

Minutes approved by the Board of Regents at the October 18, 2024, meeting.

WORKSHOP
BOARD OF REGENTS
NEVADA SYSTEM OF HIGHER EDUCATION

University of Nevada Cooperative Extension
Clark County Lifelong Learning Center
8050 Paradise Road, Las Vegas, Classrooms A-D

Thursday, July 11, 2024

Friday, July 12, 2024

Video Conference Connection from the Meeting Site to:
System Administration, Reno
2601 Enterprise Road, Conference Room
and
Great Basin College, Elko
1500 College Parkway, Berg Hall Conference Room

Members Present:

Mrs. Amy J. Carvalho, Chair
Dr. Jeffrey S. Downs, Vice Chair
Mr. Joseph C. Arrascada
Mr. Patrick J. Boylan
Ms. Heather Brown
Dr. Michelee Cruz-Crawford
Mrs. Carol Del Carlo
Mr. Donald Sylvantee McMichael Sr.
Ms. Laura E. Perkins
Dr. Lois Tarkanian

Members Absent:

Mrs. Susan Brager
Mr. Byron Brooks
Ms. Stephanie Goodman

Others Present:

Ms. Patricia Charlton, Interim Chancellor
Dr. Daniel Archer, Vice Chancellor for Academic and Student Affairs
Dr. Natalie Brown, Assistant Vice Chancellor, Workforce Development and Community Colleges
Mr. Eric Gilliland, Chief Human Resources Officer
Mr. James J. Martines, Vice Chancellor and Chief General Counsel
Mr. Christopher G. Nielsen, Special Counsel to the Board of Regents
Ms. Keri D. Nikolajewski, Chief of Staff to the Board of Regents
Mr. Alejandro Rodriguez, Director of Government Relations
Mr. Chris Viton, Vice Chancellor, Budget and Finance and Chief Financial Officer

Others Present:

(Continued)

Dr. William L. Kibler, Acting President, CSN

Dr. Kumud Acharya, President, DRI

Dr. Amber Donnelly, Interim President, GBC

Dr. DeRionne Pollard, President, NSU

Dr. Karin M. Hilgersom, President, TMCC

Dr. Keith E. Whitfield, President, UNLV

Mr. Jeffrey Thompson *(sitting in for Mr. Brian Sandoval, President, UNR)*

Dr. J. Kyle Dalpe, President, WNC

Faculty senate chairs in attendance included the following individuals: Ms. Valerie Conner, CSN *(Chair, Council of Faculty Senate Chairs)*; Mr. David Sexton, GBC; Dr. David Cooper, NSU; and Dr. Jinger Doe, TMCC. The student body president in attendance included the following individual: Ms. Teresa Marie, GPSA President, UNLV.

Land Acknowledgment

Before beginning, we take a moment to recognize that here in Nevada we stand on the land of the Wa She Shu – Washoe; Numu – Northern Paiute; Nuwe – Western Shoshone; and Nuwu – Southern Paiute. We take a moment to recognize and honor their stewardship that continues into today. With this recognition, we state an intention to rightfully include their voice and respect them as the 27 sovereign tribal nations of Nevada.

Chair Carvalho called the meeting to order at 12:30 p.m. with all members present except Regents Brager, Brooks, Goodman, and Tarkanian. Regent Del Carlo led the Pledge of Allegiance, and Chair Carvalho read the Land Acknowledgment.

1. Information Only – Public Comment

Jim New provided in-person public comment noting that several professional consultants' presentations over the next two days include proposals that will directly impact the curriculum at NSHE institutions. The long-standing principles of shared governance and academic freedom were established decades ago, and the faculty has primary responsibility for developing, implementing, and managing curricula. He voiced concern that the proposals appear to exclude faculty involvement and asked the Board to maintain the standards of shared governance in any policy modifications regarding the governance of the NSHE.

Regent Tarkanian entered the meeting.

Kent Ervin provided in-person public comment applauding the Board for taking the time to learn about initiatives to enhance student success. Still, he voiced concern that most information comes from national consultants rather than the NSHE faculty experts. He also noted that holding the Workshop during summer limits meaningful shared governance opportunities. Regarding the National Institute for Student Success presentation, it has impressive statistics on student enrollment and retention. Still, the model is expensive, requires expansion of advising and other administrative support staff, and will not succeed without adequate new funding.

1. Information Only – Public Comment – (Continued)

Donald S. McMichael, Sr. provided in-person public comment and stated that, as the Chair of the Security Committee, he looks after the safety of all students, faculty, and staff at the institutions, not just one group in particular. He takes student safety extremely seriously, and he does not appreciate comments saying that he does not like certain groups. He added that they are all in this together. He requested that groups provide him with a definition to submit for inclusion in the *Board of Regents Handbook*.

Dillon Moss provided telephone public comment discussing critical elements of a comprehensive student success strategy plan guided by student needs and aspirations. Student access for all must ensure equitable access to education, healthcare, safety, and career opportunities for every student regardless of their background or financial status. This includes providing affordable tuition and comprehensive financial aid, ensuring students have access to food and housing support, restoring, and protecting funding for all academic programs, especially student-driven ones, and implementing policies that support marginalized groups. Barriers that hinder student success include high tuition costs, insufficient financial aid, limited access to affordable housing, healthcare, and mental health services, safety concerns, inadequate career development opportunities, limited research opportunities, student housing, and food insecurity. When creating a student success strategy plan, he urged the Board to consider these issues.

Chair Carvalho announced that Item 4 (*Extension of Employment Agreement, Interim Chief Internal Auditor Tripp Internal Auditor Lauren Tripp*) would be heard on Friday, July 12, 2024.

2. Approved – Minutes – The Board approved the April 19, 2024, special meeting minutes. (Ref. BOR-2 on file in the Board Office.)

Regent McMichael moved to approve the April 19, 2024, special meeting minutes. Vice Chair Downs seconded. Motion carried by unanimous vote. Regents Brager, Brooks, and Goodman were absent.

