

NEVADA SYSTEM OF HIGHER EDUCATION

Responses to LCB August 1, 2012 Questions

From the Committee to Study the Funding of Higher Education's Community
College Subcommittee



NEVADA SYSTEM OF HIGHER EDUCATION

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Nevada System of Higher Education responses to Legislative Counsel Bureau request for information dated August 01, 2012.

QUESTION 1

Excluding funding for operations and maintenance (O&M) as well as funding for capital improvements through the state's biennial Capital Improvement Program process, please clarify whether the Nevada System of Higher Education (NSHE) in general and any of the NSHE institutions in particular either currently receive or have previously received dedicated General Fund appropriations in ongoing support of capital improvements.

No NSHE institutions currently receive or have previously received funding in this category.

QUESTION 2

Please clarify whether any of the NSHE institutions in FY 2012 received revenues or payments generated from mineral rights either owned by the institution(s) or from mineral rights for which royalties are otherwise dedicated, in part or whole, to an NSHE institution(s). If so, please provide a breakdown, by institution, on the amount of revenues received in FY 2012 as well as the purpose(s) for which the revenues were used.

UNR received mineral right payments totaling \$94,072 for Fiscal Year 2011-12. This payment is associated with owned property located within the Carlin Trend. Mineral rights payments received by UNR have been consistently in this range, averaging just under \$90,000 for the past five years. These funds are currently budgeted in self supporting accounts and used to pay hosting expenses and other non-state expenses for which state funds are not available or eligible.

No other NSHE institution received revenues or payments from mineral rights.

QUESTION 3

For FY 2012, please provide a breakdown of the revenues shown as "Miscellaneous" in the NSHE Community Colleges Fiscal Year 2012 Budgeted Revenues and Expenditures table detailing each institution's state-supported and self-supporting operating budgets.

The miscellaneous revenues displayed in the table for the community colleges self-supporting budgets, consisted of transfers in from other accounts, gifts, and revenues coded as miscellaneous i.e., worker compensation funds for environmental health & safety programs, toxicology testing fees and administration cost allowance for administering the Pell program.

In general miscellaneous revenues include all sources of current fund revenue not included in other classifications. Examples are international program fees, loan repayments, rent and lease payments, and bonding proceeds.

QUESTION 4

Please clarify the process followed when a student with an open/active Individualized Education Plan (IEP) matriculates at an NSHE institution. Will the institution accept the student's current IEP or does the institution require that the student be reassessed? If the Board of Regents has adopted a policy or procedure pertaining to this issue, please provide a copy.

Each institution handles the process of evaluating an Individualized Education Plan (IEP) on an individual basis, and each institution has a disability resource center to ensure that students with disabilities have equal access to participate in, contribute to, and benefit from all programs. Currently, there is no Board policy concerning how institutions must utilize IEPs. Generally, if a student is seeking a particular accommodation based on a disability, the institution will take an existing IEP into consideration when determining the request for accommodation. Depending upon the status and age of the IEP and other considerations, including nature of the disability and any functional limitations that may impact a student's learning ability, the institution may require reevaluation of the student.

An IEP that was used by a student in high school may not be sufficient documentation for the postsecondary institution, because of the differences between postsecondary education and high school education. What the student requires to meet the new demands of postsecondary education may be different from what worked for the student in high school. And, in some cases, the nature of a disability may change.

According to regulations established by the U.S. Department of Education, postsecondary institutions may set reasonable standards for documentation. Some schools require more documentation than others. They may require the student to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of the student's current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how the student's disability affects a major life activity; and information on how the disability affects the student's academic performance. The documentation should provide enough information for the student and the institution to decide what is an appropriate academic adjustment.

Millennium Scholarship and Students with IEPs

While the Board of Regents has not adopted a policy specific to students with IEPs, the Board has created certain exceptions for students with IEPs under the Millennium Scholarship eligibility criteria. Under Title 4, Chapter 18, Section 10.4 of the *Handbook*, students who have

a documented physical or mental disability or who were previously subject to an individualized education program under the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., or a plan under Title V of the Rehabilitation Act of 1973, 29 U.S.C. §§ 791 et seq. are to be determined by the institution to be exempt from the following Millennium Scholarship eligibility criteria:

- The 6-year application limitation following high school graduation;
- The minimum semester credit hour enrollment levels; and
- The time limits for expending funds.

QUESTION 5

For FY 2012, please clarify the number and subject areas (i.e. mathematics) of dual credit courses and credit hours taken by eligible high school students in Nevada. If possible, please indicate the number of students as well. Please provide this information for each NSHE institution.

2011-12	Number of Dual Credit Courses Offered	Subject Areas in which Dual Credit Courses were Offered	Number of High School Students Enrolled
UNLV	5	Hotel Management, Mechanical Engineering, Nursing	68
UNR	-	NONE REPORTED	-
NSC	12	Business, Education, Sociology, Psychology	181
CSN	1,327 Sections (229 Courses)	Auto Tech Repair, Air Conditioning, Accounting, Academic & Life Success, American Sign Language, Anthropology, Arabic, Art, Asbestos, Automotive, Aviation, Bldg Inspection, Biology, Business, Computer Aided Drafting & Design, Counseling & Personal Svcs, Chemistry, Chinese, Computer Info Tech, Communication, Construction Mgmt, Computer Ofc Tech, Criminal Justice, Culinary Arts, Dance, Early Childhood Ed, Economics, Engineering, Emergency Mgmt Admin, English, Environmental Sci, English as a Second Language, French, Fire Sci Tech, Geography, Geology, German, Graphic Tech, Health & Human Performance, History, Health Info Tech, Hotel Mgmt, Interior Desing, Info Systems, Italian, Japanese, Latin, Mathematics, Mgmt, Marketing, Mech Tech, Music, Ophthalmic Tech, Phys Ed, Philosophy, Photography, Physics, Plumbing, Political Science, Psychology, Reading, Russian, Sociology, Spanish, Travel & Tourism, Theater, Womens Studies	1,132
GBC	29	American Sign Language, Anthropology, Art, Chemistry, Computer Office Technology, Criminal Justice, Economics, English, Film, French, History, Information Systems, Mathematics, Management, Music, Philosophy, Political Science, Psychology, Sociology	246

TMCC	257	Architecture Design, Accounting, Applied Industrial Tech, American Sign Language, Anthropology, Art, Astronomy, Automotive, Biology, Business, Computer Aided Drafting & Design, Cooperative Ed, Core Humanities, Chemistry, Computer Info Tech, Communication, Computer Ofc Tech, Counseling & Personal Dvlp, Criminal Justice, Computer Sci, Culinary Arts, Dance, Drafting, Diesel Tech, Early Childhood Ed, Economics, Education, Emergency Med Svcs, English, Engineering, Environmental Sci, Educational Psychology, French, Fire Sci Tech, Geography, Geology, Graphic Tech, Human Dvlp & Family Studies, Hebrew, History, Humanities, Info Systems, Journalism, Japanese, Mathematics, Mechanical Eng, Mgmt, Mental Health Svcs, Marketing, Mechanical Tech, Music, Natural Resource & Env Sci, Nursing, Nutrition, Physical Ed, Philosophy, Physics, Political Science, Psychology, Radiology Tech, Reading, Russian, Sociology, Spanish, Social Work, Theater, Welding	251
WNC	30	Art, Biology, Business, Chemistry, English, Electronics Technology, Mathematics, Music, Spanish, Theater	31

Enrollment by high school students in NSHE courses that are not counted for dual enrollment in high school and are NOT included in the above section.

2011-12	Subject Areas in which High School Students Enrolled	Number of High School Students Enrolled
UNR	American Sign Language, Business, Chemistry, Chinese, Computer Engineering, Computer Science, Economics, Geography, Mathematics, Music, Physics	125
UNLV	Biology, French, German, History, Japan, Mathematics, Music, Music, Physics, Political Science, Psychology, Spanish	11
NSC	Biology, CEP, Education, English, Environmental Science, Geology, Mathematics, Sociology, Psychology	4
CSN	American Sign Language, Asbestos, Astronomy, Biology, Counseling & Personal Service, Chemistry, Dance, Diesel Tech, Education, English, English as a Second Language, Food & Beverage, Health & Human Performance, History, Health Info Tech, Human Services, Journalism, Mental Health Services, Music, Ophthalmic Tech, Physics, Portugese, Sustainable Construction Tech, Welding	155
GBC	Accounting, Agriculture, American Sign Language, Applied Mathematics and Science, Anthropology, Art, Astronomy, Biology, Business, Chemistry, Communication, Computer Office Technology, Criminal Justice, Early Childhood Education, Economics, English, Finance, French, Geography, Human Development and Family Studies, History, Human Services, Integrative Studies, Information Systems, Mathematics, Management, Music, Nursing, Physical Education and Excercise, Philosophy, Physics, Political Science, Psychology, Radiology, Sociology, Social Work, Transport Technology, Welding.	727

TMCC	American Sign Language, Anthropology, Art, Automotive, Computer Aided Drafting & Design, Chemistry, Communication, Criminal Justice, Culinary Arts, Dance, Economics, Education, Emergency Med Svcs, English, Engineering, Renewable Energy, Educational Psychology, Fire Sci, Geography, Geology, Graphic Tech, Human Dvlp & Family Studies, History, Humanities, Journalism, Japanese, Mathematics, Music, Phys Ed, Philosophy, Political Science, Psychology, Reading, Sociology, Spanish, Theater	59
WNC	Accounting, American Sign Language, Anthropology, Art, Biology, Business, Chemistry, Computer Info Tech, Communication, Criminal Justice, Emergency Medical Services, English, Educational Psychology, Electronics Tech, Finance, Geography, Geology, Geographic Info Systems, History, Health Info Tech, Information Systems, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, Theater	37

QUESTION 6

Please provide a copy of the NSHE report on “student access and affordability” which was referenced at the meeting.

Included in **Appendix A** is a copy of the June 2012, final report of the Access and Affordability Committee, an ad hoc committee created by the Chancellor charged with making recommendations in the context of tuition and fees and financial aid that encourage full-time enrollment and degree completion.

QUESTION 7

Please provide a one to two page overview of the process by which institutions of higher education attain federal designation as a Hispanic-Serving Institution.

As the Committee is aware, the multipart process by which institutions of higher education are acknowledged as Hispanic Serving Institutions (HSI) is administered at the federal level by the U.S. Department of Education. This response includes a general overview of that process and additional sources of information.

Before an institution of higher education may be recognized at the federal level as an HSI, the institution must first apply for and be designated as a Title III and Title V eligible institution, which is an annual process administered by Institutional Service within the U.S. Department of Education’s Office of Postsecondary Education. Institutional Service administers the programs authorized under Title III (Institutional Aid) and Title V (including HSI) of the Higher Education Act of 1965, as amended.

For Fiscal Year 2012, the 45-page application package to request designation as an eligible institution under Title III and Title V programs was available on-line (https://opeweb.ed.gov/title3and5/codes/t3_login.cfm) through the Office of Postsecondary

Education on December 15, 2011. The deadline for eligibility designation of institutions applying for new grants was February 10, 2012. As part of the annual application package, institutions must complete ED Form 1049, a copy of which was included in the 2012 on-line packet and is attached for reference (**See Appendix B**).

As noted previously, an HSI is defined as an institution of higher education that has been designated as an eligible institution for Title III and Title V programs and has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. According to staff at with the Institutional Service office, institutions that meet these eligibility requirements and want to apply for a grant must then submit the necessary student enrollment data to be acknowledged as an HSI.

For additional information on the status of NSHE institutions that have received the Title III and Title V federal designation, please see the Chancellor's response to earlier questions from the Committee to Study the Funding of Higher Education dated June 18, 2012.

QUESTION 8

For each community college, please identify the dollar amount of research, infrastructure and operations-supporting grant funding which each institution received directly in FY 2012 and which is not otherwise shown in either the state-supported or self- supporting operating budgets.

Final FY 12 data is not yet available. FY 11 data is provided below in a table which identifies institutional awards and expenditures by category and source.

