



NEVADA SYSTEM OF HIGHER EDUCATION

University of
Nevada, Las
Vegas



University of
Nevada, Reno



Nevada State
College



College of
Southern Nevada



Great Basin
College



Truckee Meadows
Community
College



Western Nevada
College



Desert Research
Institute

PLANNING REPORT 2009 – 2012

January 2009

Prepared by the Office of Academic and Student Affairs

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NEVADA SYSTEM OF HIGHER EDUCATION

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Introduction

Since 1967, the Nevada State Legislature has mandated higher education institutions compile a comprehensive report on program plans. Therefore, 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 productivity and become a nationally recognized research university. Although this will be difficult given the current state budgetary situation, the university will continue its attempts to attract greater research funding through grants.

Additionally, the university will make efforts to increase the diversity of its student body while also increasing retention and graduation rates. During the 2009-2011 biennium it is expected that UNLV will engage in a substantial revamping of its general education requirements that will be designed to better educate students for the 21st Century.

Academic Programs

As a result of the comprehensive campus-wide strategic planning process, an inventory of possible new programs of study is included below. Planning for these programs ranges from conceptual to advanced stages of proposal development. The list has not been fully vetted through the academic and administrative system within the university given that, when a unit believes that it is an appropriate time to move a program forward, 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 and the current budget reality, all of these programs are highly tentative.

New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Ph.D. in Early Childhood Education	Provide advanced degree for those in ECE and Special Education	2010	Unknown at this time	Grants
Ph.D. in Business Administration	Advanced study in business administration	2011	Unknown at this time	Possible private donations
M.S. in Water Resource Management and Hydrologic Sciences	Joint degree with UNLV, UNR, and DRI	2009	Unknown at this time	Grants

New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Ph.D. in Water Resource Management and Hydrologic Sciences	Joint degree with UNLV, UNR, and DRI	2009	Unknown at this time	Grants

In addition there are five new programs that are in early discussion stages but no formal proposals have been received and/or approved to move forward.

New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Ph.D. in Communication Studies	Interpersonal, rhetoric, public discourse	Unknown at this time	Preliminary discussion ongoing	Unknown at this time
M.S. in Professional Science	Provide education for non-academic science industry positions	Unknown at this time	Preliminary discussion ongoing	Private donors
Ph.D. in Addiction Counseling	Counselor Education, Nursing, Social Work, and Public Health to address local need	Unknown at this time	Preliminary discussion ongoing	Unknown at this time
Ph.D. in Counselor Education	Address needs for counselors	Unknown at this time	Preliminary discussion ongoing	Unknown at this time
M.S. in Athletic Training	Advanced education in athletic training	Unknown at this time	Preliminary discussion ongoing	Unknown at this time

Research Initiatives

As a comprehensive public university, UNLV supports research endeavors in all of its academic programs. However, the university community also strives to create research excellence in areas that are of importance to the Las Vegas metropolitan area and to the Southern Nevada region. As a result, the university has developed the following research goals, which were created through the university's strategic planning process:

- Identify and support areas of excellence in research, scholarship, and creative activity that build the institution's national and international reputation

- Stimulate research and scholarship in regionally relevant and emerging areas
- Improve and expand research services to faculty
- Increase research expenditures & technology transfer
- Bring to success major pending initiatives
- Support research that informs teaching and learning outcomes
- Promote the mutually beneficial nature of graduate education and research
- Aid economic diversification of the community, state, and region
- Enhance awareness of the value of research in the community and state

UNLV is the only research university in the Mojave Desert and in the metropolitan area of Southern Nevada. As a result, it is uniquely positioned to conduct research on subjects relevant to these two areas. Given its location within the boundaries of the Mojave Desert, UNLV seeks to be an internationally recognized institution in arid lands research, specifically focusing on research that examines the interaction of a rapidly growing metropolitan area with unique desert climates and landscapes. This includes research on water resources, renewable energy development, transportation, and architectural innovation in desert environments, to name a few. UNLV also conducts research on social, cultural, and economic issues associated with the populations and industries of the unique city of Las Vegas, including such issues as risk behavior, entertainment engineering, economic sustainability, public health, immigration, and social justice, among others.

In the 2009-2012 planning period, UNLV is focusing its efforts on transformational, team-driven research that addresses community, statewide and regional issues such as water resources, public health, urban growth, social well-being, transportation, and renewable energy. These are topics of critical importance and relevance to other rapidly urbanizing communities in the U.S. and other parts of the world, as well.

Toward that end, UNLV plans to make targeted faculty hires and expand existing research initiatives and sponsored program funding in the following areas (listed in approximate order of importance):

- | | |
|---|--------------------------------------|
| 1. Renewable energy | 8. High pressure physics & chemistry |
| 2. Western climate change | 9. Transportation engineering |
| 3. Arid lands hydrology and water resources | 10. Entertainment engineering |
| 4. Public health | 11. Biosafety & medical microbiology |
| 5. Nanotechnology | 12. Astrophysics |
| 6. Materials science | 13. Environmental policy |
| 7. Radiation chemistry | |

The University continues to build administrative and programmatic infrastructure to support innovative research that translates into economic development for the state. The Office of Technology Transfer, working proactively to commercialize UNLV intellectual property, has focused on four areas with the greatest potential for commercialization: Alternative Energy, Biotechnology & Biosciences, Urban Sustainability, and Technology Innovation. Through a focused effort, the University's technology transfer office has attracted private-sector partners

interested in establishing research-oriented business relationships with UNLV and has increased license revenues. Likewise, the UNLV Research Foundation has reorganized its efforts to attract tenants to the UNLV Harry Reid Research and Technology Park. The research park provides a business incubation environment in which UNLV researchers and members of the private sector can work together. The first tenants at the park are anticipated to move in during the 2009-2012 period.

In the area of environmental science, the University is restructuring and revitalizing the Harry Reid Center for Environmental Studies. Going forward under new leadership, the center will pursue a larger vision for environmental research, such as land-use dynamics, renewable energies, and water availability and quality. Greater emphasis will be placed on reorganizing the divisions within the HRC and increasing the center's competitive grant funding through new research areas, better marketing, industrial support, and increased integration with UNLV academic colleges.

UNLV also plans to expand its statewide collaborations with the University of Nevada-Reno and Desert Research Institute. Current and promising efforts are focused on area hydrology and a new EPSCoR initiative on climate change.

Despite statewide funding challenges, the University intends, as a key element of its strategic plan, to grow its research operation in the coming years by expanding its sponsored program funding beyond the \$100 million mark.

Student Services

Campus Life – Starting in 2009, the new *Student Orientation, Advising and Registration (SOAR)* program will be mandatory for all new students. *SOAR* will be offered throughout April, May and summer with evening, one-day, two-day, and overnight programs.

The Offices of Student Involvement and Activities (SIA) and Student Diversity Programs and Services (SDPS) in conjunction with the College of Education have created a 24 credit *Leadership and Civic Engagement Minor*. Over the next two years, SIA and SDPS will continue to offer and teach all the classes available for this minor.

UNLV via the *Student of Concern Training* task force (SOCT) will facilitate a program for faculty and staff about students of concern. Institutional members will learn the reporting protocol as well as how to effectively work and/or refer students that may be in distress.

Development – Student Affairs Advisory Board: The Student Affairs Advisory Board is a committee made up of UNLV Alumni and community leaders. The purpose of the board is to advise the Division of Student Affairs' leadership, promote the division to the community, and help secure external funding for Student Affairs. It meets formally at least twice a year and members participate in many of the activities of the Division of Student Affairs. Members of the Student Affairs Advisory Board often serve as mentors for students and staff while also advising student organizations that they have an interest in at UNLV. A review of the Board's mission and scope will be conducted during the next year.

Enrollment and Student Services – College of Southern Nevada (CSN) Transfer Liaison: A CSN counselor has been identified and provided extra compensation to provide supplemental

advising to prospective transfer students to UNLV. This initiative is intended to strengthen the relationship we have forged with the College of Southern Nevada in the interest of providing better information and support services for transfer students. This pilot project will serve to provide more in-depth information as to the barriers transfer students face as they prepare for UNLV as well as possible interventions CSN and UNLV can employ to mitigate these barriers.

Hobson's Apply Yourself (AY) Application: This new initiative will provide UNLV with a new application for admission module for undergraduate and graduate students. This application will interface with the prospective student module as well as the Peoplesoft student information system, providing UNLV with a robust reporting resource to support strategic enrollment management initiatives.

American Association of Collegiate Registrars and Admissions Officers (AACRAO) Recommendations: UNLV will continue to evaluate enrollment management programs and services and move to implement recommendations provided by AACRAO consultants in the Spring 2008. These recommendations include a variety of initiatives and programs aimed at improving services to students in the recruitment, admissions and registrar's departments.

RebelCard Services Center – In 2009, the RebelCard will become a fully functional bank card allowing students the option to have access to their bank accounts.

Student Wellness – Student Wellness, an integrated health and counseling center, plans to increase its contribution to the academic mission of the UNLV through a number of initiatives. These initiatives include:

- Establishing the first American Psychological Association approved Pre-doctoral training program at a university in Nevada. This program will afford doctoral students in psychology at UNLV and UNR the possibility of staying in Nevada to complete their required year of pre-doctoral training
- Increasing involvement with research projects on campus through use of our clinical facility and the participation of our health care providers
- Collaborating with faculty to teach students about health, mental health, and wellness

Student Affairs Technology – Student Affairs Technology will build and support a Virtual server platform that will vastly improve the technological support of divisional projects as well as provide significant savings. These savings will be realized by using a Virtual server platform that will support multiple applications versus the traditional one application/one server strategy.

CAEO – The Center for Academic Enrichment and Outreach will continue to pursue federal funding for additional offerings in Upward Bound Math and Science Center, GEAR UP, Educational Talent Search, Student Support Services, Adult Educational Services and The McNair Scholars Program.

iNtegrate – The new Student Services Module (SSM) for the iNtegrate Project will transform how and when students communicate with the colleges and universities of the Nevada System of

Higher Education and how faculty and Staff conduct the necessary business of meeting students' needs for accurate information, timely decisions, and informed choices that lead to student success. Service to the student as the consumer of our educational product will guide the construction and design of the Student Services Module (SSM).

Student service functions, including course registration, payment of fees, and financial aid, will be student-friendly and better serve students by streamlining process and eliminating duplicate efforts, supporting seamless transfer across the NSHE, and improving communication between faculty, staff, and students.

As on of the pilot campuses for the Project, UNLV is scheduled to have SSM fully implemented August 2010.

Academic Success Center – The Academic Success Center will partner with the entire campus to both welcome and mentor students from pre-admission to First Year Programs to a successful graduation. The Center will provide:

- Academic Advising for students who are deciding their major area of focus, who are returning to higher education, and who are deciding to attend UNLV.
- Peer advising, student-to-student.
- Student athlete academic services that span academic advising for 17 intercollegiate sports.
- Workshops, seminars, and guest speakers throughout the academic year that address critical points of academic persistence, such as time management, stress management, decision making, and career exploration.
- Academic testing resources that include the ACT residual test and proctoring services for corresponding testing.
- A class concierge service to maximize registration planning.
- And partnering with the campus to collaborate and culminate tailored student success initiatives.

UNIVERSITY OF NEVADA, RENO

Strategic Objectives

During 2009-2012 the University of Nevada, Reno will raise its reputation for quality instructional, research, outreach and service programs for the benefit of the community, state, region, and nation.

