

The seal of the Nevada System of Higher Education is a circular emblem. It features a central shield with a sun rising over a mountain range and a river. The shield is surrounded by a ring of stars. The outer border of the seal contains the text "NEVADA SYSTEM OF HIGHER EDUCATION" at the top and "1865" at the bottom, flanked by two stars. The Latin phrase "OMNIA PRO PATRIA" is inscribed on a ribbon across the bottom of the shield.

Nevada System of Higher Education

The State of the System: Enrollment and Graduation

January 31, 2025

NSHE Mission

What is our primary aim?

The mission of the NSHE is to **provide higher education** to the citizens of the state at an excellent level of quality consistent with the state's resources. It accomplishes this mission by acquiring, transmitting, and preserving knowledge throughout the region, nation, and world. The System provides an educated and technically skilled citizenry for public service, economic growth and the general welfare contributes to an **educated and trained workforce** for industry and commerce, facilitates the individual quest for personal fulfillment, and engages in research that advances both theory and practice.

(BoR *Handbook*, Title 4, Chapter 1, Section 1)

Today's Presentation

Is NSHE Fulfilling its Mission?

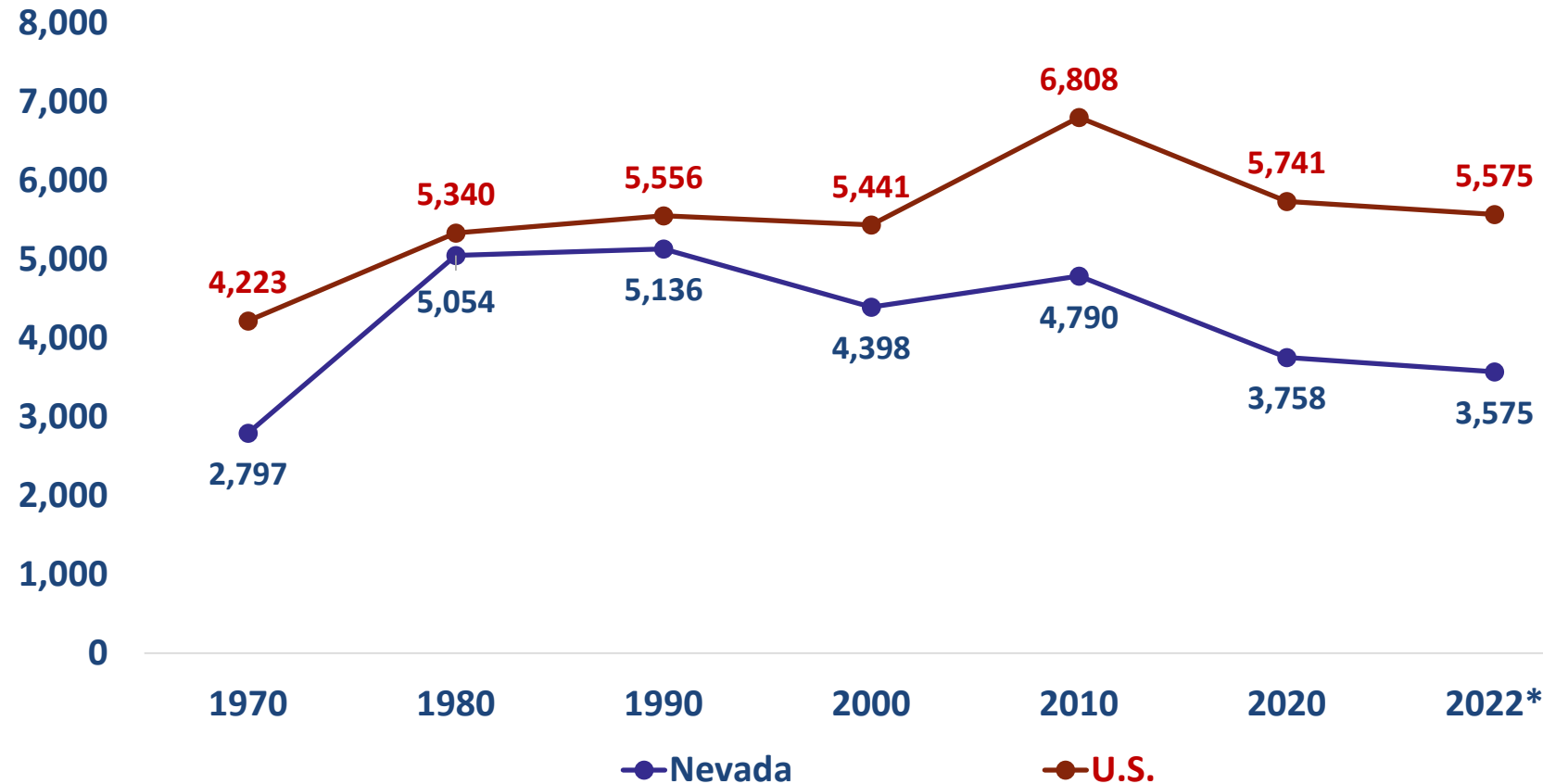
- **Enrollment** – which institutions have strongly recovered from the recession and pandemic, and which have not
- **Graduating Students** – looking back at a decade of strong improvement
- **Workforce Contributions** – how many graduates work in Nevada following graduation?
- **Funding** remains a critical issue to our future – what kind of system do we want?

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ACCESS

Increasing Participation in Higher Education

Enrollment per 100,000 population



U.S.

- 15.7% decline from 2010 to 2020
- 2.9% decline from 2020 to 2022

Nevada

- 21.5% decline from 2010 to 2020
- 4.9% decline from 2020 to 2022

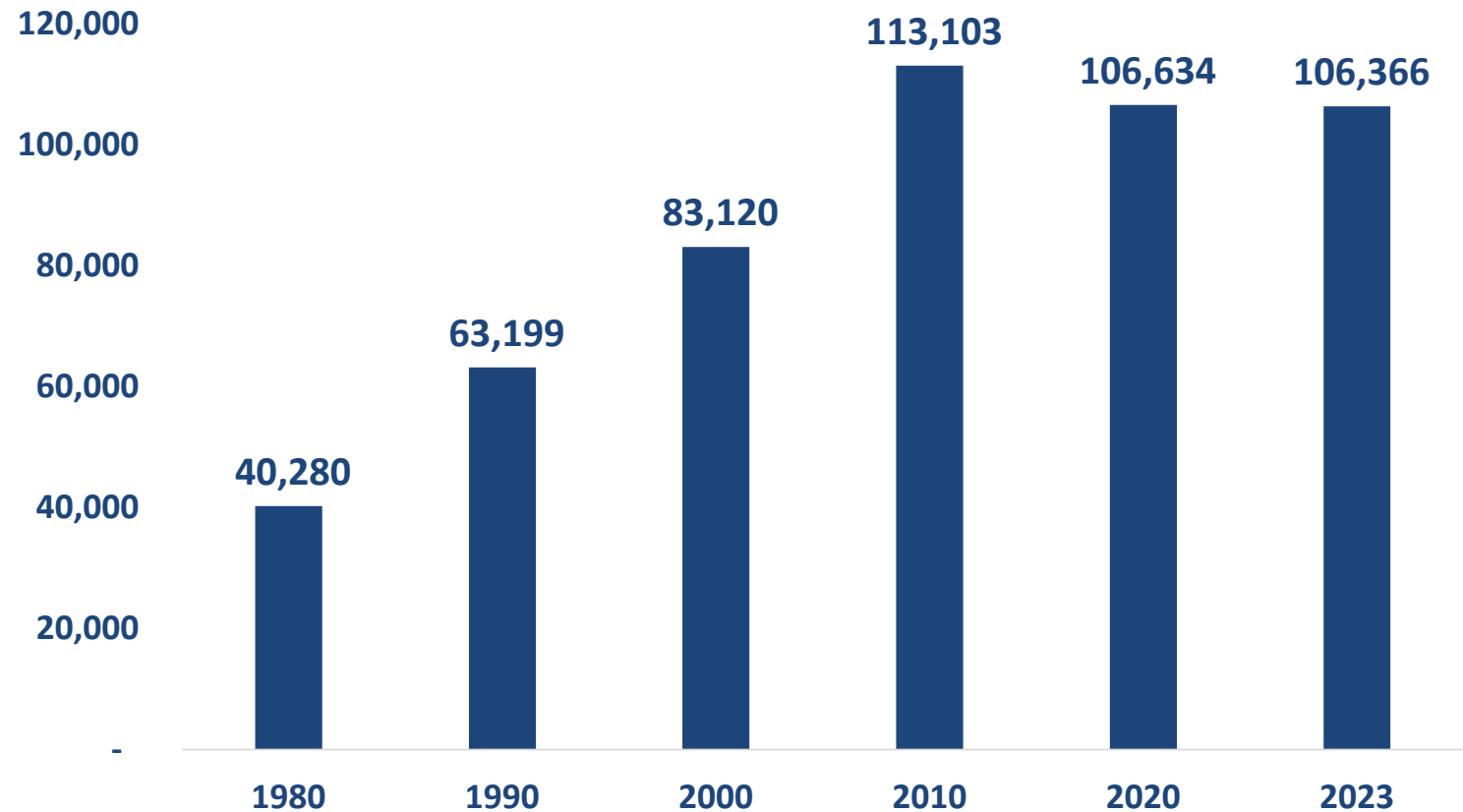
Sources: NCES Table 304.10; US Census Bureau

*Census Bureau annual estimate

NOTE: enrollment is for all post-secondary degree-granting institutions in U.S. and NV reporting to IPEDS

