ABSTRACT
          This report, submitted by the Board of Regents of the
University and Community College System of Nevada (UCCSN), outlines
anticipated programs and expansion of existing programs, anticipated costs
and resources, and other information concerning the comprehensive planning of
the UCCSN for the next 4 years. The first section of the report includes the
mission statements for the campuses and the UCCSN; the system's strategic
directions, and a summary of the most recent Board-approved academic master
plans for each campus. The second section reports selected indicators of
access and productivity for the system's performance over the last biennium.
For the first time, the Board of Regents has adopted systemwide performance
indicators that demonstrate the progress of the UCCSN in the areas of access,
productivity, state needs, and quality. From fall 1988 to fall 1998, the
student population of UCCSN increased by 55%, and the average annual
full-time equivalent increased by 76%. From 1980-81 to 1997-98, the number of
degrees and certificates awarded increased from 2,638 to 6,629. The third
section provides justification for the 1999-2001 biennial budget request.
Appended are the system's and institutions' mission statements, an index of
degrees awarded, and UCCSN Performance Indicators. (TGO)

University and Community College System of Nevada

Planning Report

1999-2003

JANUARY, 1999

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INTRODUCTION

N.R.S. 396.505 requires the Board of Regents of the University and Community College System of Nevada (UCCSN) to prepare a four-year planning report to be submitted to the legislature by February 1 of odd-numbered years. This plan must include anticipated new programs and expansion of existing programs, anticipated costs and resources, and any further information concerning UCCSN comprehensive planning which the Board deems appropriate. The UCCSN Planning Report 1999-2003 provides this information.

Contained in the first section of this report are the mission statements for the campuses and the UCCSN, the System's strategic directions, and a summary of the most recent Board-approved academic master plans for each campus. A summary of new programs under consideration by each campus is contained in the academic master plans. A list of all current programs offered throughout the UCCSN is contained in the Appendix of this report.

The second section of the report contains selected indicators of the System's performance over the last biennium. For the first time, the Board of Regents has adopted systemwide performance indicators that demonstrate the progress of the UCCSN in the areas of access, productivity, state needs, and quality. In addition, the individual institutions have been charged with developing campus-specific performance indicators to measure progress at each institution. The full text of the systemwide performance indicator report is included in the Appendix of this report.

The final section of the report contains information on anticipated costs and revenues for the System as described in the 1999-2001 biennial budget request. Eight categories of System priorities are listed that are considered essential in maintaining or enhancing the services provided by the UCCSN.

PLANNING PARAMETERS

UCCSN MISSION STATEMENT

The mission of the University and Community College System of Nevada is to provide higher education services to the citizens of the state at a high level of quality consistent with the state's resources. The System, established by the state constitution, is charged with the following functions:

- To provide programs of instruction at the undergraduate and graduate levels.

- To sponsor and undertake programs of basic and applied research which complement the programs of instruction and which contribute to the fullest realization of the state's potential.

- To sponsor and conduct programs of public service for the citizens of the state.

The UCCSN Board of Regents has adopted a comprehensive mission statement (contained in the Appendix) and objectives to accomplish the mission.

In order to provide higher education services to the citizens of Nevada, the campuses of the UCCSN are engaged in acquiring, transmitting, and preserving knowledge. The System is responsible for developing and supporting various programs of instruction at undergraduate, graduate, and professional levels. The System is also responsible for ensuring that these instructional programs are maintained at a high level of quality and that a continued quest for excellence is maintained. The UCCSN must also ensure that these high quality instructional programs are provided at an affordable cost, so that all citizens who can benefit from participation in higher education have a realistic opportunity to do so.

In addition to programs of instruction, complementary programs of both basic and applied research and scholarship are the responsibility of the UCCSN. The colleges, the universities and the Desert Research Institute, through scholarship and research, participate in the creation and acquisition of new knowledge and therefore contribute to the cultural, economic, and social development of both Nevada and the nation.

Finally, the System endeavors to assist the State of Nevada in providing an educated and technically skilled citizenry for public service and the general welfare, to contribute toward an educated and trained work force for industry and commerce, and to facilitate the individual quest of Nevada's citizens for personal fulfillment.

UCCSN STRATEGIC DIRECTIONS

Decisions regarding higher education in Nevada must be based on a shared vision and common directions to secure that vision if we are to meet challenges and opportunities

and provide a quality educational experience. The UCCSN *Strategic Directions* are the Board's shared vision for higher education, the overarching framework of which is the commitment to quality and excellence. The Board of Regents first adopted *Strategic Directions* in 1992 as part of a revised academic planning process. Through subsequent revisions, our *Strategic Directions* have formed the foundation of a strategic planning process and provided a systemwide structure for that process.

The UCCSN vision is based on eight key directions that shape the organization. We are committed to the achievement of excellence in the following ends:

- Undergraduate Access and Growth
- Research and Graduate/Professional Education
- Meeting State Needs

And we will achieve these ends by means of improving or enhancing our:

- Accountability
- Planning
- Resources
- Technology
- Productivity

ENDS GOALS

◆ *Undergraduate Access and Growth*

As Nevada's public system of higher education, the UCCSN's first priority must be to provide a high quality undergraduate educational experience for Nevada residents. Quality and access are not matters of choice. Our commitments to quality and access must be complementary and interwoven through all we do. Access without excellence encourages mediocrity. Excellence without concern for access denies students a fair and valuable education.

The responsibility to accommodate current and future growth in student enrollments is a major challenge for the UCCSN. The rate of population growth in Nevada, particularly in Southern Nevada, has been among the highest in the nation for the past decade. Our enrollment has increased 55% over the last ten years. This growth is not expected to slow down as the number of Nevada high school graduates is projected to increase 134% from 1995-96 to 2011-12.

While Nevada has led the nation in population growth, the continuation rate of recent Nevada high school graduates into postsecondary education has been among the lowest in the country. This provides the UCCSN with a second major challenge. The proportion of Nevada adults with a bachelor's degree or higher is lowest among the western states and is below the national average. These figures suggest that many Nevada high school students fall into the category of potential first-generation college students.

Meeting this demand will continue to require a major commitment of revenue from the state and the overall cost of education will need to be examined continually to ensure cost does not become a barrier to access. The System will also continue to be challenged to diversify its student body to match that of the overall population of the state.

➢ *The first priorities of the UCCSN are to provide an undergraduate education of the highest quality as well as enhance the quality of teaching and learning in its undergraduate programs.*

➢ *The UCCSN will enhance access and provide leadership to increase participation rates in public postsecondary education in Nevada.*

➢ *The UCCSN will recognize and reflect the diversity of Nevada's communities within its institutions.*

➢ *The UCCSN will articulate its programs with K-12 education and will enter into appropriate K-16 partnerships.*

➢ *The UCCSN will enhance transfer and articulation for students among and between the UCCSN institutions.*

➢ *The UCCSN will utilize innovative applications of technology to extend access and enhance learning productivity.*

♦ *Research and Graduate/Professional Education*

As with undergraduate education, the UCCSN's priority is to provide access to high quality graduate and professional educational opportunities. Programs leading to advanced degrees and professional credentials for Nevadans are essential to keeping our best and brightest students in the state.

Graduate programs need to be supported at a level that ensures their quality in terms of national competitiveness. This demands that we be selective in the programs developed and nurtured, as significant resources will be required to operate them. Programs that support the needs of our state and its communities, as well as those that enhance undergraduate education, will be a top priority.

Vigorous research programs at our universities not only meet state needs, but also help to establish the academic stature of these institutions nationally and internationally as well as enhance the undergraduate educational experience. UCCSN research contributes significantly to the economic development and diversification of Nevada and provides a vital element in the intellectual and artistic environment of our state.

➢ *The UCCSN will provide access for Nevadans to programs leading to advanced degrees and professional qualifications in order to develop and retain the talents of Nevada citizens.*

➢ The UCCSN will support graduate education and research in areas and applications where its programs and efforts can be nationally competitive.

➢ The UCCSN will develop graduate education selectively systemwide and within its institutions in order to serve the needs of Nevadans.

➢ The UCCSN will promote both basic and applied research to meet the needs of the state, region, and nation and to enhance the quality of upper-division undergraduate education.

◆ Meeting State Needs

The UCCSN is a major asset for the state of Nevada. The System provides virtually all higher educational programs for the state's citizens and attracts many talented students, faculty, and staff to Nevada. The System plays a key role in the development of the state's human capital and contributes mightily to the intellectual and cultural life of the state's communities.

We are also a major engine for economic development and diversification: by providing workforce training to large number of students; by collaborating in partnerships with business and industry to deliver customized training programs on campus and at a distance; and by bringing research dollars to the state that feed back into the state's economy.

The Regents recognize, however, that the UCCSN can become an even more important asset to the state by focusing our efforts to meet selected areas of major state needs. Whether through the research done on our campuses or through traditional community service activities of our faculty and students, we can contribute more to the resolution of issues on the state's agenda. With our fellow educators in the K-12 sector, we are partners in educational reform as well as in preparing teachers for Nevada for the 21st century.

➢ The UCCSN will provide leadership in supporting the economic health and growth of the state through its programs leading to workforce development, skill training, and lifelong learning.

➢ The UCCSN will provide leadership in the intellectual, ethical, cultural, and human capital development of the state.

➢ The UCCSN will emphasize and enhance collaborative programs with other state institutions and agencies.

➢ The UCCSN will strengthen its collaboration with Nevada's elementary and secondary schools to promote standards-based reform and to enhance transitions throughout the continuum of K-16.

➢ Through its research, outreach, and community service efforts, the UCCSN will contribute to the state's agenda in the areas of economic development and di-

versification, health care, social services, resource management, as well as educational endeavors.

MEANS GOALS

In parallel with the three strategic directions that articulate the Board's vision for higher education in Nevada, the Regents have also defined five strategic directions that relate to the manner in which the UCCSN will conduct its activities. Together this latter group comprises the Board's charge to management.

While no less important than the elements of the Board's vision, these five strategic directions of accountability, planning, resources, technology, and productivity relate to procedures that seem almost self-evident. They could be considered as principles of good practice that address the quality-assurance oversight responsibility of the Board. The System Administration and the campuses of the UCCSN are charged to pursue and demonstrate the attainment of excellence in the following dimensions.

◆ *Accountability*

  ➢ *The UCCSN will continue its commitment to evaluation and assessment to ensure accountability to the citizens of Nevada.*

  ➢ *As a public institution in the State of Nevada, the UCCSN is committed to conducting its business in an open manner in accordance with the state's open meeting laws.*

  ➢ *The UCCSN will exercise responsible stewardship of the resources entrusted to it.*

◆ *Planning*

  ➢ *The UCCSN will continuously review and enhance its planning efforts and will integrate planning and budgeting.*

  ➢ *As part of its planning function and also to enhance accountability, the UCCSN will assess its progress toward meeting its goals through performance indicators and benchmarking to selected appropriate norms, peers, and best practices.*

◆ *Resources*

  ➢ *The UCCSN will strive to obtain additional resources from both state and non-state sources and to allocate the resources it has to provide a maximum return on investment.*

  ➢ *The UCCSN will emphasize collaborative programs within the System and between the System and other institutions where such efforts help to maximize effectiveness.*

♦ *Technology*

> *The UCCSN will maximize the use of technology where it is cost-efficient and cost-effective to do so.*

> *The UCCSN will enhance and expand its distance education programs.*

♦ *Productivity*

> *The UCCSN will monitor the productivity of its faculty and administrators.*

> *The UCCSN will monitor administrative costs throughout the System.*

> *The UCCSN will monitor student outcomes from the perspective of student learning and completions.*

CAMPUS MISSION STATEMENTS

Mission statements have been adopted by the Board of Regents for the seven institutions and are contained in the Appendix. Nevada's community colleges concentrate on six primary roles, which will enable them to provide superior, student-centered educational opportunities for the citizens of the state within designated service areas of each college. The community colleges provide university transfer programs, applied science and technology programs, business and industry partnering programs, developmental education programs, community service programs, and student support service programs. The two universities focus on their commitment to excellence in teaching, scholarly research, and public service. The Desert Research Institute focuses on its role as an environmental research organization, which conducts basic and applied research at state, national, and international levels.

CAMPUS ACADEMIC PLANS

In October 1997, the Board of Regents reviewed and approved changes for the master planning process. These changes implemented a two-step process for review and approval of campus master plans. First, a campus reports on progress and accomplishments under the current master plan, and second, each campus provides an annual update of the master plan. This process emphasizes the importance of the campuses using the master plan in decision-making and allows a continuing analysis of the appropriateness of the master plan. Campus plans are developed in conjunction with mission statements and the Board of Regents' *Strategic Directions*.

In 1998, the Board approved accomplishments and revisions to current master plans for GBC, CCSN, DRI, TMCC, WNCC, UNR and DRI. The Board also approved a new academic master plan for UNLV. For 1999, all campuses are scheduled to provide the

Board with academic master plan updates and revisions. Highlights of the campus master plans, including new academic programs under consideration, are summarized below.

COMMUNITY COLLEGE OF SOUTHERN NEVADA (CCSN)

CCSN's statement of philosophy recognizes that education is a continuous process of the development of goals, satisfaction, and new awareness. CCSN is dedicated to meeting the educational, social, and cultural needs of all people within its service area by helping prospective students in the understanding of self, society, work, and citizenship. Their major responsibility is to assist all students in developing and realizing their full potential, as well as in achieving competence in order for them to lead productive and rewarding lives. By assuming responsibility for a major role in educational leadership within the community, CCSN seeks to enhance the quality of life, increase the capacity to gain knowledge, and develop the ability to accomplish for all those whose lives may be touched.

The population of the CCSN service area continues to grow at a rapid rate. The growth is evidenced by the fact that Las Vegas is the fastest growing metropolitan area in the country. The community population exceeded 1,300,00 in the past year and is projected to double within 15 years. The Las Vegas valley's population could grow even faster than expected as new industries locate significant operations, bringing along many non-gaming jobs. Major new resorts are currently under construction and others are in the planning stages. The net result will be many new gaming and non-gaming jobs that will continue to attract more and more individuals and families to the area.

CCSN has identified a total of twenty priorities for programs and services that include:

Building Partnerships—In order to provide the students and faculty with maximum educational opportunities, its is important to build partnerships and linkages with the public school system, businesses, community agencies, sister institutions and entities throughout the nation and world.

Being Responsive to New Programmatic Opportunities—CCSN senses the need, particularly in applied science and technology areas, to provide more opportunities for upgrading skills.

Support of Distance Education Programs, Rural Sites, and Technology Centers—Education will be provided for high school students and college students through the use of distance education, education at rural sites, and education in the Technology Centers. An Associate of Arts degree will be provided through these educational opportunities.

CCSN is currently considering degrees or certificates in applied science and technology programs in Animal Science, Business Administration, Dental Assisting, Dental Lab Technician, Diagnostic Sciences, Fire Science, Information Technology, Medical Assisting, Operating Room Technician, Rehabilitation Sciences, Infant/Toddler, Computer Sciences/Computer Programming, Electronic Engineering, Imaging and Diagnostic

Services, Management Information Systems/Computer, Multi-Competent Health Practitioner, Public Service, and Telecommunications/Engineering Technician.

In addition, CCSN has proposed the following new academic programs: Optician, Tourism, Physician's Assistant, Cosmetology, Medical Interpreter, Health Unit Coordinator, Diesel Technology, specialized courses in Spanish for various professions, Computer Animation, Alternative Fuel, GM Automotive Sources Education, Mental Health and Developmental Disabilities, Addiction Studies, Telecommunications, Fiber Optics, Journalism, and Creative Writing.

GREAT BASIN COLLEGE (GBC)
Great Basin College has experienced growth and development, physically and academically, in the past eight years. This has brought challenges and rewards. With each new accomplishment, the institution has raised the delivery of education to a higher level. The academic master plan, developed through a college-wide collaborative process, outlines the next phase of GBC's evolution. Greater emphasis will be placed on improving access to GBC courses and programs throughout the service area. Through cooperation with other institutions and the advancement of distance education technology, more students will have expanded educational opportunities.

Community data indicate a need for selected four-year baccalaureate degrees. With these considerations in mind, and in the interest of maintaining its traditional community college mission, GBC proposes a two-tiered college. The first tier maintains the traditional community college mission with emphasis on university transfer courses, occupational-technical courses, continuing/community education, and developmental courses. The second tier would require traditional academic achievements in order to gain admittance to selected baccalaureate degrees. The proposal to offer selected four-year baccalaureate degrees is also presented in GBC's academic master plan. In accordance with prior Board approval to develop selected baccalaureate degrees and as required by the Northwest Association accreditation process, GBC's institutional mission was recently revised to include the awarding of selected baccalaureate degrees. The revisions also reflected current GBC practices that utilize distance learning technologies to expand educational opportunities.

As a result of the growth and new demands placed upon GBC in the past two years, the college has embarked upon aggressive strategies to strengthen its programs and the delivery of higher education to rural Nevada. The phenomenal growth experienced by GBC has challenged the institution in providing academic programs, quality instruction, access, facilities, and student support services. GBC welcomes and embraces these challenges as they raise the institution's delivery of higher education to a new level. The twelve academic goals and objectives of GBC fall within four overarching themes—sustaining educational excellence, building a high-quality campus life, serving the educational needs of the public, and providing accountability.

GBC is currently considering four-year programs in the areas of Elementary Education, Business, Applied Science/Technology, and Nursing.

TRUCKEE MEADOWS COMMUNITY COLLEGE (TMCC)

The vision for TMCC is to become the nexus for life-long learning for all members of the community; faculty will accredit and guarantee learning, skill acquisition, employability skills, and program quality. TMCC will provide lower-division transfer curriculum, student services, and continuous training programs for the workforce. With the development of and accessibility to information systems and networks (interactive learning), the community college will provide customized quality learning at any location, at any time, for any level of readiness, and in flexible learning environments.

The development of university transfer programs is one of the planning initiatives being undertaken. TMCC is working with UNR to create major-specific associate degrees that will guarantee junior status with full credit transfer upon completion. Students can complete a contract with either UNR or UNLV that gives them pre-approval of complete coursework within a ten-year time frame. TMCC has reestablished its Weekend College, which combines lecture, interactive time in a classroom setting, independent study, distance learning, and other teacher/learning methodologies to serve the student in the most efficient and highest quality manner possible.

Another new initiative is the new TMCC High School. Established in cooperation with the Washoe County School District, TMCC High School provides an accelerated program for high school juniors and seniors that gives students the opportunity to take college classes while still earning their high school diplomas. The Board of Regents recently approved the TMCC Technical Institute at the Edison Campus. This campus will be upgraded to offer a complete range of programs and student services, featuring state-of-the-art equipment, and will provide the impetus for proposed new engineering programs.

In sum, TMCC's planning and budgeting initiatives have brought tremendous changes in growth, programs, and activities. Those areas where the greatest changes occurred include continued enrollment growth; greater shared governance activities through the new organizational structure; more accountability through performance indicators and measures; new deans, including a dean for extended day services; a successful TMCC High School with increasing enrollment projections; growth in distance education offerings and enrollments; significant number of new programs under consideration; and approval of TMCC's Focused Interim Accreditation Report for the Northwest Association of Schools and Colleges.

Proposed new academic programs at TMCC include Business Administration (two-year core program articulated with UNR), Early Childhood Education (Infancy/Toddlerhood A.A./A.S. new revised emphases articulated with UNR), and Elementary and Secondary Education (two A.A. degree emphases). In addition, TMCC is considering new applied science and technology programs included in the following areas: A.A./A.A.S. in Civil Engineering Technology, A.A./A.A.S. in Pavement Technology, A.S./A.A.S. in Computer Engineering Technology, A.S./A.A.S. in Computer Science Technology, A.A./A.A.S. in Electronics Engineering Technology, A.S./A.A.S. in Mechanical Engineering Technology, A.A.S. Medical Records Technician, and A.A.S. Pharmacy Technician.

WESTERN NEVADA COMMUNITY COLLEGE (WNCC)

Based in Carson City, WNCC services a 17,971 square mile and urban area through its centralized institutional centers. WNCC's motto is "This way to a brighter future." The college is committed to providing superior, student-centered educational opportunities, participating as a partner in the economic development of the community and state, contributing to the cultural resources of the community, and offering a lifelong opportunity to learn. To meet the needs of the citizens in this area, WNCC has campuses in Carson City, Fallon, and Douglas County. In addition, WNCC operates instructional centers in Fernley, Hawthorne, Lovelock, Yerington, Virginia City, and Lake Tahoe. Students enter college with different goals and expectations. WNCC offers a diverse curriculum that is flexible and tailored to meet those individual needs. By offering diverse degree and certificate programs, scheduling classes at convenient times including nights and weekends, and providing small class sizes as well as one-on-one counseling opportunities, WNCC helps to ensure students a positive and successful college experience.

Population projections to the year 2000 indicate continued growth in the WNCC service area. WNCC is committed to strengthening all program areas by enhancing current and new faculty and staff development opportunities; increasing institutional support for part-time faculty; augmenting recruitment and retention efforts for "at-risk" students; refining assessment measures to ensure accountability and student access; initiating innovative approaches in institutional scheduling; expanding the distance learning telecommunications delivery system and exploring alternative delivery systems; and improving course offerings and support systems at off-campus, prison, and rural area instructional sites.

The completion of new facilities at the Carson City Campus—Phase V of the Applied Science and Technology construction project, completed in the fall of 1998—has facilitated the centralization of all student services programs. This will enable "one-stop shopping" for all students and provide an excellent educational facility for conducting instructional activities. A new High Tech Center on the Carson High School campus will be completed in March 1999.

The privately funded, 30,000 square foot Reynolds Technolgy Center on the Carson Campus—which will open in 1999—will house programs in electronics, drafting, construction technology, and other academic programs. In Douglas County, the Douglas Center/Bentley Hall was was completed in fall of 1997. The Center includes rooms for computer instruction, art, and electronics and biology laboratories.

WNCC is considering the implementation of an Advanced Associate of Applied Science degree, which is a 30 credit hour program beyond the Associate Degree and is designed to prepare a more advanced technician for today's workforce.

Based on an identified need for paramedics in WNCC's service area, the development of a two-part program in Paramedic Medicine is under consideration. The program would include a one-year certificate and two-year degree. WNCC will also undertake to design and gain approval for a new certificate and a new associate degree in Graphic Arts. Other programs under consideration include degrees or certificates in Geographic

Information Systems, Education, and Pharmacy Technology. Finally, WNCC is working cooperatively with UNR to develop a Bachelor of Applied Science degree.

UNIVERSITY OF NEVADA, LAS VEGAS (UNLV)

To fulfill the mission of a premier urban university, UNLV will pursue the following goals:

All members of the university community will focus on and be committed to student learning and development; they will place students at the center of what they do and how they think, thereby creating a true learning community within which UNLV's students can meet their educational objectives.

UNLV will encourage and reward faculty members who best integrate teaching, scholarship, and service in support of student learning and the creation of new knowledge.

UNLV will be distinguished by the quality and quantity of scholarship produced by its faculty and students; this scholarship will enhance the reputation and visibility of the university while also enhancing the quality of education experienced by UNLV's students and the quality of life of the citizens of Nevada.

The university will develop growth and enrollment strategies that attract an increasingly diverse and talented pool of applicants and encourage programs that serve regional needs and achieve national distinction.

UNLV will be characterized by a civil, inclusive campus climate that demonstrates a respect for individual differences and a commitment to equity and free expression.

UNLV will develop administrative operations and structures that further the university's goals and provide service-oriented, responsive interactions in support of the academic programs of the institution.

UNLV will develop effective communication strategies and collaborative endeavors with the surrounding community and external constituents.

According to UNLV's recently approved master plan update, academic planning initiatives already underway include teacher and principal preparation, health science programs, a proposed Las Vegas Technology Center, and a Bachelor of Applied Science program. Initiatives to enhance educational access include an evening/weekend college, branch campuses, a downtown center, and continued development of distance education courses and programs. The current demand for teachers in Clark County has prompted initiatives that include accelerated teacher licensure for students in non-education majors, 2+2 partnering with CCSN, student teaching partnership with UNR, alternative licensure programs, and efforts to increase the number of principals. The growth in health-related fields has had an impact on higher education, as demonstrated at UNLV by proposed programs in nutrition, occupational therapy, health sciences, biotechnology and the proposal for a School of Dentistry.

UNLV expects to propose new programs for 1999 in the areas of Executive MBA, Master of Science in Health Education, Combined Master of Science in School Psychology/ Educational Psychology, Executive Doctor of Education in Educational Leadership, Alternative Licensure Program in Elementary and Secondary Education, Master of Science in Biomedical Engineering, Master of Science in Construction Management, Business and Technical Writing Certificate, Master of Fine Arts in Screenwriting, Bachelor of Science in Nutritional Sciences, Master of Science in Nursing (new concentrations in Pediatrics and Gerontology), Master of Science in Occupational Therapy, Master of Science in Nursing/Master of Business Administration, Bachelor of Arts in Spanish for the Professions, Bachelor of Science in Biochemistry, and Executive Master of Arts in Criminal Justice.

UNIVERSITY OF NEVADA, RENO (UNR)

UNR reaffirms the values and themes that focus on the land grant mission for the 21st Century, aligning the traditional activities of teaching, research, and service to the needs of an urban population. The end of the 20th century presents UNR with circumstances that demand creativity and flexibility in planning. The most salient factors are the rapid growth and increasing diversity of Nevada's population, the reduction of federal funding of higher education and research, the resultant increase of competitive demands on Nevada's state budget, and the explosion of information technologies that change the way we learn. Major emphases of the current plan include strengthening the student experience, building partnerships with private businesses and community agencies, providing access to information through technology, and providing infrastructure to support quality. The sum of UNR's activities enables the students to become educated women and men in society, armed with the intellectual tools necessary to surmount the challenges of today and tomorrow.

According to UNR's recently approved academic master plan update, efforts are underway to strengthen the student experience through the enhancement of advisement of all undergraduates. These efforts include administering an extensive survey of all advising procedures and using that information to provide recommendations for enhancement. Once approved by the deans and faculty, successful student advisement will be used as a criterion in evaluating the performance of the deans. Phase I of the academic advising plan involves the establishment of minimum standards for all colleges, ensuring that all student materials are up-to-date, publicizing the advising process extensively, requiring advising at specific stages, and expanding advisor training. Implementation of these advising processes is already underway in all colleges. Phase II involves creating Student Academic Centers, refining the evaluation and reward process, and completing the implementation of computer-based data. Another initiative to strengthen the student experience has been the establishment of First Year Experience courses. The goal is to ensure that all entering students have a successful university experience. A successful approach requires particpation from academic faculty and upper-division student mentors.