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

1. Increase undergraduate enrollment to 15,700 and graduate enrollment to 4,100 through recruiting and retention strategies, building a culture of completion and four-year graduation:
 - Build recognition among high school students that higher education is fundamental to enhanced quality of life;
 - Unify the approaches of academic units, student services units, the graduate school and international student service offices in recruitment efforts;
 - Customize recruitment efforts for the optimal benefit of signature programs;
 - Raise first year persistence to 85 percent and second year retention to 90 percent;
 - Raise the freshman, 6-year graduation rate to 60 percent and lower the average time to graduation to 4.5 years.
 - Achieve the ethnic composition of the student body and the composition of the graduating class to that of Nevada's high school graduate population.
 - Apply consistent and high quality academic faculty advising/mentoring for all students to enhance the student educational experience;
 - Increase the number of National Merit finalists enrolled to 70 and increase the size of the Honors program;
 - Encourage and coach qualified students to compete for Rhodes, Fulbright, Truman, Goldwater and other post-graduate opportunities.
 - Increase the proportion of student credit hours taught by ranked faculty to 60 percent for lower division classes and 80 percent for upper division undergraduate classes.
 - Create programs to encourage and support a college education for first-generation, low income students, and for degree completion for students who left college before completing their degree; and
 - Broaden the ethnic and gender diversity of faculty and staff.
2. Increase contributions to research knowledge:

- Build the tenured and tenure-track faculty in signature research programs in the natural, social and medical sciences, and in programs of scholarly excellence in engineering and the arts and humanities; and
 - Raise the level of annual sponsored research expenditures to \$ 120 million.
3. Make progress in the area of information technology:
- Provide greater support for state-of-the-art technology needed for teaching and research and build on the asset of the Mathewson-IGT Knowledge Center; and
 - Increase the use of on-line educational experiences for on-campus and off-campus students.
4. Improve marketing and communication of the university:
- Enhance the University's Web presence with attractive and easy-to-use Web tools;
 - Create new, more timely and interactive electronic communications channels for faculty, students, staff, alumni, and external audiences; and
 - Create a focused, streamlined media relations program targeted at reaching important regional, national, and international media outlets to advance the University's awareness and reputation in specific, strategic areas;
5. Inspire greater fund raising for the benefit of faculty, students, and facilities:
- Add new and renovated facilities for teaching and research through State-private partnership;
 - Increase endowments for student tuition and experience scholarships, professorships, graduate fellowships, and faculty and student support; and
 - Increase the percentage of alumni who are annual donors.
6. Create the infrastructure needed for both the Reno and Las Vegas campuses of the Nevada School of Medicine:
- Complete new medical facilities in Las Vegas;
 - Complete new facilities in Reno that will be shared by the School of Medicine, the Nevada Cancer Institute, and the Whittemore Center of Excellence;
 - Create new medical teaching facilities in Reno to permit an increase in medical and nursing school class size; and
 - Implement the consolidation and coordination of the Health Sciences complex of the University and explore and address the major medical and health care challenges in the Silver State.

7. Implement the master plan for campus restoration, beautification, and expansion:
- Begin a development plan to connect the south side of campus with the Reno community; and
 - Continue planning new teaching and research facilities and renovation of existing facilities.

Academic Programs

The following programs were described in department and college strategic plans for the years 2009-2012 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.

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Business Services Group	An umbrella outreach agency for the College of Business Administration encompassing various service functions under one organization name	2009	None	None
Bachelor of Science, General Business	A general business major which will provide increased scheduling flexibility in earning a business degree	Fall 2009	\$3,000/year in new costs	None
BS with a major in Range Science and Management	A joint program of the Depts. of Animal Biotechnology and Natural Resources and Environmental Sciences	Unknown	None	None
Ph.D. program in Natural Resources and Environmental Science	A Ph.D. program to meet the needs of the state in natural resources and environmental science	Unknown	None	None
BS in Digital Game Design	A new degree program to meet the needs of the gaming industry	BS likely to be requested by 2009 or 2010. Two faculty have been hired and new courses are being developed	\$1 million over the next four years	IGT has provided the University \$500K and we are requesting \$520K from the state

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
BS in Sustainability Engineering	The Redfield Campus is an ideal location for a hands-on sustainability engineering laboratory and space is available	BS likely by 2010 if the minor/option is popular	\$800K over the next 3 years	\$200-\$400K from industrial partners. 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 begin in 2010	\$200K	None identified at this time

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 has been 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 2009-2012. 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.

Student Services

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

Brief Description of New Student Service	Date of Implementation	Estimated cost	Funding sources outside of state dollars
Partner with academics on an early warning system to effectively help students who are in academic trouble enrolled in 100 and 200 level classes	2009	\$400,000 to add advisors and develop academic intervention programs	None

Brief Description of New Student Service	Date of Implementation	Estimated cost	Funding sources outside of state dollars
Partner with academics to provide supplemental instruction for students in high failure/withdrawal courses	2009	\$29,000 (10 classes @ \$2,900/class)	None
Partner with academics on a summer preparation program to assist students with an admissions profile that makes them less likely to persist	2010	\$500,000	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.	2009	\$35,000 + 3,000 square feet	Unknown at this time
Increase need-based gift aid to narrow the unfunded gap	2009	\$1,000,000	None
Increase scholarship offer for the academic indexes of 90 and 80	2009	\$600,000	Unknown at this time
Construct a new building as a true living/learning community	Summer 2011	\$35,000,000 total (\$5 m academic component; \$30 m auxiliary)	Mostly auxiliary funds. Funding for the academic portion is still unknown
Functional staff for iNtegrate implementation	Beginning in 2009	\$1,000,000	None
Construct coffee house in the Knowledge Center.	Fall 2008	\$225,000	Auxiliary
Construct Outtakes Restaurant in the new Science and Math Center	2009	\$200,000	Auxiliary
Early alcohol intervention program (BASICS)	2008	\$900,000 over 3 years	Federal grant

Research Initiatives

The most significant research goal for 2009-2012 and beyond is to provide a better interface between research infrastructure and the specific research initiatives on campus. To wit:

- Identify for significant refurbishing, target research areas for core facilities (physical science, natural science, biomedical, and engineering). The following UNR campus research initiatives will be significantly enhanced by upgrades of core facilities:
 - Chemistry: biomolecular chemistry, materials sciences and nanotechnology.
 - Physics: soft condensed matter physics; nanoscale physics of biological systems

- Atmospheric Sciences: optical and acoustic instrumentation; upper atmosphere energetic and chemistry; regional climate modeling and computational sciences.
 - Earth and Environmental Sciences: environmental technology and reclamation, renewable energy, sustainability, economic and environmental assessments; hydrologic sciences.
 - Agriculture: environmental conservation, watershed management, biogeochemical cycles of nutrients; molecular plant biosciences; rangeland management.
 - Biomedical/biotechnology: expansion of clinical trials to complement basic science research in cancer, smooth muscle biology, microbiology, and neuro and cognitive brain sciences.
 - Engineering: alternative energy particularly those most relevant to Nevada; visualization and artificial intelligence.
- Expand computational capabilities that will provide stimulus for research in:
 - Bioinformatics.
 - Information sciences and technologies.
 - Environmental/ecological modeling of complex systems.
 - GIS applications.
 - Seismologic mapping and data interpretation.
 - Economic impact studies locally, regionally, nationally and internationally.
 - Research design, statistical analysis and data mining to better support the research methodologies consistent with social/behavioral research such as:
 - Interdisciplinary research in social psychology, justice studies, gender, race and identity, and aging.
 - Policy impact studies in geography, political science, public health and nursing.
 - Ethnic studies.

NEVADA STATE COLLEGE

Strategic Objectives

Nevada State College was established in 2002 as Nevada's first mid-tier institution in the Nevada System of Higher Education. As the first four-year comprehensive college in the state, NSC is dedicated to providing quality education, social, cultural, economic and civic advancement to the citizens of Nevada. The college also addresses Nevada's need for increased access to higher education. Nevada State College places special emphasis on meeting the state's need for effective, highly educated, skilled teachers and nurses and offers a wide range of baccalaureate degree programs grounded in the liberal arts and sciences.

In Fall 2007, Nevada State College began a strategic planning initiative which culminated in a day long retreat facilitated by consultant Dr. William Weary in Fall 2008. Participants at the retreat included NSC faculty, staff, administrators and students as well as community members and state wide constituents. As a result of the retreat, the Provost appointed a Strategic Planning Steering Committee to address the mandated objectives of the college.

The strategic objectives established by Nevada State College for 2009-2012 include the following:

1. Increase the enrollment of students from first generation and under-represented populations by increasing recruitment, advertising and NSC's presence in all underrepresented communities.
2. Expand capacity for courses by acquiring classroom and laboratory space.
3. Improve curricula through a more rigorous and comprehensive college-wide assessment of student learning.
4. Increase student recruitment and retention by improving academic support programs, freshman experience courses, mentor and advising programs and overall student life.
5. Improve information literacy and technology proficiency in students and staff.
6. Establish strong 2+2 programs and articulation agreements with incentives for individuals with an Associates Degree.
7. Increase post-baccalaureate programs leading to certificates and endorsements.
8. Submit TRIO program and other grant applications.
9. Develop appropriate support mechanisms to establish Nevada State College as a minority/ Hispanic-serving institution.
10. Increase access to higher education by offering dual credit programs and services.
11. Meet student needs and promote retention by administering nationally recognized surveys of student satisfaction.

12. Increase private funding and donor contributions.
13. Improve student financial and scholarship services.
14. Achieve appropriate independent regional and specialized professional accreditations in the disciplines and schools.

Academic Programs

Nevada State College will continue to work toward meeting its strategic objectives as listed below (the objectives are not prioritized). However, after many meetings and discussions regarding the current budget situation facing the campus, it was decided to withhold requests to implement new academic degree programs. The following programs will be included in Nevada State College’s Institutional Strategic Plan, but require start up resources that the college simply does not have at this time or in the foreseeable future.

- Bachelor of Science in Early Childhood
- Bachelor of Science in Mathematics
- School of Business.

Student Services

During the next two years, Nevada State College will expand upon the following student service initiatives:

Brief Description of Expanding Student Services	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Student Academic Success Center	2010	\$80,000	None
TRIO (Student Support Services)	2010	\$220,000 per year	Federal grant funding
New Student & Transfer Student Orientation	2009	\$35,000	None

COLLEGE OF SOUTHERN NEVADA

Strategic Objectives

The mission of the College of Southern Nevada is to implement the Nevada System of Higher Education's mission by identifying the needs of the citizens of Southern Nevada and providing educational and support services to meet those needs in the areas of general education, transfer preparation, vocational education, basic skills development, adult education and community service. In meeting the needs of the community it serves, the College provides student-centered services that recognize the uniqueness of the individual, demonstrate excellence, utilize up-to-date facilities, emphasize comprehensive uses of technology, and rely upon the collaborative efforts of the College, the students and the community.

In meeting its mission, CSN focuses on:

- Educational excellence that features a student centered approach, with an emphasis on technological innovation and global competence.
- Our commitment to life-long learning as a philosophy for both our students and the college community.
- A welcoming, inclusive classroom and campus environment that recognizes and respects the diversity and uniqueness of students, faculty, and staff.
- The freedom and right to appropriate expression by students, faculty, and staff.
- Offering courses and programs that meet the educational and training needs of the community.
- Maintaining the balance between academic effectiveness and fiscal responsibility.
- Promoting student success in all we do.

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

- Obtain specialized accreditation in each discipline where such accreditation is offered;
- Using institutional assessment, implement 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;
- Maintain 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;

- Enhance the faculty (full and part time) evaluation process;
- Engage a rigorous process of academic program review:
- Evaluate the STEP UP and JumpStart program and other academic partnerships to help reduce remediation rates by making the 12th year of high school more valuable to students;
- Evaluate the 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;
- 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 CSN;
- Develop a Honors Program as a pathway for high achieving students;
- Continue collaboration between the workforce and academic schools 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;
- Enhance 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;
- Continue to implement the institutional assessment plan and its emphasis on program assessment and communication of assessment results to communities of interest;
- Migrate to Angel platform for distance technology
- 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.

With respect to Student Affairs, CSN set the following strategic objectives:

- Develop limited programs over the course of the next three to four years
- Conduct a review and enhancement of all services to students
- Increase the retention, persistence, and overall graduation rate.

Academic Programs

New Programs Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
AA – Emphasis in Dance	This degree will provide students with a sound academic and aesthetic preparation for completion of a bachelor’s degree	Fall 2009	\$0 – Faculty, space, and dance studios already in place on Cheyenne Campus	Student Fees, State supported budgets
AAS – Aviation Technology Flight Operations Emphasis	This degree is designed to prepare students to enter the aviation industry particularly in airport and airline, flight or ground operations. Program would include a comprehensive exposure to current FAA regulations and Transportation Security Administration regulations pertaining to all aspects of commercial and private aviation activity with a emphasis on compliance and safety	Fall 2009	\$5,420	Student fees, State supported budget for Aviation Tech.
AAS - Criminal Justice Criminal Forensic Emphasis	This degree will provide students with the skills needed to conduct forensic crime scene investigations.	Fall 2009	\$85,535`	Perkins grant funded program for start up equipment & supplies
BS - Cardio respiratory Science	This degree will provide degree completion for AAS students and achieve an advanced degree option for currently licensed respiratory therapists in the state of NV.	Fall 2010	\$75,000	Gift from private donor

Student Services

New Programs Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
Increase Student Access / Financial Aid	Reorganize and reassign key staff.	2008/2009	No additional costs at this time	Current funding sources to be utilized
Increase Retention Efforts	In order to better support current students, staff and some fiscal resources will be utilized.	2009	No additional costs at this time	Current funding sources to be utilized
Expand Counseling and Student's First	Provide initial guidance and counseling along with testing and placement.	2009	\$32,000	Redirection of division funds
Transfer Center / Four-year school Liaison	Transfer Center Coordinator will act as a liaison to UNLV to minimize any transfer difficulties. Monitor pre/post transfer performance.	2009	\$12,000	UNLV / CSN Counseling Department
Clinical and Psychological Services	Provide direct services to the Henderson Campus along with other centers. Develop internship program on all three campuses.	2009	\$58,000-\$89,000	State funds / Fee for services
Disability Resource Center	Coordinator to evaluate and support accommodations on the Charleston campus due to the increase in need.	2009	\$55,000	State funds
Student Affairs Online	To provide online services to the increasing number of students completing courses and degrees online.	2009	Costs have not been determined	State funds
ERP / Integrate	In order to complete transition to the new Integrate, staffing will need to be enhanced and backfilled.	2008-2011	Costs have not been determined	State funds / Foundation grants

Non-traditional Students	To identify students who have optioned out of college prior to completion.	2009	Costs have not been determined	Grants
Hispanic Serving Institution (HSI)	Provide the appropriate infrastructure and support for the increasing number of Hispanic and or limited English speaking students.	2010	Up to \$100,000 per year	Grants
CSN Alert System	Develop a contact system to be used in the case of an emergency on or around our campuses.	2010	\$25,000	Grants
Sports Center - Cheyenne Campus	Increase fitness equipment and programs to promote student involvement. This will increase the sense of community and connection for our students.	2009	\$50,000	Student Fees

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GREAT BASIN COLLEGE

Strategic Objectives

Great Basin College’s strategic program objectives for the next five years in the areas of Academic Affairs and Student Services are aimed at fulfilling a unique, wide-ranging community college mission. This mission is to identify and deliver quality programs as student needs dictate within an expansive rural-frontier service area. In the academic area, programs range from non-credit workforce development and community service offerings to Certificates of Achievement, Associate’s degrees, and select Bachelor’s degrees. Within student services, the targeted programs include such programs as student retention, student housing, student access, and student life. Some of GBC’s planning is for the addition of needed new programs throughout the service area, but also considerable planning is directed at identifying and bringing new and expanded programs to Nye County.

