



NEVADA STATE
COLLEGE

MEMORANDUM

TO: John V. White, Chancellor
FROM: Bart Patterson, President
RE: Presidential Periodic Evaluation
DATE: March 6, 2017

EXECUTIVE SUMMARY

Thank you for allowing me the opportunity to provide you with a report on Nevada State College as part of my periodic evaluation. I am proud to say that we have embraced our motto of **Be Bold, Be Great, Be State**, as NSC has made substantial progress within the last five years in meeting our mission.

Student Success

At the heart of Nevada State College is a deserving student population intent on achieving success. We love our students and the progress they are making. We are indebted to our committed and talented faculty and staff who are committed to student success.

Over the last five years, we have witnessed a remarkable progression in our students including the following:

- Significant increase in the number of graduates
- Measured increase in graduation rates
- Steady and significant growth in student enrollment
- Remarkable increase in retention rates
- Remarkable increase in diversity of students
- Steady increase in entering GPA

As we have put in place a number of successful programs to enhance student success, we expect these trends to continue.

The New Nevada State College

It is perhaps odd to call a young college the “New Nevada State College,” but as President Harter pointed out in her 2014 periodic presidential evaluation report of Nevada State College, we are an aspirational institution. What we looked like in 2012 is not at all what we look like today, and what we look like in 2022 will be quite different from now. Among the changes since 2012:

- Self-funded two new buildings of 132,000 sq. ft. quadrupling the square footage on the main campus and transforming the student, faculty and community experience
- Food services
- The largest digital-only library in the state
- Spaces for college and community events

- Received full accreditation as a college
- Became a Hispanic Serving Institution. NSC is also a Minority Serving Institution and Asian American and Native American Pacific Islander-Serving Institution
- New academic programs in Criminal Justice, Communication, and Deaf Studies
- Significant new partnerships particularly with CSN and DRI, but growing out statewide to WNC and TMCC
- Significant growth in full-time faculty and student support staff
- One of 13 founding members nationwide to be part of a Gateways to Completion Project to improve student success
- A new Career Center for students
- Explosive growth in internship opportunities
- Built perhaps the best Foundation and Advisory Council in the State
- The first Comprehensive Fundraising Campaign raised over \$17 million in gifts and pledges
- The addition of a new Gift Planning Advisors Council to compliment the Foundation
- The only school that reinvests 15% of our registration fee income into institutional student financial aid programs
- Creation of an Office of Community Engagement and Diversity and Inclusion Initiatives as a Cabinet level position
- Established the first Community Engagement Survey
- Hosted a statewide Diversity Summit in 2015
- Hired two new Deans, a new Vice President of Finance, two Vice Provosts, a new Provost and soon expect to hire a new Associate Vice President of Advancement
- Hired our first Dean of Students to oversee student life and student government and, more recently, several areas of academic support
- Expanded our academic support offerings to students, including the creation of our first Writing Center and increases to staffing in the Advising Center
- Created a Marketing and Events Department with a focus on branding and external engagement
- Established the first Climate Survey – now an ongoing initiative
- Started a Be the Difference customer service initiative
- Collected a world-class art collection with donated art and local art on loan
- Started our first official club sport in rowing at Lake Las Vegas - privately funded
- Created our first fully on-line program for an RN-BSN degree to be regionally and competitively marketed in this high-demand field
- Triple the size of our nursing program to be the largest BSN program in the state through differential tuition and a redesign program
- Hired the first Director of the Center for Teaching and Learning Excellence to lead faculty development efforts
- Started a collaborative with City of Henderson and the Governor's Office of Economic Development to build the first Unmanned Autonomous Systems urban test track
- Initiated the first Teachers Academies with Mojave HS and SECTA HS to early identify and promote students that choose teaching as a profession through dual credit, collaborative programs and scholarships
- Placed two of our leaders in President level positions: California State University – Channel Islands and Western Governors University Nevada
- Numerous Faculty and Student Awards such as Regents Awards to students and faculty, Guinn Scholarships for top education graduates in the state, College Awards including the Urban Chamber of Commerce Excellence in Education Award in 2016, the Henderson Chamber of Commerce Expansion Project of the Year in 2016, and the NAIOP

Government/Public Use Award this year. In addition, I am honored to share with the College personal awards including recognition by the Latin Chamber of Commerce as a Senior of Distinction in 2015 and the Latin Chamber Chairman's Award of Excellence for Community Leadership in Higher Education in 2012

- Began building out NSC's statewide mission through partnerships at 2-year colleges around the state

Academic Strategic Plan

NSC is progressing on the goals it established in the 2015-2020 Academic Strategic Plan (attached). This plan represents the culmination of a comprehensive and collaborative effort among college employees, students, and stakeholders. To ensure that our strategic goals incorporated and supported our mission, core themes, and objectives, the Academic Strategic Planning Committee began from the foundation established by our previous (2010-2015) Academic Strategic Plan and our Year 1 Accreditation Report to the Northwest Commission on Colleges and Universities. The core themes of the College, and the academic strategic plan that advances them, are anchored by a singularly important goal: to nurture the success of our unique student population.

After two full years in support of the 2015–2020 Academic Strategic Plan, we've made progress in several areas. Some highlights of our efforts include:

- *Encouraging timely degree progression.* NSC has made significant strides with our “15 to Finish” campaign, which is expected to promote timely degree progression and, ultimately, graduation. Since 2013, we have seen a 400% increase in the percentage of first-time freshmen who are enrolled in 15 or more credits, and a twofold increase among all other students.
- *Forging stronger partnerships with transfer stakeholders and decision-makers at the community colleges.* NSC hosted an all-day event for Advisors from the College of Southern Nevada as an opportunity for them to meet with faculty, attend student presentations, tour the campus, and consult with the administration about improving the transfer process from CSN to NSC.
- *Expanding BAS programs with the community colleges.* In 2015 and 2016, we added several new Bachelor of Applied Science (BAS) degrees that allow graduates from two-year colleges to transfer their Associate of Applied Science degrees to NSC. Many of these programs have adjusted credit sharing beyond the traditional 2-2 standard articulation agreements depending on the strengths of the respective faculty. The new BAS programs include a BAS in Visual Media (2.5 yrs. CSN – 1.5 yrs. NSC), a BAS in Allied Health Sciences with multiple areas of emphasis (3 yrs. CSN -1 yr. NSC), and three BAS degrees in Engineering Technology with special areas of emphasis (Electronics, Computer Technology, and Telecommunications) (3 yrs. CSN – 1 yr. NSC).
- *Enhancing student success in gateway courses.* The shift away from traditional remediation and to stretch version of gateway math is already yielding encouraging results. Coupled with more effective administrative enrollment through student orientation, we have nearly doubled the percentage of students completing college level math from 32% to 62% in just five years. We expect those figures to continue to improve as we continue to integrate EdReady into the placement process. EdReady uses online lessons and assessments to prepare students for college-level math, while also providing a more robust picture of a student's analytic abilities. In our initial pilot of the program 113 students who originally placed in a remedial math course used EdReady to improve their placement to a college-level math course. For English Composition, NSC's English faculty engaged in a self-placement pilot program in the fall of 2016, which yielded promising results and plan to expand that pilot in the summer of 2017 where students will engage in

an online “orientation” that explains the various levels of composition and asks students what class (ENG 100, ENG 101, ENG 102, or ENG 116) they see as the best fit.

- *Developing our Writing Center and expanding “writing across the curriculum” efforts.* The Writing Center has continued to increase the number of one-on-one tutoring sessions it offers each semester and the number of in-class sessions it provides. The Writing Center and the English faculty worked to pilot a Writing Intensive Courses initiative, which is currently underway in the spring of 2017. Writing Intensive Courses are one of the Association of American Colleges & Universities’ top ten “High Impact Practices.”
- *Improving collaborative efforts involving learning support services and teaching faculty.* One of NSC’s greatest successes has been our Course Assistant Program, where successful students are imbedded in gateway classes. The assistants’ role is to help students with course content, provide peer mentorship, and connect students with other support services, such as advising and career services. Similarly, since summer 2016, the college has been piloting a revamped peer-leader program that provides cohorts of incoming students with non-academic support and community-building opportunities.

PERSONAL ASSESSMENT OF PERFORMANCE

The Areas I Have Excelled

First and foremost, I have brought a sense of stability to the institution. At the time I was appointed Interim President in November 2011, I was the seventh president in NSC’s then nine year history. I promised to stay and I have. In early April of this year, I will become the longest serving president in College history.

Second, I am truly student focused. My number one priority is far and away improving student success. I spend significant time with not just student council leaders, who are doing tremendous work as partners in our efforts to improve student success, but also regularly engaging and supporting students in their activities and programs. I encourage our leadership teams across campus to make decisions with a focus on the impact on students. I want the students to know I have their best interests in mind, which sometimes means not just current students, but also students that will follow.

Third, I am immersed in the community. I personally attend as many community and nonprofit events as I can throughout the Las Vegas Valley. This was a purposeful decision to stretch our scarce marketing dollars to increase awareness of the College in a large media market by attending and supporting as many events as possible. These events provide NSC with an opportunity to directly engage business and community leaders. I am personally involved with numerous business organizations and nonprofits including Board memberships on the Las Vegas Global Economic Alliance, Henderson Chamber of Commerce, Workforce Connections, Jobs for America’s Graduates, Dress for Success Southern Nevada (helping women achieve career success) and Got Core Values (building positive culture in K-12 schools). I want to be viewed as the College’s number one cheerleader. The net result has been a significant increase in fundraising.

Fourth, I am an innovative leader but perhaps not in the classic sense of the term. I believe that everyone at the College has innovative ideas that can propel the College forward. I try to identify and support as many of these ideas as possible and help figure out creative ways we can realistically pursue as many initiatives as possible, recognizing there may be financial, personnel and political issues that must be considered. In general, I try to simply let talented people pursue ambitious plans - providing support where needed - but often just staying out of the way and not creating unnecessary bureaucratic roadblocks.

Finally, I believe in the culture of a place. In my own opinion, while the business community has figured out that a focus on culture yields enormous dividends, public institutions can become sterile, bureaucratic, rule driven places that stifle creativity and dampen enthusiasm for doing great things. While I haven't yet successfully navigated how to build an even better culture at Nevada State College, I am committed to looking for ways to do so.

The Areas of Challenge

My biggest disappointment is that while I have been successful in helping the college gain recognition in the community and among business and philanthropic leaders, I have not been successful in obtaining further political support and focused investment in the College. That was evident in the 2013 Legislative Session in which the College was not given the small institution adjustment even though it qualified by definition, and in fact, formula dollars were diverted to UNLV as a research equity adjustment with UNR. More recently, despite the College's emphasis in its enhancement request in meeting critical workforce needs in education, the reduced enhancement budget ultimately submitted to the legislature in December resulted in the College receiving the lowest percentage of enhancement funds among all teaching institutions. In addition, we did not receive any funds to initiate a new Education Building, even though it was prioritized second by the Board of Regents. At the same time, we are the only institution to date (UNR may be the second albeit at a much smaller percentage of its budget), to self-fund critical academic and student support buildings, resulting in an ongoing payment of \$3.3 million dollars of our annual revenues that could otherwise be directed to growth in faculty, programs and student support. The net effect of these decisions has been to limit the College's expansion and programs, notwithstanding we serve the state's highest percentage of women, and arguably the most diverse and low-income student population in the state. While we have thrived on a "do it ourselves" attitude, our students deserve a stronger advocate and I intend to be that person going forward.

Leadership transition is another key area of concern. While the key departures in the last two years are a testament to building leaders, it has resulted in disruption as we begin to fill key positions this year. I am grateful for talented people who have stepped up to smooth this transition. With respect to the Office of the President, I lost my Director of Strategic Initiatives who functioned in a chief of staff role. Consequently, I am currently supported by only one classified support position. I have reorganized some personnel this spring to provide more support to my office, but I will have to seriously consider refilling the Chief of Staff position in the coming year to remain effective.

Communication with faculty and staff is a key concern. As the institution has grown, it has proved more difficult to develop effective communication strategies. At one point the President's Office was providing regular updates to the campus but that was discontinued when the Director of Strategic Initiatives was assigned to supervise other areas, and then took a job at another campus. The Provost's Office has started providing regular updates to the campus which has been helpful. It is anticipated that the President's Office will again initiate more regular updates as staffing is restored. Of particular concern is the relationship with faculty senate. Under current rules, the President only participates in Faculty Senate meetings when invited. The President does regularly meet with the Faculty Senate Chair, Student Council President, a leadership team made up of unit heads from around campus, and an executive team of his direct reports, in addition to weekly one on one meetings with direct reports. Nevertheless, it is clear that more communication is necessary with a growing campus with multiple initiatives.

Prioritizing initiatives has become a topic of concern. There are multiple executive team level initiatives that are established to move the campus forward. The campus climate survey suggests that many faculty and staff may be experiencing initiative overload. The President's Office will

undertake a review of all high level policy initiatives and consider prioritizing initiatives to increase focus and improve success.

Diversity of faculty and leadership remains a challenge and a priority. While we have an outstanding faculty and are proud that over 60% of our full time faculty are women, the diversity of faculty is not strong enough. To address this issue, NSC formed a Diversity and Inclusion Task Force and a number of suggestions have already been adopted.

In addition, it is apparent that there is a lack of policy. While as President I don't want the college to become overly bureaucratic, a certain amount of process is necessary in order to improve the way the campus operates, and address concerns of fairness. A recent example of this is the confusion over the scope of shared governance. On the recent RN to BSN program that was developed, the President's Office moved forward with obtaining Board approval and signed contracts as soon as the nursing faculty and academic leadership indicated that there was general agreement to pursue the new degree. Subsequently, faculty in other departments expressed concerns about the mode of delivery that required a step back to address those concerns. In retrospect, a more clear understanding of faculty senate roles would have allowed for a smoother process. Another key area of policy development is in the area of workload. The new Provost starting June 1 has indicated a willingness to take a lead role in developing key policies and engaging in long term strategic planning to guide campus growth.

TOP PRIORITIES FOR THE NEXT PHASE OF NSC GROWTH

- Continued emphasis on retention and graduation with particular attention to equity gaps
- Continue to enhance the quality and distinctiveness of our existing academic programs while selectively pursuing new degree programs that fulfill our institutional mission
- Substantially grow the School of Education in the number of programs (adding a Masters in Speech Pathology and a Bachelors in Early Childhood Education), as well as the number and quality of graduates. This will require resources for program growth, as well as growing the pipeline of students interested in teaching as a career
- Garner state commitment to build a School of Education facility
- Build out public-private partnerships to create revenue and build infrastructure, as well as provide needed student services (such as housing)
- Establish a new set of core values for the next decade and work on enhancing culture
- Increase effective communication between leadership and faculty/staff
- Increase diversity of faculty and leadership
- Build an effective base of policies and establish long-range structural organization plans
- Continued growth in fundraising and marketing
- Further improve the student experience with consideration of child care, housing, recreational facilities and programs, and international students
- Like any innovative organization, be prepared to take calculated risks on previously unidentified strategic initiatives
- Through better and more focused marketing, enhance awareness throughout the state
- Continue to expand NSC's statewide mission to deliver 4-year degrees on community college campuses

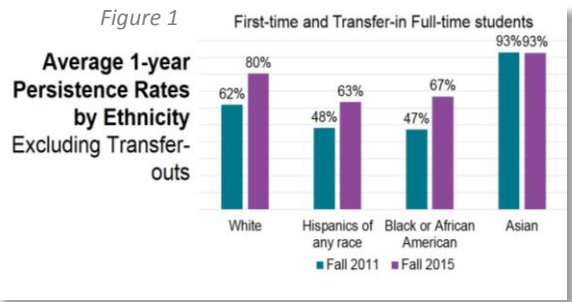
Nevada State College Presidential Performance Metrics 2015-to Present

Part 1 – Fundamental Productivity

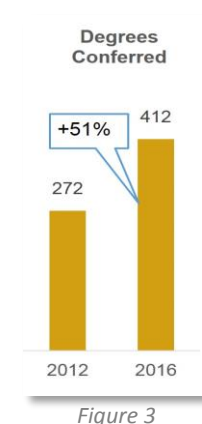
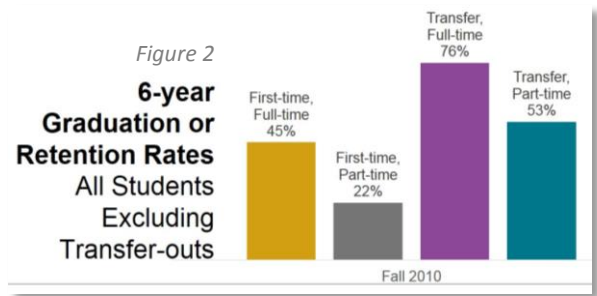
A. Academic Completion – Student Success. The NSHE is a performance oriented system. Student Success as reflected in academic completion is a key Board policy each President embraces.

- 6-year grad rates: 15 % (Fall 2010 IPEDS Cohort)
- 6-year grad rate excluding transfer outs: 45% (Fall 2010 IPEDS Cohort)
- total number of degrees and certificates awarded: 420 (2015-2016)
- year to year persistence rates: 72% (Fall 2015 IPEDS Cohort)

Overall, our 6-year graduation rate for the IPEDS cohort has not shifted significantly in recent years, but it references an institution that, in 2010, was very different than the Nevada State College of today. Several trends suggest that the College can expect a significant increase in graduation rates across the next five years. For example, year-to-year retention has been steadily increasing among first-time, full-time students, from 62% for the fall 2011 cohort to 72% for the fall 2015 cohort. Importantly, as shown in Figure 1, the increases have occurred among historically under-represented students as well as White students.



Moreover, it is important to note that not only is the first-time full-time population a small part of the student population (only about 25%), it undercounts student success when taking out of the equation students that transferred to another institution to continue their education. The remaining student population that either graduates or is still at NSC is a much higher percentage (see Figure 2).



That explains why NSC, notwithstanding a low graduation rate under traditional 6 year IPEDS measures, has achieved a remarkable 51% increase in graduates since 2012 as shown in Figure 3. Additionally, we have witnessed a significant decline in the percentage of students who are transferring out of the institution. For example, the percentage of first-time, full-time students who transferred out of NSC after one year declined from 32.2% for the fall 2010 cohort to 20.5% for the fall 2014 cohort. This shift, coupled with the observed retention gains and emerging student success initiatives described in section G, predicts a steady increase in graduation rates. Moreover,

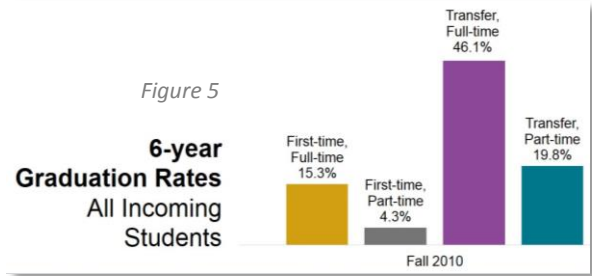
we have also consistently eclipsed our Complete College America and Performance targets, as shown in Figure 4.



