

2013–2014 Factual Look at Higher Education in Nebraska

**Nebraska’s Coordinating Commission
for Postsecondary Education**

Section: Enrollment

Fall Enrollment Data for 2003 through 2013

**Published November 2014
on the Commission website
www.ccpe.state.ne.us**

**Reporting information from the Integrated Postsecondary Education Data System (IPEDS)
Surveys of Nebraska Public Colleges and Universities,
Independent Colleges and Universities, and For-Profit/Career Schools**

**Ten-Year Trends based on the 2003–04 through 2013–14 Federal IPEDS Completion Surveys
of Nebraska Public Colleges and Universities,
Independent Colleges and Universities, and For-Profit/Career Schools**

Nebraska's Coordinating Commission for Postsecondary Education

140 N. 8th Street, Suite 300
P.O. Box 95005
Lincoln, Nebraska 68509-5005
Telephone: (402) 471-2847
Fax: (402) 471-2886
www.ccpe.state.ne.us

Dr. Michael Baumgartner, Executive Director

Commissioners

Colleen A. Adam, Chair
Hastings, District 5

Carol A. Zink, Vice Chair
Lincoln, Member-at-Large

Dr. John Bernthal
Lincoln, District 1

Dr. Deborah Frison
Omaha, District 2

Dr. Ronald Hunter
Hay Springs, District 6

Mary Lauritzen
West Point, Member-at-Large

Dwayne Probyn
Papillion, Member-at-Large

Eric Seacrest
North Platte, Member-at-Large

Dr. Joyce D. Simmons
Valentine, Member-at-Large

Lori Warner
South Sioux City, District 3

W. Scott Wilson
Papillion, District 4

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

List of 55 Reporting Institutions

University of Nebraska (5)	Independent Colleges & Universities (Continued)
Nebraska College of Technical Agriculture	Nebraska Christian College
University of Nebraska at Kearney	Nebraska Indian Community College
University of Nebraska-Lincoln	Nebraska Methodist College of Nursing & Allied Health
University of Nebraska Medical Center	Nebraska Wesleyan University
University of Nebraska at Omaha	Summit Christian College
	Union College
Nebraska State College System (3)	York College
Chadron State College	
Peru State College	Degree-Granting For-Profit/Career Schools (13)
Wayne State College	Alegent Health School of Radiologic Technology
	ITT Technical Institute-Omaha
Nebraska Community Colleges (6)	Kaplan University-Lincoln Campus
Central Community College	Kaplan University-Omaha Campus
Metropolitan Community College	Mary Lanning Memorial Hospital School of Radiologic Technology
Mid-Plains Community College	Myotherapy Institute
Northeast Community College	National American University-Bellevue
Southeast Community College	Omaha School of Massage and Healthcare of Herzing University
Western Nebraska Community College	The Creative Center
	Universal College of Healing Arts
Independent Colleges & Universities (20)	University of Phoenix-Omaha Campus
Bellevue University	Vatterott College (Closed Fall 2005)
Bryan College of Health Sciences	Vatterott College-Spring Valley
Clarkson College	
College of Saint Mary	Non-Degree-Granting For-Profit/Career Schools (8)
Concordia University-Seward	Capitol School of Hairstyling and Esthetics
Creighton University	College of Hair Design
Dana College (Closed Fall 2010)	College of Hair Design-East Campus
Doane College-Crete	Fullen School of Hair Design
Doane College-Lincoln	Joseph's College
Grace University	La'James International College
Hastings College	Regional West Medical Center School of Radiologic Technology
Little Priest Tribal College	Xenon International Academy-Omaha
Midland University	

Table of Contents for Factual Look – Enrollment

Executive Summary of Data	i
Section 1 Total Fall Enrollment and Total Fall Enrollment by Sector	1.1
Section 2 Fall Enrollment by Student Level and by Full-Time/Part-Time Classification	2.1
Section 3 Fall Enrollment by Gender.....	3.1
Section 4 Fall Enrollment by Race/Ethnicity.....	4.1
Section 5 Fall Enrollment by Race/Ethnicity and by Gender	5.1
Section 6 Fall Enrollment by Age	6.1
Section 7 Fall Enrollment Compared to 12-Month Enrollment.....	7.1
Section 8 Fall Enrollment of First-Time Freshmen	8.1

Enrollment

Executive Summary of Data

This section of the *Factual Look at Higher Education in Nebraska* summarizes data from the federal Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities and for-profit/career schools. In this section, 10-year trends in fall enrollments are analyzed by (1) sector and full/part-time classification, (2) student level and full/part-time classification, (3) gender, (4) race/ethnicity, (5) race/ethnicity and gender, and (6) age. Fall enrollments are compared to 12-month enrollments in the next to the last sub-section of this report. Trends in first-time freshmen fall enrollments are presented in the last sub-section. This edition of the *Factual Look* covers enrollments from fall 2003 through fall 2013.

Technical Notes:

1. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
 - a. The reported enrollment of 579 in fall 2010 for Joseph's College (for-profit/career school sector) is incorrect due to problems with the college's data system. The Commission estimates that 303 students actually attended Joseph's College in fall 2010. Corrected data will be included in the next edition of the *Factual Look (Enrollment)*.
2. Due to rounding, percentages may not sum to 100.0% for data summarized in this report.
3. Detailed data reporting fall enrollments by sector and institution, part-time/full-time classification, by level, by race and by gender are available in the **downloadable Excel workbook for Enrollment**.

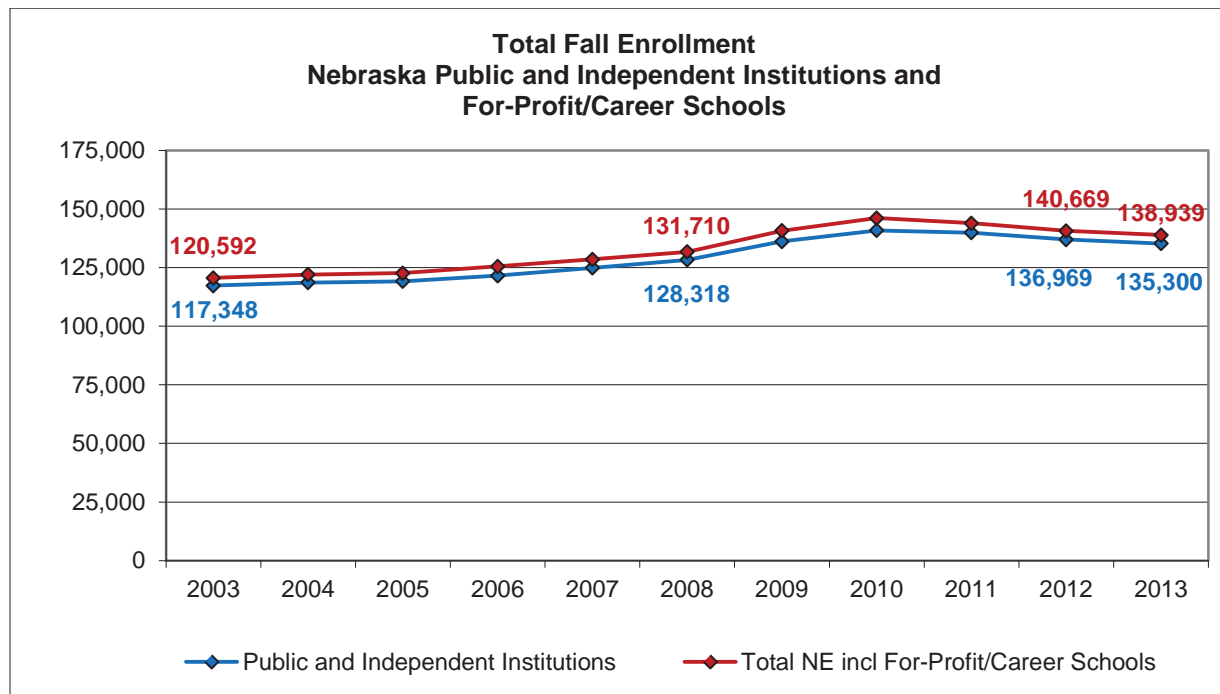
Executive Summary of Data

Enrollment Fall 2003 – Fall 2013

Total Fall Enrollment

See page 1.2

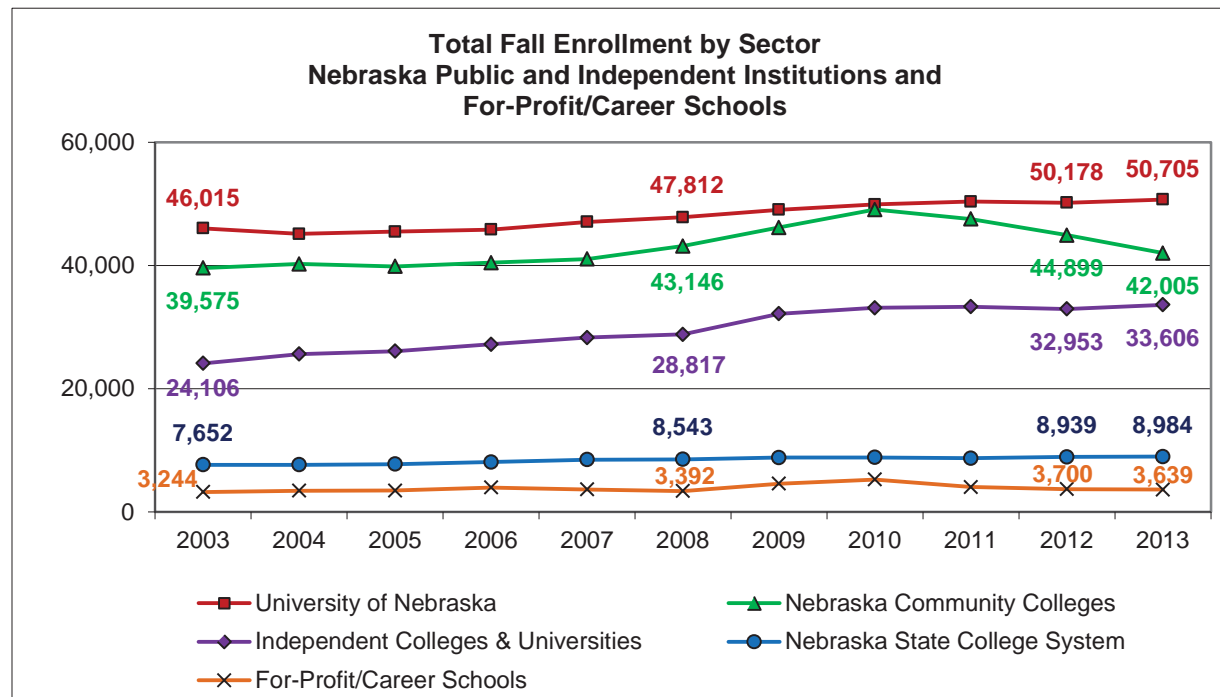
- Total fall enrollment at Nebraska’s public and independent institutions and for-profit/career schools increased from 120,592 in fall 2003 to 138,939 in fall 2013, an increase of 15.2% over the 10-year period.
- Total fall enrollment at Nebraska’s public and independent institutions increased 15.3% over the 10-year period, from 117,348 in fall 2003 to 135,300 in fall 2013.



Total Fall Enrollment by Sector

See pages 1.3-1.4

- The University of Nebraska (■) steadily increased fall enrollments 10.2%, or 4,690 students, over the 10-year period between fall 2003 and fall 2013. Between fall 2012 and fall 2013, enrollment increased 1.1% (527 students).
- Total enrollment at Nebraska's Community Colleges (▲) increased 23.9%, or 9,476 students, between fall 2003 and fall 2010. However, fall enrollment decreased 14.4%, or 7,046 students, between 2010 and 2013, resulting in a 6.1% net 10-year increase.
- Independent colleges and universities (◆) steadily increased fall enrollments 39.4%, or 9,500 students, over the 10-year period between fall 2003 and fall 2013. Between fall 2012 and fall 2013, enrollment increased 2.0% (653 students).
- The Nebraska State College System (●) experienced a 10-year increase of 17.4%, or 1,332 students, between fall 2003 and fall 2013, with the total headcount increasing 0.5%, or 45 students, from fall 2012 to fall 2013.
- Over the seven-year period from fall 2003 to fall 2010, total enrollment at the for-profit/career schools (x) increased 62.0%, but decreased 30.7% (1,615 students) between fall 2010 and fall 2013, resulting in a net 10-year increase of 12.2%.



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

See pages 2.1-2.20

- Over the seven years between fall 2003 and fall 2010, statewide undergraduate enrollment increased 18.7% to 122,907, while graduate enrollment increased 36.6% to 23,262. Between fall 2010 and fall 2013, graduate enrollment increased 5.4%, or 1,249 students, to 24,511. However, undergraduate enrollment decreased 6.9%, or 8,479 students, to 114,428. Consequently, between fall 2003 and fall 2013, undergraduate enrollment increased 10.5% while graduate enrollment increased 43.9%.
- As a result of recent increases in graduate enrollments, graduate students accounted for 17.6% of total enrollment at the University of Nebraska, the Nebraska State College System, the independent sector, and the for-profit/career school sector in fall 2013, compared to 14.1% in fall 2003.
- From fall 2003 to fall 2013, part-time undergraduate enrollment increased 8.6%, from 33,421 to 36,311. Meanwhile, full-time undergraduate enrollment increased 11.4%, from 70,142 in fall 2003 to 78,117 in fall 2013. In comparison, part-time graduate enrollment increased 33.6% (from 8,097 to 10,819) and full-time graduate enrollment increased 53.3% (from 8,932 to 13,692).

Fall Enrollment by Gender

See pages 3.1-3.22

- Enrollment of women at Nebraska's postsecondary institutions increased 15.2%, from 67,258 in fall 2003 to 77,459 in fall 2013. During this same time period, enrollment of men increased 15.3%, from 53,334 in fall 2003 to 61,480 in fall 2013.
- The gender gap between men and women was the same in fall 2013 as in fall 2003, with women accounting for 55.8% of the state's total postsecondary fall enrollment.
- Throughout the 10-year period, men were more likely than women to be enrolled full time. In 2013, 68.5% of the male students at Nebraska's postsecondary institutions were enrolled full time, up from 67.9% in 2003. In comparison, 64.2% of the female students at Nebraska's postsecondary institutions were enrolled full time in fall 2013, up from 63.7% in fall 2003.
- The smallest gender gap among full-time undergraduates in fall 2013 was at the University of Nebraska, where 50.6% of the students were women. The largest gender gap among full-time undergraduates in fall 2013 was at Nebraska's for-profit/career schools, where 76.8% of the students were women.
- At the graduate level, women outnumbered men throughout the 10-year period between fall 2003 and fall 2013. Among full-time graduate students, 55.9% were women in fall 2013, up from 52.9% in fall 2003. The smallest gender gap among full-time graduate students in fall 2013 was at the University of Nebraska, where 51.2% of the students were women. The largest gender gaps among full-time graduate students were at the State Colleges and the for-profit/career schools, where women accounted for 61.6% of students in 2013.

Fall Enrollment by Race/Ethnicity

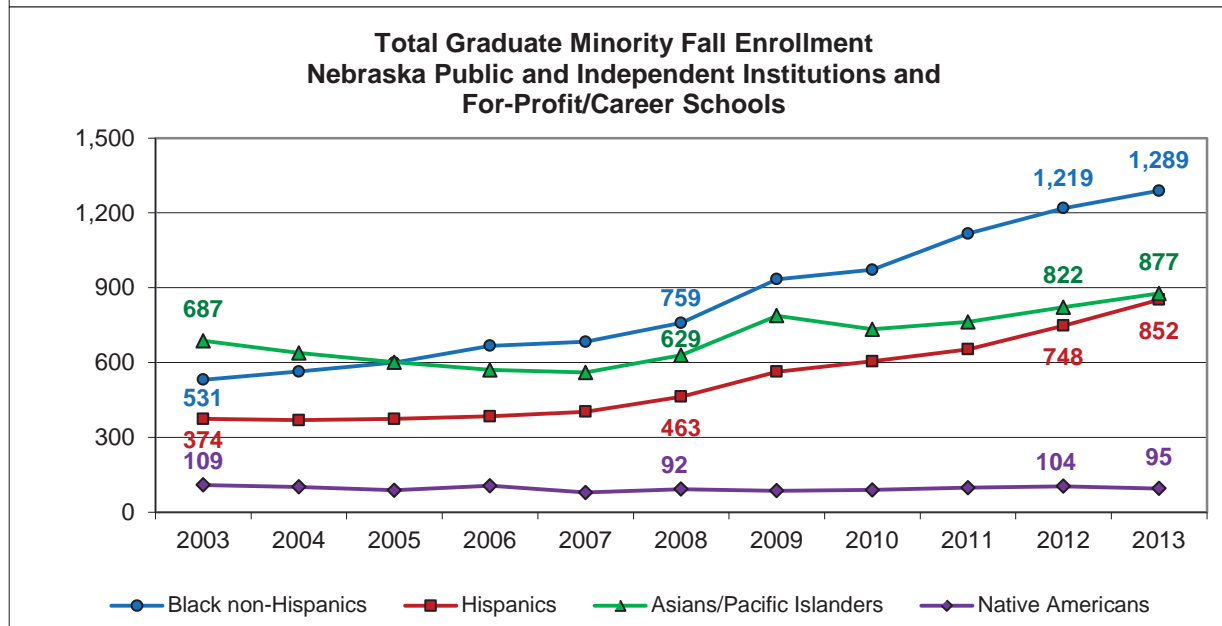
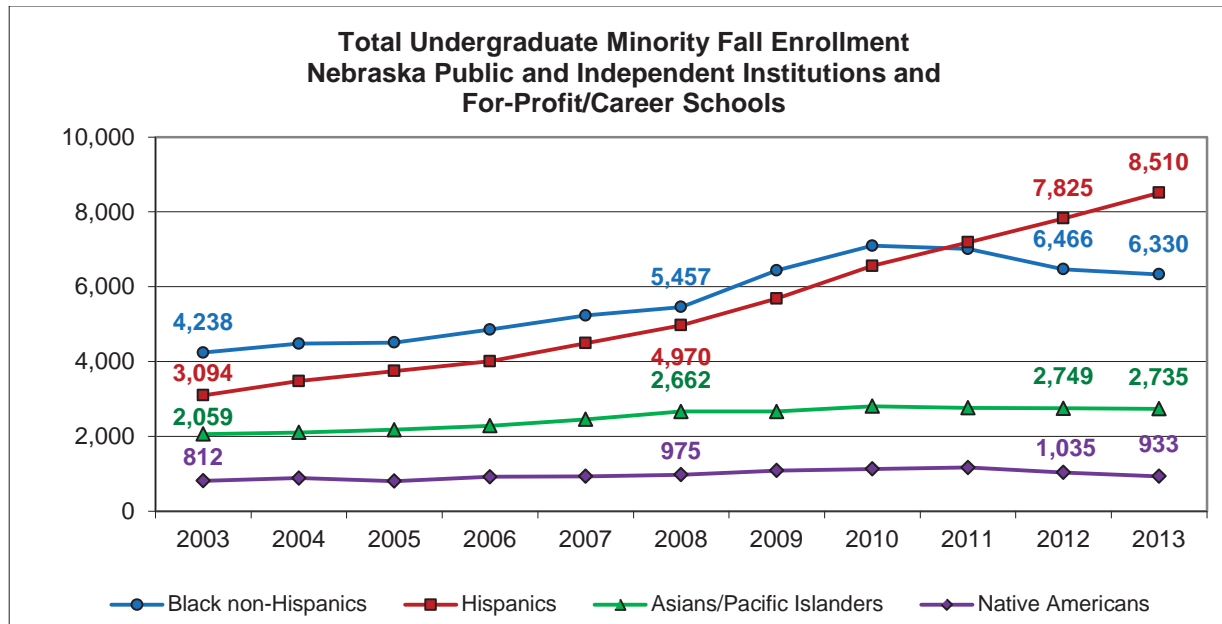
See pages 4.1-4.30

- Between fall 2003 and fall 2013, total enrollment of white non-Hispanics at Nebraska public and independent colleges and universities and for-profit/career schools increased 2.6%, from 101,034 to 103,652. In comparison, enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 81.6%, from 11,904 to 21,621.
- Minorities accounted for 16.7% of total postsecondary enrollment in fall 2013, up from 10.2% in fall 2003. Foreign students made up 3.1% of fall enrollment in fall 2003 and 3.5% in 2013. White non-Hispanics accounted for 79.9% in fall 2013, down from 86.7% in fall 2003. (Excludes students of unknown race/ethnicity and students of two or more races. See page 4.7 for further details.)
- From 2003 to 2013, enrollment of minorities increased in total and at both the undergraduate and graduate levels. Meanwhile, enrollment of white non-Hispanic students increased in total and at the graduate level but decreased at the undergraduate level. As shown in the chart below, growth rates varied by race/ethnicity and by level over the 10-year period.

Change in Fall Enrollment by Level and Race/Ethnicity: Fall 2003 – Fall 2013

Race/Ethnicity	Undergraduate		Graduate	
	Percentage Change	Change in Number of Students	Percentage Change	Change in Number of Students
Asian/Pacific Islander	+ 32.8%	+ 676	+ 27.7%	+ 190
Black non-Hispanic	+ 49.4%	+ 2,092	+ 142.7%	+ 758
Hispanic	+ 175.0%	+ 5,416	+ 127.8%	+ 478
Native American	+ 14.9%	+ 121	- 12.8%	- 14
White non-Hispanic	- 2.1%	- 1,808	+ 33.2%	+ 4,426

- The two charts on the following page summarize minority enrollment growth at the undergraduate and graduate levels.



Fall Enrollment by Race/Ethnicity and Gender

See pages 5.1-5.8

- For fall 2013, the total enrollment gender distribution by race/ethnicity was as follows:

Race/Ethnicity	Women	Men
Asian/Pacific Islander	53.3%	46.7%
Black non-Hispanic	54.8%	45.2%
Hispanic	57.4%	42.6%
Native American	63.0%	37.0%
White non-Hispanic	56.4%	43.6%

- Unlike the other student categories, male foreign students (non-resident aliens) outnumber female foreign students in Nebraska. In fall 2013, men accounted for 58.3% of total fall enrollment of foreign students at Nebraska postsecondary institutions, while women accounted for 41.7%.

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

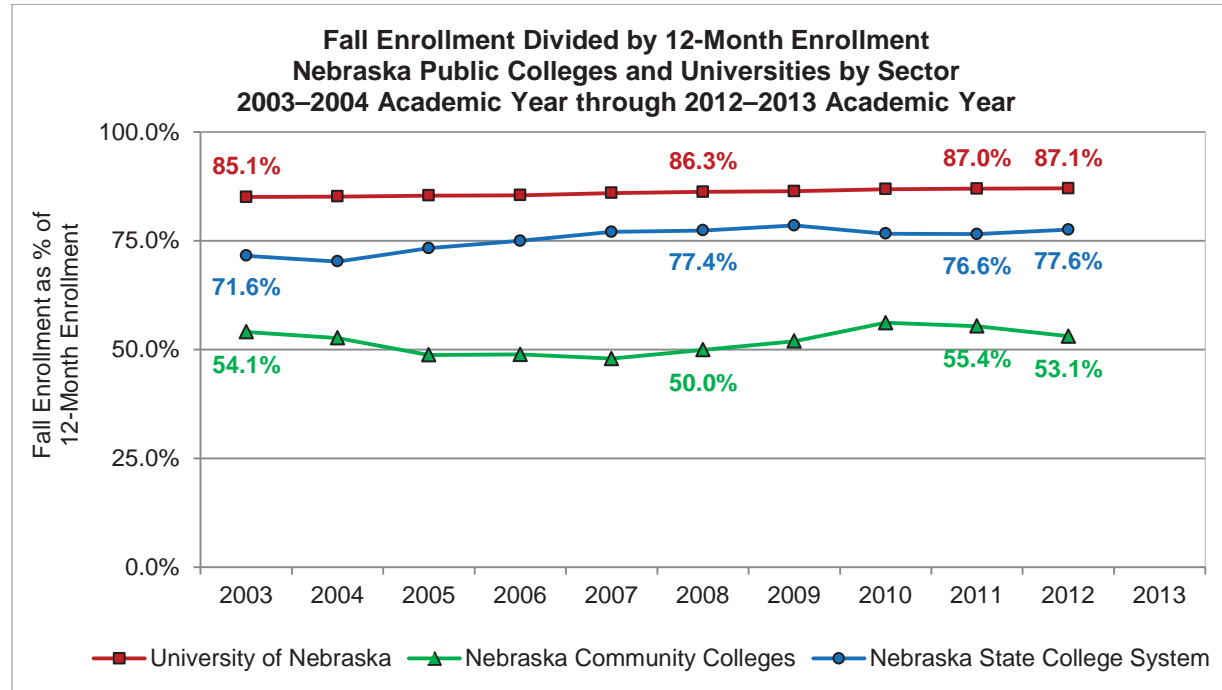
See pages 6.1-6.17

- In fall 2013, students age 24 and younger made up 63.7% of all students enrolled at Nebraska's postsecondary institutions. Students age 25 to 29 made up 13.4% and students 30 and over accounted for 22.9% of the student body.
- In 2013, the University of Nebraska enrolled the highest percentage of undergraduates under the age of 25 (87.4% of total University of Nebraska undergraduate enrollment), while the for-profit/career schools enrolled the highest percentage of students 25 or older (56.5% of total sector undergraduate enrollment).
- Between fall 2003 and fall 2013, the greatest increase in the percentage enrollment of students 24 years of age or younger was at Nebraska's Community Colleges. In fall 2013, students 24 years of age or younger accounted for 62.4% of the students at community colleges, compared to 57.5% in fall 2003. This shift has been due primarily to the percentage increase of under-18-year-olds and the decrease in percentage of students 35 years of age or older enrolled at the community colleges. (See page 6.15.)

Fall Enrollment Compared to 12-Month Enrollment

See pages 7.1-7.13

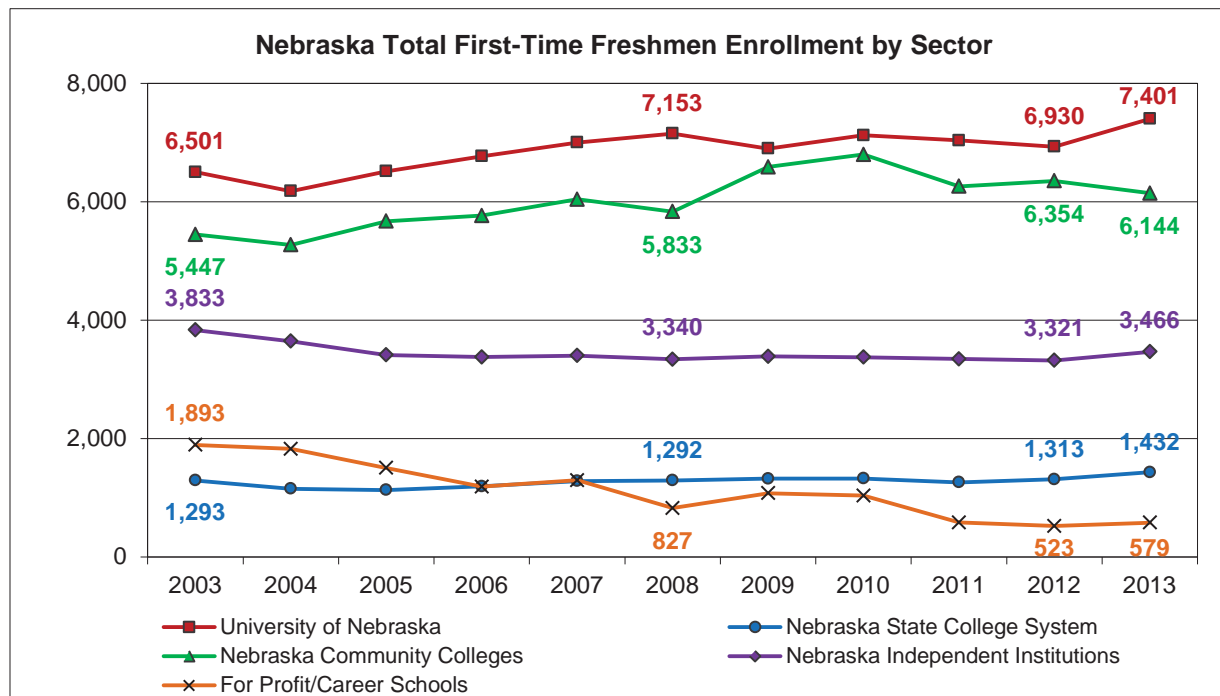
- Fall enrollment provides a “snapshot” of the total number of students who were enrolled at an institution on October 15 or the institution’s official fall reporting date. In comparison, 12-month enrollment is the total, unduplicated headcount of students who were enrolled at an institution at any time during the academic year.
- In general, fall enrollment and 12-month enrollment follow a similar trend at most of Nebraska’s public institutions. However, the amount of 12-month enrollment that is captured by fall enrollment varies by sector and institution. For example, since 2003, fall enrollment figures have captured 85% to 87% of the 12-month enrollment reported by the University of Nebraska. On the other hand, fall enrollment has captured 70% to 79% of 12-month enrollment at the Nebraska State Colleges and only 48% to 56% of 12-month enrollment at Nebraska’s Community Colleges.



Fall Enrollment of First-Time Freshmen

See pages 8.1-8.5

- The 10-year trends in the enrollment of first-time freshmen vary significantly by sector.
 - By far, the largest increases in the number of first-time freshmen occurred at the University of Nebraska between fall 2004 and fall 2008, and at Nebraska's Community Colleges between fall 2004 and fall 2010.
 - In comparison, the for-profit/career schools reported a substantial decrease in the enrollment of first-time freshmen between fall 2003 and fall 2012.
- Nebraska's three public sectors of higher education increased first-time freshmen by roughly the same percentage between fall 2003 and fall 2013. (University of Nebraska + 13.8%, State Colleges + 10.8%, Community Colleges + 12.8%.) At the same time, the numbers of first-time freshmen decreased 9.6% within the independent sector and 69.4% at the for-profit/career schools.



This page is left blank intentionally.

Section 1

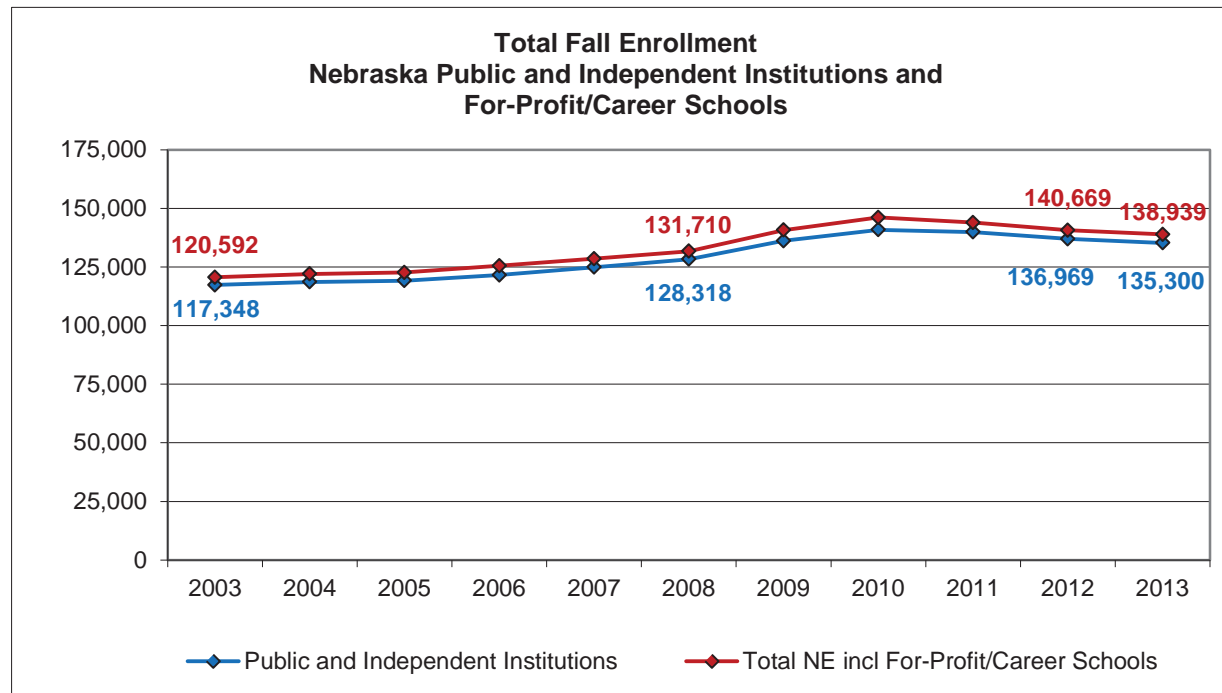
Total Fall Enrollment and Total Fall Enrollment by Sector

Note

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.

TOTAL FALL ENROLLMENT

- Total fall enrollment at Nebraska’s public, independent, and for-profit institutions¹ increased from 120,592 students in fall 2003 to 138,939 students in 2013, an increase of 15.2% over the 10-year period. However, fall enrollment decreased 1.2% (1,730 students) between fall 2012 and fall 2013.
- Total fall enrollment at Nebraska’s public and independent colleges and universities increased 15.3% over the 10-year period between fall 2003 and fall 2013. Between fall 2012 and fall 2013, fall enrollment decreased 1.2% at Nebraska’s public and independent colleges and universities.



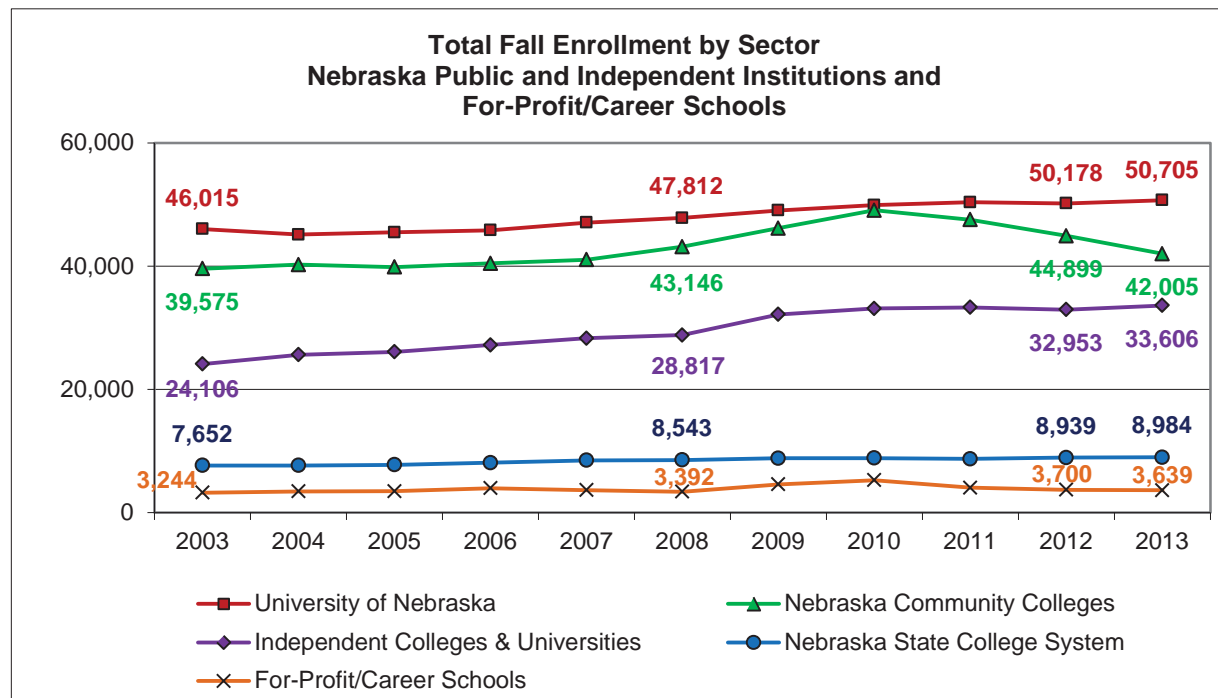
¹ All institutions in the for-profit/career schools sector are operated for profit except for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. See the list of reporting schools in the for-profit/career school sector, which is at the beginning of this report.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

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:

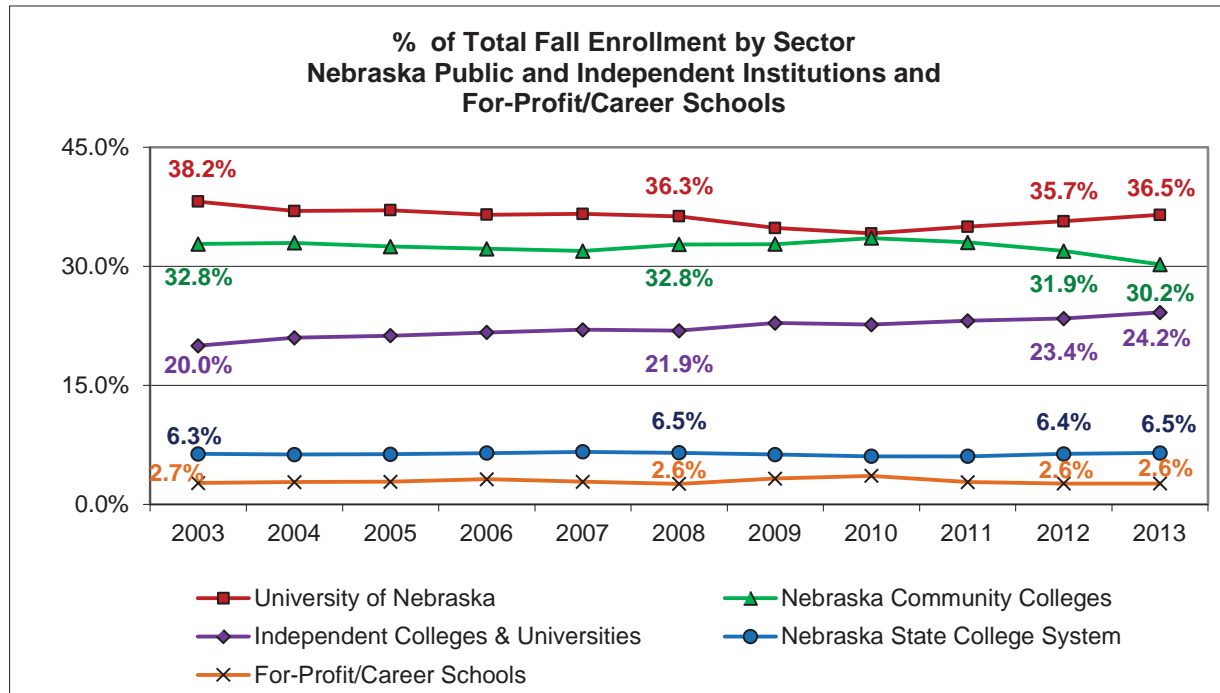
	2011–2012		2012–2013		2003–2013	
	1-Yr % Change	No. of Students	1-Yr % Change	No. of Students	10-Yr % Change	No. of Students
University of Nebraska	- 0.4%	- 185	1.1%	527	10.2%	4,690
Nebraska State College System	2.4%	213	0.5%	45	17.4%	1,332
Nebraska Community Colleges	- 5.6%	- 2,643	- 6.4%	- 2,894	6.1%	2,430
Nebraska Independent Colleges & Universities	- 1.0%	- 338	2.0%	653	39.4%	9,500
For-Profit/Career Schools in Nebraska	- 8.3%	- 337	- 1.6%	- 61	12.2%	395
Total		- 3,290		- 1,730		18,347



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

SECTOR FALL ENROLLMENT as a Percentage of TOTAL FALL ENROLLMENT

- As a result of the enrollment changes that occurred between fall 2003 and fall 2013, the enrollments of the independent colleges and universities and the Nebraska State College System accounted for higher percentages of total headcount enrollment in 2013 than in 2003. Meanwhile, the University of Nebraska, Nebraska's Community Colleges, and the for-profit/career schools enrolled smaller percentages in 2013 than in 2003.



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

Section 2

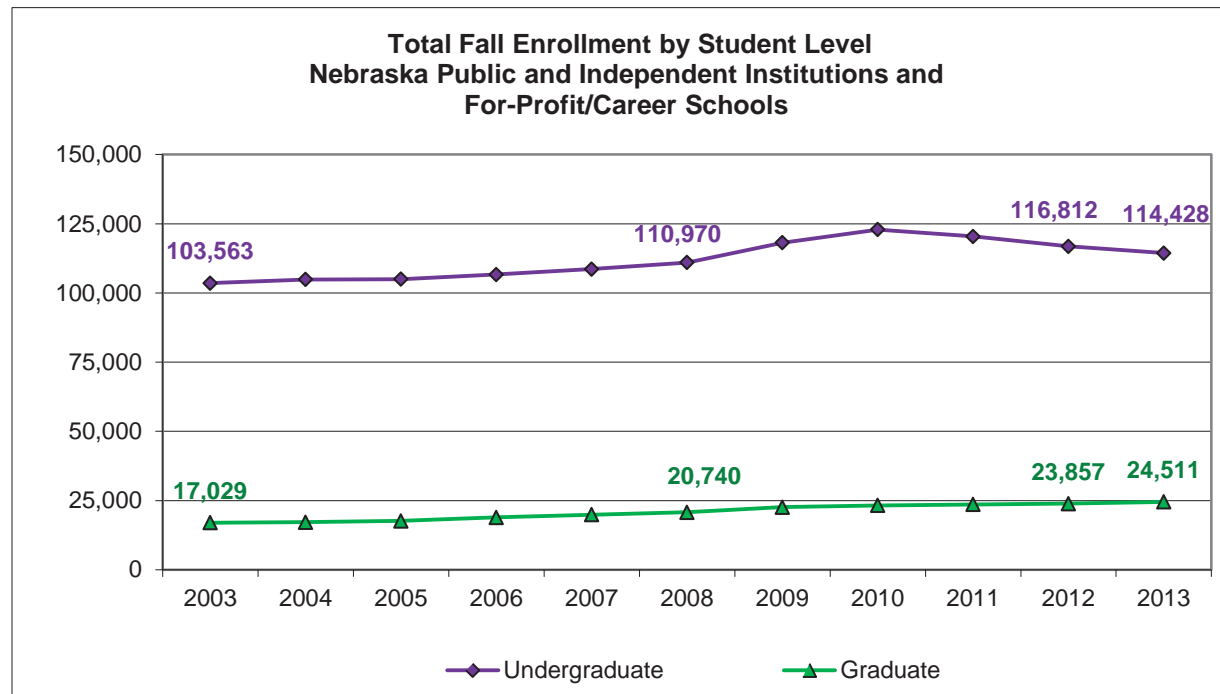
Fall Enrollment by Student Level (Undergraduate and Graduate) and by Full-Time/Part-Time Classification

Notes

- (1) Ten-year trends are shown for Nebraska’s public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.

NEBRASKA TOTAL FALL ENROLLMENT by STUDENT LEVEL

- In fall 2013, a total of 114,428 students were enrolled in undergraduate-level programs at Nebraska’s postsecondary institutions, including for-profit/career schools, an increase of 10.5% from fall 2003 and a 2.0% decrease from fall 2012.
- At the graduate level, 24,511 students were enrolled at Nebraska’s postsecondary institutions in fall 2013. This represents an increase of 43.9% from fall 2003 and a 2.7% increase from fall 2012.^a

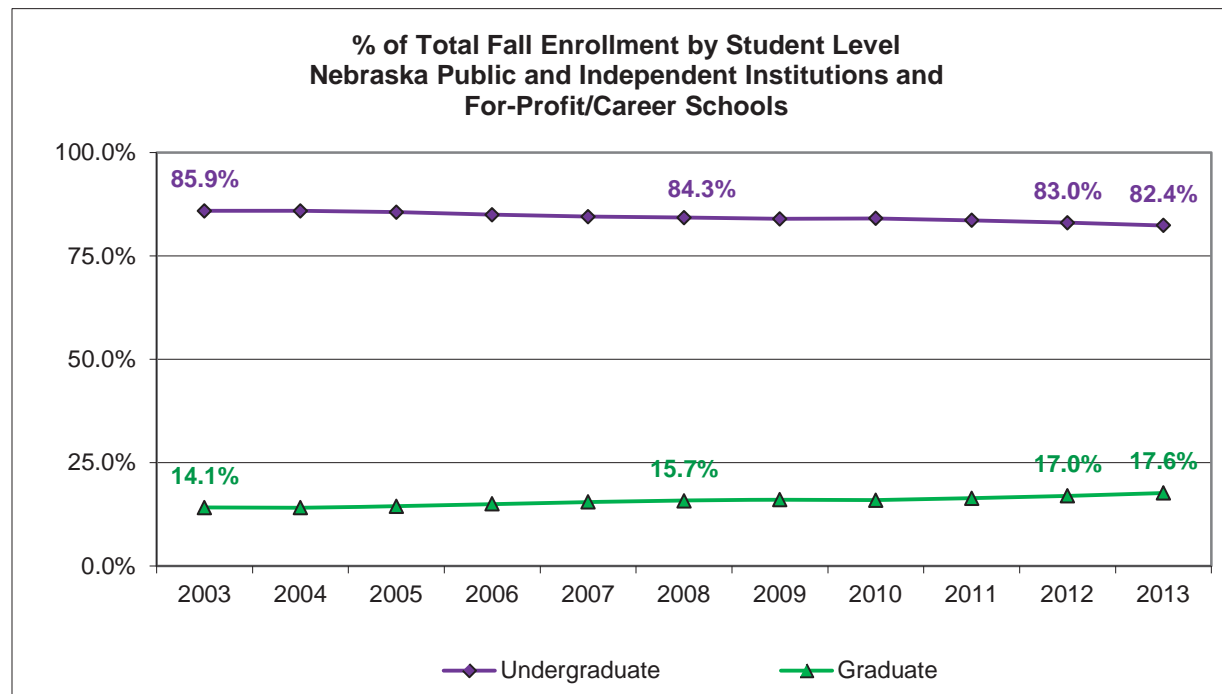


^a Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

Percentage of NEBRASKA TOTAL FALL ENROLLMENT by STUDENT LEVEL

- Between fall 2003 and fall 2013, total undergraduate enrollment at Nebraska's postsecondary institutions, including for-profit/career schools, steadily decreased as a percentage of total headcount enrollment, accounting for 82.4% of enrollment in 2013.
- During the same 10-year period, the percentage of students who were enrolled at the graduate level increased to 17.6%.



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

TOTAL FALL ENROLLMENT and PERCENTAGE of FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

- Between fall 2003 and fall 2013, total undergraduate enrollment increased across all sectors in Nebraska, resulting in an overall increase of 10.5%.
 - Between fall 2012 and fall 2013, undergraduate enrollment decreased at the for-profit/career schools and at Nebraska's Community Colleges, but increased slightly within the other three sectors. Subsequently, fall enrollment at the undergraduate level decreased 2.0% over the last year.
- Between fall 2003 and fall 2013, total graduate enrollment increased across all sectors offering graduate programs in Nebraska, resulting in an overall increase of 43.9%. Notably, fall enrollment at the independent colleges and universities more than doubled over this 10-year period, with Bellevue University and Creighton University accounting for nearly 65% of the growth within the independent sector.
 - Between fall 2012 and fall 2013, graduate enrollment decreased within the Nebraska State College System, but increased within all other sectors offering graduate programs. Subsequently, total fall enrollment at the graduate level increased 2.7% over the last year.
- As of fall 2013, graduate students accounted for about 24% of fall enrollment at the University of Nebraska, 16% at the Nebraska State College System, and 32% within the independent sector. Within all three of these sectors, graduate students accounted for higher percentages of total enrollment in fall 2013 than 10 years earlier, in fall 2003.

Changes in Fall Enrollment by Sector and by Student Level

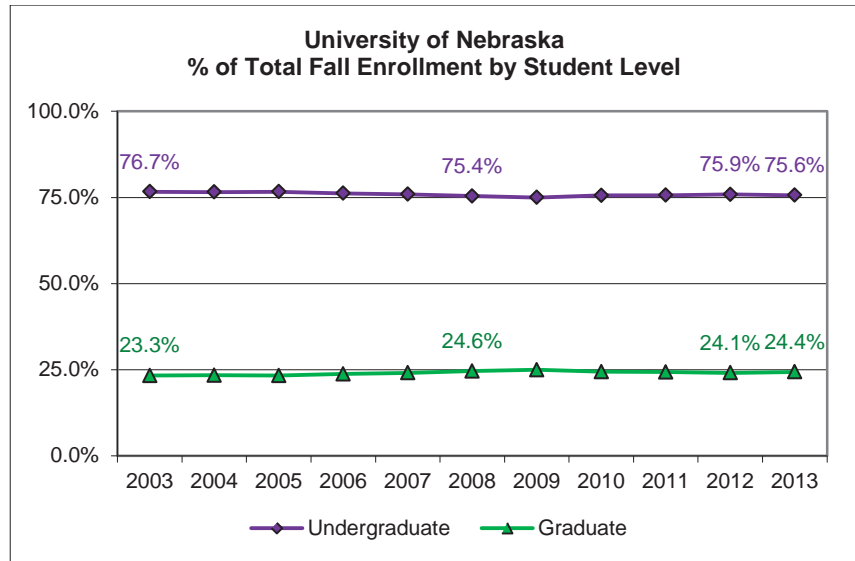
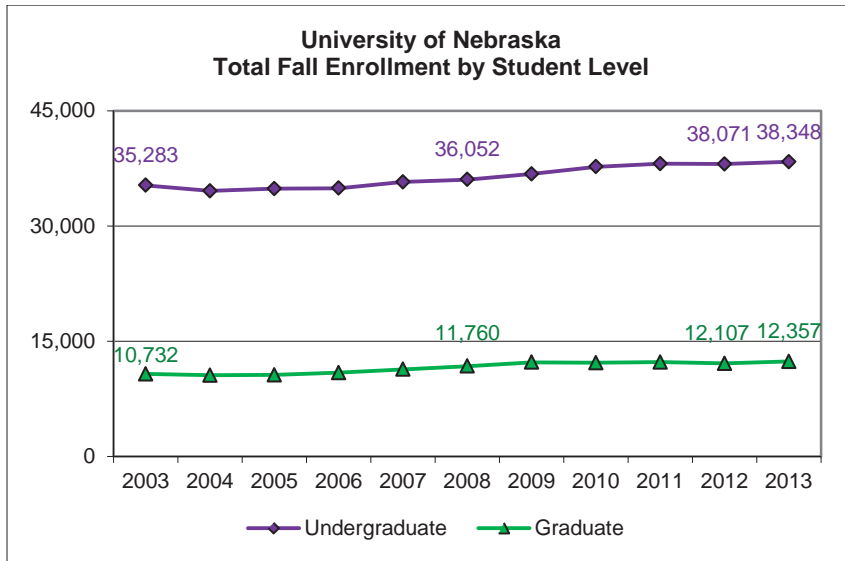
Sector	Undergraduate		Graduate	
	12–13	03–13	12–13	03–13
	1-Year	10-Year	1-Year	10-Year
University of Nebraska	0.7%	8.7%	2.1%	15.1%
Nebraska State College System	0.9%	16.1%	- 1.8%	24.7%
Nebraska Community Colleges	- 6.4%	6.1%	N/A ^a	N/A ^a
Independent Colleges & Universities	1.1%	21.3%	4.0%	105.9%
For-Profit/Career Schools	- 2.3%	9.0%	30.4%	N/A ^b
Nebraska State Total	- 2.0%	10.5%	2.7%	43.9%

^aNebraska's Community Colleges do not offer graduate degrees. ^bWith the introduction of a University of Phoenix facility to the Omaha area, 2006 was the first year that graduate programs were offered within Nebraska's for-profit/career school sector. Since 2006, the number of graduate students in the for-profit sector has increased from 29 to 103 students, an increase of 255.2% over the seven-year period.

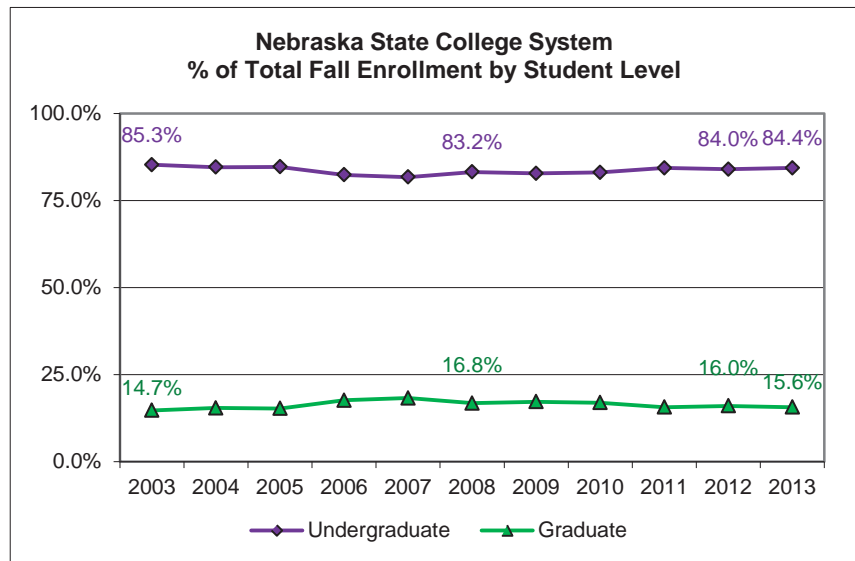
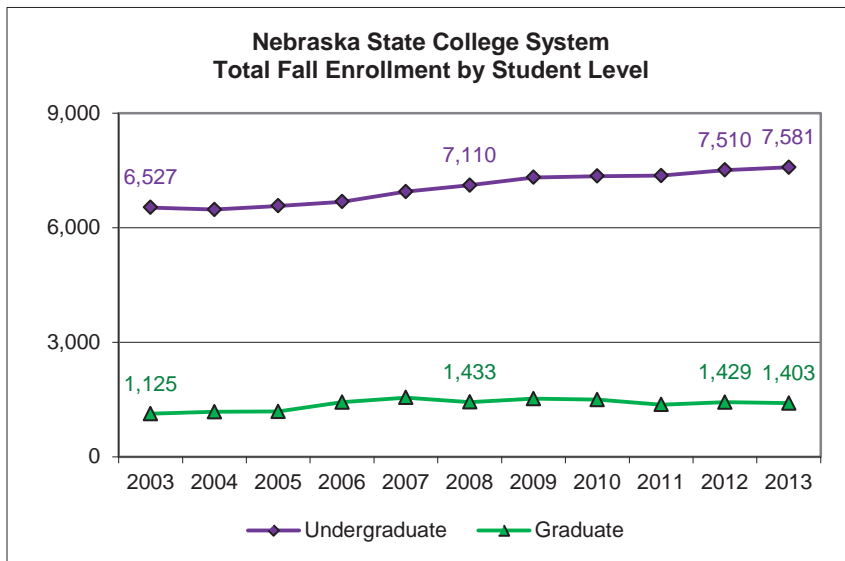
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

University of Nebraska

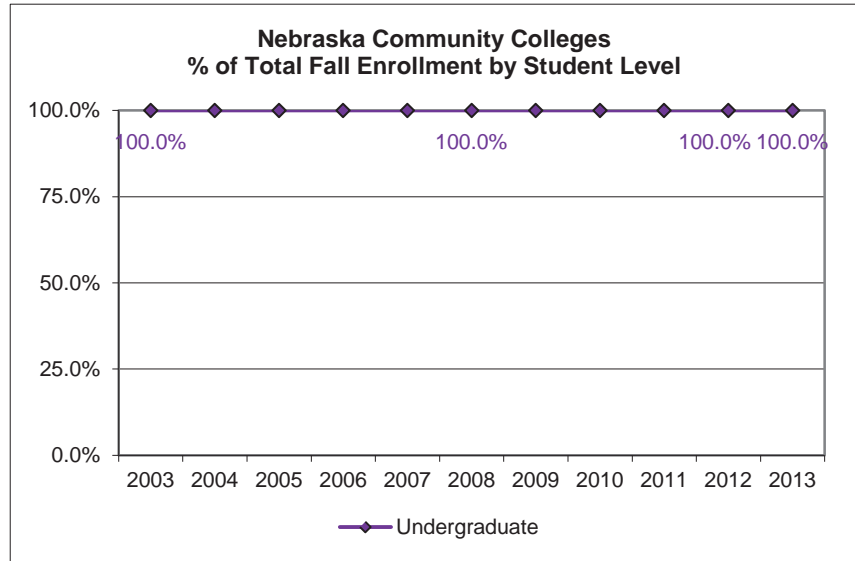
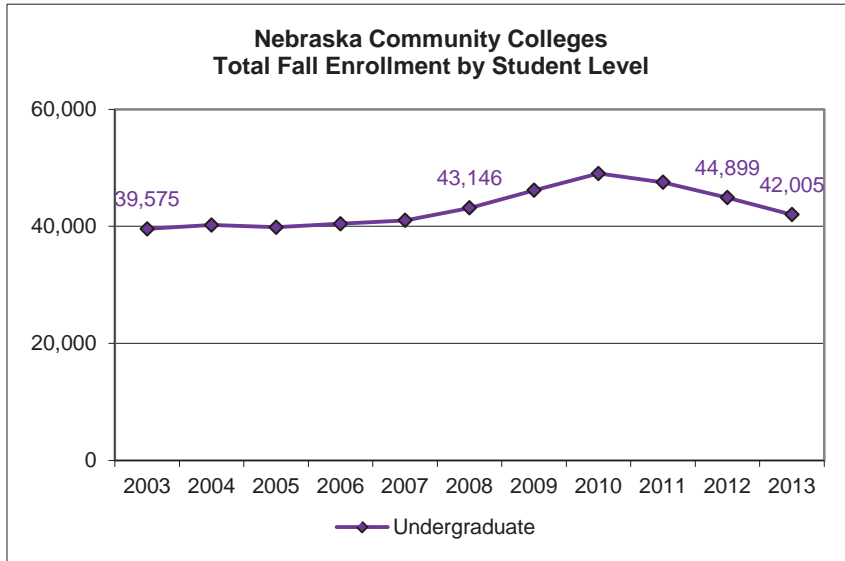


Nebraska State College System

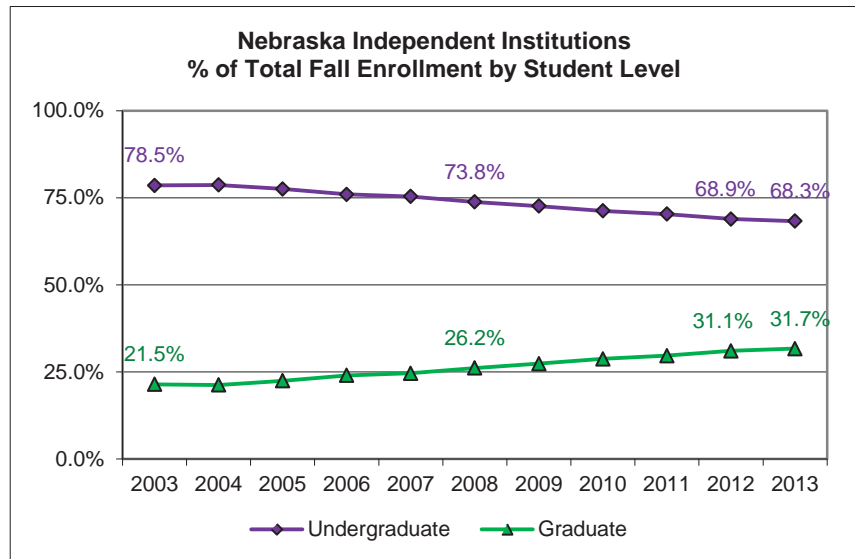
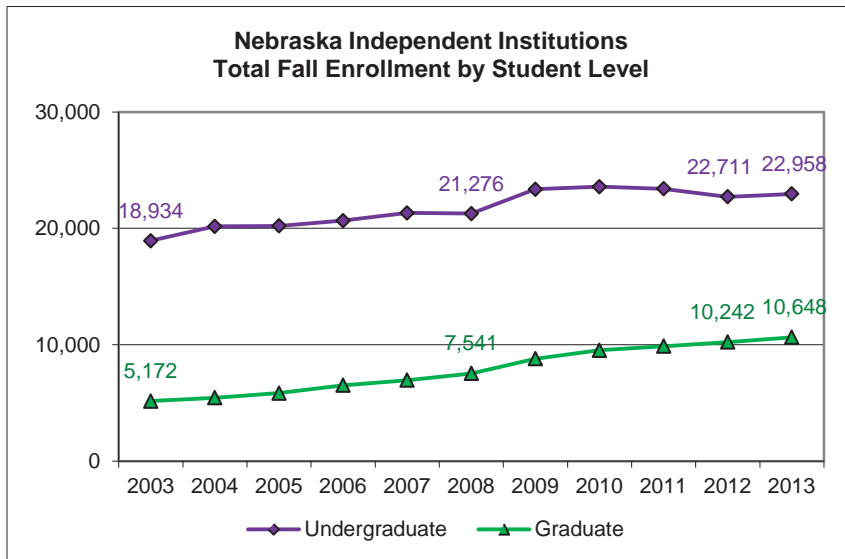


TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

Nebraska Community Colleges

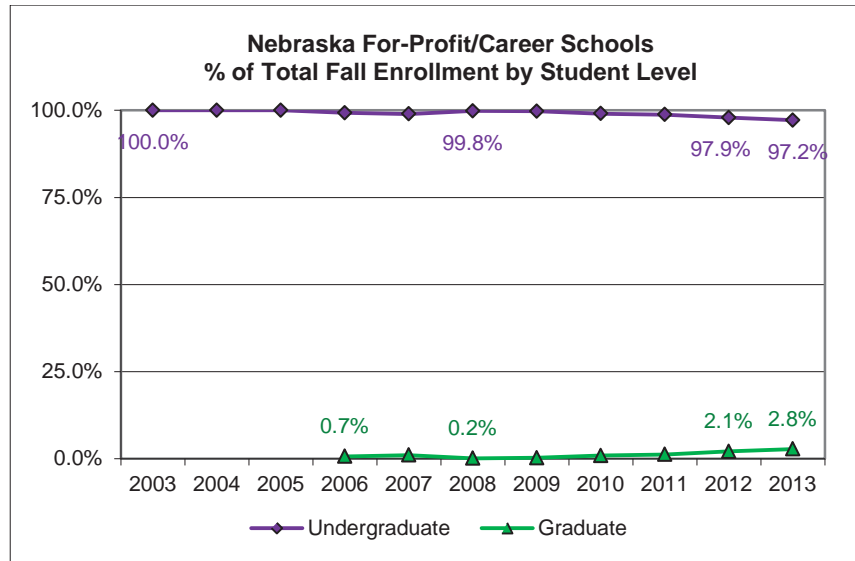
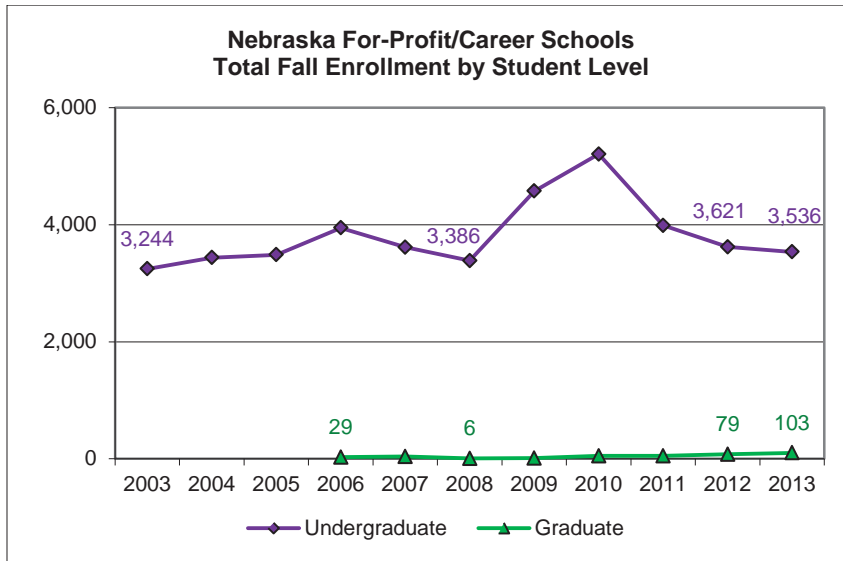


Nebraska Independent Institutions



TOTAL FALL ENROLLMENT by SECTOR and by STUDENT LEVEL

Nebraska For-Profit/Career Schools

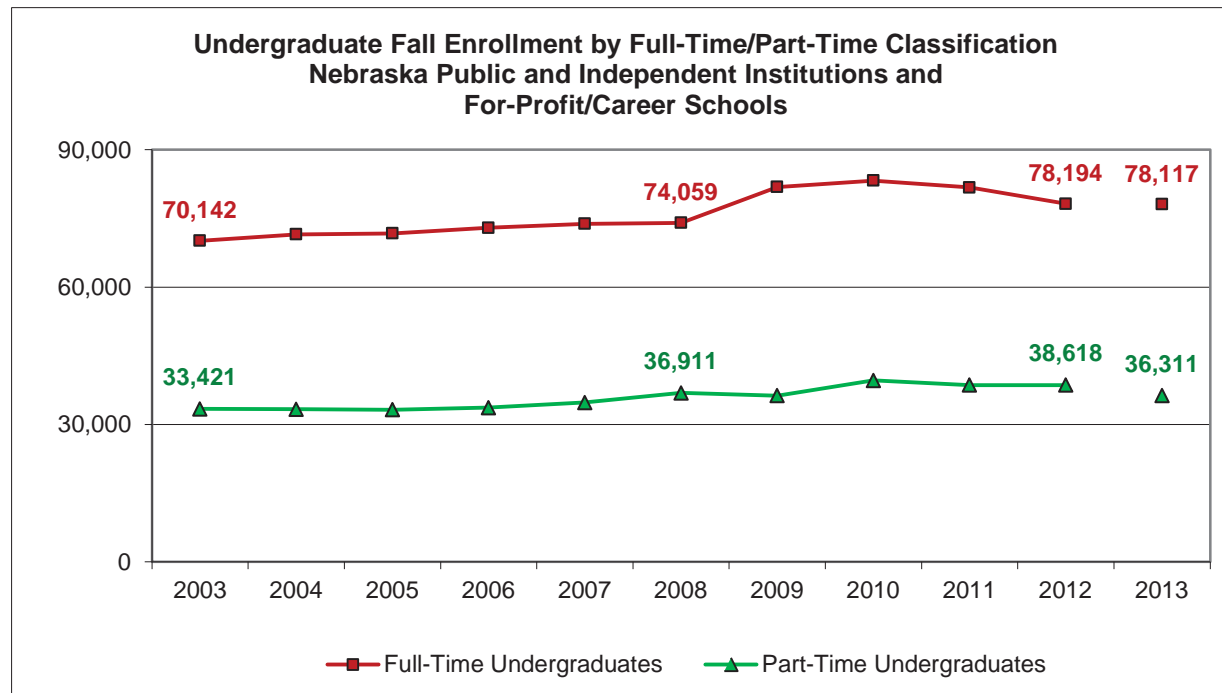


Note. Nebraska's for-profit sector first offered graduate degrees in 2006.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

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

- Total full-time undergraduate fall enrollment increased from 70,142 in fall 2003 to 78,194 in fall 2012, but decreased 0.1% from fall 2012 to 78,117 in fall 2013, resulting in a net 10-year increase of 11.4% from fall 2003 to fall 2013.
- Part-time undergraduate fall enrollment increased from 33,421 in fall 2003 to 38,618 in fall 2012, but decreased 6.0% from fall 2012 to 36,311 in fall 2013, resulting in a net 10-year increase of 8.6% from fall 2003 to fall 2013.

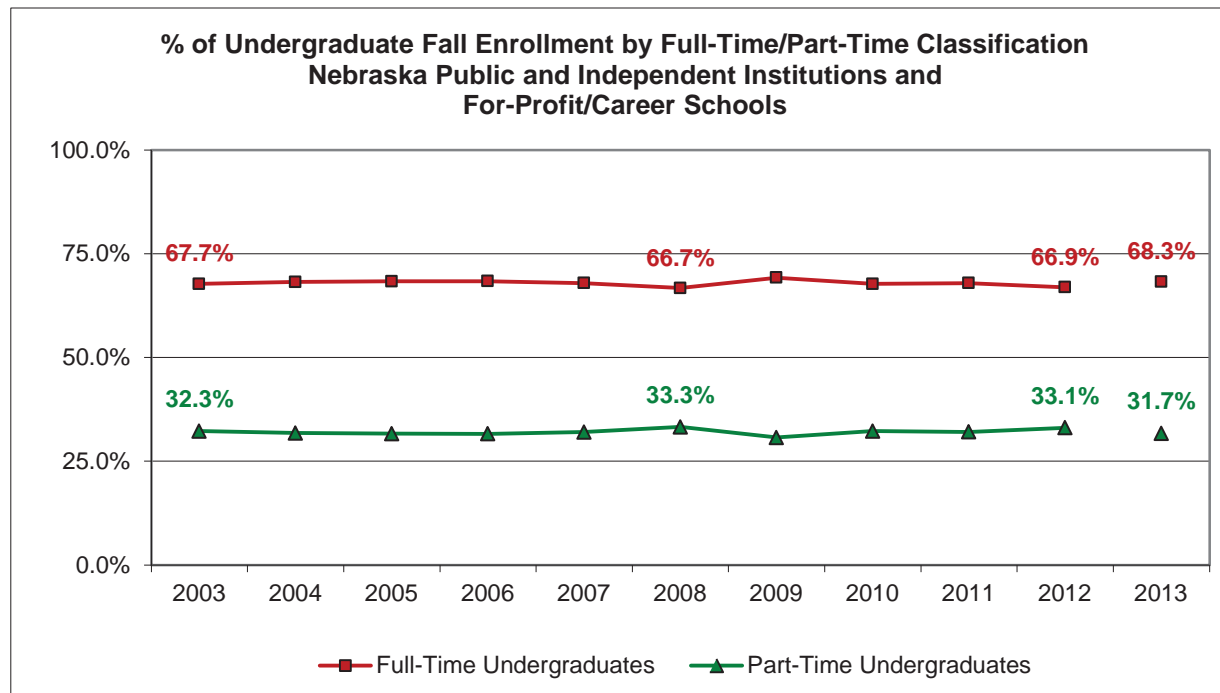


Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. (See pages 2.10 and 2.11 for more information on the impact of this change.)

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

Percentage of UNDERGRADUATE FALL ENROLLMENT by FULL-TIME AND PART-TIME CLASSIFICATION

- The percentage of undergraduates attending college full time was 68.3% in fall 2013, compared to 67.7% in fall 2003.
- The percentage of undergraduates going to college part time was 31.7% in fall 2013, compared to 32.3% in fall 2003.



Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. (See pages 2.10 and 2.11 for more information on the impact of this change.)

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

- Between fall 2003 and fall 2013, full-time undergraduate enrollment increased across all sectors except for for-profit/career schools, resulting in an overall 10-year increase of 11.4%. During this same time period, part-time undergraduate enrollment increased across all sectors except for the University of Nebraska, resulting in an overall 10-year increase of 8.6%.
 - The University of Nebraska enrolled 10.9% more full-time undergraduates in fall 2013 than in fall 2003, but the University experienced a 4.2% decrease in part-time undergraduate enrollment over the 10-year period. As a result, full-time students accounted for 86.9% of the University’s undergraduates in fall 2013, compared to 85.1% 10 years earlier.
 - The number of full-time undergraduates enrolled within the Nebraska State College System increased 8.5% between fall 2003 and fall 2013. Since part-time undergraduate enrollment increased 47.5%, part-time undergraduates accounted for 24.9% of total undergraduate enrollment in fall 2013, compared to 19.6% in fall 2003.
 - Nebraska’s Community Colleges enrolled 6.6% more full-time undergraduates in fall 2013 than in fall 2003. Similar gains were seen for part-time undergraduate enrollment, which increased 5.8% during the 10-year period. As a result, full-time students accounted for 59.2% of undergraduate enrollment at Nebraska’s Community Colleges in fall 2013, down slightly from 59.4% in fall 2003.

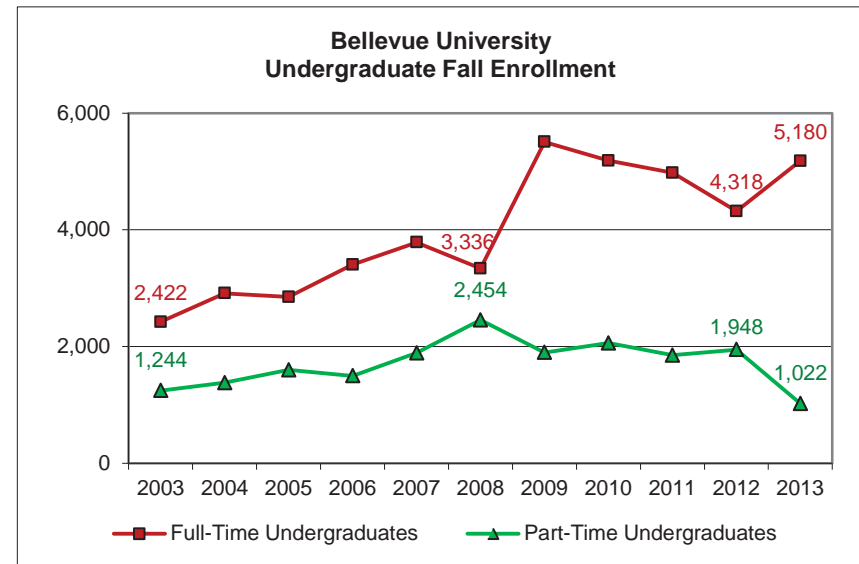
Changes in Undergraduate Fall Enrollment by Sector and by Full-time and Part-Time Classification

Sector	Full-time		Part-time	
	12–13 1-Year	03–13 10-Year	12–13 1-Year	03–13 10-Year
University of Nebraska	1.5%	10.9%	- 4.2%	- 4.2%
Nebraska State College System	0.2%	8.5%	3.3%	47.5%
Nebraska Community Colleges	- 8.3%	6.6%	- 5.1%	5.8%
Independent Colleges & Universities	6.2%	21.6%	- 19.0%	19.4%
Bellevue University	20.0%	113.9%	- 47.5%	- 17.8%
Independents Excluding Bellevue University	1.9%	4.9%	2.0%	44.3%
For-Profit/Career Schools	- 5.1%	- 7.8%	8.0%	182.6%
Nebraska State Total	- 0.1%	11.4%	- 6.0%	8.6%
Nebraska State Total Excluding Bellevue Univ.	- 1.3%	7.7%	- 3.8%	9.7%

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

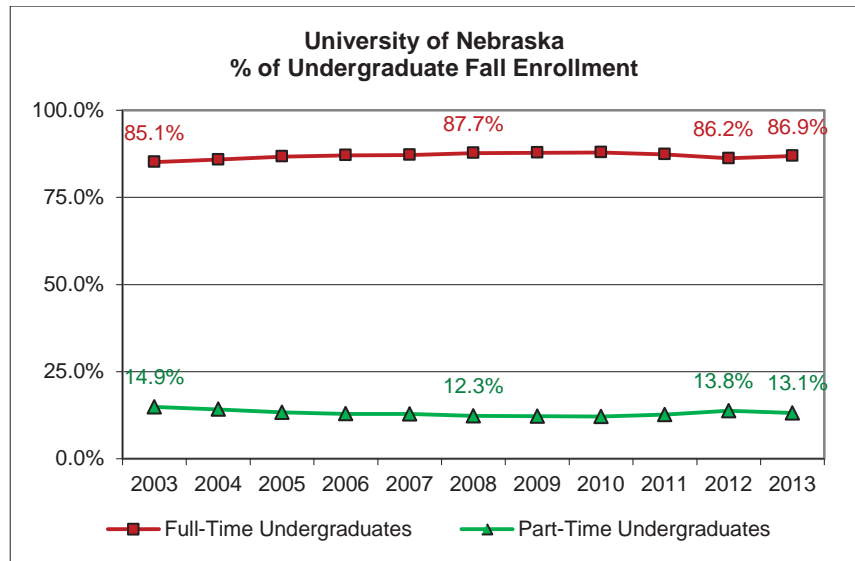
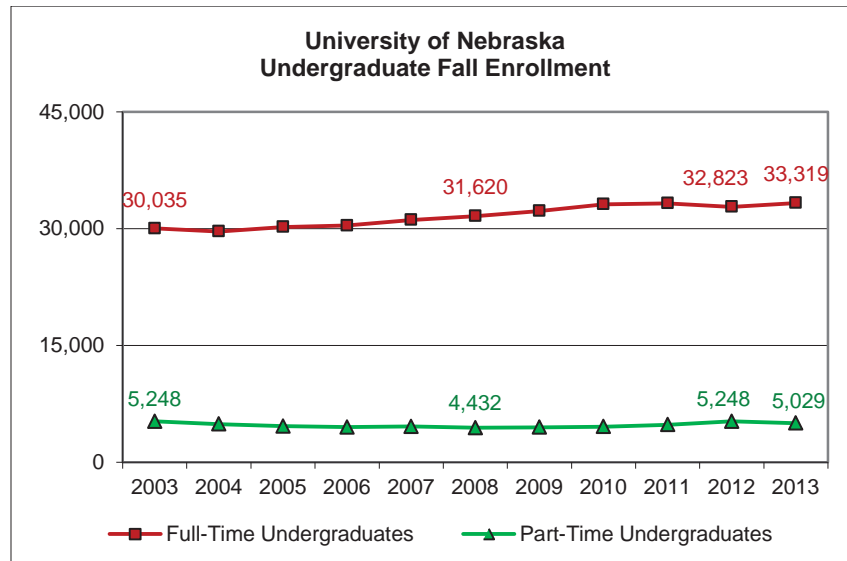
- Nebraska's independent colleges and universities enrolled 21.6% more full-time undergraduates in fall 2013 than in fall 2003. Part-time undergraduate enrollment increased 19.4% during this same 10-year period. Consequently, full-time students accounted for 83.8% of undergraduate enrollment at Nebraska's independent colleges and universities, up slightly from 83.6% in fall 2003.
- In fall 2012, 68.9% of undergraduate students at Bellevue University were enrolled full-time (4,318), compared to 83.5% in fall 2013 (5,180). This shift in enrollment equates to a one-year increase of 20.0% for full-time and a 47.5% decrease for part-time undergraduate enrollment at Bellevue University.
- This apparent shift is likely due to changes in Bellevue University's definition of a full-time student. Under the guidance of IPEDS, some students who were formally classified as part-time students are now classified as full-time students by Bellevue University. (This is because some of Bellevue University's programs are non-standard, in that they are not held during normal academic terms, such as semesters, trimesters, quarters, etc.)
- It is unknown how much of the change in fall enrollment within Bellevue was due to this classification change, and how much change was due to real shifts in enrollment. However, if Bellevue University were excluded from total undergraduate fall enrollment in the independent sector, full-time undergraduate student enrollment increased 1.9% between 2012 and 2013 (rather than increasing 6.2%), and part-time undergraduate enrollment increased 2.0% during this same time (rather than decreasing 19.0%).
- The number of full-time undergraduates enrolled at for-profit/career schools in Nebraska decreased 7.8% between fall 2003 and fall 2013. However, during this same time period, part-time undergraduate enrollment increased 182.6%. Accordingly, full-time students accounted for 77.1% of undergraduates at for-profit/career schools, down from 91.2% in fall 2003.



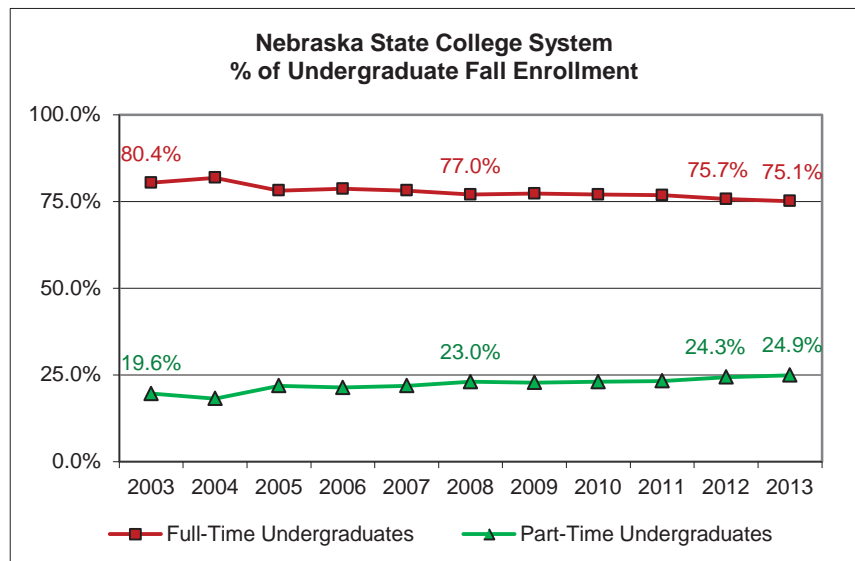
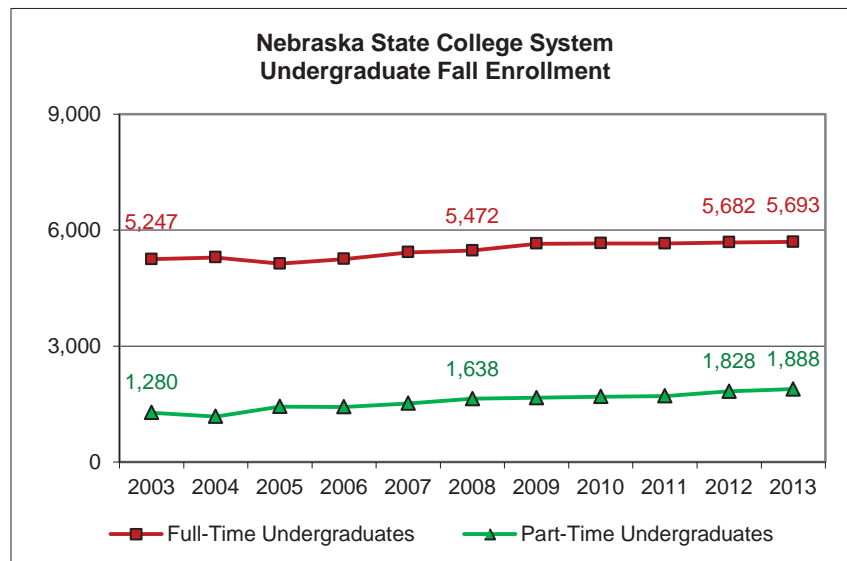
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

University of Nebraska

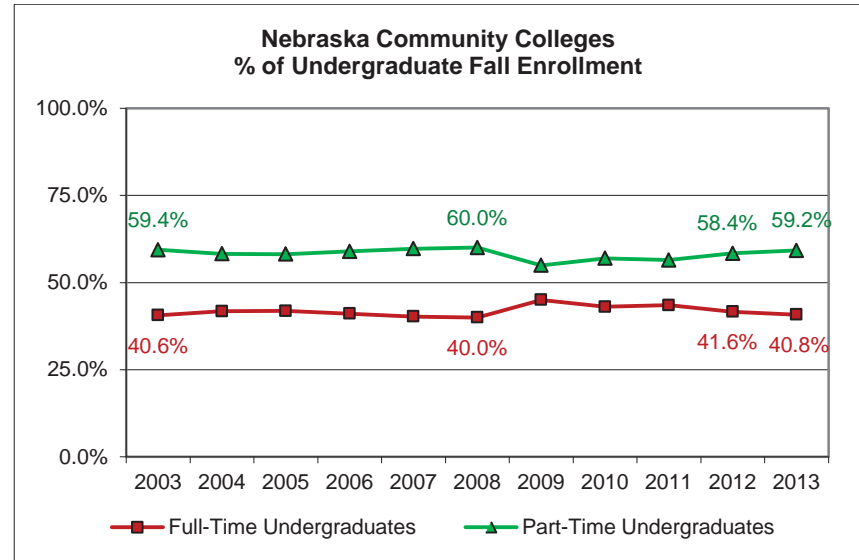
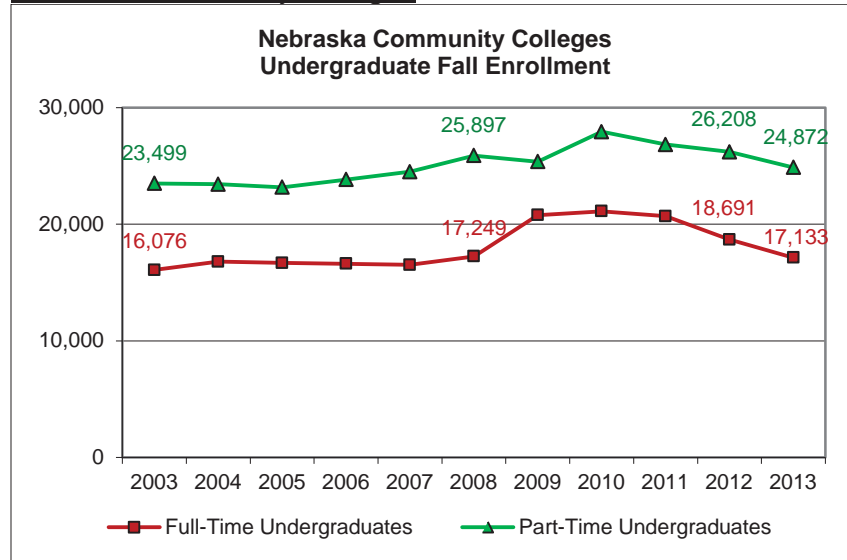


Nebraska State College System

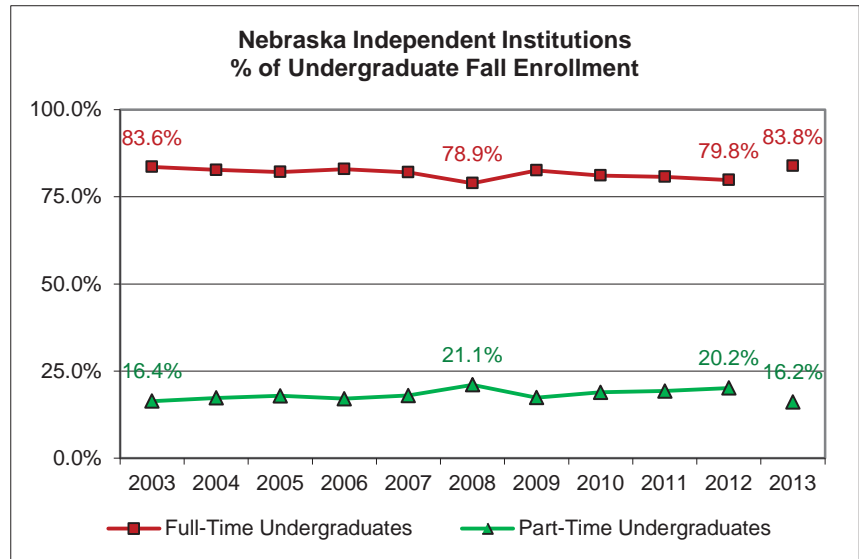
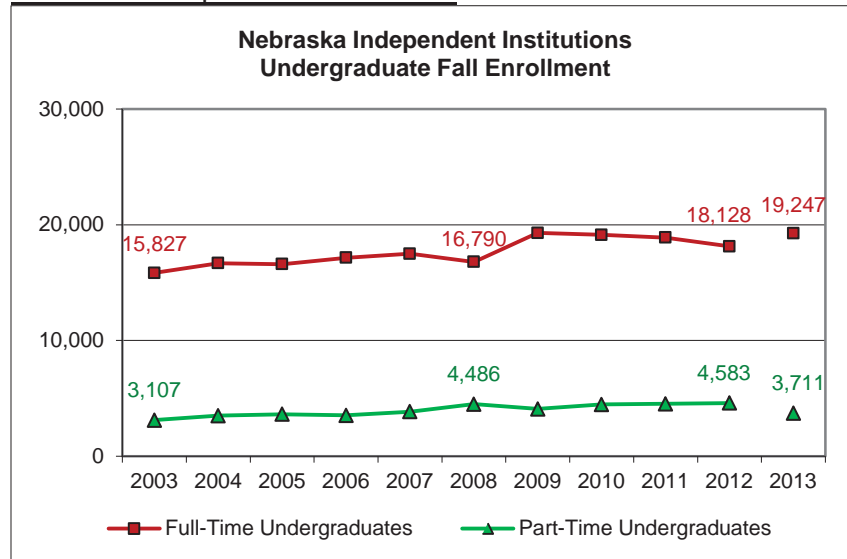


UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

Nebraska Community Colleges



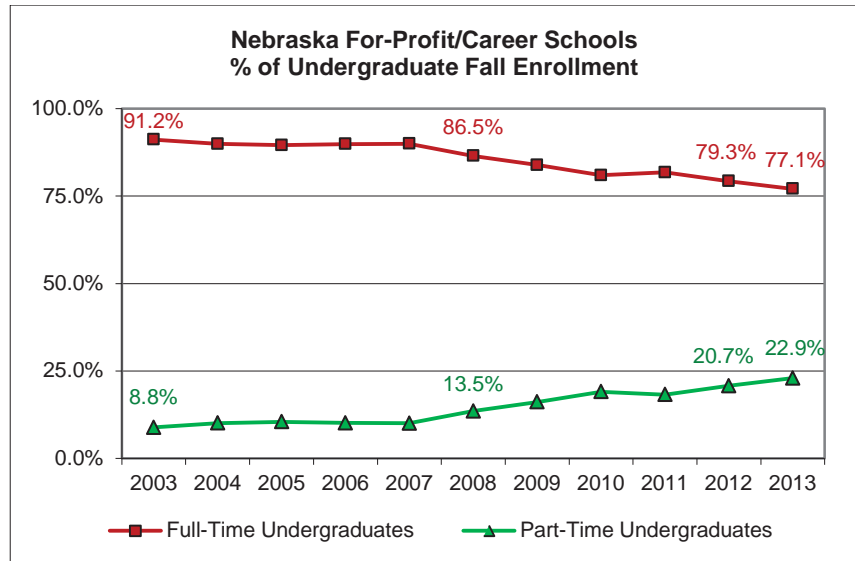
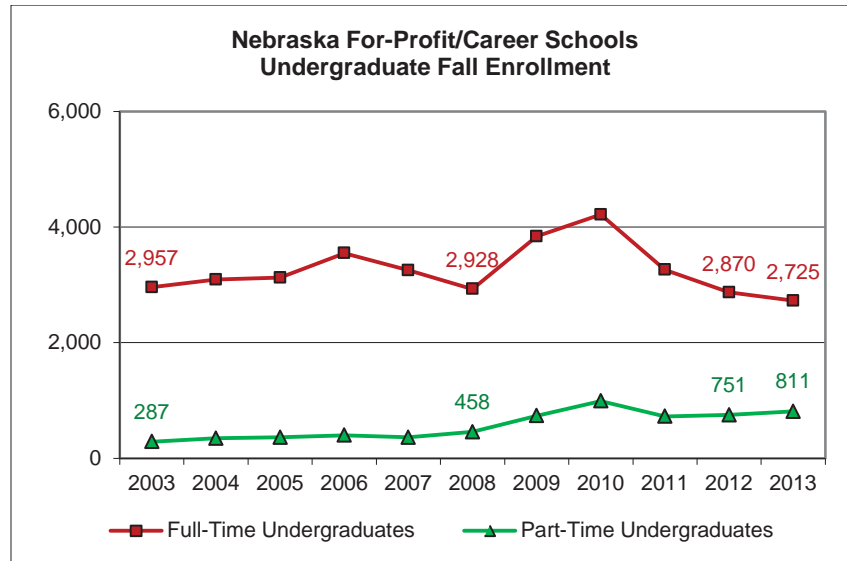
Nebraska Independent Institutions



Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.10 and 2.11 for more information on the impact of this change.

UNDERGRADUATE FALL ENROLLMENT by SECTOR and by FULL-TIME AND PART-TIME CLASSIFICATION

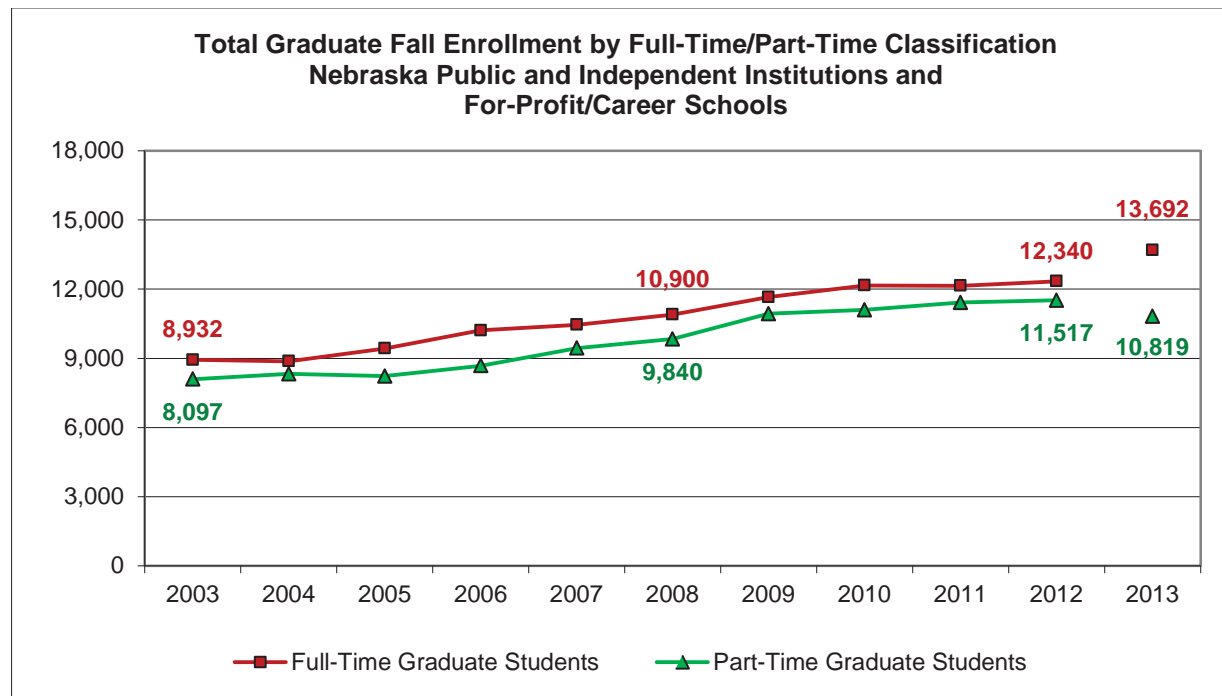
Nebraska For-Profit/Career Schools



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

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

- Between fall 2003 and fall 2013, total enrollment of students at the graduate level increased 43.9%, from 17,029 in 2003 to 24,511 in 2013.
- During this 10-year period, fall enrollment of full-time graduate students increased 53.3% to 13,692, whereas part-time graduate student enrollment increased 33.6% to 10,819.
- Between 2012 and 2013, fall enrollment of full-time graduate students increased 11.0% (1,352 students), while enrollment of part-time graduate students decreased 6.1% (698 students).

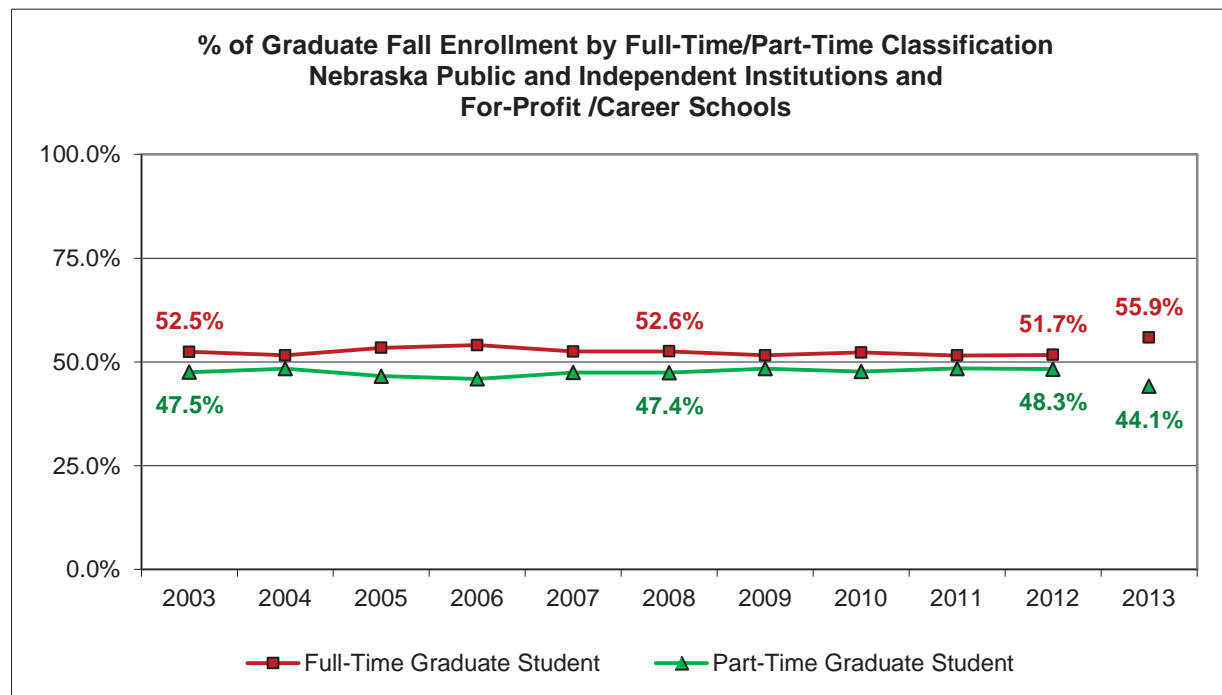


Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

Percentage of GRADUATE FALL ENROLLMENT by FULL-TIME AND PART-TIME CLASSIFICATION

- In fall 2013, full-time students accounted for 55.9% of all students enrolled in graduate programs, up from 52.5% in fall 2003.
- In fall 2013, part-time students accounted for 44.1% of all students enrolled in graduate programs, down from 47.5% in fall 2003.

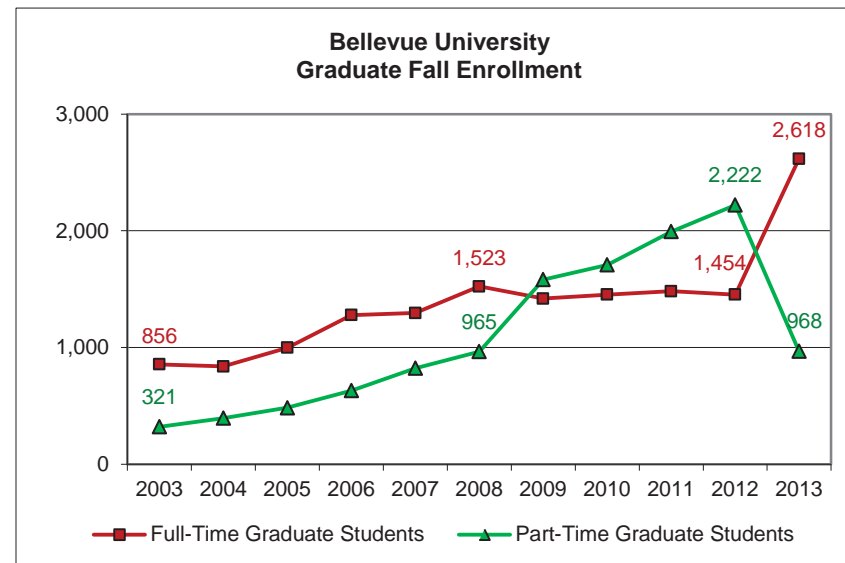


Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

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

- Between fall 2003 and fall 2013, graduate enrollment increased across all sectors offering graduate programs in Nebraska, resulting in an overall increase of 53.3% for full-time enrollment and an increase of 33.6% for part-time enrollment.
 - The University of Nebraska enrolled 20.0% more full-time graduate students and 10.5% more part-time graduate students in fall 2013 than in fall 2003.
 - The number of full-time graduate students enrolled within the Nebraska State College System more than tripled between fall 2003 and fall 2013. More modest gains were seen for part-time graduate enrollment, which increased 8.2% over the 10-year period.
 - Nebraska's independent colleges and universities enrolled 96.1% more full-time graduates in fall 2013 than in fall 2003. Part-time graduate enrollment increased 127.8% during this same 10-year period.
 - In fall 2012, 39.6% of graduate students at Bellevue University were enrolled full time (1,454), compared to 73.0% in fall 2013 (2,618). This shift in enrollment equates to a one-year increase of 80.1% for full-time and a 56.4% decrease for part-time undergraduate enrollment at Bellevue University.
 - As discussed on page 2.11, this apparent shift is likely due to changes in Bellevue University's definition of a full-time student. Under the guidance of IPEDS, some students who were formally classified as part-time students are now classified as full-time students by Bellevue University. (This is because some of Bellevue University's programs are non-standard, in that they are not held during normal academic terms, such as semesters, trimesters, quarters, etc.)
 - It is unknown how much of the change in fall enrollment within Bellevue was due to this classification change, and how much change was due to real shifts in enrollment. However, if Bellevue University were excluded from total graduate fall enrollment in the independent sector, full-time graduate student enrollment increased 2.2% between 2012 and 2013 (rather than increasing 21.9%), and part-time graduate enrollment increased 17.7% during this same time (rather than decreasing 19.1%).



Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

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

- Graduate programs were first offered within Nebraska's for-profit/career school sector in 2006. Since 2006, the number of full-time graduate students in the for-profit sector has increased from 29 to 73 students, an increase of 151.7% over the seven-year period. Part-time graduate enrollment in the for-profit sector increased from three students in 2010 to 30 in 2013.

Changes in Graduate Fall Enrollment by Sector and by Full-time and Part-Time Classification

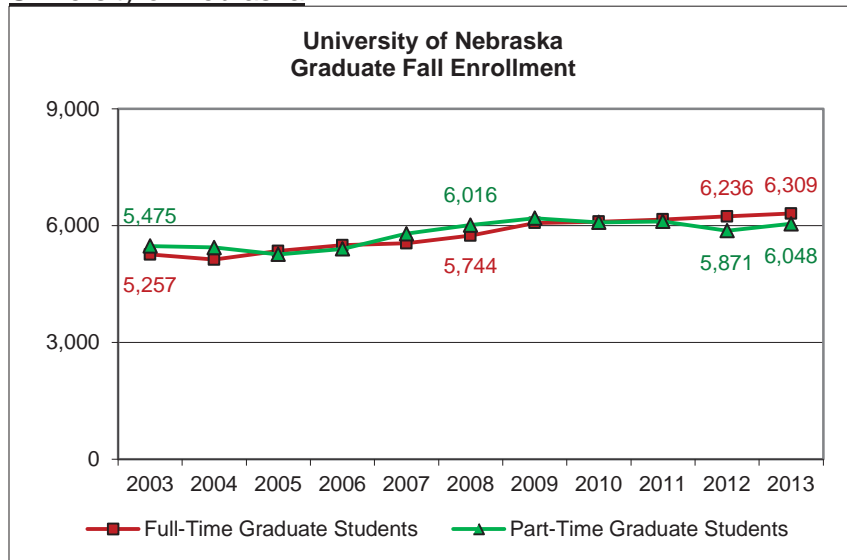
Sector	Full-time		Part-time	
	12-13 1-Year	03-13 10-Year	12-13 1-Year	03-13 10-Year
University of Nebraska	1.2%	20.0%	3.0%	10.5%
Nebraska State College System	- 5.6%	204.2%	- 0.8%	8.2%
Independent Colleges & Universities	21.9%	96.1%	- 19.1%	127.8%
Bellevue University	80.1%	205.8%	- 56.4%	201.6%
Independents Excluding Bellevue University	2.2%	61.6%	17.7%	109.2%
For-Profit/Career Schools	97.3%	N/A ^a	- 28.6%	N/A ^a
Nebraska State Total	11.0%	53.3%	- 6.1%	33.6%
Nebraska State Total Excluding Bellevue Univ.	1.7%	37.1%	6.0%	26.7%

^aWith the introduction of a University of Phoenix facility to the Omaha area, 2006 was the first year that graduate programs were offered within Nebraska's for-profit/career school sector. Since 2006, the number of full-time graduate students in the for-profit sector has increased from 29 to 73 students, an increase of 151.7% over the seven-year period. Part-time graduate enrollment in the for-profit sector increased from three students in 2010 to 30 in 2013.

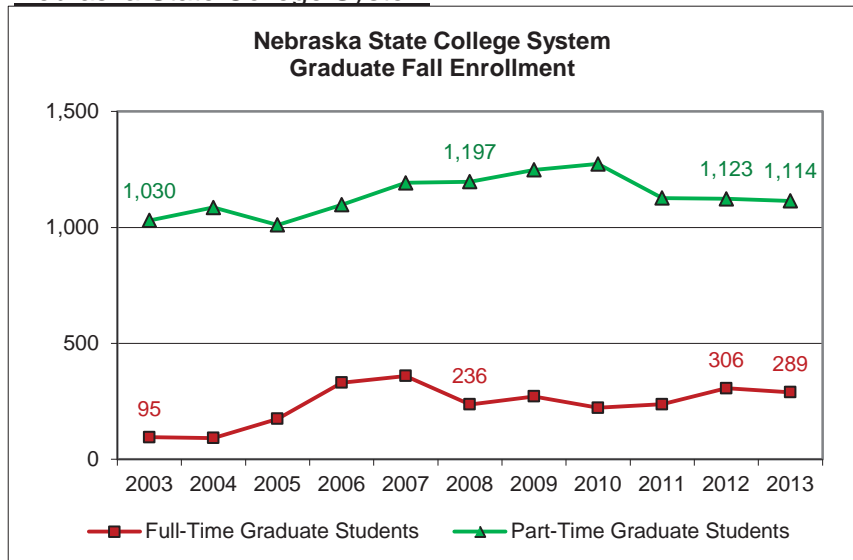
Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

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

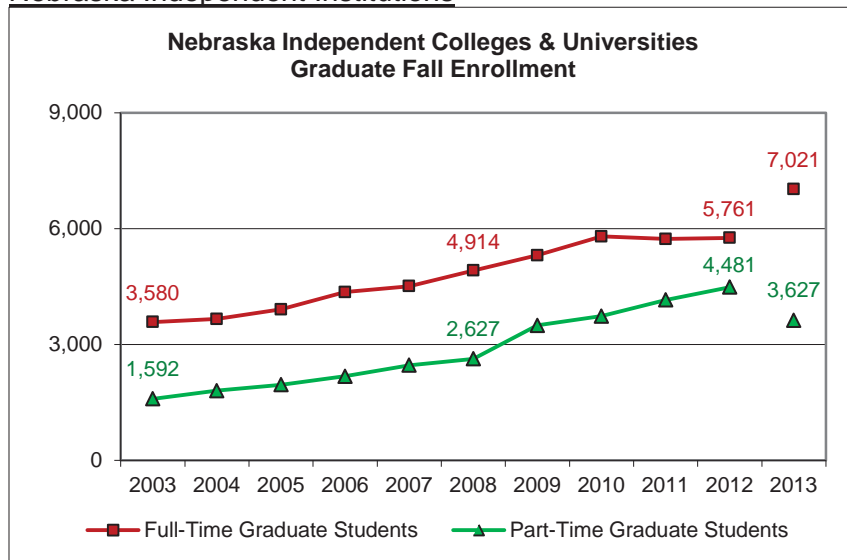
University of Nebraska



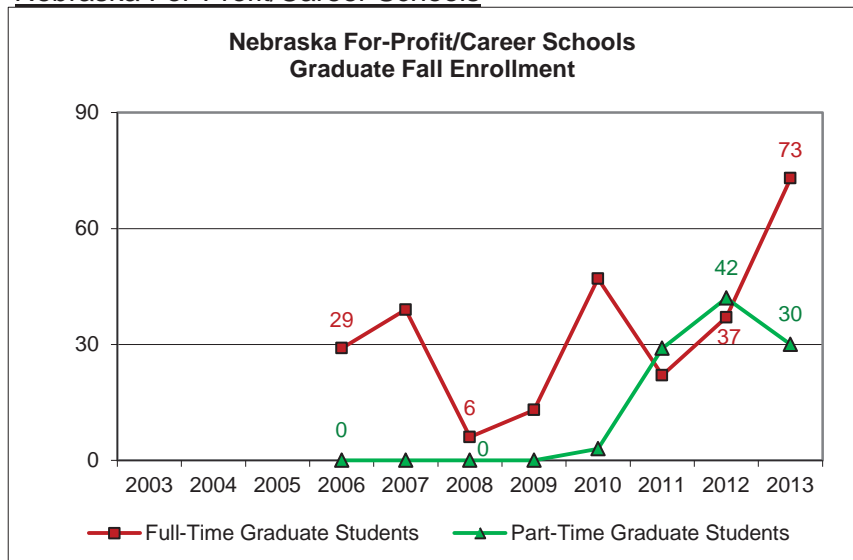
Nebraska State College System



Nebraska Independent Institutions



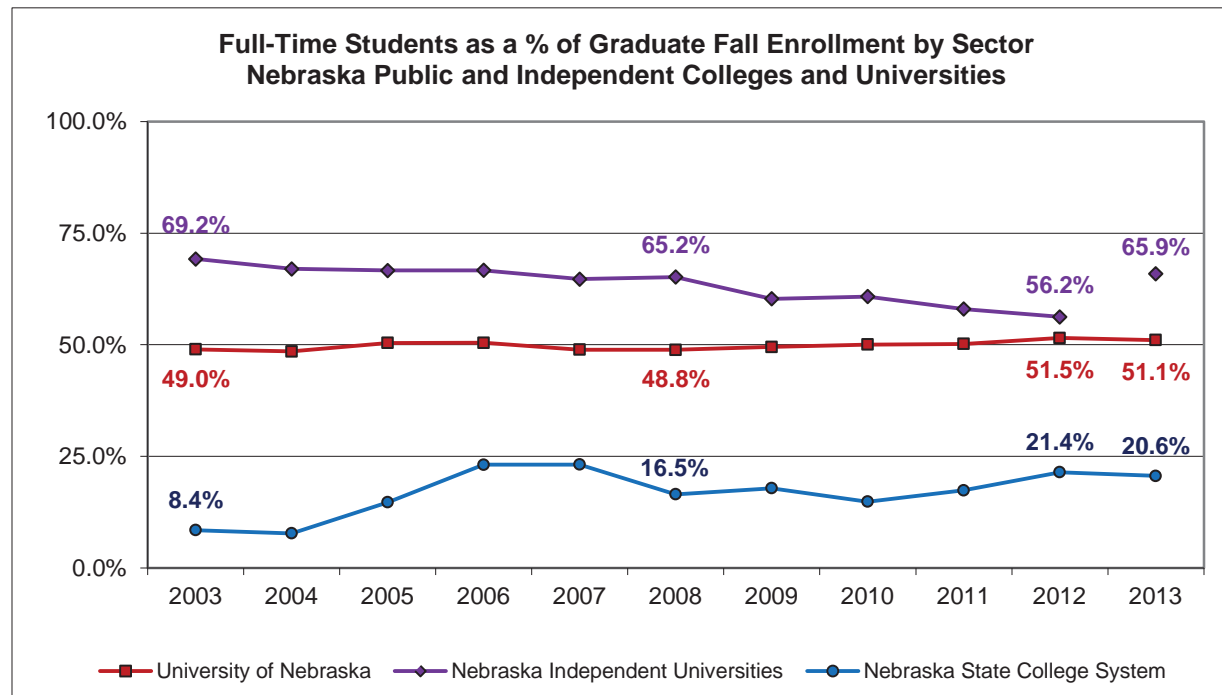
Nebraska For-Profit/Career Schools



Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

FULL-TIME GRADUATE FALL ENROLLMENT by SECTOR

- Within the independent sector, full-time students made up 65.9% of total graduate enrollment in fall 2013, compared to 69.2% in fall 2003. (See pages 2.17 and 2.18 for important information regarding Bellevue University.)
- Within the University of Nebraska, full-time students accounted for 51.1% of total graduate enrollment in fall 2013, up from 49.0% in fall 2003.
- Within the Nebraska State College System, full-time students accounted for 20.6% of total graduate enrollment in fall 2013, up from 8.4% in fall 2003.



Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

Ten-year trend headcount data by sector and institution, part-time/full-time classification and level are available in the spreadsheet titled **Enrollment by Sector-Level-FT-PT** in the **downloadable Excel workbook for Enrollment**.

Section 3

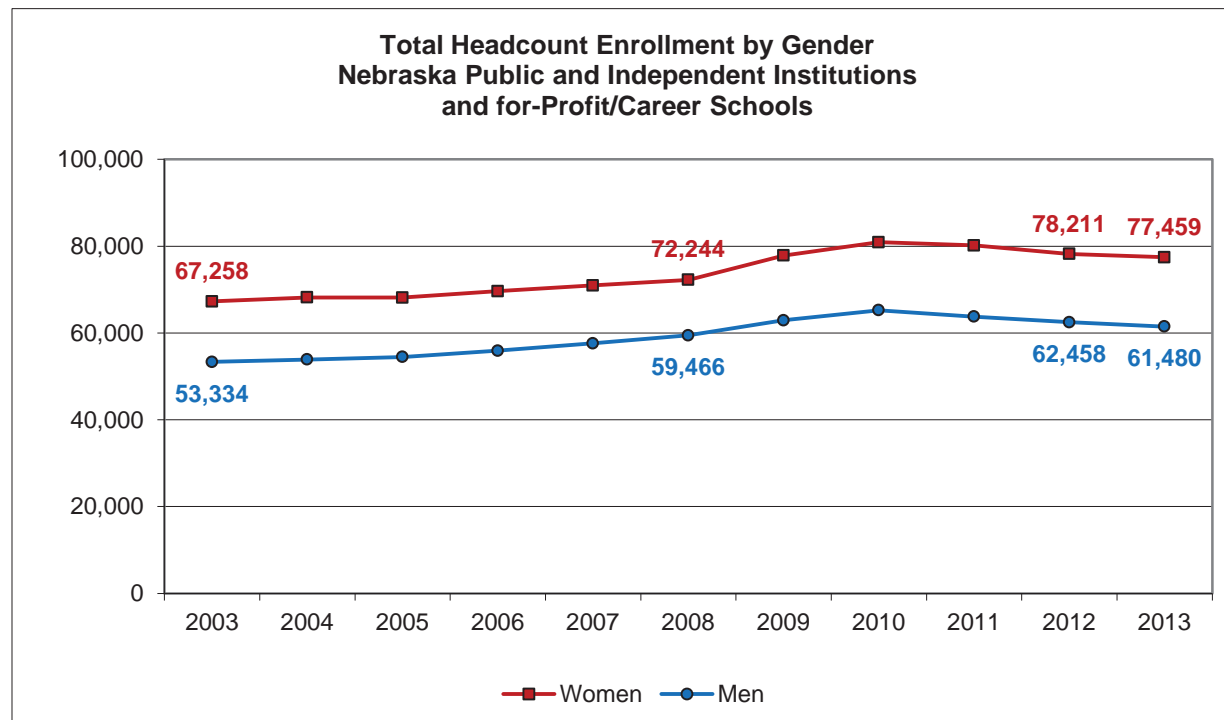
Total Fall Enrollment by Gender

Note

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.

