	\$15,000	Five-Year TOTAL	\$501,188

¹ Marketing for the first three years

² Based on five students in year one, increasing by five each subsequent year, taking 18 credit hours at \$371.25 online graduate tuition and fees per year.

Committee Comment: The proposal doesn't provide figures for the current number of teachers with physical education endorsements who are teaching health classes without being endorsed or how many vacancies exist in schools because an endorsed teacher isn't available for health education classes. Additionally, there is no support for the projection of 30 students enrolled other than that it is the current enrollment in the MAE in physical education. There is also no discussion of what impact the proposed degree would have on the existing MAE.

Committee Action: That the proposal for the Master of Arts in Education in Health Education at UNK be forwarded to the full Commission without a recommendation.

First Program Review Date: Due June 30, 2029

Health Education, MAE Curriculum

Required Courses	Credit Hours	New or Existing Course
KSS 840 – Essentials of Sports Nutrition	3	Existing UNK
KSS 850 – Research Method in Kinesiology and Sport Sciences	3	Existing UNK
KSS 855P – Promoting Healthy Youth Behaviors	3	Existing UNK
KSS 861 – Applied Physiology of Exercise	3	Existing UNK
KSS 864P – School Health Methods	3	Existing UNK
KSS 874 – Seminar and Practicum in Health or Physical Education	3	Existing UNK
KSS 875 – Advocacy and Leadership in Health and Physical Education	3	Existing UNK
PHHB 8206 – A Public Health Approach to Mental Health	3	Existing UNO
PHHB 8360 – Community Health	3	Existing UNO
PHHB 8600 – Health Behavior	3	Existing UNO
TOTAL	30	



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska at Omaha (UNO)

Name of the new unit: Center for Competencies, Skills, and Workforce Development (CCSW)

Proposal Received by the Commission: August 15, 2025

Entities participating in the new unit: Division of Innovative & Learning-Centric Initiatives (ILCI)*

Proposed Start Date: Upon approval by CCPE

Description

The Center for Competencies, Skills, and Workforce Development would serve as an interdisciplinary entity designed to centrally connect academic learning with workforce demands. The CCSW would lead four initiatives:

- (1) competency-based education (CBE),
- (2) the Skills Lab, enhancing micro credentialing and digital badging by aligning industry-relevant skills with academic programs, providing employer-recognized credentials,
- (3) the Future of Work Symposium Series, annual convenings of faculty, students, and industry experts to analyze workforce trends and integrate employer feedback into academic programming, and
- (4) Workforce Partnerships, to expand industry collaborations, offer employer-sponsored upskilling programs, and establish an advisory board to ensure UNO remains responsive to Nebraska's economic needs.

*In addition to the ILCI, inaugural efforts have included Aviation, College of Business Administration, College of Information, Science & Technology, Division of Continuing Studies, Early Childhood Education Inclusive, Honors College, Languages, Math, Scott Scholars, Social Work, and Teacher Education.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Demonstrated Need and Appropriateness of the Unit

High-----Low
√

UNO reports that today's employers expect graduates to possess both foundational knowledge and industry-relevant skills that can be readily applied in professional settings. However, a significant skills gap persists in key industries. According to a 2024 report from the National Student Clearinghouse,

Committee Draft

21.7% of adults in Nebraska have some college education but no degree, a pattern similar to the national one. Additionally, Nebraska has approximately 26,000 more adults with some college but no degree than the national average. Yet re-enrollment of adult learners in Nebraska is lower than the national average, with the largest disparities coming from learners aged 35-64. This points to a large population in need of alternative educational pathways that provide verifiable, employer-recognized skills. A contributing factor is Nebraska's projected job growth, especially in areas of business and education (projected 9.2% and 8.1% growth, respectively, between 2020-2030).

The proposed center would address these needs by supporting the development of CBE programs by UNO colleges and departments. Additionally, the CCSW would provide structured, skills-based learning opportunities for all learners who need to upskill or reskill. CBE programs are growing rapidly in the United States, with approximately 600 institutions offering over 1,000 CBE-based programs in 2020. Many of these programs incorporate skills-based learning with CBE.

Ten letters of support came from seven departments and colleges at UNO. Letters were also received from the director of the Nebraska Department of Economic Development; the President and CEO of the Omaha Chamber of Commerce; the Director of Organizational Development, Human Capital for Omaha Public Power District; and the Special Assistant to the Provost for Strategic Initiatives at the University of Wisconsin-Milwaukee.

The statistics verify the educational status of Nebraskans. The letters document the lack of qualified employees in several fields and support the collaborative approach proposed to solving the problem.

B. Resources: Faculty/Staff

High-----Low				
	√			

The proposed center would have an executive director as well as an advisory board that would include Omaha and Nebraska business and community leaders. The center would also have two faculty fellows to contribute expertise in research, assessment design, and data collection. Additionally, the CCSW would have an Associate Director (1.0 FTE), an Administrative Coordinator (0.5 FTE), and a Senior Data Analyst (0.25 FTE). An Instructional Designer (1.0 FTE) position would be added. The positions are reflected in the budget.

The center also leverages the expertise of faculty, staff, and administrators from across UNO. Currently, 56 individuals are engaged in workgroups related to CBE, skills-based learning, and workforce partnerships, including 24 faculty members representing 15 different departments across all six UNO colleges.

C. Resources: Physical Facilities/Equipment

Acceptable				
yes	√		no	

The proposal states that as a virtual resource, the center would not require additional physical facilities or equipment.

D. Library/Informational Resources

Acceptable				
yes	√		no	

The CCSW will share some of the cost of UNO's subscription to Lightcast, which provides comprehensive data on labor market trends, skills demand, and workforce dynamics (\$5,000 annually, no projected increase in cost for the CCSW's share of this resource).

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$2,272,022	Existing Funds Reallocated ³	\$2,700,000
General Operating ²	\$265,000	New State Funds	
Library/Information Resources	\$25,000	New Local Funds	
		Tuition and Fees ⁴	\$594,000
		New Philanthropic Funding	\$15,000
Five-Year TOTAL	\$2,562,022	Five-Year TOTAL	\$ 3,309,000

¹ Executive and Associate Directors, Instructional Designer, Senior Data Analyst, Administrative Coordinator.

² Faculty and staff development, staff travel and memberships, office supplies, communications, and technology tools, and faculty development grants

³ Existing funds include distance education fees (\$525,000 annually) and foundation funds (\$15,000 annually).

⁴ Tuition is projected revenue from new competency-based education courses beginning in year three. Since some programs are yet to be determined, these are only rough estimates.

Committee Recommendation: Approve the Center for Competencies, Skills, and Workforce Development at the University of Nebraska at Omaha

Approval of the center would not constitute approval of any new programs requiring Commission review now nor in the future.

Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska

Reports Received June - September 2025

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of annual reports submitted in summer 2025. Reports received after September will be summarized at a later Commission meeting. Dates in the left-hand column are the time frame during which enrollment and graduation data was collected. No action is required.

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity/Notes
Crown College (at Christ Community Church, Omaha) (Original approval 8/11/2017) Summer 2024-Spring 2025	Biblical Studies	BS		1	26	*Includes students at the Tecumseh State Correctional Institution. Eight expected to graduate in spring.
	Christian Ministry	AS*	9			
	Christian Ministry	BS	1	1		
	Christian Studies	MA		1		
	Counseling	MA	25	8		
	Ministry Leadership	MA				
	Psychology	AS		1		
	Psychology/Counseling	BS	2			
CHI Health School of Radiologic Technology (Original approval 7/25/2019) AY 2024-25	Radiologic Science	BS	16	13	12	The next cohort begins in August 2025 and will include 16 students.
Trinity International University (at Brookside Church, Omaha) (Original approval 9/22/2023) AY 2024-25	Courses only		1		1	

*on date of report

**for most recent year

Information Items

Reasonable and Moderate Extensions

- UNK – Science 7-12 Teaching Endorsement for the BSE degree
- UNK – Expedited Graduate Certificate in Mathematics
- UNL – PhD in Computer Engineering

Program Name Changes

- UNO – Information Assurance Graduate Certificate to *Information Security Management Graduate Certificate*
- UNL – BFA in Theatre to *BFA in Entertainment Design and Production*
- UNL – Civil Engineering, MS & PhD to *Civil and Environmental Engineering, MS & PhD*
- UNO – BS in General Science to *BS in Physical and Natural Sciences*
- UNO – MS in IT Innovation to *MS in Human Centered Computing*

Discontinued Programs

- UNMC – Perioperative Nursing Certificate (No enrollments)
- UNL – Environmental Engineering, MS (Aligns with the renaming of Civil Engineering program)
- UNO – Economics, MA (No enrollments)
- UNL – Natural Resources and Environment Economics, BS (will become specialization within Ag. Economics)
- NECC – Administrative Professional, AAS & AA
- NECC – Drafting Mechanical, AAS
- NECC – Administrative Professional Office Management, Certificate
- NECC – Broadcast Production, Certificate
- NECC – Recording Studio Production, Certificate
- NECC – Theater Musical Performance, Certificate
- NECC – Video Production, Certificate
- NECC – Dairy Technician, Diploma
- NECC – Drafting Mechanical, Certificate & Diploma
- NECC – Machining and Manufacturing Automation – Certificate & Diploma



ACCESS COLLEGE EARLY SCHOLARSHIP 2024-25 YEAR-END REPORT

Statutory Authority Neb. Rev. Stat. § 85-2106

**Committee Draft
September 18, 2025**

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

Access College Early (ACE) Scholarship Program

Authorized by the Nebraska Legislature in 2007, the Access College Early (ACE) Scholarship Program pays tuition and mandatory fees for qualified, low-income high school students to enroll in college courses from Nebraska colleges or universities, either through dual enrollment or early enrollment agreements with these institutions. High school students may apply for funding under this program by completing the ACE Student Application, which is reviewed by the Coordinating Commission for award consideration.

To qualify for the scholarship, the student or student's family must be approved to participate in one of the federal need-based government programs listed below, have experienced an extreme hardship that affects family income, or be participating in a designated Career Education program as established by the Nebraska Department of Education.

- Free or Reduced-Price Lunch Program
- Supplemental Security Income
- Temporary Assistance to Needy Families (TANF)
- Supplemental Nutrition Assistance Program (SNAP)
- Special Supplemental Assistance Program (WIC)

The objective of the ACE program is to encourage well-prepared high school students from low-income families to enroll in college courses. High school students who are awarded an ACE scholarship to complete college courses while in high school can decrease their time to graduation and consequently the cost of a degree. However, students must pay to take advantage of these college course opportunities to receive college credit that can jumpstart their college careers. For students who are economically disadvantaged, the financial constraints are great.

Research shows that high school students who take college courses while in high school remain in school and graduate at higher rates, enroll in college at increased rates, and return for their college sophomore years at higher rates. In Nebraska, public high school ACE recipients are 33.5 percentage points more likely to go on to college than other public high school students from low-income families.

As can be seen from the charts starting on page 7, public high school students who are ACE scholarship recipients continue on to college at a much greater rate than public high school students from low-income families that do not receive ACE scholarships. In fact, public high school ACE scholarship recipients continue on to college at a higher rate than public high school students from non-low-income families.

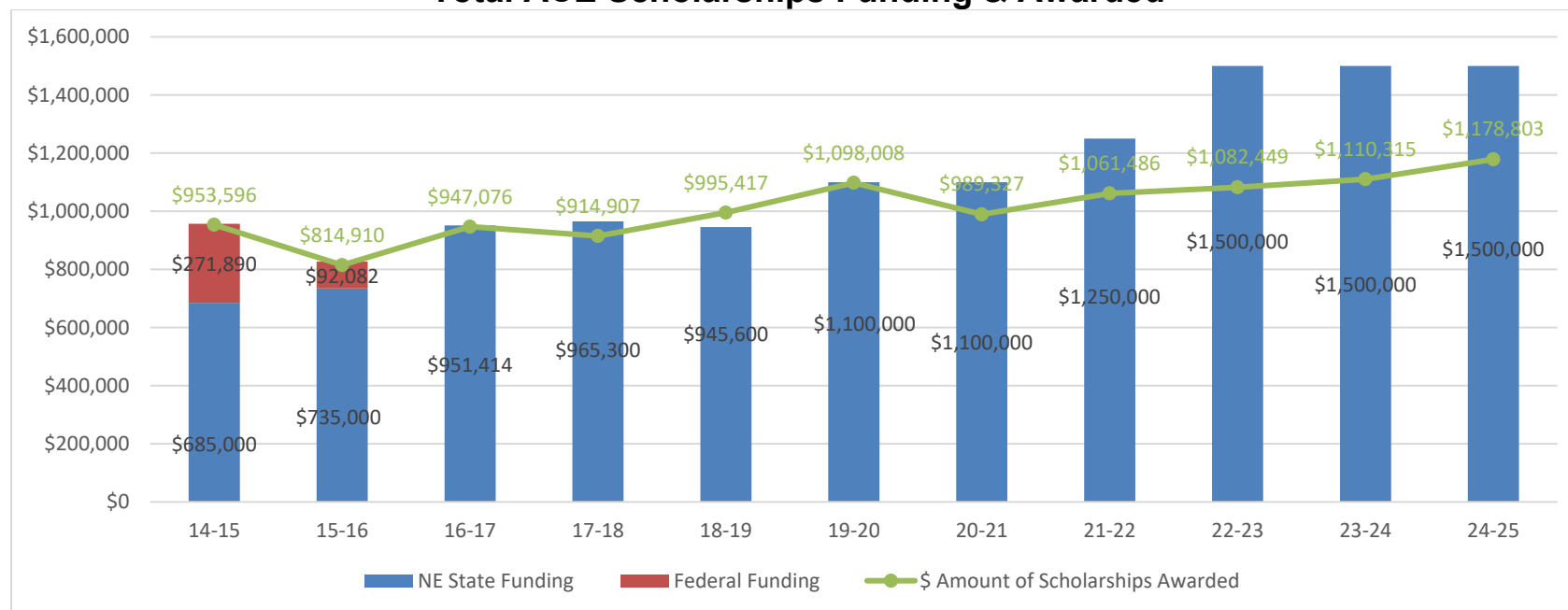
Distribution of the 2024-25 Access College Early Scholarship

The Access College Early (ACE) Scholarship pays the tuition and mandatory fees of eligible Nebraska high school students taking dual-enrollment and early-admit college courses at participating Nebraska colleges and universities¹. For 2024-25 the ACE Scholarship program was funded with \$1,500,000 General funds appropriated by the Legislature.

Nebraska colleges and universities enrolled 2,727 low-income, Nebraska high school students from 196 high schools who received 5,919 ACE Scholarships in 2024-25. The total amount awarded was \$1,178,803.23, with the average award per scholarship equaling \$199.15.

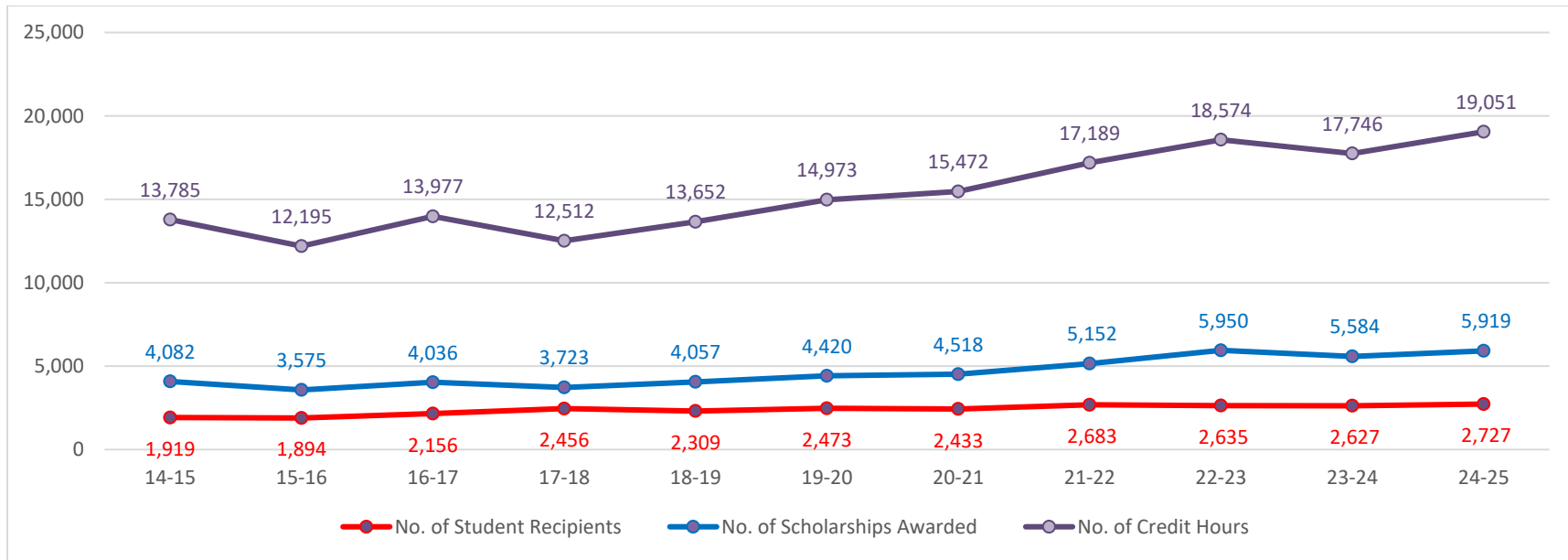
The ACE Scholarship allowed these high school students from low-income families to enroll in 19,051 credit hours of college course work. Seventy-seven percent of the grades received by these students were a B or better. (See page 10)

Total ACE Scholarships Funding & Awarded

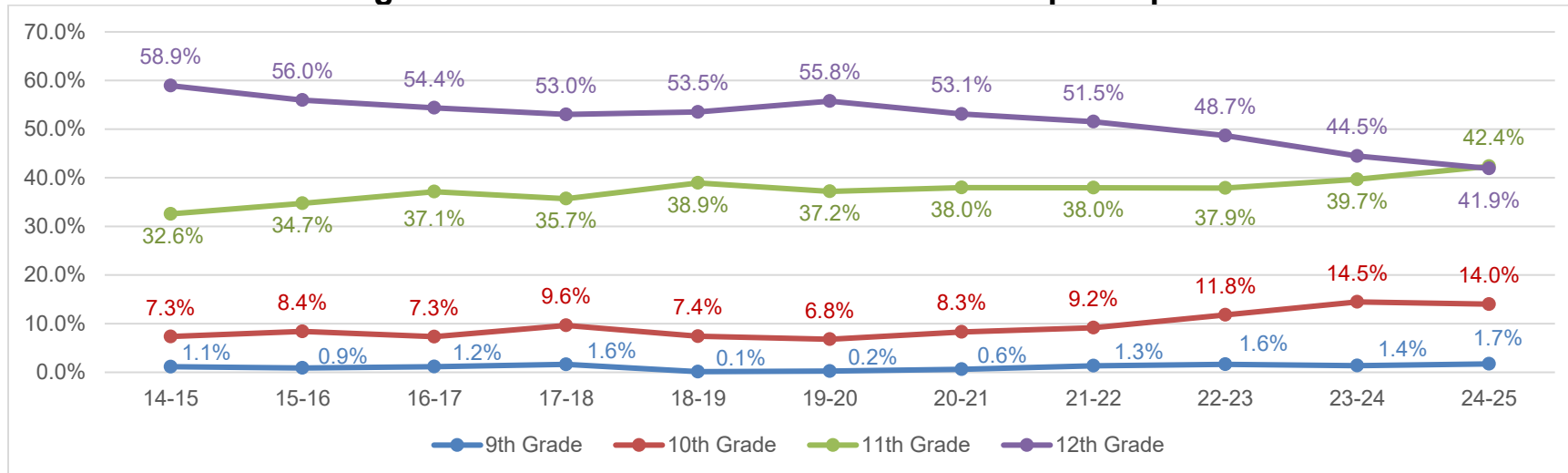


¹ In previous years the number of scholarships awarded to a student was limited each year based on available funding and an estimated number of students who would be applying. For 2024-25, due to the available funding and reduction in charges at the community colleges there was no limit to the number of courses available per student.

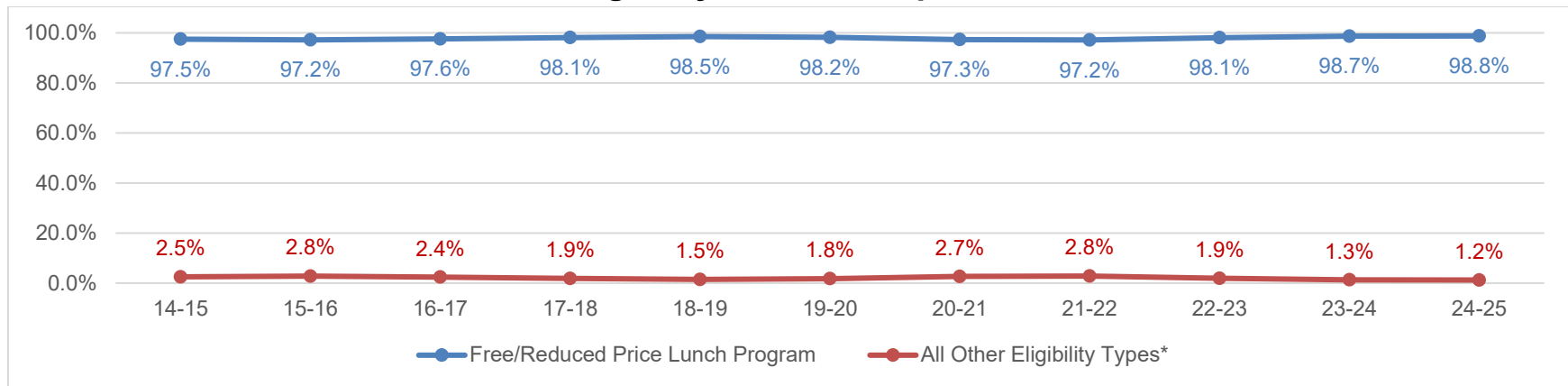
ACE Scholarship Recipients, Scholarships Awarded, and Credit Hours Taken



High School Grade Level of ACE Scholarship Recipients

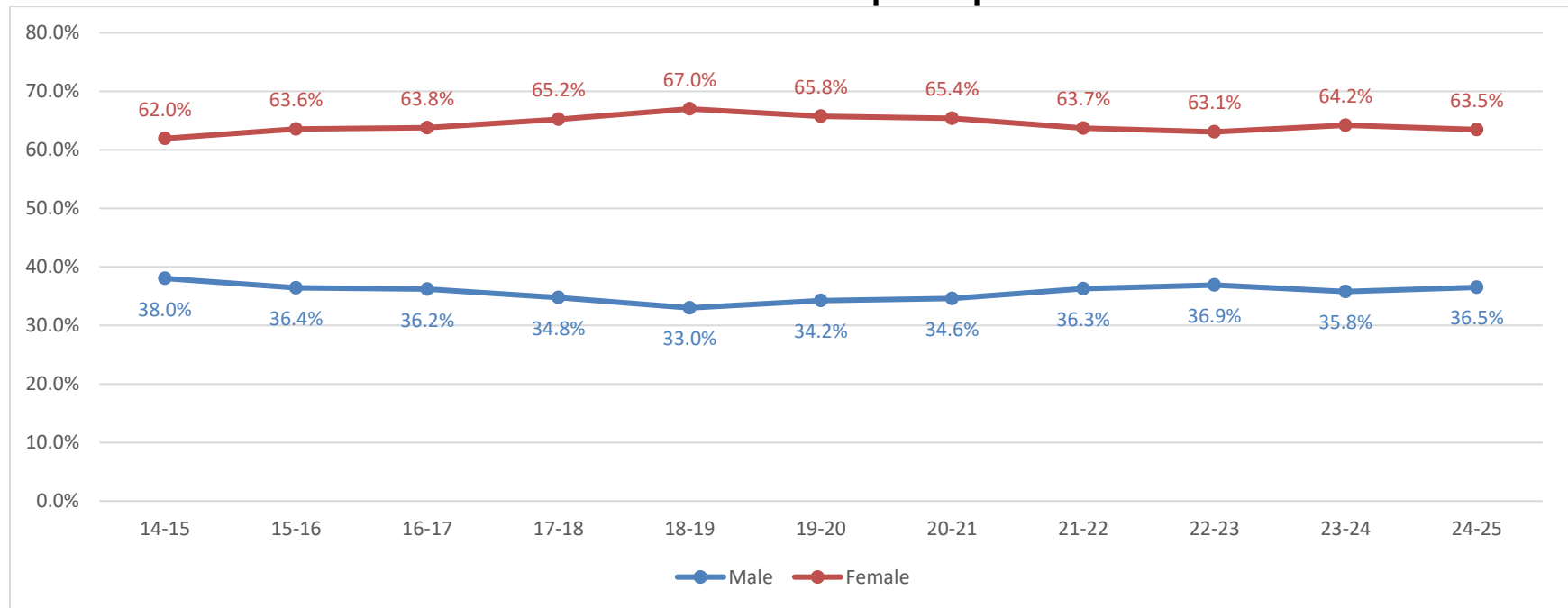


Eligibility of ACE Recipients

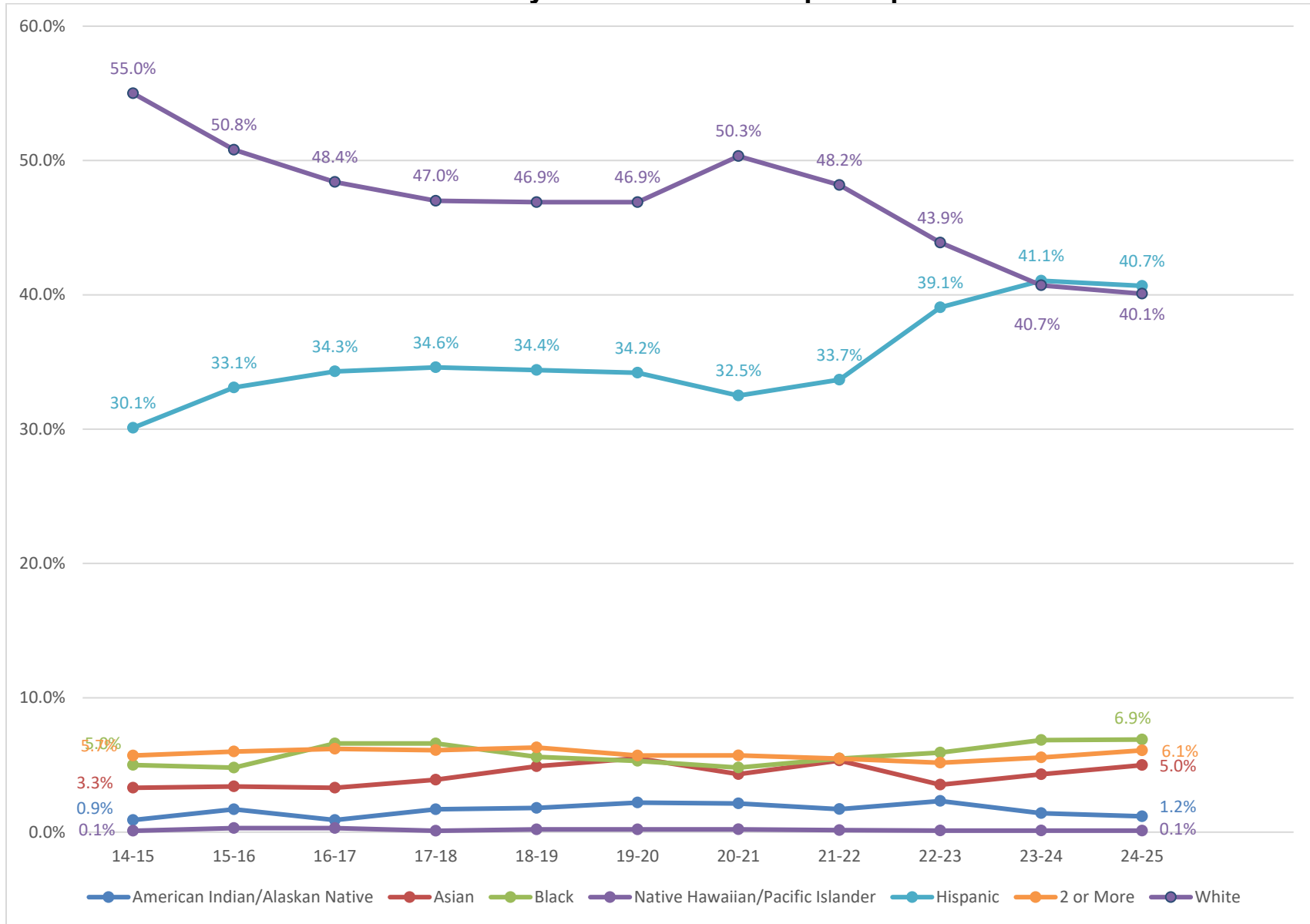


*All Other Eligibility Types Include: CPSE – Career Program of Study; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program; Other Hardship

Sex of ACE Scholarship Recipients



Race/Ethnicity of ACE Scholarship Recipients



College Continuation Rates of ACE Scholarship Recipients

Since 2009, the Coordinating Commission has conducted research to determine how many of the high school seniors who receive ACE scholarships continue on to college compared to other low-income and non-low-income graduates of Nebraska's public high schools.

For this research, a college continuation rate is defined as the percentage of public high school graduates who were enrolled in college within one year of their high school graduation. For example, for the public high school seniors who received ACE scholarships during 2023-24, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2024, and May 31, 2025.

Using student records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse (NSC), the Commission calculates the college continuation rates by sex for the public high school seniors who were ACE scholarship recipients.

The Commission then compares the college continuation rates for the seniors who received ACE scholarships while attending public high schools to the college continuation rates for other low-income and non-low-income graduates of Nebraska's public high schools.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches.

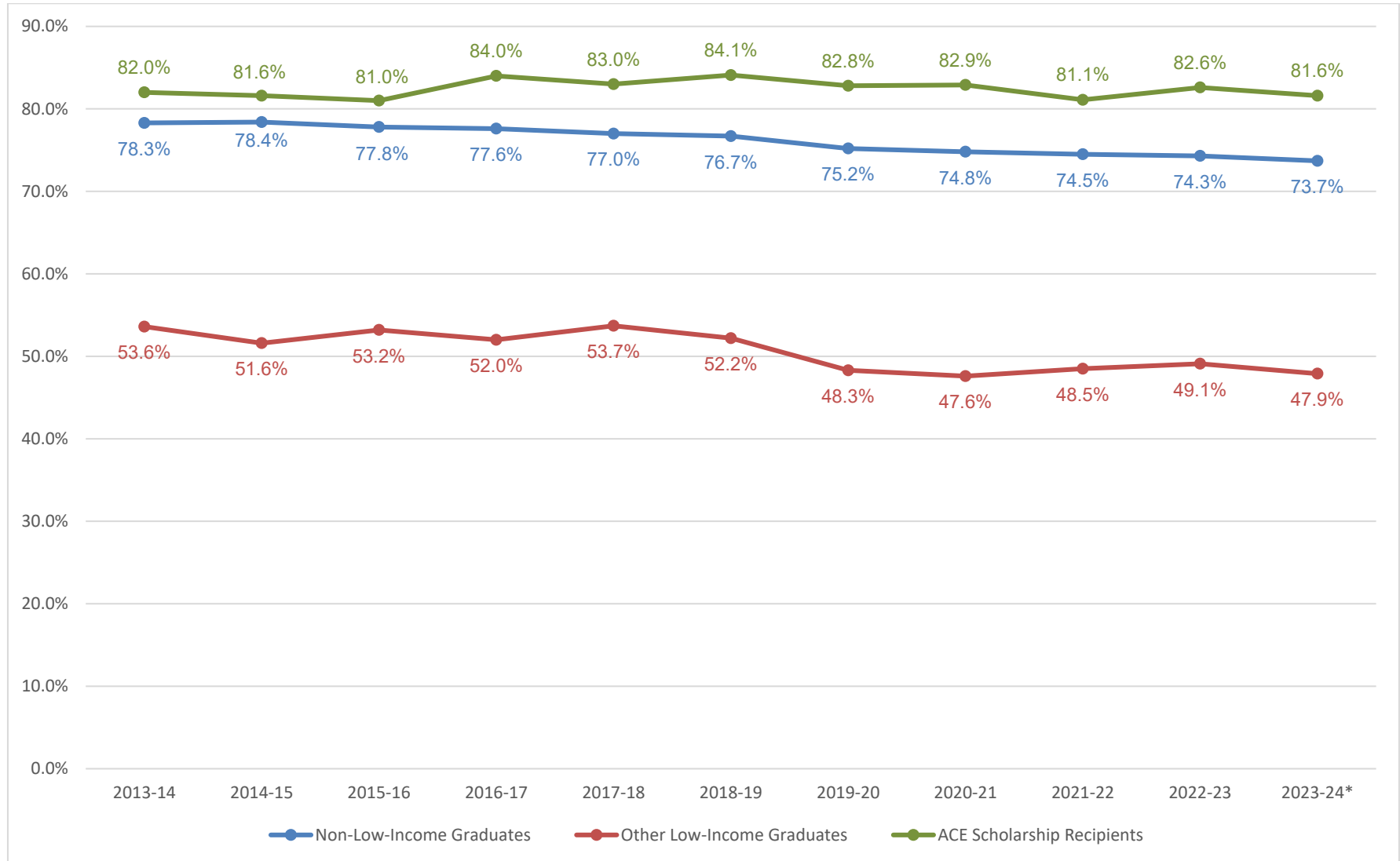
Non-low-income students are students who are not approved for free or reduced-price school lunches.¹

Since the Commission relies on college enrollment records from the NSC, students who continue to college at non-NSC-reporting institutions are classified as not continuing on to college. As a result, college continuation rates reported here are underreported to some degree.

Students who were homeschooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students.

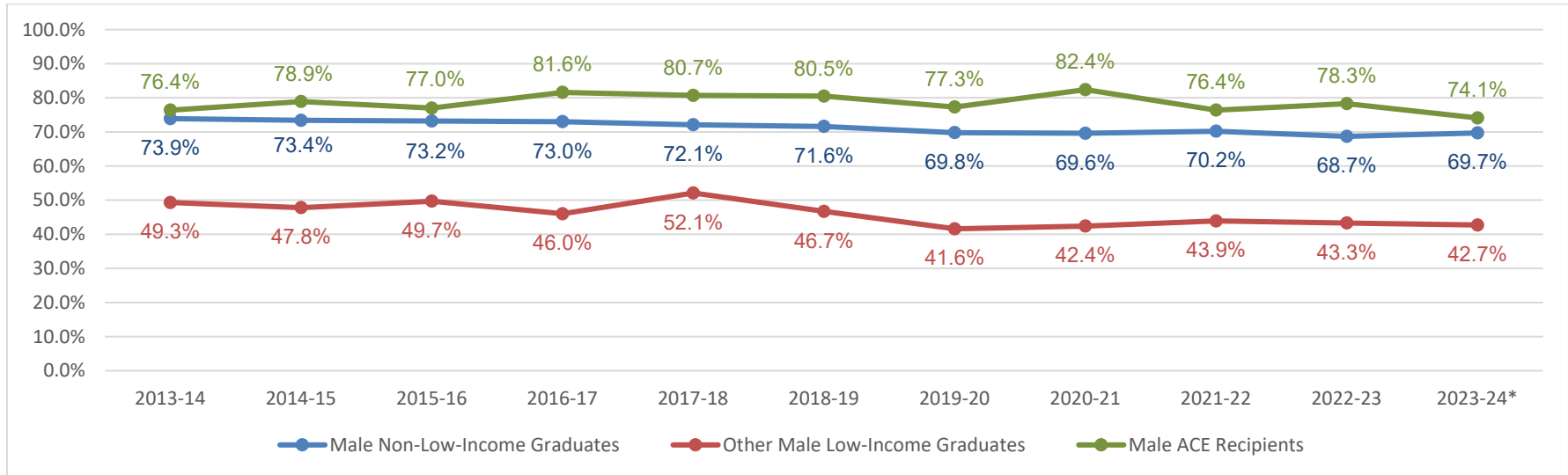
¹ Non-low-income students for this study include at least some students who live in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education (NDE), low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis. Students who attend a high school that participates in the Community Eligibility Program are classified by NDE as low-income regardless of family income status.

Public High School College Continuation Rate

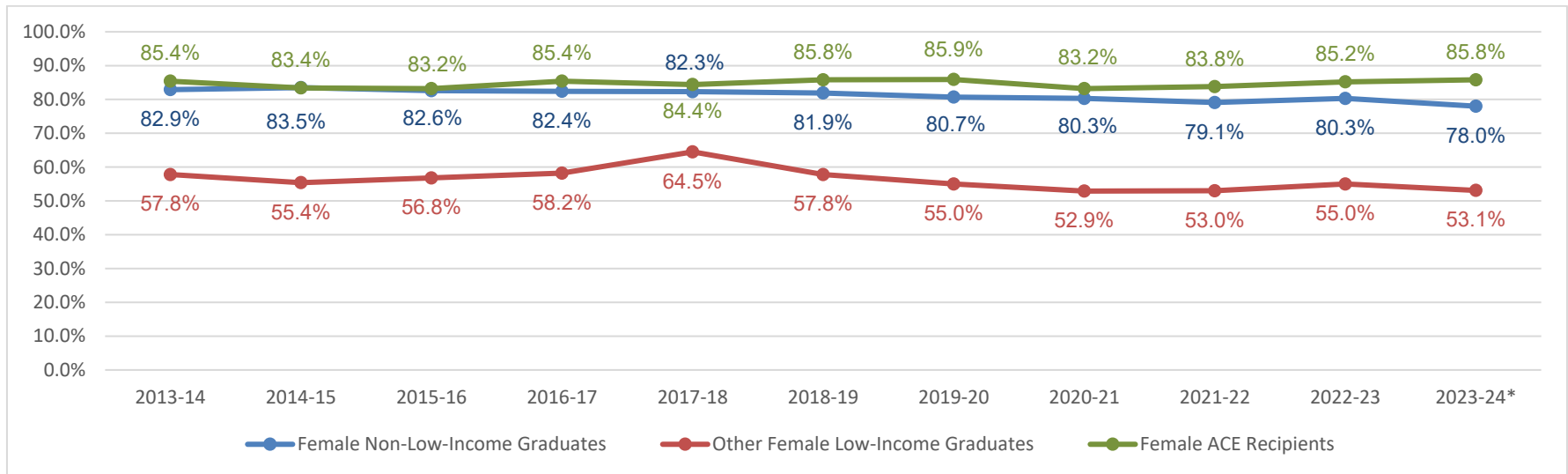


*2024 graduates would have filled out the 2024-25 Free Application for Federal Student Aid, which was the year the FAFSA was significantly delayed in being released. This may have been a contributing factor in the decrease in the college continuation rate.

Male Public High School College Continuation Rate



Female Public High School College Continuation Rate



2024-25 Access College Early Scholarship				
College	Amount Awarded	Number of Students	Number of Scholarships	Average per Scholarship
Bryan College of Health (BCH)	\$14,750.00	19	46	\$320.65
Central Community College (CCC)	\$118,129.00	525	1,219	\$96.14
Chadron State College (CSC)	\$10,008.00	40	47	\$212.94
Concordia University (CU)	\$2,460.00	7	10	\$246.00
Doane University (DU)	\$32,175.00	79	138	\$233.15
Little Priest Tribal College (LPTC)	\$3,240.00	6	6	\$540.00
Midland University (MU)	\$60,500.00	125	242	\$250.00
Mid-Plains Community College (MPCC)	\$47,302.80	121	314	\$150.65
NE College of Technical Agriculture (NCTA)	\$360.00	3	3	\$120.00
Nebraska Indian Community College (NICC)	\$32,640.00	14	65	\$502.15
Nebraska Wesleyan University (NWU)	\$258,628.00	448	779	\$332.00
Peru State College (PSC)	\$16,320.00	63	80	\$204.00
Southeast Community College (SCC)	\$86,214.08	306	642	\$134.29
St Gregory the Great	\$1,140.00	4	4	\$285.00
University of Nebraska at Kearney (UNK)	\$30,225.00	110	133	\$227.26
University of Nebraska-Lincoln (UNL)	\$2,640.00	5	8	\$330.00
University of Nebraska at Omaha (UNO)	\$307,011.91	694	1,164	\$263.76
Western Nebraska Community College (WNCC)	\$75,279.44	189	518	\$145.33
Wayne State College (WSC)	\$79,605.00	357	500	\$159.21

NOTE: Tuition and fee charges are set by each institution, so Average per Scholarship varies by institution.

NOTE 2: Number of students on the above and following charts do not total the number of student recipients of 2,727 on page 3 due to students taking classes at multiple institutions.

NOTE 3: Data related to colleges where the number of students in the above chart equaled five or less were masked in the Grades Earned per Course chart, the Sex Race/Ethnicity chart, and the Grade & Eligibility chart on the following pages.

NOTE 4: Metropolitan Community College and Northeast Community College are not included. High school students taking coursework through these colleges were not charged tuition and fees during the 2024-25 year.

2024-25 Access College Early Scholarship Grades Earned per Course

College	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	IP*	Hours^
BCH	12	12		6	5		3	5					1	2		91.5
CCC	96	475		153	236		65	91		12	25		48	18		3,857
CSC		29			9			3			2		3	1		154
CU		5	2	2			1									30
DU	15	38	17	8	20	16	4	12	2		4		2			429
LPTC		2			2			2								18
MU		106			66			48			19		3			772
MPCC	43	136		40	33		15	13		2	5		9	18		977
NCTA@																
NICC		29	10	9	6	2	3	2	2		2					192
NWU	71	278	52	80	137	26	29	33	7	15	17	4	14	16		2,726
PSC		44		2	24		2	8								272
SCC	118	179		118	84		41	37		14	11		28	12		1,939.5
St Gregory@																
UNK	22	35	13	13	16	7	9	6	1		3	1	3	2	2	403
UNL@																
UNO	90	399	91	66	277	49	37	88	7	10	32	4	4	9	1	3,729
WNCC	48	83	75	46	52	35	24	37	17	10	21	10	37	23		1,641
WSC		258	17	12	129	5	5	51	1		15		2	5		1,581

* Course work in progress

^ Total number of credit hours paid for by the scholarship

Data masked due to low numbers

**2024-25 Access College Early Scholarship
Sex and Race/Ethnicity**

College	Female	Male	2 or More	American Indian/Alaskan Native	Asian	Black	Native Hawaiian/Pacific Islander	Hispanic	White
BCH	15	4			3	2		5	9
CCC	329	196	25	4	3	17	1	217	258
CSC	27	13	3	2	2			13	20
CU	5	2						1	6
DU	46	33	6		4	6		9	54
LPTC	2	4		4					2
MU	82	43	9	1	4	9		87	15
MPCC	83	38	7	3		5		14	92
NCTA@									
NICC	8	6		7					7
NWU	293	155	38	6	47	55	1	95	206
PSC	37	26	2			3	1	22	35
SCC	197	109	15	1	8	11		77	194
St Gregory@									
UNK	70	40	2					85	23
UNL@									
UNO	441	253	56	2	72	83	1	370	110
WNCC	115	74	8	2	3	2		82	92
WSC	234	123	17	5	5	11		211	108

@ Data masked due to low numbers

2024-25 Access College Early Scholarship Grade & Eligibility* Criteria											
College	9 th	10 th	11 th	12 th	CPSE	F/R	Other Hardship	SNAP	SSI	TANF	WIC
BCH	1	1	13	4		18		1			
CCC		20	207	298		516	3	5			1
CSC		1	22	17		40					
CU		1	5	1		6		1			
DU	3	8	24	44		79					
LPTC			2	4		6					
MU			112	13		125					
MPCC	3	10	48	60		114	2	4			1
NCTA@											
NICC	1	1	4	8		14					
NWU	27	40	195	186		439	5	4			
PSC			31	32		63					
SCC		33	128	145		304	1	1			
St Gregory@											
UNK		5	59	46		108		2			
UNL@											
UNO	6	178	242	268		690	1	3			
WNCC		1	82	106		188		1			
WSC	6	84	165	102		356		1			

*CPSE – Career Program of Study; F/R – Free or Reduced-Price Lunch Program; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program

@ Data masked due to low numbers

Access College Early 2024-25

Number of Scholarships Awarded by High School

College (number of high schools)
High School (number of students, number of scholarships)

BRYAN COLLEGE OF HEALTH (8)

CENTRAL CITY HIGH SCHOOL (1, 1)
HOME SCHOOL (1, 1)
LINCOLN EAST HIGH SCHOOL (1, 1)
LINCOLN HIGH SCHOOL (1, 2)
LINCOLN NORTH STAR HIGH SCHOOL (2, 6)
LINCOLN NORTHEAST HIGH SCHOOL (1, 1)
LINCOLN NORTHWEST HIGH SCHOOL (9, 31)
PIUS X HIGH SCHOOL (3, 3)

CENTRAL COMMUNITY COLLEGE (62)

ADAMS CENTRAL JR-SR HIGH SCH (17, 48)
ALMA HIGH SCHOOL (1, 4)
AMHERST HIGH SCHOOL (1, 1)
ARCADIA HIGH SCHOOL (5, 10)
AURORA HIGH SCHOOL (5, 15)
BLUE HILL HIGH SCHOOL (1, 1)
BOONE CENTRAL HIGH SCHOOL (2, 3)
CAMBRIDGE HIGH SCHOOL (3, 8)
CENTRAL CATHOLIC HIGH SCHOOL (1, 1)
CENTRAL CITY HIGH SCHOOL (9, 22)
CENTRAL VALLEY HIGH SCHOOL (3, 6)
CENTURA SECONDARY SCHOOL (1, 3)
CLARKSON JR-SR HIGH SCHOOL (5, 7)
COLUMBUS HIGH SCHOOL (39, 97)
COZAD HIGH SCHOOL (7, 11)
CROSS COUNTY HIGH SCHOOL (3, 9)
DAVID CITY SECONDARY SCHOOL (3, 9)
EAST BUTLER HIGH SCHOOL (3, 7)
ELGIN HIGH SCHOOL (2, 3)
ELM CREEK HIGH SCHOOL (5, 20)

ELWOOD HIGH SCHOOL (2, 2)
EUSTIS-FARNAM HIGH SCHOOL (1, 1)
FRANKLIN SECONDARY SCHOOL (11, 29)
FULLERTON HIGH SCHOOL (4, 11)
GIBBON HIGH SCHOOL (10, 27)
GOTHENBURG SECONDARY SCHOOL (1, 1)
GRAND ISLAND SENIOR HIGH SCH (66, 100)
HARVARD HIGH SCHOOL (4, 7)
HASTINGS SENIOR HIGH SCHOOL (17, 31)
HIGH PLAINS COMMUNITY HIGH SCH (3, 10)
HOLDREGE HIGH SCHOOL (2, 7)
HOWELLS-DODGE HIGH SCHOOL (3, 7)
HUMPHREY JR-SR HIGH SCHOOL (4, 15)
KEARNEY CATHOLIC HIGH SCHOOL (1, 2)
KEARNEY SR HIGH SCHOOL (25, 45)
KENESAW SECONDARY SCHOOL (1, 1)
LAKEVIEW HIGH SCHOOL (10, 22)
LEXINGTON HIGH SCHOOL (122, 263)
LITCHFIELD HIGH SCHOOL (3, 7)
MINDEN HIGH SCHOOL (1, 1)
NORTHWEST HIGH SCHOOL (12, 34)
ORD JR-SR HIGH SCHOOL (12, 41)
OVERTON HIGH SCHOOL (10, 16)
PALMER JUNIOR-SENIOR HIGH (5, 12)
PLEASANTON HIGH SCHOOL (8, 14)
RAVENNA SENIOR HIGH (4, 7)
RED CLOUD HIGH SCHOOL (7, 22)
RIVERSIDE HIGH SCHOOL (4, 5)
SANDY CREEK JR/SR HIGH SCHOOL (14, 68)
SCOTUS CENTRAL CATHOLIC (4, 12)
S-E-M JR/SR HIGH SCHOOL (8, 16)

CENTRAL COMMUNITY COLLEGE - cont.

SHELBY-RISING CITY HIGH SCHOOL (3, 19)
SHELTON HIGH SCHOOL (3, 4)
SILVER LAKE HIGH SCHOOL (2, 6)
SPALDING ACADEMY HIGH SCHOOL (1, 2)
ST CECILIA HIGH SCHOOL (1, 2)
ST EDWARD HIGH SCHOOL (1, 2)
ST PAUL HIGH SCHOOL (2, 9)
SUTTON SECONDARY SCHOOL (1, 4)
TWIN RIVER SR HIGH SCHOOL (1, 3)
WILCOX-HILDRETH HIGH SCHOOL (8, 23)
WOOD RIVER RURAL HIGH SCHOOL (7, 25)

CHADRON STATE COLLEGE (3)

CHADRON SENIOR HIGH SCHOOL (9, 14)
GORDON-RUSHVILLE HIGH SCHOOL (7, 8)
SCOTTSBLUFF SENIOR HIGH SCHOOL (24, 25)

CONCORDIA UNIVERSITY (2)

HOME SCHOOL (1, 2)
SEWARD HIGH SCHOOL (6, 8)

DOANE UNIVERSITY (10)

ALMA HIGH SCHOOL (8, 11)
BEATRICE HIGH SCHOOL (1, 1)
FREEMAN HIGH SCHOOL (1, 1)
LINCOLN HIGH SCHOOL (5, 7)
LINCOLN NORTH STAR HIGH SCHOOL (4, 5)
LINCOLN NORTHEAST HIGH SCHOOL (6, 6)
MILFORD HIGH SCHOOL (1, 1)
NORRIS HIGH SCHOOL (14, 27)
RIVERSIDE HIGH SCHOOL (14, 20)
SIDNEY HIGH SCHOOL (25, 59)

LITTLE PRIEST TRIBAL COLLEGE (2)

BANCROFT-ROSALIE JR/SR HIGH SCHOOL (1, 1)
HOMER HIGH SCHOOL (5, 5)

MIDLAND UNIVERSITY (4)

FREMONT SENIOR HIGH SCHOOL (1, 1)
OMAHA BRYAN HIGH SCHOOL (32, 65)
OMAHA BURKE HIGH SCHOOL (23, 37)
OMAHA SOUTH MAGNET HIGH SCHOOL (69, 139)

MID-PLAINS COMMUNITY COLLEGE (30)

ANSLEY HIGH SCHOOL (1, 1)
ARCADIA HIGH SCHOOL (1, 1)
BROKEN BOW HIGH SCHOOL (6, 16)
CALLAWAY HIGH SCHOOL (1, 3)
CHASE COUNTY HIGH SCHOOL (1, 6)
DUNDY CO STRATTON HIGH SCHOOL (11, 26)
EUSTIS-FARNAM HIGH SCHOOL (2, 3)
HAY SPRINGS HIGH SCHOOL (1, 2)
HAYES CENTER SECONDARY SCHOOL (1, 4)
HERSHEY HIGH SCHOOL (1, 3)
LEXINGTON HIGH SCHOOL (1, 1)
LITCHFIELD HIGH SCHOOL (1, 2)
MAXWELL HIGH SCHOOL (6, 9)
MAYWOOD HIGH SCHOOL (3, 9)
MC COOK SENIOR HIGH SCHOOL (4, 9)
MCPHERSON COUNTY SECONDARY SCHOOL (2, 3)
MULLEN HIGH SCHOOL (3, 5)
NORTH PLATTE HIGH SCHOOL (21, 71)
OGALLALA HIGH SCHOOL (4, 7)
PAXTON HIGH SCHOOL (10, 26)
PERKINS COUNTY HIGH SCHOOL (7, 39)
PLEASANTON HIGH SCHOOL (2, 2)
SANDHILLS HIGH SCHOOL (1, 5)
SARGENT HIGH SCHOOL (10, 14)
SOUTHWEST JR/SR HIGH SCHOOL (3, 9)
ST PATRICK'S JR-SR HIGH SCHOOL (1, 3)
STAPLETON HIGH SCHOOL (4, 8)
SUTHERLAND HIGH SCHOOL (3, 7)
THEDFORD HIGH SCHOOL (8, 19)
WAUNETA-PALISADE HIGH SCHOOL (1, 1)

NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE (3)

ARCADIA HIGH SCHOOL (1, 1)
S-E-M JR/SR HIGH SCHOOL (1, 1)
WHEELER CENTRAL HIGH (1, 1)

NEBRASKA INDIAN COMMUNITY COLLEGE (2)

BANCROFT-ROSALIE JR/SR HIGH SCHOOL (13, 64)
HOMER HIGH SCHOOL (1, 1)

NEBRASKA WESLEYAN UNIVERSITY (51)

ALMA HIGH SCHOOL (3, 4)
BLAIR HIGH SCHOOL (1, 2)
BROWNELL TALBOT HIGH SCHOOL (1, 1)
CENTRAL VALLEY HIGH SCHOOL (3, 6)
COLUMBUS HIGH SCHOOL (7, 7)
CONESTOGA JR/SR HIGH SCHOOL (1, 2)
COZAD HIGH SCHOOL (1, 1)
DUNDY CO STRATTON HIGH SCHOOL (4, 7)
ELKHORN NORTH HIGH SCHOOL (3, 6)
ELKHORN SOUTH HIGH SCHOOL (1, 2)
FAIRBURY JR-SR HIGH SCHOOL (1, 1)
FILLMORE CENTRAL HIGH SCHOOL (2, 2)
FRANKLIN SECONDARY SCHOOL (4, 7)
GUARDIAN ANGELS CENTRAL CATHOLIC HS (2, 4)
HAMPTON HIGH SCHOOL (1, 1)
HASTINGS SENIOR HIGH SCHOOL (3, 6)
HAY SPRINGS HIGH SCHOOL (2, 2)
LAKEVIEW HIGH SCHOOL (2, 2)
LINCOLN CHRISTIAN JR-SR HIGH (3, 4)
LINCOLN EAST HIGH SCHOOL (27, 48)
LINCOLN HIGH SCHOOL (62, 119)
LINCOLN NORTH STAR HIGH SCHOOL (118, 278)
LINCOLN NORTHEAST HIGH SCHOOL (16, 20)
LINCOLN NORTHWEST HIGH SCHOOL (15, 15)
LINCOLN SOUTHEAST HIGH SCHOOL (23, 47)
LINCOLN SOUTHWEST HIGH SCHOOL (4, 5)
LINCOLN STANDING BEAR HIGH SCHOOL (9, 13)

MARIAN HIGH SCHOOL (2, 6)
MULLEN HIGH SCHOOL (4, 8)
NORRIS HIGH SCHOOL (1, 1)
NORTHEAST SECONDARY SCHOOL (5, 10)
OAKLAND-CRAIG SENIOR HIGH (1, 1)
PAPILLION-LA VISTA SENIOR HIGH (2, 2)
PAPILLION-LA VISTA SOUTH H S (2, 2)
PIUS X HIGH SCHOOL (10, 11)
PLATTSMOUTH HIGH SCHOOL (2, 2)
RIVERSIDE HIGH SCHOOL (2, 3)
RONCALLI CATHOLIC HIGH SCHOOL (2, 3)
S-E-M JR/SR HIGH SCHOOL (2, 2)
SEWARD HIGH SCHOOL (3, 3)
SIDNEY HIGH SCHOOL (17, 28)
SIOUX COUNTY HIGH SCHOOL (4, 5)
SOUTH SIOUX SENIOR HIGH SCHOOL (37, 37)
SOUTHERN VALLEY JR/SR HIGH (9, 16)
ST CECILIA HIGH SCHOOL (1, 1)
STUART HIGH SCHOOL (11, 11)
WAVERLY HIGH SCHOOL (4, 5)
WAYNE HIGH SCHOOL (3, 5)
WESTSIDE HIGH SCHOOL (2, 2)
WHEELER CENTRAL HIGH (2, 2)
WISNER-PILGER HIGH SCHOOL (1, 1)

PERU STATE COLLEGE (8)

AURORA HIGH SCHOOL (1, 1)
BEATRICE HIGH SCHOOL (11, 20)
CRETE HIGH SCHOOL (16, 17)
JOHNSON CO CENTRAL HIGH SCHOOL (2, 2)
MCCOOL JUNCTION JR-SR HIGH SCH (1, 1)
NORTH BEND CENTRAL JR/SR HIGH (4, 9)
SOUTHERN HIGH SCHOOL (2, 2)
YORK HIGH SCHOOL (26, 28)

SOUTHEAST COMMUNITY COLLEGE (33)

ASHLAND-GREENWOOD HIGH SCHOOL (4, 8)
AUBURN HIGH SCHOOL (1, 1)
BEATRICE HIGH SCHOOL (20, 22)
CRETE HIGH SCHOOL (62, 109)
DESHLER HIGH SCHOOL (1, 1)
EXETER-MILLIGAN HIGH SCHOOL (1, 3)
FAIRBURY JR-SR HIGH SCHOOL (19, 40)
FALLS CITY SENIOR HIGH (10, 34)
FREEMAN HIGH SCHOOL (9, 15)
JOHNSON-BROCK SECONDARY (8, 23)
LINCOLN NORTH STAR HIGH SCHOOL (17, 23)
LINCOLN NORTHWEST HIGH SCHOOL (3, 6)
LINCOLN SOUTHEAST HIGH SCHOOL (1, 1)
LINCOLN SOUTHWEST HIGH SCHOOL (2, 4)
LINCOLN STANDING BEAR HIGH SCHOOL (1, 1)
LOUISVILLE HIGH SCHOOL (4, 11)
MEAD HIGH SCHOOL (2, 8)
MILFORD HIGH SCHOOL (10, 19)
NORRIS HIGH SCHOOL (10, 28)
PALMYRA JR-SR HIGH SCHOOL (4, 9)
PAWNEE CITY SECONDARY SCHOOL (1, 8)
PIUS X HIGH SCHOOL (4, 10)
PLATTSMOUTH HIGH SCHOOL (8, 17)
RAYMOND CENTRAL JR/SR HIGH (6, 19)
SEWARD HIGH SCHOOL (11, 15)
SOUTHERN HIGH SCHOOL (4, 8)
STERLING HIGH SCHOOL (1, 1)
THAYER CENTRAL HIGH SCHOOL (9, 17)
TRI COUNTY JR-SR HIGH SCHOOL (13, 36)
WAHOO HIGH SCHOOL (4, 16)
WAVERLY HIGH SCHOOL (5, 10)
WILBER-CLATONIA HIGH SCHOOL (4, 9)
YORK HIGH SCHOOL (47, 110)

ST. GREGORY THE GREAT SEMINARY (1)

PIUS X HIGH SCHOOL (4, 4)

UNIVERSITY OF NEBRASKA - LINCOLN (2)

CHADRON SENIOR HIGH SCHOOL (3, 6)
LINCOLN STANDING BEAR HIGH SCHOOL (2, 2)

UNIVERSITY OF NEBRASKA AT KEARNEY (7)

CENTRAL CITY HIGH SCHOOL (5, 7)
CRETE HIGH SCHOOL (31, 41)
ELWOOD HIGH SCHOOL (1, 2)
GIBBON HIGH SCHOOL (5, 10)
KEARNEY SR HIGH SCHOOL (9, 14)
LEXINGTON HIGH SCHOOL (58, 58)
RONCALLI CATHOLIC HIGH SCHOOL (1, 1)

UNIVERSITY OF NEBRASKA AT OMAHA (28)

BELLEVUE EAST SR HIGH SCHOOL (4, 12)
BELLEVUE WEST SR HIGH SCHOOL (2, 3)
BENNINGTON SECONDARY SCHOOL (4, 9)
CREIGHTON PREPARATORY SCHOOL (1, 2)
ELKHORN HIGH SCHOOL (1, 2)
ELKHORN NORTH HIGH SCHOOL (3, 3)
ELKHORN SOUTH HIGH SCHOOL (1, 1)
HOME SCHOOL (2, 4)
MARIAN HIGH SCHOOL (3, 11)
MCCOOL JUNCTION JR-SR HIGH SCH (1, 1)
MERCY HIGH SCHOOL (4, 4)
MILLARD NORTH HIGH SCHOOL (7, 17)
MILLARD SOUTH HIGH SCHOOL (5, 11)
MILLARD WEST HIGH SCHOOL (9, 14)
OMAHA BRYAN HIGH SCHOOL (75, 130)
OMAHA BUENA VISTA HIGH SCHOOL (64, 97)
OMAHA BURKE HIGH SCHOOL (26, 59)
OMAHA CENTRAL HIGH SCHOOL (42, 81)
OMAHA NORTH MAGNET HIGH SCHOOL (30, 70)
OMAHA NORTHWEST MAGNET HIGH SCHOOL (97, 114)
OMAHA SOUTH MAGNET HIGH SCHOOL (237, 394)
OMAHA WESTVIEW HIGH SCHOOL (31, 41)

UNIVERSITY OF NEBRASKA AT OMAHA - cont.

