NSHE STRATEGIC PLAN UPDATE



October 29, 2024

Daniel Archer, Vice Chancellor, Academic & Student Affairs

Development of Strategic Framework





Close Increase **Improve** Meet Increase **Student Institutional** Workforce **Solutions** Access to 2025-2031 Higher Performance **Needs in** Success **Focused** Education Gaps Nevada Research Ш IV V

Dual Credit

Revisiting the Adm. App.

Increase Access to Higher Education

Dual Credit

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.





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.

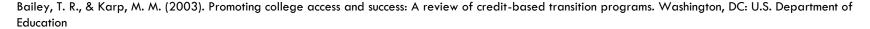




Increase Dual Credit

Create Robust Policy & Procedures

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.





Dual Credit



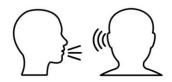
FAFSA Completion

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



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.

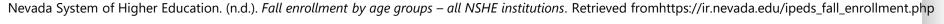
Build Continuity AP, CLEP, International Baccalaureate Exams, Career and Technical Education, Military, etc.

Credit for Prior Learning

FAFSA Completion





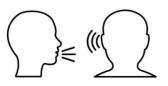


ONLINE COURSE SHARING

- 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.

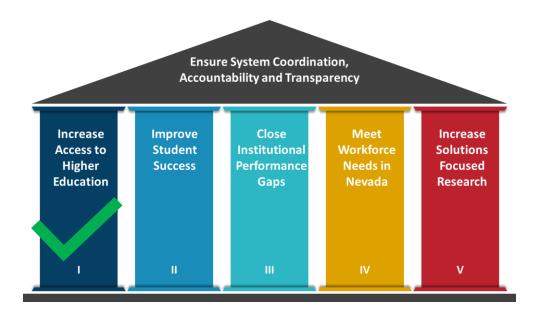
Credit for Prior Learning Sharing FAFSA Completion **Online Course**

Adm.

Revisiting

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Metrics



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).

Student Success

Math Launch Years

Increase Student Success

Revisiting Transfer

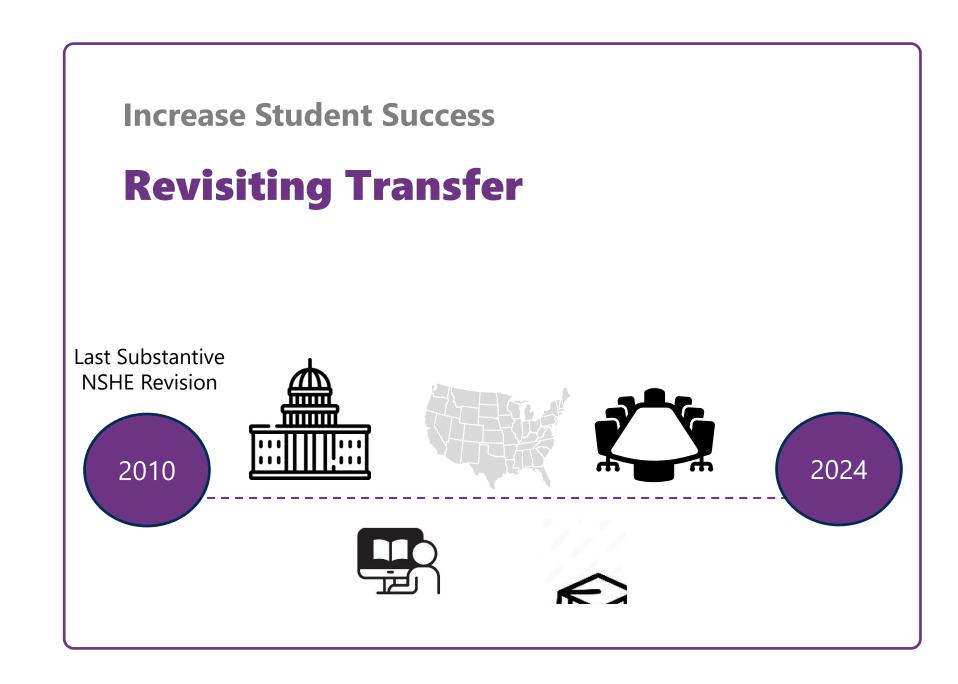
One of the most powerful policy levers that a system can activate is the creation of robust systemwide transfer and articulation pathways that optimize the transfer process, minimize credit loss, and accelerate degree completion.