NSHE Sponsored Projects Annual Awards and Expenditures Report (Awards & Expenditures by Function & Sources of Funds) FY 2011														
College of Southern Nevada														
Sponsor	Functional Categories													
	Instruction		Research		Public Service		Scholarships & Fellowships		Student Services		Other Categories		Total Sponsored	
	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended
Federal	410,032	239,894	0	0	0	0	37,325,885	37,171,633	1,052,290	709,949	1,564,878	230,384	40,353,085	38,351,860
Federal Pass-through	5,004,798	3,198,963	0	0	0	0	158,000	157,934	490,906	467,240	94,097	86,224	5,747,801	3,910,361
State of Nevada	709,800	700,030	0	0	0	0	14,500	14,500	0	0	0	0	724,300	714,530
Other state and local govt.	7,143	7,142	0	0	0	0	0	0	0	0	0	0	7,143	7,142
Private, For-Profit (Industry)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private, Non-Profit	0	0	0	0	0	0	0	0	30,000	8,514	0	0	30,000	8,514
CATEGORY TOTALS	6,131,773	4,146,029	0	0	0	0	37,498,385	37,344,067	1,573,196	1,185,703	1,658,975	316,608	46,862,329	42,992,407
Great Basin College														
Sponsor	Functional Categories													
	Instruction		Research		Public Service		Scholarships & Fellowships		Student Services		Other Categories		Total Sponsored	
	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended
Federal	305,574	277,168	0	0	0	0	2,913,691	2,913,691	0	0	0	0	3,219,265	3,190,859
Federal Pass-through	1,809,974	1,178,274	0	0	6,150	6,150	20,000	12,000	0	0	0	0	1,836,124	1,196,424
State of Nevada	330,761	330,761	0	0	0	0	0	0	0	0	0	0	330,761	330,761
Other state and local govt.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private, For-Profit (Industry)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private, Non-Profit	0	0	0	0	2,500	2,500	0	0	0	0	0	0	2,500	2,500
CATEGORY TOTALS	2,446,309	1,786,203	0	0	8,650	8,650	2,933,691	2,925,691	0	0	0	0	5,388,650	4,720,544
Truckee Meadows Community College														
Sponsor	Functional Categories													
	Instruction		Research		Public Service		Scholarships & Fellowships		Student Services		Other Categories		Total Sponsored	
	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended
Federal	639,177	566,533	0	0	0	0	15,520,449	15,520,449	711,277	676,036	600,000	5,020	17,470,903	16,768,038
Federal Pass-through	2,300,805	1,720,751	0	0	0	0	55,279	55,279	188,694	126,698	445,623	413,569	2,990,401	2,316,297
State of Nevada	133,176	128,029	0	0	0	0	310,234	310,234	60,000	37,535	0	0	503,410	475,798
Other state and local govt.	46,050	40,393	0	0	0	0	0	0	0	0	0	0	46,050	40,393
Private, For-Profit (Industry)	241,573	241,573	0	0	0	0	11,738	11,738	0	0	0	0	253,311	253,311
Private, Non-Profit	0	0	0	0	0	0	1,123,627	1,123,627	0	0	0	0	1,123,627	1,123,627
CATEGORY TOTALS	3,360,781	2,697,279	0	0	0	0	17,021,327	17,021,327	959,971	840,269	1,045,623	418,589	22,387,702	20,977,464
Western Nevada College														
Sponsor	Functional Categories													
	Instruction		Research		Public Service		Scholarships & Fellowships		Student Services		Other Categories		Total Sponsored	
	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended	Total \$ Awarded	Total \$ Expended
Federal	0	0	0	0	0	0	7,159,156	7,164,886	5,356,777	5,341,563	0	0	12,515,933	12,506,449
Federal Pass-through	1,370,189	1,017,544	0	0	0	0	0	0	0	0	0	0	1,370,189	1,017,544
State of Nevada	89,046	71,086	0	0	0	0	0	0	0	0	0	0	89,046	71,086
Other state and local govt.	11,700	20,570	0	0	2,780	2,475	0	0	0	0	0	0	14,480	23,045
Private, For-Profit (Industry)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private, Non-Profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CATEGORY TOTALS	1,470,935	1,109,200	0	0	2,780	2,475	7,159,156	7,164,886	5,356,777	5,341,563	0	0	13,989,648	13,618,124

QUESTION 9

Please provide information that explains the basis for the Small College Factor, why the maximum funding is proposed as \$1.5 million per institution, why it is proposed to decrease as weighted student credit hours increase and the scale on which it decreases.

The inclusion of a small institution factor intends to address certain administrative fixed costs which exist at any institution regardless of its size. Generally speaking, these would include functions like a President's Office, Chief Academic Officer/ Provost's Office, Controller/ Finance Office, etc. In preparing the model, it became apparent that the smaller community colleges (GBC and WNC) did not have adequate weighted student credit hours to fully distribute these fixed overhead costs.

The figure of \$1.5 million approximates the amount of overhead otherwise not distributed. As a point of reference, it is approximately one half of the smallest FY 12 community college institutional support budget. By intention, it does not correlate to specific line items, and NSHE

would generally recommend against any line item calculation forming the basis for this number as to avoid creating any artificial expenditure plan that would otherwise restrict institutional flexibility.

As indicated in the footnote of the model, the proposed \$1.5 million phases out between 50,000 and 100,000 weighted student credit hours (WSCH). In other words, every additional WSCH above 50,000 results in a reduction of \$30.00 in the small institution factor. Note that the cap of 100,000 is weighted student credit hours. Using the projected FY 12 WSCH and projected FY 12 FTE from those two smaller institutions, it was determined that every FTE generated an average of 32.13 WSCH. In the existing Formula, 3,000 FTE is the point at which an institution loses its small institution weighting. This number, times 32.13 equals 96,390 WSCH, which was rounded to 100,000.

	FY 12	FY 12	WSCH/
	Proj WSCH	Proj FTE	FTE
GBC	63,041	1,853	34.02
WNC	72,985	2,381	30.65
Total	136,026	4,234	32.13

QUESTION 10

With regard to the proposed performance pool, please provide a copy of Version #19 and, if a newer iteration is available, please provide that version.

Versions 19 & 20 of the proposed performance pool is attached. See **Appendix C.**

QUESTION 11

For Fiscal Years 2009, 2010, 2011 and 2012, for each community college, please provide a table that shows the total General Fund appropriation expended, the annual average full-time student equivalents and the resultant General Fund appropriation per SFTE. Please provide a second table that demonstrates the same information based upon total revenues (General Fund appropriation, registration fees, non-resident tuition, miscellaneous student fees and investment income) reflected in the institutions' state-supported operating budgets. Finally, based upon the proposed \$132.56 "price" per weighted student credit hour of the NSHE's alternative funding formula model and utilizing FY 2012 final SFTE enrollments, show the General Fund appropriation per SFTE each college would receive in FY 2014 and FY 2015 under the alternative funding formula.

See **Appendix D.**

QUESTION 12

Please provide information on the specific federal grant funding (name, dollar amount, whether one-time or ongoing, purpose) NSHE currently receives by virtue of the University of Nevada being recognized as a Land Grant institution. Please identify which institutions receive the funding identified and the amount they received in FY 2012.

See **Appendix E.**

APPENDIX A



Committee on Access and Affordability

Report and Recommendations

June 2012



Access and Affordability - Critical to Graduating Students

Across the nation, states, including Nevada, are struggling to piece together budgets to fund public colleges and universities in these times of continued economic distress. Faced with severe cutbacks, many public institutions are turning to the one source they have for increasing revenue – tuition and fees. These increased costs are, in turn, putting college students and their families under mounting financial pressure. The cost of education remains a significant barrier to degree attainment, a barrier that cannot be ignored in light of the national movement and state imperative to increase the number of citizens that have a degree or certificate of value. This report examines access and affordability in the context of Nevada’s rising tuition levels and limited financial aid resources.



Under the Complete College America Alliance, Nevada’s colleges and universities face the daunting challenge of significantly increasing the number of students they graduate with a degree or credential of value. This is a challenging goal in a state where the majority of students attend college part-time as they struggle to provide for their families. Completing a degree or certificate is particularly challenging for low income and first generation students, often from underrepresented racial or ethnic groups, who are increasingly the populations that the Nevada System of Higher Education (NSHE) institutions will serve in coming years. The most underserved populations are among the least able to afford rising tuition, least likely

to enroll in college, and least likely to complete a degree or certificate program if they do enroll. Given the considerable challenges facing NSHE institutions, Chancellor Dan Klaich appointed an ad-hoc Committee on Access and Affordability to review the Board of Regents tuition, fee and student financial aid policies. This report is the Committee’s response to the Chancellor’s charge.

Committee Charge

With the goal of encouraging full-time enrollment and degree completion, the Committee on Access and Affordability was charged with the following:

- Review and consider recent increases in registration fees and tuition, mandatory student fees, including special course and differential fees, in the context of Nevada’s current family income and available financial aid.
- Review and consider institutional and system-wide trends in the distribution of need-based financial aid.
- Review and consider institutional and system trends related to affordability, including college participation rates for students from low-income families, institutional cost of attendance, and all sources of aid to students, including federal aid and tax credits, state assistance through the Millennium Scholarship, and family and student contributions.
- Review and consider “truth-in-tuition” models and policies utilized in other states.
- Review and consider tuition and fee models that are designed to encourage timely degree completion.
- Establish student and parent forums to seek input on the cost of higher education and the impact it may have on student and family decisions related to higher education.

Committee Representation

For this ad hoc study committee, the Chancellor appointed five institutional representatives who collectively have expertise in financial aid, admissions and recruiting; three students representing undergraduate, graduate and community college students; one faculty representative; and two parents, one representing parents of graduating high school students and one parent of enrolled college students. The Committee was chaired by Crystal Abba, NSHE Vice Chancellor for Academic and Student Affairs. Staffing for the Committee was provided by Linda Heiss, NSHE Director of Institutional Research, and Renee Davis, NSHE Director of Student Affairs. The time and thoughtful attention to these important issues by Committee members is sincerely appreciated.

Joseph K. Broad

Student and Speaker, ASUN
University of Nevada, Reno

Heather Dodson

Student and President, ASWN
Western Nevada College

Rita Escher

Director of Academic Services
University of Nevada, Reno

Michael Gordon

Student and President, GPSA
University of Nevada, Las Vegas

Brad Gruner

Dean of Student Affairs
College of Southern Nevada

Jesus Gutierrez

Parent and Business Owner

Robin Herlands

Faculty Member and NSC Faculty Senate Chair
Nevada State College

Luke Schultheis

Executive Director of Admissions
University of Nevada, Las Vegas

Kimberly Tate

Parent and President, Nevada PTA

Neil Woolf

Director of Enrollment Services
Nevada State College

Sharon Wurm

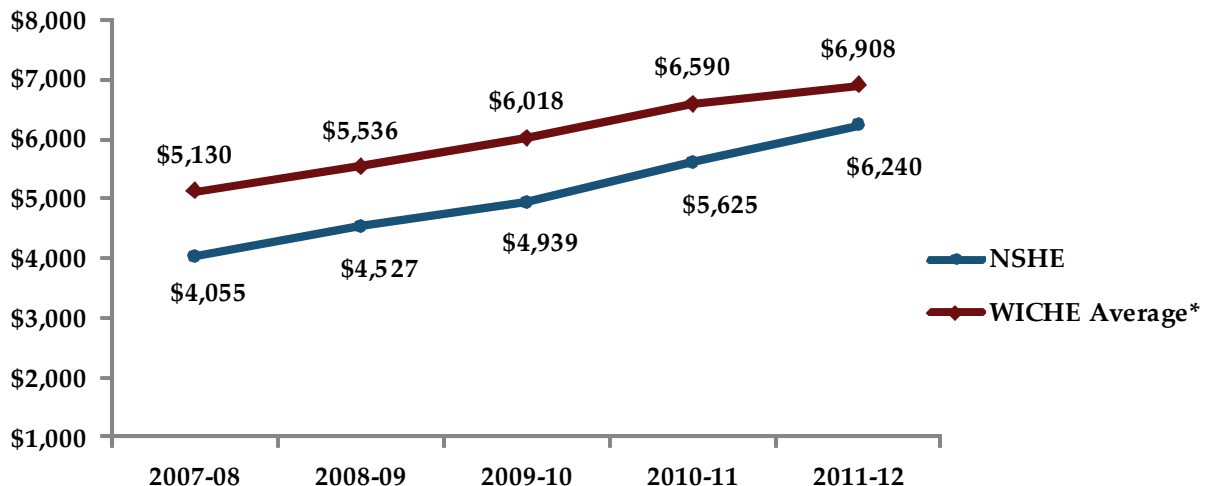
Director of Financial Aid
Truckee Meadows Community College



Are NSHE Institutions Affordable?

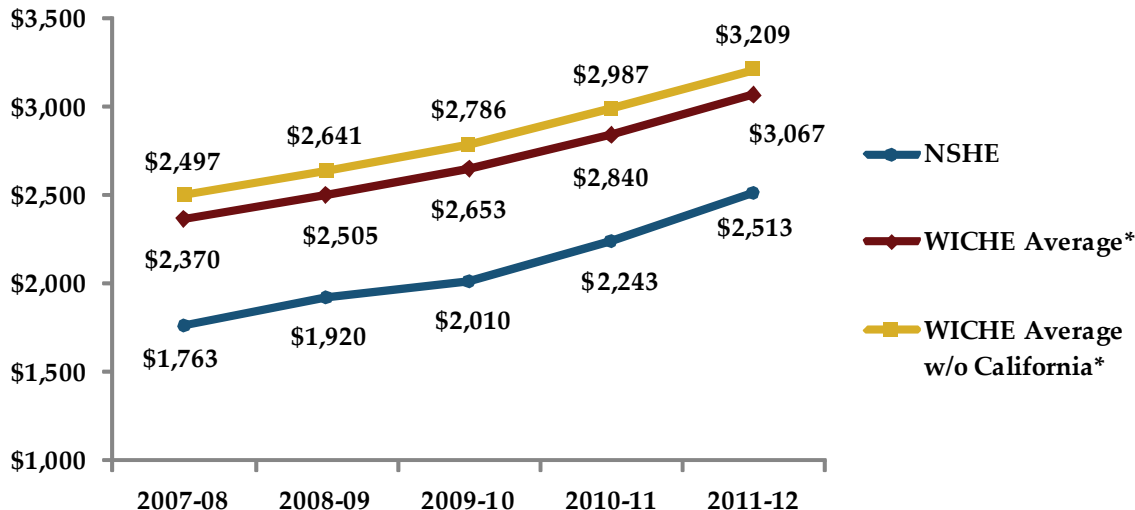
Compared to other western states, Nevada's tuition and fees remain low. In the case of NSHE universities, tuition and fees in recent years have remained consistently below the average tuition and fees paid in other western states. The same is true of NSHE community colleges particularly when the exceptionally low rate paid by students attending California community colleges is removed from the calculation. The comparatively low tuition and fee rates charged in Nevada are due in part to the historical policy of the Board of Regents that provided fees would be set based on the WICHE median of state averages using a 3-year lag. The 3-year lag provision was intended to keep NSHE tuition and fees low relative to those charged in the WICHE states (see Appendix H for a list of WICHE members). The Board's low tuition philosophy was abandoned in April 2010 as a result of a recommendation of the Tuition and Fee Committee and in light of growing pressure to increase fees in an environment of declining state support.

