



**PERFORMANCE
INDICATOR REPORT
2003-04**

*UCCSN Master Plan
Accountability Report*

March 2004

*University of Nevada,
Las Vegas*

*University of Nevada,
Reno*

*Nevada State College at
Henderson*

*Desert Research
Institute*

*Community College of
Southern Nevada*

Great Basin College

*Truckee Meadows
Community College*

*Western Nevada
Community College*

PERFORMANCE INDICATOR REPORT 2003-04

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Introduction

In April 2002, after several years of study, public dialogue, and internal deliberations, the University and Community College System of Nevada (UCCSN) Board of Regents approved a systemwide master plan. This plan, *Building Nevada's Future: A Master Plan for Higher Education in Nevada*, is meant to define the goals and set an agenda for higher education in the State of Nevada. The Plan is based on the premise that higher education is a public good that should contribute to Nevada's economic, social, and cultural development.

The Plan's goals and associated targets are ambitious as they establish a roadmap for the future of higher education in the state. Continuous progress toward these goals will be expected, measured, and communicated in an ongoing effort to provide evidence of improvement. With this notion at the heart of the Master Plan, system administration, with input from the universities and colleges, has established a public accountability process. Through the development of a core set of performance indicators, systemwide measures and benchmarks will be monitored and published regularly to identify advancement at both the system and institution levels.

Following the charge in the Master Plan, this document identifies and measures thirteen distinct *performance areas*. These performance areas provide a framework to focus the task of assessing and monitoring progress toward the goals outlined in the Master Plan. The performance indicators are intended to be systemwide, "higher level" measures or "dashboard indicators" that collectively assess improvement and progress. Each performance area is associated with detailed sub-indicators that work to address the uniqueness of the eight institutions throughout the UCCSN.

The following bullets outline several principles upon which this performance reporting process is based:

- ***Systemwide Measures:*** It should be stressed that the goal of this plan is to measure the effectiveness of Nevada's entire system of higher education in meeting the goals stated in the UCCSN Master Plan. As a result, the performance areas and their indicators will be applied to the system as a whole, and should not be used to distinguish the performance of the various institutions relative to one another. Those performances should only be measured as an assessment of each institution's progress toward fulfilling its own strategic and academic master plans.
- ***Mission Differentiation:*** UCCSN campuses—four community colleges, two research universities, a research institute, and a state college—each have their respective missions, goals, and histories. The University of Nevada, Reno, has existed for well over 100 years while Nevada State College, Henderson, opened its doors just over a year ago. Naturally, while some performance areas and indicators will apply to all

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UCCSN campuses, others will more adequately address the unique missions and situations of individual campuses. Even in the case of some of the common indicators, the various campuses must be understood in terms of their differences.

- **Longitudinal Measures:** A performance reporting system not only informs the public about the achievements of the UCCSN and its campuses, but is also an opportunity to show commitment to continued progress and improvement. Accordingly, this set of performance indicators will report in ways that capture how performance evolves over time. To these ends, whenever possible and appropriate, accountability information will be presented in formats that include performance over multiple years.
- **Focus:** The UCCSN believes it is important to give priority focus to a few performance areas and indicators that relate to fundamental issues of the educational enterprise and of public concern. Experience has proven repeatedly that complex, elaborate, costly accountability programs demand precious new resources to implement while, at the same time, diluting a sense of the priority performance areas.
- **Existing Data:** In order to maximize resources, performance indicators will be measured by system administration; and to the extent possible, indicators will rely on existing data collection efforts and standard reports.
- **Continual Improvement:** In many ways, an undertaking as extensive and intensive as this accountability plan will always be a work under review. As experience is gained in assembling the needed information, there will be continuous evaluation of the assessment procedures themselves. Over time, it may be necessary to modify the performance areas and measures in response to the changing circumstances and needs of the UCCSN.
- **Commitment to Quality:** The measurement of performance indicators in relation to goals set forth in the Master Plan represent the UCCSN's collective commitment to quality, efficiency, and effectiveness.

It is important to note that while this set of performance indicators will serve as a systemwide accountability report, many other assessment efforts occur throughout the UCCSN. All institutions currently have a variety of evaluation and quality review procedures that relate to the nature of their core academic programs. Through these internal procedures, campus faculty and administrators are responsible for the quality of their academic programs and overall institutional effectiveness. These assessments are shared cyclically with regional accreditation officials, professional and disciplinary associations, and with the Nevada Board of Regents. It should be recognized that efforts by the institutions to provide public accountability may reach a level of detail that exceeds systemwide measures.



INDICATOR #1 – *College Continuation*

CORE INDICATOR

College Continuation Rate: percent of Nevada high school graduates enrolling in the UCCSN in the fall semester immediately following graduation.

SUB-INDICATORS

- 1) In-state vs. out-of-state continuation rates
- 2) Percent of eligible Millennium Scholars enrolling immediately following graduation from high school
- 3) Local service area capture rates by community college

SOURCE

National Center for Education Statistics, Nevada Department of Education

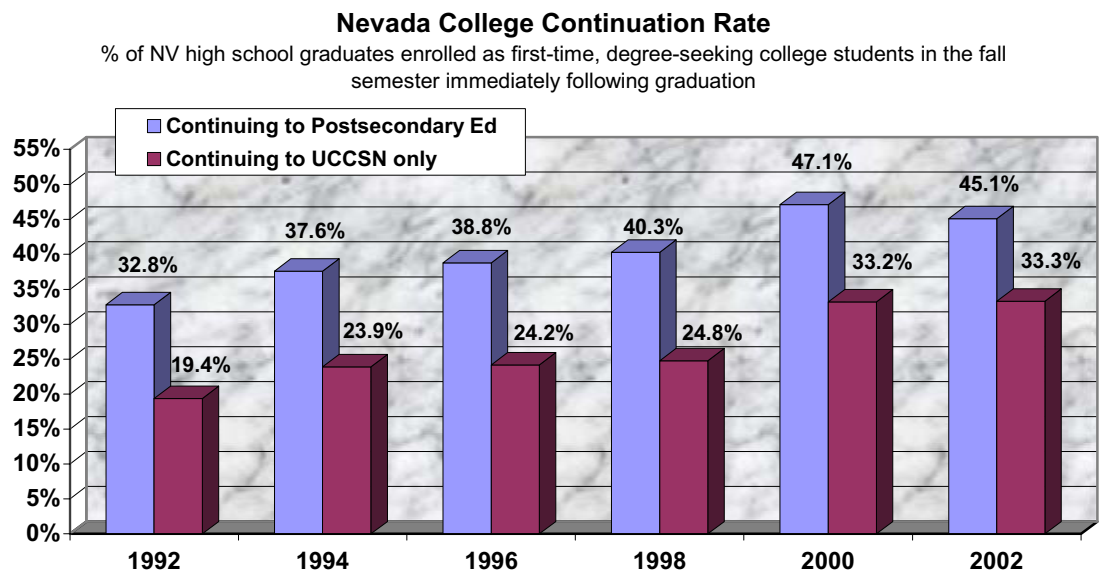
GOALS

This indicator contributes to the measurement of: Goal #3 – Opportunity for All, Goal #4 – Accessible Education.

RESULTS

Historical data on the college continuation rate of Nevada high school graduates enrolling in the UCCSN, as well as all other postsecondary institutions are available from 1992-2002.

Fig. 1A.



From 1992 to 2000, the college continuation rate of recent Nevada high school graduates steadily increased, reaching an all-time high of 47.1%, before dropping slightly in 2002. Figure 1A represents student enrollment in two and four year, public and private institutions throughout the United States. A more refined and applicable measure of the UCCSN Master Plan is the rate at which recent Nevada



INDICATOR #1 – College Continuation

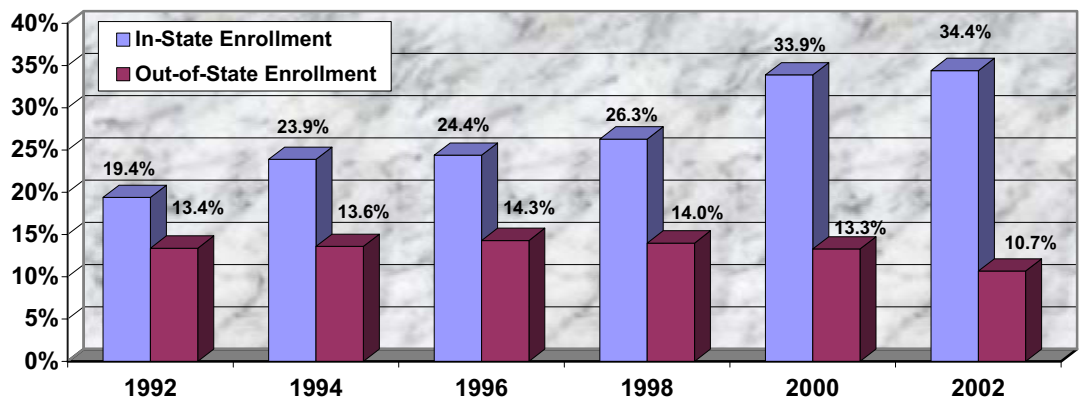
high school graduates enroll at UCCSN institutions. From 1998 to 2000, the percent of recent graduates attending within the UCCSN sprang from 24.8% to 33.2%. This leap accounts for almost all of the growth in the state's college continuation rate. During this two-year span, the number of students attending any postsecondary institution immediately following graduation increased by 1,550 enrollees. Of those new students, 89% (1,374) enrolled within the UCCSN.

The dramatic increase in the college continuation rate can be attributed in large part to the advent of the Millennium Scholarship in the 2000-01 academic year. The following chart depicting the percent of recent graduates enrolling in Nevada as compared to those enrolling outside of the state further illustrates the effect of the Millennium Scholarship.

Fig. 1B.

Nevada College Continuation Rate by In-State/Out-of-State Enrollment

% of NV high school graduates enrolled as first-time, degree-seeking college students in the fall semester immediately following graduation



From 1998 to 2000, the college continuation rate of recent high school graduates attending in the state of Nevada increased by over 9 percentage points, while students deciding to enroll out-of-state dropped slightly. Fall of 2000 marked both the highest percent of recent graduates enrolling in college, as well as a huge jump in the percent enrolling in the state of Nevada; two points validating the positive impact of the Millennium Scholarship. College continuation rates of future high school graduating cohorts have the potential to increase as Millennium Scholarship recipients continue to rise. The following table displays the enrollment rates of Millennium Scholars attending UCCSN institutions.



INDICATOR #1 – *College Continuation*

Table 1A.

**The Millennium Scholarship Program
2000-02**

	Fall 2000	Fall 2001	Fall 2002
Nevada public high school graduates	12,953	13,467	14,282
Millennium eligible graduates	7282	7823	8034
% of graduates who are eligible	56%	58%	56%
Enrolled (new) Millennium Scholars	4265	4919	4654
% of eligible scholars enrolled immediately after graduation	59%	63%	58%

Source: NV State Treasurer's Office

For community colleges, the definition of college continuation rate (i.e. tracking degree seeking students only) often underemphasizes the level of service provided by these institutions to their local service areas. Community colleges utilize a 'capture rate' measure to illustrate their ability to attract recent high school graduates (a variant measure of college continuation rate that calculates the percent of all recent high school graduates from a local service area, regardless of degree or non-degree seeking status, that matriculate immediately following graduation). The following chart displays the capture rates for each Nevada community college for the primary county(s) in each institution's local service area.

Table 2B.

Capture Rates for NV Community Colleges (Within Local Service Areas)

Percent of local NV high school graduates attending the fall semester immediately following graduation

	Local Service Area (Primary County)	1999	2000	2001	2002
CCSN	Clark	26.4%	20.4%	18.9%	22.6%
GBC	Elko	22.4%	21.0%	21.5%	16.8%
TMCC	Washoe	20.4%	18.3%	21.9%	22.1%
WNCC	Douglas/CC	24.2%	25.7%	20.6%	20.7%

Note: rates include graduates from public and non-public high schools
Source: UCCSN Remedial Report

ANALYSIS

The following bullets provide a brief summary of the status and trends of Nevada's college continuation rate:

- The college continuation rate of recent Nevada high school graduates attending UCCSN institutions immediately following graduation increased from 25% to over 33% in a two-year span (1998 to 2000).



INDICATOR #1 – *College Continuation*

- The college continuation rate in Nevada experienced continual growth from 1992 through 2002, a trend contrary to the performance both regionally and nationally on this indicator since 1996. From 1996 to 2000, the nationwide college continuation rate dropped from 58.7% to 56.1%, while the WICHE average fell from 59.7% to 48.0% (source: WICHE Regional Fact Book for Higher Education in the West, November 2002).
- The rate at which recent high school graduates enroll outside of the state of Nevada has steadily declined since 1992. The difference in this rate between 2000 and 2002 (a decline of 2.6%) marks the largest shift in out-of-state enrollment in this eight-year period.
- The overall increase in the college continuation rate in 2000, coupled with the unprecedented growth of the in-state college-going rate, strongly suggests that the Millennium Scholarship influenced not only the decision of recent graduates to attend college, but also their decision to continue their education within the UCCSN.
- When assessing the ability of community colleges to attract recent high school graduates, it is helpful to analyze capture rates of local service areas where both degree and non-degree seekers are represented. Historical capture rates for Nevada community colleges indicate that the colleges are attracting between 20% and 22% of the state's recent graduates.

PLANNING TARGETS

The following planning targets are associated with this measure:

Goal #3: Opportunity for All

Target: Raise the percentage of Nevada's high school graduates who continue into postsecondary education. Progress will be measured against the 2001 WICHE median as an initial benchmark. Note: WICHE stands for Western Interstate Commission for Higher Education and includes fifteen western states.

The UCCSN has already made great progress toward this target. The college continuation rate has progressively increased since 1992, taking its largest jump in recent history between 1998 and 2000. More importantly, the growth in



INDICATOR #1 – *College Continuation*

Nevada's college continuation rate has largely been attributed to an increase in Nevada high school graduates attending UCCSN institutions.

Data Criteria: When comparing Nevada continuation rates to the WICHE median, it is important to utilize comparable data. Continuation rates can be computed in a variety of fashions, each one influencing the data utilized in the denominator and numerator of this equation. Two elements that produce the greatest effect on the results are the types of high school diplomas counted (standard diplomas vs. all diplomas) and types of postsecondary education institutions included when tracking students (all postsecondary institutions or 2 to 4 year degree granting institutions only). For continuation rates computed in this measure, all attempts were made to utilize consistent criteria for each year measured. In this case, the denominator is comprised of students receiving standard diplomas only and the numerator includes enrollees in 2 to 4 year degree granting institutions. In some national releases (such as the WICHE median), denominators have been expanded to include all high school diplomas.

Depending on the criteria utilized to compute continuation rates, Nevada's college-going rate in 2000 has been reported as high as 47.1% and as low as 40.3%. The best criteria to utilize and the rate most comparable to national figures remains a debate, however one thing is certain, Nevada has made headway toward cutting the gap between its college continuation rate and that of all other WICHE states.

In 1996, Nevada's continuation rate was reported at 38.7%, while the WICHE median was recorded at 52.4%, a gap of almost 14%. Over a four-year span (1996 to 2000), the margin between Nevada's continuation rate and the WICHE median (49.6%) has been reduced to less than 10%. This gap is even smaller, or nearly diminished, after detailed adjustments are made to obtain consistent measurement of continuation rates in Nevada over this time period (thus the difference in the 40.3% reported nationally and 47.1% computed by UCCSN administration).

Notes

(1) The use of standard diplomas as the denominator in the continuation rate formula is not comparable to national data released by Tom Mortensen, publisher of Postsecondary Education Opportunity. The figures in his publication (as of 1998) include all high school graduates (standard, adult and adjusted diplomas).

(2) Data on Nevada public high school graduates are provided by the Nevada Department of Education. The Nevada Department of Education does not receive data on the number of non-public high school graduates.

(3) The numbers of non-public high school graduates and postsecondary enrollments through 1998 have been very kindly provided by Tom Mortensen, publisher of Postsecondary Education Opportunity; ultimately these data are derived from the U. S. Department of Education, National Center for Education Statistics.