Last Substantive NSHE Revision

2010

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Math Launch Years



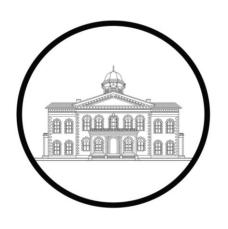
Student Success Summit Student Success Plan

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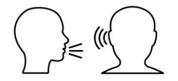
Math Launch Years

Increase Student Success

Revisiting Transfer







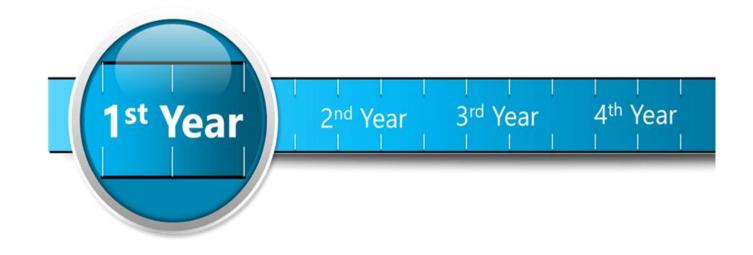


A working group will be created to identify best practices and make recommendations – with the transient and first-generation student in mind – on how to improve transfer. Program-related transfer will carry over to workforce.

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.





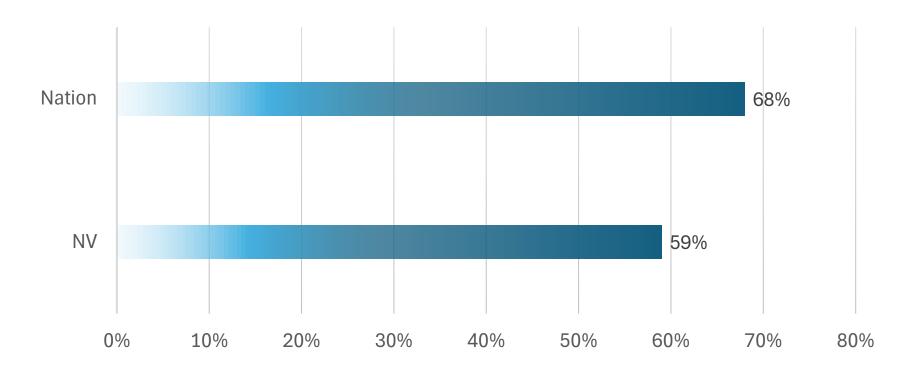


Plan

Transfer

Student Success Plans

National Student Clearinghouse Retention Rates (part-time and full-time students)



48 Nationally

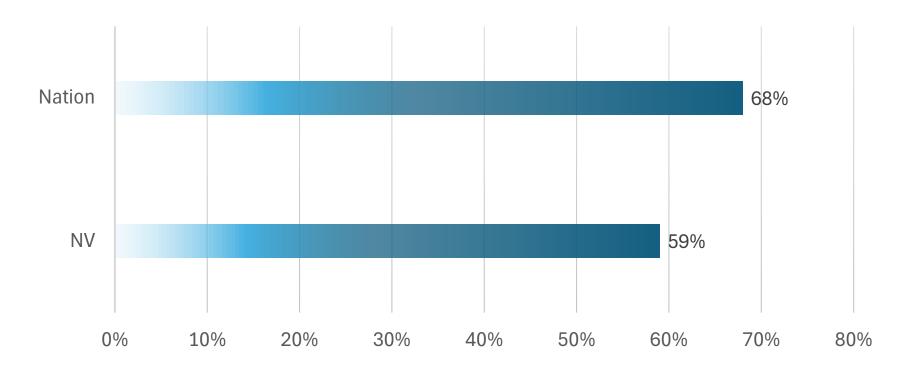
First-Gen
Students
4X More
Likely to Not
be Retained



National Student Clearinghouse. (2024). Persistence and retention: Fall 2022 beginning postsecondary student cohort. Retrieved from https://nscresearchcenter.org/persistence-retention/

Student Success Plans

National Student Clearinghouse Retention Rates (part-time and full-time students)



48 Nationally

First-Gen Students 4X More Likely to Not be Retained



National Student Clearinghouse. (2024). Persistence and retention: Fall 2022 beginning postsecondary student cohort. Retrieved from https://nscresearchcenter.org/persistence-retention/

34	Wyoming
35	Washington
36	Montana
37	Maryland
38	Kansas
39	Connecticut
40	Wisconsin
41	Michigan
42	Virginia
43	District of Columbia
44	Vermont
45	Iowa
46	Maine
47	Utah
48	South Dakota
49	Minnesota
50	New Hampshire
51	North Dakota Hamilton, I. (

