

BOARD OF REGENTS BRIEFING PAPER

Handbook Revision, Standing Committees and Their Duties: Community College Committee

BACKGROUND & POLICY CONTEXT OF ISSUE:

In 2014, the Community College Committee was established as the NSHE created what was then referred to as “a system within a system.” The purpose was to ensure that the community colleges were a focal point of discussions as a result of recommendations of the Legislative Committee to Conduct an Interim Study Concerning Community Colleges created with the enactment of [Senate Bill 391](#) (Chapter 494, *Statutes of Nevada 2013*). Senate Bill 391 declared the importance of community colleges to the State’s economic development efforts; their presence in underserved rural communities; and their responsiveness to the needs of employers and the surrounding communities within their service areas.

This policy revision proposes to change the name of the Board’s standing Community College Committee to the Workforce Committee. In doing so, the Board has the opportunity to reframe the Community College Committee in a manner that is consistent with its other standing committees. At the same time, through the proposed refinement of the committee charge, the Board will establish a specific focus that is intended to continue to highlight and support the community colleges – specifically in the colleges’ focus on workforce development and training efforts. Workforce training makes up a considerable portion of community college programs, but another crucial area of focus is transfer degrees (e.g., AA, AS, and AB). Responsibility for transfer and articulation lies within the purview of the Board’s Academic, Research and Student Affairs Committee, which in the last several years has overseen considerable improvement in aligned transfer agreements systemwide.

In originally creating the Community College Committee, the Board identified six critical areas for research and analysis. These areas, taken directly from the current committee charge and denoted below in *italics*, remain critical to community college discussions and many of these critical areas are addressed in other standing committees (e.g., Budget and Finance; Academic, Research and Student Affairs, etc.) or under full Board discussions. It is also important to note that these discussions are most effective when community college leaders are at the table along with leadership from the state college and universities.

3. *Provide guidance and advice to the Vice Chancellor for Community Colleges about the conduct of research and analysis on six critical topics, which shall incorporate current national best practices for community colleges. The Committee shall review the assessments and provide recommendations to the Chancellor and the Board. The six critical topics are an assessment of the following:*

- i. *Workforce and student engagement with Nevada’s community colleges and the broad alignment of the colleges with the economic development plan of the State of Nevada.*

This will outline the opportunities to better align community college operations, programs, and outcomes with the current needs of business and industry throughout the state and in the local communities served by the respective colleges. It will identify the level of engagement that business and industry decision-makers have with the Nevada’s community colleges and provide targeted opportunities to improve engagement with local industry. It will also evaluate and outline the opportunities to improve the level of engagement that students have with community colleges in Nevada.

Standing Committee/Board Assignment – The workforce function of the community colleges will fall within the Workforce Committee (replacing the Community College Committee) and the student engagement portion falls within the Academic, Research and Student Affairs Committee.

- ii. *Data relevant to the status, performance and structure of Nevada’s community colleges.*

The Committee may also evaluate current national trends in community colleges and identify innovative program traits that will assist Nevada community colleges in serving Nevada's key industry sectors by providing a well-qualified workforce.

Standing Committee/Board Assignment – Data relevant to status and performance are considered regularly by the full Board annually when institutional strategic metrics are presented.

- iii. *The community college vision that will achieve the appropriate balance between imagination, risk-taking, innovation, and the wise use of human and financial resources.*

The assessment may make recommendations about designing a vision that increased student access and success, improves graduation rates, aligns standards and curricula to support community college graduates in entering a 4-year institution, and harmonizes community college programs with current and future workforce needs.

Standing Committee/Board Assignment – Generally, student service programs that support student access and success fall within Academic, Research, and Student Affairs Committee. However, the full Board receives annual reports from the community colleges on their strategic plan progress whereby metrics are presented measuring progress towards the achievement of the Board's goals.

- iv. *Policies and inventory of policies of the Board of Regents with regard to their alignment with the role and missions of Nevada community colleges.*

The assessment may include recommendations to the Board of Regents if changes may better align Board policies and procedures with the role and missions of Nevada's community colleges.

Standing Committee/Board Assignment – Community college mission statements (Title 4, Chapter 14, Section 5) are reviewed regularly by the full Board as part of the approval of institutional strategic plans.

