

**BOARD OF REGENTS  
BRIEFING PAPER  
Campus Service Areas**

**BACKGROUND & POLICY CONTEXT OF ISSUE:**

Existing Board policy defines campus service areas within the policy on distance education (*Title 4, Chapter 14, Section 13*). Under this policy, the universities and state college have a statewide service area, and the service areas for the community colleges are defined by county. References to campus service areas are also included in other provisions of the *Handbook* and *NSHE Procedures and Guidelines Manual* for purposes of instructional sites, institutional strategic plans, GBC's mission statement, institutional drop/withdrawal policies, refund policies, executive evaluations, and Community College Institutional Advisory Councils.

With advancements in technology and the growth and demand of Nevada's students and its workforce, geographically defining campus service areas for community colleges may no longer be necessary and may only serve to unnecessarily restrict student options for the programs and services that they are seeking to access within the Nevada System of Higher Education. Particularly with regard to distance education courses, geographic restrictions based on counties may not serve a strong purpose since students can access such courses throughout the State and from other institutions around the country from any location.

**SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:**

Delete references to campus service areas from *Title 4, Chapter 14, Sections 2, 3, 4 and 13; Title 4, Chapter 16, Sections 13, 22 and 33; and Title 4, Chapter 17, Section 17* of the *Handbook*, and *Chapter 2, Section 2 and Chapter 17, Sections 1 and 2* of the *NSHE Procedures and Guidelines Manual*. Amend *Title 4, Chapter 14, Section 2* governing new campus and branch campus instructional sites to require that if two or more institutions offer services to students at the same site, the institutions must work together to ensure there is no unnecessary duplication of services and to ensure the needs of students and the general public are met.

(See attached policy proposal.)

**IMPETUS (WHY NOW?):**

The Chair of the Board's Academic, Research and Student Affairs Committee requested this proposal for the consideration by the Board.

**BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:**

- The universities and state college currently have a statewide service area. NSHE's four community colleges are each located in different cities and should also be able to offer programs statewide, if such a demand exists, to best serve students.
- Board policy requires an extensive review/approval process for any new degrees, majors and programs at the institutional level, through the NSHE Academic Affairs Council, and ultimately by the Board of Regents. Through this process, institutions must demonstrate a need for the program, which includes consideration of programs offered by other institutions to ensure resources are not duplicated or wasted.
- As NSHE community colleges continue to seek ways of responding quickly and effectively to the needs of Nevada's workforce, geographic boundaries to their service area should not serve as a barrier if one community college is best situated with the appropriate resources and infrastructure to offer a program to serve the students.

**POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:**

None have been presented.

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

Retain the existing campus service areas.

**COMPLIANCE WITH BOARD POLICY:**

- Consistent With Current Board Policy: Title #\_\_\_\_\_ Chapter #\_\_\_\_\_ Section #\_\_\_\_\_
- X Amends Current Board Policy: Title 4, Chapter 14, Sections 2, 3, 4 and 13; Title 4, Chapter 16, Sections 13, 22 and 33; and Title 4, Chapter 17, Section 17
- X Amends Current Procedures & Guidelines Manual: Chapter 2, Section 2; and Chapter 17, Sections 1 and 2
- Other:\_\_\_\_\_
- X Fiscal Impact: Yes \_\_\_\_\_ No X \_\_\_\_\_  
Explain:\_\_\_\_\_