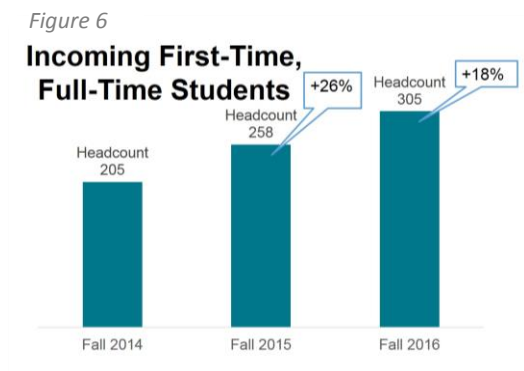
Figure 4

Goal: 28% of new FT students will graduate with a degree or certificate within 6 years (IPEDS).

This is our long-term aspirational goal which is close to doubling of the current FY16 of 15% as shown in Figure 5. Since our FY15 rate was 14%, we are in line with our intended average increase of 1% per year in the three year average. However, because of the lagging metric based on six year cohorts and potential significant swings due to small student populations, success in the first three years has not been dramatically impacted by current initiatives, but is the increase predicted.



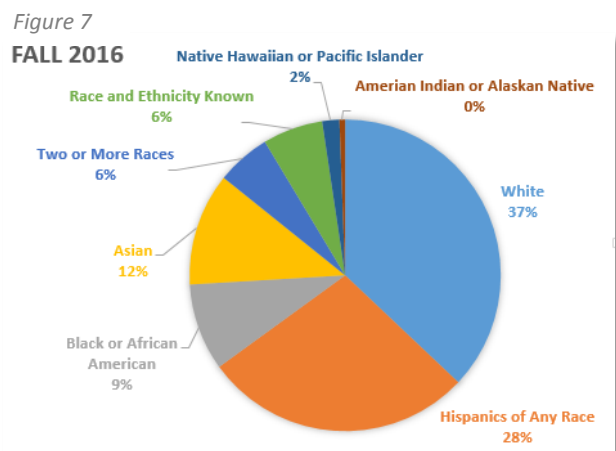
B. Enrollment – Student Success. While the NSHE has moved from an input to an output formula, performance growth cannot occur without attracting more students. In addition, Nevada needs more graduates so serving more Nevadans remains important. A President shall be evaluated based on enrollment, including online enrollment.



Our enrollment remains strong with a 15% increase in FTE since 2012. Applications this year already exceed the entirety of last year. Moreover, there has been a significant transformation in enrollment with a 50% increase in Full-Time, First-Time students in the last two years as shown in Figure 6.

Diversity of student body (see Figure 7). The student body has become increasingly diverse with the White Caucasian population now at 37% of the total. With Hispanic Serving Institution designation comes the responsibility to not only enroll Latino students but

graduate them. Latino students comprise 28% of the student body and their academic progress narrows previous equity gaps in achievement. The black student population of 9% has decreased from 12%. This drop marks a priority area for our recruitment efforts and community outreach. The Asian population at 12% has experienced a slow and steady increase. Efforts to enhance the student life experience for Asians is an opportunity readily embraced by student leadership. The campus remains majority female at 76%, and the participation of women in all majors, including STEM, is strong.



At the same time as NSC is becoming more diverse, the preparedness of the students has increased with a rising average entering GPA in the last five years from 2.84 to 3.01. In the last freshman class, more students enrolled with an entering GPA above 3.5 than those enrolling with less than a 2.5 GPA. The College is studying an increase in admissions standards and other options to manage enrollment growth.

In addition, the quality of our graduates is being recognized nationally, in part based on the extensive undergraduate research guidance. For example Juana Garcia and Jacob Sorrentino were accepted into the top 5 Medicinal Chemistry Ph.D. programs. They are authors on a research publication that was accepted last year in January for which NSC created a new tool in Medicinal Chemistry. This work built off of the efforts of Emily Diller who won the American Chemical Society Undergraduate Poster Competition and who is in her 2nd year of Medical School. Several graduates have recently been admitted into UNLV's Medical School's inaugural class.

Pell Grants. One measure of the student population that is reflective of income levels is the percentage of students receiving Pell grants. According to 2014 IPEDS, 60% of Nevada State's first-time, full-time students received Pell grants. This is an astoundingly high percentage of low income students that far exceeds our sister institutions, UNLV (42%) and UNR (29%), demonstrating a unique challenge that we face. The NSC student population also includes a significant percentage in excess of 60% that are first generation students.

Gateways to Completion. In 2014, we began the multi-year Gateway to Completion (G2C) initiative, conducted under the guidance of the John Gardner Institute for Excellence in Undergraduate Education. This initiative is a comprehensive effort to improve student success in traditionally high-enrollment, high failure entry-level courses that often stymie a student's pursuit of a baccalaureate degree. The G2C project is marked by a synergistic union of excellent instructional practices and structured academic support. The former is characterized by unique curricular design, assignments and projects that resonate with students, and consistent efforts to maintain high student engagement. The latter is defined by the utilization of "course assistants," successful, experienced NSC students who serve as in-class tutors, peer mentors, and supplemental instruction leaders for the gateway courses involved in the project. The G2C initiative also leverages recent research on the role of belongingness in student success by setting high expectations for students in a supportive, aspirational environment.

We are currently on our third year of the program. We've integrated several G2C practices into the curriculum and have undergone frequent assessments of these efforts. We've found that that courses designed under the guidance of the G2C initiative have been successful, but that the highest gains have incurred from the integration of peer-to-peer support programs and support interventions (such as integrated sessions provided by the Writing Center). For example, freshmen who participated in a G2C course with a Course Assistant exhibited a significantly higher persistence rate (8.7% higher) and good academic standing rate (8% higher) than freshmen who were not a part of the experience, and the results were even stronger among ethnic minority, first-generation, and low income students.

Improving collaborative efforts involving learning support services and teaching faculty. One of NSC's greatest successes has been our Course Assistant Program, where successful students are imbedded in gateway classes. The assistants' role is to help students with course content and to connect students with other support services, such as advising and career services. Our data show improved retention and lower DFWI rates in all classes that integrate course assistants, and these improvements extend to first-generation and under-represented student populations. Similarly, since summer 2016 the college has been piloting a revamped peer leader program that provides cohorts of incoming students with non-academic support and community-building opportunities.

Our Academic Advising and Academic Success Centers have made a concerted effort to coordinate with academic faculty to collaborate on various workshops, outreach initiatives, and perhaps most importantly, ensure that the academic faculty are informing the work that we do in advising and tutoring. For example, our Advising Center has collaborated with our School of Education in our efforts to improve academic advising for pre-education majors and increase the number of students accepted into our Teacher Education program. The Advising team has collaborated with

the SoE leadership and faculty to participate in Praxis Core workshops, and to provide embedded group advising in various pre-education courses. Our Advising team has also coordinated with the SoN leadership to ensure high quality advising for the RN to BSN program. In addition, our Advising team has collaborated with SoN leadership on proposed changes to the SoN curriculum. Our Advising team has also collaborated with various faculty members in LAS, including those in Humanities, Social Sciences, and Physical and Life Sciences. Advisors have made an effort to coordinate various group advising workshops with faculty members and have worked with faculty to ensure that the most vital information about their degree programs are being communicated to students early in their NSC career. Our Advising team has also collaborated with NSC faculty and both UNR and UNLV School of Medicine to host workshops/presentations for pre-med students, which are planned for late March/early April 2017.

Our Academic Success Center has also worked diligently to coordinate its services with academic faculty. We piloted a formal supplemental instruction program for our American Sign Language classes, and worked closely with faculty to coordinate these efforts. In addition, our tutors have reached out to academic faculty to ensure that tutors understand course schedules and content areas. Faculty have shared course materials with our tutors to ensure that both individual and group tutoring are closely coordinated with the class schedule and content areas. This level of collaboration ensures good communication between faculty, students, and tutors, and helps tutors to better prepare for tutoring sessions with students. This also helps provide more confidence for the academic faculty when referring students to the center for additional support.

Innovative support for underserved student populations. One of the core missions of Nevada State College is to support underserved populations, particularly students with circumstances that may hinder them from enrolling in and completing college. We support these students in all of our degrees, but we have also developed two specific programs to help these students thrive in a college environment. The first is called the Nepantla program, which enrolls 40 students each year in a rigorous summer bridge program, and then follows them as a cohort through their college experience with additional advising and community activities. The one year retention rate for Nepantla students is 89%, compared to 70% for non-Nepantla students in the fall 2015 cohort. The second program is TRIO-SSS, which enrolls 140 low-income or first-generation students and provides them with regular advising support from both faculty and peer mentors. In 2015, the TRIO program had a 95% semester-to-semester persistence rate and a 98% good academic standing rate. Both programs are at the heart of NSC’s mission, allowing excellence in faculty/staff support to foster opportunities for crucial populations in our community.

Peer institutions comparisons. Overall, the College compares favorably with its peer institutions with a similar size and student population (including a benchmark comparison with its non-peer sister institutions) (see Figure 8). However, we know we can get much better and are on a trajectory to do so when comparing against our aspirational peers that are much larger but have a similar demographic mix of students (see Figure 9).

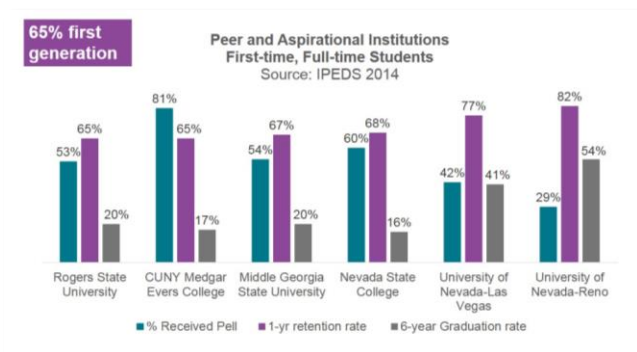


Figure 8

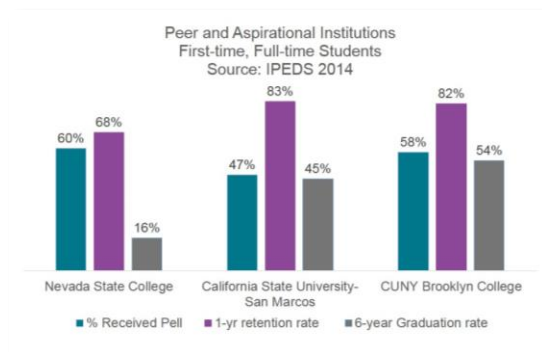


Figure 9

C. Grants/Contracts/Special Events/Research and Development/Gifts. Funding is a challenge all institutions face. A major focus of every President is leading an institution that secures alternative funding sources. The sources include attracting grants, contracts and gifts. The goal is to diversify sources of college revenue through community partnerships.

A President shall separately state funding attainments in each of the following categories, giving the institution's baseline for the applicable evaluation period for each:

1. Grants and contracts;
2. Special events;
3. Research and development; and
4. Gifts.

Despite continued high enrollment trends, the College uses conservative projections for enrollment growth and the corresponding revenue associated with that growth in establishing budgets. The College effectively utilizes instructional grants and its Foundation to grow new programs and to strengthen its operations and infrastructure. One of the responsibilities of the new Vice Provost of Scholarship and Experiential Curriculum is to increase grants coming to the College.

Goal: Diversify sources of college revenue through increased fundraising, community partnerships and grants.

Grants and Contracts

In FY 2015, NSC received grant funding in the amount of **\$1,140,646**. In FY 2016, NSC applied for 31 grant funded opportunities and received funding for 26 in the amount of **\$1,842,583** – a 61.5% increase from FY 15. Some of the largest awards include:

- Gear Up Ambassador
- Gear Up Administration
- Gear Up Scholarships
- TRIO Upward Bound
- TRIO Student Support Services
- IDeA Network of Biomedical Research Excellence (INBRE)
- NASA Experimental Program to Stimulate Competitive Research (EPSCoR)

In the last two years, NSC has successfully applied for federal funding. For example, we received \$1.1 million over five years for a TRIO-Student Support Services grant from the Department of Education. We anticipate funding in FY17 for a National Science Foundation (NSF) S-STEM award, our first direct award from NSF. We have also completed applications for multi-year awards from TRIO-Upward Bound and Health Resources and Services Administration (HRSA) to support Nursing Workforce Diversity. We also plan on pursuing a Title V “Developing Hispanic-Serving Institutions” grant in the next funding cycle.

While NSC has been successful in securing large, multi-year institutional awards, our current staffing and resources will limit our ability to apply for some institutional grants and faculty-led individual grants. We are currently seeking a Pre-Award Grants Coordinator to review funding solicitations for institutional awards and support faculty with individual award applications. We would also benefit from additional post-award support to manage and reconcile the increased number of grant accounts.

Undergraduate Research

NSC continues to strengthen the number of undergraduate research opportunities available to students across all areas of campus. In the Department of Physical and Life Sciences, undergraduate research participation has doubled since 2013. In 2016, over 40 students participated in for-credit independent research or paid summer research. In FY16 alone, NSC received over \$600,000 from the NIH-funded Nevada IDeA Network of Biomedical Research Excellence (INBRE) and \$50,000 from NASA's Experimental Program to Stimulate Competitive Research (EPSCoR) to support research opportunities for underrepresented students in STEM.

In other disciplines, most research opportunities occur on a for-credit or volunteer basis. For example, in psychology, students can choose to participate in a supervised internship or in a research course to fulfill their degree capstone. Every academic year, over 40 students elect to complete the research capstone which culminates with a conference-style poster symposium. Students eager to gain additional research experience have volunteered with select faculty on discipline-specific projects as well as projects that examine campus needs (e.g., student mental health; student success).

With the growth of undergraduate research participation, NSC hosted its first Undergraduate Research and Creative Works conference in April 2016. The conference featured poster presentations, panel sessions, and creative works. Over 50 students, representing all three schools, submitted abstracts and over 200 members from the NSC community attended. We plan to hold this undergraduate research conference every spring semester.

Finally, NSC has increased support for students interested in applying to graduate programs in the areas of biology, chemistry, and psychology. In 2014, NSC began collaborating with the University of Nevada, Reno to send 10 underrepresented students to GradFIT, a week-long summer workshop discussing graduate school expectations. In 2016, the School of Liberal Arts & Sciences added a for-credit graduate school prep-course that has served approximately 10 students every semester.

Undergraduate research is largely possible because of faculty participation and coordination. Faculty need additional support to be able to offer these opportunities for students. For example, faculty would benefit from instructional releases to develop research-based curriculum or course buyouts to conduct grant-supported research. Another suggestion is to allow smaller class sizes for research-based curriculum where faculty can provide more hands-on training opportunities. Faculty also need monetary support for supplies related to conducting their research or to conduct research over the summer. Similarly, students would benefit from stipends or scholarships that could be applied to cover for-credit, research-based courses or participation in summer research. While all these things remain under consideration to enhance undergraduate teaching and student experiential learning, Nevada State College remains a teaching-focused institution.

Gifts

Support from the NSC Foundation is invaluable in helping the college achieve its strategic goals which align with our mission to provide quality, affordable degree programs that ensure the success of our students, and strengthen our community.

Nevada State College's Comprehensive Campaign exceeded its initial \$15 million fundraising goal by raising over \$17 million in gifts and pledges. Funds from the Comprehensive Campaign are being utilized for programs, scholarships and some capital needs. Included in this campaign was a gift of land in Pocatello, ID from the late Jim Rogers that sold for \$2.1 million. Keeping in mind the Board of Regents direction to spend capital assets on capital needs, funding from this land sale will likely be deployed for building renovation at Dawson, acquisition of additional space, or as part of the match needed for additional building construction.

With the opening of these two buildings the additional space provided the opportunity for the college to expand the living and learning opportunities through the expansion of offerings in areas like the arts. Since 2015 the Office of Arts & Culture has raised over \$75,000 in gifts, grants, and artwork gifted to the NSC Permanent Art Collection.

NSC's Annual Employee Giving Fund continues to have outstanding participation from our faculty and staff. In the 2015-2016 year 65% of faculty and staff who participated resulted in over \$13,000 raised.

The Foundation itself has seen terrific growth, adding experienced leaders from a variety of industry sectors. Moreover, a Gift Planning Advisory Council of top wealth management advisors from around the valley was created as a compliment to the Foundation.

Goal: Continue to increase giving through the NSC Foundation.

Nevada State College continues to grow and serve its mission to the state. With the successful completion of the Comprehensive Campaign, the NSC Foundation launched the "50 for \$3M" scholarship campaign, the objective of which is to raise \$2M in new scholarship programs from 50 donors. This initiative has raised more than \$1 million in gifts and pledges to date. Additionally, as the college continues its commitment to address the teacher shortage across the state, the NSC Foundation is in the silent phase of a \$14 million campaign to raise funds for teacher education programs, and a building dedicated to teacher education. The key to these efforts will be hiring an effective Associate Vice President of Advancement to lead these initiatives after the loss of the founding Associate Vice President who passed away unexpectedly in late December.

Events

With the grand opening of the permanent campus in the fall of 2015, NSC greatly increased its capacity for hosting events. The majority of events have been internally focused, serving the students, faculty and staff. However a number of activities, particularly those presented by the Office of Arts & Culture, the Nevada State Student Alliance (NSSA), and the Office of Recruitment, have been advertised to the community at large and have been open to the public at no charge. NSC also has been the site for several external groups' events. The exposure has been beneficial as these outside entities have driven traffic to the new campus and helped to increase awareness of the college in general. From a revenue standpoint, they have contributed a combined total of \$46,711.51 in facilities rental fees and catering orders.

While there is possibly room to grow external events business at NSC, certain challenges need to be considered. The college is still relatively small with only two major event spaces: the Ballroom in the James E. & Beverly Rogers Student Center and the Auditorium in the Nursing, Science and Education Building. Neither of these spaces qualify as performance venues. In addition, with the lack of nearby hotel and restaurants, the prospect of significantly growing external events is limited. Consequently, the decision was reached this spring to reduce events staffing, focus on internal events and transition more resources to marketing and branding for at least the short term.

Part 2 – Institutional Well-Being and Management Effectiveness

D. Entrepreneurship. Closely related to the metrics in Part 1 C is encouraging innovation and entrepreneurship throughout the institution. A President shall separately state steps the President and the institution have taken to encourage entrepreneurial activity.