3. Information Only – Code Revision, Vacancy in the Office of President – At its May 23, 2024, special meeting, the Board of Regents approved revisions to the NSHE Code (*Title 2, Chapter 1, Section 1.5.5*) concerning procedures for recommending an acting or interim president and conducting a presidential search. The action taken by the Board included direction to staff to bring forward as soon as practicable an additional revision clarifying the chair of the presidential search committee is responsible for the initial screening process to determine candidates for consideration by the search committee. Pursuant to the NSHE Code (*Title 2, Chapter 1, Section 1.3.3(a)*), the proposed revision is presented for information only and will be brought back to a future meeting for possible action. (Ref. BOR-3)

Chief of Staff Keri D. Nikolajewski presented a proposed revision to the NSHE Code (*Title 2, Chapter 1, Section 1.5.5(g)*) intended to address the additional clarification requested by the Board.

3. Information Only – Code Revision, Vacancy in the Office of President – (Continued)

In response to a question from Regent Del Carlo related to interview questions, Chief of Staff Nikolajewski responded that submitting questions seven days before the meeting applies to an interim or acting appointment, which was recommended by Human Resources and approved in May. It provides an opportunity to see the questions ahead of time to ensure that they pertain to the roles and responsibilities of the position. Regent Del Carlo believed more specificity was needed to clarify seven working days or calendar days. Chief of Staff Nikolajewski stated it can be brought back at another time to avoid delaying the upcoming presidential search.

4. Information Only – Focusing on Student Success with the National Institute for Student Success (Agenda Item 5) – Vice Chancellor for Academic and Student Affairs Daniel Archer introduced National Institute for Student Success (NISS) Executive Director Dr. Tim Renick. The mission of the NISS is to improve graduation rates and reduce equity gaps nationally by partnering with institutions to identify obstacles and implement proven and scalable solutions that allow students from all backgrounds to succeed. Dr. Renick provided background on NISS and discussed how the Institute can partner with NSHE to drive meaningful student success improvements by systematically redesigning student support services. (Ref. BOR-5 on file in the Board Office.)

Regent Boylan loved the phrase “accomplices to the attrition rate of students,” which he agreed with. Dr. Renick stated that Georgia has broadened its admission standards over the last decade to admit more students. At the same time, SAT scores went down by approximately 30 points, but graduation rates increased by 70 percent.

TMCC President Karin M. Hilgersom stated that TMCC is a Hispanic-serving institution (HSI) and a Minority-serving institution (MSI), and according to the U.S. Department of Education’s College Scorecard, its graduation rate is 41 percent. Several of the NSHE institutions are doing well nationally. She appreciates the help from outside consultants, but she and her team take much pride in cultivating TMCC’s success, and that’s why its completion rates are much higher than those the Board just learned about.

Regent Del Carlo stated that this was great information. She liked that they were drilling down to the root causes and fixing those, which shows it is about budgets and state funding. She appreciated that they identified the number of students that left the system and that it would have resulted in \$80 million if they had stayed in school. Keeping those students in school helps to close the achievement gap and create a better future for them and the states they live in.

In response to a question from Regent Del Carlo related to whether NISS has helped systems or individual institutions, Dr. Renick responded that they work with both systems and individual institutions.

Dr. Renick congratulated TMCC on its excellent work and stressed that it is not a competition. He noted that NISS is trying to figure out ways to move the needle systematically and positively through evidence-based approaches to improve an institution’s standings.

4. Information Only – Focusing on Student Success with the National Institute for Student Success (Agenda Item 5) – (Continued)

TMCC Faculty Senate Chair Jinger Doe stated that NISS has impressive results, but she was concerned about the cost as a faculty member. Dr. Renick noted that the focus is not on bringing in new resources but on coordinating the better use of existing resources. He added that they have never produced a playbook for any campus with a price tag attached to it. Most recommendations are cost-neutral and designed to help the campus use existing resources.

TMCC Faculty Senate Chair Doe was more concerned about the cost of the service for individual institutions versus working with NSHE. While they may not have to bring in people, NSHE would still incur a fee from NISS. Dr. Renick responded that NISS is significantly subsidized by philanthropy but would need to know how many NSHE institutions are HSI And MSI. Associate Vice Chancellor Renee Davis stated that NSHE has five HSI and MSI, three of which are Asian American and Native American Pacific Islander-serving institutions (AANAPISI), and two of which are emerging HSI. Dr. Renick stated that there are philanthropic resources to support campuses that qualify as MSI, but there would be a charge of \$60,000 for the two others.

NSU President DeRionne Pollard thanked Dr. Renick for his presentation. She clarified that this toolkit asked the institutions to improve their systems, remove unnecessary barriers that inhibit participation, challenge assumptions on who can and cannot be successful in higher education, and broaden participation while challenging the standards on who should get to participate in higher education. NISS does this by asking institutions to acknowledge historical barriers that have prohibited students from being in those spaces, and it has done this by not assigning blame. She wondered if this was about asking the institutions to be student-ready and not about asking the students if they were college-ready. Dr. Renick agreed that NSU President Pollard was 95 percent spot on. NISS recognizes that a shift in mentality must occur.

NSU President Pollard recognized that higher education was not historically designed for the students it now serves. It was designed for a set of students who often came from highly privileged backgrounds and didn't have to navigate some of the trials that today's students must navigate. As a result, institutions must serve today's students and create pathways to help them navigate higher education.

Regent Brown left the meeting.

In response to a question from Regent Boylan related to the workshop's cost, Interim Chancellor Patricia Charlton responded that it cost nothing and that the workshop's goal is to provide opportunities as NSHE begins strategic planning.

Regent Brown entered the meeting.

Regent Cruz-Crawford stated she loved going through this process and appreciated it was being done at the higher education level. She asked Dr. Renick if NISS tracks information

4. Information Only – Focusing on Student Success with the National Institute for Student Success (Agenda Item 5) – (Continued)

on what impact diversity staff and retention have on graduation rates. Dr. Renick responded that they were not tracking staff retention rates for the partner campuses. He added that at Georgia State, one motivating factor for retaining staff is making them understand that they are making a difference. Regent Cruz-Crawford stated that she researched ethnic/race matching of K12 teachers and found that it improves the proficiency rates. As the IDEA Committee Chair, she would love to know if NSHE hires NISS.

