NSHE STRATEGIC PLAN: SUCCESS BY DESIGN
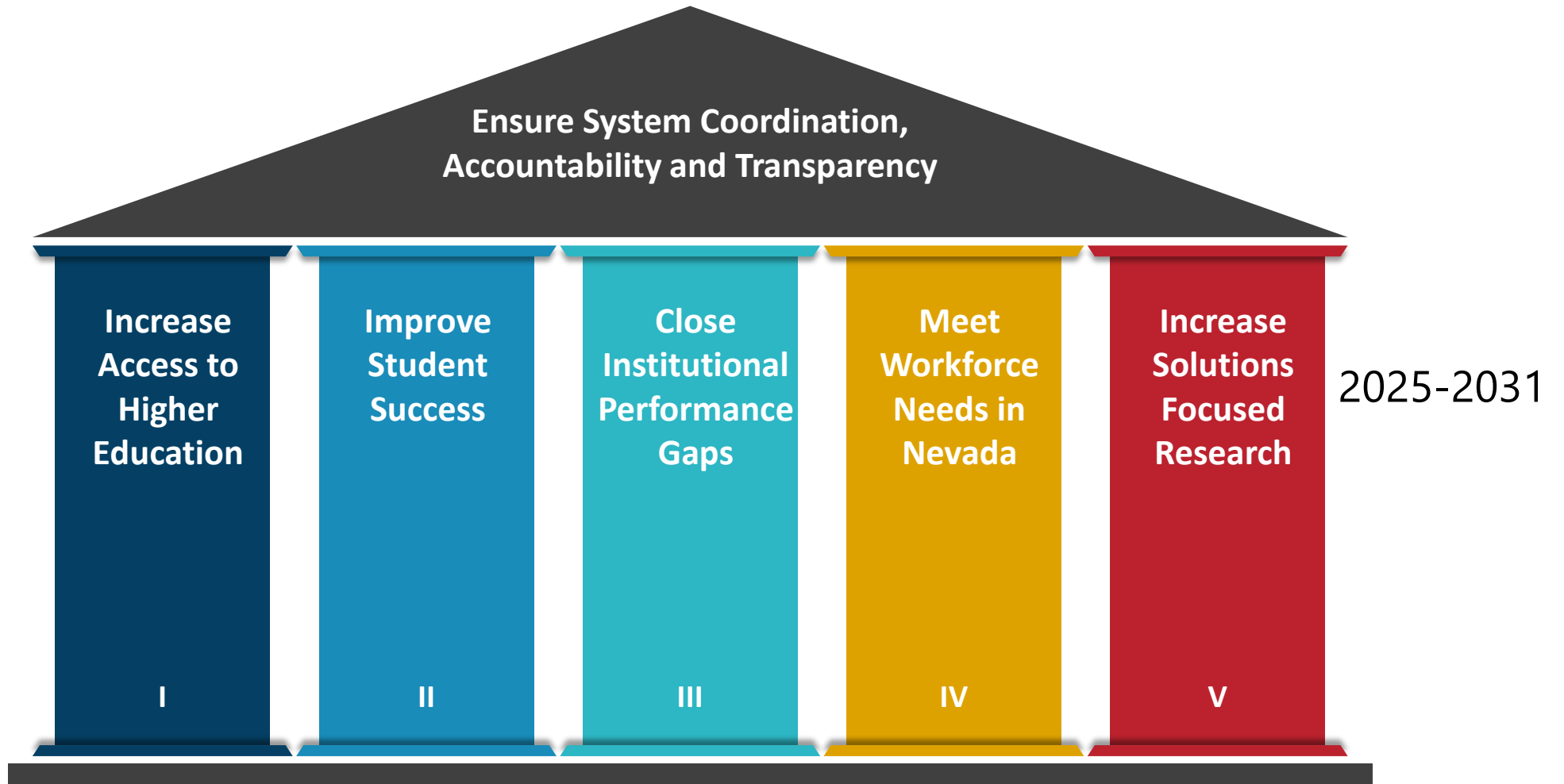
January 16-17, 2025

Daniel Archer, Vice Chancellor, Academic & Student Affairs

Development of Strategic Framework

Hold community listening sessions — Track feedback & review common themes — Dec 21-Apr. 2022

Engage with external advisory committee — March 2022

Pause strategic planning — Based on system leadership change. — May 2022

Resume strategic planning. — August 2022

Update Board on progress and gather feedback — Build strategic plan framework — Sep 22-Jan 23