UNR has initiated the Excellence in Teaching Program (ETP) to ensure that all faculty will become excellent teachers. Themes for the program are promoting strategic teaching among faculty, teaching to facilitate the strategic learning of students, docu-

menting the teaching effectiveness among faculty, using technology to increase teaching and learning effectiveness, and extending teaching effectiveness through electronic distance education. All efforts of ETP will have an assessment component to support the ultimate goal of instructional improvement, which is to increase student achievement.

Also in UNR's master plan update are proposals to establish a College of Extended Studies and a School of Pharmacy. The College of Extended Studies would provide a focal point for the coordination of all university outreach and extension activities. Possible benefits of the School of Pharmacy may include providing Nevada students with an opportunity for an education in pharmacy, attracting pharmaceutical and biotechnology firms, increasing research and sponsored projects funding, and enhancing statewide health care planning and delivery of health care.

UNR is considering the following new programs: Bachelor's in Environmental Arts and Humanities, Master's in Environmental Arts and Humanities, Master of Fine Arts, Ph.D. in Sociology (re-activation), Oral Communication Across the Curriculum, Speech Center, Master of Accountancy, Master's in Addiction Counseling, Master's in Instructional Information Technology, Interdisciplinary Graduate Program in Early Childhood Education, Ph.D. in Instructional Information Technology, Master's in Geothermal Engineering, RN to Master's in Nursing, Ph.D. in Individual and Family Studies, Bachelor's in Pharmacology, Master's in Industrial Mineral Science, Graduate Program in Chemical Engineering, Ph.D. in Mining and Geological Engineering, Pharmacy Degree, and Master's in Criminal Justice.

DESERT RESEARCH INSTITUTE (DRI)

DRI is organized into five research centers that conduct more than 150 environmental science projects every year in locations throughout the world. This work, 90% of which is from research grants and contracts, is implemented by approximately 400 research faculty, staff, graduate students, and others in a wide variety of scientific disciplines. In addition to their basic and applied research, DRI faculty actively participate in the educational programs of UCCSN. Research center science plans for the next three years involve recruitment of additional faculty to expand research capabilities; building on current strengths through the submission of additional proposals and scientific papers; linking interrelated processes across spatial and temporal scales; investigating the changes in physical and biological processes with drylands; monitoring and helping lead the regulatory community in air quality, energy, and water issues; and integrating watershed issues with planning and management activities.

According to their 25-year vision, DRI seeks to be to be the world leader in investigating the effects of anthropogenic and natural environmental change in order to increase knowledge and understanding, to promote preservation of diverse ecosystems, to advance responsible resource management, and to improve human health and welfare. In addition to its primary research mission, DRI also contributes to the education of graduate and undergraduate students at Nevada's universities and community colleges as well as the state's K-12 program. DRI seeks to increase its involvement in UCCSN programs in which it already participates, establish involvement in additional UCCSN pro-

grams, expand its K-12 outreach program, and establish a formal teaching relationship with UNLV similar to the long-standing program with UNR.

During the course of the academic years 1999-2001, DRI seeks to expand its involvement in UCCSN programs in which it already participates, including the Hydrologic Sciences, Atmospheric Sciences and Biology programs at UNR and the Geosciences program at UNLV and to establish involvement in additional programs. DRI's Atmospheric Sciences Center seeks to develop balanced research expertise across all scales of the atmosphere, from microscale through mesoscale and synoptic scale to planetary scale. This will include recruiting faculty with expertise in aerosols and cloud physics as well as large-scale model development. The Biological Sciences Center is committed to recruiting and retaining world-class scientists to examine the interrelated biological, atmospheric, geologic, and chemical processes that determine ecosystem function and to linking these processes across spatial and temporal scales. The Energy and Environmental engineering Center will recruit faculty in energy engineering and environmental science. Potential faculty growth in the Quaternary Sciences Center includes positions in archaeology, earth surface hazards, cosmogenic surface exposure dating, landscape modeling, environmental change in drylands, paleoclimatology, and Quaternary biogeochemistry. Water Resources Center expansion will be into mountain watershed hydrology, integrating scientific and engineering analysis with planning and management activities, environmental remediation, and global climate change research based ice core analysis.

ACCOUNTABILITY

While the UCCSN is engaged in planning for the future, it is also committed to evaluating its past performance and using evaluation information to improve current performance. In an effort to remain accountable to the citizens of the state, the Board of Regents has approved a set of systemwide performance indicators based on the Board's *Strategic Directions.* The initial report of the systemwide performance indicators was presented to the Board of Regents in January 1999 and is included in the Appendix of this report. To supplement these systemwide indicators, the individual institutions will be developing campus-specific performance indicators to demonstrate institutional progress.

In addition to the systemwide performance indicators described above, this section provides trend information and other contextual measures of system growth and achievement.

ACCESS

The availability of higher education to all Nevada citizens who seek it is a fundamental goal of the UCCSN. Access to higher education for potential students is impacted by many factors including location, cost, and prior preparation for higher education.

Historically, the UCCSN has performed well in meeting student demand. Over the last decade:

- From Fall 1988 to Fall 1998, headcount enrollment on the campuses of the UCCSN has increased 55%.

- From 1987-88 to 1997-98, average annual full-time equivalent enrollment (AAFTE) has grown by 76%.

- Enrollment in graduate and professional programs has increased 118% during 1988 to 1998, as new and expanded graduate programs have been offered.

- For the same time period, enrollment of minority students has increased 163% to 18,892 students systemwide. Minority students now comprise 24% of the UCCSN student population, demonstrating the ability of the UCCSN to reflect the changing demographics of the state.

- The amount of state dollars available for student financial aid has increased over the biennium. In 1997-98, the new Regents' Award Program (RAP) provided awards totaling $1,365,593 to 606 students and increased the amount of state funding available for financial aid by 78%. The first priorities for RAP awards are America Reads and other tutoring programs.

ACCESS: UCCSN ENROLLMENTS

❦ Enrollment in UCCSN institutions increased steadily over the decade, although the rate of growth slowed from 1992 to 1994, a period of budgetary decreases. Average annual full-time equivalent enrollments (AAFTE) increased by 76% from 1988 to 1998, while state-supported headcount enrollments increased by 55% over the same period.

UCCSN Enrollment
Average Annual Full-Time Equivalent (AAFTE) Enrollments
1987-88 to 1997-98
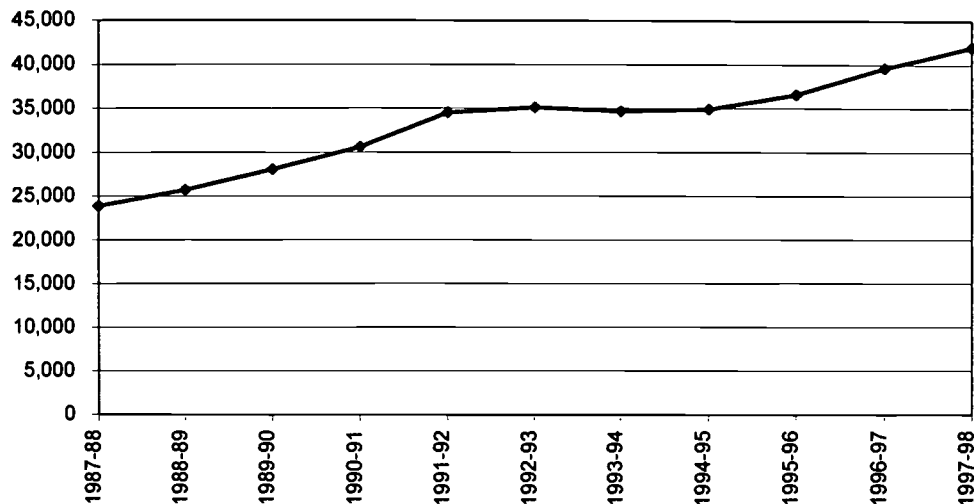
UCCSN Enrollment
Fall Headcount 1988 to 1998
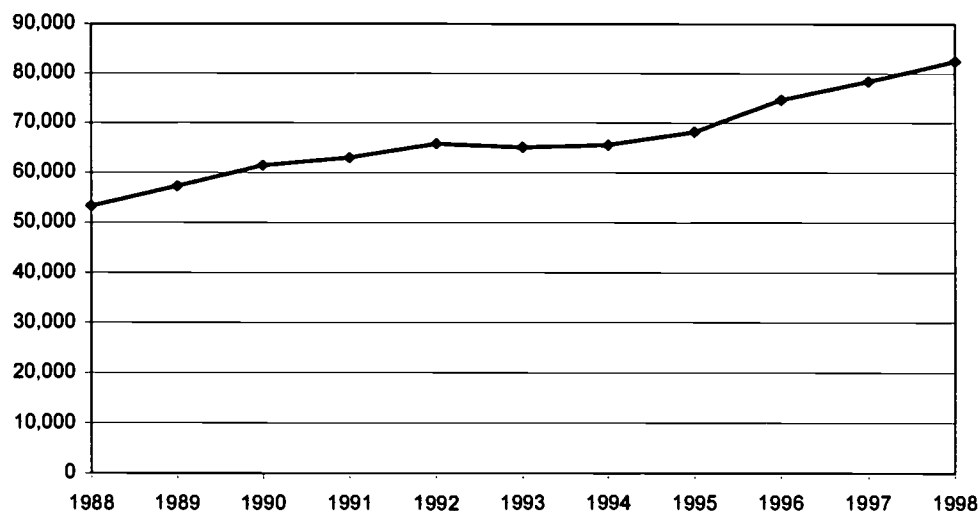
Source: UCCSN institutional reports
FTE students is a statistical measure of the instructional workload generated by students taking courses.
The State of Nevada uses FTE as a measure of workload in determining the budget for the UCCSN.

University and Community College System of Nevada
Annual Average Full-Time Equivalent Enrollments (AAFTE)
1987-88 to 1997-98

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	10-Year % Change
Universities*												
UNLV	8,500	9,387	10,556	11,708	13,605	12,597	12,580	12,823	12,851	13,439	14,162	66.6%
UNR	7,011	7,230	7,419	7,890	8,359	8,720	8,732	8,857	8,757	8,973	9,183	31.0%
University Sub-total	15,511	16,617	17,975	19,598	21,964	21,317	21,312	21,680	21,608	22,412	23,345	50.5%
Community Colleges*												
CCSN	4,066	4,440	4,899	5,293	6,391	7,345	6,953	6,998	8,857	10,424	11,256	176.8%
GBC	500	525	600	794	870	932	906	894	939	1,015	1,143	128.6%
TMCC	2,596	2,827	3,104	3,270	3,569	3,741	3,682	3,498	3,434	3,908	4,287	65.1%
WNCC	1,202	1,325	1,507	1,665	1,750	1,796	1,819	1,833	1,746	1,842	1,982	64.9%
Community College Sub-total	8,364	9,117	10,110	11,022	12,580	13,814	13,360	13,223	14,976	17,189	18,668	123.2%
SYSTEM TOTAL	23,875	25,734	28,085	30,620	34,544	35,131	34,672	34,903	36,584	39,601	42,013	76.0%

* University Registrar's First Reports; Community Colleges as of 10/15

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University and Community College System of Nevada
Student Headcount Enrollments
Fall 1988 to Fall 1998

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	10-Year % Change
Universities*												
UNLV	14,800	16,332	18,192	19,504	19,209	19,682	20,239	19,769	19,683	20,272	21,312	44.0%
UNR	10,506	10,922	11,487	11,714	11,988	12,137	12,379	12,047	12,279	12,442	12,303	17.1%
University Sub-total	25,306	27,254	29,679	31,218	31,197	31,819	32,618	31,816	31,962	32,714	33,615	32.8%
Community Colleges*												
CCSN	13,032	14,491	15,135	15,551	18,111	17,118	17,113	20,741	25,012	26,707	30,440	133.6%
GBC	1,872	2,060	2,277	2,481	2,883	2,490	2,565	2,805	3,200	3,372	2,900	54.9%
TMCC	8,538	8,675	9,211	9,116	8,938	9,041	8,707	8,458	9,338	10,051	9,954	16.6%
WNCC	4,627	4,901	5,178	4,688	4,687	4,656	4,595	4,410	5,143	5,563	5,572	20.4%
Community College Sub-total	28,069	30,127	31,801	31,836	34,619	33,305	32,980	36,414	42,693	45,693	48,866	74.1%
SYSTEM TOTAL	53,375	57,381	61,480	63,054	65,816	65,124	65,598	68,230	74,655	78,407	82,481	54.5%

* University Registrar's First Reports; Community Colleges as of 10/15

ACCESS: COLLEGE ENROLLMENTS

   National comparisons of enrollment are useful in demonstrating the rate of growth in college enrollment. The most recent national data available show that between 1985 and 1995, college headcount enrollment in Nevada increased by 55%. This made Nevada the fastest-growing state in the fifteen Western states and second in the nation during that time period. Only Georgia experienced a greater rate of enrollment growth.

Percentage Change in College Enrollment
Fifteen Western States
1985 to 1995

State	%
N. Dakota	~8%
Alaska	~8%
California	~11%
S. Dakota	~13%
Montana	~20%
Oregon	~22%
Washington	~24%
Wyoming	~25%
Arizona	~26%
Hawaii	~27%
Idaho	~40%
Utah	~42%
New Mexico	~50%
Colorado	~51%
NEVADA	~55%
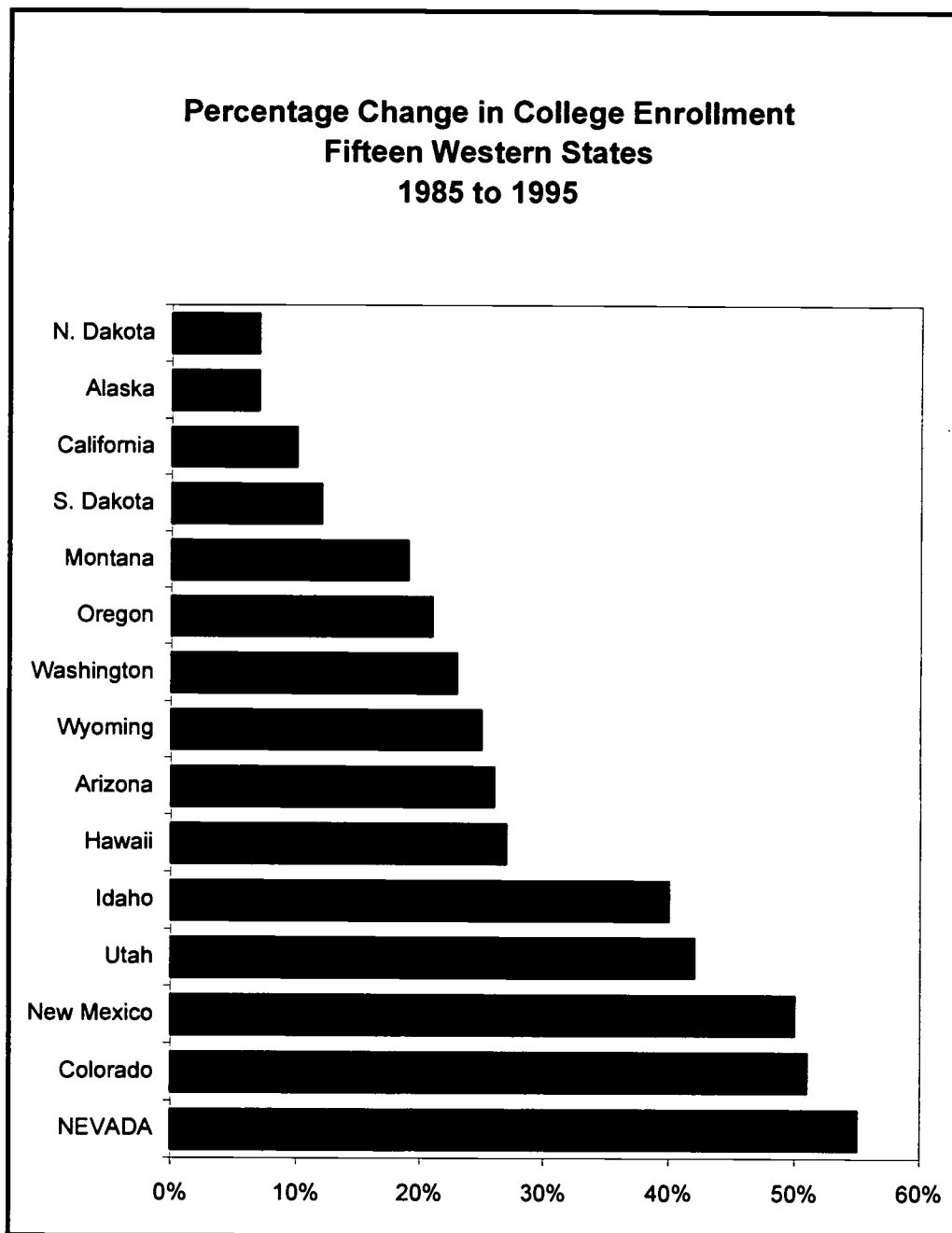
Source: U. S. Department of Education

ACCESS: PROJECTED ENROLLMENT GROWTH

❦ Growth in student demand is projected to continue into the next decade:

➢ Average annual full-time equivalent (AAFTE) enrollments for the UCCSN increased from 1987-88 to 1997-98 and are projected to continue to increase through 2001. Projections are based on the number of high school graduates in Nevada as well as the projected number of adult students expected to return for postsecondary education.

➢ Nevada leads the nation in the projected increase in the number of high school graduates (134%) from 1995-96 to 2011-12.

➢ In addition to this increase in the number of traditional students, increasing numbers of adult students are projected to seek postsecondary education to obtain skills that will be necessary to obtain and retain jobs in the future. According to the 1990 census, only 47% of Nevada's adult population (25 years of age or older) had received any college education and only 15% had a four-year college degree.

➢ The rate of college continuation in Nevada is the lowest in the nation at 38.7%. The national average for college continuation is 58.5%.

UCCSN
Average Annual Full-Time Equivalent (AAFTE)
Enrollments and Projections
1987-88 to 2000-01*
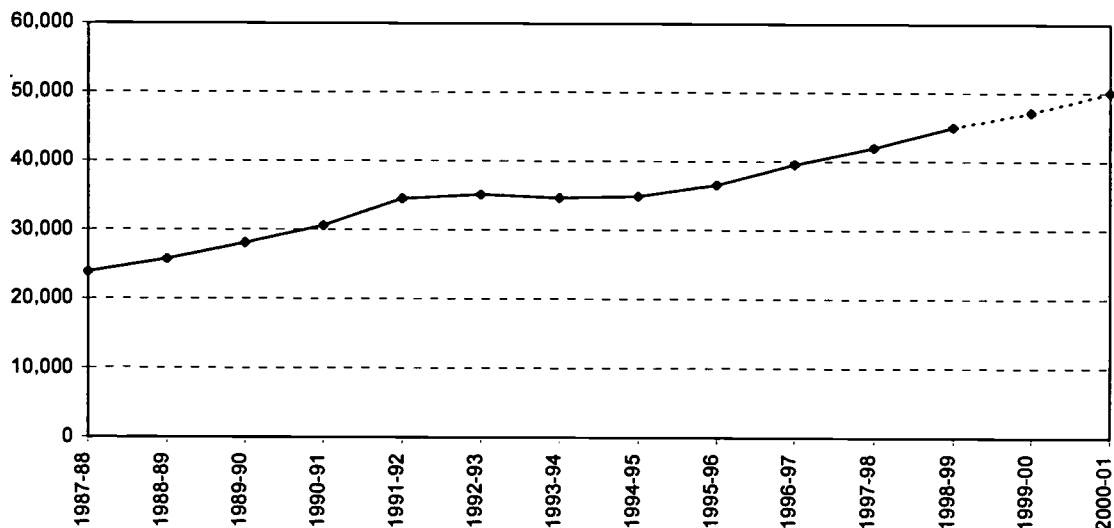
*1987-88 to 1997-98 enrollments are actual; 1998-99 to 2000-01 enrollments are projected.

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ACCESS: PROJECTED ENROLLMENT GROWTH

☞ Nevada leads the Western states and the nation in the projected increase in the number of high school graduates between 1995-96 and 2011-12, with a 134% increase over that time period.

Projected Change in Number of High School Graduates
Western States
1995-96 to 2011-12
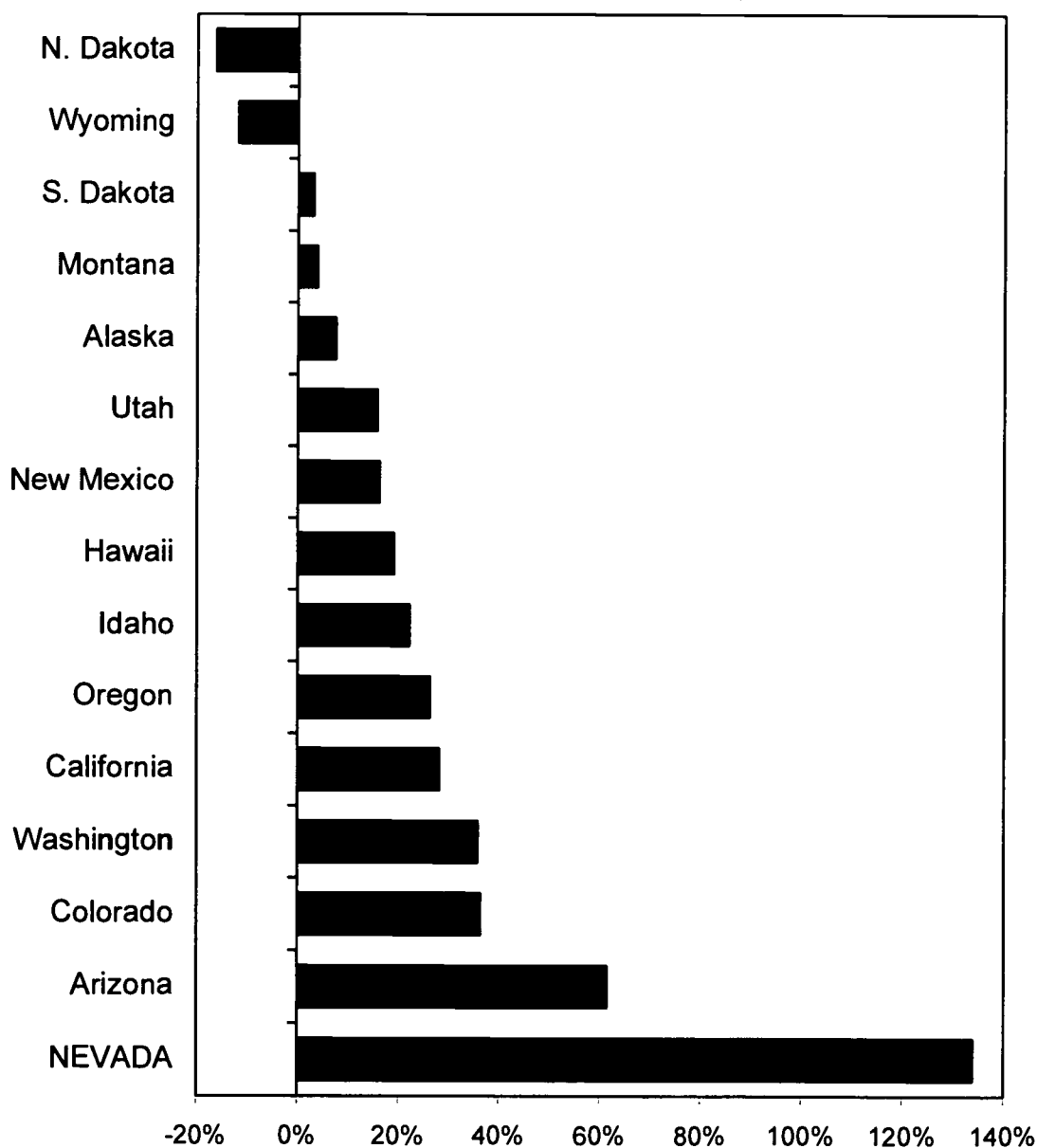
ACCESS: EDUCATIONAL ATTAINMENT

☙ Nevada ranks 21st in the nation and 12th out of the 13 Western states for the percentage of state population with some college experience. However, Nevada ranks near the bottom of the nation--at 47th among states--for the percentage of the population with at least a bachelor's degree. This also places Nevada last among the 13 Western states in this category. It is projected that many adults will return to higher education institutions to remain competitive in an ever-changing economy.

Percent of Population with Some College*

Western States	National Rank	Percent
Utah	1	57.9
Colorado	2	57.9
Alaska	3	57.8
Washington	4	55.8
California	5	53.9
Oregon	6	52.5
Arizona	7	52.5
Hawaii	9	51.3
Wyoming	13	49.9
Idaho	16	49.4
Montana	20	47.5
NEVADA	21	47.3
New Mexico	24	46.3
United States	-----	45.2

Percent of Population with a Bachelor's Degree or Higher*

Western States	National Rank	Percent
Colorado	4	27.0
California	10	23.4
Alaska	12	23.0
Washington	13	22.9
Hawaii	14	22.9
Utah	15	22.2
Oregon	21	20.6
New Mexico	22	20.4
Arizona	24	20.3
Montana	25	19.8
Wyoming	28	18.8
Idaho	35	17.7
NEVADA	47	15.3
United States	-----	20.3

*Figures cover persons 25 years and older.

Source: U.S. Census Bureau, 1990

ACCESS: COLLEGE PARTICIPATION RATE

☙ From 1991 through 1997, the estimated undergraduate college participation of 18-24 year olds showed the following trends:
  ➢ The number of Nevadans 18-24 years old increased by 23.9%.
  ➢ The enrollment of 18-24 year old undergraduates increased by 19.6%.
  ➢ The resulting undergraduate enrollment per 1,000 of the population decreased by 3.5%.

