

## **INSTITUTIONAL RESPONSES TO COMMITTEE QUESTIONS**

During the March 19, 2024 meeting, members of the Committee requested additional information from community college presidents based on their respective presentations on their mission and how the mission of their institution guides budget priorities.

This document includes responses from:

- Great Basin College;
- Truckee Meadows Community College; and
- Western Nevada College.

**GBC**

Date: April 10, 2024

To: Ad Hoc Committee on Higher Education Funding

Subject: Student Population Demographics and Capital Improvement Projects at Great Basin College

Dear Committee Members,

In response to your inquiry regarding the demographics of our student population and an overview of Great Basin College's (GBC) Capital Improvement Projects (CIP) and deferred maintenance projects, I am pleased to provide the following information:

### **1. Student Population Demographics:**

As reported to the Integrated Postsecondary Education Data System (IPEDS) for Fall 2023, GBC had a total of 1,136 students over the age of 24, representing approximately 39% of our student body.

It is important to note the significance of non-traditional students within our institution. These individuals bring diverse perspectives, life experiences, and a commitment to their education that enriches the academic environment at GBC. Recognizing the needs and contributions of this demographic is essential in shaping policies and allocating resources to support their educational journey effectively.

### **2. Capital Improvement Projects and Deferred Maintenance:**

State Operating Account:

- Welding Lab Addition/Renovation - \$4,716,585 (State Funds)
- Welding Lab Welding Booths - \$213,199 (State Funds)
- Elko Theater & Boiler Replacement - \$320,000 (HECC/SHECC)
- Pahrump Boiler Replacement - \$160,000 (HECC/SHECC)
- Berg Hall Renovation-HVAC & Lighting - \$1,601,949 (HECC/SHECC)
- GBC Winnemucca Chiller Replacement: \$100,000 (HECC/SHECC)
- GBC Elko Campus Pavement Repair: \$9,720 (State Funds)
- GBC Elko Campus Server Room HVAC: \$20,959 (State Funds)
- GBC Elko Campus-DCIT Fire Sprinkler Repair: \$17,941 (State Funds)

- GBC Elko Campus Crack Seal-Health Sciences Parking Lot: \$10,420 (State Funds)

#### Non-State Funds

- GBC Ely Center Parking Lot Repair: \$11,500
- Pahrump General Campus Improvements: \$9,863
- Winnemucca Pennington Health Science and Technology Building: \$25,534

#### Requested CIP FY 25-27/State Funds:

- GBC - Pahrump Valley Campus Planning: \$4,000,000
- Berg Hall Renovations and Deferred Maintenance: \$2,750,000
- GBC - Roof Replacements at McMullen Hall and Lundberg Hall: \$1,650,000
- GBC - HVAC Replacement - McMullen Hall and Lundberg Hall: \$1,100,000
- GBC - Parking Lot and Walkway Rehab including ADA Compliance Updates (All Campuses): \$825,000

#### Future Projects comprised both Non-State and State funded initiatives:

- GBC Elko Campus High Tech Center Fire Alarm Upgrade: \$50,000 (Non-State)
- GBC Elko Campus Asbestos Abatement: \$500,000 (State Funded)
- GBC Elko Campus Leonard Center Stucco Repair: \$100,000 (TBD)
- GBC Elko Campus Griswold Hall Reroof: \$150,000 (Non-State)
- GBC Elko Campus Housing Sewer Line Repair: \$100,000 (TBD)
- GBC Ely Center Plumbing Repair: \$20,000 (Non-State)
- GBC Ely Center Heating System Upgrade: \$250,000 (State Funded)


This breakdown illustrates the allocation of funds across various projects and funding sources at GBC. If you require further details or clarification on any aspect of this report, please feel free to reach out.

Sincerely,

Dr. Amber Donnelly  
Associate VP for Faculty Success  
Great Basin College

**TMCC**

Date: April 15, 2024

To: ad hoc Committee on Higher Education Funding  
From: Dr. Karin Hilgersom, President TMCC   
Re: TMCC Response to Questions

**Question 1: Please provide recommendations to address your observation that the current funding formula disincentivizes college readiness. Specifically, what changes need to be made to the current funding formula to reduce or eliminate this?**

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The current funding formula disincentivizes college readiness largely because the co-requisite model, that is inherently designed to assist students to become college ready through writing, reading, and quantitative readiness, is not valued via the factoring mechanism. Unlike other states (Washington State's Student Achievement Initiative, for example) Nevada State's funding formula values graduate education above college readiness.