Regent Perkins stated that when NISS started implementing these changes, everybody's graduation rates increased. This is about helping all students be successful. She also noticed that more retention equals more students, and more students equals more income. Nevada public institutions have two sources of income, the Legislature and students, so if they can retain more students, it seems like a win for NSHE.

Vice Chair Downs asked whether the NISS consultation helps schools navigate the student enrollment process through PeopleSoft to overcome some of the barriers and challenges a student may encounter and if the information can be shared among the institutions. Dr. Renick responded that NISS is agnostic regarding technology. They recognize that every partner is using a series of technologies, and what NISS does is help them maximize the impact of the technology they already have. An advantage of working at the state level is bringing together cohorts with similar policies and technology to share insights.

Vice Chair Downs asked the Presidents to identify elements from the presentation that their institution is already implementing regarding student success at their institution.

UNLV President Keith E. Whitfield stated that UNLV is working to promote student success through changing the culture. If the institution's culture does not think every student who walks through the door can finish in less than six years, then the institution is already starting behind. He added that changing the culture between K-12 and the institution was also necessary. They must say what is expected, what systems will be in place to help the students as they matriculate, and what expectations they have for success.

NSU President Pollard stated that NSU is working on redesigning student support services. NSU is looking at all facets of onboarding students into all the various points of the organization. How do they experience the first-year support, and what things exist and don't exist? Guided pathways are another example of how NSU delivers those pathways regarding scheduling. NSU is working on talking about career readiness from the moment a student walks through the door during orientation. Financial literacy and competency within advising are critical, especially after what happened with FAFSA this year. She added that some of this will require additional talent. NSU is underserved in terms of public support and has tremendous gaps. NSU will need more tenure-track faculty and advisors.

TMCC President Hilgersom thanked Dr. Renick for his presentation and appreciated the emphasis on MSI. TMCC can emulate a lot of the success of NISS. She provided a list

4. Information Only – Focusing on Student Success with the National Institute for Student Success (Agenda Item 5) – (Continued)

of things TMCC has done in the last 8-10 years including, TMCC has taken a systemic look at admissions working to make it fast and easy; made advising flexible including zoom meetings for students; have partnered with Interact Marketing which helps with marketing distribution, social media, texting to students, secret shopper exercise, helped identify any trouble spots and hiccups in the admissions and enrollment process; have worked on career pathways and curriculum maps, which are posted over the four campus locations, so that students can see the many options that they have before them; open educational resources saving hundreds of thousands of dollars and making college more affordable; very sophisticated data dashboards, have a number of systemic planning councils and committees that include faculty and student service staff; post assessment of new pilot projects; and most importantly is finding a passion that students can lean into, such as sustainability, in order to create a sticky campus; smaller niche programs such as the summer bridge program; and hunting for new programs that align with the northern Nevada economy.

WNC President J. Kyle Dalpe stated he appreciated the presentation. WNC is a rural-serving institution with less than 5,000 students, spread over about 12,000 square miles. That in and of itself is an access challenge. WNC has implemented video technology to provide access at an expanded level. He applauds all the students and all the faculty who are helping the students get through the pathways. This is difficult because archaic processes are still in place. WNC has signage problems and wayfinding problems, and as a community college, if students do not come to WNC, they are not going to higher education. Community college is the first stop for some or the last stop for others and if the person working on the front step does not know how to direct them to the services, they need they will walk away and not come back. WNC's current retention rate of full-time students is 10 percent ahead of the national average. The part-time retention rate is about 8 to 10 percent behind the national average. That shows us it is harder to keep part-time students. If WNC can move that number, it will help more students get to the finish line. WNC had its most significant number of JumpStart students, partnering with the University of Nevada, Reno, and the College of Southern Nevada. WNC, with the Mater Academy of Nevada in Clark County, Nevada, awarded thirteen WNC degrees to students from its first dual enrollment graduating class cohort twenty minutes before they received their high school diplomas. That is helping bridge that gap. WNC's Latino Leadership Academy has helped attract Latino students who graduate at higher rates than the general population. WNC is moving that program to African American students, Native-American students, and other cohorts to improve access and completion rates.

GBC Interim President Amber Donnelly stated that GBC serves a vast service area, but 76 percent of what GBC does is online, so they must consider the type of resources they offer students. GBC transitioned tutoring support services to Brainfuse, an effective tool for students because it can be accessed anytime. GBC asked faculty what their challenges are, and CTE came back with the fact that even though GBC is increasing its rates, as they're doing that, students are still required to pass industry certifications to work in a particular field. So, in listening to faculty, it does come down to resources.

4. Information Only – Focusing on Student Success with the National Institute for Student Success (Agenda Item 5) – (Continued)

GBC leveraged Good Jobs Northern Nevada to put a tutor in place that will start in the fall in GBC's electrical programs for students for whom English is a second language. She also said community colleges need to be okay with some students taking longer to get their education because everyone is on their own timeline. At GBC, 78 percent of its learners are part-time students, but it also has one of the highest graduation rates at 48 percent, which means students persist with the things currently in place. With its limited number of advisors, GBC needs to figure out how to get resources to the students at the D, F, or Withdraw (DFW) rate. She said having a presentation like this is an opportunity to generate ideas that the Presidents can go back to the campuses and explore what they have in place, and what they can put in place. She noted that adding toolkits to programs is a way to ensure students are not left behind, but again, it comes down to time and resources.

CSN Acting President William L. Kibler stated his initial impressions are that CSN has extraordinary staff and many services in place. His impression is that the services are not all working together seamlessly. No student should ever be burdened by the organizational structure of the institution. CSN is obliged to make sure that is the reality. CSN is working on outdated IT processes and systems that don't talk to each other, which is not serving the best interests of the students. CSN is also implementing a new CRM system that will be the solution to bring the systems together seamlessly to put those tools in the hands of faculty, counselors, and advisors, but especially the students. There is much work to do.

Regent McMichael voiced concerns that since he joined the Board, there has been a lack of metrics or statistics on Native Americans, and he wanted to explore how they can change that.

Interim Chancellor Charlton thanked everyone for their comments today, especially the Presidents, for discussing what they are doing and pointing out their challenges.

