

DUAL ENROLLMENT IN NEVADA



**Joint Interim Standing Committee on
Education**

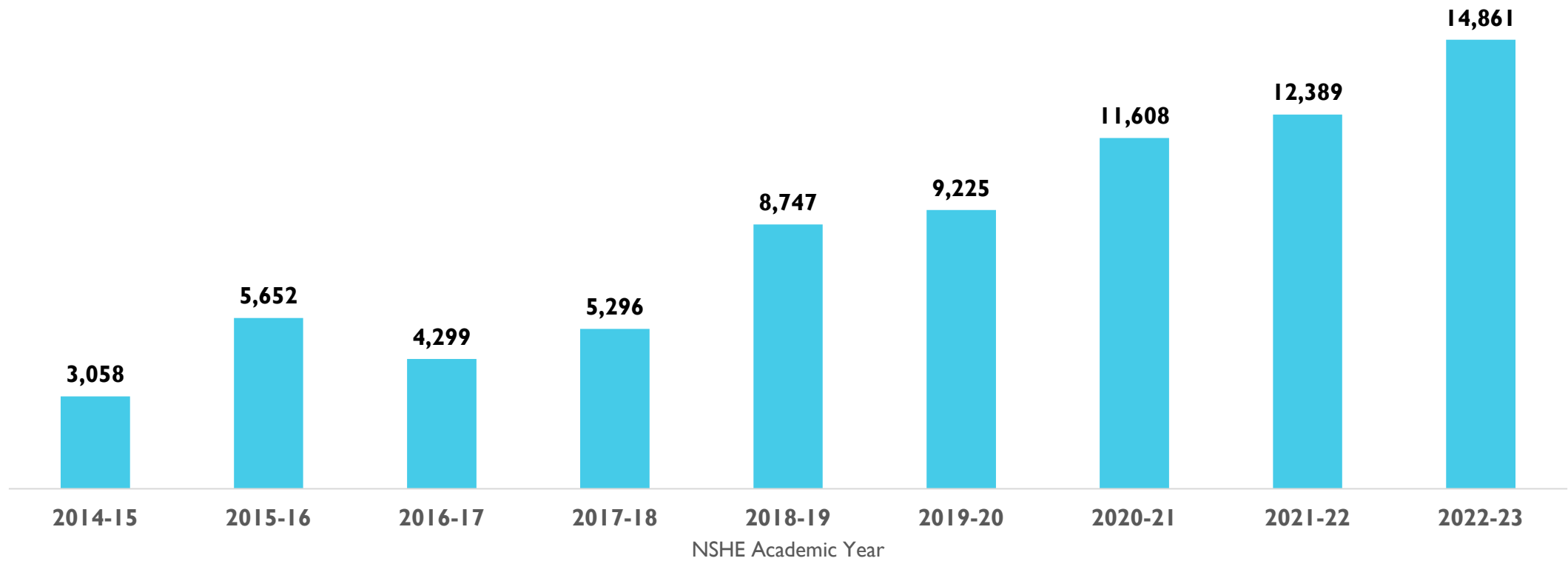
June 20, 2024

***Daniel Archer, Vice Chancellor, Academic &
Student Affairs***

DUAL ENROLLMENT DEFINITION

- Data for these metrics includes Nevada public high school students and graduates only.
- Unless otherwise noted, the data does not discern between students who are in a formal dual or concurrent enrollment program and those who are independently enrolled in a course that is not part of a formal dual/concurrent enrollment program. For the purpose of these metrics, students in a formal dual or concurrent enrollment programs and those students that enrolled in courses independently are considered and counted as dual enrolled.
- Dual Enrolled High School Students: Number of students identified as high school students by a NSHE institution that enrolled in a course at any NSHE institution during the listed NSHE academic years.
- Dual Enrollment Experience by High School Graduates: HS graduates, by HS graduating class year, the number of those that enrolled in a NSHE course at any point while in high school (9th thru 12th grade). The data does not discern between students whose dual enrollment experience was through a formal dual/concurrent enrollment program and those who independently enrolled in a NSHE course.