During the 2008-2009 academic year GBC is in the process of creating a new six-year Strategic Plan. This will be brought before the NSHE Board of Regents in the fall of 2009. The current plan expires at the end of the 2008-2009 year, having served well to guide GBC through significant increases in programs offered and the number of students being served. Most elements of that plan have been fulfilled, and some, after study and consideration, were discarded. As the result of careful planning, GBC has developed several sustainable programs in the last four years. Through strategic planning since 2004-2005, GBC’s FTE has grown 24%. (GBC is currently experiencing an additional 10% increase in FTE from the fall of 2007.)

Some programs listed below were identified on the former strategic plan, but have not yet been implemented. Some are the result of newly recognized needs and opportunities that have been identified in annual upgrades of the plan. These will be integrated into the new long-range plan that is being created along with all other newly identified program goals and objectives.

Academic Programs

The academic programs listed below are derived from ongoing strategic planning. 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 budgetary constraints. All programs will be forwarded through the appropriate approval process as needed and resources allow.

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Continually evaluate the changing needs for new and existing programs.	GBC’s mission is to respond in a timely manner to the needs of the constituents of the GBC services area.	2009-2012	As needed and can be afforded.	Grants and private funding are always sought where and when possible.

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Expand and extend programs into Nye County.	Conduct surveys of employers and prospective students, begin and expand programs into Nye County as need dictates.	2009-2012	As needed and can be afforded.	Unknown at this time, but possibilities exist.
Expand mine and industry workforce training programs.	Continue to evaluate opportunities for expanding contract training programs with mining companies and other industries.	2009-2012	Minimal, mostly related to facilities. Staff is in place.	Largely self funded through contract agreements.
Expansion of Corrections emphasis of CRJ AAS degree.	Expand the current program to Pahrump and tailor the program to needs of the federal detention center, pending approval and completion of the facility.	2009-2012	\$20,000/year initially (adjunct), \$80,000 by 2011 or 2012.	Some private support will be sought to train federal detention center staff.
Dual credit	Create well coordinated dual credit study programs with service area high schools.	2009-2012	Minimal, if any.	Some support from employer groups possible.
Ultrasound certification with possible BAS emphasis.	Add ultrasound certification (which could lead to a BAS emphasis) to existing Radiology Technology program.	2009	\$90,000/yr	Perkins Grant funding to develop program.
BA in Human Services	Successful AAS degree in Human Services provides opportunity to create BA in this field to fill many positions in rural health care. Can lead to needed graduate level training elsewhere.	2009 or 2010	\$75,000/yr	Program will be developed in this time frame only if a federal HRSA grant is received.
AAS in Emergency Response and Management	Cooperative program being developed with UNR Fire Science Academy (FSA), contingent upon FSA status. Originally planned for 2008.	2009	Minimal, most instruction will be done by FSA personnel at contract rate.	FSA courses are self supporting, without state dollars.

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
AAS, EMS-Paramedic.	Create an EMS-Paramedic AAS degree to meet the increasing need in rural counties.	2010	\$85,000/yr, most already funded. One faculty position already exists.	Some assistance from AHEC and county emergency service agencies.
BAS emphasis in Emergency Response and Management	Add an emphasis to the existing BAS degree. Cooperative program with UNR Fire Science Academy (FSA), pending FSA status.	2010	Minimal, most instruction will be done by FSA personnel at contract rate.	FSA courses are self supporting, without state dollars.
ADN Nursing program	Extend ADN Nursing program to Nye County. Schedule already delayed pending funding source.	2010	\$85,000/yr	Funding source is needed to begin program.
Upgrade platform for online program.	Upgrade is necessary to effectively continue online delivery.	2010-2011	\$75,000	Probably none.
Alternative energy programs	Electrical and mechanical programs tailored to specific needs for alternative energy.	2010-2012	To be determined.	To be determined.
BAS emphasis in Public Administration	Add an emphasis for Public Administration to the existing BAS degree.	2010-2012	\$50,000-75,000/yr	Unknown at this time, but possibly available through various agencies.

Student Services

With increasing enrollment, student involvement in the campus community, and a bequeath to the Great Basin College Foundation, the current community center will transform into the Gwendolyn and Paul Leonard Center for Student Life. In essence this will be a student union. Student Government and clubs and organizations will have a facility that will interactively link all campus and satellite locations throughout the 62,000 square mile service area. There will be ample room to provide students with additional space to gather, to study, and to recreate. This will ultimately build upon the sense of community. As this building is transformed, the Office of Prospective Students, Student Life, and other student services will welcome and provide opportunities to contribute to students' success.

In addition, Student Services recognizes the need for enhancing student support personnel at the Pahrump Valley Campus. The addition of an Admission Recruiter/Advisor will enhance access opportunities.

Below is a summary of “new” state supported positions, self-supporting positions, and facilities. However, as the state budget permits, re-hiring of currently vacant state supported positions will be the first priority.

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

Brief Description of New Student Services	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
ADA Officer/Counselor	2009	\$ 100,000	Unknown at this time
Student Success (Retention) Program	2009	\$ 50,000	Unknown at this time
Admission Recruiter/Advisor Pahrump Valley Campus	2009	\$ 50,000	Unknown at this time
Housing Support Staff	2009	\$ 30,000	Self-supporting through housing fees
Expand Student Housing Facility	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 four years:

New Program Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
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 Languages	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
Health Information Technology	Explore and develop a Health Information Technology program	Development 2009 Implementation 2010 Delivery Fall 2010	\$88,600: 1 full-time faculty; part-time faculty; accreditation fees	Perkins funding and/or other specialized funding for development process
Logistics Management AS	Develop an AS, Logistics Management	Development 2009 Implementation 2011	No anticipated additional cost	None expected
Administrative Professional AAS	Revamp Administrative Assistant AAS	2009	No anticipated additional cost	None expected

New Program Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Dental Laboratory Technician	Explore a Dental Laboratory Technician program	2010	\$850,000	None expected
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 degree/certificate 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 in Communications	2011	No anticipated additional cost	None expected
Social Science	Develop a Psychology emphasis	2011	No anticipated additional cost	None expected
Economics	Explore an AA degree program	2011	No anticipated additional cost	None expected

New Program Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Creative Writing	Develop an Associate of Fine Arts degree in Creative Writing	2011	No anticipated additional cost	None expected
Graphic Communications AAS	Modify Graphic Communications AAS for potential transfer to an NSHE four-year institution	2011	No anticipated additional cost	None expected
Graphic Communications AA	Develop Graphic Communications AA for transfer to an NSHE university	2011	No anticipated additional cost	None expected
Dental Assisting Tech*	Explore a Dental Assisting Tech program	2012	\$250,000	Industry potential
Medical Office Assistant	Explore a Medical Office Assistant program	2012	No anticipated additional cost	None expected
Alternative Fuels	Explore an Alternative Fuels Training program	2012	\$500,000	None expected
Physical Therapist Assistant*	Explore a Physical Therapist Assistant program	2012	\$30,000	Hospitals
Pharmacy Technology*	Explore a Pharmacy Technician certificate program	2012	\$500,000	None expected
Fire Science	Develop an associate degree & certificate in Fire Officer I & II	2012	No anticipated additional cost	None expected
Fire Science	Develop a certificate emphasis in Homeland Security	2012	\$50,000	None expected
Dietetics	Develop an AS in Dietetics	2012	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 four years:

New Program Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
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	\$40,000 required to fully implement	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 Expansion is anticipated to extend to 2011	\$30,000/year ongoing	\$10,000 funded by corporate sponsor; \$1,500 from Hug High School to support 5 additional students
Mandatory Services	Program to promote student success and student retention through admissions, orientation, assessment, advisement, and follow-up	Spring 2007 Expansion is anticipated to extend to 2011	Additional funds required to fully implement, estimated cost: \$325,538	None expected
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 Expansion is anticipated to extend to 2011	An additional \$80,000 is estimated to fund CSI through 2011	None expected

New Program Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Guardian Scholar	A program for foster youth in becoming acclimated to higher education and TMCC	Spring 2009 Expansion is anticipated to extend to 2011	\$1,000	Support from County Foster Care system anticipated for half the cost of meals to TMCC
iNtegrate	Provide 24/7 access to student information; streamlined business processes, including financial aid, academic advising, admissions, recruitment and student records	Implementation process began Summer 2008 Go-live date Fall 2010	Cost to back-fill	Legislative and college funding (student tech fee)

WESTERN NEVADA COLLEGE

Strategic Objectives

Western Nevada College provides learning opportunities for Carson City, Fallon, Minden/Gardnerville, Hawthorne, Yerington, Dayton, Virginia City, Lovelock, and Fernley. The Institutional Strategic Plan, approved by the Board of Regents in 2006, set measurable objectives for three institutional goals:

- Improve Student Success Rates
- Ensure Institutional Excellence
- One College—Serving Many Communities

The institutional academic planning process, which begins with the academic division chairs, results in a collaborative effort among the deans, directors, and academic faculty. As opposed to focusing on new programs, the institution is focusing on increased efficiency in scheduling, multiple high school partnerships, and additional resources for student scholarships, student activities that promote diversity, and a strong partnership between academic and student affairs. Multiple indices measure classroom instruction and the delivery of student services.

Providing learning opportunities for a geographic service area that exceeds 18,000 square miles can be challenging, but Western Nevada College is committed to meeting the needs of rural Nevada residents through traditional and non-traditional instructional delivery. While some classes can only be delivered on-line or by interactive video, college resources pay for small services, such as classroom facilitators, test proctors, and peer mentors. College librarians and the college web master support on-line instruction. Instructors and support personnel stretch to meet the needs of college students, recognizing that student success is institutional success.

College initiatives increased the number of students who can complete a degree in four semesters or a certificate in two semesters. Consistent with the efficient delivery of instruction, efficient space utilization remains an institutional objective. Standard-stop-and-start times, as well as matching class enrollment with seating capacity, play a major role in college-wide scheduling. Still at a college this size, the reality of the service area, building availability at certain times, and a high number of part-time faculty, make room utilization more of an art than a science.

As gas exceeds \$3.00 per gallon, students are requesting more distance education classes. The college provides opportunities through interactive video and web courses, and it has also increased the support resources for student success and the completion of those courses. Retention remains a priority. Goal completion, whether for workforce preparation, transfer, or job upgrade remains part of the institution's mission, although graduation, persistence, and the going to college rate are easier to measure. The college has increased its recruiting efforts, but appropriate placement rates, excellent teachers, and support services support the overall objective to retain students and assist them in their goal completion.

Institutional data confirms a marked increase in graduation rates, retention rates, and the number of students who currently attend the college on a full-time basis. College resources support an increase in student recruitment and retention activities. Technical advisory boards review academic curriculum and course content to ensure that programs reflect industry

standards. Community advisory boards review student success rates and academic planning processes offered to students in each community. The Division Chair Council, comprised of academic faculty leaders from six college divisions and the instructional dean, lead the development, review, and/or suggested deletion of academic programs.

