

*University of  
Nevada, Las Vegas*

*University of  
Nevada, Reno*

*Nevada State  
College*

*Community College  
of Southern Nevada*

*Great Basin College*

*Truckee Meadows  
Community College*

*Western Nevada  
Community College*

*Desert Research  
Institute*

# 2007-2011 PLANNING REPORT

NEVADA SYSTEM OF  
HIGHER EDUCATION



*This page is intentionally blank.*

**Nevada System of Higher Education  
Board of Regents**

Mr. Bret Whipple, Chair  
Dr. Jack Lund Schofield, Vice Chair  
Mr. Mark Alden  
Dr. Stavros S. Anthony  
Mr. Cedric Crear  
Mrs. Thalia Dondero  
Mrs. Dorothy Gallagher  
Dr. Jason Geddes  
Mr. Ron Knecht  
Mr. James Dean Leavitt  
Mr. Howard Rosenberg  
Mr. Steve Sisolak  
Mr. Michael Wixom

**Nevada System of Higher Education - Officers**

Mr. James E. Rogers, Chancellor  
Nevada System of Higher Education

Dr. David B. Ashley, President  
University of Nevada, Las Vegas

Dr. Milton D. Glick, President  
University of Nevada, Reno

Dr. Fred J. Maryanski, President  
Nevada State College

Dr. Richard Carpenter, President  
Community College of Southern Nevada

Dr. Paul Killpatrick, President  
Great Basin College

Dr. Philip Ringle, President  
Truckee Meadows Community College

Dr. Carol Lucey, President  
Western Nevada Community College

Dr. Stephen G. Wells, President  
Desert Research Institute

*This page is intentionally blank.*

# TABLE OF CONTENTS

<b>Introduction.....</b>	<b>3</b>
<b>The NSHE Master Plan .....</b>	<b>3</b>
<b>University of Nevada, Las Vegas .....</b>	<b>7</b>
<b>University of Nevada, Reno.....</b>	<b>21</b>
<b>Nevada State College at Henderson .....</b>	<b>35</b>
<b>Community College of Southern Nevada .....</b>	<b>41</b>
<b>Great Basin College .....</b>	<b>47</b>
<b>Truckee Meadows Community College.....</b>	<b>51</b>
<b>Western Nevada Community College .....</b>	<b>59</b>
<b>Desert Research Institute .....</b>	<b>63</b>

## APPENDIX

### Performance Indicators

<b>College Continuation .....</b>	<b>69</b>
<b>Remediation .....</b>	<b>70</b>
<b>Persistence .....</b>	<b>71</b>
<b>Student Diversity .....</b>	<b>72</b>
<b>Student Financial Aid .....</b>	<b>73</b>
<b>Distance Education .....</b>	<b>74</b>
<b>Participation Rates.....</b>	<b>75</b>
<b>Transfer Rates .....</b>	<b>76</b>
<b>Graduation Rates .....</b>	<b>77</b>
<b>Faculty Characteristics .....</b>	<b>78</b>
<b>Research and Development .....</b>	<b>79</b>
<b>Workforce Development - Nurses .....</b>	<b>80</b>

*This page is intentionally blank.*

## INTRODUCTION

This report is prepared in accordance to state law requiring the Nevada System of Higher Education (NSHE) to prepare a biennial report for submission to the Nevada State Legislature that outlines a plan for new programs and expansions of existing programs of instruction, public service and research. Specifically, *Nevada Revised Statutes* 396.505 provides the following:

*1. The Board of Regents shall prepare a comprehensive plan for the next 4 years which explains:*

*(a) Any anticipated new programs and expansions of existing programs of instruction, public service or research, itemized by year and by purpose;*

*(b) The anticipated cost of each new or expanded program described under paragraph (a);*

*(c) The amount and source of any money anticipated to be available, from sources other than legislative appropriation, to meet each item of anticipated cost listed pursuant to paragraph (b); and*

*(d) Any further information concerning its comprehensive planning which the Board of Regents may deem appropriate.*

*2. The Board of Regents shall biennially bring the plan up to date for the ensuing 4 years, and shall present the revised plan to the Legislature not later than February 1 of each odd-numbered year.*

To that end this report highlights the strategic objectives for the next four years for each NSHE institution, including foreseeable plans in new academic programs and new student services. In addition, the report provides information related to the goals of the System's Master Plan. This plan, *Building Nevada's Future: A Master Plan for Higher Education in Nevada*, is meant to define the goals and set an agenda for higher education in the State of Nevada.

## THE NSHE MASTER PLAN

The mission of the Nevada System of Higher Education is to provide higher education services to the citizens of the state at a high level of quality consistent with the state's resources. It accomplishes this mission by acquiring, transmitting, and preserving knowledge. The System endeavors to assist in providing an educated and technically skilled citizenry for public service and the general welfare, to contribute toward an educated and trained work force for industry and commerce, and to facilitate the individual quest for personal fulfillment.

In April 2002, after several years of study, public dialogue, and internal deliberations, the NSHE Board of Regents approved a system-wide master plan. The plan, *Building Nevada's Future: A Master Plan for Higher Education in Nevada*, is meant to define the goals and set an agenda for higher education in the State of Nevada. It is based on the premise that higher education is a public good that should contribute to Nevada's economic, social, and cultural development.

The Master Plan's goals and associated objectives are ambitious as they establish a roadmap for the future of higher education in Nevada. Continuous progress toward these goals will be expected, measured, and communicated in an ongoing effort to provide evidence of improvement. Progress toward these goals is measured through the System's performance indicators which are included in the appendix of this report. The following goals and objectives are derived directly from the NSHE Master Plan:

## **A PROSPEROUS ECONOMY**

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

- ❑ Develop and increase responsive educational programs that focus on state needs and critical shortages in identified fields.
- ❑ Increase the proportion of workers and the number of graduates in high-skill fields who come from Nevada's higher education institutions rather than from out of state.
- ❑ Increase the leverage of state dollars for research and development by attracting more federal and private support for each state dollar expended for these purposes.
- ❑ Increase institutional collaborations with the private sector and target significant research resources to achieve specific economic development objectives.
- ❑ Increase and focus workforce development to meet community needs in those sectors with the highest potential for growth.

## **OPPORTUNITY FOR ALL**

Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling in higher education at all levels of education and in all ethnic groups.

- ❑ Raise the percentage of Nevada's high school graduates who continue into postsecondary education within the NSHE.
- ❑ Maintain minority enrollment distributions within the NSHE that meet or exceed the minority population distributions within the state of Nevada. Minority graduation rates will meet or exceed rates of white, non-Hispanic students.
- ❑ Increase the percentage of students who successfully complete bachelor's degrees in six years and increase the percentage of community college students who complete associate degrees in three years.
- ❑ Increase the percentage of Nevada's general population who participate in some form of higher education, whether through coursework, workforce training, certificate programs, lifelong learning, or degree programs.

## **P-16 EDUCATION**

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

- ❑ Increase P-16 programs that provide seamless transitions and result in student success in college.
- ❑ Through P-16 efforts, decrease the percent of recent Nevada high school graduates taking remedial/developmental courses.

## **QUALITY EDUCATION**

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

- ❑ Develop and implement an assessment plan and effective measures of student learning outcomes at each institution and for each academic program. Assessment plans for educational programs will be congruent with the differentiated missions of the institutions. Each plan will be required to define student learning outcomes, assess student performance on those outcomes, and use results to improve teaching and learning.
- ❑ Develop effective measures of institutional performance, collect data on the institutional indicators, and demonstrate that the results are used in the planning and evaluation process. These indicators are to include the regular evaluation of programs and justification for program continuation.
- ❑ Differentiate the instructional and research missions of Nevada's institutions by creating a System academic master plan and System research plan to define future institutional activities, to guide effective decision-making, and to eliminate unnecessary redundancy.
- ❑ Increase the number of rich learning experiences available to students through creative performance, scholarly and research collaboration with faculty, community service learning, and opportunities for international education.

## **ACCESSIBLE EDUCATION**

Nevada's system of higher education will provide programs and services that address the unique educational needs of a highly diverse and non-traditional population.

- ❑ Increase programs and courses designed to meet the needs of working adults.
- ❑ Increase programs and courses designed to meet the needs of under-represented groups.
- ❑ Increase need-based financial aid for Nevada students.
- ❑ Expand the use of shared, new, and existing facilities on weekdays, evenings, weekends, and summers for the most cost-effective delivery of education.
- ❑ Expand distance education offerings so that, on average, all students will have participated in some technology-mediated instruction prior to graduation.

## **BUILD QUALITY OF LIFE**

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

- ❑ Increase public service and cultural opportunities that position higher education institutions as intellectual, cultural, and artistic centers and as the “marketplace for ideas.”
- ❑ Improve Nevada's “educational benefits” measure on the National Center for Public Policy and Higher Education's Report Card from a C minus to at least a B grade.
- ❑ Ensure that all students have an opportunity to increase their understanding of other cultures through their educational programs and activities.
- ❑ Increase support for student activities that may lead to national, regional, or statewide recognition for academic or leadership achievements.

# UNIVERSITY OF NEVADA, LAS VEGAS

## *Strategic Objectives*

In the next four years, UNLV will pursue a number of strategic objectives aimed at building on the many successes the institution has already achieved. One of UNLV's central goals is to increase research and scholarly activity and become a nationally recognized research university. The institution expects this to be manifested in the achievement of the Doctoral/Research Universities-Extensive status as defined by the Carnegie Foundation for the Advancement of Teaching by 2010. Another strategic objective that will support this goal is UNLV's efforts to manage enrollment growth by becoming increasingly selective in its admissions. This will enable the University to provide greater support of research and graduate education. Simultaneously, UNLV will seek to enhance and diversify the student community on campus and work to meet the needs of all students.

Additionally, the University plans to continue building on its engagement with the southern Nevada community. This objective will be demonstrated in a variety of ways, including the continued development of regional campuses and the "Midtown UNLV" project. The growth of UNLV's health-related programs, such as public health, nursing, dental medicine, and physical therapy, is further evidence of on-going support of community needs. Community engagement will be central to the University's strategic objective of expanded fund raising. The capital campaign will significantly enhance funding for the institution, providing unique opportunities for future development and growth.

These are but a few examples of the many UNLV strategic objectives that will be pursued in the next five years - major milestones aimed at achieving the objectives are planned for each of those years. It should be noted that all of UNLV's most immediate strategic objectives emanate from a university-wide planning process through which institutional goals are identified. These goals inform programmatic decision-making and guide the development of administrative priorities.

## *Academic Programs*

As the result of a comprehensive campus-wide academic strategic planning process, an inventory of anticipated new programs of study is included herein. Planning for these programs ranges from conceptual to advanced stages of proposal development. This list is neither comprehensive nor fully vetted through the academic and administrative system within the university. When an academic unit believes that it is an appropriate time to move a program forward through the university process, a needs assessment will be conducted, the academic quality of the program will be reviewed by faculty committees, the fit with the university and NSHE missions will be assessed, and the budgetary implications will be reviewed. If it is deemed appropriate by the university, then the proposal would move forward to the NSHE Academic Affairs Council and, ultimately, to the Board of Regents for review and final approval. As a result of these various steps and processes, dates of implementation as listed here are highly tentative.

Once a program is approved by the Board of Regents, the university has up to five years to initiate the program. As a program is initiated, extramural resources and partnerships will be fully investigated in an attempt to bring additional funding to support the program, but such support is not an essential criterion on which academic programs will be approved. Programs at the graduate level require additional support for graduate assistantships and increased operating budgets and, in most cases, additional faculty.

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
MBA concentration in New Venture Management	Advanced studies in growing and managing new ventures	2007	Under development and fiscal review	Donor & private-public partnerships
Dual major Business and Biology	A joint degree program by the College of Business and College of Sciences	2007	Under development and fiscal review	Possible private-public partnerships
Ph.D. in Security Studies	Leadership preparation for homeland security program	2007	Under development and fiscal review	Grants
J.D./Ph.D. in Higher Education	Joint degree program in law and higher education administration	2007	Under development and fiscal review	Unknown at this time
Initial license post baccalaureate degree	Alternative licensure certification program for teachers	2007	Under development and fiscal review	Unknown at this time
Master's degree in Teacher as Mentor	Master's in Curriculum & Instruction with emphasis in Teacher Leadership	2007	Under development and fiscal review	Unknown at this time
Master's degree in Elementary/ Secondary Science	Master's in Curriculum & Instruction with emphasis in Science Education	2007	Under development and fiscal review	Unknown at this time
Master's degree in Children's Literature	Master's degree with major in Children's Literature	2007	Under development and fiscal review	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Master's degree in K-12 Art Education	Master's in Curriculum & Instruction with emphasis in K-12 Art Education	2007	Under development and fiscal review	Unknown at this time
Ph.D. in School Psychology	New emphasis strand in school psychology for Ed. Psychology Ph.D. Program	2007	Under development and fiscal review	Unknown at this time
BA Acting for the Camera	Assist students wishing to specialize in film and television performance	2007	Under development and fiscal review	Possible gifts from private donors.
Dietetic Internship	Accredited post-baccalaureate program required to become a Registered Dietitian	2007	Under development and fiscal review	Application & program fees
BS Cell & Molecular Biology	Focused undergraduate studies Cell/Molecular Biology	2007	Under development and fiscal review	Unknown at this time
BS Microbiology	Focused undergraduate studies of Microbiology	2007	Under development and fiscal review	Unknown at this time
BS Physiology	Focused undergraduate studies of Physiology	2007	Under development and fiscal review	Unknown at this time
BS Biomedical Sciences	Broad based undergraduate studies of Biomedical Sciences	2007	Under development and fiscal review	Unknown at this time
BS Ecology and Evolutionary Studies	Focused undergraduate studies of Ecological Evolutionary Biology	2007	Under development and fiscal review	Unknown at this time
Ph.D. Integrative Physiology	Doctoral program in interdisciplinary Physiology	2007	Under development and fiscal review	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Ph.D. Molecular Biology	Doctoral program in Molecular Biology	2007	Under development and fiscal review	Unknown at this time
Ph.D. Ecology & Evolutionary Biology	Doctoral program in Ecology & Evolutionary Biology	2007	Under development and fiscal review	Unknown at this time
Certificate Program in Pre-Health Professional Studies	Organized graduate credits for students wanting to go to a health professional school	2007	Under development and fiscal review	Unknown at this time
Certificate Program in Animal Care	Organized graduate credits for students wanting to gain experience in animal care	2007	Under development and fiscal review	Unknown at this time
Certificate Program in Green House Management	Organized graduate credits for students wanting to gain experience in management of green house facilities	2007	Under development and fiscal review	Unknown at this time
Certificate Program in Biotechnology	Organized graduate credits for students wanting to gain experience in aspects of the biotechnology industry	2007	Under development and fiscal review	Unknown at this time
Security Studies Certificate Program	Certificate Program in Homeland Security	2007	Under development and fiscal review	Unknown at this time
Ph.D. in Public Health	Advanced study in Public Health	2007	\$200,000	Research grants and donors
BS Entertainment Engineering	New academic collaboration between College of Engineering and College of Fine Arts	2007	\$500,000	Private and corporate donors

