

Important Note

UNLV's self-study for the upcoming Northwest Commission on Colleges and Universities (NWCCU) Evaluation of Institutional Effectiveness site visit was submitted to NWCCU on February 5, 2025, one month before President Keith Whitfield announced his departure from UNLV.

The self-study remains unaltered and in its original form, which means that it includes several references to President Whitfield which are now outdated. This information was accurate at the time of submission. Updates will be provided to the NWCCU evaluators and the final NWCCU report will reflect current leadership. Thank you for your understanding during this leadership transition.



UNLV

Prepared for the Northwest Commission
on Colleges and Universities

February 5, 2025

YEAR SEVEN EVALUATION OF INSTITUTIONAL EFFECTIVENESS

THE UNIVERSITY OF NEVADA, LAS VEGAS

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Land Acknowledgement

UNLV wishes to acknowledge and honor the Indigenous communities of this region and recognize that the university is situated on the traditional homelands of the Nuwu (noo·woo), Southern Paiute (pai·oot) People.



Institutional Overview

The University of Nevada, Las Vegas (UNLV) is a public, urban research institution that holds the nation's highest recognition for both research (R1, the gold standard for research universities) and community engagement from the Carnegie Foundation for the Advancement of Teaching. These distinctions underscore UNLV's vision of becoming one of the nation's premier public universities for teaching, scholarship, and community impact. The university enrolls nearly 33,000 students and offers more than 200 degree and certificate programs through 16 [colleges and schools](#). UNLV is tied for number five in *U.S. News & World Report's* annual Campus Ethnic Diversity listing. The university continues to show its commitment to serving a diverse population and building a stronger future for Las Vegas and Nevada. In 2012, UNLV was designated by the Department of Education as a Title III & Title V Minority-Serving Institution (MSI). In 2015, UNLV achieved designations as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and a Hispanic-Serving Institution (HSI).



Preface

Several institutional changes have occurred since UNLV's last NWCCU mid-cycle report and are detailed below.

Leadership Changes

In August 2020, [Dr. Keith E. Whitfield became the 11th president](#) of UNLV, and is the first Black president in the university's 66-year history. Under Dr. Whitfield's leadership, the [president's cabinet](#) has been instrumental in shaping the university's strategic direction and ensuring its overall health and vitality. While the majority of cabinet members have remained in their roles since President Whitfield assumed office, some leadership positions have changed (both at the cabinet level and at other senior levels). These changes reflect a commitment to advancing UNLV's Top Tier 2.0 goals and fulfilling the university's mission.

Notable leadership transitions since President Whitfield's appointment are detailed below:

- In fall 2020, the interim executive vice president and provost, [Dr. Chris L. Heavey](#), transitioned to permanent status.
- The UNLV Foundation hired a new permanent vice president, Rickey N. McCurry, in fall 2020.

- Previously part of the Division of Research, the Office of Economic Development became a standalone entity in 2021.
- Dean of the Kirk Kerkorian School of Medicine, Dr. Marc J. Kahn, was appointed vice president of health affairs in 2021 to support our Top Tier 2.0 core area for academic health and now serves on the president's cabinet.
- Erick Harper was named permanent athletics director on January 1, 2022.
- In 2022, Dr. David W. Hatchett was appointed the interim vice president for research and became permanent in June 2024.
- Sabra Newby, the vice president of government and community affairs, left her position in 2023 to serve as a state of Nevada Assembly legislator. Dr. Constance Brooks now leads in this capacity as the vice president of government and community engagement.
- In 2022, the [Office of Academic Affairs](#) was restructured and consolidated several campus teams under the new senior vice provost for academic affairs, Dr. Kate Korgan. Please refer to section [1.B.4](#) for additional details.
- After the long-serving vice provost for information technology communicated her plan to retire, the position was restructured to align with the university's evolving strategic priorities and technology needs. In September 2022, Kivanc Oner was hired as the new vice president for digital transformation and chief information officer.
- The former vice president for student affairs retired after 26 years of service. Internal to the Division of Student Affairs, Dr. B. Keith Rogers was appointed as interim vice president and subsequently appointed permanent vice president in July 2023.
- In September 2023, Patricia Charlton was appointed Interim Chancellor of the Nevada System of Higher Education (NSHE). A search for a permanent chancellor for the State system of higher education is in progress.
- After the retirement of Chief Diversity Officer Barbee Oakes, the role of vice president for diversity initiatives and chief diversity officer role was filled by Seval Yildirim during 2022-23. Following her departure, José Luis Melendrez was appointed as an interim replacement in November 2023. A search for a permanent replacement is in progress.
- In November 2023, Casey Wyman replaced Jean Vock (retired) as vice president for business affairs and chief financial officer.
- In 2023, Stowe Shoemaker, left his role as dean of the William F. Harrah College of Hospitality to serve as special advisor to the UNLV Foundation president before returning to faculty. Dr. David A. Cárdenas was selected as the new dean, beginning his role in March 2024.
- In June 2024, Dean Ann McDonough of the Academic Success Center (ASC) returned to faculty after 17 years of service. The ASC is now overseen by the associate vice provost for student and academic success, Dr. Jeffrey Orgera.
- In July 2024, Adam Garcia retired as vice president of public safety services at UNLV and director of University Police Services Southern Command. That same month, Arnold Vasquez was named the interim leader.
- In September 2024, Dr. Sigrid Barrett was named the new dean of the university's School of Nursing, replacing former dean Angela Amar who departed in summer 2023. Before Dr. Barrett's hire, Dr. Imelda Reyes served as interim dean.

- In December 2024, Dr. Ronald T. Brown stepped down as dean of the School of Integrated Health Sciences to return to faculty. Dr. Merrill Landers, previously the chair of the school's Department of Physical Therapy, is serving as interim dean.
- Rickey N. McCurry, vice president of philanthropy and alumni engagement and president of the UNLV Foundation, left his position at the end of 2024. Dr. Bo Bernhard was named interim vice president for philanthropy and alumni engagement effective January 21, 2025.

Degree Programs

From fall 2020 through fall 2024, UNLV created 57 new academic offerings, including 8 undergraduate certificates, 16 graduate certificates, 5 baccalaureate degree minors, 8 baccalaureate degree majors, 7 master's degree programs, 5 doctoral degree programs, and 8 graduate-level dual-degree programs.

Examples include the B.S. in General Science, which enrolled 63 students starting academic year (AY) 2022-23 and has already graduated 30 students as of AY 2023-24. First enrolling students in fall 2023, the Master of Arts in Teaching for Elementary Education graduated 90 students during its first year and has 116 students enrolled as of AY 2023-24. The first cohort of the Ph.D. in School Psychology enrolled 37 students starting in AY 2021-22 and had four completions as of AY 2023-24. See appendix [Preface.1](#) for a table of recently approved new degree programs.

Non-Degree Credentials

The university offers a variety of non-degree programs, including [microcredentials](#), to help students secure incremental qualifications that demonstrate skills, knowledge, or experience in a particular subject area or other domain (see appendix [Preface.2](#) for more details). Some of these programs are academic and credit-bearing, while others are free, non-credit, co-curricular offerings designed to promote career readiness. Since spring 2023, a number of new academic microcredentials have been introduced, including: Entry Level Hospitality Management; Hospitality Beverages of the World; Hospitality Exploration; Hospitality Financial Literacy; Hospitality Marketing/Strategy Management; Hospitality Restaurant Management Essentials I; Hospitality Restaurant Management Essentials II; Emerging Paraprofessional, Substitute, & Elementary Educator; Holistic Patient Communication; Research Methods and Bioethics in Healthcare; and Workforce Development in Health Sciences. [Career Readiness and Life Design Badges](#) (e.g., communication, professionalism, and other key skills) are designed to support students' proficiency in these skills and career preparation by allowing them to earn badges in each of the UNLV Career Competencies. Additionally, [UNLV Educational Outreach](#) offers non-degree certificate programs to the community in areas such as business, healthcare and wellness, and nonprofit management.

New Centers/Institutes and Programs

Various new centers, institutes, and programs have been created since the institution's last mid-cycle report (2020), including: [Chambers-Grundy Center for Transformative Neuroscience](#) (SUM20); [National Institute for the Advancement of Education](#) (SP21); [Patent and Trademark Resource Center](#) (FA21); [Nevada Center for Astrophysics](#) (FA22); [Cannabis Policy Institute at UNLV](#) (FA22); [Kerestesi Center for Insurance and Risk Management](#) (SUM23); [UNLV Behavioral Health Education, Retention, and Expansion Network of Nevada](#) (FA23); [UNLV Institute for Financial Literacy and Wellness](#) (FA23); [Tourist Safety Institute](#) (FA23); [UNLV Sports Innovation Institute](#) (FA23); [Sands Institute for](#)

[Chinese Language & Culture](#) (FA24). Approval for the [UNLV PRACTICE](#) is anticipated in March 2025. New programs to support student success include the [First-Year Experience](#) (SP22) and [Rebel Ready Week](#) (FA23).

Campus Infrastructure

In fall 2022, the Kirk Kerkorian [Medical Education Building](#) opened for students, allowing for an expansion of the number of medical students admitted and ultimately increasing the number of trained medical doctors in our community and beyond. Late in 2022, the Campus Resource Center opened after being remodeled from its prior use for decades by the Environmental Protection Agency. It now houses the Disability Resource Center, Writing Center, and Testing Center, and it provides additional classroom and student study space. A \$10 million gift from an anonymous donor in spring 2023 kick-started a fundraising effort to [expand the campus preschool](#) at the Lynn Bennett Early Childhood Education Center. In spring 2024, the [Advanced Engineering Building](#) opened to the public. This building will enable UNLV to meet skyrocketing enrollment demand in engineering and support a highly skilled workforce that is integral to Nevada's economic future. In fall 2024, Beam Hall, the site of a campus shooting on [December 6, 2023](#), reopened with a number of safety and security enhancements (see [article](#)). In 2024, the [Maryland Administrative Building 2](#), a building purchased by the university and remodeled, became home to Continuing Education, Educational Outreach, Osher Lifelong Learning Institute, and Summer Term.

Policies

Since the university submitted its Year 6 Policies, Regulations, & Financial Review report in 2023, some new policies have been passed and are described below.

In March 2024 a [Use of Wheeled Conveyance on UNLV Property](#) was issued to create a safe campus environment that supports the various modes of transportation used at UNLV while considering the needs of pedestrians and those who operate manual or electric personal assistive mobility devices.