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 14, SECTION 2**

Campus Service Areas – New Campus and Branch Campus Instructional Sites

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

**Section 2. New Campus and Branch Campus Instructional Sites**

1. NSHE institutions may extend their respective services to students and to the general public through multiple sites. *If two or more institutions offer services to students at the same site, the institutions shall work together to ensure there is no unnecessary duplication of services and to ensure the needs of students and the general public are met.* [~~Community college sites shall be limited to each college's geographic service area as defined in Title 4, Chapter 14, Section 13(7); however, collaborative partnerships are encouraged when colleges mutually agree to share educational services across service areas.~~]
2. All new campus and branch campus instructional sites must be approved by the Board of Regents. Requests for approval should include:
  - a. Evidence of need and demand for student enrollment,
  - b. Special workforce development needs, a plan for resources to support the site,
  - c. Evidence that the instructional needs cannot be met by distance education or services of another NSHE institution, and
  - d. A rationale for the site within the Institutional Master Plan.
3. The establishment of satellite programs and public school sites do not require the approval of the Board of Regents if they are included in the approved campus Master Plan and if all fiscal arrangements are approved as required.
4. Instructional Sites: The criteria to be used in developing instructional sites shall be established by the Chancellor and approved by the Board of Regents.

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 14, SECTION 3**  
Campus Service Areas – Institutional Strategic Plans

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

**Section 3. Institutional Strategic Plans**

1. The NSHE Master Plan establishes goals, targets, and philosophical directions for the future of all higher education institutions within the NSHE. To ensure progress toward System goals, each NSHE institution shall have an institutional strategic plan that clearly reflects the overarching goals of the System plan while also setting forth more specific goals, targets, and directions based on the institution's overall mission [~~and service area as outlined below. The service region of each institution is defined in Title 4, Chapter 14, Section 12(7).~~].

....

4. If[, ~~in the need to be responsive to the demands of the campus service area,~~] an institution desires to develop new academic programs outside of the normal planning schedule, a statement of intent, need, and relationship to the system master plan and current institutional strategic plan must be provided to the Academic and Student Affairs Committee for action prior to presenting the formal request for a new program. The format for this statement shall be established by the Vice Chancellor for Academic and Student Affairs.

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 14, SECTION 4**  
Campus Service Area – Institutional Mission Statement

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

**Section 4. Institutional Mission Statements**

The Board of Regents has adopted the institutional mission statements as follows:

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6. GREAT BASIN COLLEGE (GBC) MISSION STATEMENT

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of *GBC students* [~~the multicounty service area~~] are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 14, SECTION 13**  
**Campus Service Areas – Distance Education**

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

**Section 13. Distance Education**

The term “distance education” means a formal educational process in which the majority of the instruction occurs when the student and instructor are separated by geographic distance or time. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, video, or other electronically mediated technologies.

NSHE credit and noncredit courses may be offered through the use of distance education technologies. The following guidelines shall be used to assure academic quality for distance education courses offered for academic credit applicable toward a certificate or degree:

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7. [~~Campus Service Areas:~~

~~Geographic service areas are appropriate for interactive video when designating the institution with responsibility for 1.) establishing and maintaining interactive video sites in an area and 2.) coordinating the receipt of programs using interactive video with offering institutions. Geographic service areas do not apply to web-based instruction. If an agreement is entered into by two or more NSHE institutions for delivery into the host institution’s campus service area, these restrictions do not apply.~~

~~College of Southern Nevada: Clark County. CSN and GBC serve Nye County.~~

~~Great Basin College: Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Pershing, and White Pine counties. CSN and GBC serve Nye County.~~

~~Truckee Meadows Community College: The greater urban area of Reno Sparks, and Incline Village.~~

~~Western Nevada College: Storey, Carson City, Douglas, Lyon, and Churchill counties and the rural areas of Washoe County, with the exception of Incline Village.~~

~~Nevada State College, Henderson: Statewide.~~

~~University of Nevada, Las Vegas: Statewide.~~

~~University of Nevada, Reno: Statewide.]~~

[~~8-~~] The institution offering a distance education course will receive the student FTE’s enrolled in the course. If the course incurs costs to partner institutions (*e.g., marketing, registration, technology support*), a “sharing protocol” should be completed prior to the course being offered to identify costs that must be reimbursed among parties.

[~~9~~]8. Each campus will establish a protocol for determining costs or services to be paid by each partner when courses or programs are shared among institutions. The protocol will include, but not be limited to, sharing of special student fees, payment of facilitators and other services, responsibilities for marketing the course and recruiting students, advising, and other support. The protocol will be updated regularly.