Board approves current framework — Feb 23

July 2024 — Discuss initiatives and metrics at Board workshop

Ensure System Coordination, Accountability and Transparency

I	II	III	IV	V
Increase Access to Higher Education	Improve Student Success	Close Institutional Performance Gaps	Meet Workforce Needs in Nevada	Increase Solutions Focused Research

2025-2031

Increase Access to Higher Education

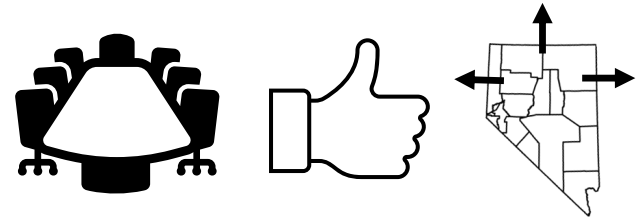Online Course Sharing + Credit for Prior Learning + FAFSA Completion + Dual Credit + Revisiting the Adm. App. +

Online Course Sharing

Credit for Prior Learning

FAFSA Completion

Dual Credit

Revisiting the Adm. App.

Increase Access to Higher Education

Revisiting Admission App. Process

Students approach college with different levels of financial support and varying family educational backgrounds, which leads to disparities in their understanding of processes, terminology, and the overall college landscape.

✓ Consider Systemwide Admission Application

✓ Explore Systemwide Automatic Admission Process.

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Increase Access to Higher Education

Dual Credit

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.

- ⊘ Increase Dual Credit
- ⊘ Create Robust Policy & Procedures
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Giani, M., Alexander, C., & Reyes, P. (2014). Exploring variation in the impact of dual-credit coursework on postsecondary outcomes: A quasi-experimental analysis of Texas students. *High School Journal*, 97, 200–218.

Bailey, T. R., & Karp, M. M. (2003). Promoting college access and success: A review of credit-based transition programs. Washington, DC: U.S. Department of Education
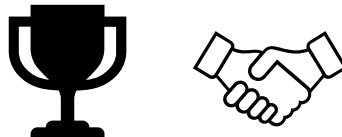
Increase Access to Higher Education

FAFSA Completion

When reviewing recent FAFSA completion rate data – which measured the percentage of FAFSA completers for the high school graduating class of 2023 – Nevada exhibited a 59% FAFSA completion. rate, which ranked 47th in the country.

✓ Increase FAFSA Completion.

✓ Created FAFSA Completion Committee

National College Attainment Network. (n.d.). *College affordability in Nevada*. Retrieved from https://www.ncan.org/page/StateProfiles

Online Course Sharing

Credit for Prior Learning

FAFSA Completion

Dual Credit

Revisiting the Adm. App.

Increase Access to Higher Education

Credit for Prior Learning

- The population of students age 25+ decreased by 23% between Fall 2014 and Fall 2023.
- Nevada adult degree attainment rate is 11 percentage points lower than the national adult degree attainment rate (47% versus 36%).
- According to the Council for Adult and Experiential Learning (CAEL), CPL "is a term for various methods that colleges, universities, and other education or training providers use to evaluate learning that has occurred outside of the traditional academic environment."

✓ Provide faculty support to expand CPL beyond the most traditional forms of CPL (licensures, certifications, recognized professional training, portfolio review) This also ties into workforce development.

✓ Build Continuity AP, CLEP, International Baccalaureate Exams, Career and Technical Education, Military, etc.

Nevada System of Higher Education. (n.d.). *Fall enrollment by age groups – all NSHE institutions*. Retrieved fromhttps://ir.nevada.edu/ipeds_fall_enrollment.php

U.S. Census Bureau. (2022). Educational attainment. *2021 American Community Survey 5 Year Estimates Data Profiles* (S1501).

Online Course Sharing

Credit for Prior Learning

FAFSA Completion

Dual Credit

Revisiting the Adm. App.