Academic and Student Services partners with a number of constituents and community colleagues from healthcare, business and industry, sister institutions, and public school districts. 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 Programs

When presenting the WNC Academic Master Plan to the Board of Regents in June 2007, the institution promised that it would more likely bring programs for deactivation than requests for new programs. At the August 2008 Board of Regents meeting, WNC requested the elimination of eight programs. All eight programs had been previously reviewed by the Division Chair Council and the Curriculum Committee. In the interest of meeting state required budget cuts, and providing potential students the choice of degrees that can be obtained in a two year period of time, the institution narrowed the degree and certificate options. In light of the current budget situation, the institution anticipates very few requests for the Board of Regents to approve new programs during the next biennium. Exceptions may occur if the college is asked to immediately respond to a workforce development need, especially if the funding for the program, and its continuation is offered by a third party.

The availability of nursing positions in the WNC service area, and the reputation of the college program, have increased the number of qualified student applicants denied entry into the program each year. Funding is not available to increase lab space or teaching facilities, but it may be possible to expand the program by using the existing space with the additional availability. Labs are not used on most weekends or during the summer session. The institution proposes a "B" track for students who can attend classes and clinical experiences during the summer and weekends. These students could take advantage of the available hospital experiences that may also be available during the same time period, due to the lower summer student enrollment. The costs associated with expanding a program are much lower than the costs associated with starting a new program. Accreditation has been established. The students in the "B" track would meet the same professional standards with the same curriculum and learning outcomes that have been established for the current nursing program.

The college currently offers an associate degree in Deaf Studies. While the institution may not be able to afford a complimentary degree in Interpreting, WNC proposes a certificate program in Sign Language Interpreting. As students complete the certificate, the college will seek third party funding sources to expand the program. Similarly, funding does not currently exist for a Physician's Assistant Program, but the need for these health care professionals in rural Nevada is critical. Should funding become available, WNC is interested in conducting a feasibility study to substantiate the need and viability of this degree program. Local health care partners have asked for assistance with this project.

The college embraces its partnership with Nevada State College to prepare elementary school teachers to work in rural Nevada schools. WNC students can complete the first two years of the program through WNC. Nevada State College offers the junior and senior year classes through distance-ed and on-site traditional classes on WNC campus sites. Hopefully, this valuable

program will continue to be offered for rural Nevada students. Students who currently reside in rural Nevada are more likely to remain in rural Nevada, if educational opportunities are available in the geographic area, and job availability is high. It is less costly for a rural school district to help educate a local resident than it is for the same school district to recruit out of the area for new teachers.

New Program Name Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Certificate of Achievement in Sign Language Interpreting	Develop and implement a certificate that responds to a June 2006 Nevada Legislation that mandates further training for non-certified working educational interpreters (below EIPA 4.0)	2010	\$12,000 Part-time faculty	State and Grant Funding
Expansion of Nursing Program	Implement a Nursing "B" track which would run on weekends over the summer, beginning with 24 full time students	2010	\$395,000	Private, Industry, Grant, and State Funding
Bachelor's in Physician's Assistant	Develop and implement this degree to meet growing needs in allied health fields	2011	\$130,000	Industry, Grant, and State Funding

Student Services

A number of student services initiatives are planned for implementation during the next several years. These programs expand and continue student services and activities. All of them support the college mission and the three strategic goals mentioned at the beginning of this document. As the college experiences an increase in the number of full-time students, it must also provide the student services that support retention, student success, and graduation.

Unfortunately, budget cuts have decreased student services resources. WNC's first priority must be to fund the permanent academic and student services personnel vacancies created by the state budget cuts. The implementation of the new student registration system, iNtegrate, will require additional support from all student services offices. WNC must fund the degree audit position if students are to experience a seamless transition to the new system. It must also fund two counselors for the Fallon and Carson campus sites. The Fallon Academic Skills Center Coordinator and the Library Coordinator are both essential to student success. The strong partnership between academic and student affairs, as evidenced by examples such as the web support services provided by college librarians, provides WNC students excellence in the classroom and in support services.

As the institution welcomes a 2010 Northwest Association of Colleges and Universities accreditation visit, it is also in the middle of the institutional self study process. WNC is an institution committed to student success, teaching excellence, and internal and external

partnerships. The college will accept the challenges offered by the state budget crisis, but will continue to plan for the necessary services that an institution of its size requires to appropriately support its students.

Brief Description of New Student Services	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Counseling Services – expand the availability of academic advisement, personal counseling, and testing for current students in Carson, Fallon, and Douglas.	2011	\$ 150,000	State Funds, WNC Foundation, Corporate Support, Federal and State Grants
Increase Student Access/Success Financial Aid	2011	\$85,350 Annually	State Funds
Admissions & Records – Programmer/Analyst- Transcript Evaluator for new iNtegrate System	2010	\$75,000	State Funds
Increase outreach to under-represented populations. Promote the enrollment and retention of under-represented students. Counselor, 2.0 FTE	2011	\$175,000 annually Salaries and Activities	State Funds and Grant Funds
Campus Cultural Initiative – Provide services and activities that would otherwise not be available to students. These could include sports, intramural sports, cultural offerings (speakers, exhibitions, special topic workshops, etc.).	2010	\$ 100,000 annually	WNC 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.	2011	\$ 150,000 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.	2011	\$80,000	State Funds

Brief Description of New Student Services	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
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. Web instructional designer.	2011	\$185,000	Federal Grants, State Funding
Disability Support Services – Administrative Assistant to support production and distribution of various accommodations, including alternative texts.	2011	\$55,000	State Funds
Rural Outreach Coordinator, Academic Skills Center Coordinator, and Library Coordinator for the Fallon campus	2010	\$250,000	State Funds, Grants

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DESERT RESEARCH INSTITUTE

Strategic Objectives

DRI administration, faculty, and staff engaged in a comprehensive planning process that led up to the Board of Regent's approval of DRI's Institutional Strategic Plan in November 2007. That plan details an ambitious set of strategic objectives intended to guide DRI's endeavors during 2009-2012. These include:

- *Serve as A World Leader* – DRI will serve as a world leader in environmental sciences through the application of knowledge and technologies to improve people's lives throughout Nevada and the world.
- *Foster Scientific Talent* – DRI will foster scientific talent for the advancement of the environmental sciences and the integration of terrestrial, hydrologic, atmospheric and anthropologic sciences to provide innovative solutions and enhanced resource management.
- *Establish Active Partnerships and Collaborations* – DRI will establish active partnerships and collaborations with communities, organizations, businesses, governments and international entities to address the most crucial environmental issues and needs identified at the state, national and global levels.
- *Provide Quality Opportunities for Research-Education Experience* – DRI will provide the highest quality opportunities for post-doctoral, graduate and undergraduate research experience; add value to Nevada's teaching institutions by participating in graduate and undergraduate educational programs; and support the science-based educational needs of the state.
- *Leverage Scientific Innovation and Intellectual Capital Needs* – DRI will encourage technology transfer. DRI will endeavor to transfer its environmental technologies to facilitate the development of solutions for local, state, national and world environmental problems, as well as to meet Nevada's needs for economic diversification, growth and global recognition.
- *Serve as a Model* – DRI will serve as a model to demonstrate how a combination of entrepreneurialism and sound research can strengthen a university system, a state's economic portfolio, and society overall.

New Education Initiatives

DRI is engaged in discussions with UNR and UNLV concerning the potential development of two statewide education programs during 2009-2012. Since these programs are still in the feasibility study phase, no estimated costs of program development are listed. However, the statewide renewable energy program, NvREID, would rely on non-state funding.

- *Statewide Graduate Water Resources Program* – The Desert Research Institute (DRI) is working collaboratively with the University of Nevada, Reno (UNR) and the University of Nevada, Las Vegas (UNLV) to explore the possibility of establishing a new integrated statewide graduate academic program in water resources. This new program would use NSHE's expanding communications capabilities to bring together UNLV's M.S. Water

Resources Management Program and UNR's Graduate Program of Hydrologic Sciences and make degrees equally accessible to all interested DRI, UNLV, and UNR faculty. The increased participation of faculty from all three NSHE research entities would create a truly nationally competitive critical mass of expertise to foster improved research and educational collaborations.

- *Statewide Renewable Energy Education Program* – A new federal initiative requested by the Nevada System of Higher Education office, the Nevada Renewable Energy Integration and Development (NvREID) Center, is envisioned to help Nevada achieve its vision of energy self-sufficiency through an integrated approach involving research, development, and demonstration (RD&D). This center is a truly collaborative endeavor amongst the three NSHE research institutions (DRI, UNLV, and UNR). Improving the academic foundation to educate and train Nevada's future renewable energy workforce is a key objective for the NvREID Center. The long-term vision includes developing integrated system-wide undergraduate and graduate interdisciplinary degree programs with participation from traditional departments in engineering, environmental sciences, political science, economics, and business.

New Research Initiatives

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 four years. These programs are/would be supported by extramural awards.

- *Decision Support Systems* – Tackling the myriad environmental issues that presently confront us, requires that results of scientific research quickly translate into improved decision making by governmental officials, agency representatives, and the public at large. DRI research will lead to improved decision support systems in a number of areas, including land use planning, conflict resolution, water allocations, risk assessment, and climate change mitigation.
- *Informatics* – DRI has recruited new faculty expertise in bioinformatics and will soon be adding capability in hydroinformatics. Bio-/hydro-informatics faculty use computationally intensive techniques to analyze biological structure and function at the molecular level, and efficient and equitable use of water, respectively.
- *Local/Regional Flux Measurements* – DRI researchers are developing new equipment and new techniques to measure the movement of critical molecules between soils, the biosphere, and the atmosphere. Key variables of interest include water vapor, carbon dioxide, and volatile organic compounds.
- *Climate Change Effects and Impacts* – Building on its existing and newly-recruited faculty expertise in the atmospheric sciences, DRI will expand the scope of its activities related to climate change. This will include the effects and impacts of potential climate change on forest health, air quality, transportation, water renewable energy resources, and other climate-sensitive dimensions with a special emphasis on the ramifications of changes in weather and climate extremes. To support this effort, DRI plans to develop a strong regional climate modeling capability under a recently-awarded NSF EPSCoR grant.

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 build upon our successful research programs in the areas of ozone, particulate sources, mercury, and dust emissions with more mobile testing equipment, increasingly accurate models, and recommendations for mitigating the effects of dust, haze, and other atmospheric pollution. In addition, we will continue to expand our work on climate change to investigate potential impacts on air quality
- *Advanced Scientific Visualization (CAVE™)* – Construction of a new building housing a six-sided virtual visualization system (CAVE™) at DRI is nearly complete. This facility will advance DRI's capabilities from the present four-sided CAVE™. DRI faculty and staff will work with other NSHE faculty to advance and promote data visualization in areas such as wildland-fire behavior, the transport and transformation of atmospheric pollutants, and terrain structure in arid environments.
- *Desert Soil-Forming and Hydrologic Processes* – Construction of DRI's lysimeter facility in Boulder City will provide scientists with the tools to bridge a critical gap in scale among outdoor (i.e., natural) experiments, large-scale (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.
- *Geoarchaeology* – Building on its broad expertise in geomorphology and archaeology, DRI expanding its research in geoarchaeology – the use of geologic, geophysical, and geomorphologic tools and techniques to address issues in archaeology. Primary among these is constructing predictive models for sites of cultural resource significance.
- *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.
- *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. Research in this area, including development of regional climate modeling capabilities, will expand greatly under the recently awarded NSF EPSCoR grant.

- *Health and Environment* – DRI is expanding its research into environmental factors that directly affect human health. Focal areas include environmental exposure and risk assessment, spatial analysis of epidemic disease, and the impact of climate change on health. Changes in atmospheric composition, water availability and quality, and ecosystem integrity can impact human health directly, and indirectly, through alteration of the occurrence of pathogens and toxins in the environment. Faculty from all three core divisions at DRI are advancing research in this topic of rising concern.
- *Homeland Security Monitoring and Modeling* – Building on its long-term success in monitoring environmental variables (e.g., CO₂, atmospheric aerosols and pollutants, 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.
- *NvREID Center* – As mentioned above, the NvREID Center involves DRI, UNLV, and UNR which all have ongoing renewable energy RD&D activities including areas of solar energy and energy conservation at UNLV, geothermal energy at UNR and DRI, and wind energy at DRI. The NvREID Center will help to focus and coordinate activities to further renewable energy research while also addressing the need to commercialize the resulting emerging technologies. Building on its existing and newly-recruited faculty expertise in the atmospheric sciences, DRI will expand the scope of its activities related to climate change.
- *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.
- *Weather-Modification Research* – DRI will expand its investigation of recently reported findings that particulate matter in the air inhibits precipitation 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.



