Nevada State College
Henderson, Nevada

Initial Accreditation
Comprehensive Self-Study Report

Prepared for the
Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052

Evaluation Visit: March 30 - April 1, 2011
LETTER TO NWCCU VISITATION TEAM  
FROM PRESIDENT DI MARE

NWCCU Visitation Team:

It is an honor to formally transmit Nevada State College’s Initial Accreditation Comprehensive Self-Study Report to the Northwest Commission on Colleges and Universities as its final step in progressing toward accreditation. Nevada State College operated under the sponsorship of the University of Nevada-Reno when it opened in fall 2002 as Nevada’s first mid-tier institution in the Nevada System of Higher Education. Since that time, enrollment at Nevada State has grown from 177 students to over 3000 students as of Spring 2011. In August 2008, NSC opened the Liberal Arts and Sciences building, its first permanent building on its main campus site. Both students and faculty have benefited from the new facilities and technology.

The College continues its academic planning process in accordance with Board of Regents procedures. The College’s Strategic Plan was accepted by the Nevada Board of Regents in December 2009 and NSC’s Master Plan was accepted by the Nevada Board of Regents in June 2010 and by the City of Henderson in November 2010. Nevada State remains committed to its mission of providing quality educational, social, cultural, economic and civic advancement to the citizens of Nevada. The college addresses the state’s need for increased access to higher education through teaching practices and support services that promote the success of its largely first-generation, low income, under-represented student population. Nevada State College places special emphasis on meeting the state’s need for highly-skilled, well-educated teachers and nurses and offers a wide range of baccalaureate degree programs grounded in the liberal arts and sciences. The college has strived to fulfill its mission by maximizing the quality and accessibility of a baccalaureate education.

Nevada State College has been carefully preparing for the NWCCU visit by involving the faculty intensely in the preparation of the self-study and in the planning for the visit. The self-study is a faculty-driven document, created in concert with the College’s administration. We are prepared to provide the visiting team with access to all necessary information.

The self-study describes NSC’s progress, plans, and challenges. The need for higher education in Nevada is great and the growth potential for Nevada State College is enormous. As we grow, we will continue to maintain our focus on our students and upon the delivery of quality programs.

Sincerely,

Lesley Di Mare, PhD
President
Nevada State College
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PREFACE

Introduction

When NSC began the process to receive accreditation in 2005, the institution had only been open for four years. The five-year accreditation process has been an integral part of NSC’s culture for more than half of its existence, as exemplified by its ongoing commitment to develop, assess, and analyze its programs, services, and community ties.

As a new institution, NSC attracts faculty and staff who have an entrepreneurial and trailblazing spirit, which can be seen through their diligent, creative and effective use of limited fiscal resources to produce a vibrant, growing college.

Faculty and staff come to NSC from all parts of the country because they want to be a part of building something new and, at NSC, they have the rare and rewarding opportunity to put their ideas into place. NSC also offers the virtues of an established institution as evident in its intellectually vibrant community. This community includes teaching-oriented, award winning, and accomplished faculty who utilize a progressive student-oriented and technologically-invested pedagogy. It also includes pioneering staff who enthusiastically and energetically contribute to the creation of a new twenty-first century institution. Finally, the NSC community would not be complete without its highly successful and accomplished student body as well as the welcomed participation and contributions of the City of Henderson.

History

NSC was established in 2002 as Nevada’s first and only 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. NSC 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.

Since its inception, Nevada State College has realized tremendous growth, from 177 students in 2002 to 2,994 students in fall 2010.

During its first three years, NSC had two Presidents and two interim Presidents. In 2005, Dr. Fred Maryanski was selected to serve as NSC’s third President. He served in that capacity until July 2010, when he succumbed to a long battle with cancer. Throughout his five-year term as president, Dr. Maryanski provided stability, vision, and leadership to the institution. In August 2010, Provost Lesley DiMare was appointed by the Board of Regents to serve as President for one year, having received a very strong endorsement from the internal campus community as well as the external College constituents. The Board of Regents plans to begin a national search in early 2011, with the goal of having a permanent President in office by August 2011.
Enrollment

The Preliminary Fall 2010 Enrollment (PFE) totals show a continuing trend of increased enrollment from Fall 2009. The PFE totals show a substantial increase over the Final Fall 2009 Enrollment (FFE) totals in several key areas. The PFE headcount total is 2994 which is a +480(19.07%) over the Final Fall 2009 total. The PFE FTE total is 1867 which is a +292 (+18.53%) over the FFE total.

Table P-1: Student Enrollment-Fall 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>PFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>2,994</td>
</tr>
<tr>
<td>FTE</td>
<td>1,867</td>
</tr>
<tr>
<td>Continuing</td>
<td>1,198</td>
</tr>
<tr>
<td>New Full-Time First-Year Students</td>
<td>203</td>
</tr>
<tr>
<td>Average Credit Load</td>
<td>9.35</td>
</tr>
</tbody>
</table>

The number of enrolled males and females for the PFE 2010 also increased over the FFE total, by +124 (+20.03%) and +354 (+18.66%) respectively.

Figure P-1: Student Enrollment by Gender-Fall 2010

In addition, the PFE totals for 2010 indicate an increase in the number of Hispanic, Black, and White enrolled students over the FFE totals for 2009. The increases are as follows: Hispanic 614 / +173 (+39.22%); Black 335 / +89 (+36.17%); and White 1447 / +196 (+15.66%) respectively. NSC is committed to providing access to an outstanding experience to the citizens of Nevada and surrounding states.

Budget

The state legislature convenes in February 2011 and meets until June 2011. The legislature is responsible for the final preparation of the state’s biennial budget, which is submitted to the governor for action – either approval or veto.

NSC has made thorough preparation for continued budget reductions as it experiences significant enrollment increases. With the ongoing input from the Executive Budget Committee, contingency plans have been established to manage the institution through the upcoming biennium even with projected reductions in state general fund reductions. Additional student fee revenue should be included in the final legislative budget, and careful conservative budget decisions have established contingency accounts upon which the institution may rely.
The Self-Study Process

NSC’s final self-study report reflects an inclusive and collaborative effort by the faculty and staff. The 2011 visit will occur 22 months after the previous visit. The co-chairs, representing academic and administrative faculty, received direction throughout the process from the Steering Committee. The Steering Committee members consist of the President, Provost, Senior Vice President for Finance and Administration, and Vice Provost for Enrollment Management, Student Services, and Diversity.

During fall 2009, membership on the committees and subcommittees was finalized, and an ad hoc statistics committee was created to coordinate and help analyze institutional data. In March 2010, the subcommittees began meeting on a regular basis to update their assigned standards.

This report is an honest and thorough examination and assessment of Nevada State College as benchmarked against the standards and policies of the NWCCU. Every effort has been made to provide comprehensive and realistic information. The administrators, faculty, and staff who have been involved with the development of this report are pleased to present this report, and strongly believe that it will be a significant tool in shaping the future of this young College.

Eligibility Requirements

1. Authority. The Nevada System of Higher Education Board of Regents has authorized Nevada State College to operate and award baccalaureate degrees. Information about the Board of Regents and its governing policies and procedures can be found within Standard Six.

2. Mission and Goals. NSC has a strong mission statement that focuses on the need to supply the state with a highly educated work force, particularly in the fields of education and nursing. The College emphasizes its core values of innovation, teaching excellence, economic development, assessment, customer service and heritage. It also emphasizes student mentoring, advisement and values, scholarship, and career advancement. The mission statement guides the growth and allocation of funding for the College. Additional information about the mission statement can be found in Standard One.

3. Institutional Integrity. NSC is governed and administered with the guiding principles of shared governance, mutual respect, and accountability to the educational needs of the constituencies it serves. The College has consistently demonstrated its commitment to diversity through its organizational structure, hiring practices, recruitment efforts, instructional goals, and staff development efforts. As outlined in Standard Nine, institutional integrity is a priority at NSC.

4. Governing Board. The governing board of NSC is the Nevada System of Higher Education Board of Regents. This is a thirteen member elected board responsible for the quality and integrity of NSC and the other public institutions of higher
education in Nevada. Specific
information about the Board of
Regents can be found in Standard
Six B.

5. Chief Executive Officer. The
chief executive officer of NSC is
President Lesley DiMare. She
assumed full-time responsibility
for the College in August 2010. Her
leadership in this new role provides
continued stability and direction
for the College. She promotes
participatory management
practices as well as open and
frequent communication with the
entire staff and community.

6. Administration. The College’s
administration utilizes allocated
funds to meet its mission and
goals. Planning is ongoing and
focused. NSC’s mission - to provide
an educated work force for the
State of Nevada - drives its ongoing
development.

7. Faculty. The NSC faculty is
highly qualified and committed
to the College mission. Full-
and part-time faculty members
possess academic expertise and
demonstrated teaching excellence.
The faculty at NSC is actively
involved in the formulation of
institutional policy. They also
participate in academic planning,
curriculum development and
review, student academic advising,
and institutional governance.
NSC provides opportunities
for professional growth within
the institution and encourages
faculty to work collaboratively on
their teaching and scholarship.
Additional information on the
faculty is provided in Standard
Four.

8. Educational Program. NSC
provides baccalaureate degree
programs in 28 areas of study.
These degree programs are
sufficient in content, depth, and
rigor. As the youngest four-year
institution in the State of Nevada,
NSC fulfills its designated mission
and correlates courses of study with
its sister institutions throughout
the state. The commitment to
high standards is evident and is
supported by the dedication of
the faculty and staff. The College
promotes more personalized
education, with faculty members
serving as accessible mentors to
their students. The library supports
instruction and emphasizes the
use of online resources. The
effectiveness of NSC’s educational
programs is outlined in Standard
Two.

9. General Education and
Related Instruction. The NSC
baccalaureate degree programs
are well-defined. Each program
includes a substantial number of
general education credits, which
serve as a prerequisite to the area
of study. Emphasis remains in
the content area and students are
provided program degree plans
and advising which helps guide
their course of study. NSC has also
established articulation agreements
with the College of Southern
Nevada (CSN) and other NSHE
institutions to ensure seamless
transfer procedures. Students are
allowed to transfer 64 credits from
CSN and other NSHE community colleges to NSC, with the majority being general education credits. These requirements are further defined in Standard Two.

10. **Library and Learning Resources.** The library provides students with sufficient and appropriate electronic and print resources to pursue their course of study. Students also have access to materials through the Clark County Public Libraries, the University of Nevada, Las Vegas, and the College of Southern Nevada. NSC’s Library resources are outlined in Standard Five.

11. **Academic Freedom.** NSC promotes academic freedom and independence. The policy is well defined by the Board of Regents and is supported within NSC. Faculty and students are free to examine all knowledge appropriate to their area of study.

12. **Student Achievement.** NSC identifies and publishes the expected learning outcomes for each of its degree programs. The faculty, with oversight from the Provost, identifies intended educational outcomes for each degree program and conducts outcomes assessments. In this process, faculty identify courses and outcomes to be measured, develop an analytic scoring rubric, score the artifacts, analyze the data, and then write a report that focuses on using the results to improve the instructional program. Each school appoints an outcomes assessment representative who serves on the Provost’s Outcomes Assessment Committee. Outcomes assessment representatives work with faculty in their respective disciplines to identify outcomes for a specific degree program. NSC uses the Nichols Assessment Model to report outcomes assessment data. These results are made available to the NSC community as well as to the larger public through publication on a website linked to the Provost’s page. All academic programs review their assessment findings and discuss changes made to curricula, syllabi, and programs as a result of these findings.

13. **Admissions.** The admissions policy is included in the NSC Catalog, in the Student Handbook, and on the website. The criteria for admission to NSC are well-defined and promote access to higher education. Standard Three includes further information on the admissions policy.

14. **Public Information.** NSC publishes and makes available to students a student handbook, catalog, brochures, and degree information pamphlets. NSC also places the vast majority of its policies and procedures online, such as admissions requirements, degree requirements, payment policies, grievance procedures, and student rights. Standard Three includes further information on public and student information.

15. **Financial Resources.** NSC operates on a balanced operating budget and does not spend outside of its means. Fiscal responsibility
is exercised within the allotted funding base and is maintained in planning for expansion of the campus. The financial practices of the College are outlined in Standard Seven.

16. Financial Accountability. The financial records of NSC have been audited with each change of President and are audited annually. They are independently certified and available for examination.

17. Institutional Effectiveness. The self study process is a component of institutional effectiveness. The involvement of faculty, staff, and administration has promoted positive communication and collaboration, and has focused the entire staff on the mission and goals of the College. NSC systematically applies clearly defined evaluation and planning procedures to guide its growth. The President presents the strategic plan to the staff on an ongoing basis. The community is updated through various meetings, news releases, and public appearances. Standard One clearly defines the mission of the College.

18. Operational Status. NSC is in its ninth year of operation. The enrollment has continued to climb and faculty size has increased. There are currently nearly 3,000 students enrolled at NSC, with an average course load of approximately nine credits.

19. Disclosure. NSC affirms the commitment to disclose to the Northwest Commission on Colleges and Universities any and all information relevant to the accreditation process. NSC frequently communicates with the NWCCU and appreciates their guidance and support.

20. Relationship with the Accreditation Commission. NSC accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with commission policy. Further, NSC agrees that the Northwest Commission of Colleges and Universities may, at its discretion, make known to any agency, or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. NSC is also aware that the Commission treats all institutional self-study reports and evaluation committee reports as confidential. However, the NWCCU gives institutions the latitude to release the documents at its discretion. NSC may choose to do so.

Commendations and Recommendations – April 2009

General Commendations

1. The Evaluation Committee commends Nevada State College for the manner in which it has fostered the support and appreciation of the community of the City of Henderson and more broadly all of Clark County for providing a new
and expanding opportunity for students, especially low income, first generation, and minority students, to pursue a quality higher education in a convenient and pragmatic structure.

2. The Evaluation Committee commends Nevada State College administration, faculty and staff for their unwavering efforts to develop an emerging institution and for their commitment to supporting the overall success of their students.

3. The Evaluation Committee commends Nevada State College for making efforts to provide easy access to College courses and campus information via electronic formats. This is especially beneficial given the multiple locations that exist for NSC.

4. The Evaluation Committee commends Nevada State College for collaboratively drafting and adopting its Standards of Academe within each school to guide the development and expectations of faculty, and for the consistent manner in which it evaluates its full-time and part-time faculty to ensure excellence in teaching and improve faculty performance.

5. The Evaluation Committee commends Nevada State College for the excellence of its ongoing assessment of educational programs leading to program improvement.

**Recommendation #1**

**Branding**

The Evaluation Committee recommends Nevada State College create and execute a systematic plan to communicate to the public its progress in accomplishing its goals and to communicate its instructional strengths. This will help NSC accomplish its full potential in serving the needs of the community, clarifying its brand, and informing those who might benefit of the existence of the College. (Standards 1.A; 1.A.3; 1.B.9)

In an effort to create a more comprehensive communications plan, NSC formed a long-range marketing committee in February 2009. Representatives from across the campus, as well as members of the Nevada State College Foundation, serve on the committee. The committee hired a well-respected communications firm, Kirvin Doak Communications, to assess the perceptions of key public audiences concerning the College and recommend an institutional strategy that would better establish and communicate the Nevada State College brand position within the larger community.

At the direction of the committee, Kirvin Doak Communications conducted a number of interviews with key external stakeholders and online surveys with three specific audiences within the Las Vegas metropolitan area: prospective students, parents of prospective students, and adult learners.

Online survey responses were collected in July 2009; a total of 869 surveys were completed. Some notable findings from the surveys include the following:

- Nearly all respondents (93%) were familiar with UNLV, followed closely by CSN (90%). NSC was recognized by nearly half of respondents overall (46%).
- When asked what they were looking for most in a higher education experience, all three segments
selected ‘Affordable education’ most often.

- Both students and parents believed that parents had the greatest influence on the decision about where to attend college/university. Adults, on the other hand, often stated that they, themselves, had the greatest influence, or that no one else influenced their decision.

- Overall, small class sizes most often distinguished NSC, followed closely by its affordability. Parents in particular focused on these two attributes as best representing what NSC is known for.

- Affordability and class size were most often perceived to be strengths for NSC, while a majority felt that social life and overall reputation in particular could not be counted as strengths.

- When asked how they would describe NSC to a friend (open-ended), respondents most often commented on the school’s positive reputation. The second-most frequent remark centered on the degree/course offerings at NSC being limited or specialized.

Based on the survey results, Kirvin Doak Communications provided a number of recommendations in the areas of marketing, advertising, and public relations that have been put into practice with great success (see Exhibit: NSC Research Executive Summary, August 27, 2009, Power Point Presentation).

**Marketing**

Despite Nevada State’s limited marketing budget (see Exhibit: NSC Board of Regents Presentation, 2008, Power Point Presentation), the College has produced and distributed high quality messaging that effectively captures its institutional strengths. For example, in 2009, Nevada State released several video testimonials (see Exhibit: My Story Videos) of students, faculty, and alumni candidly talking about their experiences at NSC. More recently, NSC produced two new television commercials (see Exhibit: Dreams Sponsored Here), that speak to the career opportunities of NSC graduates.

**Advertising**

Nevada State College has increased its advertising budget by 10% in FY 2009 and in FY 2010. In order to optimize advertising dollars, NSC advertising campaigns strive to be both effective and efficient in reaching target audiences, with the goal of reaching a high number of prospective students as well as their parents, relatives, friends, etc. The campaigns also aim for higher frequency of advertising prior to peak periods that represent typical student enrollment patterns for NSC student demographics.

The College’s current media mix is comprised of television, cable, outdoor/indoor, radio, print publications, and online. Some recent examples of ongoing advertising placements include:

- Over 600 television spots (30 seconds) from 2010 (second quarter) through 2011 (first quarter).

- Over 450 cable television spots
(30 seconds) from 2010 (second quarter) through 2011 (first quarter).

- Over 1,500 radio spots (30 seconds) from 2010 (second quarter) through 2011 (first quarter).

- Over 200,000 LED billboard showings (7 – 10 seconds) from April 2010 through January 2011.

- Over 315,000 generated impressions from search engine marketing from September 2009 through January 2010.

(See Exhibit: NSC Foundation Marketing Update, Power Point Presentation, June 1, 2010)

**Recommendation #2**
**Planning and Policy Documents**

**Nevada State Colleges’ senior administration is doing an excellent job of directing, developing, and updating institutional plans and policies including the strategic/academic plan, campus master plan, fundraising policies, human resource policies, and budget contingency planning.** The Evaluation Committee recommends the administration complete and implement this portfolio of planning and policy documents. (Standards 7. A. 2; 1.B.2; 9.A.2)

NSC is committed to using a participative process in the development of College policies and procedures. Nevada State College has completed two major planning initiatives: the Institutional Strategic Plan and the Comprehensive Campus Master Plan.

The Institutional Strategic Plan, approved by the Board of Regents on December 4, 2009, has been developed to reflect the goals, objectives, and mission of the College. The Office of the Provost has been leading the tremendous efforts put forth in developing this plan.

The Comprehensive Campus Master Plan, approved by the Board of Regents on June 4, 2010, and by the City of Henderson on November 2, 2010, provides a site plan for the entire 509 acre Nevada State College campus, and sets design guidelines and architectural standards, as well as other development strategies, all to be used as reference material for future development of the NSC Campus.

The Nevada State College Master Plan will guide the growth and development of the institution. The vision articulated in the plan is comprehensive and ambitious, reflecting the goals and mission of this young College. The plan incorporates all aspects of campus life in an integrated approach responding to increasing academic demands while preserving the beauty of its physical environment and minimizing any impact on its neighbors.

The NSC Master Plan assesses and controls the general order of the campus, not the details of design. This encourages using the Master Plan as a living document, one that incorporates a significant degree of flexibility.

Administrative policies and procedures are continuing to be developed and implemented by Faculty Senate, the
Office of Human Resources, and other units across campus. Information is predominantly available on the NSC website.

**Recommendation #3**

**Security of Student Records**

The Evaluation Committee recommends Nevada State College ensure all student records, including admissions, progress, transcripts, as well as archived records, are secure and protected from fire and other catastrophic events. (Standard 3.C.5)

NSC currently houses all student files in fireproof cabinets. This includes files of applicants, current students, as well as former students. All records are located in a secure area and locked when not in use. The College is currently in the process of implementing a document imaging system for student files. Once fully implemented, the goal is to have electronic files for all future students, eventually scanning all archived files as well.

**Recommendation #4**

**Library and Information Resources**

The Evaluation Committee recommends Nevada State College review the adequacy and accessibility of library and information resources to ensure they are sufficient to meet the 21 requirements of the educational program and adequately support the curriculum. (Standards 5.A.1; 5.A.2; 5.C.1; 5.D.4; 5.D.6)

As recommended by the Evaluation Committee, the College reviewed the library’s holdings and services with an emphasis on the specific standards the committee listed in its parenthetical note. Subsequently, the College and the library implemented several significant changes described below that have both increased access and improved library services.

Standard 5.A.1 asks that “the institution’s informational resources and services include sufficient holdings, equipment, and personnel in all its libraries.” The NSC Library meets this standard by providing students with a core collection of physical holdings as well as access to the vast materials in the NSHE through shared access privileges and interlibrary loan. In addition, NSC provides access to over forty general and specialized electronic databases like the Modern Language Database (MLA), Business Source Premier, and OVID Health Journals, among others, which contain thousands of full-text articles from journals, magazines, and newspapers. These electronic databases can be accessed from home through an authentication server or from any computer terminal at the College. Since the last accreditation site visit in April 2009, the NSC Library added over 3,000 items to its physical collections using an established approval plan based on a specified profile of subject areas and scope of materials. In addition, the library added several new collections of electronic items including over 1,200 eBooks, JSTOR Arts & Science VI collection with access to over 120 new journals, and the Children’s Literature Comprehensive Database which provides reviews of children’s literature and author information.

The library has hired an additional full-time staff member to provide reference services for the College as a whole as well as to support individual degree programs.
like Speech Pathology. It is also currently searching for a tenure-track emerging technologies librarian.

In support of Standard 5.A.2, the library’s core collection directly supports the College’s curriculum. From its inception, the library has worked with Yankee Book Peddler’s experienced bibliographers to build a collection of monographs that support general undergraduate studies and our specific degree programs. Supporting the College curriculum is the primary goal of the library’s electronic database acquisition.

In addition to physical and electronic holdings, the library also supports the curriculum through other services. For example, the College manages an electronic reserve system that allows students to remotely access materials for a class. These reserves include instructor notes, video and sound files, as well as book chapters. This electronic reserve system has proved especially important and helpful for NSC as approximately one-third of all courses are delivered online.

Faculty provides input on resources and services through direct communication, program-focused meetings, Faculty Senate discussions, and the Library Advisory Board. To support instructors and students, the NSC Library staff regularly visits classes to provide instruction on academic research as well as on the effective use of information technology. In addition, the staff works with the NSC faculty to design instruction sessions and research guides for their courses in addition to identifying pertinent library
resources and facilitating reserve item compilation.

As mentioned in Standard 5, depending on the level of the course, library instruction can vary from general instruction on library resources and research to specialized instruction on research techniques and subject specific resources. In addition, the library staff also teaches general library instruction in NSC’s required CEP (Counseling and Educational Psychology) courses to acquaint new students with accessing and utilizing library resources.

On average, the library staff teaches ten instruction sessions per semester. They are available to answer faculty and student questions and to problem solve reference issues in-person, on the phone, or remotely through online chat reference in WebCampus. Self-guided lessons on basic library information and services are available from the Library website.

Additionally, the library provides instruction for distance education students through animated tutorials that are available for faculty to integrate into their online courses. As mentioned in Standard 5, to support instruction, Nevada State College’s Office of Instructional Technology has invested in the development of comprehensive, fully online “teaching with technology” workshops and real-time instructional resources, available “any-time/anywhere,” making course design and development resources available whenever faculty need them.

Standard 5.C.1 stresses the importance of the accessibility of library and informational resources as well as the effectiveness of the Library in serving the College’s educational needs. As mentioned above, the NSC Library provides sufficient holdings for the College. In addition, the NSC Library provides students with easy access to its holdings, which are sufficient to support all three schools. Since the April 2009 accreditation visit, in collaboration with the academic libraries in southern Nevada, the library has implemented a new, more efficient courier service which allows students and faculty larger and more efficient access to the NSHE shared physical collections.

Also, in an effort to enhance resource discoverability and accessibility, the library initiated the development and implementation of LibGuides, a collection of readily accessible subject guides. These LibGuides, accessible online at any time, enable the library staff to collaboratively develop, organize, manage, and disseminate subject specific library information guides in a user-friendly accessible template with integrated web 2.0 features. Instructors can embed LibGuides in web pages and distance learning course shells to ensure information is available at common student research access points. In order to improve students’ knowledge of library resources and services, the Library Director created the Library Resources Center: A to Zotero, a guide to library resources that is housed in a WebCampus shell. In this format, all students enrolled in an NSC class have an additional means to access library resources, as well as convenient access to library information, documentation resources, and tutorials on citation tools such as Refworks and Zotero.

Not only is the NSC Library accessible to the NSC community while serving the
College’s educational needs, the Office of Instructional Technology also serves the academic needs of the NSC community by providing faculty and student orientation and support for WebCampus, the Blackboard Vista course management system. The Office of Informational Technology also provides training for instructors to use specific technologies such as Respondus, Smarthinking, StudyMateCS, SafeAssign, and the Wimba Collaboration Suite. As mentioned in Standard 5, on an employee survey conducted by the NSC Business Office, the Office of Information Technology support services ranked extremely high, with comments such as “helpful and patient with both faculty and students,” “with limited resources, this department keeps things running smoothly,” “excellent, timely, courteous, and efficient,” “information technology support has been more than efficient and supportive,” “always willing to help – incredibly dedicated,” and “very responsive and helpful.”

In support of Standard 5.D.4, the NSC Library provides the resources necessary for students in all three schools and prioritizes purchases on the basis of institutional need. Specifically, as mentioned in Standard 5, selection guidelines for library holdings are based on the following criteria:

- support of the NSC educational curriculum
- correlation/fit with the existing collection
- appropriate to baccalaureate level
- accuracy and objectivity
- multiculturalism/diversity
- reputation of author or publisher
- currency/permanency of material
- price appropriateness
- demand
- condition

In addition, the library works in conjunction with the Offices of Information Technology and Instructional Technology on collective technological initiatives and services such as LibGuides. Also, as described in Standard 5, the library Director and the Director of Information Technology jointly serve on a number of committees including the College Space Committee, Library Advisory Committee, and Technology Advisory Committee. This allows both offices to collaborate on issues and initiatives related to library services and information technology.

In addition, the Office of Information Technology, in conjunction with the library staff, manages and maintains the technology which resides within the library’s facilities.

Lastly, in conjunction with the Office of Information Technology, during summer 2009, as part of a Technology Fellows award, a WebCampus online module was created to inform and assist students with developing research skills. The module provides all students with basic information about library resources and services, and instruction on locating, evaluating, and citing resources.

Standard 5.D.6 stresses the importance of the institution providing sufficient financial support for the Library. While the State of Nevada has been faced with significant budgetary issues since the last accreditation visit in April 2009 and institutions of higher education have experienced cutbacks, NSC has prioritized its library and provided it with additional
financial support. This has resulted in significant increases and access to the library’s physical and electronic holdings.

**Recommendation #5**

**Articulation**

For those programs where patterns of transfer have been established from other institutions, the Evaluation Committee recommends the institution investigate the formulation of or update articulation agreements with those institutions. (Standard 2.C.4)

In the summer of 2009, NSC staff presented to the academic Deans, Vice Provost, and Provost a redesigned articulation agreement template for articulating NSC’s baccalaureate majors with each of the Nevada System of Higher Education community colleges. In addition, a similar template was designed for articulating specific programs at non-NSHE colleges. The academic Deans, Vice Provost, and Provost approved the templates for immediate use.

The templates utilize an academic advising philosophy as they provide not only curriculum articulation with colleges, but also provide recommended courses of study to allow students to better plan for their academic career. Coursework recommendations are provided by each academic major and for each year of study. NSC staff works with each college to incorporate recommendations at the associate’s degree level (the first two years) and the academic department at NSC to provide coursework recommendations for the remaining two years at NSC. In addition, the chief academic officers at the two-year college and at NSC review and sign off on each agreement.

NSC has also formed an internal committee for articulation and transfer. The Articulation and Transfer Committee is comprised of the Director of Financial Aid, the Associate Registrar, the Transfer Coordinator, and a Transfer Recruiter. The articulation agreements are updated annually and are reviewed for continued compliance with NSHE Board of Regents’ policies. Each articulation agreement for all NSC majors is posted on the NSC website for convenient access by students, parents, and academic advisors.
Conclusion

From its humble beginnings in fall 2002 with 177 enrolled students, Nevada State College has evolved into a significant mid-tier institution with nearly 3,000 students. NSC serves this state and its student body by providing a quality, rigorous, and personalized education in Nursing, Education, and Liberal Arts and Sciences. Since its inception, NSC has developed entire curriculums and programs in each school, and it takes pride in how its accomplished and devoted faculty and staff have helped shape the future of the institution. Standards of Academe have been solidified in each school and NSC has instituted an ambitious but realizable college-wide Outcomes Assessment program which it uses to improve its instructional programs.

Nevada State College also seeks to increase its local, state-wide, and regional visibility by continuing a marketing campaign that emphasizes NSC’s varied degree programs and its emphasis on individualized, active teaching as well as its mission to meet the general needs of the state of Nevada and the needs of the Clark County community. In the future, NSC will adopt new policies, procedures, and programs that will attract and effectively educate a growing population of students seeking a professional and academic education. NSC also will continue its civic and community commitment by attracting and retaining a diverse student body mirroring the demographics of Clark County.
Participants in Self-Study

Self Study / Accreditation Steering Committee

Co-Chairs:
Daniel Grassian – Associate Professor of English/Department Chair of Humanities
Nicole Norian - Director of Human Resources/ Affirmative Action Officer

Subcommittee 1: Mission, Goals, Planning, Administration, and Institutional Integrity (Standards 1, 6, and 9)

Chair:
Lesley Di Mare – President
Committee Members:
Nichole Miller – Executive Assistant to President
Matt Garland – Assistant Director of Human Resources
Gwen Sharp – Assistant Professor of Sociology
Kimberly Williams – Director of TRIO Upward Bound Programs
Amy Chaffin – Associate Professor of Nursing
Jim LaBuda – Assistant Professor of Education
Abigail Sills – Assistant Registrar
Russ Raker – Associate Vice President of Development

Subcommittee 2: Educational Effectiveness, Faculty, and Library (Standards 2, 4, and 5)

Chair:
Lesley Di Mare – President
Committee Members:
Nichole Miller – Executive Assistant to President
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Annie Macias – Special Assistant to VP of Finance and Administration
Gregory Robinson – Assistant Professor of English
Sam McCool – Manager of Instructional Technology
Ludy Liasus – Nursing Lecturer
Angela Brommel – Director of Bookstore Operations/NSC Faculty Alliance President
Kate Hahn – Director of Library Services
Patricia Ring - Registrar
Patty Young – Executive Director of Student Programs
Brian Chongtai – Director of Informational Technology
Lawrence Rudd – Assistant Professor of Education

Subcommittee 3: Students (Standard 3)

Chair:
Lee Young - Vice Provost for Enrollment Management, Student Services, and Diversity
Committee Members:
Charmaigne Kemp – Assistant to Vice Provost
Neil Woof – Director of Financial Aid and Student Employment
Adelfa Sullivan – Associate Registrar
Roxanne Stansbury – Assistant Dean of Education
Nayelee Villanueva – Director, Student Academic Success Center
Patty Young – Executive Director of Student Programs
Patricia Ring – Registrar
Peter LaChapelle – Associate Professor of History
Imad Mehanna – Interim Director of Facilities
Scott Camero – Institutional Research Coordinator
Gail Rattigan – Nursing Lecturer

Subcommittee 4: Finance and Building (Standards 7 and 8)

Chair:
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Committee Members:
Holly Primka – Assistant to Senior Vice President of Finance and Administration
Robin Herlands – Assistant Professor of Biology and Faculty Senate President
Annie Macias – Special Assistant to VP of Finance and Administration/Bursar
Imad Mehanna – Interim Director of Facilities
Brian Chongtai – Director of Informational Technology
Richard Hendrickson - Controller
Nichole Miller – Executive Assistant to President

Ad Hoc Statistics Committee

Co-Chairs:
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Nicole Norian - Director of Human Resources/ Affirmative Action Officer

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Lee Young – Vice Provost for Enrollment Management, Student Services, and Diversity

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Patti Needham – Assistant to the Director of Human Resources/Affirmative Action Officer
EXECUTIVE SUMMARY

STANDARD 1
MISSION, GOALS, PLANNING, AND EFFECTIVENESS

Nevada State College is Nevada’s first and only mid-tier institution in the Nevada System of Higher Education. The mission of the institution focuses on the continued need to diversify Nevada’s economy through the education of our professional workforce.

The College’s mission is understood by the campus community as well as the broader community served by NSC through the Academic Strategic Plan and the Campus Master Plan. All NSC planning documents are reviewed and approved by the Institutional Strategic Planning Committee, the Faculty Senate, the Executive Staff Council and the President’s Cabinet, and they are periodically reviewed by the Board of Regents along with the institution’s mission and goals.

Budget reductions have been managed with campus participation through the Executive Budget Committee and through a series of campus town hall meetings. Through these efforts, NSC has been able to serve adequately the increasing student population demands.

Nevada State College is committed to its established iTeach values:

Innovation: We are a community of educators bound by our passion for teaching and serving our students in an environment that fosters creative and effective approaches to learning.

Teaching Excellence: We believe, without exception, that our most important endeavor is providing students with an exemplary education.

Economic Development: We are committed to enhancing Nevada’s economy by serving as an engine for growth and diversification and by providing students with opportunities for economic success.

Assessment: We practice an approach to education that instills in ourselves and our students the value of reflection, continual improvement, and accountability.

Customer Service: We settle for nothing short of remarkable service and satisfaction for our students and other campus constituents.

Heritage: We embrace the unique qualities and characteristics that make us who we are as individuals and as a community.
NSC's six strategic goals are overarching and flexible enough to allow the College to evolve while maintaining its commitment the iTeach values.

**Strategic Goals**

1. Advance academic programs
2. Increase retention, persistence and graduation
3. Competitively position NSC within the local, state and regional market
4. Build a culture of community
5. Encourage and support an institutional and individual entrepreneurial spirit
6. Enhance technology and information literacy to educate faculty, staff and students in the use of print and electronic resources

**STANDARD 2**

**EDUCATIONAL PROGRAMS AND EFFECTIVENESS**

The only comprehensive state college in Nevada, NSC is dedicated to providing quality educational, social, cultural, economic and civic advancement to the citizens of Nevada. To this end, the College addresses the state’s need for increased access to higher education through targeted degree programs and support services that promote the success of its diverse student population. Nevada State College places special emphasis on meeting the state’s need for highly-skilled, well-educated teachers and nurses and offers a wide range of baccalaureate degree programs grounded in the liberal arts and sciences.

The College strives to fulfill its mission by maximizing the quality and accessibility of a baccalaureate education. To address the former, NSC offers a learning experience characterized by individualized attention, advanced technology, and exemplary teaching practices. The College has a comprehensive and thorough general education program as well as rigorous and innovative degree programs with thoughtfully determined and frequently assessed student learning outcomes. Assessment of student learning has been a cornerstone of the learning experience at NSC since its inception and the College has consistently improved curricula through its data-driven, rigorous, and comprehensive College-wide assessment program. To address the latter, NSC instructors utilize progressive technologies in their classes while developing innovative assignments that mentor students to use these technologies in an effective manner. To further engage students, NSC instructors also incorporate a wide variety of interactive media and technologies in their in-person, hybrid, and online courses.

To support the rapid growth of the student population, NSC has substantially expanded student services with great success. These improvements include restructuring student advising, the initiation of a host of student retention initiatives, and the development of clear articulation agreements with every Nevada
community college. These initiatives, now put into practice, have all improved the quality of the learning experience and the institution as a whole.

**STANDARD 3  
STUDENTS**

NSC has reorganized the areas of Enrollment Management and Student Services and Multicultural Affairs into one division in order to increase the functionality and effectiveness of each unit, providing improved customer service to students, faculty, staff and administration. This restructuring incorporates the following units under the direction of the Vice Provost for Enrollment Management and Student Services:

- Academic Advising Center
- Office of Admissions and Recruitment
- Office of the Registrar
- Financial Aid and Student Employment
- Resource Center for Students with Disabilities
- New Student Orientation
- Nevada State Student Alliance
- Upward Bound
- Crossroads

Student learning is supported through the creation of a college community built on the values of respect, integrity, student advocacy and mentorship. The College’s culture fosters life-long learning through continuous improvement of provided services. Student learning and achievement and the award of credit are evaluated through clearly stated and distinguishable criteria. Federal FERPA policies and procedures are well-developed and implemented.

**STANDARD 4  
FACULTY**

Since its inception, the College has continued to recruit and retain highly qualified full-time and part-time faculty. The NSC faculty includes accomplished teacher-scholars who work across disciplinary boundaries and regularly bring their scholarship into the classroom while mentoring undergraduates in research projects. Collectively, the excellence of the faculty can be seen through student evaluation reports as well as in their rigorous and comprehensive course syllabi and materials.

In addition, the NSC faculty has demonstrated a progressive pioneering spirit, evident by how they have played a critical role in the development of the institution. This can be seen in how the vast majority of NSC programs and initiatives from the Standards of Academe to individual degree programs have been
faculty driven. While NSC faculty is dedicated to their teaching and students, their commitment to the institution can be seen in their many service contributions both to NSC and to the larger community.

NSC full-time faculty also participates in academic planning, curriculum development and review, academic advising, and institutional governance. Course development occurs at multiple levels on the campus, including review by the curriculum committees in the department, school, and full Faculty Senate. As an institution committed to the principles of shared governance, NSC encourages participation in its Faculty Senate, a highly active and engaged governance body that includes broad faculty representation while maintaining a strong collaborative relationship with College administration. The College has also engaged in substantial revisions to the faculty evaluation process, including the development of the Standards of Academe, which clearly detail the expectations for faculty in each unit in regards to Annual Reviews and the Promotion and Tenure process.

**STANDARD 5**

**LIBRARY AND INFORMATION RESOURCES**

The NSC Library and the Office of Information Technology (OIT) provide the infrastructure for teaching and learning at NSC. Faculty, staff and students rely upon these departments to introduce and support technology and instructional resources. Both units emphasize customer service to students, faculty and staff and support NSC’s mission of quality teaching and service.

These two areas have made highly efficient use of available resources to serve the NSC community. State of the art technology is utilized extensively to enhance the list of services provided. Faculty members are directly involved in the selection of resources and the development of the library collection.

Highly skilled and extensively trained library and technology staff provide excellent service to students, faculty and staff. Planning and evaluation are ongoing in both the NSC Library and OIT. Detailed and ongoing consultation with the NSC community has resulted in a very efficient use of resources. Survey tools have helped to improve services even more.

**STANDARD 6**

**GOVERNANCE**

The NSHE Board of Regents (BOR) has established a well-organized system for the governance of higher education within Nevada. An ethical code of conduct for the elected regents is clearly defined and implemented. The BOR leadership is
comprised of a Chair and Vice Chair who are elected by the BOR membership. A variety of committees ensures that appropriate participation occurs from the BOR members and the institutions. The BOR Handbook and the BOR Policies and Procedures Manual provide clear guidance for all NSHE administrative matters.

Open communication and opportunities for input for the entire campus community are valued and reflected in the shared governance model. Decision-making is derived from data analysis throughout the College. Established values ensure that the institution adheres to its mission.

The Faculty Senate is active, involved and promotes honest and open communication. Student government is represented on all major committees, ensuring access to College administrators and participation in all College-wide decisions. Diversity is a vital component of all aspects of the College.

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**STANDARD 7**

**FINANCE**

The BOR and appropriate state agencies within the State of Nevada have given NSC autonomy in financial planning and budget matters. The policies which govern financial planning and budgeting for higher education within the State of Nevada are found in the BOR Handbook. The procedures which govern financial planning and budgeting are detailed in the BOR Procedures Manual.¹

At NSC, the preparation, monitoring, and reporting of the budget is done under the auspices of the Office of Finance and Administration and the Executive Budget Committee.

The NSC operating budget is provided annually to each member of the Executive Budget Committee. The detailed operating budget is also available in the library and through the campus website. The business office makes budget revisions as requested and provides weekly reports to the President, which includes revised budget information.

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**STANDARD 8**

**PHYSICAL RESOURCES**

A total of 131,408 square feet is currently available, split among the 509 acre campus, downtown Henderson, and the Shadow Lane location of the NSHE Health Science Center. While this total is an increase over the 79,987 square feet available in 2007, current facilities are marginally adequate to meet all current demands of NSC’s academic and support programs. The Nevada System of Higher Education (2007) Institutional Space Utilization Study confirmed NSC’s need

for additional facilities at that time. Furthermore, this report projected that NSC’s demand for additional space would continue over the next ten years.

The majority of instructional programs operate in adequately functional facilities. Instructional programs and/or physical sciences courses within the general curriculum that require laboratory facilities continue to operate with moderate constraints. Two additional laboratories in the Liberal Arts and Sciences Building and the development of a gross anatomy (cadaver) laboratory have eased the current demand.

Modifications to laboratories and classroom space in the Dawson Building and the campus modulars are addressing current laboratory demands. Additional efforts will be required in future years to create more laboratory facilities.

NSC’s facilities are furnished adequately for work and study by students, faculty and staff. Appropriate furnishings were included in the Liberal Arts and Sciences project, and additional computer laboratory facilities and study/tutoring space have been developed and furnished appropriately.

**STANDARD 9**
**INSTITUTIONAL INTEGRITY**

The mission, goals, values, policies, and procedures of Nevada State College reflect a commitment to transparency and respectful communication among all constituencies, including faculty, staff, students, the community, and governing agencies. The College has become an integral part of the Nevada System of Higher Education and shares its commitment to advance student learning, foster the expansion of knowledge through teaching and research, encourage community service, and enrich the lives of students, the community, the state, and the nation. To attain these goals, NSC has crafted the core values referred to as *iTeach* as an integral part of the College’s identity.

NSC values institutional integrity as one of the most important aspects of the College. To uphold the College’s integrity and standards, a number of policies and procedures like the Standards of Academe provide guidelines and direction for NSC faculty and staff. Additionally, the NSC Faculty Senate and other College staff members are continuously working to develop, revise, disseminate, and implement policies and procedures related to institutional integrity, professional conduct, academic freedom and responsibility, as well as fair and ethical treatment of all constituencies.
Standard 1

Institutional Mission and Goals, Planning and Effectiveness
STANDARD 1 — INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

STANDARD 1. A MISSION AND GOALS

I. Historical Perspective

In 2000, the Nevada System of Higher Education (NSHE) contracted with Rand Corporation to provide recommendations regarding the state’s population growth, low college-going rate, and economic diversification. Data from the Rand report “The Road Less Traveled: Redesigning the Higher Education System of Nevada” (see Exhibit) supported the need for Nevada State College (NSC). Specifically, the report demonstrated that Nevada was behind the national averages of the Western Interstate Commission of Higher Education (WICHE) states and the nation’s ten largest states for accessibility to college, persistence to graduation, and diversity. At the time of the report, Nevada scored a 4.1 for access, compared to 4.9 for the WICHE states. Nevada also scored a 0.19 and 0.08 on the BA and AA persistence to graduation goal, compared to 0.29 and 0.17 for the national average, and 0.58 for the diversity goal, compared to the WICHE score of 0.82. The Rand Report subsequently recommended the establishment of state colleges to respond to unmet educational needs and to further differentiate the mission of NSHE institutions.

To meet this recommendation, the Chair of the Board of Regents established three task forces to create a state college in Southern Nevada. The task forces included prominent citizens, community leaders, and system educators, all of whom helped formulate the mission and goals of the first state college. In May of 2000, the board approved NSC’s original mission statement that primarily emphasized providing degrees that address the work force needs of Southern Nevada. Two years later, the NSHE Board of Regents approved a revised mission statement for NSC, which is included below.

Nevada State College’s mission is to assist in the education of Nevada’s workforce and in the diversification of Nevada’s economy. The first priority of the College is the preparation of quality teachers and the continuing professional development of all personnel in Nevada’s K-12 school districts. A second priority for the College is a special partnership with community colleges to create programs that ensure a successful transition for community college students in their pursuit of baccalaureate degrees. Educational programs and degrees are created as needed and the support of the community and employers are demonstrated.

In January 2000, the Board of Regents appointed the founding President, Dr. Richard Moore, who worked closely with
the Regents to design curriculum and hire personnel in preparation of NSC's opening in fall 2002. Dr. Moore requested approval for one of the higher educational institutions in Nevada to be NSC's sponsor for accreditation. This request was approved, and the Regents named the University of Nevada, Reno (UNR) as the sponsor.

In spring 2002, Dr. Moore resigned, and Dr. Christine Chairsell became the Interim President of NSC, while the Regents initiated a national search for a permanent President. The College opened its doors under Dr. Chairsell's presidency, and 177 students enrolled for the fall semester. In fall 2002, following a national search, Dr. Kerry Romesburg was appointed President of NSC. Dr. Romesburg and his administrative staff worked diligently to ensure that the mission of the College would continue.

Towards that end, the following activities were undertaken in the fall of 2002: policies and procedures were written; curriculum was refined; the assessment of the student learning outcomes was designed; faculty and student government venues were defined; and marketing was instituted. Partnerships were forged with the other NSHE institutions and with the Clark County School District (CCSD). Plans for future development of academic programs and the physical campus were also designed. In 2003, an additional revision of the mission was approved, and the updated mission was implemented.

Nevada State College is a comprehensive baccalaureate institution of higher learning. A member college of the Nevada System of Higher Education, NSC is dedicated to providing quality educational, social, cultural, economic, and civic advancement for the citizens of Nevada. Through student-centered learning, NSC emphasizes and values: exceptional teaching, mentoring, and advisement; scholarship; career and personal advancement; continuing education; and service to the community. The College helps address Nevada’s need for increased access to higher education for students entering the higher education system and for students transferring from the state’s community colleges.

The College offers a wide range of baccalaureate programs and selected masters programs designed to meet the general needs of the State of Nevada and the specific needs of the southern region of the state. Special emphasis is placed on addressing the state’s need for effective, highly educated, and skilled teachers and nurses, and commitment is made to developing and promoting partnerships with Nevada’s public school system, the state’s health care providers, and Nevada’s colleges and universities. The curriculum of Nevada State College will be based upon the community’s needs, the needs of business and industry, and the desires and demands of the students.
At the end of the 2004 spring semester, Dr. Romesburg resigned, and Dr. Patricia Miltenberger of UNR was appointed Interim President of NSC. At this point, the faculty and staff had internalized the mission and goals, and the vision was codified within the institution. Dr. Miltenberger assisted the faculty and staff in submitting the application for Consideration for Candidacy through the Northwest Commission on Colleges and Universities (NWCCU), and the institution was recognized as a Candidate for Accreditation in October 2004.

A national presidential search was instituted, and Dr. Fred Maryanski, former Interim Provost at the University of Connecticut, was chosen as the President of NSC in February of 2005. While progressing through the candidate phase of the presidential search, Dr. Maryanski won over the campus community by presenting his goals for the College and his enthusiasm for the progress of the College to date. Soon after arriving at the College, he distributed his goals for the College, which focused on fulfillment of the College’s mission.

Dr. Maryanski began his tenure by meeting with full-time faculty and staff members, as well as community stakeholders, to determine the perceptions of the goals and needs of the College. He assessed the strengths and weaknesses of NSC as they pertained to the mission and subsequently met with all constituents as a group. In this meeting, he reported his findings and shared his mission-focused goals. He later met with the same group of stakeholders to share his master plan and vision for NSC, as follows:

Nevada State College will provide:

- Its students a remarkable education as they prepare to enter their chosen profession and make immediate contributions to society.
- The community a resource in its students and faculty who apply their expertise, energy, and enthusiasm to practical problems, producing civic, social, and cultural benefits.
- The public and private sectors a rich pool of intelligent, articulate, and technically savvy professionals.
- The state with the professional infrastructure for stable economic development and with support for essential social services such as education and health.
- Its faculty with a unique opportunity to create an academic environment nationally recognized for its instructional quality and innovation.
- Its staff with opportunities for professional growth and development as they create an outstanding student and business service environment.
- Its administration with the challenge to continue to re-invent the institution in response to the changing needs of the citizens of Nevada.

By accomplishing the above, Nevada State College will be recognized as one of the nation’s best 4-year institutions of higher education.
Also in 2005, NSC defined and based its core values upon the six iTeach values, which represent innovation, teaching excellence, economic development, assessment, customer service, and heritage. These values are described below:

**Innovation:** We are a community of educators bound by our passion for teaching and serving our students in an environment that fosters creative and effective approaches to learning.

**Teaching Excellence:** We believe, without exception, that our most important endeavor is providing students with an exemplary education.

**Economic Development:** We are committed to enhancing Nevada’s economy by serving as an engine for growth and diversification and by providing students with opportunities for economic success.

**Assessment:** We practice an approach to education that instills in ourselves and our students the value of reflection, continual improvement, and accountability.

**Customer Service:** We settle for nothing short of remarkable service and satisfaction for our students and other campus constituents.

**Heritage:** We embrace the unique qualities and characteristics that make us who we are as individuals and as a community.

The iTeach core values were designed to create and foster an institutional culture that empowers faculty, staff, and students to pursue initiatives that impact all levels of the institution. Individual faculty and staff members, as well as one unit or team, who best exemplify each of the core values have been recognized at a faculty and staff appreciation event on an annual basis since 2006.

During the 2006-07 year, College administrators along with Faculty Senate worked together to refine policies and procedures, and to prioritize personnel needs and programs. A national search was instituted for a Provost, and Dr. Lesley DiMare, former Associate Vice Provost from Arizona State University-West was hired in July of 2007. Her goals for establishing standards of academe for the College, faculty mentoring programs, as well as bridging the operations of Academic Affairs with Student Experience were well received. Two additional key positions were also filled during this time period: Director of Development, and Director of Human Resources.

Nevada State College celebrated its fifth year anniversary in 2007-08. Various celebrations took place commemorating the institution’s progress in establishing meaningful academic programs, its continued student enrollment increases, and its impact on the City of Henderson and the larger community. The President revisited his goals and vision in “town hall” meetings where faculty, community, and other constituents provided input. The highly anticipated School of Liberal Arts and Sciences Building broke ground in 2007 and was completed by the start of the school year in August 2008. New academic programs such as the Bachelor
of Science in Occupational Science and minors in Ethnic Studies and Sociology were initiated in 2007-08. The Provost charged the academic schools with establishing the College’s framework for program- and College-wide outcomes assessment. Strategic plans for each school were revised and submitted to the Provost for review in April 2008. In accordance with Board of Regents policy, a team consisting of both academic peers and community representatives was established to conduct a review of Dr. Maryanski’s performance in the role of President for NSC. The review took three months, and a report was made available to the public in May 2008.

The 2008-09 academic year began with a full-day strategic planning workshop in August that involved members of the NSC Foundation, Henderson City Council, and many other community constituents, along with faculty and staff. Dr. William Weary of Fieldstone Consulting, Inc. facilitated the workshop. Input from the workshop was collected and included in a report that was made available to the campus community in September 2008. Priority initiatives for that year included refining procedures for collecting and analyzing school and College outcomes; establishing standards of academe by school; and responding to state-wide budget reductions. An additional key hire, an Associate Vice Provost for Enrollment Management, was made in the area of student services in fall of 2008.

The 2009-10 school year brought several changes for Nevada State College. NSC was required to cut its budget further during the 2010 fiscal year; however, the Executive Budget Committee was able to respond to the cuts with minimal impact on academic offerings and student services. This was accomplished by eliminating already vacant/frozen positions, reducing operating budgets, and using some reserve funds. As a result, the College was still able to serve the increased number of students seeking to enroll. Under the Vice Provost’s leadership in the enrollment management area, fall 2010 unduplicated headcount increased by 18% over the previous fall and over 40% since fall 2008.

In addition to increased enrollments, the College presented its master plan for its physical campus to the Board of Regents, who subsequently approved the plan. This approval, together with the approval of the City of Henderson City Council, will allow for plans and construction of the main campus to move forward as soon as the funds become available.

The summer of 2010 was a difficult time for the College. After many years of committed service, President Maryanski passed away on July 2, 2010 after a long illness. The College community was deeply saddened by the passing of their sincere, kind, and dedicated leader. The administration closed the campus for one day in remembrance of Dr. Maryanski, which allowed faculty, staff, and students to attend the planned memorial service.

Just before the start of the fall 2010 semester, the Chancellor and the Chair of the Board of Regents visited the NSC campus to gather input and feedback about the future leadership for the College. After spending two days on campus holding sessions with many key stakeholder groups including executive
staff, Faculty Senate, classified staff leadership, student leadership, the NSC Foundation Board, the President’s Advisory Council, and College diversity councils, the Chancellor and Board Chair came away with a renewed appreciation of the College and its mission (see Exhibit: Chancellor’s memo summarizing his visit).

Upon summarizing and synthesizing the input provided by the campus, the Chancellor made a strong recommendation to the BOR for the appointment of Dr. Lesley DiMare to the presidency. At a special meeting of the BOR in August 2010, Dr. DiMare was unanimously confirmed as the new President of Nevada State College for the academic year 2010-2011. The position of Interim Provost was subsequently filled by the appointment of Dr. Erika Beck, former Dean of Liberal Arts and Sciences. In October of 2010, President DiMare presented her vision and strategic plan for the institution at a state of the campus address (see Exhibit: State of the Campus Address transcript).

II. Description

1.A.1 Adopted by the governing board, Nevada State College’s widely understood mission and goals derive from the campus community and are periodically reexamined.

Nevada State College is Nevada’s first and only mid-tier institution in the Nevada System of Higher Education. The mission of the institution focuses upon the continued need to diversify the economy of the State of Nevada through the education and continued establishment of a professional workforce.

The campus and broader community understand and support the College’s mission. Prior to submittal to the Board of Regents, any planning documents, including the strategic plan and mission statement, must be reviewed and approved by the Institutional Strategic Planning Committee, the Faculty Senate, the Executive Staff, and Cabinet.

The Board of Regents periodically reviews the mission of NSC, as well as those of the other NSHE institutions, to ensure that all institutions are appropriately responding to their role within the three tier system of higher education in the state. The NSHE governing board approved the current NSC mission in 2003 and reaffirmed it in 2009. The mission statement is also reaffirmed yearly at the College level as part of the faculty and staff welcome.

The NSHE governing board adopted and periodically reexamines NSC’s planning documents and goals. Per the NSHE BOR Handbook, Title 4, Chapter 14, Section 3, all NSHE institutions are required to establish an institutional strategic plan that incorporates both the overarching goals of the NSHE system and College-specific goals and targets based on the institutional mission and its statewide responsibility. Specifically, the institutional strategic plan must be presented to the BOR at least every six years and must span a planning period of up to six years. NSC successfully developed a comprehensive Institutional Strategic Plan which was presented to and approved by the BOR in December 2009. In this plan, six institutional goals were identified, and specific strategies and tactics were developed for each goal. The strategic goals are provided below; the
Nevada State College’s six strategic goals are overarching and flexible to allow the College to evolve while remaining committed to its iTeach values.

**Strategic Goals**

1. Advance academic programs
2. Increase retention, persistence, and graduation
3. Competitively position NSC within the local, state and regional market
4. Build a culture of community
5. Encourage and support an institutional and individual entrepreneurial spirit
6. Enhance technology and information literacy to educate faculty, staff and students in the use of print and electronic resources

**1.A.2** The mission, as adopted by the governing board, appears in appropriate institutional publications, including the catalog.

The NSC mission statement appears on the College’s website, in the College Catalog, the academic school faculty handbooks, and the Student Handbook. The mission statement also appears prominently in other institutional materials and presentations (see Exhibits).

**1.A.3** The College’s accomplishments in relation to its mission and goals have been well documented, both publicly and within the institution. The strategic plan is available for the campus community and the public at large via the NSC website. In addition, measures have been developed to assess the outcomes of the strategic goals. The results of these assessments are available on the Provost’s website.

Progress relating to NSC’s mission statement has also been consistently documented and presented to the state legislators and members of the NSHE Board of Regents throughout the College’s history. These communications, including both informal and formal presentations, have been extremely important in fostering the support of these critical groups. The resulting relationships assisted in the original foundation of the College as well as its continued development.

**1.A.4** NSC’s goals are consistent with the institution’s mission and its resources – human, physical, and financial. These goals are based on the College’s mission statement and reflect the institutional plan. Institutional resources (human, physical, and financial) are allocated based on the NSC’s mission and goals. The Executive Budget Committee was formed to offer recommendations regarding the allocation of resources, which are then approved by the Senior Vice President for Finance and Administration, the Provost, and the President. The Executive Budget Committee developed the guiding principles for budgetary allocations (see Exhibit). Using these guiding principles, the College remains focused on its mission and institutional plan during times of challenge and change.

**1.A.5** The institution’s strategic plan, mission, and goals provide direction to all its educational activities, its admissions policies, planning for the future, selection of faculty, and allocation of resources, and
NSC’s units annually review their missions and plans to ensure that they align with the institutional strategic goals for that year and the established mission of the College. This is accomplished through outcomes assessment, enrollment management discussions, reviews of affirmative action hiring, and strategic planning meetings and committees.

1.A.6 Public service is consistent with the educational mission and goals of the institution.

Public service is one of the components of NSC’s mission, as expressed by “Nevada State College emphasizes and values...service to the community.” NSC emphasizes the importance of public service by faculty, staff, and students, and it is a component of the evaluation and/or tenure process for academic and administrative faculty. NSC’s mission and strategic plan also stress community outreach, which actively involves NSC students, faculty, and staff.

Faculty members are expected to engage in community service and are evaluated on the success of that service in their annual reviews. Students are encouraged to support the community through various internship opportunities which are aligned with learning outcomes in each degree program. Students also participate in public service outside of classroom requirements through involvement in clubs and organizations with a service focus. Staff members also engage in public service through community projects supported by the College.

1.A.7 Any and all substantive changes are made in accordance with Policy A-2 Substantive Change.

III. Analysis and Appraisal

A. Strengths

Nevada State College is the first middle-tier institution in the State of Nevada, and the College is uniquely positioned to serve traditionally underrepresented, first-generation minority students. At NSC, students receive the personal attention and support that they expect at a small, four-year college, along with at an affordable price.

At the system level, NSHE places a continued focus upon enhancing and simplifying students’ experience when transferring amongst its sister institutions. NSC has also established clear articulation agreements with various community colleges in Nevada. These articulation agreements have facilitated a seamless transition for associate level students to the baccalaureate level.

The many accomplishments of Nevada State College are well documented and made public through multiple vehicles such as the NSC website, news features in the local media, as well as presentations to business and community organizations.

The mission and vision for the institution have been clearly articulated in the two primary planning documents for the institution: the Academic Strategic Plan and the Campus Master Plan. Campus level stakeholder groups as well as the Board of Regents periodically review and evaluate NSC’s mission and goals.
B. Areas for Growth

One of the long term efforts of the College is to increase the public’s understanding and appreciation of Nevada State College’s unique mission as well as the demographic it serves. In addition to increasing general public awareness of the College, the institution must communicate the College’s mission, vision, and goals to external community organizations, businesses, and legislators.

The planning and development of the main campus will need to be realized for substantial growth to occur at the College. While the opening of the Liberal Arts and Sciences Building in 2008 provided much needed additional laboratory, classroom and office space, NSC is rapidly approaching maximum capacity for all usage areas. The design of the Nursing and Science Building is complete; however, matching funds need to be raised in order for the state to consider funding this capital project. In the meantime, the College should be exploring alternative methods of financing the build-out of the campus.

C. Plan of Action

The College will develop an annual report that informs the community about campus accomplishments, activities, and completion of its goals. The activities and accomplishments of the NSC Foundation Board will also be highlighted in such a report. The College will continue to utilize the already established NSC Legislative Working Group in order to communicate the institution’s mission and goals to the legislative leadership.

The College administration will work closely with the Foundation Board in order to increase levels of fundraising for the campus build-out. In addition, in consultation with the NSHE, the NSC administration will explore alternative financing models.

Standard 1.B - Planning and Effectiveness

I. Historical Perspective

Nevada State College has moved through a number of planning phases during its formative stages. The academic programs emerged from a series of discussions with community representatives. An external consultant guided a series of workshops that led to an initial facilities master plan. NSC submitted a full academic plan to the Board of Regents in 2003, who subsequently accepted it.

The 2005 Nevada legislative session supported the College’s initial construction and provided a substantial increase in the operating budget. NSC subsequently initiated new planning processes. On the operating side, the College’s leadership produced a business plan which provided a concise statement of the NSC mission (educate the next generation of professionals for the State of Nevada), defined the institution’s core values (iTeach), established academic priorities, and projected enrollment growth and associated staffing increases. The Board of Regents accepted the plan.
in January 2006 which guided resource allocations over the next biennium.

Nevada State College’s greatest fiscal resource and its greatest challenge is its 509 acre campus. The initial plan projected a traditional campus with a traditional funding model. However, with the realization that the land had the potential to be leveraged by generating an income stream for the College, NSC’s administration set out to create a new financial model for the campus and to attract partners who could assist the College in realizing its mission. Efforts continue in close partnership with the City of Henderson and with the support of an experienced consulting firm.

The Nevada System of Higher Education requires all institutions to engage in strategic planning and a regular cycle of academic program review. The most recent Academic Plan for the College was presented and approved by the Board of Regents in 2010 and focuses on the 2010-12 academic biennium. This plan reviews existing programs, defines strategic objectives, and outlines new educational initiatives.