(4) In 2000 and 2002, postsecondary enrollment data were obtained by the UCCSN from the National Center for Education Statistics. The number of non-public high school graduates in 2000 and 2002 were estimated on the assumption that from 1998 to 2000 they would increase at the same rate as public high school graduates.

Core Indicator Definition: This measure tracks degree-seeking students from public, as well as private high schools to postsecondary institutions within the UCCSN. Throughout this measure, reference to recent graduates refers to any student who graduated from high school earning a standard diploma within the 12 months preceding their enrollment at a college or university.



INDICATOR #2 – Remediation & Partnerships

CORE INDICATOR

Remediation Rate: percent of recent Nevada high school graduates enrolling in remedial math or English

SUB INDICATORS

- 1) Remediation by Race and Ethnicity
- 2) Persistence of Remedial Students

CORE INDICATOR

Partnerships: number of joint P-16 cooperative programs at UCCSN institutions

SUB INDICATORS

- 1) Number and percent growth of enrollment in community college high schools

SOURCE

UCCSN Remedial Report, System Data Warehouse, annual collection of joint P-16 cooperative programs

GOALS

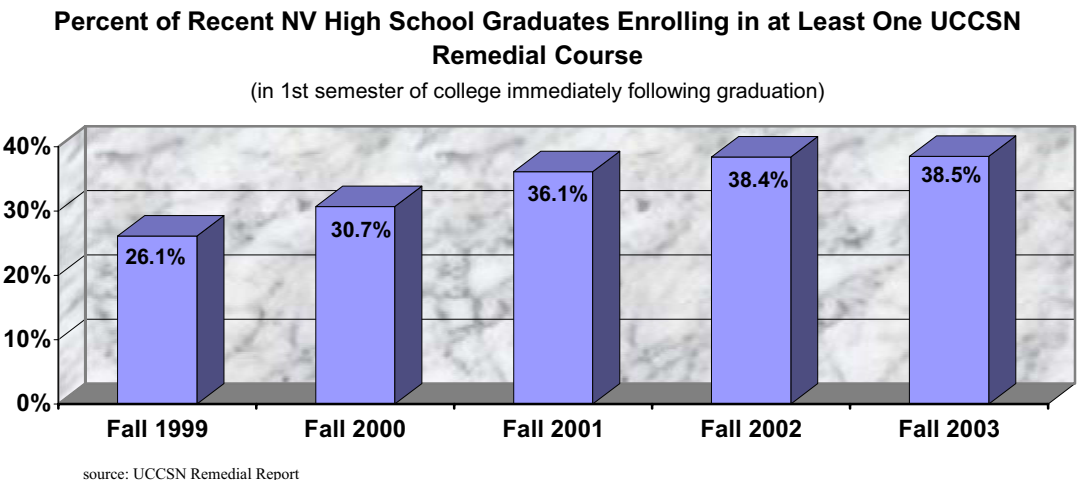
This indicator contributes to the measurement of: Goal #5 – P-16 Education

RESULTS

Core Indicator: Remediation

Since Fall 1999, the percentage of recent Nevada high school graduates who enrolled in at least one remedial math or English course in the summer or fall semester immediately following graduation from high school increased by more than 12%. Fall 2003 marked the first semester of essentially no growth in the remediation rates in the past five years.

Fig. 2A.





INDICATOR #2 – Remediation & Partnerships

University remediation rates had been steadily increasing since Fall 1999, before witnessing a slight decrease from Fall 2002 to Fall 2003. While remediation rates dropped at the majority of community colleges in Fall 2003, the overall rate grew slightly, to continue a trend of increasing remediation at the UCCSN's two-year institutions since Fall 1999.

Table 2A.

Percent of Recent Nevada High School Graduates Enrolling in at Least One UCCSN Remedial Course
By Institution (Fall 1999 – Fall 2003)

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
UNLV	26.1%	33.5%	39.4%	43.2%	41.4%
UNR	22.4%	24.3%	29.7%	27.8%	27.2%
Univ. Total	24.5%	29.2%	34.5%	35.1%	34.9%
NSC	--	--	--	56.9%	33.3%
CCSN	20.3%	26.4%	30.2%	32.3%	35.2%
GBC	45.6%	38.2%	64.6%	68.6%	56.2%
TMCC	49.1%	54.1%	54.3%	59.6%	58.2%
WNCC	28.4%	26.9%	32.0%	49.1%	40.3%
CC Total	27.4%	32.4%	38.0%	41.4%	42.8%
UCCSN Total	26.1%	30.7%	36.1%	38.4%	38.5%

source: UCCSN Remedial Report

Sub-indicators: Remediation

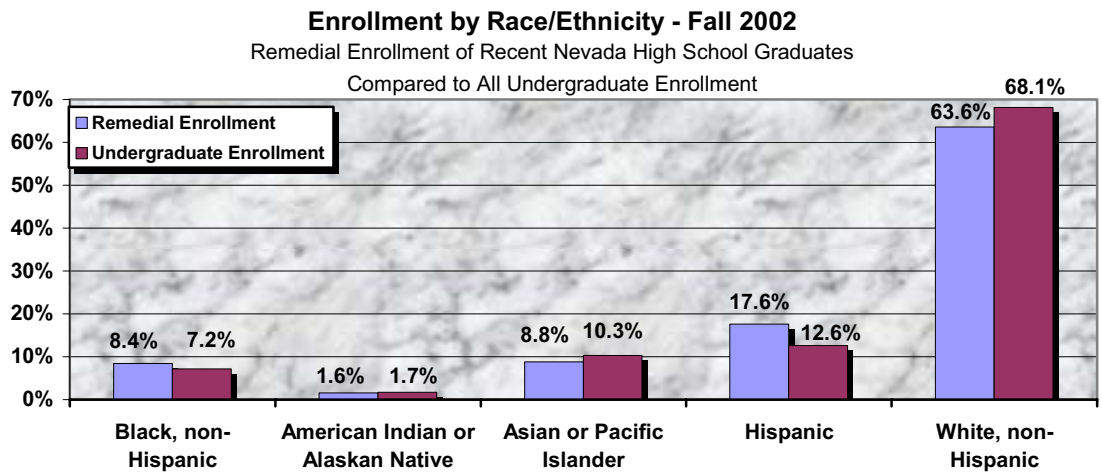
In general, minority enrollment in remedial courses by recent Nevada high school graduates is reflective of the total population of minority undergraduate enrollment. In Fall 2002, 68% of the undergraduates in the UCCSN reported their ethnicity as White, non-Hispanic. In comparison, 64% of the remedial enrollment recorded by recent Nevada high school graduates was of White, non-Hispanic students.

A more detailed break out of minority enrollment in remedial courses by recent Nevada high school graduates reveals that a few ethnic groups were slightly overrepresented as compared to the total undergraduate enrollment from Fall 2002. In particular, remedial enrollment of Hispanic students (17.6%) outpaced the Hispanic enrollment distribution in the total population of undergraduate students.



INDICATOR #2 – Remediation & Partnerships

Fig 2B.



source: UCCSN Remedial Report, IPEDS Fall Enrollment Survey

Table 2B depicts trends in remedial enrollment by racial/ethnic groups from recent Nevada high school graduating cohorts. In general, minority enrollments in remedial courses have remained relatively constant over the past three fall semesters.

Table 2B.

Remedial Enrollment by Race & Ethnicity
(Recent Nevada High School Graduates)

Fall Term	American Indian or Alaskan Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic
Fall 2000	1.9%	9.8%	8.8%	16.8%	62.7%
Fall 2001	1.9%	9.5%	7.3%	16.7%	64.6%
Fall 2002	1.6%	8.8%	8.4%	17.6%	63.6%

source: UCCSN Remedial Report

One indicator of the success of remedial education and the effect it has upon students is the measure of student retention or persistence. The researchable question here is: what percent of recent Nevada high school graduates requiring remediation return for a second semester of enrollment (i.e. fall to spring persistence). Data in Table 2C indicate that between 82% and 84% of all recent



INDICATOR #2 – Remediation & Partnerships

Nevada high school graduates that require remediation will return for a second semester of enrollment in the UCCSN.

Table 2C.

**Persistence of First-time College Students Requiring Remediation
(Recent Nevada High School Graduates)**

Remedial Cohorts (Recent NV high school graduates)	Number enrolling in at least one remedial course immediately following graduation	Number & Percent Persisting	
		# enrolling in the Spring semester following remedial enrollment	% enrolling in the Spring semester following remedial enrollment
Fall Term			
Fall 2000	1893	1547	82%
Fall 2001	2230	1864	84%
Fall 2002	2582	2104	82%

Source: UCCSN Remedial Report, System Data Warehouse

Technical note: in a given semester, between 20 and 70 students did not report social security numbers, as a result, they could not be matched to second semester enrollment

Core Indicator: Partnerships

In December 2003, a report was presented to the UCCSN Board of Regents that described more than 160 partnerships existing between K-12 entities and higher education in Nevada. School to Careers, Dual Credit, and Tech Prep are a few of the statewide programs that bring K-12 and UCCSN efforts together to benefit Nevada students. Individual UCCSN institutions identified numerous partnerships with local school districts designed to better prepare students for college, increase access to disadvantaged students, and align curriculum in an effort to create a seamless educational system.

Sub-indicators: Partnerships

Within the UCCSN, there are two community colleges that house high schools on their campuses. Truckee Meadows Community College and the Community College of Southern Nevada both entered into partnerships with their local school districts to sponsor community college high schools. As seen in Table 2C, the high schools' enrollment has remained strong over the past four years, demonstrating more than 11% cumulative growth in this time period.



INDICATOR #2 – Remediation & Partnerships

Table 2D.

Community College High School Enrollment
(Unduplicated Headcount)

	2000-01	2001-02	2002-03	2003-04
CCSN - West	184	173	214	221
CCSN - East	154	149	200	191
CCSN - South	80	72	121	122
TMCC	208	206	165	161
Total	626	600	700	695

Source: Institution Reports

ANALYSIS

The following bullets provide a brief summary of the status and trends of P-16 indicators within the UCCSN:

- In Fall 2003, remediation rates essentially witnessed no growth for the first time in the past five years.
- From Fall 2002 to Fall 2003, remediation rates at both universities decreased, while the overall rate at the community colleges experienced a slight increase.
- In general, minority enrollment in remedial courses by recent Nevada high school graduates is reflective of the total undergraduate enrollment distribution of minority students, except within the Hispanic student population.
- A high percentage of students who require remediation in their first semester of college return for a second semester of higher education in the UCCSN.
- In 2003, more than 160 partnerships were identified between K-12 and UCCSN institutions.
- Community college high schools continue to represent a strong partnership between local school districts and higher education; enrolling approximately 700 students statewide.



INDICATOR #2 – Remediation & Partnerships

PLANNING TARGETS

The following planning targets are associated with this measure:

Goal #5: P-16 Education

Target #1: Increase P-16 programs that provide seamless transitions and result in student success in college.

A 2002 report on P-16 partnerships in Nevada reported approximately 70 joint programs; by 2003, the collection of collaborative programs reported climbed to more than 160.

Target #2: Through P-16 efforts, decrease the percent of recent Nevada high school graduates taking remedial/developmental courses.

The percent of recent Nevada high school graduates enrolling in at least one remedial math or English course in the summer or fall semester immediately following graduation from high school has steadily increased from Fall 1998 (26%) to Fall 2002 (38%). The UCCSN is taking proactive steps to reduce the need for remedial education by developing a Remedial Task Force to investigate issues and make recommendations for improvement.

Core Indicator Definition: Throughout this measure, reference to recent graduates refers to any student who graduated from high school earning a standard diploma within the 12 months preceding their enrollment at a college or university. Remedial (or developmental) courses are defined as any math or English course below the 100 level that is designed to address students' deficiencies in the general competencies necessary for success in postsecondary curriculum leading to a baccalaureate degree. For the purposes of the UCCSN Remedial Report, remediation rates are only measured for students that enroll in the summer or fall semester immediately following high school graduation.



INDICATOR #3 – Persistence & Transfer

CORE INDICATOR

Percent of first-time, full-time freshmen returning after one year of enrollment in the UCCSN (i.e. freshmen to sophomore persistence)

SUB INDICATORS

- 1) Percent of first-time UCCSN students transferring to institutions within the UCCSN
- 2) Percent of students co-enrolled at two or more UCCSN institutions

SOURCE

Institutional Reports, System Data Warehouse

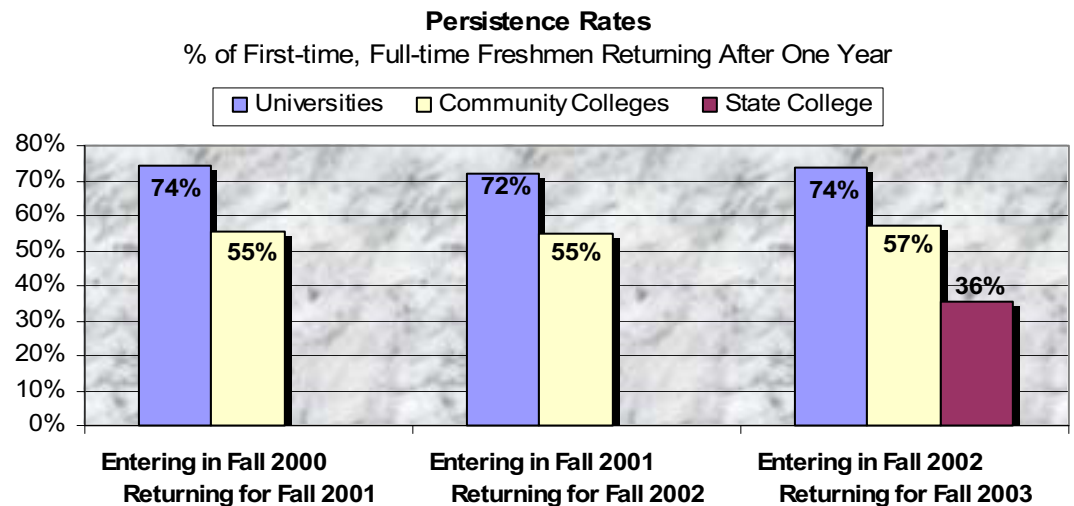
GOALS

This indicator contributes to the measurement of: Goal #3 – Opportunity for All

RESULTS

Persistence rates are an indicator of student success and a gauge of student advancement toward postsecondary degrees. Specifically, persistence rates are defined as the percent of student cohorts that enter college for the first time and continue their education with each advancing semester. Freshmen to sophomore persistence rates (i.e. the percent of students returning after one year) are depicted by institutional type in Figure 3A.

Figure 3A.



source: UCCSN Institutional Reports

Note: rates for community colleges also include millennium scholars, some of which may not have enrolled full-time

Nationwide, studies have found that a variety of factors such as admissions criteria, high school preparation, and family income influence student persistence rates. As one might expect, persistence in the UCCSN is highest at the universities. In two of the last three years, 74% of first-time, full-time freshmen returned to Nevada’s universities after completing their first year. Persistence rates for



INDICATOR #3 – Persistence & Transfer

UCCSN community colleges in recent years peaked at 57%, while 36% of Nevada State College’s first cohort of students returned for a second year. Table 3A displays three-year persistence trends for cohorts of first-time, full-time freshmen attending UCCSN institutions.

Table 3A.