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Physical Therapy Transitional – Doctor of Physical Therapy (DPT)	Program for graduates of UNLV to continue with a doctoral program – industry is going entry level DPT	2007	Under development and fiscal review	Unknown at this time
Oral and Maxillofacial Surgery Certificate	Advanced Dental Education in Oral Surgery leading to specialty practice	2007	Under development and fiscal review	Tuition, Fees, Clinic Income
Pediatric Dentistry Certificate	Advanced Dental Education in Oral Surgery leading to specialty practice	2007 (UNR program ceasing operation in 2007)	Under development and fiscal review	Tuition, Fees, Clinic Income
Endodontics Certificate	Advanced Dental Education in Oral Surgery leading to specialty practice	2007	Under development and fiscal review	Tuition, Fees, Clinic Income
General Practice Residency Certificate	Advanced Education in General Dentistry	2007 (transfer from UNR School of Medicine)	Under development and fiscal review	Tuition, Fees, Clinic Income
Periodontics Certificate	Advanced Dental Education in Periodontics leading to a specialty practice	2008	Under development and fiscal review	Tuition, Fees, Clinic Income
Master of University Studies	Interdisciplinary Master's Degree	2008	Under development and fiscal review	Unknown at this time
Ph.D. Materials and Nuclear Engineering	Complements existing MS in Materials and Nuclear Engineering	2008	Under development and fiscal review	Research grants
MS Financial Economics	Advanced studies in Financial Economics	2008	Conceptual design	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Master's in Accounting Information Systems	A joint graduate degree program through the Departments of Accounting and Management Information Systems (MIS)	2008	Conceptual design	Unknown at this time
Master's in Information Technology Entrepreneurship	A joint graduate degree program by the Management and MIS departments	2008	Conceptual design	Unknown at this time
Master's in Information Technology	A joint degree program by the School of Computer Science and the MIS department	2008	Conceptual design	Unknown at this time
Dual degree MBA/ MS Engineering	A joint degree program by the College of Business and College of Engineering	2008	Conceptual design	Unknown at this time
Dual degree MBA / MFA Fine Arts	A joint degree program by the College of Business and the College of Fine Arts	2008	Conceptual design	Unknown at this time
Master's degree in Research Methodology	Supports new Master of Science degree in research methodology	2008	Conceptual design	Unknown at this time
Ph.D. in Research Methodology	new emphasis strand in school psychology for Ed. Psychology Ph.D. Program	2008	Conceptual design	Unknown at this time
Executive doctorate in Higher Education	Executive program for leadership in higher education	2008	Conceptual design	Unknown at this time
MFA Entertainment Engineering and Design	Advanced program to teach or enter the industry.	2008	Conceptual design	Possible industry and private support

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Master of Arch in Planning	Increasing emphasis on master planning in many areas places UNLV in the perfect lab setting due to growth of Southern Nevada.	2008	Conceptual design	Possible support from government agencies and with private architectural firms
Post-baccalaureate certificate in Clinical Lab Sciences (CLS)	Advanced study in specific CLS disciplines	2008	Conceptual design	Unknown at this time
MS in Nutrition Sciences	Advanced study in Nutrition & Dietetics	2008	Conceptual design	Unknown at this time
MS Clinical Exercise Physiology	Advanced study of exercise physiology for special populations.	2008	Conceptual design	Donors
BS/MS Ecology & Evolutionary Studies	Combination undergraduate and graduate degree	2008	Conceptual design	Unknown at this time
BS/MS Physiology	Combination undergraduate and graduate degree	2008	Conceptual design	Unknown at this time
BS/MS Molecular Biology	Combination undergraduate and graduate degree	2008	Conceptual design	Unknown at this time
BS/MS Microbiology	Combination undergraduate and graduate degree	2008	Conceptual design	Unknown at this time
Ph.D. Microbiology	Doctoral program in interdisciplinary Microbiology	2008	Conceptual design	Unknown at this time
Ph.D. Applied Genetics	Doctoral program in interdisciplinary Genetics	2008	Conceptual design	Unknown at this time
Ph.D. Biomedical Sciences	Doctoral program in interdisciplinary Biomedical Sciences.	2008	Conceptual design	Unknown at this time
BS in Atmospheric Studies	Integrative approach to Atmospheric Studies	2008	Conceptual design	Unknown at this time
BS/MS Actuarial Studies	Combination degree for Actuarial Studies	2008	Conceptual design	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
BS Casino Operations Management	To allow students within existing BS in Hotel Administration to focus	2008	Conceptual design	Unknown at this time
BS Human Resources Management	To allow students within existing BS in Hotel Administration to focus	2008	Conceptual design	Unknown at this time
BS in Foodservice Management	Gives students opportunity to focus on restaurant operations for their degree	2008	Conceptual design	Unknown at this time
BS in Beverage Management	Gives students opportunity to focus on beverage operations for their degree	2008	Conceptual design	Unknown at this time
BS in Addictions (COU, SWK)	Builds program in addictions treatment/prevention	2008	Conceptual design	Unknown at this time
BS Family Studies (COU)	Expands human services undergrad degree	2008	Conceptual design	Unknown at this time
Certificate in International Social Work	Serve practitioners; enrich practice	2008	Conceptual design	Unknown at this time
MA Women's Studies	In cooperation with Department of History	2008	Conceptual design	Unknown at this time
Ph.D. Political Science	Focused graduate degree	2008	\$150,000	Unknown at this time
BS/BA Supply Chain Management	Studies in the effective management of supply chains	2008	Undergoing Needs Assessment	Unknown at this time
Ph.D. in Business Administration	Doctoral degree in Business Administration	2008	Undergoing Needs Assessment	Unknown at this time
Ph.D. in Urban/Multicultural Education	Ph.D. in Curriculum & Instruction emphasis urban/multicultural education	2008	Undergoing Needs Assessment	Unknown at this time
Joint Ph.D. in Special Education Technology	Joint program with Curriculum & Instruction and Special Education in technology	2008	Undergoing Needs Assessment	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Ph.D. in Math Education	Ph.D. in K-12 Math Education	2008	Undergoing Needs Assessment	Unknown at this time
Ph.D. in Early Childhood Education	Ph.D. in Early Childhood Education (Institutions of Higher Education, Local Education Agency, State Education Agency, private emphases)	2008	Undergoing Needs Assessment	Unknown at this time
MS Engineering Management	Collaborative degree with College of Business for dual MS/MBA	2009	Undergoing Needs Assessment	Unknown at this time
BA Recording Engineering	Develop students who are prepared to work in the growing entertainment industry in Nevada	2009	Undergoing Needs Assessment	Unknown at this time
MFA Arts Administration	Work with the College of Business to train students sensitive to non-profit and profit producing theatre, music, etc. organizations	2009	Undergoing Needs Assessment	Unknown at this time
MFA Dance	Offer dance training at a higher level	2009	Undergoing Needs Assessment	Unknown at this time
MS in Athletic Training	Advanced study in athletic training	2009	\$150,000	Donors
Graduate Certificate - Environmental Management	Environmental Studies focus on analysis, risk assessment, and policy	2009	Undergoing Needs Assessment	Unknown at this time
Graduate Certificate - Risk Analysis	Environmental Studies build expertise in risk assessment, management	2009	Undergoing Needs Assessment	Unknown at this time
Graduate Certificate - Non-Profit Management	Public administration for local non-profit professionals	2009	Undergoing Needs Assessment	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Graduate Certificate - Forensic Social Work	Social work, extension of university focus on forensics	2009	Undergoing Needs Assessment	Unknown at this time
Graduate Certificate - Public Relations	Journalism and Media Studies for working professionals	2009	Undergoing Needs Assessment	Unknown at this time
BA Japanese	Student demand	2009	Undergoing Needs Assessment	Unknown at this time
BS Construction Engineering	Complements Civil Engineering and Construction Management programs	2009	Undergoing Needs Assessment	Unknown at this time
BS Environmental Engineering	Complements academic strength in the Department of Civil and Environmental Engineering	2010	Undergoing Needs Assessment	Unknown at this time
PhD in Special Education Law and Policy	Ph.D. in Special Education Law & Policy (Institutions of Higher Education, Local Education Agency, and State Education Agency emphases)	2010	Undergoing Needs Assessment	Unknown at this time
BS Aerospace Engineering	Complements existing (12/04) MS Aerospace Engineering	2010	Undergoing Needs Assessment	Unknown at this time
MS/Ph.D. Construction Engineering	Builds on existing BS Construction Engineering, BS/MS Construction Management	2010	Undergoing Needs Assessment	Research grants
Interdisciplinary Ph.D. in Addictions	Counselor Education, Nursing, Social Work, Public Health, to address local need	2010	Undergoing Needs Assessment	Unknown at this time
Graduate Certificate - Public Leadership	Public administration for local public sector professionals	2010	Undergoing Needs Assessment	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Graduate Certificate: Child Welfare	Master's in Social Work practitioners; focus on policy and intervention	2010	Undergoing Needs Assessment	Unknown at this time
MFA Film Production	Educate directors and producers for entry into the professional film industry	2010	Undergoing Needs Assessment	Possible industry and private support
Communication Studies Ph.D.	Interpersonal, rhetoric, public discourse	2010	Undergoing Needs Assessment	Unknown at this time
Criminal Justice Ph.D.	Policy, program assessment, analysis of crime	2010	Undergoing Needs Assessment	Unknown at this time
Ph.D. Aerospace Engineering	Complements existing (12/04) MS Aerospace Engineering	2011	Undergoing Needs Assessment	Research grants
MS/PhD Environmental Engineering	Builds on existing strength in Department of Civil & Environmental Engineering	2011	Undergoing Needs Assessment	Research grants
MS/Ph.D. Geological Engineering	Complements programs in Civil & Environmental Engineering	2011	Undergoing Needs Assessment	Unknown at this time
Doctor of Nursing Practice (DNP)	Raise educational level of nurse practitioners in accordance with national standards – possible joint degree with UNR	2011	Conceptual Design	Possible Federal Grant
Health Physics Ph.D.	Nuclear materials testing and cancer research	2011	Undergoing Needs Assessment	Unknown at this time
Kinesiology MS	Joint with Engineering to construct prosthetics and disabilities research	2011	Undergoing Needs Assessment	Unknown at this time
Health Sciences Ph.D.	Produce Ph.D. students in a variety of areas within the School of Allied Health Sciences	2011	Undergoing Needs Assessment	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Philosophy MA	Provide graduate education	2011	Undergoing Needs Assessment	Unknown at this time
Process Engineering BS	New College of Engineering Research Thrust	2011	Undergoing Needs Assessment	Unknown at this time
Nuclear Engineering BS	Complements existing MS program and supports local needs	2011	Undergoing Needs Assessment	Unknown at this time
Biomedical Engineering Ph.D.	Complements existing MS program	2011	Undergoing Needs Analysis	Unknown at this time
Architectural Engineering BS	Complements academic strength in Civil Engineering program	2011	Undergoing Needs Analysis	Unknown at this time

### ***Student Services***

Over the next five years, UNLV will implement a number of new student services that are outlined herein. Several initiatives are designed to provide new or enhanced academic support services.

A primary enhancement to services for students will occur when the NSHE is able to purchase and implement an integrated information system that will support a new student information system. This will greatly increase the services in advising, registration, admissions, financial aid, student payroll, orientation, and student accounts to name a few. Until that time, UNLV is working to enhance services through the use of other technology solutions. We continue to increase the offering of web-based information and services and will expand the effectiveness of web-based grading, web-based advising, etc.

The new Student Services Complex, due to be completed in Spring 2008, will support a one-stop shop approach to student services. All major student services will be concentrated in one central location addressing student concerns about efficiency and effectiveness of service. In addition, the Center for Academic Enrichment and Outreach will continue to pursue federal funding for additional offerings in Upward Bound, GEARUP, Student Support Services, and Adult Education Services.

The new Student Recreation Center, opening in summer 2007, will provide the following new services:

*Rebel Wellness Zone* - supported by a student life facilities fees and the student health fee, it will provide a space in the new Student Recreation Center (opening in 2007) where students can

receive integrated services that address wellness issues, fitness goals, and other health-related concerns. Consultation with health care providers, mental health practitioners, nutritionists, fitness experts and others will allow students to create a plan that addresses particular issues that they are facing and will chart a course to obtain a personal goal.

*Recreation Programming, Open Recreation, and Intramurals* - supported by a student life facilities fees and activity fees, it will enhance the offerings of fitness classes (not-for-credit), open recreation, and intramurals.

*Integrated Wellness Services* - supported by the student health fee, the Student Recreation Center will house the student health center and student counseling and psychological services. Hours and types of services based on student need will be expanded over the next few years.

The new Student Union that will be completed in summer 2007 will provide the following new services in addition to enhancement of existing services:

*Diversity Programs and Services* - a new department where staff will guide programming and services for students of color and organizations that support students of color. This department will allow UNLV to move quickly toward university goals that support diversity.

*Programming for International Students* - will be enhanced with an increase in the international student fee. Recruitment and retention of international students is important to the university's mission to enhance research and graduate education as well as to its commitment to diversity of experiences and perspectives.

*Evening and Weekend Programming* - will provide activities designed to enhance the involvement of commuter students. The new Student Union has a theatre with individuals who are responsible for creating new programming.

UNLV will continue to add *Academic-Themed Floors* in Housing where students can live in learning-living communities that engage faculty and students in out-of-classroom learning.

### ***Research Initiatives***

With sponsored program funding reaching nearly \$95 million, UNLV's research enterprise grew dramatically in size and sophistication in recent years, and this growth required that significant attention be directed to research infrastructure. Several initiatives involving facilities, staffing, and programs have been launched in order to sustain and promote this growth.

The construction is currently under way on the Science and Engineering Building, scheduled for completion in 2008, it is another initiative designed to support research. This new and innovative facility will provide state-of-the-art equipment and laboratories for faculty, student, and staff interactions, as well as anticipated research and outreach efforts aimed at furthering economic development in southern Nevada. The planning of the academic Health Sciences Center is another initiative that will support interdisciplinary research. UNLV's Division of Health Sciences, including the School of Dental Medicine, School of Public Health, School of

Nursing, and School of Allied Health Sciences, will participate in partnership with other NSHE institutions in the development of the center designed to meet critical health care and education needs of Nevada in the years to come.

The development of the Harry Reid UNLV Research and Technology Park is being actively pursued by the UNLV Research Foundation. The research park will provide a business incubation environment in which UNLV researchers and members of the private sector may work together. The UNLV Research Foundation is also working closely with UNLV faculty and administrators to transfer its grants to the university. The creation of the Office of Strategic Energy Programs is the first of several initiatives designed to achieve this goal.

UNLV continues to build administrative and programmatic infrastructure to support research. The university's recently established Office of Technology Transfer works proactively to advance UNLV research projects with the greatest potential for commercialization. Through the technology transfer effort, the university will seek to attract and guide prospective private-sector partners interested in establishing research-oriented business relationships with UNLV. A new program called the Nevada Stars Graduate Assistantship Program will provide top-quality graduate assistant support to faculty conducting nationally competitive research programs in disciplines deemed of high priority to Nevada.

Reorganized and new administrative units will continue to support research. The pre- and post-award functions associated with sponsored programs have been combined to streamline the process faculty use to acquire research grants and expend those funds. Additionally, an Office of Research Compliance has been created to support university compliance with federal regulations.

# UNIVERSITY OF NEVADA, RENO

## *Strategic Objectives*

Over the past five years, the University of Nevada, Reno engaged in an ongoing comprehensive strategic planning process to address societal needs for higher education using the best ideas of faculty, staff, and students. This process identified a number of areas in which the university will be striving to raise its profile and further enhance its instructional, research, and service programs, and the outreach of all three for the benefit of the community, state, region, and nation.