PAPILLION-LA VISTA SENIOR HIGH (11, 21)
PAPILLION-LA VISTA SOUTH H S (8, 21)
PLATTSMOUTH HIGH SCHOOL (3, 3)
RALSTON HIGH SCHOOL (7, 14)
RONCALLI CATHOLIC HIGH SCHOOL (1, 4)
WESTSIDE HIGH SCHOOL (15, 21)

WAYNE STATE COLLEGE (30)

AURORA HIGH SCHOOL (1, 2)
BANCROFT-ROSALIE JR/SR HIGH SCHOOL (8, 8)
BOONE CENTRAL HIGH SCHOOL (11, 27)
COLUMBUS HIGH SCHOOL (3, 3)
CREIGHTON COMMUNITY HIGH SCH (4, 6)
DONIPHAN-TRUMBULL SECONDARY (3, 4)
ELGIN HIGH SCHOOL (1, 1)
ELKHORN VALLEY HIGH SCHOOL (1, 2)
FULLERTON HIGH SCHOOL (5, 13)
GRAND ISLAND SENIOR HIGH SCH (126, 175)
HARTINGTON-NEWCASTLE HIGH SCHOOL (2, 2)
HARVARD HIGH SCHOOL (1, 1)
LOGAN VIEW JR/SR HIGH SCHOOL (2, 5)
MINDEN HIGH SCHOOL (6, 6)
NORFOLK CATHOLIC HIGH SCHOOL (5, 7)
NORFOLK SENIOR HIGH SCHOOL (5, 9)
NORTHEAST SECONDARY SCHOOL (2, 5)
OAKLAND-CRAIG SENIOR HIGH (5, 13)
OVERTON HIGH SCHOOL (1, 1)

PIERCE JR/SR HIGH SCHOOL (1, 1)
PONCA HIGH SCHOOL (6, 10)
RIVERSIDE HIGH SCHOOL (7, 9)
SANDY CREEK JR/SR HIGH SCHOOL (2, 4)
SOUTH SIOUX SENIOR HIGH SCHOOL (122, 143)
SUTTON SECONDARY SCHOOL (1, 1)
TWIN RIVER SR HIGH SCHOOL (1, 1)
WAKEFIELD HIGH SCHOOL (3, 3)
WAUSA HIGH SCHOOL (1, 2)
WAYNE HIGH SCHOOL (11, 15)
WEST POINT-BEEMER HIGH SCHOOL (10, 21)

WESTERN NEBRASKA COMMUNITY COLLEGE (14)

ALLIANCE HIGH SCHOOL (2, 5)
BANNER COUNTY HIGH SCHOOL (4, 6)
BAYARD SECONDARY SCHOOL (1, 2)
BRIDGEPORT HIGH SCHOOL (8, 17)
CHADRON SENIOR HIGH SCHOOL (2, 2)
CRAWFORD HIGH SCHOOL (2, 3)
GARDEN COUNTY HIGH SCHOOL (2, 5)
GERING HIGH SCHOOL (43, 132)
GORDON-RUSHVILLE HIGH SCHOOL (3, 5)
HAY SPRINGS HIGH SCHOOL (3, 4)
MINATARE HIGH SCHOOL (4, 6)
MITCHELL SECONDARY SCHOOL (4, 11)
SCOTTSBLUFF SENIOR HIGH SCHOOL (99, 294)
SIDNEY HIGH SCHOOL (12, 26)

Access College Early 2024-25

Courses Taken by Scholarship Recipients

College (number of different subject areas)
Subject Area (number of scholarships)

BRYAN COLLEGE OF HEALTH (8)

Biomedical Sciences (2)
Health Professions (11)
Medical Terminology (15)
Nursing (7)
Nutrition (1)
Philosophy (7)
Psychology (2)
Sociology (1)

CENTRAL COMMUNITY COLLEGE (35)

Accounting (2)
Agriculture Sciences (11)
Adv Mfg Design Tech (14)
Art (2)
Auto Body (25)
Biological Sciences (51)
Business Admin (25)
Business Tech (2)
Chemistry (44)
Construction Tech (21)
Criminal Justice (6)
Economics (9)
English (241)
Entrepreneurship (2)
History (60)
Health Occupations (153)
Electronics (43)
Information Tech (3)
Media Arts (4)

Mathematics (194)
Medical Lab Tech (6)
Music (26)
Nutrition (11)
Physical Education (14)
Philosophy (4)
Pharmacy Tech (1)
Physics (5)
Political Science (16)
Personal Development (3)
Psychology (62)
Sociology (28)
Spanish (4)
Speech (97)
Theatre (9)
Welding Technology (22)

CHADRON STATE COLLEGE (5)

Education (1)
History (8)
Mathematics (17)
Marketing/Entrepreneurship (3)
Psychology (18)

CONCORDIA UNIVERSITY (3)

English (2)
Science (6)
Spanish (2)

DOANE UNIVERSITY (13)

Accounting (10)
Astronomy (1)
Business (2)
Chemistry (8)
Computing (14)
Public Speaking (14)
Economics (4)
Education (4)
English (65)
Entrepreneurship (3)
Mathematics (7)
Psychology (1)
Spanish (5)

LITTLE PRIEST TRIBAL COLLEGE (3)

Music (1)
Psychology (3)
Sociology (2)

MIDLAND UNIVERSITY (3)

Chemistry (48)
History (193)
Mathematics (1)

MID-PLAINS COMMUNITY COLLEGE (25)

Accounting (5)
Agriculture (3)
Art (2)
Biology (28)
Business (21)
Chemistry (2)
Criminal Justice (4)
English (70)
Engineering (2)
Entrepreneurship (1)
History (21)

Mathematics (46)
Medical Office (6)
Medical Lab Tech (4)
Music (2)
Nursing Assistant (8)
Philosophy (2)
Physics (3)
Political Science (8)
Psychology (33)
Sociology (8)
Spanish (4)
Speech (28)
Theatre (1)
Welding Technology (2)

NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE (1)

Agribusiness Mngt Systems (3)

NEBRASKA INDIAN COMMUNITY COLLEGE (15)

Biology (2)
Business (12)
Early Childhood (2)
Economics (3)
Education (1)
English (13)
Geography (1)
History (9)
Health (1)
Native American Studies (5)
Physical Science (2)
Political Science (8)
Psychology (1)
Speech (4)
Welding Technology (1)

NEBRASKA WESLEYAN UNIVERSITY (21)

Accounting (2)
Art History (2)
Art (6)
Biology (18)
Business Admin (16)
Chemistry (58)
Communication Studies (1)
Economics (26)
English (210)
Geography (27)
Health & Human Performance (1)
History (180)
Mathematics (75)
French (12)
German (4)
Spanish (39)
Physics (1)
Political Science (32)
Psychology (60)
Religion (3)
Sociology (6)

PERU STATE COLLEGE (6)

Biology (18)
English (15)
Mathematics (24)
Psychology (3)
Speech (19)
Statistics (1)

SOUTHEAST COMMUNITY COLLEGE (27)

Accounting (2)
Agriculture (17)
Automotive Tech (1)
Bioscience (8)
Business (22)

Chemistry (8)
Communication Studies (52)
Criminal Justice (21)
Design & Drafting Tech (2)
Early Childhood (10)
Economics (8)
Education (5)
English (119)
Entrepreneurship (11)
Culinary & Hospitality (15)
History (14)
Health (54)
Human Services (1)
Computer Information Tech (4)
Mathematics (121)
Medical Assisting (29)
Music (9)
Political Science (9)
Psychology (50)
Sociology (16)
Truck Driver Training (2)
Welding Technology (32)

ST. GREGORY THE GREAT SEMINARY (1)

Humanities (4)

UNIVERSITY OF NEBRASKA - LINCOLN (5)

Art History (1)
Architecture (1)
Economics (2)
Sociology (2)
Textiles, Merch, & Fashion Design (1)

UNIVERSITY OF NEBRASKA AT KEARNEY (6)

Art (1)
Biology (4)
English (16)
History (31)
Political Science (1)
Spanish (80)

UNIVERSITY OF NEBRASKA AT OMAHA (31)

Accounting (1)
Art (8)
Aviation (9)
Biology (71)
Black Studies (1)
Biomechanics (25)
Information Science & Tech (46)
Computer Science (5)
Cyber Security (1)
Economics (2)
English (185)
French (3)
Geography (169)
German (1)
Health & Kinesiology (13)
History (116)
Kinesiology (2)
Mathematics (114)
Management (4)
Marketing (1)
Public Health & Behavior (14)
Philosophy (1)
Physics (41)
Political Science (137)
Psychology (42)
Religion (3)
Sociology (1)
Spanish (128)

Teacher Education (18)
Theatre (1)
Women's & Gender Studies (1)

WAYNE STATE COLLEGE (18)

Business (9)
Chemistry (2)
Computer Information Systems (6)
Communication Arts (55)
Computer Science (2)
Earth Science (11)
Education (94)
English (36)
History (29)
Health Science (7)
Mathematics (89)
Music (3)
Physical Science (8)
Physics (2)
Political Science (14)
Psychology (6)
Sociology (2)
Spanish (125)

WESTERN NEBRASKA COMMUNITY COLLEGE (32)

Accounting (3)
Advanced Mfg Tech (2)
Art (1)
Collision Repair Tech (21)
Automotive Tech (26)
Biological Sciences (32)
Business Admin (7)
Chemistry (8)
Criminal Justice (30)
Diesel, Truck & Heavy Equip Tech (16)
Economics (2)
Education (4)

WESTERN NEBRASKA COMMUNITY COLLEGE - cont.

Emergency Medical Services (1)
English (58)
Engineering (10)
History (27)
Health Occupations (86)
Humanities (3)
Human Services (13)
Information Tech (8)
Nursing (7)
Mathematics (31)

Music (2)
Physics (3)
Political Science (3)
Personal Development (7)
Psychology (30)
Sociology (2)
Spanish (27)
Speech (3)
Theatre (3)
Welding Technology (42)



NEBRASKA OPPORTUNITY GRANT 2024-25 YEAR-END REPORT

October 3, 2025

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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 2022-23 academic year, when analyzing national need-based undergraduate grant dollars per undergraduate enrollment, Nebraska ranked 31st in the country, the same as our ranking from 2021-22.

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 2024-25 NOG program award year:

- \$24,405,784 was awarded
- 13,386 students received a Nebraska Opportunity Grant
- \$1,823.23 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 U.S. 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 significant increase from 2023-24 to 2024-25 is primarily due to a change in federal needs assessment resulting in more students being eligible for the Pell Grant.

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

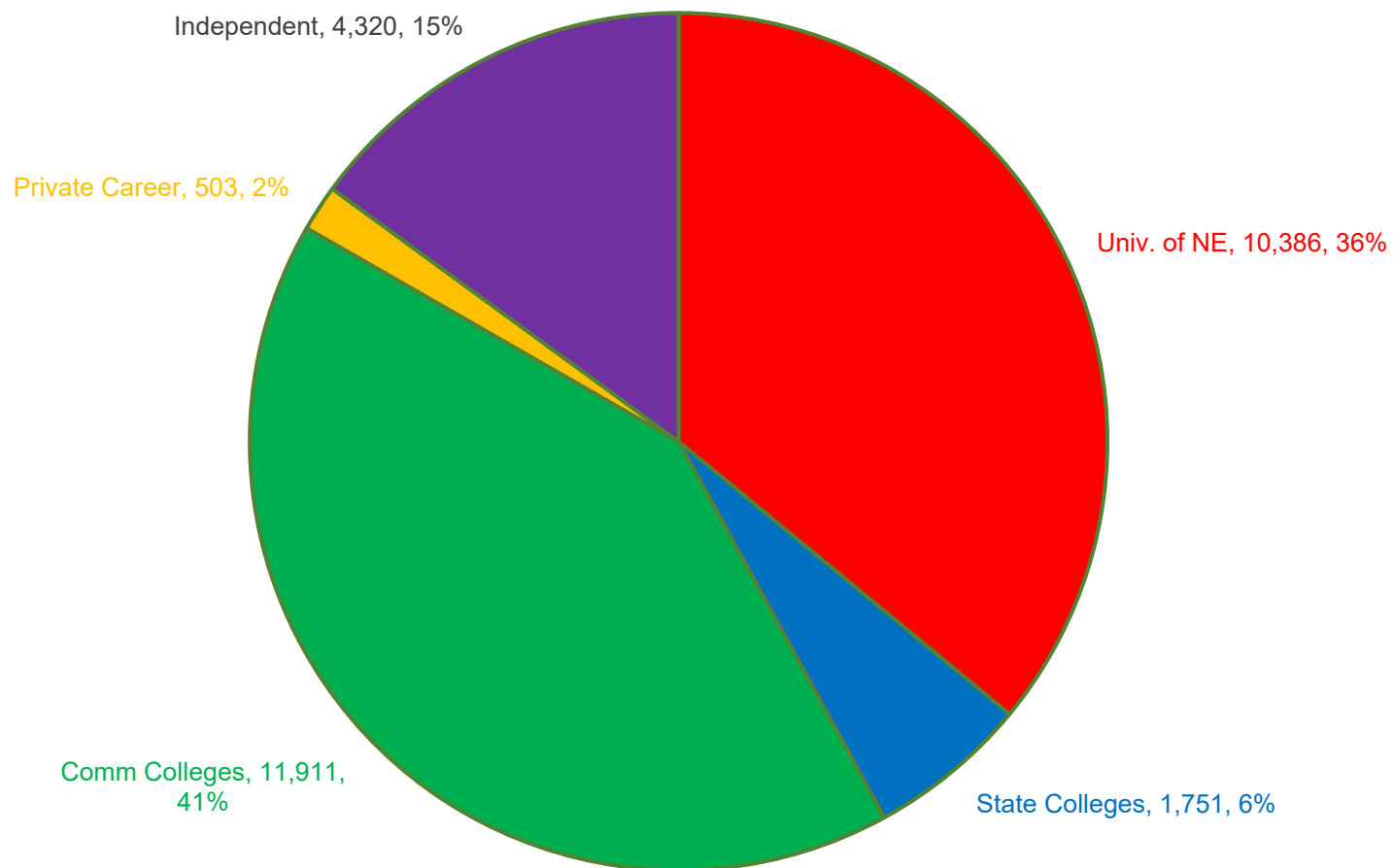
Private Career Colleges

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

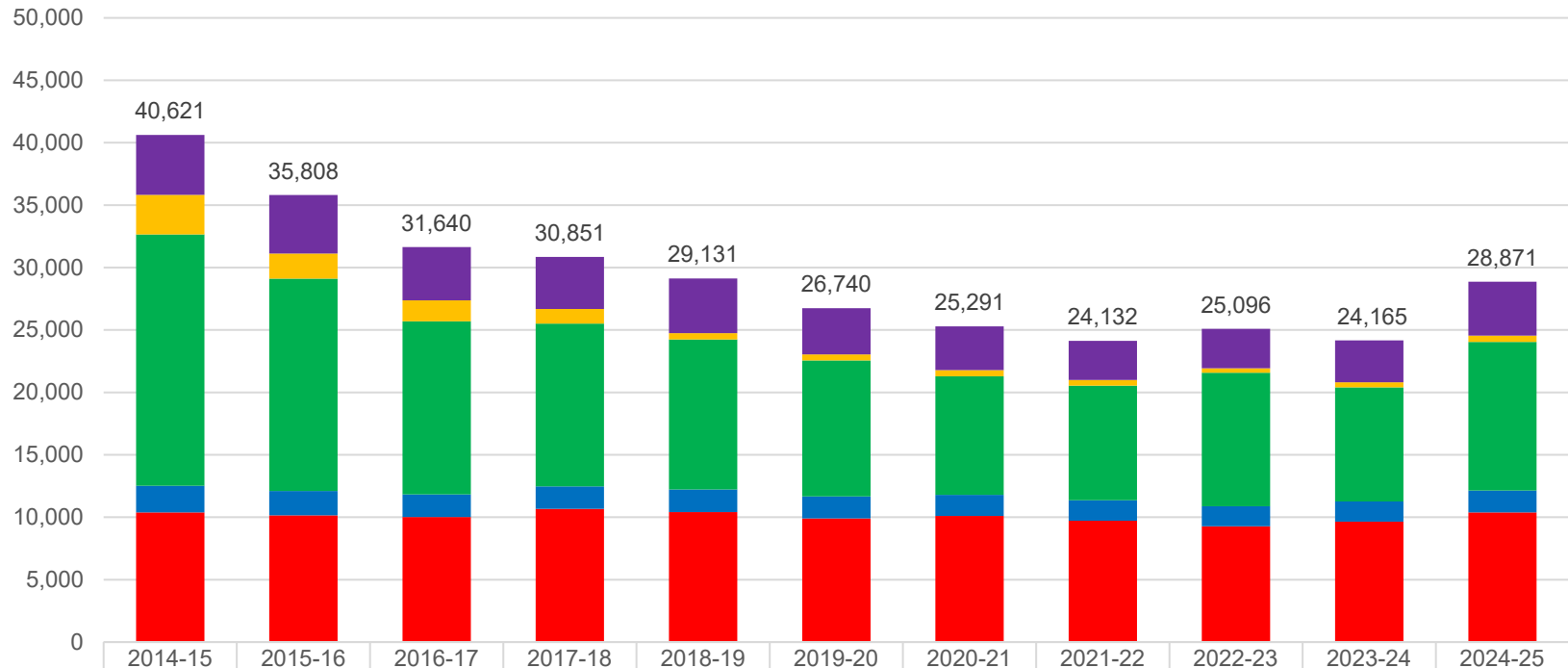
Independent Colleges & Universities

- 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
- Union Adventist University
- Western Governors University
- York University

2024-25 Nebraska Resident Pell Grant-Eligible Students by Sector
(percentage is of total enrollment)

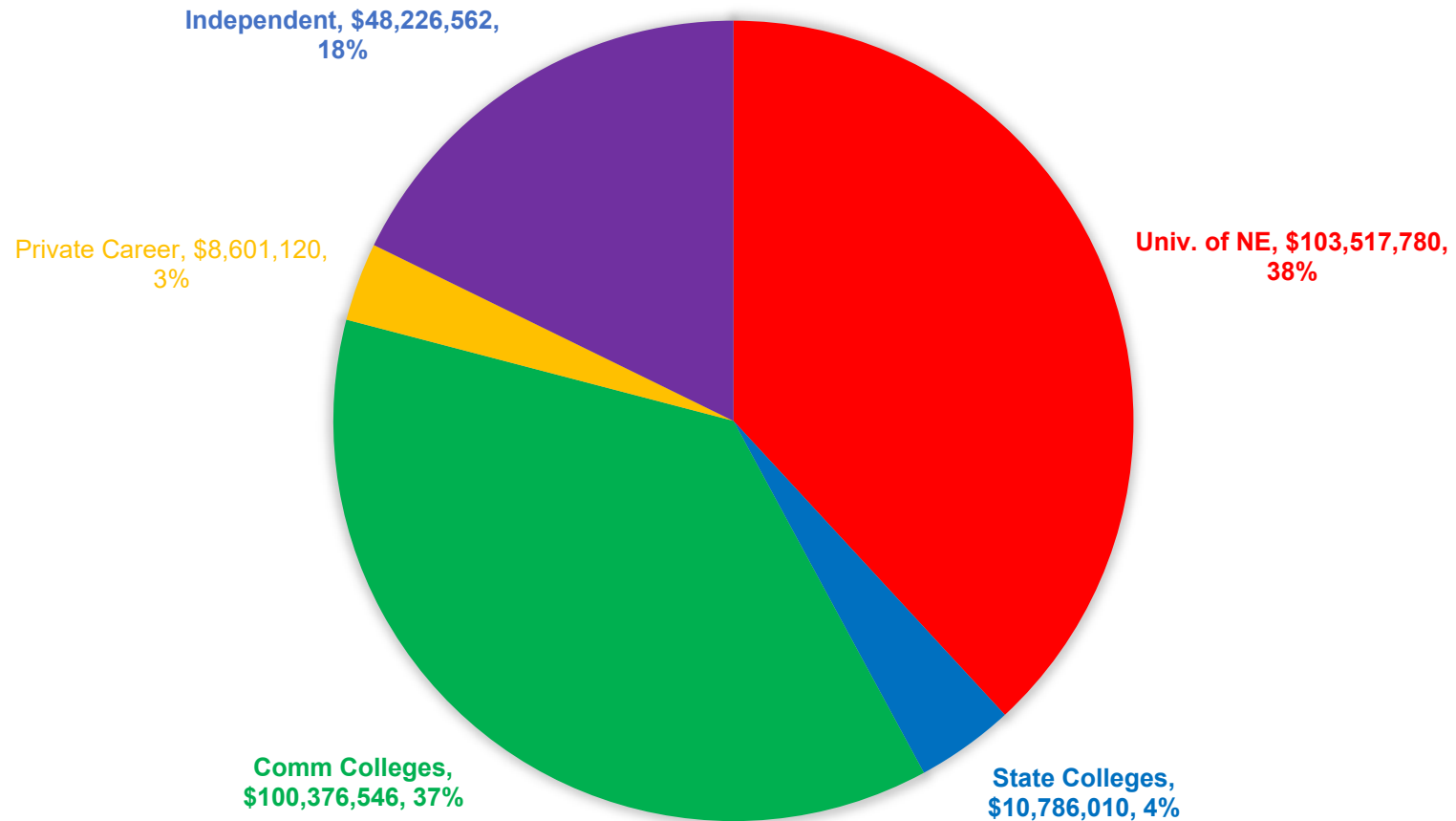


Nebraska Resident Pell Grant-Eligible Students by Sector

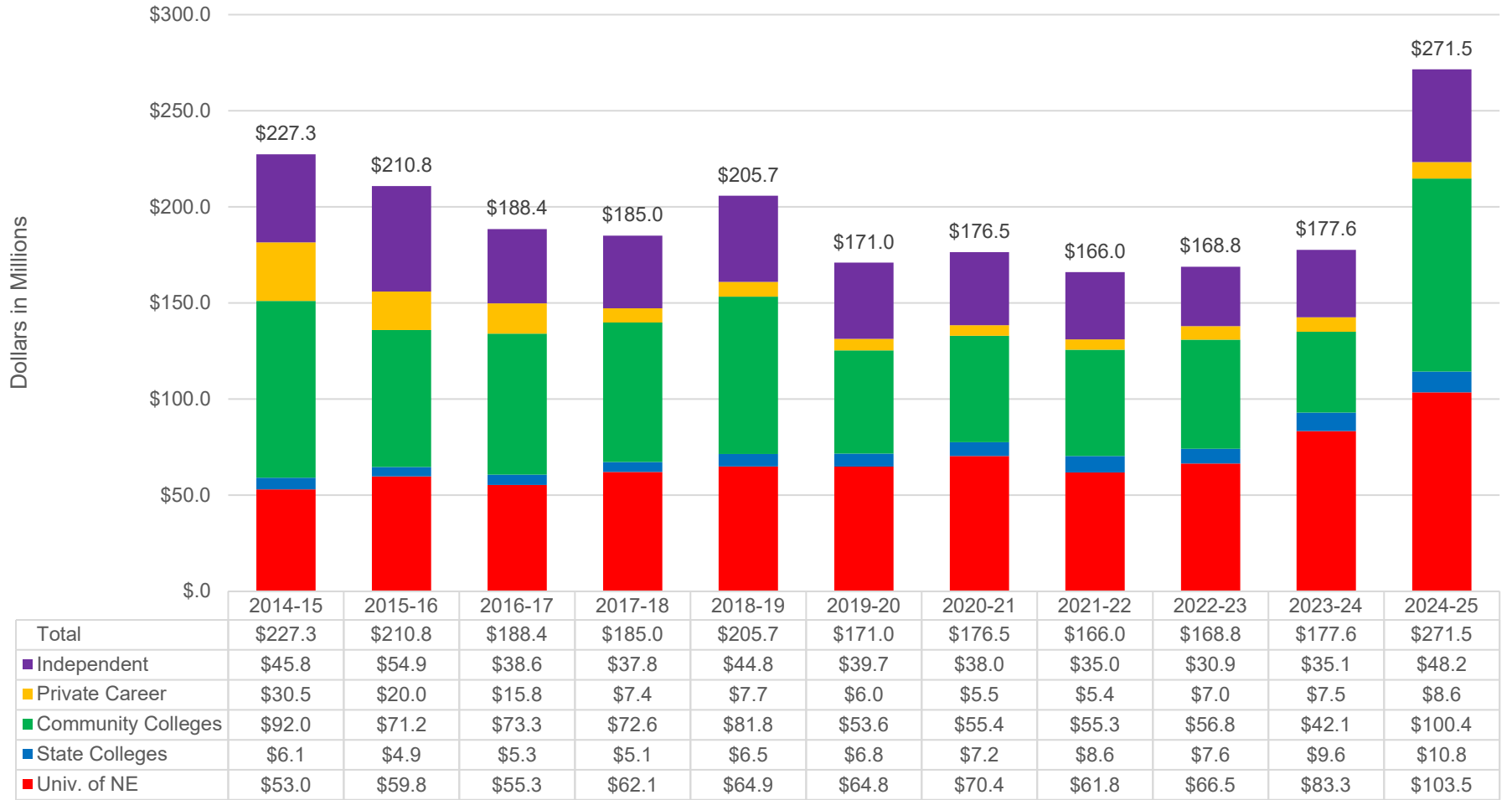


	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total	40,621	35,808	31,640	30,851	29,131	26,740	25,291	24,132	25,096	24,165	28,871
Independent	4,799	4,681	4,270	4,170	4,390	3,696	3,507	3,134	3,166	3,356	4,320
Private Career	3,168	2,009	1,674	1,174	499	480	487	459	353	404	503
Comm Colleges	20,132	17,019	13,861	13,032	12,021	10,894	9,504	9,175	10,694	9,144	11,911
State Colleges	2,135	1,944	1,824	1,805	1,815	1,762	1,696	1,643	1,610	1,616	1,751
Univ. of NE	10,387	10,155	10,011	10,670	10,406	9,908	10,097	9,721	9,273	9,645	10,386

**2024-25 UNMET NEED OF PELL GRANT-ELIGIBLE STUDENTS
(PERCENTAGE IS OF TOTAL AMOUNT)**



Nebraska Resident Pell Grant-Eligible Unmet Need by Sector

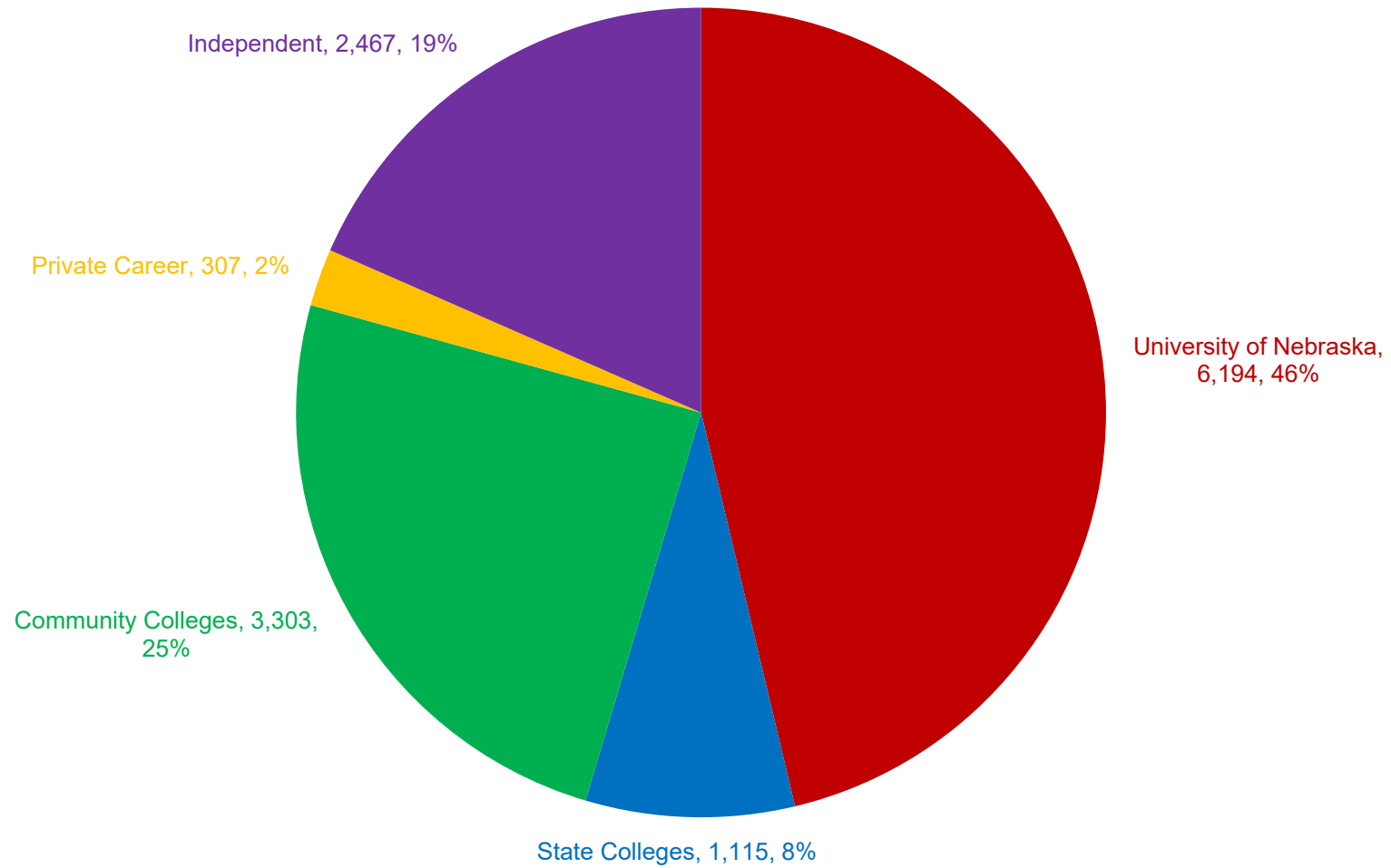


NOG Yearly Process

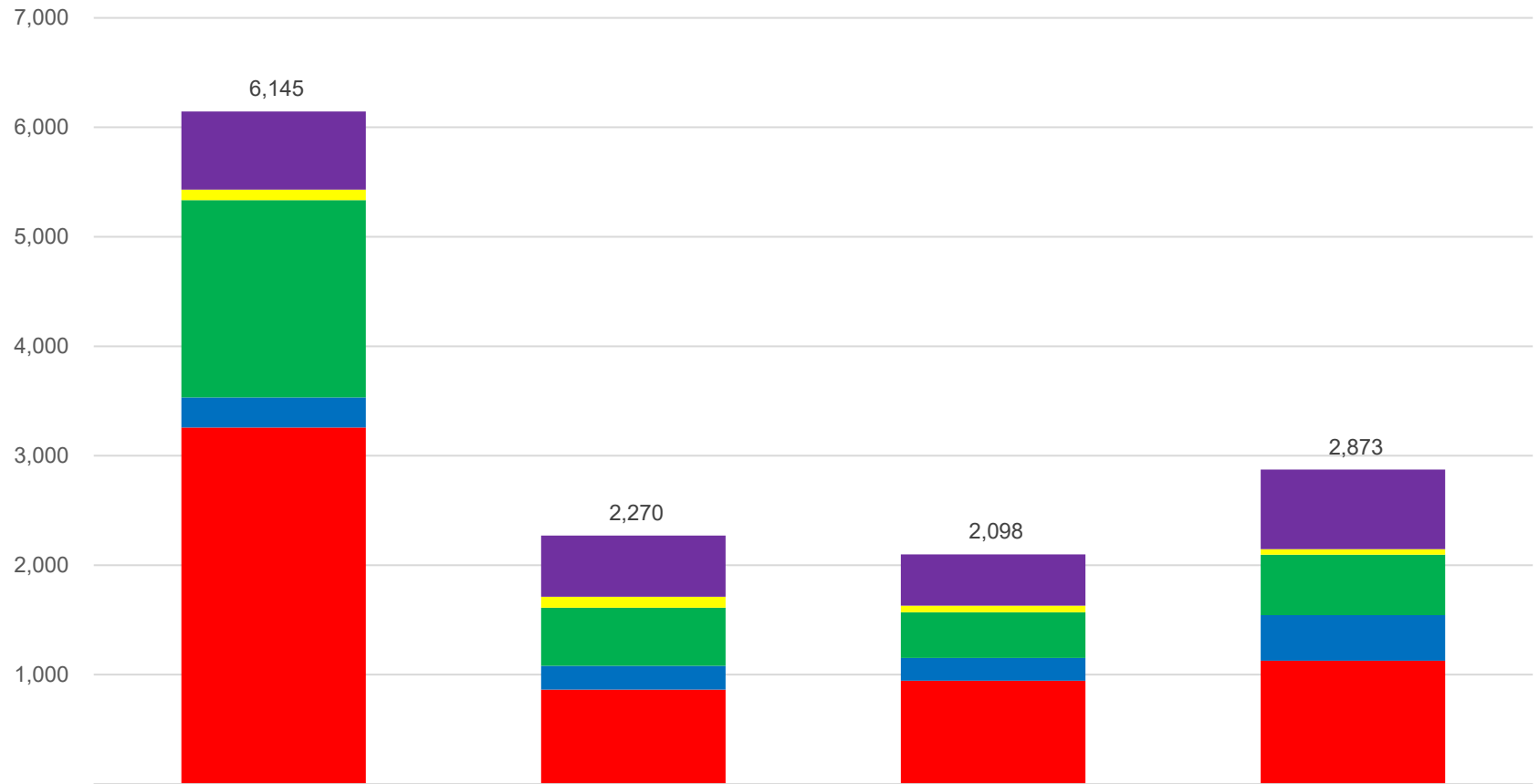
Each year the Commission allocates NOG funding that has been appropriated by the Legislature to participating institutions. In order to provide these institutions timely information, funding estimates are used until a final appropriation bill is approved in late spring. Allocations are calculated using 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
 - Sent 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

2024-25 NOG Recipients by Sector

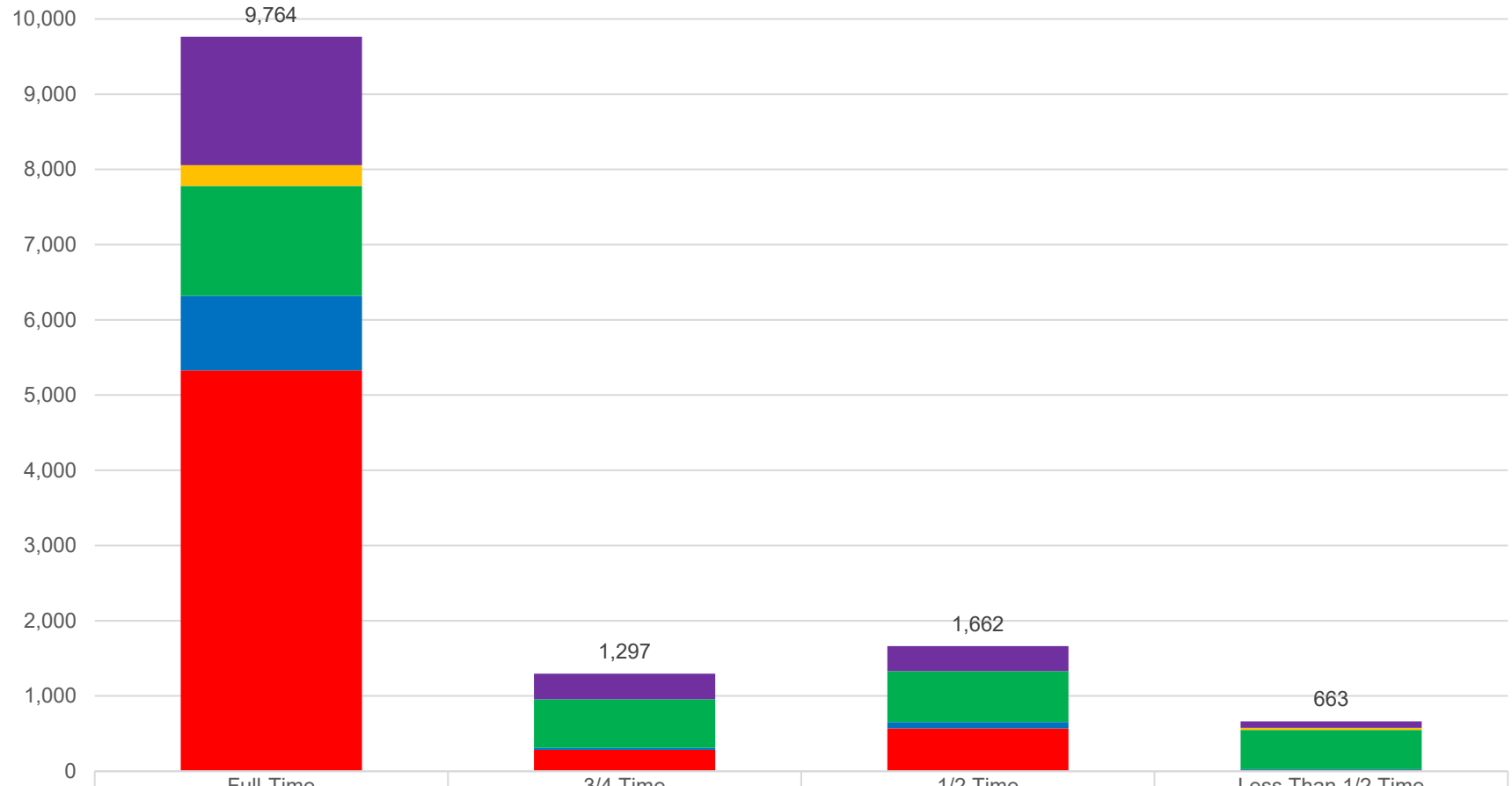


2024-25 NOG Recipients by Family Income



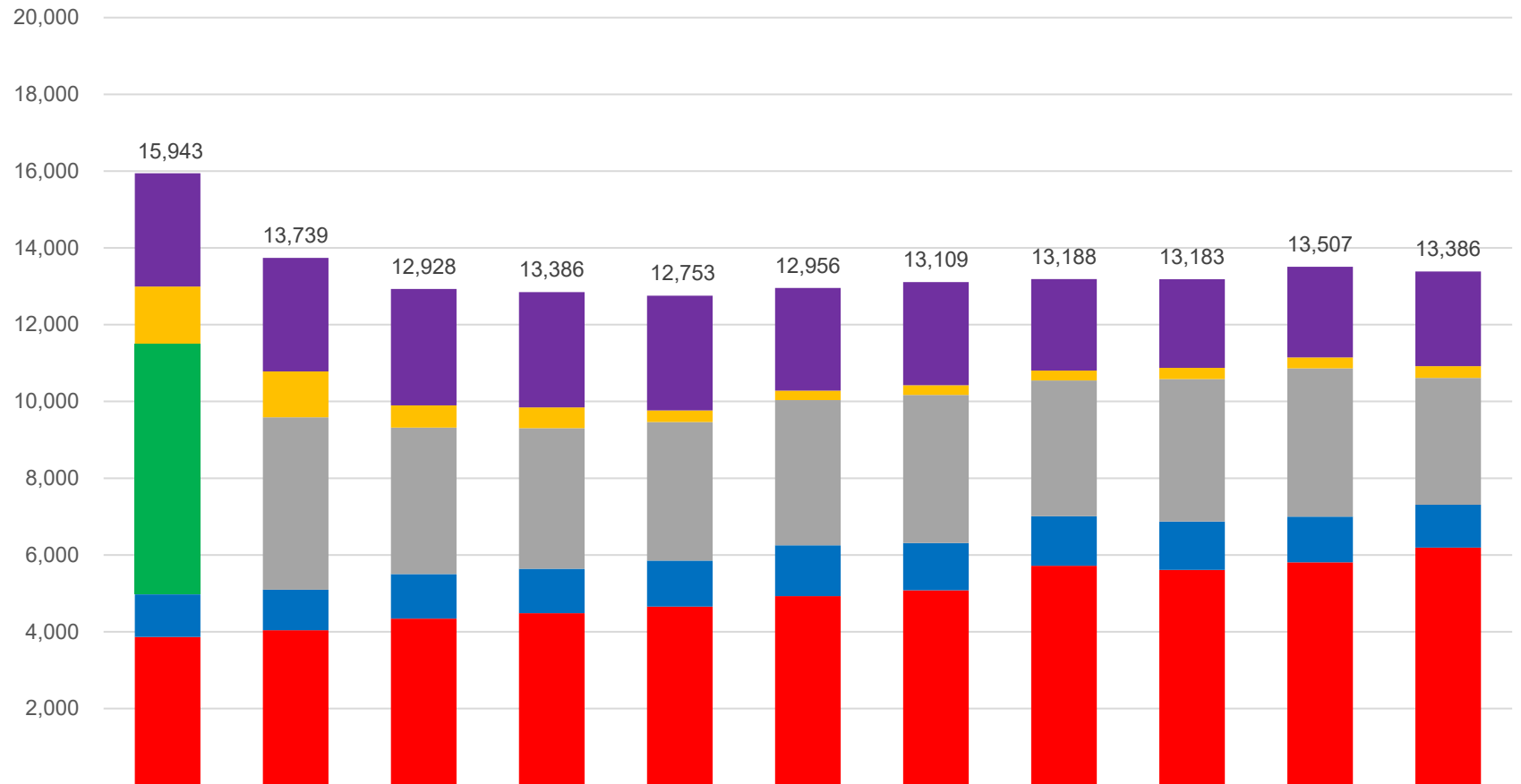
	0-\$19,999	\$20,000-\$39,999	\$40,000 - \$59,999	\$60,000+
Total	6,145	2,270	2,098	2,873
Independent	714	558	468	727
Private Career	96	101	60	50
Comm Colleges	1,803	530	417	553
State Colleges	274	218	208	415
Univ. of NE	3,258	863	945	1,128

2024-25 Recipients by Sector by Enrollment



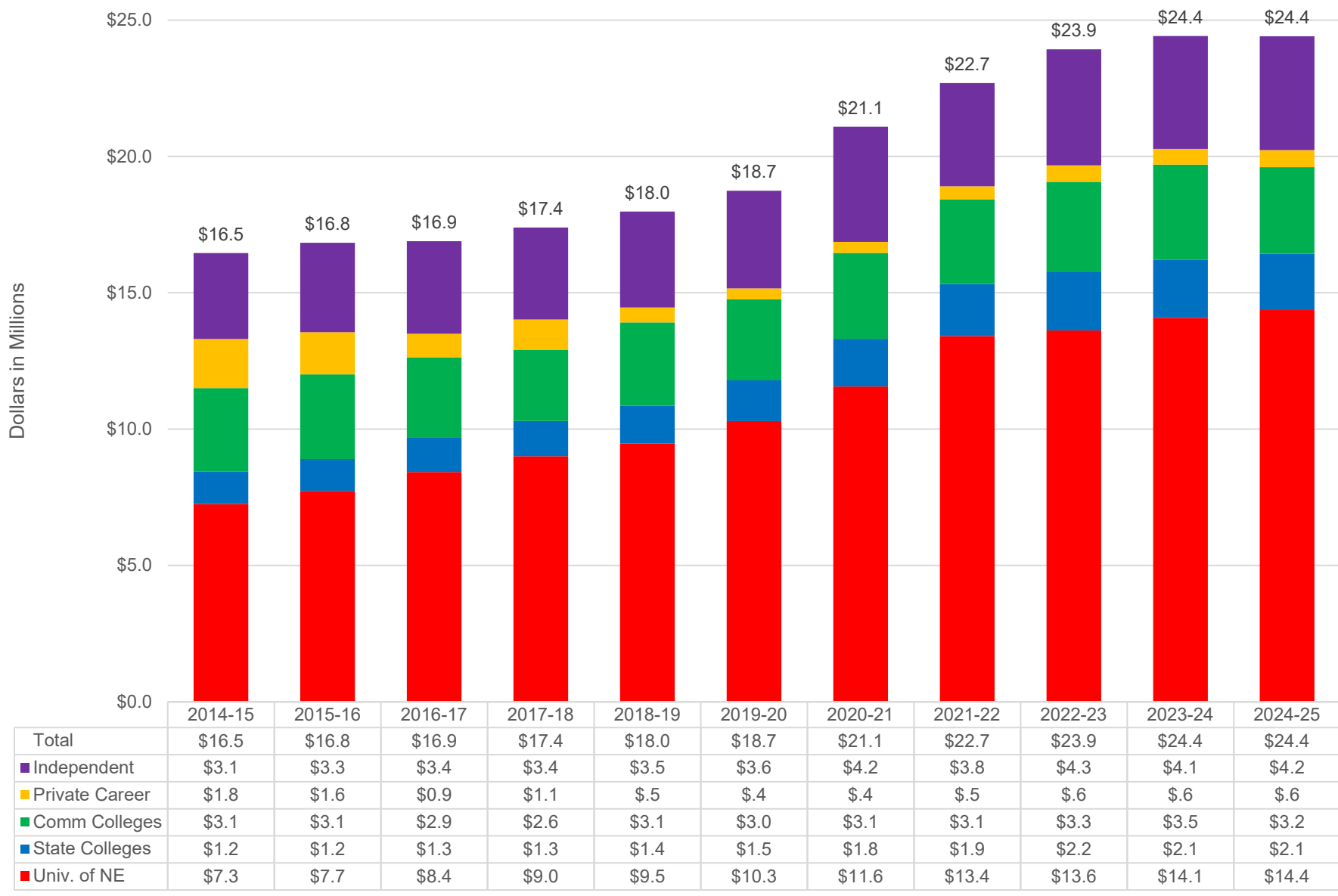
	Full-Time	3/4 Time	1/2 Time	Less Than 1/2 Time
Total	9,764	1,297	1,662	663
Independent	1,707	342	332	86
Private Career	278	0	0	29
Comm Colleges	1,460	644	677	522
State Colleges	990	29	85	11
Univ. of NE	5,329	282	568	15

NOG Recipients by Sector



	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total	15,943	13,739	12,928	13,386	12,753	12,956	13,109	13,188	13,183	13,507	13,386
Independent	2,950	2,956	3,029	3,003	2,985	2,674	2,687	2,384	2,309	2,362	2,467
Private Career	1,489	1,195	581	542	305	246	252	256	290	282	307
Comm Colleges	6,530	4,492	3,814	3,663	3,607	3,784	3,857	3,537	3,713	3,864	3,303
State Colleges	1,109	1,053	1,160	1,156	1,198	1,324	1,230	1,290	1,261	1,189	1,115
Univ. of NE	3,865	4,043	4,344	4,485	4,658	4,928	5,083	5,721	5,610	5,810	6,194

NOG Amount Awarded by Sector



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)	11,751 37.7%	6,194 46.3%	52.7%	\$14,367,399 58.9%	\$2,319.57
State Colleges (3)	2,014 6.5%	1,115 8.3%	55.4%	\$2,063,275 8.5%	\$1,850.47
Community Colleges (6)	12,923 41.4%	3,303 24.7%	25.6%	\$3,175,291 13.0%	\$961.34
Private Career Schools (4)	505 1.6%	307 2.3%	60.8%	\$627,448 2.6%	\$2,043.80
Independent Colleges & Universities (17)	3,992 12.8%	2,467 18.4%	61.8%	\$4,172,371 17.1%	\$1,691.27
Total	31,185 100.0%	13,386 100.0%	42.9%	\$24,405,784 100.0%	\$1,823.23

Coordinating Commission for Postsecondary Education Capital Construction Project Evaluation Form

Institution/Campus: Southeast Community College – Beatrice Campus
Project Name: Ag Technology Center
Date of Governing Board Approval: August 26, 2025
Date Complete Proposal Received: September 23, 2025
Date of Commission Evaluation: October 3, 2025

**Committee
Recommendation**

Southeast Community College – Beatrice Campus Fall Semester Enrollment by Campus*

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
On-campus HC	737.0	591.0	535.0	526.0	497.0	545.0
Off-campus HC	249.0	210.0	412.0	184.0	134.0	255.0
Online HC	610.0	609.0	432.0	705.0	815.0	863.0
Campus FTE	641.6	609.9	639.6	633.2	653.0	730.5

* Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment. 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.

Project Description: Southeast Community College (SCC) proposes the construction of a new Ag Technology Center, a 19,325 GSF single-story building that will provide space for Agriculture Programs. This project is estimated to cost \$12.3 million dollars and to begin construction in March of 2026. The new building will be located close to Agriculture Hall, with site development considerations for pedestrian connectivity to the main campus, additional parking for events and student support, implementation of a service road to the support facilities, and appropriate space for maneuverability of farm equipment. The Ag Technology Center will be completed in a single phase and addresses lab spaces for the following Ag Programs: Ag Management & Production, Horticulture & Turfgrass Management, Precision Agriculture, and components of the new Agricultural Educator program which begins in 2025- 2026.

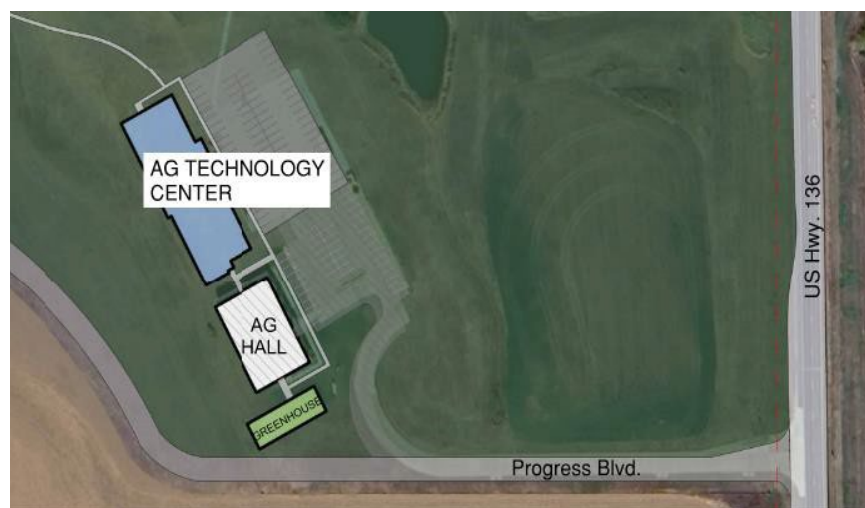
The Ag Technology Building will be designed for flexibility and industry relevance, featuring dedicated labs for agronomy, soils, precision agriculture, and ag mechanics, along with simulation and shared learning spaces. A covered outdoor demonstration area extends the instructional environment, supporting hands-on learning with modern equipment and emerging technologies. Together, these spaces provide a cohesive, forward-looking environment to prepare students for the evolving demands of Nebraska's agricultural workforce.

Located prominently near the east entrance of the Beatrice Campus along Highway 136, the Ag Technology Center is strategically sited to create a visible and accessible hub for SCC's agriculture programs. The images below illustrate both the overall Beatrice campus, and the relationship of the new facility to existing assets, including Ag Hall and the planned teaching greenhouse, as well as its proximity to parking and campus pathways that connect to key amenities.

Map of SCC – Beatrice Campus



Map of Proposed Ag Technology Building



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

Yes

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No

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Comments: Page 3-3 of the *Plan* states: "Provide specialized certification programs in professional, technical, and vocational fields that address regional and state needs" SCC works continuously with its industry advisory board members and other local employers and economic development stakeholders to develop career and technical programs that meet local needs. SCC aims to provide not only affordable, but up-to-date training and education in areas that will prepare their students to enter the increasingly high-tech workspaces in agriculture.

Page 6-2 of the *Plan* states: "Nebraskans will advocate a physical environment for each of the state's postsecondary institutions that: supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies." The proposed new construction supports this major statewide goal. Most of the buildings on the Beatrice campus have been graded in poor condition and/or unsuitable for current educational needs. This project will play an important role in providing safe, educationally effective, and appropriately sized facilities for academic programs on the Beatrice campus, now and into the future.

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

Yes

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No

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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

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No

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Comments: The new Ag Technology Center would house the following SCC academic degree programs approved by the Executive Director for continuation:

- Ag Management & Production (AAS, Certificate)
- Horticulture & Turfgrass Management (AAS)
- Livestock Management & Production (AAS)
- Precision Agriculture (AAS, Diploma, Certificate)
- Agricultural Teacher Education (AAS) (approved by the Commission, January 2025)

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

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Comments: In alignment with Southeast Community College's most recent Master Plan (2015), an adjacent property, the Business Campus Building, was purchased in the summer of 2018. This building, now known as Agriculture Hall, was renovated in 2021 to help facilitate the relocation of agriculture faculty offices and agriculture program classrooms. Agriculture Hall has supported the short-term needs of Southeast Agriculture programs.

Although Agriculture Hall continues to be a valuable asset on campus, the space is not large enough to fulfill future developments. The next step in this vision is creating an agricultural lab facility where all the diverse areas of agriculture can collaboratively come together, maximize partnerships, and instill the value of sustainability, conservation of energy, and natural resources across all programs.

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

High Low



Ford Hall was constructed in 1981 and is a pre-engineered metal building with a mixture of concrete block and wood frame walls. As stated in the 2015 SCC Facilities Master Plan, the overall interior is in poor condition and needs many upgrades.

Physical Deficiencies:

- Shop equipment area is grossly undersized for use, causing safety concerns
- HVAC system would need replacement to extend future use and better temperature control
- Interior lighting controls are not compliant with the current energy code.
- No dedicated cooling for IT equipment.
- Observed deterioration
- The building is not protected by a fire suppression system; portions of the building are wood framed.
- There are several concerns about code compliance and other standards/guidelines which govern the functions of this building.

Programmatic Deficiencies:

The outdated design and layout of current lab and classroom spaces in existing facilities have created significant programmatic deficiencies that directly impact the quality, safety, and equity of instruction in these programs.

Agriculture Management and Production

- Needing Active Learning Lab set-up

- Needing TV monitors to use to show stock/trading
- Needing Demonstration Lab for equipment parts to show students how to use equipment
- Expanding of additional services to accommodate growth and to develop more programs
- Need student collaboration space throughout all programs/space for Agriculture club meetings/activities
- Soils Lab with water, vitalization & drainage
- Open lab space for student learning
- Expanding space, currently classes are capped due to limited space
- Shop/labs with more space and better visibility for safe needs

Precision Agriculture

- Needing simulators
- Computers/software accessibility
- Needing Active Learning Classroom set-up
- Open lab space for drones
- Secure storage space

Horticulture & Turf Management

- Dedicated space for equipment & lab
- Need more modern green house with new technology and connecting head house
- Dedicated soils lab
- Need working campus lab for landscaping around new building

These programmatic deficiencies represent more than operational inconvenience—they undermine the core

mission of career and technical education and limit SCC's ability to deliver high-quality, workforce-aligned instruction that prepares students for success in Nebraska's agriculture industry.

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

High Low



Comments: The 2015-2025 SCC Facilities Master Plan produced by the Clark Enersen Partners was presented in late 2015 and then updated in 2018 for the most current facilities guideline. The proposed project is referenced in chapter three, Beatrice Campus section, of the 2015-2025 Southeast Community College Facilities Master Plan. It is proposed in concept as the new AG/HORT building, to be located on the southeast edge of campus. Southeast Community College is also in the process of updating an agriculture program specific master plan to inclusively focus on a prominent sector in their service area.

A strategic and researched approach was taken to analyze the needs for today's agriculture programming at Southeast Community College. Workshop meetings with administration, facilities, faculty, and staff were conducted to assess initial needs. Student and industry involvement is taking place during design development to ensure agriculture lab spaces and classrooms are designed functionally for each program.

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

High Low



Comments: The agriculture-related programs that will relocate to the proposed Ag Technology Center currently

occupy a combination of classrooms, class labs, computer labs, offices, storage rooms, and support areas that are fragmented across the Beatrice Campus. A comprehensive utilization analysis was conducted to assess instructional space usage and determine capacity for consolidation and modernization.

Key Findings from Utilization Analysis

- **High Efficiency in Ag Spaces:** Agriculture-designated classrooms and labs in Ford Hall and Ag Hall demonstrate significantly higher utilization than campus-wide averages. Ford Hall's lab utilization at 101% reflects overuse, often requiring scheduling workarounds and limiting program growth.
- **Lower Utilization in Non-Ag Spaces:** Instructional spaces in Kennedy and the Academic Excellence Center show classroom and lab utilization below 50%, highlighting existing capacity for multi-program sharing or reassignment. These spaces could absorb lower-demand general education or overflow instructional needs.
- **Retention of Ag Hall as Classroom Hub:** With five classrooms and strong utilization (74%), Ag Hall is performing well and is well-suited to remain the primary classroom hub for agriculture programs, particularly those courses not requiring lab space. Keeping Ag Hall in operation maintains continuity and optimizes recent upgrades.
- **Decommissioning Ford Hall for Instruction:** While Ford Hall has served as the instructional hub for decades, it lacks the infrastructure (ceiling height, ventilation, electrical capacity) to safely and effectively support current industry-aligned agriculture training. By relocating lab instruction to the proposed Ag Technology Center, Ford Hall can eventually be retired from instructional use after all phases of Ag program space remodels are

completed, freeing up campus space and reducing deferred maintenance costs.

The proposed Ag Technology Center directly addresses the findings of the utilization analysis by consolidating fragmented agriculture instructional spaces into a modern, flexible, and purpose-built facility. Designed to accommodate current and projected program demand, the facility will enable integration of emerging technologies, improve safety and accessibility, and support instructional methods that align with industry expectations. The facility relieves overuse pressures in existing lab spaces, particularly in Ford Hall, which exceeds 100% utilization, and allows that building to be retired from instructional use in the future. By maintaining Ag Hall as the primary classroom hub and leveraging underutilized general-purpose spaces in Kennedy and AEC for overflow or cross-disciplinary instruction, SCC avoids unnecessary duplication and preserves institutional efficiency.

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

High Low



Comments: The current design will greatly change the makeup of space assigned to Ag programs. There will be an increase of almost 5,600 square feet in lab space and an increase of almost 2,300 square feet in storage space. There will be a decrease of approximately 8,900 square feet of classroom space, as lecture classes will now be held in the Kennedy Center.

Square footage projections for the Ag Technology Center were based on input provided by a Planning Committee composed of agriculture faculty, the assistant farm managers, campus leadership, and student representatives. This committee carefully assessed the unique instructional and operational needs of the

agriculture programs, including equipment-intensive labs, integration of technology such as precision ag tools and drones, safe handling of agricultural materials, and adequate circulation space for large equipment and group-based activities. Planning parameters accounted for industry-relevant practices, fire and life safety considerations, and the need for flexible, interdisciplinary lab environments that reflect real-world agricultural settings. Projections were validated by the Campus Facility Planning Team in collaboration with the project architect. Room types and square footage were calculated to reflect actual instructional needs, support projected enrollment growth, and ensure efficient, sustainable use of space. These calculations align with CCPE space guidelines and reflect a right-sized approach that balances educational quality, operational efficiency, and long-term adaptability.

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

High Low


Comments: Ag Management & Production remains the leading agriculture program at SCC-Beatrice Campus, expanding from 124 students in 2020–2021 to 138 students in 2024–2025, an 11% increase over five years. The remaining programs (Horticulture & Turfgrass Management, Livestock Management & Production, and Precision Agriculture) have maintained steady, but flat, enrollment during this period. While stable numbers suggest continued demand, further growth is constrained not by lack of interest, but by the condition of aging, disjointed, and outdated facilities that no longer reflect the standards of modern agriculture. These spaces are increasingly difficult to market to prospective students, particularly as agriculture becomes more technology-driven and competitive with industry-aligned training options elsewhere.

Historic and Projected Enrollment Numbers

Program	2021-2022	2022-2023	2023-2024	2024-2025	2030-2031
Ag Management & Production	109	112	122	138	170
Horticulture & Turfgrass Mngt.	32	23	19	29	36
Livestock Mngt. & Production	44	41	47	44	50
Precision Agriculture	11	5	5	7	12
Agricultural Educator	New Program Beginning in 2025-2026				27
Ag Program Totals	196	181	193	218	295

The 2030-2031 projections reflect a conservative 3–4% annual enrollment increase across most programs, with a higher rate of early growth for the new Agricultural Educator pathway and continued strength in the flagship Ag Management program. This program statement provides the supporting data and informed space design to address the fact that without facilities upgrades SCC will likely plateau around 220–230 Ag students per year. With the proposed Ag Lab Facility, SCC is positioned to reach 272–295 students by 2030–2031 which is a 30%+ increase, largely driven by better space utilization, integrated instructional models, and expanded access. This growth can be achieved without building excess capacity, using a strategic, phased approach that maximizes instructional use of campus buildings, shared labs, and modern labs.

- 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

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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.

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

High Low

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Comments: No alternatives were considered for this project. The current conditions of existing facilities warrant the construction of new facilities to accommodate current students and enrollment growth.

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

High Low

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Comments: Currently, SCC's agriculture programs are spread across multiple buildings throughout campus, including Ford Hall and Agriculture Hall, creating instructional inefficiencies and limiting interdisciplinary learning. The Ag Technology Center brings these programs together, fostering adjacencies that improve staffing efficiency, promote interdisciplinary collaboration, and create natural opportunities for students to understand how different agricultural sectors connect.

By consolidating agriculture programs into a single, modern facility, SCC will provide students with a more cohesive learning experience, strengthening their understanding of how their chosen specialties integrate within the broader agricultural industry.