Persistence Rates by Institution
% of First-time, Full-time Freshmen Returning After One Year

UCCSN Institutions	Entering in Fall 2000 Returning for Fall 2001	Entering in Fall 2001 Returning for Fall 2002	Entering in Fall 2002 Returning for Fall 2003
UNLV	72%	72%	72%
UNR	77%	72%	75%
NSC	NA	NA	36%
CCSN	55%	55%	55%
GBC	37%	38%	58%
TMCC	63%	59%	63%
WNCC	58%	57%	61%

source: UCCSN Institutional Reports

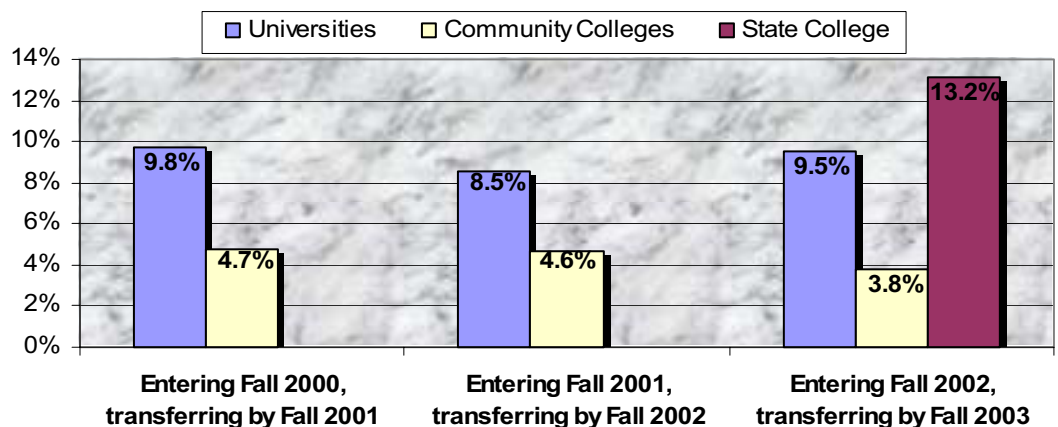
Note: rates for community colleges also include millennium scholars, some of which may not have enrolled full-time

Sub-indicators

Transfer rates within the UCCSN can be measured by tracking the percent of entering freshmen that leave their initial institution and re-enroll at a second UCCSN institution within one year (i.e. transfer occurs in the second or

Figure 3B.

UCCSN Transfer Rates
% of Entering Freshmen Transferring to Another UCCSN Institution Within One Year





INDICATOR #3 – Persistence & Transfer

third semester of enrollment). Students identified as transferring were not co-enrolled at any other UCCSN institution (i.e. enrolled at two or more institutions in the same semester). In the past three years, the rate of students transferring within one year has consistently been higher at the universities. Table 3B and 3C provide the number and percent of students transferring by type of institution, as well as a three-year history of transfer rates throughout the UCCSN.

Table 3B.

UCCSN Transfer Rates

% of Entering Freshmen Transferring to Another UCCSN Institution Within One Year

Entering Cohorts		Universities	State College	Community Colleges
Entering Fall 2000, transferring by Fall 2001	# Entering	4,167	NA	5,100
	# Transferring	407	NA	241
	% Transferring	9.8%	NA	4.7%
Entering Fall 2001, transferring by Fall 2002	# Entering	4,424	NA	5,044
	# Transferring	377	NA	233
	% Transferring	8.5%	NA	4.6%
Entering Fall 2002, transferring by Fall 2003	# Entering	4,303	76	5,136
	# Transferring	408	10	195
	% Transferring	9.5%	13.2%	3.8%

source: System Data Warehouse

Table 3C.

UCCSN Transfer Rates by Institution

% of Entering Freshmen Transferring to Another UCCSN Institution Within One Year

UCCSN Institutions	Entering Fall 2000, transferring by Fall 2001	Entering Fall 2001, transferring by Fall 2002	Entering Fall 2002, transferring by Fall 2003
UNLV	10.8%	7.4%	8.3%
UNR	8.5%	10.1%	11.2%
Universities	9.8%	8.5%	9.5%
NSC	NA	NA	13.2%
CCSN	4.6%	4.1%	4.2%
GBC	5.4%	13.8%	4.7%
TMCC	4.5%	3.6%	2.5%
WNCC	5.6%	4.5%	4.1%
Comm. Colleges	4.7%	4.6%	3.8%
Total	7.0%	6.4%	6.4%

source: System Data Warehouse



INDICATOR #3 – *Persistence & Transfer*

In addition to transfer rates, co-enrollment of students in the UCCSN is also monitored. Co-enrollment refers to students who attend two or more institutions in the UCCSN in the same semester. Since Fall 1999, the number of students co-enrolled throughout the UCCSN has fluctuated from approximately 2,900 to 3,000. While the number of students co-enrolled has witnessed essentially no growth in the past five years, the percentage of co-enrolled students (as percent of total UCCSN headcount) has steadily declined from 3.6% in Fall 1999 to 3.1% in Fall 2003.

Table 3D.

UCCSN Co-enrollment
Students Enrolled at Two or More UCCSN Institutions

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Co-enrolled Students	3,087	2,990	2,922	2,998	2,866
% of Total UCCSN Headcount	3.6%	3.6%	3.4%	3.3%	3.1%

source: System Data Warehouse

ANALYSIS

The following bullets provide a brief summary of the status and trends related to persistence, transfer, and co-enrollment throughout the UCCSN:

- Freshmen to sophomore persistence rates of first-time, full-time freshmen in the UCCSN vary by institutional type: 74% at the universities, 57% at the community colleges, and 36% for the first cohort of students at Nevada State College.
- Nationally, the average freshmen to sophomore persistence rate is 73% at 4-year, public institutions and 53% at 2-year, public community colleges (2003 ACT Dropout Report). Note: national persistence rates do not control for credit enrollment status.
- Approximately 7% of entering freshmen transfer to another UCCSN institution by the end of their first year.
- The percent of entering freshmen transferring within one year has consistently been higher at the universities than the community colleges.



INDICATOR #3 – *Persistence & Transfer*

- Co-enrollment of students throughout the UCCSN has been steadily declining since Fall 1999. Students enrolled in two or more UCCSN institutions in one semester have dropped from 3.6% in Fall 1999 to 3.1% in Fall 2003.

PLANNING TARGETS

While there is no specific planning target that relates to this indicator, student persistence, transfer, and co-enrollment are critical indicators of student success and the ability of students to achieve their educational goals. Advancing toward a degree requires successful transition from semester to semester, as well as from institution to institution. The ability of students to persist, transfer, and enroll at multiple institutions throughout the UCCSN has a direct influence on related performance areas and targets, such as graduation and participation rates.



INDICATOR #4 – Diversity

CORE INDICATOR

Ethnic/racial distributions of UCCSN student population as compared to ethnic/racial population distributions within the state of Nevada

SUB INDICATORS

- 1) UCCSN ethnic/racial enrollment growth (absolute and percent growth)
- 2) Ethnic/racial distribution of UCCSN student population as compared to ethnic/racial distribution of Nevada high school graduates
- 3) Ethnic/racial distribution of community college student populations as compared to ethnic/racial population in local service areas

SOURCE

IPEDS Fall Enrollment Survey, State of Nevada Demographer

GOALS

This indicator contributes to the measurement of: Goal #3 – Opportunity for All, Goal #4 – Accessible Education

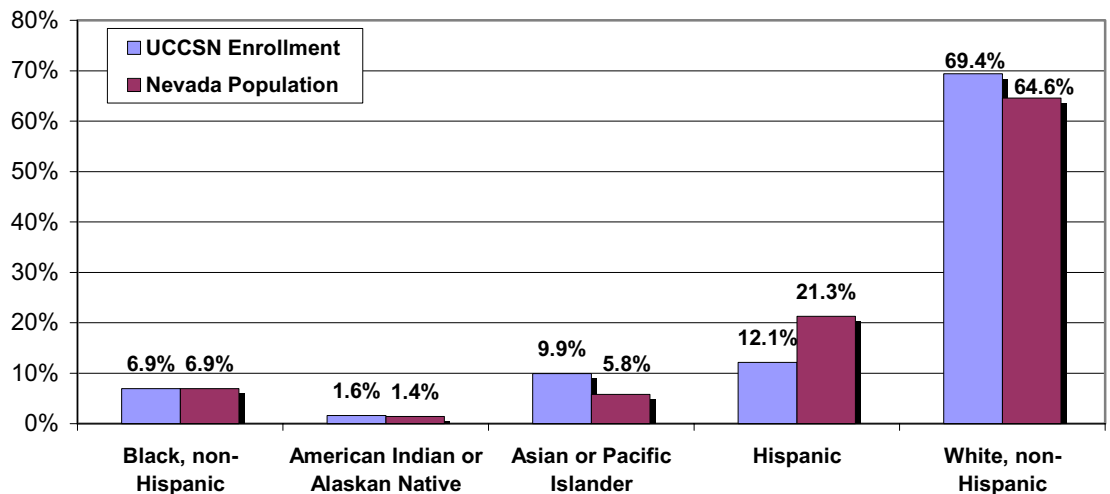
RESULTS

Core Indicator:

For Fall of 2002, the ethnic/racial distribution of students attending UCCSN institutions is compared to the ethnic composition of the Nevada population. In general, the percent distribution of minority students in the UCCSN is reflective of the distribution of minority residents throughout the state of Nevada. Enrollment distributions either met or surpassed population distributions for all ethnic groups, except Hispanics, as seen in Figure 4A.

Figure 4A.

Ethnic/Racial Distribution of UCCSN Enrollment Compared to Nevada Population - Fall 2002



Source: IPEDS Fall Enrollment Survey (data on race/ethnicity are not available for students who are non-resident aliens or who report their race/ethnicity as "unknown"), State of Nevada Demographer



INDICATOR #4 – Diversity

Sub-indicators

As an indicator of accessible education, Table 4B displays the growth of diversity in absolute numbers, as well as percentage growth over a ten-year period. Both Asian/Pacific Islanders and Hispanics grew at the fastest rates, recording triple digit increases of 143% and 140% respectively.

Table 4B.

UCCSN Ethnic/Racial Enrollment Growth
5-year Intervals (absolute & percent growth)

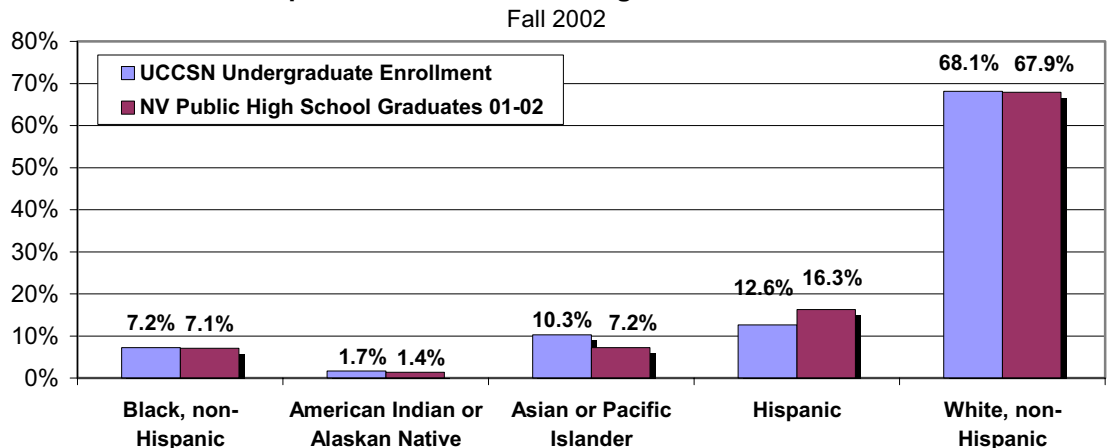
	Black non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White non-Hispanic
Fall 1992	3,185	993	3,314	4,082	50,227
Fall 1997	4,120	1,249	5,152	6,897	53,911
Fall 2002	5,609	1,324	8,065	9,780	56,292
Absolute Growth (92 to 02)	2,424	331	4,751	5,698	6,065
Percent Growth (92 to 02)	76.1%	33.3%	143.4%	139.6%	12.1%

Source: IPEDS Fall Enrollment Survey (data on race/ethnicity are not available for students who are non-resident aliens or who report their race/ethnicity as "unknown")

The results of the next sub-indicator (depicted in Figure 4B) display ethnic/racial distribution of Fall 2002 UCCSN undergraduates in comparison to Nevada high school graduates from the 2001-02 academic year.

Figure 4B.

**Ethnic/Racial Distribution of UCCSN Undergraduate Enrollment
Compared to Nevada Public High School Graduates**



Source: IPEDS Fall Enrollment Survey, Nevada Department of Education



INDICATOR #4 – Diversity

The final diversity sub-indicator compares ethnic/racial distributions of community college student enrollment to ethnic/racial population distributions within local service areas.

Table 4B.

Ethnic/racial Distribution of Community College Student Populations as Compared to Population Distributions in Local Service Areas

Fall 2002

Campus/ Service Area		Black non-Hispanic	Am. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White non-Hispanic	Total
CCSN	#	3,233	343	3,526	5,095	17,422	29,619
	%	10.9%	1.2%	11.9%	17.2%	58.8%	100.0%
Clark, Esmeralda, Lincoln, & Nye	#	142,831	14,194	105,891	371,990	966,482	1,601,388
	%	8.9%	0.9%	6.6%	23.2%	60.4%	100.0%
GBC	#	10	131	13	206	1,909	2,269
	%	0.4%	5.8%	0.6%	9.1%	84.1%	100.0%
Elko, Eureka, Humboldt, Lander, White Pine	#	511	3,759	717	14,912	58,461	78,360
	%	0.7%	4.8%	0.9%	19.0%	74.6%	100.0%
TMCC	#	237	266	588	955	7,330	9,376
	%	2.5%	2.8%	6.3%	10.2%	78.2%	100.0%
Reno-Sparks and Incline Village	#	5,949	5,087	14,547	48,778	196,117	270,478
	%	2.2%	1.9%	5.4%	18.0%	72.5%	100.0%
WNCC	#	69	172	98	362	3,710	4,411
	%	1.6%	3.9%	2.2%	8.2%	84.1%	100.0%
Carson, Churchill, Douglas, Lyon, Mineral, Pershing, Storey, & Rural Washoe	#	3,469	7,018	7,952	35,551	206,431	260,421
	%	1.3%	2.7%	3.1%	13.7%	79.3%	100.0%

Source: IPEDS Fall Enrollment Survey (data on race/ethnicity are not available for students who are non-resident aliens or who report their race/ethnicity as "unknown"), State of Nevada Demographer

ANALYSIS

The following bullets provide a brief summary of the status and trends of ethnic/racial enrollment within the UCCSN:

- Systemwide, the ethnic and racial distribution percentages of UCCSN student enrollment generally follow the Nevada demographic percentages. The exception is the under-representation of Hispanic student enrollment by 9.2%.
- In the past ten years, enrollment of Hispanic and Asian/Pacific Islander students grew at a faster rate than any other ethnic/racial group, 140% and 143% respectively.



INDICATOR #4 – *Diversity*

- The percent distribution of ethnic/racial undergraduate enrollment in the UCCSN is closely aligned with the ethnic/racial make up of Nevada high school graduates. Hispanic students were the only cohort of undergraduates that were under-represented in comparison to the percent of Hispanic high school graduates.
- Throughout the local service areas of Nevada's community colleges, Hispanics were the primary under-represented enrollment group.

PLANNING TARGETS

The following planning target is associated with this measure:

Goal#3: Opportunity for All

Target: Minority enrollment distributions within the UCCSN will meet or exceed the minority population distributions within the state of Nevada.

In Fall 2002, the ethnic distribution of UCCSN student enrollment met or surpassed the minority population distributions of the state in all ethnic groups except Hispanics. In the UCCSN, Hispanics comprised 12% of the total enrollment, while throughout Nevada, Hispanics made up 21% of the state's population.