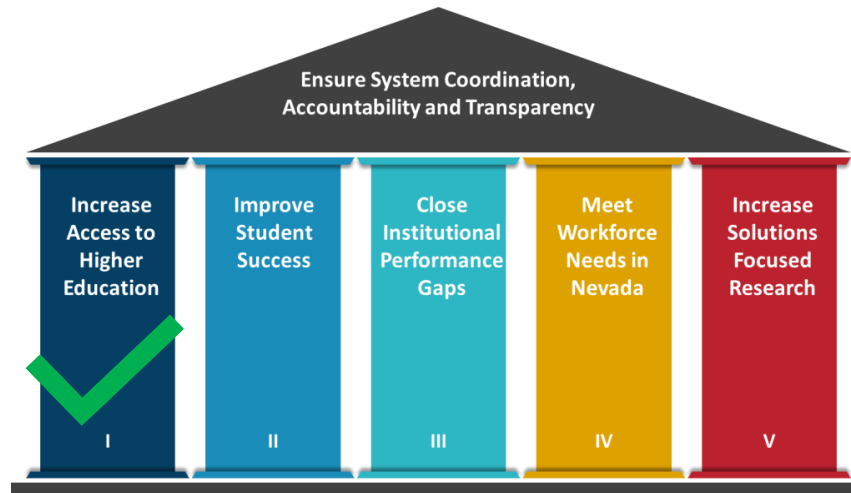**Increase Access to Higher Education**

ONLINE COURSE SHARING

- Course offerings can sometimes be too limiting for students or not financially viable for institutions.
- The creation of an online course sharing exchange – which connects students from various campuses to a shared network of online courses – is a viable strategy to address these issues because it provides expanded course options for students and helps institutions fill under-enrolled sections.
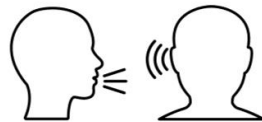
✓ Explore creating a voluntary course sharing network pilot program that will be based on using NSHE's common course numbering system.

Online Course Sharing

Credit for Prior Learning

FAFSA Completion

Dual Credit

Revisiting the Adm. App.

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Metrics

Ensure System Coordination, Accountability and Transparency

I	II	III	IV	V
Increase Access to Higher Education	Improve Student Success	Close Institutional Performance Gaps	Meet Workforce Needs in Nevada	Increase Solutions Focused Research

Revisiting the Adm. App.

Dual Credit

FAFSA Completion

Credit for Prior Learning

Online Course Sharing

1. Total enrollment by level: including enrollment numbers and participation rates by race/ethnicity; enrollment numbers and participation rates by age; enrollment and participation rates by native degree-seeking status, transfer degree-seeking status, and non-degree-seeking status; enrollment numbers and participation rates by part-time and full-time status; enrollment and participation rates by first-generation status.

2. Dual credit enrollment and participation rates by race/ethnicity and school district/county.

3. Statewide FAFSA completion rate: percentage of NV high school seniors that completed the FAFSA (using FAFSA Tracker).

4. NSHE capture rate: percentage of NV high school graduates that enroll at an NSHE institution within a one-year period after graduation.

5. First-time enrollment numbers and percentage rates by college readiness status (using ACT scores).

Increase Student Success

Math Launch Years

Student Success Summit

Student Success Plan

Revisiting Transfer

+ + + +

Increase Student Success

Revisiting Transfer

One of the most powerful policy levers that a system can activate is the creation of robust systemwide transfer and articulation pathways that optimize the transfer process, minimize credit loss, and accelerate degree completion.

Last Substantive
NSHE Revision
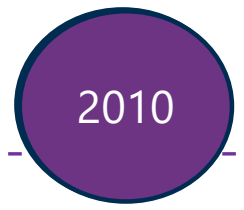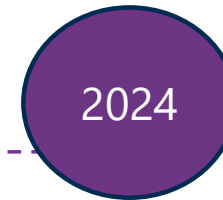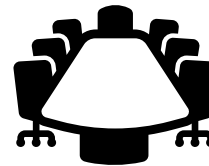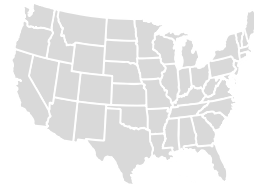
2010

Increase Student Success

Revisiting Transfer

Last Substantive NSHE Revision

2010 — — — — — — — — — — — — — — — — — — — 2024
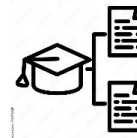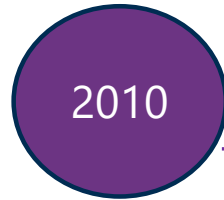
Increase Student Success

Revisiting Transfer
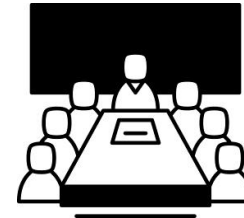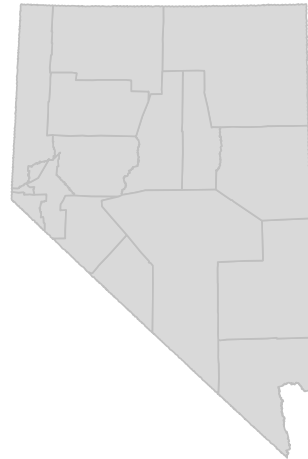
A working group will be created to identify best practices and make recommendations – with the transient and first-generation student in mind – on how to improve transfer.   Program-related transfer will carry over to workforce.