In the wake of the [December 6, 2023](#) tragedy, UNLV put a number of strategic policy interventions in place to remove barriers for student enrollment in spring 2024, and these efforts have been extended through fall 2025 (appendix [Preface.3](#)). These efforts appear to be working, with nearly 33,000 students enrolled in fall 2024, the university's largest-ever fall enrollment (see [news article](#)).

A Student Activism Workgroup charged by the president and the provost reviewed UNLV's policies and guidelines related to free speech activities on campus and suggested edits for the Policy on Speech and Advocacy in Public Areas. The edits included clarification of speech that is prohibited, clarification of definitions within the policy, and emphasis on reserving designated areas to minimize conflicts and assist in making events safe and successful. The [Policy on Speech and Advocacy in Public Areas](#) was revised in November 2024.

A Regular and Substantive Interaction policy for Distance Education is provided in the [Addenda](#) section. The Faculty Senate voted on and approved the policy, which will be publicly posted when signature routing is complete.

Legislative Impacts

A [Nevada System of Higher Education \(NSHE\) 2021 Nevada Legislative Overview](#) summarizes legislative actions of relevance to NSHE, and a 81st Session Report regarding the 2021 Nevada Legislature provides even greater detail (appendix [Preface.4](#)). A few bills of interest follow: 1) Senate

Bill (SB) 287 designated UNLV as a land grant institution; 2) Assembly Bill (AB) 492 earmarked \$36.8M in state funding toward UNLV's Advanced Engineering Building; 3) SB 460 provided appropriations of \$1.5M for UNLV's Nevada Institute on Teaching and Educator Preparation program; and 4) SB 434 provided \$25M toward the completion of construction of the Kirk Kerkorian School of Medicine.

The 2023 Nevada Legislative Session resulted in a handful of bills that impacted NSHE and UNLV.

Highlights from a [summary of all 2023 legislative session bills of relevance to UNLV](#) and the UNLV 82nd Legislative Session Report (appendix [Preface.5](#)) include: 1) NSHE received \$61M in budget restoration to bring the system to 2019 or "pre-pandemic" funding levels after cuts during COVID-era legislative sessions; 2) AB 522 provided a historic cost of living adjustment for state employees over two fiscal years (i.e., a cumulative 24.3% increase over the biennium); 3) UNLV received funding for additional [graduate assistant \(GA\) positions](#), which enabled the university to meet its goal of supporting 1,050 GAs in FY23; 4) AB 328 appropriated \$1M over the biennium to the Thomas & Mack Legal Clinic at the William S. Boyd School of Law; 5) SB 457 provided \$9.2M in one-time funding for the expansion of the Kirk Kerkorian School of Medicine (although funding was allocated as one-time support for that biennium, the intent is for ongoing funding for increased faculty lines); and 6) Nevada AB 118 reduced the Board of Regents (BOR) to nine members serving four-year terms (from thirteen regents serving six-year terms) – five regents will be elected in the 2028 general election, and then four more in 2032.

Designations & Rankings

UNLV is a federally recognized [Minority-Serving Institution](#) (MSI), Asian American and Native American Pacific Islander-Serving institution (AANAPISI), and Hispanic-Serving Institution (HSI).

In 2020, UNLV received the [Carnegie Classification for Community Engagement](#). The [2020 CollegeNet Social Mobility Index places UNLV in the top 10% of universities nationwide](#), demonstrating our dedication to serving low- and moderate-income students and recognizing our commitment to providing upward economic mobility opportunities for all students.

In 2021, UNLV's status as a [Top-Tier R1 research university](#) – one of the top research universities in the U.S. – was reaffirmed by the Carnegie Classification of Institutions of Higher Education.

UNLV ranks among the top as one of the nation's [most diverse universities](#) for undergraduates, according to a 2023 *U.S. News & World Report*. In 2021, [UNLV placed in a four-way tie for first](#), noting the high percentage of Latinx students measured at approximately 32% of the student body. We have consistently been among the most diverse institutions of higher education in the nation; we are currently tied for fifth.

In spring 2024, *U.S. News & World Report* [ranked 24 UNLV graduate and professional programs among the top 100 in their field](#). That spring, UNLV was once again named among the [nation's top "Military Friendly" campuses](#) of its size by *Viqtory* and *G.I. Jobs* magazines. In 2024, the university was ranked number three overall and was also named a Military Spouse Friendly School for the first time.

In spring 2025, *U.S. News & World Report* ranked UNLV online programs in nursing and psychology within the nation's top 25 of the best online degree programs (see [news article](#)).

December 6, 2023

At approximately 11:45 a.m. on December 6, 2023, an active shooter alert was distributed to campus via the [RebelSafe](#) notification system. Police officers arrived on the scene within 78 seconds and

immobilized the shooter 10 minutes after the first 911 call. The campus was in lockdown for several hours as responders from multiple law enforcement agencies cleared buildings. The attack occurred in Beam Hall (BEH), the second largest academic building on campus, with 39 classrooms and class laboratories. It is the home to the Lee Business School, Department of World Languages and Cultures, English Language Center, a College of Hospitality kitchen and dining room, the Teaching and Learning Commons, and the Office of Equal Employment and Title IX. The building is in proximity to the Student Union, Wright Hall, Hospitality Hall, Central Desert Complex, and UNLV's main administrative building, Flora Dungan Humanities. A visiting professor of economics, not identified at the time, was shot multiple times and survived. Tragically, Lee Business School professors Dr. Jerry Cha-Jan Chang and Dr. Patricia Navarro Velez, as well as College of Liberal Arts professor Dr. Naoko Takemaru were killed.

This unprecedented event required an immediate response to address the needs and safety of the entire campus community of students, faculty, administration, and staff. Alternative plans for finals week were implemented, including no on-campus, in-person finals (appendix [Preface.6](#)). Students were given the option to end the semester with the grade they earned based on work completed before December 6, or when instructors were willing, they were offered an optional online final exam or take-home project to complete before December 18, allowing students an opportunity to improve their grade. The shooting happened on Wednesday of "study week," the last week of instruction. Finally, students were allowed to opt for satisfactory/unsatisfactory (S/U) grading for fall 2023 courses (appendix [Preface.7](#)).

Following the shooting, most of the campus was closed to all except for essential employees and faculty/staff/students who needed access to labs. The Lied Library remained open to the campus community only as a central gathering place, and many student support service offices, including advising, held pop-up hours. An item recovery room opened to return personal belongings to those who left them in campus classrooms, labs, and public areas on December 6. Impromptu memorials marked the start of the grieving process. Administrators [organized a vigil](#) on December 13 in which more than 1,000 attendees returned to campus to honor the teaching legacies of those killed. Two weeks later, winter commencement brought joy back to campus in a celebration of student achievement. Graduating students who chose not to participate in December's commencement ceremony were given the option to walk in the May 2024 ceremony.

In January 2024, President Whitfield launched the [Rebel Recovery Program](#) to expand mental health resources for students and employees, address campus safety and infrastructure, plan a permanent memorial to honor those lost, as well as to provide regular updates about investigations, safety enhancements, and related events, activities, and training opportunities. Rebel Recovery updates are regularly disseminated to students and the broader campus.

To reassure students and provide the additional support they needed, UNLV launched a belongingness and student support communication plan for students and families immediately after the December 6 tragedy. We also made a series of adjustments to campus practices to promote student retention and enrollment, including waiving late registration fees, removing some enrollment holds, extending the deadline for adding classes, and providing new ways to access advising. These changes helped us achieve the highest ever spring semester enrollment for UNLV.

Employees not assigned to BEH returned to their physical offices starting January 2, 2024. BEH occupants returned to their offices on January 9, but the building remained closed with access only to authorized personnel and escorted guests. Faculty and staff who requested an office outside of

BEH were accommodated in nearby buildings. The spring 2024 semester saw students return to a changed campus with Beam Hall temporarily closed for repairs and safety and security enhancements. Courses and events originally scheduled for Beam Hall were moved to other locations or modalities to support the continued recovery of the campus community. The Office of Online Education provided faculty with trauma-informed teaching resources to aid in returning to the classroom (appendix [Preface.8](#)).

UNLV Special Collections & Archives launched a preservation initiative called the [UNLV December 6, 2023 Memorial Collection](#) to help the university document the experiences of the campus community, remembering the victims and their impact on students and colleagues, and highlighting the response of both the university and the wider community in the aftermath. Donors contributed nearly \$400,000 to the UNLV Emergency Support Fund and to scholarships established by the UNLV Foundation in memory of the victims.

Prior to the start of fall classes, [Beam Hall reopened in fall 2024](#) with needed repairs, safety enhancements, and other enhancements to refresh the look of the building. More than \$2.5M has been invested in Rebel Recovery efforts to date, with another \$1M in exterior lighting upgrades approved and in progress.

A previously unnamed fourth victim, [Dr. Daraboth \("Bot"\) Rith of the Lee Business School, survived the shooting and returned to campus in fall 2024 with the full support of the campus community](#). He transitioned from his visiting faculty role to a regular nontenure-track faculty position.

[December 6 memorial art projects](#) were unveiled to help the campus heal from the trauma of the event, including the Japanese tradition of *senzaburu* ("1,000 Cranes") and murals at the entrance of BEH. There are plans to develop a permanent memorial healing garden to honor the faculty lost and create a space for reflection.

Exactly one year after the tragic events, the campus community came together on December 6, 2024. During the [Gathering to Remember and Reflect event](#), faculty, students, and alumni shared their stories of perseverance as students and faculty showcased the healing power of the arts.

Please access a compilation of [UNLV Strong news](#) communicated to the campus community, a sampling of other campus communications (appendix [Preface.9](#)), special sections of the [spring 2024](#) and [fall 2024](#) edition of UNLV Magazine, as well as the [Rebel Recovery section of the president's 2024 annual report](#) for further details.

Standard 1.

Student Success and Institutional Mission and Effectiveness



1.A.1. Institutional Mission

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

This section provides evidence of compliance with Eligibility Requirements 1. OPERATIONAL STATUS, 2. OPERATIONAL FOCUS AND INDEPENDENCE, 3. AUTHORITY, and 6. STUDENT ACHIEVEMENT

As a minority-serving institution rich with diversity and committed to equity, the University of Nevada, Las Vegas (UNLV) strives to improve the lives of our students and transform our communities. This is the primary focus of our strategic plan, [Top Tier 2.0](#).