INDICATOR #5 - *Financial Aid*

CORE INDICATOR

Percent of first-time, full-time, degree-seeking students who received any financial aid during the full academic year

SUB INDICATORS

- 1) Total financial aid awarded per student full-time equivalent enrollment (FTE)
- 2) Need-based financial aid awarded as a percent of total awards

SOURCE

National Center for Education Statistics - IPEDS Student Financial Aid Survey, UCCSN Financial Aid Report, WICHE Fact Book 2002-03

GOALS

This indicator contributes to the measurement of: Goal #3 – Opportunity for All, Goal #4 – Accessible Education

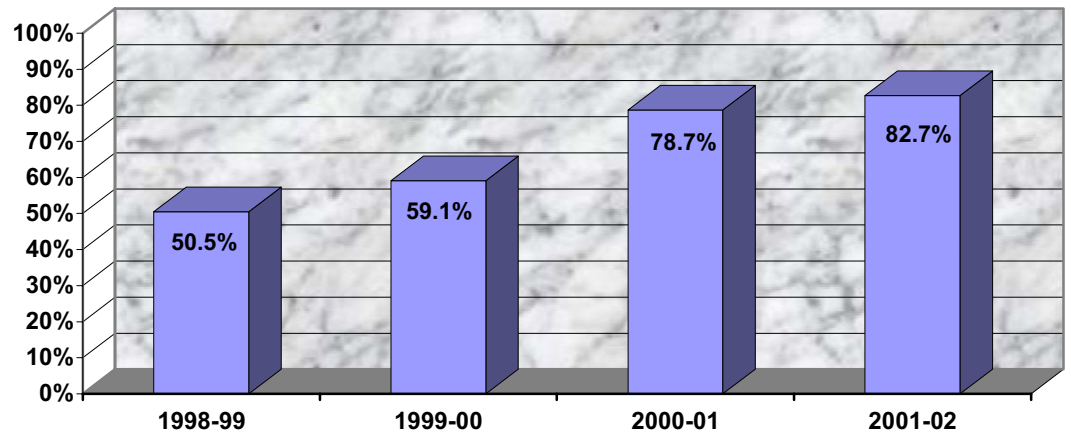
RESULTS

Core Indicator:

Since 1998-99, the UCCSN percentage of first-time, full-time, degree-seeking students receiving some form of student aid has dramatically increased. Over a four-year period (1998-99 through 2001-02), the percentage of first-time cohorts receiving financial aid has grown from 51% to 83%.

Fig. 5A.

Percent of First-time, Full-time, Degree Seekers Receiving Financial Aid*
1998-99 to 2001-02



*Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses.

Source: IPEDS Student Financial Aid Survey

This increase in the percent of first-time cohorts receiving financial aid was witnessed at every institution throughout the UCCSN. The universities led the



INDICATOR #5 - *Financial Aid*

way with a 33% growth in allocation of aid, while the community colleges closely trailed with nearly a 25% increase.

Table 5A.

Percent of First-time, Full-time, Degree Seekers Receiving Financial Aid*
By Institution (1998-99 through 2001-02)

	1998-99	1999-00	2000-01	2001-02
UNLV	56%	63%	84%	84%
UNR	46%	52%	84%	87%
Univ. Total	52%	57%	84%	85%
NSC	NA	NA	NA	NA
CCSN	47%	78%	70%	76%
GBC	75%	51%	23%	77%
TMCC	39%	43%	54%	64%
WNCC	60%	58%	73%	79%
CC Total	49%	64%	61%	73%
UCCSN Total	51%	59%	79%	83%

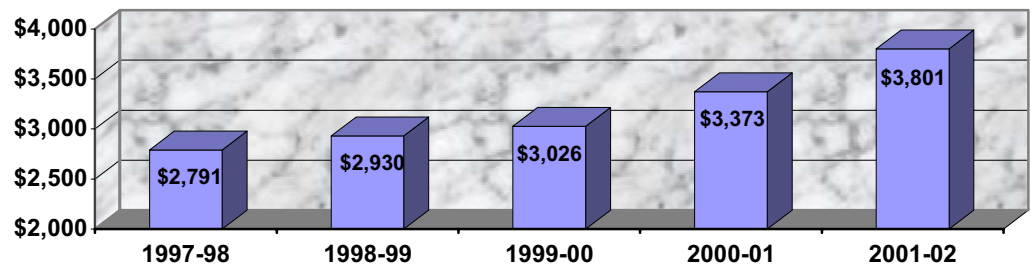
*Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses.
source: IPEDS Student Financial Aid Survey

Sub-indicators

The increase in financial aid awarded per student full-time equivalent enrollment (FTE) is another indication of the growth in disbursements throughout the UCCSN. Over a five-year span, financial aid funds have increased by more than \$1,000 per student FTE.

Fig. 5B

Total Financial Aid Awarded* per Student FTE
1997-98 to 2001-02



*includes grants, grant-in-aid, scholarships, loans, and student employment
source: UCCSN Financial Aid Report



INDICATOR #5 - *Financial Aid*

In 2001-02, financial aid awarded per student FTE ranged from \$5,500 to \$6,200 at the universities and \$1,500 to \$2,000 at the community colleges. It should be noted that all institutions increased their allocations per student FTE during this time period, with the largest percent growth in the system coming from Western Nevada Community College (99%).

Table 5B.

Total Financial Aid Awarded* per Student FTE by UCCSN Institution
1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02
UNLV	\$3,878	\$4,184	\$4,293	\$4,932	\$5,448
UNR	\$4,974	\$5,317	\$5,451	\$5,989	\$6,198
NSC	NA	NA	NA	NA	NA
CCSN	\$821	\$867	\$1,037	\$1,083	\$1,531
GBC	\$1,150	\$1,245	\$1,472	\$1,658	\$2,059
TMCC	\$966	\$1,076	\$1,166	\$1,365	\$1,561
WNCC	\$1,000	\$875	\$1,346	\$1,750	\$1,993
UCCSN	\$2,791	\$2,930	\$3,026	\$3,373	\$3,801

*includes grants, grant-in-aid, scholarships, loans, and student employment
source: UCCSN Financial Aid Report

A more detailed analysis of trends associated with financial aid awards examines the growth of need-based allocations. With need-based awards, eligibility criteria related to financial need must be met in order to obtain funds. From 1997-98 through 2001-02, the percent of financial aid awarded that was categorized as need-based fluctuated from 45% to 59%.

Table 5C.

Need-based Financial Aid Allocations
1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02
Total Awards	\$117,274,147	\$129,522,730	\$141,622,812	\$157,578,455	\$189,880,879
Need-based Awards	\$59,666,092	\$57,888,114	\$83,358,660	\$89,562,688	\$102,997,324
Percent Need-based	50.9%	44.7%	58.9%	56.8%	54.2%

source: UCCSN Financial Aid Report



INDICATOR #5 - *Financial Aid*

ANALYSIS

The following bullets provide a brief summary of the status and trends of financial aid awarded within the UCCSN:

- From 1997-98 to 2001-02, the percent of first-time, full-time, degree-seeking students receiving financial aid increased from 51% to 83%.
- Every institution throughout the UCCSN has witnessed increases in the percent of first-time, full-time, degree seekers receiving aid in recent years.
- The most recent regional data available for comparison (2000-01) indicates that Nevada universities (84%) exceed the WICHE average rate (64%). Community college rates (61%) in Nevada also outpace the WICHE average for public 2-year institutions (47%).
- Financial aid awarded per student FTE has increased by 36% or \$1,000 per student FTE over a five-year span.
- Need-based financial aid represents more than 50% of the aid awarded throughout the UCCSN. (Note: national and regional comparisons unavailable – differing data source and definitions)

PLANNING TARGETS

The following planning target is associated with this measure:

Goal #4: Accessible Education

Target: Increase need-based financial aid for Nevada students.

In 2001-02, approximately 54% of all financial aid funds distributed to students were need-based. This represents almost a 10% increase in need-based allocations from the 1999-00 academic year. While the percent of need-based allocations have not demonstrated a steady growth rate, they have consistently represented the majority of aid distributed throughout the UCCSN for the past three years.

Core Indicator Definition: The reference to first-time, full-time, degree-seeking denotes students who enroll in postsecondary education at the undergraduate level for the first time, who are enrolled in 12 or more semester credits and recognized by the institution as seeking a degree or other formal award.



INDICATOR #6 – Distance Education

CORE INDICATOR

Headcount and FTE of students receiving instruction via distance education

SUB INDICATORS

1) Completion rate of students enrolling in distance education courses

SOURCE

UCCSN Distance Education Report

GOALS

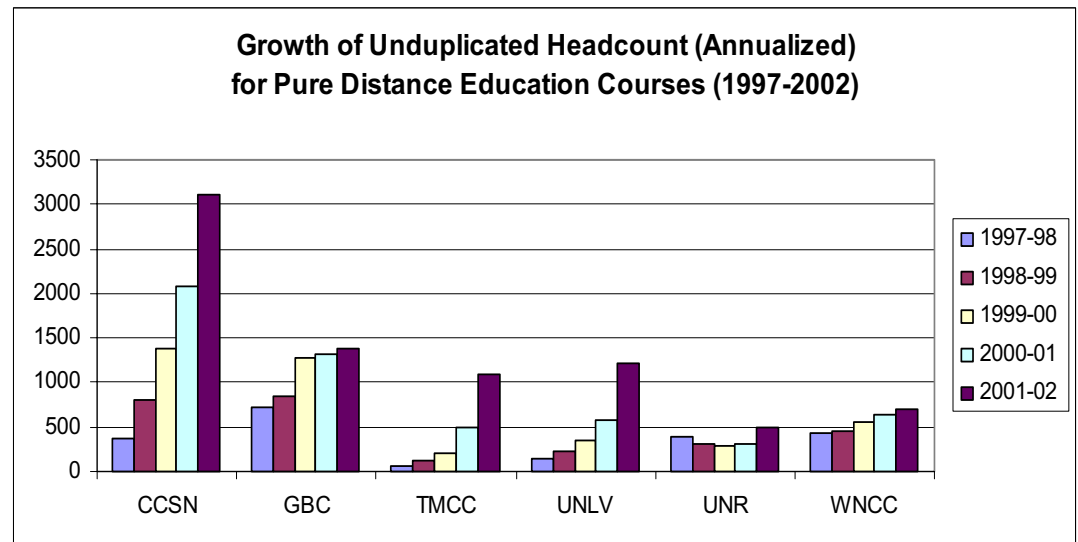
This indicator contributes to the measurement of: Goal #3 – Opportunity for All, Goal #4 – Accessible Education

RESULTS

Core Indicator:

The growth of distance education in the UCCSN is assessed through a measure of enrollment growth in “pure” distance education courses. A pure distance education course is one where instruction is delivered entirely outside of the traditional classroom setting and there is no “in-person” contact between student and teacher. Hybrid courses, where traditional student/teacher contact in the classroom is augmented with work on the Internet or with interactive video, are heavily utilized on all UCCSN campuses, but not included within this measure. Figure 6A illustrates the growth of unduplicated headcount of students enrolled in at least one pure distance education course between the academic years of 1997-98 and 2001-02.

Figure 6A.



Systemwide annualized unduplicated headcount in pure distance education courses has experienced enormous growth, increasing from 2,130 in 1997-1998 to

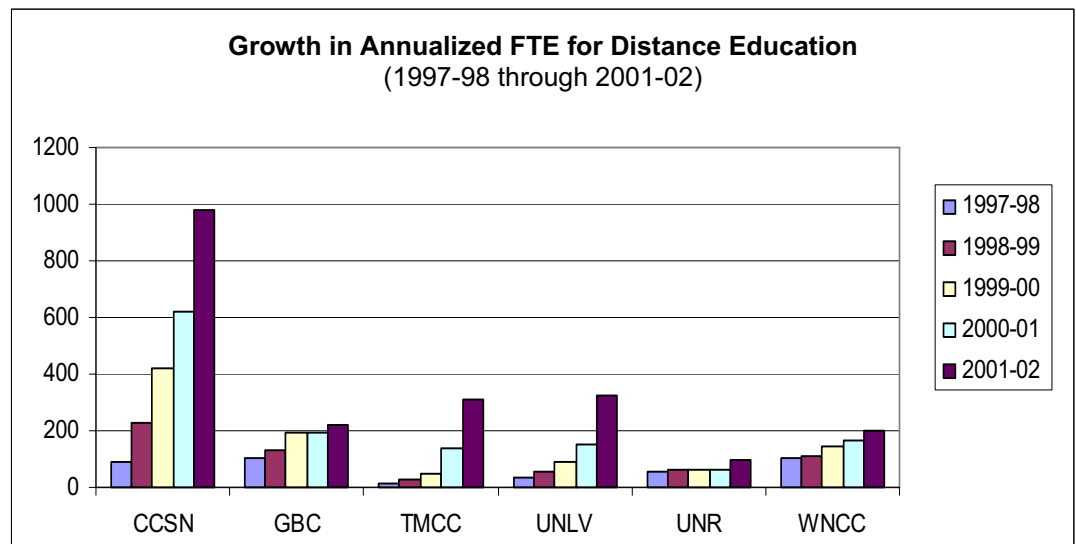


INDICATOR #6 – Distance Education

8,006 in 2001-2002 (a 275 % increase). Examples of extreme growth were witnessed throughout the UCCSN. For instance, Great Basin College increased its average unduplicated headcount from 728 in 1997-1998 to 1,375 in 2001-2002. Truckee Meadows Community College exhibited similar growth in average headcount increasing from 57 to 1,084 over the same time period. The Community College of Southern Nevada is yet another example of extreme growth in headcount, increasing from 365 in 1997-1998 to 3,118 in 2001-2002.

Average annual FTE, a measure of workload based on the number of credit hours taught, also provides an indicator of growth in distance education. Figure 6B illustrates the growth in annualized FTE for pure distance education courses across UCCSN institutions from 1997-98 to 2001-02.

Figure 6B.



As with student headcount, annualized FTE has grown considerably. In 1997-98, FTE totals from pure distance education courses amounted to 433 FTE. By the end of the 2001-02 academic year, FTE in distance education courses equaled 2,129, a 390% increase.

Sub-indicators

The following tables indicate the percentage of students who successfully completed a pure distance education course (defined as the percent of students receiving passing grades out of the total number of pure distance education course registrations) during the 2001-02 academic year.



INDICATOR #6 – Distance Education

Table 6A.

Successful Completion of Distance Education Courses
Fall 2001, Spring 2002

UCCSN Institutions	FALL 2001		
	Number of Pure DE Course Registrations	Number of Successful Course Completions	Percent
CCSN	4,356	2,661	61.1%
GBC	1,289	964	74.8%
TMCC	1,250	725	58.0%
UNLV	1,130	841	74.4%
UNR*	379	346	91.3%
WNCC	949	703	74.1%

UCCSN Institutions	SPRING 2002		
	Number of Pure DE Course Registrations	Number of Successful Course Completions	Percent
CCSN	<i>Data not available at time of report.</i>		
GBC	1,467	1,185	80.8%
TMCC	1,848	1,143	61.9%
UNLV	1,720	1,230	71.5%
UNR*	381	365	95.8%
WNCC	884	649	73.4%

* The above figures do not include UNR Independent Learning's Web-based courses.

ANALYSIS

The following bullets provide a brief summary of the status and trends of distance education in the UCCSN:

- Since 1997-98, systemwide annualized unduplicated headcount has grown by 275 percent, reaching a total of more than 8,000 students enrolled in at least one "pure" distance education course.
- Annualized FTE from distance education has grown from approximately 400 in 1997-98 to more than 2100 in 2001-02.
- In Fall 2001 and Spring 2002, successful completion rates for distance education courses ranged at the institutions from 58% to 95%. The average completion rate systemwide in the 2001-02 academic year was 69%.



INDICATOR #6 – *Distance Education*

PLANNING TARGETS

The following planning target is associated with this measure:

Goal#4: Accessible Education

Target: Expand distance education offerings so that, on average, all students will have participated in some technology-mediated instruction prior to graduation.

Systemwide annualized unduplicated headcount for pure distance education courses increased from 2,130 in 1997-98 to 8,006 in 2001-02 (a 275 percent increase). This extreme growth has increased the percent of UCCSN students enrolling in at least one distance education course from 3% in 1997-98 to 9% in 2001-02.



