

October 28, 2024: Strategic Plan Update Questions and Answers

I was not seeing the shared screen until just now, I would like to see the statistics on enrollment and graduation of adult students. Can I have that emailed to me, I am an UNLV grad student. Thanks.

According to NSHE Fall enrollment numbers, the adult student population dropped by 23% between 2014 and 2023. The adult degree attainment rate (percentage of adults who have an associate's degree or higher) was also highlighted. According to the US Census Bureau, this rate was most recently 36% in Nevada compared to 47% nationwide.

I'm an academic advisor and we find that by far the biggest issues students encounter in terms of retention are related to finances and basic needs. We struggle to keep students retained when they can't afford to pay for school or don't know where they'll be living or can't afford food. Things that are well beyond the scope of our practice. What is being done to look at those factors or provide resources in terms of paying for school?

While this is certainly a challenge for students, it is important to note that many positive efforts have recently been made on campuses. Going forward, this will require ongoing dialogue within the system to ensure that NSHE continually shares current best practices and explores potential new strategies to support students experiencing unforeseen emergencies, significant living cost challenges, and food insecurities.

Will you be able to share the metrics with the institutions?

Yes. The presentation with the metrics is available here: <http://nshe.nevada.edu/wp-content/uploads/Proposed%20Strategic%20Plan%20Initiatives%20and%20Metrics.pdf>

What if any plans are there to increase the non-traditional adult student enrollment?

According to the National Student Clearinghouse, Nevada has 321,000 adults who have some credit – but are not currently enrolled – and have not earned a degree. Efforts to increase adult student enrollment will likely vary by campus, but at the system level, a greater commitment to credit for prior learning (CPL) will be employed to reengage adult learners. CPL is awarded when a student demonstrates knowledge and skills equivalent to those gained through completing a specific course. A greater commitment to CPL would result in more students earning college credit based on completing recognized industry training, submitting portfolios for review, and providing professional licenses or industry-recognized certificates. By acknowledging the diverse experiences of adult learners, CPL provides a more accessible path to program completion.

I didn't understand that one ballot initiative.

As everyone is likely aware, this ballot initiative (Question One) failed.

Can you elaborate a little more on the shared online courses? How will FTE be assigned? How will a student's financial aid be applied if they are at one institution and taking a shared class taught by another institution?

A committee will be constructed to address these types of issues. In all likelihood, the teaching institution will get credit for enrollment, and financial aid consortium agreements will be used to make the financial aid part work.

It seems like NSHE is thinking about the needs of the future more. I want to say I appreciate it. I am concerned about the costs of the upskill for adults, and offering payment options will be key.

Thank you. This is a fair point that will be addressed when highlighting planning efforts and ongoing work in this area.

Related to Online Course Sharing - would the cost be the same for each institution?

To date, interest in course sharing has come from the two-year colleges, which have the same tuition/fee rates. As such, provided that the anticipated pilot program focuses on two-year colleges, the tuition and fees would be the same.

I have one concern with the dual credit program. Are high schools getting more support to support their basic curriculum? We are seeing many students, particularly in the post-covid period, who do not have some of the basic skills needed to survive the first year of college, which hampers retention.

Align and Shine Nevada (a group of K-12 and higher ed representatives) is actively working on drafting a policy and procedures for dual credit, which is the catch-all term for any case in which a high school student takes a college course. The policy and procedures will address cases where students take classes taught by high school instructors (concurrent enrollment) and cases where the college courses are taught by college instructors (dual enrollment). A significant emphasis will be placed on concurrent enrollment to ensure that all NSHE institutions are aligned in providing the necessary support and oversight when high school instructors teach college courses. A focus will also be placed on collecting and analyzing more data to ensure that NSHE is better positioned to evaluate the short-term and long-term effectiveness of both dual and concurrent enrollment program offerings.