Percentage of First-Generation Students by State

Hamilton, I. (2023, June 13). 56% of all undergraduates are first-generation college students. Forbes. https://www.forbes.com/advisor/education/first-generation-college-students-by-state/

16	Ohio
17	New Jersey
18	Oklahoma
19	Alabama
20	Illinois
21	New York
22	South Carolina
23	Alaska
24	Georgia
25	Nebraska
26	Missouri
27	Oregon
28	Indiana
29	Hawaii
30	Tennessee
31	Massachusetts
32	North Carolina
33	Colorado

1	California
2	Rhode Island
3	Arizona
4	Nevada
5	Texas
6	Louisiana
7	Kentucky
8	New Mexico
9	West Virginia
10	Arkansas
11	Idaho
12	Delaware
13	Pennsylvania
14	Mississippi
15	Florida

Student Success Summir

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.

Revisiting

Student 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.

Transfer

Revisiting

Math Launch Years

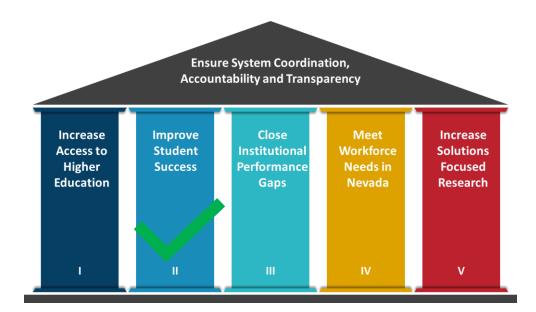
Increase Student Success

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.

Metrics



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).

Performance Gaps

Close Institutional 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 subpopulation 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.



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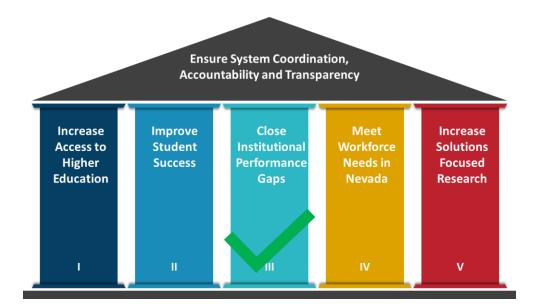
Performance

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

Metrics



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.

Non-Credit Learning

Demand Occupations

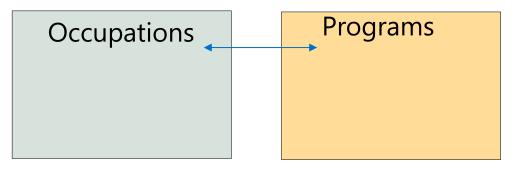
Gap Analysis

Meet Workforce Needs in Nevada

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.



Identify all academic programs that are connected to the top in-demand occupations identified by OWINN.

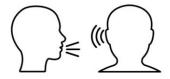
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Meet Workforce Needs in Nevada

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.





Occupations

Demand



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.



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<u>Occupations</u>

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Non-Credit Learning

Meet Workforce Needs in Nevada

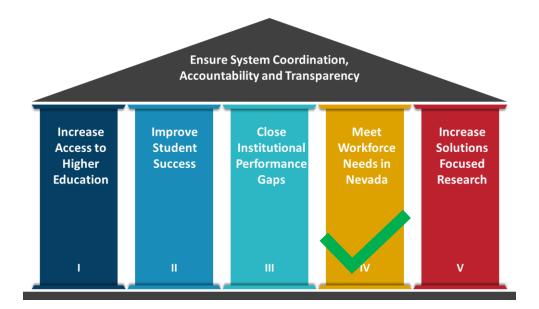
Non-Credit Learning

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.

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Metrics



Demand Occupations

Gap Analysis

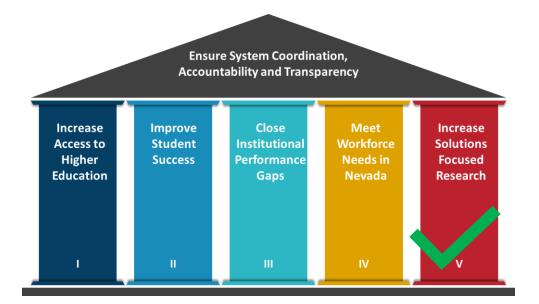
Work-Based Learning

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



- 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.

Strategic Plan Email

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