Since the inception of the College, the faculty, staff and administration of Nevada State have been champions of innovation and have consistently pushed to stay at the leading edge of innovative and effective practices in higher education. To this end, we have engendered an academic culture and constructed systems and reward structures that promote innovative practices and the vigilant consumption of evidence-based trends in higher education.

Goal: NSC encourages academic innovation and entrepreneurial solutions to challenging problems.

The Seed Grant Program. NSC faculty are strong advocates for the college, and use their knowledge of their fields to secure grants which help the students, the grant writers, and the college. To support these faculty, NSC sponsors a Seed Grant Program, which accepts applications from faculty and awards small grants which will support the development of larger requests. For example, Dr. Laura Naumann, an Assistant Professor of Psychology, secured a Seed Grant which allowed her to hire students as test subjects for a project that investigated the mental health needs of college students. Dr. Naumann was able to use these initial findings to support larger grant requests.

The Technology Fellows Institute (TFI). This structured summer program provides faculty and staff with time, resources, and a collaborative environment to promote the exploration of new ideas and the development of innovative projects. In recent years, the TFI has helped faculty develop programs that have become symbols of our commitment to serving as leaders in the field of higher education. In the summer of 2015, 12 TFI Fellows participated in the program and another seven in 2016. We also diversified our summer programs to include projects that focused on innovative course design, scholarship, and library resources. In summer 2016, nine NSC faculty pursued course design projects, eight faculty fellows worked on special scholarly projects, and five faculty engaged in library resources projects. Some exemplary projects include:

- Designing a new Writing Intensive Courses project, where faculty are provided with support from English professors;
- Designing an innovative class that links Sociology 101 with an Introduction to Public Speaking class;
- Creating an online class that introduces college instructors to the best practices in online teaching;
- Creating a library of interactive instructional videos for students in our Visual Media program;
- Creating an archive of engaging assignments for Psychology 101 courses.

Awarding excellence in teaching and service. NSC holds an annual awards ceremony to recognize faculty and staff for their individual initiative as well as their commitment to NSC's core values.

- **The Be Bold Award**, granted to an individual, unit, or initiative that demonstrates a creative, effective approach towards moving the College forward in meeting its mission.
- **The Be Great Award**, granted to a professional or classified staff member who has made a significant and sustained difference in the successful functioning of a unit on campus.
- **The Be State Award**, granted to the individual, unit, or initiative embracing the unique qualities and characteristics that make up who we are as individuals and as a community.
- **The Be the Difference Award**, granted to the individual, unit, or initiative that exhibited remarkable service and satisfaction for our students and other campus constituents.
- **The Scorpion Outstanding Unit Trophy**, will be bestowed to a unit or team of employees that best demonstrates their commitment to the College's core values in their work. Units, or teams, will vie for this trophy on an annual basis.

- **Teaching Excellence Awards**, granted to five full-time faculty, one from each of the following schools and departments:
 - School of Nursing
 - School of Education, to include Speech Pathology
 - Liberal Arts & Sciences Physical and Life Sciences
 - Liberal Arts & Sciences Humanities Department
 - Liberal Arts & Sciences Social Sciences Department
- **Teaching Excellence Awards (Part-time Faculty)**, granted to part-time faculty, one from each school
 - School of Nursing
 - School of Education, to include Speech Pathology
 - School of Liberal Arts & Sciences
- **The Classified Employee of the Year Award** is granted to an individual by their peers in recognition of being an outstanding classified staff member who has illustrated the College's mission with their actions over the last year. A separate appreciation luncheon is held just for Classified Employees.

RN to BSN Program. We are implementing a revised RN to BSN program, which will allow licensed Registered nurses (RNs) who have graduated from regionally accredited associate degree nursing program to complete 36 credits of baccalaureate level nursing courses to complete their Bachelor of Science in Nursing (BSN) degree in an accelerated or part-time manner. The degree, which is entirely online, will help to meet Nevada's need for BSN qualified professionals, while focusing on an innovative curriculum anchored in Dr. Jean Watson's Theory of Human Caring. The revised program focuses on the holistic nature of contemporary nursing as students develop their unique art of nursing along their journey of Caring Science.

Deaf Students Program. NSC has recently received Board of Regents approval for a BA in Deaf Studies, which will be the first degree of its kind in Nevada. The degree will serve Nevada multiple ways, including:

1. *Increasing the number of Nevada residents qualified to serve as interpreters.* National certification for ASL/English interpreters requires a four-year degree. However, no colleges in Nevada currently have a four-year degree available in Deaf Studies. As a result, organizations must import qualified interpreters from other states. The creation of a BA in Deaf Studies at NSC will lead to increased interpreter availability at a reduced cost to organizations. Furthermore, since many of our students are native Spanish speakers, we will be able to train trilingual interpreters that can work with Spanish, English, and ASL.
2. *Adding a valuable skill to a student's existing career or degree plan.* Students may combine the proposed BA in Deaf Studies with other four-year degrees at NSC, which would allow them to integrate their ASL skills into another career. For example, a student that double majors in Nursing and Deaf Studies would be able to provide superior care to deaf patients and would be an important asset in a hospital or clinic.
3. *Improving the quality of Nevada's education system.* Nevada desperately needs ASL interpreters to work with K-12 students that are deaf or hard of hearing. Increasing the number of qualified interpreters with an interest in helping children will result a more robust educational experience for these students.
4. Currently, NSC supports a Minor in Deaf Studies and offers several classes in ASL. A very enthusiastic group of students fills these classes and runs an active ASL Club.

Center for Teaching and Learning Excellence. To encourage innovation NSC provides faculty and staff with professional development opportunities. During 2015 over 25 professional development sessions were offered to both faculty and staff on topics related to fostering student success and

social justice issues. Over 40 professional development sessions were offered during 2016 on topics ranging from student engagement to cultural competency. These sessions were workshops that featured either campus experts or guest speakers.

In October 2016, NSC hired Chris Garrett to direct its new Center for Teaching and Learning Excellence. The Center for Teaching and Learning Excellence (CTLE) organizes and coordinates a variety of professional development opportunities for all full-time and part-time faculty across the campus. The CTLE's programs and services are confidential, voluntary, and formative. The objectives of the CTLE are to create inclusive, engaging learning environments, promote reflection and innovation, share evidence-based teaching and learning practices, facilitate interdisciplinary dialogue and collaboration, foster a culture of continuous improvement, and support integrating technology to enhance quality and efficiency.

In addition to offering workshops and hosting guest speakers, the CTLE also offers the following programs and services for NSC's full-time and part-time faculty:

- Faculty Learning Communities: small groups of trans-disciplinary faculty comprised of 8-10 members) that meet every three or four weeks; focused on a topic of interest; theory or project-based.
- Working Sessions: faculty bring to each session a particular question, project, or challenge and receive formative feedback; topics vary (e.g., course design, grading and assessment).
- Individual Consultations: faculty receive one-on-one coaching from the CTLE Director; may include class or online teaching observations; identify strengths and areas for improvement; review and analyze course evaluations; receive formative feedback on teaching; consultations are confidential and tailored to individual needs and goals.

Flipping the classroom. Classroom "flipping" reflects NSC instructors' ongoing efforts to use class time in novel and effective ways. In academic areas ranging from introductory math, to elementary education, to nursing, instructors are flipping their courses by providing students with enriching instructional materials to study outside of the classroom so that additional class time can be used for intensive, hands-on activities that benefit most from face-to-face interaction. In some instances, these endeavors manifest through our sophisticated lecture capture system, which allows instructors to record dynamic class lessons in one course and use the material for out-of-classroom or online instruction in other courses or semesters.

Experiential Learning. Experiential learning has long been a strength of Nevada State College's flagship programs of Nursing and Education. The dedication to classroom and clinical experiences drives the continued excellence of these programs. This is increasingly evident in our Liberal Arts & Sciences programming as well. Since late 2015, the campus has developed over 70 for-credit internships across a range of disciplines. These new offerings complement existing, high-quality field experience coursework, including the 140-hour internship experience for our counseling/psychology students and programs in History and Criminal Justice, where students work in a local organization but also participate in a class with other interns.

Online Learning. NSC offers both online and in-person courses. Approximately 30 percent of our fall 2016 courses were available online. These online classes allow for increased access and increased flexibility for non-traditional students. To help faculty support these students, a small group of faculty and staff worked during a summer development session to create an online course to train online teachers. The entry-level modules are currently in use by faculty, and a more advanced version is in production.

In addition to online courses, NSC has piloted several blended-learning initiatives, which combine the flexibility of online classes with the personal connection found in traditional in-person classes. A good example of an early success in this area is our History program, which has been offering

gateway courses in the major in this format. In the fall of 2016, we offered HIST 251 as a modified hybrid, where students meet once a month with their professor, and conduct other meetings online. Since shifting our core classes to this format, enrollment in the History major has increased by 16%

First Year Experience (FYE). NSC began efforts to enhance the First-Year Experience in 2007, when several faculty designed linked courses to serve as learning communities. These courses, which connected subjects such as English and Psychology, reinvigorated core classes with team teaching, enhanced active learning, and engaging themes. In 2016, we began our efforts to refine the FYE based on current practices in the field. We recently hired two new faculty committed to teaching FYE College Success Courses (with a search for a third faculty member currently underway), and existing faculty are meeting to develop new guidelines for the program. Our newly revised FYE program will begin in the fall of 2017, with an increased emphasis in peer-to-peer support, career services, and engaging learning experiences.

Development of Parcel. The Board of Regents recently approved a project manager to assist with the development of campus lands designated for ancillary purposes. It is anticipated that resulting public-private partnerships (P3) on these lands will generate college revenue and/or necessary campus infrastructure to support the educational mission of Nevada State. We are currently working to bring student housing to the college in a P3 format. In addition, the college is about to undertake mass grading to prepare future building pads at no cost the college. This will significantly reduce the cost of future construction which, in turn, will provide opportunity for enhanced revenue generation.

E. Campus Environment. As President, effectiveness as a leader echoes throughout the institution. A President shall detail any major initiatives or advancements to improve the campus environment under the President's leadership.

Goal: Implement initiatives to enhance the living and learning environment of the College.

Be the Difference Campaign. Be the Difference is Nevada State's customer service campaign focused on developing, retaining, and graduating students. Each semester employees reflect on their potential impact and pledge their intention to be the difference in the lives of our students. In addition, unit leaders establish yearly Be the Difference goals as a means to operationalize, assess and re-evaluate commitments to better the student-as-customer experience. Be the Difference also serves to validate the work staff at all levels do and engenders workplace camaraderie and college spirit.

Developing Core Values. As Nevada State's approaches its 15th anniversary we are taking time to reflect on our core values. As a collective through town hall gatherings, unit retreats and focus groups we are amidst the process of redefining Nevada State's core values. Toward this end we have asked ourselves who we are, the students we serve and the type of institution we envision to be.

Campus Climate Survey. Nevada State has collected two years of Organizational Climate Survey Data. In examining employee's experiences, attitudes and perceptions related to their work environment we are able to celebrate our strengths and identify areas for improvement. We have had an impressive response rate of 72% of full time employees participating. Areas of strength include the importance of diversity commitments, personal diversity value, supportive supervisor, and positive teamwork environment. Areas to focus on include procedural and distributive justice; that is do employees feel campus wide decisions at NSC are fair and do employees feel they earn appropriate rewards and recognition for their efforts. In addition, employees report a

need for Nevada State to provide career opportunities in the form of professional development and advancement.

Academic Strategic Plan (attached). NSC is progressing on the goals it established in the 2015-2020 Academic Strategic Plan. This plan represents the culmination of a comprehensive and collaborative effort among college employees, students, and stakeholders. To ensure that our strategic goals incorporated and supported our mission, core themes, and objectives, the Academic Strategic Planning Committee began from the foundation established by our previous 2010-2015 Academic Strategic Plan and our Year 1 accreditation Report to the Northwest Commission on Colleges and Universities. The academic strategic plan goals include expanding academic support in a data-driven fashion, leveraging technology to enhance and streamline systems and processes, and elevating the learning experience of our students through updated and relevant curriculum that engages their field and the southern Nevada community.

Institutional Research. The use of data is integral to the managing, organizing, and problem-solving efforts of various divisions, and it also helps guide the planning of the institution. Over the past two years, the College has greatly expanded our use of data to implement policy, influence programmatic change, and drive budget allocation. A catalyst for this expansion was the reconstitution of our Office of Institutional Research (IR), which was previously eliminated due to budget cuts. The IR office now reports directly to the Provost and is led by a doctorally-qualified director who is highly skilled in data analysis and computer programming. The IR office manages a comprehensive campus-wide "master database" that disaggregates all institutional data by key demographics to promote the success of our diverse student population. This database includes information from multiple constituents, including academic affairs, student affairs, advising, tutoring, support services, and our learning outcomes assessment data. To ensure data accuracy, NSC established a data collection procedure that requires all data on campus to be reported directly to a central database within the IR office.

The IR team regularly furnishes reports for key internal and external stakeholders, but their most impressive and powerful innovation is the development of an institutional data dashboard. This dashboard, found [here](#), provides real-time data to any campus constituent about virtually any variable related to student and institutional success. Users can examine critical outcome data that are relevant to their individual needs and disaggregate the information according to a host of predictor variables. The dashboard allows the user to begin by selecting a group of interest (e.g., first-generation students), then refine their search by more specific parameters (e.g., pre-nursing students), and finally choose the data they would like to see (e.g., retention) and the term(s) for which they would like to see it. In many ways, the dashboard has revolutionized data accessibility and evidence-based decision making on our campus.

To facilitate effective decision-making and process evaluations, the leadership team provides these reports and other relevant data to every division on campus that directly or indirectly affects student achievement. For example, in conjunction with all state and federal reporting, the IR office provides data on feeder high schools to the recruitment office; admissions and enrollment comparisons to the Office of Admissions and Records; class scheduling, enrollment and course success data to Deans and Department Chairs; class participation data and credit - hour distributions to the Office of Financial Aid; National Survey of Student Engagement (NSSE) data to the Academic Advising Center; and overall effectiveness data (e.g., retention and graduation metrics) to the executive administration. To further improve the accessibility of important information, we are currently refining the accessibility of data "dash boards," which are available throughout campus and in the NSC employee portal. This project makes key metrics directly related to the activities of individual offices (e.g., retention, advising, etc.) readily available and easy to interpret.

Part 3 – Institutional Relations to External Communities

F. Collaboration. NSHE consists of multiple institutions, making relations with other member institutions critical. A President shall work closely with other member institutions to further the goals of student success. A President shall separately state collaborative relationships with member institutions and plans for the extension of these partnerships

Goal: Continue to build stronger pipelines from Community Colleges to NSC and from NSC to Universities.

Community Colleges to NSC

Positioned between the community colleges and universities, Nevada State College is uniquely qualified to bridge transfer pathways for students. A joint admission program allows students to receive guidance from both campuses, community college and NSC, while earning their associate's degree and bachelor's degree. Incentives for students may include scholarship opportunities, application fee waivers, advising from an on-site NSC program coordinator, and access to NSC resources like library and career services, an NSC email account, student ID, and more. In addition, we continue to explore opportunities to offer NSC majors on community college campuses throughout the State in key industry sectors such as nursing, business and education, enabling students to keep learning without leaving their local communities and community college campuses.

Forging stronger partnerships with transfer stakeholders and decision-makers at the community colleges. In the fall of 2016, NSC hosted an all-day event for Advisors from the College of Southern Nevada. During this event, the Advisors met with faculty, attended student presentations, toured the campus, and consulted with the administration about improving the transfer process from CSN to NSC. We are currently following up with the advisors and key administrators to plan guided pathways that lead students through the completion of an AA/AS at CSN and a BA/BS at NSC.

Core partnership with College of Southern Nevada (agreements attached). We are working with CSN on dual enrollment model to help guide and support new students coming into CSN seeking a four-year degree. There have been a significant increase in new 2+2 and 3+1 programs, particularly in critical new fields such as Allied Health Sciences, Visual Media, and Engineering Technology with special areas of emphasis (Computer Technology, Electronics, and Telecommunications). These Bachelor of Applied Science (BAS) degrees allow graduates from two-year colleges to transfer their Associate of Applied Science degrees to Nevada State. We are also partnering with CSN on a request for planning money for a new Health Sciences Building at the Henderson campus that will provide office and lab space for our Nursing Program.

Core partnerships with Truckee Meadows Community College and Western Nevada College. An example of a successful pipeline program being launched is one with TMCC: TMCC students in FastTrack AAS programs in Criminal Justice and Business have an opportunity to articulate into an accelerated version of the BAS in Management at NSC. According to this accelerated version, students would take just a single course at a time, but these courses would be offered year-round in a 5-week format, thereby allowing them to accrue the needed 60 credits in two years. NSC has also just developed a significant partnership with TMCC for students to move directly from an RN to a BSN program. NSC also has a growing program with WNC to produce teachers in western Nevada.

Other Partnerships

Core partnerships with DRI (agreement attached). We continue to expand our connection with DRI research faculty in the classroom and also with grants by building a more strategic and

collaborative approach for seeking sponsored project grants from federal, state, and private sources to fund research and STEM endeavors involving students. We utilize DRI's expertise in new academic programs and workforce development and also work together on select public/private partnerships. Ultimately, we will build out a vision of co-location of DRI facilities and staff at Nevada State.

Core partnership with UNR. In 2014, NSC began collaborating with the University of Nevada, Reno to send 10 underrepresented students to GradFIT, a five-day intensive academic program that introduces historically underrepresented students to the opportunities, challenges and expectations of graduate school. Undergraduate participants tour campus facilities and labs within their discipline, attend workshops to develop competitive applications, and engage with current University graduate students. GradFIT began in summer 2014 hosting biology, chemistry, and psychology students from Nevada State College. In 2016, the School of Liberal Arts & Sciences added a for-credit graduate school prep-course that has served approximately 10 students every semester. The program has grown to include students interested in a variety of disciplines and from a range of neighboring colleges. GradFit is now recruiting for its fourth summer cohort with an application deadline of March 1st. NSC expects to support travel for 10 students to attend in May 2017.

Core partnership with UNLV. Principal collaborations with UNLV include establishing NSC as a source of prepared undergraduate students for graduate programs at UNLV. In particular, affiliations with the Law School and the new Medical School (NSC's Dean of Liberal Arts & Sciences served on the advisory council) are expected to create pipelines. As an example, NSC recently developed a minor in Legal Studies that may help facilitate additional law school applications. The Dean of the Law School was consulted on these changes.

G. Regent Strategic Directions. The Board has adopted Strategic Directions and expects full participation by all institutions in critical initiatives such as 15 to Finish, eLearning, Effectiveness and Efficiency, iNtegrate 2 and similar programs. The Chancellor shall review and evaluate the activity and commitment of a President in achieving implementation of critical Board priorities.