INDICATOR #7 – *Participation Rates*

CORE INDICATOR

Enrollment in UCCSN institutions per 100 Nevada residents

- 1) Percent change in UCCSN headcount compared to percent change in Nevada population
- 2) Percent change in UCCSN headcount by institutional type compared to percent change in Nevada population

SOURCE

UCCSN Enrollment Report, U.S. Census Bureau, State of Nevada Demographer

GOALS

This indicator contributes to the measurement of: Goal #3 – Opportunity for All, Goal #6 – Building Quality of Life

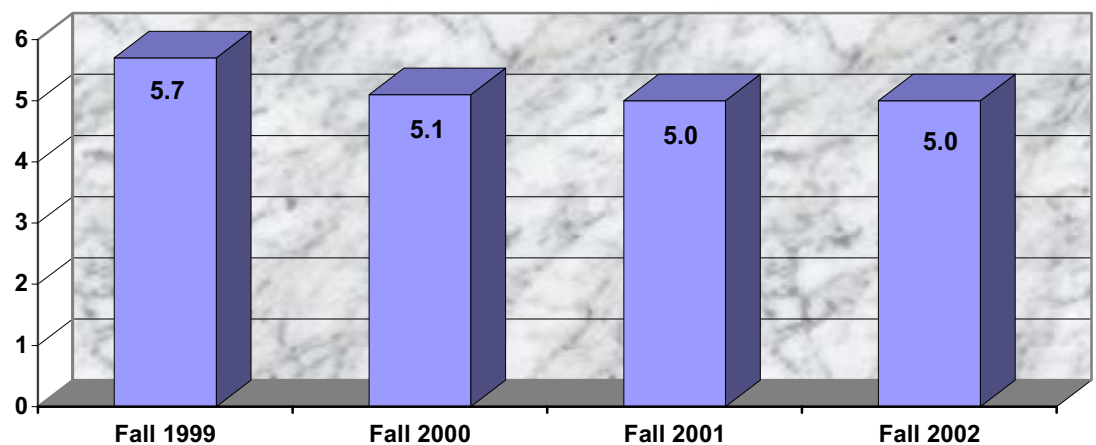
RESULTS

Core Indicator

Over the past decade, the state of Nevada experienced an explosion in population, increasing by 64% from 1990 to 2000. Over the same time period, enrollment in UCCSN institutions grew by more than 40%. Despite the accelerated growth within the System, enrollment growth rates were unable to keep pace with the overall population growth in Nevada. As a result, participation rates of Nevada residents in the UCCSN have declined over the past twelve years.

Figure 7A.

Enrollment in UCCSN Institutions per 100 Nevada Residents
(Population 18 years and older)



Source: UCCSN Enrollment Reports, U.S. Census Bureau Population Estimates

Definition: Enrollment of Nevada residents in at least one credit course in UCCSN institutions per 100 Nevada residents 18 years and older

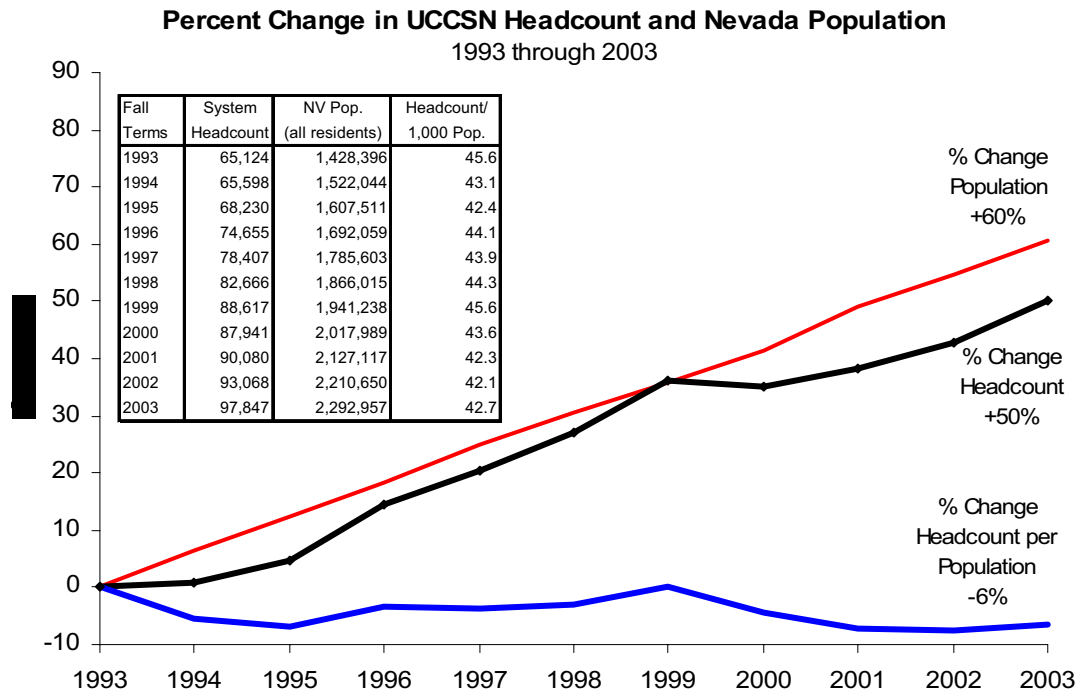


INDICATOR #7 – Participation Rates

Sub-indicators

Over the past ten years (1993-2003), the population in Nevada grew by almost 800,000 residents, representing an increase of 60% and the fastest growth rate in the nation. During the same period, enrollment within the UCCSN increased by almost 33,000 students or 50%, to peak at nearly 98,000 students enrolled systemwide.

Figure 7B.



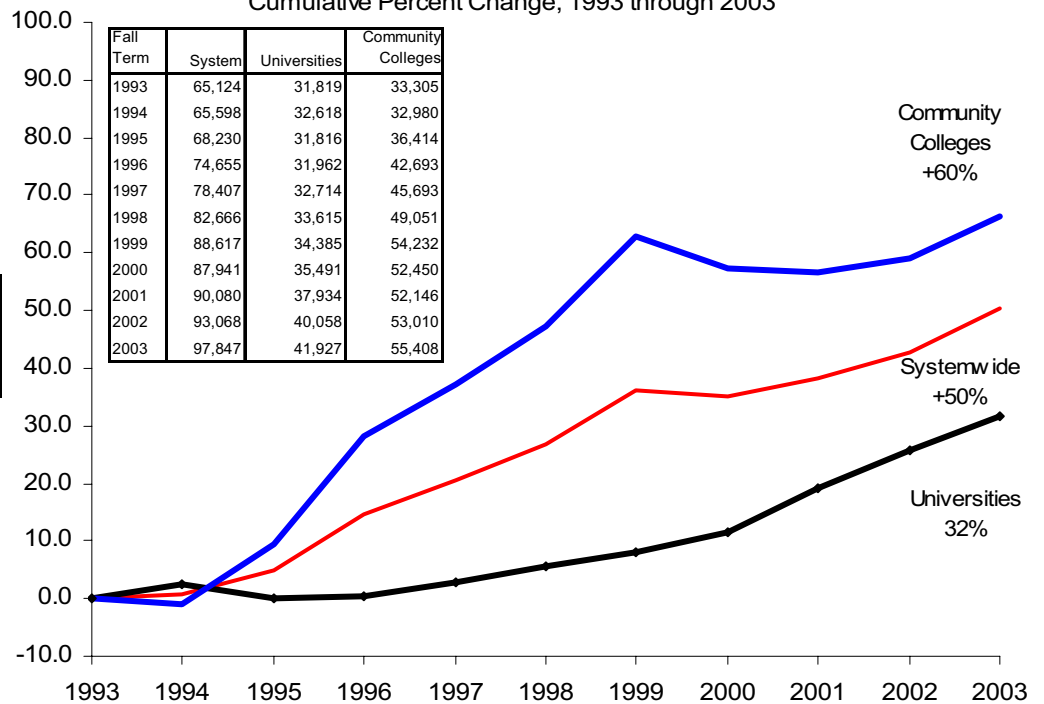
Source: UCCSN Enrollment Reports, State of Nevada Demographer

A more detailed breakdown of growth rates within the UCCSN reveals that community college enrollment increased faster than the population of Nevada, growing by 66% between 1993 and 2003. While the universities demonstrated substantial growth over the same time period (32%), student headcount figures did not match the accelerated growth of the community colleges.



INDICATOR #7 – Participation Rates

Percent Change in UCCSN Fall Headcount Enrollment
Cumulative Percent Change, 1993 through 2003



Source: UCCSN Enrollment Reports

ANALYSIS

The following bullets provide a brief summary of the status and trends of participation rates and enrollment growth in the UCCSN:

- Due to a tremendous growth of population in Nevada in the past decade, participation rates have declined since 1990.
- In the past ten years, Nevada’s population growth of 60% outpaced UCCSN enrollment growth of 50%.
- From 1993 through 2003, enrollment growth rates at the community colleges (66%) have outpaced Nevada’s population growth rates (60%).
- During the same time period (1993-2003), combined enrollment at the universities increased by more than 10,000 students for a cumulative growth of 32%.



INDICATOR #7 – *Participation Rates*

PLANNING TARGETS

The following planning target is associated with this measure:

Goal #3 – Opportunity for All

Target: Increase the percentage of Nevada's general population who participate in some form of higher education, whether through coursework, workforce training, certificate programs, lifelong learning, or degree programs.

Since 1990, the accelerated growth of Nevada's population has outpaced enrollment growth in the UCCSN, resulting in participation rates that have dropped from a ratio of 5.7 to 5.0 enrollments per 100 Nevada residents 18 years and older.



INDICATOR #8 – Degrees Awarded

CORE INDICATOR

Number of degrees and certificates awarded within the UCCSN

SUB INDICATORS

- 1) Percent of first-time, full-time degree-seeking students graduating within 150% of expected completion time (graduation rate)
- 2) Graduation rate by ethnicity
- 3) Degrees and certificates awarded per 100,000 state residents

SOURCE

National Center for Education Statistics - IPEDS Completions & Graduation Rate Survey, U.S. Census Bureau

GOALS

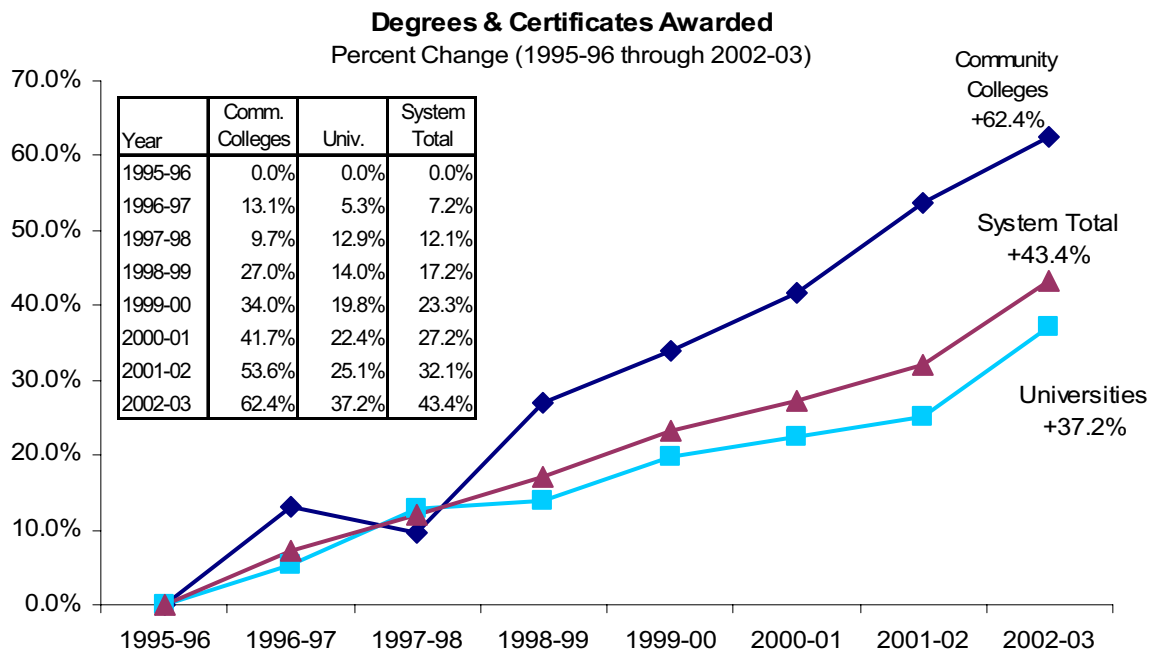
This indicator contributes to the measurement of: Goal #1 – Prosperous Economy
Goal #3 – Opportunity for All

RESULTS

Core Indicator:

In the 2002-03 academic year, the UCCSN conferred more than 8,400 degrees and certificates. Systemwide, degrees and certificates awarded annually have increased by 43% over the past eight years; 62% at the community colleges and 37% at the universities.

Fig. 8A.



Source: IPEDS Completions Survey



INDICATOR #8 – *Degrees Awarded*

An analysis of growth by degree type over the past eight years reveals that professional degrees experienced a higher growth rate (224%) than any other type of award. Associate degrees witnessed the second highest rate, growing by almost 63%. In terms of absolute number, bachelor’s degrees led the way, increasing by more than 1,100 awards conferred.

Table 8A.

Awards Conferred by Type
Cumulative Percent Growth (1995-96 through 2002-03)

		1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Certificates	N	180	200	156	215	219	232	259	272
	% CHG	0.0%	11.1%	-13.3%	19.4%	21.7%	28.9%	43.9%	51.1%
Associate Degrees	N	1274	1444	1439	1631	1730	1828	1974	2079
	% CHG	0.0%	13.3%	13.0%	28.0%	35.8%	43.5%	54.9%	63.2%
Bachelor’s Degrees	N	3361	3575	3785	3785	4016	4052	4177	4552
	% CHG	0.0%	6.4%	12.6%	12.6%	19.5%	20.6%	24.3%	35.4%
Master’s Degrees	N	967	984	1110	1158	1171	1177	1144	1266
	% CHG	0.0%	1.8%	14.8%	19.8%	21.1%	21.7%	18.3%	30.9%
Doctoral Degrees	N	76	89	91	88	100	91	107	132
	% CHG	0.0%	17.1%	19.7%	15.8%	31.6%	19.7%	40.8%	73.7%
Professional Degrees	N	55	47	48	52	53	139	152	178
	% CHG	0.0%	-14.5%	-12.7%	-5.5%	-3.6%	152.7%	176.4%	223.6%
Total	N	5913	6339	6629	6929	7289	7519	7813	8479
	% CHG	0.0%	7.2%	12.1%	17.2%	23.3%	27.2%	32.1%	43.4%

Source: IPEDS Completion Survey

Sub-indicators

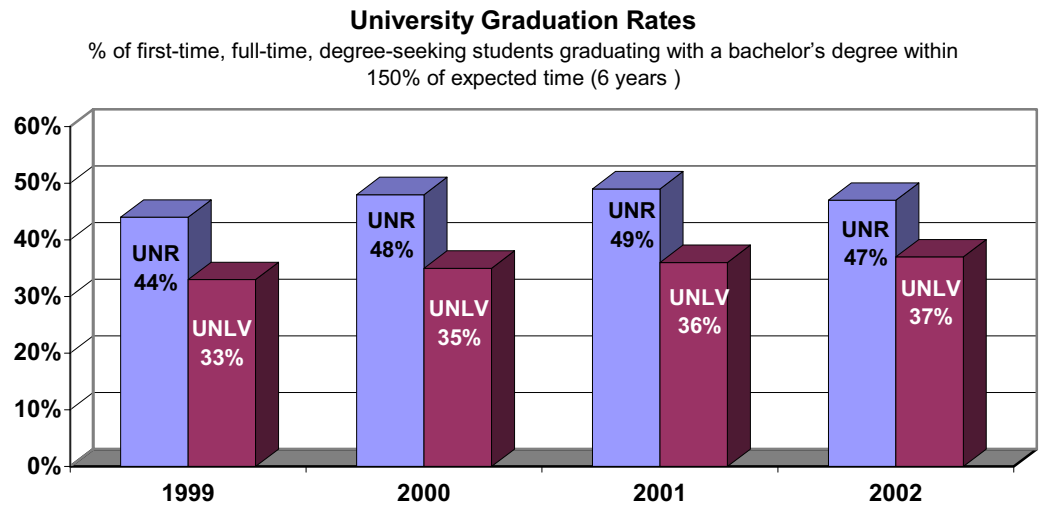
An indicator of student persistence and a measure of time-to-degree is the federally-mandated measurement of student graduation rates. Graduation rates measure the percentage of first-time, full-time undergraduate students in a specified cohort that earn a degree or certificate within 150% of standard time-to-degree. At four-year colleges and universities, this rate depicts the percent of degree-seeking students that earn a baccalaureate degree within six years. Figure 8B displays the most recent graduation rates for Nevada’s universities.

For the community colleges, graduation rates represent the percent of first-time, full-time, degree-seeking students that earn an associate degree within three years or a certificate of achievement within one and one-half years. Figure 8C displays the most recent graduation rates for Nevada’s universities.