DUAL ENROLLED HIGH SCHOOL STUDENTS

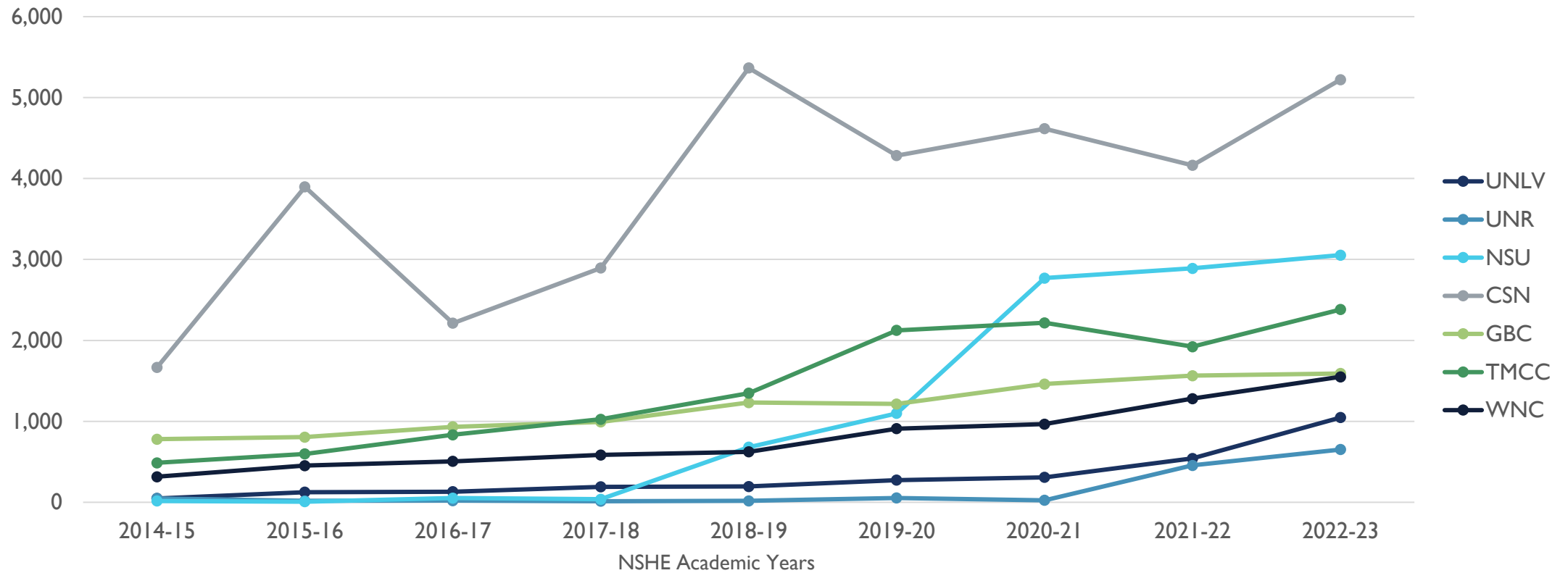


DUAL ENROLLED HIGH SCHOOL STUDENTS BY NSHE INSTITUTION

Institution	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
UNLV	48	126	132	192	196	275	309	542	1,048
UNR	48	18	21	14	19	55	26	456	653
NSU	17	8	53	38	681	1,100	2,770	2,890	3,053
CSN	1,667	3,897	2,213	2,895	5,366	4,284	4,615	4,163	5,221
GBC	780	806	934	993	1,232	1,215	1,462	1,565	1,592
TMCC	488	598	834	1,027	1,349	2,125	2,218	1,923	2,382
WNC	316	454	507	585	624	911	967	1,281	1,550
Grand Total*	3,364	5,907	4,694	5,744	9,467	9,965	12,365	12,820	15,499
Unduplicated Total	3,058	5,652	4,299	5,296	8,747	9,225	11,608	12,389	14,861

*Students who have taken courses at multiple institutions are counted once under each institution resulting in duplicated counts
Dual Enrolled students taking at least one NSHE course during the listed academic year (summer, fall or spring).
Source: NSHE Data Warehouse, Statewide Longitudinal Data System (SLDS), Nevada Department of Education.

