NEVADA STATE COLLEGE
YEAR THREE REPORT - 2014

Nevada State College

Year Three Report

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Institutional Overview

As the first and only four-year institution in the Nevada System of Higher Education (NSHE), Nevada State College (NSC) places a special emphasis on the advancement of a diverse and largely under-served student population. Located on a developing 500-acre campus in the foothills of Henderson, Nevada, the College was established in 2002 as a new tier in the state system between the research universities and the two-year colleges. In this role, the College emphasizes high-quality instruction, exemplary service, engaging learning experiences, and innovation as a means to more efficient, effective outcomes in all corners of the campus.

As a member of the NSHE, which consists of two research universities, one state college, four community colleges, and a research institute, NSC operates as a critical access point to the baccalaureate degree in a state that long has struggled with regard to educational performance measures. For example:

- Only 22% of Nevadans hold a baccalaureate degree;
- 53% of recent high school graduates enroll in postsecondary education immediately following graduation;
- 37% of recent high school graduates attend college in Nevada; and
- Approximately 55% of NSC's first-time freshmen require math remediation.

When considering the statewide environment, NSC is uniquely positioned to improve Nevada's culture by bringing educational opportunities to those who historically have been unable to pursue a baccalaureate education.

As prescribed in our mission statement, every facet of the College is guided by the philosophy that "excellence fosters opportunity." To this end, the College focuses on the rigorous recruitment, selection, and developmental evaluation of superb faculty and staff. Our faculty are distinguished by their disciplinary expertise, exceptional teaching skills, and a singular commitment to the development and mission fulfillment of a growing college. All of the tenured or tenure-track faculty at NSC possess the highest degree in their fields. Their focus on student learning and close mentorship is facilitated by an average class size of 21 students, with a maximum enrollment of 40 students for face-to-face classes and 30 students for online courses.

Our student population has an average age of 29, is composed of 75% women, and reflects a balanced mix of non-traditional students, community college transfers, and recent high school graduates. As of fall 2013, all of our students commute to campus, the majority work over 30 hours per week in off-campus employment, and over 55% of degree-seeking students have qualified for a Pell Grant during their enrollment at NSC. Nearly 50% of our 3,395 students come from self-reported ethnic minority backgrounds, giving NSC the most diverse student population in the state system of higher education. Forty-four percent of our students are Caucasian, 21% are Hispanic of any race, 11% are African-American, 10% are Asian, less than 1% are American Indian, 2% are Native Hawaiian or Other Pacific Islander, and 6% report mixed ethnic backgrounds.

INTRODUCTION

Enrollment at the College has increased rapidly, climbing from 177 students at its inception in 2002 to 3,395 students in fall 2013. As seen in the charts below, retention and graduation metrics have improved substantially in recent years as the College implemented new practices and systems designed to promote student success. These and other advances are defined by a college culture of self-evaluation and data-driven improvement.

Fall to Fall Retention Rate of NSC IPEDS Cohorts

Data points by year:
- 2002: 52%
- 2003: 47%
- 2004: 54%
- 2005: 60%
- 2006: 56%
- 2007: 54%
- 2008: 67%
- 2009: 65%
- 2010: 62%
- 2011: 62%
- 2012: 69%
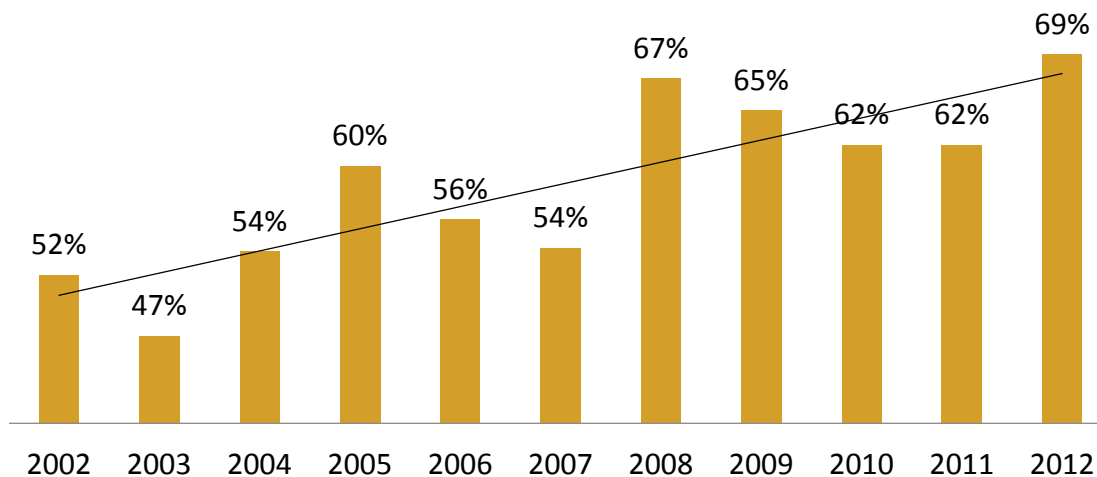
Six-year Graduation Rates of NSC IPEDS Cohorts

Data points by year:
- 2002: 13%
- 2003: 9%
- 2004: 17%
- 2005: 22%
- 2006: 16%
- 2007: 14%
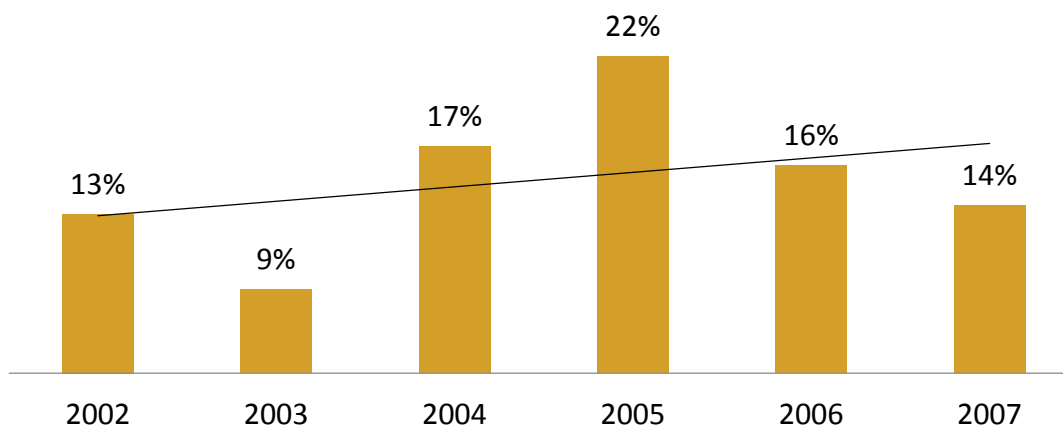
Nevada State College is organized into three separate schools: a School of Education, a School of Liberal Arts & Sciences, and a School of Nursing. The School of Education offers a Post-Baccalaureate Teacher Education Program, bachelor's degrees in Elementary Education, Elementary Bilingual Education, Elementary Special Education, and Speech Pathology, and Secondary Education degrees with concentrations in English, History, Biology, Environmental & Resource Science, and Mathematics. The School of Liberal Arts & Sciences provides courses that meet the core curriculum requirements of the College and offers bachelor's degrees in Biology, Business Administration, Criminal Justice, English, Environmental & Resource Science, History, Integrated Studies, Public Administration in Law Enforcement, Management, Psychology, and Visual Media. The School of Nursing offers a bachelor's

of science in nursing that features four distinct tracks, three of which are pre-licensure tracks, including a traditional 2-year track, a 1-year second-degree accelerated track a 2½-year part-time track, and one that is a post-licensure RN to BSN track.

Presently, the divisions and services of the College are spread across three different locations in Southern Nevada. With the fall 2015 opening of our Nursing, Science, and Education building and our Student Activities and Administration Building, the activities of the College will be almost entirely consolidated on our main campus.

PREFACE

Institutional Changes Since the Last Report

As a relatively young institution that has been designed, through its mission, values, and personnel, to shift dynamically with the ever-evolving face of higher education, Nevada State College is accustomed to change. During the peak recession years from 2008 to 2012, many of these changes manifested as challenges, including notable challenges to resources, personnel, and mission fulfillment. However, a host of positive outcomes were wrought from those challenges, as noted by a previous NWCCU accreditation committee, which in 2011 commended NSC for the "efficient and effective delivery of quality educational programs in the face of frequent administrative changes, constrained physical facilities, and declining budgets." In the nearly two years since we submitted our Year One report, the challenges have increasingly taken on the character of opportunities, and the institution has begun to capitalize on these opportunities as it continues to evolve and address the needs of our highly-valued student population. Important College developments since the last report are detailed in the section below.

Financial Outlook

Overall, NSC's financial situation has improved considerably in the last two years, and data projections yield a positive outlook as the College moves forward. The improvement is attributable to the combined impact of our increasing enrollment numbers and the implementation of a new System-wide funding formula. Enrollment at the college has continued to climb, from 3,192 students in fall 2011 to 3,395 students in fall 2013, even as other institutions in the Nevada System of Higher Education (NSHE) observe flat or rapidly declining enrollments. In accordance with the new funding formula, which was instituted by NSHE during the 2013 legislative session, this rising enrollment translated into a 36 percent increase in state appropriations in the last biennium, and the College faces favorable prospects of continued funding increases.

Retention Gains

Consistent with one of our foremost institutional goals, NSC has continued to achieve increases in retention. Our fall-to-fall retention numbers for our IPEDS cohorts generally had improved at the time of our last report, rising from 52% in 2002 to 62% in 2012, but the pace of improvement has accelerated in the past year. From fall 2012 to fall 2013, the College witnessed a retention rate of 69 percent for first-time, full-time students, which is the highest in our history.

PREFACE

Student Success Initiatives

Our retention successes are attributable to a constellation of factors, including several key initiatives designed specifically to assist our student population.

- *Gateway Courses* – In 2013 Nevada State College was selected as one of 12 pilot institutions in the Gateways to Completion (G2C) program offered by the John N. Gardner Institute for Excellence. The program focuses on comprehensive improvements to historically high-enrollment, high-failure gateway courses that often serve as a catalyst for later college success. The G2C initiative is distinguished by an extensive emphasis on data and an effort to integrate the work of student affairs and academic affairs in the pursuit of student success. As the 3-year initiative progresses, advisors, tutors, and other support personnel will work closely with faculty and academic administrators to implement recommended practices that increase student learning, satisfaction and retention.

- *The Supercourse Program* – The overarching goal of the Supercourse initiative is to improve the quality and consistency of critical lower division courses that serve as an important predictor of essential institutional goals (e.g., increased retention and graduation rates). The program improves the quality of these courses by engaging exemplary full-time faculty in the development of a robust course "foundation" that is inherited by our part-time faculty. This foundation includes teaching videos with embedded interactive quizzes, classroom activities, projects and exams, and video lecture plans for instructors that describe the lesson, provide suggestions for success, and steer instructors away from potential pitfalls.

- *Nepantla* - Launched in 2013, the Nepantla Summer Bridge Program is designed to promote the success of low-income, under-served, first generation freshmen. The program acclimates students to college-level work and helps them meet important requirements prior to the start of their first academic semester. The program is embedded in a cohort model that fosters peer-to-peer support and intricately links students to NSC staff prior to the commencement of their fall studies. Instructional faculty expose students to a rigorous academic curriculum while peer mentors serve as tutors to facilitate the transition to college life. The program also provides academic and social activities to enliven the cohort experience and encourage the development of supportive peer relationships that contribute to student success.

- *Career Services* – In 2013 NSC launched its Career Services Center (CSC), which complements the work of advisors and faculty and greatly expands and improves the career counseling available to students. The CSC serves as a campus career hub, providing students and alumni with the skills they need to pursue career goals and interact with a lifetime of professional decisions. The CSC encourages student participation from the first year of college through graduation, and partners with the Academic Advising Center, faculty mentors, the Office of Financial Aid, and the Student

Academic Center to create an integrated and complete career development experience. The CSC also connects employers with the campus, providing a one-stop shop for job opportunities.

- Increased advising support and specialization – Since 2012, NSC has doubled the size of its professional advising team, from three to six advisors. Furthermore, in addition to their general advising responsibilities, the advisors have adopted areas of specialization that reflect institutional goals and address specific needs of our students. Accordingly, the Academic Advising Center now has specialists in the areas of retention, academic probation and warning, student orientation, remedial mathematics, and Complete College America (completion) goals.

Undergraduate Research

Since 2012, NSC has orchestrated substantive increases in STEM undergraduate research. The elevated activity is largely due to the presence of new STEM faculty and significant increases in grant funding through the IDeA Network of Biomedical Research Excellence (INBRE), which has jumped from $29,975 per year in 2010-11 to $223,606 in 2013-14, with a requested funding level of approximately $350,000 per year for the next five years.

New Facilities

In January 2014 the College broke ground on the construction of two new buildings, both slated to open in fall 2015. The Nursing, Science, and Education Building will feature approximately 62,000 square feet that houses an auditorium, 15 general purpose classrooms, two classroom laboratories, four instructional computer labs, an open computer lab, faculty/staff offices, a teaching/learning center, and a rooftop observation deck. The Student Activities and Administration Building will be approximately 66,000 square feet and will feature multi-purpose meeting rooms, a training lab, testing facilities, faculty/staff offices, a production studio for our Visual Media program, a number of quiet study areas, a library, and a state-of-the-art information commons.

Growth in Nursing

The College has prioritized and expanded our RN to BSN program in response to the 2010 Future of Nursing report from the Institute of Medicine, which called for significant increases in baccalaureate prepared nurses. The program has increased from 75 enrolled students in fall 2010 to 193 in fall 2013, and observed a graduating class of 52 students in 2013, the largest in the program's history. Plans for additional growth will help address the needs of the region in the spirit of one of our core themes ("strengthen the community").

Expansion of Teaching English as a Second Language (TESL)

Recognizing that the TESL program is a high need area for the Clark County School District, NSC recently began offering its TESL post-baccalaureate endorsement program at a reduced fee for working teachers. The reduced expense to students is expected to ignite enrollment increases that help address critical shortages of qualified TESL teachers in Southern Nevada.

New Full-time Faculty

The College has welcomed a number of new faculty into the fold since our previous report. Overall, the total number of full-time faculty has increased from 36 in fall 2011 to 56 in fall 2013.

PREFACE

Response to the Recommendation from the Year One Report

NSC received the following recommendation in response to the March 2012 Year One Self-Evaluation Report:

1. Recommendation: *The accreditation team recommends that the institution clarify how the quality and consistency of self-report data can be assured.*

Based on the feedback provided by the evaluation team, NSC has sharpened the focus of several of our self-report indicators to enhance the quality and consistency of the data.

First, the review team expressed concern about accuracy and consistency of the metric that assessed the number of graduates accepted into graduate/professional programs because it relied on self-reports from administrators. We are now using significantly more reliable, externally-validated data from the National Student Clearinghouse to assess the number of graduates who are enrolled into graduate/professional programs.

Second, the team expressed concern that the metric assessing our ability to "cultivate[s] learning experiences characterized by innovative engagement" relied on self-report data from faculty about the overall number of instructional innovations introduced each year. We have further refined the assessment of this metric by developing a clear, structured rubric that incorporates a precise but flexible operational definition of "innovation." Similarly, we are in the processing of revising our Standards of Academe to include more detailed criteria for "innovation." Our expectation is that faculty, guided by the rubric and the updated Standards, will develop a more consistent understanding of "innovation" that translates into a more reliable inventory of innovative learning experiences. This improved understanding also is being reinforced through our instructor evaluation forms, which were overhauled in 2013 to include specific information regarding student perceptions of "innovative engagement" in the classroom.

Perhaps most importantly, since the previous report NSC has invested significant resources to expand the quality, accessibility, and scope of institutional data. These data, in turn, will be used to corroborate findings from self-report data, thereby allowing us to combine information about the richness of the educational experience that can only be derived from self-reports (e.g., NSSE) with relevant objective measures from our institutional master database (e.g., retention metrics).

CHAPTER 1 - UPDATED
MISSION, CORE THEMES AND EXPECTATIONS

EXECUTIVE SUMMARY

Introduction

This report represents the culmination of a comprehensive and collaborative effort among college employees, students, and stakeholders. In developing this report, the accreditation team began from the foundation established by our Institutional Strategic Plan to ensure that our mission, core themes, and objectives incorporated and supported our strategic goals. In further developing this framework, the team cultivated a consensus among college administrators, academic and administrative faculty, classified employees, student leadership, alumni, local business and community leaders, and the College's foundation board. The resulting document reflects the existing strengths and core values that have guided the College to its formative accomplishments, and it conveys the goals and aspirations that will drive our future successes.

Executive Summary (Eligibility Requirements 2 and 3)

2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Nevada's Board of Regents governs the Nevada System of Higher Education. Elected to serve a six-year term, the 13 Regents set policies and approve budgets for Nevada's entire public system of higher education, which includes four community colleges, one state college, two universities, and one research institute. The Nevada Board of Regents has authorized Nevada State College (NSC) to operate and award baccalaureate degrees.

3. Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The institution's mission and core themes are clearly defined, can be disassembled into measurable elements, and were formally and legally approved by our governing body, the Nevada Board of Regents, on March 2, 2012. NSC provides baccalaureate degree programs in 27 areas of study. The mission statement guides the growth and allocation of funding for the College.

These degree programs are sufficient in content, depth, and rigor. Each program includes a substantial number of general education credits that serve as a prerequisite to the area of study. As a member of the Nevada System of Higher Education, NSC fulfills its designated mission and coordinates courses of study with its sister institutions throughout the state. The commitment to high standards is evident and is supported by the dedication of the faculty and staff.

Section One: Standard 1.A Mission and Mission Fulfillment

1.A.1 - Mission

> **1.A.1** **The institution has a widely published mission statement — approved by its governing board — that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts and derives from and is generally understood by its community.**

Mission Statement

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

Vision

Nevada State College promotes the civic and economic strength of Nevada by providing an exemplary, learner-centered education to a broad population of students.

Statement of Institutional Strategic Goals (From 2009-14 Strategic Plan)

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

1.A.2 - Mission Fulfillment

> **1.A.2** **The institution defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.**

Interpretation of Fulfillment of the Institution's Mission

The mission of Nevada State College will be fulfilled when we provide objectively-validated educational opportunities to a broad population of largely under-served students who, as a result, experience career

success and improved quality of life and who, along with our faculty, strengthen the state through civic contributions, shared knowledge, and the provision of a more diverse, competent workforce.

Articulation of an Acceptable Threshold of Mission Fulfillment
Nevada State College faces several longstanding and incipient challenges that, in the near future, necessarily temper our thresholds for mission fulfillment. Foremost among these is our status as a relatively new institution that targets an under-served population and consistently operates within stringent budget parameters. For example, the College's pre-opening state appropriations were less than 5 percent of the median funding for recent start-up institutions of similar size and scope, and the students served by NSC grapple with nearly every risk factor described in the retention literature. More recently, owing to consecutive yearly cuts in statewide appropriations and double digit enrollment increases, the College aims to serve roughly 3,400 students with an annual operating budget that demands rigorous efficiencies in every facet of the institution.

Likewise, our student population is challenged as never before. No state has been harder hit by the recession than Nevada, and NSC students are among its most severely disadvantaged constituents. The need for full-time employment, coupled with considerable family obligations, make it difficult for many of our students to pursue a four-year degree, and harder still for them to complete one. Several nascent initiatives – such as the implementation of a robust early warning system for at-risk students and comprehensive improvements to online instruction – should pave new inroads to success, but we nevertheless approached our thresholds with circumspection.

Despite these challenges, we remain resolute in our commitment to NSC's unique mission. In establishing thresholds, we aimed to address the core elements of our mission statement: excellence and innovation in teaching, educational opportunities for a broad population of individuals, student success, and meaningful contributions to our community and the state of Nevada.

Quantitative Standards
Excellence & Innovation in Teaching
1. Degree Program outcomes assessment:
   - Observe a statistically significant increase in student performance from initial assessment (conducted at roughly 60 credits earned) to final assessment (conducted at roughly 120 credits earned)
   - By Year Five of the accreditation cycle, at least 70% of student artifacts in the final assessment will be rated "proficient" or higher
2. National Survey of Student Engagement (NSSE) items:
   - At least 80% of respondents will continue to rate the entire educational experience as "Good" or "Excellent"
   - Demonstrate a statistically significant improvement in the proportion of students who report having an "Enriching Educational Experience" at NSC
   - Demonstrate a statistically significant improvement in the proportion of students who contribute to the welfare of their community "Very much" or "Quite a bit"

Student Success

1. Increase six-year graduation numbers by an average of 1 percent annually, including those of key underrepresented groups

Educational Opportunity

1. Continue to offer most the most affordable 4-year degree programs in the Nevada System of Higher Education

2. Increase enrollment of underrepresented groups (equal or eclipse percentages in Nevada population by Year Five of the accreditation cycle)

Contributions to the Community

1. Maintain a higher percentage of graduates who remain employed in Nevada relative to other public, four-year institutions in the state across a five year rolling average

2. Maintain a rating of "Good" or better on NSC Community Survey about perceptions of institutional impact

Section Two: Standard 1.B Core Themes, Objectives and Indicators

> **1.B.1**   **The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.**

> **1.B.2**   **The institution establishes objectives for each of its core themes and identifies meaningful, assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.**

Core Theme 1: Promote Student Success

Nevada State College faculty, staff and administrators are united by an unwavering commitment to the success of our students. As stated in our mission, the College facilitates this success on a broad scale through "excellence in teaching." This excellence, in turn, yields learning experiences characterized by innovative engagement. This engagement is manifested in "innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills." Our innovative methods routinely incorporate experiential learning opportunities, an active examination of real-world issues, and the pursuit of progressive instructional practices. The "technology-rich" approach immerses students in the study and application of technology and keeps them poised to adapt to the increasingly sophisticated demands of the modern world.

Taken together, these efforts are expected to promote a variety of essential student learning outcomes. In promoting the acquisition of "interdisciplinary knowledge and skills," we strive to impart students

with the critical thinking ability needed to solve complex real-world problems and adapt to the shifting challenges of a rapidly evolving society. Moreover, the broad availability of free, high-quality information engendered by the Internet era compels our educators to place an increased emphasis on the effective evaluation and application of this information. Successful students also develop strong written and oral communication skills and exhibit the integrity and discipline-specific expertise needed to thrive in a chosen career path. Finally, in the pursuit of "a stronger community and a better future for all of Nevada," successful graduates cultivate a respect for all forms of diversity, a commitment to the common good, and an ability to work well with others.

CORE THEME 1: PROMOTE STUDENT SUCCESS	
Objectives	**Indicators**
1. Develop effective critical thinkers and communicators	a. General Education outcomes assessment b. Assessment Technologies Institution (ATI) Testing c. Educational Benchmark, Inc. (EBI) Exit Survey items about teamwork and collaboration d. National Survey of Student Engagement (NSSE) items about overall educational experience, integrating concepts, analysis, judgment and decision-making, applying concepts and theories, and communication skills
2. Foster integrity and positive citizenship	a. NSSE items about academic experience with diverse perspectives, participation in community projects, working diligently to meet expectations, conversations with members of another group, understanding alternative viewpoints, participating in community/volunteer service, working with others, improving values and ethics, and voting in elections b. General education outcomes assessment (Citizenship outcome)
3. Instill discipline-specific expertise	a. Licensure pass rates (Praxis II, NCLEX) b. Degree program outcomes assessment c. NSSE item about college experience contributing to the acquisition of job or work-related knowledge and skills
4. Cultivate learning experiences characterized by Innovative Engagement	a. Overall number of instructional innovations introduced by faculty each year b. NSSE items about class discussions, class presentations, learning communities, solving real-world problems, and using computing and information technology c. Student course evaluation items about instructional innovation and effectiveness d. EBI questions regarding instructional methods e. NSC technology survey

Rationale for Core Theme 1 Indicators
The indicators for Objective 1.1 and 1.2 are assessable because they rely on quantifiable observations that fall within the purview of specific campus divisions. The assessment of general education outcomes is an ongoing and systematic process conducted every other year by faculty in the Liberal Arts & Sciences. The NSSE is administered each spring through a collaborative effort of Academic Affairs and the Office of Institutional Research, and the EBI and ATI are administered on a yearly basis by the School of Education and the School of Nursing, respectively. General Education Outcomes assessment is meaningful because it provides a direct measure of student progress in the domains of critical thinking, communication, and citizenship. The NSSE is meaningful because the chosen items clearly address our conceptualizations of the targeted skills, it is well validated by an independent arbiter, and it is administered at over 700 institutions, thereby permitting comparisons between our students and students at selected institutions. As with the NSSE, the ATI and EBI are meaningful because they provide a valid, standardized examination of the relevant student skills.

The indicators for Objective 1.3 are assessable because, as with the indicators for Objectives 1.1 and 1.2, they represent regular, ongoing means of evaluation that are clearly designated as the responsibility of a specific campus division. The PRAXIS II is meaningful because it is standardized, specifically designed to measure student mastery of educational principles, and broadly accepted as an important measure within the field of education. Likewise, the NCLEX exam is a standardized measure of student performance in areas of nursing that are deemed essential by the field. Degree program assessment is meaningful for the same reasons attributed to general education assessment – as a direct measure of student learning, it provides our best insight into the disciplinary knowledge of students on a comprehensive scale, particularly in the Liberal Arts & Sciences, where standardized tests of disciplinary knowledge are less widely used.

Under Objective 1.4, the number of innovations introduced each year is assessable because faculty provide this information in their annual evaluation submissions. Faculty are provided with a structured rubric to guide their responses that incorporates a precise, but flexible, definition of innovation. This indicator is meaningful because it directly measures faculty efforts to explore new teaching endeavors, and, as an element of the annual evaluation process, implicitly encourages continued innovation. The rationale for why the NSSE and EBI are assessable and meaningful is described in the preceding sections. The remaining indicators for Objective 1.4 also are assessable for similar reasons. Since the inception of the College, course evaluations have been administered for all classes at the end of each semester. The protocol and responsibility for administering these evaluations are clearly delegated to each School. These evaluations are not a direct assessment of student learning or instruction, but they

provide insight into a comprehensive array of important teaching endeavors. The NSC Technology Survey, administered in a web-based format by the Office of Instructional Technology, affords an opportunity to learn about student experiences and preferences regarding instructional technology, including the extent to which technology is used for NSC courses and how it impacts the learning experience.

Core Theme 2: Foster Educational Opportunity

Nevada State College is founded on the belief that all students deserve an opportunity to succeed at the highest level. The fulfillment of this goal hinges on the provision of "quality, four-year degree programs" to a "diverse population of students" from largely under-served, first generation, non-traditional and/or financially challenged backgrounds. A large proportion of the students the College recruits and supports are particularly likely to benefit from our dedicated faculty and staff, personalized service, and focus on teaching and learning. As such, one of our chief aims is to "open the door to career success and enhanced quality of life" for students who otherwise might face limited opportunities for success in higher education.

To accomplish this, we offer a wide array of affordable four-year degree programs in flexible learning formats that meet the needs of a working, commuter student population. Our School of Education helps address a statewide need by preparing highly qualified educators and speech language pathologists who will respond to the needs of all learners and educate students to reach their highest potential. The School of Nursing provides critical support to Nevada's health care community and offers degrees in a variety of learning formats, including a second degree accelerated track, an RN to BSN track, and a part-time program designed for students whose external obligations prohibit full-time enrollment. A range of bachelor's degrees in the Liberal Arts & Sciences prepares students for success in a number of fields, from professional careers in medicine, psychological counseling, and law enforcement to rapidly growing fields in business, biotechnology, visual media, and the digital humanities.

Students are guided along each of these degree paths by personalized student support services in critical facets of the college experience. The combined goal of our service and educational initiatives is to "open the door to career success" by improving the retention, persistence and graduation rates of our

students. The College aspires to improve the outcomes of all students, particularly those who come from first-generation, non-traditional, and other under-represented backgrounds. Our success in this regard plays an integral role in the future economic and social health of a state burdened by one of the lowest proportions of college graduates in the nation. The graduates of Nevada State College are expected to leaven this burden and contribute to a more diverse workforce and diversified economy.

CORE THEME 2: FOSTER EDUCATIONAL OPPORTUNITY	
Objectives	**Indicators**
1. Recruit & support a diverse array of students	*Note: Where possible, data will be disaggregated by gender, Pell grant eligibility, ethnicity, and 1st generation status.* a. Headcounts & FTE (proportional representation to Nevada state-wide demographics) b. Number of financial aid applications and awards c. Cost of degrees relative to other 4-year programs in Nevada d. Student Satisfaction Inventory (SSI) items on quality of student support services
2. Improve Student Retention/ Timely Degree Progression	*Note: Each indicator below will be evaluated in terms of the official IPEDS cohort and non-IPEDS cohort students* a. First-year to second-year retention rates b. Six-year graduation rate for 1st time/full time students & all students c. Course completion rates (ratio of completed/attempted)
3. Graduate a diverse population of students in diverse fields	a. Number of graduates disaggregated by key demographics b. Number of graduates disaggregated by discipline c. Number of graduates accepted into graduate/professional programs

Rationale for Core Theme 2 Indicators

The indicators for Objectives 2.1, 2.2, and 2.3 are assessable because they rely on easily quantifiable information that is collected on a routine basis by designated campus divisions. The majority of the data – including those relating to headcounts, full-time equivalency, retention, course completion, and graduation – are tracked by the Office of Admissions and Records. Key demographic information, including ethnicity, gender, first generation status, and Pell Grant eligibility, is self-reported by the vast majority of students on our college and financial aid applications. The progression of these students, from their first semester to eventual graduation, is recorded and maintained by the Office of Admissions and Records. The number of financial aid applications and awards is assessed and stored on a local database by our Office of Financial Aid. This office also oversees the yearly administration of the Student Satisfaction Inventory in a web-based format. The tracking, maintenance, and utilization of these data will be facilitated by the recent replacement of an outdated student information system with a more

robust, user-friendly PeopleSoft system. Finally, the number of students accepted into graduate and professional programs is monitored by the Office of Institutional Research, which requests reports from the National Clearinghouse on the number of graduates who are enrolled in graduate/professional programs.

The indicators for each objective are meaningful in large part because they allow us to parse student success according to key demographic variables, thereby permitting us to examine whether we are achieving the goal of serving a diverse population of students. The indicators also are meaningful because they address the goals established for the institution by external constituents and stakeholders, including those set by the Nevada System of Higher Education (NSHE) and our institutional Complete College America (CCA) goals. As a teaching institution and the middle-tier in a three-tier system, NSC is expected by the state of Nevada to provide a broad range of opportunities to a diverse population of students. Our indicators address this objective by measuring the cost of our degrees (which should remain low), the number of financial aid applications and awards (which should remain high), and the demographic composition of our students (which should match or exceed the diversity present in the Nevada population). Likewise, the SSI allows us to quantify, in the eyes of students, the extent to which our support services are promoting their success.

Importantly, CCA and the NSHE both define "student success" primarily in terms of timely degree completion. Consequently, the indicators we selected for Core Theme 2 are meaningful because they directly measure student success in these terms. As noted in the literature, 1st year to 2nd year retention rates are strongly predictive of future persistence, course completion rates correlate strongly to the likelihood of graduating (and are amenable to strategic influence, such as changes to course availability and mode of delivery), and the six-year graduation rate is the defining "end-goal" metric for the student population embraced by NSC. Finally, the number of graduates we produce helps us determine whether the provision of educational opportunities ultimately translates into goal attainment for our students.

Core Theme 3: Strengthen the Community

As a public institution, Nevada State College is determined to provide returns on the investment made by the state and its citizens. Foremost among these returns, as stated in our mission, is the development of graduates who can deliver on "the promise of a stronger community and a better future for all of Nevada." Aided by the knowledge, skills, and integrity they acquire at NSC, our graduates support existing, high-demand fields and help fulfill the needs of growing industries that promise to diversify the state economy.

This effort to strengthen the community extends to our faculty and staff, who establish partnerships that advance the fortunes of public and private entities across the region. Furthermore, our faculty share their expertise with the community in productive ways, and community leaders are likewise welcomed to contribute their expertise to the growth and edification of our students. Ultimately, we hope that the sum of these endeavors is a community strengthened by a more civic-minded populace and a more diverse, capable workforce.

CORE THEME 3: STRENGTHEN THE COMMUNITY	
Objectives	**Indicators**
1. Foster Community Partnerships	a. Number of "outbound" community partnerships b. Number of "inbound" community partnerships (i.e., number of community members involved in Executives in Residence programs)
2. Promote Student Contributions to the Community	a. School of Education Employment Survey b. School of Liberal Arts & Sciences Employment Survey c. School of Nursing Employment Survey d. Number of graduates produced in "high demand" fields as determined by the strategic directives of NSHE e. Proportion of graduates who remain in Nevada
3. Promote Faculty/Staff Contributions to the Community	a. Total number of hours of faculty engagement with the community b. NSC Community Survey about perceptions of faculty and/or staff impact

Rationale for Core Theme 3 Indicators

The indicators for Objective 3.1 are assessable because they are regularly compiled by the Office of the President, in conjunction with the Associate Vice President for College Relations, and can be quantified in simple terms by counting the number of partnerships entertained by the College. Each year the president's office asks all campus divisions to provide information about the number and nature of partnerships maintained in their areas. Their responses, in turn, are noted by the Office of College Relations, which updates a master list of partnerships with any needed additions, deletions, or revisions.

These indicators are meaningful because they directly reflect our efforts to integrate the campus with the community. "Outbound partnerships" involve college constituents who leave the campus confines to serve the community in a substantive fashion. Examples include School of Education agreements to place student teachers in local K-12 schools and School of Nursing partnerships with area health services organizations. Conversely, "inbound partnerships" bring community members to the campus. A key example is a formative Executives in Residence program that gives community and business leaders an opportunity to tour our facilities, meet faculty, and share knowledge with students in formal and informal settings. Both types of partnerships provide community members with a firsthand appreciation of the quality of our students, faculty, and campus resources, which is critical in light of our extremely modest marketing budget and relatively low, if increasing, level of public awareness.

The indicators for Objective 3.2 are assessable because they rely on data that are readily collected and quantified. Participation in our employment surveys – administered online through a proprietary system – is solicited in a twofold manner: in capstone or other culminating courses, and via emails from the Office of Alumni Relations to recent NSC graduates and alums. The Office of Admissions and Records relies on existing record-keeping procedures to track the number of graduates produced in high demand fields, and Alumni Relations surveys these graduates to track the proportion who remain in Nevada. All of these indicators for Objective 3.2 are meaningful because they assess what is arguably the most important student contribution to the community – the provision of a capable workforce that promises to support and diversify Nevada's economy.

The indicators for Objective 3.3 are assessable because the relevant data are quantifiable and can be collected via existing campus offices and procedures. The number of hours of faculty and staff engagement with the community will be solicited via a survey from the provost's office that asks faculty and staff to report how many hours they spent in the past year participating in community events, fulfilling community obligations (e.g., service on advisory boards), or otherwise contributing to the community in a substantive fashion. This indicator is meaningful because it provides a recognizable and mutable benchmark (hours served) of faculty and staff involvement with the community. They survey of business community partners about perceptions of faculty and staff impact will be administered by Office of College Relations in a convenient web-based format. It affords an opportunity to thoroughly assess the extent to which our faculty, staff and, ultimately, the College are addressing the needs of the community.

Conclusion

As noted in the introduction, this report emerged from a broadly collaborative effort among NSC employees, students, and stakeholders. The core themes and objectives in the report reflect our institutional strategic plan, but shift the focus from the means of providing an education to the ends. That is, we acknowledge the pathway to several objectives (e.g., the hiring of superb faculty), but maintain an emphasis on the outcomes the institution can achieve for its students and the surrounding community. As such, the overarching goal was to establish an institutional foundation that supports and guides the success of a unique and largely under-served student population. This goal reflects the statewide mission of the College, but it also reveals the singular purpose that unites our campus – to guide students through educational and career accomplishments they otherwise might not have achieved. The corresponding mission statement reflects this lofty ideal, but nevertheless is grounded in clear, measurable indicators of student success.

The path to this success is paved largely by educational opportunities that motivate, engage, and edify students. Consequently, the centerpiece of our report is the provision of innovative learning experiences that convey essential knowledge, practical skills, and real-world applications. As we cultivate these experiences we will continue to increase our focus on issues of accountability, particularly by more effectively harnessing our assessment practices in the pursuit of comprehensive institutional improvements. To this end, we will continue to improve student persistence, increase graduation rates, and better integrate the College into the community.

These advances, coupled with our longstanding entrepreneurial spirit, will help the College continue to embody the excellence and educational opportunity that anchor our mission, even in the face of a shifting economic, political, or educational landscape. Ultimately, NSC will produce graduates who can exert a positive and much needed impact on the community and the state economy. Thus, as we improve the fortunes of a diverse population of students, they will improve the civic and economic well-being of Nevada.

CHAPTER 2 - RESOURCES AND CAPACITY

Executive Summary (Eligibility Requirements 4 through 21)

4. Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

The College's programs and services are wholly dedicated to providing "quality, affordable four-year degree programs [that] open the door to career success and enhanced quality of life for a diverse population of students." The College is governed by an elected Board of Regents that serves as the statewide authority for public higher education in the state of Nevada. The Board of Regents appoints and evaluates the president and holds him/her accountable for the operation of the institution. As described in section 2.A.7 of chapter 2, the president is entrusted to implement and administer Board-approved policies related to the operation of the institution to ensure that Nevada State College meets the Commission's Standards and Eligibility Requirements.

5. Nondiscrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

A commitment to the equitable and nondiscriminatory treatment of all individuals is intrinsic to the mission and values of Nevada State College and is shared by the many people who work in concert to achieve our institutional goals. Furthermore, the College is likewise committed to responding to the educational needs and legitimate claims of the constituencies it serves in accordance with our charter, mission, and core themes. These commitments are clearly reflected in our academic programming and student support services, which are designed to "foster educational opportunity" for a "diverse population of students," and in our provisions for addressing complaints and grievances, protecting academic freedom and responsibility, and promoting an environment that supports independent thought in the pursuit and dissemination of knowledge, as described in sections 2.A.22, 2.A.27, and 2.A.28, respectively.

6. Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Nevada State College advocates and adheres to high ethical standards in all of its operations and has established value statements, policies, and procedures governing the professional, fair, and ethical treatment of students, employees, and other constituents. The governing documents, State statutes, and policies that undergird this commitment are delineated in section 2.A.22.

7. Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institu-

tion's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The 13 member Nevada System of Higher Education (NSHE) Board of Regents serves as the state-wide authority for public higher education in the state of Nevada. The Board is responsible for the quality and integrity of the each of the institutions in the NSHE to ensure that the institution's mission and core themes are being achieved. The division of authority and explanation of responsibilities and relationships among the Board of Regents, administrators, faculty, staff and students are clearly artic-ulated in the [NSHE Board of Regents Handbook, Title 1](). The Regents do not have a contractual or employment relationship with or personal financial interest in Nevada State College.