Vice Chancellor Archer thanked Dr. Renick for his presentation. As previously mentioned, he stated that he worked with the Kansas Board of Regents, and it was the first system to go through the process. They found it tremendously valuable and affordable. It is a constructive and positive process. It created impactful, positive changes at every institution. They come in and help find the blind spots.

Chair Carvalho thanked Dr. Renick for his expertise, time, and presentation. It is sometimes important to get help from external consultants who look at things differently.

Dr. Renick appreciated the insights and comments and recognized the good work on all the campuses. NISS is willing to partner effectively with campuses to do so across the spectrum. It all comes down to whether the campuses are maximizing the opportunities for their students.

The meeting recessed at 2:33 p.m. and reconvened at 2:47 p.m. with all members present except Regents Arrascada, Brager, Brooks, and Goodman.

5. Information Only – NSHE Strategic Planning (Agenda Item 6) – Interim Chancellor Patricia Charlton, Associate Vice Chancellor Renee Davis, Vice Chancellor Daniel Archer and Assistant Vice Chancellor for Workforce Development and Community Colleges Natalie Brown led a discussion on the NSHE Strategic Plan and Master Plan work completed by the Board of Regents’ ad hoc Strategic Planning Committee, including an overview of the actions taken in fall 2022 and spring 2023. The discussion included recommendations on goals, progress metrics, and next steps to finalize the Plans by the end of fall 2024. (Ref. BOR-6 on file in the Board Office.)

Regent Boylan left the meeting.

The Regents and Presidents brainstormed the following questions: “What does student access for all mean? What does success for all look like? What barriers to student success exist?”

- Was the student admitted to the institution best suited for what they want to do?
- Did the student complete the degree or certificate they wanted?
- NSHE needs to provide a better, well-lit path. Students need to know what to expect to succeed.
- Prepared students can enter NSHE schools and take classes.
- Unprepared students can get the necessary preparation to attend college successfully.
- What students consider success may be different than what NSHE standards say.
- NSHE is looking for a degree completion or certificate, but some students may not need that to be successful.
- Look for ways to quantify a student’s goals so they are classified as a success if they achieve that goal.
- Transportation is a barrier.
- Preparation is a barrier.
- Access should mean that any population has access to any of the tiers of education in Nevada.
- Do they have the resources needed to get into the tiers of education in Nevada?
- Networking in the state is not as good as it could be.
- Value career-focused programming.
- Micro credentialing and certifications offering short-term industry-recognized credentials that allow students to quickly gain skills and enter the workforce while also providing pathways to further education.
- Developing and maintaining programs that align with current and future workforce needs, ensuring students acquire relevant skills.
- Internships and apprenticeships.
- If offering applied degrees, we need to make it a seamless transition if a student decides they want to do two more years.
- Wrap-around services, including transportation and childcare.
- Strengthen partnerships with other state agencies so that students can have additional services such as the Supplemental Nutrition Assistance Program (SNAP) for those who are food insecure or Pell eligible.
- Access to classes and resources when the students need them.
- There is much competition related to the cost of attendance.

5. Information Only – NSHE Strategic Planning (Agenda Item 6) – (Continued)

- Strengthen relationships with K12 partners related to what NSHE offers, such as degrees, trade schools, internships, and apprenticeships.
- Classes taken at any institution should transfer 100 percent of the time.
- The perception of higher education is a barrier.
- Tuition and fees. The Higher Education Funding Committee was told that the Legislature would fund more if NSHE charged more.
- NSHE needs to show data and statistics by ethnic groups.
- Is NSHE offering classes when the students need them? Would like to see the space utilization report.
- Jubilee every ten years, and the students only pay fees and books.
- Student-centered scheduling of classes.
- Free classes and books to encourage students to go to college.
- Short-term variable entry.
- Student rebates are based on student outcomes.
- Registering classes between institutions is difficult. One portal registration.
- Students navigating Canvas between institutions is challenging.
- Ability to retake a course at another institution.
- 10th-grade students have the opportunity to complete a campus tour.
- Extending summer classes.
- Academic access versus financial access.
- Student success is good for business.
- Review and adjust business models to incentivize people to return to school and continue their degrees.
- Make it easier for students to enter the System.
- Personalized education plan.
- Value people being workforce ready.
- Focusing on personal growth and well-being.

Regent Boylan entered the meeting.

The Regents and Presidents brainstormed the following question: “How are we meeting the needs of the state and its regions?”

- There is a gap in some of the workforce needs.
- A report is needed that shows the state’s economic and workforce future.
- Looking for alternate scheduling to educate the area’s populations.
- Collaboration with technology and industry partners.
- Continuing education and stackable credits.
- Approach the Legislature about a ballot measure to help.
- Regents need to understand whether NSHE is meeting research needs.
- Sustainable research funding sources.
- Help legislators understand the value of their investment in the Knowledge Fund related to state entrepreneurship.
- Research institutions must do a better job of showing what an educated workforce does for the state.
- Agendize commercialization of research ideas and tech transfer to create a system-wide plan.

5. Information Only – NSHE Strategic Planning (Agenda Item 6) – (Continued)

Regent Del Carlo recalled a presentation from the state on the top 20 jobs and believed that could be a yearly presentation.

The Regents and Presidents brainstormed the following question “In what ways should we be more aligned as a system?”

- Curriculum alignment, standardize the applied degrees.
- Ensure transferability and consistency, collaborative research, shared resources, and unified policies.
- One application for all institutions.
- NSHE and SCS should push for 100 percent technology access throughout the state.
- A process to allow advisors to see the work a student has completed at the community college to transfer to a university. This would save time, and advisors could serve more students.
- The student experience must be better aligned to effectively get the students through processes.
- Dual enrollment needs to be better aligned.

The Regents and Presidents brainstormed the following question: “What metrics are we missing?”