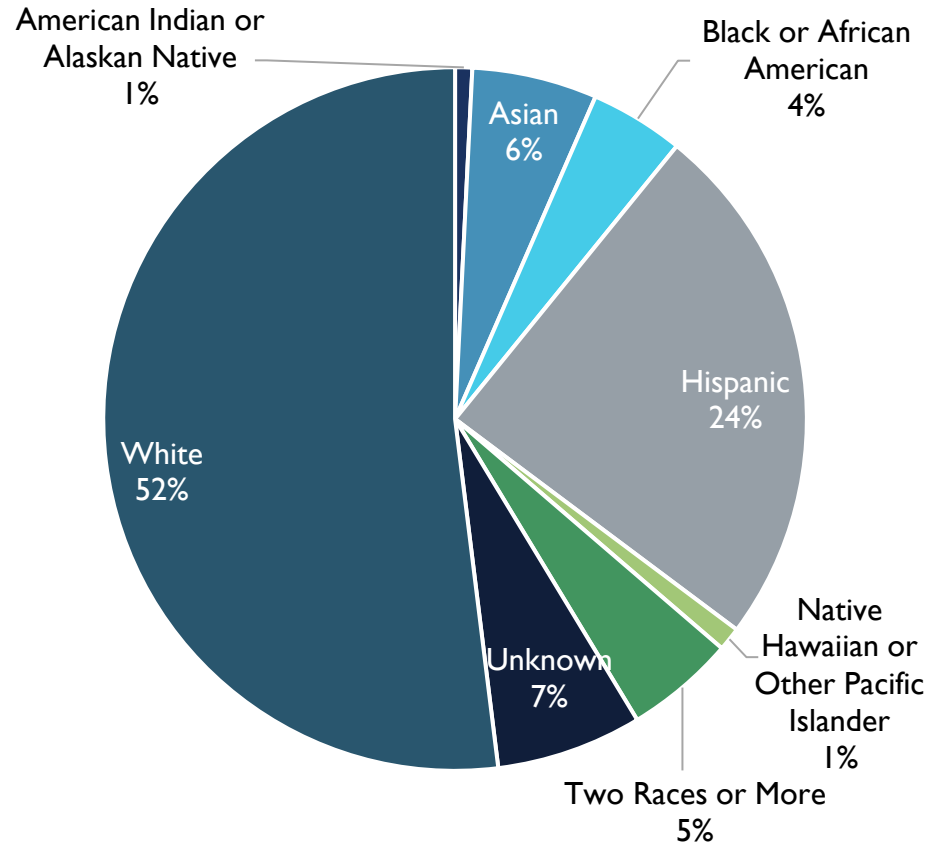
DUAL ENROLLED HIGH SCHOOL STUDENTS BY NSHE INSTITUTION TRENDS



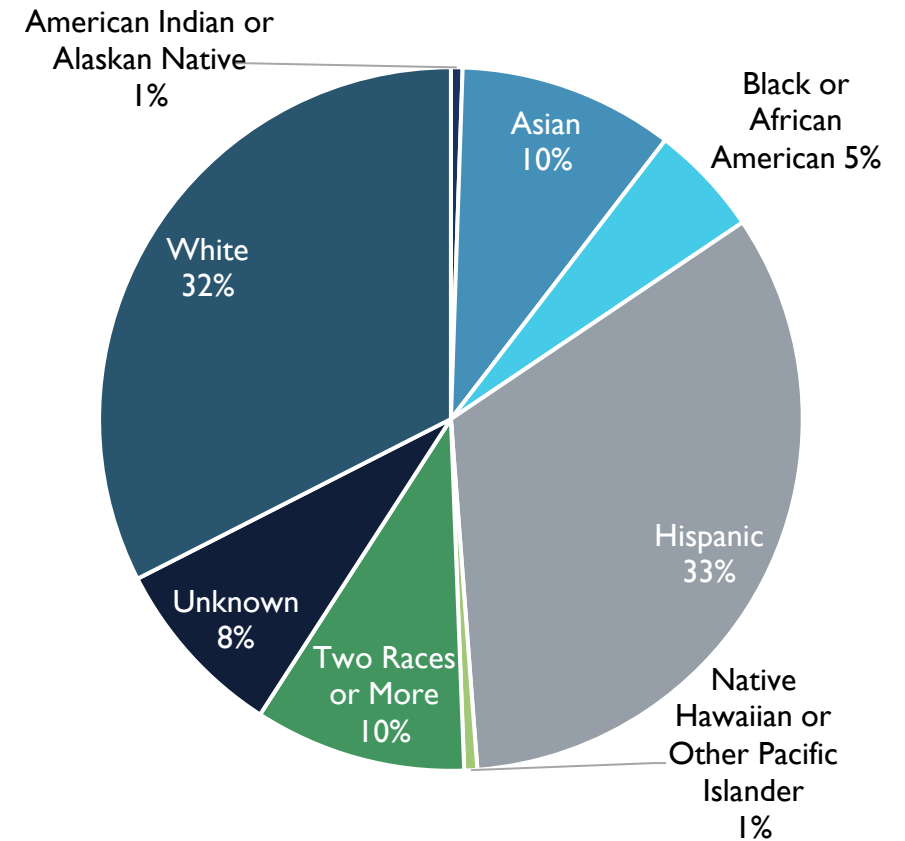
*Students who have taken courses at multiple institutions are counted once under each institution resulting in duplicated counts
Dual Enrolled students taking at least one NSHE course during the listed academic year (summer, fall or spring).
Source: NSHE Data Warehouse, Statewide Longitudinal Data System (SLDS), Nevada Department of Education.