15 to finish. Nevada State College has made significant strides with our "15 to Finish" campaign, which is expected to promote timely degree progression and, ultimately, graduation. Since fall 2013, the percentage of first-time students who are enrolled in 15 or more credits has increased by 400 percent, and for all NSC students we have seen a twofold increase. The increase in credits also is tied to improvements in the completion of the right kinds of courses, particularly college Math and English, which are linked to overall student success if completed in the first year of study. Accordingly, we've increased our efforts to encourage students to complete these classes within their first 30 credits at NSC. By coordinating with Advising, we've increased the number of first-year students that have completed MATH 120 or higher from 26% in fall of 2014 to 62% in the fall of 2015. For English Composition, first-year enrollment increased by 32% from fall 2014 to fall 2016.

Redesigning placement procedures. Placing students into entry-level courses that best suit their needs and abilities is a challenging task, since standardized exams often fail to measure a student's full potential. In response, NSC's Math faculty have integrated EdReady into the placement process. EdReady uses online lessons and assessments to prepare students for college-level math, while also providing a more robust picture of a student's analytic abilities. In our initial summer 2016 pilot of the program, 113 students effectively used EdReady to improve their placement from remedial math to a college-level math course. For English Composition, NSC's English faculty engaged in a self-placement pilot program in the fall of 2016, which yielded promising results.

The faculty plan to expand that pilot in the summer of 2017. As part of this pilot, students will engage in an online “orientation” that explains the various levels of composition and asks students what class (ENG 100, ENG 101, ENG 102, or ENG 116) they see as the best fit.

Developing our college writing center and expanding “writing across the curriculum” efforts. The Writing Center has continued to increase the number of one-on-one tutoring sessions it offers each semester and the number of in-class sessions it provides. In addition, the Writing Center worked with the English faculty to pilot a Writing Intensive Courses initiative, which is currently underway in the spring of 2017. Writing Intensive Courses are one of the Association of American Colleges & Universities’ top ten “High Impact Practices.” The courses that are a part of this initiative increase the amount of writing that students do, but also increase the amount of support NSC provides to students and faculty.

iNtegrate 2. Nevada State has been extremely active in bringing to fruition the iNtegrate 2 Project. Although staffing at the college is very lean, we have ensured that we have representation and provide support for process development and testing. A report from the implementation team indicated that Nevada State personnel we’re responsible for nearly 10% of all testing for the P2 client.

Efficiency and Effectiveness. Every day, Nevada State College is seeking to find ways to streamline processes and to better utilize our available funding. The college relies on Business Center South for all purchasing and payroll functions. We look forward to assisting with further centralization of both operations.

- Nevada State has a great partnership with UNLV to provide Risk Management and Police Services. Again, we are very supportive of centralization of these operations.
- The college recently rolled out a travel card program. This programs provides a college credit card that is limited to only travel related charges. This eliminates any need for travel advances, reduces risk associated with expanding purchasing card limits and enables traveler flexibility to obtain the best travel related pricing.
- Nevada State is currently soliciting proposals to fully outsource our facilities management function. We believe that outsourcing will provide an overall enhanced level of service at a considerable cost savings.
- The college recently entered into an agreement with a BankMobile to process all student financial aid payments. This partnership will speed the time in which the students receiver their funds, enable more frequent distribution of financial aid, alleviate the burden of payment issues such as bad addresses and stale dated checks, all while being completely compliant with Title IV regulations.
- Nevada State also partnered with Greenwood Hall to provide call center services to support our students with questions related to financial aid and student charges.
- The College is in the process of restructuring its Marketing and Events Department, which included outsourcing its web design and maintenance, to better focus services and reduce cost.

H. Community Partnerships and Connections. Connecting with communities is crucial. This extends beyond fundraising to ensuring the health of critical relationships for the institution. A President shall describe how critical partnerships and community and business relationships have been maintained and extended

Goal: Maintain and extend critical partnerships and community relationships.

Partnership with the Nevada Institute for Autonomous Systems (NIAS) and the Governor's Office. NSC is partnering with the NIAS, the City of Henderson and the Governor's Office of Economic Development to host the Henderson Unmanned Vehicle Range (HUVR). The space will allow UAS operators to experiment with aircraft in a safe environment and develop new UAS technologies.



School of Education Strategic Partnerships

Strategic Partnerships with the College of Southern Nevada and Western Nevada College. NSC's School of Education (SoE) improved articulation agreement with two-year colleges that deliver pre-education programs in the subject areas of elementary education, special education, and teaching English as a second language. The SoE is working with Western Nevada College to create a dual licensure program in Secondary Education: Physical Science and Mathematics.

Strategic Partnerships with the Clark County School District (CCSD). NSC and CCSD are working together to expand programming that creates a pathway for CCSD teachers to complete Teaching English as a Second Language (TESL) endorsement requirements. They are also working to design coursework and pathways for CCSD Alternative Route to Licensure (ARL) teachers to meet the requirements for full teacher licensure.

In the spring 2017, the School of Education officially launched programming for Teacher Academies at two CCSD high schools. A total of 40+ high schools juniors and seniors, attending Southeast Career Technical Academy (SECTA) and Mojave High School, interested in pursuing K-12 teaching as a career are enrolled in NSC's introductory education course. The course is being taught onsite at each high school. In the coming year this program will be expanded at both schools; additional college level coursework in education and in the liberal arts and sciences will be delivered.

Strategic Partnership with Scottish Rite Foundation of Southern Nevada. The School of Education's undergraduate level Speech-Language Pathology Program, in collaboration with the Scottish Rite Foundation of Southern Nevada will be opening a RiteCare Clinic in the spring 2017 semester. The clinic, which will provide invaluable real world experiences for NSC majors, will provide free direct services for preschool-aged youngsters with speech, language, or reading – related exceptionalities while also providing supervised clinical experiences for NSC speech-language pathology majors.

School of Education Partnership Challenges and Solutions

- Interface of bureaucratic processes
- Curriculum Variations
- Financial Issues associated with CCSD high school students enrolling in college coursework (Dual Credit and Reverse Credit agreements)
- Legal Agreements associated with community-based programming
- Travel Costs associated with off campus travel for faculty and students
- Collaboration Time – Scheduling Issues

To address the challenges, the School of Education will:

- Work to build strong, systemic relationships with our partners; we will invest sufficient time to create partnerships that have long term potential.
 - Allocate time for gaining deep understandings of diverse bureaucracies
 - Work collaboratively to create curriculum that is a “win” for all partners

- Address scheduling challenges collaboratively; strive to create better models that can be sustained.
- Create an “all in” commitment on the part of all collaborating partners; the teacher shortage in Nevada demands that divisions/competition be set aside in pursuit of the common good for all.
- Create mechanisms that allow us to effectively tell our story to potential funding entities/donors.
 - Use success stories achieved by teaching candidates and K-12 students
 - Identify creative responses that allow the collaborating partners to more efficiently leverage available resources

External Engagement Survey. Curricular changes are not limited to new programs and certificates. Sometimes small adjustments in curriculum and course delivery make a large difference to our students. We collect data through the National Survey of Student Engagement (NSSE) to find trends in feedback that facilitate changes and increase satisfaction. For example, student NSSE data indicated that students needed increased advising support and that data led to a restructuring of the Advising Office and increased efforts to proactively engage students in the advising support services that we offer. Though improvements are ongoing, to date the results of this restructure have been encouraging. For example, the proportion of students who see an advisor has increased by nearly 55 percent in the past year, from 812 in fall 2015 to 1255 in fall 2016, and the retention rate of students who see an advisor remains 17 percent higher than those who do not.

Internships. Research overwhelmingly demonstrates the positive impact of internships and field experiences on student success (Knouse, S.B., Tanner, J.T., & Harris, E.W., 1999). Accordingly, NSC has worked diligently to develop and expand our internship for academic credit program. In fall 2015, our internship for academic credit policy was formally approved through the Faculty Senate. We currently have internships for academic credit offered in psychology/counseling, criminal justice, history/pre-law, business, and visual media. Since the fall 2015 semester, 145 students have participated in an internship for academic credit. Faculty and staff have established partnerships with a variety of community agencies and businesses, which include state and county agencies, non-profit organizations, and for-profit businesses. Perhaps most importantly, our internship model has been developed and refined utilizing Bandura’s Self-Efficacy Model as the foundation for our training model. This has allowed us to fully integrate students’ academic, professional, and psychosocial development as it relates to the internship experience. More specifically, our training model focuses on normalizing the negative affective states that accompany new learning, growth, and development. We work with students to cognitively reframe how they perceive the various demands and stressors associated with the internship experience, and ways to develop more adaptive coping strategies. The comprehensive academic component of our internship program focuses on theory, outcome research, and best practices, and how these components relate to the students’ internship experience. Moving forward, we are currently working to more formally assess students’ self-efficacy as it relates to their internship experience to provide more concrete support for our internship training model.

NSC also has worked to develop innovative and creative ways to collaborate with community partners. One area of promise has been in developing community-based research opportunities for students. We have piloted this on a number of levels, but the most successful approach has been to integrate community-based research and analysis into the academic curriculum. This is best illustrated by the work of Dr. Wendi Benson in her PSY 210 (Statistics) course. Dr. Benson collaborated with the Foundation for an Independent Tomorrow (FIT), which is a felony re-entry program, to examine their data sets as part of her course curriculum. The students worked closely with FIT staff on identifying specific research questions to analyze as part of the course, and then wrote up their analyses and presented their findings to the team. FIT was able to utilize these

findings to demonstrate outcomes for various funding requests. Dr. Benson has worked with FIT for two semesters, and they have committed to an ongoing collaboration with her statistics course.

Another example of an innovative way NSC has connected with community partners is Dr. Kathryn Tucker's special topics English course "Writing for Non-Profits." This is a community-based learning course that connects students with local non-profit organizations. Students are required to learn new genres by composing documents for the non-profit with which they are collaborating. These documents may include press releases, donor requests, information pamphlets, and website content. The academic coursework requires students to read and analyze the genres they are writing in and learning research strategies for writing in these genres. Dr. Tucker is piloting the course for the spring 2017 semester and has developed collaborations with a number of different non-profit organizations.

While our internship program has a solid foundation, there are several areas of improvement we will address moving forward. First and foremost, NSC would like to build a more robust business internship program. Our business program is one of the most popular at NSC, and we anticipate that recent modifications to the degree requirements will provide more opportunities for students to participate in internships. Second, our criminal justice internships have grown steadily, which include many high profile internship sites in the community. As such, our criminal justice faculty are moving to restructure their internship class to be a capstone-like program requirement. Third, we would like to expand the number of community-based research opportunities for our students. Lastly, we would like to more systematically collect and analyze data related to the quality of the students' internship experience (e.g., achievement of learning objectives; satisfaction with the experience).

Career Services Center. Our Career Services Center (CSC) has built on the stability that was established during the fall 2014-2015 academic year and made significant strides since that time. The CSC has demonstrated an increase in student utilization rates and also has emphasized the assessment of the post-graduation outcomes of our graduates. This longitudinal assessment examines outcomes during the following points: at the time of graduation, 3-months, 6-months, and 1-year post-graduation.

Perhaps most importantly, NSC hired Ms. Nicole Wesley as the Director of Career Services in August 2016. The CSC has worked to grow and develop partnerships with a variety of employers and key community groups. NSC hosted the college's first Henderson Resource and Career Fair, which targeted Veterans in the community, in August 2016. This event brought 25 social service agencies and employers to our campus. In addition, the CSC hosted a Clark County School District information session in January 2017, which over 60+ students attended. The CSC is hosting PhyAssist Scribes for on-campus interviews in March 2017, and thus far, over 20 NSC students will be interviewed. Lastly, the CSC will host our inaugural Career, Internship, and Graduate School Fair in March 2017, which will include approximately 45+ employers and graduate schools.

With our Director firmly in place, the CSC is looking to expand and solidify its presence in a number of areas. First, we are working to integrate the CSC with the academic curriculum in certain areas. For example, some faculty members of the School of Nursing have integrated the CSC into their course curriculum with an emphasis on tailoring resumes and cover letters to hiring preferences in the nursing field. We are also working to include the CSC as part of our revamped First-Year Experience by embedding the CSC into our College Success course for first-year students. We also have entertained discussions with admissions and recruitment on utilizing CSC outcome data to aid in recruitment. With the value of a college education having such a significant role in the public and political discourse, we believe that our CSC data can play a significant role in informing potential students and their families. Second, we would like to increase the

community presence of our CSC and continue to strengthen partnerships with key community groups, such as the Department of Employment, Training and Rehabilitation, the Henderson Chamber of Commerce, LVGEA Trustee Board, and Dress for Success. Third, the CSC will focus on improving our outcomes data assessment. We would like to improve on our current response rate (December 2015 cohort 46.63%; May 2016 cohort 41.12%) for the outcomes survey and provide more formal assessment per discipline/area of study. Lastly, the CSC will utilize data collected from various CSC events to help determine the most effective and efficient ways to connect our students with employers.

Working with Community and Other Institutions. Locally, The President is very involved in the Community. He seeks to attend all faculty and staff events whether during the day or in the evening and he participates regularly in community events whether in the evening or on weekends, particularly the Latin Chamber and Urban Chamber. The President serves as a board member of various community organizations including the Henderson Chamber of Commerce, Dress for Success, Southern Nevada as the Chair, Workforce Connections as the Program Chair, Got Core Values as the Chair, Jobs for America's Graduates, and serves as the Board of Trustees for the Las Vegas Global Alliance. Nationally, The President serves on the Council of Representatives and the Grant Resource Center of the Association of State Colleges and Universities, as well as being a frequent speaker and panelist on higher education issues.

The President is an active participant with his colleagues on the President's Council. NSC has established numerous collaborations with sister institutions: police and mental health services with UNLV, nursing co-admission with CSN and UNLV leading from LPN to Bachelors to Masters, RN to BSN with TMCC, Bachelors in Education with WNC, graduate boot camp with UNR and a post baccalaureate program in medicine with UNSOM. Many other collaborations are currently in discussion with CSN, UNLV Medical School, UNLV Law School and DRI to name a few. The President would prefer even greater levels of collaboration beyond those established as students are the prime beneficiaries.

The President has spent time as needed in Carson City and working locally with legislative members and other political leaders.

Part 4 – Other

Budgetary Matters

Sound Fiscal Management. Nevada State College's annual budget planning process is inclusive and based on conservative budgeting principles. Individual budget units within the College must request budget allocations for the upcoming year. These requests are assessed based on college priorities, prior expenditure behavior and agreed upon modifications. Budget units may also request funds for "strategic investments" which may be one-time or ongoing for personnel, operations and/or equipment. Independent of these requests, the Office of the Vice President for Finance and Business Operations, in conjunction with the Office of Institutional Research, creates reasonable revenue projections using longitudinal enrollment data to estimate State Appropriations, based on the new funding formula, and tuition and fee revenue.

Once the revenue is projected, core institutional commitments, such as debt service, insurance, and utility and software increases are combined with the funding requests in order to assess the College's initial budget position. The strategic initiatives are then prioritized and either included, declined or deferred in the resulting budget. The budget process also allocates contingencies at the Institutional, Presidential, and Vice Presidential levels as a safeguard to ensure ongoing operations and the ability to make mid-year funding decisions.

Nevada State College not only budgets for the upcoming year, but projects revenues and expenses for four years to ensure that there are no structural issues with our planned resource allocations. We also implemented a policy and procedure to provide carryover of unexpended budget into the subsequent fiscal year. This reduces the “use it or lose it” mentality that frequently results in frivolous year-end spending and chronic over-budgeting.

Allocating Fiscal Resources. The College follows an open and collaborative budget and planning process through utilization of an Executive Budget Committee. The Committee serves as an advisory and recommending body to the President on matters pertaining to the institutional operating budget. The Committee helps define and oversee budget policies and procedures, and it ensures that financial resources are allocated in a manner that supports programs and services which further the institution’s vision and goals. The Committee participates in institutional budget hearings and meetings related to the biennial budget request; the internal allocation and/or reallocation of funds; and state mandated budget reductions.

College planning is data driven and supported by a fully staffed Institutional Research office capable of creating, interpreting and delivering complex data analyses. The budget process supports the core themes of promoting student success, fostering educational opportunities and strengthening the community.

Nevada State Student Alliance

Since the fall 2015 semester, our Nevada State Student Alliance (NSSA) has made a concerted effort to strengthen its engagement with the academic mission of the college. In doing so, our student leadership has placed a heavy emphasis on aligning NSSA programs and initiatives with the student success markers utilized by the college. This was perhaps best illustrated by NSSA’s role in the expansion of the course assistant program and support for the re-vitalization of the First-Year Experience. Pilot data for our course assistant embedded peer support program demonstrated significant correlations with improved student success markers (e.g., retention and good academic standing), and our academic leaders reached out to NSSA to discuss ways to expand the program. Through many data-driven deliberations, NSSA voted to support increased funding for the program to expand the number of course assistants and peer mentors (which increased student employment opportunities for students), as well as fund lecturer positions that will include course assistants and peer mentors in the First-Year Experience.



This renewed focus on student success has resulted in NSSA approving a separate budget line for academic collaborations, and our student leaders have provided monetary support for a number of academic initiatives during this time. Some highlights of these partnerships include: collaboration with the chemistry department in their pursuit of a nuclear magnetic resonance machine; field experience support for environmental and resource science students; support for NSC’s undergraduate research conference; support for education students to attend the NASA Institutes; support for the NSC Chapter of the Society for the Advancement of Management to compete in their national case study competitions; support for the Student Nurses Association to attend national and regional conferences; and support for our American Sign Language Club in their community mixer, which included various professionals highly regarded in the ASL community.

NSSA also has worked diligently to improve student engagement and student life at NSC. Perhaps most importantly, NSSA has worked with Institutional Research to examine the relationship between student engagement and student success. Our student leaders are aware of the high

percentage of first generation and minority group students enrolled at the college, and they have worked to create a campus environment characterized by inclusion, acceptance, and a sense of belonging. In fall 2015, NSSA sponsored the first annual “Scorpion’s Calling” event, which was held during Spirit Week. This student led event included entertainment, various student activities, speakers, and clubs and organizations fund raising opportunities. This was one of the most successful events ever to be held at the college, and included over 400 participants. Student event attendance has always been challenging at NSC due to our commuter school status and location. However, this event demonstrated the potential of NSSA in developing a more active student life environment at the college, and Scorpions Calling is now considered by the college to be the culmination and highlight of Spirit Week festivities for our students. The fall 2016 event was even more successful, and included over 450 participants.

Moving forward, NSSA is working to continually develop and evolve to meet the various challenges faced by our student body. NSSA has fully aligned with the social justice focus of the college, and is working to increase their level of community engagement to ensure that all students are represented in our local, state, and federal government policy discussions and political discourse. They have prioritized their commitment and support of our DACA and undocumented students. In addition, NSSA is working with our Student Activities Manager to develop a more formalized leadership and mentorship program. To continue its alignment with the academic mission of the college, we are working to develop formalized student learning outcomes for our NSSA leaders, as well as implementing learning objectives for various student events. Lastly, NSSA is working increase support for our NSSA officers to improve retention within NSSA.

