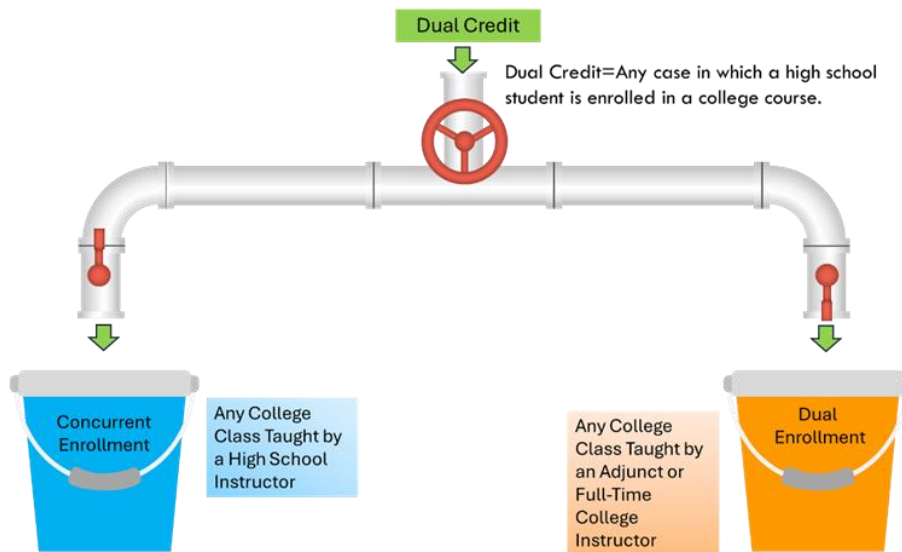


An additional step that goes beyond having a common systemwide application that may also be worthy of consideration would be to explore implementing a systemwide direct admission program. In this program, higher education institutions in a system automatically admit high school students in the state – based on data like ACT scores or high school GPA – without a need for them to complete an application.^{viii} To execute this strategy, data agreements are created with the K-12 system to identify and receive a list of students who meet the preset eligibility criteria. In turn, the students who meet the preset criteria receive an admission letter with instructions on steps they can take to claim their spot and finalize their status as an incoming college student. It is understood that some of these data agreements are already in place in Nevada, so some of this could build upon existing work. At least 10 state systems are utilizing a direct admission program, some of which are linked here: [Direct Admission Minnesota](#), [Georgia Match](#), [Next Steps Idaho](#), and [Admit Utah](#).

As NSHE works to cultivate a stronger college-going culture within Nevada, there is potential in exploring a systemwide direct admission program to better reach groups that have been shown to start the application but not complete it, which include lower socioeconomic background students and first-generation students.

DUAL CREDIT

Dual credit occurs when a high school student takes a college course while in high school. This has proven to be an effective strategy to increase the probability of students attending college after high school graduation and has had an especially noticeable benefit among underserved, low-income, and middle-to-lesser prepared students.^{ix} NSHE has made solid progress in this area by increasing dual credit participation through the adoption of a discounted systemwide course flat fee (\$75 per course) for concurrent enrollment courses. In the first year the discounted systemwide flat fee took effect, dual credit enrollment increased by 21% going from 12,820 to 15,499 students.^{xi} It will be important to continue increasing these numbers to help expand the pipeline between Nevada high schools and NSHE institutions.



Despite the recent gains, dual credit participation gaps remain based on race and ethnicity. Black and Hispanic students are underrepresented in NSHE dual credit programs relative to their proportion in Nevada public high schools. Black students made up 11% of Nevada public high school enrollment but only 5% of NSHE dual credit enrollment, while Hispanic students represented 45% of Nevada public high school students compared to 33% of NSHE dual credit enrollment.^{xii} To close these gaps, it will be important for NSHE to continue prioritizing dual credit offerings in high schools that serve higher populations of Black and Hispanic students.