DUAL ENROLLED HIGH SCHOOL STUDENTS BY RACE/ETHNICITY

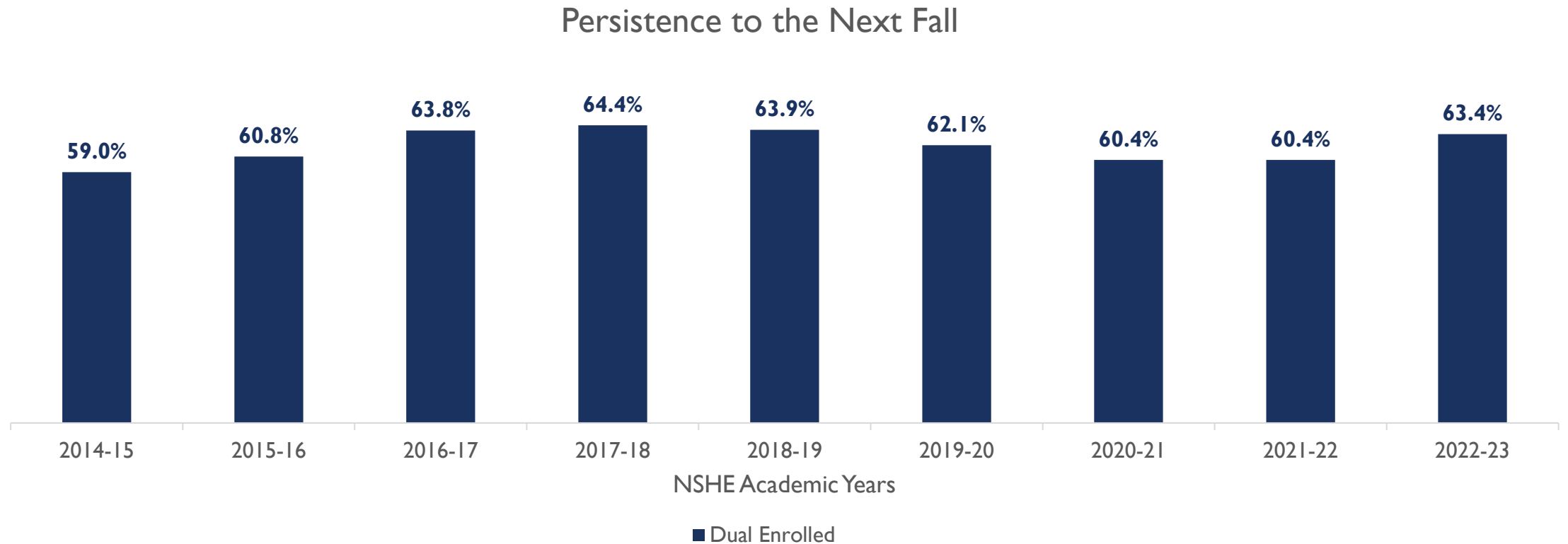
NSHE Academic Year 2014-15



NSHE Academic Year 2022-23



DUAL ENROLLED HIGH SCHOOL STUDENTS PERSISTENCE TO THE NEXT FALL

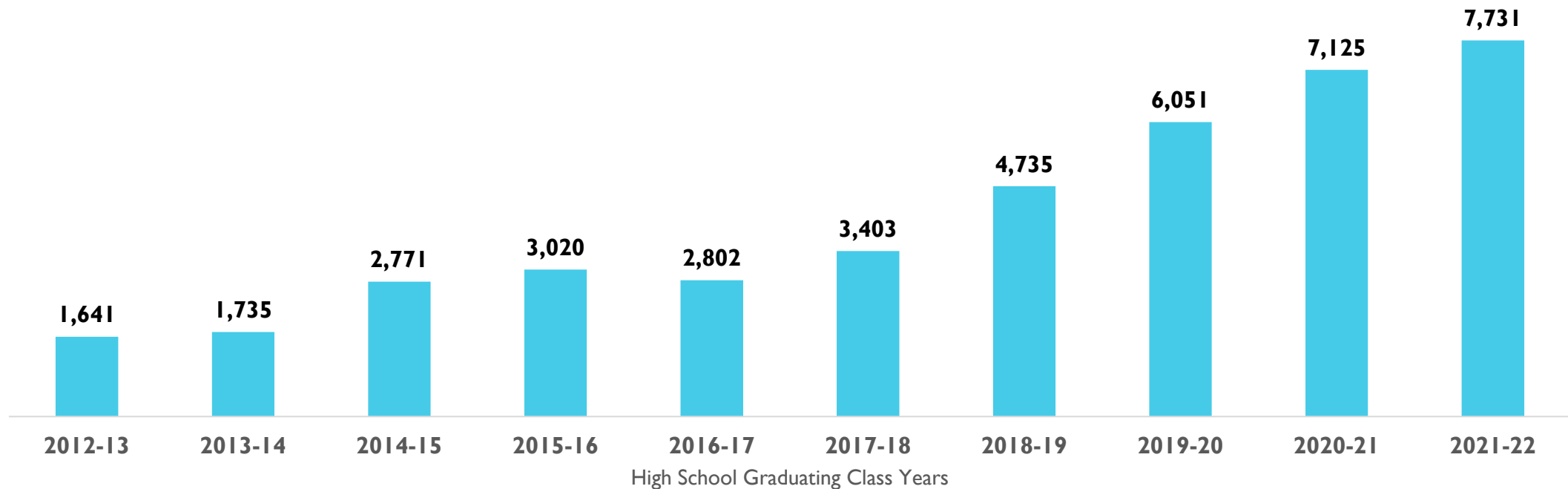


DUAL ENROLLED HIGH SCHOOL STUDENTS TOP 10 COURSES WITH HIGHEST ENROLLMENT

NSHE Courses	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ENG 101 - Composition I	924	1,077	1,453	1,936	2,440	2,780	4,050	4,206	4,562
ENG 102 - Composition II	1,057	1,054	1,357	1,992	2,279	2,399	3,217	3,136	4,030
PSC 101 - Intro to American Politics	354	342	585	666	1,167	1,106	1,718	1,816	2,287
MATH 126 - Pre-Calculus I	732	892	924	1,301	1,186	1,266	2,053	1,698	2,173
HIST 102 - US History II	454	438	463	629	764	980	1,208	1,205	2,116
HIST 101 - US History I	493	407	605	747	931	1,237	2,010	1,823	1,822
PSY 101 - General Psychology	569	539	611	938	1,030	765	1,255	1,146	1,407
MATH 127 - Pre-Calculus II	397	475	528	746	741	826	1,000	739	1,280
ECON 101 - Economics & Financial Lit	0	0	0	0	0	0	0	456	1,011
COM 101 - Oral Communications	425	559	581	805	625	613	519	350	867

NEVADA HIGH SCHOOL GRADUATES – NSHE CAPTURE STUDENTS WITH DUAL ENROLLMENT CREDITS

HS Graduates with Dual Enrollment Credits

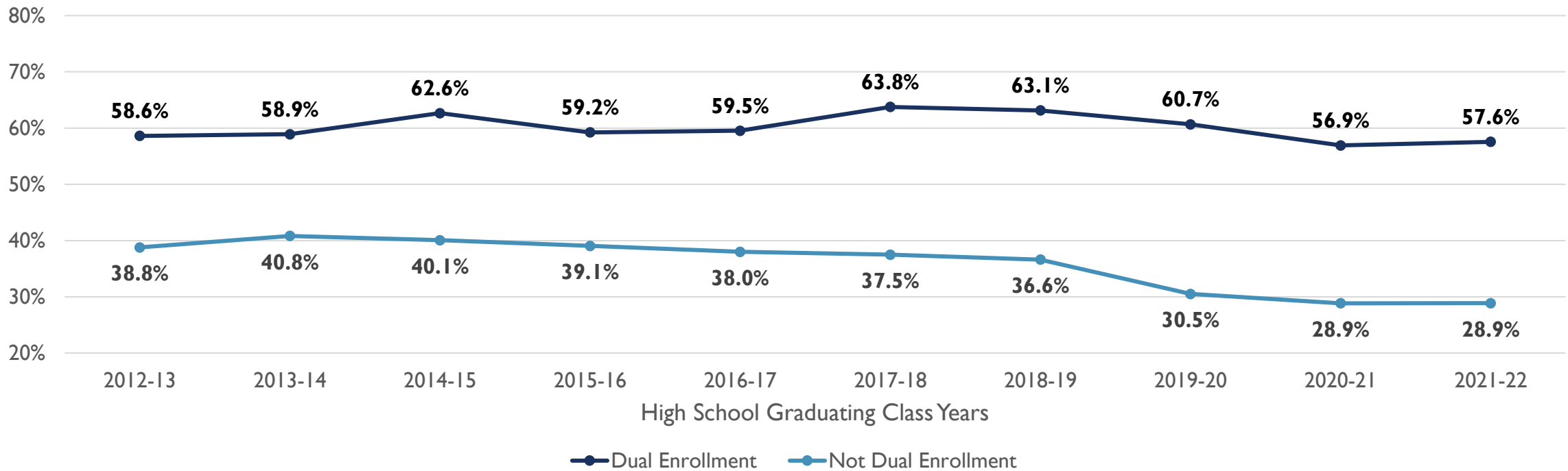


Students are considered dual enrolled if they graduated from a Nevada public high school with a Standard, Advanced, Alternative or College and Career Ready diploma type and took at least one NSHE course at any time during their high school years. Students enrolled in formal dual/concurrent enrollment programs and students that enrolled in courses independently (not part of formal dual enrollment programs) are counted as dual enrolled.