NSHE Fall Headcount Enrollment

Fall Enrollment – All Institutions

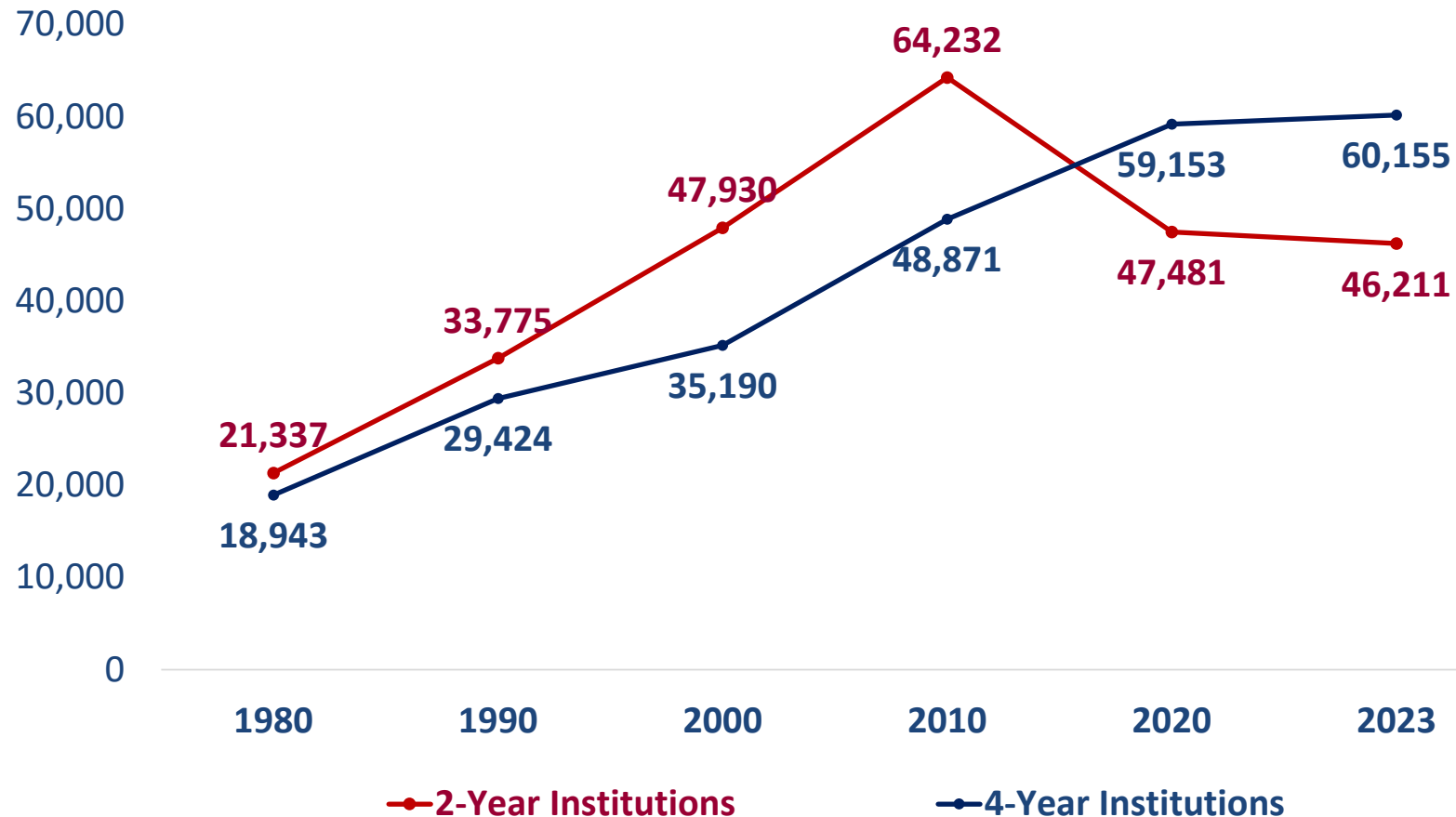


As a system, NSHE has not fully recovered from its 2010 enrollment peak when we were seeing increased enrollments following the Great Recession.

Some, but not all, of our institutions have recovered enrollment to 2010 levels.

Source: NCES, IPEDS, Enrollment Survey

NSHE Fall Headcount Enrollment by Sector



4-year enrollment continued to grow following the Great Recession. Since the pandemic, 4-year enrollments continue on an upward, but slower, trend.

Overall, 2-year enrollment has not recovered from the Great Recession and in the wake of the pandemic continues to decline, albeit at a slower rate.

Source: NCES, IPEDS, Enrollment Survey

NSHE Fall Enrollment by Institution

	1980	1990	2000	2010	2020	2023	# Change 2010 to 2023	% Change 2010 to 2023
UNLV	9,802	17,937	22,041	28,203	31,142	31,094	2,891	10.3%
UNR	9,141	11,487	13,149	17,680	20,722	21,778	4,098	23.2%
NSU	-	-	-	2,988	7,289	7,283	4,295	143.7%
CSN	10,108	14,579	29,905	42,747	29,965	29,081	-13,666	-32.0%
GBC	1,327	3,134	2,978	3,691	3,772	2,936	-755	-20.5%
TMCC	6,693	10,050	9,930	12,587	10,249	10,006	-2,581	-20.5%
WNC	3,209	6,012	5,117	5,207	3,495	4,188	-1,019	-19.6%
TOTAL	40,280	63,199	83,120	113,103	106,634	106,366	-6,737	-6.0%

Since the Great Recession, the community colleges have struggled to recover enrollment. The pandemic (2020) made enrollment recovery all the more challenging for the colleges.

Source: NCES, IPEDS, Enrollment Survey



Systemwide enrollment peaked in 2010.

A Closer Look at Universities: UNLV

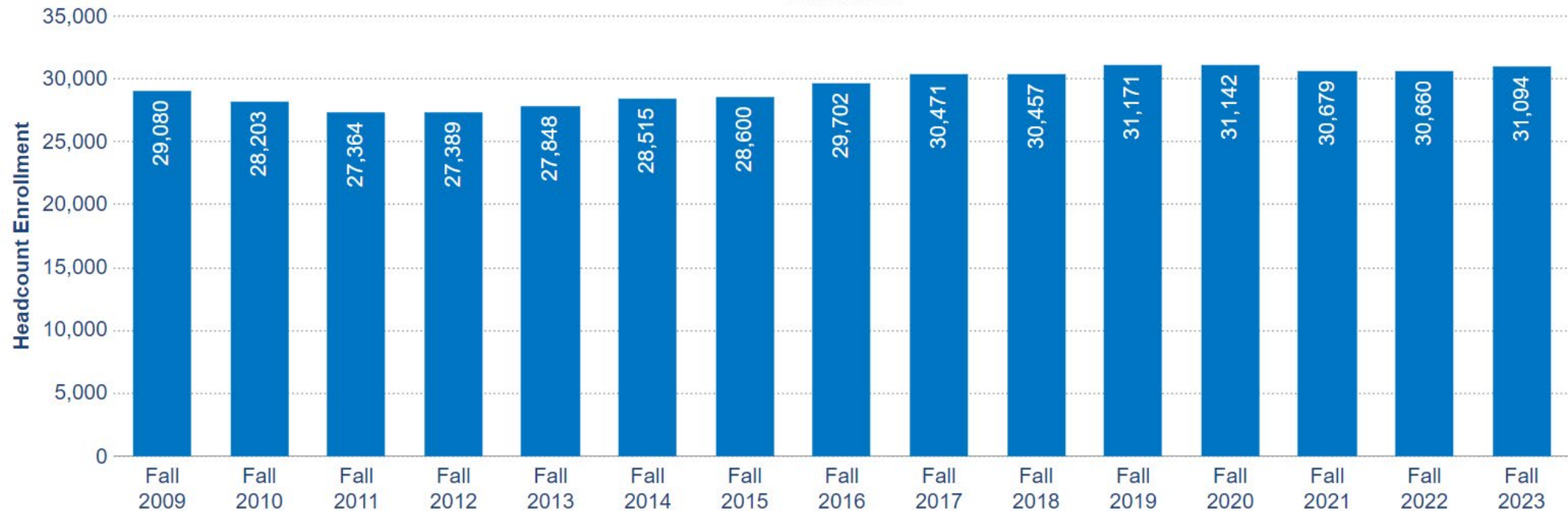
UNLV

Fall 2009 Enrollment: 29,080

Takeaway: Since the Great Recession and through the pandemic, UNLV's enrollments have been relatively stable. As of 2020, UNLV is the largest institution in the System.

Fall Enrollment - University of Nevada, Las Vegas

Source: IPEDS



A Closer Look at Universities: UNR

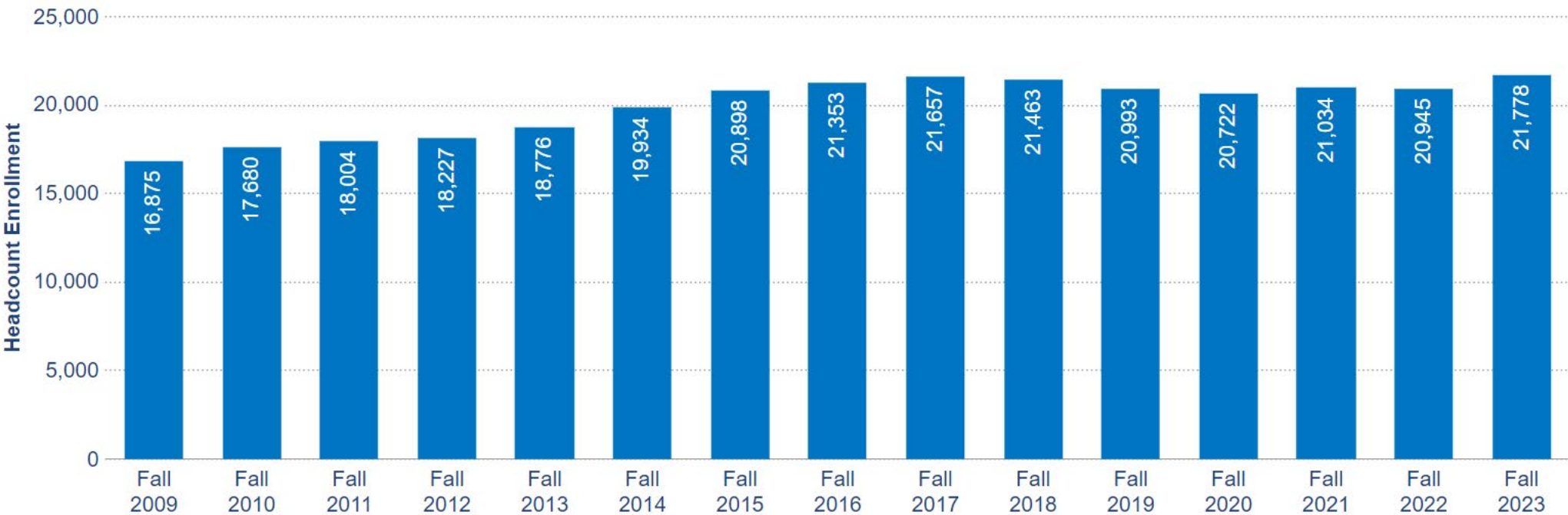
UNR

Fall 2010 Enrollment: 17,680

Takeaway: Following the Great Recession, UNR's enrollment steadily increased, declining only slightly during the pandemic.