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 Ag Technology Center is \$12,245,000 (\$634/gsf). The College estimate for construction alone is \$10,465,000 (\$542/gsf). These amounts include the costs for the connecting road and parking lot of \$585,000. Both gsf estimates above would be reduced by approximately \$30 if the parking lot and parking were removed.

Commission staff's estimate of the total project cost is \$11,692,000 (\$605/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 \$302,000 (4.73%) higher than Commission staff's estimate. The difference between these estimates is within an acceptable threshold.

Operating and Maintenance Costs - The College has identified an increase of \$55,000 per year in increased operating and maintenance (O&M) costs. This increase is due to the addition of one FTE maintenance employee, two FTE custodial employees, and additional utilities expenses. The O&M expenses for Ford Hall will transition to the proposed facility once demolition occurs. SCC has identified General Operating Funds to cover this increase. Commission staff concur with this assessment.

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

High Low


Comments: Of the approximate \$12.3 million project cost, \$9.4 million will come from the Capital Improvement Fund, and the remaining \$2.9 million will come from Other Sources, which may include student fees, private fundraising efforts, competitive grants, or institutional

reserves. 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 will not lead to the duplication of facilities once all phases are complete, including the demolition of Ford Hall. All buildings on the Beatrice campus have been rated in poor or moderate condition and educationally inadequate. SCC's Facilities Master Plan calls for the demolition of all buildings on campus to be replaced by new construction. The proposed building will provide much-needed modern classroom and lab facilities for the campus. Temporary duplication of classroom space will be utilized by other programming until it can be taken offline for demolition.

- 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 SCC service area has experienced significant shortages of skilled workers in many industry sectors. These workforce gaps are projected to expand in the absence of robust interventions. Over the past ten years, SCC has been pursuing several transformative initiatives to address this barrier to local economic growth by expanding its capacity to produce a qualified, skilled workforce and affordable access to higher education. In addition, the College is expanding its ability to offer customized and asymmetrical short-term training opportunities for individuals and local employers. These ongoing efforts, combined with the need to address agricultural programmatic needs on campus, ensure that local employers have an educational partner to create a skilled workforce to address industry needs and help recover from industry impact. With more than 85% of

these graduates staying in Nebraska, the skilled worker crisis is due to the inadequate number of graduates from Nebraska community colleges. The skills gap crisis must be addressed by the community colleges and to do that, SCC must expand their capacity to produce a qualified workforce and affordable access to higher education.

Investing in a right-sized, Ag Lab Facility targeted at hands-on instruction, modern equipment, and flexible technology-enabled spaces will directly enhance SCC's capacity to deliver high-quality agricultural education and meet rising workforce demands. This strategy is both fiscally responsible and pedagogically responsive, positioning the Beatrice Campus to elevate student access, retention, and program reputation.

The facility also enhances SCC's ability to connect classroom learning to its working production farm, linking hands-on laboratory experiences with real-world operational decision-making. These applied learning environments ensure students are prepared for careers ranging from crop and soil management to precision ag technology and ag business leadership.

COMMISSION ACTION AND COMMENTS:

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Southeast Community College's proposal to utilize Capital Improvement funds to construct and equip the Ag Technology Center project as outlined in the governing board's program statement approved on August 26, 2025, along with supplemental information provided.

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

Approve Disapprove



Coordinating Commission for Postsecondary Education Capital Construction Project Evaluation Form

Institution/Campus: University of Nebraska Medical Center
Project Name: Project Health
Date of Governing Board Approval: August 8, 2024
Date Complete Proposal Received: August 12, 2025
Date of Commission Evaluation: October 3, 2025

Committee Reviewed
September 18, 2025

University of Nebraska Medical Center Fall Semester Enrollment by Campus*

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
On-campus HC	2,202.0	2,214.0	2,268.0	2,204.0	2,264.0	2,333.0
Off-campus HC	0.0	0.0	0.0	0.0	0.0	0.0
Online HC	454.0	599.0	667.0	719.0	591.0	564.0
Campus FTE	2,687.2	2,710.4	2,855.8	2,744.3	2,836.1	2,879.5

* 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 University of Nebraska – Medical Center is proposing the full replacement of Clarkson Hospital Tower (CKT – constructed in 1955) and associated patient and visitor parking, as well as the Emergency Department and certain diagnostic spaces located in the Hixson-Lied Center. The new building will contain almost 1,270,000 gsf, with an estimated cost of \$2.19 billion dollars.



The hospital will provide the primary quaternary care or highest and most specialized level of medical treatment environment for UNMC | Nebraska Medicine, including clinical care, research in the clinical setting, and medical and allied health education. As UNMC | Nebraska Medicine continues to advance the mission, Project Health seeks to solve one of the biggest challenges in the current facility configuration – space. Current facilities were not designed or constructed in a manner conducive to a modern

teaching hospital. Project Health will provide the appropriate amount of in-room, support, and ancillary space to continue the mission of training future healthcare professionals.

The last several UNMC | Nebraska Medicine combined Facilities Campus Master Plans have indicated aging infrastructure in Clarkson Tower, the primary acute care teaching hospital for the institution. Over the course of several years, Facilities Management & Planning has completed a significant study for phased renewal of existing assets, which house approximately half of the acute care academic and clinical capacity for our midtown campus.

Options developed include methods for executing the phased renovations of one floor at a time top to bottom, as well as more invasive approaches involving renovation of multiple floors at a time, both of which proved to be economically and operationally unfeasible. Moreover, the renovation of the 1950's era facility would significantly hinder the ability to provide patient care, teach within the clinical environment, perform essential clinical research, and would have left the institution without a state-of-the-art facility equipped with technologies to prepare providers, students, researchers, and clinicians to face the challenges of our time and for the future.



UNMC | Nebraska Medicine has developed Guiding Principles that establish the vision, values, and priorities to set the course for design and decision making throughout the life of the project.

TRANSLATIONAL CARE – In the setting of medical education and research, shape the future of care through flexible environments and bring discovery to patient care in a faster, more collaborative way.

EXPERIENCE – Create meeting opportunities through multi-functional space while transforming what a world class clinical learning environment feels like for all patients, learners, staff and visitors.

COMMUNITY – A design that invites the outside in and redefines the front door for UNMC | Nebraska Medicine.

DESIGN – Elevate brand as an icon in the Community and ensure the confluence of care, research, and education is established. Truly changes the skyline of our city.

SUSTAINABILITY – Ensure the goals of carbon neutrality and living the Architecture 2030 Challenge are met and provide healthier environments for a healthier planet and people.

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

Yes

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No

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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."

- With this project, UNMC will provide a modern physical environment that supports the role and mission of the institution, effectively accommodates space needs, and allows for the continued education of students within the new hospital building.

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.”

- 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.

Page 6-2 of the Commission’s Comprehensive Statewide Plan for Postsecondary Education states: “Nebraskans will advocate a physical environment for each of the state’s postsecondary institutions that: supports its role and mission; is well-utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.”

- 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.

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

Yes

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No

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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

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No

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Comments: The new Project Health would provide academic space for the following UNMC academic degree programs approved by the Executive Director for continuation:

- Allied Health
- Applied Behavior Analysis
- Applied Biostatistics
- Applied Health Informatics
- Biochemistry and Molecular Biology
- Biomedical Informatics
- Biomedical Sciences (Interdisciplinary)
- Biostatistics
- Cancer Research
- Medical Imaging & Therapeutic Sciences
- Diagnostic Cytology
- Environmental Health, Occupational Health and Toxicology
- Epidemiology
- Genetic Counseling
- Health Administration
- Health professions Teaching and Technology
- Health Promotion & Disease Prevention Research
- Health Sciences and Policy Research
- Healthcare Delivery Science
- Healthcare Quality Improvement
- Immunology, Pathology, & Infectious Diseases
- Infectious Disease Epidemiology
- Medical Anatomy
- Medical Laboratory Science
- Medical Nutrition
- Medical Physiology
- Medical Science
- Medicine
- Molecular Genetics and Cell Biology
- Nursing
- Nutrition and Dietetics
- Occupational Safety and health
- Occupational Therapy
- Clinical Perfusion
- Perioperative Nursing
- Emergency Nurse Practitioner

- Pharmaceutical Sciences
- Pharmacy
- Physical Therapy
- Physician Assistant
- Public Health
- Public Health / Business Administration
- Public health / Community and Regional Planning
- Respiratory Care

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: Per Board of Regents policy, the campus completes Master Plans as required every 5 years. The most recent Master Plan for UNMC was reviewed with the Board in June 2024.

The proposed project supports the following Campus Facility Development Plan goals:

- Goal I: Forecast strategic facilities needed to renew, transform and grow patient care, research, education and operations support.
- Goal II: Develop a framework of infrastructure and campus design concepts to improve the campus experience for all; improve operating efficiency and value.
- Goal III: Further evolve campus configuration and land use concepts to accommodate expanding campus operations and provide direction for long term growth.
- Goal IV: Support the recruitment and retention of the best and brightest through engaging in

community development.

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

High Low

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Comments: In 2018 (updated in 2022), a study entitled "UNMC Renovations" was performed by Nebraska Medicine to determine future clinical use of space on campus.

During this analysis, Clarkson Tower was identified to have mechanical and electrical building system deficiencies and systems regularly fail and/or do not provide contemporary standards that align with a modern quaternary care Academic Hospital. Operations are regularly limited and impacted by these restrictions.

Additionally, the building enclosure is inefficient, failing and in need of replacement. These conditions meaningfully contribute to expensive maintenance and upkeep and are not energy efficient.

Programmatic Deficiencies:

Clarkson Tower has significant programmatic deficiencies both in the size of key individual rooms (example Patient Rooms, Pre/Post Recover rooms, Surgical, Procedure Rooms, Emergency Department, infection control, etc.); and support space for departments to optimally operate. Medical Education and Clinical Research space is also severely limited or simply not present. Programmatic limitations significantly constrain operations and do not meet the needs of a world class health institution. As a result, institutional missions and patient safety are at risk.

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

High Low



Comments: Clarkson Tower has been studied over the years to determine how to best renew and extend its life for the next 50 years. Constructed in 1955, the community hospital was designed with what was, at the time, a standard structural grid that provided the framework for hospitals of their era. As a community hospital, the building was not built to foresee the changes in space allocation, technology, or care models that are essential to serve patients, clinicians, educators, and researchers today. Furthermore, much of the mechanical and electrical systems are well beyond life expectancy and need complete replacement. This condition analysis led to the operational and financial comparison of renovation versus replacement to be considered. The renovation and renewal financial impact ranged between \$1.27B and \$1.64B and was estimated to take between 11 and 22 years to achieve.

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 space inside Clarkson Tower is routinely fully utilized and operating at or near maximum capacity. Given the inadequacy of the existing space as required by today's guidelines, the pressure of operating at such a high utilization can create more burdensome conditions for the delivery of care inside the system.

This project is intended to replace 539,762 sf of existing space inside Clarkson Tower. Further, it will replace and consolidate 186,056 sf of existing space in the Hixson-Lied Center for Clinical Excellence; 29,949 sf of existing space in the Storz Pavilion; 62,039 sf in the Lied

Transplant Center; and 3,908 sf of existing space in University Tower 2. In total, this project will replace and consolidate campus inpatient functionality currently occupying 821,714 sf of existing campus space. When benchmarked against contemporary Academic Medical Center projects as well as current Facility Guidelines Institute requirements for healthcare design, the existing space falls short of contemporary standards by 25% to 40% on average.

Project Health will become the primary teaching hospital for UNMC. The project has been programmed so the inpatient beds will be utilized as replacement beds currently on campus. Current utilization rates show beds occupied 95% of the time. The Project Health program considers an industry standard of 85% utilization while optimizing space for medical education and clinical research.

UNMC anticipates professional learner enrollment to grow by 25%-40% to meet rural and urban workforce demands. Increased student enrollment will only be possible with enhanced space and new learning technology. Expanded translational and clinical research programs will serve all Nebraskans, facilitate future recruitment and consideration by the Association of American Universities.

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

High Low


Comments: The basis of the projected square feet of the building is utilizing industry standards for Academic Medical Center quaternary care hospitals that have embedded medical education and research space.

Major Components of Project Health are as follows:

- Patient Rooms
- Dedicated Educational Spaces
- Emergency Department
- Diagnostic Services
- Surgical Suites
- Associated Support & Circulation Spaces
- Structured Parking

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

High Low



Comments: The project will significantly enhance and expand the core academic missions of education, research, and technology commercialization. Nebraska Medicine is the primary teaching hospital for UNMC, serving over 1,700 UNMC learners annually. Fifty percent of inpatient clinical training occurs within Clarkson Tower, which does not meet current academic program needs or standards for Schools of Medicine, Nursing, Pharmacy, Dentistry, Allied Health, and Public Health, as well as for Graduate Medicine, Dentistry, and Pharmacy programs. Dependence on community-based clinical training sites and faculty is very risky from accreditation, stability, and quality perspectives.

UNMC needs to grow professional learner enrollment by twenty to twenty-five percent to meet both urban and rural demands. This will only be possible with significant improvement of the physical environment, capacity, and standard. Additionally, increased research opportunities will create new commercial economic development opportunities and will continue to raise national ranking and further strengthen consideration of readmission by the Association of American Universities (AAU).

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: UNMC has estimated no increase in O&M costs related to this project. Existing O&M funding of \$1.8 million will be transferred to this facility from Clarkson Tower, Hixson Lied Center, and the Lied Transplant Center. As the clinical operator, Nebraska Medicine will be responsible for operating and maintenance expenses.

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

High Low



Comments: UNMC considered the following alternatives before deciding to build a new replacement hospital on campus:

- **Renovation and Renewal Option.** The study yielded a multi-year and even multi- decade options to take off-line floors of the building while renovation occurs. This approach would systematically replace mechanical and electrical systems and bring them to contemporary standards but would result in remaining deficiencies:
 - Medical Education Capacity. Education space and technologies are absent within the building today and would only be improved by reducing existing clinical and essential support space.
 - Clinical Research Capacity. The current facility does not provide any dedicated research space. A renovation would require reduction in existing clinical or essential support space.
 - Revenue and Clinical Capacity. Renovation requires entire patient floors be taken offline for significant durations with scheduled

- impacts to floors above and below to accomplish phased construction, which would grossly reduce revenue stream and the ability to meet inpatient demand.
- Compliance and Safety. The current facility does not comply with, in certain instances, contemporary codes and standards for the acute clinical care setting. These codes and guidelines include those adopted by the State of Nebraska FGI 2018.
- Sustainability. Though the new systems will have a positive impact on energy performance and operational expenses, space allocations would only provide for certain improvements, missing the opportunity to maximize efficient, and integrated long-term outcomes.
- Disruption. The systematic and phased renewal process would require significant time and would place the patients, families, providers, students, researchers, and educators in a constant state of disruption for years into the future.
- Financial. In 2023, the renovation and renewal option were estimated to cost between \$1.27B and \$1.64B and would take between 11 and 22 years to complete.
- **Replacement Hospital – Off Campus.** This option would relocate and move hospital services to an alternative site. This would disrupt and bifurcate the clinical functions from the balance of the medical center and create disruption, added expense and operational costs over decades.
- **Replacement Hospital – On Campus.** This replaces the hospital on the campus, adjacent to the Clarkson Hospital and other key clinical, education and research facilities. This is the recommended option and performs high against all major criteria for evaluation.

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

High Low

☐ ☒ ☐ ☐ ☐

Comments: The University of Nebraska Medical Center's (UNMC), with its clinical partner, Nebraska Medicine, mission is to lead the world in transforming lives and communities through premier educational programs, innovative research, and extraordinary patient care. In pursuit of this mission, UNMC is embarking on a transformational project that aims to improve the capacity to address the current and future healthcare needs of Nebraska and the surrounding regions we serve.

UNMC | Nebraska Medicine continues to experience a highly successful integrated partnership, centered on their shared mission, vision, and values. The institutions share interlocking board governance and leadership models. The shared Medical Center brand brings further unity and understanding for relationship and mission. The two institutions remain financially interdependent and are highly aligned in financial strategy. On the shared campus, the physical plant and infrastructure, as well as operational services are shared and aim to drive effectiveness and efficiency. The institutions further integrate with strategic planning and master facility planning efforts.

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 Hospital Building is \$2,191,000,000 (\$1,728/gsf). The cost estimation tool usually used could not appropriately model a project of this size. Staff reviewed the estimated costs, and they appear reasonable.

Operating and Maintenance Costs - The University is estimating no increase in facility operating and maintenance (O&M) costs. As the clinical operator, Nebraska Medicine will be responsible for operating and maintenance expenses.

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

Comments: While the anticipated total project cost is \$2.19 billion, the State of Nebraska has committed \$300 million to the overall cost through LB264. The University of Nebraska has committed \$250 million. The remaining funds are split between Nebraska Medicine and philanthropic donations.

High Low

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

Comments: Clarkson Hospital has been studied and due to its physical condition, location, and cost of reutilization, it is determined that it will be returned to the building owner for future evaluation.

Yes

<input checked="" type="checkbox"/>

No

<input type="checkbox"/>

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

- Comments:* Nebraskans have a basic expectation that they can send their children to any of our campuses for an outstanding education, at an affordable cost, where they can graduate on time and be prepared for success in life and work. Project Health will meet this priority by providing an efficient design that allows current and future generations of healthcare professionals to obtain both efficient and cost-effective training.

High Low

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COMMISSION ACTION AND COMMENTS:

Approve Disapprove



Action: Pursuant to the Neb. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education voted to forward the proposal to the full Commission without a recommendation pending further details about cost and funding.

Comments: The purpose of this project is to replace the current Clarkson Hospital Tower, constructed in 1955, and associated patient and visitor parking, as well as the Emergency Department and certain diagnostic spaces located in the Hixson-Lied Center. The hospital will provide the primary quaternary care environment for UNMC | Nebraska Medicine, including clinical care, research in the clinical setting, and medical and allied health education.

Early Conceptual Rendering:



*2025 Factual Look at Higher
Education in Nebraska:
Enrollment*

(Appendix 15)

Under Separate Cover

2025 Factual Look at Higher Education in Nebraska Enrollment

Fall Enrollment Data for 2014 through 2024 and
12-Month Enrollment Data for 2014-15 through 2023-24

Ten-Year Trends Based on 2014-2015 through 2024-2025 Federal
Integrated Postsecondary Education Data System (IPEDS) Surveys
of Nebraska's Postsecondary Institutions



Published September 2025

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

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LIST OF REPORTING INSTITUTIONS

University of Nebraska

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

Nebraska State College System

Chadron State College
Peru State College
Wayne State College

Nebraska Community Colleges

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

Nonpublic Colleges & Universities

Bellevue University
Bryan College of Health Sciences
Capitol Beauty School (Formerly Capitol School of
Hairstyling and Esthetics)
CHI Health School of Radiologic Technology (Formerly
Alegent 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
Doane University (Formerly Doane University-Arts & Sciences
and Doane University-Graduate and Professional Studies)
Entourage Institute of Beauty and Esthetics (Formerly Davines
Professional Academy of Beauty and Business)

Nonpublic Colleges & Universities (Continued)

Fullen School of Hair Design (No longer an IPEDS reporting
institution Fall 2016; Closed Fall 2022)
Grace University (Closed Fall 2018)
Hastings College
ITT Technical Institute-Omaha (Closed Fall 2016)
Joseph's College Cosmetology (Formerly Joseph's College)
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
(Formerly Nebraska Christian College; 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 (Formerly Kaplan University-Lincoln
Campus; No longer an IPEDS reporting institution Fall 2019;
Closed Fall 2023)
Purdue University Global-Omaha (Formerly Kaplan University-Omaha
Campus; Closed Fall 2019)
Regional West Medical Center School of Radiologic Technology
(No longer an IPEDS reporting institution Fall 2016)
Ricketts Great Books College*
Summit Christian College
Stephanie Moss Academy (Formerly Xenon International Academy-Omaha)
The Creative Center (Closed Fall 2021)
Union Adventist University (Formerly Union College)
Universal College of Healing Arts
University of Phoenix-Omaha Campus (Closed Fall 2015)
Vatterott College-Spring Valley (Closed Fall 2015)
York University (Formerly York College)

*Ricketts Great Books College was not added to the IPEDS universe at time of publication, so their fall 2024 data was unavailable for the current report.

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Key Takeaways - Enrollment

Fall Enrollment Data for 2014 through 2024 and 12-Month Enrollment Data for 2014-15 through 2023-24

- In fall 2024, 141,114 students were enrolled at Nebraska's postsecondary institutions, an increase of 2,791 students (2.0%), from one year earlier. Over the 10-year period from fall 2014 to fall 2024, enrollment increased 3.2%.
 - Between fall 2023 and fall 2024, enrollment increased at the University of Nebraska (0.8%), the community colleges (4.8%), and the nonpublic institutions (2.0%) but decreased at the state colleges (4.6%).
 - Over the last decade, enrollment increased at the community colleges (11.0%) and nonpublic institutions (7.0%) but decreased at the University of Nebraska (3.4%) and the state colleges (8.3%).
- Between fall 2014 and fall 2024, undergraduate enrollment increased 4.2% while graduate enrollment decreased 1.1%. Meanwhile, full-time enrollment decreased 4.7% while part-time enrollment increased 19.0%.
 - Full-time undergraduate enrollment increased 0.7% between fall 2023 and fall 2024 for a total 10-year decrease of 6.3%.
 - Part-time undergraduate enrollment increased 4.6% between fall 2023 and fall 2024 for a total 10-year increase of 27.6%.
 - Full-time graduate enrollment increased 6.3% between fall 2023 and fall 2024 for a total 10-year increase of 4.4%.
 - Part-time graduate enrollment decreased 4.5% between fall 2023 and fall 2024 for a total 10-year decrease of 7.8%.
- Similar to trends seen with awards and degrees, more females are enrolled in postsecondary education than males. Females accounted for 56.5% of enrollments in fall 2024 compared to 55.9% in fall 2014.
- In fall 2024, White non-Hispanics accounted for 67.7% of enrollments (down from 77.0% in fall 2014). Since fall 2014, Nebraska has reported increases in enrollments for Asian/Pacific Islanders (34.4%), Black non-Hispanics (8.2%), Hispanics (89.1%), Native Americans (44.5%), and multi-racial individuals (87.0%). Meanwhile enrollments decreased for White non-Hispanics (10.1%) and U.S. Nonresidents (14.5%).
- Undergraduate enrollment of students less than 18 years of age nearly tripled over the last decade (primarily due to dual enrollments), increasing 176.6%, while there was a more modest increase for undergraduates aged 18-19 (7.8%). Undergraduate enrollments decreased for all age groups over 19 years of age, ranging from a decrease of 3.1% for students aged 20-21 years to a decrease of 34.8% for students aged 25-29 years. Meanwhile, graduate enrollments decreased 2.6% for students less than 25 and 10.1% for students aged 30-34 years. Modest increases in graduate enrollments were reported for students aged 25-29 (3.5%), 35-39 (5.8%), and 40 or older (1.4%).
- Distance education enrollments have change dramatically over the last decade, and the changes accelerated since the COVID-19 pandemic occurred. More students at both the undergraduate and graduate levels are taking at least some courses that are distance education. In fall 2014, 64.9% of undergraduates were not enrolled in any distance courses. By fall 2024, only 43.2% of

undergraduates were not enrolled in any distance courses. At the graduate level, 53.1% of students were not taking distance courses in fall 2014 compared to 41.1% in fall 2024.

- In fall 2024, 19,001 first-time freshmen were enrolled at Nebraska's postsecondary institutions, an increase of 3.1% from one year earlier. Over the 10-year period from fall 2014 to fall 2024, first-time freshmen increased 2.2%.
 - Between fall 2023 and fall 2024, first-time freshmen enrollment increased at the state colleges (5.5%) and the community colleges (17.5%) but decreased at the University of Nebraska (1.8%), and the nonpublic institutions (7.7%).
 - Over the last decade, first-time freshmen enrollment increased at the University of Nebraska (1.6%) and the community colleges (8.0%) but decreased at the state colleges (5.4%) and the nonpublic institutions (2.6%).
- 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. 12-month enrollment has not yet been reported for the 2024-2025 academic year, so comparisons are limited to 2014 through 2023.
 - Between 2014 and 2023, fall enrollment increased 1.2% at Nebraska's postsecondary institutions.
 - Meanwhile, between 2014-15 and 2023-24, 12-month enrollment decreased 5.3%.

Executive Summary of Data - Enrollment

Fall Enrollment Data for 2014 through 2024 and 12-Month Enrollment Data for 2014-15 through 2023-24

Total Fall Enrollment

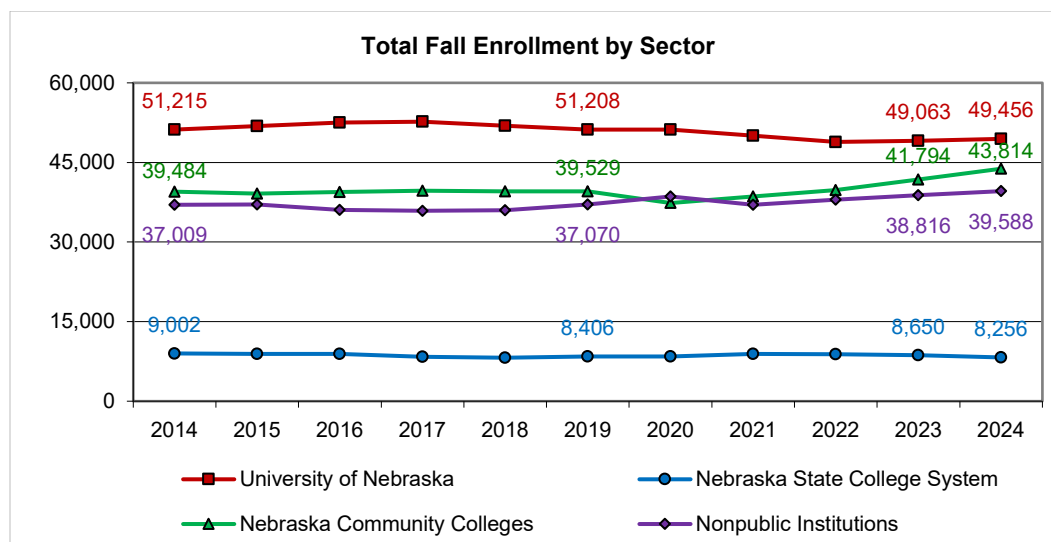
See page 1.2

- Total fall enrollment at Nebraska's postsecondary institutions increased from 136,710 students in fall 2014 to 141,114 in fall 2024, an increase of 3.2% over the 10-year period. Between fall 2023 and fall 2024, enrollment increased 2.0%.

Fall Enrollment by Sector

See pages 1.3-1.7

- Between fall 2014 and fall 2024, fall enrollments increased 11.0% at the community colleges and 7.0% at the nonpublic institutions but decreased 3.4% at the University of Nebraska and 8.3% at the state colleges.
- Between fall 2023 and fall 2024 enrollment increased 0.8% at the University of Nebraska, 4.8% at the community colleges, and 2.0% at the nonpublic institutions. Meanwhile, enrollment declined 4.6% at the state colleges.

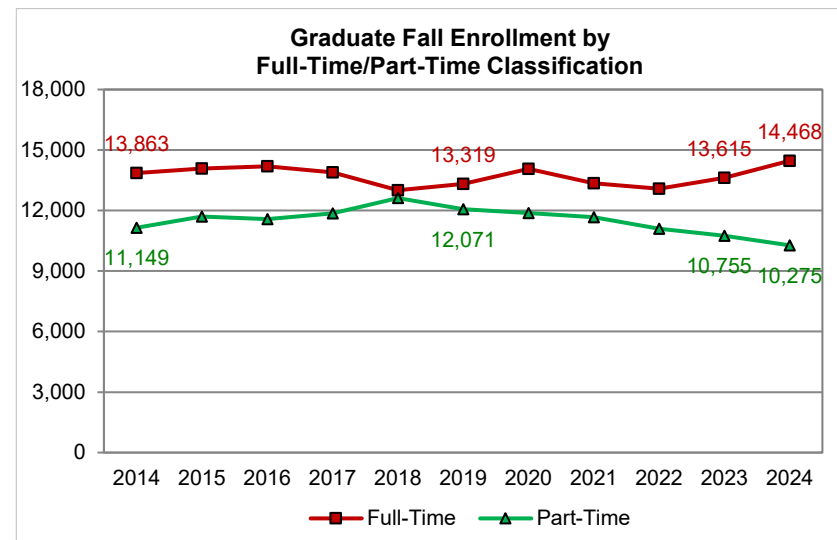
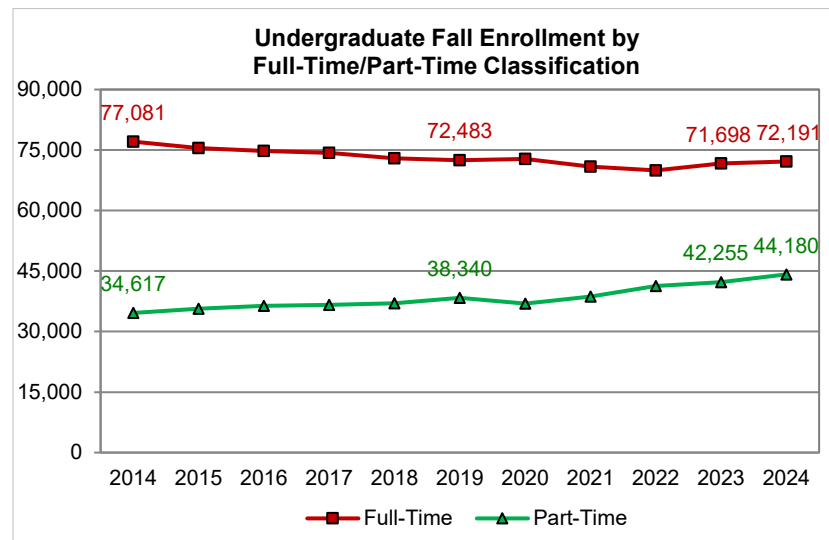


Percentage Change by Sector		
Sector	23-24 1-Yr	14-24 10-Yr
Univ. of Neb. (■)	0.8%	-3.4%
NSCS (●)	-4.6%	-8.3%
Neb. CCs (▲)	4.8%	11.0%
Nonpublics (◆)	2.0%	7.0%
Total	2.0%	3.2%

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

See pages 2.4-2.11

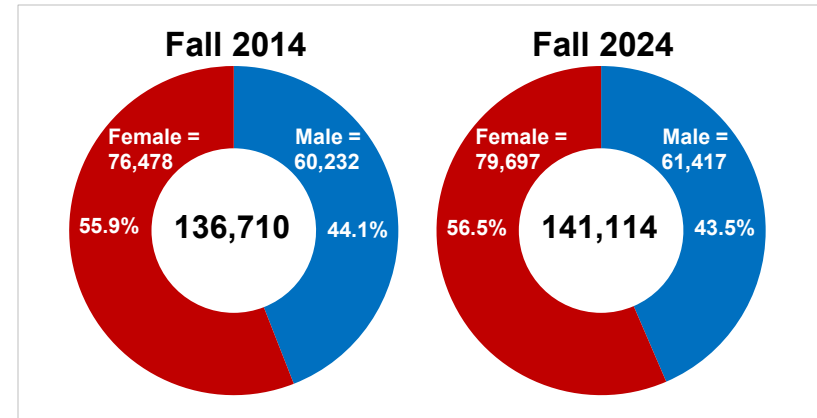
- Between fall 2014 and fall 2024, statewide undergraduate enrollments increased 4.2% to 116,371 while graduate enrollments decreased 1.1% to 24,743. Analyzing enrollment changes between fall 2023 and fall 2024 reveals that undergraduate enrollments increased 2.1% while graduate enrollments increased 1.5%.
- Graduate students accounted for 17.5% of total fall enrollment in 2024 compared to 18.3% of total fall enrollment in 2014.
- At the undergraduate level, fall enrollments decreased at the University of Nebraska and the state colleges between fall 2014 and fall 2024 (4.8% and 9.3%, respectively). Meanwhile, undergraduate enrollments were up 11.0% at the community colleges and 11.2% at the nonpublic institutions.
- In addition, graduate enrollments increased 0.7% at the University of Nebraska. Graduate enrollments were down 2.5% at the state colleges and 2.9% at the nonpublic institutions.
- During this 10-year period, part-time undergraduate enrollments increased 27.6% (from 34,617 to 44,180) and full-time undergraduate enrollments decreased 6.3% (from 77,081 to 72,191). Meanwhile, part-time graduate enrollments decreased 7.8% (from 11,149 to 10,275) and full-time graduate enrollments increased 4.4% (from 13,863 to 14,468).



Fall Enrollment by Sex

See pages 3.2-3.11

- Enrollment of females at Nebraska's postsecondary institutions increased 4.2%, from 76,478 in fall 2014 to 79,697 in fall 2024. During this same time, enrollment of males increased 2.0%, from 60,232 to 61,417. Males accounted for 43.5% of enrollments in fall 2024 compared to 44.1% in fall 2014.
- Since 2014, male enrollments declined 11.3% at the University of Nebraska and 14.6% at the state colleges while increasing 15.9% at the community colleges and 11.9% at the nonpublic institutions. Meanwhile, female enrollments declined 3.8% at the state colleges but increased 3.8% at the University of Nebraska, 7.0% at the community colleges, and 3.9% at the nonpublic institutions.
- Analyzing enrollment changes between fall 2023 and fall 2024 reveals that female enrollment increased 1.6% while male enrollment increased 2.5%.
- At both the undergraduate and the graduate levels, females outnumbered males throughout the 10-year period between fall 2014 and fall 2024. Among undergraduate students, 55.0% were female in fall 2024, compared to 55.1% in fall 2014. Among graduate students, 63.2% were female in fall 2024, compared to 59.6% in fall 2014.
- Throughout the 10-year period, males were more likely than females to be enrolled full time. In fall 2024, 62.8% of the undergraduate male students at Nebraska's postsecondary institutions were enrolled full time, compared to 70.9% in fall 2014. In comparison, 61.4% of the undergraduate female students at Nebraska's postsecondary institutions were enrolled full time in fall 2024, compared to 67.5% in fall 2014. At the graduate level, 61.6% of the male students were enrolled full time in fall 2024 (compared to 58.2% in fall 2014) while 56.6% of female students were enrolled full time in fall 2024 (compared to 53.5% in fall 2014).



Fall Enrollment by Race/Ethnicity

See pages 4.2-4.25

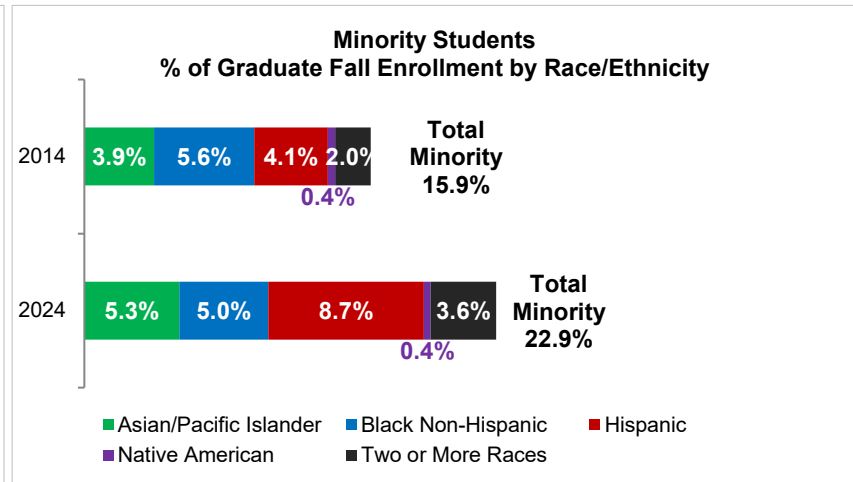
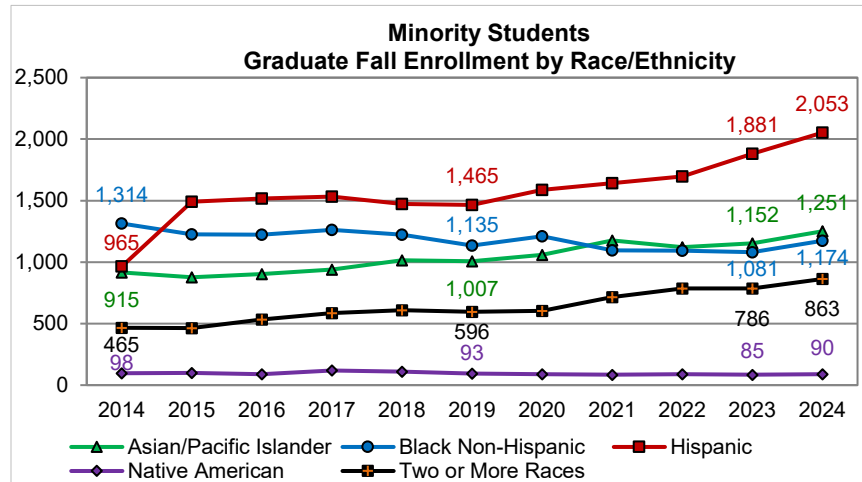
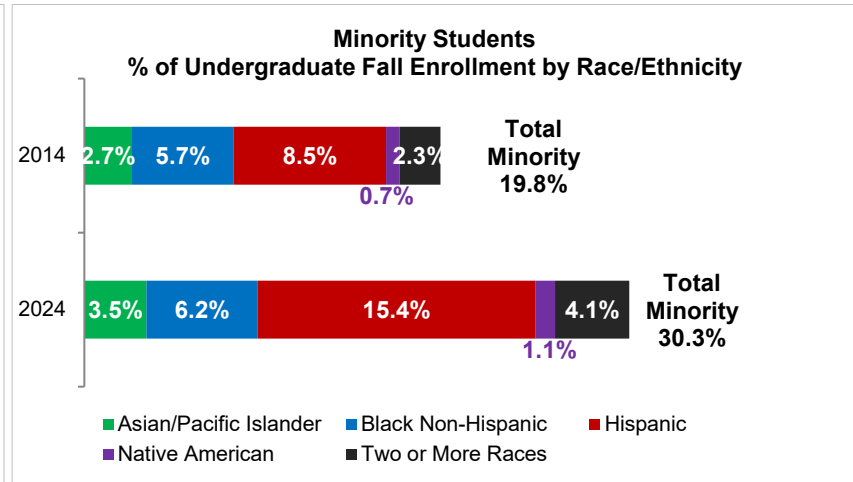
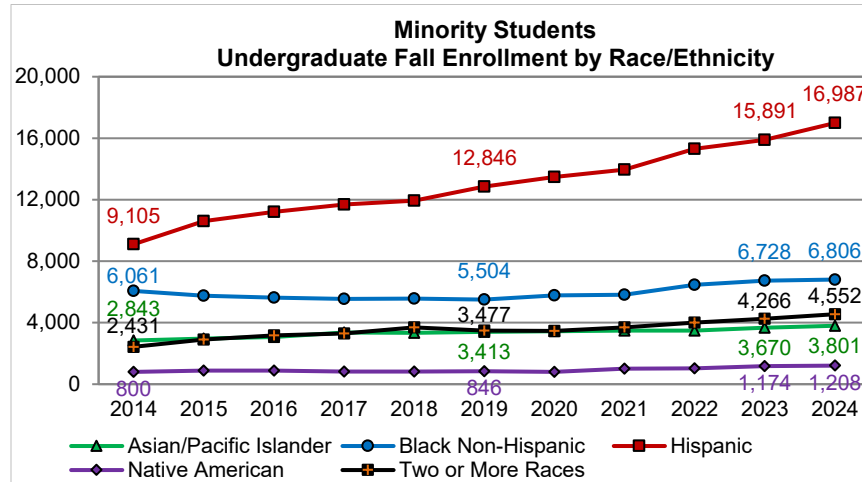
- Between fall 2014 and fall 2024, total enrollment of White non-Hispanics at Nebraska's postsecondary institutions decreased 10.1%, from 100,697 to 90,516. In comparison, enrollments of minority students – consisting of Asians/Pacific Islanders, Black non-Hispanics, Hispanics, Native Americans, and students of two or more races – increased 29.0%, from 24,997 to 38,785. Meanwhile, enrollments of U.S. Nonresidents declined 14.5%, from 5,121 to 4,381.
- Minorities accounted for 29.0% of total postsecondary enrollment in fall 2024, up from 19.1% in fall 2014. U.S. Nonresidents made up 3.3% of fall enrollment in 2024, down from 3.9% in fall 2014. White non-Hispanics accounted for 67.7% of fall 2024 enrollment, down from 77.0% in fall 2014.¹
- 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 2014 - Fall 2024

Race/Ethnicity	Undergraduate		Graduate	
	Percentage Change	Change in Number of Students	Percentage Change	Change in Number of Students
Asian/Pacific Islander	33.7%	958	36.7%	336
Black Non-Hispanic	12.3%	745	-10.7%	-140
Hispanic	86.6%	7,882	112.7%	1,088
Native American	51.0%	408	-8.2%	-8
Two or More Races	87.2%	2,121	85.6%	398
U.S. Nonresident	-23.5%	-749	0.5%	9
White Non-Hispanic	-10.4%	-8,612	-8.8%	-1,569

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 Sex

See pages 5.2-5.8

- The following table summarizes fall 2024 enrollment by race/ethnicity and sex.

Race/Ethnicity	Male	Female
Asian/Pacific Islander	45.1%	54.9%
Black non-Hispanic	43.8%	56.2%
Hispanic	42.2%	57.8%
Native American	39.2%	60.8%
Two or More Races	41.4%	58.6%
U.S. Nonresident	54.9%	45.1%
White non-Hispanic	43.1%	56.9%

- Unlike the other student categories, male U.S. Nonresident students outnumber female U.S. Nonresident students in Nebraska. In fall 2023, males accounted for 54.9% of total fall enrollment of U.S. Nonresidents at Nebraska postsecondary institutions, while females accounted for 45.1%.

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 nearly tripled over the last decade (primarily due to dual enrollments). The community colleges accounted for the majority of this growth, increasing 203.6% since 2013 (from 4,767 to 14,474). There was a more modest increase for overall undergraduate enrollment of students aged 18-19 years (7.8%). However, undergraduate enrollments decreased for all age groups over 19 years of age, ranging from a decrease of 3.1% for students aged 20-21 years to a decrease of 34.8% for students aged 25-29 years.
- Meanwhile, graduate enrollments decreased 2.6% for students less than 25 and 10.1% for students aged 30-34 years. Modest increases in graduate enrollments were reported for students aged 25-29 (3.5%), 35-39 (5.8%), and 40 or older (1.4%).

Nebraska - Change in Fall Enrollment by Level and Age Group: Fall 2013 - Fall 2023

Age Group	Undergraduate		Graduate	
	Percentage Change	Change in Number of Students	Percentage Change	Change in Number of Students
< 18 Years	176.6%	11,847	-2.6%	-162
18-19 Years	7.8%	2,330		
20-21 Years	-3.1%	-843		
22-24 Years	-29.9%	-5,444		
25-29 Years	-34.8%	-4,102	3.5%	242
30-34 Years	-20.7%	-4,228	-10.1%	-424
35-39 Years			5.8%	147
≥ 40 Years			1.4%	65

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 2024 than in fall 2014.

Nebraska - % of Fall Enrollment by Distance Education Status

Distance Education Status	Undergraduate			Graduate			Total		
	2014	2023	2024	2014	2023	2024	2014	2023	2024
No Distance Education	64.9%	43.3%	43.2%	53.1%	41.4%	41.1%	62.7%	43.0%	42.9%
At Least One but Not All Distance Education	20.5%	32.2%	32.6%	8.0%	9.0%	8.3%	18.2%	28.1%	28.3%
Exclusively Distance Education	14.6%	24.5%	24.2%	39.0%	49.6%	50.5%	19.1%	28.9%	28.8%

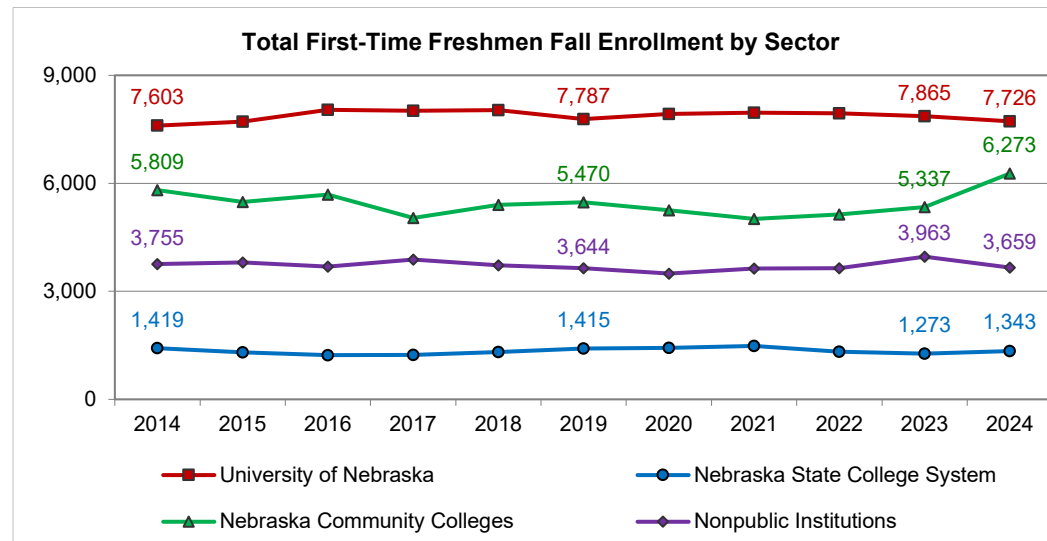
- The COVID-19 pandemic had a major impact on distance education in Nebraska, with more students taking exclusively distance education courses or at least one distance education course. Pre-pandemic, 51.0% of fall 2019 enrollments were not enrolled in any distance education course. In fall 2020, the proportion of students not enrolled in any distance education course dropped to 37.2%. While this percentage increased to 42.9% for fall 2024, it remains lower than pre-pandemic.
- For undergraduate students enrolled exclusively in distance education courses in fall 2024, 60.4% were located in Nebraska, down from 72.0% in fall 2014. At the graduate level, 51.1% were located in Nebraska in fall 2024, compared to 46.3% in fall 2014.²
- Using enrollments from fall 2024 by sector (page 2.5) and fall 2024 location data by sector (page 7.7), the Commission estimates that 9.5% of undergraduate fall enrollments and 24.6% 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 by sector.
 - First-time freshmen increased 1.6% at the University of Nebraska and 8.0% at the community colleges.
 - In comparison, the state colleges and nonpublic institutions reported decreases of 5.4% and 2.6%, respectively. Since 2014, numerous schools within nonpublic sector have closed or have discontinued reporting data to IPEDS.
 - Between fall 2023 and fall 2024 first-time freshmen increased 5.5% at the state colleges and 17.5% at the community colleges. Meanwhile, first-time freshmen declined 1.8% at the University of Nebraska and 7.7% at the nonpublic institutions.

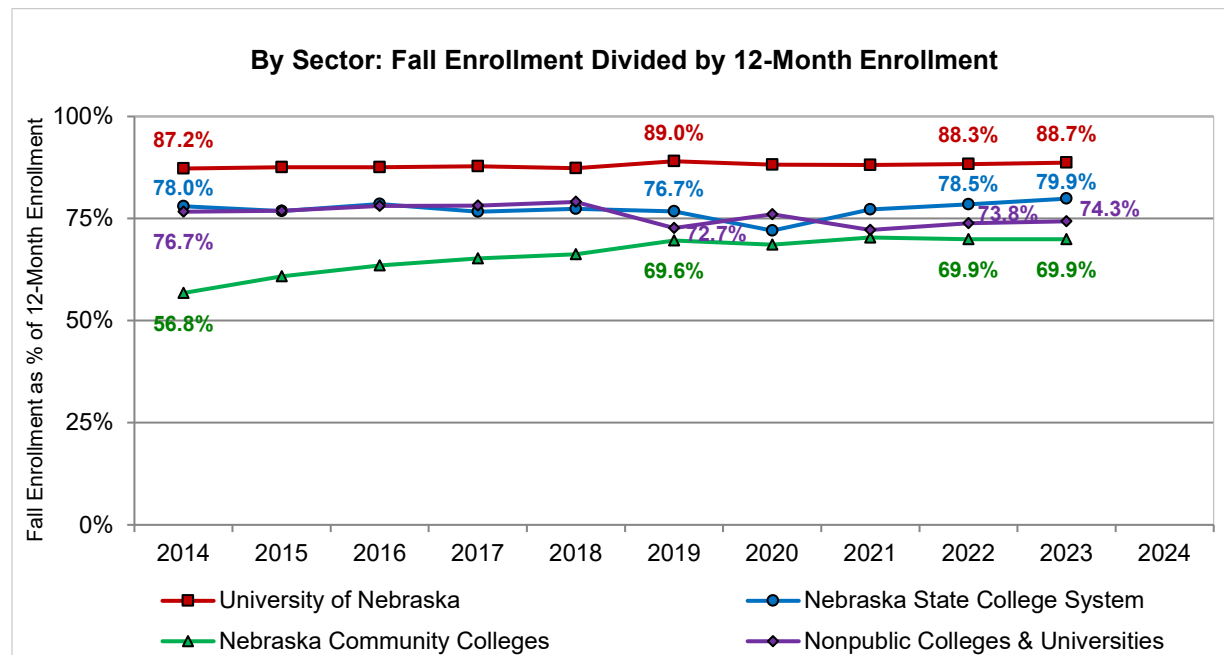


Percentage Change by Sector		
Sector	23-24 1-Yr	14-24 10-Yr
Univ. of Neb. (■)	-1.8%	1.6%
NSCS (●)	5.5%	-5.4%
Neb. CCs (▲)	17.5%	8.0%
Nonpublics (◆)	-7.7%	-2.6%
Total First-Time Freshmen	3.1%	2.2%

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 2014 and 2023, fall enrollment increased 1.2% at Nebraska's postsecondary institutions while 12-month enrollment decreased 5.3%.
- 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 2014, fall enrollment figures have captured 87.2% to 89.0% of the 12-month enrollment reported by the University of Nebraska. On the other hand, fall enrollment captured 56.8% to 70.4% 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.

Introduction - Enrollment

Fall Enrollment Data for 2014 through 2024 and 12-Month Enrollment Data for 2014-15 through 2023-24

The *2025 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 2014-2015 through 2024-2025 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) sex, (4) race/ethnicity, (5) race/ethnicity and sex, (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 administrative units: 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 career training or transfer to a four-year institution. The education program may culminate in an associate of applied science 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:

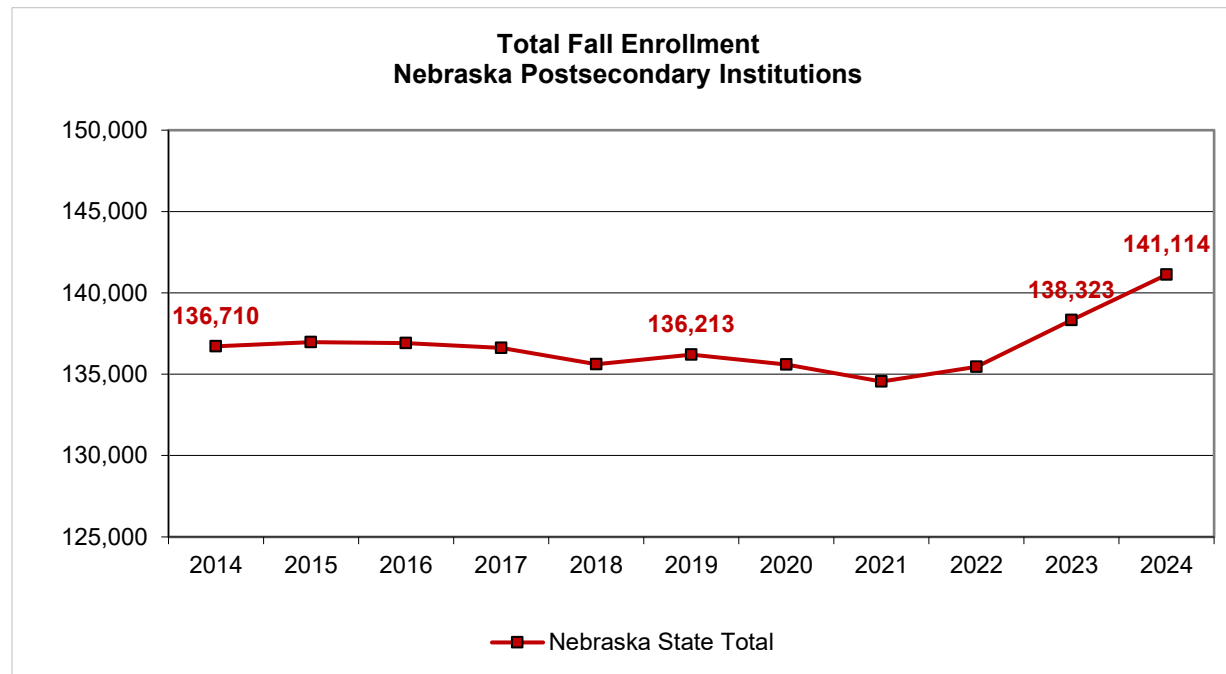
1. Due to data corrections and additions to the Commission’s database that have been made since the *2024 Factual Look* was published, the *2025 Factual Look* supersedes all previous editions.
2. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference 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

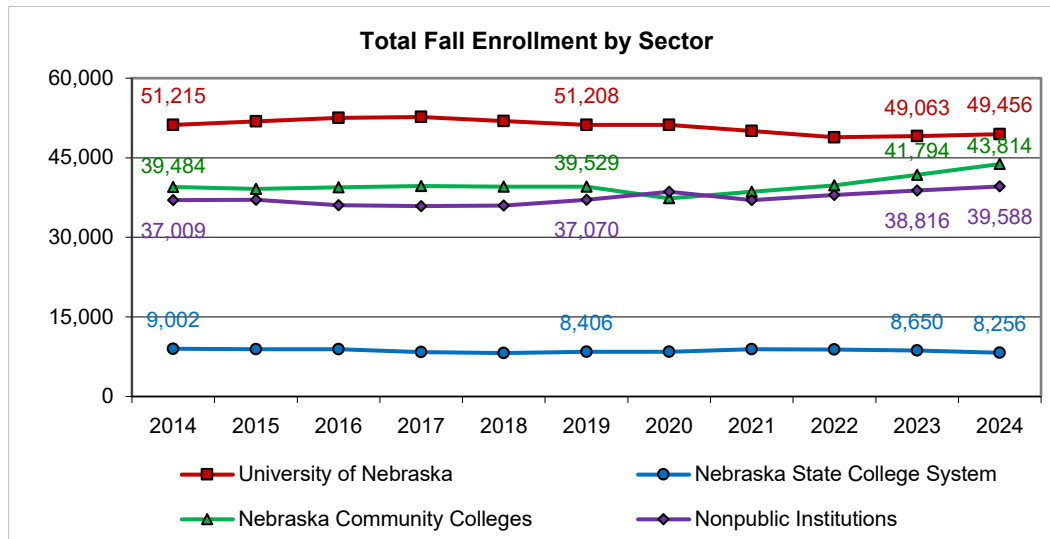
Total Fall Enrollment by Sector and by Institution

TOTAL FALL ENROLLMENT

- Total fall enrollment at Nebraska's postsecondary institutions increased from 136,710 students in fall 2014 to 141,114 students in fall 2024, an increase of 3.2% over the 10-year period. Between fall 2023 and fall 2024, enrollment increased 2.0%.
- Fall 2024 was the highest year for enrollments out of the 11-year reporting period.

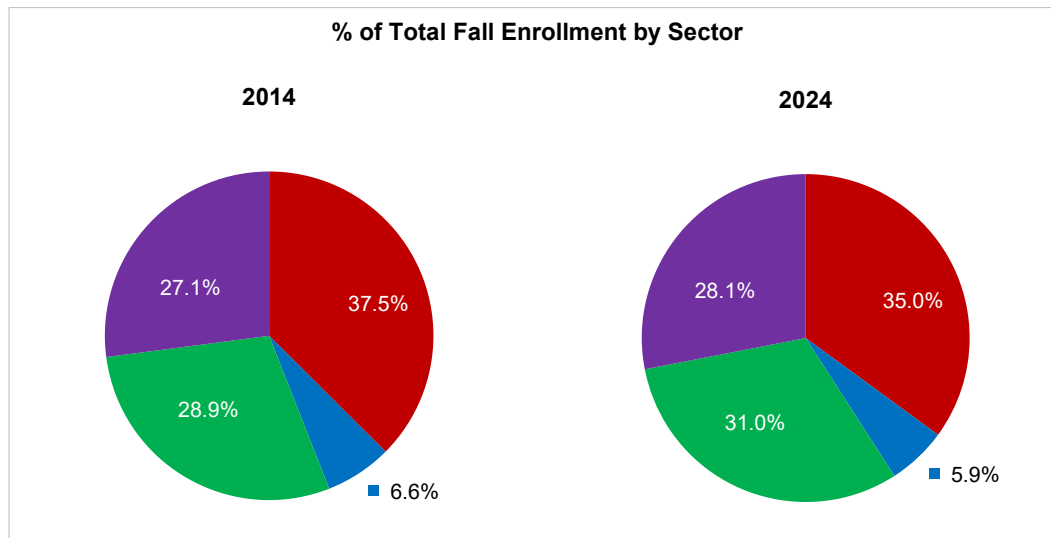


TOTAL FALL ENROLLMENT by SECTOR

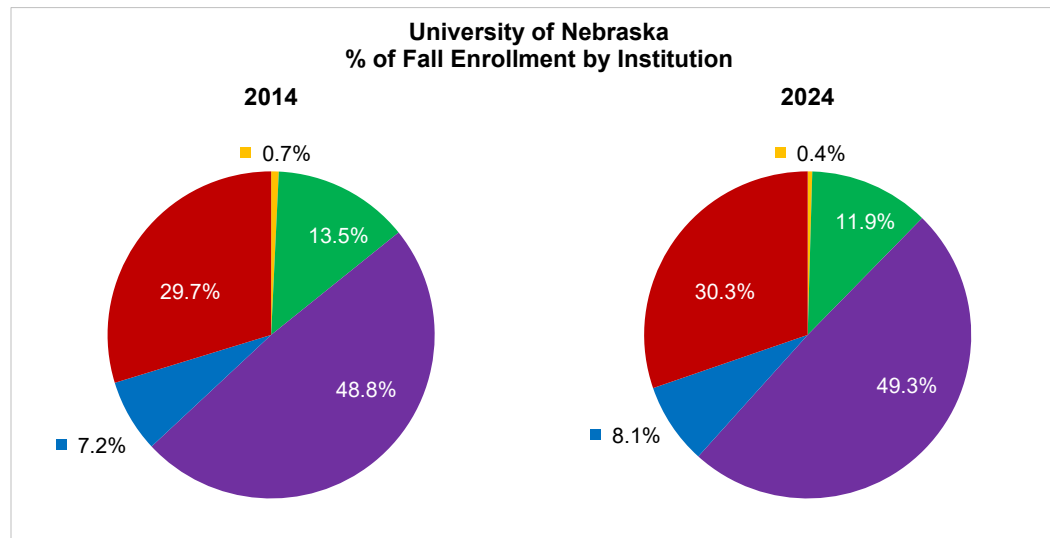
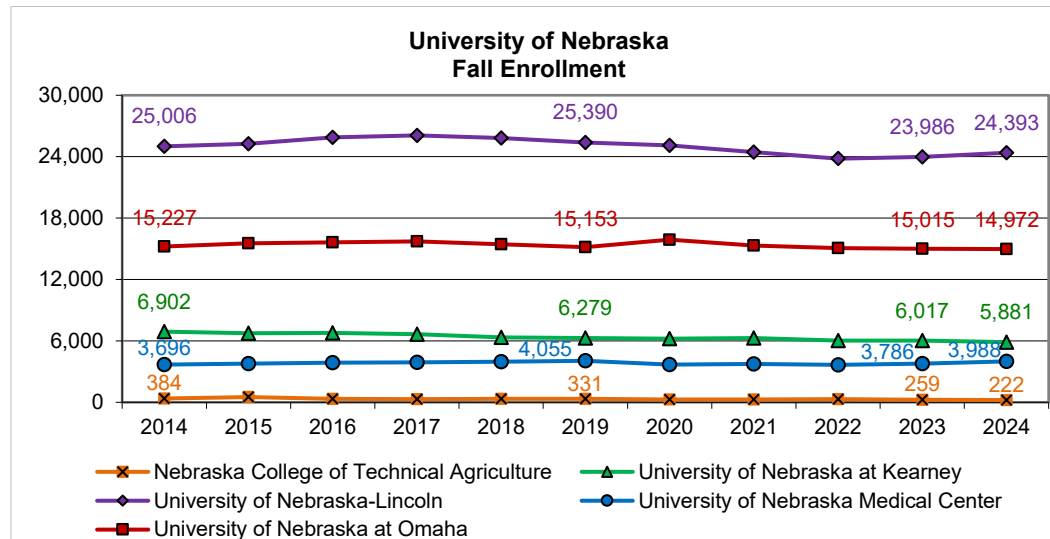


- The sectors constituting Nebraska's higher education system experienced the following percentage changes in total fall enrollment over the latest 10-year period:

Sector	23-24 1-Yr	14-24 10-Yr
Univ. of Neb. (■)	0.8%	-3.4%
NSCS (●)	-4.6%	-8.3%
Neb. CCs (▲)	4.8%	11.0%
Nonpublics (◆)	2.0%	7.0%
Total	2.0%	3.2%



FALL ENROLLMENT AT THE UNIVERSITY OF NEBRASKA

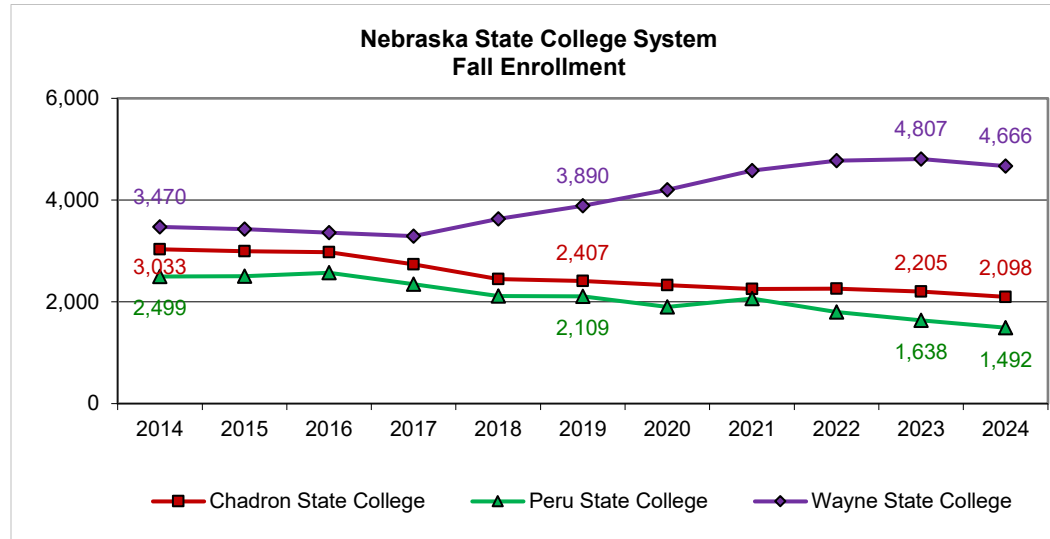


- Between fall 2014 and fall 2024, enrollment at the University of Nebraska changed as follows:

Institution	23-24 1-Yr	14-24 10-Yr
NCTA (x)	-14.3%	-42.2%
UNK (▲)	-2.3%	-14.8%
UNL (◆)	1.7%	-2.5%
UNMC (●)	5.3%	7.9%
UNO (■)	-0.3%	-1.7%
Sector Total	0.8%	-3.4%

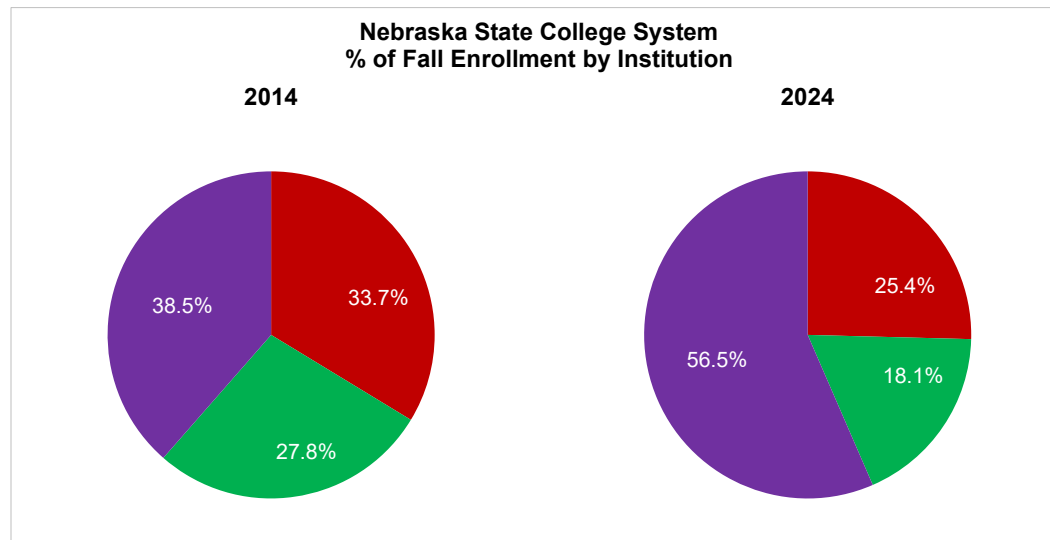
- The large decline over the last decade at NCTA was overwhelmingly due to a decrease in part-time undergraduate enrollments (from 156 in 2014 to 34 in 2024).