Source: NSHE Data Warehouse, Statewide Longitudinal Data System (SLDS), Nevada Department of Education.

NEVADA HIGH SCHOOL GRADUATES - NSHE CAPTURE DUAL AND NOT DUAL ENROLLMENT CREDITS

HS Graduates Continuing to NSHE by Dual Enrollment Status

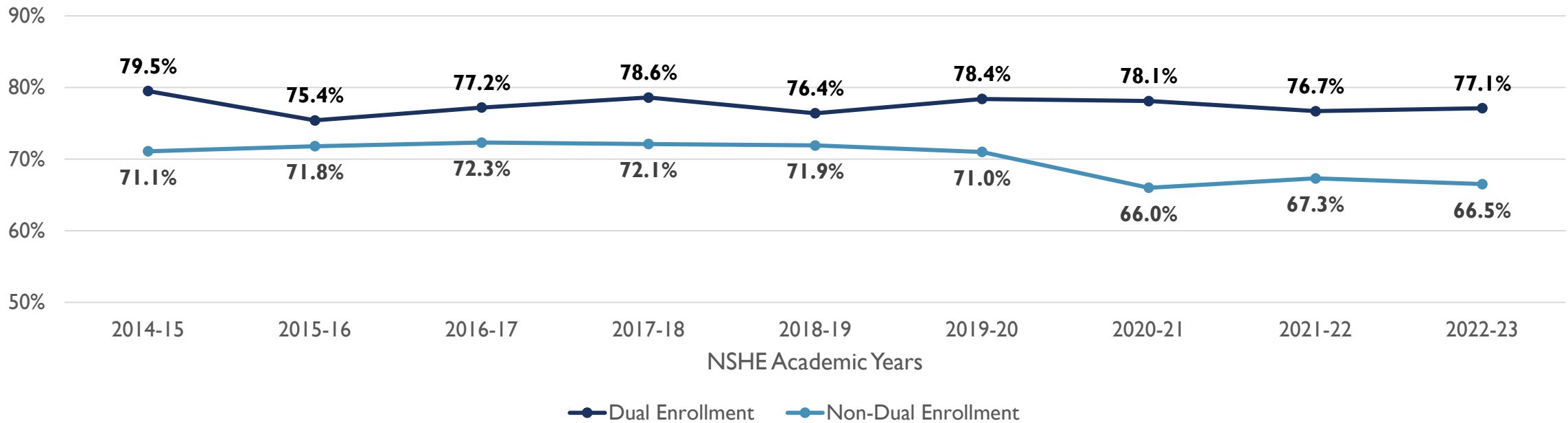


Students are counted as captured by NSHE if they enrolled at a NSHE institution within one year (summer, fall, or spring) immediately following high school graduation. Students are considered dual enrolled if they graduated from a Nevada public high school with a Standard, Advanced, Alternative or College and Career Ready diploma type and took at least one NSHE course at any time during their high school years. Students enrolled in formal dual/concurrent enrollment programs and students that enrolled in courses independently (not part of formal dual enrollment programs) are counted as dual enrolled.

Source: NSHE Data Warehouse, Statewide Longitudinal Data System (SLDS), Nevada Department of Education.

NEVADA HIGH SCHOOL GRADUATES – NSHE CAPTURE PERSISTENCE TO NEXT FALL

Persistence to Next Fall by Dual Enrollment Status



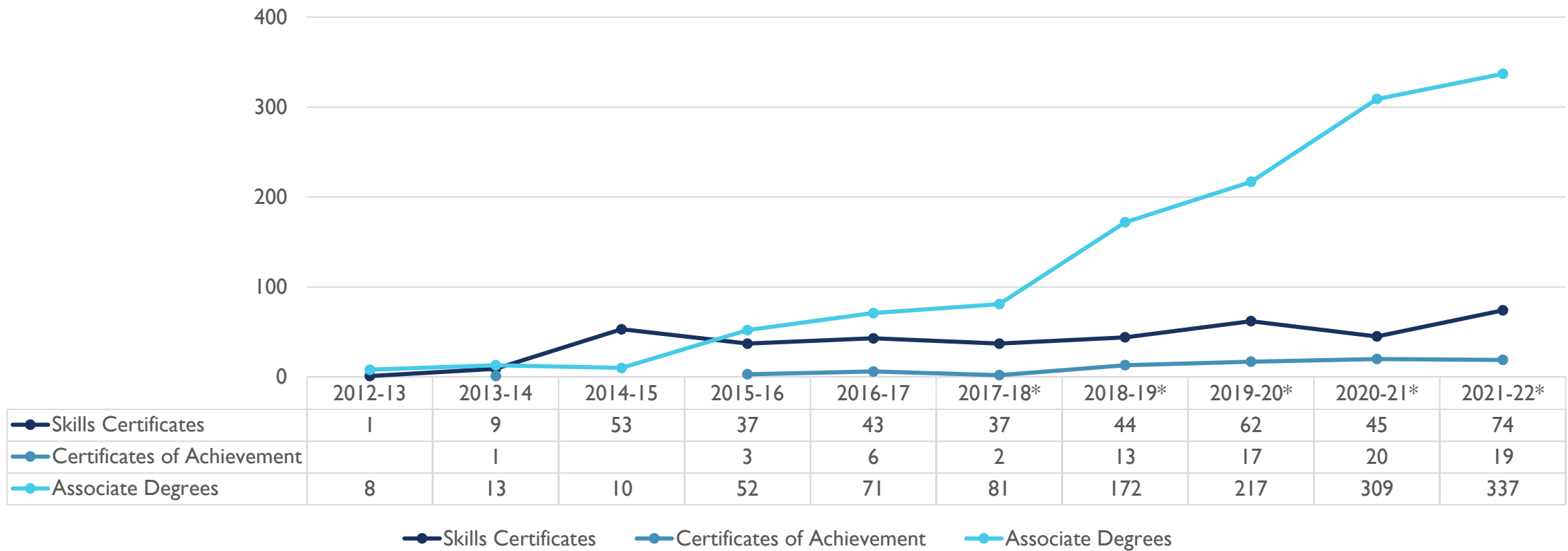
Dual Enrolled headcount includes students enrolled in a formal dual/concurrent enrollment programs and those students that enrolled in courses independently.