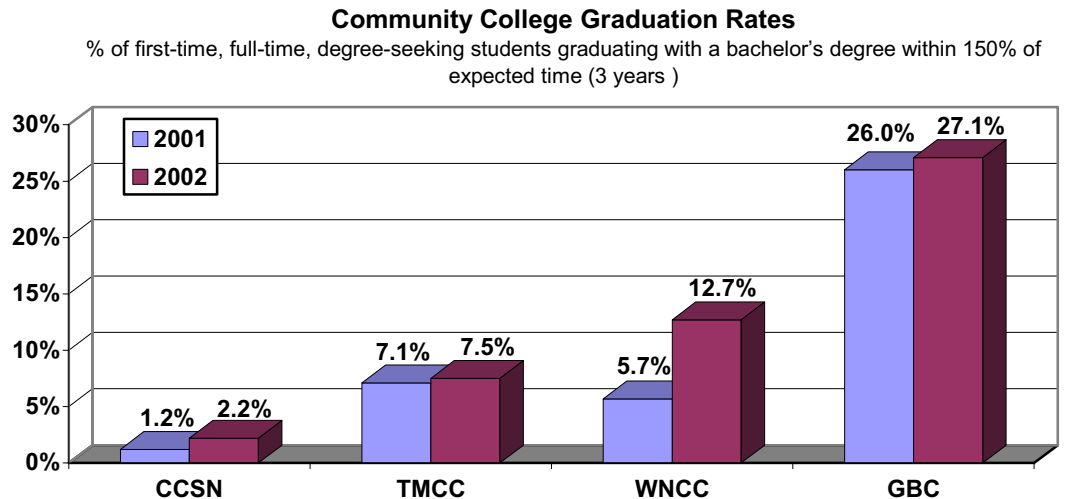
INDICATOR #8 – Degrees Awarded

Figure 8B.



Source: IPEDS Graduation Rate Survey

Figure 8C.



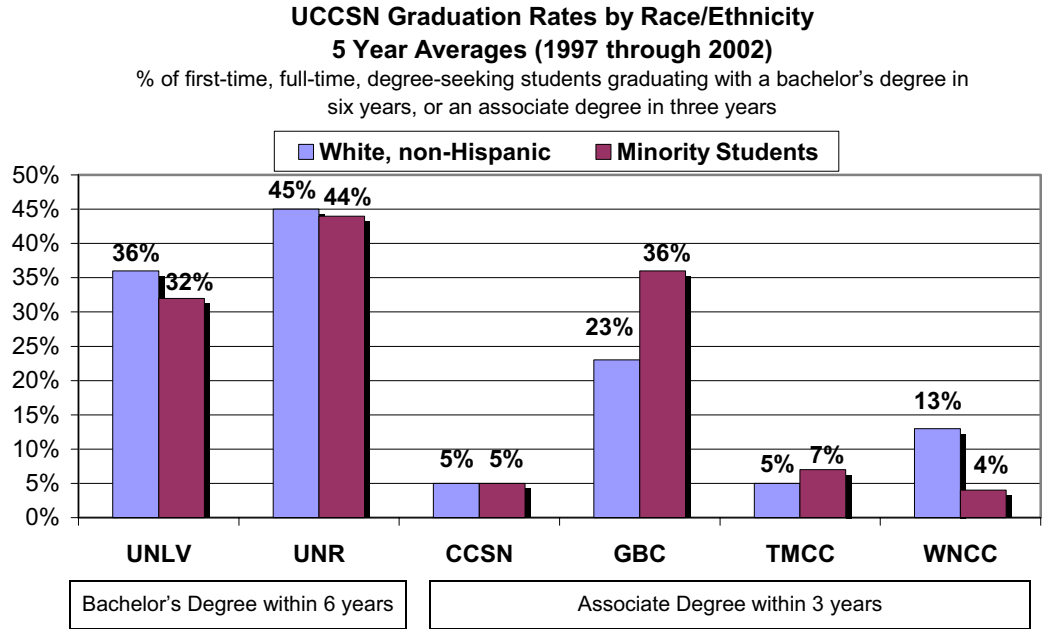
Source: IPEDS Graduation Rate Survey

An additional sub-indicator for this measure is the rate of graduation disaggregated by race/ethnicity. Figure 8D displays five-year average graduation rates (1997-2002) for White, non-Hispanic students, as well as minority students graduating from institutions within the UCCSN.



INDICATOR #8 – Degrees Awarded

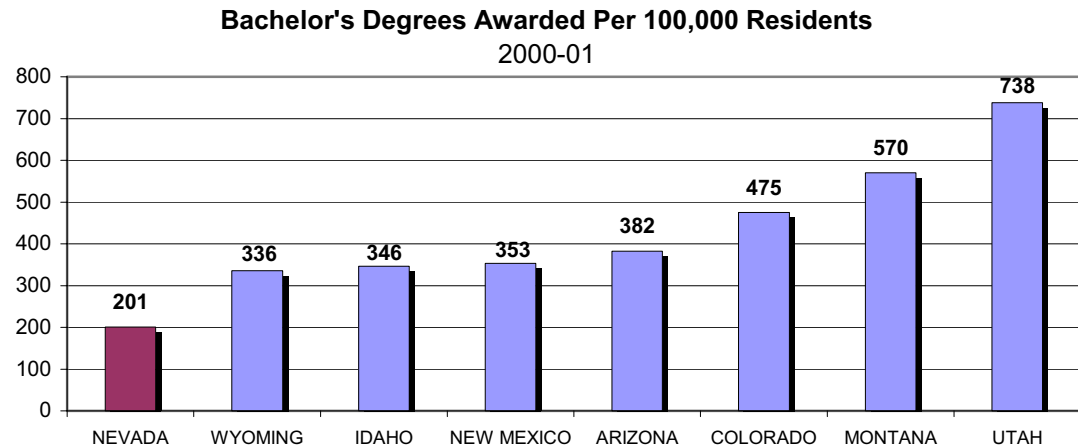
Figure 8D.



Five-year graduation rates for minority students attending Nevada universities only slightly trail the rates of White, non-Hispanic students; while three out of four of Nevada's community colleges possess minority graduation rates that meet or exceed the rate of the majority population.

One measure of Nevada's ability to produce graduates is a comparison of the number of degrees awarded per 100,000 residents in the Rocky Mountain states.

Figure 8E.





INDICATOR #8 – *Degrees Awarded*

Figure 8E compares the number of bachelor's degrees awarded per 100,000 residents in each western state. Nevada produces fewer bachelor's degree recipients than any of its neighboring states. Similar trends can be found for all other types of degrees awarded (associate, master's, and first professional).

ANALYSIS

The following bullets provide a brief summary of the status and trends of degrees and certificates awarded within the UCCSN:

- Systemwide, the number of degrees and certificates conferred has increased by 43% from 1995-96 to 2002-03. Over this period, the number of graduates has increased by 63% at the community colleges and 37% at the universities.
- Over the past seven years, professional degrees have the highest growth rate (223%), while bachelor's degrees have increased the most in terms of absolute numeric growth.
- Graduation rates at UNR have ranged from 44% to 49% over the past four years, while the rates at UNLV have steadily increased from 33% in 1999, to 37% in 2002.
- Great Basin College has consistently recorded the highest graduate rates among the community colleges (27% in 2002).
- Graduation rates of ethnic minorities at the universities are only slightly less than the White, non-Hispanic population; while graduation rates at three out of the four community colleges meet or exceed the rates of the majority population.
- The number of degrees awarded per capita in the state of Nevada is lower than all other states in the Rocky Mountain region.

PLANNING TARGETS

The following planning target is associated with this measure:

Goal #3: Opportunity for All

Target: Increase the percentage of students who successfully complete bachelor's degrees in six years and increase the percentage of community college students who complete associate degree in three years. Progress will be measured against the 2000 WICHE average as an initial benchmark.



INDICATOR #8 – *Degrees Awarded*

Graduation rates at UNR have reached as high as 49% in 2001, while rates at UNLV have increased by 5% since 1999 to reach a high of 37%. However, both institutions fall slightly below the 2000 WICHE graduation rate average (50.2%) for public, doctoral granting institutions. Community college graduation rates have shown increases in recent years, although rates range widely between institutions. As of 2002, only Great Basin College has recorded a graduation rate above the 2000 WICHE average for public two-year institutions, with a rate of 27%.

Target: Minority graduation rates will meet or exceed rates of White, non-Hispanic students.

Minority graduation rates at the two universities fall slightly behind rates of White, non-Hispanic students (45% majority/44% minority – UNR; 36% majority/32% minority - UNLV). Among the community colleges, three out of four (CCSN, GBC, & TMCC) possess minority graduation rates that meet or exceed rates of White, non-Hispanic.



INDICATOR #9 – *Student Learning*

CORE INDICATOR

College-Level Learning Assessment: utilizing research from the National Forum on College-Level Learning, compare Nevada learning outcomes to national benchmarks (specific measures and sub-indicators to be included upon completion of pilot study in 2003-04)

SOURCE

National Forum on College-Level Learning Project

GOALS

This indicator contributes to the measurement of: Goal #2 – Quality Education

RESULTS

Data currently being developed



INDICATOR #10 – Faculty Characteristics

CORE INDICATOR

Percentage of full-time faculty with doctoral or terminal degrees at 4-year institutions and master’s degrees or higher at the community colleges

SUB INDICATORS

- 1) Distribution of full and part-time faculty FTE
- 2) Ethnic/racial distribution of faculty

SOURCE

UCCSN Faculty Workload Report, IPEDS Fall Staff Survey, Institutional Reports

GOALS

This indicator contributes to the measurement of: Goal #2 – Quality Education

RESULTS

Core Indicator:

In the 2003-04 academic year, UCCSN institutions reported the percent of faculty employed with doctoral or terminal degrees at the universities and master’s degree or higher at the community colleges.

Table 10A.

**Education Level of Full-time Faculty by Institutional Type
2003-04**

4-year Institutions & Research Institute

	UNLV	UNR	NSC	DRI
Percent of Faculty with Doctoral or Terminal Degrees	94%	NA	100%	73%

Community Colleges

	CCSN	GBC	TMCC	WNCC
Percent of Faculty with Master's Degrees or Higher	86%	83%	87%	85%

source: Institutional Reporting

The results reveal a high level of quality throughout the UCCSN. At the state college and universities, nearly all faculty possess the highest level of educational attainment, while almost three-quarters of DRI faculty have earned a doctoral or terminal degree in their field. Furthermore, the vast majority of community college faculty have earned a master’s degree or higher.

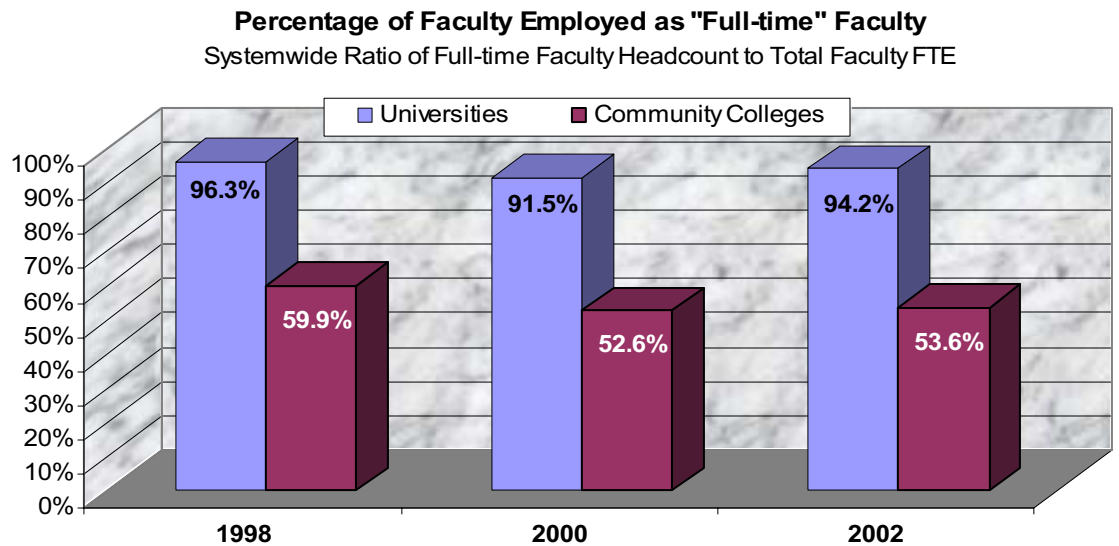


INDICATOR #10 – Faculty Characteristics

Sub-indicator:

The percent of faculty employed on a full-time basis is another indicator of quality. To compute this indicator, data from the UCCSN Faculty Workload Report were utilized to compare the number of full-time faculty employed (unduplicated headcount) to the total number of faculty FTE available for instruction (total number of full-time equivalent faculty – made up of both full and part-time instructors available for instruction).

Figure 10A.



source: UCCSN Faculty Workload Report; data for the state college were not available

Figure 10A displays the percentage of faculty that is employed on a full-time basis, using the ratio of full-time faculty headcount to total faculty FTE as an indicator. For the universities, approximately 95% of total faculty FTE is attributed to full-time faculty, while the community colleges employ approximately 55% of all faculty FTE as full-time hires. The difference in percentages between universities and community colleges can be attributed to differing missions, as well as funding levels.

Another critical indicator of quality is a diverse faculty that reflects the ethnic and racial attributes of the population. In the past ten years, the ethnic/racial minority distribution of UCCSN faculty has increased from 11% of total full-time faculty employed to 15% in the most recent reporting year. Figure 10B illustrates the

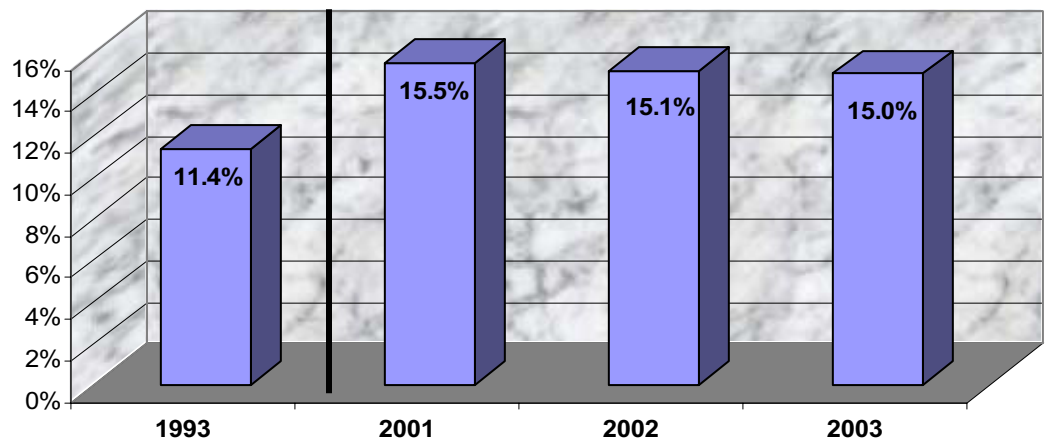


INDICATOR #10 – Faculty Characteristics

percentages of UCCSN full-time faculty employed that are ethnic/racial minorities, comparing percentages from ten years ago to more recent years.

Figure 10B.

Ethnic/Racial Minority Distribution of UCCSN Faculty
% of Total UCCSN Full-time Faculty that are Ethnic/Racial Minorities
1993 to 2001-2003



source: IPEDS Fall Staff Survey

The percent of full-time faculty by UCCSN institution that are ethnic/racial minorities are listed in the table below.

Table 10B.

Ethnic/Racial Minority Distribution of UCCSN Faculty
% of Total Full-time Faculty by Institution that are Ethnic/Racial Minorities

	1993	2001	2002	2003
UNLV	12.1%	19.1%	19.1%	18.8%
UNR	11.3%	11.9%	12.5%	11.5%
NSC	NA	NA	0.0%	18.2%
CCSN	14.8%	21.0%	18.0%	19.1%
GBC	0.0%	7.8%	9.4%	10.9%
TMCC	11.3%	8.1%	8.9%	7.7%
WNCC	1.6%	6.2%	4.0%	4.2%
UCCSN	11.4%	15.5%	15.1%	15.0%

source: IPEDS Fall Staff Survey

ANALYSIS

The following bullets provide a brief summary of the status and trends of faculty characteristics within the UCCSN:



INDICATOR #10 – *Faculty Characteristics*

- Close to 100% of full-time faculty at the state college and the universities have earned a doctoral or terminal degree.
- Nearly 90% of full-time faculty at the community colleges have earned a master's degree or higher.
- Approximately 95% of the total faculty FTE at the universities is comprised of full-time faculty.
- As a result of the community colleges' missions and funding levels, approximately 55% of total faculty FTE is comprised of full-time faculty.
- Ethnic diversity of UCCSN faculty has increased in the past ten years; ethnic/racial minorities comprised 15% of all full-time faculty in 2003, an increase of 4% systemwide since 1993.