TOTAL FALL ENROLLMENT by GENDER

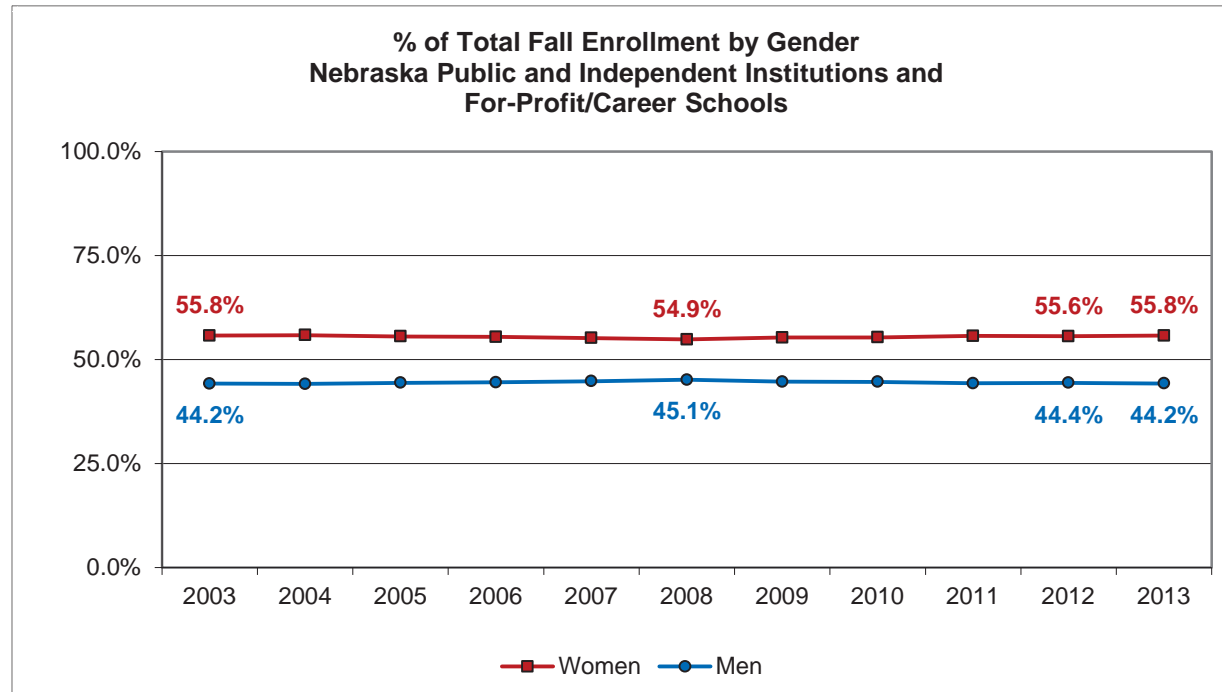
- Total enrollment of women at Nebraska's postsecondary institutions, including for-profit/career schools, increased from 67,258 in fall 2003 to 77,459 in fall 2013, resulting in a net 10-year increase of 15.2%.
- Total enrollment of men increased from 53,334 in fall 2003 to 61,480 in fall 2013, a 10-year increase of 15.3%.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

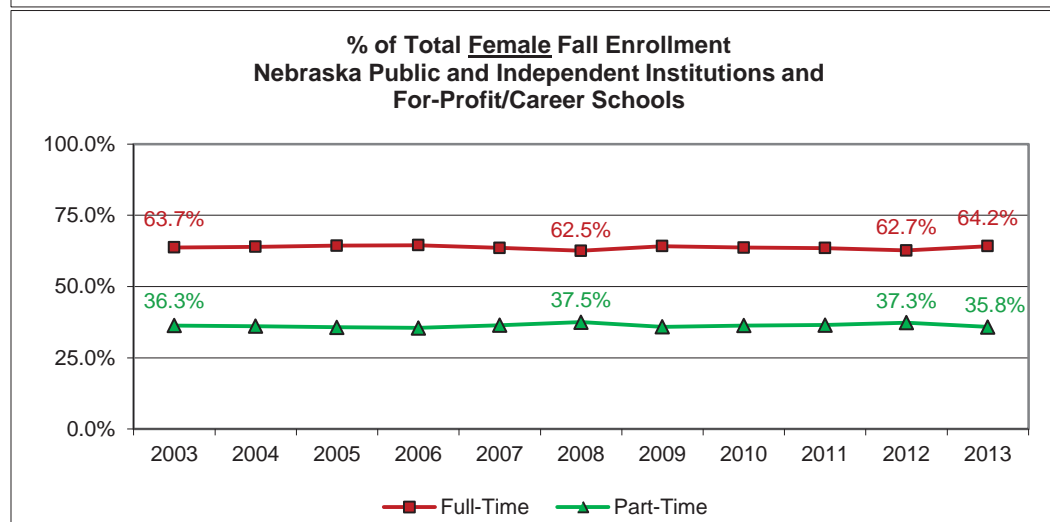
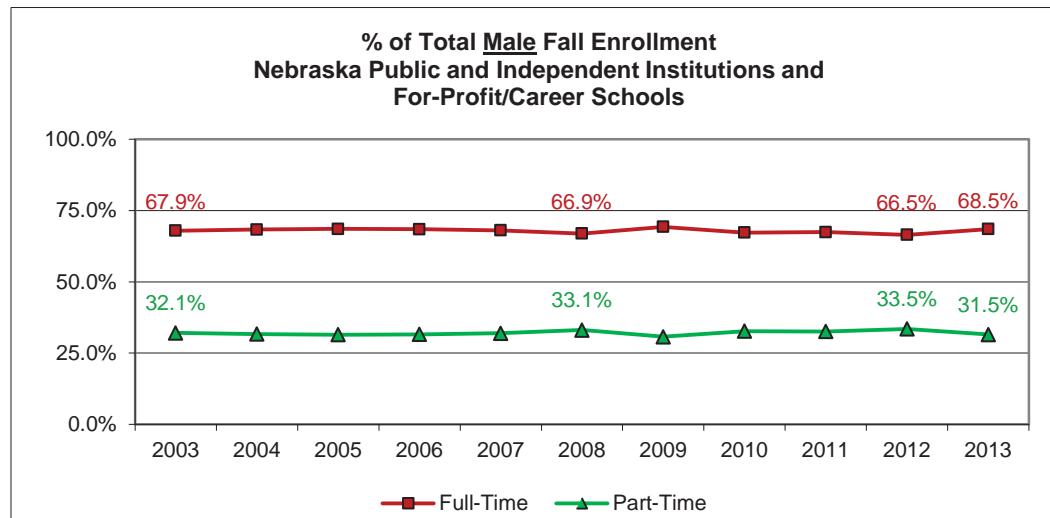
Percentages of TOTAL FALL ENROLLMENT by GENDER

- Total fall enrollment by gender has fluctuated only slightly throughout the 10-year period from fall 2003 to fall 2013.
- Women accounted for 55.8% of total headcount enrollment at Nebraska's postsecondary institutions in fall 2013, the same percentage as they did in fall 2003.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

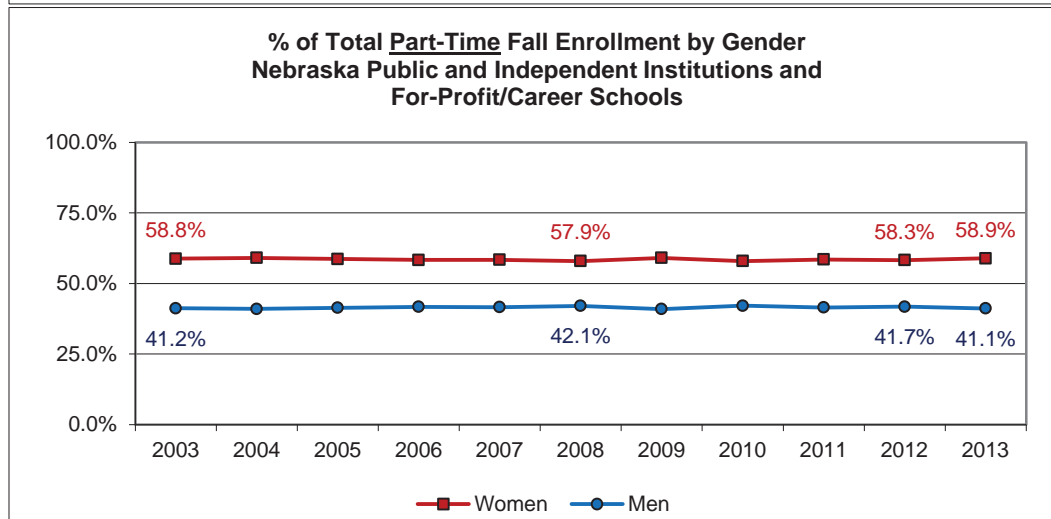
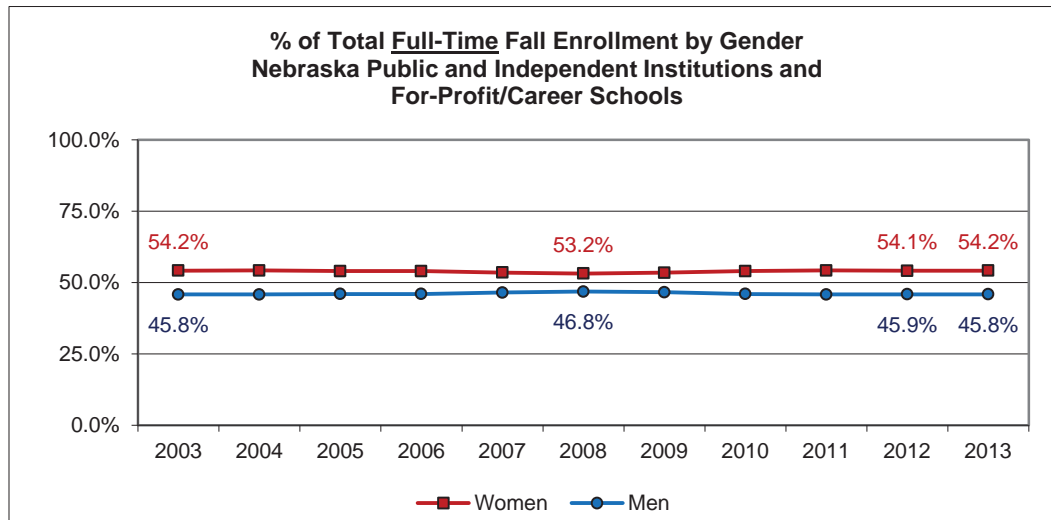
Percentages of MALE and FEMALE FALL ENROLLMENTS by FULL-TIME/PART-TIME CLASSIFICATION



- Compared to women, higher percentages of men enrolled full time between fall 2003 and fall 2013.
- In fall 2013, 68.5% of the men were enrolled full time, compared to 64.2% of the women.
- Conversely, 31.5% of the men were part-time students in fall 2013, while 35.8% of the women were enrolled part time.
- In fall 2003, there was a 4.2 percentage point difference between the percentage of men who were enrolled full time (67.9%) and the percentage of women who were full-time students (63.7%).
- By fall 2013, the difference between the percentage of men who were full-time students (68.5%) and the percentage of women who were enrolled full time (64.2%) had increased slightly to 4.3 percentage points.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

Percentages of FULL-TIME/PART-TIME FALL ENROLLMENTS by GENDER



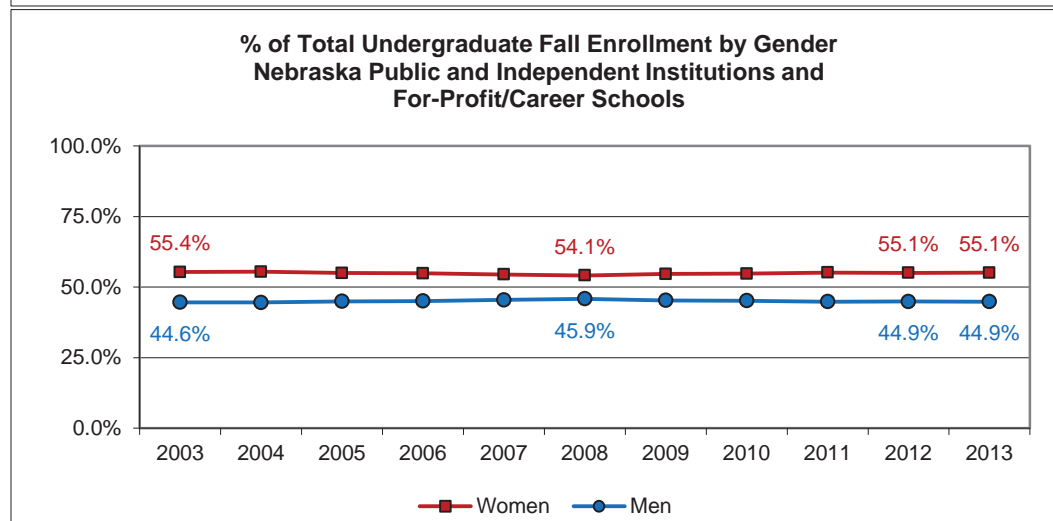
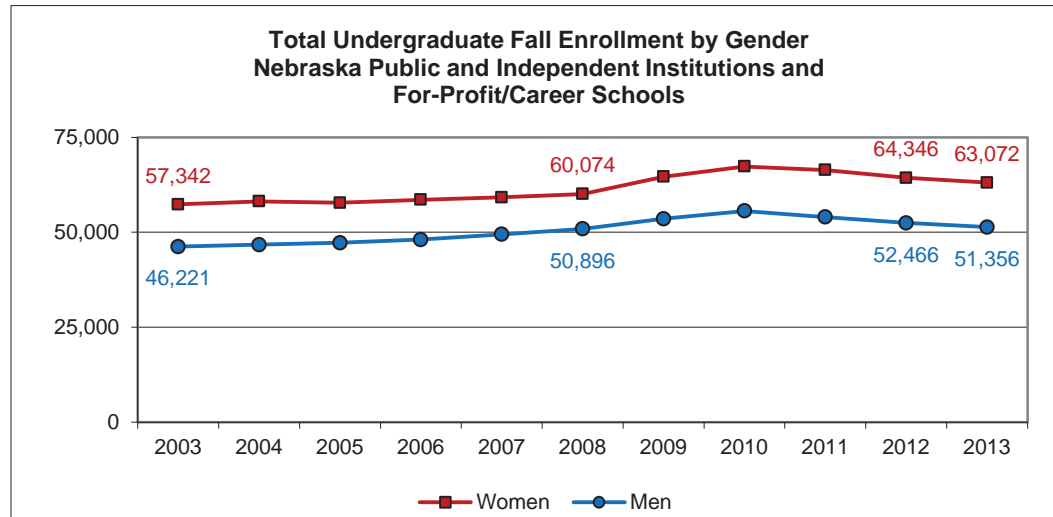
- Women consistently accounted for higher percentages of the full-time and part-time students at Nebraska institutions than men over the 10-year period from fall 2003 to fall 2013.
- However, as highlighted on the previous page, higher percentages of men than of women have attended college in Nebraska full time. As a result, the gender gap has been smaller for total full-time enrollment than it has been for total part-time enrollment.
- Further analysis of fall enrollment data shows that patterns of male and female enrollment vary noticeably by student level and by sector. Consequently, [Sections 3.1, 3.2 and 3.3](#) chart the fall enrollment trends of male and female students at the undergraduate and graduate levels.
- See [Section 5](#) for an analysis of total fall enrollment by gender and race/ethnicity.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

This page is left blank intentionally.

Section 3.1
Undergraduate Fall Enrollment
by Gender

TOTAL UNDERGRADUATE FALL ENROLLMENT by GENDER

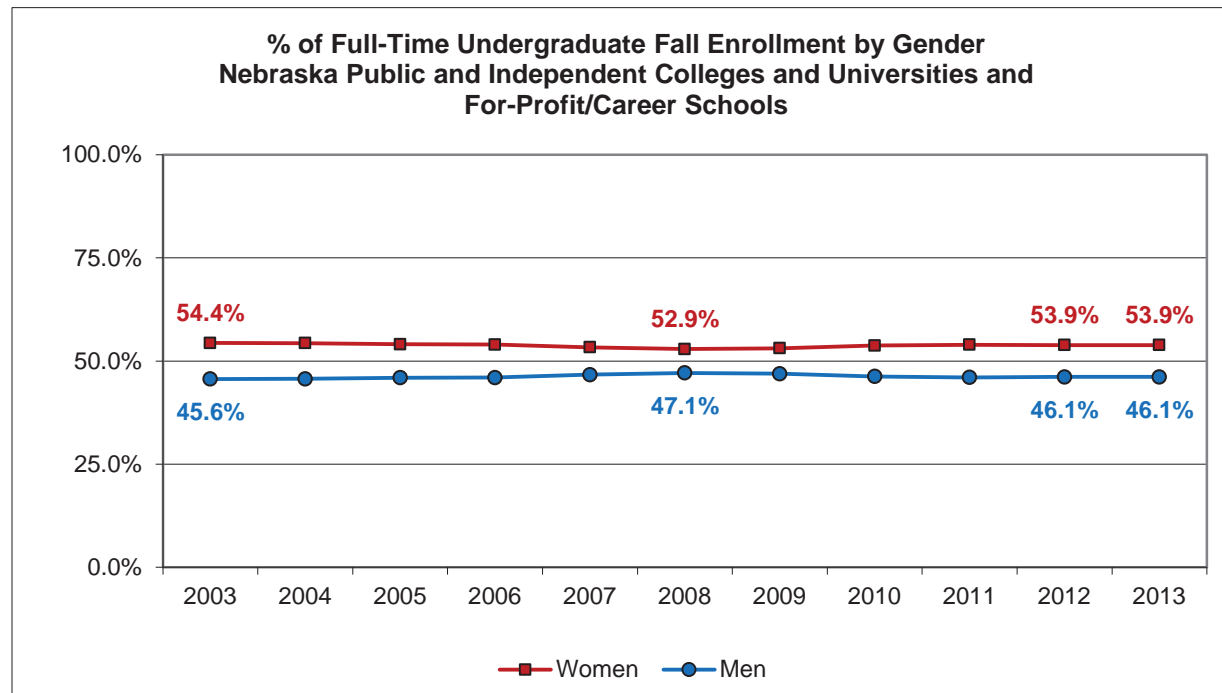


- Over the 10-year period between fall 2003 and fall 2013, total undergraduate enrollment of women at Nebraska's public and independent institutions and for-profit/career schools increased 10.0%, from 57,342 in 2003 to 63,072 in 2013.
- During the same period, total enrollment of men at the undergraduate level increased 11.1%, from 46,221 in 2003 to 51,356 in 2013.
- Throughout the 10-year period, women accounted for about 55% of all undergraduates, while men accounted for 45% of total undergraduate enrollment.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

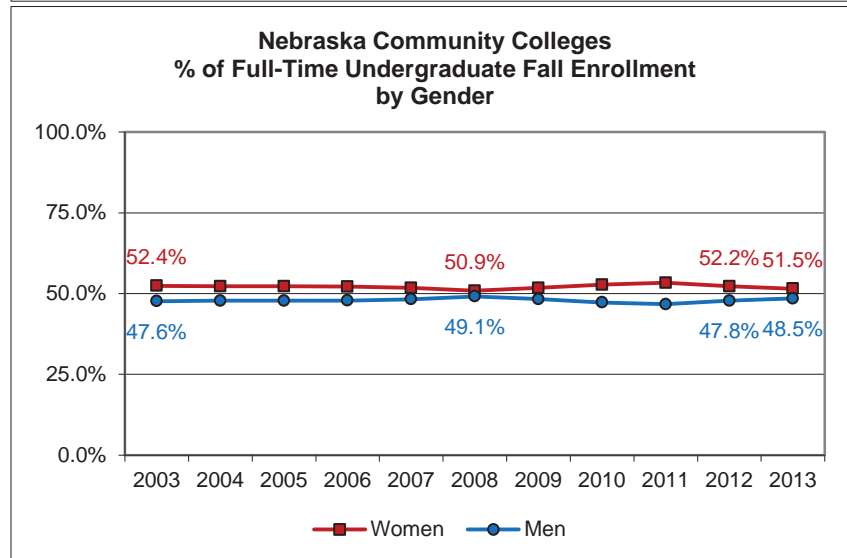
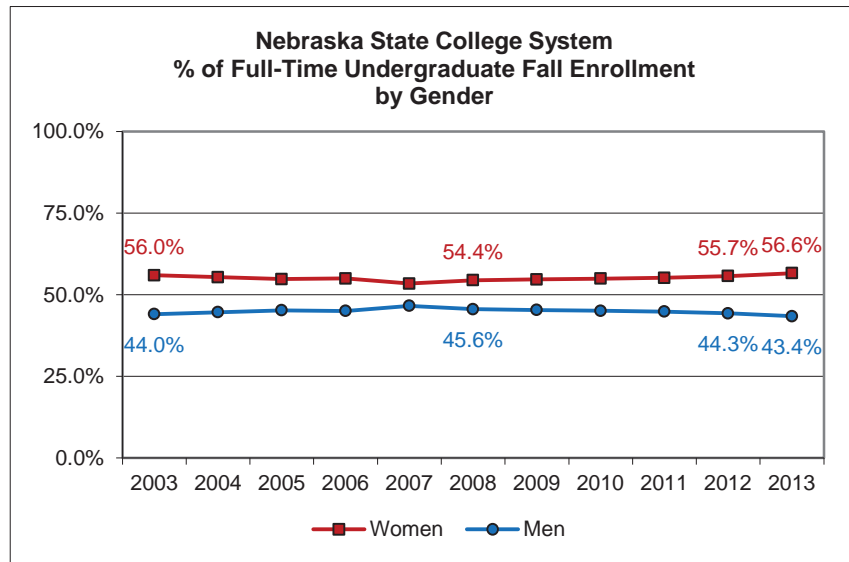
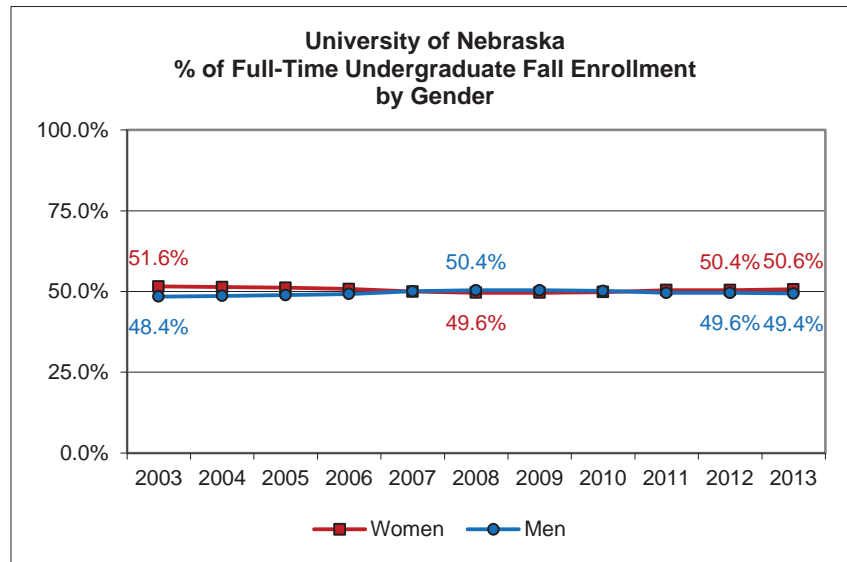
Percentages of FULL-TIME UNDERGRADUATE FALL ENROLLMENT by GENDER

- In fall 2013, women accounted for 53.9% of the undergraduates attending college full time, while men accounted for 46.1%.
- Compared to men, women consistently accounted for a higher percentage of full-time undergraduate enrollments at Nebraska's postsecondary institutions between fall 2003 and fall 2013. But, as shown on the charts on the following pages, percentage enrollments of men and women have varied by sector.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

Percentages of FULL-TIME UNDERGRADUATE FALL ENROLLMENT by SECTOR and by GENDER

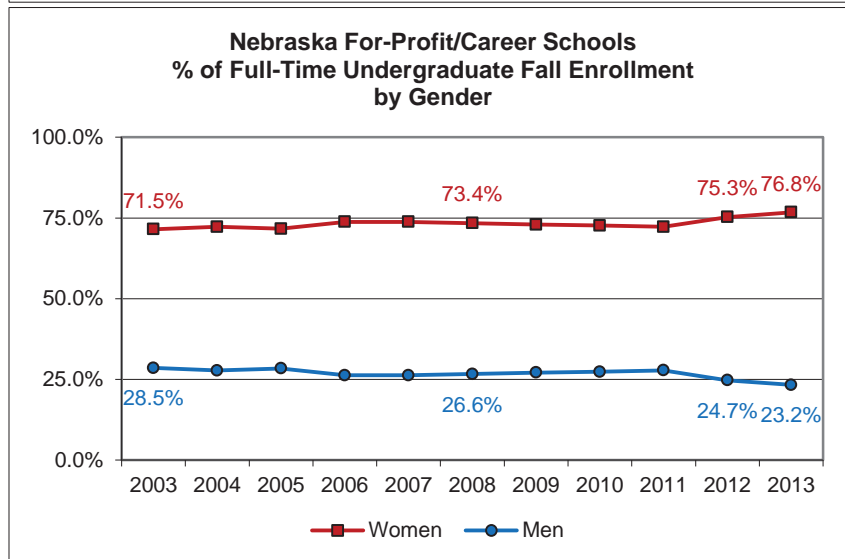
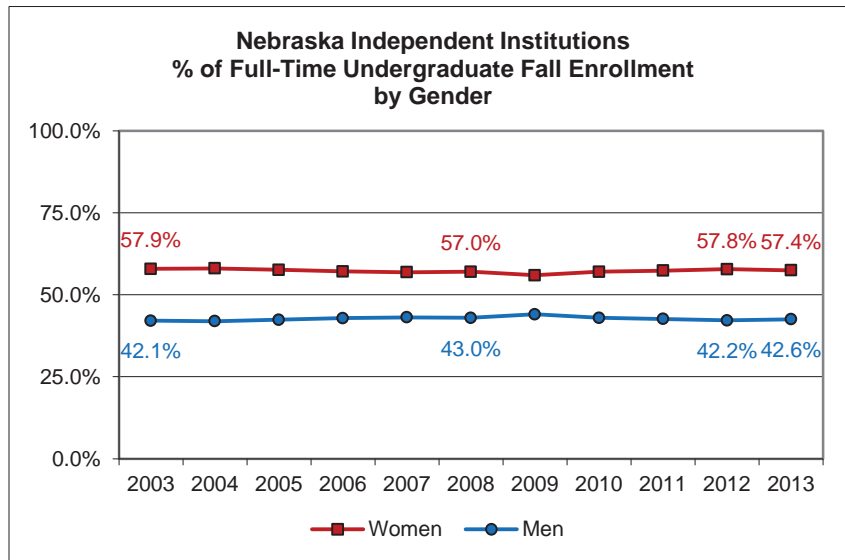


- Between fall 2003 and fall 2013, the smallest gender gap was at the University of Nebraska, where women accounted for 50.6% of full-time undergraduate enrollment in fall 2013. The next smallest gender gap was at Nebraska's Community Colleges, where women made up 51.5% of the full-time students enrolled in fall 2013.
- In fall 2013, women accounted for 56.6% of full-time undergraduates at Nebraska's State Colleges while men accounted for 43.4%. These totals compare to 56.0% and 44.0% in 2003, respectively.

(Continued on the next page.)

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

Percentages of FULL-TIME UNDERGRADUATE FALL ENROLLMENT by SECTOR and by GENDER

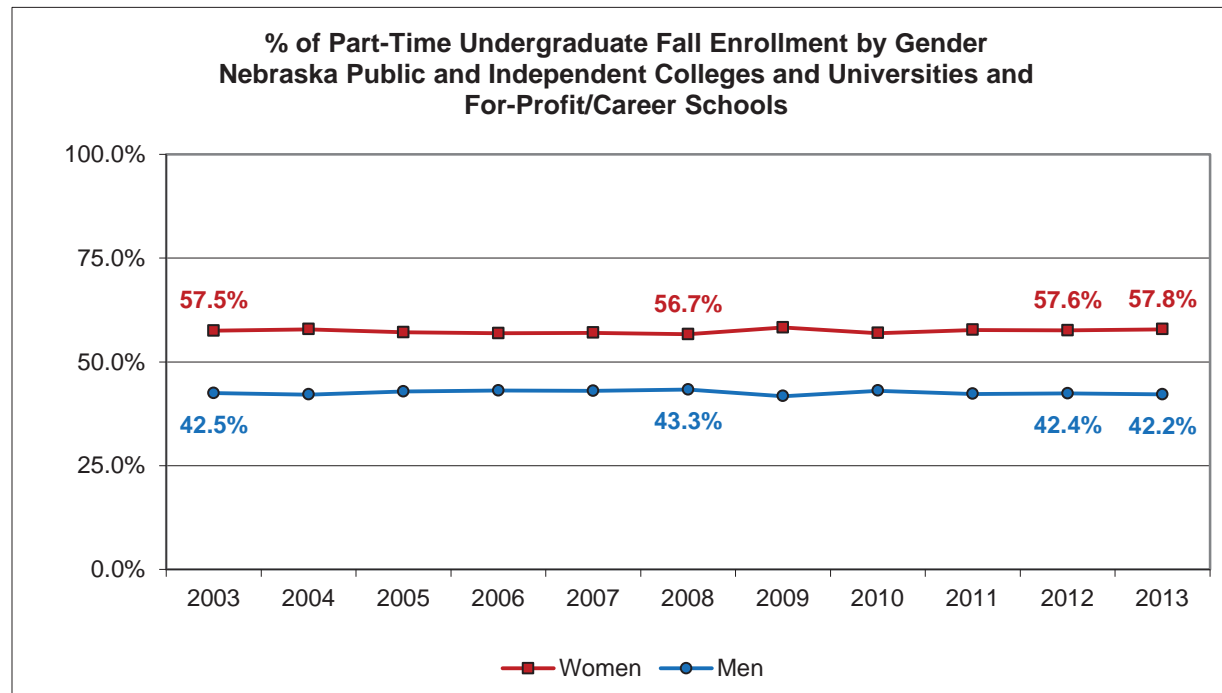


- At Nebraska's independent institutions, women made up 57.4% of full-time undergraduate enrollment in 2013, compared to 57.9% in 2003.
- The gender gaps among full-time students at the Nebraska State Colleges and the state's independent institutions were wider than at the University of Nebraska and Nebraska Community Colleges but not as wide as at the for-profit/career schools located within the state.
- In fall 2013, the largest gender gap was at Nebraska for-profit/career schools. Women accounted for 76.8% of full-time undergraduate enrollment, while men accounted for only 23.2%. These totals compare to 71.5% and 28.5% in 2003, respectively.
- The gender gap at Nebraska's for-profit/career schools remained relatively stable until fall 2012, when the gap widened to 50.6 percentage points (75.3% minus 24.7%). By 2013, the gap between men and women had increased to 53.6 percentage points.
- In fall 2013, women made up 95.4% of full-time undergraduate enrollment at the non-degree-granting for-profit/career schools, up from 93.6% in fall 2003.
- At the degree-granting for-profit/career schools, women made up 66.9% of full-time undergraduate enrollment in 2013, compared to 63.6% in 2003.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

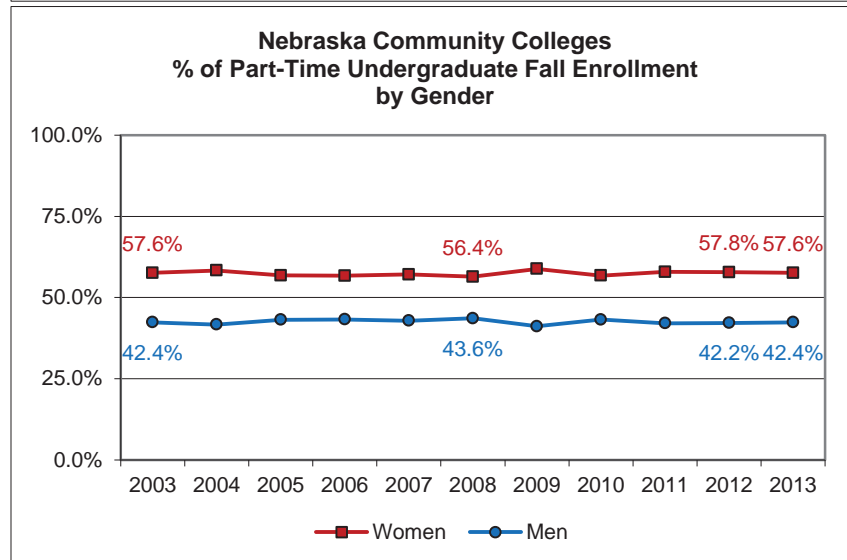
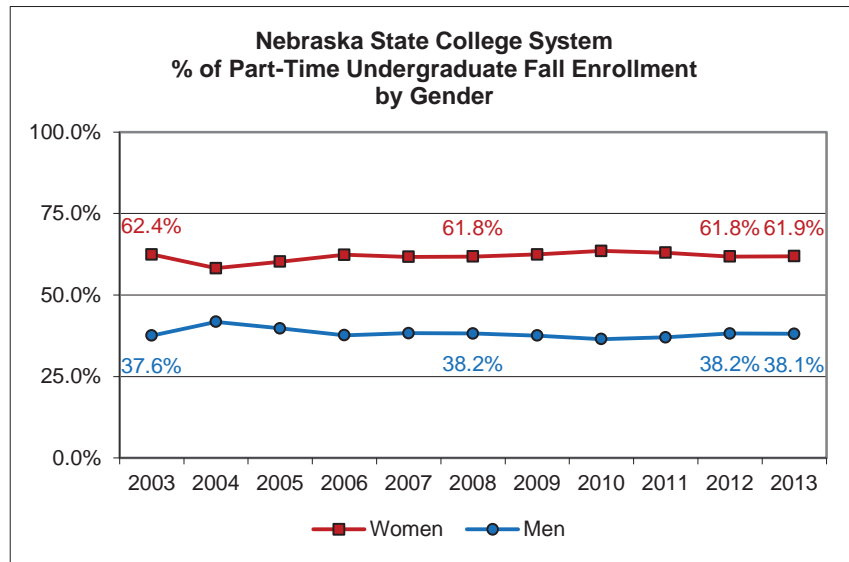
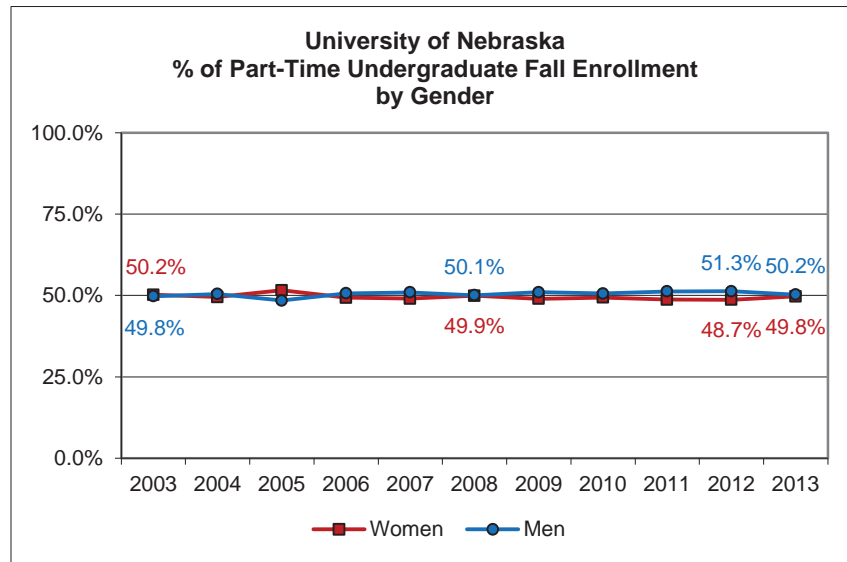
Percentages of PART-TIME UNDERGRADUATE FALL ENROLLMENT by GENDER

- Among undergraduates at Nebraska’s postsecondary institutions, the gender gap was noticeably wider among part-time students than among full-time students over the 10-year period between 2003 and 2013.
- In fall 2013, women accounted for 57.8% of the undergraduates attending college part time, while men accounted for 42.2%. In comparison, women accounted for 53.9% of full-time undergraduate enrollment, while men accounted for 46.1%. (See page 3.9 for a chart showing the percentage of full-time undergraduate fall enrollment.)



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

Percentages of PART-TIME UNDERGRADUATE FALL ENROLLMENT by SECTOR and by GENDER

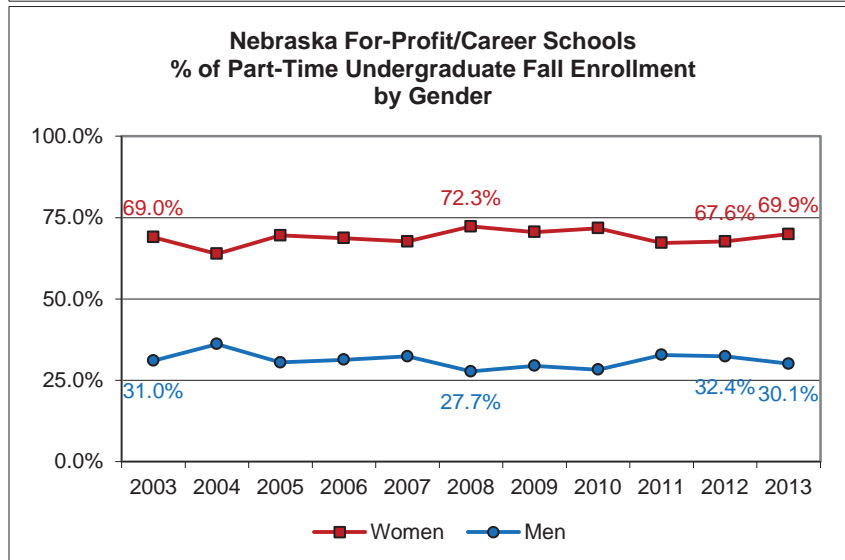
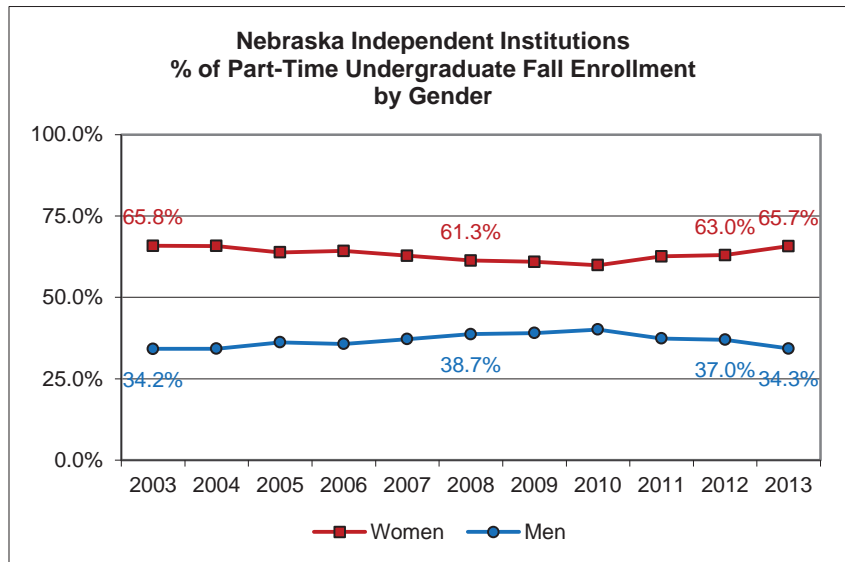


- Between fall 2003 and fall 2013, the smallest gender gap was at the University of Nebraska, where women accounted for 49.8% of part-time undergraduate enrollment in fall 2013. The next smallest gender gap was at Nebraska's Community Colleges, where women made up 57.6% of the part-time students enrolled in fall 2013.
- In fall 2013, 61.9% of part-time undergraduates at Nebraska's State Colleges were women, while men accounted for 38.1%. These totals compare to 62.4% and 37.6% in 2003, respectively.

(Continued on the next page.)

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

Percentages of PART-TIME UNDERGRADUATE FALL ENROLLMENT by SECTOR and by GENDER



- At Nebraska's independent institutions, women made up 65.7% of part-time undergraduate enrollment in 2013, compared to 65.0% in 2003.
- The gender gaps among part-time students at the Nebraska State Colleges and the state's independent institutions were wider than at the University of Nebraska and Nebraska Community Colleges but not as wide as at the for-profit/career schools located within the state.
- In fall 2013, the largest gender gap was at Nebraska for-profit/career schools. Women accounted for 69.9% of part-time undergraduate enrollment, while men accounted for only 30.1%. These totals compare to 69.0% and 31.0% in 2003, respectively.
- In fall 2013, women made up 100.0% of part-time undergraduate enrollment at the non-degree-granting for-profit/career schools, compared to 100.0% in fall 2003. In fact, between fall 2003 and fall 2013, women made up 97.8% of part-time fall enrollment at non-degree-granting for-profit/career schools in Nebraska.
- At the degree-granting for-profit/career schools, women made up 69.2% of part-time undergraduate enrollment in 2013, compared to 68.1% in 2003.

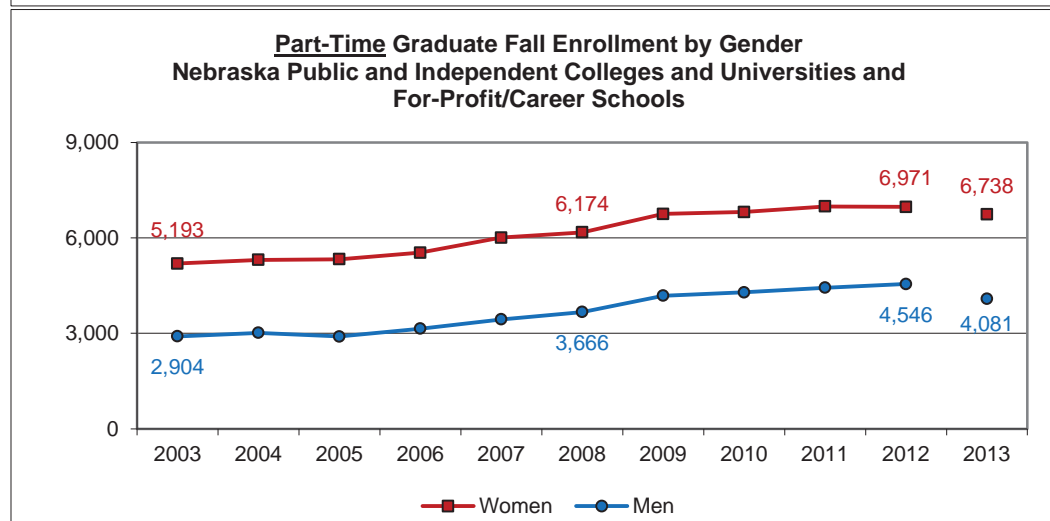
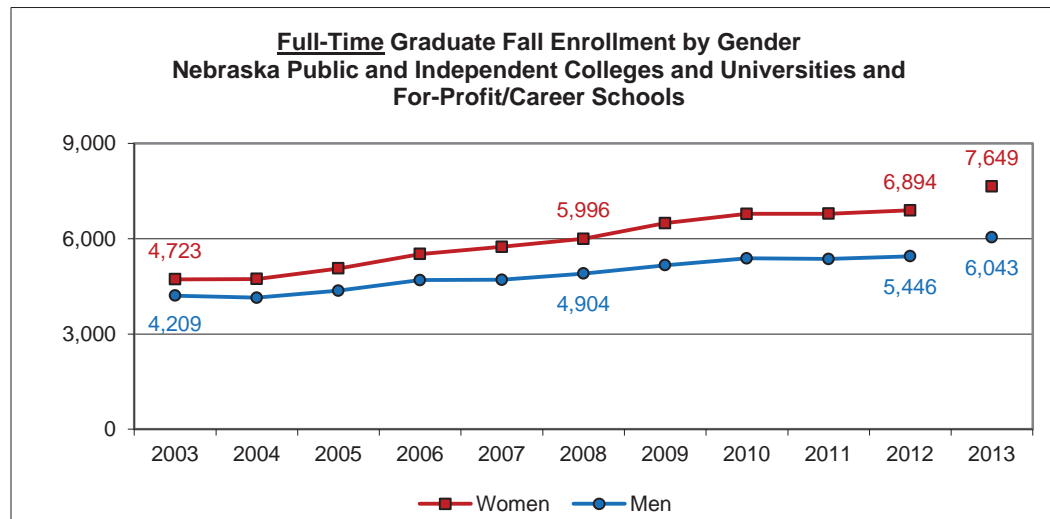
Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

Section 3.2 Graduate Fall Enrollment by Gender

Notes

- (1) Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.
- (2) 2006 was the first year that graduate programs were offered within the for-profit/career school sector.

FULL-TIME and PART-TIME GRADUATE FALL ENROLLMENTS by GENDER



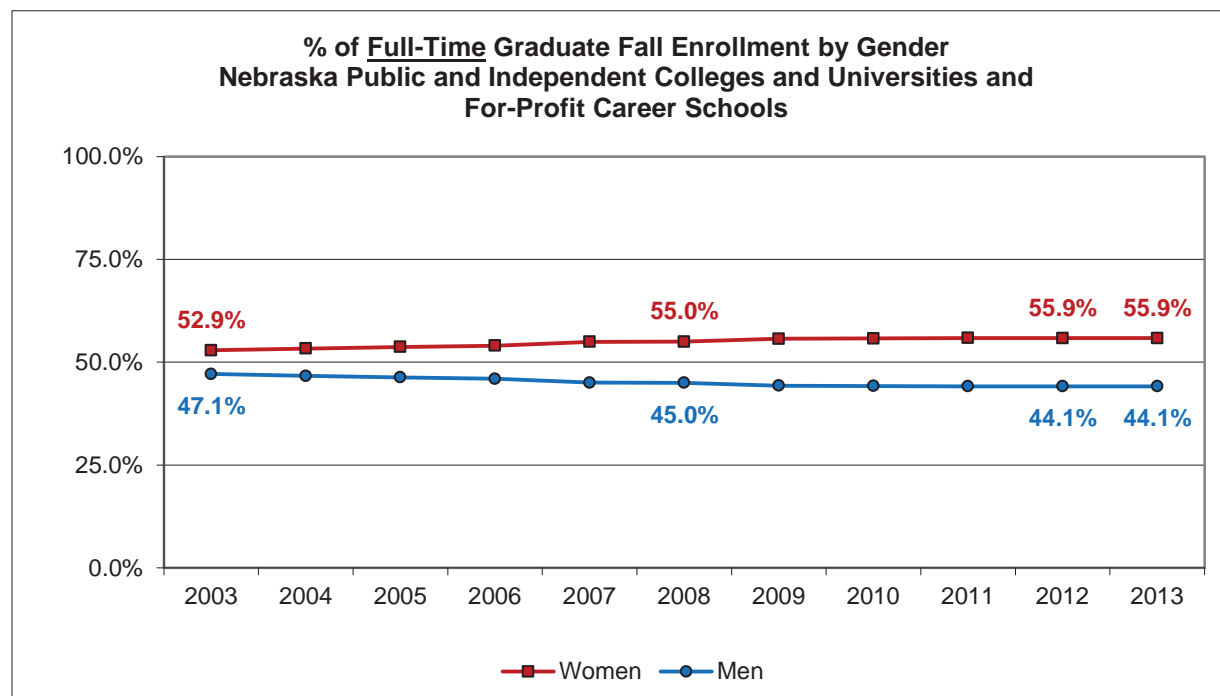
Note. Beginning in 2013 under the guidance of IPEDS, some students previously classified as part-time students are now classified as full-time students by Bellevue University. See pages 2.17 and 2.18 for more information on the impact of this change.

- In fall 2013, women accounted for 7,649 full-time graduate students at Nebraska's postsecondary institutions, an increase of 62.0% since 2003.
- Total full-time graduate enrollment of men increased 43.6% to 6,043 over the 10-year period.
- Total part-time graduate enrollment of women increased 29.8% between fall 2003 and fall 2013. The enrollment of men increased 40.5% over the 10-year period.
- Over the 10-year period, more than one-and one-half times as many women as men were enrolled in graduate programs part time.
- There was also a more consistent and wider gap between the numbers of men and women who were enrolled in graduate programs on a part-time basis than there was between the enrollment of men and women who pursued their graduate studies full time.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

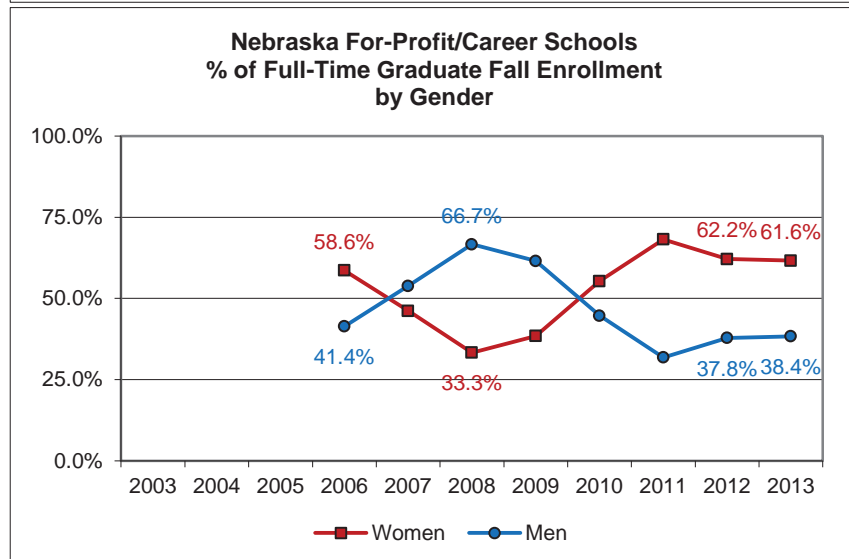
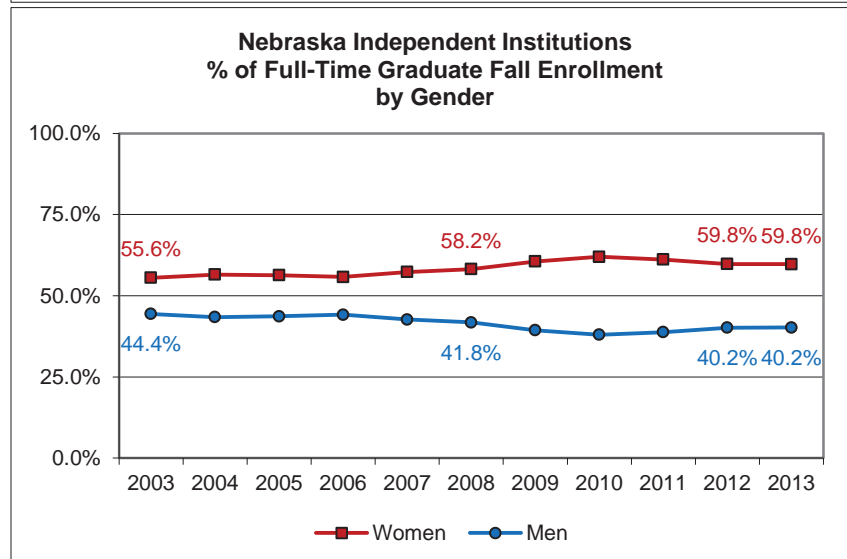
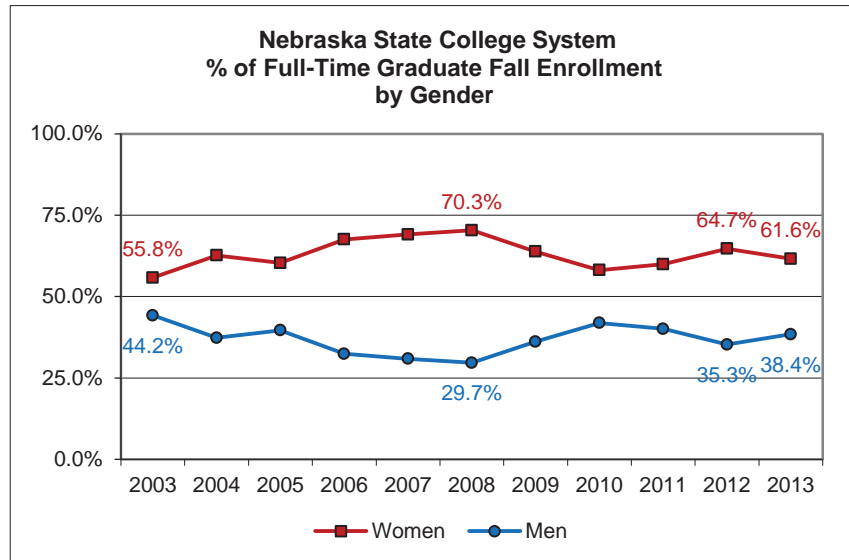
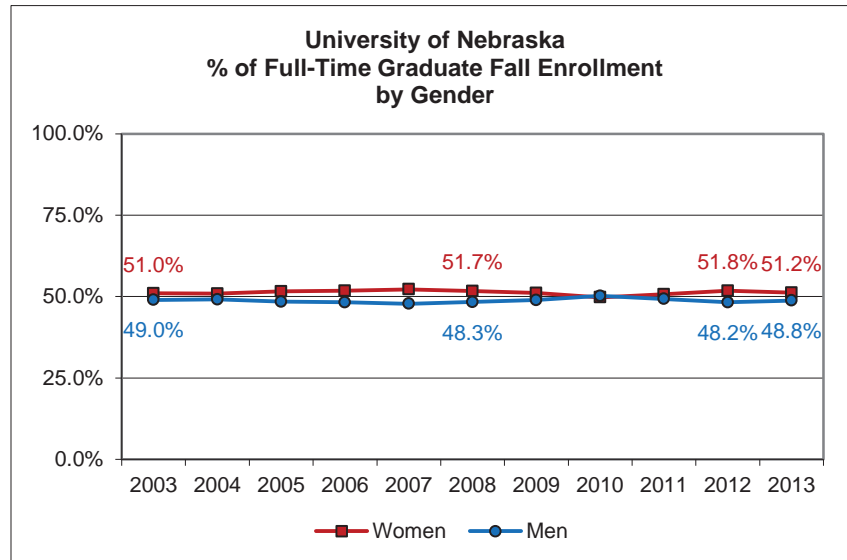
Percentages of FULL-TIME GRADUATE FALL ENROLLMENT by GENDER

- Since 2003, women have accounted for more than half of the full-time graduate students at Nebraska's postsecondary institutions. By fall 2013, women accounted for 55.9% of the full-time graduate students, while men accounted for 44.1%.
- However, the full-time enrollment of women, relative to men, varies across the four sectors that offer graduate programs in Nebraska.
- Since 2003, the gender gap has remained relatively consistent at the University of Nebraska, where men and women each account for about 50% of full-time graduate enrollment. In comparison, the gender gap generally widened at the independent institutions so that, by fall 2013, women accounted for 59.8% of the full-time graduate students at the independent colleges and universities. The gender gap at the Nebraska State Colleges has fluctuated up and down over the past 10 years. In fall 2013, women accounted for 61.6% of full-time graduate enrollment, compared to 55.8% in fall 2003. Within the for-profit/career school sector, there has been no consistent pattern of enrollment by gender, due to the relatively small numbers of graduate students in this sector.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

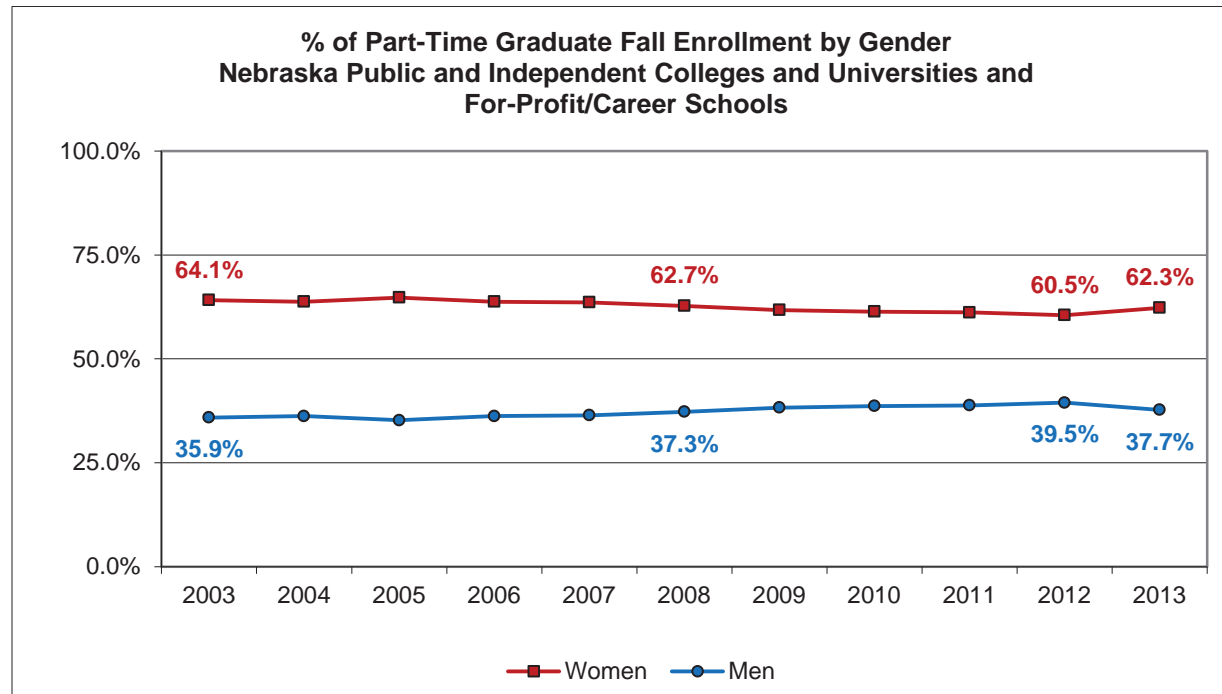
Percentages of FULL-TIME GRADUATE FALL ENROLLMENT by SECTOR and by GENDER



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

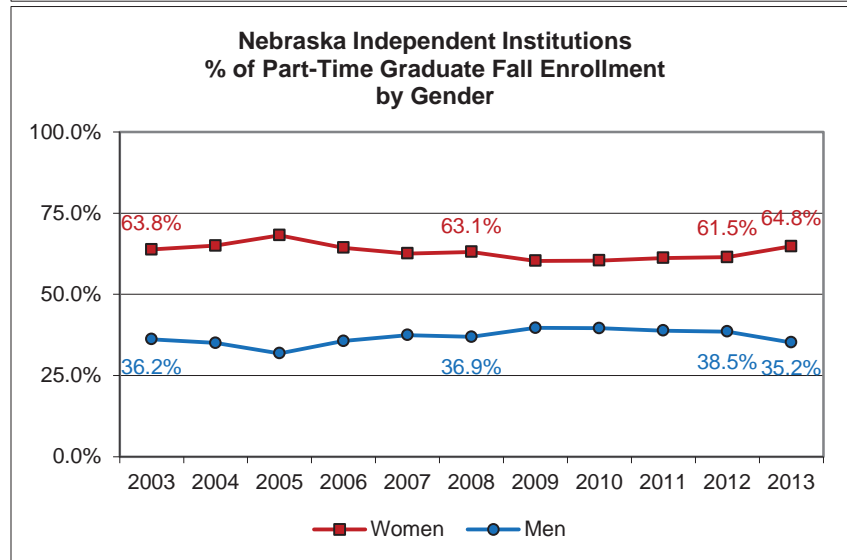
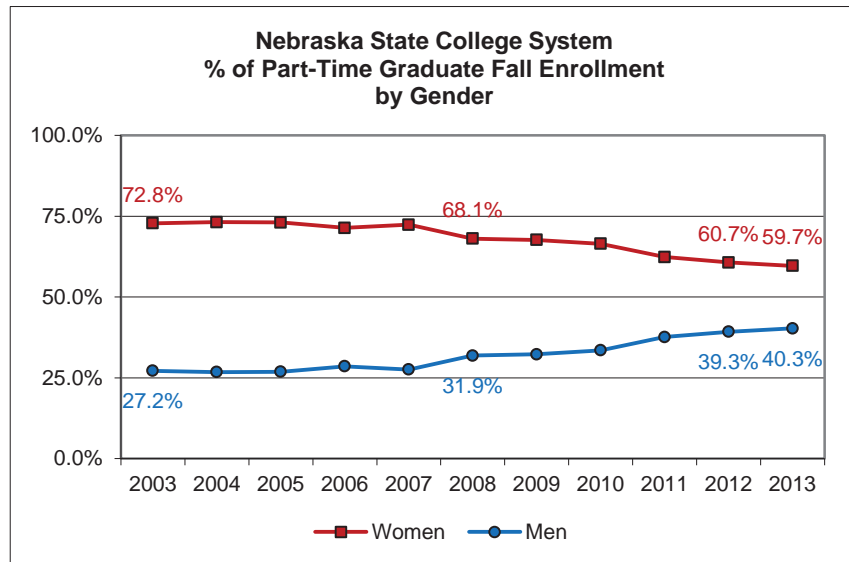
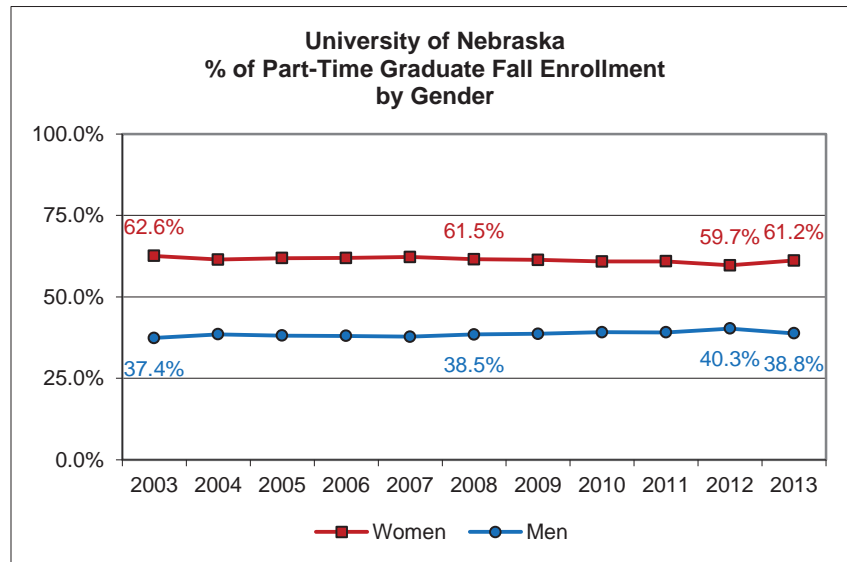
Percentages of PART-TIME GRADUATE FALL ENROLLMENT by GENDER

- Since 2003, women have accounted for more than 60% of the part-time graduate students at Nebraska's postsecondary institutions. By fall 2013, women accounted for 62.3% of the part-time graduate students, while men accounted for 37.7%.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

Percentages of PART-TIME GRADUATE FALL ENROLLMENT by GENDER

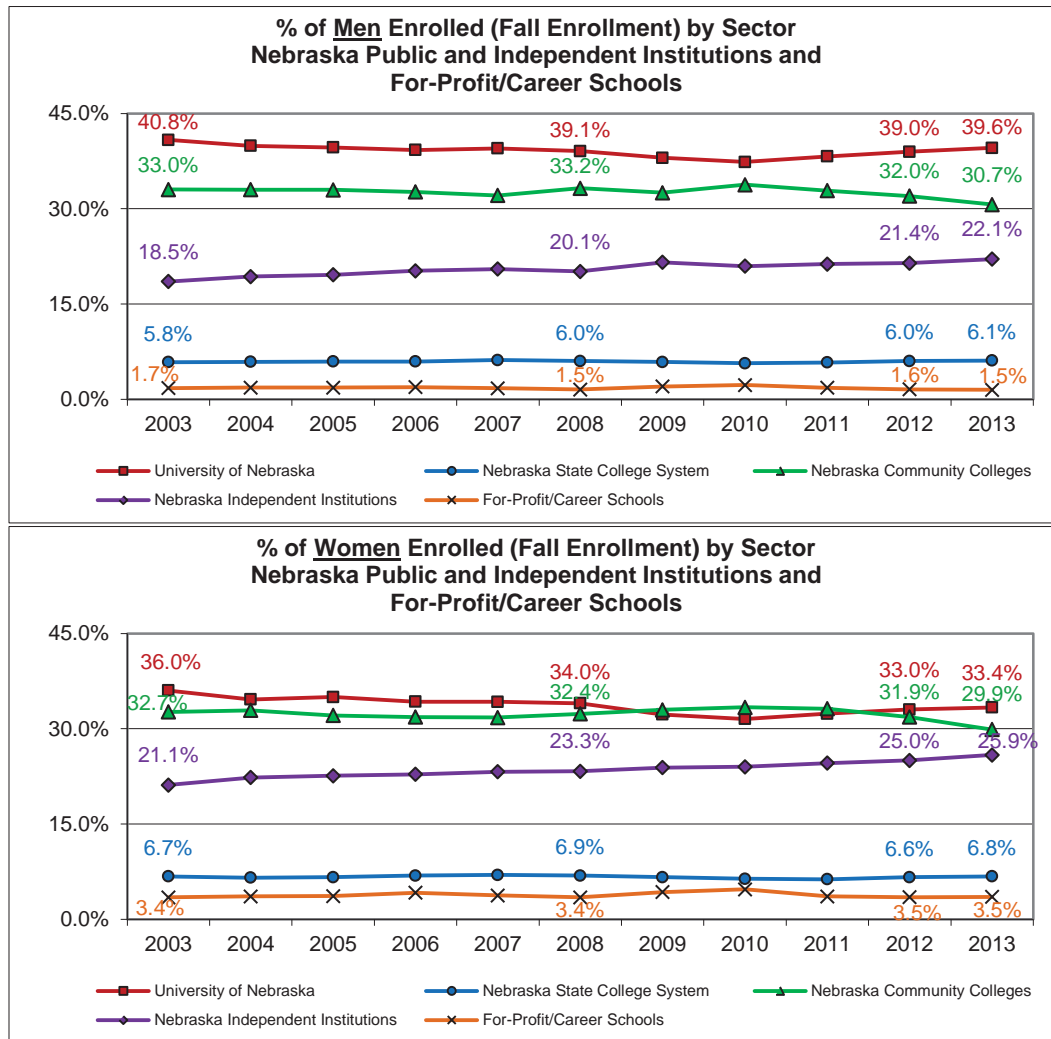


- The gender gap among part-time students at the University of Nebraska narrowed only slightly between fall 2003 and fall 2013, while the gender gap narrowed more considerably at the Nebraska State Colleges.
- Within the independent sector, the gender gap has fluctuated between fall 2003 and fall 2013.
- Graduate programs were first offered within the for-profit/career school sector in fall 2006, and there were no part-time graduate students within the for-profit/career sector until fall 2010. In fall 2013, part-time enrollment in the for-profit sector increased to 30 graduate students (76.7% of whom were women).

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

Section 3.3
Fall Enrollment by Gender
and by Sector

FALL ENROLLMENT by GENDER and by SECTOR



- Among the men enrolled at Nebraska's postsecondary institutions, the highest percentage attended the University of Nebraska while the lowest percentage attended for-profit/career schools.
- Between 2003 and 2013, a decreasing percentage of men attended the University of Nebraska and Nebraska's Community Colleges, while an increasing percentage studied at the independent institutions.
- Women followed the same general pattern of enrollment as men between fall 2003 and fall 2013. However, compared to men, higher percentages of women enrolled at the independent institutions, State Colleges, and for-profit/career schools.
- Between 2003 and 2013, a decreasing percentage of women attended the University of Nebraska and Nebraska's Community Colleges, while an increasing percentage studied at the independent institutions.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Gender** in the **downloadable Excel workbook for Enrollment**.

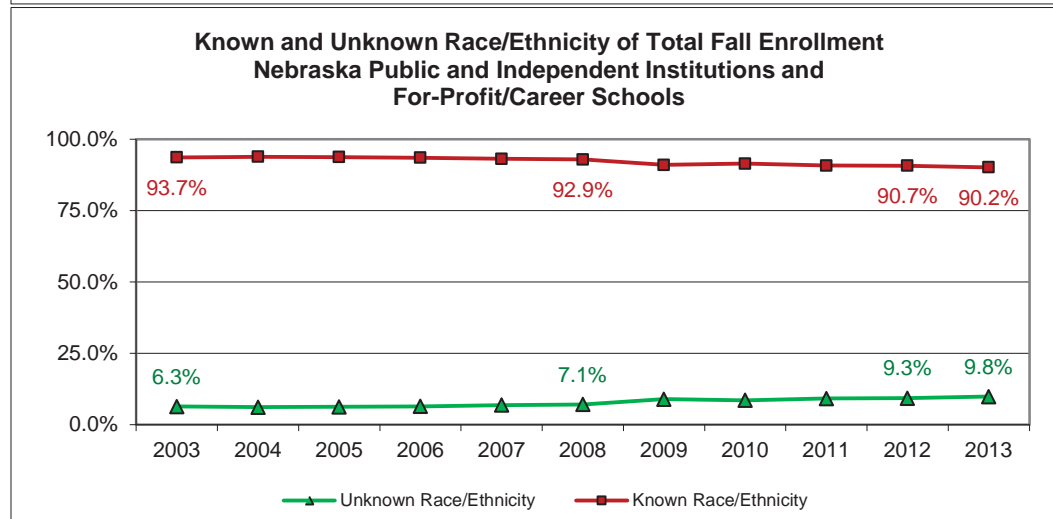
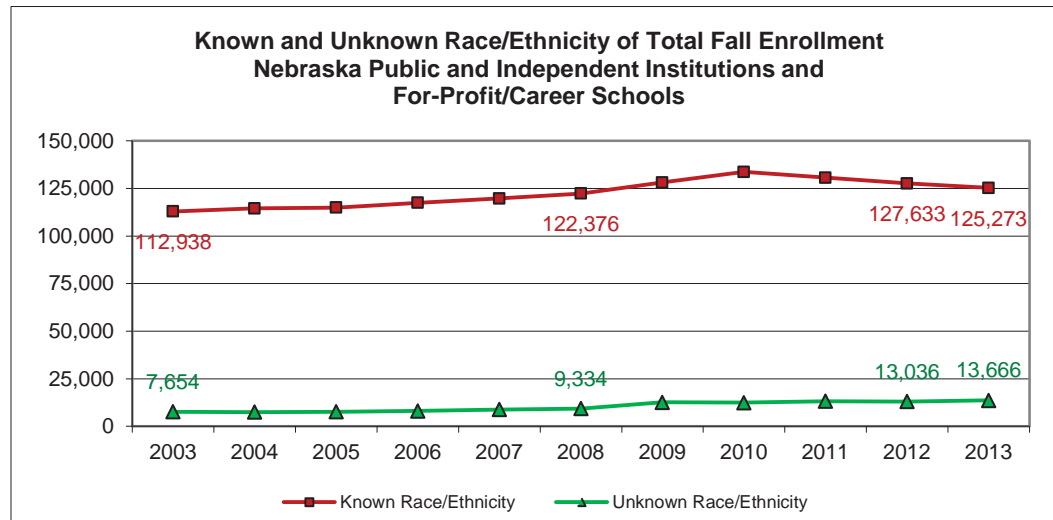
Section 4

Total Fall Enrollment by Race/Ethnicity

Notes

- (1) Ten-year trends are shown for Nebraska’s public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The glossary for IPEDS defines race/ethnicity as the “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.” *Webster’s New World Dictionary* (1991) defines race as any of the different populations of human beings distinguished by physical traits, blood types, genetic code patterns, or other inherited traits. The same source defines ethnicity as designating or of a population subgroup having a common cultural heritage, as distinguished by customs, characteristics, language, common history, etc. See page 4.4 for definitions of the racial/ethnic groups used in this publication.

TOTAL FALL ENROLLMENT by KNOWN and UNKNOWN RACE/ETHNICITY

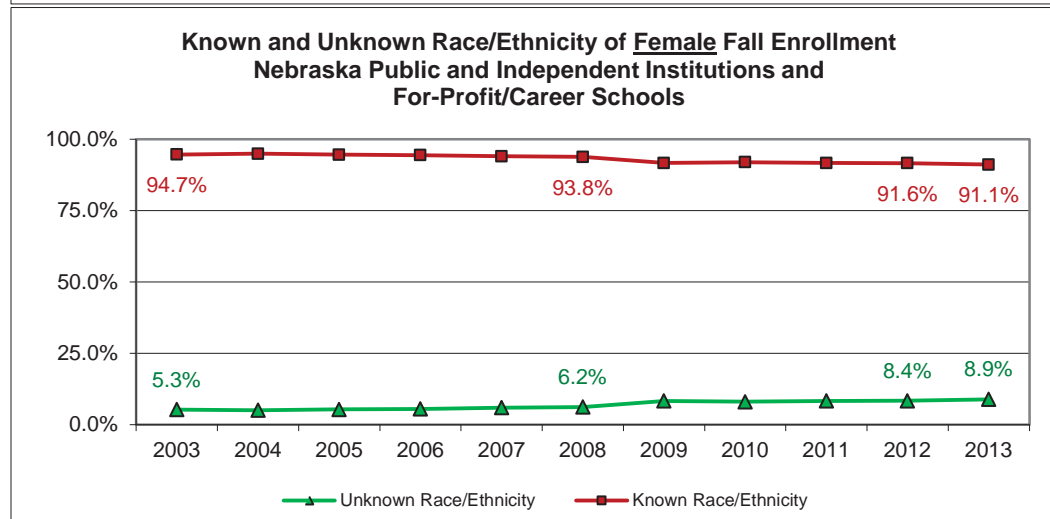
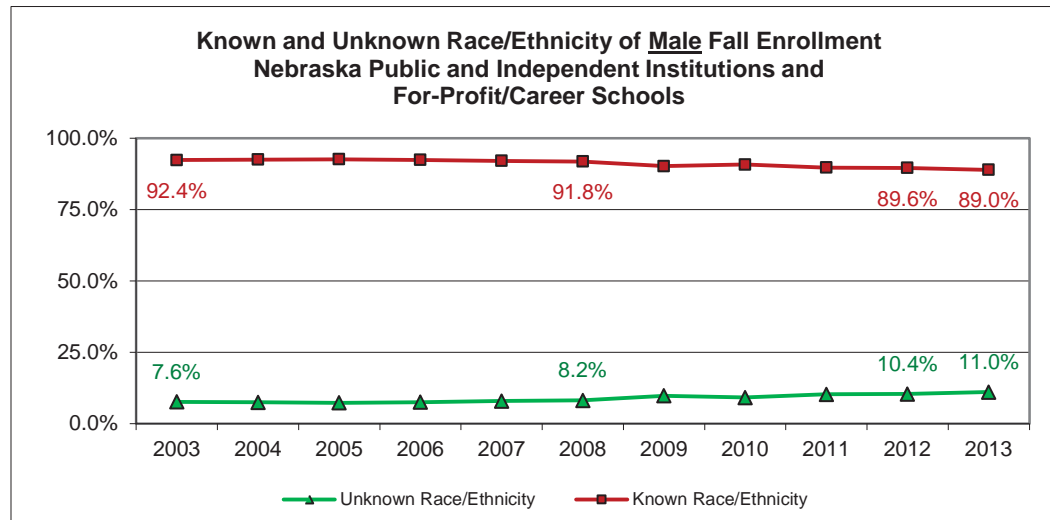


Note. The unknown race/ethnicity category includes students classified as “race and ethnicity unknown,” “nonresident alien,” and “two or more races.” For fall 2013, 6,696 students were classified as “race and ethnicity unknown” (4.8% of fall enrollment), 4,529 students were classified as “nonresident alien” (3.3% of fall enrollment), and 2,441 students were classified as “two or more races” (1.8% of fall enrollment).

- The number of students of known race/ethnicity increased from 112,938 in fall 2003 to 125,273 in fall 2013.
- The number of students of unknown race/ethnicity increased from 7,654 in fall 2003 to 13,666 in fall 2013.
- As a percentage of total headcount, students of known race/ethnicity decreased from 93.7% of total headcount in 2003 to 90.2% in 2013.
- Over the 10-year period between 2003 and 2013, an increasing percentage of students were of unknown race/ethnicity. Specifically, the percentage of students of unknown race/ethnicity increased from 6.3% in fall 2003 to 9.8% in fall 2013.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

MALE and FEMALE TOTAL FALL ENROLLMENT by KNOWN and UNKNOWN RACE/ETHNICITY



Note. The unknown race/ethnicity category includes students classified as “race and ethnicity unknown,” “nonresident alien,” and “two or more races.” For fall 2013, 5.1% of men and 4.6% of women were classified as “race and ethnicity unknown.” During this same time, 4.3% of men and 2.4% of women were classified as “nonresident alien” while 1.6% of men and 1.8% of women were classified as “two or more races.”

- In fall 2003, students of unknown race/ethnicity accounted for 7.6% of the total enrollments of men and 5.3% of the total enrollments of women at Nebraska’s public, independent, and for-profit colleges and universities.
- In fall 2013, 11.0% of the men and 8.9% of the women were of unknown race/ethnicity.
- The increase in the percentage of degrees awarded to students of unknown race/ethnicity is due, at least in part, to the increasing tendency for students to be classified in the “two or more races” category.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

Note. The remaining analyses in this section focus on the enrollment of students of known race/ethnicity as defined below. Students of unknown race/ethnicity are excluded from all calculations under the basic, but not necessarily correct, assumption that these students are proportionately distributed among the total number of students enrolled by race/ethnicity, by level (undergraduate and graduate), full-time and part-time classification, and by gender.

Beginning with the collection of data during the 2008–09 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Consequently, beginning with the 2008–09 edition of the *Factual Look*, the Coordinating Commission adapted its statistical analyses to the new IPEDS categories of race/ethnicity as explained below.

The Commission is using the same five category names that it has used in the past. The corresponding IPEDS category names and definitions are presented below. The only substantive difference between the old and new classification system is that the old category of “Asian/Pacific Islander” is now a combination of two new categories.

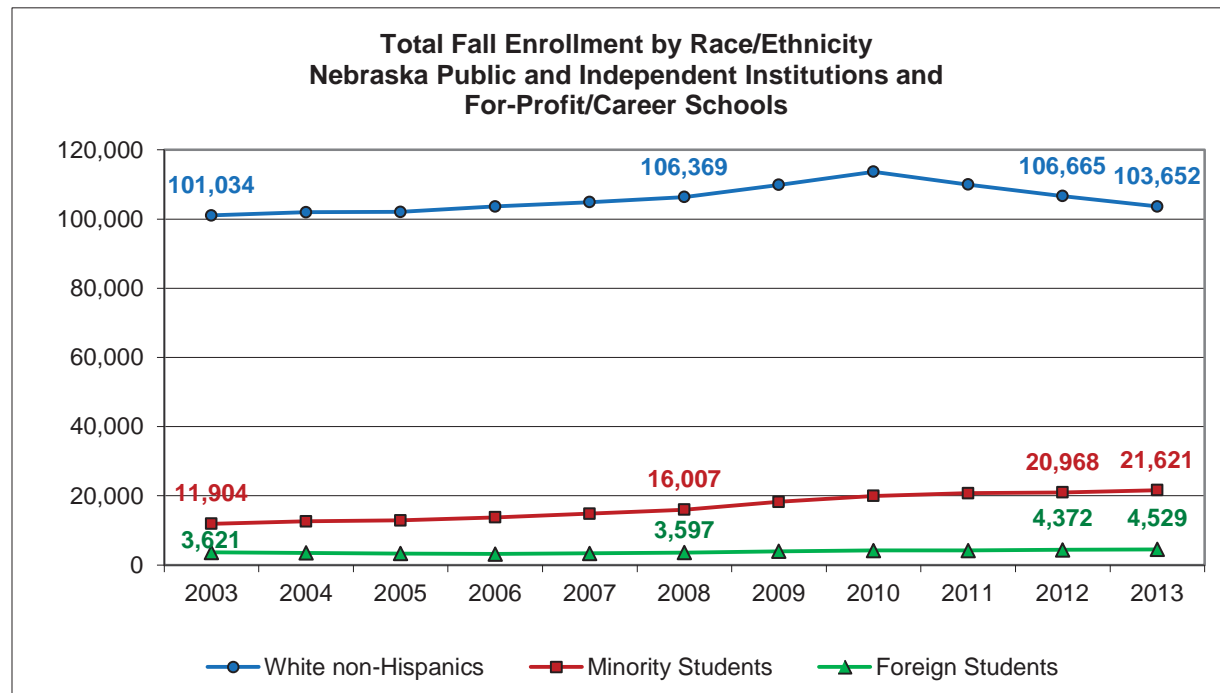
Category Name Used in Commission Reports	IPEDS Category Name	IPEDS Definition ^a
White non-Hispanic	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Asian/Pacific Islander	Asian	A person having origins in any of the original peoples of the Far 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.
Hispanic	Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
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.
Black non-Hispanic	Black or African American	A person having origins in any of the black racial groups of Africa.
Foreign students (non-resident aliens)	Non-resident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. ^b

^aData source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 8, 2009. ^bThe race/ethnicity of non-resident aliens is not collected in IPEDS.

TOTAL FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity and students of two or more races)

- Between fall 2003 and fall 2013, total enrollment of white non-Hispanics at Nebraska public and independent colleges and universities and for-profit/career schools increased 2.6%, from 101,034 to 103,652.
- The enrollment of foreign students (non-resident aliens) increased 25.1% between fall 2003 and fall 2013, from 3,621 to 4,529.
- In comparison, enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 81.6%, from 11,904 to 21,621.



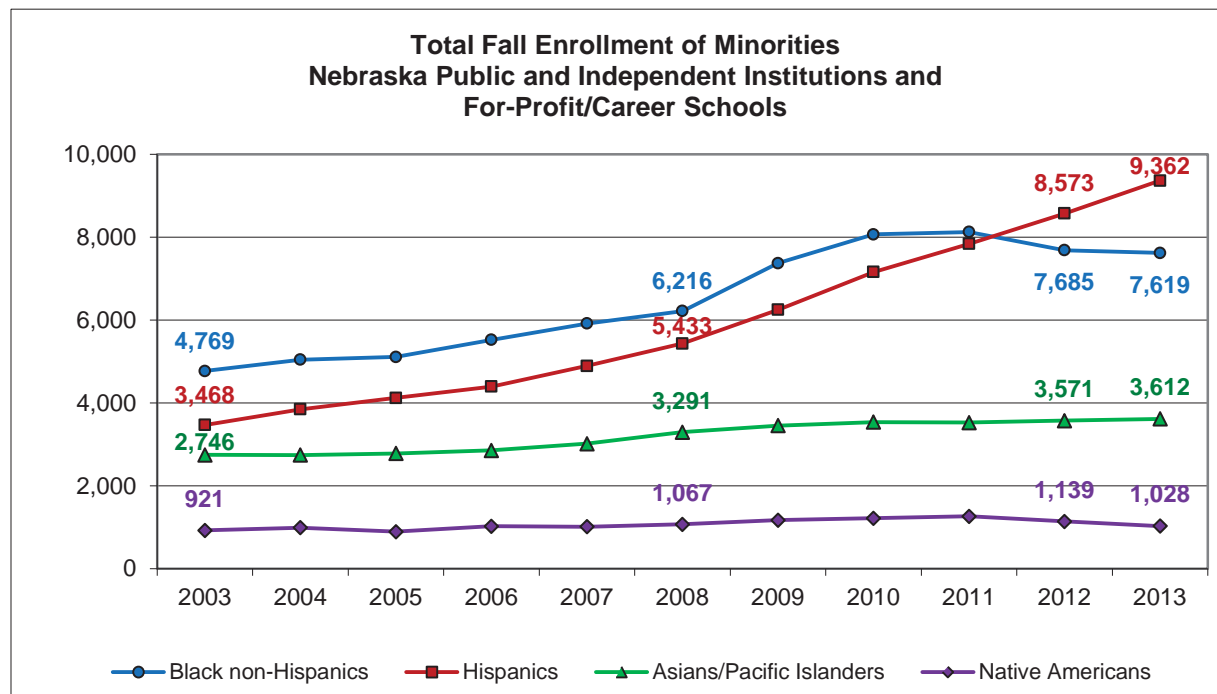
Note. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

TOTAL FALL ENROLLMENT OF MINORITIES

(Excluding students of unknown race/ethnicity and students of two or more races)

- Over the 10-year period between fall 2003 and fall 2013, enrollment of students in all minority groups increased at Nebraska's public and independent colleges and universities and for-profit/career schools.



- Between fall 2003 and fall 2013, minority enrollments at Nebraska's postsecondary institutions changed as follows:

Black non-Hispanic (●)	+ 59.8%
Hispanics (■)	+ 170.0%
Asians/PI (▲)	+ 31.5%
Native Americans (◆)	+ 11.6%

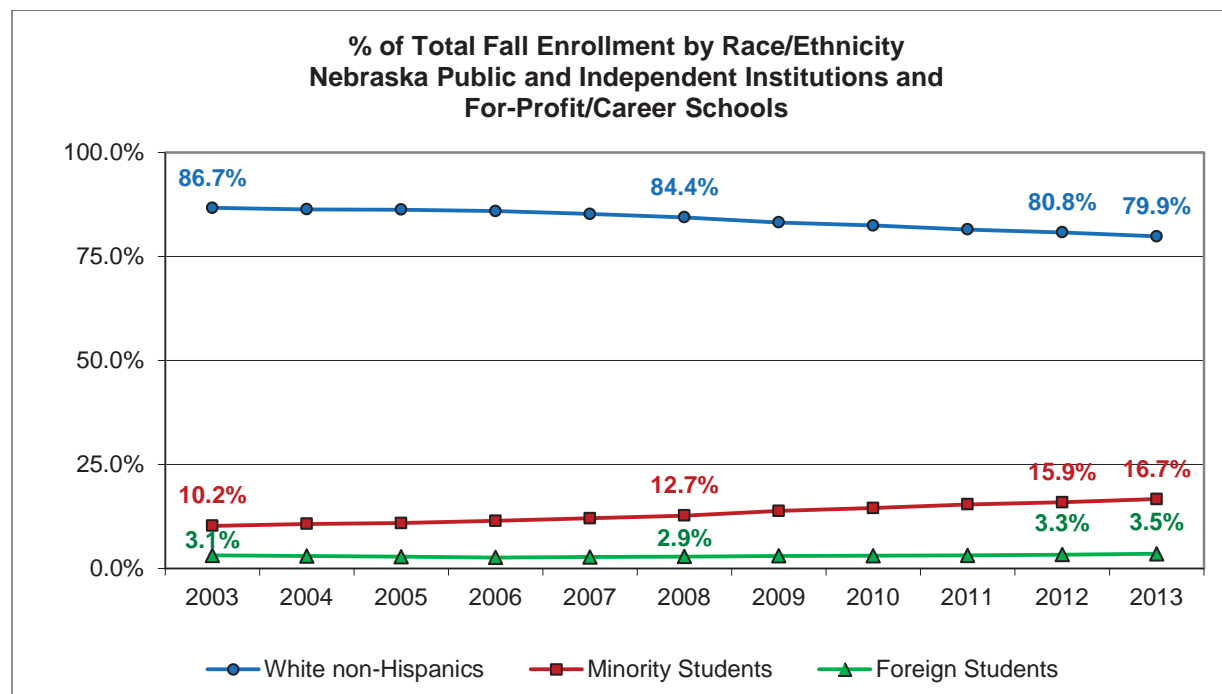
Note. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity and students of two or more races)

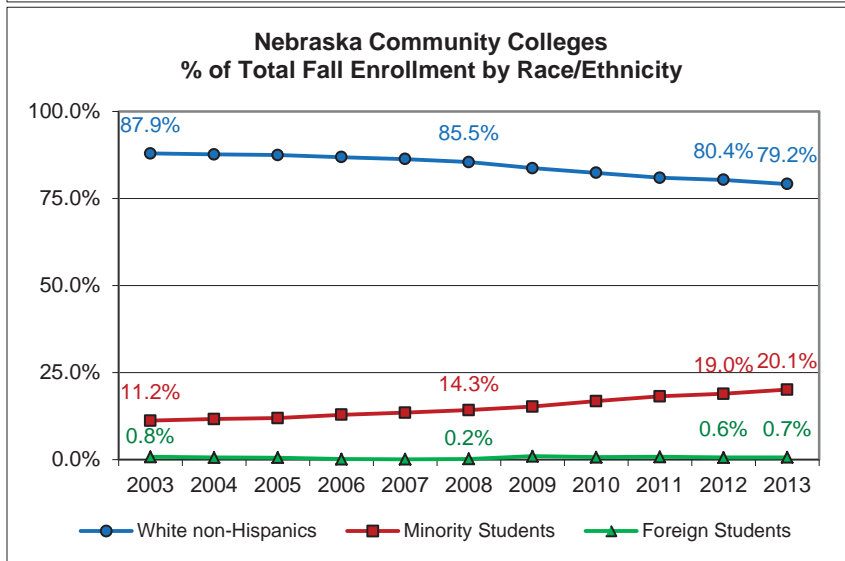
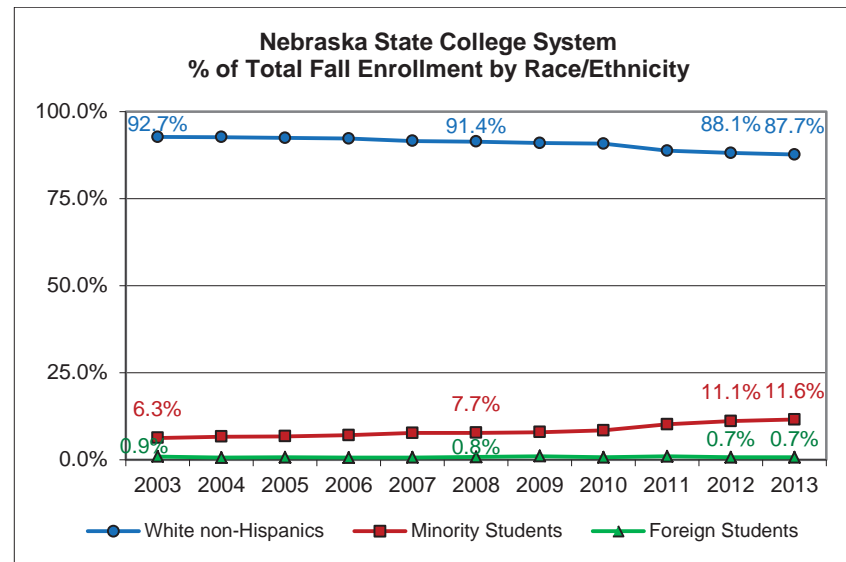
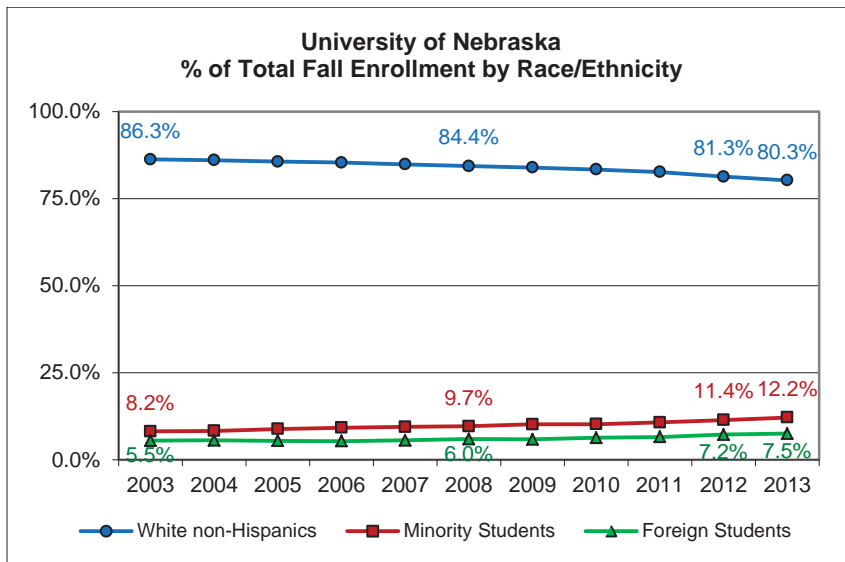
- As percentages of total enrollment at Nebraska's postsecondary institutions, the enrollment of white non-Hispanics decreased between fall 2003 and fall 2013, while minority enrollment and foreign-student enrollment increased.
- As shown on the charts on the following two pages, minority enrollment increased across all five sectors of higher education as the enrollment of white non-Hispanics decreased within each sector. However, changes in foreign student enrollments were not as consistent across all sectors.



Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY and by SECTOR
 (Excluding students of unknown race/ethnicity and students of two or more races)

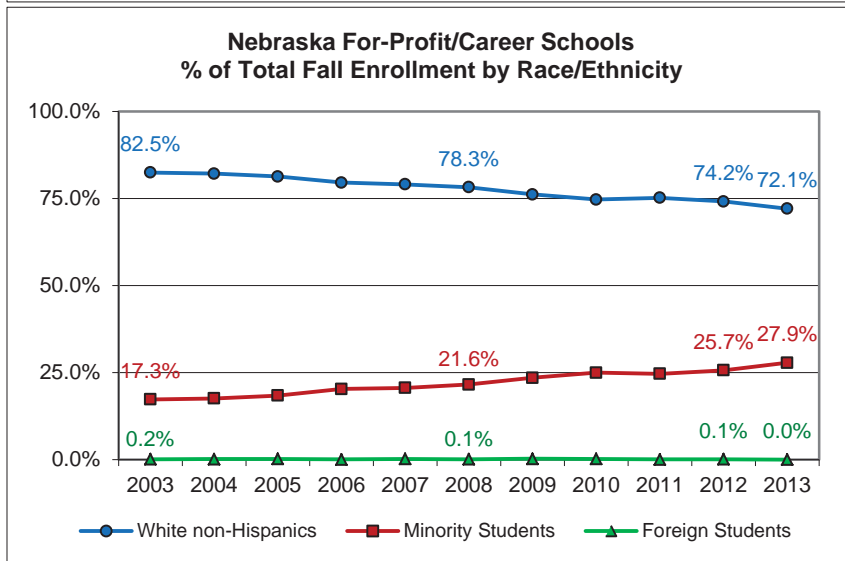
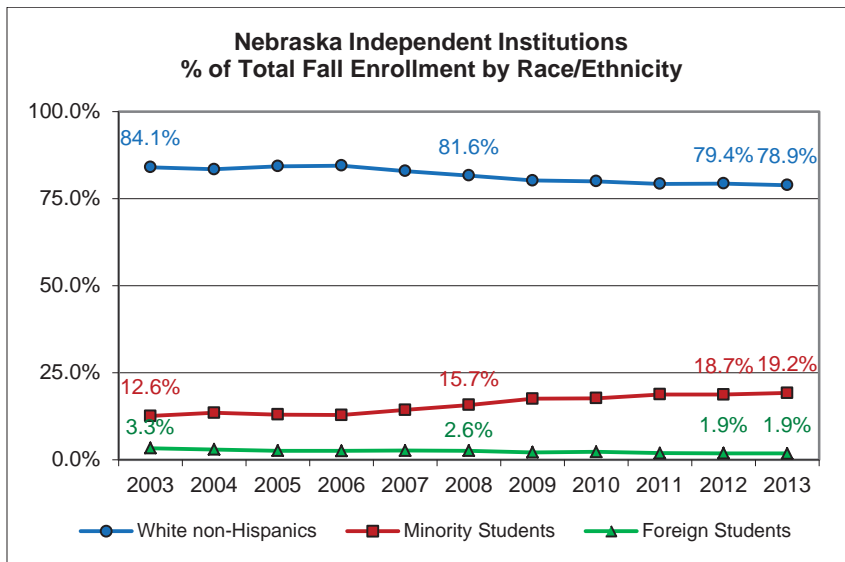


- At the University of Nebraska, enrollment of minority students increased from 8.2% in fall 2003 to 12.2% in fall 2013. During this same time, enrollment of foreign students increased from 5.5% to 7.5% of fall enrollment.
- Foreign students accounted for less than one percent of total fall enrollment at the Nebraska State Colleges and at Nebraska's Community Colleges.
- At the State Colleges, enrollment of minority students increased from 6.3% in fall 2003 to 11.6% in fall 2013. Meanwhile at the Community Colleges, enrollment of minority students increased from 11.2% to 20.1% of fall enrollment.

(Continued on next page.)

Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

Percentages of TOTAL FALL ENROLLMENT by RACE/ETHNICITY and by SECTOR
 (Excluding students of unknown race/ethnicity and students of two or more races)



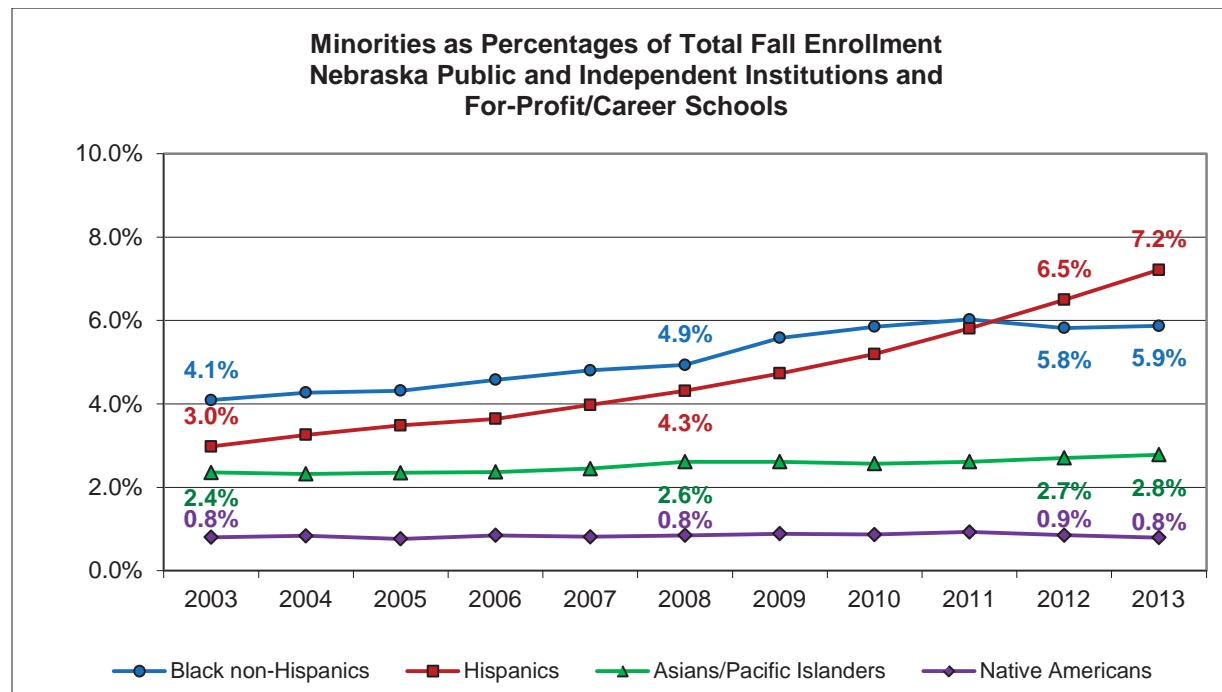
- Within the independent sector, enrollment of minority students increased from 12.6% in fall 2003 to 19.2% in fall 2013. During this same time, enrollment of foreign students decreased from 3.3% to 1.9% of fall enrollment.
- At Nebraska's for-profit/career schools, enrollment of minority students increased from 17.3% in fall 2003 to 27.9% in fall 2013. During this same time, enrollment of foreign students decreased from 0.2% to 0.0% of fall enrollment.

Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

MINORITIES as Percentages of TOTAL FALL ENROLLMENT

(Excluding students of unknown race/ethnicity and students of two or more races)

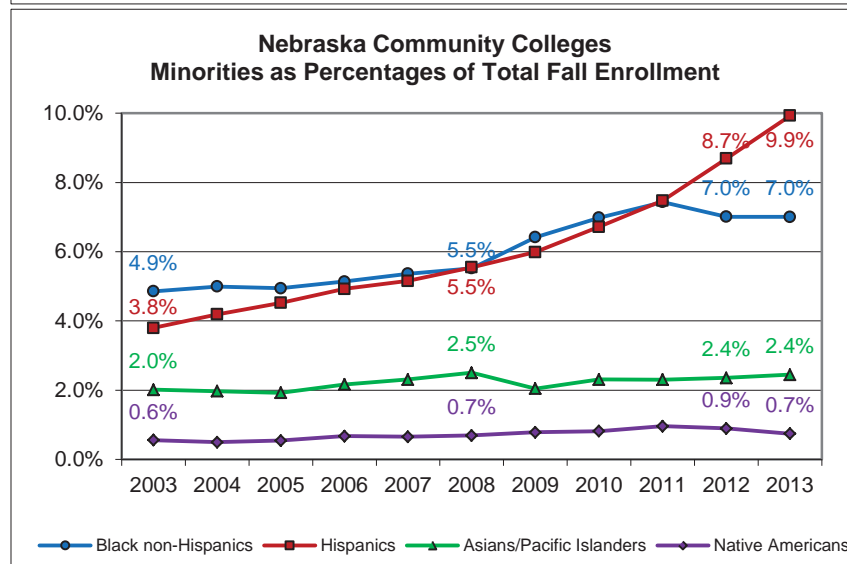
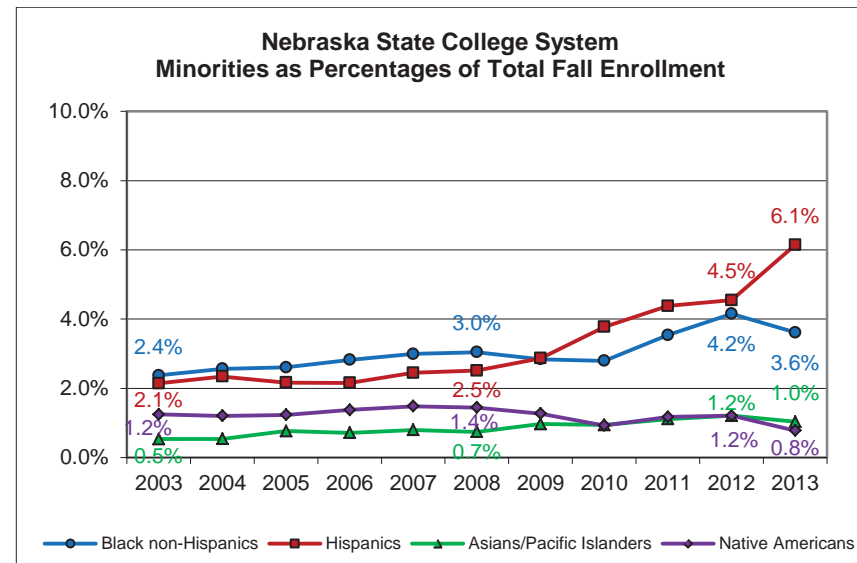
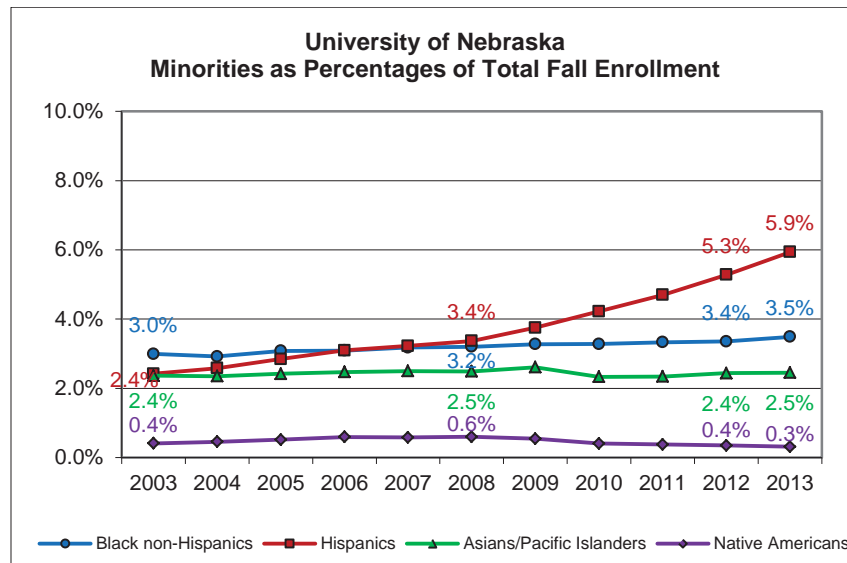
- As percentages of total enrollment at Nebraska’s public, independent, and for-profit institutions, the enrollment of black non-Hispanics and Hispanics increased by 1.8 and 4.2 percentage points, respectively, over the 10-year period from fall 2003 to fall 2013. In comparison, enrollment of Asians/Pacific Islanders increased from 2.4% in fall 2003 to 2.8% in fall 2013, while Native Americans accounted for the same percentage of enrollment in fall 2003 as they did in fall 2013 (0.8%).
- As shown on the charts on the following two pages, the percentage enrollments of minorities have varied by sector.



Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

MINORITIES as Percentages of TOTAL FALL ENROLLMENT by SECTOR (Excluding students of unknown race/ethnicity and students of two or more races)

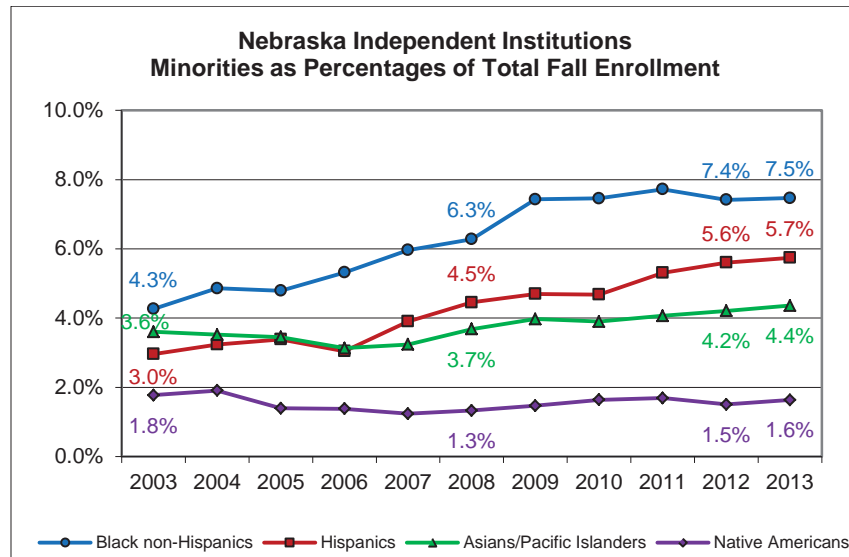


- Compared to other minority groups, Hispanics accounted for the highest percentages of fall 2013 enrollments within the three public sectors of higher education in Nebraska.
- In fall 2013, black non-Hispanics accounted for higher percentages of the enrollment at Nebraska’s Community Colleges, independent colleges and universities, and for-profit/career schools than at the University of Nebraska and the Nebraska State Colleges.
- Across all sectors of higher education, Asians/Pacific Islanders and Native Americans accounted for the lowest percentages of fall 2013 enrollment.

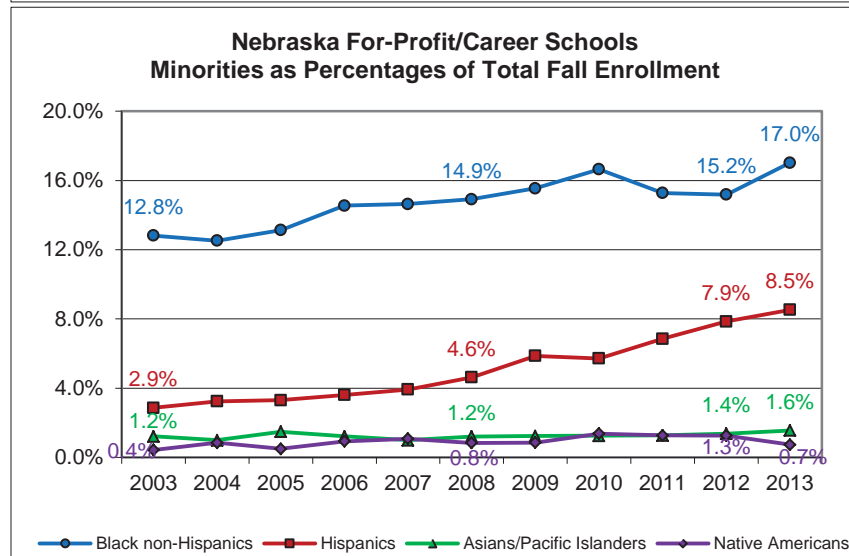
(Continued on next page.)

Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

MINORITIES as Percentages of TOTAL FALL ENROLLMENT by SECTOR
 (Excluding students of unknown race/ethnicity and students of two or more races)

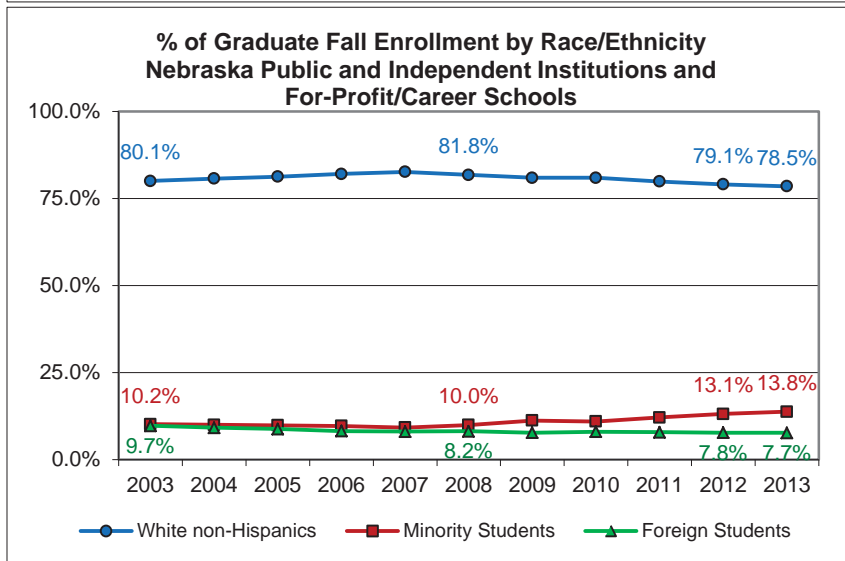
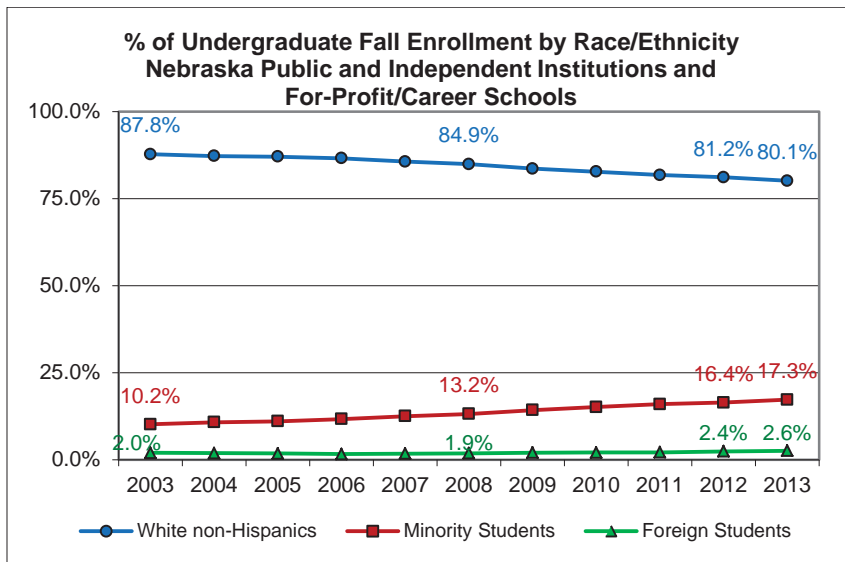


- Compared to the other four sectors, the independent colleges and universities, including the two native tribal colleges in Nebraska, enrolled the highest percentages of Asians/Pacific Islanders and Native Americans over the 10-year period between 2003 and 2013.



Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

Percentages of TOTAL FALL ENROLLMENT by LEVEL and by RACE/ETHNICITY
 (Excluding students of unknown race/ethnicity and students of two or more races)



- Between fall 2003 and fall 2013, racial/ethnic enrollments at Nebraska’s postsecondary institutions varied by student level.
- Over the 10-year period, white non-Hispanics and minority students accounted for higher percentages of undergraduate enrollment than of graduate enrollment.
- Foreign students, on the other hand, accounted for higher percentages of enrollment at the graduate level than at the undergraduate level.

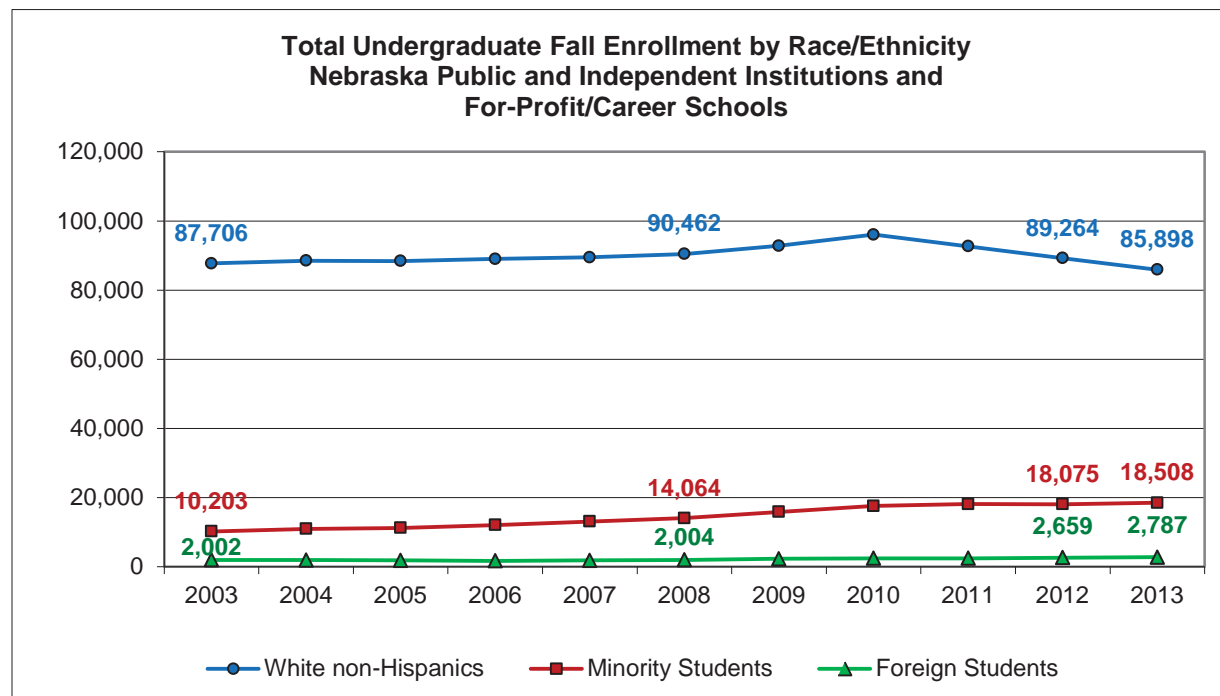
Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 4,033; 2004 = 3,993; 2005 = 4,325; 2006 = 4,915; 2007 = 5,436; 2008 = 5,737; 2009 = 8,673; 2010 = 8,296; 2011 = 9,047; 2012 = 8,664; 2013 = 9,137.

Section 4.1
Undergraduate Fall Enrollment
by Race/Ethnicity

TOTAL UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity and students of two or more races)

- Between fall 2003 and fall 2013, total undergraduate enrollment of white non-Hispanics at Nebraska public, independent and for-profit higher education institutions decreased 2.1%, from 87,706 to 85,898.
- The enrollment of foreign students (non-resident aliens) in undergraduate programs increased 39.2% between fall 2003 and fall 2013, from 2,002 to 2,787.
- In comparison, undergraduate enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 81.4%, from 10,203 to 18,508.



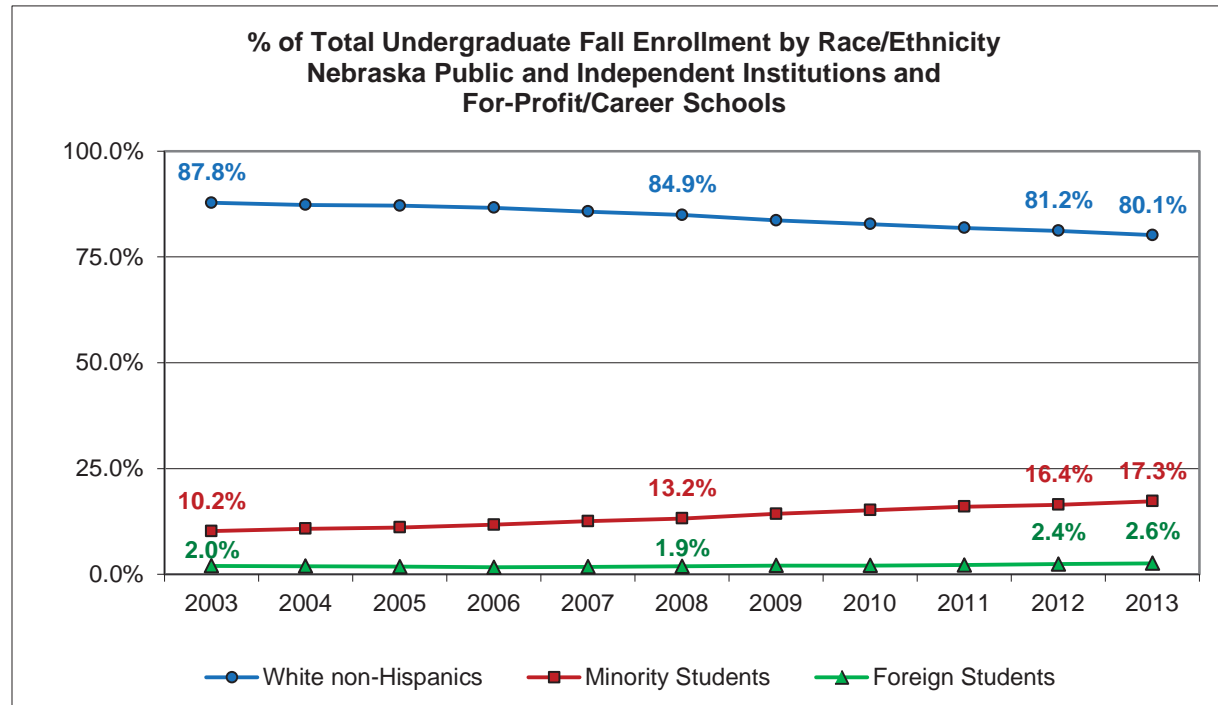
Note. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 3,652; 2004 = 3,452; 2005 = 3,478; 2006 = 3,861; 2007 = 4,212; 2008 = 4,440; 2009 = 7,181; 2010 = 6,832; 2011 = 7,151; 2012 = 6,814; 2013 = 7,235.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

Percentage of TOTAL UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity and students of two or more races)

- As percentages of total undergraduate enrollment at Nebraska's postsecondary institutions, white non-Hispanic enrollment decreased between fall 2003 and fall 2013, while minority enrollment increased 7.1 percentage points and foreign-student enrollment increased 0.6 percentage points.



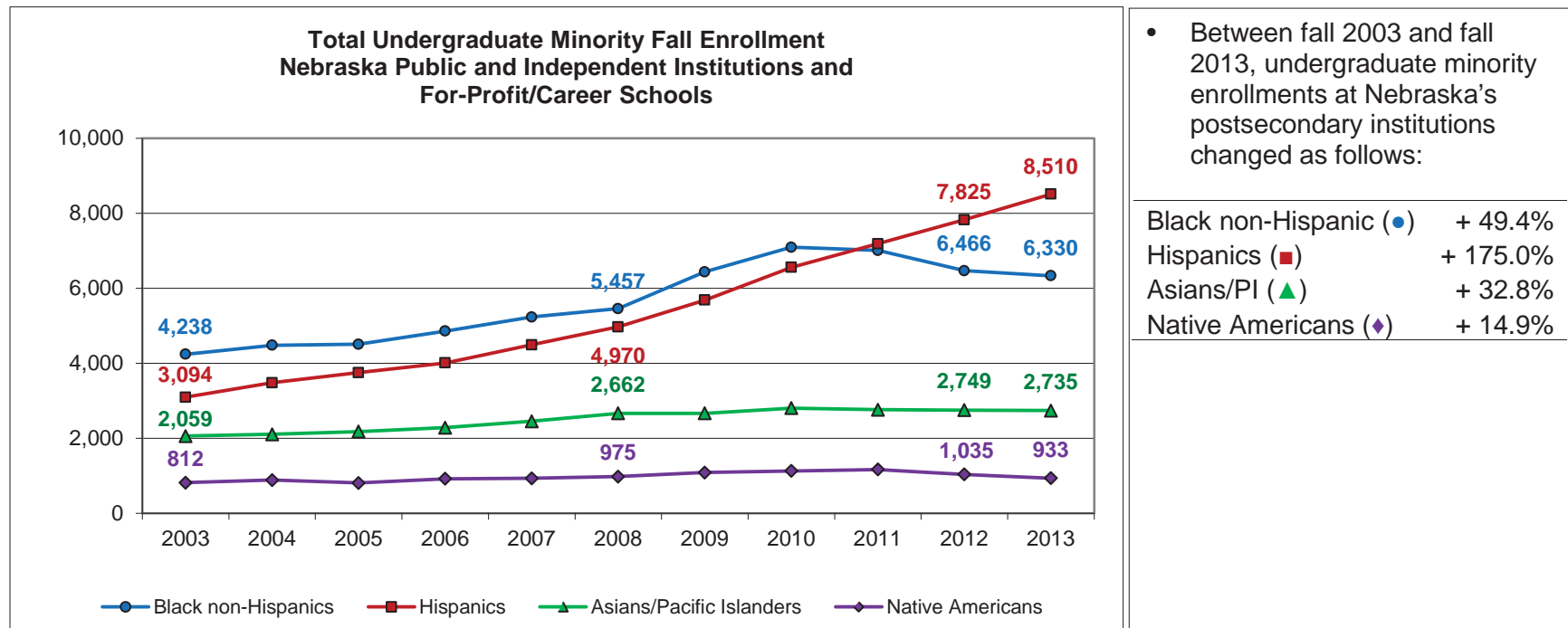
Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 3,652; 2004 = 3,452; 2005 = 3,478; 2006 = 3,861; 2007 = 4,212; 2008 = 4,440; 2009 = 7,181; 2010 = 6,832; 2011 = 7,151; 2012 = 6,814; 2013 = 7,235.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

TOTAL UNDERGRADUATE MINORITY FALL ENROLLMENT

(Excluding students of unknown race/ethnicity and students of two or more races)

- Over the 10-year period between fall 2003 and fall 2013, undergraduate enrollment of students in all minority groups increased at Nebraska's public and independent colleges and universities and for-profit/career schools.
- However, between fall 2012 and fall 2013, fall enrollments decreased for all minority groups except for Hispanics.