NSC developed an Institutional Strategic Plan which was approved by the Board of Regents in December 2009. This plan focused on six strategic goals committed to the iTeach values that will guide the development of the College through 2014.

In June 2010, the Board of Regents
reviewed and approved the NSC Campus Master Plan. This document serves as the guide for the physical campus development, architectural standards, and campus sustainability policies. The City of Henderson’s Planning Commission approved the plan in September 2010. The Master Plan was approved by the Henderson City Council in November 2010. The Master Plan and the most recent system performance report are displayed on the NSHE website.¹

II. Description

1.B.1 Nevada State College clearly defines its evaluation and planning processes. The Institutional Strategic Plan, Academic Plan, and Campus Master Plan all define the future path of NSC. These plans were developed with input from all stakeholders and serve as the basis for evaluation and as a guide for planning. The Board of Regents approved the Academic Master Plan in 2008, the Institutional Strategic Plan in 2009, and the Campus Master plan in 2010. These plans have measurable goals and guide institutional planning.

The Board of Regents requires existing academic programs to be reviewed every ten years, and all new programs within the first five years. The review must include quantitative and qualitative analysis of program effectiveness and peer review. Specifically, the review includes an analysis of quality, needs/demand for programs, relationship to the institution mission, cost, relationship to other programs in the system, and student outcomes. Also, NSC faculty and staff regularly review, maintain, and seek to improve the quality and adequacy of resources within the College. The Board of Regents approves new programs prior to implementation at the institutional level, and existing programs at NSC undergo a review process after the third and fifth year, under the auspices of the Board of Regents.

1.B.2 Nevada State College engages in systematic planning and evaluation of teaching, research, and public service. The Standards of Academe define the performance expectations for NSC faculty in the areas of scholarship, teaching, and service. They are intended to serve as a general rubric for performance review and to provide mutually understood guidelines for the evaluation process. In addition, academic and administrative supervisors develop specific goals for the upcoming calendar year with their faculty. This process encourages open discussion of individual achievements, as defined by the faculty member’s career development, school goals, and NSC’s mission.

The performance expectations defined within the Standards of Academe include measurable objectives which faculty support through submission of evidence to their supervisor. This evidence includes artifacts and supporting information presented by the faculty member. The annual evaluation process utilizes the Standards of Academe to review the past year’s accomplishments, as well as to develop and define future performance goals for each faculty member. This systematic cycle of planning and evaluation ensures that efforts in teaching, research, and service are consistent with the institutional mission and goals.

¹ http://www.nsc.nevada.edu/3669.asp
1.B.3 At Nevada State College, each member of the staff, faculty, student body, and administration has an opportunity to participate in institutional planning. Faculty members have direct interactions with the Deans, Vice Presidents, Provost, and the President. The College promotes an ongoing dialogue among colleagues.

NSC consistently involved faculty, staff, and community members in the development of the Academic Master Plan, Institutional Strategic Plan, and the Campus Master Plan. NSC also promotes shared governance throughout the institution, especially through its Faculty Senate.

The faculty and staff of each school actively participate in the development of the College’s Strategic Plans. Their input helped shape the academic goals that are guiding the campus-wide academic goals for the 2009-11 biennium.

The Institutional Strategic Planning Committee, lead by the Provost, includes faculty, staff, students, and community leaders. The role of the Institutional Strategic Planning Committee is to guide Nevada State College in the development of a comprehensive campus-wide strategic plan through 2013. The College will pursue a number of strategic objectives aimed at building on the many successes the institution has already achieved.

The Campus Master Plan Steering Committee was comprised of neighboring property owners, representatives from NSHE, Nevada State College, the City of Henderson, and others relevant or necessary to ensure that interests and concerns of the appropriate stakeholders are addressed. The committee provided a forum for participation through a series of meetings in which it reviewed and provided feedback on options under consideration. The Master Plan was approved by the Board of Regents, the City of Henderson Planning Commission, and the Henderson City Council in 2010.

The Campus Master Plan Project also had three sub-committees: Finance and Land Use, Infrastructure, and Sustainability. These sub-committees were comprised of NSC representatives and City of Henderson staff as well as members of the community. Their role was to provide information to the consultants, as requested, and to review and comment on the consultants’ work throughout the process. NSC President’s Advisory Council and NSC Foundation members also provided input on the Campus Master Plan.

The Board of Regents participates in the institutional planning process by reviewing and commenting on NSC’s mission statement and goals and by approving the allocation of fiscal resources to schools and units in the College.

1.B.4 Ongoing planning and discussions held in Deans Council, Executive Budget Committee, Faculty Senate, and Institutional Strategic Planning Committee drive resource allocation. Recommendations are made by these groups to the Provost, Senior Vice President of Finance and Administration, and the President who ultimately approve these recommendations and allocate resources as appropriate.

1.B.5 Institutional priorities and needs for improvement are identified through this ongoing process. The Academic
Master Plan, the Institutional Strategic Plan, and the Campus Master Plan define the priorities for the College and its growth. NSC utilizes information collected from student and faculty surveys, Faculty Senate, faculty/staff meetings, Executive Cabinet meetings, the President’s Advisory Council, the Foundation Board, and various other means to achieve institutional goals. Input from staff, faculty, and members of stakeholder groups has helped refine many College practices and policies.

1.B.6 The Office of the President provides ongoing support to schools and departments for the completion of planning and evaluation tasks. This has included clerical support, budget allocations, technical support, and release time. All faculty and staff at NSC actively participate in planning and evaluation activities.

1.B.7 Institutional Research focuses on data-based decision-making. The College conducts analyses that impact and shape institutional goals in three areas. First, each school systematically assesses and evaluates student learning outcomes across all programs. Second, increasing student retention rates is a College-wide initiative and involves plans for systemic changes with short- and long-term evaluation studies, led by the Vice Provost of Enrollment Management, Student Services, and Diversity. Last, the College evaluates governance and administration through professional associations, surveys, and audits. The results of these initiatives document the College’s progress in meeting its mission and identify areas that need additional attention.

1.B.8 The Office of the President and its executive staff review NSC’s institutional research efforts, evaluation processes, and planning activities. The Executive Staff meets monthly while the President’s Cabinet assembles every other week. The President also meets weekly with individual Cabinet members. The Provost meets every other week with the Deans, and their discussions focus on the effectiveness and direction of their schools and the institution as a whole. At the beginning of each academic semester, NSC holds a faculty and staff orientation led by the Executive Staff to provide updates on important College-wide issues.

1.B.9 NSC shares evidence of institutional planning and effectiveness with the College, local, and state-wide community. Reports regarding assessment, schools, units, programs, faculty, and enrollment are presented to the Board of Regents, Presidential Advisory Council, and the Foundation’s Board of Trustees. The Office of College Relations provides periodic press releases to the larger community concerning NSC’s effectiveness in meeting performance goals and upholding the institution’s mission and goals.

As part of an expanded marketing plan, M. Stoner, a nationally-recognized web design firm for higher education, was hired to redesign the NSC website. The upgraded website went live in summer 2009. The website is not only user-friendly but offers NSC the opportunity to expand its marketing and outreach to the community.

Faculty, students, and staff also serve important roles as promoters of NSC, representing the College within the
community by serving on various advisory committees and community groups. Several NSC staff members have been guest speakers for local groups, reporting on the College’s progress and growth.

III. Analysis and Appraisal

A. Strengths

The Institutional Strategic Plan was presented to and approved by the Board of Regents in 2009. The six goals identified within the plan provide a framework for future planning in the areas of academic programs, student services, and community outreach for the institution over the next five years.

The Board of Regents approved the Academic Plan in 2010. This document clearly identifies a two year plan for academic programs which the Board of Regents and the NSHE System Office subsequently present to the current legislature.

The Campus Master Plan was presented to and approved by the Board of Regents, the City of Henderson Planning Commission, and Henderson City Council in 2010. This plan provides a clear set of guidelines and architectural standards, as well as other development strategies, all of which will be used as reference materials for the future development of the 509 acre physical campus.

The Foundation Board has been expanded in the quantity and quality of membership, which has brought new and active initiatives including networking, opportunities with prospective donors,
as well as cultivation and solicitation initiatives. The Board also created The Gift Planning Advisors which has become one of the leading educational and services programs for the financial planning community in Nevada.

**B. Areas for Growth**

In collaboration with the NSC Foundation Board of Trustees and other selected constituency volunteers, the College can expand fundraising initiatives for facilities from federal and state agencies, individuals, and corporate and private foundations.

In collaboration with the NSC Foundation Board of Trustees and other selected constituency volunteers, the College can increase by 10% annually private source scholarships from individuals, and corporate and private foundations.

In collaboration with the NSC President’s Cabinet, the College can establish a viable and beneficial Institutional Research Unit that will undergird the academic program and provide strategic planning accountability.

**C. Plan of Action**

NSC will work with Southern Nevada, the City of Henderson, and NSC Foundation representatives to identify fundraising initiatives and new financial models that will continue to support the build-out of the physical campus.

With assistance from the Foundation Board of Trustees, NSC will identify, cultivate, and solicit prospects for the increase of student financial aid from private sources. NSC will actively recruit and hire an experienced Institutional Research Director to guide College institutional research initiatives in support of academic programs and strategic planning accountability.
Standard 2

Educational Program and Its Effectiveness
STANDARD 2 - EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

STANDARD 2.A - GENERAL REQUIREMENTS

I. Historical Perspective

In 1997, the Nevada State Legislature determined a need for enhanced educational opportunities in Southern Nevada. As a result, Nevada State College (NSC) was established in 2002 for students interested in bachelor’s degrees in the much-needed fields of nursing and education, as well as other disciplines in the arts and sciences.

The College was established as Nevada’s first mid-tier institution in the Nevada System of Higher Education (NSHE). As the first state college, NSC emphasizes teaching and learning as well as personalized education. Also, the College is well-integrated with other NSHE institutions and provides a seamless transition for students, whose courses can be transferred to NSC or transferred to other NSHE institutions.

II. Description

2.A.1 Since the College opened its doors in 2002, it has focused on providing the necessary human and financial resources to support its educational programs. Rapidly increasing student enrollment coupled with budget cuts has resulted in distinct challenges; however, the faculty, staff, and administration have addressed these challenges creatively and successfully. In 2002, NSC’s physical facilities included the Dawson Building, with three classrooms and a library. Currently, the Dawson Building includes seven smart classrooms, a state of the art 30 station computer lab, a library that includes a 30+ station computer lab, a bookstore, a writing center, student government and student newspaper office space, 17 offices for faculty and staff, a biological dissection lab, a human cadaver lab, two video conferencing rooms, an instructional technology training room, and 17 open use work stations. Two additional modular buildings are located beside the Dawson Building; one is a chemistry and physics laboratory and the other houses the Office of Information Technology consisting of eight offices and a front desk area.

In 2006, to further meet the growing physical facility needs, NSC leased space in a new building on the corner of Basic and Water Street in downtown Henderson, Basic and Water I. This facility includes two smart classrooms, three nursing labs, 28 offices, a 40 station smart computer lab, two reception areas, a break room, two conference rooms, and a copy room. The School of Nursing, the Office of Human Resources, and the executive offices currently reside in Basic and Water I.

Another new building at Basic and Water Streets, Basic and Water II, opened in
January 2007, and has greatly eased the space needs for several programs. This newest leased facility includes six smart classrooms, 42 faculty and staff offices, a satellite library which includes a 30 workstation computer lab, media center, two conference rooms, five open use work stations, the Division of Enrollment Management and Student Services, the School of Education, the Bursar’s Office and a reception area.

The first permanent building on the NSC campus, housing the School of Liberal Arts and Sciences, opened in fall 2008. It includes five smart classrooms, four state of the art science labs, one computer lab, additional computer workstations, a tutoring center, 43 offices, a conference room, and student study areas.

Financial resources are adequate to meet the College’s mission and goals. Standard 7 includes a complete description of financial strategies and resources.

2.A.2 The goals of educational programs are consistent with the College’s mission. In line with the College’s assessment program, each major has established learning outcomes that are published in the College Catalog. Major outcomes for each degree can also be found on the NSC website and the Provost’s Page details the results of outcomes assessment.

The following process occurs for new course or program development:

New Course Development
- Faculty completes research and proposal pertaining to the need for the course/program and its curriculum.
- Proposal receives Common Course Numbering (CCN) approval (if necessary).
- School Curriculum Committee reviews proposal for approval.
- Faculty Senate Curriculum Committee approves or denies the proposal (if necessary).
- Office of the Registrar receives approved proposal.

New Program Development
- School Curriculum Committee reviews the proposal.
- Faculty Senate Curriculum Committee recommends approval or denial of the proposal.
- Provost recommends approval or denial of the proposal.
- NSHE Academic Affairs Council (AAC) recommends approval or denial of the proposal. NSHE Board of Regents recommends approval or denial of the proposal.
- Proposal receives Common Course Numbering (CCN) approval if new courses are being proposed.
- Office of the Registrar receives approved proposal.

For major revisions to a degree or core curriculum course, the changes are brought before the Senate Curriculum Committee, the Faculty Senate, and the Provost for review. For minor revisions to course descriptions, the same process is followed. In addition, NSHE requires reports on new programs in their
third, and fifth year of operation, with subsequent reports every ten years. NSHE has guidelines for the program review process.

2.A.3 Nevada State College’s degree programs are consistent with the entire Nevada System of Higher Education in terms of College core curriculum requirements, major core requirements, upper division electives, and common course numbering. NSC is aligned with the system-wide standards related to appropriate breadth, depth, and sequencing of courses aimed to guide students progressively through the various degree programs.

NSC has defined three general education learning outcomes (communication, critical thinking, and effective citizenship) within which students are required to demonstrate competency by the end of the sophomore year.

2.A.4 The College uses degree designators consistent with program content. Degree objectives, based on course content, are clear and are provided to students via the catalog and website. Each educational program provides its mission statement and learning outcomes. The catalog clearly defines the degree objectives and explains what the student is expected to learn throughout the course of the program. Each outcome also clearly sets the parameters for what the student will achieve in order to meet the desired outcome within the three learning outcome areas: communication, critical thinking, and effective citizenship.

2.A.5 The nursing program offers an accelerated BSN track for students who hold a baccalaureate or higher degree in another field. The students must meet all of the same science prerequisites and requirements as the regular BSN track students. However, they complete the usual four semesters of nursing courses in one calendar year (August to August).

The teacher preparation program offers a variety of course delivery options to aid students in progressing through in a timely fashion. Many upper division classes are offered in an accelerated format which includes instruction in a condensed time frame that is held on Friday evenings and all day Saturday. Accelerated courses require the same number of classroom hours as the non-accelerated courses. The School of Education also offers courses online, throughout the day, and in the evening to accommodate student scheduling concerns.

2.A.6 The College uses semester credit hours, which is consistent with all of the educational institutions in the NSHE. Semesters are based on 15 weeks of instruction. Twelve and a half hours of class time equal one semester credit. The lengths of the instruction was modeled after programs at UNR, and as a result are comparable to similar programs found in regionally accredited institutions of higher education. The tuition for classes is calculated per credit hour and the Board of Regents determines tuition rates for all NSHE educational institutions.

2.A.7 The NSHE has a system-wide process for the addition/revision of programs and courses (as outlined in 2.A.2). The process for design, approval, and implementation of the curriculum is faculty driven. The faculty and community often work together to assess
the educational needs of the community and, subsequently, the faculty develop offerings to meet those needs. For example, the Speech Pathology Program was created as a result of the shortage of speech pathologists in the school district and the lack of any such program being offered in Southern Nevada.

2.A.8 The partnership between faculty, library staff, and the Office of Instructional Technology is integral to teaching and learning at NSC. The College aims to provide “thoughtful and effective infusion of technology in pedagogy,” as documented in the Institutional Strategic Plan (see Exhibit). A link to library resources is included in all WebCampus courses, including online and web-enhanced courses. Classes commonly use library audiovisual resources, such as videotapes and CDs. The library staff and faculty select print and electronic holdings to meet curricular needs at NSC, and are therefore relevant to course content and useful to teaching faculty.

The Director of Library Services teaches classes on information literacy, as requested by faculty. Currently the library is implementing a plan to integrate library resources into the general education assessment model. As faculty integrate library tasks into course syllabi, students are assisted in making the connections between information technology skills and knowledge development. Additionally, the Director teaches NSC courses such as “Introduction to the College Experience.”

Faculty and staff partner in the selection and planning of library and technological resources, initially through informal systems, and more recently through participation on strategic committees. The Technology Committee oversees acquisition of computer resources and new technology funded by the student technology fee. Faculty, staff, and students participate on this committee. The main criterion for selection of equipment, software, and services is that resources benefit students directly. Currently, this translates into support for student learning. The newly comprised Library Advisory Board includes the Director of Library Services and selected faculty, who provide input on development of the collection and information literacy functions of the library. The Faculty Senate serves as a forum where faculty, library, and information technology staff interface, discuss, and plan new strategies to meet teaching/learning needs.

2.A.9 To plan for optimal learning and accessible scheduling, the College uses online, hybrid, interactive television, accelerated, evening, and weekend courses to meet the needs of students.

In order to effectively schedule classes at optimum times, faculty and administrators also utilize institutional research about course enrollment and elicit student input regarding schedules via surveys. As student enrollment increases and classroom space is limited, scheduling focuses on accessibility.

2.A.10 The College, in collaboration with NSHE, conducted a pilot study on credit for prior experiential learning. During the 2007-2008 academic year the Faculty Senate approved a Credit by Exam policy so that students can earn credit by demonstrating competency in an area of study for which they have prior knowledge.
and/or experience.

2.A.11 The process for deletion of courses or programs is the same as for addition of courses, as outlined in 2.A.2.

The “NSHE Planning, Program Review, Articulation and Enrollment Policies” (Title 4-Codification of Board Policy Statements, Chapter 14 [Doc 14]) clearly list the guidelines for program review. The document (section 4) discusses the “Calendar for the Review of Existing Programs” whereby a ten-year cycle is used for review of existing programs and a three-year/five-year cycle for new programs. The policy entitled “Addition or Changes of New Degrees, Majors, Programs, Departments, Schools or Colleges” (section 5) sets the procedure whereby changes must be approved by the Board of Regents, which reviews proposals for new programs at each meeting. The Provost provides the format for consideration of new programs. Articulation agreements between degree granting institutions do not require board review and approval, but are presented to the board as supporting material for new degree programs.

2.A.12 In the event of program elimination, the College would follow the policy and process as written by the Board of Regents.

III. Analysis and Appraisal

A. Strengths

NSC has defined course and program development policies as described above. NSC offers a variety of delivery methods, including accelerated degree programs, online, and hybrid courses. Faculty utilizes library and information resources to create technologically enhanced content and curriculum. All schools have developed comprehensive programs, with breadth of course content and depth. Sequencing of courses and assessment of learning outcomes is ongoing as well as use of library resources and other information sources.

B. Areas for Growth

Space continues to be a challenge and a need at NSC as the student population continues to grow rapidly. To maximize space, NSC can explore alternative methods to offer classes at different days and times not currently utilized.

C. Plan of Action

The College is currently addressing this issue by expanding space utilization on Fridays and Saturdays and is developing plans to build additional classrooms in Dawson. The College’s space committee will continue to meet to identify space requirements and pursue additional solutions as needed.
**Standard 2.B – Educational Program Planning and Assessment**

**I. Historical Perspective**

During the first year of operation, faculty met on a regular basis to develop a common set of ability-based learning outcomes for the College’s general education. Subsequently, all general education courses began linking course outcomes to College outcomes which are: communication, critical thinking, and effective citizenship. In 2007 work began on assessing individual degree programs as those programs relate to NSC’s general education courses and institutional mission. Assessment of student learning outcomes at the program level is linked to the institutional mission and general education outcomes so that faculty understand what they intend students to know (cognitive), think (affective), or do (behavioral) when they have completed a degree program. More broadly, the role of intended program outcomes is to: link institutional level and assessment at the program level; validate accomplishment of institutional statement of purpose; and set framework and criteria for assessment.

**II. Description**

2.B.1 With oversight from the Provost, the faculty identifies intended educational outcomes for each degree program and identifies a means of program assessment. Then, the faculty develops an analytic scoring rubric, evaluate the artifacts, discusses the results, and then composes a report that analyzes the data and makes specific suggestions to improve the instructional program.

Outcomes assessments operate on a 12-18 month cycle. For instance, the current cycle began in early spring 2010 and will conclude in late fall 2010 or early spring 2011. A new cycle (examining different outcomes) should begin in fall 2011 and conclude in either spring 2012 or fall 2012.

NSC’s outcomes assessment process is consistent with the general assessment plan (as outlined in Policy 2.2.I). Through data-driven analysis and evaluation, NSC is able to ensure that degree programs are academically substantive and rigorous. NSC is also able to make adjustments to outcomes (as well as degrees and courses) in order to meet an even higher rate of success. In this way, NSC can help students succeed in academic programs and ensure that they possess the skills to succeed in their respective, chosen careers.

2.B.2 Each school appoints an outcomes assessment representative who serves on the Provost’s Outcomes Assessment Committee. Outcomes assessment representatives work with faculty in their respective disciplines to identify no more than 5-8 outcomes for a specific degree program. The number of statements of intended educational outcomes upon which assessment activities are to be focused must be limited to encourage clarity and in-depth analysis. Therefore, no more than 2-3 intended outcomes will be assessed yearly. Assessment representatives meet with the Provost to discuss progress toward collection and analysis of data which utilizes both
quantitative (direct) and qualitative (indirect) methods. NSC has chosen to use the Nichols assessment model to report outcomes assessment data. Communication of assessment results takes a variety of forms including discussion in campus meetings and electronic distribution. The results are posted on the Provost’s page and made available to the general public. All programs will review yearly their assessment findings and discuss changes made to curriculum, syllabi, and programs as a result of these findings.

2.B.3 NSC identifies and publishes the expected program learning outcomes for each academic major, along with their mission statements, in the College Catalog and on the website. Course syllabi also link the academic program outcomes to the three general education learning outcomes. Yearly retreats are held in each school to discuss outcomes assessment findings and to share changes made to programs, courses, and syllabi based on those findings.

III. Analysis and Appraisal

A. Strengths

The NSC faculty is strongly committed to the assessment process, and has made dynamic progress given resources. NSC has adopted an outcomes assessment model that allows for the integration of the College mission, general education outcomes, and program degree outcomes. Nevada State College participates in the National Survey of Student Engagement (NSSE) and uses the survey’s yearly key findings to assess the institution’s performance in the areas of teaching, curriculum, and student engagement.

B. Areas for Growth

Findings for outcomes assessments are utilized as a basis to evaluate degree programs. Degree programs are at various points in assessing program outcomes, including data collection, analysis, and implementation.

C. Plan of Action

The Provost’s Outcomes Assessment Committee will continue to meet regularly to review outcome assessment policies and progress made by each unit on the development of learning outcomes.

The Outcomes Assessment subcommittees also meet regularly, at least once a semester to work on their respective assessments. In addition, assessment representatives from the three schools also meet on an informal basis to discuss procedures and the process.

STANDARD 2.C – UNDERGRADUATE PROGRAM

I. Historical Perspective

The development of the general education requirements, or core curriculum, at Nevada State College began in 2001. Because of its sponsorship, the College adopted the general education requirements of UNR. NSC, however, desired certain unique features: (a) two one-credit and one two-credit
combined course in Counseling and Educational Psychology (CEP) to be offered each semester of the freshmen year, and (b) Community Based Learning (CBL) capstone courses. To accommodate these unique features and to meet secondary education degree requirements, NSC reduced the social sciences requirements held by UNR. These requirements were added back into certain degree requirements, such as business, psychology, and history. These additional College requirements for the aforementioned degrees are available in the College Catalog.

After the College opened, activities relating to the general education/core curriculum requirements continued. The Provost formed a committee to update course descriptions and numbers in order to follow NSHE’s common course numbering system. NSC also worked to accommodate the general education needs of UNLV and CSN students without sacrificing the features of the UNR core curriculum or the unique features of NSC’s general education core curriculum. To support this goal, the Faculty Senate voted to expand the humanities options to match those of UNLV. NSC also emphasized the established equivalencies between UNR and UNLV in its advising documents, College Catalog, and articulation agreements.

In 2008, it was determined that the outcomes of CBL were being achieved within existing courses specific to departments and schools. The cultural diversity requirement was developed to replace the CBL requirement so that students would have the opportunity to explore and learn about issues of diversity related to their respective interests, fields, and/or professions. In keeping with the objectives of CBL, many programs on campus continue to utilize elements of service learning across the major curriculum as well as within the specific course, as service learning aligns with our mission and core values.

The cultural diversity requirement aims to engender understanding, appreciation, and insight into different, non-mainstream American or non-Western cultures. It also helps provide different lenses and perspectives through which to view cultural constructs such as class, ethnicity, gender, religion, and sexual orientation. Courses include but are not limited to: Introduction to Ethnic Studies, Role of Religion in American Culture, Cultural Issues in Healthcare, and Sex and Social Arrangements. A complete listing of NSC courses that fulfill the cultural diversity requirement can be found in the 2010-11 College Catalog (see Exhibit).

2.C.1 The College publishes the core curriculum courses required for each degree in its College Catalog. Students in all degree programs must meet the College core curriculum requirements. Depending on the degree, the catalog lists all of the general education requirements including the College core curriculum, additional College requirements, and major requirements. The format for the teacher preparation major is different in order to meet requirements for licensure by the State Board of Education. In addition, the NSC website posts the required general education coursework for each degree.

2.C.2 The information about the core curriculum requirements can be found
in the 2010-2011 College Catalog. The general education requirements (core curriculum) relate to the mission of the institution and curriculum course content, as embedded in three overarching ideals: critical thinking, communication, and effective citizenship.

2.C.3 The core curriculum includes program offerings in the humanities and fine arts, the natural sciences, mathematics, social sciences and cultural diversity. See Table 2-1.

Table 2-1: Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3-8</td>
</tr>
<tr>
<td>First Year Study and Technology Skills</td>
<td>0-2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>7-12</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Constitution</td>
<td>3-6</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>31-51</td>
</tr>
</tbody>
</table>

2.C.4 Policy 2.5 outlines the NSC procedures for the transfer and acceptance of credit from other institutions. Common course numbering among the institutions in the NSHE facilitates the evaluation and transfer of course credits within the system.

When in question, comparability of a course is determined by reviewing the course description and comparing it to the content of the course taught at NSC. Administrators in specific academic areas as well as staff from Office of the Registrar are responsible for determining comparability of College core curriculum courses.

NSC is committed to strengthening its partnerships with other NSHE institutions. To further this goal, the College developed articulation agreements with the College of Southern Nevada (CSN), Great Basin College (GBC), Truckee Meadows Community College (TMCC), and Western Nevada College (WNC). The agreements:

- coordinate financial aid opportunities
- improve program articulation
- improve a student’s retention, persistence, and graduation at all institutions
- use resources at all institutions more effectively and efficiently

2.C.5 The recently developed Centralized Academic Advising Center (CAAC) advises lower-division students and faculty advise upper-division students. Incoming students receive an admissions packet that provides them with the name of their academic advisor. New faculty members obtain information about their advising roles and the academic requirements during the new employee orientation.

2.C.6 Developmental or remedial work is not required for admission to the College.

2.C.7 Most full-time faculty hold a terminal degree in their field of study. All full-time nursing faculty hold a graduate degree in nursing, which is a requirement of their professional accreditation organization (see Figure 2-2). Part-time faculty also support the academic programs at NSC. Although the College has made considerable efforts to follow the recommendations made by the Accreditation Committee and balance the
part-time to full-time faculty ratio, part-time faculty continue to be an essential part of the learning community. Their skill, experience, flexibility, and dedication to the College make them invaluable to the overall mission.

![Figure 2-1: Number of Faculty in each Academic Program (Fall 2010; Excluding Deans)](image)

![Figure 2-2: Full-Time Faculty and Their Degrees (Fall 2010; Excluding Deans)](image)

III. Analysis and Appraisal

A. Strengths

NSC has experienced, well-qualified faculty who are dedicated to active teaching and learning. Undergraduate education at NSC has a coherent general core curriculum, clearly defined articulation agreements (transfer and acceptance of credits), and advising as described above.

B. Areas for Growth

1. Reorganize the business program for content and recruitment.

2. Integrate the SAC (Student Academic Center) into more first year courses. SAC staff has developed specific lesson plans for frequently taught general education courses like English Composition and are starting to visit these classes.

3. Ensure accuracy in evaluation through mandatory use of the Grade Book in WebCampus.

4. Effectively schedule courses to help improve student retention and graduation rates.

5. Hire student workers to assist faculty and administrators.

6. Hire a Lab Manager to support the needs of science instructors.

7. Build connections with local biology and environmental technology groups who can potentially hire our students once they graduate.

8. Prioritize the hiring of tenure-track faculty members as economic conditions improve.

C. Plan of Action

1. Grow the First Year Experience (FYE) program and to continue the articulation agreements that NSC has with the community colleges. Move forward with hiring a coordinator in Academic Advising along with additional advising staff.

2. Pilot Math Remediation Plan—in order to improve retention and success in
general education Math courses, NSC has launched a pilot project that consists of a complete revision of our developmental mathematics courses that pulls content into discrete modules so that students can build on existing mathematical knowledge and complete mathematics remediation more effectively.

3. Recruit additional business faculty members to provide stability and strength to the business program.

4. Expand existing performance evaluation process for part-time faculty. Department Chairs and Deans will conduct thorough evaluations of part-time faculty including more comprehensive reviews of syllabi and assignments, as well as having more frequent meetings with them.

5. Conduct an additional assessment of core curriculum requirements through outcomes assessment of specific core curriculum courses.

6. Cement articulation agreements with various NSHE institutions.

7. Work with a retention specialist to attract and retain students previously enrolled in the nursing or education programs. Focus on introducing them to more expansive majors (e.g., Integrated Studies) that allow them to pursue their individual interests.

**STANDARD 2.D - GRADUATE PROGRAMS**

Not applicable.

**STANDARD 2.E - FACULTY AND RELATED RESOURCES**

Not applicable.

**STANDARD 2.F - GRADUATE RECORDS AND ACADEMIC CREDIT**

Not applicable.

**STANDARD 2.G - SPECIAL LEARNING ACTIVITIES**

1. **Historical Perspective**

   Special learning activities described in this standard include online courses, Dual Credit Program with Clark County School District (CCSD), and special programs offered through the School of Education. As NSC has a large non-traditional population of students, there is more of a need to offer classes in different formats. As the College has grown, the number of online classes has generally increased over the years. Figure 2-3 shows this growth.
In addition to online courses, Nevada State College offers a Dual Credit Program with CCSD, which allows juniors and seniors in high school who plan to enroll in NSC’s School of Education to take college courses for credit on their high school campus. Students pay a reduced fee for these courses but they receive college credit that can also apply to their high school course work. The Dual Credit Program continues to grow each year. In fall 2010, there were six CCSD schools participating in the Dual Credit Program.

Nevada State College has developed a 2+2 Memorandum of Understanding (MOU) with Western Nevada College (WNC). The basic premise of this MOU is to increase the opportunities for students to receive a baccalaureate degree in teaching while maintaining their employment and residency in the local area. Students who have completed an associate degree at WNC may then complete their baccalaureate degree through NSC on WNC’s campus. The School of Education has been providing this opportunity since fall 2002. The upper division courses taken at WNC are offered by NSC faculty. Admission into the program follows the same parameters and standards as those expected at NSC. NSC’s School of Education and the WNC Liaison interview,

All courses are compatible with the institution’s mission and goals, and are designed, approved, administered, and periodically evaluated under established institutional procedures. WebCampus is the system used to design and administer online courses. Every course contains an online (WebCampus) component so all students, even those taking in-person hire, and provide staff development to part-time instructors. Materials and needed resources are funded through NSC’s School of Education’s annual budget. Regularly scheduled on-site visits by the Dean and Liaison provide opportunities for program oversight as well as face-to-face student recruitment and/or advisement sessions. At the conclusion of the summer 2010 semester, 52 students had graduated from this program.

The School of Education has also established special programs with the school district to allow teachers to come back to school to take additional coursework for endorsements and re-licensure.

II. Description

2.G.1 Online courses make up 30% of the total course offerings at NSC. The large non-traditional student population has necessitated the number of online courses and this population has responded well to the increased accessibility these courses provide. The nature of courses offered has been determined by the curricular needs of the degree. Many of the core courses have two or three sections online to accommodate the number of NSC students.

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classes, gain experience with online learning.

Online courses are assessed in as comprehensive and rigorous a manner as in-person courses. In fall 2007, an online task force was created to identify the retention and persistence rates for students who enroll in online classes as well as to review existing online courses to determine the quality and necessity of those courses.

Courses taught in the Dual Credit Program are the same courses taught on campus and are offered for college credit. The courses selected to be taught are those that will fulfill NSC general education requirements. NSC hires and evaluates the faculty who teach these courses.

The special programs offered through the School of Education fall within NSC’s mission to educate teachers. Following are examples of some of the programs:

**Alternative Routes to Licensure (ARL)**

The Alternative Routes to Licensure Program offers a unique opportunity for people with bachelor’s degrees in areas other than education to enter the teaching profession. Students participate in intense pre-hire professional development and education coursework. Upon successful completion of these components, candidates may become eligible for full-time employment as contracted Clark County School District teachers.
TESL 4-in-1 and Bilingual 4-in-1 Programs

TESL 4-in-1 and Bilingual 4-in-1 are a series of courses offered by the NSC School of Education (SOE) to Clark County School District (CCSD) teachers that lead to Nevada Department of Education approved endorsements in Teaching English As a Second Language (TESL) or Bilingual Education. Each of these endorsements can be added to an elementary or secondary teaching license. CCSD has over 72,000 identified English learners in K-12, hence the need for all teachers in the district to be trained in working with students whose primary language is not English. Each series is made up of 12 credits and is offered over one semester.

NSC is the only institution of higher education in Nevada to include all required Nevada Department of Education TESL endorsement courses in their undergraduate elementary degree. Courses are offered in various formats, including online, hybrid, weekend, and weekly, to both undergraduate and post-bacc students.

The unique collaboration between the SOE and the CCSD English Language Learner Program (ELLp) has resulted in enhanced curriculum that meets the unique learning needs of non-native English speakers in CCSD. These endorsements offer educators the opportunity to teach English learners in a continuum of services, from self-contained and newcomer programs to full inclusion and dual language schools. Over the past two years, over 400 teachers have successfully completed one or both of these endorsements through NSC.

2.G.2 NSC is solely responsible for the academic and fiscal elements of all instructional programs it offers.

2.G.3 Full-time faculty in the core curriculum and majors are involved in curriculum planning, which includes online courses. Online courses are taught by a mix of full-time and part-time faculty. All faculty engaged in online education receive support and training in WebCampus and associated technology.

2.G.4 Nevada State College does not currently offer continuing education courses. Department Chairs and Deans regularly review online courses and online instructors to ensure excellence in teaching. Chairs and Deans have also developed specific guidelines for online courses which are then distributed to faculty.

2.G.5 Students taking online courses have full access to library resources and faculty. To enhance online teaching and learning, the library has continued to expand electronic resources. Electronic databases adequately focus on the educational content of degree programs. Newer acquisitions, such as the Gerritsen Collection, Mergent, MLA International Bibliography, and JSTOR Arts and Sciences IV-VI, provide access to a large number of full text articles. The electronic reserves program allows online access to course resources from any location. These resources include instructor notes, video and sound files, and book chapters. In addition to email, users have phone access to library professionals.

2.G.6 Fee structures and enrollment policies are the same for all students, whether enrolling in online, special
program, or on-campus courses. All students pay a per credit technology fee, which is used to support the technological infrastructure for teaching and learning at the College.

The one exception to the fee structure is students from the Clark County School District (CCSD) enrolled in the NSC/CCSD Dual Credit Program. These students pay a reduced fee for classes offered through NSC on the high school campus. Students enrolled in this program follow all other registration and refund policies.

2.G.7 The granting of credit for online courses and special program courses is based upon institutional policies and wholly consistent with the standards for all other College courses. Online assignments and course activities are comparable in breadth, depth, and quality to in-person courses.

2.G.8 All courses taught at NSC are approved and monitored in the same manner as in-person courses.

2.G.9 The College currently does not offer credit for experiential learning. Students can take challenge exams (Credit by Exam) to receive college credit in an area in which they have expertise.

2.G.10 NSC offers post-baccalaureate students opportunities to earn state certification in elementary education, secondary education, and speech pathology. Students attending NSC to earn state certification in these areas are held to all NSC academic policies and procedures.

The upper division RN to BSN completion program is offered online. The structure of the program meets the needs of working RNs. In the two clinical courses, the students select an appropriate community site and experience, and communicate with their nursing faculty member via computer.

2.G.11 Credits measured by outcomes or nontraditional means are comparable in breadth, depth, and quality to traditional instructional practices.

2.G.12 NSC, in partnership with UNLV Study Abroad Office, allows its students to take advantage of many study broad opportunities through its membership in the University Studies Abroad Consortium (USAC). The USAC gives NSC students access to thirty-seven (37) study abroad opportunities in twenty-five (25) countries. USAC offers summer, semester, and yearlong programs.

III. Analysis and Appraisal

A. Strengths

Faculty teaching online courses follow the same guidelines and standards that are expected in in-person courses. Every course contains a WebCampus component so all students gain experience with online learning.

The School of Education’s program at WNC is helping to relieve a teacher shortage in rural parts of Nevada. NSC’s TESL program certifies K-12 teachers to receive an endorsement to teach English as a second language.

The Dual Credit Program gives CCSD students an opportunity to obtain advanced college standing while still in high school. It introduces them to college
curriculum and academic rigor as well as hopefully encouraging them to complete their college degree.

An Executive Director of Student Programs was hired to oversee the Dual Credit Program. The Executive Director works in conjunction with CCSD and NSC’s academic departments/schools to set up dual credit offerings each semester.

NSC offers an important RN to BSN program that allows nurses who are already practicing to receive an advanced degree. The BSN curriculum builds upon previous nursing and liberal arts coursework. The program is designed to support educational mobility and to strengthen community health and leadership abilities of nurses who already have a foundation in the profession. All of the nursing courses are taught online which allows students to continue their education while also working.

B. Areas for Growth

NSC is in the process of expanding the support that it provides to part-time instructors regarding online pedagogy and the infusion of technology into online course management. Although many have participated in individual sessions with instructional technology as well as online and in person staff development programs each semester, many still need to be encouraged to attend these sessions and expand their technological skills.

Marketing efforts need to be introduced in Northern Nevada to promote the NSC/WNC partnership.

C. Plan of Action

Nevada State College will continue to grow the special learning activities offered through Dual Credit and the School of Education. NSC will continue to offer multiple online courses each semester. Liberal arts, nursing, and teacher preparation are establishing a base of part-time faculty with expertise in online teaching. In an effort to reach all part-time instructors, every staff development program is publicized to these instructors, and programs are planned with their needs in mind.

**STANDARD 2.H – NON-CREDIT PROGRAMS AND COURSES**

The College has not embarked on any non-credit programs and thus far has not included continuing education in the academic strategic plan.

**POLICY 2.1 GENERAL EDUCATION**

Nevada State College provides its students with a solid and comprehensive grounding in general education through its core curriculum and other lower-division courses, which serve as the foundation for their upper-division academic work. Each core curriculum or general education course sets specific assignments which serve as evidence that students have achieved a certain level of proficiency in
communication, critical thinking, and effective citizenship. The College Catalog clearly delineates these levels in each of these three areas. NSC regularly assesses its core curriculum and general education courses to ensure that these courses meet the communication, critical thinking, and effective citizenship goals set in the syllabi. Nevada State College also maintains a rigorous and holistic core curriculum in which students take at least thirty-one credits in various academic fields. These fields include English, Mathematics, Physical Sciences, Social Sciences, Humanities, Fine Arts, Constitution, and cultural diversity. In particular, NSC is pleased with its most recent addition to the core curriculum, cultural diversity, as this requirement asks students to take at least three credits in a non-Western or non-conventionally American area, and this requirement also fits seamlessly with the College-wide emphasis placed upon heritage. Through the cultural diversity requirement, all NSC students graduate with a more global, diverse perspective. Full-time tenured and tenure-track faculty also regularly teach general education courses, which is a testament to NSC’s commitment to the importance of general education.

In addition, faculty have set guidelines for assignments, texts, and course content in core curriculum courses to ensure that each section contains a comparable amount of rigor and adheres to the department-set course goals. Department Chairs hire part-time instructors through a rigorous screening process and provide part-time instructors with the course guidelines as well as mentorship with their course content. Subsequently, Department Chairs oversee their part-time instructors to ensure that their core curriculum courses not only meet College and departmental goals, but that they are taught at a superior level befitting a school that emphasizes excellent teaching.

**Policy 2.2 Educational Assessment**

**I. Historical Perspective**

Assessment of learning outcomes is an essential part of the ongoing institutional self-study process. The plan for assessing educational outcomes is centered on the NSC Assessment Program, and includes other measures such as national and state accreditation, mid-semester and end-of-program assessments, proficiency exams, student characteristics, and graduation rates.

**II. Description**

**A. Student Information**

NSC enrollment has frequently exceeded projections. Figure 2-4 illustrates NSC student enrollment, contrasting projected with actual FTE from fall 2002 to fall 2008.
In fall 2010, a snapshot was taken of students according to status distribution. Fifty-two percent of enrolled students were continuing from previous semesters, 48% of students were new to NSC, and 40% of the new students were transferring from other institutions. The average number of credits taken per student at NSC was 9.35 per semester. NSC’s current enrollment (fall 2010) includes 2,251 women and 743 men.

Figures 2-5 and 2-6 illustrate the geographical origin of students enrolled at NSC.

Nevada State College strives to represent Nevada’s diverse population (see Table 2-7).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2009 Cohort</th>
<th>Returned in Spring 2010</th>
<th>Returned in Fall 2010</th>
<th>Spring %</th>
<th>Fall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Native</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian Pacific Islander</td>
<td>30</td>
<td>28</td>
<td>22</td>
<td>93.33%</td>
<td>73.33%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>22</td>
<td>18</td>
<td>15</td>
<td>81.82%</td>
<td>68.18%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59</td>
<td>53</td>
<td>42</td>
<td>89.83%</td>
<td>71.19%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>80.00%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>80.00%</td>
<td>40.00%</td>
</tr>
<tr>
<td>White</td>
<td>85</td>
<td>73</td>
<td>51</td>
<td>85.88%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>184</td>
<td>137</td>
<td>86.79%</td>
<td>64.62%</td>
</tr>
</tbody>
</table>
Figure 2-7 illustrates the age breakdown of students enrolled at NSC.

Table 2-3: Enrollment by Major Program, Fall 2010

<table>
<thead>
<tr>
<th>Major Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>130</td>
</tr>
<tr>
<td>Business Administration</td>
<td>146</td>
</tr>
<tr>
<td>Education of Deaf and Hard of Hearing</td>
<td>5</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>309</td>
</tr>
<tr>
<td>English</td>
<td>24</td>
</tr>
<tr>
<td>Environmental &amp; Resource Science</td>
<td>27</td>
</tr>
<tr>
<td>History</td>
<td>35</td>
</tr>
<tr>
<td>Integrated Studies</td>
<td>30</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>57</td>
</tr>
<tr>
<td>Management</td>
<td>22</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>580</td>
</tr>
<tr>
<td>Nursing</td>
<td>931</td>
</tr>
<tr>
<td>Occupational Science</td>
<td>42</td>
</tr>
<tr>
<td>Psychology</td>
<td>194</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>149</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>149</td>
</tr>
<tr>
<td>Undecided</td>
<td>121</td>
</tr>
<tr>
<td>Visual Media</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,994</strong></td>
</tr>
</tbody>
</table>

Table 2-4: Degrees Conferred, 2007-2010

<table>
<thead>
<tr>
<th>Major Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>16</td>
</tr>
<tr>
<td>Business Administration</td>
<td>72</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>110</td>
</tr>
<tr>
<td>English</td>
<td>18</td>
</tr>
<tr>
<td>Environmental &amp; Resource Science</td>
<td>7</td>
</tr>
<tr>
<td>History</td>
<td>8</td>
</tr>
<tr>
<td>Integrated Studies</td>
<td>16</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>29</td>
</tr>
<tr>
<td>Management</td>
<td>10</td>
</tr>
<tr>
<td>Nursing</td>
<td>241</td>
</tr>
<tr>
<td>Occupational Science</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>52</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>17</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>28</td>
</tr>
<tr>
<td>Visual Media</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>629</strong></td>
</tr>
</tbody>
</table>

B. Mid-Program Assessments.

The NSC Assessment Program is described in Standard 2.B. Each NSC course syllabus includes both course and general education or major program outcomes. Course assignments, which include key performances, are linked to the course and/or major outcomes, and are used to demonstrate completion of learning outcomes at a particular level.

In the general education component, each of the three learning outcomes (communication, critical thinking, and effective citizenship) is further delineated into four progressive levels of ability. Course assignments are planned to address increasing levels of difficulty as the student moves through the general education program. By the end of the second year, the student should have successfully accomplished level four for each learning outcome. Final evaluation of successful performance is made by course
Students majoring in nursing and education are required to apply and be accepted to their respective program before beginning their upper-division major course of study. Entrance criteria to the teacher preparation and speech pathology bachelor’s programs include a passing score on the PRAXIS I and a test of basic skills exam administered by the Educational Testing System.

C. End-of-Program Assessments

In their final semester, while engaged in the student teaching experience, students in the teacher preparation program are encouraged to take and pass the PRAXIS II Subject Area exams. Additionally, the School of Education obtains standardized end-of-program information from the annual administration of the Educational Benchmark Instrument (EBI). Student and employer satisfaction is obtained through the administration of surveys developed by the State of Nevada. The Department of Education conducts personal interviews with each graduate after the first semester of full-time employment (see Exhibits). To ensure that progress on the teaching portfolio is continuous, courses in the teacher preparation program have been identified as “benchmark” courses. During these classes, the faculty provides structured opportunities for students to work on their portfolios and for faculty review. The Coordinator of Assessment and Evaluation for the School of Education analyzes and presents all the above described data to the faculty each semester for review. Modifications to curriculum and instruction are made, as appropriate.

The psychology programs at NSC culminate in two capstone courses that provide students with intensive, hands-on experience in distinct aspects of the field. One of the courses emphasizes advanced research skills and requires students to develop a research project, collect data, and present the work in an academic poster and an APA-style manuscript. The other course emphasizes clinical/therapeutic skills and guides students through 140 hours of field experience at an organization that provides mental health services to the local population. One of the chief challenges posed by both courses is the need to maintain a quality learning experience – and the potential for exemplary student work – in the face of rising student enrollment.

The advanced research course introduces more descriptive learning materials, assignment guidelines and illustrative examples, while improving student proficiency in relevant software programs such as SPSS and Microsoft PowerPoint. We also implemented an online survey system that allows students to collect more research data than they would if they relied exclusively on in-person techniques. Consequently, student projects now incorporate more robust data sets, reflect a greater degree of independence in project implementation, and exhibit greater sophistication (e.g., well-organized posters prepared in PowerPoint have replaced the traditional approach of pinning pages to a poster board).

For the field experience course, the psychology faculty increased the number of internship sites from 3 in fall 2006 to 19 in fall 2010. These experiences must avail quality work to students in areas such as
case management and therapeutic skill development. As such, the increase in internship sites requires us to continually seek new opportunities, establish relationships with relevant constituents, and carefully monitor and evaluate the student experience. The results have been extremely encouraging – after the most recent semester, three students were offered continued employment by these mental health agencies based on the caliber of their work as an intern.

The history program also requires a capstone for its majors (HIST 499: Senior Seminar in History). Students seem to be doing better on their major research papers, the capstone project for HIST 499: Senior Seminar in History. In 2009, when the History faculty assessed final capstone projects, they determined that students were producing proficient to excellent work as a whole. Students have also presented their work from HIST 499 at a regional academic conference as well as used their work as part of their graduate and professional school application packets. In fact, several students who completed the History capstone class and used their work from this class as a writing sample were admitted into graduate programs in history and law.

The Integrated Studies degree (ISC) also requires students to take a capstone class (ISC 495) which guides them through the completion of a research project related to student and instructor determined goals. Overall, there is evidence that the capstone projects are improving. In the Spring 2009 ISC 495 class, the capstone projects were adequate, but not as sophisticated as the College expected from 400 level classes. Notably, these students did not have the benefit of the newly designed ISC 300 class which focuses more upon writing and critical thinking skills. In the Spring 2010 ISC 495 class, the projects were more formal, more academic, while displaying greater sophistication and creativity.

The National Council Licensing Examination (NCLEX) is a major assessment for the School of Nursing. To maintain full approval by the Nevada State Board of Nursing (NSBN), a nursing program must achieve a minimum of 80% first-time pass rate for its graduates. If a nursing program receives an annual average below 80%, the NSBN will place the program on provisional approval. The NSBN can close a nursing program if the NCLEX first time pass rate remains below the 80% standard.

The faculty, to accomplish the goal of increasing NCLEX pass rates, instituted a number of strategies. First, a nursing data analysis plan was developed. Faculty discussed possible contributing factors and statistically analyzed data from several sources, such as the influence of grades in prerequisite and nursing courses and GPA on entry to and exit of the nursing program and passing NCLEX on the first attempt. Outcomes of this statistical analysis resulted in changes to the admissions criteria for the nursing program.

Another strategy was to require structured and formal incorporation of a specific software program in all nursing courses. This program focused on review of nursing content through practice NCLEX type questions. The School of Nursing (SON) already had this software, but to
improve NCLEX scores, faculty decided to standardize a requirement for students to complete a weekly, graded application assignment using the software. A third strategy included incorporating the proctored standardized content exams previously conducted in each course at the end of the semester into the course grade. Again, these standardized exams, which correlated to success on the NCLEX, were not being taken seriously by the students and the data was not helpful to faculty. By including the exams into the course grade, SON faculty helped students who met the benchmark for the nursing specific standardized exam achieve better course grades.

Finally, the SON received federal grant monies which focused on faculty development and curriculum revisions. These activities were initiated in early 2008 and continue to date. The annual NCLEX first time pass rate achieved 80% on December 31, 2008 and the SON achieved full approval status in February 2009. Even more encouraging is that after 2008, students have performed increasingly better on their NCLEX (see Exhibit).

D. Program Review and Specialized Accreditation

Another way that programs are assessed is through external accreditation. The nursing program was nationally accredited by the Commission on Collegiate Nursing Education (CCNE) in April 2005 and renewed in 2010 for another ten years. Additionally, the nursing program has full approval from the Nevada State Board of Nursing. The teacher preparation program is accredited by the Nevada Department of Education. The School of Liberal Arts and Sciences regularly conducts outcomes assessment and program reviews to determine the effectiveness of its respective programs. LAS departments regularly meet to discuss the quality of their degree programs as well as methods to improve the instructional program.

E. Alumni Satisfaction

The nursing and teacher preparation programs conduct alumni surveys for their graduates. The School of Liberal Arts and Sciences keeps general records of its alumni and conducts outreach efforts to maintain their connection with this group. The College, since 2007, has conducted three alumni surveys in the following years: 2007, 2008, and 2010 (see Exhibit).

F. Dropouts/Non-Completers

The Nevada System of Higher Education generally suffers from low retention and graduation rates. In order to increase retention and graduation rates, students at NSC start their academic careers by attending a mandatory orientation and enrolling in a First Year Experience course (CEP 123). They are offered free tutoring and a variety of academic workshops. Students with disabilities have support from the RCSD (Resource Center for Students with Disabilities) office.

NSC has made significant strides in addressing retention issues and launched a College wide retention plan that includes collaboration across academic and student affairs. The Provost provided the AASCU and NASH—supported recent study on graduation rates in order to better
understand best practices in the country and the special problems associated with graduation rates of under-represented groups in higher education. In addition, recent literature on student retention has been used to consider what will work best in the core curriculum. An initial committee identified four priorities for immediate implementation and other components for campus wide development. High priorities were focused on mentoring programs, an early alert program, and student learning communities. The move to analyze and improve First Year Experience courses was another initiative to increase retention success in a year showing the greatest loss of students, according to national statistics. Along with this initiative, more emphasis is being placed on retaining first year students than ever before. The Division of Enrollment Management and Student Services (EMSS) has implemented the following steps to increase the retention rate of all new freshmen, as well as the persistence rate of the general student body:

Retention activities for new freshmen:

- **Beginning spring 2010,** all new freshmen are required to attend freshmen orientation before they are allowed to register for classes.

- **During each orientation session,** academic advisors provide new freshmen with a “blocked class schedule” that incorporates CEP and required foundational courses into their initial semester class schedule. The foundational courses are based on students’ institutional placement scores and/or the SAT/ACT English and math scores.

- **Newly enrolled freshmen who do not complete the “early registration” process for the next semester are personally contacted to encourage them to do so as soon as possible.**

Persistence initiatives:

- **Prior to the end of early registration for an upcoming semester,** currently enrolled non-freshmen who have not early registered are contacted to determine future plans, to provide counsel, and to encourage enrollment. Only those students that are in good academic standing, are not scheduled to graduate at the end of the term, and have no financial holds, are encouraged to complete the registration process as soon as possible. EMSS directs this targeted student population to their respective academic advisor for further assistance concerning registering for classes.

- **Former students who have not graduated and have not attended NSC in two consecutive semesters** are contacted to inquire about their college plans and to encourage them to return to NSC to complete their degree.

- **Students who have been purged from classes due to non-payment of tuition and fees** are encouraged to submit a FAFSA and/or apply for the state or NSC payment plan to assist them in meeting the financial obligation of attending college.
NSC has examined the issue of student retention and has surveyed exiting students. A survey administered in February 2007 to non-returning students from fall 2006 yielded an N count of thirty-two. Though this is a small sampling, the results gave insight into why students were not returning to NSC.

Twenty-five of the thirty-two students indicated that they had a GPA of 3.00 or higher. They did not seek help before leaving NSC, but had clear career paths, which included pursuing college elsewhere. Only five of these students were financial aid recipients. Twelve of the students did indicate that NSC did not offer the degree they were seeking.

Results of another survey administered to freshmen students during the first month of the fall 2006 semester indicated that nearly one-third were not intending to get a degree from NSC. They indicated intent to transfer to a larger campus. They also indicated that they were seeking additional student life, and were planning on obtaining a degree that NSC did not offer.

NSC will continue to survey entering freshman and exiting students. The feedback from these students will assist NSC in defining its academic degrees and building a campus that meets the needs of its students.

G. Employment and/or Employer Satisfaction Measures

NSC has established several advisory groups in different majors in order to get more input on the community’s employment needs. Nursing, teacher preparation, environmental science, and visual media have such groups.

NSC also tracks post-collegiate student employment, formally or informally, in all three schools. The nursing and teacher preparation programs conduct alumni surveys for their graduates. The academic advisors, both for the entire College and within specific degree programs, provide career guidance and advice.

III. Analysis and Appraisal

A. Strengths

A major strength is the ability of faculty and staff to keep up with the tremendous growth while still providing expanding student services. Faculty maintain a strong commitment to the assessment of student learning. In addition, retention rates have increased substantially from fall 2004 to fall 2010, from 46.9% to 63%.

Since the College’s first year, faculty have developed their syllabi so that course outcomes are aligned with core curriculum outcomes, and have helped students achieve a level of disciplinary competency, while advising them about their college and career goals.

B. Areas for Growth

In future years, NSC plans to expand support services, advising services, and career placement services. NSC is also working on developing a more comprehensive alumni outreach program.

As more students graduate, there is the need for better data collection on alumni satisfaction, employment success, and employer evaluations.
C. Plan of Action

To better communicate with students and faculty about the Academic Success Initiative, a description of this program is being placed in the NSC Student Handbook. To provide more support to at-risk and poorly performing students, NSC is considering student mentor programs. NSC also plans to develop more comprehensive methods to track alumni through surveys, e-mail, and phone calls.

**POLICY 2.3 - CREDIT FOR PRIOR EXPERIENTIAL LEARNING**

Not applicable.

**POLICY 2.4 - STUDY ABROAD PROGRAMS**

Not applicable.

**POLICY 2.5 - TRANSFER AND AWARD OF ACADEMIC CREDIT**

I. Historical Perspective

The NSC Office of Admissions and Recruitment has developed College policies and practices regarding transfer and award of credit. Initial assistance came from UNR, due to their relationship as the College’s sponsor. Therefore, many NSC policies are based upon those of UNR.

The nursing and teacher preparation programs at NSC rely heavily on transfer students. To date, many of the College’s graduates have been transfer students. NSC takes seriously its obligation to these students to evaluate their transfer credits in a fair and reasonable manner.

II. Description

Inter-Institutional Transfer of Credit

To be considered a transfer student at NSC, a student must have accumulated 12 or more transferable college semester credits. If the student has less than 12 credits, the admission will be based on the student’s high school record.

The following factors are considered when evaluating transfer courses and admitting transfer students:

- Accreditation status of the institution
- Level of courses
- Comparability of courses and credits earned
Applicability of the credits earned to the program

The Office of the Registrar uses the most recent Higher Education Directory to determine accreditation status of transfer institutions. Only credits from regionally accredited institutions are accepted at NSC. If an institution is not regionally accredited, then no credit is granted. Exceptions may be made by the accepting department for special circumstances.

To assist with comparability of courses, institutions within NSHE have initiated common course numbering. When comparability of content is in doubt, the transfer evaluator reviews the course description. Additionally, Admissions uses the following general rules that apply to transfer of undergraduate credit. Comparability of courses and its applicability toward the degree programs are determined through the review of course descriptions. Generally:

- Courses that are baccalaureate level will transfer, including credit by exams given by accredited institutions.

- Courses need not have a NSC equivalent to be considered transferable.

- Remedial courses from any institution do not transfer. In Nevada, these are course numbers below the 100 level.

- Currently, work experience or experiential learning credits are not transferable. The College, in collaboration with NSHE, is conducting a pilot study on credit for experiential learning.

- Vocational/technical courses are not transferable unless part of a Bachelor of Applied Sciences (BAS) agreement.

- The following courses from a two-year institution are not transferable: practicum, internship, independent study, or workshops, unless granted approval from the Dean.

- Courses in religion that advocate espousal of a specific faith are not accepted in transfer.

- Physical education courses may not transfer for full credit.

As stated in the catalog, students transferring from a regionally accredited college or university must have a minimum 2.0 grade point average. Transcripts from all institutions attended must be submitted with the application for admission.

To assist students transferring within the NSHE institutions, several system-wide initiatives have been established. One such initiative is the creation of the common course numbering system wherein all undergraduate courses within the system will use common course numbers with equivalent courses offered throughout the system. Another system-wide initiative is the formation of a NSHE Articulation Board. The board’s main purpose is to review and evaluate current articulation policies as well as formulate additional policies to help transfer students.
In addition, to provide a more seamless transition of community college students to NSC, articulation agreements exist with all NSHE community colleges (see Exhibit). These agreements serve both as a guide and contract for students who are planning to pursue their baccalaureate degree at NSC. Each agreement contains the degree program requirements at NSC as well as the equivalent requirements that students may take at the community college which will fulfill the baccalaureate degree requirements at NSC.

NSHE has developed a Students Rights and Responsibilities statement which is available on the NSC website. In order to be in full compliance, NSC has developed a Transfer Center.

**Applicability of Credit for Degree Purposes**

NSC makes clear the prerequisite courses required for the degree programs. The admissions criteria and major course requirements, as well as upper division curriculum, are posted in the NSC Catalog and on the NSC website. Prerequisite courses are listed in the transfer sheets for each major, as discussed in the section on NSHE Articulation Agreements.

Documentation of course equivalencies for core curriculum or general education and departmental (major) requirements is made through the formal Petition for Curriculum Substitution (see Exhibit). The Office of Admissions and Recruitment is responsible for determining course equivalencies for general education courses and upper division courses within Liberal Arts and Sciences. The School of Education and the School of Nursing determine course equivalencies for upper division courses and major requirements. The Deans, Associate Deans, and Chairpersons within each school assist the Office of the Registrar in determining the equivalencies for prerequisites and major requirements.

**Foreign Institutions**

Nevada State College does not admit foreign students. Only students who are residents or citizens and have taken courses abroad need special evaluation. Since the College has no international admissions office, students must go through transfer evaluation agencies to determine transferability of previous work. Students are referred to the following translation services:

- American Education Research Corporation (AERC)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Educational Records Evaluation Service (ERES)
- World Education Services (WES)

**Extra-Institutional Courses**

Nevada State College awards credit for the following:

- America Council on Education (ACE) recommended military courses
- College Level Examination Program (CLEP) tests
- Advanced Placement (AP) tests

For CLEP and AP placement decisions, NSC follows a list of acceptable courses.
III. Analysis and Appraisal

A. Strengths

Since its inception, NSC has had transfer agreements with the College of Southern Nevada and has now expanded to all community colleges within the state. These agreements are updated yearly or as needed. Furthermore, NSC has developed, and is continuing to develop, additional 2+2 degree programs specific to the needs of transfer students throughout the state. These programs have been developed in concert with community college faculty.

With the establishment of the Transfer Center, prospective transfer students are now able to access its services, which include but are not limited to evaluation of transfer courses, advising of prospective transfer students, and maintaining transfer agreement contracts.

The NSC website contains information for prospective transfer students including the transfer articulation agreements with all of the NSHE community colleges.

B. Areas for Growth

NSHE has passed a Student Rights and Responsibility Statement (see Exhibit) that contains detailed information on the transferability of courses and of the core curriculum. NSC has reviewed this document, determined the need for a transfer center, and is adopting the policies and procedures that will enable students to move seamlessly from one institution to another, as well as to attend two or more institutions at one time.

Advisement of transfer students is another area for growth. The special needs of transfer students will also be taken into consideration as the academic advisement program is revamped.