Fall Enrollment - University of Nevada, Reno

Source: IPEDS



A Closer Look at Universities: NSU

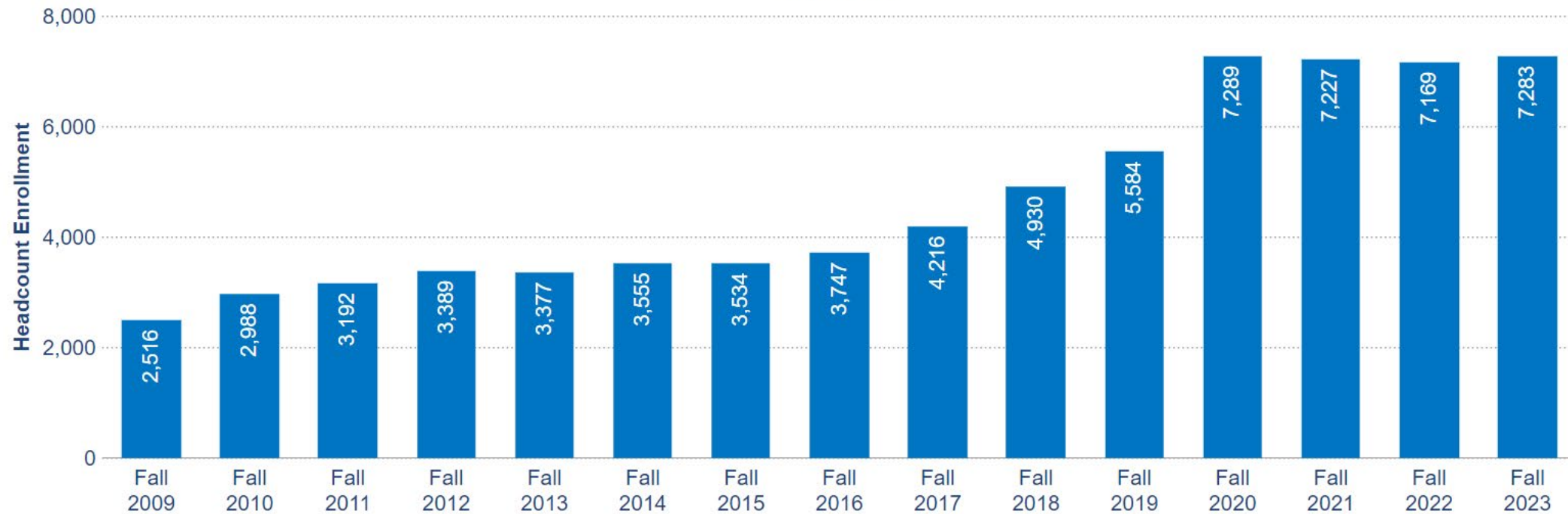
NSU

Fall 2010 Enrollment: 2,988

Takeaway: As the System's newest institution, enrollments following the recession increased steadily, and increased significantly during the pandemic.

Fall Enrollment - Nevada State University

Source: IPEDS



A Closer Look at Community Colleges: CSN

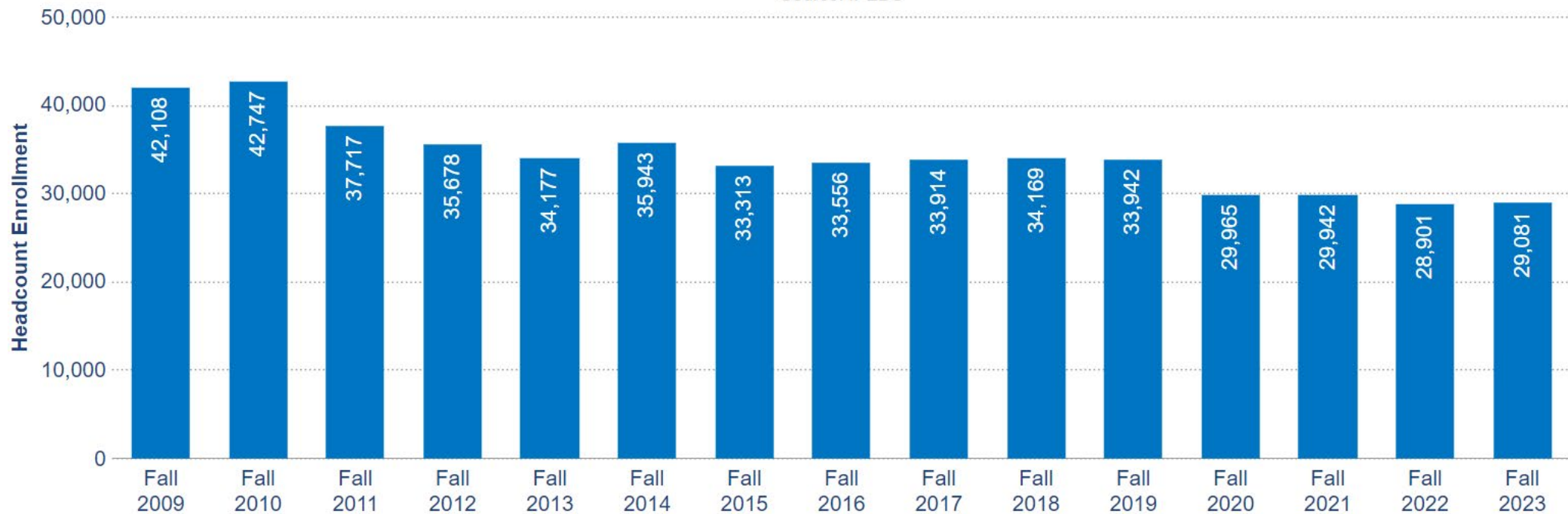
CSN

Fall 2010 Enrollment: 42,747

Takeaway: No longer the largest institution in the System since 2020, CSN has not recovered enrollment to post-recession levels and experienced additional declines during the pandemic.

Fall Enrollment - College of Southern Nevada

Source: IPEDS



A Closer Look at Community Colleges: GBC

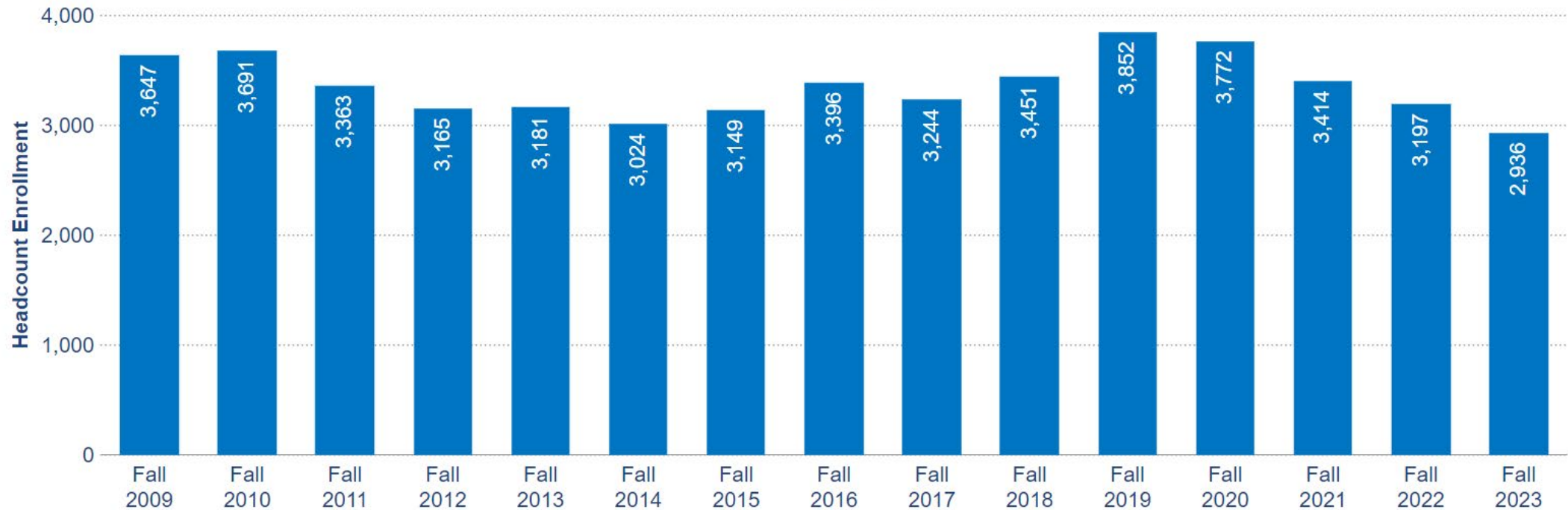
GBC

Fall 2010 Enrollment: 3,691

Takeaway: GBC's enrollments recovered to post-recession level in Fall 2019 at 3,852 students enrolled, but since 2019 has declined to levels below the 2010 peak.

Fall Enrollment - Great Basin College

Source: IPEDS



A Closer Look at Community Colleges: TMCC

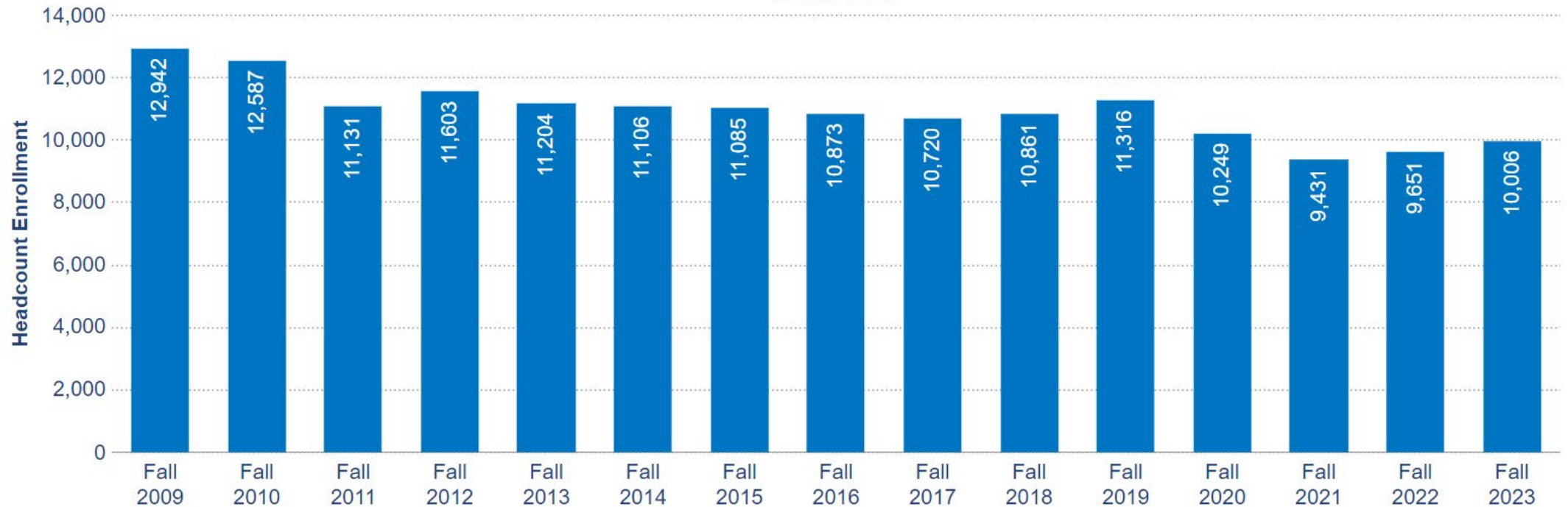
TMCC

Fall 2009 Enrollment: 12,942

Takeaway: Similar to GBC, TMCC's post-recession enrollment peaked in Fall 2019, and is showing recent signs of enrollment recovery with increases in the 2022 and 2023.