The strategic objectives established for the University of Nevada, Reno include the following:

1. Continue to find ways to attract and retain the brightest students, including:
  - Studying recruitment practices at other institutions and adopting appropriate models to assist the university in raising the academic profile of entering undergraduate and graduate classes;
  - Involving academic units more effectively with the Office of Prospective Students, the Graduate School, and the Office of International Students and Scholars in recruitment efforts;
  - With the assistance of the Office of Marketing and Communications, framing recruitment efforts for the optimal benefit of signature programs;
  - Continuing to address the need for consistent and high quality academic advising for all students to enhance the student educational experience;
  - Increasing the size of the Honors Program;
  - Encouraging and preparing qualified students to compete for Rhodes, Fulbright, Watson, Goldwater, Truman, and other post-graduate opportunities;
  - Creating additional programs to encourage and support a college education for first-generation, low income students; and
  - Broadening the diversity of faculty and staff.
2. Make greater progress in the area of information technology, including:
  - Providing greater support for the state-of-the-art technology needed for teaching and research and for spreading the word; and

- Continuing to address the growing use and expanded support for information technology-assisted learning environments for faculty and students across the state.
3. Improved marketing and communication of the university, including:
- Enhancing UNR's Web presence;
  - Creating new, timely, and interactive electronic communications channels for faculty, students, staff, alumni, and external audiences;
  - Creating a focused, proactive media relations program targeted at reaching important regional, national, and international media outlets;
  - Coordinating the public relations and marketing efforts of all the colleges;
  - Extending the reach of the university's premier publication--*Silver and Blue*; and
  - Reorganizing the Office of Marketing and Communication to make best use of existing staff talents and interests.
4. Inspire greater fund raising for the benefit of faculty, students, and facilities, including:
- Establishing a comprehensive campaign for new and renovated facilities;
  - Increasing endowments as the quantity and quality of faculty, staff, and students improve; and
  - Increasing the percentage of alumni who are annual donors.
5. Create the infrastructure needed for both the Reno and Las Vegas campuses of our School of Medicine, including:
- Completing new medical facilities in Las Vegas including clinical teaching facilities and the Lou Ruvo Center for Alzheimer's and Brain Aging;
  - Creating of new facilities in Reno that will be shared by the School of Medicine, the Nevada Cancer Institute, and the Whittemore Center of Excellence; and
  - Exploring the major medical and health care challenges in the Silver State and whether a realignment of the health science disciplines on campus could address those challenges.

Finally, the university's strategic objectives include the implementation of a master plan for campus restoration, beautification, and expansion. The university plans to explore ways of becoming a more nimble university, comfortable with innovation and rapid change in order to identify the needs of the state and society, proposing programs and initiatives to address them, and speeding up the process for review and approval.

### *Academic Programs*

The following programs are included in department and college strategic plans for the years 2007-2011 and beyond. Planning for these programs is proceeding as the departments implement their strategic plans in this and following years. At this time the date of implementation, estimated cost, and funding sources are unknown.

The process for approving new programs at the University of Nevada, Reno includes a pre-screening process at which time the university determines if sufficient resources under the state's formula funding of higher education are available to support the proposed program's needs. Only if sufficient resources are available is the program proposal then brought to the University Courses and Curriculum (UCC) Committee for detailed review of the program's content and curriculum. Once a new program proposal is reviewed by the UCC Committee, it is then brought to the NSHE Academic Affairs Council and the Board of Regents' Student and Academic Affairs Committee for final approval.

As a result of this rigorous review process, the precise date of implementation is unknown for the indicated new programs; however, it is expected that all programs listed will be brought for consideration during the planning horizon of 2007-2011. All programs at the university that generate student FTE are supported by state-appropriated funds through the higher education funding formulas and no new enhancement funds would be requested to support any of these programs.

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Ph.D. with a major in Management	A traditional Ph.D. program consisting of 2 years of course work, comprehensive exams, and a dissertation	Dependent on availability of resources	\$520,000	State dollars
MBA with a specialization track in Information Systems	In development.	Fall 2008	\$15,000	Donors
MBA with specialization track in Supply Chain Management	In development	Fall 2008	\$15,000	Donors

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Combined MPH/MBA Program	A combined program allowing students to earn both degrees and pursue careers in management of public and private health care and public health entities.	Unknown	Unknown	Unknown at this time
Undergraduate interdisciplinary minor in Entrepreneurship	18 credit minor preparing students to start a personal business enterprise. 12 credits from College of Business and 6 credits from college of student's choice. Will include a class to develop a business plan for the Governor's Cup	Fall 2008	\$50,000/year	Donors
MS with a major in Occupational Therapy	New program under development in the College of Health & Human Sciences	Unknown	Unknown	Unknown at this time
Ph.D. in Social and Behavioral Health	New program planned as part of the development of the School of Public Health	Unknown	Unknown	Unknown at this time
Doctor of Public Health in Epidemiology	New program planned as part of the development of the School of Public Health	Unknown	Unknown	Unknown at this time
Doctor of Public Health in Environmental and Occupational Health	New program planned as part of the development of the School of Public Health	Unknown	Unknown	Unknown at this time
Ph.D. in Physical Therapy	Entry level degree in PT to meet the pressing allied health needs of Nevada	Unknown	Unknown	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
MPH/MD Medicine and Public Health	Combined program to allow students to earn a degree in both areas.	Unknown	Unknown	Unknown at this time
MS with a major in Outdoor Recreation & Tourism	Graduate degree to meet the needs of our area that promotes itself as an outdoor adventure land and vacation spot.	Unknown	Unknown	Unknown at this time
BS with a major in Outdoor Recreation & Tourism	Degree to meet the needs of our area that promotes itself as an outdoor adventure land and vacation spot.	Unknown	Unknown	Unknown at this time
MA with a major in Counseling and Educational Psychology (specialty in Gerontological Counseling)	Degree program under development in the College of Education	Unknown	Unknown	Unknown at this time
MA in Gender, Race and Identity	An interdisciplinary degree focusing upon the historical, representational, cultural, institutional construction of identities, both national and transnational.	Fall 2007	\$105,000	State dollars
BA in Dance	Degree program under development in the College of Liberal Arts	Unknown	Unknown	Unknown at this time
Minor in Military Science	Under development in the College of Liberal Arts; expected to begin the approval process Spring 2007.	Unknown	No cost	Unknown at this time
BS with a major in Horticulture	A 2 + 2 program in cooperation w/ CCSN allowing students to study horticulture of both warm and cold desert climates.	Fall 2007	\$665,251	State dollars

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
BS with a major in Plant and Horticultural Sciences	A 2 + 2 program in cooperation w/ CCSN allowing students to study horticulture of both warm and cold desert climates.	Fall 2007	Included in above program.	State dollars
MS with a major in Agricultural Sciences	A joint program with the University of Agricultural Sciences and Veterinary Medicine in Cluj-Napoca, Romania.	Unknown	Unknown	Unknown at this time
MS & Ph.D. programs in Biochemistry & Biotechnology	A joint program of the Depts. of Biochemistry and Molecular Biology and Animal Biotechnology	Unknown	Unknown	Unknown at this time
BS Degree in Eco-hydrology	An interdisciplinary degree that integrates understanding of the technical elements of hydrology with fundamental knowledge of natural ecosystems	Unknown	Unknown	Unknown at this time
2 + 2 Undergraduate Program in Rangeland Livestock Production Specialization	A program in development with Great Basin College	Unknown	Unknown	Unknown at this time
2 + 2 Undergraduate program in Environmental Science	A program in development with TMCC	Unknown	Unknown	Unknown at this time
2 + 2 Undergraduate Program in Horticulture	A program in development with TMCC.	Unknown	Unknown	Unknown at this time

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
BS in Game Engineering (will begin as a minor)	This is a new degree program to meet the needs of the game industry	BS Degree likely to be requested by 2009 or 2010. Two faculty have been hired and new courses are being developed	\$1 million over the next 4 years	IGS has provided the University \$500 K and we are requesting \$520 K from the state
BS in Alternative Energy Engineering (will begin as a minor)	The Redfield Campus is an ideal location for a hands on alternative energy laboratory and space is available.	BS degree likely by 2010 if the minor/option is popular	\$800 K over the next 3 years	\$200 - \$400K from industrial partners – Ormat in 2007 may donate \$200K – Federal funds may provide the additional funds needed
BS in Biomedical Engineering	An option in electrical engineering in Biomedical Engineering using existing facilities to begin Spring 2008. Three faculty positions have been reallocated from existing faculty lines and will be used to recruit faculty with expertise in this area	BS degree may be in 2010	\$200 K	None identified at this time.
Center for Excellence in Leadership in Civic Engagement	A center operated through the University of Nevada Cooperative Extension (UNCE) to foster the development of leadership & civic engagement skills in all Nevadans	Gradual development through 2011	\$425,000 when fully operational	State funds, grants, & gifts

The following programs are specific to the School of Medicine and its proposed academic plans for 2007-2011 and beyond.

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>
MD degree	Planned increase in class size from 62 students to 96 students by 2011	2011	Unknown	Unknown
Pharmacy school (proposed)	In planning stages with School of Medicine	Unknown	Unknown	Unknown
Graduate Medical Programs	Grow existing residency programs, add new residency programs and new fellowship training programs.	In phases starting in 2008	Unknown	Unknown
Department of Geriatrics	In development	Unknown	Unknown	Unknown
Division for Molecular Medicine	In development	Unknown	Unknown	Unknown

***Student Services***

The following table summarizes the new student services UNR plans to implement in the next several years:

<b>Description of New Student Service</b>	<b>Date of Implementation</b>	<b>Estimated cost</b>	<b>Funding Sources Outside of State Dollars</b>
<b>Enrollment Services</b>			
Increase Disabilities Resource Center staff by 1.0 FTE (Coordinator, Auxiliary Aides/Deaf Services)	2007	\$50,000	Unknown at this time
Develop a Testing Center to proctor exams for students in need (e.g. make-up exams, ESL, students with disabilities). 1.0 FTE classified staff position (Range IV) to coordinate	2007	\$35,000 Space or construction of Testing Center	Unknown at this time

<b>Description of New Student Service</b>	<b>Date of Implementation</b>	<b>Estimated cost</b>	<b>Funding Sources Outside of State Dollars</b>
Increase classified staff in the Disabilities Resource Center by 2.0 FTE. (TypeWell Transcription Services to offset costs of closed captioning services and Coordinator, Electronic Textbooks)	2007	\$70,000	Unknown at this time
Increase Disabilities Resource Center staff for American Sign Language Interpreter (.5 FTE)	2007	\$35,000	Unknown at this time
Increase Presidential Scholarship to fund all students who qualify (current limit 25)	2007	\$1,000,000 (additional money)	Unknown at this time
Increase scholarship offer for the academic indexes of 90 and 80 to \$3,000 and \$2,000	2007	\$600,000 (additional money)	Unknown at this time
Initiate Best and Brightest National Merit finalist scholarship \$10,000 per student	2008	\$500,000	Unknown at this time
Increase classified staff for SIS conversion (5 1.0 FTE)	When new system is implemented	\$300,000	Unknown at this time
Increase early outreach for middle school students to improve the college going rate	2007	\$100,000	Unknown at this time
Add professional staff to focus efforts to recruit the Best and Brightest (1.0 FTE)	2007	\$60,000	Unknown as this time
Add professional staff for the Southern Nevada Office for Prospective Students (1.0 FTE)	2007	\$60,000	Unknown at this time
<b>Student Life</b>			
Develop resident technician assistant position in residence halls in collaboration with Information Technology (student employee)	2005	\$15,000	Partially funded by self-supporting funds
Develop exit survey for Residence Hall students	2005	\$2,000	Self-supporting funds

<b>Description of New Student Service</b>	<b>Date of Implementation</b>	<b>Estimated cost</b>	<b>Funding Sources Outside of State Dollars</b>
Collaborate with Disabilities Resource Center to secure early textbook materials for students with disabilities	2006	\$1,400	Self-supporting funds
Expand IOU program to loan funds for students to purchase textbooks while they are waiting for financial aid	2006	\$4,000	Self-supporting funds
Conduct cosmetic changes to Starbucks in The Overlook café	2005	\$1,000	Auxiliary
Conduct cosmetic changes to Northside Cafe in the Fitzgerald Student Services Building	2006	\$10,000	Auxiliary
Construct Coffee House in the new Knowledge Center	2008	\$225,000	Auxiliary
Construct Outtakes Restaurant in the new Science and Math Center	2009	\$200,000	Auxiliary
Expand Living/Learning Communities - 70 Students in Argenta Hall + 23 Students in Nye Hall	Fall 2006	\$41,000	Residential Life and Provost Office (only covering the \$500/ faculty teaching LLC courses)
Expand Living/Learning Communities-142 Students in Argenta Hall + 56 Students in Nye Hall	Fall 2007	\$69,000	Residential Life & Provost Office (as above)
Expand Living/Learning Communities-214 Students in Argenta Hall + 90 Students in Nye Hall	Fall 2008	\$71,000	Residential Life & Provost Office (as above)
Expand Living/Learning Communities-286 Students in Argenta Hall + 124 Students in Nye Hall	Fall 2009	\$73,000	Residential Life & Provost Office (as above)
Expand Living/Learning Communities-358 Students in Argenta Hall + 192 Students in Nye Hall	Fall 2010	\$75,000	Residential Life & Provost Office (as above)

<b>Description of New Student Service</b>	<b>Date of Implementation</b>	<b>Estimated cost</b>	<b>Funding Sources Outside of State Dollars</b>
<b>Student Success Services</b>			
Expand Washoe County School District diversity outreach collaboration with community and tribal organizations	2008	\$75,000	Unknown at this time
Enhance Retention Programming/and Staffing (2.0 FTE professional) (ACCESS and CSCD)	2008	\$250,000 (\$110,000 staffing; \$140,000 programming)	Unknown at this time
Enhance Summer Bridge Program	2008	\$120,000	Unknown at this time
Establish Counseling Services as an approved APA psychological internship site	2008	\$50,000	Partially funded by mandatory student fee
Increase Career Development staff by 2.0 FTE professional	2009	\$125,000	Unknown at this time
Expand and enhance free tutoring program (1.0 FTE professional)	2008	\$80,000 + student wages	Unknown at this time
Expand Student Consultation Team to better assist students	2006	No additional cost	Unknown at this time

### ***Research Initiatives***

The following new or expanded UNR research programs were noted in department and college strategic plans for the years 2007-2011 and beyond.

*Physics: Growth in Research Related to Soft Condensed Matter Physics.* Current research directions include the physical behavior of porous media (e.g., rocks, concretes, polymers, and biological cells), the transport characteristics of fluids and particles in porous media (e.g., water, mercury in soils and rock), and nanoscale physics of biological systems, including quantum dots and wires.

*Atmospheric Sciences.* Computational sciences, optical and acoustic instrumentation for atmospheric research, resource management, environmental technology, renewable energy, space weather (upper atmosphere energetics and chemistry), regional climate modeling, air quality and health impacts, and environmental policy.

*Nevada Bureau of Mines & Geology.* New research focus areas of geological hazards and processes, and geochemistry and environmental issues as a consequence of minerals and energy-related technologies. Expand programs in natural resources. As mandated by the Nevada Legislature, NBMG intends to continue to provide information on the natural resources

needed to sustain a well-diversified State economy. This includes research in economic geology for assessment and environmentally sound exploitation of metal and industrial mineral resources in Nevada. Mining of metals and industrial minerals has been, and will continue to be, important to Nevada. We also plan to expand programs in water quality and resources, particularly as related to geological factors, such as natural contamination from mineralized areas. We have been developing new programs in energy resources, with the intent of helping Nevada to be more secure in its production of electricity and other uses of energy.

*Chemistry.* Biomolecular chemistry, materials science, nanotechnology.

*History.* Expanded research in the history of science & medicine and environmental history.

*Education.* Interdisciplinary research in educational technology; field based research on improvement of at-risk schools and other agencies.

*Agriculture.* Plant/Horticulture Sciences; expand the focus from resource management and economics of forage, timber and wildlife production to include conservation biology, soils, hydrology and watersheds, including the biogeochemical cycles of nutrients and contaminants; Expand rangelands/livestock management research; enhance research in plant molecular biosciences.