C. Plan of Action

The College is developing a shared system of central advising and is also developing structures and procedures that support this system. Advisors are in place for first year students, Liberal Arts and Sciences, pre-nursing, and pre-education students, while faculty members in all three schools advise students who have 60 or more credits. The recruiters hold regular sessions at CSN for students interested in transferring to NSC. Nevada State College also continues to develop stronger relationships with other NSHE Transfer Centers.

**Policy 2.6 - Distance Delivery of Courses**

I. Historical Perspective

Nevada State College offers online courses for credit as an integral part of the course schedule. Some degree programs offer a mix of online and face-to-face courses. The Nursing RN to BSN Completion Program is the only program taught primarily online. The NSC online course model is geared towards integrating online coursework with in-person coursework so that students are able to experience the best that each modality has to offer.
Interactive Television (ITV) is used in the instruction of all upper division elementary education courses on the WNC campus in Carson City. These ITV courses originate at the Carson City or Fallon sites and are broadcast to Fernley, Minden, or Hawthorne as needed. Since 2006, courses have been offered on Friday afternoons and evenings, Saturdays, and Sundays.

II. Description

Approval and Purpose

The same academic standards are used for approving and planning distance courses as for on-campus courses. NSC does not have an exclusive “distance delivery program.” Rather, distance delivery through online technology is one mode of teaching and learning available to classroom, hybrid, and online courses.

Curriculum and Instruction and Faculty Support

Under the guidance of Deans, Associate Deans, and Chairpersons, responsibility for distance courses rests with the faculty who are teaching courses. Courses are designed to provide appropriate interaction between faculty and students. Through discussion boards and chat rooms, students interact with other students as well.

NSC utilizes the Blackboard Learning System – Vista Enterprise, nicknamed “WebCampus,” which is the standard course management system for institutions in the Nevada System of Higher Education. Faculty use WebCampus course templates approved by school administrators and faculty from each of NSC’s three schools: Education, Liberal Arts and Sciences, and Nursing. No issues of ownership of materials or generation of revenue have emerged. NSC compensates its faculty equally for teaching online and on-campus courses.

All teaching faculty automatically receive WebCampus instructor/designer accounts. WebCampus includes a Faculty Resource Center that guides faculty to practical and detailed resources for using WebCampus. Expectations and standards for teaching online courses cover course content, course appearance, interaction with students, and other tips. A complete WebCampus “Getting Started Guide” can be downloaded as well as manuals for each WebCampus teaching tool. Over 100 “how-to” documents are available to faculty and include Backing Up a Course, Preventing Students from Printing Quizzes, and Making Grades Available for Students (see Exhibits).

In fall 2005, NSC partnered with UNLV to form the Nevada Learning Network.
consortium which provides services for technology mediated instruction. This consortium primarily functions to implement and support a course management system that supports all partnered institutions. This has allowed NSC to share resources for its WebCampus online course management system as well as obtain discounted pricing for licensing and services related to instructional technology.

This new software platform offers students and faculty an easier-to-use interface as well as integrated features across multiple courses, and was piloted by the teacher preparation program in spring 2006 and instituted campus-wide for fall 2006.

Library and Information Resources

Students taking online courses have full access to library resources and faculty. Faculty who teach online utilize a variety of methods for office hours including in person, live chat, and telephone conferences. To enhance online teaching and learning, the library has continued to expand electronic resources. Electronic databases adequately focus on the educational content of degree programs. Newer acquisitions, such as the Gerritsen Collection, Mergent, MLA International Bibliography, and JSTOR Arts and Sciences IV-VI, provide access to a large number of full text articles. The electronic reserves program allows online access to course resources from any location. These resources include instructor notes, video and sound files, and book chapters. In addition to email, users have phone access to library professionals.

Student Services

Since all students use WebCampus for both on-campus course enhancement and online courses, all NSC students are enrolled automatically in the online Student WebCampus Orientation which provides practice assignments and assessments to enhance their WebCampus skills. In addition, a brief Student WebCampus Tour is available in each WebCampus course section. The tour provides information on navigating WebCampus, reading and posting discussion messages, using email, using the calendar, and taking a quiz. A section on Frequently Asked Questions is also available on this site. For students having difficulty, additional assistance is available from the CEP courses, tutoring center, library staff, or course faculty.

An Online Tutoring Service (Smarthinking) was initiated in spring 2006, offering tutorial services in the following subjects: Anatomy and Physiology, Biology, Chemistry, English, Mathematics, Statistics, and Visual Media. Online tutoring is accessible to all NSC students through WebCampus. There is a general login for students, so their questions and identity remain anonymous. Online advising is designed to provide additional academic assistance to students who may not be able to attend in-person tutoring or who prefer online interaction.

Recently, NSC partnered with UNLV, CSN, and TMCC on a two-year contract that included 26,480 hours of online tutoring to be shared amongst all participating institutions. Based on previous contracts, NSC was utilizing approximately 750 minutes per year.
NSC also includes detailed and comprehensive recruiting, admissions, degree program, and academic information for students on its website. NSC encourages students to candidly share their views on courses. If a student has a complaint about an online course, NSC guides the student to address the issue with the instructor. If there is not a satisfactory resolution, students may contact the respective Department Chair or Dean who then works with both the student and the faculty member to resolve the issue or issues.

Facilities and Finances

The technological infrastructure that supports online learning is described in Standard Five. As part of the Institutional Strategic Plan, long-range planning is in place. The student technology fee provides financial resources to support campus technology.

Commitment to Support

NSC is committed to continue offering distance education courses. NSC has a talented and accomplished Information Technology division that enables instructors and students alike to receive the most out of their online courses.

Evaluation and Assessment

The course evaluation process is the same for online courses as for on-campus courses. Students complete evaluations of course faculty online. A specific peer evaluation form exists for faculty to use. For example, Liberal Arts programs have adapted and modified a set of on-campus course guidelines for use in evaluating their online courses (see Exhibit). This rubric pays particular attention to the interaction between the instructor and students, the quality of materials provided, and course design. Instructors are provided feedback about how well their course is aligned with the guidelines. Additionally, specific examples of strengths and areas to improve are provided based on observations by the course reviewer.

III. Analysis and Appraisal

A. Strengths

NSC has a significant number of faculty teaching online. Strong participation of faculty in WebCampus training and systematic staff development in ITV teaching strategies has ensured excellence in online teaching.

The RN to BSN program is an example of one primarily online program that is being successfully implemented. Community and student feedback has been positive. The program increases access to BSN education for practicing nurses. NSC has established a very strong model of blending online and in person learning to allow students the flexibility that they need to complete their degree programs and enhance their technological literacy.

B. Areas for Growth

Meeting the challenge as faculty numbers increase requires further development of online workshops, creating a virtual support center, as well as hiring additional instructional technology and support personnel.
C. Plan of Action

The further expansion of projects related to the mission of the Office of Instructional Technology will advance the role that the instructional technology group employees play in course design and development. It will also promote more efficient and effective ways to manage and provide technical support for the course management system. In addition, it will enhance and expand faculty development workshops, while utilizing recently acquired electronic learning tools, i.e., Respondus, SafeAssign, Smarthinking, StudyMate, as well as anticipated tools such as BbSync and Scholar.

A Technology Fellows Institute for faculty was established in 2009 and will begin its third year in 2011. The program has hired an Application Specialist to provide technical support and administrative duties for the course management system and related academic technologies.

Instructional Technology provides monthly online workshops on:

1. Course enhancements with online resources;
2. Course design strategies for improving student engagement;
3. Assessment strategies for challenging and interactive student performance evaluations;
4. Development of online course materials and resources;
5. Effective online communication and course management; and
6. Delivery and management of online media and live lecture materials.

Further, in collaboration with the School of Education, Instructional Technology has developed a certificate in online instruction program that is expected to become a bi-annual opportunity for new hires. Instructional Technology supports a Teaching with Technology Center (DAW 217) for faculty and staff. It provides individual workspaces for guided independent work as well as a common space for demonstrations.
Standard 3

Students
STANDARD 3 - STUDENTS

STANDARD 3.A – PURPOSE AND ORGANIZATION

Historical Perspective

Prior to the opening of the College, student recruiting and admissions functions were administered by the College President and a single recruiter. Over the past eight years, the division has grown and developed to reflect an efficient division that is effective in meeting its goals. In recent years, it has been possible to bolster the lean staffing within the division by adding positions that are fee-funded (rather than from the general fund).

During the summer of the 2009, the NSC Administration consolidated the Division of Enrollment Management and Student Services (EMSS) and the Division of Multicultural Affairs to increase the functionality and effectiveness of each division and to provide greater customer service to its students, faculty, staff, and administration. As a result, the Associate Vice Provost for Enrollment Management and Student Services was promoted to the position of Vice Provost. This restructuring has resulted in the effectiveness and efficiency of the EMSS Division, specifically in its ability to address the needs and concerns of NSC students. During the Summer of 2010, the Vice Provost assumed responsibility for leading NSC’s Diversity initiatives.

The EMSS Division currently has responsibility for the following functions, services, and programs:

- Office of Admissions & Recruitment
- Centralized Academic Advising Center
- Financial Aid & Student Employment
- New Student Orientation & Nevada State Student Alliance
- Office of the Registrar
- Resource Center for Students with Disabilities
- Upward Bound
- Cross Roads

Since NSC’s inception in 2002, student enrollment has grown rapidly, as is evidenced in Figure 3-1.
## Table 3-1: Admissions Report - Enrollment Data 2002-2010

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II. Description

3.A.1. The organization of the EMSS Division is effective and efficient in providing a high level of customer service to Nevada State College students, which is consistent with supporting the mission and goals of Nevada State College. The organizational chart for the EMSS Division is located in Appendix B.2.

This organizational structure supports the College’s efforts to provide access to higher education for Nevada citizens, as outlined in the NSC mission statement. The goal is to assist new students and their parents/guardians to successfully navigate the college experience at NSC, increase student satisfaction/success and to promote continuing education. These objectives help support NSC students in their efforts to explore options within higher education.

The NSC mission statement emphasizes the need to provide access both to first-time students entering the higher education system and to students transferring from other regionally accredited institutions. NSC has developed and implemented transfer agreements for each NSHE community college and has a transfer guide for any student who is thinking about transferring to NSC. The College’s efforts to promote seamless transition between these institutions and NSC facilitates student enrollment.

The EMSS Division supports the mission of the College by providing essential services in a personable, professional, and accessible manner and by reaching out and helping the great diversity of students found in the state. The EMSS Division helps students develop and reach their professional, personal goals and objectives at the College by providing services that enhance, facilitate, and enrich their academic and social experiences.

With the College expected to grow dramatically over the next 20 years, the EMSS Division conducts continuous assessments to ascertain and address student needs and to make strategic, staff, and programmatic changes/enhancements based on assessment findings. The EMSS Division promotes the following philosophical principles to improve programs and services linked to the division’s student-centered and customer-oriented goals.

- Any strategic enrollment management plan ultimately succeeds or fails based on the strength of its links to academics and student success (i.e., the ability to deliver programs and build relationships that enhance student access, transition, retention and individual goal attainment will determine whether or not the institution is able to recruit and retain the right number, type and mix of students).

- The administration, faculty, staff, students and alumni must understand, believe and support the enrollment management plan as it relates to the institution’s mission, vision and core values (MVC) (i.e., the pursuit of an organizational transformation rather than mere paradigm shifts to achieve the institutional and enrollment management strategic plan).
• There must be successful integration of key academic offices, student affairs/services offices (and their functions) into the institution’s strategic plan to enhance and improve student success, satisfaction, retention, persistence, participation, involvement and graduation.

• The institution must encourage, promote and provide opportunities to students that will elevate their level of campus engagement, particularly when academic, interpersonal, and extra-curricular involvement are mutually reinforced.

• Learning communities must be present in the core curriculum as well as in other student life activities and programs that promote student success.

• The institution must put into place processes and procedures necessary to provide a seamless environment to assist students and parents in successfully navigating through the college selection process from admission through graduation (e.g., provide a consistently high-level of customer service; enhanced academic advising/mentoring and counseling services, promote student life programs/activities, expand co-ops/internships and study aboard opportunities).

• There must be sufficient funding and resources to support the MVC of the institution (i.e., enhancement of undergraduate academic programs, support faculty/staff development, increase merit/talent based scholarship funding, increase institutional accountability and efficiency).

• NSC must employ appropriately trained and experienced staff/administrators to implement and maintain, with passion, diligence and integrity, the goals and objectives of the strategic enrollment plan that supports the institutional MVC.

• Technology and marketing strategies must be used efficiently in order to ensure the success of the strategic plan (i.e., develop and implement outcome assessment models, the effective utilization of the student information system to make data-based decisions).

• Synergy must be present within the primary enrollment management offices/units (i.e., increase the functionality, engagement and collaboration between key enrollment management offices/units with the total institution).

• An office facility must be present that complements the efforts of the primary enrollment management offices/units. (i.e., establish a “One Stop” enrollment management center).
EMSS Mission Statement

Nevada State College Enrollment Management and Student Services Division supports student learning through the creation of a college community that is built on the values of respect, integrity, student advocacy, and mentorship. The College is committed to a culture that fosters life-long learning through continuous improvement of the services it provides. Staff work collaboratively to respond to the ever-changing needs of diverse students, faculty, local and state communities. The staff serves as mentors to students in assisting them to realize their potential and attain their goals.

EMSS Vision Statement

To continue to distinguish the division as a leader in providing students with excellent customer service; accurate and timely responses; consistent utilization of data and professional “Best Practices”; and guidance to prospective, current, and former students in achieving their educational and career objectives.

Student-focused programs have been designed to meet the mission, goals, and values of NSC.

3.A.2 The EMSS Division programs at Nevada State College are staffed by qualified individuals whose educational backgrounds, experience, and credentials make them well-suited for helping the College achieve its mission. Vitas of the EMSS Division administrative staff are included in the Standard 3 exhibits (see Exhibits).

The division’s commitment to continuous process improvement and service delivery is evidenced by the division’s most recent restructuring. Since funding for new positions is not available, the Enrollment Management & Student Services Division has reallocated positions to better meet the needs of the Division and the College. The new organizational structure, which will be effective July 1, 2011, is provided in Appendix 3.

Table 3-2: EMSS Staff Profile

<table>
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<th>Professional</th>
<th>Support</th>
<th>Student</th>
<th>Other</th>
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<tr>
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Degrees:

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<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The EMSS Division assignments are clearly described in the position description questionnaires (PDQs) that are on file in the Office of Human Resources. EMSS adheres to the NSHE hiring policies and procedures. The Office of Human Resources works with EMSS to ensure that NSHE policies and procedures are followed during the recruitment and hiring process.

Staff members (professional and classified) are regularly evaluated in accordance with NSHE and State policies and procedures. Professional staff members receive annual evaluations, which are used as the basis for establishing performance goals, merit, promotion, discipline, and termination decisions. The evaluation provides employees with an opportunity to self-report on goals and activities, and provides supervisors
with the opportunity to assess employee performance, mutually establish goals, and create individual development plans. Classified personnel follow the prescribed evaluation policy as set forth by State of Nevada policies and regulations.

Classified employees are typically evaluated at the end of the third, seventh, and eleventh months of employment during the probationary period, and annually by the employee’s anniversary date thereafter.

Staff development opportunities are encouraged through participation in state, regional, and, when appropriate, national organizations dedicated to their field of expertise. In addition, NSHE employees are awarded ample opportunity for additional training. Opportunities for further education are also available through NSHE’s Grant-In-Aid Program, which helps state employees and their families pay for tuition at NSHE institutions.

3.A.3 Policies and procedures for student development programs and services have been written to reflect the institution’s mission, vision, and goals. Policies and procedures may be found as appropriate in the NSC Catalog and the NSC Student Handbook. The policies and procedures that relate to student development programs and services include admissions, academic advising, financial aid/scholarships, new student orientation, recruitment, registration and records, services for students with disabilities, student employment, student government/organizations, transcripts, Upward Bound, and Crossroads.

Academic Advising

NSC has established a new Centralized Academic Advising Center (CAAC) effective fall 2009 semester. The CAAC enables NSC to provide greater customer service in a more consistent and efficient manner to students concerning the area of academic advising and class scheduling.

The main CAAC Office is located on the first floor of the Liberal Arts and Sciences (LAS) Building Rooms 130 and 131. An additional office is located on the second floor of LAS in Room 210. The CAAC is staffed by three full-time advisors. The EMSS Division anticipates hiring an additional full-time academic advisor by July 2011. In addition to the three full-time academic advisors, the EMSS Division has assigned seven staff members within the division to serve as associate academic advisers.

Under the centralized advising model, the following NSC students have been assigned to the CAAC:

- Students who have earned between 0 – 60 credit hours
- Pre-majors
- Post baccalaureate
- Undecided majors
- Prospective students

Students advised by the CAAC are assigned an academic advisor according to the first letter of their last name regardless of their major.

Students who have earned between 0 – 60 hours or have earned 60 or more may contact their Dean’s Office, the CAAC, or the Office of the Registrar to obtain the
name and contact information of their academic advisor. Likewise, students who have transitioned from pre-nursing or pre-education majors into either the School of Nursing or School of Education may contact their respective school to obtain the name and contact information of their academic advisor. Students admitted to the RN to BSN program should contact the School of Nursing to obtain the name and contact information of their academic advisor.

**Resource Center for Students with Disabilities**

In compliance with the Americans with Disabilities Act, which mandates accessibility in all facets of the learning environment, the Resource Center for Students with Disabilities ensures that:

- Special needs students receive reasonable accommodations, and
- NSC remains in compliance with the ADA

NSC is committed to the principles of diversity and social tolerance, embracing the challenge of providing equal access and quality educational opportunities to all students. The College community strives to appreciate the richness that diversity brings to the culture and the invaluable contributions it affords to learning. In this spirit, individuals with disabilities are encouraged to attend Nevada State and to participate in all College-sponsored activities (Student Handbook, p. 18).

**Admissions and Recruitment**

Nevada State College admissions policies are codified in the Nevada System of Higher Education Board of Regents Handbook, and described in the 2010-2011 College Catalog. College admissions policies are congruent with the mission of the College as a middle tier institution whose focus is to provide access to the baccalaureate degree with an emphasis on teaching excellence.

In keeping with the middle tier mission status, the admissions criteria for the institution are modest in nature. These are included in the Student Handbook and College website. They are also detailed in Standard 3.D.1. Students transferring from a regionally accredited college or university must have completed a minimum of 12 transferable credits with a minimum 2.0 grade point average.

Official transcripts from all postsecondary institutions attended must be submitted with the application for admission. First time students are required to submit an official transcript from an accredited high school and to have completed a standard high school diploma with a minimum cumulative grade point average of 2.0 on a 4.0 scale.

**Office of the Registrar**

Policies and procedures for registration and student records were established prior to August 2002 and are continually reviewed and updated as needed. Registration and records policies and procedures are compatible with the mission of the institution and are clearly published in the catalog, online, and in the Student Handbook. All of the policies comply with NSHE policies (NSHE Regents Handbook, Title 4, Chapter 16, Standard 3.D.1).

\[1\] Title 4, Chapter 16, p. 47, http://system.nevada.edu/Board-of-R/Handbook/index.htm
All registration is completed online by students with the exception of special overrides that may require departmental approval. The registration system is available to students approximately 24 hours a day, closing each night for a few hours of maintenance.

NSC manages its student records in accordance with federal, state, and institutional policies.

**Heritage Center**

The NSC Heritage Center provides students, faculty and staff with opportunities to participate in programs and activities that celebrate the NSC community’s diversity and enrich mutual understanding of each other. The Heritage Center provides NSC students with a forum to discuss issues concerning the advancement of social justice, equity and inclusion.

It honors and illuminates the contributions of all people and assists students in reaching their academic, community and personal potential. It is a place where members of the NSC community can express their feelings and share meaningful experiences related to diversity and the human experience.

The Heritage Center provides students with the social and academic support they need to succeed as students as well as become an integrated member of the NSC community. The center provides informal counseling, and academic support to promote individual student success. It also provides club advisement and support to help facilitate the creation and support of culture-related clubs and organizations.

**TRIO Upward Bound Programs**

NSC and the Clark County School District work collaboratively in the administration of two TRIO Upward Bound grants funded by the United States Department of Education. The TRIO Upward Programs serve low-income and first-generation potential college students enrolled at Basic, Eldorado, and Sunrise Mountain High Schools. The primary goal of the TRIO Upward Bound Programs is to generate the skills and motivation necessary for high school students to successfully complete secondary school and enroll and complete postsecondary educational programs.

The services provided include instruction in English, mathematics, science, and foreign languages. In addition the program provides tutoring, mentoring programs, assistance with college applications, financial aid and scholarships searches and conducts college visitations. Moreover, the TRIO Upward Bound Programs work with parents in a coordinated and purposeful manner. Parents are required to attend monthly meetings and workshops, and parents support the program through fundraising, lobbying, and special recognition programs.
Nevada State Student Alliance, including Student Clubs and Organizations

The Nevada State Student Alliance is the official student government of NSC. The purpose of the student government is to provide an official organization that represents the entirety of the student body of NSC; to provide an official voice for student questions, complaints, and suggestions regarding student activities at the College; to interact with students and faculty of NSC and the community that exists locally, nationally, and internationally; to hold meetings to discuss student, campus, and community issues; and to take action with regard to student affairs, student events, and community involvement. The student government consists of an executive board and senate, all members of which are elected by their fellow students. The NSSA is supported by a staff member in the EMSS Division.

The Nevada State Student Alliance provides an approval process and seed funding for student led clubs and organizations. A new club can be started with the interest of five students and a faculty advisor. Approval for new and returning organizations occurs in the first eight weeks of the fall and spring semesters via the Clubs and Organizations Board.

New and Transfer Student Orientation Programming

In order to assist students in acclimating to NSC, the EMSS Division offers a series of programming for all incoming students. The program is focused on assisting students as they register for classes for the first time, providing information regarding academic requirements, providing information on all campus offices that serve students, and building community among students, family members, faculty, and staff. Multiple sessions focusing on course registration are held before each semester. Additionally, a Scorpion Welcome program is offered the Saturday before classes begin in the fall semester, with a focus on introduction to campus resources and building community for all incoming students.

Financial Aid

Financial Aid and Student Employment facilitates the achievement of the College mission by providing a wide range of funding options that facilitate College access, retention, and success. The office awards a variety of federal, state, and institutional scholarship programs to assist students in investing in an NSC education. NSC participates and awards funds to students in the following federal aid programs: Pell Grant, Supplemental Educational Opportunity Grant, TEACH Grant, ACG and SMART Grant programs, Federal Work Study, and the William Ford Direct Loan Program. In accordance with state law and NSHE Regents Handbook policies (Title 4, Chapter 18), NSC disseminates a variety of state aid programs, including the Grants-In-Aid program, the Millennium Scholarship, and the Student Access Funds Program. These state-supported programs seek to address some of the specific problems that confront Nevada students (e.g., access for low income students).

Financial aid is awarded to students based
on their financial need to pay for college as determined by the Department of Education’s federal needs methodology. Students are required to submit the Free Application for Federal Student Aid each year to receive all funds administered by the College, except the Millennium Scholarship. Millennium Scholarship eligibility is determined by the Nevada State Treasurer’s Office.

Students must maintain satisfactory academic progress to receive financial aid. For federal, state, and institutional aid, the College is required by the U.S. Department of Education to define, for all aid applicants, qualitative and quantitative standards for satisfactory academic progress toward the completion of the degree objective. These academic standards apply for all periods of enrollment at all colleges attended, regardless of whether or not aid was received. Students must also be officially admitted and be pursuing a degree.

The NSC minimum grade point average (GPA) is based on grades for credits earned at NSC and does not include grades transferred from another institution. In accordance with federal guidelines to receive financial aid, students maintain satisfactory academic progress at NSC by completing 70% of more of the credits they enroll in with a minimum 2.0 GPA.

### Scholarships

NSC scholarship funds are awarded to students based on merit and/or need, depending on the source of the funds. Students are required to have a specific GPA to receive and keep scholarship awards.

NSC, through the Nevada State College Foundation, has a number of scholarship programs offered to students. Nursing students are eligible to apply for a total of five scholarships, education majors have four scholarships devoted to preparing future teachers, and the Nevada State College Foundation funds multiple general student scholarships open to the entire student body. NSC also funds a transfer scholarship awarded to students who transfer to NSC from a Nevada System of Higher Education institution with an earned Associate of Arts, Associate of Business, or an Associate of Science degree.

The Millennium Scholarship Program was created by the Nevada State Legislature in an effort to increase the number of Nevada students who complete bachelor’s degrees. This program awards scholarships to students based on their high school performance, and pay $60 per credit at NSC. Students receiving the Millennium Scholarship are required to enroll in a minimum of 12 credits and maintain a 2.75 GPA.

### Table 3-3: Minimum Credit Requirements for Financial Aid Funding

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<tr>
<td>Half Time</td>
<td>6-8 Credits</td>
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3.A.4 Human, physical, and financial resources for the EMSS Division are allocated on the basis of identified needs and are adequate to support the services and programs offered at NSC. The Basic and Water II, Dawson, and the Liberal
Arts and Sciences buildings offer an inviting environment for students and ample space for each department within the EMSS Division, with all student services housed in one location.

II. Analysis and Appraisal

A. Strengths

The EMSS Division was awarded the *iTeach* Award as the outstanding department within NSC in April of 2007. The division was also commended by the NWCCU October 2007 visitation team for its “growth and evolution,” as well as its “excellent customer service.”

The EMSS staff is experienced and knowledgeable in their areas. The directors keep a positive rapport with their staff and consistently strive to make improvements which benefit the students and the efficiency of the division. Their efforts are recognized by their colleagues throughout the College. The EMSS Division is a cohesive group that works well together, focusing on people’s strengths and continuing to enhance processes to serve students, faculty, and staff.

The establishment of the Centralized Academic Advising Center has provided greater accessibility, consistency and efficiency to NSC’s academic advising process. In fall 2010, the EMSS Division revised the current Admissions and Records structure. The new structure combines the recruitment and admissions functions into a single office under the leadership of a Director of Admissions. This action increases the effectiveness and functionality of the EMSS Division by removing the admissions functions from the Office of the Registrar. A Transfer Recruiter was hired during the spring 2010 semester to provide greater customer service and attention to transfer and non-traditional students.

The EMSS Division embodies the true meaning of “teamwork.” The emphasis is on creating solutions to problems and providing efficient service to students and faculty. Open communication is an essential component to this teamwork. The positive division climate, aided by the increased employee base, has created a motivated EMSS Division.

B. Areas for Growth

The EMSS Division continues to make great progress in its migration and implementation of PeopleSoft, its new student information system. The division utilizes the Blackboard Connect to enhance its ability to communicate with new, current and former students in a consistent and timely manner to encourage their participation in various NSC events, services and activities as well as to inform them of important deadlines. The division continues to utilize data to make decisions and direct its strategic enrollment management plans.

C. Plan of Action

The EMSS Division will continue to pursue the following goals and objectives as part of the strategic enrollment management plan:

- Link the strategic enrollment management plans to the academic enterprise and student success, satisfaction, retention, persistence
and graduation.

- Encourage, promote and provide opportunities to students that will elevate their level of campus engagement and participation.

- Promote the presence of learning communities in the core curriculum as well as in other student life activities and programs that promote student success.

- Enhance the processes and procedures necessary to provide a seamless environment to assist students and parents in successfully navigating through the college selection process from admission through graduation.

- Employ appropriately trained and experienced staff and administrators to implement and maintain - with passion, diligence and integrity - the goals and objectives of the strategic enrollment plan that supports the institution’s mission, vision and core values.

- Efficiently use technology and marketing strategies to ensure the success of the strategic plan.

- Enhance the synergy within the primary enrollment management offices/units thereby increasing the functionality, engagement and collaboration.

- Enhance the division’s presence and functionality by establishing a “One Stop Shop” enrollment management center.

### STANDARD 3.B – GENERAL RESPONSIBILITIES

#### I. Historical Perspective

NSC uses student enrollment data and student survey information to identify the characteristics of its students and to provide services that meet their identified needs. Enrollment data are collected and maintained in the Student Information System (SIS), which is designed to capture essential data from the pre-enrollment stage through the post-enrollment stage. Demographic and academic data are analyzed regularly to ensure services provided to students are appropriate based on the characteristics of the student body. The data also provide strategic direction in identifying and accessing student related goals and objectives.

Since the beginning of the College, student surveys have been used to collect information about student characteristics and preferences. Many of the added human and physical resources described in Standard 3.A came about in response to needs identified in previous surveys. Most recently, NSC has relied upon data gathered from the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) to maintain its commitment to assessing the needs of its students.

Since fall 2006, a survey has been
administered to all students enrolled in CEP 121 (see Exhibit). The survey allows first year students to provide feedback on the services they received at NSC and give insight into the challenges of their first semester at college. These surveys provide data on retention efforts and support efforts in the provision of services to the students.

The National Survey of Student Engagement (NSSE) was first used during the 2004-2005 academic year and is conducted each year to collect institutional information about student engagement and to provide peer institution comparisons to help NSC evaluate its progress. In addition to the standard NSSE survey, an addendum of additional questions is utilized to obtain feedback from the students on their experiences while at NSC.

In an effort to be transparent and timely, the College regularly adopts, publishes, and makes available policies that are accurate and current. New policies and procedures must go through several stages of review, feedback, and approval before they are adopted by the College. The principles of shared governance very much impact this process, which requires that new policies be reviewed by Faculty Senate, legal counsel, and the executive staff, and have Regent approval (if needed). Policies and procedures are published in various places including the NSC website, the College Catalog, and the Student Handbook.

The NSC administration makes every effort to disseminate accurate and current information about College policies and procedures. This effort includes widespread distribution via the NSC website, College Catalog, College Bookstore, and the Student Handbook. As information can change rather quickly, many College policies and procedures are found on the NSC website, though catalog updates are done once a year. The Office of the Registrar logs the changes prior to publication.

II. Description

3.B.1 NSC systematically identifies the characteristics of its student population, student learning, and special needs of students with disabilities using a variety of state mandated and internally generated reports. NSC systematically collects data related to enrollment and census and regularly prepares IPEDS reports. For the census reports, NSC collects data on the following for each student:

- Standing
- Department
- Program
- Gender
- Ethnicity
- Enrolled units
- Enrollment status
- Residency
- Age

Reporting occurs after each semester on the following dates:

- Fall: January 15th
- Spring: June 15th
- Summer: October 15th

NSHE requires each institution to systematically collect information about the characteristics of its student population. The information is used to
compile system-wide and institution specific reports about student characteristics and enrollment trends. The latest version of the Performance Indicators Report, as well as archives of reports from previous years, may be found at http://system.nevada.edu. Each year, NSHE publishes the annual Performance Indicators Report, in which this information is broken down collectively and by NSHE institution.

The Performance Indicators Report follows the outline of NSHE’s strategic goals, whose purpose is to provide a road map for the future of higher education in Nevada and to provide public accountability. Success is measured along the dimensions of access, diversity, retention, persistence, and graduation.

The Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) are currently being used to capture data about college experiences and expectations of students prior to their attending NSC and prior to their graduating from NSC. These surveys provide valuable data about students’ backgrounds and their learning experiences while providing a framework for creating new strategic initiatives to effectively recruit and retain students. The implementation of the Student Academic Center was the direct result of identified student learning needs. Data from both surveys have been cross-referenced to successfully plan recruitment and orientation strategies, to identify gaps in students’ expectations and the reality of their experience at NSC, and to develop retention programs to address the needs of NSC students. Thus far it appears these efforts have paid off as total enrollment for fall 2010 increased by 18.34% compared to fall 2009, and the retention rate for the same period increased from 53.8% to 67.1%.

During the fall 2006 semester, a survey was developed and administered to all CEP 121 students. A follow-up survey was also developed to track these students and obtain ongoing feedback about the challenges facing NSC’s students. Additionally, an exit survey was developed and administered in January 2007 to students who did not return from the fall 2006 semester. NSC used the results of these surveys to identify and address the needs of its students.

Primarily, data collection at NSC is the responsibility of Institutional Research function. Duties are currently performed on a part-time basis by the SIS Manager. Recruitment will begin spring 2011 for the re-opened position of Director of Institutional Research. The duties of the director position will include collection of student, faculty/staff, and class/course data. These data collections have contributed to efforts in retention, student evaluations of teaching, enrollment projections, student profiles, diversity efforts, graduation rates, and many more areas.

In addition to student surveys as a means of assessment, NSC systematically assesses student learning needs through its placement program, which requires students to take English and mathematics placement tests or to present equivalent standardized test score results prior to registering for courses at NSC for the first time. If transfer students have successfully completed the Core English and math
requirements they are not required to take the placement tests. By systematically assessing student learning needs through placement testing, the College ensures that new students are given every opportunity to acquire or enhance foundational skills that are necessary to be successful students.

NSC also recognizes its responsibility and embraces the opportunity to meet the unique educational needs of students with disabilities. The Resource Center for Students with Disabilities (RCSD) is dedicated to providing a coordinated program of support services for students qualifying under the Americans with Disabilities Act (ADA) and Section 504 guidelines. The RCSD assists students in negotiating disability related barriers and strives to improve access, opportunity to participate in, contribute to, and benefit from academic and campus life, and maximize independence. Confidential, sensitive, and individualized services are provided upon student request. Services for this program are free of charge.

3.B.2 Students and faculty have worked together to develop the present structure of student government at NSC. Throughout its history, the College has planned for student input in strategic decisions about academic and student service programs.

NSC students are afforded a number of avenues for participating in the governance of the institution.

- The President of the Nevada State Student Alliance is a member of the President’s Cabinet and is invited to participate in all executive staff meetings. These meetings take place regularly and the agenda consistently includes an item for student concerns. Inclusion in the Presidential Cabinet gives students a strong voice and a strong ear in the decision-making processes and governance of the institution.

- The NSC Executive Budget Committee has two student representatives.

- The NSC Master Plan Committee has a student representative.

Students consistently participate in various institutional and system-wide committees, especially those that relate to NSC. As NSC continues to develop its campus life and campus activities programs, more opportunities for student inclusion in campus governance will be created. The role of students in NSC’s shared governance model is described in greater detail in Standard 6 of this report.

Also as outlined in Standard 6, faculty at NSC play a central role in the governance of the College, including development of policies for student programs and services. Currently, all newly drafted policies are required to undergo Faculty Senate review and revision prior to approval by the President and formal adoption of the College. Legal counsel provides ongoing guidance as the College continues to develop policies and procedures. The incorporation of faculty involvement in the formulation of policy related to students creates an important linkage between Academic Affairs and Student Services that ensures collaboration and involvement across the institution.

As the College continues to develop and
grow, the institution’s commitment to shared governance will act as a guiding principle to facilitate the inclusion of students and faculty in student policy development.

3.B.3 NSC has been actively engaged in developing clearly articulated and well-thought-out policies and procedures related to student rights and responsibilities. Consultation with other institutions within the NSHE (e.g., the University of Nevada, Reno) has helped the College delineate a set of policies and procedures that ensures adequate due process protections for students and addresses possible scenarios that may occur in the future.

The NSC Student Code of Conduct was completed in the fall 2005 semester and was extensively reviewed and approved by the NSSA Student Government, Faculty Senate, Cabinet, and Legal Counsel. The Student Code of Conduct is widely distributed via the Student Handbook, which is disseminated free of charge to all NSC students by the College Bookstore and at the opening-of-school welcome table. A total of 3,000 copies were printed and are being disseminated to ensure that students are well aware of their rights and responsibilities. The 2010-2011 Student Handbook, which contains the Student Code of Conduct, may also be found online at http://nsc.nevada.edu.

The NSC Student Code of Conduct incorporated the prohibited activities related to student conduct from the NSHE Regents Handbook (Title 4, Chapter 20) with a set of prohibited activities identified by the College. The process of melding institutionally prohibited activities with related NSHE policies eliminated overlap, repetition, and potential contradiction. In addition to outlining prohibited activities (Subsection A), the Student Code of Conduct clearly outlines disciplinary procedures (Subsection B), sanctions (Subsection C), types of hearings (Subsection D), and other regulations governing hearings (Subsection E).

The following policies can be found in the Scorpion Handbook and Planner, included with the self study (Exhibit), or on the NSC website at http://nsc.nevada.edu: Undergraduate Academic Standards, Grade Appeal Policy and Procedure, Federal Educational Right to Privacy Act, and the Student Transfer Rights and Responsibilities. Many other College policies and procedures related to students are published in the NSC Student Handbook and on the website.

3.B.4. Campus safety and security is a vital concern, especially for a relatively new and small College that has resources with which to provide academic instruction, and administrative services.

At the start of the summer 2008, the College negotiated a new contract with a security vendor to provide security coverage at the Liberal Arts and Science Building, Dawson Building and the downtown Henderson locations. The security officers are on site from 6:30 a.m. to 10:00 p.m. Monday through Friday and 8:00 a.m. to 5:00 p.m. on Saturday. In addition, the Liberal Arts and Science and Dawson buildings are covered with additional monitoring services due to the nature of the secluded location. With approximately 3,000 students, the College has been fortunate to have only
minor security problems and does not yet need its own police force; however, the College remains in close contact with the Henderson Police Department, which provides regular patrols in the College area.

The Federal Student Right-to-Know and Campus Security Act of 1990, renamed “The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act” (Clery Report), was enacted by Congress and signed into law in November of 1990 (amended in 1992 and 1998). In accordance with the Office of the President, and pursuant to this federal law, all currently enrolled students, campus employees, and all prospective students and prospective employees are entitled to request and receive a copy of the NSC Annual Campus Security Report. Statistics included in the NSC Annual Campus Security Report are compiled using the Henderson City Police Department database and include crimes reported within a one mile radius from campus.

Every fall semester, students are provided free of charge a student handbook which includes a section on security and safety information to include the Clery Act. The NSC campus website contains links to emergency procedures, campus crime statistics and additional external resources in the event of emergencies.

### Table 3-4: Campus Crime Statistics

<table>
<thead>
<tr>
<th>Total Crimes</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burglaries</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

* Burglaries
* Motor Vehicle Theft

The crime statistics report may be obtained upon request from the Director of Facilities. The NSC “Clery Notice” is made available to anyone upon request (see Exhibit).

3.B.5 Nevada State College publishes its catalog annually. A current copy of the catalog is posted on the website.

The catalog includes information on academic, College, and NSHE Policies, admissions criteria, financial aid, calendar, core curriculum, degree requirements by program, course descriptions, and a list of NSC faculty and NSHE Chancellor and board personnel.

The NSC Student Handbook is made available to students at the Office of the Registrar and also in the lobby of each NSC building. The Student Handbook is revised each year and includes policies and procedures affecting students (see Exhibit).

3.B.6 NSC is committed to ensuring that EMSS Division programs and services are appropriate, adequate, and user friendly. As a new college, the process has undergone a transformation from more informal evaluation to a more formalized process of evaluation. Since 2003, NSC has used the National Survey of Student Engagement to focus discussions about the importance of student engagement and guide institutional improvement efforts. The data gathered from the NSSE

2 NSC Public Safety web page: http://nsc.nevada.edu/4206.asp
is comprised of five “Benchmarks of Effective Educational Practice” consisting of level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment (see Exhibits).

An exit survey was also developed and administered in spring 2007. This survey provided valuable information about students who exit prior to graduation and will be administered each semester. This tool provided insight as to why students are leaving college and/or NSC (see Exhibit).

The EMSS Division has utilized the available data to address the needs dictated by the growth in enrollment. Research based reorganization of the division and additional funding for the division are evidence that NSC systematically evaluates the appropriateness, adequacy, and utilization of student services and programs, and makes necessary changes based on the research results.

III. Analysis and Appraisal

A. Strengths

Recent semesters have proven to be very successful for NSC in regard to enrollment growth. The College celebrated record enrollment for fall 2009 and spring 2010. Strategic focus was placed on data-driven decisions that yielded increases in both new student recruitment and retention. Overall enrollment grew from 2,126 for fall 2008 to 2,534 for fall 2009. Growth of this magnitude suggests that Nevada State College is being effective in its efforts to attract new students as well as in its ability to meet the needs of its current students.

Technology is an important component of student programs at NSC. Students may view their class schedule, register, pay fees, complete financial aid applications, access Degree Audit Reporting System (DARS) and obtain pertinent information online. All classes must have a WebCampus component so even if students are not taking online classes they will need to use WebCampus to turn in assignments, contact the instructor, and view the syllabus and welcome letter for important course information.

The Enrollment Management and Student Services Division utilizes technology to improve business practices and provide efficient services. For several years, the Student Information System has been managed well, and DARS has added to the accuracy of degree audits and graduation checks. However, to keep pace with advancing technology and to enhance the level of service provided to students, NSC, along with other NSHE schools, is currently migrating to a new system which will provide countless opportunities to better align services with specific needs of students. The initial phase of Project iNtegrate, the implementation of a new integrated software system, is underway with the student information system (PeopleSoft Campus Solutions) being the first to be implemented.

Modules included in Campus Solutions are Recruitment and Admissions; Financial Aid; Student Records; Academic Advising and Student Financials. By fall 2011, all student-related enrollment functions will occur within the PeopleSoft environment. Students will have 24/7 access to their
The students at NSC are involved in the governance of the College. They participate in College-wide and school committees and actively participate in the Nevada State Student Association (NSSA). Their active participation in the Executive Staff and Strategic Planning Committee is recognized. This student government organization has grown in size in the past three years, and hosts a full board of seven executive members and 16 senators. All student government members are supported with tuition waivers in the fall and spring semesters.

Information is disseminated to students through the website, various publications, information monitors, postings on WebCampus and a new student orientation. Each summer, additional orientation sessions are added to assist students and their parents in registering for classes, completing financial aid forms, and learning more about degree programs. During the summer of 2010, ten orientation sessions were offered to new and transfer students. The catalog is published online annually with limited hard copies. In addition, all academic policies are published online and presented at new freshman and transfer student orientation.

B. Areas for Growth

While student growth has been very exciting for NSC, it has also raised concerns in regard to adequate physical and budgetary resources at a time when annual budgets across the state are being reduced. State budget cuts have made it difficult to plan for future expansion of classrooms, labs and other student related space. Also, the current budget situation has forced the College to be very conservative in planning new and enhanced programs and services for students. While the budget cuts affect all public colleges and universities in Nevada, the size and newness of NSC make it difficult to absorb the consequences of these cuts.

C. Plan of Action

Campus administrators are examining creative and strategic ways to address space related issues such as revising the days and times in which academic classes are offered to better utilize space. Also, the campus has brought together faculty, staff and students from across campus to serve as the Executive Budget Committee. The goal of this committee is to ensure that critical budget needs are prioritized and effectively addressed.

STANDARD 3.C – ACADEMIC CREDIT AND RECORDS

I. Historical Background

To prepare for the opening of the College, the Director of Admissions and Financial Aid, with the assistance of one additional staff member, evaluated transcripts and admitted students. In August of that same year, the first student catalog and handbook were published. An Assistant Registrar was also hired. NSC was up and running and the staff performed a variety of tasks to ensure that NSC was successful.
In May of 2004, the Associate Registrar assumed responsibility for admissions, recruitment, and records. At that time a Director of Financial Aid was also hired. A small staff maintained the Student Affairs Division until the reorganization during the fall of 2005. An interim Vice President of Student Affairs was hired. The goals of the reorganization focused on customer service, business efficiency, and preparation for growth. The maintenance of academic records was a part of this focus. An Institutional Research Director and a Student Information Analyst were added to the staff. Their positions support the accuracy and security of student data. During the fall 2005 the Office of Admissions and Records was split, and a new Registrar was hired to ensure the integrity and accuracy of student records.

II. Description

3.C.1 Evaluation of student learning or achievement and the award of credit are based on clearly stated and distinguishable criteria stated in the faculty syllabus as outlined in 3.C.1.

Instructors are responsible for submitting final grades to the Registrar, who in turn inputs the grades so that they become official records of the College. The grades shown on the student grade report are considered final unless the student notifies the faculty within six months of the date of issuance that an error occurred. Other information about appealing a grade, changing a grade and grade point average is provided in the catalog and the Student Handbook.

Students must complete the course requirements, as stated in the instructor’s syllabus, to receive a grade and credit for a course. One credit equals 12.5 hours of instruction in a semester. To remain in good standing, students must maintain a minimum 2.0 NSC GPA.

FERPA requirements are adhered to and in the forefront of institutional and professional policy development. The integrity of the data is upheld through the policies and procedures in place. Official student files are housed in the Office of the Registrar in fireproof cabinets.

3.C.2 Criteria used to evaluate student performance and achievement are clearly stated in course syllabi, including course grading policies. All courses are numbered through the 400 level based on degree of challenge and the degree candidate’s evolving accumulation of knowledge.

Grades are based on a 4.0 scale with an “A” carrying 4.0 grade points and an “F” carrying a 0.0 grade point. The Grading Policy can be found in the College Catalog, accessible to all online.

NSC presently offers only baccalaureate degrees and hence has not developed policies related to graduate-level theses, dissertations, and portfolios.

3.C.3 NSC does not offer non-degree credit, continuing education credit, or extension credit. Students may attend NSC to take classes as a non-degree student. The credit earned can be used towards a degree program if the student chooses to apply to a degree program, however, only 32 credits taken as a non-degree will count towards a degree.

3.C.4 NSC grants transfer credits for baccalaureate level courses taken from
regionally accredited institutions as recognized by the Council for Higher Education Accreditation (CHEA). These include institutions that are in candidacy for accreditation or sponsored by a regionally accredited institution. Credits are evaluated on an individual course-by-course basis, with equivalent courses granted for those that are comparable to courses offered at NSC and elective credits granted for baccalaureate level courses but have no equivalent at NSC.

Credits from nationally accredited institutions as recognized by CHEA are generally not transferable. However, students may petition for courses to be transferred provided that such courses are comparable to those offered at NSC and are relevant to the student’s academic major or program.

Credits earned in U.S. institutions of higher education that are not accredited by one of the regional or national accrediting associations recognized by CHEA are not accepted in transfer by the College. The policies permitting advance placement and the earning for nontraditional learning provide adequate opportunities for the objective evaluation of knowledge acquired through a variety of learning experiences, including military schools, Advance Placement (AP), College-Level Examination Program (CLEP) (see Exhibit) and credit-by-exam.

Remedial courses, including intermediate algebra do not transfer from any institution. Religion courses from religious affiliated institutions are generally not accepted for transfer. However, these courses will be evaluated based on the particular orientation of the course and will be considered for transfer on that basis.

Students may appeal a decision regarding the transferability or placement decision of a specific course. To appeal the placement or transferability of a course, students must meet with their advisor. If the course is within the major the Dean or designee must review the appeal. If the course is a core requirement the Dean of Liberal Arts and Sciences must review the appeal. The student may be asked to provide a course description or additional information. Regardless of the decision (approved or denied) the appeal form is sent to the Office of the Registrar to update the student record.

3.C.5 The confidentiality and security of student educational records are of primary importance to the College. As amended, the Family Educational Rights and Privacy Act (FERPA) of 1974 ensures that eligible students have the right to inspect and review educational records, files, and other data; to waive the right of inspection and review of confidential letters and statements of recommendation filed since January 1, 1975; to challenge the content of educational records to ensure that they are not misleading or inaccurate; and to preclude any or all directory information from being released. The College does not allow access to, or the release of, educational records or other personally identifiable information without the written consent of the student, and, when in person, verification through picture identification, except that the College must disclose information to students requesting review of their own records and to authorized governmental officials or agencies for audit and evaluation of state
and federally supported programs. The written consent must be signed, dated, and should include the birth date of the student. The written consent must specify the educational records to be disclosed, the purpose or purposes of the disclosure, and the party or parties to whom the disclosure may be made.

The College may disclose, without a student’s written consent, educational records or other personally identifiable information to full-time College employees having authorized access to the Director of Admissions and Registrar and /or appropriate officials of another school or school system in which the student intends to enroll; to people or organizations providing student financial aid; to accrediting agencies involved in accrediting functions; to parents of a student whose status as a dependent has been established according to Internal Revenue Code of 1954, Section 152; to an alleged victim of any crime of violence that results in any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime; in compliance with a judicial order or lawfully issued subpoena, provided the College makes a reasonable attempt to notify the student of the order or subpoena in advance of compliance, except if commanded not to do so by the subpoena, if the subpoena has been issued for a law enforcement purpose or by a federal grand jury; and to authorized officials in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of a student or other people.

NSC has provisions for the security of student records from admission to matriculation. Files for students who are admitted and fail to matriculate are destroyed after four semesters. Student records, including transcripts, are private, official, complete, and permanent. They are housed in fireproof cabinets and have computerized back up files. All of the Student Information System application data is backed up before batch and again after batch processing. Batch processing takes place Monday through Friday, except for holidays. All of the data on the hardware where the SIS application runs are backed up on Saturday nights and then incrementally backed up before the SIS applications are brought up each morning. The after batch backup tapes and all system backup tapes are taken to an off site storage facility each morning.

The SIS application runs on hardware in the northern data center in Reno. If the damage to this environment is catastrophic, the tapes stored off site will be transported to the southern data center in Las Vegas. If the damage to the northern data center is not catastrophic and the environment can be repaired in a reasonable period of time, the off site tapes will be restored to the repaired environment.

Data security is in place. Student accounts can be accessed through a secure web application using a standards-compliant, SSL-capable internet browser. Administrative access to the hardware where the SIS application runs is controlled through RACF, a security system that employs user IDs and passwords. Access to the SIS application is controlled using a table-defined security module which authenticates users, authorizes the specific functions a user
is allowed to perform, and determines which student records a user may update or inquire against. The SIS security module can also limit access based on the terminal IDs. SIS application security falls within the scope of duties for the SIS Administrator, who operates under guidelines set forth by the NSC Security Coordinator.

**Analysis and Appraisal**

**A. Strengths**

NSC has clear and detailed policies regarding the awarding of credit and academic records. Prospective transfer students can meet with a transfer coordinator to receive a credit evaluation as part of the recruitment and advising process prior to application.

The FERPA policies and procedures are well developed and implemented. The confidentiality and security of student educational records are of primary importance to the College. Information pertaining to FERPA is communicated to students via the student handbook, College Catalog, and the NSC website.

A subcommittee of the Academic Policy Committee meets on a weekly basis to propose, review, revise and enhance all academic policies to increase functionality and synergy.

**B. Areas for Growth**

The College is in the process of implementing a document image system that will allow for electronic storage and sharing of student files in a secure fashion. The document image system is set up with security so only certain information can be shared with individuals, based on their role with the College.

As all faculty and staff are required to have annual FERPA training, work is in progress to create a more comprehensive annual training both in person and online.

**C. Plan of Action**

Although all faculty and staff receive FERPA training, a more comprehensive online training class will be developed that is administered each year. The Registrar will work with the Office of Human Resources to ensure all new faculty and staff receive the training during the hiring phase.

With the implementation of PeopleSoft, faculty and staff will have access to more information that they need. Comprehensive training plans are being developed to ensure all employees receive appropriate training based on the access they have to information in the system. Access to student information will be determined by the role of the employee and his or her need to know.
STANDARD 3.D – STUDENT SERVICES

I. Historical Background

Student services have grown rapidly at NSC. These services were initially focused on course placement procedures, orientation, advising, and registration. As the College continues to grow, the focus must begin to shift to other areas as well. The development of each student services program will be described in the sections to follow.

Description

3.D.1 NSC adopts student admissions policies consistent with its mission, and it adheres to those policies in its admissions practices. NSC admissions policies are codified in the NSHE Board of Regents Handbook (Title 4, Chapter 16) and described in the 2010-11 College Catalog. College admissions policies are congruent with the mission of the College as a middle tier institution whose focus is to provide access to the baccalaureate with an emphasis on teaching excellence. (See Exhibit for additional information on organizational structure.)

General Admissions Policy

In keeping with the mission of the College, the admissions criteria for the institution are modest in nature. The general admissions policy is outlined below:

- All applicants for admission to NSC must be at least fifteen years old.
- All applicants are required to furnish an official transcript indicating that they have graduated from an accredited high school or have transferred from a regionally accredited postsecondary institution.
- All applicants for admission shall furnish such information as required by the regulations published in the admissions information section of the applicable catalog.
- All students admitted to Nevada State College are required to take appropriate placement exams and or ACT/SAT exams for use in academic advisement and proper course placement in accordance with the Board of Regents Handbook (Title 4, Chapter 16, Section 2).
- Admission to the College does not mean admission to the program of choice. Specific programs, such as nursing and education, may have additional admission requirements.

Freshman Admission

The requirements for freshman admission to Nevada State College are outlined below:

High School Graduates

- Standard or Advanced high school diploma with a minimum grade-point average (GPA) of 2.0 on a 4.0 scale; and
- All of the following equivalent high school course(s):
o  4 years of English: Emphasis on composition, rhetoric, and American, English and world literature

o  3 years of Mathematics: Minimum of two courses taken at the algebra or higher level mathematics, including first and second year algebra, geometry, analytic geometry, trigonometry, pre-calculus, probability and statistics, and other advanced mathematics

o  2 years of Natural Science (lab or simulation): Including biology, chemistry, or physics, with at least one year in a laboratory science

o  3 years of Social Science/Studies: Including world history and geography, U.S. history, economics, government, or law

GED Recipients
Students who received a GED must show subtest scores of a minimum of 450 in each of the tested areas. A student with a particularly low score on a tested subject may be admitted conditionally and be required to take courses in the required deficient area.

Home Schooled Students
Students who have been officially excused from compulsory high school should contact the Office of Admissions to have their credentials reviewed. Such credentials will be evaluated by the Admissions Office on an individual basis.

- Home schooled students are required to meet the minimum grade point average (GPA) of 2.0 on a 4.0 scale, and completion of the following courses:
  - 4 years of English: Emphasis on composition, rhetoric, and American, English and world literature.
  - 3 years of Mathematics: At least two years at the Algebra I level or higher, including first and second year algebra, geometry, analytic geometry, trigonometry, pre-calculus, probability, statistics, and other advanced mathematics.
  - 2 years of Natural Science (lab or simulation): Including biology, chemistry, or physics, with at least one year in a laboratory science.
  - 3 years of Social Science/Studies: Including world history and geography, US history, economics, government, or law, and
  - SAT or ACT.

High school seniors may be permitted to enroll, prior to actual graduation, under the following conditions:

- High school students who are at least 15 years of age may be permitted to enroll as non-degree students in a maximum of six undergraduate credits or equivalents per semester.
• Tentative freshman admission is offered to qualified high school students who have completed the junior year with a minimum 2.0 grade point average reported on official high school transcripts. Students must submit final official high school transcripts indicating award of diploma immediately upon graduation.

Students who are denied admission to the College may petition, in writing, to the Director of Admissions within 10 days of receipt of their denial letter. The Admissions Review Committee reviews the petition and makes a determination of admissibility.

The criteria for admission under the alternative admission program are:

• A combination of test scores and grade point average that indicates potential for success;
• Special talents and/or abilities such as, but not limited to, the visual or performing arts or athletic abilities;
• Other evidence of potential for success;
• Improvement in the high school record;
• Overcoming adversity or special hardship; or
• Other special circumstances.

The number of students admitted under these criteria may not exceed fifteen percent of the previous year’s admissions. Students admitted under these provisions are identified in the student information system. Those students whose high school cumulative and/or academic grade point averages are less than 2.0 are admitted as a “special,” “probationary,” or “conditional” admission.

Transfer Admission

Admission with advanced undergraduate standing is granted to a student transferring from another accredited college or university provided that:

• The applicant is in good standing and eligible to return to the educational institution last attended;
• An official transcript has been presented to the Office of Admissions and Recruitment showing an overall 2.0 average or above on all acceptable or transferred credits, provided that, if less than 12 acceptable transfer credits are involved, freshman entrance requirements shall also be satisfied; and
• Transcripts from all the institutions attended must be submitted with the application for admission.

Registration and records policies and procedures are compatible with the mission of the institution and are clearly published in the catalog and Student Handbook and comply with NSHE Regents Handbook policies (Title 4, Chapter 16, Section 8). Registration and records policies and procedures are designed to help students register with relative ease, offering students the option to register online or in person.

3.D.2 In keeping with its mission and admissions policy, NSC gives attention to the needs and characteristics of its student
body. NSC is dedicated to providing quality educational, social, cultural, economic, and civic advancement for the citizens of Nevada. Through student-centered learning, NSC emphasizes and values: exceptional teaching, mentoring, advisement; scholarship; career and personal advancement; continuing education; and service to the community. The College helps address Nevada’s need for increased access to higher education for students entering the higher education system and for students transferring from the state’s community colleges. NSC is committed to the diversity of the student body and the success of all students.

Multicultural Affairs programs and services are integrated into the full functions of the College as part of the EMSS Division. Under the direction of the Vice Provost for Enrollment Management and Student Services, the Multicultural Affairs focus and mission is integrated wholly into all aspects of recruitment, admissions, and retention.

NSC fosters an atmosphere that is tolerant of difference, and it is also committed to providing essential academic and nonacademic support designed to facilitate student motivation, retention, and success. Some of the initiatives that are currently in progress include:

- Through the Heritage Center, the College is sponsoring a wide and ongoing array of cultural heritage events on campus.
- Each course syllabus reinforces and articulates the College’s commitment to diversity and inclusion.
- Through a Diversity Dialogues Series, NSC is bringing regionally and nationally recognized speakers of diverse backgrounds to campus to enlighten the university community about diversity related issues.
- NSC has developed “NSC En Español” to communicate with the community’s large Hispanic population, and has retained Salazar Communications to reach out to the underrepresented Hispanic population.
- NSC operates a middle school dropout prevention program, called Crossroads. This program conducts outreach to the low income, first generation, and diverse communities in its service areas.
- The College has committed adequate and increasingly greater resources to promote access for persons with disabilities.

In addition to recruitment of ethnically diverse students and staff, the College has made a significant investment in reaching out to students of low socioeconomic factors. The Office of Financial Aid and Student Employment instituted an outreach program in the fall 2009 that visited Title 1 and other low income elementary schools. The outreach effort included a local celebrity/role model that encouraged local sixth graders to persist through high school and attend college. Students who graduate high school and enroll at NSC will receive a $500 scholarship their freshman year.

The College also participates in the State
of Nevada GEAR UP Grant program and recruits GEAR UP grant recipients to attend NSC. In addition, the Director of Financial Aid and Student Employment is a member of the State of Nevada GEAR UP Policy Committee and Executive Staff.

As a result of the College’s outreach and recruitment of low-income, first generation students, the number of Pell recipients has greatly increased (see Exhibit). For example, consider the increase in Pell recipients in the Figure below.

![Figure 3-1: Increases in Pell Funding](image)

It is the policy of NSC to be sensitive to the religious obligations of students. Any student missing class, quizzes, examinations, or any other class or lab work because of observance of religious holidays will be given an opportunity, whenever possible, to make up the missed work.

**3.D.3** Appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the institution’s expectations. Special provisions are made for “ability to benefit” students (see Glossary).

Placement of students in math and English courses is based on either previously taken ACT/SAT scores or placement tests taken at NSC. Such placement ensures a reasonable probability of success at a level commensurate with NSC standards. These policies apply to freshmen students and to transfer students who need math and English courses. NSC offers an “ability to benefit” test through a contractual arrangement with the College of Southern Nevada, a sister institution within the Nevada System of Higher Education.

Students who achieve adequate ACT/SAT scores can enter college level math and English courses. The current ACT/SAT scores for placement are located in the NSC 2010-2011 Catalog (p.76-77). All other students must take placement tests through the EMSS Division. These tests are administered at no cost to students. Specific information about placement levels can be found in the NSC 2010-2011 Catalog (p.76-77).

In compliance with the Americans with Disabilities Act, which mandates accessibility in all facets of the learning environment, the Resource Center for Students with Disabilities (RCSD) on the Nevada State campus coordinates support services and reasonable accommodations for students qualifying as disabled under the ADA guidelines.

**3.D.4** At NSC, the minimum grade point average (GPA) is based on grades for credits earned at NSC and does not include grades transferred from another institution. An undergraduate student must maintain a 2.0 cumulative GPA.
Depending on the student’s standing in the College, he or she is granted some allowance in GPA. For example, a freshman who falls between 1.6 and 2.0 is placed on academic warning, and, later, probation. These parameters apply to a sophomore who falls between 1.8 and 2.0 and a junior who falls between 1.9 and 2.0. In order to be removed from warning or probation, the student must improve to above a 2.0 cumulative grade point average.

Students who fail to raise their cumulative GPA above a 2.0 after probation are disqualified from the College. The College publishes the academic warning, probation, and disqualification policy in the catalog and on the website.

3.D.5 Graduation requirements are listed in the catalog for the year the student first attends NSC (the student has 10 years to complete the requirements listed or will defer to another, more recent catalog). Additionally, each program has a degree sheet listing all required courses. Each student has a course-by-course evaluation conducted upon admission, and this information is provided to the student. This initial evaluation is updated upon receipt of the graduation application. Once the graduation application is received, the evaluation is finalized and the student is sent a letter one semester prior to graduation stating the courses or requirements, if any, which must be completed prior to graduation.

In addition, when a student applies for graduation, a Degree Audit Reporting System (DARS) report is run to determine if any final requirements are missing. A letter is generated for the student’s advisor listing any remaining requirements. The advisor reviews the letter and either makes adjustments to it or signs off on it as being correct. The advisor sends the letter back to the Office of the Registrar. If adjustments are necessary, those are made in the student letter, and the final evaluation is sent to the student, with

<table>
<thead>
<tr>
<th>Fund</th>
<th># of Students</th>
<th>Amount Disbursed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell</td>
<td>628</td>
<td>2,261,421</td>
</tr>
<tr>
<td>SEOG</td>
<td>124</td>
<td>124,467</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>42</td>
<td>155,455</td>
</tr>
<tr>
<td>ACG</td>
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<td>10,584</td>
</tr>
<tr>
<td>SMART</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stafford Loan Subsidized</td>
<td>654</td>
<td>2,612,659</td>
</tr>
<tr>
<td>Stafford Loan Unsubsidized</td>
<td>555</td>
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<td>Nevada State Grants</td>
<td>263</td>
<td>459,600</td>
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<td>NSC Foundation Scholarships</td>
<td>36</td>
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</tr>
<tr>
<td>Totals</td>
<td>1,336 unduplicated</td>
<td>$ 9,162,297</td>
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<tr>
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<td>1488 (have Student ID)</td>
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</tbody>
</table>
a copy to the advisor. This letter, along with DARS, is used in the final evaluation at the end of the semester in which a student is finished with the degree work (see Exhibit). After the last day to add/drop for each semester, an audit is run for all students who plan to complete their requirements at the end of the semester to make sure they are registered for their remaining classes. If they are not, an audit letter is sent to them and their advisor reminding them of the courses they have remaining.