8. Chief Executive Officer
The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

Bart Patterson serves as the President of Nevada State College. President Patterson was appointed by the Board of Regents on April 30, 2012. President Patterson's full-time responsibility is to Nevada State College and neither he, nor any executive officer of the institution, serves on the NSHE Board of Regents in any capacity.

9. Administration
In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

NSC's highly qualified administrators provide effective educational leadership and management to the faculty, staff, and student body, who are committed to the pioneering spirit and work of developing a new institution. President Patterson's Executive Leadership Team includes the following additional personnel:

Erika Beck, Ph.D., Provost and Executive Vice President
Kevin Butler, Associate Vice President, Finance and Administration
Buster Neel, Senior Vice President, Finance and Administration
Edith Fernandez, Ph.D., Associate Vice President, Community Engagement and Diversity Initiatives
Russell Raker, Ph.D., Associate Vice President, Development
Spencer Stewart, Ph.D., Vice President, College Relations

The Executive Leadership Team works collaboratively with the president, the academic deans and the broader campus community to foster the fulfillment of NSC's mission and the achievement of our core themes.

10. Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

As expressed in our mission statement, Nevada State College is committed to the idea that "excellence fosters opportunity." To support this commitment, we have established a team of highly qualified faculty who are exceptionally dedicated to "excellence in teaching" and the fulfillment of "career success and enhanced quality of life for a diverse population of students." The NSC faculty includes accomplished teacher-scholars who work across disciplinary boundaries and regularly bring their scholarship into the classroom while mentoring undergraduates in research projects and the development of other creative works. Section 2.B.4 provides greater detail regarding the qualifications of the academic faculty. As per NSHE Code and Nevada State College Bylaws, all faculty are evaluated in writing at least once annually by department chairs, supervisors, or heads of administrative units. Section 2.B.6 provides greater detail regarding the evaluation of academic faculty. As described in the NSC Bylaws, a chief purpose of annual performance evaluations "is to provide constructive, developmental feedback to the faculty member." With an average student-to-instructor ratio of 14.6-to-1 and an average class size of 21, the college is able to ensure the integrity of our academic programs wherever offered and however delivered.

11. Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Nevada State College provides an array of high-quality baccalaureate programs in diverse fields of study. The nature and scope of the offerings effectively balance the needs of the community with the budgetary resources available to the institution. Our mission is to provide affordable, baccalaureate degree programs that open doors to "career success and enhanced quality of life for a diverse population of students." To this end, the institution offers multiple programs that address high need areas such as nursing, math education and business, as well as programs that target anticipated growth, including Teaching English as a Second Language (TESL), visual media, biology, and criminal justice. All of our degree programs have established clearly identified student learning outcomes that are widely disseminated to our student body. Our Outcomes Assessment and Program Review processes ensure that our degrees are consistent with program content in recognized fields of study. Additional details regarding the content and rigor of our academic degree programs can be found in sections 2.C.1 and 2.C.4.

12. General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45

quarter credits or more for which certificates are granted contain a recognizable core of related instruction or General Education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Consistent with the College's mission and core themes, each of the baccalaureate degree programs at Nevada State College requires a substantial and coherent component of general education (referred to as the "College Core Curriculum") with appropriate depth, breadth and academic rigor. The Core Curriculum is meant to provide all students with a broad liberal arts foundation by exposing students to knowledge and methods of inquiry outside their major area of study. In doing so, the Core is designed to ensure that students meet the campus-wide general education outcomes that reflect the ability to 1) understand, evaluate and solve challenging problems, 2) express oneself effectively through written and oral communication, and 3) make meaningful contributions to the community and society as a whole. These three areas of emphasis refer to Core learning outcomes in Critical Thinking, Communication, and Citizenship, respectively.

Every baccalaureate degree program also requires a planned program of major specialization that is clearly delineated in the College Catalog and on the College website.

Additional information regarding the core curriculum can be found in sections 2.C.9 and 2.C.10. Additional information regarding degree program specialization can be found in section 2.C.4.

13. Library and Information Resources
Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

The library and information resources at Nevada State College make critical contributions to the fulfillment of our mission. In particular, these resources support our emphasis on "excellence in teaching," our commitment to "technology-rich learning opportunities," and our goal of empowering a diverse population of students to improve their lives and the future of Nevada. The faculty of the library ensures that our services and resources have the currency, depth, and breadth necessary to effectively support our mission. These resources include adequate physical collections and substantial eBook collections, database collections, RefWorks for bibliographic management, and LibGuides, which organize information resources thematically.

Additional information regarding the library and information resources can be found in section 2.E.

14. Physical and Technological Infrastructure
The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

The College provides the physical and technological infrastructure necessary to achieve our mission and core themes. A total of 228,456 gross square feet of institutional space are currently available, split

among the 509-acre main campus, the downtown Henderson buildings, and the Shadow Lane location of the Nevada System of Higher Education Health Science Center. All of NSC's facilities are accessible, safe and secure and create a physical environment consistent with our teaching and learning mission.

The Office of Information & Technology Services (ITS) provides the computing, telecommunication, network, and server infrastructure needed to properly support teaching, learning, and scholarly achievement. This infrastructure, which includes equipment and systems located on campus as well as externally hosted solutions, promotes our ability to offer "exceptional" and "innovative" learning experiences to a population of students that often faces resource and logistical constraints in pursuing a baccalaureate degree.

Additional information regarding our physical and technological infrastructure can be found in section 2.G.

15. Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Nevada State College's commitment to fostering an environment of free thought is apparent in its institution and school missions, its values, and its core themes. The institution publishes and adheres to policies regarding academic freedom and responsibilities that protect campus constituents from inappropriate influences, pressures, or harassment.

As per our academic freedom policy, "A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor and integrity, even when the subject requires consideration of topics which may be politically, socially or scientifically controversial." Faculty are emboldened to be creative, to experiment, and to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. This message aims to instill the campus with a sense of security that intellectual ideas and academic skills, not personal or political philosophy, will be at the heart of peer and faculty interactions.

Additional information regarding academic freedom can be found in sections 2.A.27, 2.A.28, and 2.A.29.

16. Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Nevada State College adopts student admissions policies consistent with its mission, and it adheres to those policies in its admissions practices. NSC admissions policies are codified in the Nevada System of Higher Education Board of Regents Handbook, Title 4, Chapter 16, and described in the College Catalog. College admissions policies are congruent with the mission of the College as a middle tier

institution that focuses on providing access to baccalaureate degrees with an emphasis on teaching excellence. Additional details regarding the admissions policies and procedures at NSC are provided in sections 2.A.16 and 2.C.4.

17. Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Nevada State College publishes in the College Catalog and on the college website current and accurate information regarding its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

18. Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Financial planning at the College is driven by NSHE policy and reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability. College planning is data driven and supported by a fully staffed institutional research office capable of creating, interpreting and delivering complex data analyses, including those related to effective enrollment management practices. Section 2.F.1 provides additional information regarding the College's financial funding, stability, and planning.

19. Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Each of the NSHE institutions undergoes an annual external financial audit, in a reasonable time frame, by professional qualified personnel in accordance with generally accepted auditing standards as mandated by the Nevada Board of Regents and its Audit Committee.

EXECUTIVE SUMMARY

The results of the annual audit and the Single Audit Report findings for each fiscal year ending June 30 are reported to the Board of Regents at its December meeting. Institutions are required to respond to any findings or management recommendations that have been noted by the external auditors within the timelines published by the Board at the start of each fiscal year. Upon the recommendation of the Board of Regents Audit Committee, the full Board approves the audit reports and ensures that any deficiencies are noted and subsequently remediated.

Additional information regarding the annual audit can be found in section 2.F.7.

20. Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Nevada State College accurately discloses to the Northwest Commission on Colleges and Universities any and all information relevant to the accreditation process. The College provost serves as the Accreditation Liaison Officer and frequently communicates with the NWCCU regarding accreditation functions.

21. Relationship with the Accreditation Commission

The institution accepts the Standards and related policies of the Commission and agrees to comply with these Standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Nevada State College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with commission policy. Further, NSC agrees that the Northwest Commission of Colleges and Universities may, at its discretion, make known to any agency, or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission.

2.A - GOVERNANCE

2.A - GOVERNANCE

2.A.1 - System of Governance

> **2.A.1** The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Executive Leadership Team

Nevada State College (NSC) is led by the president, who serves as the chief administrative officer of the institution, as delineated in the [NSHE Board of Regents Handbook](). The president has an Executive Leadership Team that meets weekly to discuss the strategic priorities of the campus and to provide counsel and guidance. The Executive Leadership Team consists of the provost and executive vice president, senior vice president for Finance and Administration, associate vice president for Finance and Administration, vice president for College Relations, associate vice president for Development, and the associate vice president for Community Outreach and Diversity Initiatives.

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│  Nevada System of Higher Education       │
│              Leadership                   │
│           Board of Regents                │
│              Chancellor                   │
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│  Nevada State College Executive          │
│              Leadership                    │
│              President                     │
│               Provost                      │
│           College Relations                │
│               Diversity                    │
│        Finance and Administration          │
│              Development                    │
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│   Nevada State College Leadership Team    │
│                Deans                       │
│            Faculty Senate                  │
│         Nevada Faculty Alliance            │
│       Classified Employee Council          │
│      Nevada State Student Alliance         │
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College Leadership Team

The president also has a broader College Leadership Team that meets once a month to provide counsel and guidance. The College Leadership Team consists of the members of the Executive Leadership Team as well as the director of Human Resources, the president of the Nevada State Student Alliance

(NSSA), the academic deans, the Faculty Senate chair, the president of the NSC Nevada Faculty Alliance (NFA), the chair of the Classified Employee Council (CEC), and system legal counsel.

Similarly, the provost has a Provost Council that meets regularly to provide guidance and counsel. The Provost Council is comprised of the academic deans, the director of Information and Technology Services, the director of Institutional Research, the director of Student Academic Support Services, the registrar, the Faculty Senate chair, the president of the NSC Nevada Faculty Alliance, and the president of the Nevada State Student Alliance (NSSA).

Shared Governance

NSC has a strong history of positive relations between faculty and administration and prides itself on its collegial environment. All members of the faculty (both academic and administrative) are

represented by the Faculty Senate, which may recommend general policy on matters of faculty welfare, faculty rights within Nevada System of Higher Education (NSHE) Code, and faculty involvement in the NSC mission. Senators that represent each of the three Schools are elected by full-time faculty from the respective School, and the authority, purpose, and objectives of the senate are defined in its bylaws. Recommendations from the Senate are forwarded to the provost and the president for consideration and approval. NSC has a very active Faculty Senate.

All agenda items are posted prior to meetings, which all faculty members are invited to attend. The president and the provost each hold regular meetings with the Senate chair and regularly attend the opening of Faculty Senate meetings to provide an update on college activities and initiatives.

The classified employees at NSC are represented by a Classified Employee Council (CEC) that meets regularly to provide input to the president on matters of classified employee welfare and involvement in the NSC mission. The chair of the CEC holds a seat on the president's College Leadership Team, as well as on the Provost Council.

The NSSA is the student government association for Nevada State College. Senators are elected by their constituents and the authority, purpose and objectives of the NSSA are defined in its constitution. All agenda items are posted prior to meetings, which all students are invited to attend. The NSSA president holds a seat on the college president's College Leadership Team, the Provost Council, and the Academic Strategic Planning team.

All NSHE student body presidents and Faculty Senate chairs are participants in Board of Regents (BoR) meetings. Article V, Section 19 of the NSHE Bylaws allows the student body president and Senate chair to speak before the Board at regularly scheduled meetings. The Board of Regents encourages other members of the NSHE community to appear before the Board during regularly scheduled public comment sessions within the BoR meetings. Furthermore, the meetings are streamed live on the internet to encourage the NSHE community to engage with the Board and its strategic initiatives.

2.A - GOVERNANCE

2.A.2 - Nevada System of Higher Education Governance

2.A.2	**In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

The Nevada System of Higher Education (NSHE) serves as the statewide authority for public higher education in the state of Nevada. The control and management of the NSHE is vested to the elected Nevada Board of Regents (BoR) as established in the Nevada Constitution.

The division of authority, responsibilities and relationships among and between the BoR, administrators, faculty, staff and students is clearly articulated in the NSHE Board of Regents Handbook, Title 1. The roles of the regents are clearly delineated in Title 1 and Title 2, Chapter 1 of the NSHE Board of Regents Handbook.

System Policies and Procedures
The NSHE Procedures and Guidelines Manual clearly articulates policies and procedures that govern each of the NSHE institutions. Information on the roles of the system personnel, administrators, and institutional faculty are clearly defined in the NSHE Code, Chapter 1, while Chapters 2-9 provide statements on academic freedom and responsibility, guidelines for tenure, personnel policies, and disciplinary procedures for academic faculty. Professional staff, classified staff, and student roles are outlined in Title 4 of the NSHE Board of Regents Handbook. The policies, regulations and procedures are
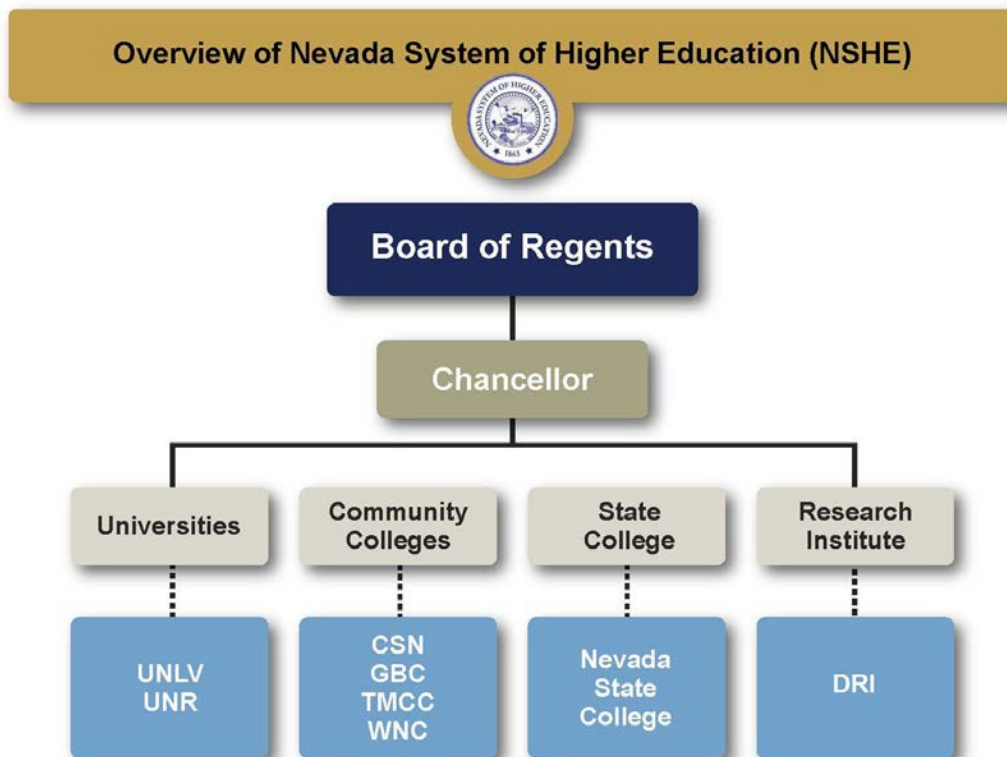
equitably administered under the umbrella of open meeting laws governing the state of Nevada and in the strong spirit of shared governance on the NSC campus. This commitment to shared governance is reflected in several important facets of the institution, including our active faculty senate, our robust participation in the NFA, and consistent faculty and staff representation on the president's College Leadership Team and the Provost Council. It also is promoted through intensive faculty involvement in our curriculum development and hiring processes, as described in section 2.C.5.

2.A.3 - Compliance with Commission Standards

> **2.A.3** **The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.**

Nevada State College's provost and executive vice president serves as the Accreditation Liaison Officer for the Northwest Commission of Colleges and Universities (NWCCU). The Office of the Provost produces all NWCCU reports directly and ensures that the president is briefed with regard to all matters pertaining to the Commission's Standards for Accreditation. The provost also regularly attends NWCCU meetings and serves as a reviewer for the Commission to maintain currency in the Commission's Standards.

Title 4, Chapter 4, Section 3 of the Nevada System of Higher Education (NSHE) Board of Regents Handbook provides authorization for collective bargaining for faculty at NSHE institutions. NSC has never conducted union elections for any employee group on campus. Consequently, collective bargaining has not had an impact on the campus.

Legislative action involving the NSHE is coordinated centrally through Chapter 4, Section 3 of the NSHE Procedures & Guidelines Manual. These actions are communicated to campus presidents from the Office of the Chancellor. External mandates, with the exception of program accreditation or licensure requirements, are likewise communicated centrally from the chancellor's office to the campus presidents. Program accreditation and licensure requirements in nursing and teacher preparation are communicated directly to the provost and the academic deans, who subsequently ensure compliance with the Commission's Standards.

2.A - GOVERNANCE

GOVERNING BOARD

2.A.4 - Governing Board

> **2.A.4** **The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.**

The Nevada Board of Regents serves as the sole governing board for all of the institutions in the Nevada System of Higher Education (NSHE). The 13 regents are elected to represent defined statewide districts. The election occurs through the State of Nevada general election process. Each elected regent serves a 6-year term. As elected officials, each of the regents is subject to the Nevada Revised Statues (NRS) 396.122, which indicates, "A member of the Board of Regents shall not be interested, directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof." Further regulations regarding the prohibition of financial interest in the institutions on the part of the regents can be found in the NSHE Code, Articles III-V.

The officers of the Nevada Board of Regents include a chairman, who presides over meetings, a vice chairman, and an administrative officer. The chairman and vice chairman are elected from the membership of the Board at its organizational meeting, held during the Board's last meeting of the fiscal year. These officers serve a one-year term, to commence on the following July 1st. The chairman is limited from serving more than two consecutive terms.

2.A.5 - Governing Board - Authority

> **2.A.5** **The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.**

Members of the Nevada Board of Regents do not have the authority to act unilaterally. As per Nevada System of Higher Education (NSHE) Code, Title 4, Chapter 1, Section 4, "It shall be the policy of the Board of Regents to act as a unit. The Board of Regents controls the University as a body representing the people; the individual members have no authority singly." The only exception to this policy occurs during legislative years where, upon an affirmative majority vote of the entire board, the chair may be delegated authority to represent the Board's position on various matters to members of the legislature. Neither standing nor established committees are permitted to act independently as per Article VI of the NSHE Bylaws, which state, "To facilitate consideration of the business and management of the NSHE, standing and special committees shall be established as provided herein. Unless otherwise spe-

cifically delegated and except as otherwise provided herein, authority to act on all matters is reserved to the Board, and the duty of each committee shall be only to consider and make recommendations to the Board upon matters referred to it."

2.A.6 - Governing Board - Policies

> **2.A.6** **The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.**

The governing bylaws and policies to which the Nevada Board of Regents, the Nevada System of Higher Education (NSHE), and its eight institutions adhere are detailed in the NSHE Board of Regents Handbook. Title 2 of the handbook is the NSHE Code, which establishes the authority of the Board and the organizational structure of the NSHE. The Nevada Board of Regents regularly reviews and revises policies as a regular course of action in Board meetings. As per Board policy, any regent, chancellor, president, or faculty senate may request consideration for amendments to the NSHE code by requesting the consideration of the Board. Amendments occur upon an affirmative vote of two-thirds of the board members and updates are immediately posted to the NSHE website and communicated back to the campuses.

The Board for the eight institutions initiated a strategic planning process (on October 21, 2011, according to the meeting minutes) to sharpen the focus of its current master plan and in the process established student success as its primary goal. Four initiatives were designed to support and provide a reasonable plan for achievable implementation: 1) Increase Student Achievement, Retention, & Success; 2) Increase Transparency, Accountability and Performance; 3) Conduct a Continuous Review and Revision of Programs to Support Innovation and Responsiveness; and 4) Ensure that Higher Education is Accessible and Affordable for all Nevadans. The initiatives along with goals are published on the NSHE website.

In 2010, the Board launched an Efficiency and Effectiveness initiative designed to improve its policies and business operations. In the first phase the Board reviewed its own policies to streamline operations and reporting requirements and establish ways of governing the system more efficiently. In the second phase, the Board reviewed system wide business operations to identify initial operational efficiencies. The Board is currently in the third phase, which involves identifying best practices for business operations for the purposes of a new Enterprise Resource Planning (ERP) software system. The Board also has initiated a task force to identify and encourage collaborations among institutions in business operations to improve efficiency.

2.A - GOVERNANCE

2.A.7 - Chief Executive Officer

> **2.A.7**   **The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.**

Bart Patterson serves as the President of Nevada State College.

As outlined in Title 1, Article VII, Section 4 of the Nevada System of Higher Education (NSHE) Board of Regents Handbook, the president of the College is appointed by the Nevada Board of Regents. The president has the authority to implement and administer Board-approved policies related to the operation of the institution and the duties of the president as they are prescribed by Board policy Title 1, Article VII, Section 4.

It is the responsibility of the chancellor to evaluate the performance of the president on an annual basis. The format and criteria for these reviews is based on principles developed by the Association of Governing Boards of Universities and Colleges for formative reviews, in accordance with procedures established by the Nevada Board of Regents. The process is designed to solicit feedback from the campus about the president's performance via face-to-face meetings with campus constituents and anonymous online surveys. The chancellor provides a confidential summary of the findings of the annual review to the Board. In addition to the annual reviews, an evaluation committee conducts a periodic evaluation of each president no later than the year prior to the end of the current contract.

2.A.8 - Governing Board - Performance Evaluation

> **2.A.8**   **The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.**

The Nevada Board of Regents, through its Efficiency and Effectiveness Initiative, regularly reviews its own operations and policies, as well as institutional academic and business operations, for efficiency and effectiveness. The initial phase of the Initiative focused on Board operations and policies, and resulted in a number of revisions, including changes to meeting schedules and a reduction in the number of approvals required by the Board. This latter change reflected the Board's desire to shift away from an administrative decision-making role and towards an oversight role. The second phase of the Initiative, related to Human Resources, Payroll and Purchasing operations, is currently underway. This initiative is an ongoing process and as additional operational areas are reviewed, additional policies will be examined.

In addition, the Board regularly discusses and examines its policies as issues arise in the context of its meetings. Moreover, the chancellor of the System and Nevada System of Higher Education (NSHE) attorneys have responsibility for making recommendations to the Board regarding Board policies that

should be reviewed and addressed. Currently, the chancellor has established a Code Review Task Force that is examining the key Board personnel rules for the System in the NSHE Code, Chapters 5 & 6.

Finally, the Nevada Board of Regents has scheduled workshops on governance issues. The latest occurred in late 2012 in which an expert outside consultant with experience as a commissioner and campus president facilitated a discussion to more clearly delineate the most effective roles and responsibilities of the Board members, chancellor and campus presidents. As a result of this workshop, specific strategies to improve efficiency and effectiveness were established. Foremost among them was the system-wide replacement of aging financial, human resource, and student information systems. The name iNtegrate was chosen for the project as it represented the means to a unified system of information and the efficient management of administrative services for students, faculty, and staff.

The first phase of this initiative, referred to as Project iNtegrate 1, focused on the Student Information System. The vision of this phase was to transform how and when students communicate with colleges and universities within the NSHE and how faculty and staff conduct the necessary business of meeting students' needs for accurate information, timely decisions, and informed choices that lead to student success.

The second phase of the initiative, referred to as Project iNtegrate 2, focuses on the migration from centralized legacy mainframe financial and human resources/payroll applications to a modern Enterprise Resource Planning (ERP) solution. Incorporated into the project is the identification of opportunities for all NSHE institutions to realize efficiencies through the delivery of effective, standard processes supported by a common technology.

In 2013, a business process redesign project completed a systemic and thorough review of major business processes across the NSHE to identify best business practices and to establish process consistency and effectiveness. The goal of the project is to enable institutions to fulfill their missions at the lowest possible administrative overhead cost. The ERP solution will incorporate adopted practices as a part of its implementation, currently estimated to be completed in 2015.

2.A - GOVERNANCE

LEADERSHIP AND MANAGEMENT

2.A.9 - System of Leadership

> **2.A.9**   The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Leadership and Administration

Nevada System of Higher Education (NSHE) Code and Nevada Revised Statutes, Title 34 define the duties, responsibilities, and ethical conduct requirements of the institution's administrators (presidents, vice presidents, deans, directors and persons in equivalent positions). NSHE Code, Chapter 6, Rules and Disciplinary Procedures for Members of the University Community, outlines the guidelines for ethical behavior. Title 2, Chapter 1 of the NSHE Board of Regents Handbook details the appointment of administrators by the president. All vice presidents that report directly to the president require approval of the chancellor. The Nevada Revised Statutes 391.080 requires all professors and administrators to take an oath that they will faithfully perform the duties of their position and uphold the laws of the state.

Nevada State College is led by Bart Patterson, who was appointed as the interim president in November 2011 upon a vacancy of the president. He was appointed to the presidency in April of 2012 at the conclusion of a national search. The president's Executive Leadership Team includes the following additional personnel:

Erika Beck, Ph.D., Provost and Executive Vice President
Kevin Butler, Associate Vice President, Finance and Administration
Buster Neel, Senior Vice President, Finance and Administration
Edith Fernandez, Ph.D., Associate Vice President, Community Engagement and Diversity Initiatives
Russell Raker, Ph.D., Associate Vice President, Development
Spencer Stewart, Ph.D., Vice President, College Relations

Management

NSC's highly qualified administrators provide effective educational leadership and management to the faculty, staff, and student body, who are committed to the pioneering spirit and work of developing a

new institution. The effectiveness of the leadership team is promoted in two fundamental ways. First, in accordance with the evaluation process discussed in section 2.B.2, the president of the institution conducts performance evaluations of senior administrators on a yearly basis. Administrators are evaluated each spring based upon performance during the previous calendar year. Administrators complete and submit self-reports to their supervisors. Evaluations of directors and other supervisory personnel include an assessment of behavioral competencies; supervisory, management, and leadership skills; progress toward established goals; and the establishment of new goals.

Data-Driven Decision Making

A second factor that is integral to the effectiveness of the leadership team is a heavy reliance on data-driven decision making. Over the past two years, we have greatly expanded our use of data to implement policy, influence programmatic change, and drive budget allocation. A catalyst for this expansion was the reconstitution of our Office of Institutional Research (IR), which was previously eliminated due to budget cuts. The IR office now reports directly to the provost and is led by a doctorally-qualified director who is highly skilled in data analysis and computer programming. The IR office is in the process of building a comprehensive campus-wide "master database" that disaggregates all institutional data by key demographics to promote the success of our diverse student population. This database includes information from multiple constituents, including academic affairs, student affairs, advising, tutoring, support services, and our learning outcomes assessment data. To ensure data accuracy, we established a data collection procedure that requires all data on campus to be reported directly to a central database within the IR office. This office is then responsible for extracting and generating data for all internal and external reports.
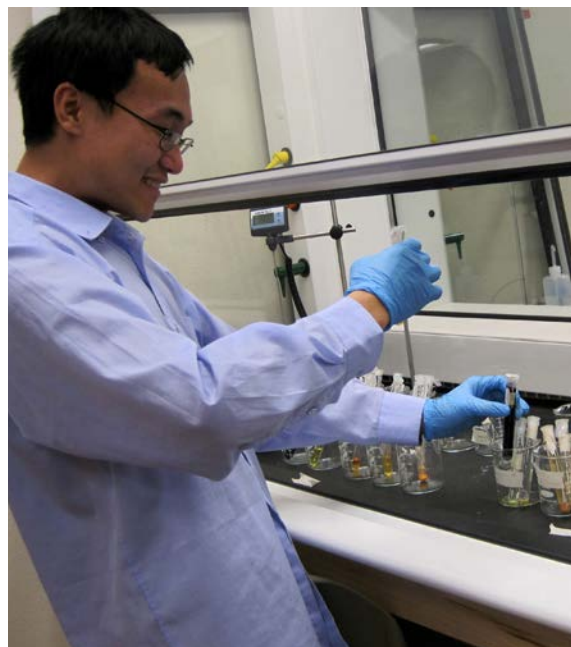
To facilitate effective decision-making and process evaluations, the leadership team provides these reports and other relevant data to every division on campus that directly or indirectly affects student achievement. For example, in conjunction with all state and federal reporting, the IR office provides data on feeder high schools to the recruitment office; admissions and enrollment comparisons to the Office of Admissions and Records; class scheduling, enrollment and course success data to deans and department chairs; class participation data and credit-hour distributions to the Office of Financial Aid; National Survey of Student Engagement (NSSE) data to the Academic Advising Center; and overall effectiveness data (e.g., retention and graduation metrics) to the executive administration. To further improve the accessibility of important information, we are currently working towards "dash boarding" campus data on individual employee portals. This project will make key metrics directly related to the activities of individual offices (e.g., retention, advising, etc.) readily available and easy to interpret (via an interactive web interface, or "dashboard"). We hope to complete this project within the next 12 months.

2.A - GOVERNANCE

Effectiveness

The examination and application of data also guides several new initiatives to enhance institutional effectiveness. For example, Nevada has been a Complete College America (CCA) state since the initiative was first introduced. Through the IR office, NSC capitalizes on the process of collecting, organizing and presenting the CCA reports to identify pathways that hinder or accelerate student success. This information, in turn, is used to modify processes that lead to improved success (e.g., building degree maps and advising recommendations that promote year-round enrollment among part-time students). This year, NSC is one of the first 12 pilot institutions in the Gateways to Completion (G2C) project coordinated by the John N. Gardner Institute for Excellence in Undergraduate Education. A significant part of the study is a detailed inventory of student enrollment data parsed by key variables that affect student performance. Additionally, NSC has invited BlueCanary, an emerging consulting firm led by an experienced higher education data analyst, to help NSC establish an infrastructure that combines predictive analytics with a robust student case management system. The project will facilitate our efforts to quickly identify at-risk students, intervene with the appropriate type of assistance (e.g., advising; tutoring), and track their progress over time. Importantly, rather than function as separate endeavors, the IR Office helps us unite each of these efforts by incorporating the data from each source into the aforementioned master database.

Planning

The use of data is integral to the managing, organizing, and problem-solving efforts of various divisions, and it also helps guide the planning of the institution as a whole. The College, led by the Office of the Provost, is in the process of crafting a 5-year Strategic Academic Plan. The plan, to be completed by June 2014, represents a collaborative effort of NSC administrators, staff, faculty and students. It will reflect our institutional mission, inform budgetary decisions, and guide the development and improvement of programs and initiatives. The Academic Planning Committee will consult a wide array of data, including Institutional Research data, market forecasts, and comprehensive surveys of students, faculty, and staff. The application of these data and resulting decisions will adhere to the Committee's Guiding Principles, which were approved by the Faculty Senate in fall 2013.

2.A.10 - Chief Executive Officer

> **2.A.10** **The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.**

President Patterson's full-time responsibility is to Nevada State College and he does not serve on the Nevada Board of Regents in any capacity.

Prior to assuming the role of Chief Executive Officer at NSC, President Patterson served as the vice chancellor of administrative & legal affairs for the Nevada System of Higher Education (NSHE). As vice chancellor, he had responsibility for human resources, purchasing and legal operations statewide, and he managed the Las Vegas System Office. President Patterson also had responsibility for the

Board of Regents Efficiency and Effectiveness Initiative to examine ways of improving the efficiency of NSHE business operations. He also served the NSHE as deputy general counsel, assistant general counsel, and as general counsel for the Community College of Southern Nevada and Nevada State College.

President Patterson earned a bachelor's degree in political science from Utah State University in 1984, and a juris doctor (with honors) from the Duke University School of Law in 1987.

2.A.11 - Leadership and Management

> **2.A.11** **The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.**

Executive Leadership
The president's Executive Leadership Team is comprised of the provost and executive vice president; senior vice president, Finance and Administration; associate vice president, Finance and Administration; associate vice president, Community Engagement and Diversity Initiatives; associate vice president, Development; and the vice president, College Relations. The Executive Leadership Team meets weekly to advise the president on matters ranging from budget development to the implementation of strategic initiatives.

The College Leadership Team is comprised of the provost and executive vice president; senior vice president, Finance and Administration; associate vice president, Finance and Administration; associate vice president, Community Engagement and Diversity Initiatives; associate vice president, Development; the vice president, College Relations; the chair of the Faculty Senate; the chair of the Classified Employee Council; the president of the Student Government; and the academic deans. It promotes shared governance and operates in a timely manner. The group meets on the second Monday of every month and all representatives are involved in the decision-making process.

Evaluations
Title 1, Article VII, Section 4 of the Nevada System of Higher Education (NSHE) Board of Regents Handbook details the evaluation procedures for NSHE presidents. As referenced in section 2.B.2, the president of the institution conducts performance evaluations of senior administrators on a yearly basis. Administrators are evaluated each spring based upon performance during the previous calendar year. Administrators complete and submit self-reports to their supervisors. Evaluations of directors and other supervisory personnel include an assessment of behavioral competencies, supervisory, management, and leadership skills, progress toward established goals, and establishment of new goals.

2.A - GOVERNANCE

Academic Deans

The academic units are comprised of three individual schools, each with a dean. The deans all hold terminal degrees in their fields and possess extensive administrative experience and disciplinary expertise. NSC is currently conducting a national search for a dean of Education as the result of the planned retirement of the two previous deans. The deans participate on the president's College Leadership Team and also on the Provost Council and the Deans Council to ensure collaboration across the various units of the campus. This investment in collaborative leadership promotes the fulfillment of the institution's mission and the accomplishment of its core themes.

Faculty Senate

The Faculty Senate ensures that administrative and academic faculty have input into the decision-making process. Requests to the Faculty Senate for policy consideration and review are made by faculty, staff, and/or administrators two weeks before the Senate's monthly meetings. Consistent with NSC's value of open communication, the Faculty Senate developed a policy/procedure routing process. This process includes faculty input into any new proposal prior to its presentation to the Faculty Senate, dissemination of the proposal to all faculty members, and solicitation of faculty input at each step in the finalization process. By using this process, input and information are communicated in a timely manner and needless or redundant work is avoided.

Faculty and Staff

The faculty and staff at NSC work closely with the administration to accomplish the mission of the College. Members of the faculty work within and across departments to develop educational programs. They serve on numerous College committees and strive to meet the demands of a growing institution. Administrators, faculty, and staff members work cooperatively within these committees. The established structure of decision-making values the input of all members.

Mission and Core Themes

The institution's mission and core themes are clearly defined, can be disassembled into measurable elements, and were formally and legally approved by our governing body, the Nevada Board of Regents, on March 2, 2012. The NSC core themes and objectives reflect our institutional strategic plan, but shift the focus from the means of providing an education to the ends. As such, the overarching goal is to establish an institutional foundation that supports and guides the success of a unique and largely under-served student population. This goal reflects the statewide mission of the College, but it also reveals the singular purpose that unites our campus – to guide students through educational and career accomplishments they otherwise might not have achieved.

The NSC core themes and objectives are the culmination of a comprehensive and collaborative effort among college employees, students, and stakeholders. In developing these goals and objectives, the NSC accreditation leadership began from the foundation established by our Institutional Strategic Plan to ensure that our mission, core themes, and objectives incorporated and supported our strategic goals. In further developing this framework, the team cultivated a consensus among college administrators, academic and administrative faculty, classified employees, student leadership, alumni, local business and community leaders, and the College's foundation board. The resulting core themes and objectives reflect the existing strengths and core values that have guided the College through its formative accomplishments, and it conveys the goals and aspirations that will drive our future successes.

Academics - Policies and Procedures

2.A.12 - Academic Policies and Procedures

> **2.A.12** **Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.**

Academic Policies
Communication is one of the cornerstones of shared governance at NSC. Academic policies related to teaching, service, scholarship, research, and artistic creation are communicated through frequent emails from the Office of the Provost, the academic deans, and the Faculty Senate and are posted on the provost's website as well as on the College Policy website. This includes links to policies affecting faculty, such as those on academic program review, sabbatical leave, the promotion and tenure process, and academic workload. The NSC Faculty Senate also posts copies of all policies recommended for approval by the Senate on its website.

All policies that directly impact the faculty are sent through Faculty Senate for input and recommendations. Faculty and administrators collaboratively agreed to a process for reviewing, presenting, and responding to new policies. This process results in immediate feedback and the timely initiation of new policies throughout the College. Faculty Senate also has an approved set of bylaws, readily available to all campus constituencies on the Faculty Senate website.

Policies and procedures specific to individual schools are disseminated via faculty handbooks and syllabi templates developed by each school, as well as new faculty orientation days that explain campus policies to newly-hired faculty during their first week and routine faculty development sessions for returning faculty at the beginning of the fall and spring semesters. The Standards of Academe adopted by each school are posted on the website of the Office of the Provost.

Academic Freedom and Responsibility
The Nevada Board of Regents Policy on Academic Freedom and Academic Responsibility outlines the Board's support of academic freedom, including the rights of faculty and students to pursue freedom

of speech, teaching, learning, and scholarship. As described in Chapter 6, Section 1 of the NSC Bylaws, academic freedom is held as essential and applicable to higher education. Freedom in teaching is an entitlement that protects the rights of the teacher's instructional content. Freedom of scholarship is fundamental to the advancement of truth and knowledge. Faculty members have the freedom and the obligation to discuss and pursue subject matter with candor and integrity, even when the subject requires consideration of topics which may be politically, socially, or scientifically controversial. However, as noted in our Bylaws, instructors are encouraged to exercise care about introducing "into their teaching controversial [subject] matter that has no relation to their subject."

Institutional Review Board
Nevada State College is committed to promoting and facilitating academic research. The Institutional Review Board (IRB) serves to support ethical research involving human subjects. The IRB provides policies, procedures, support, training, and advice to aid researchers with compliance related to federal, state, and Nevada System of Higher Education (NSHE) regulations regarding research. The IRB also identifies compliance risks and communicate those risks to the research community. A fundamental principle of the IRB is that all research with human subjects must be reviewed prior to a project's initiation to ensure that the rights and welfare of human subjects in activities conducted at and/or under the auspices of NSC are adequately protected. The IRB handbook is updated regularly and disseminated to all new academic faculty members at orientation sessions. It can be found on the IRB and provost websites.

Student Policies
The College Catalog is updated annually by the Office of Admissions and Records and posted on the NSC website. It includes information on academic policies related to students. Students are likewise apprised of policies and procedures in orientation sessions, advising sessions, and course syllabi.

System Policies
The Nevada System of Higher Education communicates NSHE policy through the NSHE Board of Regents Handbook, the Procedures and Guidelines Manual, and the Policy Central Database, all posted on the NSHE website. To ensure easy access to this information, links to the NSHE website, and pertinent NSHE policies are provided on our College Policy website.

2.A.13 - Library and Information Resource Policies

> **2.A.13** **Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.**

Nevada State College has two libraries. The MaryDean Martin Library houses the majority of the college collections and the Basic and Water Library primarily holds the majority of the collections specific to Education and Nursing, which are located in close proximity to that library. The libraries are led by a director of library services who is responsible for the enforcement of library policies. Each of these policies is available on the library website and can be accessed directly from the links below.

These policies pertain to each of the libraries, regardless of format, location, or delivery method.