*Business.* Increase economics research. Increase research that focuses on ethics and international issues.

*Justice Studies.* The area of social research, particularly as it relates to justice studies issues, is being invigorated by the recently approved new School of Social Research and Justice Studies. These efforts will further capitalize on an interdisciplinary research model by fostering collaboration between sociology, social psychology, justice management, and criminal justice.

*Identity Studies.* A new M.A. degree is being proposed for Gender, Race and Identity which also provides an interdisciplinary sociological research model for these areas of investigation.

*Watershed ecology.* A significant collaboration between DRI and UNR has served to foster increased growth in research dealing with hydrological sciences (environmental technology, renewable energy, and watershed modeling relative to the Walker River area. This has also stimulated research endeavors in adjunct areas such as policy, health and economic impacts. This research initiative meshes with the expansion of environmentally focused research relative to the Tahoe basin which is also interdisciplinary, as well as multi-institutional in nature.

*Alternative/renewable energy.* The College of Engineering is expanding its research in alternative energy using geothermal, bio-diesel fuels and hydrogen. A unique research foci is emerging in the area of computer game engineering. It is an opportunity to apply research to the design and development of the hardware and software aspects of gaming machines, computer games, digital entertainment, virtual reality training and serious games.

*General.* The university is planning a general expansion of its research programs in the following areas of general strategic focus:

- Environmental science, engineering, arts, humanities, and public policy;
- Molecular biosciences and biotechnology;
- Informatics (information sciences and technology);
- Innovation and entrepreneurship;
- Aging studies; and
- Latino studies.

*This page is intentionally blank.*

# NEVADA STATE COLLEGE

## *Strategic Objectives*

The strategic objectives established by Nevada State College include the following:

- Expand and increase the enrollment of students from under-represented ethnic groups, first-generation students, and students who have not imagined themselves in higher education by increased recruitment, advertising, and the development of summer bridge programs;
- Expand capacity for courses by acquiring classroom and lab space and by increasing on-line courses, in accelerated scheduling format and through distance education;
- Expand and improve the NSC college-wide assessment of student learning and use of the electronic portfolio to transfer students and to selected majors;
- Reform general education and articulate throughout the state with the goals of supporting instruction in and assessment of ability-based learning in an effort to develop first-year learning communities, increasing the interdisciplinary and upper division component including a course in ethics and professionalism in every major, and improvement of community-based learning courses;
- Increase student retention through academic support programs, strengthening mentor and advising programs, and improving student life;
- Increase access statewide to baccalaureate programs by expanding current offerings at community colleges throughout the state and by establishing strong 2+2 programs and articulation agreements with incentives for associate degree completers;
- Increase post-baccalaureate programs leading to certificates and endorsements;
- Submit TRIO program grant applications;
- Become a Hispanic-serving institution;
- Increase presence in all underrepresented communities;
- Increase degree and course offerings to accommodate student interest at NSC and to increase the number of students transferring from community colleges throughout the state;
- Transform the Web site to facilitate a state-of-the-art online relationship between future and current NSC students and the college;

- Increase collaboration with high schools by offering additional dual credit programs and services;
- Develop detailed articulation agreements with all Nevada community colleges;
- Reorganize and improve 1<sup>st</sup> and 2<sup>nd</sup> year CEP classes;
- Develop 1<sup>st</sup> year student surveys with annual follow-up surveys to assist in meeting student needs and promote retention;
- Develop exit surveys to better understand why students leave NSC;
- Develop and implement all financial aid services independent from UNR;
- Achieve appropriate independent regional and specialized professional accreditations in the disciplines and Schools;
- Review and reform degrees where needed and articulate throughout the state;
- Work with CCSN, WNCC, TMCC, Clark County School District, and other stakeholders in establishing 2+2+2 programs with internships that lead to new BAS degrees in areas such as Criminal Justice, Construction Management, Fire Science, Engineering Technology, Media Technology, and Information Technology.

### ***Academic Programs***

The following table summarizes the new academic programs NSC plans to implement in the next five years:

<b>New Program / Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Bachelor of Science in Business Administration, Accounting and Marketing majors	NSC is currently offering the Management major. This degree mirrors UNLV's Management degree. NSC and CCSN have begun discussions on cooperatively offering these majors, with CCSN providing the lower division business courses and NSC providing the upper division courses.	Accounting: 2007  Marketing: 2008	\$416,000  By 2008: Add'l \$313,000	Unknown

<b>New Program / Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Bachelor of Science in Early Childhood Education	NSC would like to team up with CCSN-Henderson in offering the Early Childhood Education major, with CCSN providing the lower division education courses and NSC providing the upper division courses.	2007	\$295,000	Possibility of Federal/State grants - federal grant proposal pending
Bachelor of Science in Deaf Education	To meet community demand in southern Nevada, this program will be compatible with and complement NSC's current Bachelor's and Master's degrees in Speech Pathology	2007	\$500,000  By 2009: Additional \$313,000	Possibility of Federal/State grants
Bachelor of Science in Mathematics	This proposed new degree would be in response to student requests and from our self-study report.	2008	\$80,000	Unknown
Bachelor of Applied Science (BAS) Degrees	Develop additional BAS degrees (based on 2+2 arrangements with Nevada community colleges) in the following areas: -Criminal Justice -Construction Management -Fire Science -Media Technologies -Engineering Technology -Information Technology	2007-2009, and on-going for other BAS degrees	Plans in preparation	Unknown
Part-time Nursing Program	The proposed part-time nursing program is responding to hospital requests to develop a nursing education program that can be taken by students on a part-time basis.	2011	\$500,000	Requested for federally directed grant dollars, but has not yet been funded. If not funded, program would need state support.

<b>New Program / Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
RN to BSN to MSN	Current collaboration with UNLV where RN to BSN students can choose to complete 9 credits at UNLV and those credits can be used as credits toward a master's in nursing at UNLV.	Fall 2007	No cost	Unknown
Certificate programs	Offer post baccalaureate certificate programs (e.g., public health, psychiatric-mental health nursing, school nursing)	2009	\$120,000	Programs may be fee based
Master of Science in Nursing (CNL)	This masters program is being proposed by the American Association of Colleges of Nursing as a generic masters program, which may have its own licensing examination. Specialization would be at the doctoral level, i.e. nurse practitioner, nurse midwife, nurse anesthetist, currently at the master's level.	2013	\$500,000	Unknown
Bachelor of Public Administration - Public Health	Expand NSC Public Administration degrees to include Public Health	2007	\$190,000	Unknown
Electronic portfolio expansion/update	Additional expansion to the major areas and training for all instructors and administrative staff	On-going 2007-2011	\$100,000	Unknown
Center for Teaching and Learning Excellence and Assessment	Enhance web-based database research, including longitudinal research to ensure valid college-wide assessment practices of general education core courses	2007-2008 and ongoing expansions	Unknown at this time	Possibility of future Federal grants

### *Student Services*

The following table summarizes new student services NSC plans to provide in the next five years:

<b>Brief Description of New Student Service</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Career Center	2008	\$60,000	Unknown
Disability Services Office	2007	\$182,000	Unknown
Center for Academic Support (writing and tutoring center)	2007	\$168,000	Unknown
Student Activities and Cultural Programs	2007	\$70,000	Unknown
TRIO Student Support Services	2007	\$220,000 per year	Federal grant funding
Testing Center	2007	\$83,000	Unknown
New Student Orientation	2007	\$70,000	Unknown
Student Employment Program	2008	\$40,000	Unknown
Foodservices	2007	Unknown	Private sources
Intramural Sports Program	2008	\$20,000	Privates sources and student fee revenue
Daycare Center	2010	\$500,000	Federal funding and fee revenue
Health/Wellness Programs	2008	\$250,000	Possible partial federal or private funding and fee revenue
Psychological Services	2008	\$125,000	Insurance billing
Transfer Center	2007	\$35,000	Unknown
Advisement Expansion	2008	\$120,000	Unknown

*This page is intentionally blank.*

# COMMUNITY COLLEGE OF SOUTHERN NEVADA

## *Strategic Objectives*

With respect to curriculum, CCSN set the following strategic objectives:

- Obtain specialized accreditation in each discipline where such accreditation is offered;
- Using institutional assessments as base-lines, implement management interventions to improve student engagements and success, academic challenge, and student-faculty interaction;
- Develop 2+2 and 3+1 programs in selected baccalaureate degree programs with both public and private universities and colleges to minimize state costs for such programs;
- Revitalize the Southern Nevada Articulation Committee to improve communication and student transfer at operational levels among the three southern institutions;
- Continue full collaboration on the development of the Health Science Center and participate in its allied health and nursing programming;
- Create and sustain a virtual college and systematically add programs and services using distance technologies;
- Review the faculty evaluation and tenure process;
- Engage a rigorous process of academic program review;
- Increase the productivity of the Law Enforcement Training Academy (LETA) by one-third;
- Continue and extend workforce development services throughout CCSN's service region as a national model for workforce and economic development;
- Expand the STEP UP program and other academic partnerships to help reduce remediation rates by making the 12<sup>th</sup> year of high school more valuable to students, and continuing the post-secondary education culture change in southern Nevada through such strategies as broader dissemination of higher education requirements, pre-placement testing;
- Expand the Summer Bridge and early intervention programs, faculty and counselor exchanges, and other collaborative efforts particularly in the area of curricular review and collaborative program development;

- Conclude development of a cohesive unified General Education program to include general education core curricula and strategies to improve the assessment of general education learning outcomes at the competency and holistic levels;
- Provide professional certifications and host post-baccalaureate programs for teacher education in coordination with partnering institutions;
- More fully engage international education programs and activities;
  - Incorporate global competence into student outcomes;
  - Develop curriculum with an international focus; and
  - Establish an advisory committee on international education
- Increase distance education course and program offerings by increasing the number of qualified faculty teaching distance education, improving faculty development opportunities for the enhancement and quality of distance education instruction, and improving student retention, academic achievement and outcomes in distance education courses;
- Develop strategies to reduce the need for remediation of recent high school graduates enrolling at CCSN;
- Improve the function of transfer centers by monitoring post transfer performance, completing common course numbering, and researching a “university express” program;
- Target curriculum at satellite sites to meet the needs of each specific community of learners;
- Sustain a premier Honors Program as a pathway for high achieving students;
- Continue collaboration with the Consortium for Educators in Renewable Energy Technology (CERT) and two college partners within NSHE on the implementation of the CCSN's "Alternative Energy Certificate Program";
- Implement an accelerated CNA certificate program at CCSN in conjunction with Jobs for the Future "Breaking Through," an initiative that will provide additional workplace literacy and basic skill assistance to all students in the program;
- Continue collaboration between the workforce and academic divisions to develop strategies and provide seamless delivery of credit and non-credit programs to southern community sites, student and workforce partners;
- Capture adult basic education, GED and other program graduates into college-level work through a seamless, cohesive curricular structure;

- Expand the use of writing centers, tutoring centers, and library services to develop information literacy across the curriculum;
- Ensure a culture of inclusion and diversity through embedding of values through ongoing curricular review and assessment;
- Test a “university express” and learning community model for transfer students;
- Continue to implement the institutional assessment plan and its emphasis on program assessment and communication of assessment results to communities of interest; and
- Revise the faculty evaluation and tenure policy and process.

With respect to technology, CCSN wishes to achieve the following:

- Become a leader in the use of information technology for all users by providing opportunities for innovation in the use of technology, and developing ways to integrate technology into student learning;
- Develop an integrated information system to facilitate the timely and effective extraction of data from student information systems, financial systems, and personnel systems through an improved integrated unit planning process that results in continuous improvement of all programs and services;
- Develop processes and technology-assisted strategies that will improve student tracking through all levels of academic progress including pre and post-CCSN experiences as appropriate;
- Strengthen the Center for Academic and Professional Excellence (CAPE) for the improvement of teaching and learning with an emphasis on the improved use of technology in both teaching and learning; and
- Migrate to WebCT 6.0 and to the use of Astra Scheduler and continue faculty involvement in standards for distance technology.

**Academic Programs**

The following table summarizes new academic programs CCSN plans to implement in the next five years:

<b>New Program Name / Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of the State</b>
AAS in Diesel/Heavy Duty Technologies	Diesel and heavy duty mechanics, hydraulics	2007-08	\$100,000	Manufacturers' Union
AAS in Alternative Fuel Technologies	Hybrid technologies, hydrogen cell technology (integrated in automotive program)	2007-08	\$100,000	Automotive manufacturers, dealers, energy organizers, federal grants
Limited 300-level coursework	Articulate with 2+2 and 3+1 partners (public and private universities and colleges) to produce more teachers for CCSD and to assist with their professional development.	2007-08	\$20,000	Partnership agreements
AAS in Specialized Hazardous Waste Management	Emphasis on management of radioactive waste materials and related security issues	2007-08	\$10,000	Homeland Security, federal and state grants
Aviation Dispatch and Navigation	Air traffic control	2009-10	No cost	--
AS Pre-Pharmacy, Pre professional preparation for articulation to Pharmacy school	Transfer	2008-09	\$10,000	Local partnerships
AA/AS degrees or emphases in Creative Writing, Global Studies, Latino Studies, Dance, Culinary Arts	Transfer	2007-10	No cost	--

<b>New Program Name / Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of the State</b>
AAS emphasis expansion in Building Inspection, Building Technology, Collision Repair, Photography and Media Technologies, and Interior Design	Articulation with NSC for BAS programs and market demand will justify program growth and expansion.	2007-10	No cost	--
BS in Diagnostic Imaging Technologies	Applied emphasis on diagnostic medical sonography	2009-10	\$300,000	Local partnerships
AS in Theatre/Music Management	Applied emphasis in theatre management, production management, music production and business applications	2007-08	\$300,000	Federal and private grants, local partnerships
AAS in Computer Game Design	Articulate with foreign partners	2009-10	\$100,000	Partnerships and grants
AAS in Construction Management	Articulate with NSC and other partners	2009-10	No cost	--

*This page is intentionally blank.*

# GREAT BASIN COLLEGE

## *Strategic Objectives*

Great Basin College’s strategic program objectives for the next five years are aimed at fulfilling a unique community college mission. While work in recent years emphasized building a core set of bachelor’s degrees to better serve the GBC service area, the primary emphasis is now shifting back to building, expanding, and extending AAS programs. With the addition of Nye County to the GBC service area, the college is now serving a 62,000 square mile rural service area. Some of GBC’s planning is for the addition of new programs throughout the service area, but considerable resources will be directed at bringing new and expanded programs to Nye County. GBC will keep existing two-year programs current while fulfilling a diversity of community needs.

GBC is expanding its contract training programs with the mining industry and exploring opportunities with other entities throughout the service area. In fulfilling the employment and academic needs of northeastern Nevada and Nye County, GBC is increasing its distance education offerings. Because of combinations of distance, work schedules, and family situations, distance education has greatly expanded in the last two years, particularly through the Internet where enrollments have more than doubled. For resident populations in Elko, the college will expand its residence hall capacity for students. With the increasing student population base, GBC is now encountering more needs for student life and dealing with other student needs and problems. Student Services is seeking new programs and avenues for assisting a growing student population.

These objectives noted herein are drawn from the College’s five-year strategic plan. These objectives are the result of a regular college planning process through which institutional goals are identified. These goals and objectives are continuously reviewed and updated as needs are recognized and solutions implemented.

## *Academic Programs*

The academic programs listed below are taken from the GBC strategic plan. The listed times and costs are projected with the goal of smooth step-wise implementation of programs accounting for the growth in student enrollment and resultant faculty increases. All programs will be forwarded through the appropriate approval process as needed and resources allow and dictate.