Increase Student Success

Student Success Plans

"The first year of college can be a make or break for many students, and as an institution, you have the power to shape their entire experience."

-Gardner Institute.
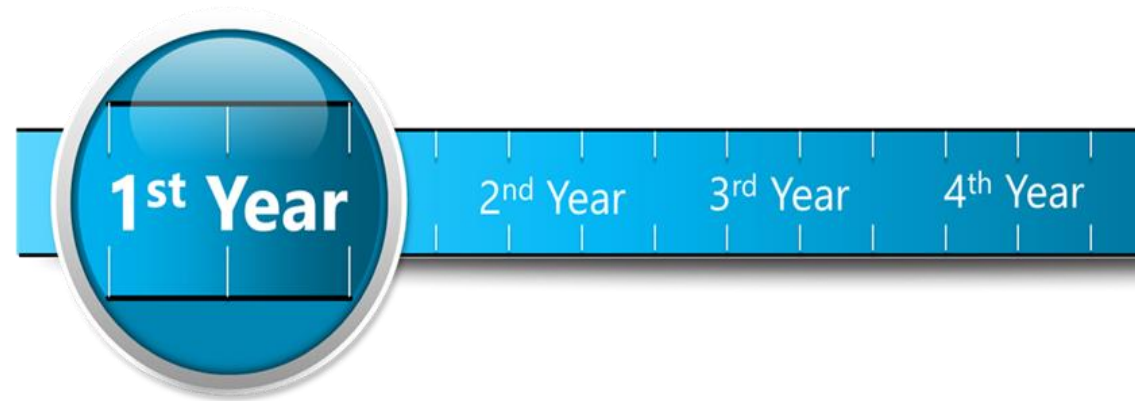
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Vertical labels (left side): Math Launch Years | Student Success Summit

Vertical labels (right side): Student Success Plan | Revisiting Transfer

Increase Student Success

Student Success Plans

- ✓ Each institution will submit a student success plan, which is subject to approval by the Chancellor, and submit student success reports in subsequent years.
  - Primary focus on early college success.

Increase Student Success

Student Success Summit

- An annual or biennial student success summit – which will primarily be targeted towards academic advisors, first-year experience professionals, retention specialists, and institutional research representatives – will be held.

Student Success Summit

Student Success Plan

Revisiting Transfer

Increase Student Success

Math Launch Years Initiative

An NSHE Math Taskforce – which has math faculty representation from each NSHE institution – is currently participating in the University of Texas at Austin's Launch Years Initiative to implement math pathways.

- ✓ As part of this process, a statistical general education math pathway is being examined.

- ✓ More intentional efforts will be made to provide academic advisors with professional development to ensure that they have the tools and resources to help students identify the correct gateway math course based on their areas of interest or desired program of study.

Math Launch Years

Student Success Summit

Student Success Plan

Revisiting Transfer

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Metrics

Ensure System Coordination, Accountability and Transparency

Increase Access to Higher Education	Improve Student Success	Close Institutional Performance Gaps	Meet Workforce Needs in Nevada	Increase Solutions Focused Research
I	II	III	IV	V
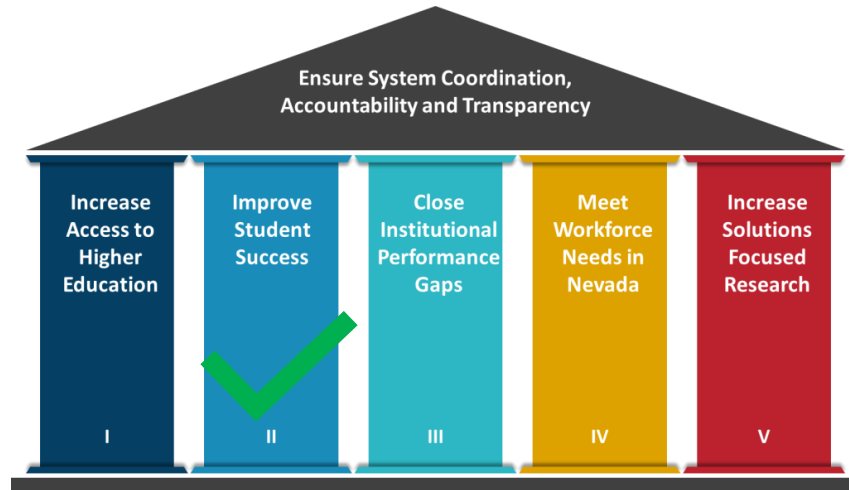
Revisiting Transfer