**Recommendation:** Please refer to Pillar 2 and Pillar 4 of the "Five Pillars for Community College Funding" for additional details and specific solutions (Attachment 1). Specific to this point, TMCC recommends that the credit completion weight for gateway Math courses be increased from a factor of 1 to a factor of 2 (Pillar 4, bullet 1). We also request additional funding for supplemental instruction, early intervention programs, and data-driven decision making. This funding could be administered through a quasi-competitive grant program (administered through the NSHE system office) so that high quality programs are funded proportionate to student headcount served through those programs. An 8-million-dollar addition in funding for the next biennium and designed specifically for 2-YR colleges in Nevada to strengthen college readiness for Nevada's residents would be an excellent support for this vital work.

**Question 2: Please provide an analysis of the revenues currently received for Nursing courses from all sources (State General Fund, Registration Fees, Differential Fees, etc.) versus the cost to provide those courses. Additionally, please provide a recommended weight for Nursing courses, based on this analysis, to ensure full funding (100 percent) of the courses.**

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The current TMCC revenue for nursing is approximately \$900,000. The cost to provide these courses is approximately \$2.3 million, making us roughly \$1.2 million short, annually. This funding gap represents approximately 2% of our state allocation annually. Considering we have over 50 programs, this is a considerable gap. It is important to point out that the cost for the nursing program also requires updated equipment, facilities upgrades and expansions, as well as salary increases needed to remain competitive to recruit and retain faculty.

**Recommendation:** We would propose a weight of 4 versus the current 2 to ensure full funding is provided to TMCC for the cost and possible expansion of the nursing program.

**Question 3 & 4: Please provide additional information on the competition levers between the community colleges and the universities for entrance requirements by providing specific examples and quantifying the fiscal impact for TMCC.**

**Please elaborate on your statement that Nevada is behind in funding dual enrollment by identifying specific recommendations to ensure funding is available to provide dual enrollment to Nevada's high school students.**

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The primary competition lever that universities can use to increase enrollment is through the special admissions process. NSHE code permits universities to accept up to 15% of enrollment below the required 3.0 GPA. When I arrived in 2016, the university presidents had agreed to lower the number of special admissions due to data that showed a difference in college readiness between students specially admitted and students admitted with the minimum 3.0 GPA (or higher). During the pandemic, the universities increased the number of special admissions, presumably to mitigate pandemic related enrollment losses. Because 2-YR colleges are open access and do not have a GPA minimum, this lever is not at our disposal.

**Recommendation:** Many of these special admit students will benefit from the mission and smaller classes sizes of the 1<sup>st</sup> and 2<sup>nd</sup> year classes at the predominately 2-YR colleges in Nevada. We prepare them to succeed and transfer successfully to the universities. NSHE could revise the code and allow no more than 5% of students to be admitted as "special admit." Additionally, R1 universities tend to set admission bars much higher. The University of Washington requires a 3.75 and above in most cycles, and Washington State University requires a 3.6 on a 4.0 scale. The average incoming freshman GPA at the University of Oregon is 3.5 and similar to Nevada's universities, 3.0 at Arizona State University. (Attachment 2 – special admission trendline)

A secondary competition lever relates to recent changes in the Dual Enrollment space, primarily as related to stipends for high school teachers, many of whom would fail to meet minimum faculty qualifications if employed at the university campus. Nevada's predominately 2-YR colleges cannot afford stipends for high school teachers long-term. The State of Nevada should consider the fiscal efficacy of paying high school teachers their district salary along with an NSHE concurrent enrollment stipend as part of their normal workday. TMCC recently began hearing from the high schools we have successfully served in dual enrollment since 2017, that teachers like the stipend levels offered by UNR, and thus we are seeing a shift in where they teach. Furthermore, the TMCC model deploys highly qualified part-time faculty, but due to a concurrent model price-point that the high schools enjoy (along with high school teachers who enjoy the extra stipend) we are now in a position in which we must offer stipends in order to keep our investment (money, staffing, a high-quality service model) in high school dual enrollment moving forward. Universities can subsidize high school teachers and credits in a way that is not sustainable for TMCC.

There are several excellent dual enrollment models. The model most accessed at TMCC is what we call the "J2" model (Jumpstart squared). In this model high schoolers take courses at the college, in a traditional classroom, with a highly qualified faculty member. These students and their families receive a modest tuition discount (\$85 plus tech fee, \$58 for students qualified for free and reduced lunch).