**Average Undergraduate Resident Tuition and Mandatory Fees
Public Universities in the WICHE Region**



*Note: WICHE Average is the average of state averages, calculated using comparable institutions from WICHE Tuition and Fees in Public Higher Education in the West. Revised 8/3/12.

Average Undergraduate Resident Tuition and Mandatory Fees Public 2-Year Institutions in the WICHE Region



*Note: WICHE Average is the average of state averages, calculated using comparable institutions from *WICHE Tuition and Fees in Public Higher Education in the West*. Revised 8/3/12.

Based on relative western state comparisons, for those factors that are in the control of the Board of Regents (e.g. registration fees, tuition, student fees, special course fees, differential program fees, etc.), tuition and fees in Nevada are comparatively low. However, students and their families often do not consider the cost of an NSHE institution compared to institutions in other states; rather they are simply focused on the cost of attending a Nevada institution. Nevada's cost of living is a factor outside the Board's control, but often impacts students' decisions in terms of whether or not they choose to attend or, if attending, whether full- or part-time.

Percent of Family Income Needed to Pay for College in Nevada

Institutional price based on tuition and fee levels alone does not dictate affordability, and finding a meaningful way to assess the impact of cost of living on decision making about college is difficult. One way is to look at the portion of income students and their families must spend to cover the costs of higher education, including living expenses. Employing the concept of net price (tuition and room and board less federal, state need- and non-need based aid, and institutional aid), also makes it possible to take financial aid into consideration. For public two-year institutions, in 2009 the percent of median family income needed to pay for college in Nevada was 16.8 percent, compared to the national average of 12.9 percent (Appendix A). Nevada was lower than only two other states: New Hampshire at 17.9 percent and Vermont at 17.5 percent. When considering the same affordability indicator for families in the lowest income quintile, the picture is even worse. Again for 2009, the percent of family income needed to pay for college at a two-year institution was 53.4 percent for Nevada, compared to 46.4 percent for the national average (Appendix B).

Looking at the same data for public four-year colleges and universities, Nevada is much closer to the national average than it is for two-year institutions. In 2009, the percent of median family income needed to pay for college at a four-year institution in Nevada was 17.6 percent, compared to the national average of 16.9 percent (Appendix C). What is even more striking is the fact that when

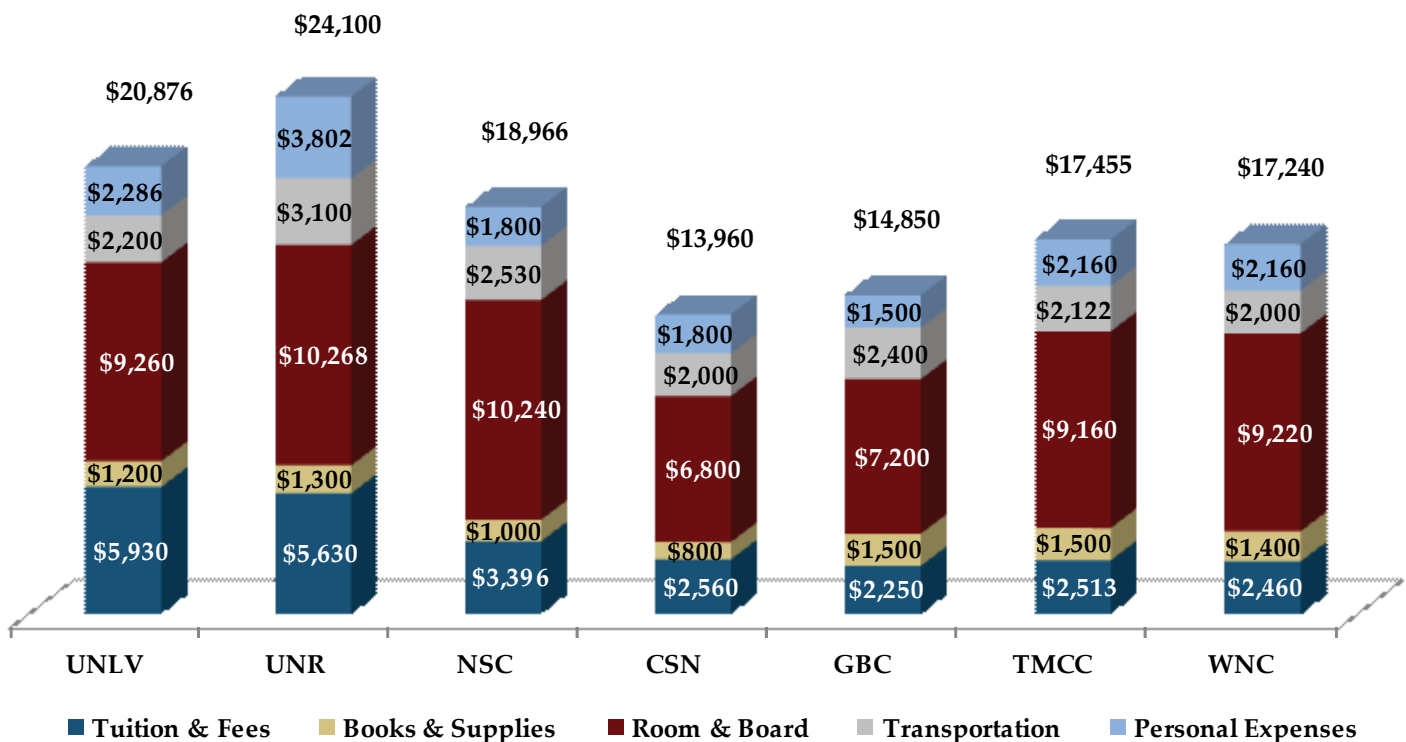
considering the same affordability indicator for families in the lowest income quintile, Nevada, at 56 percent of family income necessary to pay for education at a public four-year institution, actually fares better than the national average 60.7 percent (Appendix D). So, although it is understood that tuition and fees are higher at Nevada four-year institutions than at the two-year institutions, Nevada four-year institutions are better able to offset cost of attendance with financial aid than are the majority of four-year institutions across the nation.

Nevada's High Cost of Living and the Impact on Cost of Attendance

Whether one is looking at two-year or four-year institutions in Nevada, the poorest of families must devote an average of over 50 percent of their family income toward higher education, and that is *after* financial aid. Based on the indicators discussed above, it appears that Nevada's relatively high cost of living significantly impacts college affordability and may be one of the primary reasons that such a large percentage of NSHE students attend part-time—they simply cannot afford to support themselves or a family and go to school full-time.

The impact of cost of living is evident in the following table that reflects the cost of attendance for a student living off campus. This cost represents a middle ground that is less expensive than the cost associated with living on campus, but more expensive than living with family. Overall, more NSHE students have an off campus cost of attendance assigned to them in the financial aid process than either of the other categories. Institutional cost of attendance is determined based on a methodology defined by the U.S. Department of Education and is calculated independently by each institution. As a result of the varied assumptions made at each institution, the cost of each category can vary, even for institutions in the same service area.

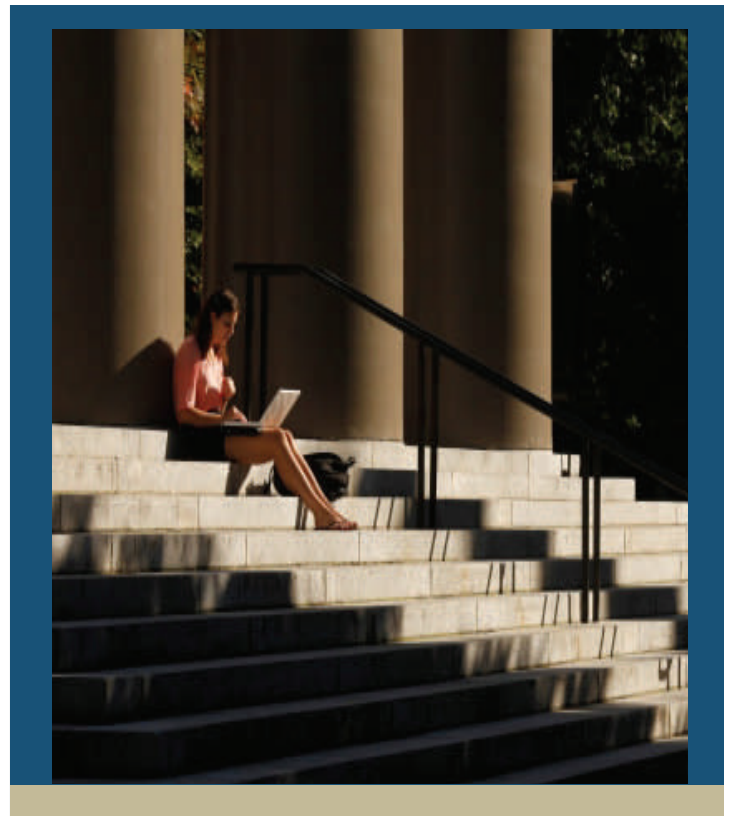
NSHE 2010-11 Institutional Cost of Attendance - Off Campus



Grants, Scholarships, and Student Financial Assistance

It is important to recognize the impact of federal Pell Grants on affordability. A full-time low-income student attending an NSHE institution can qualify for an annual award of up to \$5,550. That award is significant in that at NSHE community colleges it will cover the full cost of registration fees and other mandatory fees (assuming 30 credits), and there will be a sufficient amount left over to cover books and supplies. The \$5,550 Pell award will not go as far for a full-time university student, but at a minimum it will cover registration and other mandatory fees.

Many Nevada high school graduates also qualify for the Governor Guinn Millennium Scholarship that for full-time students amounts to an additional \$960 per year at the community colleges, \$1,440 at the state college, and \$1,920 at the universities. Similarly, limited amounts of other need- and merit-based aid are also available at NSHE institutions, but not all students qualify for these types of financial assistance. A student may qualify for one or more scholarships, a state grant or work study, but there are not sufficient funds to award all qualified applicants, and they are often awarded on a first-come, first serve basis. Likewise, a student may choose to cover the remaining cost of attendance with one or more student loans, which are funds that must be paid back once the student graduates or stops attending at least half-time.



Therefore, in a best case scenario, it is possible for the neediest of students to cover registration, mandatory fees, books and supplies with financial aid and even have some money left over. At first glance it would seem that there is no reason that a needy student should be prevented by financial constraints from attending college in Nevada. However, covering the total cost of attendance, which includes a modest living expense, is a different story. The fact is that the neediest students come from households that do not have any additional resources to contribute, and the time spent attending classes and doing homework often results in lost wage-earning hours for the student and family. Additionally, in most cases student earnings (except for work-study) reduce Pell Grant and other financial aid eligibility, so students working to cover their own living expenses normally have a reduction or loss of Pell grant eligibility the year after they begin working.

It is also important to note that the total dollars in financial aid disbursed to NSHE students has been on the rise for the last several years, having increased by 86 percent from \$292 million in 2006-07 to \$544 million in 2010-11. These gains came primarily in the grant and loan categories, which increased by 201 percent and 89 percent, respectively. Of the increase in grants during this period, 74 percent

came from Pell Grants and 15 percent from Veterans Education Benefits, both federal sources. In fact, Nevada's percentage of aid from federal sources is much higher than the national average. For example, in 2010-11 federal dollars constituted 84 percent of grants to NSHE students versus 46 percent nationally. This is particularly significant in that the Pell Grant program appears to be entering a period of narrowing eligibility, after an expansion over the past few years. Consequently, in order to increase the affordability of NSHE institutions for low income students, the System must begin to evaluate the sources of financial aid and begin conversations with the State of Nevada on how the state can assume a greater role in ensuring that higher education is affordable to low income students.

Need for Transparency of the Cost of Higher Education

A somewhat secondary issue, but equally important to students and parents, is the issue of transparency. Transparency of tuition and fees is critical for students and parents if they are to plan for college and save appropriately. "Sticker shock" often occurs when students and parents realize that the cost of enrollment is more than the registration fees that are often cited in the media when fee increases are reported. Mandatory fees, including facilities, technology, health, counseling, recycling and similar fees, are not readily apparent to parents and students when planning for college. Often, students and their families are not fully aware of the total cost until they receive their bill. The use of the federally-mandated net price calculator on the institution's web site is useful to parents and students, but only to the extent that they are aware of the calculators and utilize them.




Many NSHE students enroll part-time so that they may support themselves or a family while pursuing a degree, without realizing that this part-time path reduces the likelihood of graduation. Also, the lack of awareness among low-income and first-generation students and their families of financial aid options is a significant challenge. NSHE institutions must continue their work in providing students with the most accurate information on the "price" of going to college. Low income students often overestimate the cost of education and seek out little or no information on financial aid. Therefore, their misperceptions about cost often deter them from enrolling and pursuing a degree at all or in a manner that would lead to success.

So, are NSHE institutions accessible and affordable? While Nevada compares favorably to other western states when looking solely at tuition and fees, price

alone is not indicative of affordability. When considering the cost of tuition and fees at Nevada institutions in conjunction with the cost of living in this state, higher education is not easily affordable, particularly for Nevada families in the lowest income quintile. Tuition and fee policies cannot be considered in isolation from other policies, particularly financial aid, if the state is to make higher education accessible to all students in Nevada, regardless of family income. All policies must work together to serve the dual purpose of increasing access for underrepresented populations and encouraging student success and degree completion.

Tuition & Fee Recommendations



The Committee examined a number of tuition and fee models that are being used in other states, including: Truth in Tuition models, excess credit policies, tuition brackets, and tuition rebate programs. The Committee's recommendations for tuition and fee policies focus on the need for predictability and transparency in order to provide a pathway for Nevadans of all income levels to complete college. The following section details the Committee's three tuition and fee policy recommendations.