Student Success Plan

Student Success Summit

Math Launch Years

1. Full-time and part-time IPEDS retention rates.

2. Percentage of first-time, full-time students who complete 30 credit hours during the first year of college.

3. Percentage of first-time fall students enrolled in gateway English and math courses in their first two regular semesters AND the percentage of first-time fall students who completed gateway English and math courses in their first two regular semesters

4. Academic advisor to student ratio (meet 350:1 ratio).

5. Number of IPEDS completers.

6. IPEDS graduation rates and transfer-out rates (the latter applies to two-year colleges only).

7. NSHE persistence rates

8. IPEDS outcome measures (similar to SAM).

Close Institutional Performance Gaps

First-Generation Data

Performance Gaps

+ +

Close Institutional Performance Gaps

Performance Gaps

- Black graduation rates – compared to the overall student population – are some of are some of the more notable gaps in our system.
- There are other institutions that may have other performance gaps that are more pronounced.

✓ Each campus will be responsible for identifying at least one sub-population in which there is a graduation performance gap and detailing efforts it is taking and plans to take in the future to close the gap.*

✓ The Academic, Research, and Student Affairs Council in concert with the Inclusion, Diversity, Equity and Access Council will identify and discuss best practices that have been employed – both inside and outside of NSHE – to increase student success of underrepresented populations and close equity performance gaps.

*If a graduation performance gap cannot be identified due to a small cohort size, an alternative performance gap metric must be selected and submitted for approval by NSHE Academic and Student Affairs. This alternative metric will ensure meaningful evaluation of student outcomes while maintaining alignment with NSHE's focus on equity and performance improvement.

Close Institutional Performance Gaps

First-Generation Student Data

- One performance gap that is often highlighted in higher education strategic planning involves the first-generation student population.
- While it is an important subpopulation to emphasize, there are multiple first-generation student definitions that are applied within higher education circles.

✅ Going forward, it will be important for NSHE to establish a systemwide first-generation student definition and consistently apply it for data collection, reporting, and analysis purposes
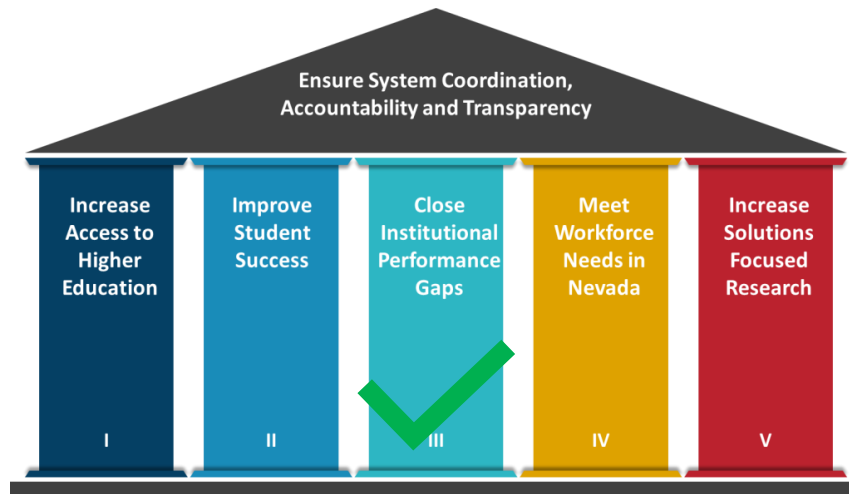
First-Generation Data

Performance Gaps

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Metrics

Ensure System Coordination, Accountability and Transparency

Increase Access to Higher Education	Improve Student Success	Close Institutional Performance Gaps	Meet Workforce Needs in Nevada	Increase Solutions Focused Research
I	II	III	IV	V