- Computer Use Policy
- Circulation Guidelines
- Collection Development Policy
- Library Card Registration
- Off-Campus Access
- Interlibrary Loan Policy/Guideline and Form

2.A.14 - Transfer-of-Credit Policy

> **2.A.14** **The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.**

Nevada State College adheres to the well-established Nevada System of Higher Education (NSHE) transfer rights and related policies. These policies are published in the NSHE Board of Regents Handbook, Title 4, Chapter 14, Sections, 13, 14 and 15, on the NSHE website, the NSC website and in the NSC College Catalog.

When a transfer student applies to NSC, the transcript is reviewed by the Office of Admissions and Records to assess comparability with NSC courses. Where current articulation agreements are not in place, a transfer coordinator in the Office of Admissions and Records will attempt to determine if the course is comparable to an NSC course based on available course descriptions. If the transfer coordinator is unable to render a decision, the course is reviewed by the department in the specific discipline to assess comparability (see section 2.C.8 for additional information regarding credit transfer and applicability to NSC degree programs).

In-System Transfer
To facilitate ease of transfer for students attending and/or planning to attend the 2-year institutions within the NSHE, NSC has established strong articulation agreements with each of the 2-year colleges in the state. Those agreements can be located on the NSC Transfer website. These articulation agreements are developed and revised annually by the respective academic faculty, with final authorization by the academic deans. By following the transfer agreements, the students are ensured that coursework taken from the NSHE 2-year institutions will transfer to NSC and will fulfill lower division core curriculum and lower division major requirements of their degree programs. Additionally, as per Board policy Title 4, Chapter 14, Section 15, students who complete the Associate of Arts (AA), Associate of Science (AS), or the Associate of Business (AB) degree from a NSHE 2-year institution are deemed to have completed NSC's lower division core curriculum requirements. As detailed in section 2.C.8, Common Course Numbering among the institutions in the NSHE facilitates the evaluation and ease of transfer credits within the system.

2.A - GOVERNANCE

Out-of-System Transfer

Policies regarding the transfer of coursework from out-of-state and non-NSHE institutions are published in the [Academic Catalog](#) as well as on the [Nevada State College website](#). The procedures for awarding the transfer of credit are detailed within these policies. In addition, NSC publishes its course-by-course evaluation of transfer courses from institutions within the United States online using the Transfer Evaluation System. This assists prospective transfer students to determine potential course transferability and applicability toward a desired degree program.

STUDENTS - POLICIES AND PROCEDURES

2.A.15 - Student Rights and Responsibilities

> **2.A.15   Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.**

Student Rights and Responsibilities

Nevada State College has been actively engaged in developing clearly articulated and well-thought-out policies and procedures related to student rights and responsibilities. The policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities are clearly stated and readily available in the [College Catalog](#), [school handbooks](#), the [College Policy website](#), and [Resource Center for Students with Disabilities website](#).

Student Code of Conduct

The [NSC Student Code of Conduct](#) was completed in the fall 2005 semester and was extensively reviewed and approved by the Nevada State Student Alliance (NSSA) Student Government, Faculty Senate, College Leadership Team, and legal counsel. In consultation with these bodies, the Code was revised in the fall 2013 semester in response to policy modifications to the Nevada System of Higher Education (NSHE) Board of Regents Handbook. In addition to outlining prohibited conduct (Article II), the Student Code of Conduct clearly outlines disciplinary procedures, sanctions, and types of hearings available (Article III). The Student Code of Conduct is discussed in new student orientation and is widely available to students via the [College Catalog](#) and the NSC [College Policy website](#).

Academic Honesty

Academic standards, including those pertaining to academic honesty, are widely available to students via the College Catalog. A faculty member who suspects a student of academic dishonesty shall notify the student and attempt to informally resolve the allegations through an educational conference. If the faculty member and student do not reach an informal resolution or if the student requests a hearing, the student must appeal in writing to the academic dean of the appropriate school. The academic dean forms a hearing board composed of two undergraduate students and three faculty members. Academic sanctions may be imposed if a student has admitted responsibility for the violation or if the hearing

board has found the student guilty. In addition, disciplinary sanctions may be imposed as defined in the Student Code of Conduct.

Appeals
The policy regarding the appeals process for grades is widely available to students via the College Catalog. In the event a student has a dispute with the grade received in a course, the student shall first discuss the accuracy of the grade with the instructor. An instructor's clerical errors can be corrected by the completion of a Change of Grade form. If a clerical error has not been made, and the student and instructor do not agree that the grading criteria were applied appropriately, the student may file a departmental grade appeal. The department chair or designee shall attempt to resolve the conflict. If the student or faculty contests the departmental grade appeal decision, they may request a college level grade appeal. The provost forms a college grade appeal committee composed of three faculty members representing each of the three schools. The committee shall make the final decision, which is not subject to appeal.

Grievances
Generalized student grievances that are not academic in nature are submitted via a standardized form available on the website and in the Office of Admissions and Records, and are directed to the appropriate division for resolution. Where a resolution cannot be reached, the Office of the Provost works with both the student and the corresponding unit in reaching a just and fair resolution.

Students with Disabilities
The Resource Center for Students with Disabilities (RCSD) works to ensure full access to all facilities, classes, and activities for students with disabilities, as defined by the Americans with Disabilities Act (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973. The staff of the RCSD reviews the disability-related needs of students to determine whether accommodations or support services are necessary to facilitate that access, and helps to put necessary arrangements in place.

The RCSD has developed policies that are consistent, fair, and transparent. The RCSD works with students, faculty, and staff to promote students' independence and to ensure assessment of their abilities, not disabilities. All of the policies and procedures related to the RCSD are widely available to faculty, staff, and students and are published on the RCSD website. The RCSD provides workshops and education to various groups on campus such that the campus community is aware of their responsibility to support students with disabilities on campus.

2.A - GOVERNANCE

Nevada State College relies on the RCSD as it strives to create an accessible university community where disability is a "neutral" and students with disabilities can realize their full potential.

2.A.16 - Admission and Placement Policies

> **2.A.16** **The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.**

Nevada State College adopts student admissions policies consistent with its mission, and it adheres to those policies in its admissions practices. NSC admissions policies are codified in the Nevada System of Higher Education (NSHE) Board of Regents Handbook, Title 4, Chapter 16, and described in the College Catalog. College admissions policies are congruent with the mission of the College as a middle tier institution that focuses on providing access to baccalaureate degrees with an emphasis on teaching excellence.

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

- All applicants for admission to NSC must be at least 15 years old.
- All applicants are required to furnish an official transcript indicating that they have graduated from an accredited high school or have transferred from a regionally accredited postsecondary institution.
- All applicants for admission shall furnish such information as required by the regulations published in the admissions information section of the applicable catalog.
- All students admitted to Nevada State College are required to take appropriate placement exams and or ACT/SAT exams for use in academic advisement and proper course placement in accordance with the NSHE Board of Regents Handbook, Title 4, Chapter 16, Section 1.
- Admission to the College does not mean admission to the program of choice. Specific programs, such as nursing and education, may have additional admission requirements.
- NSC does not discriminate on the basis of a person's age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation.
- All new students must furnish satisfactory evidence of good moral character as evidenced by a certificate of graduation or of honorable dismissal from the school last attended.

Freshman Admission:

The requirements for freshman admission to NSC are outlined below:

High School Graduates:
- Standard or Advanced high school diploma with a minimum grade-point average (GPA) of 2.0 on a 4.0 scale; and
- All of the following equivalent high school course(s):
  ○ 4 years of English: Emphasis on composition, rhetoric, and American, English and world literatures.
  ○ 3 years of Mathematics: Minimum of two courses taken at the algebra or higher level mathematics, including first and second year algebra, geometry, analytic geometry, trigonometry, pre-calculus, probability and statistics, and other advanced mathematics.
  ○ 2 years of Natural Science (lab or simulation): Including biology, chemistry, or physics, with at least one year in a laboratory science.
  ○ 3 years of Social Science/Studies: Including world history and geography, U.S. history, economics, government, or law.

General Education Development (GED) recipients:

Students who received a GED must show subtest scores of a minimum of 450 in each of the tested areas. A student with a particularly low score on a tested subject may be admitted conditionally based upon the discretion of the Admissions Review Committee. If admitted, the student will be required to take courses in the deficient area.

High school juniors and/or seniors may be permitted to enroll prior to actual graduation under the following conditions:
- High school students who are at least 17 years of age may enroll as non-degree students in a maximum of six undergraduate credits or equivalents per semester.
- Conditional freshman admission is offered to qualified high school students who have completed their junior year with a minimum GPA of 2.0 recorded on an official high school transcript.

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

The criteria used by the Admissions Review Committee are:
- A combination of test scores and grade point average that indicates potential for success;
- Special talents and/or abilities such as, but not limited to, the visual or performing arts or athletics;
- Other evidence of potential for success;
- Improvement in the high school record;
- Overcoming adversity or special hardship; or
- Other special circumstances.

Transfer Admission:

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

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

In addition:

- When admitting a student, NSC may consider the student's standing at a previously attended institution, including, but not limited to, records or disciplinary action.
- A student who gains admission to the college on the basis of incomplete or fraudulent credentials or misrepresentations on their application will have their admission canceled, will not receive any refunds, have their total credits rescinded, and their future registration at the college will be prohibited.

Math and English Placement

Placement of students in math and English courses is clearly delineated in the [NSC Catalog](). Students have the option of submitting ACT/SAT scores or taking the Accuplacer exam at NSC for placement purposes. Students are informed about the placement procedures in the initial admissions packet, new student orientation materials, the college catalog and the [admissions website](). The PeopleSoft Student Information System automatically prevents students from registering into courses for which they do not have appropriate placement scores.

Pre-requisites

Beyond placement into college level math and English, the college delineates clearly defined pre-requisite knowledge and skills required for the successful completion of courses via course pre-requisites. Course pre-requisites are readily available for students to view in the [College Catalog](), the Student Information System (SIS), the class schedule and on the NSC website. The SIS automatically prevents students from registering into courses for which they do not have appropriate pre-requisite coursework and indicates to the student that they do not have the appropriate course pre-requisites. The academic schools as well as the Academic Advising Center have created [advising tools]() to increase awareness of pre-requisites for degree completion. These tools list pre-requisites for courses, scheduling options for courses where applicable in relation to format (e.g., online or in person) and the semesters in which they are typically offered (e.g., fall only, spring only, summer only, or all semesters). A student may file a [petition for registration special approval]() to enroll in courses for which they do not meet the pre-requisite coursework with their respective academic dean.

Academic Standing

The Academic Standing Policy articulates the requirements for maintaining satisfactory academic standing and is readily available to students in the academic catalog as well as on the website. The Satisfactory Academic Progress (SAP) Policy is the corresponding policy for students on financial aid.

An undergraduate student must maintain a 2.0 NSC cumulative GPA to remain in satisfactory academic standing. Students who fall below satisfactory academic standing are placed on "warning" and an automatic hold is placed on their student account preventing them from registering for courses until they meet with an academic advisor. As holds are placed on their account, the Office of Admissions & Records sends out communication to students about their academic standing and informs them of their next steps in the process. At the same time, the Academic Advising Center is provided with a list of students so that they are able to contact students directly to provide them with additional support and to address issues that may prevent them from successful degree completion.

Academic Probation

Students are placed on academic probation if they fail to raise their NSC Cumulative GPA above the warning threshold by the end of the semester that follows the semester in which the warning was issued. This is calculated by determining the attempted credits as follows: 0-29 total attempted credits with a NSC Cumulative GPA of less than 1.6; 30-59 total attempted credits with a NSC Cumulative GPA of less than 1.8; or, 60 or more total attempted credits with a NSC Cumulative GPA of less than 2.0. When students are placed on "probation," a hold is placed on their accounts, preventing them from registering for courses. They are required to meet with an academic advisor to develop an Academic Plan of Action as to how they will successfully return to good academic standing. Students who develop an Academic Plan with their advisor and maintain a semester GPA of 2.0 while on probation will be allowed to enroll each semester in a probationary status until they have earned the appropriate NSC Cumulative GPA, based on total number of credits attempted. Students who fail to raise their semester GPA of 2.0 or higher, or who fail to raise their NSC Cumulative GPA above probation level, will be suspended from taking classes for one semester.

If the students re-enroll after the suspension, earn less than a 2.0 semester GPA, and have a cumulative GPA below the probation threshold, they will receive a second suspension and will be prohibited from enrolling for two consecutive semesters. When students are reinstated from being suspended they must meet with their academic advisor to develop an Academic Plan prior to registration and the start of classes. Students will be 'dismissed' if their NSC Cumulative GPA is below the probation threshold and they do not earn a semester GPA of 2.0 or higher in any semester following their second suspension. If students wish to appeal a dismissal decision or apply for reinstatement, they can file an appeal to the dean of their respective school via the Office of Admissions and Records. The policy, procedure, and appeal form is readily available to students on the website, in the College Catalog, and in the Academic Advising Center.

Satisfactory Academic Progress

The Satisfactory Academic Progress Policy for financial aid recipients monitors both qualitative and quantitative measures of academic achievement, and provides progressive corrective phases, as required under federal law for Title IV aid recipients. As under the Academic Standing Policy, the SAP policy requires students to maintain a minimum cumulative institutional GPA of 2.0. Additionally, students

are required to successfully complete at least 70% of their attempted credits and complete their degree programs within 150% of the total credits required by the degree. Both of the quantitative measures include external credits successfully transferred to the student's degree program at the institution. After one semester of failing to meet the GPA or 70% pace requirements of the policy, students are granted an automatic "warning semester," during which time they are eligible to receive financial aid. If the SAP deficiency is not remediated during the warning semester, the student is placed on financial aid suspension, and is ineligible for further federal, state or institutional funding until the student corrects the SAP deficiency. Students who have exceeded the 150% maximum credits and new students who fail to complete any credits in their first semesters are immediately placed on financial aid suspension. Suspended students may appeal for one semester of financial aid probation by providing documentation of extenuating circumstances and an academic plan prepared with an academic advisor. If the academic plan is followed, the probation may be renewed for the following semester, until the SAP deficiency is corrected or the student successfully completes the academic program.

Each of these policies is administered in a fair and timely manner.

2.A.17 - Co-Curricular Policies

> **2.A.17** **The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.**

Co-Curricular Policies
Campus-based student organizations and co-curricular activities are part of the co-curricular learning environment at NSC. All registered students are automatically members of the Nevada State Student Alliance (NSSA); the student government organization. Nevada Revised Statutes (NRS) 396.547 vests the power to create student governments in the Nevada System of Higher Education (NSHE) to the Nevada Board of Regents (BoR). The NSHE BoR Handbook, Title 4, Chapter 20, Part B Sections 1-3, lists the policies and procedures under which student government must function. The NSSA Constitution clearly recognizes that the NSSA operates under the appropriate sections of the BoR Handbook outlining the rights and responsibilities of student government members and NSC. Rules and regulations include the responsible disbursement of government funds, the right of an institution's president to monitor spending of student funds and the need to observe open meeting laws.

Co-Curricular Activities
The chartering of clubs is outlined in the NSSA Constitution. These clubs must adhere to Nevada State law, codes of the Nevada Board of Regents, Nevada State College policies and procedures, and the NSSA's constitution and bylaws. Chartered clubs must submit a monthly report of meetings, activities, and financial activity to the NSSA. A club charter can be revoked by the NSSA with approval by the majority of the Student Organization Board.

The NSSA business manager provides resources and leadership development for student organizations and actively encourages students to get involved. All current registered student clubs and organizations, including the contact information for the president and faculty advisor, can be found on the NSC website. To be considered a registered student club or organization and receive a charter, a recognition packet must be completed and approved at an NSSA Joint Board meeting. The recognition packet requires student organization officers to acknowledge that the organization will adhere to the NSSA Constitution and bylaws, as well as the organization's constitution, which is provided with the packet. The NSSA holds multiple optional workshops outlining the registration process. Once an organization is chartered, it is allocated an internal NSC account number and an amount up to $300.00 in seed funds, which is managed by the NSSA business manager. The past five years have shown a 150% increase in the number of recognized clubs and organizations at Nevada State College. This increase reflects the growth of our student population, as well as an increase in the number of students who enter Nevada State College eager to become involved in extracurricular activities and create traditions on a young campus.

Student Newspaper

NSC students publish a student-run newspaper named The Scorpion's Tale. The paper is published on a monthly basis. The newspaper follows the Statement of Policy for Student Publications provided in the NSHE Board of Regents handbook, Title 4, Chapter 19, Section 1. The student newspaper is governed by The Scorpion's Tale Bylaws, which were reviewed and approved by the Chancellor in 2010. These policies outline the procedures for the selection of student editors and the criteria of accuracy, responsibility, integrity, and leadership. Students, under the guidance of a tenured faculty member, produce a quality student newspaper. The paper is a member of the American Collegiate Press (ACP).

HUMAN RESOURCES

2.A.18 - Human Resources Policies

> **2.A.18** **The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.**

Faculty and Staff Policies

The majority of the human resource policies that govern employment (academic and administrative) in the Nevada System of Higher Education (NSHE) are established, reviewed and published by the Nevada Board of Regents and are delineated in the NSHE Board of Regents Handbook. These policies

and procedures are regularly reviewed and updated by the Board and are widely available on the NSHE website. The NSHE Code (Title 2 of the NSHE Board of Regents Handbook) is incorporated into every NSHE contract with the following language: "The Nevada System of Higher Education Code, the official document governing personnel matters and procedures concerning the professional staff, is a regularly published document and is available at each institution. Only the Code, Title 2 of the NSHE Board of Regents handbook, exclusive of any bylaws or other policies, is incorporated herein and by this reference made a part of this contract."

Classified Employee Policies
The policies that govern the employment of the classified employees (hourly) are governed by the Personnel Commission and documented in the Nevada Administrative Code, Chapter 284, which is available on the State of Nevada Division of Human Resources Management website. These policies and procedures are regularly reviewed and updated by the State of Nevada Division of Human Resources and updates are reflected on their website.

Policy Publication and Review
Nevada State College maintains and publishes its human resources policies and procedures on the NSC Human Resource website and links to the NSHE Board of Regents Handbook and Procedures and Guidelines Manual located on the System Office website. The director of Human Resources reviews policies on a rolling, annual basis to ensure they are up-to-date and compliant with federal, state and local laws, as well as NSHE policy. Further, the review ensures that our policies and procedures are consistent, fair, and equitably applied to NSC employees and students.

2.A.19 - Work Conditions, Assignments, and Performance Evaluations

> **2.A.19** **Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.**

Nevada State College employs individuals in multiple categories. All employees are required to complete a new hire packet that includes the policies and procedures governing the conditions of their employment. All new hire packets received in the Office of Human Resources are verified against a checklist to ensure that all required documentation, including acknowledgments of policies, is complete. If the documentation is incomplete, Human Resources staff members follow up with the submitting employee to ensure that the paperwork is completed in a timely fashion.

All employees likewise receive specific information regarding Nevada workplace safety, worker compensation, and general safety information. In accordance with federal and state law, posters and bulletins describing federal and state employment laws, as well as employees' rights and responsibilities, are placed in high traffic areas of each building on the NSC campus. These posters are reviewed and updated as new regulations are implemented.

The Office of Human Resources website contains a wide variety of resources regarding conditions of employment and the Office of the Provost website contains copies of personnel policies pertaining specifically to academic faculty.

All new employees are likewise provided with a Position Description Questionnaire (PDQ) that outlines the scope of responsibility for their new position. Position descriptions are updated periodically by department managers and submitted to Human Resources and the affected employee for review. Direct supervisors are expected to communicate performance expectations and provide feedback to employees throughout the year. Managers conduct annual performance evaluations to officially assess overall performance. Employees can access the current performance evaluation forms/criteria on the NSC shared network drive.

2.A.20 - Security and Confidentiality of Human Resource Records

> **2.A.20** **The institution ensures the security and appropriate confidentiality of human resources records.**

Nevada State College defines confidential human resource records as per the definition established in the Chapter 5, Section 5.6.2 of the Nevada System of Higher Education (NSHE) Code and the Nevada Administrative Code, Chapter 284. The director of Human Resources acts as the custodian for all human resources records. Hard copy files are stored in locked cabinets in an electronically secured room within the Office of Human Resources that can only be accessed by employees of the Office of Human Resources and the director of Facilities. The access afforded to the director of Facilities is solely in the role of locksmith for the institution. Electronic files are secured on the institutional data storage network and are accessible only by authorized users. To access these files, users first must be given explicit security rights and then are required to enter an approved identification number and password to authenticate to the network. These rights are determined by the director of Human Resources and are applied by system administrators within the Office of Information & Technology Services. Backups of these files are transported daily using secure encrypted channels to an offsite location and are stored using 448-bit encryption to ensure that the data are fully protected.

INSTITUTIONAL INTEGRITY

2.A.21 - Institutional Representation

> **2.A.21** **The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.**

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Institutional Representation
Nevada State College takes extreme care to represent itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications and official statements. The Office of College Relations (OCR) is responsible for ensuring consistency in messaging to the public and handles the college's marketing, advertising, recruiting materials and electronic messaging. The review process for publications is centralized within the Office of College Relations and includes consultation with appropriate administrators to ensure accuracy in messaging. The OCR is directly responsible for the oversight of the content on the NSC website, portal and mobile application, as described below.

Electronic Communication
NSC utilizes email, the campus portal, a mobile application, the College website, and social media channels for the broad dissemination of information to campus constituents.

College Website
The College website was completely redesigned in 2014 to improve the dissemination of information and ease of access for faculty, students, and the community. Students can now apply for admissions, view the current class schedule, register for classes, complete scholarship applications, view degree programs, utilize online research databases, and download various forms using the College website.

NSC Portal
The NSC Portal was launched in early 2013 to provide a gateway for students, faculty and staff to access the College's online technology resources. Campus communications and announcements are disseminated via the portal, and each community member can opt-in to receive these communications via email or text message. The Portal offers single sign-on capabilities for email, library resources, student account transactions, and online courses. In addition, the Portal provides faculty and staff with quick access to NSC's daily-use enterprise web-based software solutions (e.g., Learning Management System; Student Information System).

Mobile Application
As technology progresses, NSC continues to address student demand for quick, available access to information and resources. In the fall of 2013, NSC launched a mobile application for iOS and Android devices. The first of its kind in Nevada, the NSC mobile application not only includes campus information and announcements, it also enables students to register for classes, view their final grades and financial aid, and generate unofficial transcripts using their mobile devices.
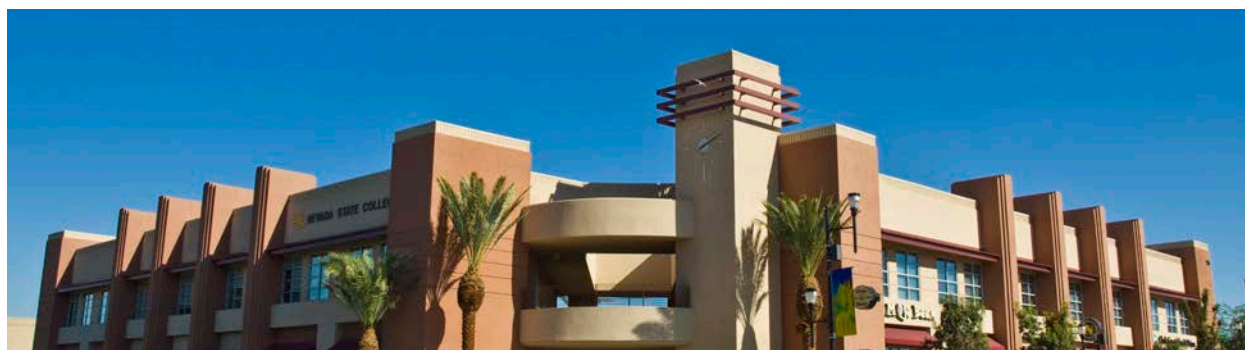
Learning Management System

WebCampus is a custom-tailored learning management system utilized to organize, enhance, and facilitate online, hybrid, and in-person instruction at NSC. Since spring 2007, all instructors have been required to incorporate the use of this system in their courses. WebCampus – based on the Instructure Canvas platform – acts as the central hub of activity for online courses, improves access to course materials for in-person instruction, and provides an additional outlet for disseminating information to students via its robust communication tools.

College Catalog

The College primarily communicates its academic intentions and programs through the College Catalog, which is published on an annual basis and is widely available on the college website. The catalog is vetted extensively throughout the campus community and is approved annually by each of the academic schools, the registrar, and the college provost.

School Websites

Each of the schools and departments in the College publishes extensive information regarding their educational programs on their website, including degree program curriculum requirements and student learning outcomes. Importantly, the schools also publish degree maps that outline pathways to 4 year program completion, showing suggested course sequences, important pre-requisites, and available support resources (e.g., advising phone numbers and email addresses). The degree maps are provided to students through multiple means, including physical copies provided by the academic advisors, and play an integral role in showing students how academic programs can be completed in a timely fashion. The curriculum, student learning outcomes and student policies and procedures, wherever posted on the website, are populated directly from the online version of the most current college catalog to ensure complete accuracy and consistency in communicating academic intentions, programs and services to the students and the public. In addition, the Academic Advising Center is dedicated to providing students with the most accurate information regarding educational programs and engages in extensive outreach to the student population.

Timely Degree Completion

In the last several years, NSC has taken great care to ensure that its degree programs can be completed in a timely fashion. Consistent with the Nevada System of Higher Education (NSHE) Bachelor Degree Requirements policy, all but four of NSC's degree programs can be completed in 120 credits

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(reduced from the former requirement of 128 credits). Transfer agreements between the college and the two-year institutions within NSHE are published online. For students who begin their pursuit of a degree program at a 2-year college within the NSHE, the agreements provide a semester-by-semester illustration of the courses that need to be taken to complete the baccalaureate degree in 4 years. Likewise, the aforementioned degree maps provide an even more detailed sequence of suggested courses, regardless of where students begin their programs. Finally, the College is currently engaging in a public relations campaign with the student body to encourage the completion of 30 credits within an academic year, a practice that has been consistently linked to higher retention and graduation rates. To support this initiative, we have expanded summer session and winter session course options so that students are able to accumulate more credits in a given academic year without assuming an inordinately high courseload during the fall or spring semesters.

2.A.22 - Ethical Standards

> **2.A.22** **The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.**

Institutional Integrity
Institutional integrity and a commitment to the highest ethical standards have been two of the most important aspects of Nevada State College since its inception. The Nevada Board of Regents (BoR), the Nevada System of Higher Education (NSHE), and NSC have mission statements, value statements, policies, and procedures governing the professional, fair, and ethical treatment of students and other constituents. This commitment is represented throughout the governing documents of the institution. The administration, faculty, staff, and students adhere to the Nevada Revised Statutes 281A.500, "Code of Ethical Standards," and the BoR Handbook, Title 2, Chapter 6, "Standards of Conduct".

Relevant Policies and Procedures
NSC Policies and Procedures, including those in regards to academic freedom, sexual harassment, equal employment opportunity, the Institutional Review Board, the Student Code of Conduct, Faculty Handbooks, and Faculty Senate Bylaws, all address this commitment to high ethical standards. Students, faculty, staff members, administrators, and Nevada Board of Regents members have all taken an active role in policy development and in the codification of those policies. Additionally, the NSC Faculty Senate and other College staff members continuously work to develop, revise, disseminate, and implement policies and procedures related to institutional integrity, academic freedom and responsibility, conduct, and the fair and ethical treatment of all constituencies.

Complaints and Grievances
The process for addressing complaints and grievances is clearly articulated for academic faculty and professional staff members (NSHE Grievance procedures, NSC Grievance policy), classified employees

([Nevada Administrative Code, 284.678](#)), and students ([Student Code of Conduct](#), [Grade Appeal form](#)). As a general guideline, NSC strives to resolve grievances at the lowest possible levels and each of the policies and campus practices encourages informal resolution of such matters. The Office of Human Resources provides personal guidance to professional and classified employees regarding complaints and grievances and the Office of the Provost, the Nevada Faculty Alliance and the Faculty Senate provide guidance and advice for grievances pertaining to academic faculty members. The campus prides itself on its highly collegial and positive environment and ensures issues are addressed expeditiously as is delineated in the strict timelines codified in the respective policies. To date, there have been a total of 3 formal grievances filed from any employee of the college since the institution was founded in 2002.

The Student Code of Conduct delineates the process for appeals processes and the director of Student Services serves as an advocate and advisor for students experiencing difficulties with campus policy and procedure.

Generalized student grievances that are not academic in nature are submitted via a standardized form available on the website and in the Office of Admissions and Records, and are directed to the appropriate division for resolution. Where a resolution cannot be reached, the Office of the Provost works with both the student and the corresponding unit in reaching a just and fair resolution.

Complaints from constituencies outside the institution are promptly addressed, typically by the Office of the President or the Office of the Provost.

2.A.23 - Conflicts of Interest

> **2.A.23** **The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.**

The College adheres to a clearly defined set of policies that prohibit conflicts of interest on the part of governing board members, administrators, faculty, and staff. At the State level, the governing board, administrators, faculty, and staff understand and comply with the conflict of interest statement set forth by the [NSHE Board of Regents Handbook, Title 4, Chapter 3, Sections 8 and 9](#), and defined in [Nevada Revised Statutes 281A.400 – 281A.480](#). These guidelines and laws directly prohibit financial interests, profits, and compensation of any kind, including contractual agreements, services and honorariums. Board members are further subject to additional conflict of interest provisions contained in the [Nevada Revised Statutes](#).

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The [NSHE Board of Regents Handbook, Title 4, Chapter 3, Sections 8 and 9](#), delineates the rules regarding conflict of interest and compensated outside services. Faculty and staff are required to complete a disclosure and request approval from their direct supervisor prior to receiving compensation for outside services. Annual reports with aggregate data are reported to the Office of the Provost and the Nevada Board of Regents.

NSC operates as an academic institution with appropriate autonomy and has no particular official social, political or religious affiliations and does not require its constituencies to conform to specific beliefs or worldviews.

2.A.24 - Intellectual Property

> **2.A.24** **The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.**

[Title 4, Chapter 12](#) of the NSHE Board of Regents Handbook outlines the policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. This includes provisions for inventions, copyrightable works, distribution of income, and research and entrepreneurial activity.

2.A.25 - Representation of Accreditation Status

> **2.A.25** **The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.**

Nevada State College accurately represents its current accreditation status. Information regarding the accreditation status of the institution and the NWCCU standards for such status can be found on the [website](#) of the Office of the Provost. The [College Catalog](#) also contains specific information about the accreditation status of the institution.

2.A.26 - Integrity of Contractual Agreements

> **2.A.26** If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Nevada State College's purchasing and contract administration is governed by the State Purchasing Act as outlined in NRS 333.010-333.820 and the NSHE Procedures and Guidelines Manual, Chapter 5, Section 2, on Fiscal Procedures. The college employs standard industry practices in securing agreements and follows a Contract Routing Process that provides for contract review and approval such that contracts uphold the integrity of the institution and the Commission's Standards for Accreditation. Reviewers include the head of the NSC department requesting the contract, the NSC senior vice president of Finance and Administration, NSHE legal counsel, and the Business Center South Purchasing Department (including Risk Management).

Academic Freedom

2.A.27 - Academic Freedom and Responsibility Policy

> **2.A.27** The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Nevada State College fosters and protects academic freedom for faculty. The Nevada Board of Regents Policy on Academic Freedom and Academic Responsibility outlines the board's support of academic freedom, protecting the rights of faculty and students in pursuing freedom in speech, teaching, learning, and scholarship. As described in Chapter 6, Section 1 of the NSC Bylaws, academic freedom is held as essential and applicable to higher education. Freedom in teaching is an entitlement that protects the rights of the teacher in teaching and the student in learning. Freedom in scholarship is fundamental to the advancement of truth and knowledge. Faculty members have the freedom and the obligation to discuss and pursue subject matter with candor and integrity, even when the subject requires consideration of topics that may be politically, socially, or scientifically controversial.

To ensure the freedom to seek and profess truth and knowledge as stated in NSHE Code, the faculty member shall not be subjected to censorship or discipline by NSC on the grounds that the faculty member has expressed ideas controversial, unpopular, or contrary to the attitudes of the College or

the community. The accompanying academic responsibility charges the faculty with maintaining appropriate standards of scholarship and requires the faculty to differentiate opinion from fact when presenting subject matter and opinions. Furthermore, as noted in our bylaws, instructors are encouraged to exercise care about introducing "into their teaching controversial [subject] matter that has no relation to their subject."

The protection from inappropriate internal and external influences also is enforced by our Tolerance and Civility Commitment, which extends to students as well as faculty. The commitment pledges that intellectual ideas will be considered on the basis of their merit, not on the basis of one's political or personal philosophy. Moreover, the commitment states that "a fundamental tenet of the college's mission is to nurture a community atmosphere free from racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or discrimination based upon an individual's political views or beliefs."

The Academic Freedom Policy is published on the website of the Office of the Provost, distributed to all new faculty members at faculty development, and is held as a fundamental tenet of the institution. The Tolerance and Civility Commitment is found on our website, in every classroom, and in every NSC syllabus.

2.A.28 - Promotion of Intellectual Freedom and Independent Thought

> **2.A.28** **Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.**

Independent Thought in NSC's Mission
Nevada State College's commitment to fostering an environment of free thought is apparent in its institution and school missions, its values, and its core themes.

The mission of the College emphasizes "excellence in teaching" and "innovative" learning opportunities for our diverse population of students. Faculty are emboldened to be creative, to experiment, and to assess their teaching such that excellence is the goal, not compliance to former methodologies of the practice of education. This spirit of innovation is explicitly supported through a campus-wide award for Innovation, granted each year to the faculty or staff member who exemplifies a "creative approach to teaching or solving problems in a non-traditional fashion." Recipients of this award are recognized at a yearly awards ceremony by the administration in front of all faculty and staff, helping to ensure that we acknowledge and encourage the use of independent thought to advance the institution and the success of our students.

Independent Thought in School Mission Statements

The expectation of free, independent thought in the pursuit of knowledge also is promoted in the mission statements of NSC's individual schools. The School of Liberal Arts and Sciences mission champions learning experiences that "enable students to become independent thinkers and lifelong learners who can express themselves creatively." The School of Education's vision statement encourages novel approaches and asserts that graduates will "critically analyze information and resources" and "demonstrate individual pursuits of professionally relevant interests while using reasoned and reflective thinking." The School of Nursing mission statement, while obviously emphasizing the preparation of effective nurses, acknowledges the importance of critical thinking and analysis as essential components in that training.

Independent Thought in Core Themes

The commitment to independent thought is reflected in the core themes of the College, particularly our aspiration to "promote student success." This theme is undergirded by objectives that encourage free thought in the pursuit of knowledge among both faculty and students. The objective to "develop effective critical thinkers and communicators" drills down into student perceptions of how well their experience at NSC challenged them to integrate different concepts, conduct thoughtful analyses, and strengthen their judgment and decision-making. The objective to "foster integrity and positive citizenship" looks at students' perceived gains in appreciating diverse perspectives and understanding alternative viewpoints, and our goal to "cultivate learning experiences characterized by innovation engagement" is measured, among other things, by the instructional innovations introduced by faculty each year and student course evaluation items about diverse, engaging methods of instruction and assessment.

Independent Thought in Academic Programming

This commitment to independent thought also is reflected in our existing strategic academic plan, which strives to "encourage and support an institutional and individual entrepreneurial spirit," and the Core Curriculum (i.e., general education) learning outcomes that comprise the foundation of every degree program. In particular, the Core outcome of Critical Thinking encourages students to draw conclusions based on rigorous evaluation, logic, the consideration of multiple perspectives, and careful deduction. Students are challenged to not simply adopt the opinions of others, but craft their own beliefs.

Freedom to Share Scholarship

Nevada State College affirms the freedom of faculty to disseminate their scholarship in multiple ways. First, the presentation of scholarship is demanded through the Standards of Academe for each School and is required according to the Promotion and Tenure policy. Through these documents, faculty under-

stand the expectation and requirement that they engage with the greater academic community and contribute to their field in a meaningful way. In the Standards of Academe for all Schools, it is noted, "external validation (peer reviewed, juried, or editor-reviewed) of one's work in a published product is requisite for promotion and tenure." At least one publication is required for promotion to tenure and oral and poster presentations at conferences are expected to earn satisfactory remarks on annual reviews as faculty progress towards a tenure decision.

Secondly, internal Travel and Incentive Grants have been established within schools that facilitate the sharing of scholarship. These funds financially support the presentation of scholarship at regional, national and even international conferences. These funds are widely used across disciplines; in the last two academic years between fall of 2011 and spring of 2013, 40 grants were provided for faculty to travel to conferences and present their work.

Protection of Intellectual Freedom
Faculty members are given academic freedom and encouragement to pursue scholarship, research, and artistic creation in their areas of expertise as that expertise supports the mission and objectives of the institution. In accordance with the NSHE Board of Regents Handbook, Title 2, Chapter 2, Section 2.1.2, "A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor and integrity, even when the subject requires consideration of topics which may be politically, socially or scientifically controversial."

Further, this code reads, "the faculty member… shall not be subjected to censorship or discipline by the Nevada System of Higher Education on grounds that the faculty member has expressed opinions or views which are controversial, unpopular or contrary to the attitudes of the Nevada System of Higher Education or the community."

Nevada State College aims to protect the academic freedom of students as well as faculty by posting the Tolerance and Civility Commitment in all campus buildings and in all syllabi. This commitment states that "a fundamental tenet of the college's mission is to nurture a community atmosphere free from racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or discrimination based upon an individual's political views or beliefs." This message aims to instill the campus with a sense of security that intellectual ideas and academic skills, not personal or political philosophy, will be at the heart of peer and faculty interactions.

2.A.29 - Objective Representation of Scholarship

> **2.A.29** **Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.**

System Code

Excellence in teaching is the faculty's highest priority. In achieving this level of excellence, our faculty adhere to the principles in the Nevada System of Higher Education (NSHE) Code of the Board of Regents Handbook that define academic freedom and academic responsibility. In Chapter 2, Section 2.1.2 of the NSHE Code it states, "A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor and integrity, even when the subject requires consideration of topics which may be politically, socially or scientifically controversial." Notably, it is also the faculty member's responsibility to present this information in a manner that is accurate and objective. Chapter 2, Section 2.3.5 of the NSHE Code states that "a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others." By understanding and utilizing both of these principles, our faculty explore challenging topics and present them in a professional and responsible manner.

Federal Regulations & Institutional Review Board

In addition to the guidelines of NSHE Code, faculty also are held to federal standards when research involves human participants. As per Code of Federal Regulations, Title 45 (45 CFR 46), Protection of Human Subjects, and Title 34 (34 CFR 97), Protection of Human Subjects, the NSC provost has established an Institutional Review Board (IRB). This committee, comprised of representatives from across campus, is "responsible for reviewing all human subject research and ensuring compliance with the federal guidelines defined by the Office for Human Research Protections." The committee ensures the integrity of the research process by evaluating research proposals for potential risks to human subjects, guides faculty in Code adherence, and maintains auditable files on all campus research activities that involve human subjects. Faculty receive training from the IRB biannually and on an as-needed basis.