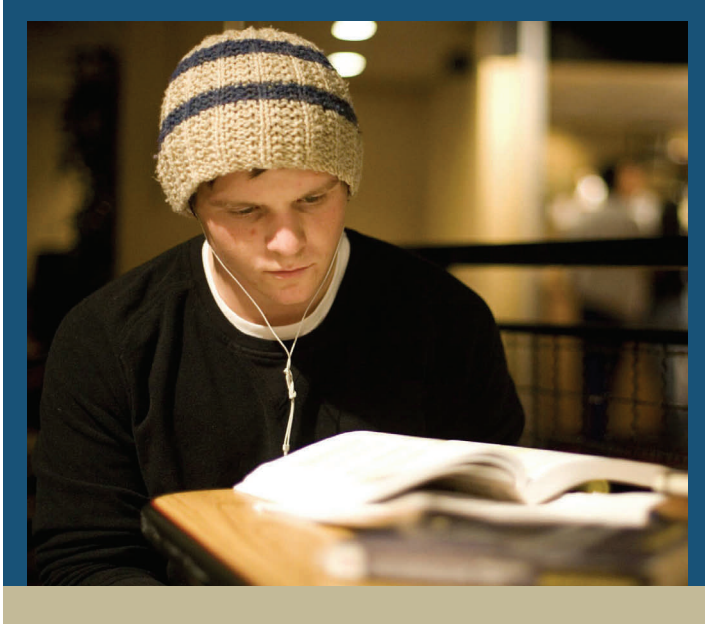
Recommendation #1: Tuition Bracket Models for Further Study

In relation to a tuition and fee policy that encourages degree completion, the Committee supported consideration of a Tuition Bracket model. This would establish a single tuition amount for a range of credits, regardless of a student's actual credit load, thereby encouraging full-time enrollment. However, the Committee agreed that establishing a tuition bracket policy prior to the completion of the formula funding study authorized under Senate Bill 374 (Chapter 375, *Statutes of Nevada 2011*) would not be possible given the number of unknowns related to outcomes of the formula study. Therefore, the Committee recommends that the Chancellor and Board of Regents direct the next regularly-appointed Tuition and Fee Committee to further study the matter of tuition brackets and determine the appropriate price for a bracket designed to encourage full-time enrollment.

For four-year institutions, the Committee discussed a full-time bracket where students enrolled in 12 to 18 credits would be charged a flat fee (possibly based on 15 credits or at whatever point would make it cost neutral). In this scenario, students taking more or less than the bracketed credit amounts would pay the approved per credit fee. Receiving a "discount" for taking the higher number of credits within a given bracket may encourage full-time enrollment. After further consideration, the Committee felt that offering only this full-time bracket would not be attractive to some students who are limited in the number of credits they can take due to other financial or personal obligations. This may be particularly

true at the community colleges and state college. In addition, concern was voiced that a single full-time bracket might encourage students to take more credits than they can successfully complete. Therefore, while the Committee was supportive of a Tuition Bracket model, it recognized that the Tuition and Fees Committee will need to study brackets of different credit amounts and that the range of credits may need to vary by institution type.

Recommendation #2: Adopt an Excess Credit Policy



In the past decade a number of states have adopted policies that discourage excessive credit accumulation. North Carolina (1993), Utah (2003), Wisconsin (2004), Texas (2006), Arizona (2006) and Virginia (2006) all increase the cost to students after they have passed a specific credit threshold. In North Carolina, for example, state statute dictates that once a student earns 140 credits, they must pay an additional 50 percent of resident undergraduate tuition. Similarly, Federal Student Aid (Title IV) policy dictates that students no longer qualify for financial assistance after they have earned credits equal to 150 percent of what it would take to earn a degree. In both cases, the philosophy

seems to be to shift more of the cost from the taxpayer to the student in cases where students fail to appropriately progress toward their educational goals.

The Committee recommends NSHE consider this policy and set the credit limit at 150 percent of the published program length, in order to correspond with Title IV Federal Student Aid policy. While other credit limits may also be examined, alignment with Title IV policy gives students leeway to cover additional coursework that may be generated for legitimate reasons, such as placement in remedial courses, transfer, or change in major. An added benefit of alignment with Title IV policy in this area would be an increase in transparency for students as it becomes simpler for campuses to communicate a standard policy that covers both financial aid and tuition and fees. Additional cost to a student who reaches the 150 percent threshold could be set at 50 percent higher per credit or at a level deemed appropriate.

Recommendation #3: Ensure the Predictability and Transparency of Tuition and Fee Increases

Tuition and fee policies should allow students and families to plan for the cost of a college education, as well as give NSHE institutions a predictable and sustainable revenue stream that will enable students to successfully complete their degrees in a timely fashion. The Committee strongly recommends that the Board of Regents follow its existing tuition and fee policy that ensures regular and reasonable fee increases based on inflationary increases and the needs of the institutions within a clearly defined process that includes opportunity for student input. The Committee also urges that off-cycle fee increases be avoided whenever possible.

Financial Aid Recommendations



Virtually every time it is issued, the annual NSHE Financial Aid Report reflects an increase in total financial aid disbursed to students. Especially in recent years, this increase has been a reflection of three factors: more students enrolled, applying for and being awarded federal student aid; expansion of the Pell Grant program; and an increased number of students borrowing larger federal loans. Over the years there has also been an increase in Student Access funds (referred to in Board policy as the Regents Higher Education Opportunity Award) available to students, but this increase has come primarily in the student fee-generated category, with the state-supported portion of need-based aid remaining low. In 2010-11 Student Access disbursements amounted to \$30 million NSHE-wide, and over 80 percent of dollars went to need-based awards. Of these dollars, \$10 million were state supported, with the remaining \$20 million coming from the fee-generated category. Also of note, an additional \$24 million in state dollars was awarded in 2010-11 by the Governor Guinn Millennium Scholarship program. However, while of undeniable assistance to students receiving the Millennium Scholarship, the Millennium awards are merit-based and are intended to encourage Nevada high school graduates to remain in Nevada to attend college. They are not targeted to assist students who cannot afford higher education.

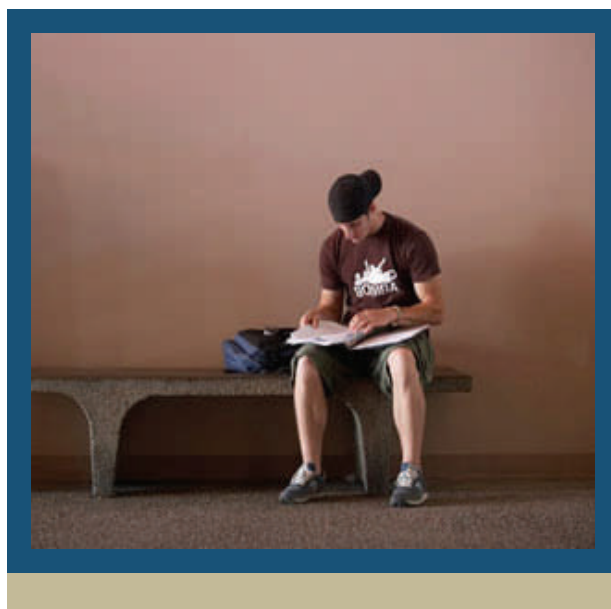
Importantly, since other state-supported financial aid funds are not directly appropriated by the state and are instead allocated by the institutions from their state-supported operating dollars, there is a chance that these state-supported funds could be allocated for other purposes.

For fee-generated dollars, a percentage of each fee increase is set aside by institutions to be awarded as financial aid as is mandated in Board policy (*Handbook*, Title 4, Chapter 18, Section 9). In 2010-11 the

\$20 million in fee-generated Student Access dollars was double what was awarded in the state-supported category. As part of paying higher tuition and fees, all NSHE students are increasingly sharing the burden of supporting student financial aid. As state support for higher education decreases, tuition and fees have also increased, signaling a shift in the financial burden from taxpayer to student through higher fees and set-asides from those fees for financial aid. As tuition and fees inevitably continue to increase, the dollars awarded in this program will continue to increase, but such a practice is neither sustainable nor fair to students.

Parallel to this is a similar shift in financial aid policies at the federal and state levels. At the federal level, Pell Grant eligibility is being narrowed by Congress, and support of federal student loans is declining in a number of ways, most notably in the impending increase in the fixed interest rate for the Direct Loan program. Unless current efforts in Congress to extend the 3.4 percent interest rate are successful, beginning July 1, 2012, the rate will double to 6.8 percent.

As higher education is called to demonstrate greater accountability and funding resources remain scarce, NSHE is taking a look at how financial aid has been awarded in the past and what policies might be developed to ensure both state-supported and fee-generated funds are awarded more effectively, with an eye toward encouraging full-time enrollment and increasing degree completion. Looking at a cohort of students who were attending an NSHE institution for the first time in 2004-05, it is apparent that, whether financial aid recipients or not, a much higher percentage of full-time students completed a degree by August 2011, six years later (Appendix E). This was true whether the students started at a community college and eventually completed a certificate, associate degree or bachelor's degree or whether the students started at a four-year institution and eventually completed a bachelor's degree.



Using the same 2004-05 cohort of students, the amount of aid disbursed over six years of enrollment to community college students who were neither enrolled as of Fall 2011 nor had earned a degree was nearly \$13 million, including student loans. Of the nearly \$13 million awarded to community college students who did not graduate, over \$9 million (72 percent) was awarded to part-time students. Of all students in this cohort, 46 percent of full-time students graduated while only 26 percent of part-time students graduated (Appendix F). This pattern was not repeated for dollars awarded by the universities, where the majority of financial aid awards are systematically made to full-time students. Even so, full-time university students from this cohort comprised a higher percentage of completers than they did of non-completers (Appendix G). In reviewing data for similar student cohorts attending an NSHE institution for the first time in 2003-04 and 2005-06, similar trends existed. This reinforces the need to evaluate financial aid policies in an effort to encourage full-time enrollment and degree completion.

Recommendation #4: Adopt Financial Aid Reporting Measures

Current Board policy provides that Student Access funds, both state-supported and fee-generated, must be allocated in a certain manner (*Handbook*, Title 4, Chapter 18, Section 9). Specifically, the policy mandates that at least 80 percent of Student Access funds for each institution each academic year must be allocated to need-based programs for undergraduate students. Given the previously reviewed NSHE data concerning the allocation of Student Access awards to full and part-time students, including the rates at which



those students graduate, the Committee struggled with a proposal for establishing target percentages for the need-based portion that must be allocated to full-time students. While the committee clearly understood the implications of the data, the fact remains that for Nevada institutions, particularly the community colleges and state college, part-time students make up a high percentage of the student population. In addition, when staff discussed the creation of a policy to establish such target percentages with campus financial aid directors, the financial aid directors were not supportive of establishing specific percentages of fee-generated and state-supported student aid that must be awarded to full-time students. While it is expected that a financial aid policy to encourage full-time enrollment might be successful for some students, many students must attend part-time due to either personal or academic reasons. The Committee and the financial aid directors feared that reducing the amount of state-supported and fee-generated student aid to part-time students would further endanger their academic success.

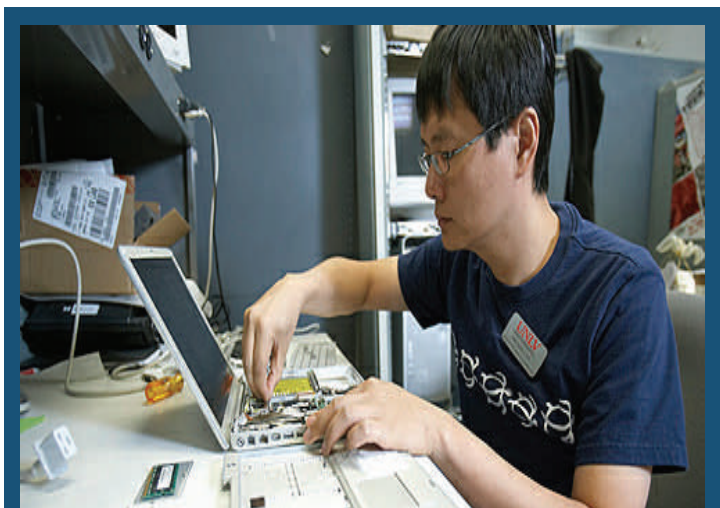
In the absence of widespread campus support for focusing financial aid on full-time students, the Board of Regents should consider a policy requiring each NSHE institution to report annually on the success (e.g. degree and certificate attainment) of those students who receive state-supported or fee-generated Student Access aid. This approach would require the institutions to conduct on a regular basis the study undertaken by the Committee – reviewing the dollars distributed to students over a defined period of years and determining whether or not those students received a degree or certificate of value. Institutions would need to evaluate whether or not Student Access dollars are being distributed in the most effective and beneficial manner. A reporting requirement will increase accountability and transparency of NSHE financial aid programs.

If such a reporting policy is adopted, institutions should be required to report on financial aid disbursements to full- and part-time students over a defined period of time. In addition, institutions would need also to report on their method of communicating to students the specific benefits of their institutional grant programs. If, for example, an institution adopts a grant to encourage full-time

attendance, it is not necessarily enough to create and award the grant. In order to change student behavior, such programs must be marketed to students, with enough time provided for students to adjust their enrollment if they choose to do so. It is especially important to make students aware of such a grant program in a timely manner since the goal is not simply to encourage full-time enrollment, but to actually increase progress toward degree completion. This means students would need to have access to courses that contribute to their progress, which requires time and planning on the part of the student, as well as the institution.