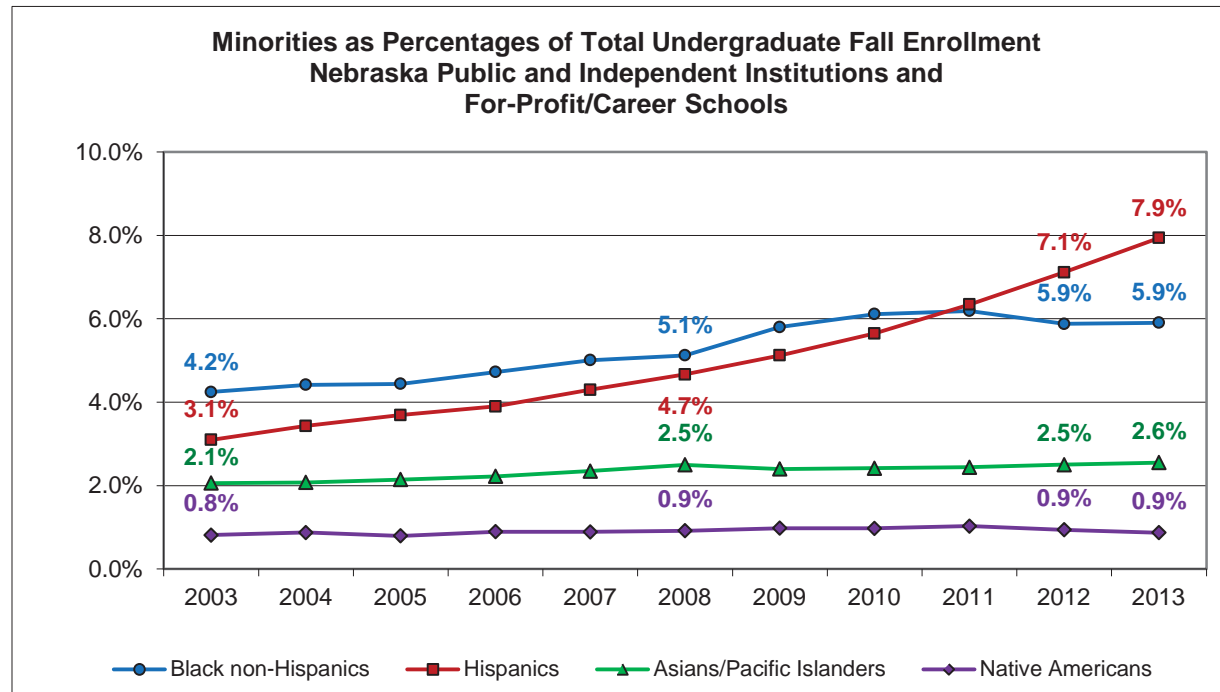
Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 3,652; 2004 = 3,452; 2005 = 3,478; 2006 = 3,861; 2007 = 4,212; 2008 = 4,440; 2009 = 7,181; 2010 = 6,832; 2011 = 7,151; 2012 = 6,814; 2013 = 7,235.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

MINORITIES as Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT

(Excluding students of unknown race/ethnicity and students of two or more races)

- As percentages of total undergraduate enrollment at Nebraska’s public, independent, and for-profit institutions, the enrollments of black non-Hispanics and Hispanics increased by 1.7 and 4.2 percentage points, respectfully, between fall 2003 and fall 2013.
- In comparison, the undergraduate enrollments of Asians/Pacific Islanders and Native Americans were only slightly higher in fall 2013 than they were in fall 2003.



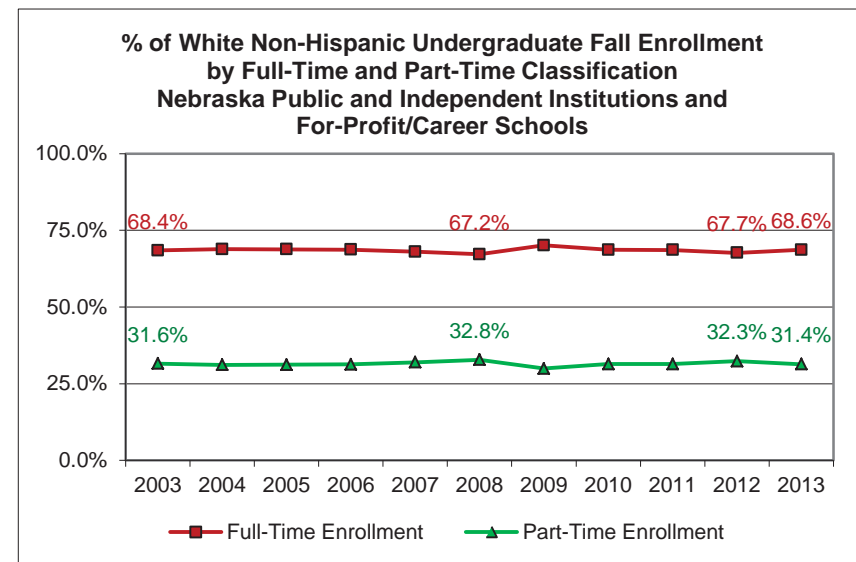
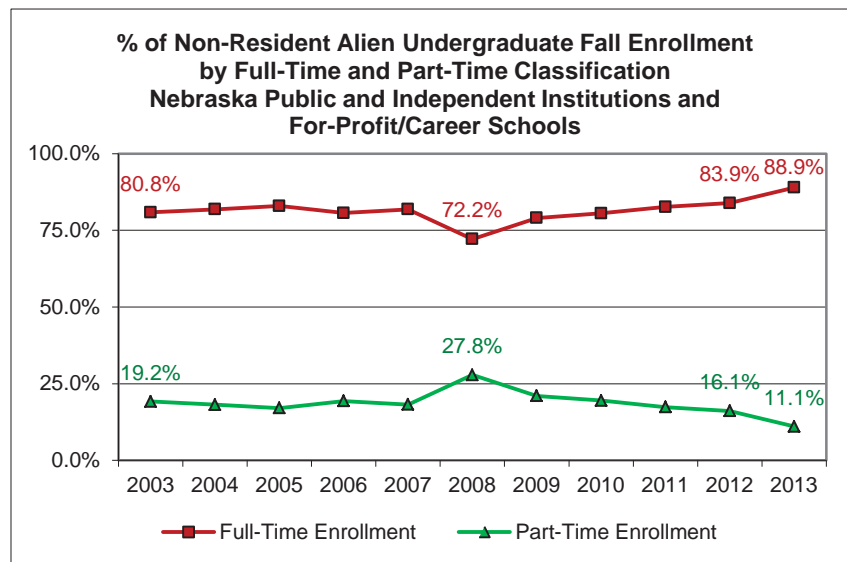
Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 3,652; 2004 = 3,452; 2005 = 3,478; 2006 = 3,861; 2007 = 4,212; 2008 = 4,440; 2009 = 7,181; 2010 = 6,832; 2011 = 7,151; 2012 = 6,814; 2013 = 7,235.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

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

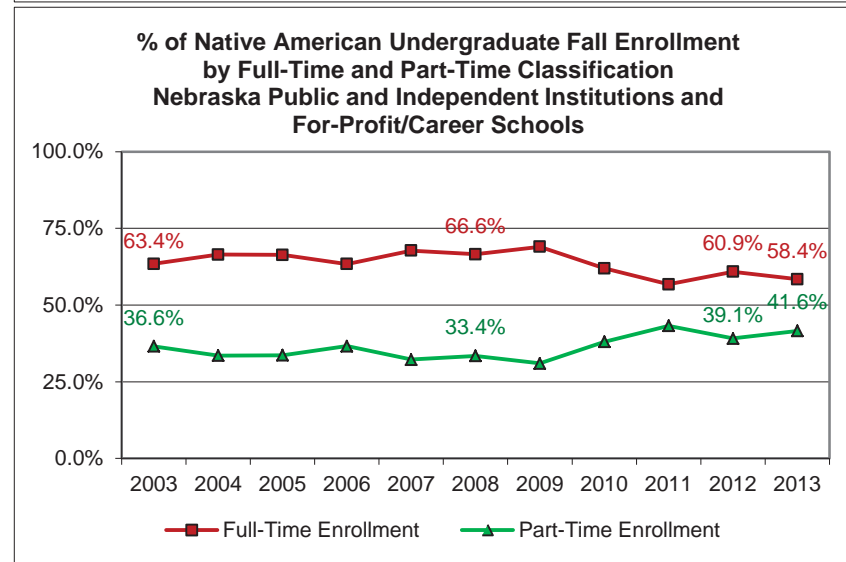
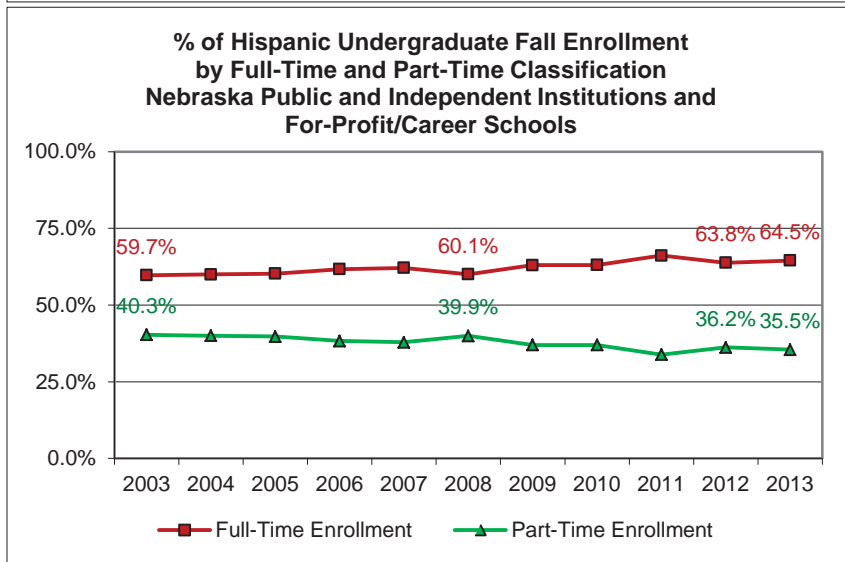
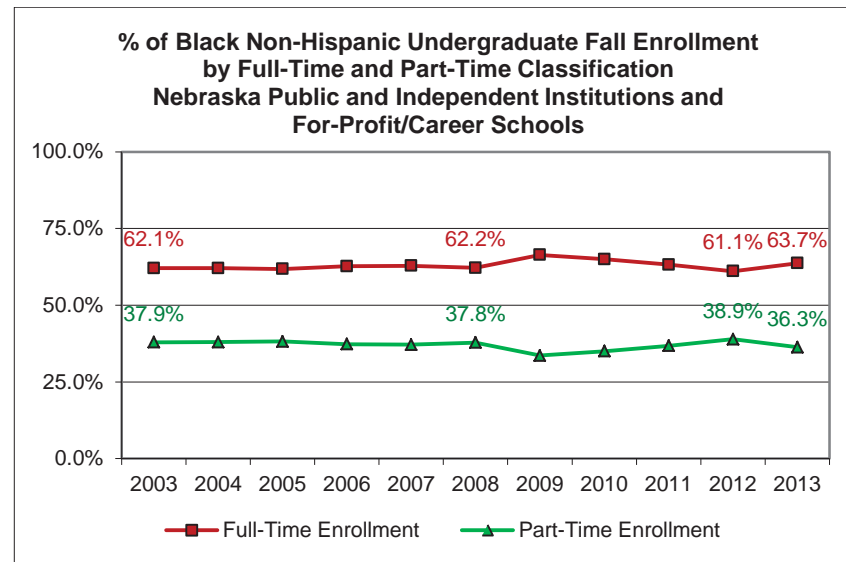
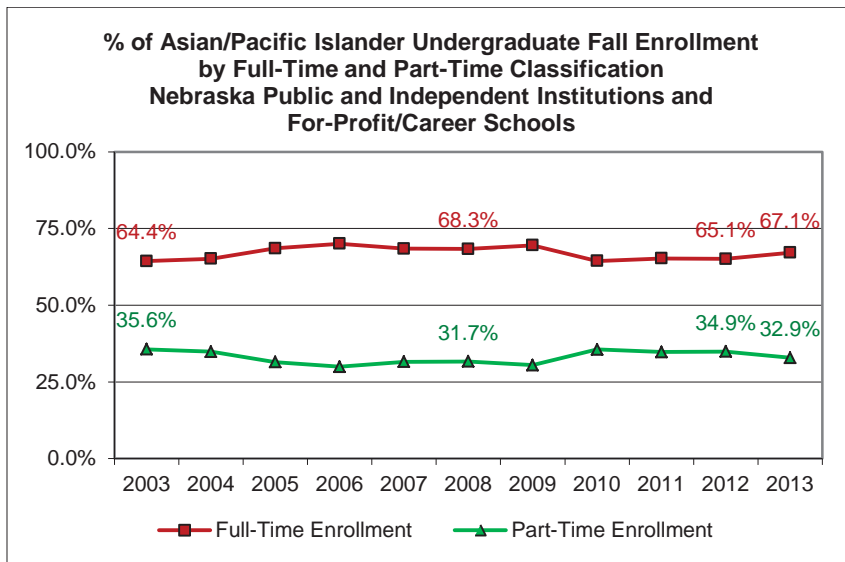
(Excluding students of unknown race/ethnicity and students of two or more races)

- As shown in the following charts, the percentages of undergraduates enrolled full time or part time varied by race/ethnicity over the 10-year period between fall 2003 and fall 2013.
- Since 2002, the highest percentage of students enrolled full time were foreign students (non-resident aliens). The percentage of foreign students who were enrolled full time noticeably decreased between fall 2007 and fall 2008. However, by fall 2013, 88.9% of the foreign students in undergraduate programs were enrolled full time, up from 80.8% in 2002.
- As of fall 2013, 68.6% of the white non-Hispanic undergraduates were full-time students, while 64% to 67% of the Asians/Pacific Islanders, black non-Hispanics and Hispanics were full-time students. In comparison, only 58.4% of Native American undergraduates were enrolled full-time in fall 2013.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

UNDERGRADUATE FALL ENROLLMENT by RACE/ETHNICITY and FULL-TIME/PART-TIME CLASSIFICATION
 (Excluding students of unknown race/ethnicity and students of two or more races)

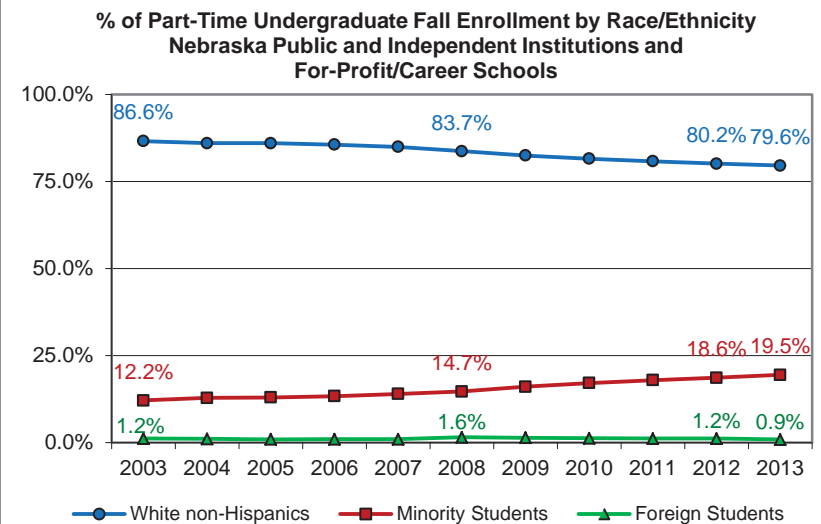
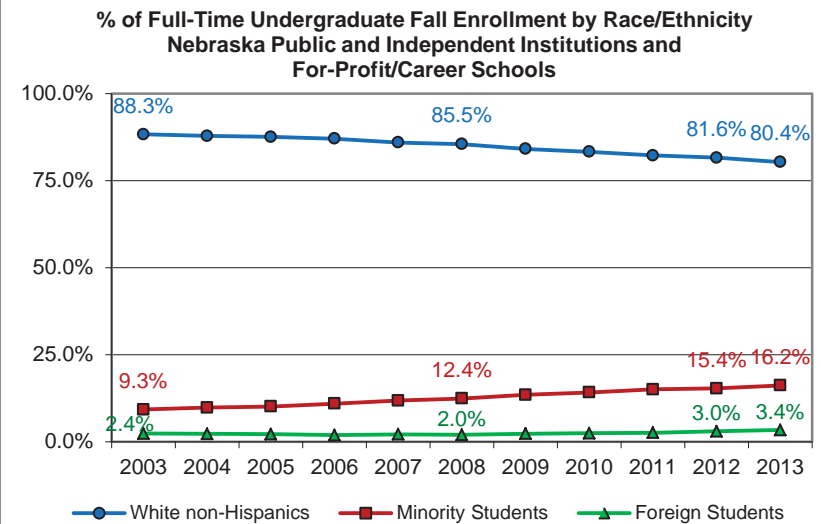


Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

FULL-TIME and PART-TIME UNDERGRADUATE FALL ENROLLMENTS by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity and students of two or more races)

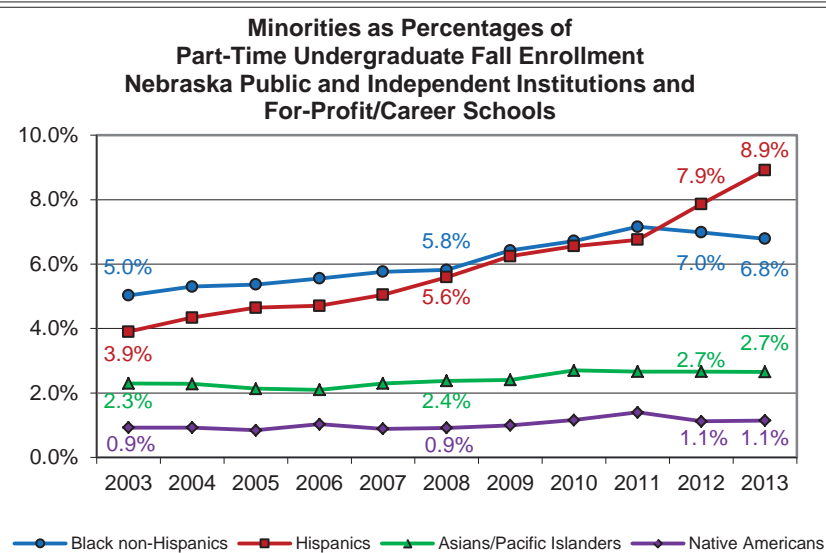
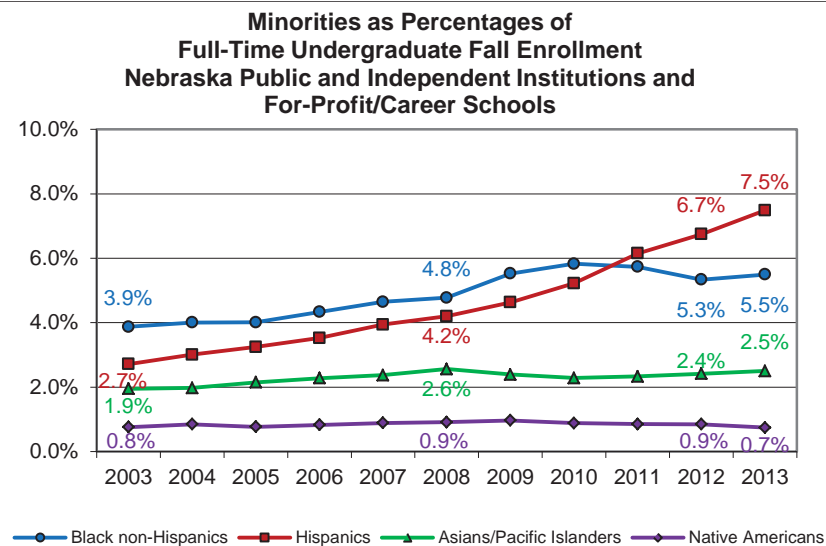
- In fall 2013, white non-Hispanics and foreign students accounted for higher percentages of full-time undergraduates than of part-time students. Conversely, minorities – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – accounted for a higher percentage of part-time undergraduates.
- In both distributions, white non-Hispanics accounted for lower percentages of full-time and part-time undergraduates in fall 2013 than 10 years earlier, while minority students accounted for higher percentages.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

MINORITIES as Percentages of FULL-TIME and PART-TIME FALL UNDERGRADUATE ENROLLMENT (Excluding students of unknown race/ethnicity and students of two or more races)

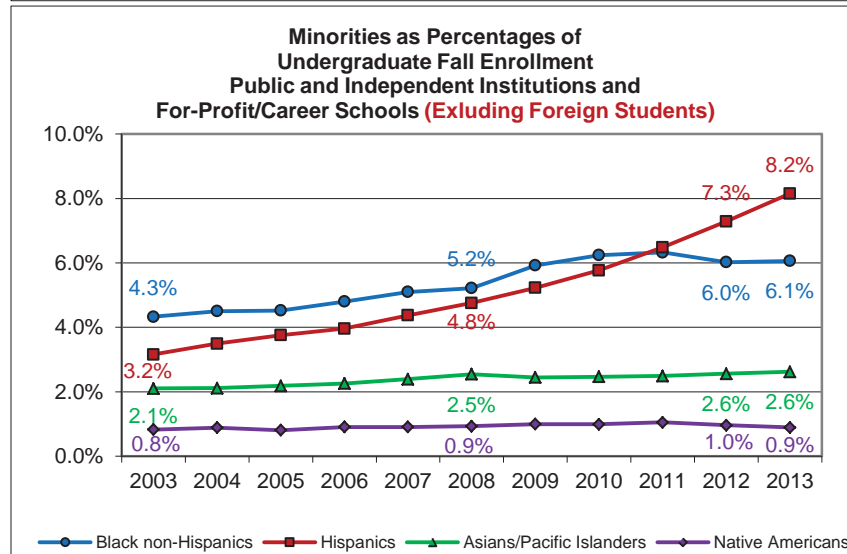
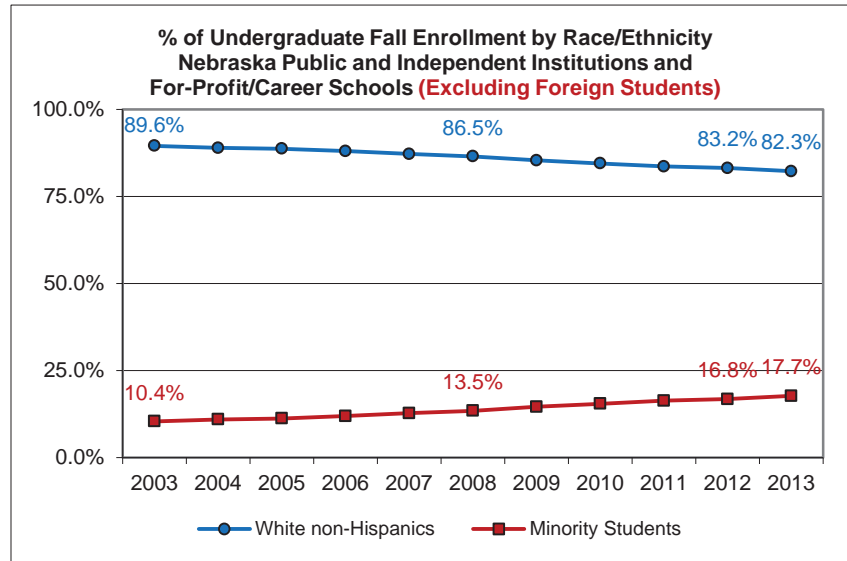
- A more detailed analysis of undergraduate enrollments of minority students reveals that the highest rates of growth between fall 2003 and fall 2013 were evidenced for Hispanics attending college full and part time.
- Black non-Hispanics also accounted for increasing percentages of the full- and part-time undergraduates enrolled during the seven years between 2003 and 2010. However, in fall 2013, black non-Hispanics accounted for (1) a lower percentage of the full-time undergraduates than they did in fall 2010 and (2) a lower percentage of the part-time students compared to the percentage in fall 2011.
- Asians/Pacific Islanders accounted for slightly higher percentages of the full-time students and part-time students in 2013 than in 2003.
- Compared to 10 years earlier, Native Americans accounted for a slightly higher percentage of the state's part-time undergraduates in fall 2013. However, Native Americans accounted for a slightly lower percentage of the state's full-time undergraduates in fall 2013 than in fall 2003.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

Percentages of UNDERGRADUATE FALL ENROLLMENTS by RACE/ETHNICITY COMPARED TO NEBRASKA POPULATION OF 18-24 YEAR OLDS

(Excluding students of unknown race/ethnicity, students of two or more races, and foreign students)



- The charts on this page show total undergraduate fall enrollment by race/ethnicity, excluding students of unknown race/ethnicity, foreign students, and students of two or more races, so that the resulting percentages can be compared to Nebraska's population of 18-24 year olds:

Race/Ethnicity	% of 2010 NE Population 18-24 Yrs Old ^a	% of Fall 2013 NE Undergrad Enrollment ^b
White non-Hispanic	79.3%	82.3%
Black non-Hispanic	5.5%	6.1%
Hispanic	11.7%	8.2%
Asian/Pacific Islander	2.5%	2.6%
Native American	1.0%	1.0%

^aBased on the 2010 U.S. Census, Summary File 1, PCT 12 series. Following is the number of 18-24 year olds in each racial/ethnic group:

	NE Population	% of Total
White non-Hispanic	141,891	79.3%
Black non-Hispanic	9,855	5.5%
Hispanic	20,907	11.7%
Asian/Pacific Islander	4,485	2.5%
Native American	1,840	1.0%
Subtotal	178,978	100.0%
Other or Two or More Races	3,549	
Total	182,527	

^bIncludes undergraduates from out of state. Due to the limitations of IPEDS, out-of-state students cannot be subtracted from the total. Consequently, the number of undergraduates who are residents of Nebraska cannot be compared directly to Nebraska's population of 18-24 year olds.

- Based on this comparison, white non-Hispanics, black non-Hispanics and Asians/Pacific Islanders were over-represented and Hispanics were under-represented among undergraduates attending Nebraska colleges and universities in fall 2013.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

Section 4.2

Graduate Fall Enrollment by Race/Ethnicity

Notes

(1) **Beginning in fall 2008, students are classified into two categories: undergraduate and graduate. Students in programs previously classified as “first professional” are now counted in the graduate student category for all years of data reported.**

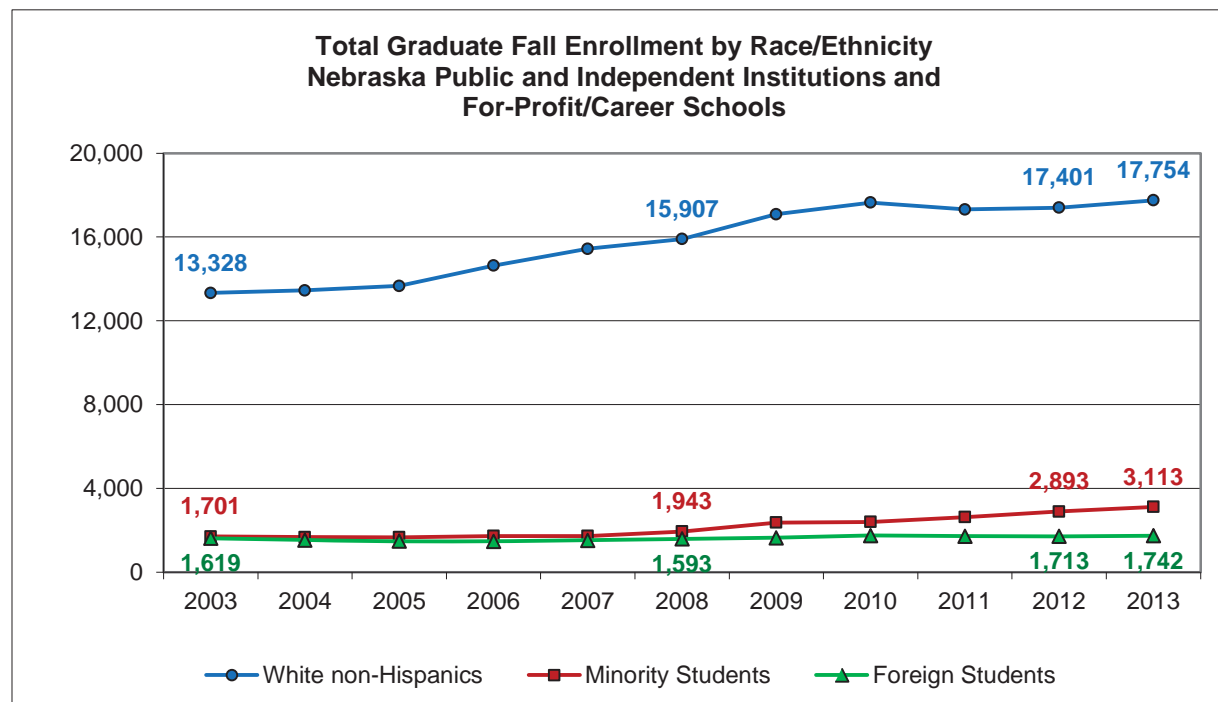
(2) **Regarding Graduate Enrollments in the For-Profit/Career School Sector:**

With the introduction of a University of Phoenix facility to the Omaha area, 2006 was the first year that graduate programs were offered within the for-profit/career school sector. The Lincoln and Omaha campuses of Kaplan University first reported graduate enrollments of students in fall 2010. Graduate enrollments at the University of Phoenix and Kaplan University are included in the state totals reported in this section.

TOTAL GRADUATE FALL ENROLLMENT by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity and students of two or more races)

- Between fall 2003 and fall 2013, total graduate enrollment of white non-Hispanics at Nebraska higher education institutions increased 33.2%, from 13,328 to 17,754.
- Between fall 2003 and fall 2013, the enrollment of foreign students (non-resident aliens) in graduate programs increased 7.6%, from 1,619 to 1,742.
- Graduate enrollments of minority students – consisting of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – increased 83.0%, from 1,701 to 3,113.



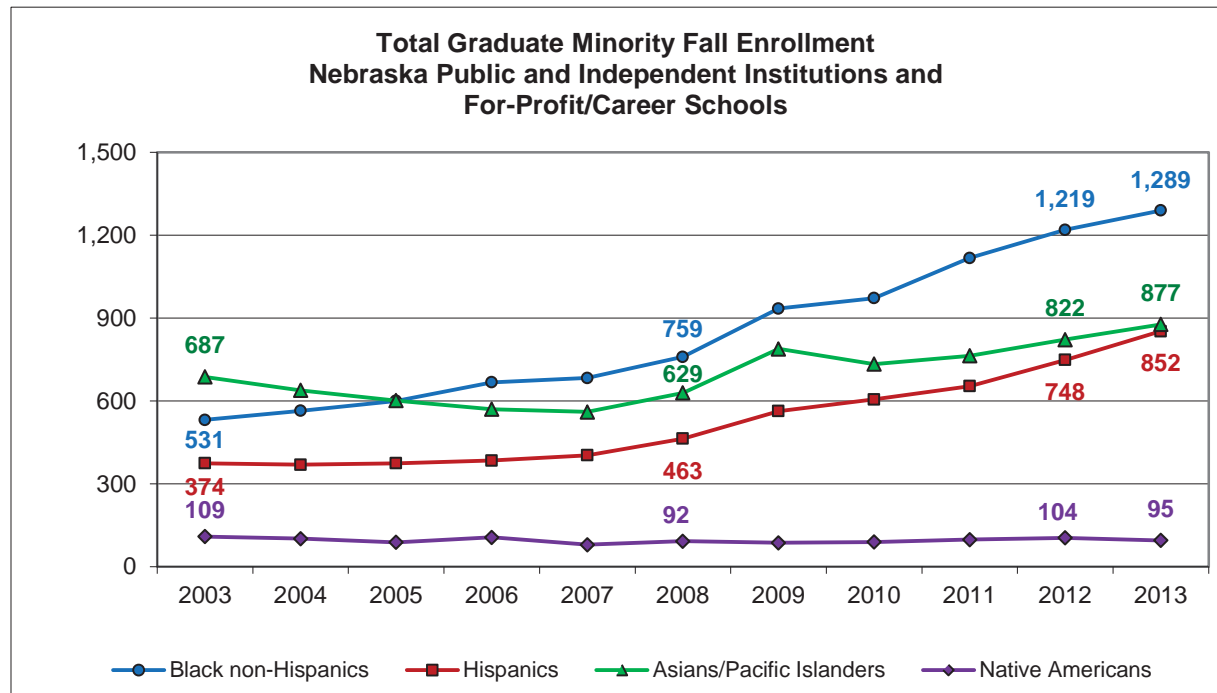
Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 381; 2004 = 541; 2005 = 847; 2006 = 1,054; 2007 = 1,224; 2008 = 1,297; 2009 = 1,492; 2010 = 1,464; 2011 = 1,896; 2012 = 1,850; 2013 = 1,902.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

TOTAL GRADUATE MINORITY FALL ENROLLMENT

(Excluding students of unknown race/ethnicity and students of two or more races)

- Over the 10-year period between fall 2003 and fall 2013, graduate enrollment of students in all minority groups, except Native Americans, increased at Nebraska's public and independent colleges and universities and for-profit/career schools.



- Between fall 2003 and fall 2013, graduate minority enrollments at Nebraska's postsecondary institutions changed as follows:

Black non-Hispanic (●)	+ 142.7%
Hispanics (■)	+ 127.8%
Asians/PI (▲)	+ 27.7%
Native Americans (◆)	- 12.8%

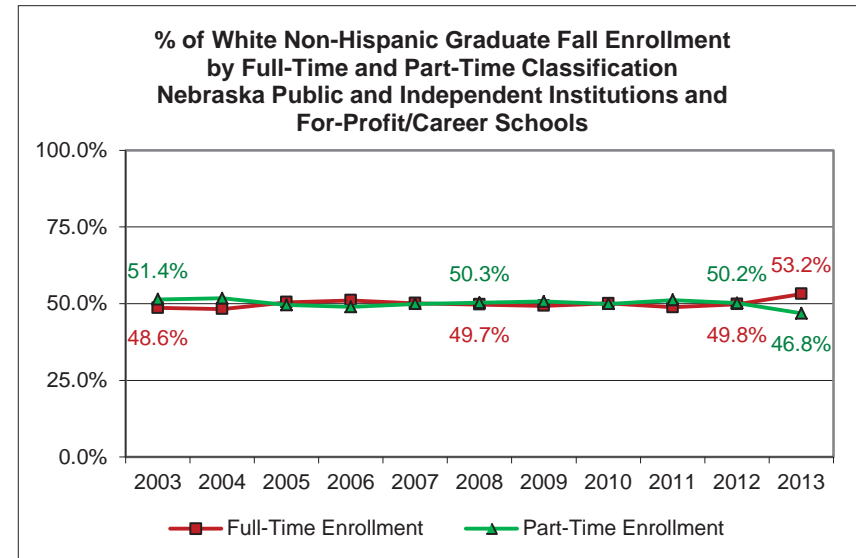
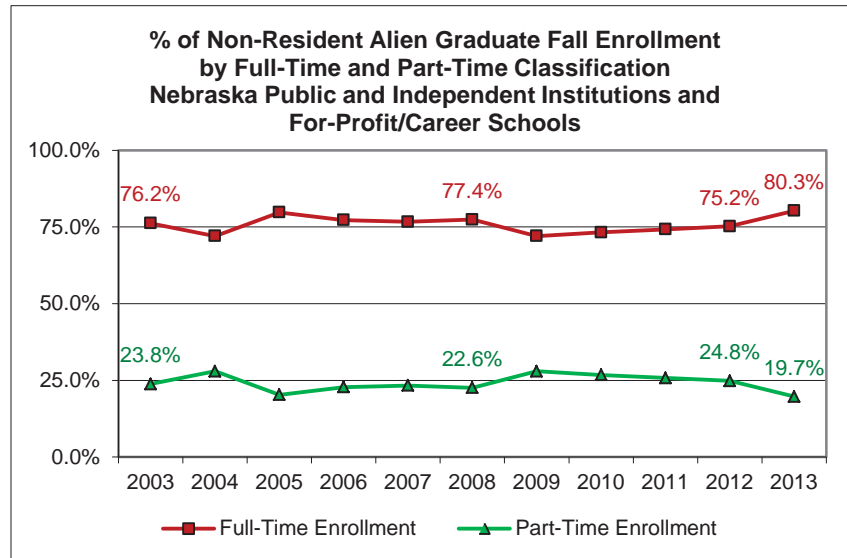
Note. Minority students consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans. Excludes students of unknown race/ethnicity and students of two or more races. Excluded number of students by year: 2003 = 381; 2004 = 541; 2005 = 847; 2006 = 1,054; 2007 = 1,224; 2008 = 1,297; 2009 = 1,492; 2010 = 1,464; 2011 = 1,896; 2012 = 1,850; 2013 = 1,902.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

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

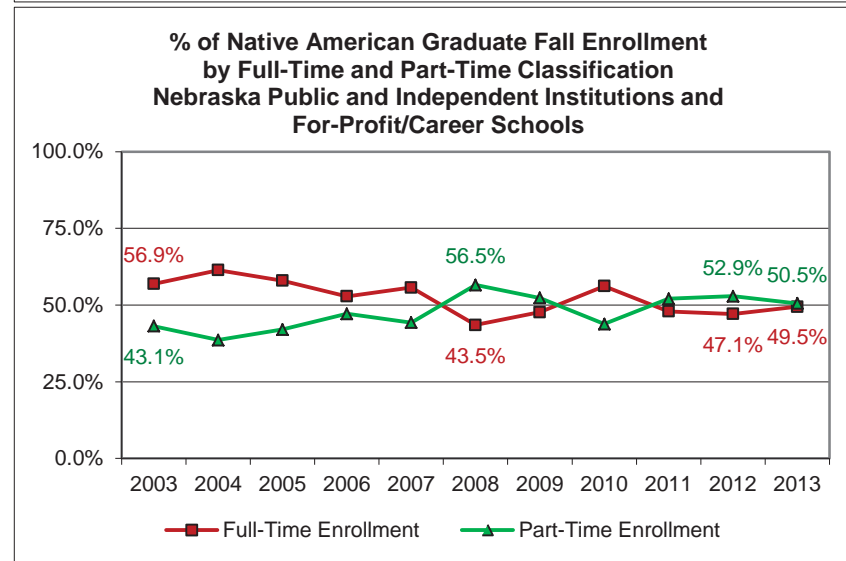
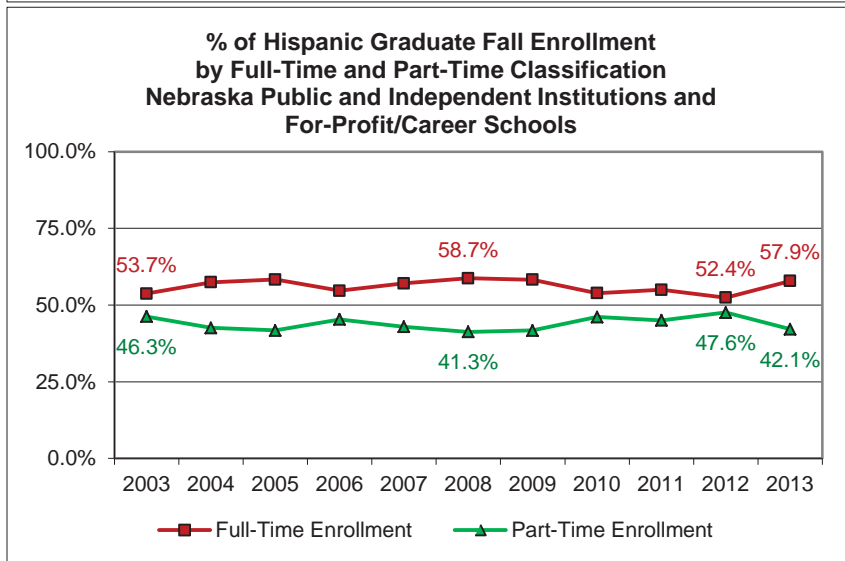
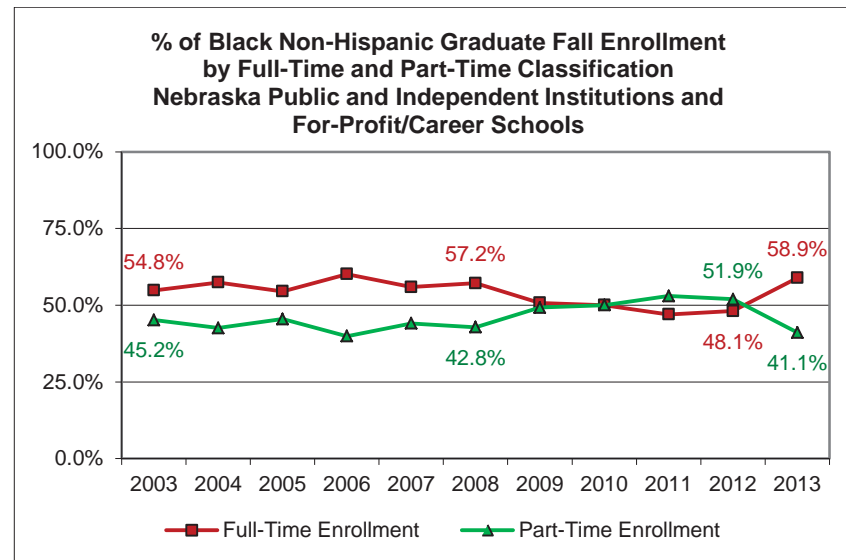
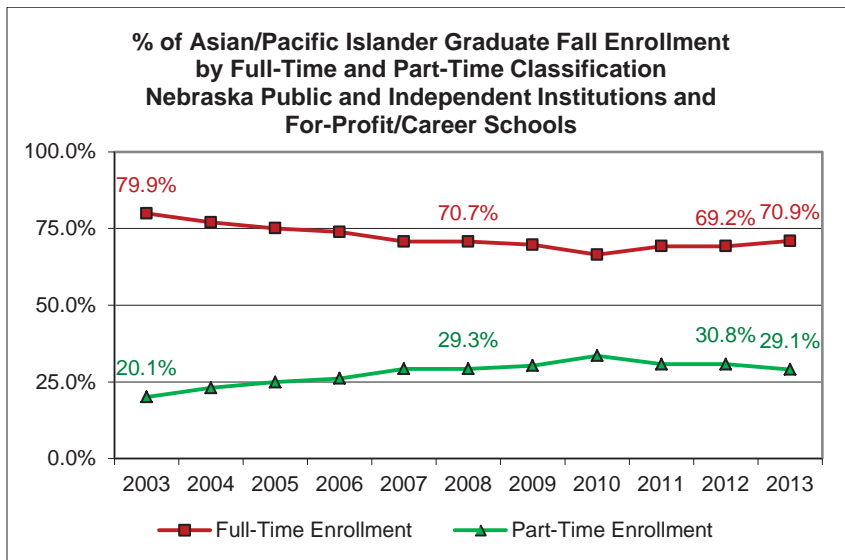
(Excluding students of unknown race/ethnicity and students of two or more races)

- As shown in the following charts, the percentages of graduates enrolled full time or part time varied by race/ethnicity over the 10-year period between fall 2003 and fall 2013.
- Higher percentages of foreign students (non-resident aliens) and Asians/Pacific Islanders were full-time graduate students in fall 2013, compared to Native Americans, Hispanics, black non-Hispanics, and white non-Hispanics. In fall 2013, 80.3% of the foreign students and 70.9% of the Asian/Pacific Islander students were enrolled full-time, compared to 76.2% and 79.9% in fall 2003, respectfully.
- In fall 2013, 53.2% of white non-Hispanic graduate students were enrolled full time, up from 48.6% in fall 2003.
- Black non-Hispanic and Hispanic graduate enrollment followed similar patterns during the 10-year period, with 58.9% of black non-Hispanics and 57.9% of Hispanics enrolled full-time in fall 2013. In comparison, 54.8% of black non-Hispanics and 53.7% of Hispanics were enrolled full-time in fall 2003.
- The percentage of Native American graduate students enrolled full time in fall 2013 was lower than any other race/ethnicity, with 49.5% attending full time (down from 56.9% in fall 2003).



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

GRADUATE FALL ENROLLMENT by RACE/ETHNICITY and FULL-TIME/PART-TIME CLASSIFICATION
 (Excluding students of unknown race/ethnicity and students of two or more races)

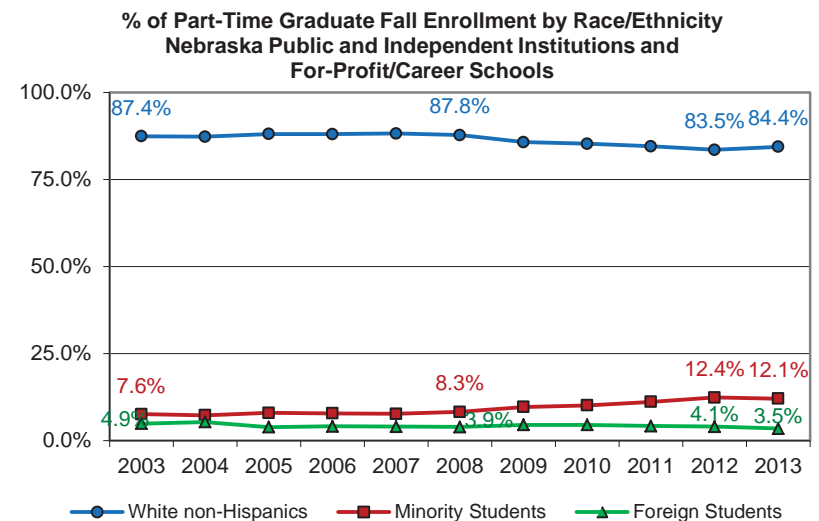
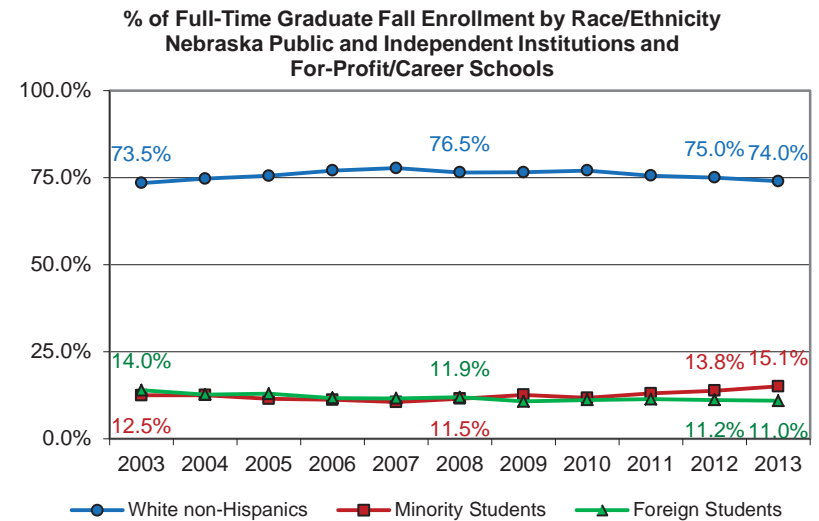


Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

FULL-TIME and PART-TIME GRADUATE FALL ENROLLMENTS by RACE/ETHNICITY

(Excluding students of unknown race/ethnicity and students of two or more races)

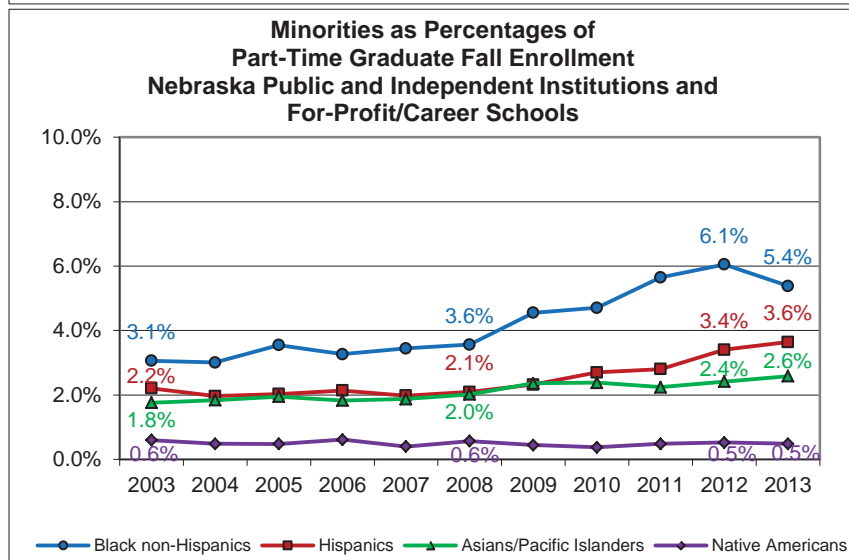
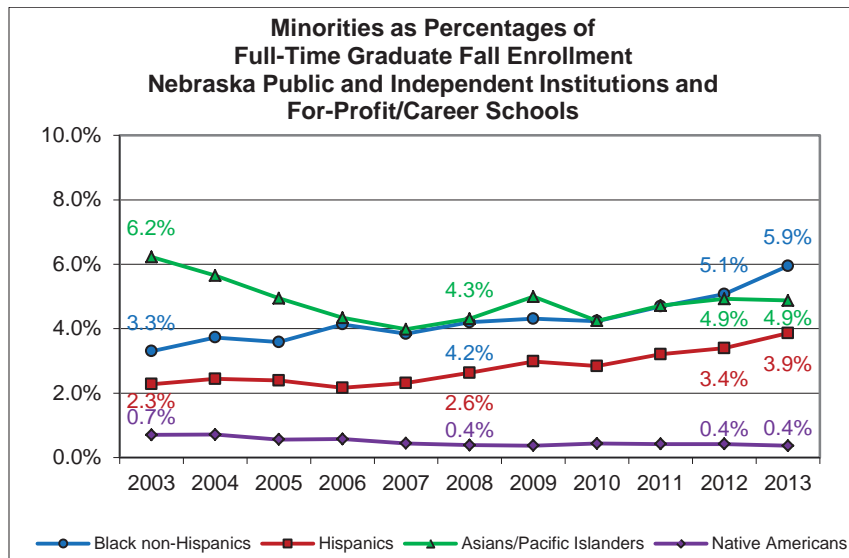
- In fall 2013, white non-Hispanics accounted for a slightly higher percentage of full-time graduate enrollment than they did in fall 2003, but they accounted for a lower percentage of part-time graduate enrollments.
- Over the 10-year period, white non-Hispanics accounted for higher percentages of the part-time graduate students than of the full-time students. In 2013, white non-Hispanics accounted for 84.4% of the part-time graduate students, while they represented 74.0% of the full-time students.
- Conversely, foreign students accounted for higher percentages of the full-time students than of the part-time students. In 2013, foreign students accounted for 11.0% of the full-time graduate students, while they accounted for only 3.5% of part-time enrollment.
- Enrollments of minority students (black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans) accounted for higher percentages of graduate enrollments in fall 2013 than in fall 2003. In fall 2013, minority students accounted for 15.1% of the full-time graduate students, compared to 12.5% in 2003, and for 12.1% of the part-time graduate students, up from 7.6% in 2003.



Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

MINORITIES as Percentages of FULL-TIME and PART-TIME GRADUATE FALL ENROLLMENT

(Excluding students of unknown race/ethnicity and students of two or more races)



- Asians/Pacific Islanders accounted for a higher percentage of part-time graduate students in fall 2013 than in fall 2003, but a lower percentage of full-time graduate enrollment. Between fall 2003 and fall 2007, there was a steady decrease in the percentage of full-time graduate students who were Asians/Pacific Islanders, due exclusively to a decrease in the full-time enrollments of Asian/Pacific Islanders at the University of Nebraska Medical Center. In fall 2013, they accounted for 4.9% of full-time graduate enrollment and 2.6% of part-time graduate enrollment.
- Black non-Hispanics accounted for increasing percentages of full-time and part-time graduate enrollments between fall 2003 and fall 2013. In fall 2013, they accounted for 5.9% of full-time and 5.4% of part-time graduate enrollments.
- There also was an increase in the percentage of full-time graduate students classified as Hispanic. However, in fall 2013, they accounted for only 3.9% of full-time and 3.6% of part-time graduate enrollments.
- In comparison, the percentage enrollments of Native Americans enrolled part time or full time were lower in fall 2013 than they were in fall 2003. In fall 2013, only 0.4% of full-time and 0.5% of part-time graduate students were Native American.

Ten-year trend data by sector and by institution are available in the spreadsheet titled **Enrollment by Race & Ethnicity** in the **downloadable Excel workbook for Enrollment**.

Section 5

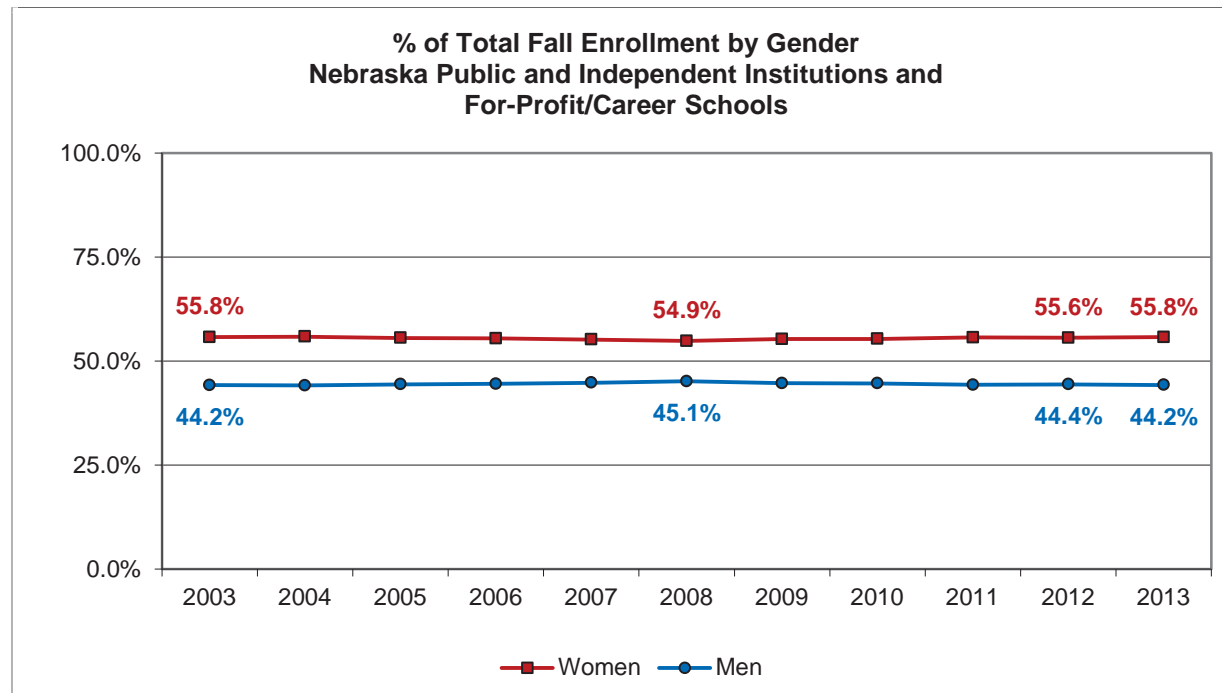
Total Fall Enrollment by Race/Ethnicity and by Gender

Note

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.

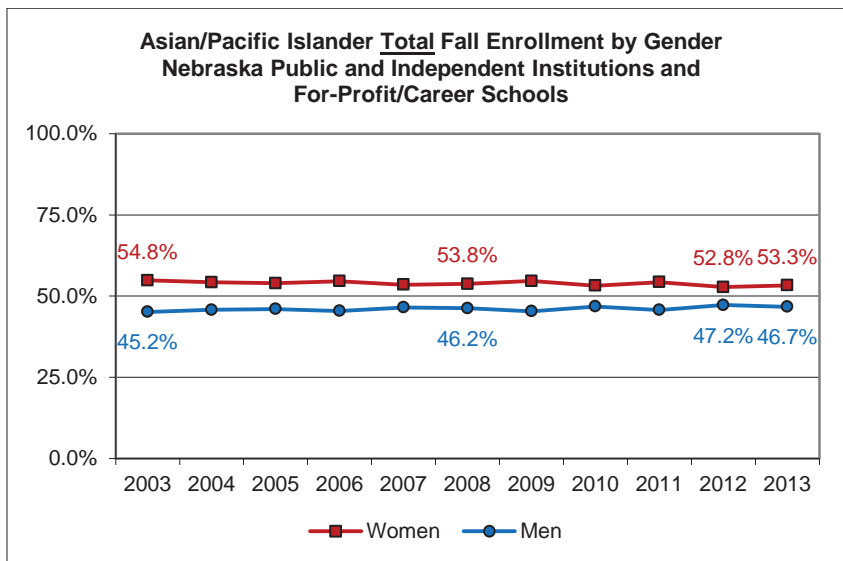
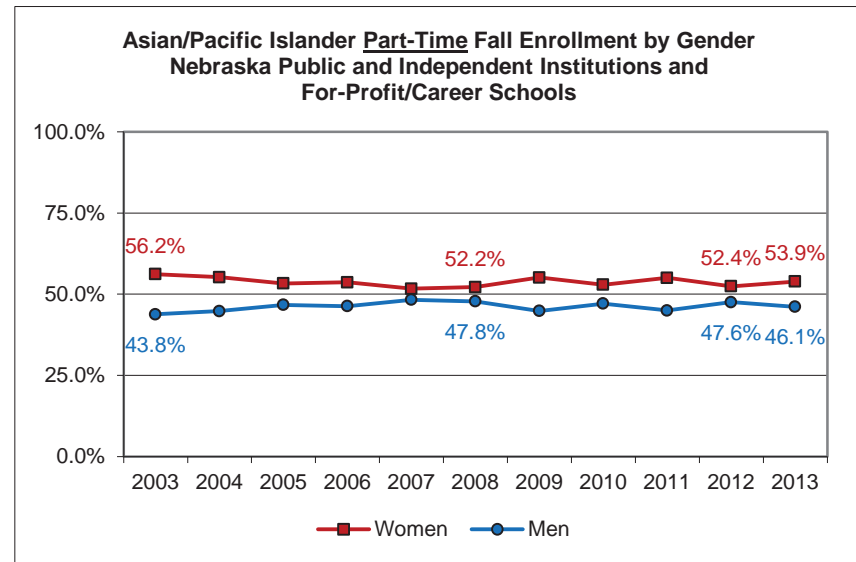
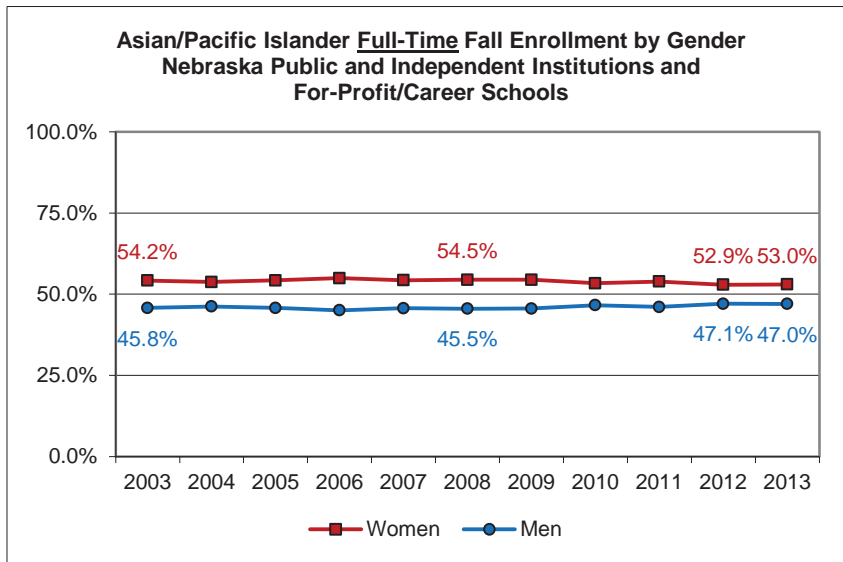
TOTAL FALL ENROLLMENT by GENDER

- Over the 10 years between fall 2003 and fall 2013, women consistently outnumbered men enrolled at Nebraska's postsecondary institutions.
- Women accounted for 55.8% of total headcount enrollment at Nebraska's postsecondary institutions in fall 2013, the same percentage as they did in fall 2003.



Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Enrollment**.

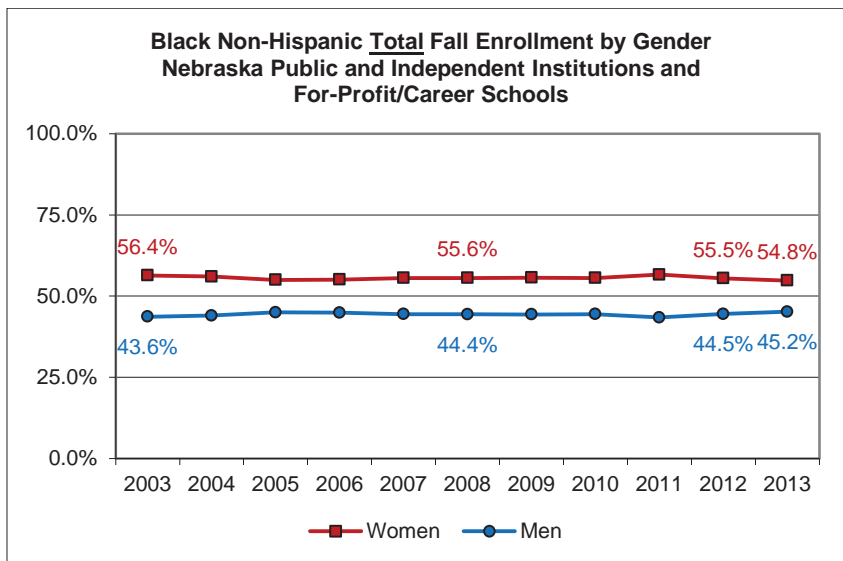
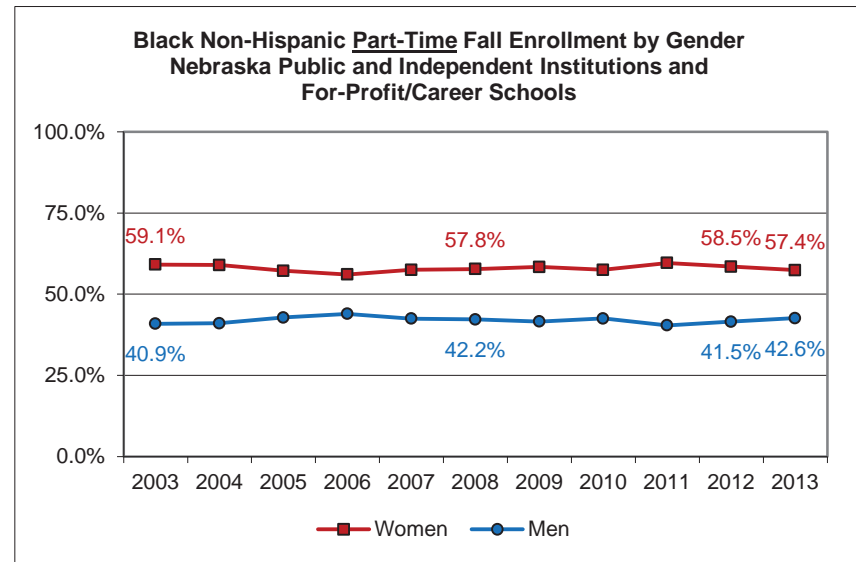
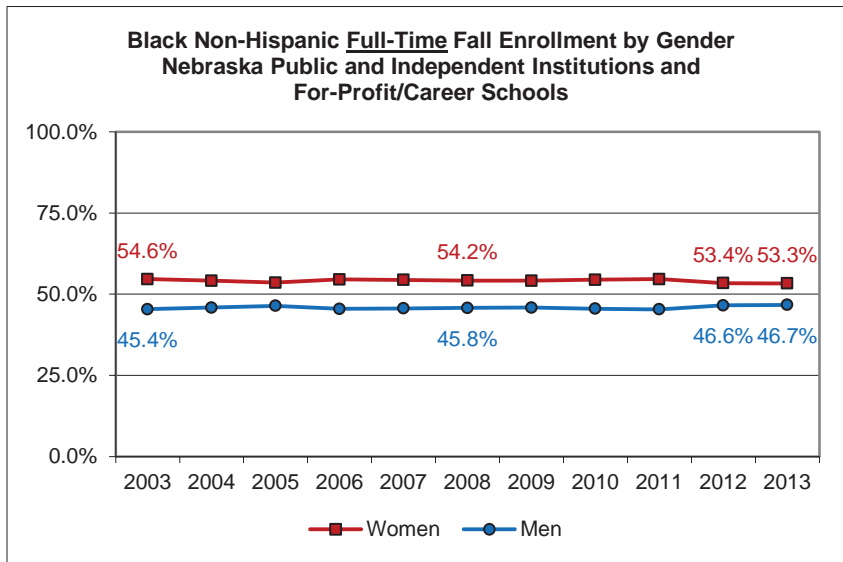
Percentages of ASIAN/PACIFIC ISLANDER FALL ENROLLMENT by GENDER



- Women accounted for 54.2% of full-time and 56.2% of part-time enrollment of Asians/Pacific Islanders in fall 2003. In comparison, women accounted for 53.0% of full-time and 53.9% of part-time Asian/Pacific Islander students in fall 2013.
- Throughout the 10-year period, women outnumbered men among Asian/Pacific Islander students.

Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Enrollment**.

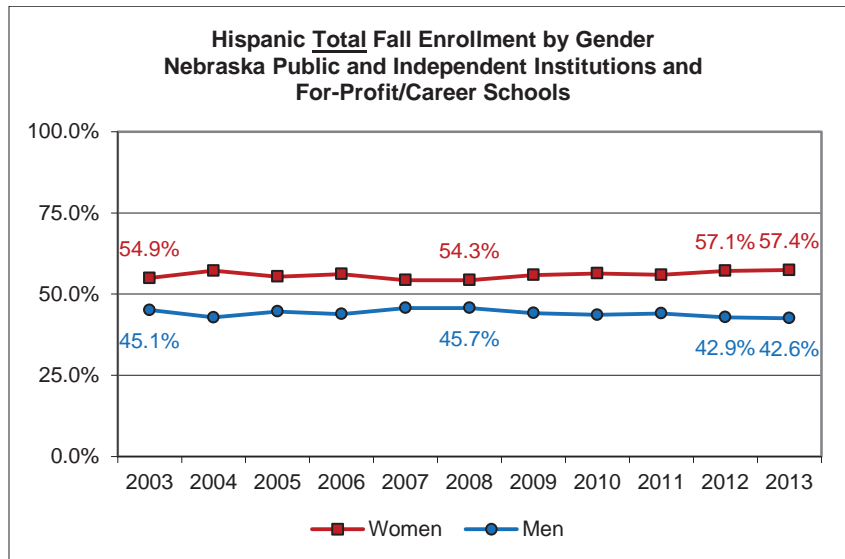
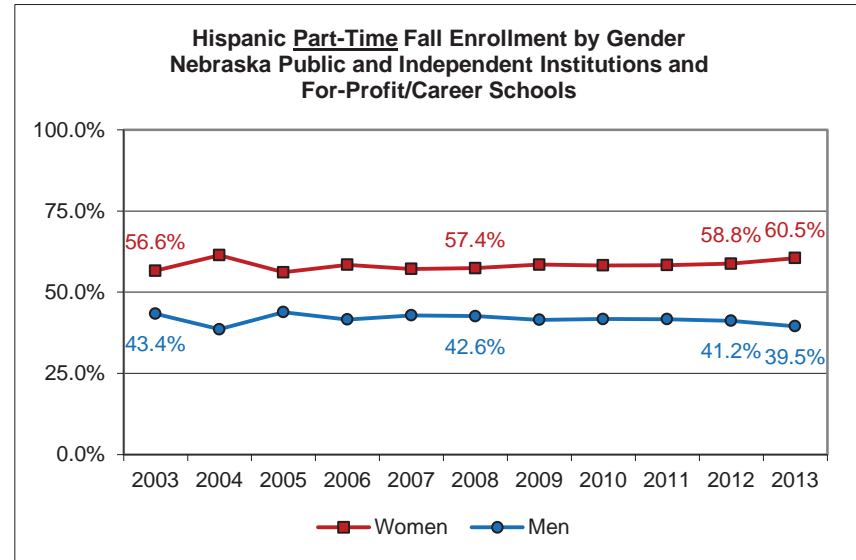
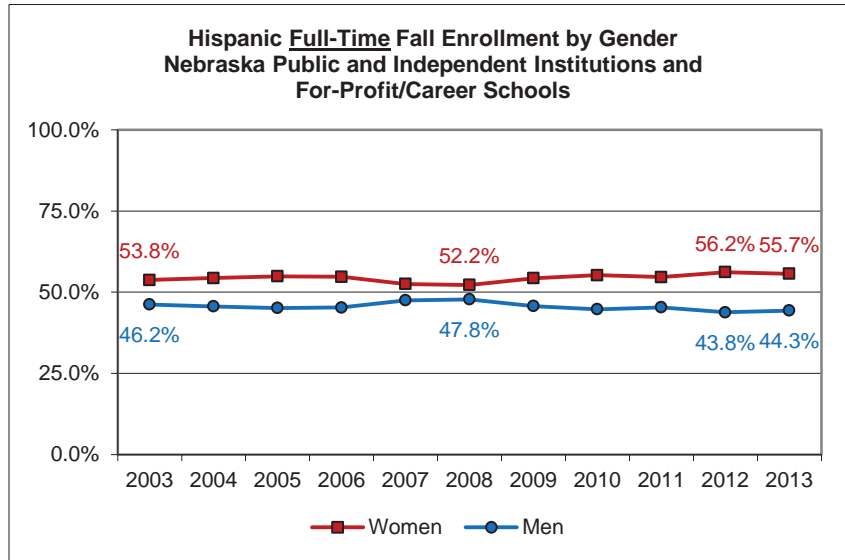
Percentages of BLACK NON-HISPANIC FALL ENROLLMENT by GENDER



- While women outnumbered men among black non-Hispanic students throughout the 10-year period between fall 2003 and fall 2013, the gender gap was more noticeable among part-time students than full-time students.
- In 2013, women accounted for 53.3% of the full-time fall enrollment of black non-Hispanics, while men accounted for 46.7%.
- Among part-time students, women accounted for 57.4% of black non-Hispanic fall enrollment in 2013, while men accounted for 42.6%.

Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Enrollment**.

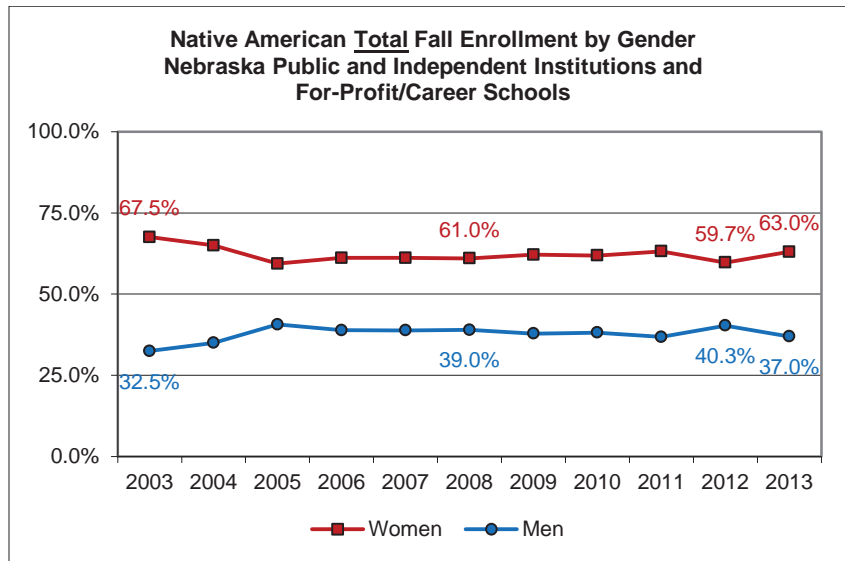
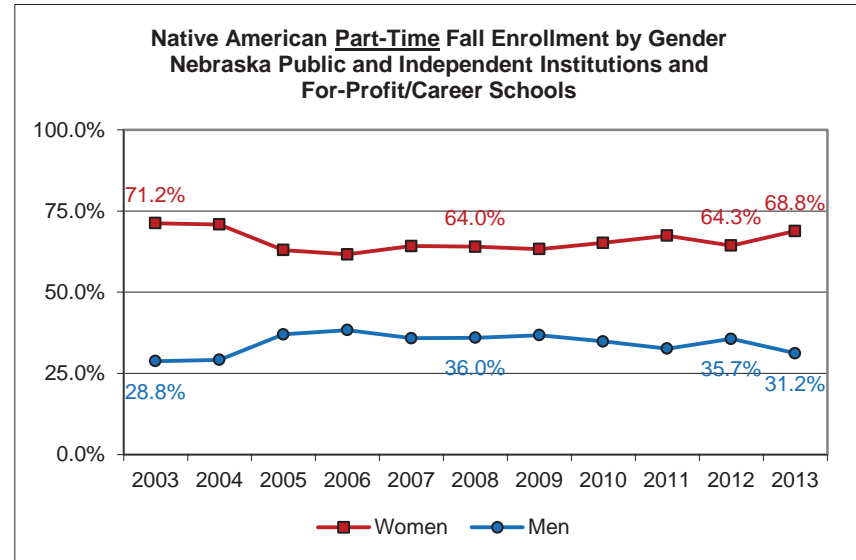
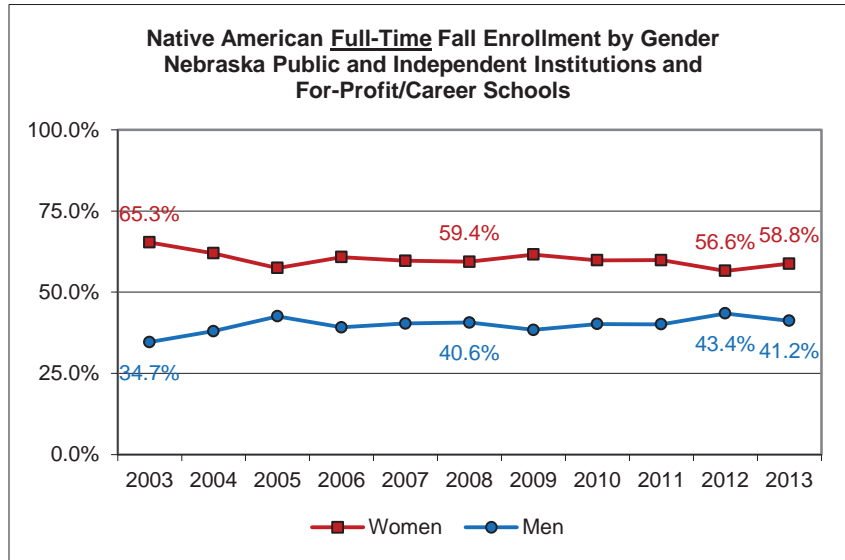
Percentages of HISPANIC FALL ENROLLMENT by GENDER



- Women outnumbered men among Hispanic students throughout the 10-year period between fall 2003 and fall 2013.
- Women accounted for 53.8% of full-time and 56.6% of part-time enrollment of Hispanics in fall 2003. In comparison, women accounted for 55.7% of full-time and 60.5% of part-time Hispanic students in fall 2013.
- The gender gap between male and female fall enrollment was wider among the part-time than among the full-time Hispanic students in fall 2013.

Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Enrollment**.

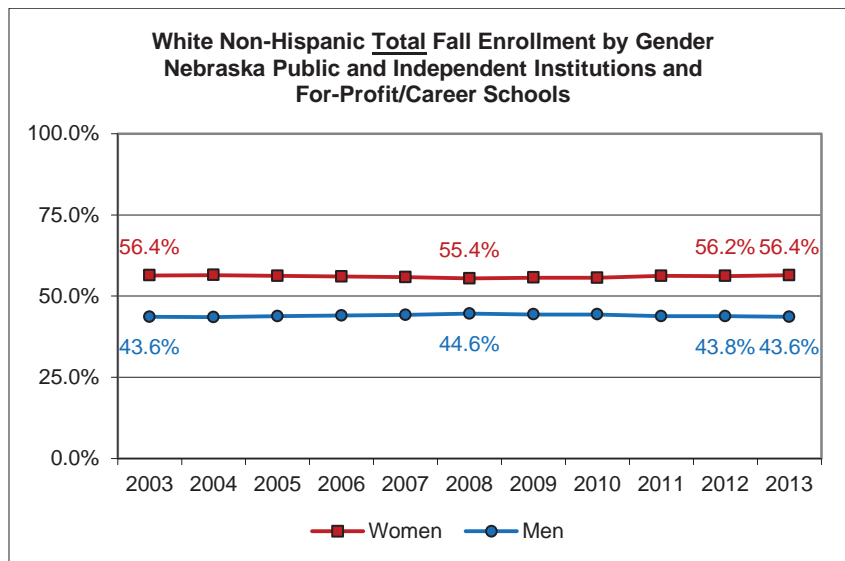
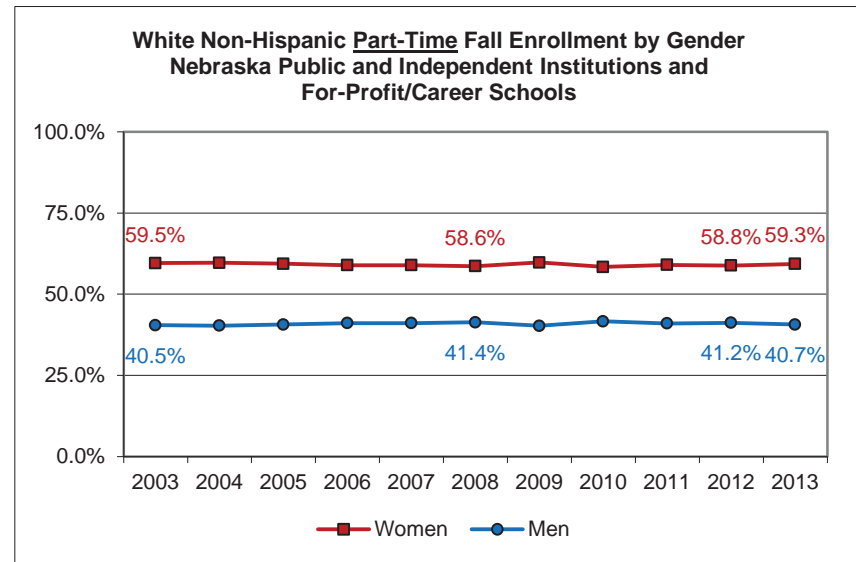
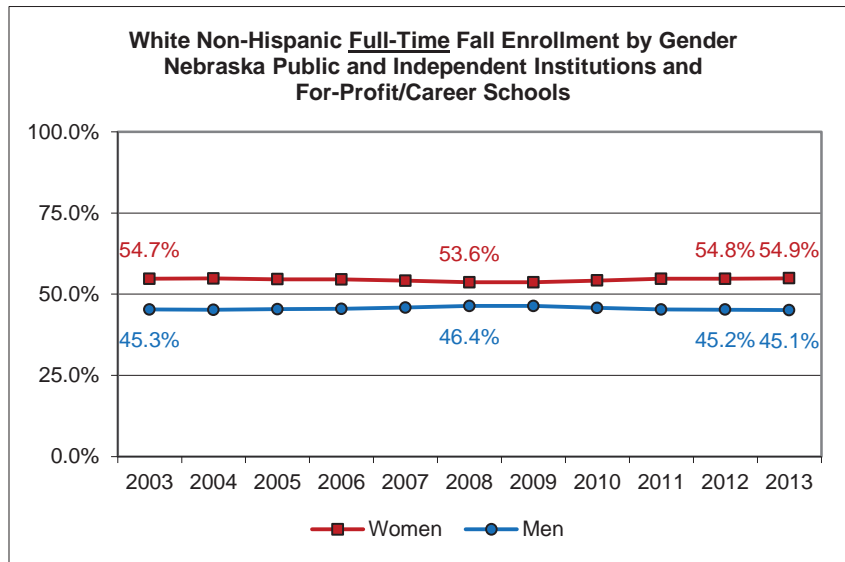
Percentages of NATIVE AMERICAN FALL ENROLLMENT by GENDER



- The widest gender gap in total fall enrollment between 2003 and 2013 was among Native Americans. At the end of the 10-year period, women accounted for 63.0% of total Native American enrollment. In comparison, women accounted for 53.3% to 57.4% of each of the total enrollments of the other four major racial/ethnic groups examined in this analysis.
- The widest gender gaps among full-time and part-time students were also among Native Americans. In 2013, women accounted for 58.8% of the full-time fall enrollment of Native Americans, while men accounted for 41.2%. Among part-time students, women accounted for 68.8% of Native American fall enrollment in 2013, while men accounted for 31.2%.

Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Enrollment**.

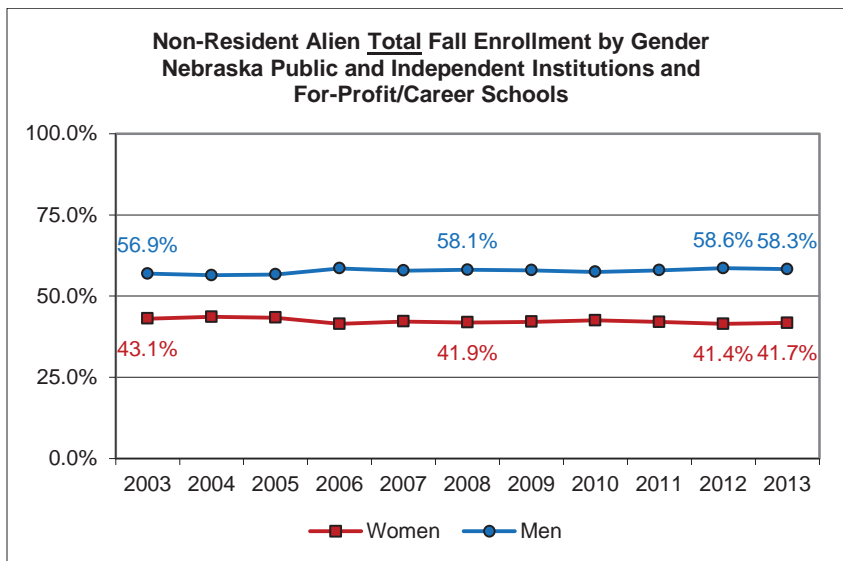
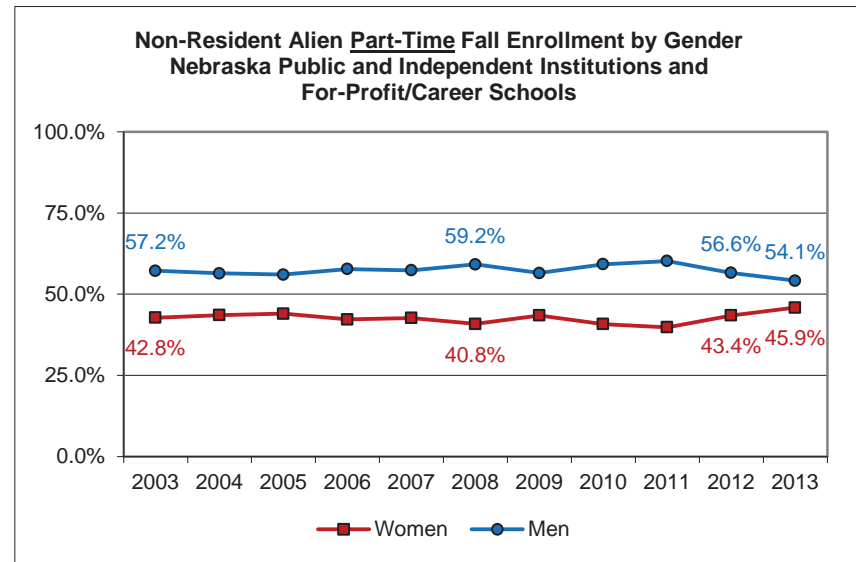
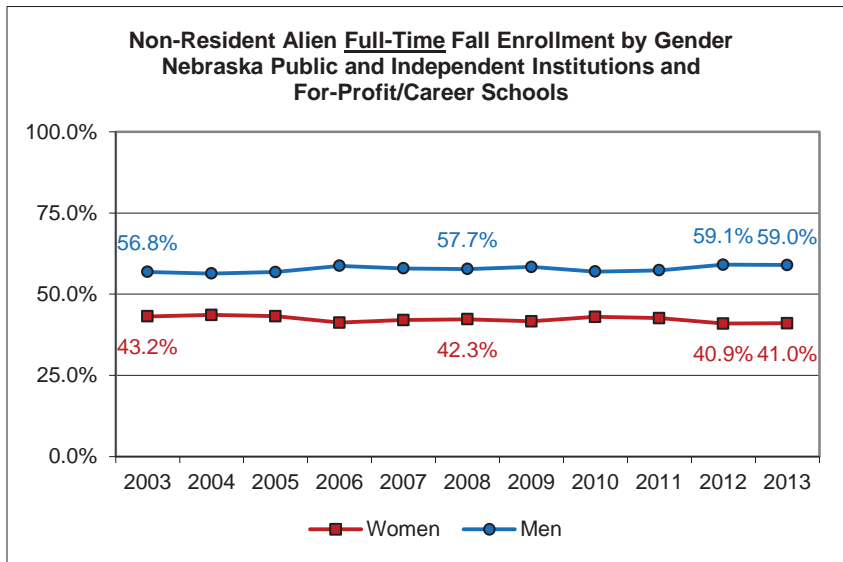
Percentages of WHITE NON-HISPANIC FALL ENROLLMENT by GENDER



- Between fall 2003 and fall 2013, the gender gap between male and female fall enrollment was relatively steady among white non-Hispanic students.
- Similar to the other four major racial/ethnic groups examined in this analysis, women outnumbered men among white non-Hispanics throughout the 10-year period between fall 2003 and fall 2013.
- Women accounted for 54.7% of full-time and 59.5% of part-time enrollment of white non-Hispanics in fall 2003. In comparison, women accounted for 54.9% of full-time and 59.3% of part-time white non-Hispanic students in fall 2013.

Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Enrollment**.

Percentages of FOREIGN STUDENT (NON-RESIDENT ALIEN) FALL ENROLLMENT by GENDER



- Between fall 2003 and fall 2013, men accounted for about the same percentage of the foreign students at Nebraska's public and independent institutions and for-profit/career schools. Throughout the 10-year period, men outnumbered women among foreign students.
- The gender gap between male and female fall enrollment was wider among the full-time than among the part-time foreign students in fall 2013.

Institution and sector trend data are available in the spreadsheet titled **Enrollment by Race-Eth & Gender** in the **downloadable Excel workbook for Enrollment**.

Section 6

Total Fall Enrollment by Age

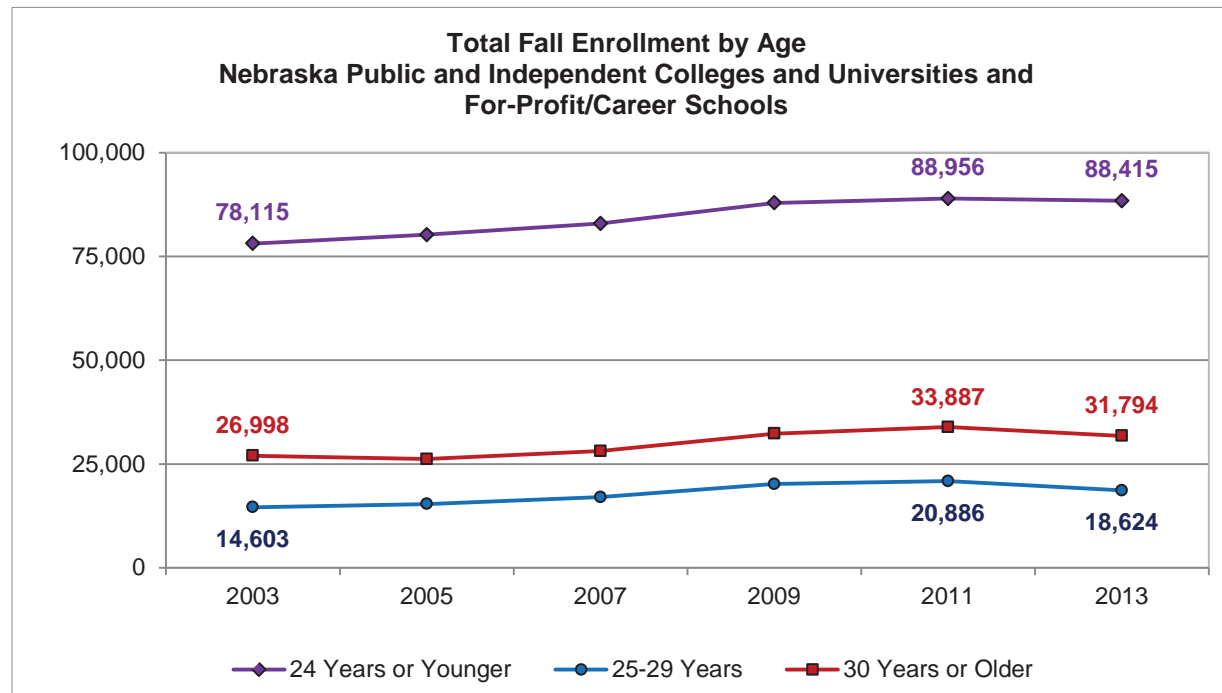
Notes

- (1) Age data are collected only in odd-numbered years. This report summarizes the data collected in fall 2003, 2005, 2007, 2009, 2011, and 2013.
- (2) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.

TOTAL FALL ENROLLMENT by AGE

(Excluding students of unknown age)

- Between fall 2003 and fall 2013, total enrollment of students 24 years of age or younger increased 13.2%, from 78,115 to 88,415, at Nebraska's public, independent, and for-profit colleges and universities.
- In comparison, total enrollment of 25- to 29-year-olds increased 27.5%, from 14,603 in 2003 to 18,624 in 2013, and enrollment of students 30 years of age or older increased 17.8%, from 26,998 to 31,794.



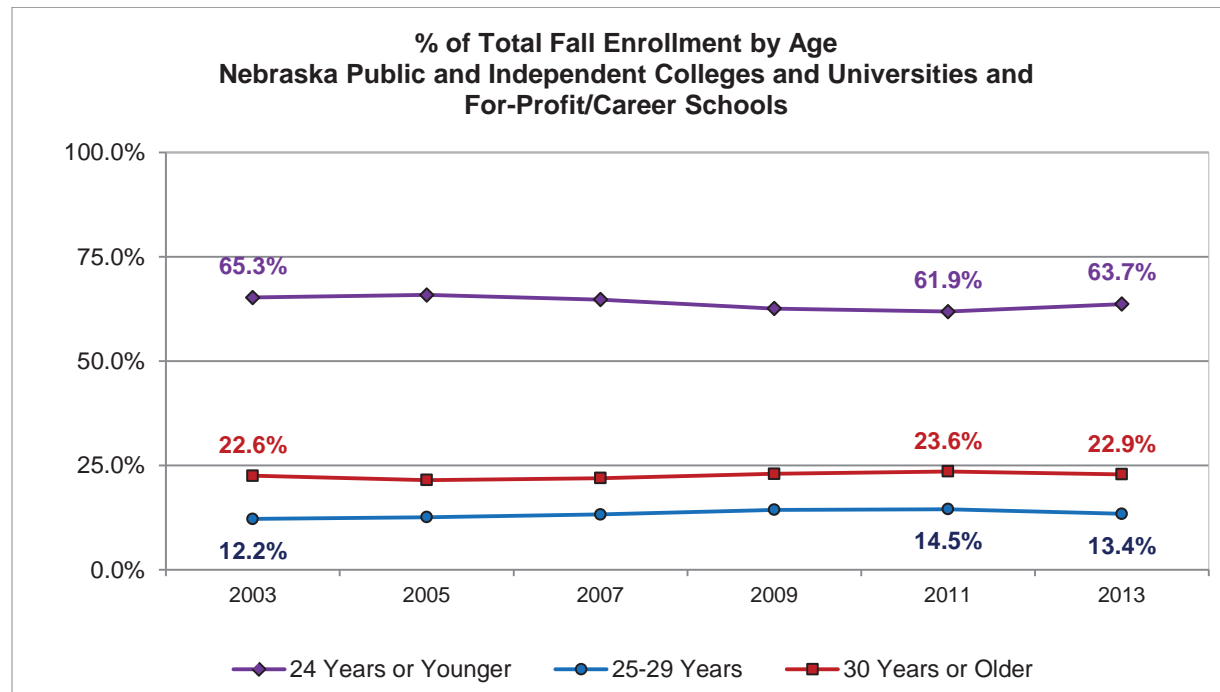
Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 664; 2005 = 586; 2007 = 472; 2009 = 395; 2011 = 230; 2013 = 106.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

Percentages of TOTAL FALL ENROLLMENT by AGE

(Excluding students of unknown age)

- Between fall 2003 and fall 2013, students 24 years of age or younger accounted for a lower percentage of the total number of students enrolled at Nebraska's postsecondary institutions, while students 25 to 29 years of age accounted for a higher percentage of total fall enrollment. Meanwhile, students 30 years or older accounted for a slightly higher percentage in 2013 than they did in 2003.
- In fall 2013, students 24 years of age or younger accounted for 63.7% of total enrollment, down from 65.3% in fall 2003.
- Students 25 to 29 years of age accounted for 13.4% of total enrollment in fall 2013, up from 12.2% in fall 2003.
- Students 30 or older accounted for 22.9% of total enrollment in fall 2013, up from 22.6% in fall 2003.



Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 664; 2005 = 586; 2007 = 472; 2009 = 395; 2011 = 230; 2013 = 106.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

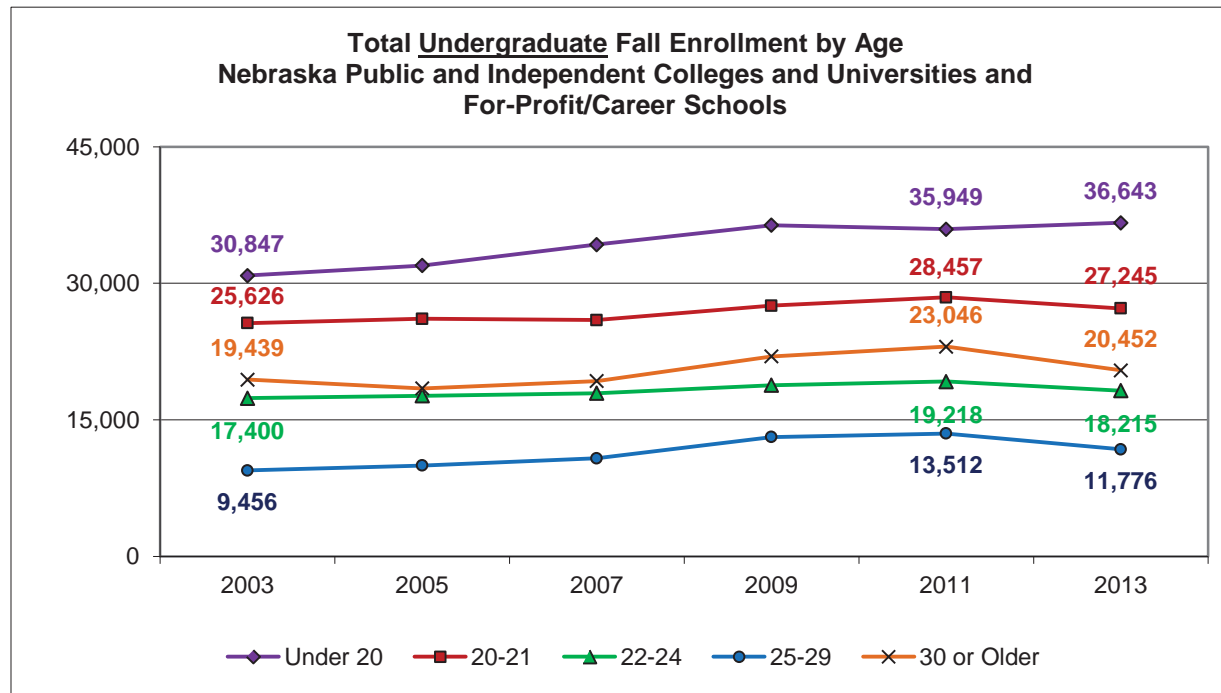
This page is left blank intentionally.

Section 6.1
Undergraduate Fall Enrollment
by Age

TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE

(Excluding students of unknown age)

- Over the 10-year period between fall 2003 and fall 2013, undergraduate enrollment of students in all age groups increased at Nebraska's postsecondary institutions.



- When analyzed by age group, undergraduate enrollments changed between fall 2003 and fall 2013 as follows:

Under 20 Yrs (◆)	+ 18.8%
20-21 Yrs (■)	+ 6.3%
22-24 Yrs (▲)	+ 4.7%
25-29 Yrs (●)	+ 24.5%
30 Yrs or Older (x)	+ 5.2%

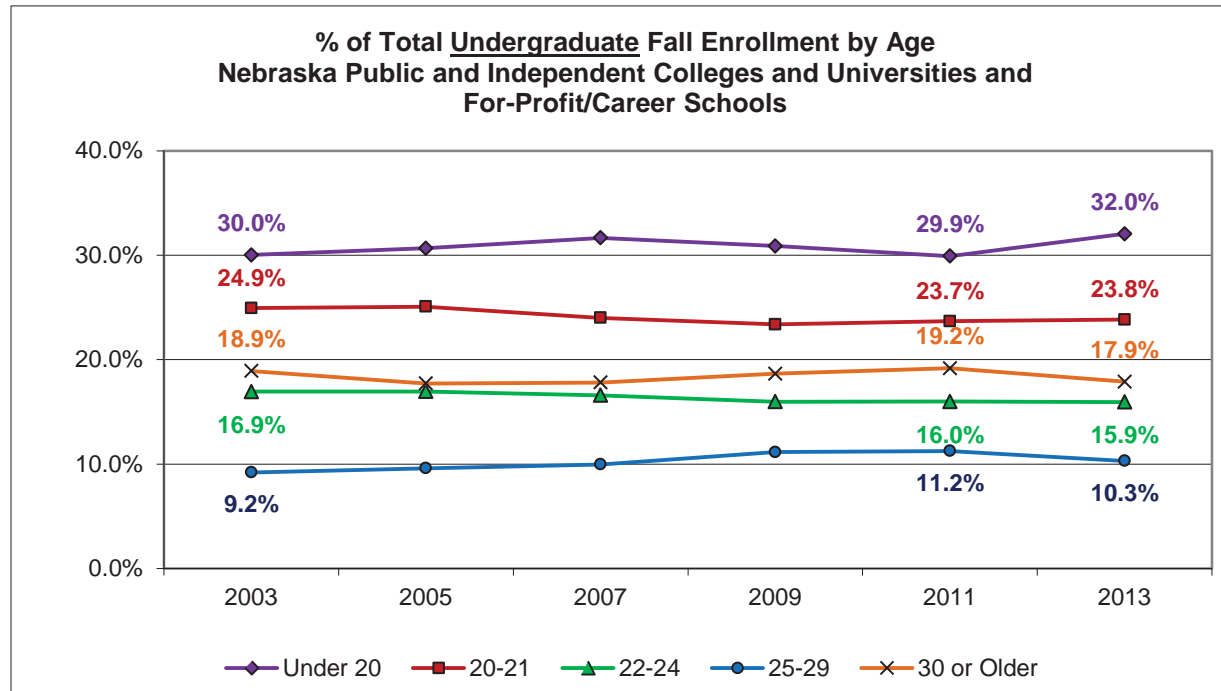
Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 623; 2005 = 547; 2007 = 413; 2009 = 321; 2011 = 212; 2013 = 97.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE

(Excluding students of unknown age)

- When age groups are combined into two categories, the enrollment of students 24 years of age or younger decreased just slightly, from 71.9% of total undergraduate enrollment in fall 2003 to 71.8% in fall 2013, whereas the enrollment of students 25 or older increased slightly from 28.1% to 28.2%.



- As percentages of total undergraduate fall enrollment, the number of students in each of the major age groups increased or decreased as follows between fall 2003 and fall 2013:

Under 20 Yrs (◆)	+ 2.0% pts
20-21 Yrs (■)	- 1.1% pts
22-24 Yrs (▲)	- 1.0% pts
25-29 Yrs (●)	+ 1.1% pts
30 Yrs or Older (x)	- 1.0% pts

Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 623; 2005 = 547; 2007 = 413; 2009 = 321; 2011 = 212; 2013 = 97.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

Percentages of UNDERGRADUATE FALL ENROLLMENT by SECTOR and by AGE

(Excluding students of unknown age)

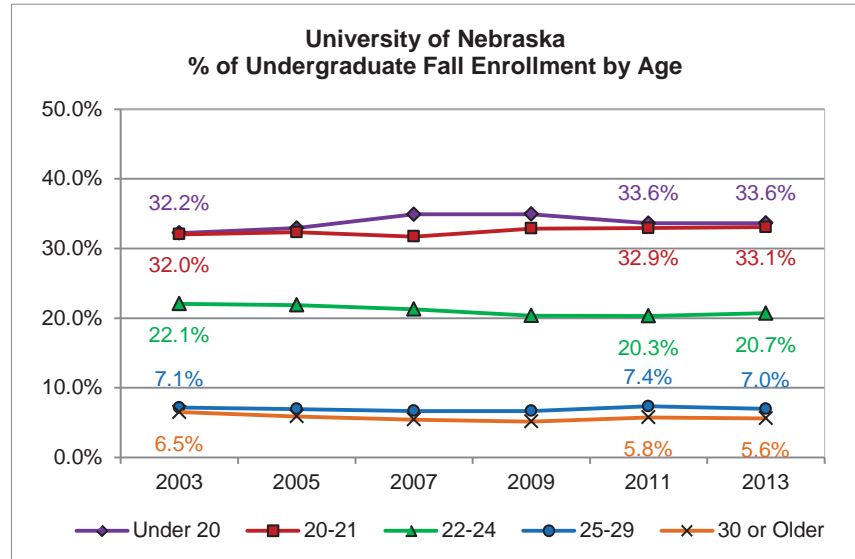
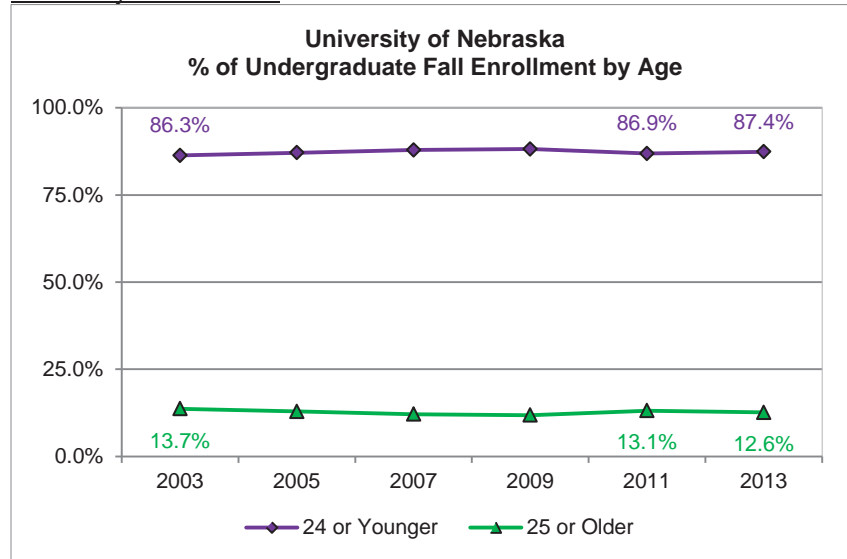
- As shown on the charts on the following pages, undergraduate enrollment by age varies across the five sectors of higher education in Nebraska.
- The percentage of students 24 years of age or younger enrolled at the University of Nebraska increased from 86.3% of total undergraduate enrollment in fall 2003 to 87.4% in fall 2013. Compared to the other four sectors of public, independent, and for-profit higher education, the University of Nebraska enrolled the highest percentage of students under the age of 25.
- Between fall 2003 and fall 2013, the greatest increase in the percentage enrollment of students 24 years of age or younger was at Nebraska's Community Colleges. In fall 2013, students 24 years of age or younger accounted for 62.4% of the students at community colleges, compared to 57.5% in fall 2003. Conversely, students 25 years of age or older accounted for 37.6% of the students at Community Colleges in fall 2013, compared to 42.5% 10 years earlier. This shift has been due primarily to the percentage increase of under-18-year-olds and the decrease in percentage of students 35 years of age or older enrolled at the Community Colleges. (See page 6.15.)
- Compared to the enrollments at the University of Nebraska and the Community Colleges, the enrollments of students 24 years of age or younger have decreased within the Nebraska State College System, at the independent colleges and universities, and within the for-profit/career school sector. Students under 25 years of age accounted for 80.4% of the undergraduates within the Nebraska State College System in fall 2013, compared to 81.2% in fall 2003. Students under 25 represented 64.6% of the undergraduates at independent institutions in fall 2013, down from 73.8% in fall 2003. Within the for-profit/career school sector, students under 25 years of age decreased from 58.6% to 43.5% of undergraduate fall enrollment between 2003 and 2013.
- More detailed sector comparisons by age are shown on **pages 6.12 through 6.17**. These comparisons are based on 10 age categories: under 18 years, 18-19 years, 20-21 years, 22-24 years, 25-29 years, 30-34 years, 35-39 years, 40-49 years, 50-64 years, and 65 years or older.

The charts support the conclusions listed above and also show the specific changes that occurred within the distributions of students at each age category.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

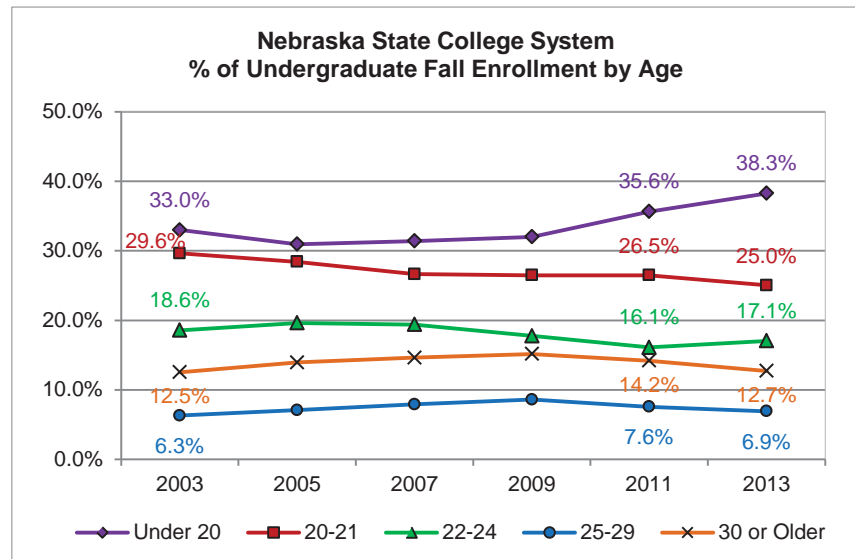
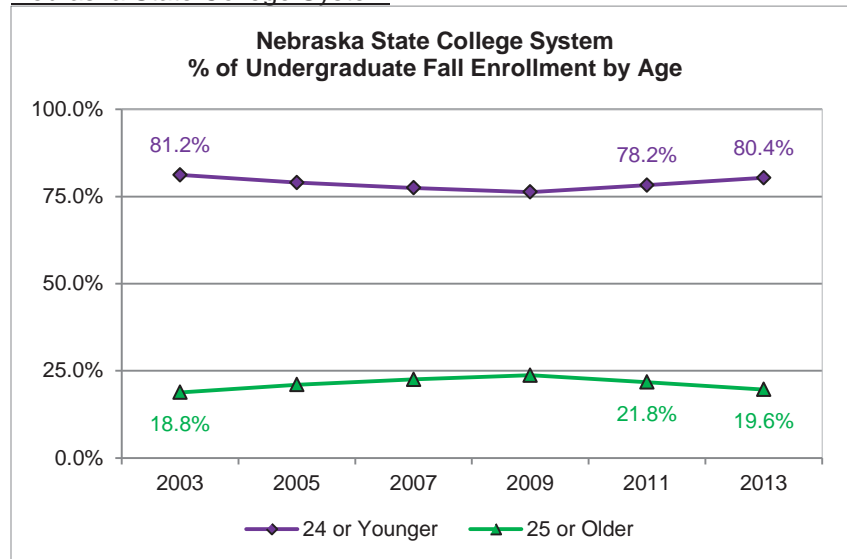
Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR (Excluding students of unknown age)

University of Nebraska



Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 2; 2005 = 2; 2007 = 80; 2009 = 15; 2011 = 1; 2013 = 29.

Nebraska State College System

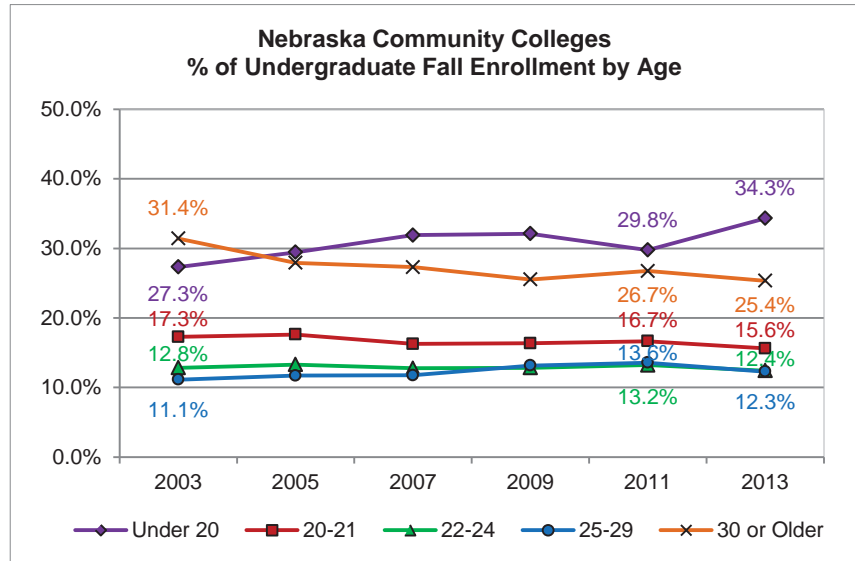
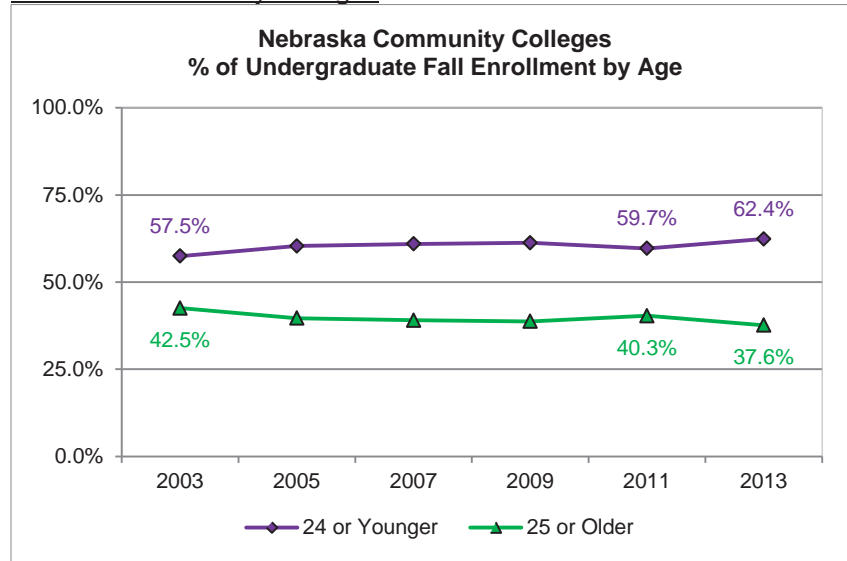


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 6; 2005 = 12; 2007 = 29; 2009 = 29; 2011 = 28; 2013 = 1.

Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR

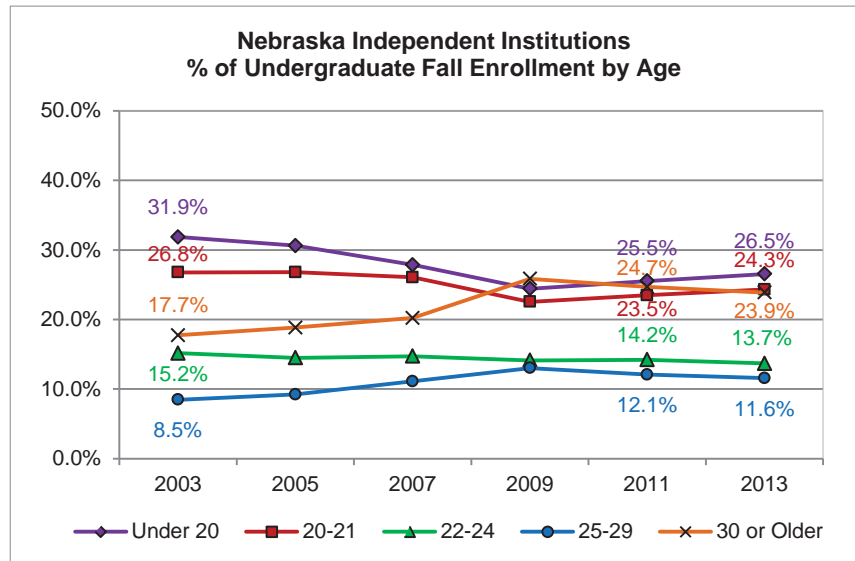
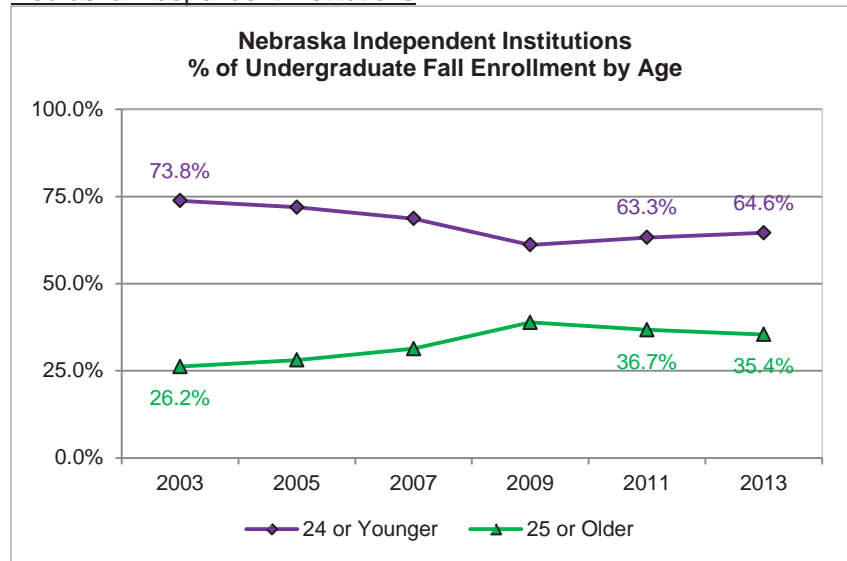
(Excluding students of unknown age)

Nebraska Community Colleges



Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 416; 2005 = 330; 2007 = 92; 2009 = 179; 2011 = 67; 2013 = 45.

Nebraska Independent Institutions

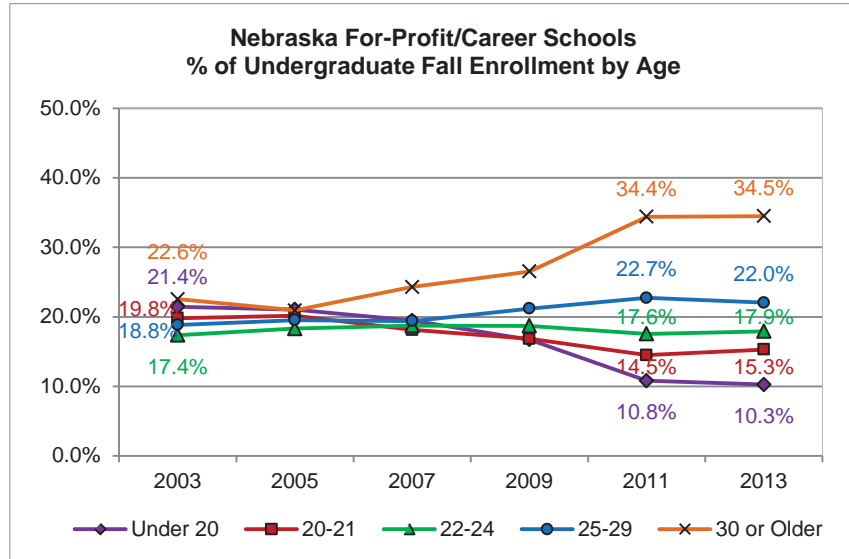
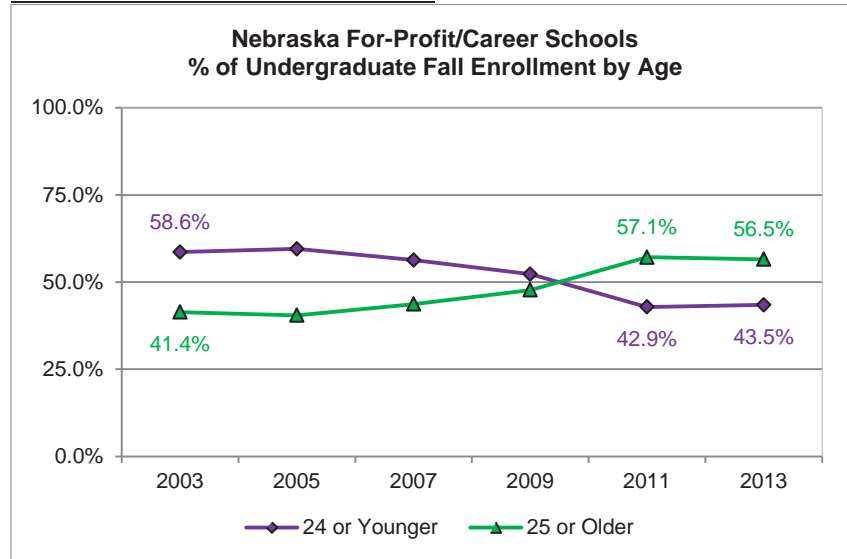


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 176; 2005 = 179; 2007 = 209; 2009 = 98; 2011 = 67; 2013 = 17.