Performance Indicator #2: College Participation Rate
(Ages 18-24)
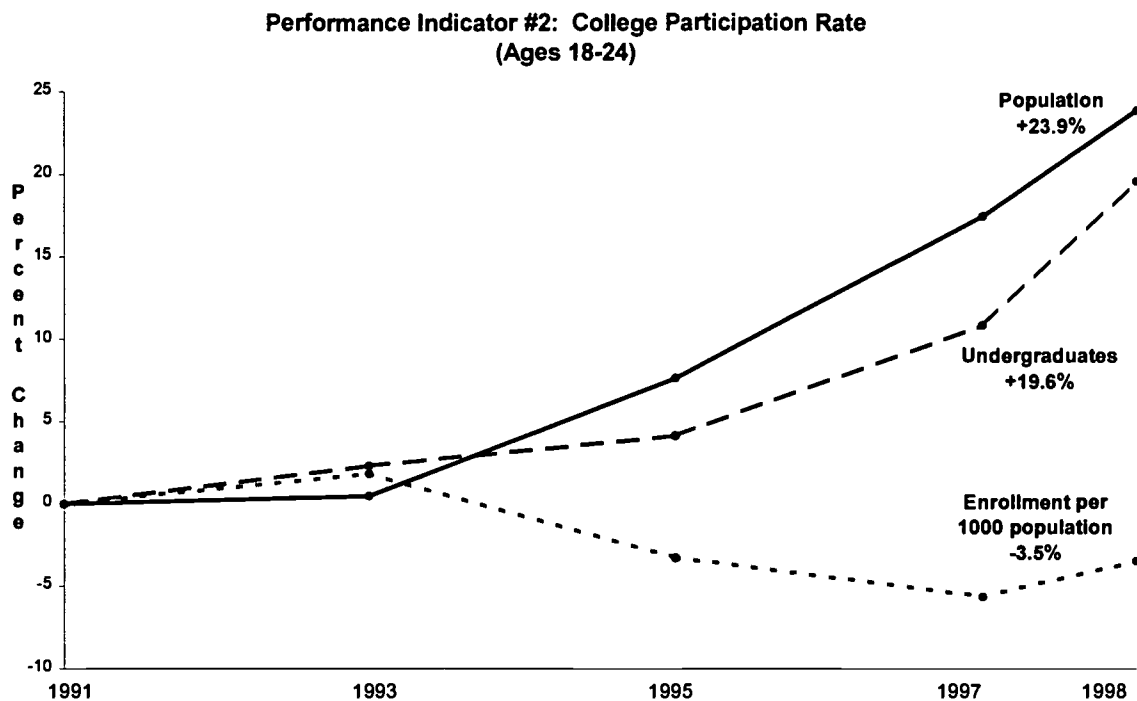
ACCESS: DIVERSITY (MINORITY ENROLLMENT)

ꙅ The overall percentage of minority students in the UCCSN has increased from 20% (11,381 students) in 1994 to 24% (16,202 students) in 1997. This represents an increase of 42%.

ACCESS: DIVERSITY (STUDENTS BY GENDER)

🐝 The gender distribution of UCCSN students has remained fairly consistent across time. During the period 1993 to 1997, women comprised approximately 56% of the student body, while men comprised approximately 44%.

System-wide Enrollment by Gender
UCCSN
Fall 1994 - Fall 1997
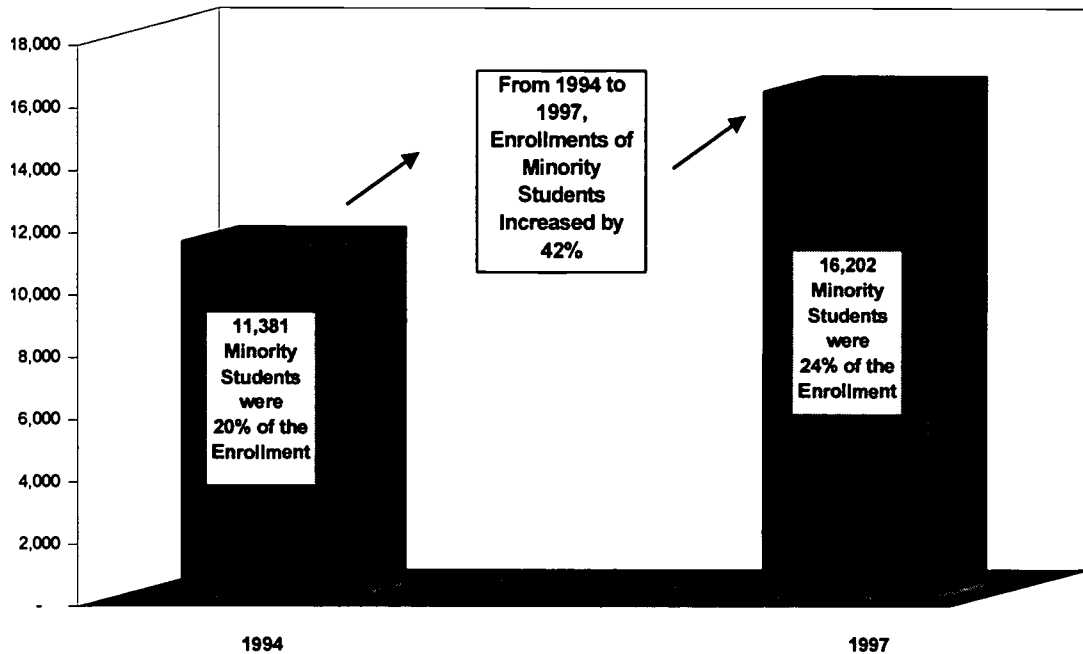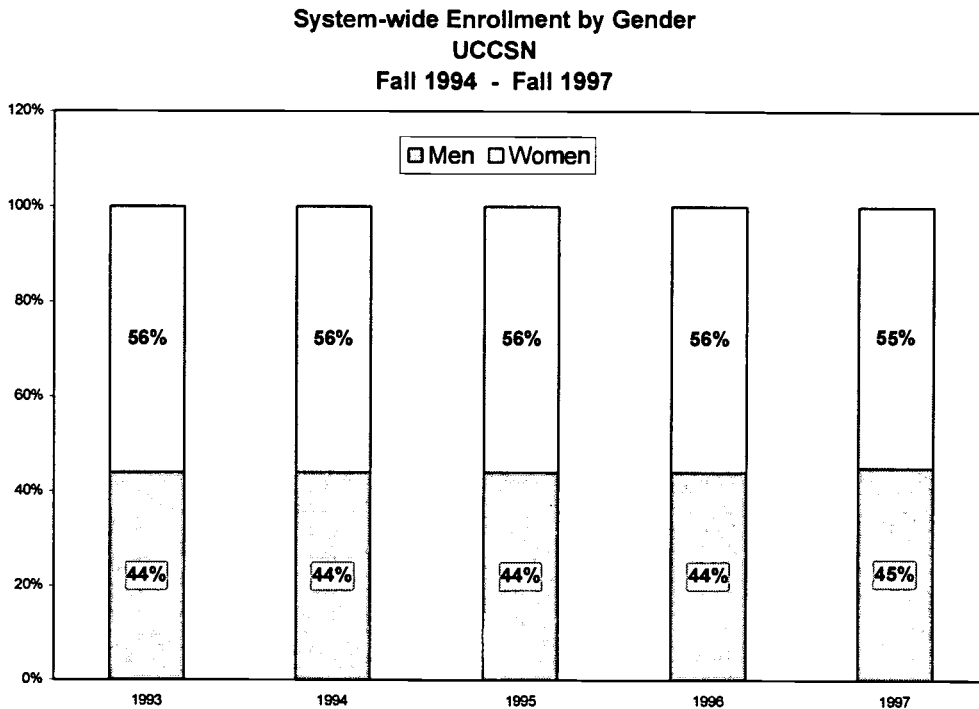
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ACCESS: FINANCIAL AID

✿ The amount of financial aid available to students has grown steadily from 1991-92 to 1998-99, totaling $12,292,440 in the most recent year. Of the $12,292,440 awarded in 1997-98, the Regents' Award Program (RAP) comprised $1.3 million of the total.

UCCSN State Financial Aid Support
General Fund, Special Appropriations, and Estate Tax
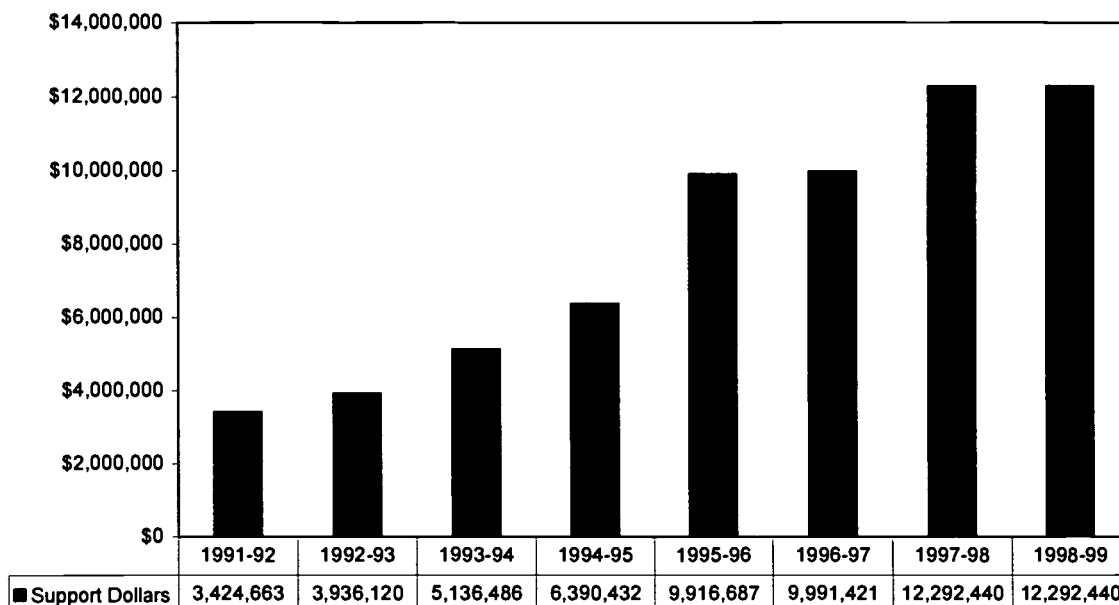
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
■ Support Dollars	3,424,663	3,936,120	5,136,486	6,390,432	9,916,687	9,991,421	12,292,440	12,292,440

ACCESS: COLLEGE CONTINUATION

✦ Nevada ranks last in the nation for the percentage of the state's high school graduates
(HSG) who continue on to college (38.7%). In comparison, the national average for
high school graduates to enroll in college is 58.5%.

College Continuation Rate by State, 1996

State	Rank	Percent
New York	1	71.0
N. Dakota	2	71.0
Massachusetts	3	70.8
Delaware	4	66.5
California	5	66.4
New Jersey	6	65.4
Rhode Island	7	65.1
Illinois	8	63.9
Iowa	9	63.8
Mississippi	10	63.5
Hawaii	11	62.0
Nebraska	12	61.7
Kansas	13	61.6
Alabama	14	59.8
Connecticut	15	59.7
S. Carolina	16	59.1
Michigan	17	58.6
Maryland	18	58.2
Washington	19	58.1
Indiana	20	57.9
Wisconsin	21	57.7
New Hampshire	22	57.4
Pennsylvania	23	56.7
New Mexico	24	55.7
Georgia	25	55.6
Montana	26	55.5
Virginia	27	54.5
Ohio	28	54.5
Louisiana	29	54.2
Texas	30	54.1
Minnesota	31	53.9
Maine	32	53.9
Tennessee	33	53.8
N. Carolina	34	53.8
Kentucky	35	52.9
Wyoming	36	52.8
Colorado	37	52.7
Oregon	38	52.6
S. Dakota	39	52.0
Arkansas	40	51.5
Utah	41	50.8
Florida	42	50.3
Missouri	43	50.2
W. Virginia	44	50.1
Arizona	45	47.9
Oklahoma	46	47.6
Vermont	47	47.2
Idaho	48	46.2
Alaska	49	40.5
Nevada	50	38.7

Percent of HSG Enrolled in College

PRODUCTIVITY

The institutions of the UCCSN continue to monitor productivity in an effort to maximize resources. Productivity performance has increased in several areas:

- From 1987-88 to 1997-98, the number of degrees conferred to students within the UCCSN increased 101%. A total of 6,629 degrees were conferred in the 1997-98 school year.

- The number of degrees conferred on minority students increased 174% during this same time period.

- Faculty instructional workloads have been monitored on each campus and are at or exceed the UCCSN workload guidelines. They are also consistent with American Association of University Professors (AAUP) recommendations.

- In 1997, UCCSN institutions reported $103.3 million in research and sponsored projects expenditures. This represents an increase of 6.6% in these resources since 1994.

PRODUCTIVITY: UCCSN DEGREES AWARDED

ℰ The number of degrees conferred throughout the UCCSN increased by 151% from the 1980-81 academic year to the 1997-98 academic year, from 2,638 degrees awarded in 1980-81 to 6,629 degrees awarded in 1997-98.

Institution	Year	Certificates	Associate	Bachelor's	Master's	Doctorates	Professional	TOTAL
	University and Community College System of Nevada TOTAL DEGREES AND CERTIFICATES CONFERRED 1980-81 to 1997-98							
UCCSN	1980-81	53	703	1,381	431	22	48	2,638
TOTAL	1981-82	91	770	1,512	469	34	45	2,921
	1982-83	260	911	1,690	431	26	42	3,360
	1983-84	105	1,080	1,844	445	29	48	3,551
	1984-85	147	915	1,847	410	31	46	3,396
	1985-86	118	936	1,838	421	28	49	3,390
	1986-87	113	877	1,897	419	32	42	3,380
	1987-88	98	759	1,928	430	33	46	3,294
	1988-89	120	886	2,014	517	35	46	3,618
	1989-90	124	950	2,206	563	40	49	3,932
	1990-91	168	952	2,347	623	37	38	4,165
	1991-92	236	1,098	2,649	719	46	44	4,792
	1992-93	169	1,255	2,978	870	39	54	5,365
	1993-94	195	1,263	3,220	936	55	39	5,708
	1994-95	209	1,379	3,291	914	77	54	5,924
	1995-96	180	1,274	3,357	971	76	55	5,913
	1996-97	200	1,443	3,574	985	89	47	6,338
	1997-98	153	1,442	3,783	1,112	91	48	6,629

Source: Integrated Postsecondary Education Data System (IPEDS) Completions Survey, 1980-81 to 1997-98

PRODUCTIVITY: FACULTY WORKLOAD

☞ The workloads of UCCSN faculty were monitored for Fall 1998. The results show that faculty exceeded the UCCSN workload guidelines.

UCCSN Faculty Workload
Fall 1998

	Average Instructional Workload	
	Community Colleges	Universities
Average number of courses	4.6	3.6
Average credit hours	13.4	10.3
Average enrollment	98.4	69.4
Average classroom contact hours	14.1	8.1
Average other directly teaching-related hours	29.4	22.0
Total weekly hours	58.4	56.3
Hours teaching and teaching related	43.5	30.1
Hours, other than teaching and teaching-related (research, internal service, public service)	14.9	26.2

Source: Institutional reports

PRODUCTIVITY: RESEARCH

☙ During the fiscal years 1994 to 1997, expenditures for sponsored projects within the UCCSN increased from $96.9 million to $103.3 million. This represents a systemwide increase of 6.6% during that time period.

☙ More than $2,050,000 in federal grants have been awarded to the UCCSN to enable Nevada researchers to participate in Internet 2.

UCCSN Sponsored Projects Expenditures
1994 to 1997
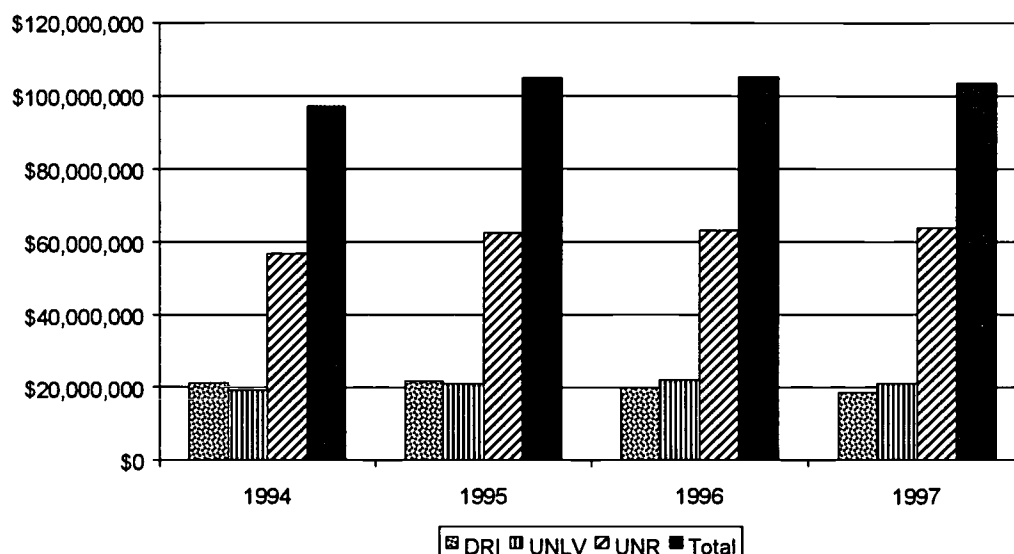
Source: UCCSN Research Report, November 1998

STATE NEEDS

The UCCSN impacts the state economy in several ways. Using an input-output model, the total statewide economic impact of the UCCSN enterprise has been determined. In addition, the UCCSN annually graduates highly trained professionals critical to the state's economy.

- ❧ For every dollar spent by the UCCSN, an additional $0.83 is generated within the state economy.

- ❧ Through business and industry partner programs, the UCCSN community colleges and universities provide customized training for area employers.

- ❧ Total graduates from UCCSN teacher education programs increased 181% over the last ten years. Minority graduates from teacher education programs increased 297%.

- ❧ Over the same time period, total UCCSN graduates from nursing programs increased 138% and graduates from medical-related programs increased 248%.

- ❧ Graduates from engineering programs increased 42% over the last ten years.

- ❧ The Applied Research Initiative resulted in 87 projects that are currently funded on the three research campuses and 24 additional projects that are pending. In addition, more than 80 university-industry partnerships have been formed and the total match dollars committed by industry and state/federal partners as well as other sources is nearly $10 million ($2.5 million in pending requests).

- ❧ Distance education initiatives in Nevada served 11,150 people statewide from July 1997 to December 1998. This represents an increase of 160% over SB204 headcount enrollments, including a 7% increase in high school students, a 17% increase in K-12 teachers, and a 320% increase in all other Nevadans.

QUALITY

While program quality can be difficult to measure, access without quality is an empty promise to students. Academic quality throughout the UCCSN is indicated in the following ways:

- ❧ All campuses of the UCCSN are fully accredited by the Northwest Association of Schools and Colleges, the regional accrediting agency. Accreditation reviews assess campus quality across several factors. More than 75 individual programs also hold special accreditation.

- ❧ The campuses and the Board of Regents have instituted a review of all academic programs. In 1997-98, 31 programs were reviewed, building upon 195 program reviews that were completed since 1992, the first year in which annual reports were submitted to the Board of Regents. Every academic program on every campus will be reviewed at least once every five to ten years.

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JUSTIFICATION FOR THE 1999-2001 BIENNIAL BUDGET REQUEST

The University and Community College System of Nevada biennial budget request is based upon the goals of improving access without sacrificing quality. These goals are reflected in the major strategic directions of the System and are themes which run throughout institutional master plans.

For 1999-2001, the UCCSN biennial budget request totals $183.9 million and includes three components—an adjusted base budget, a maintenance budget, and an enhancement budget. The first assumption of ensuring adequate funding for continuing services is primarily accommodated through the adjusted base budget. The ability to provide the same level of services to an expanded student population is addressed in the maintenance budget. The enhancement budget is focused on offering an increased level of existing services or adding new services.

In an effort to comprehensively address the needs and goals of the UCCSN, eight categories of priorities were developed, as follows:

1. Increase student access to quality instruction
2. Enhance support services to maintain pace with instructional expansion
3. Enhance the salaries of UCCSN employees
4. Expand the Great Basin College program offerings to address the growing baccalaureate demands of northern Nevada
5. Secure sufficient equipment to meet the continuing and new requirements of a growing system
    ♦ replacement for all categories of equipment
    ♦ new laboratory equipment
    ♦ expanded technology equipment/local networking
    ♦ facilities support equipment
    ♦ distance education equipment
6. Support key initiatives in health education
7. Selected initiatives
8. Selected formula revisions to address program demands not encompassed in 1986 formulas

The eight categories of priorities are essential in either maintaining or enhancing the present services offered at the institutional level. The budget structure guiding the formats for presentation may dictate their incorporation in the maintenance and/or enhancement budget.

1. INCREASE STUDENT ACCESS TO QUALITY INSTRUCTION

The number one priority will continue to be the emphasis on the growth strategies outlined in the System enrollment management plan. Increasing the participation rate of a growing pool of students remains the principal goal of the UCCSN. A System target of 6% annual growth in full-time equivalent students will be the statewide benchmark, with each institution contributing based upon the conditions and capacity of their service areas and funding availability.

2. ENHANCE SUPPORT SERVICES TO MAINTAIN PACE WITH INSTRUCTIONAL EXPANSION
   ◆ Increase instructional operating support—Include funding for teaching assistants and operating funding justified by workload or new program enhancement.
   ◆ Increase administrative support through existing support formulas—Recommend differential support for various support formulas based on formula deficiencies, institutional priorities, and other comparative sources.
   ◆ Increase administrative support in non-formula activities—Emphasis on selected programs that have no instructional programs. Emphasis on justifying specific funding deficiencies where formulas are not applied.
   ◆ Increase operating support for shared technology centers—Seek necessary added funding from state and school districts to fully operationalize the shared high technology centers.

3. ENHANCE THE SALARIES OF UCCSN EMPLOYEES
   The System requests salary increases at the level of 4% each year for FY00 and FY01. It is understood that the decisions on salary increases are made from a statewide perspective and it is recommended that the System not be disadvantaged relative to the rest of the State of Nevada public employee work force.

4. EXPAND THE GREAT BASIN COLLEGE PROGRAM OFFERINGS TO ADDRESS THE GROWING BACCALAUREATE DEMANDS OF NORTHERN NEVADA
   Great Basin College is proposing to begin a transition that envisions offering baccalaureate degrees within the next biennium in the areas of education, business, applied science, and nursing. The expanded mission requires additional funding on a number of fronts including new faculty, enhanced support services, and new facilities. This priority will incorporate all of the operating costs necessary in the next biennium to initiate the four-year programming.

5. SECURE SUFFICIENT EQUIPMENT TO MEET THE CONTINUING AND NEW REQUIREMENTS OF A GROWING SYSTEM
   This priority includes funding in the following areas:
   ◆ Replacement for all categories of equipment
   ◆ New laboratory equipment
   ◆ Expanded technology equipment/local networking
   ◆ Facilities support equipment
   ◆ Distance education equipment

6. SUPPORT KEY INITIATIVES IN HEALTH EDUCATION
   A number of objectives connected to expanded health education and services are included in priority six. For example, the University of Nevada, Reno, School of Medicine seeks support for enhancements in the Family Practice Residency, library, and Nevada Smooth Muscle Research Institute. UNLV is planning a Dental School and various new health science programs. TMCC needs continuing support for their dental hygiene program scheduled to begin in January 2000. CCSN has several health education programs ready to start if they are funded, including cardiorespiratory therapy and sonography.

7. SELECTED INITIATIVES
   There are a number of institutional requests that do not fall neatly within the previous six priorities that are included in this area. The funding of these initiatives allow institutions to move into new areas to support System priorities or to augment existing programs that need to do more. One that is critical to meet Nevada's needs is the partnership with UNLV, CCSN and Clark County School District working together to graduate more teachers for Clark County. Other examples are the Teaching and Learning Excellence initiative at UNR, the Nevada Institute for Children at UNLV, the Western Heritage Center at GBC, security at CCSN and DRI, and information resource strategies at TMCC.

8. SELECTED FORMULAS REVISIONS TO ADDRESS PROGRAM DEMANDS NOT ENCOMPASSED IN 1986 FORMULAS
   The addition and/or revision of a number of programs since 1986 has rendered the existing formula outputs inadequate. Public safety, environmental monitoring and disposal requirements, technology, equal opportunity oversight, and other administrative support programs have materially expanded, while funding parameters have not been changed.

CAPITAL CONSTRUCTION NEEDS
The capital improvement request for the University and Community College System of Nevada for the 1999-2001 biennium totals $173.9 million in state funding, which consists of $136.3 million for new construction, $32.1 million in major renovations and $5.5 million for advanced planning. Additionally, $10 million is requested for maintenance projects.

The following tables provide more detailed information about the UCCSN budget request, including allocation of resources by appropriation area for FY00 and FY01, summary of priority requests for funding, and capital improvement projects.