- Faculty makeup and breakdown: full-time, part-time, tenured, tenure-track, etc.
- Demographic components that measure student enrollment based on the population served by the institution.
- Student well-being and support metrics; mental health and wellness data on the usage and effectiveness.
- Student stress level and overall well-being support.
- Support service utilization and impact of academic advising, tutoring, Career Center, and other support services.
- Expanding on commercialization and tech transfer.
- Research and innovation metrics and research output and impact.
- Metrics on the quantity and quality of research publications, patents, and grants. Collaboration with industry and government.
- Innovation and entrepreneurship, data on the number of startups launched by students and faculty, success rates of these ventures, and contribution to the local economy.
- Interdisciplinary collaboration, tracking the extent and impact of multidisciplinary research and projects that address complex real-world problems.
- Employment outcomes, employer satisfaction and the effects of internship and apprenticeship.
- Community service and engagement metrics on students, faculty, and staff involved in community service, service-learning projects, civic engagement activities, and impact on the local community.
- Metrics based on financial outcomes for graduates.
- What type of debt do they graduate with?

5. Information Only – NSHE Strategic Planning (Agenda Item 6) – (Continued)

- Metrics on non-credit programs to know the statistics and impact it has on the workforce and the state of Nevada.
- Metrics related to adult primary education and English as a second language.
- Metrics pertaining to non-credit community learning, whether watercolor, etc., generate revenue that helps the college sustain itself when short on resources.
- Move away from IPEDS when looking at community colleges; recommend the U.S. Department of Education’s College Scorecard.
- Have NSHE staff look at the new metrics at Salt Lake Community College, which created a system of metrics and data collection that is unique to the community college and the work it does.

Vice Chancellor Archer stated that they understand the need for metrics that apply across the board, but there is a fair argument that NSHE has some sector-specific measurements.

Regent Brown stated that the Board hears the Presidents but asked that if the data that the Board asks for is not helpful to you, then it is not beneficial to the Board.

Regent Brown asked the Presidents how many students matriculate from concurrent enrollment to the host school, how many students without the GPA recommendation are allowed to enroll in that host school, and how many students graduate from the school they started.

Regent Brown stated that the data is essential to the Board. They do have to have a more significant mission differentiation and concurrent enrollment conversation.

Regent Del Carlo stated it is no fun to go after metrics that don’t measure success and measure what NSHE is doing. Regent Del Carlo asked the community college Presidents to put together what NSHE needs related to metrics. She added that there is a lot of grant money available and believed something could be put together in Nevada.

Chair Carvalho appreciated all the feedback and input during the NSHE Strategic Planning conversation.

6. Information Only – Public Comment (Agenda Item 7)

Teresa Marie provided in-person public comment asking for metrics regarding graduate students and student loan debt. She was happy to hear their voices being heard, but she just sat through the day, and nobody asked her what she needed or what the students she worked with needed. As the GPSA President and a mentor to undergraduate students, she hears issues about transfer of credits and accessibility. As a homeless youth, she was told she would never graduate from a university, and she is here to provide that voice and to represent students. She will advocate for them all.

6. Information Only – Public Comment (Agenda Item 7) – (Continued)

Donald S. McMichael, Sr. reiterated that he is here for all students and to make sure that all students are safe on campus at all hours. He added that the last meeting was a political fiasco and asked whether it violated the NSHE Code and, if it did, whether that nullified the vote.

The meeting recessed at 5:05 p.m. and reconvened on Friday, July 12, 2024, at 9:00 a.m. with all members present except Regents Boylan, Brager, Brooks, Goodman, and Perkins.

7. Information Only – Public Comment (Agenda Item 8)

Kent Ervin stated that the Board had good discussions yesterday, but it wouldn't hurt to identify bottlenecks and blind spots. Due diligence in implementing the NISS playbook should include talking with institutions that have done it and conducting a cost-benefit analysis. Professional staff is depleted and overworked, so adding responsibilities would be counterproductive. Still, he offered that perhaps the resources diverted to new executive-level positions and executive salary increases could be redirected to student success. Nevada Faculty Alliance (NFA) agrees with mission-specific metrics but not that institutions should be able to cherry-pick what they report. Dual and concurrent enrollment is just one area in dire need of uniformity. In today's presentation, NWCCU discusses governance but fails to mention its standards related to the role of faculty. A system that truly values shared governance must show it by its actions. NFA remains skeptical of the Complete College America agendas. For example, 15 to Finish was based on the circular reasoning that more credits lead to faster graduation. NSHE shouldn't be designing its programs for the more privileged students. If NSHE is serious about creating a culture of care for students that fosters success, first look at how faculty are treated and invest more resources there.

Donald S. McMichael, Sr. requested a jubilee pilot test program at the beginning of the Fall semester. He asked Regents to join him for an agenda item.

8. Approved – Extension of Employment Agreement, Interim Chief Internal Auditor Tripp Internal Auditor Lauren Tripp (Agenda Item 4) – The Board approved an extension to the current Employment Agreement for Lauren Tripp to continue to serve as the Interim Chief Internal Auditor until a permanent Chief Internal Auditor is appointed by the Board and that individual's first day of employment commences. *(Supplemental Material on file in the Board Office.)*

Chief Financial Officer Chris Viton requested an extension to the current Employment Agreement for Lauren Tripp to continue to serve as the Interim Chief Internal Auditor beyond the July 31, 2024, expiration of the Agreement and until the Board appoints a permanent Chief Internal Auditor and that individual's first day of employment commences.

8. Approved – Extension of Employment Agreement, Interim Chief Internal Auditor Tripp
Internal Auditor Lauren Tripp (Agenda Item 4) – (Continued)

Regent Del Carlo moved to approve an extension to the current Employment Agreement for Lauren Tripp to continue to serve as the Interim Chief Internal Auditor until the Board appoints a permanent Chief Internal Auditor and that individual's first day of employment commences. Regent McMichael seconded.

Regent Del Carlo stated that Interim Chief Internal Auditor Tripp is enjoyable to work with and knows her job.

Chair Carvalho agreed that Interim Chief Internal Auditor Tripp has done an excellent job.

Motion carried by unanimous vote. Regents Boylan, Brager, Brooks, Goodman, and Perkins were absent.

9. Information Only – Complete College America: Strategies and Best Practices Promoting Student Success – Vice Chancellor for Academic and Student Affairs Daniel Archer introduced Complete College America Vice President for Research, Policy and Advocacy Charles Ansell, who led a conversation on the latest trends in college completion and their implications for higher education in Nevada. The emphasis included the latest data on college attrition and completion alongside the strategies that promote student success, including academic planning, multiple measures, and credit for prior learning. Mr. Ansell also discussed how to measure the strategies' success and scale college completion best practices through statewide policy, generative artificial intelligence, and strategic financial advocacy. (Ref. BOR-9 on file in the Board Office.)