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
AAS Media Arts	Create a new program in Media Arts/Broadcasting Technology	2007	\$125,000 for 2 years	Private funding for one year

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
BAS emphasis in Public Administration	Add an emphasis for Public Administration to the existing BAS degree.	2009	Additional only from formula funding and enrollment	Unknown at this time
Secondary Education: Special Education concentration:	Add a concentration in Special Education to the existing program.	2009	Additional only from formula funding and enrollment	Unknown at this time
BA Early Childhood Education (ECE)	Create an ECE program to build on the existing AAS degree in ECE. Compliments existing Elementary Education program.	2008 or 2009	Additional only from formula funding and enrollment	Unknown at this time
Mechanical Training program	Expand contract training program with Newmont Mining Corp. May or may not result in students receiving degrees.	2007	Minimal, some additional from formula funding and enrollment	Partly self funded through contract agreement.
Process Plant Operator Training program	Work with mining industry to develop a training program for new and upgraded process control operators.	2008-2009	Minimal, some additional from formula funding and enrollment	Partly self funded through contract agreement.
Mine and industry training programs exploration	Ongoing exploration of opportunities for new programs of training with industry.	2008-2010	Minimal, some additional from formula funding and enrollment	Partly self funded through contract agreement.
AAS Emergency Response and Management	Cooperative program being developed with UNR Fire Science Academy (FSA)	2007	Minimal, some additional from formula funding and enrollment	FSA courses are self supporting, without state dollars.

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
AAS Fire Science Management, Wildland Fire emphasis	Reactivating program currently on hold. Cooperative program being developed with UNR Fire Science Academy (FSA)	2008	Minimal, some additional from formula funding and enrollment	FSA courses are self supporting, without state dollars.
BAS emphasis: Emergency Response and Management	Add an emphasis to the existing BAS degree. Cooperative program with UNR Fire Science Academy (FSA)	2009	Minimal, additional from formula funding and enrollment	FSA courses are self supporting, without state dollars.
EMS	Extend and expand EMS programs to Nye County	2008	Additional from formula funding and enrollment	Some cooperation from Nye County emergency service agencies.
ADN Nursing program	Extend ADN Nursing program to Nye County	2009	Additional from formula funding and enrollment	Unknown at this time, some cooperation from hospital facility in Pahrump expected.
Ultrasound certification	Add ultrasound certification to existing Radiology Technology program	2008	\$100,000/yr	Perkins Grant funding to develop program
Expand and extend programs into Nye County.	Conduct surveys of employers and prospective students, begin programs in Nye County as need dictates	2008-2010	Additional from formula funding and enrollment	Unknown at this time
AAS: Heating, Ventilation and Air Conditioning (HVAC) in Pahrump	One high demand area already identified in Pahrump.	2009	\$85,000/year	Unknown at this time, possibly start-up funds from Perkins Grant
AAS degrees in Automotive, Auto Body, and Light Diesel	Explore and develop these programs as needed	2008-2010	~\$100,000 for each program per year	Unknown at this time

*Student Services*

The following table summarizes new student services that GBC plans to implement:

<b>Brief Description of New Student Services</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
ADA Officer/Counselor	2008	\$100,000	Unknown at this time
Student Success (1 <sup>st</sup> Year Experience) Program	2008	\$40,000	Unknown at this time
Housing Support Staff	2008	\$30,000	Self-supporting through housing fees
Expand Student Housing	2009-2011	\$100,000	Self-supporting through housing fees

# TRUCKEE MEADOWS COMMUNITY COLLEGE

## *Strategic Objectives*

It is the mission of Truckee Meadows Community College to provide access for lifelong learning opportunities to improve the quality of life for our diverse community. The college anticipates and responds to educational needs of individuals to achieve their goals, aspirations and dreams.

TMCC creates a supportive, intellectually and culturally dynamic environment by offering the following:

- General education programs;
- Transfer degree programs;
- Developmental education programs;
- Occupational/technical degrees and programs;
- Customized job training;
- Continuing education;
- Recreational programs and cultural events; and
- Student and academic support services.

In accordance with this mission, TMCC established the following strategic goals for the next five years and beyond:

*Achieving Student Success* - to foster an institutional culture that ensures easy access to and participation in programs and services essential to students' academic and personal achievement.

*Achieving Academic Excellence* - to foster an institutional culture that values, demands and supports excellence in teaching and learning.

*Diversity* - to foster a mutually respectful academic community inclusive of men and women of all generations and ability levels, diverse ideological perspectives, racial and ethnic backgrounds, and sexual orientations that is dedicated to equitable practices and values diversity.

*Technology* - to develop a technology infrastructure that provides faculty, staff and students with the best practices of the industry.

*Strategic Partnerships* - to expand and to forge new, mutually beneficial partnerships, ensuring the vitality and relevance of our curriculum and programs, distinguishing TMCC as an integral and influential member of the community.

*Facilities* - to develop and maintain aesthetically pleasing, safe and environmentally friendly facilities and physical resources supportive of the teaching and learning experience.

*Welcoming and Supportive Environment* - to enhance and ensure a welcoming environment that is socially supportive and physically pleasing and provides opportunities for personal growth.

*Finance and Institutional Effectiveness* - to achieve college goals through responsible human and fiscal resource development and management.

**Academic Programs**

The following table summarizes new academic programs that TMCC plans to implement in the next five years:

<b>New Program Name / Expansion of Existing Programs</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Mathematics-Science Education	Study and implement mathematics-science for future teachers	2007	\$100,000	None expected
Computer Science	Develop an AS option in Computer Science	2007	No anticipated additional costs	None expected
Banking Finance	Explore Banking/Finance program	2007	No anticipated additional cost	None expected
Dental Assisting Tech*	Explore a Dental Assisting Tech program	2007	\$250,000	Industry Potential
Medical Office Assistant*	Explore a Medical Office Assistant program	2007	No anticipated additional cost	None expected
Veterinary Technician	Develop an emphasis in Laboratory Animal Care & new curriculum	2007	\$200,000	None expected
Horticulture	Develop an AS in Horticulture	2007	No anticipated additional cost	None expected
Fine Arts	Develop an AA emphasis & certificate in Dance	2007	No anticipated additional cost	None expected
Political Science	Develop a Political Science emphasis	2007	No anticipated additional cost	None expected
Women's Studies	Develop an AA emphasis in Women's Studies	2007	No anticipated additional cost	None expected
International Relations	Develop an AA emphasis in International Relations	2007	No anticipated additional cost	None expected

<b>New Program Name / Expansion of Existing Programs</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Alternative Fuels	Explore an Alternative Fuels Training Program	2008	\$500,000	None expected
Manufacturing Technologies	Explore an AAS emphasis in Electro-Mechanical	2008	No anticipated additional cost	None expected
Manufacturing Technology	Develop an AAS emphasis in Production Systems	2008	\$500,000	Some Private funding
Paramedic Medicine	Develop an associate degree in Paramedic Medicine	2008	No anticipated additional cost	None expected
Chemistry	Develop an AS emphasis in Chemistry	2008	No anticipated additional cost	None expected
Geology	Develop an AS emphasis in Geology	2008	No anticipated additional cost	None expected
Physics	Develop an AS emphasis in Physics	2008	No anticipated additional cost	None expected
Physical Therapist Assistant*	Explore Physical Therapist Assistant program	2008	\$30,000	Hospitals
Engineering	New curricula in engineering	2008	No anticipated additional costs	None expected
Retail Management	Develop a certificate in Retail Management	2008	No anticipated additional costs	None expected
Pharmacy Technology*	Explore a pharmacy technician certificate program	2008	\$500,000	None expected
Aviation	Explore an Aviation program	2008	\$1 million	Some private funding
Fine Arts	Develop an AA emphasis & Certificate in Film Study & Production	2008	No anticipated additional cost	None expected
Fire Science	Develop an associate degree & certificate in Fire Officer I & II	2008	No anticipated additional cost	None expected

<b>New Program Name / Expansion of Existing Programs</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Fire Science	Develop a certificate emphasis in Homeland Security	2008	\$50,000	None expected
Dietetics	Develop an AS in Dietetics	2008	No anticipated additional cost	None expected
Developmental Education	Develop and expand Developmental Education	2008	No anticipated additional cost	None expected
Biology	Develop an AS option in Biology	2008	No anticipated additional cost	None expected
AA & AGS	Revise the Associate of Arts and the Associate of General Studies	2008	No anticipated additional cost	None expected
Respiratory Therapist Assistant*	Explore a Respiratory Therapist Assistant program	2009	\$300,000	None expected
Paramedic Medicine to Nursing Bridge	Develop option that would allow successful Paramedic Students to bridge into a Nursing program	2009	\$50,000	None expected
Foreign Languages	Explore an AA degree in Foreign Language	2009	No anticipated additional cost	None expected
English	Explore an ESL certificate program	2009	No anticipated additional cost	None expected
Journalism	Develop an AA Journalism program	2009	No anticipated additional cost	None expected
Nutrition	Develop a Certified Dietary Manager certificate program	2009	No anticipated additional cost	None expected
Creative Writing	Create a Creative Writing certificate program	2009	No anticipated additional cost	None expected
Dental Lab Technicians	Explore a Dental Laboratory Technician program	2010	\$850,000	None expected

<b>New Program Name / Expansion of Existing Programs</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Medical Lab Technician	Explore a Medical Lab Technician program	2010	\$754,000	None expected
Biotechnology Technician	Develop a Biotechnology Technician program	2010	Not yet estimated	None expected
Radiography	Explore a Nuclear Medicine program	2010	\$250,000	None expected
Fine Arts	Develop an AA & Certificate emphasis in Musical Theater	2010	No anticipated additional cost	None expected
Gerontology	Explore an associate/certificate degree in gerontology	2010	\$77,000	None expected
Computational Science	Develop a Computational Science program	2010	No anticipated additional cost	None expected
Radiography	Develop a Diagnostic Medical Sonography program	2010	\$775,000	None expected
English	Develop a two year transfer English program	2010	No anticipated additional cost	None expected
Geo-Science	Develop Geo-Science emphasis & degree	2010	No anticipated additional cost	None expected
Sociology	Explore a Social Science degree with an emphasis in Sociology	2010	No anticipated additional cost	None expected
Peace Studies	Explore a Peace Studies program	2011	No additional cost	None expected
Theology	Develop an AA Theology program	2011	No anticipated additional cost	None expected
Communications	Develop an AA degree in Communications	2011	No anticipated additional cost	None expected
Social Science	Develop a Psychology emphasis		No anticipated additional cost	None expected
Economics	Explore an AA degree program		No anticipated additional cost	None expected

\*Feasibility studies on such programs will be done prior to development.

***Student Services***

The following table summarizes new student services that TMCC plans to implement in the next five years:

<b>New Program Name / Expansion of Existing Programs</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
College Achievement Program (CAP)	Collaborative efforts of a 2-year piloted program between TMCC and 2 high schools to provide study skills, leadership and career skills to 60 first generation, low-income high school students.	August 2006 (pilot) Expansion is anticipated to extend to 2011	\$80,000 (2-year pilot)	Possible Grant funding (unspecified sources)
C2 Leadership	Pilot leadership program at 2 high schools designed to assist students in preparing for college and career decisions.	August 2006 (pilot) Expansion is anticipated to extend to 2011	\$30,000 (pilot) \$30,000 for pilot \$30,000/year ongoing	Pilot: \$15,000 state grant funds and \$15,000 state funded by corporate donor
Mandatory Services	Program to promote student success and student retention through admissions, orientation, assessment, advisement, and follow-up.	Spring 2007 (pilot) Expansion is anticipated to extend to 2011	Additional funds required to fully implement, estimated cost: \$325,538	None expected

<b>New Program Name / Expansion of Existing Programs</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Noel/Levitz College Student Inventory (CSI)	Provide student services staff with detailed information about student needs, allowing development of proactive and intrusive interventions before a student encounters difficulty.	October 2006 (pilot)  Expansion is anticipated to extend to 2011	\$15,500 (pilot)  An additional \$80,000 is estimated to fund CSI through 2011	None expected

*This page is intentionally blank.*

# WESTERN NEVADA COMMUNITY COLLEGE

## *Strategic Objectives*

The Board of Regents recently approved the 2006-2012 WNCC Strategic Plan that sets measurable objectives for three institutional goals:

- Improve Student Success Rate;
- Ensure Institutional Excellence; and
- One College – Many Communities.

Academic and Student Services planning responds to a number of constituents and community partners from health care, business and industry, public school districts, and higher education. Learning outcomes support the intellectual knowledge, practical skills, and academic engagement required for a successful student to meet the demands of a prepared workforce or university transfer program. Academic faculty strive to provide “teaching excellence” in all programs. New programs are included in the academic assessment process at the institutional and system level.

Instructional delivery includes traditional lectures, hands-on labs and practicums, and distance education via the Web or interactive video. Support services are critical in the success of students. Providing those services becomes complicated by geographical distance in a large service area. During the next five years, the college will explore funding opportunities to expand activities and services supporting student engagement, student diversity, and academic retention for WNCC students throughout the institutional service area.

## *Academic Programs*

The Dean of Instruction and the Academic Division Chairs developed a list of anticipated new programs of study included below. All new programs will be reviewed by an institutional Curriculum Committee process to substantiate need, funding, and academic standards. While the dates of implementation are tentative, all programs respond to community needs and workforce demands. The community college mission also supports short-term training programs that may be offered as college certificate programs.

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
AA Anthropology	Develop and implement a dual enrollment program leading to a bachelor’s degree	2008	No cost	Unknown at this time
AA Interpreter	Develop and implement an associate degree to meet demand	2008	\$80,000	State and Grant Funding

<b>New Program Name/Expansion of Existing Program</b>	<b>Brief Description</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Certificate Medical Assistant	Develop and implement certificate of completion to meet demand in physician offices	2008	\$75,000	Potential Resources from Service Area Medical Groups
Certificate Pharmacy Technician	Develop and implement certificate of completion to meet growing needs in allied health fields	2008	\$75,000	Unknown at this time
Certificate Collision and Refinishing	Develop and implement certificate of completion in partnership with high school auto programs	2008-2009	\$125,000 (Faculty, staff and equip)	Potential donations from local automotive vendors and automotive clubs
AA/AAS Oral/Print/Media Communication	Develop and implement an associate degree in response to industry need	2009	\$80,000	Unknown at this time
AAS Industrial Technology	Develop and implement an associate degree in response to industry need	2010	\$100,000	Unknown at this time
AAS Environmental Technologies <i>OR</i> AAS Energy Management	Develop and implement an associate degree in response to environmental/energy needs in our service area	2010  2011	\$80,000	Unknown at this time
AA Advanced Manufacturing Management	Develop and implement an associate degree to respond to business needs in our service area	2011	\$80,000	Unknown at this time
Certificate Physician's Assistant	Develop and implement certificate to meet growing needs in allied health fields	2011	\$125,000	State and Grant Funds

***Student Services***

A number of student services initiatives are planned for implementation during the next five years. These programs expand existing services and activities. All programs support student outreach, retention, academic preparedness, and goal completion. Programs are offered by student services personnel in partnership with academic faculty and administrators.