University and Community College System of Nevada
1999-01 Biennial Budget Request
Allocation of Resources by Appropriation Area

Appropriation Area	1997-98 Operating Budget	1998-99 Operating Budget	1999-00 Base Request	1999-00 Maintenance Request	1999-00 Enhancement Request	1999-00 Total Request	% of Total
System Administration	2,442,833	2,488,375	2,717,872	40,413	2,424,513	5,182,798	1.0%
UCCSN Special Projects	17,908,154	18,695,154	13,571,968	-	9,820,100	23,392,068	4.3%
System Computing Services	13,772,691	10,819,475	11,754,107	(84,040)	6,395,602	18,065,669	3.3%
Science Engineering & Technology	330,030	269,166	280,081	25,069	6,607	311,757	0.1%
University Press	616,660	598,428	609,207	12,696	68,755	690,658	0.1%
University of Nevada, Reno	99,492,267	98,467,195	101,383,106	4,336,606	20,616,803	126,336,515	23.4%
School of Medicine	16,565,230	17,262,536	17,596,938	61,273	1,988,647	19,646,858	3.6%
State Health Lab	2,124,787	2,197,976	1,837,508	94,524	112,453	2,044,485	0.4%
Intercollegiate Athletics UNR	1,347,643	1,410,896	1,463,735	-	453,886	1,917,621	0.4%
Statewide Programs UNR	4,494,271	4,682,678	4,876,992	(23,776)	380,200	5,233,416	1.0%
Cooperative Extension Service	6,543,223	6,867,741	7,392,889	(13,287)	258,266	7,637,868	1.4%
Agricultural Experiment Station	6,728,334	7,002,309	7,231,945	(97,344)	230,857	7,365,458	1.4%
Radiation Safety Program North	256,753	260,992	272,153	-	6,408	278,561	0.1%
University of Nevada, Las Vegas	110,337,053	111,967,446	118,606,573	6,569,287	30,064,552	155,240,412	28.7%
Law School	1,471,680	3,980,000	4,021,682	1,047,284	86,337	5,155,303	1.0%
Intercollegiate Athletics UNLV	1,396,662	1,463,046	1,491,696	28	620,630	2,112,354	0.4%
Statewide Programs UNLV	623,661	649,772	662,618	205	1,602,758	2,265,581	0.4%
Radiation Safety Program South	128,906	131,014	133,285	-	28,537	161,822	0.0%
Community College of Southern Nevada	49,351,497	52,072,679	54,817,444	7,320,496	19,618,767	81,756,707	15.1%
Great Basin College	8,101,633	8,100,221	8,345,784	1,236,687	2,970,516	12,552,987	2.3%
Truckee Meadows Community College	22,983,413	23,069,657	23,901,538	5,371,358	5,887,452	35,160,348	6.5%
Western Nevada Community College	12,997,564	13,244,396	13,589,823	1,644,255	4,418,114	19,652,192	3.6%
Business Center North	1,554,219	1,644,056	1,710,343	36,953	57,521	1,804,817	0.3%
Business Center South	1,330,649	1,424,535	1,452,902	55	320,764	1,773,721	0.3%
Desert Research Institute	3,166,393	2,699,698	2,667,283	-	1,839,822	4,507,105	0.8%
National Direct Student Loans	46,369	46,369	82,533	-	-	82,533	0.0%
Total System Budget	386,112,575	391,515,810	402,472,005	27,578,742	110,278,867	540,329,614	100.0%

University and Community College System of Nevada
1999-01 Biennial Budget Request
Allocation of Resources by Appropriation Area

Appropriation Area	1997-98 Operating Budget	1998-99 Operating Budget	2000-01 Base Request	2000-01 Maintenance Request	2000-01 Enhancement Request	2000-01 Total Request	% of Total
System Administration	2,442,833	2,488,375	2,761,663	40,413	2,510,960	5,313,036	0.9%
UCCSN Special Projects	17,908,154	18,695,154	14,286,340	-	9,820,100	24,106,440	4.1%
System Computing Services	13,772,691	10,819,475	11,911,684	(82,461)	6,661,532	18,490,755	3.1%
Science Engineering & Technology	330,030	269,166	255,427	25,069	14,503	294,999	0.1%
University Press	616,660	598,428	618,492	14,606	86,681	719,779	0.1%
University of Nevada, Reno	99,492,267	98,467,195	102,931,253	7,282,993	24,426,641	134,640,887	22.9%
School of Medicine	16,565,230	17,262,536	17,879,443	128,699	2,570,037	20,578,179	3.5%
State Health Lab	2,124,787	2,197,976	1,859,758	80,803	168,487	2,109,048	0.4%
Intercollegiate Athletics UNR	1,347,643	1,410,896	1,491,284	-	811,027	2,302,311	0.4%
Statewide Programs UNR	4,494,271	4,682,678	4,954,598	(17,793)	554,697	5,491,502	0.9%
Cooperative Extension Service	6,543,223	6,867,741	7,539,671	(10,387)	532,767	8,062,051	1.4%
Agricultural Experiment Station	6,728,334	7,002,309	7,350,676	(91,920)	475,673	7,734,429	1.3%
Radiation Safety Program North	256,753	260,992	276,585	-	13,245	289,830	0.0%
University of Nevada, Las Vegas	110,337,053	111,967,446	120,505,108	15,112,944	36,333,420	171,951,472	29.2%
Law School	1,471,680	3,980,000	4,063,803	2,240,461	177,824	6,482,088	1.1%
Intercollegiate Athletics UNLV	1,396,662	1,463,046	1,518,068	28	690,255	2,208,351	0.4%
Statewide Programs UNLV	623,661	649,772	676,039	205	1,697,024	2,373,268	0.4%
Radiation Safety Program South	128,906	131,014	135,590	-	34,163	169,753	0.0%
Community College of Southern Nevada	49,351,497	52,072,679	56,271,020	11,143,726	23,112,683	90,527,429	15.4%
Great Basin College	8,101,633	8,100,221	8,502,510	1,870,445	4,033,574	14,406,529	2.5%
Truckee Meadows Community College	22,983,413	23,069,657	24,335,709	7,699,578	8,358,940	40,394,227	6.9%
Western Nevada Community College	12,997,564	13,244,396	13,815,680	2,160,503	4,831,910	20,808,093	3.5%
Business Center North	1,554,219	1,644,056	1,726,604	35,741	117,997	1,880,342	0.3%
Business Center South	1,330,649	1,424,535	1,472,573	55	387,296	1,859,924	0.3%
Desert Research Institute	3,166,393	2,699,698	2,691,896	-	1,934,137	4,626,033	0.8%
National Direct Student Loans	46,369	46,369	82,533	-	-	82,533	0.0%
Total System Budget	386,112,575	391,515,810	409,914,007	47,633,708	130,355,573	587,903,288	100.0%

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
1999-01 Biennial Budget Request
Summary of Priority Requests for Funding

	Priority I	Priority II	Priority III	Priority IV	Priority V	Priority VI	Priority VII	Priority VIII	Total Request
System Administration	-	664,120	-	-	4,021,000	-	-	-	4,685,120
University Press	-	62,900	-	-	40,850	-	-	-	103,750
System Computing Services	-	551,000	-	-	11,738,150	-	-	-	12,289,150
UNR	6,459,100	16,500,000	-	-	10,200,000	1,450,000	2,990,000	5,100,000	42,699,100
School of Medicine	-	-	-	-	-	2,930,000	-	-	2,930,000
State Health Lab	-	-	-	-	-	-	120,000	-	120,000
ICA-UNR	-	-	-	-	-	-	1,100,000	-	1,100,000
Statewide-UNR	-	-	-	-	-	-	460,000	-	460,000
UNLV	22,681,462	20,500,276	-	-	9,100,000	9,574,356	4,376,783	6,100,000	72,332,877
ICA-UNLV	-	-	-	-	-	-	1,146,378	-	1,146,378
Statewide-UNLV	-	-	-	-	-	-	3,231,625	-	3,231,625
Radiation Safety So.	-	-	-	-	-	-	50,215	-	50,215
CCSN	16,125,283	21,351,307	-	-	4,600,000	500,000	3,670,000	8,200,000	54,446,590
GBC	2,842,560	1,785,318	-	1,562,000	750,000	-	850,000	1,100,000	8,889,878
TMCC	8,291,427	7,122,783	-	-	2,200,000	300,000	900,000	3,400,000	22,214,210
WNCC	3,450,461	3,300,000	-	-	1,200,000	-	1,100,000	1,700,000	10,750,461
DRI	-	2,000,000	-	-	1,000,000	-	500,000	-	3,500,000
BCS	-	-	-	-	-	-	550,000	-	550,000
Special Projects	-	2,210,200	-	-	13,180,000	-	4,250,000	-	19,640,200
Salary Adjustment	-	-	35,914,708	-	-	-	-	-	35,914,708
UCCSN Total	59,850,293	76,047,904	35,914,708	1,562,000	58,030,000	14,754,356	25,295,001	25,600,000	297,054,262

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UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
BIENNIAL BUDGET REQUEST
1999-01 CAPITAL IMPROVEMENT PROJECTS

TIER I

			UCCSN REQUEST			PWB RECOMMENDS		
PRIORITY	CAMPUS	DESCRIPTION	STATE FUNDS	NON-STATE FUNDS	TOTAL	STATE FUNDS	OTHER	TOTAL
1	UNLV	Lied Library--network drops, furnishings, equipment, parking	7,700,000	-	7,700,000	7,517,012	2,000,000	9,517,012
2	UNLV	Law School--remodel 1982 Dickinson Library addition	13,100,000	-	13,100,000	14,798,787	600,000	15,398,787
3	UNR	Redfield Phase I--75,000 sf multi-use facility. $6m private donation will supplement funding	5,000,000	6,000,000	11,000,000	5,000,000	7,440,000	12,440,000
4	TMCC	Student Development Center--55,000 sf addition to consolidate student activities	6,500,000	3,000,000	9,500,000	4,983,494	3,000,000	7,983,494
5	GBC	High Tech Center--32,000 sf technology classroom	5,000,000	-	5,000,000	5,000,000	775,285	5,775,285
6	CCSN	Charleston Campus Science Building--80,000 sf	20,000,000	10,000,000	30,000,000	17,000,000	10,000,000	27,000,000
7	WNCC	Student Center/Library--60,000 sf addition	5,500,000	-	5,500,000	6,063,750	-	6,063,750
8	UNLV	Student Services--20,000 sf addition, Frazier Hall renovation	3,800,000	-	3,800,000	4,189,500	-	4,189,500
9	UNLV	Wright Hall Phase I--37,000 sf addition for Teaching and Learning Center, new auditorium	9,100,000	-	9,100,000	630,660	-	630,660
								0
10	UNR	Chemistry Building-62,000 sf, supported by private donation	7,000,000	3,000,000	10,000,000	6,500,000	8,000,000	14,500,000
11	CCSN	High Tech Center, Pahrump--32,000 sf technology classroom	5,000,000	-	5,000,000	-	-	0
12	CCSN	High Tech Center, Las Vegas--32,000 sf technology classroom	5,000,000	-	5,000,000	5,000,000	500,000	5,500,000
13	UNR	School of Medicine, Reno-51,000 sf Learning Resource Center	4,000,000	6,000,000	10,000,000	4,000,000	6,197,275	10,197,275
14	UNR	Getchell Design--134,000 sf addition to library	1,000,000	-	1,000,000	-	-	0
15	TMCC	High Tech Center, Washoe--32,000 sf technology classroom	5,000,000	-	5,000,000	-	-	0
16	DRI	Southern NV Science Center--48,800 sf	2,500,000	4,000,000	6,500,000	-	-	0
		SUB-TOTAL FUNDING (TIER I)	105,200,000	32,000,000	137,200,000	80,683,203	38,512,560	119,195,763

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UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
BIENNIAL BUDGET REQUEST
1999-01 CAPITAL IMPROVEMENT PROJECTS

TIER II

PRIORITY	CAMPUS	DESCRIPTION	UCCSN REQUEST			PWB RECOMMENDS		
			STATE FUNDS	NON-STATE FUNDS	TOTAL	STATE FUNDS	OTHER	TOTAL
17	System	Master Plan—Ten Year Facilities Plans	800,000	-	800,000	-	-	-
18	UNLV	Wright Hall, Phase II	6,300,000	-	6,300,000	-	-	-
19	CCSN	Cheyenne Campus Auto Laboratory	2,000,000	-	2,000,000	-	-	-
20	CCSN	Agassi Education Center	800,000	-	800,000	-	-	-
21	UNR	Police Building	1,200,000	-	1,200,000	-	-	-
22	UNLV	New Grant Hall, Planning	400,000	-	400,000	-	-	-
23	UNLV	Dental School	12,700,000	-	12,700,000	-	-	-
24	UNR	Major Renovations	5,000,000	-	5,000,000	-	-	-
25	UNR	Design Project	1,900,000	-	1,900,000	-	-	-
26	WNCC	Classroom and Office Building, Fallon	5,500,000	-	5,500,000	-	-	-
27	UNLV	Allied Health Building	400,000	-	400,000	-	-	-
28	CCSN	High Technology Center, Clark County	5,000,000	-	5,000,000	-	-	-
29	GBC	Mill Building Electric Shop	3,700,000	-	3,700,000	-	-	-
30	UNLV	Las Vegas BioTech Center, Planning	1,000,000	-	1,000,000	-	-	-
31	CCSN	Transportation Academy, Henderson	8,000,000	-	8,000,000	-	-	-
32	WNCC	High Technology Center	5,000,000	-	5,000,000	-	-	-
33	TMCC	Old Town Mall or Science Laboratory	6,500,000	-	6,500,000	-	-	-
34	System	Chancellor/SCS/Press, Reno	1,000,000	-	1,000,000	-	-	-
35	GBC	Winnemucca/Ely Vocational Shops	1,500,000	-	1,500,000	-	-	-
36	UNR	Dining/Conference Center	0	-	0	-	-	-
37	UNR	Church Fine Arts Addition	0	-	0	-	-	-
38	UNR	University Inn Expansion	0	-	0	-	-	-
		SUB-TOTAL FUNDING (TIER II)	68,700,000	-	68,700,000	0	0	0

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UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
BIENNIAL BUDGET REQUEST
1999-01 CAPITAL IMPROVEMENT PROJECTS

MAINTENANCE

PRIORITY	CAMPUS	DESCRIPTION	UCCSN REQUEST			PWB RECOMMENDS		
			STATE FUNDS	NON-STATE FUNDS	TOTAL	STATE FUNDS	OTHER	TOTAL
N/A	UNLV	Campus Improvements	2,975,976	1,628,424	4,604,400	2,975,976	-	2,975,976
N/A	UNR	Campus Improvements	4,109,823	2,678,177	6,788,000	4,109,823	-	4,109,823
N/A	CCSN	Campus Improvements	1,062,965	287,035	1,350,000	1,062,965	-	1,062,965
N/A	TMCC	Campus Improvements	688,000	-	688,000	688,000	-	688,000
N/A	GBC	Campus Improvements	354,412	272,588	627,000	354,412	-	354,412
N/A	WNCC	Campus Improvements	354,412	54,588	409,000	354,412	-	354,412
N/A	DRI	Campus Improvements	354,412	79,188	433,600	354,412	-	354,412
N/A	System	Campus Improvements	100,000	-	100,000	100,000	-	100,000
		TOTAL CAMPUS IMPROVEMENTS	10,000,000	5,000,000	15,000,000	10,000,000	0	10,000,000
		TOTAL FUNDING TIER I, TIER II & IMPROVEMENTS	183,900,000	37,000,000	220,900,000	90,683,203	38,512,560	129,195,763

APPENDIX

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

MISSION STATEMENT

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

The state constitution vests the exclusive governance and administration of the system in the Board of Regents. The Regents govern the system according to the following objectives:

> To provide affordable public programs of higher education in Nevada to all who can benefit from those programs.
>
> To ensure that instructional activities demonstrate a continued quest for academic excellence.
>
> To develop and support programs of instruction and complementary programs of basic and applied research and scholarship which together contribute to the cultural, economic, and social development of Nevada and the nation.
>
> To sponsor and conduct continuing programs of public service for the citizens of the state.

To achieve these objectives, the system seeks sufficient funding from the state and other sources to support programs of high quality. Further, it engages in appropriate planning activities to provide as many educational opportunities in as effective and efficient a manner as possible. To this end, it provides appropriate administration to ensure coordination and accountability.

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

COMMUNITY COLLEGE OF SOUTHERN NEVADA
TRUCKEE MEADOWS COMMUNITY COLLEGE

MISSION STATEMENT

The mission of Nevada's community colleges, as institutions of the University and Community College System of Nevada, is to provide superior, student-centered education opportunities for the citizens of the state within the designated service areas of each college. The community colleges subscribe to an open door policy, admitting high school graduates as well as other who have personal development needs and who can profit from this educational experience. The specific programs offered by each of the community colleges are responses to the identified needs of the state and, in particular, the communities to be served. The community college mission encompasses a belief that education and training are the chief means of developing human capital for investment in the economic health of the State of Nevada.

Each of the educational programs and support services provided through the community colleges is equally important. The colleges provide:

◆ University Transfer Programs

    The colleges provide a broad range of courses to fulfill the requirements of an associate degree and the first two years of a baccalaureate degree aimed at preparing students for transfer to a four-year college or university.

◆ Applied Science and Technology Programs

    The colleges provide programs necessary for the development of technical and occupational skills needed for immediate and meaningful employment. Individual courses for maintenance of a job's state-of-the-art skills, semester or one-year certificate programs, as well as two-year associate degrees are available.

◆ Business and Industry Partnering Programs

    The colleges provide the planning and implementation of programs to be in partnership with the state's economic development effort. Customized training is tailored to meet a given business or industry need and offered at the work site, institute or college site, or any other appropriate location. This program is aimed at maintaining a competitive work force within the State of Nevada.

◆ Developmental Education Programs

    The colleges provide, with individualized attention and special support programs, developmental education. The program is designed to develop and upgrade skills necessary to successfully compete in college courses. Students are provided an opportunity to acquire, improve and apply basic reading, writing, computational and language skills.

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◆ Community Service Programs

The colleges provide, through lectures, forums, concerts, plays, exhibits and short-term academic and practical instruction, a lifelong learning process and focus for each community's cultural, intellectual and recreational enrichment. The continuing education opportunity provides the state's citizens the ability to develop and experience a variety of lifetime skills and interests.

◆ Student Support Service Programs

The colleges provide a variety of personal support services to students to assist them in becoming more aware of their potential and in planning and achieving their educational goals. Students are provided counseling, academic advisement, placement testing, career planning, job placement and financial assistance.

The University and Community College System of Nevada is committed to the support of the diverse and changing communities of the state. The community colleges provide an open academic environment where students of all ages and backgrounds can discover their potential and achieve their life goals.

GREAT BASIN COLLEGE

MISSION STATEMENT

The mission of Great Basin College is to provide superior, student-centered, postsecondary education in central and northeastern Nevada. We provide five types of educational opportunities: university transfer courses, occupational and technical studies, developmental courses, community education and selected baccalaureate programs, along with student support services and special business-education partnerships.

The specific programs we provide in each of these areas are responses to needs of our locale and to our belief that education is the chief means of developing human potential. We believe that the opportunity to learn must be accessible to everyone and that an educated, responsible citizenry best serves our community as a whole. We strive to give individual attention to students and to help them develop critical thinking, problem-solving, communication, analytical, and self-directed learning skills which apply to all aspects of their lives. Great Basin College is committed to providing educational opportunities and access, using the newest distance technologies whenever feasible.

Each of the educational opportunities we provide is equally important to our community. Our university transfer courses provide an alternative channel from high school to a baccalaureate degree. For these people, we provide a broad range of courses to fulfill the requirements of the first two years of a baccalaureate degree. In addition and continuing in the tradition of serving the citizens and the communities at large, GBC offers selected baccalaureate degree programs that meet special needs and that enrich the higher education offerings in northeastern Nevada. Our courses are designed to articulate with the degree programs at other colleges and universities and to stimulate critical, independent, and creative thinking.

Our occupational and technical studies are developed to meet the demands of the local economy. Our programs lead to immediate and meaningful employment for our students. For the employer, we provide short- and long-range training programs that create a productive workforce that knows how to learn and to work in harmony with others.

We collaborate with local and state-wide businesses and industries to create or modify existing technical programs in order to bolster the state's economic climate. We continuously assess these activities to adapt to the rapidly changing needs of our employers and to assist in the recruitment and economic development efforts of the state.

Through lectures, forums, concerts, plays, exhibits, and special programs, our community education programs establish education as a lifelong learning process and provide the locus for the community's cultural, intellectual, and recreational enrichment.

Through individualized attention and special programs, we provide remedial and developmental education for a host of people who, because of life's circumstances, have not followed the traditional path of education and who need another entry. We provide a comprehensive range of pre-college level programs for students with limited English proficiency and for returning adults, enabling them to expand their higher education opportunities.

Equally important to our mission are the student support services we provide. To help our students become more aware of their potential, we provide counseling, academic advisement, placement testing, career planning, job placement, and financial assistance.

Great Basin College is committee to its diverse and changing community by providing an open academic environment where students of all ages and backgrounds can discover their potential and achieve their life goals.

WESTERN NEVADA COMMUNITY COLLEGE

MISSION STATEMENT

Our purpose is to enrich the lives of a diverse community of learners

Our mission as an open-door comprehensive community college is to provide affordable quality educational and cultural opportunities that respond to the needs of our 18,000-square-mile community in western Nevada.

Our values are that our community of learners:
♦ can be successful.
♦ should be provided an opportunity to equip themselves for a fulfilling life and responsible. citizenship in a world characterized by change.
♦ should be treated with dignity, respect and civility.
♦ should be afforded equal opportunity to acquire a complete educational experience.
♦ should be encouraged to discover and develop their special aptitudes and insights.

Our ethics compel us to:
♦ fulfill the mission of the college.
♦ support one another professionally.
♦ engage in a collegial atmosphere.
♦ participate in shared governance.

Our goals are to:
♦ serve the students in the first two years of instruction for transfer into bachelor's degree programs.
♦ serve students of all ages in preparing for job entry and careers in a variety of fields.
♦ serve members of the community who need additional training for advancement in their current field or retraining for employment in new fields.
♦ assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
♦ provide a broad range of student services, including library support, counseling, tutoring, career planning, placement, and financial assistance.
♦ provide educational programs to meet the needs of employers in our community.
♦ serve persons who want to take special classes and workshops, as well as regular credit classes for personal development or cultural enrichment.
♦ cooperate with community agencies in community development and cultural activities.
♦ provide a conducive learning environment.
♦ utilize current instructional technology.

UNIVERSITY OF NEVADA, LAS VEGAS

MISSION STATEMENT

The University of Nevada, Las Vegas, located in the vibrant and dynamic city of Las Vegas and surrounded by the Mojave Desert, is emerging as a premier urban university. UNLV's development embraces the traditional values of higher education adapted for the global community of the 21st century. The university increasingly will concentrate its resources on programs that are student centered, demonstrably excellent, and responsive to the needs of the local and regional community.

UNLV promotes an environment that encourages the full personal and professional development of those it serves and of those who serve the university. UNLV assists students in meeting the intellectual and ethical challenges of responsible citizenship and a full and productive life through opportunities to acquire the knowledge and common experiences that enhance critical thinking, leadership skills, aesthetic sensitivity, and social integrity.

The university provides traditional and professional academic programs for a diverse student body and encourages innovative and interdisciplinary approaches to teaching, learning, and scholarship. Recognizing the individuality of each student, UNLV simultaneously engenders collegial relationships and a sense of community among its members. UNLV embraces the interdependence of quality instruction, scholarly pursuits, and substantive involvement in campus and community life.

The university offers artistic, cultural, and technical resources and opportunities to the broadest possible community. It promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment.

UNLV is committed to developing a synergy between professional and liberal studies, between undergraduate education and graduate programs, and between superior teaching and meaningful research. UNLV increasingly is a dynamic resource for, and partner with, the community that it serves.

UNIVERSITY OF NEVADA, RENO

MISSION STATEMENT

The University of Nevada, Reno is a constitutionally-established, land-grant university. The University of Nevada, Reno served the state of Nevada as its only state-supported institution of higher education for almost 75 years. In that historical role, it has emerged as a doctoral-granting university which focuses its resources on doing a select number of things well. The University of Nevada, Reno offers a wide range of undergraduate and graduate programs, including selected doctoral and professional studies, which emphasize those programs and activities which best serve the needs of the state, region and nation. By fostering creative and scholarly activity, it encourages and supports faculty research and the application of that research to state and national problems. In performing its mission, the University of Nevada, Reno resolves to:

◆ Offer high-quality degree programs in the arts, sciences and in selected professions.

◆ Emphasize undergraduate, graduate and professional programs which meet the needs of the citizens of Nevada

◆ Maintain a select number of doctoral and organized research programs.

◆ Offer a range of applied, interdisciplinary and career-oriented programs at both the undergraduate and graduate levels.

◆ Provide community and public service programs through continuing education and cooperative extension.

◆ Contribute to the advancement and dissemination of knowledge that will help improve society at the state, regional and national levels.

◆ Reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada in its academic programs, support programs and in the composition of its faculty, administration, staff and student body.

◆ Reflect and respect the pattern of gender of the citizens of Nevada in its academic programs, support programs and in the composition of its faculty, administration, staff and student body.

GOALS

The University of Nevada, Reno, in identifying its goals, has selected those which would be most supportive of its mission:

Continually improve the quality of teaching, research and public service activities.

◆ Recruit, develop and retain a faculty and staff of the highest caliber.

◆ Develop and maintain a graduate faculty under whose direction research, doctoral and professional programs will gain national stature.

◆ Ensure that the university's library, computing center and telecommunications systems will be able to provide the resources attendant to the needs of the instructional and research programs.

◆ Identify and support centers of excellence.

◆ Enhance the research and public service capabilities of the university through increased collaboration with both the public and the private sectors and by providing assistance to the state and local governments.

Develop a curriculum that is sensitive to change, but which places a special value on a liberal arts foundation.

◆ Assure that all students, either upon entering the university, or upon admission to degree programs, have acquired basic verbal, oral, computational, analytical and computer skills.

◆ Provide all students with adequate and proper academic and career advising.

◆ Provide an opportunity for adults to upgrade their educational and professional backgrounds through continuing education courses and programs.

Provide an institutional environment supportive of the internal quality of campus life.

◆ Offer a full range of student and support services which complement the instructional process.

◆ Develop and maintain programs which recognize the valuable human resource provided by our students, faculty and staff.

◆ Maintain and utilize the physical plant at a level which enhances the programs and activities of the university.

Utilize resources efficiently and effectively through prioritized allocations and reallocations.

◆ Develop strategic planning processes, involving the entire university community, which can anticipate future opportunities and problems.

◆ Provide the flexibility to respond to new opportunities.

Develop the means to obtain funds from public and private sources that will provide the support required to achieve these goals.

◆ Maximize the use of private funds to provide a margin of excellence in designated program areas.

THE DESERT RESEARCH INSTITUTE

STATEMENT OF VISION, MISSION, AND GOALS

25-Year Vision into the Future

For DRI to be universally recognized in the international marketplace as being the leader in understanding the effects of environmental change on the future use of the Earth by humankind.

Mission Statement

An autonomous, university-system-based organization, DRI exists to provide the most effective institutional framework for the worldwide conduct of multidisciplinary and interdisciplinary environmental research, education and public service.

Goals

◆ To lead the global research community in the definition and conduct of worldwide environmental change research.

◆ To compete effectively in the future global environmental research marketplace.

◆ To have long-term fiscal and organizational stability.

Values

Our two most important responsibilities are to our customers and to our employees.

Our responsibility to our customers, those entities, public or private, local, national or international, that sponsor and/or use our products and services:

◆ The work we produce will be based on scientific excellence, scholarly rigor and a quest for the unbiased reporting of fact.

◆ We will meet the commitments made to sponsors providing high quality products and services that fit their needs in a timely and fiscally responsible manner and will partner with our colleagues, other research groups and suppliers as necessary to ensure that we provide the best products and services.

Our responsibility to our employees, the individuals who carry out the responsibility to our customers:

◆ We will further diversify our work force and will continually address cultural and sociological changes that are occurring in our research marketplaces.

◆ We will enhance the potential of each individual by providing work that elicits their strengths, opportunities that develop new strengths, resources that allow them to do their work the best they can and rewards and recognition that are fair and equitable and encourage their continuing growth.

◆ We will promote a working environment that demands respect for each individual's talents and fosters team efforts.

◆ We will maintain a safe and healthy workplace.