Recommendation #5: Encourage Timely Degree Completion by Limiting Financial Aid for Excess Credits

Certain criteria must be met by students in order to qualify for Federal Student Aid (FSA) programs, including satisfactory progress toward an academic goal. Most Nevada institutions apply the same rules when awarding at least a portion of fee-generated Student Access funds. When measuring Satisfactory Academic Progress according to Title IV regulations, institutions must monitor the number of credits attempted by financial aid applicants. As noted earlier, students may only receive federal aid for a period no longer than 150 percent of the published length of the program. For example, a student pursuing a 60-credit associate degree can only receive aid for up to 90 credits. The Committee recommends establishing a congruent policy for both state-supported and fee-generated Student Access aid. In other words, the proposed policy would establish student eligibility for



state-supported and fee-generated Student Access aid for no longer than 150 percent of the published length of the program. Because this policy already exists for Federal Student Aid, it would not add to the administrative burden of institutions, but would provide more guidance for students to ensure they are on track for graduation and not spending valuable time taking courses that will not count toward their chosen degrees or certificates.

Additional benefits of this approach are threefold. First, the creation of a standard policy that applies to the majority of aid offered at Nevada public institutions would make it

simpler for financial aid offices to communicate such information to students. Second, such standardization would afford institutions a greater opportunity to focus on student responsibility and increase awareness of such requirements among students, faculty, and advisors. Finally, such a policy would support current efforts underway at all Nevada institutions to encourage timely degree completion in an environment of limited resources as well as send a strong message to the state and other stakeholders about the seriousness of such efforts NSHE-wide.

Recommendation #6: Increase State Funding for Financial Aid

As Nevada focuses increasingly on creating policies to encourage degree completion, it is becoming more and more apparent that financial aid policy cannot be considered in isolation from other state policies and practices. Likewise, it seems clear from models in other states that a consistent state-wide policy to ensure that all students have the chance to attend college has the greatest positive effect on student completion rates. This Committee made the first steps in recommending changes that integrate NSHE tuition and fee policy with financial aid policy. One missing element from the Nevada puzzle is a clear commitment from the state to provide a stable and adequate source of funding for need-based financial aid. These concerns lead to a recommendation that the Board of Regents, in budget preparations for future legislative sessions, request state general fund dollars for a need-based financial aid program. Such a state-supported program is essential to ensure that all Nevadans have access to higher education.

Summary



These six recommendations form a complete package that is intended to ensure that higher education is within reach for all Nevadans and that NSHE colleges and universities are both accessible and affordable. Each recommendation will eventually require action by the Board of Regents and support from the Nevada Legislature. Pushing Nevada students to make wiser choices about courses, patterns of attendance and financial planning, these recommendations will help build a culture of completion that sustains and rewards these choices. Members of the Committee expressed their gratitude at the opportunity to make such recommendations to the Chancellor and shape the future of public higher education in Nevada.

Related Issues



Academic Advising

Tuition and fee and financial aid policies must be examined within the context of other related student success initiatives. There are many other factors that contribute to student success in higher education, and chief among them is academic advising. Academic advising is mandatory at most, but not all, institutions for incoming freshmen and particular cohorts of students (e.g. summer bridge students); however, for the majority of students, advising is optional each semester.

Advising is more than helping students to select courses or choose a major; it is a deeply human process of building relationships with students and helping them to align their personal strengths, life goals, and career opportunities. Helping students select a path that holds the most meaning to them will lead to better academic progress, enhanced focus, and higher rates of persistence and graduation. Primarily, the academic advising relationship offers students a personal point of contact for all of their needs at the institution. Advisors are on the front lines of student issues; they are trained to help students overcome many of the most salient obstacles to graduation. Helping a student to choose a personally-meaningful major, select an appropriate class schedule, find ways to get involved on campus, identify mental health needs, or adjust to a brand new environment are all a small part of the range of issues that academic advisors confront on a daily basis. Developing this type of important connection between students and campus officials early in their time at the institution stands out as a leading factor in student success.

In addition to academic advising, the Committee discussed at length the many challenges related to financial aid and financial literacy. Therefore, it may be prudent for institutions to consider augmented financial counseling and First-Year Experience and Freshman Seminar courses or similar advising opportunities that address students holistically and cover issues such as managing expenses

while in college, loan repayment, and even more basic issues having to do with navigating through life in general. For example, for many students their first financial aid check is the most money they have ever had at one time in their lives. These funds are meant to last an entire semester, but often students do not have experience with or knowledge of budgeting. Such students can clearly benefit from additional guidance.



The current resources allocated for academic advising at NSHE institutions are not adequate to ideally facilitate these crucial relationships. Enhancing NSHE's advising capabilities would require a considerable increase in resources for institutions, a possibility that seems unlikely given the current financial state of the System. Technology (the new NSHE student information system—PeopleSoft Campus Solutions) can be leveraged to make it easier for students to get advising and access to their academic advisement (degree audit) reports online, and institutions are currently at work making this happen. However, the critical nature of student advising cannot be overstated in any discussion concerning improving student success.

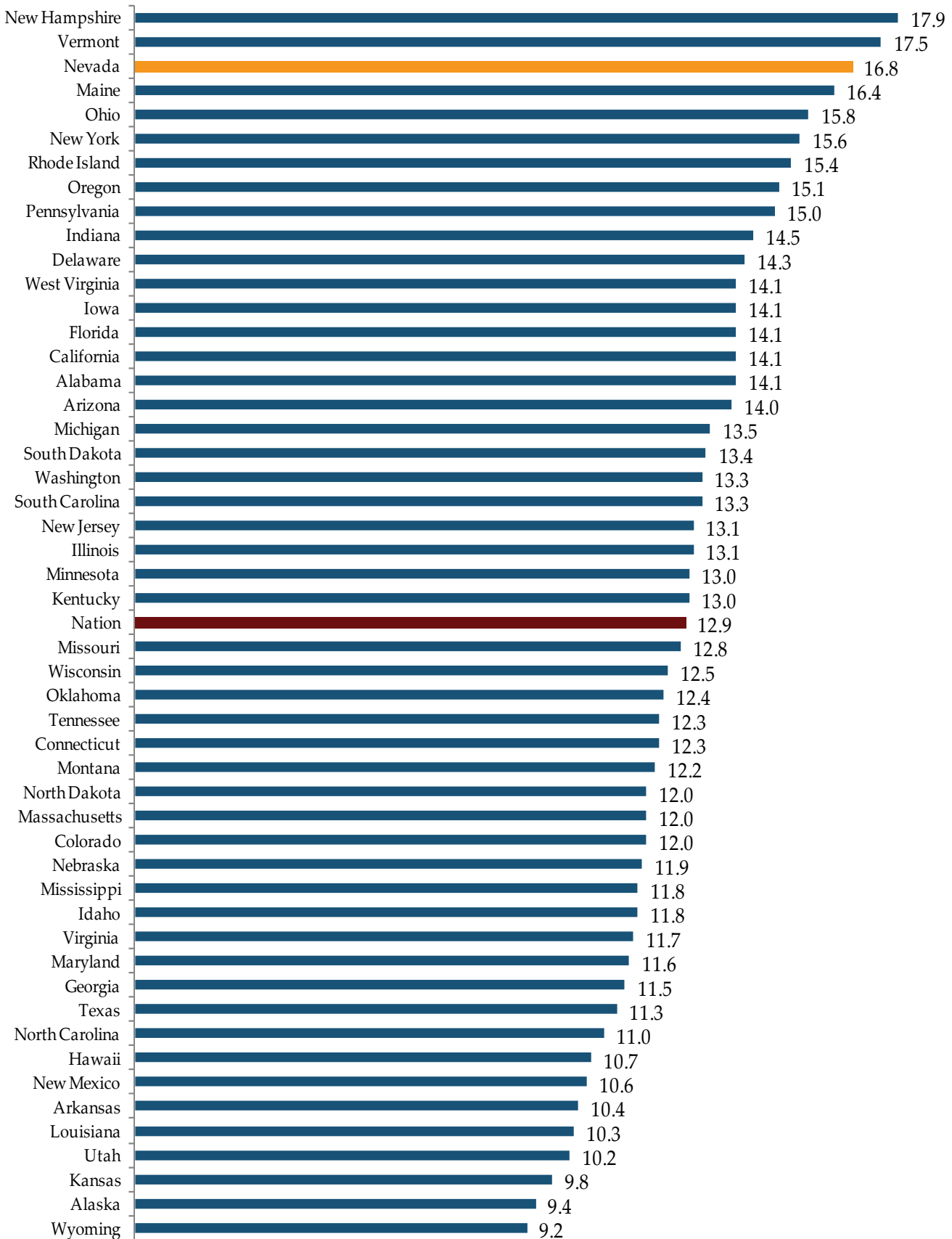
Guiding Students Through Choice

NSHE involvement in Complete College America provides a variety of resources for the System, including an annual meeting to which states are invited to send teams of participants. At a meeting in Denver in October 2011, the Nevada team received information concerning “student choice” as it relates to college completion. Attendees heard from Barry Schwartz, a professor of psychology at Swarthmore College. Dr. Schwartz discussed how too many choices can lead to paralysis and negatively affect college completion. When confronted with the myriad of choices in general education requirements, students have difficulty choosing the correct courses, simply because there are too many to choose from. Students face regret, a feeling of missed opportunities, increased expectations, and sometimes failure to live up to expectations. They are required to make life altering choices at a time when they may lack the wisdom to choose intelligently. Some students confront this problem by simply not making a choice—and thus not progressing towards their degree. The issue of too many choices can be particularly daunting for first-generation students, who often need more institutional support in making good academic decisions.

How can institutions help students to make effective choices that will help to keep them on track? As stated previously, proper academic advisement is a key strategy. Other strategies include reducing the number of general education courses from which to choose, as well as creating defined course taking patterns with little deviation. While the Committee did not have sufficient time to explore internal data or additional research concerning student choice, Committee members agreed the topic merits institutional consideration. By identifying critical success courses each step of the way, institutions can ensure that students are on track by quickly identifying those that fail to take a success course at the proper time, and provide interventions designed to help students get back on track. Awareness on the part of the institution about how choice affects students is a critical first step in all of these strategies.

APPENDIX A

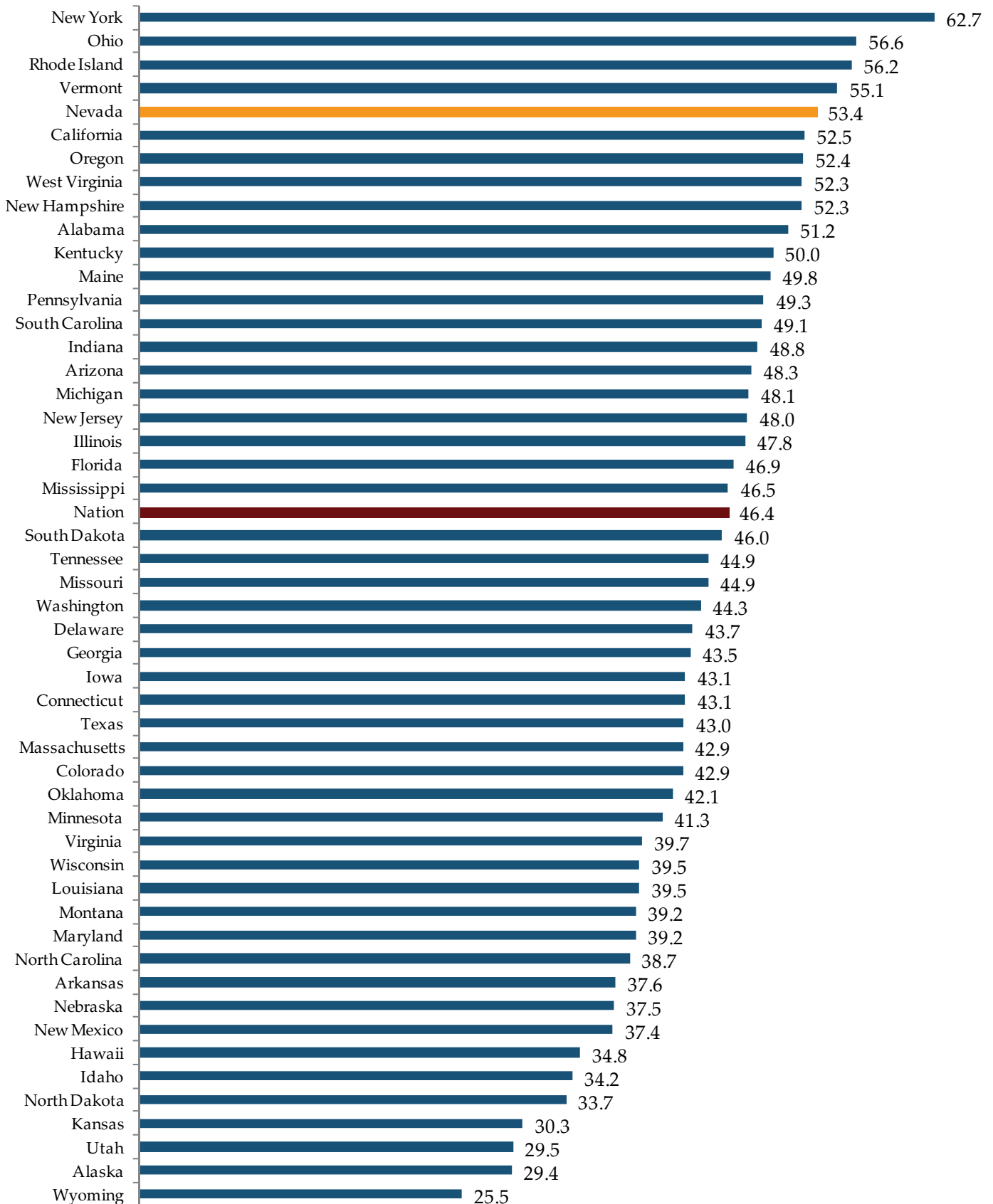
Percent of Median Family Income Needed to Pay for College: 2-Year Institutions, 2009