Importantly, academic freedom and academic responsibility are applicable to both full-time faculty and part-time faculty, as well as invited guests of the NSHE. The language from the IRB and NSHE Code explaining academic freedom and academic responsibility are published on the website of the Office of the Provost and are included in the handbooks for full-time faculty and part-time faculty, which are disseminated at new faculty orientation and are also available on the internal shared network.

Academic Integrity

Nevada State College maintains a "Plagiarism and Cheating" policy, which is printed in all syllabi and the College Catalog. Using the same principles, faculty acknowledge their sources whenever they present or publish work that utilizes the work or ideas of other scholars.

FINANCE

2.A.30 - Oversight & Management of Financial Resources

> **2.A.30** **The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.**

As per state statute, the Nevada Board of Regents (BoR) has the sole authority to receive and disburse funds on behalf of all Nevada System of Higher Education (NSHE) institutions. Nevada State College's budget is approved by the Board on an annual basis.

The Nevada Board of Regents has established a comprehensive suite of policies regarding the management and oversight of financial resources (BoR Handbook, Title 4, Chapter 9, Part C). Section 2 of Title 4, Chapter 9, Part C, requires institutions to submit quarterly reports, including those regarding cash management, reconciliation, and transfers between funds or reserves. These reports are developed by the NSC vice president of Finance and Administration, who submits them directly to the NSHE System Office and the Nevada Board of Regents as prescribed.

The Board of Regents Audit Committee conducts audits throughout the NSHE and reviews findings presented by audit staff at regularly scheduled Board meetings. NSC's fundraising activities are monitored by the NSC Foundation Board, which is required to report on its activities to the Nevada Board of Regents annually.

2.B - HUMAN RESOURCES

2.B - HUMAN RESOURCES

2.B.1 - Qualified Personnel

> **2.B.1** The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Nevada State College is home to 158 full-time employees, 119 student employees and 189 part-time faculty members. The faculty and staff at NSC are the heart and soul of the educational opportunities that we provide to our student body.

EMPLOYEE TYPE	COUNT
Academic Faculty	56
Part-Time Faculty	189
Professional Staff	72
Classified Staff	30
Student Workers	119

Philosophy

As an institution founded on the ideal of broad access to baccalaureate degrees, NSC has championed a commitment to diversity and opportunity from the very beginning. NSC honors this commitment as the only means of properly addressing the needs and interests of NSC's largely first-generation, under-represented student population. This commitment is visible in NSC's unique mission and our "strengthen the community" and "foster educational opportunity" core themes. This commitment is realized through the teaching philosophies, instructional efforts and scholarly pursuits of the faculty and will be bolstered for years to come through competitive hiring practices, which have yielded a talented and diverse team of faculty and staff. Ultimately, this commitment to diversity and opportunity means valuing the full spectrum of social, cultural, and intellectual identities of NSC's entire population. It also means the fulfillment of a singular ideal – that all students deserve an opportunity to succeed in higher education.

Recruitment

NSC's recruitment philosophy is to have the right people with the right skills in the right jobs at the right time. As a young institution, this strategic approach enables the college to ensure that its recruitment efforts are targeting and attracting the talent that is needed to grow and develop as an institution. The principals of equality and affirmative action govern the College's hiring policies and procedures, and other expressions of the College's commitment to becoming a truly multicultural institution that reflects and effectively serves the our community. Nevada State College is committed to the concepts of equal employment opportunity (EEO) and affirmative action (AA).

Recruitment procedures follow a prescribed sequence of events (see section 2.B.4 for a specific illustration of the recruitment system for academic faculty). The first step in any recruitment is to clearly define the nature, level, and responsibilities of the vacant position. In this process, a detailed and

accurate job description is developed that includes the duties, responsibilities, and authority of the position. The hiring manager consults with the Office of Human Resources (HR) and the Office of the Provost to develop and post the advertisement that is developed from the job description. The ad is designed to market NSC as well as attract the desired caliber of applicants.

Search Committee
While the position is posted, the hiring manager selects the search committee. Membership on all search committees is reviewed by the Office of Human Resources and the provost or appropriate vice president. Members are selected based on their ability to add value to the committee; they need to provide a variety of informed perspectives pertaining to the position and they should broadly represent the College as a whole.

The search committee receives training from the Office of Human Resources, which includes material on legal compliance (i.e., employment law), strategic hiring goals and the use of the applicant tracking system to review and screen application materials. Committee members also receive training on behaviorally-based interviewing and the identification and assessment of competencies that correlate to high performance in the position.

Qualifications and Records
Once the hiring authority indicates that they would like to extend an offer to a given candidate, HR completes a background check that includes credential verification. The Office of Human Resources reviews the applicant to confirm he/she qualifies for the position and initiates the written offer. The search committee chair is required to collect materials and notes regarding the search to provide to Human Resources. Human Resources retains these records in a secure environment for a period of no less than 3 years.

Classified Employees
Classified support positions are hired through the State of Nevada hiring process. These rules and regulations are governed by state law and are codified by the Nevada Department of Human Resources and contained in the Nevada Administrative Code (NAC), Chapter 284, and the Rules for State Personnel Administration. The University of Nevada, Las Vegas (UNLV) oversees the classified recruitment process for Nevada State College. UNLV is under a delegation agreement with the state that provides them with the authority to conduct classified recruitment and compensation. Classified position reviews are conducted by UNLV at the time of each recruitment and on an ad-hoc basis as duties change. UNLV uses the Nevada classification specifications as the basis for the review of positions. These specifications are published on the State of Nevada website.

2.B - HUMAN RESOURCES

To ensure that job descriptions continue to serve as an accurate reflection of the position, the professional staff and classified staff annual evaluation forms include a review of the current "Position Description Questionnaire" or the "Work Performance Standards." The supervisor must affirm those descriptions are an accurate reflection of the position or is required to update the description.

2.B.2 - Administrators and Staff Evaluations

> **2.B.2**   **Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.**

As per NSHE Code, Nevada Administrative Code, and Nevada State College Bylaws (Chapter 6, Section 7), all executives, academic faculty, professional staff, and classified staff receive a performance evaluation on an annual basis. The Office of Human Resources provides training on conducting effective performance reviews and drafting accurate position descriptions. All evaluations for executives (with the exception of the president), academic faculty, and professional staff occur on the calendar year and are submitted to the Office of Human Resources office by April 15.

The Nevada Administrative Code governs the process for annual evaluations of classified employees. These annual evaluations are submitted to Human Resources on the hiring anniversary date of the employee.

As per NSHE policy, NSHE Bylaws, Article 7, Section 3, it is the responsibility of the chancellor to evaluate the performance of the president of the institution on an annual basis. The format and criteria for these reviews is based on principles developed by the Association of Governing Boards of Universities and Colleges for formative reviews, in accordance with procedures, NSHE Procedures and Guidelines Manual, Chapter 2, Section 2, established by the Board of Regents. In addition to the annual reviews, an evaluation committee conducts a periodic evaluation of each president no later than the year prior to the end of the current contract.

2.B.3 - Professional Development

> **2.B.3**   **The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.**

Institutional Faculty Development
At Nevada State College, we recognize the importance of an effective and professionally fulfilled team of faculty, staff, and administrators. To this end, the College offers a variety of opportunities for professional growth and development. Campus-wide faculty development sessions are organized

by the Office of the Provost and offered prior to each fall and spring semester. The sessions provide awareness, insight, and support regarding a host of issues that intersect with faculty roles, duties, and responsibilities, and give faculty an opportunity to entertain a dialogue that helps guide their development and the evolution of the college as a whole. Recent college-wide faculty development sessions have examined issues such as the effective application of technology to student learning, the use of predictive analytics in retention efforts, and the changing face of higher education (e.g., the rise of MOOCs and competency-based learning). In many cases, a distinguished or otherwise expert speaker is brought in to lead an informed and effective discussion. These sessions are provided for full-time faculty, but the College also offers regular campus-wide development workshops for part-time instructors. Given that part-time instructors focus exclusively on teaching, these workshops typically emphasize specific pedagogical and student success concerns.

School Faculty Development
Complementing these campus-wide sessions are faculty development workshops conducted by each of the three Schools for their respective faculty. Orchestrated by deans, teaching faculty, and department chairs, these workshops typically focus on issues, approaches, and/or solutions that are endemic to the specific schools. Topics include syllabus redesign, effective academic advising approaches, assignment creation, and the provision of feedback that maximizes student motivation and improvement. The workshops are conducted prior to the fall and spring semesters during the same week as the campus-wide faculty development sessions.

Professional Development Initiatives
Several other initiatives promote faculty engagement with important developments in higher education and facilitate the creation of excellent learning experiences, which is a cornerstone of our institutional mission. The Provost's Speaker Series invites distinguished lecturers to campus to converse with faculty about a constellation of timely and important issues in higher education. Recent topics, delivered by provosts, presidents, and directors of external institutions and organizations, include the development of effective first-year courses, the application of social media to teaching and learning, and the pros and cons of "credentialing" in higher education (i.e., using badges). The opportunities afforded to faculty extend from these topical discussions to the development of substantive teaching and curricular initiatives. The Technology Fellows Institute, conducted each summer, provides a stipend to faculty – selected through an application process – for the development of innovative teaching and student support materials. Representative projects have included the development of technology-intensive, media-rich "supercourses" and the creation of projects that integrate faculty research with critical inquiry activities in capstone courses. Recently, the College was selected to become one of 12 pilot institutions in the Gateways to Completion program. The initiative focuses on comprehensive improvements to critical gateway courses, and helps our faculty do so under the guidance of the John Gardner Institute for Undergraduate Excellence. In the realm of scholarship, the Travel & Incentive Grants program provides monetary support to faculty who present their work at conferences or need seed money to initiate a program of research.

Instructional Technology
A host of development opportunities also are provided by Office of Instructional Technology (InTech). With their first teaching assignment, full- and part-time instructors are enrolled in NSC's WebCampus ASAP and WebCampus DIY orientation sites. These workshops address the needs of both novice

and expert users and are offered in multiple formats, from in-person sessions to self-paced online courses. They provide 24/7 access to animated demos, guides, manuals, tip sheets, and video tutorials for all of the teaching technologies used at NSC. For example, "WebCampus Training Course" is a moderated, bi-monthly online workshop that orients faculty and staff to WebCampus essentials in eight short learning modules. Topics include assessment, course communication, and course organization. Conversely, "WebCampus ASAP On-Campus Kickoffs" are in-person workshops, often led by guest presenters, that address a range of advanced topics selected by faculty and staff, including conferencing, streaming media, and Google Hangouts. In-person training also extends to 1-on-1 consultations, which are made possible by our Technology4Teaching Center. The center provides individual workspaces for guided independent work as well as a common space for demonstrations and general technology training. Instructional Technology staff offer daily 1-on-1 consults on course development, instructional design strategies, assessment methods, communication, online course management, and the use of media and live lecture materials.

In addition, instructors are provided with access to a comprehensive repository of online text and video guides, community forums, a feature request forum, and product release notes, all of which connect them to the larger national community of e-learning instructors and course designers.

Staff Development

The professional development and support opportunities provided by the College extend to staff members as well. The institution routinely offers staff development workshops for various student services divisions on campus. Often led by expert external groups, these workshops address topics ranging from strategic enrollment management (led by a consultant from Noel Levitz) to customer service and FERPA training sessions. The College also appropriates funds to send staff members to development workshops and conferences. For example, each year NSC advisors are fully-funded to attend meetings of the National Academic Advising Association (NACADA), members of the Office of Admissions and Records are funded to attend the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and Financial Aid personnel are funded to attend the National Association of Student Financial Aid Administrators (NASFAA).

Additionally, the Department of Human Resources at NSC offers a variety of on-line tools and training to enhance and energize employee performance, develop skills needed for advancement, and provide resources for personal knowledge, enjoyment, and development. For example, HR currently offers training modules on Welcoming Diversity, Preventing Employment Discrimination, and Preventing

Sexual Harassment. Through its Employee Assistance Program (EAP), the HR department also offers online training to all NSC employees on an array of topics, including work/life balance, healthy habits, and stress reduction.

Grant-In-Aid

NSC offers generous grant-in-aid benefits for its faculty and staff. Professional employees can enroll in classes (including graduate courses) at any institution in the Nevada System of Higher Education (NSHE) and the College will pay 80 percent of the tuition. Classified employees receive tuition waiver benefits and 100 percent of tuition costs are waived as long as the minimum requirements are met.

Taken together, the training opportunities offered by the college reflect our core values and play an important role in mission fulfilment, promoting "excellence in teaching" and facilitating our efforts to provide an "enhanced quality of life" to our diverse student population.

2.B.4 - Qualified Faculty

> **2.B.4**   **Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.**

Mission Alignment

As expressed in our mission statement, Nevada State College is committed to the idea that "excellence fosters opportunity." To support this commitment, we have established a team of highly qualified faculty and part-time instructors who are exceptionally dedicated to "excellence in teaching" and the fulfillment of "career success and enhanced quality of life for a diverse population of students."

Recruitment

Since our inception, the College has continued to recruit and retain highly qualified full-time and part-time faculty. The NSC faculty includes accomplished teacher-scholars who work across disciplinary boundaries and regularly bring their scholarship into the classroom while mentoring undergraduates in research projects. Collectively, the excellence of the faculty can be seen through student evaluation reports as well as in their rigorous and comprehensive course syllabi and materials. In addition, the NSC faculty have demonstrated a progressive pioneering spirit, evident by how they have played a critical role in the development of the institution. This can be seen in the faculty-driven nature of the vast majority of NSC programs and initiatives, from the development of the Standards of Academe to individual degree programs. While NSC faculty are dedicated to their teaching and students, their commitment to the institution can be seen in their many service contributions both to NSC and to the larger community.

2.B - HUMAN RESOURCES

Qualifications

Consistent with our commitment to disciplinary expertise and generally high qualifications, most full-time faculty and all tenure-track faculty hold a terminal degree in their field of study, and many graduated from upper echelon programs at Stanford, Yale, the University of Wisconsin-Madison, and a host of institutions in the University of California system. All full-time nursing faculty hold a graduate degree in nursing, which is a requirement of their professional accreditation organization, the American Association of Colleges of Nursing. Our faculty maintain currency in their fields and engage in scholarly pursuits, as required by our Standards of Academe. Faculty publish their work in peer-reviewed books and articles, present at national conferences, and even leverage their standing within the field to position NSC as a hosting site for academic meetings, such as with the 2013 annual conference of the Human Anatomy & Physiology Society. Importantly, many of these research endeavors focus on the scholarship of teaching, which contributes to our teaching mission and is recognized as a significant accomplishment in our Standards of Academe.

Search Process

Full-time faculty are selected through a rigorous, national search process. In the pursuit of a robust and eminently-qualified pool of applicants, we post position advertisements in major, cross-disciplinary outlets (e.g., The Chronicle of Higher Education) as well as discipline-specific outlets (e.g., the American Psychological Association), and where possible we attend national conferences to facilitate the recruiting process. As noted in section 2.C.5, NSC faculty play an integral role in this rigorous search process. The review of applicants begins with a detailed evaluation rubric, and top candidates undergo phone interviews that carefully assess their interest in our mission, their teaching qualifications, and evidence that they can contribute to our core themes (e.g., an ability to innovate and invest heavily in the success of our under-served student population). Finalists are brought to campus for an in-person interview that further examines their qualifications through additional interviews, meetings with NSC constituents, and a teaching demonstration to an audience of faculty, staff, and students. The resulting faculty, as demonstrated in our faculty profiles, are highly capable and intensely committed to our mission, and in many ways are aspirational models for our students (i.e., like our students, many of our faculty come from first-generation and/or under-represented backgrounds). Faculty qualifications are continually assessed – and improvement is fostered – through annual evaluations conducted by deans and department chairs, as discussed in section 2.B.6.

Part-time Faculty

Overall, NSC is home to 56 full-time faculty and we are currently searching for 8 additional full-time faculty members to begin in the fall of 2014. The work of these faculty is supplemented by a qualified team of 189 part-time instructors. These instructors are selected after a thorough application process and are regularly reviewed by deans and/or department chairs. The review considers direct observations of the instructor's teaching (in-person and online) and a semester-by-semester examination of student course evaluations and grade distributions. All part-time instructors at NSC must hold at least a master's degree in a relevant field. Given the significant role that part-time faculty play in the educational offerings, the Nevada State College Faculty Senate formed an ad-hoc committee on Adjunct Relations in 2010. That committee periodically assesses its policies concerning the use of part-time faculty to align with NSC's mission and goals and provides guidance and counsel to the academic deans and the provost.

According to the standard IPEDS definition, the overall student-to-instructor ratio at the College is 14.6-to-1 and the average class size is 21, which is conducive to the teaching orientation of the college and our commitment to undergraduate success. Commensurate with our limited resources, the ratio of part-time-to-full-time instructors is 3.4-to-1. Our expectation is to lower this ratio over time, but even at this level we believe we continue to offer an exemplary education. This is partly due to the high expectations we set for part-time instructors, as manifested through our rigorous hiring and evaluation processes, but it also is attributable to several ongoing efforts that aim to enhance the integrity and continuity of our academic programs. First, all instructors are provided with suggested and required teaching practices for online, hybrid, and face-to-face courses, as delineated in our part-time and full-time faculty handbooks. Second, our Technology Fellows Institute, referenced in section 2.B.3, has guided faculty in the development of Supercourses - technology-intensive, media-rich courses course foundations that are provided to part-time instructors. The supercourses consist of carefully-crafted interactive videos, quizzes, assignments, and projects that, when adopted by part-time instructors and used by their full-time faculty creators, improve the quality and consistency of widely-offered NSC courses. Finally, part-time and full-time faculty development sessions, as described in section 2.B.3, help imbue our instructors with the knowledge and values needed to uphold the integrity of our academic programs.

2.B.5 - Faculty Responsibilities and Workload

> **2.B.5** **Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.**

General Workload Expectations

Faculty responsibilities and workloads are clearly communicated in the Nevada State College Academic Workload Policy & Procedures and are derived from the NSHE Faculty Workload Policy (BoR Handbook, Title 4, Chapter 3, Section 3). The NSHE policy prescribes mandatory expectations, but also permits institutions to exercise "substantial autonomy" in determining the relative importance of faculty activities in accordance with their missions and goals. As per the NSHE workload policy, "all

instructional faculty members are expected to teach; develop curriculum; conduct other instructional activities, including advising, grading, and preparing for classes; maintain currency in their academic discipline; and perform public and professional service, service to the institution, and similar academic activities." Additionally, academic faculty at the state college are expected to "conduct scholarly or creative activity."

Contract definitions, responsibilities of full-time instructional faculty, and guidelines for determining workload are clearly defined in the NSC Academic Workload Policy & Procedures. Workload expectations are broadly defined in terms of teaching, scholarship, and service, and the relative importance of each is commensurate with the institution's mission and goals.

Teaching, Scholarship & Service Expectations

Teaching is the top priority of the institution. All full-time faculty on a 9-month contract, including tenure-track faculty and lecturers, are expected to teach 24 coursework credits per academic year or 12 coursework credits each semester. Furthermore, the Standards of Academe for both tenure-track faculty and lecturers clearly position teaching as our foremost priority, noting that "teaching should be the primary area of emphasis for faculty members, with scholarship and service as important but lower priorities." [1]

Tenure-track faculty also are expected to make significant contributions in the areas of scholarship and service, but these expectations necessarily account for the substantial amount of time invested into teaching and instructional development. Accordingly, though tenure-track faculty are expected to exhibit scholarly productivity on an annual basis, only a single published, peer-reviewed article or peer-reviewed discipline-specific equivalent (e.g., artistic creation) is required for tenure consideration, as delineated in the Standards of Academe. Likewise, service is an important obligation that contributes to the evolution and success of the College, but the time and effort invested into service should fall well short of teaching workload. Overall, the exact proportions may vary from one faculty member to the next, but on average the approximate distribution of workload is as follows:

- Teaching: 60%
- Scholarship: 20%
- Service: 20%

Full-time lecturers also are expected to contribute in the areas of scholarship and service, but, owing to the teaching-orientation of the position, the relative investment in each is much smaller than it is for tenure-track faculty.

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1   This language is taken from the Standards of Academe for tenure-track faculty. The Standards for lecturers are altered slightly to read ". . . with scholarship and service as lower priorities," reflecting the reduced focus on scholarship and service for these faculty.

2.B.6 - Faculty Evaluation

> **2.B.6**   **All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.**

Regular, Systematic, Substantive and Collegial Evaluation
As per NSHE Code (Chapter 5, Section 5.12) and Nevada State College Bylaws (Chapter 6, Section 7), all faculty are evaluated in writing at least once annually by department chairs, deans, or supervisors. All such reviews are conducted systematically in accordance with the applicable Standards of Academe, occur on the calendar year, and must be submitted to the Office of Human Resources by April 15. As described in the NSC Bylaws, a chief purpose of annual performance evaluations "is to provide constructive, developmental feedback to the faculty member." The collegiality of this process is further strengthened by the clear communication of expectations, definitions, and representative examples in the applicable Standards of Academe, and the multiple opportunities for dialogue between the faculty member being reviewed and the person conducting the evaluation.

Academic Faculty
Academic faculty members with teaching responsibilities are thoroughly reviewed in the areas of teaching, scholarship, and service, as clearly delineated in the Standards of Academe. Reviews of all faculty must include a rating of "excellent," "commendable," "satisfactory," or "unsatisfactory." Teaching is communicated as "the most highly valued" or foremost activity of academic faculty. Accordingly, performance in this area incorporates multiple, appropriate indices of effectiveness. Lines of evidence for evaluating teaching recognize the "diverse ways in which teaching excellence may be demonstrated" and include course syllabi, student course evaluations, evidence of student learning or accomplishment for each course taught, grade distributions, and a teaching evaluation from the department chair or dean based on a direct observation of at least one course. Additionally, faculty members may choose to provide supplementary evidence of teaching effectiveness, including video recordings of instruction, peer observations of teaching, and teaching awards. To further enhance the quality and transparency of the review process, the Standards of Academe clearly define the ratings used for the performance evaluation (including minimum student course evaluation ratings) and provide representative – but not exhaustive – examples of quality contributions in major areas of teaching.

Standards of Academe
Performance in the areas of scholarship and service are similarly and thoroughly defined by the Standards, complete with ratings descriptions, representative forms of evidence, and selected examples.

2.B - HUMAN RESOURCES

As with teaching, scholarship is assessed through multiple indices of productivity, including, but not limited to, books and/or book chapters, professional journal articles, grants, academic poster presentations, and other peer-reviewed forms of creative work. Consistent with our mission, special consideration is given to the scholarship of teaching and the guidance of substantive undergraduate research. Scholarly contributions are grouped into Level A, Level B, and Level C categories, and the number of contributions required in each area to earn a particular rating is clearly delineated by the Standards. Ratings of service account for contributions to both the institution and the community/profession, and the quantity and quality of contributions that correspond to different annual ratings is clearly communicated to faculty.

Annual Review Plan

For all three areas, faculty work with their supervisor to establish an Annual Review Plan that describes the specific goals the faculty member aims to achieve in the forthcoming year. Additionally, with the exception of the first year of employment, the faculty member submits a written account of the extent to which goals were accomplished in the preceding year. This process, which accounts for feedback in the evaluation as well as careful self-assessments, is an essential means of improvement for all faculty members at NSC. Information and evidence that facilitate this improvement are readily available to faculty; as dictated by the NSHE Board of Regents Handbook, Title 4, Chapter 3, Section 4, faculty have access to all of the materials used by the supervisor in writing the evaluation.

Areas of Concern and Improvement

In carefully identifying strengths and areas of concern, the annual review process at NSC is a critical means by which even exemplary faculty may chart a path towards improvement. For faculty who fall short of satisfactory standards, a plan for improvement is mandatory. Consistent with the NSHE BoR Handbook, Title 4, Chapter 3, Section 4, academic or administrative faculty members who receive an overall rating of unsatisfactory are provided with constructive, written feedback for improving their performance. The feedback necessarily includes a written plan for improvement that describes specific, measurable goals for the impending year under evaluation. The plan is developed by the supervising reviewer in consultation with the faculty member and progress along the specific goals is monitored by the reviewer as the year progresses.

If a concern emerges between regularly scheduled evaluations, the department chair, supervisor, or head of the administrative unit who normally conducts the annual review can impose disciplinary sanctions, as defined in the NSHE Code, Chapter 6, Section 6.6. Before issuing a warning or reprimand, the supervising authority will notify the faculty member in a written statement that includes all materials and documentation to support the charges, clearly identify the relevant section of the NSHE Code,

and advise the affected person of his or her rights according to section 6.6.6 of the Code. The process must involve a face-to-face meeting between the supervising authority and the faculty member, and the faculty member has the right to:

- Mediation, as outlined section 6.6.4 or 6.6.8 of the Code
- Accept the or respond to the warning or reprimand, and to have the response placed in his or her personnel file
- Grieve the warning or reprimand, as outlined in NSC's grievance policy and procedures, unless mediation was selected.
- Procedures regarding the ultimate decision resulting from this process are clearly delineated in Chapter 6, Section 6.68 of the NSHE Code.

Areas of Disagreement

As per NSC Bylaws, the evaluation of each faculty member shall carry a signed statement indicating that he or she has read the evaluation or has waived the right to read it. If the faculty member disagrees with any part of the evaluation, he or she may submit a written statement, which shall be attached to the written evaluation and become a part thereof as specified in the NSHE BoR Handbook, Title 4, Chapter 3, Section 4(5). In the event that reconsideration is sought, the faculty member can submit a grievance, as described in the College's grievance policy and procedures. If the provost or appropriate vice president, upon receiving a recommendation from the grievance committee, decides to change the initial evaluation, the change and the rationale for the decision will be indicated in an addendum attached to the faculty member's file, as per the NSHE BoR Handbook, Title 4, Chapter 3, Section 4(5).

The provost or appropriate vice president, upon receiving a recommendation from the grievance committee, renders a decision about the initial evaluation, and a change to the evaluation – or lack thereof – is indicated in an addendum attached to the faculty member's file, along with a rationale for the decision, as per the NSHE BoR Handbook, Title 4, Chapter 3, Section 4(5). If the provost or vice president does not overturn the initial evaluation, the faculty member can choose to appeal to the College president, who will make a final determination that is indicated in the same fashion as the decisions made by the provost or vice president. With the exception of the addendum, all reconsideration, appeal documents, and other grievance materials are filed in the Office of Human Resources in a confidential file separate from the College personnel files of the faculty member.

2.C - EDUCATION RESOURCES

2.C - EDUCATION RESOURCES

2.C.1 - Appropriate Content and Rigor

> **2.C.1** The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Mission Alignment

The institution provides an array of high-quality baccalaureate programs in diverse fields of study, as fully outlined in our College Catalog. The nature and scope of the offerings effectively balance the needs of the community with the budgetary resources available to the institution.[1] Our mission is to provide affordable degree programs that open doors to "career success and enhanced quality of life for a diverse population of students." To this end, the institution offers multiple programs that address high need areas such as nursing, math education and business, as well as programs that target anticipated growth, including Teaching English as a Second Language (TESL), visual media, biology, and criminal justice.

All of our degree majors and minors reflect an effort to fill a unique niche that distinguishes them from competing offerings at other institutions. For example, NSC offers the sole bachelor of science in psychology in the state, the School of Education offers Nevada's only 4-year speech pathology program, and the history program is distinguished by a unique concentration in pre-law. In support of our mission, every program at NSC is marked by an effort to provide superb learning opportunities that enhance the success of our students.

Learning Outcomes, Degree Content, & Rigor

Our mission asserts that "excellence fosters opportunity," which reflects our belief that exemplary programs, service and instruction will pave inroads to success for our largely under-served, non-traditional student population. A critical reflection of this philosophy emerges through the learning outcomes that define our degree programs and academic concentrations. At NSC, learning outcomes are defined as clear, declarative statements of the knowledge, values and skills students are expected to attain from their degree programs and courses of study. Consistent with an outcomes-based approach to learning (Spady, 1994)[2], we begin program and course development by establishing meaningful learning outcomes and then design key elements of the course or program in the service of these goals. This is particularly true of the content and rigor of our academic programming – they are construed as a critical means by which we can maximize student mastery of our learning outcomes.

The content and corresponding learning outcomes are created by faculty with expertise in the discipline (or a related field), but we also encourage an examination of outcomes at peer institutions as well as those promoted by the foremost organizations or accrediting bodies within the field. To promote student success, we try to ensure that program content is:

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1 High demand but comparatively expensive programs, such as those in engineering, will not be pursued in the absence of the resources needed for success.

2 Spady, W.G. & Marshall, K.J. (1991). Beyond traditional outcome-based education. Educational Leadership, 49(2), 67-72

- Consistent with both the foundations and the latest advances in the field of study
- Designed to resonate with the needs of our students and important community stakeholders (e.g., area businesses)
- Consistent with the mission of the College and its core themes

Similarly, the rigor of our programs and courses is shaped by an intention to maximize student success. Though we adapt our content to meet the needs of a student population that often exhibits inadequate preparation and substantial variability in academic aptitude, we nevertheless uphold high levels of academic rigor. Lessons from the relevant literature suggest that high expectations are critical to student success, particularly when they are offered in the supportive, student-centered environment we have worked to engender at NSC (Arum & Roksa, 2010; Bain, 2004)[3,4].

Relevant Systems and Processes
We promote the achievement of these goals regarding learning outcomes, content, and rigor through multiple means. Foremost among them are: 1) a reliance on high quality faculty; 2) a thorough curriculum development process, 3) a methodologically rigorous assessment of our learning outcomes, and 4) a comprehensive, periodic review of entire degree programs. The first two factors are described in more detail elsewhere in this report. Our highly qualified faculty and instructors, who play an integral role in nearly every facet of institutional functioning, are described more fully in section 2.B.1, and our curriculum development process, which encourages best practices while upholding our commitment to shared governance, is described in section 2.C.5. The latter two factors – outcomes assessment and program review – are outlined in this section, with direct links to institutional policies and guidelines.

The thorough and consistent assessment of degree program learning outcomes is endemic to our academic culture at Nevada State College. To that end, our learning outcomes are evaluated on a bi-annual basis through our "outcomes assessment" process. In broad terms, we view assessment as a critical, data-driven means of promoting an exemplary, inventive, and rewarding educational experience for our students. More specifically, the process:

- Clearly defines the learning outcomes we want students to achieve
- Cultivates more effective instructional and curricular pathways to the intended learning outcomes

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3   Arum, R. & Roska, J. (2011). Academically adrift: Limited learning on college campuses. Chicago, IL: University of Chicago Press
4   Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press

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- Ensures that our learning outcomes are measurable, meaningful, and clearly linked to the mission and goals of the school and the institution as a whole

Outcomes Assessment

Our assessment process, outlined in the Outcomes Assessment Overview and described in detail in our Outcomes Assessment Handbook, is patterned largely after the Nichols assessment system (Nichols & Nichols, 2005)[5]. The biannual process begins with a re-examination of the student learning outcomes by a three-person committee of faculty reviewers. The committee closely reviews the learning outcomes and relevant external resources to ensure a proper alignment with our mission and consensus goals of the field. It is through this step that faculty establish or confirm the consistency between the content of the program under review and the recognized field of study. Where appropriate, the committee will revise the learning outcome(s) to improve this consistency and adapt the program to new developments within the field.

Next, the committee conducts a methodologically rigorous, data-driven assessment of the extent to which students are achieving the learning outcome under review. The process ends with the implementation of recommended improvements, and begins anew with a re-examination of how well the changes have improved student achievement. The process yields an outcomes assessment report that is submitted to the dean and ultimately the provost for review. Please see our annotated Outcomes Assessment Report Template for an illustration of an additional mechanism that helps guide this process.

Program Review

The Board of Regents Handbook, Title 4, Chapter 14, Section 5, requires a review of new programs after the first, third, and fifth years of the program's existence, and again at least every 10 subsequent years. The Office of the Provost conducts a summary review of programs at the first, third, and fifth year time points. Our academic faculty lead an extremely detailed and comprehensive review of program content and rigor at the 10-year time point. The process guidelines are delineated in the Faculty Senate Academic Program Review Policy and detailed instructions to program reviewers are provided in the Program Review Guidelines. The review, conducted by faculty with expertise in the discipline and guided by academic deans within each school, examines virtually every aspect of our degree programs, including institutional research data (e.g., graduation and retention trends), student course evaluations, faculty accomplishments, alumni success, curricula, demand for graduates, and library and computer resources.

The process also includes a peer review by at least two disciplinary experts from an institution in our Carnegie classification and a careful comparison of our curriculum to those offered by leading competitors. This analysis examines how NSC compares to other institutions in terms of course requirements,

5 Nichols, J.O. & Nichols, K.W. (2005). A road map for improvement of student learning and support services through assessment. Flemington, NJ: Agathon Press

method of delivery, unique elements, and overall cost to students. The net result of the review is an extensively detailed illustration of the nature of our programs, how they have evolved over time, their relation to the field and competing programs, and the outcomes they yield for students and alumni. For additional information, please see our example full 10-Year Program Review Report and example abridged report.

Alignment with Recognized Fields of Study
As noted in the preceding sections, both the Outcomes Assessment and Program Review processes carefully account for the extent to which we have cultivated degrees that are consistent with program content in recognized fields of study. Three components of these processes are integral to the success of this endeavor. First, the reviews are conducted by faculty with expertise in the field. Second, the faculty involved carefully consult leading organizations within the discipline and external arbiters such as accrediting bodies. Third, the program review process invites feedback from external reviewers.

In addition, the Nevada System of Higher Education has established a Common Course Numbering (CCN) policy. This process ensures that each of the institutions within the NSHE establishes courses that are aligned with recognized fields of study and ensures seamless transfer of coursework between institutions. Section 2.C.8 provides additional information regarding the CCN system.

2.C.2 - Learning Outcomes

> **2.C.2** **The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.**

Course, program, and degree learning outcomes are published in appropriate outlets that are easily accessible to students. All degree program learning outcomes are published in the College Catalog as well as on the NSC web pages for each program. Core Curriculum (i.e., General Education) learning outcomes also are presented in the College Catalog and on our website. Course learning outcomes, described as "course learning objectives" at NSC, are indicated on all syllabi. A section on course learning objectives is included in the syllabus template used by all instructors at NSC to ensure that they are provided to all students in every course offered at the college. Additionally, the syllabus template includes a table on Assessment Program Information that requires instructors to demonstrate which course objectives are linked to specific Core Curriculum learning outcomes, as described in section 2.C.5. Division heads (deans and/or department chairs) review syllabi prior to each semester to provide feedback and to ensure that the syllabus template is completed correctly. Students receive syllabi on or before the first day class day[6] of a given semester. Print copies are often furnished for face-to-face classes, and an electronic version is posted to the WebCampus learning management system for all classes offered at NSC (online, face-to-face, and hybrid).

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6   In the absence of a formal first meeting day, syllabi for all courses are available the first day of the semester.

2.C - EDUCATION RESOURCES

2.C.3 - Demonstrated Student Achievement

> **2.C.3** Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Credit Hour

Nevada State College's degree programs conform to the structure used by the entire Nevada System of Higher Education (NSHE). The unit of academic credit at NSC is the semester credit hour, defined as a 50-minute lecture per week for approximately 15 weeks. This definition is in accordance with the Northwest Commission on Colleges and University (NWCCU) Policy on Credit Hour, which follows federal regulations regarding the definition and assignment of credit hours and is published on our website and in the College Catalog.

Degree Programs

Degree programs offered at NSC are described in the academic catalog and include the following (click each link for a representative example):

   a. Core Curriculum requirements;
   b. major requirements;
   c. electives, if required;
   d. minimum number of credits to be completed;
   e. minimum cumulative and resident grade point average required

Documented Student Achievement

The catalog lists the course number, prefix, name, and associated number of credit hours for all core, major, and elective requirements. Instructors bear the responsibility of determining the extent to which the student has met course learning objectives, as reflected in the grade awarded to students for their performance. Students receive credit for a passing grade (D- or higher) in Core Curriculum and elective courses, and earn credit for a grade of C- or higher in courses that meet specific major requirements. The accumulation of credits is automatically recorded in the student's transcript by our Student Information System (SIS) and can be reviewed at any time by students (for their own records), as well as faculty and staff who possess the appropriate permissions (e.g., faculty can examine student transcripts, but only for the students in their list of advisees). Students meet regularly with advisors to discuss an audit of their degree progress and chart a course for successful degree completion. In their penultimate semester, students apply for graduation, at which time the Office of Admissions & Records reviews the students' transcripts and indicates any remaining courses that must be completed during the graduation year.

Ultimately, a degree is awarded based on the student's successful completion of all curriculum course requirements and college graduation requirements.

2.C.4 - Coherent Design Requirements and Publication of Requirements

> **2.C.4**   **Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.**

Degree Programs

Nevada State College's degree programs are consistent with the entire Nevada System of Higher Education in terms of College core curriculum requirements, major core requirements, upper division electives, and common course numbering. NSC is aligned with system-wide standards related to the appropriate breadth, depth, and sequencing of courses needed to guide students progressively through the various degree programs. NSC has defined 3 general learning outcomes (communication, critical thinking, and effective citizenship) in its Core Curriculum, within which students are required to demonstrate competency by the end of the sophomore year (additional detail regarding the Core is provided in sections 2.C.9 and 2.C.10). The learning outcomes for each of the individual degree programs are established with careful consideration of the learning outcomes presented in the core curriculum.

As referenced in section 2.C.1, program and course development at the College begins by establishing meaningful learning outcomes and then designing key elements of the course or program in the service of these goals. The content and corresponding learning outcomes are created by faculty with expertise in the discipline, but we also encourage an examination of outcomes at peer institutions as well as those promoted by the foremost organizations or accrediting bodies within the field. The sequencing of the courses in each program is designed to provide students with the opportunity to master the course and program learning outcomes in a sequential fashion. Carefully designed pre-requisites, degree maps and sessions with academic advisors assist students with their degree progression.

Admissions

Information about admission and graduation at NSC is published in the academic College Catalog and on the website. As delineated in our Catalog, at the high school level a freshman applicant is required to have completed 3 years of Math, 4 years of English, 2 years of Natural Science, and 3 years of Social Science/Social Studies, and must possess a minimum 2.0 grade point average on a 4.0 scale. An applicant who does not meet the requirements may be admitted through alternative admissions criteria as judged by the Admissions Review Committee. Applicants who wish to pursue alternative admissions are required to provide additional documentation pertaining to extenuating circumstances, including a personal statement and letters of recommendation, and may be assessed for improvements demonstrated in their academic history. A transfer applicant must have completed a minimum of 12 transferable semester credits with a 2.0 grade point average on a 4.0 scale. Test scores are not required but are used for placement into Math and

English courses (placement exams can be used in lieu of test scores, as indicated in our Catalog). Please section 2.A.16 for more detailed information regarding our admissions system and policies.