Percentages of TOTAL UNDERGRADUATE FALL ENROLLMENT by AGE and by SECTOR

(Excluding students of unknown age)

Nebraska For-Profit/Career Schools



Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 23; 2005 = 24; 2007 = 3; 2009 = 0; 2011 = 49; 2013 = 5.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

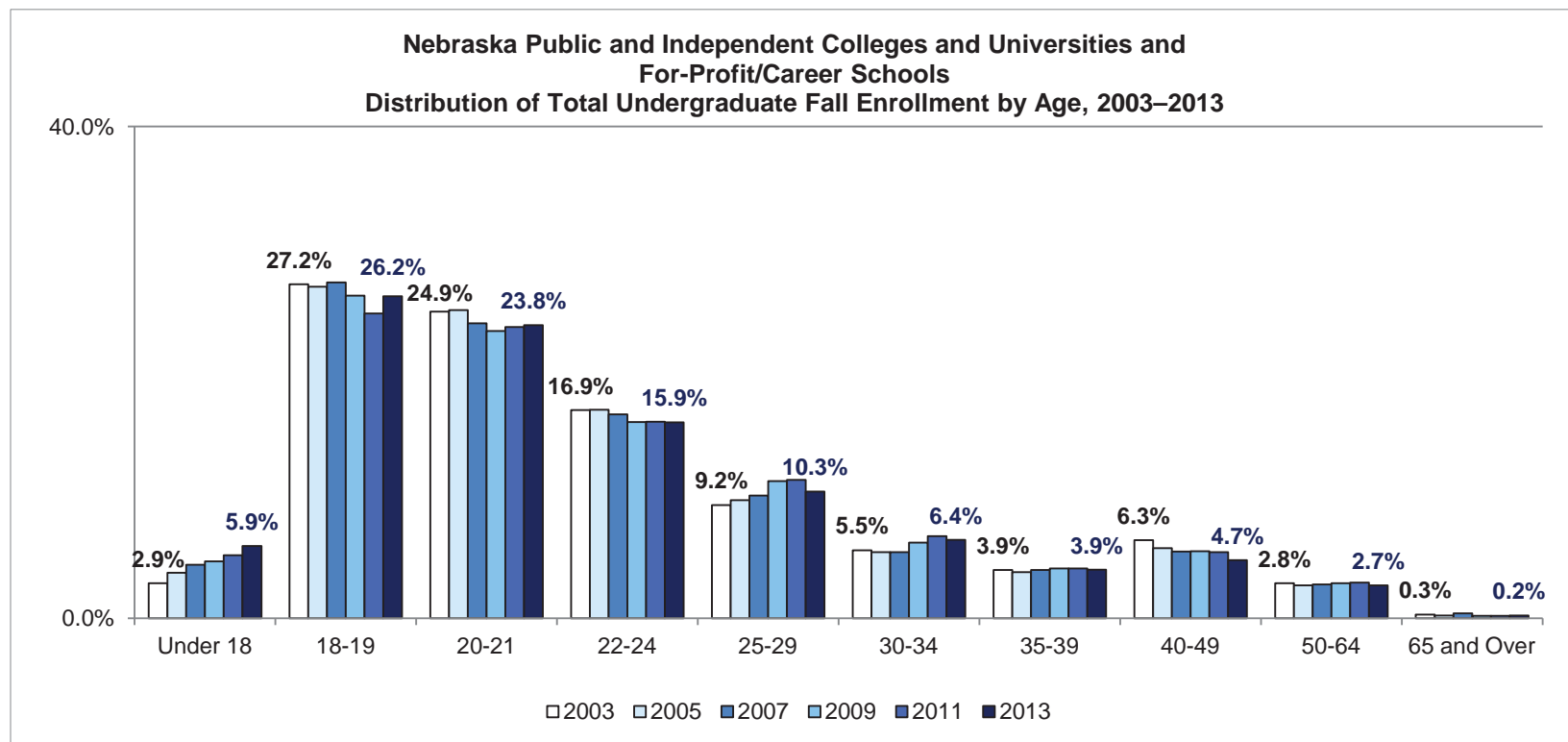
CHANGES IN AGE DISTRIBUTIONS: 2003 – 2013

(Excluding students of unknown age)

The following charts directly compare the undergraduate age distributions from 2003 through 2013 for the state and each of the five major sectors of higher education in Nebraska.

NEBRASKA STATE TOTAL – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE

- Summary conclusion: Increasing percentages of students under 18 and 25-34 years of age; decreasing percentages of students 18-24 and 40 and over.

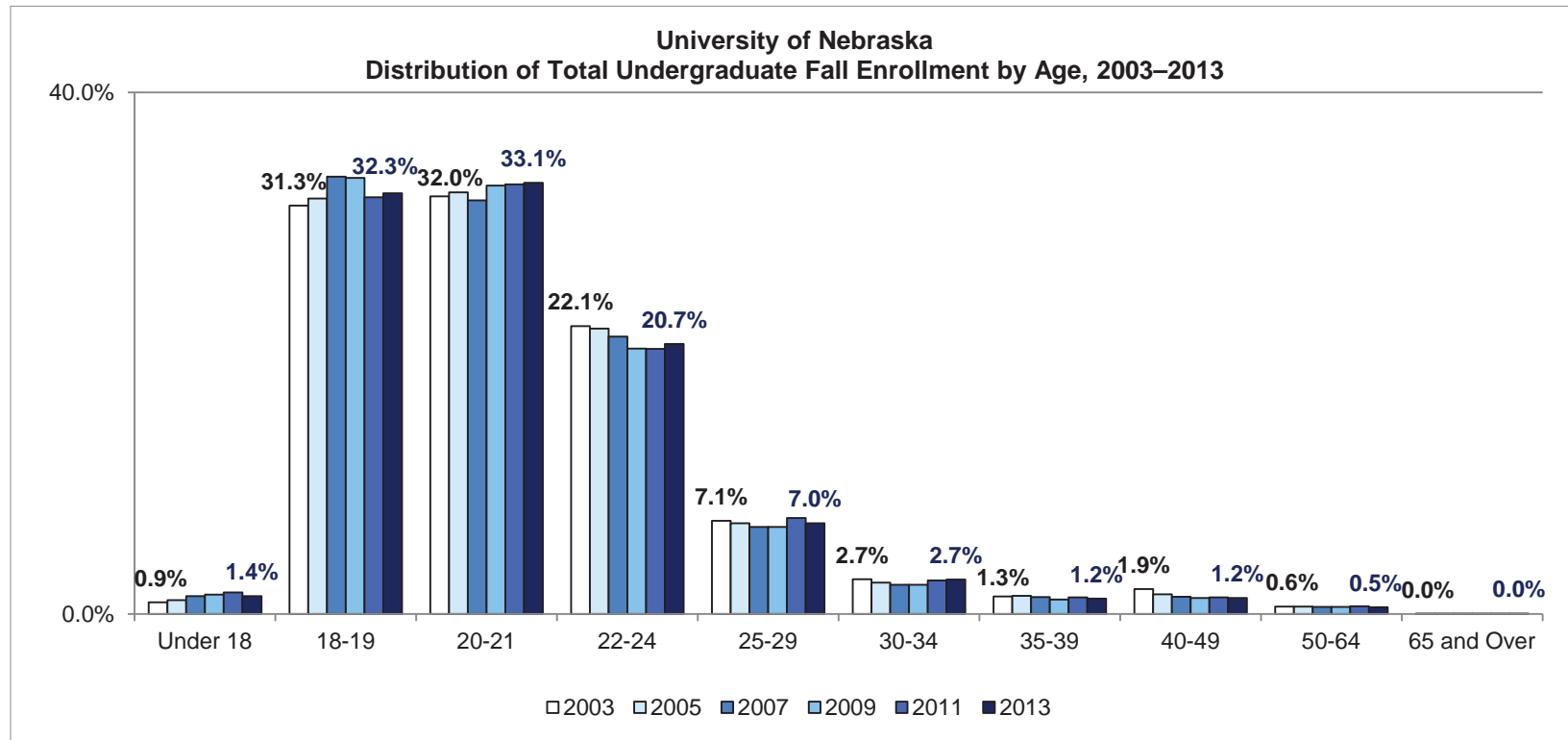


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 623; 2005 = 547; 2007 = 413; 2009 = 321; 2011 = 212; 2013 = 97.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

UNIVERSITY OF NEBRASKA – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE

- Summary conclusion: Increasing percentages of students less than 22 years of age; decreasing percentages of students 22-29 and 35-64.

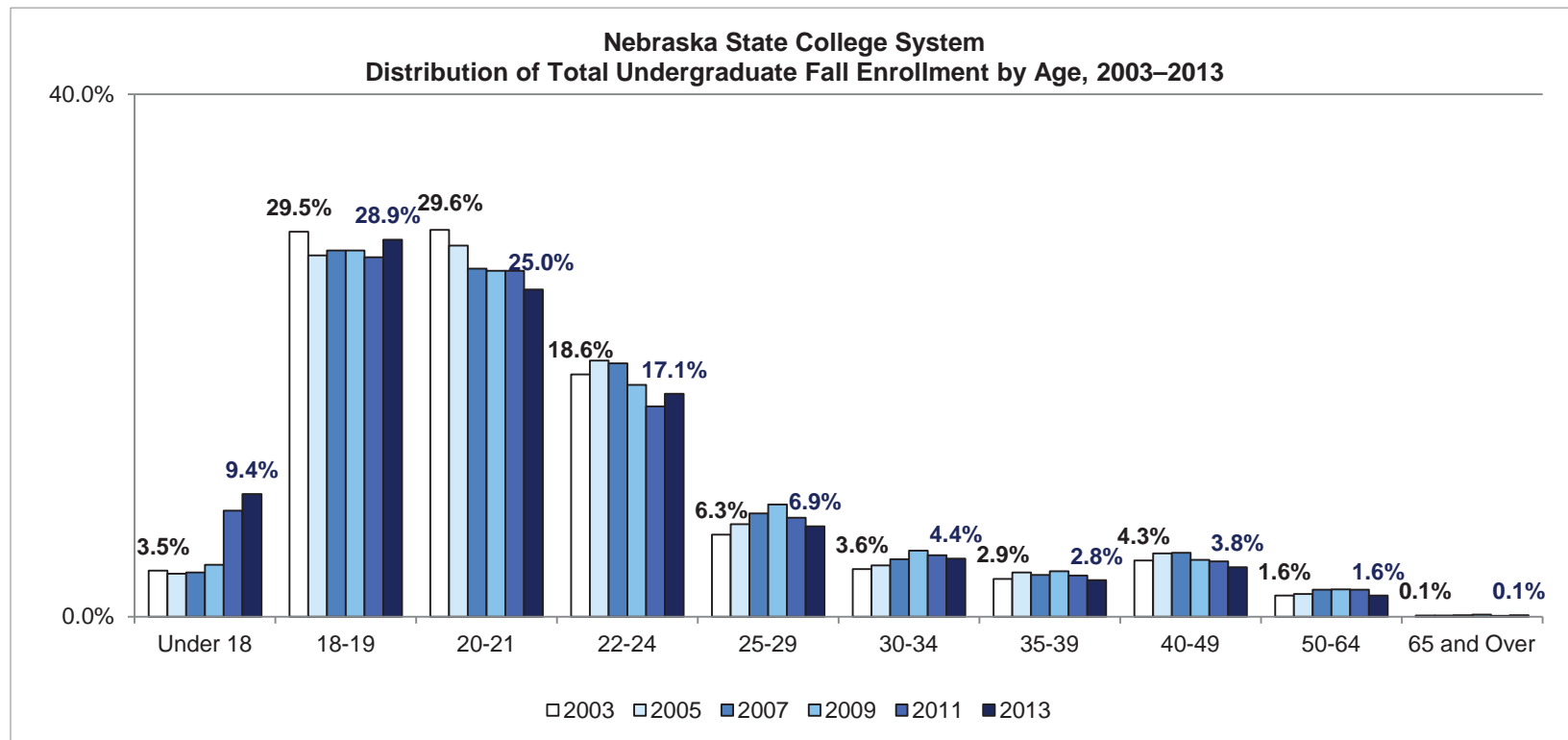


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 2; 2005 = 2; 2007 = 80; 2009 = 15; 2011 = 1; 2013 = 29.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

NEBRASKA STATE COLLEGE SYSTEM – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE
 (Excluding students of unknown age)

- Summary conclusion: Increasing percentages of students under 18 and 25-34 years of age; decreasing percentages of students 18-24 and 35-49 years of age.

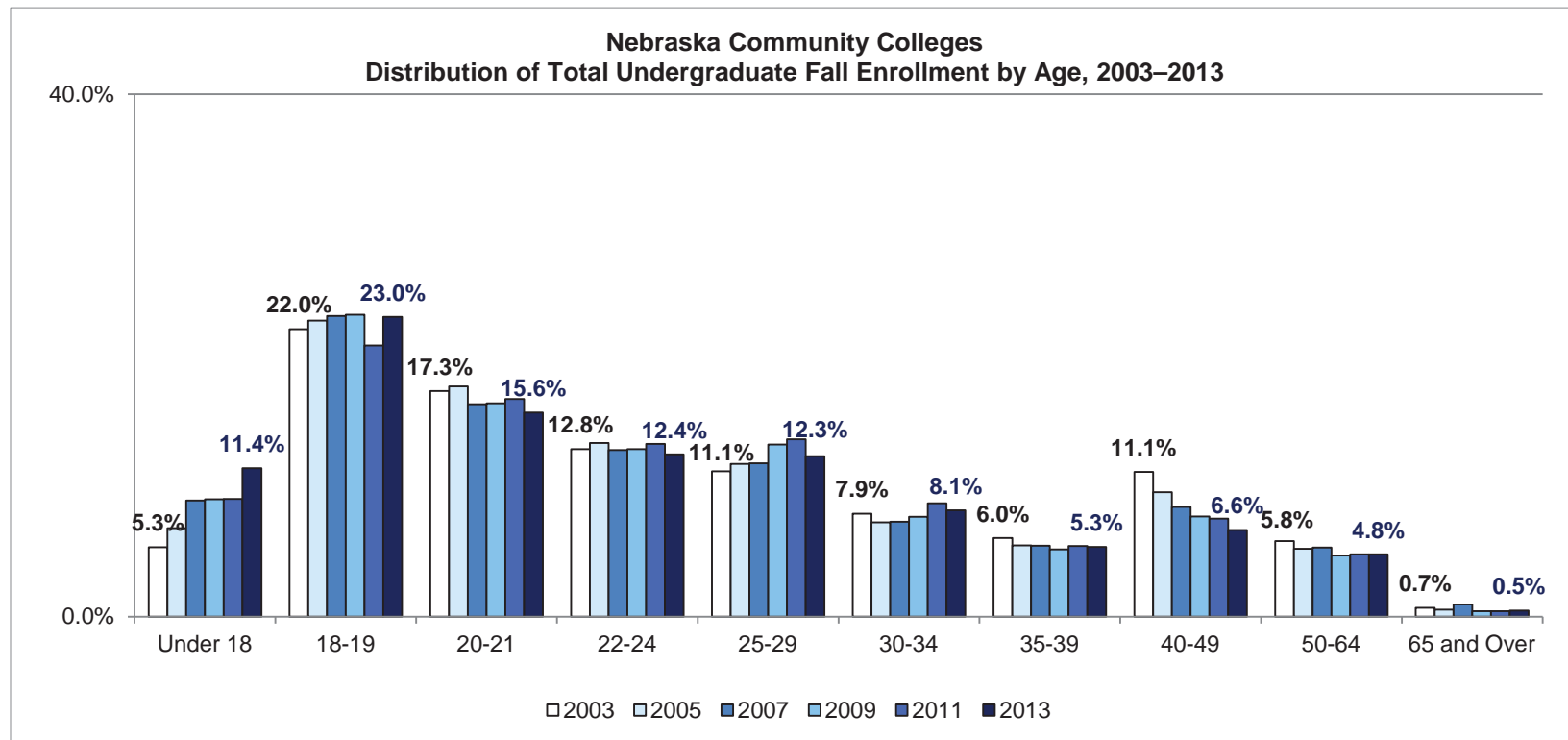


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 6; 2005 = 12; 2007 = 29; 2009 = 29; 2011 = 28; 2013 = 1.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

NEBRASKA COMMUNITY COLLEGES – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE
 (Excluding students of unknown age)

- Summary conclusion: Increasing percentages of students less than 20 and 25-34 years of age; decreasing percentages of students 20-24 and 35 years of age or older.

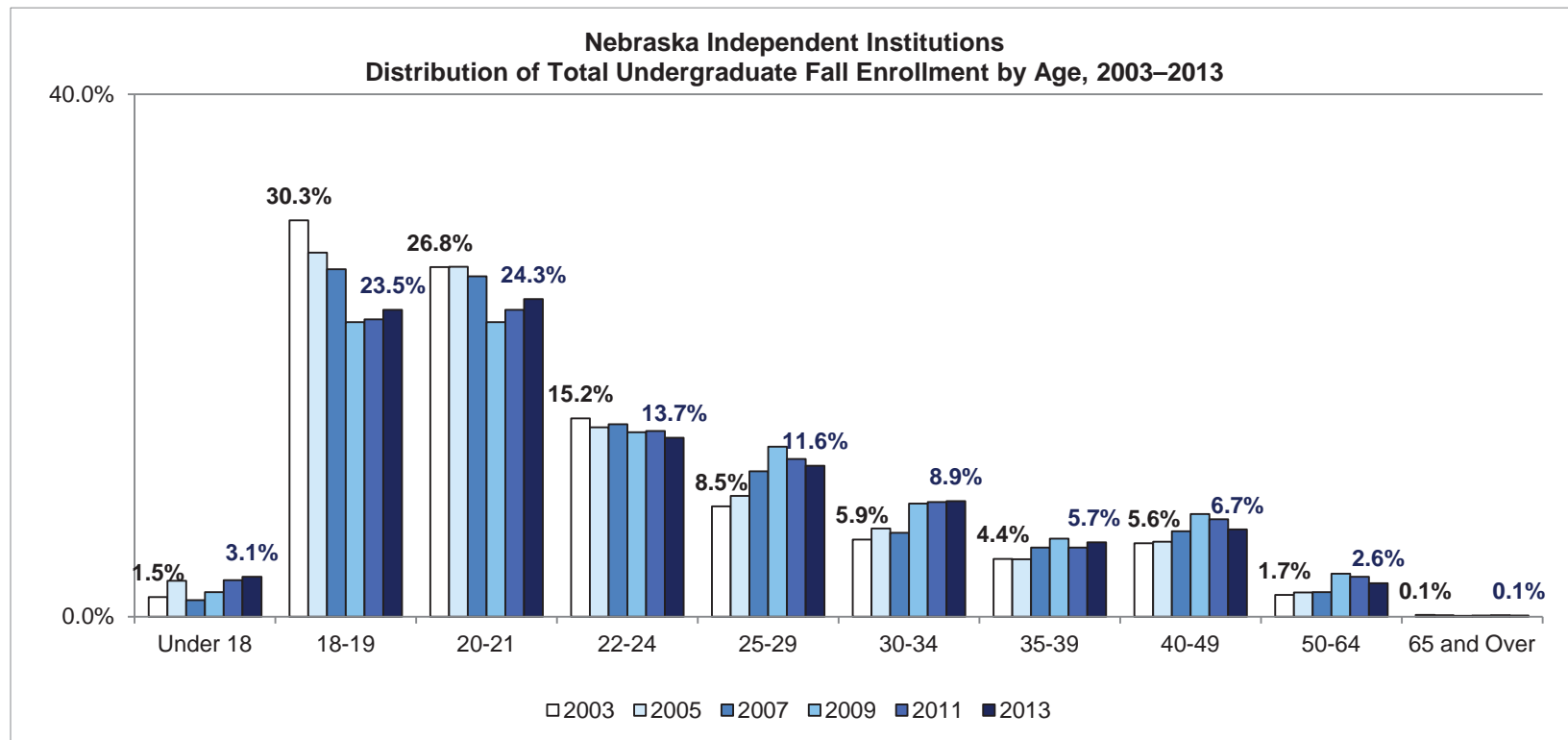


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 416; 2005 = 330; 2007 = 92; 2009 = 179; 2011 = 67; 2013 = 45.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

NEBRASKA INDEPENDENT INSTITUTIONS – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE
 (Excluding students of unknown age)

- Summary conclusion: Increasing percentages of students less than 18 and 25-64 years of age; decreasing percentages of students 18-24 years of age.

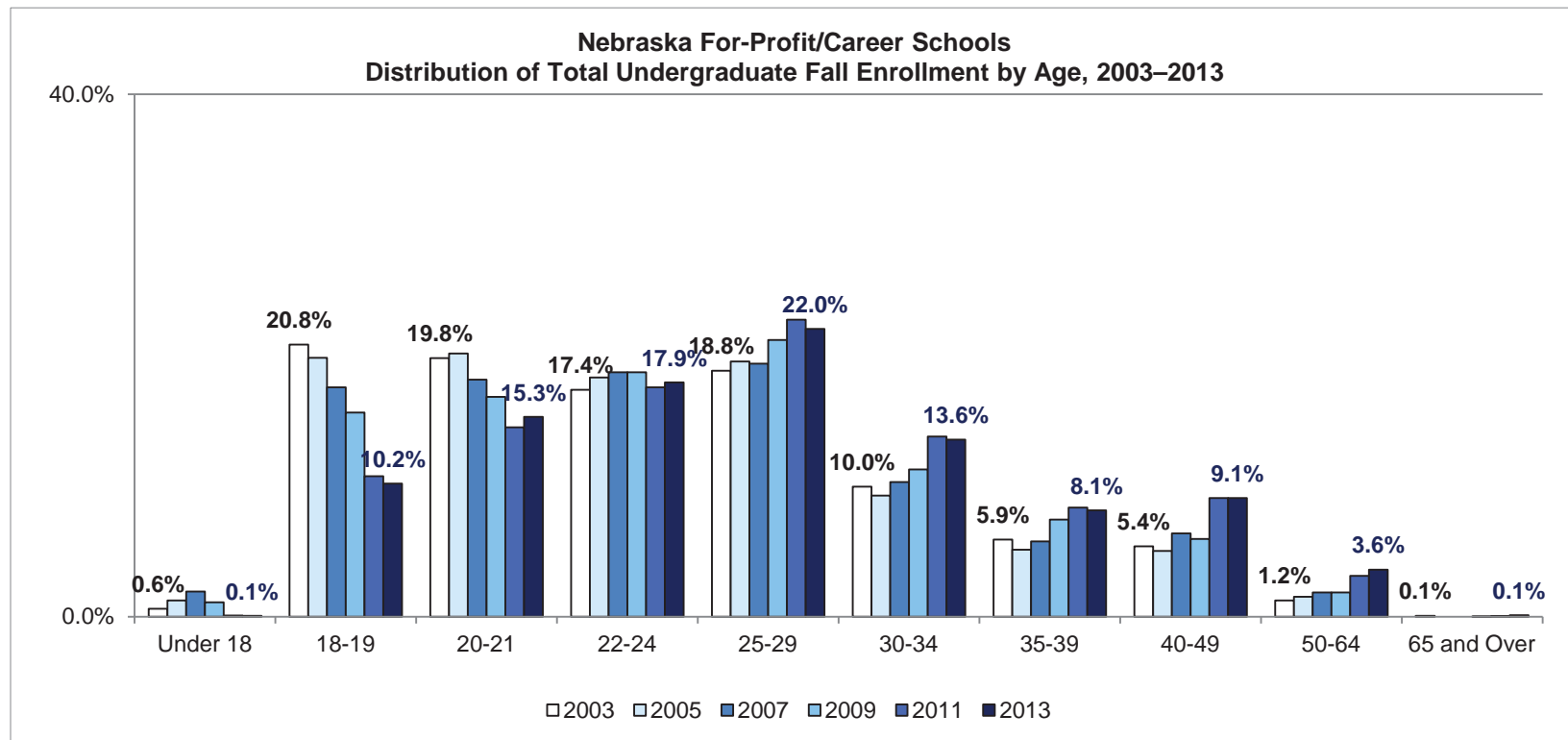


Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 176; 2005 = 179; 2007 = 209; 2009 = 98; 2011 = 67; 2013 = 17.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

NEBRASKA FOR-PROFIT/CAREER SCHOOLS – Percentages of UNDERGRADUATE FALL ENROLLMENT by AGE
 (Excluding students of unknown age)

- Summary conclusion: Increasing percentages of students 22-64 years of age; decreasing percentages of students less than 22 years of age.



Note. Excludes students of unknown age. Excluded number of students by year: 2003 = 23; 2005 = 24; 2007 = 3; 2009 = 0; 2011 = 49; 2013 = 5.

Age data are collected only in odd-numbered years. Trend data by age, by sector, and by institution are available in the spreadsheet titled **Total Enrollment by Age** in the **downloadable Excel workbook for Enrollment**.

This page is left blank intentionally.

Section 7
Fall Enrollment Compared to
12-Month Enrollment

Three Methods of Measuring Enrollment

There are three methods to measure student enrollment in Nebraska postsecondary institutions as defined by IPEDS. They are “Fall Enrollment,” “12-Month Unduplicated Headcount” and “FTE” (Full-Time Equivalent). This section of the Factual Look compares fall enrollment and 12-month enrollment for each of Nebraska’s public institutions and by sector. FTE is also included in this section.

This section of the *Factual Look* does not currently include data for Nebraska’s independent institutions because some data points in the independent sector are inaccurate or are missing. The Commission will continue to monitor the enrollment data for the independent institutions with the intention of including the independent sector in future editions of this section of the *Factual Look*.

Fall Enrollment

The fall enrollment data collected from each institution provide a “snapshot” of the number of students at the institution at a particular time. The fall enrollment survey in IPEDS asks for enrollment numbers as of the institution’s “official fall reporting date” or October 15th. It is the institution’s choice which date will be used. 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.

“Institutions report annually the number of [full-](#) and [part-time](#) students, by gender, race/ethnicity, and [level](#) (undergraduate, graduate, first-professional); the total number of [undergraduate entering students](#) (first-time, full- and part-time students, transfers-in, and non-degree students); and [retention rates](#).” (IPEDS Glossary, [Fall Enrollment](#))

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. This count also captures a student who was enrolled only in the spring semester and not in the fall semester and, therefore, was counted only in the spring semester. In this way, 12-month enrollment is designed to capture the total number of students an institution serves throughout the academic year.

“Institutions report an unduplicated head count for the total number of students by gender, race/ethnicity, and level (undergraduate, graduate, first-professional) enrolled throughout the reporting period. Students included are those enrolled in any courses leading to a degree or other formal award, as well as those enrolled in courses that are part of a terminal vocational or occupational program. Institutions also report the total instructional activity for the same 12-month period for both undergraduate and graduate programs. Instructional activity data are reported in units of contact hours (sometimes referred to as clock hours) or credit hours.” (IPEDS Glossary, [12-Month Enrollment](#))

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. There has been debate over the years about how FTE enrollments should be calculated and how they should be used.

IPEDS collects the data necessary to calculate FTE along with the 12-Month Enrollment data.

The IPEDS method of calculating FTE is as follows:

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

Quarter calendar system

Enrollment level (One FTE over 12-month period)
Undergraduate 45 credit hours, 900 contact hours
Graduate 36 credit hours

Semester/trimester/4-1-4 plan/other calendar system

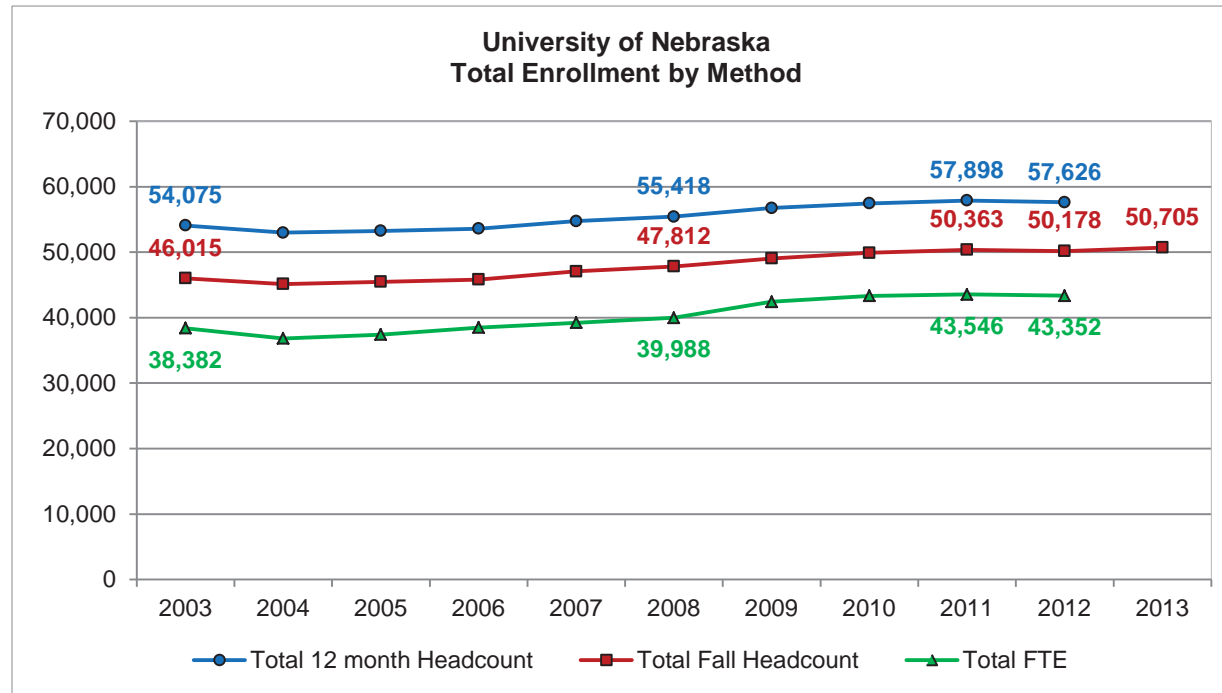
Enrollment level (one FTE over 12-month period)
Undergraduate 30 credit hours, 900 contact hours
Graduate 24 credit hours

For institutions with continuous enrollment programs, FTE is determined by dividing the number of contact hours attempted by 900.”

(IPEDS Glossary, [Calculation of FTE Students \(using instructional activity\)](#))

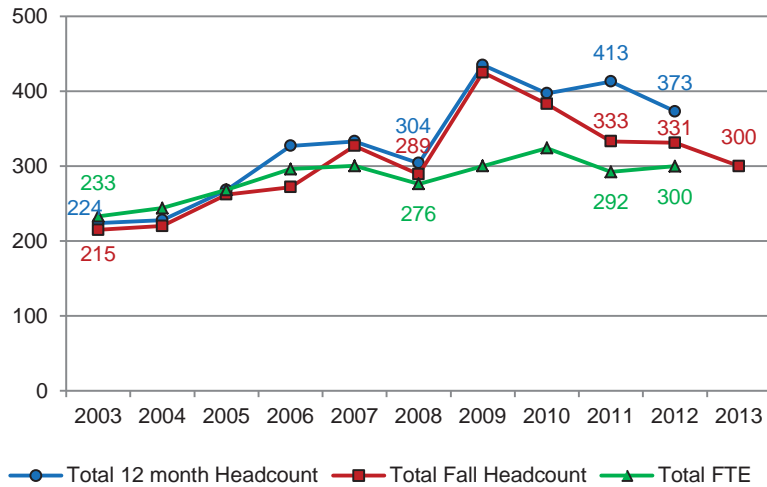
University of Nebraska

- From 2003 to 2012, fall enrollment at the University of Nebraska increased 9.0%, while 12-month enrollment increased 6.6% and FTE increased 12.9%
- For 2012–2013, 12-month enrollment was 7,448, or 14.8% higher than fall 2012 enrollment.



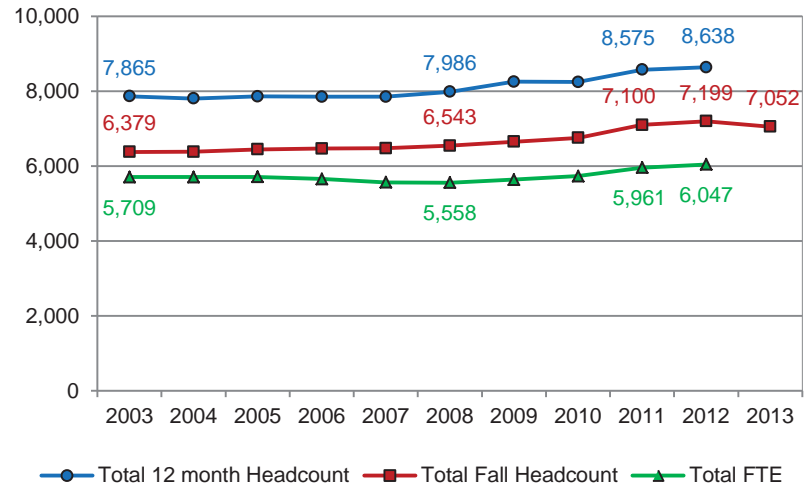
Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Enrollment**.

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

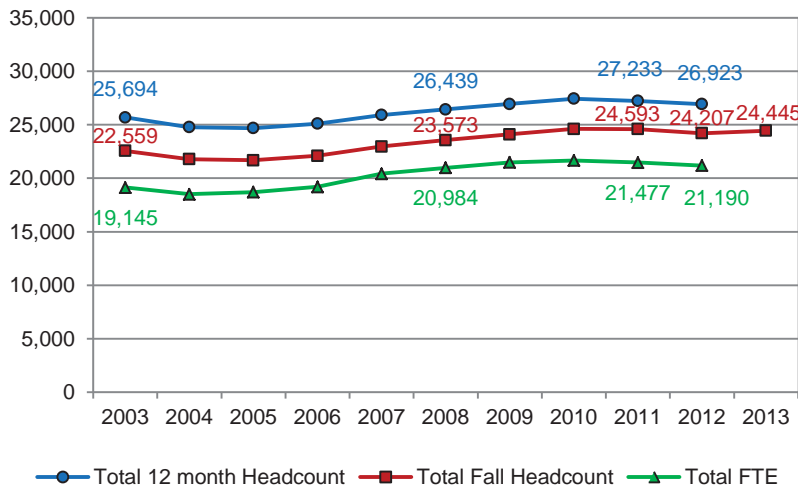


Note. The significant increase in fall 2009 enrollment at NCTA was due primarily to the concurrent enrollment of high school students in courses for credit at NCTA.

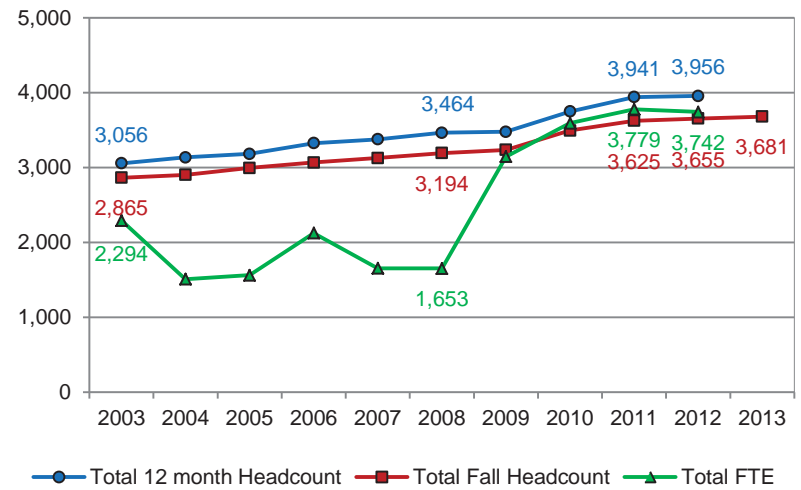
**University of Nebraska at Kearney
Enrollment by Method**

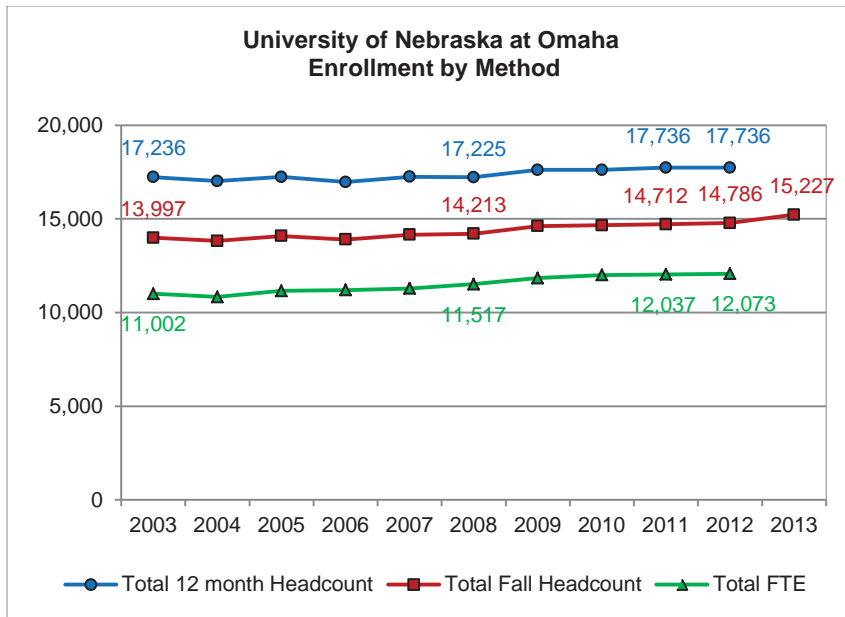


**University of Nebraska-Lincoln
Enrollment by Method**



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



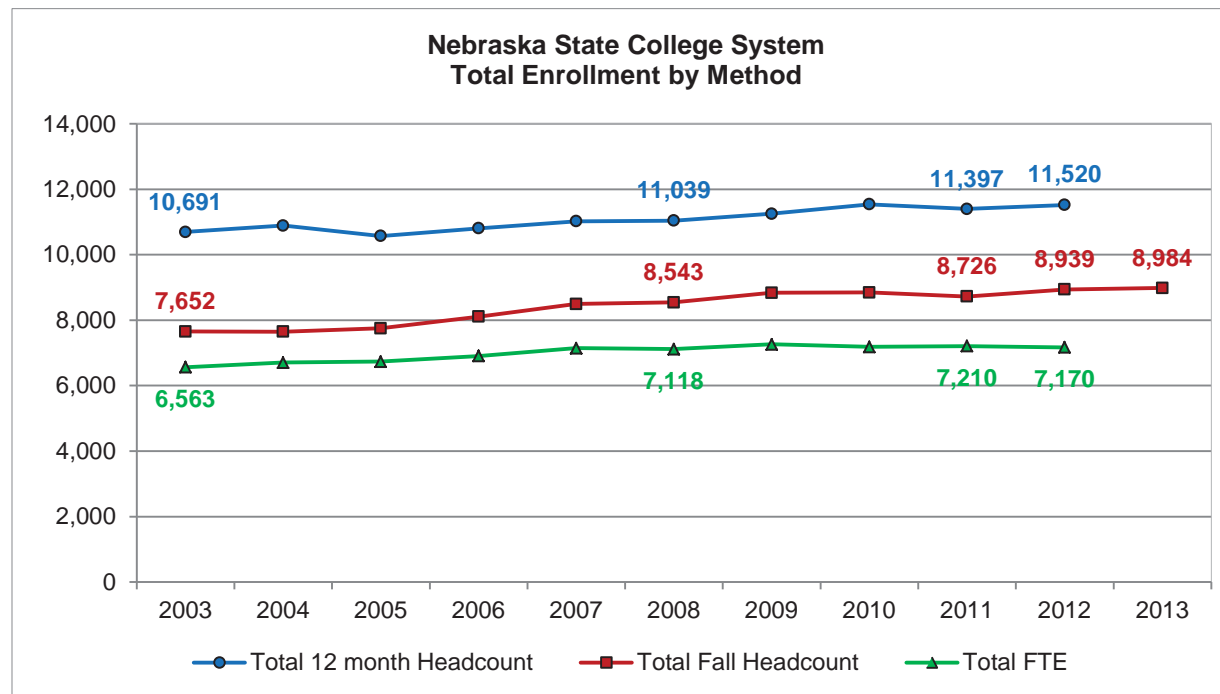


**University of Nebraska
Percent Change in Fall Enrollment, 12-Month Enrollment, and FTE**

Institution	Fall Enrollment Fall 2003 to Fall 2012	12-Month Enrollment 2003–04 to 2012–13	FTE 2003–04 to 2012–13
Nebraska College of Technical Agriculture	54.0%	66.5%	28.7%
University of Nebraska at Kearney	12.9%	9.8%	5.9%
University of Nebraska-Lincoln	7.3%	4.8%	10.7%
University of Nebraska Medical Center	27.6%	29.5%	63.1%
University of Nebraska at Omaha	5.6%	2.9%	9.7%

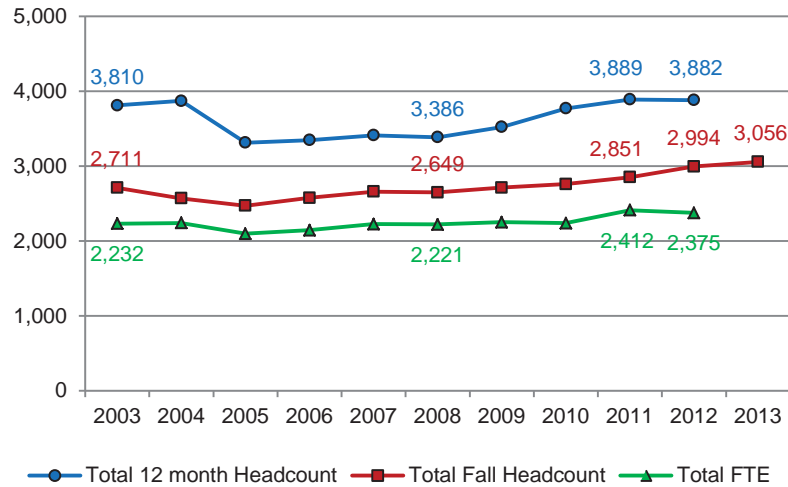
Nebraska State College System

- From 2003 to 2012, fall enrollment at the State Colleges increased 16.8%, while 12-month enrollment increased 7.8% and FTE increased 9.3%.
- For the Nebraska State College System, 12-month enrollment in 2012–2013 was 2,581, or 28.9%, higher than fall 2012 enrollment.

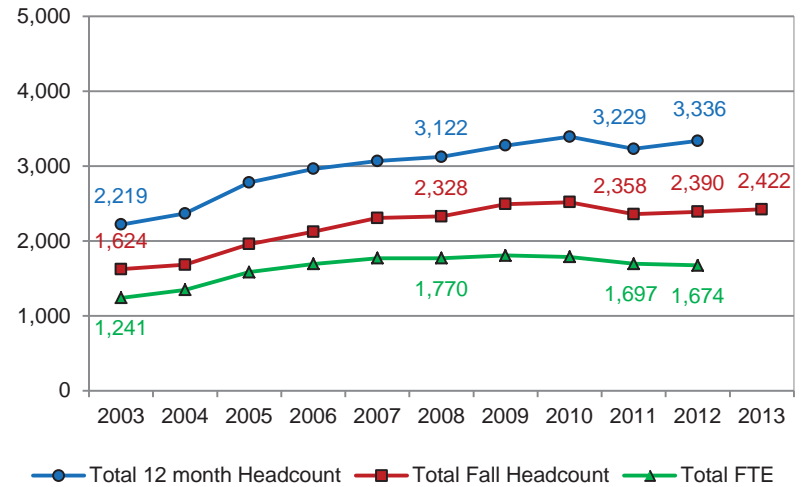


Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Enrollment**.

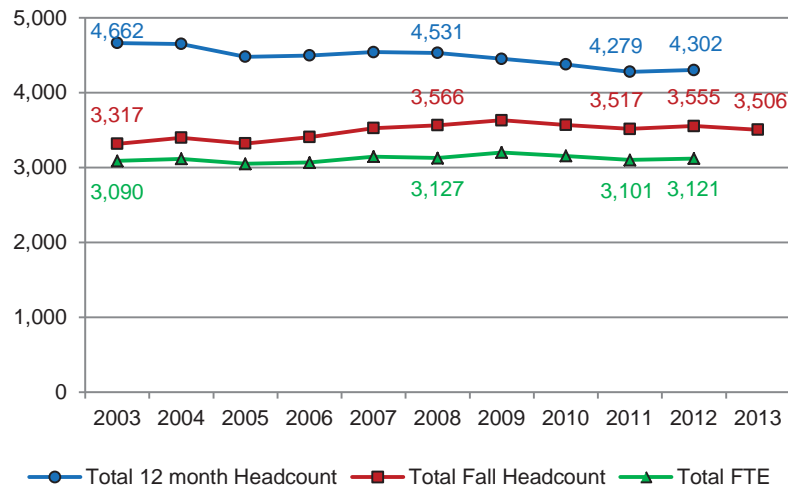
**Chadron State College
Enrollment by Method**



**Peru State College
Enrollment by Method**



**Wayne State College
Enrollment by Method**

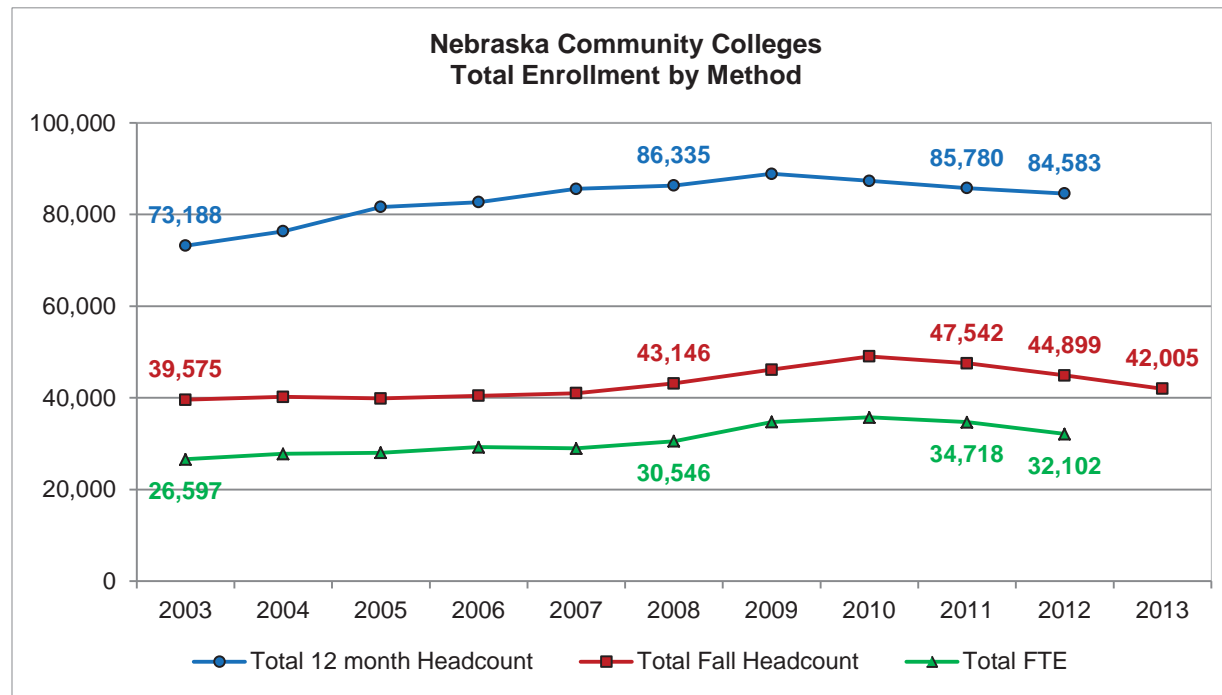


**Nebraska State College System
Percent Change in Fall Enrollment,
12-Month Enrollment, and FTE**

Institution	Fall Enrollment 2003 to 2012	12-Mo. Enrollment 03-04 to 12-13	FTE 03-04 to 12-13
Chadron	10.4%	1.9%	6.4%
Peru	47.2%	50.3%	34.9%
Wayne	7.2%	- 7.7%	1.0%

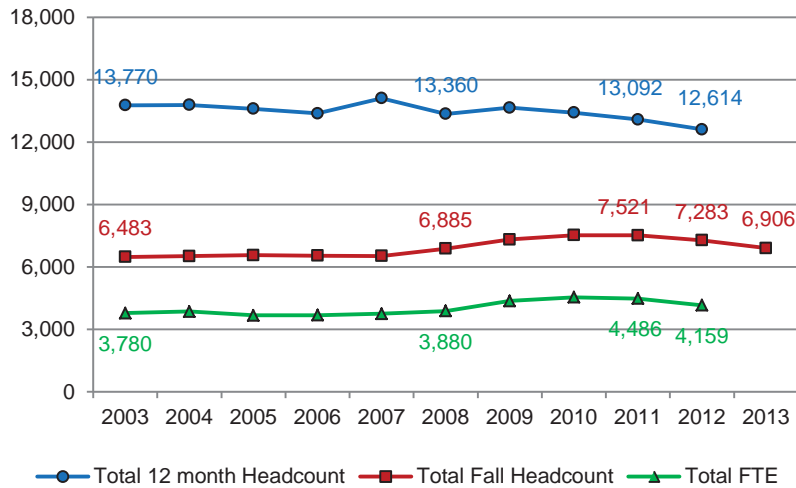
Nebraska Community Colleges

- From 2003 to 2012, fall enrollment at Nebraska's Community Colleges increased 13.5%, while 12-month enrollment increased 15.6% and FTE increased 20.7%
- For the Nebraska Community Colleges, 12-month enrollment in 2012–2013 was 39,684, or 88.4%, higher than fall 2012 enrollment.
- Based on the data for 2003–2004 through 2012–2013, fall enrollment has accounted historically for only about half of the total number of students measured by 12-month enrollment.

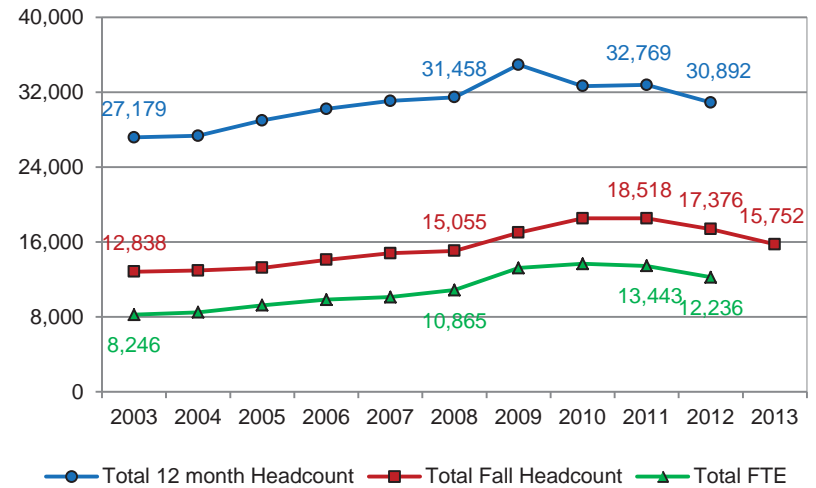


Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Enrollment**.

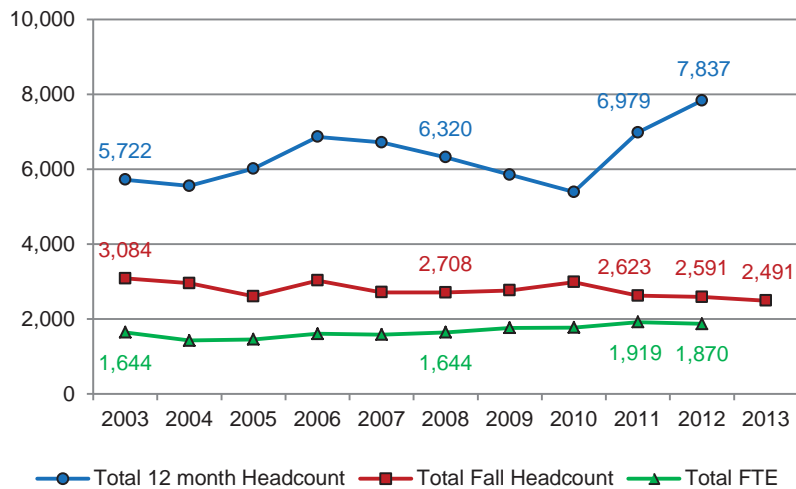
**Central Community College
Enrollment by Method**



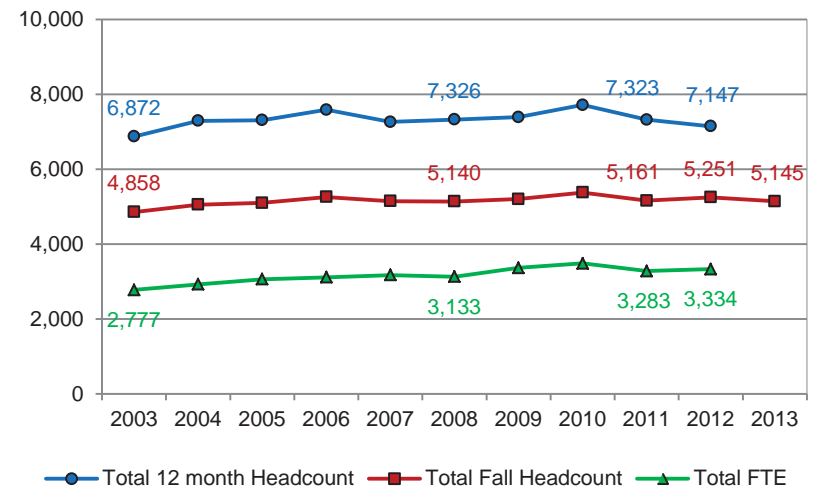
**Metropolitan Community College
Enrollment by Method**



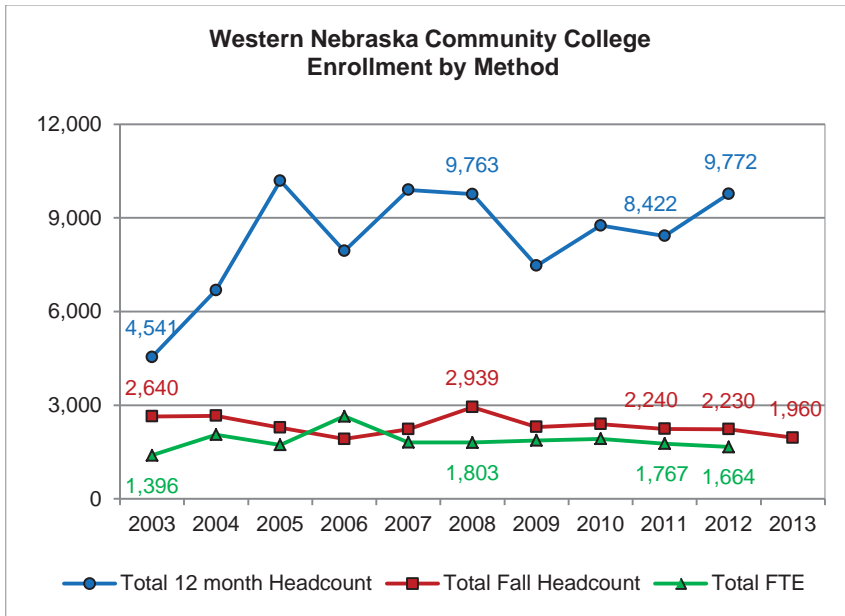
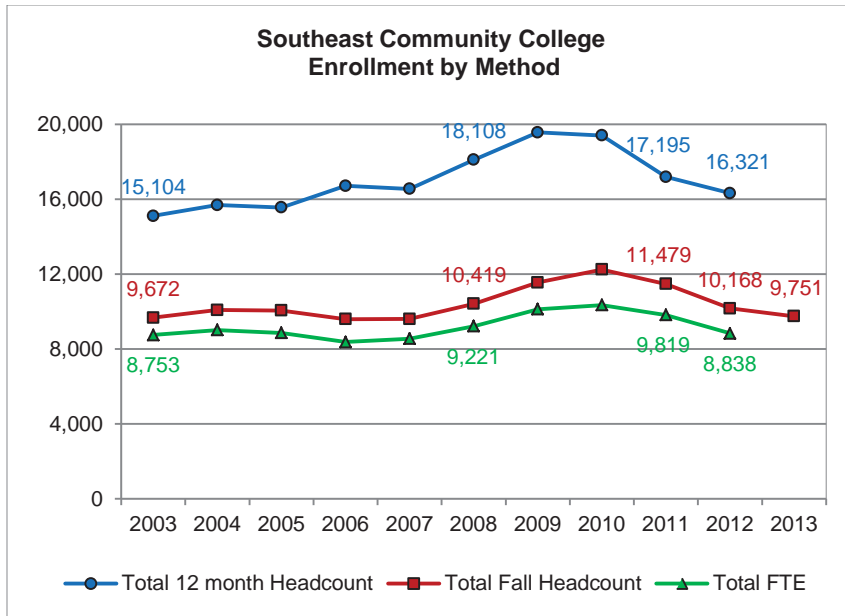
**Mid-Plains Community College
Enrollment by Method**



**Northeast Community College
Enrollment by Method**



Note. The dramatic increase in the 12-month enrollment at Mid-Plains Community College in 2011–2012 was due to increased enrollment in industry training classes.



Note. The uneven 12-month enrollment trend at Western Nebraska Community College has been due to the increased, fluctuating demand for industry training classes.

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

Institution	Fall Enrollment Fall 2003 to Fall 2012	12-Month Enrollment 2003-04 to 2012-13	FTE 2003-04 to 2012-13
Central Community College	12.3%	- 8.4%	10.0%
Metropolitan Community College	35.3%	13.7%	48.4%
Mid Plains Community College	- 16.0%	37.0%	13.7%
Northeast Community College	8.1%	4.0%	20.1%
Southeast Community College	5.1%	8.1%	1.0%
Western Nebraska Community College	- 15.5%	115.2%	19.2%

Fall Enrollment and 12-Month Enrollment Compared

In general, the previous charts show that fall enrollment and 12-month enrollment follow a similar trend for most of the public 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, with the exception of Mid-Plains Community College and Western Nebraska Community College.

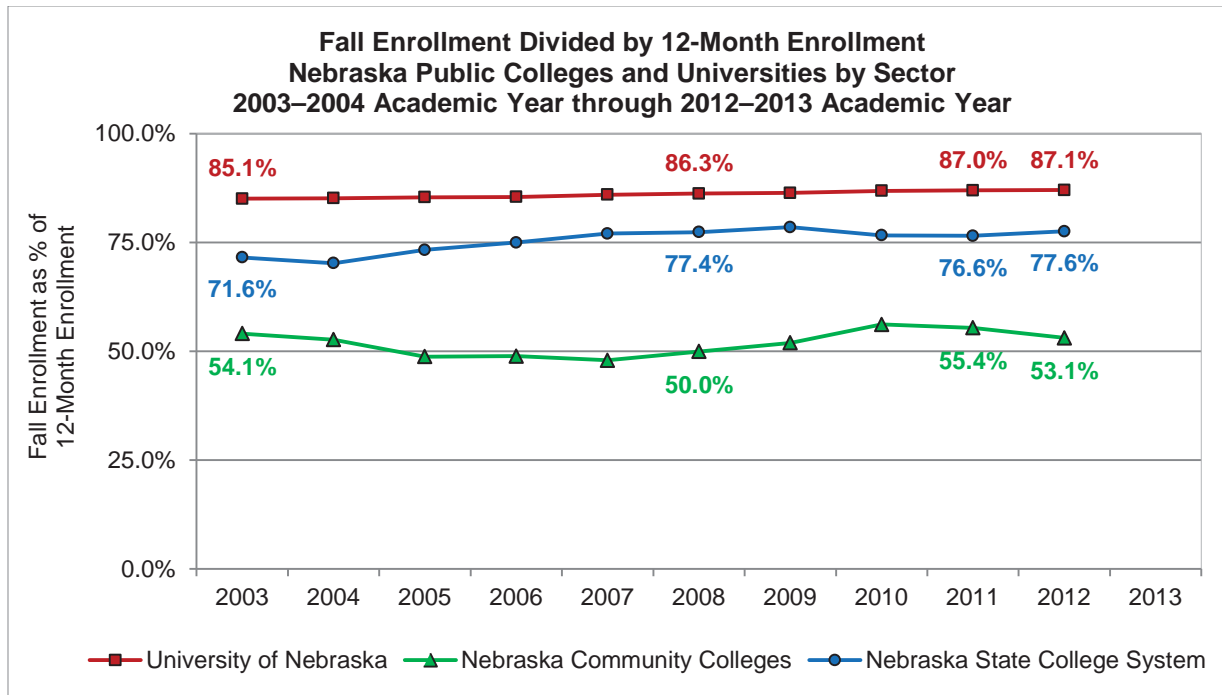
The Commission staff believes that fall enrollment data are generally more accurate and reliable than 12-month enrollment data due to the fact that they are more widely used. However, when fall enrollment is the reported measure, it should be noted that the amount of 12-month enrollment that is captured 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's 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. First, 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?" Second, directly comparing the general trends of several institutions or sectors can be useful in identifying possible errors in the data. Third, 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 Nebraska's public postsecondary institutions.

- Fall enrollment as a percentage of 12-month enrollment at the University of Nebraska slightly increased from 85.1% in 2003–2004 to 87.1% in 2012–2013.
- Within the Nebraska State College System, fall enrollment as a percentage of 12-month enrollment increased from 71.6% in 2003–2004 to 77.6% in 2012–2013.
- Fall enrollment at Nebraska's Community Colleges as a percentage of 12-month enrollment decreased from 54.1% in 2003–2004 to 53.1% in 2012–2013.
 - These relatively low ratios could be an indication that more students "swirl" in and out of the community college since the community colleges 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.



Enrollment trend data by Fall Enrollment, 12-Month Headcount, and by FTE are available in the spreadsheet titled **Fall, 12-month & FTE Enrollment** in the **downloadable Excel workbook for Enrollment**.

This page is left blank intentionally.

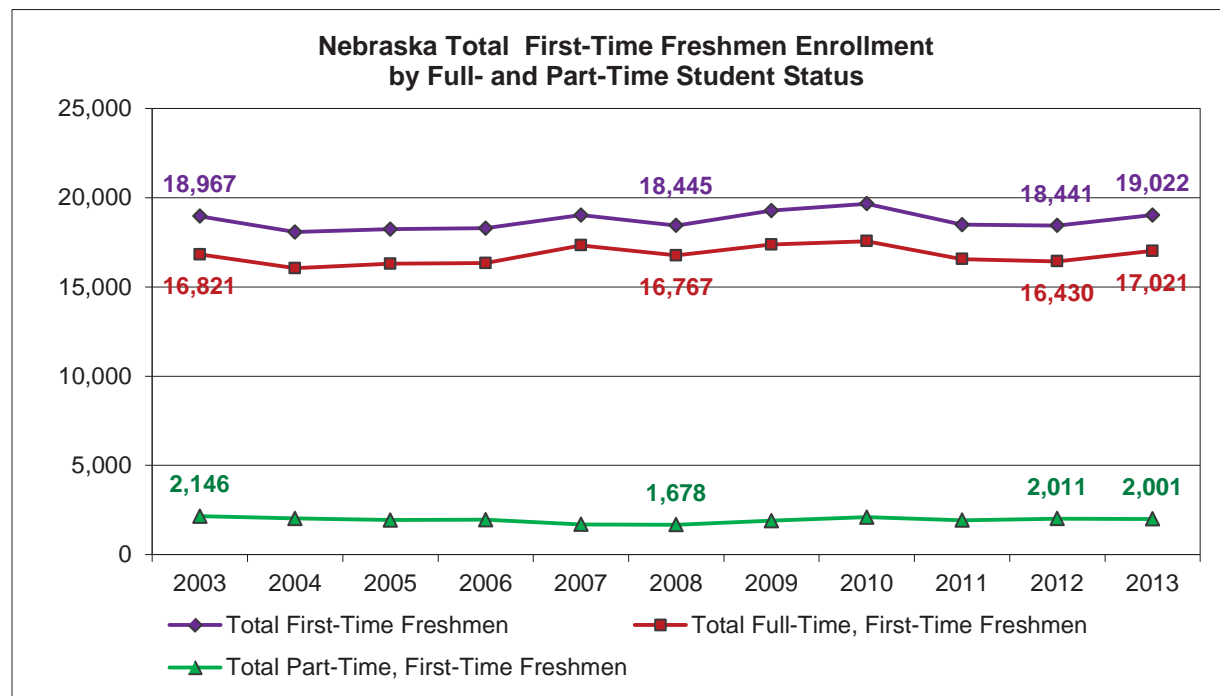
Section 8 Fall Enrollment of First-Time Freshmen

Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and for-profit/career schools using data from fall 2003 through fall 2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the federal Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The University of Nebraska Medical Center (UNMC) does not enroll first-time freshmen, so this institution is not included in the sector enrollments of the University of Nebraska.
- (3) The 2011–2012 edition of the *Factual Look* was the first to include this section on first-time freshmen enrollments. Previously, these enrollments were published only in the *Nebraska Higher Education Progress Report*. The *Nebraska Higher Education Progress Report* continues to include additional information on first-time freshmen enrollments, including analyses by state of residency and race/ethnicity.
- (4) Due to data system problems, the numbers of full-time and part-time, first-time freshmen at Southeast Community College have been adjusted for fall 2001 through fall 2008 and for fall 2010 to estimate the numbers of full-time, part-time, and total first-time freshmen in the Community College sector for these years.

TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by ENROLLMENT STATUS

- Total fall enrollment of first-time freshmen at Nebraska's postsecondary institutions increased from 18,967 in fall 2003 to 19,022 in fall 2013, a 10-year increase of 0.3%.
 - Between fall 2012 and fall 2013, total fall enrollment of first-time freshmen increased 3.2%.
- Enrollment of full-time, first-time freshmen increased 1.2%, from 16,821 in fall 2003 to 17,021 in fall 2013.
 - Full-time, first-time freshmen enrollment increased 3.6% between fall 2012 and fall 2013.
- Enrollment decreased 6.8% for part-time, first-time freshmen between fall 2003 to fall 2013, 2,146 to 2,001.
 - Part-time, first-time freshmen enrollment decreased 0.5% between fall 2012 and fall 2013.

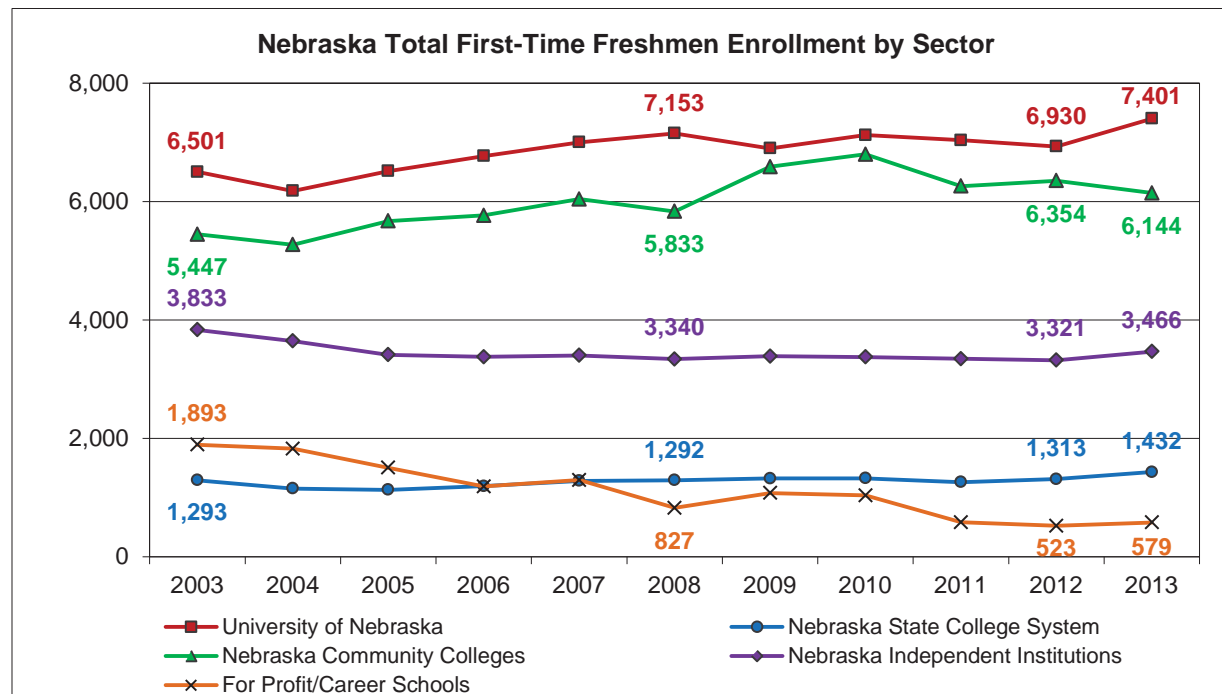


Ten-year trend fall enrollment data for full-time and part-time, first-time freshmen by gender and race/ethnicity are available by institution and by sector in the spreadsheet titled **First-Time Freshmen** in the **downloadable Excel workbook for Enrollment**.

TOTAL FIRST-TIME FRESHMEN FALL ENROLLMENT by SECTOR

- The sectors constituting Nebraska's higher education system experienced the following changes in total fall enrollment of first-time freshmen over the latest one-year and 10-year periods:

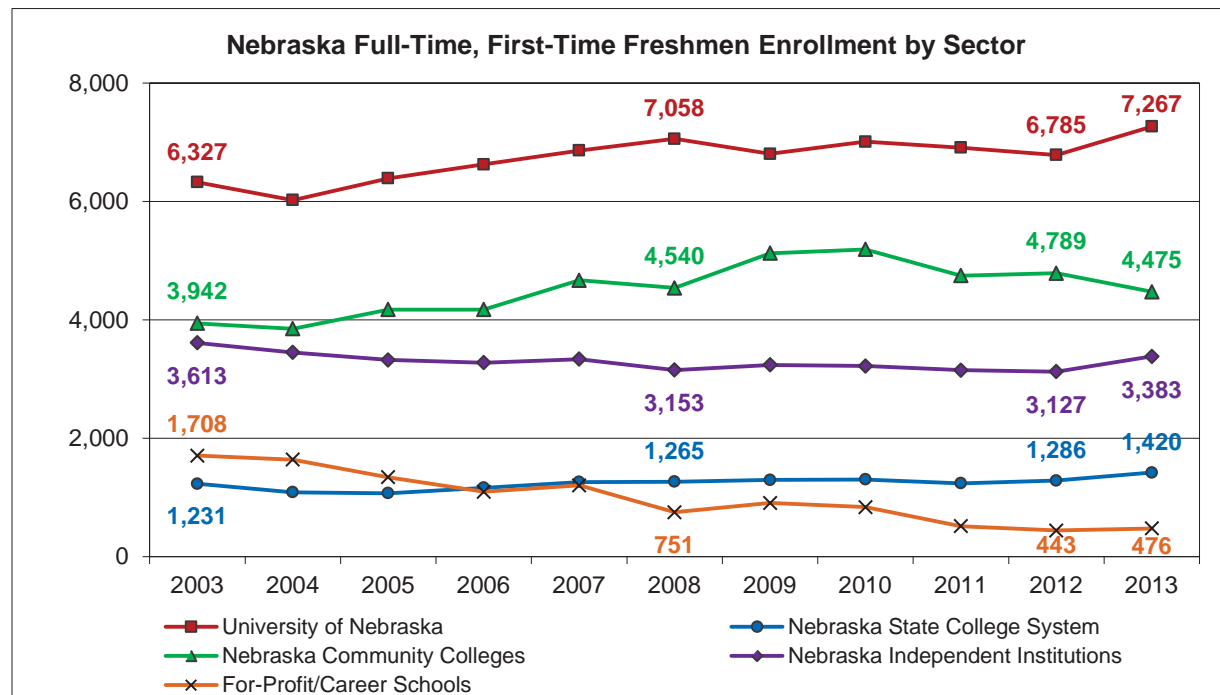
	2012–2013		2003–2013	
	1-Yr % Change	No. of Students	10-Yr % Change	No. of Students
University of Nebraska	6.8%	471	13.8%	900
Nebraska State College System	9.1%	119	10.8%	139
Nebraska Community Colleges	- 3.3%	- 210	12.8%	697
Nebraska Independent Colleges & Universities	4.4%	145	- 9.6%	- 367
For-Profit/Career Schools in Nebraska	10.7%	56	- 69.4%	- 1,314
State Percentage or Total	3.2%	581	0.3%	55



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

- The sectors constituting Nebraska's higher education system experienced the following changes in fall enrollment of full-time, first-time freshmen over the latest one-year and 10-year periods:

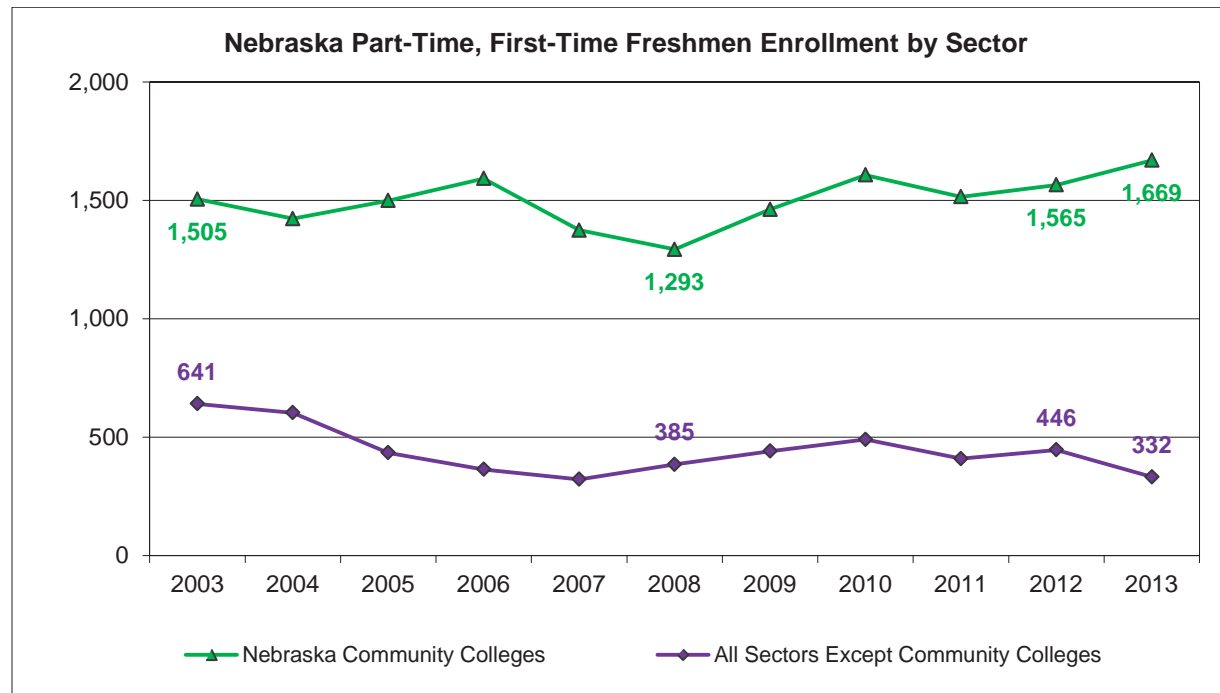
	2012–2013		2003–2013	
	1-Yr % Change	No. of Students	10-Yr % Change	No. of Students
University of Nebraska	7.1%	482	14.9%	940
Nebraska State College System	10.4%	134	15.4%	189
Nebraska Community Colleges	- 6.6%	- 314	13.5%	533
Nebraska Independent Colleges & Universities	8.2%	256	- 6.4%	- 230
For-Profit/Career Schools in Nebraska	7.4%	33	- 72.1%	- 1,232
State Percentage or Total	3.6%	591	1.2%	200



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

- The sectors constituting Nebraska's higher education system experienced the following changes in fall enrollment of part-time, first-time freshmen over the latest one-year and 10-year periods:

	2012–2013		2003–2013	
	1-Yr % <u>Change</u>	No. of <u>Students</u>	10-Yr % <u>Change</u>	No. of <u>Students</u>
Nebraska Community Colleges	6.6%	104	10.9%	164
Four Other Sectors Combined:	- 25.6%	- 114	- 48.2%	- 309
University of Nebraska	- 7.6%	- 11	- 23.0%	- 40
Nebraska State College System	- 55.6%	- 15	- 80.6%	- 50
Nebraska Independent Colleges & Universities	- 57.2%	- 111	- 62.3%	- 137
For-Profit/Career Schools in Nebraska	28.8%	23	- 44.3%	- 82
State Percentage or Total	- 0.5%	- 10	- 6.8%	- 145



This page is left blank intentionally.

2013–2014 Factual Look at Higher Education in Nebraska

**Nebraska's Coordinating Commission
for Postsecondary Education**

Section: Degrees and Other Awards

Degrees and Other Awards Conferred 2002–2003 through 2012–2013

**Published September 2014
on the Commission website
www.ccpe.state.ne.us**

**Reporting information from the Integrated Postsecondary Education Data System (IPEDS)
Surveys of Nebraska Public Colleges and Universities,
Independent Colleges and Universities, and For-Profit/Career Schools**

**Ten-Year Trends based on the Fall 2003 through Fall 2013 Federal IPEDS Completion Surveys
of Nebraska Public Colleges and Universities,
Independent Colleges and Universities, and For-Profit/Career Schools**

Nebraska's Coordinating Commission for Postsecondary Education

140 N. 8th Street, Suite 300
P.O. Box 95005
Lincoln, Nebraska 68509-5005
Telephone: (402) 471-2847
Fax: (402) 471-2886
www.ccpe.state.ne.us

Michael Baumgartner, Ph.D., Executive Director

Commissioners

Colleen A. Adam, Chair
Hastings, District 5

Carol A. Zink, Vice Chair
Lincoln, Member-at-Large

Dr. John Bernthal
Lincoln, District 1

Dr. Deborah Frison
Omaha, District 2

Dr. Ronald Hunter
Hay Springs, District 6

Mary Lauritzen
West Point, Member-at-Large

Dwayne Probyn
Papillion, Member-at-Large

Eric Seacrest
North Platte, Member-at-Large

Dr. Joyce D. Simmons
Valentine, Member-at-Large

Lori Warner
South Sioux City, District 3

W. Scott Wilson
Papillion, District 4

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

List of 55 Reporting Institutions

University of Nebraska (5)	Independent Colleges & Universities (Continued)
Nebraska College of Technical Agriculture	Nebraska Christian College
University of Nebraska at Kearney	Nebraska Indian Community College
University of Nebraska-Lincoln	Nebraska Methodist College of Nursing & Allied Health
University of Nebraska Medical Center	Nebraska Wesleyan University
University of Nebraska at Omaha	Summit Christian College
	Union College
Nebraska State College System (3)	York College
Chadron State College	
Peru State College	Degree-Granting For-Profit/Career Schools (13)
Wayne State College	Alegent Health School of Radiologic Technology
	ITT Technical Institute-Omaha
Nebraska Community Colleges (6)	Kaplan University-Lincoln Campus
Central Community College	Kaplan University-Omaha Campus
Metropolitan Community College	Mary Lanning Memorial Hospital School of Radiologic Technology
Mid-Plains Community College	Myotherapy Institute
Northeast Community College	National American University-Bellevue
Southeast Community College	Omaha School of Massage and Healthcare of Herzing University
Western Nebraska Community College	The Creative Center
	Universal College of Healing Arts
Independent Colleges & Universities (20)	University of Phoenix-Omaha Campus
Bellevue University	Vatterott College (Closed Fall 2005)
Bryan College of Health Sciences	Vatterott College-Spring Valley
Clarkson College	
College of Saint Mary	Non-Degree-Granting For-Profit/Career Schools (8)
Concordia University-Seward	Capitol School of Hairstyling and Esthetics
Creighton University	College of Hair Design
Dana College (Closed Fall 2010)	College of Hair Design-East Campus
Doane College-Crete	Fullen School of Hair Design
Doane College-Lincoln	Joseph's College
Grace University	La'James International College
Hastings College	Regional West Medical Center School of Radiologic Technology
Little Priest Tribal College	Xenon International Academy-Omaha
Midland University	

Table of Contents for Factual Look – Degrees and Other Awards

Executive Summary of Data.....	i
Section 1 Total Degrees and Other Awards by Sector and by Institution	1.1
Section 2 Total Degrees and Other Awards by Level and by Sector	2.1
Section 3 Total Degrees and Other Awards by Gender	3.1
Section 4 Total Degrees and Other Awards by Race/Ethnicity.....	4.1
Section 5 Degrees and Other Awards by Discipline	5.1

Degrees and Awards

Executive Summary of Data

This section of the *Factual Look at Higher Education in Nebraska* summarizes the numbers of degrees and other awards reported through the federal Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities and for-profit/career schools. Institutions report the number of degrees and other awards conferred during a one-year period beginning on July 1. For example, degrees and awards reported for 2012–2013 were awarded between July 1, 2012 and June 30, 2013. The 10-year trends presented in this section of the *Factual Look* are based on the Fall 2003 through Fall 2013 IPEDS completion surveys of Nebraska's public and independent colleges and universities and for-profit/career schools. Through these surveys, Nebraska institutions reported the number of degrees, certificates, and diplomas awarded from 2002–03 through 2012–13. In this section, the number of degrees and other awards conferred are analyzed by (1) sector and institution, (2) degree level, (3) gender, (4) race/ethnicity and (5) discipline.

Technical Notes:

1. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
 - a. In preparing the update for degrees in education, Commission staff discovered that Creighton University reported five professional practice doctoral degrees for 2012–13. Prior to 2012–13, no professional practice doctoral degrees were conferred in education. Commission staff is currently working with Creighton to determine if these degrees were professional practice or research/scholarship doctoral degrees. Unfortunately, Commission staff was unable to verify the accuracy of the data prior to publication of this report. In the event that Creighton needs to adjust this information, the Commission will instruct Creighton to correct its data in IPEDS through the Prior Year Data Revision System, and the corrected data will be included in the next edition of the *Factual Look* (Degrees and Other Awards).
2. Due to rounding, percentages may not sum to 100.0% for data summarized in this report.
3. Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Executive Summary of Data

2002–2003 through 2012–2013

Total Number of Degrees and Other Awards Conferred

- In 2012–13, 30,922 degrees and awards were conferred by Nebraska’s public and independent institutions and for-profit/career schools, an increase of 8,183 degrees (36.0%) from 2002–03 when 22,739 degrees were conferred by all of Nebraska’s postsecondary institutions.
- Between 2002–2003 and 2012–13, the total number of degrees and awards conferred by Nebraska’s public and independent institutions increased from 21,122 to 29,195 (38.2%).
- Meanwhile, the total number of degrees and awards conferred by Nebraska’s for-profit/career schools increased 6.8%, from 1,617 in 2002–03 to 1,727 in 2012–13.

Increases and Decreases in the Number of Degrees and Other Awards by Sector

The number of degrees increased across all sectors over the past 10 years, but the highest rates of increase were in the independent and community college sectors. Between 2011–12 and 2012–13, there were one-year increases or decreases in the number of degrees awarded, as shown below.

Sector	10-Year Change		One-Year Change	
	2002–03 through 2012–13		2011–12 through 2012–13	
University of Nebraska	1,819 degrees	Up 20.0%	- 272 degrees	Down 2.4%
Nebraska State College System	210 degrees	Up 15.5%	14 degrees	Up 0.9%
Nebraska Community Colleges	2,940 degrees	Up 61.7%	840 degrees	Up 12.2%
Independent Colleges and Universities	3,104 degrees	Up 52.5%	- 134 degrees	Down 1.5%
For-profit/Career Schools	110 degrees	Up 6.8%	- 150 degrees	Down 8.0%

Note. The numbers of degrees reported include degrees conferred by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons: (a) UNMC enrollments for 2002–2003 through 2011–2012, reported in the Enrollment Section of the *Factual Look at Higher Education in Nebraska*, do not include students enrolled in the physician assistant military and distance education programs. Between 500 to 600 degrees were conferred each year (2002–2003 through 2011–2012) by UNMC in these programs. (b) Beginning in 2012–2013, distance education students are included in UNMC enrollment counts. However, physician assistant military students are not included in UNMC enrollment counts. Approximately 300 degrees were conferred by UNMC in 2012–2013 for the physician assistant military programs.

Shifts in the Degrees and Other Awards Conferred by Sector

- The University of Nebraska continues to award the highest number and percentage of degrees conferred in the state. However, in 2012–13, the University of Nebraska accounted for a lower percentage of the degrees conferred in the state than in 2002–03, while the independent and community college sectors accounted for a higher percentage.

Sector	2002–03	2012–13
University of Nebraska	40.0%	35.3%
Nebraska State College System	6.0%	5.1%
Nebraska Community Colleges	21.0%	24.9%
Independent Colleges and Universities	26.0%	29.2%
For-profit/Career Schools	7.1%	5.6%

Institutions Conferring the Highest Number of Degrees and Other Awards

- The University of Nebraska-Lincoln (UNL) conferred the highest number of degrees in the state throughout the 10-year period from 2002–03 to 2012–13. However, among the six institutions in the table below, UNL experienced the smallest 10-year increase in the number of degrees.

Rank	Institution	2002–03	2012–13	% Increase
1	University of Nebraska-Lincoln	4,187	5,050	20.6%
2	Bellevue University	1,686	3,057	81.3%
3	University of Nebraska at Omaha	2,231	3,049	36.7%
4	Central Community College	1,034	2,232	115.9%
5	Creighton University	1,556	2,103	35.2%
6	Metropolitan Community College	904	2,057	127.5%

Institutions with the Highest Growth Rates

- Between 2002–03 and 2012–13, the highest growth rates among all of Nebraska’s public and independent institutions and for-profit/career schools were at Clarkson College, where the number of degrees increased 265.3% (from 95 to 347 degrees), and Bryan College of Health Sciences, where the number of degrees increased 248.8% (from 41 to 143 degrees).

- The highest growth rates within the public sector were at Metropolitan Community College, where the number of degrees and other awards increased 127.5% (from 904 to 2,057), and at Central Community College, where degrees and awards increased 115.9% (from 1,034 to 2,232).

Degrees and Other Awards by Level

Undergraduate degrees, including awards for the completion of less-than-four-year programs, accounted for 78.4% of the 30,922 degrees granted in 2012–13, but the highest rate of growth between 2002–03 and 2012–13 was at the master’s level.

- Less-than-four-year awards accounted for 31.4% of all degrees conferred in 2012–13, up from 29.9% in 2002–2003. The number of less-than-four-year awards increased from 6,793 in 2002–03 to 9,709 in 2012–13, a 42.9% increase.
- At the bachelor’s level, 3,451 more degrees were conferred in 2012–13 than in 2002–03 (from 11,072 to 14,523), a growth rate of 31.2%. In 2012–13, bachelor’s degrees accounted for 47.0% of the degrees awarded, down from 48.7% in 2002–03.
- At the master’s level, 1,613 more degrees were conferred in 2012–13 than in 2002–03 (from 3,631 to 5,244), a growth rate of 44.4%. In 2012–13, master’s degrees accounted for 17.0% of the degrees awarded, up from 16.0% in 2002–03. The largest increase in the number of master’s degrees was evidenced within the independent sector, where the number of master’s degrees increased from 861 in 2002–03 to 2,362 in 2012–13, accounting for 93.1% of the total 10-year increase in the number of master’s degrees awarded.
- Professional practice^a and research/scholarship doctor’s degrees accounted for the remaining 4.7% of all degrees awarded in 2012–13, down from 5.5% in 2002–03. In 2012–13, 1,446 doctor’s degrees were awarded, up from 1,243 in 2003–03.

Degrees and Other Awards by Discipline (Not Including Degrees/Awards Conferred by For-Profit/Career Schools)

- Nebraska’s public and independent institutions confer high numbers of degrees in business, education and health professions. Together, these disciplines accounted for 49.5% of the degrees awarded by public and independent institutions in 2012–13 and for 45.0% of the growth in the number of degrees that were conferred by these sectors between 2002–03 and 2012–13.

Number of Degrees and Other Awards				
Discipline	2002–03	2012–13	Increase	% Increase
Business	4,588	5,827	1,239	27.0%
Health professions	3,653	5,482	1,829	50.1%
Education	2,575	3,140	565	21.9%

^a In Nebraska, professional practice doctor’s degrees are awarded in dentistry, pharmacy, medicine, audiology, occupational therapy, physical therapy, nursing administration, and law. The remaining degrees at the doctoral level are classified as research/scholarship doctor’s degrees.

- Over the 10-year period, business accounted for the highest total number of degrees awarded in Nebraska, but the health professions had a higher rate of growth.
- The highest 10-year growth rate in the number of business degrees was at the master's level (from 688 to 1,102, a 60.2% increase). In the health care professions, the highest 10-year growth rate in the number of degrees was at the bachelor's level (from 1,042 to 1,960, a 88.1% increase). In education, the highest 10-year growth rate in the number of degrees awarded was at the doctor's level (from 59 to 87, a 47.5% increase).
- 1,582 more master's degrees were conferred in 2012–13 than in 2002–03, an increase of 43.6%. Of these additional degrees, 2.7% were in the health professions, 26.2% were in business, and 21.2% were in education.
- Degrees in the health professions accounted for the entire 10-year increase in the number of professional practice doctor's degrees between 2002–03 and 2012–13, while law degrees decreased by 12 awards, from 270 to 258.
- Among the professional practice doctorates, the highest increase in the number of degrees was in pharmacy.

Number of Professional Practice Doctor's Degrees			
Professional Practice Doctor's Degrees	Number of Degrees		10-year Change in the Number of Degrees
	2002–03	2012–13	
Dentistry	125	132	7
Medicine, M.D.	233	255	22
Pharmacy	181	249	68
Audiology	0	8	8
Occupational Therapy	59	62	3
Physical Therapy	72	59	-13
Nursing Administration	0	19	19
Health Professions Total	670	784	114
Law	270	258	-12
Total	940	1,042	102

Degrees by Gender

- In 2012–03, women earned 56.5% of the degrees awarded by Nebraska's public, independent and for-profit institutions, up slightly from 55.4% in 2002–03.
- The widest gender gap was at the master's level, where men earned 39.5% and women earned 60.5% of the degrees in 2012–13. In 2002–03, men earned 42.2% of the master's degrees while women earned 57.8%.
- In 2012–13, women earned 56.7% of the less-than-four-year awards, up from 55.2% in 2002–03.

- Women earned 55.4% of the bachelor's degrees in 2002–03 and 2012–13.
- In 2012–13, women earned 48.9% of the research/scholarship doctor's degrees, up slightly from 48.8% in 2002–03. For professional practice doctor's degrees, women earned 52.9% in 2012–13, up from 50.1% in 2002–03.
- In 2012–13, the smallest gender gaps at the undergraduate level were evidenced at the Nebraska community colleges, where women earned 51.2% of the less-than-four-year degrees, and at the University of Nebraska, where women earned 51.8% of the bachelor's degrees. In comparison, women earned 59.2% of the bachelor's degrees conferred by the state colleges and 59.4% of the bachelor's degrees awarded by independent institutions.

Minorities and Foreign Students

- Minority students – consisting of Black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans – earned 12.2% of the degrees conferred by public, independent and for-profit/career schools in 2012–13, up from 8.7% in 2002–03.
- In 2012–13, foreign students earned 3.3% of the degrees, up slightly from 3.1% in 2002–03.
- As shown below, minorities earned higher percentages of the degrees at the undergraduate level than at the graduate level in 2012–13. In comparison, foreign students earned higher percentages of the master's and doctoral degrees than of the undergraduate degrees awarded in 2012–13.

	% of Degrees Earned in 2012–13			
	Less-than-four-year Degrees	Bachelor's Degrees	Master's Degrees	Doctoral Degrees
White non-Hispanics	85.2%	85.4%	83.3%	76.4%
Minorities	14.5%	11.2%	10.2%	12.9%
Foreign Students	0.3%	3.4%	6.5%	10.7%

- Across all sectors, minority students earned the following percentages of the degrees conferred by Nebraska institutions in 2012–13:

	% of Degrees Earned in 2012–13			
	Less-than-four-year Degrees	Bachelor's Degrees	Master's Degrees	Doctoral Degrees
Black non-Hispanics	5.8%	4.1%	5.3%	2.3%
Hispanics	6.4%	3.9%	2.6%	3.5%
Asian/Pacific Islanders	1.4%	2.6%	2.0%	6.7%
Native Americans	0.9%	0.6%	0.3%	0.4%

Section 1

Total Degrees and Other Awards by Sector and by Institution

Notes

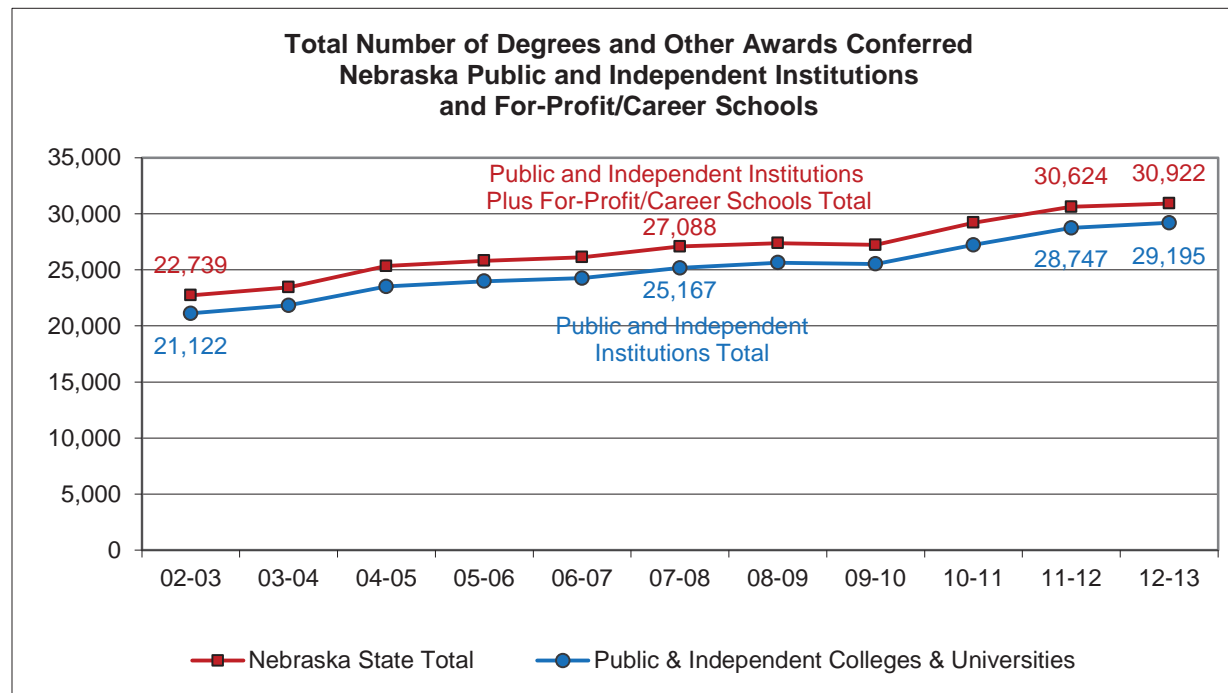
- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and the for-profit/career schools using data from 2002–2003 through 2012–2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The numbers of degrees reported include degrees conferred by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons:
 - (a) UNMC enrollments for 2002–2003 through 2011–2012, reported in the Enrollment Section of the *Factual Look at Higher Education in Nebraska*, do not include students enrolled in the physician assistant military and distance education programs.^a
 - (b) Beginning in 2012–2013, distance education students are included in UNMC enrollment counts. However, physician assistant military students are not included in UNMC enrollment counts.^b

^a Between 500 to 600 degrees were conferred each year (2002–2003 through 2011–2012) by UNMC in these programs.

^b Approximately 300 degrees were conferred by UNMC in 2012–2013 for the physician assistant military programs.

TOTAL DEGREES AND OTHER AWARDS CONFERRED

- Nebraska's public and independent colleges and universities conferred a total of 29,195 degrees, diplomas, and certificates during the one-year period from July 1, 2012 to June 30, 2013, an increase of 448 awards, or 1.6% more than one year earlier.
- Over the 10-year period from 2002–03 to 2012–13, the total number of degrees and awards conferred by Nebraska's public and independent institutions increased 38.2%.
- In 2002–03, for-profit/career schools in Nebraska conferred 1,617 degrees, diplomas and certificates. In 2012–13, these schools conferred 1,727 degrees and other awards; however, the 1,727 degrees in 2012–13 represented a decrease of 8.0% from one year earlier.
- The total number of awards granted by Nebraska's public, independent, and for-profit institutions increased from 22,739 in 2002–03 to 30,922 in 2012–13, an increase of 36.0% from 2002–03 to 2012–13.

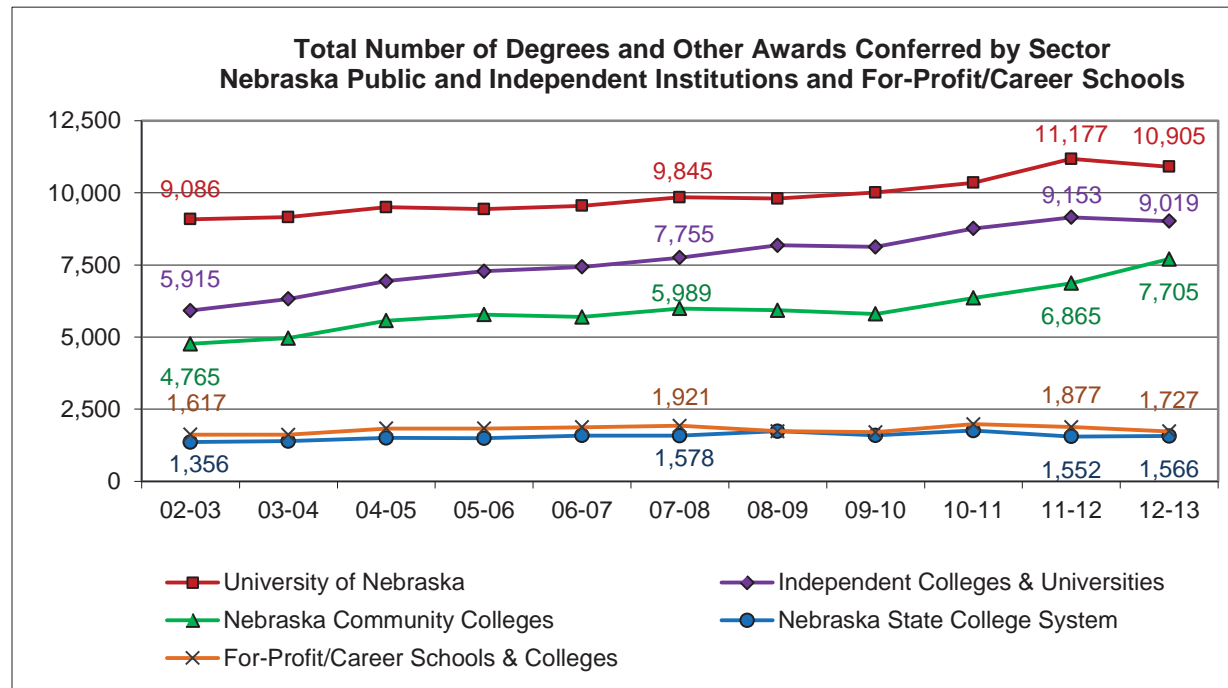


Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by SECTOR

- Between 2002–03 and 2012–13, the number of degrees and other awards conferred by the public, independent and for-profit sectors of higher education in Nebraska increased or decreased as follows:

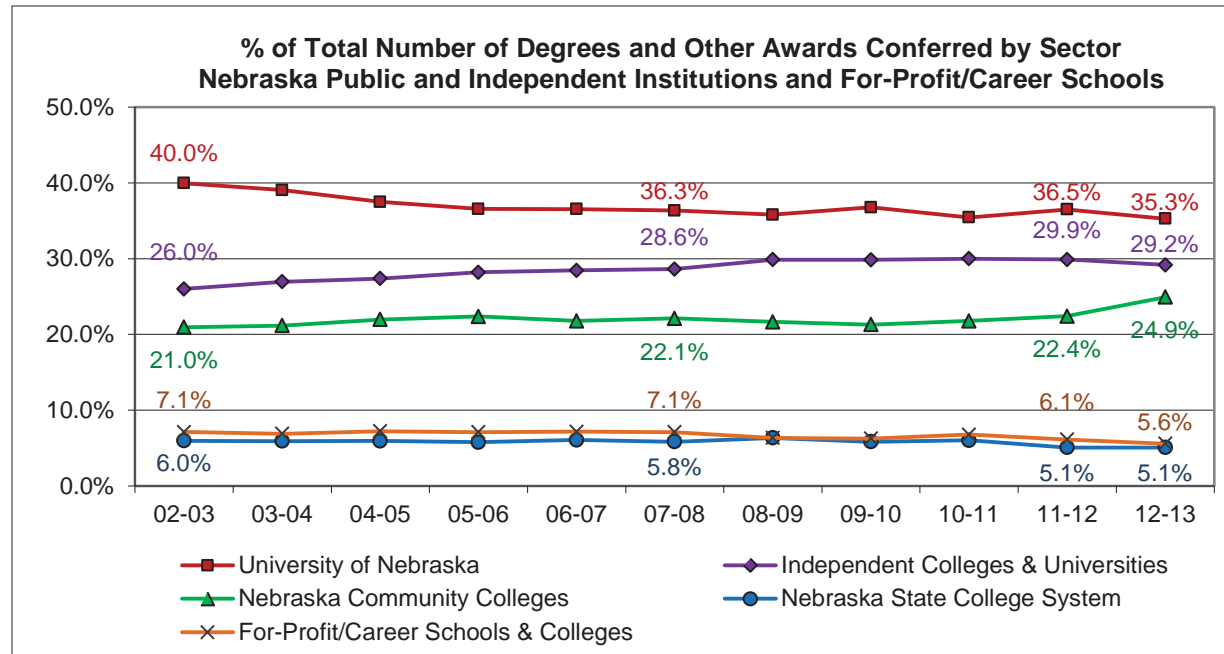
	<u>2012–2013</u> <u>1-Year Change</u>	<u>2003–2013</u> <u>10-Year Change</u>
University of Nebraska	-2.4%	20.0%
Nebraska State College System	0.9%	15.5%
Nebraska Community Colleges	12.2%	61.7%
Independent Colleges & Universities	-1.5%	52.5%
For-Profit/Career Schools & Colleges	-8.0%	6.8%



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Percentage of TOTAL DEGREES AND OTHER AWARDS CONFERRED by SECTOR

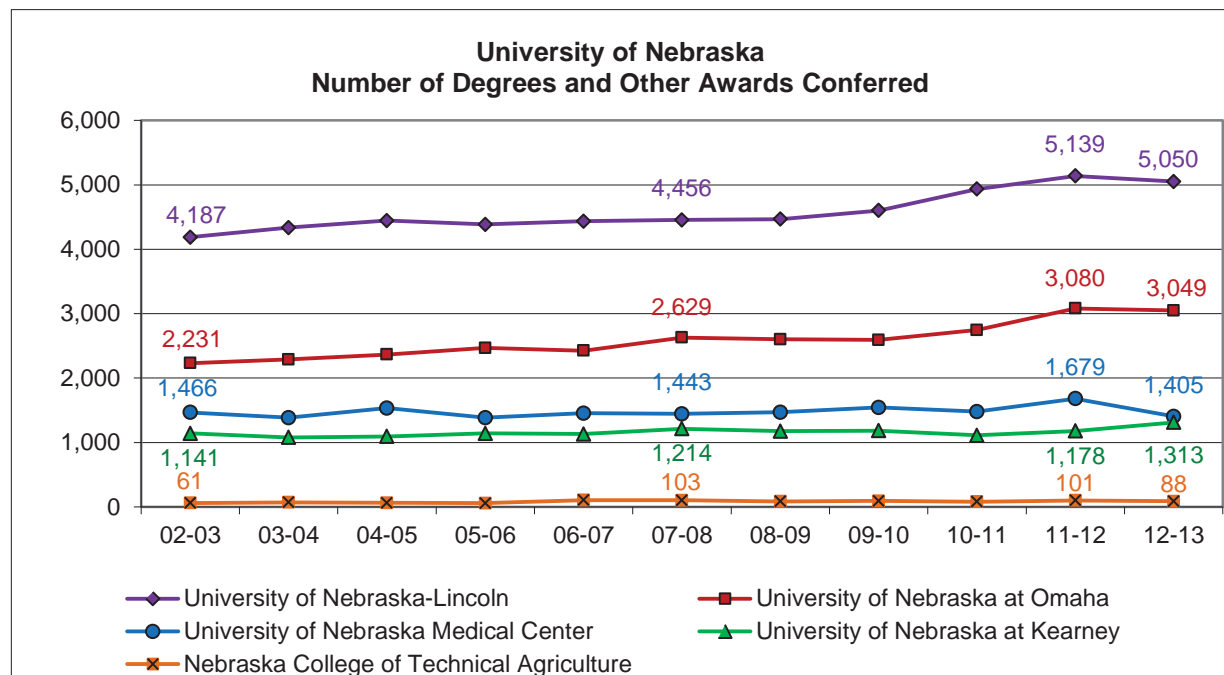
- The following chart shows the trends in the percentages of degrees and other awards conferred by Nebraska's postsecondary institutions since 2002–03.
- As a result of the increase in the total number of degrees and other awards conferred within the independent and the community college sectors, the other three sectors conferred about the same or lower percentages of the total number of degrees, diplomas, and certificates in 2012–13 as in 2002–03.



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA

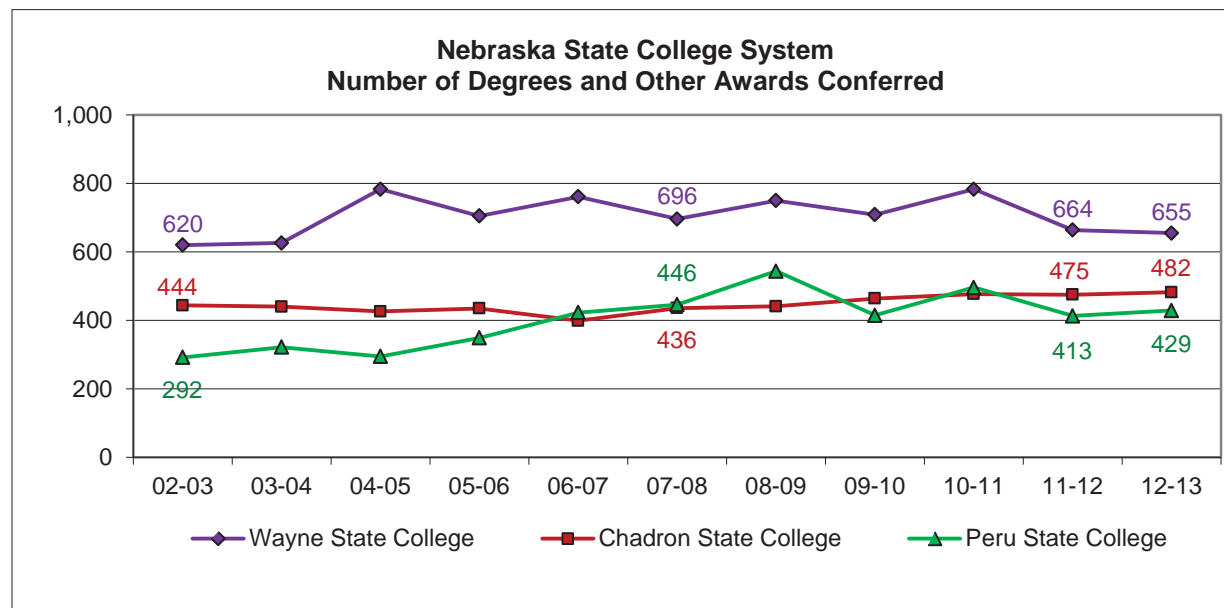
- Throughout the 10-year period from 2002–03 to 2012–13, the University of Nebraska-Lincoln (UNL) conferred the highest number of degrees in the state. The University of Nebraska at Omaha (UNO) awarded the second-highest number of degrees until 2006–07, when Bellevue University in the independent sector conferred a slightly higher number of academic awards.
- The institutions within the University of Nebraska system that had the highest five-year growth rates in the number of degrees conferred between 2007–08 and 2012–13 were UNO and UNL. Between 2007–08 and 2012–13, the number of degrees awarded by UNO increased 16.0% (420 awards) and the number of degrees awarded by UNL increased 13.3% (594 awards). During this same five-year period, the number of degrees awarded by the University Nebraska at Kearney (UNK) increased 8.2% (99 awards), while the number of degrees conferred decreased 2.6% (38 awards) at the University of Nebraska Medical Center.
- Between 2002–2003 and 2012–2013, the number of degrees awarded by the Nebraska College of Technical Agriculture (NCTA) increased 44.3%, from 61 in 2002–2003 to 88 in 2012–2013.



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA STATE COLLEGE SYSTEM

- Wayne State College awarded the highest number of degrees within the Nebraska State College System between 2002–03 and 2012–13, but the number of degrees awarded in 2012–13 was only 5.6% higher than in 2002–03. While master’s degrees accounted for about 30% of awards conferred at Wayne State between 2004–05 and 2011–12, only about 20% of degrees awarded during 2012–13 were master’s degrees.
- The number of degrees awarded by Chadron State College increased 8.6% from 2002–03 to 2012–13. During this 10-year period, the number of bachelor’s degrees awarded by Chadron decreased from 396 in 2002–03 to 342 in 2012–13, while the number of master’s degrees awarded increased from 48 in 2002–03 to 140 in 2012–13.
- In terms of degrees granted, Peru State College experienced the highest growth rate among the state colleges between 2002–03 and 2012–13, when the number of degrees conferred by Peru State College increased from 292 to 429, or 46.9%. This overall increase is due to a 46.2% increase in the number of bachelor’s degrees conferred and a 49.3% increase in the number of master’s degrees conferred.^a

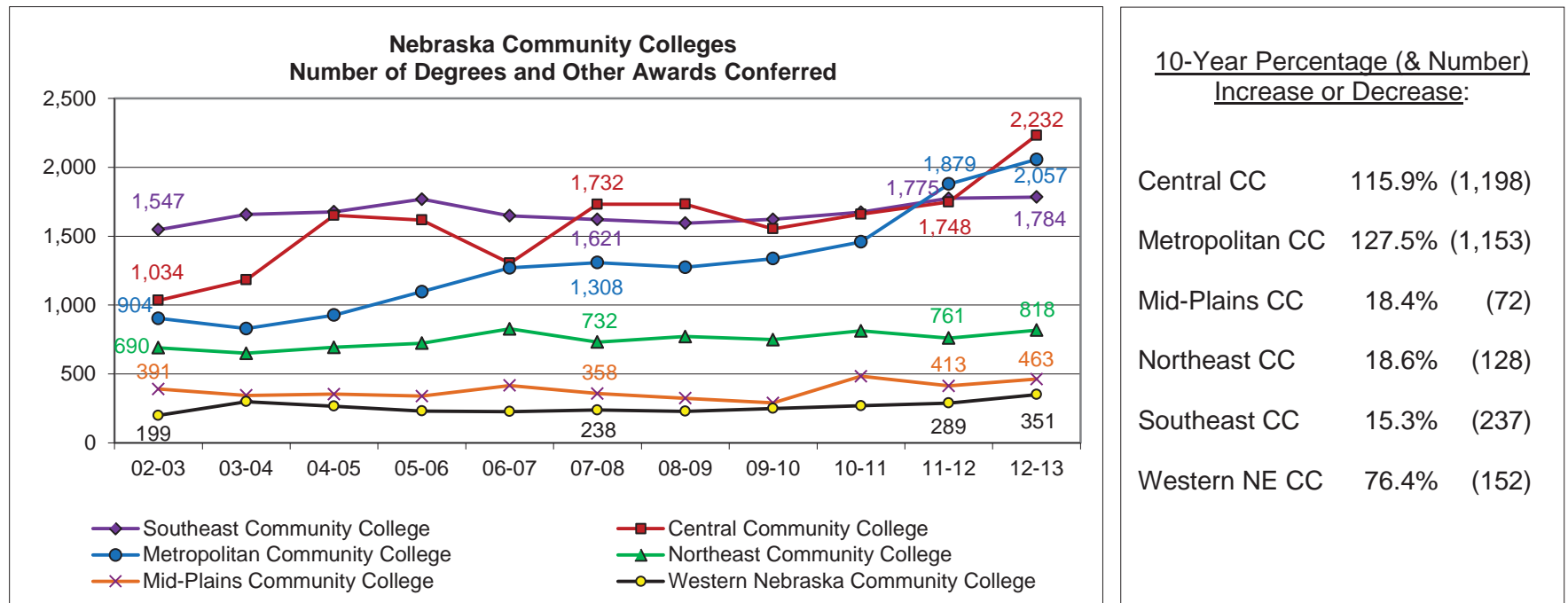


^a More than 70% of the decreased number of degrees in 2009–10 was at the master’s degree level. The decrease in the number of master’s degrees at Peru State College was due primarily to new caps on online course enrollment and controlled cohort registrations.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES

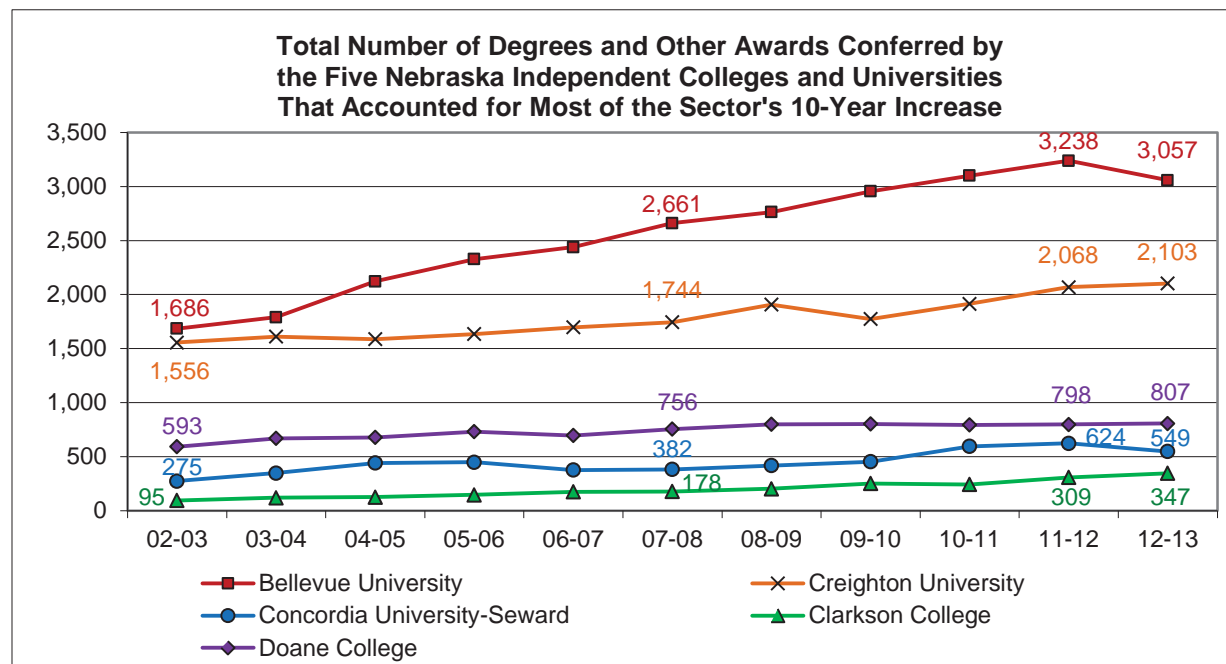
- The percentage increase in the number of degrees and other awards conferred by Central Community College, Metropolitan Community College, and Western Nebraska Community College increased substantially from 2002–03 to 2012–13. In comparison, there were smaller percentage increases in the numbers of awards conferred by Mid-Plains, Northeast, and Southeast Community College.
- In 2012–13, Central Community College awarded the highest number of degrees and other awards among Nebraska's six community colleges. With 2,232 degrees and other awards, Central awarded the fourth highest number of degrees and awards conferred by postsecondary institutions in Nebraska. Notably, the number of degrees and other awards at Central increased nearly 28% between 2011–12 and 2012–13.
- In 2012–13, Metropolitan and Southeast Community College awarded the sixth and seventh highest number of degrees and other awards conferred by Nebraska postsecondary institutions.



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

INDEPENDENT INSTITUTIONS with the Highest Increases in the Number of Degrees Awarded

- Institutions in the independent sector conferred 3,104 more degrees and other awards in 2012–13 than in 2002–03, an increase of 52.5% over the 10-year period. (Refer to page 1.3 for the sector's 10-year trend.)
- Bellevue University alone accounted for 44.2% of the sector increase. In 2012–13, Bellevue University awarded 1,371 more degrees than the institution conferred in 2002–03. With 3,057 degrees awarded in 2012–13, Bellevue University awarded the highest number of degrees of all independent colleges and universities in Nebraska.
- The four other institutions within the independent sector with the highest increases in the number of degrees conferred between 2002–03 and 2012–13 were Creighton University (547), Concordia University-Seward (274), Clarkson College (252) and Doane College (214).^a



^a The number of degrees awarded by Doane College includes the degrees awarded at Doane College-Lincoln, which started conferring degrees in 2005–06, as well as the degrees awarded by Doane College-Crete.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED BY FOR-PROFIT/CAREER SCHOOLS

- The following table summarizes the total number of degrees, diplomas and certificates awarded by for-profit/career schools in Nebraska in 2002–03 and the most recent five years.

	Baseline 2002–03	Most Recent Five Years					10-Yr Change
		2008–09	2009–10	2010–11	2011–12	2012–13	
TOTAL: For-Profit/Career Schools & Colleges	1617	1736	1703	1980	1877	1727	6.8%
TOTAL: Degree-Granting For-Profit/Career Schools	1108	1104	1055	1343	1225	1079	-2.6%
Alegent Health School of Radiologic Technology	9	11	11	11	10	11	22.2%
ITT Technical Institute-Omaha	114	167	155	164	168	213	86.8%
Kaplan University-Lincoln Campus	171	209	163	248	222	168	-1.8%
Kaplan University-Omaha Campus	201	331	338	438	327	262	30.3%
Mary Lanning Memorial Hospital School of Radiologic Tech. ^a	7	10	10	0	0	0	N/A
Myotherapy Institute	0	27	38	26	45	25	N/A
National American University-Bellevue	0	0	0	0	0	0	N/A
Omaha School of Massage and Healthcare of Herzing Univ. ^b	53	66	48	114	116	106	100.0%
The Creative Center	70	53	61	64	64	60	-14.3%
Universal College of Healing Arts	0	34	48	28	26	22	N/A
University of Phoenix-Omaha Campus	0	19	12	18	14	12	N/A
Vatterott College	350	0	0	0	0	0	N/A
Vatterott College-Spring Valley	133	177	171	232	233	200	50.4%
TOTAL: Non-Degree-Granting For-Profit/Career Schools	509	632	648	637	652	648	27.3%
Capitol School of Hairstyling	86	93	86	58	106	104	20.9%
College of Hair Design	100	163	178	196	166	173	73.0%
Fullen School of Hair Design	0	16	27	22	27	13	N/A
Joseph's College	132	132	131	161	157	162	22.7%
La'James International College	81	31	30	23	26	22	-72.8%
Regional West Medical Center School of Radiologic Tech.	4	5	6	3	4	4	0.0%
Xenon International Academy-Omaha	106	192	190	174	166	170	60.4%

Note. All of the for-profit/career schools in Nebraska are operated for profit except for the three schools of radiologic technology.