INDICATOR #11 – *Sponsored Projects*

CORE INDICATOR

Grants & Contracts: Percentage of total institutional revenue generated by grants and contracts

SUB INDICATORS

1) Total dollars awarded for sponsored projects

CORE INDICATOR

Sponsored Research: UCCSN research expenditures by year

SUB INDICATORS

- 1) Research expenditures by year, by UCCSN institution
- 2) Research expenditures by year, sponsor

SOURCE

IPEDS Finances Survey, annual reporting of UCCSN Sponsored Projects

GOALS

This indicator contributes to the measurement of: Goal #1 – A Prosperous Economy

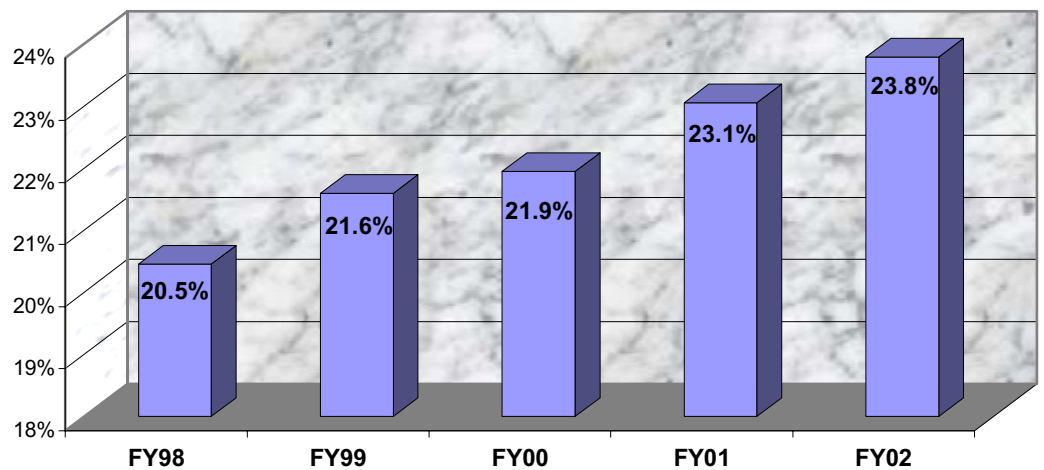
RESULTS

Core Indicator: Grants & Contracts

UCCSN reliance on non-state funds has steadily increased over the last five years. From fiscal year 1997-98 through 2001-02, the percentage of total institutional revenue generated by grants and contracts has grown from 20.5% to 23.8%.

Figure 11A.

Percentage of Total UCCSN Institutional Revenue Generated by Grants & Contracts (FY98 - FY02)



Source: IPEDS Finances Survey



INDICATOR #11 – *Sponsored Projects*

Grants and contracts received by Nevada universities constitute 26% of total institutional revenue, growing by more than 3% since 1998-99. A similar growth trend has been reflected in community college revenue generated by grants and contracts. As of fiscal year 2001-02, nearly 16% of total institutional revenue at the community colleges was derived from grants and contracts, an increase of 4% over 1998-99 fiscal year.

Table 11A.

**Percent of Total UCCSN Institutional Revenue Generated
by Grants & Contracts (FY98 – FY02)**

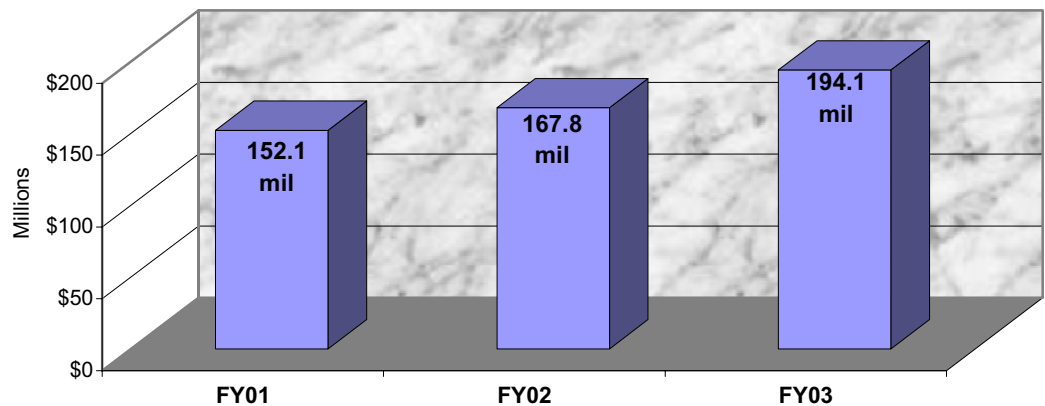
INSTITUTION	FY98	FY99	FY00	FY01	FY02
Universities	22.9%	23.9%	24.6%	25.6%	26.0%
State College	-	-	-	-	1.5%
Community Colleges	11.3%	13.2%	13.1%	13.7%	15.9%
UCCSN Total	20.5%	21.6%	21.9%	23.1%	23.8%

Sub-indicator:

Another indicator of growing support from non-state sources is an increase in expenditures related to sponsored projects (i.e. grants and contracts). In 2002-03, total sponsored project expenditures at the universities and the Desert Research Institute exceeded \$190 million, up from \$124 million in 2000-01 fiscal year.

Figure 11B.

**UCCSN Sponsored Projects, Expenditures (in millions)
FY01 - FY03**



source: institutional reporting of Sponsored Projects, Nov. 2003



INDICATOR #11 – *Sponsored Projects*

A more detailed analysis of sponsored project expenditures by function area is listed below (data depict total sponsored project expenditures at UNR, UNLV, and Desert Research Institute).

Table 11B.

**UCCSN Sponsored Projects, Expenditures by Function
FY01 – FY03**

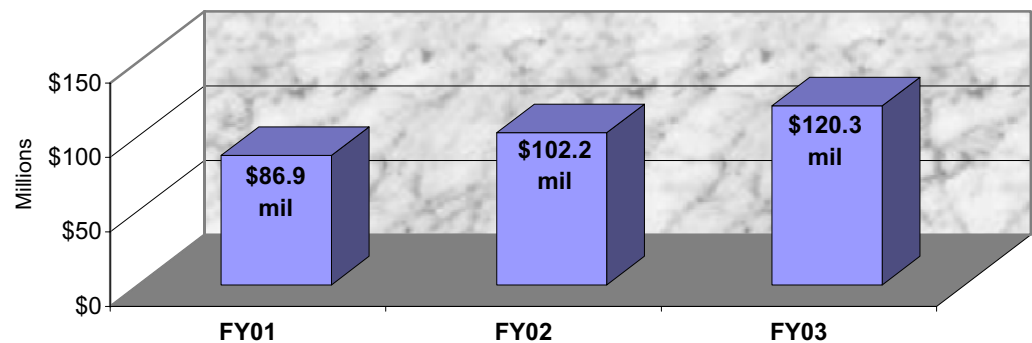
FUNCTION	FY01	FY02	FY03	%Change (FY01 - FY03)
Instruction	\$24,376,264	\$23,510,590	\$22,298,864	-8.5%
Public Service	\$24,848,089	\$19,961,847	\$20,896,200	-15.9%
Research	\$86,854,558	\$102,177,691	\$120,277,709	38.5%
Scholarships	\$12,941,457	\$18,902,078	\$24,429,968	88.8%
Student Services	\$3,096,046	\$3,269,262	\$6,184,402	99.8%
Total	\$152,116,414	\$167,821,468	\$194,087,143	27.6%

Core Indicator: Sponsored Research

A critical component of the mission at the Desert Research Institute, as well as the universities, is to engage in comprehensive research to further scientific discovery. Sponsored research constitutes the overwhelming majority of total sponsored project dollars expended each year, equating to more than 60% of the total dollars expended. In FY03, approximately \$120 million were expended, an increase of almost \$34 million systemwide since FY01.

Figure 11B.

**UCCSN Research Expenditures (in millions)
FY01 - FY03**



source: institutional reporting of Sponsored Projects, Nov. 2003



INDICATOR #11 – *Sponsored Projects*

Annual research expenditures disaggregated by institution are displayed in Table 11D. UNR has consistently generated the most research activity, expending more than \$55 million in FY03, while UNLV has grown its research activities at the fastest rate since FY01.

Table 11D.

**UCCSN Research Expenditures by Institution
FY01 – FY03**

INSTITUTION	FY01	FY02	FY03	%Change (FY01 - FY03)
UNLV	\$21,663,398	\$30,262,399	\$36,646,145	69.2%
UNR	\$39,235,160	\$45,645,292	\$55,387,564	41.2%
DRI	\$25,956,000	\$26,270,000	\$28,244,000	8.8%
Total	\$86,854,558	\$102,177,691	\$120,277,709	38.5%

The majority of research expenditures are derived from federal sponsors. As displayed in Table 11E, federally-sponsored research (consisting of federal & federal pass-through dollars) comprises more than 85% of the total research expenditures each year. Research sponsored by the federal government has also witnessed the highest percent growth over the past three fiscal years (federal – 49%; federal pass-through – 30%).

Table 11E.

**UCCSN Research Expenditures by Sponsor
FY01 – FY03**

SPONSOR	FY01	FY02	FY03	%Change (FY01 - FY03)
Federal	\$54,079,847	\$72,490,894	\$80,607,907	49.1%
Federal Pass-thru	\$18,921,918	\$18,254,297	\$24,563,447	29.8%
State of Nevada	\$1,254,573	\$1,203,562	\$1,609,814	28.3%
Other state and local govt.	\$6,520,800	\$4,221,449	\$6,350,343	-2.6%
Other-Private	\$6,077,420	\$6,007,489	\$7,146,198	17.6%
Total	\$86,854,558	\$102,177,691	\$120,277,709	38.5%

ANALYSIS

The following bullets provide a brief summary of the status and trends of Sponsored Projects within the UCCSN:



INDICATOR #11 – *Sponsored Projects*

- The percentage to total UCCSN institutional revenue generated by grants and contracts has steadily increased over the past five years, constituting nearly one-quarter of total UCCSN institutional revenues in 2001-02.
- UCCSN sponsored project expenditures have grown by more than \$40 million (28%) over the past three fiscal years.
- Research has accounted for the vast majority of the growth in UCCSN sponsored projects expenditures, increasing by \$34 million (39%) over the past three fiscal years.
- Since FY01, both the universities and the Desert Research Institute have recorded steady increases in sponsored research expenditures.
- While UNR has consistently generated the most research activity (\$55 million dollars expended in FY03), UNLV has witnessed the largest percent growth in research expenditures since FY01.
- Federally-sponsored research comprises the overwhelming majority of research activity in the UCCSN, constituting more than 85% of the total research dollars expended.

PLANNING TARGETS

The following planning targets are associated with this indicator:

Goal #1: A Prosperous Economy

Target: Increase the leverage of state dollars for research and development by attracting more federal and private support for each state dollar expended for these purposes.

While measures within this performance indicator do not directly address the target statement above, the information supplied can be used as an indirect and conclusive measure. From the data provided, it is clear that sponsored projects, particularly research, have experienced substantial growth in recent years. Research activity in the UCCSN comprises more than 85% of all sponsored project activity, reaching a mark of \$120 million expended in FY03, an increase of nearly \$34 million over the past three fiscal years.



INDICATOR #12 – Efficiency

CORE INDICATOR

Utilization of instructional space by UCCSN institution

SOURCE

UCCSN Instructional Space Utilization Report – Fall 2003

GOALS

This indicator contributes to the measurement of: Goal #4 – Accessible Education

RESULTS

Core Indicator:

The University and Community College System of Nevada produces a summary of campus instructional space utilization reports every two years to provide an indicator of how effectively instructional space is being utilized and to assist individual institutions with managing the use of instructional space. Data for this indicator were collected from Fall 2003 for credit producing classes and class laboratories (as defined by the National Center for Education Statistics, U.S. Department of Education) that met on a regularly scheduled basis. Utilization rates are based on standards adopted by the UCCSN Board of Regents in 1967 and revised in 1984, 1999 and 2002. Many types of instructional space are not evaluated by typical space utilization standards and, therefore, campus instructional spaces are more heavily utilized than would be indicated by this indicator.

The report of utilization of instructional space is based on the classrooms and class labs owned or leased by the institutions. Some instructional activity, such as that conducted on an irregularly scheduled basis, is not included in the space utilization formulas. Thus, the wide range of special projects classes, field laboratory classes, individual study classes and special problems classes offered by all UCCSN campuses are not reflected in this utilization report.

Class laboratory utilization data do not reflect the multi-purpose usage that is generated by these facilities. Furthermore, all institutions use their instructional space for a variety of non-credit classes as well. Workshops, courses, and testing are offered as part of the institutions' respective community service mission. Government and community organizations often use the UCCSN facilities for meetings and special events.

It is critical that the above data caveats are recognized and used in the interpretation of UCCSN space utilization data. The following chart and table depict utilization rates for classroom space by time of day.



INDICATOR #12 – Efficiency

Figure 12A.

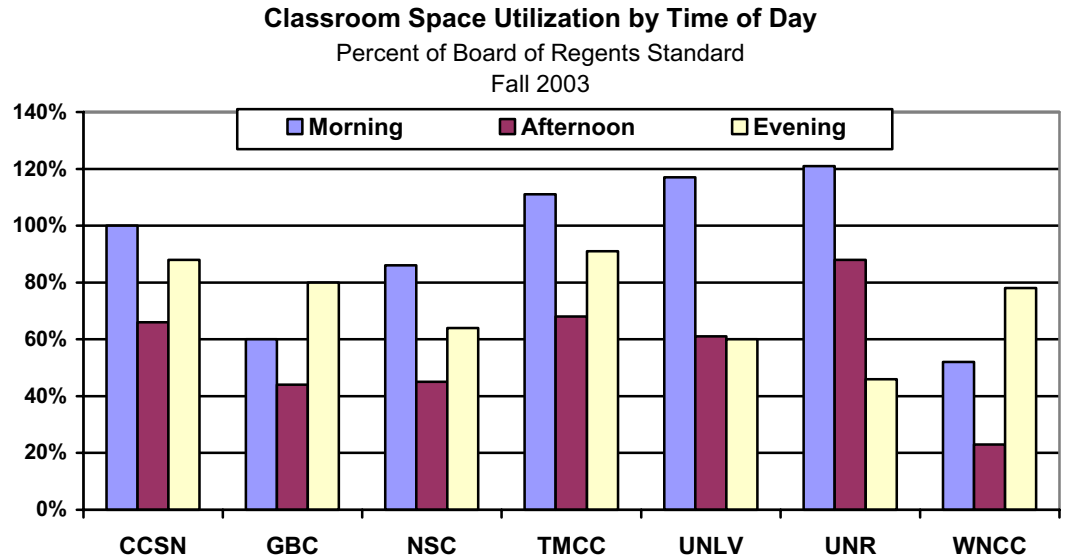


Table 12A.

Classroom Space Utilization by Time of Day
Percent of Board of Regents Standard
Fall 2003

Campus	Morning (8A-12P)	Afternoon (12P-5P)	Evening (5P-10P)
CCSN	100%	66%	88%
GBC	60%	44%	80%
NSC	86%	45%	64%
TMCC	111%	68%	91%
UNLV	117%	61%	60%
UNR	121%	88%	46%
WNCC	52%	23%	78%

Figure 12B displays regularly scheduled class lab utilization by time of day. It is important to note that some laboratories contain specialized equipment that is often used for *irregularly* scheduled instructional purposes, such as individual student instruction and independent student research. For example, open computer labs may not be scheduled for specific courses, but students working on class assignments and research heavily utilize them. An open computer lab and labs used for *irregularly* scheduled instruction are only included in this report if they hold at least one regularly scheduled class.