Source: NCES, IPEDS

APPENDIX B

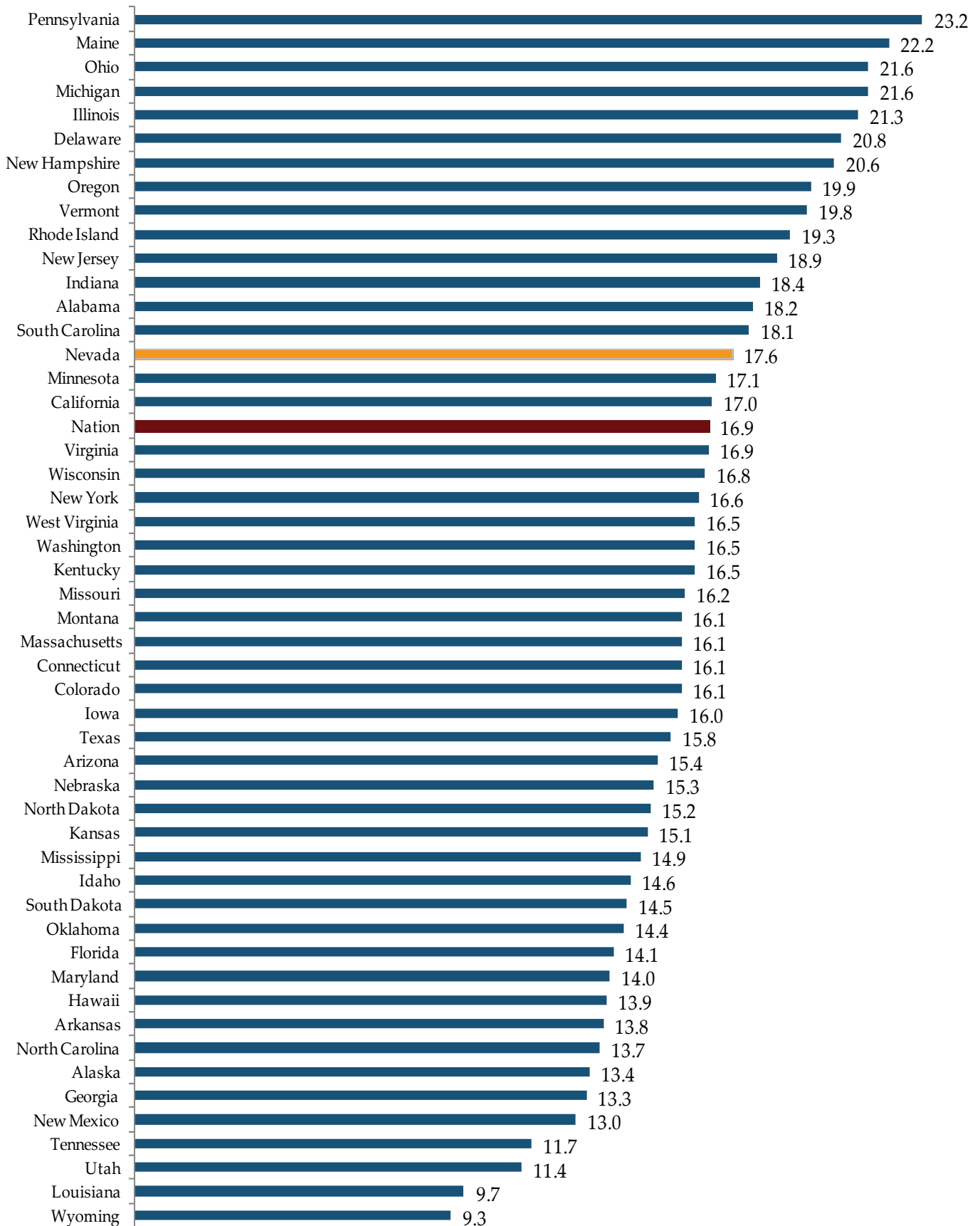
Percent of Family Income from the Lowest Quintile Needed to Pay for College: 2-year Institutions, 2009



Source: NCES, IPEDS

APPENDIX C

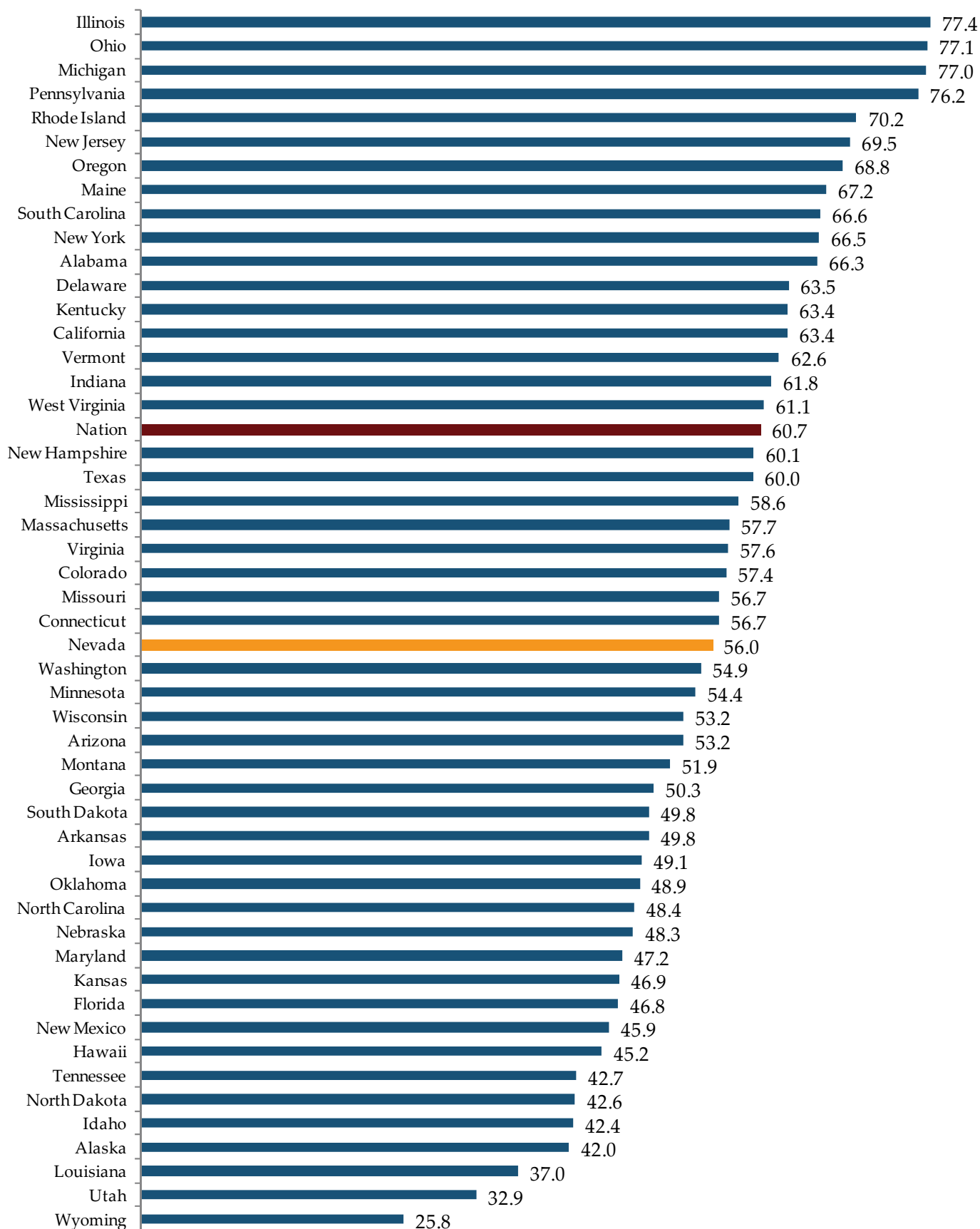
Percent of Median Family Income Needed to Pay for College: 4-year Institutions, 2009



Source: NCES, IPEDS

APPENDIX D

Percent of Family Income from the Lowest Quintile Need to Pay for College: 4-year Institutions, 2009



Source: NCES, IPEDS

APPENDIX E

Percent of Graduates Among Full- and Part-Time First-Time Degree Seeking Students All Students vs. Financial Aid Recipients, 2004-05 Cohort

		All Students			Pell and/or Student Access		
		4-Year Institutions					
		2004-05 Cohort	Bach by Aug 2010	% Rcvd Degree	2004-05 Cohort	Bach by Aug 2010	% Rcvd Degree
UNLV		3,674	1,466	39.9%	1,065	470	44.1%
	F/T	3,098	1,359	43.9%	897	431	48.0%
	P/T	576	107	18.6%	168	39	23.2%
	% F/T	84.3%	92.7%		84.2%	91.7%	
UNR		2,267	1,205	53.2%	572	302	52.8%
	F/T	2,214	1,200	54.2%	565	301	53.3%
	P/T	53	5	9.4%	7	1	14.3%
	% F/T	97.7%	99.6%		98.8%	99.7%	
NSC		143	19	13.3%	43	8	18.6%
	F/T	87	16	18.4%	27	6	22.2%
	P/T	56	3	5.4%	16	2	12.5%
	% F/T	60.8%	84.2%		62.8%	75.0%	
		2-Year Institutions					
		2004-05 Cohort	Cert, Assoc, or Bach by Aug 2010	% Rcvd Degree	2004-05 Cohort	Cert, Assoc, or Bach by Aug 2010	% Rcvd Degree
CSN		6,882	774	11.2%	2,228	168	7.5%
	F/T	1,268	265	20.9%	349	53	15.2%
	P/T	5,614	509	9.1%	1,879	115	6.1%
	% F/T	18.4%	34.2%		15.7%	31.5%	
GBC		441	94	21.3%	134	36	26.9%
	F/T	201	62	30.8%	72	23	31.9%
	P/T	240	32	13.3%	62	13	21.0%
	% F/T	45.6%	66.0%		53.7%	63.9%	
TMCC		2,067	332	16.1%	495	86	17.4%
	F/T	417	133	31.9%	119	31	26.1%
	P/T	1,650	199	12.1%	376	55	14.6%
	% F/T	20.2%	40.1%		24.0%	36.0%	
WNC		954	125	13.1%	229	43	18.8%
	F/T	298	75	25.2%	92	24	26.1%
	P/T	656	50	7.6%	137	19	13.9%
	% F/T	31.2%	60.0%		40.2%	55.8%	

APPENDIX F

New students in 2004-05. Did not graduate from ANY institution and not enrolled Fall 2011.
Total aid received during all terms of enrollment.

	Count of Students Received Loans	Long-term Loans Received	Count of Students Received Aid (Excluding Loans)	Total Aid Received (Excluding Loans)	Total Aid and Loans - Count	Total Aid and Loans
CSN	379	\$3,046,015	3,639	\$5,311,323	3,708	\$8,357,338
FT	64	\$492,382	451	\$1,305,065	463	\$1,797,447
PT	315	\$2,553,632	3,188	\$4,006,258	3,245	\$6,559,891
% FT	16.9%	16.2%	12.4%	24.6%	12.5%	21.5%
GBC	36	\$193,028	175	\$602,805	175	\$795,833
FT	18	\$99,469	88	\$313,133	88	\$412,602
PT	18	\$93,559	87	\$289,672	87	\$383,231
% FT	50.0%	51.5%	50.3%	51.9%	50.3%	51.8%
TMCC	164	\$1,035,467	708	\$1,577,148	752	\$2,612,615
FT	47	\$373,341	145	\$554,798	155	\$928,139
PT	117	\$662,126	563	\$1,022,349	597	\$1,684,475
% FT	28.7%	36.1%	20.5%	35.2%	20.6%	35.5%
WNC	44	\$278,820	471	\$824,126	481	\$1,102,946
FT	24	\$117,170	135	\$316,170	141	\$433,340
PT	20	\$161,650	336	\$507,956	340	\$669,606
% FT	54.5%	42.0%	28.7%	38.4%	29.3%	39.3%
NSHE Community Colleges Total	623	\$4,553,330	4,993	\$8,315,402	5,116	\$12,868,732
FT	153	\$1,082,362	819	\$2,489,167	847	\$3,571,529
PT	470	\$3,470,968	4,174	\$5,826,236	4,269	\$9,297,203
% FT	24.6%	23.8%	16.4%	29.9%	16.6%	27.8%

New students in 2004-05. Graduated or still enrolled AT ANY INSTITUTION (as of Fall 2011).
Total aid received during all terms of enrollment.

