



# Nevada System of Higher Education

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## Assessment in Student Affairs from the Regents', Legislative, & National Perspectives

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February 10, 2006

Presentation at the  
Northern Nevada Assessment Conference

# NSHE Master Plan

## **Master Plan developed in April 2002**

- Seven overarching, interrelated goals, with associated targets and performance indicators
- Designed to guide the NSHE as it strives to meet the educational needs of Nevada
- Emphasis on continuous improvement and public accountability

# NSHE Master Plan Goals

**Quality Education** Nevada's system of higher education will provide consistently excellent learning experiences for its students through instruction, research, and service.

**A Prosperous Economy** Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.

**P-16 Education** Higher education will increase partnerships with the K-12 system to ensure the cooperative delivery of education from pre-kindergarten through college degrees.

**Building Quality of Life** Higher education in Nevada will be instrumental in advancing society's objectives and enriching the lives of Nevada's citizens.

**Opportunity and Accessible Education for All** Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.

**Student-Focused System** The higher education system in Nevada will create a welcoming, respectful and friendly environment where all students have the opportunity to participate and succeed at every level of higher education.

**Reputation for Excellence** Nevada's institutions of higher education will increase their national, regional, and statewide reputation based on targeted, outstanding, innovative programs and other accomplishments.

# Performance Indicators

## 12 key Performance Indicators with sub-indicators

### College Continuation

% of recent NV high school graduates enrolling in the NSHE in the fall semester immediately following graduation

### P-16 Education

% of recent NV high school graduates enrolling in developmental math and English

### Persistence & Transfer

% of first-time, degree seeking students returning for a second year of enrollment within the NSHE (fall to fall persistence)

### Diversity

Ethnic/racial distribution of NSHE student population as compared to ethnic/racial population in NV

### Financial Aid

% of first-time, full-time degree seeking students receiving financial aid during an academic year

### Distance Education

Headcount and FTE of students receiving instruction via distance education, as well as course completion rates

### Participation Rate

Enrollment in NSHE institutions per 100 Nevada residents; actual and projected enrollment growth

### Graduation Rate

Percent of first-time, full-time, degree-seeking students graduating within 150% of expected completion time (graduation rates)

### Faculty Characteristics

Ethnic/racial distribution of NSHE faculty and 10-year rate of change

### Sponsored Projects

Total NSHE expenditures for research and development

### Transfer

% of associate degree recipients transferring to NSHE 4-year institutions; graduation rates of transfer students

### Workforce Development

The 2005-06 report focuses on the NSHE initiative to double the number of nursing enrolled in undergraduate nursing programs

# Performance Indicators

## Importance of Goals and Performance Indicators

- Public accountability and transparency becoming more and more important at both state and federal levels
- Goals and indicators are written by regents to reflect those areas of importance to the public and state legislature
- Report Card on Higher Education

# Performance Indicators

## Impact on Individual Institutions

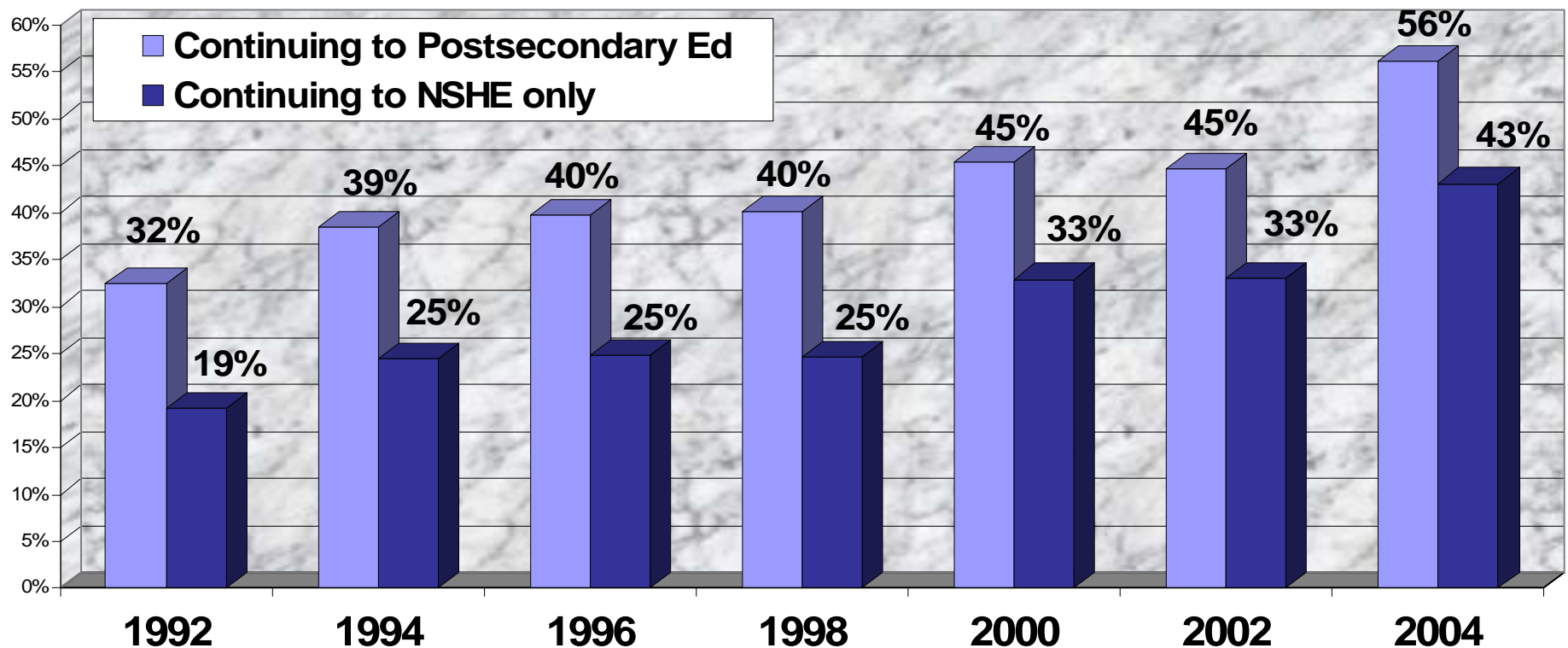
- Data for each institution should be tracked and each institution held accountable for performance and improvement
- Presidents are held accountable by Chancellor and Board of Regents for performance of institution
- Failure to improve always results in negative consequences

# College Continuation

**KEY INDICATOR:** percent of recent Nevada high school graduates enrolling in the NSHE in the fall semester immediately following graduation.