INDICATOR #12 – *Efficiency*

Figure 12B.

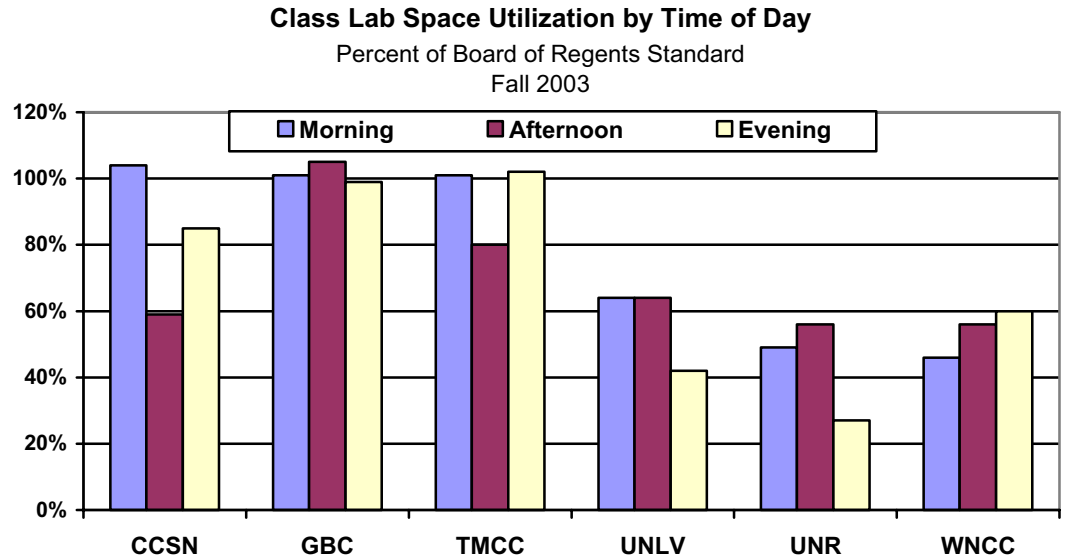


Table 12B.

Class Lab Utilization by Time of Day
Percent of Board of Regents Standard
Fall 2003

Campus	Morning (8A-12P)	Afternoon (12P-5P)	Evening (5P-10P)
CCSN	104%	59%	85%
GBC	101%	105%	99%
NSC	NA	NA	NA
TMCC	101%	80%	102%
UNLV	64%	64%	42%
UNR	49%	56%	27%
WNCC	46%	56%	60%

ANALYSIS

The following bullets provide a brief summary of the status and trends of space utilization within the UCCSN:

- Overall, classrooms and class labs show a high rate of utilization in the UCCSN.



INDICATOR #12 – *Efficiency*

- Universities led the UCCSN with the highest utilization of classroom space during morning hours.
- Evenings were generally the most under-utilized time of day for the universities.
- As a group, community colleges exhibited the highest levels of evening utilization (for both classrooms and class labs) in the UCCSN.
- Afternoons were typically the most under-utilized time of day for the community colleges.

PLANNING TARGETS

The following planning target is associated with this measure:

Goal #4: Accessible Education for All

Target: Expand the use of shared, new, and existing facilities on weekdays, evenings, weekends, and summers for the most effective delivery of education.



INDICATOR #13 – *Workforce Development*

CORE INDICATOR

Percent of degree recipients employed within the state of Nevada six months following graduation from UCCSN institutions

SUB INDICATORS

- 1) Growth of nursing and teaching degrees conferred
- 2) Ratio of degrees received by UCCSN graduates in critical shortage areas (such as nursing and teaching) to projected average annual job openings in Nevada

SOURCE

Unemployment Insurance Wage Data, IPEDS Completions Survey, Occupational Employment Statistics

GOALS

This indicator contributes to the measurement of: Goal #1 – A Prosperous Economy

RESULTS

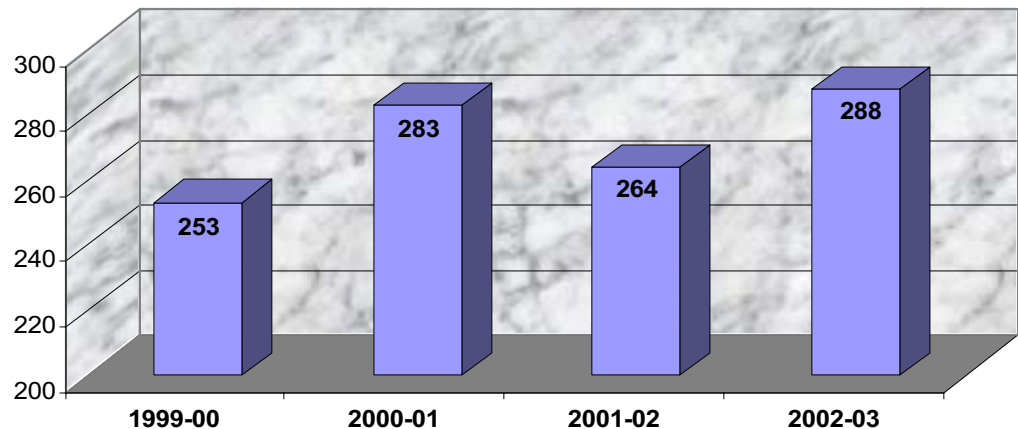
Core Indicator: Data not currently available

Sub-indicator:

The number of students graduating with either an associate degree or bachelor's degree in nursing from UCCSN institutions has ranged from 250 to 290 graduates in each of the past four academic years. Systemwide, graduates ready to enter the workforce as registered nurses have increased by 14% since 1999-00.

Figure 13A.

UCCSN Nursing Graduates - (Registered Nurses)
Associate & Bachelor's Degrees Conferred, 1999-00 through 2002-03



source: IPEDS Completions Survey



INDICATOR #13 – *Workforce Development*

UCCSN institutions have struggled to keep pace with the demand for registered nurses in Nevada. Occupational Employment Statistics (OES) from the Department of Employment, Training, and Rehabilitation project 4,400 new registered nurses (a 38% increase) will be employed in Nevada between 2000 and 2010. As a result, it is projected that 676 job openings will result from a combination of growth and replacements annually. The ratio of nursing graduates to projected average annual job openings in Nevada is indicated in Table 13A.

Table 13A.

Ratio of UCCSN Nursing Graduates to Average Annual Job Openings for Registered Nurses in Nevada

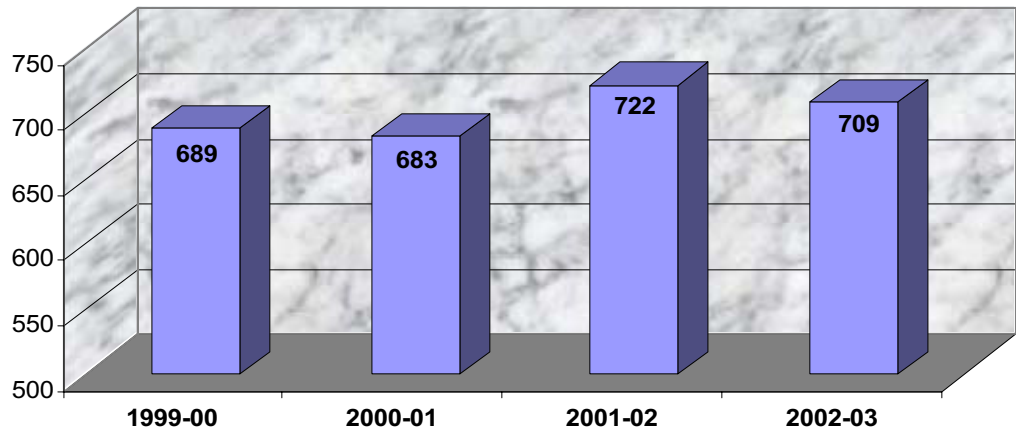
	1999-00	2000-01	2001-02	2002-03
UCCSN Nursing Graduates (RN)	253	283	264	288
Average Annual Openings	676	676	676	676
Ratio of Graduates to Openings	0.37	0.42	0.39	0.43

source: IPEDS Completions Survey, OES Projections

The total number of students receiving teaching degrees (bachelor's degrees in education) from UNLV, UNR, and GBC has ranged from 680 to 725 graduates in each of the past four academic years. Individuals receiving these degrees are prepared to teach elementary or secondary education in the seventeen school districts statewide.

Figure 13B.

UCCSN Education Graduates - (K-12 Teachers)
Undergraduate Degrees Conferred, 1999-00 through 2002-03



source: IPEDS Completions Survey



INDICATOR #13 – Workforce Development

Similar to the nursing shortage, baccalaureate degree granting institutions in the UCCSN have struggled to meet the growing workforce demands for teachers in Nevada. Employment statistics project more than a 32% increase in job openings for elementary, middle school, and secondary teachers statewide from 2000 to 2010. This critical demand equates to approximately 1,250 new and replacement teaching positions open annually. The ratio of teaching graduates to projected average annual job openings in Nevada is indicated in Table 13B.

Table 13B.

Ratio of UCCSN Teaching Graduates¹ to Average Annual Job Openings for Teachers in Nevada

	1999-00	2000-01	2001-02	2002-03
Education Graduates (BA & BS)	689	683	722	709
Average Annual Openings ²	1251	1251	1251	1251
Ratio of Graduates to Openings	0.55	0.55	0.58	0.57

source: IPEDS Completions Survey, OES Projections

¹bachelor's degree recipients in education

²includes elementary, middle school, and secondary teaching openings statewide

ANALYSIS

The following bullets provide a brief summary of the status and trends related to this performance indicator:

- Nursing degrees conferred (both associate and bachelor's degrees) have increased by 14% since 1999-2000.
- The ratio of nursing graduates to average annual job openings is an indicator of the critical shortage of nurses in Nevada. In 2002-03, job openings outpaced nursing graduates by more than two to one.
- Over the past four years, UCCSN institutions annually award between 680 and 725 undergraduate teaching degrees.
- Between 2000 and 2010, employment statistics project approximately 1,250 job openings for teachers statewide. The low ratio of teaching degrees conferred to job openings in the state underscores the demand for teachers in Nevada.



INDICATOR #13 – *Workforce Development*

PLANNING TARGETS

The following planning target is associated with this measure:

Goal #1: A Prosperous Economy

Target: Develop and increase responsive educational programs that focus on state needs and critical shortages in identified fields.

The UCCSN Board of Regents, in conjunction with the Nevada Legislature, has taken proactive steps to address the shortage of nurses in Nevada. Out of the 2003 Legislative Session, a cost effective plan was devised to double the number of nursing students enrolled in the UCCSN over a two-year period of time. While the results of this plan are not yet reflected in the information presented in this performance indicator, future reports will demonstrate the effect this initiative has had upon reducing the nursing shortage in Nevada.

The UCCSN has also developed strategies to address the shortage of teachers in Nevada. In 2002, Nevada State College, Henderson, opened its doors with the mission of providing highly educated and skilled workers in critical shortage areas, such as teaching. In addition, collaborative programs have been established by community colleges and universities to increase access to undergraduate teaching degrees. Also, numerous joint initiatives with the K-12 school districts have been developed to enhance the quality of undergraduate education, as well as the availability of professional development.

Appendix

UCCSN Master Plan Goals

PRINCIPLES, GOALS, AND TARGETS

Goal 1 A Prosperous Economy

Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.

Principle:

All Nevada students should have access to the courses, degrees, training, or credentials needed for entering the workforce of the 21st Century and for adapting to changes in the workforce over time.

Principle:

The future economic success of Nevada depends on an educated, trained workforce and an entrepreneurial environment supported by first-rate higher education.

Targets

- Develop and increase responsive educational programs that focus on state needs and critical shortages in identified fields.
- Increase the proportion of workers and the number of graduates in high-skill fields who come from Nevada's higher education institutions rather than from out of state.
- Increase the leverage of state dollars for research and development by attracting more federal and private support for each state dollar expended for these purposes.
- Increase institutional collaborations with the private sector and target significant research resources to achieve specific economic development objectives.
- Increase and focus workforce development to meet community needs in those sectors with the highest potential for growth.

Goal 2 Quality Education

Nevada's system of higher education will provide consistently excellent learning experiences for its students through instruction, research, and service.

Principle:

High expectations and quality learning experiences help students develop to their fullest potential.

Principle:

Accountability demands that we be measured by our success, not merely our efforts, in each of our endeavors.

Targets

- Develop and implement an assessment plan and effective measures of student learning outcomes at each institution and for each academic program. Assessment plans for educational programs will be congruent with the differentiated missions of the institutions. Each plan will be required to define student learning outcomes, assess student performance on those outcomes, and use results to improve teaching and learning.
- Develop effective measures of institutional performance, collect data on the institutional indicators, and demonstrate that the results are used in the planning and evaluation process. These indicators are to include the regular evaluation of programs and justification for program continuation.
- Differentiate the instructional and research missions of Nevada's institutions by creating a System academic master plan and System research plan to define future institutional activities, to guide effective decision-making, and to eliminate unnecessary redundancy.
- Increase the number of rich learning experiences available to students through creative performance, scholarly and research collaboration with faculty, and through community service learning.

Goal 3 Opportunity for All

Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling in higher education at all levels of education and in all ethnic groups.

Principle:

All students should be given the opportunity to be successful and to complete a degree or credential if that is their goal.

Targets

- Raise the percentage of Nevada's high school graduates who continue into postsecondary education. Progress will be measured against the 2001 WICHE median as an initial benchmark.
- Increase the percentage of Nevada's general population who participate in some form of higher education, whether through coursework, workforce training, certificate programs, lifelong learning, or degree programs. Continuous improvement toward the national averages for educational attainment, based on 2000 Census data, will serve as Nevada's benchmark.
- Bring participation in higher education by under-represented racial and ethnic groups into parity with the Caucasian population in Nevada. Progress will be measured against Nevada Census data and UCCSN enrollment statistics.
- Increase the percentage of students who successfully complete bachelor's degrees in six years and increase the percentage of community college students who complete associate degrees in three years. Progress will be measured against the 2001 WICHE median as an initial benchmark.

Goal 4 Accessible Education

Nevada's system of higher education will provide programs and services that address the unique educational needs of a highly diverse and non-traditional population.

Principle:

Lifelong learning is a noble endeavor, and providing multiple and varied opportunities is necessary for a citizenry that must continuously adapt to changing societal and economic conditions.

Principle:

Higher education should provide flexible and innovative scheduling and delivery systems designed to meet the educational needs of Nevadans.

Targets

- Increase programs and courses designed to meet the needs of working adults.
- Increase programs and courses designed to meet the needs of under-represented groups.
- Increase need-based financial aid for Nevada students.
- Expand the use of shared, new, and existing facilities on weekdays, evenings, weekends, and summers for the most cost-effective delivery of education.
- Expand distance education offerings so that, on average, all students will have participated in some technology-mediated instruction prior to graduation.

Goal 5 P-16 Education

Higher education will increase partnerships with the K-12 system to ensure the cooperative delivery of education from pre-kindergarten through college degrees.

Principle:

Success in higher education is a joint endeavor that begins at pre-kindergarten and continues to grade 16 and beyond, with seamless transitions and articulation throughout all levels of education.

Targets

- Increase P-16 programs that provide seamless transitions and result in student success in college.
- Through P-16 efforts, decrease the percent of recent Nevada high school graduates taking remedial/developmental courses.

Goal 6 Building Quality of Life

Higher education in Nevada will be instrumental in advancing society's objectives and enriching the lives of Nevada's citizens.

Principle:

Higher education enriches the quality of life for Nevadans through benefits from research, the arts, the humanities, civic engagement, faculty service, and educated alumni.

Targets

- Increase public service and cultural opportunities that position higher education institutions as intellectual, cultural, and artistic centers and as the “marketplace for ideas.”
- Ensure that all students have an opportunity to experience some form of internship, cooperative education, or community service in their educational programs.
- Improve Nevada’s “educational benefits” measure on the National Center for Public Policy and Higher Education’s Report Card from a C minus to at least a B grade.
- Ensure that all students have an opportunity to increase their understanding of other cultures through their educational programs and activities.