FALL ENROLLMENT AT THE NEBRASKA STATE COLLEGE SYSTEM

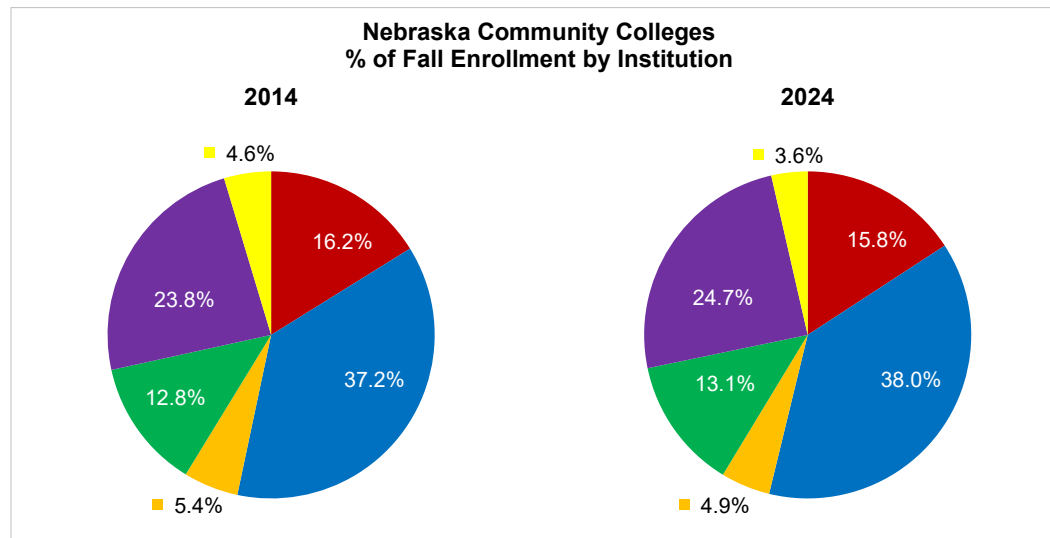
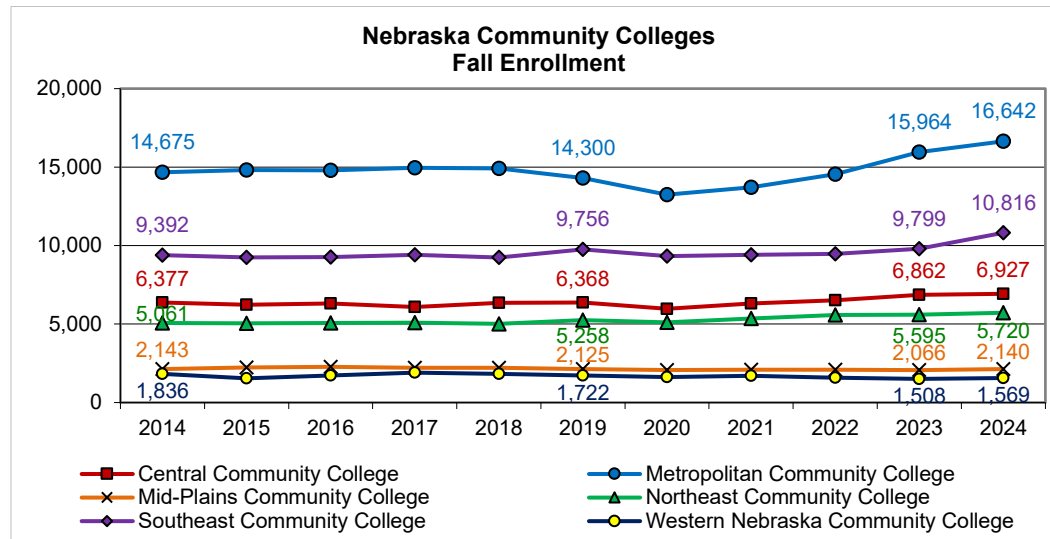


- Between fall 2014 and fall 2024, enrollment at the Nebraska State College System changed as follows:

Institution	23-24 1-Yr	14-24 10-Yr
Chadron (■)	-4.9%	-30.8%
Peru (▲)	-8.9%	-40.3%
Wayne (◆)	-2.9%	34.5%
Sector Total	-4.6%	-8.3%



FALL ENROLLMENT AT NEBRASKA COMMUNITY COLLEGES

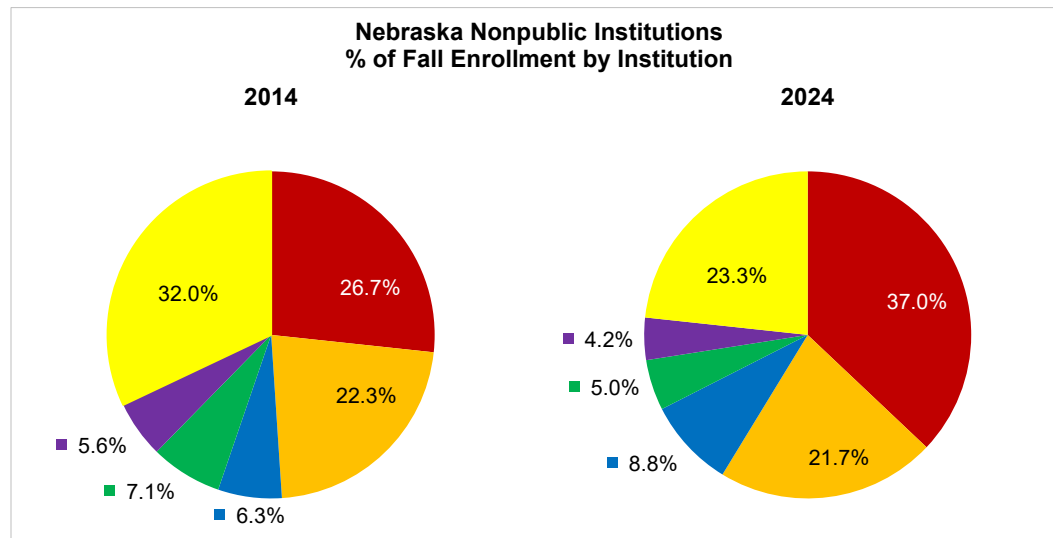
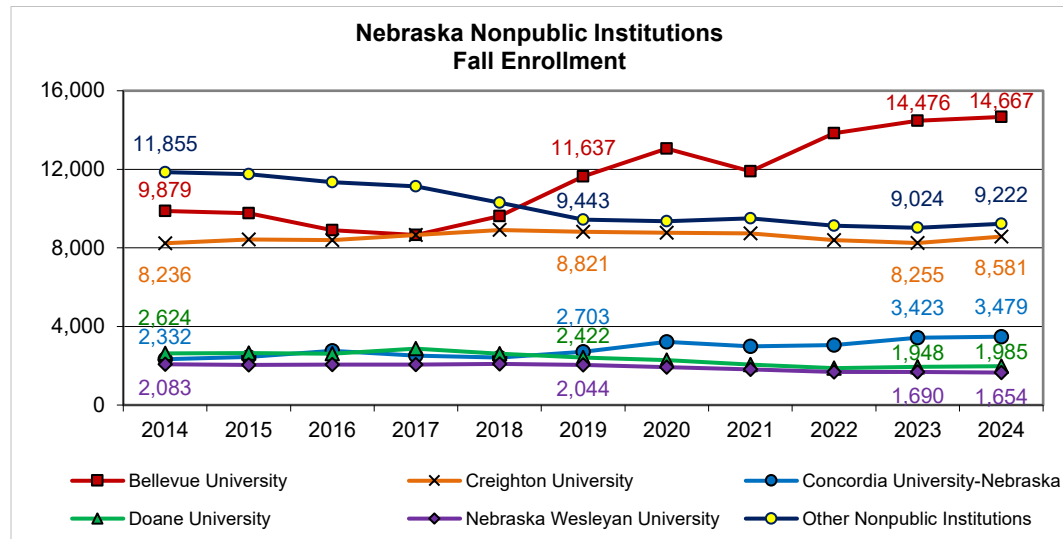


- Between fall 2014 and fall 2024, enrollment at Nebraska's community colleges changed as follows:

Institution	23-24 1-Yr	14-24 10-Yr
Central (■)	0.9%	8.6%
Metropolitan (●)	4.2%	13.4%
Mid-Plains (x)	3.6%	-0.1%
Northeast (▲)	2.2%	13.0%
Southeast (◆)	10.4%	15.2%
Western (●)	4.0%	-14.5%
Sector Total	4.8%	11.0%

- While full-time fall enrollment declined 14.0% at the community colleges over the last decade (from 16,012 to 13,767), part-time fall enrollment increased 28.0% (from 23,472 to 30,047).
- Between fall 2023 and fall 2024, full-time enrollment increased 6.4% (from 3,302 to 3,513) while part-time enrollment at SCC increased 12.4% (from 6,497 to 7,303).

FALL ENROLLMENT AT NEBRASKA NONPUBLIC INSTITUTIONS



Note. These graphs detail data for: 1.) The five nonpublic institutions that enrolled the highest number students within the nonpublic sector in fall 2024, and 2.) The combined data for the remaining institutions in the nonpublic sector.

- Between fall 2014 and fall 2024, enrollment within the nonpublic sector changed as follows:

Institution	23-24 1-Yr	14-24 10-Yr
Bellevue (■)	1.3%	48.5%
Creighton (x)	3.9%	4.2%
Concordia (●)	1.6%	49.2%
Doane (▲)	1.9%	-24.4%
Wesleyan (◆)	-2.1%	-20.6%
Other Nonpublics (●)	2.2%	-22.2%
Sector Total	2.0%	7.0%

- The changes in fall enrollment between 2014 and 2024 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.)

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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

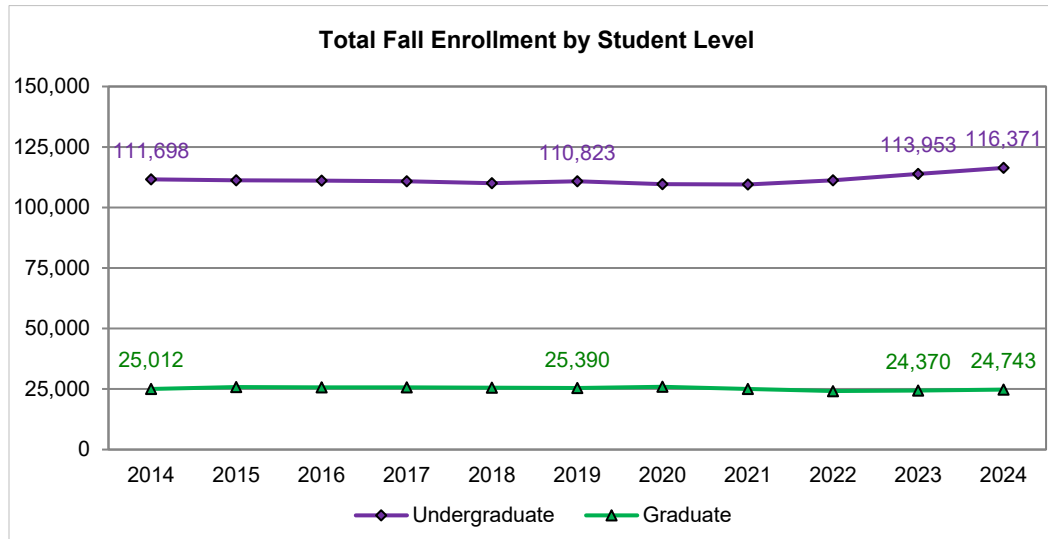
The analyses in this section focus on total fall enrollment by student level and full-time/part-time classification as defined below.

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 who is taking courses at the baccalaureate or below the baccalaureate level. These students may or may not be enrolled in undergraduate programs.

Data source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 17, 2025.

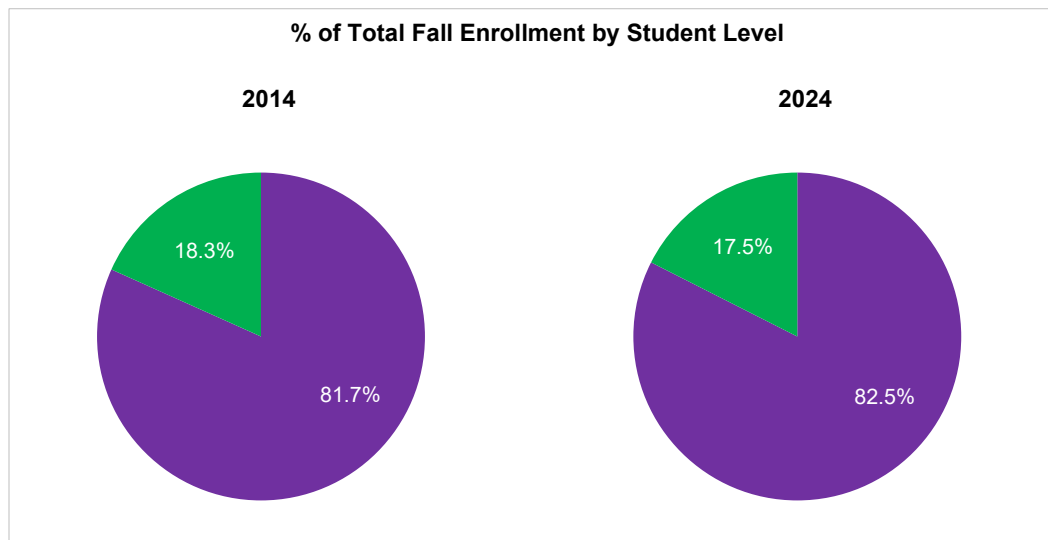
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TOTAL FALL ENROLLMENT by STUDENT LEVEL



- Between fall 2014 and fall 2024, enrollment by student level changed as follows:

Student Level	23-24 1-Yr	14-24 10-Yr
Undergraduate (◆)	2.1%	4.2%
Graduate (▲)	1.5%	-1.1%
Total	2.0%	3.2%



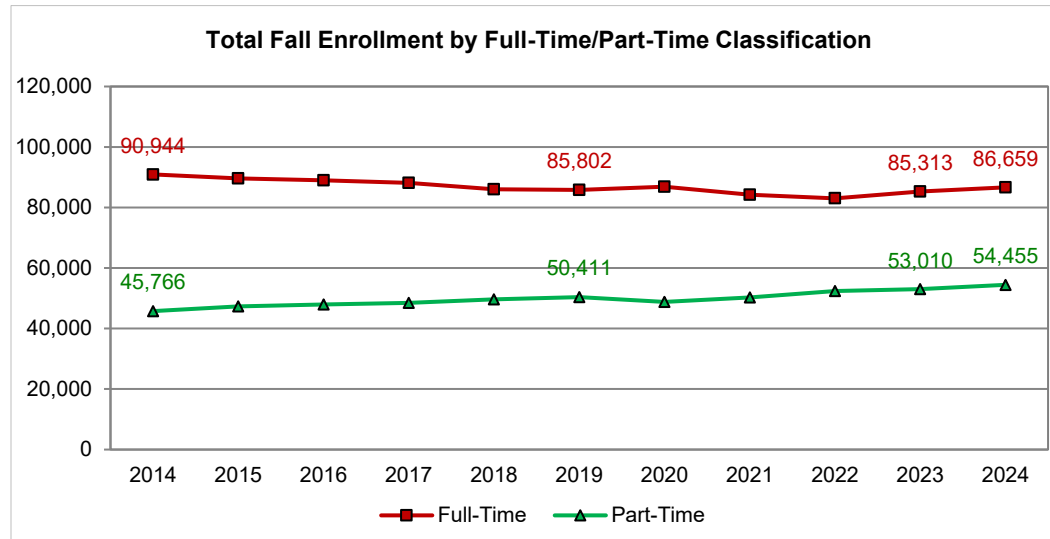
TOTAL FALL ENROLLMENT by SECTOR by STUDENT LEVEL

Total Fall Enrollment by Sector by Student Level

Sector / Student Level	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
Undergraduate	38,708	39,175	39,644	39,598	38,948	38,401	38,689	37,394	36,673	36,577	36,863	0.8%	-4.8%
% Undergraduate	76%	76%	75%	75%	75%	75%	76%	75%	75%	75%	75%		
Graduate	12,507	12,660	12,872	13,081	12,937	12,807	12,517	12,672	12,194	12,486	12,593	0.9%	0.7%
% Graduate	24%	24%	25%	25%	25%	25%	24%	25%	25%	25%	25%		
Nebraska State College System													
Undergraduate	7,611	7,444	7,386	6,958	6,746	6,940	6,937	7,329	7,245	7,171	6,900	-3.8%	-9.3%
% Undergraduate	85%	83%	83%	83%	82%	83%	82%	82%	82%	83%	84%		
Graduate	1,391	1,486	1,519	1,420	1,449	1,466	1,497	1,568	1,588	1,479	1,356	-8.3%	-2.5%
% Graduate	15%	17%	17%	17%	18%	17%	18%	18%	18%	17%	16%		
Nebraska Community Colleges													
Undergraduate	39,484	39,107	39,436	39,660	39,564	39,529	37,351	38,584	39,767	41,794	43,814	4.8%	11.0%
% Undergraduate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
Graduate	-	-	-	-	-	-	-	-	-	-	-	N/A	N/A
% Graduate	-	-	-	-	-	-	-	-	-	-	-		
Nebraska Nonpublic Institutions													
Undergraduate	25,895	25,458	24,685	24,646	24,735	25,953	26,688	26,216	27,587	28,411	28,794	1.3%	11.2%
% Undergraduate	70%	69%	68%	69%	69%	70%	69%	71%	73%	73%	73%		
Graduate	11,114	11,632	11,375	11,245	11,239	11,117	11,922	10,787	10,399	10,405	10,794	3.7%	-2.9%
% Graduate	30%	31%	32%	31%	31%	30%	31%	29%	27%	27%	27%		
Nebraska Total													
Undergraduate	111,698	111,184	111,151	110,862	109,993	110,823	109,665	109,523	111,272	113,953	116,371	2.1%	4.2%
% Undergraduate	82%	81%	81%	81%	81%	81%	81%	81%	82%	82%	82%		
Graduate	25,012	25,778	25,766	25,746	25,625	25,390	25,936	25,027	24,181	24,370	24,743	1.5%	-1.1%
% Graduate	18%	19%	19%	19%	19%	19%	19%	19%	18%	18%	18%		

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

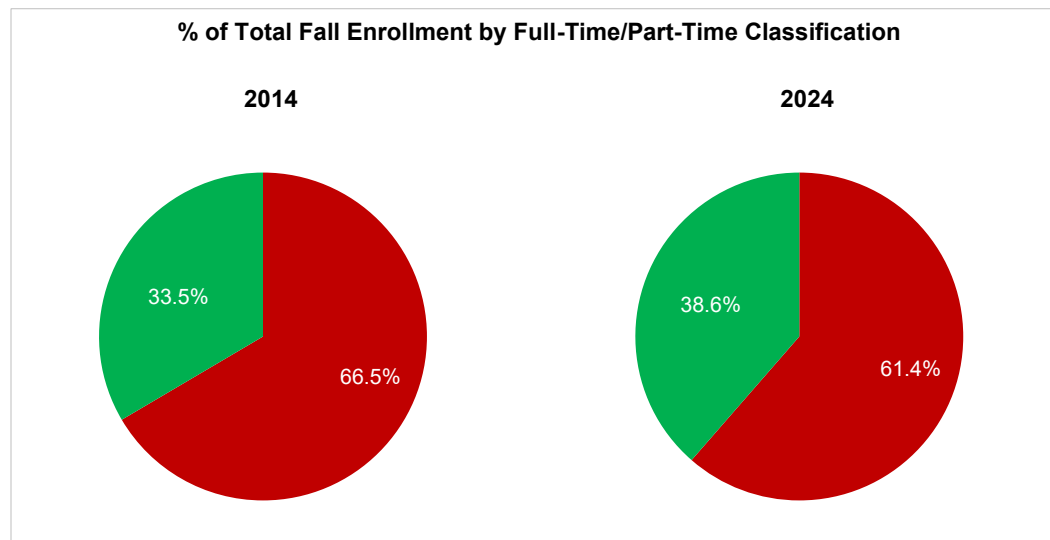
TOTAL FALL ENROLLMENT by FULL-TIME/PART-TIME CLASSIFICATION



- Between fall 2014 and fall 2024, enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	23-24 1-Yr	14-24 10-Yr
Full-Time (■)	1.6%	-4.7%
Part-Time (▲)	2.7%	19.0%
Total	2.0%	3.2%

- As shown on the following page, over the last decade, part-time enrollments declined 6.7% at the state colleges and 13.6% at the University of Nebraska. Meanwhile, the community colleges and nonpublic institutions reported 28.0% and 47.2% increases, respectively.

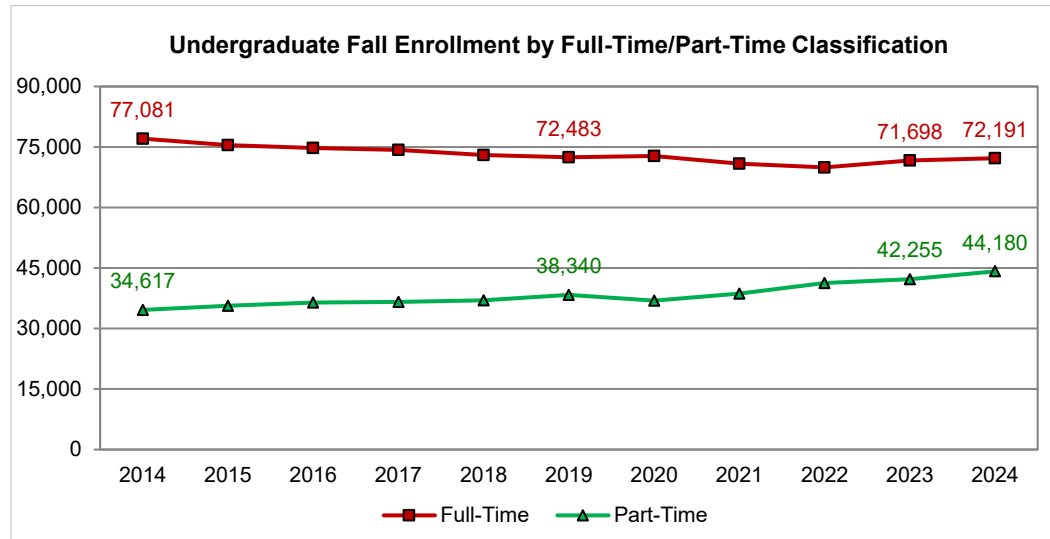


TOTAL FALL ENROLLMENT by SECTOR by FULL-TIME/PART-TIME CLASSIFICATION

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

Sector / Full-Time/Part-Time	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
Full-Time	40,044	40,168	41,001	41,074	40,976	40,463	40,140	39,329	38,760	39,236	39,808	1.5%	-0.6%
% Full-Time	78%	77%	78%	78%	79%	79%	78%	79%	79%	80%	80%		
Part-Time	11,171	11,667	11,515	11,605	10,909	10,745	11,066	10,737	10,107	9,827	9,648	-1.8%	-13.6%
% Part-Time	22%	23%	22%	22%	21%	21%	22%	21%	21%	20%	20%		
Nebraska State College System													
Full-Time	6,013	5,859	5,696	5,440	5,471	5,540	5,619	5,706	5,651	5,557	5,467	-1.6%	-9.1%
% Full-Time	67%	66%	64%	65%	67%	66%	67%	64%	64%	64%	66%		
Part-Time	2,989	3,071	3,209	2,938	2,724	2,866	2,815	3,191	3,182	3,093	2,789	-9.8%	-6.7%
% Part-Time	33%	34%	36%	35%	33%	34%	33%	36%	36%	36%	34%		
Nebraska Community Colleges													
Full-Time	16,012	15,149	14,871	14,826	14,577	13,878	12,978	12,665	12,133	13,233	13,767	4.0%	-14.0%
% Full-Time	41%	39%	38%	37%	37%	35%	35%	33%	31%	32%	31%		
Part-Time	23,472	23,958	24,565	24,834	24,987	25,651	24,373	25,919	27,634	28,561	30,047	5.2%	28.0%
% Part-Time	59%	61%	62%	63%	63%	65%	65%	67%	69%	68%	69%		
Nebraska Nonpublic Institutions													
Full-Time	28,875	28,412	27,375	26,815	24,961	25,921	28,092	26,529	26,487	27,287	27,617	1.2%	-4.4%
% Full-Time	78%	77%	76%	75%	69%	70%	73%	72%	70%	70%	70%		
Part-Time	8,134	8,678	8,685	9,076	11,013	11,149	10,518	10,474	11,499	11,529	11,971	3.8%	47.2%
% Part-Time	22%	23%	24%	25%	31%	30%	27%	28%	30%	30%	30%		
Nebraska Total													
Full-Time	90,944	89,588	88,943	88,155	85,985	85,802	86,829	84,229	83,031	85,313	86,659	1.6%	-4.7%
% Full-Time	67%	65%	65%	65%	63%	63%	64%	63%	61%	62%	61%		
Part-Time	45,766	47,374	47,974	48,453	49,633	50,411	48,772	50,321	52,422	53,010	54,455	2.7%	19.0%
% Part-Time	33%	35%	35%	35%	37%	37%	36%	37%	39%	38%	39%		

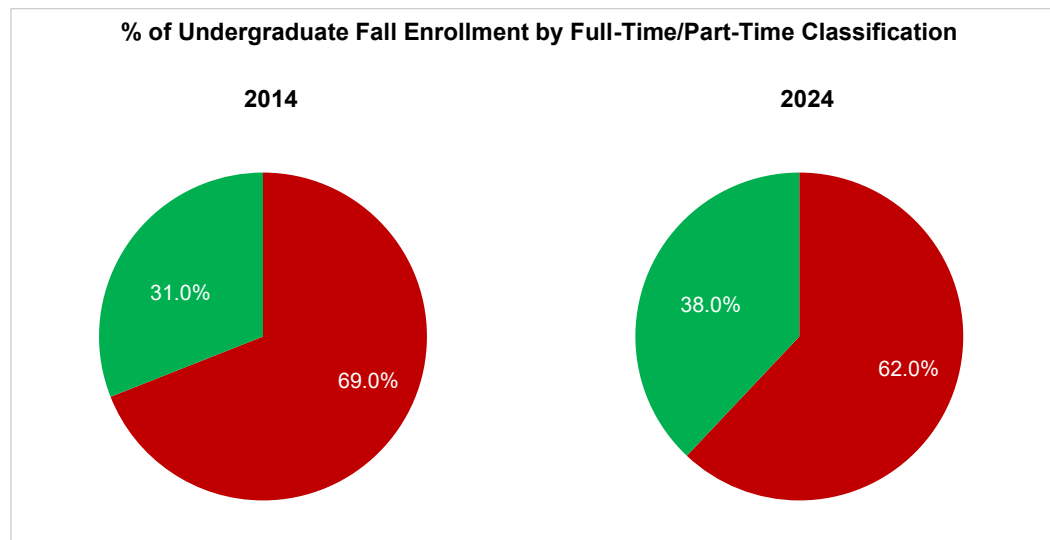
UNDERGRADUATE FALL ENROLLMENT by FULL-TIME/PART-TIME CLASSIFICATION



- Between fall 2014 and fall 2024, undergraduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	23-24 1-Yr	14-24 10-Yr
Undergraduate Full-Time (■)	0.7%	-6.3%
Undergraduate Part-Time (▲)	4.6%	27.6%
Undergraduate Total	2.1%	4.2%

- As shown on the following page, part-time undergraduate enrollments within the nonpublic sector increased 107.4% over the last ten years. This change was largely attributable to Bellevue University reporting a 426.5% increase (from 814 to 4,286) and Concordia University-Nebraska reporting a 322.1% increase (from 421 to 1,777). While Bellevue has attributed their increase to employer partnership initiatives, Concordia has attributed their increase to dual enrollments.

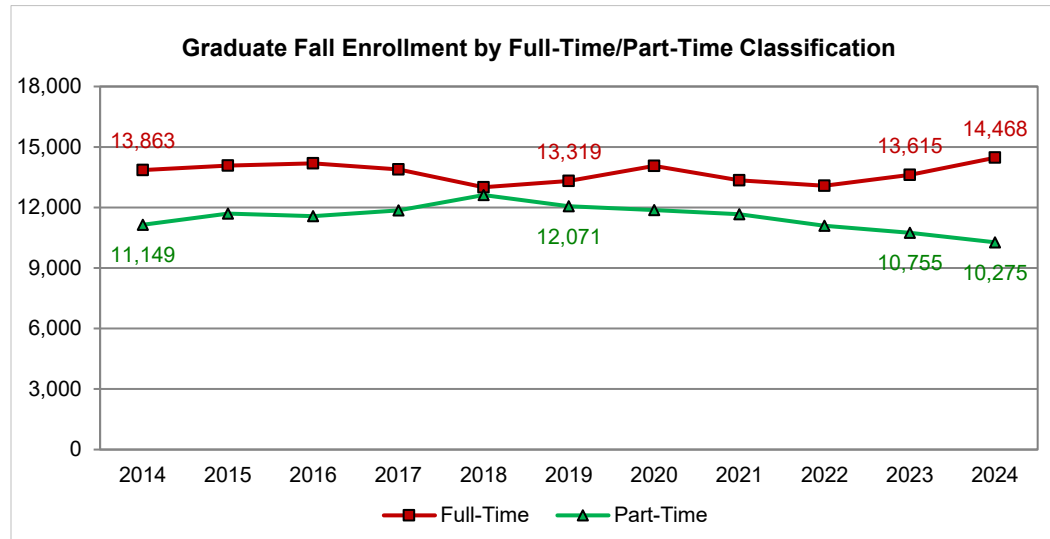


UNDERGRADUATE FALL ENROLLMENT by SECTOR by FULL-TIME/PART-TIME CLASSIFICATION

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

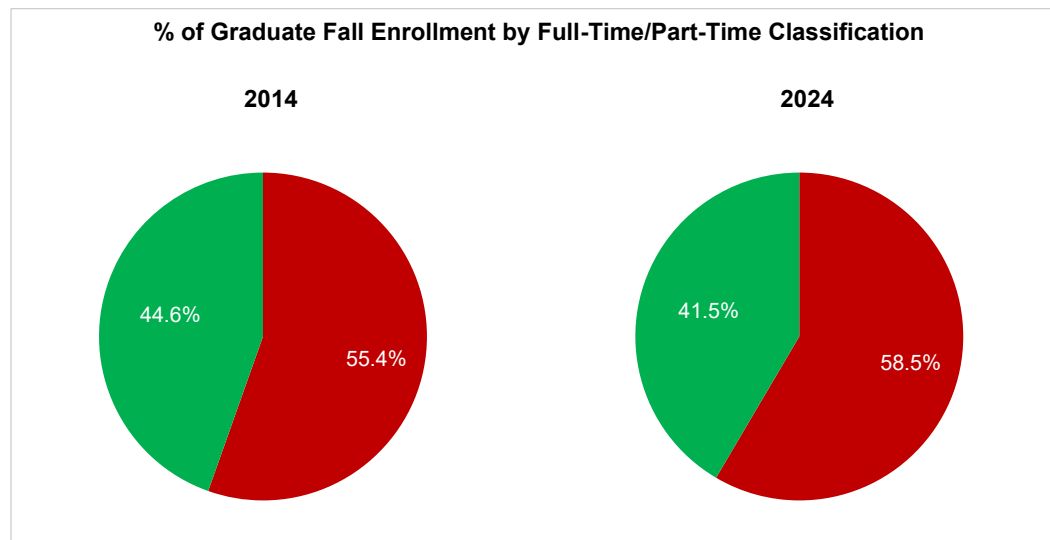
Sector / Full-Time/Part-Time	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
Full-Time	33,668	33,797	34,463	34,390	34,257	33,865	34,106	33,187	32,811	32,983	33,255	0.8%	-1.2%
% Full-Time	87%	86%	87%	87%	88%	88%	88%	89%	89%	90%	90%		
Part-Time	5,040	5,378	5,181	5,208	4,691	4,536	4,583	4,207	3,862	3,594	3,608	0.4%	-28.4%
% Part-Time	13%	14%	13%	13%	12%	12%	12%	11%	11%	10%	10%		
Nebraska State College System													
Full-Time	5,719	5,510	5,360	5,125	5,151	5,176	5,311	5,388	5,313	5,226	5,111	-2.2%	-10.6%
% Full-Time	75%	74%	73%	74%	76%	75%	77%	74%	73%	73%	74%		
Part-Time	1,892	1,934	2,026	1,833	1,595	1,764	1,626	1,941	1,932	1,945	1,789	-8.0%	-5.4%
% Part-Time	25%	26%	27%	26%	24%	25%	23%	26%	27%	27%	26%		
Nebraska Community Colleges													
Full-Time	16,012	15,149	14,871	14,826	14,577	13,878	12,978	12,665	12,133	13,233	13,767	4.0%	-14.0%
% Full-Time	41%	39%	38%	37%	37%	35%	35%	33%	31%	32%	31%		
Part-Time	23,472	23,958	24,565	24,834	24,987	25,651	24,373	25,919	27,634	28,561	30,047	5.2%	28.0%
% Part-Time	59%	61%	62%	63%	63%	65%	65%	67%	69%	68%	69%		
Nebraska Nonpublic Institutions													
Full-Time	21,682	21,050	20,051	19,929	18,993	19,564	20,369	19,636	19,695	20,256	20,058	-1.0%	-7.5%
% Full-Time	84%	83%	81%	81%	77%	75%	76%	75%	71%	71%	70%		
Part-Time	4,213	4,408	4,634	4,717	5,742	6,389	6,319	6,580	7,892	8,155	8,736	7.1%	107.4%
% Part-Time	16%	17%	19%	19%	23%	25%	24%	25%	29%	29%	30%		
Nebraska Total													
Full-Time	77,081	75,506	74,745	74,270	72,978	72,483	72,764	70,876	69,952	71,698	72,191	0.7%	-6.3%
% Full-Time	69%	68%	67%	67%	66%	65%	66%	65%	63%	63%	62%		
Part-Time	34,617	35,678	36,406	36,592	37,015	38,340	36,901	38,647	41,320	42,255	44,180	4.6%	27.6%
% Part-Time	31%	32%	33%	33%	34%	35%	34%	35%	37%	37%	38%		

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



- Between fall 2014 and fall 2024, graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	23-24 1-Yr	14-24 10-Yr
Graduate Full-Time (■)	6.3%	4.4%
Graduate Part-Time (▲)	-4.5%	-7.8%
Graduate Total	1.5%	-1.1%



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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
Full-Time	6,376	6,371	6,538	6,684	6,719	6,598	6,034	6,142	5,949	6,253	6,553	4.8%	2.8%
% Full-Time	51%	50%	51%	51%	52%	52%	48%	48%	49%	50%	52%		
Part-Time	6,131	6,289	6,334	6,397	6,218	6,209	6,483	6,530	6,245	6,233	6,040	-3.1%	-1.5%
% Part-Time	49%	50%	49%	49%	48%	48%	52%	52%	51%	50%	48%		
Nebraska State College System													
Full-Time	294	349	336	315	320	364	308	318	338	331	356	7.6%	21.1%
% Full-Time	21%	23%	22%	22%	22%	25%	21%	20%	21%	22%	26%		
Part-Time	1,097	1,137	1,183	1,105	1,129	1,102	1,189	1,250	1,250	1,148	1,000	-12.9%	-8.8%
% Part-Time	79%	77%	78%	78%	78%	75%	79%	80%	79%	78%	74%		
Nebraska Nonpublic Institutions													
Full-Time	7,193	7,362	7,324	6,886	5,968	6,357	7,723	6,893	6,792	7,031	7,559	7.5%	5.1%
% Full-Time	65%	63%	64%	61%	53%	57%	65%	64%	65%	68%	70%		
Part-Time	3,921	4,270	4,051	4,359	5,271	4,760	4,199	3,894	3,607	3,374	3,235	-4.1%	-17.5%
% Part-Time	35%	37%	36%	39%	47%	43%	35%	36%	35%	32%	30%		
Nebraska Total													
Full-Time	13,863	14,082	14,198	13,885	13,007	13,319	14,065	13,353	13,079	13,615	14,468	6.3%	4.4%
% Full-Time	55%	55%	55%	54%	51%	52%	54%	53%	54%	56%	58%		
Part-Time	11,149	11,696	11,568	11,861	12,618	12,071	11,871	11,674	11,102	10,755	10,275	-4.5%	-7.8%
% Part-Time	45%	45%	45%	46%	49%	48%	46%	47%	46%	44%	42%		

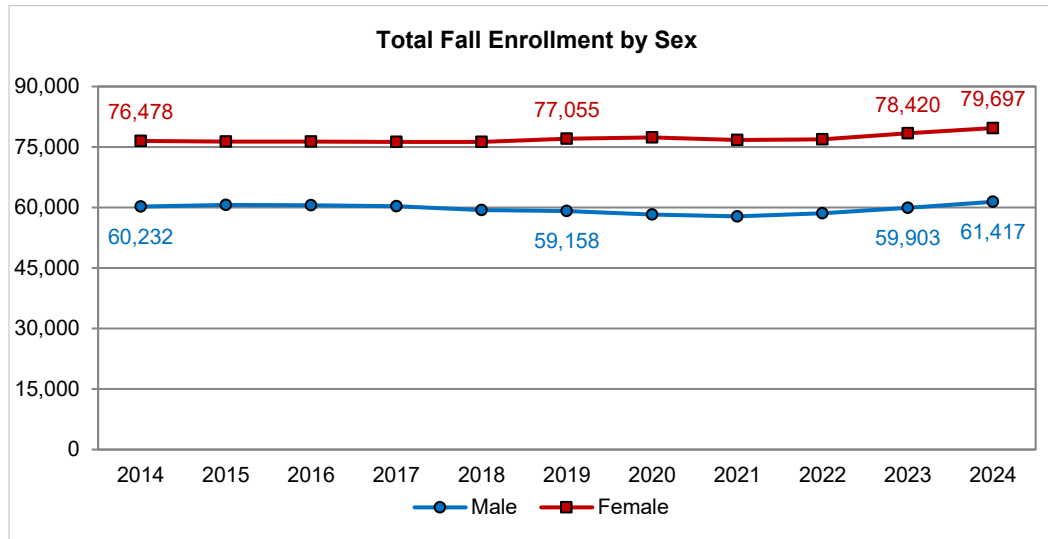
Note. Nebraska's community colleges do not enroll students at the graduate level.

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Section 3

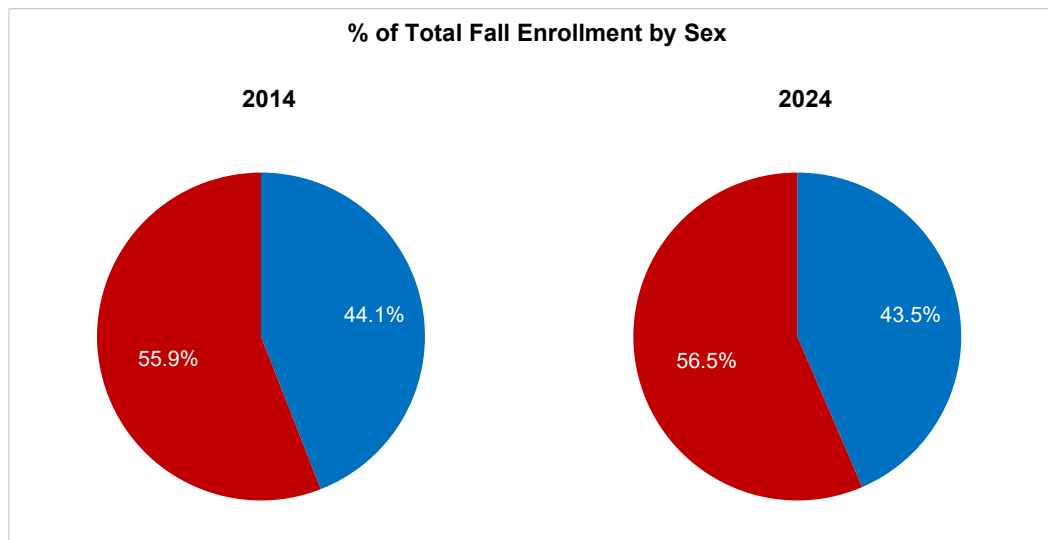
Total Fall Enrollment by Sex

TOTAL FALL ENROLLMENT by SEX



- Between fall 2014 and fall 2024, enrollment by sex changed as follows:

Sex	23-24 1-Yr	14-24 10-Yr
Male (●)	2.5%	2.0%
Female (■)	1.6%	4.2%
Total	2.0%	3.2%

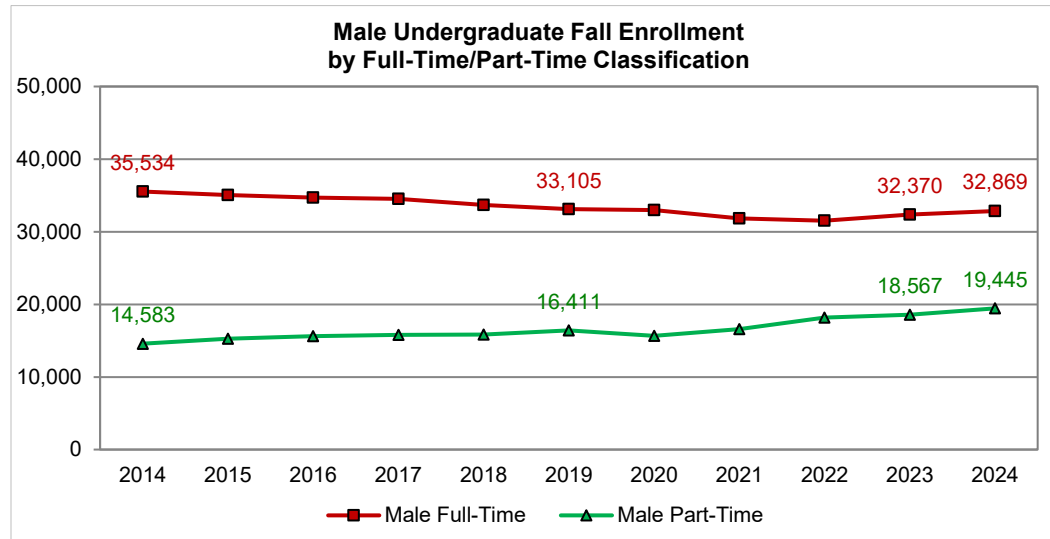


TOTAL FALL ENROLLMENT by SECTOR by SEX

Total Fall Enrollment by Sector by Sex

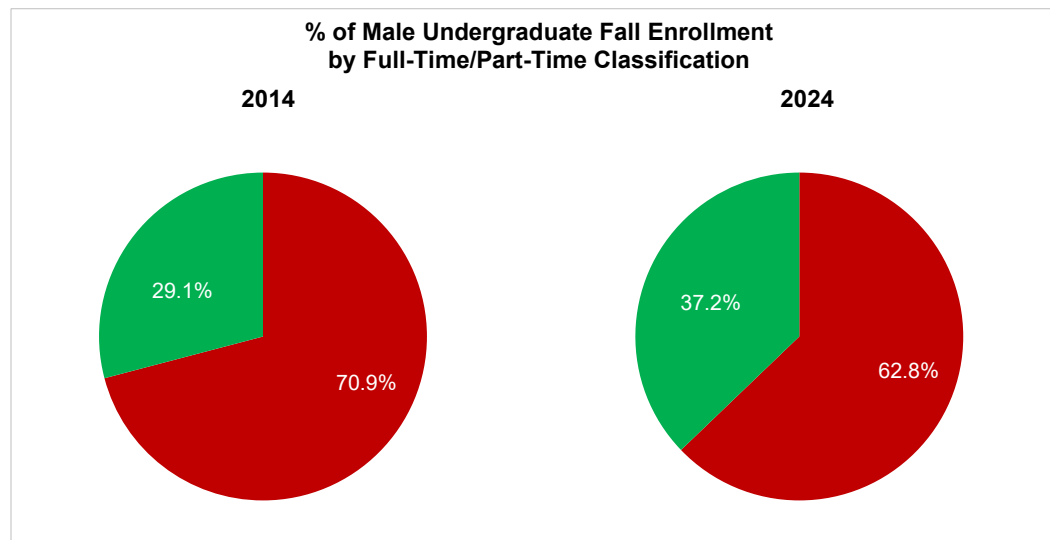
Sector / Sex	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
Male	24,587	24,642	24,850	24,896	24,348	23,771	23,136	22,391	21,642	21,570	21,816	1.1%	-11.3%
% Male	48%	48%	47%	47%	47%	46%	45%	45%	44%	44%	44%		
Female	26,628	27,193	27,666	27,783	27,537	27,437	28,070	27,675	27,225	27,493	27,640	0.5%	3.8%
% Female	52%	52%	53%	53%	53%	54%	55%	55%	56%	56%	56%		
Nebraska State College System													
Male	3,750	3,674	3,680	3,407	3,361	3,390	3,366	3,454	3,405	3,297	3,201	-2.9%	-14.6%
% Male	42%	41%	41%	41%	41%	40%	40%	39%	39%	38%	39%		
Female	5,252	5,256	5,225	4,971	4,834	5,016	5,068	5,443	5,428	5,353	5,055	-5.6%	-3.8%
% Female	58%	59%	59%	59%	59%	60%	60%	61%	61%	62%	61%		
Nebraska Community Colleges													
Male	17,696	17,906	18,205	18,370	17,974	17,921	16,727	17,830	18,822	19,599	20,505	4.6%	15.9%
% Male	45%	46%	46%	46%	45%	45%	45%	46%	47%	47%	47%		
Female	21,788	21,201	21,231	21,290	21,590	21,608	20,624	20,754	20,945	22,195	23,309	5.0%	7.0%
% Female	55%	54%	54%	54%	55%	55%	55%	54%	53%	53%	53%		
Nebraska Nonpublic Institutions													
Male	14,199	14,419	13,845	13,670	13,661	14,076	15,013	14,136	14,677	15,437	15,895	3.0%	11.9%
% Male	38%	39%	38%	38%	38%	38%	39%	38%	39%	40%	40%		
Female	22,810	22,671	22,215	22,221	22,313	22,994	23,597	22,867	23,309	23,379	23,693	1.3%	3.9%
% Female	62%	61%	62%	62%	62%	62%	61%	62%	61%	60%	60%		
Nebraska Total													
Male	60,232	60,641	60,580	60,343	59,344	59,158	58,242	57,811	58,546	59,903	61,417	2.5%	2.0%
% Male	44%	44%	44%	44%	44%	43%	43%	43%	43%	43%	44%		
Female	76,478	76,321	76,337	76,265	76,274	77,055	77,359	76,739	76,907	78,420	79,697	1.6%	4.2%
% Female	56%	56%	56%	56%	56%	57%	57%	57%	57%	57%	56%		

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

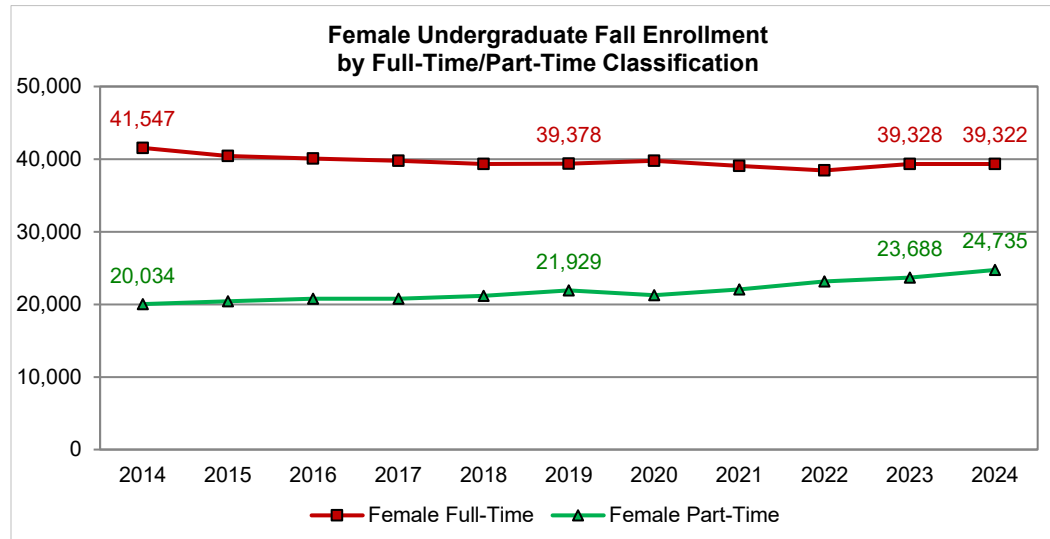


- Between fall 2014 and fall 2024, male undergraduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	23-24 1-Yr	14-24 10-Yr
Male Full-Time (■)	1.5%	-7.5%
Male Part-Time (▲)	4.7%	33.3%
Male Undergraduate Total	2.7%	4.4%

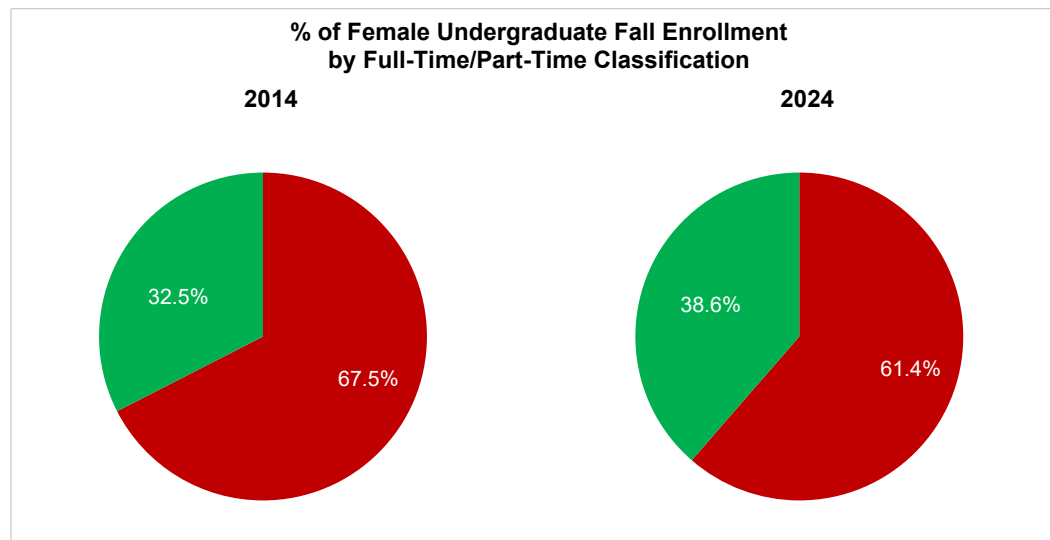


UNDERGRADUATE FALL ENROLLMENT by SEX by FULL-TIME/PART-TIME CLASSIFICATION



- Between fall 2014 and fall 2024, female undergraduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	23-24 1-Yr	14-24 10-Yr
Female Full-Time (■)	0.0%	-5.4%
Female Part-Time (▲)	4.4%	23.5%
Female Undergraduate Total	1.7%	4.0%



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

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

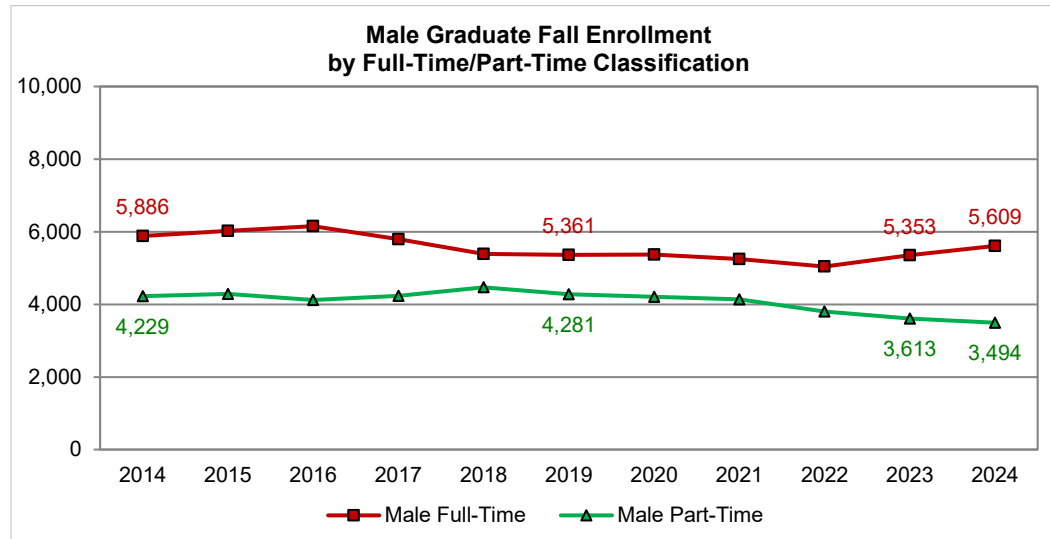
													% Change	
Sector / Sex	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	23-24 1-Yr	14-24 10-Yr	
University of Nebraska														
Male	19,141	19,173	19,304	19,355	18,920	18,447	18,156	17,205	16,749	16,600	16,906	1.8%	-11.7%	
% Male	49%	49%	49%	49%	49%	48%	47%	46%	46%	45%	46%			
Male Full-Time	16,588	16,490	16,706	16,680	16,545	16,123	15,854	15,180	14,830	14,851	15,118	1.8%	-8.9%	
% Male Full-Time	87%	86%	87%	86%	87%	87%	87%	88%	89%	89%	89%			
Male Part-Time	2,553	2,683	2,598	2,675	2,375	2,324	2,302	2,025	1,919	1,749	1,788	2.2%	-30.0%	
% Male Part-Time	13%	14%	13%	14%	13%	13%	13%	12%	11%	11%	11%			
Female	19,567	20,002	20,340	20,243	20,028	19,954	20,533	20,189	19,924	19,977	19,957	-0.1%	2.0%	
% Female	51%	51%	51%	51%	51%	52%	53%	54%	54%	55%	54%			
Female Full-Time	17,080	17,307	17,757	17,710	17,712	17,742	18,252	18,007	17,981	18,132	18,137	0.0%	6.2%	
% Female Full-Time	87%	87%	87%	87%	88%	89%	89%	89%	90%	91%	91%			
Female Part-Time	2,487	2,695	2,583	2,533	2,316	2,212	2,281	2,182	1,943	1,845	1,820	-1.4%	-26.8%	
% Female Part-Time	13%	13%	13%	13%	12%	11%	11%	11%	10%	9%	9%			
Nebraska State College System														
Male	3,201	3,090	3,107	2,891	2,845	2,881	2,833	2,932	2,930	2,862	2,801	-2.1%	-12.5%	
% Male	42%	42%	42%	42%	42%	42%	41%	40%	40%	40%	41%			
Male Full-Time	2,474	2,382	2,351	2,214	2,253	2,247	2,249	2,230	2,207	2,140	2,113	-1.3%	-14.6%	
% Male Full-Time	77%	77%	76%	77%	79%	78%	79%	76%	75%	75%	75%			
Male Part-Time	727	708	756	677	592	634	584	702	723	722	688	-4.7%	-5.4%	
% Male Part-Time	23%	23%	24%	23%	21%	22%	21%	24%	25%	25%	25%			
Female	4,410	4,354	4,279	4,067	3,901	4,059	4,104	4,397	4,315	4,309	4,099	-4.9%	-7.1%	
% Female	58%	58%	58%	58%	58%	58%	59%	60%	60%	60%	59%			
Female Full-Time	3,245	3,128	3,009	2,911	2,898	2,929	3,062	3,158	3,106	3,086	2,998	-2.9%	-7.6%	
% Female Full-Time	74%	72%	70%	72%	74%	72%	75%	72%	72%	72%	73%			
Female Part-Time	1,165	1,226	1,270	1,156	1,003	1,130	1,042	1,239	1,209	1,223	1,101	-10.0%	-5.5%	
% Female Part-Time	26%	28%	30%	28%	26%	28%	25%	28%	28%	28%	27%			
Nebraska Community Colleges														
Male	17,696	17,906	18,205	18,370	17,974	17,921	16,727	17,830	18,822	19,599	20,505	4.6%	15.9%	
% Male	45%	46%	46%	46%	45%	45%	45%	46%	47%	47%	47%			
Male Full-Time	7,759	7,501	7,445	7,418	7,171	6,881	6,404	6,540	6,360	6,804	7,033	3.4%	-9.4%	
% Male Full-Time	44%	42%	41%	40%	40%	38%	38%	37%	34%	35%	34%			
Male Part-Time	9,937	10,405	10,760	10,952	10,803	11,040	10,323	11,290	12,462	12,795	13,472	5.3%	35.6%	
% Male Part-Time	56%	58%	59%	60%	60%	62%	62%	63%	66%	65%	66%			
Female	21,788	21,201	21,231	21,290	21,590	21,608	20,624	20,754	20,945	22,195	23,309	5.0%	7.0%	
% Female	55%	54%	54%	54%	55%	55%	55%	54%	53%	53%	53%			
Female Full-Time	8,253	7,648	7,426	7,408	7,406	6,997	6,574	6,125	5,773	6,429	6,734	4.7%	-18.4%	
% Female Full-Time	38%	36%	35%	35%	34%	32%	32%	30%	28%	29%	29%			
Female Part-Time	13,535	13,553	13,805	13,882	14,184	14,611	14,050	14,629	15,172	15,766	16,575	5.1%	22.5%	
% Female Part-Time	62%	64%	65%	65%	66%	68%	68%	70%	72%	71%	71%			