## Nevada College Continuation Rate

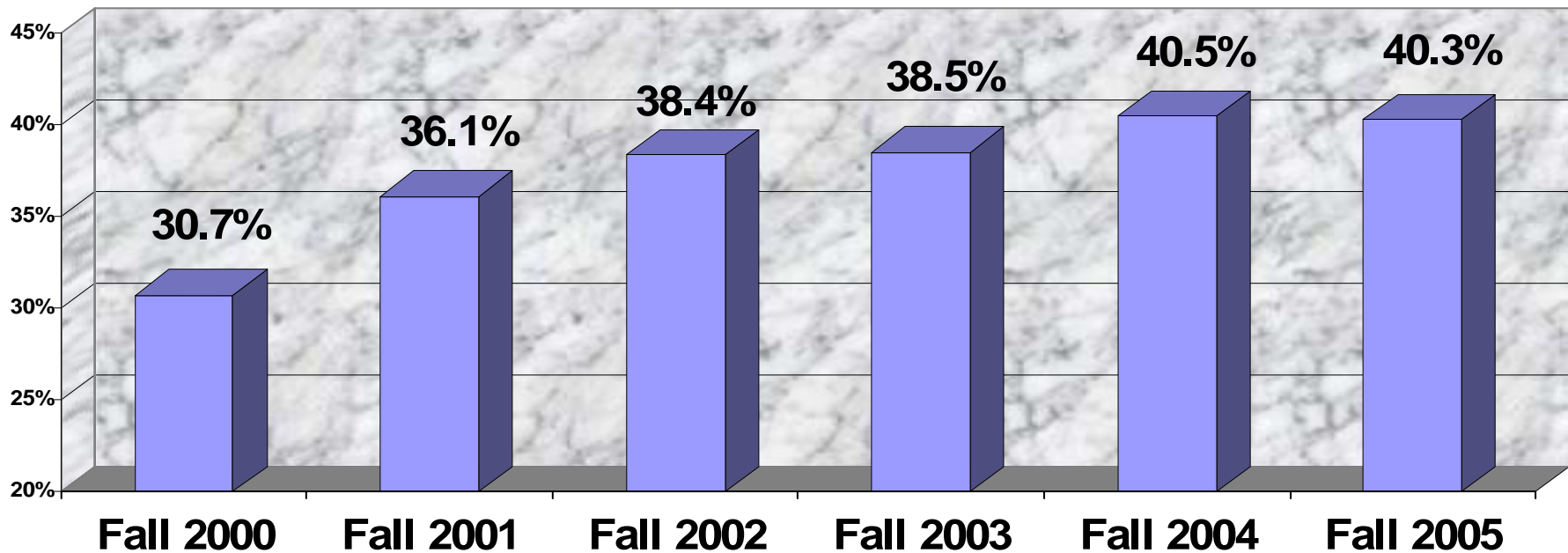
% of NV high school graduates enrolled as first-time, degree-seeking college students in the fall semester immediately following graduation



# Remediation

**KEY INDICATOR:** percent of recent Nevada high school graduates enrolling in remedial math or English in the summer or fall semester immediately following graduation.

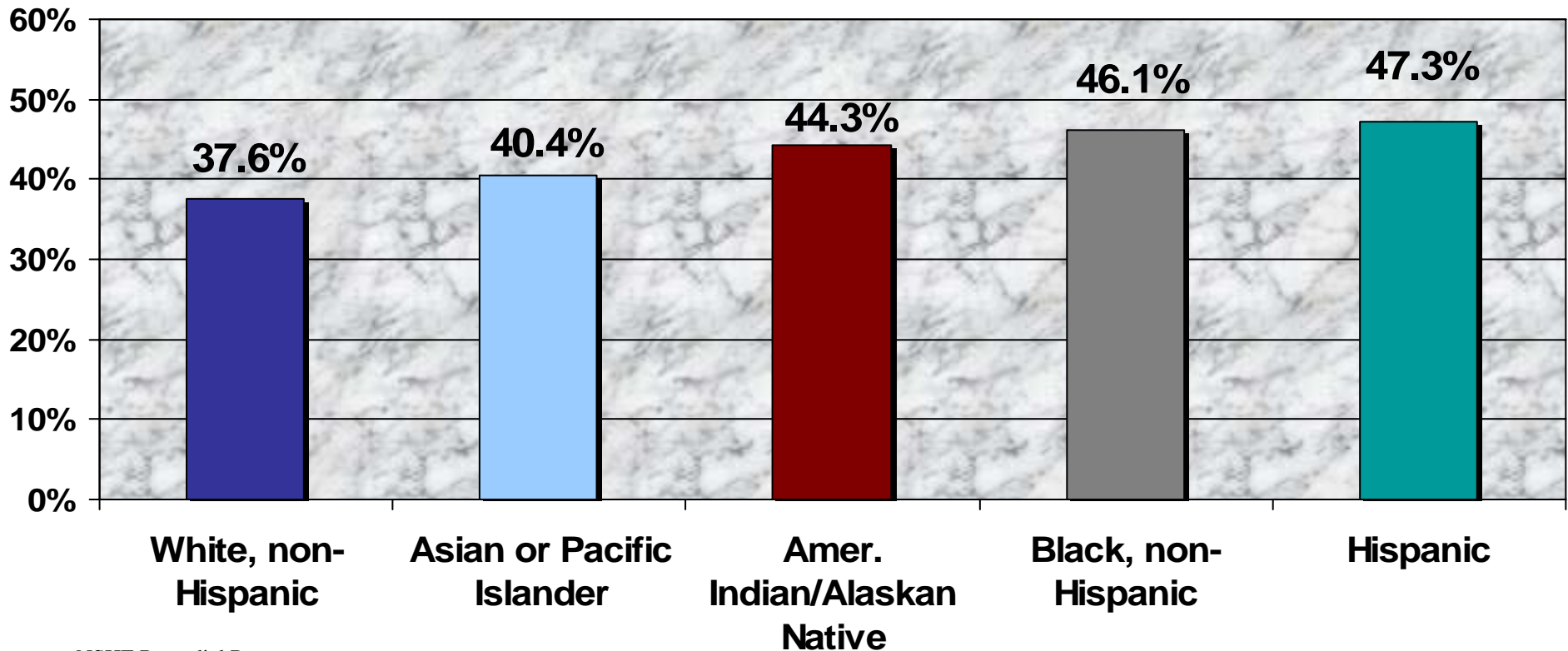
**Percent of Recent Nevada High School Graduates Enrolling in at Least One NSHE Remedial Course**  
(in 1st semester of college immediately following graduation)