^a Mary Lanning Memorial Hospital of Radiologic Technology changed from non-degree-granting to degree-granting for the 2009–10 academic year. Since 2010–11, the numbers of awards conferred by Mary Lanning have been reported through the University of Nebraska at Kearney.

^b Omaha School of Massage and Healthcare of Herzing University was formerly known as the Omaha School of Massage Therapy. The status of this school changed from non-degree-granting to degree-granting for the 2008–09 academic year.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

This page is left blank intentionally.

Section 2

Total Degrees and Other Awards by Level and by Sector

Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and the for-profit/career schools using data from 2002–2003 through 2012–2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The numbers of degrees reported include degrees conferred by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons:
 - (a) UNMC enrollments for 2002–2003 through 2011–2012, reported in the Enrollment Section of the *Factual Look at Higher Education in Nebraska*, do not include students enrolled in the physician assistant military and distance education programs.^a
 - (b) Beginning in 2012–2013, distance education students are included in UNMC enrollment counts. However, physician assistant military students are not included in UNMC enrollment counts.^b
- (3) **There have been significant changes in the IPEDS system for classifying some degrees and awards. Please see the next page for a description of these changes.**

^a Between 500 to 600 degrees were conferred each year (2002–2003 through 2011–2012) by UNMC in these programs.

^b Approximately 300 degrees were conferred by UNMC in 2012–2013 for the physician assistant military programs.

CHANGES IN THE CLASSIFICATION OF DEGREES AND OTHER AWARDS

The IPEDS categories for classifying and reporting professional programs beyond the baccalaureate level have been revised. All reporting institutions were required to use the revised categories when they reported the numbers of degrees and other awards that were conferred during the 2009–10 academic year. (These data were collected through the 2010–11 IPEDS Completers Survey.) Institutions were given the option of using the “old” or “new” categories to report the numbers of degrees and awards conferred in 2007–08 and 2008–09. (These data were collected through the 2008–09 and 2009–10 IPEDS Completers Surveys.)

The data reported in this section of the *Factual Look* for 2002–03 through 2012–13 are presented using the new IPEDS categories. The changes reflected in this section are as follows:

- (1) The first-professional degree category has been eliminated and all doctoral degrees, including those previously classified as “first-professional,” are now classified into the following two categories:

Doctor’s degree - research/scholarship
Doctor’s degree - professional practice

Note: There is a third category for doctoral degrees called “doctor’s degree - other,” but there are no institutions in Nebraska that currently classify any degrees in this category.

In Nebraska, this change affects only the classification of degrees conferred by the University of Nebraska-Lincoln, the University of Nebraska at Omaha, the University of Nebraska Medical Center, Creighton University and the College of Saint Mary. These are the only institutions in the state that have conferred degrees at the doctoral level.

An institution can classify a doctoral degree as one of “professional practice” if it meets the criteria of the following new IPEDS definition for the “doctor’s degree - professional practice:”

“A doctor’s degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years.” (*Data source: IPEDS Glossary*)

A degree previously classified as “first-professional” is now considered to be in the “doctor’s degree - professional practice” category. In this report, such degrees may be referred to as “professional practice doctoral degrees.”

In the past, first-professional degrees granted by Nebraska institutions included degrees only in dentistry, medicine, pharmacy and law. Under the new classification system, doctoral degrees in audiology, occupational therapy, physical therapy and nursing administration are also included in the “doctor’s degree - professional practice” category. Therefore, for the 2008–09 and subsequent editions of the *Factual Look*, degrees in these categories that were awarded prior to the new degree classification are now counted as professional practice doctor’s degrees.

CHANGES IN THE CLASSIFICATION OF DEGREES AND OTHER AWARDS (Continued)

The IPEDS definition of the “doctor’s degree - research/scholarship” is as follows:

“A Ph.D. or other doctor’s degree that requires advanced work beyond the master’s level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.” (*Data source: IPEDS Glossary*)

- (2) First-professional certificates (post-degree) are now combined with post-master’s certificates in the IPEDS category called “post-master’s certificates.”

Previously, first-professional certificates were a separate IPEDS category. Since there are only a few first-professional certificates awarded in Nebraska, they were added to the degrees in the “first-professional degree” category for the trend analyses reported in the *Factual Look* and other Commission reports.

For the purposes of the 2008–2009 and subsequent editions of the *Factual Look* and other Commission reports, first professional certificates awarded prior to the new classification system are now included with post-master’s certificates in the “master’s degree” category. Including them in the “master’s degree” category is necessary because Nebraska institutions do not confer enough post-master’s certificates (including what were previously called first-professional certificates) to maintain them as a separate category for trend analyses.

- (3) In the opinions of Michelle Coon, Survey Director for the 2009 IPEDS Completions Survey, and Andrew Mary, Survey Director of the 2010 IPEDS Completions Survey, institutions should classify the Master of Laws (LL.M.) in the “master’s degree” category. However, the University of Nebraska-Lincoln is classifying the degree (with a CIP of 22.0299) as a professional practice doctorate.

In 2008–09, only one LL.M. was conferred by the University of Nebraska-Lincoln. Eight LL.M. degrees were awarded in 2009–10, five were awarded in 2010–11, 11 were awarded in 2011–12, and eight were awarded in 2012–13.

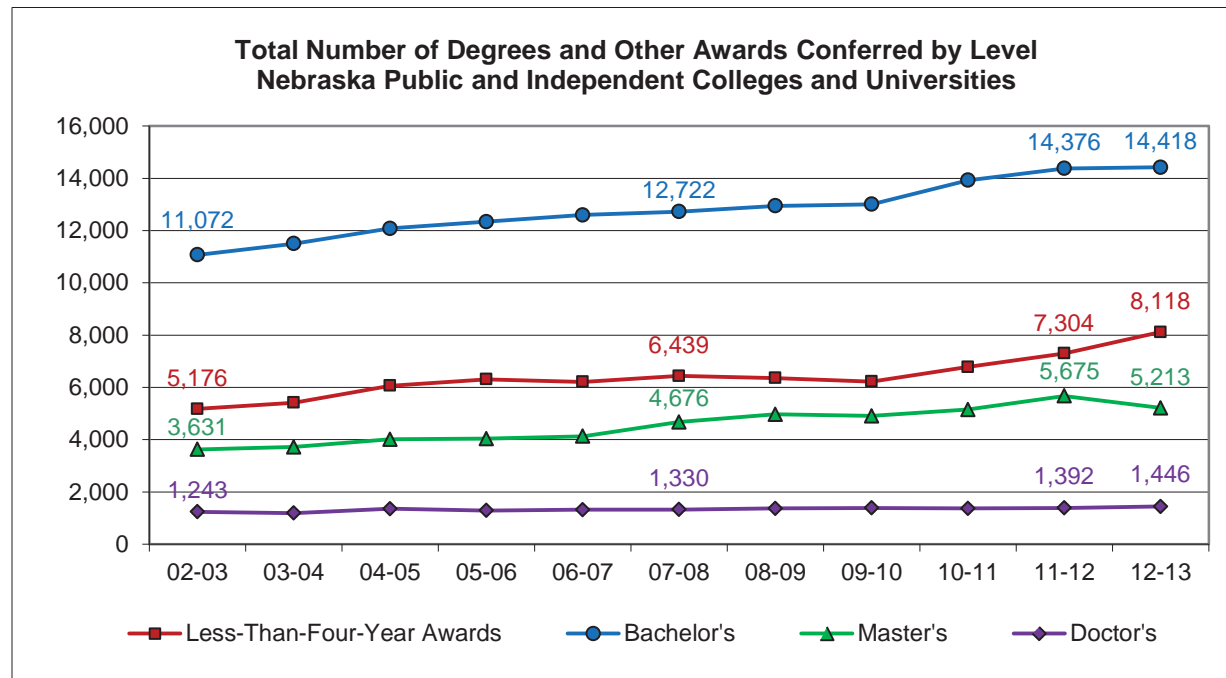
Note: There were no changes in the IPEDS categories below the master’s degree level.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL

10-Year Trends for Public and Independent Colleges and Universities

- Between 2002–03 and 2012–13, Nebraska’s public and independent colleges and universities conferred increasing numbers of awards at all levels of postsecondary education. The highest rate of increase was in the numbers of less-than-four-year degrees.

• Specifically, the number of awards at each level increased as follows:	<u>5-Year Increase</u>	<u>10-Year Increase</u>
Less-than-four-year awards	26.1%	56.8%
Bachelor’s degrees (including post-baccalaureate certificates)	13.3%	30.2%
Master’s degrees (including post-master’s certificates)	11.5%	43.6%
Research/scholarship and professional practice doctor’s degrees ^a	8.7%	16.3%



^a In Nebraska, professional practice doctor’s degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

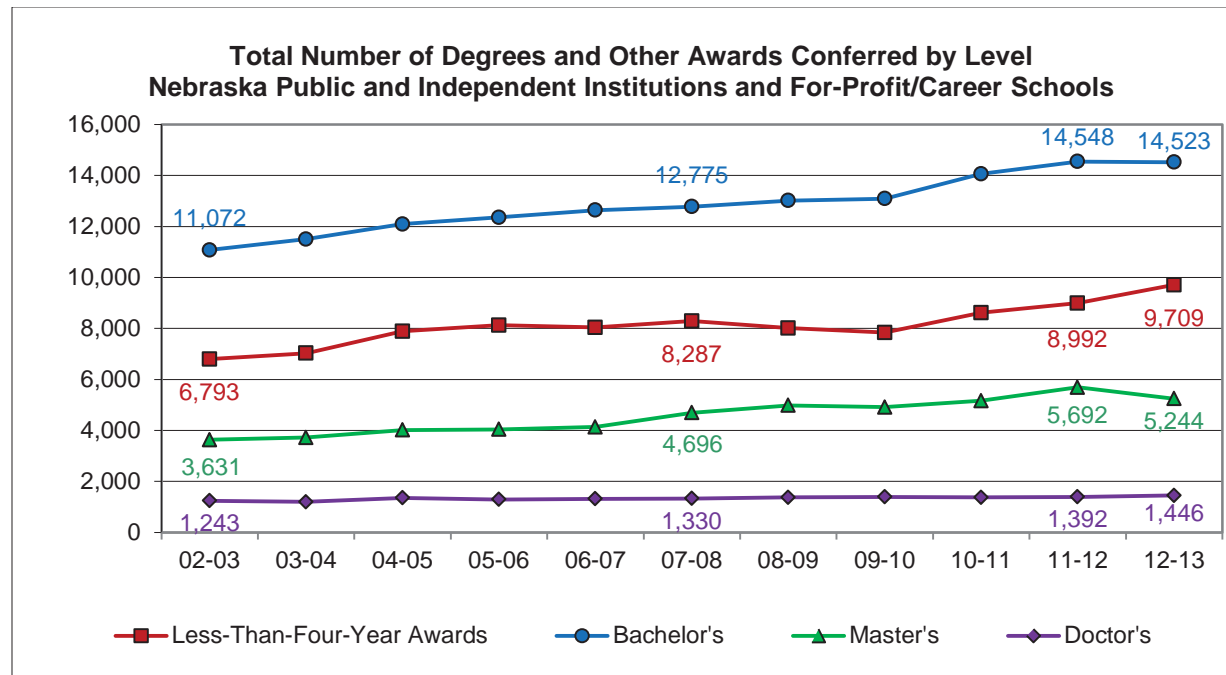
Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL

10-Year Trends for Nebraska Postsecondary Institutions Including For-Profit/Career Schools

- Between 2002–03 and 2012–13, the number of less-than-four-year awards conferred by for-profit/career schools decreased 1.6%, from 1,617 to 1,591. Since 2004–05, for-profit/career schools have awarded bachelor’s degrees, increasing from 11 awards in 2004–05 to 105 in 2012–13. Since 2006–07, for-profit/career schools have also awarded master’s degrees, increasing from three awards in 2006–07 to 31 in 2012–13.
- Including for-profit/career schools, the number of awards at each level increased as follows:

	<u>5-Year Increase</u>	<u>10-Year Increase</u>
Less-than-four-year awards	17.2%	42.9%
Bachelor’s degrees (including post-baccalaureate certificates)	13.7%	31.2%
Master’s degrees (including post-master’s certificates)	11.7%	44.4%
Research/scholarship and professional practice doctor’s degrees ^a	8.7%	16.3%



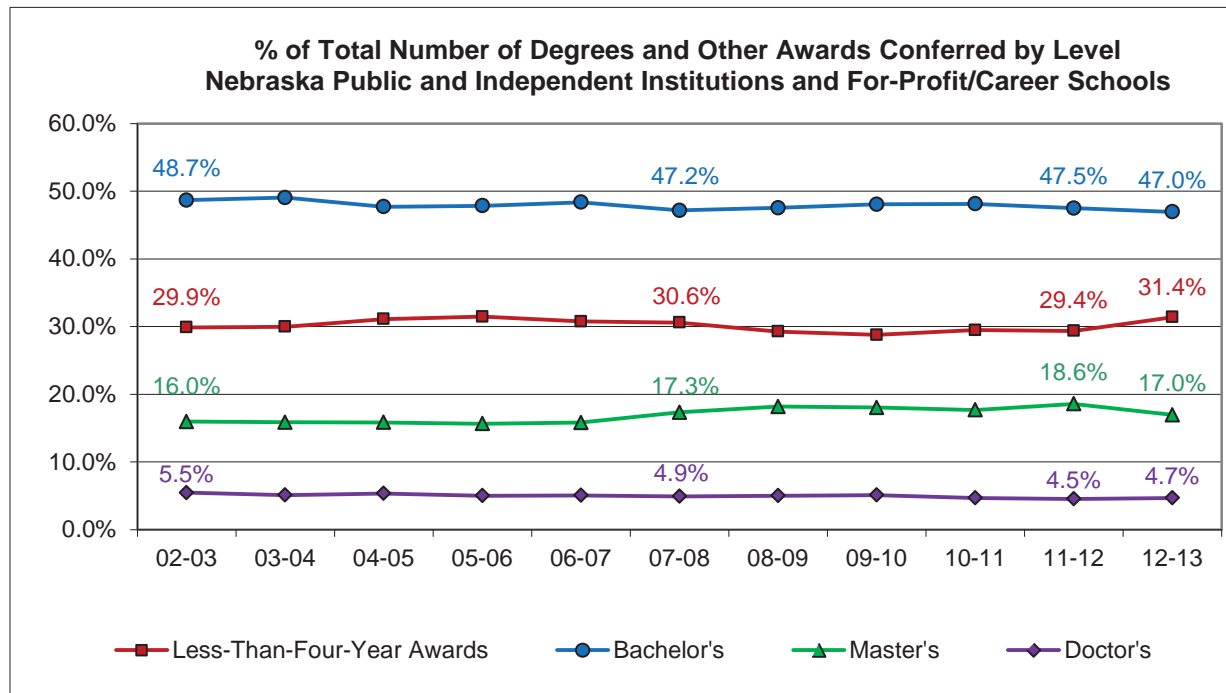
^a In Nebraska, professional practice doctor’s degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Percentage of TOTAL DEGREES AND OTHER AWARDS CONFERRED by LEVEL

10-Year Trends for Nebraska Postsecondary Institutions Including For-Profit/Career Schools

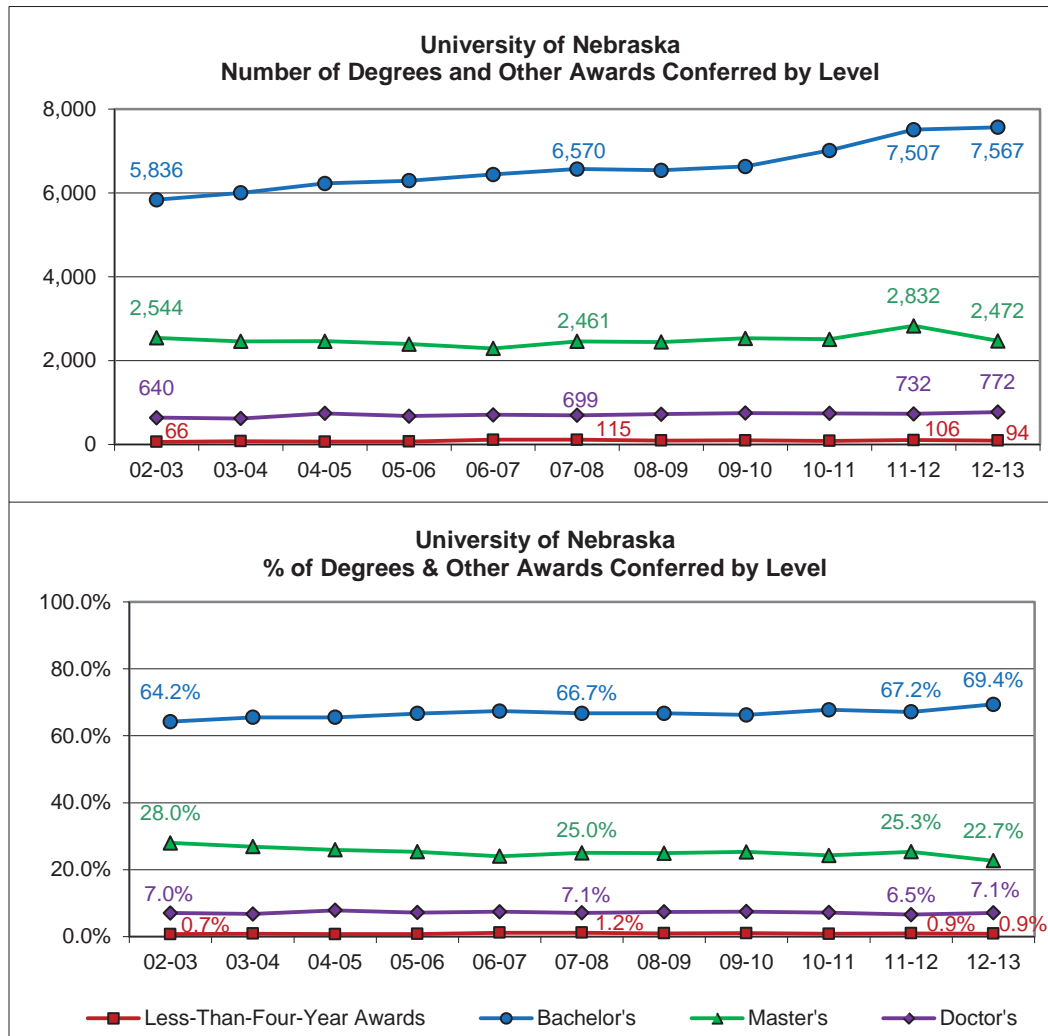
- In 2012–13, less-than-four-year awards accounted for a higher percentage of degrees awarded in 2012–13 than they did in 2002–03. Master's degrees also accounted for a higher percentage of the total number of awards conferred by Nebraska's postsecondary institutions, than they did in 2002–03.
- Bachelor's degrees accounted for a lower percentage of degrees awarded in 2012–13 than they did in 2002–03.
- Research/scholarship and professional practice doctor's degrees accounted for a slightly lower percentage of degrees awarded in 2012–13 than they did in 2002–03.^a



^a In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

DEGREES AND AWARDS CONFERRED BY THE UNIVERSITY OF NEBRASKA by LEVEL



Note. Approximately 90% of the less-than-four-year awards have been conferred by the Nebraska College of Technical Agriculture.

- The number of degrees conferred by the University of Nebraska increased or decreased as follows:

	12–13 1-Yr	03–13 10-Yr
< 4-year awards	-11.3%	42.4%
Bachelor's degrees ^a	0.8%	29.7%
Master's degrees ^b	-12.7%	-2.8%
Doctor's degrees ^c	5.5%	20.6%

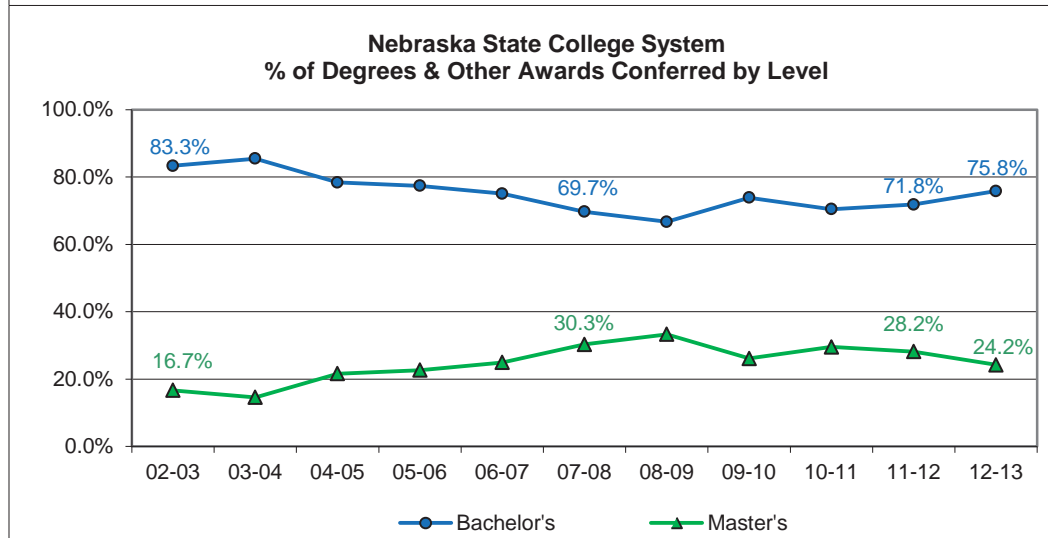
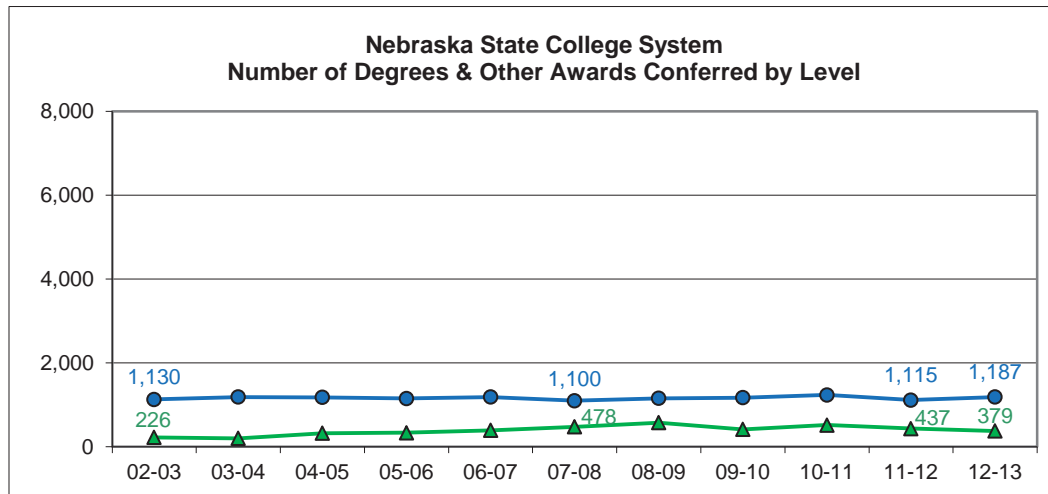
^a Includes post-baccalaureate certificates.

^b Includes post-master's degree certificates.

^c Includes research/scholarship and professional practice doctor's degrees. In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

DEGREES AND AWARDS CONFERRED BY THE NEBRASKA STATE COLLEGE SYSTEM by LEVEL



- The number of degrees conferred by the Nebraska State College System increased or decreased as follows:

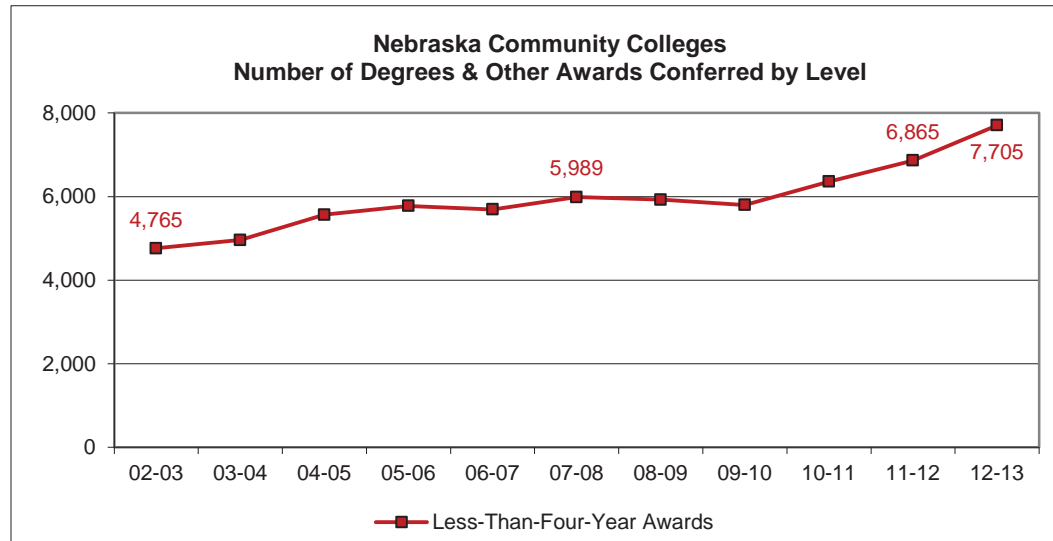
	12-13 1-Yr	03-13 10-Yr
Bachelor's degrees ^a	6.5%	5.0%
Master's degrees ^b	-13.3%	67.7%

^a Includes post-baccalaureate certificates.

^b Includes post-master's degree certificates.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

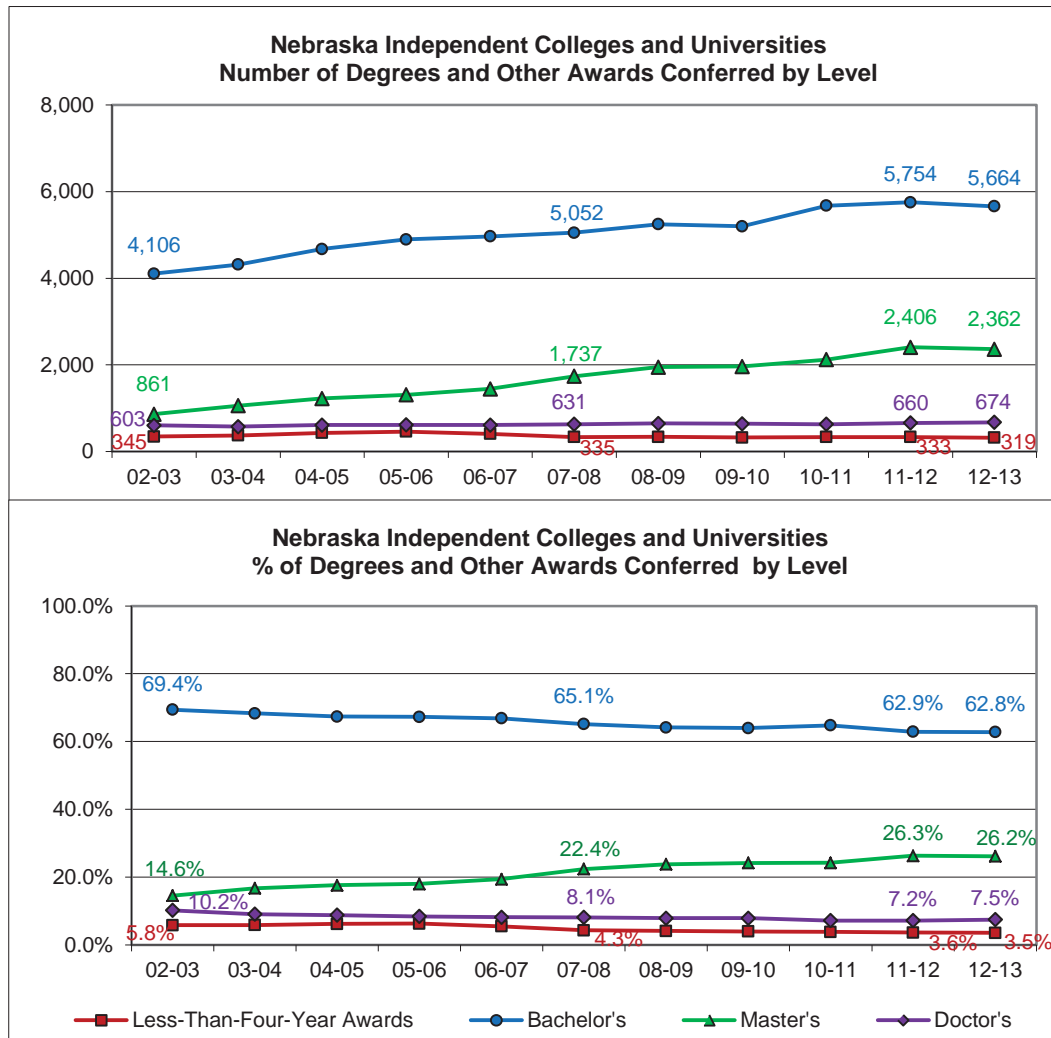
DEGREES AND AWARDS CONFERRED BY NEBRASKA COMMUNITY COLLEGES by LEVEL



- Nebraska community colleges confer less-than-four-year degrees and awards.
- The number of degrees and awards conferred by Nebraska community colleges increased 61.7%, from 4,765 in 2002–03 to 7,705 in 2012–13.
- The 12.2% one-year increase of 840 additional awards between 2011–12 and 2012–13 was attributable primarily to the 27.7% one-year increase in the number of certificates and degrees awarded by Central Community College (484).

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

DEGREES AND AWARDS CONFERRED BY NEBRASKA INDEPENDENT INSTITUTIONS by LEVEL



- The number of degrees conferred by independent institutions increased or decreased as follows:

	12-13 1-Yr	03-13 10-Yr
< 4-year awards	-4.2%	-7.5%
Bachelor's degrees ^a	-1.6%	37.9%
Master's degrees ^b	-1.8%	174.3%
Doctor's degrees ^c	2.1%	11.8%

^a Includes post-baccalaureate certificates.

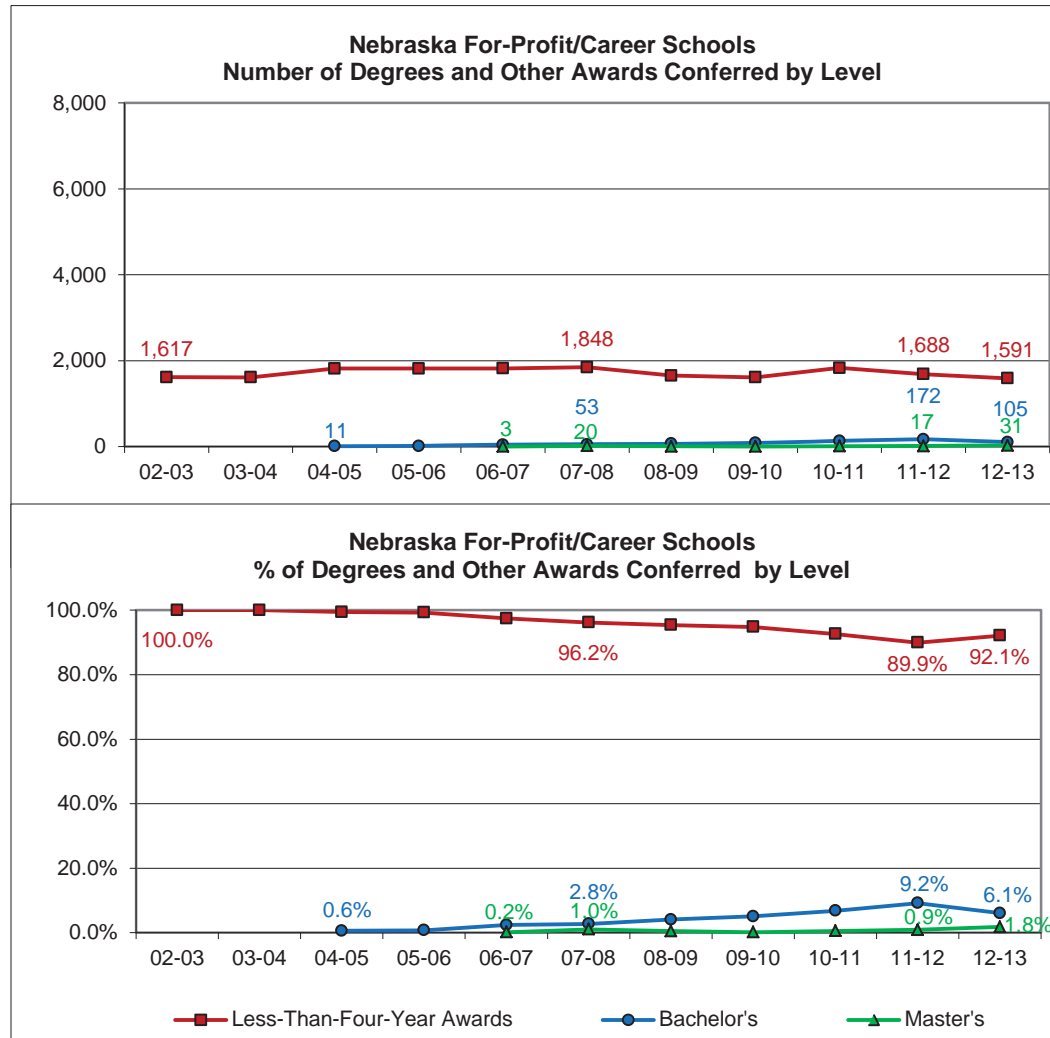
^b Includes post-master's degree certificates.

^c Includes research/scholarship and professional practice doctor's degrees. In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

- The number of master's degrees awarded by independent institutions nearly tripled between 2002-03 and 2012-13. As a result, master's degrees accounted for 26.2% of the total number of degrees awarded by independent institutions in 2012-13, compared to 14.6% in 2002-03.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

DEGREES AND AWARDS CONFERRED BY NEBRASKA FOR-PROFIT/CAREER SCHOOLS by LEVEL



- The number of degrees conferred by for-profit/career schools and colleges increased or decreased as follows:

	12–13 1-Yr	03–13 10-Yr
< 4-year awards	-5.7%	-1.6%
Bachelor's degrees ^a	-39.0%	N/A
Master's degrees ^b	-1.8%	N/A

^a Includes post-baccalaureate certificates.

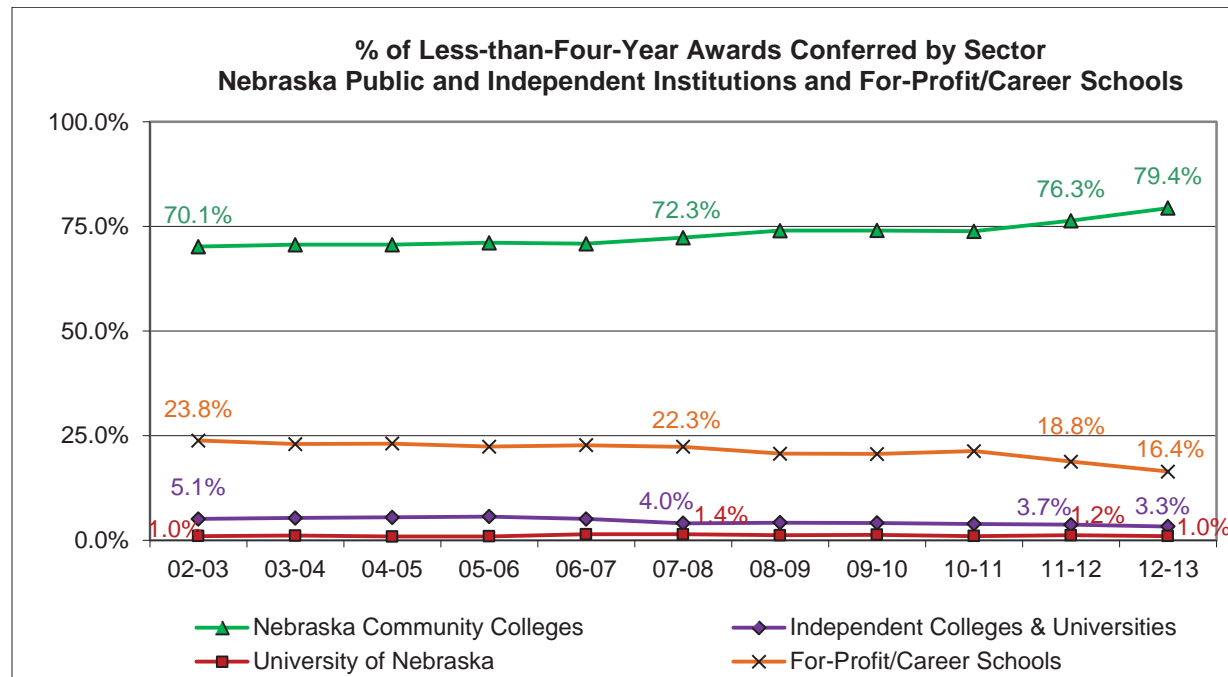
^b Includes post-master's degree certificates.

- Bachelor's degrees were first conferred in the for-profit sector in 2004–05. Over the eight-year period since, the number of bachelor's degrees increased 854.5%, from 11 awards in 2004–05 to 105 in 2012–13.
- Master's degrees were first awarded in the for-profit sector in 2006–07. Over the six-year period since, the number of master's degrees increased 933.3%, from three awards in 2006–07 to 31 awards in 2012–13.
- Kaplan University-Omaha conferred more awards—at all three levels (less-than-four-year, bachelor's, and master's)—than any other institution in this sector.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Percentages of LESS-THAN-FOUR-YEAR AWARDS CONFERRED by SECTOR

- In 2012–13, Nebraska postsecondary institutions granted 9,709 less-than-four-year degrees and awards, up from 6,793 in 2002–03. (See page 2.5.)
- In 2012–13, Nebraska community colleges conferred 79.4% of the less-than-four-year degrees and awards granted by Nebraska postsecondary institutions, while for-profit/career schools conferred 16.4%.
- By the end of 2012–13, independent institutions conferred 3.3% of the less-than-four-year degrees and awards, while the University of Nebraska awarded 1.0%. (Of 94 degrees and awards conferred by the University of Nebraska, 88 were conferred by the Nebraska College of Technical Agriculture).
- The Nebraska State College System did not confer any less-than-four-year degrees or awards between 2002–03 and 2012–13.

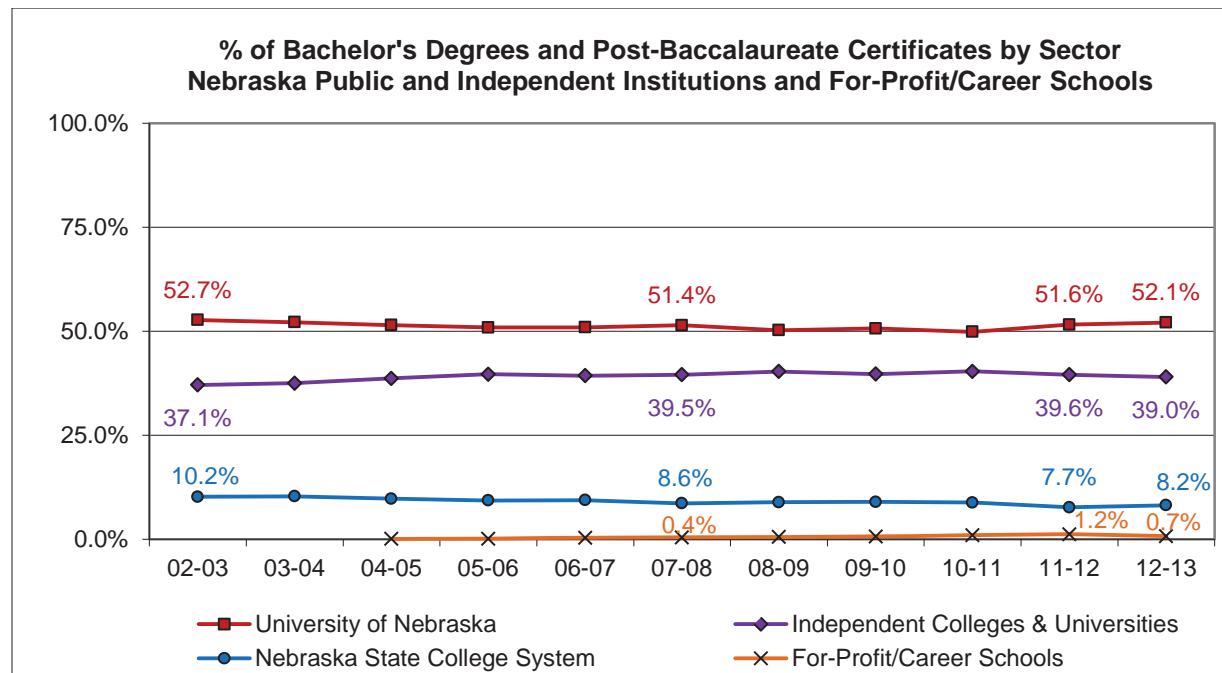


Note. See pages 2.7 through 2.11 for trend charts detailing the number of degrees and other awards conferred by sector.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Percentages of BACHELOR'S DEGREES CONFERRED by SECTOR^a

- In 2012–13, Nebraska public, independent, and for-profit institutions conferred 14,523 bachelor's degrees and post-baccalaureate certificates, up from 11,072 in 2002–03. (See page 2.5.)
- In 2012–13, the University of Nebraska conferred 52.1% of the bachelor's degrees and post-baccalaureate certificates conferred in Nebraska, while independent institutions awarded 39.0% and the Nebraska State College System conferred 8.2%.
- Nebraska's for-profit/career schools did not award bachelor's degrees prior to 2004–05. In 2004–05, for-profit/career schools awarded 11 bachelor's degrees. In 2012–13, these institutions awarded 105 bachelor's degrees. (See page 2.11.)



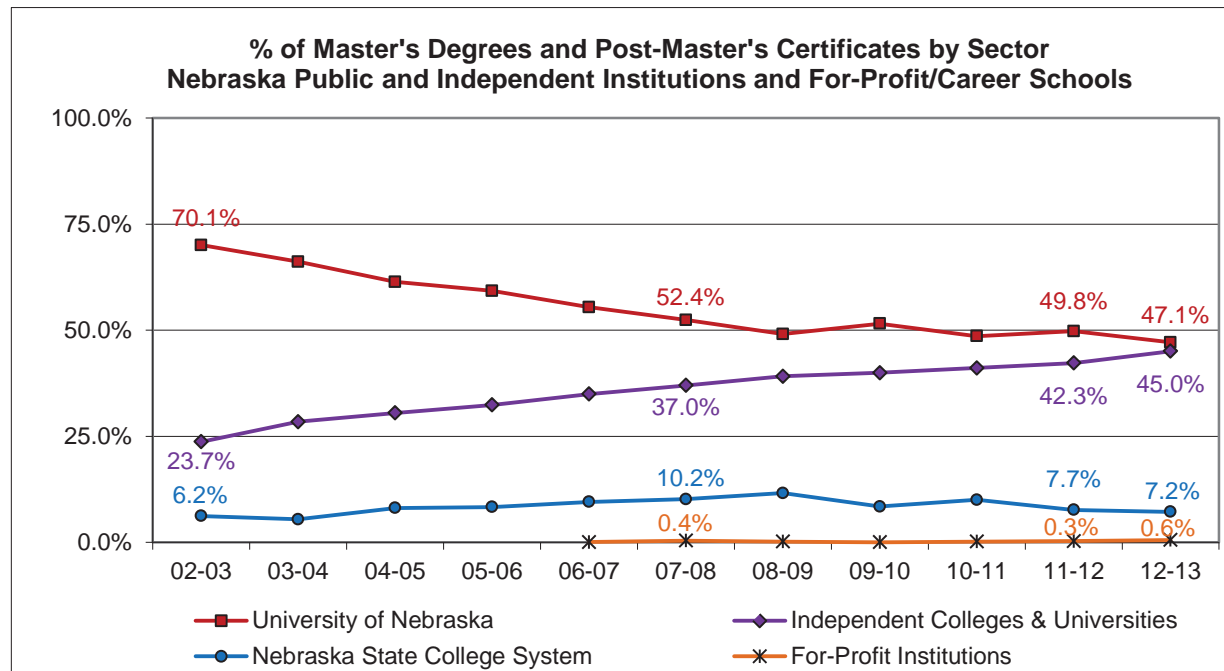
Note. See pages 2.7 through 2.11 for trend charts detailing the number of degrees and other awards conferred by sector.

^a Includes post-baccalaureate certificates.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Percentages of MASTER’S DEGREES CONFERRED by SECTOR ^a

- In 2012–13, Nebraska public, independent, and for-profit institutions conferred 5,244 master's degrees and post-master's certificates, up from 3,631 in 2002–03. (See page 2.5.)
- Between 2002–03 and 2012–13, independent institutions awarded an increasing percentage of the master's degrees and post-master's certificates conferred in Nebraska. The Nebraska State College System (NSCS) awarded a slightly higher percentage of the master's-level degrees in 2012–13 than in 2002–03, while the University of Nebraska conferred a substantially lower percentage.
- Master's degrees were first awarded in the for-profit sector in 2006–07, increasing slightly from 0.1% in 2006–07 to 0.6% in 2012–13.



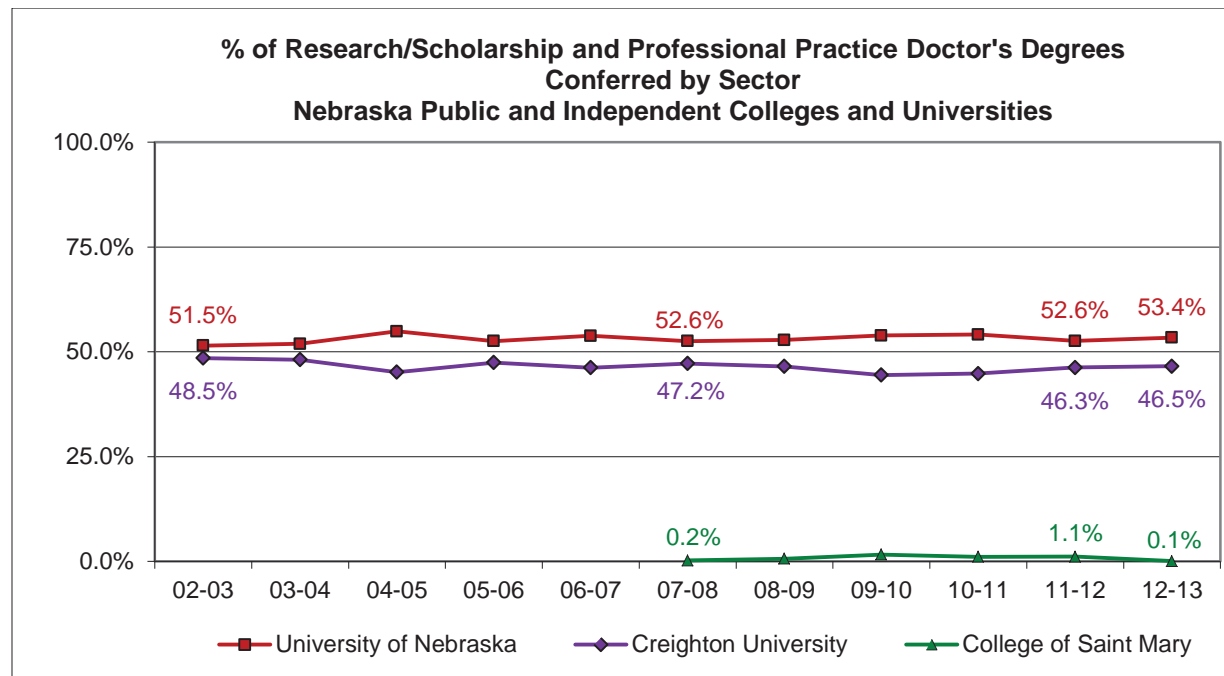
Note. See pages 2.7 through 2.11 for trend charts detailing the number of degrees and other awards conferred by sector.

^a Includes post-master's certificates.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Percentages of DOCTOR'S DEGREES CONFERRED by SECTOR

- The University of Nebraska, Creighton University and College of Saint Mary were the only institutions in Nebraska that awarded doctoral degrees between 2002–03 and 2012–13. The total number of research/scholarship and professional practice doctor's degrees conferred in Nebraska in 2012–13 was 1,446, up from 1,243 degrees in 2002–03.^a (See page 2.5.)
- Over the 10-year period between 2002–03 and 2012–13, the University of Nebraska conferred a higher percentage of the doctor's degrees than Creighton University and College of Saint Mary in the independent sector. Markedly different patterns of growth are revealed when research/scholarship and professional practice degrees are examined separately on pages 2.16 and 2.17.

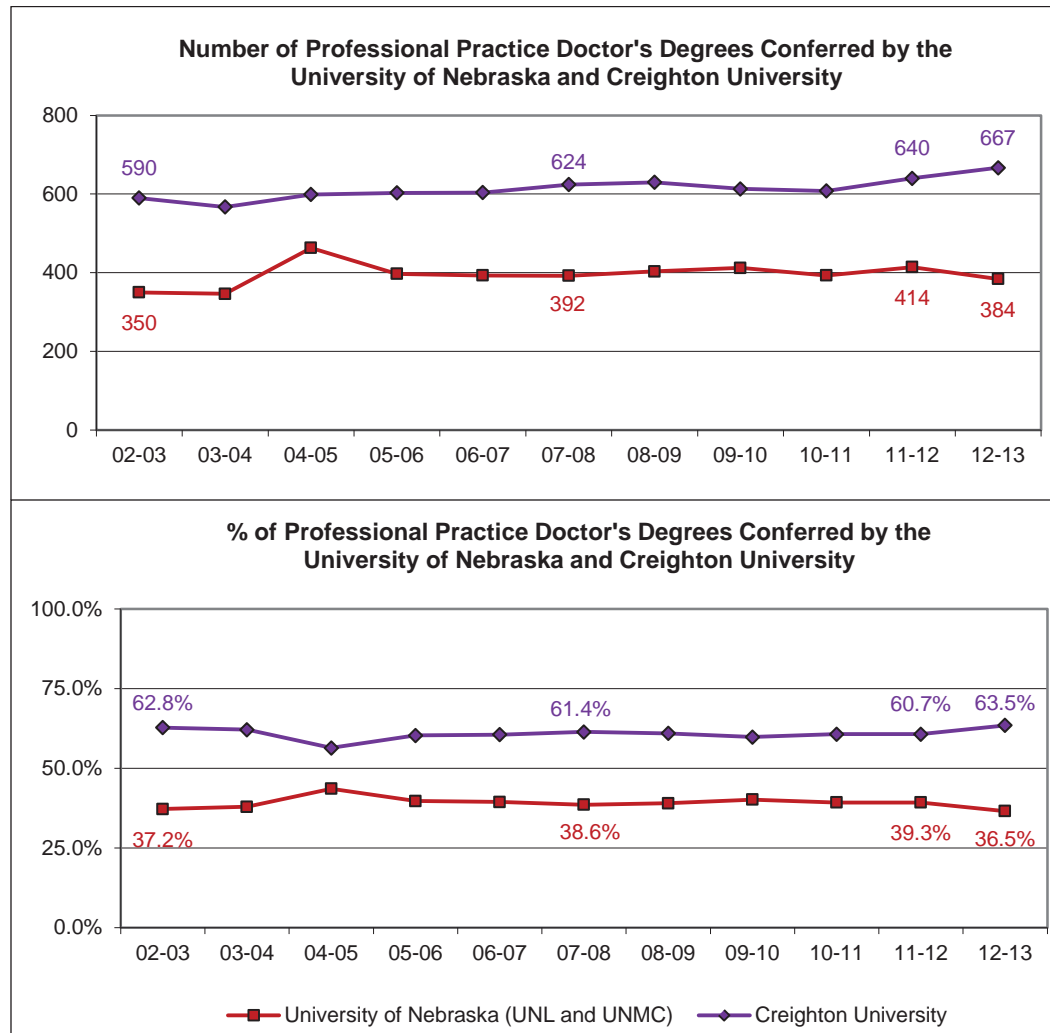


Note. Creighton University was the only institution in the independent sector that awarded doctoral degrees prior to 2007–08. See pages 2.7 through 2.11 for trend charts detailing the number of degrees and other awards conferred by sector.

^a In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Numbers and Percentages of PROFESSIONAL PRACTICE DOCTOR'S DEGREES by SECTOR



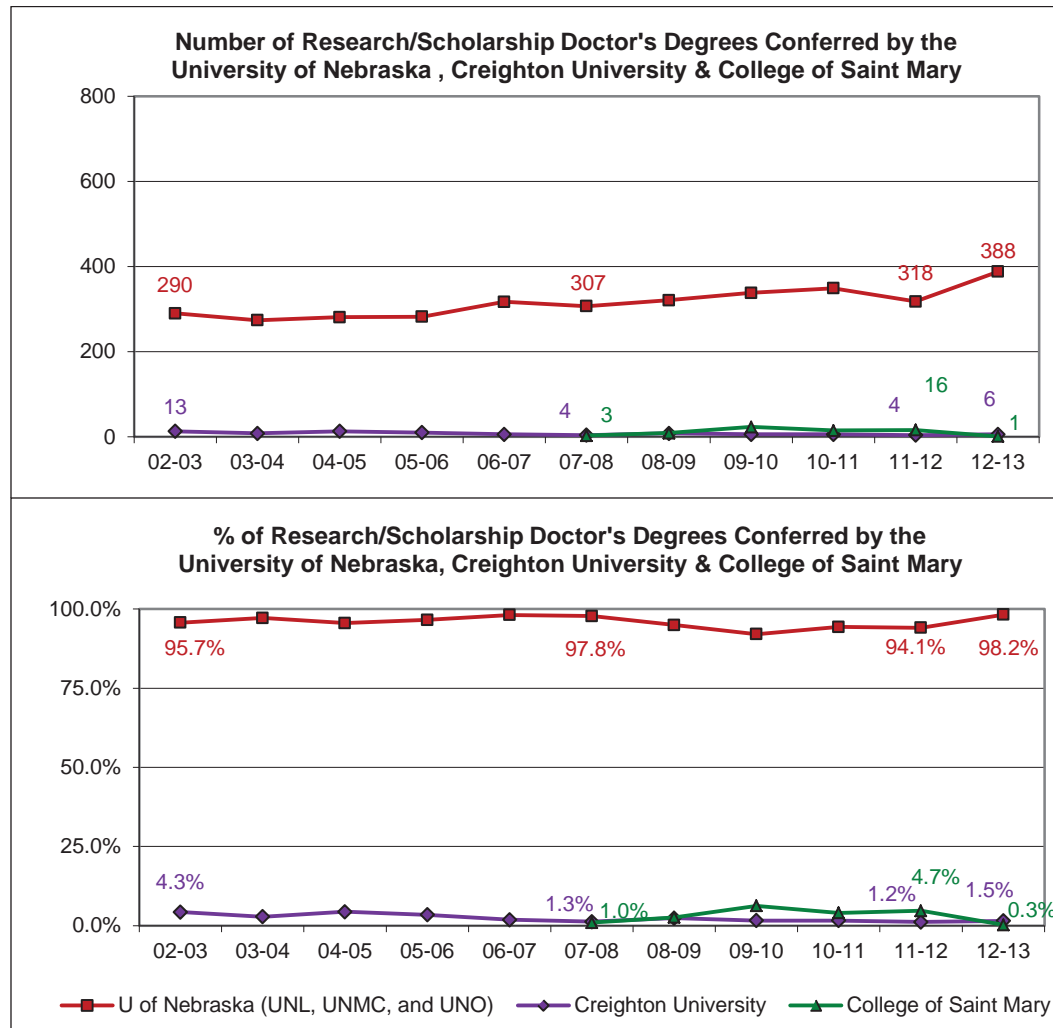
- The number of professional practice doctor's degrees^a conferred by Creighton University was 13.1% higher in 2012–13 than it was in 2002–03. The number conferred by the University of Nebraska was 9.7% higher.^b
- The surge in the number of doctorates awarded by the University of Nebraska in 2004–05 was due to the introduction of a doctoral program in physical therapy and a special program that allowed students with master's degrees in physical therapy to earn their doctorates.

^a In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy physical therapy, and nursing administration.

^b Professional practice doctoral programs are offered by the University of Nebraska-Lincoln (UNL) and the University of Nebraska Medical Center (UNMC).

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Numbers and Percentages of RESEARCH/SCHOLARSHIP DOCTOR'S DEGREES by SECTOR



Note. Creighton University was the only institution in the independent sector that awarded doctoral degrees prior to 2007–08.

- The number of research/scholarship doctor's degrees awarded by the University of Nebraska^a increased from 290 in 2002–03 to 388 in 2012–13, an increase of 33.8%.
- The 22.0% one-year increase of 70 awards between 2011–12 and 2012–13 by the University of Nebraska was attributable primarily to the 32.1% one-year increase in the number of research/scholarship doctor's degrees awarded by the University of Nebraska-Lincoln.
- Creighton University conferred six research/scholarship doctor's degrees in 2012–13, down from 13 in 2002–03.
- College of Saint Mary awarded one research/ scholarship doctor's degree in 2012–13, down from three awards in 2007–08.

^a Research/scholarship doctoral programs are offered by the University of Nebraska-Lincoln (UNL), the University of Nebraska Medical Center (UNMC) and the University of Nebraska at Omaha (UNO).

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

This page is left blank intentionally.

Section 3 Degrees and Other Awards by Gender

Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and the for-profit/career schools using data from 2002–2003 through 2012–2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The numbers of degrees reported include degrees conferred by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons:
 - (a) UNMC enrollments for 2002–2003 through 2011–2012, reported in the Enrollment Section of the *Factual Look at Higher Education in Nebraska*, do not include students enrolled in the physician assistant military and distance education programs.^a
 - (b) Beginning in 2012–2013, distance education students are included in UNMC enrollment counts. However, physician assistant military students are not included in UNMC enrollment counts.^b

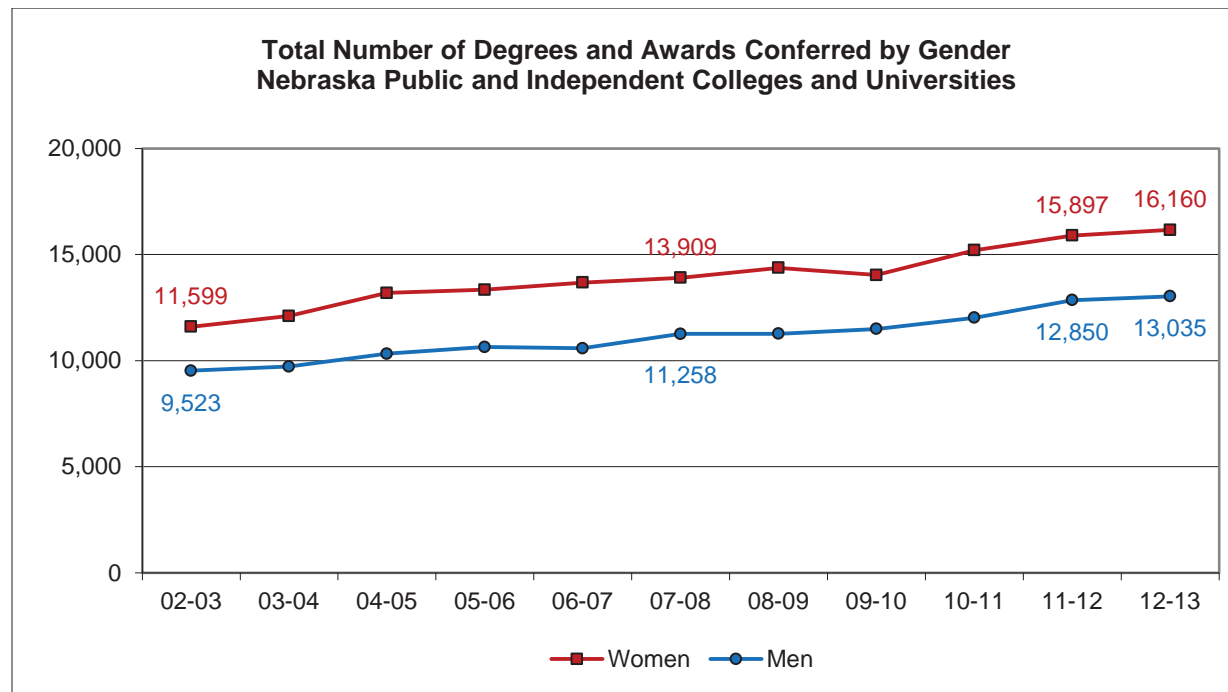
^a Between 500 to 600 degrees were conferred each year (2002–2003 through 2011–2012) by UNMC in these programs.

^b Approximately 300 degrees were conferred by UNMC in 2012–2013 for the physician assistant military programs.

TOTAL DEGREES AND OTHER AWARDS by GENDER

10-Year Trends for Public and Independent Colleges and Universities

- In 2012–13, Nebraska public and independent colleges and universities awarded 16,160 degrees, diplomas and certificates to women, up 39.3% from 2002–03, when 11,599 degrees and other awards were conferred to women.
- Similarly, in 2012–13, men earned a total of 13,035 degrees and other awards, up 36.9% from 2002–03, when 9,523 degrees were awarded to men.

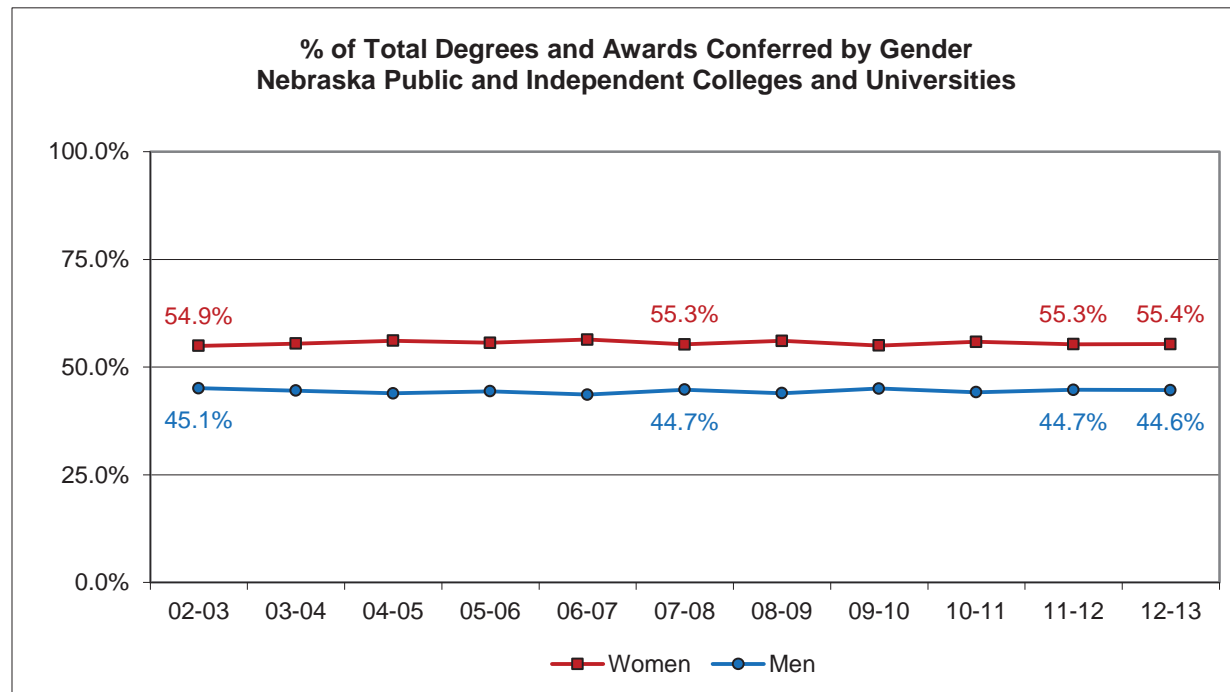


Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Percentage of TOTAL DEGREES AND OTHER AWARDS by GENDER

10-Year Trends for Public and Independent Colleges and Universities

- Between 2002–03 and 2012–13, consistently higher percentages of the degrees and other awards conferred by Nebraska public and independent colleges and universities were awarded to women than men.
- In 2002–03, women earned 54.9% of all of the degrees and awards conferred by Nebraska public and independent institutions. The gender gap has remained relatively stable throughout the 10-year period between 2002–03 and 2012–13, with women earning 55.4% of all of the degrees and awards conferred by Nebraska public and independent institutions in 2012–13.

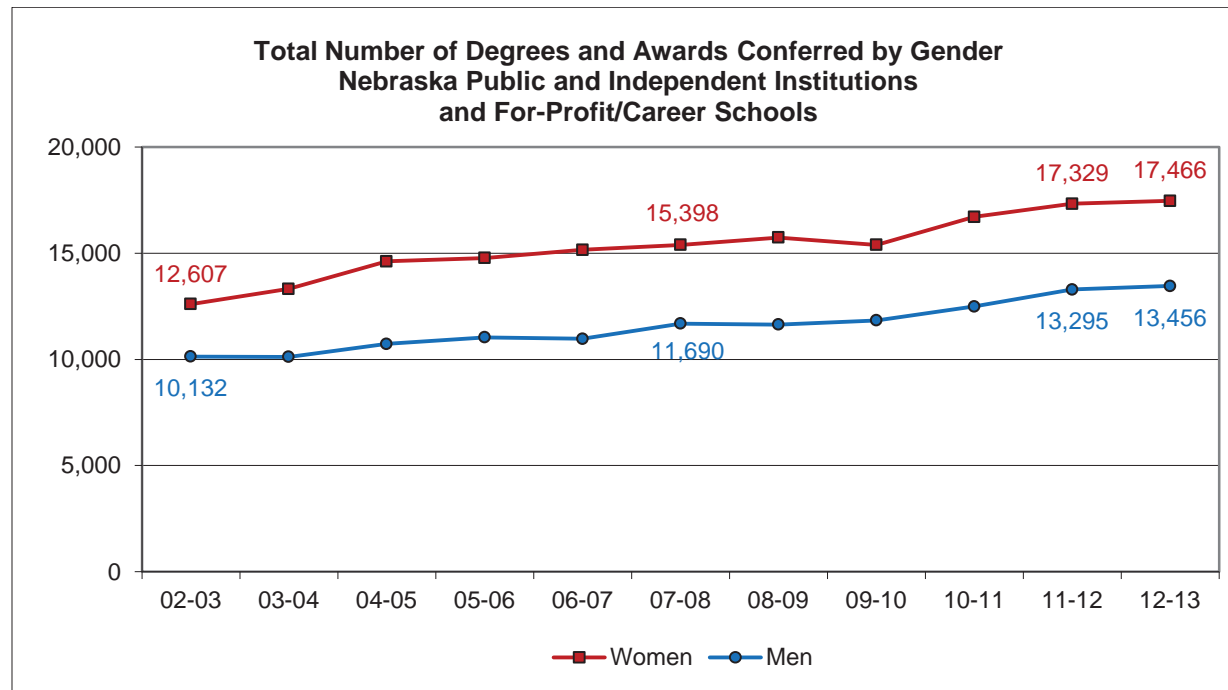


Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL DEGREES AND OTHER AWARDS by GENDER

10-Year Trends for Nebraska Postsecondary Institutions Including For-Profit/Career schools

- The following chart shows the 10-year trends in the percentages of degrees and other awards earned by women and men at Nebraska's postsecondary institutions, including for-profit/career schools.
- In 2012–13, Nebraska universities, colleges and for-profit/career schools awarded 17,466 degrees, diplomas and certificates to women, an increase of 38.5% from 2002–03, when women were granted 12,607 degrees and other awards.
- The number of degrees and other awards granted to men increased 32.8%, from 10,132 in 2002–03 to 13,456 in 2012–03.

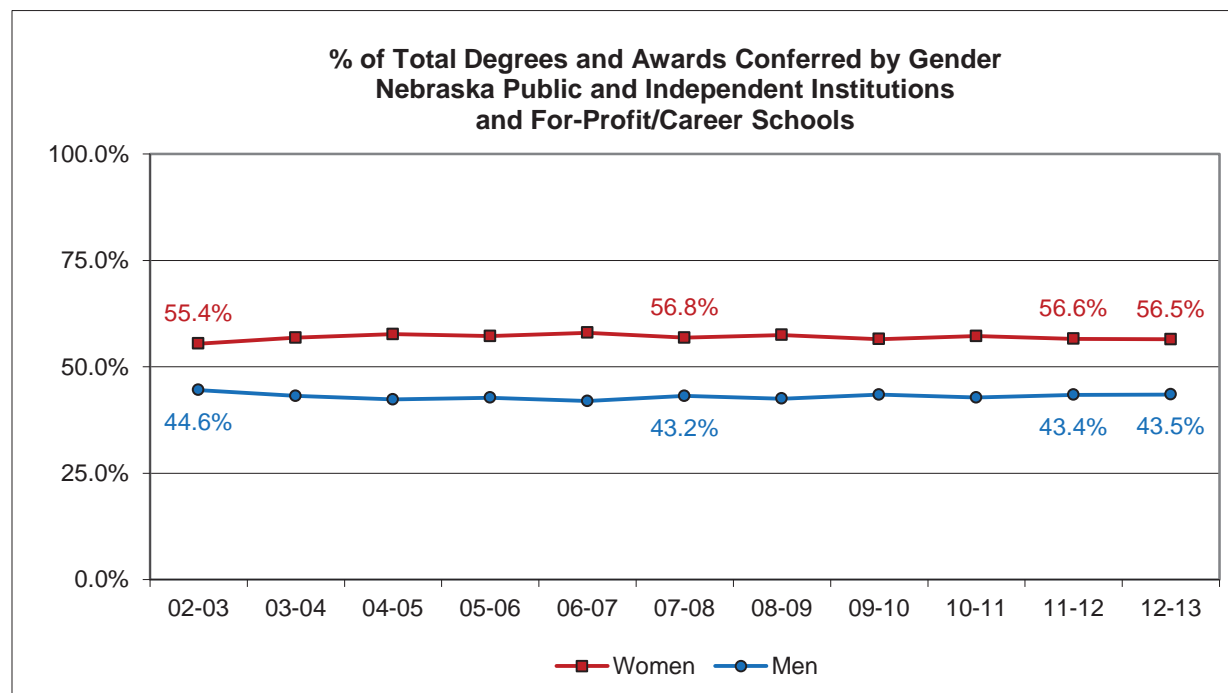


Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Percentage of TOTAL DEGREES AND OTHER AWARDS by GENDER

10-Year Trends for Nebraska Postsecondary Institutions Including For-Profit/Career schools

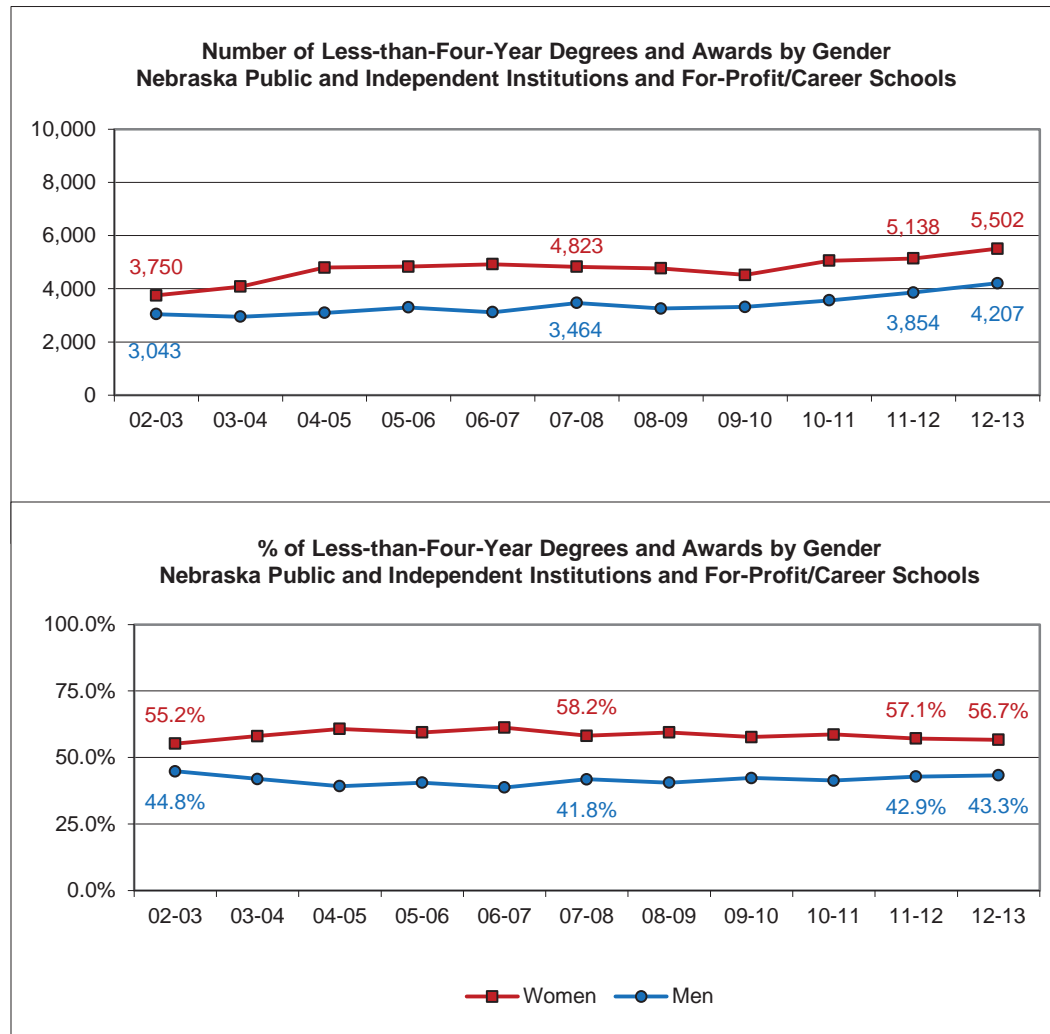
- Over the 10-year period from 2002–03 to 2012–13, women earned consistently higher percentages of the degrees and other awards conferred by Nebraska postsecondary institutions than men.
- The gender gap varied slightly from one year to another, with the largest being evidenced in 2006–07 when women earned 58.0% of the degrees and other awards conferred by Nebraska postsecondary institutions. Over the 10 years, the gap increased from 10.8 percentage points in 2002–03 to 13.0 percentage points in 2012–13.



Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Section 3.1
Degrees and Other Awards
by Level and by Gender

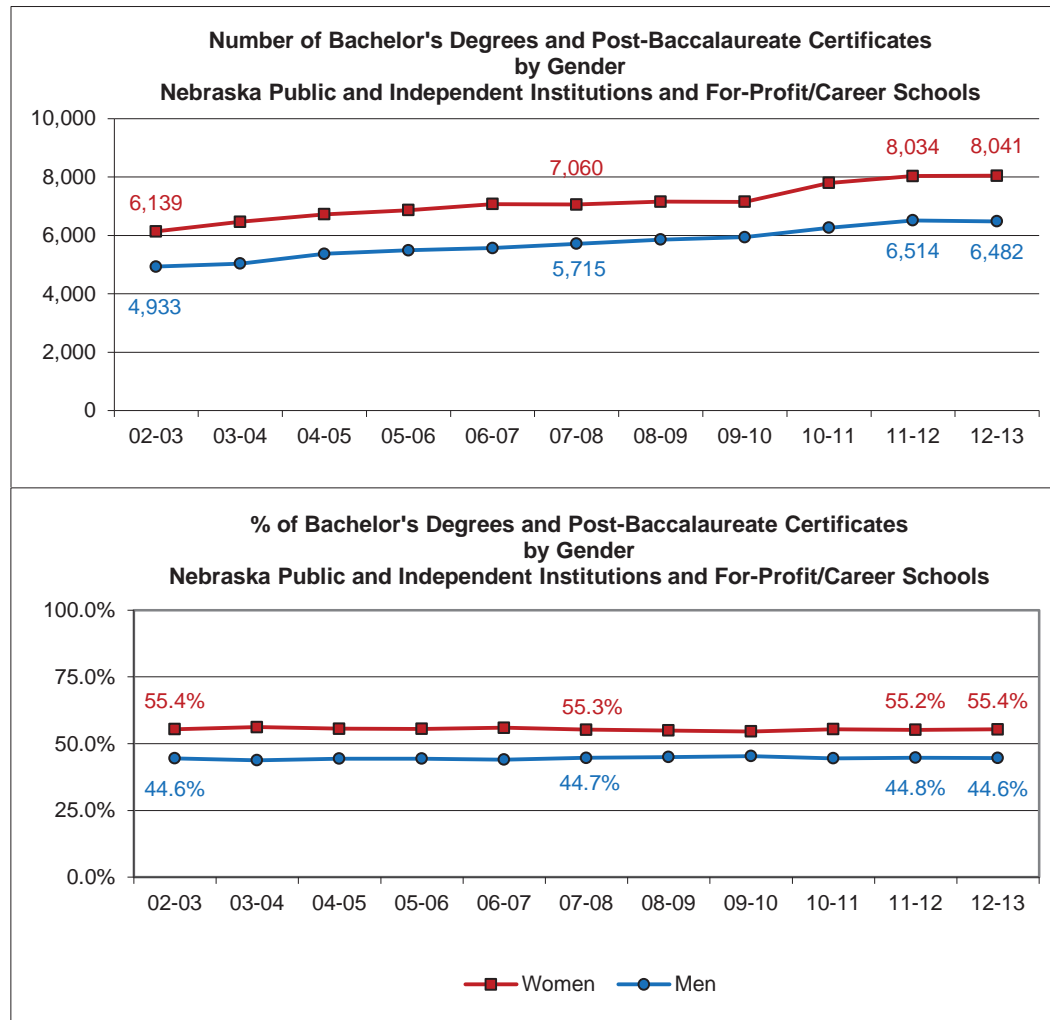
TOTAL LESS-THAN-FOUR-YEAR DEGREES AND AWARDS by GENDER



- In 2002–03, women earned 3,750 less-than-four-year degrees and awards while men earned 3,043.
- In 2012–13, a total of 5,502 less-than-four-year degrees were awarded to women while men earned 4,207 degrees at this same level.
- Summing the number of less-than-four-year degrees and awards across all sectors reveals that women accounted for 56.7% of the degrees and other awards conferred in 2012–13, compared to 55.2% in 2002–03.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the [downloadable Excel workbook for Degrees and Other Awards](#).

TOTAL BACHELOR'S DEGREES AND POST-BACCALAUREATE CERTIFICATES by GENDER ^a

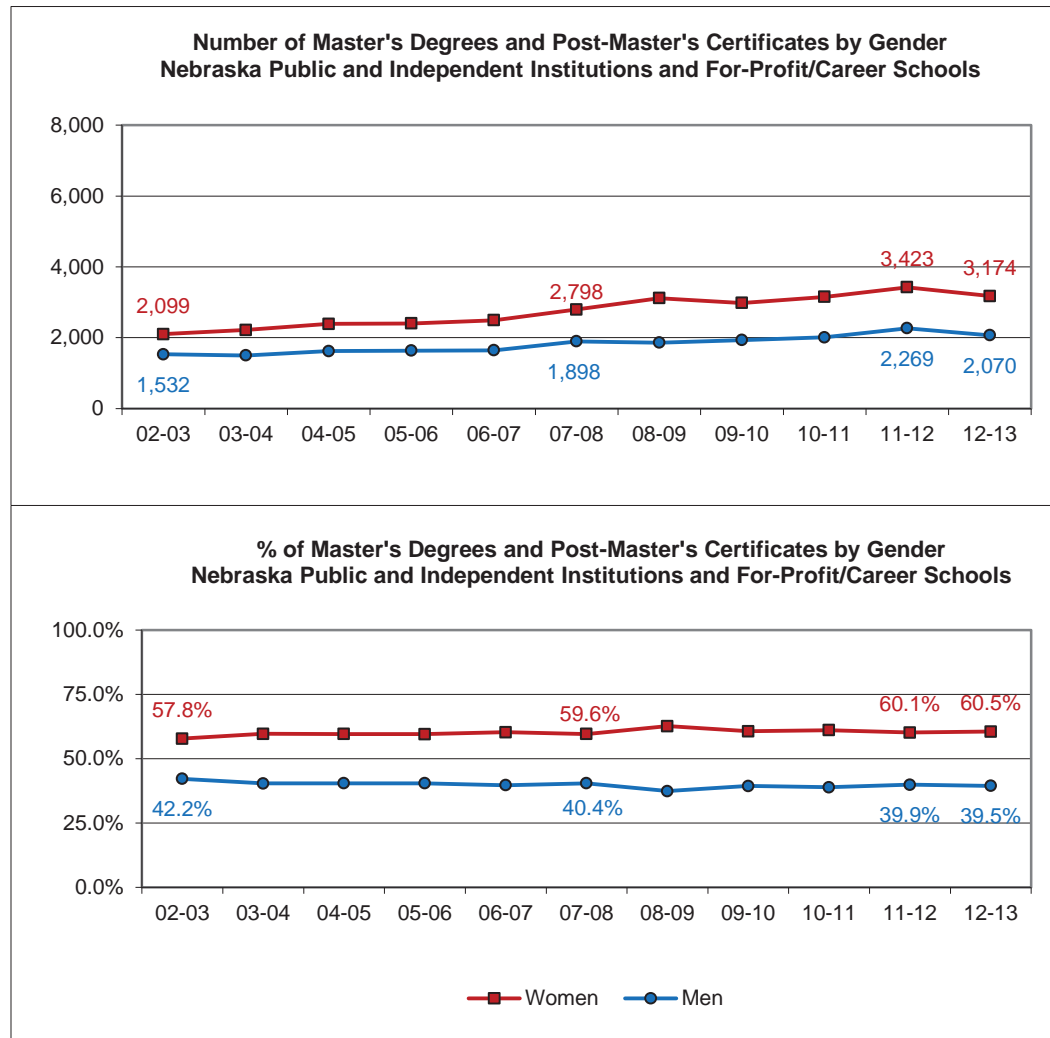


- Men earned 1,549 more bachelor's degrees and post-baccalaureate certificates in 2012–13 than in 2002–03.
- Women earned 1,902 more bachelor's degrees and post-baccalaureate certificates in 2012–13 than in 2002–03.
- As shown in the charts on this page, women consistently earned between 55% and 56% of the bachelor's degrees and post-baccalaureate certificates awarded by Nebraska institutions between 2002–03 and 2012–13.
- In 2012–13, women were awarded 55.4% of the bachelor's degrees conferred in the state, while men earned 44.6% of the degrees at the bachelor's level.

^a 2004–05 was the first year that schools in the for-profit/career sector awarded bachelor's degrees. In 2004–05, Vatterott College awarded 11 bachelor's degrees. By 2012–13, a total of 105 bachelor's degrees were conferred by schools in the for-profit/career sector (see page 2.11).

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

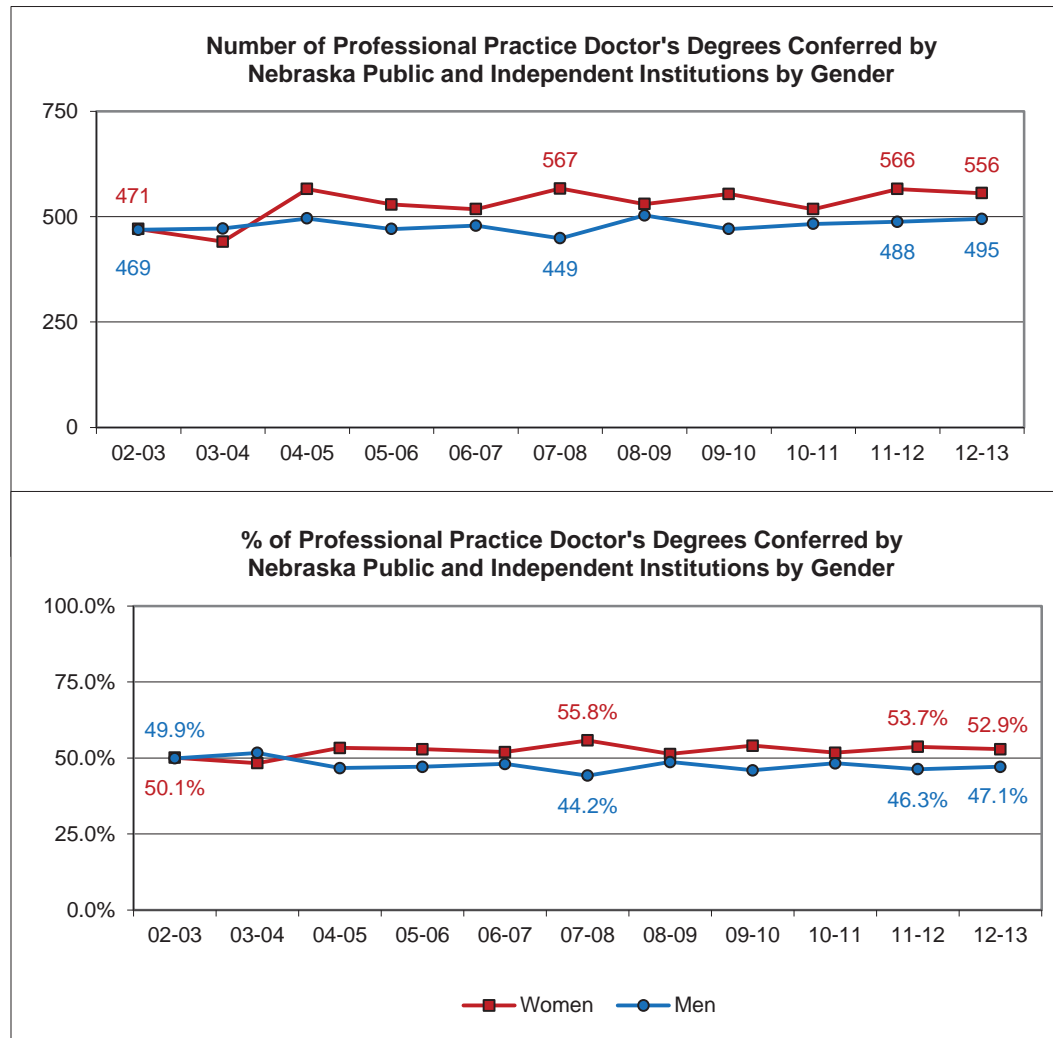
TOTAL MASTER'S DEGREES AND POST-MASTER'S CERTIFICATES by GENDER



- In 2002–03, women earned 2,099 master's degrees and post-master's certificates while men earned 1,532 of these same awards.
- In 2012–13, women earned 3,174 master's degrees and post-master's certificates while men earned 2,070 of these same awards.
- The percentage of master's degrees and post-master's certificates that were awarded to women increased from 57.8% in 2002–03 to 60.5% in 2012–13.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

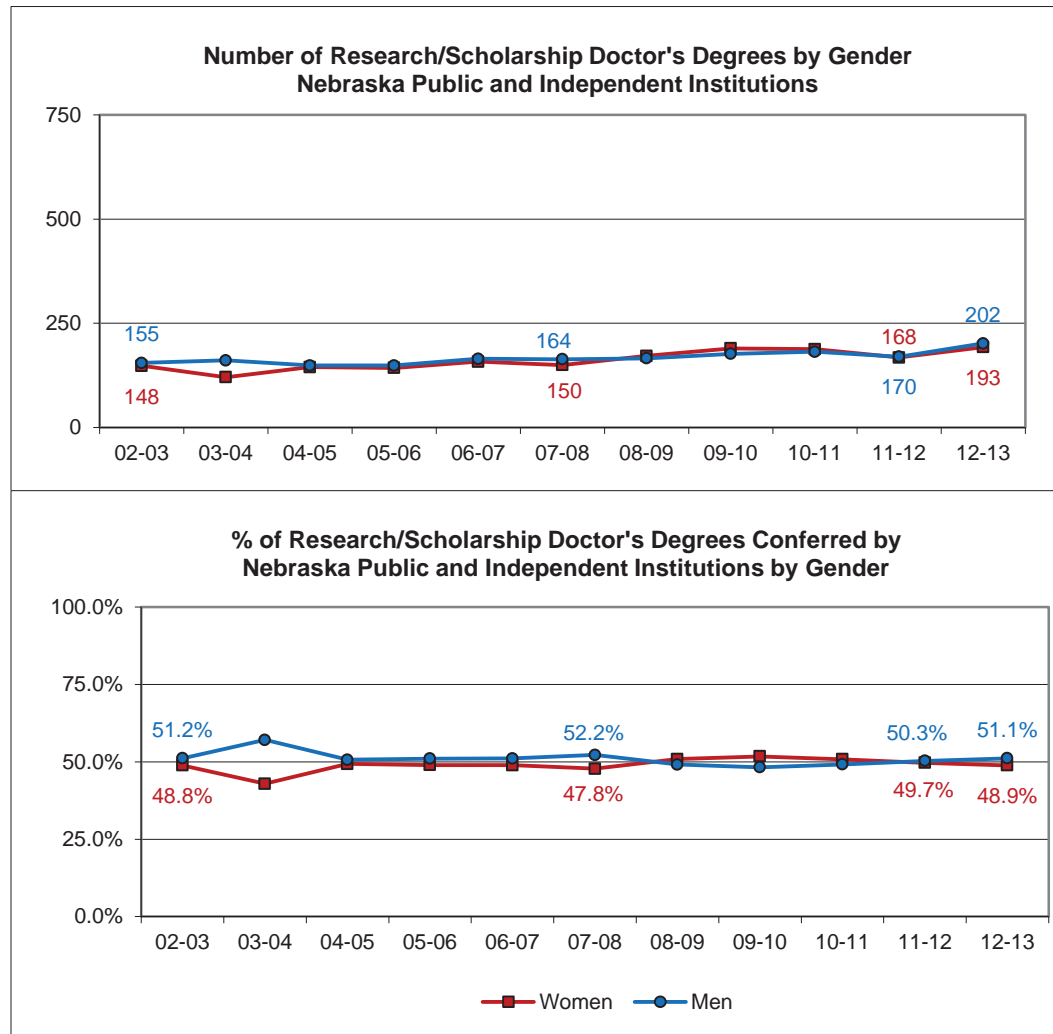
TOTAL PROFESSIONAL PRACTICE DOCTOR'S DEGREES by GENDER



- In 2002–03, the number of women who earned professional practice doctor's degrees from Nebraska institutions exceeded the number earned by men for the first time.
- Over the 10-year period between 2002–03 to 2012–13, the percentage of professional practice doctor's degrees awarded to men decreased from 50.1% to 47.1%, while the percentage of professional practice doctor's degrees conferred to women increased from 49.9% to 52.9%.
- The surge in the number of degrees awarded to women in 2004–05 was due primarily to the introduction of a doctoral program in physical therapy and a special program that allowed students with master's degrees in physical therapy to earn their doctorates at the University of Nebraska Medical Center.
- The increases in the number of degrees awarded to women in 2007–08, 2009–10, and 2011–12 were due primarily to increases in the number of doctor's degrees that Creighton University conferred to women.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL RESEARCH/SCHOLARSHIP DOCTOR'S DEGREES by GENDER

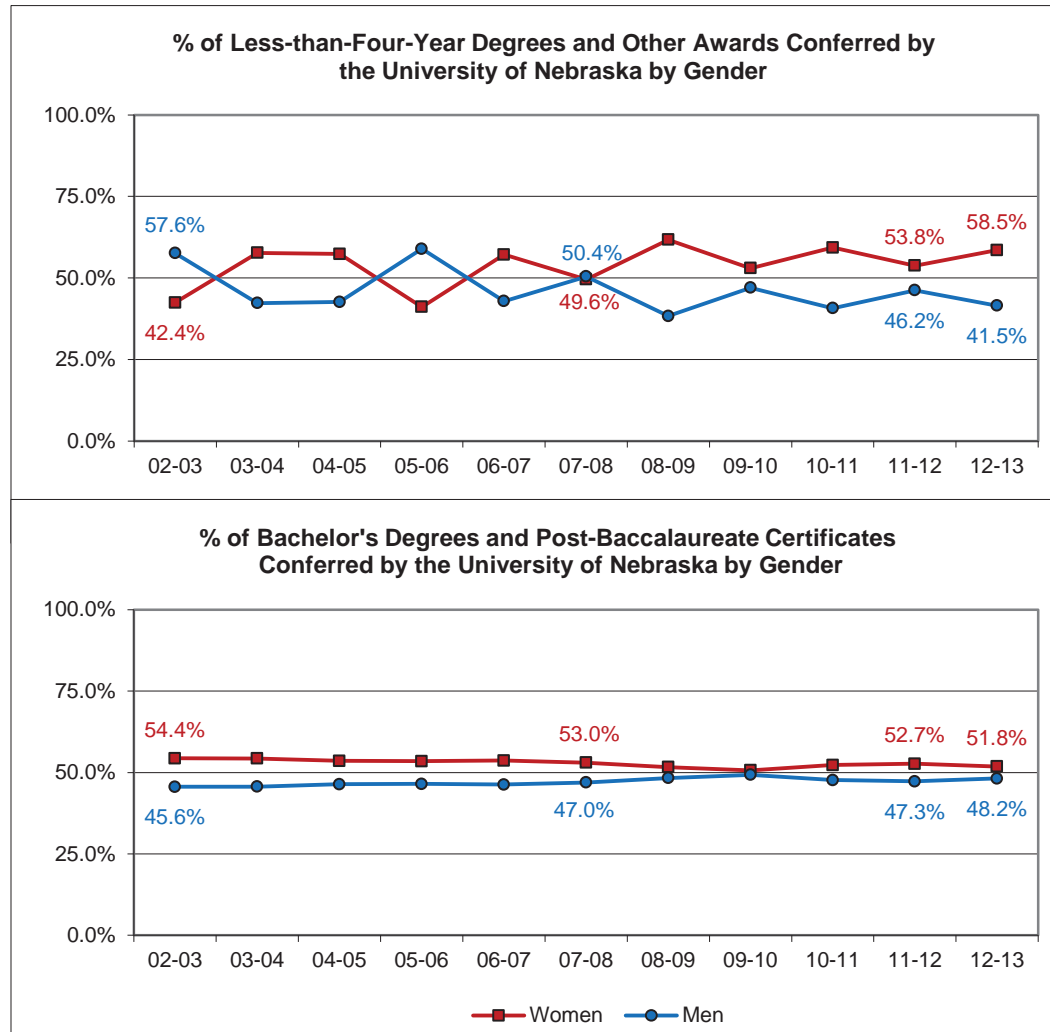


- In 2002–03, men earned 155 research-scholarship doctor's degrees while women earned 148 research-scholarship doctor's degrees.
- In comparison, men earned 202 research-scholarship doctor's degrees in 2012–13 while women earned 193 research-scholarship doctor's degrees.
- In 2012–13, women earned 48.9% of the research-scholarship doctor's degrees conferred by institutions in Nebraska. In comparison, women earned 48.8% of these doctorates in 2002–03.
- By the end of the 10-year period, men earned 51.1% of the research-scholarship doctor's degrees awarded in Nebraska, compared to 51.2% in 2002–03.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Section 3.2
Degrees and Other Awards
by Sector, by Level, and by Gender

UNIVERSITY OF NEBRASKA – Percentages of DEGREES AND AWARDS by GENDER



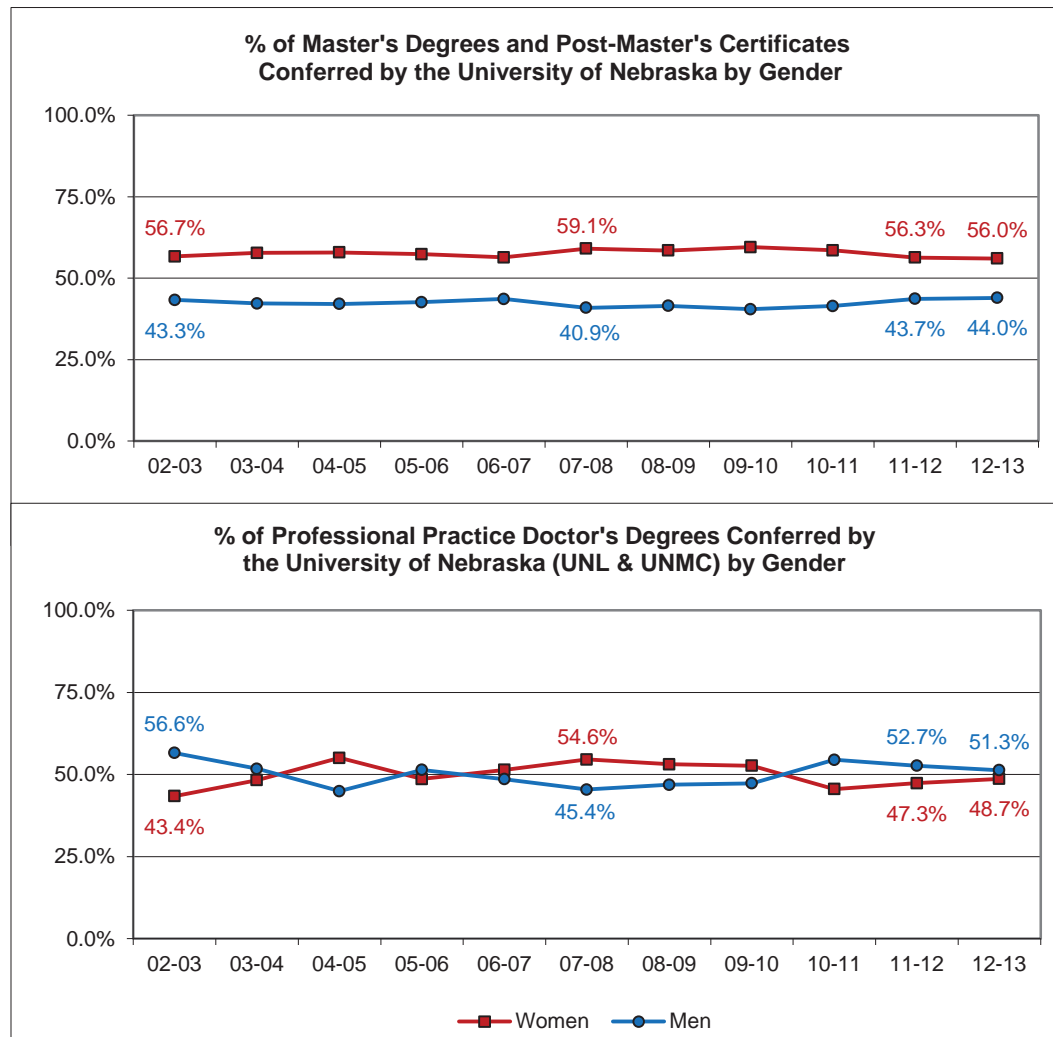
- At the University of Nebraska approximately 90% of the less-than-four-year degrees were conferred by the Nebraska College of Technical Agriculture (NCTA). The remaining awards were conferred by the University of Nebraska-Lincoln (UNL).
- Since 2002–03, the percentages of the awards earned by men and women have fluctuated from one year to the next. However, since 2008–09, women have earned the majority of the less-than-four-year degrees conferred by NCTA and UNL.
- In 2012–13, women earned 58.5% of the less-than-four-year degrees, while men earned 41.5%.
- Between 2002–03 and 2012–13, the gender gap at the bachelor's level was relatively stable, although it narrowed in 2008–09 and 2009–10. In 2012–13, 51.8% of the bachelor's degrees were awarded to women and 48.2% were awarded to men.

(Continued on the next page.)

Note. Between 2002–03 and 2012–13, the number of less-than-four-year degrees conferred by the University of Nebraska increased from 66 to 94. During this same 10-year period, the number of bachelor's degrees conferred by the University of Nebraska increased from 5,836 to 7,567. (See page 2.7.)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

UNIVERSITY OF NEBRASKA – Percentages of DEGREES AND AWARDS by GENDER (Continued)



- At the master's level, the percentages of degrees awarded to men and women were relatively stable over the 10-year period. In 2012–13, women received 56.0% of the master's degrees and men received 44.0%, compared to 56.7% and 43.3% in 2002–03.
- During the 10-year period, the gender gap at the university was wider at the master's level than the bachelor's level.
- Since 2002–03, the percentages of the professional practice doctor's degrees^a earned by men and women have fluctuated from one year to the next. However, since 2010–11, men have received the majority of the professional practice doctorates.

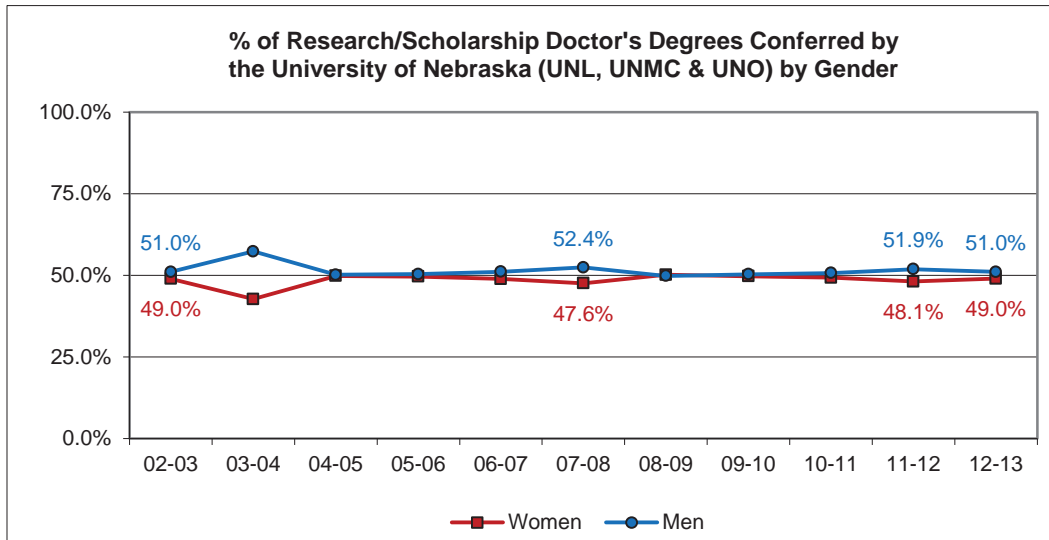
^a In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

(Continued on the next page.)

Note. Between 2002–03 and 2012–13, the number of master's degrees conferred by the University of Nebraska decreased from 2,544 to 2,472. (See page 2.7.) During this same 10-year period, the number of professional practice doctor's degrees conferred by the University of Nebraska increased from 350 to 384. (See page 2.16.)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

UNIVERSITY OF NEBRASKA – Percentages of DEGREES AND AWARDS by GENDER (Continued)

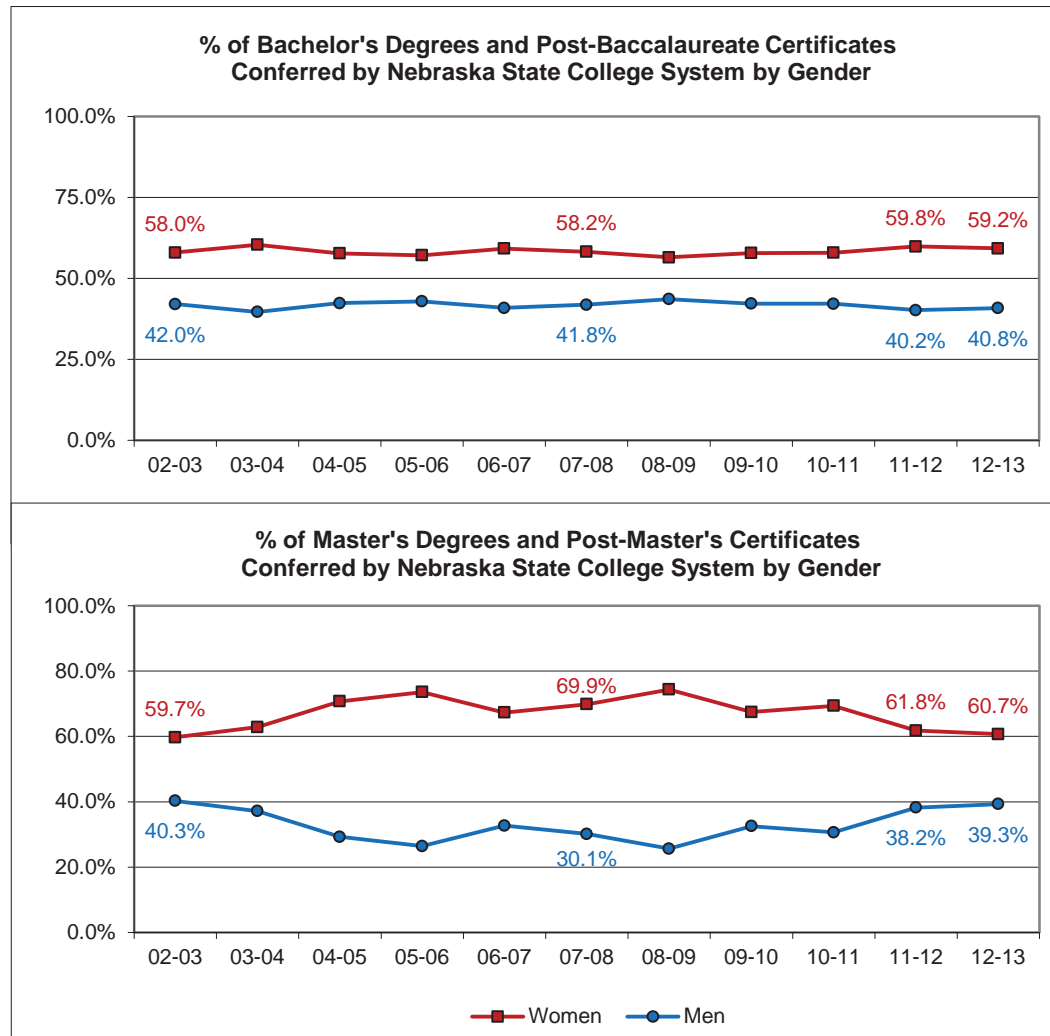


- More men than women earned research/scholarship doctor's degrees at the university between 2002–03 and 2012–13, with the exception of 2008–09, when women earned 50.2% of the research/scholarship doctorates.

Note. Between 2002–03 and 2012–13, the number of research/scholarship doctor's degrees conferred by the University of Nebraska increased from 290 to 388. (See page 2.17.)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

NEBRASKA STATE COLLEGE SYSTEM – Percentages of DEGREES AND AWARDS by GENDER

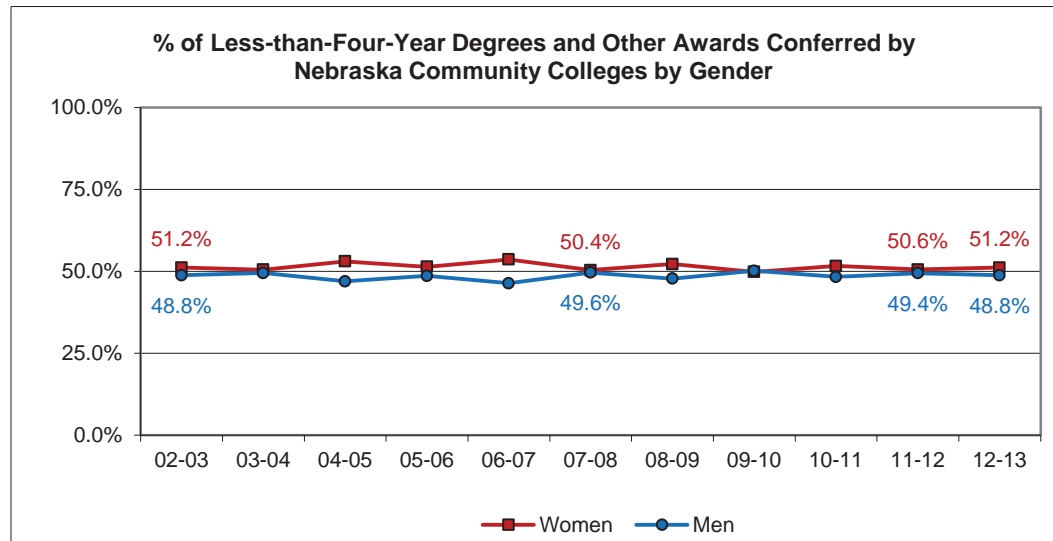


- Between 2002–03 and 2012–13, the gender gap at the bachelor's level increased slightly, with women earning 59.2% of the degrees awarded in 2012–13, and men earning 40.8%.
- The gender gap was noticeably wider at the master's level than at the bachelor's level throughout the 10-year period.
- In 2012–13, women earned 60.7% of the master's degrees conferred by the state colleges, while men earned 39.3%.

Note. Between 2002–03 and 2012–13, the number bachelor's degrees conferred by the Nebraska State College System increased from 1,130 to 1,187 while the number of master's degrees awarded by the state colleges increased from 226 to 379. (See page 2.8.)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

NEBRASKA COMMUNITY COLLEGES – Percentages of DEGREES AND AWARDS by GENDER

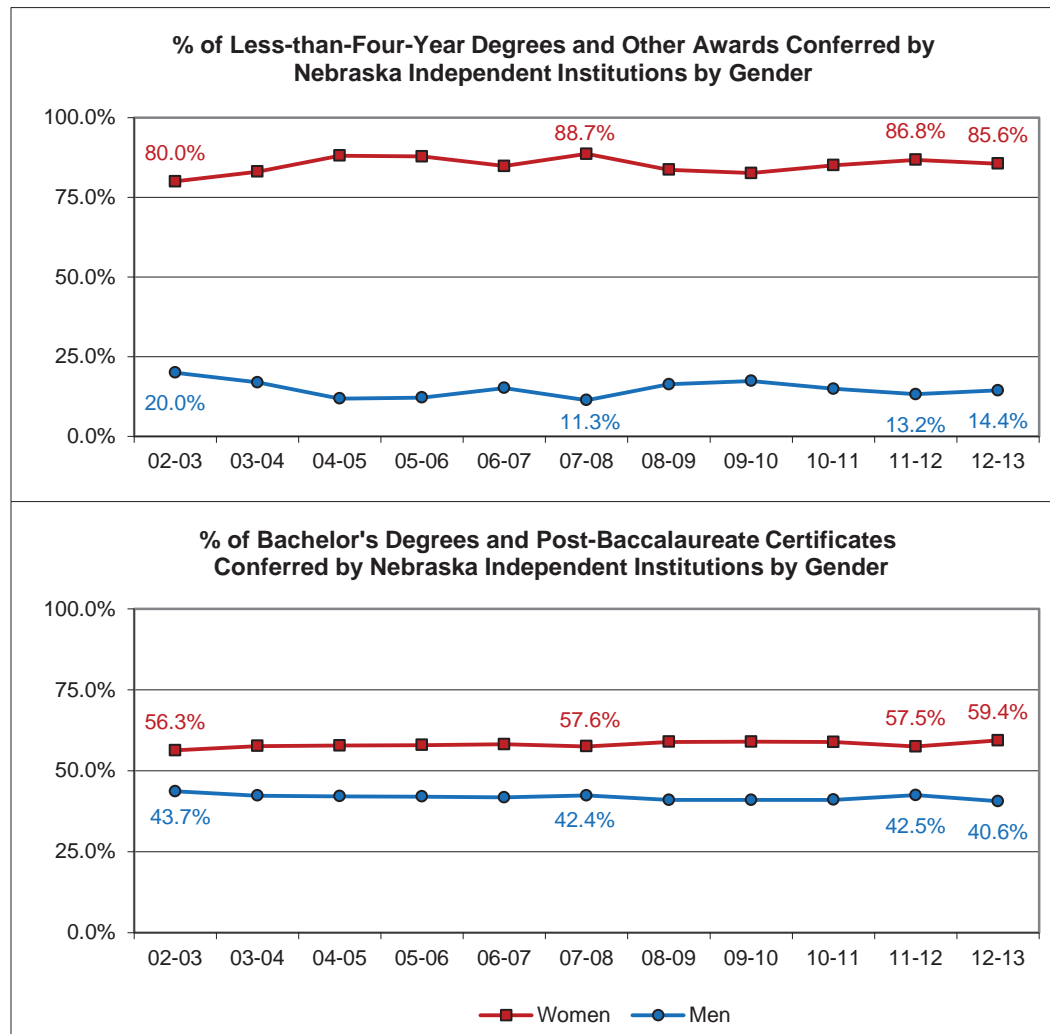


Note. Between 2002–03 and 2012–13, the number of degrees and other less-than-four-year awards granted by Nebraska’s community colleges increased from 4,765 to 7,705. (See page 2.9.)

- Women accounted for 51.2% of the degrees from community colleges in 2002–03 and in 2012–13, while men accounted for 48.8%.
- The gender gap narrowed to an almost 50-50 ratio in 2003–04, and then fluctuated slightly from year to year through 2009–10, when women and men again each received about 50% of the degrees and other awards conferred by Nebraska’s community colleges.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

NEBRASKA INDEPENDENT INSTITUTIONS – Percentages of DEGREES AND AWARDS by GENDER



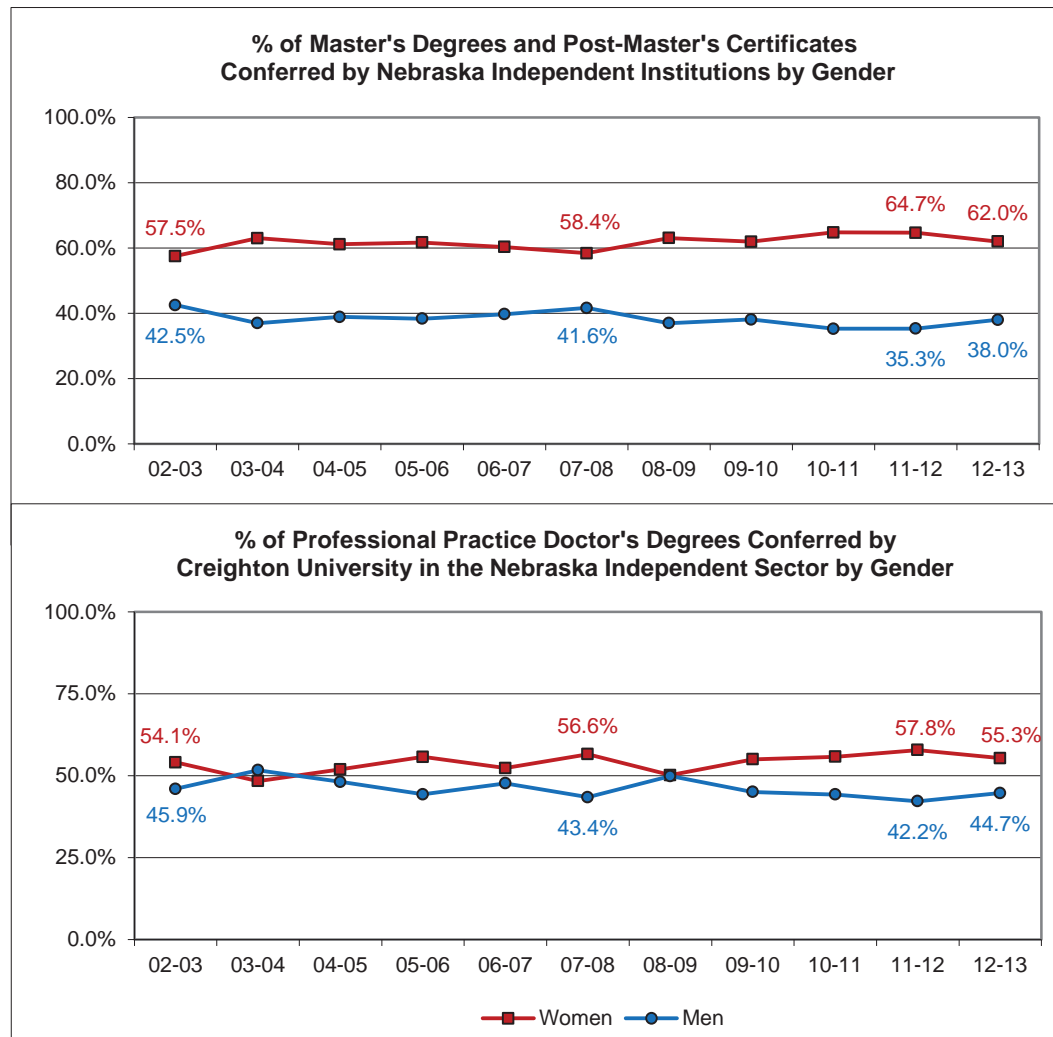
- In 2002–03, women received 80.0% of the less-than-four-year degrees and awards at Nebraska’s independent colleges and universities. In 2012–13, women earned 85.6% of awards at this level while men were granted the remaining 14.4% of these degrees.
- The consistently high difference between women and men was, by far, the widest gender gap that was evidenced across the five sectors and five degree levels examined in this analysis. For the most part, this gap is explained by the fact that most of the less-than-four-year awards in the independent sector are conferred in health care fields that have been dominated historically by women.
- In 2002–03, women earned 56.3% of the bachelor’s degrees while men earned 43.7% of the degrees at this level. By 2012–13, the gender gap had widened, with women earning 59.4% of bachelor’s degrees while men earned the remaining 40.6%.

(Continued on the next page.)

Note. Between 2002–03 and 2012–13, the number of less-than-four-year degrees conferred by Nebraska’s independent colleges and universities decreased from 345 to 319. During this same 10-year period, the number of bachelor’s degrees conferred by Nebraska’s independent colleges and universities increased from 4,106 to 5,664. (See page 2.10.)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

NEBRASKA INDEPENDENT INSTITUTIONS – Percentages of DEGREES AND AWARDS by GENDER (Continued)



- In 2002–03, women earned 57.5% of the master's degrees conferred by Nebraska's independent institutions.
- Between 2002–03 and 2012–13, the gender gap at the master's level widened. As a result, women earned 62.0% of the master's degrees in 2012–13, while men earned 38.0%.
- The number of professional practice doctor's degrees conferred by Creighton University increased from 590 in 2002–03 to 667 in 2012–13.^a (See page 2.16.)
- In 2002–03, women earned 54.1% of the professional practice doctor's degrees at Creighton University.^a By 2012–13, women earned 55.3% of the professional practice degrees awarded at Creighton.