Fall Enrollment - Truckee Meadows Community College

Source: IPEDS



A Closer Look at Community Colleges: WNC

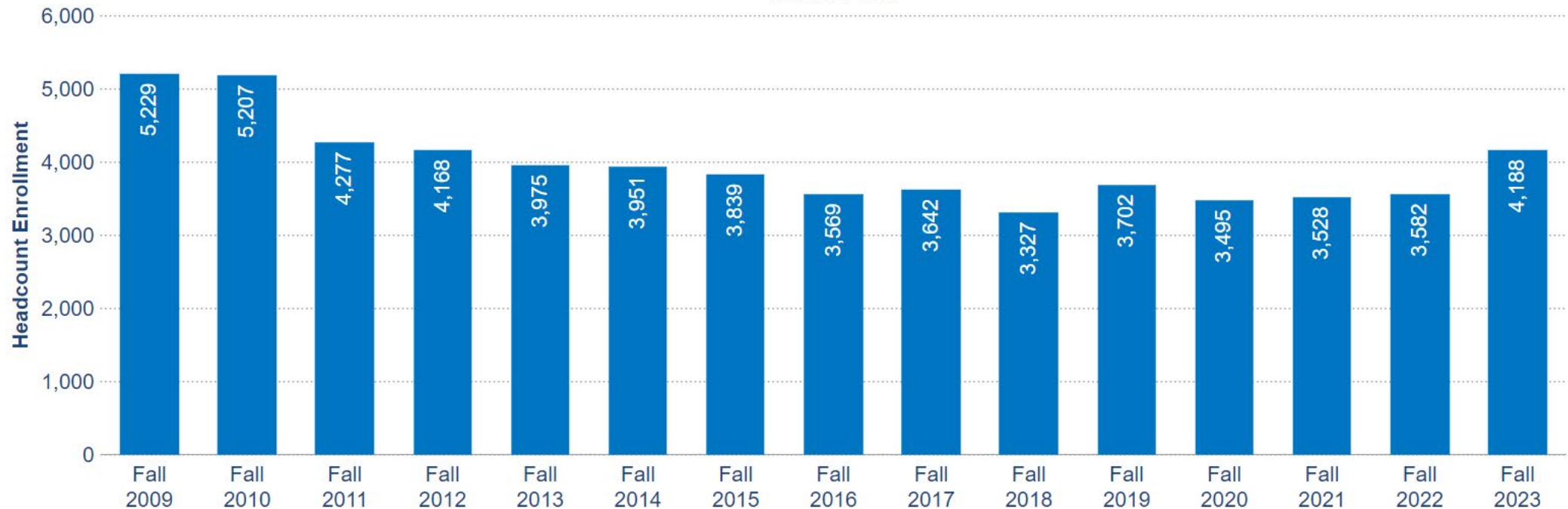
WNC

Fall 2009 Enrollment: 5,229

Takeaway: WNC has not recovered to its recession level peak but shows strong recent signs of recovery with an increase from Fall 2022 to Fall 2023 of 16.9%.

Fall Enrollment - Western Nevada College

Source: IPEDS

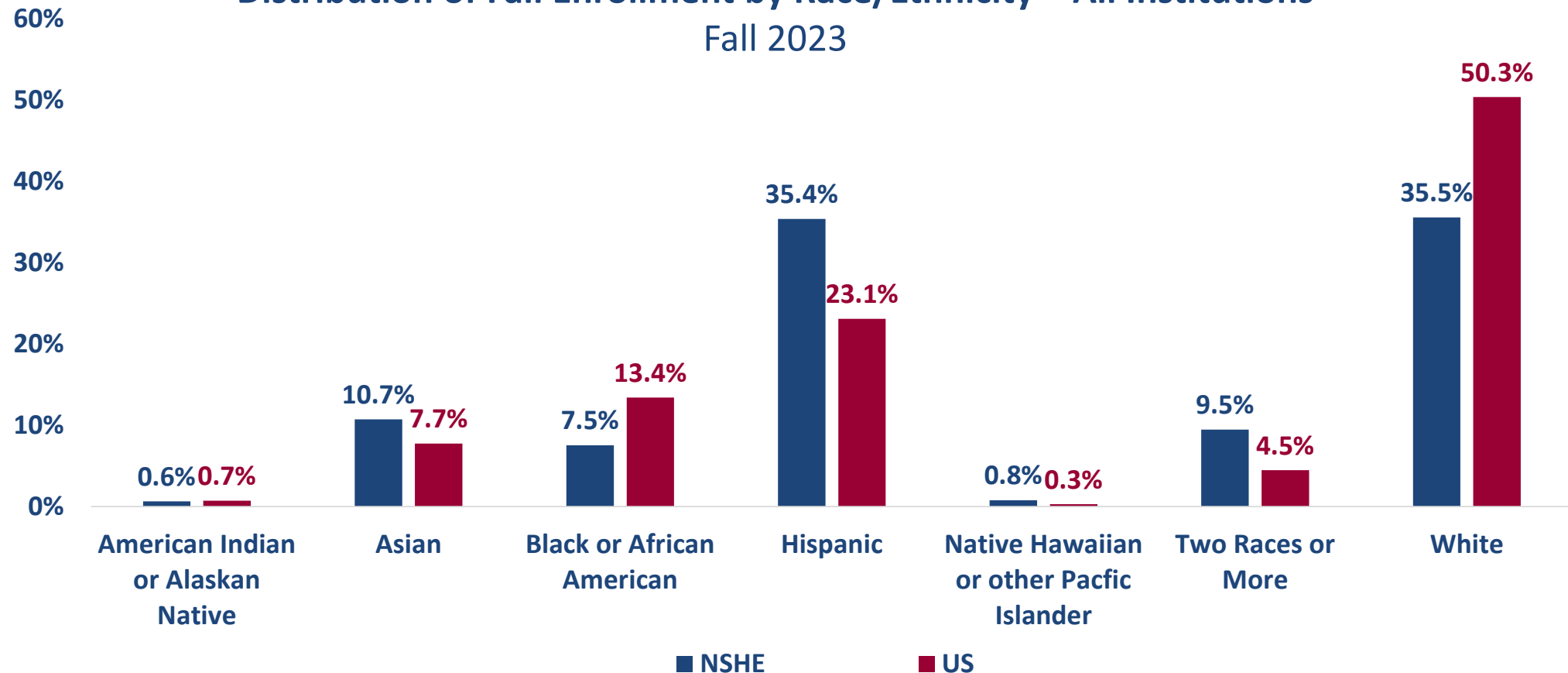


What's the Takeaway

- The universities exhibited resilience following the recession and pandemic, experiencing slower growth (except NSU), but clear recovery from both events.
- The community colleges' enrollment declined significantly following the Great Recession, and most significantly at CSN. As the colleges began to show signs of recovery, the pandemic hit and took an additional toll on enrollments.
- But there's more Let's take a closer look at the enrollment of underrepresented students.

Enrollment by Race/Ethnicity

Distribution of Fall Enrollment by Race/Ethnicity – All Institutions
Fall 2023

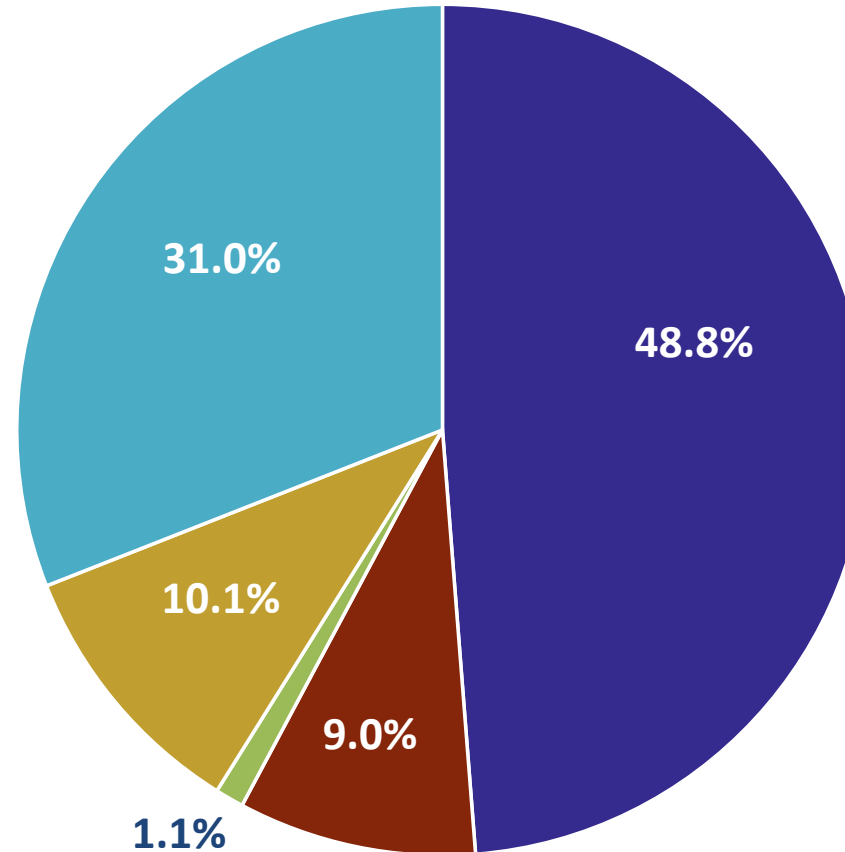


Sources: NCES, IPEDS Enrollment Survey

US Totals includes all colleges, universities, and technical and vocational institutions that participates in the federal student financial aid programs.