**Recommendation:** One solution is for the state to provide a Public Dual Enrollment Voucher (PDEV) to the families of high-school students who are juniors and seniors and who prefer to access college AT COLLEGE (some states directly reimburse colleges, and Washington State reimburses colleges through a high school passthrough). From a policy perspective, and from the perspective of good fiscal efficiency, the reimbursement level for freshman and sophomore dual enrollment courses should be equivalent to the fees at Nevada's four predominately 2-YR colleges (in other words, the state pays the lowest cost for a qualified course). (Attachment 3, dual enrollment trends at TMCC)



**NSHE Funding Formula Concept**

# **FIVE PILLARS for Community College Funding**

**Truckee Meadows Community College**

**March, 2024**



# TMCC proposes Five Pillars for modernizing the NSHE Funding Formula for Community Colleges:



## **Prioritizing Workforce Development**

Championing Career & Technical Education (CTE)



## **Incentivizing Transfer**

Rewarding and Supporting Transfer Student Success



## **Stabilizing the Budget**

Achieving More Predictable College Budgets



## **Bridging the Math Gap**

Supporting Improved Gateway Math Completion



## **Empowering Part-Time Success**

Funding for Part-Time Student Support Initiatives

## **Pillar 1. Prioritizing Workforce Development: Championing Career & Technical Education (CTE)**

Our nation faces critical skills gaps that hinder economic growth and individual opportunities. To address this challenge, this funding pillar prioritizes workforce development by championing Career & Technical Education (CTE) programs at NSHE colleges.

### **Funding Targets:**

1. **4.0x Funding Multiplier:** Implement a funding multiplier of 4.0x on completed weighted student credit hours (WSCH) in all CTE disciplines, as CTE programs are considerably costlier to deliver than most General Education courses. This funding will enable NSHE colleges to better invest in CTE programs to attract qualified instructors, acquire vital equipment, expand course offerings, and support industry tours and work-based learning.
2. **Program Expansion:** The 4.0x funding multiplier will also enable colleges to develop and expand high-demand CTE programs that are aligned with local and regional workforce needs. This ensures that graduates possess the skills and knowledge eagerly sought by employers.
3. **Industry Collaboration:** Directly incentivizing industry apprenticeships through funding support for participating firms will strengthen partnerships between colleges and industry. This funding will cover employer costs for student registration in approved apprenticeship programs. Likewise, funding rewards for colleges that deliver completed internships will expand job placement opportunities for students and maximize their on-the-job learning opportunities.

### **Benefits:**

- **Increased Graduate Employability:** CTE programs equip students with practical, in-demand skills and industry-recognized certifications, enhancing their job prospects and earning potential.
- **Reduced Skills Gap:** By increasing funding for CTE fields, colleges can more swiftly address the skills gap and better develop a qualified workforce to meet industry needs.
- **Economic Growth:** Expanding employers' ability to sponsor apprenticeships and to host student interns fosters work-based learning and more quickly develop skilled workers and graduates.

### **Summary:**

Investing in CTE programs at NSHE colleges is a strategic approach to bridging the skills gap, preparing a future-ready workforce, and driving economic growth. Implementing a funding multiplier of 4.0x on completed WSCH in all CTE disciplines and directly incentivizing both apprenticeships and internships will boost the support for workforce development, benefiting students, employers, and our state as a whole.

## Pillar 2. Incentivizing Transfer: Rewarding and Supporting Transfer Student Success

Encouraging seamless student transfer between two-year and four-year NSHE institutions is crucial for student success and strengthening our transfer pipeline. NSHE is fortunate to maintain robust transfer articulation agreements, but too few students matriculate or do so in a timely way. This funding pillar incentivizes the transfer of Associate degree graduates to NSHE universities.

### Funding Targets:

1. **Transfer Scholarship:** Award a \$2,500 transfer scholarship to each graduate from a two-year college who successfully transfers to a four-year NSHE university. This financial assistance will help to improve two-year college retention and completion, and alleviate the financial burden of obtaining a bachelor's degree.
2. **Institutional Support:** Allocate a shared \$500 funding bridge to both the two- and four-year institution for every student who transfers successfully. This funding can be used to support initiatives such as enhanced recruitment efforts, dedicated transfer advisors, and streamlined transfer processes, ultimately facilitating a smoother transition for students.