UNLV's Top Tier 2.0 Mission is to provide access to world-class educational experiences that are responsive to the needs of our students and stakeholders; engage in groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries; and offer high-value, cutting-edge interdisciplinary physical and mental health care to support our community. We create value for the individuals and communities we serve by fostering a climate of innovation, stimulating economic diversification and workforce development, promoting social justice and inclusion of all voices, and enriching cultural vitality.

Our core values include access and equity, excellence and integrity, collaboration and stewardship, and compassion and inclusion.

The Top Tier 2.0 strategic objectives, tasks, and indicators of achievement reflect the mission of the university. The core areas broadly describe what UNLV plans to accomplish and reflect the values that are shared by faculty and staff. Evaluation of the metrics associated with the indicators of achievement will demonstrate how effectively UNLV is carrying out its mission. Core areas include: 1) advance [student achievement](#); 2) bolster [research, scholarship, and creative activity](#); 3) create [UNLV academic health](#); 4) stimulate [socio-economic development](#); 5) foster [community partnerships](#), and 6) promote [social justice, equity, and inclusion](#). UNLV's commitment to student learning and achievement is demonstrated through these core areas. We advance student achievement by recruiting, retaining, and graduating a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and the vibrant campus community. We foster a climate of innovation in which faculty and students produce high-quality, widely disseminated, and influential research, scholarship, and creative activities.

Foundational areas that support all of the core goals include: 1) enhancing [philanthropy and alumni engagement](#), and 2) improving [infrastructure and shared governance](#). The university recognizes the importance of philanthropy and alumni engagement, as well as infrastructure and shared governance to all aspects of our mission. These foundational areas are measured and monitored as part of the strategic plan. The culture of philanthropy and alumni connection is key to everything we do, and an improved infrastructure and a healthy shared government model are vital to accomplishing the goals within the six core areas. We strive to continually improve our financial stability, create lifelong alumni, improve our infrastructure and management of resources, and support meaningful faculty engagement in shared governance and the capacity for informed decision-making.

1.B. Improving Institutional Effectiveness



1.B.1. Improving Institutional Effectiveness

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

This section provides evidence of compliance with Eligibility Requirements 4. INSTITUTIONAL EFFECTIVENESS, 5. STUDENT LEARNING, 6. STUDENT ACHIEVEMENT, and 19. FINANCIAL RESOURCES AND PLANNING

New and Existing Academic Program Review

Pursuant to the Nevada System of Higher Education (NSHE) Board of Regents (BOR) policy ([BOR Handbook](#) (title 4, ch 14, sec 6)), a review of existing academic programs is conducted by UNLV on at least a ten-year cycle. During the 2022-23 academic year, UNLV provided [institutional reports for review of existing programs](#) which included [Anthropology B.A.](#), [Film B.A.](#), [History Ph.D.](#), [Nursing](#)

[Ph.D.](#), and [Doctor of Physical Therapy](#). Such reports require the gathering and compilation of data to respond to numerous questions related to continuous program improvement. For example, the reports provide the top three priorities and/or needs for the future development of the program, as well as strengths and challenges. Longitudinal enrollment trends and disaggregated retention, progression, and completion data are presented to document enrollment and student success as well as inform resource allocation needs. The reports detail student achievement outcomes such as disaggregated longitudinal 4- and 6-year graduation rates and number of degrees conferred by academic year. The number and perceived sufficiency of academic advisors serves as an indicator of student support services success. These reports are used by NSHE to determine if need, student demand, and available resources support the continuation of academic programs.

Title 4, chapter 14, section 3 of the NSHE [BOR Handbook](#) requires each institution to present its plans for new degree programs, student services, and research activities for a planning period of four years in the NSHE Planning Report to the Board's Academic, Research, and Student Affairs Committee. The full report is due biennially. The [2023-27 Planning Report](#) for Institutional Academic, Research, and Student Services Plans (p. 6-24) provided to the NSHE BOR in December 2022 demonstrates that the university engages in ongoing and systematic evaluation and planning processes. UNLV informs NSHE of progress across key domains, including how the university is working to refine its effectiveness, assign resources, and improve student learning and achievement. Some details relevant to this standard found within this report include how newly proposed programs meet identified workforce development needs for students as well as the community (p. 11), costs and funding sources for new academic programs (p. 11-17), workforce development efforts via strategic plans (p. 17-18), improvements to academic advising and student success programs based upon institutional and national data (p. 18-19), student service programs and any applicable funding sources (p. 19-22), as well as research initiatives and their impact in relation to Nevada's economy and sustainability needs (p. 22-24). These areas of focus are interwoven with the Top Tier 2.0 strategy throughout the planning report.

Tracking Strategic Plan Goals

Our Top Tier vision and mission guide efforts at UNLV, and we have made consistent progress on our journey since its inception in 2013 and official adoption in 2016. The next evolution of the Top Tier strategic plan, [Top Tier 2.0](#), was developed during 2020-21 and adopted by NSHE in March 2022. It is a forward-looking roadmap that the university will continue to refine and follow through 2029. It builds on our progress and recognizes opportunities as we continue to grow as a top public research university that transforms our community and beyond. In this iteration, three additional core areas were identified and added to the strategic plan: 1) socio-economic development; 2) social justice, equity, and inclusion; and 3) philanthropy and alumni engagement (see: [Top Tier 2.0: Development of the Next Iteration of UNLV's Strategic Plan](#)).

Systematic Evaluation and Planning Process

Under the Top Tier 2.0 strategic plan, [annual progress cards](#) are disseminated to the campus, local community, NSHE, and the state of Nevada (e.g., [Datapalooza](#)). A [key metrics dashboard](#) is shared and updated annually to show progress toward our established goals. The institution shares progress in numerous formats such as brief infographics multiple times a year ([Focus on Top Tier 2.0](#)), regular email digests via the UNLV Official distribution channel, campus forum presentations,

etc. Appendix [1.B.1.1](#) provides an example from October 2024 updating the community on progress made within the student achievement core area; [1.B.1.2](#) is a campus forum presentation from November 2024 detailing our progress as an institution with the most recent annual data (see [event announcement](#)).

An acceptable level of mission fulfillment is to meet the annual goals set for each specific metric.

Annual progress reports provide a narrative to explain any interesting trends shown in progress cards or found within the key metrics dashboard. If an annual goal is not met, additional efforts will be concentrated on that goal to meet the next annual goal. For example, at various Top Tier 2.0 executive committee meetings (see fall 2022 agendas [1.B.1.3](#) & [1.B.1.4](#)), university level data for research metrics ([1.B.1.5](#)) and student achievement ([1.B.1.6](#)) were reviewed. From this, recommendations for action based upon these data were made. Past recommendations include: 1) increasing the number of postdocs, and 2) increasing the number of research doctorates.

To help increase the numbers of postdocs, the Top Tier Advisory Board for Postdocs recommended the university create a one-year Doc to Postdoc Fellowship Program and pilot it for AY 2022-23 ([1.B.1.7](#)). Funded by the academic unit and the provost's office (50:50), 15 doctoral candidates set to graduate from UNLV between summer 2022 and spring 2023 were awarded postdoc positions; this led to increases in postdocs and aided in graduating doctoral students on time. [Key metrics for postdocs](#) show the institution exceeded its goal as of 2023.

Efforts to fulfill the other recommendation to increase the number of research doctorates were bolstered by high completion counts in programs such as the Doctor of Public Policy (DPP) and the Doctor of Nursing Practice (DNP), as well as a growing number of doctoral graduate assistantships and overall graduate enrollment growth. The DPP program graduates student cohorts within a predictable, set time frame; 11 degrees were awarded in AY 2020-21 to the first graduating cohort, 17 degrees in 2021-22, 15 degrees in AY 2022-23, and 8 degrees in AY 2023-24. The DNP program awarded 13 degrees in AY 2020-21, 22 degrees in AY 2021-22, 7 degrees in AY 2022-23, and 5 degrees in AY 2023-24. In fall 2024, UNLV hit a new historical record for incoming graduate students, buoyed by a 30% increase in new doctoral students (see [news article](#)).

Social Justice, Equity, and Inclusion

UNLV's annual progress report notes that work is being conducted to address concerns identified within the core area of social justice, equity, and inclusion. The [2022 Great Colleges to Work For Survey](#) compares UNLV to itself (2019 data) as well as to other Carnegie R1 institutions that completed the survey in 2022. The university's 2022 scores for diversity, inclusion, & belonging scored a 63% (fair to mediocre) for this metric, demonstrating no change since last measured in 2019, and ranked lower than the average aggregate score of 70% (good) from other R1 institutions assessed in 2022 ([2022 Great Colleges to Work For Survey - Campus Climate: UNLV Overview of Results](#)). These metrics show that we must create and maintain supportive environments and strive to employ faculty and staff who are increasingly more reflective of the demographics of our student population. The university plans to participate in the survey again in spring 2025.

To address concerns identified in the Great Colleges survey, the university launched a Search Advocate Pilot Program in 2021 to support academic and administrative faculty recruitments. The program was designed with three priorities in mind: 1) to increase the diversity of candidate pools, 2) to ensure equitable practices and treatment of all parties participating in the search process, and 3) to ensure compliance with university search and hire policies and procedures. Outcomes of the AY

2021-22 and 2022-23 pilot program reveal that search committees with a search advocate hired 2% more underrepresented minority applicants into tenure track positions than search committees without a search advocate for recruitments occurring in the same departments. Further, search committees favorably rated the program's effectiveness in ensuring fairness throughout the search process and compliance with university search and hire policies and procedures. The full assessment report is available in appendix [1.B.1.8](#). UNLV faculty demographic trends through AY 2022-23 show that minority instructional faculty has more than doubled since 2012, with 38% of instructional positions held by minority faculty ([1.B.1.9](#)).

The [Teaching and Learning Commons](#) also aids in these efforts by serving as a campus resource hub that supports exceptional teaching and life-long learning by fostering a dynamic and innovative educational environment, promoting a growth mindset, and improving both student and faculty experiences and outcomes. In partnership with the Coalition of Urban Serving Universities' Student Experience Project, UNLV is striving to identify inequities to transform the college experience and close achievement gaps. See news article [Breaking Barriers: How UNLV Created a Culture to Support First-Generation Students and Faculty](#).