	Count of Students Received Loans	Long-term Loans Received	Count of Students Received Aid (Excluding Loans)	Total Aid Received (Excluding Loans)	Total Aid and Loans - Count	Total Aid and Loans
CSN	225	\$2,563,237	1,318	\$4,327,636	1,362	\$6,890,874
FT	63	\$754,186	364	\$1,468,165	378	\$2,222,351
PT	162	\$1,809,051	954	\$2,859,471	984	\$4,668,523
% FT	28.0%	29.4%	27.6%	33.9%	27.8%	32.3%
GBC	33	\$239,266	131	\$949,324	131	\$1,188,590
FT	15	\$84,252	76	\$510,635	76	\$594,887
PT	18	\$155,014	55	\$438,689	55	\$593,703
% FT	45.5%	35.2%	58.0%	53.8%	58.0%	50.0%
TMCC	142	\$1,333,671	488	\$2,129,875	510	\$3,463,546
FT	31	\$249,458	156	\$663,024	160	\$912,482
PT	111	\$1,084,213	332	\$1,466,851	350	\$2,551,064
% FT	21.8%	18.7%	32.0%	31.1%	31.4%	26.3%
WNC	55	\$495,067	246	\$1,182,906	251	\$1,677,973
FT	25	\$222,517	105	\$566,243	107	\$788,760
PT	30	\$272,550	141	\$616,663	144	\$889,213
% FT	45.5%	44.9%	42.7%	47.9%	42.6%	47.0%
NSHE Community Colleges Total	455	\$4,631,241	2,183	\$8,589,742	2,254	\$13,220,983
FT	134	\$1,310,413	701	\$3,208,067	721	\$4,518,480
PT	321	\$3,320,828	1482	\$5,381,675	1,533	\$8,702,502
% FT	29.5%	28.3%	32.1%	37.3%	32.0%	34.2%

APPENDIX G

New students in 2004-05. Did not graduate from ANY institution and not enrolled Fall 2011.
Total aid received during all terms of enrollment.

	Count of Students Received Loans	Long-term Loans Received	Count of Students Received Aid (Excluding Loans)	Total Aid Received (Excluding Loans)	Total Aid and Loans - Count	Total Aid and Loans
UNLV	441	\$5,670,211	1,091	\$5,825,670	1,190	\$11,495,881
FT	353	\$4,584,895	917	\$5,081,096	991	\$9,665,991
PT	88	\$1,085,316	174	\$744,574	199	\$1,829,890
% FT	80.0%	80.9%	84.1%	87.2%	83.3%	84.1%
UNR	164	\$1,701,081	490	\$3,187,792	506	\$4,888,873
FT	162	\$1,634,051	484	\$3,171,169	499	\$4,805,220
PT	2	\$67,030	6	\$16,623	7	\$83,653
% FT	98.8%	96.1%	98.8%	99.5%	98.6%	98.3%
NSC						
FT	46	\$339,090	97	\$260,356	115	\$599,446
PT	21	\$125,008	53	\$150,397	60	\$275,405
% FT	25	\$214,082	44	\$109,959	55	\$324,041
	45.7%	36.9%	54.6%	57.8%	52.2%	45.9%
NSHE 4-year Institutions Total						
	651	\$7,710,382	1,678	\$9,273,818	1,811	\$16,984,200
FT	536	\$6,343,954	1,454	\$8,402,662	1,550	\$14,746,616
PT	115	\$1,366,428	224	\$871,156	261	\$2,237,584
% FT	82.3%	82.3%	86.7%	90.6%	85.6%	86.8%

New students in 2004-05. Graduated or still enrolled AT ANY INSTITUTION (as of Fall 2011).
Total aid received during all terms of enrollment.

	Count of Students Received Loans	Long-term Loans Received	Count of Students Received Aid (Excluding Loans)	Total Aid Received (Excluding Loans)	Total Aid and Loans - Count	Total Aid and Loans
UNLV	808	\$19,339,798	1,826	\$20,152,767	1,951	\$39,492,564
FT	706	\$17,418,145	1,648	\$18,661,123	1,750	\$36,079,268
PT	102	\$1,921,653	178	\$1,491,644	201	\$3,413,297
% FT	87.4%	90.1%	90.3%	92.6%	89.7%	91.4%
UNR	606	\$11,248,247	1,580	\$22,801,347	1,593	\$34,049,594
FT	602	\$11,216,278	1,572	\$22,739,521	1,584	\$33,955,799
PT	4	\$31,969	8	\$61,826	9	\$93,795
% FT	99.3%	99.7%	99.5%	99.7%	99.4%	99.7%
NSC						
FT	30	\$375,665	54	\$290,618	62	\$666,283
PT	12	\$151,932.00	28	\$164,370.00	29	\$316,302.00
% FT	18	\$223,733.00	26	\$126,248.00	33	\$349,981.00
	40.0%	40.4%	51.9%	56.6%	46.8%	47.5%
NSHE 4-year Institutions Total						
	1,444	\$30,963,710	3,460	\$43,244,732	3,606	\$74,208,441
FT	1,320	\$28,786,355	3,248	\$41,565,014	3,363	\$70,351,369
PT	124	\$2,177,355	212	\$1,679,718	243	\$3,857,073
% FT	91.4%	93.0%	93.9%	96.1%	93.3%	94.8%

APPENDIX H

Western Interstate Commission for Higher Education (WICHE) Member States

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
North Dakota
Oregon
South Dakota
Utah
Washington

For more information, visit: www.wiche.edu

APPENDIX B

**UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20006
APPLICATION FOR DESIGNATION AS AN ELIGIBLE INSTITUTION
FISCAL YEAR 2012**

CFDA Number: **031H**

To apply for grants under
Title III Programs (SIP), (TCCU), (ANNH), (AANAPISI),
Title V Programs (HSI-STEM and ARTICULATION), (PPOHA)
and the Predominately Black Institutions (PBI) Programs
Authority: 34 CFR Part 606 and 607 Programs

**Important: You are required to provide the information requested
in order to obtain or retain a benefit.**

According to the Paperwork reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0103. The time required to complete this information collection is estimated to average 7.00 hours (or minutes) per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4561. If you have comments or concerns regarding the status of your individual submission for this form, write directly to: Institutional Development and Undergraduate Education Service, U.S. Department of Education, 600 Independence Avenue, S.W., (1990 K Street, N.W., 6th Floor), Washington, DC 20202-8513.

*** This form must be completed electronically.**

Part I. Identity of Applicant Institution

1. Institution/Campus OPE ID Number:
2. Name of Institution/Campus Requesting:
3. Address (Street # or P.O. Box and Street Name, City, State, Zip):
4. Contact Person's Name: (Last Name, First Name, Middle Initial):
5. Contact Person's Title, Phone Number, Extension:
6. E-mail Address:
7. Data Universal Numbering System (DUNS Number):
8. Type (mark one): () 2-Year Institution () 4-Year Institution
9. Control (mark one): () Private Non-Profit Institution () Public Institution

Part II. Institutional Enrollment

1. Total Institutional Enrollment (Fall 2009 Head Count):
2. Total Minority Enrollment (Fall 2009 Head Count):

Part III. Institutional Statistics

1. Needy Student Requirement

- A. Fall 2009 Head Count Enrollment of Undergraduate and Graduate Degree Students:
- B. Fall 2009 Recipients of Title IV Need-Based Financial Assistance:
(Include Only Pell Grant, Supplemental Educational Opportunity Grant, College Work Study, and Perkins Loan)
- C. Fall 2009 Enrollment of Half-Time up to and including Full-Time Undergraduate Students:
- D. Fall 2009 Pell Grant Recipients:

2. Educational & General Expenditures Requirement (E&G)

- A. Undergraduate Full-Time Equivalent Fall 2009 Enrollment
 a. Total Full-Time Undergraduate Students:
 b. Total Number of Credit Hours for all Part-Time Undergraduate Students:
- B. Graduate Full-Time Equivalent Fall 2009 Enrollment:
 a. Total Full-Time Graduate Students:
 b. Total Number of Credit Hours for all Part-Time Graduate Students:
- C. Total 2009-2010 Educational & General Expenditures (E&G):
- D. Average 2009-2010 E&G per FTE = $C/(A+B)$:

Part IV. Specific Institutional Eligibility Requirements**1. Needy Student Requirement (mark A, B, or C)**

- ☐ A. According to the result, after dividing item 1B by item 1A in Part III of this form, at least 50% of Degree Students are recipients of Need-Based Financial Support; or
- ☐ B. According to the result, after dividing item 1D by item 1C in Part III of this form, our enrollment exceeds the pertinent threshold for Substantial Percentage of Students Receiving Pell Grants for the 2009-2010 year.
- ☐ C. Requesting Waiver (Section 607.3(b) and Section 606.3(b) option(s):
 Fill in the bubble(s) needed and attach the narrative justification to this form.

AND**2. Educational & General Expenditures Requirement (mark A or B)**

- ☐ A. The E&G expenditures per FTE Student are less than the pertinent threshold for base year 2009-2010.
- ☐ B. Requesting Waiver (Section 607.4(c) and (d) and Section 606.4(c) and (d) option(s):
 Fill in the bubble(s) needed and attach the narrative justification to this form.

Part V. Certification

(Although this Certification requirement is waived for applicants submitting through the Internet, the Department reserves the right to require a signed form on request.)

To the best of my knowledge and belief, all data in this application are true and correct. The governing body of the applicant has duly authorized this document and the applicant will comply with the required assurances. We meet the accrediting requirements and, if applicable, we meet the definition of a branch campus as defined in 34 CFR Part 606.7(b) and 34 CFR 607.7(e).

Authorized Representative's Typed Name and Title Date Authorized Representative's Signature

Phone Number
 applicable)

Fax Number

Former Name of Applicant Institution/Campus (if

APPENDIX C

NSHE PERFORMANCE POOL MODEL FOR CONSIDERATION (v19)

UNIVERSITY PERFORMANCE OUTCOMES AND POINTS (2010-11)

OUTCOMES	Weights	UNLV	UNLV Weighted Pts.	UNR	UNR Weighted Pts.	Total Weighted Points
Bachelor's Degrees	40%	3,771	1,508.4	2,412	964.8	2,473.2
Master's and Doctoral Degrees	15%	1,427	214.1	748	112.2	326.3
Sponsored/External Research Expenditures in \$100,000's	15%	497.3	74.6	937.6	140.6	215.2
Transfer Students w/a transferable associate's degree	5%	967	48.4	1,055	52.8	101.1
Efficiency - Awards per 100 FTE	5%	26.4	1.3	23.8	1.2	2.5
At Risk Graduates (minority and low income)	5%	2,218	110.9	770	38.5	149.4
Economic Development (STEM and Allied Health) Graduates	15%	857	128.6	1,009	151.4	279.9
TOTAL WEIGHTED POINTS	100%	--	2,086.2	--	1,461.4	3,547.6
DISTRIBUTION OF POINTS			58.8%		41.2%	100.0%

NSC PERFORMANCE OUTCOMES AND POINTS (2010-11)

OUTCOMES	Weights	NSC	NSC Weighted Pts.
Bachelor's Degrees	60%	262	157.2
At Risk Graduates (minority and low income)	10%	153	15.3
Gateway Course Completers	5%	123	6.2
Transfer Students w/a transferable associate's degree	5%	277	13.9
Efficiency - Awards per 100 FTE	5%	13.0	0.7
Economic Development (STEM and Allied Health) Graduates	15%	118	17.7
TOTAL WEIGHTED POINTS	100%	--	210.9

COMMUNITY COLLEGE OUTCOMES AND POINTS (2010-11)

OUTCOMES	Weights (except TMCC)	TMCC Weights	CSN	CSN Weighted Pts.	GBC	GBC Weighted Pts.	TMCC	TMCC Weighted Pts.	WNC	WNC Weighted Pts.	Total Weighted Points
1 to 2 Year Certificate	15%	15%	221	33.2	192	28.8	60	9.0	33	5.0	75.9
Workforce Recognized Certificates	TBD	TBD	--	--	--	--	--	--	--	--	--
Associate's Degrees	30%	35%	2,030	609.0	249	74.7	1,082	378.7	450	135.0	1,197.4
Bachelor's Degrees	5%	n/a	20	1.0	55	2.8	N/A	N/A	11	0.6	4.3
Transfer Students w/24 credits or associate's degree	10%	10%	2,439	243.9	35	3.5	1,332	133.2	189	18.9	399.5
Efficiency - Awards per 100 FTE	5%	5%	10.3	0.5	19.8	1.0	17.6	0.9	16.9	0.8	3.2
Gateway Course Completers	10%	10%	2,117	211.7	297	29.7	1,390	139.0	604	60.4	440.8
At Risk Graduates (minority and low income)	10%	10%	1,367	136.7	205	20.5	688	68.8	290	29.0	255.0
Economic Development (STEM and Allied Health) Graduates	15%	15%	743	111.5	55	8.3	160	24.0	114	17.1	160.8
TOTAL WEIGHTED POINTS	100%	100%	--	1,347.4	--	169.2	--	753.6	--	266.7	2,536.9
DISTRIBUTION OF POINTS				53.1%		6.7%		29.7%		10.5%	100.0%

APPENDIX C

Performance Pool Outcomes - Data Definitions

Outcome	Definitions
1 to 2 year Certificate	The total number of certificates requiring 30 or more credit hours granted during an academic year. Students earning multiple certificates in an academic year will have each earned certificate count as a separate outcome.
Workforce Recognized Certificates	The total number of certificates recognized by industry. This outcome is being developed as NSHE works with the institutions and national organizations to identify the appropriate workforce certificates in the category of less than one-year training.
Associate's Degrees	The total number of associate's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
Bachelor's Degrees	The total number of bachelor's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
Master's Degrees	The total number of master's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
Doctoral Degrees	The total number of doctoral degrees conferred during an academic year. First-professional degrees (medical, dental, law) are not included. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
At-Risk Graduates (minority and low income)	Total unduplicated number of minority or Pell grant eligible students who graduated during an academic year with a certificate, associate's or bachelor's degree.
Transfer Students w/a Transferable Associate's Degree	Total number of students transferred to a 4-year institution with a transferable associate's degree from an NSHE community college.
Transfer Students w/24 credits or Associate's Degree	The total number of students who enrolled at a four -year institution during the fall or spring semester of a given reporting year who had earned at least 24 credits or a transferable associate's degree at a community college prior to the reporting year. Students are excluded if they are co-enrolled at a 4-year institution and a 2-year institution during the term in which they otherwise would have been included as a transfer student. (Excludes courses from the 24 credit count if the grades are AU, AD, NR, ND, X, I, F, U, W.)
Efficiency - Awards per 100 FTE	The number of bachelor's, master's and doctoral awards per 100 FTE at 4-year institutions and the number of certificates, associate's and bachelor's (where applicable) per 100 FTE at the 2-year institutions.
Sponsored/External Research Expenditures	The total amount expended on sponsored programs/projects of research and other scholarly activities for the fiscal year. This amount includes federal, federal pass-through, State of Nevada, other state and local government, private for-profit, private non-profit. Other scholarly activity includes the instructional, public service, student services, and "other" functional grant categories, including workforce development. The figures exclude the scholarship/fellowship category.
Gateway Course Completers	The total number of students who successfully completed a college-level English or mathematics course (grad C- and above) in the reporting year who completed at least one remedial course in the same subject area in the prior two semesters. Students remediated in more than one subject area and completing the college level course in more than one subject area will be counted for both outcomes.
STEM and Allied Health Graduates	Total number of certificates, associate's, bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP codes for STEM and health professionals as identified by NCHEMS for the NGA metrics. (CIPs: 4 - architecture and related services; 11 - computer and information sciences and support services; 14 - engineering; 15 - engineering technologies/technicians; 26 - biological and biomedical sciences; 27 - mathematics and statistics; 40 - physical sciences; 41 - science technologies/technicians; and 51 - health professions and related clinical sciences)