### Benefits:

- **Increased Associate Degree Completion:** The prospect of a transfer scholarship will help more Associate degree seekers to persist in their studies, retain to their final semester, and graduate.
- **Increased Transfer Rates:** The financial incentive of the scholarship and the additional institutional support can motivate more students to pursue four-year degrees, leading to higher transfer rates.
- **Improved Student Success:** The bridge funding for two- and four-year institutions will enhance the transfer student experience, leading to better academic outcomes and graduation rates.
- **Strengthened System Collaboration:** This funding pillar will foster and incentivize closer collaboration between two- and four-year institutions, promoting a more unified and efficient higher education landscape.

### Summary:

By implementing this proposal, we can create a supportive environment that encourages and rewards successful transfers, ultimately benefiting students, institutions, and the state as a whole. This investment in our students' educational journeys will contribute to a more skilled and prepared workforce, driving economic growth and prosperity.

## Pillar 3. Stabilizing the Budget: Achieving more Predictable College Budgets

Dramatic fluctuations in biennial state funding can create significant financial instability for colleges, hindering long-term planning, resource allocation, and overall institutional stability. This pillar supports a funding model that mitigates sharp swings in biennial state appropriations, promoting financial predictability and fostering long-term institutional stability.

### Funding Targets:

- **3-Year Rolling Average Funding:** Allocate state funding based on a three-year rolling average of completed WSCH, thus smoothing out enrollment fluctuations and ensuring consistent funding levels. This will prevent sharp contractions in instructor ranks and enable program continuity.
- **Performance-Based Funding System:** Implement a performance-based funding system that rewards colleges for exceeding targets in areas like enrollment headcounts, apprenticeships, internships, job placement, student performance, and graduation rates.
- **Eliminate the Carve-Out:** The performance pool does not incentivize because it lacks the ability to fund performance above the 100% level.
- **Multi-Year Capital Project Funding Commitments:** Encourage multi-year funding commitments for special projects like capital construction, technology, and equipment needs, to give colleges greater financial certainty and enabling strategic planning for future initiatives.
- **Market-Driven Salaries:** Develop a responsive, market-driven salary structure to help NSHE colleges to attract and retain instructors in difficult-to-recruit areas like Nursing, Engineering, and Computer Programming.

### Benefits:

- **Enhanced financial stability:** Predictable funding allows colleges to effectively manage temporary enrollment swings, invest in new programs, and sustain existing programs reliably.
- **Improved long-term planning:** Stable budgets enable colleges to develop and implement long-term strategic plans, fostering sustainable growth and program development.
- **Focus on academic excellence:** By minimizing financial uncertainty, colleges can concentrate on key academic priorities, such as improving student outcomes and overall institutional quality.

### Summary:

Transitioning to a more predictable funding model is crucial for ensuring the long-term sustainability and success of colleges. This pillar supports a framework for achieving financial stability, enabling consistent delivery of workforce training and university transfer programs.

## Pillar 4. Bridging the Math Gap: Supporting Improved Gateway Math Completion

Gateway Math (100-level) courses often serve as a major hurdle for students pursuing STEM fields and other quantitative disciplines. Low completion rates in these courses can hinder academic progress, cause students to drop out, and limit career opportunities. This pillar supports incentives for colleges to improve gateway Math completion rates through instructor development and student support initiatives.

### Funding Targets:

- **Performance-Based Funding:** Allocate funding to colleges based on demonstrable improvement in gateway Math completion rates. This incentivizes colleges to develop and refine more effective strategies, including ongoing professional development for Math instructors. Increase the index weight by a factor of two.
- **Student Support Programs:** Offer funding for colleges to implement targeted support programs, such as:
  - **Supplemental instruction:** Provide additional tutoring and peer-learning opportunities for students struggling with Math concepts.
  - **Early intervention programs:** Identify at-risk students early and offer personalized support to address specific learning challenges.
  - **Math anxiety workshops:** Equip students with strategies to manage anxiety and build confidence in their math skills.
- **Data-driven decision-making:** Support colleges in collecting and analyzing data to track progress, identify areas for improvement, and refine their strategies over time.