A student graduating at NSC must have a minimum cumulative and resident grade point average of 2.0 on a 4.0 scale. The student must complete at least 32 upper-division credits in residence (i.e., upper division courses offered at NSC) and at least half of the minimum credits required for graduation must be earned from a 4-year institution (for nearly every degree, this amounts to 60 credits). The Office of Admissions & Records performs a final review of the graduation requirements prior to posting degrees and sending diplomas to students.

2.C.5 - Curriculum Design and Student Learning Outcomes

> **2.C.5**   **Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.**

Curriculum Design & School Approval

The institution has a clearly defined process for the design, approval, and revision of the curriculum that places faculty in a central role. The School of Liberal Arts and Sciences, the School of Nursing, and the School of Education each maintains a separate curriculum committee consisting of faculty members from the school. Curriculum proposals originate at the school level and are submitted by academic faculty using standardized proposal forms. Proposals, whether to create, revise, or delete courses or degree programs, must be submitted to the school-level curriculum committee of the school in which the program or course is housed. If recommended for approval by the school committee, the proposal is reviewed by the dean of the school, who approves the proposal or writes a statement detailing why the proposal is not supported. A detailed Curriculum Review Handbook explains the curriculum approval process for each type of proposal; it and all needed forms are available in the Faculty Senate folder on a shared network drive that is accessible to all faculty.

Faculty Senate Curriculum Committee

After a proposal is reviewed at the school level, it is then forwarded to the Faculty Senate Curriculum Committee (FSCC), regardless of whether it has been supported by the dean (the FSCC would, however, receive the commentary from the dean about why a proposal was not supported). The FSCC is chaired by a member of the Faculty Senate; chairs are elected by the Senate membership at the first Senate meeting of each academic year and serve a one-year term. Each of the three schools has two faculty members on the committee; aside from the chair, members do not have to be current Faculty Senate representatives to serve on the curriculum committee. The registrar also sits on the committee as a non-voting member. Proposals are recommended for approval by a majority vote of the six voting members.

Provost Approval

The provost has granted the FSCC the authority to approve or deny individual course proposals (with the exception of Core Curriculum course proposals, as noted below). However, the provost will render a decision to approve or deny in cases where the dean and FSCC disagree on a course propos-

al. Approved proposals to add or delete courses are sent by the FSCC chair to the registrar for inclusion in the NSC catalog. For core curriculum and degree proposals, the FSCC serves as a recommending body. Approved core curriculum proposals are forwarded to the provost for a final decision. Degree proposals approved by the FSCC are presented at the subsequent Faculty Senate meeting as an information item, with a vote by the Faculty Senate the following month at the next Senate meeting. The Faculty Senate's recommendation to approve or deny the proposal is then forwarded to the provost. The provost has final authority over all program changes with the exception of substantive degree revisions and the addition or deletion of an entire program. Additions, deletions, or substantive revisions to degree programs must be submitted to and approved by the NSHE Academic Affairs Council and the Board of Regents before imple-

mentation. The different pathways for different types of proposals reflect a commitment to efficiency and effectiveness. Small scale proposals (e.g., an upper division course within a program) are reviewed by a smaller collection of relevant arbiters, whereas large scale proposals (e.g., entirely new degrees) are reviewed by a broad contingent of stakeholders and decision makers.

Guiding Principles

At all levels, from the initial school-wide assessment to a review by the full faculty senate, several principles guide the evaluation of curriculum proposals. Foremost among them is a consideration of the following:

- Mission Alignment – reviewers examine the "degree of consistency between the proposal and the mission of the unit/school/college," as stated in the Curriculum Review Handbook.
- Content and rigor – reviewers assess the "extent to which the proposal reflects the academic content expected at a four-year comprehensive college." In doing so, reviewers determine whether the academic content of the course is "commensurate with the course level," which includes an examination of rigor and course materials, as detailed on p. 4 and 5 of the Handbook.
- Budget/resources – reviewers examine whether the proposal is financially viable (e.g., are needed library resources already available? How much would it cost to procure them? Is new staffing required?). A related question with budget implications asks the proposer to provide a rationale for how the course/degree will meet adequate enrollment numbers. The complete list of resource questions can be found in the curriculum proposal forms.

2.C - EDUCATION RESOURCES

Selection of New Faculty

Faculty are integrally involved in the search for and selection of new faculty at Nevada State College. Academic faculty search committee members and chairs are appointed by the dean of the school that will serve as a position's tenure home. Individuals with a conflict of interest may not serve on a search committee; a conflict of interest may include, but is not limited to, a personal relationship with an applicant for the position. If, during the course of a search, a conflict of interest arises, it is the search committee member's responsibility to inform the dean, who will appoint a replacement or develop a process to ensure transparency and fairness in the search process.

Faculty Senate Committees

Search committees are comprised of faculty members with discipline-specific expertise as well as faculty from other departments or disciplines. Search committees are made up solely of full-time academic faculty except under exceptional circumstances; for example, it may be appropriate for the science lab manager to serve on a search committee for faculty in the Department of Physical and Life Sciences. The composition of search committees is expected to reflect the values of the institution, including NSC's commitment to diversity and inclusive excellence. Before reviewing any applicant materials, committee members receive training from Human Resources staff on assuring equal opportunity in employment (as described in section 2.B.1).
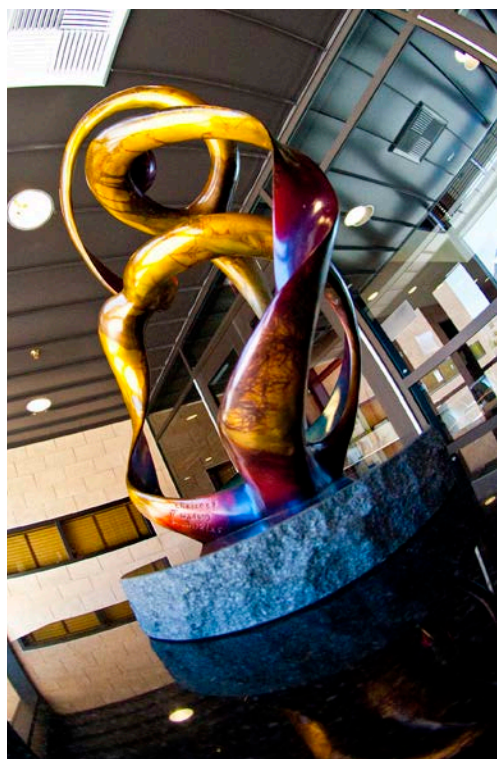
Search committees review application materials according to established evaluation criteria for each position, as seen in this example rubric, which is designed to help committees evaluate candidates based on the required and preferred qualifications listed in the position description. Based on these ratings, the committee selects candidates for phone interviews. After completing phone interviews, the search committee determines which candidates to invite to campus for in-person interviews. Campus interviews consist of interviews with the search committee, a teaching demonstration, and meetings with relevant units and constituencies as appropriate, as seen in this sample candidate itinerary. Committee members will then conduct reference calls for the top candidates that include formal references and "off-the-list" references, which are defined as people who know the candidate well but were not originally provided as references in the application materials.

Based on the campus interviews and reference calls, the search committee chair submits the committee's recommendation to the dean in writing. The dean reviews the committee's recommendation and forwards a recommendation to the provost. The campus president has final appointing authority, as mandated by NSHE Code, Chapter 5, Section 5.3.

Course-Level Learning Outcomes

Academic faculty are collectively responsible for the development and rigorous assessment of student learning outcomes. Student learning outcomes are evaluated by individual instructors in specific courses through the administration of assignments, exams, and other evaluative means. NSC syllabi include a standardized section on assessment (Assessment Program Information Table). In this section, instructors establish a clear link between general education (i.e., Core Curriculum) learning outcomes and individual course objectives. They also identify a key performance assessment and indicate which facets of the student learning outcomes the assessment is designed to address (see the Core Curriculum Outcomes Assessment portion of section 2.C.9 for additional detail). In various instructional endeavors, including in-class lessons and online discussions, instructors are encouraged to rely on evidence and theories that support targeted learning outcomes.

Outcomes Assessment Process

Complementing this evaluation of student learning at the level of individual courses is a rigorous examination of program effectiveness through the Outcomes Assessment process. At this broader level, individual learning outcomes are closely examined via an evidence-based assessment process that emphasizes an objective review of student performance. The over-arching goal of Outcomes Assessment is to determine whether we are promoting student mastery of degree learning outcomes, but it also serves several important supplementary objectives. It helps us more clearly define the learning outcomes we want students to achieve, fosters more effective instructional and curricular means of maximizing student success, and ensures that programmatic learning outcomes are commensurate with larger institutional and school-wide goals.

Several recommended methodological practices are designed to enhance the quality and consistency of this process:

1. Outcome alignment

As noted above, the syllabus template used by all instructors at NSC requires instructors to indicate their learning objectives for the course and to tie these objectives to one or more Core Curriculum learning outcomes. Prior to each semester, the syllabus is submitted to college deans and/or division heads for review. This process helps ensure that instructors ground their courses in measurable learning objectives and link them to appropriate Core Curriculum learning outcomes (see section 2.C.9 for more information).

2. Clear evaluation rubric

For these purposes, a rubric is construed as "a predefined scoring scheme to guide the analysis of student performance or artifacts" (Nichols & Nichols, 2005)[7]. Assessment is most effective if the evaluation of student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating scales. Our assessment rubrics provide a set of rules for evaluating student performance and establish a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments are valid and reliable. In general terms, it does this by clearly identifying

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7   Nichols, J.O. & Nichols, K.W. (2005). A road map for improvement of student learning and support services through assessment. Flemington, NJ: Agathon Press

several criteria by which a student's performance can be judged (e.g., incorporated evidence; provided a clear thesis statement, etc.) and then by delineating performance levels for each criterion (e.g., unsatisfactory, satisfactory, proficient, & excellent). The rubric also often requires faculty to dissemble broad, over-arching outcomes into specific, measurable components. An example rubric is provided at the end of the Outcomes Assessment Handbook provided to all faculty involved in the assessment process.

3. Random Sampling

A random and robust sample of student work (referred to as "artifacts") facilitates our ability to take a representative snapshot of NSC student performance. Moreover, the artifacts selected for analysis are "key performance assessments" – culminating assignments, projects or exams that are designed to showcase important student knowledge and skills.

4. Multiple Raters & Interrater Reliability

Evaluating student work is an inherently subjective process that is particularly susceptible to the predilections of an individual evaluator. To minimize this subjectivity, each artifact is assessed by multiple independent raters, and the mean of these ratings is the critical outcome variable that guides recommendations. Moreover, the ratings from each evaluator are held to a high standard of inter-rater reliability to promote a strong agreement among the different ratings, thereby ensuring that the outcome variable is not unduly influenced by the biases of a single individual. The results of this process can be seen in the example Ratings and Reliability Spreadsheet.

Timeline

Outcomes Assessment of degree programs occurs every other year. Assessment committees consist of full-time academic faculty; generally the members are three individuals with expertise in the discipline, but strategically selected faculty members from outside of the discipline may be included as well. The committee selects and evaluates student artifacts that presumably reflect outcome performance. The results are incorporated into a formal report that describes the strengths and weaknesses of the program as well as suggested revisions. Targeted revisions are implemented in a subsequent time period and the assessment begins anew with an examination of both the revisions and a new learning outcome.

2.C.6 - Library and Information Resources

> **2.C.6** **Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.**

The NSC Library is committed to integrating the use of library and information resources into the curriculum. We support this mission in multiple ways:

1. Ease of Access

Users can access many of the library's resources through the NSC Library website. This includes an online search of physical and electronic holdings, a well-organized page directing users to various databases, "Infoguides" that compile resources based on a single theme, such as psychology or nursing,

and links that guide users through the process of requesting books from other libraries.

Other digital access points to the library include links in WebCampus, our learning management system, the NSC Portal, our centralized campus portal, and in myNSC, our Student Information System. The NSC Library also maintains a strong physical presence in two major buildings and maintains regular hours that include both mornings and evenings. Both libraries are centrally located and convenient for most students and faculty.

2. Learning Outcomes and Assessment

Developing critical thinking skills is one of the three learning outcomes in NSC's Core Curriculum (i.e., general education curriculum). The faculty understand that access to information is a key component of developing these skills, leading nearly all faculty to require students to use the library for at least one major assignment (the major exception is basic math classes, which often focus on very specific number-based assignments). To assess how well students are able to integrate library resources, the library faculty annually engage in a process of citation analysis. In this process, faculty review randomly selected papers from various classes and measure how well students have utilized library resources. The information this produces helps to shape bibliographic instruction sessions and interactions with faculty.

3. First-Year Courses and Information Literacy

All students are required to take CEP 123: College & Career Success. The standard curriculum for this class includes a module on library use, library resources, and basic information literacy skills. All ENG 101 and ENG 102 (Beginning Composition) classes also require students to use library resources when crafting papers, as seen in these example assignment guidelines. Often, library faculty visit these classes and provide bibliographic instruction lessons.

4. Research Assistance

Professional librarians and library staff are available both in-person and through email to answer reference questions for both students and faculty.

5. Faculty Engagement

New faculty members are contacted by the library and given a brief library orientation. During this orientation, the faculty are able to familiarize themselves with the collections and provide suggestions for future collection development. Individual faculty members are encouraged to send requests for supporting texts and journals, which in turn are fulfilled as permitted by collection development priorities and available funding.

2.C - EDUCATION RESOURCES

The Faculty Senate Library Advisory Board has faculty representatives from each school who meet with the director of Library Services regularly and provide feedback and recommendations on library and information resources.

6. Curriculum Development

The proposal forms for course and degree proposals include a section that asks proposers to indicate whether the "library resources needed to support this class" are "sufficient" or "need improvement." If improvement is needed, the proposer is asked to consult the director of Library Services about the means of obtaining the requisite resources. This step in the process helps maintain a salient role for the library in the development of curricula and challenges faculty and administrators to consider how information resources can and should be integrated into the learning process.

2.C.7 - Credit for Prior Experiential Learning

> **2.C.7**   **Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.**

Nevada State College does not grant credit for prior experiential learning by portfolio, but does allow students to earn credit for prior learning if they earn the appropriate score on College Level Examination Program (CLEP), DSST or Excelsior College examinations.

2.C.8 - Integrity of Transfer Credit

> **2.C.8**   **The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.**

Nevada State College's Policy on the Transfer and Award of Academic Credit outlines our procedures for the transfer and acceptance of credit from other institutions. As described in the policy, the following factors are considered when evaluating transfer courses and admitting transfer students:

- Accreditation status of the transferring institution
- Level of courses
- Comparability of courses and credits earned
- Applicability of the credits earned to the program
- Student grade point average

Accreditation Status

Credits accepted in transfer must have been earned at an institution accredited by one of the eight regional accrediting associations listed in our College Catalog. However, exceptions may be provided in specific circumstances (e.g., institutional candidates for accreditation), as delineated in the Catalog. Credits from nationally accredited institutions generally are not accepted at NSC, but students can petition for approval by submitting a Curriculum Substitution Form to the department where the subject resides. In reviewing whether the petitioned course is comparable to the NSC offering in content and quality, the department will request supporting materials from the student, including a course catalog description and a syllabus.

Transferability

Several guidelines inform the decision to accept transfer credits from appropriate institutions:

- Baccalaureate level courses from regionally accredited institutions are transferable.
- Courses need not have a NSC equivalent to be considered transferable.
- Remedial courses from any institution do not transfer.
- Work experience or experiential learning credits are not transferable.
- Vocational/technical courses are not transferable unless part of a Bachelor of Applied Sciences (BAS) agreement.
- Practicum, internship, independent study, or workshop courses from a 2-year institution are not transferable unless granted approval from the dean.
- Courses in religion that advocate espousal of a specific faith are not accepted in transfer.
- Physical education courses may not transfer for full credit.

Nevada State College also grants credit to students who demonstrate proficiency on the following national, standardized exams:

- American Council on Education (ACE) recommended military courses
- College Level Examination Program (CLEP) tests
- Advanced Placement (AP) tests
- Excelsior College examinations
- DSST examinations

2.C - EDUCATION RESOURCES

Applicability of Credit for Degree Purposes

In determining whether credit from an appropriate institution is applicable to a degree requirement, a transfer coordinator in the Office of Admissions & Records first consults our existing articulation agreements and decision rules (a decision rule denotes that a dean accepted a transfer course as a degree requirement in the past). If an agreement or decision rule indicates that the course fulfills a specific degree requirement, the course will be accepted and the student's transcript will show that the requirement has been satisfied. If an articulation agreement or decision rule is not in place, the transfer coordinator will review the course description for equivalency with courses offered at NSC. If the transfer coordinator judges that a course is not equivalent to those offered at NSC, the student may submit a curriculum substitution petition to the relevant academic department. The department will request a course description and typically a course syllabus to properly evaluate whether the course is comparable in content, academic quality, and level to the course offered at NSC. If the course is deemed acceptable, a corresponding new decision rule is added to our PeopleSoft Student Information System.

Transfer within the System

The Common Course Numbering (CCN) system further clarifies course equivalencies and facilitates the evaluation and transfer of course credits among institutions within the Nevada System of Higher Education (NSHE). As detailed on the CCN website, common courses within the NSHE share the same prefix, number and title and are fully articulated throughout the system (i.e., a common course offered at one institution is accepted as the same course at the other NSHE institutions and will be counted for credit if it meets a program requirement at the receiving institution). Before a new course can be added to the CCN database, it must be approved by the affected institutions (e.g., institutions that offer upper division courses must review an upper division proposal, but institutions that only offer lower division courses are not consulted).

Articulation Agreements

As part of an effort to strengthen our partnerships with other NSHE institutions, NSC has developed articulation agreements with each of the community colleges within the system. This includes the College of Southern Nevada (CSN), Great Basin College (GBC), Truckee Meadows Community College (TMCC), and Western Nevada College (WNC). For many of these articulations, the agreements include a semester-by-semester degree map that informs students of the sequence of courses that should be taken at each institution. Overall, the agreements coordinate financial aid opportunities, enhance program articulation and assist in timely degree progression.

UNDERGRADUATE PROGRAMS

2.C.9 - General Education - Knowledge and Skills

> **2.C.9** The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Integrated General Education

NSC's General Education requirement is referred to as the College Core Curriculum. The Core Curriculum is meant to provide all students with a broad-based foundation in the liberal arts and sciences. In doing so, the Core is designed to ensure that students meet the campus-wide general education outcomes of Critical Thinking, Communication, and Effective Citizenship. These broad outcomes, in turn, are each divided into several levels that reflect deepening levels of content and skill mastery, as prescribed by Bloom's revised taxonomy (Krathwohl, 2002)[8]:

Communication Outcomes

Level 1: Clarity
- State the position orally and in written form
- Include the main idea(s) and purpose
- Write multiple drafts

Level 2: Structure
- Develop a structured argument
- Substantiate argument with supporting research
- Establish clear transitions between introduction, ideas, and conclusion

Level 3: Tone and Audience
- Adopt appropriate voice, tone, and level of formality for intended audience
- Ensure unity, clarity, and coherence in paragraphs
- Anticipate counter-arguments
- Accept and profit from criticism

Level 4: Persuasion
- Employ emotional and rational persuasion

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[8] Krathwohl, D.R. (2002). A revision of Bloom's taxonomy: An overview. Theory into Practice, 41(4), 212-264

2.C - EDUCATION RESOURCES

- Incorporate a variety of technologies
- Explore novel means of presentation
- Understand the social impact of communication
- Critique own work

Critical Thinking Outcomes

Level 1: Self-awareness
- Discover own personal perspective
- Ask pertinent questions
- Understand the difference between facts and opinions
- Evaluate own personal perspective

Level 2: Comprehension
- Accurately summarize information
- Identify central points in an argument
- Explore other perspectives
- Draw conclusions from inferences

Level 3: Analysis
- Evaluate the source, context, and credibility of information
- Defend against logical fallacies
- Address other perspectives
- Develop rational arguments

Level 4: Application
- Articulate problems clearly
- Use reason and evidence to generate multiple possible solutions
- Evaluate the quality of solutions
- Implement the best solution(s)

Effective Citizenship Outcomes

Level 1: Social Responsibility
- Recognize your cultural values, assumptions, and knowledge
- Demonstrate socially responsible behavior

Level 2: Community Involvement
- Become involved in community concerns
- Learn through community involvement and service

Level 3: Political Literacy
- Demonstrate an understanding of the problems and practices of democracy
- Understand the influences and implications of diversity
- Recognize the interconnectedness among groups, communities and regions

Level 4: Apply Citizenship Skills and Knowledge
- Develop skills of inquiry, communication, participation and responsible action
- Draw on varied perspectives and personal reflection in becoming an informed and interested citizen
- Create links between class-related academic knowledge and active practice in the broader community

Integration with Individual Courses

These Core Curriculum learning outcomes provide clear expectations of the knowledge, values and skills NSC graduates should possess. In general terms, the outcomes reflect the ability to understand, evaluate and solve challenging problems, express oneself effectively through written and oral communication, and make meaningful contributions to the community and society as a whole. The syllabus template used by all instructors at NSC includes an "Assessment Program Information" table that indicates how specific course objectives and assessments are tied to the overarching Core Curriculum outcomes. Each class is expected to address at least one level of one of the core learning outcomes and must link that outcome to a corresponding course objective. For example, at minimum a Research Methods course may address level 4 of Critical Thinking ("Application") and link that Core outcome to the course-level objective of understanding which study designs to use for particular research situations. It also may be tied to other outcome levels, such as level 1 of Citizenship ("Social Responsibility"), as reflected in the course objective of understanding ethical considerations in research. Each class also incorporates a major project, assignment, or exam, designated as a "key performance assessment," that examines student mastery of the targeted Core outcome level(s). To continue with the preceding example, the key performance assessment for level 4 of Critical Thinking may be a project that challenges students to design, implement, and assess a scientific study that examines a research question of their choosing. The completed syllabus and corresponding assessment table are submitted to division heads (i.e., department chairs in the school of arts and sciences and deans in the schools of nursing and education) who review the document for adherence to the Core and our system of assessment. In this fashion, we consistently ensure that each core curriculum course contributes to the larger objectives of the core curriculum. The extent to which students are actually mastering the outcomes designated in each course is examined via our Outcomes Assessment process, as described in more detail in sections 2.C.1 and 2.C.5.

Broad Liberal Arts Foundation

In addition to supporting these over-arching learning outcomes, the Core Curriculum promotes a broad liberal arts foundation by exposing students to knowledge and methods of inquiry outside their major area of study. To that end, the Core Curriculum at NSC consists of a total of 31 to 44 credits in the following areas: English, Study & Technology Skills, Mathematics, Natural Sciences, Social Sciences, Fine Arts, Humanities, Constitution, and Cultural Diversity. The full list of requirements and associated credits is as follows:

Requirement

English	3-8
Study & Technology Skills	0-2
Mathematics	3-5
Natural Sciences	7-8
Social Sciences	3
Fine Arts	3
Humanities	6
Constitution	3-6
Cultural Diversity	3
Total	**31-44**

2.C - EDUCATION RESOURCES

Students complete the Core Curriculum by taking specific courses that NSC designates as fulfilling each area. Incoming students' scores on the ACT or SAT or on placement exams are used to determine their appropriate placements in English and mathematics courses, as delineated in our College Catalog. To fulfill the Natural Sciences requirement, students must take at least one course that includes a laboratory component. The Constitution Core Curriculum requirement ensures that students complete courses that introduce them to both the U.S. and Nevada Constitutions.

Transfer Coordinators
The transfer coordinators in the Office of Admissions & Records examine the transcripts of every student who is admitted to the college to award credit for portions of the Core Curriculum that have been satisfactorily completed at another institution. NSC recognizes and accepts courses taught at other regionally-accredited institutions recognized by the Council of Higher Education Accreditation. Core coursework that has not been completed is indicated in the student's degree audit report and must be satisfied prior to graduation (students can, however, submit a petition to the Liberal Arts & Sciences dean to receive credit for a course that was not accepted by the Office of Admissions & Records). Transfer students who have earned an Associate of Arts, an Associate of Science, or an Associate of Business at a community college in the Nevada System of Higher Education are considered to have completed the Core Curriculum requirements as per policy in the Board of Regents Handbook, Title 4, Chapter 16, Section 32. Transfer students who have completed at least 30 credits are not required to complete the college success course (CEP 123).

Importantly, though a single course – and no more than two courses – can satisfy different components of the Core (e.g., English is completed through two courses and Cultural Diversity requires just one), the knowledge and skills that support each element are woven throughout the curriculum. This is particularly true of technological awareness and cultural diversity – attention to these areas is pervasive and even appears in most of our faculty hiring descriptions to help ensure that the people who develop and teach the curriculum are committed to these ideals.

Applied Undergraduate Degree & Certificate Programs
Nevada State College does not have applied undergraduate degree and certificate programs of thirty (30) semester credits.

2.C.10 - Identifiable and Assessable Learning Outcomes

> **2.C.10** **The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.**

Identifiable and Assessable General Education Learning Outcomes
Nevada State College has established an outcomes assessment program for its Core Curriculum (i.e., General Education) that examines student proficiency in the learning outcomes and leads to sugges-

tions for curricular improvement. As detailed in section 2.C.9, the three Core Curriculum learning outcomes focus on Critical Thinking, Effective Citizenship, and Communication. The assessment process is designed to help ensure that NSC students develop the "breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment."

Outcomes assessment at NSC is an evidence-based process that emphasizes an objective interrogation of student performance. We view assessment as a critical, data-driven means of promoting an exemplary, inventive, and rewarding educational experience for our students. More specifically, the process:

- Clearly defines the learning outcomes we want students to achieve
- Allows instructors to reflect on how to teach subject matter related to the outcome in ways that produce greater student success
- Ensures that our learning outcomes are measurable, meaningful and clearly aligned with the mission and goals of the school and the institution as a whole.

Assessment Process

Our assessment process is patterned largely after the Nichols assessment system (Nichols & Nichols, 2005)[9]. Outcomes assessments operate on a 12 to 18-month cycle. For instance, the current cycle began in early fall of 2012 and concluded near the beginning of spring 2014. A new cycle (examining different outcomes) should begin in fall 2014 and conclude in fall 2015 or spring 2016.

The dean begins the process by selecting a committee of faculty reviewers with relevant expertise. The committee evaluates one level of one core outcome, randomly selects student "artifacts" (i.e., key assessments) that instructors have listed in their syllabi as reflecting performance on the outcome under review, and then devises a rubric to evaluate the artifacts. The resulting scores and qualitative observations are incorporated into a formal report that describes the results of the assessment and any areas for improvement in students' mastery of the core outcome. Suggestions from the committee are evaluated by the provost, dean, department chair, and selected recommendations are submitted to the curriculum review process. In the subsequent outcomes assessment cycle, the committee reviews any implemented changes in the process of re-examining the Core Curriculum. Additional information about the structure and methodology of the Core Curriculum Outcomes Assessment process can be

9   Nichols, J.O. & Nichols, K.W. (2005). A road map for improvement of student learning and support services through assessment. Flemington, NJ: Agathon Press

found in sections 2.C.1 and 2.C.5, as well as in our Outcomes Assessment Handbook. Importantly, the process abides by the recommended methodological practices (e.g., random sampling) used for all outcomes assessment endeavors, as described in section 2.C.5.

Relationship to Mission and Program Outcomes

NSC provides a variety of high quality Core Curriculum courses that prepare students to do well in their chosen fields of study and sets the groundwork for more well-rounded graduates who will contribute to their communities. The focus on critical thinking, effective oral and written communication, and values that help students contribute to society as effective citizens, aligns with central concerns of our mission, including a focus on promoting the "the acquisition of interdisciplinary knowledge and skills" and building "a stronger community."

Core Curriculum outcomes, furthermore, align with degree program outcomes in a variety of ways. Elements of critical thinking, effective communication, and effective citizenship are often expressed in program outcomes that require students to master these skills and concepts in more complex ways. For instance, a complex form of critical thinking is apparent in a History program outcome that requires students to "understand the use and misuse of historical argument." The three Core Curriculum outcomes, furthermore, provide the basis for student success in programmatic courses by providing students with a basic set of skills that undergird the more complex theoretical or practical material students will be asked to master in their programs. As detailed in section 2.C.9, the syllabus for every course offered at NSC includes a section on Assessment Program Information that indicates how the objectives of the course are aligned with the Core Curriculum learning outcomes.

2.C.11 - Applied Degree and Certificate Programs

> **2.C.11** **The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.**

Nevada State College does not offer related instruction for applied degree or certificate programs. The only programs with an applied component are the Bachelor of Applied Science degrees in Management and Criminal Justice, but the applied elements of these "2+2" programs are addressed in the Associates of Applied Science degrees offered at the community college level.

GRADUATE DEGREES

2.C.12 - Graduate Programs Consistent with Mission
2.C.13 - Graduate Admission and Retention Policies
2.C.14 - Graduate Programs
2.C.15 - Graduate Programs - Research

Nevada State College does not offer graduate degree programs at this time.

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

2.C.16 - Continuing Education and Non-Credit Programs

> **2.C.16**   **Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.**

Nevada State College offers post-baccalaureate credit-bearing programs leading to licensure (Elementary Education, Special Education, and Secondary Education) or endorsements by the Nevada Department of Education (Teaching English as Second Language, Autism, Technology, Bilingual Education). These programs are composed of undergraduate coursework approved by the Nevada Department of Education. Preparing new teachers is directly aligned with the mission and goals of the College. The mission of Nevada State College states, in part: "…Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity—the promise of a stronger community and a better future for all of Nevada." These programs assist the Clark County School District by providing them with well-qualified generalist and specialized teachers, and they promote the post-graduate success of our students by preparing them for new career opportunities.

Nevada State College does not offer any additional continuing education programs.

2.C - EDUCATION RESOURCES

2.C.17 - Academic Quality of Continuing Education Programs

> **2.C.17** **The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.**

Nevada State College does not have a separate division or department for continuing education and special learning programs. Rather, the only applicable programs – in post-baccalaureate teacher education and post-baccalaureate speech and language education – are offered through our School of Education. The programs are comprised of courses approved by the Nevada State Department of Education as part of our undergraduate degrees. The courses are the same courses taken by undergraduate students and are fully described in the NSC Catalog and published syllabi. All of these courses have been approved by the School of Education faculty and the Nevada State College Faculty Senate Curriculum committee, following the normative curricular approval process as detailed in 2.C.5. The courses are instructed by the same faculty who teach other courses in the School of Education and the School of Liberal Arts and Sciences. Faculty assess students throughout the program. Currently, the School of Education is revising its school assessments in conjunction with newly revised school learning outcomes. During the AY 2013 the curriculum was adjusted to address the new school learning outcomes, and these outcomes apply to all students and courses in the post-baccalaureate programs. Essentially, there is no difference in the coursework, assessment, or learning experience of the post-baccalaureate students with the exception that the students in the program have already earned a baccalaureate degree.

2.C.18 - Granting of Credit

Nevada State College does not offer continuing education courses or related special learning activities at this time.

2.C.19 - Institutional Records

Nevada State College does not offer non-credit instruction.

2.D - STUDENT SUPPORT RESOURCES

2.D - STUDENT SUPPORT RESOURCES

2.D.1 - Effective Learning Environments and Support Services

> **2.D.1** **Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.**

Mission Alignment

As an institution founded on the ideal of broad access to baccalaureate degrees, Nevada State College (NSC) has championed a commitment to student success since our inception. Every faculty and staff member at NSC is dedicated to promoting the success of our unique student population. Importantly, both Student Affairs and Academic Affairs report to the Office of the Provost, which has facilitated the seamless integration of these divisions and contributed to a host of strategic initiatives aimed at supporting student learning and success.

Development of the Office of Institutional Research

NSC has invested significant resources in building our internal capacity to leverage data in the pursuit of improved student outcomes. The Office of Institutional Research is in the process of building a comprehensive, campus-wide database that disaggregates all institutional data by key demographics. This master database includes information from multiple constituents, including academic affairs, student affairs, advising, tutoring, and support services. It is expected to reveal trends, opportunities, and solutions that help ensure the success of our diverse student population.

Academic Advising

In 2010, the College initiated a complete overhaul of our advising efforts, including the development of an Academic Advising Center, the establishment of walk-in and evening hours, and the assignment of academic faculty advisors to all upper division students. As models of success who often share important traits with our students (e.g., they also were first-generation students), these faculty mentors act as a credible and trusted guide in the pursuit of a baccalaureate degree and post-graduate success. As part of the advising redesign efforts, the college also hired an academic success specialist who assists students on academic probation by developing and implementing learning contracts that will allow them to regain satisfactory academic standing. This specialist works with students on goal setting, time management, action plans, assessment, reflection, and effective communication with faculty members.

In addition to the on-ground services offered by the advising center, the College has created online access points to a constellation of advising tools. This includes the development of an online advising webcourse equipped with asynchronous information such as degree maps, registration "how to" videos, and academic study tools that can be accessed 24 hours a day from any location. The advising webcourse also contains a message board that allows advisors to inform students about advising tips, registration information, probation/warning, upcoming workshops, and important dates on the academic calendar. This message board is interactive and allows students to ask questions, share information with others, and communicate with advisors directly.

Student Academic Center (SAC)

The mission of the Student Academic Center is to provide academic guidance and enhanced learning skills through peer-to-peer support and an atmosphere that is conducive to the learning process. The SAC provides students with the necessary assistance to improve their study skills, use of educational resources, test-taking abilities, and overall academic performance. The SAC provides extensive in-person and online tutoring services free of charge to all enrolled students. Online tutoring services are available 24 hours a day, 7 days a week. The SAC also employs technology tutors to assist students with basic skills such as navigating the WebCampus learning management system, attaching and downloading files, interacting with discussion boards, and using lecture-capture materials. Tutor instruction is designed to complement and reinforce course material, particularly as it is addressed by instructors in their courses, while also leading students toward independent learning. To establish an optimal degree of consistency between tutoring support and course expectations, faculty members for several gateway courses (e.g., high enrollment, high risk courses such as math and composition) hold office hours and tutoring sessions in the SAC. To promote independent learning, the SAC conducts a variety of student success workshops designed to provide students with the tools to assist them in their pursuit of the baccalaureate degree. Workshops address factors such as time management, test anxiety and study skills.

Supplemental Instruction

During spring 2013, the director of the SAC, in partnership with a number of academic faculty members, launched a new Supplemental Instruction (SI) program. This program trains peer tutors to deliver additional instruction sessions outside of regular class time that provide students with in-depth, guided study opportunities. The SI tutors are required to attend each of the regular classroom sessions to ensure that the content covered in the SI sessions aligns with the material as it is being taught in the course (e.g., to establish a common ground with students, SI tutors can refer to examples that were used by the instructor).

Early Alert Program (EAlert)

The EAlert program gives academic advisors and faculty members a mechanism by which to identify and assist students who are struggling with their coursework before it is too late for them to have a reasonable chance of succeeding. Alerts are generated by academic faculty members through the Student Information System and are sent to EAlert advising specialists. The specialists, in turn, reach out to these students and provide them with custom-tailored academic support and guidance (e.g., some students may need tutoring support, while others need to be referred to a financial aid specialist). In the near future, the effectiveness of the EAlert program will be enhanced by our forthcoming predictive analytics system, due to launch in summer 2014.

College and Career Success Course
First-year and transfer students with fewer than 30 credits are required to enroll in our College and Career Success Course (CEP 123). Aimed at easing the transition into the College, this course includes the development of technological literacy, academic knowledge and skills, financial literacy, career/major decisions, self -awareness and other factors that the literature has linked to increased college success.

Remedial and Gateway Courses
Gateways to Completion
In fall 2013 NSC was selected as one of the 12 founding institutions in the Gateways to Completion (G2C) program offered by the John N. Gardner Institute for Excellence. The program focuses on comprehensive improvements to five "gateway courses," which are defined as historically high-enrollment, high-failure courses that can serve as a catalyst for later college success. The G2C initiative is distinguished by an extensive emphasis on data, including the use of advanced predictive analytics, and an effort to integrate the work of student affairs and academic affairs in the pursuit of student success. As the 3-year initiative progresses, advisors, tutors, and other support personnel will work closely with faculty and academic administrators to implement recommended practices that increase student learning, satisfaction and retention.
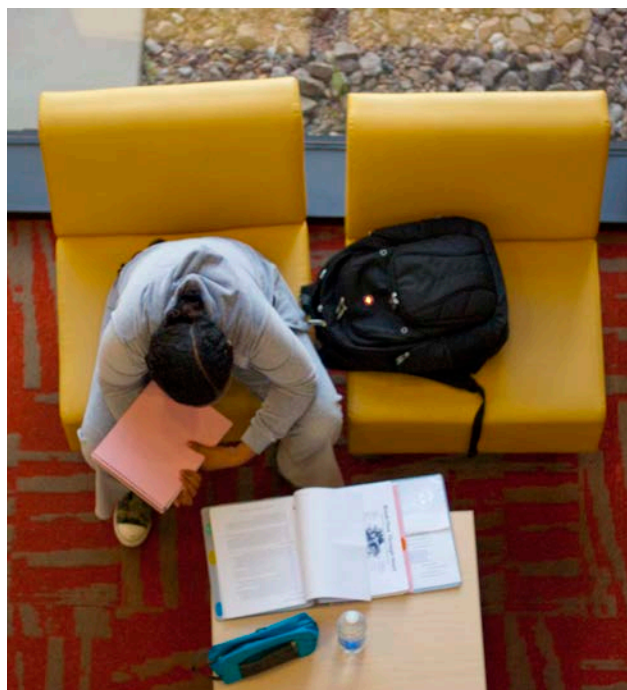
Remedial Math Redesign
Our mathematics department completely redesigned the remedial mathematics curriculum to deliver content in smaller 5-week modules that are mastery-based and allow students to successfully complete their remediation in a more timely fashion than is permitted by a traditional remediation model.

Developmental English
Our English department offers a "stretch" English composition course that embeds developmental writing coursework into a college-level English course. This model helps students develop the skills fostered by a remedial writing course, but does not require them to take an actual remedial class prior to the college level course.

Nepantla Summer Bridge Program
Launched in 2013, the Nepantla Summer Bridge Program is designed to promote the success of low-income, under-served, first generation freshmen. The program acclimates students to college-level work and helps them meet important requirements – including the completion of any necessary remedial courses – before their first full semester even begins. The program is embedded in a cohort model that fosters peer-to-peer support and intricately links students to NSC staff prior to the commencement of their fall studies. The program provides a small scale introduction to college life that fosters a welcoming environment for incoming students and helps diminish their feelings of "getting lost in the

crowd." Instructional faculty expose students to a rigorous academic curriculum while peer mentors serve as tutors to facilitate the transition to college life. The program provides academic and social activities to enliven the cohort experience and encourage the development of supportive peer relationships that contribute to student success.

First Year Experience (FYE) Program

The FYE is designed to increase student satisfaction, engagement, and persistence. It creates campus "learning communities" by guiding cohorts of students through two or more critical first-year courses that are linked by a common theme. For example, a recent FYE course, "What is Normal?," unites our introductory psychology course with composition I to examine the boundaries of normative characteristics and behavior. The learning community effectively doubles the amount of contact time our commuter students share with other students in a particular course and promotes friendships, study groups, and shared experiences that have been shown to improve persistence and retention (e.g., Kramer & Gardner, 2007). The program is currently being restructured to better integrate these FYE courses with critical advising and tutoring services. Advisors and tutors will be more engaged with the instructors and the content of their courses (through established dialogues) and better apprised of students who need assistance (through our EAlert system).