APPENDIX C

NSHE PERFORMANCE POOL MODEL FOR CONSIDERATION (v20)

UNIVERSITY PERFORMANCE OUTCOMES AND POINTS (2010-11)

OUTCOMES	Weights	UNLV	UNLV Weighted Pts.	UNR	UNR Weighted Pts.	Total Weighted Points
Bachelor's Degrees	40%	3,771	1,508.4	2,412	964.8	2,473.2
Master's and Doctoral Degrees	10%	1,427	142.7	748	74.8	217.5
Sponsored/External Research Expenditures in \$100,000's	15%	497.3	74.6	937.6	140.6	215.2
Transfer Students w/a transferable associate's degree	5%	967	48.4	1,055	52.8	101.1
Efficiency - Awards per 100 FTE	10%	26.4	2.6	23.8	2.4	5.0
At Risk Graduates (minority and low income)	5%	2,218	110.9	770	38.5	149.4
Economic Development (STEM and Allied Health) Graduates	15%	857	128.6	1,009	151.4	279.9
TOTAL WEIGHTED POINTS	100%	--	2,016.1	--	1,425.2	3,441.4
DISTRIBUTION OF POINTS			58.6%		41.4%	100.0%

NSC PERFORMANCE OUTCOMES AND POINTS (2010-11)

OUTCOMES	Weights	NSC	NSC Weighted Pts.
Bachelor's Degrees	60%	262	157.2
At Risk Graduates (minority and low income)	5%	153	7.7
Gateway Course Completers	5%	831	41.6
Transfer Students w/a transferable associate's degree	5%	277	13.9
Efficiency - Awards per 100 FTE	10%	13.0	1.3
Economic Development (STEM and Allied Health) Graduates	15%	118	17.7
TOTAL WEIGHTED POINTS	100%	--	239.3

COMMUNITY COLLEGE OUTCOMES AND POINTS (2010-11)

OUTCOMES	Weights (except TMCC)	TMCC Weights	CSN	CSN Weighted Pts.	GBC	GBC Weighted Pts.	TMCC	TMCC Weighted Pts.	WNC	WNC Weighted Pts.	Total Weighted Points
1 to 2 Year Certificate	15%	15%	221	33.2	192	28.8	60	9.0	33	5.0	75.9
Workforce Recognized Certificates	TBD	TBD	--	--	--	--	--	--	--	--	--
Associate's Degrees	30%	35%	2,030	609.0	249	74.7	1,082	378.7	450	135.0	1,197.4
Bachelor's Degrees	5%	n/a	20	1.0	55	2.8	N/A	N/A	11	0.6	4.3
Transfer Students w/24 credits or associate's degree	10%	10%	2,439	243.9	35	3.5	1,332	133.2	189	18.9	399.5
Efficiency - Awards per 100 FTE	10%	10%	10.3	1.0	19.8	2.0	17.6	1.8	16.9	1.7	6.5
Gateway Course Completers	10%	10%	12,377	1237.7	1,050	105.0	4,064	406.4	1,530	153.0	1,902.1
At Risk Graduates (minority and low income)	5%	5%	1,367	68.4	205	10.3	688	34.4	290	14.5	127.5
Economic Development (STEM and Allied Health) Graduates	15%	15%	743	111.5	55	8.3	160	24.0	114	17.1	160.8
TOTAL WEIGHTED POINTS	100%	100%	--	2,305.6	--	235.2	--	987.5	--	345.7	3,874.0
DISTRIBUTION OF POINTS				59.5%		6.1%		25.5%		8.9%	100.0%

APPENDIX C

Performance Pool Outcomes - Data Definitions

Outcome	Definitions
1 to 2 year Certificate	The total number of certificates requiring 30 or more credit hours granted during an academic year. Students earning multiple certificates in an academic year will have each earned certificate count as a separate outcome.
Workforce Recognized Certificates	The total number of certificates recognized by industry. This outcome is being developed as NSHE works with the institutions and national organizations to identify the appropriate workforce certificates in the category of less than one-year training.
Associate's Degrees	The total number of associate's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
Bachelor's Degrees	The total number of bachelor's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
Master's Degrees	The total number of master's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
Doctoral Degrees	The total number of doctoral degrees conferred during an academic year. First-professional degrees (medical, dental, law) are not included. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome.
At-Risk Graduates (minority and low income)	Total unduplicated number of minority or Pell grant eligible students who graduated during an academic year with a certificate, associate's or bachelor's degree.
Transfer Students w/a Transferable Associate's Degree	Total number of students transferred to a 4-year institution with a transferable associate's degree from an NSHE community college.
Transfer Students w/24 credits or Associate's Degree	The total number of students who enrolled at a four -year institution during the fall or spring semester of a given reporting year who had earned at least 24 credits or a transferable associate's degree at a community college prior to the reporting year. Students are excluded if they are co-enrolled at a 4-year institution and a 2-year institution during the term in which they otherwise would have been included as a transfer student. (Excludes courses from the 24 credit count if the grades are AU, AD, NR, ND, X, I, F, U, W.)
Efficiency - Awards per 100 FTE	The number of bachelor's, master's and doctoral awards per 100 FTE at 4-year institutions and the number of certificates, associate's and bachelor's (where applicable) per 100 FTE at the 2-year institutions.
Sponsored/External Research Expenditures	The total amount expended on sponsored programs/projects of research and other scholarly activities for the fiscal year. This amount includes federal, federal pass-through, State of Nevada, other state and local government, private for-profit, private non-profit. Other scholarly activity includes the instructional, public service, student services, and "other" functional grant categories, including workforce development. The figures exclude the scholarship/fellowship category.
Gateway Course Completers	The total number of students (unduplicated) who successfully completed a college-level English or mathematics course (grad C- and above) in the reporting year.
STEM and Allied Health Graduates	Total number of certificates, associate's, bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP codes for STEM and health professionals as identified by NCHEMS for the NGA metrics. (CIPs: 4 - architecture and related services; 11 - computer and information sciences and support services; 14 - engineering; 15 - engineering technologies/technicians; 26 - biological and biomedical sciences; 27 - mathematics and statistics; 40 - physical sciences; 41 - science technologies/technicians; and 51 - health professions and related clinical sciences)

APPENDIX D

APPENDIX D

Response to question 11 from the July 27, 2012 meeting of the Committee to Study the Funding of Higher Education

General Fund Appropriation Expended per Annual Average Student Full Time Equivalent Enrollment (AASFTE)
NSHE Community Colleges - State-Supported Operating Budgets
Fiscal Years 2009, 2010, 2011 and 2012

Area	General Fund FY 2009	AASFTE FY 2009	GF/AASFTE FY 2009	General Fund FY 2010	AASFTE FY 2010	GF/AASFTE FY 2010	General Fund FY 2011	AASFTE FY 2011	GF/AASFTE FY 2011	General Fund FY 2012	AASFTE FY 2012	GF/AASFTE FY 2012
CSN	\$ 94,074,016	21,042	\$ 4,471	\$ 95,791,740	22,027	\$ 4,349	\$ 90,154,454	22,153	\$ 4,070	\$ 77,587,864	20,363	\$ 3,810
GBC	\$ 16,180,487	1,786	\$ 9,060	\$ 16,961,405	1,994	\$ 8,506	\$ 16,289,694	1,939	\$ 8,401	\$ 14,031,554	1,742	\$ 8,055
TMCC	\$ 39,416,369	6,796	\$ 5,800	\$ 37,289,646	7,307	\$ 5,103	\$ 35,258,553	7,125	\$ 4,949	\$ 30,603,292	6,351	\$ 4,819
WNC	\$ 19,956,417	2,489	\$ 8,018	\$ 19,251,676	2,888	\$ 6,666	\$ 18,204,411	2,930	\$ 6,213	\$ 15,029,964	2,358	\$ 6,374

Total Revenues (GF, registration fees, non-resident tuition, misc student fee & investment income) Expended per Annual Average Student Full Time Equivalent Enrollment (AASFTE)
NSHE Community Colleges - State-Supported Operating Budgets
Fiscal Years 2009, 2010, 2011 and 2012

Area	Total Budget FY 2009	AASFTE FY 2009	REVS/AASFTE FY 2009	Total Budget FY 2010	AASFTE FY 2010	REVS/AASFTE FY 2010	Total Budget FY 2011	AASFTE FY 2011	REVS/AASFTE FY 2011	Total Budget FY 2012	AASFTE FY 2012	REVS/AASFTE FY 2012
CSN	\$ 128,052,249	21,042	\$ 6,086	\$ 131,435,327	22,027	\$ 5,967	\$ 130,782,795	22,153	\$ 5,904	\$ 123,873,125	20,363	\$ 6,083
GBC	\$ 18,761,746	1,786	\$ 10,505	\$ 19,842,495	1,994	\$ 9,951	\$ 19,514,901	1,939	\$ 10,064	\$ 17,807,116	1,742	\$ 10,222
TMCC	\$ 49,604,711	6,796	\$ 7,299	\$ 48,064,801	7,307	\$ 6,578	\$ 47,249,615	7,125	\$ 6,632	\$ 44,234,343	6,351	\$ 6,965
WNC	\$ 23,370,211	2,489	\$ 9,389	\$ 23,327,369	2,888	\$ 8,077	\$ 23,044,903	2,930	\$ 7,865	\$ 20,560,223	2,358	\$ 8,719

General Fund Appropriation Allocation per Annual Average Student Full Time Equivalent Enrollment (AASFTE) Under the Alternative Funding Formula:
NSHE Community Colleges - State-Supported Operating Budgets
Fiscal Year 2012

Area	Total Budget FY 2012	AASFTE FY 2012	GF/AASFTE FY 2012
CSN	\$ 84,621,933	20,363	\$ 4,156
GBC	\$ 9,465,394	1,742	\$ 5,434
TMCC	\$ 27,718,921	6,351	\$ 4,364
WNC	\$ 10,485,236	2,358	\$ 4,447

Note: Fiscal Year's 2009, 2010 and 2011 are actual revenues and enrollments. Fiscal year 2012 is budgeted revenues (actuals not available) and actual enrollments

Note: Fiscal Year 2010 General Fund includes Federal Stabilization funds (ARRA)

APPENDIX E

APPENDIX E

UNIVERSITY OF NEVADA, RENO LAND GRANT FUNDS

**Title: Hatch Act Formula Funds
CFDA # 10.203**

Fiscal 2012 Revenues: \$1,529,149

Hatch Act Funds are provided to State Agricultural Experiment Stations for agricultural research including research on all aspects of agriculture, including soil and water conservation and use; plant and animal production, protection, and health; processing, distribution, safety, marketing, and utilization of food and agricultural products; forestry, including range management and range products; multiple use of forest rangelands, and urban forestry; aquaculture; home economics and family life; human nutrition; rural and community development; sustainable agriculture; molecular biology; and biotechnology. Its purpose is to promote efficient production, marketing, distribution and utilization of products of the farm as essential to the health and welfare of people and to promote a sound prosperous agriculture and rural life.

**Title: Hatch Act Regional Research
CFDA # 10.203**

Fiscal 2012 Revenues: \$473,309

Hatch Multi-State Funds are reserved Hatch funds allocated to provide for cooperative research employing multidisciplinary approaches for the uses applicable under the Regular Hatch Research Funds and conducted by the Experiment Station working with another State's Experiment Station, the Agricultural Research Service, or a college or university, to solve problems that concern more than one state.

**Title: McIntire-Stennis Competitive Forestry Research
CFDA # 10.202**

Fiscal 2012 Revenues: \$163,577

McIntire-Stennis Competitive Forestry Research funds are provided to State Agricultural Experiment Stations for forestry research and to train future forestry scientists. The research can cover areas such as reforestation, woodlands and related watershed management, outdoor recreation, wildlife habitats and wood utilization.

**Title: Smith-Lever 3 b&c
CFDA # 10.500**

Fiscal 2012 Revenues: \$1,112,171

Smith-Lever 3 b&c funds are received by each land grant university to be used for any Cooperative Extension activity. For the University of Nevada, Reno, these funds are used to provide community based (not for credit) instruction in Nevada communities throughout the entire state. This community based education is conducted in the topic areas of community development, agriculture, horticulture, health and nutrition, children youth and families, and natural resources.

These federal funds are included in the appropriations made by the state to the Nevada Agricultural Experiment Station and the Nevada Cooperative Extension Service.