APPENDIX

2007-08 NSHE PERFORMANCE INDICATORS

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PERFORMANCE INDICATOR No. 1: College Continuation Rate

The college continuation rate is the percent of Nevada high school graduates enrolling in the NSHE in the fall semester immediately following graduation

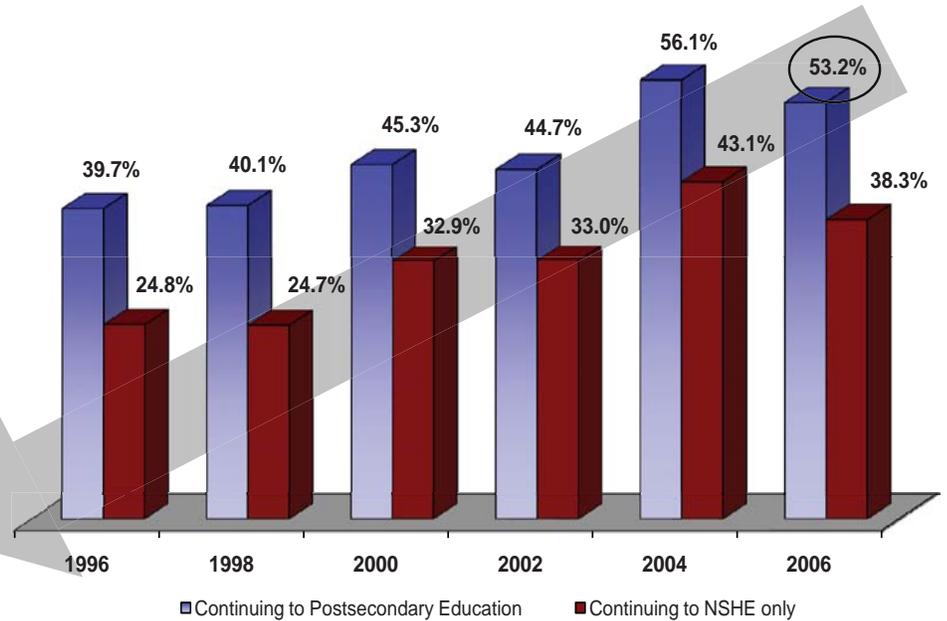
Opportunity & Accessible Education For All

From 1996 to 2004, the college continuation rate of recent Nevada high school graduates steadily increased, reaching an all-time high of **56.1** percent in 2004.

While the overall college continuation rate declined to **53.2** percent in 2006, the percent of Nevada high school students attending an NSHE institution declined at a greater rate to **38.3** percent, due to a number of factors including the higher criteria for university admissions and Millennium Scholarship eligibility.

The U.S. continuation rate for 2006 is **65.8** percent (*Postsecondary Education Opportunity*), a marked difference from NSHE's continuation rate of **53.2** percent.

Nevada College Continuation Rate
% of NV high school graduates enrolled as first-time, degree-seeking college students in the fall semester immediately following high school graduation



Source: NSHE College Continuation Report

THE IMPACT OF THE GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

Immediately following the implementation of the Millennium Scholarship program, the college continuation rate for Nevada high school graduates jumped to **45.3** percent. In the first year of the program, **76.8** percent of eligible students activated their scholarship and attended an NSHE institution.

The Millennium Scholarship Program 2000-01 to 2006-07 Comparison

	Class of 2000	Class of 2001	Class of 2006	Class of 2007
Nevada public high school graduates	12,953	13,467	16,367	17,080
Millennium eligible graduates	7,362	7,947	8,727	8,160
% of graduates who are eligible	56.8%	59.0%	53.3%	47.8%
Activated scholarships	5,651	6,038	5,745	4,856
% of eligible scholars who activate the scholarship	76.8%	76.0%	65.8%	59.5%

Source: Nevada State Treasurer's Office 9/5/2008; Nevada Department of Education

Increased eligibility requirements, the limit on the number of credit hours covered (12 credits per semester) and the declining value of the scholarship, are resulting in fewer activated Millennium scholarships.

During the 2006-07 academic year, **2,982** students did not activate their scholarship, **3,796** students lost their eligibility at least once, and **334** students received a second strike and are no longer eligible (*Nevada State Treasurer's Office 9/2/2008*).



PERFORMANCE INDICATOR No. 2: Student Financial Aid

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

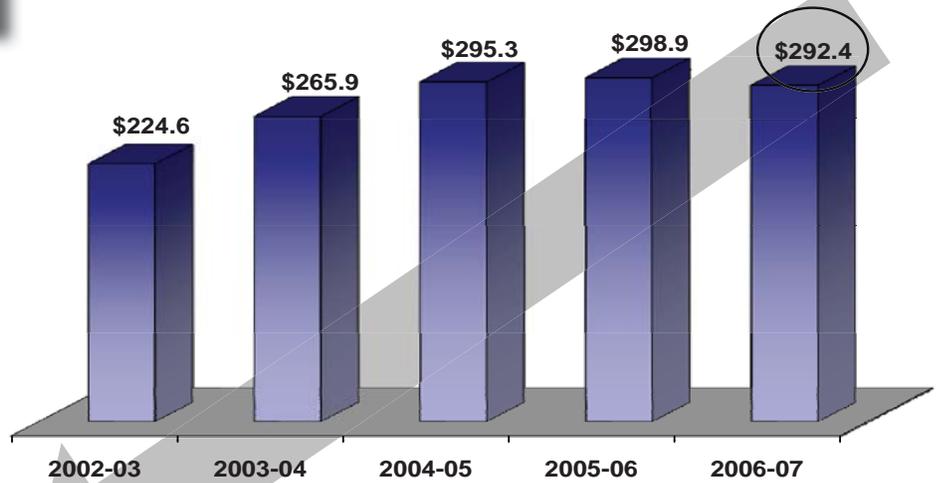
Opportunity and Accessible Education for All

⚡ Nevada financial aid grew **30** percent from 2002-03 to 2006-07, but it did not keep pace with national growth. Nationally, the total aid for the same time period grew **45** percent (*Trends in Student Aid 2007, The College Board*).

⚡ While NSHE financial aid awarded grew over the past five years, 2006-07 marks the first year the System experienced a decrease in the actual dollars awarded from **\$298.9** million dollars to **\$292.4** million dollars, a **-2.2** percent drop.

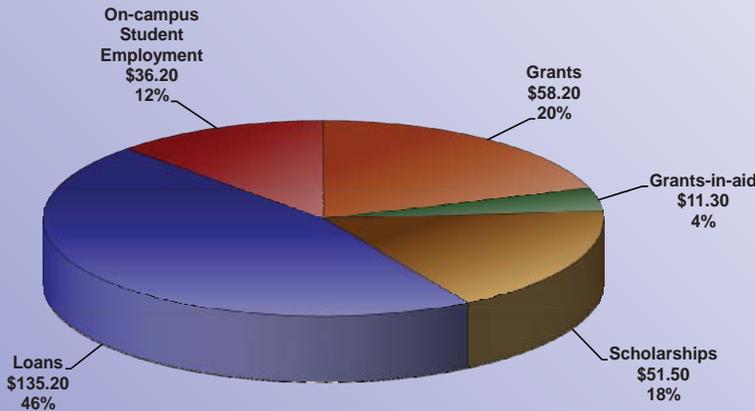


NSHE Total Amount of Financial Aid Awarded
2002-03 to 2006-07 (in millions)



Source: NSHE Financial Aid Report

NSHE Financial Aid Awarded By Type
2006-07



Source: NSHE Financial Aid Report

⚡ Loans make up the largest portion of financial aid to students, as seen above. This is true nationwide as well as in Nevada. In 2006-07, students across the nation funded their education with mostly loans and grants, at **52** percent and **43** percent, respectively (*Trends in Student Aid 2007, The College Board*).

UNMET STUDENT NEED — IN PERSPECTIVE

⚡ Eligibility for need-based financial aid is based on the Expected Family Contribution and the cost of attendance. In many cases, a student's financial need goes unmet. For 2006-07, the total unmet need for the NSHE was **\$92.20** million dollars. This figure represents the gap in financial aid funding and need at all NSHE institutions.

⚡ According to *Measuring Up 2008*, in Nevada, poor and working-class families must devote **37** percent of their income, even after aid, to pay for costs at public-four year colleges (*The National Center for Public Policy and Higher Education*).

Need-based Financial Aid Allocations

\$\$ in Millions

	2002-03	2003-04	2004-05	2005-06	2006-07
Total Awards	\$225	\$266	\$297	\$300	\$292
Need-based Awards	\$129	\$158	\$157	\$155	\$138
Percent Need-based	57.3%	59.4%	52.9%	51.7%	47.3%

Source: NSHE Financial Aid Report

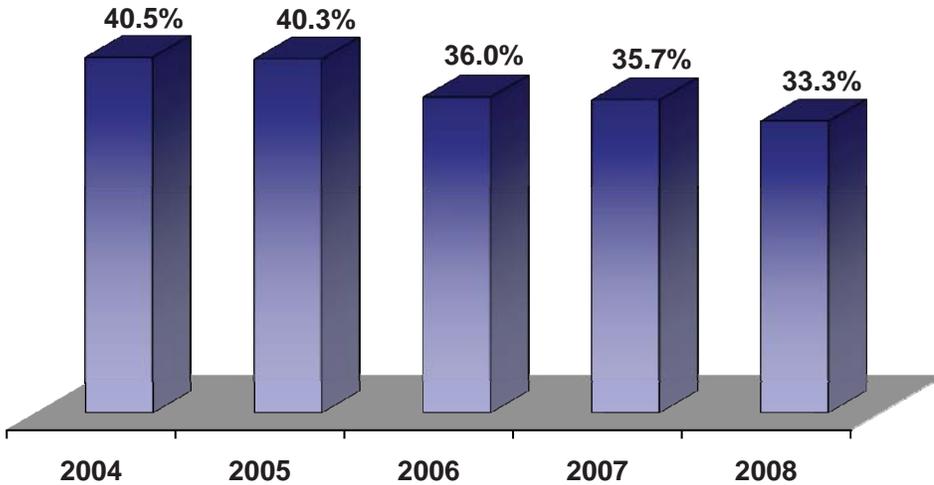


PERFORMANCE INDICATOR No. 3: Remediation

Remediation rate — percent of recent Nevada high school graduates enrolling in remedial math or English

NSHE

Recent Nevada High School Graduates Enrolled in Remediation Immediately Following Graduation (2004-2008)

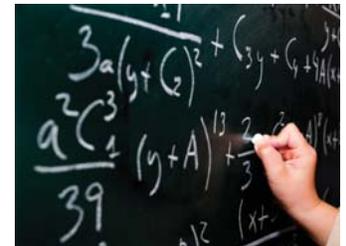


Source: NSHE Remedial Report

P-16 Education

Systemwide, **33.3** percent of all recent Nevada high school graduates who attended NSHE were enrolled in at least one remedial course in Summer or Fall 2008. Of the **2,898** recent Nevada high school graduates enrolled in remedial courses, **882** or **30.4** percent took both remedial mathematics and remedial English. Thus, most remedial students, **69.6** percent, needed remediation in only one subject area. The overall percentage of recent high school graduates enrolled in remedial courses (**33.3 percent**) decreased from **35.7** percent from the prior year (*NSHE Remedial Report*).

In Fall 2000, nationally, **42** percent of entering freshmen at degree-granting public 2-year institutions enrolled in remedial courses and **20** percent at public 4-year institutions, which puts NSHE remedial enrollment slightly higher than the national rate at the community colleges with **45.9** percent and slightly lower than the national rate at the universities with **18.6** percent (*NSHE Remedial Report*).



Persistence Rates

(Recent Nevada High School Graduates)

Remedial Cohorts	First-time College Students Requiring Remediation in Math – Summer or Fall 2007	First-time College Students Requiring Remediation in English– Summer or Fall 2007	First-time College Students Requiring Remediation in BOTH– Summer or Fall 2007	First-time College Students NOT Requiring Remediation – Summer or Fall 2007
Number of students enrolling in at least one remedial course immediately following graduation ¹	1141	806	832	5002
Number of students enrolling in the Spring semester following remedial enrollment	921	674	666	4121
Percent of students enrolling in the Spring semester following remedial enrollment	81%	84%	80%	82%

¹The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments (students who are enrolled in more than one institution are counted only once in the total).

Source: NSHE Remedial Report, System Data Warehouse

There is a slight increase in persistence rates from the previous year. The persistence rate for students enrolled in a remedial course in mathematics rose three percentage points from the previous year's rate of **78** percent. The persistence rate for students enrolled in a remedial English course has risen one percentage point from **83** percent the previous year. Overall, persistence rates are increasing for students enrolled in remedial courses at the NSHE (*NSHE Remedial Report*).



PERFORMANCE INDICATOR No. 4: Persistence and Transfer Rates

Percent of first-time, full-time freshman returning for a second year of enrollment (i.e. freshmen to sophomore persistence) at an NSHE institution.

Percent of students earning an associate's degree who transfer to an NSHE 4-year institution immediately following graduation.