Resource Center for Students with Disabilities (RCSD)

The disabilities office provides students with available accommodations and services to assist them in their individual needs. The staff of the RCSD reviews the disability-related needs of students to determine whether accommodations or support services are necessary to facilitate that access. The mission of the RCSD is to create an accessible university community where disability is a "neutral" and students with disabilities can realize their full potential. The RCSD works with students, faculty, and staff to promote students' independence and to ensure the accurate assessment of their abilities, not disabilities.

Career Services

The Career Services Center at Nevada State College (CSC) serves as a campus career hub, providing students and alumni with the skills they need to pursue career goals and interact with a lifetime of professional decisions. The CSC encourages student participation from the first year of college through graduation, and partners with the Academic Advising Center, faculty mentors, the Office of Financial Aid, and the Student Academic Center to create an integrated and complete career development experience. The CSC also connects employers with the campus, providing a one-stop shop for job opportunities. The CSC offers services in career skills and interests testing, resume and cover letter writing, interview skills, graduate school opportunities and workshops on current career trends.

2.D - STUDENT SUPPORT RESOURCES

2.D.2 - Student Safety and Security

> **2.D.2** **The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.**

Safety and Security

Campus safety and security is a vital concern, especially for a relatively new and small College that has limited resources with which to provide academic instruction and administrative services. The College currently contracts with an outside security vendor to provide security coverage at each of our campus locations. The security officers are on site from 6:30 a.m. to 10:00 p.m. Monday through Friday and 8:00 a.m. to 5:00 p.m. on Saturday. The Liberal Arts and Science and Dawson buildings are covered with additional monitoring services and an alarm system due to the nature of the secluded location. The College also has agreements with the College of Southern Nevada and the City of Henderson Police to assist with law enforcement on all college premises. The College recently approved the budget to recruit for two certified safety officers and has an active Safety Committee that reviews areas of safety concerns and recommends policies and procedures to mitigate incidents.

Crime Statistics

In accordance with the Office of the President, and pursuant to the Clery Act, all currently enrolled students, campus employees, and prospective students and employees are entitled to request and receive a copy of the NSC Annual Campus Security Report. Statistics included in the NSC Annual Campus Security Report are compiled using the Henderson City Police Department database and include crimes reported within a one mile radius from campus. Campus crime statistics are also available on the NSC website. NSC also reports, on a timely basis, any reportable incident required by the State (NRS 396.329) and the Nevada System of Higher Education (NSHE) Board of Regents Handbook, Title 4, Chapter 1, Section 12.

At Nevada State College, we recognize the importance of integrated and comprehensive management and response when faced with an emergency situation. For this reason, Nevada State College's Emergency Management Team ensures that the NSC campus community is prepared in the event of an unforeseen emergency.

	On-campus			Non-campus buildings			Public Property			Dorm/Residential			Total Crimes		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Criminal Offenses															
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses-Forcible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses-non-forcible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0
Aggravated Assault	0	0	0	0	0	0	6	5	0	0	0	0	6	5	0
Burglary	0	0	0	0	0	0	9	4	0	0	0	0	9	4	0
Motor Vehicle Theft	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hate Crimes															
Race	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Orientation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arrests															
Illegal weapons possession	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Drug law violations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Liquor law violations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disciplinary Actions															
Illegal weapons possession	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Drug law violations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Liquor law violations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The team works to coordinate the advanced preparations of internal and external stakeholders by establishing, updating, and reviewing a detailed emergency response and a communications plan. The team is currently updating the Emergency Operations Plan which is available in draft form and is being vetted by the broader campus community. The plan will be finalized in the next several weeks and will be disseminated on the campus website, and will be available in the facilities department and the Office of the President. The Emergency Operations Team also develops the Emergency Communications Plan which, for safety reasons, is only provided only to the members of the Emergency Management Team.

During the 2013-2014 AY, the Office of the Provost established a Student of Concern (SOC) committee that will officially begin to address campus issues in the summer of 2014. The mission of the SOC committee is to coordinate information and develop support plans for students of concern to promote: 1) the health and safety of the campus community, and 2) community member health, well being, and success. NSC's SOC Committee will have a broad scope and will search for and attempt to address a wide range of student problems. Areas of concern include psychosocial and behavioral problems that may interfere with adequate and successful functioning. The SOC also will guide interventions that help struggling students continue their education. The SOC Committee has received formal training in threat assessment through SIGMA Threat Management Associates, which is a leader in the field of threat assessment. SIGMA also provided campus-wide faculty training that focused on common types of campus crime, implications for campus safety, basic principles of campus threat assessment, and strategies for enhancing the campus climate.

2.D.3 - Recruitment and Admissions

> **2.D.3** **Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.**

Mission Alignment

Nevada State College is founded on the belief that all students deserve an opportunity to succeed at the highest level. The fulfillment of this mission hinges on the provision of "quality, four-year degree programs" to a "diverse population of students" from largely under-served, first generation, non-traditional and/or financially challenged backgrounds. A large proportion of the students the College recruits and supports are particularly likely to benefit from our dedicated faculty and staff, personalized service, and focus on teaching and learning. As such, one of our chief aims is to "open the door to career success and enhanced quality of life" for students who otherwise might face limited opportunities for success in higher education. Our second core theme, "Foster Educational Opportunity," directly addresses this component of our mission.

Student Demographics

The student population at Nevada State College is highly diverse, largely underprepared (e.g., 60 percent of the incoming student population places into at least one remedial course) and directly aligned with the mission of the institution.

Ethnicity Changes in Fall Semesters
2002 - 2013
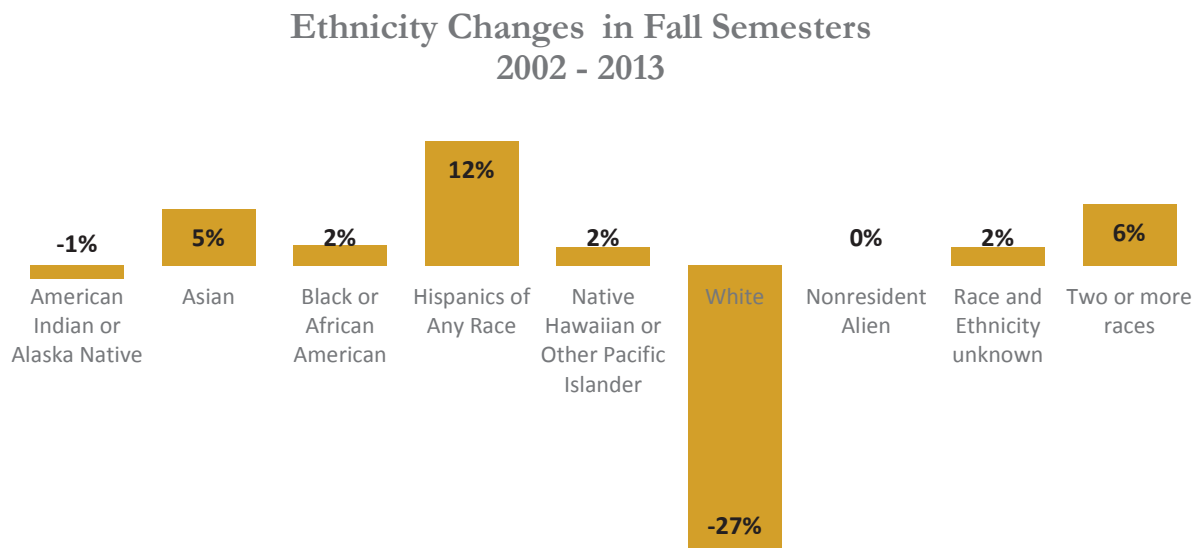
Degree Programs

To support our unique student population, we offer a wide array of affordable four-year degree programs in flexible learning formats that meet the needs of a working, commuter student population. Our School of Education helps address a statewide need by preparing highly qualified educators and speech language pathologists who will respond to the needs of all learners and educate students to reach their highest potential. The School of Nursing provides critical support to Nevada's health care community and offers degrees in a variety of learning formats, including a second degree accelerated track, an RN to BSN track, and a part-time program designed for students whose external obligations prohibit full-time enrollment. A range of bachelor's degrees in the Liberal Arts & Sciences prepares students for success in a number of fields, from professional careers in medicine, psychological counseling, and law enforcement to rapidly growing fields in business, biotechnology and visual media.

Student Support

Students are guided along each of these degree paths by personalized student support services in critical facets of the college experience. The combined goal of our service and educational initiatives is to "open the door to career success" by improving the retention, persistence and graduation rates of our students. The College aspires to improve the outcomes of all students, particularly those who come from first-generation, non-traditional, and other under-represented backgrounds. Our success in this regard plays an integral role in the future economic and social health of a state burdened by one of the lowest proportions of college graduates in the nation. The graduates of Nevada State College are expected to leaven this burden and contribute to a more diverse workforce and diversified economy.

Admissions

The College works diligently to admit qualified students who will benefit from our educational offerings. Information about our admissions policies and the admissions process is widely available in the College Catalog and on the NSC website, and is described in greater detail in section 2.A.16.

Fall Headcount

Year	Headcount
2002	176
2003	531
2004	1272
2005	1562
2006	1959
2007	2196
2008	2126
2009	2516
2010	2988
2011	3192
2012	3405
2013	3395
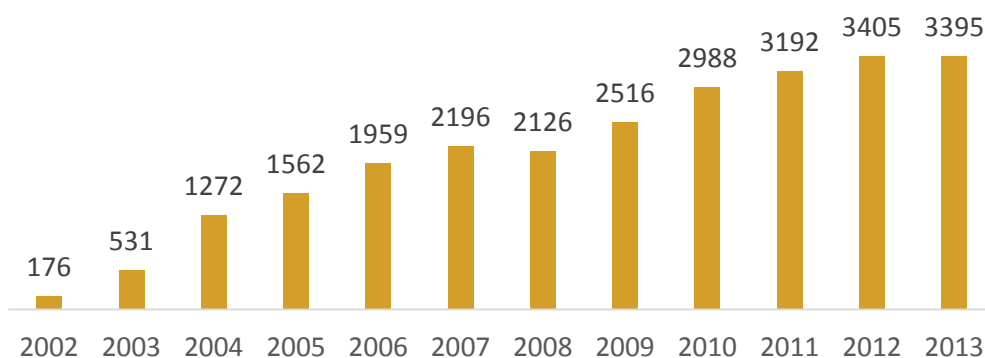
Degree Requirements

Degree requirements and graduation requirements are available in the College Catalog and on the NSC website. Students also receive information regarding their degree requirements immediately upon admission. Once students are admitted, admit packets are sent to their homes and their email accounts to inform them about placement testing and new student orientation. As per campus policy, all new students are required to attend new student orientation. Transfer students are given the option of

attending an online student orientation. The orientation process provides students with a wealth of information, including information about academic program requirements, financial aid, graduation requirements, transfer policies, and hands-on assistance with course registration. All students also are provided with an orientation packet that includes a degree sheet that lists program requirements by category and a degree map that illustrates a pathway for on-time graduation. Advisors review this information in detail with the students and the academic deans from each of the respective schools provide information about the individual degree programs.

Degree Audit
Throughout their course of study, students have direct access to their degree audit in the Student Information System (SIS) and the NSC Portal. The audit indicates their overall progress in their degree programs, noting requirements that have been met and those that have yet to be satisfied. To further enhance student awareness of their progression toward degree completion, the advising office proactively reaches out to students via email, text, and phone to encourage them to schedule regular advising sessions.

Transfer Rights
Nevada State College adheres to the well-established Nevada System of Higher Education (NSHE) transfer rights and related policies. These policies are published in the NSHE Board of Regents Handbook, Title 4, Chapter 14, Sections 14, 15, 16 and 17, on the NSC website, and in the NSC College Catalog.

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

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

In addition:

• When admitting a student, NSC may consider the student's standing at a previously attended institution, including but not limited to, records or disciplinary action.
• A student who gains admission to the College on the basis of incomplete or fraudulent credentials or misrepresentations on their application will have their admission cancelled, will not receive any refunds, will have their total credits rescinded, and will be prohibited from registering at the College in the future.

Admissions policies are described in greater detail in section 2.A.16.

Math and English Placement

To determine placement into math and English courses, students have the option of submitting ACT/SAT scores or taking the Accuplacer exam with NSC. Placement scores and course assignments for each type of test are clearly delineated in the NSC catalog. Students are informed about the placement procedures in the initial admissions packet, new student orientation materials, the College Catalog and the Office of Admissions and Records website. The Student Information System automatically prevents students from registering into courses for which they do not have adequate placement scores.

Transfer of Coursework

When a transfer student applies to NSC, the transcript is reviewed by the Office of Admissions and Records to assess comparability with NSC courses. Where current articulation agreements are not in place, a transfer coordinator in the Office of Admissions and Records will attempt to determine if the course is comparable to a NSC course based on available course descriptions. If the transfer coordinator is unable to render a decision, the course is reviewed by the department in the specific discipline to assess comparability. Common course numbering and strong articulation agreements among the institutions in NSHE facilitate the evaluation and ease of transfer credits within the system. Section 2.C.8 provides additional information regarding credit transfer procedures and articulation agreements.

Policies regarding the transfer of coursework from out-of-state and non-NSHE institutions are published in the College Catalog as well as on the website. The procedures for awarding the transfer of credit are detailed within these policies. In addition, NSC publishes its course-by-course evaluation of transfer courses from institutions within the United States online using the Transfer Evaluation System. This assists prospective transfer students to determine potential course transferability and applicability toward a desired degree program.

Graduation Requirements

Graduation requirements for the College as a whole and the professional programs are widely available in the College Catalog, on the NSC website and in the advising center. As noted above, throughout their course of study students have direct access to their degree audit report, which matches their completed courses (at NSC or transferred from another institution) with the requirements for a particular degree program. The Office of Admissions and Records ensures the accuracy of the degree verification process on a regular basis and ensures that all graduating students meet the graduation criteria for their programs of study.

2.D.4 - Program Elimination or Significant Change in Requirements

> **2.D.4** In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

As delineated in the College Catalog, students enrolled at Nevada State College may elect to graduate under the catalog year of enrollment in a baccalaureate-level program or under the catalog year of

graduation. Consequently, if a degree program undergoes substantive changes that could adversely impact a student, the student has the option of graduating according to the requirements that were in place when the student first enrolled in the program.

As described in the Curriculum Review Handbook, program elimination is an extensive process that ultimately requires approval by the NSHE Academic Affairs Council and Board of Regents (BoR), as stipulated in Title 4, Chapter 14 of the NSHE BoR Handbook. Students would be apprised of the changes to their program in the early stages of the lengthy progression towards the elimination of a program, and no additional students would be allowed to enroll in the program. Furthermore, students would work with an advisor to chart a plan towards timely degree completion, and the institution would ensure that the opportunity for students enrolled in the current program to graduate on time would be available. The last program to be eliminated at the institution was the Bachelor of Science in Occupational Science. At the time of elimination, the College allowed for a 3-year teach-out plan that allowed all enrolled (fewer than 30) students to either complete the program or, if preferable, work with an advisor to enroll in an alternate degree program.

2.D.5 - Publishes or Makes Reasonably Available Accurate Information

> **2.D.5**   **The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:**
>
> **a) Institutional mission and core themes;**
>
> **b) Entrance requirements and procedures;**
>
> **c) Grading policy;**
>
> **d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;**
>
> **e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;**
>
> **f) Rules, regulations for conduct, rights, and responsibilities;**
>
> **g) Tuition, fees, and other program costs;**
>
> **h) Refund policies and procedures for students who withdraw from enrollment;**
>
> **i) Opportunities and requirements for financial aid; and**
>
> **j) Academic calendar.**

The Office of Admissions and Records annually publishes an Academic College Catalog that is available to students and faculty in print and online formats. The registrar works carefully with each unit in the College to ensure that the information in the catalog is timely and accurate. Catalog revisions for the impending academic year are first addressed by various college divisions in January of the preceding year, and a process of iterative review and refinement continues until the publication of the catalog

in June of each year.   Beginning in academic year 2013-14, the online version of the Catalog is being offered in an HTML format in addition to the traditional pdf format. The HTML catalog offers improved navigation and, importantly, is tied to other content areas on the NSC website so that revisions to the College Catalog are automatically populated wherever they appear on our website. This linkage, in turn, ensures that content is accurate and completely consistent regardless of where it appears in our online materials. Important features of the 2013-14 Catalog include:

1. Institutional Mission & Core Themes
The institutional mission, core themes, values, and history are addressed in the Catalog section "About Nevada State College." The core themes are readily available on the College website and the Provost's website and are discussed in detail in faculty development sessions and standing College committees including the Executive Leadership Team, Deans Council, Provost Council, Academic Strategic Planning Committee and Student Affairs Leadership Committee. The core themes were reviewed and approved by the NSSA (student government).

2. Entrance Requirements & Procedures
These elements are addressed in the Catalog section on "Admissions Information," which lists the College's general admissions policies along with information about transferring to NSC and testing into particular classes.

3. Grading Policy
This information is addressed in the Catalog section on "Grades and Examinations." This portion of the Catalog clearly delineates traditional grades and explains marks that denote special circumstances, such as "W" for students who withdraw from courses and "I" for students who receive incomplete grades.

4. Descriptions of Schools and Degree Programs
The catalog is divided into three sections: the School of Education, the School of Liberal Arts and Sciences, and the School of Nursing. For every degree or program offered by these Schools, the Catalog lists a narrative description, completion requirements, and expected learning outcomes. The Catalog also lists a course description for every class offered by the School, along with pre-requisite information for each course. At present, the Catalog does not provide comprehensive information about the frequency of course offerings, projected timelines, or required course sequences, but this information is provided in detail on our Degree Program Maps, which are accessible to students in online and print formats (print copies are offered by each College division and by advisors).

5. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
This information is readily available in the Catalog for chief administrators and full-time faculty.

6. Rules, regulations for conduct, rights, and responsibilities
This information is provided in the Catalog section on "Student Code of Conduct and Policies." It lists the expectations of NSC students, establishes disciplinary procedures, and outlines the grade appeal process.

2.D - STUDENT SUPPORT RESOURCES

7. Tuition, fees, and other program costs
All fees and program costs are clearly explained in the Catalog.

8. Refund policies and procedures
All information regarding refund policy and procedures is provided in the section on fees and program costs.

9. Opportunities and requirements for financial aid
Financial aid information is clearly delineated in the Catalog. Students and other stakeholders are provided with information about available grants, loans, and scholarships.

10. Academic Calendar
The Catalog provides detailed information regarding the Academic Calendar.

2.D.6 - Licensure Requirements

> **2.D.6**   **Publications describing educational programs include accurate information on:**
>
> **a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
>
> **b) Descriptions of unique requirements for employment and advancement in the occupation or profession.**

Nevada State College provides prospective and admitted students with accurate information on state and national licensure for our professional programs in the School of Nursing and the School of Education. The information is available on the School websites, in the respective student handbooks, and in the advising center. Upon admission to the School of Nursing or the School of Education, each student is assigned a faculty advisor from the respective discipline who is able to assist students with eligibility requirements for national and state licensure and with any unique requirements for employment and advancement in the occupation or profession. The Career Services Center also assists students with this information and the Student Academic Center offers workshops to help prepare students for the PRAXIS (Teacher Preparation) and NCLEX (Nursing) examinations.

2.D.7 - Secure Retention of Student Records

> **2.D.7**   **The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.**

Retention of Records
Nevada State College is committed to the secure retention and confidentiality of student records. The Office of Admissions and Records, in collaboration with the Office of Information & Technology Services, assures the security of student records and the provision for a reliable and retrievable backup of those records. Physical copies of academic records are housed in the Office of Admissions and Records in fireproof cabinets.

Timelines
The institution follows the American Association of Collegiate Registrars and Admissions Officers' guidelines for the maintenance, retention, and disposition of records. The permanent academic records of students are retained indefinitely. Applications for admission and/or readmission, transcripts issued by other institutions, applications for residency reclassification, military service documents, undergraduate admission evaluations, advanced standing admission evaluations (including CLEP and Advanced Placement), changes of major or advisor, and pertinent correspondence are retained for one year after the student's last date of attendance. Once a student graduates, the permanent academic record is the only record that is maintained.

Security and Backup
In an effort to improve the provision for a reliable and retrievable backup of student records, the institution is currently implementing a document imaging and management system. This system provides a secure repository of all documents processed and retained by the institution, including the students' academic record. The records are housed in a hosted cloud-based solution provided by Hyland Software. To access these records, users must authenticate to the application and be given explicit data security rights. To ensure the reliability and security of the stored information, records reside in highly secure data centers that offer built-in redundancy and data replication. In addition, all data are transmitted using only encrypted channels and are stored in an encrypted format on the servers.

Family Educational Rights and Privacy Act (FERPA)
Nevada State College strictly adheres to FERPA requirements. The institution does not release the private records of individual students without prior written consent from the student. Furthermore, students have the ability to opt out of the release of directory information through their myNSC student account or in-person with the Office of Admissions and Records. Upon admission to the institution, a student is made aware of their rights under FERPA in their myNSC account and the Notice of Confidentiality and Release of Information are published in the College Catalog. FERPA training is required for all new NSC personnel who require access to student records. These sessions occur in person through faculty development sessions and via an online course.

2.D.8 - Effective and Accountable Program of Financial Aid

> **2.D.8** **The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.**

Mission Alignment

Nevada State College's financial aid programs are directly aligned with our mission to provide "quality, affordable four-year degree programs [that] open the door to career success and enhanced quality of life for a diverse population of students." As an institution that has maintained a singular commitment to serving a primarily first generation, low-income student population, our pledge to provide our students with an affordable education is further delineated in our second Core Theme: "Foster Educational Opportunity."

Financial Aid Sources

NSC's financial aid program includes funding from federal, state and institutional sources. Federal Title IV programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study and Federal Direct Loans. State opportunities include the Millennium Scholarship program and state-funded Nevada Grant-in-Aid and Access Grants. Fee-funded institutional grants are awarded to students demonstrating financial need and part-time student employment opportunities are made available to students on both a need and non-need basis. Scholarships funded by the NSC Foundation are awarded annually to students demonstrating financial need or academic achievement as per the scholarship guidelines.

Availability of Financial Aid Information

Information about available financial aid programs is published on the NSC website and is discussed extensively in new student orientation. In addition to face-to-face and phone counseling, the Office of Financial Aid engages in extensive outreach to campus promoting the availability of financial aid and scholarship opportunities, and it periodically conducts workshops on financial management and minimizing indebtedness. To supplement these seminars and workshops, NSC provides each student with a membership to SALT, a web-based, interactive financial literacy program maintained by American Student Assistance. The program provides a comprehensive financial education curriculum, debt management counseling, scholarship searches and career counseling.

2.D.9 - Financial Aid Repayment Obligations

> **2.D.9** **Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.**

Default Rates

Nevada State College's Office of Financial Aid monitors annual default rates as published by the U.S. Department of Education and reviews those rates for accuracy. The Office likewise monitors the monthly delinquency reports and follows up with borrowers at risk of default via letter, email and phone calls. NSC's 2-year cohort default rate for FY11 was 5.1 percent.

Repayment Counseling

The Office of Financial Aid provides students with loan counseling and repayment obligations prior to borrowing and all first time borrowers are required to participate in online Federal Direct Loan Entrance Counseling prior to the disbursement of Direct Loan funds. Borrowers are notified of each loan disbursement made to their student account, along with their rights to cancel the loan within a federally prescribed timeframe. Students also are provided with policies regarding Title IV refunds and return of funds.

All NSC students are enrolled in SALT, an online financial literacy program, which allows them to review their borrowing history and estimate repayment obligations. Twice annually before graduation, the financial aid office conducts a loan repayment workshop to provide information and answer students questions about managing their loan debt. Students who do not re-enroll or fall below half-time status are reminded of their repayment obligations in their exit counseling.

Additional information regarding various types of loans, loan repayment obligations and financial calculators is widely available to students in the Office of Financial Aid, the Academic Advising Center and on the [Office of Financial Aid website](#).

2.D.10 - Academic Advisement

> **2.D.10** **The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.**

Program of Academic Advisement

Nevada State College has invested considerable time and effort into the design, maintenance, and evaluation of a program of academic advisement that promotes the development and success of our unique student population. Broadly speaking, we entertain two inter-related systems of advising – one for students who have earned between 0 and 60 credits and another for students who have accumulated over 60 credits (on their way to a 120-credit degree for all but four of our programs, which are either 124 or 128 credits). The former system is led by professional advisors in our Academic Advising Center (AAC); advising in the latter system is provided by academic teaching faculty. The system is designed to strategically allocate resources according to the strengths of our personnel. Professional academic

advisors, who are most knowledgeable about early college success skills and degree planning, help usher students through their formative years as they complete general education courses and develop their own success and decision-making skills. Faculty advisors, who are well-versed in the content, skills, and post-graduation opportunities in their fields, are better poised to guide students through discipline-specific upper division courses and potential career and graduate school options. To assist students with course selection and degree-planning decisions at all levels, we regularly update degree maps that give students a recommended course sequence and apprise them of when the College offers particular courses within the major. Advisors at all levels understand that a high proportion of our students come from non-traditional, first-generation backgrounds, and they remain vigilant in directing students to resources and considerations that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience when pursuing graduate school).

The AAC is in a continual state of assessing and improving its advising services. Recently, two of the foremost improvements deal with advising personnel and web-enabled support services. In the last two years, the AAC has doubled its number of professional advisors from three to six. Generally, each advisor guides students from a specific set of related disciplines (e.g., all School of Education degrees are under the purview of a specific advisor), but the growth of the advising team has afforded additional areas of specialization. To this end, the College now has a retention specialist, an academic probation and warning specialist, a student orientation specialist, a remedial mathematics specialist, and two Complete College America specialists who focus on a variety of interrelated goals (e.g., recruit-back campaigns). These emphases allow advisors to apply and further develop their expertise in areas where our students need the most assistance.

The introduction of more robust online support services also promises to increase student success. The enhanced services are availed to students in the form of a Student Advising Webcourse that is housed in WebCampus, NSC's learning management system. All students who are enrolled in a course at NSC also are enrolled in the advising course, which shows up in their regular course list on Web-Campus. Key features include:

- Important real-time announcements (e.g., a notification about an impending registration deadline)
- A twitter feed that provides academic updates and information about campus events
- A Frequently Asked Questions/Discussion Thread database
- An "Advising Essentials" repository that includes degree worksheets, degree maps, and college success tips from advisors
- "How To" videos to help students understand how to navigate the registration system
- Registration 101, a page that describes essential registration information
- Skill Building Tools (e.g., time management skills)
- A "meet the advising staff" welcome page
- An interface for scheduling an advising appointment

The webcourse was launched in early November 2013 and continues to be updated with new and improved resources as we accumulate feedback from students and staff.

Evaluation of Services

The AAC has implemented appointment evaluation surveys to solicit student feedback about the quality of their work and guide improvement initiatives. These surveys, given to students in the wake of each advising meeting, are primarily focused on student satisfaction. In the near future, the AAC plans to bolster this evaluation survey with an assessment of concrete student learning objectives (e.g., "Were you able to finalize your upcoming course schedule based on your advising meeting?"). This added component will help advisors understand which specific facets of their work need to improve – or be emphasized – to enhance student satisfaction and success.

In a comprehensive 2013 examination of advising services at NSC, the advising team noted potential deficiencies and opportunities and, as a result, developed a "First-year Curriculum Plan." The curriculum plan includes key learning objectives for students during the fall and spring semesters of their first year in college. Once finalized, the plan will be made available to students via the website, the student Advising Webcourse, and the offices of the AAC. Furthermore, the advisors plan to develop like-minded curriculum plans based on subsequent years for each degree program offered by the College. Finally, as with every NSC employee, each member of the advising team undergoes an annual performance evaluation. The advisors are reviewed by the director of advising, and the director is reviewed by the provost. The comprehensive reviews necessarily include a close examination of the effectiveness of the advising system and the people who guide it (see section 2.B.2 for additional information regarding staff evaluations).

Knowledgeable Personnel

At NSC, professional advisors in the AAC specialize in the requirements of a subset of academic programs, but cross-training ensures that they have a sound understanding of the curricula and graduation requirements of every program. The latter capability is a component of advising training, but it also is enforced through weekly staff meetings. These meetings keep all advising staff apprised of curricular changes and questions or concerns that may be specific to the students enrolled in a particular program. Relevant information and solutions that emerge from these meetings are then made accessible to all students via the Advising Webcourse. A specific section of the webcourse, titled "Advising Essentials," serves the dual role of providing tools and information for students while simultaneously ensuring that advisors and advising staff are knowledgeable about current program requirements. The degree worksheets housed in this section provide a detailed illustration of completed and unfulfilled program requirements, and the degree maps convey suggested course sequences along with information about pre-requisites and other course considerations that may affect timely degree completion (e.g., avoiding an important but difficult pre-requisite course).

2.D - STUDENT SUPPORT RESOURCES

Advising Resources

Beyond the catalog and degree worksheets/maps that advisors use to maintain knowledge of degree requirements, the degree audit utility in our Student Information System (SIS) is the foremost tool that advisors use in assessing student needs vis-à-vis degree completion. The degree audit tool provides quick and accurate information about which degree requirements have been completed, which requirements have yet to be fulfilled, and which courses can be taken to meet outstanding requirements. In many instances, advisors will use a degree audit to show students how to complete their own degree worksheets, which present the same information in a simplified fashion.

The knowledge of faculty advisors is supported by the same resources availed to professional advisors. Faculty have access to degree maps, curriculum information in the catalog, and the degree audit utility in SIS. Given that faculty typically advise students in their own discipline, they tend to be experts in the curriculum itself. In faculty development sessions, new faculty are trained in the use of these resources by the academic advising personnel and the academic deans. Regular meetings between the faculty and the advising staff ensure that the advising process is coordinated.

Advising Requirements and Responsibilities

Advising requirements and responsibilities for both students and advisors are clearly delineated in the "Advising Roles and Responsibilities" document, which is housed in the Advising Webcourse and posted on our website. According to this document, advisors are expected to help students understand academic requirements, provide advice regarding academic planning (e.g., course selection), increase awareness of important student success services, resources, and campus offices, and encourage a trusting, supportive, and communicative environment. Students are expected to take responsibility for their academic success, communicate questions and information clearly, prepare for their academic obligations, and entertain regular appointments with advisors. In the interest of providing optimal support to a largely non-traditional, first-generation, and underprepared student population, the document distills student responsibilities into a small number of memorable and essential principles. It also fosters a welcoming relationship between advisors and students that nevertheless encourages the high level of personal accountability needed to succeed in college.

Mandatory Advising

To further increase the probability of student success, mandatory advising is applied to specific populations and enforced through registration holds. The registration holds, enacted through our PeopleSoft Student Information System (SIS), prevent a student from registering for classes until they have communicated with an advisor. Holds are placed on students who are entering their first semester at the

College, students who fall below good academic standing, and students who fail to meet Satisfactory Academic Progress requirements. The presence of a hold and the need to meet with an advisor are communicated to students via email and through a salient notification in the SIS.
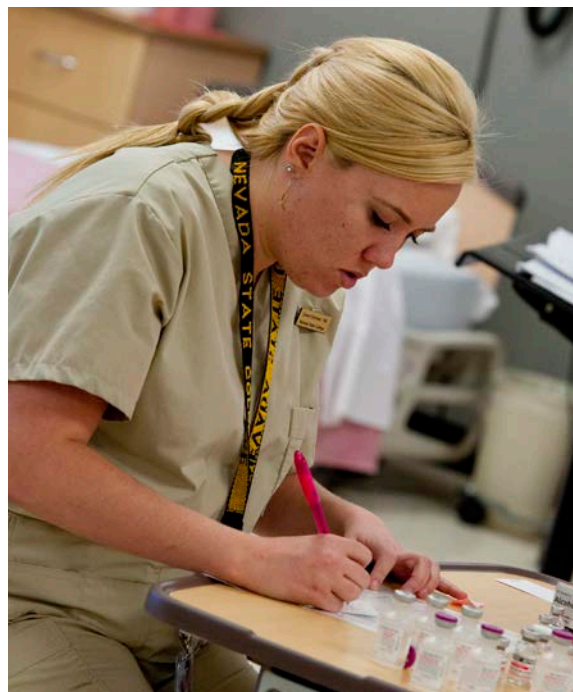
2.D.11 - Co-Curricular Activities

2.D.11 **Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.**

Mission Alignment
The co-curricular program of the College includes NSC clubs and organizations, as well as programs offered by student government, College Relations and the Office of the Provost. These activities foster the intellectual and personal development of students and are consistent with the institution's mission and two of our three core themes: "promote student success" and "strengthen the community." Although severe budget shortages have limited the expansion of co-curricular activities in recent years, the programs that are offered are overwhelmingly student-directed and are overseen by the Office of College Relations and the NSSA business manager.

Student Clubs
The majority of the co-curricular activities on campus are student-led clubs. The chartering of clubs is outlined in the NSSA constitution. These clubs must adhere to Nevada State Law, Board of Regents policy, Nevada State College procedures and policies, and the NSSA's constitution and bylaws. Chartered clubs must submit a monthly report of meetings, activities, and financial activity to the NSSA. A club charter can be revoked by the NSSA with approval by the majority of the Student Organization Board. The student clubs span a wide range of academic and social interests. For example, several clubs – conducted with the support of faculty advisors – are designed to help our largely non-traditional student population understand and better prepare for graduate school opportunities. Representative clubs include the Graduate School Preparatory Club, Pre-Medical Club, and the Psychology Society. Other clubs focus on knowledge, skills and opportunities at the undergraduate level, including the Blue Marble Science Club, Kappa Delta Pi (Education Honor Society), 5th Element Science Club, American Sign Language Club, History Society, National Student Speech Language Hearing Association, Student Council for Exceptional Children, Student Nurses Association, and Visual Media Club. Consistent with our mission, a number of student clubs support our diverse student population, including the African Student Association, Latino Scorpions Club, and Black Student Organization.

2.D - STUDENT SUPPORT RESOURCES

The NSSA business manager provides resources and leadership development for student organizations and actively encourages students to get involved. All current registered student clubs and organizations, including the contact information for the club president and faculty advisor, can be found on the NSC website.

Institutional Programs
In addition to student clubs, the institution offers a number of programs aimed at enhancing the college experience for NSC students. These programs include a Speaker Series, a summer bridge program, Spirit Week, Welcome Back Week, the annual Luau, and the Finals Week Study Breakers. The Office of Community Engagement and Diversity Initiatives also provides additional programming opportunities to support our diverse student population.

2.D.12 - Auxiliary Services

> **2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.**

College Bookstore
The only auxiliary service currently in operation at the College is the college bookstore. To provide better services, the bookstore was outsourced to a third-party provider in 2013. Faculty, staff and administrators were involved in the selection process for the current bookstore provider, which will be under contract with the College until 2018 (Nevada System of Higher Education (NSHE) policy limits the contract duration to 5 years). At such time, a request for proposal process, which will involve personnel from all facets of the college, will be released to determine whether to renew the contract with the current provider or seek a successor operator for the bookstore.

The bookstore has developed an efficient and prompt method of acquiring and selling textbooks and is highly responsive to faculty, staff and students. The bookstore also offers student apparel, supplies, graduation regalia, and gifts that bear the NSC logo and help contribute to the collegiality of the college community and the branding of the College. The success of the bookstore is dependent on its capacity to provide the services required by the college and its students. To that end, the bookstore manager reports directly to the associate vice president for Finance and Administration (AVPFA), who also meets at least quarterly with the bookstore provider's regional manager. The AVPFA works with faculty, staff, students and other administrators to ensure that the bookstore is meeting the expectations of the College.

2.D.13 - Intercollegiate Athletics

The College does not offer any intercollegiate athletic or related co-curricular programs.

2.D.14 - Identity Verification for Distance Education

> **2.D.14** **The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.**

Identity Verification

Nevada State College utilizes secure Lightweight Directory Access Protocol (LDAP) to authenticate all students entering the WebCampus learning management system against the institution's Active Directory, the College's single source for authentication and authorization. Authentication consists of a unique 10-digit ID number and password that are generated for all students upon admission into institutions within the Nevada System of Higher Education (NSHE). The ID, referred to as the NSHE ID, remains assigned to the student for life and is used to positively identify them throughout their stay at NSC (the assigned password, in contrast, can be changed the first time a student logs into the Student Information System).

Remote Proctoring

In addition to traditional identity verification through a login and password, NSC is actively working to incorporate an online proctoring system from Proctor-U that provides additional levels of verification. Upon beginning a test administered through this system, a live proctor verifies the identity of the student using a webcam along with a government issued photo ID. The student must then answer a series of security questions generated by the Acxiom verification and authentication system. This system produces randomly generated questions based on personal data collected from public records, commercial entities, and government agencies. It is the same system currently used by major credit reporting and financial organizations to positively identify individuals.

Computing Policies

All students who take courses at NSC are required to adhere to the NSHE Computing Resources Policy, which is provided electronically via e-mail when a student is first admitted to the College. This policy states that a NSHE account given to students, faculty, and staff is for the use only by that individual and that users should not misrepresent their identity. This policy also provides information on the protection of student privacy. Online teaching and learning within WebCampus strictly abide by the same FERPA regulations and protections enforced at NSC more broadly. As stated in the NSHE Computing Resources Policy:

The NSHE provides security measures to protect the integrity and privacy of electronic information such as administrative data, individual data, personal files, and electronic mail. All FERPA (Family Educational Rights and Privacy Act) requirements are followed. Users must not circumvent security measures. While computing resources are system property and all rights are retained regarding them, these rights will be balanced with a reasonable and legitimate expectation that technical staff and administrators will not casually or routinely monitor traffic content or search files. The content of files shall only be examined when there is a reasonable suspicion of wrongdoing or computer misconduct as determined by the institution president or his or her designee. Examination of files shall be limited to the matter under consideration. Disciplinary matters involving computer and network systems shall be handled in accordance with Chapter 6 of the NSHE Code. Within the limits of the capability of the computer system, NSHE shall protect the legitimate privacy interests of users and those about whom information is stored.

2.E - LIBRARY AND INFORMATION RESOURCES

2.E - LIBRARY AND INFORMATION RESOURCES

2.E.1 - Library Collections

> **2.E.1**   **Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.**

Mission Alignment

The library and information resources at Nevada State College make critical contributions to the fulfillment of our mission. Three facets of the mission are particularly well-supported:

1.   An emphasis on "excellence in teaching"
2.   A commitment to "technology-rich learning opportunities"
3.   The empowerment of a "diverse population of students"

Teaching Support

The first facet is central to NSC's mission and culture. We are a teaching college, so the library must do everything it can to support excellence in teaching. We support this role in several ways. First, all of our professional library faculty are skilled teachers. They offer regular sessions in bibliographic instruction, and have led the CEP 123 course: College & Career Success. Also, they work closely with the teaching faculty to support classes, programs, and faculty research. Many of the teaching faculty schedule individual meetings with the library faculty to support their research or to support the availability of resources for their classes. Furthermore, NSC supports a Library Advisory Committee, which is tasked with ensuring open communication between the library and the teaching faculty.

