Closing the Achievement Gap with NSHE

Community Forum
April 2, 2019
## Fall 2018 Student Demographics

**Majority-Minority Higher Education Institution**

**Headcount = 35,103**

**FTE = 19,155.5**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3,802</td>
</tr>
<tr>
<td>Asian</td>
<td>3,723</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>552</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11,417</td>
</tr>
<tr>
<td>Native American</td>
<td>167</td>
</tr>
<tr>
<td>White</td>
<td>10,661</td>
</tr>
<tr>
<td>Multiethnic (non-Hispanic)</td>
<td>2,084</td>
</tr>
<tr>
<td>Unknown</td>
<td>2,697</td>
</tr>
</tbody>
</table>

### Gender Distribution

- Male: 43%
- Female: 57%

---

*Image descriptions and diagram labels correspond to the provided data.*
Student Success CCA Best Practices Improve Results for All Groups

- Mandatory Orientation Pilot (1st Steps)
- Mandatory Advising Pilot (1st Steps)
- Mandatory Placement (1st Steps)
- Math & English Completion
- Co-Requisite Gateway Math & English
- CRM — RADIUS, Starfish, E-Alert, & Degree Planner

Academic Maps Created

- Finish in Two
- Meta Majors
- Structured Schedules/Block Scheduling

Closing Equity Gaps Task Force Targeted Programming (HSI, Bump Up, Multicultural)

Result #1
CSN Persistence Rates increase from 69.4% in 2016 to 74.8% in 2017 (NSHE CC Best in Class)

Result #2
CSN Conferred Degrees increase from 4,341 in 2016 to 4,634 in 2017

Result #3
CSN Graduation Rates increase from 7.6 in 2017 to 9.0 in 2018
### CSN KEY ACTIONS TAKEN – CSN Guided Pathways Journey

<table>
<thead>
<tr>
<th>Year</th>
<th>Key Actions</th>
</tr>
</thead>
</table>
| 2010 | - Nevada joins Complete College America  
- Graduation goals identified for each NSHE institution |
| 2012 | - CSN joins ATD  
- Data collection & analysis  
- Intervention design |
| 2013 | - **First Steps** launches  
- Advising  
- Orientation  
- Placement testing |
| 2014 | - **Finish in 2** launches  
- Expansion of Diversity Office  
- CSN becomes a Minority-Serving Institution (AANAPISI) |
| 2015 | - Remedial Math & English Re-design pilots launch (Co-Requisite Model)  
- CSN becomes a Hispanic-Serving Institution |
| 2015 | - CRM RFP launches  
- Hobson’s CRM adopted  
- Radius  
- Starfish  
- Degree Planner  
- **First Steps** data shows success |
| 2015 | - NSHE BOR implements Policy on enrolling & completing Gateway Math and English in first 30 credits |
| 2015 | - **Academic Maps** created for all CSN degrees  
- Term by term course sequencing |
| 2015 | - Minority Male Mentoring  
- Program launches  
- CSN earns ATD Leader College status |
| 2016 | - CRM Implementation begins |
| 2016 | - Bump-Up  
- Radius  
- Starfish  
- Degree Planner (slated for 2018) |
| 2017 | - **Academic Maps** revised & placed in CSN catalog  
- **Co-Requisite Math & English** pilots continue with plan for scaling |
| 2017 | - Pathways conversations continue  
- CSN Recognized by CCA as primed for Pathways to be brought to scale |
| 2017 | - **Meta Major policy work begins** |
| 2018 | - **Meta Major policy approved**  
- General Ed alignment for 1st 15 credits for Meta Majors |
| 2018 | - Lumina Awards Talent Hub Designation to CSN & S. NV  
- CCA Awards Pathways grant to CSN, NSC & UNLV  
- Inclusive Excellence Training Launch |
Preliminary Graduation and Transfer Rates & Closing the Gap Cohorts for Report Years 2019-20 to 2021-22

2019-20* GR:9.6% TR:21.7% AR:31.3%

2020-21* GR:12.3% TR:23.8% AR:36.1%

2021-22* GR:14% TR:25.9% AR:39.9%

*Unofficial, preliminary data

African American: GR +3.7pp; TR +10.6pp; Aspen Rate=29.6%
Latino: GR +2.7pp; TR +2.5pp; Aspen Rate=38.5%
2016 Student Persistence Rates
Full & Part Time - Degree/Cert Seeking - New to CSN

African American: Fall/Spring = +3.7pp; Fall/Fall = +0.5pp
Latino: Fall/Spring = +1.2pp; Fall/Fall = -1.2pp

Closing the Gap
First Steps Intervention Data

Required Advising, Orientation & Placement Testing

### Graduation Rate (within 150% time) – Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>First Steps</th>
<th>Non-First Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian</strong></td>
<td>7.6 %</td>
<td>7.6 %</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>1.9 %</td>
<td>1.9 %</td>
</tr>
<tr>
<td><strong>Hispanics of any race</strong></td>
<td>3.6 %</td>
<td>3.6 %</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>4.8 %</td>
<td>4.8 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FTIC 2011</th>
<th>FTIC 2012</th>
<th>FTIC 2013</th>
<th>FTIC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>7.6 %</td>
<td>7.3 %</td>
<td>8.3 %</td>
<td>13.4 %</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1.9 %</td>
<td>1.8 %</td>
<td>1.5 %</td>
<td>4.1 %</td>
</tr>
<tr>
<td>Hispanics of any race</td>
<td>3.6 %</td>
<td>3.2 %</td>
<td>4.3 %</td>
<td>8.9 %</td>
</tr>
<tr>
<td>White</td>
<td>4.8 %</td>
<td>5.0 %</td>
<td>5.5 %</td>
<td>10.2 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FTIC 2011</th>
<th>FTIC 2012</th>
<th>FTIC 2013</th>
<th>FTIC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>7.6 %</td>
<td>7.3 %</td>
<td>8.3 %</td>
<td>15.9 %</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1.9 %</td>
<td>1.8 %</td>
<td>1.5 %</td>
<td>1.4 %</td>
</tr>
<tr>
<td>Hispanics of any race</td>
<td>3.6 %</td>
<td>3.2 %</td>
<td>4.3 %</td>
<td>4.3 %</td>
</tr>
<tr>
<td>White</td>
<td>4.8 %</td>
<td>5.0 %</td>
<td>5.5 %</td>
<td>10.2 %</td>
</tr>
</tbody>
</table>
Closing the Achievement Gap Agenda

- Implement Academic Guided Pathway Strategies
- Create Welcoming and Inclusive Environment
- Appoint Closing the Gap Task Force to Work on Detailed Plan and Implement Accountability Measures
- Scale up *First Steps – Mandatory Orientation & Advising*
- Increase Advisor-Student Ratio to 350 to 1; **Bump-Up & TRIO @ 60 to 1**
- Support Programs with Proven Success - TRIO and Bump Up
- Support the Work of Cultural Competence & Diversity Alliances and Committees
- Implement Professional Development Focus – Inclusive Excellence Training
Closing the Achievement Gap Agenda

• Institutional focus on student success indicators for minority groups at CSN articulating NSHE’s Strategic Goals.

• Accountability of student success and minority indicators at unit level.

• Create internal and external student support systems.

• Supplement institutional student success strategies with targeted initiatives such as Mentoring.

• Recognize Equity dimensions of economic, social and historical systems impacting the gap.