### Benefits:

By incentivizing colleges and providing them with resources to implement effective support programs, this program aims to achieve:

- **Increased gateway Math completion rates:** Improved student success in foundational Math courses opens doors to further STEM and quantitative studies.
- **Enhanced student confidence and motivation:** Targeted support programs to help students overcome challenges and build confidence in their Math abilities.
- **Reduced achievement gaps:** Providing additional support can help address equity concerns and ensure all students have the opportunity to succeed in Math.

### Summary:

Investing in improved gateway Math completion rates is an investment in the future of STEM education and workforce development. This proposal offers a framework for collaboration between our legislature and NSHE institutions aimed at empowering students to achieve success and rewarding colleges that improve Math completion rates.

## Pillar 5. Empowering Part-Time Success: Funding Proposal for Part-Time Student Support Initiatives

Part-time students represent a significant and growing demographic in higher education, and they often face more challenges than do full-time students -- chiefly added work and family obligations. However, these unique needs are often overlooked and under-supported, which leads to lower completion rates. This funding pillar aims to build a more comprehensive support system specifically designed for part-time students, enhancing their academic success and overall well-being.

### Funding Targets:

- **Dedicated Advising:** Establish designated advisors specializing in the complexities of part-time student schedules, needs, and career goals. These advisors will provide personalized guidance on course selection, academic progress, and graduation planning, ensuring students stay on track. For each part time student add a factor of 0.33-.5 for the index.
- **Enhanced Counseling Services:** Offer expanded counseling hours and flexible appointment options to cater to part-time students' busy schedules. This will address challenges like time management, financial stress, and balancing work and school.
- **Targeted Support Groups:** Create support groups specifically for part-time students, such as Veterans or student-parents, to foster a sense of community and belonging. These groups can share experiences, offer peer-to-peer advice, and navigate common challenges together.
- **Flexible Learning Resources:** Develop targeted online and hybrid learning options to accommodate diverse schedules and working hours. This provides greater accessibility to educational materials and reduces time constraints faced by part-time students.
- **Financial Aid Assistance:** Offer workshops and individual consultations to help part-time students navigate financial aid options and maximize available resources. This can alleviate financial pressure and ensure access to necessary support.

### Benefits:

Through these strategies, colleges can create a more inclusive and supportive environment for part-time students, leading to:

- **Increased graduation rates:** Improved academic support will equip students with the tools and resources needed to succeed.
- **Enhanced student satisfaction:** Addressing unique part-time student needs will foster a sense of belonging and improve overall student experience.
- **Strengthened institutional reputation:** Demonstrating commitment to part-time student success will attract a wider range of learners and enhance the college's reputation for active support.

### Summary:

Investing in comprehensive support for part-time students is not just a workforce imperative, but also a strategic investment in the future of higher education. This pillar seeks to strengthen our support systems to aid part-time students and empower them to achieve their academic and career goals.

		Allowable Number of Students to be Admitted under Alternative Admissions	Actual Number of Students Admitted Under Alternative Admissions Provision
UNLV	Fall 2017	1,555	412
	Fall 2018	1,749	518
	Fall 2019	1,971	564
	Fall 2020	2,054	653
	Fall 2021	2,096	1,324
UNR	Fall 2017	1,712	386
	Fall 2018	1,709	616
	Fall 2019	1,668	611
	Fall 2020	1,615	846
	Fall 2021	1,678	1,416
Source: Institution's IR Office			

Students Admitted Under Alternative Admissions Enrolled in Admitted Term (A1)	
263	63.8%
325	62.7%
368	65.2%
418	64.0%
570	43.1%
140	36.3%
232	37.7%
248	40.6%
305	36.1%
535	37.8%

(A1) Students Returned the following spring semester	
Spring 2018: 228	86.7%
Spring 2019: 264	81.2%
Spring 2020: 310	84.2%
Spring 2021: 353	84.4%
Spring 2022: n/a	-
Spring 2018: 118	84.3%
Spring 2019: 215	92.7%
Spring 2020: 218	87.9%
Spring 2021: 255	83.6%
Spring 2022: n/a	-

(A1) Students Returned the following fall semester	
Fall 2018: 167	63.5%
Fall 2019: 219	67.4%
Fall 2020: 256	69.6%
Fall 2021: 284	67.9%
Fall 2022: n/a	-
Fall 2018: 93	66.4%
Fall 2019: 180	77.6%
Fall 2020: 170	68.5%
Fall 2021: 198	64.9%
Fall 2022: n/a	-