Student-Focused System

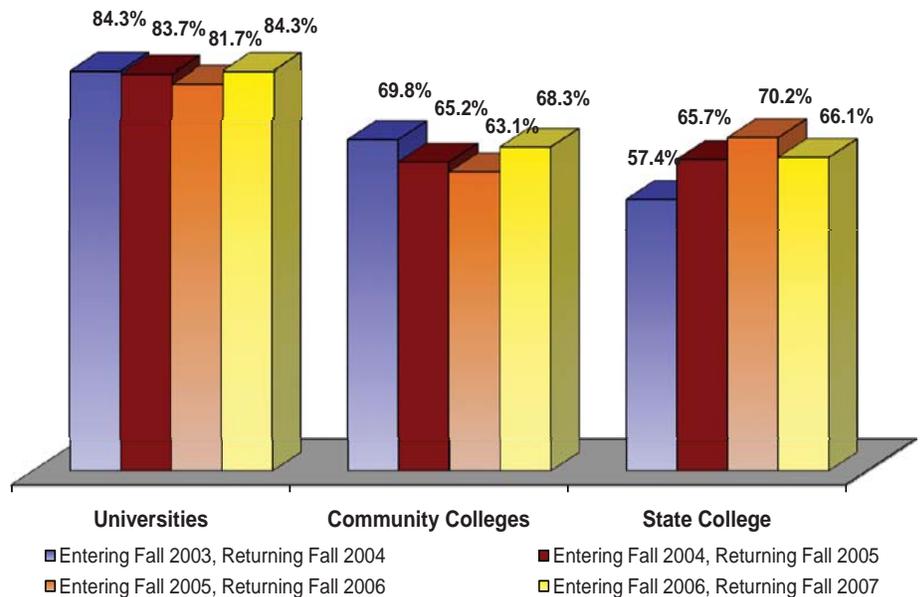
Persistence rates are an indicator of student success and gauge the advancement of students toward a degree.

☀ Something to be proud of — NSHE persistence rates consistently exceed national averages.

☀ Persistence in the NSHE is highest at the universities where **84.3** percent of first-time, full-time freshmen returned to any NSHE institution in Fall 2007 compared to the national average of **77.5** percent (*ACT 2008 National Collegiate Retention and Persistence rates*).

☀ The community college persistence rate of **68.3** percent significantly exceeds the national average of **53.7** percent (*ACT 2008 National Collegiate Retention and Persistence rates*).

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

Student-Focused System Opportunity & Accessible Education for All

Community colleges are an important stepping stone for students wishing to pursue a bachelor's degree.

☀ In a recent national study on community colleges, two-thirds of 2004 high school seniors who enrolled immediately in a community college intended to pursue a bachelor's degree. Of the remaining one-third, by 2006, almost **47** percent of this group raised their educational aspirations to pursue a bachelor's degree (*Community Colleges: Special Supplement to The Condition of Education 2008, NCES*).

NSHE Transfer Rate of Associate Degree Recipients (AA, AS, AB)

% of Graduates Transferring to an NSHE 4-year Institution in the Fall Semester Immediately Following Graduation (2007-08 Graduates)

Graduating Institution	# of Graduates (unduplicated)	% CONTINUING IN NSHE - FALL 2008		
		Continuing at CC's	Transferring to 4-year	Total
CSN	831	15%	46%	61%
GBC	78	51%	12%	63%
TMCC	313	28%	45%	73%
WNC	163	24%	37%	61%
TOTAL	1,385	21%	43%	64%

Source: NSHE Data Warehouse

☀ Overall, the transfer rate of associate degree recipients is **43** percent. CSN and TMCC have the highest transfer rates of associate degree recipients at **46** percent and **45** percent, respectively, which is a large increase for TMCC from the previous year's transfer rate of **38** percent.



PERFORMANCE INDICATOR No. 5: Participation Rates

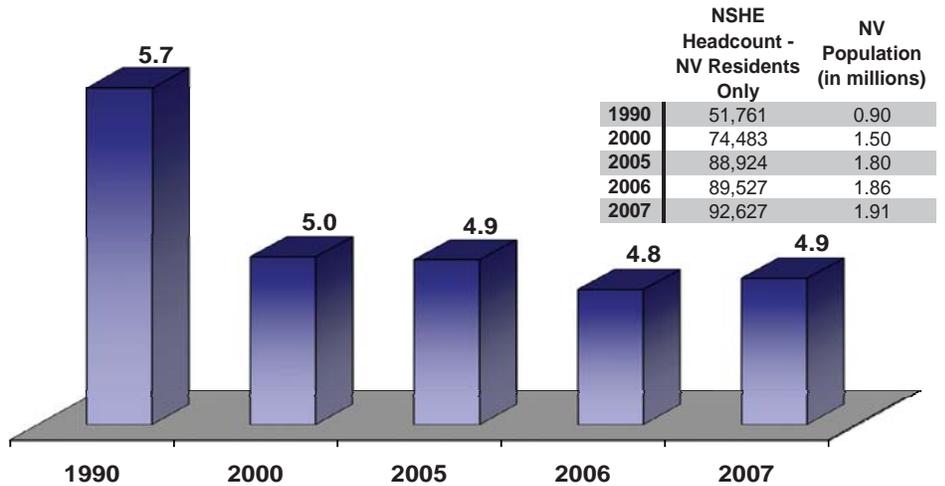
Increase percentage of Nevada's general population who participate in some form of higher education

Student-Focused System

⚡ Since 1990, the number of enrolled students per 100 Nevada residents has steadily declined to **4.9** in 2007 - significantly lower than the **5.7** enrolled students per 100 Nevada residents in 1990.

⚙️ While the number of Nevada residents enrolled at a NSHE institution increased **79.0** percent since 1990, the system has not kept pace with the state's overall growth in population.

NSHE Headcount per 100 Nevada Residents
(NV residents only, 18 years and older)

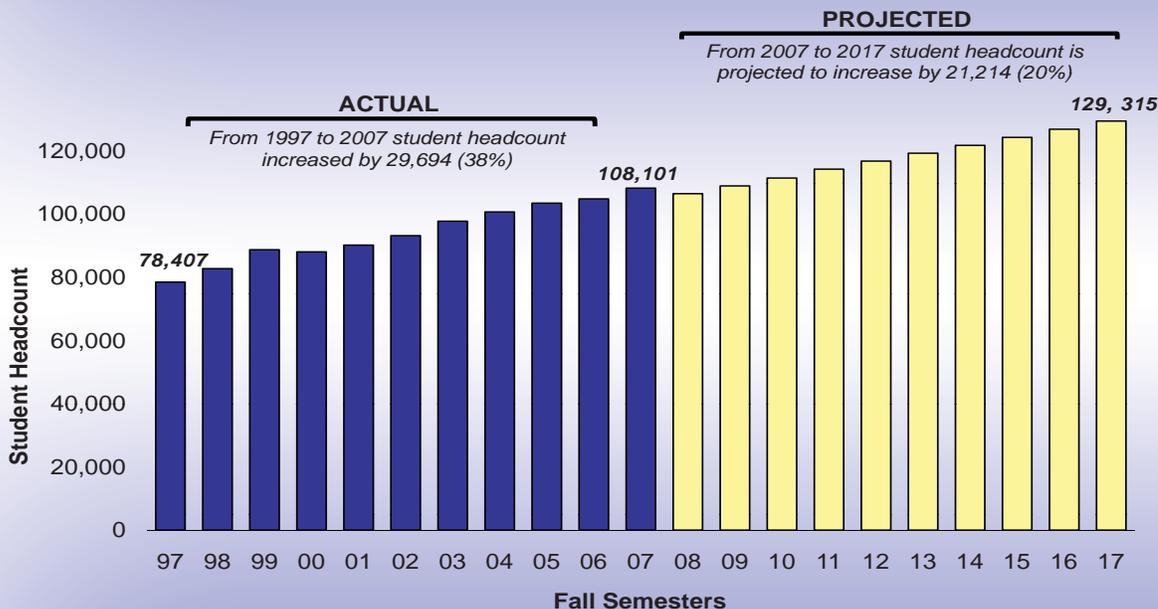


Source: US Census 12/10/2008; NSHE Data Warehouse

COLLEGE FRESHMEN IN NEVADA...

☀️ Most college freshmen attend postsecondary institutions in the same states where they graduate from high school, but many freshmen, specifically those attending 4-year institutions, attend out-of-state postsecondary institutions. From 1996 to 2006, Nevada's percentage of freshmen attending college at a NSHE institution grew from **61.2** percent to **75.3** percent. This exceeds the national trend for the same time period that grew from **74.0** percent to **74.6** percent (*Condition of Education 2008*).

NSHE Student Headcount



Source: NSHE Enrollment Planning Report

☀️ Nevada is one of the fastest growing states in the nation for the last 19 out of 21 years (*US Census*).

☀️ Nevada has the fastest growing number of high school graduates and is the **third** fastest growing public system of higher education in the nation (*NCES*).

⚡ Over the next ten years, growth in student headcount is expected to slow to **20** percent, despite the continued growth in the population and the number of high school graduates.

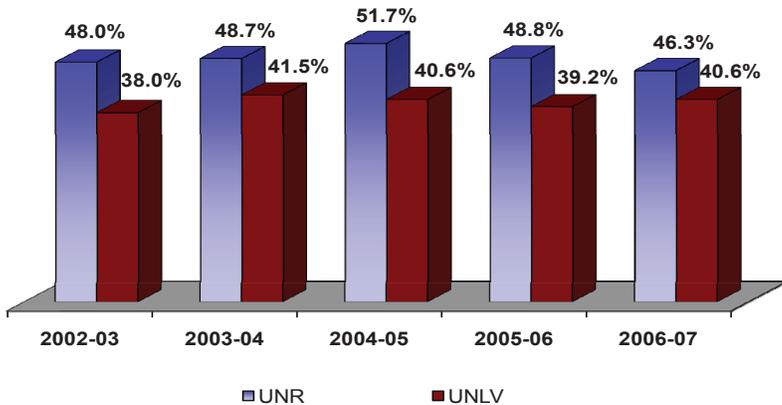


PERFORMANCE INDICATOR No. 6: Graduation Rates

Percent of first-time, full-time, degree-seeking students graduating within 150 percent of expected completion time

University Graduation Rates

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



Source: IPEDS Peer Analysis System

Opportunity and Accessible Education for All

Graduation rates are indicators of student persistence and are used as a federally-defined measure of time-to-degree for students.

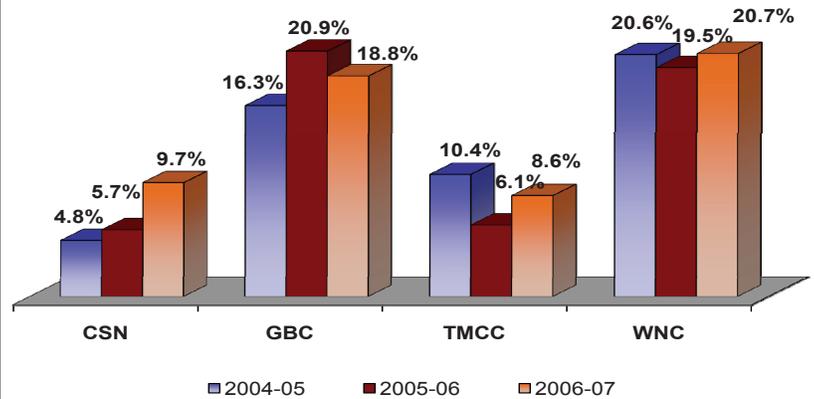
For 2005-06, the graduation rates for degree-seeking students at NSHE institutions are significantly lower than the national graduation rate of 57.5 percent for 4-year institutions and 32.3 percent for 2-year institutions (NCES,

Report No. 2008-173).



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)



Source: IPEDS Peer Analysis System

INTERNATIONAL PERSPECTIVE

In 2006, the United States was among the top five nations in the proportion of young adults, ages 18 to 24, who attended college. However, it slipped to 7th place in 2008. Further, the U.S. ranks 15th out of 29 countries in the proportion of students who actually finish, according to the National Center on Public Policy and Higher Education's *Measuring Up 2008* report. While estimates vary, American universities award about 18 degrees for every 100 full-time students (*Measuring Up 2008*). As a state and a nation, we are failing to graduate students in sufficient numbers.