2023 Nevada Population Distribution by Race/Ethnicity

- White
- Black or African American
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic



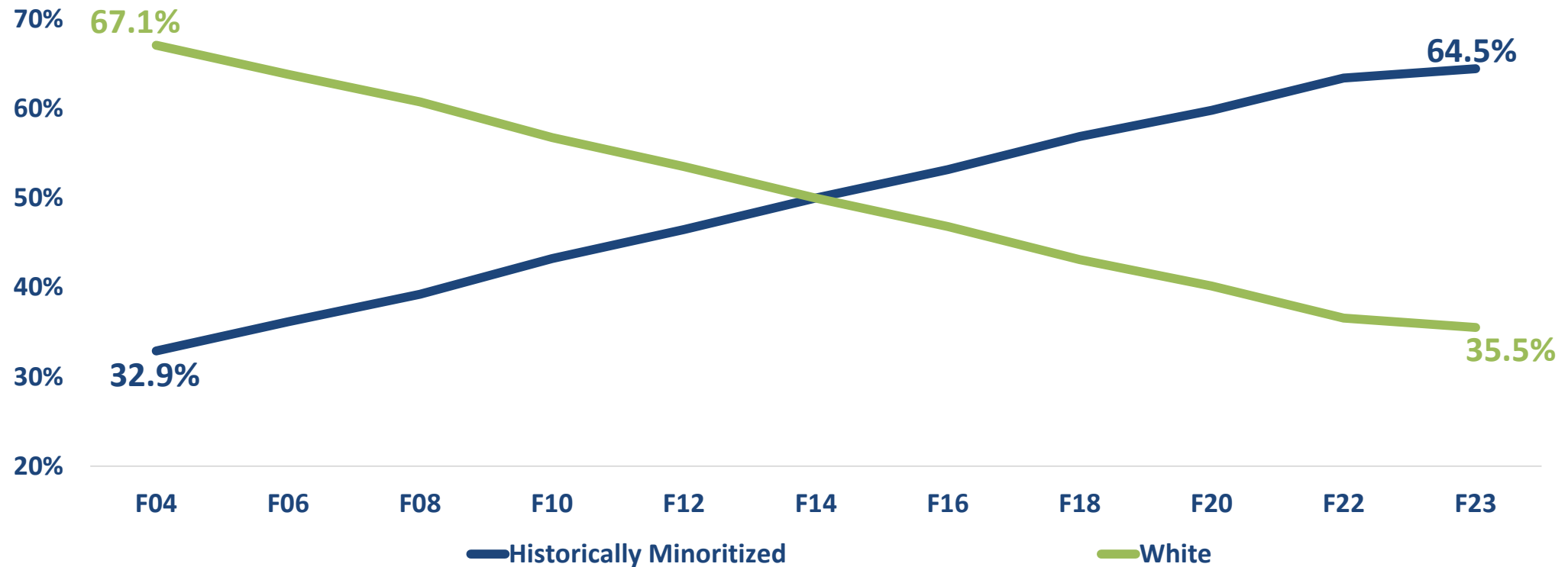
Nevada is essentially a 50/50 majority/minority status. As of 2023, the State Demographer estimated Nevada's White population at 48.8% followed by 31.0% Hispanic and 10.1% Asian or Pacific Islander.

Source: Nevada State Demographer, *Nevada County Age, Sex, Race, and Hispanic Origin Estimates and Projections 2000 to 2043*

NSHE Enrollment by Race/Ethnicity

Fall Enrollment by Race/Ethnicity – All Institutions

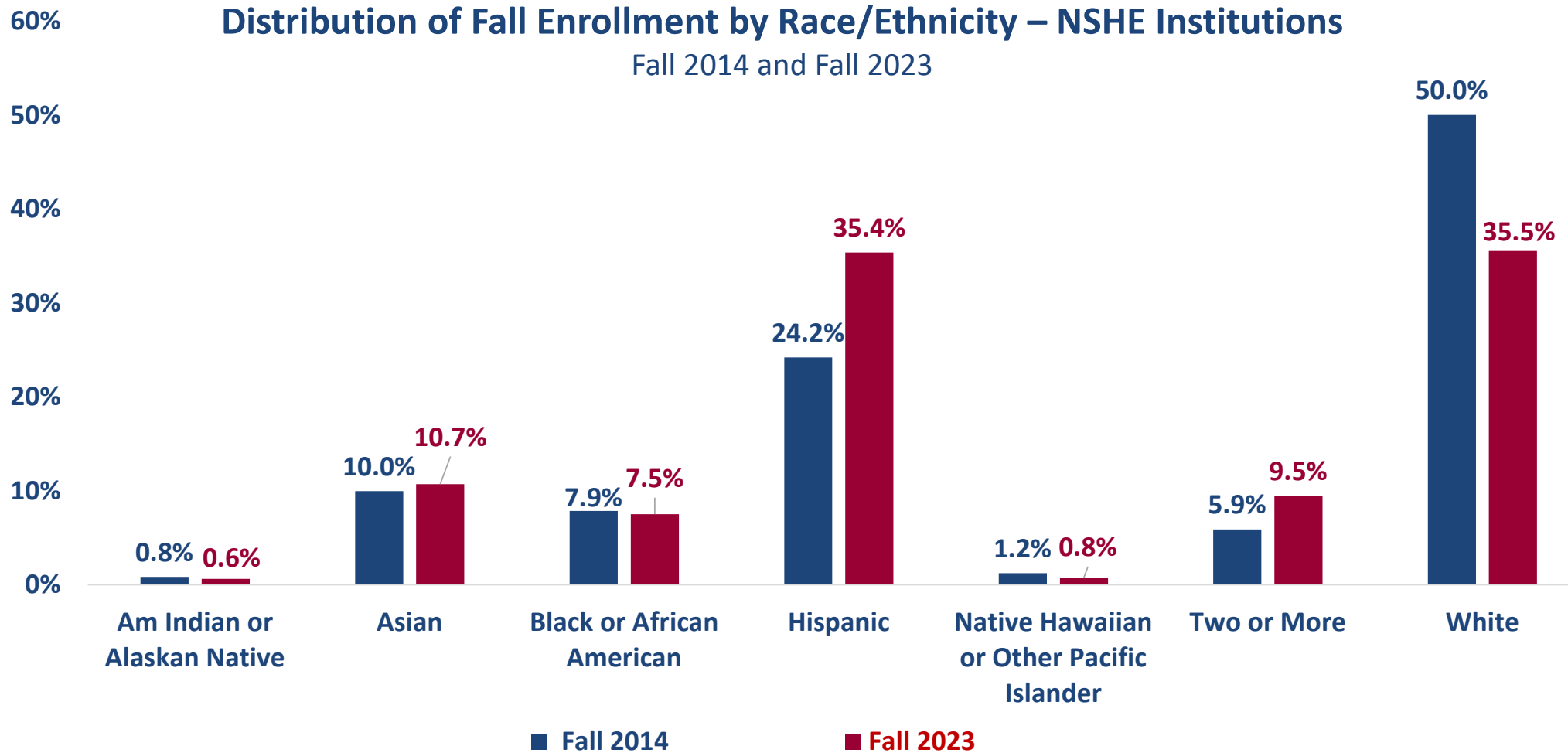
Fall 2004 through Fall 2023



Source: National Center for Education Statistics, IPEDS (NSHE created graph)

Historically Minoritized category includes all ethnicities except White, non-resident, and race/ethnicity unknown categories.

NSHE Enrollment by Race/Ethnicity



Excludes non-resident, and race/ethnicity unknown categories

Source: National Center for Education Statistics, IPEDS

NSHE Enrollment by Race/Ethnicity

More Work to be Done to Improve Access for Minority Students

- In the last decade (Fall 2014 to Fall 2023), three race/ethnic categories saw increases in the overall enrollment distribution:
 - Hispanic enrollment increased from 24.2% to 35.4% of total enrollment
 - Asian enrollment increased from 10.0% to 10.7%
 - Two or more races increased from 5.9% to 9.5%
- All other enrollment categories declined:
 - American Indian or Alaskan Native enrollment declined from 0.8% to 0.6%
 - Black or African American enrollment declined from 7.9% to 7.5%
 - Native Hawaiian or Pacific Islander enrollment declined from 1.2 to 0.8%
- The enrollment of American Indians or Alaskan Native, Black or African American, and Native Hawaiian or Pacific Islander were tragically low a decade ago and continue to decline – more work needs to be done to improve access to these populations

Takeaways on Enrollment

- Overall, the 4-year institutions are doing well in terms of enrollment – having recovered from the recession and pandemic
- Community College enrollments continue to suffer in the wake of a very slow recovery from the pandemic
- Enrollment management plans need to be in place with clear goals to increase enrollment, particularly at the community colleges
- Further, enrollment management plans across the System need to aim to increase enrollments for minority groups that are historically low and declining: American Indians or Alaskan Native, Black or African American, and Native Hawaiian or Pacific Islander