Centrally Coordinated Academic Effectiveness Initiatives

As part of the reorganization of the Office of Academic Affairs and to establish a more robust centralized assessment, accreditation, and accessibility support system, a team of professionals focused on continuous improvement in student learning was formed. This included refilling vacant positions and the integration of previously isolated assessment- or evaluation-focused positions from other units. The associate vice provost for academic effectiveness currently works with a director of assessment, director of academic programs, graduate curriculum coordinator, campus accreditation coordinator, associate director of surveys and data, executive director of educational compliance, director of accessibility resources, accessibility conformance and design specialist, and various graduate assistant staff. The formation of this team has positively impacted our ability to coordinate and advance continuous improvement targeted at academic programs, student learning, and educational compliance, as demonstrated in the following examples.

[University-Wide Student Surveys](#) administered on a regular basis include the Undergraduate Graduating Senior Exit Survey (GSES), and the First-Year Seminar Learning Outcomes Survey (FYS-LOS). Past GSES reports spanning AY 2007-08 to AY 2023-24, and FYS-LOS reports from fall 2015 to fall 2023 are shared publicly (see [Academic Surveys](#)). Initiatives through the Office of Student Life include national student surveys such as the National Survey of Student Engagement (NSSE). The NSSE is administered every three years; the next implementation period is scheduled for spring 2025. Student Life staff also steward the university's participation in NASPA Consortium Studies. Starting in 2023, management and coordination of most campus surveys has been streamlined and consolidated under the associate director of surveys and data, though several are still under the purview of the Student Life unit.

For tracking and accountability purposes, the university has instituted an assessment lifecycle for all degree programs at the university (see [Assessment Reports and Plans](#): Assessment Schedule and Documents). The program review process has been reimagined so that major components of program review are linked to metrics used in discipline-specific accreditation reviews as well as a new process called academic innovation meetings (AIM), discussed in detail in sections [1.C.5](#) and [1.C.7](#). Degree programs review assessment plans every three years to determine whether the plan

needs revisions, while assessment reports are completed multiple times within the ten-year program review cycle mandated by the NSHE BOR (see [Assessment Reports and Plans](#)). Academic assessment involves the ongoing, systematic collection and analysis of meaningful evidence of student learning. This synthesis of data will increase efficiency and create a more sustained and active relationship between programs and their data. The program review process will also become more streamlined as much of the quantitative data associated with AIM will be provided on a regular basis, and departments will create review processes that feed into iterative, ongoing program review.

Joining existing assessment programs and discipline-specific accreditation reviews into a single lifecycle has created a more cohesive, data-driven assessment process that incentivizes exploring student outcome data (e.g., enrollment, retention, graduation, etc.) to check for gaps in student outcomes disaggregated by student demographics of interest (e.g., gender, minority-status, age, transfer, etc.). Such components of the assessment lifecycle (e.g., discipline-specific accreditation, assessment reporting) are integrated with each other, and repeat on a semi-regular basis. The NSHE ten-year program review process has also been streamlined so that it references ongoing work and existing, frequently revisited data instead of requiring a deep exploration of rarely seen components once every decade. Furthermore, the assessment lifecycle is enmeshed with existing NSHE requirements ([Board of Regents Handbook](#), title 4, ch 14, sec 6).

Additional information related to academic assessment is found in report sections [1.C.5](#), [1.C.6](#), and [1.C.7](#).

Course Evaluations

Beginning in spring 2023, the university implemented new methods to refine the system for student [course evaluations](#). The most effective means to enhance the validity of course evaluations is by increasing the rate of student responses. A broader base of feedback not only represents a more diverse array of student experiences but also dilutes the impact of potentially biased or extreme viewpoints. The university's goal is to capture a more complete and equitable picture of our classroom and online teaching environments.

To this end, course evaluations are required for all non-professional schools through the Blue eXplorance platform (Blue). This comprehensive approach encompasses all forms of organized instruction, including lectures, labs, and online classes. In alignment with this, the university introduced core questions to all evaluation forms in spring 2023 to standardize feedback across the campus ([1.B.1.10](#)). In summer 2023, the university debuted a seamless integration between the LMS WebCampus (Canvas) and Blue to streamline the process for both students and faculty. These enhancements include timely pop-up reminders, announcements, and calendar prompts to ensure that open evaluations do not go unnoticed by students. Outcomes of the implementation of Blue over time is discussed further in [1.C.5](#).

Unit-Level Academic Assessment

Academic units engage in assessment on a continual basis to ensure the quality and effectiveness of educational programs, improve student outcomes, and align with the university's mission and strategic goals. Assessments range from straightforward decisions such as determining whether additional sections of courses are needed to meet student demand, to more complex processes

involving strategic planning and incorporating feedback from advisory boards. These efforts ensure that programs remain responsive, relevant, and focused on fostering student success and institutional excellence.

The university incentivizes academic units to engage in continuous improvement through [UNLV Accreditation Awards](#), [Mission Fulfillment Grants](#), [Academic Assessment Mini-Grants](#), and [Academic Assessment Awards](#). Accreditation Awards are for completed projects that focus on mission fulfillment related to the university's Top Tier 2.0 strategic plan. Previously completed projects may assess program learning outcomes, or other institutional goals that support fulfillment of Top Tier 2.0 goal metrics (see prior [Accreditation Award Recipients](#)). Mission Fulfillment Grants are prospective projects or ideas that will assess course, program, or institutional core theme goals, specifically geared toward mission fulfillment of some aspect of the Top Tier 2.0 strategic plan. These grants can fund multi-year projects (see prior [Mission Fulfillment Grant Recipients](#)). Academic Assessment Mini-Grants assist in the development of innovative projects that focus on improving student learning based on academic assessment findings (see prior [Mini-Grant Recipients](#)). Academic Assessment Awards recognize and reward programs, departments, and/or faculty for engaging in meaningful and sustainable assessment practices that enhance student learning (see prior [Assessment Award Recipients](#)).

Examples of recent grant recipients from across the university illustrate ongoing and systematic efforts in assessment, evaluation, and planning. For instance, the School of Public Health received a Mission Fulfillment Grant each year from 2021-23 for its project "Implementing, Assessing, and Evaluating Competencies Using Canvas Rubrics." The most recently submitted proposal in 2023 details the success of Canvas competency tracking for various programs, as well as planning for expansion of Canvas rubrics to Undergraduate University Learning Outcomes (UULOs) for implementation across campus ([1.B.1.11](#)).

Additional examples of systematic assessment are captured by discipline accreditation efforts. The Department of Mechanical Engineering, accredited by the Accreditation Board for Engineering and Technology seeks to continuously improve student learning and achievement by assessing the experiences and observations of its constituents. Assessment efforts include: 1) course evaluations, 2) faculty surveys regarding student performance and course structure, 3) alumni and employer surveys, and 4) undergraduate Graduating Senior Exit Survey. Data from these surveys are tabulated and continuous improvement plans generated, which summarize the feedback and make suggestions for curricular or other improvements. These reports are shared with all department faculty and discussed at faculty meetings. In recent years, feedback from these instruments has led to the following changes: the expansion of the class ME 240: 3D Modeling with Solidworks from 1 to 2 credit hours, adding ME 202: Professional Development and Design for Mechanical Engineers to the undergraduate curriculum, increasing the capacity of ME 130: Machine Shop Practices, and requiring COM 101: Public Speaking as a General Education course.

Library Assessment Initiatives

[Library Assessment](#) is the practice of evaluating library services, resources, spaces, and other areas to determine: 1) the impact of library services and resources on the university that it supports; and 2) how to improve library performance and better align library services and resources to university needs. The Library Assessment unit collaborates with library faculty and staff to design and track meaningful measures of the library's impact on students and faculty.

With a goal of continuous improvement, University Libraries collects data to analyze trends and changes in the utilization of resources and services. For example, the library launched a pilot program in fall 2024 to [extend operating hours to pre-pandemic levels](#) following discussions with, and input from, undergraduate student government representatives.

The University Libraries has used its own customized data dashboards since 2015, which are available publicly through direct URLs and are all linked in the library's internal staff website. Available for four of five library locations, one of the most-used dashboards is [Gate Counts](#). The heat map and top day of the week/hourly use are the most popular dashboards internally, as these guide open hours for multiple locations, as well as staffing of locations. For instance, during routinely busier hours/days in the Lied Library, the University Libraries staffs more people at the circulation and reference desks. University Libraries recently launched a new [Transactions and Consultations](#) dashboard, which will help refine where staffing is needed most. Tracking the kinds of questions asked will also help determine when desks can be staffed with student assistants versus requiring librarians or other full-time library staff. The past question data in this dashboard are used for training new staff. Additionally, the University Libraries' in-house technology team is using the [WiFi usage dashboard](#) to target areas of the building for upgrading the WiFi infrastructure.

The University Libraries' robust assessment infrastructure supports evidence-based decision-making to meet the needs of the campus community.

Evaluation of Student Academic Success

The associate vice provost for student and academic success leads campus-wide initiatives to support enrollment growth and equitable student success. This is accomplished through academic and student success programming that promotes retention, progression, timely degree completion, and career readiness while closing achievement gaps. A team of dedicated student success specialists within the Office of Academic Affairs works closely with professional staff, department chairs, and faculty across the campus to enhance student academic success efforts, implement equitable and student-centered academic advising practices, and deliver impactful academic support programming from the first year through graduation. Based in the Academic Success Center building, these specialists include academic advising leadership, Student Success and the First-Year Experience, The Rebel College Accelerator for Concurrent and Dual Enrollment, peer mentoring, academic coaching, in-person and online tutoring, and other holistic programs and services that promote connection, belonging, and progression toward graduation.

Student academic success efforts are continuously refined through program evaluation and assessment. For instance, retention data (e.g., fall-to-spring) for participants in the [First-Year Experience](#) (FYE) program is compared with that of non-participants. Exit survey data from a First-Year Seminar Institute as well as a [First- and Second-Year Seminar Symposium](#), modeled after similar college-level symposia, is used to improve future programming. Measures of student achievement, such as retention and 4- and 6-year graduation rates, guide initiatives like Rebel Ready Week and Rebel Success Scholars, with annual program surveys informing changes intended to improve outcomes. Participant metrics, such as retention and GPA, are compared to those of non-participants to evaluate program effectiveness. Graduation rates for [Rebel Success Scholars](#) will be examined when the first cohort reaches their fourth year. Longitudinal tracking includes outcomes such as the percentage of scholars who have graduated, the percentage who have applied for graduation, and their GPAs.