HS students enrolled during an academic year and enrolls at any NSHE institution or completes an award by the next fall semester.

Academic year: (Summer, Fall and Spring).

Source: NSHE Data Warehouse, Statewide Longitudinal Data System (SLDS), Nevada Department of Education.

NSHE AWARDS COMPLETED WHILE IN HIGH SCHOOL THROUGH DUAL ENROLLMENT

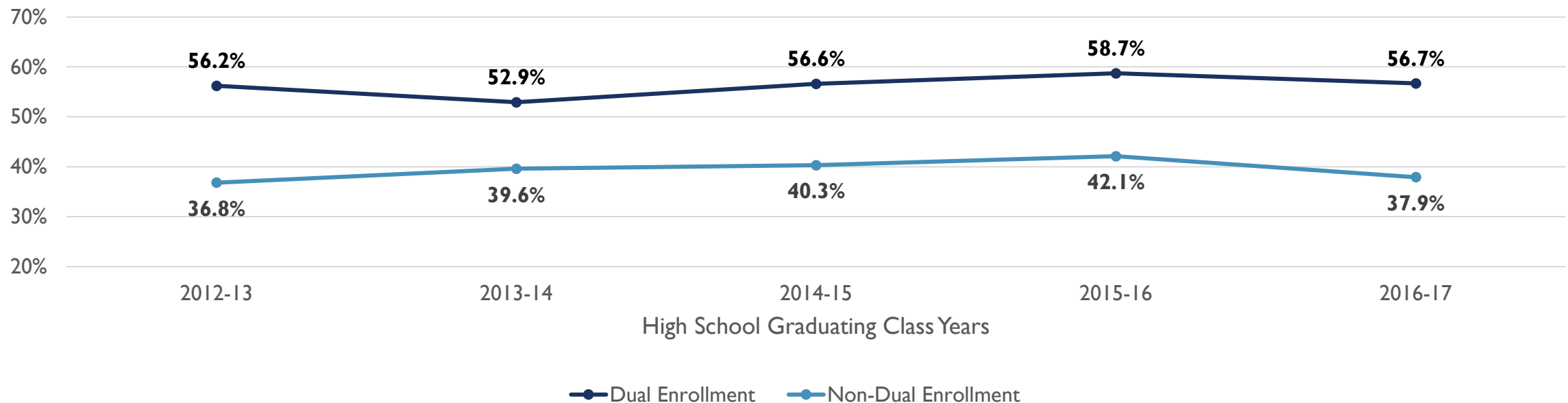


*Cumulative six-years of NSHE degree completions data not yet available.

Source: NSHE Data Warehouse, Statewide Longitudinal Data System (SLDS), Nevada Department of Education.

NEVADA HIGH SCHOOL GRADUATES - NSHE CAPTURE AWARDS COMPLETED WITHIN SIX YEARS FOLLOWING HS GRADUATION

Percent Captured HS Graduates that Completed an Award Within Six Years
By Dual Enrollment Status



Students are counted as captured by NSHE if they enrolled at an NSHE institution within one year (summer, fall, or spring) immediately following high school graduation

Dual Enrolled headcount includes students enrolled in a formal dual/concurrent enrollment programs and those students that enrolled in courses independently.

HS students enrolled during an academic year and enrolls at any NSHE institution or completes an award by the next fall semester.

Academic year: (Summer, Fall and Spring).

Source: NSHE Data Warehouse, Statewide Longitudinal Data System (SLDS), Nevada Department of Education.

NEVADA HIGH SCHOOL GRADUATES RELATED DATA DASHBOARDS

- College Readiness Data Dashboard
 - https://ir.nevada.edu/college_readiness.php
- Dual Enrollment Dashboard
 - https://ir.nevada.edu/dual_enrollment.php
- NV High School Graduates Gateway Course Completion by High School
 - https://ir.nevada.edu/page.php?p=gateway_completion_by_high_school

QUESTIONS?

Daniel Archer
Vice Chancellor for
Academic and Student Affairs
darcher@nshe.nevada.edu

APPENDICES

The institutional profiles in the subsequent slides address:

- concurrent enrollment partnership faculty qualifications; and
- a student spotlight.

UNLV CONCURRENT ENROLLMENT PARTNERSHIP INSTRUCTOR QUALIFICATIONS

FULLY QUALIFIED Master's degree in content discipline or with at least 18 graduate credits in content discipline

CONDITIONALLY QUALIFIED Master's outside content discipline, or no master's, but teacher has qualifying experiences such as:

- experience teaching in the discipline;
- AP, Honors, IB experience;
- honors, awards, documented excellence in teaching;
- graduate work toward a master's degree in the content discipline or related field;
- must submit transcripts, letters of recommendation, teaching evaluations, teaching license, CV/Resume, and cover letter.