# Remediation

**SUB-INDICATOR:** remediation by ethnicity; percent of recent Nevada high school graduates enrolling in remedial math or English in the summer or fall semester immediately following graduation.

**NSHE Remediation Rate by Ethnicity**  
3-year Average (2003-05)



# Remediation

**SUB-INDICATOR:** persistence rates of remedial students

## Persistence of First-time College Students Requiring Remediation

(Recent Nevada High School Graduates Enrolling in NSHE Institutions)

Remedial Cohorts (Recent NV high school graduates) <u>Term</u>	Number of students enrolling in at least one remedial course immediately following graduation <sup>1</sup>	Number & Percent Persisting	
		# enrolling in the Spring semester following remedial enrollment	% enrolling in the Spring semester following remedial enrollment
Fall 2002	2,496	2,139	<b>85.7%</b>
Fall 2003	2,698	2,322	<b>86.1%</b>
Fall 2004	2,738	2,355	<b>86.0%</b>

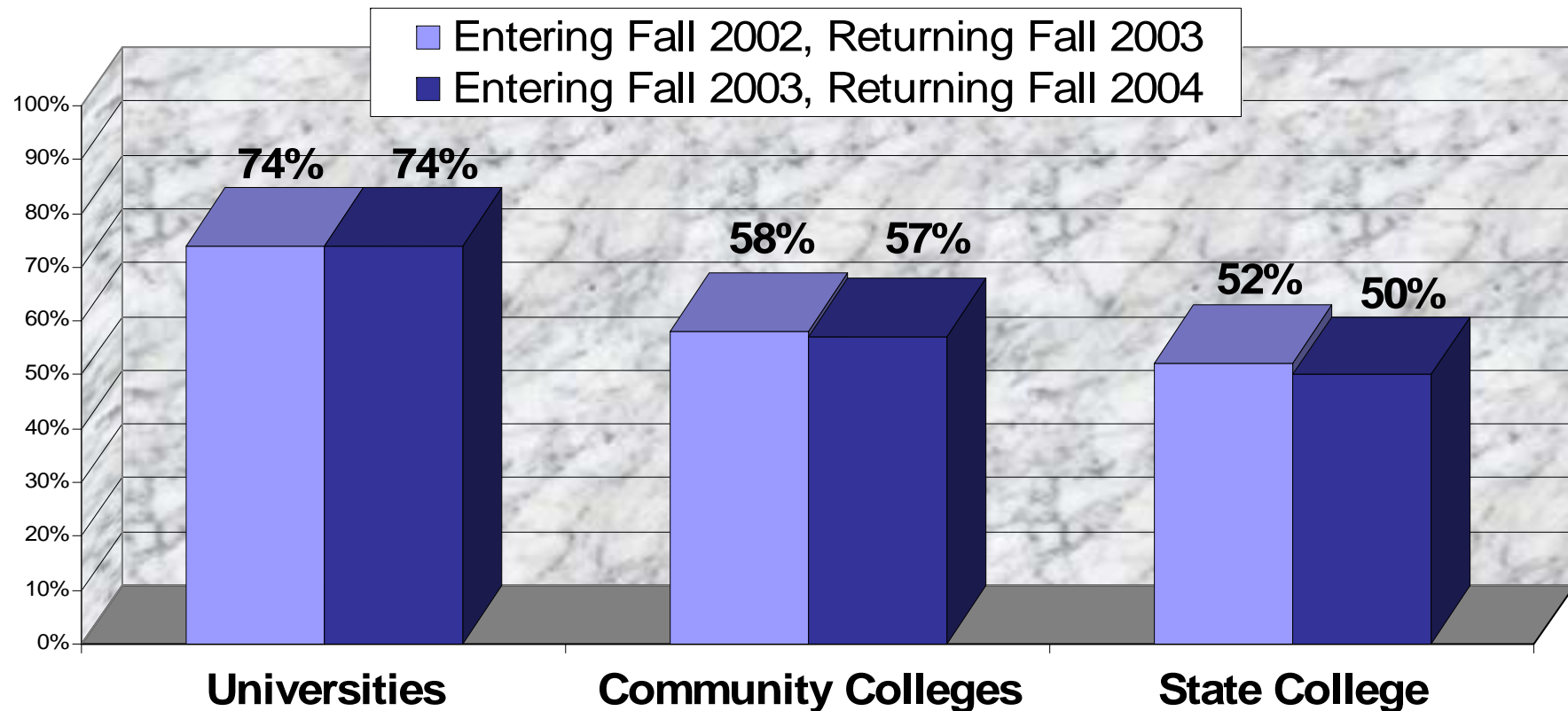
1) unduplicated number of usable IDs

# Persistence

**KEY INDICATOR:** percent of first-time, full-time freshmen returning for a second year of enrollment (i.e. freshmen to sophomore persistence).