Technology-Rich Learning

In addition to an emphasis on teaching, the library also supports the College's goal of integrating technology-rich learning. As a new library, much of our collection efforts have focused on digital resources, which students can access through any internet-enabled device or through the full computer labs in each of our libraries. These resources include substantial eBook collections, robust database collections, RefWorks for bibliographic management, and LibGuides, which organize information resources thematically. Although the College maintains a strong core print collection as well as access to the vast materials in the Nevada System of Higher Education through shared access privileges and interlibrary loan, most of our materials form the backbone of NSC's goal of providing a technology-rich education.

Finally, the library marshals its support of high quality teaching and learning to promote a broader goal of the College: to empower a diverse population of students and improve their lives and the future of Nevada. The NSC Library has an online presence in WebCampus (the College's Learning Management System) and the NSC Portal. The library presence in these systems allows library staff to embed discovery tools and electronic content into the workflows of students and instructors. The research and communication skills that students gain through the use of our resources gives them the ability to find authoritative information, integrate it into their work, and use that information to communicate more effectively. These skills are invaluable in today's job market – with improved communication skills and information seeking abilities, our diverse community of students has a higher probability of career success and an enhanced quality of life.

Currency, Breadth, and Depth
Importantly, the library must take regular steps to ensure that our services and resources have the currency, depth, and breadth necessary to effectively support our mission. To ensure currency, we rely on a detailed collection development policy that guides how we develop the collection and how we decide which items should be removed. We also administer regular surveys to our students and faculty to measure their satisfaction and concerns. Most importantly, we work closely with the key faculty in each discipline to ensure that the available resources are meeting the needs of the specific program. When new programs and courses are added to the NSC curriculum, faculty are required to consult with the director of Library Services to ensure that there are enough resources to support the addition (as described in section 2.C.5). If the resources are deemed insufficient, the library provides the Office of the Provost with a financial proposal to secure the necessary resources. Library resources are part of the final program proposal that approved by the provost and submitted to the Board of Regents when new programs are developed.

Furthermore, the library employs an emerging technologies librarian, whose specific mission is to explore trends in library science and test new technologies. The emerging technologies librarian heads a Mobile Users Group, which is currently seeking out ways to utilize mobile technologies in the classroom. The library has supported these efforts by making iPads and other mobile technologies available to students for checkout.

LIBRARY AND INFORMATION RESOURCES PLANNING

2.E.2 - Planning

> **2.E.2**   **Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.**

Planning
The Nevada State College Library relies on both quantitative and qualitative data to guide planning for information resources and services. The most pertinent data sources for planning include the NSC Strategic Plan, the 2010 Nevada System of Higher Education (NSHE) Library Task Force Report, NSC

constituent surveys, essential Association of Research and College Libraries (ARCL) documents and reports, recommendations from the Library Advisory Committee, and informal feedback from students and faculty. The director of Library Services considers the information gathered from these sources when making decisions about collection development, policy development, and additional services.

Campus Feedback

One of the most important sources of information is the survey that the NSC Library administers annually. This survey gathers data from the campus community concerning the effectiveness of library services, the breadth of the resources, and the usefulness of library space. Periodically, the NSC Library participates in LibQual+, which has garnered important data that has been used as a resource when developing library and website remodels. Administered to both students and faculty, the LibQual+ survey collects user satisfaction data about a number of important variables, including the quality of service provided by library staff, the accessibility of electronic resources, and the extent to which the library space inspires study and learning. Another critical means by which the library accrues feedback from users about needed resources is the curriculum review process. As described in section 2.C.5, the review of program and course revisions and additions requires the individual(s) proposing the curricular change to determine whether needed resources are available, and to consult with Library Services about resolving any inadequacies (e.g., subscribing to an essential database).

The NSC Library also relies heavily on in-person interactions with students and faculty. The director of Library Services meets regularly with key faculty in each program to discuss the program's specific needs. Faculty are able to use these meetings to suggest resources and additional services. The faculty also are able to communicate with the library through the Faculty Senate, which includes a library representative and the Library Advisory Committee. Students with suggestions are able to submit feedback cards both in-person and electronically. Since the library's primary focus is serving students, the library staff work diligently to address these suggestions.

Finally, the director of Library Services is involved in multiple committees at the administrative level, including the Provost Council. These meetings, along with regularly scheduled one-on-one meetings with the provost, help to ensure that the library receives significant feedback from NSC's administration.

2.E.3 - Library Instruction - Support of Programs and Services

> **2.E.3**   **Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.**

The NSC Library has several initiatives in place that help its constituents effectively obtain, evaluate, and utilize library resources. These include:

1. *An emphasis on bibliographic instruction.*
Our director of Library Services and our emerging technologies librarian both teach classes on using library resources for any instructor who requests it. They also teach modules in CEP 123: College & Career Success, which introduce students to the college experience. Through these modules, new NSC students learn about the importance of library resources and are provided with hands-on training in how to use them. The library is currently hiring an instruction librarian who will make even more instructional sessions available to students and faculty.

2. *Tools that empower information seekers.*
The library has implemented several services that help users find authoritative information efficiently. One such service is Summon, a tool that mimics the search behavior of familiar services such as Google. By providing a simple interface that searches multiple resources (including books, eBooks, and library databases), users can intuitively search a wide range of sources. The library also provides an Ask a Librarian service which allows students to ask reference questions electronically; LibGuides, which allow library professionals to curate data sources and group them thematically; and Libanswers, which allows users to query a database of frequently asked questions.

3. *Careful integration of library resources.*
All registered NSC students are able to access information resources and supporting services through the NSC Portal or the library website using their Active Directory login (i.e., NSHE ID and password). Furthermore, WebCampus, our learning management system, allows for multiple links to outside resources, enabling instructors to quickly link to appropriate library resources.

2.E.4 - Regular and Systematic Review of Library Information Resources

2.E.4	**The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.**

Quality, Adequacy, and Utilization
The NSC Library systematically collects and examines both quantitative and self-report data regarding the quality, adequacy and utilization of library and information resources and services. Utilization data are collected on a monthly basis for all electronic and physical resources provided by the NSC Library. The director of Library Services evaluates trends in these statistics when considering whether to renew the services or determine whether more licenses may be required. Quality and adequacy information is culled largely from periodic surveys administered to library users as well as in-person interactions with faculty, staff, and administrators, as described in section 2.E.2.

2.E - LIBRARY AND INFORMATION RESOURCES

Security

The security of student information and all library resources is protected by an authentication system. As described in section 2.D.14, a unique 10-digit ID number and password are generated for all students upon admission into institutions within the Nevada System of Higher Education. The ID, referred to as the NSHE ID, remains assigned to students for life and is used to positively identify them as they access NSC resources, systems, and services, including library services. Access to library databases and eBook services are protected by a system called EZproxy, which requires students to enter their NSHE ID and password when attempting to access these resources outside the NSC Campus. When using an on-campus computer, students are required to log into the computer using their NSHE IDs and passwords and are granted automatic access to all library resources once their identity has been authenticated.

2.F - FINANCIAL RESOURCES

2.F - FINANCIAL RESOURCES

2.F.1 - Financial Stability

> **2.F.1**   **The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.**

Financial Policy and Management
The policies that govern financial planning and budgeting for higher education within the Nevada System of Higher Education (NSHE) can be found in the Board of Regents Handbook, Title 4, Chapter 9. The procedures that govern financial planning and budgeting are detailed in the NSHE Procedures and Guidelines Manual, Chapter 5.

Responsibility and authority for financial management are delegated from the chancellor of the NSHE to the president of NSC. Primary financial functions are centralized under the senior vice president for Finance and Administration.

Planning Process
NSC's annual budget planning process is inclusive and based on conservative budgeting principles. Individual budget units within the College must request budget allocations for the upcoming year. These requests are assessed based on prior expenditure behavior and are directly aligned with the day to day operations of the institution. Budget units also may request funds for "strategic investments," which may be one-time or ongoing, for personnel, operations and/or equipment and are allocated based on alignment with the mission and core themes of the institution. Independent of these requests, the Office of the Senior Vice President for Finance and Administration, in conjunction with the Office of Institutional Research, creates reasonable revenue projections using longitudinal enrollment data to estimate State appropriations based on the new funding formula and tuition and fee revenue.
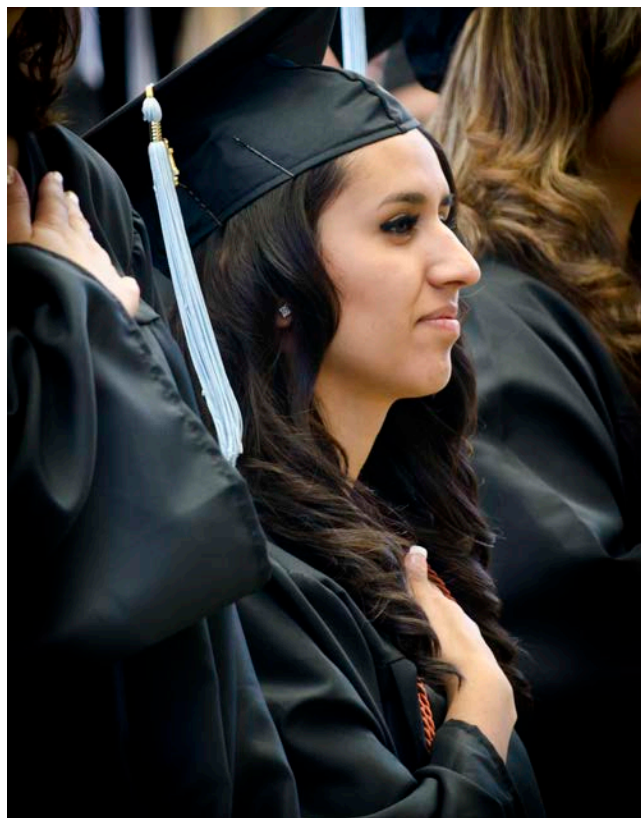
Once the revenue is projected, core institutional commitments, such as debt service, insurances, and utility and software increases are combined with the funding requests to assess the College's initial budget position. The strategic initiatives, which also may include merit increases, are then prioritized and either

included, declined or delayed in the resulting budget. The budget process also allocates contingencies at the institutional, presidential, provost and vice presidential levels as a safeguard to ensure ongoing operations and the ability to make mid-year funding decisions. To ensure that NSC is able to meet its long-term obligations, the College incorporates a 30-year cash-flow projection of key revenue sources into its annual budget process.

Financial Stability
NSC has demonstrated financial stability with sufficient cash flow and reserves to support its programs and services, though financial resources have been historically limited. For example, the College's pre-opening state appropriations were less than 5 percent of the median funding for recent start-up institutions of similar size and scope. In addition, during the economic downturn, the institution faced consecutive yearly cuts in statewide appropriations coupled with double digit increases in student enrollment.

Executive Budget Committee
At the height of the budget challenges resulting from the recession, NSC formed the Executive Budget Committee (EBC) to serve in an advisory capacity to the president with regard to the allocation and reallocation of resources. The EBC, co-chaired by the senior vice president for Finance and Administration and the provost and executive vice president, is comprised of representatives from throughout the campus. In the face of the recession the committee developed the guiding principles for budgetary allocations and made a number of strategic decisions, including minimal reductions in personnel, that allowed the institution to remain focused on its mission during times of challenge and change. As the result of a highly collaborative and strategic budgeting approach that involved representation from every corner of the campus, the College emerged with new resource efficiencies that yielded a much stronger financial position moving forward.

Funding Formula
In the 2013 legislative session, the Nevada System of Higher Education instituted a new funding formula to fund each of the NSHE institutions. As a result of the implementation of this new funding formula, NSC saw a 36 percent increase in state appropriations over the last biennium. Given the significant and sustained enrollment growth of the institution, the College expects to see continued increases in State appropriations. In addition, revenue from tuition and fees have increased 67.5 percent over the last four years.

2.F.2 - Resource Planning and Development

> **2.F.2** **Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.**

At Nevada State College, the preparation of the budget is done under the auspices of the senior vice president of Finance and Administration, the president's Executive Leadership Team and the Executive Budget Committee.

2.F - FINANCIAL RESOURCES

Within the State of Nevada and the Nevada System of Higher Education (NSHE), the budget process has two significant parts. The first is the important task of working with the legislature to acquire state funds. The second equally important task is the allocation of those state funds to departments within NSC.

State Funding

The NSC biennial budget request is a part of a system-wide request for NSHE. The driving factor of the request is a funding formula that was adopted by the legislature in 2013. This formula is primarily driven by weighted student credit hours for completed courses as well as performance funding for institutionally-specific metrics (e.g., student completions, sponsored projects dollars).

NSC accounts for three broad factors when preparing the overall budget request:

1. *Changes in state policy that impact the current base budget allocation for all NSHE institutions.*
These adjustments might include merit and/or cost of living adjustments, or adjustments to the base for mid-year modifications or corrections.

2. *Adjustments for the "maintenance" of existing programs.*
These adjustments include the funding of legal mandates or system imposed expenditures.

3. *Adjustments for requested enhancements.*
These budget adjustments reflect genuine increases to the base budget for program initiatives in concert with the College's strategic priorities.

Enhancement Requests

Enhancement requests are prepared by the president and president's Executive Leadership Team in conjunction with the Executive Budget Committee, which helps identify institutional priorities that integrate with the strategic goals of the College. These requests are considered by the Board of Regents (BoR) and may ultimately become a part of the total budget request submitted to the Governor of Nevada and the legislature.

Department Budgets

Based upon the appropriation from the legislature, the annual operating budgets for each department are developed. The total institutional operating budget is prepared annually based on the amount received from the legislature and projected fee revenue. These requests are considered in light of prior expenditure behavior, enrollment trends, and the strategic priorities of the institution as delineated in the academic strategic plan. Budget units also may request funds for "strategic investments," which may be one-time or ongoing, for personnel, operations and/or equipment.

Resource Planning

College planning is data driven and supported by a fully staffed institutional research office capable of creating, interpreting and delivering complex data analyses, including those related to effective enrollment management. The Office of Finance and Administration, in conjunction with the Office of Institutional Research, creates reasonable revenue projections using longitudinal enrollment data to estimate State appropriations based on the new funding formula along with tuition and fee revenue. Despite continued high enrollment trends, the College uses very conservative projections for enrollment growth and the corresponding revenue associated with that growth. This conservatism is maintained in the interest of protecting the institution, our students, and other constituents against unforeseeable fiscal challenges. The college has expanded revenue from sponsored projects and development, but has remained conservative in ongoing projections related to those resources. The college works with the college foundation to accurately assess the reliability of pledges and to develop realistic budget allocations.

2.F.3 - Constituency Participation

> **2.F.3** **The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.**

Budget Process

The College follows a planned budget process as outlined in section 2.F.2 and allows for significant opportunities for participation by our constituencies. The budget process as a whole is guided by Title 4, Chapter 9, Section C of the Board of Regents Handbook.

Planning

The College follows an open and collaborative biennial budget and planning process by utilizing the Executive Budget Committee, which is co-chaired by the provost and the senior vice president of Finance and Administration and includes broad representation from campus constituencies. The Committee serves as an advisory and recommending body to the president on matters pertaining to the institutional operating budget. The Committee helps ensure that financial resources are allocated appropriately to programs and services that further the institution's mission and core themes.

The primary driver for the NSC budget is the Academic Strategic Plan, which is currently in its last year as the College works to develop the next 5-year plan. The mission and goals of that plan were necessarily tempered by the significant budget challenges imposed by reduced state appropriations and rapid sustained increases in student enrollment. However, the plan itself, and the resulting actions of the institution, nonetheless reflected our commitment to high quality teaching and the reduction of equity gaps in student achievement. The Academic Strategic Planning Committee is presently working on the 2015-2020 Academic Strategic Plan that will be submitted for approval to the Board of Regents at its December 2014 meeting. The committee includes broad participation from faculty, staff and students and provides ample opportunities for campus participation through faculty and staff development sessions, individual unit meetings and campus surveys.

2.F.4 - Timely and Accurate Financial Information

> **2.F.4**   **The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.**

Generally Accepted Accounting Principles

Nevada State College follows Generally Accepted Accounting Principles (GAAP). All expenditures and income (regardless of source), as well as the administration of scholarships, grants in aid, and student employment, are controlled by NSC and are included in regular planning, budgeting, accounting, and auditing procedures.

Internal Controls

The college financial system of record is a mainframe legacy system and repository for all accounting transactions. The system provides for budgetary control and fixed asset accounting. NSC, as part of the Nevada System of Higher Education (NSHE), relies on the same three primary data processing systems as the rest of the system to compile and process information. The PeopleSoft Student Information System (SIS) encompasses all student enrollment and student account information, including financial aid records. The Human Resource Management System (HRMS), provided by Integral Systems, provides for personnel and payroll processing. The HRMS provides position control and payroll accounting and feeds summary transaction information to the financial system. The financial accounting package, from American Management Systems (AMS), provides an integrated system for purchasing, accounts payable, travel, fixed assets, grants and contracts, and general ledger accounting. All three systems have been extensively modified to meet the needs of the NSHE institutions. All internal financial reporting is generated through a system-designed data warehouse that obtains data and/or financial information from these three systems. All three systems (PeopleSoft, HRMS, and AMS) are sufficient to meet every requirement for compliance with generally accepted accounting principles. As needed, the system is able to modify the packages to comply with changes in cost accounting standards or changes in reporting standards from the Governmental Accounting Standards Board (GASB).

Efficiency and Effectiveness

As part of the Board of Regents Efficiency and Effectiveness Initiative, the Board reviewed the current computer software and hardware systems and launched Project iNtegrate to enact a comprehensive overhaul of these systems to better serve the needs of the NSHE campuses. The first phase of Project iNtegrate focused on the integration of the Student Information System (PeopleSoft) and has been completed. The second phase of the initiative, referred to as Project iNtegrate 2, focuses on the migration from centralized legacy mainframe financial and human resources/payroll applications to a modern Enterprise Resource Planning (ERP) solution. This initiative is currently underway and includes human resources, payroll and purchasing operations. Incorporated into the project is the identification of opportunities for all NSHE institutions to realize efficiencies through the delivery of effective, standard processes supported by a common technology.

The NSHE Business Officers Council, comprised of the chief business officers of each NSHE unit, assesses the NSHE financial controls on a regular basis. The Business Officers Council receives recommendations from a system-wide controller's committee and Budget Officers Committee concerning alternative means of improving financial controls.

Monitoring and Reporting

The College's senior vice president for Finance and Administration and the controller currently share the responsibility for monitoring and reporting overall institutional expenditures. Sufficient and effective internal controls are in place and are reviewed and evaluated on a consistent basis.

For each state account (and for non-state accounts with expenditures greater than $25,000), expense budget lines are established. These expense budget lines include salaries and wages, fringe benefits, out-of-state travel, and operations. The current accounting system will not allow transactions to be processed in excess of the current uncommitted amount in an expense budget line without the approval of the appropriate administrative officer. To increase the budget in a specific expense budget line, the business office must receive a written transfer request. State appropriated funds must be expended or committed prior to the end of each fiscal year. Revenue generating (e.g., student fees) accounts are monitored for receipts to assure that state mandated fees are being generated at the level budgeted by the legislature. If not, plans are formalized to access the reserve created for potential revenue shortfalls. If fee revenue exceeds the budgeted amount, approval from the Board of Regents may be obtained to spend the additional revenue on part-time instruction. Approval also may be obtained from the Legislative Interim Finance Committee to expend unbudgeted fee revenue on non-instructional items. For all other account types, the year-end balances may carry forward to the next fiscal year. Self-supporting budget accounts are regularly monitored to ensure that sufficient revenues are realized to cover budgeted expenses.

Signature Authority

A signature authority and delegation is approved by the College president, provost and executive vice president, or the the applicable vice president for each account. No money may be spent without the proper authorization. Online access to account data in the data warehouse is available to appropriate individuals. Department administrators are required to monitor departmental accounts.

2.F - FINANCIAL RESOURCES

NSHE Internal Audit

The NSHE maintains an internal audit function that performs compliance audits of various activities. Results of the NSHE internal audits are reported to the Board of Regents together with campus responses to findings. Our Nevada State Student Alliance (student government), student information security, and special course fee process were the subject of some of the most recent internal audits. Following the initial reports, the BoR also receives follow-up reports on completed audits as well as periodic reports on the status of open items remaining from completed audits.

2.F.5 - Capital Planning

2.F.5 **Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.**

Mission Alignment

Consistent with our mission, Nevada State College is committed to providing high quality learning experiences that enhance our students' career success and quality of life, but we also strive to ensure that our cost structure reflects the institution's emphasis on access and educational opportunity. To that end, the College's annual and biennial budgeting process involves the full vetting and prioritization of capital requests, campus improvement projects, and the acquisition of major new equipment. This process is structured to ensure that capital planning directly supports the college's mission, educational objectives, and core themes.

Capital Planning (Master Plan)

At NSC, long range capital planning is guided by the campus master plan approved in 2010 by the Board of Regents (BoR) and the City of Henderson. The campus master plan was designed to guide the development of the campus such that it supports the mission and educational objectives of the institution as a whole (e.g., the foremost attention is on facilities that enhance the learning experience of students). The master plan includes the consideration of development opportunities that arise

during a capital campaign as well as total facility costs, including ownership, equipment and operating expenses. Board of Regents policy (BoR Handbook, Title 4, Chapter 10, Section 25) requires that each institution in the Nevada System of Higher Education (NSHE) include a detailed analysis of 'life cycle costs' with capital requests. As part of the biennial budget process, each institution in the NSHE submits capital requests to the BoR. The Board considers each of these requests, places them in priority order for the system as a whole, and then submits these requests to the legislature for final approval.

Facilities

The 2007 legislative session provided funding for the planning of NSC's second permanent facility, the Nursing, Science and Education Building. All planning and design work was completed in 2008, and a capital request for the construction of this 60,000 square foot facility was submitted by the Board of Regents to the 2009 legislature for approval. Due to severe state-wide financial constraints, capital dollars were essentially unavailable in the 2009, 2011 and 2013 legislative sessions and the college was unable to expand the permanent facilities of the campus.

Over time, consistent and substantive enrollment increases have necessitated the construction of new facilities, particularly those that support our core themes of "promoting student success" and "fostering educational opportunity." In the ongoing absence of State capital funds, the College spent more than two years carefully crafting a lease-purchase plan for the Nursing, Science and Education Building and a new Student Activities/Administration building. The lease-purchase project does not include the use of state capital funds and is financed through tax-exempt Certificates of Participation issued through the State Treasurer's Office. Per the lease-purchase agreement NSC/NSHE is the user agency and will take ownership of the facilities upon completion or termination of the lease. The project's annual lease will be paid by NSC with repurposed lease payments from NSC's current operating budget, existing student fee revenue, and funds generated by a Special Building Fee levied on NSC students taking more than three credit hours per semester. This unique public-private approach was developed by NSC in collaboration with the Nevada Legislature, Nevada Board of Regents, and State Treasurer's Office. This project marks the first long term (30 years) commitment toward facilities that the institution has made since its inception, and it was carefully analyzed by NSC faculty, staff and students, the College's foundation board, outside financial analysts, the Board of Regents, the legislature, and the State Treasurer's Office. The new buildings are scheduled to open in the fall of 2015 and will significantly enhance the educational experience at NSC.

Debt Management

Any debt issuance that may occur in the future on behalf of NSC through the NSHE is controlled by BoR policy (BoR Handbook, Title 4, Chapter 9B, Section 3) and state regulations. As mandated by the legislature, NSC is subject to a statutory debt authorization that limits debt service levels to ensure that debt for capital outlay does not create an unreasonable drain on resources available for educational purposes. Debt that may be issued in the future on behalf of NSC through NSHE will have the full backing of NSHE, will be considered a debt of NSHE, and will be rated as such by agencies such as Moody's and Standard and Poor's. Standard and Poor's currently rates NSHE at AA- with a stable outlook while Moody's rates the System at Aa2, also stable.

2.F - FINANCIAL RESOURCES

2.F.6 - Auxiliary Enterprises

> **2.F.6** The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Nevada State College effectively employs governmental fund accounting principles to segregate general fund activities from auxiliary enterprises. The only true auxiliary enterprise at the college was the bookstore, which has now been outsourced to a third party contractor (see section 2.D.12 for additional information about the bookstore).

The account for the Nevada State Student Alliance (NSSA), which acts as our student government body and oversees student clubs, is incorporated into the auxiliary fund because it is funded directly from the activities of that organization and fees specifically established for the purpose of supporting those activities.

As per Board of Regents policy (BoR Handbook, Title 4, Chapter 9C, Section 1), all NSHE institutions are required to submit self-supporting budgets for review and approval by the Board. Any modifications to approved budgets also are reviewed and approved by the Board on a quarterly basis throughout the fiscal year. All fees are appropriately documented and accounted for based on their specific purpose. Inter-fund transfers are permitted by NSHE under Title 4, Chapter 9C, Section 2, of the Board of Regents Handbook. When the institution does initiate an inter-fund transfer, the reasons for the decision and the sustainability analysis of said transfer are appropriately documented.

2.F.7 - Financial Audit

> **2.F.7** For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Each of the NSHE institutions undergoes an annual external financial audit as mandated by the Board of Regents and its Audit Committee. The NSHE has utilized Grant Thornton and their team of independent, certified public accountants for external audits since 2009.

The annual financial audit is completed in a reasonable timeframe, on a prescribed schedule as set by the NSHE Audit Committee. The results of the annual audit and the Single Audit Report findings for each fiscal year ending June 30 are reported to the Board of Regents at its December meeting. Institutions are required to respond to any findings or management recommendations that have been

noted by the external auditors within the timelines published by the Board at the start of each fiscal year. Upon the recommendation of the Board of Regents Audit Committee, the full Board approves the audit reports and ensures that any deficiencies are noted and subsequently remediated.

The NSHE publishes annual audit reports, which includes A-133 audit findings, and institutional responses on its website.

2.F.8 - Fundraising

2.F.8	**All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.**

Nevada State College Foundation
The Nevada State College Foundation is an independent, nonprofit 501(c)(3) corporation with the sole purpose of providing support for the mission and goals of the institution. The Foundation's primary focus is to manage funds held for the College and enable college advancement opportunities that promote the success of the institution and its students. The Board of Regents Handbook, Title 4, Chapter 10, Section 10, clearly defines the relationship between NSC and the NSC Foundation.

Nevada Revised Statute 396.405 and the Board of Regents authorized the establishment of the Foundation, with the Board of Regents serving as its primary governing board. As per Board of Regents policy, the Foundation is required to act in accordance with the NSHE financial accounting and management policies, state law and the Internal Revenue Code. The Foundation and its financial records are audited annually by a fully certified and accredited accounting firm, and those audits are submitted to the full Board of Regents at regularly scheduled meetings.

Foundation Composition
While the legal authority for the NSC Foundation Board is vested in the Nevada Board of Regents, the Foundation Board itself is composed of 17 members, 6 emeriti members and the college president, who serves as an ex-officio member. Oversight of ethical procedures and operations rests with the full Foundation Board and its four standing committees: the Executive Committee, the Annual Fund Committee, the Committee on Trusteeship, and the Finance & Audit Committee. The standing committees of the Foundation Board develop and oversee strategic fundraising plans and initiatives and develop appropriate policies governing Foundation ethical operations, audits, investments, donor recognition and stewardship.

Professional & Ethical Conduct
The Foundation's Articles of Incorporation and bylaws require that the Foundation operate within a professional and ethical manner complying with Federal IRS regulations, State of Nevada statutes

and regulations, and Sarbanes-Oxley Act (SOA) regulations. The Foundation also abides by the [Code of Ethics](#) and the [Donor Bill of Rights](#) affiliated with the Association of Fundraising Professionals (AFP/VA), the Council for Advancement and the Support of Education (CASE/DC), and the Association for Healthcare Philanthropy (AHP/VA). All Foundation activities comply with NSHE policy and regulations, State of Nevada statutes and regulations, Federal and Internal Revenue Service codes and regulations, other Federal governing regulations and policies, CASE accounting and recording guidelines, and with AFP and AHP codes and regulations.

To date, the NSC Foundation has raised $16.5 million in support of the educational mission of the institution.
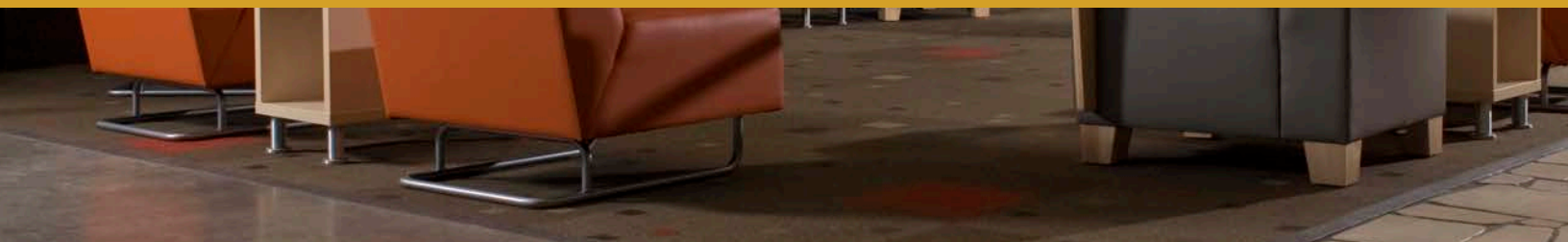
2.G - PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

PHYSICAL FACILITIES

2.G.1 - Physical Facilities

> **2.G.1** **Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.**

Physical Facilities

All of NSC's facilities are accessible, safe and secure and create a physical environment consistent with our teaching and learning mission. NSC currently has three educational sites: the downtown Henderson campus, the main campus and the Shadow Lane location.

The main campus, comprised of 509 acres at the base of the McCullough mountain range, is the permanent home of Nevada State College. Currently, two buildings sit on the main campus: the Dawson Building and the Liberal Arts and Sciences building. The Dawson Building is the campus's original leased facility and includes 34,120 square feet of mixed use space in addition to 6,178 square feet of space provided by four modular units. This facility houses seven general purpose classrooms, two classroom laboratories, an instructional computer lab, an open computer lab, faculty/staff offices, and a recently remodeled library that includes a study lounge and quiet study rooms. In addition to these spaces, a number of student services are located in this building, including student advising, career services, student tutoring, the campus bookstore, student government, and food services. The Liberal Arts and Sciences building, the first owned building of the campus, was built in 2008 and features 42,587 square feet. This facility houses five general purpose classrooms, four state-of-the art classroom laboratories, an instructional computer lab, an open computer lab, faculty/staff offices, and a number of student study areas.

To accommodate the rapid growth of the institution in the absence of the funds needed to construct new buildings on our main campus (see section 2.F.5 for additional details), an additional 52,052 square feet of space was leased in downtown Henderson. The downtown campus is home to the School of Education, the School of Nursing, many student services, and the College administration. The downtown campus features eight general purpose classrooms, an instructional computer lab, an open computer lab, a teaching/learning center, a satellite library, and a student study lounge. Student services at this location include admissions & records, financial aid, recruiting, and student cashiering.

The Nursing, Science, and Education Building and the Student Activities and Administration Building are scheduled to be constructed on the main campus by the fall of 2015. This construction project is financed by tax-exempt Certificates of Participation issued through the state treasurer's office. The project's annual debt service will be paid with repurposed lease revenue, student fees, capital funds, and institutional reserves. This unique lease-purchase approach was developed by NSC in collaboration with the Nevada Legislature, the Nevada Board of Regents, and the Office of the State Treasurer. Once the two new buildings are constructed, all operations will be consolidated to the main campus

and the College will vacate the leased space at the downtown Henderson location. The Nursing, Science, and Education Building will feature approximately 62,000 square feet, housing an auditorium, 15 general purpose classrooms, two classroom laboratories, four instructional computer labs, an open computer lab, faculty/staff offices, a teaching/learning center, and a rooftop observation deck. The Student Activities and Administration Building will be approximately 66,000 square feet and will feature multi-purpose meeting rooms, a training lab, testing facilities, faculty/staff offices, a production studio for our Visual Media program, a number of quiet study areas, the library, and a state-of-the-art information commons. Individuals and departments currently located at the downtown Henderson location will occupy these two buildings once completed and the college will vacate the downtown campus all together.

In partnership with the University of Nevada, Las Vegas and the University of Nevada, Reno, the NSC School of Nursing operates our clinical skills instruction out of the 31,000 square foot Simulation and Clinical Skills Center at the Shadow Lane location of the Nevada System of Higher Education (NSHE) Health Science System. The Simulation Center features state-of-the-art instructional technology and a collaborative and interdisciplinary framework where nursing students and medical students are educated in the same environment.

Adequacy of Physical Facilities

A total of 228,456 gross square feet is currently available, split among the 509 acre campus, downtown Henderson, and the Shadow Lane location of the NSHE Health Science Center. While this total is an increase over the 89,470 gross square feet available in 2007, current facilities are marginally adequate to meet all current demands of NSC's academic and support programs. As identified in the NSHE Inventory Report of Assignable Spaces, though NSC teaching and learning facilities are of excellent quality and satisfy current institutional needs, the College is short on classroom, laboratory and study space. Even with the addition of the two new buildings, the College will continue to need to expand its physical facilities to meet student demand.

Safety, Accessibility, & Risk Management

Despite resource constraints, NSC facilities management continues to ensure ongoing quality, accessibility and safety necessary to support the educational programs and support services of the College. All NSC facilities comply with ADA requirements and our staff routinely measures and inspects equipment and accommodation devices to ensure they are functioning properly.

NSC has contracted with the Risk Department at the University of Nevada, Las Vegas to provide a comprehensive, well-rounded risk management program. Emergency procedures manuals are located

throughout each facility and automated external defibrillators have been installed throughout the campus. The college conducts laboratory safety training that includes the administration of first aid and appropriate responses to chemical spills. NSC keeps current material safety data sheets on each of the substances used on our campus. Section 2.G.2 provides additional detail about risk management on the NSC campus.

The College currently contracts with an outside security vendor to provide security coverage at each of our campus locations. The security officers are on site from 6:30 a.m. to 10:00 p.m. Monday through Friday and 8:00 a.m. to 5:00 p.m. on Saturday. The Liberal Arts and Science and Dawson buildings are covered with additional monitoring services and an alarm system due to the nature of the secluded location. The College also has agreements with the College of Southern Nevada and the City of Henderson Police Department to assist with law enforcement on all college premises. The college recently approved the budget to recruit for two certified safety officers and has an active Safety Committee that reviews areas of safety concerns and recommends policies and procedures to mitigate incidents. NSC maintains a current emergency response plan that is disseminated to key personnel and made available to the campus community.

2.G.2 - Policies Regarding Hazardous and Toxic Materials

> **2.G.2** **The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.**

The handling of hazardous or toxic material for the College is the responsibility of the director of Facilities Management, in collaboration with Lab Managers, and is supported by UNLV's Department of Risk Management and Safety. Nevada State College's Hazardous Materials Management Policy is based on two fundamental principles. The first is to protect the people and the environment from the negative impacts of hazardous materials by identifying appropriate procedures for handling, storing, and disposing of hazardous materials. The second is to ensure that NSC complies with all federal, state, and local regulations regarding hazardous materials, hazardous waste, biohazards materials, and spill response.

UNLV Risk Management and Safety conducts regular training and disseminates technical bulletins and literature to NSC faculty, staff and students who work with hazardous or toxic materials. Material safety and data sheets are available on our website.

The College has secured locations for and clearly marks any biohazard containers and contracts with an approved, licensed biohazard collection facility. NSC has a Safety Committee that meets regularly with UNLV Risk Management and Safety to review applicable policies and procedures and discuss the best ways to transfer that information.

2.G.3 - Master Plan

> **2.G.3** **The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.**

At NSC, long range capital planning is guided by the campus master plan that was approved by the Board of Regents (BoR) and the City of Henderson in 2010. The campus master plan was designed to guide the development of the campus such that it supports the mission and educational objectives of the institution as a whole and was assembled with extensive input from faculty, staff, students and the local community.

The master plan helps to guide the college in the development of the infrastructure necessary to provide "innovative, technology-rich learning opportunities" and "open the door to career success and enhanced quality of life" for students who otherwise might face limited opportunities for success in higher education. Beginning from the current operations located in leased facilities and the first building on our main campus, the Liberal Arts and Sciences Building, this master plan provides a site plan for the entire 509 acre campus. The master plan assesses and quantifies the campus' ability to accommodate physical expansion and provides a flexible blueprint to guide this growth in a consistent and harmonious manner that supports long-range educational goals. The plan incorporates all aspects of campus life in an integrated approach that responds to increasing academic demands while preserving the beauty of its physical environment and minimizing the impact on the local neighborhood. As detailed in the plan, the development of the campus will ultimately involve construction of several million square feet of facilities and acres of open spaces, recreation fields and supporting infrastructure. At the same time, the land adjoining the college controlled by the City of Henderson will develop into what the City and the College envision as a highly supportive "town center" that can provide the services and amenities crucial to a successful and active campus environment.

The plan controls the general order of the campus, but not the details of design. This feature has encouraged the use of the master plan as a living document that is reviewed regularly and permits a great deal of flexibility.

Two new buildings, the Nursing, Science, and Education Building and the Student Activities and Administration Building, are scheduled to be constructed on the main campus by the fall of 2015. Section 2.G.1 provides greater detail on the educational and financial plans for this new development.

2.G.4 - Equipment

> **2.G.4** **Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.**

2.G - PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

As evidenced by our mission, Nevada State College is deeply committed to the provision of "innovative, technology-rich learning opportunities." Our dedication to the effective use of technology is reflected in our infrastructure (section 2.G.5), strengthened by our instruction and support services (section 2.G.6), and realized through our technological equipment, as described in this section. We strive to provide our faculty, staff, and students with access to relevant, up-to-date, and well-maintained equipment that supports our mission and promotes the achievement of our core themes and programmatic objectives.

Classroom Equipment

Every classroom at Nevada State College is configured as a Smart Classroom. Each room is designed to enhance teaching and learning with a constellation of technological resources, including standard equipment such as computer workstations (for instructors) and multimedia projectors. However, every classroom also provides wireless network connectivity, document cameras, and an interactive SMART device (i.e., Symposium) that permits instructors to record what they write on the board or computer monitor. Additionally, nearly 70 percent of NSC's classrooms include student response systems that enable real-time assessment of student learning and over one third are outfitted with a sophisticated lecture capture system. The lecture capture system allows instructors to digitally capture lectures, demonstrations, and clinical simulations, and it provides students with robust review materials, enriched learning content for their online classes, and the opportunity to participate in "flipped" classrooms. In general, all NSC classrooms are equipped with the following equipment:

- LCD projection system
- Instructor workstation
- Digital document camera
- Audio amplification system
- Audio/visual control system
- Laptop and auxiliary device inputs
- DVD/VHS video playback
- Interactive SMART board or monitor
- Telephone
- Wireless network connectivity

Student Computing Equipment

Information & Technology Services maintains and supports a number of computer labs, general use workstations, and kiosks that provide computing resources to students, faculty, and staff. Each major campus location houses at least one open computer lab, one instructional computer lab, and a number of general purpose computer workstations that provide access to the Internet, network resources, printing, Microsoft Office, and specialized program specific software applications such as SPSS and the Adobe

Creative Suite. The total count for student based workstations is over 230, and as of January 2013 all workstations were upgraded to 23" all-in-one touchscreen units. Additional equipment also is available for checkout at the library. This includes a number of iPads, digital cameras, and high definition video cameras.