Awards Conferred by Type

and year-to-year percent change

	2002-03	2003-04	2004-05	2005-06	2006-07	Cumulative Change 2002-03 to 2006-07
Certificates	301	371	310	437	507	206
	—	23.3%	-16.4%	41.0%	16.0%	68.4%
Associate Degrees	2,075	2,296	2,365	2,595	2,593	518
	—	10.7%	3.0%	9.7%	-0.1%	25.0%
Bachelor's Degrees	4,605	4,772	5,087	6,010	5,766	1,161
	0.0%	3.6%	6.6%	18.1%	-4.1%	25.2%
Master's Degrees	1,244	1,347	1,562	1,653	1,501	257
	—	8.3%	16.0%	5.8%	-9.2%	20.7%
Doctoral Degrees	132	121	126	157	157	25
	0.0%	-8.3%	4.1%	24.6%	0.0%	18.9%
First-Professional Degrees	178	169	180	265	276	98
	—	-5.1%	6.5%	47.2%	4.2%	55.1%
TOTAL	8,535	9,076	9,630	11,117	10,800	2,265
	—	6.3%	6.1%	15.4%	-2.9%	26.5%

Source: IPEDS Peer Analysis System

From 2002-03 to 2006-07, the award category of certificates experienced the most growth at 68.4 percent while associate's degrees and bachelor's degrees remain the highest in number of degrees awarded.

According to *Measuring Up 2008*, since the early 1990s, Nevada is among the fastest-improving states in the proportion of students completing certificates and degrees relative to the number enrolled. However, Nevada's current performance on this measure remains very low when compared with other states, earning Nevada a "F" in completion.



PERFORMANCE INDICATOR No. 7: Workforce Development

Increase enrollment and graduates in nursing and teaching to fill the increasing demand for those positions in Nevada

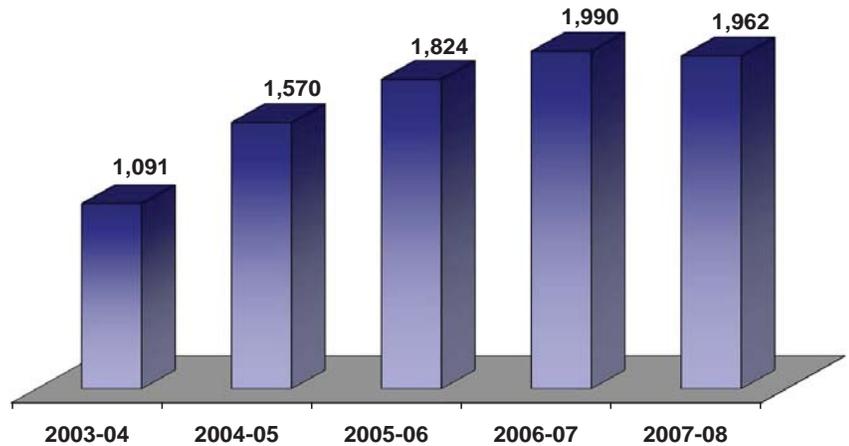
Qualified Workforce Nursing

NSHE plays an important role in addressing the nursing shortage in Nevada.

☀ Enrollment in nursing programs at NSHE institutions continuously grew over the past five years, with a **79.8** percent change from 2003-04 to 2007-08.

⚡ Recently, enrollment in nursing programs dipped, **-1.4** percent from 2006-07 to 2007-08.

NSHE Enrollment in Nursing Programs*
(Unduplicated Headcount)



Source: NSHE Nursing Enrollment Report

*Figures from 2005-06 to present include enrollment of students in graduate level nursing programs.

NURSING IN THE FUTURE

⚡ Nevada is the **second** lowest ranking state in the number of employed nurses per 100,000 population (**604** nurses) with California being the lowest ranking state (*The National Sample Survey of Registered Nurses, March 2004*).

⚡ According to the U.S. Department of Health and Human Services, the RN shortage will continue to grow if current trends persist, including a growing and aging U.S. population that is living longer, increasing demand for high quality care, an RN workforce at or approaching retirement age, and difficulties attracting new nurses and retaining the existing workforce (*What is Behind HRSA's Projected Supply, Demand, and Shortage of Registered Nurses, September 2004*).

Number of NSHE Nursing Graduates

Program	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
PHD-UNLV	—	—	—	—	—	—	2
MSN-UNLV	5	3	7	16	10	25	38
MSN-UNR	8	9	14	7	9	20	17
BSN-NSC	—	—	—	32	103	92	98
BSN-UNLV	57	70	67	121	131	127	136
BSN-UNR	46	55	60	90	120	102	107
BSN-GBC	—	—	—	—	—	5	3
AAS-CSN	82	88	105	115	223	189	170
AAS-GBC	17	15	13	21	12	17	26
AAS-TMCC	35	34	43	37	52	73	79
AAS-WNC	29	25	30	42	43	45	49
LPN-CSN	21	21	21	23	21	20	26
LPN-WNC	19	16	—	1	10	1	1
TOTAL	319	336	360	505	734	716	752

⚡ NSHE institutions struggle to keep pace with the demand for registered nurses in Nevada. Occupational Employment Statistics (OES) from the Nevada Department of Employment, Training, and Rehabilitation project **5,491** new registered nurses (a **36.8** percent increase) will be employed in Nevada between 2006 and 2016. Further, the OES projects that there will be **862** job openings, annually, as a result of growth and replacements, a noticeable difference from the **752** nursing graduates at the NSHE in 2007-08.

Source: NSHE Data Warehouse

PERFORMANCE INDICATOR No. 7: Workforce Development, cont.

Qualified Workforce Teaching

⚡ Undergraduate enrollment in teacher education programs grew by only **4.1** percent from Fall 2000 to Fall 2004 at NSHE institutions. This puts Nevada behind the national trend. Nationally, undergraduate enrollment in education programs grew by **18.6** percent from 1999-00 to 2003-04 (*Digest for Education Statistics 2004 & 2007*).

⚡ Recently, undergraduate enrollment in teacher education programs at NSHE institutions decreased by **-12.9** percent from Fall 2004 to Fall 2006. This appears to be due to a drop in undergraduate enrollment at the universities.

Teacher Education — Undergraduate Enrollment

	Fall 00	Fall 02	Fall 04	Fall 06
UNLV	1,923	1,981	1,778	1,370
UNR	1,215	1,173	1,133	919
NSC	—	44	166	274
GBC	—	118	191	285
TOTAL	3,138	3,316	3,268	2,848

Source: IPEDS

A GROWING CONCERN...

⚡ According to the American Association of State Colleges and Universities, teacher shortages are most prevalent in high demand fields, such as mathematics and science; certain areas of the country, largely western, southwestern and southeastern states; and urban, low-income, minority schools and remote rural schools. Nevada, as a western state, ranked **8th** in the United States by late-fill rate (persons hired after school-year began) as an indicator of high teacher shortages (*Policy Matters: The Facts and Fictions About Teacher Shortages, May 2005*).

Teacher Education — Completions

BACHELOR'S DEGREES AWARDED

	2002-03	2003-04	2004-05	2005-06	2006-07
UNLV	486	450	399	426	347
UNR	202	183	209	197	167
NSC	—	2	9	28	39
GBC	21	19	24	32	21
TOTAL	709	654	641	683	574

PROGRAM COMPLETERS¹

	2003-04	2004-05	2005-06	2006-07	2007-08
UNLV	547	486	496	499	412
UNR	211	270	225	203	204
NSC	—	2	2	3	1
GBC	20	25	31	20	19
TOTAL	778	783	754	725	636

¹Program Completers are students who have already obtained a bachelor's degree and returned to obtain teacher licensure. These figures include some duplication of the bachelor's degrees awarded (as noted above).

Source: IPEDS; Title II HEA Report (via NSHE institutions)

⚡ As with nursing, NSHE institutions struggle to meet the demand for teachers in Nevada. Occupational Employment Statistics (OES) from the Nevada Department of Employment, Training, and Rehabilitation project **10,519** new primary, secondary, and special education school teachers (a **34.9** percent increase) will be employed in Nevada between 2006 and 2016. Further, the OES projects that there will be **1,715** job openings, annually, as a result of growth and replacements, a marked difference from the **636** licensure program completers at the NSHE in 2007-08.



PERFORMANCE INDICATOR No. 8: Distance Education

Growth in enrollment of students receiving instruction via distance education

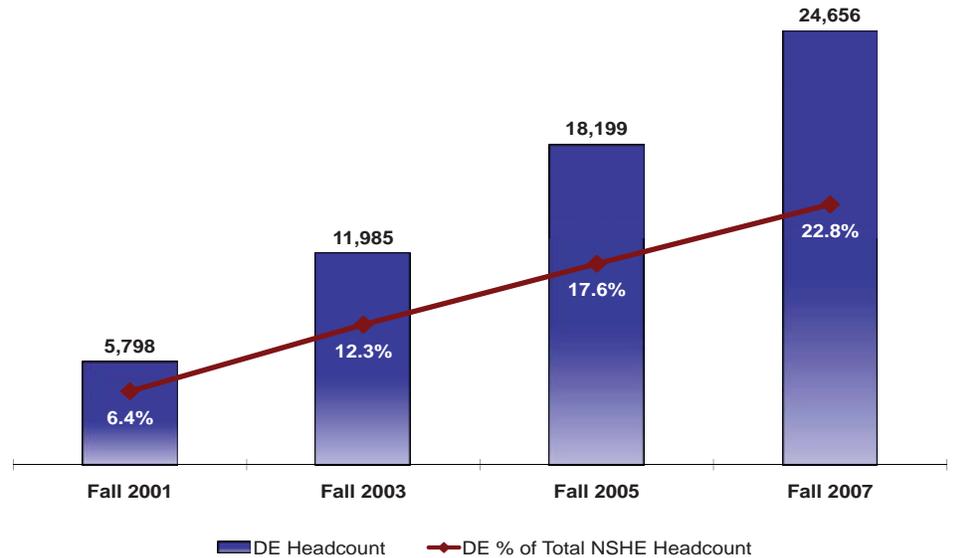
Student-Focused System Opportunity & Accessible Education for All

☀ For Fall 2007, enrollment in distance education courses rose to **24,656** students, a **35.5** percent increase over two years. NSHE enrollment in distance education courses exceeds the national rate of **19.7** percent in Fall 2006 (*Online Nation: Five Years of Growth in Online Learning, The Sloan Consortium, 2007*).

☀ The number of NSHE students enrolled in at least one distance education course increased **325.3** percent from Fall 2001 to Fall 2007. The growth rate of distance education enrollment at the NSHE surpassed the national rate. Nationally, from Fall 2002 to Fall 2006, student enrollment in distance education courses grew **117.6** percent at degree-granting postsecondary institutions (*Online Nation: Five Years of Growth in Online Learning, The Sloan Consortium, 2007*).

☀ More than **two-thirds** of all higher education institutions across the nation now have some form of online offerings, with the majority of these providing programs that are fully online (*Online Nation: Five Years of Growth in Online Learning, The Sloan Consortium, 2007*).

NSHE Enrollment in Distance Education Courses



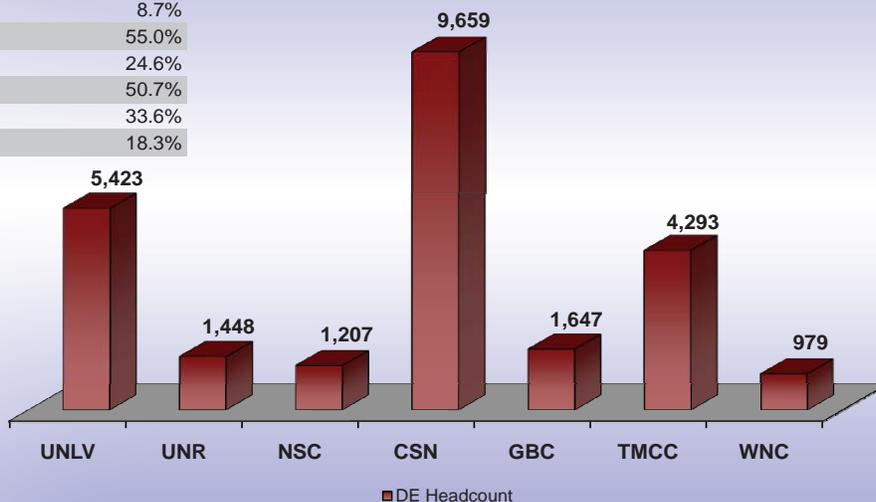
Source: NSHE Course Taxonomy Database

AT A GLANCE: COMPLETION RATES

☀ The completion rate is the percent of students completing a course with a grade "D" or better. The completion rate for distance education students in the NSHE is **66.3** percent, which is less than the completion rate of **79.5** percent for all NSHE students (*NSHE Course Taxonomy File; NSHE Data Warehouse*).

Fall 2007 NSHE Enrollment in Distance Education Courses
by Institution

Institution	DE Enrollment as % of Total Institutional Headcount
UNLV	19.0%
UNR	8.7%
NSC	55.0%
CSN	24.6%
GBC	50.7%
TMCC	33.6%
WNC	18.3%



Source: NSHE Course Taxonomy Database

☀ For Fall 2007, NSC and GBC had the highest percentage of students enrolled in distance education at **55.0** percent and **50.7** percent, respectively.