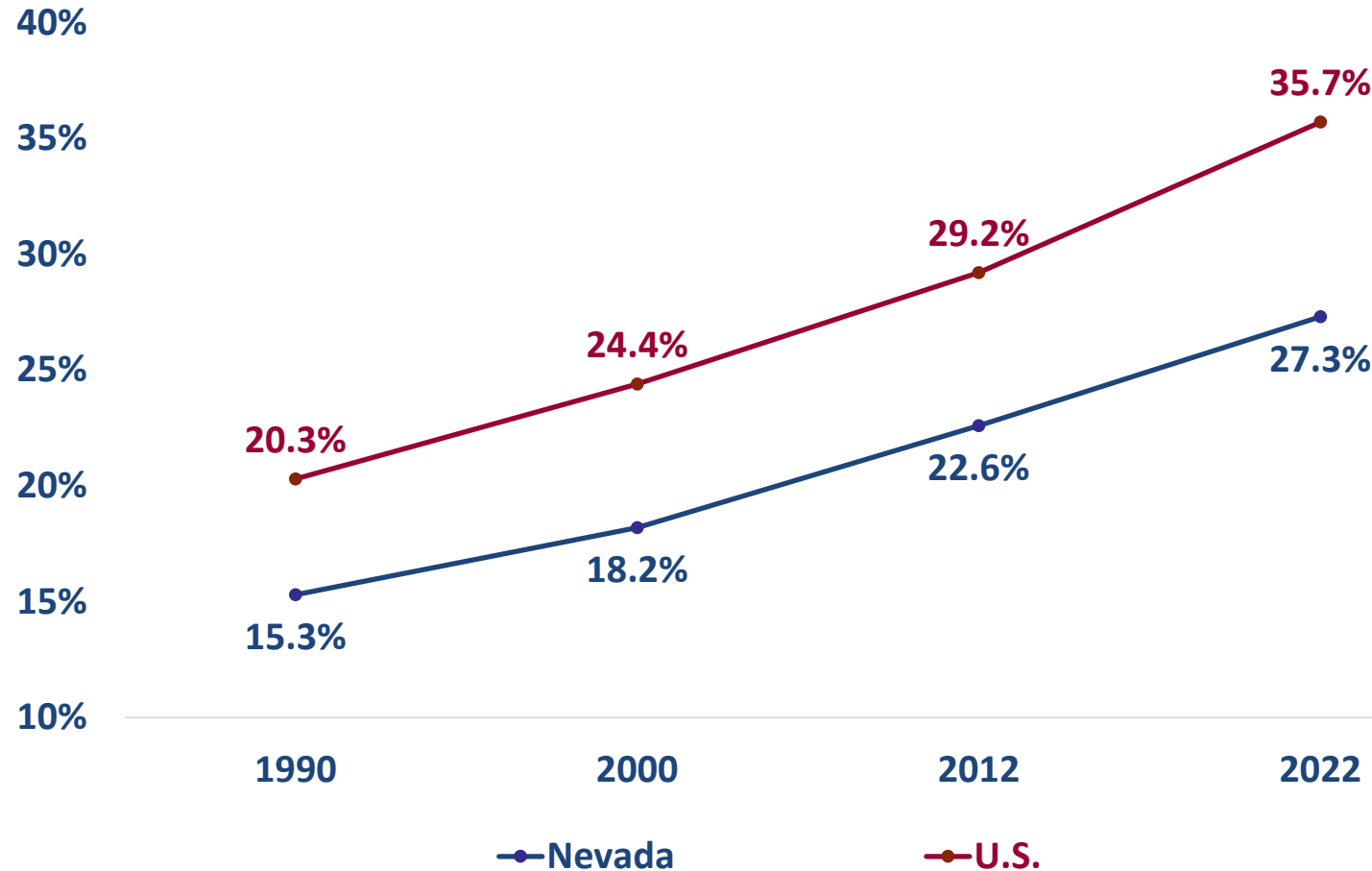
The seal of the Nevada System of Higher Education is a circular emblem. It features a central shield with a landscape scene including a building, a tree, and a sun. Above the shield is a banner with the text "NEVADA SYSTEM OF HIGHER EDUCATION". Below the shield is a banner with the text "OMNIA PRO PATRIA". The year "1865" is at the bottom, flanked by two stars.

SUCCESS

Graduating more students

Educational Attainment

Percent of Population Age 25+ with Bachelor's Degree or Higher



Educational Attainment is the highest degree of education an individual has attained as defined by the U.S. Census Bureau

Source: Digest of Education Statistics, NCES

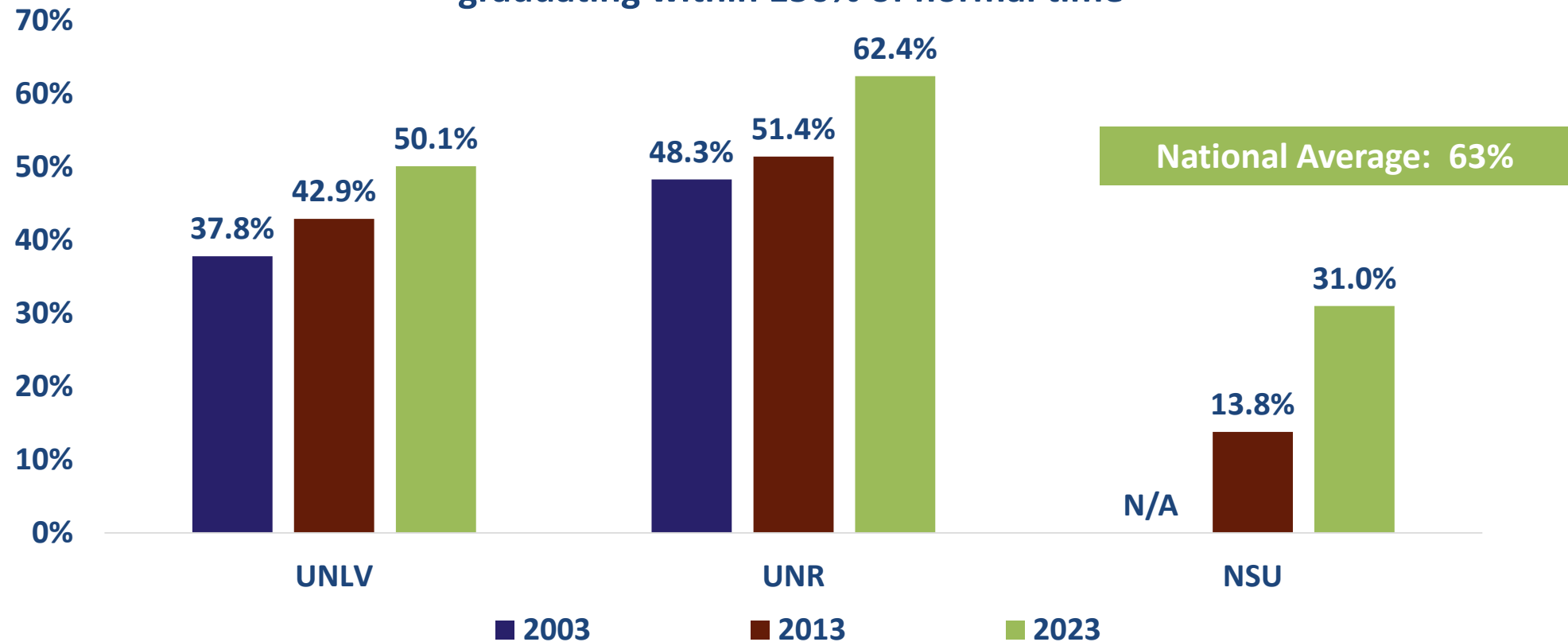
Graduation Rates – Things to Consider

Graduation Rates

- First-time, full-time, degree-seeking students graduating within 150% of normal time (six years for a bachelor's degree; three years for an associate degree; and 1.5 years for a certificate of achievement)
 - This is the traditional IPEDS graduation rate that is most often referred to when measuring student success
- Some students take longer than the 150% time to graduate
 - Traditional students at community colleges tend to be enrolled part-time and as a result are not included in the traditional IPEDS graduation rate
- Today we will look at both graduation rates and a method that tracks students for eight years to provide a more comprehensive picture of student success

University Graduation Rates

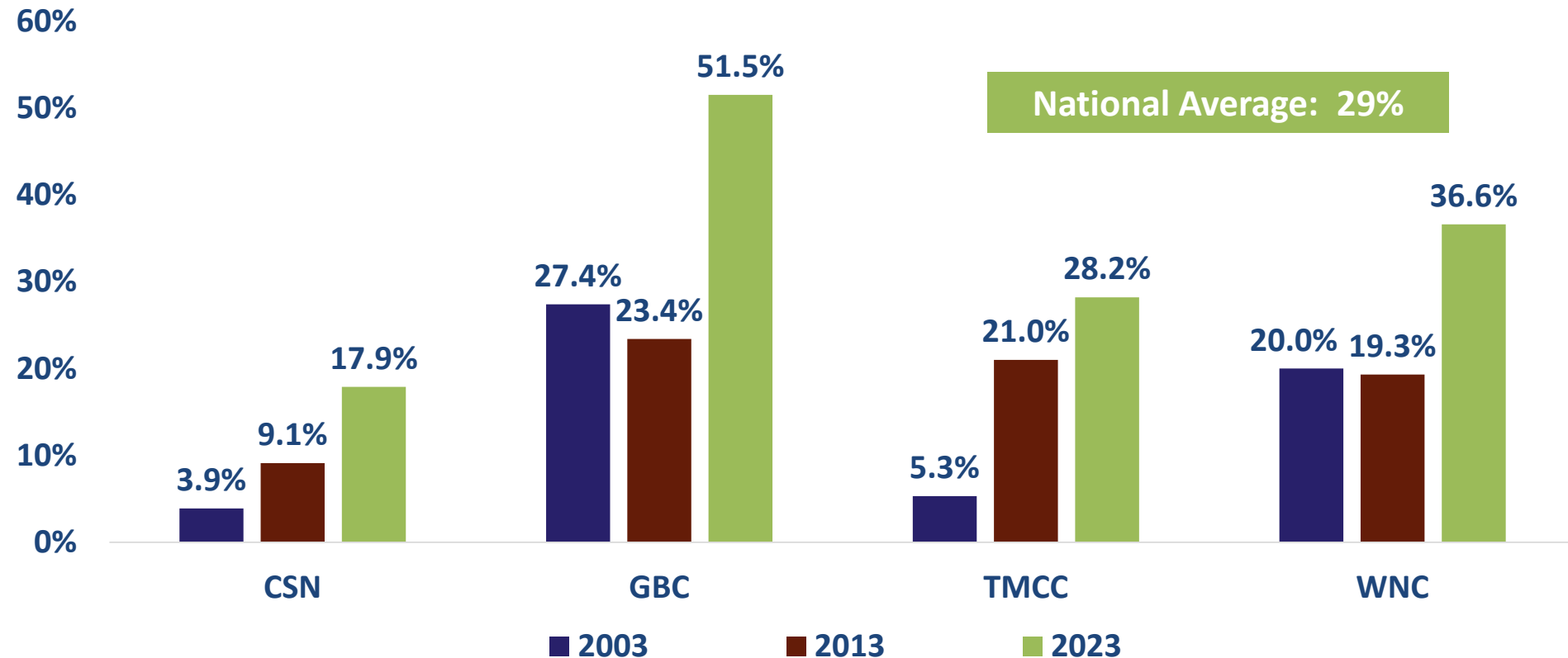
Percent of first-time, full-time, degree-seeking undergraduate students
graduating within 150% of normal time



Source: National Center for Education Statistics, IPEDS, Graduation Rates
National average for public 4-year institutions, 2020

Community College Graduation Rates

Percent of first-time, full-time, degree-seeking undergraduate students earning an associate degree within 3 years or a certificate within 1.5 years



Source: National Center for Education Statistics IPEDS, Graduation Rates
National average for public 2-year institutions, 2020