Performance Gaps

First-Generation Data

1. IPEDS graduation rates by race/ethnicity, Pell status, and first-generation status.

2. IPEDS part-time and full-time retention rates by race/ethnicity, Pell status, and first-generation status.

3. Persistence rates by race/ethnicity, Pell status, and first-generation status.

4. Completion rates of gateway math and English courses by race/ethnicity, Pell status, and first-generation status.
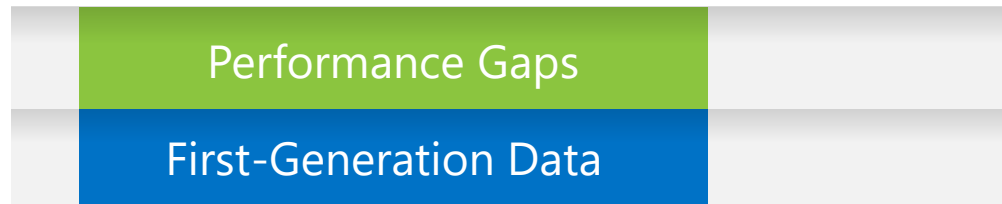
Meet Workforce Needs in Nevada

Non-Credit Learning +

Work-Based Learning +

Gap Analysis +

Demand Occupations +

Meet Workforce Needs in Nevada

High Demand Occupations

The Office of Workforce Innovation (OWINN) has a list of the top in-demand occupations in Nevada.

| Occupations | ←→ | Programs |
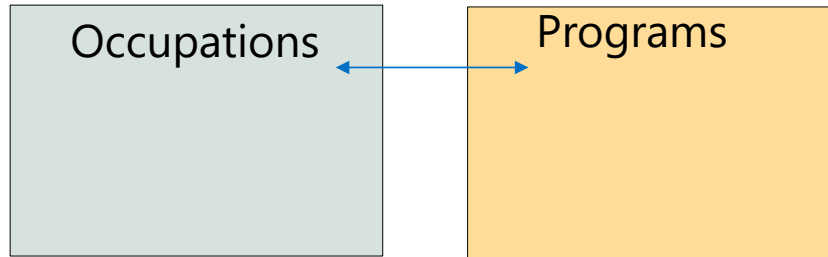
✓ Identify all academic programs that are connected to the top in-demand occupations identified by OWINN.

Meet Workforce Needs in Nevada
Gap Analysis

There is a need to conduct an in-depth statewide analysis of how existing programs are meeting current and projected workforce needs.

✓ NSHE will collaborate with an economist to conduct a comprehensive academic program gap analysis. This analysis will be a key resource for the workforce committee, the Board, and NSHE institutions to 1) pinpoint the most pressing workforce and economic needs, risks, and opportunities across different regions of the state, and 2) provide valuable data and insights to inform future academic program decisions and resource investments.

Non-Credit Learning

Work-Based Learning

Gap Analysis

Demand Occupations

Meet Workforce Needs in Nevada

Work-Based Learning

- Participating in internships is recognized as one of the high-impact practices by the American Association of Colleges and Universities that significantly contributes to student success.
- Research demonstrates that students who engage in internships earn higher grades in their final year of college, receive more job offers upon graduation, and secure employment at higher rates.

✅ Data infrastructure will be established to monitor and track the participation of students in internships and other work-based learning opportunities such as job shadowing and apprenticeships.

Parker, E. T., III, Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2016). The differential effects of internship participation on end-of-fourth-year GPA by demographic and institutional characteristics. *Journal of College Student Development*, 57(1), 104–109.

Nunley, J. M., Pugh, A., Romero, N., & Seals Jr, R. A. (2016). College major, internship experience, and employment opportunities: Estimates from a résumé audit. *Labour Economics*, 38, 37-46.

Zhou, R. Y. (2023). *Understanding experiential learning through work-based college coursetaking: Evidence from transcript data using a text mining technique*. New York, NY: Community College Research Center, College, Columbia University.

Meet Workforce Needs in Nevada

Non-Credit Learning

While formal credentials like degrees are essential, it is important to recognize the value that non-credit career-focused courses play because they often provide an efficient and affordable way to acquire or sharpen a specialized skill. Right now, non-credit course data is not collected at the system level.

✔ NSHE will collaborate with institutions to develop a process for systematically collecting and reporting these data.