## NSHE Persistence Rates by Institutional Type

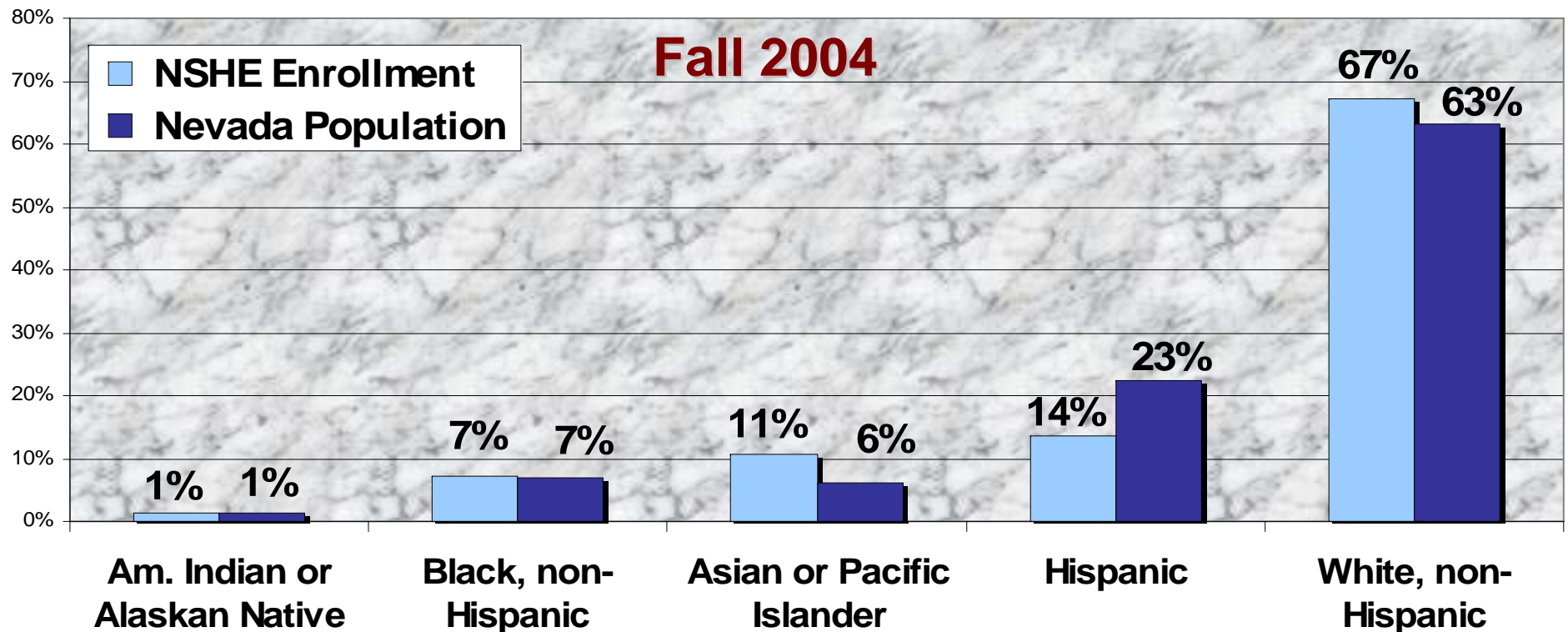
% of First-time, Full-time Freshmen Returning for a Second Year of Enrollment



# Student Diversity

**KEY INDICATOR:** ethnic minority enrollment distributions within the NSHE will meet or exceed minority population distributions within the state of Nevada.

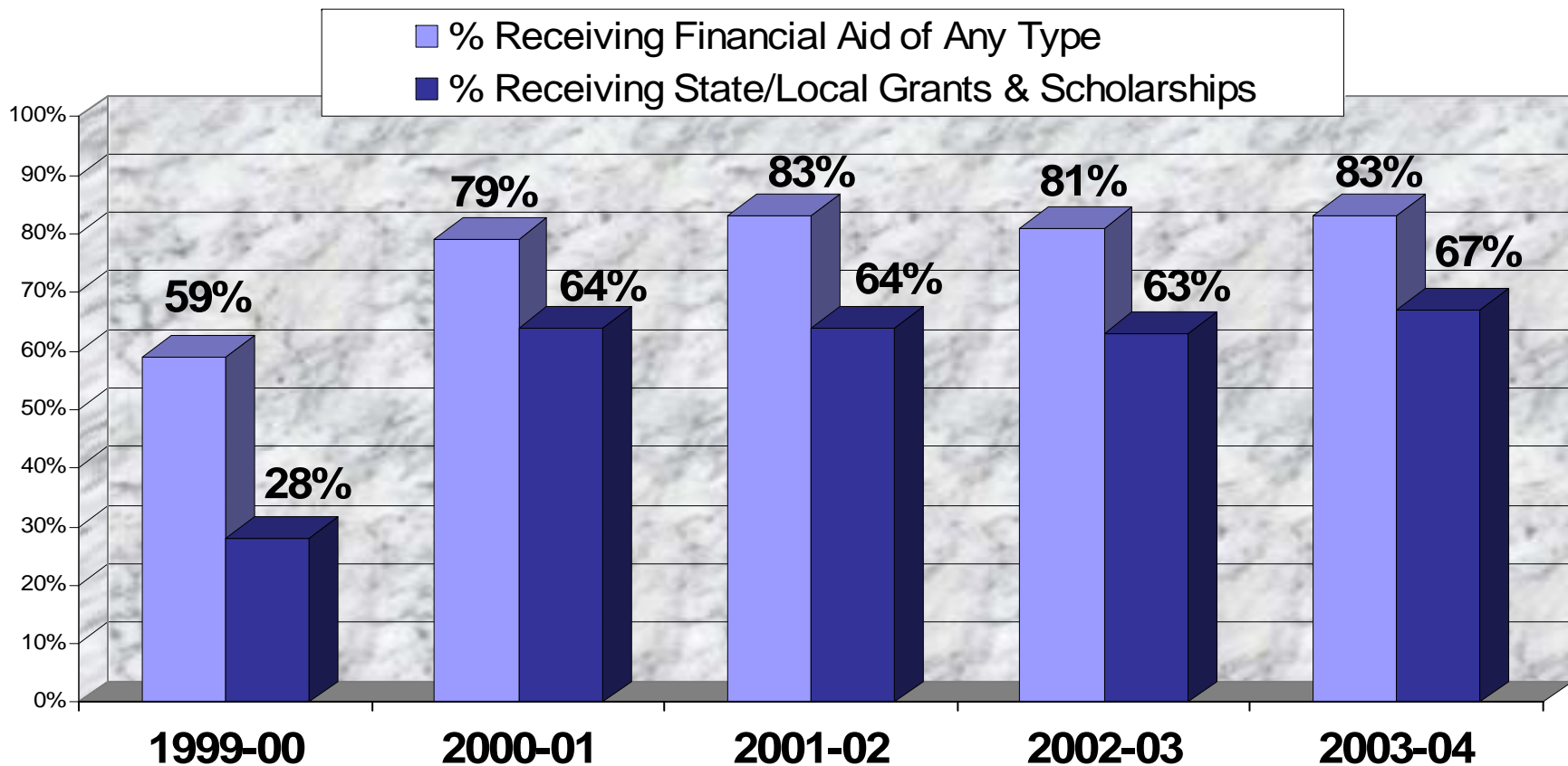
## NSHE Student Enrollment vs. Nevada Population Comparison of Ethnic Minority Population Distribution