^a Creighton University is the only institution in the independent sector that awards professional practice doctor's degrees. These degrees are conferred in law, dentistry, medicine, pharmacy, occupational therapy, physical therapy, and nursing administration.

Note. Between 2002–03 and 2012–13, the number of master's degrees conferred by Nebraska's independent colleges and universities increased from 861 to 2,362. (See page 2.10.) During this same 10-year period, the number of professional practice doctor's degrees conferred by Creighton University increased from 590 to 667. (See page 2.16.)

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

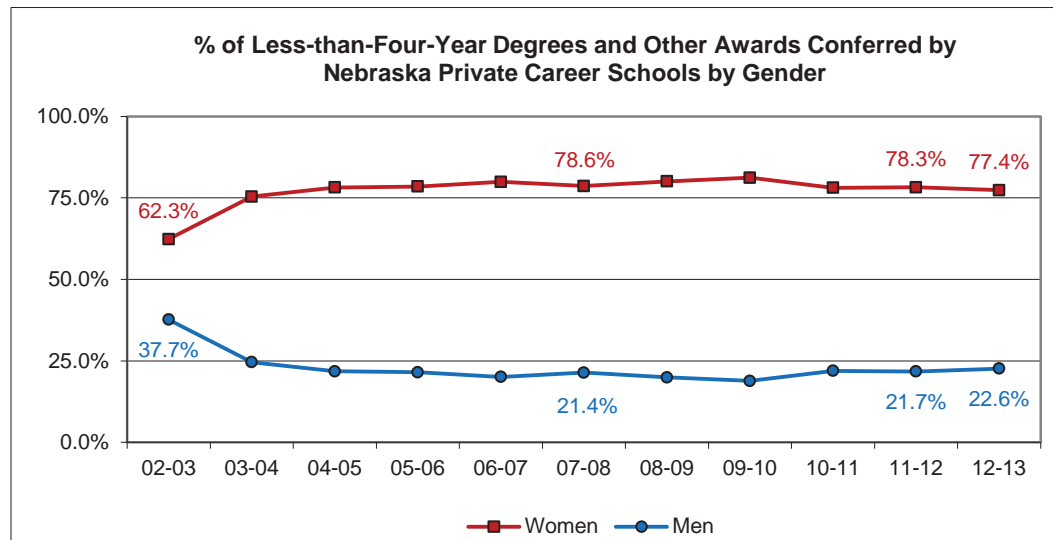
NEBRASKA INDEPENDENT INSTITUTIONS – Percentages of DEGREES AND AWARDS by GENDER (Continued)

Research/Scholarship Doctor's Degrees

- Creighton University awarded 13 research/scholarship doctor's degrees in 2002–03.
Of these degrees, six were earned by women and seven were earned by men.
In 2012–13, two women and four men earned research/scholarship doctor's degrees at Creighton.
- Beginning in 2007–08, College of Saint Mary conferred three research/scholarship doctor's degrees, all earned by women.
In 2012–13, College of Saint Mary conferred one research/scholarship doctor's degree to a woman.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

NEBRASKA FOR-PROFIT/CAREER SCHOOLS – Percentages of DEGREES AND AWARDS by GENDER



- In 2002–03, women received 62.3% of the less-than-four-year degrees and awards at Nebraska’s for-profit/career schools.
- By 2012–13, the gender gap had widened considerably, with women earning 77.4% of these degrees and awards, while men earned 22.6% of the degrees.

Note. Between 2002–03 and 2012–13, the number of less-than-four-year degrees conferred by Nebraska’s for-profit/career schools decreased from 1,617 to 1,591. (See page 2.11.)

- Nebraska’s for-profit/career schools first conferred bachelor’s degrees in 2004–05. In 2004–05, Vatterott College conferred 11 bachelor’s degrees, eight (73%) of which were awarded to men. In 2012–13, a total of 105 bachelor’s degrees were awarded by schools in the for-profit/career sector, 53 (50.5%) of which were awarded to men and 52 (49.5%) to women.
- Nebraska’s for-profit/career schools first conferred master’s degrees in 2006–07. In 2006–07, the University of Phoenix-Omaha conferred three master’s degrees, two (66.7%) of which were awarded to women. In 2012–13, a total of 31 master’s degrees were awarded by schools in the for-profit/career sector, eight (25.8%) of which were awarded to men and 23 (74.2%) to women.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

This page is left blank intentionally.

Section 4

Total Degrees and Other Awards by Race/Ethnicity

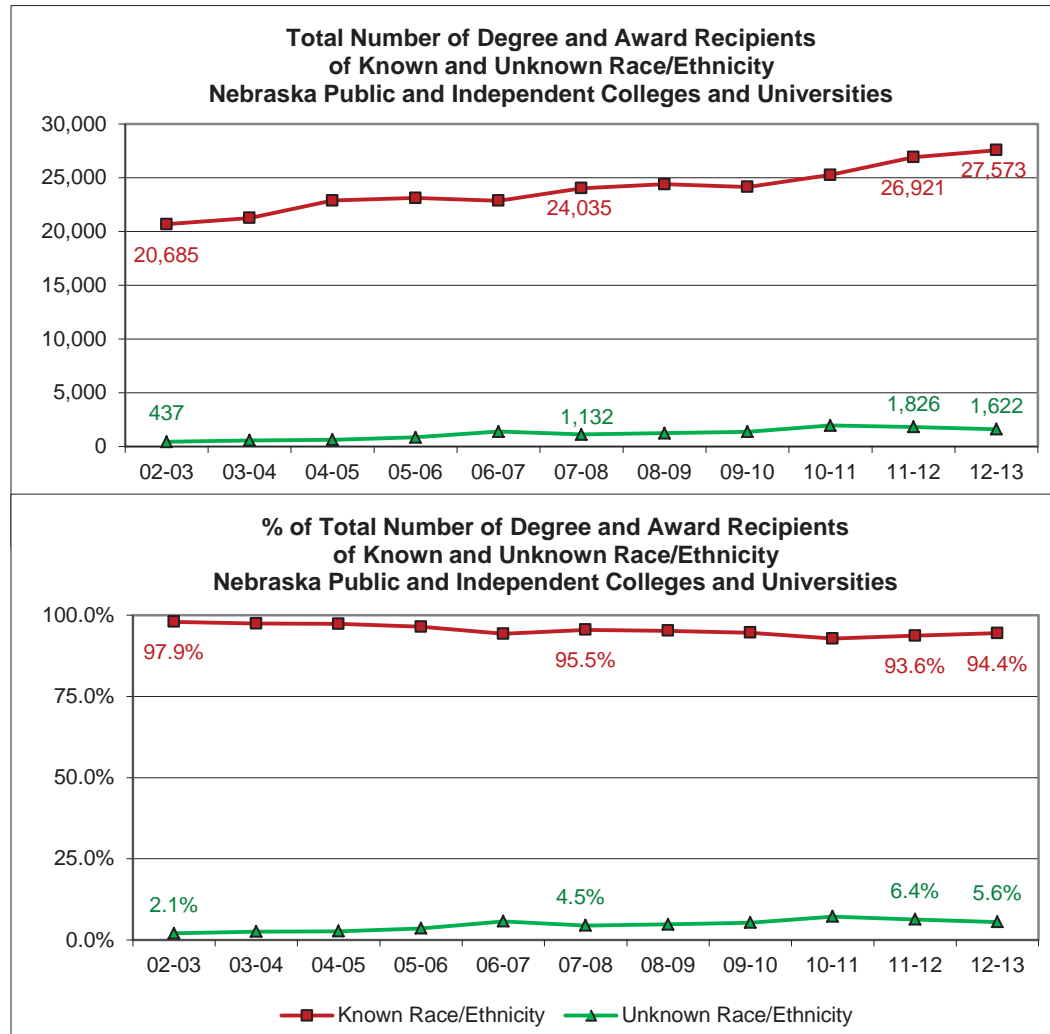
Notes

- (1) Ten-year trends are shown for Nebraska's public and independent colleges and universities and the for-profit/career schools using data from 2002–2003 through 2012–2013. A few for-profit/career schools are not included in this analysis because they are not required to report any school statistics to the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics in the U.S. Department of Education.
- (2) The numbers of degrees reported include degrees conferred by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons:
 - (a) UNMC enrollments for 2002–2003 through 2011–2012, reported in the Enrollment Section of the *Factual Look at Higher Education in Nebraska*, do not include students enrolled in the physician assistant military and distance education programs.^a
 - (b) Beginning in 2012–2013, distance education students are included in UNMC enrollment counts. However, physician assistant military students are not included in UNMC enrollment counts.^b

^a Between 500 to 600 degrees were conferred each year (2002–2003 through 2011–2012) by UNMC in these programs.

^b Approximately 300 degrees were conferred by UNMC in 2012–2013 for the physician assistant military programs.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by KNOWN and UNKNOWN RACE/ETHNICITY

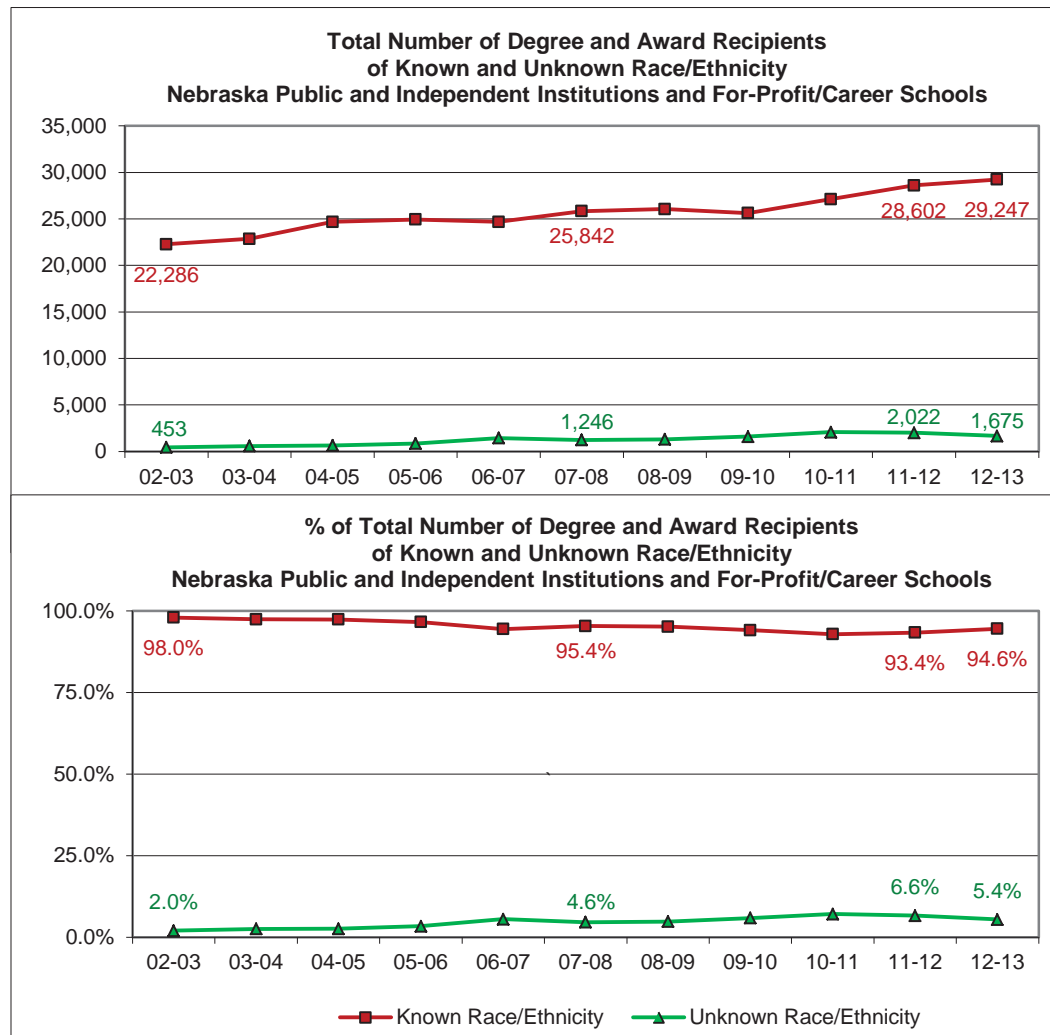


Note. Beginning in 2007–08, the unknown race category includes students who were reported as being of “two or more races.”

- In 2002–03, Nebraska’s public and independent institutions awarded 20,685 degrees and other awards to students of known race/ethnicity, accounting for 97.9% of the degrees conferred, *not* including degrees awarded by for-profit/career schools.
- In 2012–13, 27,573 degrees and awards were conferred to students of known race/ethnicity, accounting for 94.4% of the degrees awarded by public and independent colleges and universities.
- Over the 10-year period between 2002–03 and 2012–13, the percentage of degrees awarded to students with unknown race/ethnicity increased from 2.1% to 5.6% of the total degrees conferred by public and independent institutions, reflecting an increasing tendency for students not to report their race/ethnicity or to be classified in the “two or more races” category.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by KNOWN and UNKNOWN RACE/ETHNICITY



Note. Beginning in 2007–08, the unknown race category includes students who were reported as being of “two or more races.”

- In 2002–03, 22,286 students of known race/ethnicity received degrees or other awards from Nebraska postsecondary institutions, accounting for 98.0% of the total degrees conferred, *including* those awarded by the private for-profit/career schools.
- In 2012–13, 29,247 degrees and awards were conferred to students of known race/ethnicity, accounting for 94.6% of the total degrees awarded.
- Between 2002–03 and 2012–13, the percentage of degrees awarded to students with unknown race/ethnicity increased from 2.0% to 5.4% of the total degrees conferred, reflecting an increasing tendency for students not to report their race/ethnicity or to be classified in the “two or more races” category.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Note. The remaining analyses in this section focus on degrees awarded to students of known race/ethnicity as defined below. Degree recipients of unknown race/ethnicity are excluded from all calculations under the basic, but not necessarily correct, assumption that these students are proportionately distributed among the total number of degree recipients by race/ethnicity, by degree level, and by sector.

Beginning with the collection of data during the 2008–09 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Adoption of these categories was mandatory beginning with the 2011–12 survey. For editions of the *Factual Look*, the Commission has adapted its data analysis to the new IPEDS categories of race/ethnicity as defined below.

The Commission is using the same five category names that it has used in the past. The corresponding IPEDS category names and definitions are presented below. The only substantive difference between the old and new classification system is that the old category of “Asian/Pacific Islander” is now a combination of two new categories.

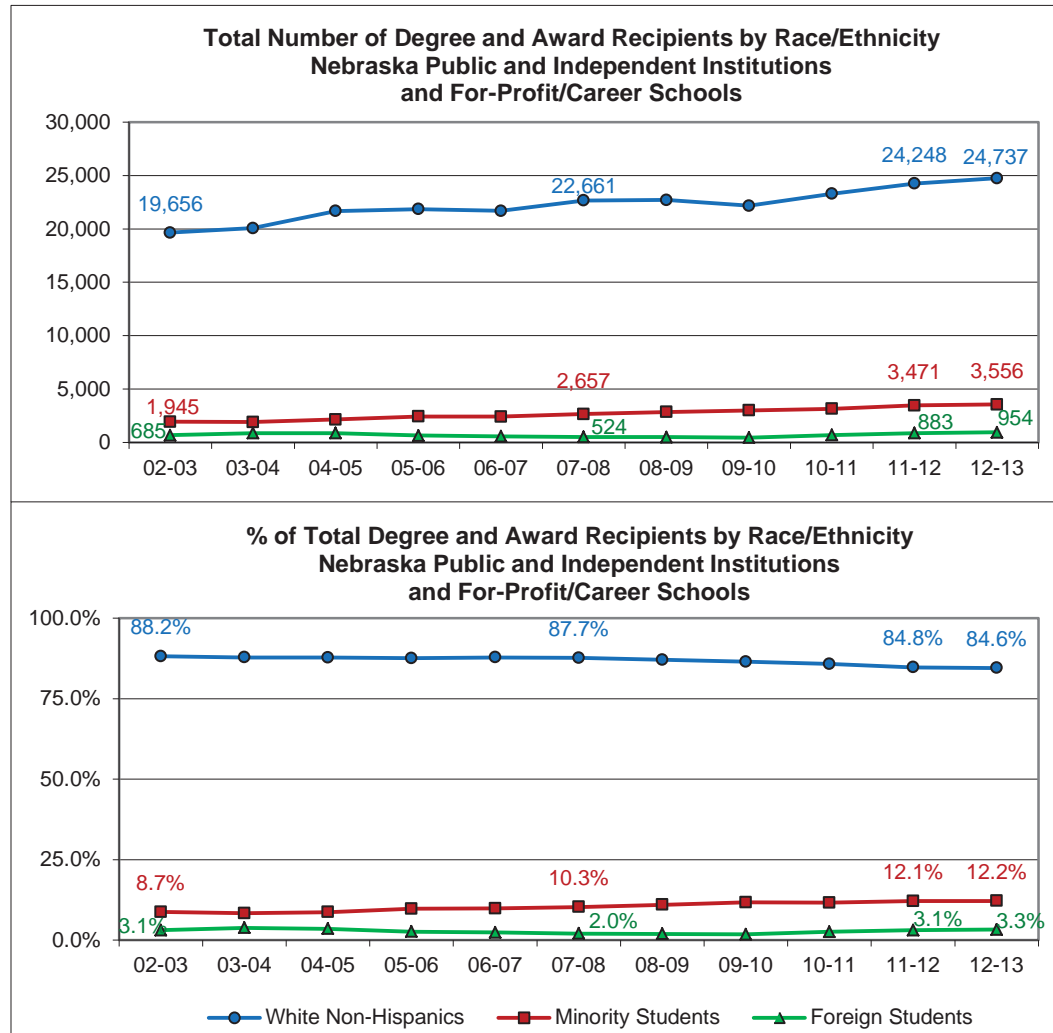
In this report, the term “foreign students” is synonymous with the IPEDS term “nonresident alien,” defined as, “A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Note: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories.” (IPEDS Glossary, 2014.)

Category Name Used in Commission Reports	IPEDS Category Name	IPEDS Definition ^a
White non-Hispanic	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
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.
Hispanic	Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
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.
Black non-Hispanic	Black or African American	A person having origins in any of the black racial groups of Africa.

^aData source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 8, 2009.

TOTAL DEGREES AND OTHER AWARDS CONFERRED by RACE/ETHNICITY

(Excluding 1,675 students of unknown race/ethnicity)



Note. Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

- Between 2002–03 and 2012–13, the total number of degrees and awards conferred in Nebraska changed as follows:

White Non-Hispanics (from 19,656 to 24,737)	up 25.8%
Minority Students ^a (from 1,945 to 3,556)	up 82.8%
Foreign Students (from 685 to 954)	up 39.3%

^a Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

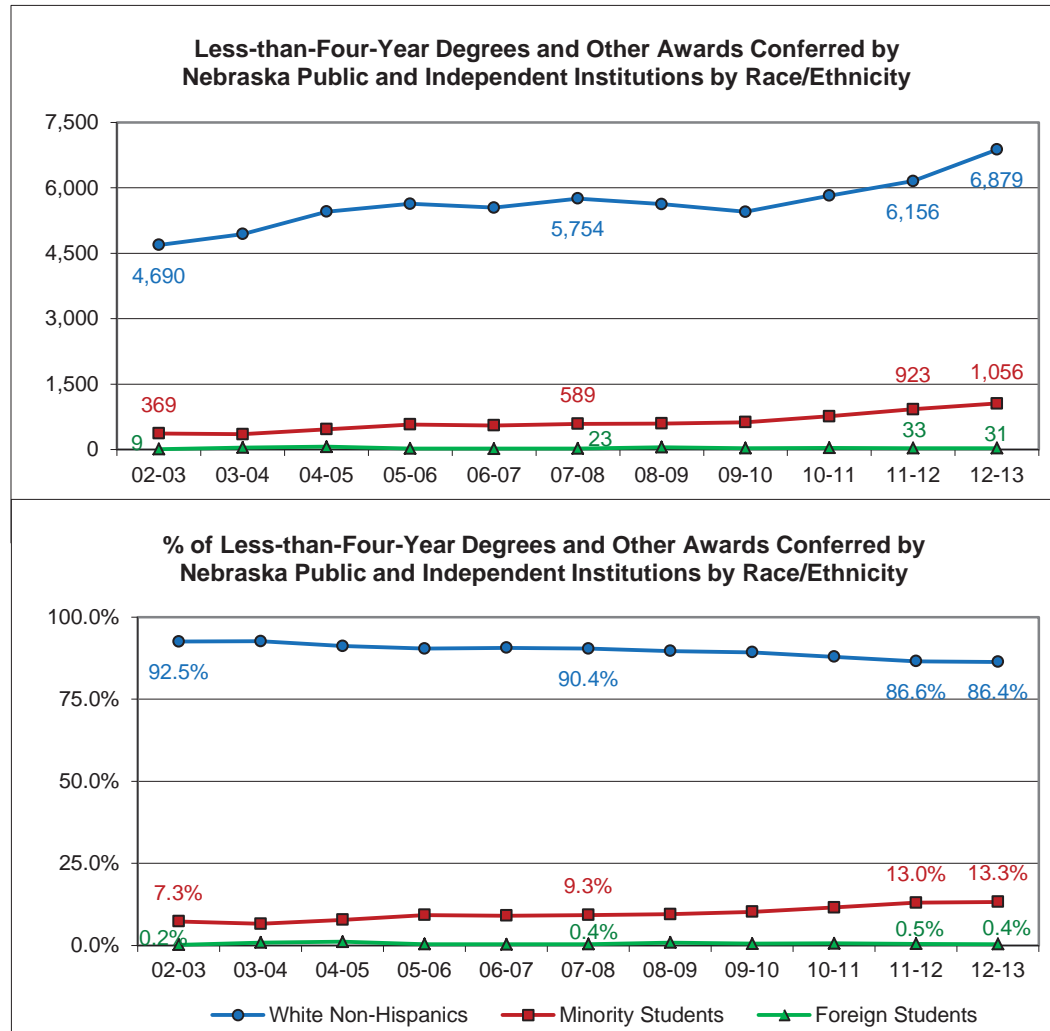
- White non-Hispanics accounted for 84.6% of all degree recipients in 2012–13, down from 88.2% in 2002–03.
- Minority students earned 12.2% of the degrees conferred in 2012–13, up from 8.7% in 2002–03. Foreign students were awarded 3.1% and 3.3% of the degrees in 2002–03 and 2012–13, respectively.
- As shown in the following section, the percentages of degrees earned by minority and foreign students vary, depending on degree level.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Section 4.1
Degrees and Other Awards
by Level and by Race/Ethnicity

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY

Public and Independent Institutions (Excluding 152 students of unknown race/ethnicity)



Note. Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

- Between 2002–03 and 2012–13, the number of less-than-four-year degrees and awards conferred by public and independent institutions changed as follows:

White Non-Hispanics	up 46.7%
(from 4,690 to 6,879)	
Minority Students ^a	up 186.2%
(from 369 to 1,056)	
Foreign Students	up 244.4%
(from 9 to 31)	

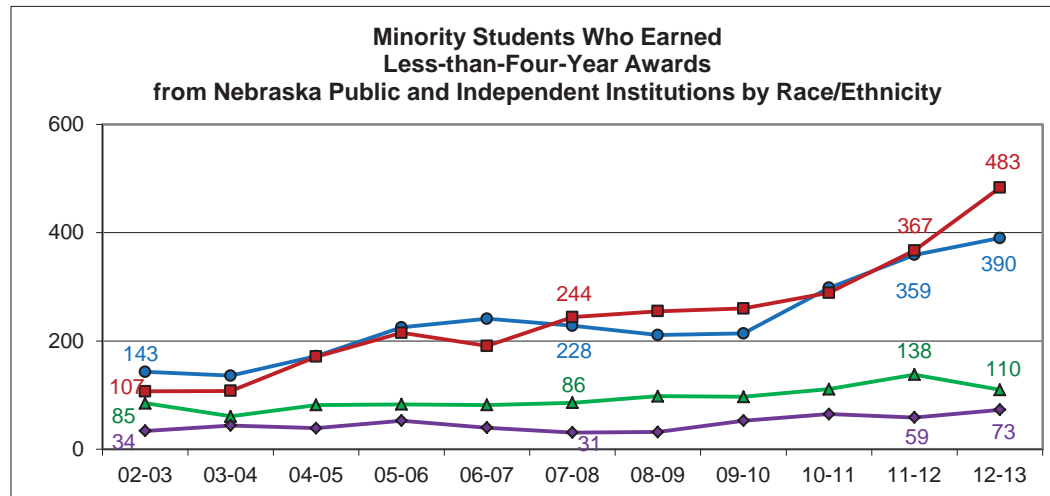
- From the beginning to the end of the 10-year period, changes in the percentage of all degrees earned by each group of graduates at the less-than-four-year level were as follows:

White Non-Hispanics	down 6.2% pts
(from 92.5% to 86.4%)	
Minority Students ^a	up 6.0% pts
(from 7.3% to 13.3%)	
Foreign Students	up 0.2% pts
(from 0.2% to 0.4%)	

^a Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

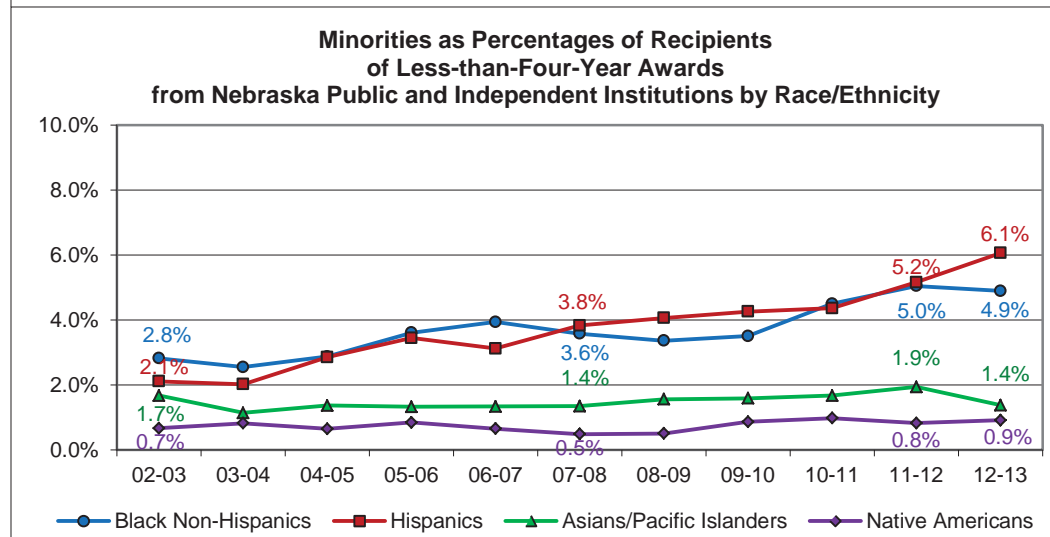
Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY (Continued)
Public and Independent Institutions (Excluding 152 students of unknown race/ethnicity)



- Between 2002–03 and 2012–13, the number of less-than-four-year degrees and awards earned by minority students at public and independent institutions changed as follows:

Black Non-Hispanics (from 143 to 390)	up 172.7%
Hispanics (from 107 to 483)	up 351.4%
Asians/Pacific Islanders (from 85 to 110)	up 29.4%
Native Americans (from 34 to 73)	up 114.7%

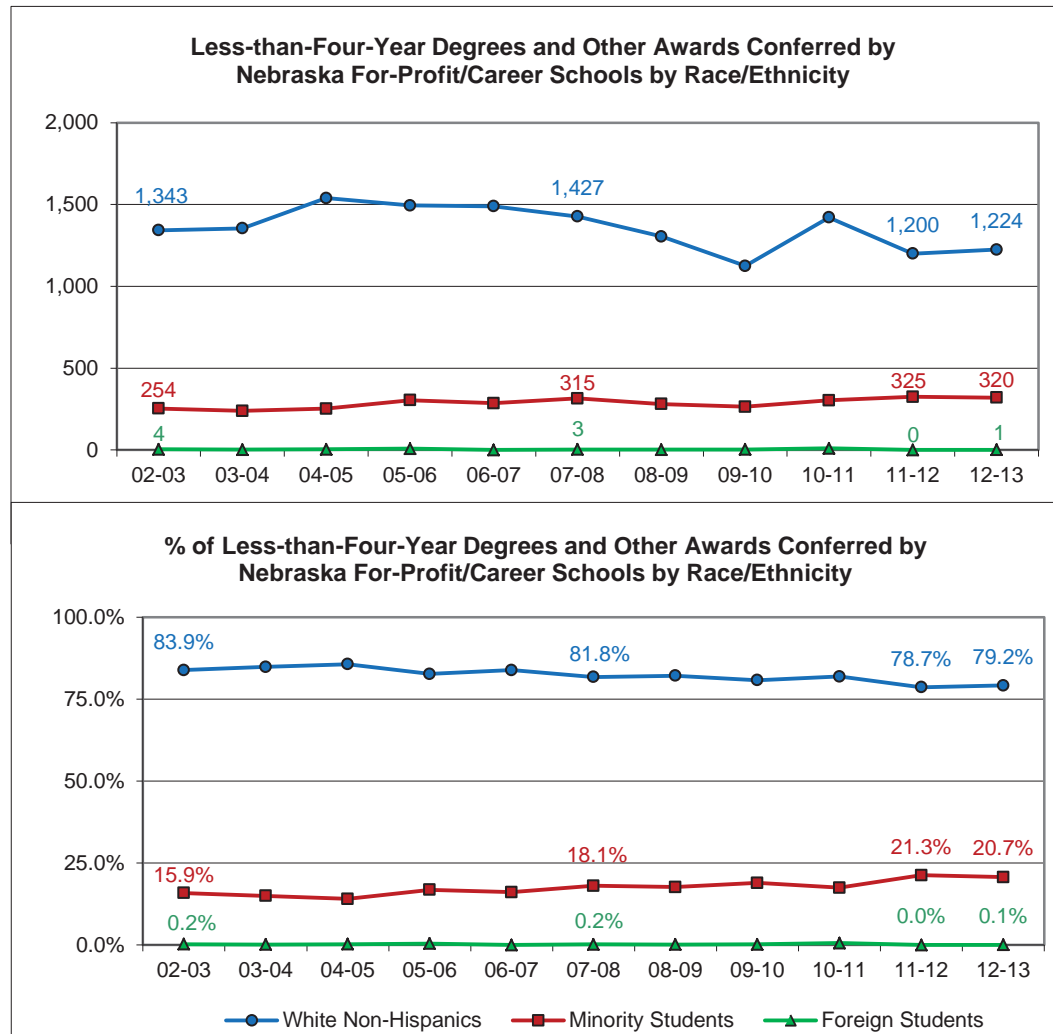


- From the beginning to the end of the 10-year period, changes in the percentage of all degrees earned by each racial/ethnic group at the less-than-four-year level were as follows:

Black Non-Hispanics (from 2.8% to 4.9%)	up 2.1% pts
Hispanics (from 2.1% to 6.1%)	up 4.0% pts
Asians/Pacific Islanders (from 1.7% to 1.4%)	down 0.3% pts
Native Americans (from 0.7% to 0.9%)	up 0.2% pts

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY For-Profit/Career Schools (Excluding 46 students of unknown race/ethnicity)



Note. Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

- Between 2002–03 and 2012–13, the number of less-than-four-year degrees and awards conferred by private for-profit/career schools changed as follows:

White Non-Hispanics (from 1,343 to 1,224)	down 8.9%
Minority Students ^a (from 254 to 320)	up 26.0%
Foreign Students (from 4 to 1)	down 75.0%

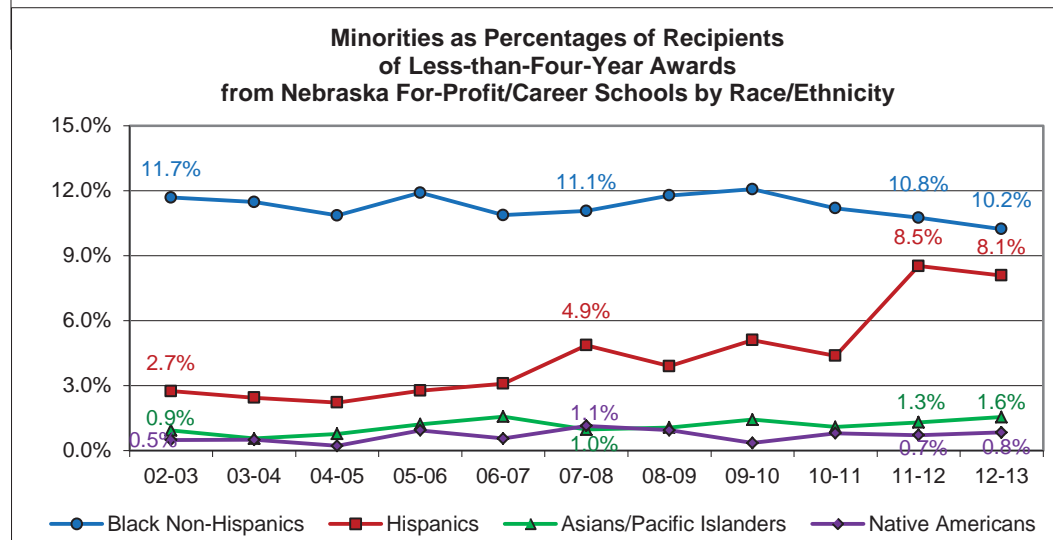
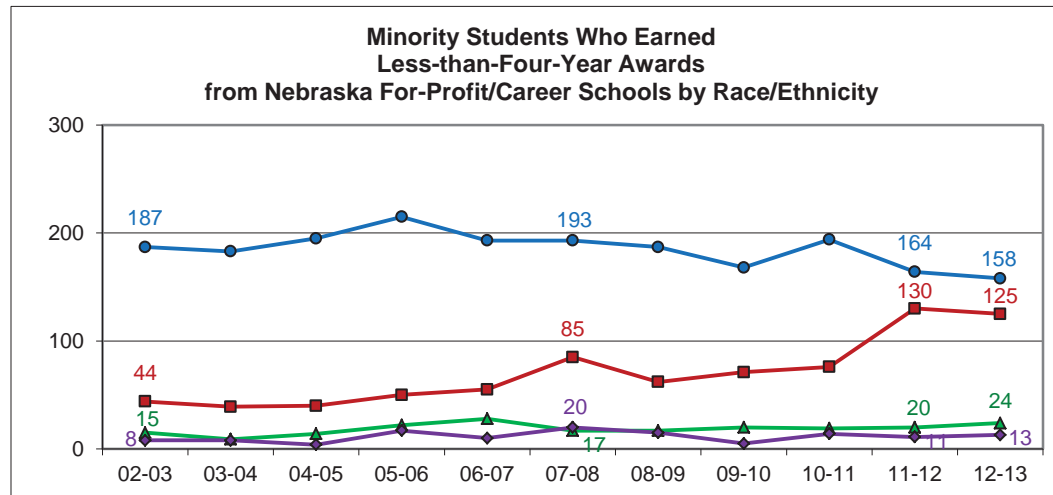
- From the beginning to the end of the 10-year period, changes in the percentage of all degrees earned by each group of graduates at the less-than-four-year level were as follows:

White Non-Hispanics (from 83.9% to 79.2%)	down 4.7% pts
Minority Students ^a (from 15.9% to 20.7%)	up 4.8% pts
Foreign Students (from 0.2% to 0.1%)	down 0.2% pts

^a Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY (Continued)
For-Profit/Career Schools (Excluding 46 students of unknown race/ethnicity)



- Between 2002–03 and 2012–13, the number of less-than-four-year degrees and awards earned by minority students at private for-profit/career schools changed as follows:

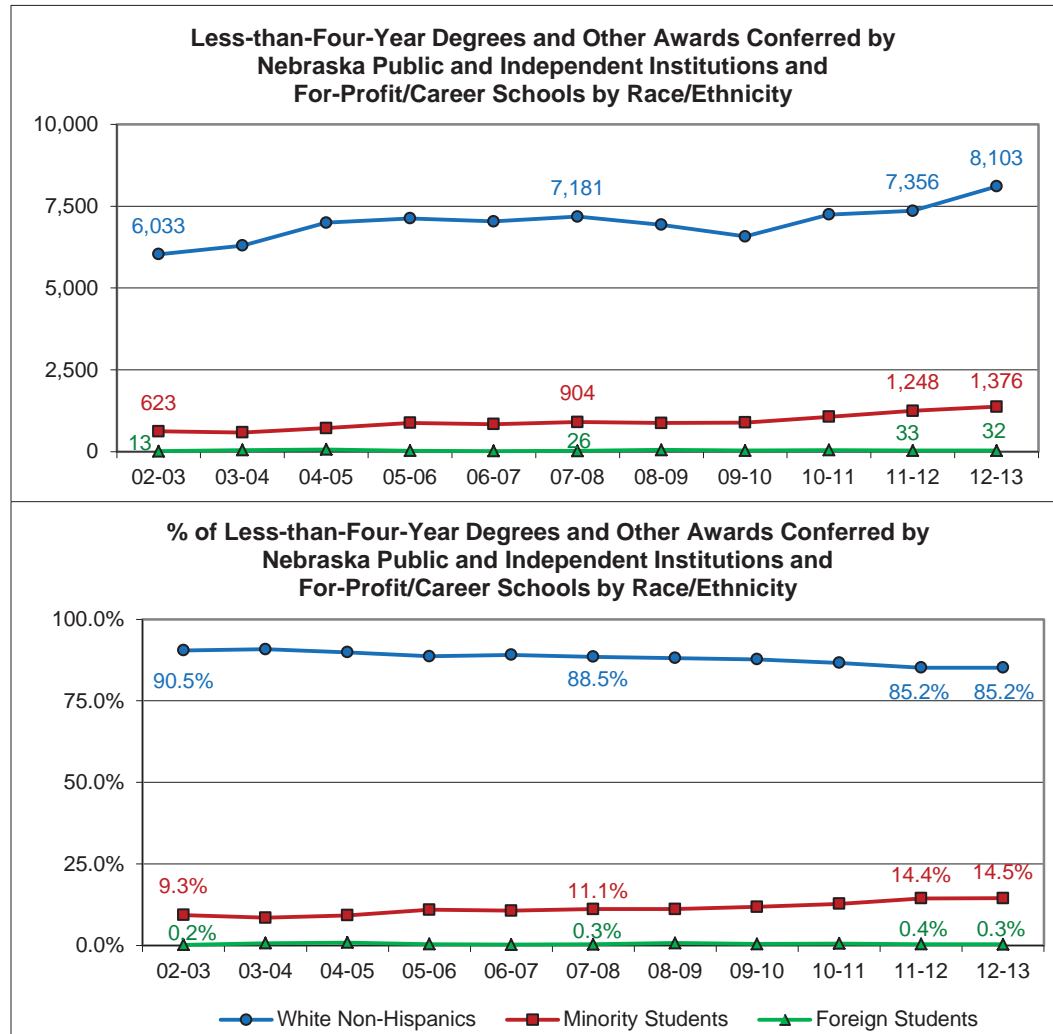
Black Non-Hispanics (from 187 to 158)	down 15.5%
Hispanics (from 44 to 125)	up 184.1%
Asians/Pacific Islanders (from 15 to 24)	up 60.0%
Native Americans (from 8 to 13)	up 62.5%

- From the beginning to the end of the 10-year period, changes in the percentage of all degrees earned by each racial/ethnic group at the less-than-four-year level were as follows:

Black Non-Hispanics (from 11.7% to 10.2%)	down 1.5% pts
Hispanics (from 2.7% to 8.1%)	up 5.3% pts
Asians/Pacific Islanders (from 0.9% to 1.6%)	up 0.6% pts
Native Americans (from 0.5% to 0.8%)	up 0.3% pts

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY (Continued)
Public and Independent Institutions and For-Profit/Career Schools (Excluding 198 students of unknown race/ethnicity)



Note. Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

- Between 2002–03 and 2012–13, the number of less-than-four-year degrees and awards conferred by public and independent institutions and private for-profit/career schools changed as follows:

White Non-Hispanics	up 34.3%
(from 6,033 to 8,103)	
Minority Students ^a	up 120.9%
(from 623 to 1,376)	
Foreign Students	up 146.2%
(from 13 to 32)	

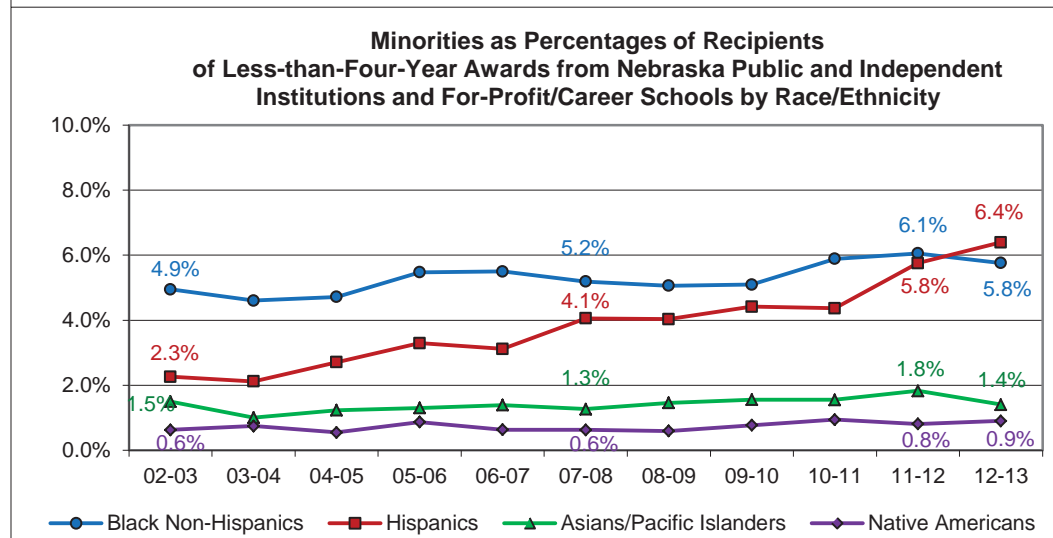
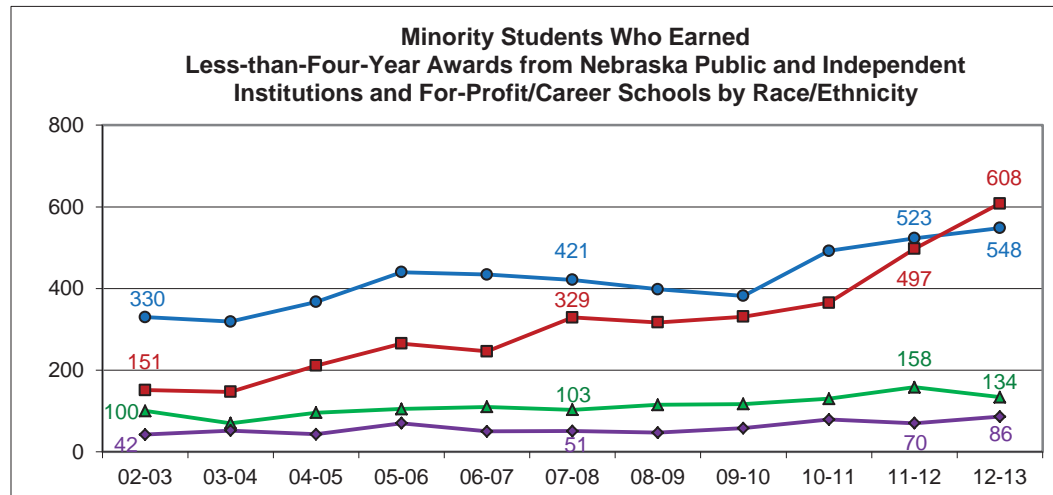
- From the beginning to the end of the 10-year period, changes in the percentage of all degrees earned by each group of graduates at the less-than-four-year level were as follows:

White Non-Hispanics	down 5.3% pts
(from 90.5% to 85.2%)	
Minority Students ^a	up 5.1% pts
(from 9.3% to 14.5%)	
Foreign Students	up 0.1% pts
(from 0.2% to 0.3%)	

^a Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

LESS-THAN-FOUR-YEAR DEGREES AND OTHER AWARDS by RACE/ETHNICITY (Continued)
Public and Independent Institutions and For-Profit/Career Schools (Excluding 198 students of unknown race/ethnicity)



- Between 2002–03 and 2012–13, the number of less-than-four-year degrees and awards earned by minority students at public and independent institutions and private for-profit/career schools changed as follows:

Black Non-Hispanics (from 330 to 548)	up 66.1%
Hispanics (from 151 to 608)	up 302.6%
Asians/Pacific Islanders (from 100 to 134)	up 34.0%
Native Americans (from 42 to 86)	up 104.8%

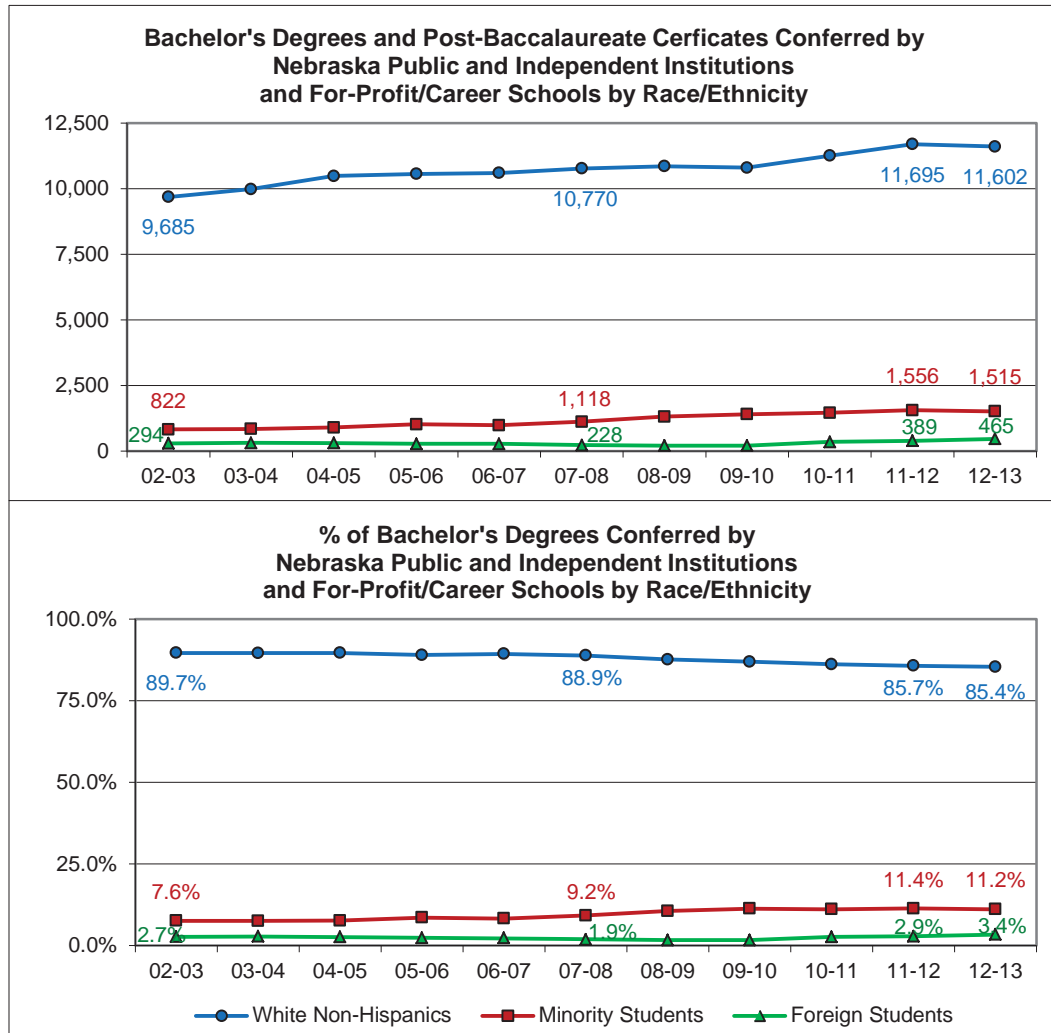
- From the beginning to the end of the 10-year period, changes in the percentage of all degrees earned by each racial/ethnic group at the less-than-four-year level were as follows:

Black Non-Hispanics (from 4.9% to 5.8%)	up 0.8% pts
Hispanics (from 2.3% to 6.4%)	up 4.1% pts
Asians/Pacific Islanders (from 1.5% to 1.4%)	down 0.1% pts
Native Americans (from 0.6% to 0.9%)	up 0.3% pts

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

BACHELOR'S DEGREES AND POST-BACCALAUREATE CERTIFICATES by RACE/ETHNICITY

Public and Independent Institutions and For-Profit/Career Schools (Excluding 941 students of unknown race/ethnicity)



Note. Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

- Between 2002–03 and 2012–13, the number of bachelor's degrees and post-baccalaureate certificates conferred by public and independent institutions and private for-profit/career schools changed as follows:

White Non-Hispanics	up 19.8%
(from 9,685 to 11,602)	
Minority Students ^a	up 84.3%
(from 822 to 1,515)	
Foreign Students	up 58.2%
(from 294 to 465)	

- From the beginning to the end of the 10-year period, changes in the percentage of all bachelor's degrees earned by each group of graduates were as follows:

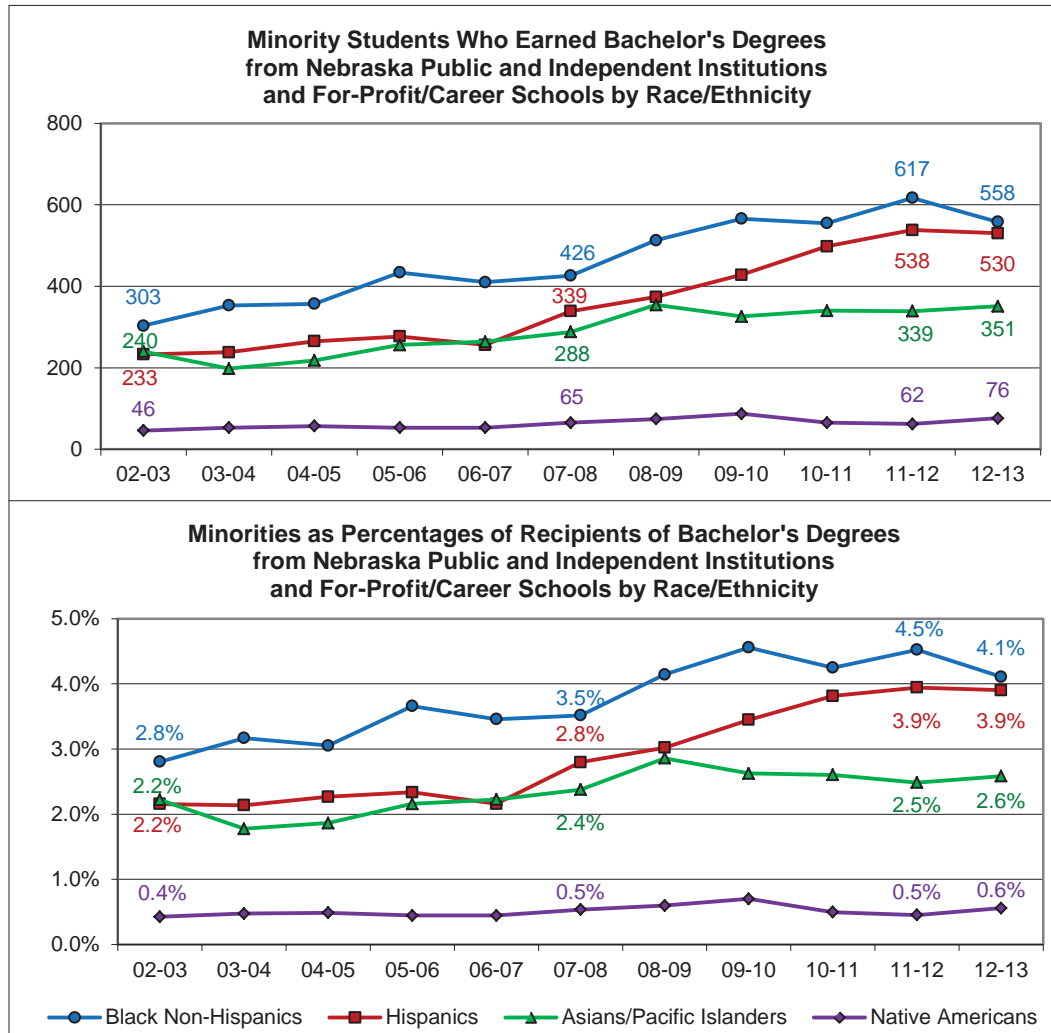
White Non-Hispanics	down 4.2% pts
(from 89.7% to 85.4%)	
Minority Students ^a	up 3.5% pts
(from 7.6% to 11.2%)	
Foreign Students	up 0.7% pts
(from 2.7% to 3.4%)	

^a Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

BACHELOR'S DEGREES AND POST-BACCALAUREATE CERTIFICATES by RACE/ETHNICITY

Public and Independent Institutions and For-Profit/Career Schools (Excluding 941 students of unknown race/ethnicity)



- Between 2002–03 and 2012–13, the number of bachelor's degrees and post-baccalaureate certificates earned by minority students at public and independent institutions and private for-profit/career schools changed as follows:

Black Non-Hispanics (from 303 to 558)	up 84.2%
Hispanics (from 233 to 530)	up 127.5%
Asians/Pacific Islanders (from 240 to 351)	up 46.3%
Native Americans (from 46 to 76)	up 65.2%

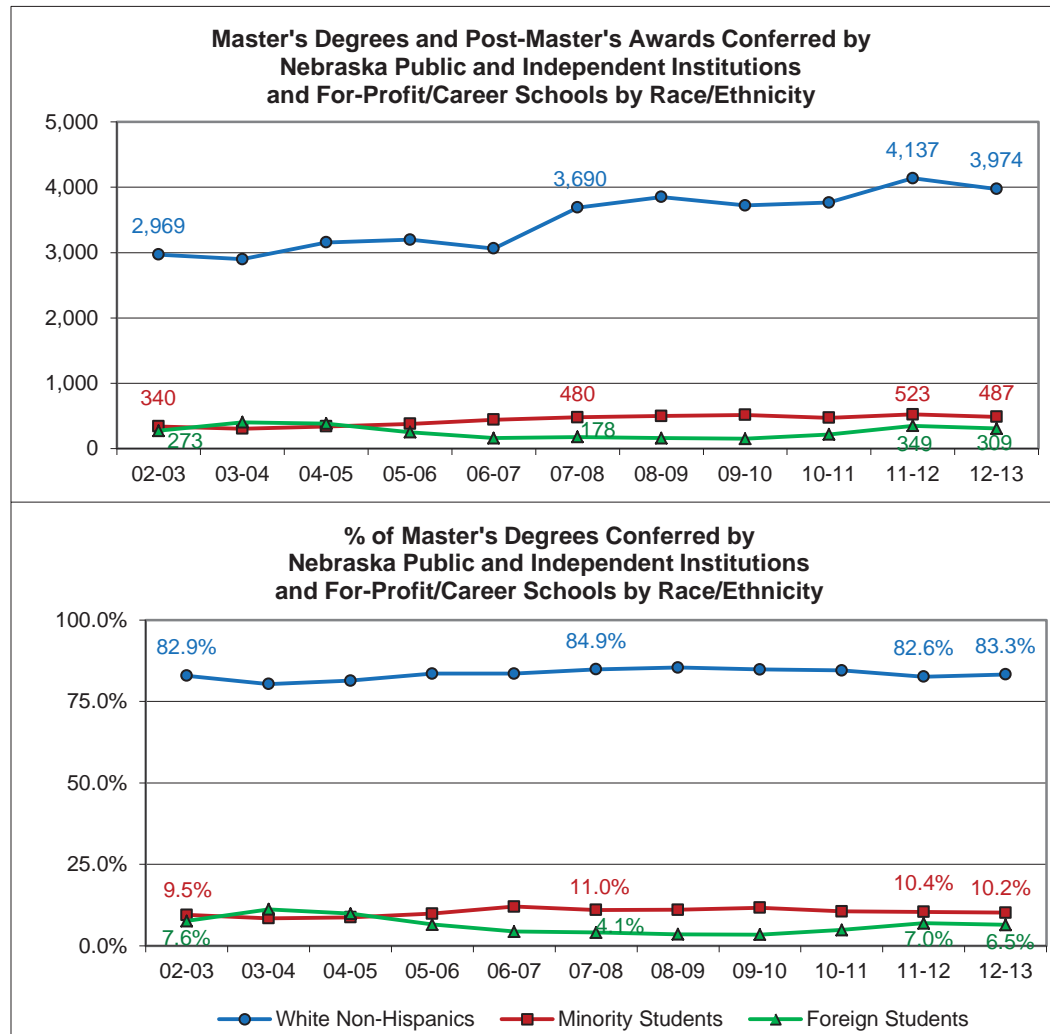
- From the beginning to the end of the 10-year period, changes in the percentage of total degrees earned by each racial/ethnic group at the bachelor's level were as follows:

Black Non-Hispanics (from 2.8% to 4.1%)	up 1.3% pts
Hispanics (from 2.2% to 3.9%)	up 1.7% pts
Asians/Pacific Islanders (from 2.2% to 2.6%)	up 0.4% pts
Native Americans (from 0.4% to 0.6%)	up 0.1% pts

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

MASTER'S DEGREES AND POST-MASTER'S DEGREE AWARDS by RACE/ETHNICITY

Public and Independent Institutions and For-Profit/Career Schools (Excluding 474 students of unknown race/ethnicity)



Note. Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

- Between 2002–03 and 2012–13, the number of master's degrees and post-master's degree awards conferred by public and independent institutions and private for-profit/career schools changed as follows:

White Non-Hispanics (from 2,969 to 3,974)	up 33.8%
Minority Students ^a (from 340 to 487)	up 43.2%
Foreign Students (from 273 to 309)	up 13.2%

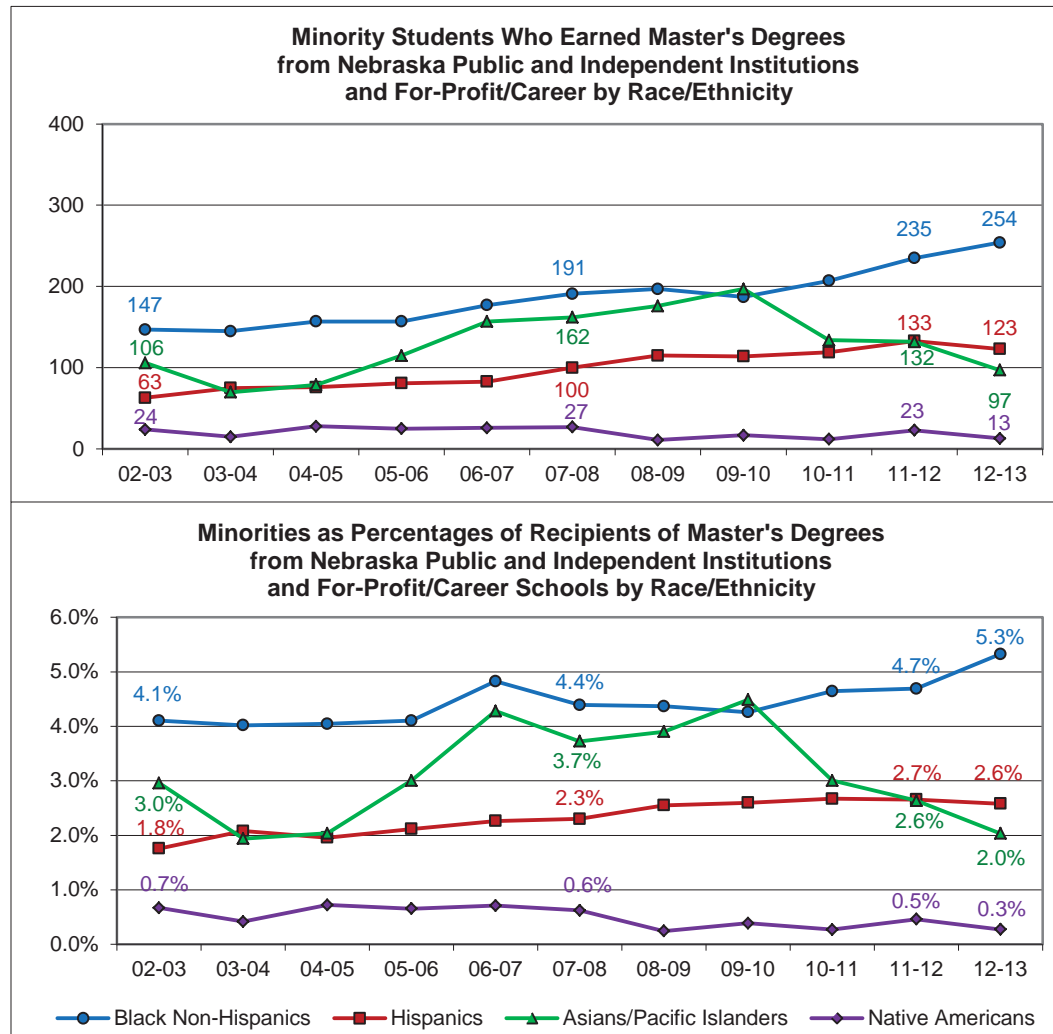
- From the beginning to the end of the 10-year period, changes in the percentages of all master's degrees earned by each group of graduates were as follows:

White Non-Hispanics (from 82.9% to 83.3%)	up 0.4% pts
Minority Students ^a (from 9.5% to 10.2%)	up 0.7% pts
Foreign Students (from 7.6% to 6.5%)	down 1.1% pts

^a Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

MASTER'S DEGREES AND POST-MASTER'S DEGREE AWARDS by RACE/ETHNICITY (Continued)
Public and Independent Institutions and For-Profit/Career Schools (Excluding 474 students of unknown race/ethnicity)



- Between 2002–03 and 2012–13, the number of master's degrees and post-master's degree awards earned by minority students at public and independent institutions and private for-profit/career schools changed as follows:

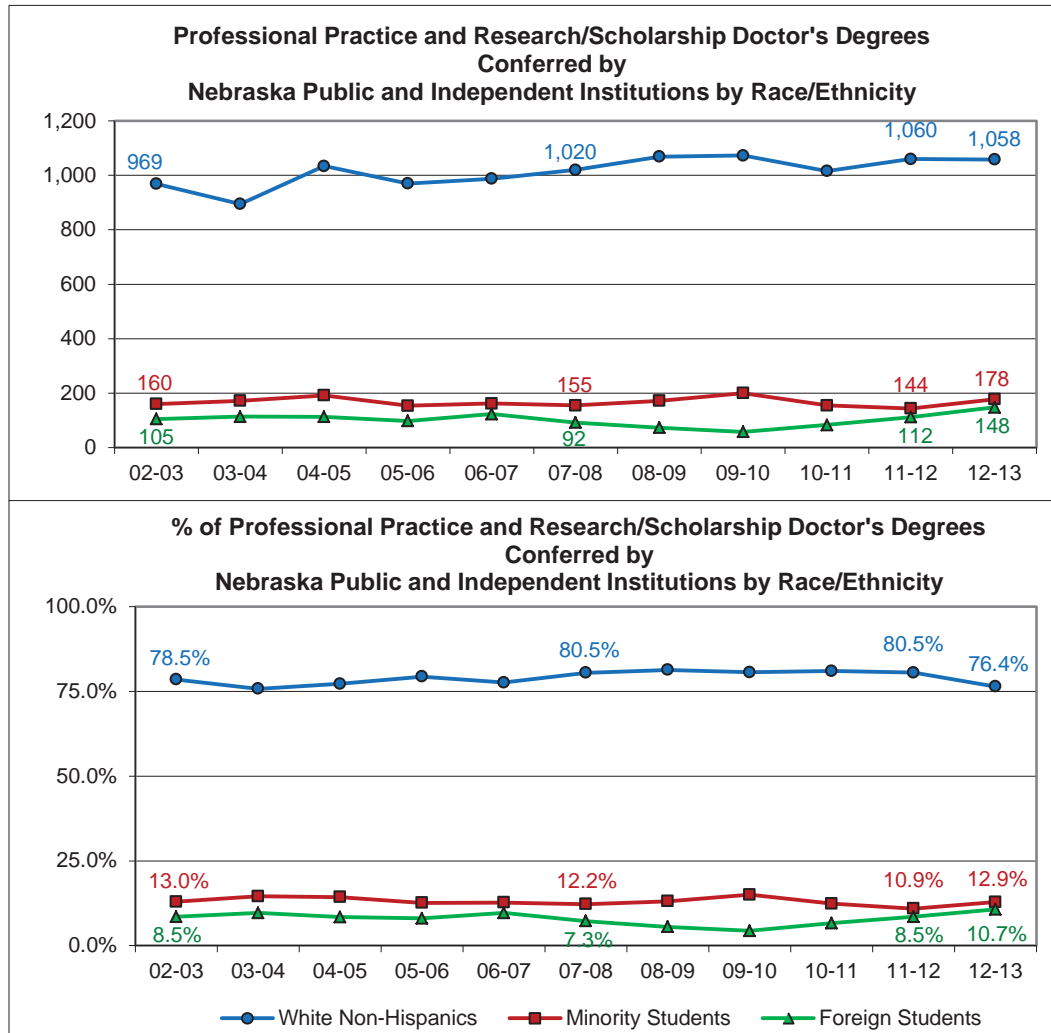
Black Non-Hispanics	up 72.8%
(from 147 to 254)	
Hispanics	up 95.2%
(from 63 to 123)	
Asians/Pacific Islanders	down 8.5%
(from 106 to 97)	
Native Americans	down 45.8%
(from 24 to 13)	

- From the beginning to the end of the 10-year period, changes in the percentage of total degrees earned by each racial/ethnic group at the master's level were as follows:

Black Non-Hispanics	up 1.2% pts
(from 4.1% to 5.3%)	
Hispanics	up 0.8% pts
(from 1.8% to 2.6%)	
Asians/Pacific Islanders	down 0.9% pts
(from 3.0% to 2.0%)	
Native Americans	down 0.4% pts
(from 0.7% to 0.3%)	

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

PROFESSIONAL PRACTICE AND RESEARCH DOCTOR'S DEGREES by RACE/ETHNICITY
 Public and Independent Institutions (Excluding 62 students of unknown race/ethnicity)



Note. Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

- Between 2002–03 and 2012–13, the number of professional practice and research doctoral degrees^a conferred by public and independent institutions changed as follows:

White Non-Hispanics	up 9.2%
(from 969 to 1,058)	
Minority Students ^b	up 11.3%
(from 160 to 178)	
Foreign Students	up 41.0%
(from 105 to 148)	

- From the beginning to the end of the 10-year period, changes in the percentage of all professional practice and research doctoral degrees^a earned by each group of graduates were as follows:

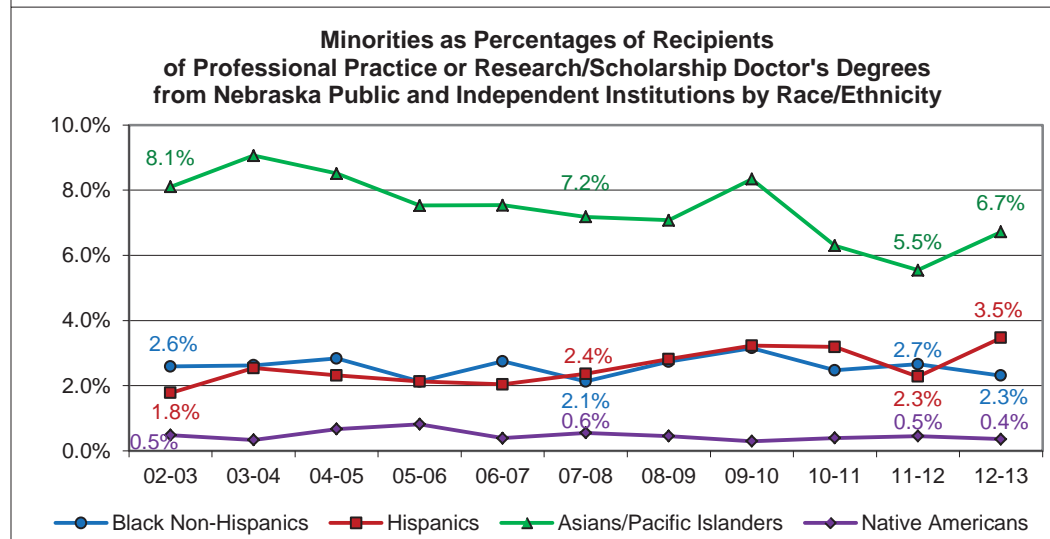
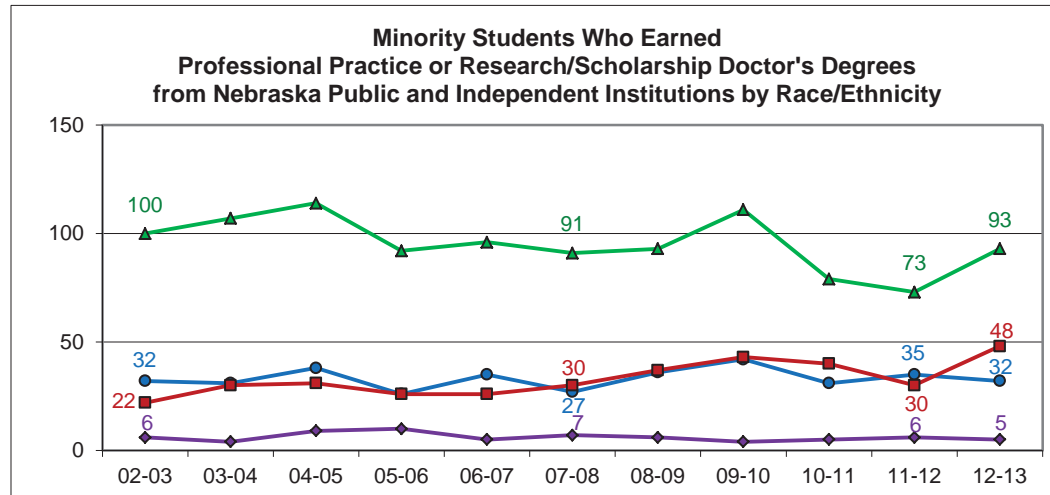
White Non-Hispanics	down 2.1% pts
(from 78.5% to 76.4%)	
Minority Students ^b	down 0.1% pts
(from 13.0% to 12.9%)	
Foreign Students	up 2.2% pts
(from 8.5% to 10.7%)	

^a In Nebraska, professional practice doctor's degrees are conferred in dentistry, medicine, pharmacy, law, audiology, occupational therapy, physical therapy, and nursing administration.

^b Minorities consist of black non-Hispanics, Hispanics, Asians/Pacific Islanders, and Native Americans.

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

PROFESSIONAL PRACTICE AND RESEARCH DOCTOR'S DEGREES by RACE/ETHNICITY (Continued)
Public and Independent Institutions (Excluding 62 students of unknown race/ethnicity)



- Between 2002–03 and 2012–13, the number of professional practice and research doctoral degrees earned by minority students at public and independent institutions changed as follows:

Black Non-Hispanics	0.0%
(from 32 to 32)	
Hispanics	up 118.2%
(from 22 to 48)	
Asians/Pacific Islanders	down 7.0%
(from 100 to 93)	
Native Americans	down 16.7%
(from 6 to 5)	

- From the beginning to the end of the 10-year period, changes in the percentage of total degrees earned by each racial/ethnic group at the professional practice and doctoral level were as follows:

Black Non-Hispanics	down 0.3% pts
(from 2.6% to 2.3%)	
Hispanics	up 1.7% pts
(from 1.8% to 3.5%)	
Asians/Pacific Islanders	down 1.4% pts
(from 8.1% to 6.7%)	
Native Americans	down 0.1% pts
(from 0.5% to 0.4%)	

Detailed data reporting the number of degrees conferred by institution, by sector, by level, by race and by gender are available in the **downloadable Excel workbook for Degrees and Other Awards**.

Section 5 Degrees and Other Awards by Discipline

Notes

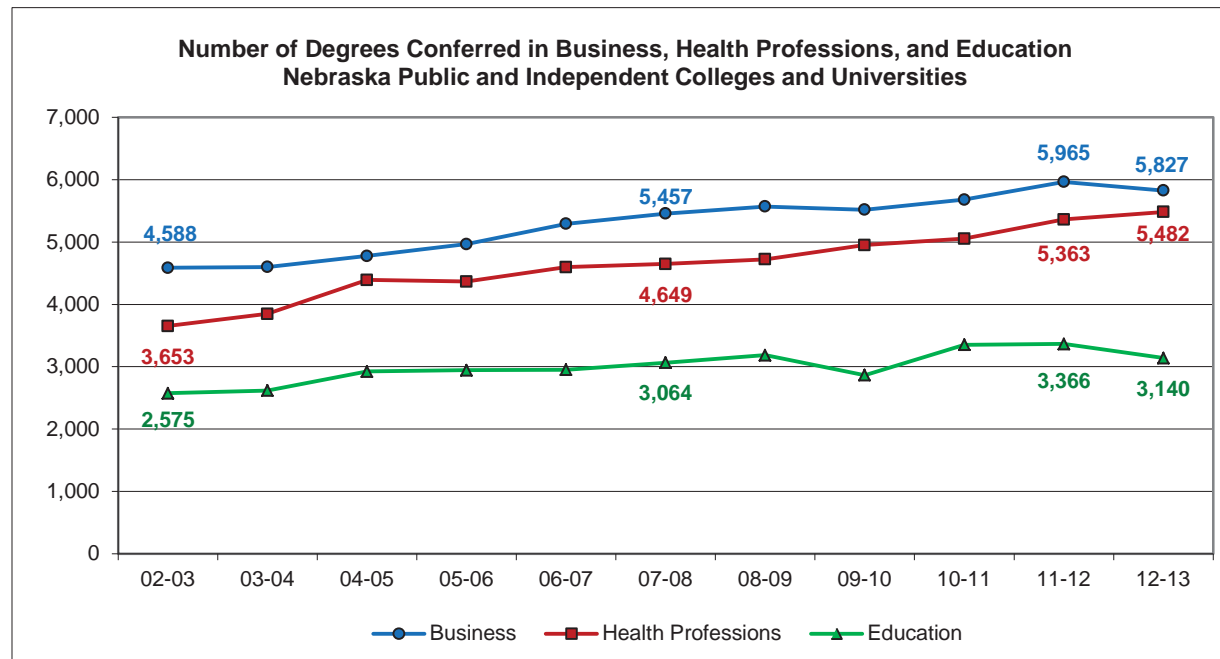
- (1) Summarized data in Section 5 are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) Throughout this section, “degrees” include certificates and diplomas.
- (3) The numbers of degrees reported include degrees conferred by the University of Nebraska Medical Center (UNMC) to graduates of the physician assistant military and distance education programs. These programs serve all branches of the military and most graduates are not residents of Nebraska. For technical reasons:
 - (a) UNMC enrollments for 2002–2003 through 2011–2012, reported in the Enrollment Section of the *Factual Look at Higher Education in Nebraska*, do not include students enrolled in the physician assistant military and distance education programs.^a
 - (b) Beginning in 2012–2013, distance education students are included in UNMC enrollment counts. However, physician assistant military students are not included in UNMC enrollment counts.^b

^a Between 500 to 600 degrees were conferred each year (2002–2003 through 2011–2012) by UNMC in these programs.

^b Approximately 300 degrees were conferred by UNMC in 2012–2013 for the physician assistant military programs.

DISCIPLINES WITH HIGH NUMBERS OF DEGREES

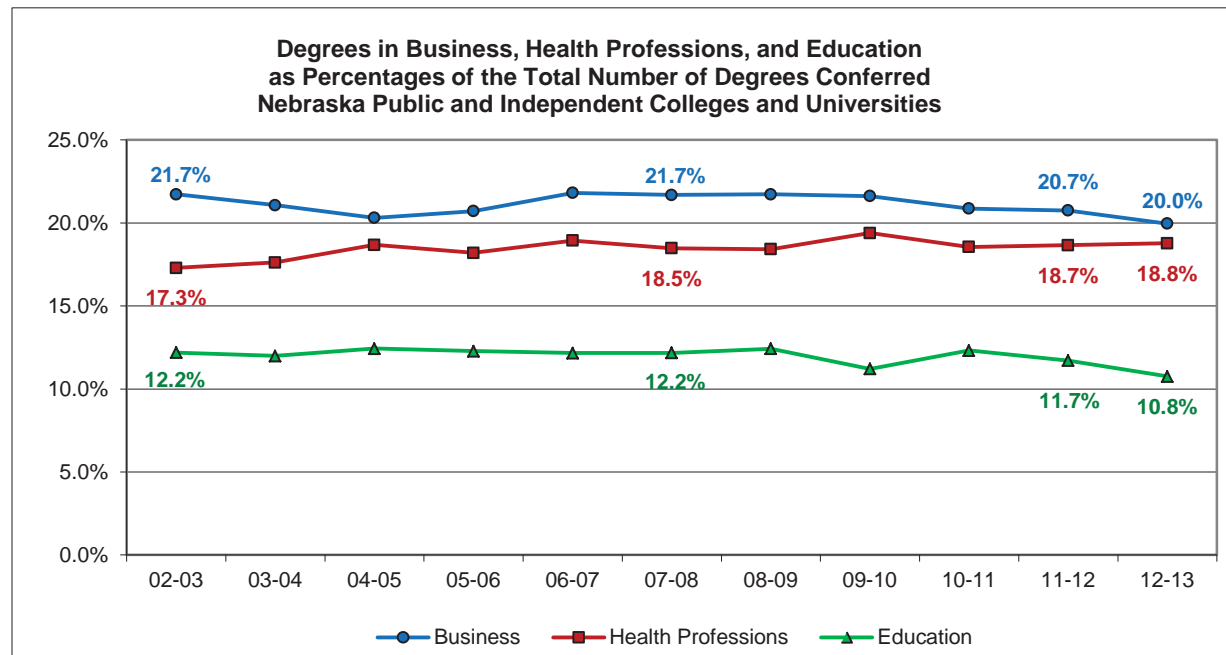
- High numbers of degrees are conferred by Nebraska's public and independent colleges and universities in business, education and the health professions.
- Between 2002–03 and 2012–13, the total number of degrees conferred in these three disciplines increased from 10,816 to 14,449, or 33.6%.



Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the **downloadable Excel workbook for Degrees and Other Awards**.

DISCIPLINES WITH HIGH NUMBERS OF DEGREES (Continued)

- When totaled, degrees in business, education and the health professions accounted for 49.5% of all of the degrees conferred by Nebraska’s public and independent institutions in 2012–13, down from 51.2% in 2002–03.
- Considered separately, degrees in business accounted for 20.0% of all of the degrees awarded, down from 21.7% in 2002–03.
- Degrees in the health professions accounted for 18.8% of all of the degrees awarded in 2012–13, up from 17.3% in 2002–03.
- In comparison, the percentage of all degrees conferred in education was 10.8% in 2012–13, down from 12.2% in 2002–03.



Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the **downloadable Excel workbook for Degrees and Other Awards**.

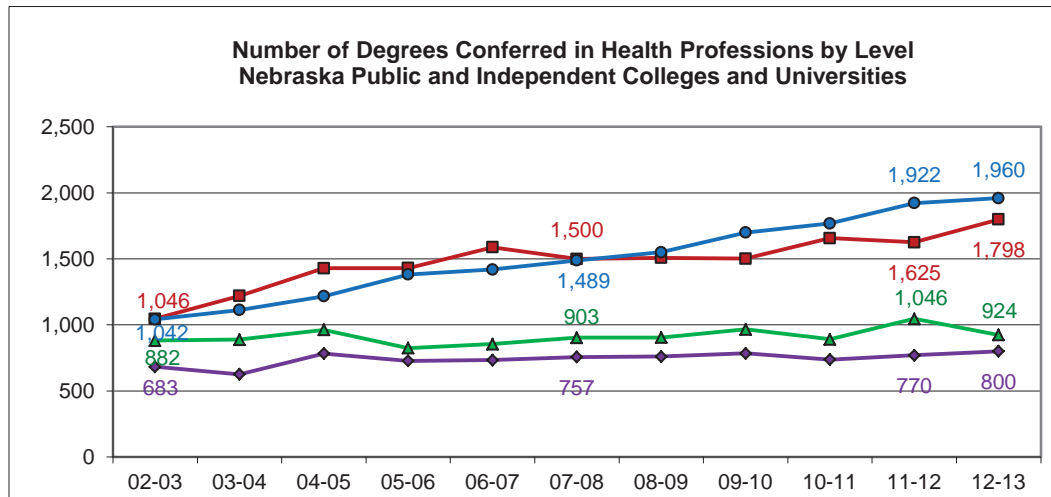
DISCIPLINES WITH HIGH NUMBERS OF DEGREES (Continued)

- As shown on the following table, 3,633 more degrees in the health professions, business and education were conferred in 2012–13 than in 2002–03, accounting for 45.0% of the total increase in degrees over the 10-year period.
- During this period, the number of degrees conferred in the health professions increased 50.1%, while the number of degrees awarded in business and education increased 27.0% and 21.9%, respectively.

Changes in the Number of Degrees Conferred in Health, Business, Education and Other Disciplines Combined Nebraska Public and Independent Colleges and Universities 2002–03 through 2012–13					
Discipline	Number of Degrees Conferred		10-year Increase in Number of Degrees	10-year % Increase in Number of Degrees	% of the Total Increase in Number of Degrees
	2002–03	2012–13			
Health Professions	3,653	5,482	1,829	50.1%	22.7%
Business	4,588	5,827	1,239	27.0%	15.3%
Education	2,575	3,140	565	21.9%	7.0%
Subtotal	10,816	14,449	3,633	33.6%	45.0%
Other Disciplines	10,306	14,746	4,440	43.1%	55.0%
Total	21,122	29,195	8,073	38.2%	100.0%

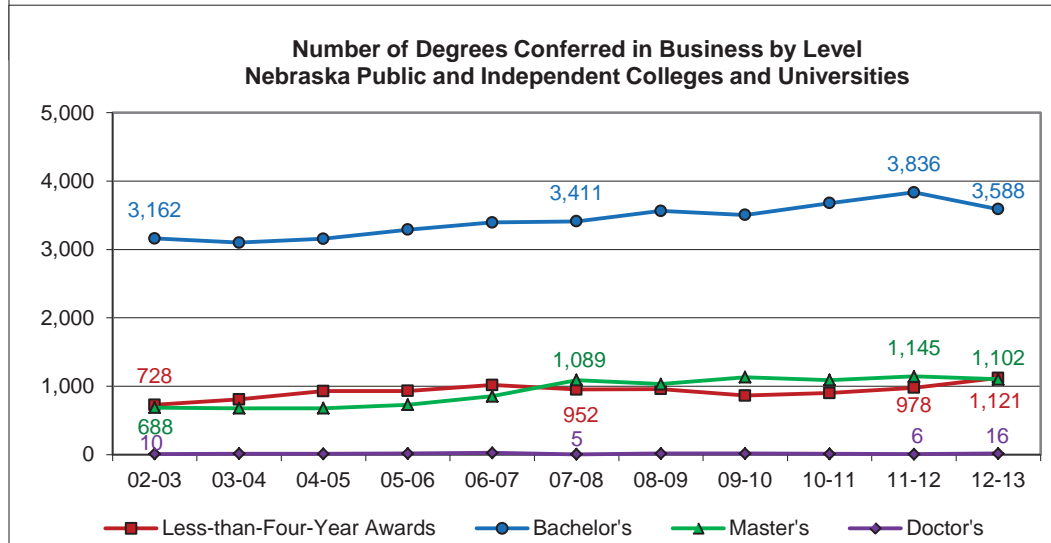
Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the **downloadable Excel workbook for Degrees and Other Awards**.

DEGREES by DISCIPLINE and by LEVEL



- Between 2002–03 and 2012–13, the number of degrees conferred in the health professions changed as follows:

Less-than-Four-Year (from 1,046 to 1,798)	up 71.9%
Bachelor's (from 1,042 to 1,960)	up 88.1%
Master's (from 882 to 924)	up 4.8%
Doctor's Research/Scholarship (from 13 to 13)	up 17.1%
Professional Practice (from 670 to 787)	up 17.5%



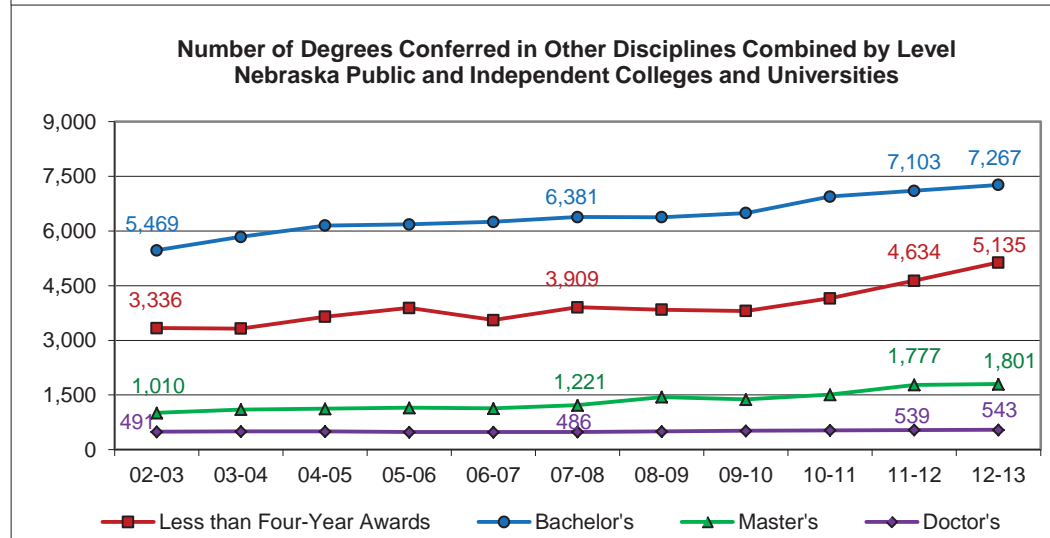
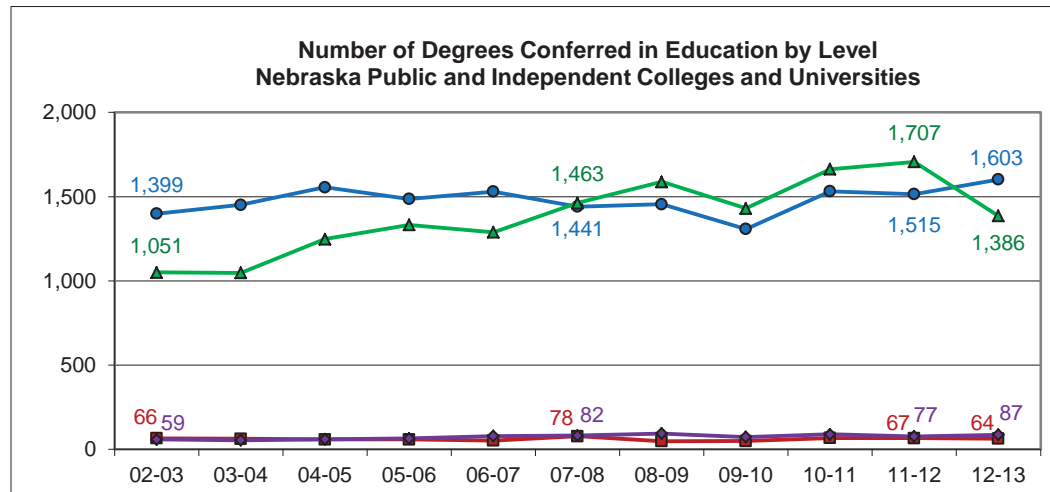
- Between 2002–03 and 2012–13, the number of degrees conferred in business changed as follows:

Less-than-Four-Year (from 728 to 1,121)	up 54.0%
Bachelor's (from 3,162 to 3,588)	up 13.5%
Master's (from 688 to 1,102)	up 60.2%
Research/Scholar Doctorates (from 10 to 16)	up 60.0%

Note. Bachelor's degrees include post-baccalaureate certificates. Master's degrees include post-master's awards. Doctor's degrees include research/scholarship and professional practice doctor's degrees. No professional practice doctor's degrees are conferred in business.

Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the **downloadable Excel workbook for Degrees and Other Awards**.

DEGREES by DISCIPLINE and by LEVEL (Continued)



Note. Bachelor's degrees include post-baccalaureate certificates. Master's degrees include post-master's awards. Doctor's degrees include research/scholarship and professional practice doctor's degrees. No professional practice doctor's degrees are conferred in education (see Technical Note 1a on page i of the Executive Summary for more information).

Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the **downloadable Excel workbook for Degrees and Other Awards**.

- Between 2002–03 and 2012–13, the number of degrees conferred in education changed as follows:

Less-than-Four-Year (from 66 to 64)	down 3.0%
Bachelor's (from 1,399 to 1,603)	up 14.6%
Master's (from 1,051 to 1,386)	up 31.9%
Doctor's Research/Scholarship (from 59 to 82)	up 47.5%
Professional Practice ^a (from 0 to 5)	N/A

^a In preparing the update for doctoral degrees in education, Commission staff discovered that Creighton University reported five professional practice doctoral degrees for 2012–13. Prior to 2012–13, no professional practice degrees were conferred in education. Commission staff is currently working with Creighton to determine if these degrees were professional practice or research/scholarship doctoral degrees. Please see Technical Note 1a on page i of the Executive Summary for more details.

- Between 2002–03 and 2012–13, the number of degrees conferred in all other disciplines combined increased as follows:

Less-than-Four-Year (from 3,336 to 5,135)	up 53.9%
Bachelor's (from 5,469 to 7,267)	up 32.9%
Master's (from 1,010 to 1,801)	up 78.3%
Doctor's Research/Scholarship (from 221 to 284)	up 10.6%
Professional Practice (from 270 to 259)	down 4.1%

GROWTH IN MASTER’S DEGREES by DISCIPLINE

- Between 2002–03 and 2012–13, the highest rates of growth in the numbers of degrees and other awards in business and other disciplines combined were at the master’s level.
- As shown in the following summary table, 1,582 more master’s degrees were conferred by Nebraska’s public and independent institutions in 2012–13 than in 2002–03.
- Degrees in education accounted for 21.2% of the 1,582 additional degrees awarded. Master’s degrees in business accounted for 26.2% of the increase, while 2.7% of the additional degrees were granted in the health professions.

Changes in the Number of <u>Master’s Degrees</u> Conferred in Health, Business, Education and Other Disciplines Nebraska Public and Independent Colleges and Universities 2002–03 through 2012–13							
Discipline	Number and % of Degrees Conferred				10-yr Increase in Number of Degrees	10-year % Increase in Number of Degrees	% of the Total Increase in Number of Degrees
	2002–03		2012–13				
	N	%	N	%			
Health Professions	882	24.3%	924	17.7%	42	4.8%	2.7%
Business	688	18.9%	1,102	21.1%	414	60.2%	26.2%
Education	1,051	28.9%	1,386	26.6%	335	31.9%	21.2%
Subtotal	2,621	72.2%	3,412	65.5%	791	30.2%	50.0%
Other Disciplines	1,010	27.8%	1,801	34.5%	791	78.3%	50.0%
Total	3,631	100.0%	5,213	100.0%	1,582	43.6%	100.0%

Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the **downloadable Excel workbook for Degrees and Other Awards**.

GROWTH IN PROFESSIONAL PRACTICE and RESEARCH/SCHOLARSHIP DOCTOR'S DEGREES by DISCIPLINE

- Between 2002–03 and 2012–13, the greatest increase in the numbers of doctor's degrees within the health professions was in pharmacy. Higher numbers of doctorates were also conferred in business, education, and other disciplines.

Changes in the Number of <u>Professional Practice and Research/Scholarship Doctor's Degrees</u> by Discipline Nebraska Public and Independent Colleges and Universities 2002–03 through 2012–13										
Discipline and Degree Level	Number and % of Degrees Conferred						2002–03 to 2012–13		2011–12 to 2012–13	
	2002–03		2011–12		2012–13		10-year Change in # of Degrees	10-year % Change in # of Degrees	1-year Change in # of Degrees	1-year % Change in # of Degrees
	N	%	N	%	N	%				
Dentistry ^a	125	10.1%	131	9.4%	132	9.2%	7	5.6%	1	0.8%
Medicine ^a	233	18.7%	234	16.8%	255	17.7%	22	9.4%	21	9.0%
Pharmacy ^a	181	14.6%	223	16.0%	249	17.3%	68	37.6%	26	11.7%
Audiology ^a	0	0.0%	4	0.3%	8	0.6%	8		4	100.0%
Occupational Therapy ^a	59	4.7%	47	3.4%	62	4.3%	3	5.1%	15	31.9%
Physical Therapy ^a	72	5.8%	103	7.4%	59	4.1%	-13	-18.1%	-44	-42.7%
Nursing Adm ^a	0	0.0%	10	0.7%	19	1.3%	19		9	
Other Health Professions ^b	13	1.0%	18	1.3%	13	0.9%	0	0.0%	-5	-27.8%
Subtotal Health Professions	683	54.9%	770	55.3%	797	55.5%	114	16.7%	27	3.5%
Business ^b	10	0.8%	6	0.4%	16	1.1%	6	60.0%	10	166.7%
Education ^b	59	4.7%	77	5.5%	82	5.7%	23	39.0%	5	6.5%
Law & LLM ^a	270	21.7%	302	21.7%	258	18.0%	-12	-4.4%	-44	-14.6%
All Other Disciplines ^b	221	17.8%	237	17.0%	284	19.8%	63	28.5%	47	19.8%
Total	1,243	100.0%	1,392	100.0%	1,437	100.0%	194	15.6%	45	3.2%

^a Professional practice doctor's degrees.

^b Research/scholarship doctor's degrees.

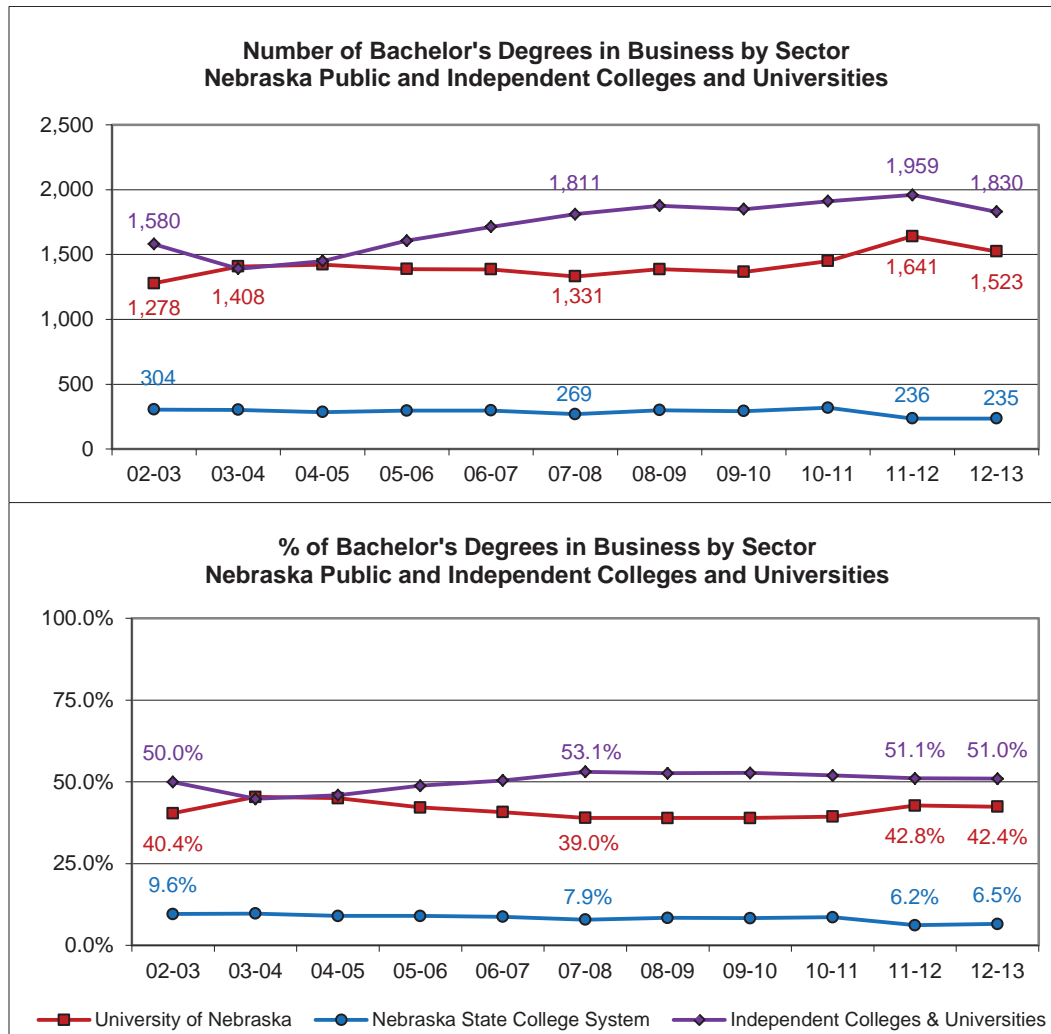
Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions are available in the **downloadable Excel workbook for Degrees and Other Awards**.

DEGREES in BUSINESS, EDUCATION, and HEALTH PROFESSIONS by LEVEL and by SECTOR

- The remaining pages of this section focus on how the numbers of degrees conferred in business, education and health professions varied by sector at each degree level between 2002–03 and 2012–13.
- Ten-year trend data reporting the numbers of degrees in business, education, health professions and all other disciplines combined by sector and for all public and independent institutions combined for 2002–03 through 2012–03 are available in the spreadsheet titled **Sect-Degrees by Discipline** in the **downloadable Excel workbook for Degrees and Other Awards**.
- Ten-year trend data reporting the numbers of degrees in business, education, health professions, other major disciplines, and all degrees totaled by institution, by sector, and for the state for 2002–03 through 2012–13 are available in the spreadsheet titled **Inst-Degrees by Discipline** in the **downloadable Excel workbook for Degrees and Other Awards**.

DEGREES in BUSINESS by LEVEL and by SECTOR

- Among Nebraska's public and independent colleges and universities, the state's community colleges awarded 95% to 99% of the less-than-four-year degrees in business between 2002–03 and 2012–13, while independent institutions conferred the remaining business degrees at this level.

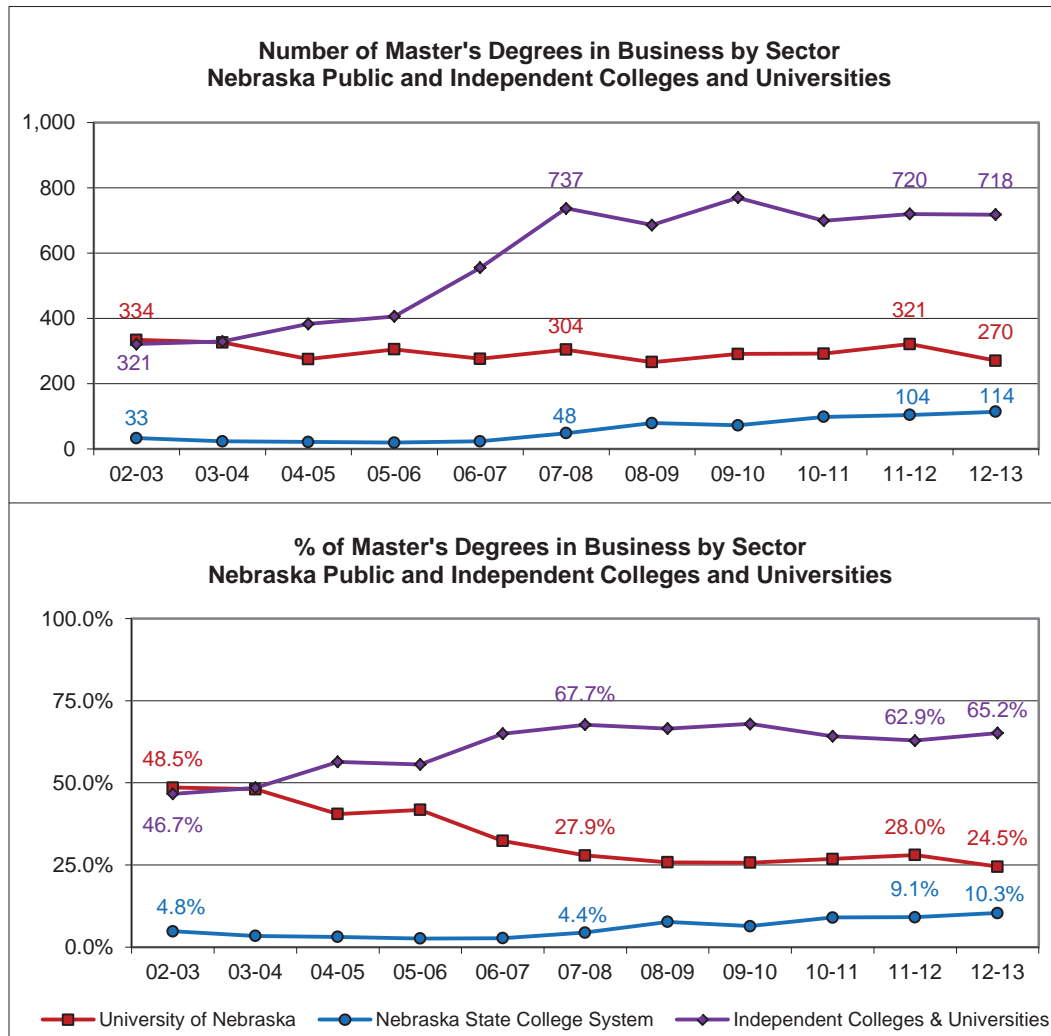


Note. Bachelor's degrees include post-baccalaureate certificates.

- In 2002–03, the University of Nebraska conferred 40.4% of the bachelor's degrees^a in business. Independent institutions awarded 50.0% of these degrees, while 9.6% were granted by the Nebraska State College System.
- In 2012–13, the University of Nebraska 42.4% of the bachelor's degrees in business. Independent institutions awarded 51.0% of these degrees, while 6.5% were granted by the Nebraska State College System.

^a Includes post-baccalaureate certificates.

DEGREES in BUSINESS by LEVEL and by SECTOR (Continued)



Note. Master's degrees include post-master's awards.

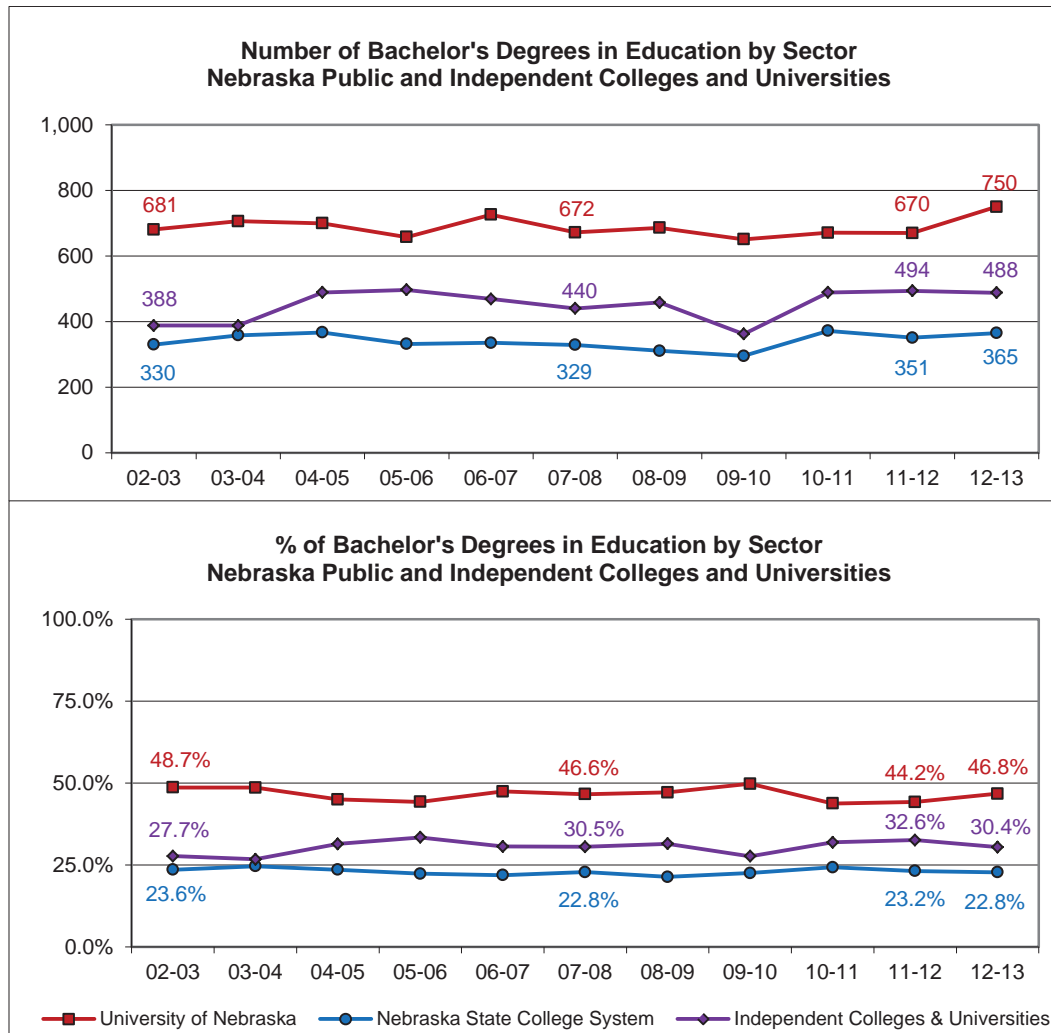
- In 2002–03, the independent colleges and universities awarded 46.7% of the master's degrees^a in business, while University of Nebraska awarded 48.5% and the state colleges granted 4.8%.
- Between 2002–03 and 2012–13, the numbers of master's degrees in business increased at the state colleges and at the independent institutions but decreased at the University of Nebraska.
- By the end of the 10-year period, the independent institutions were awarding 65.2% of the business degrees at the master's level, while the university and state colleges were conferring 24.5% and 10.3%, respectively.

^a Includes post-master's awards.

- At the doctoral level, all business degrees were conferred by the University of Nebraska-Lincoln between 2002–03 and 2012–13.

DEGREES in EDUCATION by LEVEL and by SECTOR

- Among Nebraska's public and independent colleges and universities, the state's community colleges awarded 91% to 99% of the less-than-four-year degrees in education between 2002–03 and 2012–13, while independent institutions conferred the remaining business degrees at this level.

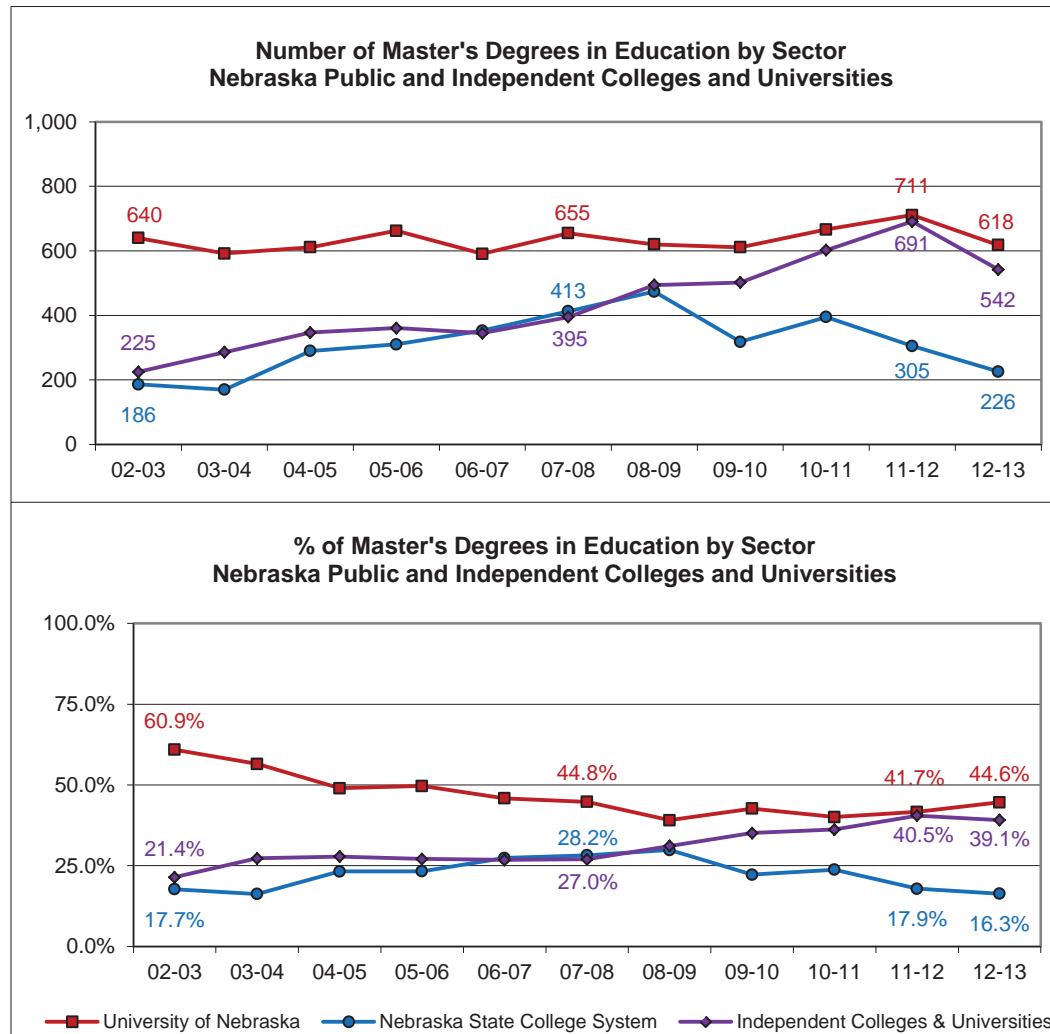


- In 2002–03, the University of Nebraska conferred 48.7% of the bachelor's degrees^a in education. Independent institutions awarded 27.7% of these degrees, while 23.6% were granted by the Nebraska State College System.
- In 2012–13, the University of Nebraska conferred 46.8% of the bachelor's degrees in education. Independent institutions awarded 30.4% of these degrees, while 22.8% were granted by the Nebraska State College System.

^a Includes post-baccalaureate certificates.

Note. Bachelor's degrees include post-baccalaureate certificates.

DEGREES in EDUCATION by LEVEL and by SECTOR (Continued)



Note. Master's degrees include post-master's awards.

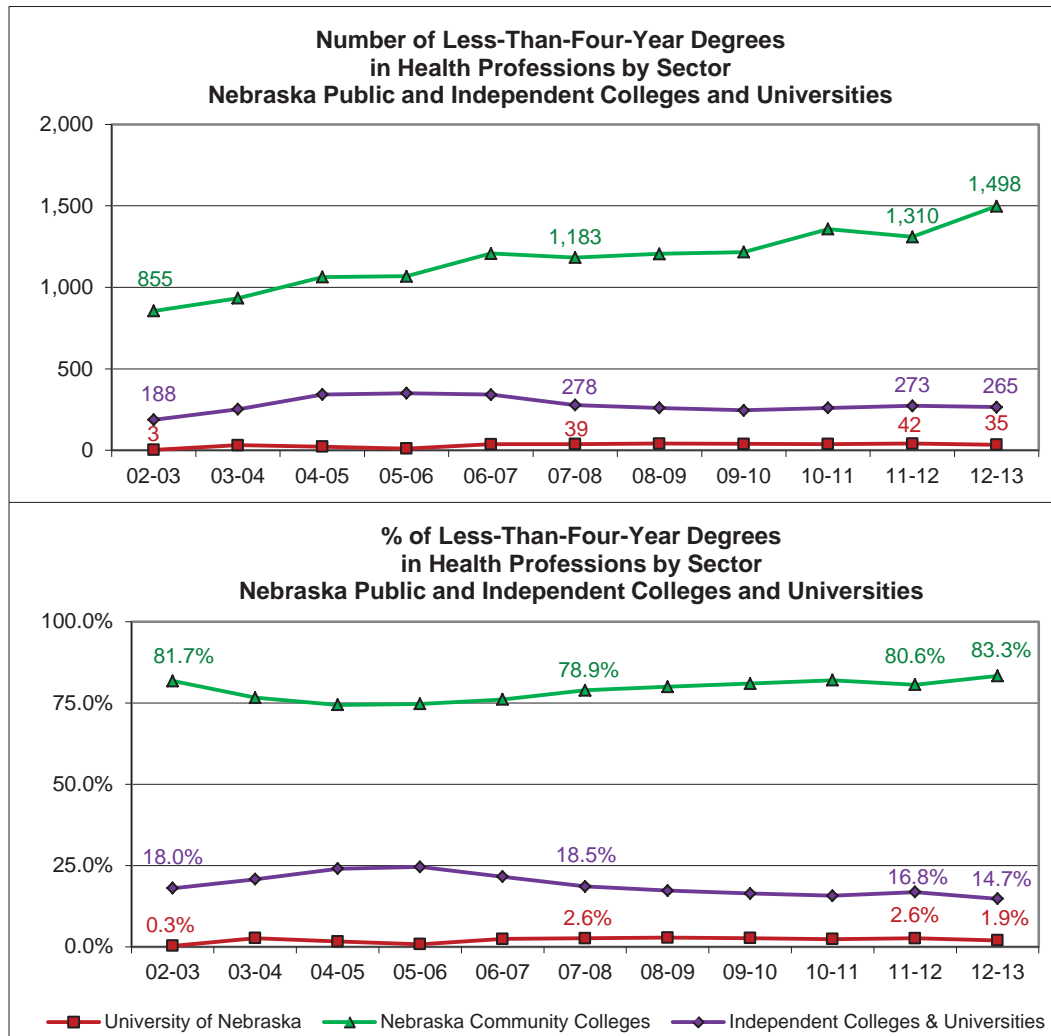
- The University of Nebraska awarded decreasing percentages of the master's degrees^a in education as the numbers of degrees granted by the independent institutions at this level steadily increased between 2002–03 and 2012–13.
- In 2012–13, the University of Nebraska conferred 44.6% of the master's degrees in education, down from 60.9% in 2002–03.
- In comparison, independent institutions awarded 39.1% of the master's degrees in education in 2012–13, up from 21.4% in 2002–03.
- The Nebraska State College System conferred 16.3% of the master's degrees in education in 2012–13, down only slightly from 17.7% 10 years earlier.^b

^a Includes post-master's awards.

^b The drops in the number of master's degrees in education evidenced at the Nebraska State College System in 2009–10 and 2011–12 were primarily due to new caps on online course enrollment and controlled cohort registrations.

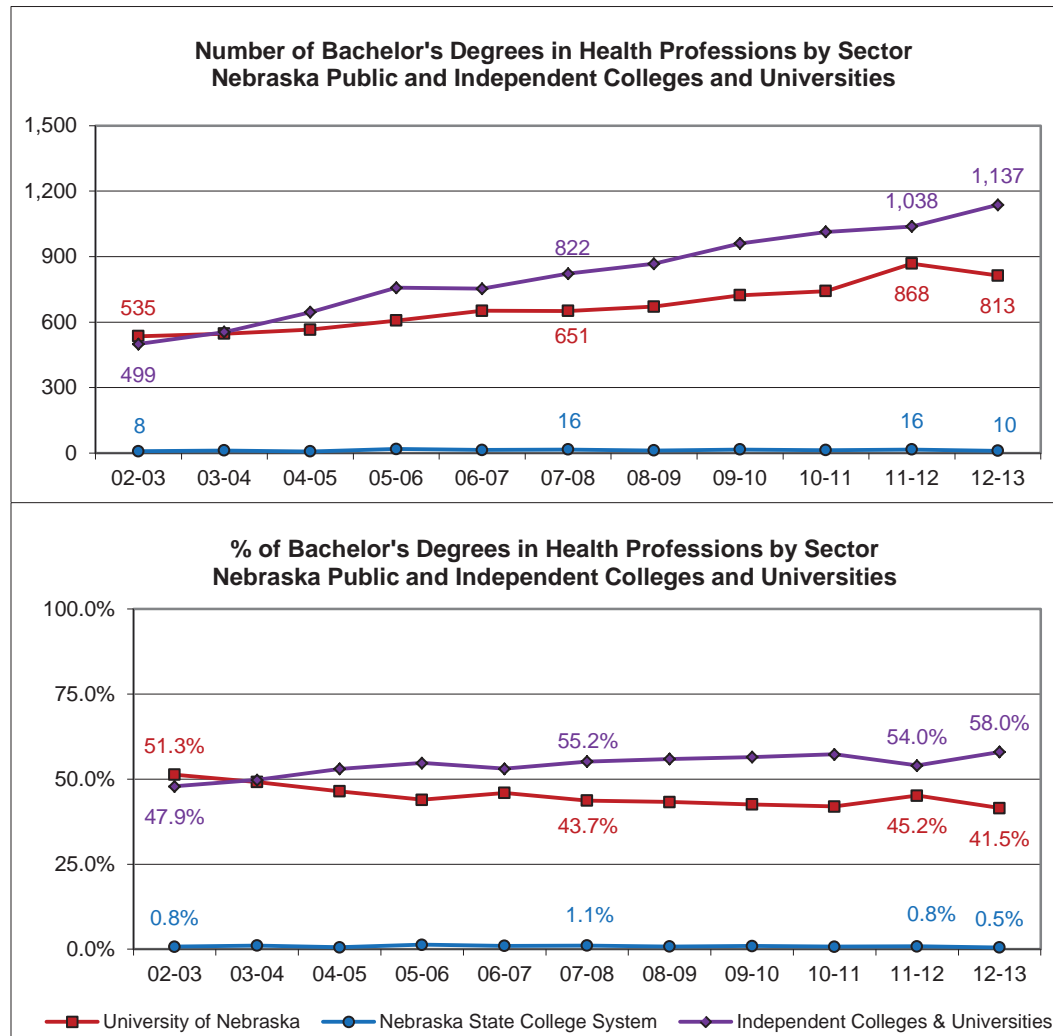
- At the doctoral level, all of the degrees in education were conferred by the University of Nebraska between 2002–03 and 2006–07. Between 2007–08 and 2012–13, the University of Nebraska has conferred 90% to 96% of degrees at the doctoral level, while independent institutions conferred the remaining education degrees at this level.

DEGREES in HEALTH PROFESSIONS by LEVEL and by SECTOR



- Between 2002–03 and 2012–13, the number of less-than-four-year degrees in health-related disciplines awarded by Nebraska’s community colleges increased 75.2% (from 855 to 1,498), while the number of degrees at this level conferred by independent institutions increased 50.0% (from 188 to 265).
- As a result, the state’s community colleges awarded 83.3% of the less-than-four-year degrees in health fields in 2012–13, compared to 81.7% in 2002–03. Conversely, independent institutions awarded 14.7% of the less-than-four-year degrees in 2012–13, compared to 18.0% 10 years earlier.
- At the University of Nebraska, the number of less-than-four-year degrees awarded in health fields increased from three in 2002–03 to 35 in 2012–13. As a result, the University of Nebraska conferred 1.9% of the awards at this level in 2012–13, compared to only 0.3% in 2002–03.