CONDITIONAL QUALIFICATION PROCESS:

- Applications are reviewed by the Dean/Associate Dean of the college, department chair, faculty liaison, and other faculty.
- Departments approve, deny, or conditionally approve an instructor, which may require mentorship and professional development.
- Departments may offer programs or courses to qualify instructors. For example, ENG 791, College Teaching in Language and Literature, prepares teachers to qualify for ENG 101/102 concurrent enrollment classes.

UNLV STUDENT SPOTLIGHT: YERENIA LEYVA RESENDIZ



- *“I loved them [ENG 101/102]. I took them because I wasn’t being challenged as I would have loved to be, so they were a little more challenging than my regular honors classes. I have enjoyed that because I was able to fully reach my potential. It definitely prepared me for college, and I did find it challenging...it’s very fast paced. It’s not as lenient as regular high school, but I enjoyed it because it took me to see another different type of potential in me. I am definitely a better writer because of it.”*
- Yerenia completed 12 credits of UNLV concurrent/dual enrollment and graduated from Clark High School in May. She will be a student at UNLV this fall.

UNR CONCURRENT ENROLLMENT PARTNERSHIP INSTRUCTOR QUALIFICATIONS

Rationale

UNR bases its concurrent enrollment teacher qualifications on the recommendation of high school principals, resume/CV review by academic departments, and ongoing course specific professional development . Teachers hired shall meet UNR's minimum qualifications for instructors teaching college-level courses.

We prefer teachers to have a masters degree and experience teaching Honors/AP level courses. If a teacher is interested in earning a masters degree, we have created a pathway to an online M.Ed designed to provide discipline specific content as well as pedagogy aligned with Collegiate Academy aged students.

This process was developed in consultation with our accreditor, the Northwest Commission on Colleges and Universities (NWCCU), and the National Association for Current Enrollment Partnerships (NACEP)

We trust high school principals who know the abilities of their faculty better than anyone, to nominate teachers they feel will best help students to succeed in our courses.

We strongly believe students in Title I schools deserve access to dual credit opportunities even though they may have teachers who are newer in their careers and we have built a pathway to earning a graduate degree for interested teachers.

We believe that our cohort based weekly professional development meetings with teachers and corresponding UNR faculty provide an appropriate forum for course specific professional development.

UNR STUDENT SPOTLIGHT

“The new skills I’ve learned in this class and getting used to the the rigor of everything has kind of calmed me down because I know I am able to do it. I can work through some of these hard classes and still be successful.” - Evelyn (Reed HS, Student)

“The thing I like most about my Collegiate Academy classes is my teachers. Not only do they give me support in how to do the college coursework, but they also give me advice on how to navigate college.” - Bruce (Sierra Vista HS, Student)

“This year I had students coming up to me at lunch thanking me for bringing UNR here! I know its valuable, parents know its valuable, kids don’t really thank me very often, but for kids to see the value and feel the value, it is just heartwarming!” - Jessica Lovell (Sierra Vista HS, Las Vegas, Principal)

“Math 126 was an amazing opportunity for my peers and me to take college-level courses at school. Having to drive an hour to my high school already, the convenience of this college course, in the comfort of my school with staff and students I previously felt safe with has helped greatly. Our teacher, Mrs. Pillers, was an astonishingly helpful and kind educator in this intricate mathematics class, I am forever grateful for this opportunity.” – Emilee (Academy of Arts, Career & Technology HS, Reno, Student)

NEVADA STATE UNIVERSITY CONCURRENT ENROLLMENT PARTNERSHIP INSTRUCTOR QUALIFICATIONS

- ☐ Master's degree from a regionally-accredited institution
- ☐ Supervisor recommendation from high school principal or assistant principal
- ☐ Approval to teach by NS department chair
- ☐ Follow-up: Evidence of successful teaching as indicated by faculty liaison assessment and student evaluations

Additional expectations, including participation in meetings with other CE instructors & NS faculty liaison; facilitation of course observation; etc.

NEVADA STATE UNIVERSITY STUDENT SPOTLIGHT: LESLY ARIAS



“Every day that I’m at Nevada State, I’m reminded of why I believe that education changes lives.”

- ☐ Participated in the concurrent enrollment Teacher Academy Pipeline Project (TAPP) at East Tech HS
- ☐ Earned double major in Education & English in just **two years, 100% debt free**
- ☐ Served as a McNair Scholar and HSI mentor for the TAPP program
- ☐ Starting as a high school teacher in Clark County School District this Fall

COLLEGE OF SOUTHERN NEVADA

CONCURRENT ENROLLMENT PARTNERSHIP INSTRUCTOR QUALIFICATIONS

Course Type	Discipline	Qualifications
College Level	Humanities, fine arts, social/behavioral sciences, natural sciences/mathematics, and business	A master's degree in the teaching discipline or a master's degree (any field) and 18 graduate credit hours in the teaching discipline*
Remedial	Mathematics	A baccalaureate degree and have teaching experience in a discipline related to their teaching assignment*
College Transfer	Occupational, technical, and professional disciplines where the master's degree is available	A master's degree in the teaching discipline or a master's degree (any field) and 18 graduate credit hours in the teaching discipline OR Formal matriculation in a master's degree program in the discipline coupled with prior proven teaching experience
College Transfer	Occupational, technical, and professional disciplines where a master's degree is not available	A bachelor's degree and two years of experience, or any associate degree and six years of experience
Not Intended for Transfer	Occupational, technical, and professional disciplines	Appropriate academic preparation or academic preparation combined with documented work experience and/or licensure/registration/certification as appropriate to the discipline will meet minimum qualifications.