- v. *Achievement gaps that exist at each of the Nevada community colleges including identification of research, initiatives and other actions being taken by institutions to address achievement gap issues.*

The assessment may include recommendations that can be implemented to reduce disparities in achievement.

Standing Committee/Board Assignment – Closing the achievement gap for community colleges has taken the form of numerous initiatives and student support programs that generally are considered by the Academic, Research, and Student Affairs Committee.

- vi. *The alignment and coordination of credit and non-credit programs.*

This will include a review of validation systems to record outcomes that promote the portability of skills acquired in non-credit programs to credit programs. The assessment will also evaluate accountability for colleges and state workforce education funds.

Standing Committee/Board Assignment – Credit and non-credit programs, particularly those that support workforce training, will fall within the Workforce Committee and the proposed charge states that the committee will “make recommendations to align the degree and workforce credentialing programs offered by the community colleges, including but not limited to non-credit and accelerated programs.”

Shifting the focus of the Community College Committee to community college workforce efforts will give additional emphasis to a critical area of economic development that has not been fully explored by the committee in the past. According to the preamble of [Assembly Bill 450](#) (Chapter 246, *Statutes of Nevada 2021*), “the workforce development system in Nevada is in need of meaningful transformation to meet the needs of an evolving economy in this State.” The passage of AB450 during the 2021 Session of the Nevada State Legislature established a committee to conduct an interim study concerning opportunities to align workforce training and the programs offered by community colleges with the needs of the evolving economy in Nevada. While the AB450 Committee is temporary in nature, the Board’s Workforce Committee will be a permanent standing committee dedicated to support the community colleges in their workforce training efforts.

Finally, while the community colleges are engaged in workforce and training efforts in a number of areas, including training that supports industry credentialing, the four-year institutions also play a workforce role. For example, Extended Studies at the University of Nevada, Reno offers Workforce Development Training in partnership with Great Basin College Continuing Education. The University of Nevada, Las Vegas is developing programs that seek to produce high-quality graduates, often through corporate partnerships, who are prepared to enter and support Nevada’s growing workforce. In addition, Nevada State College is providing in-field experiences that address high workforce demand, and recently hired a workforce development director. This all-new role entails developing and launching new programs that meet demands in the regional job market and continuing education needs which complements Nevada State College’s current degrees. While the committee’s revised charge clearly focuses on the community colleges, the committee will not be precluded from including the four-year institutions in workforce discussions. As such the charge recognizes the role of four-year institutions in workforce development.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Revise *Title 1, Article VI, Section 3*, amending the charge of the Community College Committee, a standing committee of the Board, to be renamed the Workforce Committee, which will focus on the workforce development efforts of NSHE community colleges and strategic initiatives to support the Board’s workforce goal, and other matters related to support student access and success. Further, note that the Workforce Committee is not precluded from including the four-year institutions in any related committee discussions, although the primary focus of will remain on community colleges.

IMPETUS (WHY NOW?):

This recommendation is brought forward at the request of the Community College Committee.

CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:

- Access (Increase participation in post-secondary education)
- Success (Increase student success)
- Close the Achievement Gap (Close the achievement gap among underserved student populations)
- Workforce (Collaboratively address the challenges of the workforce and industry education needs of Nevada)
- Research (Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile)
- Not Applicable to NSHE Strategic Plan Goals

INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL

The Board’s workforce goal will be directly supported through the creation of a Workforce Committee that is intended to focus on the workforce development and training efforts of the community colleges. Student Access, Success, and Closing the Achievement Gap goals will be supported through committee work that includes the review of state-supported scholarship programs (Silver State Opportunity Grant and the Nevada Promise Program), and strategic initiatives that support the goals of the Board.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- The revised charge effectively establishes a workforce committee that will focus on the workforce development and training efforts of the community colleges, including providing a platform for:
- Workforce and training discussions in areas such as hospitality, tourism, culinary arts, healthcare, and applied technologies (e.g., construction, manufacturing, transportation, automotive, air conditioning, etc.)
 - Recommendations to be developed on degree and workforce training in non-credit and accelerated programs;
 - Aligning the workforce efforts of the community colleges with the goals of the Office of Economic Development;
 - Reviewing strategic initiatives of the community colleges developed to support the Board’s goals of workforce, and student access, success, and closing the achievement gap; and
 - Recognizing that the four-year institutions are not precluded from committee workforce discussions.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been brought forward.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Retain the current charge for the Community College Committee.