For a student to graduate, he or she must have a minimum of a 2.0 cumulative GPA. Each student must complete a minimum of 124-128 semester credits to meet graduation requirements, depending on the student’s major. In accordance with NSHE Board of Regents policy, a minimum of 32 upper division credits must be taken from NSC, and a student may not have taken more than half of the credits required for graduation at a two-year institution.

3.D.6 The institution provides an effective program of financial aid consistent with its mission and goals, the needs of its students, and institutional resources. There is provision for institutional accountability for all financial aid awards.

The Financial Aid and Student Employment Office

The Financial Aid and Student Employment Office facilitates the achievement of the College mission by providing a wide range of funding options that facilitate College access, retention, and success. The office was established prior to the opening of the College in August 2002 and awards a variety of federal, state, and institutional scholarship programs to assist students in investing in an NSC education. NSC participates and awards funds to students in the following federal aid programs: Pell Grant, Supplemental Educational Opportunity Grant, TEACH Grant, ACG and SMART Grant programs, Federal Work Study, and the William Ford Direct Loan Program. In accordance with state law, and NSHE Regents Handbook policies (Title 4, Chapter 18), NSC disseminates a variety of state aid programs, including the Grants-In-Aid program, the Millennium Scholarship, and Student Access Funds Program. These state-supported programs seek to address some of the specific challenges that Nevada students confront (e.g., access for low income students).

Financial aid is awarded to students based on their financial need to pay for college as determined by the Department of Education’s federal needs methodology. Students are required to submit the Free Application for Federal Student Aid (FAFSA) each year to receive all funds administered by the College, excepting the Millennium Scholarship. Millennium Scholarship eligibility is determined by the Nevada State Treasurer’s Office.

Students must maintain satisfactory academic progress to receive financial aid. For federal, state, and institutional aid, the College is required by the U.S. Department of Education to define, for all aid applicants, qualitative and quantitative standards for satisfactory academic progress toward the completion of the degree objective. These academic standards apply for all periods of enrollment at all colleges attended,
regardless of whether or not aid was received. Students must also be officially admitted and be pursuing a degree.

The NSC minimum grade point average (GPA) is based on grades for credits earned at this College and does not include grades transferred from another institution. In accordance with federal guidelines to receive financial aid, students maintain satisfactory academic progress at NSC by completing 70% of more of the credits they enroll in with a minimum 2.0 GPA.

Scholarships

NSC scholarship funds are awarded to students based on merit and/or need, depending on the source of the funds. The student is required to have a specific GPA to receive and keep scholarship awards.

NSC, through the Nevada State College Foundation, has a number of scholarship programs offered to students. Nursing students are eligible to apply for a total of five scholarships, education majors have four scholarships devoted to preparing future teachers, and the Nevada State College Foundation funds multiple general student scholarships open to the entire student body. NSC also funds a transfer scholarship awarded to students who transfer to NSC from a NSHE institution with an earned Associate of Arts, Associate of Business, or an Associate of Science degree.

The Millennium Scholarship Program was created by the Nevada State Legislature in an effort to increase the number of Nevada students who complete bachelor’s degrees. This program awards scholarships to students based on their high school performance and pays $60 per credit at NSC. To receive the Millennium Scholarship, state law requires that Millennium Scholars be enrolled in a minimum of 12 credits and maintain the required 2.75 grade point average.

The College also works with the State of Nevada and offers Regent Service Programs to students, primarily in teacher preparation. This fund provides the opportunity for students to work within the community to assist K-12 students with literacy and learning issues. The program creates the opportunity for students to learn research methods, while also serving the NSC community by being a participant in the Global Text Project. This is a joint project of the Terry College of Business of the University of Georgia and the Daniels College of Business of the University of Denver. The scope of the project positions NSC in its role as effective citizens and supports the iTeach philosophy of NSC. This program provides grants as well as funding to pay wages for students participating in this program.

Financial Aid ensures accountability for each of its programs. An awarding algorithm and awarding rules were created to ensure equity and to provide guidance when awarding the various state and federal funds available to students. Policies and procedures have been implemented and continue to be developed based on federal and state regulations, as well as on institutional policy and in support of the NSC mission.

A scholarship procedure has also been written to guide the awarding process for foundation funds. It provides guidance on scholarship committee protocol, student
notification, and disbursement processes. The College also utilizes the NSHE Board of Regents Handbook as guidance when awarding scholarship funds.

3.D.7 The Financial Aid and Student Employment website houses a list of the various types of financial assistance available for students: federal, state, and private. The list provides general descriptions of each fund and provides some guidance as to what students must do in order to be considered for the different types of aid.

The Financial Aid Office has also developed an information guide that provides prospective students with information about the financial aid process and available aid. The brochure includes the financial aid programs available at NSC, how to apply for financial aid, and an estimated cost of attendance.

3.D.8 The Financial Aid Office regularly monitors the student loan programs for assurance that awards are made according to federal methodology and in congruence with federal guidelines. The College has worked with its loan guarantor (EdFund) to provide loan repayment and exit packets to loan recipients upon graduation or upon leaving the College.

The College offers loan entrance and exit counseling online through the William D. Ford Direct Loan Program for all Stafford and PLUS loans offered through the school at www.studentloans.gov. All students receiving federal loans for the first time at NSC, regardless of receiving loans at other institutions, are required to complete the entrance loan counseling session. Exit packets are mailed to students when they graduate, drop below six credits or completely withdraw.

NSC was recently provided with its first cohort default rate. For NSC students entering repayment in 2008, 5.3% went into default. The College is actively working on ways to ensure a low default rate beyond the normal entrance and exit counseling. For example, the office regularly checks and analyzes the delinquency report provided by the National Student Loan Database System (NSLDS) that shows students who are at risk of default. Staff email, call, and send letters to these students providing them with information and options to reduce the opportunity for default. Due to the size of NSC, it is recognized that the default rate can spike drastically with only a few students who enter default status, and the College understands the necessity to continue being vigilant with monitoring students as they graduate or leave NSC. At 5.3%, NSC’s default rate is lower than the national average for public, four-year institutions (7%). NSC utilizes the many training opportunities the U.S. Department of Education provides through its NSLDS.

3.D.9 The College holds on-campus orientation sessions for new students, including high school graduates and transfer students. This program focuses on introducing students to important campus resources such as financial aid, the bookstore and the library. New students pre-enroll in block schedules consisting of at least a math, English, and CEP course, and transfer students have individual advising appointments before registering for additional courses as needed. The program includes Saturday sessions with an introduction of helpful
campus resources that aid in academic and transitional success, including the Student Academic Center, Resource Center for Students with Disabilities, Information Technology, Student Government, the Cashier’s Office, and individual academic advising. An online orientation is in development for transfer students, with a soft launch planned for the spring of 2011.

3.D.10 Effective fall 2009, the EMSS Division established and implemented the Centralized Academic Advising Center (CAAC) to provide greater customer service in a more accessible, consistent and efficient manner to NSC students concerning the area of academic advising, class scheduling and career counseling.

Under the centralized advising model the following NSC students have been assigned to the CAAC:

- Students who have earned between 0 – 60 credit hours
- Pre-majors
- Post baccalaureate
- Undecided majors
- Prospective students

Students advised by the CAAC are assigned an academic advisor according to the first letter of their last name regardless of their major.

Students who have earned between “0 – 60 hours” or have earned “60 or more” are instructed to contact their Dean’s Office, the CAAC, or the Office of the Registrar to obtain the name and contact information of their academic advisor. Likewise, students that have transitioned from pre-nursing or pre-education majors into either the School of Nursing or School of Education may contact their respective school to obtain the name and contact information of their academic advisor. Students admitted to the RN to BSN program need to contact the School of Nursing to obtain the name and contact information of their academic advisor.

Students are encouraged to consult with their academic advisor prior to registration (e.g., orientation) to ensure that they are registering for the appropriate courses. Students can expect that advisors will also help them understand the College requirements for selected degrees, drop and add courses, build a course of study, provide help with academic difficulties, provide resources for help with personal problems, and advise on study skills.

In addition to faculty and staff advisement, NSC provides current students with free tutoring in the Student Academic Center (SAC). The SAC provides tutoring in a variety of disciplines with a particular emphasis on core curriculum courses in the humanities, physical sciences, and social sciences. All tutors are student workers who have been recommended by the faculty. The SAC provides students with convenient drop-in hours as well as individual appointments. The Student Academic Center is located in both the Great Hall of the Dawson Building and the Liberal Arts and Sciences Building, Room 125.

The SAC also provides various content workshops once a month, as well as semester long labs for small groups. Workshops are available to all NSC students. Various academic subjects are covered in the SAC workshops, giving NSC students at any level the opportunity to
expand their skill set.

NSC continues to utilize Smarthinking for tutoring to all enrolled students. Smarthinking offers a variety of online tutoring services, such as live tutoring sessions, and allows students to submit questions and/or papers for review. It supports basic and advanced mathematics, statistics, language learning, composition, the sciences, business and economics. NSC provides a link to Smarthinking through its WebCampus learning system, in which every course – classroom, hybrid, and online – has a learning resources module called Start Here! During the spring, summer and fall terms of 2008 371 students engaged in 847 sessions and logged 463 hours of tutoring time. NSC anticipates that this need will grow, expecting that total tutoring needs this coming year will reach 750 hours.

3.D.11 Career counseling and placement services are primarily on-line and are consistent with student needs and the NSC mission. These services exist to support and promote positive academic achievement, social adjustment, and effective change in a student’s life. These resource materials cover issues of concern for college students including time management, goal setting, interest inventories, course placement, and CLEP testing. The following represents a list of services offered through each of the Schools:

**School of Nursing**

- The Dean meets regularly with all students at an informal “Pizza with the Dean” meeting each semester and discusses any and all issues.

The decreasing prevalence of jobs, especially hospital jobs, has been a topic of discussion. The Dean of Nursing encourages students to try all avenues of nursing and gives suggestions as to jobs outside of the hospital.

- Students write a resume and receive counseling on job seeking and interviewing during their last semester nursing leadership course.

- Additionally, in the leadership course, the students are visited by representatives from the Nevada State Board of Nursing and given information on licensure application.

- The School of Nursing chapter of National Student Nurses Association keeps members aware of various employment opportunities.

- NSC nursing students have the opportunity to be inducted into Sigma Theta Tau Nursing honor society where they can network with local nursing professionals.

- The School of Nursing hosts local hospitals; nurse recruiters as available and keeps nursing students informed of local health-care job fairs.

- On a more formal level, federal appropriations money has been allocated to develop a nurse graduate residency program to assist local hospitals with the cost of new graduate training and
orientation. The UHC/AACN Nurse residency program is planned to begin in fall 2010 in collaboration with a local hospital. Schools of Nursing and local health care facilities meet to discuss the job issues created by the economic downturn and develop solutions on a regular basis.

- Continuing concerns exist due to the actual and projected severe shortage of nurses in Southern Nevada that has been temporarily and artificially alleviated as existing nurses delay retirement, individuals who have lost their income or health insurance delay elective surgeries, and hospitals that are forced to lay off staff may potentially use less highly skilled staffing mixes. This issue is one that is foremost in the concern of NSC administration and faculty as the institution seeks to keep graduates in Nevada where they will be needed in the upcoming years.

School of Education

- Assistance with the processes pertaining to interviews, cover letters, resumes, and employment applications is provided within SOE for student teachers.

- Students are made aware of all job fairs and openings through various communication modalities. Plans are underway to incorporate more of this information on the SOE web page.

- SOE administrators are members of the Nevada Special Education

and Related Services Personnel Shortages Coalition where they are informed of critical need areas in the state, information that gets passed on to faculty and students.

- The SOE has established a campus chapter of the Kappa Delta Pi Education Honor Society at NSC. Members have the opportunity to network locally and nationally about professional development and employment.

- Students attend an orientation to the Clark County School District during their student teaching semester and receive information about licensing and applications.

Liberal Arts and Sciences

Liberal Arts and Sciences encourages students to discuss career and job opportunities in the field with their active faculty. Faculty mentoring and career advisement services are provided through the academic advising assignments. Once students are assigned a faculty advisor, they meet often to discuss career and job opportunities.

3.D.12 NSC does not provide health care services and does not have residential students. Medical insurance is available through a third party provider.³

3.D.13 At the present time, NSC does not offer student housing.

3.D.14 Food service is provided by a contract vendor via vending machines.

3.D.15 The co-curricular program of

³ http://www.nsc.nevada.edu/99.asp
the College includes NSC clubs and organizations, as well as programs offered by student government and by the EMSS Division. These activities foster the intellectual and personal development of students and are consistent with the institution’s mission. Various student clubs are registered with student government, and follow policies and procedures outlined in the student constitution and bylaws.

3.D.16 Student government and co-curricular activities are under the supervision of the Vice Provost for Enrollment Management and Student Services and are managed daily by the Business Manager/Student Activities Advisor. The Nevada State Student Alliance, which is the student government association of NSC, monitors student clubs and activities. The chartering of clubs is outlined in their constitution (see Exhibit). These clubs must adhere to Nevada State Law, codes of the Board of Regents, Nevada State College procedures and policies, and NSSA’s Constitution and Bylaws. Chartered clubs must submit a monthly report of meetings, activities, and financial activity monthly to NSSA. A club charter can be revoked by NSSA with approval by the majority of the Student Organization Board.

3.D.17 The College has yet to develop facilities for student recreational and athletic needs. The student government supports student activities and organizes special events throughout the year. These events include movie nights, formal dances, karaoke nights, Halloween parties, and other events to promote student life.

3.D.18 The Nevada State Bookstore exists to service the educational and intellectual needs of the College. The bookstore has developed an efficient and prompt method of acquiring and selling textbooks. Furthermore, the bookstore offers student apparel, supplies, graduation regalia, and gifts that bear the NSC logo. The bookstore plans on increasing its support of the intellectual climate of NSC with speakers, programs, and increased faculty involvement in the creation and implementation of bookstore policies.

When NSC decided to design an institutional bookstore instead of utilizing a corporate store, it created another avenue in which student affairs could advocate for students. Services were designed in a way that caters to the needs of students attending a startup institution. The NSC Bookstore will continue to grow along with the student body and institution.

3.D.19 NSC students publish a student-run newspaper, The Scorpion’s Tale. The paper is published on a monthly basis. The student newspaper is governed by Title 4, Chapter 19, Section 3 of the Regents Handbook. This policy outlines the criteria of accuracy, responsibility, integrity, and leadership. (See Exhibit for examples of The Scorpion’s Tale.) Students, under the guidance of a tenured faculty member, produce a quality student newspaper. The paper is a member of the American Collegiate Press (ACP) and student editors attend training sessions at the ACP’s annual meeting in San Francisco.
III. Analysis and Appraisal

A. Strengths

The strengths of the EMSS Division include many of the points listed previously in this section. Rather than restate the services already detailed above, below is a list of strengths that highlight how the division promotes and achieves student success.

- An enhanced recruiting office to increase recruitment efforts to high school and transfer students.
- Admissions policies that support the mission of the College by admitting students poised and prepared for collegiate academic success.
- Newly designed transfer and articulation agreements between each NSC major and the NSHE community college associate degree programs.
- An improved and comprehensive academic advising philosophy where all EMSS Division staff participate in academic advising to promote the success of the students.
- The creation of a new Centralized Academic Advising Center that increases student access to academic advisors prior to students being accepted into their major program of study.
- Collaborative policy committees that include both faculty and administrative staff.
- Multiple and comprehensive student orientation programs that link students to institutional support services focused on student success.
- An enhanced Student Academic Center with more tutors and online tutoring services available.
- Increased outreach efforts by Financial Aid to improve FAFSA applications and provide funds through graduation.
- Increased number of students applying and receiving financial aid and scholarships.

B. Areas for Growth

- Continue to aggressively recruit and enroll an increased number of minority, transfer students and displaced workers.
- Expand the Dual Credit High School Program within the Clark County School District.
- Continue to improve and enhance the quality and assessment of academic advising at NSC through the Centralized Academic Advising Center and the respective academic schools.
- Continue to provide the Student Academic Center (SAC) with the appropriate resources, staff and space for the purpose of providing a high level of customer service to NSC students utilizing its services. The College recently implemented
a Student Academic Center fee to provide the SAC with necessary resources and staffing.

- Continue to expand NSC’s community outreach efforts through the various offices/services in the EMSS Division. Financial Aid and Student Employment will continue to enhance the level of customer service to prospective, current and former students. Financial Aid and Student Employment will continue to review its policies and procedures to ensure that it is in compliance with all institutional, state, and federal financial aid policies and guidelines.

C. Plan of Action

Recruiters visit every high school in the Clark County School District (CCSD) at least once a month. CCSD’s latest statistics show that it has become a district that is predominantly of minority background. Although the recruiting efforts don’t specifically target any one population, visits are conducted so that the students form relationships with the admissions counselors and feel comfortable about coming to NSC. NSC has made a concerted effort to hire Admissions Counselors who can relate to the minority and first generation college-bound students. The Office of Admissions and Recruitment priorities will continue to target high schools whose populations are made up of predominantly minority students, to work with juniors and seniors to inform them about college. The Office of Admissions and Recruitment conducts College open houses for high school students and their families to come to the College and find out more about how the student will benefit from attending NSC. It is for this reason that NSC will continue to use this program to assist in targeting those specific populations in the Clark County School District. In addition, information sessions at those targeted high schools will be developed, bringing not only Office of Recruitment staff, but other members of the College community (minority faculty and staff) to inform the students and parents about how to get financial aid, what a college class looks like, and to inform them of the services that NSC can offer.
Standard 4
Faculty
**STANDARD 4 - FACULTY**

**STANDARD 4.A - FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT**

**I. Historical Perspective**

The College began in 2002 with seven full-time faculty, all having doctorate degrees as follows: (a) two nursing faculty including the director, (b) two education faculty including the director, and (c) three faculty in liberal arts—one each in Business, Psychology, and English.

Since 2002, the College has grown from 177 to nearly 3,000 students and the full-time faculty pool has increased as funding has allowed. Currently, 44 full-time faculty teach in their respective areas in the College.

As of fall 2010, a total of 124 part-time faculty were teaching at NSC, their numbers having increased substantially from 26 in fall 2002 when the College opened.

**II. Description**

4.A.1 Nevada State College employs professionally qualified faculty in representative programs. Faculty include distinguished award-winners in their discipline, holders of patents, and members of national foundation review committees. Faculty at NSC have been recruited and hired depending on the needs of the particular program and based on the funding available for faculty salaries. Figure 4-1 lists faculty according to academic program as of fall 2010.

4.A.2 NSC full-time faculty participate in academic planning, curriculum development and review, academic advising, and institutional governance. Course development takes place at the school or department level, with proposals by individual professors presented and approved by their unit’s Curriculum Committee, the Senate Curriculum Committee, and the Provost. The full Faculty Senate approves major changes, such as the addition of a degree.

All full-time faculty serve on multiple committees, including at least one College-wide assessment committee. Each academic unit has representation in Faculty Senate based on the size of the unit. Each academic unit has equal representation on the Curriculum Committee.
Documentation of the overall faculty’s role in institutional governance is available on the Faculty Senate’s website.¹

4.A.3 The faculty workload reflects the mission and goals of the institution and the talents and competencies of faculty. All faculty meet the academic workload set forth by NSHE policies and NSC’s academic workload policy.

Despite budget constraints, the College has provided faculty with many opportunities for professional growth. College funds have been used to support faculty attendance at assessment conferences and at professional conferences related to teaching and scholarship. Finally, the College supports conference hosting, such as the 2010 Southwest Technology Showcase. This conference provided valuable and accessible opportunities for faculty who wish to share their innovative pedagogical methods. The College makes grants available for faculty interested in attending.

4.A.4 In 2009, the Nevada Legislature responded to financial difficulties by requiring all NSHE institutions to furlough non-tenured faculty, temporarily reducing their salaries by 4.6%. This reduction is temporary, and base pay scheduled to return in July of 2011. Despite this hardship, faculty salaries and benefits continue to attract and retain excellent faculty and are consistent with the mission and goals of the institution. General policies on salaries can be found in the Board of Regents Handbook, Title 2, Chapter 5, Section 5.5.3 and Title 2, Chapter 5, Section 5.11. Faculty salary schedules are posted online in the NSHE Procedures and Guidelines Manual, Chapter 3, Section 1. Table 4-1 lists the faculty salary schedule by rank. Faculty salaries and benefits continue to be competitive and are consistent with the goals of the institution.

4.A.5 NSC provides for evaluation of faculty performance in order to ensure teaching effectiveness, appropriate service, and scholarly achievement. Policy 4.1 describes faculty evaluation in detail. Department Chairs and Deans review faculty annually based on each school’s Standards of Academe to ensure satisfactory progress toward promotion.

<table>
<thead>
<tr>
<th>Period</th>
<th>Rank</th>
<th>Title</th>
<th>Minimum</th>
<th>Maximum</th>
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<td>IV</td>
<td>Professor</td>
<td>$65,521</td>
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<td>12 month</td>
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<td>Associate Professor</td>
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<td>9 month</td>
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<td>$62,557</td>
</tr>
<tr>
<td>12 month</td>
<td>I</td>
<td>Instructor</td>
<td>$36,144</td>
<td>$75,068</td>
</tr>
</tbody>
</table>

¹ [http://nsc.nevada.edu/260.asp](http://nsc.nevada.edu/260.asp)
and tenure and for the purpose of awarding merit.

4.A.6 Institutional policies for the recruitment and appointment of full-time faculty are in place. College-wide procedures for posting positions, composing search committees, and conducting interviews can be found in: (a) Procedures for Faculty Recruitment (see Exhibit) and (b) Procedures for Administrative Faculty Recruitment (see Exhibit).

NSC is dedicated to developing a rich and diverse faculty community. Therefore, search committees receive training in diversity and best practices. Furthermore, the College uses targeted advertising when searching for faculty, including Diverse Issues in Higher Education (paper and online), Hispanic Outlook (paper and online), and the Survey of Earned Doctorate (SED) data, which indicates which institutions are graduating a high number of minority Ph.D. students. The SED data assists NSC with targeted mailings to institutions soliciting their assistance with advertising faculty vacancies to their graduating and graduated students. On a local level, NSC advertises through the Asian, Urban, and Latin Chambers of Commerce to solicit minority applications. For national faculty searches, NSC advertises in the Chronicle of Higher Education and/or Higheredjobs.com, and utilizes their targeted affirmative mailing services to solicit applications from diverse applicants. Figure 4-2 contains the demographics of full-time 2009 - 2010 faculty at NSC.

4.A.7 Nevada State College fosters and protects academic freedom for faculty. As stated in the NSHE Code, Title 2, Chapter 2, academic freedom is essential to protect the rights of the teacher in teaching and the student in learning. NSC faculty is free to discuss issues in their discipline without fear of retribution. Further description of academic freedom can be found in Standard 9.

4.A.8 Part-time faculty at NSC are qualified by academic background, degree(s), and /or professional experience to carry out their teaching assignment in accordance with the mission and goals of the institution. Many part-time faculty teach at other institutions or are
professionals in their academic field. Several full-time researchers from the Desert Research Institute have taught courses at NSC, sharing their expertise with students at the same time they maintain their research agendas.

4.A.9 Part-time faculty have access to the information needed to teach at Nevada State College. Each academic program offers an orientation to new faculty, including part-time faculty. This information tends to be specific to the program and courses in which the part-time instructor will participate. Department Chairs and Deans also regularly review the course content of part-time faculty as well as conduct teaching observations. The President and the Provost meet with part-time faculty to discuss their perceptions regarding teaching at NSC and to determine what needs they may have.

Part-time faculty are invited to faculty development sessions held at the College. Many have taken advantage of the WebCampus workshops, which assist faculty who teach online as well as those who develop WebCampus enhancement for on-campus courses. In addition, some part-time faculty play an active role in developing and/or reviewing policies for NSC. In 2010, the Nevada State

<table>
<thead>
<tr>
<th>Rank or Class</th>
<th>Headcount</th>
<th>Number of Terminal Degrees</th>
<th>Salary (based on 9 month)</th>
<th>Years of Experience at NSC</th>
<th>Total Years of Experience</th>
<th>Previous Fall Term Credit Load</th>
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<tr>
<td></td>
<td>Min Med Max</td>
<td>Min Med Max</td>
<td>Min Med Max</td>
<td>Min Med Max</td>
<td>0-2 3-4 5+</td>
<td>Min Med Max</td>
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<td>Professor</td>
<td>2 2 97,291 107,910 118,529</td>
<td>2 15 22 28 0 0 2</td>
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<tr>
<td>Associate Professor</td>
<td>6 6 65,880 83,270 109,222</td>
<td>2 4 6 8 13 3 1 2</td>
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<td></td>
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<td>Assistant Professor</td>
<td>19 17 54,167 67,284 94,476</td>
<td>5 9 5 3 7 14 3 7 9</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Graduate Assistant</td>
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<tr>
<td>Research Associate</td>
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</tr>
<tr>
<td>Visiting Lecturer</td>
<td>19 2 16 1</td>
<td>35,000 60,725 68,000</td>
<td>6 5 8 5 6 25 1 5 13</td>
<td></td>
<td></td>
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<tr>
<td>Lecturer</td>
<td></td>
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</table>
College Faculty Senate formed an ad-hoc committee called the Adjunct Relations Committee. That committee is currently working on a statement that asserts the College’s commitment to supporting part-time faculty.

Each school’s Faculty Handbook is posted on the NSC Website. It is also provided to instructors electronically and includes a wealth of information for new and continuing part-time faculty. This includes general information about the College and personnel, College history, academic freedom and responsibility, contracts, Faculty Senate and bylaws, good teaching practices, ability-based outcomes, policies relating to students, and other topics.

4.A.10 The College periodically assesses its policies concerning the use of part-time faculty to align with NSC’s mission and goals. Due to state-wide budget reductions, all departments have hired a greater number of part-time faculty. In order to ensure that the College maintains high standards in instruction, Department Chairs, Associate Deans, and Deans rigorously screen part-time faculty during the application process. While employed by NSC, administrators and faculty members guide and train part-time faculty. In addition, their teaching is observed annually and their overall performance is reviewed. Finally, the Office of the Provost provides funding and resources to conduct workshops for part-time instructors which are offered during summer session. Part timers receive a stipend for their participation in these workshops.

III. Analysis and Appraisal

A. Strengths

Since 2002, the College has continued to recruit and hire highly qualified full-time and part-time faculty. A high retention rate demonstrates that these faculty are dedicated to the College’s mission and its role in the community. They play an active role in the classroom, in committees, and in service to the community. Furthermore, all three schools have continued to demonstrate teaching excellence, as demonstrated by consistently high student evaluations.

B. Areas for Growth

In pursuit of its mission, the College needs to continue to serve underrepresented, first generation, and low-income students. Part-time faculty need additional opportunities to help integrate them into the College community.

C. Plan of Action

In order to improve upon the College’s commitment to a diverse faculty, the College will continue developing practices that expand the reach of position announcements and encourage diverse applicants. NSC will continue to improve faculty retention rates by developing more faculty and staff development opportunities that strengthen the College community and faculty’s involvement with the institution.
STANDARD 4.B
SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION

I. Historical Perspective

Curriculum and program development was the major focus of faculty efforts during the early years of the College. In recent years, the faculty has been able to direct their efforts towards teaching, scholarship, and service. Although teaching excellence is the College’s primary focus, scholarship is required of all tenure-track faculty. Many faculty members have engaged in outstanding scholarly and creative activities, which they also integrate into the classroom.

In 2007, the Faculty Senate discussed and passed policies related to promotion and tenure that were approved by the Provost and President. In 2009-10, those policies were revisited and revised to make the process more efficient. Also in 2009, all three schools and the library developed Standards of Academe that guide annual evaluation, merit reviews, and promotion and tenure reviews. To obtain tenure, faculty are expected to demonstrate excellence in teaching and perform at a satisfactory or higher level in service and scholarship.

II. Description

4.B.1 Consistent with the NSC mission and vision, faculty engage in scholarly research and/or creative activity. This scholarship can take many different forms, including presentations at professional conferences, research, grants, publications, journal reviews, and creative works activity in the visual, performing and literary arts. These activities are consistent with the definition of scholarship set forth in Standard 4-B of the NWCCU Accreditation Handbook and with each school’s Standards of Academe and promotion and tenure documents.

Many NSC faculty publish textbooks, write journal articles, and serve as journal reviewers. Faculty have also written grants and conducted research. Some examples of recent faculty scholarship are included here. A more comprehensive list of recent faculty scholarship can be found in the Exhibits.

Books


**Grants**

Snyder, S. (2008-2011). Collaborative Approach to Expanding RN to BSN Education under the Nurse Education Practice and Retention (NEPR), Title VIII, Section 831, Education Priority Area E1, Expanding Enrollment in Baccalaureate Nursing Programs. Department of Health and Human Services Health Resources and Services Administration (HRSA). Site Manager. $586,589 over a three year period.

Buck, P., Task Lead, Rudd, L.P., Instructor. *Experimental Program to Stimulate Competitive Research (EPSCoR), Nevada Infrastructure for Climate Change Science, Education, and Outreach*. Duration: Sept. 2008 to Sept. 2013. NSC budget: $400,396. The EPSCoR Climate Change Education Component is a professional development program designed to facilitate Clark County, Nevada educators in implementing climate change content and processes into their classrooms. This grant is part of a statewide interdisciplinary program designed to stimulate transformative research, education, and outreach on the effects of regional climate change. The role of Nevada State College in this project is to train southern Nevada middle-school teachers in climate change topics and inquiry-based teaching methods by hosting the graduate-level (credit received through the University of Nevada, Reno) class GEOG 691, Special Topics: Climate Change Science for Educators. This class is taught as a two-week summer institute and through the following fall semester.

Rudd, L.P., Principal Investigator, Buck, P. Co-Investigator, Rowland, S. (UNLV), Co-Investigator. Nevada Collaborative Teaching Improvement Program (NeCoTIP) grant, “Invigorating High School and Middle School Earth Science through Inquiry and Student Research.” Four individual grants, Feb. 2007-Sept. 2008, Jan. 2008-Sept. 2009, Jan. 2009-Sept. 2010, and Jan. 2010-Sept. 2011. Total budget for four years: $343,553. The central goal of these consecutive grants was to provide secondary-level Clark County School District in-service science teachers professional development on the topic of local geology. The two-week workshop, which was held at Nevada State College, was designed to improve teachers’ content knowledge in both local geology and science pedagogy. Participating teachers were involved in field trips to sites of geological interest in southern Nevada and northern Arizona, as well as inquiry-based activities and lab work.

**Presentations**


Orleans, Louisiana.


Publications


Robinson, G.S. (2011). Oh! mother will be pleased: Cinema writes back in Hepworth’s how it feels to be run over. Literature/Film Quarterly. 39(2).


4.B.2 Nevada State College’s Promotion and Tenure Guidelines and each school’s Standards of Academe clearly delineate procedures and criteria concerning standards for scholarship, research and artistic creation.

4.B.3 Faculty play a substantive role in the development and administration of research policies, criteria, and practices. The Faculty Senate continues to develop promotion and tenure guidelines, which were approved by the Provost and President in the fall of 2010. Each school has involved its faculty in the development of Standards of Academe that reflect distinct scholarly fields and certain conventions that govern those fields.

4.B.4 Travel and professional development funds have supported faculty participation in professional conferences. The Liberal Arts and Sciences Building provides additional laboratories and space necessary for research and scholarship in the sciences and nursing. Administration is committed to providing resources, both financial and in the way of administrative support, to promote scholarship for its faculty.

4.B.5 The institution, through the evaluation and merit process, reward faculty who meet the expectations for scholarship. The College also offers incentives such as the Technology Fellows Award and travel grants, which provide financial compensation for faculty engaged in scholarly pursuits.

4.B.6 During the 2007-2008 academic year, a faculty committee was appointed to develop and implement an Institutional Review Board (IRB) for the College which guides the College in sponsored research projects, grants and contracts. This IRB is now in place and reviews proposals (see Exhibit).

4.B.7 Faculty members are given academic freedom and encouragement to pursue scholarship, research, and artistic creation in their areas of expertise as that expertise supports the mission and objectives of the institution. Nevada State College concurs with the AAUP Policy Documents and Reports: “though discovery and publication are the core of the scholarly endeavor, scholarship seen in its many forms offers a wider context within which to weigh individual contributions.”

III. Analysis and Appraisal

A. Strengths

Full-time faculty members participate in professional development, and regularly attend bi-annual development sessions. Furthermore, each faculty member is assigned a faculty mentor who is available for professional guidance. The Standards of Academe clearly list the scholarship expectations for each school and the library, providing a clear path towards tenure and promotion. As 4.B.1 shows, many faculty members have published books or have published articles in peer-reviewed journals. There are also many faculty members that have presented at professional conferences, reviewed scholarly articles, and/or received grants.
B. Areas for Growth

More internal and external dissemination about scholarship and teaching could occur through an increased number of colloquia, presentations, and dialogues within NSC as well as with the larger community.

C. Plan of Action

NSC will continue to support scholarship through travel grants, incentive grants, and sponsored development programs such as the Technology Fellows Institute. In so doing, NSC can ensure that it maintains its commitment to excellence in teaching through current and active scholarly engagement. The College will also continue to sponsor events like the Southwest Technology Showcase (see Exhibit), since these events adhere to the College’s commitment to innovation and allows for several development opportunities without requiring extensive travel.

Policy 4.1 Faculty Evaluation

Nevada State College has developed Standards of Academe for the evaluation of tenure-track and non-tenure-track full-time faculty in order to guide and evaluate faculty in the areas of teaching, service, and scholarship. The evaluation process includes annual evaluations, merit evaluations, third-year review for tenure, and a final review for promotion and tenure. Because the mission of Nevada State College focuses on teaching, documentation of teaching excellence is the primary consideration in faculty evaluation. Evaluation policies and guidelines are included in each school’s Faculty Handbook, and are consistent
with policies found in the Board of Regents Handbook.

Continuing evaluation of faculty performance is accomplished through the joint efforts of faculty and administration. Faculty members have participated in developing these policies, and all policies have been approved by the Faculty Senate.

Promotion and Tenure

Tenure and promotion decisions at Nevada State College are based on the procedures and criteria outlined in the document, *Promotion and Tenure Procedure and Criteria* (see Exhibit). Tenure-track faculty may apply for tenure within the probationary period, which is not to exceed six years. At the expiration of the probationary period, or at any time during a probationary period, academic faculty eligible for appointment with tenure may be recommended through the procedures established for that appointment. The procedure for promotion parallels the tenure procedure, with the exception that promotion does not require outside reviewers for promotion to associate professor.

The framework for the standards for recommending appointment with tenure can be found in the NSHE Code. As outlined in this document, the criteria for promotion and tenure decisions are in the areas of teaching, service, and scholarship. To receive tenure, a faculty member must achieve a minimum rating of excellent in the area of teaching, as well as a minimum rating of satisfactory in the areas of scholarship and service. The specific criteria by which such ratings are assigned are listed in the Promotion and Tenure Policy and the Standards of Academe.

Faculty members have the right to appeal any faculty assessment or rating made of them. Right of appeal is contained in the institutional bylaws. Specifically, a faculty member may submit a written statement regarding any matter contained in an evaluation. In the event that the disputed matter is unresolved, the faculty member may pursue grievance procedures in accordance with the institutional bylaws (see Exhibit).

Third-Year Review (Mid-Tenure Review)

To assess the tenure-track faculty member’s progress toward tenure, a review of the tenure portfolio is made at the end of the third year. The portfolio is evaluated by the Dean and the Provost. Feedback is provided to the faculty member regarding successful progress towards tenure, including areas of strength and weakness.

The Promotion and Tenure documentation is a composite of each faculty member’s contribution to the College and profession in the areas of teaching, scholarship, and service. The portfolio is structured broadly enough to allow faculty members, who develop their own portfolio, to decide which of their professional activities best fit the above three areas. The suggested structure of the portfolio includes these sections:

- Statement of teaching philosophy
- Course planning and preparation
- Quality of teaching
- Narrative of teaching progress
- Commitment to NSC assessment plan
• Professional development
• Summary of scholarship
• Summary of service to the College and community

Annual Review

Each tenure-track and non-tenure-track full-time faculty member is evaluated annually by his or her program chairperson, or Dean. Conducted during the spring semester, the annual review focuses on three areas:

• teaching
• scholarly research and/or creative activity
• service to the College, community, and profession

Procedures for the review are published in the Faculty Handbook.

The ultimate goal of faculty evaluation is to mentor faculty in the areas of teaching, scholarship, and service. When areas for improvement are noted by program chairpersons or Deans, the supervisor and faculty member jointly explore faculty development opportunities, which enables the faculty member to become more effective in his/her role in the future. The College has provided support for travel, professional conferences, teaching equipment, and seminars on campus that help faculty grow and develop (see Standard 4-B).

At the end of the annual review form, a determination of successful/unsuccessful progress toward tenure is included for tenure-track faculty.

Part-time Faculty

Evaluation of part-time instructors occurs across all academic programs. Standard forms for teaching reviews have been developed for both in-person and online courses. Each Department Chair (in LAS) or Dean/Associate Dean (in Education and Nursing) conducts this process according to the needs of the division. Teaching is reviewed regularly, and the Chair or Dean then provides feedback to the part-time faculty member and meets with him/her in person if possible.

Forms that have been used for evaluation of part-time faculty include the “Teaching Review” (see Exhibit) and “Online Course Teaching Review” (see Exhibit).

Merit Evaluation

Merit is incentive pay awarded to eligible faculty. The Faculty Merit Policy (see Exhibit) states that “all members of the academic faculty shall be evaluated and formally considered annually for merit increases.” Merit recommendations are made by program chairpersons and the Provost. Actual awards are dependent upon the total amount of money available to the College. Eligible faculty includes those who generally receive commendable or higher ratings in their annual review. These faculty are ranked according to three levels of merit pay, with Level 3 faculty receiving the highest award.

Peer Evaluation

NSC has developed peer evaluation forms for on-campus and online teaching (see Exhibit). Examples of completed evaluations can be found in the faculty
portfolios on exhibit. Team-teaching and faculty collaboration occur at NSC, and peer evaluation is the norm at the College. For example, all of the major clinically-focused nursing courses are team taught, and course planning and evaluation activities are performed by teams of two or more faculty. Furthermore, the First Year Experience classes offered for incoming freshman are also team-taught.

Student Evaluation of Faculty

Another form of faculty assessment is evaluation at the end of each course by students. Students evaluate faculty in all courses offered at NSC. Every semester evaluations are conducted in-person and online in each of the schools. For in-person class evaluations, a student in the course collects the completed forms and delivers them to the appropriate departments. Faculty leave the room while evaluations are being completed. Online courses use only the online evaluation method. In the School of Education and the School of Nursing, all classes (both in-person and online) use online evaluations.

All student responses on the evaluation are confidential. Faculty receive summary reports after official grades are filed. Evaluation results are viewed by the Deans and/or Chairs and the Provost.

Service Evaluations

Informal evaluation of individual faculty member’s service to the College, community, and professional organizations is often made in the form of letters and comments.

III. Analysis and Appraisal

A. Strengths

The College has completed several important documents that strengthen the faculty evaluation process. The most important set of documents in this area is the Standards of Academe, which clearly list the expectations for faculty in each unit. The faculty have consistently received high student evaluations, awards for teaching, and commendations for research and creative activities. Several faculty have successfully achieved tenure, and additional faculty have completed the Third Year Review.

Another strength of the evaluation process is the system that the College has put in place, which ensures anonymous submissions of student feedback and allows for quick reporting of results.

B. Areas for Growth

Although faculty members engage in peer-review as a method of evaluating classes and improving teaching, there is still room for more growth in this area. Further, all schools use the same evaluation methodology. However, there may be some benefits to adjusting the evaluation forms in order to accommodate for the unique features of each school. In the fall of 2010, the Faculty Senate formed a subcommittee of the Academic Affairs Committee to investigate this question. Finally, the College will develop a system to track the reviews and evaluations of part-time instructors to use in hiring decisions in future semesters.
C. Plan of Action

Schools will promote existing peer-review practices and work on developing new ones. As the Standards of Academe are utilized, there will be additional opportunities to assess their structure and propose revisions.

Table 4-3: Sources of Terminal Degrees of Faculty

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<th>Employee Name</th>
<th>Institution</th>
<th>School</th>
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<td>Brautbar, Shirli B</td>
<td>University of Southern California</td>
<td>LAS</td>
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<td>Buck, Paul</td>
<td>University of Washington</td>
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<td>Burns, Myron J</td>
<td>Tennessee State University</td>
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<tr>
<td>Chaffin, Amy J</td>
<td>University of Nevada, Reno</td>
<td>SON</td>
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<td>Coffman, Sherrilyn D</td>
<td>Indiana University Bloomington</td>
<td>SON</td>
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<td>Damm, Kathryn L</td>
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<td>Duong, Hon-Vu</td>
<td>Ross University</td>
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</tr>
<tr>
<td>Grassian, Daniel</td>
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<td>Graziano, Kevin</td>
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<td>SOE</td>
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<td>Gowe, Susan K</td>
<td>University of Phoenix</td>
<td>SON</td>
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<td>Hahn, Katherine</td>
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Standard 5

Library and Information Resources
STANDARD 5
LIBRARY AND INFORMATION RESOURCES

STANDARD 5.A - PURPOSE AND SCOPE

I. Historical Perspective

The NSC Library and the Office of Information Technology (OIT) provide the infrastructure for teaching and learning at Nevada State College. Faculty, staff, and students rely upon these departments to introduce and support technology and instructional resources. Both emphasize customer service to students, faculty, and staff and support the NSC mission of quality teaching and service.

The Nevada State College Library is a unit within Academic Affairs, while the Office of Information Technology falls under Finance and Administration on the organizational chart.

The importance of these services is reflected in the Academic Master Plan. A few examples of technology-based teaching and learning at NSC include the use of WebCampus (Blackboard Vista Enterprise) for online courses or course enhancement, the increased adoption of online technologies including communication, media, and voice tools, and an emphasis on electronic databases and online research.

Library

The NSC Library exists to serve students, faculty, and staff. For students, the library provides monographs, serials, online resources, and bibliographic instruction as they relate to the curriculum. Services are available to both on-campus and off-campus students. For staff, library personnel also perform research tasks and instruct classes about library use and research upon request. It is also the library’s goal to develop collections in areas in which new and expanded responsibilities of NSC are anticipated, such as health sciences, education, and speech pathology. The Library Mission Statement is included in the Exhibits.

Initial library holdings were acquired during the first year of operation (fall 2002 through spring 2003). Faculty from all instructional areas made recommendations on books, audiovisuals, periodicals, and online databases while utilizing national guidelines. For example, nursing faculty referred to the Brandon/Hill Selected List of Print Nursing Books and Journals in selecting resources. Yankee Book Peddler (YBP) Library Services, a national professional service, incorporated faculty recommendations to assemble the initial monograph collection. Today the collection has over 15,000 monographs. For journal collections, the emphasis has always been on electronic resources, due to limited physical space and the demand for electronic resources. Agreements with the University of Nevada, Las Vegas and the College of Southern Nevada allow NSC students and faculty to have access to their library collections.
Agreements with these colleges are included in the Exhibits.

The library receives continued funding from the College to purchase or provide access to new print and electronic materials. No specific budget is allocated for individual disciplines, which permits flexibility in the library’s growth. When the Director of Library Services was hired in January 2003, reassessment was made of the initial collection, plans were made for ongoing development, and the library was reorganized to accommodate for student growth. Changes initiated in summer 2005 included the addition of several specialized databases, an electronic document delivery program, an Interlibrary Loan (ILL) program, and an electronic reserves program. In the summer of 2006, the library acquired over 2,000 electronic books, a database link resolver, and an RFID system for collection management. In 2007 the library installed CONTENTdm for the development of a digital repository.

Office of Information Technology

The Office of Information Technology (OIT) is committed to providing faculty, staff, and students with technological resources necessary to foster an environment of learning and collaboration. The overall objective is to provide a technological infrastructure of resources necessary to support NSC’s mission of quality teaching and service (see Exhibits). OIT’s objective is the creation of a computing support organization that is recognized for technical skills and delivers high-quality computing services.

OIT provides computing, telecommunications, network, and server infrastructure necessary for teaching, learning, and scholarly achievement, as well as College administrative functions. To carry out its mission, OIT acquires, manages, and provides support for appropriate resources, including hardware, software, hosted services, and infrastructure. Designated OIT units include administrative computing, communication services, consulting services, instructional technology, network services, and systems operations (which encompasses desktop support, help desk, and server operations).

Instructional Technology (InTech) oversees all faculty student orientation and support for WebCampus, the Blackboard Vista course management system, and related instructional building blocks and powerlink add-ons, including Respondus, Smarthinking, StudyMateCS, SafeAssign, and the Wimba Collaboration Suite. InTech also manages the course, faculty and student data for CoursEval, the online course evaluation system. In addition, InTech supports the schools by creating and posting surveys, communicating survey availability, and releasing access to the surveys to students and survey results to faculty. Instructional Technology continues to reside within the Office of Information Technology and is expanding its role to manage the data integration between CoursEval, WebCampus, and Wimba.

Funding for OIT comes from the general budget and covers costs for staffing, replacement equipment and parts, new equipment for faculty and staff, College-wide software licensing, contracted
technology services, leased data and telecommunication lines, on-going maintenance costs for network and server infrastructure, and campus-wide technology initiatives and projects.

II. Description

5.A.1 Information resources and services at NSC include a collection of physical and electronic resources, equipment, and personnel to accomplish the College’s mission and goals.

Library

The library maintains a collection of holdings as well as adequate equipment and personnel to accomplish the NSC mission and goals. NSC is a teaching institution, and the library provides strong support for that mission. As stated in the Collection Development Policy, the primary goal of the library collection is to support the educational efforts of faculty, staff, and students.

Physical Collection

The physical collection includes over 15,000 monographs, over 8,000 e-books, 40 print journals, magazines, and newspapers, over 600 videos and CDs, and over 40 electronic databases. Special emphasis is placed on electronic resources, which provide access and support to students enrolled in either on-campus or online courses. NSC students have circulation privileges and borrowing rights with other NSHE academic libraries. Current library holdings are described fully in the Exhibits.

Electronic Databases

NSC offers access to over 40 specialized online databases that offer thousands of full-text articles from journals, magazines, and newspapers. These electronic databases can be accessed from home through an authentication server or from any computer terminal at the College. In addition to this collection, NSC students and faculty have on-site access to UNLV and CSN electronic resources.

Equipment

Library equipment consists of 78 workstations, three printers, two high resolution scanners, two high capacity copy machines, and three video recorders. A wireless network allows for Internet connectivity throughout all campus buildings. Faculty, staff, and students can access the network and Internet with any 802.11b or 802.11g portable device, such as a laptop or smart phone. Additionally, there are approximately 40 workstations in open computing areas on campus as well as a 15 workstation general-use computer lab in the Liberal Arts and Sciences Building. All of these workstations have Internet access, and therefore access to the library databases and online holdings.

Facilities

Nevada State College has two library locations: one in the Dawson building and one in the Basic & Water II building. The dual locations best provide students access to physical collections and reference services in their respective areas of study. The Dawson library has 42 chairs, approximately 20% of which are
specifically devoted to studying/reading. The Basic and Water location has seating for 72, approximately 30% of which are specifically devoted to studying/reading. Additional seating for studying and additional computers are available outside both libraries.

Information Technology

The Office of Information Technology maintains a wide area network consisting of three campus sites, six buildings, and over 1,200 nodes. All core networking equipment is provided by Cisco Systems and is tied together by 1gb fiber links with category six wiring to the workstations. In addition to the wired network, an 802.11g wireless network is provided to faculty, staff, and students at all facilities. In 2007 Internet connectivity for the entire campus was increased from 6Mb/s to 1Gb/s, providing a 167x increase in bandwidth to the College. In addition, a separate 14Mb/s microwave link serves as a redundant connection for campus-wide Internet services.

OIT provides telecommunication services which utilize Cisco voice over IP (VoIP) technologies. All telephones at the College attach to the existing data network, which minimizes wiring infrastructure and provides the ability to easily expand to additional sites in the future. Video conferencing is also offered at the Dawson and Basic and Water campuses via Polycom and Tandberg H323 conferencing equipment tied into the state video network run by System Computing Services (SCS).

NSC desktop computing consists of approximately 200 faculty/staff desktop computers, over 300 workstations and laptops in the classrooms and labs, and approximately 50 networked printers. All computers run Windows based operating systems with the Microsoft Office suite. The current workstation minimum standard consists of a dual-core Pentium processor, 1024mb RAM, 80gb HD, DVD-RW drive, and a 17” LCD monitor. All faculty/staff workstations are on a four to five year replacement plan to ensure that they are compatible with recent software applications and that replacement parts are covered under warranty.

NSC’s physical and virtual server infrastructure consists of a heterogeneous mix of Windows Server 2003 R2, Windows Server 2008, Ubuntu Linux, FreeBSD, Novell Netware, and VMware ESX Server. Currently, OIT’s systems operations manages over 30 virtual servers, on 10 virtual machine hosts, as well as 21 physical servers, with approximately 15 terabytes of disk storage.

Enterprise services provided by the infrastructure include:

- Active Directory
- Novell Directory Services
- Distributed File Services
- Printer Services
- Microsoft Exchange
- E-Mail Protection
- BlackBerry Enterprise Services
- Enterprise Anti-virus
- Internet Web Presence
- Specialized Web Application Services
- Proxy Services
- Document Management Services
- Database services
Remote Access Terminal Services
Administrative Workflow Management Services
Enterprise IT Asset Management
Windows Deployment Services
Windows Server Update Services
Virtual Infrastructure Management
24/7 Availability Monitoring

In addition to the on-campus server infrastructure, NSC’s course management system used to host online courses is provided by servers housed and maintained by System Computing Services and the Nevada Learning Network.

Personnel

Allocated library personnel include the Director, a Library Assistant, and seven part-time student assistants. The Director’s role is to manage all library operations, hire library employees, and work to ensure that the library is fully supportive of NSC’s iTeach philosophy. The Library Assistant’s role is to manage library employees, manage daily operations, and work with the Director on all major library projects. Both the Director and Library Assistant work to improve information literacy through educational initiatives.

OIT personnel include the Director, Assistant Director, Instructional Technology Manager, Instructional Designer, Application Specialist, Systems Operations Manager, and Administrative Coordinator/Communication Services Manager. For additional information on each of these positions, refer to Standard 5.D.2.

In addition to the staff positions listed above, OIT employs student workers who answer incoming support calls, enter support tickets, and route work requests. The Communication Services unit of OIT also employs student workers who handle mail services for the entire campus. This includes inter-office mail as well as outgoing items which require postage.

5.A.2 The collection emphasizes library resources which directly relate to the programs of study being offered. Major emphasis has been placed on building the collections in nursing, teacher education, science, and liberal arts. Needs of all degree programs have been considered in building the collection. The librarian, outside bibliographers, and teaching faculty collaborate to build and sustain collections, and secure new resources that support the curriculum. Table 5-1 provides a breakdown of library holdings by educational area.
Table 5-1: Library Holdings by Educational Area

<table>
<thead>
<tr>
<th>Educational Area</th>
<th>Print Holdings</th>
<th>Print Journals</th>
<th>Video &amp; CD</th>
<th>Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>30</td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Philosophy - Psychology - Religion</td>
<td>1,180</td>
<td>4</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Auxiliary Sciences of History</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History (General) and History of Europe</td>
<td>744</td>
<td>11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History: America</td>
<td>1,156</td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Geography, Anthropology, Recreation</td>
<td>203</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1,667</td>
<td>3</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Political Science</td>
<td>442</td>
<td>2</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1,304</td>
<td>5</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>107</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>319</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Language and Literature</td>
<td>6,161</td>
<td>11</td>
<td>416</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>890</td>
<td></td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>Medicine</td>
<td>1,822</td>
<td>27</td>
<td>127</td>
<td>5</td>
</tr>
<tr>
<td>Agriculture</td>
<td>43</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>294</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Military Science</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td>64</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

5.A.3. Information resources and services have been planned to meet needs of students and faculty in all degree programs and at both on-campus and off-campus locations. The NSC Library strives to meet the needs of the students at each campus location by providing programmatic specific library resources and facilities. The Basic & Water II library facilities and collections support the programs in the School of Education and the School of Nursing. The Teaching and Learning Center (TLC) is housed within the Basic & Water II library and provides teacher preparation students and faculty with materials and computing facilities designed to meet their distinctive academic needs. The Dawson Library supports liberal arts and sciences and business programs.

To enhance online teaching and learning, the library has continued to expand electronic resources. Electronic databases adequately focus on the educational content of degree programs. Newer acquisitions, such as the Gerritsen Collection, Mergent, MLA International Bibliography, and JSTOR Arts and Sciences IV-VII Articles, provide access to a large number of full text articles. The electronic reserve program allows on-line access to course resources via the Internet. These resources include instructor notes, video and sound files, and book chapters. The NSC Library provides several access points to these resources through online subject guides, embedded links in WebCampus course shells, and the NSC Library website. Faculty provides input on resources and services through direct communication, program-focused meetings, Faculty Senate discussions, and the Library Advisory Board.

Expansion of online offerings is part of the Academic Master Plan. The number of online and web enhanced courses has increased since 2004, as documented in Table 5-2. This trend increases the demands for faculty education and training. Likewise, the technological infrastructure must keep pace with growth.
Online – Provides all instruction via online delivery with no required on-campus components

Web Enhanced – Primarily classroom based delivery with a web presence to facilitate communication and grade reporting

Hybrid – Combines various methods of online delivery and interaction with scheduled classroom meetings

### III. Analysis and Appraisal

#### A. Strengths

The library and OIT have both made highly efficient use of available resources in serving the needs of the NSC community. The library is able to compensate for its small size by supplementing the print collection with the most up-to-date electronic innovations, including databases, journals, document delivery, and electronic reserves, as well as an extensive interlibrary loan program and borrowing agreements with the other local NSHE institutions. To expand its print capacity, the library has implemented a storage and retrieval system which will enable more books to be held in the same physical space. This will also meet the need for more quiet study areas.

The library’s self-check-out stations equipped to read RFID tagged materials enable patrons to check out materials without having to wait for assistance from staff.

The Library Director, Library Technician, Library Intern, and student workers have consistently provided NSC with a helpful, knowledgeable presence, and have been available for every member of the NSC community.

OIT provides and supports high-quality hardware and software, enabling NSC faculty, staff, students, and guests to work with state-of-the-art computers, communication systems, video equipment, and other resources. Even with limited staff, the department has made extensive improvements to the server and network infrastructure in addition to offering a wide range of technology services.

To make the most efficient use of staffing resources, OIT implemented an online ticketing system to track and process work orders in addition to an online asset management system. This allows its divisions to manage workflow, monitor trends, and provide request tracking to end users. In addition, a number of policies have been developed which cover
topics such as computing support, data security, electronic communications, technology purchases, and mobile communications. These policies assist in enforcing standards and guidelines which aid in protecting sensitive data and providing more effective use of staff and resources.

The library and OIT both assess the most efficient use of space, as exemplified by the library’s plans to reorganize its shelving and by the OIT’s server virtualization efforts. Through virtualization, OIT has been able to consolidate over 30 services into 10 physical servers thus decreasing the amount of space, power, and cooling requirements. This technology also lends to improved disaster recovery features, hardware management, and redundancy.

B. Areas for Growth

The library continues to expand its electronic resources to support NSC’s increasing number of online, hybrid, and web-enhanced courses. The NSC Library plans to add more electronic databases in support of specific degree programs, comprehensive e-book collections, and unique digital archives. The next professional position added will focus on further integrating information literacy into the general education learning outcomes.

OIT continues to grow with the College, expanding its hardware, software, and support services to meet the needs of NSC. Areas for continued growth include: developing additional policies and procedures; continuing to develop and revise campus standards related to technology equipment and infrastructure; improving the campus network infrastructure with greater speed and additional redundancy and increasing Internet bandwidth to the campus; increasing system automation and virtualization technologies to more efficiently utilize resources; increasing faculty, staff, and student technology training; increasing professional training opportunities for the OIT staff; and adding additional full-time IT staff to accommodate the support needs of a growing campus population.

C. Plan of Action

To facilitate the areas of growth outlined above, the library’s 2007-2012 strategic plan (see Exhibits) calls for the continued creation of unique digital archives using CONTENTdm, increased library instruction, increased attention to faculty services, information literacy assessment, and a continued commitment to documentation and procedure. The NSC Library will continue to work with the history department to develop project guidelines and opportunities for student participation in collecting oral histories. The library Director continues to work with faculty in selecting library acquisitions that can meet the needs of the projected enrollment in each field of study. The OIT and library staff regularly consults with faculty, staff, and students to ensure that their concerns are being met.

With recently updated state-wide data security regulations, OIT is in the process of creating and updating policies related to data protection, retention, and eradication. Efforts are also in progress to further refine hardware and software standards to provide more focused support services. In regards to
network infrastructure development, OIT retained the services of a network consulting vendor who has assisted in the development of a growth plan and revised network topology model. OIT is actively working to re-align campus network infrastructure to this model which will provide additional redundancy, capacity, and speed.

While OIT does not have dedicated staff for general technology training, its plan is to utilize third party vendors to provide on-site training sessions. Training needs have been determined by discussions with campus schools and departments as well as by online surveys. The first of these sessions was provided to all faculty and staff during summer 2010.

In spring 2010, NSC began the implementation of a PeopleSoft Campus Solutions system to replace its aging student information system. This new system will provide additional online self-service features, web-based interfaces, improved workflow processing, improved data warehousing and reporting capabilities, and the ability to more easily integrate with enterprise administrative and academic systems. Implementation of the entire system is scheduled to be completed in fall 2011. Other planned initiatives include the implementation of desktop and application virtualization technologies which would allow NSC to move to thin client computing. This technology serves to reduce power, space, cooling, and maintenance needs, ultimately lowering long-term operating costs and more efficiently utilizing computing resources. These technologies will also extend to virtual computing labs which would provide students with specialized applications and software from home or any Internet accessible location. In order to progress with the implementation of these technology initiatives and aid in supporting a growing number of end-user devices and applications, a dedicated desktop support technician will be added to the existing staff.

STANDARD 5.B - INFORMATION RESOURCES AND SERVICES

I. Historical Perspective

The NSC Library collections are developed and evaluated in support of the academic programs at NSC. The original library collection was acquired as an opening day collection in consultation with a bibliographer from Yankee Book Peddler (YBP). Collection acquisitions are based on a curricular profile established with YBP and is reviewed periodically. The scope and parameters of collections are described in the collection development policy available for viewing on the NSC Library website. Innovative information technology resources have been emphasized since the College opened its doors in September 2002. Space restrictions have necessitated reliance on electronic resources, and the nature of resources has been determined by the curricular needs of degree programs.

When the College opened, 18 computer workstations were available in the library. Three portable video and DVD players
were available for classroom use, and a portable projector was available. Since that time, library computer resources have expanded rapidly. The Dawson location now has a total of 38 PCs and the Basic and Water location has an additional 40 units. In 2007 the Dawson location added two computers specifically configured with hardware and software to support students in the Visual Media program.

In addition to the library computers, a multimedia lab housing 31 Windows based workstations outfitted with 17” LCD monitors, 1024mb RAM, and DVD burners was added in early 2004. Available software includes: Microsoft Office, the Adobe Creative Suite, SPSS, and ArcGIS. This lab directly supports the Visual Media program and also serves as a standard classroom, an online testing room, and a training facility. The College also added two general-use instructional computer facilities at the Basic and Water and Liberal Arts and Sciences Buildings. Both labs contain 41 Windows based workstations used for online testing, classroom instruction, and training. Lastly, two mobile wireless laptop carts are available holding 30 computers each. This resource provides additional workstations for the student community without taking up precious classroom space.

NSC strives to provide the necessary technology equipment for both faculty and students. Each classroom has been outfitted as a SMART room, which consists of a networked computer workstation with the ability to attach items such as video cameras or laptops, a LCD projector, a VCR/DVD player, and a transparency projector. This is now the campus standard, which will carry over to each new classroom that is built. These rooms provide instructors the ability to enhance teaching and learning through the use of the Internet as well as with multimedia presentations.

In order to provide instructors with the ability to create multimedia and online course content, a multitude of technology equipment is available for on- and off-campus checkout. Fifteen Windows based laptops and two portable LCD projectors are available for checkout through OIT. Faculty, students, and staff have access to cameras and portable HD flip cameras available for checkout through the library. In addition to this equipment, all general use computer workstations are available for faculty and part-time instructor use.

II. Description

5.B.1 Selection guidelines for library holdings are based on the following criteria: (a) support of the NSC educational curriculum; (b) correlation/fit with the existing collection; (c) appropriate to baccalaureate level; (d) accuracy and objectivity; (e) multiculturalism/diversity; (f) reputation of author or publisher; (g) currency/permanency of material; (h) price appropriateness; (i) demand; (j) condition (see Exhibit: Collection Department Policy).