*In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of academic credentials in these disciplines. Exceptions must be documented, and the division dean, vice president for academic affairs and College President will review the documentation and may approve such exceptions.

COLLEGE OF SOUTHERN NEVADA STUDENT SPOTLIGHT: KIMBERLY ORDONEZ



Kimberly Ordonez, Class of 2025
Central Technical Training Academy, CCSD
CSN CTE Academy Model: Nevada Gold Mines Partnership

I'm currently attending Central Technical Training Academy under the Advanced Manufacturing program, taking dual-credit classes. So far I've taken four dual-credit classes, Electricity MT 102B, Communication 115, Hydraulics and Pneumatics MT 108B, and CADD 100. All of these classes have provided me with amazing opportunities to learn new practical skills and gain valuable experience. I'm not just taking college credits classes to get a head start but the different experiences they offer are why I enjoy them. I'm very grateful to be one of the first students to be sponsored by Nevada Gold Mines at CTTA, their support has enhanced my journey and I'm looking forward to working with them in the near future. I studied very hard to earn my Certification in Pneumatics- so hard I became the first female student to earn the SACA Certificate for Pneumatics!!

Starting my senior year of high school in Fall 24, I was given the opportunity to take my college courses at Henderson CSN's campus, to learn more about and work on hands-on equipment. I'm very excited to learn new skills, including welding and continuing with Electricity MT. I deeply appreciate the opportunities that CSN dual-credit classes have provided me with.

GREAT BASIN COLLEGE

CONCURRENT ENROLLMENT PARTNERSHIP INSTRUCTOR QUALIFICATIONS

1. Master's degree in discipline or closely related field.
2. Bachelor's degree plus 18 graduate credits in discipline or closely related field.
3. If teaching a course leading to education licensure, the instructor must have a standard Nevada teaching license (not a substitute license) along with the master's degree.

GREAT BASIN COLLEGE STUDENT SPOTLIGHT: AUTUMN CAVENDER

- Autumn completed concurrent education courses at White Pine High School along with dual enrollment courses.
- Upon graduation from high school, Autumn was employed by the school district as a paraprofessional.
- Autumn is enrolled in GBC's Early Childhood Education program.
- The concurrent courses allowed this student to obtain education and employment where she lived.
- The instructor for these courses has a doctorate in education



TRUCKEE MEADOWS COMMUNITY COLLEGE CONCURRENT ENROLLMENT PARTNERSHIP INSTRUCTOR QUALIFICATIONS

For university transfer courses:

- A minimum of a Master's degree in the discipline, or a Master's degree in a closely related discipline that includes a minimum of 15 graduate credits in the discipline or in a discipline directly related to the subject(s) to be taught- A bachelor's degree and a professional degree with qualifications in a specialized area (e.g., Law)-A bachelor's degree and a professional certification from a nationally recognized association (e.g., CPA for Accounting)

For non-transfer courses:

- A baccalaureate degree in the field and at least three years of successful work experience in the field or directly related to the subject(s) to be taught For Career & Technical Education (CTE) courses:-A minimum of an associate degree or equivalent and a level of credentialing/mastery commensurate with the position description (often 1,000 hours of experience in the field)

Stipends for teaching classes during HS schedule are provided to concurrent HS teachers, this financial model is not sustainable.

TRUCKEE MEADOWS COMMUNITY COLLEGE

STUDENT SPOTLIGHT: JAYCE JACOBS

- Student: Jayce Jacobs, a Choctaw student raised in Reno, will graduate as the top student of all time at the North Valleys program, where Frankie Clark taught him four college-level cybersecurity courses. Jayce finished in the 97th and 98th percentiles of all 8,000 competitors!
- Jayce formed his own IT business called All Things Technology using the knowledge gained from this program.
- Jayce will graduate with six CISCO certificates and attend TMCC this fall, where he hopes to earn his AAS in Cybersecurity.



WESTERN NEVADA COLLEGE CONCURRENT ENROLLMENT PARTNERSHIP INSTRUCTOR QUALIFICATIONS

- Current high school teacher with a valid Nevada teaching license (regular) AND
- A master's degree in the specific field, a master's degree in Education with 18 graduate credits in the subject area OR a bachelor's degree from an accredited institution.
 - Teachers with a less than a master's degree or with less than 18 graduate credits in the subject area will be partnered with a college faculty in a co-teaching/coaching model.
 - Note: Specialty teaching licenses that require less than a bachelor's degree are excluded except in specific circumstances such as CTE courses that are non-transferable. These will be evaluated on a case-by-case basis.
- Experience teaching in the discipline or a closely related field and at a similar level as the college course
- Willingness to collaborate with WNC faculty to provide a quality educational experience for students
 - Note: High school instructors with only a substitute teaching license may, in special circumstances, be approved to teach a concurrent college course only if they a) meet the minimum requirements for college faculty teaching in the specific discipline and b) have demonstrated competency in successfully delivering curriculum to high school students.

WESTERN NEVADA COLLEGE STUDENT SPOTLIGHT

Student: Kylee Simper

High School: Churchill County High School

Concurrent Course/Semester: CHEM 100/fall 2023

Quote: I am grateful I am able to take college classes while still being a high school student. I will start my full-time college career in the future, already with college credits. Taking college classes while in high school has allowed me to still participate in high school activities, sports, and events while still getting a jump start on my college career which I am grateful for.

Student: Miguel Servin

High School: Carson High School

Concurrent Course/Semester: GRC 200/spring 2024

Quote: I am super blessed and privileged to be able to be enrolled in a college class while in high school. While being enrolled in high school I am still getting both high school level and college level education.