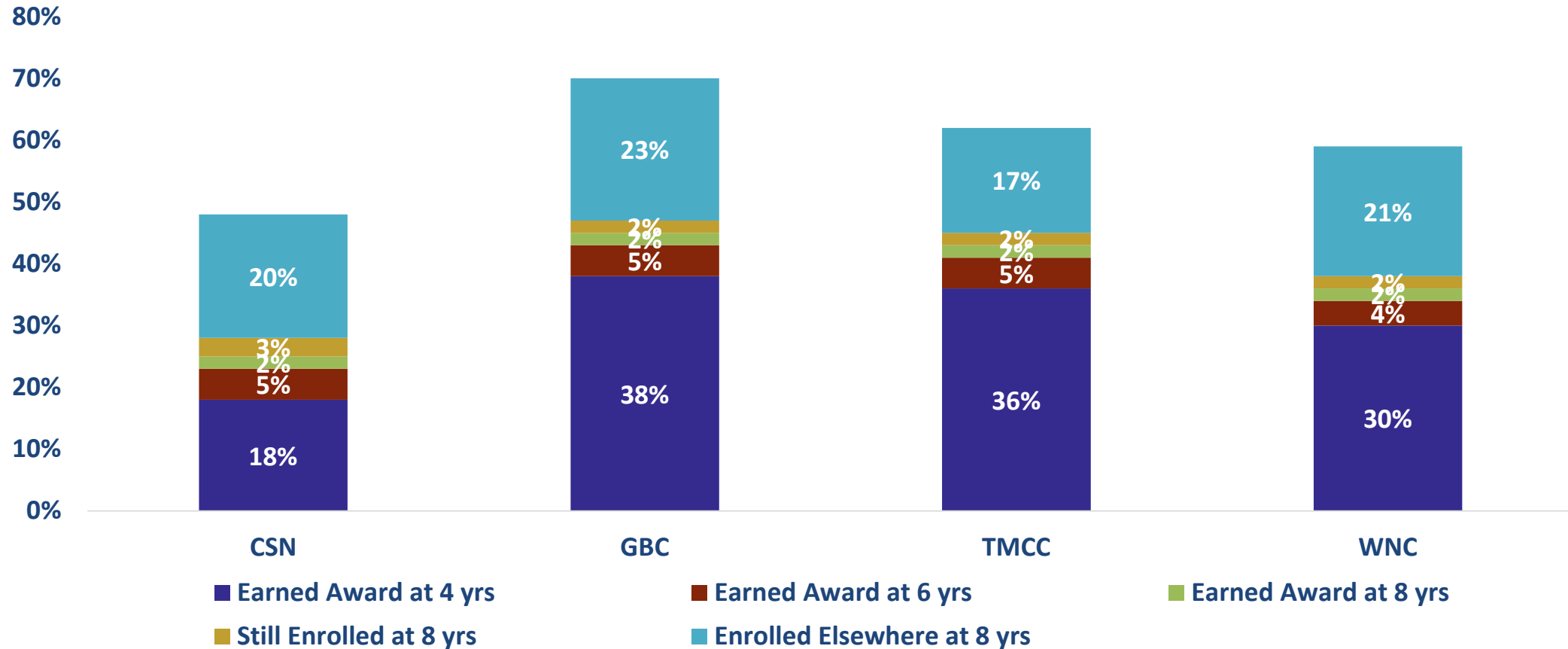
NSHE Outcomes Measure

- The standard IPEDS graduation rate does a better job capturing the success of students enrolled in 4-year institutions, because those students tend to be full-time. However, it does a disservice to the community colleges that predominantly serve part-time and “swirling” students
- The Outcomes Measure was developed to present a more accurate picture of community college outcomes
 - Tracks all students regardless of enrollment load and transfer status through eight years of enrollment
 - Tracks students who do not earn a credential from the institution, but transfer and continue to pursue their education goals elsewhere
- The Outcomes Measure is available for the 4-year institutions too, but we will focus this presentation on the community colleges where the data is more enlightening

Community College Outcomes

Award and Enrollment Status of 2015-16 Cohort

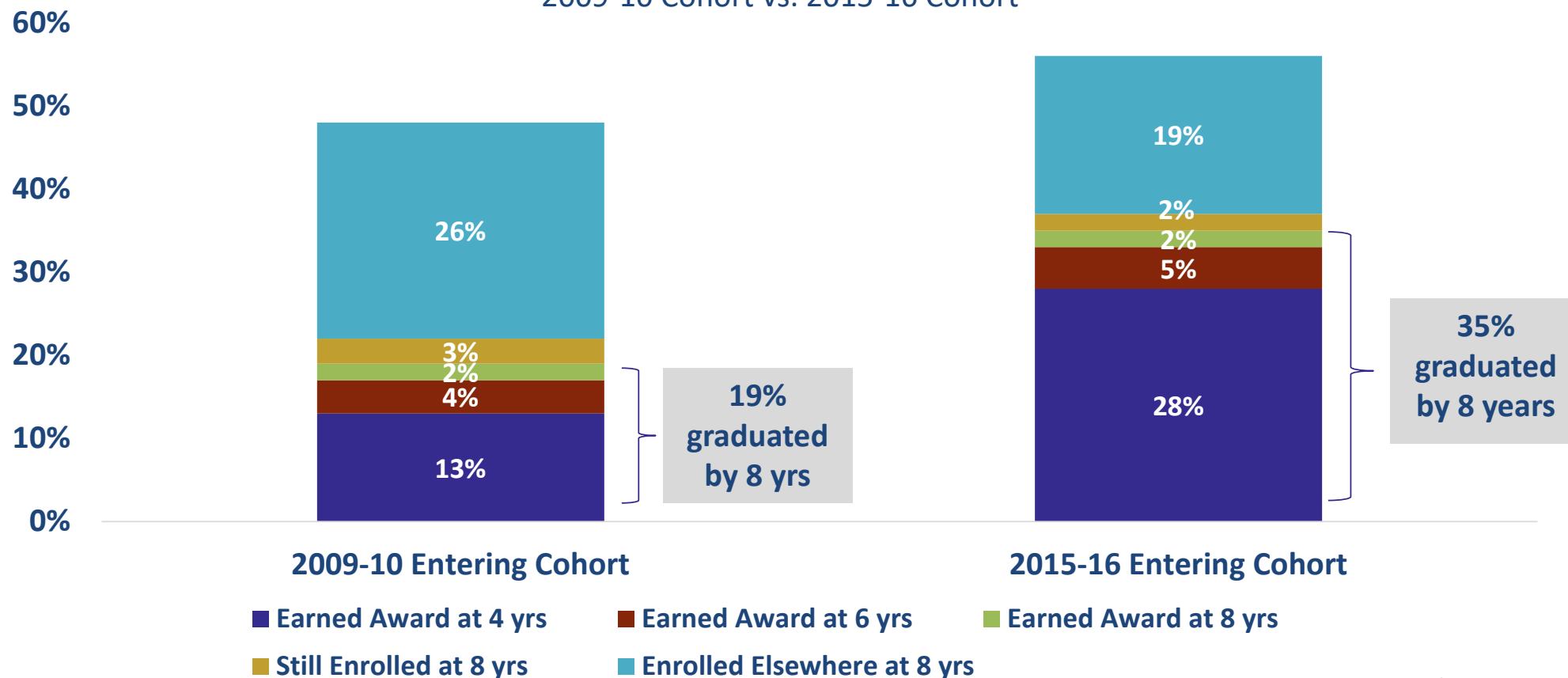
Entering Community College as First-Time and Non-First-Time (Transfer), Full- and Part-Time, Degree-Seeking Student



Source: NSHE Institutional Outcomes Measure

Community College Outcomes Over Time

Award and Enrollment Status of Entering Community College as
First-Time and Non-First-Time (Transfer), Full- and Part-Time, Degree-Seeking Student
2009-10 Cohort vs. 2015-16 Cohort



Source: NSHE Institutional Outcomes Measure

The NSHE Pipeline to the Workforce

Completers by Institution

	2011-12	2023-24	% CHANGE
UNLV	5,198	6,901	32.8%
UNR	3,240	4,567	41.0%
NSU	272	818	200.7%
CSN	2,179	4,632	112.6%
GBC	380	693	82.4%
TMCC	1,082	2,361	118.2%
WNC	495	874	76.6%
TOTAL	12,846	20,846	62.3%

Our contributions to the State continue to grow as NSHE institutions are graduating more students than ever before!

Source: National Center for Education Statistics, IPEDS Completions Survey as of 11/8/24

Note: number of unduplicated students who complete a postsecondary education program by academic year

What's the Takeaway

- Every NSHE institution is doing better in terms of the number and percent of students graduating
- CSN in particular has gone from a 1% standard IPEDS graduation rate in 2001 to 17.9% in 2023 – no small feat
- **Incentives matter** - the old funding formula (pre-2013) was based on inputs – changes to the funding formula from 2013 shifted institutional focus to student progression and outcomes

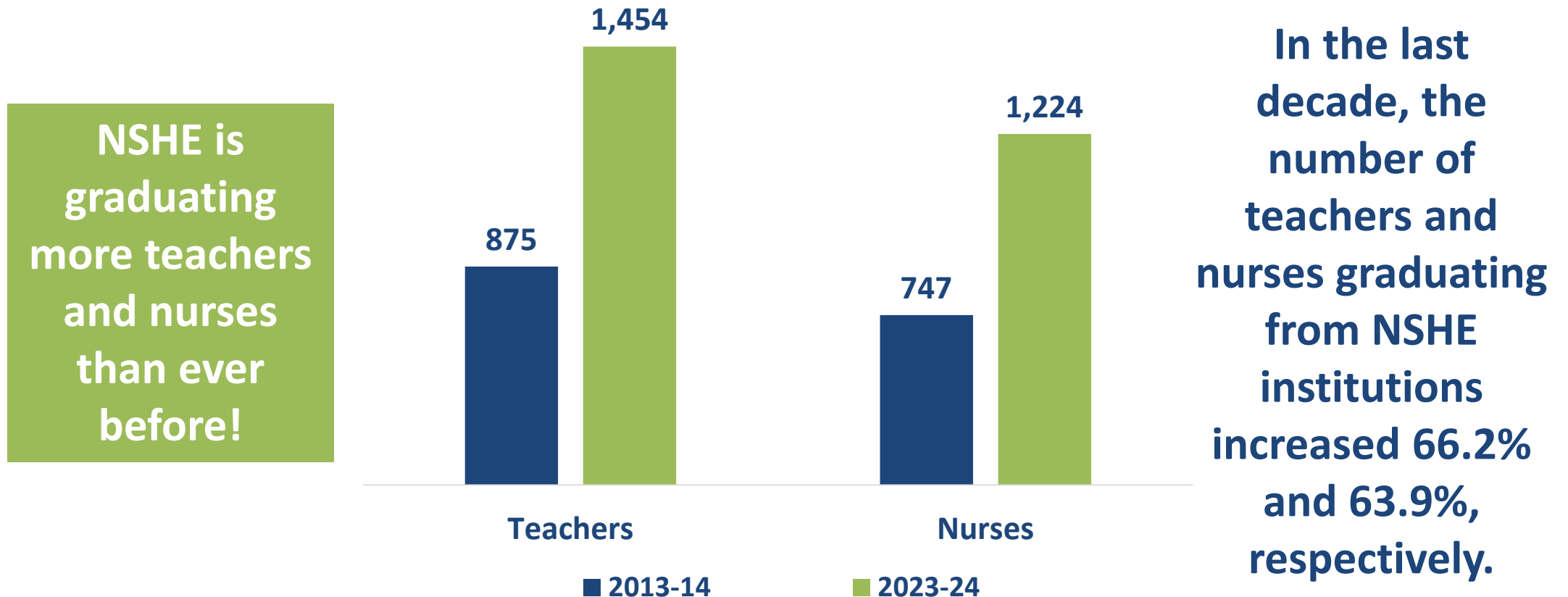
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WORKFORCE