<b>Brief Description of New Student Services</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Counseling Services – expand the availability of academic advisement and personal counseling for current students.	2007	\$150,000	State Funds, WNCC Foundation, Corporate Support, Federal and State Grants
Expand Athletic Program – increase intercollegiate sports offerings based on student and community input (i.e., men’s soccer, cross-country/track & field, women’s volleyball, etc.).	2007	Dependent on sport(s) offered	WNCC Foundation Student Athletic Fee
Increase Student Access/Success Financial Aid - 100% state funding for Assistant Director position, an upgrade from current Financial Aid Counselor to Assistant Director.	2007	\$85,350 Annually	State Funds
Admissions & Records – Administrative Assistant I to support mandatory prerequisites and other elements of the “Checklist to Success.”	2007	\$36,000	State Funds
Outreach Coordinator – Upgrade Administrative Assistant to full-time, state funds.	2007	\$36,000	State Funds
Increase outreach to under-represented populations. Promote the enrollment and retention of under-represented students.	2007	\$300,000 annually	State Funds and Grant Funds

<b>Brief Description of New Student Services</b>	<b>Date of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
Campus Cultural Initiative – Provide services and activities that would otherwise not be available to students. These could include intramural sports, cultural offerings (speakers, exhibitions, special topic workshops, etc.).	2008	\$100,000 annually	WNCC Foundation, Federal and State Grants, Community Grants Resources, Student Activity Fees
Student Health Service – develop an on-campus service for students, especially as the college continues to expand athletic programs and residential facilities.	2008	\$105,000 annually	Student Health Fee
Counseling – Career Counselor to develop and implement a “Student Development Program,” including the set up of internships and a “Career Development Center.” Expand services to rural students.	2008	\$60,000	State Funds
Expand On-line Student Services – Enhance communication to all students by increasing on-line resources; including, but not limited to academic advisement, orientation, and loan orientations.	2008	\$75,000 one-time; \$35,000 annually	Federal Grants, State Funding
Disability Support Services – Administrative Assistant I to support production and distribution of various accommodations, including alternative texts.	2009	\$36,000	State Funds
Rural Outreach Coordinator to support student access from rural Nevada and from underserved populations.	2010	\$50,000	State Funds

## DESERT RESEARCH INSTITUTE

The list of potential new and expanded DRI research initiatives shown below is representative, but not inclusive, of the wide range of research areas planned for addition or expansion during the next five years.

### *New Research Initiatives*

- **Desert Soil-Forming and Hydrologic Processes** – Construction of large-scale outdoor and smaller-scale laboratory infrastructure at its facility in Boulder City will enable DRI to bridge a critical gap in scale among outdoor (i.e., natural) experiments, large-scale laboratory experiments (DRI's EcoCELLS), and smaller-scale laboratory experiments. Soil and hydrology studies utilizing these facilities will enable DRI scientists to validate results extrapolated from non-natural settings to natural environments.
- **Health and Environment** – DRI plans to expand our research into environmental factors that directly affect human health. For instance, DRI's Division of Hydrologic Sciences already has begun work on water-balance/water-cycle processes in order to define a water inventory for Nevada. Faculty in DRI's Division of Earth and Ecosystem Sciences see emerging trends by evaluating land-use scenarios (alternative futures) and links to cultural changes from disease as well as changes in disease vectors and pathogens. Faculty in DRI's Division of Atmospheric Sciences also are pursuing research into mercury sources (natural and anthropogenic), emission characterization, measurement technologies, control measures, transport, deposition, chemical transformation, human exposures, and health effects.
- **Climate and Atmospheric Modeling** – Understanding how climate and weather affects everything from human health to transportation is an area where DRI faculty are seeking answers. For example, DRI is leading a large-scale international field experiment, aptly named T-REX (Terrain-induced Rotor Experiment) in Owens Valley to expand our knowledge of the structure and evolution of atmospheric rotors, turbulence, and related phenomena in complex terrain. In addition, faculty in DRI's Division of Atmospheric Sciences are conducting research to understand and assess the impacts of aerosols on local, regional, and global climate.
- **Sustainable Energy** – The United States seeks to attain the goal of oil independence, and part of the plan to do that is to develop our renewable energy resources. DRI is partnering with interstate consortia, private companies, federal and state government agencies, and our NSHE counterparts to bring current and future sustainable-energy technologies and capabilities to the consumer at affordable prices and efficient configurations, as well as providing an educated workforce capable of installing and maintaining sustainable-energy systems.

### *Expansion and Consolidation of Existing Research Initiatives*

- **Air Quality** – Research linking air quality and human health issues (e.g., increased asthma and other respiratory system afflictions) has grown over the last decade. DRI plans to

continue our successful research programs in these areas and expand them further into ozone, particulate sources, and dust emissions with more mobile testing equipment, increasingly accurate models, and recommendations for mitigating the effects of dust, haze, and other atmospheric pollution.

- **Advanced Scientific Visualization (CAVE™)** – Building on the successful infrastructural development of ACES (Advanced Computation for the Environmental Sciences) that was funded through an NSF EPSCoR grant, DRI built a four-sided virtual visualization system (CAVE™). DRI faculty and staff are working with other NSHE faculty to advance and promote data visualization in areas such as wildland-fire behavior. DRI secured funding for a new building to house a six-sided CAVE™ for a range of applications, as well as the additional faculty who will utilize this and other enhanced visualization and computation capabilities.
- **Cold War Archaeology/Historical Preservation** – DRI will expand studies of the unique structures, programs, and investigations associated with four decades of political and military tension. This will include documentation of the historical legacy of the Plowshare Program that investigated peaceful use of atomic power and weaponry.
- **Geographic Information Systems (GIS), Global Positioning Systems (GPS), Hyperspectral Analyses, and Landscape Changes** – Utilizing DRI expertise in GIS, GPS, and hyperspectral analysis, we plan to focus research on remotely sensed information analysis in order to assess broad yet subtle changes in land use over time. Such research has proven effective in demonstrating the consequences of policy changes on land use, the expansion of desertification, the impact of increasing urban growth, and myriad other human/landscape interactions that directly affect the environment.
- **Geomicrobiology** – Identification of microbial life, understanding microbial ecology, and monitoring byproducts of these systems are critical research areas. Microbial life in hot Yellowstone springs, for example, provides information about life on early earth; and studies of life in frozen environments (e.g., microbes that survive in Antarctic rocks) may provide clues to the possibility of life on other planets.
- **Homeland Security Monitoring and Modeling** – Building on its long-term success in monitoring environmental variables (e.g., CO<sub>2</sub>, radiation, temperature, wind velocity and direction) and modeling their distribution, DRI will be expanding existing research to include monitoring and modeling related to homeland security interests, including early detection and multivariate analyses of complex data to provide monitoring of environmental changes related to areas of interest to homeland security and nuclear nonproliferation.
- **Regional Watershed Research** – DRI will expand its presence in the Lake Tahoe basin (in part through research conducted at the new Tahoe Center for Environmental Sciences on the Sierra Nevada College campus), the lower Colorado River basin, the Walker River basin, as well as other western watersheds and terminal lake basins. Research will address issues ranging from water clarity in Lake Tahoe to restoration, sustainable development, and biodiversity in other systems.

- **Global Climate Modeling and Forecasting** – DRI will continue to expand its research using and developing proxies for assessing global climate trends. This expansion of capabilities will include analysis of ice cores, sediments, and rocks. Climate changes dramatically affect the water cycle in Nevada, which has direct bearing on the amount and availability of both surface water and groundwater here and elsewhere in the arid west.
- **Weather-Modification Research** – DRI will expand its investigation of recently reported findings that particulate matter in the air inhibits snowflake (and therefore, water) formation. Building on the proven success of our cloud-seeding program, DRI will use various research methods to assess the effectiveness of cloud seeding for promoting enhanced snowfall in Sierra-based winter weather systems.

*This page is intentionally blank.*

# APPENDIX

*This page is intentionally blank.*



# Performance Indicator #1

## College Continuation

### NSHE Master Plan

**Goal:**

Opportunity and Accessible Education for All

**Planning Target:**

Raise the percentage of Nevada's high school graduates who continue into postsecondary education.

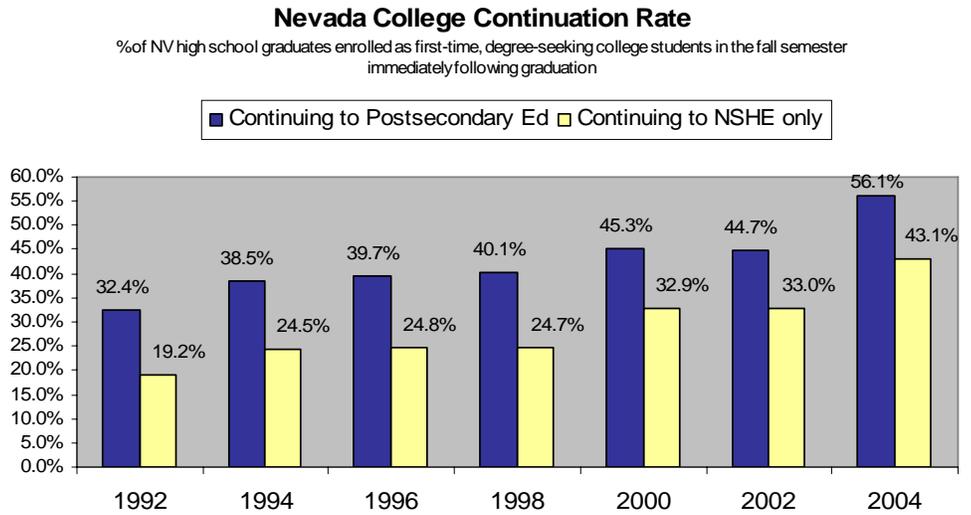
**Progress:**

Over the past twelve years, NSHE witnessed great progress toward this target. College continuation rates steadily increased through the 1990's, peaking at more than 56% in 2004. More importantly, the growth in Nevada's college continuation rate may be attributed in part to an increase in Nevada high school graduates attending NSHE institutions.

The marked increase in the overall continuation rate between 1998 and 2000, as well as a huge jump in percentage of students enrolling within the state of Nevada during the same time period validate the positive impact of the Millennium Scholarship.

Nevada's growth in college continuation rates has been steadily increasing and at a greater rate than nationally. From 1992 to 2004 the national rate increased from 62.7% to 68.6% while the Nevada rate increased from 32.4% to 56.1%.

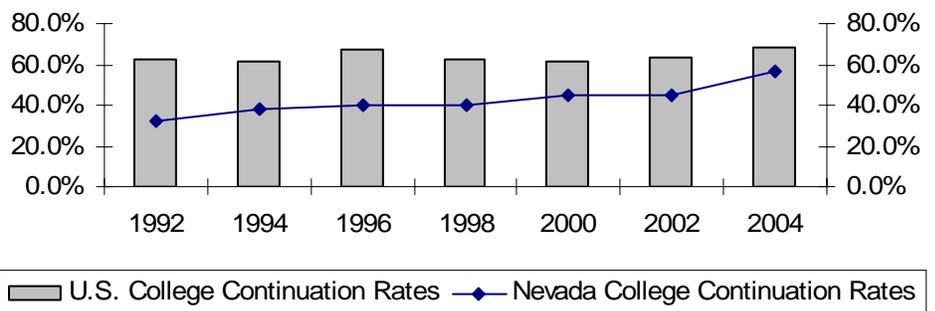
**Key Indicator** Percent of recent Nevada high school graduates enrolling in the NSHE in the fall semester immediately following graduation



Source: IPEDS PAS

- Nevada's college continuation rate increased steadily from 32% in 1992 to approximately 56% in 2004.
- Since 1992, the percentage of high school graduates attending an NSHE institution immediately following high school graduation more than doubled, growing from 19% in 1992 to 43% in 2004.
- Since the advent of the Millennium Scholarship in 2000, the percentage of graduates attending college in-state increased dramatically.

### College Continuation Rates for Recent High School Graduates - Nevada and U.S.



Source: Postsecondary Education Opportunity



## Performance Indicator #2 Remediation

### NSHE Master Plan

**Goal:**  
P-16 Education

**Planning Target:**  
Through P-16 efforts, decrease the percent of recent Nevada high school graduates requiring remediation.

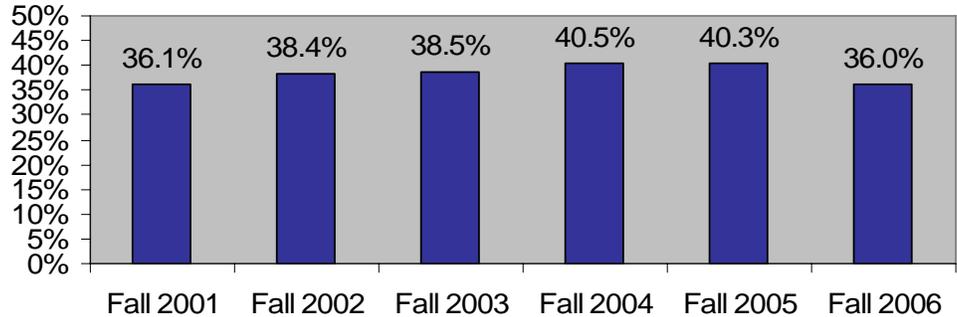
**Progress:**  
The percent of recent Nevada high school graduates enrolling in at least one remedial math or English course in the summer or fall semester immediately following graduation from high school declined to its lowest point since 2001 in the Fall 2006 (36%).

At the universities, 20% of recent Nevada high school graduates enrolled in remediation compared to 47% at the community colleges. Nevada State College enrolled 51% of its recent Nevada high school graduates in remediation.

One encouraging measure is the persistence rates of remedial students. A high percentage of remedial students (comparable to non-remedial students) continue to the following spring semester; a measure indicating that these students are engaged in their studies and making progress toward their goals.

**Key Indicator** Remediation rate – percent of recent Nevada high school graduates enrolling in remedial math or English

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



Source: NSHE Remedial Report

- NCES reports that nationally 42% of entering freshman at degree-granting public 2-year institutions enroll in remedial courses and 20% at public 4-year institutions.

**Sub-Indicator** Persistence rate of remedial students

### Persistence Rates (Recent Nevada High School Graduates)

Remedial Cohorts (First-time College Students Requiring Remediation – Summer or Fall 2005)	Requiring Remediation in Math	Requiring Remediation in English	Requiring Remediation in BOTH	NOT Requiring Remediation
No. of students enrolling in at least one remedial course immediately following graduation <sup>1</sup>	1176	969	1095	4710
No. of students enrolling in the Spring semester following remedial enrollment	951	811	866	3898
Percent of students enrolling in the Spring semester following remedial enrollment	81%	84%	79%	83%

Source: NSHE Remedial Report, System Data Warehouse

1) unduplicated number of usable IDs

- On average, 81% of recent Nevada high school graduates that require remediation in math, 84% requiring remediation in English, and 79% requiring remediation in BOTH return for a second semester of enrollment in the NSHE compared to 83% of those students who did not require remediation.



## Performance Indicator #3 Persistence

### NSHE Master Plan

**Goal:**  
Student-Focused System

**Planning Target:**  
Work to increase the persistence rates of first-time students that return to an NSHE institution with each advancing semester.

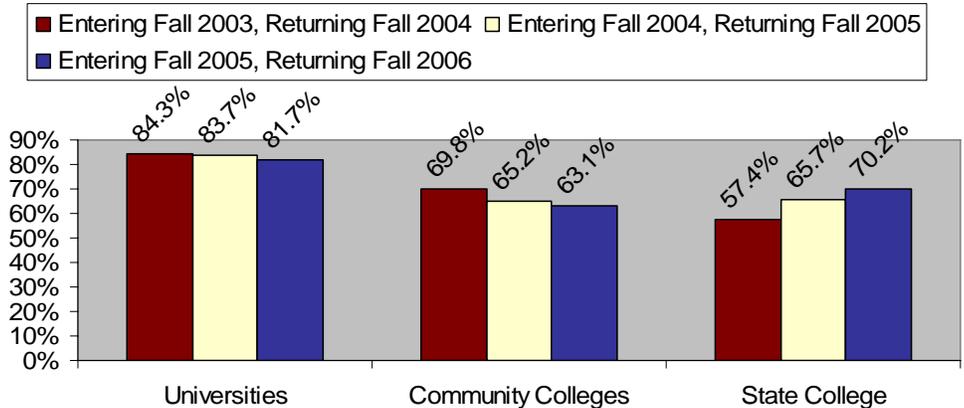
**Progress:**  
Freshmen to sophomore persistence rates are a critical indicator of student success and the ability of students to achieve their educational goals. Advancing toward a degree requires successful transition from semester to semester, as well as from institution to institution. The ability of students to persist, transfer, and enroll at multiple institutions throughout the NSHE has a direct influence on related performance areas and targets, such as graduation rates.