Because physical space is at a premium, the library re-organized its shelving and study space at the end of fall 2005 to allow for more holdings. Compact mobile shelving was added, which will expand the library’s potential for holding print resources from 6,000 to 17,000 monographs. Since this shelving fills approximately one-third the current
space, the remaining two-thirds was devoted to 40 computer workstations. To realize NSC’s goal of creating a digital library, subscription to electronic databases and e-books has also been increased, which will allow more access to full-text journal articles and e-books. The campus community is able to access electronic resources remotely twenty-four hours a day from any location through an authentication server using their student login. A serials management solution was implemented to compile journal holdings. The library recently increased its electronic journal subscriptions with the UALC agreement with SAGE publishing. Students, faculty, and staff now have electronic access to over 400 new titles. Currently, the library is able to offer access to over 2,000 electronic journals through databases and individual publishers. The library recently implemented Serial Solutions’ link resolver, which enables users to access available full-text articles seamlessly from select databases. Figure 5-1 summarizes library resources by type and volume.

![Figure 5-1: Library Resources by Type and Volume](image)

The library databases are accessed through the NSC Library home page. NSC currently subscribes to 46 databases (student headcount approximately 3,000). CSN subscribes to 25 databases (headcount 37,000), while UNLV subscribes to over 100 (headcount 27,000).

Over the first three years, the library has expanded to a total of 38 workstations at Dawson and 40 workstations at Basic and Water. Each workstation includes a computer with network access, connected to a network printer. In addition, over 50 general-use computers are located throughout campus which provides additional Internet accessible workstations with printing capabilities. Wireless service is also available at each campus building which allows faculty and students to access library holdings via personal laptops and portable devices. Computer resources are summarized in Table 5-3.

<table>
<thead>
<tr>
<th>Location</th>
<th>Windows Based</th>
<th>MacOS Based</th>
<th>Network Printers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawson Library</td>
<td>33</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Basic and Water</td>
<td>40</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Computer labs</td>
<td>128</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Staff and faculty</td>
<td>200</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Classrooms</td>
<td>29</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mobile cart</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Open space</td>
<td>40</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Computers in both the library and computer labs have educational and course-specific software installed. Available software for educational use includes Microsoft Office, Adobe Creative Suite, SPSS, and ArcGIS. Course-specific software includes VH Dissector, A.D.A.M. Interactive Anatomy, and Virtual Chemlab used by the science department, as well as medical center software used by the nursing program.
5.B.2 Library and OIT staff are committed to providing knowledgeable support to students, faculty, and staff. The goal is independent and effective use of resources.

NSC is committed to improving the information literacy of its students, many of whom begin college with little or no familiarity with academic libraries and college-level research. The library’s information literacy initiatives include both enhanced information literacy resources and a newly developed outcomes assessment program. Using the library’s new website as a starting point, new tutorials, videos, and other online aids are continually being developed to help students with search strategies, database usage, e-book access, resource evaluation, how to avoid plagiarism, and library services. Subject guides hosted through LibGuides are further research tools tailored specifically for NSC students. First-year students will be directed to resources that complement the instruction sessions conducted by library staff. The continuing development of the library’s website facilitates NSC’s goal of providing thorough, comprehensive access to information resources. The outcomes assessment program under development utilizes an annual faculty assessment of their students’ research skills, as well as assessment tools used in conjunction with the library’s instructional sessions.

The first goal of the 2007-2012 NSC Library Strategic Plan is “To improve information literacy in students and staff.” The NSC Library seeks to improve the ability of staff and students to access current and accurate information, as well as to improve the ability of students and staff to locate, evaluate, and interpret information. The library works with the faculty to design instruction sessions for their courses. Depending on the level of the course, library instruction can vary from general instruction on library resources and research, to specialized instruction on research techniques and subject specific resources. General library instruction is taught in the CEP sections to acquaint new students with accessing and utilizing library resources. Additional specialized library instruction sessions are taught at the request of the faculty. Library staff teaches an average of 10 instruction sessions per semester. They are available to answer faculty and student questions and to problem solve reference issues in-person, on the phone, or remotely through online chat reference. Self-guided lessons on basic library information and services are available from the library website. Additionally, library instruction for distance education students is provided through animated tutorials that are available for faculty to integrate into their online courses.

During school sessions, library reference services are available Monday through Saturday at the Dawson and Basic and Water library locations. The NSC Library locations have integrated circulation and reference desks for a single point of contact for patrons. Services desk personnel are available in-person and via chat reference during library hours. The staff assists students with a variety of technology and information literacy skills. Individualized instruction occurs in the course of any reference transaction, and may be as in-depth as the patron requires and time allows.
In 2006, the NSC Library asked the students, faculty, and staff to participate in evaluating the library through LibQUAL+ which is an online survey provided by the Association of Research Libraries for the purpose of determining users’ views and preferences on library services, resources, and facilities. The 2006 LibQUAL+ survey results show that the NSC Library’s “Effective Service” exceeded minimum expectations, but that the library needs to improve its value as a place. The most recent library satisfaction survey indicated that 79% of the respondents were either satisfied or very satisfied with the overall resources and services provided. The NSC Library will re-administer the LibQUAL+ survey to students, faculty, and staff in 2011.

In an effort to improve the physical environment of the library, additional group study seating has been provided in the Basic and Water branch. Library orientations are provided for all freshmen during orientation week. At orientation, students are familiarized with the resources and services accessible on campus as well as remotely. Additionally, students are registered for their student ID which also serves as their library card. Each student’s ID is personalized to include information to access computer and library resources remotely.

In conjunction with the library, the OIT offers the following technical support services:

Administrative Computing
- Provides account management and application support for the student, financial, and human resources systems

Communication Services
- Provides telephone/voicemail installation, support, and maintenance
- Provides printing/copying services
- Provides campus mail services
- Provides video conferencing system scheduling and support

Consulting Services
- Provides consulting services to assist in leveraging technology to improve business processes and needs
- Provides quotes for technology related hardware, software, and projects

Instructional Technology
- Provides documentation and training for professional development in current and emerging instructional technologies
- Provides individual and group consultations for delivering learning through technology
- Promotes effective course development policy and practices using instructional design principles
- Provides course development services

Network Operations Center
- Provides network infrastructure design, engineering, installation, management,
and troubleshooting

- Provides network, security, monitoring, and firewall management
- Provides network address management
- Provides campus Internet and WAN connectivity

Systems Operations
- Provides student, faculty, and staff technical phone support, call routing, and work order handling
- Provides installation, support, and maintenance for approved NSC computer hardware, peripherals, and software
- Provides support and maintenance for SMART classroom technology
- Provides installation, support, and maintenance for student computing facilities and computer-based instructional facilities
- Provides inventory tracking for NSC technology equipment
- Provides server infrastructure design, engineering, installation, management, and support
- Provides server monitoring and disaster recovery services
- Provides security threat detection, prevention, and removal services

- Provides directory, e-mail, and network file/print services, support, and management
- Provides application server hosting, management, and support

Support for these services is handled by a centralized OIT help desk that is available to patrons via walk-in, phone, and email. The on-campus help desk is available Monday through Friday during regular business hours. In addition, students and faculty have access to twenty-four hour a day, seven days a week telephone and online user support for WebCampus and related technologies. This service was implemented in fall 2007 to accommodate a mandate to have an online presence for all NSC courses and is provided by a company called Presidium Learning. OIT also has a website and online support portal that includes instructions, user guides, and tutorials for patrons seeking support via the Internet.

In an employee survey conducted by the NSC Business Office, OIT support services was ranked as being extremely high, with comments such as “helpful and patient with both faculty and students,” “with limited resources, this department keeps things running smoothly,” “excellent, timely, courteous, and efficient,” “information technology support has been more than efficient and supportive,” “always willing to help – incredibly dedicated,” and “very responsive and helpful.” (See Employee Survey in Exhibits).
Instructional support and training initiatives are essential to effective teaching and learning. Since fall 2006, Nevada State College’s Office of Instructional Technology has invested in the development of comprehensive, fully online “teaching with technology” workshops and real-time instructional resources, available “any-time/anywhere,” making course design and development resources available wherever and whenever faculty need them. With their first teaching assignment, full- and part-time instructors are enrolled in NSC’s Faculty Resource Center (FRC). The FRC provides twenty-four hour a day, seven days a week access to animated demos, manuals, and tip sheets for all of the teaching technologies used at NSC. In addition, instructors have access to a moderated Faculty Lounge where they can post questions and exchange teaching tips with colleagues. All instructors also have access to nine online workshops on more advanced course design and development tools through which they can rotate over several months, as needed. Workshops engage faculty in hands-on training using practice courses in which they can design and build assignments, assessments, graded discussions, course materials, and media.

Building on the universal deployment of WebCampus, all students admitted to NSC are enrolled automatically in an online course called Student WebCampus Orientation (SWO). Collaboration between Instructional Technology and the Student Academic Center (SAC) has led to a new online service for students: SAC tutors now have teaching assistant roles in the SWO sections, enabling tutors to assist students in learning how to submit assignments, take online tests, and participate in online learning activities. The course includes all of the WebCampus learning tools with related learning exercises.

In addition, every WebCampus course contains basic resources for online or distance learning. For students who cannot attend on-campus orientation sessions, each course contains a mini-orientation called WebCampus Tour. Likewise, for students who cannot schedule time at the Student Academic Center, each course contains a link to Smarthinking, an online tutoring service. Again, in collaboration with SAC, this online tutoring service enhances campus services. All course sites now contain links to NSC Library resources by program areas. Additional learning resources – links to APA and other national and local learning guides – are added to course sites via a program template.

In fall 2009, Wimba Collaboration Suite was added to WebCampus creating an integrated set of live and voice instructional tools within WebCampus course sites. An initial group of approximately 15 faculty and staff attended Wimba-provided training which was archived and continues to be part of an ongoing training program in interactive voice and live instructional methods.

In summer 2009, Instructional Technology inaugurated the Technology Fellows Institute which encourages faculty and staff to apply for a year-long program of study, application, and mentoring. In its first summer Institute, five Technology Fellows produced websites that supported both student learning and faculty
development. They have mentored their colleagues in adopting new interactive technologies and learning tools. Several Fellows also presented their work at regional and national conferences.

5.B.3 Development and management of library and information resources follow a systematic process. The Director of Library Services has ultimate responsibility for development of library resources, but consults regularly with the Library Advisory Board which consists of faculty representatives from various degree programs and a professional bibliographer. Additionally, the Director is a member of Faculty Senate and is made aware of various curricular proposals by the Curriculum Review Committee. The Collection Development Policy is posted on the library’s webpage. This policy includes the purpose and mission of the library, statements on intellectual freedom and copyright, criteria and selection guidelines for acquisitions, donation policy, and maintenance procedures. The policy is reviewed periodically by the Director of Library Services and changes are made as needed. Constituents have open access to the policy and to posted changes and updates.

OIT’s governing policies, regulations, and procedures are also located on the NSC website. The Director of Information Technology is responsible for the development of these regulations, which go through the same systematic approval process required for all campus-wide policies. This process allows for constituents to have open access to the policy as well as to posted changes and updates. OIT policies cover topics such as computing support, data security, electronic communications, technology purchases, and mobile communications. These policies assist in enforcing standards and guidelines which aid in protecting sensitive data and providing more effective use of staff and resources.

The Student Technology Fee Committee oversees acquisition of computer resources and new technology funded by the student technology fee. Constituents are made up of members from NSC faculty, staff, and student body. As these funds are provided by the students, all equipment, software, and services purchased through the fee must benefit the students directly. Decisions are made based upon the impact on students, relationship to the NSC strategic plan, as well as up-front and on-going costs. Information regarding the student technology fee including submitting proposals and administration of funds is available on the OIT website.
5.B.4 Faculty, staff, and students provide input into the growth of library and information technology services. Faculty was an integral part of initial library development, and continues to work with the Director of Library Services to develop the library’s collections. The Director solicits faculty advice and input on all major acquisitions. The Library Advisory Board, composed of faculty from different degree programs, provides regular input to the Director. The Director attends Faculty Senate meetings and meets regularly with program chairpersons to determine academic needs. As stated in the Collection Development Policy, “Nevada State College library encourages all users to contact the Director of Library Services to request any items that they feel will add to the collection.” Library users are able to provide feedback on library resources and services through periodic surveys, comment boxes, and the NSC Library email.

In 2007 a Technology Advisory Committee was formed to gather and share information related to campus-wide technology issues and initiatives; identify, advise upon, and develop policy regarding campus technologies; and provide a unified forum to discuss technology trends, requests, and related support services. This committee consists of members from all areas on campus including academics, student services, and administrative services and provides a forum in which input can be provided in regards to the future of technology development. Periodic surveys are also distributed to the campus to elicit feedback and help in determining the need for additional technology services and resources. In addition, the Director of Information Technology consults regularly with campus constituents in regards to technology needs and planning.

5.B.5 The library works closely with the OIT to enable patrons’ access to a wide variety of electronic resources. As library collections expand, so do the abilities of students to perform at higher levels. This variety of resources includes periodicals, government documents, books, conference proceedings, and financial and research reports. Full-text and bibliographic resources are accessible from every computer workstation, including the library, computer lab, desks of staff and faculty, and students’ personal computers. Students, faculty, and staff are able to access electronic resources off-campus through an authentication proxy server.

NSC students have electronic access to the library catalog, e-reserves, e-books, and all NSC databases. Popular electronic research databases include Academic Search Premiere, Literature Online, and CINAHL. Serial Solutions and Google Library Links enable users to more effectively access electronic journals by linking local and external content. The NSC Library purchased CONTENTdm in spring 2007 with the goal of developing digital collections unique to the NSC Library. An initial digitization project focuses on the history of NSC with the goal of producing an online collection robust enough to be displayed as a structured exhibit.

The Office of College Relations manages the NSC website, www.nsc.nevada.edu. The site offers information and resources for the College as well as for each campus
department. These items include the academic calendar, job postings, online applications, online registration, course schedules, faculty directory listings, commonly used forms, meeting minutes and agendas, document templates, and news. Additional means of communication are offered via WebCampus through the use of online discussion forums and announcements.

In summer 2009, as part of a Technology Fellows award, a WebCampus online module was created to inform and assist students with developing research skills. The module provides all students with basic information about library resources and services, and instruction on locating, evaluating, and citing resources.

Instructional Technology has added a number of web-based, online communication and instructional tools including Pronto, a secure, institutionally authenticated instant messaging service that includes group, office hours, and tutoring features. To enhance the appeal of online content, InTech offers real-time tutorial support for faculty and students using YouTube and Jing video resources. It has also added Wimba Voice tools to promote workshop and special learning events and a “Cheatability” workshop to raise faculty awareness of academic integrity issues. It has also added assessment tools (e.g., Standards for Online Instruction Self-Assessment Survey) for the Online Learning Task Force and online program development.

In addition, through the acquisition of the Wimba Collaboration Suite and Wimba Live (aka NevadaLive), Instructional Technology provides all faculty and professional staff access to real-time online meeting and communication tools. As a result, campus-wide committee, organization, and planning meetings can now be conducted online, reducing the need for travel between campus sites. Because NevadaLive meetings can be recorded, meeting archives are available to participants afterward. NevadaLive also includes a survey tool, enabling participants during live sessions and afterward to post responses to polls and questionnaires.

Lastly, in spring 2009, InTech began offering access to an online course evaluation system for collecting student feedback about courses. The School of Education piloted a test of the system during fall 2008. In 2009, the Schools of Liberal Arts and Sciences and Nursing adopted the system. The system provides students with a web-based, anonymous, and secure way to provide feedback for primary and secondary instructors, clinical rotations, program satisfaction, and course attributes. The School of Nursing achieved close to 100% response rate for course evaluation surveys in fall 2009.

III. Analysis and Appraisal

A. Strengths

One of NSC’s greatest strengths in the information resources area is its emphasis on electronic resources. This emphasis grew out of the necessity to work with relatively small physical spaces, as well as out of the recognition that a new college should have state-of-the-art technology and resources to serve its current and future constituents.
The library is staffed with technologically adept professionals and student workers who are able to use current advances to help compensate for the library’s lack of physical space. The professional staff emphasizes education in order to enable students and staff to utilize NSC’s quickly growing electronic resources.

Faculty feels a sense of pride and ownership, having selected the resources and contributed to the development of the library collection. Additionally, NSC faculty expresses satisfaction with the amount of support in this area. Students and faculty alike feel that their needs for information resources are being met, as reflected in responses to survey questions on the issue. They acknowledge ongoing training and development in the use of technology in their classes, as well as highly competent OIT staff who are available for questions or problems. Additionally, the Instructional Technology team has been very supportive to faculty in the development of WebCampus resources and related technologies.

Lastly, the annual Technology Fellows Institute has been well received by faculty and staff, receiving more proposals than available seats. Through this program, participants have mentored their colleagues in adopting new interactive technologies and learning tools. The institute’s mission is to educate and promote the use of innovative technologies for the development of robust educational objects. The fellowship emphasizes learning and implementing sound online pedagogy and usability. Participation in the Technology Fellows Institute enhanced the library’s ability to further assist students in developing their library skills through the development of online resources. Several Fellows have also presented their work at regional and national conferences. School leadership is committed to sustaining the initiative and the program won the 2010 Catalyst Award for Staff Development from Blackboard, Inc.

B. Areas for Growth

As information resources are an ever-evolving field, NSC must remain current in its acquisition, use, and training in this area. The library will increase communication with faculty and students on resources and services as well as continue to integrate information literacy components into the curriculum. The College also needs to continue to develop more policies regarding issues such as copyright and appropriate use of material.

In regards to technology, Instructional Technology continues to respond to the needs of faculty for academic communication and instructional resources. Areas for continued growth include: expanding the use of Pronto, a secure, institutionally authenticated instant messaging service that includes group, office hours, and tutoring features; developing more real-time tutorial support for faculty and students using YouTube and Jing video resources; utilizing Wimba Voice tools to promote workshop and special learning events; promoting a “Cheatability” workshop to raise faculty awareness of academic integrity issues; and continuing to provide and sustain assessment tools (e.g., Standards for Online Instruction Self-Assessment Survey) for the Online Learning Task Force and online program
C. Plan of Action

To address the growth issues outlined above, NSC is engaged in a number of activities. Additional web-based subject guides, information literacy modules and assessment tools are being developed, implemented, and integrated into WebCampus courses. Brief informational sessions for faculty are being developed on copyright and library resources. Library faculty will contribute and teach library-related course content for first-year courses. Faculty and staff are working on policies and procedures related to copyright licensing and permissions staff.

Increasing electronic resources, e-books, journals, and digital collections for students and faculty is a high priority. Seamless access to electronic resources continues to be a challenge. For example, e-books are included in the library’s online catalog. A link in the item’s record directs the student to the e-book for immediate viewing. Though e-books are accessible to students twenty-four hours a day, their usage does not indicate that they are as popular as online journals. The library is investigating ways to increase usage of this collection through the evaluation of various discovery services, or full-text content aggregators in collaboration with the other NSHE academic libraries. Online workshops are also being offered for students and faculty regarding the use of instructional technologies.

As faculty continues to increase the number of online, web-enhanced, and hybrid courses, NSC will continue to acquire the latest in computer technology for access to online materials. To supplement electronic information resources, the library will continue to update its print collection to keep it current.

Instructional Technology plans to provide monthly online workshops on course development; design strategies for improving student engagement; develop assessment strategies for challenging and interactive performance evaluations; create course materials and resources; utilize effective communication and online course management; and use media and live lecture materials. Further, in collaboration with the School of Education, Instructional Technology is developing a certificate in online instruction program that is expected to become a bi-annual opportunity for new hires. OIT and Instructional Technology are also in the process of building a Teaching with Technology Center for faculty and staff. This Center will provide individual workspaces for guided independent work as well as a common space for demonstrations and general technology training.

Finally, Instructional Technology staff was part of the steering and planning committees for the November 3-5, 2010 Southwest Technology Showcase, a regional event for promoting excellence in instruction and student services using the newest technologies.
STANDARD 5.C FACILITIES AND ACCESS

I. Historical Perspective

The library holdings were acquired during the first semester of operation of the College and have increased over time. By the second semester, circulation policies were written and students began checking out print resources. Since then, the number of electronic and online resources has expanded rapidly. Because the number of online courses is growing faster than courses offered on campus, online access to resources is a high priority.

II. Description

5.C.1 The NSC Library currently serves students and faculty at two locations, in the Dawson Building and in the Basic and Water II Building. The library in the Dawson Building opened in 2002 with 18 workstations and has expanded to a total of 38 units, as of fall 2008. The library in the Basic and Water II Building opened in spring 2007 with 40 computers. Seating for group study was increased in 2008 in response to student comments. The collections are arranged to provide the access to pertinent collections at each location. Education, speech pathology, and health science collections are housed at the Basic and Water II location with the majority of the collection supporting liberal arts and sciences at the Dawson library. The library is currently open a total of 63 hours per week. Fall semester hours at the Dawson and Basic and Water locations are: 8 a.m. - 8 p.m. Monday – Thursday; 8 a.m.-5 p.m. Friday; 9 a.m.-2 p.m. Saturday (Basic and Water). Both library locations provide wireless access for students.

The use of print and electronic resources is increasing as the size of the student body increases. Patrons can access electronic resources from home anytime. Checkout and use of physical materials and electronic resources have increased over time (see Exhibit). Through the library webpage, patrons can access their circulation record to renew materials after hours or email the library. They may also leave a voicemail if they have circulation questions or problems.

An interlibrary loan program provides convenient access to holdings for students who need materials that are not available at NSC, UNLV, or CSN.

Handouts listing library hours and circulation policies are available in the library (see Exhibits). Additional handouts provide guidance to students on how to locate and utilize student ID numbers, and how to register for classes.

All NSC courses have a corresponding WebCampus shell which includes links to library resources. In addition, when the need arises, circulation personnel provide special assistance or accommodation to disabled students.

Three instructional computer labs and three general-use computer labs with workstations serving up to two hundred users are also available to access electronic library resources. In addition, there are approximately fifty workstations located in public areas as well as wireless service in each building which is accessible to all
students and faculty.

5.C.2 Several crucial partnerships and cooperative agreements support library services. Agreements with UNLV and CSN allow NSC students and faculty to have access to library collections at those institutions. These agreements are included in Exhibits. The Director of Library Services meets on a regular basis with directors or their representatives from the libraries of UNLV, CSN, and the City of Henderson. Additionally, the NSC Library is a member of the Bibliographic Center for Research (BCR) and the Utah Academic Library Consortium (UALC).

Students utilize OPACs (on-line public access catalogs) indicating NSC Library holdings as well as those for UNLV, CSN, and DRI (Desert Research Institute). In fall 2006 the OPAC web template was updated to conform to the anticipated NSC website redesign. The user interface was also updated to include relevance ranked results as well as icons representing material type for easier identification by users. In 2008 the addition of book jacket cover art was included to commonly held records between the institutions in the OPAC. Students can send full-text articles and/or citations from NSC databases directly to their personal email accounts.

Students who cannot obtain monographs at NSC can obtain them through a “paging” service between regional libraries. If the materials are not available at any of the regional libraries, students can use NSC’s Interlibrary Loan Service, which obtains the materials from libraries nationwide.

III. Analysis and Appraisal

A. Strengths

In the area of facilities and access to information services, NSC is state of the art. Students, faculty, and staff have access to all electronic systems and services anytime from anywhere. In addition, they can also access the large collections at UNLV and CSN.

B. Areas for Growth

As part of its effort to improve access to information services, more open computer access is needed for students. Additional building space will allow NSC to add more computer labs and workstations for students to use as needed.

Also, while its information and electronic resources are strong, NSC needs to find a way to accommodate students in a more comfortable manner. Currently, the library does not have adequate study areas for individuals or groups, as most of its space is devoted to its print collection and its computer resources. To accommodate rapid student growth, the library needs to expand its physical space and its monograph collection.

C. Plan of Action

Since the library has a sizeable collection of electronic resources, it should focus on further enhancing its physical facilities and print resources. As access to information services is one of NSC’s greatest strengths, one of the College’s biggest challenges is improvement of the facilities. NSC is exploring ways to improve the campus environment including finding space on campus for study areas.
STANDARD 5.D - PERSONNEL AND MANAGEMENT

I. Historical Perspective

The first Director of Library Services was appointed in spring 2003, and in fall 2008 a new Director was appointed. The Library Manager position was established in summer 2006 and the Library Assistant position was established in 2007. Student employees have served as circulation staff in the library since its inception. The first Director of Information Technology was present when the College opened in September 2002. Following his resignation, the current Director was appointed in March 2004. Since that time, the Office of Information Technology has grown from a staff of one to seven, in addition to a number of student workers.

II. Description

5.D.1 The staff of the library and OIT work together to meet the needs of the College.

Library positions include the Director, Library Assistant, and seven part-time student employees. Part-time student assistants work an average of 15 hours per week. The library works with OIT staff to ensure high quality electronic resources. The Office of Information Technology oversees all technological resources for NSC. Personnel include the Director, Assistant Director, Systems Operations Manager, and Administrative Coordinator/Communications Services Manager. The Office of Instructional Technology, which consists of a manager, instructional designer, and application specialist, assists faculty and students with WebCampus and related instructional technologies.

5.D.2 Library and Information Technology staff include qualified individuals whose responsibilities are well defined.

The Director of Library Services is responsible for managing library activities, supervising staff, collection development, advanced reference, web resources, and bibliographic instruction. Additionally, both professional staff members have the opportunity to teach courses in the School of Liberal Arts and Sciences.

The Director is required to hold a terminal degree. Professional staff is expected to participate in local and national library organizations as well as engage in professional development to remain current in library trends. As academic faculty, they are required to engage in service and scholarship to meet tenure requirements.

The Director’s primary role is to support the growth and development of NSC’s Library. The Director manages all library operations, hires and oversees library employees, and works to ensure that the library is fully aligned with and supportive of NSC’s iTeach philosophy. The Director works closely with the Provost and faculty to enhance library resources and services. The Director establishes cooperative relationships with other libraries and organizations. This position develops all library policies and procedures, coordinates services and initiatives, oversees collection development, manages the operations budget, and establishes
yearly goals and long-range strategic plans.

The Library Assistant oversees student assistants’ training and daily tasks, prepares weekly and monthly financial and resource access reports, develops and updates library materials for patrons, creates and updates documentation on library procedures, and provides circulation and reference assistance.

Library student workers staff public service desks and assist the Library Assistant with daily operations. Library student assistants are responsible for providing circulation assistance, paging titles from local libraries, the creation of student/library IDs, library accounts, daily financial record keeping, as well as answering basic reference and computer-related questions.

The Director of Information Technology plans, organizes, and directs campus-wide technology services, resources, and support. This position is responsible for the coordination, oversight, and planning of the technology infrastructure and services necessary for the day-to-day operation of the College including, but not limited to, the campus network, servers, workstations, administrative systems, applications, and telecommunication systems. Other duties include developing policy, procedures, and standards to improve the effectiveness, efficiency, and security of campus-wide technologies and preparing and managing the overall OIT budget.

The Assistant Director of Information Technology assists the Director in the planning, development, and implementation of campus technologies and infrastructure and oversees the operations of the Systems Operations unit which includes the OIT support center, classroom technology support, desktop computing support, enterprise system support, application hosting, as well as disaster recovery and monitoring services. Other duties include engineering and administration of campus servers, data storage system, and directory-based network services.

The Instructional Technology Manager oversees and provides direction for Academic Affairs technology initiatives, including the Technology Fellows Institute. This position is also responsible for the coordination, oversight, and day-to-day operations of the Instructional Technology unit which includes course development services and training, course management and online course evaluation system support, and online collaboration tool support.

The Instructional Technologist develops and delivers training, support, and assistance for faculty in pedagogy, instructional design, the online course management system, and related instructional technologies. Duties include providing support and one-on-one training to faculty members in need of assistance with online instruction as well as backup support for the Instructional Technology Manager.
In December 2009, Instructional Technology added an Application Specialist who provides technical support and administrative duties for the course management system and related academic technologies. This position handles all related student and faculty support requests; creates course sites and user accounts; updates enrollment in both WebCampus and CoursEval systems; and distributes tier two help requests to the Instructional Technologist and Manager. In addition, the Application Specialist maintains a technical manual and develops and maintains systems integrations between the student information system and course management and course evaluation systems.

The Systems Operations Manager is responsible for administering end user support for endpoint devices such as desktop computers, laptops, mobile devices, fax machines, printers, scanners, multifunction devices, and projectors as well as supported software applications. Other duties include the supervision and management of desktop technicians and student workers and providing backup system administration support for enterprise systems and network services.

The Administrative Coordinator provides administrative support functions to the Office of Information Technology and is also responsible for overseeing the day-to-day operations of the Communication Services unit which includes campus mail services; copy machine auditing, reporting, and support; long distance auditing and reporting; video conferencing scheduling and support; and telephone system configurations. Other duties include providing purchasing functions, providing accounting functions, providing human resource related functions, monitoring and maintaining departmental supplies, coordinating travel, and assisting with departmental communications including website updates and announcements.

5.D.3 Opportunities for professional growth are provided to library and information resources staff. Professional library staff receives institutional support to attend local and national library conferences annually. Professional staff is encouraged to contribute to the field of librarianship by presenting at conferences and publishing. Additional opportunities for professional development include workshops and webinars. Most recently the library staff attended a webinar on “Creating and Managing Digital Text Collections.”

OIT staff has been provided a variety of opportunities for professional growth and has participated in training courses and conferences including administrative systems security, network infrastructure development, human resources management, electronic document management, FOCUS reporting, server virtualization, business continuity, and software licensing management. In addition, members of OIT serve on several technology related committees and groups where they can collaborate with professionals in their field from external organizations and institutions.

5.D.4 The Director of Library Services and Director of Information Technology work closely together to accomplish the College’s mission and goals.

The Office of Information Technology assists the College community in
maintaining strong, clear, and consistent internal communication. E-mail is used for basic communication, including notifications of meetings, distribution of meeting agendas and minutes, and reporting updates in planning and implementation of programs. The College network file system and web site are used for posting information relevant to faculty and staff’s work. Posted materials include, for example, articles, administrative meeting minutes, forms, and policies.

5.D.5 The Director provides consultation on library resources and services in regular meetings with the Deans of Liberal Arts, Nursing, and Education, at Provost Council, and Faculty Senate meetings. Every fall during faculty development week, the library provides updates on library resources and services. Additionally, new faculty is provided a packet of information orienting them to the library. Faculty is encouraged to contact library staff to request resources or schedule library instruction sessions.

In 2005, the library developed a plan to integrate library resources into the general education assessment model, and into course syllabi, to help students make the connections between information technology skills and knowledge development. As a result, the Director is providing more task-related instruction to classes and students and fewer classes on general library functions.

The College benefits from the services of an Instructional Technologist, who provides training for faculty on use of WebCampus, and consults with faculty on an as-needed basis. At the beginning of each semester, all courses are set up with a WebCampus course template, and faculty use this platform to individually design each course. There is a link to the NSC Library website on each WebCampus template.

5.D.6 The College provides financial resources for the library and OIT to support courses and degree programs and for maintenance and security of equipment and materials.

The budget has been designed to permit flexibility in the library’s growth. The library is able to shift purchasing power to develop resources in specific subject areas as new programs and degrees are developed. Consortia purchases of databases permit the library to provide access to far more databases than would be possible if purchases were made separately. The consortia agreement with the Utah Academic Library Consortium (UALC) enabled the NSC Library to purchase SAGE Premier, which would have otherwise been cost prohibitive.

The library budget was increased from $100,000 in 2004-2005 to $250,000 in 2007-2008, and was reduced in 2008-2009 to $205,000 (see Exhibits, Library Budget). One-time funding allows for additional print and electronic holdings, especially electronic journals, and for the continued development of digital collections. Figure 5-2 from the Library Strategic Plan shows projections for increasing library holdings and resources over the next three years.

OIT’s operating budget has grown from $100,000 in FY 2004-2005 to $175,906 for FY 2010-2011 (see Exhibit). In addition to maintaining current operations, these funds support salaries of all OIT staff and
III. Analysis and Appraisal

A. Strengths

One of NSC’s greatest strengths is its personnel. The professional staff of the library and of the OIT consists of highly skilled and extensively trained individuals. The staff is effective and efficient in its organization and performance. Highly effective and well-trained student workers assist this professional staff. Having students work at the College enhances NSC’s sense of community and provides students with a feeling of pride in and commitment to the institution. Most importantly, these experiences have allowed a number of alumni to obtain positions such as library managers, assistants, and staff. Currently one alumna is the Library Manager of a public library in Fernley, NV and another is a paraprofessional at a local public library in Henderson, NV. Four student employees from OIT have transitioned into full-time supervisory and technical roles.

Our professional staff is also nationally/internationally known. For example, in 2008 the Manager of Instructional Technology received the Blackboard Community Collaboration Award for his ongoing professional contributions to the Blackboard client community. During the 2009-2010 academic year, he also led a regional professional group and hosted a completely virtual conference using Wimba and Second Life. This role has helped to establish NSC as a leader and innovator in using technologies for both teaching and professional development. The leadership initiatives culminated in the Southwest Technology Showcase, a regional on-ground conference in Henderson, Nevada, representing the best practices from colleges and universities across the southwest from California to Texas.

Additionally, Instructional Technology staff presented papers at Collaboration 2010, presented at WCET in November 2010, were nominated for WCET WOW award and won a Catalyst Award for the Technology Fellows Institute program.

B. Areas for Growth

Like any thriving institution, as NSC grows so does its need for additional personnel to meet the needs of the NSC community. Continued efforts need to be made to recruit and retain the necessary staff to maintain and improve current service levels and grow into the future. Additional efforts also need to be made to provide professional development opportunities to both library and OIT staff members.
C. Plan of Action

Reliable and competent student assistants allow professional library staff to focus attention on more complex projects, resulting in more efficient use of library personnel. Therefore, the library continues to emphasize and reinforce training for student assistants. The library handbook is being updated, and a quick reference guide is being developed for student assistants to supplement their training. The library will continue to work in collaboration with local academic libraries on publicizing monthly professional development opportunities for staff.

To support a growing reliance upon technology in the classrooms, labs, and faculty offices, the Office of Information Technology is working to add dedicated technicians based in each of the three schools to more quickly attend to support issues. In addition, temporary staffing options are being investigated to increase support coverage and improve service levels.

STANDARD 5.E - PLANNING AND EVALUATION

I. Historical Perspective

Rapid growth has occurred in library and information technology resources and services. NSC prides itself on acquiring and using state-of-the art resources, within budgetary limits. The NSC Library and OIT exist to serve the educational and programmatic needs of NSC faculty and students. Through regular communication with faculty regarding program goals and periodic surveys of the NSC community, both departments assess their current resources and services to accommodate NSC’s growth and development.

A strategic planning process is in place for growth of these services in the Library Strategic Plan (see Exhibit) and Office of Information Technology Mission (see Exhibit). Surveys and strategic plans are utilized to ensure effective evaluation and responsive planning for library and information technology resources.

II. Description

5.E.1 Library and information resource planning is coordinated with the growth of the College and academic programs. Prioritization of resources is based on the needs of departments and financial resources. The Director of Library Services meets regularly with the Provost and with the President as needed. Faculty can access the library’s policies, which are posted on the library website. The Library Advisory Board serves as a forum for faculty input. The Director formulates annual goals for the library and discusses these goals with faculty and the Provost. Input from student and user surveys is considered in ongoing planning.

The Technology Advisory Committee and Student Technology Fee Committee include faculty and staff in ongoing planning for computer and information technology resources. As previously stated, committee members include NSC faculty, staff, and student representatives.
Decisions on how to use funds from the student tech fee involve all members of the committee. In other decisions about new technology, faculty and staff input is integral to the process.

5.E.2 Cooperation between the OIT and the library is ongoing. Both directors jointly serve on a number of committees including the College Space Committee, Library Advisory Committee, and Technology Advisory Committee, allowing them to collaborate on issues and initiatives related to library services and information technology. In addition, OIT, in conjunction with the library staff, manages and maintains the technology which resides within the library facilities.

5.E.3 Evaluation of library and information resources is becoming more systematic as the library expands. Statistics on student visits to the library are maintained every semester. Those results are included in the Exhibits.

In spring 2006 the library participated in LibQUAL+, an online evaluation survey, which compares NSC Library services with other institutions. As shown in the “Core Question Dimensions Summary” (see Exhibits), the library fared well in “Effective Service and Information Control”, but suffered notably in “Library as Place,” which can be attributed to small square footage and lack of adequate study areas. In spring/summer 2010 the library surveyed the students, faculty, and staff. Survey results indicated that 79% of the respondents are satisfied overall with the library’s resources, services, and support. The library plans to re-administer the LibQUAL+ survey in 2010.

Table 5-4 contains a comparison of activities of the NSC Library and other libraries in NSHE during 2010.

### Table 5-4: Library Activities at NSC and other NSHE Institutions

<table>
<thead>
<tr>
<th>Library</th>
<th>Circulation</th>
<th>Reference Questions</th>
<th>Materials Collection</th>
<th>Operating Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Southern Nevada</td>
<td>179,269</td>
<td>79,910</td>
<td>122,000</td>
<td>$904,520</td>
</tr>
<tr>
<td>Great Basin College</td>
<td>3,504</td>
<td>266</td>
<td>113,341</td>
<td>$586,166</td>
</tr>
<tr>
<td>Truckee Meadows Community College</td>
<td>26,512</td>
<td>13,296</td>
<td>67,015</td>
<td>$825,127</td>
</tr>
<tr>
<td>University of Nevada, Las Vegas</td>
<td>262,195</td>
<td>N/A</td>
<td>1,386,698</td>
<td>$15,640,206</td>
</tr>
<tr>
<td>University of Nevada, Reno</td>
<td>213,113</td>
<td>159,500</td>
<td>1,101,491</td>
<td>$9,259,976</td>
</tr>
<tr>
<td>Western Nevada College</td>
<td>7,926</td>
<td>4,810</td>
<td>50,393</td>
<td>$1,072,215</td>
</tr>
<tr>
<td>Nevada State College</td>
<td>923</td>
<td>2,759</td>
<td>10,783</td>
<td>$410,000</td>
</tr>
</tbody>
</table>

Evaluation of the services and support provided by the Office of Information Technology is gathered on an annual basis via an online survey. Metrics include communication and satisfaction of support services. In addition, feedback is gathered to assist in determining the need and effectiveness of technology resources and services. These surveys are distributed to all members of the campus community including faculty, staff, and students.

Additionally, with the implementation of a new ticketing system, all members of the campus community who submit a request to the OIT support center are provided a satisfaction survey to provide feedback about their experience. This feedback is reviewed on a regular basis to improve services and ensure that support needs are being adequately met.
III. Analysis and Appraisal

A. Strengths

In the planning and evaluation areas, the library and OIT are both strong. Detailed and ongoing consultation with the NSC community has resulted in an efficient use of resources and survey data, as well as other evaluative tools that have helped to improve services even more.

The NSC Library participates in regular surveys along with other Nevada libraries in order to assess the strengths and weaknesses of its collections and services.

OIT regularly evaluates the quality and adequacy of its resources through the use of campus surveys. In addition, support services such as those offered for general technology support and WebCampus provide online feedback mechanisms to ensure that patrons are being served in a timely and professional manner.

B. Areas for Growth

One area which is crucial to NSC’s mission is the evaluation of online courses, since so many students take these courses. Faculty and staff need to develop a system that allows for constructive review of online courses and that provides feedback on course effectiveness. Currently, the student evaluations used for this purpose are important in reviewing each course, but there needs to be a more structured process to allow faculty, chairs, directors, and other administrators to consistently participate in the process.

An area in which the library can improve is that of standardized evaluations. As the library grows, so does the need for consistent documentation measuring the success of the library to provide essential services and collections.

C. Plan of Action

NSC will formalize a system which evaluates online courses and assists in improving the experience for students and faculty alike. This will be included with the program of online training currently being implemented by faculty and guided by the Office of Instructional Technology.

In addition to periodic LibQUAL+ surveys, the NSC Library will develop a standard survey to be offered each semester to allow for a more comprehensive analysis of library services. The library also plans to review and revise the five-year strategic plan in order to anticipate the changing needs of the College.

The library and OIT will continue to work closely together, and with the rest of the NSC community, to look for ways to plan efficiently and to evaluate the effectiveness of policies and procedures.
Standard 6

Governance and Administration
I. Historical Perspective

Nevada’s Board of Regents governs the Nevada System of Higher Education (NSHE). Elected to serve a six-year term, the 13 Regents set policies and approve budgets for Nevada’s entire public system of higher education which includes four community colleges, one state college, two universities, and one research institute. The Board leadership is comprised of a Chair and Vice Chair who are elected by the Board’s membership. The term for the Chair and Vice Chair is one year (July 1 – June 30), and the Chair is limited from serving more than two consecutive terms.

The NSHE Board of Regents, which has been in existence since 1865, is a strong force in higher education in Nevada. Its bylaws are detailed within Title 1 of the Board of Regents Handbook. The Board also adopted the Nevada System of Higher Education Code (Title 2 of the Board of Regents Handbook), which defines the organizational and administrative structure of the Nevada System of Higher Education.

The vision of the NSHE Board of Regents is as follows:

The Board of Regents wishes to advance student learning to the highest level, foster the expansion of knowledge through teaching and research, encourage community service, and enrich the lives of the students, the communities, the state, and the nation. In fulfillment of this purpose, the following values are at the center of this endeavor:

- Integrity
- Excellence
- Accountability
- Inclusiveness
- Creativity
- Innovation

Typically, the Board holds four regular meetings each year in addition to committee meetings. Special Board meetings are convened when pressing issues, such as budget matters, must be addressed immediately. These meetings are rotated among the campuses throughout the state. All regular and committee meetings are open to the public. The agendas and minutes are posted on the NSHE website, as well as in hard copy form at each higher education institution. The Board’s online Handbook and NSHE Procedures Manual can be found on the NSHE website.

Table 6-1 lists the committees of the 2010-2011 Board of Regents. Each standing committee meets prior to Board of Regents meetings. Each ad hoc committee meets as deemed necessary by the Board of Regents.
Table 6-1: Board of Regents 2010-11 Committees

<table>
<thead>
<tr>
<th>Standing Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic, Research and Student Affairs Committee</td>
</tr>
<tr>
<td>• Audit Committee</td>
</tr>
<tr>
<td>• Business and Finance Committee</td>
</tr>
<tr>
<td>• Cultural Diversity Committee</td>
</tr>
<tr>
<td>• Health Sciences System Committee</td>
</tr>
<tr>
<td>• Investment and Facilities Committee</td>
</tr>
<tr>
<td>Ad Hoc Committee</td>
</tr>
<tr>
<td>• Appeals Committee for Millennium Scholarship</td>
</tr>
</tbody>
</table>

The Chancellor is appointed by the Board of Regents to serve as the NSHE’s chief executive officer. The Chancellor works closely with the Regents and Presidents to develop NSHE strategies and implement Board policies. The Board appointed Mr. Daniel Klaich to serve as the NSHE’s tenth Chancellor on June 18, 2009. He previously held the positions of Executive Vice Chancellor, Vice Chancellor for Legal Affairs and Administration, and Chief Counsel.

The institutional Presidents in turn report to the Chancellor. The President of NSC and the other administrators work closely with the Regents and the Chancellor to govern the school in a manner that is conducive to its constituencies.

II. Description

6.A.1 The control and administration of the Nevada System of Higher Education is vested to the elected Board of Regents by the Constitution of the State of Nevada. The Board of Regents is a corporate body, legally responsible for the public higher education institutions in the state.

The Board of Regents Handbook provides the governing documents and policies for the Nevada System of Higher Education and encompasses the authority, responsibilities, and relationships among and between the Board of Regents, administrators, faculty, staff, and students at Nevada State College. The Handbook is divided into four sections: Title 1 - Bylaws of the Board of Regents; Title 2 - NSHE Code; Title 3 - Legal Status of the University; and Title 4 – Codification of Board Policy Statements.

The roles of the Regents are clearly delineated in Title 1 and Title 2 (Chapter 1) of the Board of Regents Handbook. Information on the roles of system personnel, administrators, and institutional faculty are clearly defined in Chapter 1 of Title 2, while Chapters 2-9 provide statements on academic freedom and responsibility, guidelines for tenure, personnel policies, and other rules and disciplinary procedures for faculty. Professional staff, classified staff, and student roles are outlined in Title 4.

6.A.2 The various constituencies of NSC understand the Board of Regents Handbook, the NSHE Code, and the NSHE Procedures Manual. The Chancellor is the CEO and Treasurer of the NSHE system. The President of each member institution is Chief Administrative Officer of the institution. The Presidents report to the Chancellor and the Board of Regents for the administration of their respective institutions.

The Board of Regents is responsible for the management and control of Nevada State College but may delegate specific authority to its officers. There is strict enforcement of BOR policies by the NSC administration, and disciplinary action may result if they are not followed.
6.A.3 Provisions are in place for staff, faculty, administrators, and students to share views about topics in which these constituencies have a direct and reasonable interest. Professional staff is organized in accordance with institutional bylaws.

All members of the faculty (both academic and administrative) are represented by the Faculty Senate, which may recommend general policy on matters of faculty welfare, faculty rights within the Code, and faculty involvement in the NSC mission. Recommendations from the Senate are forwarded to the Provost and the President for consideration and approval. NSC has a very active Faculty Senate. All agenda items are posted prior to meetings, which all faculty members are invited to attend. The Senate has worked effectively with each NSC President, including President Di Mare. The President maintains regular communication with the Senate Chair and often attends the opening of Faculty Senate meetings to provide an update on College activities and initiatives.

All NSHE Student Body Presidents and Faculty Senate Chairs are participants in the Board of Regents meetings. Section 19 of the Board of Regents Bylaws allows the Student Body President and Senate Chair to speak before the Board at regularly-scheduled meetings. Other individuals or organizations may appear before the Board after submitting a written request to the Office of the Chancellor fifteen working days prior to the meeting or during public discussion. The requirement for prior written requests to appear before the Board may be waived by the Chair.

6.A.4 The Board of Regents presides over all public higher education entities in the State of Nevada, including the Chancellor and the Presidents of each of the Nevada System of Higher Education’s eight institutions. The division of authority is defined in Title 1, Article VII of the Board Handbook and within Title 2, Chapter 1 of the Code.

III. Analysis and Appraisal

A. Strengths

The Board of Regents Handbook and the Nevada System of Higher Education Code are clearly defined. They are accessible on the NSHE and NSC websites. Board of Regents Meeting and BOR Committee agendas and references are distributed to the President, Provost, Senate Chair, and Student Body President prior to any meeting. Board meetings are open to the public. NSC staff, students, and the public have an opportunity to address the Board through clearly defined procedures. Constituents can also access Board agendas, minutes, strategic plans, budgets, and other information electronically and through other means. System office personnel also serve as resources for each campus.

The administration, faculty, and staff at NSC have a focused mission and are committed to ensuring its success. They fulfill their respective roles within the regulations and policies set by the Board.

B. Areas for Growth

The structure of the Board of Regents is clearly defined and governs the NSHE system. No defined needs are identified.
C. Plan of Action

NSC administration and faculty have the responsibility to regularly communicate with Board members, review material related to Board business, and implement Board policies and procedures at the campus level, where appropriate.

STANDARD 6.B – GOVERNING BOARD

I. Historical Perspective

Since its inception, the Board of Regents has furthered the aims of each of the institutions of higher learning in the State of Nevada. The Board carries out its mission by hiring a qualified President for each institution and has appointed the Chancellor as the direct supervisor of all NSHE Presidents. Each President has the authority to oversee his/her campus and to carry out the policies and procedures of the Board.

The Board also provides vision for each institution, including the development of institutional missions and campus master planning. The Board is responsible for ensuring that the financial needs of the campuses are met. Assembly Bill 220, which created Nevada State College, was signed into law in 1999 by Governor Kenny Guinn. Since the inception of NSC, the Board of Regents has championed the campus, worked diligently with campus administrators, and consistently provided the College with needed financial resources.

II. Description

6.B.1 The 13 Regents are elected to represent defined statewide districts. The election occurs through the State of Nevada general election process. Each elected Regent serves a six-year term.

For a brief background statement on each Board member, visit the NSHE website.¹

Table 6.2 Membership of the Board of Regents, by District

<table>
<thead>
<tr>
<th>District</th>
<th>Regent</th>
<th>Next Election</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 1</td>
<td>Cedric Crear</td>
<td>2012</td>
</tr>
<tr>
<td>District 2</td>
<td>Robert J. Blakely</td>
<td>2014</td>
</tr>
<tr>
<td>District 3</td>
<td>Kevin J. Page</td>
<td>2016</td>
</tr>
<tr>
<td>District 4</td>
<td>Mark Alden</td>
<td>2012</td>
</tr>
<tr>
<td>District 6</td>
<td>Michael Wixom</td>
<td>2016</td>
</tr>
<tr>
<td>District 7</td>
<td>Mark Doubrava</td>
<td>2016</td>
</tr>
<tr>
<td>District 8</td>
<td>Kevin Melcher</td>
<td>2016</td>
</tr>
<tr>
<td>District 9</td>
<td>Ron Knecht</td>
<td>2012</td>
</tr>
<tr>
<td>District 10</td>
<td>William G. Cobb</td>
<td>2014</td>
</tr>
<tr>
<td>District 11</td>
<td>Jason Geddes, Ph.D.</td>
<td>2016</td>
</tr>
<tr>
<td>District 12</td>
<td>Dr. Andrea Anderson (Ed.D.)</td>
<td>2016</td>
</tr>
<tr>
<td>District 13</td>
<td>James Dean Leavitt</td>
<td>2016</td>
</tr>
</tbody>
</table>

¹ http://system.nevada.edu/Board-of-R/Bios/index.htm.

The officers of the Board of Regents include a Chairman, Vice Chairman, and Administrative Officer. The Chairman and Vice Chairman are elected from the membership of the Board at its organizational meeting, held during the Board’s last meeting of the fiscal year. These officers serve a one-year term, to commence on the following July 1st. The Chairman and Vice Chairman may be elected to one additional term. The Chairman of the Board presides over
meetings.

The Administrative Officer notifies all constituencies of Board and committee meetings, records the minutes of each, assists the Chancellor, and serves as custodian of the seal and all official records. In addition, the Administrative Officer certifies the Board’s actions and carries out other duties as directed by the Board.

6.B.2 The Board is committed to acting as a single governing entity in the best interest of the NSHE system. The focus on acting as a committee of the whole is supported by Article VI of the By-laws of the Board of Regents: “To facilitate consideration of the business and management of the NSHE, standing and special committees shall be established as provided herein. Unless otherwise specifically delegated and except as otherwise provided herein, authority to act on all matters is reserved to the Board, and the duty of each committee shall be only to consider and make recommendations to the Board upon matters referred to it”\(^2\). As further noted in Codification of Board Policy Statements, the Board of Regents acts as a unit and no one Regent has the authority to bind the Board: “It shall be the policy of the Board of Regents to act as a unit. The Board of Regents controls the University as a body representing the people; the individual members have no authority singly”\(^3\).

6.B.3 The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the Board of Regents are clearly defined in its Handbook. Title 4, Chapter 1, Section 2 of the Handbook contains The Ethical Code of Conduct for the Regents.\(^4\)

6.B.4 As stated in Title 1, Chapter 1, Article VII, Section 4 of the Board of Regents Handbook, the President of the College shall be appointed by the Board of Regents. In making such appointments, the Board shall follow the recruiting and screening procedures for these officers specified in the Nevada System of Higher Education. The Chancellor will annually evaluate the performance of the President in accordance with procedures established by the Board of Regents and provide a confidential summary of the findings to the Board. Additionally, an evaluation committee shall periodically evaluate the President. This periodic evaluation will normally take place no later than the next-to-last-year of each contract period.

6.B.5 The Board of Regents regularly reviews and approves the College’s mission. The mission was originally developed in 2000 and, in response to the significant state population growth, revised in 2002 and 2003. NSC conducted both a three-year and five-year program review for the Board, outlining academic programs, enrollment, and assessment of goals.

The NSHE and specific NSHE institutions conduct program reviews on new programs in the third and fifth year which are submitted to the Board of Regents for approval. The NSHE and the institution


\(^3\) For full reference, see http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH01---General-Policy-Statements.pdf

review on a 10-year cycle. An annual report published by the institution, and a summary of the report, is then submitted to the Academic, Research and Student Affairs Committee of the Board of Regents.

Nevada State College has a procedure for evaluating all curriculum proposals and new course proposals which includes review by an academic department, School Curriculum Committee, the academic Dean, Deans Council, Faculty Senate Curriculum Committee, the full Faculty Senate (if necessary), and the Provost (if necessary), who then submits the proposal to the President for approval (if necessary). If approved, the changes will be submitted to the Board of Regents if substantive in nature (only for new degrees), and then submitted to the Registrar’s office for inclusion in the College Catalog (see Exhibit).

**6.B.6** The Board of Regents revises its policies as needed to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner. Typically, the Board holds four regular meetings each year in addition to multiple committee meetings. All regular and committee meetings are open to the public, and agendas and minutes are posted on the NSHE website. This site also contains additional information and URL links to each of the NSHE campuses. The Board’s online handbook, a set of governing by-laws and policies to which the Board of Regents, the NSHE, and its eight institutions adhere, can also be found on the site. The Board has a master plan for the eight institutions; it is published in the NSHE handbook and on the NSHE website.\(^5\) The Nevada System of Higher Education’s Master Plan is based upon seven interrelated goals (shown in Table 6-3) that act as guideposts for higher education in Nevada.

<table>
<thead>
<tr>
<th>Table 6-3: Nevada System of Higher Education Goals of Nevada Board of Regents Master Plan</th>
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<tbody>
<tr>
<td><strong>Student Focused System</strong></td>
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<tr>
<td><strong>Reputation for Excellence</strong></td>
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<tr>
<td><strong>Quality Education</strong></td>
</tr>
<tr>
<td><strong>A Prosperous Economy</strong></td>
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<tr>
<td><strong>P-16 Education</strong></td>
</tr>
<tr>
<td><strong>Building Quality of Life</strong></td>
</tr>
<tr>
<td><strong>Opportunities and Accessible Education for All</strong></td>
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</table>

**6.B.7** Funding for Nevada State College must be approved by the Board of Regents. Faculty and staff positions may be created based on the overall needs of the College in accordance with the College mission and objectives. The Board of Regents delegates authority for management of the College to its President. The Board approves NSC’s\(^5\) [http://system.nevada.edu/News/Publicatio/UCCSN-Mast/UCCSN-Master-Plan-Revised_0205.pdf](http://system.nevada.edu/News/Publicatio/UCCSN-Mast/UCCSN-Master-Plan-Revised_0205.pdf)
academic and administrative structure. These policies are outlined in the Board Handbook.

6.B.8 The Board of Regents reviews the annual budget, the long-range financial plan, and periodic fiscal audit reports, as outlined in their Procedures and Guidelines Manual. NSC abides by the NSHE policies for fiscal management. NSC has worked closely with UNLV to develop fiscal procedures.

6.B.9 The Board of Regents is informed by the NSC President that the College is a candidate for accreditation and is working through the necessary procedures set forth for candidates by the NWCCU. The President updates the Board on a regular basis. The Board’s office assists with information for the self study as needed.

III. Analysis and Appraisal

A. Strengths

The Board of Regents has established a well-ordered system for governing higher education institutions in the State of Nevada. The Ethical Code of Conduct for Regents is defined at length. It promotes the standards of the Northwest Accreditation Association. The Board is committed to a three tier system of higher education as noted by its support of Nevada State College as the state college.

In fall 2005, the Board officially approved NSC’s first permanent building. This support acknowledged the need for NSC and has spurred additional contributions for the development of its campus. This building, designated the Liberal Arts and Sciences Building, opened in August 2008. Additionally, funding was approved by the state legislature and Board of Regents to plan NSC’s second permanent building, which will be the Nursing and Science Building.

B. Areas for Growth

Board policies and regulations are clearly defined and NSC staff adheres to these provisions. There appears to be no need to revise or change the Board’s role or the policies and regulations.

C. Plan of Action

Nevada State College will continue to adhere to the policies and standards of the governing board.

STANDARD 6.C – LEADERSHIP AND MANAGEMENT

I. Historical Perspective

Dr. Richard Moore was the founding President of the institution, though he tendered his resignation to the Board of Regents before the College opened in fall 2002. The Board of Regents appointed Dr. Christine Chairsell as the interim President until a national search was completed; as a result of the search, Dr. Kerry Romesburg was appointed President in November 2002. Dr. Romesburg led the College until June 2004, when Dr. Patricia Miltenberger, a faculty member at UNR, was appointed interim President until another national search was completed.

Dr. Fred Maryanski was appointed
President of NSC in January 2005. His presence and tenure added stability to the College leadership. He met with each full-time employee to discuss perceptions of the present conditions and future plans of NSC.

After completing these interviews, Dr. Maryanski met again with the entire faculty and staff, and then with the student body, to share his well-received, integrated vision of a master plan for Nevada State College. Dr. Maryanski further refined and articulated his vision for the College in the business plan that was developed in 2005.

President Maryanski worked very closely with his administrative team and solicited input on policies, procedures, curricular issues, budgeting, and future growth of the College. He was accessible, communicated well with faculty and staff, and pursued partnerships with public and private entities to develop the campus. During the last two years of his tenure, Dr. Maryanski focused much of his attention on budget issues. He worked with the NSHE Board of Regents to address budget deficits, lobbied the state legislature on behalf of NSC, and worked with the Nevada State College Foundation Board to seek funding from private sources.

In September, 2010, Dr. Lesley Di Mare was appointed as President of NSC. Dr. Di Mare previously served as Provost and assisted with many of the President’s duties during Dr. Maryanski’s illness. During her State of the College address on October 6, 2010, she reaffirmed the goals of the College, its dedication to a statewide mission, and highlighted its achievements. She focused on the growth of the College and detailed her commitment to the mission and the development of the master plan.

II. Description

6.C.1 President Di Mare’s full-time responsibility is to Nevada State College. She works closely with the Board of Regents, other NSHE institutions, the NSC Foundation Board, the City of Henderson, faculty, staff, and the community at large.

6.C.2 NSHE CODE and Nevada Revised Statutes Title 34 define the duties, responsibilities, and ethical conduct requirements of the institution’s administrators (Presidents, Vice Presidents, Deans, Directors and persons
Title 2 of the Nevada System of Higher Education Code, Chapter 6, Rules and Disciplinary Procedures for Members of the University Community outline the guidelines for ethical behavior. The Nevada Revised Statutes Article 11, Section 5 requires all professors and teachers (including administrators) to take an oath that they will faithfully perform the duties of their position and uphold the laws of the state. Nevada State College has also adopted a Tolerance and Civility Policy for all administrators, faculty, staff, and students.

6.C.3 NSC’s highly qualified administrators provide effective educational leadership and management to the faculty, staff, and student body. Through a competitive application process, NSC has hired extremely talented and accomplished administrators who are committed to the pioneering spirit and work of developing a new institution like NSC.

The Chief Executive Officer of the institution conducts performance evaluations of senior administrators on a yearly basis. Administrators are evaluated each spring based upon performance during the previous calendar year. Administrators complete and submit self-reports to their supervisors. Evaluations of directors and other supervisory personnel include an assessment of behavioral competencies; supervisory, management, and leadership skills; progress toward established goals; and establishment of new goals. Training is provided by the Office of Human Resources in person and via WebCampus for all supervisors.

6.C.4 The Nevada State College Foundation Board, founded in 2000, is the fundraising corporation for NSC; both the NSC Foundation Board and NSC hold the status of a tax-exempt 501(c)(3) nonprofit entity. The purpose of the Foundation Board is to raise funds from private sources for the educational, scientific, facility, and research needs of the College. The legal authority for the NSC Foundation Board is vested in the NSHE Board of Regents. The Foundation Board is composed of 19 members, including business, civic, and community leaders; in addition, there are two emeriti and one ex-officio members. The foundation currently has three committees. The Executive Committee (composed of the Chair, Vice Chair, Secretary, and Treasurer) legally operates on behalf of the full Board when it is not in session, develops strategic fundraising plans, and develops policies related to foundation operations. The Finance Committee is responsible for audits, investments, financial policy development, and planned/deferred giving. Finally, the Committee on Trusteeship is responsible for nominations, assessment of each member’s performance, member orientation, Board education, and the development of policies related to donor recognition.

The foundation is subject to rules and regulations established by the NSHE Board of Regents, including open meeting laws. It is also subject to federal, state and professional association nonprofit regulations related to tax exemption, fundraising practices, ethical operations, accountability, gift policies, and guidelines. The Associate Vice President for Development is the only person on the
foundation who serves with compensation; all others serve without compensation. All activities of the foundation are conducted in a professional and ethical manner, as guided by the foundation’s Associate Vice President. Since its inception, the foundation has secured over $14.5 million in contributions and commitments. The foundation Board’s Articles of Incorporation and Bylaws are available for review.

Fundraising is more important than ever as federal and state dollars are limited and additional funding cuts are expected from the State of Nevada executive and legislative branches. The foundation continues to build a major gifts program through the hard work of its Board and newly-created volunteer network. With the creation of The Gift Planning Advisors (GPA) organization, the foundation is working to expand the program to ensure future financial support through planned/deferred life income contracts.

As a relatively new College, NSC’s alumni base is small. Efforts are currently underway to reach alumni, of whom there are over 1,000, through program and fundraising initiatives. The NSC website features an alumni section that collects information from graduates, encourages them be to on the NSC alumni mailing list, provides news and information, offers a link to the bookstore, and provides information about each school. NSC has also established pages on social networks, such as Twitter, Facebook, and YouTube; these pages are linked to the NSC website and are avenues for expanding communication with the alumni.

Efforts to organize alumni are also taking place in each school. The School of Education Alumni Association had its first annual pasta dinner and concert in December 2009. Over 50 graduates and family attended this event. The first SOE Alumni Newsletter is currently being developed. It will highlight the SOE graduates, give updates about the SOE, and detail upcoming alumni events. The SOE also collaborated with the Office of College Relations in creating posters that highlight its graduates. A Kappa Delta Pi chapter was created for SOE students and alumni. KDP is an international honor society in education and this organization will help build relationships with current students and alumni by providing professional development resources, and strengthening community outreach programs.