DEGREES in HEALTH PROFESSIONS by LEVEL and by SECTOR (Continued)

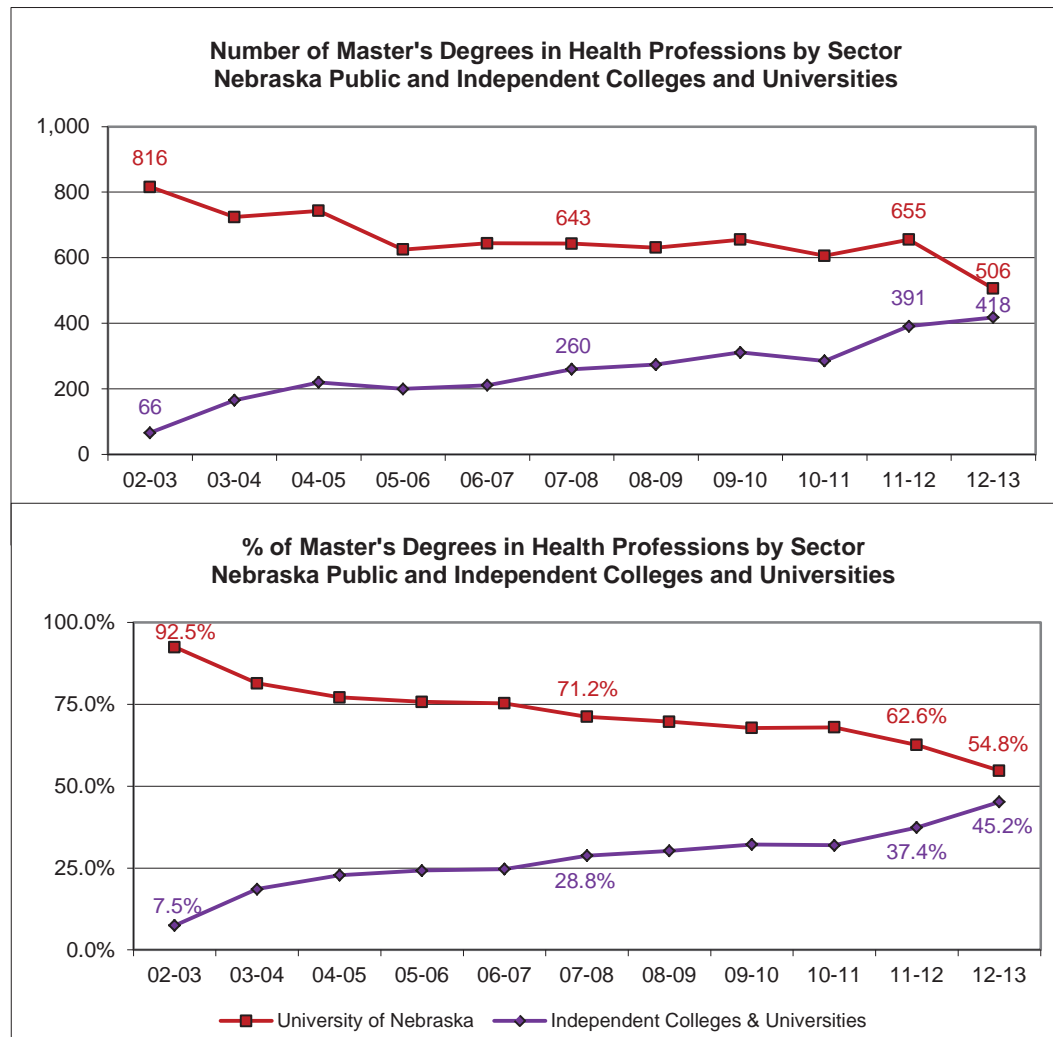


Note. Bachelor's degrees include post-baccalaureate certificates.

- Between 2002–03 and 2012–13, the number of bachelor's degrees^a awarded in the health professions by the University of Nebraska increased 52.0% (from 535 to 813) while the number conferred by the state colleges increased 127.9% (from 499 to 1,137).
- At the end of the 10-year period, independent colleges and universities conferred 58.0% of the bachelor's degrees in health professions, up from 47.9% in 2002–03.
- The University of Nebraska conferred 41.5% of degrees of these awards in 2012–13, down from 51.3% in 2002–03.
- The Nebraska State College System conferred 0.5% of the awards at this level in the health professions in 2012–13, down slightly from 0.8% in 2002–03.

^a Includes post-baccalaureate certificates.

DEGREES in HEALTH PROFESSIONS by LEVEL and by SECTOR (Continued)

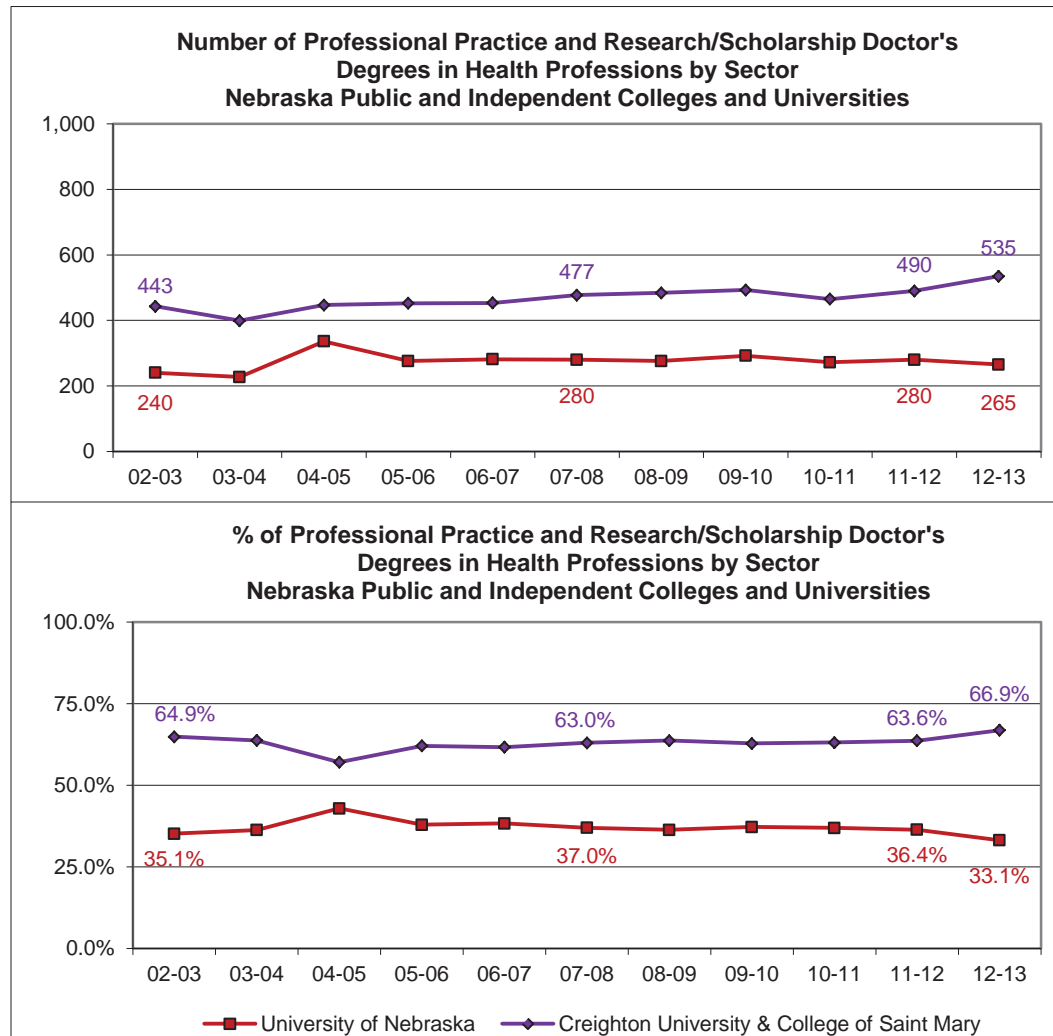


Note. Master's degrees include post-master's awards.

- The University of Nebraska conferred 506 master's degrees^a in the health professions in 2012–13, down from 816 in 2002–03.
- In comparison, the number of master's degrees in health professions awarded by the independent institutions increased from 66 degrees in 2002–03 to 418 degrees in 2012–13.
- In 2012–13, the University of Nebraska conferred 54.8% of the master's degrees in the health professions, down from 92.5% in 2002–03.

^a Includes post-master's awards.

DEGREES in HEALTH PROFESSIONS by LEVEL and by SECTOR (Continued)



- Between 2002–03 and 2012–13, only four institutions awarded doctoral degrees in health professions: College of Saint Mary^a, Creighton University, the University of Nebraska Medical Center (UNMC), the University of Nebraska-Lincoln (UNL).
- In 2012–13, Creighton University awarded 534 doctor's degrees in health professions, and the College of Saint Mary awarded one doctorate in the health professions.
- In 2012–13, the University of Nebraska conferred 265 doctor's degrees (257 at UNMC and eight at UNL) in health professions.
- In 2002–03, Creighton University awarded 64.9% of the doctoral degrees in health professions, while the University of Nebraska conferred 35.1%. In 2012–13, Creighton and College of Saint Mary awarded 66.9% of the degrees at these levels, while the University of Nebraska awarded 33.1%.

^a College of Saint Mary started awarding doctorates in the health professions in 2009–10.

This page is left blank intentionally.

2013–2014 Factual Look at Higher Education in Nebraska

**Nebraska’s Coordinating Commission
for Postsecondary Education**

Section: Faculty and Salaries

Faculty and Salary Data for the 2003–2004 through 2013–2014 Academic Years

**Published November 2014
on the Commission Website
www.ccpe.state.ne.us**

**Reporting information from the Integrated Postsecondary Data System (IPEDS)
Surveys of Nebraska Public and Independent Colleges and Universities
(Faculty and Salaries Section does not include data from for-profit/career schools)**

**Ten-Year Trends based on the 2003–04 through 2013–14 Federal IPEDS Surveys
of Nebraska Public and Independent Colleges and Universities**

Nebraska's Coordinating Commission for Postsecondary Education

140 N. 8th Street, Suite 300
P.O. Box 95005
Lincoln, Nebraska 68509-5005
Telephone: (402) 471-2847
Fax: (402) 471-2886
www.ccpe.state.ne.us

Dr. Michael Baumgartner, Executive Director

Commissioners

Colleen A. Adam, Chair
Hastings, District 5

Carol A. Zink, Vice Chair
Lincoln, Member-at-Large

Dr. John Bernthal
Lincoln, District 1

Dr. Deborah Frison
Omaha, District 2

Dr. Ronald Hunter
Hay Springs, District 6

Mary Lauritzen
West Point, Member-at-Large

Dwayne Probyn
Papillion, Member-at-Large

Eric Seacrest
North Platte, Member-at-Large

Dr. Joyce D. Simmons
Valentine, Member-at-Large

Lori Warner
South Sioux City, District 3

W. Scott Wilson
Papillion, District 4

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

List of 34 Reporting Institutions

University of Nebraska (5)	Independent Colleges & Universities (20)
Nebraska College of Technical Agriculture	Bellevue University
University of Nebraska at Kearney	Bryan College of Health Sciences
University of Nebraska-Lincoln	Clarkson College
University of Nebraska Medical Center	College of Saint Mary
University of Nebraska at Omaha	Concordia University-Seward
	Creighton University
Nebraska State College System (3)	Dana College (Closed Fall 2010)
Chadron State College	Doane College-Crete
Peru State College	Doane College-Lincoln
Wayne State College	Grace University
	Hastings College
Nebraska Community Colleges (6)	Little Priest Tribal College
Central Community College	Midland University
Metropolitan Community College	Nebraska Christian College
Mid-Plains Community College	Nebraska Indian Community College
Northeast Community College	Nebraska Methodist College of Nursing & Allied Health
Southeast Community College	Nebraska Wesleyan University
Western Nebraska Community College	Summit Christian College
	Union College
	York College

Table of Contents for Factual Look – Faculty and Salaries

Executive Summary of Data.....	i
Section 1 Number of Full-Time Instructional Faculty by Sector and Rank.....	1.1
Section 2 Average Salaries of Full-Time Instructional Faculty by Sector and Rank.....	2.1
Section 3 Number and Average Salaries of Full-Time Instructional Faculty by Gender.....	3.1
Section 4 Number of Full-Time Faculty by Race/Ethnicity.....	4.1
Section 5 Explanatory Note on the Calculation of Average Salaries.....	5.1

Faculty and Salaries

Executive Summary of Data

This section of the *Factual Look at Higher Education in Nebraska* summarizes the numbers and average salaries of **full-time instructional faculty** reported through the federal Integrated Postsecondary Education Data System (IPEDS) surveys of Nebraska's public and independent (not-for-profit) colleges and universities. These institutions do not include the state's for-profit/career schools. Institutions currently report faculty counts and salaries as of November 1 for the academic year. For example, data reported for fall 2013 are for the 2013–14 academic year. In this section, 10-year trends are presented, based on data collected from the 2003–04 through 2013–14 IPEDS surveys of Nebraska public and independent colleges and universities. Using these data, the numbers and average salaries of full-time instructional faculty are analyzed by (1) sector, (2) rank, and (3) gender. Additionally, the numbers of full-time faculty (instructional, research, and public service faculty) are analyzed by race/ethnicity. **Data are not available for a comparable analysis of part-time faculty or adjunct faculty who are hired on a course-by-course basis.**

Technical Notes:

1. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report.
2. Due to rounding, percentages may not sum to 100.0% for data summarized in this report.
3. Due to changes in IPEDS reporting requirements, tenure status by race and by gender is no longer reported for all instructional, research, and public-service faculty. Rather, tenure status by race and by gender is now collected *only* for instructional faculty. For research and public service faculty, tenure status is collected, but not by race and gender. Due to these changes in IPEDS reporting, 10-year trends for tenure status by race and by gender are unavailable for the *2013–14 Factual Look*. It is the intention of the Commission to report tenure status trend data for instructional faculty by race and by gender in future editions of the *Factual Look*.
4. Detailed data reporting the numbers and average salaries of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the **downloadable Excel workbook for Faculty and Salaries**.

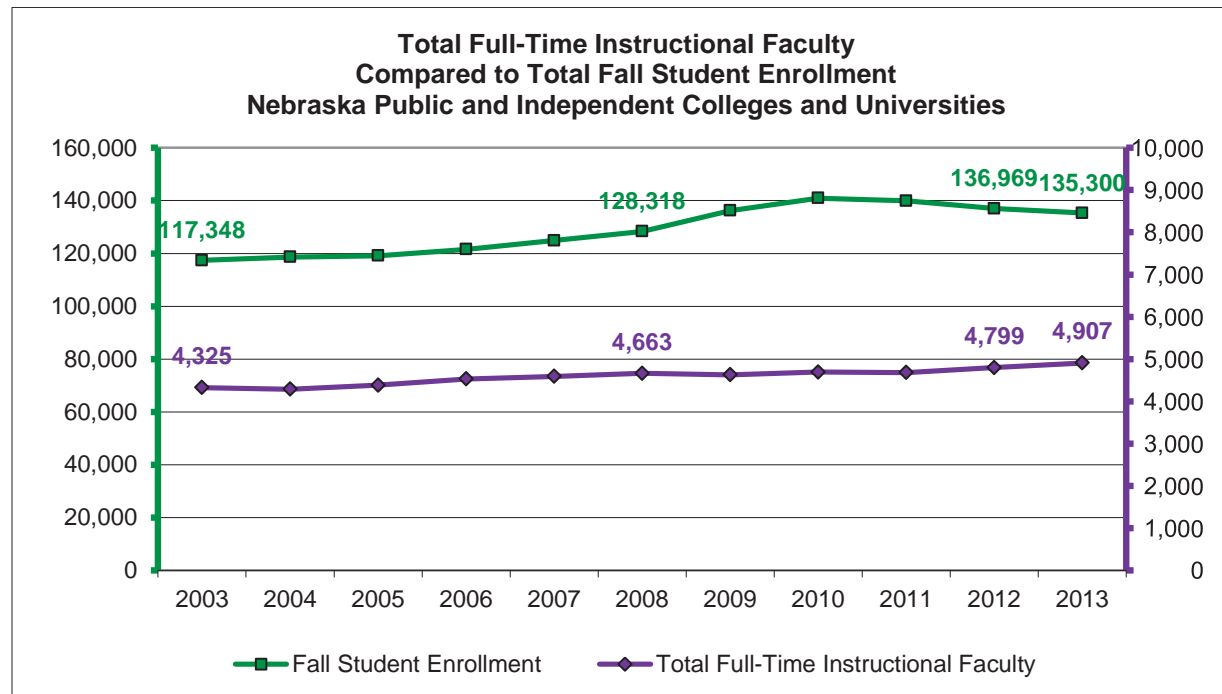
Executive Summary of Data

Faculty Fall 2003 – Fall 2013 and Faculty Salaries 2003–04 – 2013–14

Total Number of Full-Time Instructional Faculty

See pages 1.1-1.14

- Full-time instructional faculty at Nebraska’s public and independent colleges and universities increased from 4,325 in fall 2003 to 4,907 in fall 2013, an increase of 13.5%. Over the same 10 years, total fall student enrollment increased 15.3%.
- Increases in faculty generally parallel increases in fall enrollment. However, between fall 2003 and fall 2013, the ratio of total fall enrollment to full-time instructional faculty increased almost five students per faculty member within the Nebraska State College System and the sector comprised of independent institutions. At the University of Nebraska, a slight decrease was evidenced in the number of students per full-time faculty member while at the Community Colleges, the estimated student-to-full-time-faculty ratio decreased by almost six students between fall 2003 and fall 2013. It must be noted that these ratios do not account for the use of part-time or adjunct faculty, on whom institutions may increasingly rely.

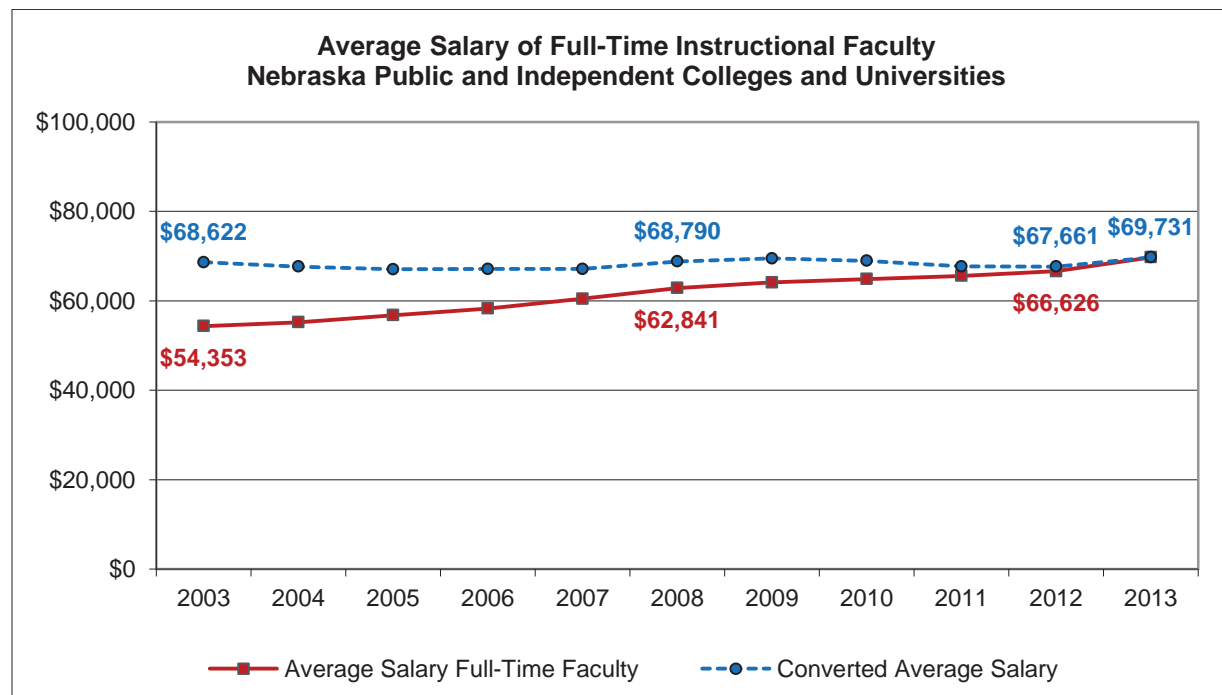


- When analyzed by rank and sector, the largest changes in the numbers of full-time instructional faculty were as follows:
 - 167 more instructors and lecturers and 85 more professors and assistant professors at the University of Nebraska.
 - 18 more professors but 11 fewer associate professors and 10 fewer instructors within the Nebraska State College System.
 - 172 additional faculty with no academic rank at Nebraska’s Community Colleges.
 - 173 additional professors and associate professors at Nebraska’s independent institutions.

Average Salaries of Full-Time Instructional Faculty

See pages 2.1-2.20

- Between the academic years of 2003–04 and 2013–14, the average salary for full-time faculty at Nebraska’s public and independent institutions increased 28.3%, from \$54,353 to \$69,731.^a However, when salaries are adjusted for inflation by converting them to 2013–14 dollars, the statewide average salary was \$1,109 higher in 2013–14 than it was in 2003–04.



^a All salaries are calculated to be equivalent to 9-month salaries. See the **Explanatory Note** in Section 5 for information about how average salaries are currently calculated and how they were calculated previously.

- Average faculty salaries increased across all four sectors between fall 2003 and fall 2013.

	<u>10-Year Change in Average Salary</u>	<u>10-Year Change in Average Salary Adjusted for Inflation</u>
University of Nebraska	+ 28.3%	+ 1.6%
Nebraska State College System	+ 27.1%	+ 0.7%
Nebraska Community Colleges	+ 33.6%	+ 5.8%
Nebraska Independent Institutions	+ 29.4%	+ 2.5%
Nebraska Public and Independent Total	+ 28.3%	+ 1.6%

Full-Time Instructional Faculty by Gender

See pages 3.1-3.12

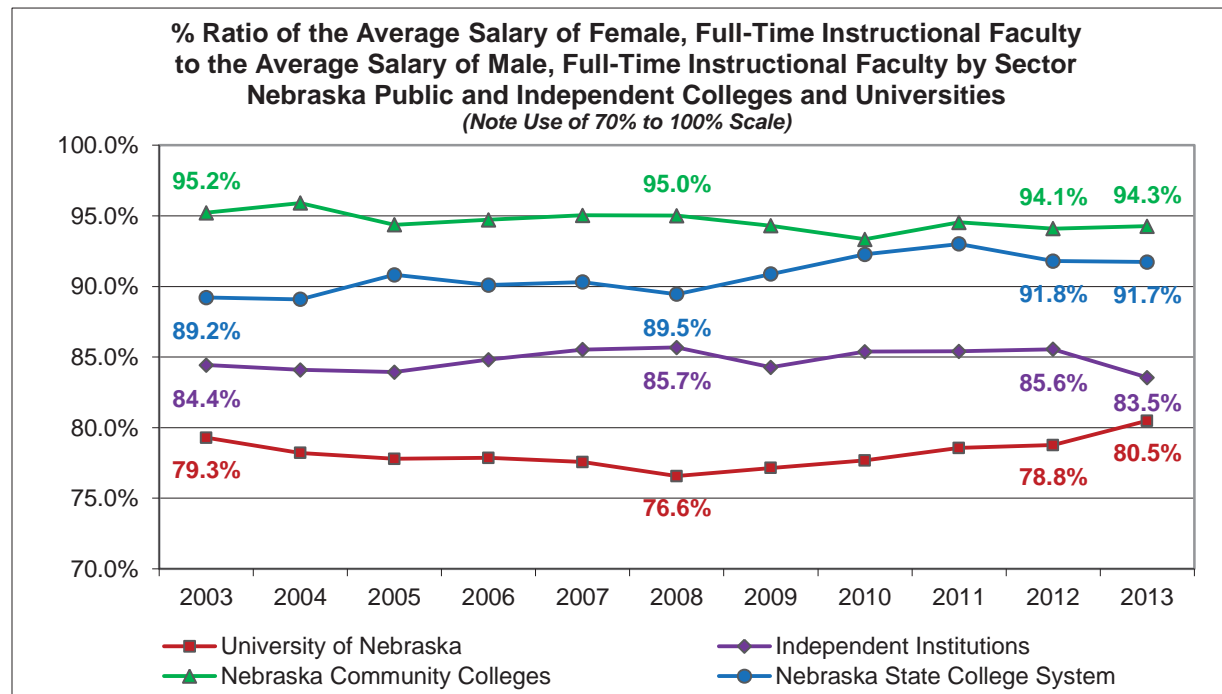
- Between fall 2003 and fall 2013, women accounted for an increased percentage of the full-time instructional faculty at Nebraska’s public and independent colleges and universities.
 - In fall 2003, 38.8% of the full-time instructional faculty were women.
 - By fall 2013, women accounted for 45.8% of the full-time instructional faculty.
- Over the 10-year period, women generally accounted for higher numbers and percentages of the full-time instructional faculty at every level of academic rank at the University of Nebraska, the Nebraska State College System, and Nebraska’s independent colleges and universities.^b
- However, percentages of female faculty continue to be inversely related to academic rank. From fall 2003 through fall 2013, the lowest percentages of women were at the full professor level, while the highest percentages were at the rank of instructor.
- At Nebraska’s Community Colleges, where faculty are not classified by academic rank, women accounted for 42.2% of the full-time instructional faculty in fall 2003 and for 50.0% in fall 2013.
- In comparison, women constituted 50.6% of the full-time instructional faculty at the independent institutions in fall 2013, while 43.3% of the faculty at the State Colleges and 41.5% of the faculty at the University of Nebraska were women.

^bThe two exceptions are that women accounted for a lower percentage of the assistant professors employed by the University Nebraska in 2013 than they did in 2003, and women accounted for a lower percentage of the instructors at the State Colleges in 2013 than they did in 2003.

Average Salaries of Full-time Instructional Faculty by Gender

See pages 3.13-3.18

- In 2003–04, the average salary of male, full-time instructional faculty at Nebraska’s public and independent colleges and universities was \$58,709, or \$11,233 higher than the average salary received by female faculty. By 2013–14, the average salary paid to male faculty was \$76,184, and the gap between the average salaries of men and women had widened to \$13,994.
- Statewide, the average salary of female full-time instructional faculty was 81.6% of the average salary of male full-time faculty in 2013–14, up slightly from 80.9% in 2003–04. However, as shown in the chart below, the ratio of the average salary of female, full-time faculty to the average salary of their male colleagues varied by sector.

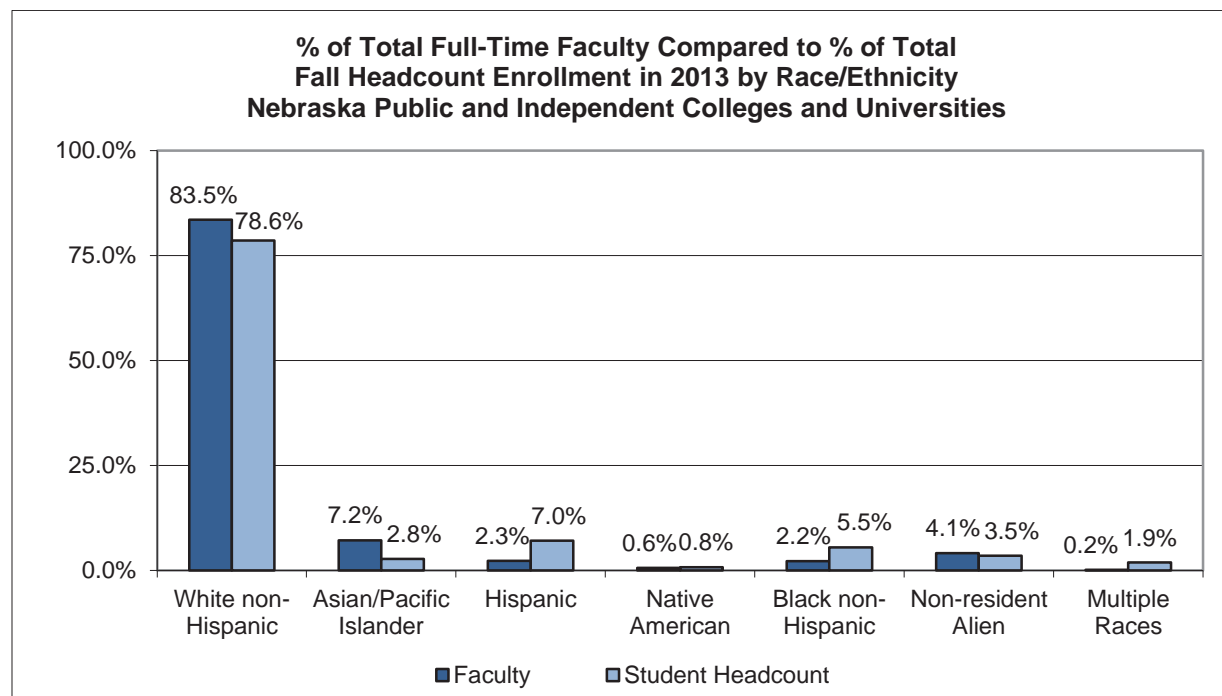


- Over the past 10 years, the ratio of women’s average salary to men’s has been lower for professors than for faculty in lower ranks. In 2013–14, female professors earned, on the average, 88.2% of the average salary of male professors, 95.3% of the men’s average salary at the associate professor level, 88.9% of the average men’s salary at the assistant professor level, and 99.2% of the average salary paid to male instructors.
- Female full-time instructional faculty have been paid, on average, as much or more than their male colleagues only at the instructor level.

Total Full-Time Faculty by Race/Ethnicity (Race/ethnicity data are collected only in odd-numbered years.)

See pages 4.1-4.12

- In fall 2013, 83.5% of the full-time instructional, research, and public service faculty were white non-Hispanics, down from 85.8% in fall 2003.
- Over the 10 years between fall 2003 and fall 2013, total minority faculty – consisting of Asians/Pacific Islanders, Hispanics, Native Americans, black non-Hispanics, and multi-racial faculty – increased 45.9%, from 527 to 769, while white non-Hispanic faculty increased 10.8%, from 4,684 to 5,191. During this period, the number of non-resident alien faculty increased 2.4%, from 249 to 255.
- When percentages of full-time faculty are compared to percentages of total student headcount enrollment by race/ethnicity, as shown in the chart below, Hispanics, black non-Hispanics, Native Americans and multi-racial persons continue to be underrepresented among the faculty in fall 2013, relative to the percentages of students in these racial/ethnic groups. In contrast, white non-Hispanics, Asians/Pacific Islanders, and non-resident aliens accounted for higher percentages of the faculty than of students of the same race/ethnicity.



Note. Total faculty includes instructional, research, and public service faculty. In fall 2003, 0.2% of the faculty was of unknown race/ethnicity. In fall 2013, 0.3% of the faculty was of unknown race/ethnicity.

Section 1

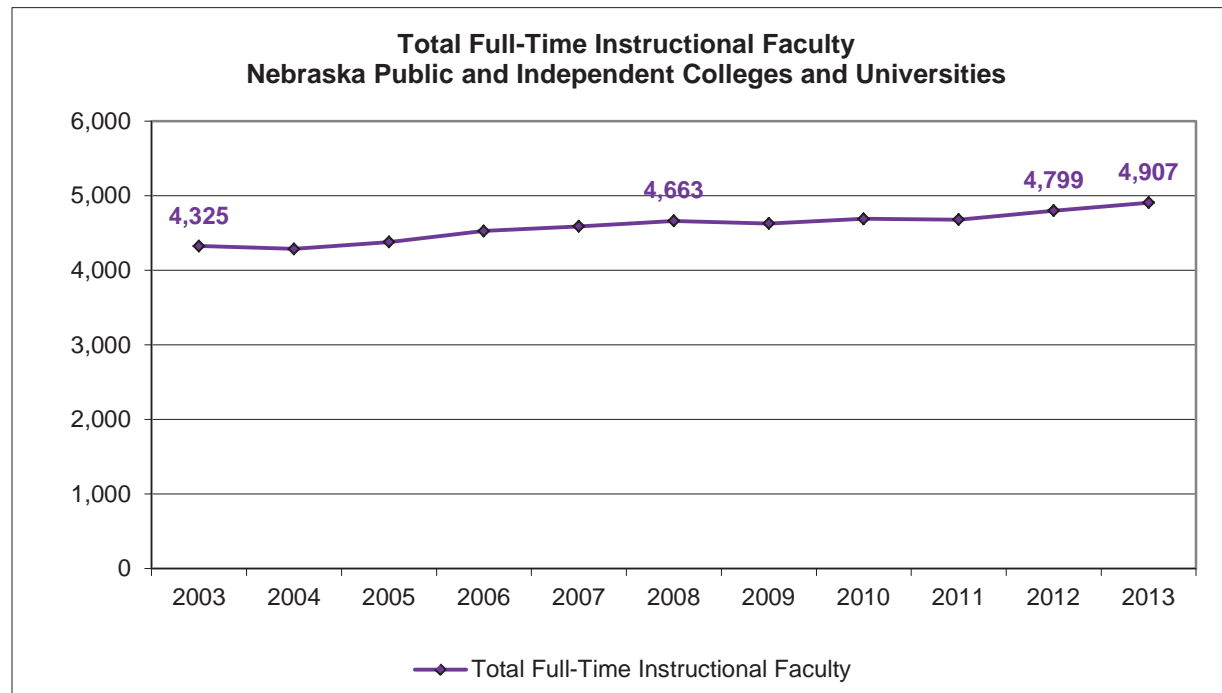
Number of Full-Time Instructional Faculty by Sector and Rank

Notes

- (1) Summarized data are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected. Additionally, no data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.
- (3) Faculty and salary data are reported as of November 1 for the academic year.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY

- Full-time instructional faculty at Nebraska's public and independent colleges and universities increased 13.5%, from 4,325 in fall 2003 to 4,907 in fall 2013.
- As a basis for comparison, fall student enrollment at Nebraska's public and independent institutions increased 15.3%, from 117,348 in fall 2003 to 135,300 in fall 2013.

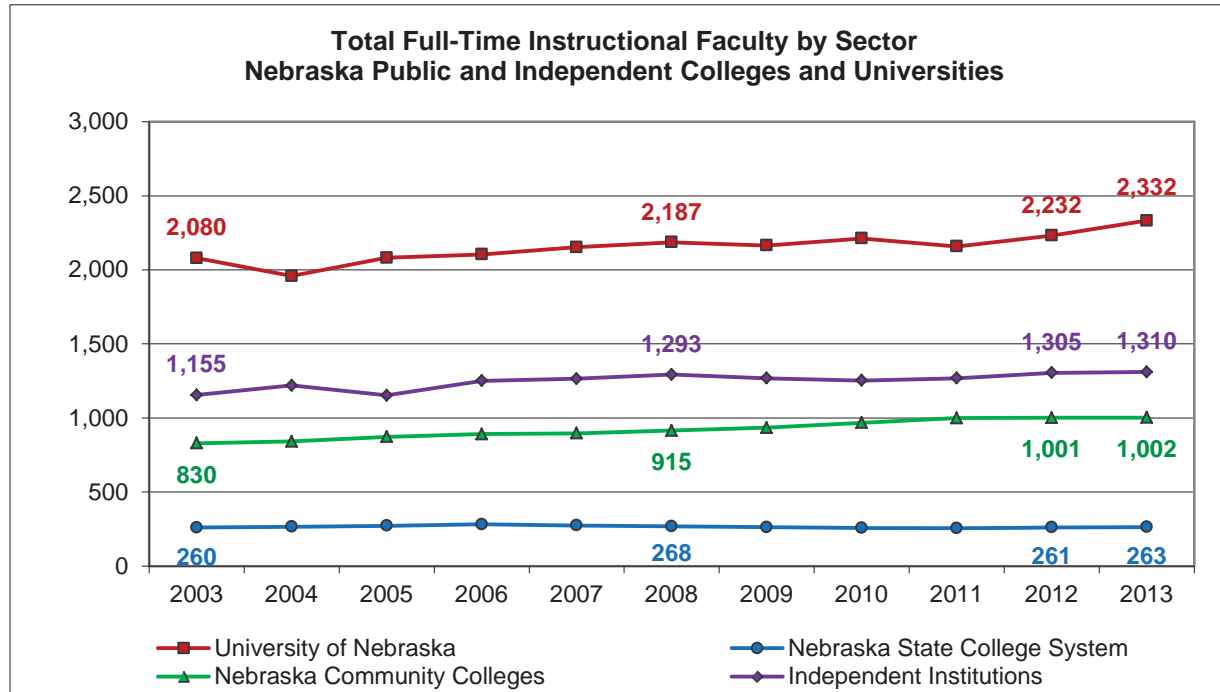


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- Between fall 2003 and fall 2013, changes in the numbers of full-time instructional faculty by sector were as follows:

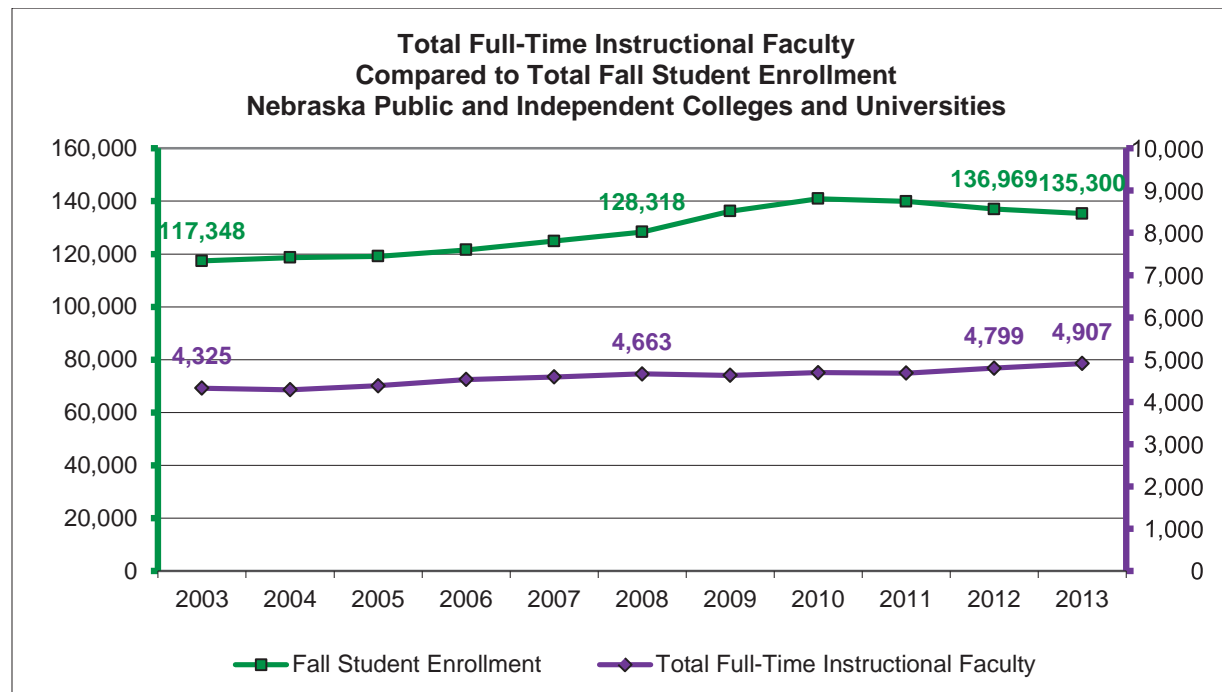
University of Nebraska (■)	+ 12.1%	(252)	Nebraska State College System (●)	+ 1.2%	(3)
Nebraska Community Colleges (▲)	+ 20.7%	(172)	Nebraska Independent Institutions (◆)	+ 13.4%	(155)



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY Compared to TOTAL FALL STUDENT ENROLLMENT

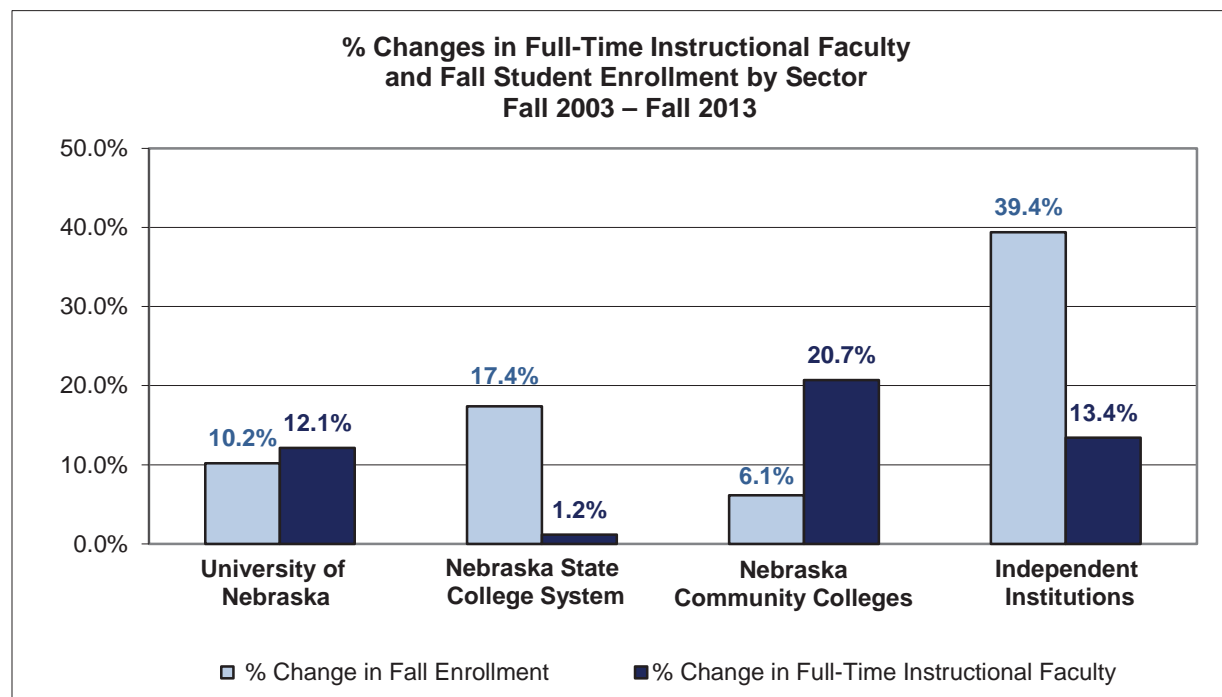
- Increases in the number of full-time instructional faculty generally parallel increases in fall student enrollment.
- Due to the large difference between the number of students and the number of faculty shown in the graph below, increases in student enrollment may appear to be more substantial than the increases in the number of full-time faculty. However, the correlation between the number of full-time faculty and fall student enrollment, statewide, was 0.84 for 2003 through 2013. This very high correlation indicates there is a strong relationship between the two measures. (As a point of reference, a correlation of 1.00 indicates a perfect correlation between two variables.)



Note. See the Factual Look Enrollment Section for total headcount enrollments by sector and by institution.

Percentage Changes in THE TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY and TOTAL FALL ENROLLMENT by SECTOR

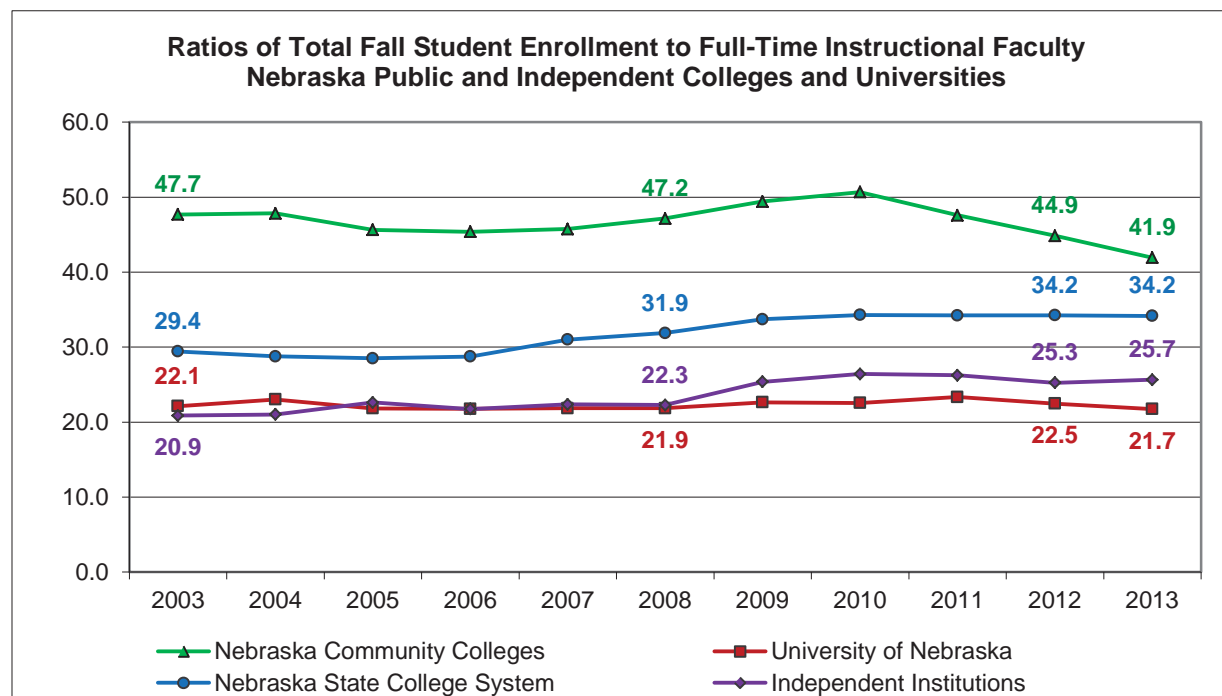
- Although statewide changes in the number of full-time instructional faculty and changes in fall student enrollment are highly correlated, the relationship between these two variables varies when analyzed by sector.
 - At the University of Nebraska, the percentage increase in full-time faculty was slightly higher than the percentage increase in fall enrollment. At the Community Colleges, the percentage increase in full-time faculty was noticeably higher than the percentage increase in fall enrollment.
 - However, at the State Colleges and independent institutions, the percentage increases in the number of full-time faculty were much lower than the percentage increases in enrollment.



Note. This chart only compares the percentage changes in the total number of full-time instructional faculty and fall student enrollment. Since instructional faculty also include part-time and adjunct faculty not included in this analysis, changes in fall enrollment and full-time instructional faculty may or may not accurately reflect changes in faculty workloads. Therefore, the above chart should be interpreted only as a broad, general comparison.

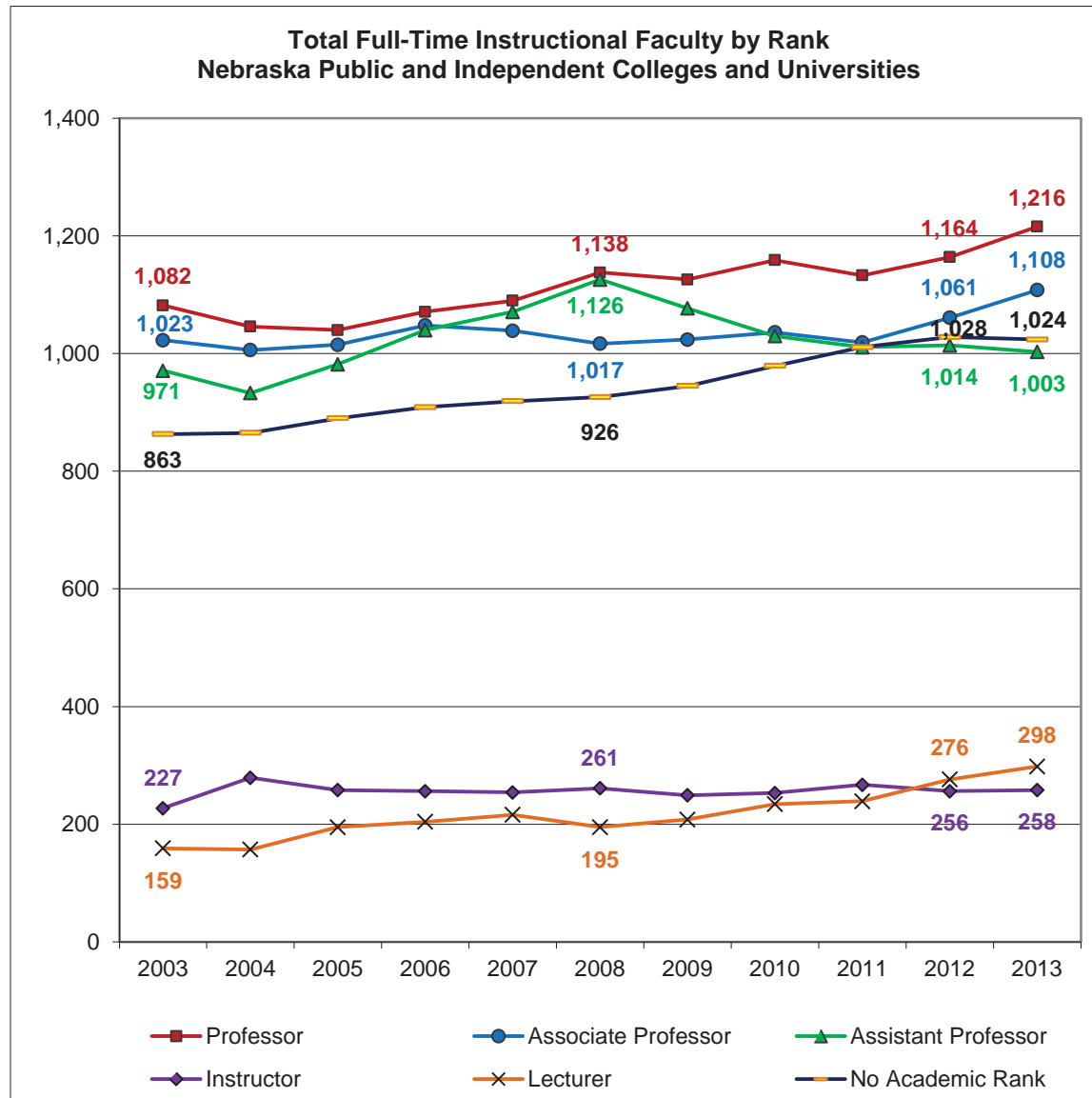
RATIOS OF TOTAL STUDENT HEADCOUNT TO FULL-TIME INSTRUCTIONAL FACULTY

- Given the changes that occurred between fall 2003 and fall 2013 in the number of instructional faculty employed within the public and independent sectors of Nebraska’s postsecondary education system, it is logical to ask whether these additions or reductions of faculty were in line with changes in student enrollment.
- IPEDS data are not sufficiently detailed to develop a precise measure of student-to-faculty ratios. However, dividing fall enrollment by the number of full-time instructional faculty provides a general estimate for monitoring whether the number of students per full-time faculty member remained relatively stable as enrollments increased or decreased between fall 2003 and fall 2013. This ratio does not account for the use of part-time or adjunct faculty, on whom institutions increasingly rely.
- As shown in the trend chart below, the estimated student-to-full-time-faculty ratio for the Community Colleges decreased by 5.8 students between fall 2003 and fall 2013. For the University of Nebraska, the ratio was slightly lower in fall 2013 than in fall 2003. In comparison, the estimated student-to-full-time-faculty ratios for the State College System and for Nebraska’s independent intuitions both increased by 4.8 students over the 10-year period.



Note. See the Factual Look Enrollment Section for total headcount enrollments by sector and by institution.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by RANK



Between fall 2003 and fall 2013, faculty employed by Nebraska's public and independent institutions changed as follows:

Rank	#	%
Professor (■)	+ 134	+ 12.4%
Assoc. Prof. (●)	+ 85	+ 8.3%
Assist. Prof. (▲)	+ 32	+ 3.3%
Instructor (◆)	+ 31	+ 13.7%
Lecturer (x)	+ 139	+ 87.4%
No Rank (—)	+ 161	+ 18.7%
Net Total	+ 582	+ 13.5%

Further calculations indicate:

- Full professors accounted for 23.0% of the 582 additional faculty. Associate professors accounted for 14.6%, while assistant professors accounted for 5.5%. Instructors and lecturers accounted for 5.3% and 23.9%, respectively.
- Faculty with no academic rank, almost all at the Community Colleges, accounted for 27.7% of the 10-year gain in faculty.

The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

NET CHANGES IN THE NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK

- When changes in the number of full-time instructional faculty are analyzed by both sector and rank as shown below, the greatest changes evidenced were as follows:
 - 167 more instructors and lecturers and 85 more professors and assistant professors at the University of Nebraska.
 - 18 more professors but 11 fewer associate professors and 10 fewer instructors within the Nebraska State College System.
 - 172 additional faculty with no academic rank at Nebraska’s Community Colleges.
 - 173 additional professors and associate professors at Nebraska’s independent institutions.

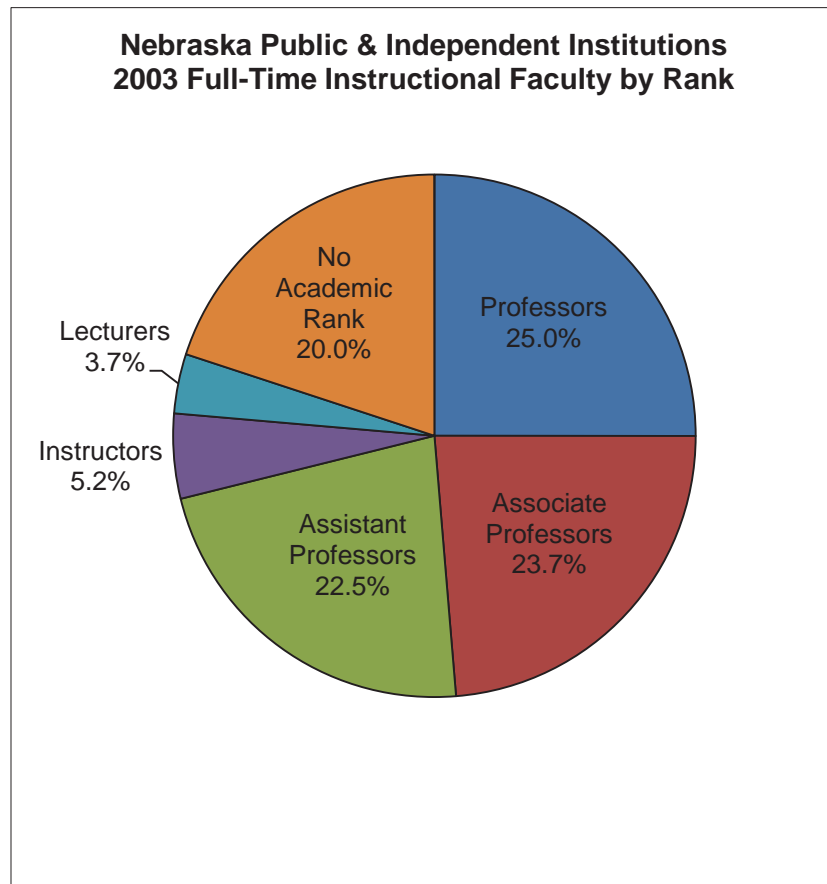
Net Changes in the Number of Full-Time Instructional Faculty by Sector and by Rank Nebraska Public and Independent Colleges and Universities 2003–2013							
Sector	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	No Academic Rank	Total Net Change
University of Nebraska	42	- 3	43	40	127	3	252
Nebraska State College System	18	- 11	1	- 10	6	- 1	3
Nebraska Community Colleges	0	0	0	0	0	172	172
Independent Institutions	74	99	- 12	1	6	- 13	155
Nebraska Public & Independent Institutions	134	85	32	31	139	161	582

Note. Historically, faculty were generally hired on a tenure track leading from instructor to assistant professor to associate professor to full professor. The most common current practice is to hire tenure-track faculty at the assistant professor rank. A lecturer is most frequently a non-tenure track position.

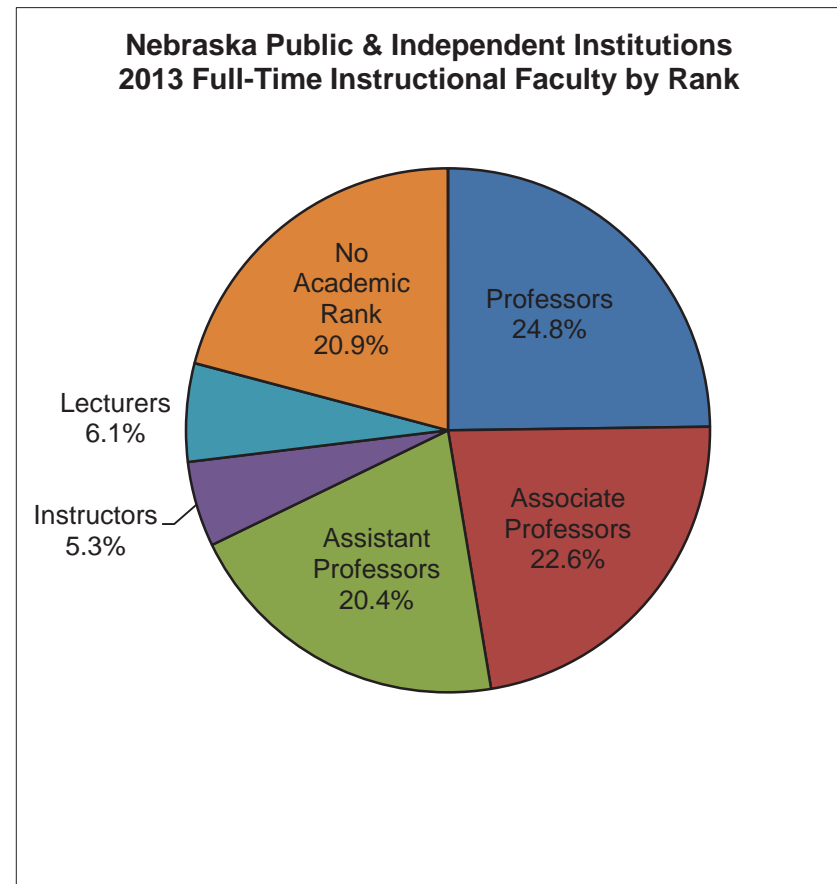
The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK

- As a result of increases and decreases in faculty, the overall composition of the full-time instructional faculty at Nebraska's public and independent colleges and universities shifted slightly between fall 2003 and fall 2013.
- As shown below, instructors, lecturers, and faculty with no academic rank accounted for slightly higher percentages of the faculty in fall 2013 than in fall 2003, while lower percentages of the faculty were professors, associate professors, or assistant professors.



Note. Number of full-time instructional faculty = 4,325.

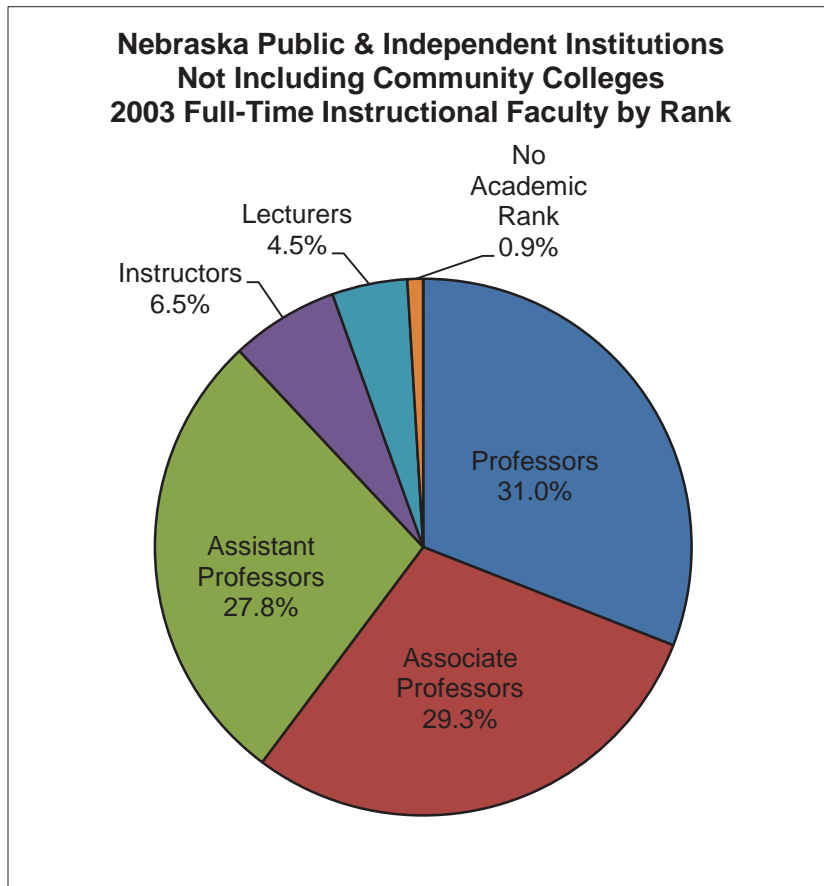


Note. Number of full-time instructional faculty = 4,907.

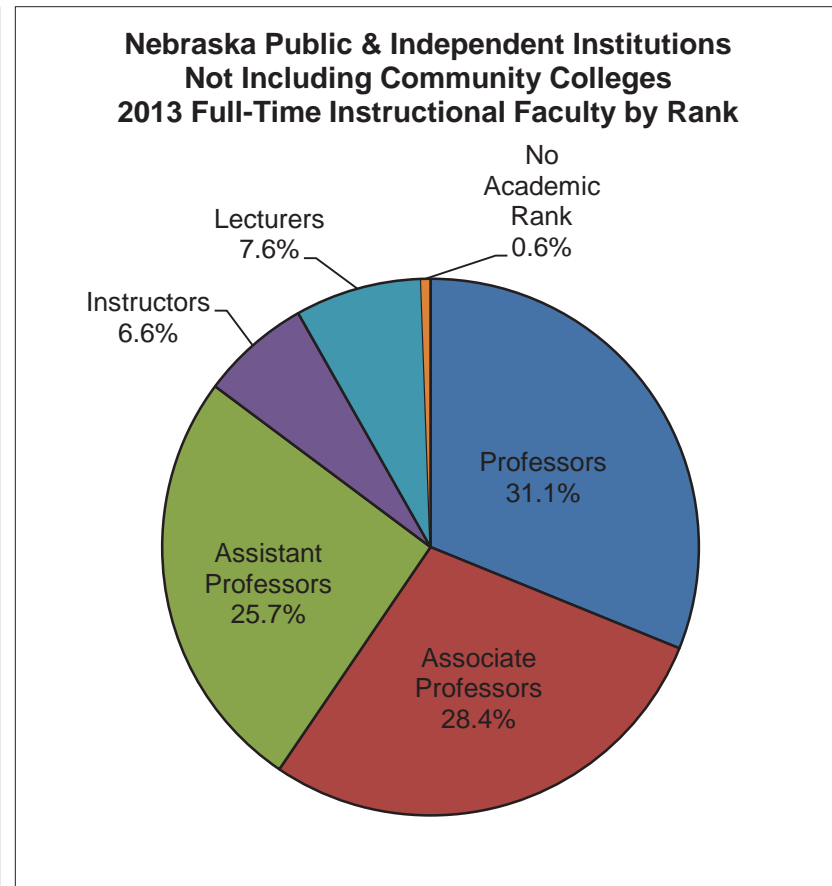
Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK (Continued)

Excluding Nebraska's Community Colleges

- Since all faculty at Nebraska's Community Colleges are classified in IPEDS as having no academic rank, the following charts exclude the Community Colleges to provide a more direct comparison of the other three sectors.
- As shown below, faculty with no academic rank constituted 0.6% of the faculty at the University of Nebraska, the State Colleges and the state's independent colleges and universities in fall 2013, down from 0.9% in fall 2003.
- These charts also show that instructors and lecturers and professors accounted for higher percentages of full-time faculty in 2013 than they did in 2003, while assistant and associate professors accounted for lower percentages.



Note. Number of full-time instructional faculty = 3,495.

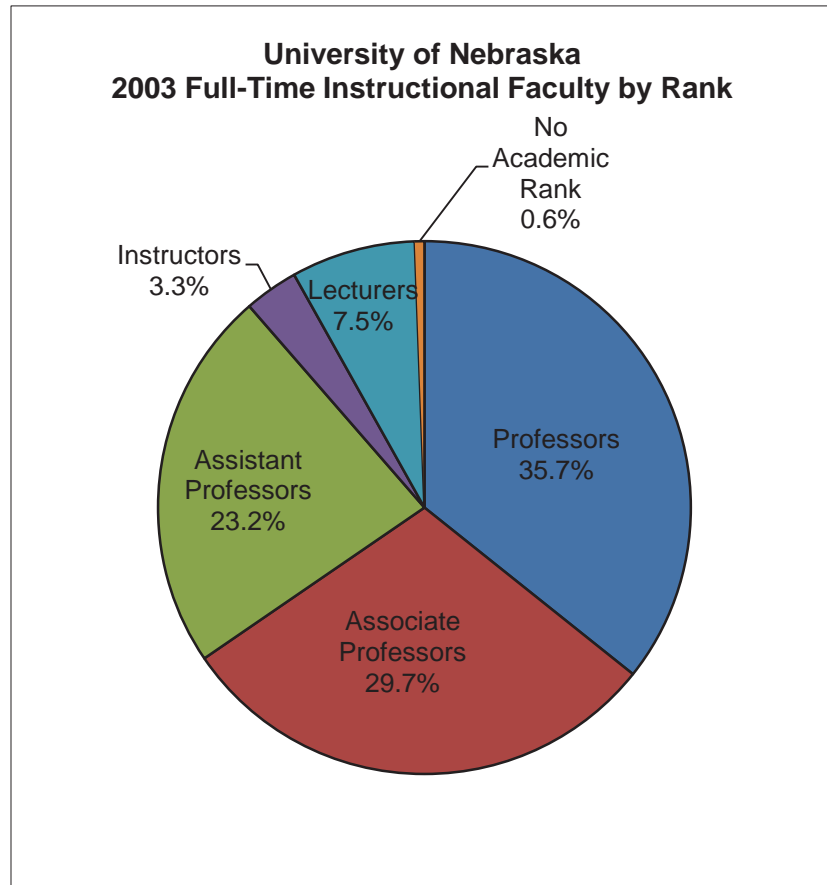


Note. Number of full-time instructional faculty = 3,905.

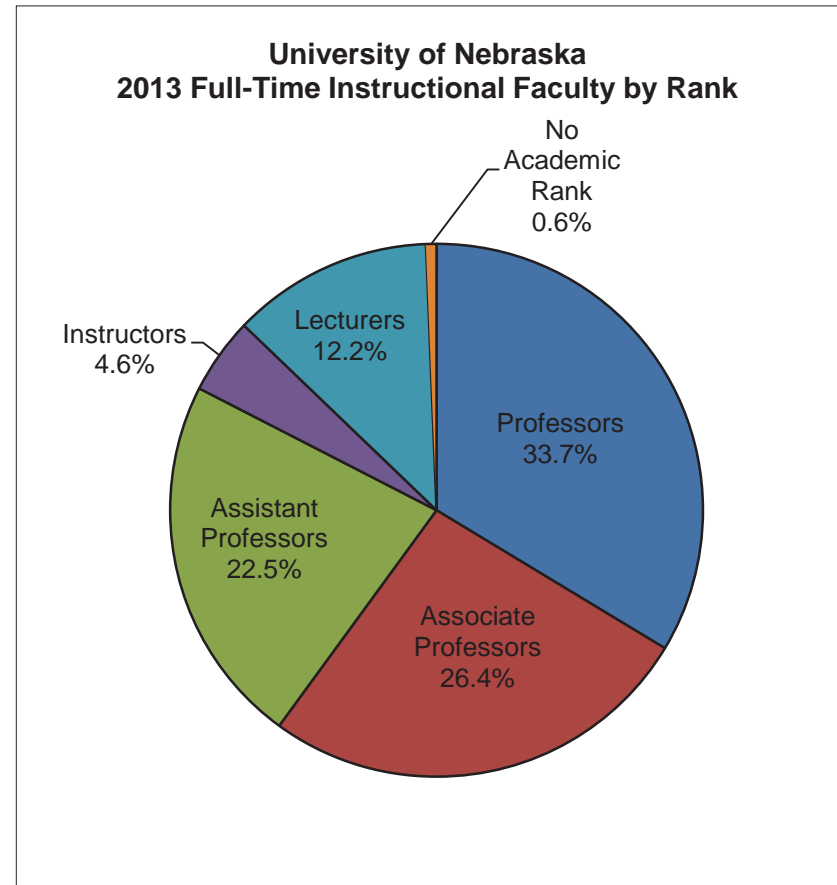
Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK

University of Nebraska

- The main changes that occurred between fall 2003 and fall 2013 in the composition of the full-time instructional faculty at the University of Nebraska were the increased percentage of lecturers and the decreased percentages of full professors and associate professors.



Note. Number of full-time instructional faculty = 2,080.

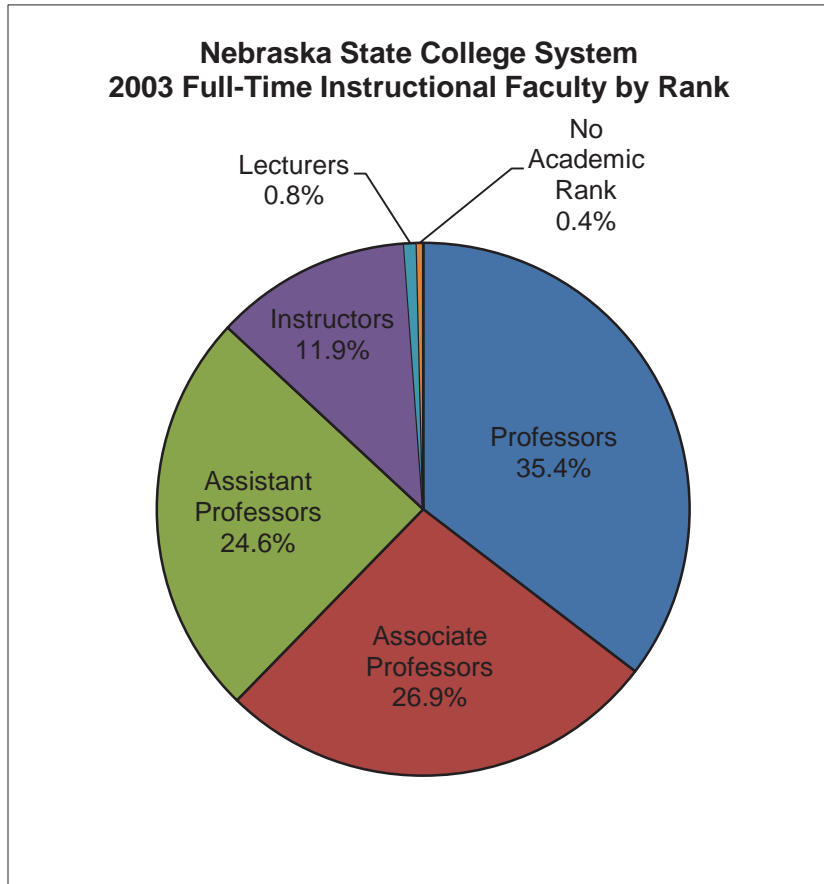


Note. Number of full-time instructional faculty = 2,332.

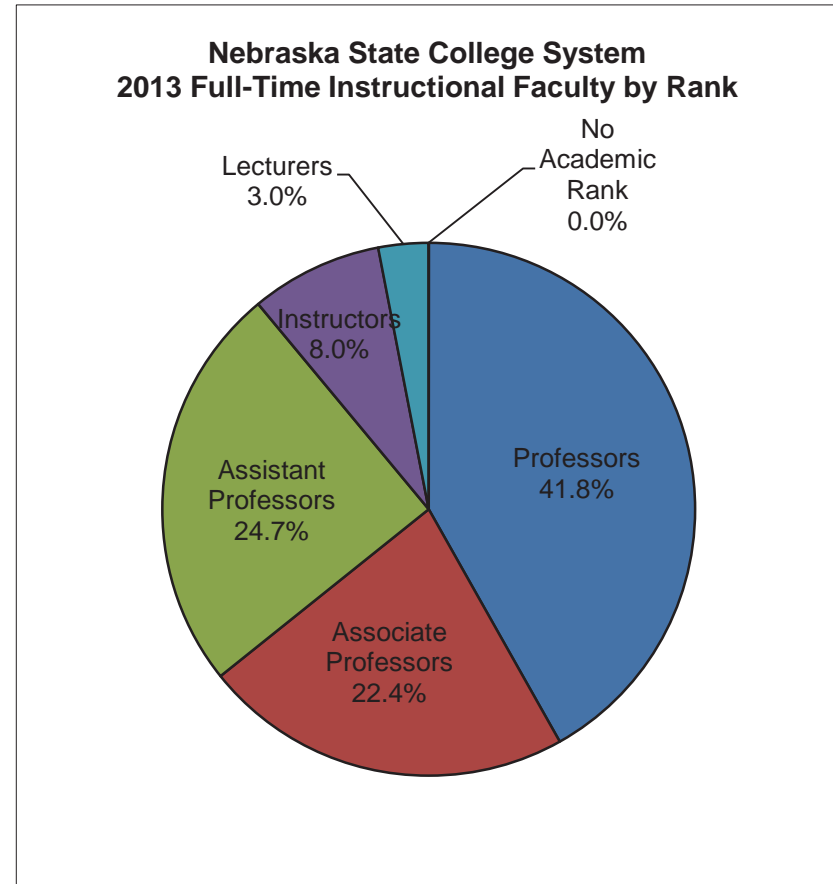
Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)

Nebraska State College System

- The overall composition of the instructional faculty employed by the Nebraska State College System shifted between fall 2003 and fall 2013, primarily as a result of a noticeable increase in full professors and a decrease in associate professors as percentages of full-time instructional faculty.



Note. Number of full-time instructional faculty = 260.



Note. Number of full-time instructional faculty = 263.

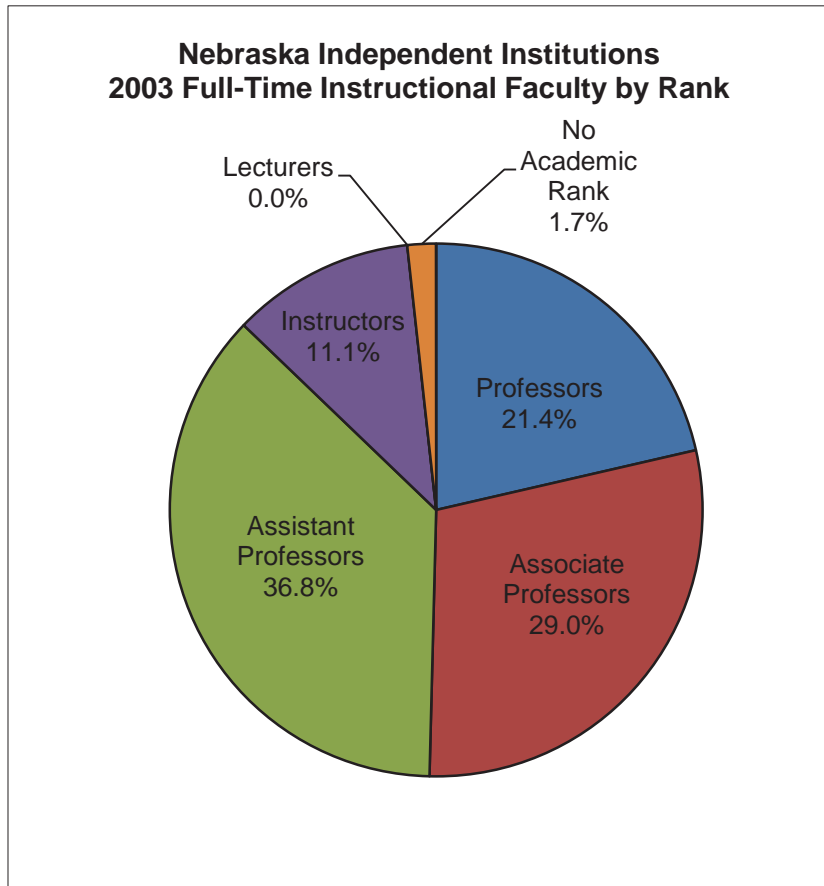
Percentage of FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)

Nebraska Community Colleges

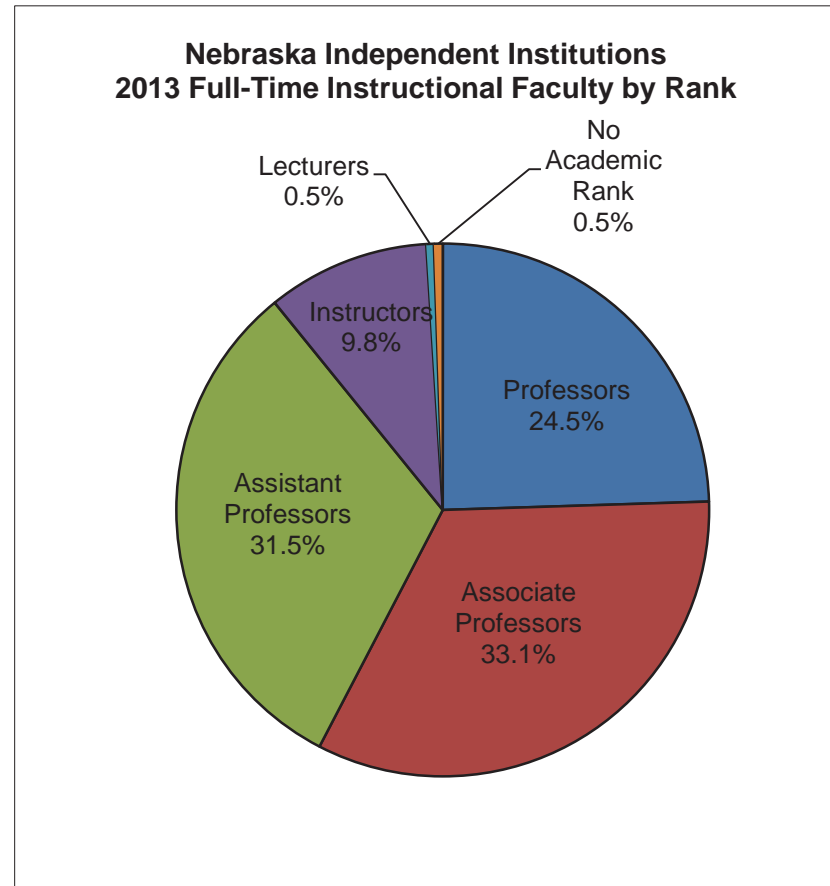
- Charts showing the overall composition of faculty employed by the Community Colleges are not provided since all faculty members are classified as having no academic rank. (Number of full-time instructional faculty = 830 (2003) and 1,002 (2013).)

Nebraska Independent Institutions

- In fall 2013, professors and associate professors accounted for higher percentages of the total faculty at Nebraska’s independent institutions, while assistant professors accounted for a noticeably lower percentage than they did in fall 2003.



Note. Number of full-time instructional faculty = 1,155.



Note. Number of full-time instructional faculty = 1,310.

This page is left blank intentionally.

Section 2

Average Salaries of Full-Time Instructional Faculty by Sector and Rank

Notes

- (1) Summarized data are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected. Additionally, no data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.
- (3) Faculty and salary data are reported as of November 1 for the academic year.
- (4) Salaries reported do not include payments for any benefits. Salaries are adjusted so that all average salaries reported in this publication are for 9-month appointments.

INTRODUCTION TO SALARY ANALYSES

- The average salaries of full-time instructional faculty reported in this section were calculated using the actual dollar amounts paid by institutions reported annually on the IPEDS Human Resources survey. (Prior to fall 2005, data reported in this section were collected through the Employees by Assigned Position, Fall Staff, and Faculty Salaries surveys administered through IPEDS.)

Please see the **Explanatory Note**, beginning on page 5.1 at the end of this report, for information about how average salaries are currently calculated and how they have been calculated previously.

- In addition, average salaries have been converted to 2013–14 dollars to take into account the effect of inflation when salaries are compared over the period from 2003–04 to 2013–14. Average salaries were converted to 2013–14 dollars using a multiplication factor based on the Consumer Price Index (CPI) that is maintained by the U.S. Bureau of Labor Statistics (BLS).

THE CONSUMER PRICE INDEX

The Consumer Price Index (CPI) is a measure of the average change over time of the prices paid by urban consumers for a market basket of consumer goods and services. The Consumer Price Index for All Urban Consumers (CPI-U) that is used in this report is based on the prices paid by a representative sample of U.S. households. The prices paid by these households are determined from a sample of products that represent all of the types of goods and services purchased for household or personal consumption.

The CPI simplifies the measurement of price changes over time. The BLS has established a 1982–84 reference basis for the current CPI-U by setting the average price level for the 36 months covering 1982, 1983, and 1984 equal to 100. The BLS then measures and expresses price changes in relation to 100, so that any increase or decrease in prices is stated as a percentage change from the baseline prices in 1982–84. An index of 150, for example, means that there has been a 50% increase in consumer prices since 1982–84.

The CPI-U is calculated monthly. Therefore, the CPI-U for a given year can be determined by calculating the average index over the 12 months. For an academic year, the average CPI-U is calculated for the 12 months beginning in July and ending in June.

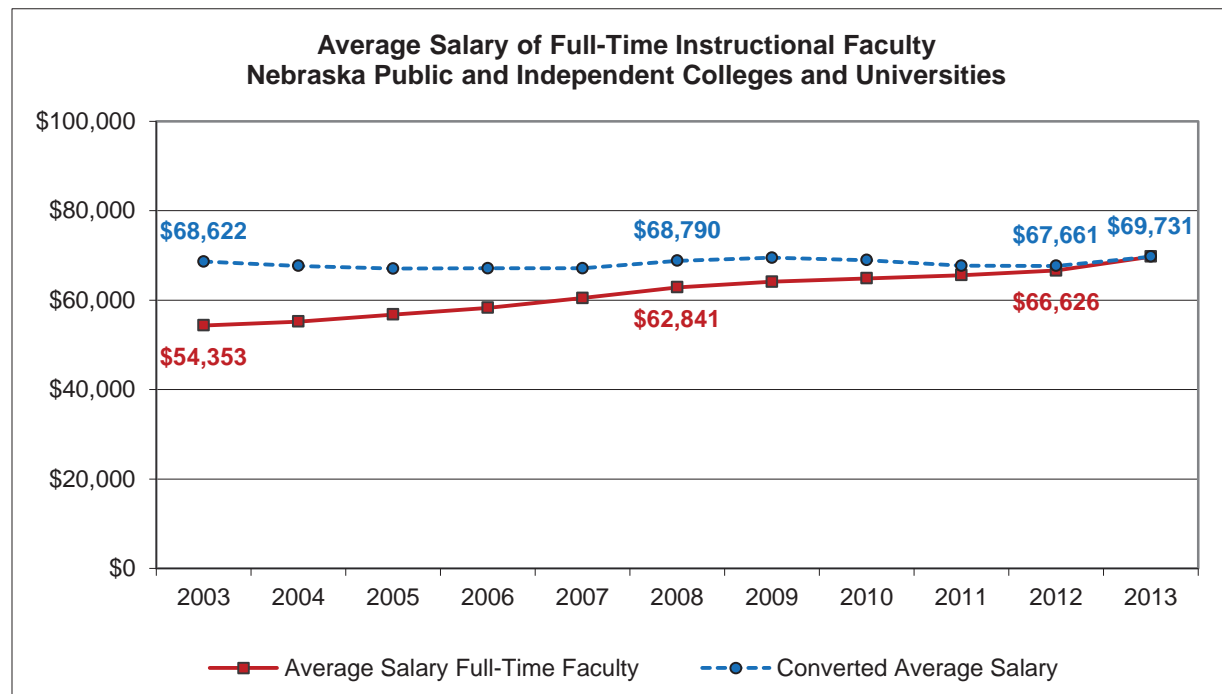
The CPI-U can be used to compare price levels over any period of time by calculating the percentage increase or decrease in the index value from the beginning to the end of the period. For the purposes of this report, the period of interest is the 10 years between the academic years of 2003–04 (July 2003–June 2004) and 2013–14 (July 2013–June 2014).

The average CPI-U for July 2003 through June 2004 was 186.1. For July 2013 through June 2014, the average CPI-U was 235.0, indicating that there was an overall 26.3% increase in consumer prices over the 10 years. Given a 26.3% increase in the general level of prices over the 10 years, salaries also would have to increase 26.3% to have the same amount of purchasing power in 2013–14 as in 2003–04 or, in other words, to keep pace with price inflation.

Additional information about the Consumer Price Index is available from the Bureau of Labor Statistics at www.bls.gov/cpi.

AVERAGE SALARY OF TOTAL FULL-TIME INSTRUCTIONAL FACULTY

- In dollars actually paid, the average salary for full-time faculty at Nebraska's public and independent colleges and universities was \$69,731 in 2013–14, compared to \$54,353 in 2003–04, a 10-year increase of 28.3%, a percentage increase that is higher than the 26.3% 10-year rate of inflation, based on the CPI-U. (See page 2.2.)
- When average salaries are adjusted for inflation by converting them to 2013–14 dollars, the statewide average salary in 2003–04 was \$68,622, or \$1,109 lower than the average salary in 2013–04, meaning that the average salary in 2013–14 had more buying power than the average salary in 2003–04.
- As shown in the chart below, the highest average salary was in 2013–04 in terms of consumer buying power.
- See the table on page 2.5 for the average salaries paid from 2003–04 to 2013–04 converted to 2013–14 dollars to take into account the effect of inflation.



Average paid salaries and average salaries converted to current dollars by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

AVERAGE SALARY OF TOTAL FULL-TIME INSTRUCTIONAL FACULTY (Continued)

Actual Average Salary of Full-Time Instructional Faculty at Nebraska's Public and Independent Colleges and Universities Converted to 2013–14 Dollars				
Academic Year	Average Faculty Salary ^a	CPI-U for July–June ^b	Multiplication Factor ^c	Average Salary Converted to 2013–14 Dollars ^d
2003–2004	\$54,353	186.108	1.2625	\$68,622
2004–2005	\$55,201	191.700	1.2257	\$67,660
2005–2006	\$56,769	198.942	1.1811	\$67,049
2006–2007	\$58,285	204.112	1.1512	\$67,096
2007–2008	\$60,458	211.684	1.1100	\$67,108
2008–2009	\$62,841	214.649	1.0947	\$68,790
2009–2010	\$64,096	216.759	1.0840	\$69,481
2010–2011	\$64,869	221.066	1.0629	\$68,948
2011–2012	\$65,569	227.566	1.0325	\$67,701
2012–2013	\$66,626	231.370	1.0155	\$67,661
2013–2014	\$69,731	234.967	1.0000	\$69,731
10-Year Increase	28.3%	26.3%		1.6%
^a Faculty salaries were reported in the fall of the academic year. ^b CPI-U is the Consumer Price Index for All Urban Consumers maintained by the U.S. Bureau of Labor Statistics. The CPI-U is calculated monthly. The CPI-U for an academic year is the average CPI-U from July through June. ^c The multiplication factor for a given year equals the CPI-U for 2013–14 divided by the CPI-U for the year of interest. ^d The average salary converted to 2013–14 dollars equals the paid average salary multiplied by the CPI-U multiplication factor.				

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

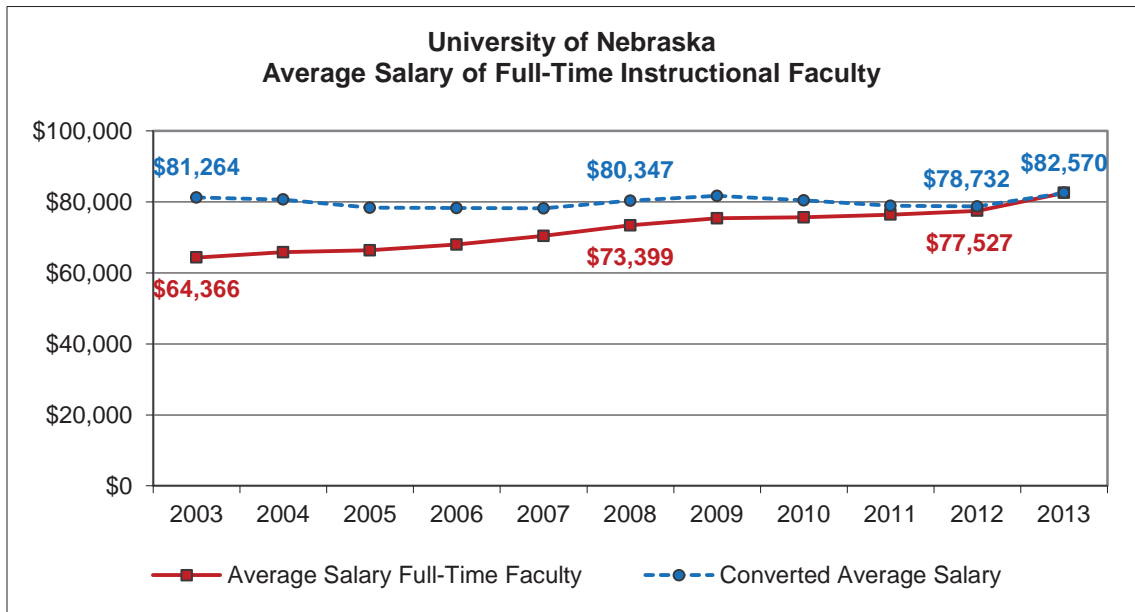
- The charts on the following two pages show, by sector, the increases and decreases in the average salaries paid to full-time instructional faculty between 2003–04 and 2013–14. These charts also show the trends in faculty salaries when they are expressed in 2013–14 dollars to take into account the effect of price inflation.
- The University of Nebraska paid the highest average salaries throughout the 10 years, with an average salary of \$82,570 in 2013–14.
- Faculty at Nebraska’s State Colleges received an average salary of \$62,480 in 2013–14, while faculty at Nebraska’s independent institutions and Community Colleges earned \$63,179 and \$52,060, respectively.
- Between 2003–04 and 2013–14, average faculty salaries increased across all four sectors.

	<u>10-Year Change in Average Salary</u>	<u>10-Year Change in Average Salary Adjusted for Inflation</u>
University of Nebraska	+ 28.3%	+ 1.6%
Nebraska State College System	+ 27.1%	+ 0.7%
Nebraska Community Colleges	+ 33.6%	+ 5.8%
Nebraska Independent Institutions	+ 29.4%	+ 2.5%

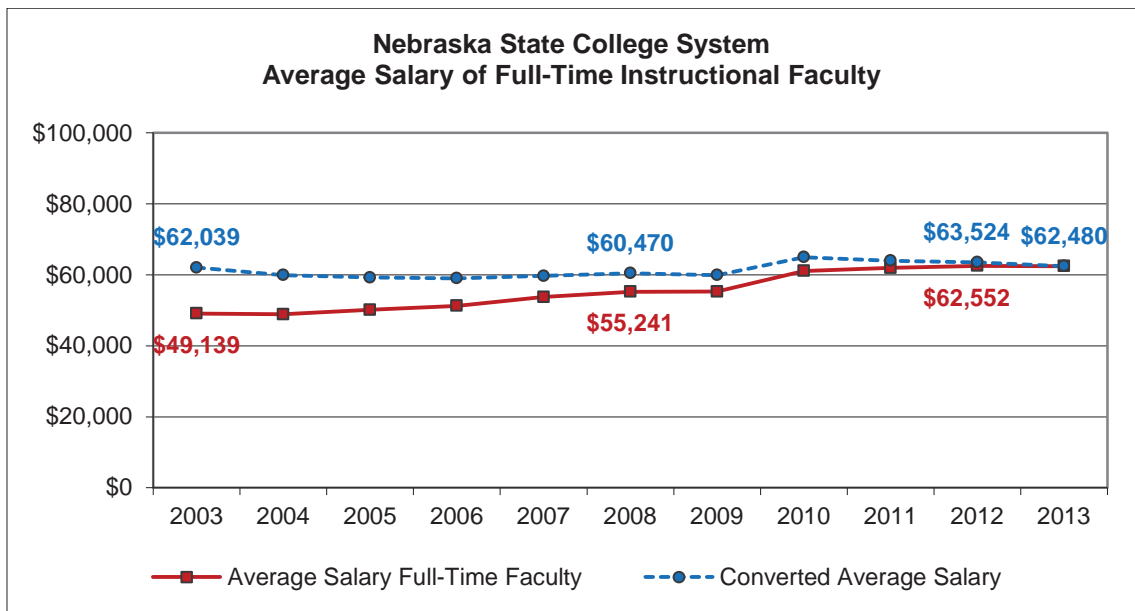
- Average salaries converted to 2013–14 dollars were at their highest level in 2013–14 for faculty employed by the University of Nebraska. For the Nebraska State College System, the highest average salary adjusted for inflation was in 2010–11. For the Community Colleges, the buying power of an average salary was highest in 2009–10, and for the independent sector, the average faculty salary was highest in 2008–09.

Average paid salaries and average salaries converted to current dollars by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR (Continued)

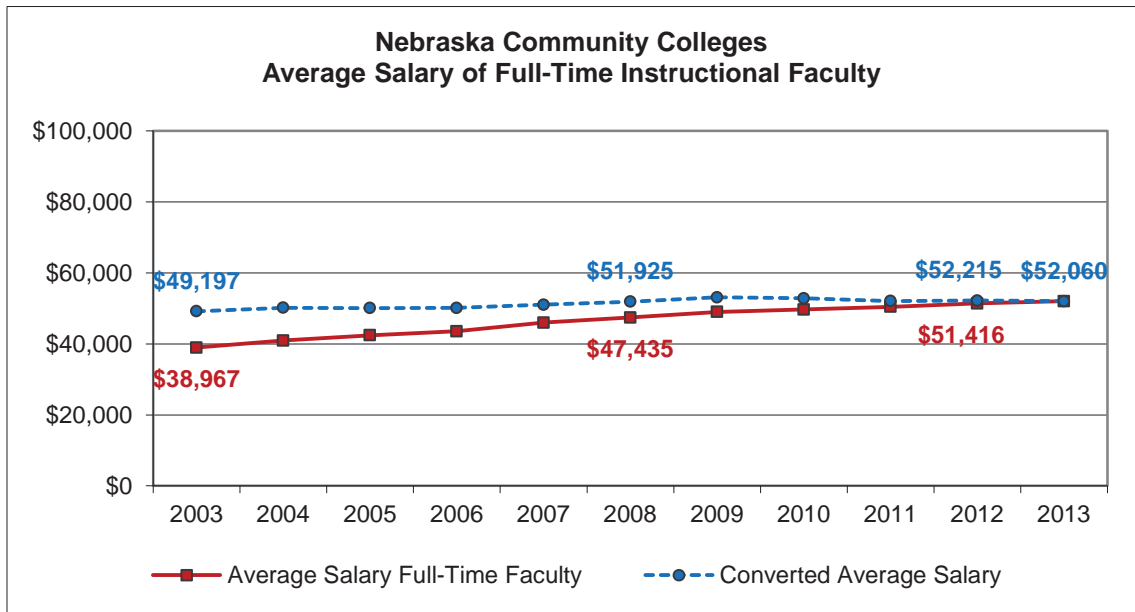


- University of Nebraska**
- In dollars actually paid, the average faculty salary at the University of Nebraska increased from \$64,366 in 2003–04 to \$82,570 in 2013–14, or 28.3%.
 - Converted to 2013–14 dollars, the average salary of University faculty increased from \$81,264 in 2003–04 to \$82,570 in 2013–14, a 10-year increase of 1.6%.



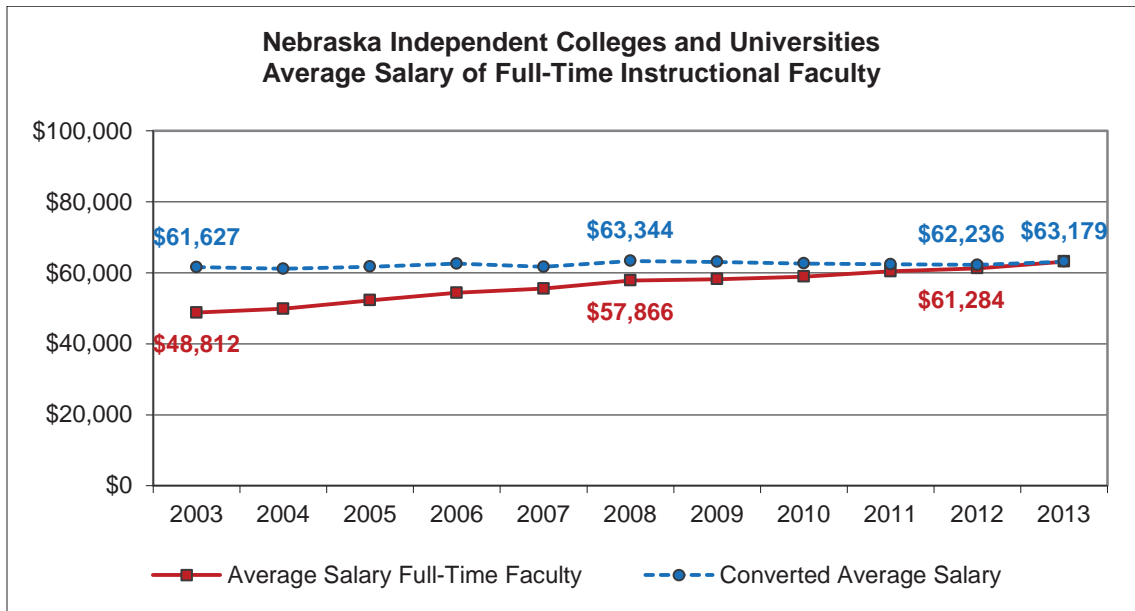
- Nebraska State College System**
- The average faculty salary paid by Nebraska’s State Colleges increased from \$49,139 in 2003–04 to \$62,480 in 2013–04, a 10-year increase of 27.1%.
 - Converted to 2013–14 dollars, the average salary of faculty at the State Colleges increased from \$62,039 in 2003–04 to \$62,480, for a 10-year increase of 0.7%.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by SECTOR (Continued)



Nebraska Community Colleges

- In dollars actually paid, the average salary of faculty employed by Nebraska Community Colleges increased from \$38,967 in 2003–04 to \$52,060 in 2013–14 for a 10-year increase of 33.6%.
- Converted to 2013–14 dollars, the average Community College salary fluctuated upward from \$49,197 in 2003–04 to \$52,060 in 2013–14, resulting in an increase of 5.8% between 2003–04 and 2013–14.



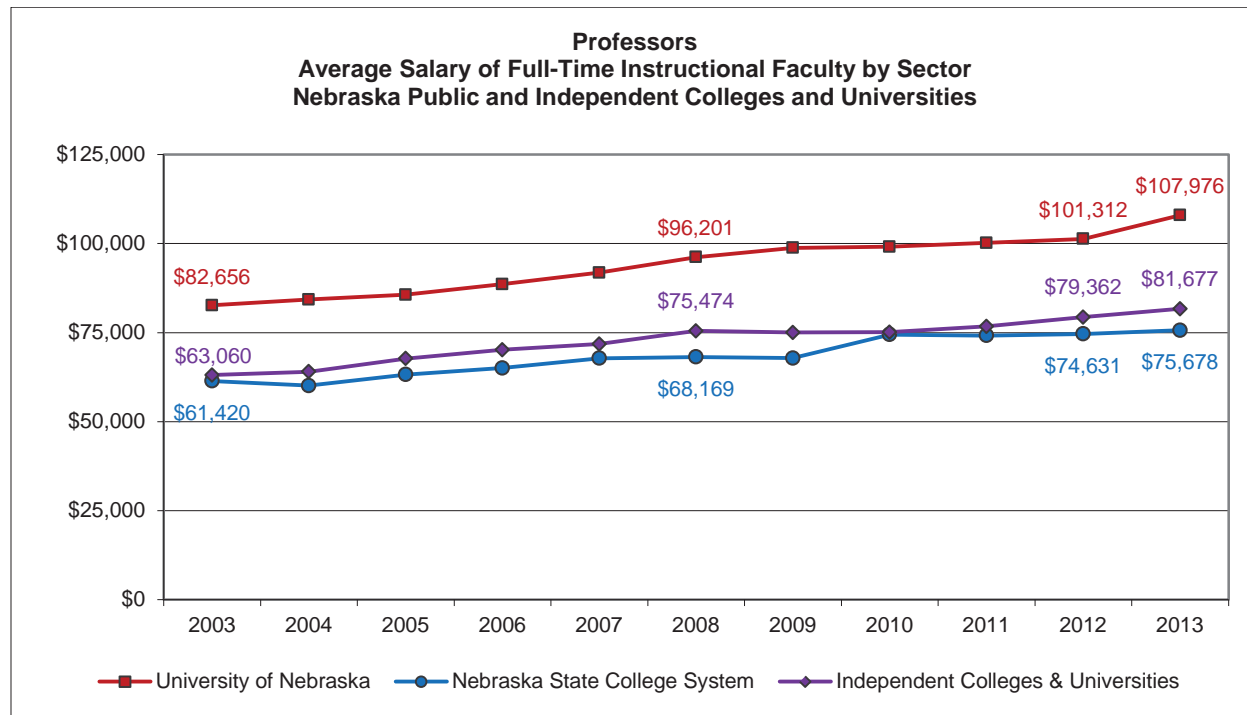
Nebraska Independent Institutions

- The average faculty salary for Nebraska’s independent institutions increased from \$48,812 in 2003–04 to \$63,179 in 2013–14, a 10-year increase of 29.4%.
- Converted to 2013–14 dollars, the average faculty salary increased 2.5%, from \$61,627 in 2003–04 to \$63,179 in 2013–14.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR

- The charts following this summary show, by academic rank, how average salaries paid between 2003–04 and 2013–14 varied from one sector to another. The tables accompanying the charts summarize the 10-year changes that occurred in the average salaries at each rank, both in dollars actually paid and in 2013–14 dollars to take into account the effect of inflation.
- Between 2003–04 and 2013–14, the average salaries paid by the University of Nebraska at the professor, associate professor, and assistant professor levels were higher than the average salaries paid by the Nebraska State College System, Nebraska’s Community Colleges, and the state’s independent institutions. While the average salaries paid by the University of Nebraska at the instructor level were generally higher than the State Colleges and the independent institutions during the 10-year period, the State Colleges paid slightly more than the University at the instructor level in 2013–14.
- Throughout the 10-year period, the average salaries paid in the independent sector were higher than those paid by the State Colleges at the professor, associate professor, and assistant professor levels. At the instructor level, the State Colleges’ average salary was higher than the average salaries at the University of Nebraska and the independent institutions in 2013–14.
- The greatest difference between the salaries paid by the independent institutions and the University of Nebraska was at the professor level. In 2013–14, professors employed by the University earned an average salary that was \$26,299 higher than the average salary paid to professors in the independent sector. Meanwhile at the State Colleges, professors earned an average salary that was \$32,298 less than the average salary paid to professors at the University of Nebraska.
- Comparing average salary increases across academic ranks, professors received the highest dollar amounts. The 10-year increases for professors were \$25,321 at the University of Nebraska, \$14,258 at the State Colleges, and \$18,617 in the independent sector.
- For the 10-year period ending in 2013–14, the largest 10-year percentage increases in average salary at the University of Nebraska were earned by assistant professors (41.0%) and lecturers (34.0%). The highest 10-year salary percentage increases at the State Colleges were earned by instructors (34.3%), associate professors (24.7%) and assistant professors (24.7%). Within the independent sector, the highest percentage increases were received by professors (29.5%) and assistant professors (26.4%).
- All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission, but relatively few faculty members without academic rank have been employed by the University of Nebraska, the Nebraska State College System, or the independent institutions in Nebraska.
- Compared to the salaries in other sectors, the average salary at the Community Colleges in 2013–14 was \$1,516 higher than the average salary earned by assistant professors at the State Colleges, but \$3,051 lower than the average salary paid to assistant professors in the independent sector.

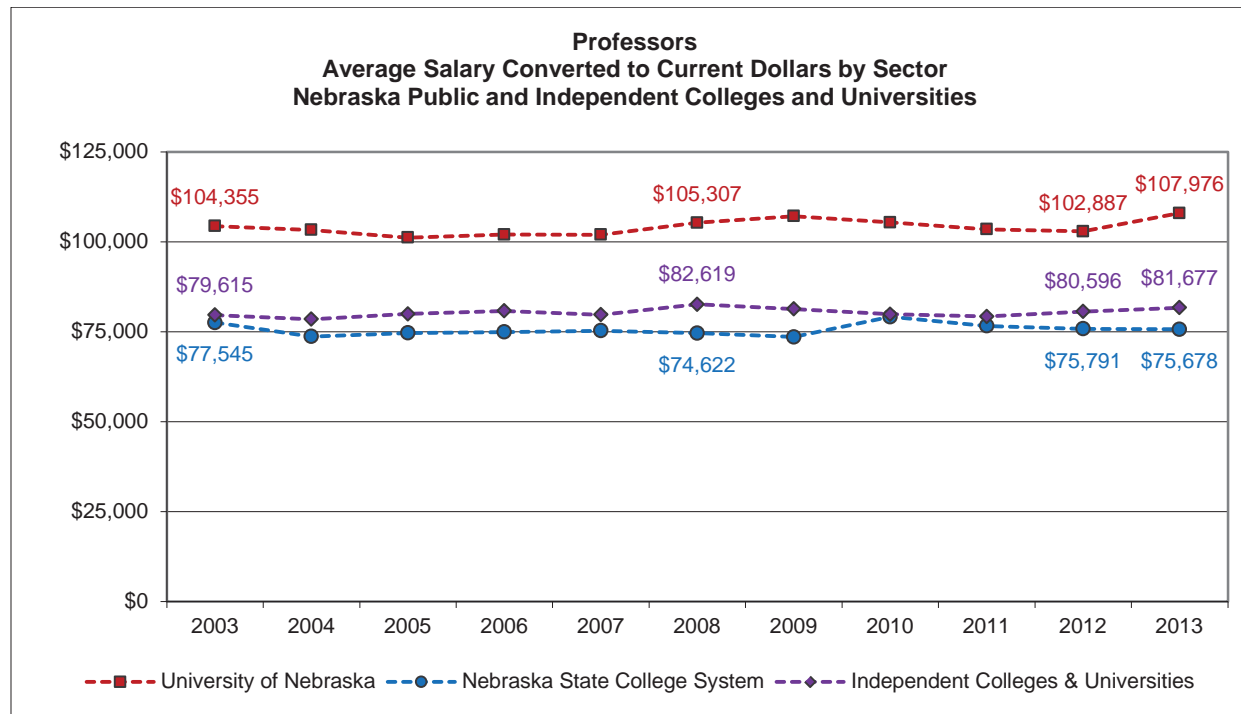
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Professors in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	785	\$82,656	\$107,976	\$25,321	30.6%
Nebraska State College System	110	\$61,420	\$75,678	\$14,258	23.2%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	321	\$63,060	\$81,677	\$18,617	29.5%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

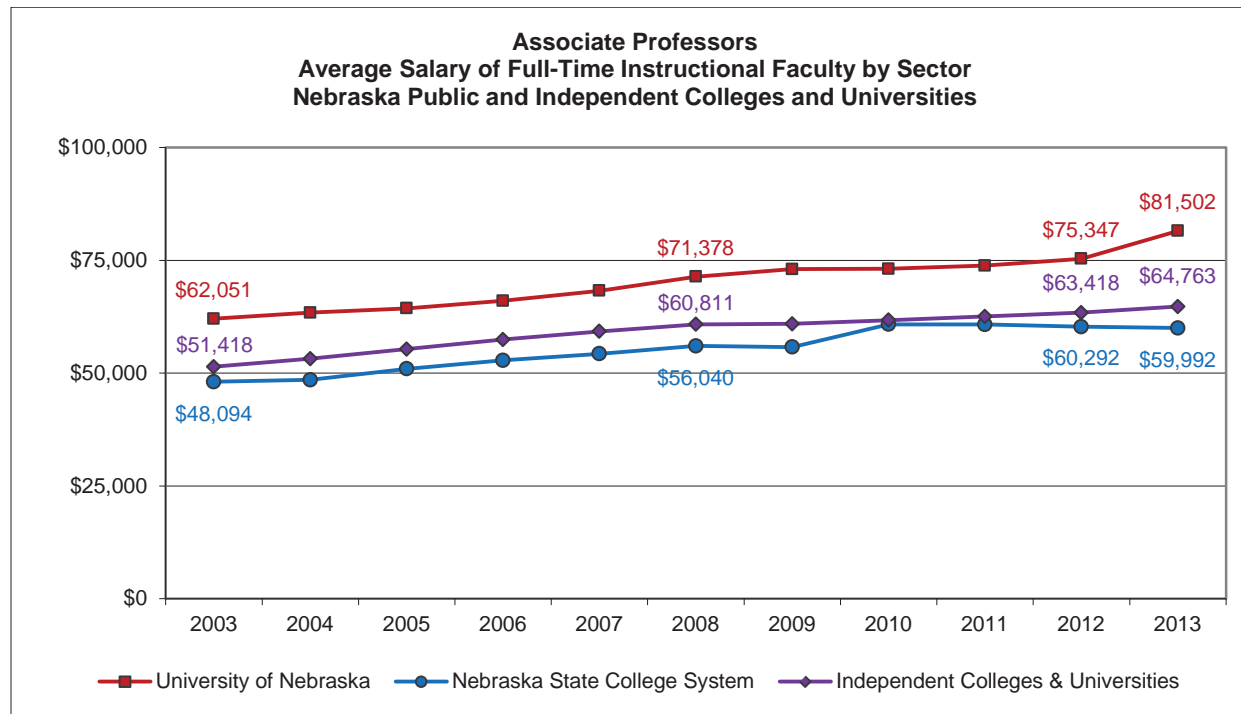
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Professors in Fall 2013	2003–04 Average Salary Converted to 2013–14 Dollars	2013–14 Average Salary Converted to 2013–14 Dollars	10-Year Change in Average Salary Converted to 2013–14 Dollars	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	785	\$104,355	\$107,976	\$3,621	3.5%
Nebraska State College System	110	\$77,545	\$75,678	- \$1,867	- 2.4%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	321	\$79,615	\$81,677	\$2,062	2.6%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

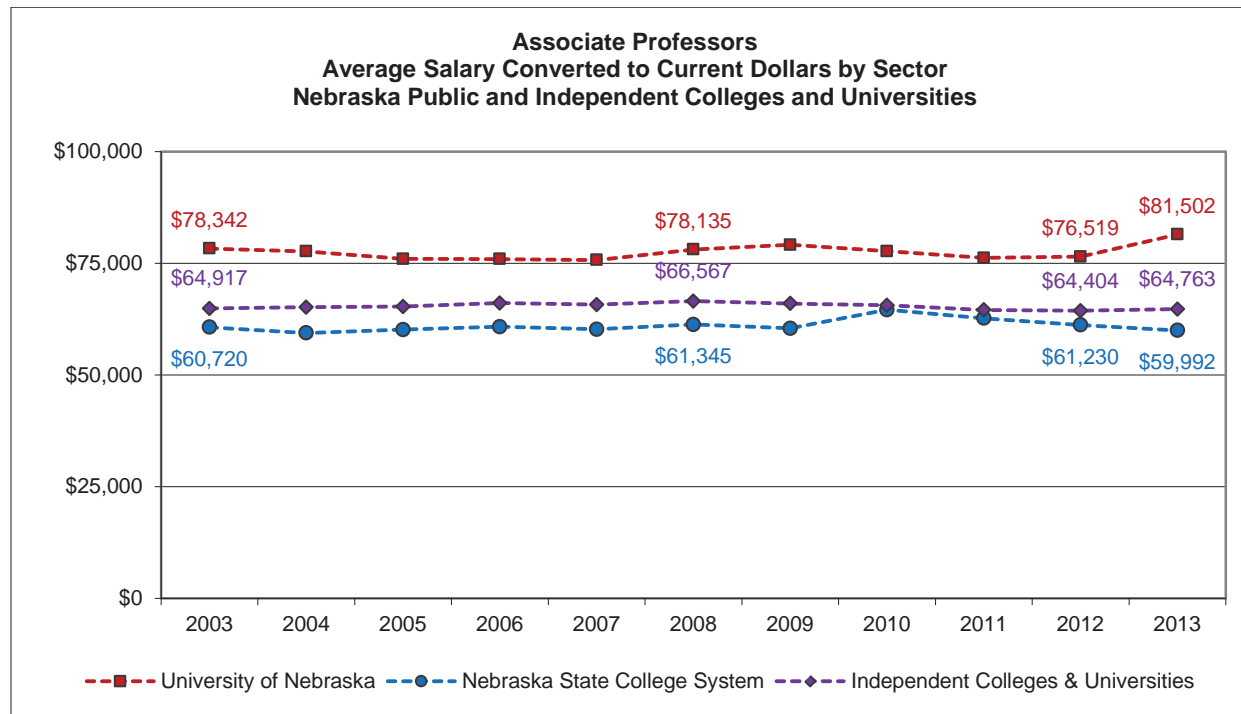
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Associate Professors in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	615	\$62,051	\$81,502	\$19,450	31.3%
Nebraska State College System	59	\$48,094	\$59,992	\$11,898	24.7%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	434	\$51,418	\$64,763	\$13,345	26.0%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

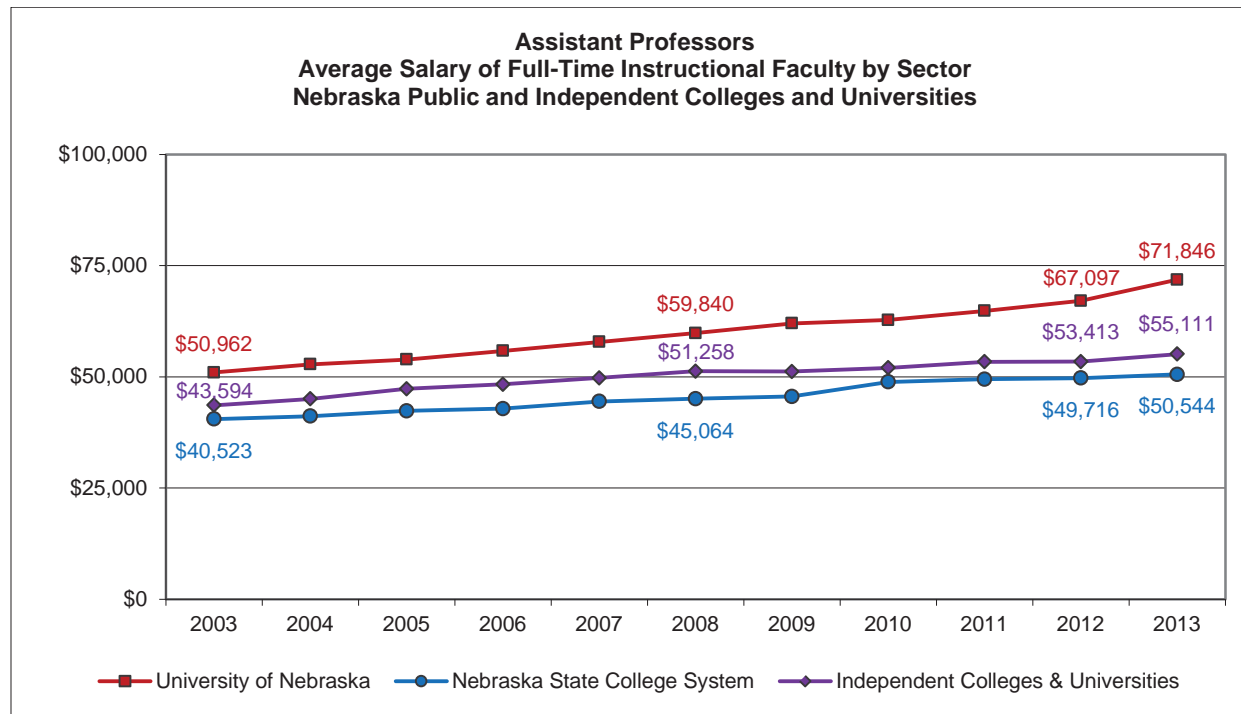
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Associate Professors in Fall 2013	2003–04 Average Salary Converted to 2013–14 Dollars	2013–14 Average Salary Converted to 2013–14 Dollars	10-Year Change in Average Salary Converted to 2013–14 Dollars	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	615	\$78,342	\$81,502	\$3,160	4.0%
Nebraska State College System	59	\$60,720	\$59,992	- \$728	- 1.2%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	434	\$64,917	\$64,763	- \$154	- 0.2%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

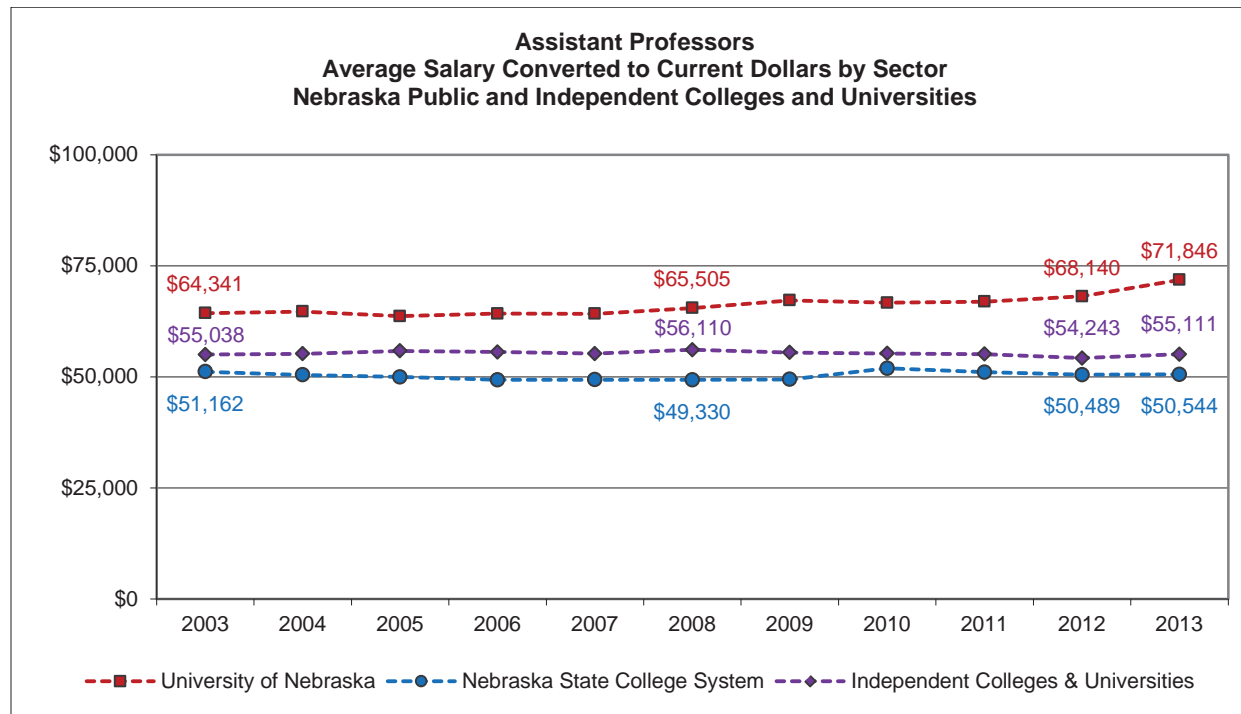
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Assistant Professors in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	525	\$50,962	\$71,846	\$20,884	41.0%
Nebraska State College System	65	\$40,523	\$50,544	\$10,020	24.7%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	413	\$43,594	\$55,111	\$11,517	26.4%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

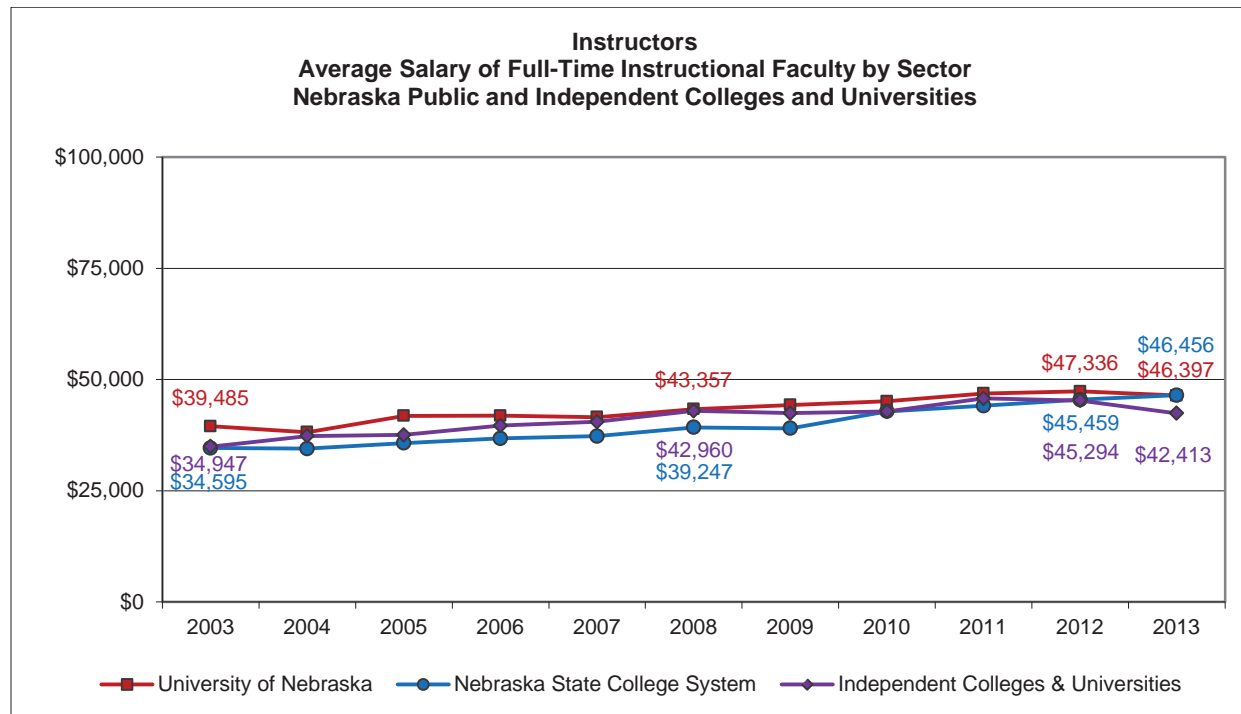
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Assistant Professors in Fall 2013	2003–04 Average Salary Converted to 2013–14 Dollars	2013–14 Average Salary Converted to 2013–14 Dollars	10-Year Change in Average Salary Converted to 2013–14 Dollars	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	525	\$64,341	\$71,846	\$7,505	11.7%
Nebraska State College System	65	\$51,162	\$50,544	- \$618	- 1.2%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	413	\$55,038	\$55,111	\$73	0.1%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

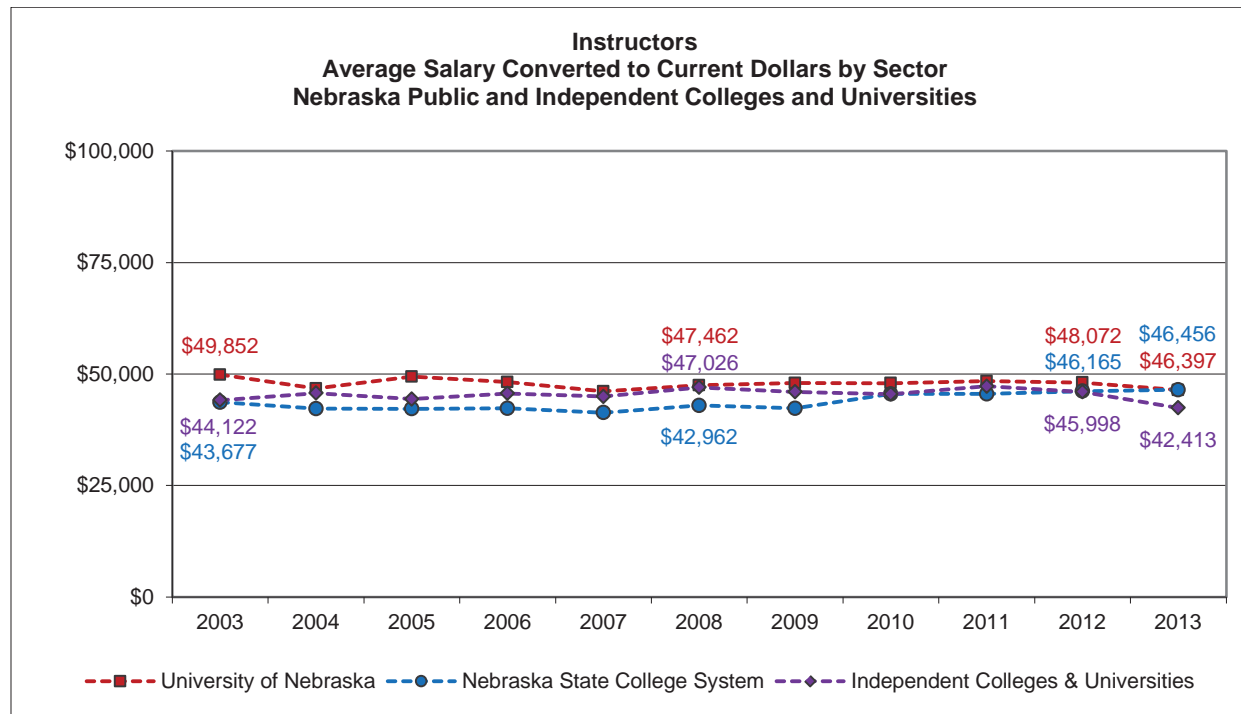
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Instructors in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year Increase in Average Salary	10-Year % Increase in Average Salary
University of Nebraska	108	\$39,485	\$46,397	\$6,912	17.5%
Nebraska State College System	21	\$34,595	\$46,456	\$11,861	34.3%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	129	\$34,947	\$42,413	\$7,466	21.4%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

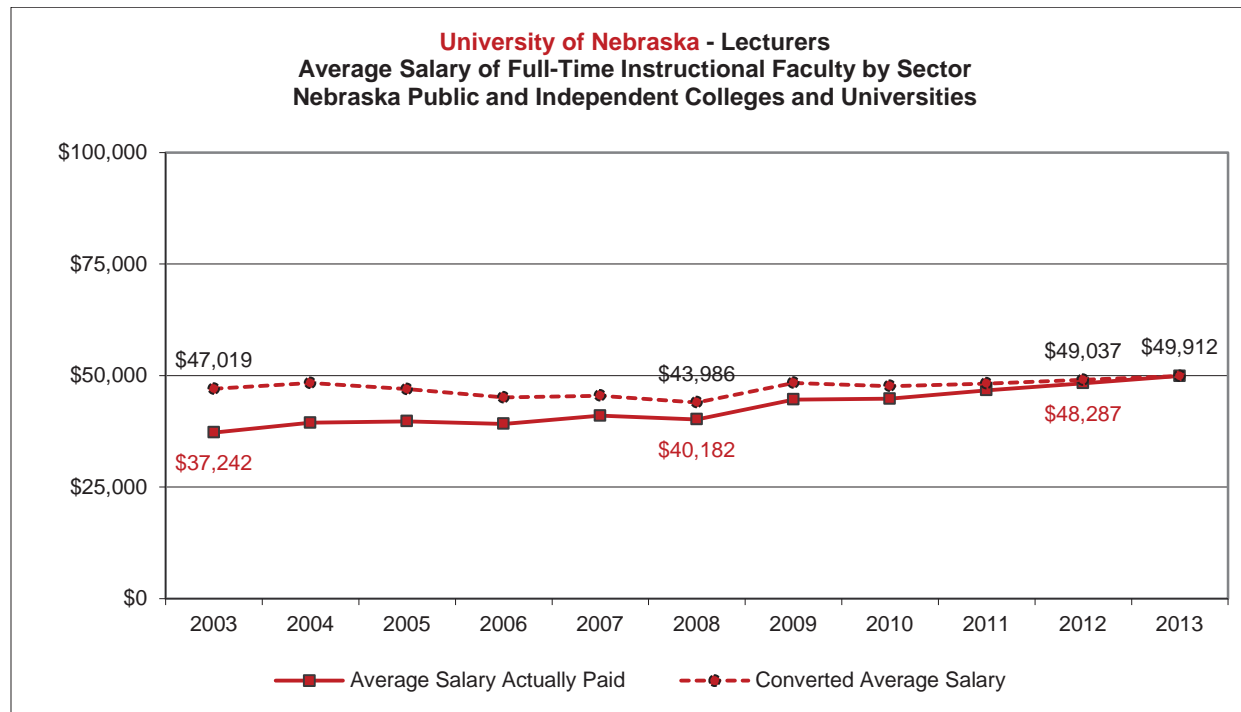
AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Instructors in Fall 2013	2003–04 Average Salary Converted to 2013–14 Dollars	2013–14 Average Salary Converted to 2013–14 Dollars	10-Year Change in Average Salary Converted to 2013–14 Dollars	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	108	\$49,852	\$46,397	- \$3,454	- 6.9%
Nebraska State College System	21	\$43,677	\$46,456	\$2,779	6.4%
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	129	\$44,122	\$42,413	- \$1,709	- 3.9%

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)

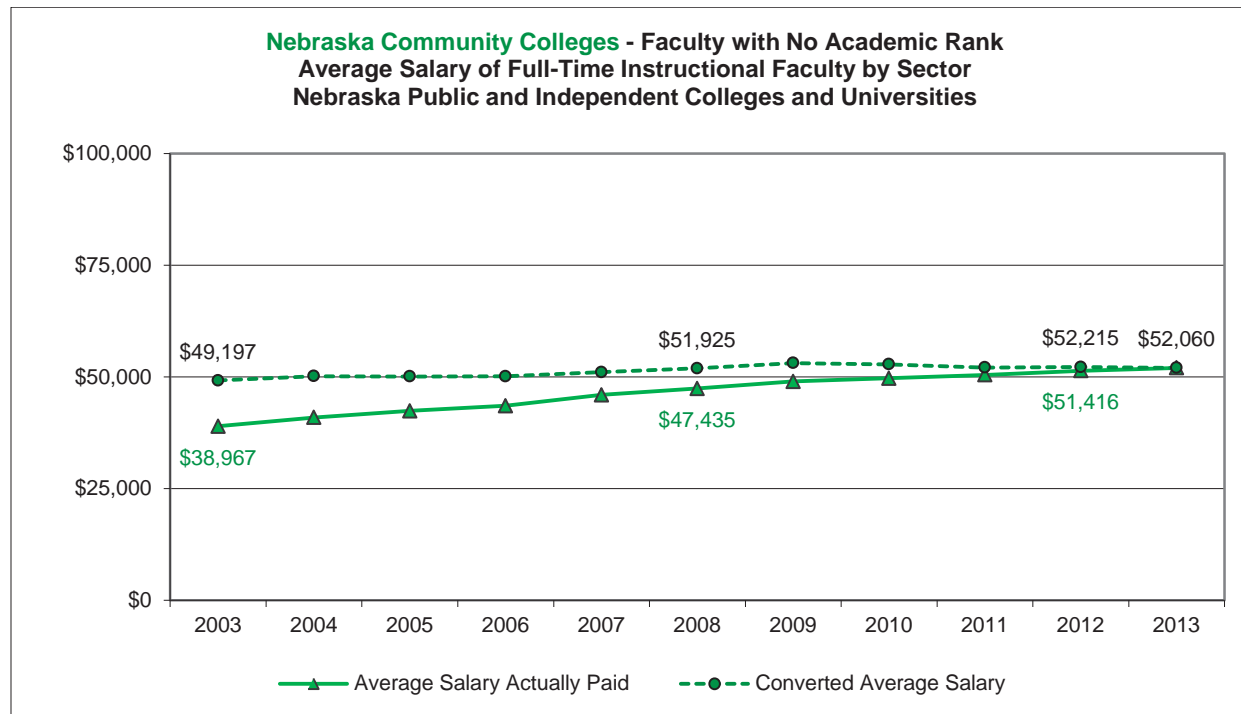


Sector	Number of Lecturers in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year % Increase in Average Salary	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	284	\$37,242	\$49,912	34.0%	6.2%
Nebraska State College System	8	Not applicable			
Nebraska Community Colleges	0	Not applicable			
Nebraska Independent Colleges & Universities	6	Not applicable			

Note. Since lecturers have not been consistently employed by the State Colleges or independent institutions, 10-year trend statistics are not applicable. Between fall 2003 and fall 2013, the State Colleges employed 0 to 8 lecturers each year. The independent colleges also employed 0 to 8 lecturers per year during the 10-year period.