Follow-up from President Harter’s 2014 Evaluation Report to the Board

Former UNLV President Carol Harter was charged in 2014 with leading the periodic evaluation of President Patterson and writing the report. (See attached report). The recommendations of that report (with current status bolded in parentheses) provide an instructive benchmark of the progress of the institution.

PRESIDENT HARTER RECOMMENDATIONS FOR FUTURE CONSIDERATION/ACTION IN 2014 REPORT

1. Channel as many efforts as possible toward raising both retention and graduation rates. Develop a model data system that allows NSC to measure retention and graduation rates for the 75% of students who are not accounted for by IPEDs analyses; **(NSC has focused on retention and graduation with measured improvement in both areas. A data construct has been developed and reported as referenced in this report that examines broader categories of students than simply first-time full-time freshmen.)**
2. Consider creating a Dean of Students position and integrating student services under one person in one area. **(NSC has created the Dean of Students position.)**
3. Continue the good work the campus community has started toward becoming an HSI (Hispanic serving) institution, much as NSC has already become a MSI (minority serving) institution. New resources are likely to flow toward the college as it achieves this goal; **(NSC has achieved HSI status and is applying for grants.)**
4. Strengthen collaborative activities and relationships between financial services leadership and faculty groups and governance; **(The faculty survey will be instructive but the Executive Budget Committee has been functioning for two years and the VP of Finance regularly has discussions with Faculty Senate.)**
5. Identify a first-rate Dean for the School of Education: Efforts to find a new and energetic dean for the school of education are critically important. Involve yourself as president directly with the search firm and the EVP to make it clear to good potential candidates that

NSC is fully committed to strengthening the school by hiring an effective dean committed to a diverse student body and much-needed community outreach; **(An outstanding Dean of Education has been hired.)**

6. Consider various ways to create research and scholarly opportunities for faculty. Although NSC is, and always will be primarily a teaching institution, faculty are stimulated by, and use, results of research in their teaching and mentoring roles with students. If an occasional course reduction could be made possible, faculty will feel grateful for the opportunity to pursue research and scholarly work; **(In addition to the seed money program, a Director of Teaching and Learning Excellence position has been created and hired, as well as additional grants staff to enhance research and experiential learning.)**
7. Be certain that attention is paid to classified staff and that their particular burdens—in terms of pay and benefits—are understood as distinct from professional staff and faculty. The recent desk audit was a helpful way of examining and rewarding those who were performing tasks above the level at which they were classified. Make a commitment to do another desk audit in the next five to ten years. **(The College has initiated a regular climate survey and is looking at ways to build culture but no new efforts have yet been directed toward classified employees specifically.)**
8. Continue to work closely with both Foundation Board and Advisory Board members, adding new members who bring expertise and diverse perspectives to the enterprise and also have personal capacity to be donors at some level; **(Again, huge strides have been made to increase representation of industry sectors on the Foundation with 100% giving and adding a new Gift Planning Advisory Council.)**
9. Complete the capital campaign, wait two or three years, and start another including alumni you can cultivate to represent the college and attract new donors. The need for scholarship dollars and program enhancement funds is critical and will require virtually constant fundraising efforts. Make sure you always have an experienced development officer in the Assistant VP for Development position; **(We had started a search for the Assistant VP when the incumbent Associate VP passed away in December. We are now seeking to first fill the Associate VP before assessing the immediate need for additional positions.)**
10. In the light of significant student and community interest and support, consider creating one or two intramural sports programs that cost the least and will attract external funding. As President Patterson has learned, this activity should not include football or building a swimming pool under any circumstances. **(We have started the first club sport in rowing. The current student council leadership has indicated that additional club sports are not a high priority right now.)**

Personal Conclusion

It has been an honor to serve as the seventh President of Nevada State College. I truly believe in the deserving students that have placed our faith in this institution, and the committed and talented faculty and staff that choose to spend their careers making a difference at the College.

Attachments

- Prior Evaluations including President Harter 2014 Periodic Evaluation Report
- Academic Strategic Plan
- 2-year Planning Report
- Agreement with College of Southern Nevada
- Agreement with Desert Research Institute (signed by presidents but needs to be resubmitted for Chancellor's approval)

Attachments

December 5, 2014

To: Members of the NSHE Board of Regents
From: Carol C. Harter, Ph.D., President Emerita, UNLV
Subject: Consultant's Evaluation of Bart Patterson, President,
Nevada State College

Before I began the interviews at Nevada State College on October 13th, I had only a superficial knowledge of how the campus community viewed Bart and his presidency and I wanted to keep it that way so that I might come to all the interviews with an open mind and few preconceptions. It is therefore with a good deal of enthusiasm that I report how positive the interviews generally were and how successfully President Patterson has navigated the often choppy waters of college leadership in a boat that was leaking state dollars, and in a sea crowded with seven previous presidents who led the relatively new institution over its short twelve year history.

Before I refer to the list of performance criteria enumerated in the Board policy concerning the "periodic assessment of the performance of NSHE presidents," I want to highlight an overarching theme that emerged from the seventy three people I interviewed, from the President's self-evaluation, from e-mails I received, and from conversations with the Chancellor, NSHE presidents, community members, and others who work with Bart on a regular basis.

There is never 100% unanimity regarding a CEO's performance, particularly in higher education when all those smart Ph.Ds who have extremely strong opinions are asked for their assessment of the leader's effectiveness. But I must say, there was at least 90% unanimity about Bart's successful and effective leadership. Even original skeptics are now fans, and that enthusiasm encompassed all groups, from students to Foundation Board members, from faculty to classified staff, from Advisory Board members to members of the Cabinet and Leadership Council. Such broad-based support is highly unusual, in my experience, and is even more remarkable given the extraordinarily difficult times all of higher education in Nevada suffered as the result of a truly deep and unrelenting recession, a particular burden for a new institution dedicated to access and diversity.

A. Budgetary Matters and Fiscal Management

Traditional conservative principles are used in budgeting and resource allocation at NSC and the revised state formula allocations, with substantial new resources allocated to the college, should help them respond creatively to “strategic initiatives” from various campus units, particularly those related to strengthening retention efforts and faculty hiring in key academic areas.

However, when major personnel changes occur in any critical area of university life, there are bound to be bumps in the road as new staff with their own styles and strengths and weaknesses are perceived as vastly different in every way from their predecessors. Individuals may possess considerable technical expertise, but that expertise can be undercut if there are failures of communication and consultation. This is an area that needs presidential attention and, with careful nurturing and thoughtful mentoring, the financial team and its relationship to other parts of the campus can be strengthened. Reconstituting the Executive Budget Committee that was near and dear to faculty hearts would be a useful exercise as would creating a mechanism for some additional faculty input into the final make-up and design of the new buildings currently under construction.

In addition, President Patterson and his staff are to be commended for their risky choice of financial tools to provide funds for two strongly needed facilities on the desert campus. Having over five hundred acres to build-out, the first order of business was to create academic and student affairs facilities. Given the failure of the state to provide any capital construction funds, the alternative approach to garnering \$57M for construction was to be “self-funded” and ultimately the students of NSC voted to tax themselves in order to generate funds toward debt service payments over a thirty year period.

However, as financial issues and financial need are paramount in many students’ minds, hefty fees—even if self-imposed—may be unsustainable over time. It would be extremely efficacious if various mechanisms could be brought to bear in the future that would mitigate some of the fees students voted to impose on themselves to help build

new facilities. Growth itself may help reduce the burden on individual students—because the fees would be spread over a larger cohort--during the term of the debt for construction.

The good news is that financial and construction staff are bringing the buildings to completion before their expected time and under budget and are considering various ways to lighten the financial burden on students over time, even if that means keeping tuition extremely low so that the total cost of attending NSC remains reasonable and mid-way between university and community college prices for attendance.

B. Academic Administration & Academic Planning

I found it especially interesting to hear the discussion of Bart's non-traditional academic credentials and how that affected both the search process for the permanent president as well as Bart's day-to-day activities as the president who was chosen from among several strong traditional academic candidates.

Many members of the campus community noted that they were initially very skeptical of Bart's ability to be a college president without traditional academic credentials. But they came to see that his deep understanding of the NSHE system, his analytical thinking processes, his genuine caring for student welfare and success were all qualities that would and have served him exceedingly well. Because there is also strong academic leadership in place on which he can rely for excellent administration, protection of the academic enterprise, expansion of program offerings and hiring of highly qualified faculty, Bart has been free to undertake the external relations portions of the presidential role and to leave academic administration in very capable hands. The creation of two new Vice Provost positions is an important move to strengthen once again academic support and student affairs and their interrelationships for the sake of student and faculty activities.

This is not to suggest that President Patterson ignores the academic side-of-the-house, but rather to say he trusts others with more traditional academic credentials to make informed and important decisions on behalf of student well-being and faculty satisfaction in the

important and central work they are doing; he also believes that he has learned a considerable amount about the academic life of the college, sitting in on classes and spending considerable time working with the Executive Vice President and Provost, deans, and faculty as they plan for the future. For example, he conducted twelve visits with academic and administrative departments in order to create the “Visioning 20/20” process, enhancing his knowledge particularly about the academic community and its aspirations. This planning document--dovetailing with the Board’s Master Plan and performance goals--will be presented to the Board of Regents as an indication of the goals and activities planned for the college in the next five years.

My only word of caution in this regard is that any unforeseeable changes in academic leadership could place some of this delicate balance in jeopardy. Making certain that academic leaders feel appreciated and rewarded should be a continuing goal of Bart’s presidency.

C. Student Affairs

Accessibility

There was not a single student I interviewed who did not see Bart as a caring, accessible, and just plain “cool” guy. Who else climbs Scorpion Mountain leaving a signature for the students who followed to find at the pinnacle? What other president joins the faculty/student-led Hiking Club and even runs half marathons getting blasted with red paintballs in order to be involved with the students and staff? How many other presidents have a truly open door policy so that students particularly--but faculty and staff as well--can visit when they have a need for help, advice, and counsel? These are unusual practices and the campus desire to see such accessibility and caring for students is only mitigated by the fear that, as the college grows, that kind of openness and sense of “family” may not be sustainable.

Retention and Graduation Rates

There was no subject on more people’s minds than the need to enhance

the retention and graduation rates of Nevada State College's students. Unfortunately, the IPEDS data that are collected and published calculate these rates only for incoming first-time freshmen, representing a mere 25% of the student population at NSC. And those data simultaneously present an encouraging picture of the diverse mix of students enrolling at NSC, along with a disappointing picture of graduation rates. However, such data ignore 75% of NSC's students, thereby making it most difficult to calculate true retention and graduation rates for NSC's actual student-body.

This problem with national data has been a major issue for many of us who led or lead institutions that enroll first generation and underrepresented students particularly, but older and multi-tasking students as well. Because NSC now has a first-rate institutional research operation, I would strongly recommend that data for the total student body be generated--even if it cannot be benchmarked against national norms--so that a "true" picture of NSC's retention and graduation rates can be compiled and displayed to those who need to understand the variety of student outcomes many of Nevada's institutions of higher education support. (Note: the NCAA uses a far more complex paradigm to measure student athlete academic success than IPED's data. It might be helpful for the institutional research staff at NSC to examine the NCAA's system to see if it can be adapted to NSC generally.)

Whether or not this task can be accomplished, it is heartening to see that virtually every department of the college recognizes its own responsibility for increasing retention and graduation rates and that there is already in place a plan to provide broad-based activity to positively influence student retention. The "supplemental instruction" program that engages advanced undergraduate students to assist beginning students in general education and large introductory courses is excellent. If this program proves as successful as first experiences suggest, it might well serve as a model for enhancing student retention, particularly underrepresented and first generation student retention. The Nepantla program—a summer "bridge" program whose first class of twenty-two all completed the freshmen year and twenty one began their sophomore year—is another effective program whose numbers should be increased if at all possible given resource issues.

As mentioned earlier, the addition of two Vice Provosts in the Executive Vice President and Provost's area is an important move to re-create previously gutted positions due to the dire financial situation all state institutions found themselves in as a result of the recession. One of these positions is dedicated to a variety of student services that is intended to provide many more responses to student needs in a coordinated way as well as to work closely with the Vice Provost dedicated to academic issues. Outcomes assessment, a new Career Planning office, and a new Writing Center, the hiring of an Associate Vice President for Community Engagement and Diversity, as well as the programs noted earlier will-- and have no doubt already had--a positive effect on student success, as the retention rate of first-time freshmen increased from 62% in fall of 2012 to 69% in fall of 2013 and that trend is expected to continue with many new efforts in place.

D. Personnel Management

President Patterson recognizes that there can never be too much communication about programs, problems, and activities across a college campus. He therefore meets monthly with the leaders of various governing groups, including Faculty Senate, the Nevada Faculty Alliance, and the Nevada State Student Alliance and has town hall meetings, "bagels with Bart" for both students and staff; he also holds weekly meetings with each of his direct reports. In addition, he evaluates each of the executive officers and direct reports on an annual basis in order to reinforce positive behavior and activities and to establish goals for the next year's performance.

The college has one major personnel issue regarding the hiring of a first-rate Dean for the School of Education. Several searches have come up empty and Bart is now committed to using a search firm to help identify appropriate candidates for the Deanship. Until that leadership is in place and really strong, the school of education will not fulfill its full potential. Along with the very successful nursing program, these two areas were originally envisioned by the founders as core programs for the college and its students, especially given the acute need for nursing professionals (including nursing faculty who emerge from the 2+2+2 program incorporating CSN, NSC, and UNLV) and teachers in the CCSD.

Classified staff who work across campus also need to feel appreciated and their particular role needs to be recognized and reinforced as well. Given the great financial difficulty classified staff underwent during the recession—with frozen pay and unpaid furloughs stretching over five years—they are especially anxious to ensure that the president understands their financial needs and benefits and that he recognizes the differences between them (governed by the state classified system) and faculty and professional staff (governed by the Board of Regents).

E. Decision-Making and Problem Solving

President Patterson is low-key, has a calm demeanor, and is easily able to delegate responsibilities to others without micromanaging any of his direct reports or the areas they represent. He is very collaborative when it comes to decisions that must be made to advance the college and involves appropriate groups in those processes, including student groups.

The Faculty Senate in particular is most supportive of the leadership team (although they desire a more collaborative working relationship with the finance and business area) and is helpful in maintaining a culture of shared governance and participatory decision-making. They are also helpful to the president when it is clear that new positions in support areas are desperately needed and do not assume only new faculty are necessary to advancing the goals of the college.

F. External Affairs and Fundraising

If I heard it once, I heard it fifty times: “Bart is everywhere!” Only one person in the entire interview cohort questioned whether or not Bart was out in the community enough. Every other person to a man (and woman) noted that Bart has an exhausting schedule, attending multiple student events, chambers of commerce and diversity group meetings and activities, and dozens of other night and weekend events in the effort to raise the profile of NSC and create partnerships in the broader community. Some on his advisory board encouraged him to move out

into the more extensive Las Vegas community, but that observation was made as a recommendation for the future and not as a criticism.

Bart and his presidential predecessors have assembled a remarkable group of community advisors and Foundation Board members. Knowing how critical such leadership can be—especially to a new, just developing college—I was incredibly impressed not only with the quality of the individuals but with their commitment to helping this enterprise grow and prosper. And again, all members of both groups were extremely complimentary of Bart's leadership and of the role he is playing in completing the first (modest but important) capital campaign, now almost 80% complete. Donations from Foundation Board members have been generous and might not be expected for so young an enterprise. The employment of a seasoned fundraising executive was also an extremely important personnel decision for a new development effort and, because the Assistant V.P. has indicated an intent to retire soon, it is essential that another experienced person replace him.

That Bart also nurtured and spent substantial time garnering a \$5M gift from a well-known community advocate and donor is also much to his credit. This single gift provides the cornerstone for the campaign's successful completion and encouragement to others to give.

President Patterson has also created a number of very important partnerships with external groups, particularly with many of the other higher education institutions in the valley and with CCSD. He and his administration have established teacher education outreach programs with TMCC and WNC; a "Grad-Fit" program with UNR, hopefully to be extended to UNLV; pre-med partnerships with UNLV, and Boyd Law School outreach for several students. He hopes to share childcare services with CSN and establish 3+1 programs there as well. Discussions have begun with DRI about sharing research techniques and projects with undergraduate students and possibly creating a presence of some kind on the 510 acres owned by NSC. In addition, several programs are underway with CCSD and Superintendent Skorkowsky to increase the diversity pipeline of prospective teachers and find ways to fast-track potential teachers by hiring them as instructional assistants with tuition reimbursements as possible

exchanges for work performed in the schools, especially by bilingual prospective teachers. The Superintendent has also offered the use of space in various CCSD facilities to house academic offerings for prospective teachers should NSC be able and ready to use alternative classrooms.

Moreover, in an attempt to conserve resources, NSC has recently partnered with the UNLV Police Services department to provide certified officers, a vehicle, and equipment 24/7 and to respond to emergency needs as appropriate. Staff from UNLV's construction planning and management team are also assisting with the construction of the two new buildings on the desert campus, thereby reducing costs for external construction management personnel.

G. Relationship to the Board

Given that Bart worked for a dozen years in the NSHE system and was legal counsel to many different NSHE institutions, he had unusual access to the Board that most presidents do not normally have. He is therefore very conversant with Board policies and with multiple Board members who have served during his fifteen years with NSHE and NSC.

According to his own testimony, he alerts Board members to both positive and negative issues without inundating them with paper or unnecessary intrusions. He speaks regularly with the Board chair and serves on multiple committees created by the Board to solve system problems and address common issues like tuition and fees, the funding formula and others.

I observed Bart's interaction with the three Board members on his evaluation committee and believe they have great respect for him and his work at NSC. Regent Allison Stephens, in particular, seems genuinely attached to the college and its diversity and access goals and works directly with President Patterson on various projects, including exploring the use of digital textbooks and enhancing diversity initiatives.

H. Progress Toward Master Plan and Other Performance Goals

(Note: please see discussion of student retention and preparedness under C. “Student Affairs” and academic programs and administration under B. “Academic Administration and Academic Planning” as well as external partnerships under F. “External Affairs and Fundraising also above.)

As I have described previously, the entire institution at NSC is dedicated to student success and retention to graduation, all areas which need dedicated attention and proactive approaches. In addition to these activities, and in partnership with academic faculty members, the Academic Success Center provides assistance with study skills, use of educational resources, test-taking abilities and overall academic performance.

NSC prides itself in keeping classes as small as possible, averaging approximately 20 students per class, and has realized a slight uptick in capture rates to 56% of its applicants enrolling in fall of 2014.