Persistence rates within the NSHE compare favorably with national averages. In comparison to similar institutions nationwide, new student cohorts entering the NSHE in Fall 2004 and returning for the Fall 2005 exceeds national percentages.

**Key Indicator** Percent of first-time, full-time freshmen returning for a second year of enrollment (i.e. freshmen to sophomore persistence)

### NSHE Persistence Rates by Institutional Type

% of First-time, Full-time, Degree-seeking Freshmen Returning to any NSHE Institution for a Second Year of Enrollment



source: NSHE Data Warehouse

- Nationwide, studies have found that a variety of factors such as admissions criteria, high school preparation, and family income influence student persistence rates.
- Nationally, the average freshmen to sophomore persistence rate is 77.3% at PhD public institutions and 52.5% at public two-year colleges (ACT 2006 National Collegiate Retention and Persistence to Degree Rates). NSHE universities and community colleges have exceeded the national persistence rates for the 2002, 2003 and 2004 entering freshmen.

**Sub-Indicator** Persistence rates by institution

### NSHE Persistence Rates

*First-time, Full-time, Degree-seeking Freshman Returning to ANY NSHE Institution the Following Fall Semester*

Institution	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
UNLV	82.2%	81.4%	78.5%
UNR	87.0%	87.2%	85.7%
NSC	57.4%	65.7%	70.2%
CCSN	70.1%	63.9%	62.5%
GBC	56.4%	67.3%	52.7%
TMCC	72.2%	68.0%	67.9%
WNCC	72.9%	63.3%	64.8%

Source: NSHE Data Warehouse



# Performance Indicator #4 Student Diversity

## NSHE Master Plan

### Goal:

Opportunity and Accessible Education for All

### Planning Target:

Minority enrollment distributions within the NSHE will meet or exceed the minority population distributions within the State of Nevada.

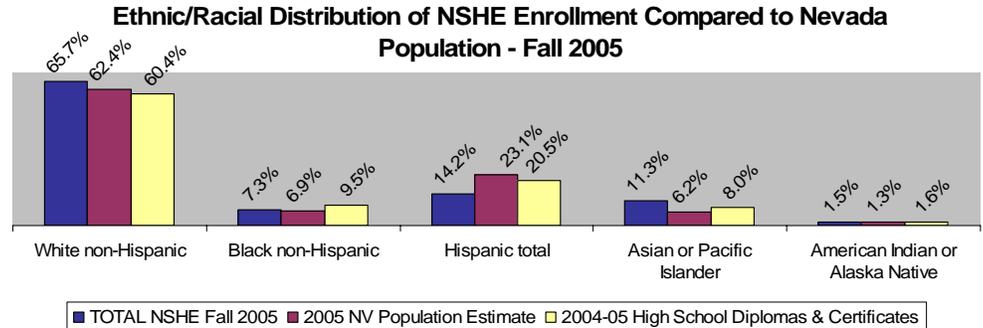
### Progress:

In Fall 2005, the ethnic distribution of NSHE student enrollment met or surpassed the minority population distributions of the state, except for Hispanics; and the NCES national averages, except for Black, non-Hispanic students.

The number and percentage distribution of students who are members of minority groups increased substantially since 1996. Nearly every institution exceeded 25 percent overall growth in the distribution of minority groups with UNLV approaching growth in minority groups of nearly 50 percent.

### Key Indicator

Ethnic/racial distribution of NSHE student population as compared to ethnic/racial population distribution within the State of Nevada



Source: IPEDS Fall Enrollment Survey (data on race/ethnicity are not available for students who are non-resident aliens or who report their race/ethnicity as "unknown"), State of Nevada Demographer 2004 projection

- The only ethnic/racial group that does not exceed the minority population distributions in the state of Nevada is Hispanics. However, from 1996 to 2005, enrollment of Hispanic students at NSHE institutions increased by 113.6%.

### Sub-Indicator

NSHE ethnic/racial enrollment growth (absolute and percent growth)

	White non-Hispanic	Black non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaska Native
Fall 2004	57,845	6,222	11,638	9,249	1,247
Fall 2005	57,391	6,398	12,366	9,858	1,310
<b>Absolute Change</b>	-454	176	728	609	63
<b>Percent Change</b>	-0.8%	2.8%	6.3%	6.6%	5.1%
Fall 1996	50,528	3,968	5,788	4,293	1,098
Fall 2005	57,391	6,398	12,366	9,858	1,310
<b>Absolute Change</b>	6,863	2,430	6,578	5,565	212
<b>Percent Change</b>	13.6%	61.2%	113.6%	129.6%	19.3%

Source: IPEDS Fall Enrollment Survey

- Over the past year, enrollment of students in NSHE institutions grew in every ethnic/racial group.



# Performance Indicator #5 Student Financial Aid

## NSHE Master Plan

### Goal:

Opportunity & Accessible Education for All

### Planning Target:

Increase need-based financial aid for Nevada students.

### Progress:

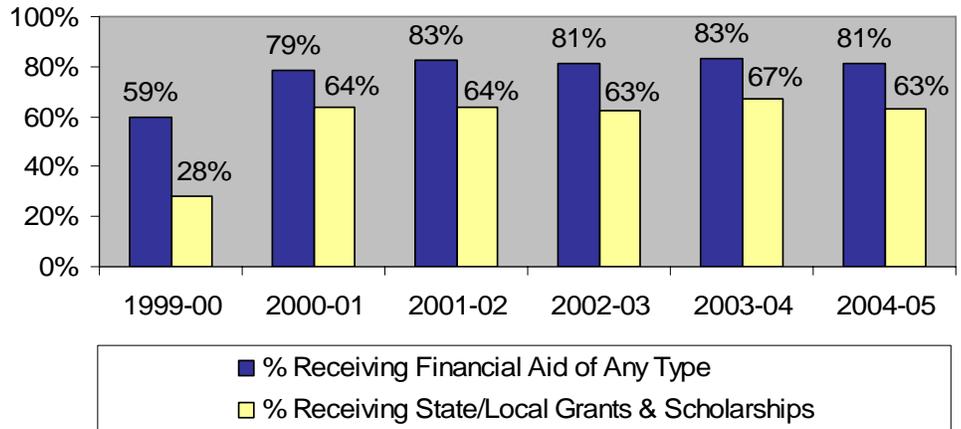
In the 2004-05 academic year, 81% of NSHE students received some form of financial aid. The State's commitment to providing financial aid was witnessed once again, with almost two-thirds of NSHE students receiving a state or locally funded grant and/or scholarship.

In 2005-06, approximately 51% of all financial aid funds distributed to students were need-based. Need-based allocations grew as much as 14 percentage points over a seven-year time period.

Since the 1999-00 academic year, the ratio of need-based allocations to total awards exceeds 50%. Need-based dollars consistently represent the majority of aid distributed throughout the NSHE.

**Key Indicator** Percent of first-time, full-time degree-seeking students receiving financial aid

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



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

- Since 2001-02, the percentage of NSHE students receiving any type of financial aid, including state/local funded grants and scholarships consistently exceeded 80%.
- Due to the Millennium Scholarship, students receiving state/local grants and scholarships grew from 28% in 1999-00 to over 60% each year since 2000-01.

**Sub-Indicator** Need-based financial aid as a percent of total financial aid awarded

**Need-based Financial Aid Allocations**  
\$\$ in Millions

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Total Awards	\$142	\$158	\$190	\$225	\$266	\$297	\$299
Need-based Awards	\$83	\$90	\$103	\$129	\$158	\$157	\$153
Percent Need-based	59%	57%	54%	57%	59%	53%	51%

source: NSHE Financial Aid Report

- From 1999-00 through 2005-06, the percent of need-based financial aid awarded has exceeded 50%.



# Performance Indicator #6 Distance Education

## NSHE Master Plan

### Goal:

Student-Focused System;  
Opportunity & Accessible  
Education for All

### Planning Target:

Expand distance education offerings so that, on average, all students will have participated in some technology-mediated instruction prior to graduation.

### Progress:

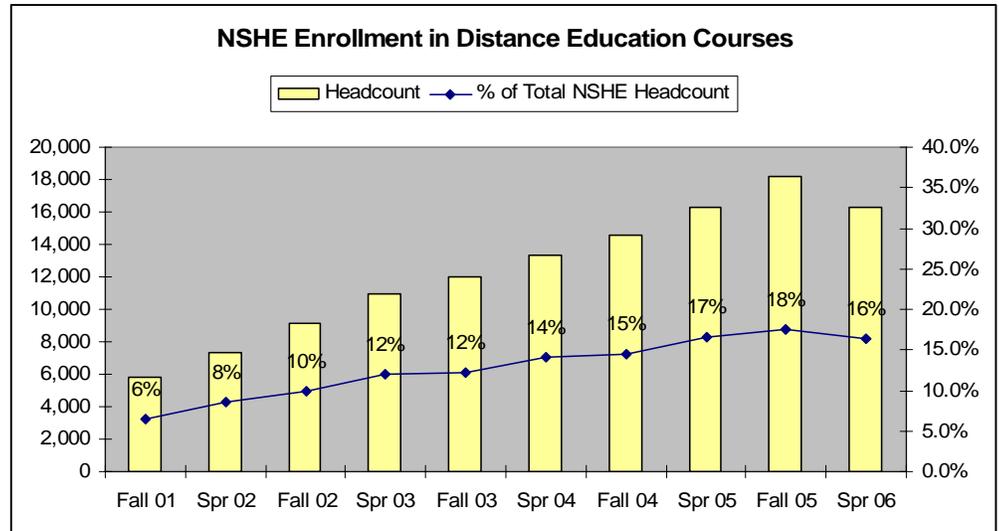
Over the past four years, unduplicated headcount in distance education courses experienced enormous growth systemwide.

In Fall 2001, 6% of all NSHE students enrolled in at least one distance education course. By Fall 2005, 18% of all NSHE students enrolled in at least one distance education course.

Comparatively, students in the NSHE general population successfully complete their courses at a higher rate (79%) than students enrolled in distance education (66%). Students withdrew from distance education courses at a much higher rate than enrollees in traditional courses, with 26% of distance education enrollments recording a "W" as compared to 15% in traditional courses.

### Key Indicator

Growth in enrollment of students receiving instruction via distance education



<sup>1</sup>courses where instruction is delivered entirely outside of the traditional classroom setting and there is no "in-person" contact between student and teacher; source: NSHE Course Taxonomy Database

- Between Fall 2001 and Fall 2005, unduplicated headcount of students enrolled in at least one distance education course increased by more than 12,400 students (214% increase).

### Sub-Indicator

Course completion rate of students enrolling in distance education

**Course Completion Rates**  
Distance Education Courses vs. All NSHE Courses  
Fall 2005

	Distance Education in the NSHE	All Courses Offered in the NSHE
<b>Course Completion Rate</b> (% of students completing a course with a grade of "D" or better)	66%	79%

source: NSHE Course Taxonomy File and Data Warehouse

- In Fall 2005 the course completion rate in NSHE distance education fell short of the completion rate for all courses in the NSHE, a trend found throughout the nation.

### Fall 2005 Student

#### Demographics –

	Distance Education	vs.	All NSHE Students
Nevada Residents	88%		86%
Female Students	68%		56%
Non-traditional Students (students 25 yrs. & older)	45%		44%



# Performance Indicator #7 Participation Rates

## NSHE Master Plan

**Goal:**  
Student-Focused System

**Planning Target:**  
Increase the percentage of Nevada's general population who participate in some form of higher education.

**Progress:**  
Since 1990, the accelerated growth of Nevada's population outpaced enrollment growth in the NSHE, resulting in participation rates that declined from 5.7 to 5.0 enrollments per 100 Nevada residents 18 years and older.

Since 2003, NSHE enrollment grew at a faster rate than degree-granting institutions nationwide. However, the rate of enrollment growth declined each year since Fall 2003 when it reached a peak of 4.9% down to 2% for the Fall 2006 semester. A number of factors have contributed to the decline in enrollment growth including increased university admission criteria effective Fall 2006 and the increase in eligibility requirements for the Governor Guinn Millennium Scholarship effective Fall 2005.

**Key Indicator** Enrollment in NSHE institutions per 100 Nevada residents

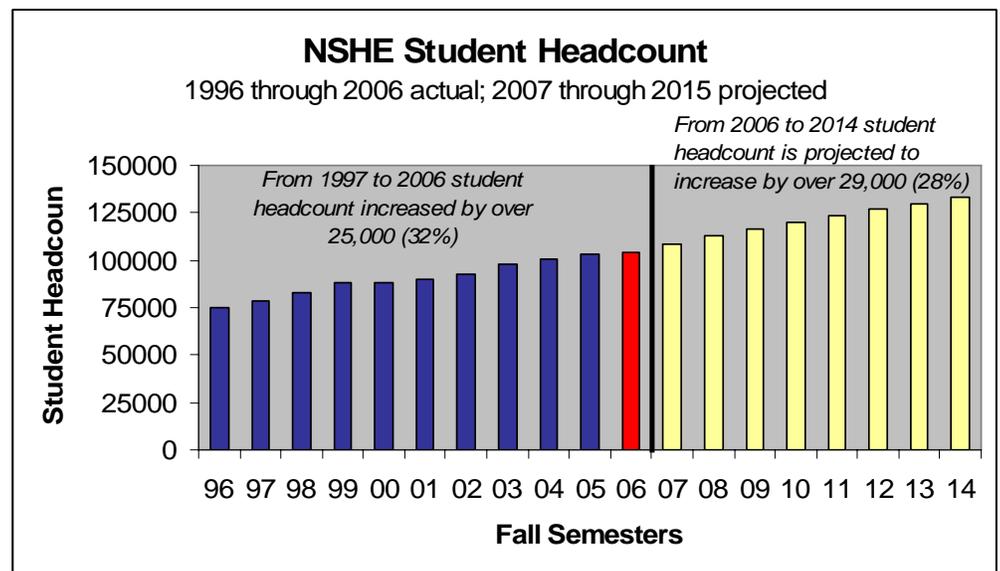
### NSHE Student Headcount per 100 Nevada Residents

	1990	2000	2003	2004	2005
Nevada Population (18 years and older) <sup>1</sup>	904,885	1,486,458	1,657,229	1,729,736	1,793,627
NSHE Headcount (NV residents only) <sup>2</sup>	51,761	74,483	83,123	86,022	88,924
NSHE Headcount per 100 Nevada Residents	5.7	5.0	5.0	5.0	5.0

source: US Census 8/4/2006; NSHE Data Warehouse

- The number of students enrolled in the NSHE per 100 Nevada residents dropped since 1990, indicating that enrollment in the NSHE has been outpaced by Nevada's rapidly increasing population. However, NSHE enrollment per 100 Nevada residents has remained stable since 2000.

**Sub-Indicator** NSHE enrollment growth (actual and projected)



source: NSHE Enrollment Planning Report

- In Fall 2006, 103,845 students enrolled in NSHE institutions.
- In the past 10 years, NSHE headcount increased by approximately 25,000 students; by 2014, headcount is expected to grow by more than 29,000 students.



# Performance Indicator #8 Transfer Rates

## NSHE Master Plan

### Goal:

Student-Focused System;  
Opportunity and Accessible  
Education for All

### Planning Target:

Provide seamless transfer for students who begin their education at the community colleges and choose to continue at a NSHE 4-year institution.