Advising centers rely heavily upon tracking and analyzing student data to improve services and support student success. Operational data regularly reviewed by advising centers include post-appointment surveys, student-to-advisor ratios, appointment availability, and responsiveness to student inquiries. Student success metrics regularly assessed include fall-to-spring and fall-to-fall cohort retention, 6-year graduation rates, the number of students placed on academic probation, and student persistence.

Section [1.C.7](#) shares more about such efforts.

Student Affairs Assessment Initiatives

The Division of [Student Affairs](#) actively engages students through activities, events, and programs that promote their academic and personal success during their time at UNLV. Student survey data and input from [advisory boards, committees, and councils](#) are utilized to achieve SA's mission. Assessments are conducted by Student Affairs' departments, both longitudinally and for individual services, often comparing results to national trends.

For example, the [Student Programs](#) unit in the Dr. William W. Sullivan Center for Academic Enrichment and Outreach is made up of four programs that are intended to support undergraduate, income-eligible, first-generation, and students with disabilities to complete their first bachelor's degree. The [College Student Inventory](#) Form B survey is distributed annually in addition to a separate, annual assessment survey (refer to [1.B.1.12](#) for a summary of survey responses from AY 2022-23). Improvements made in response to survey findings include extensive training of new in-person tutors, who provided over 450 hours of tutoring per month in the spring 2024 semester; expanding a workshop series to incorporate activities related to wellness and research collaboration; expanding a book loan program and streamlining its process through a partnership with the UNLV Bookstore; and coaching staff to improve communication and kind, effective follow-up with program participants.

The UNLV Bookstore Advisory Committee, formed in 2013, includes leaders from student government and registered student organizations, interested students, the bookstore general manager from Barnes & Noble (UNLV's bookstore vendor), and interested faculty and staff. This committee meets four to five times per academic year.

Aligning with the university's mission to increase access, boost retention, and improve student success, [First Day Complete](#) is a student-centric course material model that ensures all UNLV students have access to required course materials by the first day of class. A 2023 report compared the use of First Day in fall 2021 vs. fall 2022, revealing year-over-year increases in courses, sections, and enrolled students using the program. Student feedback was positive, with 78% of students reporting that the program helped them be better prepared for class and more engaged in their coursework ([1.B.1.13](#)). A survey administered in spring 2024 showed similar positive results ([1.B.1.14](#)).

Human Resources Assessment Initiatives

The Division of Human Resources (HR) is committed to continuous improvement of the services it provides to employees and the university campus. Specific efforts to evaluate services and identify opportunities for improvement include regularly administered surveys to assess campus-wide customer service, the Management Training Academy, the Administrative Assistant Academy, and Campus Operations Meeting, as well as the Search Advocate Pilot Program.

The Campus-Wide Customer Service Survey is distributed to all employees to solicit both quantitative and qualitative feedback. This data is used to identify strengths and identify opportunities for improvement. The survey was conducted in 2019, 2020, 2022 ([1.B.1.15](#)), and 2024, with enhancements and adjustments implemented after each iteration based on identified needs or concerns. Informed by feedback from the 2022 survey ([1.B.1.16](#)) and other sources, HR has implemented new services and improved existing ones to better meet the interests, expectations, and needs of employees and the campus community. One significant addition is the implementation of UNLV's inaugural enterprise-wide learning management system (LMS), [REBELearn](#), which enhances access, ease of use, and compliance with required training. For a detailed summary of changes implemented following the synthesis of the 2022 survey results, refer to [1.B.1.17](#).

The Search Advocate Pilot Program, piloted over a period of two academic years, led to improved hiring practices ([1.B.1.8](#)) and introduced enhancements to recruitment processes to ensure more diverse candidate pools. For more information about this program, please refer to the [Social Justice, Equity, and Inclusion](#) section of this report.

Business Affairs Assessment Initiatives

The Division of Business Affairs delivers essential infrastructure services for the university, including via a [number of departments](#) such as financial services/controller, facilities management, parking and transportation services, and risk management and safety. Both recurring and ad hoc assessments are conducted within Business Affairs to enhance the quality of services provided to the campus. Assessments implemented annually include a Campus Operations Update Survey, Business Affairs Customer Service Survey, and a Risk Management & Safety Satisfaction Survey. A Parking and Transportation Services Customer Service Survey is administered biennially. Recent ad hoc surveys in 2024 include a Financial Services Campus Training Survey, a Rebel Climate Action Plan Working Group Recommendations and Feedback Survey, and a Workday Website Experience Survey. Please access a spreadsheet which captures essential survey information, including recurring implementation, results, and changes implemented ([1.B.1.18](#)).

One key initiative is the [annual lighting and safety walk](#), conducted with representatives from Business Affairs and from the student body. The goal of this initiative is to ensure a safe and secure campus environment for all. This process gained heightened importance after the December 6, 2023, campus shooting. Common outcomes include recommendations to install additional lighting, upgrade existing fixtures, and revise the university's preventative maintenance schedules. Improvement requests may also be submitted by outside parties. The 2023 report and details about implemented improvements are available at the link provided above.

1.B.1 Closing the Loop

Standard Component	Evidence
The institution demonstrates a continuous process to assess	<ul style="list-style-type: none"> Top Tier 2.0: Progress and Further Information section: annual progress cards Top Tier 2.0: Student Achievement, key metrics dashboard, Focus on Top Tier 2.0

Standard Component	Evidence
institutional effectiveness, including student learning and achievement and support services.	<ul style="list-style-type: none"> • Datapalooza • Top Tier 2.0 Executive Committee meeting fall 2022 agendas 1.B.1.3 & 1.B.1.4: reviewed research metrics (1.B.1.5) and student achievement (1.B.1.6) • Assessment Reports and Plans, academic innovation meetings, discipline accreditation, program review, within the framework of an assessment lifecycle • University-Wide Student Surveys • Course Evaluations • Library Assessment: Gate Counts, Transactions and Consultations, and WiFi usage dashboards
The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.	<ul style="list-style-type: none"> • Top Tier 2.0: Development of the Next Iteration of UNLV's Strategic Plan • Top Tier 2.0: Infrastructure and Shared Governance • 2023-27 Planning Report for Institutional Academic, Research, and Student Services Plans (p. 6-24) • Doc to Postdoc Fellowship Program informed by key metrics for postdocs • Top Tier 2.0: FY24 progress (1.B.1.2) campus forum • UNLV Accreditation Awards, Mission Fulfillment Grants, Academic Assessment Mini-Grants, and Academic Assessment Awards (e.g., 1.B.1.11) • Library pilot program: extend operating hours to pre-pandemic levels • Bookstore Advisory Committee: First Day Complete results 1.B.1.14 • Human Resources survey findings: REBELearn implementation. Core area of social justice, equity, and inclusion: Search Advocate Pilot Program (1.B.1.8) • Business Affairs assessments (1.B.1.18) • Annual lighting and safety walk campus improvements



1.B.2. Mission Fulfillment Through Goals, Objectives, and Indicators

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

This section provides evidence of compliance with Eligibility Requirement 4. INSTITUTIONAL EFFECTIVENESS

Top Tier 2.0

UNLV's Vision and Mission

As previously introduced in this report (section [1.B.1](#)), [Top Tier 2.0](#) is the current iteration of UNLV's strategic plan. Our [vision](#) is to improve the lives of our diverse students and transform our communities through education and engagement. As a minority-serving institution rich with diversity and committed to equity, our mission is to: 1) provide access to world class educational experiences that are responsive to the needs of our students and stakeholders; 2) engage in groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries; and 3) offer high value, cutting-edge interdisciplinary physical and mental health care to support our community. We create value for the individuals and communities we serve by fostering a climate of innovation, stimulating economic diversification and workforce development, promoting social justice and inclusion of all voices, and enriching cultural vitality. The vision and mission exist within the context of our [values](#): fostering access and equity, excellence and integrity, compassion and inclusion, and collaboration and stewardship.

Driven by our vision, mission, and values, our [core areas](#) focus upon 1) [student achievement](#); 2) [research, scholarship, and creative activity](#); 3) [UNLV academic health](#); 4) [socio-economic development](#); 5) [community partnerships](#); and 6) [social justice, equity, and inclusion](#). UNLV's two foundational core areas of enhancing [philanthropy and alumni engagement](#) and improving [infrastructure and shared governance](#) work in conjunction across all six core areas.

Each core area is defined and supported by strategic objectives, which are further broken down into critical tasks that guide actions across the university toward meeting those objectives. This framework allows for adaptation and development at the unit level (e.g., schools, colleges, and departments), ensuring alignment with the overarching Top Tier 2.0 strategic plan.

For example, within the student achievement core area at the undergraduate level, one strategic objective is to improve 4- and 6-year graduation rates while closing graduation gaps. The critical tasks include: 1) close graduation gaps among underserved student populations; 2) increase the percentage of students who have completed a milestone experience by the end of the third year of enrollment; 3) increase the percentage of course sections offered online and provide support services that meet the needs of online students; and 4) accelerate degree progression by encouraging continuous, full-time (or greater) enrollment.

The tasks provide a clear guide for the university to achieve its strategic objectives. Units work on the tasks to meet the strategic objective by taking intentional actions to progress toward our desired outcome. We have crossed two milestone marks in recent years, surpassing 25% for 4-year graduation rate (as measured July 2021) and 50% for 6-year graduation rate (as measured July 2023). This reflects a number of intentional and incremental improvements that have helped yield positive outcomes. The [student success timeline](#) documents changes over time and shares actions, programs, and improvements annually to help meet the goals of improving equitable student success, including 4- and 6-year graduation rates. As part of this work, university-level data are regularly reviewed by central administrative leadership and disseminated campus-wide to celebrate successes and adjust actions and initiatives to address lagging areas (see [4-year graduation rate](#) and [6-year graduation rate](#) charts).

Data Tracking and Dissemination

The university places a strong emphasis on tracking and analyzing data to measure progress toward goals and inform institutional decision-making. Data collection spans all core areas of the strategic plan. This tracking system ensures that data-driven insights are integrated into university-wide planning and improvement efforts.