Several external grants have also been awarded to NSC amounting to \$927,428, a very substantive amount for a new college, particularly because they received eleven of the fifteen grants for which they applied. And many of these grants will be devoted to retaining students and providing additional financial aid for which the college is especially grateful, given the relatively hefty financial need of its students. Furthermore, there is great hope that, in the next legislative session, a new financial need-based program will be funded by the legislature.

Final Observations and Recommendations

President Bart Patterson is an effective and successful leader who has engendered a feeling of “family” among his staff and students of the college and should be proud of many accomplishments as a result of the passion others have for the enterprise and loyalty to him and his leadership. Acquiring independent accreditation was an important milestone for the college and for President Patterson and the commendations from NWCCU are particularly satisfying.

There is much to be done, however, and, as the College grows, it will be a significant challenge to keep that “family” culture alive and well. The building blocks are there: let us hope Bart will be with Nevada State College for the long haul, continuously recognizing the special culture of the college community and finding new ways to nourish a unique and important contribution to the public higher education enterprise in the state of Nevada.

RECOMMENDATIONS FOR FUTURE CONSIDERATION/ACTION

1. Channel as many efforts as possible toward raising both retention and graduation rates. Develop a model data system that allows NSC to measure retention and graduation rates for the 75% of students who are not accounted for by IPEDs analyses;
2. Consider creating a Dean of Students position and integrating student services under one person in one area.
3. Continue the good work the campus community has started toward becoming an HSI (Hispanic serving) institution, much as NSC has already become a MSI (minority serving) institution. New resources are likely to flow toward the college as it achieves this goal;
4. Strengthen collaborative activities and relationships between financial services leadership and faculty groups and governance;
5. Identify a first-rate Dean for the School of Education: Efforts to find a new and energetic dean for the school of education are critically important. Involve yourself as president directly with the search firm and the EVP to make it clear to good potential candidates that NSC is fully committed to strengthening the school by hiring an effective dean committed to a diverse student body and much-needed community outreach;
6. Consider various ways to create research and scholarly opportunities for faculty. Although NSC is, and always will be primarily a teaching institution, faculty are stimulated by, and use, results of research in their teaching and mentoring roles with students. If an occasional course reduction could be made possible, faculty will feel grateful for the opportunity to pursue research and scholarly work;
7. Be certain that attention is paid to classified staff and that their particular burdens—in terms of pay and benefits—are

understood as distinct from professional staff and faculty. The recent desk audit was a helpful way of examining and rewarding those who were performing tasks above the level at which they were classified. Make a commitment to do another desk audit in the next five to ten years.

8. Continue to work closely with both Foundation Board and Advisory Board members, adding new members who bring expertise and diverse perspectives to the enterprise and also have personal capacity to be donors at some level;
9. Complete the capital campaign, wait two or three years, and start another including alumni you can cultivate to represent the college and attract new donors. The need for scholarship dollars and program enhancement funds is critical and will require virtually constant fundraising efforts. Make sure you always have an experienced development officer in the Assistant VP for Development position;
10. In the light of significant student and community interest and support, consider creating one or two intramural sports programs that cost the least and will attract external funding. As President Patterson has learned, this activity should not include ***football or building a swimming pool*** under any circumstances.

Carol C. Harter, Ph.D.
President Emerita and Executive Director of the Black Mountain Institute, UNLV

FY 15 Presidential Performance Metrics – Nevada State College

Thank you for allowing me the opportunity to provide you with an update on Nevada State College as part of my annual evaluation. I can say with pride that we have embraced our motto of Be Bold, Be Great, Be State, and in general, NSC has made significant progress within the last year.

With the addition of 132,000 square feet of space, the campus will continue to see rapid growth among its student body. We also anticipate greater community ties as our academic and campus spaces will be available for community use.

We continue to make it a point of emphasis to involve the College leadership, faculty and students in as many events as possible in the Community. I believe NSC has developed a reputation of “being everywhere.” This is a smart use of our time and resources given the expense that would be required were the College to undertake a media saturation campaign in a market as large as Las Vegas. I personally attend many events and serve on the Board of the Henderson Chamber of Commerce and on the Trustee’s Council for the LVGEA, and the Board of Workforce Connections among many other community engagements. I have also established a President’s Council with key leaders from industry sectors around the Valley.

In late June, Spencer Stewart, a long-time member of the NSC Community and Executive Team accepted the Chancellor position at Western Governors University. Obviously this leaves a gap in our existing leadership structure. To receive as much input as reasonably possible in a short time frame, I first met with each individual in the impacted units to seek their feedback about the current structure and options. I then met with the President of NSSA and the Chair and Vice Chair of Faculty Senate to discuss proposed changes and options. We also had significant discussions amongst our executive team members about ways to approach this on a short and long term basis.

Ultimately, I decided not to fill the role of Vice President for College Relations. Instead, I am taking this opportunity to restructure the various units currently under the direction of that office in ways that are intended to realign and strengthen various operational units of the College as we embark on an exciting new phase in the history of Nevada State College. It is my goal to provide a seamless transition to the individuals affected by the restructuring. I am also committing to the hire of Chief Marketing Officer that will bring a more targeted and comprehensive marketing and branding strategy to NSC. At some point, this will likely lead to an expanded Office of Institutional Advancement and a VP level position that will be responsible for marketing and other areas.

The past year has not been without challenges. With limited funding, NSC must now begin making payments on its debt service due to the self-financing of the two new buildings. We do not currently have the resources to start up badly needed degree programs, or the capital funds to remodel the Dawson building to create a One Stop Student Services area. We are also almost immediately out of office space and will soon have challenges with classroom spaces.

The top goal is to continue to improve graduation rates. With dedicated attention, including targeting more financial aid resources, we will make progress. A second important goal is to dramatically increase the size of our teacher prep programs. Our third major goal is to develop a plan for expansion in our statewide mission. Our fourth goal is to pursue phases of the RFI buildout of the non-academic acreage



to create job training opportunities for students and develop non-state revenue sources for infrastructure buildout.

Finally, on a personal note, I believe at this stage that we have too many initiatives that we could pursue and not enough resources to do so. My leadership challenge is how to develop a better framework for examining, prioritizing, resourcing and then tracking all of the innovative ideas that come forward so that we can maximize our success.

Part 1. FUNDAMENTAL PRODUCTIVITY								
A. Completion – Student Success								
IPEDS (First-time, Full-time) Graduation Rate:								
Goal	Time Period	Annual Improvement	FY 14 Actual	FY 15 Actual	FY 16 Goal	FY 17 Goal	FY 18 Goal	FY 19 Goal
18%	6 Years	1%	14%	14%	15%	16%	17%	18%
B. Enrollment – Student Access								
Fall FTE Targets								
10 year Aspirational	Target FY16	FY 14 Actual	FY 15 Actual	FY 16 Goal	FY 17 Goal	FY 18 Goal	FY 19 Goal	FY 19 Goal
2,470	2,250	2,200	2,240	2,250	2,300	2,400	2,470	2,470
Fall Head Count								
Target FY22	Target FY16	FY 14 Actual	FY 15 Actual	FY 16 Goal	FY 17 Goal	FY 18 Goal	FY 19 Goal	FY 19 Goal
3,970	3,650	3,550	3,500	3,650	3,760	3,870	3,970	3,970
Retention Fall to Fall (New Students)								
Goal/ Actual	All Full Time Degree Seeking	All Part Time Degree Seeking						
10-year Goal	76%	60%						
2012 to 13 Actual	69%	51%						
2013 to 14 Actual	70%	51%						
2014 to 15 Actual	69%	52%						
2015 to 16 Goal	70%	53%						
2016 to 17 Goal	71%	54%						
2017 to 18 Goal	72%	55%						
2018 to 19 Goal	73%	56%						
2019 to 20 Goal	74%	57%						
2020 to 21 Goal	75%	58%						
2021 to 22 Goal	76%	59%						

Number of Degree/Certificate Awards										
Award Type	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	*2015 2016	*2016 2017	*2017 2018
Bachelor's	213	246	263	274	303	365	390	410	440	475
Certificates							5	6	7	8
Total Awards							395	415	447	483

* Goal

Diversity

	Hispanics of any race	Black or African American	Asian	Two or More	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	White	Race and Ethnicity unknown	The Lucky Few (1929-1945)	The Baby Boomers (1946-1964)	Generation X (1965-1982)	The New Boomers (1983-2001)
Fall 2002	10%	8%	4%	3%	1%	0%	71%	2%	0%	18%	47%	35%
Fall 2003	10%	6%	8%	1%	1%	1%	67%	4%	1%	25%	53%	21%
Fall 2004	17%	6%	11%	2%	1%	1%	59%	4%	1%	19%	51%	30%
Fall 2005	12%	8%	10%	2%	1%	1%	61%	5%	0%	16%	49%	35%
Fall 2006	15%	8%	10%	3%	1%	1%	59%	4%	0%	11%	42%	46%
Fall 2007	16%	8%	10%	4%	1%	1%	57%	3%	0%	10%	36%	53%
Fall 2008	16%	8%	9%	5%	1%	2%	57%	3%	0%	9%	38%	52%
Fall 2009	16%	10%	10%	5%	1%	2%	53%	3%	0%	9%	35%	56%
Fall 2010	19%	11%	10%	5%	1%	2%	50%	2%	0%	8%	35%	57%
Fall 2011	20%	11%	10%	5%	1%	2%	49%	3%	0%	7%	34%	59%
Fall 2012	20%	11%	10%	5%	1%	2%	49%	4%	0%	5%	32%	63%
Fall 2013	22%	11%	10%	5%	1%	2%	45%	5%	0%	5%	31%	63%
Fall 2014	23%	12%	10%	4%	0%	2%	44%	5%	0%	4%	28%	68%

Part 2: INSTITUTIONAL WELL BEING AND MANAGEMENT EFFECTIVENESS

A. Grants/Contracts and Special Events/Fundraising, Research & Development

	FY 15 Actual	
Category	Raw #	Value
Grants	15	\$640,190
Donations, Restricted and Unrestricted	N/A	\$1,700,000
Scholarships (unduplicated)	N/A	\$103,000
Endowment (unduplicated)	N/A	\$1,394,000

Grants: As of June 30, 2015, NSC increased its grant funding by 7% or \$74,043. NSC has a great reputation in working with community counterparts especially when partnering with our sister institutions on federal grants. We are now taking the next step and will be applying for large federal grants individually such as TRIO Support Services and Title III that will continue to support the mission of Nevada State College. Awards to date include:

- Gear Up Ambassador
- Gear Up Scholarships
- Gear Up Administration
- NV Energy Foundation
- National Science Foundation (NSF)
- TRIO Upward Bound

Foundation: The Foundation has received \$1.7 M in donations including both restricted and unrestricted funds. Another \$103,000 in new money has been raised for scholarships bringing the total scholarship fund to \$203,000. The NSC Endowment reached \$1.394M.

The NSC Foundation kicked-off NSC's first comprehensive campaign: Be Bold, Be Great Invest in Nevada State with an initial goal of raising \$15M to support the academic and physical growth of the campus. I am glad to report that to date, approximately \$15.2M has been raised. The Foundation increased its fundraising goal by an additional \$2M bringing total goal to \$17M by June 2016. As you can see, we are well on our way. Individuals at NSC have built strong relationships with NSC Foundation Board Members and Campus leaders are highly respected by the NSC Foundation Board. The NSC Foundation Board has a 100% giving rate. I am very happy with the continued support from the Foundation and look forward to a strong future.

B. Entrepreneurship

The two new buildings: Nursing, Science and Education and the Rogers Student Center which opened at the start of the Fall Semester was a large campus construction project that was self-financed by the College. Campus leaders saw that there was a need to centralize services and academic programs in order to move the mission of the College forward. The new facilities allowed for minimal expansion of classroom and lab space.

A seed money incentive program was recently launched to provide additional support for faculty to secure extramural funding.

As part of its mission, faculty at NSC are continuously looking at ways to create innovative academic programs. An example of one such program this year was started by Business Professor John Laurie who created and designed ENT 202. This course is a prep class that is going to be part of a larger certificate program of entrepreneurship at NSC. The class itself is structured so there are two main functions: the personal/interpersonal side of learning to be a savvy leader who can form strong relationships across the board while the other half focuses on the technical nuts and bolts cogs that make a business develop or fall flat. The course strives to help students gain a certain awareness about starting a business. The class is designed for students in all majors and encourages all interested parties to enroll.

The College issued an RFI to begin the process of identifying public-private partnerships on about 200 acres of College land slated for development and another approximately 100 adjacent acres owned by the City of Henderson. As these proposals start working their way through the process and ultimately to the Board of Regents, significant synergies are planned to combine economic development with benefit to our students and community. Specifically we want to look for opportunities that will expand student engagement activities.

NSC continues to hold an annual iTeach Awards ceremony to recognize faculty and staff for their individual initiative as well as their commitment to NSC's six core values: innovation, teaching excellence, economic development, assessment, customer service and heritage.

Our students are equally innovative and continue to form additional clubs and organizations to make the most of their experience at NSC. They are planning various events that encourage student participation such as the first annual Scorpions Calling event that attracted more than 400 students, faculty, staff and community to the campus.

C. Campus Environment

Last year a campus-wide strategic initiative known as Visioning NSC 20/20 was finalized. This plan laid the ground work for ongoing initiatives and goals at NSC. The goals include: Increase Student Retention and Graduation Rates, Increase quality and Competitiveness of Graduates, and Enhance the Living and Learning Environment of the College.

When looking at enhancing the Living and Learning Environment of the College, it was realized that a baseline must be established for student and employee satisfaction. Therefore, a student satisfaction survey was designed and launched in mid-March. Approximately 700 students responded to the survey. Although the data is still being analyzed, 4 out of 5 students rated their overall experience as above average. While I know there is room for improvement, I am very happy with our faculty and staff. While looking at student data, it is equally important to get a baseline of satisfaction from the faculty and staff. In late spring, a campus committee designed and released a climate survey. The results of this survey are currently being analyzed and details will be released to the campus in late September.

During the 2015 spring semester, after many months of planning and thoughtful development, faculty and staff had the opportunity to share their perceptions and experiences through an Organizational Climate Survey. We had great participation with 93% of full-time faculty and 68% of full-time staff responding. Our part-time faculty and staff did not have as strong a response rate, but the overall response rate of 48% is still quite healthy. This survey data provides an excellent baseline for NSC and is one of many steps NSC will take as we strive to become an even better place to work.

We continue to work on an improved customer service campaign known as “Be the Difference”. Through this project a local consultant was hired to hold focus groups with faculty, staff and student groups to specifically look at NSC’s core values. During these discussions the core values will be evaluated for relevance and applicability to all members of the NSC campus. NSC is at a pivotal time in its history. The campus is experiencing rapid growth which is bringing about a large change in culture. Upon completion of “Be the Difference” each department/unit will have created a list of performance objectives that are aimed at increasing student performance.

In addition to this process, the Provost has recently updated the academic master plan which was approved by the Board of Regents. The strategic academic master plan goals include expanding academic support in a data-driven fashion, leveraging technology to enhance and streamline systems and processes, and elevating the learning experience of our students through updated and relevant curriculum that engages their field and the southern Nevada community.

We are also reviewing campus utilization reports to identify needs in the for the FY17-19 biennium. As part of the annual budget process, we conduct an inclusive, prioritized needs assessment of instructional equipment, committing funds annually to the advancement of classroom technology and equipment.

The strategic vision of the college will undoubtedly require more infrastructure. We are on schedule for the Fall 2015 opening of two new campus buildings: Nursing, Science & Education and Student Activities & Administration. With the addition of the two new buildings, the College gained approximately 132,000 square feet on the main campus and all personnel and offices will be centralized. We are almost immediately out of office space and will need more classroom spaces in the near future. In addition, we will need resources to build out the physical infrastructure of the 509 acres.

Part 3: INSTITUTIONAL RELATIONS TO EXTERNAL COMMUNITIES

A. Collaboration (Sister Institutions)

Comments:

Positioned between the community colleges and universities, Nevada State College is uniquely qualified to bridge transfer pathways for students. NSC and CSN recently entered into a 3+1 program to provide an opportunity for students to earn a Bachelor of Applied Science in Engineering Technology degree at NSC after completing an Associate of Applied Science in Computer Information Technology-Networking at CSN.

We continued our collaboration with UNR, sending students to Reno for a three-day GradFit program held which aims to diversify graduate student enrollment and promote academic success by giving students an in-depth opportunity to learn about the many opportunities for graduate school. This program targets students interested in continuing their education by pursuing graduate degrees in the fields of biology and psychology. We plan to grow this program and discussions are also underway with UNLV to create a similar graduate exploration program for students interested in pursuing their graduate degrees.

NSC continues to grow its education program with WNC to produce teachers in western Nevada.

This past year, NSC partnered with NSHE to assist with the planning for the inaugural Status of Women event that was held at UNLV. The event was a time to celebrate the achievements of women and to take a pulse of the state of women in terms of where they are in their careers, their economic mobility, and the challenges they may face. Approximately 100 women from all NSHE institutions attended with NSC leading all institutions in attendance.

Nevada State College and the Desert Research Institute are continuing to work on a partnership between the two institutions. The partnership will accelerate Nevada’s economic development efforts by (1) creating a long-term expansion plan for DRI’s Southern Nevada research operations to occur on NSC’s 500-acre campus in Henderson, (2) jointly building a more strategic and collaborative approach for seeking sponsored project grants from federal, state, and private sources, (3) providing enhanced undergraduate research opportunities to NSC’s students through the utilization of DRI’s research faculty, and (4) increasing achievement and interest in STEAM fields among NSC’s students.

In October, NSC will host, for the first time, the Diversity Summit. This will be the first large-scale NSHE initiative held in the beautiful new campus buildings. We look forward hosting attendees from our sister institutions along with community members from southern Nevada.

Through a collaboration with the University of Nevada School of Medicine (UNSOM), NSC students will be eligible to participate in NSC’s first Post-Baccalaureate Certificate program that will prepare students for competitive eligibility to medical school admissions. The program aims to improve GPA scores, prepare students for MCAT, or provide additional upper division science coursework in anticipation of medical school.

We continue to work with UNLV on sending students to graduate programs in Law, Medicine and the Sciences.

B. Regent Strategic Directions

I Increase Student Achievement, Retention and Success

Comments:

Predictive Analytics System

- The predictive analytics system, currently being piloted in summer courses, is designed to help faculty and staff identify students who are at risk of failing a course before it is too late to intervene on their behalf. On a weekly basis, the analytics dashboard provides students and faculty with the percent likelihood that a student will pass the class with a grade of C or better. The likelihood score is derived from essential components of the students’ class activity, including their grades and their engagement with the course. For each of these components, students are given feedback about how they fare relative to students who have earned A, B, C, D, and F grades in the history of the course. This information is made actionable by our early alert (or E-Alert) system, as described below, and will be tied to a “customer relations management” system that allows us to maintain a record of student interventions. When faculty or support staff meet with a student, they can enter information about the nature of the conversation (e.g., recommendations, problems examined) into the CRM, and this information will appear in the analytics dashboard to provide a single source of information for examining qualitative and quantitative data regarding student success.