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

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

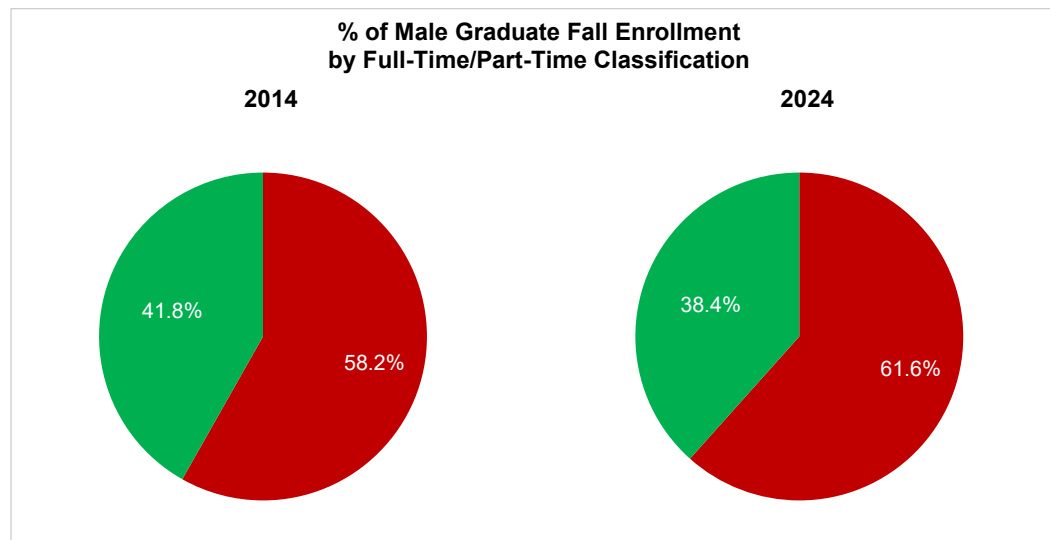
Sector / Sex	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Nebraska Nonpublic Institutions													
Male	10,079	10,164	9,689	9,704	9,749	10,267	10,947	10,456	11,198	11,876	12,102	1.9%	20.1%
% Male	39%	40%	39%	39%	39%	40%	41%	40%	41%	42%	42%		
Male Full-Time	8,713	8,703	8,181	8,210	7,698	7,854	8,495	7,870	8,120	8,575	8,605	0.3%	-1.2%
% Male Full-Time	86%	86%	84%	85%	79%	76%	78%	75%	73%	72%	71%		
Male Part-Time	1,366	1,461	1,508	1,494	2,051	2,413	2,452	2,586	3,078	3,301	3,497	5.9%	156.0%
% Male Part-Time	14%	14%	16%	15%	21%	24%	22%	25%	27%	28%	29%		
Female	15,816	15,294	14,996	14,942	14,986	15,686	15,741	15,760	16,389	16,535	16,692	0.9%	5.5%
% Female	61%	60%	61%	61%	61%	60%	59%	60%	59%	58%	58%		
Female Full-Time	12,969	12,347	11,870	11,719	11,295	11,710	11,874	11,766	11,575	11,681	11,453	-2.0%	-11.7%
% Female Full-Time	82%	81%	79%	78%	75%	75%	75%	75%	71%	71%	69%		
Female Part-Time	2,847	2,947	3,126	3,223	3,691	3,976	3,867	3,994	4,814	4,854	5,239	7.9%	84.0%
% Female Part-Time	18%	19%	21%	22%	25%	25%	25%	25%	29%	29%	31%		
Nebraska Total													
Male	50,117	50,333	50,305	50,320	49,488	49,516	48,663	48,423	49,699	50,937	52,314	2.7%	4.4%
% Male	45%	45%	45%	45%	45%	45%	44%	44%	45%	45%	45%		
Male Full-Time	35,534	35,076	34,683	34,522	33,667	33,105	33,002	31,820	31,517	32,370	32,869	1.5%	-7.5%
% Male Full-Time	71%	70%	69%	69%	68%	67%	68%	66%	63%	64%	63%		
Male Part-Time	14,583	15,257	15,622	15,798	15,821	16,411	15,661	16,603	18,182	18,567	19,445	4.7%	33.3%
% Male Part-Time	29%	30%	31%	31%	32%	33%	32%	34%	37%	36%	37%		
Female	61,581	60,851	60,846	60,542	60,505	61,307	61,002	61,100	61,573	63,016	64,057	1.7%	4.0%
% Female	55%	55%	55%	55%	55%	55%	56%	56%	55%	55%	55%		
Female Full-Time	41,547	40,430	40,062	39,748	39,311	39,378	39,762	39,056	38,435	39,328	39,322	0.0%	-5.4%
% Female Full-Time	67%	66%	66%	66%	65%	64%	65%	64%	62%	62%	61%		
Female Part-Time	20,034	20,421	20,784	20,794	21,194	21,929	21,240	22,044	23,138	23,688	24,735	4.4%	23.5%
% Female Part-Time	33%	34%	34%	34%	35%	36%	35%	36%	38%	38%	39%		

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

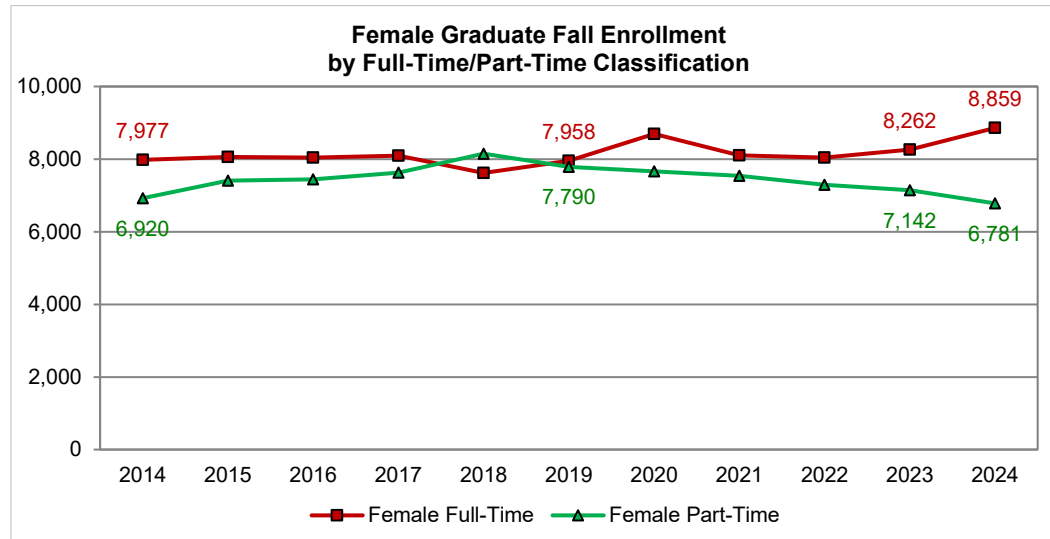


- Between fall 2014 and fall 2024 male graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	23-24 1-Yr	14-24 10-Yr
Male Full-Time (■)	4.8%	-4.7%
Male Part-Time (▲)	-3.3%	-17.4%
Male Graduate Total	1.5%	-10.0%

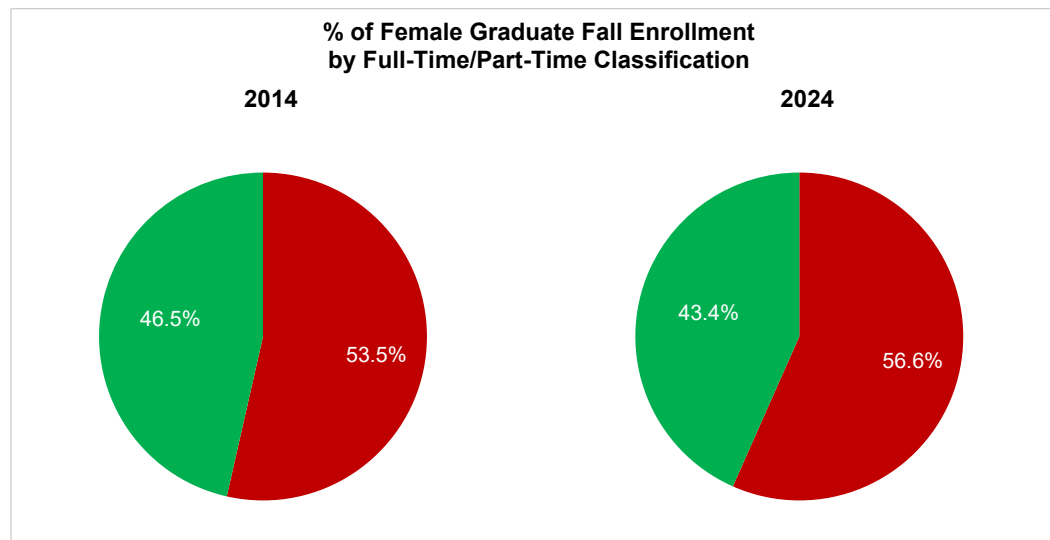


GRADUATE FALL ENROLLMENT by SEX by FULL-TIME/PART-TIME CLASSIFICATION



- Between fall 2014 and fall 2024 female graduate enrollment by full-time/part-time classification changed as follows:

Full-Time/Part-Time	23-24 1-Yr	14-24 10-Yr
Female Full-Time (■)	7.2%	11.1%
Female Part-Time (▲)	-5.1%	-2.0%
Female Graduate Total	1.5%	5.0%



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

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

Sector / Sex	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
Male	5,446	5,469	5,546	5,541	5,428	5,324	4,980	5,186	4,893	4,970	4,910	-1.2%	-9.8%
% Male	44%	43%	43%	42%	42%	42%	40%	41%	40%	40%	39%		
Male Full-Time	3,061	3,054	3,145	3,124	3,111	2,985	2,497	2,633	2,519	2,681	2,707	1.0%	-11.6%
% Male Full-Time	56%	56%	57%	56%	57%	56%	50%	51%	51%	54%	55%		
Male Part-Time	2,385	2,415	2,401	2,417	2,317	2,339	2,483	2,553	2,374	2,289	2,203	-3.8%	-7.6%
% Male Part-Time	44%	44%	43%	44%	43%	44%	50%	49%	49%	46%	45%		
Female	7,061	7,191	7,326	7,540	7,509	7,483	7,537	7,486	7,301	7,516	7,683	2.2%	8.8%
% Female	56%	57%	57%	58%	58%	58%	60%	59%	60%	60%	61%		
Female Full-Time	3,315	3,317	3,393	3,560	3,608	3,613	3,537	3,509	3,430	3,572	3,846	7.7%	16.0%
% Female Full-Time	47%	46%	46%	47%	48%	48%	47%	47%	47%	48%	50%		
Female Part-Time	3,746	3,874	3,933	3,980	3,901	3,870	4,000	3,977	3,871	3,944	3,837	-2.7%	2.4%
% Female Part-Time	53%	54%	54%	53%	52%	52%	53%	53%	53%	52%	50%		
Nebraska State College System													
Male	549	584	573	516	516	509	533	522	475	435	400	-8.0%	-27.1%
% Male	39%	39%	38%	36%	36%	35%	36%	33%	30%	29%	29%		
Male Full-Time	82	114	101	85	90	99	92	92	112	107	122	14.0%	48.8%
% Male Full-Time	15%	20%	18%	16%	17%	19%	17%	18%	24%	25%	31%		
Male Part-Time	467	470	472	431	426	410	441	430	363	328	278	-15.2%	-40.5%
% Male Part-Time	85%	80%	82%	84%	83%	81%	83%	82%	76%	75%	70%		
Female	842	902	946	904	933	957	964	1,046	1,113	1,044	956	-8.4%	13.5%
% Female	61%	61%	62%	64%	64%	65%	64%	67%	70%	71%	71%		
Female Full-Time	212	235	235	230	230	265	216	226	226	224	234	4.5%	10.4%
% Female Full-Time	25%	26%	25%	25%	25%	28%	22%	22%	20%	21%	24%		
Female Part-Time	630	667	711	674	703	692	748	820	887	820	722	-12.0%	14.6%
% Female Part-Time	75%	74%	75%	75%	75%	72%	78%	78%	80%	79%	76%		
Nebraska Nonpublic Institutions													
Male	4,120	4,255	4,156	3,966	3,912	3,809	4,066	3,680	3,479	3,561	3,793	6.5%	-7.9%
% Male	37%	37%	37%	35%	35%	34%	34%	34%	33%	34%	35%		
Male Full-Time	2,743	2,852	2,907	2,584	2,187	2,277	2,779	2,527	2,410	2,565	2,780	8.4%	1.3%
% Male Full-Time	67%	67%	70%	65%	56%	60%	68%	69%	69%	72%	73%		
Male Part-Time	1,377	1,403	1,249	1,382	1,725	1,532	1,287	1,153	1,069	996	1,013	1.7%	-26.4%
% Male Part-Time	33%	33%	30%	35%	44%	40%	32%	31%	31%	28%	27%		
Female	6,994	7,377	7,219	7,279	7,327	7,308	7,856	7,107	6,920	6,844	7,001	2.3%	0.1%
% Female	63%	63%	63%	65%	65%	66%	66%	66%	67%	66%	65%		
Female Full-Time	4,450	4,510	4,417	4,302	3,781	4,080	4,944	4,366	4,382	4,466	4,779	7.0%	7.4%
% Female Full-Time	64%	61%	61%	59%	52%	56%	63%	61%	63%	65%	68%		
Female Part-Time	2,544	2,867	2,802	2,977	3,546	3,228	2,912	2,741	2,538	2,378	2,222	-6.6%	-12.7%
% Female Part-Time	36%	39%	39%	41%	48%	44%	37%	39%	37%	35%	32%		

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

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

Sector / Sex	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Nebraska Total													
Male	10,115	10,308	10,275	10,023	9,856	9,642	9,579	9,388	8,847	8,966	9,103	1.5%	-10.0%
% Male	40%	40%	40%	39%	38%	38%	37%	38%	37%	37%	37%		
Male Full-Time	5,886	6,020	6,153	5,793	5,388	5,361	5,368	5,252	5,041	5,353	5,609	4.8%	-4.7%
% Male Full-Time	58%	58%	60%	58%	55%	56%	56%	56%	57%	60%	62%		
Male Part-Time	4,229	4,288	4,122	4,230	4,468	4,281	4,211	4,136	3,806	3,613	3,494	-3.3%	-17.4%
% Male Part-Time	42%	42%	40%	42%	45%	44%	44%	44%	43%	40%	38%		
Female	14,897	15,470	15,491	15,723	15,769	15,748	16,357	15,639	15,334	15,404	15,640	1.5%	5.0%
% Female	60%	60%	60%	61%	62%	62%	63%	62%	63%	63%	63%		
Female Full-Time	7,977	8,062	8,045	8,092	7,619	7,958	8,697	8,101	8,038	8,262	8,859	7.2%	11.1%
% Female Full-Time	54%	52%	52%	51%	48%	51%	53%	52%	52%	54%	57%		
Female Part-Time	6,920	7,408	7,446	7,631	8,150	7,790	7,660	7,538	7,296	7,142	6,781	-5.1%	-2.0%
% Female Part-Time	46%	48%	48%	49%	52%	49%	47%	48%	48%	46%	43%		

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.)

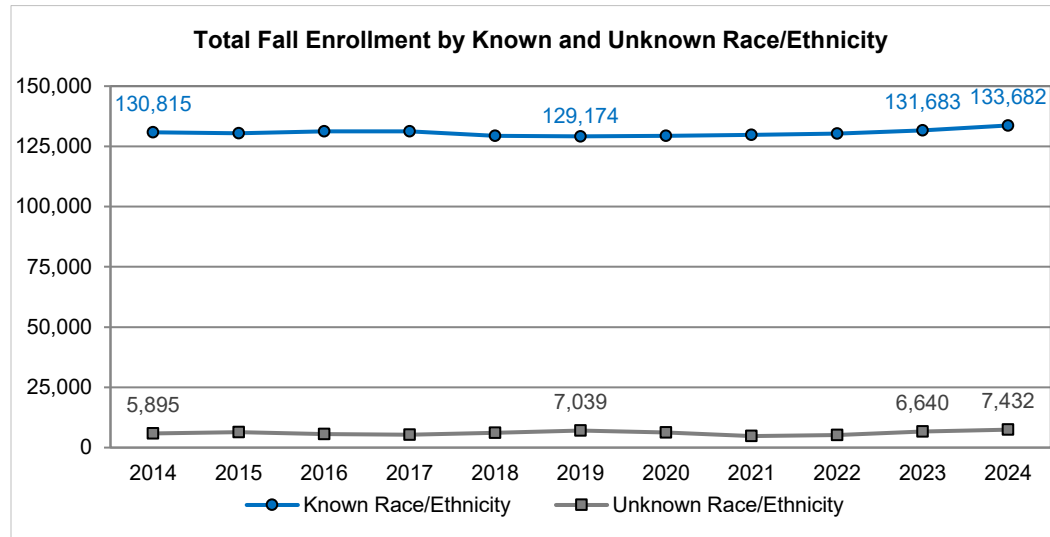
The Commission has adapted its data analysis to the IPEDS categories for race/ethnicity as defined in the following table.

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 27, 2025.

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

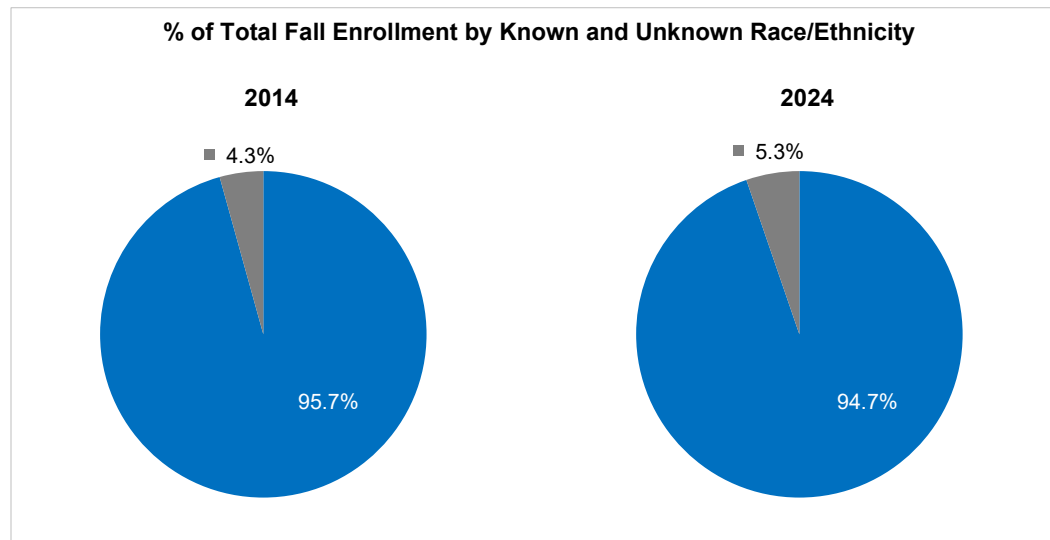
TOTAL FALL ENROLLMENT by KNOWN AND UNKNOWN RACE/ETHNICITY



- Between fall 2014 and fall 2024, enrollment by known and unknown race/ethnicity changed as follows:

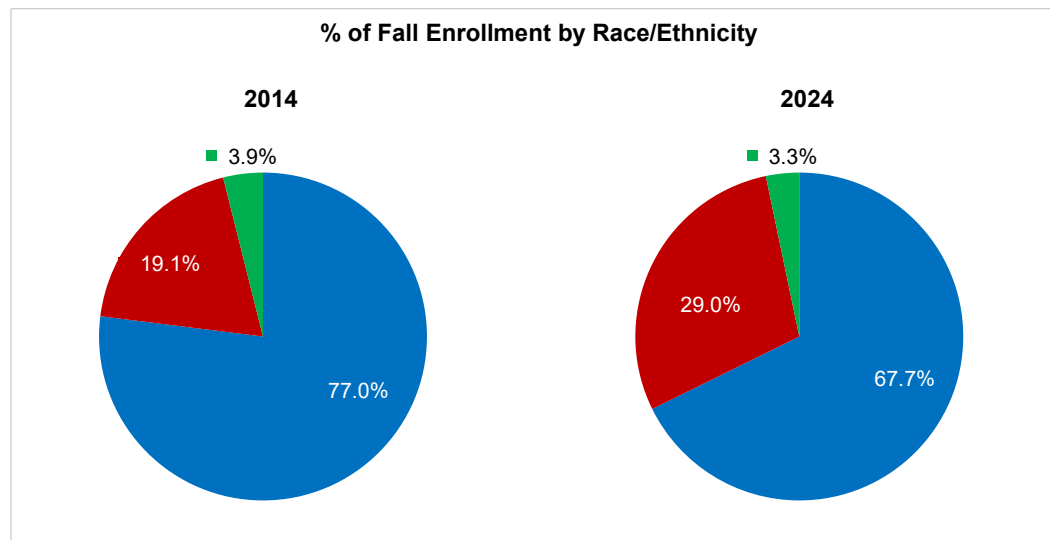
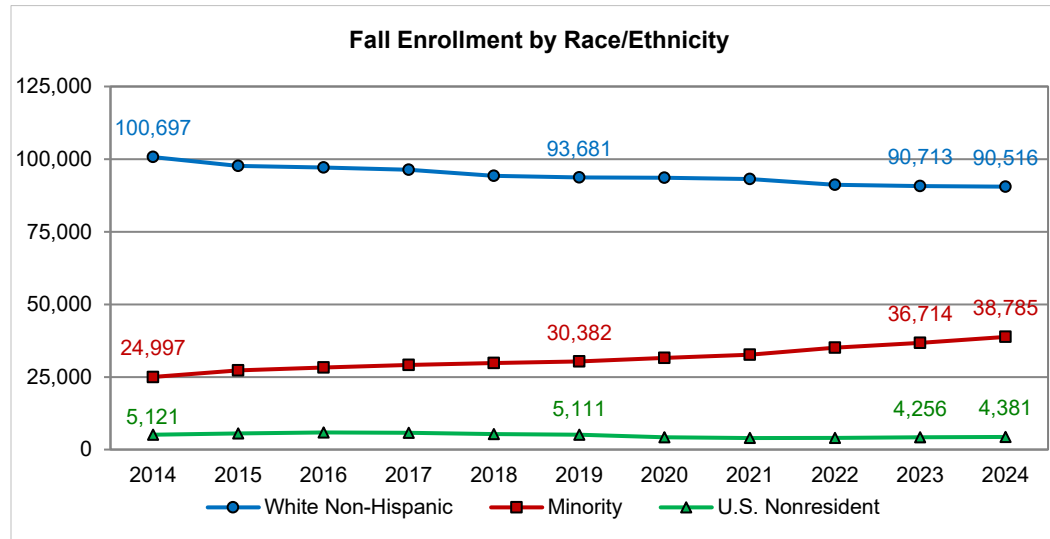
Race/Ethnicity	23-24 1-Yr	14-24 10-Yr
Known Race/Ethnicity (●)	1.5%	2.2%
Unknown Race/Ethnicity (■)	11.9%	26.1%
Total	2.0%	3.2%

- Between fall 2023 and fall 2024, unknown fall enrollments increased 28.9% at Bellevue University (from 1,719 to 2,215).



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

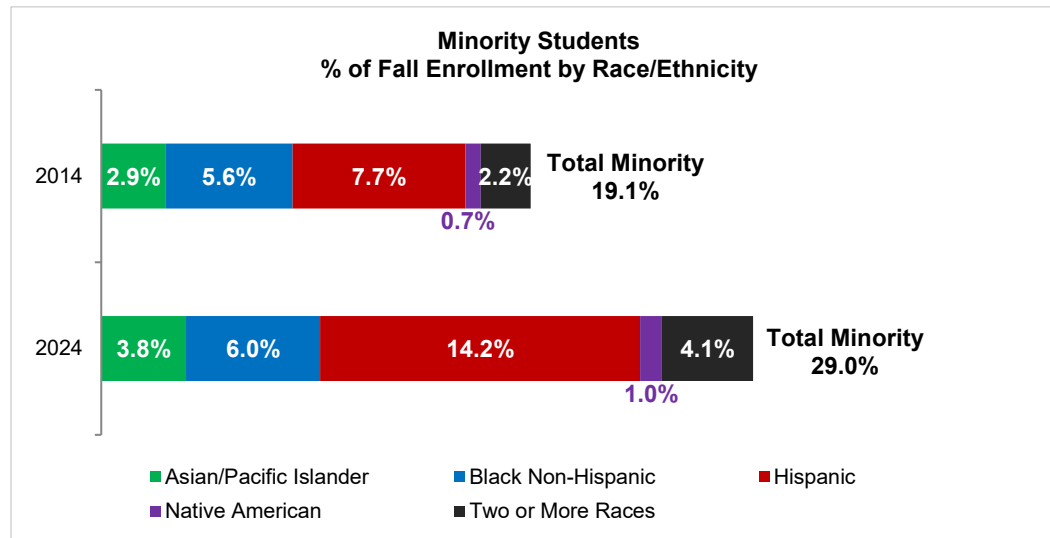
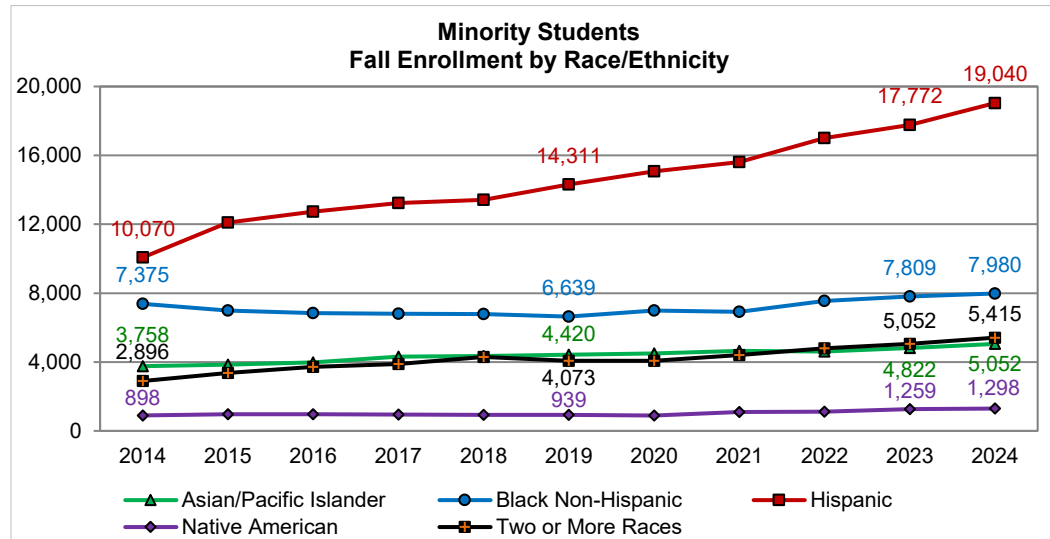


- Between fall 2014 and fall 2024, enrollment by race/ethnicity changed as follows:

Race/Ethnicity	23-24 1-Yr	14-24 10-Yr
White Non-Hispanic (●)	-0.2%	-10.1%
Minority (■)	5.6%	55.2%
U.S. Nonresident (▲)	2.9%	-14.5%
Known Race/Ethnicity Total	1.5%	2.2%

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

FALL ENROLLMENT by RACE/ETHNICITY



- Between fall 2014 and fall 2024, enrollment by race/ethnicity changed as follows:

Race/Ethnicity	23-24 1-Yr	14-24 10-Yr
Asian/Pac. Islander (▲)	4.8%	34.4%
Black Non-Hispanic (●)	2.2%	8.2%
Hispanic (■)	7.1%	89.1%
Native American (◆)	3.1%	44.5%
Two or More Races (■)	7.2%	87.0%
Total Minority	5.6%	55.2%

FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity

Sector / Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
White Non-Hispanic	38,403	38,496	38,555	38,272	37,522	36,820	36,703	35,750	34,480	34,310	34,109	-0.6%	-11.2%
% <i>White Non-Hispanic</i>	77%	76%	75%	74%	73%	73%	73%	72%	71%	71%	70%		
U.S. Nonresident	4,068	4,143	4,376	4,488	4,320	4,124	3,370	3,106	3,005	3,007	2,999	-0.3%	-26.3%
% <i>U.S. Nonresident</i>	8%	8%	8%	9%	8%	8%	7%	6%	6%	6%	6%		
Minority													
Asian/Pacific Islander	1,280	1,338	1,428	1,526	1,575	1,625	1,745	1,814	1,782	1,895	2,050	8.2%	60.2%
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	3%	3%	3%	4%	4%	4%	4%		
Black Non-Hispanic	1,733	1,721	1,777	1,833	1,792	1,815	1,939	1,913	1,943	1,988	2,069	4.1%	19.4%
% <i>Black Non-Hispanic</i>	3%	3%	3%	4%	4%	4%	4%	4%	4%	4%	4%		
Hispanic	3,165	3,508	3,824	3,984	4,222	4,465	4,912	5,003	5,225	5,402	5,650	4.6%	78.5%
% <i>Hispanic</i>	6%	7%	7%	8%	8%	9%	10%	10%	11%	11%	12%		
Native American	134	121	100	130	131	123	103	115	110	120	135	12.5%	0.7%
% <i>Native American</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	1,259	1,441	1,578	1,638	1,616	1,611	1,726	1,765	1,773	1,839	1,900	3.3%	50.9%
% <i>Two or More Races</i>	3%	3%	3%	3%	3%	3%	3%	4%	4%	4%	4%		
Total Minority	7,571	8,129	8,707	9,111	9,336	9,639	10,425	10,610	10,833	11,244	11,804	5.0%	55.9%
% <i>Total Minority</i>	15%	16%	17%	18%	18%	19%	21%	21%	22%	23%	24%		
Nebraska State College System													
White Non-Hispanic	6,978	7,085	7,113	6,803	6,631	6,734	6,736	7,019	6,969	6,700	6,240	-6.9%	-10.6%
% <i>White Non-Hispanic</i>	83%	84%	83%	82%	82%	81%	81%	79%	79%	78%	76%		
U.S. Nonresident	73	106	96	104	113	157	117	149	159	191	253	32.5%	246.6%
% <i>U.S. Nonresident</i>	1%	1%	1%	1%	1%	2%	1%	2%	2%	2%	3%		
Minority													
Asian/Pacific Islander	95	100	77	75	79	72	73	94	90	80	65	-18.8%	-31.6%
% <i>Asian/Pacific Islander</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	393	384	357	326	334	330	330	378	349	358	326	-8.9%	-17.0%
% <i>Black Non-Hispanic</i>	5%	5%	4%	4%	4%	4%	4%	4%	4%	4%	4%		
Hispanic	539	533	600	642	639	712	757	832	857	917	943	2.8%	75.0%
% <i>Hispanic</i>	6%	6%	7%	8%	8%	9%	9%	9%	10%	11%	12%		
Native American	76	97	70	73	76	79	96	128	91	80	83	3.8%	9.2%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	206	165	237	239	247	266	254	231	271	274	289	5.5%	40.3%
% <i>Two or More Races</i>	2%	2%	3%	3%	3%	3%	3%	3%	3%	3%	4%		
Total Minority	1,309	1,279	1,341	1,355	1,375	1,459	1,510	1,663	1,658	1,709	1,706	-0.2%	30.3%
% <i>Total Minority</i>	16%	15%	16%	16%	17%	17%	18%	19%	19%	20%	21%		

FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity (Continued)

Sector / Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Nebraska Community Colleges													
White Non-Hispanic	29,223	28,156	28,064	27,694	27,102	26,676	25,381	26,114	25,927	26,609	27,569	3.6%	-5.7%
% White Non-Hispanic	77%	75%	74%	73%	73%	72%	72%	72%	70%	69%	67%		
U.S. Nonresident	254	305	352	379	363	298	247	231	290	365	390	6.8%	53.5%
% U.S. Nonresident	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	1,049	1,087	1,097	1,182	1,109	1,170	975	925	933	1,017	1,075	5.7%	2.5%
% Asian/Pacific Islander	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
Black Non-Hispanic	2,536	2,461	2,438	2,335	2,290	2,116	1,869	1,878	2,040	2,197	2,385	8.6%	-6.0%
% Black Non-Hispanic	7%	7%	6%	6%	6%	6%	5%	5%	5%	6%	6%		
Hispanic	4,108	4,372	4,839	5,048	5,243	5,675	5,364	5,791	6,417	6,926	7,531	8.7%	83.3%
% Hispanic	11%	12%	13%	13%	14%	15%	15%	16%	17%	18%	18%		
Native American	276	290	332	261	239	254	222	248	249	229	279	21.8%	1.1%
% Native American	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	613	716	852	867	956	1,022	1,034	1,142	1,271	1,436	1,634	13.8%	166.6%
% Two or More Races	2%	2%	2%	2%	3%	3%	3%	3%	3%	4%	4%		
Total Minority	8,582	8,926	9,558	9,693	9,837	10,237	9,464	9,984	10,910	11,805	12,904	9.3%	50.4%
% Total Minority	23%	24%	25%	26%	26%	28%	27%	27%	29%	30%	32%		
Nebraska Nonpublic Institutions													
White Non-Hispanic	26,093	23,972	23,408	23,565	23,028	23,451	24,802	24,238	23,808	23,094	22,598	-2.1%	-13.4%
% White Non-Hispanic	76%	71%	71%	71%	70%	71%	70%	69%	66%	65%	63%		
U.S. Nonresident	726	972	1,071	773	551	532	450	480	574	693	739	6.6%	1.8%
% U.S. Nonresident	2%	3%	3%	2%	2%	2%	1%	1%	2%	2%	2%		
Minority													
Asian/Pacific Islander	1,334	1,322	1,371	1,526	1,592	1,553	1,706	1,820	1,798	1,830	1,862	1.7%	39.6%
% Asian/Pacific Islander	4%	4%	4%	5%	5%	5%	5%	5%	5%	5%	5%		
Black Non-Hispanic	2,713	2,414	2,276	2,311	2,375	2,378	2,847	2,752	3,213	3,266	3,200	-2.0%	18.0%
% Black Non-Hispanic	8%	7%	7%	7%	7%	7%	8%	8%	9%	9%	9%		
Hispanic	2,258	3,688	3,462	3,554	3,316	3,459	4,039	3,977	4,510	4,527	4,916	8.6%	117.7%
% Hispanic	7%	11%	10%	11%	10%	10%	11%	11%	13%	13%	14%		
Native American	412	467	463	485	480	483	479	614	662	830	801	-3.5%	94.4%
% Native American	1%	1%	1%	1%	1%	1%	1%	2%	2%	2%	2%		
Two or More Races	818	1,041	1,050	1,148	1,478	1,174	1,057	1,269	1,480	1,503	1,592	5.9%	94.6%
% Two or More Races	2%	3%	3%	3%	5%	4%	3%	4%	4%	4%	4%		
Total Minority	7,535	8,932	8,622	9,024	9,241	9,047	10,128	10,432	11,663	11,956	12,371	3.5%	64.2%
% Total Minority	22%	26%	26%	27%	28%	27%	29%	30%	32%	33%	35%		

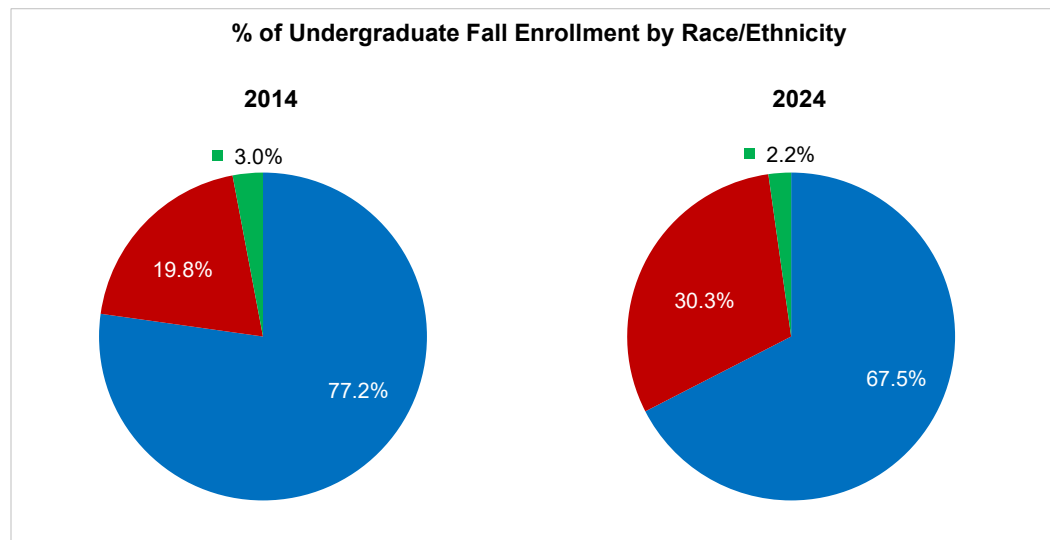
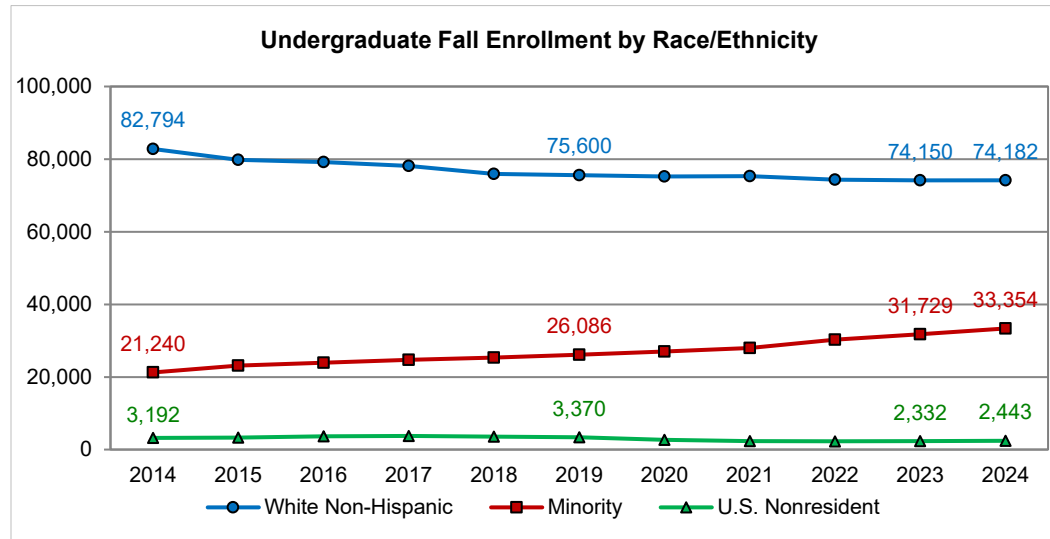
FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Fall Enrollment by Sector by Race/Ethnicity (Continued)

Sector / Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Nebraska Total													
White Non-Hispanic	100,697	97,709	97,140	96,334	94,283	93,681	93,622	93,121	91,184	90,713	90,516	-0.2%	-10.1%
% <i>White Non-Hispanic</i>	77%	75%	74%	73%	73%	73%	72%	72%	70%	69%	68%		
U.S. Nonresident	5,121	5,526	5,895	5,744	5,347	5,111	4,184	3,966	4,028	4,256	4,381	2.9%	-14.5%
% <i>U.S. Nonresident</i>	4%	4%	4%	4%	4%	4%	3%	3%	3%	3%	3%		
Minority													
Asian/Pacific Islander	3,758	3,847	3,973	4,309	4,355	4,420	4,499	4,653	4,603	4,822	5,052	4.8%	34.4%
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	3%	3%	3%	4%	4%	4%	4%		
Black Non-Hispanic	7,375	6,980	6,848	6,805	6,791	6,639	6,985	6,921	7,545	7,809	7,980	2.2%	8.2%
% <i>Black Non-Hispanic</i>	6%	5%	5%	5%	5%	5%	5%	5%	6%	6%	6%		
Hispanic	10,070	12,101	12,725	13,228	13,420	14,311	15,072	15,603	17,009	17,772	19,040	7.1%	89.1%
% <i>Hispanic</i>	8%	9%	10%	10%	10%	11%	12%	12%	13%	13%	14%		
Native American	898	975	965	949	926	939	900	1,105	1,112	1,259	1,298	3.1%	44.5%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	2,896	3,363	3,717	3,892	4,297	4,073	4,071	4,407	4,795	5,052	5,415	7.2%	87.0%
% <i>Two or More Races</i>	2%	3%	3%	3%	3%	3%	3%	3%	4%	4%	4%		
Total Minority	24,997	27,266	28,228	29,183	29,789	30,382	31,527	32,689	35,064	36,714	38,785	5.6%	55.2%
% <i>Total Minority</i>	19%	21%	22%	22%	23%	24%	24%	25%	27%	28%	29%		

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UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY

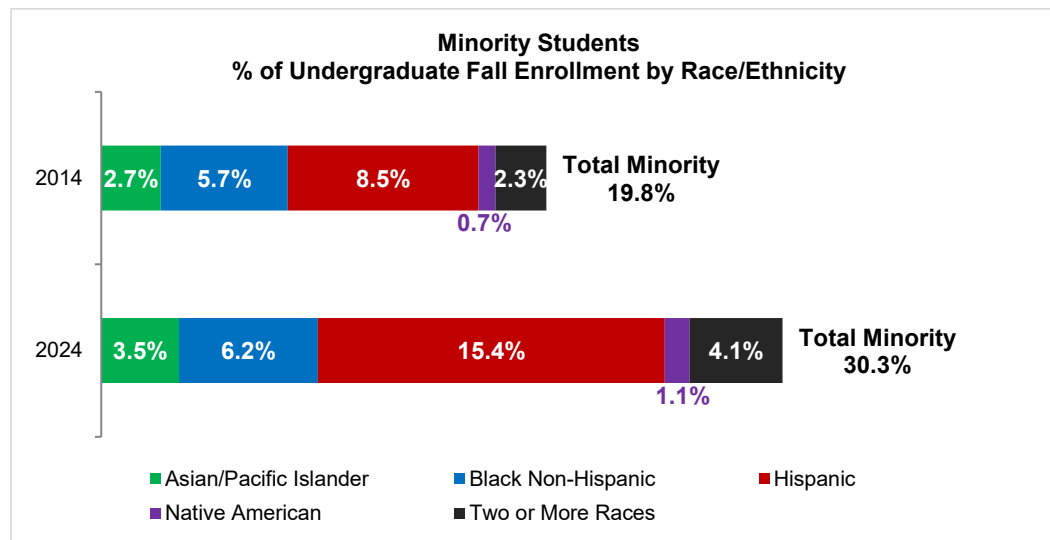
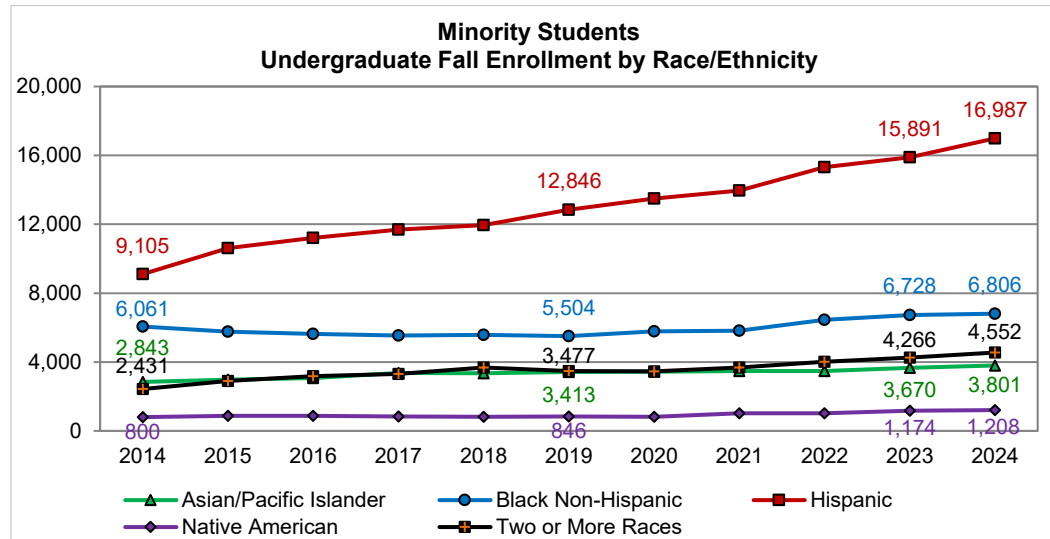


- Between fall 2014 and fall 2024, undergraduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	23-24 1-Yr	14-24 10-Yr
White Non-Hispanic (●)	0.0%	-10.4%
Minority (■)	5.1%	57.0%
U.S. Nonresident (▲)	4.8%	-23.5%
Undergraduate Known Race/Ethnicity Total	1.6%	2.6%

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

UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY



- Between fall 2014 and fall 2024, undergraduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	23-24 1-Yr	14-24 10-Yr
Asian/Pac. Islander (▲)	3.6%	33.7%
Black Non-Hispanic (●)	1.2%	12.3%
Hispanic (■)	6.9%	86.6%
Native American (◆)	2.9%	51.0%
Two or More Races (■)	6.7%	87.2%
Undergraduate Minority Total	5.1%	57.0%

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Undergraduate Fall Enrollment by Sector by Race/Ethnicity

Sector / Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
White Non-Hispanic	29,295	29,310	29,230	28,798	28,026	27,481	27,569	26,733	26,047	25,847	25,709	-0.5%	-12.2%
% <i>White Non-Hispanic</i>	77%	76%	75%	74%	73%	72%	72%	72%	72%	71%	70%		
U.S. Nonresident	2,391	2,385	2,583	2,754	2,736	2,545	1,992	1,612	1,400	1,223	1,197	-2.1%	-49.9%
% <i>U.S. Nonresident</i>	6%	6%	7%	7%	7%	7%	5%	4%	4%	3%	3%		
Minority													
Asian/Pacific Islander	939	1,015	1,085	1,160	1,191	1,230	1,349	1,390	1,410	1,504	1,610	7.0%	71.5%
% <i>Asian/Pacific Islander</i>	2%	3%	3%	3%	3%	3%	4%	4%	4%	4%	4%		
Black Non-Hispanic	1,405	1,395	1,452	1,486	1,460	1,482	1,581	1,569	1,585	1,620	1,677	3.5%	19.4%
% <i>Black Non-Hispanic</i>	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	5%		
Hispanic	2,725	3,063	3,334	3,448	3,655	3,861	4,257	4,262	4,453	4,554	4,752	4.3%	74.4%
% <i>Hispanic</i>	7%	8%	9%	9%	9%	10%	11%	11%	12%	13%	13%		
Native American	96	88	72	91	98	101	80	93	82	90	110	22.2%	14.6%
% <i>Native American</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	1,062	1,218	1,315	1,365	1,346	1,331	1,429	1,404	1,390	1,456	1,484	1.9%	39.7%
% <i>Two or More Races</i>	3%	3%	3%	3%	3%	3%	4%	4%	4%	4%	4%		
Total Minority	6,227	6,779	7,258	7,550	7,750	8,005	8,696	8,718	8,920	9,224	9,633	4.4%	54.7%
% <i>Total Minority</i>	16%	18%	19%	19%	20%	21%	23%	24%	25%	25%	26%		
Nebraska State College System													
White Non-Hispanic	5,913	5,843	5,803	5,558	5,345	5,435	5,434	5,658	5,577	5,408	5,075	-6.2%	-14.2%
% <i>White Non-Hispanic</i>	83%	83%	82%	81%	80%	79%	79%	78%	77%	76%	74%		
U.S. Nonresident	67	89	82	98	108	148	103	136	150	181	243	34.3%	262.7%
% <i>U.S. Nonresident</i>	1%	1%	1%	1%	2%	2%	1%	2%	2%	3%	4%		
Minority													
Asian/Pacific Islander	70	70	58	59	65	55	59	81	74	68	54	-20.6%	-22.9%
% <i>Asian/Pacific Islander</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	339	330	309	281	291	294	293	350	308	322	292	-9.3%	-13.9%
% <i>Black Non-Hispanic</i>	5%	5%	4%	4%	4%	4%	4%	5%	4%	5%	4%		
Hispanic	495	494	544	590	586	658	687	757	800	854	877	2.7%	77.2%
% <i>Hispanic</i>	7%	7%	8%	9%	9%	10%	10%	10%	11%	12%	13%		
Native American	66	83	59	57	61	67	81	106	73	65	63	-3.1%	-4.5%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	177	147	210	213	223	237	219	197	230	241	254	5.4%	43.5%
% <i>Two or More Races</i>	2%	2%	3%	3%	3%	3%	3%	3%	3%	3%	4%		
Total Minority	1,147	1,124	1,180	1,200	1,226	1,311	1,339	1,491	1,485	1,550	1,540	-0.6%	34.3%
% <i>Total Minority</i>	16%	16%	17%	18%	18%	19%	19%	20%	21%	22%	22%		

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Nebraska Community Colleges													
White Non-Hispanic	29,223	28,156	28,064	27,694	27,102	26,676	25,381	26,114	25,927	26,609	27,569	3.6%	-5.7%
% <i>White Non-Hispanic</i>	77%	75%	74%	73%	73%	72%	72%	72%	70%	69%	67%		
U.S. Nonresident	254	305	352	379	363	298	247	231	290	365	390	6.8%	53.5%
% <i>U.S. Nonresident</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	1,049	1,087	1,097	1,182	1,109	1,170	975	925	933	1,017	1,075	5.7%	2.5%
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
Black Non-Hispanic	2,536	2,461	2,438	2,335	2,290	2,116	1,869	1,878	2,040	2,197	2,385	8.6%	-6.0%
% <i>Black Non-Hispanic</i>	7%	7%	6%	6%	6%	6%	5%	5%	5%	6%	6%		
Hispanic	4,108	4,372	4,839	5,048	5,243	5,675	5,364	5,791	6,417	6,926	7,531	8.7%	83.3%
% <i>Hispanic</i>	11%	12%	13%	13%	14%	15%	15%	16%	17%	18%	18%		
Native American	276	290	332	261	239	254	222	248	249	229	279	21.8%	1.1%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	613	716	852	867	956	1,022	1,034	1,142	1,271	1,436	1,634	13.8%	166.6%
% <i>Two or More Races</i>	2%	2%	2%	2%	3%	3%	3%	3%	3%	4%	4%		
Total Minority	8,582	8,926	9,558	9,693	9,837	10,237	9,464	9,984	10,910	11,805	12,904	9.3%	50.4%
% <i>Total Minority</i>	23%	24%	25%	26%	26%	28%	27%	27%	29%	30%	32%		
Nebraska Nonpublic Institutions													
White Non-Hispanic	18,363	16,517	16,049	16,050	15,431	16,008	16,817	16,786	16,760	16,286	15,829	-2.8%	-13.8%
% <i>White Non-Hispanic</i>	76%	71%	71%	70%	69%	70%	68%	67%	64%	63%	62%		
U.S. Nonresident	480	526	612	526	385	379	296	356	442	563	613	8.9%	27.7%
% <i>U.S. Nonresident</i>	2%	2%	3%	2%	2%	2%	1%	1%	2%	2%	2%		
Minority													
Asian/Pacific Islander	785	798	831	968	976	958	1,056	1,081	1,064	1,081	1,062	-1.8%	35.3%
% <i>Asian/Pacific Islander</i>	3%	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%		
Black Non-Hispanic	1,781	1,568	1,425	1,441	1,528	1,612	2,031	2,027	2,520	2,589	2,452	-5.3%	37.7%
% <i>Black Non-Hispanic</i>	7%	7%	6%	6%	7%	7%	8%	8%	10%	10%	10%		
Hispanic	1,777	2,681	2,490	2,608	2,462	2,652	3,177	3,151	3,641	3,557	3,827	7.6%	115.4%
% <i>Hispanic</i>	7%	11%	11%	11%	11%	12%	13%	13%	14%	14%	15%		
Native American	362	414	412	421	418	424	428	573	619	790	756	-4.3%	108.8%
% <i>Native American</i>	2%	2%	2%	2%	2%	2%	2%	2%	2%	3%	3%		
Two or More Races	579	818	807	860	1,164	887	785	947	1,119	1,133	1,180	4.1%	103.8%
% <i>Two or More Races</i>	2%	4%	4%	4%	5%	4%	3%	4%	4%	4%	5%		
Total Minority	5,284	6,279	5,965	6,298	6,548	6,533	7,477	7,779	8,963	9,150	9,277	1.4%	75.6%
% <i>Total Minority</i>	22%	27%	26%	28%	29%	29%	30%	31%	34%	35%	36%		

UNDERGRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Nebraska Total													
White Non-Hispanic	82,794	79,826	79,146	78,100	75,904	75,600	75,201	75,291	74,311	74,150	74,182	0.0%	-10.4%
% <i>White Non-Hispanic</i>	77%	75%	74%	73%	72%	72%	72%	71%	70%	69%	67%		
U.S. Nonresident	3,192	3,305	3,629	3,757	3,592	3,370	2,638	2,335	2,282	2,332	2,443	4.8%	-23.5%
% <i>U.S. Nonresident</i>	3%	3%	3%	4%	3%	3%	3%	2%	2%	2%	2%		
Minority													
Asian/Pacific Islander	2,843	2,970	3,071	3,369	3,341	3,413	3,439	3,477	3,481	3,670	3,801	3.6%	33.7%
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
Black Non-Hispanic	6,061	5,754	5,624	5,543	5,569	5,504	5,774	5,824	6,453	6,728	6,806	1.2%	12.3%
% <i>Black Non-Hispanic</i>	6%	5%	5%	5%	5%	5%	6%	6%	6%	6%	6%		
Hispanic	9,105	10,610	11,207	11,694	11,946	12,846	13,485	13,961	15,311	15,891	16,987	6.9%	86.6%
% <i>Hispanic</i>	8%	10%	10%	11%	11%	12%	13%	13%	14%	15%	15%		
Native American	800	875	875	830	816	846	811	1,020	1,023	1,174	1,208	2.9%	51.0%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	2,431	2,899	3,184	3,305	3,689	3,477	3,467	3,690	4,010	4,266	4,552	6.7%	87.2%
% <i>Two or More Races</i>	2%	3%	3%	3%	4%	3%	3%	3%	4%	4%	4%		
Total Minority	21,240	23,108	23,961	24,741	25,361	26,086	26,976	27,972	30,278	31,729	33,354	5.1%	57.0%
% <i>Total Minority</i>	20%	22%	22%	23%	24%	25%	26%	26%	28%	29%	30%		

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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
White Non-Hispanic													
Full-Time	57,317	54,556	53,278	52,272	50,995	50,218	50,715	49,579	48,249	48,312	47,571	-1.5%	-17.0%
% Full-Time	69%	68%	67%	67%	67%	66%	67%	66%	65%	65%	64%		
Part-Time	25,477	25,270	25,868	25,828	24,909	25,382	24,486	25,712	26,062	25,838	26,611	3.0%	4.5%
% Part-Time	31%	32%	33%	33%	33%	34%	33%	34%	35%	35%	36%		
U.S. Nonresident													
Full-Time	2,928	2,987	3,350	3,451	3,272	3,069	2,356	2,081	2,091	2,033	2,180	7.2%	-25.5%
% Full-Time	92%	90%	92%	92%	91%	91%	89%	89%	92%	87%	89%		
Part-Time	264	318	279	306	320	301	282	254	191	299	263	-12.0%	-0.4%
% Part-Time	8%	10%	8%	8%	9%	9%	11%	11%	8%	13%	11%		
Minority													
Asian/Pacific Islander													
Full-Time	1,895	2,022	2,024	2,252	2,315	2,259	2,333	2,440	2,336	2,533	2,593	2.4%	36.8%
% Full-Time	67%	68%	66%	67%	69%	66%	68%	70%	67%	69%	68%		
Part-Time	948	948	1,047	1,117	1,026	1,154	1,106	1,037	1,145	1,137	1,208	6.2%	27.4%
% Part-Time	33%	32%	34%	33%	31%	34%	32%	30%	33%	31%	32%		
Black Non-Hispanic													
Full-Time	3,854	3,536	3,406	3,384	3,358	3,291	3,421	3,488	3,656	3,914	4,062	3.8%	5.4%
% Full-Time	64%	61%	61%	61%	60%	60%	59%	60%	57%	58%	60%		
Part-Time	2,207	2,218	2,218	2,159	2,211	2,213	2,353	2,336	2,797	2,814	2,744	-2.5%	24.3%
% Part-Time	36%	39%	39%	39%	40%	40%	41%	40%	43%	42%	40%		
Hispanic													
Full-Time	5,986	7,072	7,289	7,495	7,535	7,898	8,643	8,559	8,876	9,382	9,881	5.3%	65.1%
% Full-Time	66%	67%	65%	64%	63%	61%	64%	61%	58%	59%	58%		
Part-Time	3,119	3,538	3,918	4,199	4,411	4,948	4,842	5,402	6,435	6,509	7,106	9.2%	127.8%
% Part-Time	34%	33%	35%	36%	37%	39%	36%	39%	42%	41%	42%		
Native American													
Full-Time	488	470	466	424	414	382	421	450	444	510	478	-6.3%	-2.0%
% Full-Time	61%	54%	53%	51%	51%	45%	52%	44%	43%	43%	40%		
Part-Time	312	405	409	406	402	464	390	570	579	664	730	9.9%	134.0%
% Part-Time	39%	46%	47%	49%	49%	55%	48%	56%	57%	57%	60%		

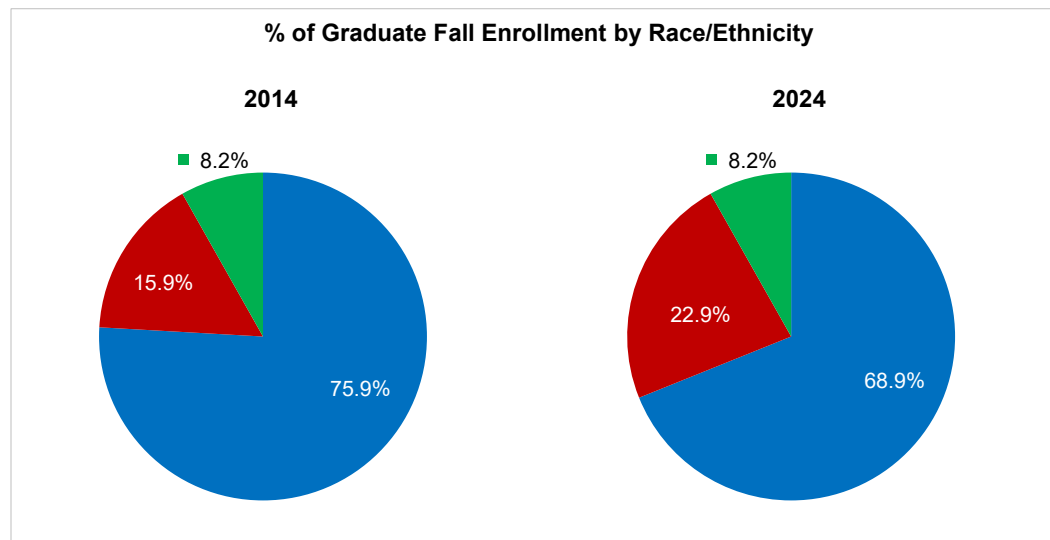
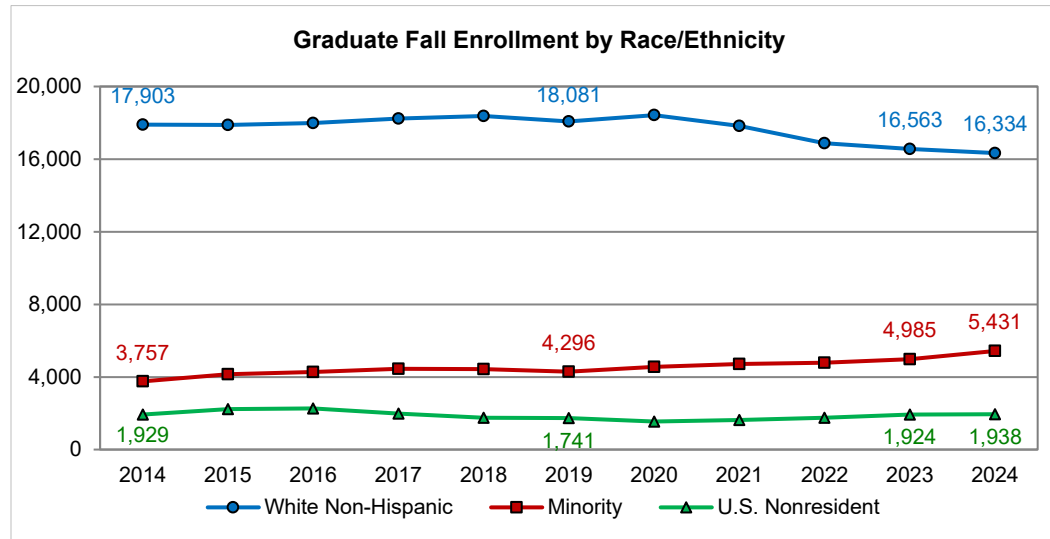
UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY by FULL-TIME/PART-TIME CLASSIFICATION