- [10]9. Distance education courses will be developed in accordance with the following principles:
- a. Address state needs;
  - b. Operate programs collaboratively and share resources, if appropriate;
  - c. Base program decisions on documented student or citizen need;
  - d. Work with constituent groups (*e.g., K-12 school districts, employers, industry representatives*) to identify and prioritize the most pressing educational needs;
  - e. Use a combination of technologies, as appropriate to support curricular needs and student learning styles;
  - f. Ensure that academic plans influence the expansion of the technical infrastructure;
  - g. Provide essential support services to students;
  - h. Build institutional and system capacity to address more needs through distance learning;
  - i. Be accountable to the Legislature and the public for their use of state resources and the quality and appropriateness of their services; and
  - j. Partner with or broker programs from out-of-state institutions, where appropriate.

[11]10. Each campus may develop policies and procedures for the approval of distance education courses and programs.

[12]11. When institutional funds are used to purchase distance education equipment, that equipment is owned by the institution. Institutions accepting ownership of distance education equipment also accept responsibility for maintenance and service of that equipment.

When distance education equipment owned by an institution is located at a non-NSHE site or such equipment is shared with non-NSHE institutions, a Memorandum of Understanding (*MOU*) shall be completed. The *MOU* will clearly specify the responsibilities of each party and what level of funding each party provides to support the equipment and related charges.

[13]12. When distance education equipment is purchased by System Computing Services (*SCS*) for the support of NSHE institutions, the ownership of that equipment shall be retained by *SCS*, in addition to the responsibility for the maintenance, servicing, and operation of that equipment.

[14]13. Oversight of scheduling and switching of interactive video is the responsibility of *SCS*. *SCS* will work with institutional representatives, particularly in regards to installation, connectivity, and transmission.

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 16, SECTIONS 13, 22 and 33**  
Campus Service Area – Institutional Drop/Withdrawal Policies  
Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

**Section 13. University Drop/Withdrawal Policies**

1. A student may drop or withdraw from a course up until 60 percent of the course instruction has occurred. Universities may establish exceptions for unforeseen events including, but not limited to:
  - a. Deployment of the student in the United States Armed Forces;
  - b. Death or incapacitation resulting from an illness or injury of the student or the student's spouse, child, parent, or legal guardian that prevents the student from returning to the school for the remainder of the semester;
  - c. Involuntary job transfer [~~outside the service area of the institution~~] as documented by employer; or
  - d. Other exceptional circumstances beyond the control of the institution or the student.
2. In addition to the foregoing, universities shall develop policies and procedures concerning the dropping of courses and the formal withdrawal from the institution, including the appropriate schedule of dates from which these actions may be taken by a student. Institutional drop/withdrawal policies must be published in the course catalog.

**Section 22. Community College Registration**

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7. A student may withdraw from a course up until 60 percent of the course instruction has occurred. For one-day courses, a withdrawal must be completed by the day before the class meeting. Community colleges may establish exceptions for unforeseen events, including, but not limited to:
  - a. Deployment of the student in the United States Armed Forces;
  - b. Death or incapacitation resulting from an illness or injury of the student or the student's spouse, child, parent, or legal guardian that prevents the student from returning to the school for the remainder of the semester;
  - c. Involuntary job transfer [~~outside the service area of the institution~~] as documented by employer; or
  - d. Other exceptional circumstances beyond the control of the institution or the student.

**Section 33. State College Drop/Withdrawal Policies**

1. A student may drop or withdraw from a course up until 60 percent of the course instruction has occurred. The state college may establish exceptions for unforeseen events including, but not limited to:
  - a. Deployment of the student in the United States Armed Forces;

- b. Death or incapacitation resulting from an illness or injury of the student or the student's spouse, child, parent, or legal guardian that prevents the student from returning to the school for the remainder of the semester;
  - c. Involuntary job transfer [~~outside the service area of the institution~~] as documented by employer; or
  - d. Other exceptional circumstances beyond the control of the institution or the student.
2. In addition to the foregoing, the state college shall develop policies and procedures concerning the dropping of courses and the formal withdrawal from the institution, including the appropriate schedule of dates from which these actions may be taken by a student. Institutional drop/withdrawal policies must be published in the course catalog.