[Datapalooza](#), an annual event with the purpose of building a data-informed culture among faculty, staff, and administrators, continues its distribution of actionable data-informed resources throughout the year via quarterly bulletins and data drop-in lab sessions held remotely and in person. The October 2024 bulletin ([1.B.2.1](#)) focused on the student enrollment funnel and yield, and the December 2024 bulletin focused on the role course scheduling has in relation to optimization of enrollment and student success ([1.B.2.2](#)).

Data are also disseminated to campus and the community through [progress cards](#) that identify salient metrics for each portion of the mission. Progress is also shared through campus presentations, including sessions for the president's cabinet, deans, and vice provosts, as well as sessions for individual units and open campus forums. These sessions provide constituents with an overview of progress and opens the door for discussions and input. In addition, regular metric highlights are distributed across campus, showing progress and helping remind constituents of the university's continued focus toward established goals (e.g., [Focus on Top Tier 2.0](#) infographics, and Datapalooza Bulletins).

Success as a leading research university and achievement of mission fulfillment is evaluated by progress in meeting the objectives and established metrics as defined in each core area. If an

annual goal is not met, additional efforts will be concentrated on that goal to meet the next annual goal. These efforts are led by the executive director for strategy and strategic initiatives with relevant partners, with reporting to the president and the provost. This ties directly to accreditation standards where university efforts are overseen and coordinated by the Office of Academic Affairs. The university recognizes the need to continually provide opportunities for data discussions and review at the unit level. Several times each year, university administration provides reports to each college/school which outlines department key metrics within the strategic plan and specific student-level data on program enrollment and retention (e.g., academic innovation meetings, and Datapalooza). Additionally, the senior leadership of every college has an annual meeting to review student success and academic advising metrics with the associate vice provost for student and academic success. A protocol for data and strategy for fall 2023 is provided, outlining broad data overviews that are shared on campus (e.g., leadership meetings, metric updates, etc.), as well as a general protocol for data dissemination and action during that academic year ([1.B.2.3](#)). Data are further parsed for program-level analyses discussed in different contexts in [1.C.1](#), [1.C.5](#), [1.C.6](#), and [1.C.7](#).

Peer Institutions

UNLV had originally identified 15 peer institutions with the development of the Top Tier strategic plan. During 2018, the university moved to identify six peers – three comparative and three aspirational. While continually reviewing data, these peers were again updated in 2022, in alignment with Nevada System of Higher Education (NSHE) policy (see the [2022 Board of Regent \(BOR\) Briefing Paper](#) regarding the NSHE policy for the selection of peer and aspirational institutions for teaching institutions). Peer data are reviewed among senior leadership at various points throughout the year, as well as shared at various campus events.

UNLV's comparative and aspirational [peer institutions](#) were selected to allow the university to engage in benchmarking for relevant goals, objectives, and tasks. Peer institutions serve as the basis of comparison for outcomes in areas such as student retention rates, graduation rates, degrees conferred, research productivity, and other relevant metrics, particularly those associated with the university's strategic plan. Aspirational institutions represent the general characteristics of the desired future state for the institution and our strategic goals. By selecting and tracking peer institutions, the administration can further understand how UNLV compares to peers on select benchmarks to not only assess progress, but to plan for the future. While the comparative and aspirational peer listings are used most often, an expanded peer listing helps provide more options for benchmarking when needed. The list of expanded peers is based upon our original list of peers established with the first version of the Top Tier initiative.

Discussions of distribution methods of peer institutional data and their use in the context of improving student achievement is discussed in [1.D.2](#) and [1.D.3](#).



1.B.3. Inclusive and Participatory Planning

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

This section provides evidence of compliance with Eligibility Requirement 4. INSTITUTIONAL EFFECTIVENESS, and 19. FINANCIAL RESOURCES AND PLANNING

Top Tier 2.0 Planning Process

The Top Tier 2.0 strategic plan memorializes the university's commitment to achieving its strategic goals and fulfilling its mission. An extensive planning process during academic year 2014-15 resulted in the first iteration of UNLV's Top Tier strategic plan and has since served as a solid foundation for further plan development and adjustment. The current iteration, [Top Tier 2.0](#) (introduced previously in sections [1.B.1](#) and [1.B.2](#)), is a forward-looking roadmap that our university continues to monitor, refine, and follow throughout this decade. It builds on past progress, recognizes opportunities, and has wide-reaching benefits.

The development of the second iteration of UNLV's strategic plan began in August 2020 when Dr. Keith E. Whitfield became the university's eleventh president. One of his first actions was to launch a campus-wide listening tour to gain an understanding of stakeholder perceptions regarding key opportunities and challenges facing the university. Top Tier 2.0 is the result of a multi-year [planning process](#) which incorporated the utilization of [peer](#) benchmark data.

Feedback from 38 listening sessions with nearly 500 campus community members in attendance helped inform the strategic planning process. The attendees included: 123 students over a total of twelve sessions, 118 academic faculty over a total of twelve sessions, 74 classified staff over a total of six sessions, 164 administrative faculty over a total of five sessions, and 23 community members over a total of three sessions.

The [Top Tier 2.0 Executive Committee](#) provides oversight by examining data, evaluating progress, and developing recommendations as the campus community works to advance the mission of UNLV. When the initial Top Tier strategic plan was in place, a smaller group of institutional leaders served on the Executive Committee. After reviewing campus input on the next iteration of the strategic plan, it became clear that other university leaders should be included to address the additional areas of focus. This evolution began with a retreat to kick off the planning process. Feedback from the listening sessions informed discussions during the retreat as the strategic plan framework was reconsidered. Throughout the retreat, reflection and evaluation shaped the committee's development of a plan to meet the campus vision for 2030.

To help advance this process, the expanded Executive Committee was tasked with engaging stakeholders to further define the vision for their respective areas, including identifying objectives and metrics. Executive Committee leadership met regularly with campus leaders over a period of several months to develop specific sections of the plan and collectively formulate the university's next steps.

The [Cabinet](#), [campus deans](#), [Faculty Senate](#), and [Academic Council](#) members provided significant input and conducted thorough vetting through the fall 2020 semester. The expanded Executive Committee then developed more detailed plans, vetting them further with relevant campus groups and committees during the spring 2021 semester.

Once the draft plan was prepared, campus-wide focus groups were held to present the draft Top Tier 2.0 strategic plan and solicit feedback. Participants were provided an overview of the plan and asked targeted questions. Responses could be shared verbally during the group discussions or entered into a shared online document. Based on this feedback, further revisions were incorporated into the plan document. The revised plan was then reviewed and approved first by the expanded Executive Committee, followed by the Cabinet. The Top Tier 2.0 strategic plan received final approval by the Nevada System of Higher Education (NSHE) Board of Regents (BOR) in March 2022.

Read further about the [History of the Top Tier 2.0](#) path, our evolving strategic plan, and our continued path forward.

Regular updates are shared with the campus community through events such as Datapalooza (e.g., [Datapalooza April 2024](#)), articles in the UNLV News Center (e.g., [May 2024 Datapalooza article](#)), as well as a [Top Tier 2.0 progress](#) page. These updates provide opportunities for constituents to track institutional progress and offer feedback. Quarterly bulletin, drop-in labs, and a [feedback portal](#) on the Top Tier 2.0 website further facilitate stakeholder input. Examples of monthly infographics distributed across campus are included in appendix folder [1.B.3.1](#).

Dynamic Resource Allocation Model

The Dynamic Resource Allocation Model (DRAM) is a strategic method used by the provost to allocate academic resources while involving key stakeholders in a transparent and data-informed process ([1.B.3.2](#)). DRAM supports UNLV's commitment to strategically investing limited institutional resources to recruit and retain outstanding academic faculty. Under this model, at least 50% of funds from vacated faculty lines are returned to the respective college or school while the remaining funds are strategically reallocated based on Top Tier 2.0 metrics, documented achievements, enrollment trends, and areas of greatest academic need.

As part of the DRAM process, department faculty (via their department chair) present their requests for new faculty positions to their dean, including data-based rationales for these requests. Deans then

advocate for these positions during a provost-led review process in which they must demonstrate how the requests align with unit and institutional priorities. During the review, the provost convenes the deans to share and discuss faculty requests collectively, which fosters transparency and collaboration.

Allocations are made based on key factors such as enrollment patterns, new degree programs, accreditation requirements, research productivity, and other identified strategic goals. The provost's office evaluates reallocation requests three times a year – typically in November, March, and July – ensuring resource distribution remains flexible and responsive to evolving priorities. Final decisions are made by the provost in consultation with vice provosts and vice presidents who oversee Academic Affairs, Enrollment Management, Research, Decision Support, and Budget, and then they are communicated back to deans and chairs to ensure the ongoing transparency of the process. This approach ensures that resource allocation supports the university's long-term planning while maintaining predictability and stability for academic and administrative units.

Committees

The university demonstrates its commitment to collaboration in the Top Tier 2.0 planning process through the essential work of various campus committees. While committees focus on different tasks and goals, their work collectively advances the vision and mission of Top Tier 2.0.

The Faculty Senate plays a critical role in supporting Top Tier 2.0 initiatives. [Faculty Senate committees](#) contribute significantly to the university's core areas. For example, the Academic Standards Committee, General Education Committee, Priority & New Program Review Committee, Program Review Committee, and Undergraduate Curriculum Committee focus on advancing student achievement by reviewing academic standards, approving new programs, and ensuring the quality and relevance of the curriculum. Additionally, the Campus & Fiscal Affairs Committee, University Bylaws Committee, and Diversity, Equity, and Inclusion Committee align with Top Tier 2.0's core areas of infrastructure and shared governance as well as social justice, equity, and inclusion, ensuring policies, resources, and practices promote a sustainable and inclusive university environment.

The [Division of Research oversees key advisory bodies](#) that support UNLV's research mission and the Top Tier 2.0 core area of research, scholarship, and creative activity. The Associate Deans for Research serve as liaisons between their colleges and the Division of Research, promoting college research activities and informing institutional priorities. The Council for Centers, Institutes, Museums, and Labs reviews proposals for new units, conducts annual reviews, and ensures alignment with UNLV's strategic goals. These committees engage faculty, staff, and administrators in fostering a robust research environment, promoting interdisciplinary collaboration, and advancing innovation and discovery. Other university committees, such as the Graduate College's [three Ad hoc Top Tier Committees](#) also focus on advancing graduate education and research. These committees bring together faculty, staff, and students to support graduate initiatives and align with Top Tier 2.0 priorities.