RECOMMENDATION FROM THE CHANCELLOR’S OFFICE:

The Chancellor’s Office support the revisions as proposed.

COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title # _____ Chapter # _____ Section # _____
- Amends Current Board Policy: *Title I, Article VI, Section 3*
- Amends Current Procedures & Guidelines Manual: Chapter # _____ Section # _____
- Other: _____
- Fiscal Impact: Yes _____ No _____
Explain: _____

POLICY PROPOSAL
Title 1, Article VI, Section 3
Standing Committees and Their Duties

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 3. Standing Committees and their Duties

The following shall be the standing committees of the Board and their duties:

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g. The *Workforce* [~~Community College~~] Committee shall:

1. Advise the Board on *workforce training programs offered by the community colleges in areas including but not limited to hospitality, tourism, culinary arts, healthcare, information technology and coding, and applied technologies (construction, manufacturing, transportation, automotive, air conditioning, etc.)*; [~~community college issues make recommendations to the Board and Chancellor on community college initiatives of statewide significance; and may be tasked with other duties by the Board;~~]
2. *Consider and recommend Board policies that support workforce development and training programs of the community colleges;*
3. *Make recommendations to align the degree and workforce credentialing programs offered by the community colleges, including but not limited to non-credit and accelerated programs, with the economic development goals identified by the Office of Economic Development pursuant to Nevada Revised Statutes 396.531;*
4. *Review and make recommendations regarding the strategic initiatives of the community colleges developed to support workforce strategic goals adopted by the Board of Regents; and*
5. *Review and make recommendations for programs that promote student access and success at community colleges, including but not limited to the Silver State Opportunity Grant and the Nevada Promise Scholarship program, and how such programs can support workforce training initiatives.*
6. *The provisions of subsection g. do not preclude the Committee from including the four-year institutions in workforce and strategic discussions as outlined in this subsection.*

[~~Review proposed legislation and advise the Chancellor and Board about the impact of new policies on Nevada's community colleges. The Committee may also recommend new policies or legislative priorities to support Nevada's community colleges in achieving their mission and preparing Nevada's workforce to meet the needs of the state's economy;~~

- ~~3. Provide guidance and advice to the Vice Chancellor for Community Colleges about the conduct of research and analysis on six critical topics, which shall incorporate current national best practices for community colleges. The Committee shall review the~~

assessments and provide recommendations to the Chancellor and the Board. The six critical topics are an assessment of the following:

- i. ~~Workforce and student engagement with Nevada's community colleges and the broad alignment of the colleges with the economic development plan of the State of Nevada. This will outline the opportunities to better align community college operations, programs, and outcomes with the current needs of business and industry throughout the state and in the local communities served by the respective colleges. It will identify the level of engagement that business and industry decision makers have with the Nevada's community colleges and provide targeted opportunities to improve engagement with local industry. It will also evaluate and outline the opportunities to improve the level of engagement that students have with community colleges in Nevada.~~
- ii. ~~Data relevant to the status, performance and structure of Nevada's community colleges. The Committee may also evaluate current national trends in community colleges and identify innovative program traits that will assist Nevada community colleges in serving Nevada's key industry sectors by providing a well-qualified workforce.~~
- iii. ~~The community college vision that will achieve the appropriate balance between imagination, risk-taking, innovation, and the wise use of human and financial resources. The assessment may make recommendations about designing a vision that increased student access and success, improves graduation rates, aligns standards and curricula to support community college graduates in entering a 4-year institution, and harmonizes community college programs with current and future workforce needs.~~
- iv. ~~Policies and inventory of policies of the Board of Regents with regard to their alignment with the role and missions of Nevada community colleges. The assessment may include recommendations to the Board of Regents if changes may better align Board policies and procedures with the role and missions of Nevada's community colleges.~~
- v. ~~Achievement gaps that exist at each of the Nevada community colleges including identification of research, initiatives and other actions being taken by institutions to address achievement gap issues. The assessment may include recommendations that can be implemented to reduce disparities in achievement.~~
- vi. ~~The alignment and coordination of credit and non-credit programs. This will include a review of validation systems to record outcomes that promote the portability of skills acquired in non-credit programs to credit programs. The assessment will also evaluate accountability for colleges and state workforce education funds.]~~

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