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

Race/Ethnicity / Full-Time/Part-Time	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Two or More Races													
Full-Time	1,863	2,233	2,415	2,488	2,538	2,456	2,439	2,499	2,645	2,847	2,970	4.3%	59.4%
% Full-Time	77%	77%	76%	75%	69%	71%	70%	68%	66%	67%	65%		
Part-Time	568	666	769	817	1,151	1,021	1,028	1,191	1,365	1,419	1,582	11.5%	178.5%
% Part-Time	23%	23%	24%	25%	31%	29%	30%	32%	34%	33%	35%		
Total Minority													
Full-Time	14,086	15,333	15,600	16,043	16,160	16,286	17,257	17,436	17,957	19,186	19,984	4.2%	41.9%
% Full-Time	66%	66%	65%	65%	64%	62%	64%	62%	59%	60%	60%		
Part-Time	7,154	7,775	8,361	8,698	9,201	9,800	9,719	10,536	12,321	12,543	13,370	6.6%	86.9%
% Part-Time	34%	34%	35%	35%	36%	38%	36%	38%	41%	40%	40%		

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GRADUATE FALL ENROLLMENT by RACE/ETHNICITY

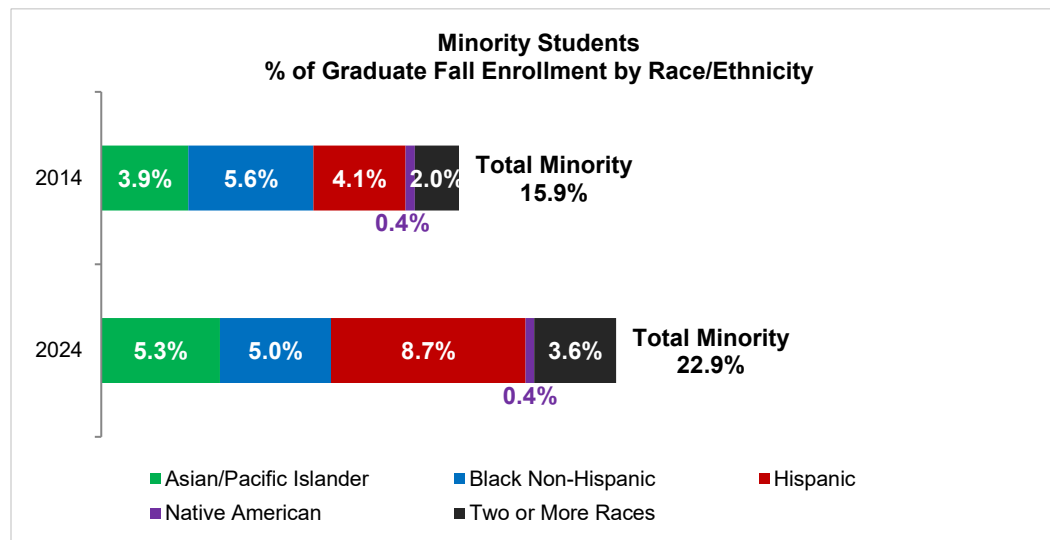
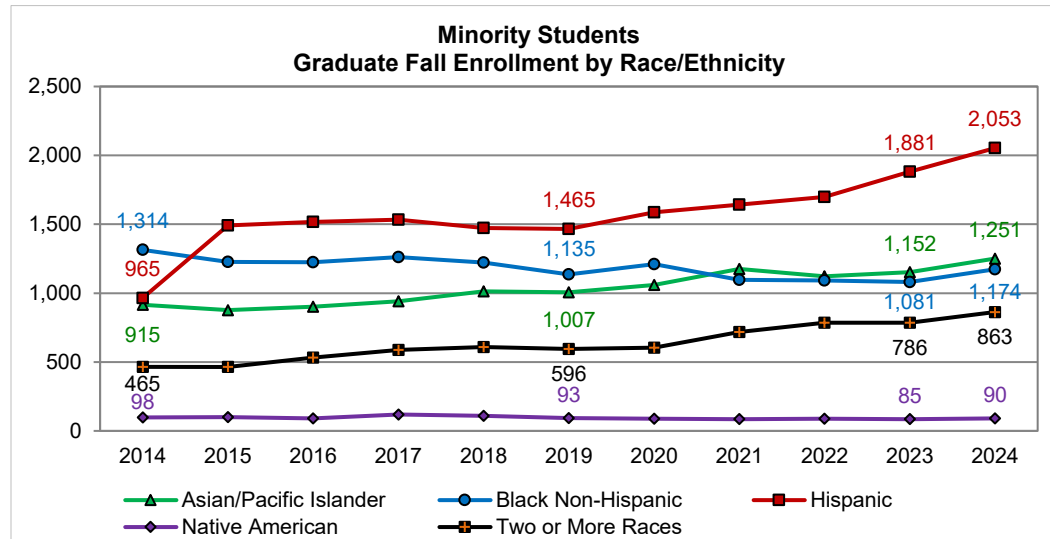


- Between fall 2014 and fall 2024, graduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	23-24 1-Yr	14-24 10-Yr
White Non-Hispanic (●)	-1.4%	-8.8%
Minority (■)	8.9%	44.6%
U.S. Nonresident (▲)	0.7%	0.5%
Graduate Known Race/Ethnicity Total	1.0%	0.5%

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

GRADUATE FALL ENROLLMENT by RACE/ETHNICITY



- Between fall 2014 and fall 2024, graduate enrollment by race/ethnicity changed as follows:

Race/Ethnicity	23-24 1-Yr	14-24 10-Yr
Asian/Pac. Islander (▲)	8.6%	36.7%
Black Non-Hispanic (●)	8.6%	-10.7%
Hispanic (■)	9.1%	112.7%
Native American (◆)	5.9%	-8.2%
Two or More Races (■)	9.8%	85.6%
Graduate Minority Total	8.9%	44.6%

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

GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

Graduate Fall Enrollment by Sector by Race/Ethnicity

Sector / Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
White Non-Hispanic	9,108	9,186	9,325	9,474	9,496	9,339	9,134	9,017	8,433	8,463	8,400	-0.7%	-7.8%
% <i>White Non-Hispanic</i>	75%	75%	74%	74%	75%	74%	75%	73%	71%	69%	68%		
U.S. Nonresident	1,677	1,758	1,793	1,734	1,584	1,579	1,378	1,494	1,605	1,784	1,802	1.0%	7.5%
% <i>U.S. Nonresident</i>	14%	14%	14%	14%	13%	13%	11%	12%	13%	15%	15%		
Minority													
Asian/Pacific Islander	341	323	343	366	384	395	396	424	372	391	440	12.5%	29.0%
% <i>Asian/Pacific Islander</i>	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	4%		
Black Non-Hispanic	328	326	325	347	332	333	358	344	358	368	392	6.5%	19.5%
% <i>Black Non-Hispanic</i>	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
Hispanic	440	445	490	536	567	604	655	741	772	848	898	5.9%	104.1%
% <i>Hispanic</i>	4%	4%	4%	4%	4%	5%	5%	6%	6%	7%	7%		
Native American	38	33	28	39	33	22	23	22	28	30	25	-16.7%	-34.2%
% <i>Native American</i>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	197	223	263	273	270	280	297	361	383	383	416	8.6%	111.2%
% <i>Two or More Races</i>	2%	2%	2%	2%	2%	2%	2%	3%	3%	3%	3%		
Total Minority	1,344	1,350	1,449	1,561	1,586	1,634	1,729	1,892	1,913	2,020	2,171	7.5%	61.5%
% <i>Total Minority</i>	11%	11%	12%	12%	13%	13%	14%	15%	16%	16%	18%		
Nebraska State College System													
White Non-Hispanic	1,065	1,242	1,310	1,245	1,286	1,299	1,302	1,361	1,392	1,292	1,165	-9.8%	9.4%
% <i>White Non-Hispanic</i>	86%	88%	88%	89%	89%	89%	88%	88%	88%	88%	87%		
U.S. Nonresident	6	17	14	6	5	9	14	13	9	10	10	0.0%	66.7%
% <i>U.S. Nonresident</i>	0%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	25	30	19	16	14	17	14	13	16	12	11	-8.3%	-56.0%
% <i>Asian/Pacific Islander</i>	2%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Black Non-Hispanic	54	54	48	45	43	36	37	28	41	36	34	-5.6%	-37.0%
% <i>Black Non-Hispanic</i>	4%	4%	3%	3%	3%	2%	2%	2%	3%	2%	3%		
Hispanic	44	39	56	52	53	54	70	75	57	63	66	4.8%	50.0%
% <i>Hispanic</i>	4%	3%	4%	4%	4%	4%	5%	5%	4%	4%	5%		
Native American	10	14	11	16	15	12	15	22	18	15	20	33.3%	100.0%
% <i>Native American</i>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%		
Two or More Races	29	18	27	26	24	29	35	34	41	33	35	6.1%	20.7%
% <i>Two or More Races</i>	2%	1%	2%	2%	2%	2%	2%	2%	3%	2%	3%		
Total Minority	162	155	161	155	149	148	171	172	173	159	166	4.4%	2.5%
% <i>Total Minority</i>	13%	11%	11%	11%	10%	10%	11%	11%	11%	11%	12%		

GRADUATE FALL ENROLLMENT by SECTOR by RACE/ETHNICITY

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

Sector / Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Nebraska Nonpublic Institutions													
White Non-Hispanic	7,730	7,455	7,359	7,515	7,597	7,443	7,985	7,452	7,048	6,808	6,769	-0.6%	-12.4%
% White Non-Hispanic	76%	71%	70%	72%	73%	74%	74%	73%	71%	70%	68%		
U.S. Nonresident	246	446	459	247	166	153	154	124	132	130	126	-3.1%	-48.8%
% U.S. Nonresident	2%	4%	4%	2%	2%	2%	1%	1%	1%	1%	1%		
Minority													
Asian/Pacific Islander	549	524	540	558	616	595	650	739	734	749	800	6.8%	45.7%
% Asian/Pacific Islander	5%	5%	5%	5%	6%	6%	6%	7%	7%	8%	8%		
Black Non-Hispanic	932	846	851	870	847	766	816	725	693	677	748	10.5%	-19.7%
% Black Non-Hispanic	9%	8%	8%	8%	8%	8%	8%	7%	7%	7%	7%		
Hispanic	481	1,007	972	946	854	807	862	826	869	970	1,089	12.3%	126.4%
% Hispanic	5%	10%	9%	9%	8%	8%	8%	8%	9%	10%	11%		
Native American	50	53	51	64	62	59	51	41	43	40	45	12.5%	-10.0%
% Native American	0%	1%	0%	1%	1%	1%	0%	0%	0%	0%	0%		
Two or More Races	239	223	243	288	314	287	272	322	361	370	412	11.4%	72.4%
% Two or More Races	2%	2%	2%	3%	3%	3%	3%	3%	4%	4%	4%		
Total Minority	2,251	2,653	2,657	2,726	2,693	2,514	2,651	2,653	2,700	2,806	3,094	10.3%	37.5%
% Total Minority	22%	25%	25%	26%	26%	25%	25%	26%	27%	29%	31%		
Nebraska Total													
White Non-Hispanic	17,903	17,883	17,994	18,234	18,379	18,081	18,421	17,830	16,873	16,563	16,334	-1.4%	-8.8%
% White Non-Hispanic	76%	74%	73%	74%	75%	75%	75%	74%	72%	71%	69%		
U.S. Nonresident	1,929	2,221	2,266	1,987	1,755	1,741	1,546	1,631	1,746	1,924	1,938	0.7%	0.5%
% U.S. Nonresident	8%	9%	9%	8%	7%	7%	6%	7%	7%	8%	8%		
Minority													
Asian/Pacific Islander	915	877	902	940	1,014	1,007	1,060	1,176	1,122	1,152	1,251	8.6%	36.7%
% Asian/Pacific Islander	4%	4%	4%	4%	4%	4%	4%	5%	5%	5%	5%		
Black Non-Hispanic	1,314	1,226	1,224	1,262	1,222	1,135	1,211	1,097	1,092	1,081	1,174	8.6%	-10.7%
% Black Non-Hispanic	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%		
Hispanic	965	1,491	1,518	1,534	1,474	1,465	1,587	1,642	1,698	1,881	2,053	9.1%	112.7%
% Hispanic	4%	6%	6%	6%	6%	6%	6%	7%	7%	8%	9%		
Native American	98	100	90	119	110	93	89	85	89	85	90	5.9%	-8.2%
% Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Two or More Races	465	464	533	587	608	596	604	717	785	786	863	9.8%	85.6%
% Two or More Races	2%	2%	2%	2%	2%	2%	2%	3%	3%	3%	4%		
Total Minority	3,757	4,158	4,267	4,442	4,428	4,296	4,551	4,717	4,786	4,985	5,431	8.9%	44.6%
% Total Minority	16%	17%	17%	18%	18%	18%	19%	20%	20%	21%	23%		

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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
White Non-Hispanic													
Full-Time	9,335	8,963	9,028	9,097	8,758	8,981	9,375	9,002	8,465	8,535	8,833	3.5%	-5.4%
% Full-Time	52%	50%	50%	50%	48%	50%	51%	50%	50%	52%	54%		
Part-Time	8,568	8,920	8,966	9,137	9,621	9,100	9,046	8,828	8,408	8,028	7,501	-6.6%	-12.5%
% Part-Time	48%	50%	50%	50%	52%	50%	49%	50%	50%	48%	46%		
U.S. Nonresident													
Full-Time	1,545	1,838	1,830	1,577	1,398	1,343	1,115	1,187	1,308	1,468	1,558	6.1%	0.8%
% Full-Time	80%	83%	81%	79%	80%	77%	72%	73%	75%	76%	80%		
Part-Time	384	383	436	410	357	398	431	444	438	456	380	-16.7%	-1.0%
% Part-Time	20%	17%	19%	21%	20%	23%	28%	27%	25%	24%	20%		
Minority													
Asian/Pacific Islander													
Full-Time	627	597	644	663	686	697	755	808	810	831	907	9.1%	44.7%
% Full-Time	69%	68%	71%	71%	68%	69%	71%	69%	72%	72%	73%		
Part-Time	288	280	258	277	328	310	305	368	312	321	344	7.2%	19.4%
% Part-Time	31%	32%	29%	29%	32%	31%	29%	31%	28%	28%	27%		
Black Non-Hispanic													
Full-Time	732	642	717	756	559	532	683	591	598	627	707	12.8%	-3.4%
% Full-Time	56%	52%	59%	60%	46%	47%	56%	54%	55%	58%	60%		
Part-Time	582	584	507	506	663	603	528	506	494	454	467	2.9%	-19.8%
% Part-Time	44%	48%	41%	40%	54%	53%	44%	46%	45%	42%	40%		
Hispanic													
Full-Time	559	883	916	865	710	741	891	921	1,002	1,114	1,249	12.1%	123.4%
% Full-Time	58%	59%	60%	56%	48%	51%	56%	56%	59%	59%	61%		
Part-Time	406	608	602	669	764	724	696	721	696	767	804	4.8%	98.0%
% Part-Time	42%	41%	40%	44%	52%	49%	44%	44%	41%	41%	39%		
Native American													
Full-Time	50	50	43	58	54	39	38	41	42	46	51	10.9%	2.0%
% Full-Time	51%	50%	48%	49%	49%	42%	43%	48%	47%	54%	57%		
Part-Time	48	50	47	61	56	54	51	44	47	39	39	0.0%	-18.8%
% Part-Time	49%	50%	52%	51%	51%	58%	57%	52%	53%	46%	43%		

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)

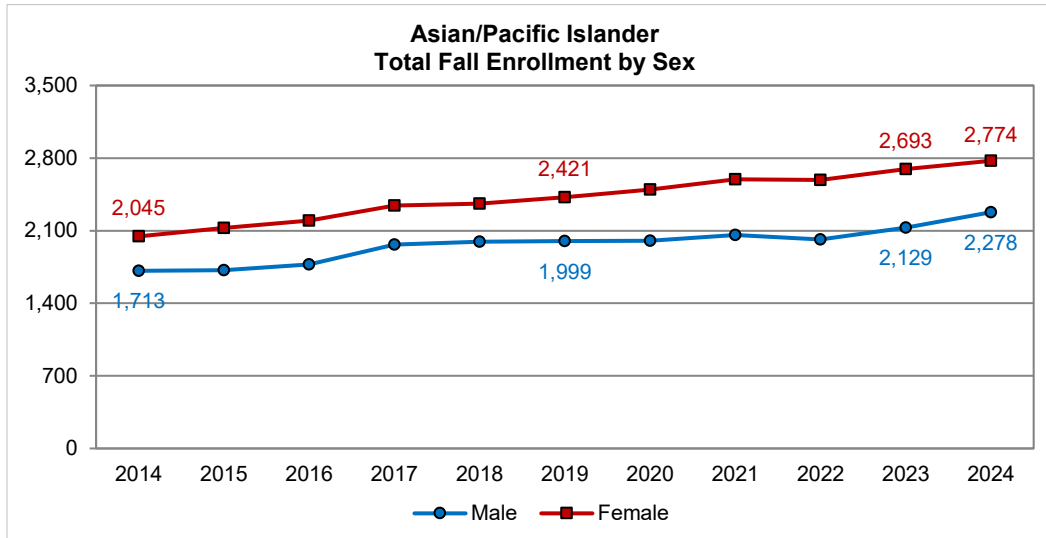
Race/Ethnicity / Full-Time/Part-Time	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
Two or More Races													
Full-Time	294	278	328	351	330	333	343	412	484	478	557	16.5%	89.5%
% Full-Time	63%	60%	62%	60%	54%	56%	57%	57%	62%	61%	65%		
Part-Time	171	186	205	236	278	263	261	305	301	308	306	-0.6%	78.9%
% Part-Time	37%	40%	38%	40%	46%	44%	43%	43%	38%	39%	35%		
Total Minority													
Full-Time	2,262	2,450	2,648	2,693	2,339	2,342	2,710	2,773	2,936	3,096	3,471	12.1%	53.4%
% Full-Time	60%	59%	62%	61%	53%	55%	60%	59%	61%	62%	64%		
Part-Time	1,495	1,708	1,619	1,749	2,089	1,954	1,841	1,944	1,850	1,889	1,960	3.8%	31.1%
% Part-Time	40%	41%	38%	39%	47%	45%	40%	41%	39%	38%	36%		

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Section 5

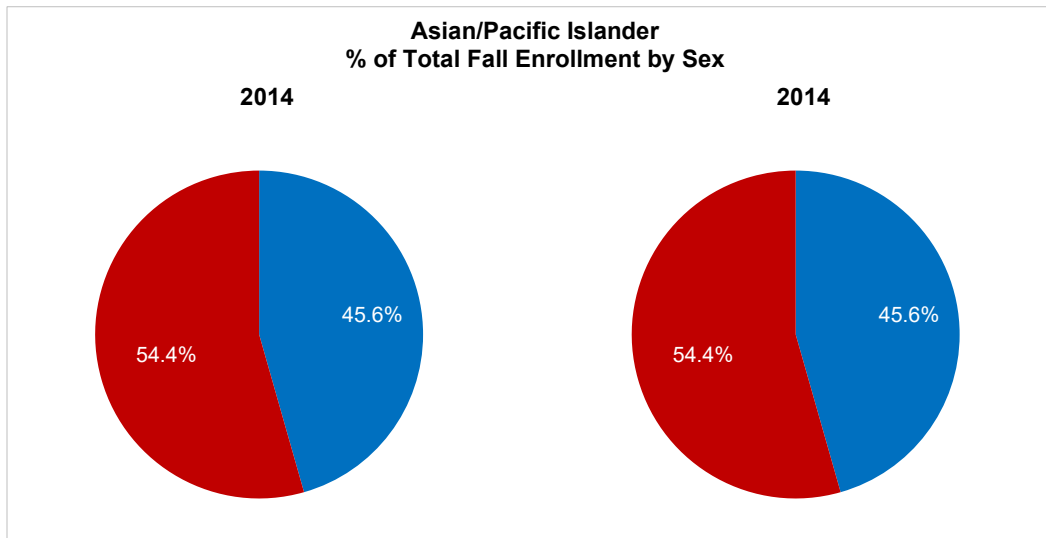
Total Fall Enrollment by Race/Ethnicity by Sex

ASIAN/PACIFIC ISLANDER TOTAL FALL ENROLLMENT by SEX

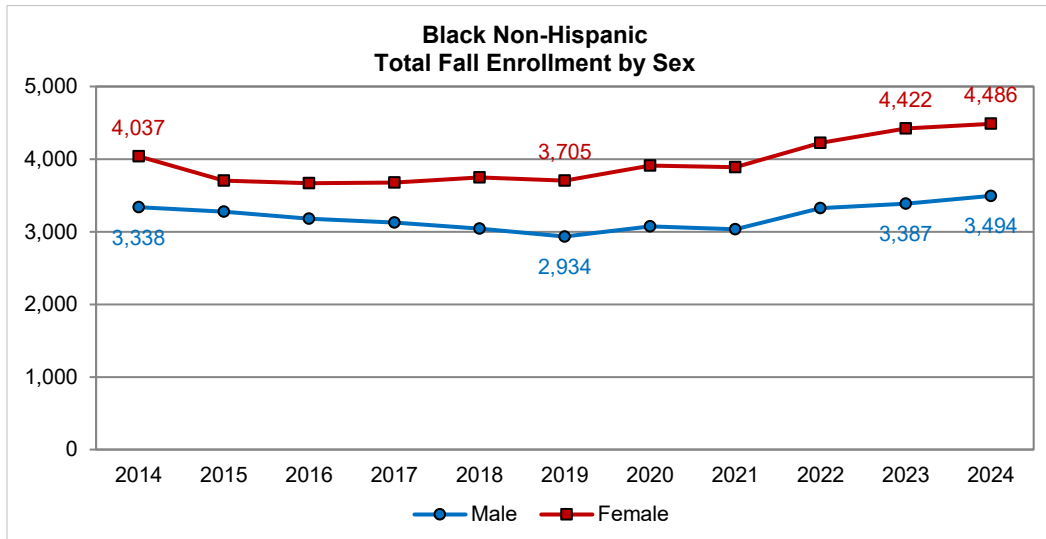


- Between fall 2014 and fall 2024, enrollment for Asian/Pacific Islanders by sex changed as follows:

Sex	23-24 1-Yr	14-24 10-Yr
Male (●)	7.0%	33.0%
Female (■)	3.0%	35.6%
Asian/Pacific Islander Total	4.8%	34.4%

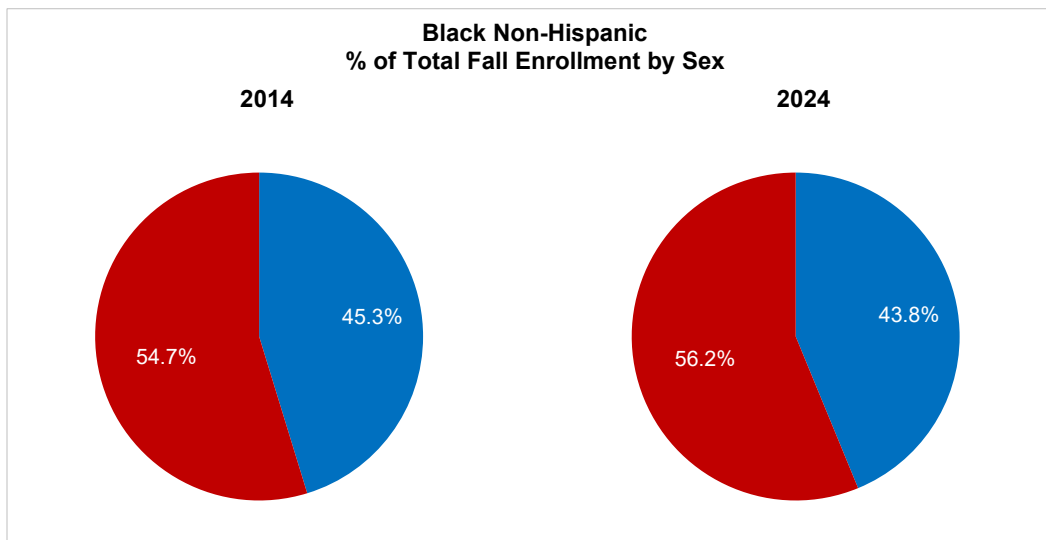


BLACK NON-HISPANIC TOTAL FALL ENROLLMENT by SEX

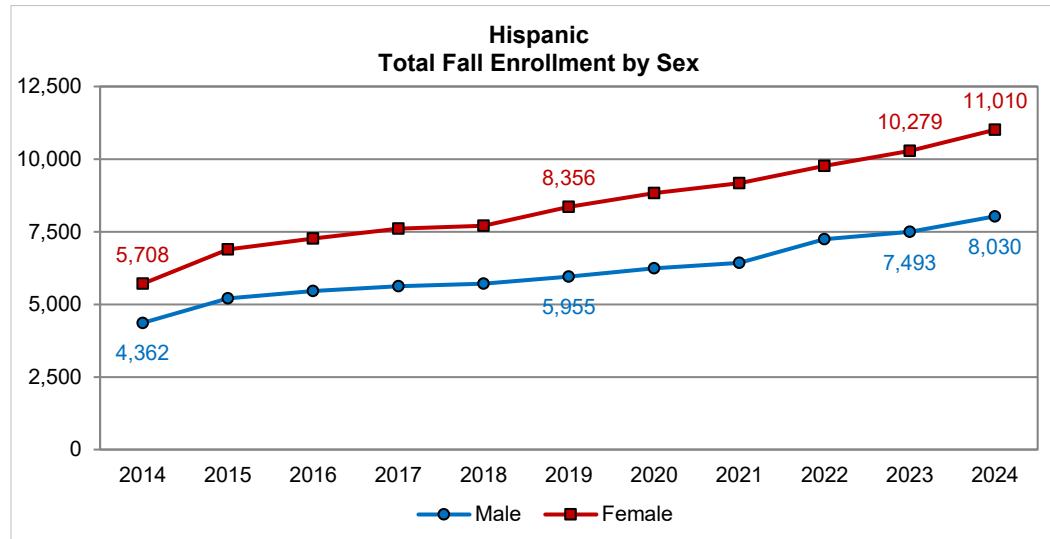


- Between fall 2014 and fall 2024, enrollment for Black non-Hispanics by sex changed as follows:

Sex	23-24 1-Yr	14-24 10-Yr
Male (●)	3.2%	4.7%
Female (■)	1.4%	11.1%
Black Non-Hispanic Total	2.2%	8.2%

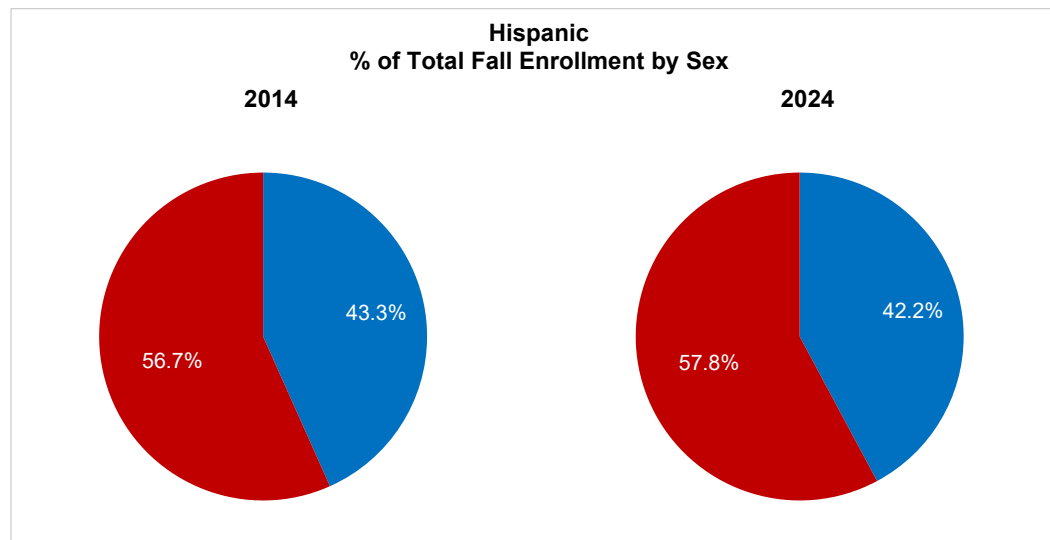


HISPANIC TOTAL FALL ENROLLMENT by SEX

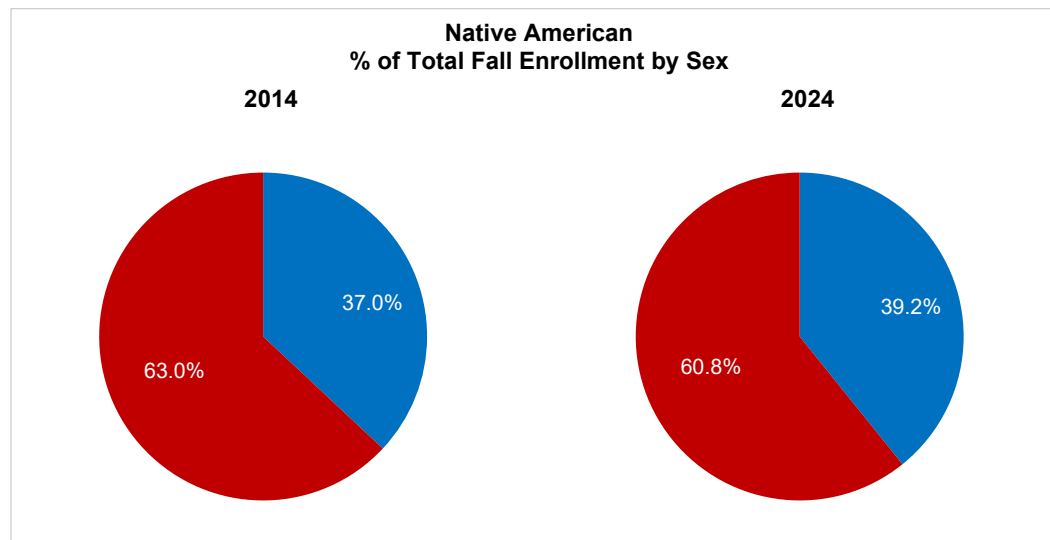
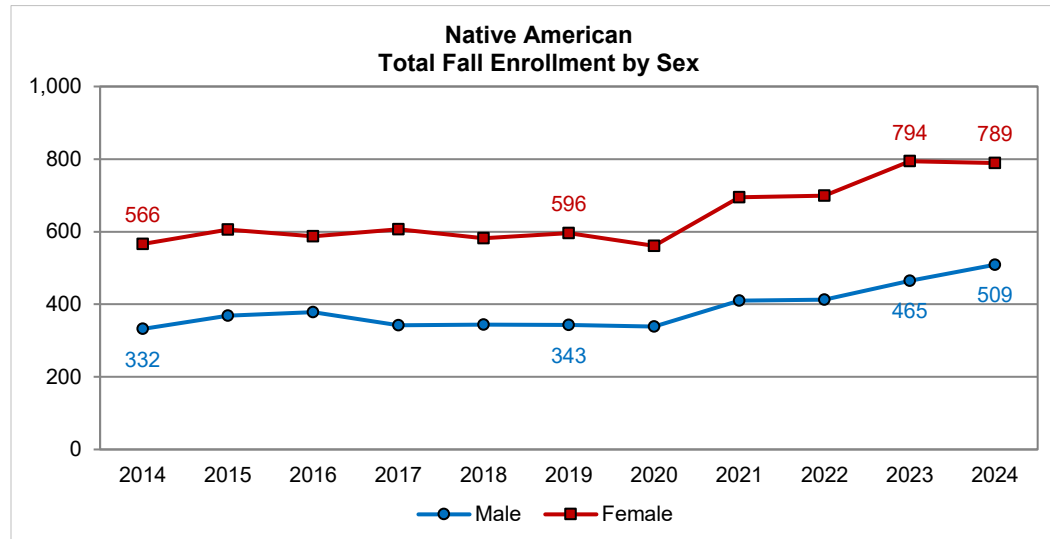


- Between fall 2014 and fall 2024, enrollment for Hispanics by sex changed as follows:

Sex	23-24 1-Yr	14-24 10-Yr
Male (●)	7.2%	84.1%
Female (■)	7.1%	92.9%
Hispanic Total	7.1%	89.1%



NATIVE AMERICAN TOTAL FALL ENROLLMENT by SEX

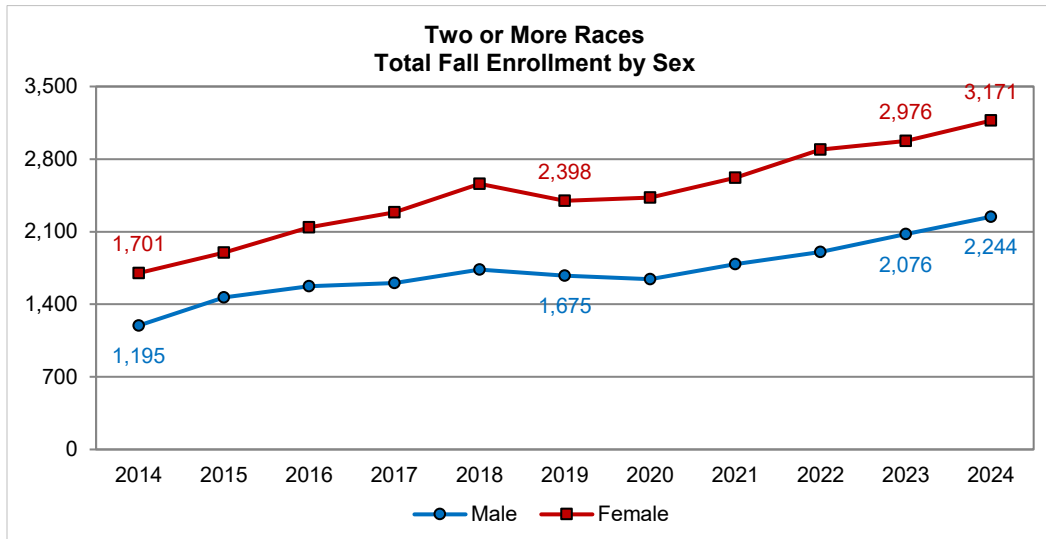


- Between fall 2014 and fall 2024, enrollment for Native Americans by sex changed as follows:

Sex	23-24 1-Yr	14-24 10-Yr
Male (●)	9.5%	53.3%
Female (■)	-0.6%	39.4%
Native American Total	3.1%	44.5%

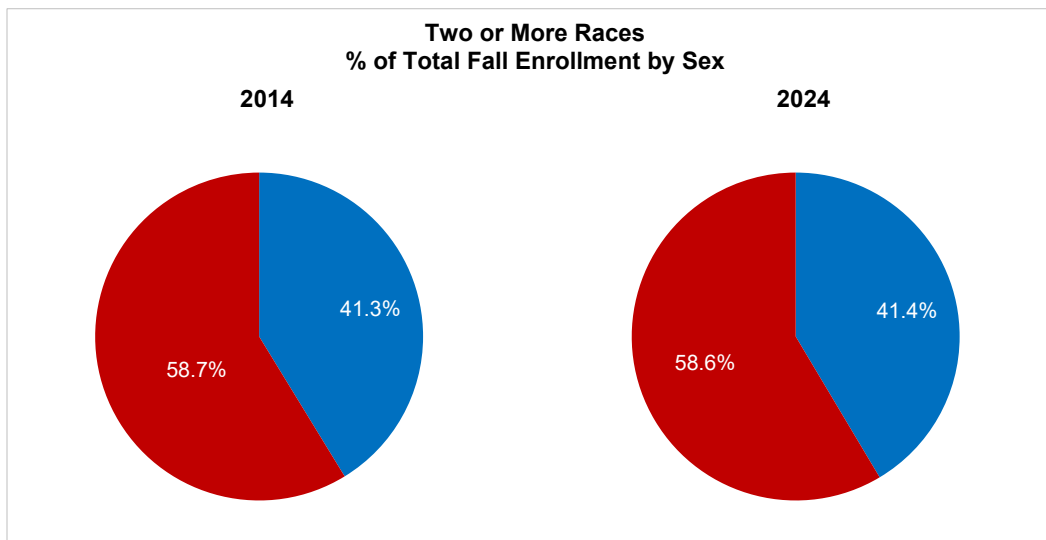
- The recent increases in Native American enrollments are largely attributable to increases at Nebraska Indian Community College (NICC). Since fall 2014, enrollments at NICC for female Native Americans increased 278.0% (from 82 to 310). Meanwhile, enrollments for male Native Americans increased 418.2% (from 33 to 171).

TWO OR MORE RACES TOTAL FALL ENROLLMENT by SEX

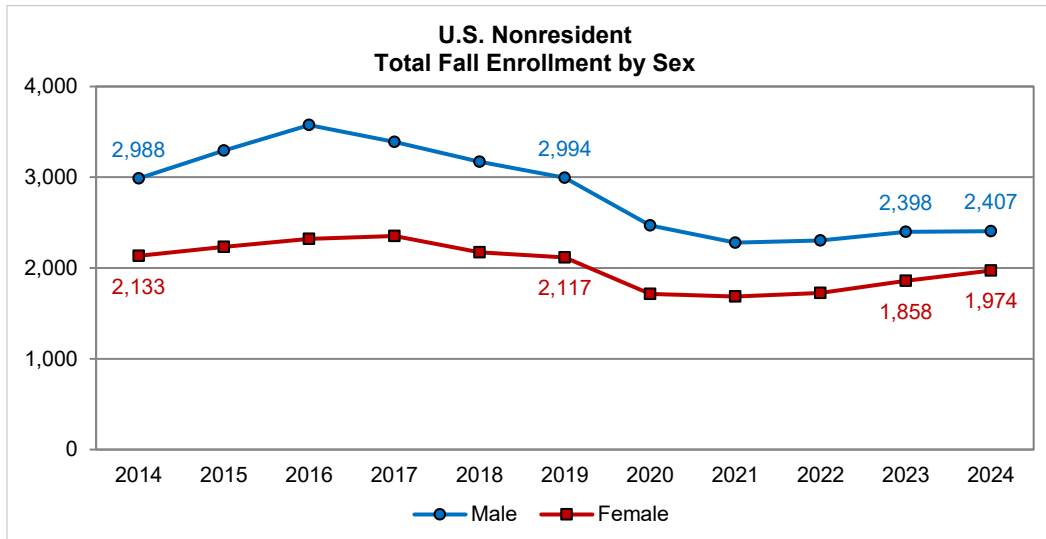


- Between fall 2014 and fall 2024, enrollment for multi-racial students by sex changed as follows:

Sex	23-24 1-Yr	14-24 10-Yr
Male (●)	8.1%	87.8%
Female (■)	6.6%	86.4%
Two or More Races Total	7.2%	87.0%

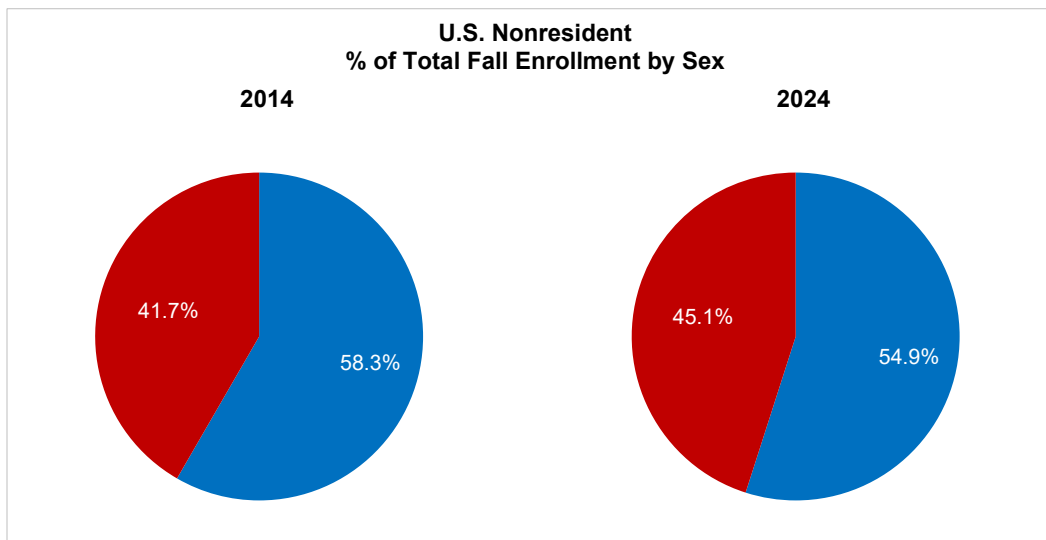


U.S. NONRESIDENT TOTAL FALL ENROLLMENT by SEX

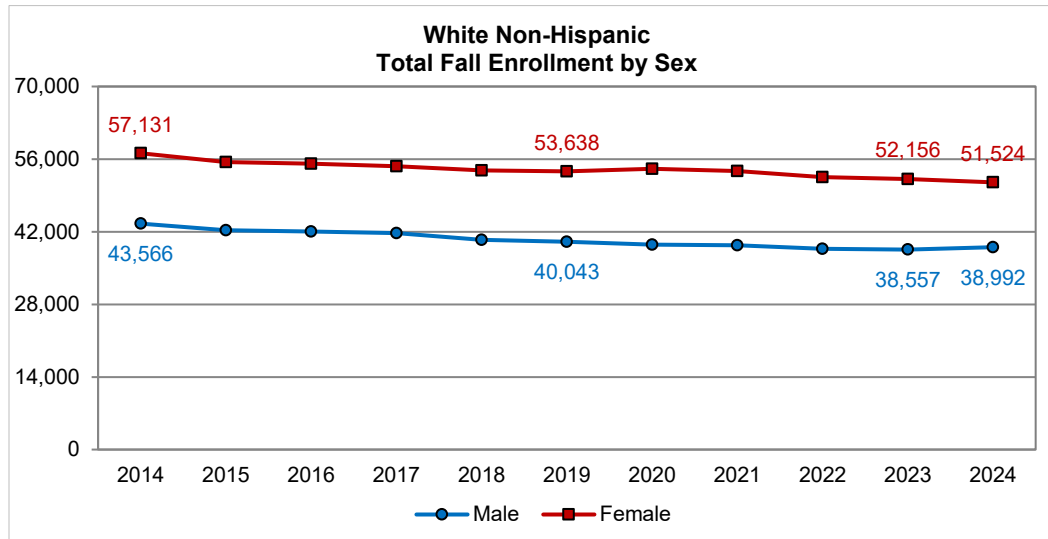


- Between fall 2014 and fall 2024, enrollment for U.S. Nonresidents by sex changed as follows:

Sex	23-24 1-Yr	14-24 10-Yr
Male (●)	0.4%	-19.4%
Female (■)	6.2%	-7.5%
U.S. Nonresident Total	2.9%	-14.5%

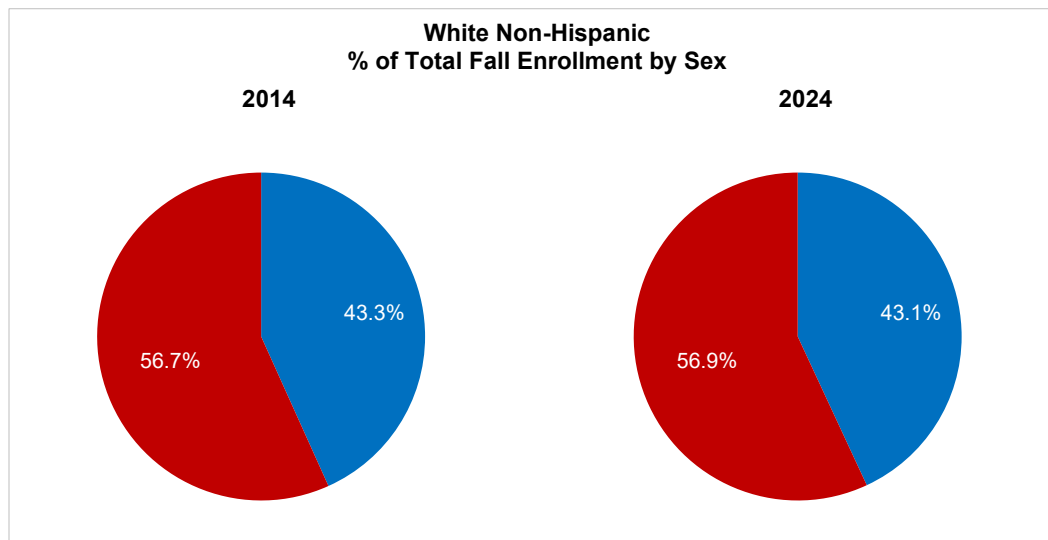


WHITE NON-HISPANIC TOTAL FALL ENROLLMENT by SEX



- Between fall 2014 and fall 2024, enrollment for White non-Hispanics by sex changed as follows:

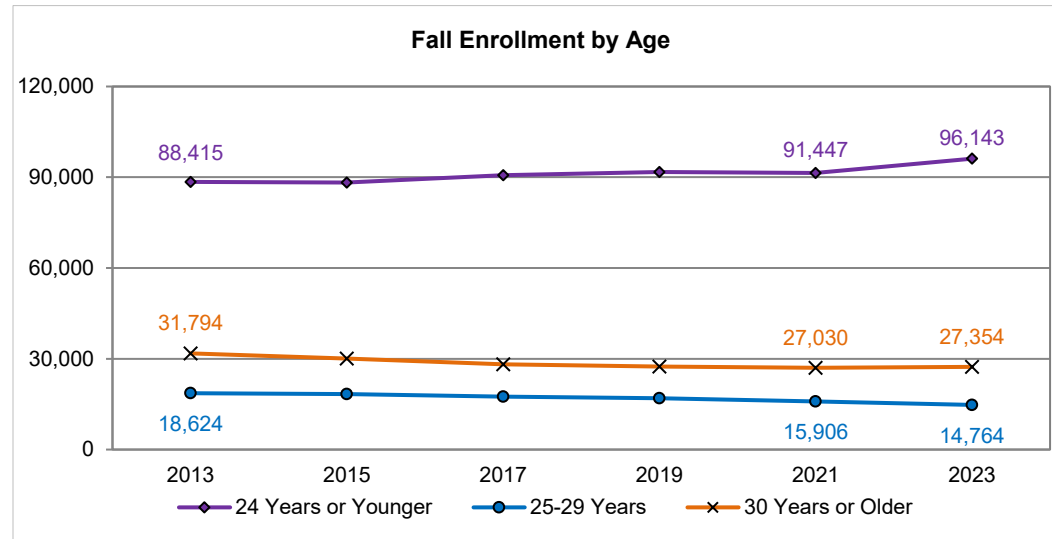
Sex	23-24 1-Yr	14-24 10-Yr
Male (●)	1.1%	-10.5%
Female (■)	-1.2%	-9.8%
White Non-Hispanic Total	-0.2%	-10.1%



Section 6

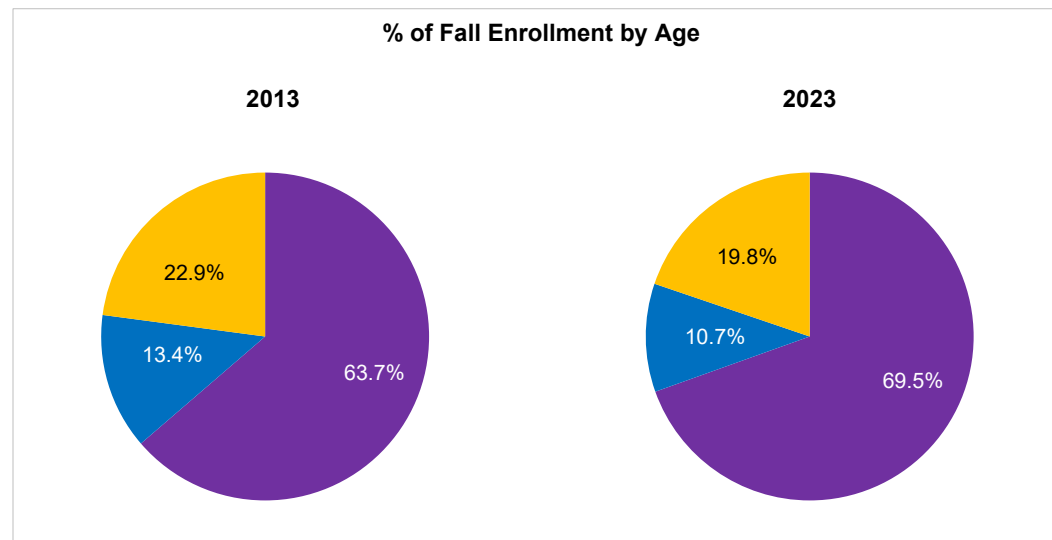
Total Fall Enrollment by Age

FALL ENROLLMENT by AGE



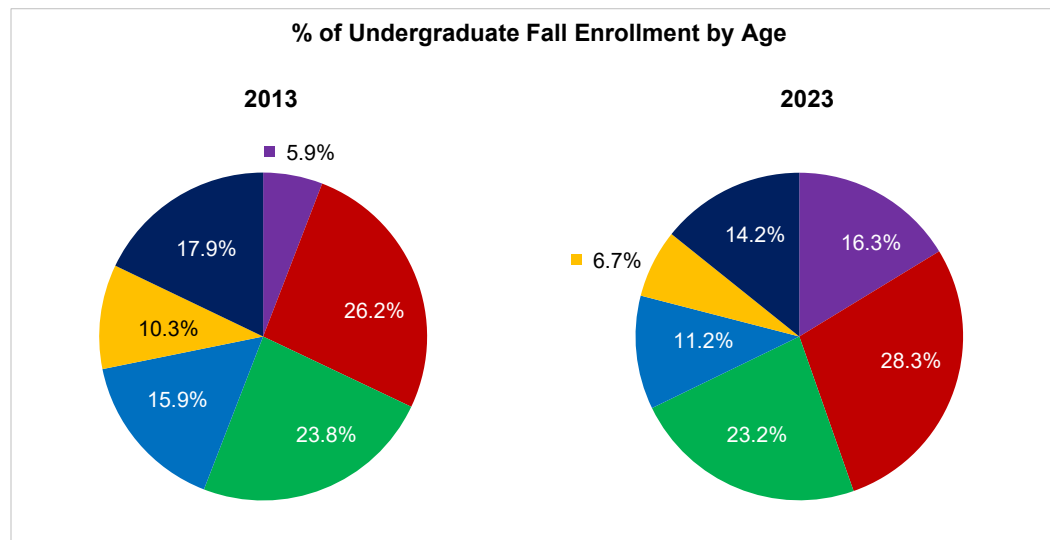
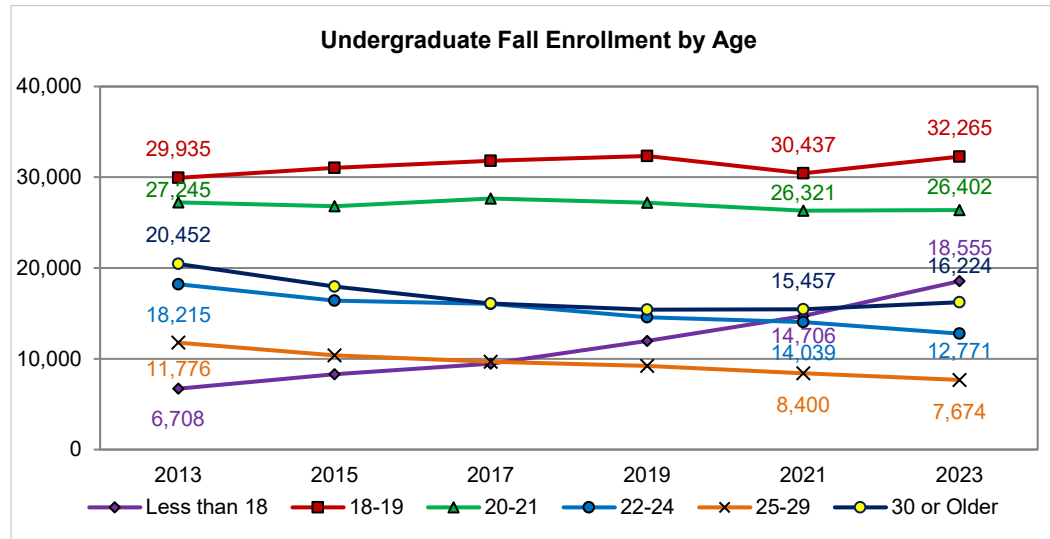
- Between fall 2013 and fall 2023, enrollment by age changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
≤ 24 Years (♦)	5.1%	8.7%
25-29 Years (●)	-7.2%	-20.7%
≥ 30 Years (x)	1.2%	-14.0%
Known Age Total	2.9%	-0.4%



Note. Age data are collected only for odd-numbered years. Between 0.1% and 0.2% 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: 2013 = 106; 2015 = 274; 2017 = 144; 2019 = 146; 2021 = 167; 2023 = 62.

UNDERGRADUATE FALL ENROLLMENT by AGE

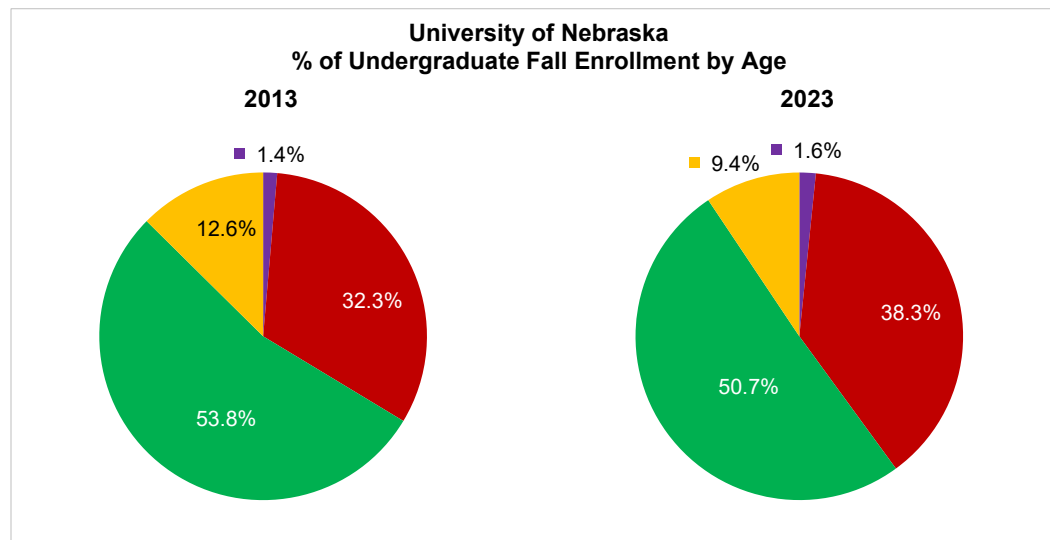
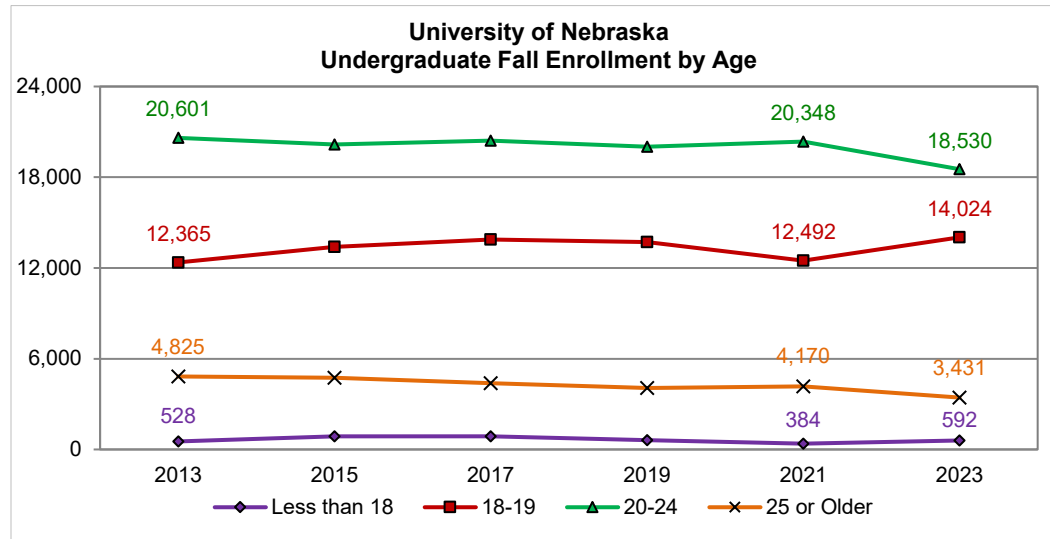


- Between fall 2013 and fall 2023, undergraduate enrollment by age changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
< 18 Years (◆)	26.2%	176.6%
18-19 Years (■)	6.0%	7.8%
20-21 Years (▲)	0.3%	-3.1%
22-24 Years (●)	-9.0%	-29.9%
25-29 Years (×)	-8.6%	-34.8%
≥ 30 Years (●)	5.0%	-20.7%
Undergraduate Known Age Total	4.1%	-0.4%

- Enrollment of students less than 18 years of age nearly tripled between fall 2013 and fall 2023 (primarily due to dual enrollments). As shown on the following pages, the community colleges accounted for the majority of this growth, increasing 203.6% since 2013 (from 4,767 to 14,474).