Remedial Math Redesign and “Just-in-time” Interventions

- Our mathematics faculty completely redesigned the remedial mathematics curriculum to deliver content in smaller 5-week modules that are mastery-based and allow students to successfully complete their remediation in a more timely fashion than is permitted by a traditional remediation model. Within the last year data shows that 13% more students pass college-level math when they proceed through this remodeled remediation compared to students who complete remediation elsewhere.
- Our mathematics faculty are in the process of reviewing data on different programs that provide “just-in-time” interventions prior to testing that places students into appropriate math courses. Some data has shown that ‘refresher’ workshops provided in the hours or days prior to testing successfully re-introduce students to mathematical concepts learned in high school and facilitate their placement into college-level mathematics courses where they belong, rather than placing them into remedial modules. These refresher workshops would be offered by the SAC.

Co-requisite math model

- Following the English model, in AY 2014-2015, the math faculty will be implementing a “stretch” math course that allows students to take remedial math concurrently with a college level math course. The impetus for this change is the increasingly well-supported finding that students who complete college math in their first year of enrollment are significantly more likely to earn a 4-year degree than those who do not. Several institutions have successfully orchestrated the completion of college-level math in the first year by allowing students to take some or all of their remedial work at the same time as the college-level course.

Nepantla Summer Bridge Program

- Launched in 2013, the Nepantla Summer Bridge Program which began with 20 students has now expanded to 30 students with the plans for future growth to accommodate up to 50 students, is designed to promote the success of low-income, under-served, first generation freshmen. The program acclimates students to college-level work and helps them meet important requirements – including the completion of any necessary remedial courses – before their first full semester even begins. The program is embedded in a cohort model that fosters peer-to-peer support and intricately links students to NSC staff prior to the commencement of their fall studies. The program provides a small scale introduction to college life that fosters a welcoming environment for incoming students and helps diminish their feelings of “getting lost in the crowd.” Instructional faculty expose students to a rigorous academic curriculum while peer mentors serve as tutors to facilitate the transition to college life. The program provides academic and social activities to enliven the cohort experience and encourage the development of supportive peer relationships that contribute to student success.

Increased Use of Academic Support Services

- The use of academic support services is robust for students enrolled in some of our courses, but the level of engagement stands to improve in many areas, including among first-year freshman (e.g., in fall 2013, only 16 of 249 FY freshman used tutoring services). Several initiatives are expected to increase the use of these services, including:
 - An increase in the number of tutors who attend class sessions, particularly in critical gateway courses. The presence of the tutors will allow them to better understand

the course material as the instructor teaches it, and it will give instructors more confidence to encourage students to use tutoring services.

- A campaign to encourage faculty to recommend the use of academic support services
- Improvements to the quality of tutors through training and monetary incentives for more experienced and effective tutors

Strategic disbursement of financial aid

- As a result of the sophisticated analysis of student retention and unmet financial need, it is clear that a major barrier to student success at the NSC campus is the lack of access to need-based financial aid. NSC will be placing additional resources into financial aid this year. NSC has also not been as strategic in utilizing financial aid awards to attract students with meritorious academic records as we could have been in the past. This year, NSC will continue to refine our approach to awarding financial aid, with particular emphasis on discrete data analysis to ensure that financial aid awards are aligned with institutional goals around student success.

II Increase Transparency, Accountability and Performance

Comments:

Budgeting Process

NSC follows an open and collaborative budget and planning process through utilization of an Executive Budget Committee. The Committee serves as an advisory and recommending body to the President on matters pertaining to the institutional operating budget. The Committee helps define and oversee budget policies and procedures, and it ensures that financial resources are allocated in a manner that supports programs and services which further the institution’s vision and goals. The Committee participates in institutional budget hearings and meetings related to the biennial budget request; the internal allocation and/or reallocation of funds; and state mandated budget reductions. The budget process supports the core themes of promoting student success, fostering educational opportunities and strengthening the community.

III Continuous Review and Revision of Programs to Support Innovation and Responsiveness

Comments:

Last spring, NSC partnered with UNLV Police Services to provide 2 post certified officers with a marked police vehicle, tool and equipment to provide 24 hour, 7 days per week response patrol on the NSC campus. The contract has since been amended to include an additional officer who will assist with the staff on-hand to provide 24 hour, 7 days per week on-campus coverage.

There is a growing need among colleges, particularly in communities where services are limited, to provide access to mental health services. A recent agreement with UNLV CAPS program will provide our students with dedicated counseling services to address a range of mental health and behavioral problems. We have also utilized UNLV to provide construction management services for our new buildings.

We continue conversations with CSN about possibly implementing child care services in conjunction with the CSN-Henderson campus, along with student activities, athletic facilities and possibly residential housing.

The effective rollout of iNtegrate 2 will greatly improve business related processes at NSC. We hope to assemble cross-functional campus teams to create, test and implement modules that will benefit NSC. In addition, we are exploring using electronic workflows to improve existing processes. We will commit to assigning workflow functionality to no fewer than 3 main processes as part of the iNtegrate2 implementation and one process per year for the next 5 years.

IV Ensure that Higher Education is Accessible and Affordable for all Nevadans

Comments:

When discussing tuition increases, it was important to remember the sacrifice students are making over the next several years in order to support the construction of the Rogers Student Center. With this in mind, NSC implemented tuition increases of 2% in FY16, 3% in FY17 and 3% in FY18. These were the lowest increases in the state. At the same time, NSC is expanding its financial aid availability.

C. Community Partnerships and Connections

Nevada State College continues to build out the Career Services Center (CSC) with a focus on intern and externship opportunities for students. This past year 52 for-credit intern and externship programs were created. These opportunities facilitated on-the-ground experiences where students had opportunities to interface with community businesses, gain valuable employable skills, and apply their classroom knowledge. In addition, 31 miscellaneous internship programs were created with a focus on mentoring.

Members of the NSC community have been working very diligently with CCSD on existing and new collaborations. In working with CCSD, NSC is looking at ways to bridge a stronger pipeline for teacher recruitment to help with the numerous vacancies. One such example is the promotion of vacant teacher aid positions for students interested in becoming teachers. Students would be afforded the opportunity to work in a classroom setting prior to completing his/her degree. Once the student earns his/her teaching degree the opportunity for advancement is readily available.

NSC mathematics faculty completed their first year of PRIMES (Providing Realizable Improvement by Mathematically Enhancing Schools) at C.T. Sewell. The goal of the PRIMES project was to assist the elementary school third grade transition to the common core standards in their math curriculum.

It is important for us to collaborate with our local organizations like the Andson Foundation, to broaden the reach of our campus and to educate students about the importance of academics and financial literacy in order to close the educational and financial gaps. Nevada State College partners with the Andson Foundation by providing tutors for the after school program in both math and reading. In the future, Nevada State College intends to provide office space on our main campus, free of charge, to assist Andson in meeting their objectives to educate a broad range of youth of the importance of financial accountability and mentoring. Through this partnership, Nevada State College will also be able to provide additional tutors to the Andson Foundation closer to one of its base operation sites.

Additional Comments:



2015 - 2020 Academic Strategic Plan

Opportunity



Enrichment



Impact



Table of Contents

INTRODUCTION	1
Planning Process	1
OUR MISSION.....	2
OUR CORE THEMES	2
STRATEGIC GOALS	2
Opportunity	3-4
Enrichment	5-6
Impact	7-8
ACADEMIC PROGRAMMING	8

INTRODUCTION

As the first and only State College in the Nevada System of Higher Education, Nevada State College is a historic endeavor, the foundation of a legacy that will serve Nevada for many successive generations. Although we have provided students with remarkable opportunities for over a decade, we are still at the very beginning of a vast frontier. This document outlines the principles, opportunities, and initiatives that will guide our next steps. By placing a special emphasis on the advancement of a diverse and largely under-served student population, NSC is uniquely positioned to improve our state's economic and civic prosperity by bringing educational opportunities to those who historically have been unable to pursue a baccalaureate degree. The commitment of the entire campus community to fulfilling this promise and becoming a national model for closing equity gaps in student performance is a cornerstone of the 2015-2020 academic strategic plan.

Planning Process

The academic strategic plan represents the culmination of a comprehensive and collaborative effort among college employees, students, and stakeholders. In developing this plan, the Academic Strategic Planning Committee began from the foundation established by our previous (2010-2015) Academic Strategic Plan and our Year 1 Accreditation Report to the Northwest Commission on Colleges and Universities to ensure that our strategic goals incorporated and supported our mission, core themes, and objectives.

The committee and the campus academic leadership team began this process by soliciting ideas from the campus community and identifying areas in which we should expand our capacity and strengthen the focus of high-demand programs as well as those emerging fields that show great promise. For each new program, the committee gathered relevant data (including employment outlook information, student enrollment data, and student surveys) and carefully evaluated each program's potential for success in accordance with our mission. The committee then cultivated a consensus among executive leadership, academic and administrative faculty, student leadership, alumni, local business and community leaders, and the College's foundation board. The resulting academic strategic plan

reflects the existing strengths and core values that have guided the College to its formative accomplishments, and it conveys the goals and aspirations that will drive our future successes.

Importantly, the strategic plan is not a comprehensive or chronological list of initiatives. Instead, it presents a focused, evidenced-based, and concise outline of the goals, core themes, and principles that will guide us in the decision-making process as the College grows.



OUR MISSION

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

OUR CORE THEMES

1	Foster educational opportunity
2	Promote student success
3	Strengthen the community

STRATEGIC GOALS

The core themes of the College, and the plan that advances them, are anchored by a pervasive and singularly important goal: to nurture the success of our unique student population. The achievement of this goal begins with *opportunity* – the supportive services and inclusive practices that open doors to a diverse and largely under-served student population. This opportunity, in turn, carves an essential path to educational *enrichment* – the personal and professional growth wrought by learning experiences that challenge and inspire students to achieve their potential. Importantly, this investment in our students culminates with a far-reaching *impact*, as our alumni realize post-graduate success, enjoy an improved quality of life, and act as catalysts for social, civic and economic progress in the community.

Over-arching Principles

Five over-arching principles unify our efforts to provide opportunities, foster enrichment, and exert a meaningful impact on the lives of our students and the communities they ultimately serve:

- An effort to empower students with a strong sense of self-efficacy and the resilient belief that NSC is the ideal place to meet their highest aspirations;
- The cultivation of an inclusive culture with a foundational belief that collaborative, multicultural, and interdisciplinary approaches lead to enhanced solutions and success;
- A reliance on assessment and evidence to drive institutional improvement and innovation;
- The intelligent integration of technology to enhance quality, maximize efficiency, and free people to invest their time and effort into activities that benefit uniquely from human involvement;
- The development of innovative partnerships between academic and student affairs that provide students with the integrated, structured support needed to achieve their goals and meet our expectations.

Opportunity



Nevada State College serves as a vital partner in improving the economic mobility of the citizens of Nevada by enrolling an ever-expanding pool of academically talented, engaged, and diverse students. Towards that end, the institution will firmly establish the infrastructure, services, and practices that yield a well-coordinated, central focus on providing a high-quality student experience.

Opportunity - The supportive services and inclusive practices that open doors to a diverse and largely under-served student population.

Initiatives

Maintain Affordability and Administrative Efficiency

- Pursue limited, incremental tuition growth while orchestrating marginal increases – or even decreases – in non-tuition expenses
- Significantly expand need-based financial aid
- Develop highly integrated and efficient administrative structures that leverage data and technology to make informed decisions and keep institutional costs low
- Develop innovative, cost-effective ways of delivering educational programs

Encourage Timely Degree Progression

- Financially incentivize timely degree progression and full-time status
- Eliminate institutional barriers and facilitate students' progress towards degree completion (e.g., develop two-year schedules of courses, expand year-round and accelerated course offerings)

Incorporate Structured Guidance to Improve Student Decision-Making & Degree Progression

- Establish campus policies and procedures that will maximize the likelihood of student success
- Integrate tools that provide real-time success-oriented feedback to faculty and students (e.g., predictive analytics)

Evaluate and enhance freshman orientation

- Implement block scheduling for 1st- and 2nd-year students
- Direct students along ideal degree-completion pathways with prescribed curricular sequences and automated scheduling guidance
- Expand virtual and on-demand academic assistance opportunities

Improve Transfer Models

- Forge stronger partnerships with transfer stakeholders and decision-makers at the community colleges
- Expand use of dual and concurrent enrollment with the community colleges
- Expand BAS programs with the community colleges and expand our statewide mission
- Expand advising outreach to community college students wishing to transfer
- Develop robust policy for prior learning assessment



Opportunity

Improve Assessment & Treatment of Student Preparedness

- Redesign placement procedures – including preparedness for online instruction and technology utilization – through enhanced predictive models and the examination of alternative methods
- Develop co-remediation model for mathematics that integrates as-needed remediation with college-level courses
- Develop college writing center and expand “writing across the curriculum” efforts
- Implement proactive outreach advising
- Expand student participation in intensive summer preparatory programs that foster learning communities, intensive mentorship and interaction with faculty, and utilization of student support personnel

Expand and Integrate Academic Support

- Improve collaborative efforts involving learning support services and teaching faculty (e.g., in-class tutors, course assistants, technology support)
- Expand the use of supplemental instruction and structured learning assistance
- Improve the integration of library services and information literacy initiatives into the curriculum
- Capitalize on the value of peer support (e.g., a peer mentorship program; in-class course assistants)

Implement Improvements to Support Services Based on More Robust Assessments of Student Satisfaction

- Establish on-the-spot assessment of student satisfaction of experiences with academic assistance personnel
- Develop mechanisms that allow advisors to provide feedback collected from students to department chairs, deans, admissions & records, and other important stakeholders



Enrichment



A distinctive and exceptional learning experience is a cornerstone of NSC's institutional mission. Ideally, this experience will increase student motivation to excel; impart meaningful knowledge, values, and skills; and inspire superb – and perhaps otherwise unreachable – levels of student achievement. The realization of these goals begins with a revamped first-year experience, extends as a consistent and palpable thread of academic excellence that unifies our degree programs, and culminates with meaningful opportunities for students to demonstrate their personal and professional growth.

Enrichment - The personal and professional growth wrought by learning experiences that challenge and inspire students to achieve their potential.

Initiatives

Foster Intellectual, Professional, and Personal Growth

- Impart adaptive knowledge, values, and skills that facilitate the ability to engage in critical inquiry, solve challenging problems, communicate persuasively, and contribute to the community in a meaningful way
- Structure courses and curricula to imbue students with functional and marketable skills that promote opportunities for career, graduate school, and personal success
- Provide students with meaningful mentorship from dedicated faculty who will assist them in achieving their educational goals and becoming leaders in their local communities
- Improve the quality and consistency of instruction in courses and degrees by enhancing instructor development and resources, strengthening assessment methods, and standardizing learning outcomes
- Significantly expand co-curricular opportunities on campus, including those in arts, culture, and literature, to complement our academic programs and initiatives

Inspire Meaningful Accomplishments

- Foster the development of highly interdisciplinary, technology-rich curricula that promote the examination of complex issues from multiple perspectives and encourage collaborative approaches to problem solving
- Promote the application of course knowledge, values, and skills, particularly toward the resolution of complex and relevant problems and questions
- Develop learning experiences that have real-world significance
- Establish relationships that allow students to engage with the community and develop fresh solutions to practical problems

Engender a Culture of Empowerment and Inclusion

- Establish learning communities that forge stronger student relationships and success-seeking behaviors
- Bolster interactions between incoming students and successful, experienced students and alumni



Enrichment

- Infuse the curriculum and the campus culture with activities that reinforce NSC's commitment to diversity in a meaningful way
- Create an educational experience that resonates with the life concerns of students, affords an opportunity to enact change, and reflects principles of equity and inclusion
- Share the history, mission, and vision of the College in an effort to bolster pride in the institution



Impact



Ultimately, the coupling of *opportunity* and *enrichment* should exert a powerful and positive impact, beginning with our graduates but extending to their families, colleagues, and fellow citizens. The nature and magnitude of this impact will be enhanced by strategic efforts to increase graduation rates, improve career prospects, and advance strong values of citizenship and community purpose.

Impact - Our alumni realize post-graduate success, enjoy an improved quality of life, and act as catalysts for social, civic and economic progress in the community.

Initiatives

Enhance Career Success & Development

- Increase student exposure to career paths through speaker series, expanded activities of the Career Services Center, and through introductory-level curricula
- Provide faculty development opportunities for the creation of course assignments with career relevance and an emphasis on civic engagement
- Increase access to undergraduate research opportunities, capstone experiences, and co-curricular activities that allow students to synthesize their knowledge and skills and demonstrate mastery of student learning outcomes
- Provide enhanced pathways for students to enter graduate study at UNLV and UNR, with particular emphasis on underrepresented student populations

Provide Southern Nevada with Critically-thinking, Engaged Students and Graduates

- Expand internship and externship opportunities coordinated with select programs
- Utilize Career Services Center for seniors and alumni to place NSC graduates in employment
- Align program development with the broader economic diversification efforts of the state and data on local employment trends

Connect NSC with the Community

- Increase “outbound” community partnerships that take our students off campus and into the community at large
- Establish field courses, internships, and project-based courses that focus on community issues and facilitate meaningful interaction and engagement with community organizations and families.
- Increase student opportunities to engage in volunteer work and other civic partnerships with the community Strengthen relationships with alumni by actively engaging them in campus activities and community events
- Increase “inbound” community partnerships that bring the community to campus
- Expand opportunities for community members to share their knowledge and experience with students, including contributions as guest speakers, Executives in Residence, and evaluators of undergraduate research
- Host cultural events such as art exhibits, visiting speakers, and performances



ACADEMIC PROGRAMMING

Beginning from a commitment to our mission and core values, and guided by data on career prospects, educational market saturation, and student interest, NSC has prioritized the introduction of the following new academic programs and initiatives over the next five years. A commitment to the robust quality and health of existing programs, in accordance with projected resources, strongly influenced the selection of new programs and initiatives.