# Financial Aid

**KEY INDICATOR:** percent of first-time, full-time degree-seeking students receiving financial aid.

## Percent of First-time, Full-time, Degree Seekers Receiving Financial Aid\*



\*Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses; source: IPEDS Student Financial Aid Survey

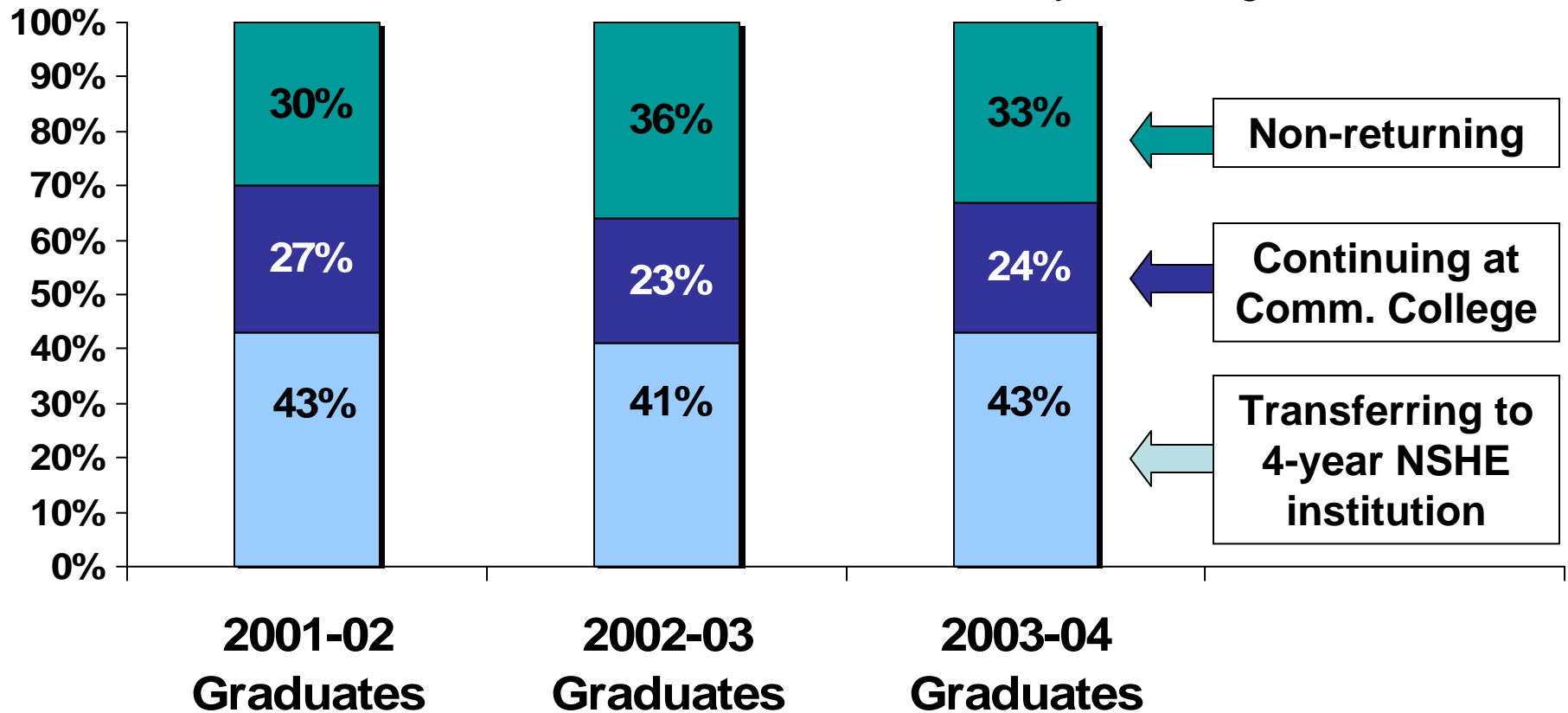
# Transfer

**KEY INDICATOR:** percent of students earning “transfer” associate degrees<sup>1</sup> who transfer to a NSHE 4-year institution in the semester immediately following graduation.