Meeting the workforce and industry education needs of Nevada

Supporting Nevada's Workforce

Completers in Teacher Preparation and Nursing Programs



Source: National Center for Education Statistics, IPEDS, Completion Survey

NSHE Graduates Working in Nevada

	2020-21 Graduates*	Employed in Nevada**
Education (CIP 13)	681	85.8%
Health and Related Health Professions (CIP 51)	1,918	81.2%

*Bachelor's and associate level awards

**Percent employed in Nevada in at least one of the four quarters immediately following graduation regardless of industry.

Source: [NSHE Completion and Workforce Report](#), NRS 396.531

NSHE Graduates Working in Nevada

	2020-21 Graduates*	Employed in Nevada**
Engineering (CIP 14) Engineering/Engineering Related Techs and Technicians (CIP15)	870	73.2%
Computer and Information Sciences and Support Services (CIP 11)	384	69.8%
Precision Production (CIP 48)	40	77.5%
Business, Management, Marketing, and Related Support Services (CIP 52)	2,776	70.6%

*Bachelor's and associate awards

**Percent employed in Nevada in at least one of the four quarters immediately following graduation regardless of industry.

Source: [NSHE Completion and Workforce Report](#), NRS 396.531

Takeaways on NSHE's Support of the Workforce

Going back to the mission – are we fulfilling it?

- “The System provides an educated and technically skilled citizenry for public service, economic growth and the general welfare contributes to an **educated and trained workforce** for industry and commerce “
- Yes! NSHE contributes in terms of graduates that remain in the state supporting Nevada's workforce and ultimately the economy.

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FUNDING

Supporting our institutions through funding

Let's Go back to the Mission

Title 4, Chapter 1, Section 1 (in part)

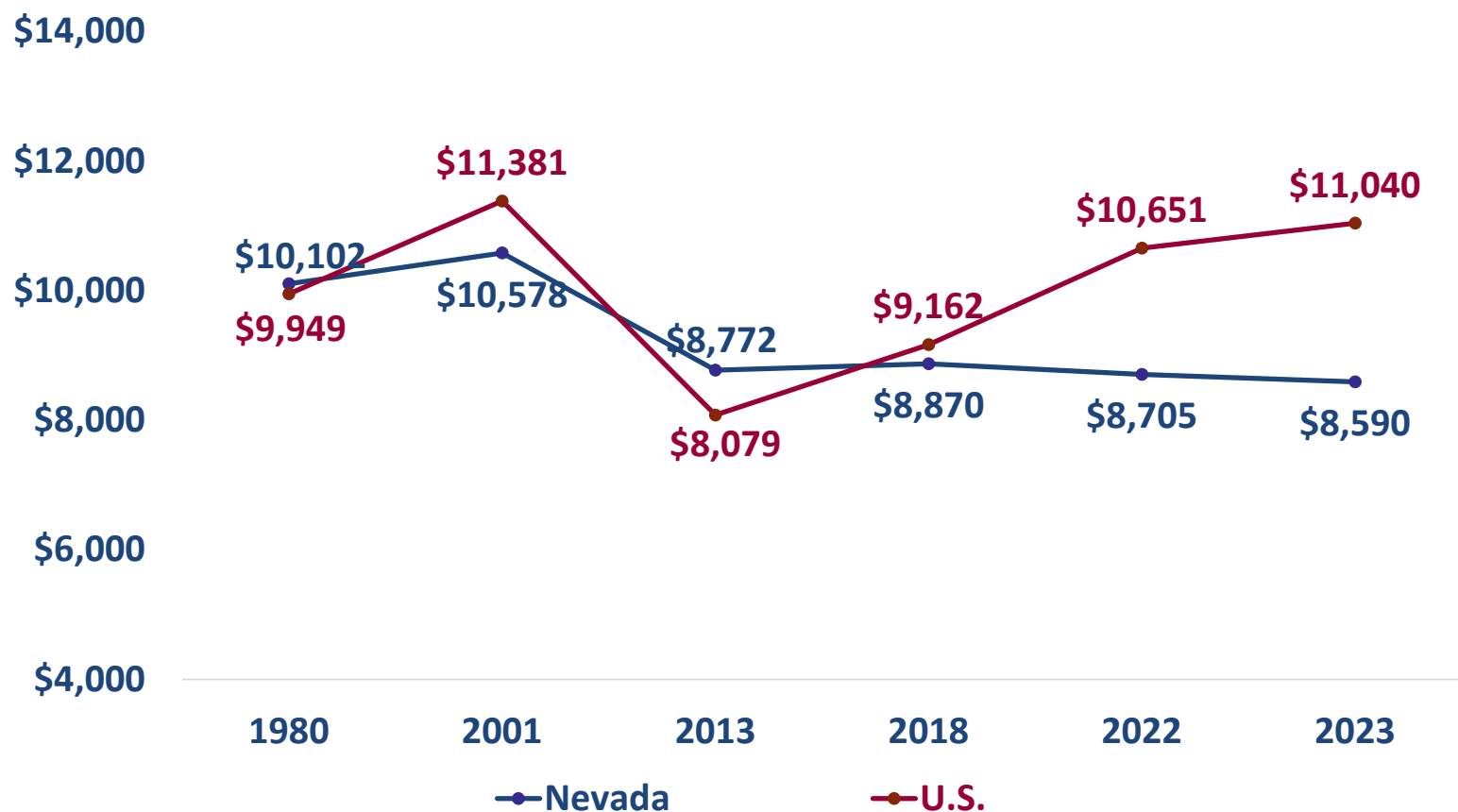
. . . the Regents govern the System according to the following objectives:

- a. To promote access to affordable public programs of higher education to all who can benefit from those programs.*
- b. To ensure that all activities demonstrate a continued quest for excellence, economy and the balancing of basic goals that the public interest requires.*
- c. To develop and support programs of instruction and complementary programs of basic and applied research, scholarship, and public service, which together contribute to the cultural, economic, and social development of Nevada and the nation.*

To achieve these objectives, the Board of Regents seeks sufficient funding from the state and other sources to support programs of high quality.

Investment in Public Higher Education

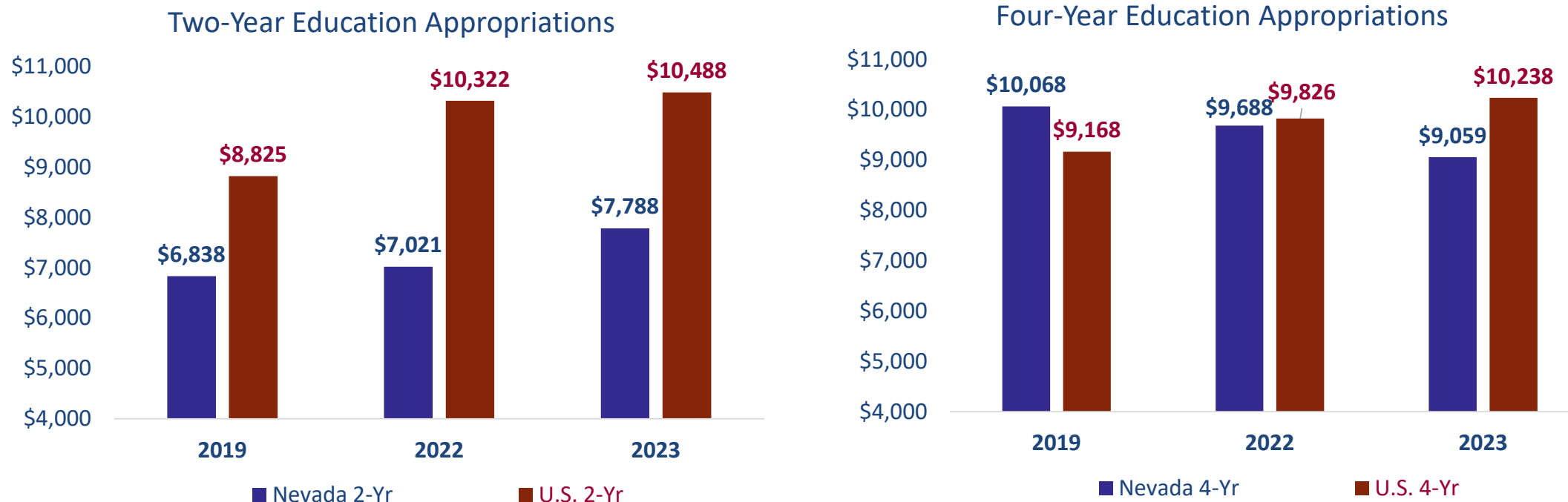
Public Higher Education Appropriations Per FTE, FY1980-2023 (Constant Dollar Adjusted)



Source: SHEF Report, Table 3.2, SHEEO, FY2023

Public Higher Education Appropriations by Sector

Public Higher Education Appropriations per FTE by Sector, FY2019-2023 (Constant Dollar Adjusted)



Source: SHEF Report, Table 3.2A, SHEEO, FY2023

Funding Formula

- **Financial incentives matter** – a review of the prior decade in terms of the improvements in student outcomes exemplifies that
- The state's support of the universities in recognizing the importance of research resulted in tier 1 status for both universities -- which clearly must be maintained
- In the next decade, what do you want for the colleges that serve your community?

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Questions?