◆ We will foster an environment that encourages an openness to change on all levels to improve how we work, that is, using our resources in the most effective and efficient manner to enhance our competitive position.

UCCSN DEGREES

Programs by Major/Emphasis	UNR	UNLV	CCSN	GBC	TMCC	WNCC
AGRICULTURE						
Agriculture and Applied Economics	B				•	•
Agricultural Education	B			•	•	•
Animal Science	B,M			•	•	•
Biochemistry	B,M,D				•	•
Environmental and Natural Resource Science	B,M			•	•	•
Environmental Policy Analysis	B				•	•
Ornamental Horticulture			C,A			
Resource and Applied Economics	M					
Veterinary Science	B			•	•	•
Veterinarian Technology			A			
BUSINESS						
Accounting	B	B,M	A	•	A	A
Accountancy	M					
Accounting Technician			C			C
Administrative Assistant				•	C,A	
Applied Accounting				•		A
Banking			C			
Banking and Finance			A			
Bookkeeping			C		C	
Business			A	•	C,A	C
Business Administration	M	M	•	C,A		
Business Data Processing-Main Frame			C,A			
Business Literacy					C	
Business Management			C,A	•	A	•
Casino Management			C,A		A	•
Clerical Office				•	C	
Culinary Arts Management		B				
Economics	B,M	B,M	•	•	•	•
Finance	B	B	•	•	•	•
Gaming Management	B				•	
General Business			•	A	C,A	A
General Clerical				C		
General Office Administration				C,A		
General Secretary				C		
Golf Facilities Management						C,A
Hotel Administration		B,M,D			•	•
Hotel Management			C,A		A	
Hotel, Restaurant & Casino Management			C,A		C,A	
Human Resource Management		B	A			•
Industrial Management				A	C,A	
International Affairs	B			•	•	
International Business	B	B	A		•	•
Legal Office-Secretarial				C,A		
Legal Assistant			C,A		A	C,A
Logistics Management	B				•	•
Management	B	B	•	•	A	A
Management Information Systems		B	C,A	•	•	•
Marketing	B	B	•	•	A	•
Marketing/Merchandising/Retail Management			A			
Medical Office Specialist					A	C
Microcomputer Systems Technician						C
Office Administration			C,A	A		A
Occupational Safety & Health				A	C,A	
Real Estate		B	C,A		A	A
Records Management			C			
Resort Management			C,A		A	
Resort Occupations			C,A			

Programs by Major/Emphasis	UNR	UNLV	CCSN	GBC	TMCC	WNCC
Restaurant Management			C,A		A	
Secretarial & Clerical				C		
Small Business Management			A	•	A	
Word Processing				C	C,A	A
COMMUNICATIONS						
Communications Studies		B,M	•	•	•	•
Communications		A			•	
Journalism	B,M		•	•	•	•
Speech Communication	B,M		•	•	•	•
COMPUTER SCIENCE						
Computer Information-Applications			•	C,A		A
Computer Information-Programming			•		A	A
Computer Information Systems	B		•	•	•	•
Computer Science	B,M	B,M,D	•	•	•	•
Computer Technology				C,A	C,A	
Computing & Information Technology			C,A	C,A		
LAN Support & Administration					A	
Microcomputer (Management Information System)					C,A	
Word Processing/Computer Applications				C	C,A	C,A
EDUCATION						
Basic Literacy Education				•	C	
Early Childhood Education			B	A	C,A	C,A
Child Development (Infant/Toddler)			C,A		A	
Child Development (Pre-School)			C,A	C,A	A	
Child Development (Teacher Aide)			C,A			
Counseling		M				
Counseling & Educational Psychology	M,S,D		•			
Curriculum & Instruction	D		•			
Deaf Studies			C,A			
Early Childhood Education (Teacher)					C	
Early Childhood Education (Director)					C	
Educational Leadership	M,S,D	M,S,D				
Educational Psychology		M				
Elementary Education	B,M	B	•	•	A	•
Elementary/Special Education	B		•		•	•
Health Education		B			•	•
Instructional & Curricular Studies		M,S,D				
Physical Education	B,M	B,M	•		•	•
Professional Development		PDD			•	
Secondary Education	B,M	B	•	•	A	•
Special Education	B,M	B,M,S,D	•	•	•	•
Special Physical Education		M				
Substance Abuse Counseling					C,A	
Teacher Certification				•		
Teaching Literacy					C	
Workforce Education		B				•
ENGINEERING						
Architecture		B,M	•		A	
Architectural Design			•			•
Architectural Landscape Design			•		C,A	
Chemical Engineering	B				•	•
Civil Engineering	B,M,D	B,D				
Civil & Environmental Engineering		M		•		•
Computer Engineering	M,D	B				
Construction Management	P	B	C,A	A	C,A	
Construction Engineering	P		•	•	•	
Drafting Technology			C,A	•		C,A
Electrical Engineering	B,M,D	B,D	•	•	•	•

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UCCSN DEGREES

Programs by Major/Emphasis	UNR	UNLV	CCSN	GBC	TMCC	WNCC
Electrical & Computer Engineering		M				
Electronic Engineering Technology			C,A			
Electronics Service Technology			C	C,A		
Electronics Technology		•			C,A	C,A
Engineering Drafting Technology					C,A	
Engineering Physics	B			•	•	•
Environmental Engineering	B					
Geological Engineering	B,M,P				•	
Landscape Architecture		B			A	
Machine Tool Technology						C,A
Materials Science & Engineering					•	•
Mechanical Engineering	B,M,D	B,M,D		•	•	•
Metallurgical Engineering	B,M,P,D				•	•
Mining Engineering	B,M,P				•	•
Residential Design				•		
Transportation		M				
Urban & Regional Planning		B				
FOREIGN LANGUAGES						
Foreign Languages & Literature	M					
French	B	B,M	•		•	•
German	B	B,M	•		•	•
Romance Languages		B			•	•
Spanish	B	B,M	•	•	•	•
HEALTH						
Biomedical Engineering	M,D					
Cardiorespiratory Services			A			
Cellular & Molecular Pharmacology & Physiology	M,D					
Clinical Laboratory Sciences (Med Tech)		B			•	•
Comprehensive Medical Imaging		B				
Dental Assisting			C	•	C,A	
Dental Hygiene			A		A	
Diagnostic Medical Sonography			A			
Emergency Medical Technology (Paramedic)			•	•	C	
Environmental Sciences & Health	M,D					
Fitness Management		B				
Gerontology	C	C			•	
Health Care Administration		B	•		•	•
Health Ecology	B					
Health Information Technology			C,A			
Health Physics		B,M				•
Health Sciences					•	
Kinesiology		B,M				
Licensed Practical Nurse			C			C
Medical Laboratory Technology			A		•	
Medical Transcription			C			
Medicine (M.D. and M.D./Ph.D)	FP					
Mental Health/Developmental Disabilities Tech.			A		A	
Nuclear Medicine		B				
Nursing	B,M	B,M	A	A	A	A
Occupational Therapy Assistant			A	•		
Ophthalmic Dispensing			A			
Ophthalmic Medical Technology			A			
Optional Practical Nursing Preparation						C
Paramedic Medicine			C,A		C	
Pharmacy Technician			C			
Physical Therapist Assistant			A			
Physical Therapy		M	•			•
Pre-Dentistry		BX	•	•	•	•
Pre-Medicine		BX	•	•	•	•
Pre-Optometry		BX			•	•
Pre-Pharmacy		BX	•	•	•	•
Pre-Physical Therapy		BX	•	•	•	

Programs by Major/Emphasis	UNR	UNLV	CCSN	GBC	TMCC
Radiography		C			
Radiologic Technology					A
Recreation		B			•
Speech Pathology	B,D			•	•
Speech & Audiology	M				
Sport & Leisure Services Management		M			
Sports Injury Management		B			
LAW					
Judicial Studies	M				
Law		FP			
Pre-Law	BX	BX			•
LETTERS					
English	B,M,D	B,M,D	A		•
Teaching of English	M				
Teaching of English as a Second Language	M				
LIBERAL/GENERAL STUDIES					
Arts			A	A	A
General Studies	B		A	A	C,A
General Transfer			A	A	•
Liberal Studies			•	•	•
Science			A	A	A
LIFE SCIENCES					
Biochemistry	B,M,D				•
Biology	B,M		•	•	•
Biological Sciences		B,M,D	•	•	•
Cell & Molecular Biology	M,D				
Human Development & Family Studies	B,M			•	•
Ecology, Evolution & Conservation Biology	D				A
Human Ecology	B				•
Nutrition	B,M				•
MATHEMATICS					
Mathematics	B,M		•	•	•
Mathematical Sciences		B,M	•	•	•
Teaching of Mathematics	M				
MULTI/INTERDISCIPLINARY STUDIES					
Asian Studies		B			•
Basque Studies	D				•
Cultural Studies		B			
Environmental Studies		B,M,D		•	A
Ethics & Policy Studies		M			
Interdisciplinary Studies		B			
Interior Design	B		•		
Land Use Planning	M				
Latin American Studies		B			
Social Science Studies		B			
Women's Studies	B	B			•
PHILOSOPHY & THEOLOGY					
Philosophy	B,M	B	•	•	•
PHYSICAL SCIENCE					
Applied Physics		B			•
Atmospheric Science	M,D			•	
Chemical Physics	D				
Chemistry	B,M,D	B,M	•	•	•
Earth Sciences		B	•	•	•
Environmental Geology		B		•	
Environmental Sciences			A	•	A
Geochemistry	M,D				
Geography	B,M			•	•
Geology	B,M	B		•	•
Geology & Related Earth Sciences	D				
Geophysics	B,M,D			•	•
Geoscience		M		•	

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UCCSN DEGREES

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
Hydrogeology	B,M,D					
Hydrology	M,D				•	•
Physical Science						A
Physics	B,M,D	B,M,D	•		•	•
Science		M	A	A	•	
Science & Education		PDD				
Water Resources Management		M	•			
PUBLIC AFFAIRS & PROTECTIVE SERVICES						
Corrections			A	A	A	C,A
Criminal Justice	B	B,M	C,A	A	C,A	A
Fire Science Management			A			
Fire Science Technology			C,A	A	C,A	
Juvenile Justice			A	•	A	C,A
Law Enforcement			A	A	A	C,A
Military Occupations					A	
Private Security					A	
Probation & Parole			C,A			C,A
Public Administration		M			•	•
Public Administration & Policy	M					
Wildlife Firefighting Specialist			A		A	
SOCIAL SCIENCES						
Anthropology	B,M,D	B,M	•	•	•	•
History	B,M,D	B,M,D	•	•	•	•
International Affairs	B				•	•
Psychology	B,M,D	B,M	•	•	•	•
Political Science	B,M,D	B,M	•	•	•	•
Social Psychology	D		•	•	•	
Social Sciences			A	•	•	
Social Work	B,M	B,M	•	•	•	•
Sociology	B,M	B,M,D	•	•	•	•
TRADE AND INDUSTRIAL						
Auto Body Service					C,A	
Air Conditioning			C,A			
Automotive Mechanics						C,A
Automotive Technician					C,A	
Automotive Technology			C,A		A	
Building Inspection & Compliance						C,A
Building Technology (Systems Maintenance)			C,A		C,A	
Building Trades					C,A	
Construction Technology						C,A
Culinary Arts			C,A		C,A	
Diesel Technician				C,A	C,A	
Drafting Technology			C,A	•		C,A
Electrical Maintenance			C,A			
Environmental Control Technology					C,A	
Environmental Restoration Technology			C,A			
Food Service Technology			C,A		C,A	
Heavy Equipment Mechanics				C,A		
Industrial Management				A	C,A	
Industrial Technology						A
Mechanical Drafting			C,A			
Mechanical Technology			C,A			
Mill Maintenance				C,A		
Refrigeration/Air Conditioning					C,A	
Solar Energy Technology					•	
Technical Arts				C		
Welding			C,A	C,A	C,A	C,A
VISUAL AND PERFORMING ARTS						
Art	B	B,M	•	•	•	•
Art History		B				
Dance		B			•	
Film		B				•

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
Fine Arts	B		A	•	A	
Graphic Arts-Design			C,A	•	C	
Graphic Arts-Print Production			C,A		C	
Graphic Communications					C,A	
Interior Architecture & Design		B				
Jazz Studies		B				
Music	B,M	B,M	A	•	•	•
Music-Applied	B		•	•	•	•
Music (Piano Pedagogy)						C
Music/Dance		M			•	
Music Education	B		A		•	•
Musical Theatre		B				•
Senior Adult Theatre		B				
Theatre	B	B,M	•	•	C	•
Theatre Arts			•	•	•	•

Key to Degrees

C	Certificate of Achievement (all levels)
A	Associate (A.A., A.S., A.A.S.)
B	Baccalaureate (B.A., B.S., B.S.B.A., B.F.A., B.S.C.E., B.S.E.E., B.S.E.S., B.S.H.A)
M	Master's (M.A., M.S., M.B.A., M.F.A., M.P.A., M.Ed., M.M., M.A.T.E., M.S.V.C., M.S.C.E., M.S.E.E.)
S	Specialist (1 year beyond Master's)
D	Doctorate (Ph.D., Ed.D.)
P	Professional (Geol. E., Met.E., E.M., Const. E., Const. Mgt.)
FP	First Professional (M.D., M.D./Ph.D., J.D.)
PDD	Professional Development Degree
BX	The university offers pre-professional coursework in this field while completing a baccalaureate degree in another major.
•	Lower division preparation for this university degree may be completed at this community college.

DRI ACADEMIC PROGRAMS

The Desert Research Institute gives Nevada students invaluable hands-on experience in environmental research. While DRI does not grant academic degrees, its scientists teach about 25 graduate courses a year at Nevada's universities and community colleges. They are key contributors to UNR's Hydrologic Sciences; Atmospheric Sciences; Biology, Geology and Anthropology Programs; UNLV's Geosciences and Water Resources Management Program; UNLV's Biology Anthropology and Civil and Environmental Engineering Programs; and several community college-federal government partnership programs.

Also, every year, DRI employs and advises up to 60 graduate student research assistants, who apply the topics of their DRI-sponsored research while acquiring several years of genuine professional-level experience.

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

SYSTEM PERFORMANCE INDICATORS

Office of Academic and Student Affairs

January 2, 1999

INTRODUCTION

In 1992, the Board of Regents of the University and Community College System of Nevada first adopted a statement of its overall vision for higher education in Nevada. The Board's *Strategic Directions* was last updated in 1998. In 1998, and as an outgrowth of *Strategic Directions*, the Regents adopted an initiative calling for the development of performance indicators.

Performance indicators are clearly seen by the Regents as measures linked to the mission articulated in *Strategic Directions*. Performance indicators are to be developed in two major arenas. First, a set of system-wide indicators providing key information about the University and Community College System of Nevada as a whole, and second, a set of supplemental indicators to be developed by each campus.

This report is the first report to the Board on system-wide performance indicators. The report is designed to avoid the easy temptation of large data arrays with the attendant risk of a document that serves no clear purpose. This report is intended to provide highly focused information for the indicators adopted by the Regents. Consequently, while recognizing that campus-specific information is appropriate and necessary in some instances, the orientation of this report is system-wide.

It is important to recognize that this report, like any similar performance indicator report, will always be a work-in-progress. It will remain a work-in-progress for a number of reasons. Some reasons such as the timeliness of data are bothersome, but they are ultimately resolvable. However, other reasons are systemic in the nature of the undertaking. Only the use of the report over a sustained period will reveal which indicators have merit, which indicators need to be eliminated, which need to be enhanced, and which need to be added.

This report was made possible by the collective effort of many people. Chief among them at the campuses are the Directors of Institutional Research – Kari Coburn at UNLV, Janice Brown at UNR, Joe West at CCSN, Lynn Mahlberg at GBC, Susan Riggs at WNCC, and Tyler Trevor at TMCC. At the System Administration, Tamela Gorden was the critical person in tracking down data sources, collecting and distilling the data, and rendering it useful for presentation.

Office of Academic and Student Affairs
January 2, 1999

TABLE OF CONTENTS

#1   UNDERGRADUATE COLLEGE CONTINUATION RATE

➢ In 1997, 85% of Nevadans 25 years old and older had a high school diploma or above. Nevada ranked 18th among the states on this measure.

➢ In 1997, Nevada graduated more than 11,000 public high school graduates; this is approximately a 20% increase over 1988-89.

➢ In 1996, the overall college continuation rate for recent high school graduates was 38.7%. Although the college-going rate has improved, Nevada still ranks at, or near, the bottom compared with other states.

| | Percent of Recent Nevada High School Graduates | | | | |
| | | Enrolled in a Postsecondary Educational Institution | | | |
Year of Graduation	All High School Graduates	Total Enrolled	Enrolled in Nevada	Enrolled outside of Nevada	Not Enrolled
1991-1992	100.0%	32.8%	19.4%	13.4%	67.2%
1993-1994	100.0%	37.6%	23.9%	13.6%	62.4%
1995-1996	100.0%	38.7%	24.4%	14.3%	61.3%

➢ The following chart compares college continuation rates in Nevada with surrounding states and the national average.

**College Continuation Rates of Recent High School Graduates, 1996**
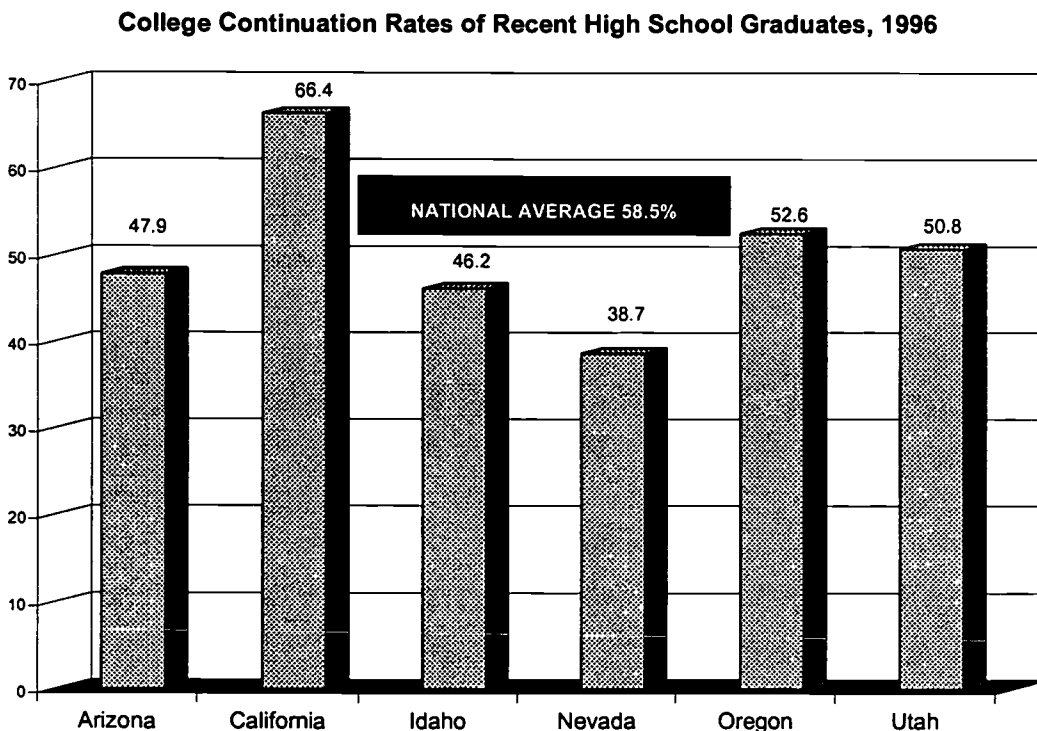
➢ College continuation rates are about high school graduates; more telling is the result of combining continuation rates and high school graduation rates to obtain a measure of the chance that by age 19 a Nevadan will enter college. In Nevada, 25.3% of all 19 year olds are likely to enter college by age 19; the national average is 39.7% and Nevada ranks last among the states.

#2 UNDERGRADUATE COLLEGE PARTICIPATION RATE

➢ In 1997, 20% of Nevadans had a bachelor's degree or higher. Nevada ranked 41st among the states on this measure.

➢ From 1993 through 1997, the estimated undergraduate college participation of 18-24 year olds shows the following trends.
  - The number of Nevadans 18-24 years old increased by 16.9%.
  - The enrollment of 18-24 year old undergraduates increased by 10.6%.
  - The resulting undergraduate enrollment per 1,000 of the population decreased by 5.4%.
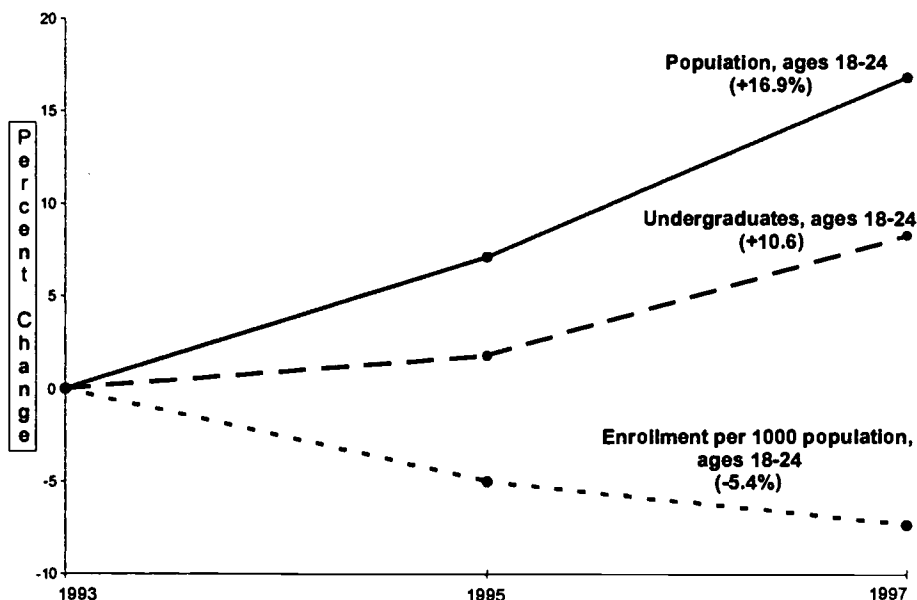
➢ Approximately 45% of undergraduates at UCCSN are 18-24 years old. If participation rates are recalculated for all undergraduates equal to or older than 18, the resulting trends are similar.
  - The number of Nevadans aged 18 or older increased by 25.9%.
  - The enrollment of undergraduates 18 or older increased by 12.8%.
  - The resulting undergraduate enrollment per 1,000 of the population decreased by 10.4%.
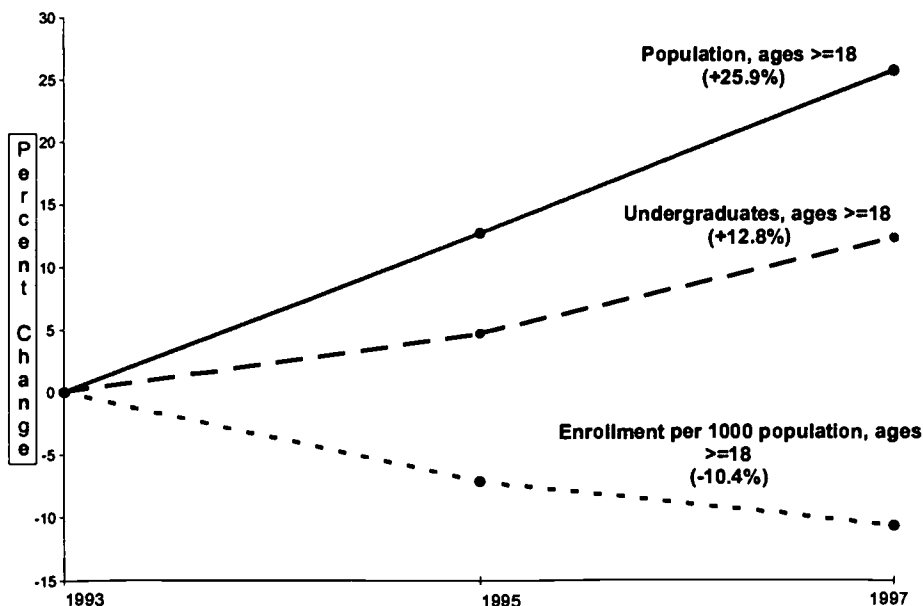
#3 DIVERSITY: STUDENTS

➢ In June 1995, the Board of Regents adopted specific diversity goals for student enrollment at each campus.