The School of Liberal Arts and Sciences had individual departments track their own alumni. Each department sent surveys to their alumni. Over 350 surveys were sent in the outreach effort. The questioning focused on their current employment status, future plans and assessment of LAS programs. The information will be utilized to document the success of the LAS programs, identify program needs and to establish communication with the alumni.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenn Christenson, Chair</td>
<td>CEO, Velstand Investments, LLC</td>
</tr>
<tr>
<td>Randy A. Garcia, Vice Chair</td>
<td>CEO, The Investment Council Company of Nevada</td>
</tr>
<tr>
<td>Sherry Colquitt, Secretary</td>
<td>Civic and Community Leader</td>
</tr>
<tr>
<td>Selma Bartlett, Treasurer</td>
<td>Civic and Community Leader</td>
</tr>
<tr>
<td>Lesley DiMare, PhD, Ex Officio</td>
<td>President, Nevada State College</td>
</tr>
<tr>
<td>Mike Benjamin</td>
<td>CEO and President, Benjamin Enterprises</td>
</tr>
<tr>
<td>Hannah M. Brown</td>
<td>Civic and Community Leader</td>
</tr>
<tr>
<td>James B. Gibson</td>
<td>Senior Vice President, Greenspun Corporation and President, LasVegas.com</td>
</tr>
<tr>
<td>John R. Gibson</td>
<td>Chairman of the Board and CEO, American Pacific Corporation</td>
</tr>
<tr>
<td>David M. Grant, JD</td>
<td>Attorney at Law, Law Offices of Jeffrey Burr</td>
</tr>
<tr>
<td>The Honorable Andy A. Hafen</td>
<td>Mayor, City of Henderson</td>
</tr>
<tr>
<td>Van V. Heffner</td>
<td>President and Chief Executive Officer, Nevada Hotel &amp; Lodging Association</td>
</tr>
<tr>
<td>Robert D. Martin</td>
<td>Martin &amp; Allison, Ltd.</td>
</tr>
<tr>
<td>William E. Martin</td>
<td>CEO and Vice Chairman of the Board Service1st Bank of Nevada</td>
</tr>
<tr>
<td>John Ritter</td>
<td>Chairman and CEO, Focus Property Group</td>
</tr>
<tr>
<td>Dan K. Shaw</td>
<td>President, ShawJones Partners, LLC</td>
</tr>
<tr>
<td>Erik Sletten</td>
<td>President, Sletten Construction of Nevada, Inc.</td>
</tr>
<tr>
<td>Dan H. Stewart</td>
<td>President/Owner, The Stewart Development Company</td>
</tr>
<tr>
<td>William “Will” O. Wagnon, III</td>
<td>CEO, Mountain View Hospital/Sunrise Health</td>
</tr>
<tr>
<td>William C. Wortman</td>
<td>Principal, Cannery Casino Resorts, LLC</td>
</tr>
<tr>
<td>Trustee Emeritus</td>
<td></td>
</tr>
<tr>
<td>Mark Howard, Emeritus Member</td>
<td>On assignment in the Philippines</td>
</tr>
<tr>
<td>Vicki Hafen Scott, Emeritus</td>
<td>Member Hafen Financial Services, Inc</td>
</tr>
<tr>
<td>Liaison</td>
<td></td>
</tr>
<tr>
<td>J. Russell, Raker, III, PhD,</td>
<td>Associate Vice President for Development</td>
</tr>
<tr>
<td>ACFRE</td>
<td>Nevada State College and Foundation</td>
</tr>
</tbody>
</table>
The School of Nursing has formed a planning committee to create an alumni event to celebrate the first group of SON students to achieve a 100% NCLEX pass rate. This will also assist in organizing their alumni. In 2007 the school began to participate in the Sigma Theta Tau chapter at the University of Nevada, Las Vegas, and several NSC students and faculty have been inducted as members since that time. Sigma Theta Tau is the international nursing honor society. It promotes research in nursing and does fundraising for nursing scholarships. The nursing faculty plans to partner with UNLV to establish their own Sigma Theta Tau chapter.

Parents are also important stakeholders at NSC. In the summer of 2008, a parent programming track was added to the orientation program in order to provide support, education, and a sense of community for the family members of incoming new and transfer students. During the orientation and registration programs, family members attend an educational presentation focused on introduction to campus resources, and the opportunity to ask questions of College administrators. During the Scorpion Welcome program, family members are treated to an entire track of programs, which includes a session on how to best support the college student in their life, extended question and answer with College administration, and mini-courses taught by faculty members.

The TRIO Programs work collaboratively with parents in a coordinated and purposeful manner. The Parent Advisory Committee (PAC) is a mandatory and integral component, which supports the program’s goal of successfully preparing students for college enrollment and college success. Parents are required to attend monthly meetings and workshops, generally held on Saturdays. PAC supports the program’s activities through fundraising, lobbying, and special recognition programs. Moreover, parents participate as chaperones for various field trips and develop their own skills through committee assignments and networking opportunities.

6.C.5 The Executive Staff is comprised of the President, Provost and Executive Vice President, Vice Presidents, Associate Vice Presidents, Associate Vice Provost, Deans, and representatives from various areas of the College. It promotes shared governance and operates in a timely manner. The group meets on the second Monday of every month and all representatives are involved in the decision-making process.

<table>
<thead>
<tr>
<th>Table 6-5: NSC Executive Staff 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lesley DiMare</td>
</tr>
<tr>
<td>Dr. Erika Beck</td>
</tr>
<tr>
<td>Mr. Buster Neel</td>
</tr>
<tr>
<td>Dr. Spencer Stewart</td>
</tr>
<tr>
<td>Dr. Russell Raker</td>
</tr>
<tr>
<td>Mr. Lee Young</td>
</tr>
<tr>
<td>Dr. Lori Navarrete</td>
</tr>
<tr>
<td>Dr. Andy Kuniyuki</td>
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<tr>
<td>Dr. Shirlee Snyder</td>
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<tr>
<td>Mr. Kwasi Nyamekye</td>
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<tr>
<td>Ms. Nichole Miller</td>
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<tr>
<td>Dr. Robin Herlands</td>
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<tr>
<td>Ms. Angela Brommel</td>
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<tr>
<td>Ms. Holly Primka</td>
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<tr>
<td>Mr. Sebring Fehner</td>
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</table>
The Faculty Senate also ensures that administrative and academic faculty have input into the decision-making process. Requests to the Faculty Senate for policy consideration and review are made by faculty, staff, or administration two weeks before its monthly meetings. Consistent with NSC’s value of open communication, the Faculty Senate developed a policy/procedure routing process. This process includes faculty input into any new proposal prior to its presentation to the Faculty Senate, dissemination of the proposal to all faculty members, and solicitation of faculty input at each step in the finalization process. By using this process, input and information are communicated in a timely manner and needless or redundant work is not undertaken.

Items that are approved by the Senate are taken to the President for approval. Those items that must be taken to the Board of Regents are reviewed and submitted to the Board according to their timetable. The Faculty Senate can meet more frequently than once per month and still adhere to the appropriate policy review process if Board of Regents timetables require it.

6.C.6 The faculty and staff at NSC work closely with the administration to accomplish the mission of the College. Members of the faculty work within and across departments to develop educational programs. They serve on numerous College committees and strive to meet the demands of a growing institution. Administrators, faculty, and staff members work cooperatively within these committees. The established structure of decision making values the input of all members.

6.C.7 Institutional Research focuses on data-based decision-making. The College conducts analyses that impact and shape institutional goals in three areas. First, each school systematically assesses and evaluates student learning outcomes across all programs. Second, increasing student retention rates is a College-wide initiative and involves plans for systemic changes with short- and long-term evaluation studies, led by the Vice Provost of Enrollment Management, Student Services, and Diversity. In addition, the College evaluates governance and administration through professional associations, surveys, and audits, led by the Associate Vice President of College Relations. The results of these initiatives document the College’s progress in meeting its mission and identify areas that need additional attention.

6.C.8 The Board of Regents Handbook, which is available on the Nevada State College website, includes policies and procedures for the hiring of personnel, evaluation, retention, and promotion/termination. This is a comprehensive collection of policies which effectively guides the College and other Nevada institutions. A Nevada State College Faculty Handbook, Staff Handbook, and Student Handbook are in place. NSC continues to align its employment policies with the policies of the Board of Regents.

6.C.9 Salaries at NSC are adequate to attract and retain competent personnel, as evidenced by the quality of current employees and market comparisons. The College has attempted to increase salaries and benefits but legislative mandates in recent years have frozen salaries, subjected staff and faculty to furloughs,
and eliminated merit pay.

III. Analysis and Appraisal

A. Strengths

NSC is fortunate that individuals in administrative positions share the goals and vision of the College and value input from the faculty and staff. Open communication and opportunities for input are valued within the NSC organizational structure and are reflected in the shared governance model. Data analysis drives the College- and school-wide decision making process. Values are critical to any organization because they provide a safeguard for keeping an organization true to its mission. The values of NSC are defined in the iTeach model.

Table 6-6: iTeach Values Model

- **Innovation:** We are a community of educators bound by our passion for teaching and serving our students in an environment that fosters creative and effective approaches to learning.

- **Teaching excellence:** We believe, without exception, that our most important endeavor is providing students with an exemplary education.

- **Economic development:** We are committed to enhancing Nevada’s economy by serving as an engine for growth and diversification and by providing students with opportunities for economic success.

- **Assessment:** We practice an approach to education that instills in ourselves and our students the value of reflection, continual improvement, and accountability.

- **Customer service:** We settle for nothing short of remarkable service and satisfaction for our students and other campus constituents.

- **Heritage:** We embrace the unique qualities and characteristics that make us who we are as individuals and as a community.

These values serve as the basis for decision making within NSC. These shared values promote positive communication between staff members and departments. The values have been utilized as decision making criteria in meeting the needs of the College during these difficult financial times.

B. Areas for Growth

In a time of budget cuts by the State of Nevada, the Foundation Board must continue to expand its fundraising initiatives for seeking funds from private sources including individuals, private foundations, and corporations.

The College intends to grow the alumni base and to expand its outreach programs to increase the involvement of its alumni.

C. Plan of Action

The Foundation Board of Trustees will move toward a comprehensive program in fundraising by adding an annual giving program to the College’s constituencies and expanding major gift initiatives through Board and volunteer cultivation and solicitation.

The President’s Cabinet will identify members of the College, student body and foundation board responsible for the expansion of this alumni base through outreach programs and fundraising initiatives.
STANDARD 6.D – FACULTY ROLE IN GOVERNANCE

I. Historical Perspective

The first Faculty Senate election occurred during the first academic year of NSC’s operation (2002-2003), and since then the Faculty Senate has been an active and engaged presence at NSC. The Faculty Senate includes representation from each academic department as well as from the classified staff. The Faculty Senate meets monthly during the fall and spring semesters and members of the Senate elect officers each year. The Chair of the Faculty Senate attends executive staff meetings and represents the College at various functions, including Commencement. The Senate has various standing and ad hoc committees, which play an integral role in shaping NSC policies. Members of both the Senate and general faculty and staff sit on those committees; however, the chair must be a Senate member. The minutes of each Senate and committee meeting are posted on the NSC website.

II. Description

6.D.1 Faculty members at Nevada State College are fortunate to work with an administration that believes in open communication and shared input. To that end, Faculty Senators have been working with administrators to develop processes to ensure that shared governance is institutionalized. The President holds full-faculty meetings on a regular basis to provide updates and receive input, includes the Senate Chair in monthly Executive Staff meetings, and meets individually with the Faculty Senate Chair once a month. The Provost meets with the Faculty Senate Chair every two weeks to discuss issues, needs, and processes. All policies that directly impact the faculty are sent through Faculty Senate for input and recommendations. Faculty and administrators collaboratively agreed to a process for review, presentation, and response to new policies. This process results in immediate feedback and the timely initiation of new policies throughout the College. Faculty Senate also has an approved set of by-laws, readily available to all campus constituencies on the Faculty Senate website. Table 6-7 lists the current membership of the Faculty Senate.

The NSC faculty also participates in shared governance through campus-wide committees addressing key facets of Nevada State College. Table 6-8 presents a list of selected campus-wide committees on which faculty members currently serve or have served in the past.

[5 http://nsc.nevada.edu/4994.asp]
### Table 6-7: 2010-11 Faculty Senate Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Robin Herlands</td>
<td>Chair/Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Angela Brommel</td>
<td>Vice-Chair/Nevada Faculty Alliance</td>
</tr>
<tr>
<td>Joanna Shearer</td>
<td>Secretary/Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Amy Chaffin</td>
<td>Parliamentarian/Nursing</td>
</tr>
<tr>
<td>Sebern Coleman</td>
<td>Administrative Faculty</td>
</tr>
<tr>
<td>Neil Woolf</td>
<td>Administrative Faculty</td>
</tr>
<tr>
<td>Jim LaBuda</td>
<td>Education</td>
</tr>
<tr>
<td>Clairin DeMartini</td>
<td>Education</td>
</tr>
<tr>
<td>Shirli Brautbar</td>
<td>Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Kathy Damm</td>
<td>Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Kebrat Kebede</td>
<td>Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Joanna Shearer</td>
<td>Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Grace Thomson</td>
<td>Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Aaron Wong</td>
<td>Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Kate Hahn</td>
<td>Library Services</td>
</tr>
<tr>
<td>Susan Growe</td>
<td>Nursing</td>
</tr>
<tr>
<td>Linda Jacobson</td>
<td>Nursing</td>
</tr>
<tr>
<td>Kelly Mecham</td>
<td>Nursing</td>
</tr>
<tr>
<td>Ruby Wertz</td>
<td>Member-At-Large</td>
</tr>
<tr>
<td>Vacant</td>
<td>Part-Time Instructors (Non-Voting)</td>
</tr>
<tr>
<td>Sebring Frenhner</td>
<td>Nevada State Student Alliance</td>
</tr>
</tbody>
</table>

### Table 6-8: Selected College Committees with Faculty Presence

- Academic Affairs Committee
- Academic Planning Committee
- Accreditation Self-Study Subcommittees (for all Standards)
- Assessment and Program Review Committee
- Curriculum Review Committee
- Deans Council
- Degree Programs Outcomes Assessment Committees
- Diversity Coalition
- Emergency Planning Committee
- Executive Budget Committee
- Facilities and Campus Planning Committee
- Faculty and Staff Search Committees (Ad-hoc)
- Faculty Senate Bylaws Committee
- Faculty Senate Curriculum Committee
- Faculty Senate Elections Committee
- Faculty Senate Faculty Workload Committee
- Faculty Senate Handbook Committee
- Faculty Senate Standards Committee
- Faculty Senate Strategic Planning Committee
- Fiscal Affairs Committee
- Grade Appeal and Academic Policies Committee
- Grievance Committee
- Institutional Review Board
- Institutional Strategic Planning Committee
- iTeach Awards Committee
- Legislative Working Group
- Library Advisory Board
- Master Planning Subcommittee
- Online Taskforce
- President’s Executive Staff Committee
- Provost Council
- Part-Time Instructor Workload Committee (Ad-hoc)
- Promotion and Tenure Committee
- Retention Committee and Subcommittees
- Sabbatical Leave Committee
- Scholarship Selection Committee
- Space Utilization Committee
- Standards of Academe Committees
III. Analysis and Appraisal

A. Strengths

The Faculty Senate promotes honest and open communication among faculty and administration. Its membership includes representatives from all schools as well as administrative faculty. It has a set of published by-laws, which governs its activities. All faculty members are encouraged to attend the Senate meetings and the agenda for each meeting is distributed to all faculty members in advance. The open communication emphasized by the Senate has assisted and will continue to assist in facilitating the growth and development of NSC.

The Faculty Senate makes every effort to be responsive to faculty, institutional, community, and system-wide issues and initiatives. The Faculty Senate Chair meets regularly with the Chancellor and attends Foundation Board meetings to strengthen communication and ties to NSHE and the community. Members of the Board of Regents have been invited to attend Faculty Senate meetings, and several have done so.

During the 2009-2010 academic year, the Faculty Senate worked with the Nevada State College Policies and Procedures Committee to develop a standardized policy form following the Cornell Format. This will assist the Faculty Senate in documenting policy development over time and guiding future actions related to policies. The Senate also developed and maintains a publicly-available website that provides access to Nevada State College bylaws, Senate policies, and year-end reports from Faculty Senate committees.

Documents will be added regularly as new policies are developed.

Effective shared governance requires faculty members to devote significant amounts of time and energy to overseeing the work of the Faculty Senate and its committees. As a way to recognize the value of this work, beginning in 2010-2011, the Faculty Senate Chair, Curriculum Committee Chair, and Nevada Faculty Alliance President will receive either a one-course release or a $3,000 stipend each year, to be paid by the Provost.

B. Areas for Growth

Faculty Senate by-laws need to be aligned with institutional by-laws to the maximum extent possible. The alignment will promote shared governance. The by-laws should clarify the process by which Faculty Senate seats are apportioned to ensure fair and equal representation across each of the three schools at NSC. To improve representation of part-time instructors, the Senate should consider granting the part-time instructor representative full voting status.

The Faculty Senate should continue to encourage input and participation from staff throughout the institution. Faculty focus groups should be instituted, at all levels of the College, to receive input prior to the development of policies. This would allow for faculty input and review prior to Faculty Senate debate of a proposed policy.

C. Plan of Action

The Chair of the Faculty Senate By-laws Committee will meet regularly with the Provost during the development of the

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6 http://nsc.nevada.edu/260.asp
institutional by-laws. Faculty Senate by-laws may be used as the foundation for the development of institutional by-laws. If agreement cannot be reached, the by-law in question will be brought to the Senate for possible revisions.

During the 2010-2011 academic year, the Faculty Senate will clarify the policy for determining the number of Senate seats assigned to each school, including how often re-apportionment should occur to ensure equal and fair representation. Faculty Senate will also consider whether the part-time instructor Senate seat, currently a non-voting position, should be granted full voting rights. This change would enhance the representation of part-time instructors on Faculty Senate.

The Faculty Senate will also explore the utilization of focus groups to assist in the examination and development of policies. These groups can take the needed time to critique policies before they are brought to the Faculty Senate.

Effective shared governance requires faculty members to devote significant amounts of time and energy to overseeing the work of the Faculty Senate and its committees. As a way to recognize the value of this work, individuals holding the position of Faculty Senate Chair, Curriculum Committee Chair, or Nevada Faculty Alliance President will receive either a one-course release or a stipend each year.

**STANDARD 6.E – STUDENT ROLE IN GOVERNANCE**

**I. Historical Perspective**

Since the inception of Nevada State College, students have played an important role in governance. The Nevada State Student Alliance (NSSA) was formed in the spring of 2002 to provide an official organization that represents the entire student body at Nevada State College. The President of NSSA is a member of the NSC Executive Staff Committee, the Executive Budget Committee, and Faculty Senate, giving students the opportunity to participate in the planning and development of the College.

**II. Description**

6.E.1 The Nevada State College Student Alliance Constitution and Bylaws define the purpose of NSSA. Both documents, which were most recently approved by the Chancellor in December 2009, formalize the policies and procedures of the Alliance, which is dedicated to being the official organization and voice of the student body.

The Executive Council is comprised of the President, Vice President/Chair of Clubs and Organizations, Secretary, Treasurer/Chair of Budget and Finance, Chair of Programming, Chair of Public Relations, and Chair of Capital Improvement. The Senate is comprised of four student senators from each of four credit groups: 0-29 completed credits, 30-59 completed credits, 60-89 completed credits, and 90 and above completed credits.

All members of the NSSA Executive Council receive a tuition award for a
specific number of credits depending on position held. The President receives a 12 credit award, while Board Chairs and Senators receive 9 and 6 credit awards, respectively. To be eligible to receive the tuition award, the officers must maintain their meeting attendance, fulfill required office hours, and earn a semester GPA of 2.00 and a cumulative GPA of 2.25.

NSSA oversees all NSC student clubs and organizations and plans and organizes student activities throughout the school year. The Alliance has organized an array of welcome week activities, cultural festivals, dances, and lunches, and these events are an integral part of student life at NSC.

The NSSA is structured into five boards, including the Student Clubs and Organization Board, Programming Board, Budget and Finance Board, Public Relations Board, and Capital Improvement Board. Through paid and volunteer positions, NSSA provides ample opportunity for student involvement within its organization and throughout the campus.

III. Analysis and Appraisal

A. Strengths

The NSSA constitution and bylaws have been recently revised and clearly define the policies and procedures of the organization. The inclusion of the NSSA President at Executive Staff, Executive Budget, and Faculty Senate Committee meetings enables the organization to have access to the College administration, and to current College wide developments, provides a voice for students to give input, and to be kept well informed regarding campus developments.

The NSSA President is also actively involved and provides input on system-wide issues. The NSSA leadership is expected to attend all Board of Regents meetings. The Chancellor and the Board Chair also hold a private breakfast with the NSHE student body Presidents at every BOR meeting.

B. Areas for Growth

NSSA continually looks for ways to improve overall quality of service. Some areas for improvements include wider communication with the larger student body and NSC community through electronic messages, increased publication of meetings, and more inclusion of the student body as a whole.

C. Plan of Action

The officers of NSSA will actively seek input from the student body at NSC and their colleagues throughout the state. In addition, as they have in the past, NSSA plans to be active during the upcoming legislative session in campaigning for funding for higher education in this challenging economic time.
POLICY 6.1 - AFFIRMATIVE ACTION AND NONDISCRIMINATION

Affirmative Action/Equal Opportunity Statement

Nevada State College is an Affirmative Action/Equal Opportunity Employer committed to excellence through diversity and encourages applications from qualified members of legally protected classes. Discrimination based on race, color, religion, national origin or ancestry, age, sex, marital status, sexual orientation, disability, military status, and/or genetic information is prohibited. NSC is committed to being a drug-free and alcohol-free workplace.

I. Historical Perspective

NSC’s commitment to diversity operates at a broad level through its appreciation of the broad spectrum of social, cultural and intellectual identities of its community; its efforts to integrate diversity topics into curricula; and its recognition that by realizing diversity, NSC gains value and brings richness into the lives of campus members.

As an institution founded on the ideal of broad access to baccalaureate degrees, NSC has championed a commitment to diversity from the beginning. NSC honors this commitment as the only means of properly addressing the needs and interests of NSC’s largely first-generation, under-represented student population. This commitment is visible in NSC’s unique mission and core “iTeach” values, which promote heritage and “embrace the unique qualities and characteristics that make us who we are as individuals and as a community.” This commitment is realized through the teaching philosophies and scholarly pursuits of the faculty, and through the design of the curriculum, which establishes cultural diversity as a cornerstone of NSC’s general education.

In addition, this commitment will be bolstered for years to come through competitive hiring practices, which have yielded a talented and diverse team of faculty and staff. Ultimately, this commitment to diversity means valuing the full spectrum of social, cultural, and intellectual identities of NSC’s entire population. It also means the fulfillment of a singular ideal – that all students deserve an opportunity to succeed in higher education.

Nevada State College and the NSC Foundation have been sensitive to the needs of an increasingly more diverse student population, and have taken a number of proactive steps in its governance to address the needs of the diverse community that NSC is charged to serve.

Perhaps the most telling result of this commitment is the growth in ethnic diversity of NSC’s student population. The percentage of NSC students who belong to an ethnic or racial minority group has grown every year since its inception, from 26% in fall 2002 to nearly 50% in fall 2010.

In 2004, NSC developed its “Statement
of Tolerance and Civility Commitment,” as it sought to create a climate in which students, faculty, and staff of all backgrounds could thrive and grow. The statement has been updated and posted in every physical and online classroom.

### Statement of Tolerance and Civility Commitment

*Each member of the Nevada State College community is responsible for fostering an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our collegiate community. A fundamental tenet of the college’s mission is to nurture a community atmosphere free from racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or discrimination based upon an individual’s political views or beliefs. Within this context, all members of the college community are accountable for their own behavior and actions. The college will not tolerate behavior that violates or infringes upon the civil and statutory rights of any individual or group. As members of our Nevada State College community, each of us can feel free to express ourselves in ways that promote openness within a diverse society.*

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**II. Description**

The principals of equality and affirmative action govern not only the admissions and subsequent treatment of students in all programs, but also the College’s hiring policies and procedures, and other expressions of the College’s commitment to becoming a truly multicultural institution that reflects and effectively serves the community that it has been charged to serve.

Nevada State College is philosophically committed to the concepts of equal employment opportunity (EEO) and affirmative action (AA). While the foundational principles of EEO and AA are similar in regard to selection, employment, and promotion, the two concepts were designed to achieve different goals.

**Equal Employment Opportunity**

Equal employment opportunity means that all individuals must be treated equally in the hiring process, in training, in promotion – in all employment actions and decisions that are made. Each person has the right to be evaluated as an individual on his or her qualifications without discrimination based on stereotypic conceptions of what members of minority groups or any other protected class are like. Classifications protected under federal and state equal employment opportunity laws are those of race, color, sex, national origin, religion, age, veteran status, disability, and genetic information.

**Affirmative Action**

Affirmative action goes further than solely providing equal employment opportunity. It affirms that organizations
and individuals in organizations will seek to overcome the effects of past discrimination against groups such as women and minorities, disabled persons, and veterans by making a positive and continuous effort in their recruitment, employment, retention, and promotion.

Affirmative action also means that organizations must actively seek to remove any barriers that artificially limit the professional and personal development of individuals who are members of protected classes. Affirmative steps should be taken to attract those qualified women and minorities in the field. These efforts include recruiting, employing, and advancing qualified women, minorities, and people with disabilities who have been or who are excluded from jobs. One way to increase the number of women and minorities in the workplace is through the advertisement of job openings in journals and publications aimed at women and minority audiences. An even more effective means of increasing women and minorities is developing a network of women and minorities in the field and contacting them directly about opportunities. Affirmative action applies to all job categories and levels.

**NSC Hiring Policy Rationale**

Nevada State College is committed to achieving and maintaining a diverse workforce. This commitment is rooted in the belief that a diverse educational experience begins with the people who are providing and supporting that education. NSC’s recruitment philosophy is to have the right people with the right skills in the right jobs at the right time. As a young institution, this strategic approach enables the College to ensure that its recruitment efforts are targeting and attracting the talent that is needed to grow and develop as an institution. For most positions, it is essential to hire experienced professionals who have the demonstrated skills to envision, develop, and enhance their respective areas.

**NSC Hiring Policy**

Nevada State College has three institutional goals pertaining to the makeup of its academic faculty and staff (see Exhibit: 2009 Diversity Report).

The ethnicity/race and sex of tenure-track faculty members should be commensurate with the national population of individuals who hold terminal degrees and are qualified for academic faculty positions in each of the respective disciplines at NSC.

1. The ethnicity/race and sex of academic and administrative faculty should be comparable to NSC’s student population.
2. The ethnicity/race and sex of academic and administrative faculty should be comparable to Nevada’s demographic.

NSC’s goals are outlined in the 2010 Affirmative Action Plan (AAP). Because the NSC campus is small, it is not, at this time, particularly effective to break out these goals by discipline. Instead, the College has broken those goals out by academic unit, allowing for clear objectives, but still recognizing that the addition of a small number of faculty has a significant impact on the overall percentages. NSC is striving to meet the standard of 70% availability across all
disciplines that it will serve in the next 10 years. Tying recruitment of academic faculty to national standards is important because academic faculty is recruited from a national, as opposed to local, population. The 70% metric takes into consideration budgetary restraints that come into play when recruiting underrepresented faculty who are highly competitive in the workforce and likely to receive multiple offers. In addition to this goal, NSC is striving for an overall campus workforce that reflects the community that the College serves.

On an annual basis, NSC’s affirmative action plan compares demographics for all employee types to current census data. As these data are analyzed, progress towards goals is assessed and new goals are established. NSC’s goal for the upcoming five and ten years is to enhance the College’s ability to reflect national, state, local, and student demographics. Although NSC has made significant strides in obtaining a diverse faculty, budgetary constraints will profoundly impact NSC’s ability to hire new faculty members. Therefore, these goals may be modified or timeframes extended.

NSC’s goals for faculty makeup in each of the academic ranks are undifferentiated from the goals for the overall composition of NSC’s academic faculty. Given that the overall sample size of the faculty is so small, NSC has the unique opportunity to make significant strides in these goals when funding becomes available to recruit more faculty.

**Advertisement**

Academic faculty must be passionate about teaching and need to thrive in an entrepreneurial environment. Since nearly one-half of NSC’s students are from underrepresented populations, it is essential that academic faculty reflect that diversity as well. Recruitment procedures follow a prescribed sequence of events that allow for diverse applicant pools. The first step in any recruitment is to clearly define the nature, level, and responsibilities of the vacant position. The advertisement is a tool used to market NSC as well as to pique the interest in potential applicants and encourage them to apply. NSC’s faculty advertisements are intentionally designed to appeal to a diverse faculty audience. For example, the advertisements indicate that the successful candidate should have a demonstrated commitment to multiculturalism in the classroom, and depending on the nature of the discipline, advertisements seek candidates with academic backgrounds that include research backgrounds in matters of social justice and diversity. For specific vacancies, the Office of Human Resources works with hiring managers to identify a variety of recruitment sources for each search. All recruitments for professional staff positions are conducted nationally and are posted to both the Chronicle of Higher Education and HigherEdJobs.com. NSC advertises in a wide variety of academic outlets that yield diverse applicant pools and Department Chairs send individual advertisements to doctoral programs with a high number of minority candidates, including Minority Serving Institutions (MSI’s), Hispanic Serving Institutions (HSI’s), Historically Black Colleges and Universities (HBCU’s)
and Native American-Serving Nontribal Institutions (NASNTI’s).

In 2009, NSC began recruiting at conferences with a high number of minority attendees and caucuses, with a very high success rate in expanding the diversity of candidate pools and eventual hires. Affirmative Action mailers (such as those offered through HigherEdJobs.com) are used to expand the reach to diverse applicant pools. Positions are also posted on other colleges’ and universities’ alumni job posting sites; professional organization’s magazines, newsletters, and list-serves; discipline-based professional conferences; and targeted mailings. NSC is currently exploring partnerships with programs such as The Alliance at Vanderbilt that supports doctoral programs with high number of minority candidates with federal grant dollars. When financially feasible, NSC has also redirected funds from other areas of the campus for “opportunity hires” when a strong minority candidate has been interested in the campus and where opportunities for qualified minority “partner hires” have presented themselves.

**Tracking**

Interested individuals apply for positions through NSC’s applicant tracking system, PeopleAdmin. This system enables the Office of Human Resources to monitor the diversity of applicant pools based on ethnicity, race, and sex. If the applicant pool does not appear to adequately represent the anticipated demographics for the pool, the search is extended and supplemental advertising sources are used. The search committee is granted access to the applicant pool only after the demographics have been reviewed and have been found to be appropriate to proceed.

**The Search Process**

Nevada State College conducts faculty searches using a structured methodology to ensure consistency and equity across campus. The Office of Human Resources receives the request to fill the vacancy from the Dean/Director (the hiring manager) along with the approval of the Provost or Vice President. Throughout the search process, the Office of Human Resources provides assistance and guidance.

The hiring manager consults with the Office of Human Resources to develop and post the advertisement. The ad is designed to market NSC as well as attract the desired caliber of applicants. Ads are posted for a minimum of four weeks.

While the position is posted, the hiring manager selects the search committee. The Provost or Vice President and the Office of Human Resources review membership on all search committees. Members are selected based on their ability to add value to the committee; they need to provide a variety of perspectives pertaining to the position as well as broadly representing NSC, including the demographics of the campus.

The search committee receives training from the Office of Human Resources, which includes material on legal compliance (i.e., employment law) and NSC goals (e.g., welcoming diversity). Each search committee chair is provided with a copy of the CUPA-HR publication entitled *Search Committees: A Tool*
Kit for Human Resource Professional, Administrators, and Committee Members (see Exhibit) to use as a reference. At this time, they are also trained on how to use the applicant tracking system to review and screen application materials. They also receive training on behaviorally-based interviewing and identification and assessment of competencies that correlate to high performance in the position.

The PeopleAdmin applicant tracking system collects employee demographic data including ethnicity/race and sex as voluntarily reported by applicants. The use of an online applicant tracking system has greatly increased the voluntary reporting of demographic data by applicants from less than 50% to over 80%. As the applications are received, the Office of Human Resources monitors the demographics of the applicant pool (as described in the previous section). The search committee is granted access to the applicant pool only after the demographics have been reviewed and have been found to be appropriate to proceed.

After the first cut has been made by the search committee and prior to conducting the first round of interviews (typically by telephone), the Office of Human Resources reviews the demographics of the applicant pool and provides a summary report to the hiring manager. If the applicant pool does not reflect adequate diversity based upon several criteria including race and ethnicity, further advertising of the position must occur using more targeted sources. If this is necessary, the Office of Human Resources, the hiring manager, and the search committee work together to identify those sources.

Success is visible through analysis of NSC’s employee demographics. NSC’s annual report on equity, diversity, inclusiveness, and climate contains student and faculty/staff demographics.

As the College community continued to discuss how the College can embody its value of “Heritage” as delineated in its strategic plan, the need to define diversity became pivotal. In 2006, the executive staff drafted, and the Diversity Coalition refined, a definition of diversity to help guide the College’s ongoing discussions and efforts in the area. An internal Diversity Coalition comprised of students, faculty, and staff to help guide the efforts of multicultural affairs was created. This internal group has taken on issues as diverse as Heritage Center programming, infusing diversity in the NSC curriculum, and how NSC can create a climate that is tolerant and inclusive of all.

At NSC, diversity means valuing the spectrum of social, cultural, and intellectual identities among people and helping all achieve success. These identities include (but are not limited to) race, gender, language, background experiences, physical and mental abilities, age, nationality, religion, customs, sexual orientation, family, education, class, and culture.

- NSC is a place where everyone’s voice and vision is respected, and where everyone has meaningful access and opportunities to learn and work together.
- NSC places special focus on the inclusion of members of groups who have been underrepresented in higher education.
• Diversity and quality are not mutually exclusive. Diversity at NSC broadens people’s perspectives and enhances the experience of all members of the educational community.

The Diversity Council is an external advisory group comprised of community leaders in Southern Nevada that meet quarterly with the President of the College and the Vice Provost for Enrollment Management, Student Services, and Diversity. The Diversity Council provides the Vice Provost and the President with advice and guidance about how NSC can effectively serve the diversity of communities that comprise the Las Vegas Valley.

The Vice Provost for Enrollment Management and Student Services currently oversees the Heritage Center, the Resource Center for Students with Disabilities, school district outreach, community relations, and conflict resolution. The Vice Provost serves as the Chief Diversity Officer of the institution and plays a key role in guiding the College’s efforts to reflect and welcome members of all communities to the ranks of students, faculty, and staff. The Vice Provost further provides input and guidance affecting the minority community served by the College.

Diversity efforts have paid off, as reflected in the College’s student demographic numbers. The figures below indicate that NSC reflects its community. NSC has steadily increased its representation of minorities since opening in 2002.

Similarly, the NSC faculty and staff have steadily become more diverse and are now considered the most diverse among four year institutions in NSHE, an accomplishment which the College is proud to have achieved. NSC believes that faculty recruit faculty, and by fostering an atmosphere that is encouraging and supportive of diversity, more diverse applicants will be drawn to Nevada State College.
III. Analysis and Appraisal

A. Strengths

**A Teaching Faculty**

Faculty are retained in part by the institution’s adherence to what attracted new faculty to NSC initially - the mission of teaching and producing scholarly work that informs their teaching, and the emphasis on providing educational opportunities to first generation, underrepresented, and low income student populations. In addition, for the last three years, the campus has been working towards a Hispanic Serving Institution or Minority Serving Institution Status. The professional and financial benefits that come with this status are attractive to minority faculty.

**Climate**

NSC actively engages the faculty to evaluate the perceived culture and climate of the institution and to measure the level of faculty participation in diversity initiatives, curriculum in the area of social justice and other activities that promote and expand diversity at NSC. For example, the institution has recently prepared a report on equity, diversity, inclusiveness, and climate which contains student and faculty/staff demographics. The Diversity Coalition also developed a faculty climate survey which they intend to administer on an annual basis.

**Diversity Committees and Programs**

*descriptions below in alphabetical order*

NSC retains a diverse faculty body by consciously and continually strengthening its inclusive culture. NSC develops this type of culture in part through the work of many committees and programs such as: the Diversity Coalition, the Diversity Council, the Cultural Diversity Advisory Committee, and the annual Heritage Award. In addition, NSC supports several programs that reflect the diversity of the institution and community such as TRIO Upward Bound, Project Crossroads, and numerous student organizations.

**Annual Heritage Award**

Heritage is one of the institution’s *iTeach* core values and is summarized with the following statement: “We embrace the unique qualities and characteristics that make us who we are as individuals and as a community.” Since spring 2006, the Heritage Award has been presented annually to the faculty or staff member who best embodies this core value. Possible examples of excellence in the area include: aligning curricula to include multiculturalism; attracting and/or retaining a diverse student population; emphasizing the importance of multiculturalism; attracting a diverse vendor pool; implementing programs which raise the level of awareness of multiculturalism; reaching out to the community; bringing NSC programs to the community.
Cultural Diversity Advisory Committee (CDAC)

CDAC was formed in early 2008 to produce a set of recommendations to actively recruit students, faculty, staff, and other stakeholders who will enhance true diversity at Nevada State College. The 17-member committee was a subgroup of the larger Diversity Council and consisted of leaders from other NSHE institutions as well as many sectors of Southern Nevada’s communities, industries, and professions. The work of this committee resulted in a comprehensive report completed in May 2009 that set forth seven recommendations to improve and increase the diversity of NSC and move the institution purposefully towards MSI and/or HSI status.

Diversity Coalition

The Diversity Coalition, established in the fall of 2005, is an internal group comprised of NSC academic and administrative faculty who meet regularly to discuss issues of diversity and inclusion as they relate to NSC. The Coalition also publishes and distributes a regular newsletter which highlights all the innovative teaching, student-lead activities, and community building that occurs regularly throughout campus.

Diversity Council

Originally convened in 2005, the Diversity Council is an external advisory body comprised of a diverse group of community leaders and business people who keep the College well grounded in knowing and addressing the educational and employment needs of Southern Nevada from a diversity of perspectives.

Heritage Center

The Heritage Center was established in 2006 and serves as a tangible expression of NSC’s commitment to Heritage. Using the Heritage and History month framework and working collaboratively with the other Southern Nevada NSHE institutions (Tri-Campus planning committees), the Heritage Center offers workshops, presentations, discussions, food and entertainment events that focus on creating awareness and understanding about the cultures that comprise the Southern Nevada community.

Project Crossroads

Project Crossroads is a dropout prevention program designed to help at-risk seventh and eighth grade students stay in school and prepare for high school and beyond. Project Crossroads targets students from all twelve Southeast Region middle schools who have been retained in the seventh or eighth grade and provided them with a monthly experience at Nevada State College. Crossroads students work with facilitators and mentors, who are often volunteer faculty and staff from NSC, and use the Success Highways curriculum to instruct them in nonacademic skills.

Student Organizations

Nevada State College has initiated, sustained, and supported many minority student organizations. In the last three years, the Asian and Pacific Islander Coalition, the Black Student Organization, and the Nevada State Latino Scorpions Club were established. Faculty and staff work closely with the student groups in an advising and mentoring capacity.
TRIO Upward Bound

NSC received and is currently administering two federal TRIO Upward Bound grants that serve low-income and first-generation students. The primary goal of the TRIO Upward Bound Programs is to generate the skills and motivation necessary for high school students to successfully complete secondary school and enroll and complete postsecondary educational programs.

Diversity in Marketing

The representation of a diverse student body and faculty in Nevada State College’s comprehensive marketing campaign also aids in the recruitment and retention of faculty. View books, web pages, and other marketing materials are developed with recognition that the individuals in those publications should reflect the diversity of the institution. Advertisements both in the print media as well as radio and TV spots are placed with the intention of reaching the communities which NSC represents and serves.

NSC is using financial aid resources strategically to achieve its enrollment and diversity goals. Along with recruitment and retention, scholarships (and financial aid) are a key component of NSC's diversity effort.

- NSC has authorized funding for scholarship programs, including funds for transfer students, designed to increase diversity.
- NSC will retain and enlarge its commitment to various minority scholarships, including the Latin Chamber and Hispanic Employment Program scholarships.

B. Areas for Growth

Both NSC and the community it serves have experienced rapid growth and change since its founding. The College is committed to meeting the needs of Nevada’s transforming population by developing and implementing strategies to ensure that statewide outreach efforts are effectively managed.

Engagement is a key factor of student success. As the student population of the College diversifies and matures NSC must encourage further development and expansion of student clubs and organizations.

C. Plan of Action

NSC has committed to the following initiatives that will help it understand and impact diversity within the institution:

- NSC does and will continue to include diversity as a major component of the criteria for promotion and tenure and annual performance evaluations.
- The Office of Human Resources as well as the faculty-driven Diversity Coalition will continue to conduct periodic climate surveys to measure faculty satisfaction regarding diversity efforts and faculty involvement in diversity initiatives and programs.
- NSC administration will present results of the climate surveys to the Faculty Senate, Diversity Coalition, members of the system and state-
wide Diversity Round Table, and to the Board of Regents’ Cultural Diversity Committee.

- The Office of Human Resources and the academic schools will conduct exit interviews with faculty to determine why faculty is leaving. If the departure is diversity related, such information will be used to revisit recruitment and retention efforts.

- The academic schools, the Office of College Relations, and the Division of Enrollment Management and Student Services will work together to promote the visibility of diversity efforts with appropriate communications to designated audiences. This will include the highlighting of faculty teaching and community endeavors on the NSC website, the distribution of newsletters and reports from NSC diversity groups to interested parties, the announcement of events organized by the Heritage Center to the NSC community, etc.

### 6.2 Policy on Collective Bargaining

Not applicable.
Standard 7

Finance
STANDARD 7 - FINANCE

STANDARD 7.A – FINANCIAL PLANNING

I. Historical Perspective

The Nevada System of Higher Education (NSHE) is a constitutionally authorized agency of the State of Nevada. The publicly elected Board of Regents makes policies for all aspects of financial planning and budgeting as it relates to the missions of two doctoral-granting universities, one state college, four comprehensive community colleges, and one environmental research institute within the NSHE. The responsibility for preparation and submission of the biennial budget to the legislature rests with the NSHE Chancellor’s Office.

II. Description

7.A.1 The Board of Regents and appropriate state agencies within the State of Nevada have given Nevada State College relative autonomy in financial planning and budget matters. The policies which govern financial planning and budgeting for higher education within the State of Nevada are found in the Board of Regents Handbook1. The procedures which govern financial planning and budgeting are detailed in the Board of Regents Procedures Manual2. Responsibility and authority for financial management are delegated from the Chancellor of the system to the President of NSC. Primary financial functions are centralized under the Senior Vice President for Finance and Administration. Once the legislature has approved the biennial budget, the board does not have discretionary power to alter disbursements among any of the NSHE institutions.

7.A.2 Financial planning at NSC was originally guided by a business plan which was developed to govern growth and to guide budget requests to the legislature through 2011. As a start-up campus, NSC found that a multi-year projection plan was critical to the future development of the campus and to the appropriate allocation of resources, including staffing and facilities.

NSC developed an academic strategic plan, which was approved by the NSHE Board of Regents at its December 2009 meeting. To assist with the budgeting process, an Executive Budget Committee (see Exhibit) comprised of representatives throughout the campus has been created and serves as an advisory and recommending body to the President on matters pertaining to the institutional operating budget. The committee helps define and oversees budget policies and procedures, and it ensures that financial resources are allocated in a manner that supports programs and services which further the institution’s vision and goals.

Part of the budget process requires NSC

1 http://system.nevada.edu/Board-of-R/Handbook/index.htm
2 http://system.nevada.edu/Board-of-R/Procedures/index.htm

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to submit to the legislature through the Board of Regents and the State Public Works Board its capital requests as a part of a 10-year capital program. Generally, each NSHE campus conducts a space utilization report which details the amount of space available for campus needs and how that space is allocated and utilized to meet campus needs. The entire space utilization process is currently undergoing a system-wide evaluation and revision to reflect more accurately the space needs and utilization throughout the system. NSHE then applies a capital formula for each institution to assist in the determination of overall capital priorities for the system.

The 2007 legislative session provided funding for the planning of NSC’s second permanent facility, a Nursing and Science Building. All planning and design work was completed in 2008, and a funding request for the construction of this 60,000 square foot facility was submitted to the 2009 legislature. Due to state-wide financial constraints, this facility was not funded in 2009. This same project is a part of the NSHE capital request for the 2011 legislature, including a matching portion of $7 million. Planning monies for a student services facility and for a School of Education building are included in the NSHE 10-year capital program.

Acquisition of equipment is budgeted through the operating budget process. Formula funding (which is described in detail in 7.A.3) includes funding for desktop technology costs (including workstation replacement, new employee equipment, faculty startup packages, and instructional equipment replacement).

7.A.3 At Nevada State College, the preparation, monitoring, and reporting of the budget is done under the auspices of the Vice President of Finance and Administration and the Executive Budget Committee.

Within the State of Nevada and the Nevada System of Higher Education (NSHE), the budget process has two significant parts. The first is the important task of working with the legislature to acquire state funds. The second equally important task is the allocation of those state funds to departments within NSC.

The NSC biennial budget request is a part of a system-wide request for NSHE. The driving factor of the request is a funding formula which was adopted by the legislature in 2001. This formula is primarily driven by student enrollment and generates a funding level for instruction; academic support; student services; institutional support; operation and maintenance of plant; and library. A copy of the legislative formula is available in the exhibits. A current system-wide review of the formula is currently being conducted, and suggested modifications may be provided to the 2011 legislature.

The legislative budget for NSC and other NSHE institutions is comprised of three parts:

1. Base budget adjustments adhere to state policies which update the current base budget. These adjustments might include merit and/or cost of living adjustments, or adjustments to the base for mid-year modifications or corrections.

2. Base budget adjustments for
“maintenance” of existing programs. These adjustments include the funding of extraordinary inflation, legal mandates, or system imposed expenditures.

3. Base budget adjustments for requested enhancements. These budget adjustments are true increases to the budget base for program initiatives in concert with the College’s strategic plan.

Enhancement requests are prepared by the President and President’s Cabinet in conjunction with the Executive Budget Committee which helps identify institutional priorities that integrate with the strategic plan of the institution. These requests are considered by the Board of Regents and may ultimately become a part of the total budget request submitted to the Governor and legislature.

Based upon the appropriation from the legislature, the annual operating budgets for each department are developed. The total institutional operating budget is prepared annually and must equal the amount received from the legislature. The allocation process begins with a review of requests submitted by the President’s Cabinet. The President and cabinet work as a team to agree on the base budget adjustments for maintenance, and a more thorough review and analysis of enhancement requests. The Executive Budget Committee is now incorporated into the final review process, with recommendations made to the President for final decisions. Once the President has finalized the operating budget, an operating budget document is published in hard copy and on the institution’s website. Hard copies are disseminated to each member of the Executive Budget Committee and to the library for access by anyone.

The NSC operating budget is provided annually to each member of the Executive Budget Committee. The detailed operating budget is also available in the library and through the campus website. The business office makes budget revisions as requested and provides weekly reports to the President, which includes revised budget information.

7.A.4 Although there are Board of Regents policies guiding the use of debt and the limits of debt for institutions within the NSHE, Nevada State College has yet to access any debt capacity. As NSC studies alternatives to physically develop the 509 acres of the campus, the assumption of debt is potentially one of the plans that will be considered.

Since debt is the current use of future income, the use of debt as a financing alternative will not be considered lightly as NSC moves forward to develop capital facilities. The decision to incur debt commits revenues for many years into the future and would limit NSC’s flexibility to respond to changing service priorities, revenue streams, and cost structures. For a new institution, these are serious considerations. NSC bond issue requests would be coordinated by the Vice Chancellor for Finance and the Director of Investment and Banking at the system level, and debt incurred by NSC would become a part of the total debt capacity of the system.

The State of Nevada issues General Obligation Revenue Bonds, which may be
used to support NSHE projects and which are direct general obligations of the State of Nevada. The full faith and credit of the state are pledged against these bonds, and institutions within NSHE have no direct debt obligation toward the retirement of this debt.

III. Analysis and Appraisal

A. Strengths

Policies governing financial management and budgeting are clearly defined in the Board of Regents Handbook\(^3\). Once the policy requirements of the Board of Regents Handbook are met, each institution is able to handle financial matters in a fairly autonomous manner. Internally, NSC follows all policies established by Business Center South, and established internal policies and procedures to ensure compliance and best business practices. Procedural recommendations which are submitted by the internal audit process are recognized and implemented. Ongoing campus feedback identifies improvements in financial management and budgeting which are implemented by the business office.

Currently, the Provost requires the Deans, the Vice Provost for Enrollment Management and Student Services, and the Director of Library Services to adhere to a formal budget request process to provide a more complete forecast of future needs. This process assists with the overall budgeting and planning process.

Open meetings for the entire campus are held periodically throughout the academic year to keep the campus informed and to receive input from all segments of the campus regarding resource allocation and priorities. The campus community participates in all budget reduction scenarios.

B. Areas for Growth

Further refinement of the budget process and budget reporting should continue as the Executive Budget Committee develops its role and as additional support positions are created to enhance budget management. Changes in system level and campus leadership will also impact the overall process. Continued refinement of the enrollment projection process is necessary for both short-term and long-term planning.

Enhancements and modifications to the legislative funding formula must be pursued to provide a more equitable distribution of funds. The internal formal budget process currently utilized by the Provost should be adopted campus-wide with presentations made to the Executive Budget Committee.

C. Plan of Action

In fall 2008, NSC hired an Associate Vice Provost for Enrollment Management (now, Vice Provost for Enrollment Management and Student Services) to oversee the Student Experience Division and provide direction for the development and implementation of an enrollment marketing and recruitment plan. The Vice Provost will continue to enhance the enrollment projection process, and additional resources will be hired to assist with the institutional research and analysis area. More involvement

\(^3\) http://system.nevada.edu/Board-of-R/Handbook/index.htm
from the President’s Cabinet and the Executive Budget Committee will ensure the appropriate allocation of resources and the continuing improvement of the overall budgeting process. Consultation with external groups such as the NSC Foundation and the NSC President’s Advisory Council will continue.

Until the economic environment is stabilized, ongoing obligations will be limited to provide additional flexibility to meet budget restraints.

**STANDARD 7.B – ADEQUACY OF FINANCIAL RESOURCES**

**I. Historical Perspective**

During the 1999-2001 interim legislative session, the Committee to Study the Funding of Higher Education compared the existing method of funding higher education in Nevada (which was developed in 1986) with the methods used in other states in order to determine the applicability of those methods for Nevada. During the course of its study, the committee worked to ensure that new formula recommendations were both flexible and equitable to all institutions involved. The committee remarked that the study was not intended to increase general fund appropriations for the NSHE, relative to other state needs. Historically, the NSHE share of the general fund appropriations ranged from approximately 18 to 20 percent. This share dropped to 17 percent in the 2009 legislative session.

The following are some elements that are key to the funding formula in use in Nevada:

- Equity across all institutions, eliminating prior funding disparities
- Enrollment funding fluctuations

Stabilized with a 3-year weighted rolling average for enrollment increases
- Cost differentials discriminated by discipline and level of instruction
- Expenditure flexibility when the formulas are not fully funded

In the summer of 2010, the Board of Regents approved the utilization of an outside consultant to study the existing funding formula to determine whether or not the formula is meeting current needs. NSC has had the opportunity to discuss with the consultant unique requirements of a newer institution serving an underrepresented student body and how the formula should be adjusted to meet these demands. It is anticipated that modifications to the formula will be requested in the 2011 legislative session.

The Board of Regents’ current policy concerning tuition and fee rates is to use as a guide the median of tuition and fees for the western states as reported by the Western Interstate Commission for Higher Education (WICHE), together with information pertaining to consumer prices in the WICHE region, a needs assessment of the system, and other appropriate indices and information. There is no
legal limit on the board’s ability to raise fees and tuition. The system is prohibited by state statute from charging tuition to students who are “bona fide residents” of the state. Nonresident students, however, are charged tuition. Both resident and nonresident students must pay registration fees, which are established by the board annually.

Adequate financial resources are critical for NSC as it strives to meet its mission and goals. The diversification of programs and services enables the institution to provide better support for its students and the state. Until recently, Nevada had been the fastest growing state in the nation, providing a reasonable level of financial support for higher education. However, even with a booming economy, only 85% of the formula was being funded. In the 2009 session, that level of funding dropped to 75%.

Current economic indicators are not overly positive or optimistic for the near future. In the long run, there is reason to believe that Nevada will rebound, but the shorter term issues create a unique challenge for the state’s higher education system and for a developing institution like NSC. The following parameters were developed by the Executive Budget Committee and have been adopted by NSC to address resource allocation:

**Guiding Principles**

1. NSC’s core academic mission must be adequately funded, with special attention paid to ensuring that students continue to graduate in a timely fashion.

2. The institutional mission and academic integrity of the College as well as its path towards accreditation must not be compromised.

3. Campus services essential to basic institutional operations must be adequately funded.

4. Reductions that can be more easily reinstated in better budget times will be considered first (i.e. operating budgets, travel budgets, etc).

5. Services that do not support the core academic mission (as defined in No. 1), will be considered for reductions, consolidation, and/or elimination.

6. Careful consideration, including contractual and other legal/statutory issues, will be taken prior to the elimination of permanent and/or full-time filled positions.

7. Units or programs that generate revenue should be adequately funded such that the revenue generation can continue.

8. Degree programs that have the greatest potential for excellent or future growth should be adequately supported.

9. Cuts will not be applied across-the-board; thoughtful consideration of the guiding principles will be applied.
II. Description

7.B.1 NSC currently has minimally adequate resources to meet its core mission and goals. With the economic downturn and the subsequent funding of the formula at 75, NSC has taken significant measures to address the impact of reduced state funding. Currently, no new academic programs are being developed, and 36 full-time positions have been eliminated. Tuition and fees have been increased, and more effort has been directed to private fundraising, grant proposals, and self-supported activities.

7.B.2 Although NSC anticipates acquiring debt in the future to provide additional resources for the College, it does not have debt at this time.

7.B.3 Nevada State College issued its first audited financial statements for fiscal year 2003-04. All Governmental Accounting Standards Board (GASB) standard 35 guidelines were met and continue to be met. As required by GASB 39 and 40, the NSC Foundation financial information is now included in the statements. Over the past six years, NSC has demonstrated growth in assets, liabilities and number of students. Since fiscal year 2006, NSHE has elected to publish only a consolidated financial statement rather than individual institutional statements.

7.B.4 Transfers among the major funds and interfund borrowing are legal and guided by clearly stated legislative and Board of Regents’ policies in accordance with prudent financial planning and control. Due to the short existence of NSC and limited financial resources, no such transactions have been made by NSC.

7.B.5 With support from the legislature, NSC has been able to provide adequate financial support for many of its specialized offerings such as deaf education, RN/BSN and occupational science programs. Special considerations from the legislature have assisted NSC in providing nursing graduates for the state.

NSC has supplemented its efforts in the nursing area through private and federal sources. For example, the NSC nursing program has two federal grants to assist with student retention and with its accelerated program. Such efforts are continuing and even increasing. NSHE also continues to stress the need for special consideration in health-care areas.

7.B.6 The Office of Financial Aid and Student Employment manages NSC’s participation in the following Title IV federal aid programs:

- Pell Grant
- Supplemental Education Opportunity Grants (SEOG)
- William D. Ford Direct Loan Program
- Parent Loans
- Federal Work Study (FWS)
- TEACH Grant
- American Competitive Grant (ACG)
- SMART Grant

NSC’s participation in SEOG, FWS, and the TEACH grant is new since the 2006-2007 Institutional Self Study as a result of NSC’s successful completion of the federal Fiscal Operations Report and Application to Participate (FISAP). In previous federal funding cycles, NSC relied on the sponsorship of the University of Nevada, Reno. As NSC projected student need
with available federal programs, the development of receiving the additional federal aid programs (SEOG, FWS, and TEACH) displays the maturation of the College and its ability to meet the financial need of students. With the maturation of the FWS Program, the Financial Aid office also oversees all student employment for the College. The office is now able to match work study eligible students to the student employment needs of the College.

In addition to federal financial aid programs, FASE oversees the administration of financial aid provided to students by the State of Nevada. These state funds are generated by state revenues, student tuition and fees, and other funds provided under the guidance of the Board of Regents. NSC also administers a number of NSC Foundation funds from endowed and annual scholarship donations. Fund projections are not necessary to receive state funds; however, projections are utilized for state and institutional budget planning. It is through these annual projections that NSC is able to apply and successfully receive the additional federal programs and leverage more state need-based financial aid funds.

NSC Foundation scholarships and grants are reviewed during the planning process to ensure that funds are used in accordance with established donor, institutional, and/or Board of Regents’ criteria. All available scholarships are awarded to eligible students by the beginning of the academic year. State financial aid endowment funds are administered and awarded under the direction of the Director of FASE and in accordance with established federal and state regulations for each respective award. The Director of FASE works closely with the Senior Vice President for Finance and Administration, the Associate Vice President of College Relations, and the Vice Provost for Enrollment Management and Student Services to identify and award all state, foundation, and institutional funds available for student financial aid.

7.B.7 NSC has been able to maintain reserves within its student fee accounts which are available to address fluctuations in revenue and expenses. Reserves are limited with the state supported budget itself, but careful planning through the Executive Budget Committee has created a conservative expense budget. NSC has been very careful with making long-term, permanent commitments in order to provide reasonable flexibility in these uncertain economic times. Planning is underway for the next biennium, which is also projected to be a very lean budget for each year. NSC has no debt services, which enables greater flexibility in use of its financial resources.

7.B.8 A financial relationship exists between the general operations of the College and its existing and future auxiliary enterprises. NSC is not dependent upon auxiliary revenue sources to fund educational programs or operational needs. Inversely, money that could be used to fund academic programs or operational needs does not need to be redirected to auxiliary enterprises. NSC currently has a single auxiliary enterprise – the NSC Bookstore. The bookstore is self-supporting, and in the previous fiscal year established a $5,000 academic scholarship account for the campus.

Consideration is being given to the
creation of additional self-supported activities which could alleviate the amount of dependence on state funding.

III. Analysis and Appraisal

A. Strengths

NSC has been able to plan for fluctuating financial conditions by establishing operating reserves. While the funding formula is not fully funded, the existence of a formula assists a growing institution like NSC as it competes with other institutions for a portion of the finite pool of monies. NSC has developed a strategic plan which includes:

- Legislative supported programs;
- Expansion of private fundraising efforts;
- Increased activity in grants and other extramurally funded activities; and
- Establishment of general operating reserves.

NSC currently has no institutional debt and none planned in the near future. There are no budget deficits which need to be addressed. For the more distant future, the 2007 legislature established NSC as a Tax Increment Area, through the City of Henderson, whereby a revenue stream could be created to assist with campus development.

Enrollment growth along with student fee rate increases has provided additional financial resources.

The guiding principles established by the Executive Budget Committee established a priority for student support services, and these efforts have positively impacted student enrollment and retention, generating additional fee revenue.

Grant activity is increasing, providing an additional revenue stream. Additional focus has been placed on other self-supporting/revenue generating activity.

B. Areas for Growth

The State of Nevada general fund has historically been tied directly and indirectly to the gaming industry. Downturns in national and local economies have a very negative impact on the gaming industry, which in turn have negative implications for NSC and NSHE as a whole. Efforts must continue to establish a more stable funding base for the state.

Private fundraising efforts must be increased and enhanced, even within a difficult economic environment. Additional training and support must be provided to faculty to assist with grant writing and additional extramural funding.

Additional support must be provided to the student services area, along with enhanced marketing efforts, to attract and retain more students.

Ways to leverage the value of the 509 acre campus must be explored.

C. Plan of Action

NSC will work with the NSHE institutions to move toward a more stable funding base at the state level. More intense efforts to obtain private funding are underway and will continue. Two consultants are being utilized to assist with these
fund raising efforts. Public/private partnerships will be pursued as a part of the campus development. NSC is in the process of contracting with a developer or development team to transform 160 acres of the campus into revenue-generating activities. Efforts will continue on a system-wide basis to obtain more flexibility of resource utilization from the state legislature.

Additional resources will be provided to such areas as the Student Academic Center and other student support areas. Efforts will be made to create and enhance student activity space.

An additional position, funded from facilities and administrative (indirect) cost revenues, will be added to assist with all aspects of extramural funding.

**STANDARD 7.C – FINANCIAL MANAGEMENT**

**I. Historical Perspective**

When the College was established in 2002, an “Agreement on Administrative Support for NSC” was agreed to by the other two institutions in Southern Nevada. The University of Nevada, Las Vegas (UNLV) agreed to provide the following services:

- payroll services (including paychecks, direct deposits, tax payments, retirement, health insurance, tax shelters, other withholdings, and distribution of payroll charges to accounts);
- purchasing services (including purchase orders, bids, and preparation of RFPs);
- human resources support for both classified and professional staff (including recruitment, disciplinary action support, workers compensation training and support, and benefits); and
- accounts payable services (including accounts payable, travel, and general reimbursements).

The College of Southern Nevada (CSN) agreed to provide bursar support, including receipt of tuition and fee payments, financial aid disbursements, and refunds processing.

Effective July 1, 2009, NSC assumed responsibility for the bursar function with assistance from CSN. Effective July 1, 2010, the bursar function has been transferred completely to NSC. In addition, NSC is currently transitioning the human resources responsibility away from UNLV, and certain accounts payable services are also being transferred from UNLV.