Non-Credit Learning

Work-Based Learning

Gap Analysis

Demand Occupations

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Metrics

Ensure System Coordination, Accountability and Transparency

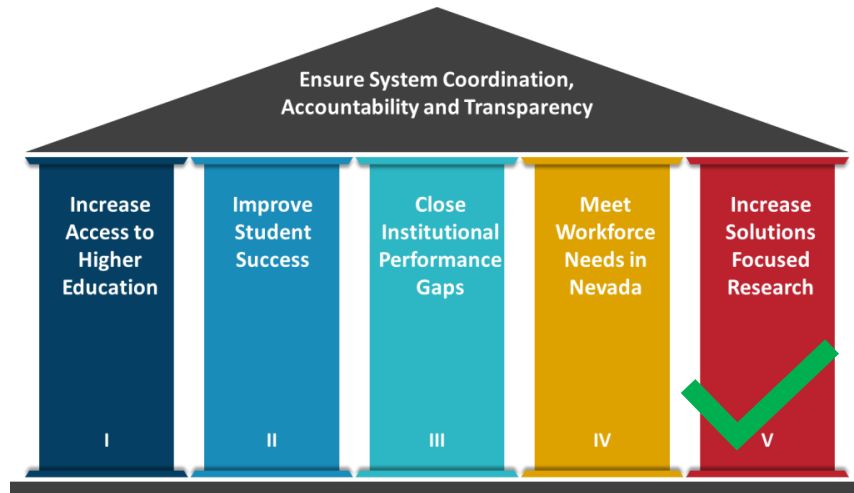| Increase Access to Higher Education	Improve Student Success	Close Institutional Performance Gaps	Meet Workforce Needs in Nevada	Increase Solutions Focused Research
I	II	III	IV	V

Demand Occupations

Gap Analysis

Work-Based Learning

Non-Credit Learning

1. Number of students enrolled in programs that prepare students to work in OWINN in-demand occupations AND the percentage of students enrolled in these programs in relation to all programs

2. Number of graduates in programs that prepare students to work in OWINN in-demand occupations and the percentage of graduates in programs that prepare students to work in OWINN in-demand occupations in relation to all graduates.

3. Number of students who participated in work-based learning activities (internships, job shadowing, apprenticeships, etc.)

4. Number of enrollments in non-credit courses and number of non-credit courses, with a focus on enrollments and courses focusing on workforce development and career skills.

5. Credit for Prior Learning (CPL) awarded through workforce-oriented learning experiences (certifications, licenses, recognized training, portfolios, etc.)

Solutions-Focused Research

Metrics

Increase Access to Higher Education	Improve Student Success	Close Institutional Performance Gaps	Meet Workforce Needs in Nevada	Increase Solutions Focused Research
I	II	III	IV	V

Ensure System Coordination, Accountability and Transparency

1. Total research and development expenditures.

2. National Science Foundation Research Expenditure Rankings.

3. Doctoral awards conferred per undergraduate and graduate (average annual full-time equivalent).

4. Number of research grant applications and grants received (success).

5. Research Citations.

6. Patents.

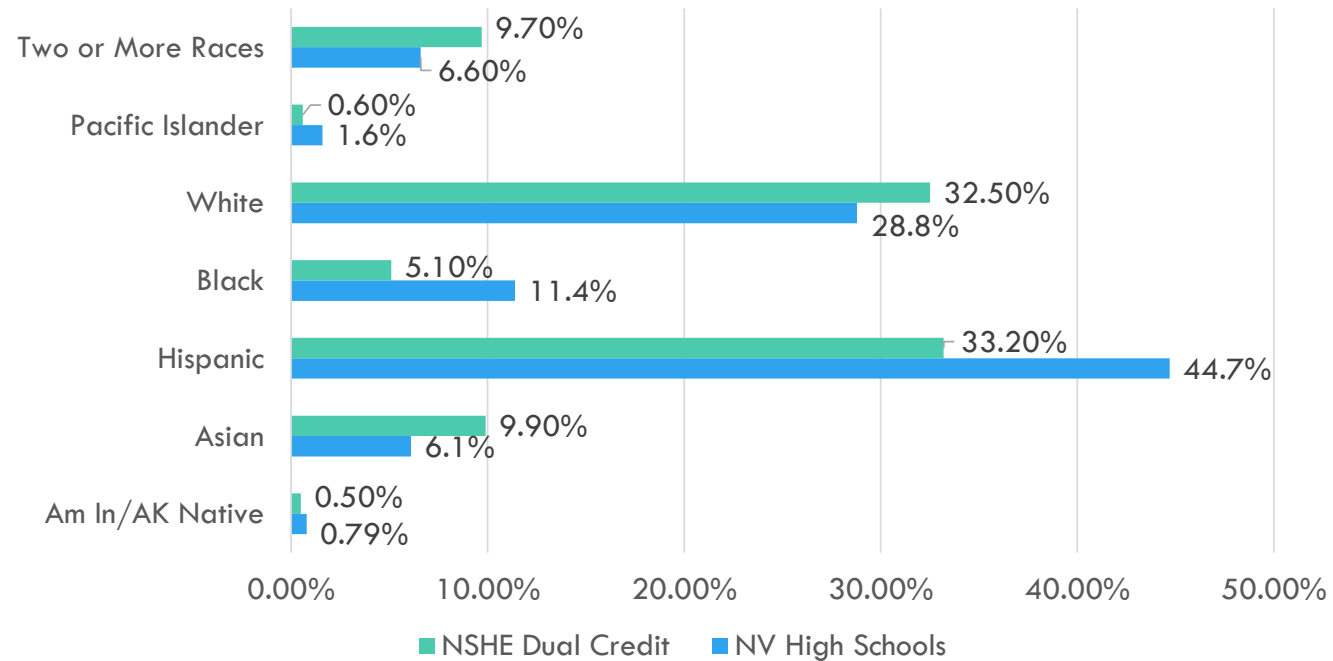7. Narrative to address solutions-focused research.