Academic Degrees

- Allied Health - BAS
- Chemistry - BS
- Communication Studies - BA
- Deaf Studies - BA
- Mathematics - BS
- Visual Media - BAS
- Speech Pathology - MA - collaborative partnership with an accredited graduate program

Minors and Concentrations

- Art
- Data Science
- New areas of specialization in business (e.g., entrepreneurship, human resources)
- New areas of specialization in nursing (e.g., lactation consultant, nursing informatics)

Special Initiatives

- Secondary Education – pursuit of the UTeach model and increased enrollment
- Teaching English as a Second Language – expand the endorsement program
- Nursing – significant expansion of all three BSN programs
- Honors program



NEVADA STATE COLLEGE 2017-2018 PLANNING REPORT

STRATEGIC OBJECTIVES

Nevada State College (NSC) is dedicated to providing high quality baccalaureate programs that open the door to career success and an enhanced quality of life for a promising population of historically under-served students. To this end, the College emphasizes superb instruction, excellent academic programs, exemplary student support, and innovation as a means to more efficient, effective outcomes in all corners of the campus. Ultimately, the college aspires to promote the educational, social, cultural, economic, and civic well-being of both the citizens and State of Nevada.

The college strives to fulfill its mission by maximizing the quality and accessibility of a baccalaureate education. To address the former, NSC offers a learning experience characterized by personal attention, advanced technology, and exceptional teaching practices. To address the latter, NSC strives to maintain a comparatively low cost of education while meeting the diverse needs of our student population through a wide array of course offerings that strategically integrate web-enhanced, online, and hybrid modes of instruction.

The following strategic objectives guide the pursuit and implementation of mission-specific goals for 2017-2018¹:

1. Increase student retention, degree completion, and overall academic success, particularly among first-generation, under-represented students, by improving comprehensive academic resources, freshman experience courses, academic support programs, peer support initiatives, and overall student quality of life.
2. Expand the enrollment of students from targeted populations through strategic, evidence-based recruitment and marketing, as well as enhanced relationships with all relevant communities, including area high schools and NSHE's two-year colleges.
3. Continue to develop and enhance academic programs that offer distinctive, high-quality learning experiences to students.
4. Continue to build the campus data infrastructure to enhance our reliance on assessment and evidence to drive institutional improvement, enhancements in customer service, and innovation.
5. Expand our efforts to intelligently integrate technology into our processes to enhance quality and maximize efficiency, particularly for underlying structures that support student degree progression (e.g., degree pathway software) and institutional business processes (e.g., the Workday Project).

¹ NSC is in the process of a Provost search, with expectations to have a new Provost in 2017. Given our changing leadership, rapid growth and continual need for institutional adaptability and innovation, the college chose to pursue a two-year strategic plan over a four-year plan at this time.

6. Continue to develop innovative partnerships between academic and student affairs that facilitate student-centered practices and provide students with the integrated, structured support needed to achieve their goals and meet our expectations.
7. Introduce creative and data-driven curricular and course scheduling solutions that maximize facility utilization, increase graduation rates and decrease time to degree attainment.
8. In accordance with our statewide mission, establish strong 2 + 2 programs and articulation agreements with incentives for students who have earned an associate's degree. Continue to build select 3+1 BAS degree programs with the community colleges.
9. Maintain affordability and administrative efficiency to ensure that students are able to afford a high-quality college degree from NSC.
10. Expand extramural funding to support the success of first-generation and under-represented students, enhance degree programs, and facilitate greater experiential/research opportunities.
11. Redesign remedial placement practices and associated gateway courses to facilitate student skill-acquisition while simultaneously decreasing costs and time to completion.
12. Prepare students to serve and lead Nevada's workforce by fostering essential knowledge and skills through exemplary instructional practices, cutting edge technology, research or project-based curricula, and robust faculty and staff development initiatives.
13. Create and strengthen partnerships that provide a synergistic and interdependent relationship with the Southern Nevada community, particularly in the creation of a robust internship program and the development of public-private ventures that leverage the usage of our land.
14. Foster, model and disseminate institutional best practices that contribute to a broader understanding of teaching excellence and student success in higher education, particularly in support of historically under-served student populations (e.g., first-generation students).
15. Continue to pursue Hispanic Serving Institution status.

ACADEMIC PROGRAMS

Beginning from a commitment to our mission and core values, and guided by data on career prospects, educational market saturation, and student interest, NSC has prioritized the introduction of the following new academic programs and initiatives over the next five years. A commitment to the robust quality and health of existing programs, in accordance with projected resources, strongly influenced the selection of new programs and initiatives.

New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Early Childhood Education	An inclusive BAED degree that qualifies graduates for dual licensure in the teaching areas of Early Childhood Education and Early Childhood Developmentally Delayed Education	Fall 2018	FY Strategic Initiative Funding Request was for \$80,883	Private donors have expressed interest in supporting an early childhood center on our NSC campus.
MAED in Speech-Language Pathology	The SOE has requested permission from NSHE to create a MAED in Speech-Language Pathology.	Fall 2018	Strategic Initiative Funding Request was for \$222,331 Nevada legislature	TBD/ The potential for outside dollars is being explored.
Secondary Education Dual Programs, BA degrees in STEM majors	The School of Education is collaborating with the School of Liberal Arts and Sciences to create programming that allows students to earn dual a secondary education degree and a content degree (potentially a new BA degree in the STEM disciplines).	History/History Education and English/English Education were introduced in Fall 2016. Planning is underway to implement in Math, Physical Sciences, Chemistry and Biology.	NSC, with UNR and UNLV, has proposed a FY Strategic Initiative Funding for a state wide "UTeach" like program. The project will start after 2018.	TBD/ The potential for outside dollars is being explored.
English Language Acquisition and Development (ELAD)	The SOE is looking to significantly increase enrollment in undergraduate and/or post-baccalaureate level coursework that leads to teaching candidates or currently practicing K-12 teachers meeting the requirements for the NDE ELAD endorsement.	This initiative will support NSC's implementing the requirements for a proposed new NDE ELAD endorsement. A potential implementation date is Fall 2018.	The SOE will conduct a search for a replacement hire in ELAD during AY 2016-2017. Zero additional cost projected for the coming AY.	TBD
Chemistry	Pursuing an ACS certified Chemistry BS*	2018 or 2019, dependent upon hiring two new faculty	\$255,288	None.

New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
BA in Deaf Studies (and possible BAS in collaboration with CSN)	A BA in American Sign Language, interpreting, and Deaf culture	Fall 2017 or 18 – curriculum was approved in 2016 at NSC, will be submitted for November 2016 AAC meeting, should be in front of BOR March 2017.	\$96,786	The potential for outside dollars is being explored.
Business specialization areas:	Human resources, accounting, international business and entrepreneurship	Fall 2017	\$0	None.
BA or BS in Allied Health or Health Sciences	This could be a degree program to on-ramp pre-nursing students (among others) into professions like health education, healthcare policy, social work, nutrition or occupational health.	Fall 2018	\$100,000	None.
BA degrees in Math, Biology, Chemistry	BA degrees will be similar to BS programs but with some courses removed to make space for education licensure courses.	Fall 2017	\$0, leverages current resources	None.
Data Science Minor	A set of courses in statistics and research methods for majors in psychology, math, biology, and business among others and feed into UNR/UNLV graduate programs.	Fall 2018 – Curriculum being developed currently	\$0, leverages current resources	None.
Conservation Biology Minor	There is high student interest in this area	Spring 2018	\$0, leverages current resources	None.
Fine Arts Minor	Due to new financial aid requirements, many art electives had reduced enrollment in fall 2016. A fine arts minor would allow students to take art classes toward a minor and earn financial aid. It can also allow education majors to become qualified to teach art classes in CCSD.	Fall 2017	\$10,000 in equipment, one time only	

New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Pre-law Minor	Formerly, pre-law at NSC was affiliated only with the History program. This new course sequence would allow students in any major to earn a pre-law minor.	Fall 2017 – Already submitted through NSC Curriculum Committee	\$0 (outside of PTI costs)	None.
Pre-health professional Minor	Due to financial aid restrictions on courses that are not toward a minor or major, some coursework not required by the major but required for graduate programming has become inaccessible to students. This minor allows pre-graduate school courses to count for a minor and earn financial aid.	Fall 2018	\$0 (outside of PTI costs)	None.
BA Public Policy or Public Administration	Programming in public administration, leadership or service.	Fall 2018	\$250,000	Private donors have expressed interest in supporting this program at NSC.
Accounting Minor	This will build students in the pipeline for an eventual Accounting Major at NSC.	Fall 2017	\$0, leverages current resources	None.
Horticulture Science Certificate	Infrastructure for this program was created with a NV STEM Workforce grant and curriculum is in planning.	Fall 2017	\$200,000	Private donors have expressed interest in supporting infrastructure and personnel for this program.
Master's in Nursing: Nurse Educator	There is increased demand for nurse educators in the state. Customized educator tracks to serve the local/state needs of community, clinical and academic settings.	Fall 2018	The salary + fringe of two new state funded nursing lines (doctoral prepared/tenure track)	TBD/The potential for outside dollars is being explored.
Lactation Certificate	As hospitals strive for "Baby Friendly" status, they will need to employ more lactation consultants.	Fall 2018	TBD, being researched	None.

STUDENT SERVICES

During the next two years (2017-2018), Nevada State College will expand upon the following student service initiatives.

New Program Name	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Expand the Student Academic Success Center and academic advising to include more comprehensive advising, tutoring, supplemental instruction and structured learning assistance	2017	\$172,000*	None
Expand the Writing Center staff to ensure adequate support for students and faculty	2017	\$68,600 + fringe	Private funding
Continue funding for student participation in intensive summer preparatory programs that foster learning communities, intensive mentorship and interaction with faculty, and utilization of student support personnel that leads to meaningful first-year experience	2017-18	\$225,000	Federal grant (SSS TRIO)
Support career services center, Dean of Students and the Office of Community Engagement and Diversity Initiatives to engage students in more community opportunities and internships	2017	\$95,800 + fringe (administrative assistant and case manager)	Student Fees
Structure courses and curricula to imbue students with functional and marketable skills that promote opportunities for career, graduate school, and personal success	2017	\$48,000 per year (Summer Institute for faculty)	Private funding
Integrate tools that provide real-time success-orientated feedback to faculty and students (e.g., predictive analytics)	2017	TBD (we may be able to build this internally)	None
Secure advising software that will direct students along ideal degree-completion pathways with prescribed curricular sequences and automated scheduling	2017	\$100,000*	Student Fees
Expand virtual and on-demand academic assistance opportunities, emphasizing academic advising and student services	2017-2018	\$75,000* per year	None
Secure funding and develop programming to increase STEM teachers in Nevada	2017-18	\$200,000	Federal grant funding (Noyce, NSF)
Scholarships for a cohort of high achieving low income STEM students	2017-18	\$130,000 per year	Federal grant (S-STEM, NSF)
Teacher Academy(ies) to pipeline high performing secondary students into NSC's School of Education and teaching careers	2017-2018	\$80,000	Private Funding

New Program Name	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Project SEEDS: recruit and retain Latino baccalaureate nursing students who will graduate and practice nursing in Nevada	2017-18	\$500,000 per year over four years	HRSA grant
Director of Nursing (RN BSN)	2018	\$90,000 + fringe	None
Nursing Success Coach (RN BSN)	2017-18	Salary + fringe	RN BSN Fees
CTLE Director to help improve teaching quality	2017	\$75,000 + fringe	None
First Year Lecturers (3)	2017-18	\$150,000 + fringe	Student Fees
International Programs (personnel)	2018	\$75,000 + fringe*	None
Mental Health Services – contractor one day a week; some off hours work.	2017-18	\$60,000	None
Daycare	2017-2018	\$300-600,000*	Private funding

* Requested funding is not final and awaits further review



Memorandum of Understanding

Nevada State College (NSC) and the College of Southern Nevada (CSN) have determined that it is in their mutual best interest to develop a long term partnership to benefit students and the State of Nevada, and enter into this Memorandum of Understanding to further these objectives.

Nevada State College is a teaching centered institution, focused on providing all Nevada students with the opportunity to obtain bachelor's degrees of value in critical fields necessary to grow and diversify the state economy. Special emphasis is placed on providing opportunity to low income, first generation and culturally diverse students that are critical to the success of Nevada. Nevada State College is located on 510 acres of land in the foothills of Nevada's second largest city, Henderson, and is charged with a statewide mission to educate more Nevadans across the state at a lower cost to the student and the State.

The College of Southern Nevada is the state's largest college with open access enrollment, focused on providing all Nevada students with the opportunity to obtain associate's degrees and certificate programs. CSN offers more than 200 degree and certificate options in more than 130 areas of study aimed at meeting the growing workforce needs in Nevada. CSN has three main campus locations dispersed among North Las Vegas, Las Vegas and Henderson.

Each of the areas of collaboration listed below are aimed at creating a stronger pipeline to achieving a bachelor's degree while enhancing students' educational experience, in a manner that leverages efficiency of each institution's strengths and capacity.

The following are identified as areas of collaboration that will be developed on a mutually agreed timetable:

Academic:

1. CSN and NSC will form a program for joint admissions and curricula alignment to create a seamless transition for transfer students.
2. NSC and CSN will look at creating additional degree programs such as 3+1 for bachelor of applied sciences and 2+2 for bachelor of arts and bachelor of science.
3. CSN Henderson Campus expansion in health science programs may result in new instructional facilities. The institutions will examine ways to partner that will make an impact on improving health care in the region. This may include shared instructional labs.
4. NSC and CSN will work with the school districts to increase the number of elementary and secondary education teachers in the valley.
5. The institutions will study approaches to mutually build new cultural experiences on their campuses. This may include enhanced international programs, both campus-based and abroad.
6. Additional Programs: Psychology, Visual Media, Communication Studies, Biology, Nursing.

Services and Facilities:

1. CSN and NSC will work to align program offerings to support student demand for degree completion, through joint facility usage. Students to complete Associate's Degree's and or 3 years (for 3+1) – NSC will not offer duplicative courses on CSN campuses.
2. As NSC continues to expand its student population, there is a strong desire for intramural sports. CSN will partner with NSC to offer use of its recreational facilities. CSN and NSC will explore ways to create recreational sport collaborations which will be open to students from both institutions.
3. Because of the proximity between NSC and CSN's Henderson campus, the institutions will examine the possibility of establishing shared student housing.
4. NSC and CSN will explore a shared transportation, bus or shuttle service, between CSN's Henderson campus and NSC.
5. The institutions will seek collaboration that will provide expanded benefit beyond separate efforts in the areas of marketing and fundraising.
6. CSN and NSC will pursue areas of expanded share service. Some areas may include student services, maintenance, and other administrative service units.
7. Explore and provide scholarship opportunities for students in high demand fields.
8. CSN will provide a list of Associate degree graduates' to NSC two times per year, fall and spring, for continued recruitment to complete a bachelors degree.
9. CSN will provide space and access to NSC recruiters on each of its three campuses.
10. CSN will have the ability to partner with NSC on preschool services.

Agreed Upon:


Bart Patterson, President
Nevada State College

March 4, 2014
Date


Mike Richards, President
College of Southern Nevada

~~4/3/16~~ 3/5/14
Date


Dan Klaich, Chancellor
Nevada System of Higher Education

3/5/16
Date



Memorandum of Understanding

Nevada State College and Desert Research Institute and have determined that it is in their mutual best interest to develop a long term partnership to benefit students and the State of Nevada, and enter into this Memorandum of Understanding to further these objectives.

Nevada State College is a teaching centered institution, focused on providing all Nevada students with the opportunity to obtain bachelor's degrees of value in critical fields necessary to grow and diversify the state economy. Special emphasis is placed on providing opportunity to low income, first generation and culturally diverse students that are critical to the success of Nevada. Nevada State College is located on 510 acres of land in the foothills of Nevada's second largest city, Henderson, and is charged with a statewide mission to educate more Nevadans across the state at a lower cost to the student and the State.

Desert Research Institute is a premier, internationally recognized research institute providing important research developments in critical areas such as water resources, energy, large-scale environmental data analysis, and other fields in the physical and life sciences. DRI has principal campuses in Reno and Las Vegas, as well as satellite locations. The DRI model is unique in the state – relying primarily on private and governmental research grants to sustain its operations.

Because of the distinct strengths of the respective business models of the two institutions, namely NSC as a teaching centered college and DRI as a largely self-funded research institute, the dynamic of partnering as independent institutions with unique missions offers the ability to merge teaching and research in new ways to benefit Nevada as a whole.

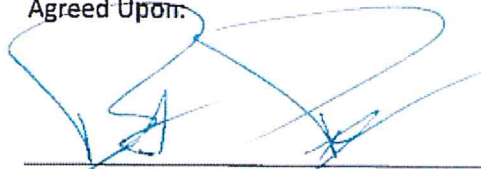
The following are identified as areas of collaboration that will be developed on a mutually agreed timetable:

1. Identify DRI faculty that have the desire and aptitude to teach at an undergraduate level in order to bring that expertise into the NSC classroom.
2. Identify DRI projects and ways in which undergraduate students at NSC can participate in hands on research that is so critical to engaging a diverse undergraduate population and developing practical skills for the workplace or preparation for graduate education.
3. Explore potential long term expansion on NSC campus for DRI/DRI-affiliated operations in Southern Nevada that are challenged by lack of space in the region.
4. Identify collaborative opportunities to share lab space, equipment and other facilities.
5. Utilize DRI's expertise in guiding new academic programs and workforce development programs of critical importance to the State.
6. Identify ways the parties can assist each other on sponsored projects and any possible commercialization opportunities.
7. Work together on select public-private partnerships to build out the NSC campus.
8. Look for the potential to submit joint grant applications to fund research endeavors involving student participation.
9. Work together with school districts to extend knowledge and enthusiasm among elementary and secondary students to pursue STEM careers.
10. Collaborate with two year colleges on pathways to STEM related degrees and with undergraduate research opportunities, and with universities on developing pipelines to graduate programs.
11. Work with each other to identify similar collaborative opportunities in northern Nevada as NSC expands course offerings throughout the State.
12. Develop a mutually agreeable economic model that balances the parties' respective contributions to the partnership.

As an initial step, the parties will each identify a lead person to act as the point of contact for the relationship. Further, the parties anticipate creating a working task force made up of key individuals from each institution to regularly meet, prioritize objectives, and begin working through details of the partnership. The parties recognize that while some of these objectives can be pursued immediately, other objectives are more aspirational in nature. Nevertheless, the objectives reflect an intent for a long term relationship in which the respective institutions can expand, through collaboration, the positive impact they can have on Nevada as they grow together. This agreement represents a shared commitment to working in good faith to build such successful collaborations. Therefore over the next several weeks and months the institutions plan to develop additional and future Memorandums of Understanding on one or more of the these areas in consultation with their respective faculty, staff and key stakeholders on the above concepts.

This Memorandum of Understanding is effective May 1st, 2016.

Agreed Upon:



4-26-16

Bart Patterson, President
Nevada State College

Date



5-9-16

Dr. Stephen Wells, President
Desert Research Institute

Date

Dan Klaich, Chancellor
Nevada System of Higher Education

Date