Nevada State College provides its own general accounting support, including financial statement preparation, accounting services, and grants and contracts post-award support. NSC has always been responsible for its own budget requests and budget monitoring.

**II. Description**

**7.C.1** The President and the Senior Vice President for Finance and Administration regularly report to the Board of Regents
about the financial adequacy and stability of NSC. These reports include:

- audited annual financial statements;
- budget versus actual financial position reports;
- fiscal exception reports; and
- quarterly status reports.

7.C.2 Financial functions for NSC are centralized under the Senior Vice President for Finance and Administration. As NSC has developed, additional support positions have been created to strengthen financial and support operations. The Controller position was added in 2005 and has provided an additional assurance that all financial transactions are appropriate and recorded properly. The Bursar position, added in 2009, handles all student financial transactions and all institutional deposits. The Director of Human Resources position, added in 2007, ensures the development of the institution’s human resources and the adherence to all federal and state laws. Recruitment for a Director of Budget and Sponsored Projects is currently underway.

7.C.3 All expenditures and income, regardless of source, and the administration of scholarships, grants in aid, and student employment are controlled by NSC and are included in regular planning, budgeting, accounting, and auditing procedures.

NSC, as part of the NSHE system, relies on the same three primary data processing systems as the rest of the system to compile and process information. The Student Information System (SIS), from Informs, compiles all student enrollment and student account information. The Human Resource Management System (HRMS), from Integral Systems, provides for personnel and payroll processing. The financial accounting package, from American Management Systems (AMS), along with the Advantage program, provides an integrated system for purchasing, accounts payable, travel, fixed assets, grants and contracts, and general ledger accounting. All three systems have been extensively modified to meet the needs of NSHE institutions. All internal financial reporting is generated from data and/or financial information obtained via these three systems through a system-designed data warehouse.

The current computer software and hardware systems are inadequate to meet current and projected needs. The three systems currently in use (SIS, HRMS, and AMS) are not integrated and make it difficult to access information. The first phase of Project iNtegrate, which refers to the implementation of a new integrated software system (PeopleSoft / Oracle) is underway with the student information system the first to be implemented. The admissions module went live in November 2010, with other student services modules being phased in during the coming months. Early planning has begun for the financial/HR modules with implementation beginning in 2012.

The Senior Vice President for Finance and Administration and the Controller currently share the responsibility for monitoring, reporting, and controlling overall College expenditures.

For each state account (and for non-state accounts with expenditures greater
than $25,000), expense budget lines are established. These expense budget lines include salaries and wages, fringe benefits, out-of-state travel, and operations. The current accounting system will not allow transactions to be processed in excess of the current uncommitted amount in an expense budget line without the approval of the appropriate administrative officer. To increase the budget in a specific expense budget line, the business office must receive a written transfer request.

State appropriated funds must be expended or committed prior to the end of each fiscal year. Revenue generating (student fee) accounts are monitored for receipts to assure that state mandated fees are being generated at the level budgeted by the legislature. If not, plans are formalized to access the reserve created for potential revenue shortfalls. If fee revenue exceeds the budgeted amount, approval from the Board of Regents may be obtained to spend the additional revenue on part-time instruction. Approval may also be obtained from the Legislative Interim Finance Committee to expend unbudgeted fee revenue on non-instructional items. For all other account types, the year-end balances may carry forward to the next fiscal year. Self-supporting budget accounts are regularly monitored to assure that sufficient revenues are realized to cover budgeted expenses.

A signature authority is approved by the President, Provost and Senior Vice President for the administrative area for each account. No money may be spent without the proper authorization. Online access to account data in the data warehouse is available to all who make the request for access. Department administrators routinely monitor department accounts in the data warehouse.

7.C.4 Cash management and investments are handled as a system under the direction of the NSHE Vice Chancellor for Finance and the Director of Investment and Banking. These activities are reviewed regularly by both external investment managers/advisors and the Board of Regents. In 2005, these functions were also audited by the Legislative Counsel Bureau (LCB). Recommendations of the LCB have been adopted and implemented by the System Investment Office. NSC has developed a cash handling policy to ensure the appropriate safeguarding and disposition of all cash receipts.

7.C.5 Nevada State College follows generally accepted principles of accounting. The products described in 7.C.3 (SIS, HRMS, and AMS) have proven to be sufficient to meet all requirements for compliance with generally accepted accounting principles. As needed, the system is able to modify the packages to comply with changes in cost accounting standards or changes in reporting standards from the Governmental Accounting Standards Board (GASB).

7.C.6 One of the duties of the Board of Regents is to select external auditors. This is done on a three-to-five year cycle in consultation with NSHE business officers. Annual audit reports are required for all financial functions of the College, as well as sponsored projects and foundation activities.

In the event of an audit finding, NSC would need to demonstrate to the Board
of Regents that appropriate action had been taken to resolve the finding.

7.C.7 NSC is audited annually by an independent public accounting firm, and the audit is conducted in accordance with generally accepted auditing standards. Fiscal Year 2003-2004 was the first year for a formal independent audit for NSC, and subsequent financial statements have been prepared likewise, with no formal recommendations to be addressed. The audited financial statements are now prepared system-wide and are presented publicly to the BOR annually for approval.

7.C.8 Since NSC is not a proprietary college, this is not applicable.

7.C.9 In Nevada, state institutions are audited annually by an independent Certified Public Accounting Firm.

7.C.10 Nevada State College’s Office of Financial Aid and Student Employment was under the purview of the University of Nevada, Reno (UNR) sponsorship through December 2006, at which time independence was attained through the implementation of an approved Program Participation Agreement for NSC (November 2006). NSC records and accounts were included in UNR’s annual audits for all prior years under this sponsorship. While under the sponsorships of UNR, Nevada State College was treated as a branch institution for federal aid and auditing purposes. NSC data were included on the UNR annual FISAP report submitted to the U.S. Department of Education every October. NSC experiences a separate audit by the internal auditors when it transitions to a new President. NSC is also a part of the A-133 audit conducted by the independent external auditing firm. In addition, selected NSC programs are audited by the NSHE Internal Audit Department to ensure program integrity.

7.C.11 The primary responsibility for internal audits rests with NSHE’s Internal Audit Department under the direction of the Vice Chancellor of Finance and the Assistant Vice Chancellor for Internal Audit. This department reports directly to the Audit Committee of the Board of Regents. The objective of the NSHE Internal Audit Department is to ensure that all institutions within the NSHE discharge their financial responsibilities effectively. This audit function is very active, and each completed audit produces a professional product which provides to all units within NSC recommendations and comments on the activities which have been reviewed. The NSHE Assistant Vice Chancellor, who is responsible for internal audit functions, coordinates all external audits among the campuses that make up NSHE. In addition, the NSC Controller performs additional internal reviews to assist with this effort.

7.C.12 Each institution within NSHE is required to respond to all recommendations contained in audit reports. The audits and the responses to the audit are presented to the Board of Regents Audit Committee. In addition, follow-up is provided by the Internal Audit Office on all recommendations that state they are in-process or pending due to some needed activity.

No audit report is “closed” until appropriate action has been taken to resolve all audit findings.
7.C.13 All NSC audits from the College’s inception are available for review by the Northwest Commission on Colleges and Universities. A copy of the most recent audit is included in the exhibits.

III. Analysis and Appraisal

A. Strengths

Historically, NSC has received ongoing assistance from all segments of NSHE, including business officers, controllers, user groups, business centers, and the system office. NSC has now developed more independence in its financial management operations and can still call upon these other groups for advice and counsel.

The Nevada State Legislature emphasizes fiscal and functional audits. The Board of Regents has an active and involved Audit Committee and Budget and Finance Committee. Each committee meets regularly and requires a wide range of financial reports on an ongoing basis. NSC is routinely audited by the system’s Internal Audit department which leads to stronger internal controls.

NSC strives to maintain transparency in all financial matters, particularly through the Executive Budget Committee and town hall meetings. A budget document, including self-supporting activities, is produced annually with copies provided to key members of the campus community, including all members of the Executive Budget Committee. Copies of the budget document are placed for public use in the library, and a copy of the document is available through the NSC website.

Each unit is given the authority and responsibility to manage its respective budgets. Weekly financial reports are provided by the Controller to the President, Provost and Senior Vice President for Finance and Administration for review and necessary action. Numerous policies, such as cash handling, have been developed to ensure appropriate financial management of all campus resources.

B. Areas for Growth

Additional, ongoing education and training at the departmental level related to purchasing, budget management, cash management and other financial control issues should take place on a regular basis. Additional policies and procedures should be developed. Enhanced financial management of the NSC Foundation should occur, and a grants manual should be finalized.

As additional staff members are added to the business office, the institution can assume additional financial responsibilities and strengthen internal controls. Positions such as an Assistant Controller and Internal Auditor will enhance all of these areas. Recruitment is currently underway for the position of director of Budget and Sponsored Projects.

C. Plan of Action

The Finance and Administration area will continue to work very closely with all units to provide appropriate and timely training opportunities and assistance. The “brown bag” training series will be rejuvenated and enhanced to provide hands-on training to administrative support staff that have responsibility for the processing of various financial functions. The Policies
and Procedures Manual will be more fully developed with ongoing updates and process improvements.

At least once per semester, the President and the Senior Vice President for Finance and Administration will provide a budget update to all faculty and staff in a town-hall format. Adequate time for this type of communication will be allocated during the faculty and staff development sessions prior to the start of each semester; additional meetings will be scheduled as required. Changes to business office policy and procedure are shared with the campus community via all faculty and staff emails, updates to the campus shared drives, as well as one-on-one training efforts. Efforts in this regard should be increased and enhanced.

Improved communication efforts have occurred through the creation of the Executive Budget Committee; the creation of a President’s Cabinet; the expansion of the President’s Executive Council; and the creation of a Classified Employee Council, the Presidents Council and the NSC Foundation. Ongoing efforts to enhance each of these communication vehicles will continue.

Project iNtegrate, which refers to the implementation of a new integrated software system that is currently underway, will ultimately provide an appropriate and adequate integrated management system for all areas of this institution, providing a more timely and effective financial tool for the institution. Additional positions will be provided as budgets allow, including a business manager/budget officer for each major unit.

STANDARD 7.D – FUNDRAISING AND DEVELOPMENT

I. Historical Perspective

The Nevada State College Foundation is the fundraising corporation for NSC [a tax-exempt nonprofit 501 (c) (3)] and was founded in 2000. The purpose of the foundation is to raise funds from private sources for the educational, scientific and research needs of the College. The legal authority is vested in the Board of Trustees. The foundation is governed by 19 members, 2 emeriti members, and one ex-officio member, and consists of business, community and civic leaders. According to Board of Regents policy, the NSHE Board of Regents also serves as a member of the foundation. The foundation currently has three committees: the Executive Committee (composed of the Chair, Vice Chair, Secretary and Treasurer), which legally operates on behalf of the full board when it is not in session, develops strategic fundraising plans, and develops the appropriate policies related to foundation operations; the Finance Committee, which is responsible for audits, investments, financial policy development, and planned giving; and, the Committee on Trusteeship, which is responsible for nominations, assessment of each member’s performance, member orientation, board education and the development of policies related to donor recognition.

The foundation is subject to rules and
regulations established by the NSHE Board of Regents, including open meeting laws. It is also subject to federal and state nonprofit regulations related to tax exemption and gift policies and guidelines. The foundation meets all solicitation reporting requirements under the State of Nevada and is affiliated with the Council for Advancement and Support of Education (CASE), and the Association of Fundraising Professionals (AFP), abiding by the AFP Code of Ethics and the AFP Donor Bill of Rights.

Solicitors are NSC leadership, foundation directors and volunteers, and the Associate Vice President of Development, who present the fiscal needs of the College and foundation. The Associate Vice President of Development is the only person related to the foundation who serves with compensation; all others serve without compensation. Since its inception, the foundation has secured over $14 million in contributions and commitments (see Exhibits: Articles of Incorporation and Bylaws).

II. Description

7.D.1 All fundraising activities at NSC are directed by the foundation and are in compliance with Internal Revenue Service 501 (c) (3) guidelines. The foundation is legally distinct from the College, though closely affiliated. Each member of the NSHE Board of Regents serves as a member of the primary governing board of the NSC Foundation. A voluntary board is composed of prominent business, community and civic leaders from Southern Nevada, and is responsible for the strategic fundraising operations of the foundation. The President of NSC is an ex-officio member of the board. The foundation is governed by institutional policies and complies with federal and state requirements and regulations. All activities of the foundation are conducted in a professional and ethical manner, as guided by the foundation’s Associate Vice President of Development.

7.D.2 Endowment and life income planned/deferred funds and their investments are administered by the NSC Foundation. The NSC Foundation maintains completed records concerning these funds and complies with applicable legal, tax and accounting standards and requirements. The foundation, as represented by the Associate Vice President of Development, the President and volunteer leadership, is also responsible for all gift receipting, gift fund accounting, donor recognition, and other functions commonly associated with building a comprehensive fundraising program. All initiatives connected with fundraising, such as gift accounting, gift acknowledgements and donor recognition, are handled in a professional and ethical manner. All activities comply with NSHE policy, Nevada State Law, Internal Revenue Service regulations, other relevant federal regulations, with CASE accounting and recording guidelines, and with AFP codes and regulations.

The NSHE Chancellor, through his senior staff and with the review and oversight of the Board of Regent’s Finance and Investment Committee, manages all endowment gifts and life income planned/deferred gifts made to NSC through the Board of Regents. The NSC foundation manages all endowment gifts and life-income planned/deferred gifts made to
NSC. Both the NSC Foundation and the Chancellor’s Office maintain complete and detailed records concerning these funds. All activities of these two organizations comply with all legal regulations and are audited annually. The Associate Vice President of Development and the College’s President meet with the NSHE Chancellor on a regular basis to keep this office specifically informed of all fundraising activities.

**7.D.3** Nevada State College has a clearly defined relationship with the foundation bearing its name and which has as its major purpose to raise funds from private sources for the educational, scientific and research needs of the College. The Board of Regents requires that any campus in the system with more than one foundation identify one of those foundations to serve as the lead foundation for the campus. NSC has a single foundation; therefore, coordination of foundation activities is not applicable. The NSC Foundation must provide an audited financial report to the Board of Regents annually and is responsible to the board for all fundraising practices. The NSC Foundation financial report is also included in the NSHE financial statement (see Exhibit).

**III. Analysis and Appraisal**

**A. Strengths**

The Associate Vice President of Development was appointed in October of 2007. This individual is fully degreed, has the highest certification level obtainable in the profession, nationally renowned for ethics and capacity building, with over 48 years of experience in nonprofit management and philanthropy leadership.

This individual, with input from the NSC Cabinet and NSCF Board of Trustees is carefully building a comprehensive fundraising program including:

- Board development and education;
- Policy development to conform to new state and federal regulations;
- A limited annual giving program due to the small number of alumni graduates;
- Major gifts;
- Capital and special project gifts; deferred/planned life income contracts and gifts; and
- Strategic fundraising planning to fit with the needs of the College.

The foundation is fortunate to have a developing and active Board of Trustees assisting in the fundraising initiatives and helping to seek gift support for the College from individuals, corporations and their related foundations, private foundations, businesses and private organizations. The board is assisted by the NSC President, the Associate Vice President of Development, the NSHE Chancellor and his senior staff, the Board of Regents, and a growing network of volunteers including alumni and Southern Nevada civic and business leaders.

Strong assets of the foundation are a clearly defined set of goals and objectives as approved by the board; an effective Executive Committee led by a dedicated and most active Chair; a forceful and respected Committee on Trusteeship, guiding the board in understanding its role and responsibilities; and a strong Finance Committee providing guidance for the growth and protection of funds.
donated to the College and foundation.

**B. Areas for Growth**

Fundraising is now more important than ever as federal and state dollars either shrink and/or are cut by the State of Nevada Executive and Legislative branches. As a developing College, there are few alumni; thus emphasis has to be placed on building new constituencies including parents, friends, corporations and private foundations, which is a strong focus of the NSCF Board over the fiscal years 2010-2012.

The Foundation Board, working in collaboration with five other nonprofit organizations in Southern Nevada, has created a new organization known as the Gift Planning Advisors. This organization has a membership of influential financial professionals that work to create educational programs for renewed professional certification for individuals in the State of Nevada, as well as developing planned/deferred life income contracts for the six collaborative members.

**C. Plan of Action**

The Nevada State College Foundation (NSCF), in partnership with NSC, will continue the development and growth of a well educated and active fundraising Board of Trustees knowledgeable in its roles and responsibilities of supporting the strategic needs and directions of the College through continuous training and other learning opportunities.

The NSCF, in partnership with NSC, will continue to aggressively develop the Gift Planning Advisors (GPA) as the lead training program for professional financial certification renewal in Southern Nevada. This initiative has already led to the development of a $2 million to $4 million revocable gift for the College from an anonymous client through a member of the GPA Leadership Committee.

The NSCF, in partnership with NSC, will create and develop an endowed scholarship initiative in memory of the College’s fifth President, Dr. Fred Maryanski. This program will recognize Dr. Maryanski’s deep commitment to the transformative power of education in the lives of individual and communities.

The NSCF, in partnership with NSC, will continue to create and develop a comprehensive fundraising program that will strengthen financial support to the College, grow the financial independence of the foundation so that it will not be a financial drain on the College, and grow a volunteer network to assist the College, the Foundation Board, and the Associate Vice President of Development. These initiatives are now underway and are returning positive results.
### Table 7-1: Current Funds Revenues (R=restricted; UR=unrestricted)

<table>
<thead>
<tr>
<th>Standard Seven - Finance Table 1 Current Funds Revenues - Public Institutions Only</th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
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<td>Government Appropriations</td>
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<td>Federal</td>
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<td>State</td>
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<td>Local</td>
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<td>Government Grants &amp; Contracts</td>
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<td>0</td>
</tr>
<tr>
<td>Federal</td>
<td>U 1,024,000</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>R 0</td>
<td>0</td>
</tr>
<tr>
<td>State</td>
<td>U 100,000</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>R 0</td>
<td>0</td>
</tr>
<tr>
<td>Local</td>
<td>U 0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>R 0</td>
<td>0</td>
</tr>
<tr>
<td>Private Gifts, Grants, Contracts</td>
<td>U 290,000</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>R 0</td>
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<tr>
<td>Endowment Income</td>
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<td>0</td>
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<tr>
<td></td>
<td>R 0</td>
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<td>Sales and Services of Educational Activities</td>
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<td>Auxiliary Enterprises</td>
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<td>Hospitals</td>
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<td>Other Sources</td>
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<td>Independent Operations</td>
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<td>Total Current Revenues</td>
<td>5,571,000</td>
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<td>Standard Seven - Finance Table 2 Current Funds Expenditures and Mandatory Transfers - Public Institutions Only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
</tr>
<tr>
<td>Education and General Instruction</td>
<td>1,688,000</td>
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<td>Research</td>
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<td>Public Service</td>
<td>0</td>
<td>90,000</td>
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<td>Academic Support (excluding Libraries)</td>
<td>455,000</td>
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<td>Library Expenditures</td>
<td>110,000</td>
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<td>Student Services</td>
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<td>Institutional Support</td>
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<td>Plant Operations &amp; Maintenance</td>
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<td>6</td>
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<td>Scholarships and Fellowships, net tuition discount</td>
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<td>Awards from Restricted Funds</td>
<td>90,000</td>
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<td>Awards from Unrestricted Funds</td>
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<td>Depreciation</td>
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<td>Education and General Mandatory Transfers</td>
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<td>Total Educational and General Expenditures</td>
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<td>98</td>
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<td>Auxiliary Enterprises (Including Transfers)</td>
<td>65,000</td>
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<tr>
<td>Independent Operations (Including Transfers)</td>
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<tr>
<td>Total Current Funds Expenditures and Mandatory Transfers</td>
<td>4,199,000</td>
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### Table 7-3: Summary Report of Revenues and Expenditures

**Standard Seven - Finance Table 3 Summary Report of Revenues and Expenditures**

Public and Private Institutions

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
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<tr>
<td><strong>Education and General</strong></td>
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<tr>
<td>Revenues</td>
<td>5,505,000</td>
<td>8,028,000</td>
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<tr>
<td>Expenditures</td>
<td>4,134,000</td>
<td>7,218,000</td>
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<td>Transfers - Non Mandatory</td>
<td>-143,000</td>
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<tr>
<td>Transfers - Mandatory</td>
<td>0</td>
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<tr>
<td>Net Excess (Deficit)</td>
<td>1,371,000</td>
<td>810,000</td>
</tr>
<tr>
<td><strong>Auxiliary Enterprises</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>66,000</td>
<td>548,000</td>
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<tr>
<td>Expenditures</td>
<td>65,000</td>
<td>656,000</td>
</tr>
<tr>
<td>Transfers - Non Mandatory</td>
<td>143,000</td>
<td></td>
</tr>
<tr>
<td>Transfers - Mandatory</td>
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</tr>
<tr>
<td>Net Excess (Deficit)</td>
<td>1,000</td>
<td>-108,000</td>
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<tr>
<td><strong>Net Operational Excess (Deficit)</strong></td>
<td>1,372,000</td>
<td>702,000</td>
</tr>
<tr>
<td>Year</td>
<td>Actual</td>
<td>Projected</td>
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<tr>
<td>------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
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<td>Annual Private Contributions</td>
<td>180,000</td>
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<td>Governmental State Aid</td>
<td>100,000</td>
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<td>Federal Aid (PELL, SEOG, WS)</td>
<td>233,000</td>
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<td>Endowment Earnings (Non-Foundation)</td>
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<td>Institutional Unfunded Aid</td>
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<td>Federal Student Loans</td>
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<td>Nonfederal Workstudy Aid</td>
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<td>Total Financial Aid</td>
<td>1,283,000</td>
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Tables 7-5 through 7-8

4 Not applicable due to NSC’s status as a public institution.

Table 7-9: Operating Gifts and Endowments

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<thead>
<tr>
<th></th>
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<tr>
<td>Annual Gifts</td>
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<td>Operations Restricted</td>
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<td>Operations Unrestricted</td>
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<td>Endowments Exclusive of</td>
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<tr>
<td>Foundation Gifts</td>
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<td>Plant</td>
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<td>Total</td>
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<tr>
<td>Ratio of Annual Gifts to E &amp; G</td>
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<td>Endowment Fund Balance</td>
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<td>Permanent</td>
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<td>Term</td>
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<td>Quasi</td>
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<tr>
<td>Total</td>
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## Table 7-10: Capital Investments

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<tbody>
<tr>
<td><strong>Land</strong></td>
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<tr>
<td>Beginning Cost</td>
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<td>-</td>
<td>3,157,000</td>
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<td>Additions</td>
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<td>3,157,000</td>
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<td>Deductions</td>
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<td>Ending Cost</td>
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<td>-</td>
<td>3,157,000</td>
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<td>3,157,000</td>
<td>3,157,000</td>
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<tr>
<td><strong>Buildings</strong></td>
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Standard 8

Physical Resources
STANDARD 8 - PHYSICAL RESOURCES

STANDARD 8.A - INSTRUCTIONAL AND SUPPORT FACILITIES

I. Historical Perspective

In 2001, Nevada State College established formal operations in a small (1,400 sq. ft.) modular trailer located in an industrial park approximately six miles northwest of the College’s main campus. Operations were discontinued in this facility in August 2002 as faculty and staff relocated to the Dawson Building.

The Dawson Building is the campus’s original leased classroom space and includes 34,120 square feet of mixed usage. Two modular units totaling 2,880 square feet were purchased soon thereafter. An additional 40,987 square feet of space were leased in downtown Henderson, and 14,264 square feet are being utilized in the Simulation and Clinical Skills Center at the Shadow Lane location of the NSHE Health Science System. The 42,587 square foot Liberal Arts and Sciences Building, became Nevada State College’s first owned building in August 2008. An original master plan for the physical development of the campus was completed in 2003. Subsequently, a revised, comprehensive campus master plan has been developed and was approved by the Board of Regents in June 2010.

All planning and design work has been completed for a 60,000 square foot Nursing and Science facility. This project is included in NSHE’s capital budget request for the 2011 legislature. Planning monies for a student services facility and for a School of Education building are included in the NSHE 10-year capital program.

II. Description

8.A.1 A total of 131,408 square feet is currently available, split among the 509 acre campus, downtown Henderson, and the Shadow Lane location of the NSHE Health Science Center. While this total is an increase over the 79,987 square feet available in 2007, current facilities are marginally adequate to meet all current demands of NSC’s academic and support programs. The Nevada System of Higher Education (2007) Institutional Space Utilization Study confirmed NSC’s need for additional facilities at that time. Furthermore, this report projected that NSC’s demand for additional space would continue over the next ten years.

8.A.2 The majority of instructional programs operate in adequately functional facilities. Instructional programs and/or physical sciences courses within the general curriculum that require laboratory facilities continue to operate with moderate constraints. Two additional laboratories in the Liberal Arts and Sciences Building and the development of a gross anatomy (cadaver) laboratory have eased the current demand.

Modifications to laboratories and classroom space in the Dawson Building and the campus modulars are addressing current laboratory demands. Additional
efforts will be required in future years to create more laboratory facilities.

8.A.3 NSC’s facilities are furnished adequately for work and study by students, faculty and staff. Appropriate furnishings were included in the Liberal Arts and Sciences project, and additional computer laboratory facilities and study/tutoring space have been developed and furnished appropriately.

Additional space is needed for common areas for student study and other activities.

8.A.4 The management, maintenance, and operation of the College instructional facilities have been and continue to be underfunded relative to the NSHE funding formula. Although the percentage of funds allocated to Operations and Maintenance (O&M) is consistent with NSHE funding formula outcomes, funds earmarked for O&M use have been internally redirected to support other underfunded campus initiatives. Although actual use of O&M funds has lagged behind formula estimates, NSC facilities management continues to ensure ongoing quality and safety necessary to support the educational programs and support services of the College. The outsourcing of certain functions such as custodial support and campus security has enabled the institution to stretch its O&M funds to meet campus demand.

8.A.5 The construction of the Liberal Arts and Sciences Building was directed by the Nevada State Public Works Board and met all health, safety and access mandates. The maintenance of all facilities includes due regard for health, safety and access by the physically disabled. All facilities and tenant improvements of leased space must be reviewed and approved by the City of Henderson, which includes ADA oversight and review. NSC has also contracted with the Risk Department at the University of Nevada, Las Vegas to provide a comprehensive, well-rounded risk management program. Emergency procedures manuals are located throughout each facility and automated external defibrillators have been installed throughout the campus.

Other projects include the development of a sidewalk with appropriate lighting between the Dawson building and the Liberal Arts and Sciences building; the installation of an elevator at the Dawson building; various handicapped ramps improvements; additional improved parking areas; and a pedestrian crosswalk between the two downtown Henderson facilities.

8.A.6 Since its 2002 opening, NSC has offered programs at several off-site locations. Curricular offerings have ranged in depth from stand-alone courses at local area high schools (2002) and the Latin Chamber of Commerce to courses at municipal sites (City of Henderson Convention Center) to fully articulated 2+2 programs at NSHE community colleges throughout the state, such as the well-developed program with Western Nevada College with a location in rural Nevada, and the Shadow Lane Simulation and Clinical Skills Center. In all instances, physical facilities used for these activities have been and continue to be appropriate to the programs offered.

8.A.7 All non-owned facilities which are leased or otherwise utilized by the College,
III. Analysis and Appraisal

A. Strengths

The Liberal Arts and Sciences Building provides an additional six classrooms, four general purpose laboratories, two computer labs, 43 faculty offices, and additional student support space.

In 2007, an interlocal agreement was signed by the City of Henderson, the Nevada System of Higher Education, and Nevada State College which established the parameters under which campus development will occur. This agreement also transferred ownership of the 509 acres from the City of Henderson to the Nevada System of Higher Education on behalf of Nevada State College.

A total of 77,840 square feet continues to be leased for a wide variety of needs, all of which are leased at a below market rate. Housed in this leased space are all student support services; the School of Education; the School of Nursing; classrooms and laboratories; bookstore; library; and executive offices.

The 2007 Nevada Legislature appropriated $3.2 million to Nevada State College for the planning of a 60,000 square foot, $41.2 million Nursing and Science Building. Planning for the facility has been completed, and the projected total cost has decreased to $32.1 million based on the latest estimate from the Nevada State Public Works Board.

NSC has utilized student fee revenue (Capital Improvement Fee), which is restricted to smaller capital projects, to enhance existing facilities such as the expansion of the bookstore, installation of an elevator in the Dawson Building, installation of a drop ceiling and air conditioning in the Dawson Great Hall, and service area space for improved utilization and more effective service to students.

The 509 acres available to NSC provide ample expansion opportunities and the ability to create revenue streams to apply toward campus development.

Although facilities are limited in numbers, each functional area is well furnished and equipped, with classrooms housing leading edge technology.

B. Areas for Growth

Providing adequate academic and student services space at NSC is a concern for the College given its rapid expansion. Realizing the time-certain nature of the state’s two-year funding cycle for capital projects, the College is investigating viable solutions for increasing classroom, laboratory and student activity space in a cost-effective manner. To this end, NSC must seek out additional community partners with which to offer services and space.

C. Plan of Action

NSC participates in the biennial legislative capital request process. The 2011 request includes $21.8 million in state funding for the Nursing and Science Building (see Figure 8.1).
NSC has initiated a capital campaign to find the remaining $7.0 million, and $2.0 million has already been committed. This new facility will include an additional 13 classrooms, four laboratories, a computer laboratory, 26 faculty offices, three conference rooms, and administrative offices.

The 2011 ten year capital plan also includes planning monies for a School of Education facility and planning monies for a Student Academic Resource Center. NSC is currently negotiating the lease of an additional 5,700 square feet of space at 303 Water Street in downtown Henderson. Upon the execution of this lease, specific functional units will be consolidated for more effective utilization of resources, and vacated space will be reallocated to assist with academic and student support needs. Existing space at 311 Water Street in downtown Henderson will be reallocated to improve student support services.

The implementation of the campus master plan is currently in the proposed stage. A formal process has been initiated and will ultimately identify a developer or development team to address the 160-170 acres of the campus which will not be used for the academic core. This development will provide in the future a revenue stream for the physical development of the institution. Planning will occur on the best utilization of the Dawson Building mezzanine area. Possibilities include the expansion of the library, additional classrooms and new offices.

Consideration will be given to changes in class scheduling for possible improvement in the utilization of classroom and laboratory space.
STANDARD 8.B - EQUIPMENT AND MATERIALS

I. Historical Perspective

The mission and function of the Facilities Management and Planning Department is to enhance the physical environment in support of the College’s teaching and public service functions. The rapid growth and limited physical resources and budget constrain the available programs, services, and courses that can be offered to NSC students. Since the inception of NSC, the majority of the FMP resources have been allocated to increase the available physical resources.

Appropriate funds are distributed throughout all campus units, and unit heads have the flexibility to utilize these funds for equipment and materials to support the educational goals and objectives of the institution. Year-end savings are used to supplement these efforts.

8.B.1 Suitable equipment (including computing and laboratory equipment) is provided and is readily accessible at on- and off-campus sites to meet educational and administrative requirements. Efforts have continued to provide adequate computing and laboratory equipment and facilities. Additional computing resources have been included at both the Dawson and downtown campuses, including a $35,500 contribution from student government. The new science laboratory facilities are now functional, and new laboratory space is included in the first permanent building which was occupied in August 2008.

8.B.2 Equipment is maintained in proper operating condition; is inventoried and controlled; and is replaced or upgraded as needed. Appropriate maintenance agreements are in place, and a system-wide effort is currently underway to enhance this coverage at a more reasonable cost to each institution. Other outsourcing agreements are in place to cover maintenance and service on equipment such as chilling stations, electrical distribution stations, mechanical distribution stations, and related areas. NSC is compliant with the Board of Regents inventory control policy, with no findings in two audits by NSHE. Inventory control is maintained on an ongoing basis. The Office of Information Technology provides asset management for all technology related equipment while the Office of Facilities Management and Planning provides asset management for all other tracked items. Systems are in place to generate asset verification reports which are reviewed and evaluated every 90 days. Both offices work with the Office of the Controller to verify and track fixed assets on an annual basis.

8.B.3 Use, storage, and disposal of hazardous materials are in accordance with the institution’s prescribed

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<th>2008 Ratio</th>
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procedures. Currently NSC is classified as a low producer of hazardous materials. NSC laboratories generate a nominal amount of hazardous waste. NSC has contracted with Republic Services to pick up and dispose of all hazardous waste generated by instructional activities once a month or as needed. All materials are stored in approved bio hazardous containers and safety cabinets. The School of Nursing and biology department developed and maintain appropriate procedures to use, store, and dispose of all generated waste. The contractual agreement with the University of Nevada, Las Vegas ensures compliance with all hazardous material regulations and procedures.

III. Analysis and Appraisal

A. Strengths

Since NSC is a young institution, Facilities Management and Planning has the opportunity to research and implement best practices. A computerized maintenance management system has been implemented to insure efficient allocation of resources and to help maintain proper equipment life cycle maintenance programs. Staffing strategies are programmed to have 80% of all services done by contract and 20% by in-house staff. All equipment for educational and administrative needs has current technology. Laboratory equipment is leading edge technology and is maintained and upgraded each year. There is a proactive program in place to replace and upgrade all campus computers on a five year cycle. The telephone system has been upgraded and enhanced to provide additional functional features, including emergency responsiveness and communication.

The Shadow Lane Simulation and Clinical Skills Center provides state of the art training for nursing students. This center has also freed space on campus for other uses, including the creation of a student lounge.

B. Areas for Growth

Efforts need to continue to provide additional laboratory space and computing resources. Laboratory space, due to the growth of the campus and the amount of leased space, has not developed at a rate desired by the campus. Additional training opportunities need to be provided to the campus for the most effective utilization of campus technology. Additional student activity space must be developed to enhance student retention and overall student success.

C. Plan of Action

Concentrated efforts will be made in the 2011 legislative session to obtain funding for the Nursing and Science Building, which includes funding for furnishings, fixtures and equipment. Ongoing efforts to raise the additional $5 million in matching funds will continue. Concurrently, alternative financing modules will be researched.

Modification of existing space in leased facilities will continue in order to meet student needs more effectively.

Protocols will be established and/or enhanced to ensure proper maintenance of current and future leading edge equipment. A more proactive surplus program will be implemented to dispose
of dated or non-functioning equipment.

The NSC nursing program is currently sharing space with the University of Nevada, Las Vegas and the University of Nevada, Reno in the NSHE Health Science System Simulation and Clinical Skills Center. Throughout the campus and in the skills center, state of the art equipment is being utilized.

**STANDARD 8.C - PHYSICAL RESOURCES PLANNING**

**I. Historical Perspective**

In June 2003, Nevada State College began a formal campus master planning process with Field Paoli, the San Francisco-based architectural firm that won NSC’s nationwide, campus planning competition, as well as the rights to design the Liberal Arts and Sciences Building and campus master plan. The process involved a significant effort in programming campus curricular/student-oriented activities and facility construction and usage through 2031. Programming was coordinated through Ira Fink and Associates.

NSC, in conjunction with the City of Henderson, completed a revised Campus Master Plan, which was approved by the Board of Regents in June 2010. This revised plan includes plans for joint development with the City of Henderson and for other public/private and public/public partnerships.

The master planning process ensured that the physical facilities of the campus match the academic mission of the institution. The NSC faculty, staff and administration have worked closely with the City of Henderson leadership, and the members of the community, to produce a plan for the development of the physical campus in both the near and long term.

Sustainability is a major component of the NSC campus master plan focus. This attention to sustainability matches the College’s emerging green curriculum. The plan sets the lofty goal of carbon neutrality for the campus at full build-out. While such a goal is most ambitious, it is the only proper path to pursue.

**II. Description**

8.C.1 The recently adopted master plan is consistent with the mission and the long-range academic strategic plan of the institution.

8.C.2 Physical facilities development, major renovation planning, and allocation of capital projects are subject to and coordinated by the NSHE Board of Regents and NSHE officials.

Major capital projects are coordinated through and managed by the Nevada State Public Works Board, after approval by the Board of Regents. (Such projects are not allowed to go out for bidding unless complete funding is on hand).

8.C.3 All resource planning addresses access to institutional facilities for special constituencies and adheres to building codes specific to such groups as outlined in NRS 338 and Nevada State Public Works Board Adopted Standards.
NSC’s Space Utilization Committee advises the President on all physical resource issues. The composition of the committee is included in the exhibits.

The master planning process included approximately 350 participants including members from: NSC students, faculty and staff; members of the Nevada System of Higher Education Board of Regents; the City of Henderson; residents of the surrounding campus communities; a wide range of community members; and numerous open planning sessions.

III. Analysis and Appraisal

A. Strengths

One of the College’s greatest strengths relative to its campus master planning is the close working relationship it enjoys with the City of Henderson, the NSC Foundation, and the general community.

B. Areas for Growth

NSC must diversify its revenue stream.

C. Plan of Action

The master plan was approved by the BOR in June 2010. Efforts can now be undertaken to determine the development effort of the campus.

The master plan serves as a blueprint for the planned growth of the campus into phases. The first phase detailed the planning and design. The subsequence phases provide guidelines for growth in a flexible and adaptable manner for the College to responsibly plan campus development based on current market conditions, needs of the College and the community, and the College’s commitment to sustainability. The plan blends the academic and student support facilities with the natural features of the southern Nevada landscape.

As part of the continued master planning efforts, the College in coordination with the City of Henderson is entering the implementation phase and working on outreach efforts and solicitations to develop public/private partnerships.
Standard 9
Institutional Integrity
I. Historical Perspective

Institutional integrity requires adherence to the highest ethical standards in interactions with and treatment of all constituencies, including faculty and staff members, students, the community, and governing agencies. The mission, goals, values, policies, and procedures of Nevada State College reflect a commitment to transparency and respectful communication among all stakeholders. Accordingly, NSC is committed to accurately and comprehensively representing the College in all communications and actions.

NSC’s faculty and staff are committed to high standards in both policy and practice. They have the opportunity to provide input on academic and student services policies as well as campus facilities and plans. Faculty and staff are represented on the Faculty Senate, executive staff meetings, and other College-wide committees. They are committed to the College’s success, and align their teaching, scholarship, and service with the school’s mission and goals. The President regularly holds individual and group meetings with faculty and staff to elicit feedback and to include them in the decision-making process. College and school governance committees also encourage student input.

Nevada State College joins the Board of Regents and the rest of the Nevada System of Higher Education in a commitment to advance student learning to the highest level, foster the expansion of knowledge through teaching and research, encourage community service, and enrich the lives of students, the community, the state, and the nation. To attain these goals, NSC has selected the following core values as an integral part of the College’s identity:

- **Innovation**: We are a community of educators bound by our passion for teaching and serving our students in an environment that fosters creative and effective approaches to learning.

- **Teaching excellence**: We believe, without exception, that our most important endeavor is providing students with an exemplary education.

- **Economic development**: We are committed to enhancing Nevada’s economy by serving as an engine for growth and diversification and by providing students with opportunities for economic success.

- **Assessment**: We practice an approach to education that instills in ourselves and our students the value of reflection, continual improvement, and accountability.

- **Customer service**: We settle for nothing short of remarkable service and satisfaction for our students and other campus constituents.

- **Heritage**: We embrace the unique qualities and characteristics that make us who we are as individuals and as a community.

These values are symbolically represented as “iTeach.”
The College holds an annual iTeach faculty/staff recognition event to honor and award the individuals who best exemplify each of the core values (two for teaching excellence). The underlying purpose of the event is to promote adherence to the College’s core values and to recognize those who exemplify these values. The NSC Foundation has consistently provided financial support for this event since its inception.

NSC has held institutional integrity as one of the most important aspects of the College. A number of materials provide guidelines and direction for NSC faculty and staff. The administration, faculty, staff, and students adhere to the Board of Regents Handbook, NSC Policies and Procedures, Student Handbook, School Faculty Handbooks, and Faculty Senate Bylaws. The NSHE Code (see Exhibit) defines the rules and disciplinary procedures which are in place at NSC and other public institutions of higher education throughout the state. Faculty and staff are expected to familiarize themselves with these publications. Additionally, the NSC Faculty Senate and other College staff members continuously work to develop, revise, disseminate, and implement policies and procedures related to institutional integrity, academic freedom and responsibility, conduct, as well as fair and ethical treatment of all constituencies.

II. Description

9.A.1 The institution, including governing board members, administrators, faculty, and staff, subscribes to, exemplifies, and advocates high ethical standards in the management and operations and in all of its dealings with students, the public, organizations, and external agencies.

Student and College Relationships and Support Services

NSC offers an array of educational programs and support services to facilitate student success. It prides itself, as stated in the NSC mission, on emphasizing and valuing exceptional teaching, mentoring, advisement, scholarship, and career and personal advancement. Faculty development workshops addressing student assessment, active learning techniques, and pedagogical practices support NSC’s commitment to evolving as a student-centered college as well as to the ongoing assessment process and faculty, staff, and program development.

NSC is committed to providing a safe and productive learning environment which protects free speech and prohibits personal intimidation of any kind. The NSC Tolerance and Civility Policy guides relationships among students, faculty, staff, and other stakeholders. The policy is printed in the NSC Student Handbook as well as in each course syllabus. The NSC Student Conduct and Ethics Guidelines define acceptable student behavior, unacceptable behavior, and disciplinary procedures for students.

NSC is committed to the principles of diversity and social tolerance. NSC is also committed to providing equal access and quality educational opportunities to all students. The College community strives to appreciate the richness diversity brings to the campus, and the invaluable contributions it affords to learning. The Resource Center for Students with
Disabilities, which provides services for students with disabilities, supports this commitment, as does the College-wide cultural diversity requirement, a recent addition to NSC’s core curriculum.

NSC fosters an atmosphere that is free of discrimination and is characterized by diversity, tolerance, and mutual respect for others. This philosophy applies to the NSC hiring process. NSC endeavors to recruit, retain, and promote the highest quality and a diverse array of faculty and staff. A new NSC hiring policy considers and promotes all these values (see Exhibit).

Consistent with its mission, NSC is committed to serving the Southern Nevada community and employs the highest standards of integrity, while still accurately representing the institution. The College endeavors to engender trust within the community, increasing its credibility as it seeks partners for community-based learning programs, future funding, and other community partnerships and relationships.

Nevada State College now provides its own Institutional Review Board (IRB) services. All NSC administrators, faculty, staff, and students conducting research that involves human subjects must present a proposal to the IRB to ensure that the project is conducted in a transparent, ethical manner that protects participants’ safety, privacy, and dignity.

9.A.2 The institution regularly evaluates and revises as necessary its policies, procedures, and publications to ensure continuing integrity throughout the institution.

The Board of Regents (BOR), the Nevada System of Higher Education (NSHE), and NSC have mission statements, value statements, policies, and procedures governing the professional, fair, and ethical treatment of students and other constituents. NSC evaluates and revises its policies, procedures, and publications annually to insure integrity throughout the College. All administrators, faculty, and staff are committed to sound ethical principles in present and future operations and planning, consistency with the Board of Regents and NSHE policies, and accuracy in all written College documents and publications.

The Faculty Senate and other College departments continually work to create needed policies and procedures to meet the requirements of the growing College. Dissemination of policies through biannual College-wide faculty meetings and orientations ensure that all staff and faculty are aware of new policies. A Faculty Senate procedure is in place to ensure that all policies support institutional integrity and are congruent with BOR and NSHE policies, mission, goals, and values. Faculty Senate policies and procedures are available through the NSC website (see Exhibit). The Student Handbook is updated annually and College information brochures are evaluated annually and updated as needed.

9.A.3 The institution represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements.

As an example of commitment to transparency and open communication,
the NSC Office of Finance and Administration established an Executive Budget Committee to improve open communication regarding budget issues. The annual NSC budget is now available in the NSC Library and on the College website.

Electronic communication is prominent as NSC utilizes email and the College website for dissemination of information and student services. The NSC website was completely redesigned and renovated in fall 2009 to improve dissemination of information and ease of access for faculty, students, and the community. Students can apply for admissions, view the current class schedule, register for classes, complete scholarship applications, view degree programs, use online research databases, and download various forms using the College website. Faculty resources include professional development sites, access to policies and procedures, discussion boards, and updated information. Further improvements to and updates of the electronic resources continue to be developed.

WebCampus is utilized to promote communication between students and faculty. It is a standard classroom management system used by many colleges and universities for online course support, and has been used to support all NSC courses since spring 2007. The WebCampus system allows NSC to meet student course needs through online instruction and streamlines student access to faculty and course materials. WebCampus is also an additional outlet to disseminate information to students.

9.A.4 Institutional policy defines and prohibits conflict of interest on the part of governing board members, administrators, faculty, and staff.

The governing board, administrators, faculty, and staff understand and comply with the conflict of interest statement set forth by the Board of Regents of the State of Nevada and defined in Nevada Revised Statute 281.434. These guidelines and laws directly prohibit financial interests, profits, and compensation of any kind. Only in the judgment of the President can an exception be made to better serve the public interest. Disclosure forms are signed by full- and part-time faculty to indicate if they work for another campus within NSHE. Faculty may request to engage in financially-compensated outside professional service. A form must be completed and approved by the supervising administrator. These guidelines are outlined in the Board of Regents Handbook.

9.A.5 The institution demonstrates, through its policies and practices, its commitment to the free pursuit and dissemination of knowledge consistent with the institution’s mission and goals.

The Board of Regents Policy on Academic Freedom and Academic Responsibility outlines the board’s support of academic freedom, protecting the rights of faculty and students in pursuing freedom in speech, teaching, learning, and scholarship. Academic freedom is held as essential and applicable to higher education. Freedom in teaching is an entitlement that protects the rights of the teacher in teaching and the student in learning. Freedom in scholarship is
fundamental to the advancement of truth and knowledge. Faculty members have the freedom and the obligation to discuss and pursue subject matter with candor and integrity, even when the subject requires consideration of topics which may be politically, socially, or scientifically controversial. In order to ensure the freedom to seek and profess truth and knowledge as stated in NSHE Code, the faculty member shall not be subjected to censorship or discipline by NSC on grounds that the faculty member has expressed ideas controversial, unpopular, or contrary to the attitudes of the College or the community. The accompanying academic responsibility charges the faculty with maintaining appropriate standards of scholarship and requires the faculty to differentiate opinion from fact when presenting subject matter and opinions.

Students at NSC are encouraged to be active participants in their own learning. Student input and involvement in College committees are encouraged. NSC’s core values and outcomes are intended to produce graduates who are able to think critically, communicate effectively, and participate as citizens contributing to the community.

III. Analysis and Appraisal

A. Strengths

NSC abides by its mission of being dedicated to the fair and equitable treatment of its constituencies. The College has defined its policies relating to the treatment of others, academic freedom, and ethical standards. Students, faculty, and staff members, administrators, and Board of Regents members have all taken an active role in policy development and in the codification of those policies. The NSHE Code is clearly defined and available on the NSC website.

NSC fosters, respects, and promotes the integrity of students, faculty, staff, administration, and foundation board members. The College has worked to establish a culture of appreciation by recognizing individuals who contribute to the College’s success, as with the iTeach awards.

B. Areas for Growth

NSC is evolving rapidly. As enrollment increases at NSC, expansion of the campus, programs, departments, and faculty will follow. The challenge will be to remain responsive to needs that arise and to disseminate information to all NSC constituents. The College takes pride in its commitment to students and the attention they receive. The challenge of the future will be to continue that level of responsiveness to the students and the community to maintain a high level of integrity.

The expansion of the College will also place an emphasis on communication and dissemination of information, both within and outside of the College. It will be imperative to keep the students, staff, and community informed of new developments at NSC. This proactive communication will help support the College’s commitment to integrity in dealings with all stakeholders.
C. Plan of Action

NSC has taken initial steps to ensure that it is responsive to the needs of students and others. The academic and strategic plans are updated periodically according to NSHE policy to meet identified needs, support the NSC mission statement, deal openly with the business community, and focus on the needs of students.

As the staff and enrollment increases, the College will need to expand avenues of communication to students and the community. Additional components will be added and configured into the communications plan. For example, an Integrated Resource Management System (Project iNtegrate) is being implemented, enabling streamlined dissemination of information. NSC began Project iNtegrate in January 2010 and will conclude its first stage in October 2011, when the software program PeopleSoft Campus Solutions will be fully available. Project iNtegrate will include a fully-automated student support system that will allow advisers to track advisees online and will provide students up-to-date online access to grades, financial aid information, and their student records.

Since all students have WebCampus accounts in all courses, this vehicle will be utilized, in addition to e-mail, texts, and automated phone calls, to communicate with the student body. As the College grows, additional marketing and informational materials will be required to provide accurate information to prospective students, the community, and other constituents.

Blackboard Connect is being used by the EMSS Division to better communicate with students via email, text, and voice. It also serves as an emergency communication system in the event of a campus shutdown.

In order to reach out to alumni and other members of the campus community, the College has developed an electronic newsletter, *The Black & Gold*, which is disseminated on a quarterly basis (see Exhibit).

The College supports institutional integrity, respects differences, and appreciates the richness that diversity brings to the NSC culture. To achieve this, NSC is committed to providing ongoing training and development for current and new staff, faculty, and administration. Such training encourages respectful communication and helps members of the NSC community to identify effective and innovative teaching strategies and proactive and positive resolutions to conflict.
Self-Study Conclusion

From its humble beginnings in fall 2002 with 177 enrolled students, Nevada State College has evolved into a significant mid-tier institution with nearly 3,000 students. NSC serves this state and its student body by providing a quality, rigorous, and personalized education in Nursing, Education, and Liberal Arts and Sciences. Since its inception, NSC has developed entire curriculums and programs in each school, and it takes pride in how its accomplished and devoted faculty and staff have helped shape the future of the institution. Standards of Academe have been solidified in each school and NSC has instituted an ambitious but realizable college-wide Outcomes Assessment program which it uses to improve its instructional programs.

Nevada State College also seeks to increase its local, state-wide, and regional visibility by continuing a marketing campaign that emphasizes NSC’s varied degree programs and its emphasis on individualized, active teaching as well as its mission to meet the general needs of the state of Nevada and the needs of the Clark County community.

In the future, NSC will adopt new policies, procedures, and programs that will attract and effectively educate a growing population of students seeking a professional and academic education. NSC also will continue its civic and community commitment by attracting and retaining a diverse student body mirroring the demographics of Clark County.
Appendices
APPENDICES