<sup>1</sup>Associate of Arts, Associate of Science, & Associate of Business

## NSHE Transfer Associate Degree Recipients

Enrollment in NSHE in Fall Semester Immediately Following Graduation

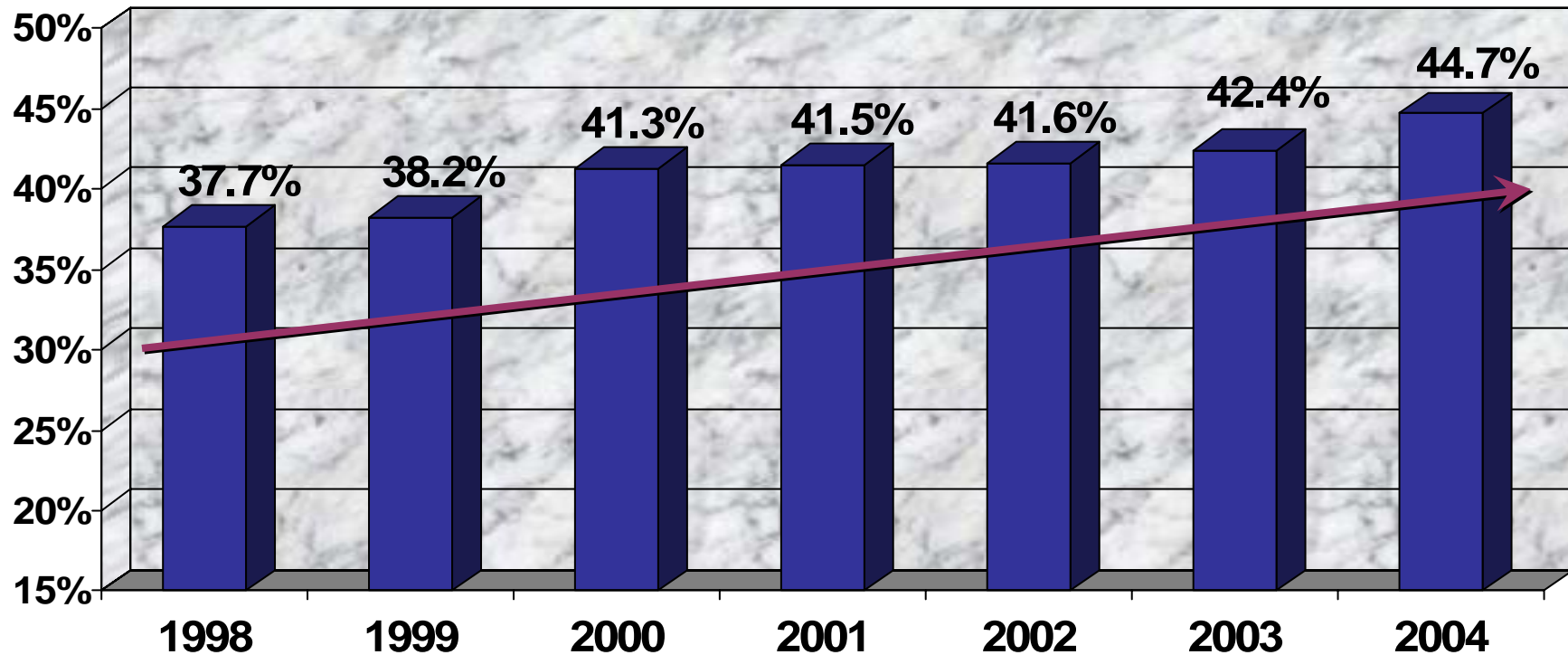


# Graduation Rates

**KEY INDICATOR:** percent of first-time, full-time degree-seeking students graduating within 150% of expected completion time

## NSHE University Graduation Rates - Aggregate

1998 through 2004



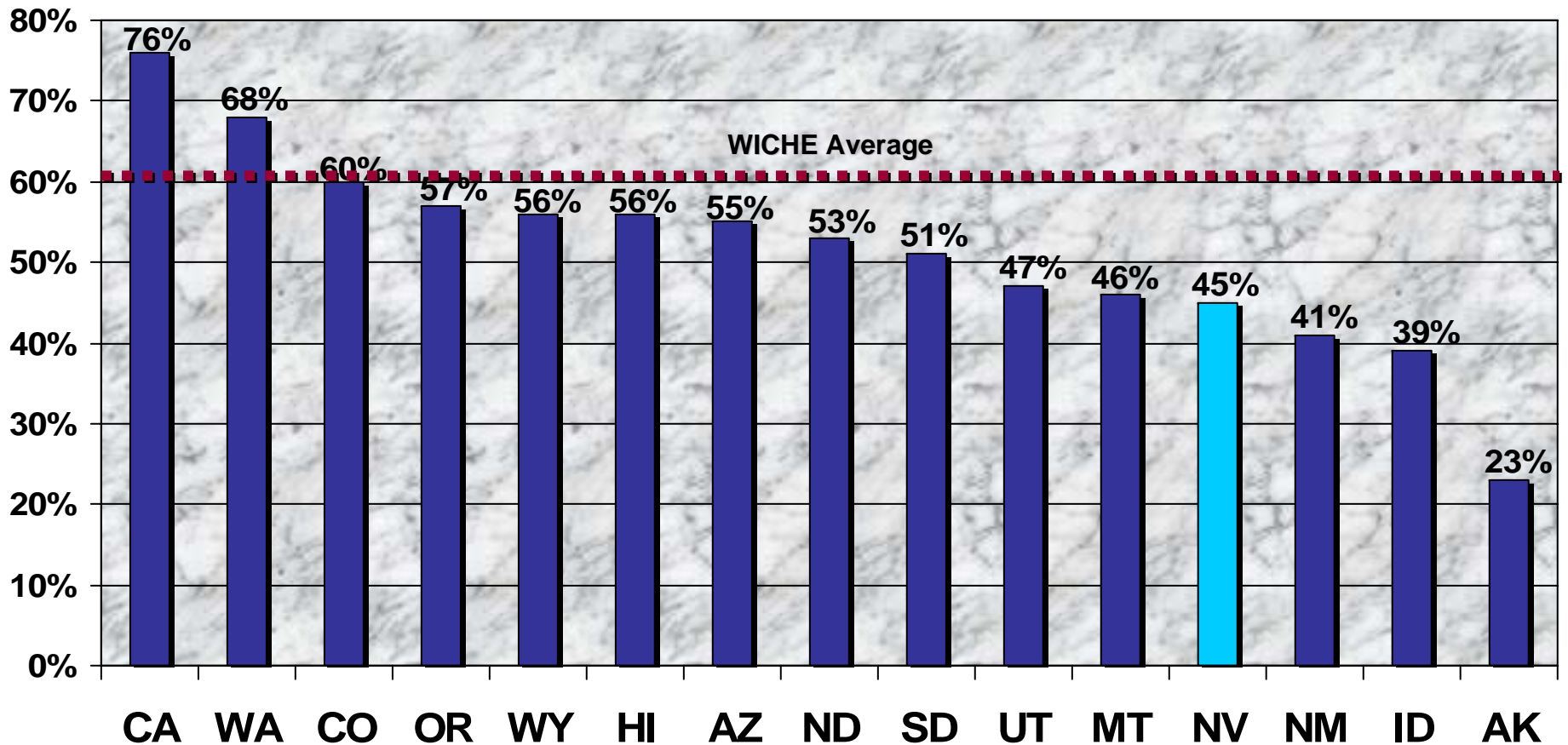
Percent of 1<sup>st</sup>-time, Full-time, Degree-seeking Students Earning Bachelor's Degrees within 150% of Expected Time (6 years)