The [University Policy Committee](#) is another critical body that supports the university's mission by overseeing institutional policies. The committee ensures policies are thoroughly reviewed, revised, and approved to align with strategic objectives and compliance requirements. By engaging campus stakeholders, the committee promotes policies that reflect UNLV's values of excellence and equity and advance the core area of infrastructure and shared governance. Also supporting this core area

is the [Committee on Campus Security and Safety](#), which addresses campus safety by reviewing security measures and proposing improvements. Recent efforts include enhancing campus lighting and safety protocols to foster a secure environment. The committee collaborates with other UNLV groups and gathers input through focus groups, surveys, and public meetings.

Collaborative Planning with External Groups

Many decisions that impact the university require collaboration with our larger system, the Nevada System of Higher Education (NSHE), as well as partnerships with other NSHE institutions, Nevada governing agencies, and the K-12 system. A prime example is the Nevada Department of Education and NSHE Dual Enrollment Task Force. Created in 2020, this task force includes representatives from K-12 education, postsecondary institutions (e.g., UNLV leadership), and community stakeholder for the purpose of improving and expanding access to dual enrollment opportunities across Nevada. This task force culminated its work in a [January 2022 report](#), which provided recommendations on pricing, high school instructor qualifications, support for schools and districts, and the creation of an [NSHE dual enrollment dashboard](#). Outcomes of this initiative included policy updates standardizing rules and regulations for dual enrollment programs at the NSHE level. A July 2023 [NSHE Dual & Concurrent Enrollment Status Update](#) highlights the adoption of language in the Procedures and Guidelines Manual to ensure high school instructors meet NWCCU faculty requirements (slide 15), and standardizing instructor stipends (slide 17).

1.B.3 Closing the Loop

Standard Component	Evidence
Planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	<ul style="list-style-type: none"> Top Tier 2.0 planning process: Top Tier 2.0 – Our Progress. History of the Top Tier 2.0 path, Datapalooza April 2024, May 2024 Datapalooza article, feedback portal, infographics distributed regularly (1.B.3.1) Committees: Faculty Senate Committees aligned with Top Tier 2.0, Division of Research Committees, Graduate College Ad hoc Top Tier Committees, University Policy Committee (UPC), Committee on Campus Security and Safety Nevada Department of Education and NSHE Dual Enrollment Task Force: January 2022 report, NSHE dual enrollment dashboard, July 2023 NSHE Dual & Concurrent Enrollment Status Update Dynamic Resource Allocation Model (1.B.3.2)



1.B.4. Monitoring the Environment, Strategic Assessment, and Future Directions

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

This section provides evidence of compliance with Eligibility Requirement 4. INSTITUTIONAL EFFECTIVENESS

Shared Governance

As a core area of the Top Tier 2.0 strategic plan, [infrastructure and shared governance](#) objectives, tasks, [metrics/progress](#), and [milestones](#) demonstrate how UNLV continually develops and leverages the conditions necessary for success. The university has an effective organizational structure, an improved infrastructure, a service-oriented culture, meaningful faculty engagement in shared governance, and the capacity for informed decision-making and risk-taking.

The [Faculty Senate](#) is the voice of the faculty in the shared governance of the university. The Faculty Senate serves the students, faculty, and administration through the work of its [Committees](#). Every committee, through its specific charges, contributes to the shared governance, academic rigor and professional ethos of the university. Faculty of every college/school elect representatives to each committee.

There are a wide variety of [Administrative Faculty Committees](#) for governing and advisory purposes where administrative faculty are encouraged to participate. The [Classified Staff Council](#) represents and serves classified employees and is an advisory group to the president.

For example, the [IT Governance Committee](#) leverages the existing campus governance structure. Committee representatives engage groups at their established meetings to gather feedback and share progress updates. Regular interactions boost collaboration and inspire broader campus input.

Focused priorities and biannual reporting of accomplishments empowers representatives to oversee accountability for implementing IT strategy.

Data-Informed Decision-Making

[Datapalooza](#) is a campus-wide initiative with the aim of building a data-informed decision-making culture among faculty, staff, and administrators. Utilizing data sources such as [Rebel Success Hub](#) and [UNLV Analytics](#) (discussed in [1.C.7](#) and [1.D.2](#)), the campus is able to make informed, data-driven and data-supported decisions which drive Top Tier 2.0 initiatives. The year-over-year and end goal nature of [Key Metrics](#) help define the future direction of the institution and allow for real time review and revision by various governing committees. For example, [progress in student achievement](#) focuses on recruiting, retaining, and graduating a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and the vibrant campus community.

The university works in close collaboration with the Nevada System of Higher Education to advocate for resources during Nevada state legislative sessions. Recent successes include significant cost of living adjustments for full-time employees which were implemented over two fiscal years for full-time faculty and staff, a raise in stipends for graduate assistants (GAs), and state funding for additional GAs to help support meeting Top Tier 2.0 core areas such as [student achievement](#).

UNLV's Climate Action Plan, nicknamed the Rebel CAP, has undergone a multistage development process. In fall 2023, seven working groups convened to conduct topic-specific research and compile their recommendations for public release. The Rebel CAP working group [recommendations were made available online](#), and [campus stakeholder feedback was solicited](#). In fall 2024, the [Rebel CAP](#) was officially launched, including our strategic vision (see [Rebel CAP News Article](#) for more information).

The [Rebel College Accelerator Program](#) includes both [dual and concurrent enrollment](#) efforts across campus. Concurrent enrollment consists of formal partnerships with high schools where UNLV qualifies the high school instructor to teach the UNLV course. Students participating in the program earn both high school and college credit simultaneously. National data show students completing college courses while in high school is positively related to completing high school and attending college. Enrolling in UNLV courses while in high school helps students gain momentum toward their intended degree and graduate from college sooner. Clark County School District graduates who have participated in UNLV's dual enrollment program have benefited from discounted tuition and have a great start in their college degree plans. In fall 2024, 2,150 high school students participated in concurrent enrollment across 17 high schools, and 18 students participated in dual enrollment across 16 high schools. The university offers 36 courses and partners with the school district, charter, and private K-12 institutions. Please refer to [July 2023](#) and [July 2024](#) News Center features on this program for additional details. Sections [1.B.3](#), [1.C.8](#), and [1.D.2](#) provide additional details on dual and concurrent enrollment.

Academic innovation meetings are a new component to the assessment cycle. These meetings bring together the department chair, dean, and program coordinators to discuss data trends in targeted areas. As of spring 2025, the program is in its third semester of implementation; early results are encouraging and outcomes are discussed in [1.C.7](#).

Strategic Leadership

The UNLV president leads a [cabinet](#) consisting of vice presidents overseeing every major area of university operations. The primary purpose of cabinet meetings is to provide the president with information regarding issues that impact multiple units and allow him to share important information, directions, and strategy. While this provides information relative to the internal environment, the external environment is also monitored for changing circumstances that may impact the institution. This involves the president and his cabinet being engaged in organizations external to the university, such as the Las Vegas Global and Economic Alliance, as well as working with higher education experts to provide continual and ongoing updates. For example, EAB has provided retreats and workshops, such as the Higher Education State of the Sector and Foundations of a Higher Performing Team. These engagements provide a picture of the ever-changing landscape of higher education and allow the president and his cabinet to gain insights as they wrestle with issues, determine direction, and develop and advance strategy.

The UNLV [Academic Council](#) is a strategic assembly of senior university administrators dedicated to advancing the university's academic mission. Led by the executive vice president and provost, the council includes vice provosts and deans of all academic units. The council meets regularly to share information, coordinate efforts, and collaborate on initiatives that strengthen the academic enterprise. Drawing on their collective expertise, the Academic Council serves as an advisory body to the president and the provost, offering recommendations on academic and administrative policies. It also provides oversight for operational matters, ensuring the effective implementation of initiatives. Members work collaboratively to address issues that impact both their individual units and the university as a whole.

In 2022, the senior vice provost for academic affairs position was established to oversee the newly integrated and expanded [Office of Academic Affairs](#), which houses the full range of student enrollment and support services. This reorganization competitively positions the university within the current landscape of higher education, enabling UNLV to better focus on two major goals: enrollment growth and equitable student success. It enhances collaboration, improves coordination, and streamlines administration while reducing costs and aligning with Top Tier 2.0 goals. Among the units targeted for growth are [UNLV Global](#), to boost international student enrollment and success, and [UNLV Online](#), to expand access to fully online programs for adult learners, nontraditional students, and those seeking flexibility.

Refer to the Preface section of this report for details on additional [Leadership Changes](#).

New Institutes, Centers, & Programs

Since UNLV's 2020 mid-cycle report, various institutes, centers, and programs have been established in response to identified needs both internal and external to the institution.

Founded in spring 2022, the [First-Year Experience](#) team (FYE) provides incoming first-year and transfer students with a comprehensive network of engagement and support opportunities that ease the transition to the UNLV campus, promote success, and student achievement. A component of FYE, the UNLV Common Read program provides incoming first-year students a shared experience for meaningful discussions related to joining the UNLV community.

First launched in fall 2023, [Rebel Ready Week](#) is a week-long collection of activities and events that help undergraduate students connect and engage with the campus community prior to the start of fall

semester. Students learn more about UNLV and available support services and resources. This valuable program is completely free to students.

The [UNLV Institute for Financial Literacy & Wellness](#) supports financial education, information, resources, and tools to promote financial wellness for the university and southern Nevada communities. Launched in fall 2023, the institute helps participants achieve personal short-term fiscal health and long-term financial stability and wellbeing.

Having opened in October 2023, the [UNLV Behavioral Health Education, Retention, and Expansion Network of Nevada](#) (BeHERE NV) program provides outreach and education about behavioral health professions to K-12 and adult learners; expands behavioral health training programs within higher education with an emphasis on building a diverse workforce; increases post-graduate internships and the number of approved supervisors; and offers support to the existing Nevada behavioral health workforce through continuing education and technical assistance. This network will establish a main hub at UNLV with regional hubs at NSHE institutions throughout Nevada.

In fall 2023, UNLV launched its Regular and Substantive Interaction (RSI) Program within the [Office of Online Education](#) to help ensure compliance with the Department of Education for online courses and programs. RSI professional development opportunities include topics such as Building a Foundation of Knowledge, Direct Instruction, Improving Interaction & Engagement Within Your Courses, Feedback, and Using Multiple Methods to Provide Meaningful Feedback ([1.B.4.1](#)). Online Education changed its name to UNLV Online in spring 2025.