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 17, SECTION 17**  
Campus Service Area – Refund Policy

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

***Handbook - Title 4, Chapter 17, Section 17. Refund Policy***

....

2. Upon presentation of documentation and approval of the institution, a refund of registration fees and nonresident tuition may be given upon official withdrawal from a course(s) at any time during the semester in the following circumstances:
  - a. Deployment of a student in the United States Armed Forces;
  - b. Death or incapacitation resulting from an illness or injury of the student or spouse, child, parent, or legal guardian of the student that prevents the student from returning to school for the remainder of the semester;
  - c. Verifiable error on the part of the institution;
  - d. Involuntary job transfer [~~outside the service area of the institution~~] as documented by employer; or
  - e. Other exceptional circumstances beyond the control of the institution or the student.

***NSHE Procedures and Guidelines Manual***  
**CHAPTER 2, SECTION 2**  
Campus Service Area – Executive Evaluations

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

**Section 2. Executive Evaluations**

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**3. PERFORMANCE METRICS FOR PERIODIC EVALUATION OF NSHE PRESIDENTS**

The periodic presidential evaluation shall be conducted with reference to the following criteria.

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**Part 3: INSTITUTIONAL RELATIONS TO EXTERNAL COMMUNITIES**

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- H. Community Partnerships and Connections. Connecting with communities is crucial. This extends beyond fund raising to ensuring the health of critical relationships ***for the institution*** [~~throughout an institution's service areas~~]. A president shall describe how critical partnerships and community and business relationships have been maintained and extended.

*NSHE Procedures and Guidelines Manual*

**CHAPTER 17, SECTIONS 1 and 2**

Campus Service Area – Community College Institutional Advisory Councils

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

**Section 1. Community College Institutional Advisory Council, Formation, Charge and Procedures**

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b. Institutional Advisory Council Charge.

The purpose of the local Institutional Advisory Council is to ensure the linkage of the college to the community it serves and to anticipate future regional educational trends. The council will meet at least quarterly to advise the college president, the vice chancellor for community colleges, the Chancellor, and the Board of Regents Community College Committee on questions regarding operation of the college. The council shall function and exercise the powers set forth by the Nevada Board of Regents. The responsibilities of the council are to:

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- Serve, along with the college president, as body of liaisons between the college and area employers in order to facilitate assessment of employment, training and educational needs of *students* [~~the service area~~].

....

- Promote the college's programs and services [~~among the communities and constituencies in the college's service area~~].

c. Membership.

Except as it may be enlarged as provided above, each council will be comprised of seven to fifteen members who serve a term of four years and are recommended for appointment to the Chair of the Nevada Board of Regents by the college president. Representatives will include members from the various constituencies served by the college to ensure broad input from all critical stakeholders [~~in the college service area~~]. The membership of the council shall be reflective of the community and stakeholders served by the college [~~and the various regions within the college service area where applicable~~]. In addition to members who are appointed to serve on the council, a representative of the faculty nominated by the respective faculty senate and a student nominated by the respective student government shall serve as ex-officio members of the council. If a member of the council resigns prior to the conclusion of their term, a replacement will be nominated by the college president. The nomination will be forwarded to the Chancellor, who will make the recommendation to the Chair of the Board of Regents for appointment.

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## Section 2. Institutional Advisory Council Operations

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### d. Council Guidelines for Meetings and Council Conduct.

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3. The council is to identify and advise the college president, vice chancellor and Chancellor of any long term educational needs of *students* [~~the service area~~], and provide guidance on how to best respond.

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7. The council should promote the college's programs and services within the communities and constituencies *served by the college* [~~in the college's service area~~]. Collectively and with the college president's input and support, the council may decide to undertake the planning and implementation of events and activities that increase the connectivity of the college to the community. The president must approve of any said events and/or activities if any college resources, including property, equipment or staff, are required.