### Progress:

Nearly half of the students graduating with a "transfer" associate degree matriculate at a 4-year NSHE institution in the semester immediately following graduation, while approximately one-quarter choose to continue their education at a community college. As a result, over the past four years nearly 70% of all students earning a "transfer" associate degree return to the NSHE to further their education immediately following graduation.

"Transfer" associate degree recipients are highly successful when transferring to a NSHE 4-year institution. From the graduating class of 2002-03, 60% of the students who transferred immediately following graduation earned a Bachelor's degree within three years.

### Key Indicator

Percent of students earning "transfer" associate degrees<sup>1</sup> who transfer to a NSHE 4-year institution in the Fall semester immediately following graduation

### NSHE Transfer Rate of Associate Degree Recipients<sup>1</sup>

% of Graduates Transferring to NSHE 4-year Institution in the Fall Semester Immediately Following Graduation

Graduating Institution	# of Graduates (unduplicated)	% Continuing in NSHE - Fall 2006		
		Continuing at CC's	Transferring to 4-year	Total
<b>2005-06 Graduates</b>				
CCSN	562	20%	45%	64%
GBC	76	61%	5%	66%
TMCC	297	31%	38%	69%
WNCC	104	31%	40%	71%
<b>Total</b>	<b>1039</b>	<b>27%</b>	<b>40%</b>	<b>66%</b>
<b>2004-05 Graduates</b>				
	885	26%	41%	67%
<b>2003-04 Graduates</b>				
	957	24%	43%	68%
<b>2002-03 Graduates</b>				
	766	23%	41%	64%

1) Associate of Arts, Associate of Science, & Associate of Business  
source: NSHE Data Warehouse

- Over the past four years, more than 40% of students earning "transfer" associate degrees transfer to one of the universities or the state college in the semester immediately following graduation.

### Sub-Indicator

Percent of students earning "transfer" associate degrees<sup>1</sup> who transfer to a 4-year NSHE institution in the semester immediately following graduation and graduate from college with a Bachelor's degree within three years of transferring

### Transfer Student Graduation Rates

% of Transfer Students Earning a Bachelor's Degree within Three Years of Transferring to a NSHE 4-year Institution

### 2002-03 Graduates

Home/ Entering Institution	Students Transferring Immediately After Earning "Transfer" Associate Degree	Graduated w/ Bachelor's Degree within Three Years of Transferring	
		#	%
CCSN	184	120	65%
GBC	5	1	20%
TMCC	91	54	59%
WNCC	35	15	43%
<b>TOTAL</b>	<b>315</b>	<b>190</b>	<b>60%</b>

1) Associate of Arts, Associate of Science, & Associate of Business  
source: NSHE Data Warehouse



# Performance Indicator #9 Graduation Rates

## NSHE Master Plan

**Goal:**  
Opportunity and Accessible Education of All

**Planning Target:**  
Increase the percentage of students who successfully complete bachelor's degrees in six years and increase the percentage of community college students who complete associate degrees in three years. Minority graduation rates will meet or exceed rates of White, non-Hispanic students.

**Progress:**  
Graduation rates at UNR reached as high as 52% in 2005, while rates at UNLV steadily increased, peaking at 42% in 2004.

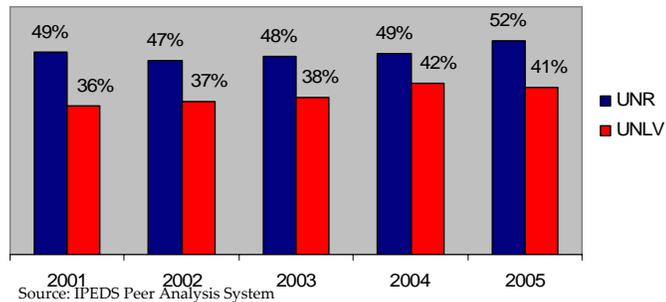
Community college graduation rates have shown some increases in recent years although rates range widely between institutions.

At most NSHE institutions, the five-year average minority graduation rate is only slightly less, and in some cases higher, than the rates of White, non-Hispanic students.

**Key Indicator** Percent of first-time, full-time degree-seeking students graduating within 150% of expected completion time (graduation rate)

### University Graduation Rates

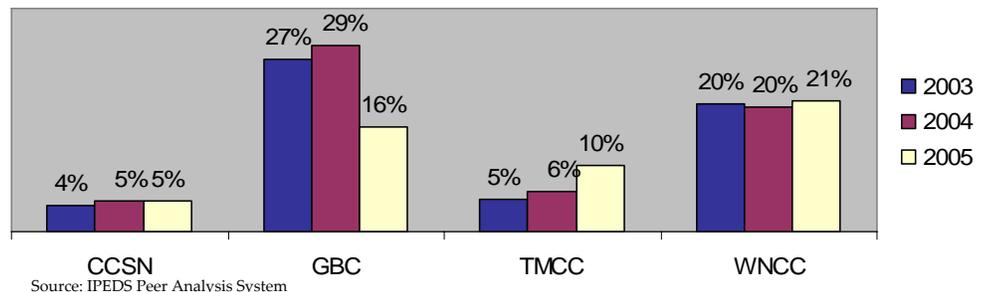
% of first-time, full-time, degree-seeking students graduating with a bachelor's degree within 150% of expected time (6 years)



- Six year graduation rates at UNR have steadily increased from 47% to 52% over the past four years, while rates at UNLV increased from 36% in 2001 to 41% in 2005.

### Community College Graduation Rates

% of first-time, full-time, degree-seeking students earning a degree or certificate within 150% of expected time (3 years for an associate degree, 1.5 years for a certificate)



- All of the NSHE community colleges remained stable or experienced a slight increase in graduation rates between 2003 and 2004. TMCC experienced a more significant increase in graduation rates between 2004 and 2005.

**Sub-Indicator** Graduation rates by race/ethnicity

### NSHE Graduation Rates by Race/Ethnicity 5 Year Averages (2001 through 2005)

NSHE Graduates	Bachelor's Degree within 6 years		Associate Degree within 3 years, Certificate within 1.5 years			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
White, non-Hispanic	49%	39%	3%	26%	5%	17%
Minority Students	47%	37%	5%	28%	4%	16%

Note: Does not include non-resident aliens or students who report race as "unknown"  
Source: IPEDS Peer Analysis System

- Graduation rates of minority students in the NSHE compare favorably, sometimes exceeding those of White, non-Hispanic students.



# Performance Indicator #10 Faculty Characteristics

## NSHE Master Plan

**Goal:**  
Quality Education

**Progress:**  
One indicator of quality is a diverse faculty that reflects the ethnic and racial attributes of the student population. In the past ten years, the ethnic/racial minority distribution of NSHE faculty has increased from 11.5% of total full-time faculty employed to 15.7%.

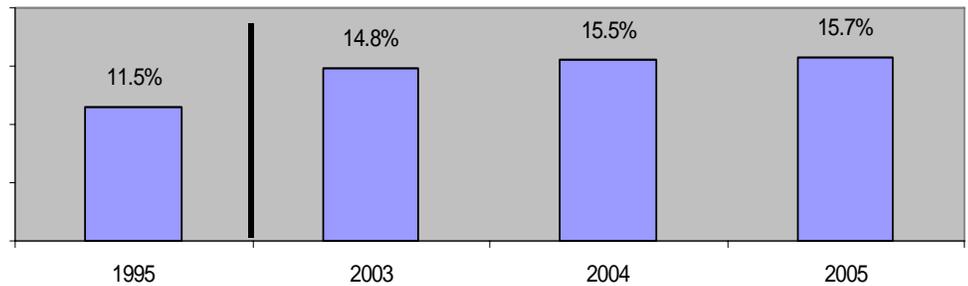
The following are some additional faculty characteristics within the NSHE:

- During the Fall 2006, university faculty taught an average of 3.8 course sections, equating to 12.8 credit hours in both organized and individualized instruction.
- Community college faculty taught an average of 5.3 course sections, equating to 14.8 credit hours in both organized and individualized instruction.
- Approximately 84% of the graduate credit hours at the universities are taught by full-time faculty and 47% of undergraduate credit hours are taught by full-time faculty.

**Key Indicator** Ethnic/racial minority distribution of NSHE faculty

### Ethnic/Racial Minority Distribution of NSHE Faculty

% of Total NSHE Full-time Faculty that are Ethnic/Racial Minorities, 1995 to 2003-2005



Source: IPEDS Fall Staff Survey

- The percent of NSHE full-time faculty that are ethnic/racial minorities increased from 11.5% in 1995 to 15.7% in 2005
- According to the National Center for Education Statistics, in 2003 “about 15 percent of U.S. faculty in colleges and universities were minorities.” The NSHE exceeded the national average for the past two years.

**Sub-Indicator** Ethnic/racial minority distribution of faculty by NSHE institutions

### % of Total Full-time NSHE Faculty by Institution that are Ethnic/Racial Minorities

	#	1995	#	2003	#	2004	#	2005
UNLV	79	13.1%	141	18.8%	145	18.7%	153	19.2%
UNR	69	11.3%	82	11.5%	119	13.8%	120	13.9%
NSC	N/A	N/A	2	18.2%	5	20.0%	13	34.2%
CCSN	31	13.7%	77	19.1%	82	18.3%	82	18.4%
GBC	1	3.0%	6	10.9%	6	10.3%	5	8.8%
TMCC	10	9.0%	11	7.7%	16	10.0%	13	7.6%
WNCC	1	1.3%	3	4.2%	3	3.9%	2	2.6%
DRI	N/A	N/A	10	10.3%	13	12.3%	15	12.8%
NSHE	191	11.5%	332	14.8%	389	15.5%	403	15.7%

Source: IPEDS Fall Staff Survey

- Over the past ten years, every NSHE institution increased the percentage of ethnic/racial minority faculty employed.



# Performance Indicator #11

## Research & Development

### NSHE Master Plan

**Goal:**

A Prosperous Economy

**Planning Target:**

Increase the leverage of state dollars for research and development by attracting more federal and private support for each state dollar expended for these purposes.

**Progress:**

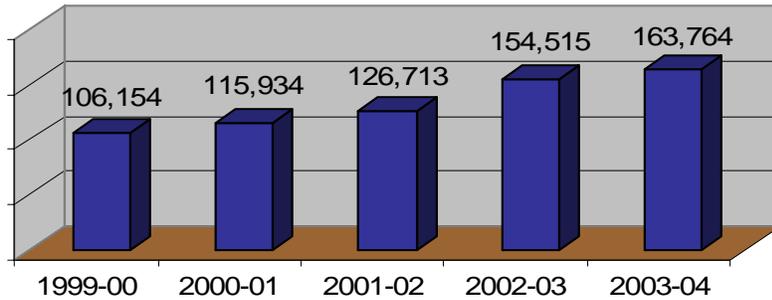
This performance indicator reveals that research and development in the NSHE is growing at a rapid pace. From 1999-00 to 2003-04, dollars expended on research increased by 54%.

Each research institution in the NSHE experienced growth in sponsored research expenditures, with UNLV recording the largest percent increase and UNR consistently generating the most research activity.

Expenditures from federal sources increased by more than 75% since 1999-00 and comprised nearly two-thirds of the total research monies expended in the NSHE.

**Key Indicator** Total NSHE expenditures for research & development

### NSHE Research & Development Expenditures (Dollars in thousands)



Source: National Science Foundation, Survey of Research and Development Expenditures

- As measured by expenditures, research and development activities have grown steadily each year since 1999-00.

**Sub-Indicator** Research expenditures by institution & by sponsor

### NSHE Research & Development Expenditures by Institution \$\$ in millions

Institution	1999-00	2000-01	2001-02	2002-03	2003-04	%Change 99-00 to 03-04
UNR	56.3	59.2	66.7	80.6	83.6	48%
UNLV	24.2	27.0	30.5	42.2	45.4	88%
DRI	25.7	29.7	29.5	31.8	34.8	35%

Source: National Science Foundation, Survey of Research and Development Expenditures

- Research expenditures experienced significant increases at all research institutions within the System.

### NSHE Research & Development Expenditures by Sponsor \$\$ in millions

Sponsor	1999-00	2000-01	2001-02	2002-03	2003-04	%Change 99-00 to 03-04
Federal	60.0	69.1	85.1	103.5	105.0	75%
State & Local	7.0	10.3	5.9	8.0	11.8	68%
Private/Inst./Other	39.1	36.6	35.7	43.0	43.0	20%

Source: National Science Foundation, Survey of Research and Development Expenditures

- Since 1999-00, dollars from federal sources outpaced all other funding sources in both total dollars and growth rate.

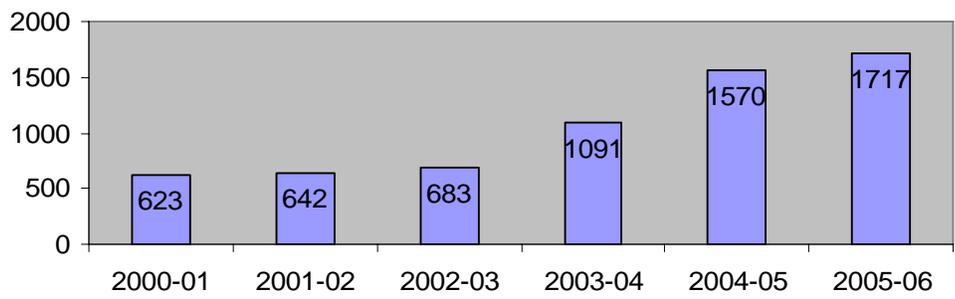


# Workforce Development: Nurses

**Key Indicator** Double enrollment in nursing programs

The 2001 Legislature called on the NSHE to double the number of students enrolled in nursing programs. In Fall 2003, NSHE institutions began to implement plans to increase nursing enrollments over a two-year period. By the end of the 2004-05 academic year, nursing enrollments increased by more than 150% (or 947 students), surpassing enrollment expectations by 246 students. Nursing enrollment has continued to grow by an additional 147 students for the 2005-06 academic year.

**NSHE Enrollment in Undergraduate Nursing Programs**  
(Unduplicated Headcount)



Source: NSHE Nursing Enrollment Report

- Nursing enrollments increased 175% from 2000-01 to 2005-06 or by 1,094 students.

Program	Number of Graduates				
	2001-02	2002-03	2003-04	2004-05	2005-06
MSN	13	12	21	23	19
BSN	103	125	127	243	354
AAS	163	162	191	215	330
LPN	40	37	21	24	31
<b>TOTAL</b>	<b>319</b>	<b>336</b>	<b>360</b>	<b>505</b>	<b>734</b>
<i>Source: NSHE Data Warehouse</i>					

- Systemwide nursing graduates increased 130% from 2001-02 to 2005-06 or by 415 students.
- The number of students graduating from an NSHE institution with a bachelor's in nursing increased 245% since 2001-02.

## History: *The NSHE Nursing Initiative*

During the 2003 Session of the Nevada Legislature, the NSHE and the Nevada Hospital Association worked closely with the Legislature in developing a plan to double the capacity of NSHE's nursing programs by 2006-07. Under that plan enrollments were expected to double from 623 in 2000-01 to 1,246 by 2005-06.

Thanks in large part to the dedication of the nursing directors across the System, enrollments increases in nursing programs exceeded the plans mandate and by 2004-05 the enrollment commitment was met.

The demand for nurses continues to be an issue in Nevada and across the country. According to the U.S. Bureau of Labor Statistics, the nation's demand for nurses is expected to be 2.9 million, up from 2.3 million in 2002.

Although NSHE's nursing programs grew substantially in the recent past, there is still a shortfall in faculty, classrooms and facilities to accommodate all applicants and meet the needs of the state's workforce demand for qualified nurses.