Faculty and Staff Computing Equipment

To ensure that faculty and staff have effective access to electronic resources, each full-time employee is provided with at least one desktop workstation or laptop, a telephone, and access to resources such as the Internet, network file storage, printing, Microsoft Office, and specialized software such as Camtasia, SPSS, and the Adobe Creative Suite. In addition, a number of laptops, tablets, digital cameras, high definition video cameras, and projectors are available for checkout through Information & Technology Services and Library Services. All campus workstations, including those in open computer labs and spaces, are available for use by all NSC faculty and staff member, and dedicated part-time instructor workstations also are housed in reserved offices within each of NSC's three schools. In 2012, faculty and staff office workstations were upgraded to 23" all-in-one touchscreen units.

Laboratory and Research Equipment

Nevada State College provides a tremendous amount of laboratory equipment that makes learning relevant to current industrial standards as well as future trends. Biology lab spaces are outfitted with high tech equipment such as table-top refrigerated centrifuges, heated incubators, deionized water stations, and multiple classroom sets of high end Motic digital microscopes, all of which have built in cameras. Chemistry labs have eight dual-sided hoods with workstations so that 32 students at a time can all work safely in fume hoods. For lab preparation, two autoclaves, a large scale industrial dishwasher, a -80°C freezer, several -20 °C freezers, and a 4°C refrigerators are available. NSC has also invested wisely in several state-of-the-art pieces of equipment that are complementary to, but do not overlap with, other equipment in the region. For example, NSC has four Beckman Coulter PA800 capillary electrophoresis machines used by all modern pharmaceutical companies for analyzing prospective drugs for stability and contamination. Additionally, the College owns an Amnis imaging flow cytometer that performs both high throughput cellular microscopy and standard flow cytometric spectral analysis of cells. Similar investments have been made for chemistry, where NSC boasts powerful high-performance liquid chromatography (HPLC) and gas chromatography (GC) instrumentation, a mass-spectrometer, as well as ultraviolet-visible (UV-Vis) spectrophotometers and an infrared (IR) spectrophotometer. Faculty at the College recently wrote a grant proposal to acquire an instrument capable of performing chemical analysis through nuclear magnetic resonance (NMR). Importantly, NSC stands apart from the vast majority of comprehensive baccalaureate institutions by providing undergraduate students with hands-on training in the use of this equipment.

Equipment Management

Equipment is maintained in proper operating condition, is inventoried and controlled, and is replaced or upgraded as needed. Appropriate maintenance agreements are in place, and a system-wide effort is currently underway to enhance this coverage at a more reasonable cost to each institution. Other outsourcing agreements are in place to cover maintenance and service on equipment such as chilling stations, electrical distribution stations, mechanical distribution stations, and related areas. NSC is compliant with the Board of Regents equipment inventory procedure, as outlined in the NSHE Procedures and Guidelines Manual, with no findings in two audits by the Nevada System of Higher Education.
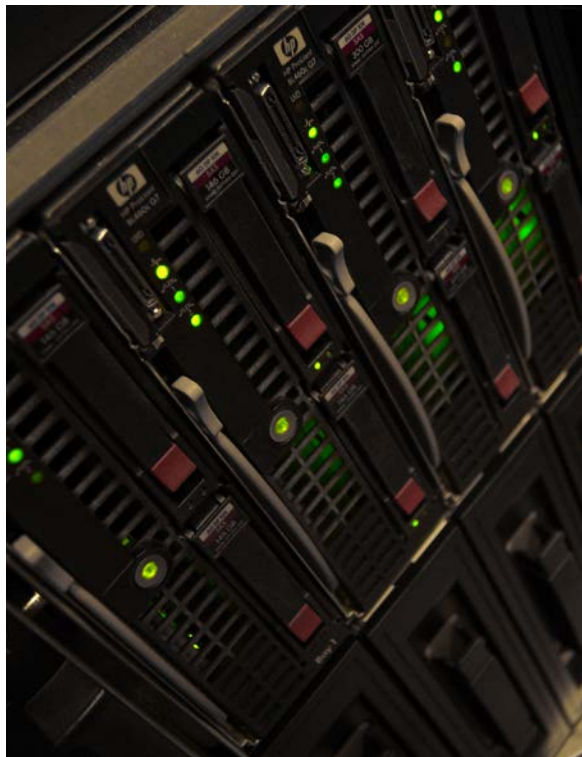
2.G - PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Inventory control is maintained on an ongoing basis. Information & Technology Services provides asset management for all technology related equipment while the Office of Facilities Management and Planning provides asset management for all other tracked items. Systems are in place to generate asset verification reports that are reviewed and evaluated every 90 days. Both offices work with the Office of the Controller to verify and track fixed assets on an annual basis.

TECHNOLOGICAL INFRASTRUCTURE

2.G.5 - Technology Systems and Infrastructure

> **2.G.5** **Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.**

Information & Technology Services (ITS) provides the computing, telecommunication, network, and server infrastructure necessary for teaching, learning, and scholarly achievement, as well as College administrative and support functions. Most importantly, our technology systems and infrastructure promote our ability to offer "exceptional" and "innovative" learning experiences to a population of students that often faces resource and logistical constraints in pursuing a baccalaureate degree. The infrastructure, which includes equipment and systems located on campus as well as externally hosted solutions, generally is an "invisible" component of the academic experience, but it is integral to the provision of essential capabilities, including electronic communication (e.g., email), technology support services, and the operation of the Web-Campus learning management system that acts as a cornerstone of the learning experience at NSC. Importantly, each component of this infrastructure is maintained and upgraded to keep pace with changing technological needs and requirements.

ITS maintains a wide area network consisting of three campus sites, four buildings, and over 1,300 nodes. All core network equipment is provided by Cisco Systems with gigabit connectivity to end devices. In addition to the wired network, an 802.11b/g/n wireless network is provided at all facilities. The wireless network provides secure, authenticated access for mobile devices such as laptops, tablets, and smart phones. Internet connectivity for the campus is provided by the Nevada

2.G - PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

System of Higher Education's statewide network called NevadaNet. NSC's primary Internet connection runs at 1Gb/s with a separate 14Mb/s microwave link that serves as a redundant backup solution.

ITS provides telecommunication services that utilize Cisco voice over IP (VoIP) technologies. All telephones at the College attach to the existing data network, which minimizes wiring infrastructure needs and provides the ability to easily expand to additional sites in the future. H.323 video conferencing is also available at each building via Polycom and Tandberg conferencing equipment linked to the state video network run by System Computing Services (SCS).

NSC's physical and virtual server infrastructure consists of a heterogeneous mix of Windows Server 2003 R2, Windows Server 2008 R2, and VMware ESX Server. This infrastructure includes two VMWare vSphere clusters with fiber channel and iSCSI storage area networks supporting over 70 virtual machines running on eight physical hosts with approximately 15 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers.

Enterprise services provided by this infrastructure include:

- Active Directory Authentication Services
- Network File Services
- Network Print Services
- Faculty/Staff E-Mail Services
- DNS/DHCP Services
- Enterprise Anti-virus
- Web and Application Services
- Database Services
- Administrative Workflow Management Services
- Enterprise IT Asset Management
- System Deployment Services
- Desktop Patching Services
- Virtual Infrastructure Management
- Phone/Voicemail Services
- System Monitoring Services

In addition to on-campus infrastructure, NSC utilizes a number of hosted solutions. Infrastructure and support for these services are managed by their respective vendors, which reduces staffing costs and eliminates the need for acquiring, maintaining, and upgrading hardware and software.

Enterprise services provided through hosted solutions include:

- ERP System (Student, Finance, and Human Resources)
- Learning Management System
- Campus Portal
- Mobile Application
- Document Management System

- Synchronous Online Meeting System
- External DNS Services
- Faculty/Staff E-Mail Archiving and Filtering Services
- Classroom and Event Scheduling System
- Emergency Notification System
- Course Evaluation System
- Financial and Student Data Warehouse Systems
- Remote Access Services
- Lecture Capture and Video Streaming Services

Through a single sign-on campus portal solution, NSC's technology infrastructure is accessible 24x7 from anywhere in the world using a web browser. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

2.G.6 - Technological Support and Services

2.G.6	The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Nevada State College offers its faculty, staff, and students a number of accessible, high-quality resources to support the effective use of campus technology. These resources include a centralized helpdesk, an online knowledgebase, an online repository of how-to videos, and instructional technology training and support that is available remotely as well as on campus.

Centralized Helpdesk
Information & Technology Services maintains a centralized helpdesk that provides primary assistance for all supported applications, hardware, software, and technology systems available to the NSC community. Support is provided via phone, online, by e-mail, or in-person and is managed through an electronic helpdesk system to manage workflow, measure service levels, and keep track of support statistics. This system helps to ensure that faculty, staff, and students are kept up-to-date regarding the status of their requests and that technology staff are providing a consistent, quality level of customer service. Dialogue boxes within the interface allow ITS support staff to converse with faculty and staff about problems and potential solutions, and users are encouraged to submit an evaluation of the experience in the wake of all support interventions, as described in section 2.G.7. While general technology support is available during regular business hours, NSC contracts with its learning management system vendor to offer 24x7 technical support for online courses offered through WebCampus.

Instructional Support and Training
Instructional support and training initiatives are essential to effective teaching and learning. Nevada State College's Office of Instructional Technology has invested in the development of both in-person

training opportunities and comprehensive, online technology workshops and real-time instructional resources. The availability of in-person and online training ensures that faculty can receive the type of training that is most amenable to their preferences and skills, and the web accessible resources ensure that course design and development assistance is available wherever and whenever faculty need it. In 2011, the Technology4Teaching Center was built to provide faculty and staff with a facility for technology training. This center provides individual workspaces for guided independent work as well as a common space for demonstrations and general technology training. Instructional Technology staff offer daily 1-on-1 consults on course development, instructional design strategies, assessment methods, course communication, online course management, and the use of media and live lecture materials.

With their first teaching assignment, full- and part-time instructors are enrolled in NSC's WebCampus ASAP or WebCampus DIY orientation sites. The ASAP and DIY sites provide 24/7 access to animated demos, guides, manuals, tip sheets, and video tutorials for all of the teaching technologies used at NSC. In addition, instructors have access to a comprehensive repository of online text and video guides, community forums, a feature request forum, and product release notes, all of which connect them to the larger national community of e-learning instructors and course designers. All instructors have access to bi-weekly in-person workshops that engage faculty in hands-on training using models developed by their colleagues. Instructors also receive access to development sites where they can design and build assignments, assessments, graded discussions, course materials, and media (e.g., lecture videos).

Student Support
Building on the universal deployment of Web-Campus for all NSC courses, every student is automatically enrolled in an online course called WebCampus Orientation. WebCampus Orientation links students to the Canvas Student Guide (a standard resource provided by the vendor behind WebCampus) and covers a range of relevant topics, including attaching files to messages, communicating with instructor/peers, and keeping track of assignment deadlines. For more individualized assistance with the navigation of WebCampus, Instructional Technology has partnered with the Student Academic Services to establish an online service where tutors assist students on how to submit assignments, take online tests, and participate in online learning activities. In addition, every WebCampus course contains a link to Smarthinking, an online tutoring service, as well as links to the NSC Library and other academic resources (e.g., the American Psychological Association). For the significant number of our students who prefer in-person, hands-on training, the SAC employs technology tutors. These tutors focus specifically on orienting students to NSC technology and helping them overcome technological hurdles.

Technology Fellows Institute

In May of 2009, Instructional Technology and the Office of the Provost inaugurated the Technology Fellows Institute, which encourages candidates from faculty and staff units to apply for a year-long program of study, application, and mentoring. The institute's mission is to promote and enhance the use of innovative technologies in the pursuit of student success and overall institutional effectiveness. In its first instance, five Technology Fellows produced web sites that supported both student learning and faculty development. Several Fellows also presented their work at regional and national conferences. The annual Technology Fellows Institute has been well received by faculty and staff, receiving more proposals than available seats, and the program won the 2010 Catalyst Award for Staff Development from Blackboard, Inc. Through this program, participants have mentored their colleagues in adopting new interactive technologies and learning tools. The Office of the Provost has been committed to expanding the initiative, now in its fifth year, by extending its reach to greater numbers of academic faculty through the Supercourse program (see the end of section 2.B.4 for additional information about Supercourses).

2.G.7 - Technological Infrastructure - Planning and Input

> **2.G.7** **Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.**

Nevada State College is committed to the provision of exceptional technology services that advance our mission and core values, maximize our resources, and address the needs of "constituencies who rely on technology for institutional operations, programs, and services." To this end, input is gathered through multiple means to ensure that technology planning includes feedback not only from those who utilize technology but also from those who support and maintain it. This includes gathering input directly from end users, consulting regularly with technology support staff, and obtaining consensus through campus-wide advisory groups.

Faculty, staff, and students provide direct input into the planning and selection of technology infrastructure and services. The director and other members of Information & Technology Services meet regularly with campus schools, departments, and organizations to identify issues, understand and discuss needs, and determine if new or existing technologies can positively impact goals or outcomes. In addition, ITS regularly evaluates the quality and adequacy of technology resources through the use

of campus surveys as well as online feedback mechanisms that are provided after service requests are completed. For example, the electronic helpdesk system used to manage workflow and track support statistics is outfitted with an automatic survey that users are prompted to complete after each support intervention. The survey asks users to rate the quality of the service experience on a 5-point scale ranging from "poor" to "excellent" and provides a dialogue box for qualitative feedback.

Input regarding future technology needs is essential, but in its infrastructure planning ITS also works to ensure that these solutions are sustainable and can integrate seamlessly with existing systems. In the pursuit of these goals, members of the ITS meet weekly to share and discuss feedback received from campus constituents, provide input and voice concerns, and derive solutions that are feasible to implement, manage, and support. The effectiveness and reception of these solutions often hinges on an open dialogue among campus constituents that culminates in consensus decision-making. Representative of that perspective is the NSC Technology Advisory Committee (TAC). The TAC was formed to gather and review proposals related to campus-wide technology issues and initiatives, identify and advise upon policy, procedures, and standards regarding campus technologies, and provide a unified forum to discuss technology trends, requests, and related support services. The TAC consists of members from all areas of campus, including student government, faculty senate, student affairs, administration, and information technology, and it provides a forum through which all constituents can offer input on technology planning and development. Additionally, after the launch of the NSC Portal and the Mobile Application, the Portal & Mobile Advisory Committee (PMAC) was formed to advise on the content, design, and functionality of these systems. This PMAC meets monthly to discuss ideas, issues, or concerns, and it lays the groundwork for the future development of the portal and mobile application. Similar to the TAC, the PMAC consists of membership from all corners of campus, including student government, student affairs, the three academic schools, administration, college relations, and information technology.

Lastly, NSC involves all affected constituents, including faculty, staff, students, and support staff, in the feedback and decision-making process of every major technology infrastructure decision. A recent example of this was the selection of a new learning management system. This process lasted approximately 6 months and involved a number of vendor demonstrations, system feature comparisons, hands-on training and testing, and numerous in-person feedback sessions to select a platform. Ultimately, the product decision was based on this input and has resulted in a well-received transition, adoption, and implementation as well as overwhelmingly positive feedback from users regarding the functionality of the system.

2.G.8 - Technological Infrastructure - Updates and Replacements

> **2.G.8**   **The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.**

Nevada State College has developed and implemented a technology update and replacement plan to ensure that our technological infrastructure is adequate to support institutional operations, programs,

and services. The plan, implemented by the Office of Information & Technology Services and led by the ITS director, is reviewed regularly by key personnel to optimize the effectiveness of the College's update and replacement systems and procedures.   There are three significant cycles of annual technology review that include planned equipment and infrastructure replacement:

- The institution allocates a Student Technology Fee specifically for technology that supports students. Funds are allocated annually to support a 5-year replacement plan for all classroom, lab, and general use student workstations. Though equipment may be replaced at any time, as dictated by need and available resources, the replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software applications, and infrastructure as needed and/or based on input from deans and department chairs, the Technology Advisory Committee, and reviews conducted by Information & Technology Services.

- The institution also allocates funding that supports faculty and staff technology replacement needs. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations. Peripherals and software applications are upgraded on an as needed basis and are funded independently by each school or department.

- Lastly, data center, core network, and telecommunication infrastructure is refreshed on an as needed basis from one-time funding. While NSC strives to maintain a 5-year replacement cycle for core infrastructure hardware, unless the equipment is no longer supported, cannot be covered under a maintenance agreement, is not economically feasible to maintain, or is no longer functioning, it still continues to be utilized for less critical operations such as backup or development environments. This approach reflects the resource efficiency that has helps the institution weather both planned and unforeseen fiscal challenges.

TERM	DEFINITION
2+2 agreement	An articulation agreement allowing students with an associate's degree to seamlessly transfer into a 4-year degree program.
Academic advisor	Professional staff members who meet with and advise students on academic issues such as major selection and course scheduling.
Academic Advising Center	A collection of offices housing NSC's academic advisors.
Academic Affairs	The NSC division overseeing the instruction of students. Includes the Schools of Education, Liberal Arts & Sciences, & Nursing.
Academic faculty	Teaching faculty within the Academic Affairs division.
Academic freedom	A cornerstone of higher education, granting faculty the freedom to teach without fear of institutional censorship. Synonymous with "intellectual freedom."
Academic probation	A designation given to students with a GPA below a particular level. Students with this designation must meet with an advisor and develop a plan to improve before registering for classes in the following semester.
Academic programs	Degree programs within the Academic Affairs division.
Academic strategic plan	A comprehensive, 5-year academic plan, led by the provost with input from campus representatives, that lists institutional goals and values.
Academic workload	A policy detailing the amount of work expected from faculty.
Accelerated courses	Courses that students can complete in less than a traditional semester, which at NSC runs for 15 weeks.
Accreditation	A peer-review process of measuring institutional performance, integrity, and quality using national standards.
Accreditation liaison officer	The person responsible for facilitating the creation of accreditation documents and making sure they are accessible for the evaluating team.
Accuplacer	An electronic assessment tool used to place students into freshman-level English and math classes.
Adjunct instructor	A teaching instructor that does not have a full-time contract. Synonymous with "part-time instructor" and "part-time faculty."
Applicant tracking system	A program used to store and evaluate applications for employment. HR provides committee members with access to the data using their NSHE ID.
Administrative faculty	Non-teaching, professional staff positions.
Articulation agreement	An agreement between two higher education institutions designating which courses will be accepted for credit.
Artifact	Assignments that are used as evidence of student learning. Artifacts are evaluated during outcomes assessment.
Assessment program	An NSC program where faculty evaluate learning outcomes using artifacts from selected classes.
Benchmark	An achievement used to show progress towards a larger goal.
Baccalaureate	A four-year degree obtained from a college or university. Also referred to as a bachelor's degree.
Board of Regents (Nevada)	An elected 13 member board that governs the public institutions of higher education for the State of Nevada.
Board of Regents Handbook	A manual that contains the policies and procedures that govern the Nevada System of Higher Education.
Business Center South	The southern branch of Nevada System of Higher Education's purchasing department.

GLOSSARY

TERM	DEFINITION
Campus Master Plan	A document explaining the vision and goals of the College; plans to develop infrastructure and grow responsibly; and strategies for supporting the surrounding community.
Candidacy	The status of a new academic institution prior to actual accreditation. It is granted at the completion of the initial self-study and identifies the strengths and improvement plans of the institution prior to full accreditation.
Canvas	Nevada State College's learning management software (LMS), which enables online classes and enhanced in-person courses. Often called "WebCampus," the LMS is used for every course offered at NSC.
Capital assets	Property that is used in operations, as opposed to property that is intended for sale. Buildings, land, and equipment are examples of capital assets. Also known as "fixed assets."
Capital budget	Money utilized to improve capital assets, including building repair and improvement. This budget is distinct from the operating budget.
Capstone course	A class taken in the junior or senior year that serves as a culminating course for an NSC academic program.
Cash flow	The amount of money moving in or out of an organization. The NSHE's cash flow is recorded on regular financial statements.
Catalog	The published list of courses and academic program requirements for an academic year. Includes policies, an academic calendar, financial aid information, admissions information, a student code of conduct, and educational outcomes.
Chancellor	NSHE's chief executive officer. The chancellor serves as the direct supervisor for institutional presidents and is appointed by the Board of Regents (BoR). The chancellor works closely with the Board of Regents (BoR) and the presidents to promote NSHE and to implement BoR policies.
Clark County School District	The sole local public school district of Clark County, Nevada, covering Henderson and Las Vegas.
Classified employee	Non-teaching, support positions are often categorized as "classified." They are paid hourly and are responsible for a specific set of duties.
Classified Employee Council (CEC)	A committee comprised of classified employees that advises the administration.
Collection Development Policy	A document describing the kinds of materials the library seeks to purchase and hold.
College and Career Success Course (CEP)	A course designed to teach incoming students important college skills (e.g., note taking and time management) and apprise them of available resources (e.g., advising, tutoring).
College Leadership Team	A committee consisting of: the cabinet staff of the president, the director of Human Resources, the president of the Nevada State Student Alliance (NSSA), the academic deans, the Faculty Senate chair, the president of the NSC Nevada Faculty Alliance (NFA), the chair of the Classified Employee Council (CEC), and system legal counsel.
College Level Examination Program (CLEP)	An examination that allows students to demonstrate college-level achievement and to obtain credit or advanced standing.
College mission	A short statement explaining the overall goals of the college. School and program level mission statements support these institutional goals.
Common Course Numbering (CCN)	A course numbering system which allows NSHE institutions to standardize their course offerings, ensuring that a course with a particular prefix and number is the same course throughout the system.

TERM	DEFINITION
Communication (Outcome)	One of three measurable abilities that are integrated into the core curriculum. This outcome focuses on the ability to communicate effectively in multiple forms.
Competency-based learning	A more flexible approach to teaching and learning, which allows students to progress at their own pace, progressing as they demonstrate mastery of specific content.
Complete College America (CCA)	A non-profit organization with a set of practices designed to improve graduation rates and reduce remediation.
Core curriculum	At NSC, the Core Curriculum is synonymous with "General Education." The Core requires students to take a fixed number of credits in array of content areas in the liberal arts & sciences and guides students toward the master of three fundamental learning outcomes: Critical Thinking, Communication, & Citizenship.
Core themes	Guiding principles of the institution that reflect and support our mission. NSC has three core themes: "promote student success," "foster educational opportunity," and "strengthen the community."
Credentialing	A non-traditional way of formally recognizing a student for a learned skill. Giving a student a "badge" for mastering a skill is an example of credentialing.
Credit	An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency.
Criteria	In outcomes assessment, criteria are clear, measurable components of an over-arching learning outcome. Broad outcomes are broken into criteria to improve the quality and reliability of the assessment of student artifacts. Referred to as "performance criteria" in the NSC Assessment Handbook.
Critical thinking (Outcome)	One of three measurable abilities that are integrated into the core curriculum. This outcome focuses on the ability to synthesize ideas and creatively solve problems.
Curriculum committee	A group of faculty with representatives from each school that meets regularly to evaluate and make recommendations regarding new curriculum proposals.
Dawson building	The original NSC leased building adjacent to our 550-acre campus site.
Dean	The administrator responsible for the operations of a school. Currently, NSC has a dean of Liberal Arts and Sciences, a dean of Education, and a dean of Nursing.
Degree map	A document that plots prospective class offerings for a 4-year period, guiding students toward degree completion. Degree maps indicate when particular courses are offered and provide students with a suggested sequence of courses.
Degree sheet (Degree worksheet)	A document listing all the required courses for a major, allowing a student to plot his/her progress through a degree.
Department chairs	Teaching faculty who also serve in an administrative capacity in LAS departments. The administrative role includes annual evaluations of faculty, managing grade appeals, and promoting departments.
Director	The administrator of a non-academic unit. Examples include the director of human resources and the director of library services.
Effective citizenship (Outcome)	One of three measurable abilities that are integrated into the core curriculum. This outcome focuses on a student's engagement with the community.
Efficiency and effectiveness initiative	A multi-phased plan, introduced by the NSHE Board of Regents in 2010, to improve the system's policies and business practices.
Elective	A class that is not specifically required for a student's major requirements, but may count towards the overall credits needed for the degree.
Enrollment	The number of students registered and attending classes at NSC.
Executive Leadership Team	A committee consisting of: the cabinet staff of the president.

GLOSSARY

TERM	DEFINITION
Experiential learning	A form of active learning with a real-world emphasis that typically includes hands-on activities.
EZProxy	An authentication system students and faculty use to access library databases.
Faculty advisor	Teaching faculty who advise students with over 60 credits.
Faculty Senate	A representative body for full-time and administrative faculty that is elected to advise the administration on policy, curriculum, and decision making. The Senate serves as the "voice" of the academic and administrative faculty members for any issues that affect the College.
Faculty Senate bylaws	The policies and regulations of the Faculty Senate.
FERPA	The Family Educational Rights and Privacy Act.
Finance & Administration	The division of the college that oversees budget and spending.
Financial control	Rules and guidelines for managing an organization's finances, including authorization, recording, spending, and cost/benefit analysis. Synonymous with "internal control."
First-generation students	Students who are the first in their families to attend college.
First Year Experience (FYE)	An academic and advising program designed to foster a sense of community and promote the success of first-year students. Typically includes themed classes and learning communities of students who progress through linked courses.
Foundation Board	A committee of community members that supports NSC through fundraising and promotion.
Funding formula	The method by which NSHE distributes funding to the eight constituent institutions.
Full-time faculty	Lecturers, tenure-track or tenured faculty members who teach 12 credits per semester. Full-time faculty are required to maintain a regular teaching load, stay active in scholarly activities, and engage in service roles (e.g. participating in committees).
Gateway classes	Entry-level courses that are important for success in a particular discipline.
Gateways to Completion (G2C)	A program designed by the Gardner Institute for Excellence in Undergraduate Education to improve performance in "gateway" classes.
General education	The required prerequisite work that is outside of a student's primary course of study. Synonymous with "core curriculum."
General education outcomes	Learning outcomes developed for the lower division courses. They include communication, critical thinking, & effective citizenship. Each outcome is divided into four levels of increasing complexity. Synonymous with "core curriculum learning outcomes."
Grade appeal	The process by which a student can challenge an assigned grade in a class.
Grant-in-aid	A program that provides reduced tuition for NSHE employees and their families at NSHE institutions.
Grievance (faculty)	A formal dispute between two or more faculty or staff members. A grievance policy and procedure explain the formal steps that are taken to resolve internal grievances.
Grievance (student)	An educational or personal issue that a student believes to be unfair, inequitable, discriminatory, or a hindrance to his/her education. Students with a grievance complete a form that explains the concern, which is then addressed by the appropriate unit on campus.
Human Resources	The office within the division of Finance and Administration that is charged with the overall responsibility for implementing strategies and policies relating to the management of faculty and staff.
Hybrid class	A course that includes formal in-person and online components.
Institutional integrity	The ethics that guide organizational decisions.

TERM	DEFINITION
Institutional Review Board (IRB)	A faculty committee that reviews all research projects involving human participants.
Institutional self-study	Process of institutional self-analysis of performance, integrity and quality, leading to a formal evaluation by an accrediting body.
iNtegrate (Project iNtegrate)	The brand given to the system-wide implementation of new information systems for all NSHE institutions.
Interdisciplinary course	A course that combines the academic methodologies and/or content of two or more disciplines.
Inter-rater reliability	A means of measuring the amount that independent raters agree or disagree. Used during outcomes assessment after raters have evaluated student artifacts.
Internship	A field experience where students work in a particular area. The experience may be paid or unpaid.
KBOX	The electronic helpdesk system used to register requests with Facilities or the Office of Information & Technology Services.
Key performance	A culminating assignment used to show that a student has met a specified outcome at a particular level. Artifacts for learning outcomes assessment are selected from key performances.
Learning outcome	A concise statement explaining the knowledge, value, or skill that a student should acquire from an academic program, class, or assignment.
LibGuides	Discipline-specific websites created by the library that help students find authoritative information.
Library Advisory Board	A school-wide committee that advises the director of Library Services on policies and decisions related to library resources.
LibQual	A survey tool used to measure the effectiveness of library services.
Longitudinal enrollment data	Data gathered from several semesters, used to predict enrollment trends.
Middle-tier institution	Nevada has a three tier system of higher education. The universities are the upper tier; they offer a host of undergraduate and graduate degrees and feature a research orientation. The community colleges comprise the lower tier; they offer associate's degrees and emphasize teaching. NSC is the middle tier; it focuses on bachelor's degrees and emphasizes both teaching and scholarship, but prioritizes undergraduate education.
Millennium scholarship program	A scholarship provided to graduates of Nevada high schools that are attending a NSHE institution.
Mission Statement	A short statement explaining NSC's goals and values.
Massive Open Online Course (MOOC)	An online class that is open to large (often unlimited) numbers of students.
MyNSC	An online system that students can use to access schedules, register for classes, and view registration reports.
NCLEX	A standardized licensing exam for nurses.
Nepantla Summer Bridge Program	A summer program that combines courses, tutoring, and advising to increase the potential for success of incoming freshman, particularly those from an under-represented background.
Nevada Administrative Code (NAC)	The Nevada Revised Statues (NRS) list the laws of the state of Nevada, while the Nevada Administrative Code explains how the laws are administered.
Nevada Faculty Alliance (NFA)	The Nevada Chapter of the American Association of University Professors (AAUP).
Nevada Revised Statutes (NRS)	The laws that govern the state of Nevada.
Nevada State Student Alliance (NSSA)	Nevada State College's student government. Also the body that oversees and supports student clubs and organizations.

GLOSSARY

TERM	DEFINITION
Nevada System of Higher Education (NSHE)	The higher education system of Nevada, which includes two universities, one state college, five community colleges, and the Desert Research Institute.
NSHE ID	A unique, 10-digit number given to each NSHE student, which they use to login to WebCampus and register for classes. The NSHE ID is used to authenticate student access to all NSC resources (e.g., the Student Information System; library services).
NSHE Procedures & Guidelines Manual	A broad set of guidelines for NSHE, under the jurisdiction of the chancellor.
NSHE code	The governing policies and procedures for NSHE, contained within the Board of Regents Handbook.
Northwest Commission on Colleges & Universities (NWCCU)	A private nonprofit organization that accredits higher education institutions in the 7-state Northwest region.
Operating budget	A projection of income and expenses, typically associated with the maintenance of an organization's day-to-day operations.
Outcome (See also "Learning outcome")	A measurable skill that serves as a benchmark or goal in a student's progress through a degree.
Outcomes assessment	A program where faculty evaluate the learning outcomes of a degree program using student artifacts.
Part-time faculty	An instructor that does not have a full-time contract. Synonymous with "part-time instructor" and "part-time faculty."
Peer institutions	Colleges with similar characteristics, such as size, student population and mission.
PeopleSoft	The software behind NSHE's student information system (SIS).
Performance level	A rating level in an assessment rubric that defines the extent to which a student mastered a particular criterion of a learning outcome. Used in learning outcomes assessment.
Performance review	A comprehensive evaluation of an employee's contributions over a calendar year.
Policy	A document explaining a set of guiding principles concerning a particular issue. They are distinct from "procedures," which explain how a policy is applied.
Portfolio	A collection of artifacts and reports documenting a faculty member's progress toward tenure.
Portal	A website with campus notifications and links to important resources, such as email, WebCampus, and the KBOX system. It is only available to NSC employees and students.
Position Description Questionnaire (PDQ)	A document that explains the responsibilities of an NSHE professional staff member.
Practicum	A pre-service experience related to a student's field of study.
PRAXIS Exam	A teacher preparation examination. All teachers in Nevada must pass PRAXIS Core.
Predictive analytics	A statistical method of predicting future events or trends. As applied to higher education, it typically refers to the prediction of student success or failure and likelihood of being retained.
Prerequisite	A required course that must be completed before enrolling into a specific higher-level course.
Procedure	A document explaining how a particular task is completed. A procedure is guided by policy, but distinct from it.
Professional development	In-service opportunities for staff in the form of workshops, conferences, courses and informational meetings.
Program	A series of classes that leads to a baccalaureate degree, a minor, or an academic concentration.

TERM	DEFINITION
Program review	An assessment of a degree program. Program reviews are regularly required by the Board of Regents. New programs are reviewed in the 1st, 3rd, and 5th years of existence, and a comprehensive review is led by faculty in the 10th year of every program.
RefWorks	An online bibliographic management system.
Resident grade point average	The grade point average of all classes taken at NSC. Does not include grades from other institutions.
Resource Center for Students with Disabilities	A division of the College devoted to assisting students with disabilities.
Retention	Students who maintain enrollment from one semester to another.
RN to BSN	A degree program that allows an individual who holds the two year ADN degree (RN) to seamlessly obtain the four year BSN degree.
Rubric	A form used for assessment that lists specific outcomes at varying levels of mastery.
SALT	An online system that helps students manage student loan debt.
Shared governance	A guiding principle asserting that both faculty and the administration share the responsibility of governing the College.
Shared network drive	A folder on the College server that is accessible to administrators, faculty, and staff. Some folders have limited access depending on the type of information stored.
SMART Classroom	A classroom equipped with multi-media and wireless technology, including a computer, a projector, speakers, and wifi capabilities.
Standards of Academe	A document that explains the requirements for achieving a rating of excellent, commendable, satisfactory, or unsatisfactory in teaching, scholarship, and service. The Standards of Academe are unique for each school.
State Purchasing Act	Chapter 333 of the Nevada Revised Statues.
Student Academic Center	A room where NSC tutors can meet with students and provide tutoring assistance.
Student Code of Conduct	A document that clearly outlines prohibited conduct and describes the kinds of hearings available.
Student Handbook	A published guide of NSC policies, procedures and resources, intended to assist and inform students.
Student Information System (SIS)	A software application used to manage student data. Major functions of a SIS include student admissions, course enrollment, course scheduling, managing financial aid, course payment, storing and retrieving grades, and student communications. Nevada State College uses PeopleSoft Campus Solutions 9.0 as its student information system.
Student technology fee	A fee charged to students to fund technology at NSC
Supercourse	A "master" class with faculty designed resources, such as assignments, videos, and suggestions for instructors. Developed according to recommended practices during the Technology Fellows Institute, Supercourses are designed for adoption by part-time faculty in the interest of improving the quality and consistency of key courses.
Supplemental instruction (SI)	An initiative linking peer tutors with specific classes. These tutors attend regular classes, meet with students after classes, and promote the services of the tutoring center (i.e., Student Academic Center).
Syllabus	A course description, outline, schedule and requirements given to students by the instructor at the beginning of each course.
Teacher Preparation Program	The NSC program that prepares education majors for a career in teaching.
Tenure-track faculty	Full-time faculty who are eligible to obtain tenure.

GLOSSARY

Term	Definition
Tolerance and Civility Statement	A paragraph that affirms NSC's commitment to accepting distinct and competing perspectives. The statement appears on all NSC syllabi.
Transfer Evaluation System	Software designed to evaluate whether credits from another institution should transfer to NSC.
Travel and Incentive Grant	An award given to faculty who are traveling to do research or attend a conference. These grants are awarded each semester.
Underrepresented minority	Populations of people who are not adequately represented in the college community or the work force.
WebCampus	The college-specific term for our web-based learning management system. The software that powers WebCampus is called "Canvas." Often, the terms "Canvas" and "WebCampus" are used synonymously.
Webinar	A presentation delivered electronically, usually though a video broadcasted on a web site.
Winter term	A 4-week accelerated semester that takes place between the fall and spring semesters.

Acronym	Full Title or Name
AA	Associate of Arts
AB	Associate of Business
AAC	Academic Advising Center
AACN	American Association of Colleges of Nursing
ACP	American Collegiate Press
ARCL	Association of Research and College Libraries
ACT	American College Test
ADA	Americans with Disabilities Act
AMS	American Management Systems
AP	Advanced Placement
ARL	Alternative Route to Licensure
AVPFA	Associate Vice President for Finance and Administration
AS	Associate of Science
BA	Bachelor of Arts / Baccalaureate
BCSSE	Beginning College Survey of Student Engagement
BoR	Board of Regents
BS	Bachelor of Science
BSN	Bachelor of Science in Nursing
CAAC	Centralized Academic Advising Center
CBL	Community-Based Learning
CCA	Complete College America
CCN	Common Course Numbering
CCSD	Clark County School District
CEC	Classified Employee Council
CEP	Counseling & Educational Psychology (refers to NSC College and Career Success course)
CEO	Chief Executive Officer
CLEP	College-Level Examination Program
CSC	Career Services Center
CSN	College of Southern Nevada
DARS	Degree Audit and Reporting System
DRI	Desert Research Institute
EBI	Educational Benchmarking Institute
EBC	Executive Budget Committee
ERP	Enterprise Resource Planning
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
FY	Fiscal Year
G2C	Gateways to Completion
GAAP	Generally Accepted Accounting Principles

Acronyms

Acronym	Full Title or Name
GPA	Grade Point Average
HRMS	Human Resource Management System
HSI	Hispanic Serving Institution
ILL	Inter-Library Loan Program
IPEDS	Integrated Post-Secondary Educational Data System
IR	Institutional Research
IRB	Institutional Review Board
IT	Information Technology
ITS	Office of Information & Technology Services
LAS	Liberal Arts & Sciences
LDAP	Lightweight Directory Access Protocol
MSI	Minority Serving Institution
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
NAC	Nevada Administrative Code
NACADA	National Academic Advising Association
NCLEX	National Council Licensing Exam
NFA	Nevada Faculty Alliance
NRS	Nevada Revised Statues
NSC	Nevada State College
NSCF	Nevada State College Foundation
NSHE	Nevada System of Higher Education
NSSA	Nevada State Student Alliance
NSSE	National Survey of Student Engagement
NWCCU	Northwest Commission on Colleges & Universities
PDQ	Position Description Questionnaire
PTI	Part Time Instructor
RCSD	Resource Center for Students with Disabilities
RFP	Request for Proposal
RN	Registered Nurse
SAC	Student Academic Center
SAT	Scholastic Aptitude Test
SCS	System Computing Services
SI	Supplemental Instruction
SIS	Student Information System
SOC	Student of Concern
SOE	School of Education
SON	School of Nursing
STEM	Science, Technology, Engineering and Mathematics
TESL	Teaching English as a Second Language
TFI	Technology Fellows Institute

Acronym	Full Title or Name
UNLV	University of Nevada, Las Vegas
UNR	University of Nevada, Reno
WebCT	NSC's previous platform for online course information

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NEVADA STATE
COLLEGE

be **bold.** be **great.** be **State.**

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