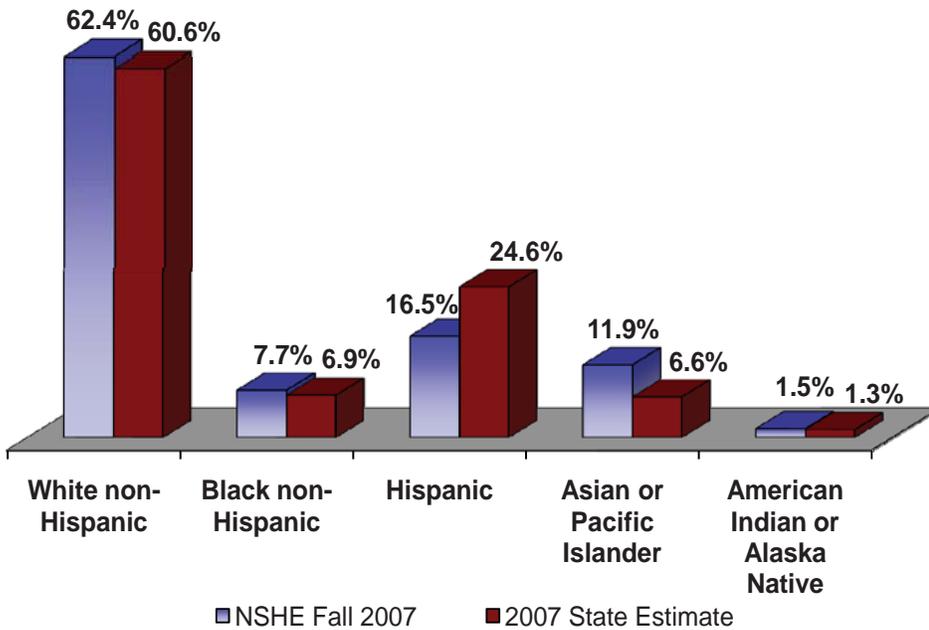
☀ The large number of distance education students enrolled in a distance education course demonstrates the value of distance education to students. The utilization of current technologies to meet the needs of today's students is critical, particularly for rural institutions, like GBC, where distance education enables the institution to reach students across a wide geographic area that would not otherwise be possible.



PERFORMANCE INDICATOR No. 9: Student Diversity

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

Ethnic/Racial Distribution of NSHE Enrollment Compared to Nevada Population - Fall 2007



Source: IPEDS Fall Enrollment
2007 State Estimate by the Nevada State Demographer based on 2000 Census Data

Opportunity and Accessible Education for All

☀ In Fall 2007, the ethnic distribution of NSHE students' enrollment met or surpassed the minority population distributions of the state, except for Hispanics.

☀ Minority enrollment continues to rise at NSHE institutions, hitting **37.6** percent in Fall 2007. This exceeds minority enrollment at degree-granting institutions nationally, which rose to **30.9** percent in Fall 2005 (*Digest of Education Statistics 2007*).

☀ From 1997 to 2007, enrollment of Hispanic students at NSHE institutions increased by **135.2** percent exceeding that of all other ethnic/racial groups.

AN EYE ON THE FUTURE...

☀ For the Class of 2007, the high school graduation rate for minority students is lower than that of white students at **43.7** percent versus **76.1** percent (*Nevada Department of Education Annual Reports of Accountability*). If the high school graduation rate for minority students continues to lag behind other students, it will impact the ability of NSHE institutions to enroll minority students in the future.

NSHE Student Enrollment by Ethnic/Racial Group

	FALL			PERCENT CHANGE	
	1997	2006	2007	1997 to 2007	2006 to 2007
White non-Hispanic	50,117	56,929	56,877	13.5%	-0.1%
Black non-Hispanic	3,826	6,473	7,041	84.0%	8.8%
Hispanic	6,402	13,797	15,056	135.2%	9.1%
American Indian or Alaska Native	1,172	1,321	1,339	14.2%	1.4%
Asian or Pacific Islander	4,801	10,649	10,817	125.3%	1.6%
TOTAL*	66,318	89,169	91,130	37.4%	2.2%

*Non-resident alien and unknown race/ethnicity excluded.
Source: IPEDS Fall Enrollment Survey



PERFORMANCE INDICATOR No. 10: Faculty Characteristics

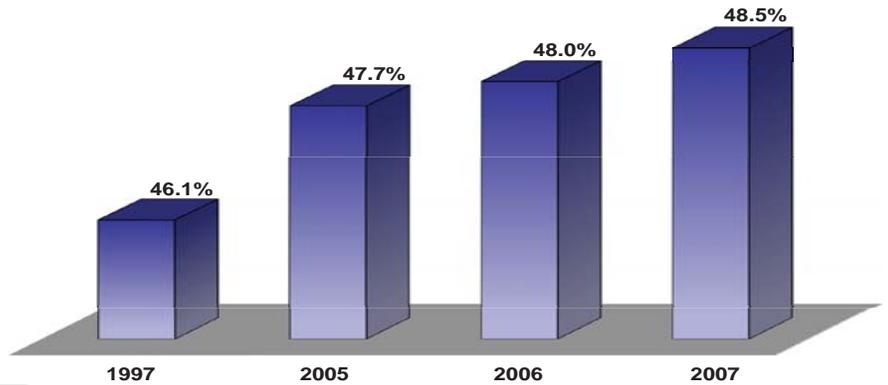
Ethnic/racial minority distributions of NSHE faculty

Quality Education

☀ For Fall 2007, the percentage of full-time faculty hit an all-time high of **48.5** percent. Further, **16.4** percent of full-time faculty are minorities, increasing steadily since 1997 (*IPEDS*).

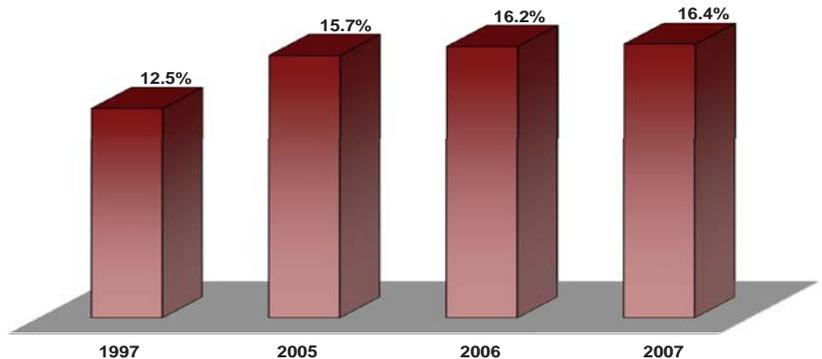
☀ Nationally, the percentage of full-time faculty decreased from **59.1** percent in 1995 to **52.4** percent in 2005, opposite the trend at the NSHE (*IPEDS*).

NSHE Full-time Faculty
% of Total NSHE Faculty that are Full-time



Source: IPEDS Fall Staff Survey

Ethnic/Racial Minority Distribution of NSHE Faculty
% of Total NSHE Full-time Faculty that are Ethnic/Racial Minorities



Source: IPEDS Fall Staff Survey

AT-A-GLANCE: FEMALE FACULTY

☀ In 2006, the percentage of full-time faculty who were women at NSHE institutions was **38.1** percent, which grew from **32.4** percent in 1996 (*NSHE Diversity Report*). This mirrors the national trend where **39** percent of full-time faculty were women in 2005-06, an increase from **32** percent, ten years ago (*AAUP Faculty Gender Equity Indicators 2006*).

☀ For Fall 2006, the percentage of women who were full-time faculty at NSHE universities was **50.9** percent and the percentage at NSHE community colleges was **55.6** percent (*IPEDS*). This puts the NSHE ahead of the national rate of **34** percent at doctoral institutions and **51** percent at public community colleges in 2005-06 (*AAUP Faculty Gender Equity Indicators 2006*).

Number and Percentage of Total Full-time NSHE Faculty who are Ethnic/Racial Minorities by Institution

	1997		2005		2006		2007	
	#	%	#	%	#	%	#	%
UNLV	86	14.2%	153	19.2%	178	19.8%	177	18.4%
UNR	81	11.0%	120	13.9%	133	15.0%	149	16.1%
NSC	—	0.0%	13	34.2%	12	25.5%	15	25.4%
CSN	59	19.7%	82	18.4%	88	18.4%	94	19.3%
GBC	2	5.1%	5	8.8%	5	8.1%	5	6.8%
TMCC	9	7.9%	13	7.6%	17	9.5%	19	10.4%
WNC	2	2.4%	2	2.6%	2	2.6%	2	2.7%
DRI	9	9.5%	15	12.8%	10	8.9%	18	11.3%
NSHE	248	12.5%	403	15.7%	445	16.2%	479	16.4%

Source: IPEDS Fall Staff Survey



☀ Nationally, the percentage of full-time faculty at postsecondary institutions from minority groups grew from **12.9** percent 1995 to **17.2** percent in 2005 (*IPEDS*); the growth of minority faculty at NSHE institutions mirrors this increase but at a slower rate.



PERFORMANCE INDICATOR No. 11: Research & Development

Total NSHE expenditures for research and development

A Prosperous Economy

A critical component of the mission of both universities and the Desert Research Institute is to engage in comprehensive research to further scientific discovery.

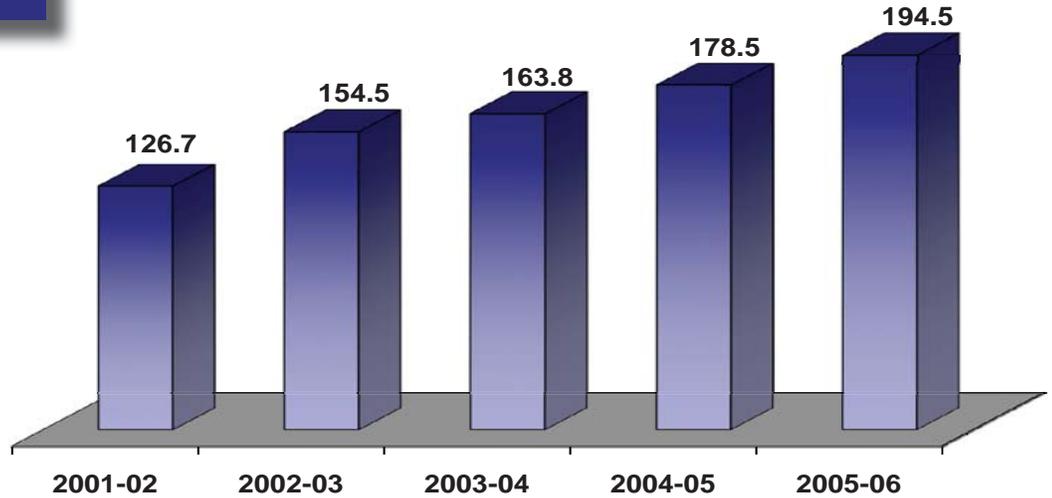
The NSHE had a **53.5** percent growth in research and development expenditures from 2001-02 to 2005-06. This is a noticeable increase compared to the United States, as a whole, whose



growth in expenditures was only **31.5** percent from 2001-02 to 2005-06 (National Science Foundation).

NSHE Research & Development Expenditures

(\$ in millions)



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

NSHE Research & Development Expenditures by Institution

\$ in millions

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change 01-02 to 05-06
UNR	66.7	80.6	83.6	95.6	98.9	48.3%
UNLV	30.5	42.2	45.4	48.3	57.0	86.9%
DRI	29.5	31.8	34.8	34.6	38.5	30.5%
TOTAL	126.7	154.5	163.8	178.5	194.5	53.5%

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

For Fiscal Year 2006, federal funding comprised **70.8** percent of total research and development expenditures for the NSHE. This is ahead of the national trend where federal funding consisted of **62.9** percent of total research and development expenditures (National Science Foundation).

STATE & LOCAL RESEARCH FUNDING IN PERSPECTIVE

For Fiscal Year 2006, state and local funding made up **4.0** percent of total research and development expenditures at the NSHE but, nationally, state and local funding comprised **6.3** percent of total expenditures. Other funding sources made up **25.3** percent of total research and development expenditures in FY06 at the NSHE but, nationally, all other funding comprised **30.8** percent of total expenditures (National Science Foundation).

NSHE Research & Development Expenditures by Sponsor

\$ in millions

Sponsor	2001-02	2002-03	2003-04	2004-05	2005-06	% Change 01-02 to 05-06
Federal	85.1	103.5	105.0	124.9	137.7	61.8%
State & Local	5.9	8.0	11.8	4.3	7.7	30.5%
Private/Inst./Other	35.7	43.0	47.0	49.3	49.1	37.5%
TOTAL	126.7	154.5	163.8	178.5	194.5	53.5%

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