Targets

Increase Dual Credit Participation Rate

Increase Dual Credit Participation Rate	
Base Goal	Aspirational Goal
Increase dual credit enrollment participation rate (percentage of Nevada high school graduates who participated in dual credit) from 26% to 34% by 2030-2031. This would meet the national average and be a systemwide all-time high for dual credit participation (since this record was collected).	Increase dual credit participation rate (percentage of Nevada high school graduates who participated in dual credit) from 26% to 35% by 2030-2031. This would exceed the national average. Going further, a high aspirational goal would be a 50% dual credit participation rate because this would put Nevada among leading states.

Make Dual Credit Enrollment Race/Ethnicity Makeup Proportionate to Nevada High School Enrollment.

Reduce race/ethnicity participation gaps between the Nevada high school population and the NSHE dual credit population, with a particular focus on the most sizable gaps: Black and Hispanic Students.

Race/Ethnicity Background of Nevada High School Students Versus NSHE Dual Credit Students[i] [ii]

Increase NSHE Capture Rate

Increase NSHE Capture Rate	
Base Goal	Aspirational Goal
Increase the NSHE capture rate of Nevada high school graduates that enroll at an NSHE institution within a one-year period after high school graduation from 37% to 43% (class of 2030, measured in 2030-2031). This would match the systemwide all-time high (since this metric was reported).	Increase the NSHE capture rate of Nevada high school graduates that enroll at an NSHE institution within a one-year period after high school graduation from 37% to 44% (class of 2030, measured in 2030-2031). This would exceed the systemwide all-time high (since this metric was reported).

Increase Systemwide Adult Student Enrollment

Increase Systemwide Adult Student Enrollment	
Base Goal	Aspirational Goal
Increase the systemwide adult student population (age 25+) by 10% (30,908 to 34,000 students) by fall 2031.	Increase the systemwide adult student population (age 25+) by 24% (30,908 to 37,000 students) by fall 2031. This would exceed the systemwide all-time high (since this metric was reported).

Increase First-Year Retention Rates: Two-Year Colleges

Increase First-Year Retention Rates: Two-Year Colleges	
Base Goal	Aspirational Goal
Increase the systemwide two-year college retention rate by three percentage points (60% to 63%) to meet the national public two-year college retention rate (Fall 2030 cohort, retention measured in Fall 2031).	Increase the systemwide two-year college retention rate by four percentage points (60% to 64%) to exceed the national public two-year college retention rate (Fall 2030 cohort, retention measured in Fall 2031).

Increase First-Year Retention Rates: Universities

Increase First-Year Retention Rates: Universities	
Base Goal	Aspirational Goal
Increase the systemwide university retention rate by three percentage points (78% to 81%) to meet the national public university retention rate (Fall 2030 cohort, retention measured in Fall 2031).	Increase the systemwide university retention rate by four percentage points (78% to 82%) to exceed the national public university retention rate (fall 2030 cohort, retention measured in Fall 2031).

Increase Degrees and Certificates Awarded

Increase Degrees and Certificates Awarded	
Base Goal	Aspirational Goal
Increase the systemwide number of degrees and certificates awarded by 10% (22,007 to 24,200 by 2030-2031). This would be a systemwide all-time high (since this metric was reported).	Increase the number of degrees and certificates awarded systemwide by 20% (22,007 to 26,400) by 2030-2031.

Peer-Based Targets

Peer-Based Targets
The institutional peer process should be reevaluated, and updated peers and aspirational peers should be identified under new criteria. Additional targets may be identified after this process is concluded.

Strategic Plan Email

strategic_planning@nshe.nevada.edu