Vice Chair Downs noted the Board was told that the Hispanic attainment differentials were higher than any other group yesterday. Mr. Ansell stated he would check, but the source is from the Lumina Foundation, which tracks census data and the higher education attainment rate across the country and then breaks it down by county and race. Mr. Ansell pointed out the difference between attainment and graduation rates.

In response to a question from Regent McMichael related to factors that pull students out of college, Interim Chancellor Charlton noted that this Board has been mindful regarding attempts to keep the cost of education down, and yes, the cost of education can be a significant barrier. There are other factors, such as the total cost of attendance, which NSHE cannot close that gap because it includes the cost of living for a student that is outside of the realm of the Board. Every President has established an emergency loan fund for students because life happens, and they recognize that students must make choices. Each President would be able to address the challenges students face every day.

9. Information Only – Complete College America: Strategies and Best Practices Promoting Student Success – (Continued)

In response to a question from WNC President Dalpe related to tuition, Mr. Ansell responded that 26 percent is the proportion of institutional revenue that's coming from tuition.

WNC President Dalpe followed up on the Native American waiver that Regent McMichael had asked about the day before. From FY 23 to FY 24, the waiver increased enrolled students from 18 to 58 who took advantage of that program, so the waiver, in effect, washes away the registration fees. WNC President Dalpe added that he is confident that WNC has some sort of scholarship they can get to any students because they have exceeded fundraising goals.

Regent Perkins entered the meeting.

In response to a question from Regent Brown asking if Finding 1 on page 12 was an actual controlled data set that Complete College America saw related to dual/concurrent enrollment, Mr. Ansell responded yes from Colorado. Mr. Ansell noted the dataset shows this behavior was catalyzed through dual enrollment in Colorado and likely would have a similar effect in Nevada.

Interim Chancellor Charlton asked Associate Vice Chancellor Davis to add any points regarding the type of data that institutional research is already capturing regarding dual/concurrent enrollment. Associate Vice Chancellor Davis stated NSHE has a built-out dashboard that starts with the capture rate or the rate at which students go from district level into higher education and NSHE, out of state, and those that NSHE doesn't know what happened. NSHE sees a substantial improvement in progression to an NSHE institution across the board. Regent Brown stated the slide should compel the Board to do a deep dive on dual enrollment. Mr. Ansell stated the Community College Research Center has a lot of practices that are well-researched in terms of maximizing the potential that the students who would most benefit from the economic mobility that higher education confers are, in fact, the ones who are enrolling in this program.

Vice Chair Downs asked for clarification of the comment that concurrent enrollment works best when you go to institutions or high schools that have a low college-going rate. Mr. Ansell stated it works best if you're trying to get more students to go to college that will benefit the most from going to college to have more college success. But that's not to say that a high school with more resources will be worse at dual enrollment.

WNC President Dalpe made three points on dual enrollment: 1) the reason WNC has been successful with the dual enrollment access piece is that the high schools in the rural communities most likely do not have advanced placement courses; 2) because of the success of JumpStart, WNC does not capture the students in the traditional college environment because they finished their associate degree in the rural and go straight to

9. Information Only – Complete College America: Strategies and Best Practices Promoting Student Success – (Continued)

college; and 3) 50 percent of WNC's first-year students have a dual enrollment history with WNC, which shows they are getting the pipeline.

In response to a question from Regent McMichael related to the FAFSA, Mr. Ansell stated that it got more complicated this year because the federal government tried to improve it, but the rollout has not gone well.

Regent Boylan entered the meeting.

NSU President Pollard drew the Board's attention to the FAFSA issue because it will impact fall enrollments. She voiced her concerns that inflation is making education a more expensive proposition for many students. Eighty (80) percent of NSU students receive some form of financial aid, and 68 percent receive the Pell Grant. If this is combined with the fact that more students are taking dual enrollment in high school and paying a far lower fee, it will financially impact the institution's bottom line. If that is combined with special admissions that circumvent the mission differentiation, it is crafting a special environment for all institutions. The jubilee is a phenomenal concept, but the problem is that the institutions are inadequately funded to do the work they have right now.

Interim Chancellor Charlton added that Nevada is fortunate that it provides state-supported aid, but many require that a FAFSA be completed. This also limits foundation scholarships that require the FAFSA to be completed to maximize every dollar to close the achievement gap. Another barrier to add is childcare. Many students are single parents and rely on every available dollar and resource.

Associate Vice Chancellor Davis noted that the Millennium Scholarship does not require the FAFSA, but the Silver State Opportunity Grant and Nevada Promise are in statute. There is some flexibility in the Silver State Opportunity Grant timeline because no FAFSA deadline is attached. The Nevada Promise does have a deadline within the *Procedures and Guidelines Manual* to accommodate the later filing date.

In response to a question from Regent Brown related to strengthening relationships with the high school superintendents and NSHE, Interim Chancellor Charlton stated they are working comprehensively with the state superintendent, who has oversight of all the districts. The institutions engage wonderfully with the high schools, but this must be done in collaboration. Regent Brown asked if there is unified messaging that the NSHE institutions share with the high schools because she heard that the institutions are responsible for this, but she believed that NSHE should be responsible. Associate Vice Chancellor Davis stated the System Office does not have the staffing for outreach. There is no statewide messaging, but they work closely with the financial aid and admission directors. NSHE works with Clark County through the GEAR UP program related to applying for college and completing the FAFSA. Associate Vice Chancellor Davis added that the National Association of State Financial Aid Administrators does push out FAFSA presentations and resources every year.

9. Information Only – Complete College America: Strategies and Best Practices Promoting Student Success – *(Continued)*

Chair Carvalho thanked Mr. Ansell for his insight and knowledge.

The meeting recessed at 10:57 a.m. and reconvened at 11:02 a.m. with all members present except Regents Brager, Brooks, and Goodman.