➢ Because campuses differ in the areas from which students are recruited, student diversity goals are based on the racial/ethnic composition of the population in each campus's recruitment area.

| Long-Range Targets for Enrollment Diversity Objectives					
(Minority Enrollment as a Percent of Total Enrollment)					
UNLV	UNR	CCSN	GBC	TMCC	WNCC
24.0%	21.3%	24.3%	20.2%	16.3%	13.6%

➢ The following charts show the percent of the minority student target achieved by each campus from Fall 1994 through Fall 1997.
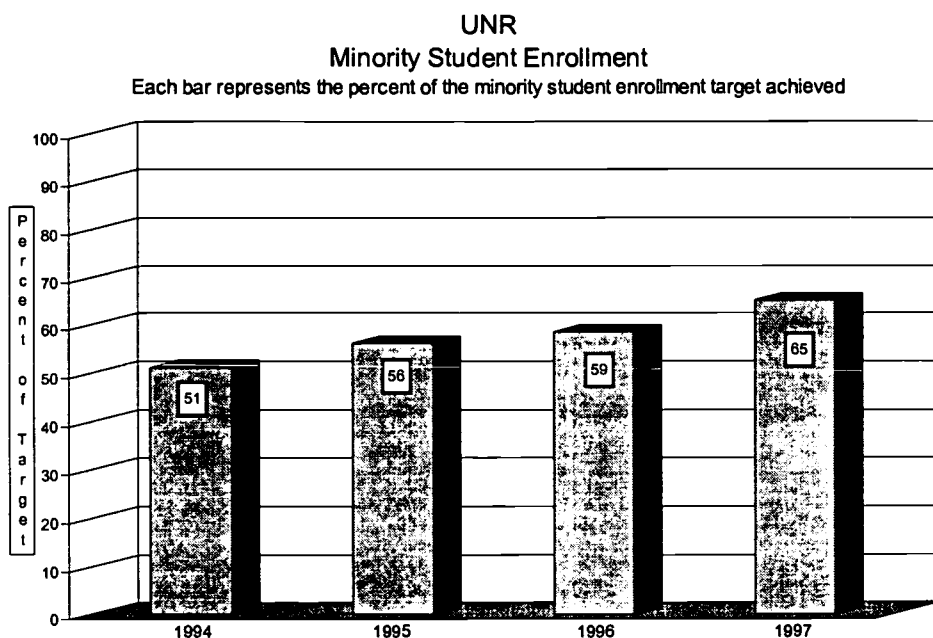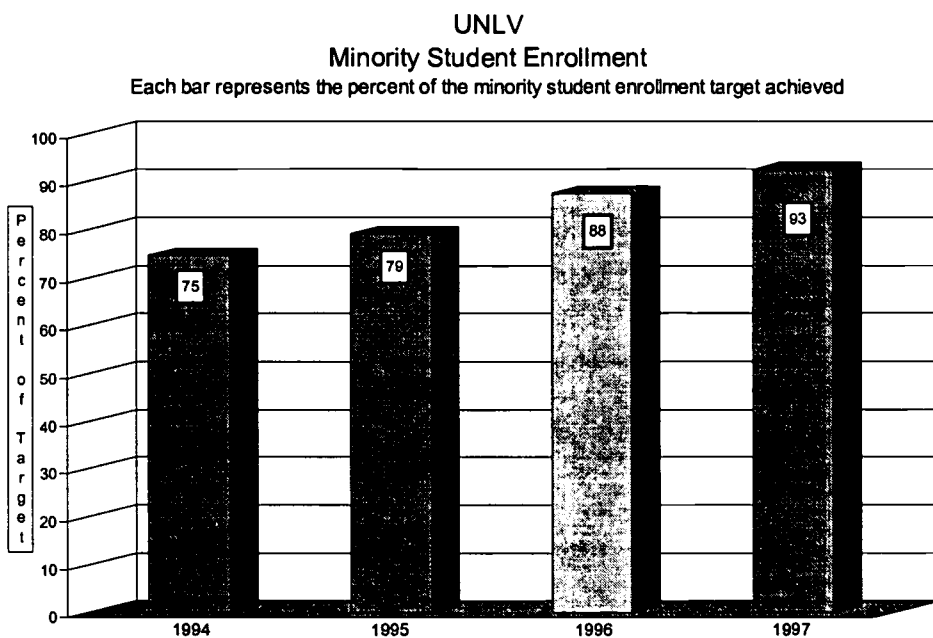
UNLV
Minority Student Enrollment
Each bar represents the percent of the minority student enrollment target achieved


UNR
Minority Student Enrollment
Each bar represents the percent of the minority student enrollment target achieved

CCSN
Minority Student Enrollment
Each bar represents the percent of the minority student enrollment target achieved

Percent of Target

	1994	1995	1996	1997
	111	115	123	127

GBC
Minority Student Enrollment
Each bar represents the percent of the minority student enrollment target achieved

Percent of Target

	1994	1995	1996	1997
	41	47	50	46

TMCC
Minority Student Enrollment
Each bar represents the percent of the minority student enrollment target achieved

Percent of Target

	1994	1995	1996	1997
	96	92	98	112
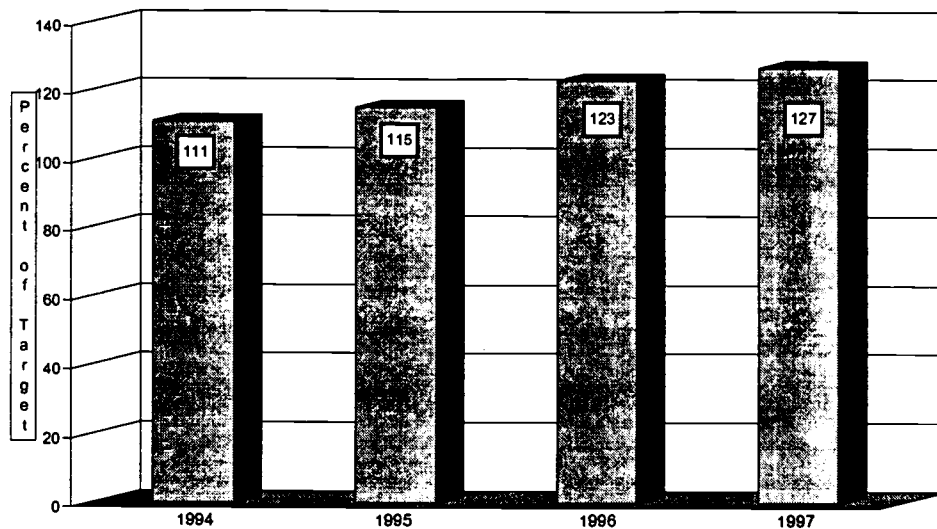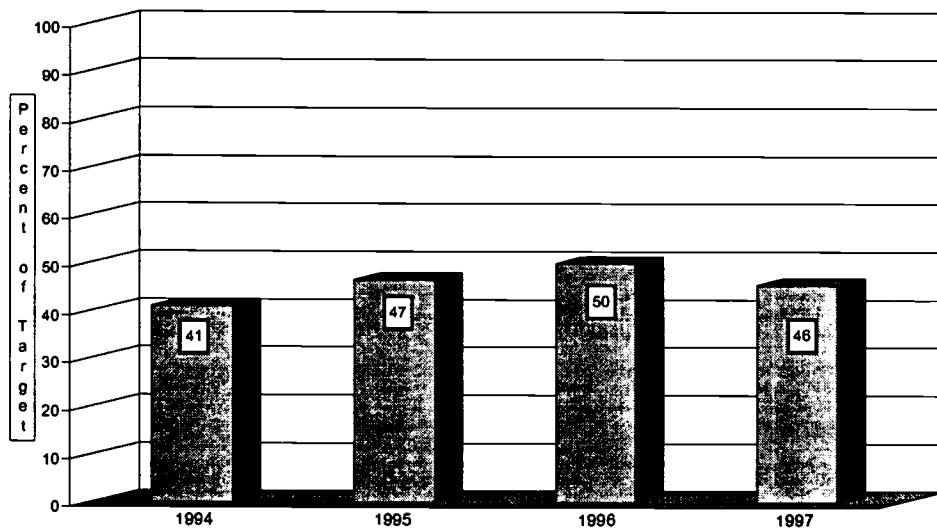
WNCC
Minority Student Enrollment
Each bar represents the percent of the minority student enrollment target achieved
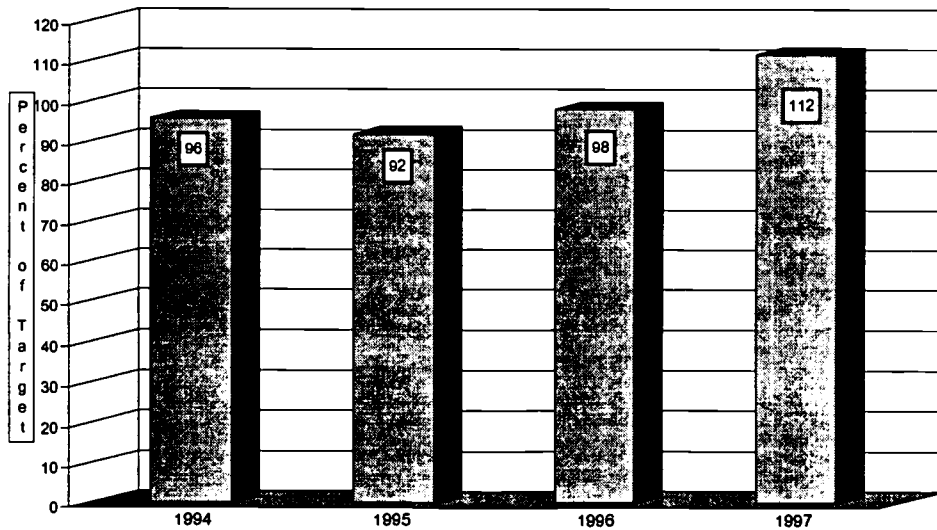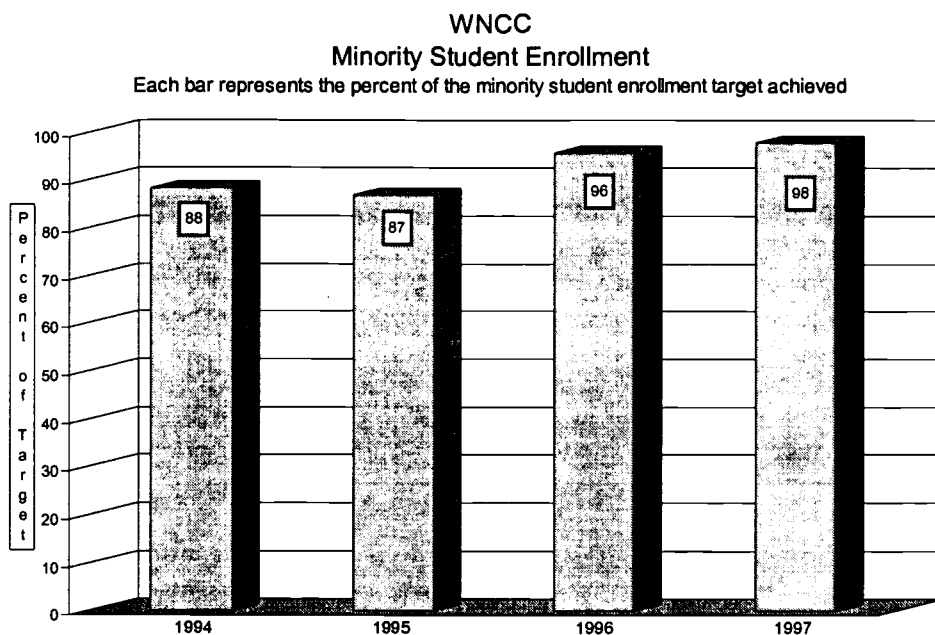
> In addition to the preceding information on the percent of enrollment targets achieved, the system-wide changes in the actual number of minority students are significant.

- In 1994, UCCSN enrolled 11,381 minority students. In 1997 minority student enrollment increased to 16,202 – an increase of 4,821 or 42%.

- In 1994, minority students constituted 20% of all students whose racial/ethnic identity was known. In 1997, this had increased to 24%.

> Although numerical targets were not adopted for enrollment by gender, the commitment of the Regents to principles of gender equity is clear. In 1997, the overall population of Nevada was 51% male and 49% female.

Enrollment Distributions by Gender		
Fall Term	Percent Male	Percent Female
1993	44%	56%
1994	44%	56%
1995	44%	56%
1996	44%	56%
1997	45%	55%

#4   AFFORDABILITY OF TUITION AND FEES

➢ Student fees are set by the Board of Regents. They are determined using the annual level of inflation, as measured by the Higher Education Price Index, and the fees charged by the WICHE peer group of institutions.

UNIVERSITY RESIDENT FEES

➢ The table below shows 1997-98 resident undergraduate fees for public four-year institutions in the WICHE states. Nevada ranked fourteenth; only Idaho and California had lower fees.

ANNUAL TUITION AND FEES FOR FULL-TIME STUDENTS PUBLIC 4-YEAR INSTITUTIONS, RESIDENT UNDERGRADUATE ONLY		
	1997-98 Actual	State Rank
University of California (9)	$ 4,212	1
Oregon Universities (3)	3,505	2
Colorado, Univ. & State Univ. (2)	2,957	3
Hawaii, Manoa (1)	2,944	4
S. Dakota, Univ. & State Univ. (2)	2,777	5
Washington, Universities & Colleges (6)	2,771	6
Montana, Univ. & State Univ. (2)	2,654	7
N. Dakota, Univ. & State Univ. (2)	2,622	8
University of Alaska (3)	2,605	9
Utah, Univ. & State Univ. (2)	2,388	10
University of Wyoming (1)	2,316	11
New Mexico, Univ. & State Univ. (2)	2,181	12
Arizona Universities (3)	2,058	13
University of Nevada (2)	**1,995**	14
Idaho Universities & College (4)	1,942	15
California State University (21)	1,929	16
Simple Average by Type of Institution (Number of Institutions)		

COMMUNITY COLLEGE RESIDENT FEES

➤ The table below shows 1997-98 resident fees for two-year public institutions in the WICHE states. Nevada ranked ninth out of the fourteen WICHE states shown; Idaho, Hawaii, Arizona, New Mexico, and California had lower fees.

ANNUAL TUITION AND FEES FOR FULL-TIME STUDENTS PUBLIC 2-YEAR INSTITUTIONS, RESIDENT ONLY		
State Averages	1997-98 Actual	State Rank
Alaska	$ 1,900	1
North Dakota	1,820	2
Oregon	1,599	3
Washington	1,501	4
Montana	1,423	5
Utah	1,392	6
Colorado	1,350	7
Wyoming	1,187	8
NEVADA	**1,140**	9
Idaho	1,100	10
Hawaii	956	11
Arizona	936	12
New Mexico	663	13
California	390	14

STUDENT SHARE OF EDUCATIONAL COSTS

The following table shows the share of educational costs at UCCSN that is the responsibility of the student in terms of tuition and fees. Over the six-year period, the average share to students at the community colleges has been approximately 18% and at the universities approximately 22%.

Student Share of Educational Costs						
	92-93	93-94	94-95	95-96	96-97	97-98
Universities	20.8%	22.5%	24.2%	23.7%	24.0%	21.2%
Community Colleges	15.3%	18.8%	21.2%	16.8%	17.7%	18.6%

#5   INTRA-SYSTEM TRANSFER RATES

(Data currently being developed)

#6   K-16 ARTICULATION

(Data currently being developed)

76

#7 FRESHMAN-TO-SOPHOMORE PERSISTENCE RATES

BACKGROUND

➢ Calculating meaningful freshman-to-sophomore persistence rates requires the identification of a group of students who might reasonably be expected to return for a sophomore year. National studies are available, but they focus on baccalaureate degree granting colleges and universities. Community colleges are not included here because of the difficulty in identifying a cohort of students who may reasonably be expected to return. This is especially true in Nevada, where 84% of community college students are part-time and might best be described as "course-seeking" rather than "degree-seeking".

➢ Freshman-to-sophomore persistence rates correlate strongly with institutional selectivity, *i.e.*, more selective institutions have higher persistence rates than less selective institutions. In order to adjust for selectivity, the national study in *Postsecondary Education Opportunity* predicted the expected persistence rates and compared them with actual rates.
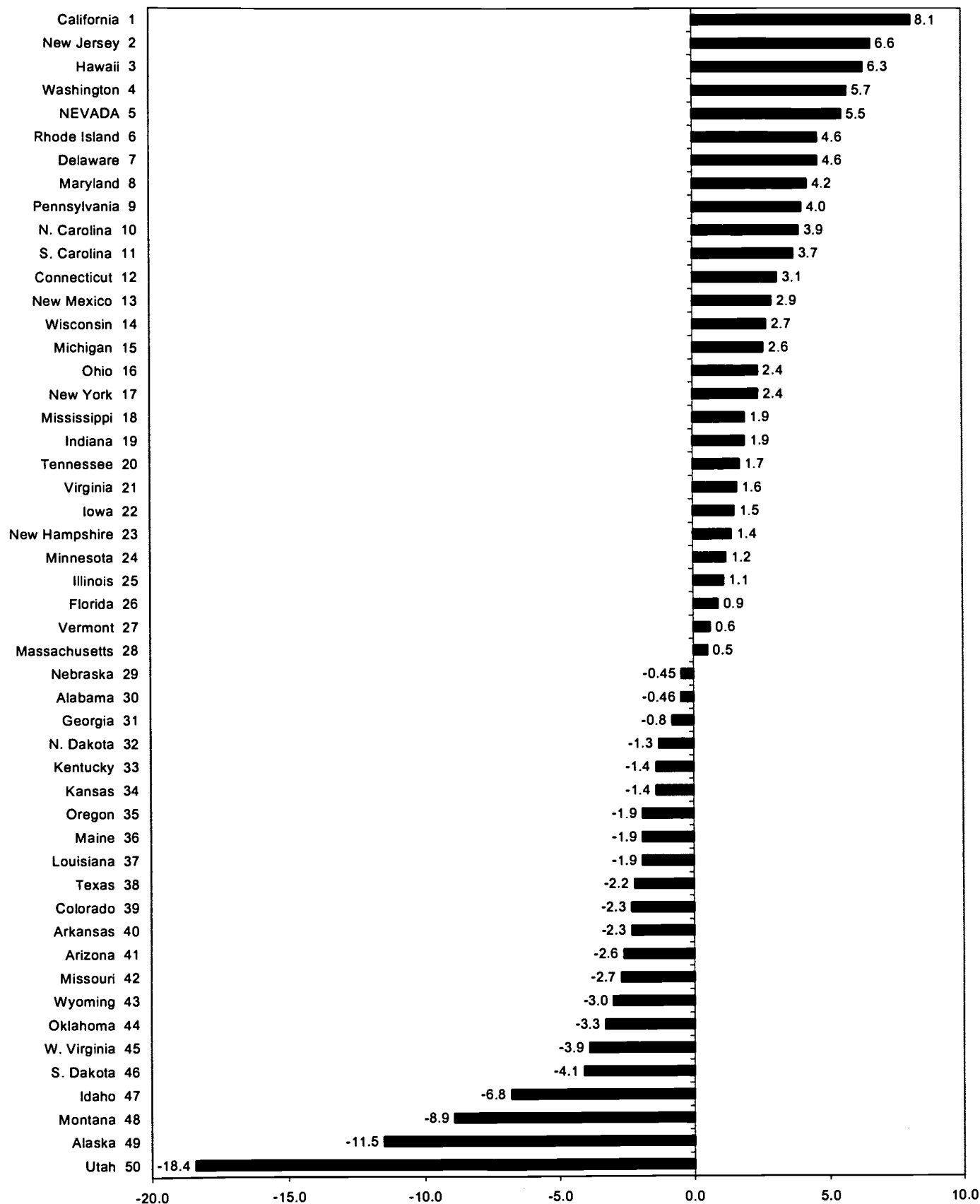
UCCSN BACCALAUREATE PERSISTENCE RATES

Both UNLV and UNR performed better than their predicted persistence rates.

	Predicted Persistence 1995	Actual Persistence 1995
UNLV	66%	73%
UNR	70%	72%

NEVADA IN A NATIONAL CONTEXT

➢ On a statewide basis, Nevada's actual persistence rate was more than 5 percentage points greater than the predicted persistence rate.

➢ When the states are ranked by how well their actual persistence rates measure up to the predicted rates, Nevada ranks fifth in the nation.

➢ The following graphic displays all states ranked by the difference between actual and predicted persistence rates.

FRESHMAN-TO-SOPHOMORE PERSISTENCE RATES, 1995
ACTUAL RATE MINUS PREDICATED RATE (%)

State	Rank	Value
California	1	8.1
New Jersey	2	6.6
Hawaii	3	6.3
Washington	4	5.7
NEVADA	5	5.5
Rhode Island	6	4.6
Delaware	7	4.6
Maryland	8	4.2
Pennsylvania	9	4.0
N. Carolina	10	3.9
S. Carolina	11	3.7
Connecticut	12	3.1
New Mexico	13	2.9
Wisconsin	14	2.7
Michigan	15	2.6
Ohio	16	2.4
New York	17	2.4
Mississippi	18	1.9
Indiana	19	1.9
Tennessee	20	1.7
Virginia	21	1.6
Iowa	22	1.5
New Hampshire	23	1.4
Minnesota	24	1.2
Illinois	25	1.1
Florida	26	0.9
Vermont	27	0.6
Massachusetts	28	0.5
Nebraska	29	-0.45
Alabama	30	-0.46
Georgia	31	-0.8
N. Dakota	32	-1.3
Kentucky	33	-1.4
Kansas	34	-1.4
Oregon	35	-1.9
Maine	36	-1.9
Louisiana	37	-1.9
Texas	38	-2.2
Colorado	39	-2.3
Arkansas	40	-2.3
Arizona	41	-2.6
Missouri	42	-2.7
Wyoming	43	-3.0
Oklahoma	44	-3.3
W. Virginia	45	-3.9
S. Dakota	46	-4.1
Idaho	47	-6.8
Montana	48	-8.9
Alaska	49	-11.5
Utah	50	-18.4

-20.0   -15.0   -10.0   -5.0   0.0   5.0   10.0

#8   UNDERGRADUATE GRADUATION RATES

BACKGROUND

➤ In 1997, the National Center for Education Statistics (NCES) launched a major initiative to secure nationwide information on the graduation rates of undergraduate students. NCES had previously collected information on the number of degrees granted, but this was NCES's first attempt to determine institutional degree completion *rates*.

➤ The cohort of students in the NCES survey is first-time, full-time, degree-seeking undergraduate students. This cohort is a relatively small subset of new undergraduate students, especially at the community colleges where part-time, non-degree seeking enrollments are more the norm than the exception.

➤ Degree completion status was determined based on 150% of the program's traditional length – six years for four-year programs and three years for two-year programs.

UCCSN GRADUATION RATES

UCCSN GRADUATION RATES		
Universities		
1991 Cohort	1997 Graduates	Graduation Rate
2,138	811	37.9%
Community Colleges		
1994 Cohort	1997 Graduates	Graduation Rate
702	66	9.4%

CONTEXT

➤ Graduation data for comparable institutions from the NCES database affords the best possibility for ultimately establishing reasonable comparative institutional graduation rates. Because 1997 was the first year of the survey, national data are not yet available.

➤ Graduation rates describe institutions, not students. There is one national database permitting the tracking of students from one institution to another, and it yields important results. A study using these data followed students from the high school class of 1982 through educational outcomes in 1993. More than 60% of the students in this study achieved a bachelor's degree. In fact, of the high school graduates going directly to a four-year college upon high school graduation, almost 70% received a bachelor's degree.   Most importantly, 58% of the bachelor's degree recipients attended more than one college.   From a student's point of view, graduation rates are much higher than generally acknowledged.

➤ Because community college students typically pursue job-related courses rather than complete degree programs, the use of program graduation rates is questionable. Course completion rates might be more appropriate for these institutions.

#9 RESEARCH AND DEVELOPMENT EXPENDITURES

➢ Over the fiscal years 1994 to 1997, more than 60% of funds spent on research and other sponsored projects at DRI, UNLV, and UNR combined were received from the Federal Government.

➢ As measured by expenditures, the dollar amount of federal funding has increased. However, federal funding as a percentage of the combined funding for the three UCCSN institutions decreased from 64% of the total in 1994 to 61% of the total in 1997.

➢ For all three institutions combined, the following changes in the funding profile occurred between 1994 and 1997:
  * The state-funding share decreased from 12% to 10%.
  * The private share held steady at 10%.
  * Local agency funding increased from 5% to 8%.
  * Federal funding has not shown any sharp growth across the system.

Total Expenditures for Sponsored Projects by Institution Fiscal Years 1994 to 1997				
	1994	1995	1996	1997
TOTAL	96,950,292	104,749,854	105,075,632	103,324,123
DRI	$21,085,208	$21,548,673	$19,946,822	$18,435,936
UNLV	$19,233,124	$21,016,896	$22,017,783	$21,062,330
UNR	$56,631,960	$62,184,285	$63,111,027	$63,825,857

UCCSN Sponsored Projects Expenditures
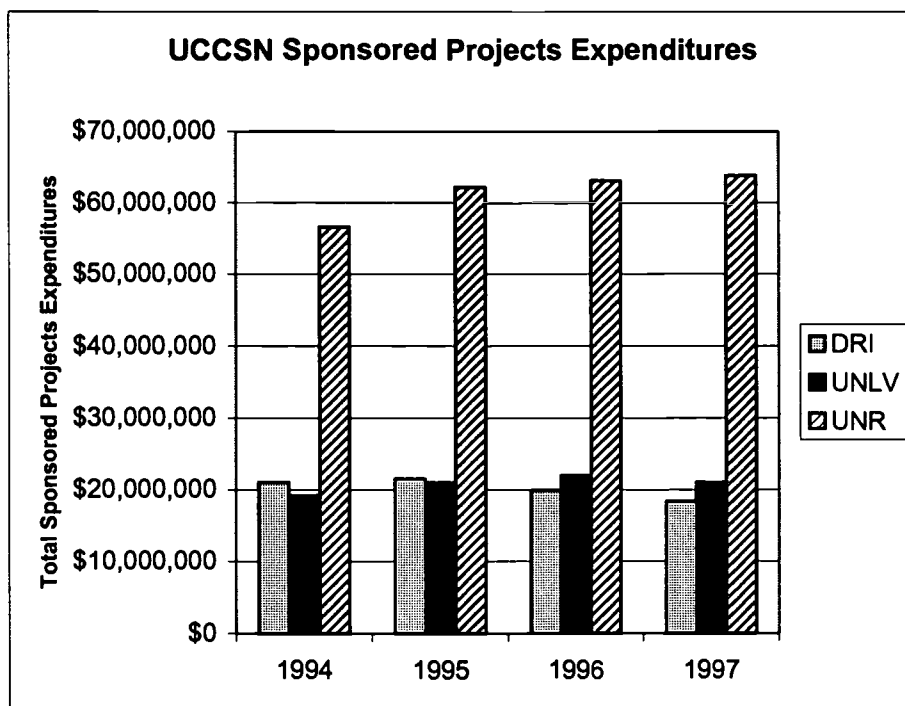
➢ Data compiled annually by the National Science Foundation (NSF) cannot be used as a comparative benchmark for the UCCSN data shown above because the NSF data is restricted to science and engineering.

➢ Within the restrictions of NSF data, some relative rankings are possible.

    ❏ NSF's *Academic Research and Development Expenditures* reports that of the 493 universities surveyed for expenditures in science and engineering in 1996:

        DRI ranks 176th
        UNLV ranks 189th
        UNR ranks 127th

    ❏ NSF's *Science and Engineering State Profiles* ranked Nevada 40th in the nation in R & D expenditures in science and engineering in 1995.

#10 GRADUATE STUDENT COLLEGE PARTICIPATION RATE

➤ On a national basis, 14% of the enrollment in higher education is at the graduate level (including first-professional students). In Nevada, 10% of the statewide enrollment in higher education is at the graduate level. Nevada ranks 43rd among the states in graduate enrollment as a percent of total enrollment.

➤ On a national basis, 7.6 graduate students are enrolled per 1,000 of the total population. Nevada enrolls 4.8 graduate students per 1,000 of the population. Nevada ranks 47th among the states in graduate student enrollment per 1,000 of population.

➤ In Nevada, approximately 98% of all graduate students fall in the 22-64 age bracket.

➤ The estimated college participation rate of 22-64 year old graduate students shows the following trends from 1993 through 1997.