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by RANK and by SECTOR (Continued)



Sector	Number of Faculty with No Academic Rank in Fall 2013	2003–04 Average Salary	2013–14 Average Salary	10-Year % Increase in Average Salary	10-Year % Change in Average Salary Converted to 2013–14 Dollars
University of Nebraska	15	Not applicable			
Nebraska State College System	0	Not applicable			
Nebraska Community Colleges	1,002	\$38,967	\$52,060	33.6%	5.8%
Nebraska Independent Colleges & Universities	7	Not applicable			

Note. All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission. Since faculty with no academic rank have not been consistently employed by the University of Nebraska, the State Colleges, or the independent institutions, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the University of Nebraska employed 3 to 17 faculty without rank, the State Colleges employed 0 to 3, and the independent colleges employed 4 to 21.

Average paid salaries by sector and by institution for the latest 11 years are available in the spreadsheet titled **Average Salary Total and by Gender** in the **downloadable Excel workbook for Faculty and Salaries**.

This page is left blank intentionally.

Section 3

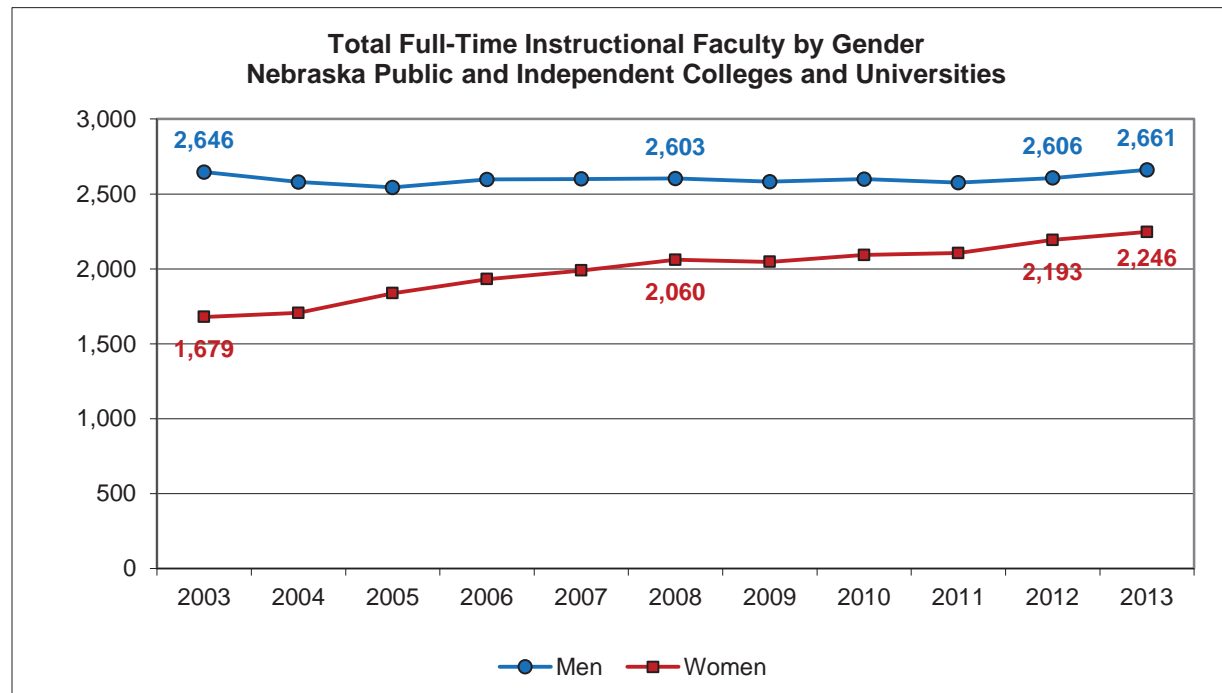
Number and Average Salaries of Full-Time Instructional Faculty by Gender

Notes

- (1) Summarized data are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey. The analysis presented in this section does not include part-time instructional faculty because salary data for part-time faculty are not collected. Additionally, no data pertaining to adjunct faculty are collected through the IPEDS Human Resources survey.
- (3) Faculty and salary data are reported as of November 1 for the academic year.
- (4) Salaries reported do not include payments for any benefits. Salaries are adjusted so that all average salaries reported in this publication are for 9-month appointments.

TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by GENDER

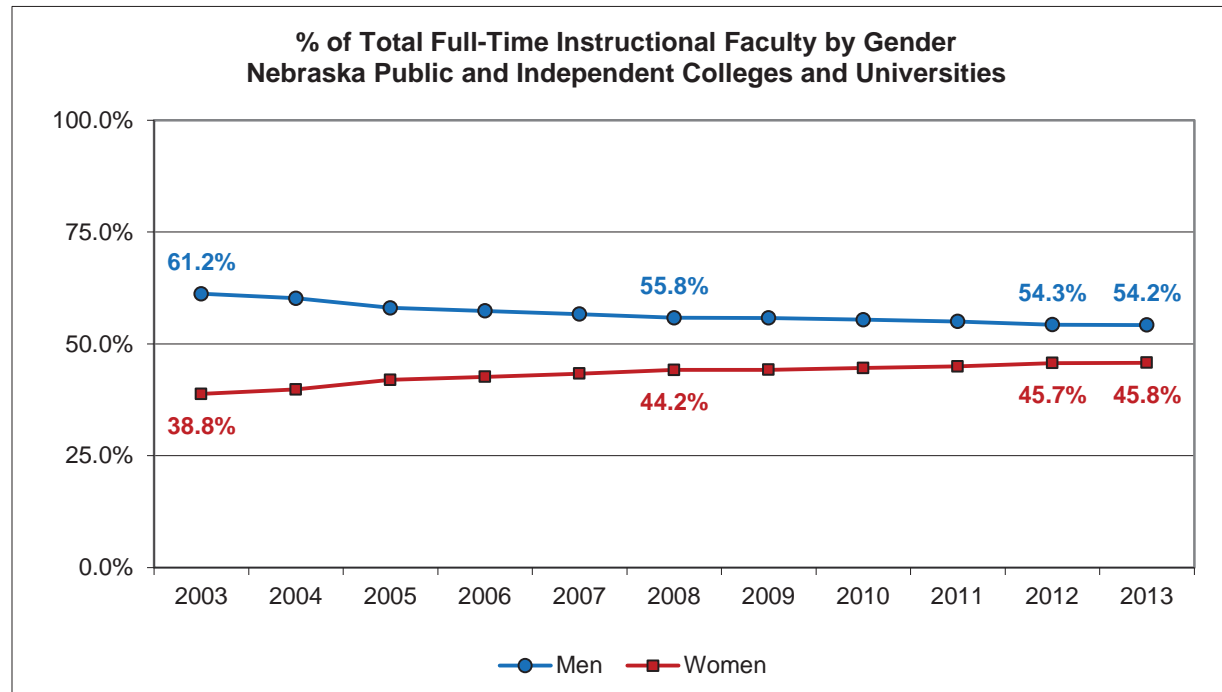
- The total number of male, full-time instructional faculty at Nebraska's public and independent colleges and universities increased slightly, from 2,646 in fall 2003 to 2,661 in fall 2013, an increase of 15 faculty, or less than 0.6%.
- In comparison, the total number of female faculty increased from 1,679 to 2,246, an increase of 567 faculty, or 33.8%, over the 10-year period.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

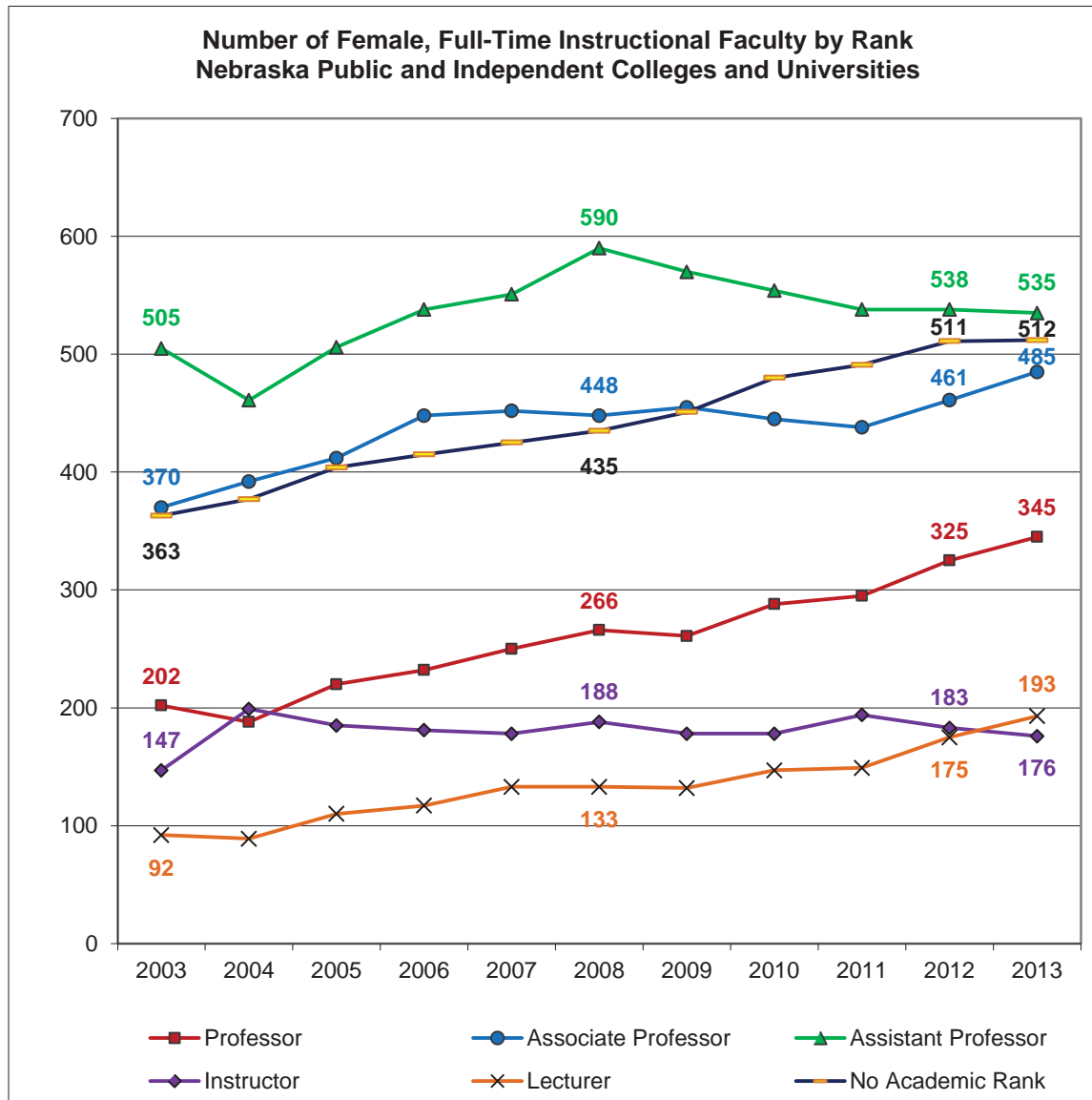
Percentages of TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY by GENDER

- Between 2003 and 2013, women accounted for an increasing percentage of the full-time instructional faculty at Nebraska's public and independent colleges and universities.
- In fall 2003, 38.8% of the full-time faculty were women.
- By fall 2013, women accounted for 45.8% of the full-time faculty.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

NUMBER OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY by RANK



When analyzed by rank, the numbers of female full-time faculty employed by Nebraska's public and independent institutions changed between fall 2003 and fall 2013 as follows:

Rank	#	%
Professor (■)	+ 143	+ 70.8%
Assoc. Prof. (●)	+ 115	+ 31.1%
Assist. Prof. (▲)	+ 30	+ 5.9%
Instructor (◆)	+ 29	+ 19.7%
Lecturer (×)	+ 101	+ 109.8%
No Rank (—)	+ 149	+ 41.0%
Net Total	+ 567	+ 33.8%

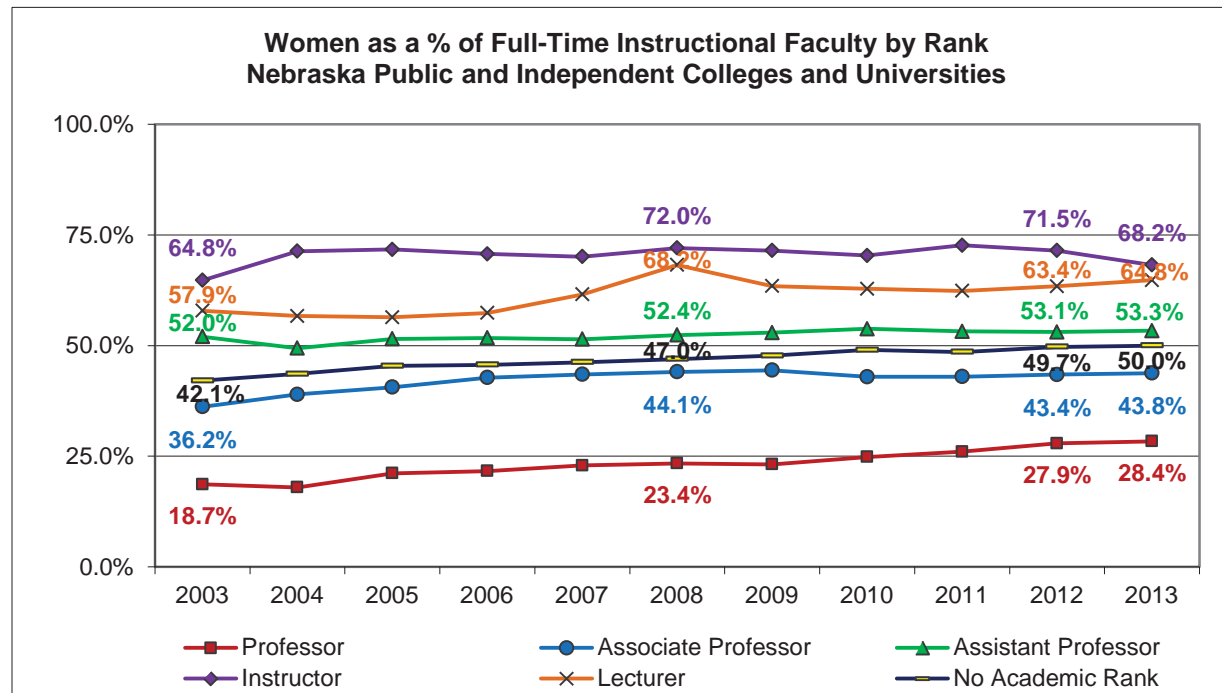
Further calculations indicate:

- Increased numbers of female professors and associate professors accounted for 45.5% of the 567 additional female full-time faculty.
- Women with no academic rank, primarily employed at the Community Colleges, accounted for 26.3% of the 10-year gain in faculty.

The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by RANK

- Expressing the number of women as a percentage of the total number of full-time instructional faculty at each academic rank reveals that women accounted for increasing percentages of the faculty at all ranks between fall 2003 and fall 2013.
- The greatest percentage point increase was at the professor level (up 9.7 percentage points).
- The smallest percentage point increase was at the assistant professor level (up 1.3 percentage points).

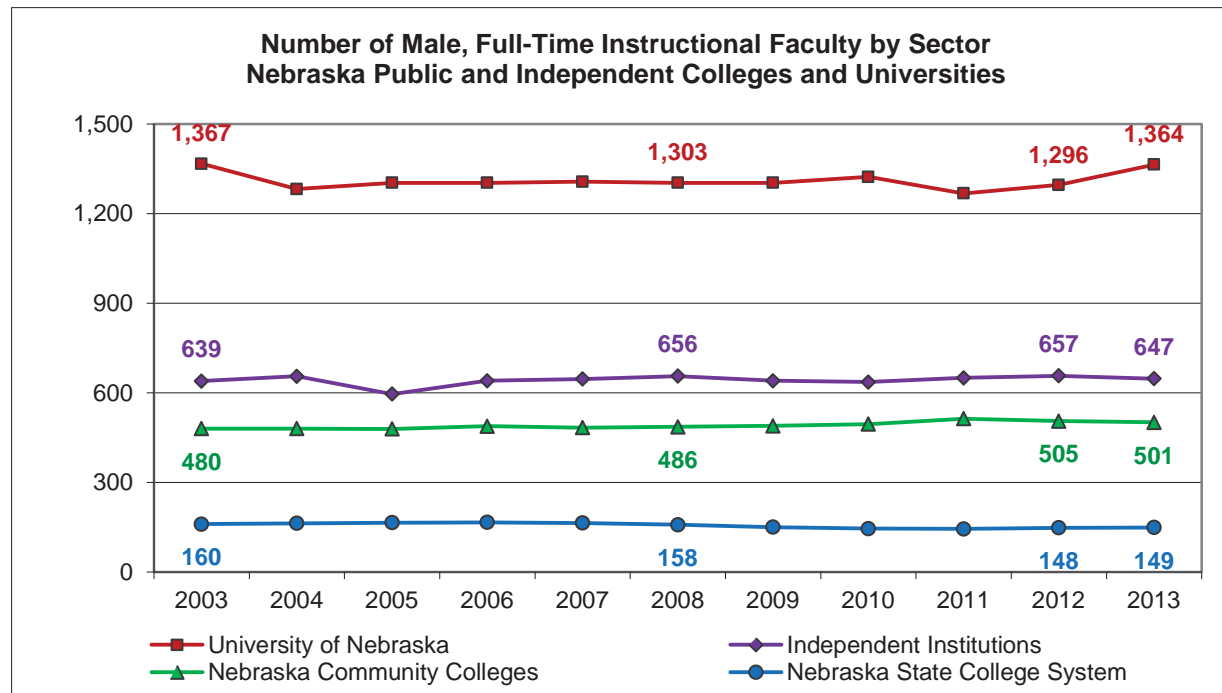


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

NUMBER OF MALE FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- When examined by sector, the numbers of male, full-time instructional faculty increased or decreased between fall 2003 and fall 2013 as follows:

University of Nebraska (■)	- 0.2%	(- 3)	Nebraska State College System (●)	- 6.9%	(- 11)
Nebraska Community Colleges (▲)	+ 4.4%	(21)	Nebraska Independent Institutions (◆)	+ 1.3%	(8)

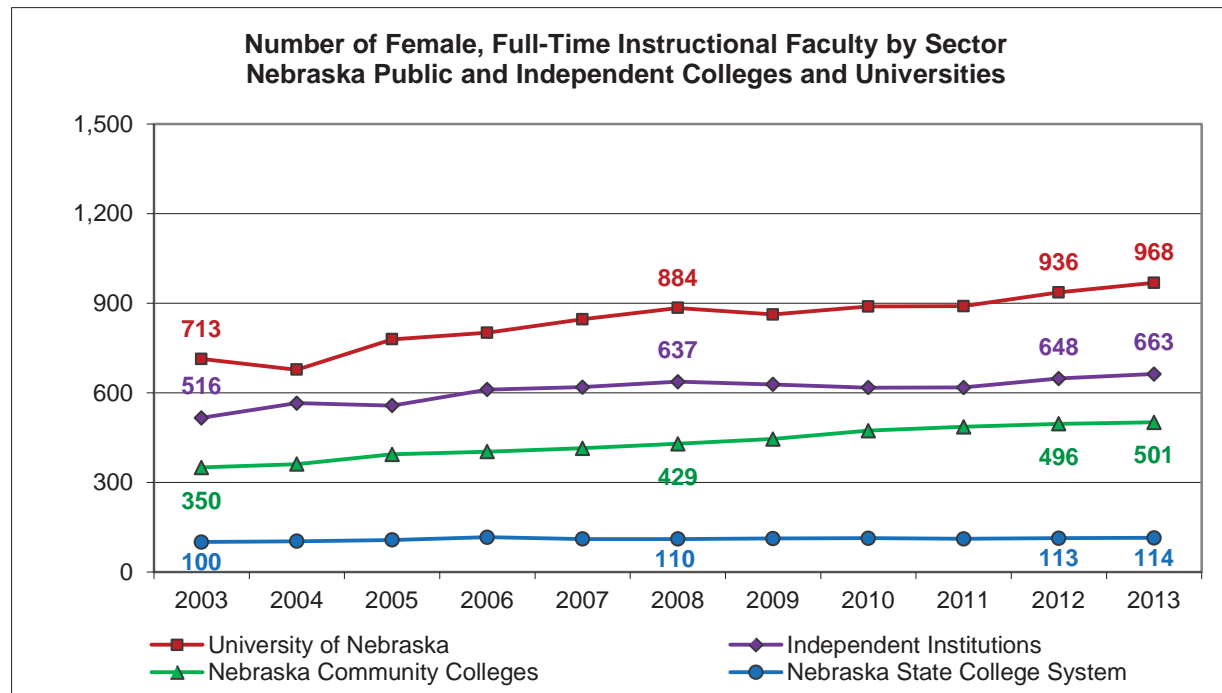


The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

NUMBER OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

- Between fall 2003 and fall 2013, the number of female, full-time instructional faculty employed within each sector increased as follows:

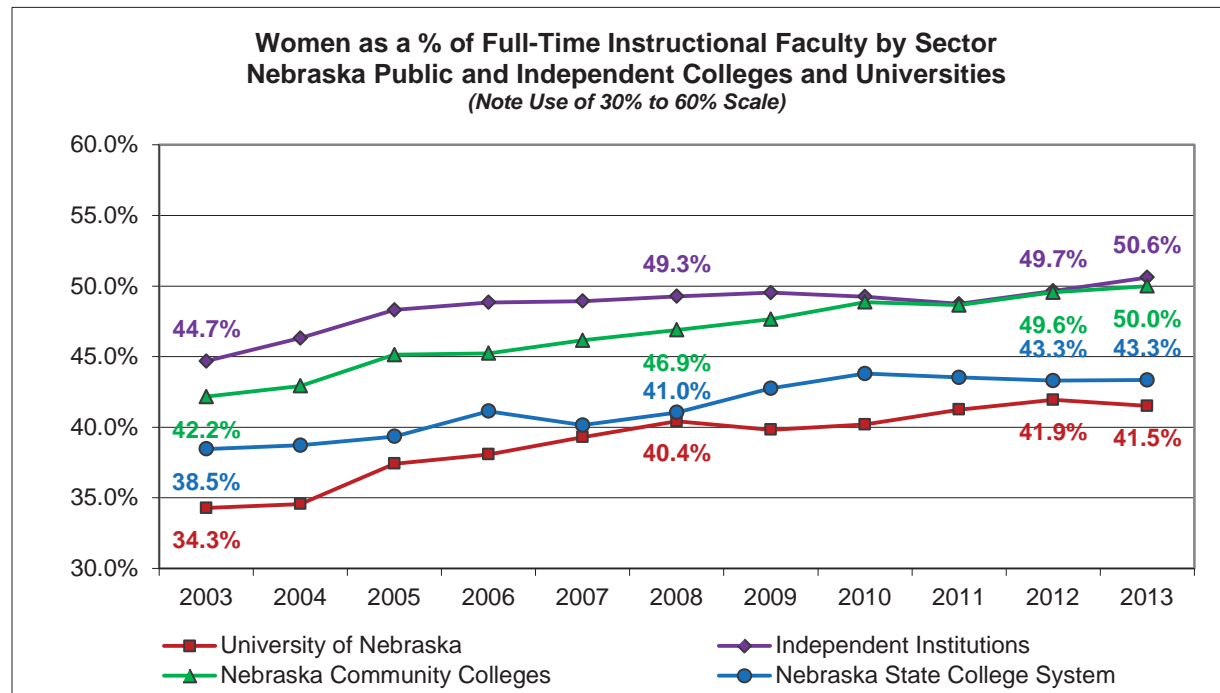
University of Nebraska (■)	+ 35.8%	(255)	Nebraska State College System (●)	+ 14.0%	(14)
Nebraska Community Colleges (▲)	+ 43.1%	(151)	Nebraska Independent Institutions (◆)	+ 28.5%	(147)



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

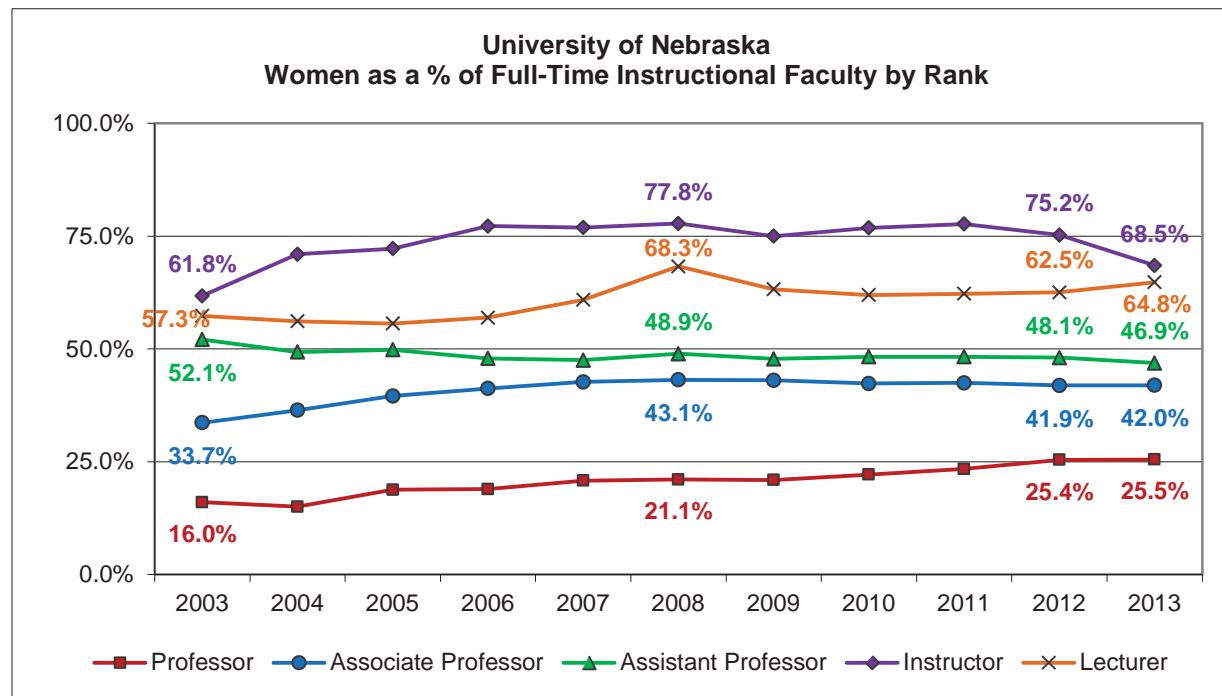
- As a result of the increased number of women faculty within each sector between fall 2003 and fall 2013, women accounted for increasing percentages of the full-time instructional faculty employed by the University of Nebraska, the Nebraska State College System, Nebraska's Community Colleges, and Nebraska's independent institutions.
- Of the four sectors, Nebraska's Community Colleges and independent institutions employed the highest percentages of women throughout the 10-year period.



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

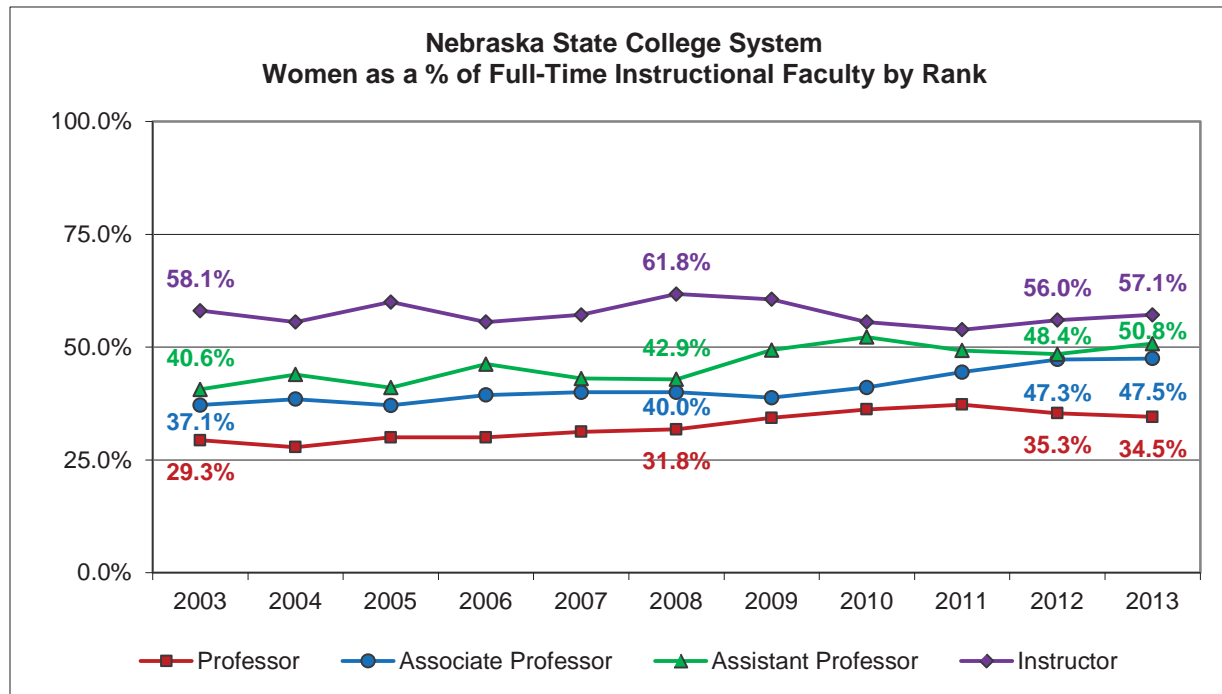
WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK

- The following charts show how women as a percentage of total full-time instructional faculty varied from one academic rank to another within the sectors with tenure systems: the University of Nebraska, the Nebraska State College System, and Nebraska's independent colleges and universities.
- Across all three sectors and at every level of academic rank, women generally constituted higher percentages of the full-time instructional faculty in fall 2013 than in fall 2003, with the following two exceptions: women accounted for a lower percentage of the assistant professors employed by the University Nebraska in 2013 than they did in 2003, and women accounted for a lower percentage of the instructors at the State Colleges in 2013 than they did in 2003.
- In spite of the increases in the percentage of women at each academic rank, percentages of female faculty continued to be inversely related to rank within each of the three sectors. From fall 2003 through fall 2013, the lowest percentages of women were evidenced at the full professor level, while the highest percentages were at the ranks of lecturer and instructor.



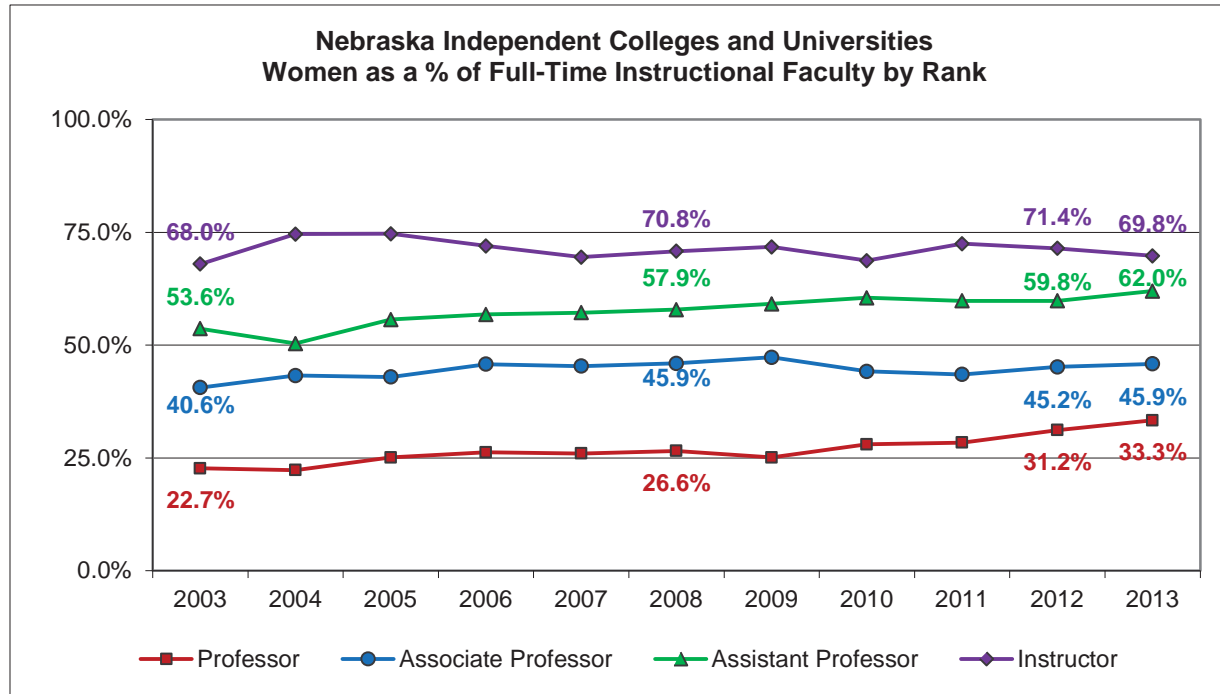
Note. Since faculty with no academic rank have not been consistently employed by the University of Nebraska, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the University of Nebraska employed 3 to 17 faculty without rank (2 to 9 men and 0 to 10 women).

WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)



Note. Since lecturers and faculty with no academic rank have not been consistently employed by the State Colleges, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the State Colleges employed 0 to 8 lecturers (0 to 5 men and 0 to 4 women) and 0 to 3 faculty without rank (0 to 2 men and 0 to 1 women) each year.

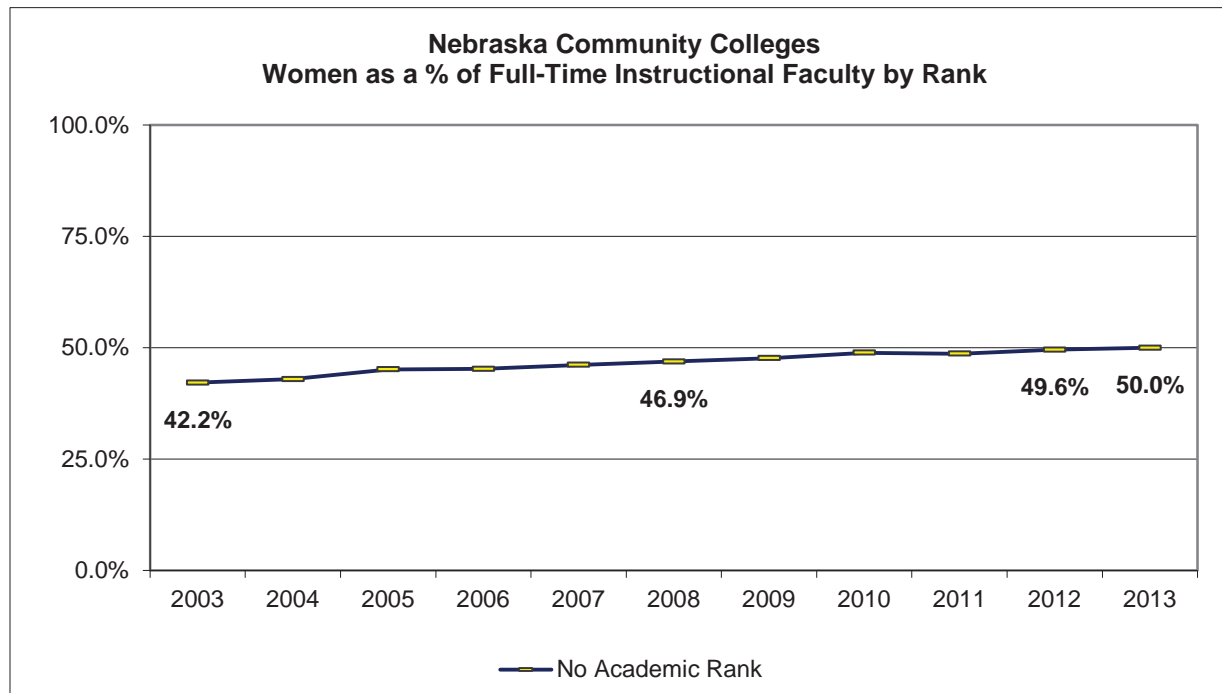
WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)



Note. Since lecturers and faculty with no academic rank have not been consistently employed by the independent institutions, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the independent institutions employed 0 to 8 lecturers (0 to 3 men and 0 to 7 women) and 4 to 21 faculty without rank (1 to 11 men and 3 to 12 women) each year.

WOMEN as a Percentage of TOTAL FULL-TIME INSTRUCTIONAL FACULTY by SECTOR and by RANK (Continued)

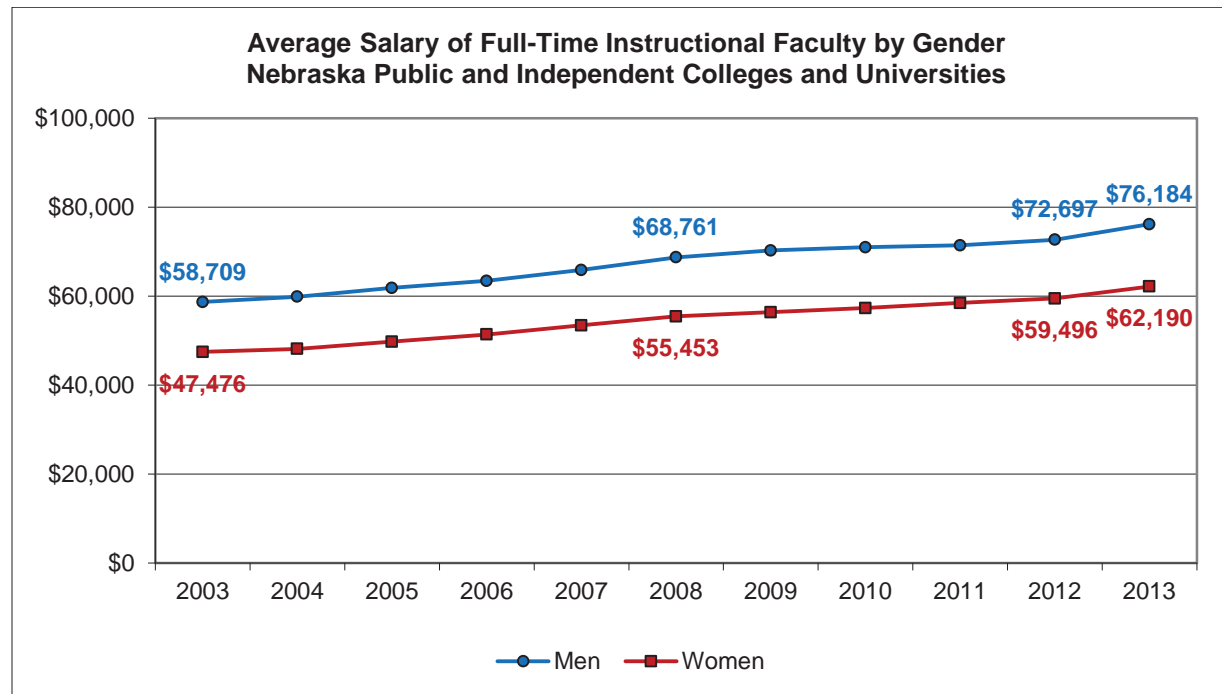
- All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission for fall 2003 through fall 2013.
- As shown below, women accounted for 50.0% of the full-time instructional faculty at the Community Colleges in fall 2013, compared to 42.2% in fall 2003.



Note. All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission.

AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY by GENDER

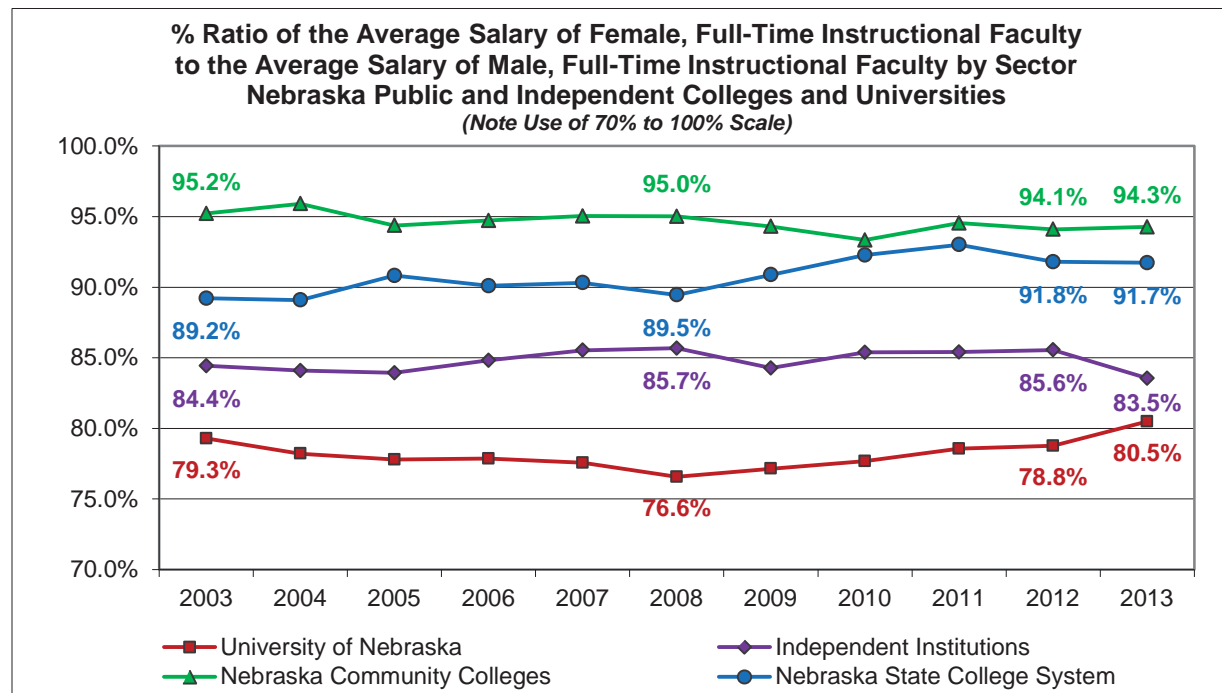
- In 2003–04, the average salary of male, full-time instructional faculty at Nebraska’s public and independent colleges and universities was \$11,233 higher than the average salary received by female faculty.
- Between 2003–04 and 2013–14, the average salary paid to male faculty increased from \$58,709 to \$76,184 or 29.8%.
- In comparison, the average salary of female full-time instructional faculty increased 31.0%, from \$47,476 in 2003–04 to \$62,190 in 2013–14.
- By 2013–14, the gap between the average salaries of men and women had widened to \$13,994. (In 2012–13, the gap was \$13,201.)



The numbers of full-time instructional faculty by gender, by rank, by sector, and by institution for the latest 11 years are available in the spreadsheet titled **Instructional Faculty by Rank and Gender** in the **downloadable Excel workbook Faculty and Salaries**.

THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE FULL-TIME INSTRUCTIONAL FACULTY by SECTOR

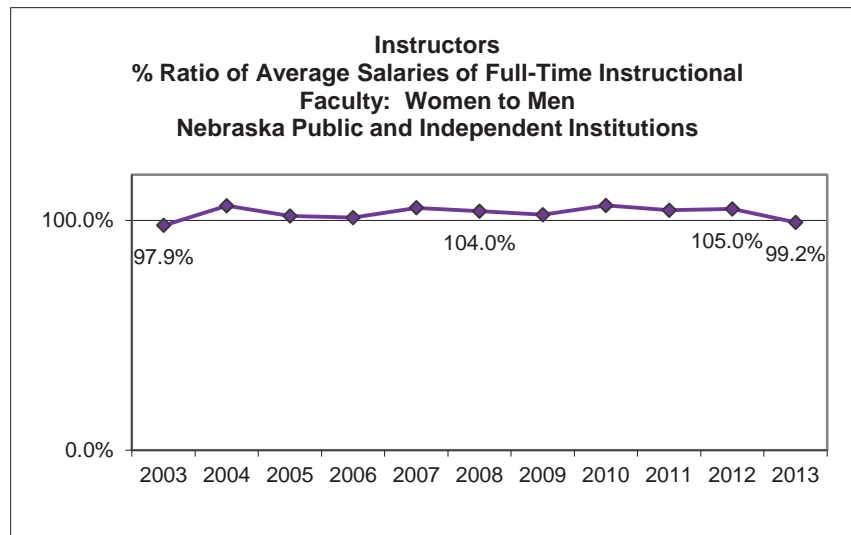
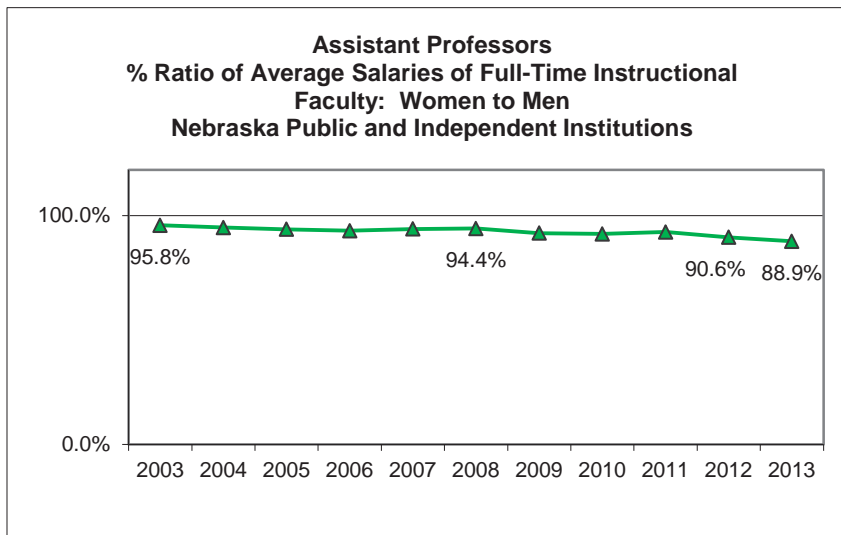
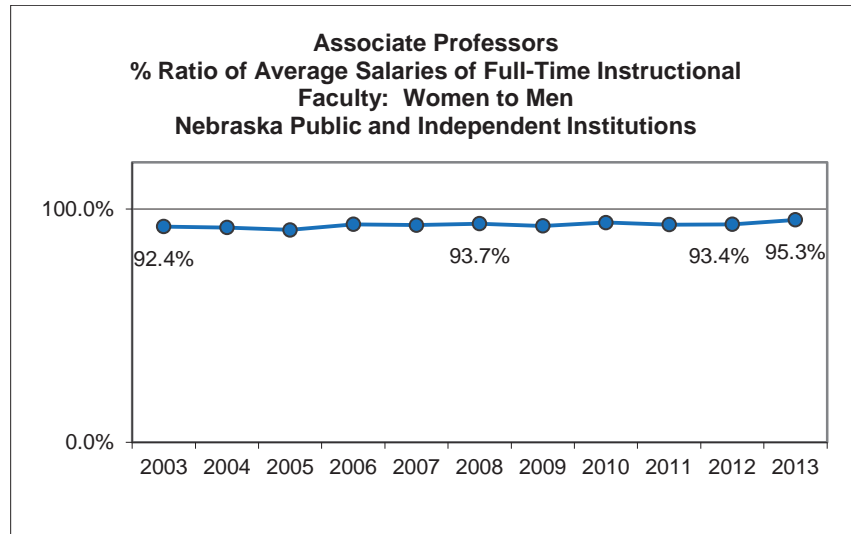
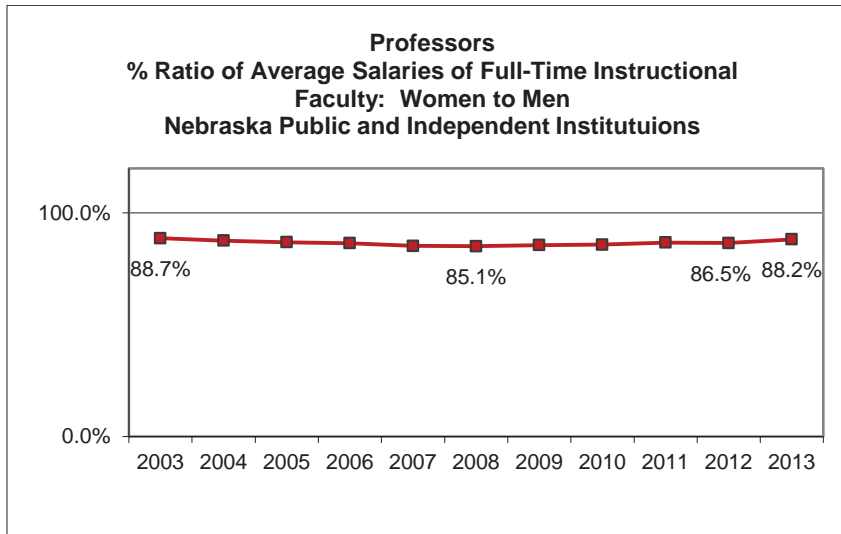
- Statewide, the average salary of female, full-time instructional faculty was 81.6% of the average salary of male, full-time faculty in 2013–14, up slightly from 80.9% in 2003–04.
- By sector, the lowest ratio was at the University of Nebraska, where women, on the average, earned 80.5% of the men’s average salary in 2013–14.
- The highest ratio was at Nebraska’s Community Colleges, where the average salary of female, full-time faculty was 94.3% of the average salary received by their male colleagues in 2013–14. However, this ratio was 0.9 percentage points lower in 2013–14 than in 2003–04.
- The ratio of women’s average salary to men’s also decreased 0.9 percentage points in the independent sector. Meanwhile, the ratio increased 2.5 percentage points at the State Colleges.



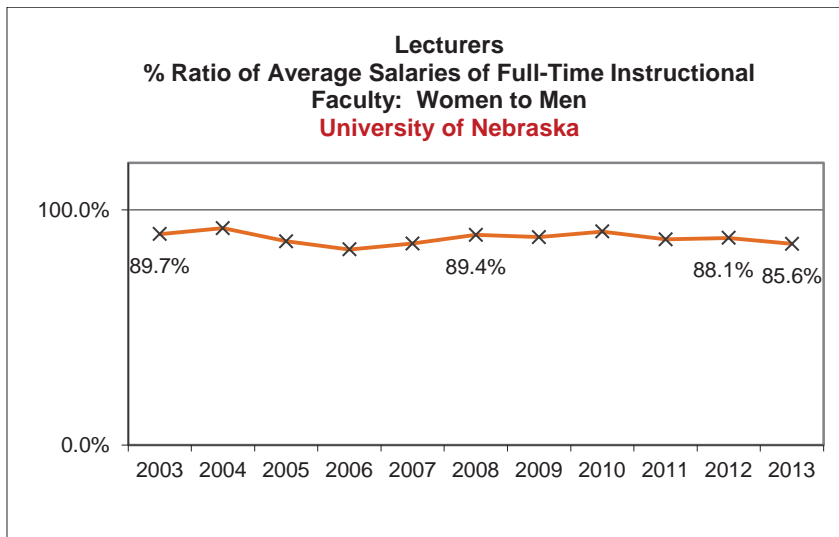
THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK

- The following charts show how the ratio of the average salary received by female, and male, full-time instructional faculty varied by rank between 2003–04 and 2013–14.
- In 2003–04, the average salary received by female professors was 88.7% of the average salary of male professors, and in 2013–14, the percentage ratio fell to 88.2%.
- The average salary received by female associate professors increased from 92.4% of the average salary of male associate professors in 2003–04 to 95.3% in 2013–14.
- Among assistant professors, women earned an average salary equal to 95.8% of their male colleagues' average salary in 2003–04, but as of 2013–14, female assistant professors were earning 88.9% of the average salary of male assistant professors.
- Female instructors, on the other hand, earned average salaries that were higher than those received by male instructors during nine of the eleven years charted on the next page. During this period, women's average salary relative to men's peaked in fall 2010, when women were earning 106.5% of the average salary paid to male instructors. In 2013–14, women's salaries at the instructor level were, on average, 99.2% of those of male instructors.
- Lecturers have not been consistently employed by the State Colleges or independent institutions, so 10-year statistics are not available. Among lecturers employed at the University of Nebraska, the ratio of women's average salary to men's decreased from 89.7% in 2003–04 to 85.6% in 2013–14.
- At Nebraska's Community Colleges, where faculty are not classified by academic rank, the average salary of female faculty was 94.3% of the average salary of male faculty in 2013–14, down from 95.2% in 2003–04.

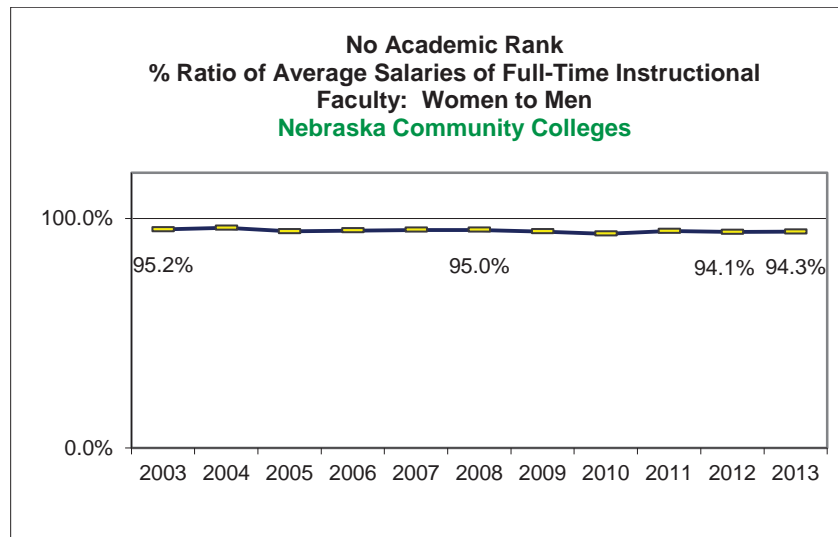
THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK (Continued)



THE PERCENTAGE RATIO OF THE AVERAGE SALARY OF FEMALE FULL-TIME INSTRUCTIONAL FACULTY TO THE AVERAGE SALARY OF MALE, FULL-TIME INSTRUCTIONAL FACULTY by RANK (Continued)



Note. Since lecturers have not been consistently employed by the State Colleges or independent institutions, 10-year trend statistics are not applicable. Between fall 2003 and fall 2013, the State Colleges employed 0 to 8 lecturers each year. The independent colleges also employed 0 to 8 lecturers per year during the 10-year period.



Note. All Nebraska Community College faculty are classified as having no academic rank in the IPEDS database maintained by the Commission. Since faculty with no academic rank have not been consistently employed by the University of Nebraska, the State Colleges, or the independent institutions, 10-year trend statistics are not applicable. Depending on the academic year between 2003–04 and 2013–14, the University of Nebraska employed 3 to 17 faculty without rank, the State Colleges employed 0 to 3, and the independent colleges employed 4 to 21.

This page is left blank intentionally.

Section 4

Number of Full-Time Faculty by Race/Ethnicity

Notes

- (1) Summarized data are for Nebraska public and independent colleges and universities. These institutions do not include for-profit/career schools.
- (2) The data summarized in this section are collected through the salary sections of the IPEDS Human Resources survey titled “Fall Staff.” This section of the *Factual Look* focuses only on full-time faculty so that it is consistent with the previous three sections of this report.
- (3) Race/ethnicity data are collected for total faculty every two years. The data summarized in this section were collected in fall 2013. Faculty and salary data are reported as of November 1 for the academic year.
- (4) Total faculty includes instructional, research, and public service faculty.

Note. The analyses in this section focus on faculty of known race/ethnicity as defined below. Faculty of unknown race/ethnicity are excluded from all calculations under the basic, but not necessarily correct, assumption that these faculty members are proportionately distributed among the total number by rank, tenure status and sector. Only 0.2% of the faculty reported for the 2003–04 academic year and 0.3% of the faculty in 2013–14 were of unknown race/ethnicity.

Beginning with the collection of data during the 2008–09 academic year, IPEDS started the transition to the full adoption of new categories of race/ethnicity. Adoption of these categories became mandatory for the 2011–12 survey. Beginning with the 2009–10 edition of the *Factual Look*, the Coordinating Commission adapted its analysis to the new IPEDS categories as explained below.

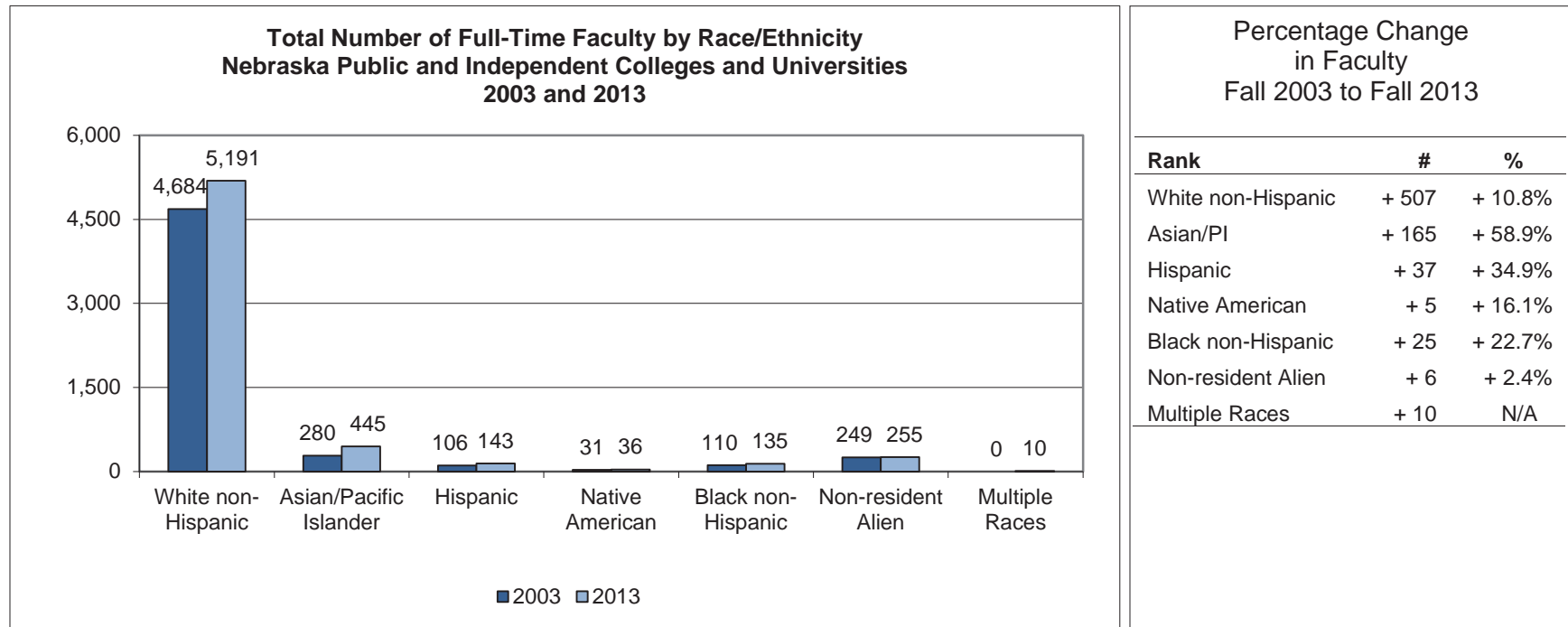
The Commission is using the same category names that it has used in the past. The corresponding IPEDS category names and definitions are presented below. The only substantive differences between the old and new classification system is that the old category of “Asian/Pacific Islander” is now a combination of two new categories.

Category Name Used in Commission Reports	IPEDS Category Name	IPEDS Definition ^a
White non-Hispanic	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
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.
Hispanic	Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
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.
Black non-Hispanic	Black or African American	A person having origins in any of the black racial groups of Africa.
Multiple Races	Two or More Races	A person who is not Hispanic and identifies with more than one race category.
Non-resident Alien	Non-resident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. ^b

^aData source: Glossary, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education, April 8, 2009. ^bThe race/ethnicity of non-resident aliens is not collected in IPEDS.

TOTAL NUMBER OF FULL-TIME FACULTY by RACE/ETHNICITY

- Over the 10-year period between fall 2003 and fall 2013, the total number of full-time faculty of known race/ethnicity at Nebraska's public and independent colleges and universities increased from 5,460 to 6,215, an increase of 755 faculty or 13.8%.^a

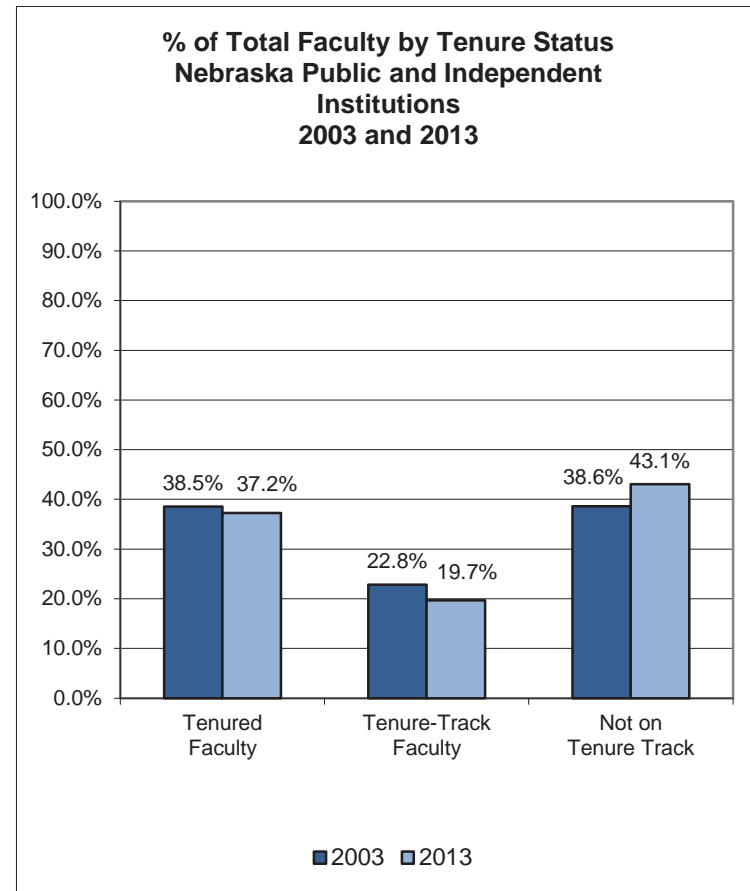
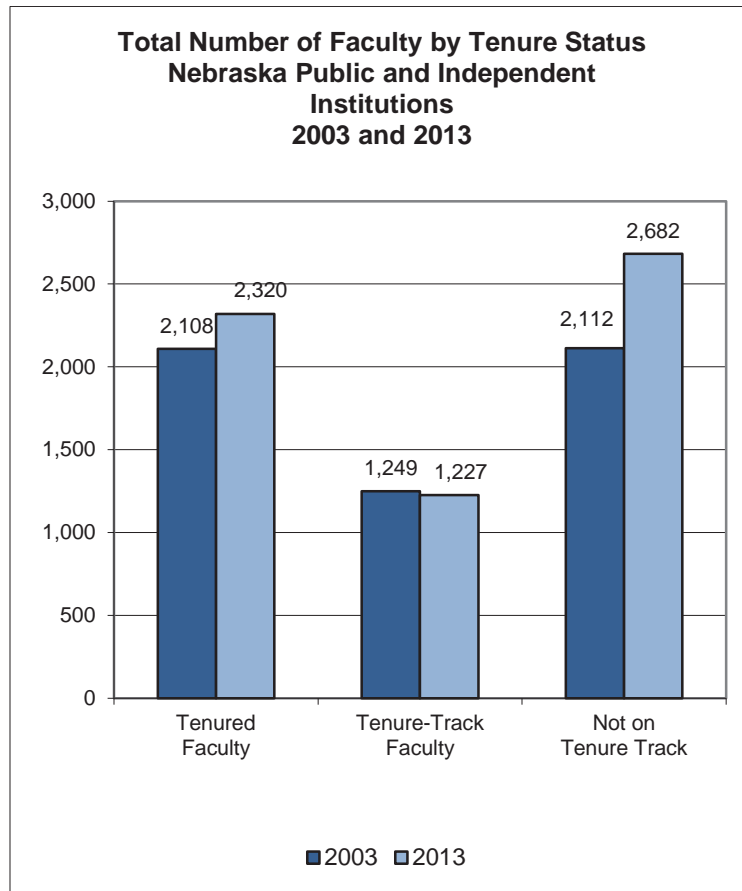


^aTotal faculty includes instructional, research, and public service faculty. In fall 2003, 0.2% of the faculty was of unknown race/ethnicity. In fall 2013, 0.3% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for faculty are collected every two years. Faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race** in the **downloadable Excel workbook for Faculty and Salaries**.

TOTAL NUMBER OF FULL-TIME FACULTY by TENURE STATUS

- As shown below, the percentage of faculty in tenured or tenure-track positions decreased between fall 2003 and fall 2013, while the percentage of faculty not on tenure track increased.

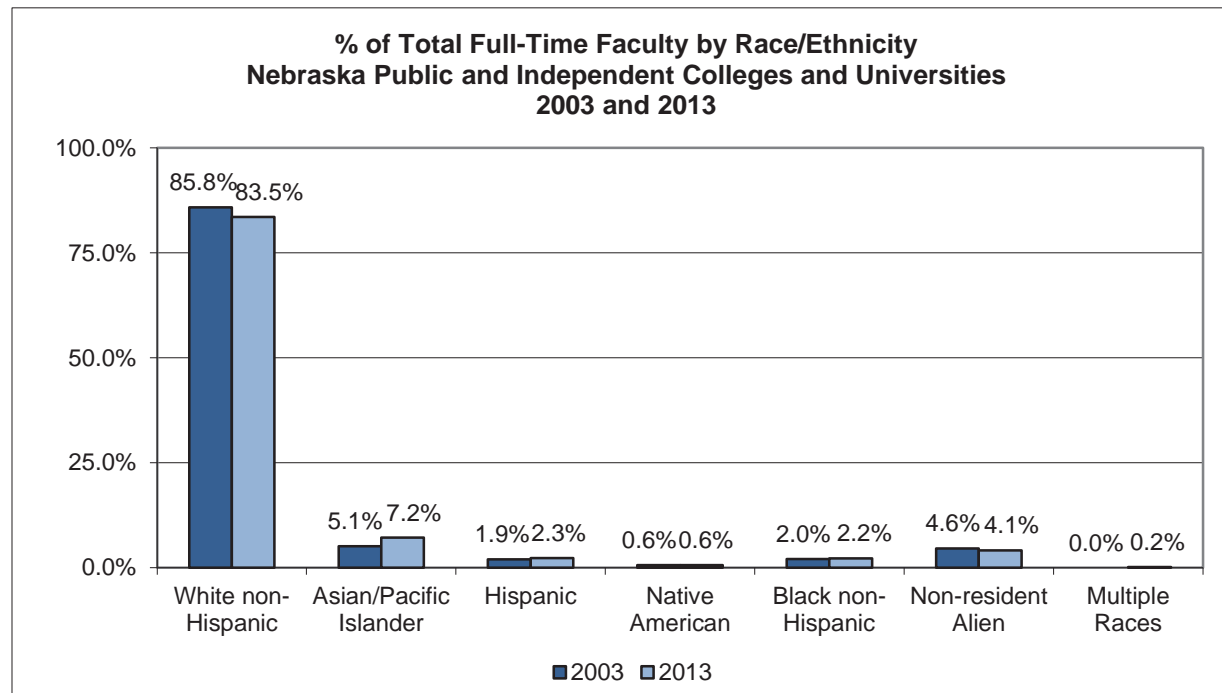


Note. Tenure information is only collected from degree-granting institutions and related administrative offices that have 15 or more full-time staff. Therefore, the total number of faculty in the above charts may not be equal to the total number of faculty reported in other areas of this report. Due to changes in IPEDS reporting requirements, 10-year trends for tenure status for all instructional, research, and public-service faculty by race and by gender are unavailable for this edition of the *Factual Look*. See Technical Note 3 on page i of the Executive Summary for more information.

The data summarized in the above graphs are available in the spreadsheet titled **Tenure Status** in the **downloadable Excel workbook for Faculty and Salaries**.

Percentages of TOTAL FULL-TIME FACULTY by RACE/ETHNICITY

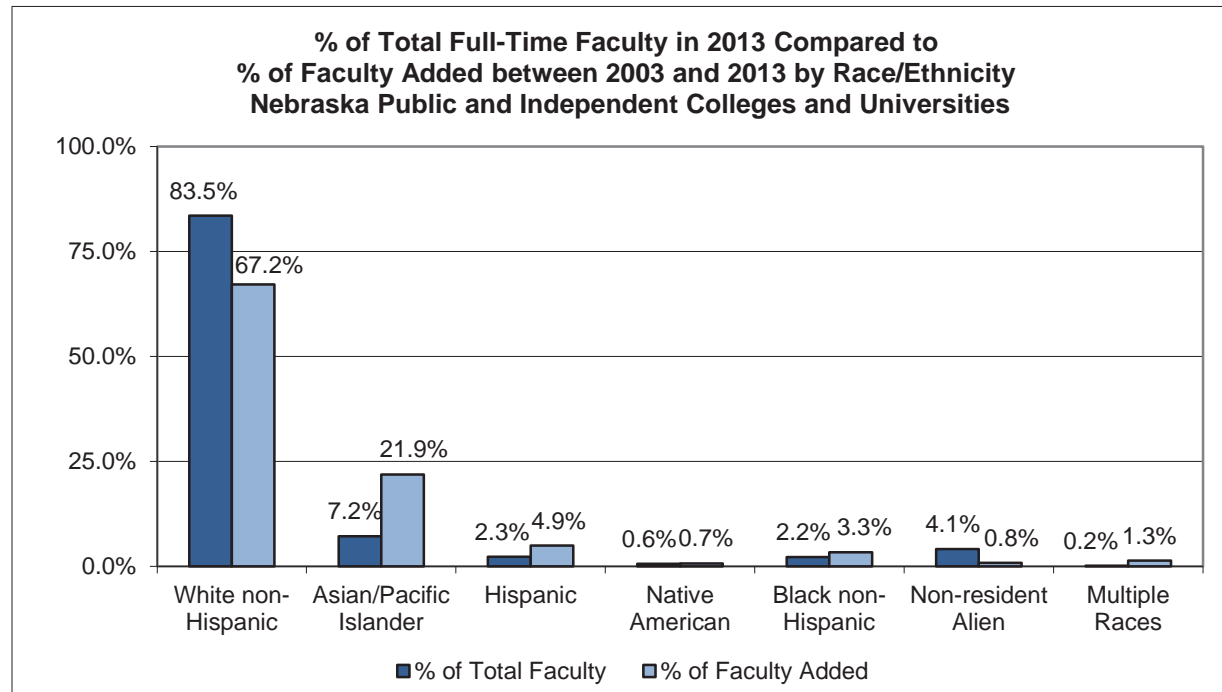
- When the categories of faculty tenure status on the previous page are combined, white non-Hispanics accounted for 83.5% of the total full-time faculty of known race/ethnicity at Nebraska’s public and independent institutions in fall 2013, down from 85.8% in fall 2003.
- Minority faculty – consisting of Asians/Pacific Islanders, Hispanics, Native Americans, black non-Hispanics, and multi-racial faculty – accounted for 12.4% of the faculty in fall 2013, compared to 9.6% in fall 2003, a gain of 2.8 percentage points.
- Non-resident alien faculty decreased from 4.6% in fall 2003 to 4.1% in fall 2013.



Race/ethnicity data for faculty are collected every two years. Faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race** in the **downloadable Excel workbook for Faculty and Salaries**.

Percentages of FULL-TIME FACULTY in 2013 Compared to the Percentages of FACULTY ADDED between 2003 and 2013 by RACE/ETHNICITY

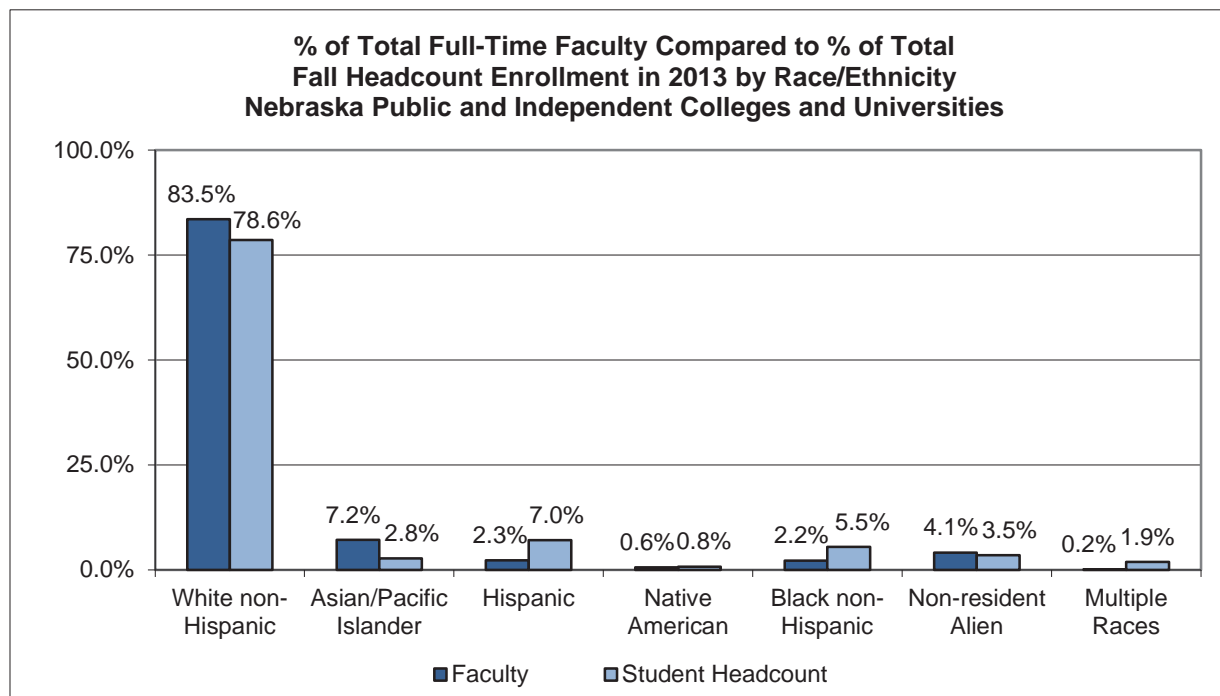
- As shown on the following chart, white non-Hispanics accounted for 83.5% of the full-time faculty of known race/ethnicity in fall 2013 and 67.2% of the additional faculty hired by Nebraska’s public and independent institutions between fall 2003 and fall 2013.
- The biggest gain in faculty was among Asians/Pacific Islanders. Asians/Pacific Islanders accounted for 7.2% of the faculty in fall 2013, but 21.9% of the faculty added between 2003 and 2013.



Race/ethnicity data for faculty are collected every two years. Faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race** in the **downloadable Excel workbook for Faculty and Salaries**.

Percentages of FULL-TIME FACULTY Compared to Percentages of TOTAL HEADCOUNT ENROLLMENT by RACE/ETHNICITY

- White non-Hispanics accounted for 83.5% of the full-time faculty of known race/ethnicity in fall 2003, compared to 78.6% of fall 2013 total student enrollment at Nebraska’s public and independent colleges and universities.¹
- Black non-Hispanics represented 2.2% of the faculty in fall 2013, compared to 5.5% of fall enrollment, Hispanics represented only 2.3% of the faculty and 7.0% of fall enrollment, and multi-racial persons represented 0.2% of faculty and 1.9% of fall enrollment, indicating that these racial/ethnic groups were underrepresented among the faculty, relative to student enrollment. Based on the statistics summarized below, Native Americans were also slightly underrepresented among the faculty in fall 2013 since they accounted for 0.6% of the faculty and 0.8% of the students.
- In contrast, Asians/Pacific Islanders and non-resident aliens accounted for higher percentages of the faculty than of total headcount enrollment by 4.4 and 0.6 percentage points, respectively.



Note. See the *Factual Look Enrollment Section* for detailed information on total headcount enrollment.

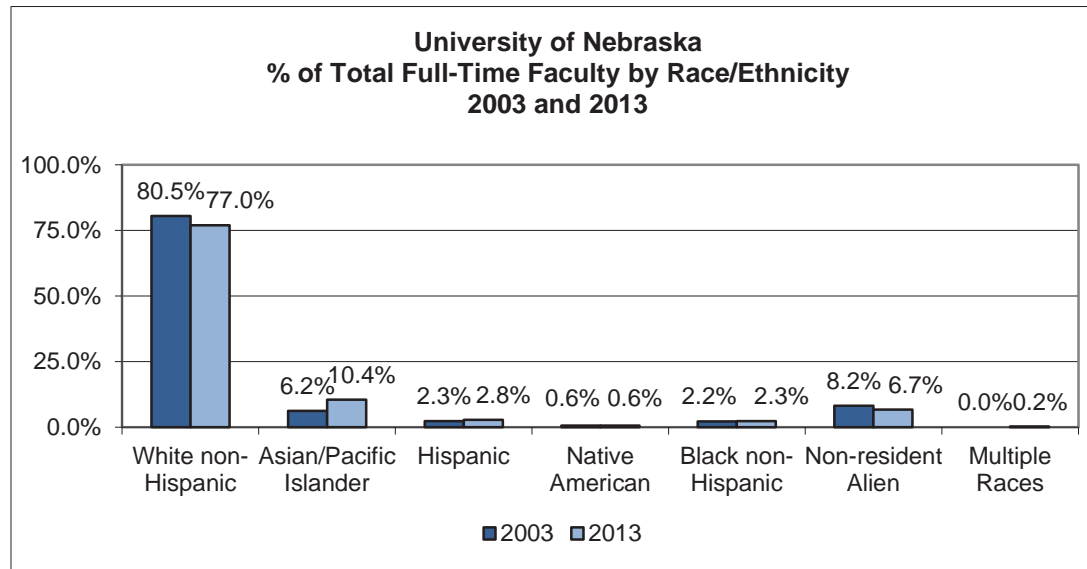
TOTAL FULL-TIME FACULTY by SECTOR and by RACE/ETHNICITY Compared to TOTAL ENROLLMENT

- Graphs on the following pages show the composition of the total faculty by race/ethnicity within each of the four public and independent sectors of higher education in Nebraska in fall 2003 and fall 2013.^a
- In addition, there is a graph for each sector showing how faculty composition compared to total headcount enrollment in fall 2013.
- Based on the data summarized in this series of graphs, the University of Nebraska has the most diverse faculty, while the Nebraska State College System has the least.
- White non-Hispanics accounted for a lower percentage of the University of Nebraska faculty in fall 2013 than in fall 2003, balanced by a noticeably higher percentage of Asians/Pacific Islanders and slightly higher percentages of Hispanics, black non-Hispanics and multi-racial faculty.
- However, there were no major shifts in the racial/ethnic composition of the faculty within any of the four sectors.
- Hispanics, Native Americans, black non-Hispanics, and multi-racial persons continued to account for small percentages of the total faculty within each sector. In general, they were about equally represented or at least slightly underrepresented across all four sectors, relative to minority student enrollments in fall 2013.
- In comparison, Asians/Pacific Islanders were overrepresented among the total faculty of the University of Nebraska and the Nebraska State College System, relative to the enrollment of students with Asian/Pacific Islander ancestry.

^aTotal faculty includes instructional, research, and public service faculty. In fall 2003, 0.2% of the faculty was of unknown race/ethnicity. In fall 2013, 0.3% of the faculty was of unknown race/ethnicity.

Race/ethnicity data for faculty are collected every two years. Faculty data by race/ethnicity, by sector, and by institution are available in the spreadsheet titled **Total Faculty by Race** in the **downloadable Excel workbook for Faculty and Salaries**.

UNIVERSITY OF NEBRASKA



University of Nebraska

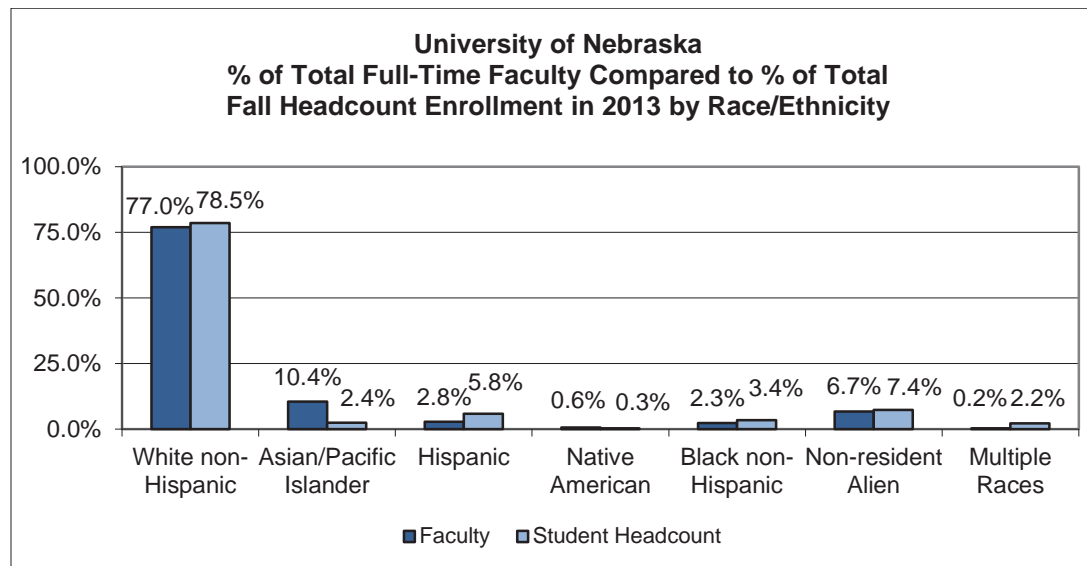
Total number of full-time faculty of known race/ethnicity^a:

Fall 2003	2,959
Fall 2013	3,515

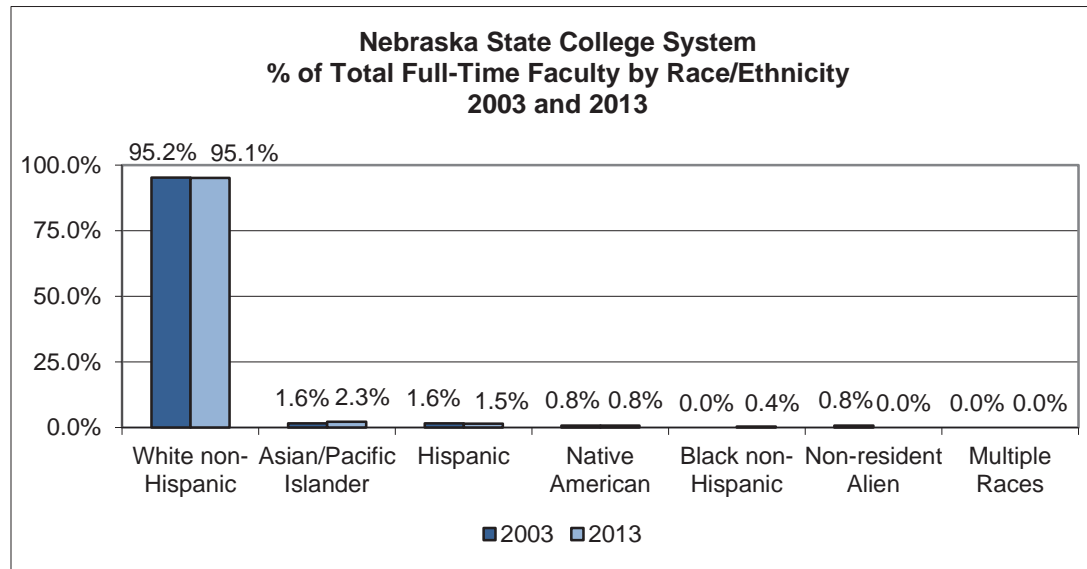
Total headcount enrollment of known race/ethnicity:

Fall 2013	49,449
-----------	--------

^aTotal faculty includes instructional, research, and public service faculty.



NEBRASKA STATE COLLEGE SYSTEM



Nebraska State College System

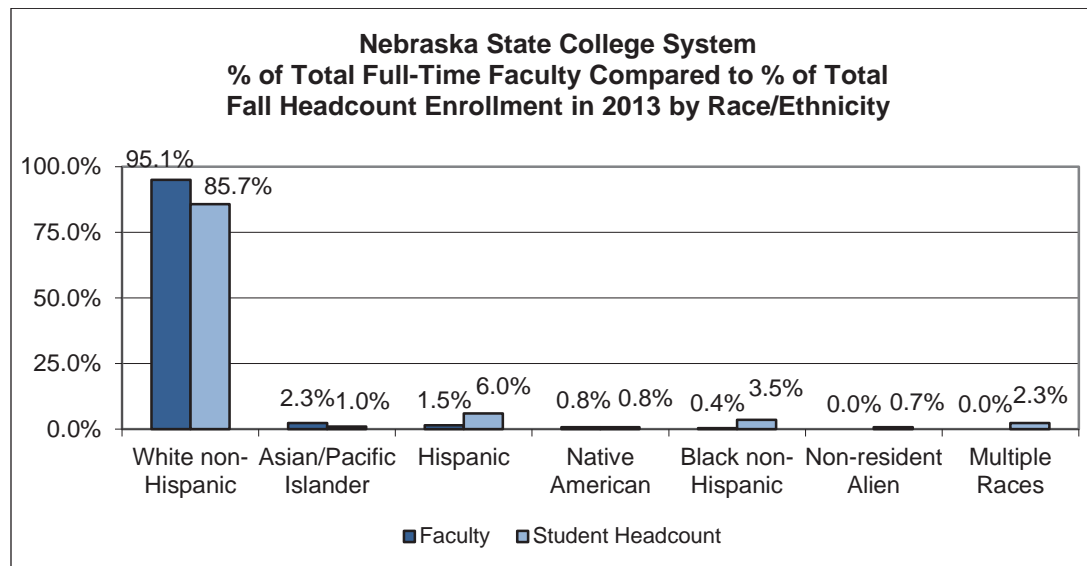
Total number of full-time faculty of known race/ethnicity^a:

Fall 2003	252
Fall 2013	263

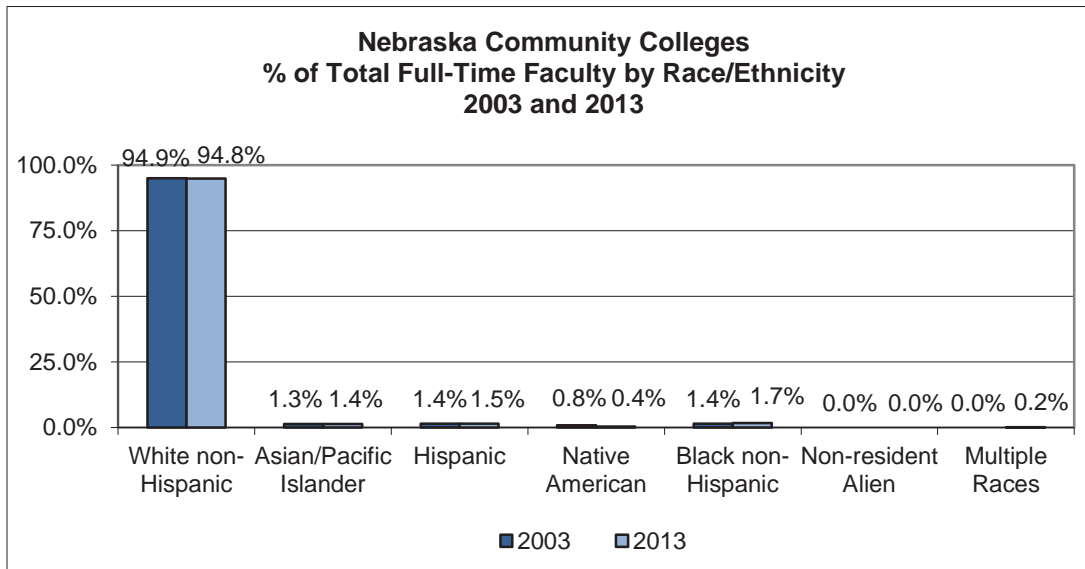
Total headcount enrollment of known race/ethnicity:

Fall 2013	8,011
-----------	-------

^aTotal faculty includes instructional, research, and public service faculty.



NEBRASKA COMMUNITY COLLEGES



Nebraska Community Colleges

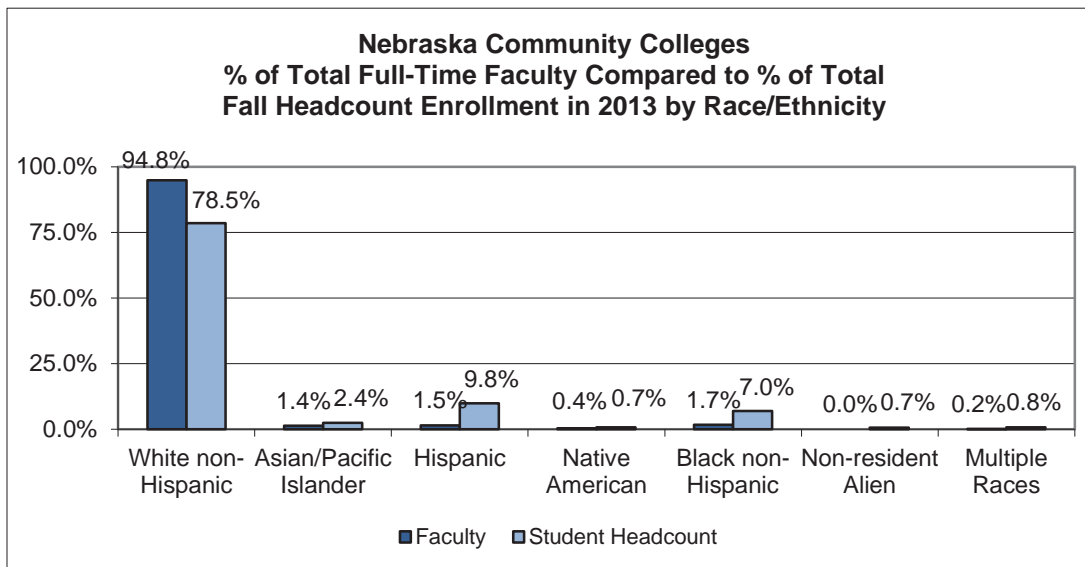
Total number of full-time faculty of known race/ethnicity^a:

Fall 2003	828
Fall 2013	1,000

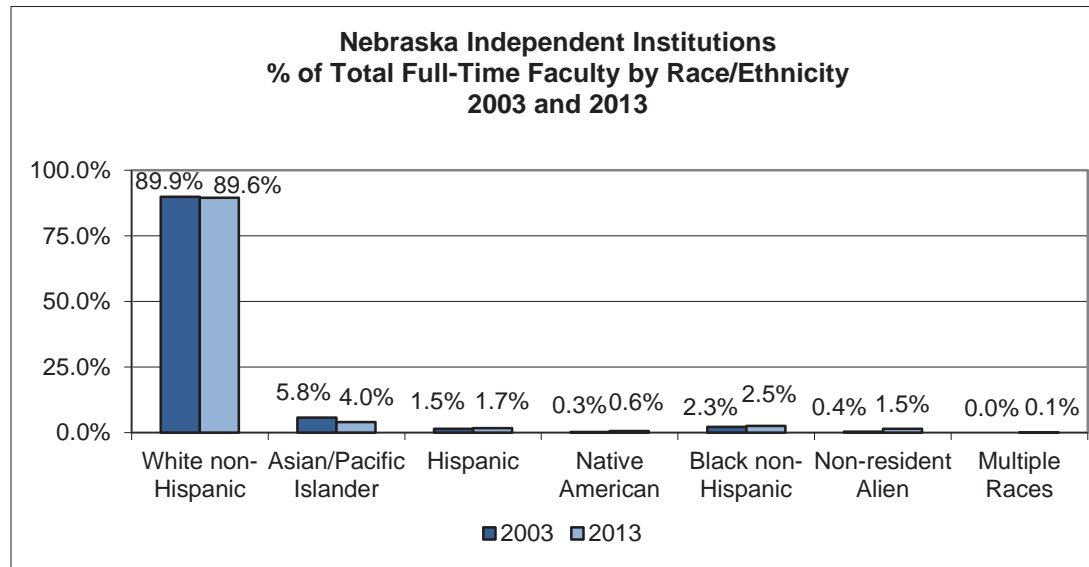
Total headcount enrollment of known race/ethnicity:

Fall 2013	40,489
-----------	--------

^aTotal faculty includes instructional, research, and public service faculty.



NEBRASKA INDEPENDENT INSTITUTIONS



Nebraska Independent Institutions

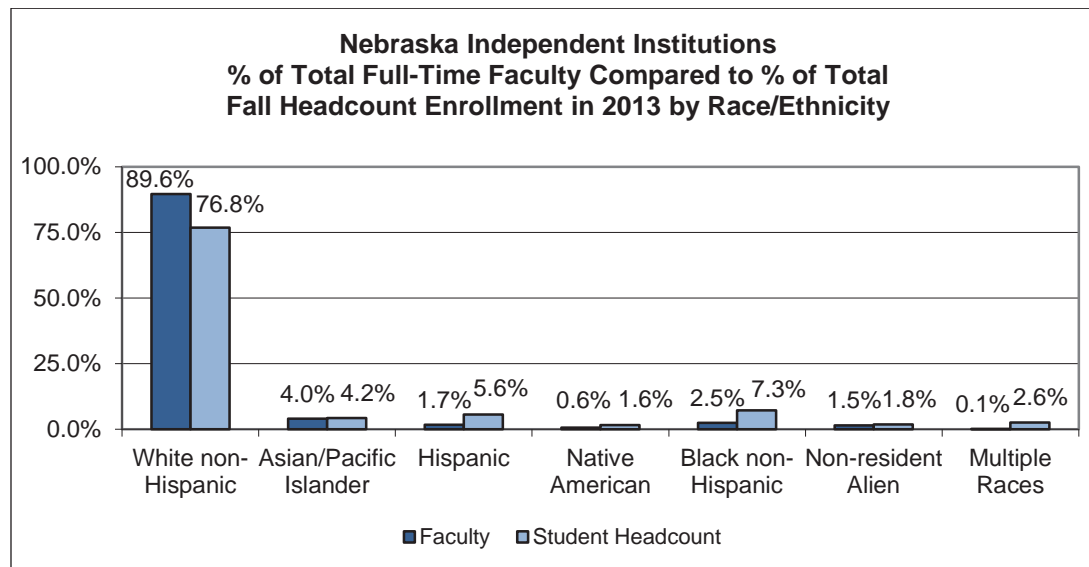
Total number of full-time faculty of known race/ethnicity^a:

Fall 2003	1,421
Fall 2013	1,437

Total headcount enrollment of known race/ethnicity:

Fall 2013	30,732
-----------	--------

^aTotal faculty includes instructional, research, and public service faculty.



Section 5
Explanatory Note
on the Calculation of Average Salaries

CALCULATION OF AVERAGE SALARIES BEGINNING IN 2012–13

Beginning in 2012–13, the number of full-time instructional faculty are reported by gender, academic rank, and length of contract. The categories for each of these three variables are as follows:

Gender: Male or female

Academic rank: Professor, associate professor, assistant professor, instructor, lecturer, or no rank

Contract length: 9-month, 10-month, 11-month, or 12-month

Combining these three variables results in 48 different groups of faculty for which the number of full-time instructional faculty are reported. For example, an institution reports the number of male professors with 9-month contracts, the number of female professors with 9-month contracts, the number of male associate professors with 9-month contracts, and so forth.

Beginning in 2012–13, total salary outlays (not including any benefits) are reported separately for males and females in each of the six rank categories, resulting in 12 reported total salary outlays. For example, the total salary outlay paid to female professors is reported separately from the total salary outlay paid to male professors.

Using the reported data for a gender-rank category or combination of categories, such as male and female professors combined, an average monthly salary is calculated as follows:

$$\frac{\text{Total Salary Outlay}}{(N_9 \times 9) + (N_{10} \times 10) + (N_{11} \times 11) + (N_{12} \times 12)} = \frac{\text{Total Salary Outlay}}{\text{Total Number of Months}} = \text{Average Monthly Salary}$$

where: N_9 = the number of faculty with 9-month contracts
 N_{10} = the number of faculty with 10-month contracts
 N_{11} = the number of faculty with 11-month contracts
 N_{12} = the number of faculty with 12-month contracts

The average monthly salary is then multiplied by nine months to calculate the average 9-month salary:

$$\text{Average monthly salary} \times 9 = \text{Average 9-Month Salary}$$

APPLICATION OF THE 2012–13 FORMULA TO PREVIOUSLY COLLECTED DATA

Prior to the 2012–13 collection, full-time instructional faculty were reported by gender and rank, but for only two categories of contract length:

Faculty with 9-month or 10-month contracts

Faculty with 11-month or 12-month contracts

Total salary outlays (not including any benefits) also were reported by gender and rank for the same two categories of contract length, namely for faculty with 9-month or 10-month contracts and for faculty with 11-month or 12-month contracts.

In order to apply the 2012–13 formula to the data collected prior to 2012–13, the assumption is made that all faculty with 9- or 10-month contracts had 9-month contracts. Based on an analysis of the data collected in 2012–13, this is a reasonable assumption to apply to data reported by the public institutions constituting the University of Nebraska, the Nebraska State College System, and the Community College sector.

An analysis of the data collected in 2012–13 revealed that all of the faculty with 9- or 10-month contracts were reported to have 9-month contracts at the University of Nebraska institutions and the State Colleges. Of the 614 faculty with 9- or 10-month contracts at the Community Colleges, all but 12 faculty at Mid-Plains Community College had 9-month contracts in 2012–13.

The assumption that all faculty with 9- or 10-month contracts had 9-month contracts does not as accurately reflect the distribution of faculty within the sector consisting of Nebraska’s independent (not-for-profit) colleges and universities. Within the independent sector, eight of the 20 institutions reported that all of their faculty with 9- or 10-month contracts had 10-month contracts, rather than 9-month contracts, in 2012–13.^a Together, these 214 faculty accounted for 27.1% of the 856 faculty in the independent sector with 9- or 10-month contracts.

Historically, the National Center for Education Statistics (NCES) has assumed that all faculty with 9- or 10-month appointments have had 9-month contracts when average salaries are calculated. Applying this assumption has resulted in at least slightly overestimated average salaries for institutions with any faculty on 10-month contracts. However, to remain consistent with average salaries reported by the NCES, the Commission is continuing to make the same assumption, even though the analysis of data collected in 2012–13 indicates that this assumption probably is not as applicable to the independent sector as it is to the public sectors in Nebraska.

In order to apply the 2012–13 formula to the data collected prior to 2012–13, another assumption is made that all faculty with 11- or 12-month contracts had 12-month contracts. Based on an analysis of the data collected in 2012–13, this assumption is reasonable to apply to all four Nebraska sectors included in this report. Of the 1,391 faculty with 11- or 12-month contracts in 2012–13, 1,377 (99.0%) had 12-month contracts and only 14 (1.0%) had 11-month contracts.

CALCULATION OF AVERAGE SALARIES PRIOR TO 2012–13

Prior to 2012–13, Commission staff used the NCES formula for calculating average 9-month salaries for full-time instructional faculty at Nebraska’s public and independent institutions. Using this approach, the total salary outlay for full-time instructional faculty with 11- or 12-month contracts was adjusted to the equivalent of the total salary outlay paid to faculty with 9- or 10-month contracts

^aThe eight institutions with 100% of their 9- or 10-month on 10-month contracts were Bryan College of Health Sciences, Clarkson College, College of Saint Mary, Doane College-Crete, Grace University, Little Priest Tribal College, Nebraska Christian College, and Union College.

by multiplying the outlay for 11- or 12-month contracted faculty by 0.8182 (9 divided by 11). This “equated” outlay was then added to the outlay for 9- or 10-month faculty, and the resulting sum was then divided by the total number of full-time instructional faculty to determine an average salary. Expressed as a formula, this method for calculating an average 9-month salary is as follows:

$$\frac{SO_{9-10} + (0.8182 \times SO_{11-12})}{N_{9-10} + N_{11-12}} = \text{Average 9-Month Salary}$$

where: SO_{9-10} = total salary outlay for faculty with 9- or 10-month contracts
 SO_{11-12} = total salary outlay for faculty with 11- or 12-month contracts
 N_{9-10} = total number of faculty with 9- or 10-month contracts
 N_{11-12} = total number of faculty with 11- or 12-month contracts

Since a 9-month salary is three-quarters of a 12-month salary, it is unknown why the NCES used 0.8182, rather than 0.75, as a multiplier to adjust the total paid to faculty with 11-month or 12-month contracts to the equivalent of 9-month salaries. In effect, the 0.8182 multiplier is based on the assumption that all faculty in the 11-or-12-month category had 11-month contracts. However, based on the data reported for 2012–13, 0.75 is a more logical multiplier for the majority of public and independent institutions in Nebraska. In 2012–13, 95% of the faculty at Nebraska public and independent institutions were on 9-month or 12-month contracts. In contrast, only 5.1% had 10-month contracts, and only 0.3% were contracted for 11 months of the year.

Commission staff recomputed the average 9-month salaries for 2003–04 through 2011–12 using the above NCES formula, but with 0.75 as the multiplier to convert 11-or-12-month salaries to 9-month equivalents. The resulting average 9-month salaries were then compared to the average salaries that were computed using the 0.8182 multiplier (and reported in previous editions of the *Factual Look*) and to the average salaries calculated using the new formula that was introduced in 2012–13. As expected, this comparative analysis revealed that the average salaries computed using the 0.75 multiplier were noticeably lower than those computed using the 0.8182 multiplier, due to the lower weighting of the 11- or 12-month salary outlays. The analysis also showed that the average salaries computed with the formula introduced in 2012–13 were generally close to the average salaries calculated using the 0.75 multiplier.

The table on the next page shows the state-wide average 9-month salaries for all public and independent institutions from 2003–04 through 2011–12 using the three different formulas: (1) the formula with the 0.8182 multiplier, (2) the formula with the 0.75 multiplier, and (3) the new formula introduced in 2012–13. In this case, the new formula results in average salaries that are 0.1% to 0.7% lower than the average salaries computed using the 0.75 multiplier. In comparison, the new formula results in average salaries that are 2.5% to 2.9% lower than the average salaries computed using the 0.8182 multiplier.

A more detailed analysis of the average salaries computed using the 0.75 multiplier and the new formula showed, however, that the new formula results in higher, lower, or the same average salaries, depending on whether an institution or sector has any faculty with 11- or 12-month appointments and on whether the monthly average salaries of these faculty are higher or lower than the average monthly salary of faculty with 9- or 10-month appointments. Since the State Colleges have reported that none of their faculty have more-than-9-month contracts, their average salaries are the same, regardless of which of the three formulas is used.

**Statewide Average 9-Month Salaries for Full-Time Instructional Faculty
at Nebraska Public and Independent Colleges and Universities**

Year	81% Formula ^a	75% Formula ^b	Difference between 75% and 81% Formulas		New Formula in 2012–13 ^c	Difference between New & 81% Formulas		Difference between New & 75% Formulas	
	NE Average Salary	NE Average Salary			NE Average Salary				
2003–04	\$55,740	\$54,420	-\$1,321	-2.4%	\$54,353	-\$1,388	-2.5%	-\$67	-0.1%
2004–05	\$56,705	\$55,420	-\$1,286	-2.3%	\$55,201	-\$1,504	-2.7%	-\$219	-0.4%
2005–06	\$58,296	\$57,026	-\$1,270	-2.2%	\$56,769	-\$1,527	-2.6%	-\$257	-0.5%
2006–07	\$59,838	\$58,545	-\$1,292	-2.2%	\$58,285	-\$1,553	-2.6%	-\$261	-0.4%
2007–08	\$62,121	\$60,753	-\$1,368	-2.2%	\$60,458	-\$1,663	-2.7%	-\$295	-0.5%
2008–09	\$64,556	\$63,117	-\$1,439	-2.2%	\$62,841	-\$1,715	-2.7%	-\$275	-0.4%
2009–10	\$65,819	\$64,410	-\$1,409	-2.1%	\$64,096	-\$1,722	-2.6%	-\$314	-0.5%
2010–11	\$66,821	\$65,306	-\$1,515	-2.3%	\$64,869	-\$1,953	-2.9%	-\$438	-0.7%
2011–12	\$67,501	\$65,951	-\$1,550	-2.3%	\$65,569	-\$1,932	-2.9%	-\$382	-0.6%

Note. Data source: CCPE database as of August 20, 2013. Data were processed in the 2012 EXCEL workbooks for Section C of the 2012–13 *Factual Look*. The comparison shown in this table was processed in the workbook 2012_Comparison of 75%_81%_New Formula Results.xlsx. ^aFormula using 0.8182 as the multiplier to adjust 11- or 12-month salaries to 9-month equivalents. ^bFormula using 0.75 as the multiplier to adjust 11- or 12-month salaries to 9-month equivalents. ^cNew formula introduced in 2012-13 with the assumption that all faculty have 9-month or 12-month contracts. This formula is based on total number of contract months, rather than on numbers of faculty,

This page is left blank intentionally.