# Graduation Rates

Percent of 1<sup>st</sup>-time, Full-time, Degree-seeking Students Earning Bachelor's Degrees within 150% of Expected Time (6 years)

## WICHE Graduation Rates

Public, Research/Doctoral Universities - 2004

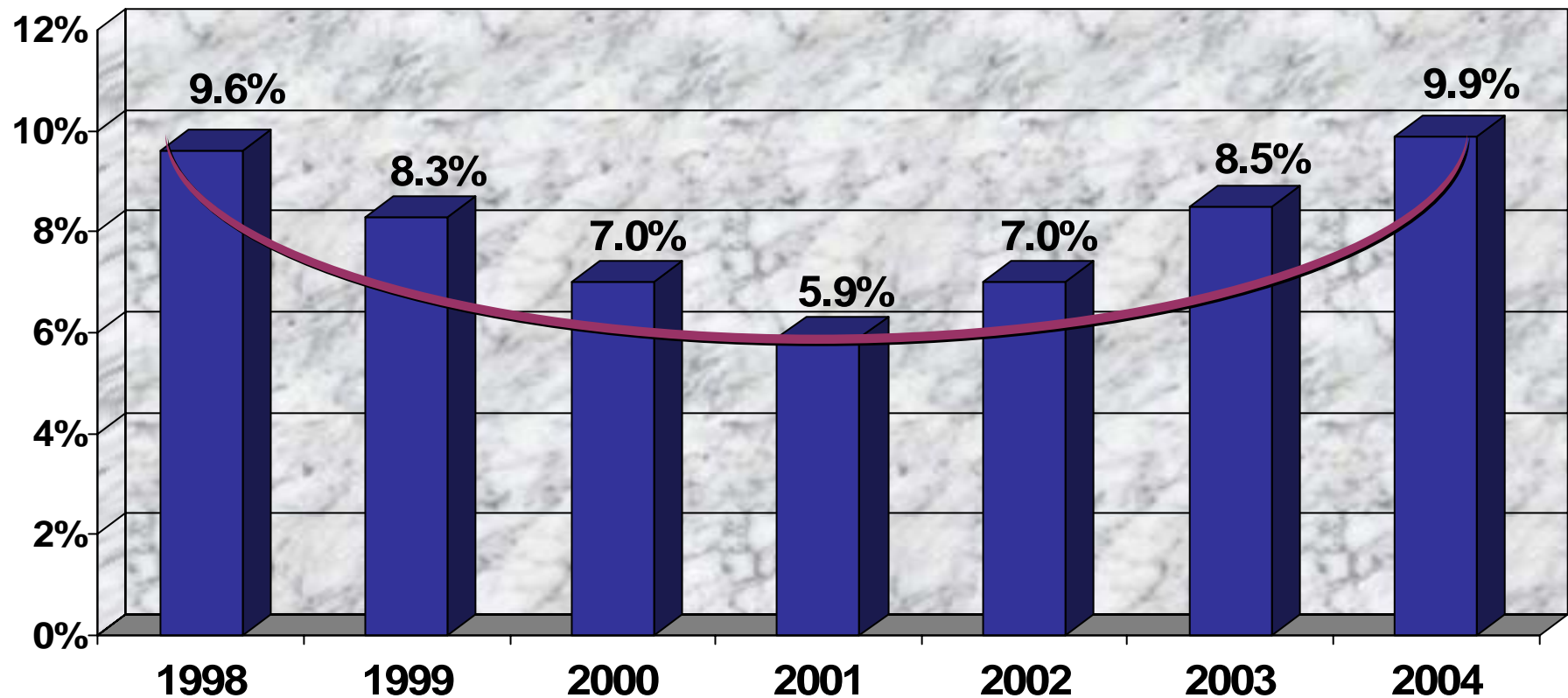


# Graduation Rates

Percent of 1<sup>st</sup>-time, Full-time, Degree-seeking Students Earning Associate Degrees or Certificates within 150% of Expected Time (associate = 3 years; certificate = 1.5 years)