A. List of Acronyms and Glossary of Self-Study Terms

B. NSC Organizational Charts
   B.1 - President
   B.2 - Provost
   B.3 - Finance and Administration

C. EMSS Positions and FTE

D. EMSS Services and Programs

E. Educational Outcomes

F. NSC Student Code of Conduct and Policies
# Appendix A: List of Acronyms and Glossary of Self-Study Terms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Title or Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Associate’s Degree</td>
</tr>
<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars and Admissions Officers</td>
</tr>
<tr>
<td>AAP</td>
<td>Affirmative Action Plan</td>
</tr>
<tr>
<td>ACE</td>
<td>American Council on Education</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Test</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>AERC</td>
<td>American Education Research Corporation</td>
</tr>
<tr>
<td>AFP</td>
<td>Association of Fundraising Professionals</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>ARL</td>
<td>Alternative Route to Licensure</td>
</tr>
<tr>
<td>BA</td>
<td>Bachelor of Arts / Baccalaureate</td>
</tr>
<tr>
<td>BCR</td>
<td>Bibliographic Center for Research</td>
</tr>
<tr>
<td>BCSSE</td>
<td>Beginning College Survey of Student Engagement</td>
</tr>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>BSN</td>
<td>Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>CAAC</td>
<td>Centralized Academic Advising Center</td>
</tr>
<tr>
<td>CASE</td>
<td>Council for the Advancement and Support of Education</td>
</tr>
<tr>
<td>CBL</td>
<td>Community-Based Learning</td>
</tr>
<tr>
<td>CCN</td>
<td>Common Course Numbering</td>
</tr>
<tr>
<td>ACRONYM</td>
<td>FULL TITLE OR NAME</td>
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</tr>
<tr>
<td>CCNE</td>
<td>Commission on Collegiate Nursing Education</td>
</tr>
<tr>
<td>CCSD</td>
<td>Clark County School District</td>
</tr>
<tr>
<td>CSN</td>
<td>College of Southern Nevada</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CEP</td>
<td>Counseling &amp; Educational Psychology</td>
</tr>
<tr>
<td>CLEP</td>
<td>College-Level Examination Program</td>
</tr>
<tr>
<td>CSA</td>
<td>Crime Scene Analyst</td>
</tr>
<tr>
<td>DARS</td>
<td>Degree Audit and Reporting System</td>
</tr>
<tr>
<td>DRI</td>
<td>Desert Research Institute</td>
</tr>
<tr>
<td>EBI</td>
<td>Educational Benchmarking Institute</td>
</tr>
<tr>
<td>ELLP</td>
<td>English Language Learner Program</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>Electronic Portfolio</td>
</tr>
<tr>
<td>ERES</td>
<td>Educational Records Evaluation Service</td>
</tr>
<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>FISAP</td>
<td>Fiscal Operations Report and Application to Participate</td>
</tr>
<tr>
<td>FFE</td>
<td>Final Fall Enrollment</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
</tr>
<tr>
<td>FWS</td>
<td>Federal Work Study</td>
</tr>
<tr>
<td>FYE</td>
<td>First Year Experience</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>Gaining Early Awareness and Readiness for Undergraduate Programs</td>
</tr>
<tr>
<td>ACRONYM</td>
<td>FULL TITLE OR NAME</td>
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<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>HBCU</td>
<td>Historically Black Colleges and Universities</td>
</tr>
<tr>
<td>HRMS</td>
<td>Human Resources Management System</td>
</tr>
<tr>
<td>HSI</td>
<td>Hispanic Serving Institution</td>
</tr>
<tr>
<td>ILL</td>
<td>Inter-Library Loan Program</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Post Secondary Educational Data System</td>
</tr>
<tr>
<td>IR</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>IRB</td>
<td>Institutional Review Board</td>
</tr>
<tr>
<td>ISC</td>
<td>Integrated Studies Core</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>JSTOR</td>
<td>Journal Storage</td>
</tr>
<tr>
<td>LAS</td>
<td>Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>LCB</td>
<td>Legislative Counsel Bureau</td>
</tr>
<tr>
<td>MSI</td>
<td>Minority Serving Institution</td>
</tr>
<tr>
<td>MVC</td>
<td>Mission, Vision, Core values</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>NASNTI</td>
<td>Native American-Serving Nontribal Institutions</td>
</tr>
<tr>
<td>NCLEX</td>
<td>National Council Licensing Exam</td>
</tr>
<tr>
<td>NeCoTIP</td>
<td>Nevada Collaborative Teacher Improvement Program</td>
</tr>
<tr>
<td>NSBN</td>
<td>Nevada State Board of Nursing</td>
</tr>
<tr>
<td>NSC</td>
<td>Nevada State College</td>
</tr>
<tr>
<td>ACRONYM</td>
<td>FULL TITLE OR NAME</td>
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<tr>
<td>NSCF</td>
<td>Nevada State College Foundation</td>
</tr>
<tr>
<td>NSHE</td>
<td>Nevada System of Higher Education (formerly the University &amp; Community College System of Nevada)</td>
</tr>
<tr>
<td>NSLDS</td>
<td>National Student Loan Database System</td>
</tr>
<tr>
<td>NSSA</td>
<td>Nevada State Student Alliance</td>
</tr>
<tr>
<td>NSSE</td>
<td>National Survey of Student Engagement</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges &amp; Universities</td>
</tr>
<tr>
<td>O&amp;M</td>
<td>Operations and Maintenance</td>
</tr>
<tr>
<td>OIT</td>
<td>Office of Information Technology</td>
</tr>
<tr>
<td>OPAC</td>
<td>Online Public Access Catalogs</td>
</tr>
<tr>
<td>PDQ</td>
<td>Position Description Questionnaire</td>
</tr>
<tr>
<td>PFE</td>
<td>Preliminary Fall Enrollment</td>
</tr>
<tr>
<td>PTI</td>
<td>Part Time Instructor</td>
</tr>
<tr>
<td>RCSD</td>
<td>Resource Center for Students with Disabilities</td>
</tr>
<tr>
<td>RFID</td>
<td>Radio Frequency Identification</td>
</tr>
<tr>
<td>RFP</td>
<td>Request for Proposal</td>
</tr>
<tr>
<td>RN</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>SAC</td>
<td>Student Academic Center</td>
</tr>
<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
</tr>
<tr>
<td>SCS</td>
<td>System Computing Services</td>
</tr>
<tr>
<td>SEOG</td>
<td>Supplemental Educational Opportunity Grant</td>
</tr>
<tr>
<td>SIS</td>
<td>Student Information System</td>
</tr>
<tr>
<td>ACRONYM</td>
<td>FULL TITLE OR NAME</td>
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<tr>
<td>SOE</td>
<td>School of Education</td>
</tr>
<tr>
<td>SON</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>STS</td>
<td>Southwest Technology Showcase</td>
</tr>
<tr>
<td>TEASL</td>
<td>Teaching English As a Second Language</td>
</tr>
<tr>
<td>TFI</td>
<td>Technology Fellows Institute</td>
</tr>
<tr>
<td>TMCC</td>
<td>Truckee Meadows Community College</td>
</tr>
<tr>
<td>UCCSN</td>
<td>University &amp; Community College System of Nevada</td>
</tr>
<tr>
<td>UNLV</td>
<td>University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>UNR</td>
<td>University of Nevada, Reno</td>
</tr>
<tr>
<td>VoIP</td>
<td>Voice over Internet Protocol</td>
</tr>
<tr>
<td>WebCT</td>
<td>NSC’s previous platform for online course information</td>
</tr>
<tr>
<td>WES</td>
<td>World Education Services</td>
</tr>
<tr>
<td>WICHE</td>
<td>Western Interstate Commission of Higher Education</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
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</tr>
<tr>
<td>2+2 Program</td>
<td>Program agreements between the College of Southern Nevada and Nevada State College which ensure a smooth transition from an Associate’s degree to a Baccalaureate degree program</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>The NSC division dealing with the instruction of students and includes academic programs such as the Schools of Education, Liberal Arts &amp; Sciences, &amp; Nursing</td>
</tr>
<tr>
<td>Academic Faculty</td>
<td>The teaching faculty within the academic affairs division</td>
</tr>
<tr>
<td>Academic Master Plan</td>
<td>A plan developed to show the future growth and development of Academic Affairs</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>Degree programs within the Academic Affairs division</td>
</tr>
<tr>
<td>Accelerated Courses</td>
<td>Courses offered in a nontraditional timeframe, which are completed in a shorter timeframe than the traditional semester. These courses are commonly offered over a four weekend timeline, with classes on Friday night and all day Saturday.</td>
</tr>
<tr>
<td>Accreditation</td>
<td>A process of recognizing institutional performance, integrity, and quality, measured against pre-set national standards</td>
</tr>
<tr>
<td>Administrative Faculty</td>
<td>Non-teaching positions with supervisory roles, which administer various programs and departments throughout the College</td>
</tr>
<tr>
<td>Advisor</td>
<td>Designated staff members and faculty who meet with and advise students on academic issues</td>
</tr>
<tr>
<td>Alumni Surveys</td>
<td>Surveys which are sent to NSC graduates</td>
</tr>
<tr>
<td>Articulation Agreement</td>
<td>An agreement between two higher education institutions designating which courses will be accepted for credit</td>
</tr>
<tr>
<td>Assessment Program</td>
<td>The NSC program focusing on learning outcomes and learning assessment</td>
</tr>
<tr>
<td>Assessment Technologies Institutes (ATI)</td>
<td>An experienced testing company serving schools nationwide. It specializes in nationally standardized entrance testing and other nursing assessments</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>A two year degree obtained from a community college</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
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<tr>
<td>Baccalaureate</td>
<td>A four year degree obtained from a college or university</td>
</tr>
<tr>
<td>Board of Regents of the State of Nevada</td>
<td>An elected 13 member board that governs the institutions of higher education for the State of Nevada</td>
</tr>
<tr>
<td>Business Plan</td>
<td>A growth plan for Nevada State College, developed by the NSC President and Executive Staff</td>
</tr>
<tr>
<td>Candidacy</td>
<td>The status of a new academic institution prior to actual accreditation. It is granted at the completion of the initial self study and identifies the strengths and improvement plans of the institution prior to applying to be fully accredited.</td>
</tr>
<tr>
<td>Capstone Course</td>
<td>A course which is taken in the junior or senior year. It serves as a culminating course for an NSC academic program.</td>
</tr>
<tr>
<td>Catalog</td>
<td>The published list of courses and academic program requirements for a specific academic year</td>
</tr>
<tr>
<td>Clark County School District</td>
<td>The local public school district in Clark County Nevada</td>
</tr>
<tr>
<td>College Core Curriculum</td>
<td>The required general education classes usually completed prior to being admitted to a degree program.</td>
</tr>
<tr>
<td>College Level Examination Program (CLEP)</td>
<td>This examination program provides students with an opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses and enables them to obtain credit or advanced standing.</td>
</tr>
<tr>
<td>College Mission</td>
<td>The NSC goals and objectives which are stated in the mission statement</td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>Officially recognized by the US Secretary of Education as a national accreditation agency for nursing, they assess and identify programs that engage in effective nursing educational programs.</td>
</tr>
<tr>
<td>Common Course Numbering</td>
<td>A course numbering system which is adhered to by all institutions in the State of Nevada</td>
</tr>
<tr>
<td>Communication Outcome</td>
<td>One of the four general education outcomes designed to promote student communication skills</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
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<tr>
<td>Community Based Learning (CBL)</td>
<td>An educational practice that links Nevada State College students with the community through their class work</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>Non-credit class offerings</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>Group of lower division courses required for graduation</td>
</tr>
<tr>
<td>Cornell Format</td>
<td>An adopted organizational format for outlining policies</td>
</tr>
<tr>
<td>Counseling &amp; Educational Psychology</td>
<td>An educational degree that may be offered at NSC in the future</td>
</tr>
<tr>
<td>Credit</td>
<td>An academic unit of instruction</td>
</tr>
<tr>
<td>Critical Thinking Outcome</td>
<td>A general education outcome which promotes students’ critical thinking</td>
</tr>
<tr>
<td>Cultural Diversity Advisory Committee</td>
<td>A subgroup of the larger Diversity Council, consisting of leaders from many sectors of Southern Nevada’s communities, industries, and professions</td>
</tr>
<tr>
<td>Dawson Building</td>
<td>The original campus building on the 550 acre campus site</td>
</tr>
<tr>
<td>Dean</td>
<td>The administrator over a school/program. This position was previously designated as a director.</td>
</tr>
<tr>
<td>Developmental &amp; Remedial Work</td>
<td>Instruction that is required for a student to reach the required academic level for college</td>
</tr>
<tr>
<td>Director</td>
<td>The administrator over a program. This position evolved into a Dean’s position.</td>
</tr>
<tr>
<td>Distance Delivery</td>
<td>Courses designed to utilize technology online.</td>
</tr>
<tr>
<td>Distance Learning (online) Courses</td>
<td>Various learning opportunities that involve online or video technology</td>
</tr>
<tr>
<td>Diversity Coalition</td>
<td>An internal group comprised of NSC academic faculty, administrative faculty, and staff that meets monthly to discuss issues of diversity and inclusion from the internal perspective</td>
</tr>
<tr>
<td>Diversity Council</td>
<td>An external advisory body comprised of a diverse group of community leaders and business people who keep the college well grounded in knowing and addressing the educational and employment needs of Southern Nevada from a diversity of perspectives</td>
</tr>
<tr>
<td>Educational Assessment</td>
<td>The process of evaluating a student’s achievement of the learning outcomes</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
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<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Educational Benchmark</td>
<td>A timeline that indicates when an objective should be achieved</td>
</tr>
<tr>
<td>Educational Outcome</td>
<td>The demonstration of knowledge obtained from an instructional activity</td>
</tr>
<tr>
<td>Effective Citizenship Outcome</td>
<td>An identified outcome that promotes effective citizenship in an instructional activity</td>
</tr>
<tr>
<td>Email</td>
<td>Online communication between two or more people</td>
</tr>
<tr>
<td>End-of-program (major) Assessment</td>
<td>A culminating assessment for completion of a major</td>
</tr>
<tr>
<td>Enrollment</td>
<td>The number of students registered and attending classes at NSC</td>
</tr>
<tr>
<td>Enrollment Management &amp; Student Services</td>
<td>The enrollment management division of Nevada State College</td>
</tr>
<tr>
<td>Executive Staff</td>
<td>The senior staff of the President</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>The formal conversation that takes place between an employee and an HR or other manager to determine the reason(s) the employee is leaving</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>A survey to students who are leaving NSC</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>A learning process that promotes hands-on learning based on experiences</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>An elected group of faculty members who provide input to the President on matters that concern the faculty</td>
</tr>
<tr>
<td>Faculty Senate Bylaws</td>
<td>The policies and regulations of the Faculty Senate</td>
</tr>
<tr>
<td>Faculty Senate Committees</td>
<td>Committees that are assigned by the Faculty Senate. These include:</td>
</tr>
<tr>
<td></td>
<td>• Bylaws Committee</td>
</tr>
<tr>
<td></td>
<td>• Program Review Committee (curricular &amp; academic matters)</td>
</tr>
<tr>
<td></td>
<td>• Grievance Committee</td>
</tr>
<tr>
<td></td>
<td>• Promotion &amp; Tenure Committee</td>
</tr>
<tr>
<td>Finance &amp; Administration</td>
<td>The division of the College which oversees the financial application of the College</td>
</tr>
<tr>
<td>Financial Resources</td>
<td>The available avenues of funds to the College</td>
</tr>
<tr>
<td>First Year Experience</td>
<td>The designated academic and advising program for first year students, which promotes success for first year College students</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
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</tr>
<tr>
<td>General Education</td>
<td>The required prerequisite work for students which is outside their primary course of study</td>
</tr>
<tr>
<td>General Education Assessment Model</td>
<td>An ability based assessment program, which identifies certain educational outcomes that students achieve through their College career at NSC</td>
</tr>
<tr>
<td>General Education Outcomes</td>
<td>Learning outcomes developed for the lower division courses, including communication, critical thinking, &amp; effective citizenship, divided into four levels for each outcome</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>Specific course requirements for each program, prior to being admitted to the program</td>
</tr>
<tr>
<td>Higher Education Directory</td>
<td>A listing of higher education institutions and agencies</td>
</tr>
<tr>
<td>Human Resources</td>
<td>The office within the Division of Finance and Administration that is charged with the overall responsibility for implementing strategies and policies relating to the management of faculty and staff</td>
</tr>
<tr>
<td>Independent Study</td>
<td>A course in which a faculty member teaches the course to an individual student. This may be a special course topic or to assist the student since the required course may not be offered during the present semester.</td>
</tr>
<tr>
<td>In-Service</td>
<td>A professional development workshop or course</td>
</tr>
<tr>
<td>Institutional Integrity</td>
<td>A set of ethics/morals for an organization</td>
</tr>
<tr>
<td>Institutional Self Study</td>
<td>Process of institutional self-analysis of performance, integrity and quality, leading to the onsite evaluation visit</td>
</tr>
<tr>
<td>Instructional Technologist</td>
<td>Provides leadership for faculty and staff in the effective use of new and current technologies for instructional purposes. This position supports WebCampus practices.</td>
</tr>
<tr>
<td>Integrated Studies Degree</td>
<td>This degree is designed for students with multiple interests and who want to gain general knowledge and develop skills that are relevant to a variety of careers.</td>
</tr>
<tr>
<td>Interactive Television</td>
<td>A technology based television connection which enables participants to interact face to face</td>
</tr>
<tr>
<td>Internship</td>
<td>Generally a paid field experience linked to a specific degree program</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Key Performance</td>
<td>Key course assignments that meet specified outcomes at a specified level such as projects, presentation, papers, exam questions, working groups</td>
</tr>
<tr>
<td>Learning Assessment</td>
<td>The evidence of student achievement that meet the criteria for each learning outcome &amp; level</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>The desired result from an educational activity or course</td>
</tr>
<tr>
<td>Library Advisory Board</td>
<td>A committee composed of faculty from different degree programs, who work with the librarian on policies and decisions related to library resources</td>
</tr>
<tr>
<td>Major Core Requirements</td>
<td>The required upper division courses within a major</td>
</tr>
<tr>
<td>Major Outcomes</td>
<td>Learning outcomes developed by each upper division major</td>
</tr>
<tr>
<td>Mid-tier Institution</td>
<td>Nevada has a three tier system of higher education. The universities are the upper tier, the community colleges the lower tier and NSC, the only state college, is the mid-tier.</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>A brief description of the institution’s fundamental purpose for both those within the institution and the public, which answers the question, “Why do we exist?”</td>
</tr>
<tr>
<td>Nevada Department of Education</td>
<td>The division of state government which oversees K-12 education</td>
</tr>
<tr>
<td>Nevada State Board of Nursing</td>
<td>A seven member board designated to protect the public’s health, safety and welfare through effective nursing regulation</td>
</tr>
<tr>
<td>Nevada System of Higher Education</td>
<td>The higher education system of Nevada, which includes two universities, one state college, four community colleges and a research institute</td>
</tr>
<tr>
<td>New Program</td>
<td>A degree program that has been approved for initial offering</td>
</tr>
<tr>
<td>Nichols Model of Assessment</td>
<td>A commonly used form of learning outcomes based assessment adapted from James O. and Karen W. Nichols's monographs.</td>
</tr>
<tr>
<td>NSC Assessment Program</td>
<td>An ability based assessment program, which identifies certain educational outcomes that students achieve through their College career</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges &amp; Universities. A private nonprofit organization that accredits higher education institutions in the 7-state Northwest region</td>
</tr>
<tr>
<td>Online</td>
<td>Via the WWW or electronic resource</td>
</tr>
<tr>
<td>Patron</td>
<td>A client or customer. A student is a patron in the library.</td>
</tr>
<tr>
<td>Persistence</td>
<td>Students who complete a degree program or are still enrolled after 5 years</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Collection of students key learning assessments for each student is composed of key performances for each level of each learning outcome for students in upper division majors</td>
</tr>
<tr>
<td>Practicum</td>
<td>A pre-service experience related to the field of study. It is designed to give students exposure to their fields of study.</td>
</tr>
<tr>
<td>Pre-Service Teacher</td>
<td>Student admitted to Teacher Preparation Program</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Required courses which must be completed before enrolling into a specific higher level course</td>
</tr>
<tr>
<td>President’s Advisory Council</td>
<td>A citizen advisory group appointed by the President and made up of community leaders who are interested in the development and welfare of the college.</td>
</tr>
<tr>
<td>Prior Experiential Learning</td>
<td>An academic achievement outside the traditional classroom-campus environment which occurs before academic recognition is sought by the student</td>
</tr>
<tr>
<td>Professional Development</td>
<td>In-service opportunities for staff in the form of workshops, conferences, courses and informational meetings</td>
</tr>
<tr>
<td>Proficiency Exam</td>
<td>An exam utilized to show students are proficient in their field of study and have the knowledge and skills to practice their chosen profession</td>
</tr>
<tr>
<td>Program Review</td>
<td>An assessment of a degree program. Program reviews are regularly scheduled by the Board of Regents.</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Project iNtegrate</td>
<td>System-wide project resulting in the implementation of a new integrated software system (PeopleSoft / Oracle)</td>
</tr>
<tr>
<td>Recruiters</td>
<td>Staff members who visit the high schools, community colleges, college fairs and various other venues to encourage students to enroll at NSC</td>
</tr>
<tr>
<td>Reference Transaction</td>
<td>An information contact utilizing library staff</td>
</tr>
<tr>
<td>Reflection</td>
<td>Intentional consideration of an experience in light of learning outcomes</td>
</tr>
<tr>
<td>Retention</td>
<td>Enrollment of students from one semester to another.</td>
</tr>
<tr>
<td>Retention Committee</td>
<td>Group of staff members who meet regularly to promote the success and retention of students</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>The transition from a Registered Nurse to the Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>Rubric</td>
<td>A form or guide that lists specific outcome behaviors, used for assessment</td>
</tr>
<tr>
<td>Self Study Report</td>
<td>Final publication resulting from the self study process, shared with accreditors</td>
</tr>
<tr>
<td>SMART Classroom</td>
<td>A classroom equipped with multi-media technology</td>
</tr>
<tr>
<td>Sponsorship</td>
<td>The term used to describe the accreditation status between UNR and NSC</td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Faculty &amp; staff committee responsible for oversight of the self study</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>Institutional action plan which has been developed by each program</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>A published guide of NSC policies and procedures, intended to assist and inform students</td>
</tr>
<tr>
<td>Student Technology Fee</td>
<td>A fee charged to students to fund technology at NSC</td>
</tr>
<tr>
<td>Subcommittees</td>
<td>The committees formed to author the standards of the self study. The standards were grouped in the following manner:</td>
</tr>
<tr>
<td></td>
<td>• Subcommittee 1: Standards 1, 6, &amp; 9</td>
</tr>
<tr>
<td></td>
<td>• Subcommittee 2: Standards 2, 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>• Subcommittee 3: Standard 3</td>
</tr>
<tr>
<td></td>
<td>• Subcommittee 4: Standards 7 &amp; 8</td>
</tr>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Meeting the needs of the present without compromising the ability of future generations to meet their needs, resulting in improved stewardship of natural and economic resources</td>
</tr>
<tr>
<td>Syllabi, Syllabus</td>
<td>Plural/singular. A course description, outline, schedule and requirements given to students by the instructor at the beginning of each course</td>
</tr>
<tr>
<td>Teacher Preparation Program</td>
<td>The NSC program which educates education majors and prepares them for a career in teaching</td>
</tr>
<tr>
<td>Teaching Portfolio</td>
<td>The faculty portfolios to document excellence in teaching</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>Various instructional strategies to reach a student objective or outcome</td>
</tr>
<tr>
<td>Technology Committee</td>
<td>An NSC committee which focuses on the utilization of technology on campus</td>
</tr>
<tr>
<td>Tenure</td>
<td>An arrangement designed to protect academic freedom, whereby faculty members, after successful completion of a period of probationary service, can be dismissed only for adequate cause or other possible circumstances and only after a hearing before a faculty committee</td>
</tr>
<tr>
<td>Tenure-track Faculty</td>
<td>Full-time faculty who are eligible to obtain tenure</td>
</tr>
<tr>
<td>Terminal Degree</td>
<td>Highest degree available in a particular field</td>
</tr>
<tr>
<td>Transfer Sheets</td>
<td>A form to evaluate transcripts for acceptance of transfer credits</td>
</tr>
<tr>
<td>WebCampus</td>
<td>Web based instructional and communication program which facilitates online classes and provides email opportunities to students</td>
</tr>
</tbody>
</table>
Appendix B.2 - Provost Organizational Chart

Nevada State College
Provost Organizational Chart
January 27, 2011

Grey boxes denote temporary positions.
Appendix B.3 - Finance and Administration Organizational Chart

Nevada State College
Finance and Administration Organizational Chart
FY 2011
January 27, 2011
## Organizational Structure

### Enrollment Management & Student Services Division

**Effective 7/1/2011**

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office of the Vice Provost Enrollment Management and Student Services</strong></td>
<td></td>
</tr>
<tr>
<td>Vice Provost for Enrollment Management, Student Services, and Diversity</td>
<td>1.0</td>
</tr>
<tr>
<td>Director of Resource Center for Students with Disabilities (9 months)</td>
<td>0.5</td>
</tr>
<tr>
<td>Director of Institutional Research</td>
<td>1.0</td>
</tr>
<tr>
<td>Student Activities Advisor</td>
<td>0.5</td>
</tr>
<tr>
<td>Administrative Assistant IV</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Office of Admissions and Recruitment</strong></td>
<td></td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>1.0</td>
</tr>
<tr>
<td>Admissions Counselor/Recruiter</td>
<td>3.0</td>
</tr>
<tr>
<td>Transfer Coordinator</td>
<td>1.0</td>
</tr>
<tr>
<td>Admissions and Records Specialist III</td>
<td>1.0</td>
</tr>
<tr>
<td>Admissions and Records Specialist II</td>
<td>1.0</td>
</tr>
<tr>
<td>Administrative Assistant II</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Centralized Academic Advising Center</strong></td>
<td></td>
</tr>
<tr>
<td>Coordinator of Academic Advising Center</td>
<td>1.0</td>
</tr>
<tr>
<td>Academic Advisors</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Office of Financial Aid and Student Employment</strong></td>
<td></td>
</tr>
<tr>
<td>Director of Financial Aid</td>
<td>1.0</td>
</tr>
<tr>
<td>Associate Director Financial Aid</td>
<td>1.0</td>
</tr>
<tr>
<td>Financial Aid Coordinator</td>
<td>2.0</td>
</tr>
<tr>
<td>Administrative Assistant II</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Office of the Registrar</strong></td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td>1.0</td>
</tr>
<tr>
<td>Associate Registrar</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Registrar</td>
<td>1.0</td>
</tr>
<tr>
<td>Admissions and Records Specialist III</td>
<td>1.0</td>
</tr>
<tr>
<td>Admissions and Records Specialist II</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Upward Bound</strong></td>
<td></td>
</tr>
<tr>
<td>Director of Upward Bound Programs</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>1.0</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>1.0</td>
</tr>
<tr>
<td>Program Specialist</td>
<td>1.0</td>
</tr>
</tbody>
</table>
APPENDIX D - EMSS SERVICES AND PROGRAMS

Admissions and Recruitment

- Application processing
- Open houses
- High school recruitment
- College fairs
- High school counselor events
- Transfer recruitment

Centralized Academic Advising Center

- Academic advising
- Career/major clarification

Financial Aid and Student Employment

- Federal student aid programs
- Scholarships / Millennium Scholarship
- Federal work study

Registrar

- Registration
- Creation of semester class schedule
- College Catalog update and production
- Transcript processing
- Commencement planning
- Graduation evaluations
- Degree certification
- Grading
- FERPA training and oversight
- Clearinghouse reporting
- Veteran’s benefits
- Transfer articulation
- Document Imaging oversight

Office of the Vice Provost

- Heritage Center
- Judicial Affairs
- New Student Orientation and Nevada State Student Alliance
  - Freshman, transfer and family orientation
  - Student government
  - Student clubs and organizations
- Resource Center for Students with Disabilities
- K-12 Opportunity Programs
  - TRIO Upward Bound Programs
  - Crossroads Project
APPENDIX E - EDUCATIONAL OUTCOMES

Nevada State College has established an ability-based assessment program which identifies certain educational outcomes that students will achieve through their college career. The three general education outcomes are critical thinking, effective citizenship and communication as described below:

**Communication Outcomes**

**Level 1: Clarity**
- State position orally and in written form
- Include the main idea(s) and purpose
- Write multiple drafts

**Level 2: Structure**
- Develop a structured argument
- Substantiate argument with supporting research
- Establish clear transitions between introduction, ideas, and conclusion
- Make revisions

**Level 3: Tone and Audience**
- Adopt appropriate voice, tone, and level of formality for intended audience
- Ensure unity, clarity, and coherence in paragraphs
- Anticipate counter-arguments
- Accept and profit from criticism

**Level 4: Persuasion**
- Employ emotional and rational persuasion
- Incorporate a variety of technologies
- Explore novel means of presentation
- Understand the social impact of communication
- Critique own work

**Critical Thinking Outcomes**

**Level 1: Self-Awareness**
- Discover own personal perspective
- Ask pertinent questions
- Understand the difference between facts and opinions
- Evaluate own personal perspective

**Level 2: Comprehension**
- Accurately summarize information
- Identify central points in an argument
- Explore other perspectives
- Draw conclusions from inferences

**Level 3: Analysis**
- Evaluate the source, context, and credibility of information
- Defend against logical fallacies
- Address other perspectives
- Develop rational arguments
Level 4: Application

- Articulate problems clearly
- Use reason and evidence to generate multiple possible solutions
- Evaluate the quality of solutions
- Implement the best solution(s)

Effective Citizenship Outcomes

Level 1: Social Responsibility

- Recognize your cultural values, assumptions and knowledge
- Demonstrate socially responsible behavior

Level 2: Community Involvement

- Become involved in community concerns
- Learn through community involvement and service

Level 3: Political Literacy

- Demonstrate an understanding of the problems and practices of democracy
- Understand the influences and implications of diversity
- Recognize the interconnectedness among groups, communities and regions

Level 4: Apply Citizenship Skills and Knowledge

- Develop skills of inquiry, communication, participation and responsible action
- Draw on varied perspectives and personal reflection in becoming an informed and interested citizen
- Create links between class-related academic knowledge and active practice in the broader community
APPENDIX F - STUDENT CODE OF CONDUCT AND POLICIES

Introduction

Nevada State College is committed to an orderly learning environment for all members of the campus community. As students participate in the campus community and its sponsored activities they are responsible for their own actions and subject to local, state and national laws as well as the all college regulations.

In order to maintain an academic climate conducive to each member’s success in the pursuit and transmission of knowledge, the college has established a set of policies and standards for all of its members to follow. The college regulations and policies presented on the following pages include expectations for the conduct of individual students as well as student organizations. Also included are college procedures that exist to ensure due process, to support the rights of all students on campus and to educate students about the importance of community based resolution of misconduct.

Scope of the Document

The prohibited conduct, procedures and sanctions established in this document are applicable to the resolution of charges against all students at Nevada State College for allegedly engaging in specified prohibited conduct. Regulations established by the college apply to both students and student organizations at activities on campus and at college and organizational sponsored events off campus.

Individual student conduct alleged to have violated both college regulations and civil or criminal law may be handled concurrently through college disciplinary proceedings and through the courts. Action by the college shall go forward regardless of other possible or pending administrative, civil or criminal proceedings arising out of the same or other charges. The person filing the complaint may choose to file charges against the student in both arenas: internally, through the college student judicial system, or externally, through the legal system.

Emergency Authority

The President may order the immediate removal from campus of a student for an interim period pending a hearing whenever the President determines that the removal is required in order:

1. to protect life, limb, or property, or
2. to ensure the maintenance of order

Any student so removed shall be afforded an opportunity to a hearing no later than 10 college working days following the emergency removal unless the student agrees to delay the hearing to a later time. The hearing shall be held under the hearing procedures established in Section 6.9 of the Nevada System of Higher Education Code, so far as can be made applicable, and by a general hearing officer as established in Section 6.10 of the Nevada System of Higher Education Code. The President’s decision upon the
hearing officer’s recommendation shall be final. The issue shall be limited to whether the continued removal of the individual is warranted pending the outcome of a disciplinary hearing. During the time of the removal, the student may not come onto college property for any reason other than meeting with the appropriate official regarding the hearing. The charges of misconduct related to the emergency removal shall be made against the student and resolution of the charges shall take place according to the judicial procedures established in this code.

SECTION I: STUDENT CODE OF CONDUCT

Nevada State College and the NSHE have established regulations for student conduct that augment local, state and national law. Subsection A includes prohibited conduct established by Nevada State College and Subsection B includes Nevada System of Higher Education regulations.

Subsection A: Nevada State College Prohibited Activities

Students and recognized student organizations are expected at all times to conduct themselves in accordance with college regulations and policies. The following acts are prohibited and may result in disciplinary sanctions:

1. Failure to comply with the directions of college officials in the performance of their duties.
2. Failure to present proof of student status to college employees upon their request.
3. Obstructing college employees in the performance of their duties.
4. Unauthorized access to posted restricted areas, such as ledges, roofs, or any part of a college facility’s outside structure.
5. The unauthorized possession, loan, distribution or reproduction of keys to college facilities.
6. Setting off a fire alarm for reasons other than actual fire or emergency, tampering with fire protection equipment or device.
7. Failure to evacuate a college building when a fire/emergency alarm is sounded.
8. False reporting of any emergency.
9. Carrying, possessing, or using firearms on college-owned or college-controlled property, except as required for: (a) educational programs; (b) authorized use in established rifle and pistol ranges; and, (c) police and military purposes.
10. No student under 21 years of age may possess or consume alcohol; neither shall a student offer alcoholic beverages to persons under 21 years of age on campus or during campus related activities.
11. Use or possession of alcoholic
beverages; use or possession of illegal and/or unauthorized drugs and drug paraphernalia is prohibited.

12. Being under the influence of alcohol or a controlled substance, or the exhibiting of disruptive behavior while under the influence of alcohol or controlled substances while on college property or at a college-sponsored activity.

Subsection B: Nevada System of Higher Education Regulations

All students are responsible for following the regulations for the entire university and community college system. The 20 prohibited activities, as found in the Nevada System of Higher Education Code, Section 6.2.2 are listed below:


2. The use of, or threat to use, force or violence against any member or guest of the system community, except when lawfully permissible.

3. Interference by force, threat, or duress with the lawful freedom of movement of persons or vehicles on college premises.

4. The intentional disruption or unauthorized interruption of functions of the system, including but not limited to classes, convocations, lectures, meetings, recruiting interviews, and social events, on or off premises of the system.

5. Willful damage, destruction, defacement, theft, or misappropriation of equipment or property belonging to, in the possession of, or on premises occupied by the system.

6. Knowing possession on any premises of the system of any firearms, explosives, dangerous chemicals or other instruments of destruction, or other dangerous weapons as defined by the laws of the state of Nevada, without the written authorization of the President of any system institution or the President’s authorized agent, unless such possession reasonably relates to duly recognized system functions by appropriate members of the faculty, other employees, or students.

7. Continued occupation of buildings, structures, grounds, or premises belonging to, or occupied by, the system after having been ordered to leave by the President of a system institution or the President’s designee.

8. Forgery, alteration, falsification, or destruction of system documents, or furnishing false information in documents submitted to the Nevada System of Higher Education.

9. Making an accusation which is intentionally false or is made with reckless disregard for the truth against any member of the system community by filing a complaint.
or charges under this code or under any applicable established grievance procedures in the system.

10. The repeated use of obscene or abusive language in a classroom or public meeting of the system where such usage is beyond the bounds of generally accepted good taste and which, if occurring in a class, is not significantly related to the teaching of the subject matter.

11. Willful incitement of individuals to commit any of the acts herein prohibited.

12. Disorderly, lewd, or indecent conduct occurring on system premises or at a system-sponsored function on or off such premises.

13. Any act prohibited by local, state, or federal law which occurs on system premises or at a system-sponsored function on or off such premises.

14. The use of threats of violence against a faculty member or the faculty member’s family in order to secure preferential treatment for grades, loans, employment, or other service or privilege accorded by the system.

15. Any act of unlawful discrimination based on race, creed, color, sex, age, handicap, or national origin.

16. An act of sexual harassment when submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive, or hostile work or classroom environment.

17. Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same.

18. Willfully destroying, damaging, tampering, altering, stealing, misappropriating, or using without permission any system, program, or file of the Nevada System of Higher Education.

19. Acts of hazing. Hazing is defined as any method of initiation into or affiliation with the university or community college community, a student organization, a sports team, an academic association, or other group engaged in by an individual that intentionally or recklessly endangers another individual; and

20. Acts of bullying and/or intimidation in any form (in-person or on-line).

21. Acts of harassment, discrimination or threats of violence (either explicit or implicit) based on one’s sexual orientation or preferences.

22. Any other conduct which violates applicable, stated prohibitions, policies, procedures, rules, regulations, or bylaws of a system institution.
SECTION II: DISCIPLINARY PROCEDURES FOR STUDENTS

Subsection A: Introduction

Students charged with violations of system or college regulations may be subject to disciplinary action. The procedures for carrying out student discipline are based upon those procedures established by the Nevada System of Higher Education, found in Chapter 6 of the Board of Regents Code. It is the belief of the college that the judicial proceedings should have an educational outcome, while accomplishing the goal of resolution of the problematic behavior.

Presented in this section are college procedures that exist to ensure due process and to support the rights of all students.

Subsection B: Responsibility of Student Organizations

Student organizations, either recognized through the Nevada State Student Alliance or college departments, are expected at all times to conduct themselves in accordance with college regulations and policies. A student organization suspected of misconduct or involvement in any of the activities identified in these regulations or policies may be reported to the office of the Vice Provost of Enrollment Management and Student Services for an investigation of the activity in question.

Subsection C: Procedures

The following procedures will be followed to address complaints against students referred to the Office of the Vice Provost of Enrollment Management and Student Services for alleged misconduct. Complaints involving alleged violations of the academic dishonesty policy will follow the procedures outlined in this catalog under Academic Dishonesty. Complaints may be received from any department or individual member of the college community.

1. All complaints are filed with the Office of the Vice Provost for Enrollment Management and Student Services. Complaints should:
   a. Be in written form and dated
   b. Be from the complainant
   c. State to the extent possible the date(s), time(s), names(s), and circumstance(s) of the violation
   d. Include names of witnesses, if any

2. The Vice Provost for Enrollment Management and Student Services or his/her designee shall investigate the case within 60 days after receipt of the complaint, and if warranted shall present a charging letter to the student or organization involved in the complaint.

3. If deemed appropriate, the Vice Provost for Enrollment Management and Student Services or designee may informally resolve
the complaint through mediation, by conciliating with the parties, by permitting the complainant to voluntarily drop the complaint or by permitting the person charged to voluntarily accept disciplinary sanctions. If the parties agree to the sanction or some other solution, the Vice Provost for Enrollment Management and Student Services will compose a letter summarizing the agreement which will be signed by the participants.

4. Within seven (7) college working days of the completion of the investigation, and if the complaint cannot be informally resolved, the Vice Provost of Enrollment Management and Student Services or his/her designee will submit the results of the investigation to the Provost with a recommendation for a hearing. The Provost shall make the final decision on the type of hearing to be held within seven (7) college working days.

5. The person or organization charged must receive, at least 10 college working days before the hearing, written notice from the Provost or designee containing:

   a. The date, time and place of hearing;
   b. Specification of the misconduct charged by citing the applicable NSHE or college regulation or policy alleged to have been violated;
   c. Specification, to the extent reasonably possible, of the time, place, person or persons involved, and the circumstances of the alleged prohibited conduct, including the name or names of persons who may have witnessed the alleged prohibited conduct;
   d. Notification that the student charged may be accompanied by an advisor of the student’s choice. See Subsection F for additional information on being accompanied by an advisor.

6. Notices shall either be personally delivered to the student or shall be sent to the person by certified or registered mail, return receipt requested. A copy of the applicable disciplinary hearing procedures shall accompany each notice.

7. The Provost shall appoint a designee to serve as the college representative at the hearing and as such shall present the college’s case against the student.

8. The student shall present his or her response to the hearing board or designated officer. The student is not required to speak and this choice shall not be construed as an admission of responsibility for the alleged misconduct. Evidence may be admitted if it possesses reasonably probative value, materiality, and relevancy.

9. The hearing body shall make a determination on whether the student is responsible for the alleged violation.

10. The hearing body chair, within 10 college working days after
the hearing, shall deliver to the Provost the determination of whether the student is responsible, and if found responsible, shall make a recommendation on the appropriate sanction.

11. The Provost or his/her designee shall review the findings of the hearing board and may:

a. Dismiss the charge;
b. Affirm the recommended sanction;
c. Impose a lesser sanction than recommended;
d. Impose a greater sanction than recommended, or
e. Order a new hearing.

12. The Provost shall reach a decision within 10 college working days after the receipt of findings of fact and shall notify the student and other parties of the decision. If the action taken is suspension or expulsion, the student charged shall be notified by personal delivery of the decision or shall be notified of the action by certified or registered mail, return receipt request.

13. The student may appeal the decision of the Provost within 10 college working days of the receipt of the decision. The appeal must be in writing to the Provost. The facts set forth in the appeal must reasonably establish that:

a. The procedures under which the person was charged are invalid or were not followed;
b. The person charged did not have adequate opportunity to prepare and present a defense to the charges;
c. The evidence presented at the hearing was not substantial enough to justify the decision; or
d. The sanction imposed was not in keeping with the gravity of the violation.

14. Within seven (7) college working days after receipt, the Provost shall direct the appeal, along with any reply deemed necessary, provided a copy of the reply is also sent to the student charged, to:

a. The President or his/her designee for reconsideration when the sanction imposed is suspension or a lesser sanction;
b. The Board of Regents for action when the sanction imposed is expulsion.

15. A decision on the appeal shall be made within 10 college working days after receipt of the appeal by the President or his/her designee or within a reasonable time after the next Board of Regents meeting during which the appeal was considered.

16. The President or the Chair of the Board of Regents, as the case may be, may request a personal appearance of the person charged if the President or the chair of the Board of Regents is of the opinion that justice will be best served by such appearance. The appearance of the person charged shall be
limited to the issues raised by the appeal as provided above. The person charged must be informed that an appearance is not compulsory and a nonappearance will not prejudice the appeal.

17. The President or the Board of Regents, as the case may be, may:
   a. Dismiss the charge;
   b. Affirm the charge and sanction;
   c. Impose a lesser sanction, or
   d. Order a new hearing.

**Subsection D: Sanctions**

Disciplinary sanctions are those actions imposed by a judicial hearing officer or board as a consequence of misconduct under the student judicial code or other college policies. The purpose of a sanction, in addition to protecting others, is primarily to educate an individual by increasing their awareness of the consequences of conduct violations and the importance of responsibility to the college community for one’s actions. This will ordinarily be the guiding force behind the imposition of sanctions by the college judicial system. In some instances, however, the community’s need to properly function outweighs the college’s ability to so educate an individual. In such cases, for the benefit of both the student and the community, suspension of expulsion from the college may result.

**Individual Student Sanctions**

The following is a summary of the types of disciplinary sanctions that may be imposed on a student found responsible for violations of the regulations found in the code. Please note: Students found guilty of violating college academic standards may be subject to additional sanctions as outlined in this catalog under Student Rights and Responsibilities (Academic Sanctions) and student organizations may be subject to sanctions outlined in Section II, Subsection D (Sanctions for Student Groups and Organizations).

1. **Warning**: Notice, oral or written, that continuation or repetition of prohibited conduct may be the cause for more severe disciplinary action.

2. **Reprimand**: A formal censure or severe reproof administered in writing to a person engaging in prohibited conduct.

3. **Probation**: Consists of a trial period not exceeding one year in which the conduct of the student will be evaluated in terms of whether any prohibited acts are committed. Probation may include exclusion from participation in privileged or extracurricular activities of the college. The person placed on probation shall be notified, in writing, that the commission of prohibited acts will lead to more severe disciplinary sanctions. The official transcript of the student on probation may be marked “DISCIPLINARY PROBATION”
for the period of the probation and any exclusions may also be noted. Parents or legal guardians of minor students shall be notified of the action.

4. **Suspension**

   a. Exclusion for a definite period of time from attending classes and from participating in other activities of the System, as set forth in a written notice to the student. The official transcript of the student shall be marked “DISCIPLINARY SUSPENSION EFFECTIVE ____ TO _____.” Parents or legal guardians of minor students shall be notified of the action.

   b. A student who is not currently enrolled in the System and who was not registered during the previous semester or who graduated at the end of the previous semester may request that the notation of the disciplinary suspension be removed from the official transcript when two years have elapsed since the expiration of the student’s suspension. Such request must be submitted in writing to the President. If the request is not granted, the student at yearly intervals thereafter may submit a request for removal of the notation.

5. **Expulsion**: Termination of student registration and status for an indefinite period of time. Permission of the President shall be required for readmission. The official transcript of the student shall be marked “DISCIPLINARY EXPULSION EFFECTIVE _____.” The parents or legal guardians of minor students shall be notified of the action.

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**Sanctions for Student Groups and Organizations**

6. Probation for up to one academic year.

7. Prohibition from recruiting and/or accepting new members.

8. Prohibition from participating in college events and co-curricular activities.

9. Restitution. The requirement to reimburse the legal owners for a loss due to defacement, damage, fraud, theft or misappropriation of property. The failure to make restitution shall be the cause for more severe disciplinary action.

10. Denial or use of college facilities.


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**Subsection E: Types of Hearings**

There are three types of hearings that may be held as per the decision of the Provost. Factors that may be considered in determining the type of hearing include (a) the need for confidentiality of the student charged or a victim involved in a violation; or (b) the sensitive nature of the incident. Types of hearings are as follows:
1. A hearing before a General Hearing Officer. The President shall designate one or more general hearing officers who shall serve for terms as determined by the President. Office hearings by a general hearing officer shall be informal in nature and subject to such procedures as the President may determine. Once a hearing is held, a recommendation shall be made to the Vice Provost for Enrollment Management and Student Services as soon as is reasonably possible, but no later than ninety (90) after the filing of the complaint.

2. Hearing Board. This type of hearing is held before a panel of students and faculty. The Nevada State Student Alliance (NSSA) shall appoint two (2) students to the hearing board and that the Faculty Senate shall appoint two (2) faculty to the hearing board. The NSSA is required to submit hearing committee recommendations that are diverse and mirror the NSC student body. Faculty members shall be appointed by Faculty Senate.

3. Special Hearing Officer and Special Hearing Committee. Special hearing officers shall be attorneys who have been members of the State Bar of Nevada for at least five (5) years or who are otherwise qualified by professional experience in presiding at judicial or quasi-judicial adversary proceedings. They will not hold any employment or other contractual relationship with any NSHE institution during the period of their service. Special hearing committee members shall be selected by the Faculty Senate.

Subsection F: Other Regulations Governing Hearings

1. Advisors/Attorneys: (a) The person charged may be accompanied by one advisor of the person's choice, who may represent and advise the person and may present the evidence on the person's behalf. The person charged must give written notice of the name and address of the advisor, and whether the advisor is an attorney, to the administrative officer no later than 5 college working days before the time set for the hearing. An advisor will not be permitted at the hearing without such notice. (B/R 1/06). (b) Should a person charged advise that the person will be accompanied by an attorney as advisor, the administrative officer shall advise the Executive Vice Chancellor & Chief Counsel so that an attorney will be present at the hearing to represent and advise the administrative officer and to present the evidence on behalf of the administrative officer. (B/R 1/06)

2. Closed Hearings: All hearings are scheduled as closed sessions, unless the student requests for the hearing to be open to the public.

3. Consolidated Hearings: When more than one person is charged with
prohibited conduct arising out of a single occurrence, or out of multiple occurrences, a single hearing may be held for all the persons charged. Students may request that their cases be consolidated with others or separated from others. If no request is made by the student, the Provost or his/her designee shall make the determination regarding consolidation.

4. Absence of the Person Charged: If the student charged does not appear at a hearing without satisfactory explanation for the absence, or should the person charged leave the hearing before its conclusion, the hearing shall proceed without the person charged and the hearing officer or hearing board may make findings of fact and recommendations on sanctions. The fact that an administrative hearing or a civil or criminal trial for the student charged is pending shall not be considered a satisfactory explanation for absence unless the actual hearing or trial date conflicts with a date for a hearing held under this code, or unless it is physically impossible for the person charged, through no fault of that person, to attend a hearing held under this chapter.

5. Hearings to be Recorded: A tape recording will be made of the hearing and kept for at least one year before being destroyed, unless the matter is brought before the courts during which time the recording will be kept until the matter is decided in the courts. A tape recording of a closed hearing shall be confidential. The person charged, on request of and at the charged person’s expense may have or, under supervision may make, a copy of such recording. No tape recording by the person charged or by other persons at the hearing will be permitted. The person charged may, at the charged person’s expense, provide for a certified court reporter. A copy of the court reporter’s transcript shall also be made available to the President upon the President’s request and at the college’s expense.

SECTION III: ACADEMIC STANDARDS

Academic Integrity

Academic integrity is a fundamental value at Nevada State College and is centered on honesty, trust, fairness, respect, and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the values of Nevada State College and shall not be tolerated under any circumstances. A violation of academic integrity is an act that is harmful to students, faculty, and ultimately, the institution.
**Academic Dishonesty**

Academic dishonesty is against college as well as system community standards. Academic dishonesty includes, but is not limited to:

**Plagiarism:** Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work. Examples of plagiarism include, but are not limited to:

1. Directly quoting, summarizing or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student’s own.
2. Copying and/or presenting the words of others as one’s own writing, including from Internet sources.
3. Copying words, even if you cite the sources, unless appropriate quotation is noted.
4. Expressing in your own words someone else’s ideas as your own.

**Cheating:** The deception about one’s own work or about the work of another. Examples of cheating include, but are not limited to:

1. Submitting another’s work as one’s own or allowing another to submit one’s work as though it were his or her own.
2. Several people completing an assignment that was not explicitly assigned as a group project and turning in multiple copies, all represented either implicitly or explicitly as individual work.
3. The use of textbook or notes during an examination without the explicit permission of the instructor. This includes WebCT and take-home exams.
4. Giving or receiving unauthorized help on assignment.
5. Stealing a problem solution from an instructor.
6. Tampering with experimental data to obtain ‘desired’ results or creating results for experiments not completed.
7. Tampering with or destroying the work of others.
8. Submitting substantial portions of the same academic work more than once without permission of the instructor.
9. Falsifying college records, forms or other documents.
10. Falsifying clinical hours, supervised field experience hours, or student teaching hours.
11. Unauthorized access of computer systems or files.
12. Attempting to bribe an instructor or administrator.

A faculty member who suspects a student of academic dishonesty shall notify the student and offer the student an opportunity for an initial meeting to discuss the allegation and to present any relevant information. When possible, this
initial meeting shall occur within seven calendar days of discovery of the alleged violation. Proceedings in case discussions are informal and non-adversarial. The faculty member may make a verbal agreement on, or provide the student with a written or electronic notice, of, a scheduled meeting. The faculty member may request a witness to be present for this meeting. The purpose of this initial meeting is to review and discuss the charges before a decision is reached. The faculty member may use documentary evidence provided the student is allowed to respond to it at the meeting. At this initial meeting the following results may occur:

1. The allegations are dismissed;
2. The student accepts responsibility for the violation and accepts the academic sanction(s) proposed by the faculty member;
3. The student accepts responsibility for the violation but does not accept the sanction and requests a hearing;
4. The student does not accept responsibility for the violation and requests a hearing.
5. If the allegations are dropped or the student accepts responsibility for the violation and accepts the sanction(s), the case is closed.

Appeal Process

1. If the student appeals the action and requests a hearing, the following process will be followed: The student must appeal, in writing, to the Academic Dean, within 10 calendar days after the decision of the faculty member.
2. Within five calendar days the Academic Dean will notify the faculty member of the appeal.
3. The hearing will be scheduled no less than 10 calendar days from the date of the appeal. (The student may waive this period and have the hearing sooner).

Hearing Board

The Hearing Board shall consist of the following members with due consideration being given to possible conflicts of interest:

- Two undergraduate students.
- Three faculty members. To ensure the impartiality of the Hearing Board, members must be appointed from programs other than those in which the case originated and in which the accused student is majoring.

Hearing Procedure

1. The hearing will be held within 21 calendar days after the case has been referred.
2. The Dean will call the accused student to appear before the hearing board. If the student wishes to be accompanied by an advisor or an attorney, the board must be notified at least 48 hours in advance. The faculty member shall also be present, and may be accompanied by an advisor or by an attorney whenever the student
chooses such counsel.

3. The Dean will state the content of the report of alleged academic dishonesty and the specific charges made.

4. The faculty member will appear before the board to present evidence against the student. The chair of the board may call other witnesses. The accused student and board members may cross-examine.

5. The student may present evidence on his or her own behalf.

6. The board members will then meet in closed session to make a final decision.

7. If the student is found to be guilty, the hearing board shall consult about any past record of academic misconduct.

8. The hearing board then shall recommend appropriate disciplinary sanctions to the Dean and apprise the faculty member of its deliberations. If the student has been found guilty, the faculty member may impose an academic sanction in addition to the disciplinary sanction (see below).

Academic Sanctions

The following academic sanctions may be imposed if a student has admitted responsibility for the violation or if the hearing board has found the student guilty:

- Give a grade of “O” or “F” for any assignment;
- Give a grade of “F” in the course;

Disciplinary Sanctions

In addition to the academic sanction imposed by the faculty member, disciplinary sanctions may be imposed by the Provost (see Student Code of Conduct, Section II, Subsection D).

Grade Appeal Policy and Procedure

Grade Appeal Process

The procedures below are applicable only to examine a student’s claim of an unfair academic evaluation made by the instructor. The academic evaluation, resulting in grade assignment, will be subject to appeal if the instructor’s evaluation is based on any factors other than the student’s performance in the course and/or adherence to course requirements.

In the event a student has a dispute with the grade received in a course s/he shall discuss the accuracy of the grade with the instructor. An instructor’s clerical errors can be corrected by the completion of a CHANGE OF GRADE form, available from the student’s advisor or department. If a clerical error has not been made, and the student and instructor do not agree that the grading criteria were applied appropriately, the student can proceed to a Departmental Grade Appeal form.

The grade appeal must be filed with the department offering the course within 20 business days of the beginning of the following semester (excluding summer). A student who fails to file within the
specified time period forfeits his/her right to appeal. The department chair or designee shall attempt to resolve the conflict.

Upon receiving the Grade Appeal, the program director, department chair or designee will have five working days to request a written response to the grade appeal from the instructor. The instructor will have 10 working days to provide a response to the student appeal. No later than 20 working days after receiving the Grade Appeal, the program director, department chair, or designee will inform the instructor and student in writing of the recommended final grade. If neither the instructor nor the student contest the recommendation within five working days after receipt of the final grade recommendation, the recommendation is considered final and not subject to further appeal. The department chair will notify the student, faculty, and, in case the case that the original grade is changed, will submit a Change of Grade form to the Office of the Registrar. If the student or faculty contests the decision, they may request a College Level Appeal.

College Level Grade Appeal

A College Grade Appeal Committee will be created by the Provost to review grade appeals that either the student or faculty contest. Should the recommendation by the department chair be contested by the faculty and/or student, the Grade Appeal form and all related materials will be forwarded by the department chair/designee to the Provost within five working days.

The College Grade Appeal Committee will meet no later than 25 working days after the Grade Appeal documentation has been forwarded to the Provost. Within five working days of first meeting, the Committee shall make the final decision. The decision is not subject to appeal. The Committee chair will notify the dean, department chair, student, faculty, and, in the case that the original grade is changed, the Office of the Registrar.

**SECTION IV: SELECTED NEVADA STATE COLLEGE POLICIES**

**Introduction**

In addition to prohibited activities outlined in Section I, Subsection A and B, students and student organizations have a responsibility to know and abide by the following college policies. The following policies for students members of the community may also be the same, or similar to, policies affecting all members of the college. These have been included within this student judicial code to allow all students to familiarize themselves with these standards of behavior as well as the rights to which every student is a party.

**Drug-Free Schools and Communities Act**

Nevada State College has joined other colleges and universities across the nation in encouraging the elimination of alcohol and other drug abuse on campus and in the community. The substance abuse policy adopted by the college supports the belief that the unlawful possession
or use of drugs, including alcohol, and the abuse of alcohol and any drug by students constitutes a grave threat to their physical and mental well-being, and significantly impedes the processes of learning and personal development. While the majority of adults who drink alcohol do so in an acceptable and responsible manner, there is a substantial number who misuse and abuse alcohol, with resulting problems in health, academic, and vocational performance, social and personal relationships, and financial and legal areas.

**Alcoholic Beverages**

Nevada State College has an alcoholic beverage policy for students that establishes the standards of behavior and the circumstances under which alcoholic beverages are allowed to be possessed, consumed or distributed by students. Included within this policy are college sponsored events where alcoholic beverages may be served and/or sold.

a. In compliance with state law, no student may possess or consume alcohol if under 21 years of age; neither may a student offer alcoholic beverages to a minor (under 21 years).

b. The President has the authority to designate the time and place for special events where alcoholic beverages shall be served on the college campus (for student groups as well as the entire college community and guests). Students who are of legal age may consume alcohol at these events.

c. Except as provided above, the storage, possession, or use of alcoholic beverages shall not be permitted on college-owned or college supervised property. In addition, any student who exhibits offensive behavior on college-owned or college supervised property, or while attending a college-sponsored event while under the influence of alcoholic beverages, shall be subject to college disciplinary action.

**Other Substances:**

The use or possession of illegal and/or unauthorized drugs and drug paraphernalia is strictly prohibited.

**Campus Disciplinary Sanctions for Violations of Alcohol and Illegal Substance Policies:**

A student involved in violations of college standards of conduct will be required (unless expelled from the college) to participate in an education and assessment process as a condition of continued association with the institution. The following sanctions are presented as guidelines, indicating the range and progression of sanctions—from educational programs through expulsion. These sanctions are applied on a case by case basis, depending on the specific nature of the alcohol and drug violation. Each student’s case is evaluated in terms of that student’s level of risk posed (health or danger to self and others) by his or her substance abuse.

For violations involving alcohol, sanctions might include:

- three-hour education seminar.
- counseling and assessment
- campus disciplinary probation
- extended probation with counseling
For violations involving the possession or use of drugs, sanctions might include:

- suspension
- expulsion

**Legal Standards**

In addition to college student conduct standards, a student will be subjected to all local, state, and federal laws related to substance abuse or the possession/use of alcohol. The following state laws are presented which apply to any student conduct on or in the vicinity of the campus. In these instances, the student is being regarded as a resident of the state of Nevada:

- **NRS 202.020** - Purchase, consumption or possession of alcoholic beverage by a minor. Any person under 21 years of age who, for any reason, possesses any alcoholic beverage in public is guilty of a misdemeanor.

- **NRS 202.040** - False representation by a minor to obtain intoxicating liquor. Every minor who shall falsely represent himself to be 21 years of age in order to obtain any intoxicating liquor shall be guilty of a misdemeanor.

- **NRS 202.055** - Sale or furnishing of alcoholic beverage to a minor; aiding a minor to purchase or procure alcoholic beverage. Every person who knowingly sells, gives, or otherwise furnishes an alcoholic beverage to any person under 21 years of age is guilty of a misdemeanor.

- **NRS 205.460** - Preparation, transfer, or use of false identification regarding persons under 21 years of age; (1) Every person who counterfeits, forges, alters, erases, or obliterates, or...

**Legal Sanctions**

Legal action provides for sanctions ranging from the imposition of fines to incarceration. These sanctions are imposed after due process is pursued. Legal sanctions are governed by the Nevada Revised Statutes (NRS). Such sanctions result from the referral of an alcohol or other drug violation which comes to the attention of the college Police Department and is referred to the District Attorney’s Office. Legal action may take place concurrently with campus disciplinary action.

For more information on alcohol and substance abuse policies, as well as education, prevention, assessment and treatment services, please contact the Office of the Vice Provost of Enrollment Management and Student Services at (702) 992-2103.
**Tobacco Policy**

In accordance with state law, Nevada State College maintains a smoke-free educational and work environment and is committed to helping students make healthy, informed lifestyle choices. State law also dictates that smoking is not allowed within 100 feet of buildings. According to the American Cancer Society, college is a time when many long-term lifestyle and behavior choices are being made and solidified. The administration of Nevada State College does not permit tobacco advertising in campus publications and bans tobacco sponsored events on campus or at any college sanctioned event. The Counseling Office is a rich information resource for students who request information about smoking cessation. Students seeking assistance with smoking cessation are referred to appropriate community resources for assistance.

**Hazing**

Hazing has no place within a community of scholars. The Board of Regents of the Nevada System of Higher Education and Nevada State College affirm their opposition to any form of hazing.

Nevada State College advocates civility in society and an adherence to the fundamental principles of honesty, integrity, respect, fairness, development of the individual character, and sensitivity to the dignity of all persons. These principles should be fostered and nurtured in a broad spectrum of activities that yield society, intellectual and physical benefits. Therefore hazing of any nature is unacceptable.

1. Hazing is defined as any method of initiation into or prerequisite to becoming a member of the Nevada State College community, or any group associated therewith, engaged in by an individual that intentionally or recklessly endangers another individual or group. Any activity upon which the initiation into or affiliation with an organization or group is directly or indirectly conditioned shall be presumed to be forced activity, the willingness of an individual to participate in such activity notwithstanding. Hazing may occur on or off the premises of the organization and/or educational institution. Hazing is most often seen as an initiation rite into a student organization or group, but may occur in other situations.

2. Hazing activities include but are not limited to:

   a. Any physical activity, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of food, liquor, drugs or other substance or any other brutal treatment or other forced physical activity that is likely to adversely affect the physical health of the person;

   b. Any situation which subjects the individual to extreme stress, such as sleep deprivation, forced exclusion from social contact, required participation in public stunts, or forced conduct which produces pain, physical discomfort, or adversely affects
the mental health or dignity of an individual; and

c. Any expectations or commands that force individuals to engage in an illegal act and/or willful destruction or removal of public or private property.

3. A reasonable person standard shall apply, and the discipline shall be proportionate to the infraction. All disciplinary actions or sanctions shall be congruent with Chapter 6 of the NSHE Code and Student Code of Conduct. Both individuals and organizations committing an offense under this anti-hazing policy may be found in violation and be subject to appropriate disciplinary sanctions.

4. An allegation of hazing, reporting of a suspicion that hazing may have occurred, or a request for an investigation of hazing may be initiated by anyone. Violations shall be reported to the Office of the Vice Provost of Enrollment Management and Student Services. To report an allegation of hazing, please contact the Office of the Vice Provost of Enrollment Management and Student Services at (702) 992-2053. All investigations of hazing and procedures for adjudication shall follow Section II of the Student Code of Conduct.

**Sexual Harassment**

It is the policy of Nevada State College that the sexual harassment of students, employees and users of college facilities is unacceptable. The college follows the Nevada System of Higher Education policy and procedures as follows:

**A. Sexual Harassment is Illegal Under Federal and State Law:**

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of sexual harassment. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the NSHE Code. Sexual harassment is a form of discrimination; it is illegal.

No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers...
to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance.

It is expected that students, faculty and staff will treat one another with respect.

**B. Policy Applicability and Sanctions:**

All students, faculty, staff, and other members of the campus community are subject to this policy. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Other, lesser sanctions may be imposed, depending on the circumstances.

This policy is not intended to and does not infringe upon academic freedom in teaching or research as established in the NSHE Code, Chapter 2.

**C. Training:**

All employees shall be given a copy of this policy and each institution’s Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution’s Human Resources Office shall maintain documentation that each new employee received the policy.

Each institution shall include this policy and complaint procedure in its general catalog. Each institution shall have an ongoing sexual harassment training program for employees.

**D. Sexual Harassment Defined:**

Under this policy, unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic status;

2. Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or

3. The conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example,

- It may occur between individuals of the opposite sex or of the same sex.
- It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship.
- It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.
It may consist of repeated actions or may even arise from a single incident if sufficiently severe.

- It may also rise to the level of a criminal offense, such as battery or sexual assault.

Determining what constitutes sexual harassment under this policy will be accomplished on a case by case basis and depends upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of sexual harassment. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include disciplinary processes as stated above.

Examples of unwelcome conduct of a sexual nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

- Physical assault,
- Sexually explicit statements, comments, questions, jokes, innuendoes, anecdotes, or gestures;
- Unnecessary touching, patting, hugging, or brushing against a person’s body or other inappropriate touching of an individual’s body;
- Remarks of a sexual nature about a person’s clothing or body;
- Use of electronic mail or computer dissemination of sexually oriented, sex-based communications;
- Sexual advances, whether or not they involve physical touching;
- Requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;
- Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;
- Inquiries, remarks, or discussions about an individual’s sexual experiences or activities and other written or oral references to sexual conduct.
- Even one incident, if it is sufficiently serious, may constitute sexual harassment. One incident, however, does not usually constitute sexual harassment.

E. Procedure:

The Chancellor and each President shall designate no fewer than two administrators to receive complaints of alleged sexual harassment. The administrators designated to receive the complaints may include the following: (1) the Human Resources Officer at the institution; (2) the Affirmative Action Program Officer; or (3) any other officer designated by the President. If the Human Resources Officer or the Affirmative Action Program Officer or another officer designated by the President, is not the individual who initially receives the complaint of alleged sexual harassment,
then the individual receiving the complaint must immediately forward the complaint to either the Human Resources Officer or the Affirmative Action Program Officer. (B/R 12/06)

An individual filing a complaint of alleged sexual harassment shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Human Resources Officer or the Affirmative Action Program Officer, or by their designee. It shall be the choice of the individual filing the complaint to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the alleged victim. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit.

**Supervisors’ Responsibilities:**

Every supervisor has responsibility to take reasonable steps intended to prevent acts of sexual harassment, which include, but are not limited to:

- Monitoring the work and school environment for signs that harassment may be occurring;
- Refraining from participation in, or encouragement of actions that could be perceived as harassment (verbal or otherwise);
- Stopping any observed acts that may be considered harassment, and taking appropriate steps to intervene, whether or not the involved individuals are within his/her line of supervision; and
- Taking immediate action to minimize or eliminate the work and/or school contact between the two individuals where there has been a complaint of harassment, pending investigation.

If a supervisor receives a complaint of alleged sexual harassment, or observes or becomes aware of conduct that may constitute sexual harassment, the supervisor must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken.

Failure to take the above action to prevent the occurrence of or stop known harassment may be grounds for disciplinary action.

Complaints of sexual harassment must be filed within one hundred eighty (180) calendar days after the discovery of the alleged act of sexual harassment with the supervisor, department chair, dean, or one of the administrators listed above and/or designated by the President to receive complaints of alleged sexual harassment. Complaints of prohibited conduct, including sexual harassment, filed with an institution’s administrative officer pursuant to NSHE Code Chapter 6, Section 6.8.1, are not subject to this 180 day filing requirement.

1. Employees.

   a. An employee who believes that he or she has been subjected to sexual harassment by anyone is encouraged—but it is neither necessary nor required—to promptly tell the person that the conduct is unwelcome and ask
the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the employee for rejecting the conduct.

b. The employee may also choose to file a complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.

c. If the employee feels uncomfortable about discussing the incident with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.

d. After receiving any employee’s complaint of an incident of alleged sexual harassment, whether or not the complaint is in writing, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved are not supervised by that supervisor.

2. Students.

a. A student who believes that he or she has been subjected to sexual harassment by anyone is encouraged—but it is neither necessary nor required—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the student for rejecting the conduct.

b. The student may also choose to file a complaint with his or her major department chair, who will in turn immediately contact one of the officials listed above.

c. If the student feels uncomfortable about discussing the incident with the department chair, the student should feel free to bypass the chair and file a complaint with one of the above officials or to any chair or dean, who will in turn immediately contact one of the officials listed above to forward the complaint, whether or not the complaint is in writing, to discuss it and/or to report the action taken. The chair or dean has a responsibility to act even if the individuals are not supervised by that chair or dean.

3. Non-Employees and Non-Students.

Individuals who are neither NSHE employees nor NSHE students and who believe they have been subjected to sexual harassment by a NSHE employee during the employee’s work hours or by a NSHE student on campus or at a NSHE-sponsored event may utilize any of the complaint processes set forth above in this section.

4. Investigation and Resolution.

a. After receiving a complaint of the incident or behavior, an
investigation by one of the above listed officials will be initiated to gather information about the incident. Each institution may set guidelines for the manner in which an investigation shall be conducted.

b. At the completion of the investigation, a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.

c. After the recommendation has been made, a determination will be made by appropriate management regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion will be taken. Any such disciplinary action shall be taken in accordance with NSHE Code Chapter 6, or, in the case of classified employees, Nevada Administrative Code, Chapter 284. Other appropriate actions will be taken to correct problems, if any, caused by or contributing to the conduct. If proceedings are initiated under Chapter 6, the investigation conducted pursuant to this policy may be used as the Chapter 6 investigation. The administrative officer, in his or her discretion, may also supplement the sexual harassment investigation with additional investigation.

d. After the appropriate management has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed of the resolution. Certain actions made confidential under NSHE Code Chapters 5 and 6 or Nevada Administrative Code, Chapter 284 shall remain confidential.

F. Prompt Attention

Complaints of sexual harassment are taken seriously and will be dealt with promptly. Where sexual harassment is found to have occurred, the NSHE institution or unit where it occurred will act to stop the harassment, to prevent its recurrence, and to discipline those responsible.

G. Confidentiality

The NSHE recognizes that confidentiality is important. However, confidentiality cannot be guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of sexual harassment to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the NSHE is required by law to disclose information (such as in response to legal process), or when an individual is in harm’s way.
H. Retaliation

Retaliation against an individual who in good faith complains of alleged sexual harassment or provides information in an investigation about behavior that may violate this policy is against the law, will not be tolerated, and may be grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information is also grounds for discipline.

“Retaliation” may include, but is not limited to, such conduct as:

- the denial of adequate personnel to perform duties;
- frequent replacement of members of the staff;
- frequent and undesirable changes in the location of an office;
- the refusal to assign meaningful work
- unwarranted disciplinary action;
- unfair work performance evaluations;
- a reduction in pay;
- the denial of a promotion;
- a dismissal;
- a transfer;
- frequent changes in working hours or workdays;
- an unfair grade;
- an unfavorable reference letter.

I. Relationship to Freedom of Expression

The NSHE is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental rights and this policy is not intended to stifle teaching methods or freedom of expression. Sexual harassment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of institutions, the tradition of intellectual freedom and the trust placed in the institutions by their members.

(B/R 05/03 – Entire Section)
(B/R 12/04 – reorganization)

Standards of Conduct for the Use of Computers in NSC-Related Activities

It is the policy of Nevada State College that the improper conduct regarding computers as set forth in this section is incompatible with the goals of honesty and academic freedom and is strictly prohibited. Improper conduct regarding computer use at the college falls into three categories: (1) academic dishonesty; (2) disruption and destruction of computer facilities; and (3) violation of licenses and copyright agreements, college policy, and state or federal laws.

1. Academic Dishonesty Pertaining to the Use of Computers. Examples of this type of behavior regarding computers include, but are not limited to:
a. Submitting another person’s programs, documentation or program results as your own work;

b. Obtaining or attempting to obtain unauthorized access to information stored in electronic form;

c. Submitting false results of a program’s output for a class assignment or falsifying the results of program execution for the purpose of improving a grade.

2. Disruption or Destruction of Computer Facilities: Examples of this type of behavior include, but are not limited to:

   a. Damaging or stealing college-owned equipment or software;

   b. Sending of offensive mail;

   c. Causing the display of false system messages;

   d. Maliciously causing system slowdowns or rendering systems inoperable;

   e. Changing, removing or destroying (or attempting the same) any data stored electronically without proper authorization;

   f. Gaining or attempting to gain access to accounts without proper authorization;

   g. Putting viruses or worms into a system

3. Violation of Licenses and Copyright Agreements: Most software used on college computers is covered by copyright, license or nondisclosure agreements. Violation of these agreements puts the college and the individual in jeopardy of civil penalties. Examples of such violations include, but are not limited to:

   a. Making copies of copyrighted or licensed software without proper authorization;

   b. Using software in violation of copyright, license or non-disclosure agreements;

   c. Using college computers for unauthorized private or commercial purposes;

   d. Use of computers or the internet in a manner that is against local, state or federal laws.

**Tolerance and Civility Policy**

Each member of the Nevada State College community is responsible for fostering an atmosphere imbued with dignity, respect, tolerance, appreciation of diversity and positive regard for all members of the collegiate community. A fundamental tenet of the college’s mission is to nurture a community atmosphere free from discrimination on the basis of race, religion, gender, sexual orientation, age, veteran status, disability and political views or beliefs, and otherwise consistent with state and federal law. Within this context, all members of the college community are accountable for their own behavior and actions. Consequently, the college will not tolerate behavior that violates or infringes upon the civil and statutory rights of any individual or
group (and will utilize the Student Code of Conduct in these cases). As members of the Nevada State College community, each of us can feel free to express ourselves in ways that promote openness within a diverse society.