

## Nevada

Nevada System of Higher Education  
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?  
**There is a bill pending in the legislature that would establish a legislatively funded and accountable P-20 Council. There have been efforts in the past to maintain a P-16 Council but they have fizzled out without the support of the governor or legislator.**
  - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?  
**There is no utility or function on the system’s Web site to help potential students. We only have a link to each institution’s Web site.**
  
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?  
**The two largest school districts (Washoe and Clark) have a college prep curriculum. It is the default curriculum for all students. Students can opt out with a signed consent from the parents.**
  
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”  
**No, although the state supported scholarship program (Governor Guinn Millennium Scholarship) defines a high school core curriculum and GPA for eligibility. The Board of Regents set the core curriculum with the understanding that if you meet eligibility, then students are most likely going to be college ready.**
  
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?  
**Yes, students have a dual enrollment option with NSHE institutions. There are three high schools that are on campus at Nevada State College, Community College of Southern Nevada, and Truckee Meadows Community College.**
  
- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?  
**Yes, a copy of the Board of Regents’ policy is included immediately below:**

## Section 1. NSHE Remedial Policy

1. The Nevada System of Higher Education reserves the right to cancel the admission or registration of any individual whose attendance at a university or college, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial to that individual and the university or college.
2. Placement testing should take place prior to matriculation. Additionally, English and mathematics testing must take place no more than two years prior to matriculation.
3. All degree-seeking students who place in developmental/remedial coursework must take the prescribed sequence of courses until remediation is completed. Beginning Fall 2007, students requiring remediation must complete all required coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution.
4. Initial placement into English courses in the Nevada System of Higher Education will be based upon standardized test scores as noted below. Additional placement will be determined through formal assessment of students including departmental diagnostic writing and/or reading tests, submission of writing samples, and/or a student portfolio for evaluation by faculty, as determined by each institution's English department. Accuplacer, Compass, or other appropriate placement procedures may be used for English placement at the community colleges in lieu of the ACT or SAT.

<b>English Test Scores to be Used</b> <i>(Minimum test scores will be set by each institution for any course listed with a test score range)</i>		
<u>English Course</u>	<u>Enhanced ACT English</u>	<u>Recentered SAT Critical Reading</u>
English 090, 095, 096, 097, 098	1-20	200-500
English 100	17-20	400-500
English 101 – two semester sequence	17-20	400-500
English 101	21-29	510-670
English 102	30-36	680-800

Initial placement into mathematics courses in the Nevada System of Higher Education will be based upon standardized test scores as noted below or equivalent criteria through formal assessment of students including departmental diagnostic tests as determined by each

institution's mathematics' department. Accuplacer, Compass, or other appropriate placement procedures may be used for mathematics placement at the community colleges in lieu of the ACT or SAT.

**Mathematics Test Scores to Be Used**  
*(Minimum test scores will be set by each institution for any course listed with a test score range)*

<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 093, 095, 096	1-20	200-500

**Math 091, 093, 095, and 096 Test Scores to be Used by the Community Colleges**

<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 091	Less than 17*	Less than 400*
Math 093	Less than 17*	Less than 400*
Math 095	17-18	400-460
Math 096	19-20	470-500

\*Further diagnostic testing will establish placement.

A student who has an SAT score of 390 or less and/or an ACT score of 16 or less must take the Accuplacer, Compass, or other appropriate placement tests for mathematics placement at the community colleges.

**Math Test Scores to be Used by all NSHE Institutions**

<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 097	17-20	400-500
Math 120	21	510
Math 124	22	520
Math 126	22	520-530
Math 127	25-27	560-610
Math 128	25-27	560-610

Math 176	27-28	620
Math 181	28	630

5. The admissions policies of the Nevada System of Higher Education were developed in order to ensure a foundation of knowledge and competencies that will assist a student in successfully pursuing and attaining an academic degree. A student is strongly encouraged to prepare for the rigors of higher education by completing all the appropriate requirements prior to entering the NSHE.  
(B/R 8/06)

6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

The policy covers all NSHE institutions only. Here is the link to our policy:

[http://system.nevada.edu/Board-of-R/Handbook/Title-4/T4-CH14.DOC\\_cvt.htm](http://system.nevada.edu/Board-of-R/Handbook/Title-4/T4-CH14.DOC_cvt.htm)

a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

Yes, here is the policy:

System Core Requirements

1. Associate of arts, associate of science, associate of business, and baccalaureate graduates must complete a program of System Core requirements defined as follows:

<u>Core Courses</u>	<u>Credits</u>	
English	6 cr.	Freshman level English Composition (see catalog for exceptions)
Mathematics	3 cr.	Three credits of a lower division level course
Natural Science	3 cr.	Three credits of an introductory level lower division course
Social Sciences or Humanities	3 cr.	Three credits of an introductory level lower division course in either the social sciences or humanities.
United States and Nevada Constitutions	1-4 cr.	Institutional course catalogs shall identify courses that meet this requirement

2. Courses taken toward the System Core shall not be applied to more than one

area in the Core. Credits earned by examination may apply toward any of the Core requirements.

3. Students earning a second associate of arts, associate of science, associate of business, or baccalaureate degree from an NSHE institution are not required to repeat the System Core.

Evidence of completion of U.S. and Nevada Constitutions is required of all second-degree students whose first degree is not from an NSHE institution.

4. NSHE institutions are encouraged to exchange ideas in the development and improvement of NSHE requirements; however, each institution is responsible for determining the character of its own program.

5. NSHE community colleges must articulate their respective general education core requirements with at least one of the NSHE universities selected by the community college.

(B/R 8/06)

b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Yes, completion of an AA, AB, or an AS satisfy the lower division general education requirements at the universities. This guarantee is included in the transfer agreements.

c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

If students complete the AA, AB, or AS, then the lower division general ed requirements at the university are waived. If not, then the courses are evaluated course by course. All baccalaureate level course credit received at the community colleges transfers to the university and counts at minimum against the total needed for graduation.

7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

Yes, we accept ACT testing services such as CLEP, CEP, etc.

8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

No the state does not have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

Yes. It is currently undergoing an extensive rebuilding by the distance education directors and the IT department and will be available Nov 1, 2007.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.