## NSHE Community College Graduation Rates - Aggregate

1998 through 2004

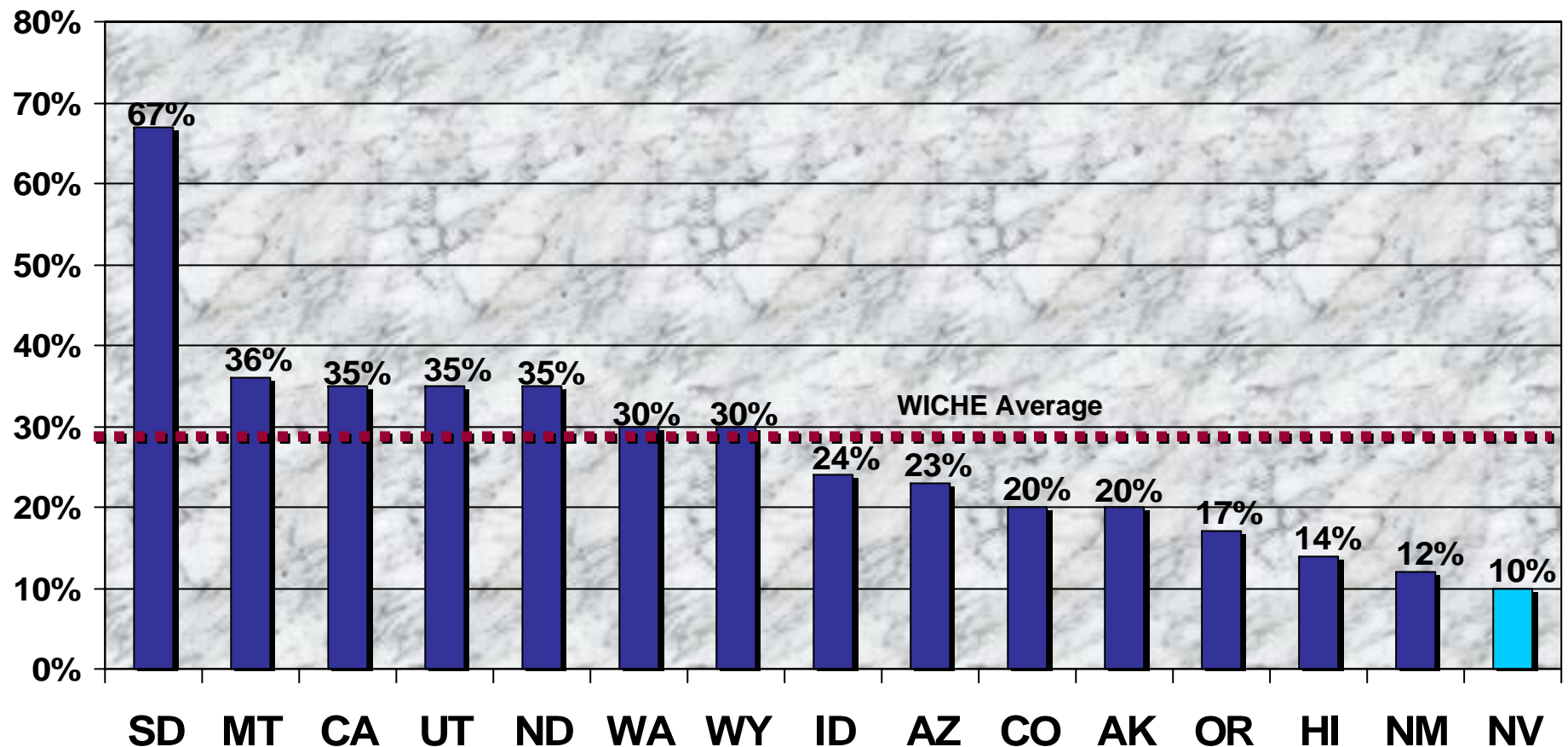


# Graduation Rates

Percent of 1<sup>st</sup>-time, Full-time, Degree-seeking Students Earning Associate Degrees or Certificates within 150% of Expected Time (associate = 3 years; certificate = 1.5 years)

## WICHE Graduation Rates

Public, Community Colleges - 2004



# Community College Graduation Rates

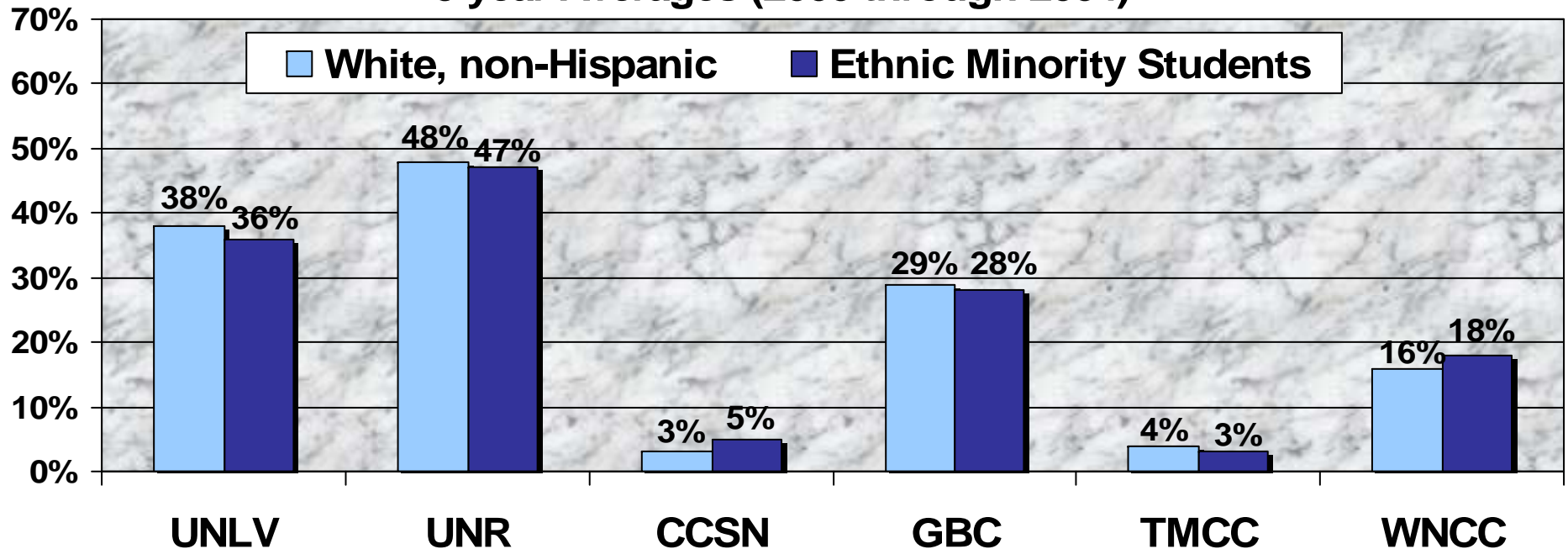
## Possible reasons for low graduation rates at community colleges

- The associate degree is not required for transfer to NSHE universities and state college.
- A high percentage of NSHE community college students enroll part-time. (77% enrolled part-time in Fall 2004, second highest in the WICHE states)
- Students can receive the Millennium Scholarship at the community colleges by enrolling in only 6 credits.
- Open admission at community colleges makes capturing student educational intent difficult.

# Graduation Rates

**SUB-INDICATOR:** ethnic minority graduation rates will meet or exceed rates of White, non-Hispanic students.

**NSHE Graduation Rates by Ethnic Minority Status**  
5 year Averages (2000 through 2004)



**Bachelor's Degree  
within 6 years**

**Associate Degree within 3 years,  
Certificate within 1.5 years**

# SUMMARY

## **Institutional Use of Data**

- Key to effective marketing will be honest reporting, data availability, and excellent results for students
- Key to effective strategic planning for each institution will be comprehensive data that are made public and used within the institution
- Key to “winning” for institutions and students will be bold, strategic initiatives based on goals and performance indicators