- • The number of Nevadans 22-64 years old increased by 24.6%.
- • The enrollment of 22-64 year old graduate students increased by 7.9%.
- • The resulting graduate enrollment per 1,000 of the population decreased by 13.4%.
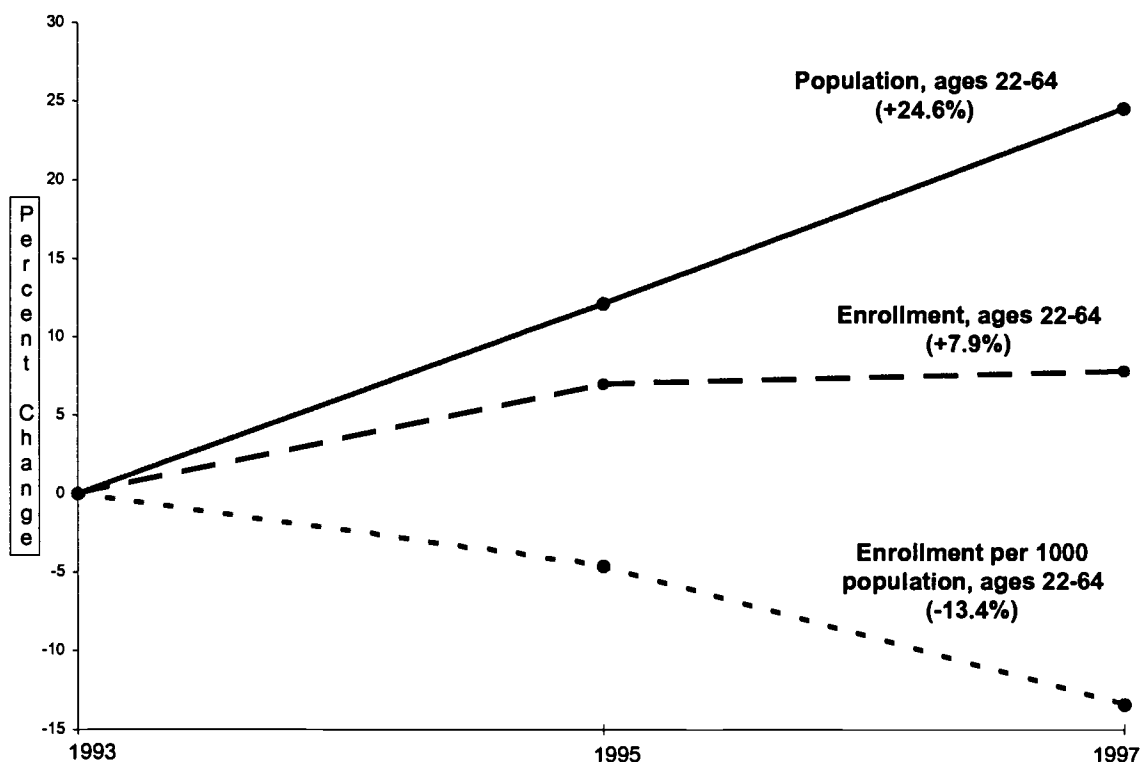
#11 SPECIALIZED WORKFORCE TRAINING

(Data currently being developed)

#12   DEGREES AND CERTIFICATES AWARDED

ALL DEGREES AND CERTIFICATES

➤ The following table shows all degrees and certificates awarded within the UCCSN for the academic years 1992-93 to 1996-97.

- Total awards increased by 18.1%.
- The two degree levels that exhibited the greatest increase were the doctoral (128.2%) and baccalaureate (20.0%).

Degrees and Certifricates Awarded							
Academic Year	Certificates	Associate	Bachelor's	Master's	Doctoral	First Professional	Total
1992-93	169	1,255	2,978	870	39	54	5,365
1993-94	195	1,263	3,220	936	55	39	5,708
1994-95	209	1,379	3,291	914	77	54	5,924
1995-96	180	1,274	3,357	971	76	55	5,913
1996-97	200	1,443	3,574	985	89	47	6,338

HIGH NEEDS CATEGORIES

➤ The following table shows degrees and certificates awarded within the UCCSN for selected high needs categories for the years 1992-93 to 1996-97.

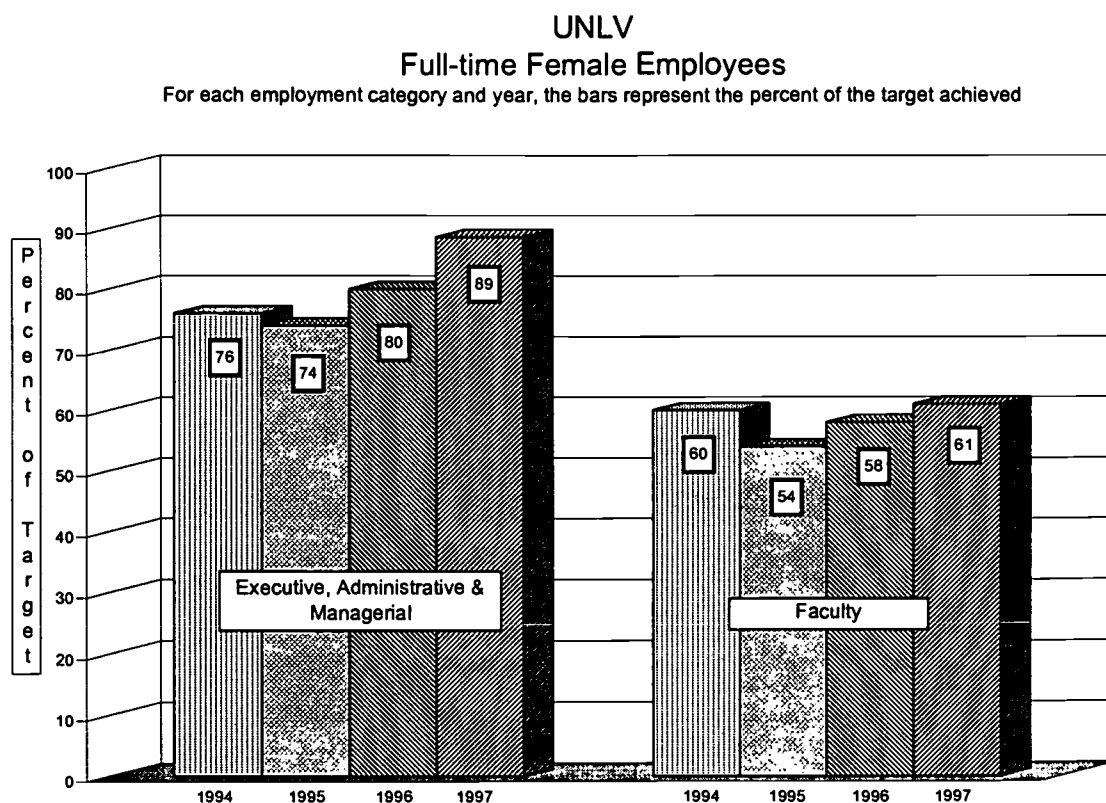| Degrees and Certificates Awarded - High Needs Categories							
Academic Year	Certificates	Associate	Bachelor's	Master's	Doctoral	First Professional	Total
1992-93							
Education	0	3	409	308	13	0	733
Health	91	201	221	30	0	54	597
1993-94							
Education	0	0	417	365	18	0	800
Health	86	195	223	29	0	39	572
1994-95							
Education	0	0	444	356	15	0	815
Health	115	253	271	27	0	54	720
1995-96							
Education	1	3	482	349	18	0	853
Health	108	221	255	39	0	55	678
1996-97							
Education	1	1	572	369	21	0	964
Health	94	227	259	40	1	47	668

#13 DIVERSITY: FULL-TIME EMPLOYEES

➤ In June 1995, the Board of Regents adopted specific diversity goals providing long-range targets for employees in all segments of the University System.

➤ Targets for minorities and women were developed for six job categories. Targets were developed by campuses utilizing state workforce data, national demographic data and campus programmatic characteristics relevant to recruiting employees.

Long-range Targets for the Employment of Full-time Executive, Administrative and Managerial Employees and Full-time Faculty								
	UNLV	UNR	CCSN	GBC	TMCC	WNCC	DRI	SYS ADMIN
Exec/Admin/Mngrl								
% Female	50.0	50.0	50.0	50.0	50.0	50.0	20.0	50.0
% Minority	12.0	20.0	20.0	12.0	20.0	12.0	10.0	20.0
Faculty								
% Female	50.0	50.0	50.0	50.0	50.0	50.0	20.0	n/a
% Minority	14.0	20.0	20.0	12.0	17.0	12.0	20.0	n/a

GENDER

➤ For female employees, the following charts show the percent of targets achieved from Fall 1994 through Fall 1997.

UNLV
Full-time Female Employees
For each employment category and year, the bars represent the percent of the target achieved

UNR
Full-time Female Employees
For each employment category and year, the bars represent the percent of the target achieved
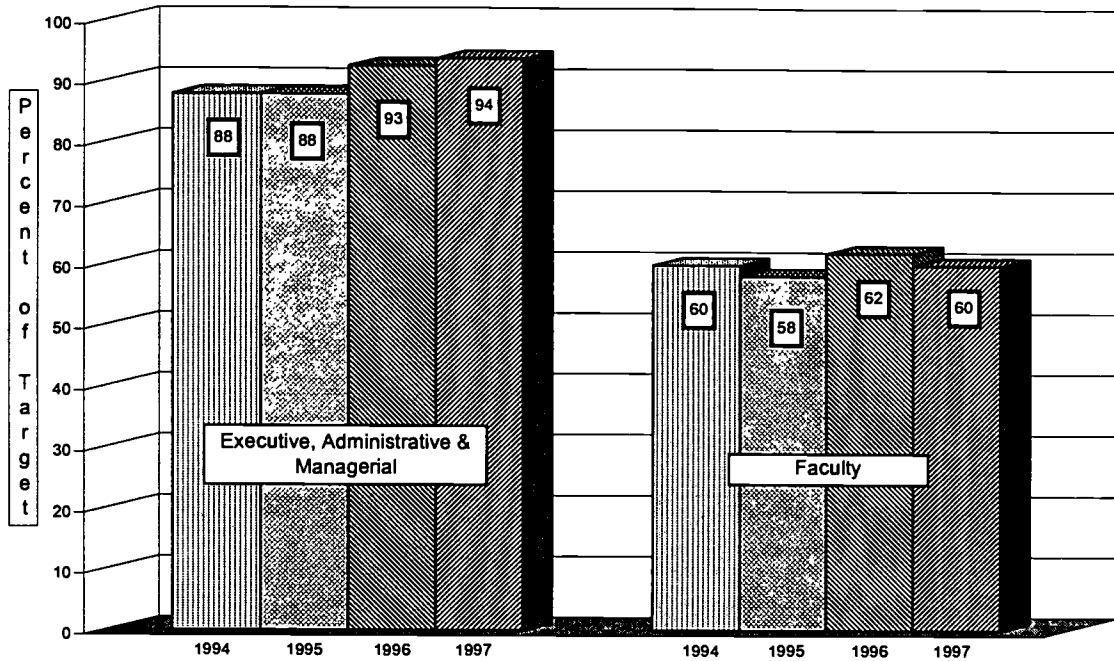
CCSN
Full-time Female Employees
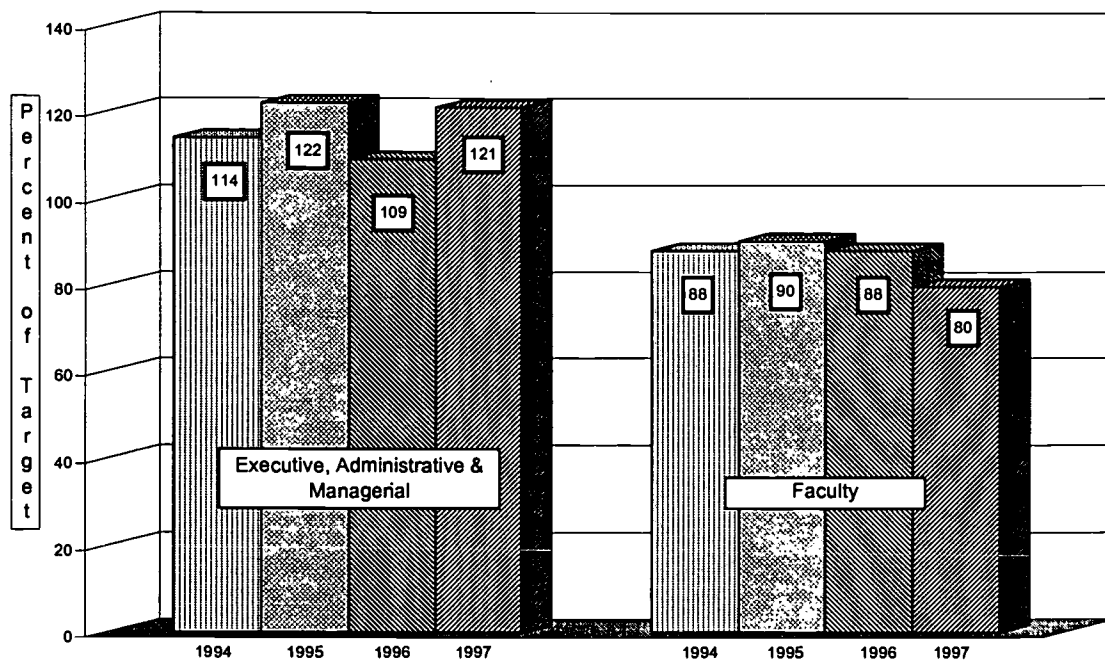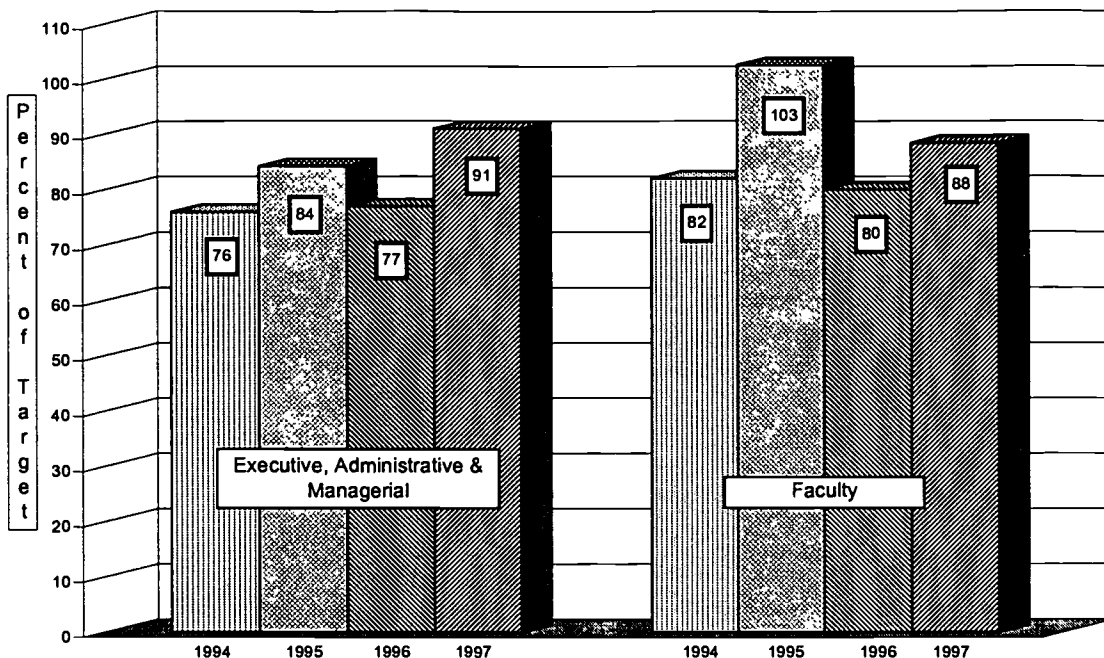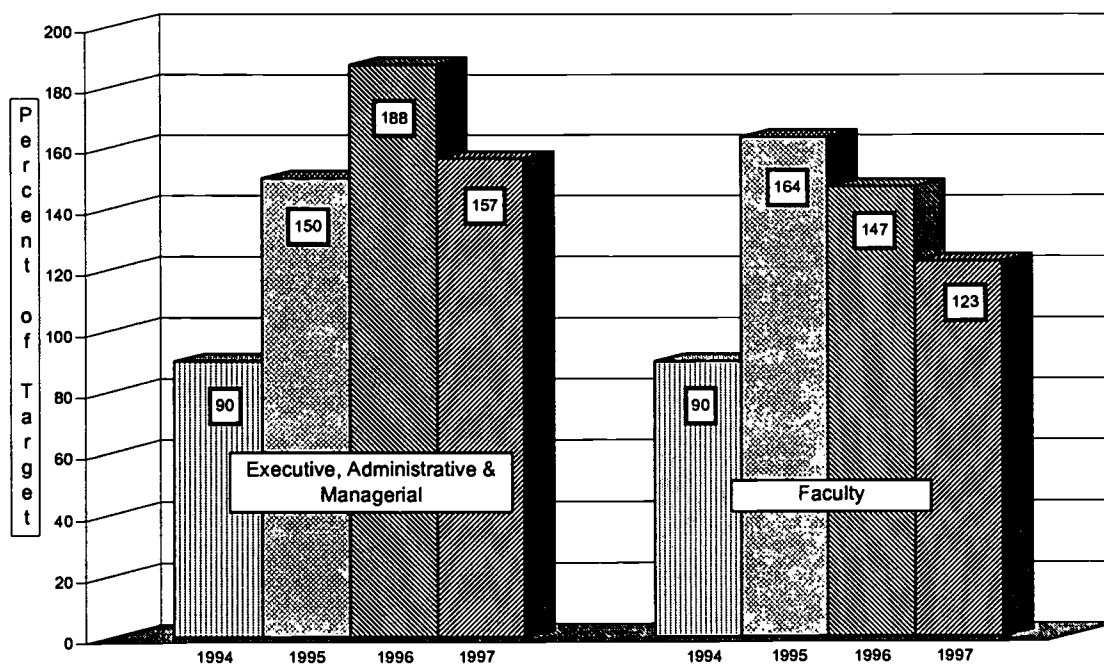For each employment category and year, the bars represent the percent of the target achieved
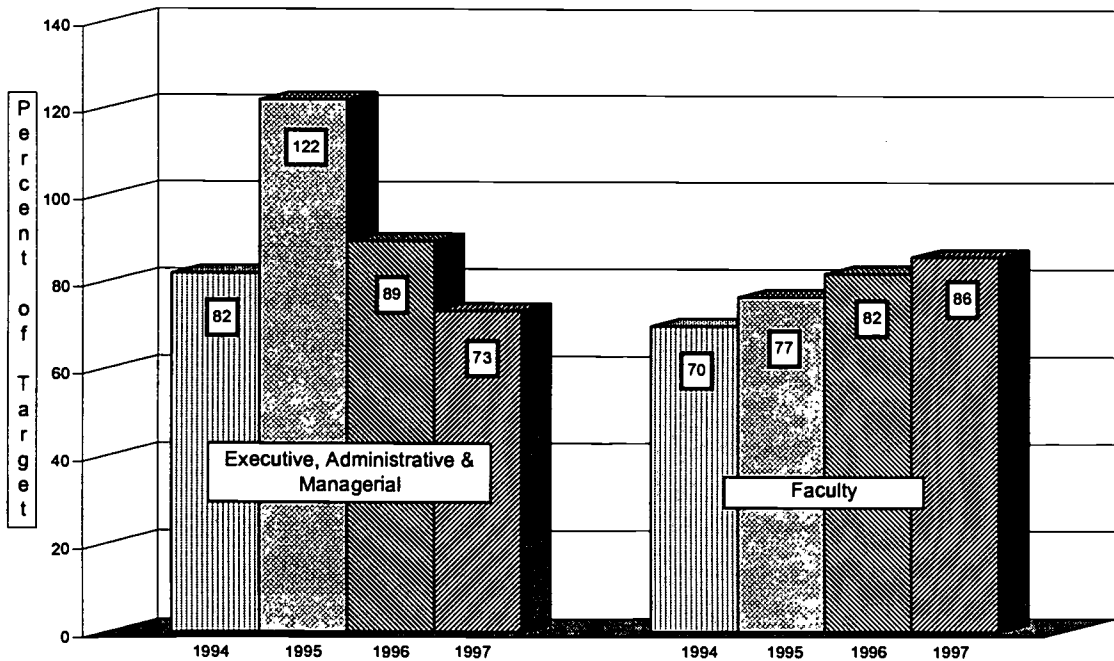
GBC
Full-time Female Employees
For each employment category and year, the bars represent the percent of the target achieved
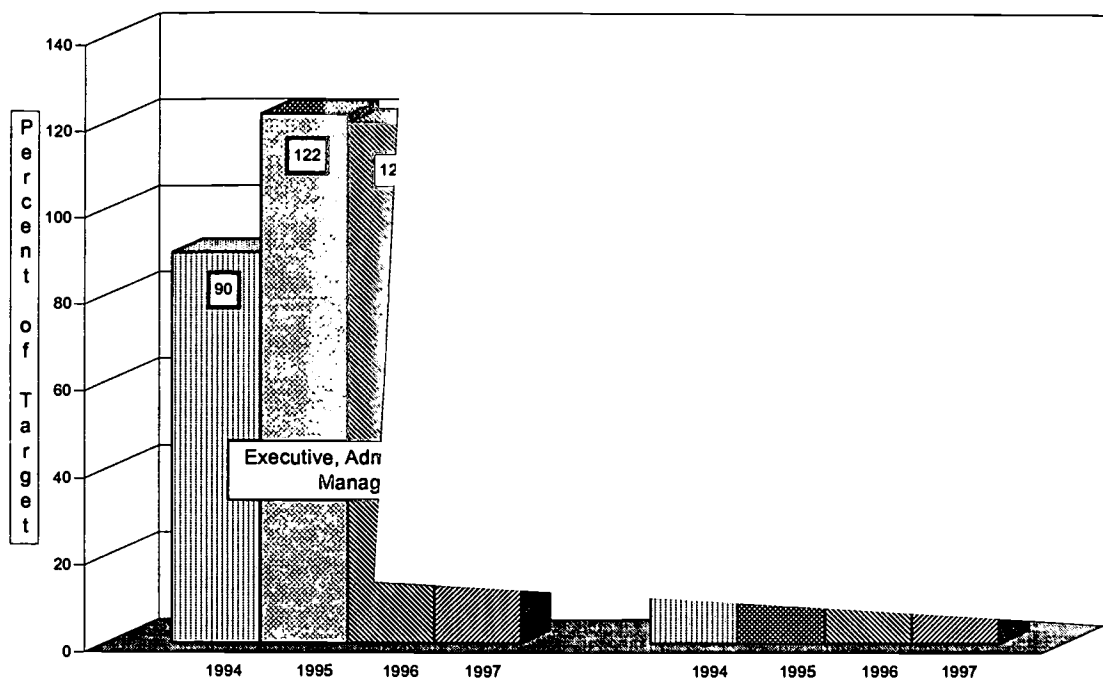
TMCC
Full-time Female Employees
For each employment category and year, the bars represent the percent of the target achieved

89

WNCC
Full-time Female Employees
For each employment category and year, the bars represent the percent of the target achieved

DRI
Full-time Female Employees
For each employment category and year, the bars represent the percent of the target achieved