10. Information Only – Northwest Commission on Colleges and Universities: Role of a Governing Board in Institutional Accreditation – Interim Chancellor Patricia Charlton introduced Northwest Commission on Colleges and Universities (NWCCU) President Sonny Ramaswamy, who led a discussion on the role of a governing board in institutional accreditation. The NWCCU is recognized by the U.S. Department of Education as an accreditor of higher education institutions throughout the United States. *(Supplemental Material on file in the Board Office.)*

Regent Del Carlo thanked Mr. Ramaswamy for his presentation. Mr. Ramaswamy gave a brief overview of the different Commissions, standards, accreditation, sanction process, and reporting structure, as requested by Regent Del Carlo.

Regent Boylan liked that the University of Buffalo guarantees students their fees back if they do not get a job within six months. Mr. Ramaswamy stated that the University of Buffalo had come up with the idea of refunding tuition. They do everything they can to bring everything together in a comprehensive manner for the students. There is also a student responsibility to ensure they are addressing everything expected of them. When students graduate, there is a university policy to issue refunds if they do not get a job. The President has said they have not provided any refunds because of their very intense educational approach. Mr. Ramaswamy stated he would find out additional details and send the information to the Chancellor for distribution to the Board.

In response to a question from Regent Boylan related to who he is accountable to, Mr. Ramaswamy responded to the institutions, the State Higher Education Executive Officers Association, and the U.S. Department of Education.

Regent Boylan clarified that Mr. Ramaswamy would provide further information, and then NSHE should investigate how it can do exactly what the University of Buffalo is doing.

TMCC President Hilgersom thanked Mr. Ramaswamy for his inspirational leadership of the NWCCU and his dynamic presentation. She has learned so much from TMCC's accreditation experiences and from the visits she has gone on. TMCC President Hilgersom stated that this Board has 13 members who must worry about accreditation for seven distinct and unique institutions and asked if he had any advice. She added she didn't know of any other board in the country that was governing with this structure. Mr. Ramaswamy stated there is no one-size-fits-all solution and it is a tough job. Some other institutions across America have this shared experience. Being a trustee demonstrates a commitment and love for higher education. Trustees must be able to take a deep dive and look at the details.

10. Information Only – Northwest Commission on Colleges and Universities: Role of a Governing Board in Institutional Accreditation – (Continued)

Chair Carvalho thanked Mr. Ramaswamy for his presentation.

The meeting recessed at 12:19 p.m. and reconvened at 12:47 p.m. with all members present except Regents Brager, Brooks, and Goodman.

11. Information Only – Direction of Concurrent Enrollment in Nevada – Vice Chancellor for Academic and Student Affairs Daniel Archer introduced National Alliance for Concurrent Enrollment Partnerships (NACEP) Executive Director Amy Williams who led a discussion on core concurrent enrollment issues including priorities, goals, measuring effectiveness, and quality assurance principles. Additionally, Vice Chancellor Archer highlighted recent Nevada concurrent enrollment trends and outcomes. (Refs. BOR-11a and BOR-11b on file in the Board Office.)

Vice Chair Downs appreciated the presentation. He stated he is always concerned with the quality of the high school programs. He asked if NACEP recommends some sort of assessment and instructor qualification. Ms. Williams noted that there should be an appointed faculty liaison for the high school instructor with regular teaching duties to oversee the course. It is recommended that the college bring in the course with a syllabus, learning outcomes, assessment, assessment schedule, and textbook. The college is preparing and giving that instructor the course and a direct liaison. The standards require initial onboarding with the institution and the faculty liaison and annual discipline-specific professional development. Instructor qualifications in Montana were either a master's in content or a master's with nine discipline-specific credits. There are variances in the number of credits, but not the element that this person must be qualified to be an adjunct on the campus. In Montana, teachers who are not qualified are able to take free graduate credits to pursue qualification. States, system offices, and programs take on the assessment element in different ways. Quality is usually discussed at the program level, and when the state is silent on quality, programs must look at their program data and student performance compared to on-campus versus off-campus.

Regent Brown thanked Vice Chair Downs for the interesting start to the conversation. In discussing with some of the institutions, if NSHE is not allowing a CCSD teacher to teach at one of the universities, then why is NSHE allowing them to teach university-level courses?

In response to a question from Regent Brown related to R1 institutions participating in the dual enrollment space, Ms. Williams responded it depends on the state. For example, Iowa has no four-year institutions participating because the state says this belongs in the two-year space. The role of R1 institutions falls into a couple of different categories. One is that they are a flagship, a figurehead that students look toward. They do it by using the exact same faculty qualifications as they use for adjuncts on the campus. However, some work as collaborative partners to get everybody on the same page or as grateful recipients of prepared students. Most recent data shows that one in four students who come to a community college or four-year institution in the United States is a former dual enrollment student, and one in five students who matriculate to a four-year institution in the nation is

11. Information Only – Direction of Concurrent Enrollment in Nevada – (Continued)

a dual enrollment student. In response to a question from Regent Brown asking whether states count dual enrollment students toward overall enrollment, Ms. Williams confirmed there are states that do this.

Regent Brown asked how institutions handle dual enrollment students who do not meet the GPA requirement. Ms. Williams stated the students are specifically coded within the banner system across the state so they could follow them. The admissions officers could see them in the system and ask needed questions. They would further specify whether it was a high school, on-campus, or online model. Regent Brown felt that when providing enrollment data, it would be good to differentiate the students being served. Ms. Williams stated that the more data there is, the better.

Regent Brown stated that NSHE talks a lot about wraparound services, but she believed they show up very differently between universities and community colleges. She asked what standards NSHE should use for wraparound services regardless of the institution that runs the program. Ms. Williams stated it would depend on the location. There are usually minimum expectations, but that does not mean they cannot go above and beyond. She liked the thoughtful design of what was being offered to students, including where the students ultimately take those credits and how that ultimately reports to the community.

Regent Del Carlo asked if Ms. Williams recommended that NSHE go back and review the NWCCU policy to ensure that the policy they institute meets all aspects. Ms. Williams stated that NWCCU's clear expectation is that institutions should be using the NACEP standards. Getting familiar with the standards will make the accreditor feel a lot more comfortable about how these programs are run, the level of oversight, and the data collected to ensure they are meeting expectations with high integrity.