(A1) Students Earning a degree in the listed number of years*		# of years awards are counted
90	34.2%	4
69	21.2%	3
18	4.9%	2
2	0.5%	1
-	-	-
29	20.7%	4
18	7.8%	3
5	2.0%	2
-	-	1
-	-	-

Source: NSHE Data warehouse - end-of-term data

\*Number will increase as more students graduate each year

Numbers updated with UNR's revised special admit student population 4/08/2022

## Dual Enrollment at Truckee Meadows Community College Fall and Spring Terms

### AY23-24 preliminary

	<i>Unduplicated Headcount</i>	<i>Enrollments</i>	<i>Units</i>
Jump Start - Concurrent (J6, JO) on high school campus	827	1457	4004
Jump Start - TMCC campus (J2)	1630	4372	12928
Jump Start - Dual (J3) - TMCC campus Jump Start Cohort Course	275	389	1182
<b>Total JUMP (unduplicated)</b>	<b>2296</b>	<b>6218</b>	<b>18114</b>
TMCC High School	239	1769	5340

### AY22-23

	<i>Unduplicated Headcount</i>	<i>Enrollments</i>	<i>Units</i>
Jump Start - Concurrent (J6, JO) on high school campus	559	935	2728
Jump Start - TMCC campus (J2)	1577	3924	11365
Jump Start - Dual (J3) - TMCC campus Jump Start Cohort Course	185	275	881
<b>Total JUMP (unduplicated)</b>	<b>2034</b>	<b>5134</b>	<b>14974</b>
TMCC High School	239	1705	5163

**NOTE:** *students are counted once in each category (concurrent, J2 and J3) for Headcount; students may be enrolled in more than one type of course*



**WNC**



April 15, 2024

To: The Honorable James Hardesty  
Chair, ad hoc Committee on Higher Education Funding  
Nevada System of Higher Education

From: Dr. J. Kyle Dalpe  
President  
Western Nevada College

The question asked at the March 19, 2024 committee meeting related to support for college training programs from business and industry partners to support the training of workers for these partners.

For the fiscal/academic year 2022-2023, WNC received the following:

- WNC received approximately \$215,000 in gift donations from nearly 50 corporate donors for program support, scholarships and unrestricted use.
- WNC received approximately 100 in-kind donations from business and community partners to support WNC programs directly. Many of these are items for the college's yearly fundraising event that includes silent and live auctions.

Corporate donors included in the above items were:

- Allison Mackenzie
- A & K Earth Movers, Inc.
- AT&T Foundation
- Bank of America
- Bank of the West
- Banner Churchill Community Hospital Auxiliary
- Beverage Technologies
- Briggs Electric
- Campagni Auto Group/Carson City Toyota
- Campagni Auto Group/Capital Ford
- Carson Tahoe Health System
- Carson Tahoe Hospital Medical Staff
- Carson Valley Medical Center
- Centerwell Home Health
- CGI, Inc.
- Chamber of Commerce

- Chamberlain University & Walden University
- Chipotle Mexican Grill
- Chick Fil A
- Classic Finishes
- Click Bond
- Community Chest, Inc
- Denver Region Toyota Dealers
- Gardnerville Health and Rehab
- Grand Canyon Education, Inc.
- Greater Nevada Credit Union
- Harley-Davidson Financial Services, Inc.
- Jessica Sayles, CPA
- Manhard Consulting
- Metcalf Builders
- Millennial Precious Metals
- Mountain View Health and Rehab
- Nevada State Bank
- NV Energy
- Ormsby Post Acute Rehab
- Orvis School of Nursing
- POST University
- Prestige Care Carson
- Red Hawk Golf & Resort
- Renown Health
- Saint Mary's Regional Medical Center
- Sierra Choice Realty
- Snow Angels Home Care Inc.
- Square 1 Solutions
- Tom Clark Solutions
- Washoe Wealth Advisors
- Visiting Angels

During the March 19, 2024 NSHE Higher Education Funding Formula committee meeting, Western Nevada College provided information on student demographics by ethnicity. The college reported that there are six percent (6%) of enrolled students who identified as “two or more races” on their application for admission. When the college drilled down on that data, students who identified as “primarily or part” of each race category were as follows:

- 6% Asian
- 6% American Indian/Alaskan Native
- 5% Black or African American
- 3% Native Hawaiian/Pacific Islander

Please note that the manner in which WNC collects demographic data on its application for admissions conforms to the requirements from NSHE and the Integrated Postsecondary Education Data Systems (IPEDS).