SYSTEM ADMINISTRATION
Female Employees
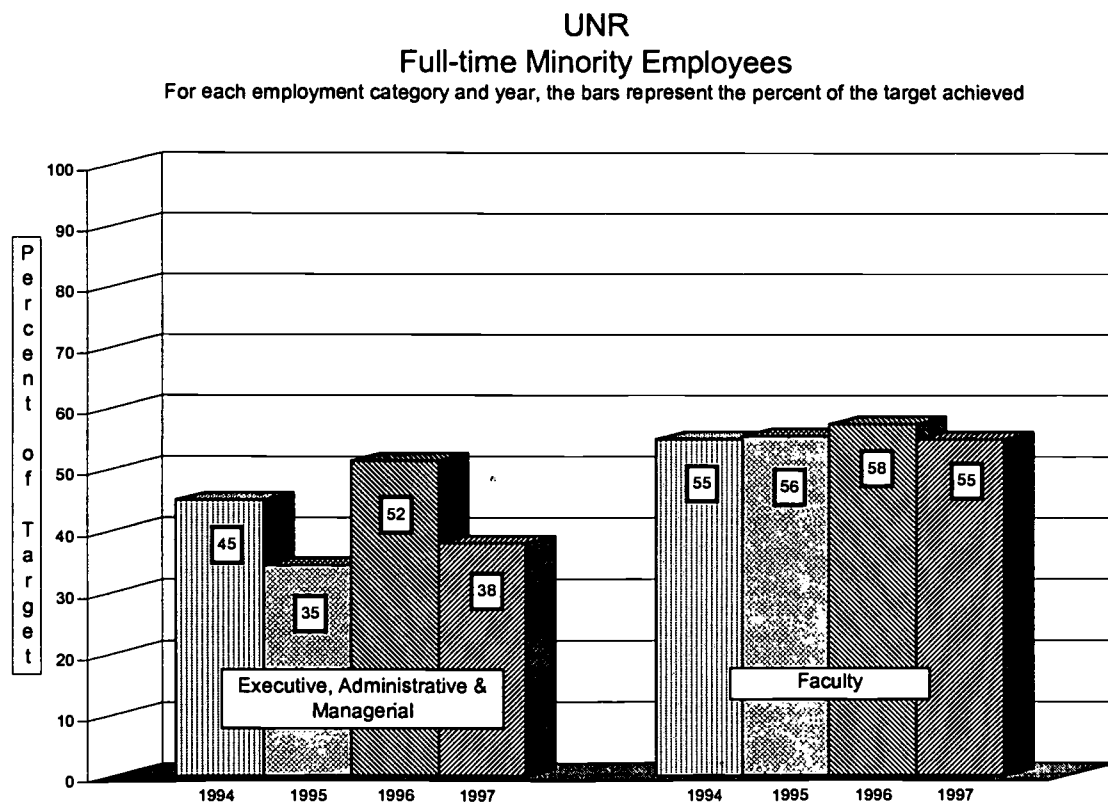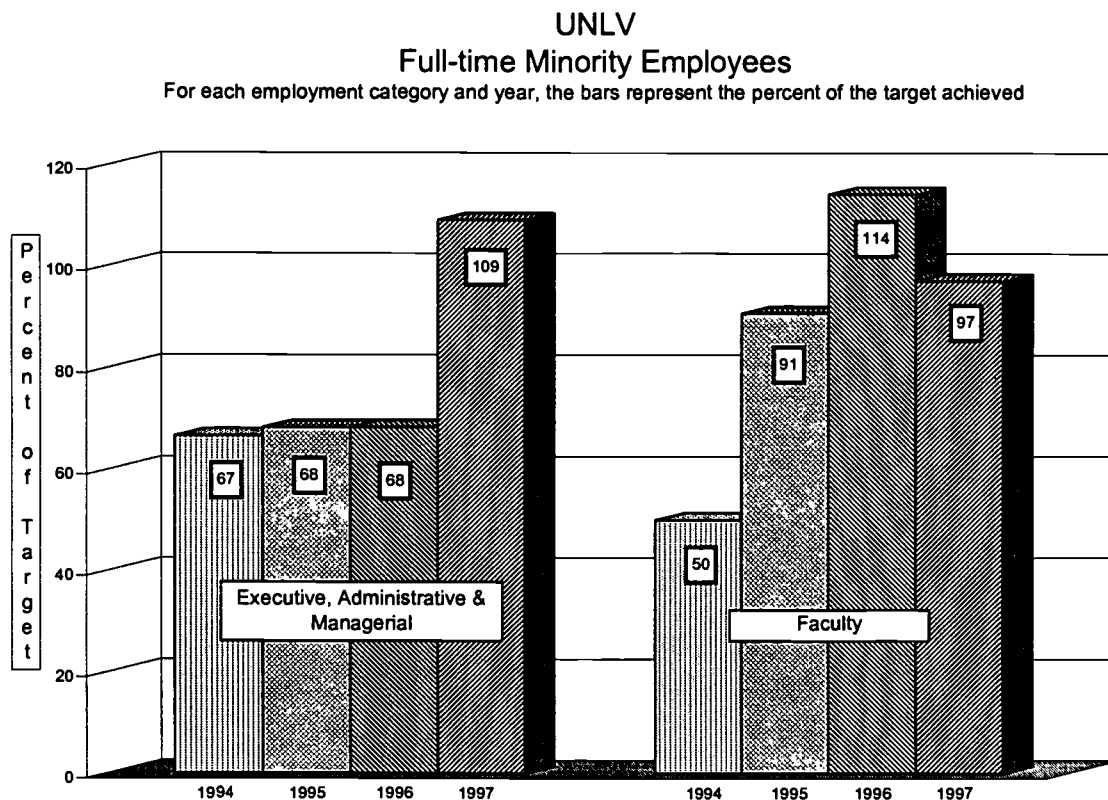For each employment category and year, the bars represent the percent of the target achieved
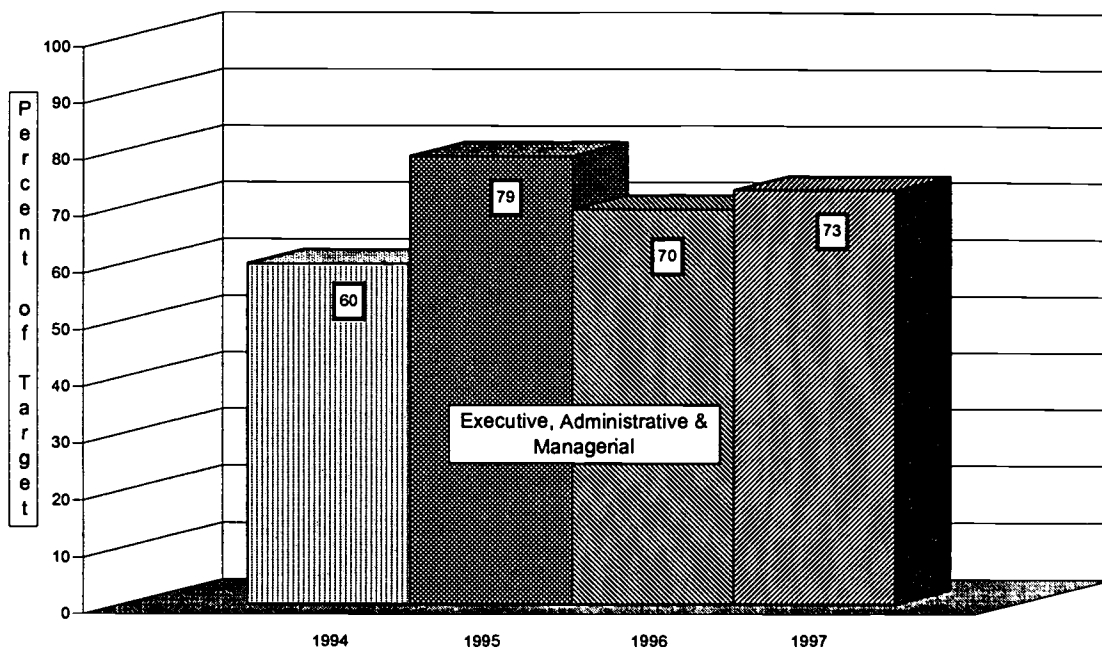
> In addition to the preceding information on the percent of targets achieved, the following is a system-wide summary of changes in the number of employees.

- Full-time Faculty
    - ✓ In 1994, 526 of the full-time faculty were women. In 1997, the number increased to 653 – an increase of 127, or 24%. During this time, the number of men increased by 207 or 18%.
    - ✓ In 1994, 31% of the full-time faculty were women. This has remained relatively stable, increasing slightly to 32% in 1997.
- Full-time Executive, Administrative and Managerial
    - ✓ In 1994, 190 of the executive, administrative and managerial employees were women. In 1997, the number increased to 226 – an increase of 36, or 19%. During this time, the number of men did not change.
    - ✓ In 1994, 41% of executive, administrative and managerial employees were women. In 1997, the number had increased to 45%.
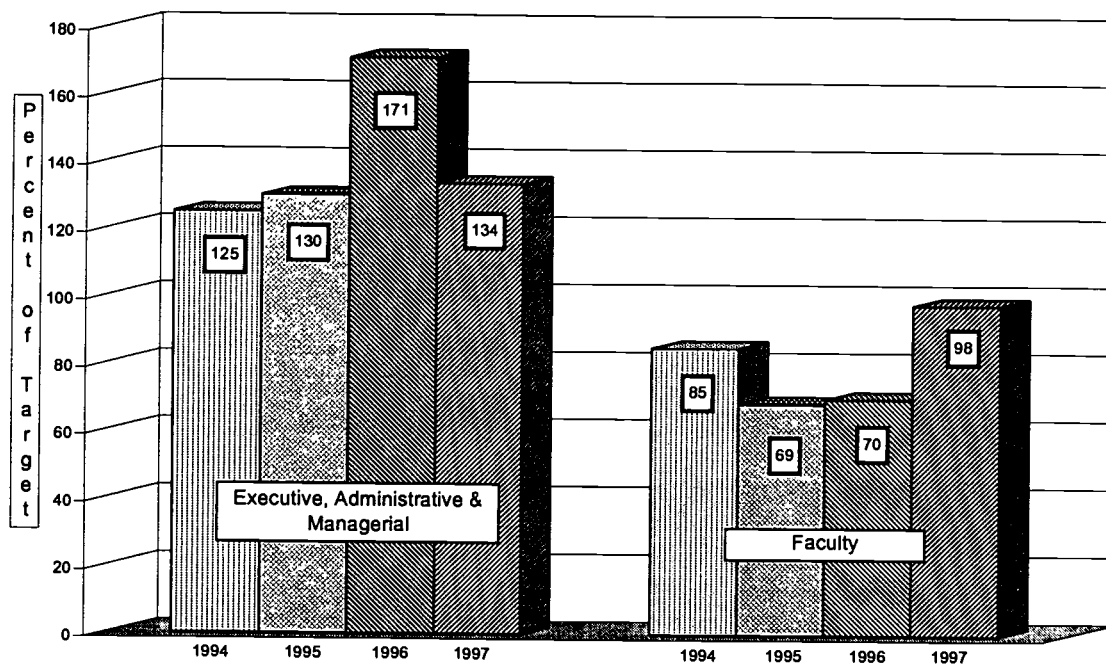
MINORITY

➤ For minority employees, the following charts show the percent of targets achieved from Fall 1994 through Fall 1997
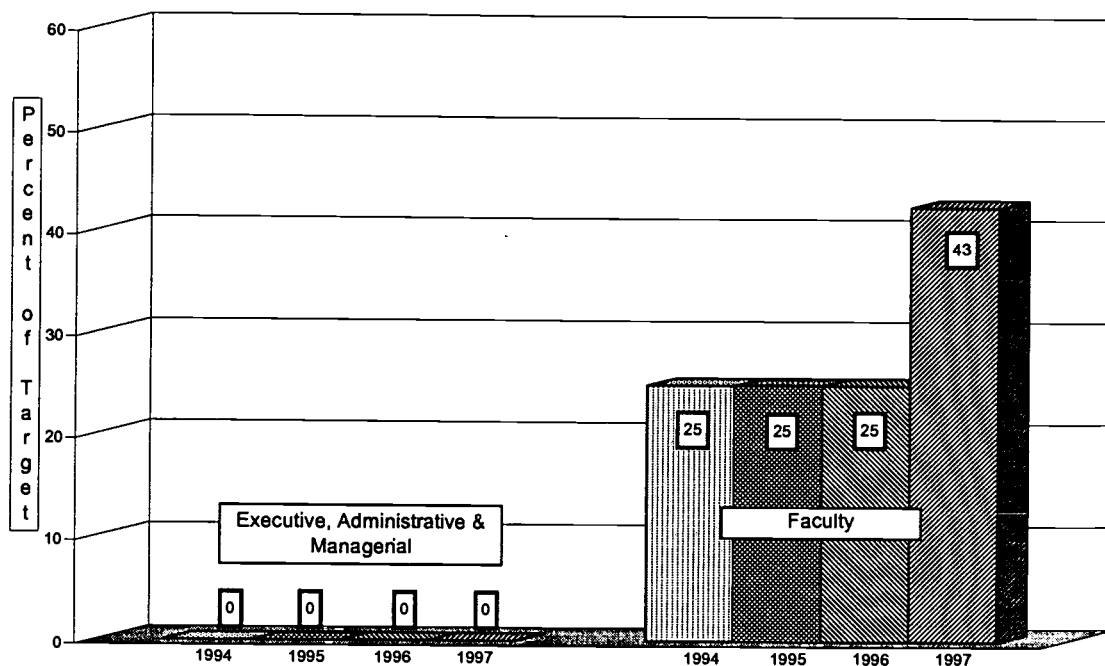
UNLV
Full-time Minority Employees
For each employment category and year, the bars represent the percent of the target achieved
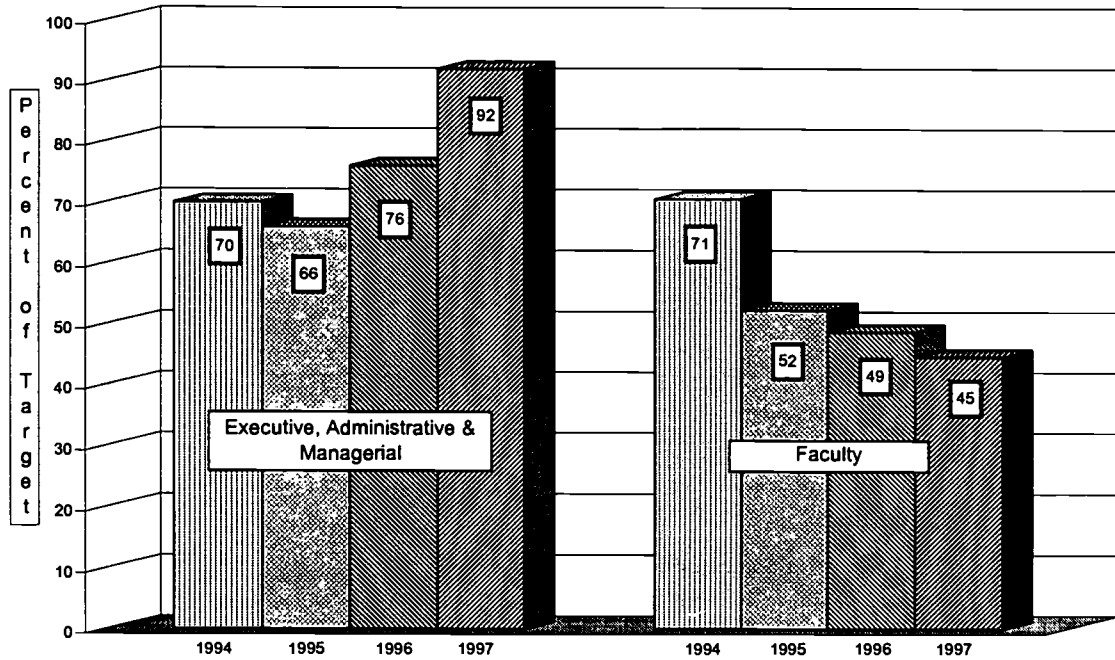

UNR
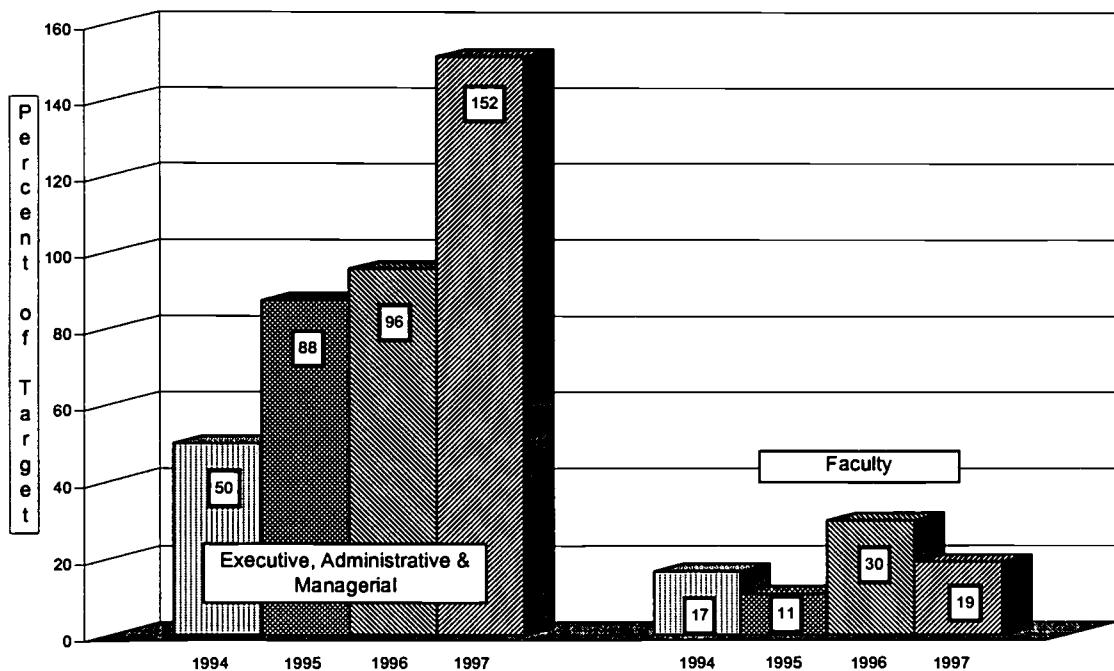### Full-time Minority Employees
For each employment category and year, the bars represent the percent of the target achieved

CCSN
Full-time Minority Employees
For each employment category and year, the bars represent the percent of the target achieved

P
e
r
c
e
n
t

o
f

T
a
r
g
e
t

180

160

140

120

100

80

60

40

20

0

171
125   130   134

85
69   70   98

Executive, Administrative & Managerial

Faculty

1994   1995   1996   1997   1994   1995   1996   1997

GBC
Full-time Minority Employees
For each employment category and year, the bars represent the percent of the target achieved

P
e
r
c
e
n
t

o
f

T
a
r
g
e
t

60

50

40

30

20

10

0

43
25   25   25

Executive, Administrative & Managerial

Faculty

0   0   0   0

1994   1995   1996   1997   1994   1995   1996   1997

93

TMCC
Full-time Minority Employees
For each employment category and year, the bars represent the percent of the target achieved
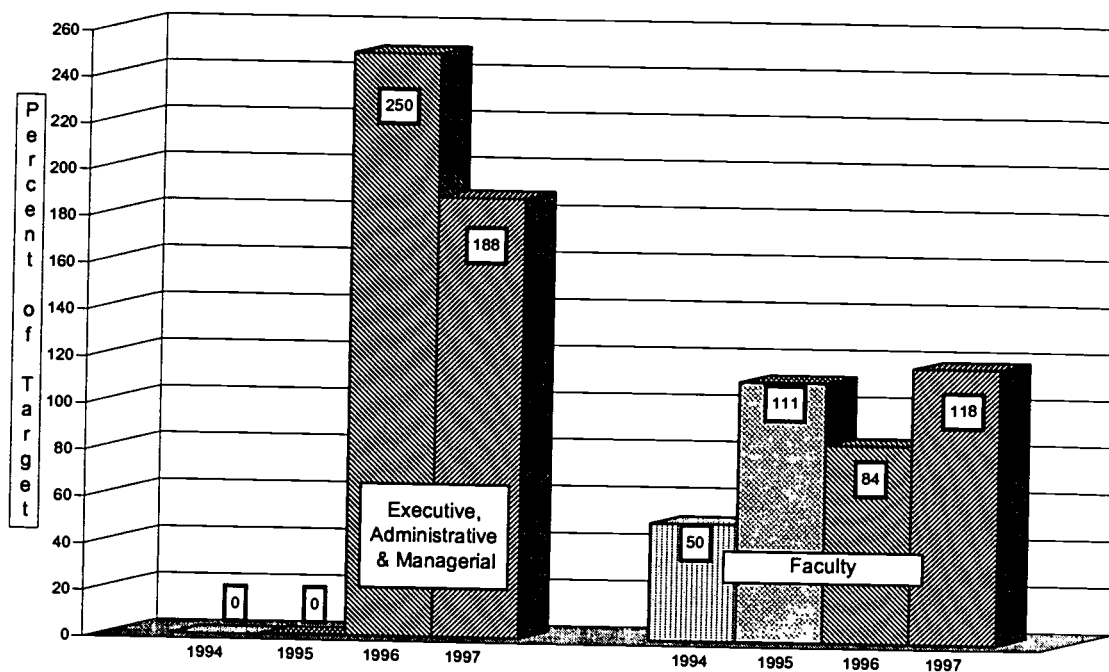

WNCC
Full-time Minority Employees
For each employment category and year, the bars represent the percent of the target achieved

DRI
Full-time Minority Employees
For each employment category and year, the bars represent the percent of the target achieved

System Administration
Full-time Minority Employees
For each employment category and year, the bars represent the percent of the target achieved

95
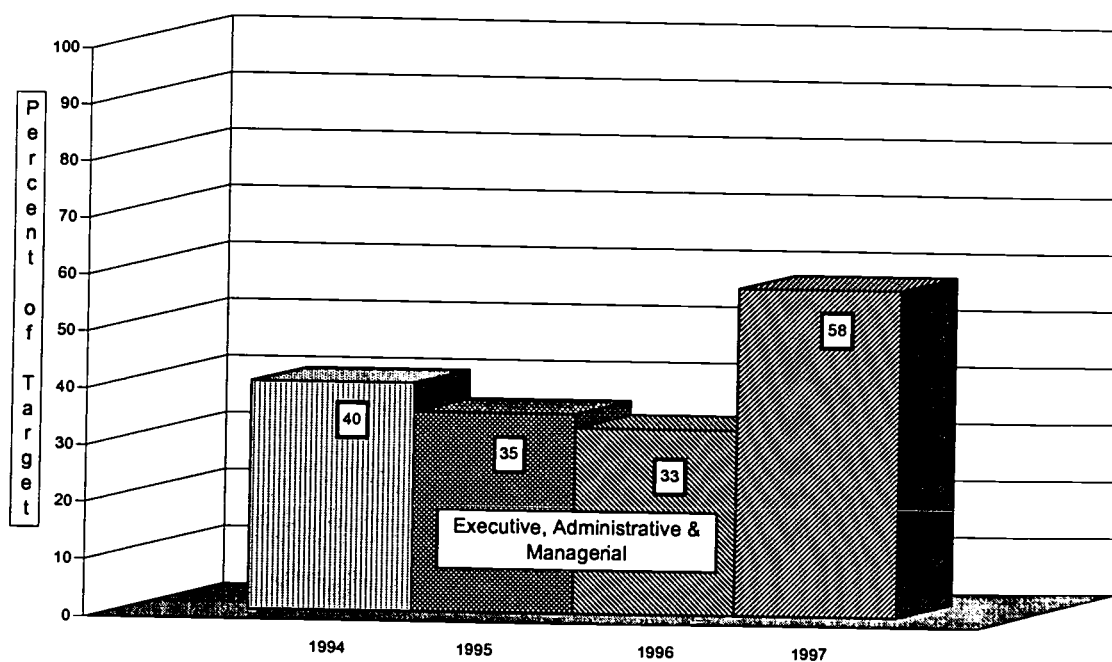
> In addition to the preceding information on the percent of targets achieved, the following is a system-wide summary of changes in the number of minority employees.

- Full-time Faculty
  - ✓ In 1994, 164 of the full-time faculty were members of a minority group. In 1997, the number increased to 248 – an increase of 84, or 51%.
  - ✓ In 1994, minority faculty members were 10% of all full-time faculty whose racial/ethnic identity was known. In 1997, this had increased to 13%.
- Full-time Executive, Administrative and Managerial
  - ✓ In 1994, 44 of the executive, administrative and managerial employees were members of a minority group. In 1997, the number increased to 61 – an increase of 17, or 39%.
  - ✓ In 1994, minority employees were 10% of the executive, administrative and managerial staff whose racial/ethnic identity was known. In 1997, the number had increased to 12%.

#14   EMPLOYER SATISFACTION

(Data to be collected by survey; survey instrument and timing to be determined)

#15   ACCREDITED PROGRAMS

➤ Specialized accreditation is an external review by professionals in specific program areas. This form of accreditation is in addition to general institutional accreditation awarded by regional accrediting agencies.

➤ Not every academic program is subject to specialized accreditation.

➤ The following table displays the number of programs currently holding specialized accreditation and the number of programs currently being reviewed for specialized accreditation.

Specialized Accreditation			
Institution	Accredited Programs	Programs Seeking Accreditation	Total
TOTAL	75	15	90
UNR	21	0	21
UNLV	35	6	41
CCSN	9	6	15
GBC	3	0	3
TMCC	5	3	8
WNCC	2	0	2

#16 FACULTY TEACHING UNDERGRADUATE COURSES

Because all instruction at the community colleges is at the undergraduate level, the following describes the distribution of instruction at the universities only. The two tables show percent distributions of all sections of instruction at the universities – the first is by the level of instruction, the second by the instructor.

➢ Of the total number of sections of instruction offered at the universities in Fall 1998, 62% were taught by faculty with the rank of Assistant Professor or higher – at the undergraduate level it was 52%, and at the graduate level 86%.

➢ Overall, full-time instructional staff account for 65% of all instruction – 56% of undergraduate instruction and 87% of graduate instruction.

Percent Distribution of Courses by Course Level (Universities)			
	Total	Undergraduate	Graduate
Total	100%	100%	100%
full-time	65%	56%	87%
Professor	22%	15%	37%
Associate Professor	22%	18%	32%
Assistant Professor	18%	19%	17%
Instructor/Lecturer	3%	4%	1%
Part-time	35%	44%	13%
Graduate Assistant	10%	14%	1%
LOA	20%	26%	7%
Other	5%	5%	6%

➢ As would be expected at research universities, a greater portion of the instructional effort at the higher ranks is devoted to graduate instruction.

Percent Distribution of Courses by Instructor (Universities)			
	Total	Undergraduate	Graduate
Total	100%	69%	31%
Full-time	100%	59%	41%
Professor	100%	47%	53%
Associate Professor	100%	56%	44%
Assistant Professor	100%	70%	30%
Instructor/Lecturer	100%	90%	10%
Part-time	100%	88%	12%
Graduate Assistant	100%	98%	2%
LOA	100%	90%	10%
Other	100%	67%	33%

#17   STUDENT SATISFACTION

(Survey instrument selected, scheduled for initial administration in 1999)

#18   ALUMNI SATISFACTION

(Data to be collected by survey; survey instrument and timing to be determined)

#19   FACULTY WORKLOAD

(Data currently being developed)

DATA SOURCES

UNDERGRADUATE ACCESS AND GROWTH INDICATORS

#1 Undergraduate College Continuation Rate
- *Postsecondary Education Opportunity,* March 1998
- Nevada Department of Education
- U.S. Census Bureau

#2 Undergraduate College Participation Rate
- IPEDS Fall Enrollment Survey
- Nevada State Demographer population data
- U.S. Census Bureau

#3 Diversity: Students
- IPEDS Fall Enrollment Survey
- Institutional Diversity Goals

#4 Affordability of Tuition and Fees
- UCCSN Budget Office
- WICHE *Tuition and Fees in Higher Education in the West*

#5 Intra-System Transfer Rates
(Data currently being developed)

#6 K-16 Articulation
(Data currently being developed)

#7 Freshman-to-Sophomore Persistence Rates
- IPEDS Fall Enrollment Survey
- *Postsecondary Education Opportunity,* June 1997

#8 Undergraduate Graduation Rates
- IPEDS Graduation Rate Survey, 1997
- Study by Clifford Adelman, American Association for Higher Education *Bulletin,* October 1998

RESEARCH AND GRADUATE/PROFESSIONAL EDUCATION INDICATORS

#9 Research and Development
- UCCSN Research Report, November 1998

#10 Graduate Student College Participation Rate
- National Center for Education Statistics Digest of Education Statistics 1998; unpublished IPEDS Fall Enrollment Survey tables
- Nevada State Demographer population data
- U.S. Census Bureau

STATE NEEDS INDICATORS

#11 Specialized Workforce Training
(Data currently being developed)

#12 Degrees and Certificates Awarded
- IPEDS Completions Survey

#13 Diversity: Full-time Employees
- IPEDS Fall Staff Survey
- Institutional Diversity Goals

#14 Employer Satisfaction
(Data to be collected by survey; survey instrument and scheduling to be determined)

QUALITY INDICATORS

#15 Accredited Programs
- Annual institutional reporting on specialized accreditation

#16 Level of Faculty Teaching Undergraduate Courses
- Institutional reporting

#17 Student Satisfaction
(Survey instrument selected, scheduled for initial administration in 1999)

#18 Alumni Satisfaction
(Data to be collected by survey; survey instrument and timing to be determined)

#19 Faculty Workload
(Data currently being developed)

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