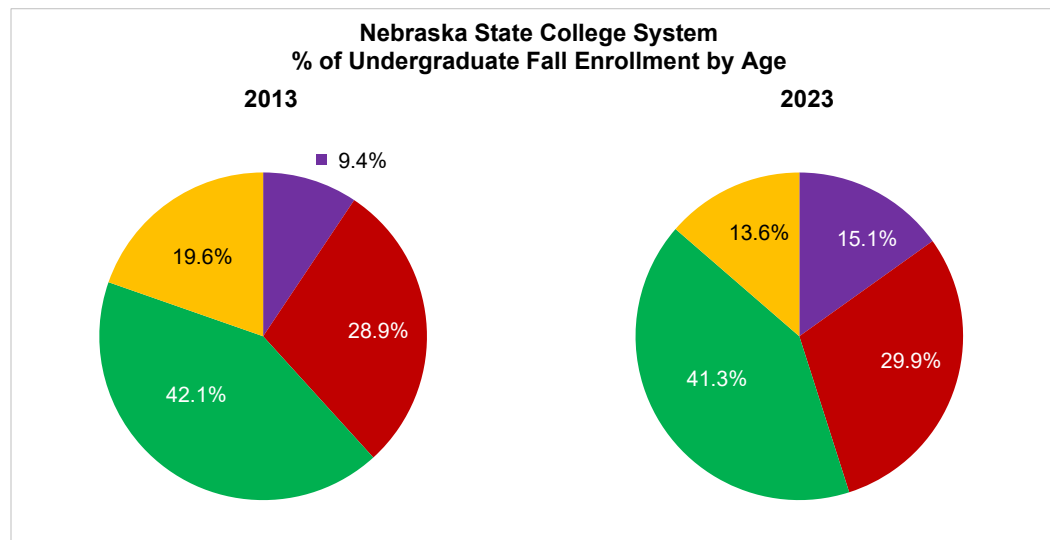
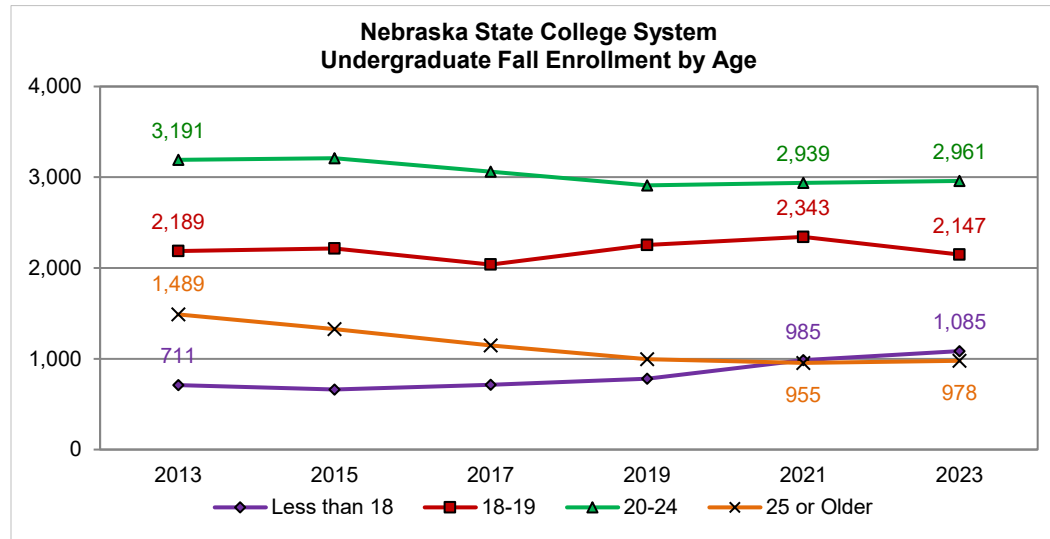
UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE



- Between fall 2013 and fall 2023, undergraduate enrollment by age at the University of Nebraska changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
< 18 Years (♦)	54.2%	12.1%
18-19 Years (■)	12.3%	13.4%
20-24 Years (▲)	-8.9%	-10.1%
≥ 25 Years (x)	-17.7%	-28.9%
Sector Total Undergraduate Known Age	-2.2%	-4.5%

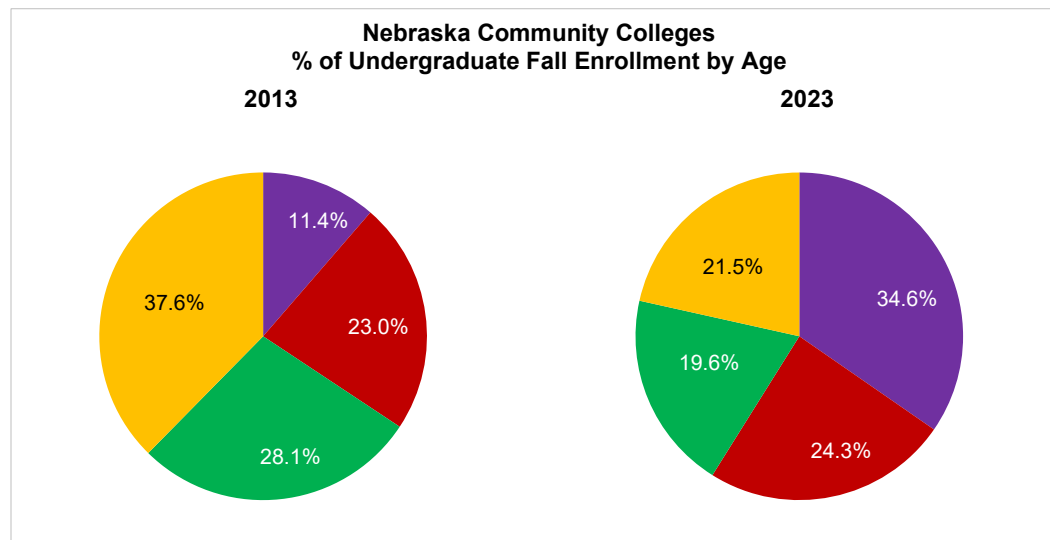
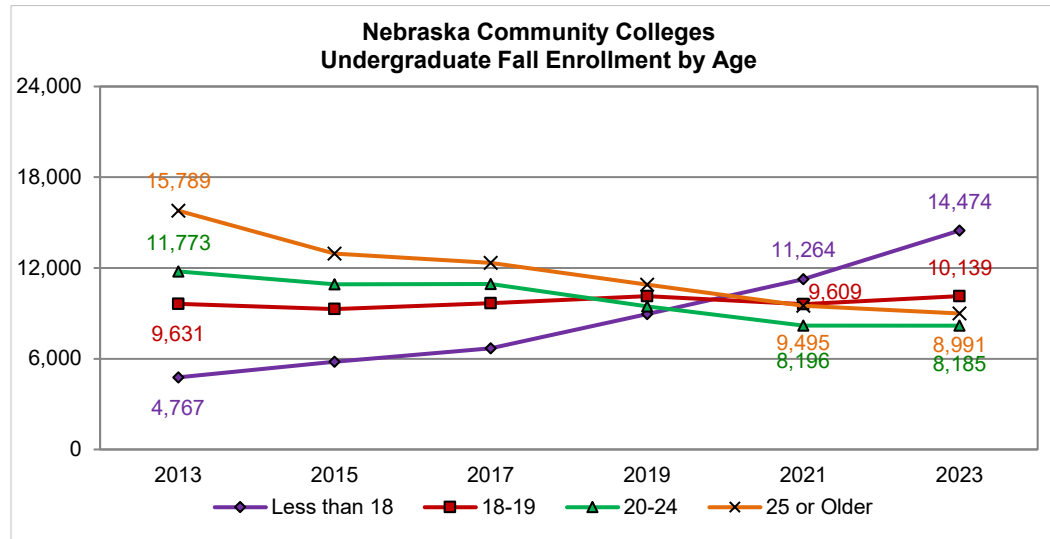
UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE



- Between fall 2013 and fall 2023, undergraduate enrollment by age at the Nebraska State College System changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
< 18 Years (◆)	10.2%	52.6%
18-19 Years (■)	-8.4%	-1.9%
20-24 Years (▲)	0.7%	-7.2%
≥ 25 Years (x)	2.4%	-34.3%
Sector Total Undergraduate Known Age	-0.7%	-5.4%

UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE

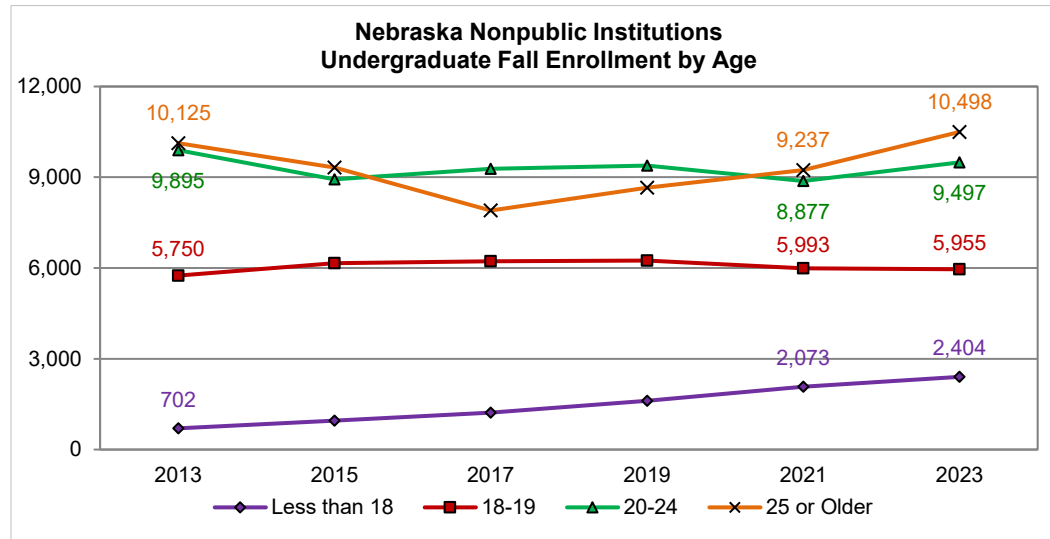


- Between fall 2013 and fall 2023, undergraduate enrollment by age at Nebraska's community colleges changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
< 18 Years (◆)	28.5%	203.6%
18-19 Years (■)	5.5%	5.3%
20-24 Years (▲)	-0.1%	-30.5%
≥ 25 Years (×)	-5.3%	-43.1%
Sector Total Undergraduate Known Age	8.4%	-0.4%

- Enrollment of part-time students less than 18 years of age increased 191.7% between fall 2013 and fall 2023 at the community colleges (from 4,278 to 12,481). All community colleges reported large increases of these students, ranging from an increase of 37.4% at Western Nebraska Community College to an increase of 358.6% at Metropolitan Community College.

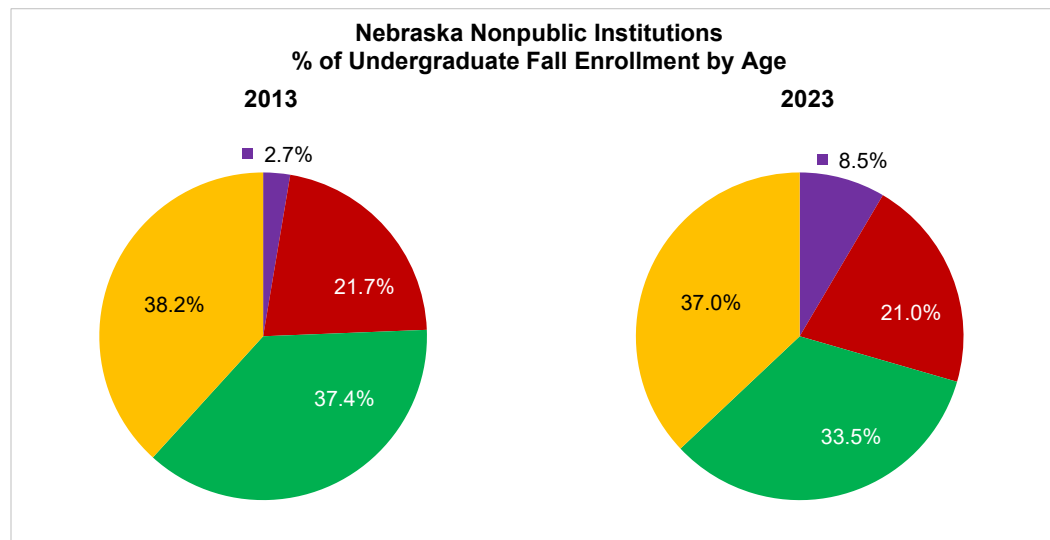
UNDERGRADUATE FALL ENROLLMENT by SECTOR by AGE



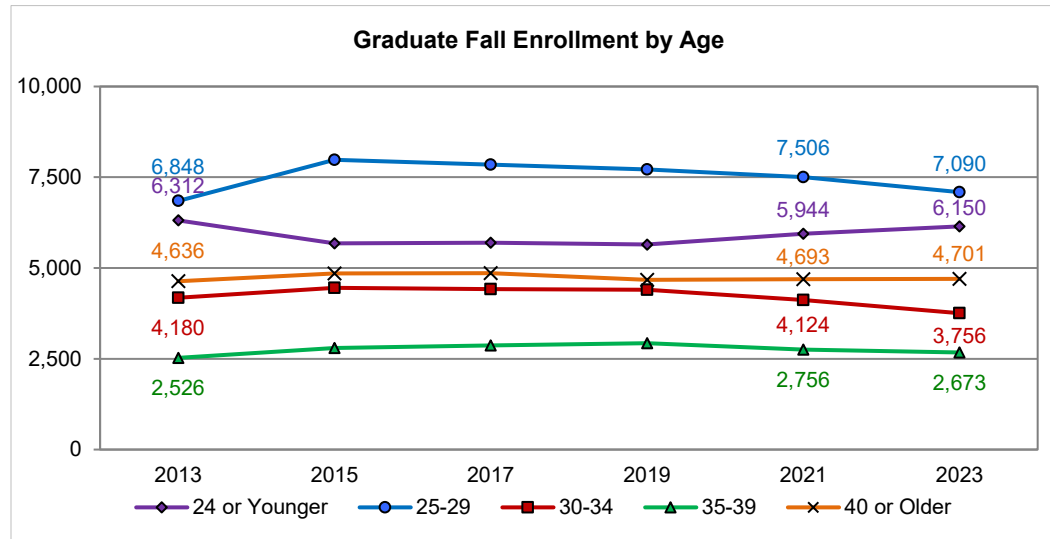
- Between fall 2013 and fall 2023, undergraduate enrollment by age within the nonpublic sector changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
< 18 Years (♦)	16.0%	242.5%
18-19 Years (■)	-0.6%	3.6%
20-24 Years (▲)	7.0%	-4.0%
≥ 25 Years (x)	13.7%	3.7%
Sector Total Undergraduate Known Age	8.3%	7.1%

- Concordia University-Nebraska recently expanded their dual enrollment program and reported an increase of 295.5% since 2017 for part-time students under 18 years of age (from 399 in 2017 to 1,578 in 2023).

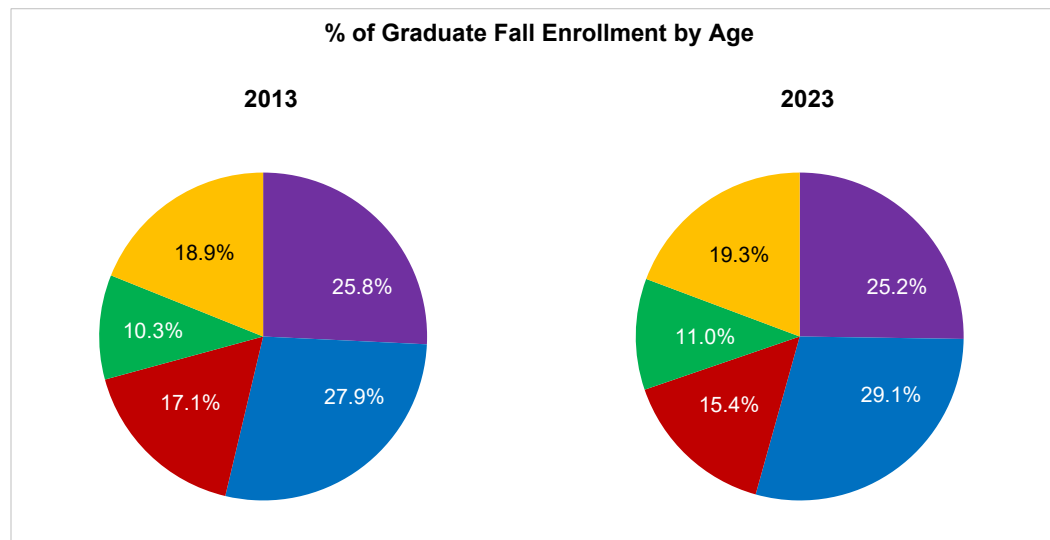


GRADUATE FALL ENROLLMENT by AGE

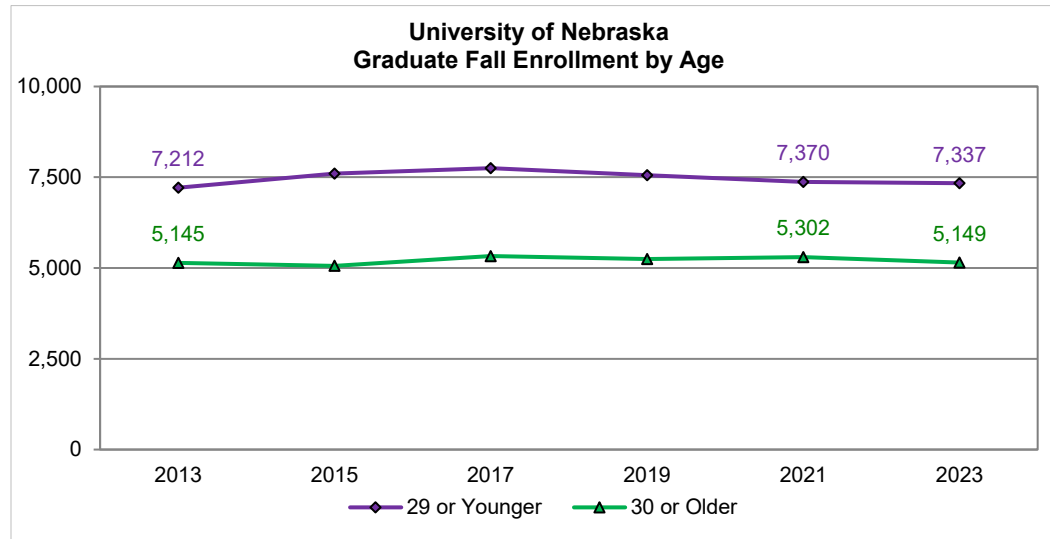


- Between fall 2013 and fall 2023, graduate enrollment by age changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
≤ 24 Years (◆)	3.5%	-2.6%
25-29 Years (●)	-5.5%	3.5%
30-34 Years (■)	-8.9%	-10.1%
35-39 Years (▲)	-3.0%	5.8%
≥ 40 Years (x)	0.2%	1.4%
Graduate Known Age Total	-2.6%	-0.5%

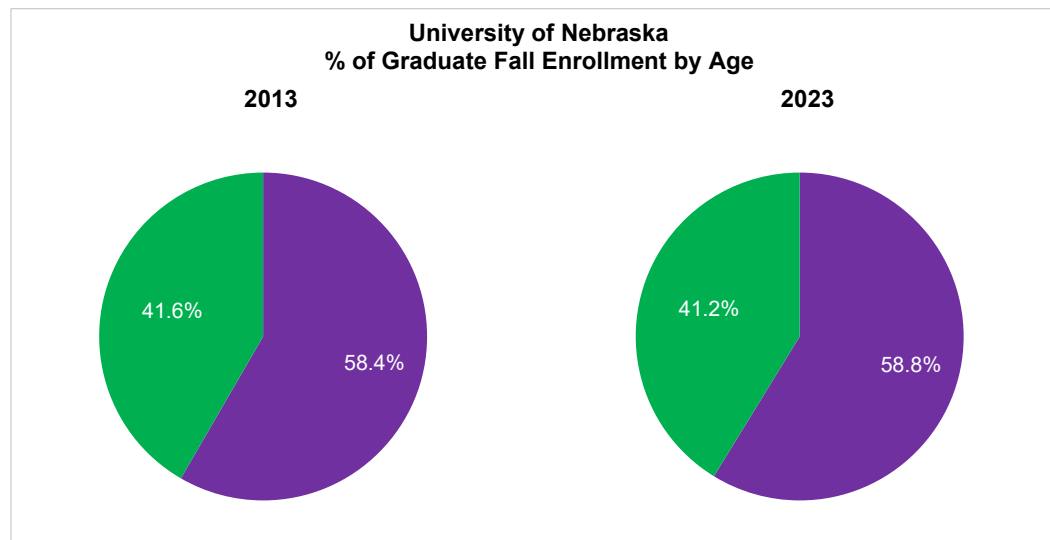


GRADUATE FALL ENROLLMENT by SECTOR by AGE

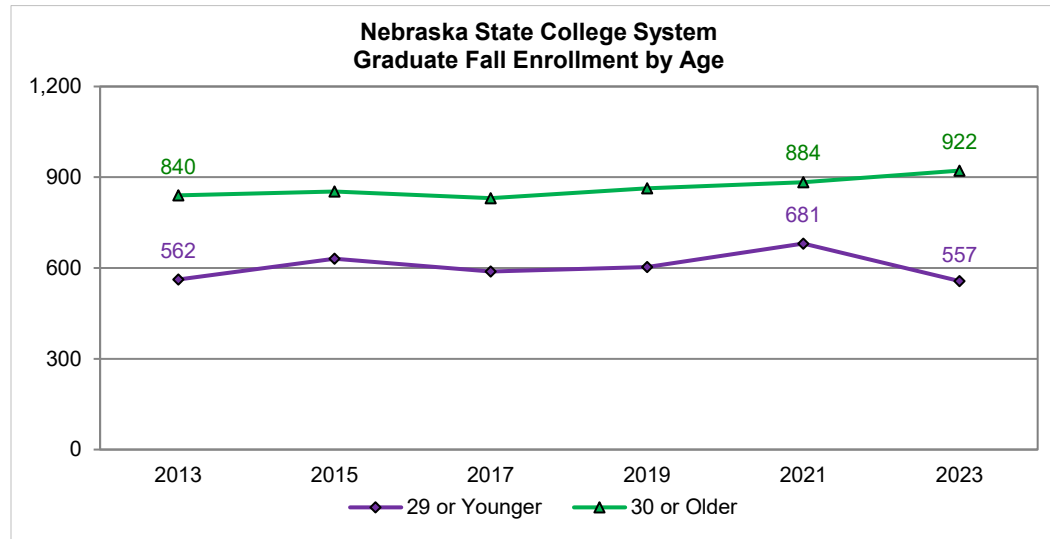


- Between fall 2013 and fall 2023, graduate enrollment by age at the University of Nebraska changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
≤ 29 Years (◆)	-0.4%	1.7%
≥ 30 Years (▲)	-2.9%	0.1%
Sector Total Graduate Known Age	-1.5%	1.0%

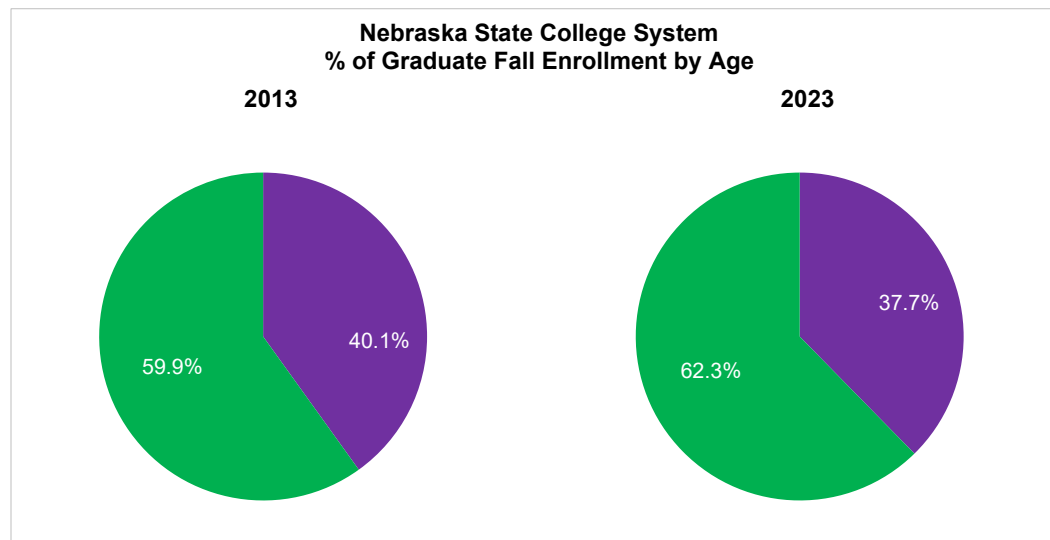


GRADUATE FALL ENROLLMENT by SECTOR by AGE

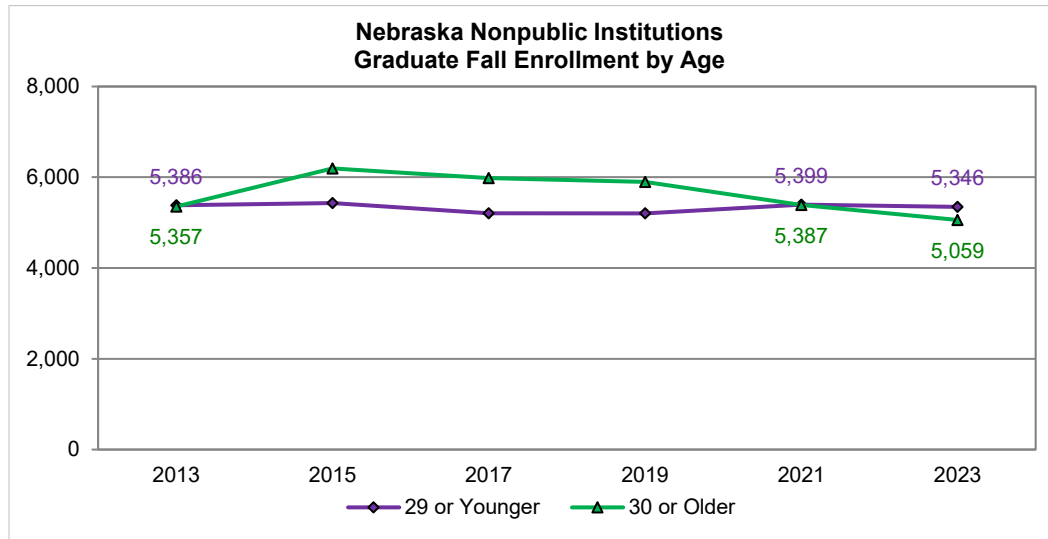


- Between fall 2013 and fall 2023, graduate enrollment by age at the Nebraska State College System changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
≤ 29 Years (◆)	-18.2%	-0.9%
≥ 30 Years (▲)	4.3%	9.8%
Sector Total Graduate Known Age	-5.5%	5.5%

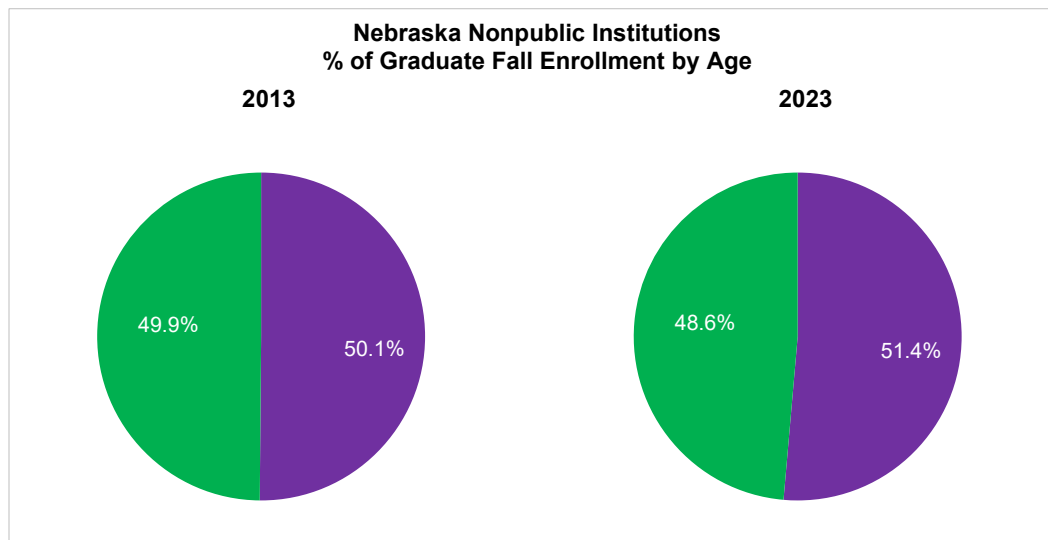


GRADUATE FALL ENROLLMENT by SECTOR by AGE



- Between fall 2013 and fall 2023, graduate enrollment by age within the nonpublic sector changed as follows:

Age	21-23 2-Yr	13-23 10-Yr
≤ 29 Years (◆)	-1.0%	-0.7%
≥ 30 Years (▲)	-6.1%	-5.6%
Sector Total Graduate Known Age	-3.5%	-3.1%



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Section 7

Total Fall Enrollment by Distance Education Status

CLASSIFICATION OF DISTANCE EDUCATION STATUS

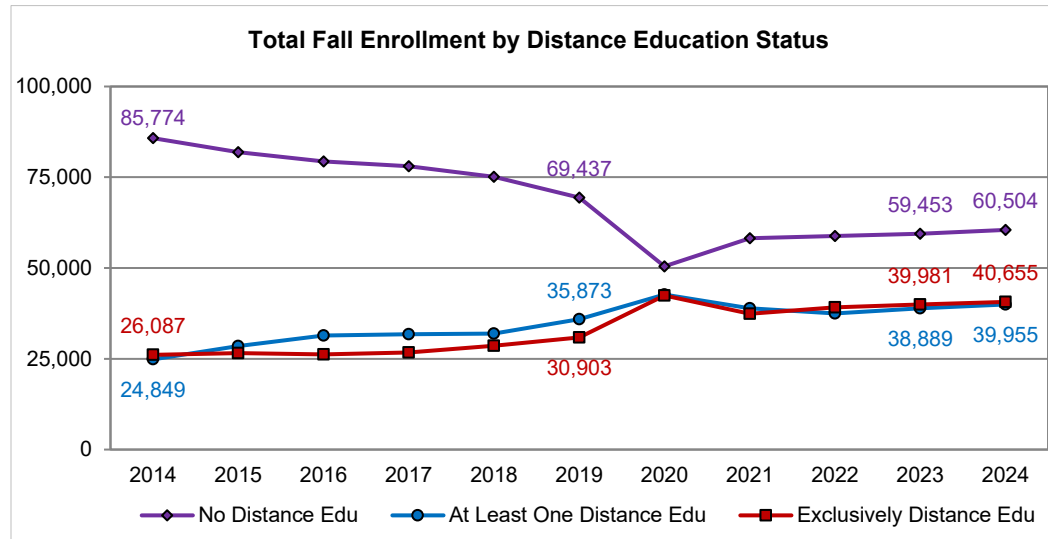
Beginning with the collection of 2012 fall enrollment data, IPEDS collects data on the number of students who are enrolled in distance education courses. Institutions report the number of students enrolled exclusively in distance education courses as well as the number of students enrolled in at least 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.*)

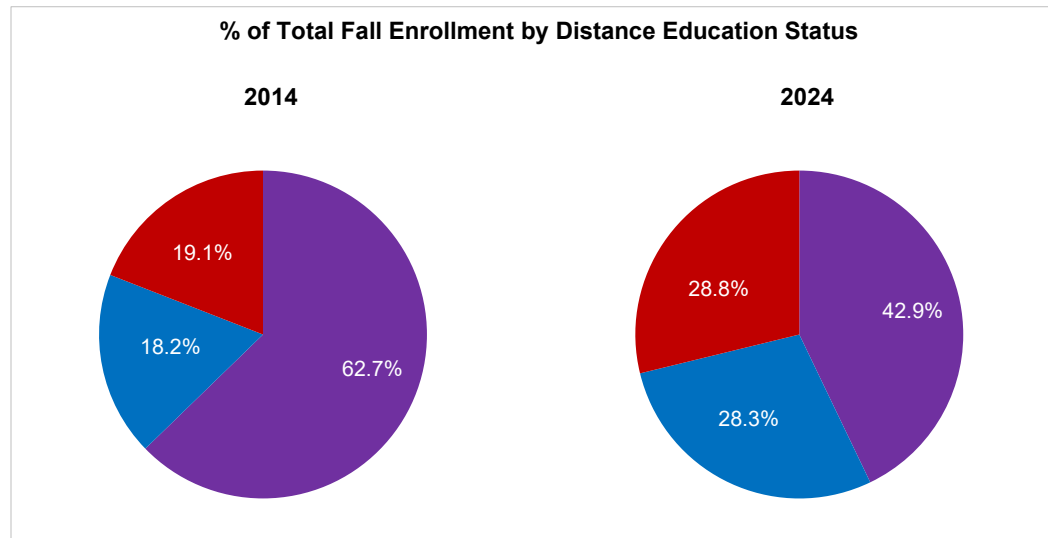
TOTAL FALL ENROLLMENT by DISTANCE EDUCATION STATUS



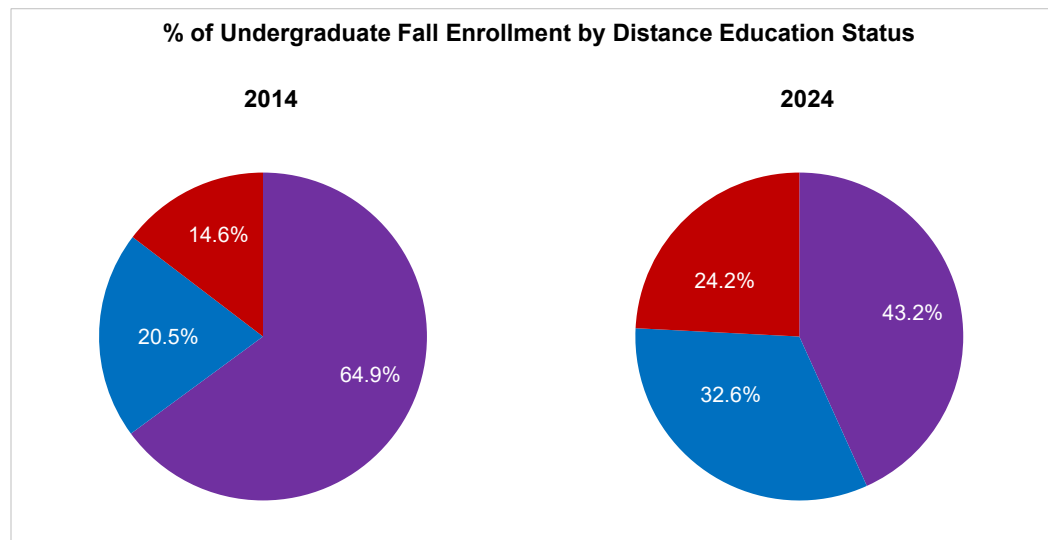
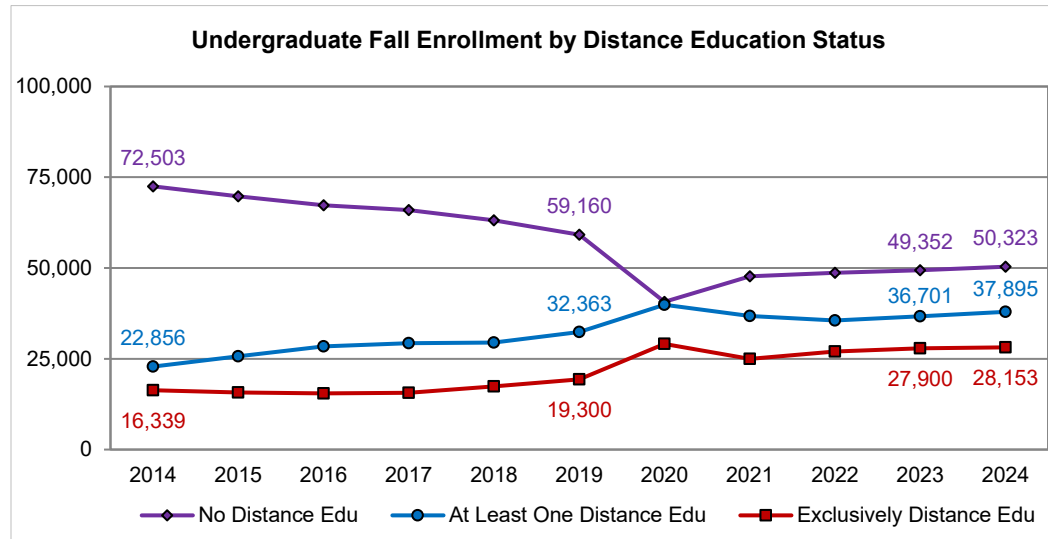
- Between fall 2014 and fall 2024, fall enrollment by distance education status changed as follows:

Distance Education Status	23-24 1-Yr	14-24 10-Yr
No Distance Education (◆)	1.8%	-29.5%
At Least One Distance Education (●)	2.7%	60.8%
Exclusively Distance Education (■)	1.7%	55.8%
Total	2.0%	3.2%

- 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 42.9% for fall 2024, it remains lower than pre-pandemic.



UNDERGRADUATE FALL ENROLLMENT by DISTANCE EDUCATION STATUS



- Between fall 2014 and fall 2024, undergraduate fall enrollment by distance education status changed as follows:

Distance Education Status	23-24 1-Yr	14-24 10-Yr
No Distance Education (◆)	2.0%	-30.6%
At Least One Distance Education (●)	3.3%	65.8%
Exclusively Distance Education (■)	0.9%	72.3%
Undergraduate Total	2.1%	4.2%

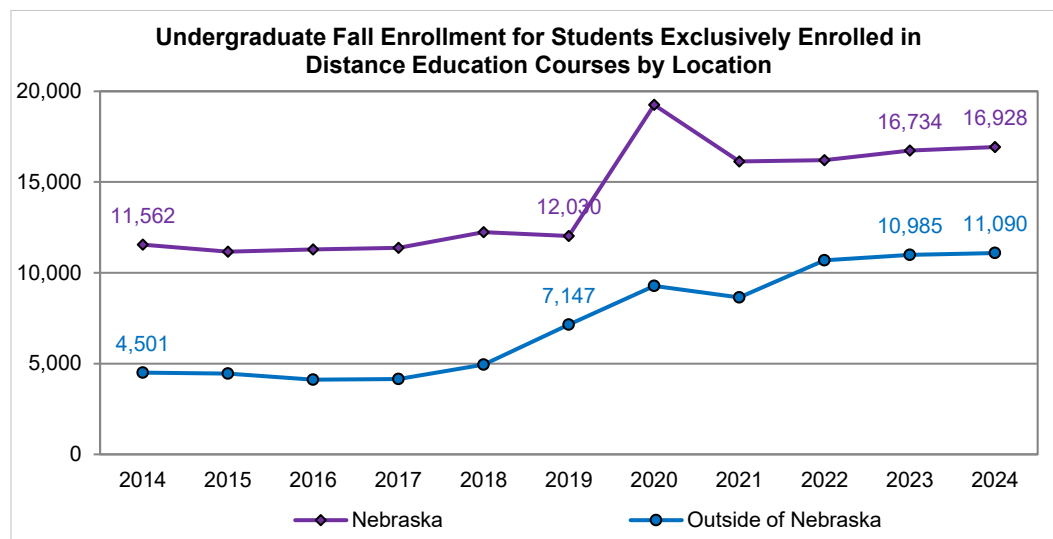
- As shown on page 7.5, 60.1% of undergraduates at the University of Nebraska were enrolled in at least one but not all distance education courses in fall 2024, compared to only 46.4% in fall 2019. The state colleges also reported an increase in the percentage of students taking at least one but not all distance ed courses (from 24.7% in fall 2019 to 31.6% in fall 2024).
- At the community colleges, 27.9% of undergraduates were enrolled in exclusively distance ed in fall 2024, compared to only 20.7% in fall 2019. A similar trend was seen with nonpublics, with 30.3% exclusively distance ed in fall 2019 and 39.2% in fall 2024.

UNDERGRADUATE FALL ENROLLMENT by SECTOR by DISTANCE EDUCATION STATUS

Undergraduate Fall Enrollment by Sector by Distance Education Status

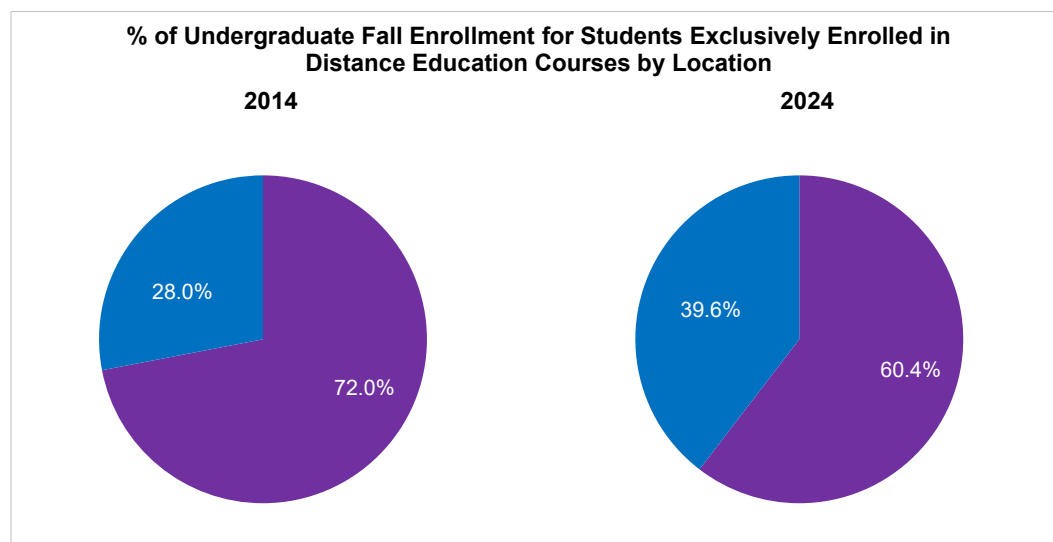
													% Change	
Sector / Distance Education Status	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	23-24 1-Yr	14-24 10-Yr	
University of Nebraska														
Not Enrolled in Any Distance Edu Courses	25,371	23,988	21,974	21,360	20,500	18,723	10,388	11,107	11,670	11,775	11,467	-2.6%	-54.8%	
% Not Enrolled in Any Distance Edu Courses	66%	61%	55%	54%	53%	49%	27%	30%	32%	32%	31%			
Enrolled in at Least One but Not All Distance Edu Courses	11,959	13,567	16,324	16,834	16,745	17,802	24,643	22,655	21,609	21,603	22,164	2.6%	85.3%	
% Enrolled in at Least One but Not All Distance Edu Courses	31%	35%	41%	43%	43%	46%	64%	61%	59%	59%	60%			
Enrolled Exclusively in Distance Edu Courses	1,378	1,620	1,346	1,404	1,703	1,876	3,658	3,632	3,394	3,199	3,232	1.0%	134.5%	
% Enrolled Exclusively in Distance Edu Courses	4%	4%	3%	4%	4%	5%	9%	10%	9%	9%	9%			
Nebraska State College System														
Not Enrolled in Any Distance Edu Courses	4,192	4,072	4,028	4,009	3,834	3,846	3,472	3,551	3,677	3,501	3,326	-5.0%	-20.7%	
% Not Enrolled in Any Distance Edu Courses	55%	55%	55%	58%	57%	55%	50%	48%	51%	49%	48%			
Enrolled in at Least One but Not All Distance Edu Courses	1,972	1,861	1,804	1,508	1,534	1,714	1,971	2,325	2,191	2,153	2,178	1.2%	10.4%	
% Enrolled in at Least One but Not All Distance Edu Courses	26%	25%	24%	22%	23%	25%	28%	32%	30%	30%	32%			
Enrolled Exclusively in Distance Edu Courses	1,447	1,511	1,554	1,441	1,378	1,380	1,494	1,453	1,377	1,517	1,396	-8.0%	-3.5%	
% Enrolled Exclusively in Distance Edu Courses	19%	20%	21%	21%	20%	20%	22%	20%	19%	21%	20%			
Nebraska Community Colleges														
Not Enrolled in Any Distance Edu Courses	26,899	25,802	25,337	25,951	24,372	23,978	16,303	20,565	20,974	21,290	22,398	5.2%	-16.7%	
% Not Enrolled in Any Distance Edu Courses	68%	66%	64%	65%	62%	61%	44%	53%	53%	51%	51%			
Enrolled in at Least One but Not All Distance Edu Courses	5,429	6,090	6,561	6,362	6,961	7,367	6,798	7,025	7,448	8,660	9,188	6.1%	69.2%	
% Enrolled in at Least One but Not All Distance Edu Courses	14%	16%	17%	16%	18%	19%	18%	18%	19%	21%	21%			
Enrolled Exclusively in Distance Edu Courses	7,156	7,215	7,538	7,347	8,231	8,184	14,250	10,994	11,345	11,844	12,228	3.2%	70.9%	
% Enrolled Exclusively in Distance Edu Courses	18%	18%	19%	19%	21%	21%	38%	28%	29%	28%	28%			
Nebraska Nonpublic Institutions														
Not Enrolled in Any Distance Edu Courses	16,041	15,915	15,941	14,640	14,464	12,613	10,526	12,524	12,394	12,786	13,132	2.7%	-18.1%	
% Not Enrolled in Any Distance Edu Courses	62%	63%	65%	59%	58%	49%	39%	48%	45%	45%	46%			
Enrolled in at Least One but Not All Distance Edu Courses	3,496	4,141	3,707	4,567	4,225	5,480	6,473	4,774	4,285	4,285	4,365	1.9%	24.9%	
% Enrolled in at Least One but Not All Distance Edu Courses	14%	16%	15%	19%	17%	21%	24%	18%	16%	15%	15%			
Enrolled Exclusively in Distance Edu Courses	6,358	5,402	5,037	5,439	6,046	7,860	9,689	8,918	10,908	11,340	11,297	-0.4%	77.7%	
% Enrolled Exclusively in Distance Edu Courses	25%	21%	20%	22%	24%	30%	36%	34%	40%	40%	39%			
Nebraska Total														
Not Enrolled in Any Distance Edu Courses	72,503	69,777	67,280	65,960	63,170	59,160	40,689	47,747	48,715	49,352	50,323	2.0%	-30.6%	
% Not Enrolled in Any Distance Edu Courses	65%	63%	61%	59%	57%	53%	37%	44%	44%	43%	43%			
Enrolled in at Least One but Not All Distance Edu Courses	22,856	25,659	28,396	29,271	29,465	32,363	39,885	36,779	35,533	36,701	37,895	3.3%	65.8%	
% Enrolled in at Least One but Not All Distance Edu Courses	20%	23%	26%	26%	27%	29%	36%	34%	32%	32%	33%			
Enrolled Exclusively in Distance Edu Courses	16,339	15,748	15,475	15,631	17,358	19,300	29,091	24,997	27,024	27,900	28,153	0.9%	72.3%	
% Enrolled Exclusively in Distance Edu Courses	15%	14%	14%	14%	16%	17%	27%	23%	24%	24%	24%			

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



- Between fall 2014 and fall 2024, the location of undergraduate students exclusively enrolled in distance education changed as follows:

Location	23-24 1-Yr	14-24 10-Yr
Nebraska (◆)	1.2%	46.4%
Outside of Nebraska (●)	1.0%	146.4%
Undergraduate Exclusively Distance Education	1.1%	74.4%
Total Known Location		



- As shown on page 7.7, the nonpublic sector reported that undergraduate fall enrollments outside of Nebraska nearly tripled over the last decade. This change is mainly attributable to Bellevue University increasing 205.9% (from 3,014 in fall 2014 to 9,219 in fall 2024).

Note. Between 0.4% and 1.9% 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: 2014 = 276; 2015 = 129; 2016 = 67; 2017 = 103; 2018 = 166; 2019 = 123; 2020 = 564; 2021 = 222; 2022 = 131; 2023 = 181; 2024 = 135.

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

												% Change	
Sector / Distance Education Location	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	23-24 1-Yr	14-24 10-Yr
University of Nebraska													
Nebraska	1,154	1,418	1,152	1,207	1,443	1,571	2,808	2,933	2,763	2,635	2,594	-1.6%	124.8%
% <i>Nebraska</i>	84%	88%	86%	86%	85%	84%	83%	81%	82%	82%	80%		
Outside of Nebraska	222	195	193	193	259	303	593	698	627	559	636	13.8%	186.5%
% <i>Outside of Nebraska</i>	16%	12%	14%	14%	15%	16%	17%	19%	18%	18%	20%		
Nebraska State College System													
Nebraska	961	1,013	1,072	1,030	966	983	1,055	1,019	956	1,098	1,007	-8.3%	4.8%
% <i>Nebraska</i>	66%	68%	69%	72%	70%	71%	71%	75%	69%	72%	72%		
Outside of Nebraska	485	487	481	408	411	396	436	343	421	419	389	-7.2%	-19.8%
% <i>Outside of Nebraska</i>	34%	32%	31%	28%	30%	29%	29%	25%	31%	28%	28%		
Nebraska Community Colleges													
Nebraska	6,505	6,576	7,002	6,803	7,550	7,531	13,317	10,388	10,783	11,232	11,587	3.2%	78.1%
% <i>Nebraska</i>	92%	92%	93%	93%	93%	93%	95%	95%	96%	96%	96%		
Outside of Nebraska	602	592	533	492	567	545	678	531	480	472	535	13.3%	-11.1%
% <i>Outside of Nebraska</i>	8%	8%	7%	7%	7%	7%	5%	5%	4%	4%	4%		
Nebraska Nonpublic Institutions													
Nebraska	2,942	2,159	2,068	2,342	2,284	1,945	2,073	1,796	1,701	1,769	1,740	-1.6%	-40.9%
% <i>Nebraska</i>	48%	40%	42%	43%	38%	25%	22%	20%	16%	16%	15%		
Outside of Nebraska	3,192	3,179	2,907	3,053	3,712	5,903	7,567	7,067	9,162	9,535	9,530	-0.1%	198.6%
% <i>Outside of Nebraska</i>	52%	60%	58%	57%	62%	75%	78%	80%	84%	84%	85%		
Nebraska Total													
Nebraska	11,562	11,166	11,294	11,382	12,243	12,030	19,253	16,136	16,203	16,734	16,928	1.2%	46.4%
% <i>Nebraska</i>	72%	71%	73%	73%	71%	63%	67%	65%	60%	60%	60%		
Outside of Nebraska	4,501	4,453	4,114	4,146	4,949	7,147	9,274	8,639	10,690	10,985	11,090	1.0%	146.4%
% <i>Outside of Nebraska</i>	28%	29%	27%	27%	29%	37%	33%	35%	40%	40%	40%		

Note. Between 0.4% and 1.9% 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: 2014 = 276; 2015 = 129; 2016 = 67; 2017 = 103; 2018 = 166; 2019 = 123; 2020 = 564; 2021 = 222; 2022 = 131; 2023 = 181; 2024 = 135.

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

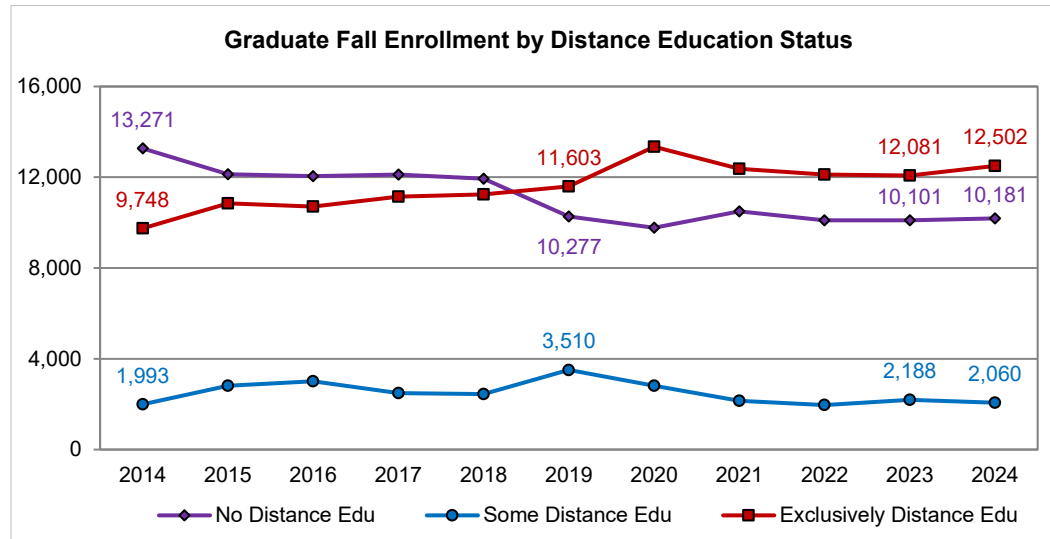
- Overall, 24.2% of fall 2024 undergraduate enrollments were exclusively distance education courses. However, this percentage ranged from 8.8% at the University of Nebraska to 39.2% at Nebraska's nonpublic institutions (see page 7.5).
- For these undergraduate students enrolled exclusively in distance education courses, 60.4% were located in Nebraska. Examining the data by sector shows this varied by sector, from 15.4% at the nonpublic institutions to 95.6% 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 27.9% of undergraduate enrollments at the community colleges were exclusively distance education in fall 2024, the overwhelming majority of those students (95.6%) 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 2024 by sector (see page 2.5) and fall 2024 location data by sector (see page 7.7), the Commission estimates that about 9.5% (11,090 / 116,371) 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 2024 Undergraduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska

Sector	Fall 2024 Undergraduate Enrollments	Fall 2024 Undergraduate Exclusively Distance Enrollments Located Outside of Nebraska	Estimated % of Fall 2024 Undergraduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska
University of Nebraska	36,863	636	1.7%
Nebraska State College System	6,900	389	5.6%
Nebraska Community Colleges	43,814	535	1.2%
Nebraska Nonpublic Institutions	28,794	9,530 ^a	33.1%
Nebraska Total	116,371	11,090	9.5%

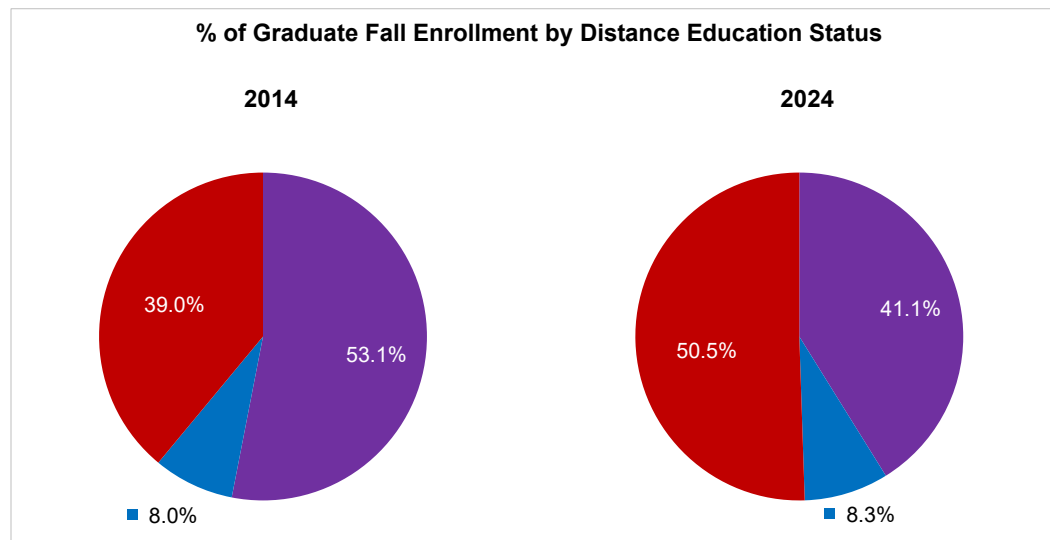
^aAlmost 97% of these enrollments were at Bellevue University. Overall, 83.5% of Bellevue's fall 2024 undergraduate enrollments were exclusively distance enrollments that were located outside of Nebraska (9,219 / 11,037).

GRADUATE FALL ENROLLMENT by DISTANCE EDUCATION STATUS



- Between fall 2014 and fall 2024, graduate fall enrollment by distance education status changed as follows:

Distance Education Status	23-24 1-Yr	14-24 10-Yr
No Distance Education (◆)	0.8%	-23.3%
At Least One Distance Education (●)	-5.9%	3.4%
Exclusively Distance Education (■)	3.5%	28.3%
Graduate Total	1.5%	-1.1%



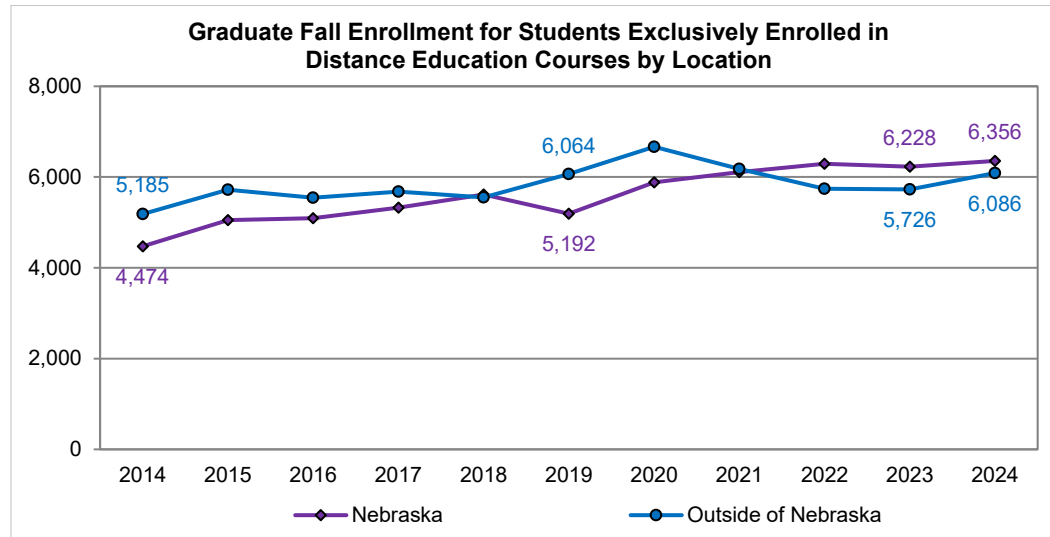
GRADUATE FALL ENROLLMENT by SECTOR by DISTANCE EDUCATION STATUS

Graduate Fall Enrollment by Sector by Distance Education Status

													% Change	
Sector / Distance Education Status	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	23-24 1-Yr	14-24 10-Yr	
University of Nebraska														
Not Enrolled in Any Distance Edu Courses	8,661	7,801	7,796	7,568	7,350	7,036	5,929	6,324	5,996	6,118	6,087	-0.5%	-29.7%	
% Not Enrolled in Any Distance Edu Courses	69%	62%	61%	58%	57%	55%	47%	50%	49%	49%	48%			
Enrolled in at Least One but Not All Distance Edu Courses	1,086	1,298	1,458	1,692	1,623	1,689	1,908	1,605	1,445	1,577	1,586	0.6%	46.0%	
% Enrolled in at Least One but Not All Distance Edu Courses	9%	10%	11%	13%	13%	13%	15%	13%	12%	13%	13%			
Enrolled Exclusively in Distance Edu Courses	2,760	3,561	3,618	3,821	3,964	4,082	4,680	4,743	4,753	4,791	4,920	2.7%	78.3%	
% Enrolled Exclusively in Distance Edu Courses	22%	28%	28%	29%	31%	32%	37%	37%	39%	38%	39%			
Nebraska State College System														
Not Enrolled in Any Distance Edu Courses	137	154	129	160	157	147	126	150	253	287	239	-16.7%	74.5%	
% Not Enrolled in Any Distance Edu Courses	10%	10%	8%	11%	11%	10%	8%	10%	16%	19%	18%			
Enrolled in at Least One but Not All Distance Edu Courses	73	74	77	77	88	117	85	79	88	70	59	-15.7%	-19.2%	
% Enrolled in at Least One but Not All Distance Edu Courses	5%	5%	5%	5%	6%	8%	6%	5%	6%	5%	4%			
Enrolled Exclusively in Distance Edu Courses	1,181	1,258	1,313	1,183	1,204	1,202	1,286	1,339	1,247	1,122	1,058	-5.7%	-10.4%	
% Enrolled Exclusively in Distance Edu Courses	85%	85%	86%	83%	83%	82%	86%	85%	79%	76%	78%			
Nebraska Nonpublic Institutions														
Not Enrolled in Any Distance Edu Courses	4,473	4,172	4,125	4,386	4,435	3,094	3,720	4,025	3,850	3,696	3,855	4.3%	-13.8%	
% Not Enrolled in Any Distance Edu Courses	40%	36%	36%	39%	39%	28%	31%	37%	37%	36%	36%			
Enrolled in at Least One but Not All Distance Edu Courses	834	1,434	1,475	720	730	1,704	822	472	429	541	415	-23.3%	-50.2%	
% Enrolled in at Least One but Not All Distance Edu Courses	8%	12%	13%	6%	6%	15%	7%	4%	4%	5%	4%			
Enrolled Exclusively in Distance Edu Courses	5,807	6,026	5,775	6,139	6,074	6,319	7,380	6,290	6,120	6,168	6,524	5.8%	12.3%	
% Enrolled Exclusively in Distance Edu Courses	52%	52%	51%	55%	54%	57%	62%	58%	59%	59%	60%			
Nebraska Total														
Not Enrolled in Any Distance Edu Courses	13,271	12,127	12,050	12,114	11,942	10,277	9,775	10,499	10,099	10,101	10,181	0.8%	-23.3%	
% Not Enrolled in Any Distance Edu Courses	53%	47%	47%	47%	47%	40%	38%	42%	42%	41%	41%			
Enrolled in at Least One but Not All Distance Edu Courses	1,993	2,806	3,010	2,489	2,441	3,510	2,815	2,156	1,962	2,188	2,060	-5.9%	3.4%	
% Enrolled in at Least One but Not All Distance Edu Courses	8%	11%	12%	10%	10%	14%	11%	9%	8%	9%	8%			
Enrolled Exclusively in Distance Edu Courses	9,748	10,845	10,706	11,143	11,242	11,603	13,346	12,372	12,120	12,081	12,502	3.5%	28.3%	
% Enrolled Exclusively in Distance Edu Courses	39%	42%	42%	43%	44%	46%	51%	49%	50%	50%	51%			

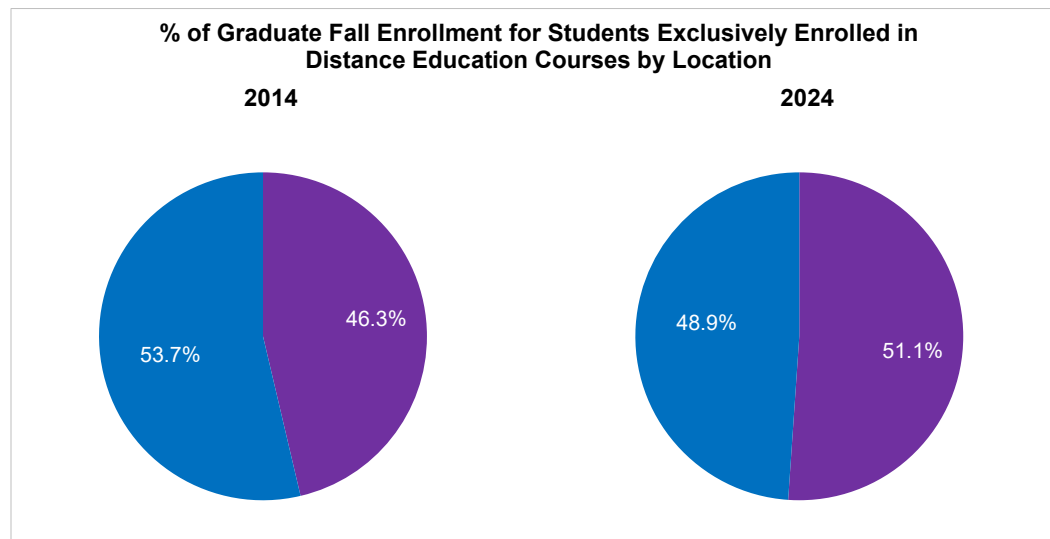
Note. Nebraska's community colleges do not enroll graduate students.