Regent Del Carlo asked the institutions with dual enrollment if they received any comments from NWCCU. TMCC President Hilgersom noted TMCC's accreditation was three years ago but added that they follow the NACEP standards. It has been her concern that Nevada does not have a model, clear plan, or strategy. The formula funding model does lead to unfortunate competition. TMCC has invested much money in building a high-quality dual enrollment program.

WNC President Dalpe stated that WNC's accreditation report is in process. Having served as an evaluator for years, he is confident that WNC's dual enrollment is where it needs to be. Student learning outcomes are assessed within those classes, whether delivered on the college campus or in high school.

GBC Interim President Donnelly stated the majority of GBC's dual enrollment high school students are mixed with college students. GBC has a gap in the concurrent enrollment area that allows students in underserved populations to go a little bit longer. GBC does struggle with high school instructors who have master's degrees. GBC often talks with accreditation because it is a lot of what they do.

11. Information Only – Direction of Concurrent Enrollment in Nevada – (Continued)

CSN Acting President Kibler noted he had reviewed the accreditation recommendations for CSN, but none dealt with dual enrollment.

NSU President Pollard stated there were no accreditation recommendations, but she would go back and review to be sure.

UNR Executive Vice President and Provost Jeffrey Thompson stated that UNR works closely with NWCCU and NACEP to understand the expectations and requirements, with no recommendations received at the last accreditation.

UNLV President Whitfield stated that UNLV's accreditation was pushed to 2025 due to the pandemic. He believed it was about coordination but there are different motivations behind doing it.

Interim Chancellor Charlton pointed out that NWCCU does have a policy that, in part, reads that NWCCU requires institutions to ensure that instructors participating in dual credit or dual enrollment programs have at least the institution's required minimum qualifications for instructors teaching college-level courses. In July, the *Procedures and Guidelines Manual* was updated to state that NSHE will follow the NWCCU requirements. She said that she and Vice Chancellor Archer would meet with Superintendent Ebert on Wednesday to focus on strategic direction.

Interim Chancellor Charlton was concerned with the instructor qualification area. It made her uncomfortable when the instructor of record was referenced. She thought that was not encouraged or supported by NACEP. Ms. Williams clarified that she was using the instructor of record as the person on the academic transcript to deliver the instruction.

Chair Carvalho asked for further clarification on faculty liaison and instructor of record. Ms. Williams stated that a faculty liaison is a person in the discipline, or a specific course assigned to the high school instructor. That instructor meets the criteria for hiring as an adjunct and is generally on that transcript as the course instructor. Faculty liaisons have a variety of activities that look different in the different programs. Faculty liaisons are generally in charge of onboarding, training, and orienting the person on the logistics of the course. Faculty liaisons require annual discipline-specific professional development and are the liaisons for professional development. The high school instructor is encouraged to observe the college course they are teaching in the high school. Faculty liaisons must do periodic site visits as part of the accreditation requirements.

Chair Carvalho appreciated the presentation. This is a continuing discussion that the Board must have.

Vice Chancellor Archer highlighted recent concurrent enrollment trends and outcomes in Nevada.

11. Information Only – Direction of Concurrent Enrollment in Nevada – (Continued)

Regent Del Carlo noted that the presentation points out how Nevada is doing, why they are doing the work, why it needs to grow, and why the Board needs to come together and set policy. The dual enrollment/concurrent components help students believe in themselves and encourage them to continue in higher education.

Vice Chair Downs thanked everyone for the presentation and congratulated the institutions that have provided these opportunities to high school students.

Regent Brown stated she was excited to see the statistics. The Board is responsible for streamlining the process and making it consistent across Nevada.

TMCC President Hilgersom was interested to see a year-to-year comparison of number of students served across the System. She is unclear on the difference between the number of dual enrollment and concurrent enrollment students served in Nevada. She was concerned that the graph seems to show a peak and then an actual decrease in the percentage of high school graduates, which would mean that efforts are not yielding anything new. That points to the need for a high-quality model that they know will increase that percentage significantly. Associate Vice Chancellor Davis stated that the total number of students served has increased steadily and details are on the data dashboard.

Chair Carvalho stated that as a parent of a concurrent enrollment student, her child was required to take an assessment before taking the class. She asked if dual/concurrent enrollment is available to all students and why there are obstacles put in place.

Regent Perkins left the meeting.

Interim GBC President Donnelly responded that each school district is unique. Some have assessments and some do not. Some require a high school advisor to look at how a student is performing before they're allowed to take a course. There is no specific model in place. This also speaks to the challenges of navigating through dual enrollment when an institution serves numerous school districts.

Chair Carvalho looked forward to continued discussion.

12. Information Only – New Business

Regent McMichael requested an appeals process for Regents who have been removed from a committee.

Regent Del Carlo requested a seven-year accreditation cycle matrix by institution, letting the Regents know where the institutions are in the NWCCU process. She also requested an artificial intelligence discussion.

Chair Carvalho thanked everyone for their participation in the Workshop. She thanked UNR President Sandoval, Executive Vice President and Provost Thompson, and campus partners for allowing the Board to use the Cooperative Extension space.

13. Information Only – Public Comment

NSU Faculty Senate Chair David Cooper offered in-person public comment requesting the Board look at which classes are currently being offered as dual credit and consider extending the offerings in order to expand the dual credit program.

Carol Del Carlo offered in-person public comment thanking Adam Gacia for his leadership and service to NSHE. He was instrumental in combining the northern security forces which saved millions of dollars.

Donald S. McMichael, Sr. offered in-person public comment noting that since he has been on the Board, it has been one emergency after another related to maintaining faculty and staff and that the rainy day fund should be used for that purpose. He requested that groups provide him with a definition to submit for inclusion in the *Board of Regents Handbook*. He also requested that Channel 13 be corrected in their libelous statement claiming Chair Carvalho and Vice Chair Downs had condemned Regent McMichael for statements he had made.

The meeting adjourned at 2:38 p.m.

Prepared by:

Angela R. Palmer
Special Assistant and Coordinator
to the Board of Regents

Submitted for approval by:

Keri D. Nikolajewski
Chief of Staff to the Board of Regents