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



- Between fall 2014 and fall 2024, the location of graduate students exclusively enrolled in distance education changed as follows:

Location	23-24 1-Yr	14-24 10-Yr
Nebraska (♦)	2.1%	42.1%
Outside of Nebraska (●)	6.3%	17.4%
Total Graduate Exclusively Distance Education Known Location	4.1%	28.8%



Note. Between 0.5% 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: 2014 = 89; 2015 = 74; 2016 = 71; 2017 = 138; 2018 = 73; 2019 = 347; 2020 = 797; 2021 = 86; 2022 = 83; 2023 = 127; 2024 = 60.

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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	% Change	
												23-24 1-Yr	14-24 10-Yr
University of Nebraska													
Nebraska	1,582	2,025	2,252	2,342	2,582	2,299	2,686	2,992	3,145	3,263	3,344	2.5%	111.4%
% Nebraska	57%	57%	62%	62%	65%	61%	68%	63%	67%	69%	69%		
Outside of Nebraska	1,177	1,518	1,354	1,462	1,375	1,462	1,269	1,751	1,569	1,450	1,533	5.7%	30.2%
% Outside of Nebraska	43%	43%	38%	38%	35%	39%	32%	37%	33%	31%	31%		
Nebraska State College System													
Nebraska	684	766	830	784	775	813	892	926	897	798	771	-3.4%	12.7%
% Nebraska	58%	61%	63%	66%	64%	68%	69%	71%	72%	71%	73%		
Outside of Nebraska	496	488	481	398	429	387	392	376	350	323	286	-11.5%	-42.3%
% Outside of Nebraska	42%	39%	37%	34%	36%	32%	31%	29%	28%	29%	27%		
Nebraska Nonpublic Institutions													
Nebraska	2,208	2,260	2,011	2,198	2,258	2,080	2,304	2,188	2,254	2,167	2,241	3.4%	1.5%
% Nebraska	39%	38%	35%	37%	38%	33%	32%	35%	37%	35%	34%		
Outside of Nebraska	3,512	3,714	3,707	3,821	3,750	4,215	5,006	4,053	3,822	3,953	4,267	7.9%	21.5%
% Outside of Nebraska	61%	62%	65%	63%	62%	67%	68%	65%	63%	65%	66%		
Nebraska Total													
Nebraska	4,474	5,051	5,093	5,324	5,615	5,192	5,882	6,106	6,296	6,228	6,356	2.1%	42.1%
% Nebraska	46%	47%	48%	48%	50%	46%	47%	50%	52%	52%	51%		
Outside of Nebraska	5,185	5,720	5,542	5,681	5,554	6,064	6,667	6,180	5,741	5,726	6,086	6.3%	17.4%
% Outside of Nebraska	54%	53%	52%	52%	50%	54%	53%	50%	48%	48%	49%		

Note. Nebraska's community colleges do not enroll graduate students. Between 0.5% 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: 2014 = 89; 2015 = 74; 2016 = 71; 2017 = 138; 2018 = 73; 2019 = 347; 2020 = 797; 2021 = 86; 2022 = 83; 2023 = 127; 2024 = 60.

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

- Overall, 50.5% of fall 2024 graduate enrollments were exclusively distance education courses. However, this percentage ranged from 39.1% at the University of Nebraska to 78.0% at the state colleges (see page 7.10).
- For these graduate students enrolled exclusively in distance education courses, 51.1% were located in Nebraska. Examining the data by sector shows this varied by sector, from 34.4% at the nonpublic institutions to 72.9% 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 78.0% of graduate enrollments at the state colleges were exclusively distance education in fall 2024, 72.9% 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 2024 by sector (see page 2.5) and fall 2024 location data by sector (see page 7.12), the Commission estimates that about 24.6% (6,086 / 24,743) 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 2024 Graduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska

Sector	Fall 2024 Graduate Enrollments	Fall 2024 Graduate Exclusively Distance Enrollments Located Outside of Nebraska	Estimated % of Fall 2024 Graduate Enrollments that were Exclusively Distance Enrollments and Located Outside of Nebraska
University of Nebraska	12,593	1,533	12.2%
Nebraska State College System	1,356	286 ^a	21.1%
Nebraska Nonpublic Institutions	10,794	4,267 ^b	39.5%
Nebraska Total	24,743	6,086	24.6%

^aApproximately 63% of these enrollments were at Chadron State College. Overall, 43.9% of Chadron's fall 2024 graduate enrollments were exclusively distance enrollments that were located outside of Nebraska (179 / 408). ^bApproximately 66% of these enrollments were at Bellevue University. Overall, 77.2% of Bellevue's fall 2024 graduate enrollments were exclusively distance enrollments that were located outside of Nebraska (2,804 / 3,630). Additionally, nearly 23% of these enrollments were at Creighton University. Overall, 22.5% of Creighton's fall 2024 graduate enrollments were exclusively distance enrollments that were located out of state (947 / 4,204).

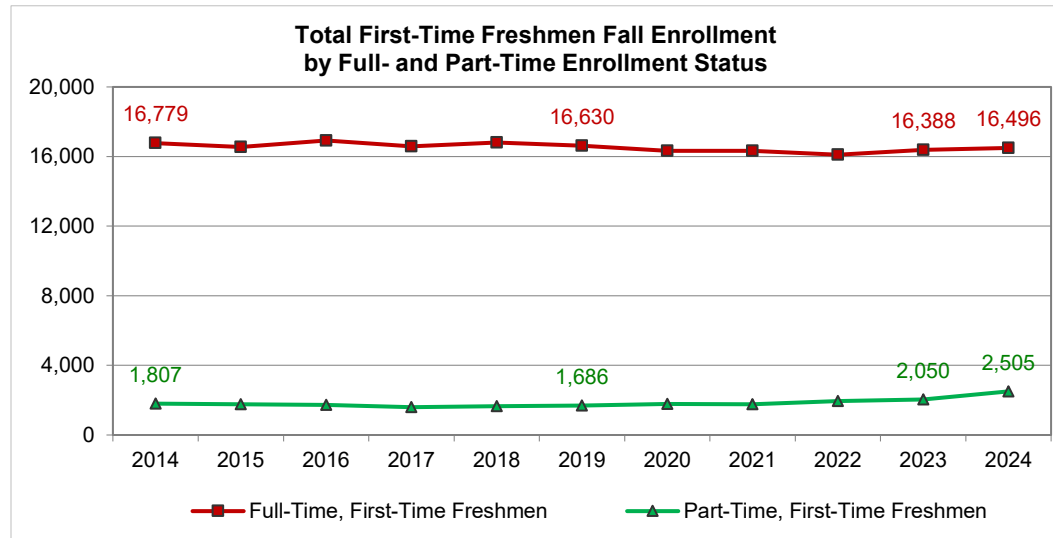
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Section 8

Total Fall Enrollment of First-Time Freshmen

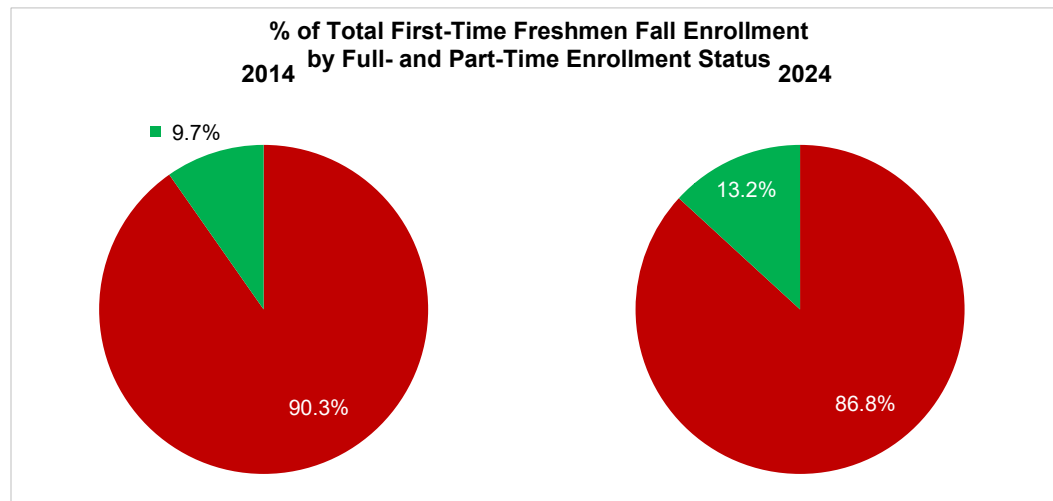
TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by ENROLLMENT STATUS

“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.)

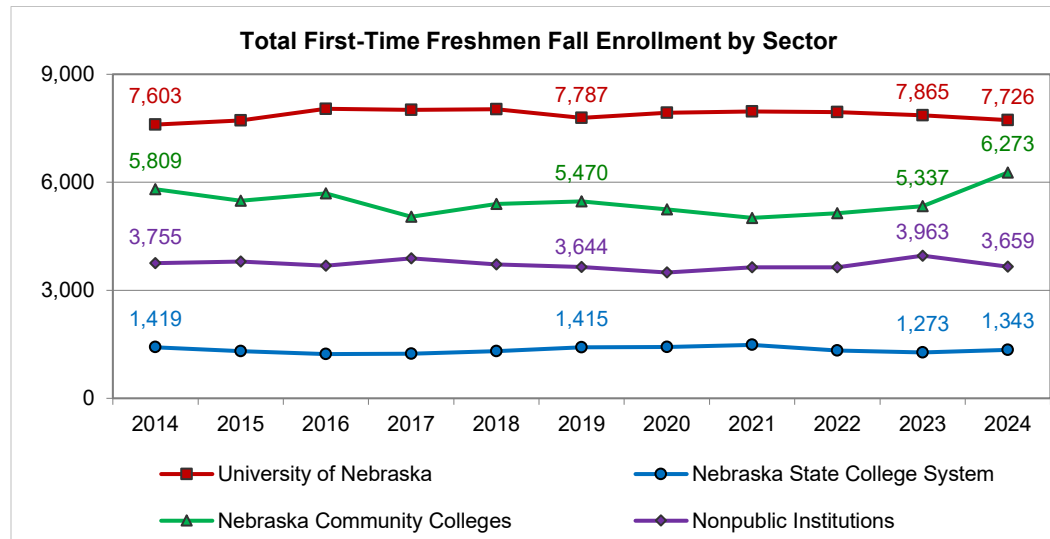


- Between fall 2014 and fall 2024, enrollment of first-time freshmen (FTF) changed as follows:

Full-Time/Part-Time	23-24 1-Yr	14-24 10-Yr
Full-Time (■)	0.7%	-1.7%
Part-Time (▲)	22.2%	38.6%
Total First-Time Freshmen	3.1%	2.2%

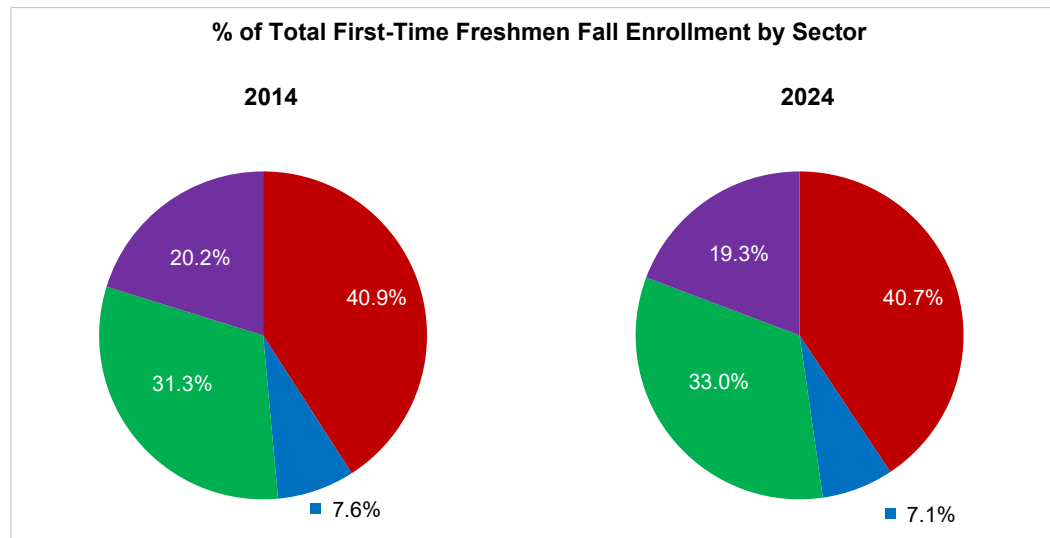


TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

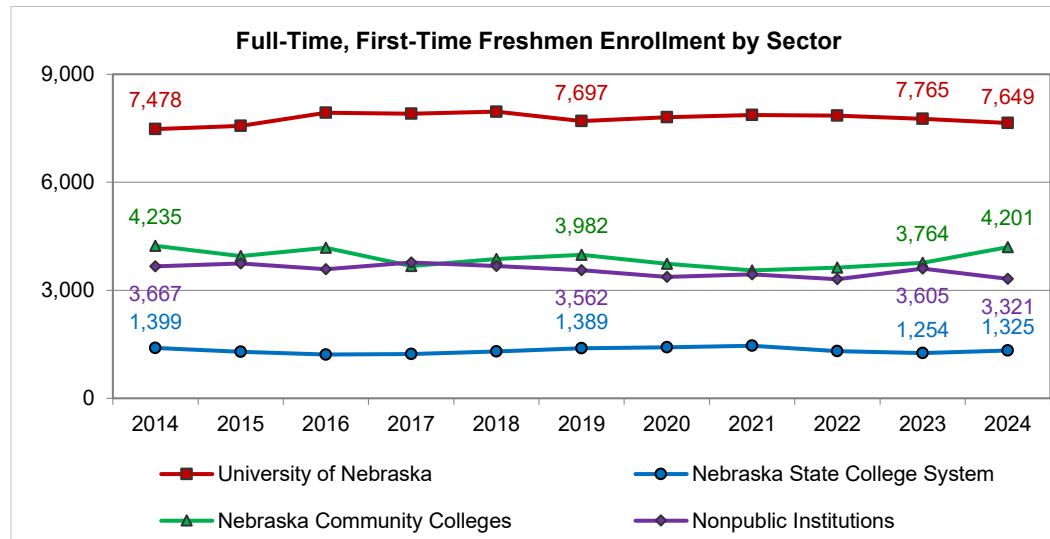


- Between fall 2014 and fall 2024, FTF enrollment by sector changed as follows:

Sector	23-24 1-Yr	14-24 10-Yr
Univ. of Neb. (■)	-1.8%	1.6%
NSCS (●)	5.5%	-5.4%
Neb. CCs (▲)	17.5%	8.0%
Nonpublics (◆)	-7.7%	-2.6%
Total First-Time Freshmen	3.1%	2.2%

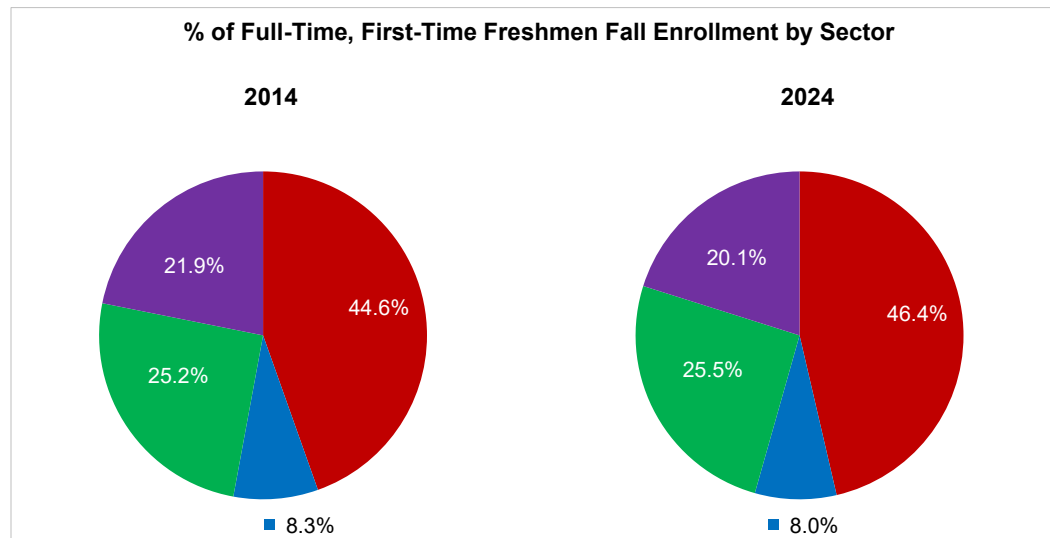


FULL-TIME, FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

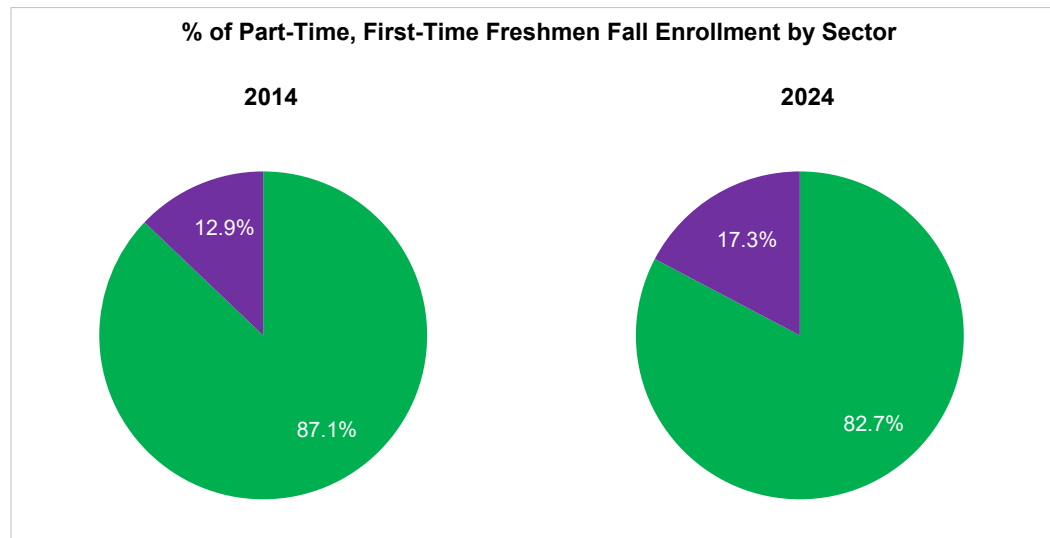
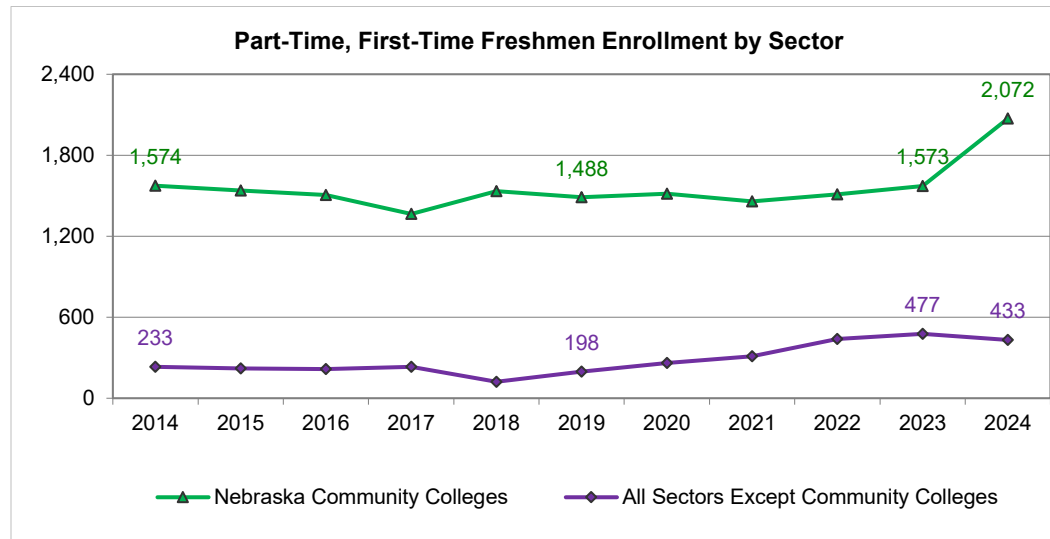


- Between fall 2014 and fall 2024, full-time FTF enrollment by sector changed as follows:

Sector	23-24 1-Yr	14-24 10-Yr
Univ. of Neb. (■)	-1.5%	2.3%
NSCS (●)	5.7%	-5.3%
Neb. CCs (▲)	11.6%	-0.8%
Nonpublics (◆)	-7.9%	-9.4%
Full-Time, First-Time Freshmen Total	0.7%	-1.7%



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



- Between fall 2014 and fall 2024, part-time FTF enrollment by sector changed as follows:

Sector	23-24 1-Yr	14-24 10-Yr
Neb. CCs (▲)	31.7%	31.6%
Other Three Sectors Combined (◆)	-9.2%	85.8%
Univ. of Neb.	-23.0%	-38.4%
NSCS	-5.3%	-10.0%
Nonpublics	-5.6%	284.1%
Part-Time, First-Time Freshmen Total	22.2%	38.6%

- The overwhelming majority of part-time FTF enrollments are from the community college sector.
- Since 2023, part-time enrollments increased 69.1% at Metro (from 609 to 1,030) and 17.6% at Southeast (from 557 to 655).

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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/developmental 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); students who are incarcerated (e.g., postsecondary prison education program); 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 provides 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 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.

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 sex, attendance status (full-time, part-time), race/ethnicity, level (undergraduate and graduate, including doctor’s – professional practice), first-time (entering), transfer-in, continuing/returning, and degree/certificate-seeking statuses, enrolled throughout the reporting period. Students included are those enrolled in any courses for credit 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 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

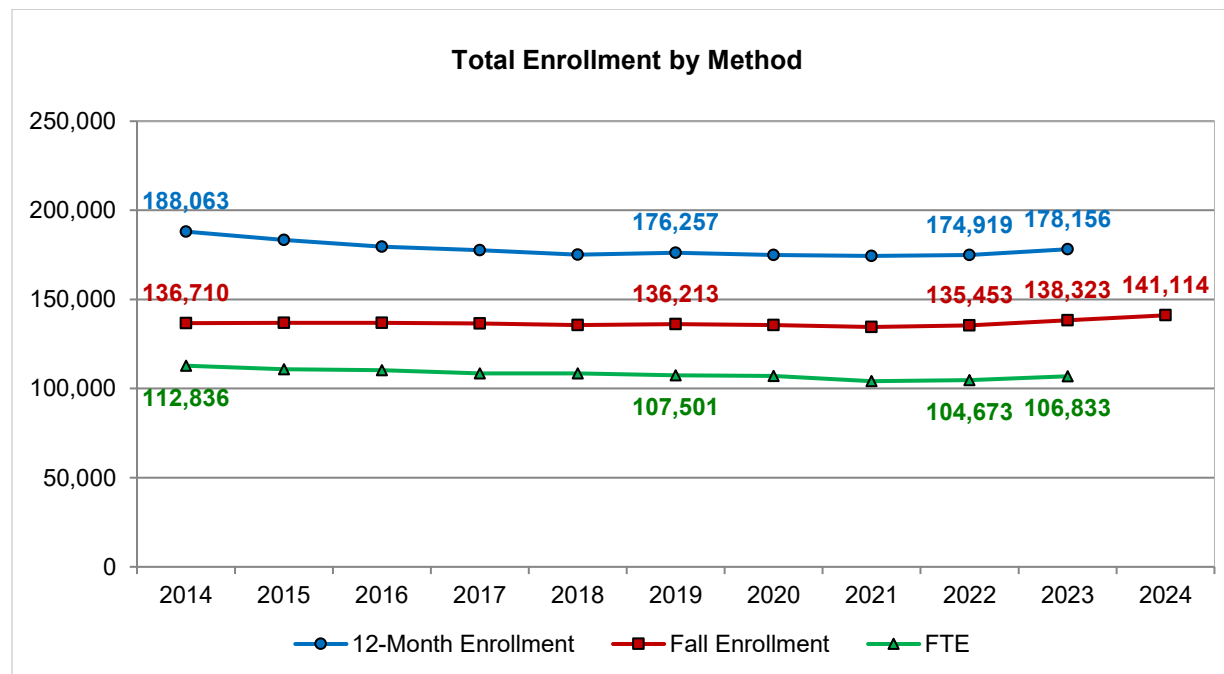
For institutions with continuous enrollment programs, FTE is determined by dividing the number of clock hours attempted by 900.¹

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

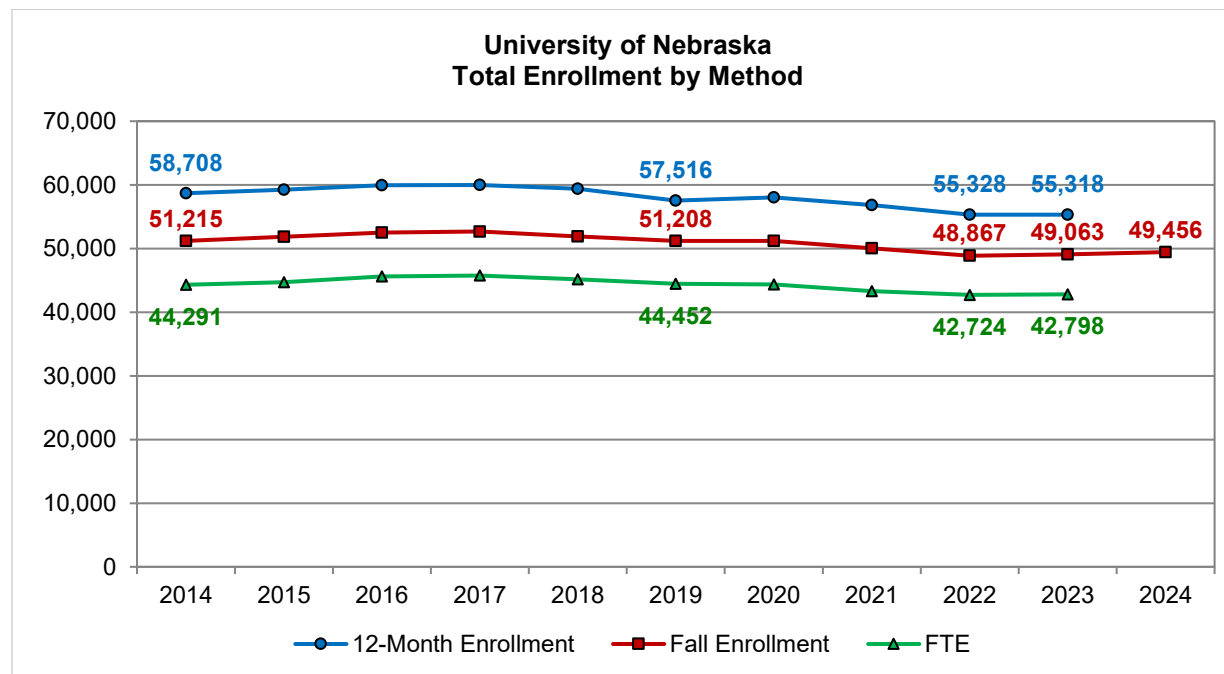
- Between 2014 and 2023, fall enrollment increased 1.2% at Nebraska's postsecondary institutions.
- Meanwhile, between 2014-15 and 2023-24, 12-month enrollment decreased 5.3% and FTE decreased 5.3%.



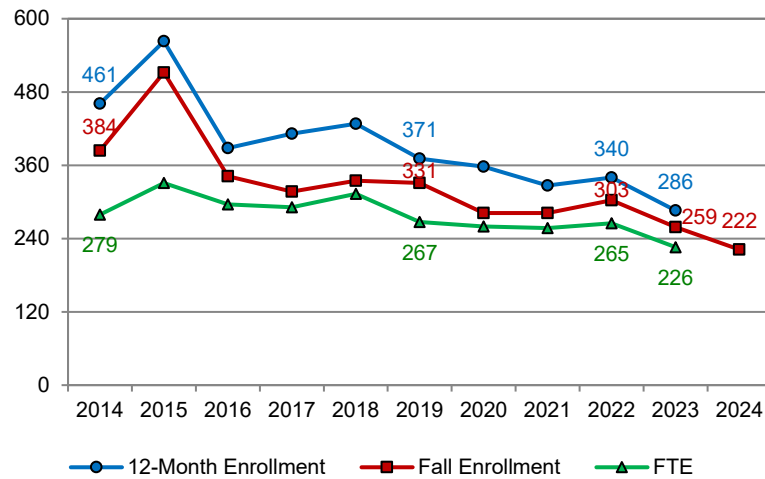
Note. IPEDS collects fall enrollment in the spring immediately following the fall enrollment period, while 12-month enrollment and FTE are collected in the fall following the conclusion of the academic period. For example, fall 2024 data were reported in spring 2025, while 2024-25 12-month data will not be collected until fall 2025.

ENROLLMENT AT THE UNIVERSITY OF NEBRASKA by METHOD

- From fall 2014 to fall 2023, enrollment decreased 4.2% at the University of Nebraska.
- Between 2014-15 and 2023-24, 12-month enrollment decreased 5.8% and FTE decreased 3.4%.

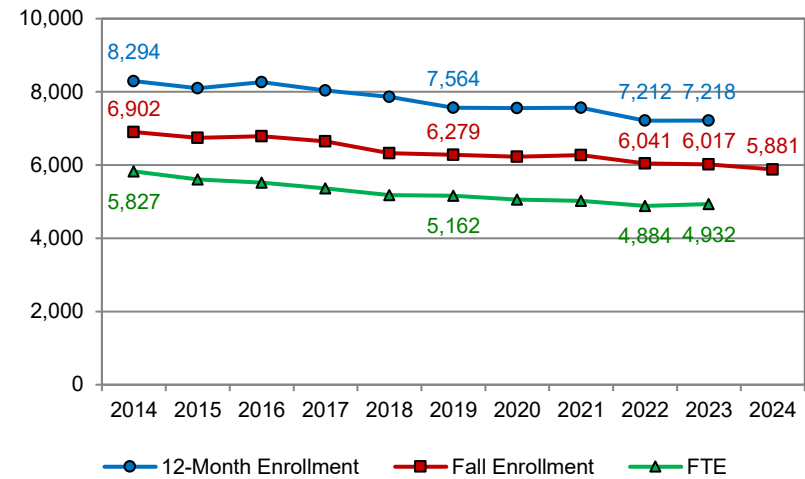


**Nebraska College of Technical Agriculture
Enrollment by Method**

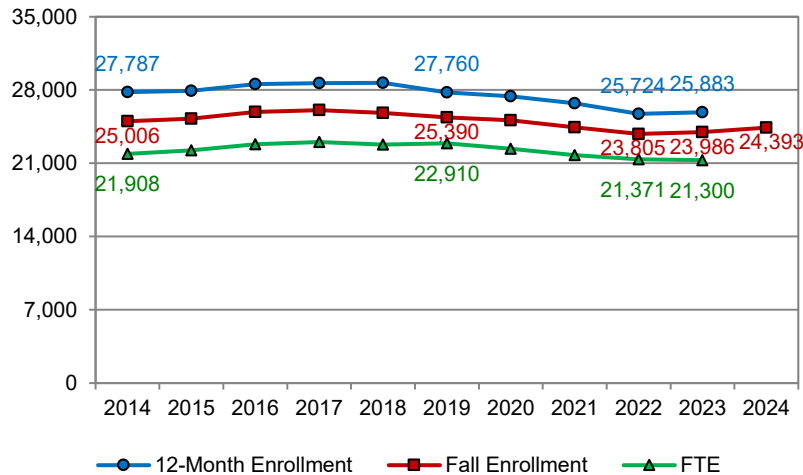


Note. The decrease in fall 2016 enrollment was primarily due to changes in the number of dual credit students at NCTA.

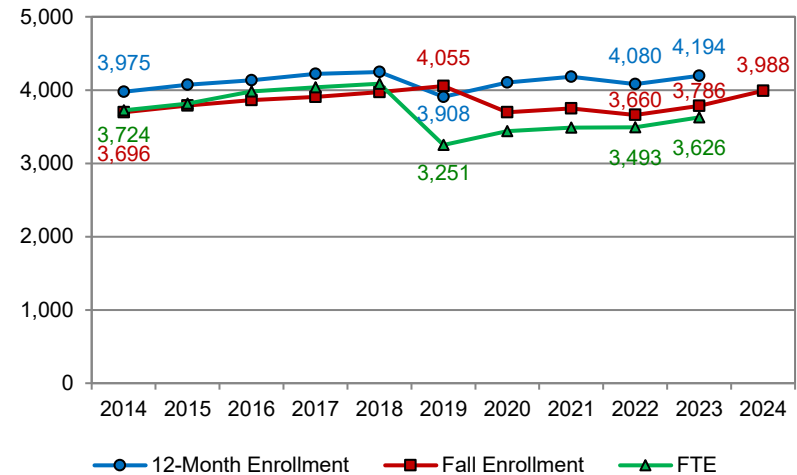
**University of Nebraska at Kearney
Enrollment by Method**



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

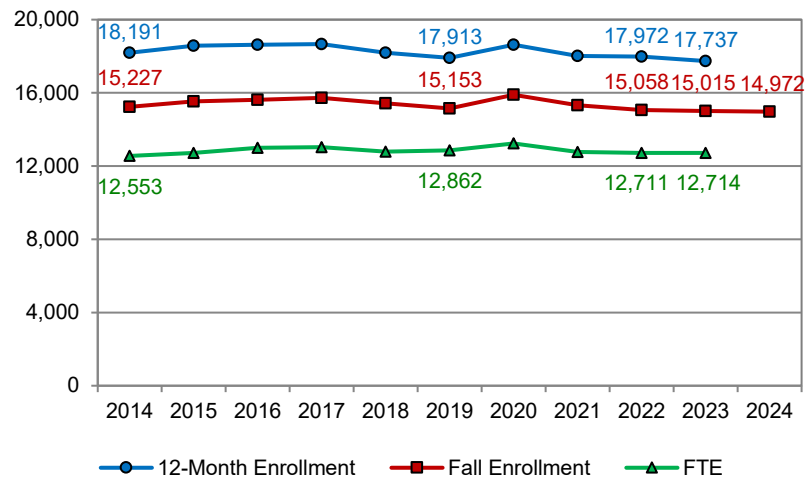


**University of Nebraska Medical Center
Enrollment by Method**



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**

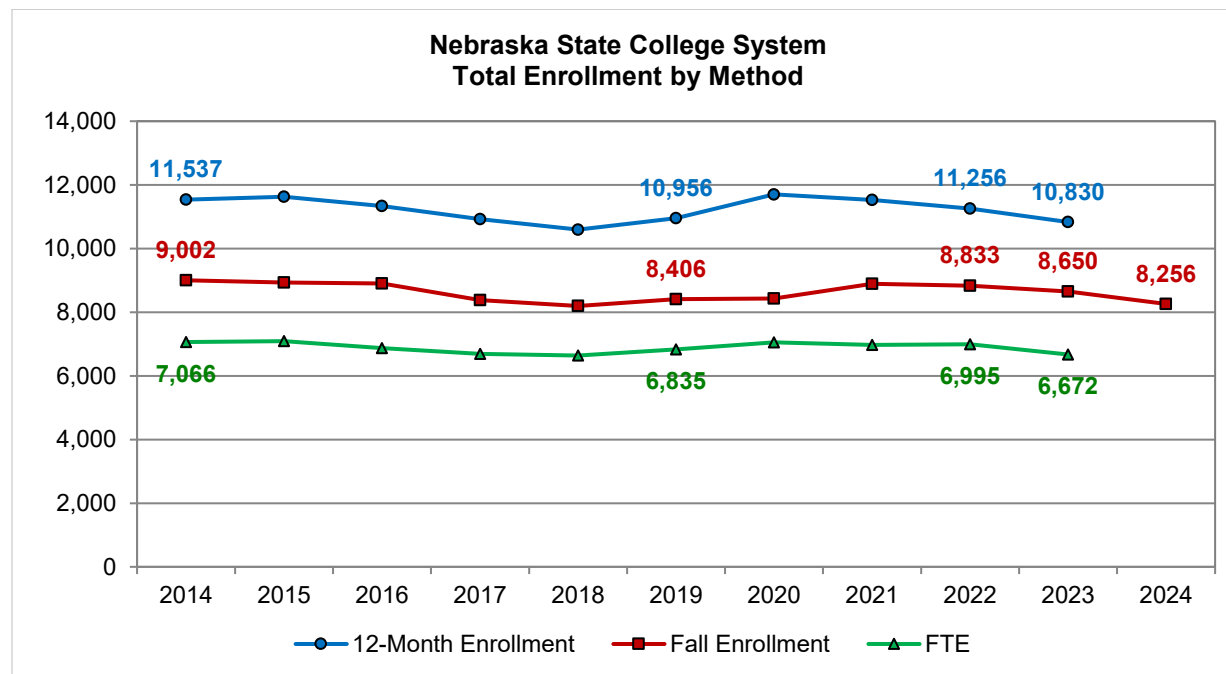


**University of Nebraska
Percent Change in Fall Enrollment,
12-Month Enrollment, and FTE**

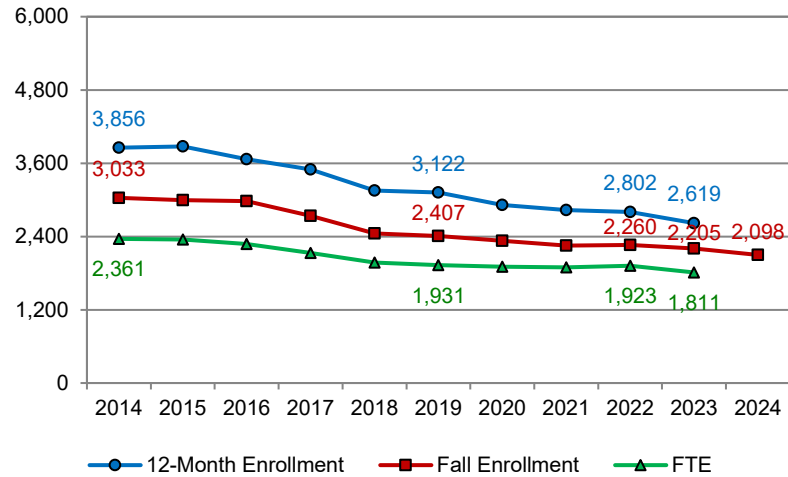
Institution	Fall Enrollment 2014 to 2023	12-Mo. Enrollment 14-15 to 23-24	FTE 14-15 to 23-24
NCTA	-32.6%	-38.0%	-19.0%
UNK	-12.8%	-13.0%	-15.4%
UNL	-4.1%	-6.9%	-2.8%
UNMC	2.4%	5.5%	-2.6%
UNO	-1.4%	-2.5%	1.3%
Univ. of Neb Total	-4.2%	-5.8%	-3.4%

ENROLLMENT AT THE NEBRASKA STATE COLLEGE SYSTEM by METHOD

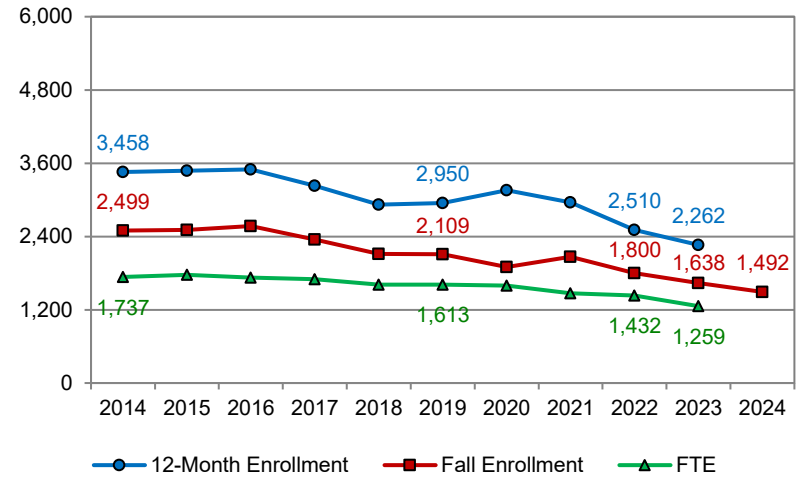
- From fall 2014 to fall 2023, enrollment decreased 3.9% at Nebraska's state colleges.
- Between 2014-15 and 2023-24, 12-month enrollment decreased 6.1% and FTE decreased 5.6%.



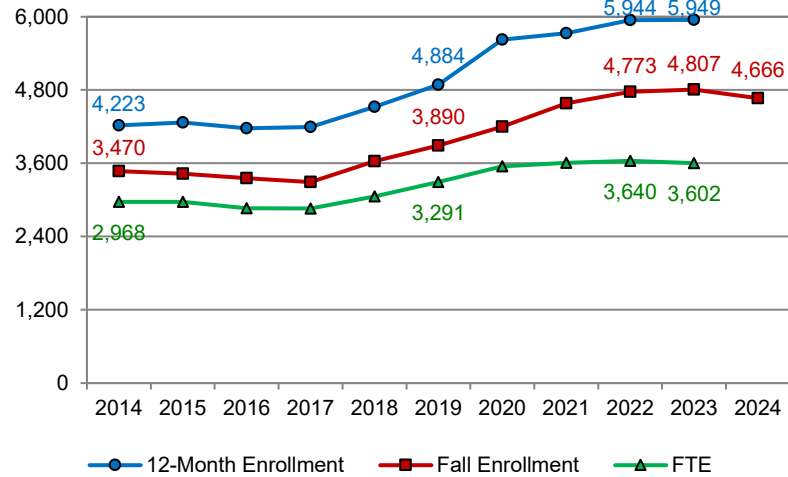
**Chadron State College
Enrollment by Method**



**Peru State College
Enrollment by Method**



**Wayne State College
Enrollment by Method**

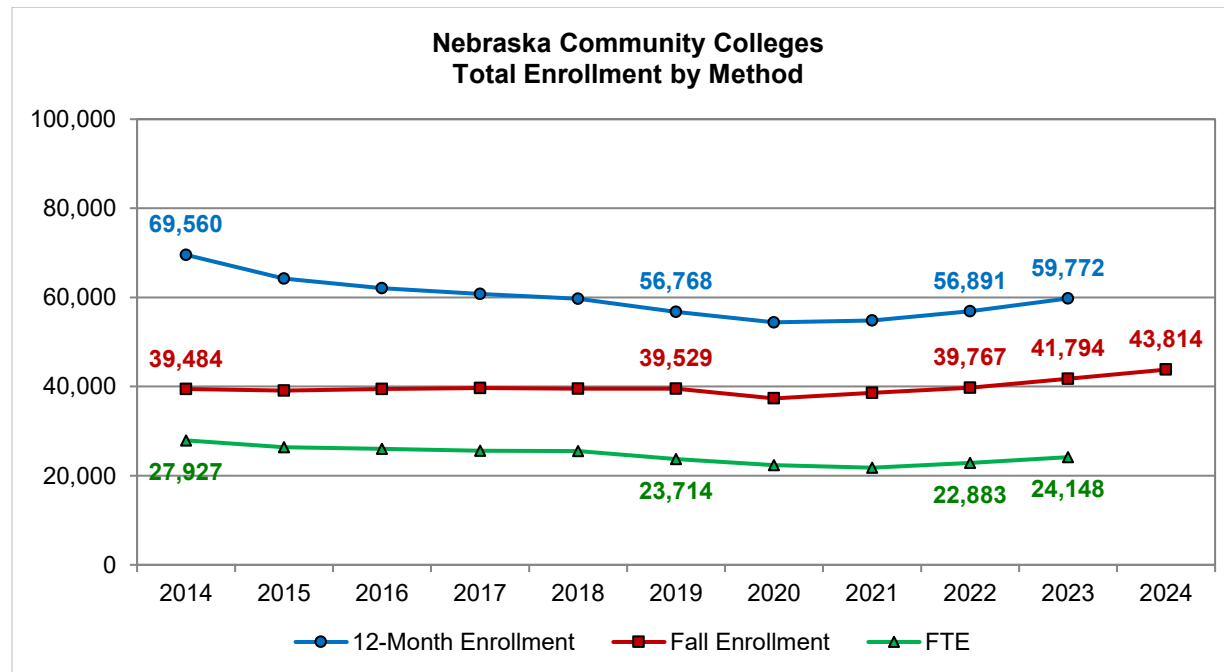


**Nebraska State College System
Percent Change in Fall Enrollment,
12-Month Enrollment, and FTE**

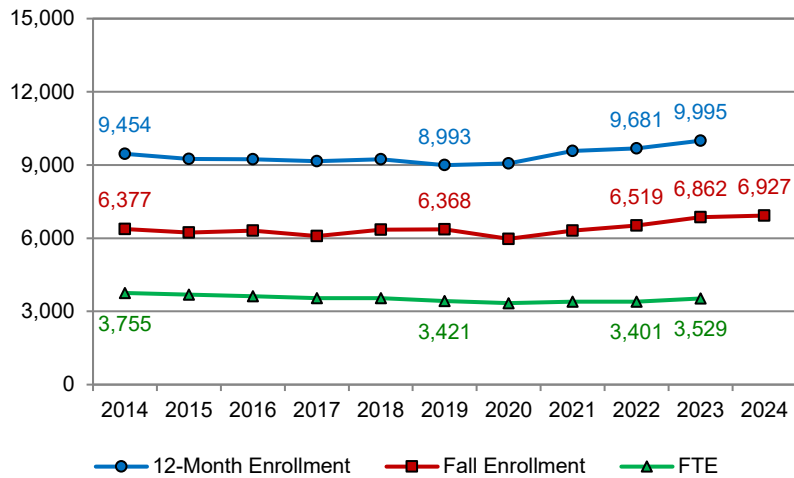
Institution	Fall Enrollment 2014 to 2023	12-Mo. Enrollment 14-15 to 23-24	FTE 14-15 to 23-24
Chadron	-27.3%	-32.1%	-23.3%
Peru	-34.5%	-34.6%	-27.5%
Wayne	38.5%	40.9%	21.4%
NSCS Total	-3.9%	-6.1%	-5.6%

ENROLLMENT AT NEBRASKA COMMUNITY COLLEGES by METHOD

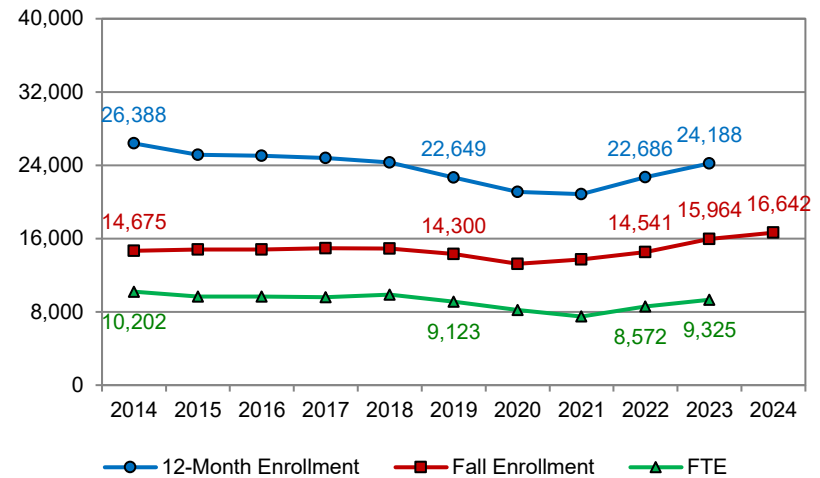
- From fall 2014 to fall 2023, enrollment increased 5.9% at Nebraska's community colleges.
- Between 2014-15 and 2023-24, 12-month enrollment decreased 14.1% and FTE decreased 13.5%.



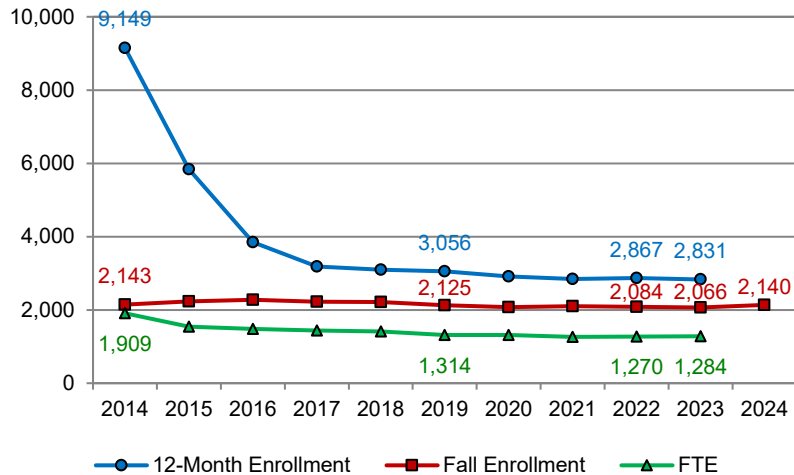
**Central Community College
Enrollment by Method**



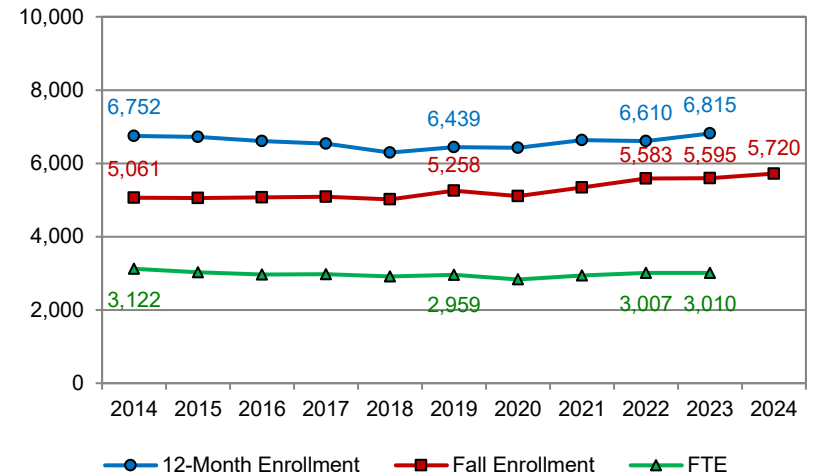
**Metropolitan Community College
Enrollment by Method**



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

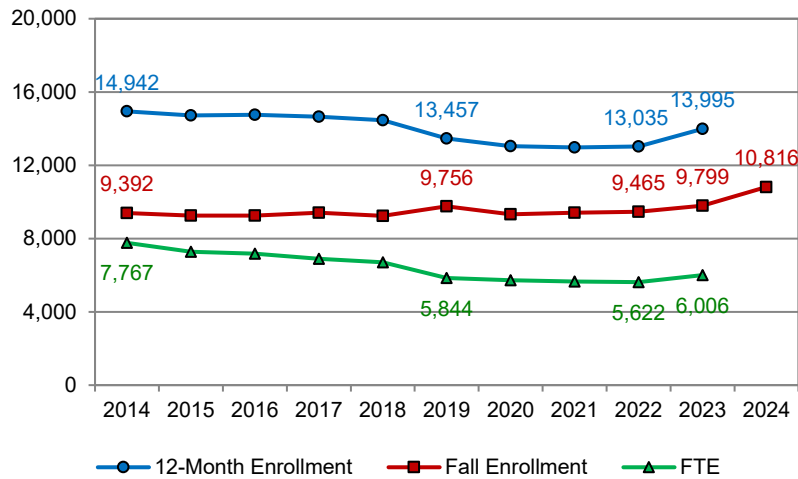


**Northeast Community College
Enrollment by Method**

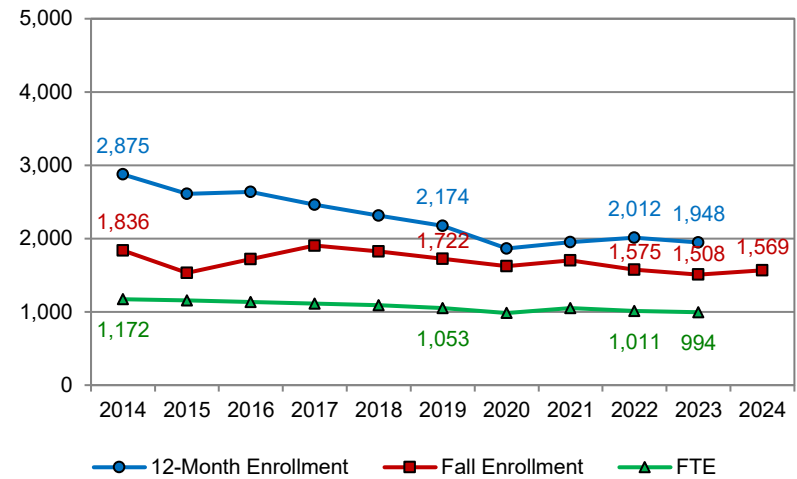


Note. The large decreases in 12-month enrollment and FTE at Mid-Plains Community College in 2015-16 and 2016-17 were due to the Union Pacific Railroad's decision to slow learning opportunities at North Platte Community College.

**Southeast Community College
Enrollment by Method**



**Western Nebraska Community College
Enrollment by Method**

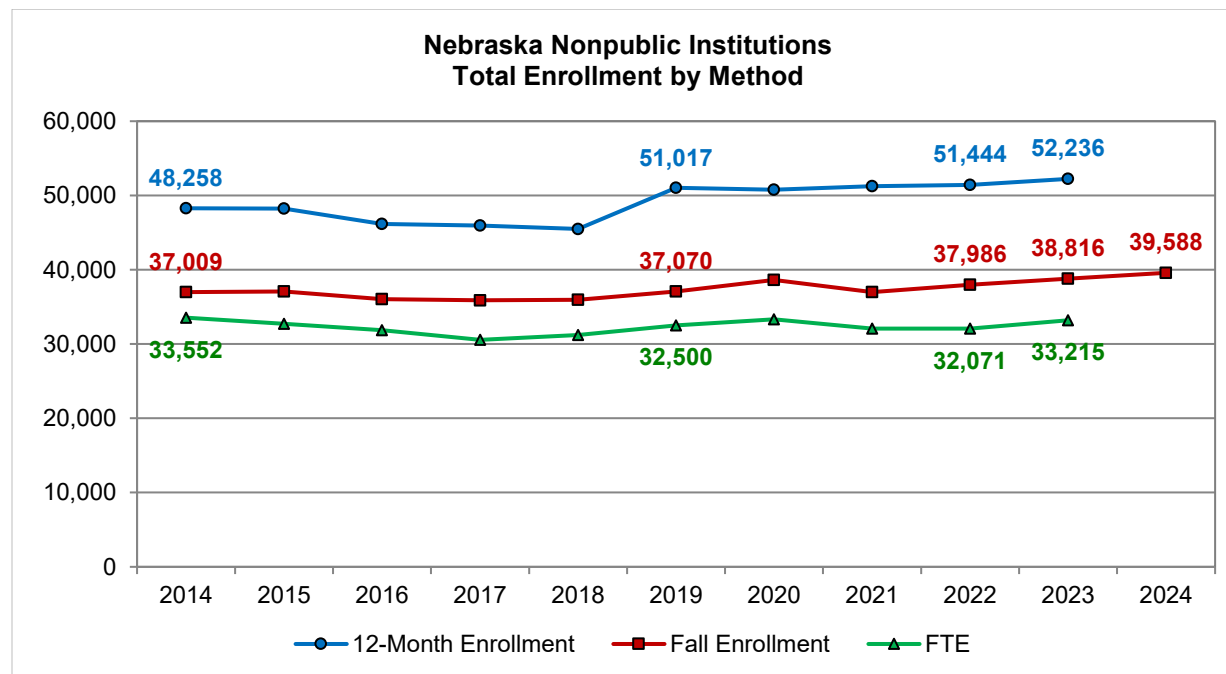


**Nebraska Community Colleges
Percent Change in Fall Enrollment,
12-Month Enrollment, and FTE**

Institution	Fall Enrollment 2014 to 2023	12-Mo. Enrollment 14-15 to 23-24	FTE 14-15 to 23-24
Central	7.6%	5.7%	-6.0%
Metro	8.8%	-8.3%	-8.6%
Mid-Plains	-3.6%	-69.1%	-32.7%
Northeast	10.6%	0.9%	-3.6%
Southeast	4.3%	-6.3%	-22.7%
Western	-17.9%	-32.2%	-15.2%
Neb. CCs Total	5.9%	-14.1%	-13.5%

ENROLLMENT AT NEBRASKA NONPUBLIC INSTITUTIONS by METHOD

- From fall 2014 to fall 2023, enrollment increased 4.9% at Nebraska's nonpublic institutions.
- Between 2014-15 and 2023-24, 12-month enrollment increased 8.2% while FTE decreased 1.0%.



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

COMPARING FALL ENROLLMENT AND 12-MONTH ENROLLMENT

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

Both methods of measuring enrollment are valid measures; however, 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 sex. 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.

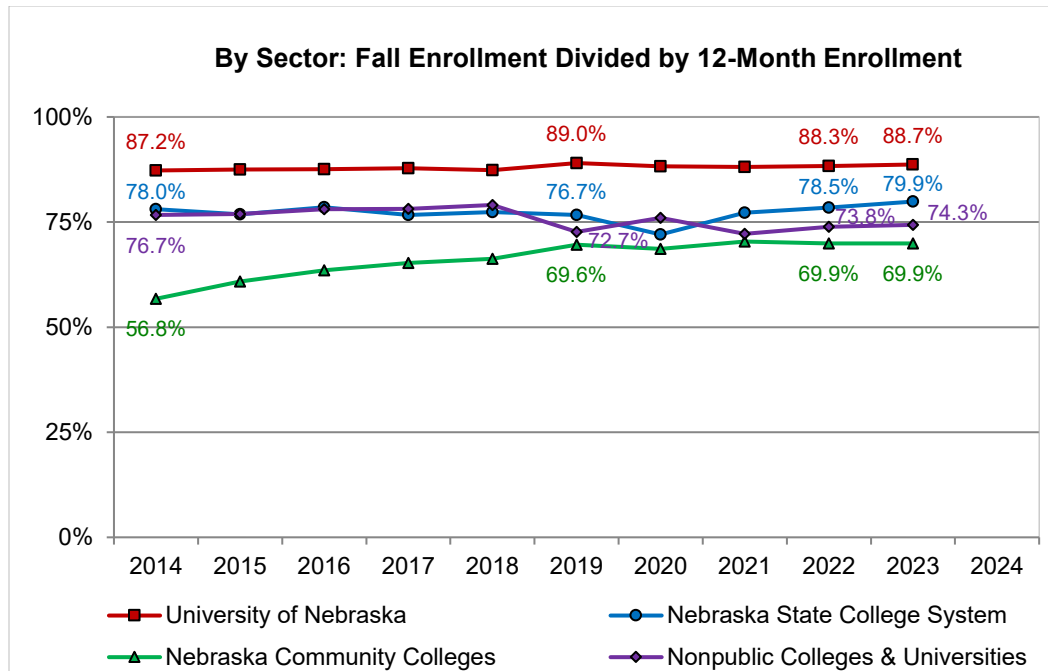
It should be noted that when fall enrollment is the reported measure, the amount of 12-month enrollment captured by fall enrollment varies by sector and institution. A technique for measuring the portion of enrollment captured by fall enrollment is discussed below.

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.



- 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. (■)	87.2% (14-15)	89.0% (19-20)
NSCS (●)	72.1% (20-21)	79.9% (23-24)
Neb. CCs (▲)	56.8% (14-15)	70.4% (21-22)
Nonpublics (◆)	72.2% (21-22)	79.1% (18-19)
Total	72.7% (14-15)	77.6% (23-24)

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 provide a considerable amount of industry training to students who are not captured by fall enrollment figures.

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