Approved by the Board of Regents in December 2024, the [Sands Institute for Chinese Language and Culture at UNLV](#) will offer a wide range of programs designed to promote appreciation and understanding of Chinese language, traditions, and history (see [news article](#)).

Immediate Responses

The university's ability to respond quickly and effectively to unexpected, disruptive, and even tragic events is a reflection of its commitment to adaptability and support for the campus community. Two key examples of this responsiveness include the university comprehensive plan to address challenges during the Coronavirus pandemic and its actions following the campus shooting on December 6, 2023.

The COVID-19 pandemic, beginning in spring 2020, brought unprecedented changes to higher education, requiring rapid adaptations to ensure the safety and success of students, faculty, and staff. At UNLV, significant efforts were made to transition to remote learning and provide ongoing support for the campus community.

One major area of change in response to COVID-19 is the bolstering of support services from the [Office of Online Education](#) for instructors transitioning from in-person to online learning (see [News: Online Education](#) for all articles such as [UNLV Technologists Offer Tips as Remote Teaching Begins](#) published March 22, 2020, and [Remote Teaching Tips from Professor to Professor](#) published March 31, 2020). Piloting [RebelFlex](#) during the shift to remote instruction included training instructors in this change in mode of instructional delivery. Various resources were launched and enhanced during this period to better support faculty, including websites, and open houses with Online Education, and the [Office of Information Technology](#), etc. A collection of [Coronavirus news articles](#) is available to demonstrate how the institution communicated with the campus during and after this period, as well as various programs, policy changes, and support initiatives implemented. Of importance, Online Education continues to provide regular and substantive support for developing online courses which

is a key need in the current higher education landscape (see [Teach Online](#)). Online education has grown significantly in recent years, as demonstrated in appendix [1.B.4.2](#).

The events of [December 6, 2023](#) have led to several adjustments and revisions to the institution to better support the campus community during that difficult period. In the immediate wake of the event, the university contacted NWCCU to request approval for end-of-semester modifications to some university policies relevant to final exams, commencement, and satisfactory/unsatisfactory grading. The university is grateful for the support received from NWCCU during this emergency situation.

One major modification implemented in the wake of this event was to remove barriers for student enrollment in spring 2024 (appendix [Preface.3](#)). We believe that these changes had positive impacts in general for students by allowing them greater flexibility to enroll in classes. Therefore, the university carried the same practices forward to fall 2024, including extending the add/drop period to two weeks and not charging late registration fees. As of the official fall 2024 census date, university enrollment was up substantially over fall 2023, with a total headcount of over 32,900 and increases of 5.2% for undergraduates and 11.5% for graduate students. (See related news articles: [Serving Students: Historic Spring Enrollment Driven by Breaking Barriers](#); and [UNLV Defies National Trends with Record-Breaking Fall Enrollment](#)). The majority of these policies will remain in place through fall 2025 and discussions are underway to determine whether they should be made permanent.

The modification of enrollment policies has also been helpful in ameliorating issues stemming from the federal delay in processing the Free Application for Federal Student Aid (FAFSA). Due to this delay, many students were left confused and concerned that they would be unable to afford the cost of attending UNLV. This is further compounded due to our reliance on the establishment of student need and Pell eligibility to determine many of our need-based institutional awards. The university is required to award 80% of all our undergraduate access funds (which are directly collected from a portion of registration costs) to students who demonstrate need.

Instead of waiting for the Department of Education to release the FAFSA and correct the many issues with the form, the submission processes and the delivery of the Institutional Student Information Records to institutions, UNLV created an Institutional Aid Application (IAA) (see [October 2023 News Center article](#)). The IAA enabled the Office of Financial Aid and Scholarships to estimate a Student Aid Index (SAI) and to provide estimated financial aid amounts and support scholarship determinations for thousands of students. It is our belief that by providing this information we were able to assist students and families in making key decisions related to college attendance and planning for associated costs earlier than many other institutions. Additionally, after students were able to submit the FAFSA (which was still required), review of the accuracy of the IAA showed that fewer than five percent (<5%) of the IAA estimations for SAI and funding calculations were inaccurate in either direction (over or under). With the delay of the FAFSA being announced for the 2025-26 aid year, the Office of Financial Aid and Scholarships has adjusted the IAA based on information both from our audit and from federal announcements regarding calculations, and opened the IAA on October 1, 2024, to all students (prospective and current) to allow for earlier awarding for all student types.

University Libraries

The University Libraries unit solicits feedback from library users and non-users alike and conducts major surveys of undergraduates, graduate students, and faculty based upon emerging patterns, trends, and expectations from external environments. Regular monitoring efforts by University Libraries is described in section [1.D.3](#) wherein a recent Academic Library Trends and Statistics Annual Report is provided. The [library assesses](#) services, resources, spaces, and other areas to determine 1) the impact of library services and resources on the university that it supports, and 2) how to improve library performance and better align library services and resources to university needs.

At the program level, faculty and students provide feedback about library services during the program review process. A recent Kinesiology program review featured significant positive feedback about the Health Sciences librarian and the specialized resources that the library provides for students in Health Sciences programs.

University Libraries is currently undertaking a [Serials Review Project 2024](#) to address a possible collections acquisition funding shortfall due to inflation and possible budget reductions, actively [seeking feedback from multiple stakeholders](#). A final list of databases and print and online journals for cancellation as part of the was announced in March 2024, and any subsequent cancellations are spread throughout the year.

Workforce Development

In alignment with a workforce development strategic goal adopted by the Nevada System of Higher Education (NSHE), university [Workforce Development](#) efforts have been advanced by a task force that generated a strategic plan in 2019. This taskforce set outcomes to address key priorities and to establish, implement, and enhance the opportunities for students to engage in high impact practices associated with increased career mobility with the support of corporate partners ([2023-27 Planning Report for Institutional Academic, Research, and Student Services Plans](#), p. 17-18). Current strategic goals include: 1) offer degree and certificate programs for the twenty-first century economy that are valued by employers and associated with high-demand occupations in the region, 2) integrate workforce readiness into all academic programs, and 3) promote active student participation in career planning through a lifecycle approach to workforce readiness.

University faculty continually monitor academic trends and the labor market, and revise the curriculum of existing degree programs, or design new programs to meet the educational and workforce demands of students and employers. For instance, the General Science B.S. is a streamlined degree program for non-traditional sciences majors in which rigid course sequences are replaced with STEM electives to increase options for students. The Applied Health Sciences B.S. is designed to provide a pathway to a degree for students with varying interests in health-related fields and who may not have been admitted to competitive and/or enrollment-capped discipline-specific programs such as nursing. Similarly, the Creative Practice B.A. is a degree for College of Fine Arts students who are interested in fine arts through the lens of business, philanthropy, and entrepreneurship.

Clark County, the most populated part of Nevada, is located in a desert that receives roughly four inches of rain per year. When viewed in the context of expected population growth and climate, water scarcity is a critical issue for both the Las Vegas area and the state. The interdisciplinary Ph.D. in Water Resources program serves both the university and the state by providing an opportunity to increase the number of water professionals available to address this critical issue. Based on the job

growth data and the NSHE Science and Technology plan, which designates water resources as one of the top research areas for the state, there is a clear need and demand for an interdisciplinary Water Resources Ph.D. program.

The Master of Arts in Teaching Elementary Education and Master of Arts in Teaching Secondary Education that lead to K-12 teacher licensure in the state of Nevada are programs created in response to the continual need in Nevada for highly qualified and effective teachers to join the workforce. A grant from Nevada Forward provides funding for a majority of enrolled students and has helped drive enrollment growth and graduation rates. [Nevada is regularly ranked as one of the top states with the highest teacher shortage in the United States](#) as measured in March 2023, and the [Clark County School District alone had more than 1000 teacher vacancies](#) as of April 2024.

Many other degree programs were recently developed in response to identified workforce needs. The [Bachelor of Science](#) and [Master of Science in Cybersecurity](#) as well as a [Graduate Certificate in Cybersecurity](#) help meet demand for skilled professionals, as identified by the Department of Labor; currently, there are millions of unfilled positions in the country. Graduates of the [Master of Science in Athletic Training](#) have numerous career possibilities in secondary school, colleges and universities, professional sports, sports medicine clinics, the military, performing arts, and within the field of industrial and occupational health. Pending approval from the Council on Accreditation, the School of Nursing will begin accepting students to the [Certified Registered Nurse Anesthetist](#) program in fall 2025. The Bureau of Labor Statistics projects a 38% growth in employment in the field between 2022 and 2032, much faster than average growth of other professions; this program will also help meet the demand for anesthesia providers in rural counties.

Established in 2022, the annual Southern Nevada Leadership Summit is an initiative that convenes top business and community leaders, campus leaders, and students to discuss pressing 21st-century career and workforce development issues. The goal of the summit is to listen and learn from employers and community stakeholders and gain valuable insights that will drive university workforce and career readiness initiatives. Action items are designed to build upon and enhance our community partnership efforts. The ongoing goal is to collaborate to align the university's academic programs and student career preparation with employers' current and future workforce needs. See the [Southern Nevada Leadership Summit 2023](#) news article for more information, and a summary report at [1.B.4.3](#).

1.B.4 Closing the Loop

Standard Component	Evidence
The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations.	<ul style="list-style-type: none"> University Libraries Serials Review Project 2024 Data monitoring via tools such as Rebel Success Hub and UNLV Analytics Climate Action Plan – Rebel CAP Rebel College Accelerator Program Academic innovation meetings Student and faculty support for online learning in response to COVID-19 Immediate responses in the wake of the Dec 6, 2023 tragedy

Standard Component	Evidence
	<ul style="list-style-type: none"> • FAFSA delay: UNLV's Institutional Aid Application • Workforce Development efforts: Southern Nevada Leadership Summit, and degree programs informed by workforce needs (e.g., Master of Arts in Teaching Elementary Education) • University Libraries' Serials Review Project 2024
<p>Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.</p>	<ul style="list-style-type: none"> • Top Tier 2.0 strategic plan, Infrastructure and Shared Governance objectives, tasks, metrics/progress, and milestones • Faculty Senate: committees • Administrative Faculty Committees • Classified Staff Council • IT Governance Committee • president's cabinet guidance • New institutes, centers, and programs to meet identified needs and achieve desired outcomes: First-Year Experience, Rebel Ready Week, BeHERE NV, Online Education's Regular and Substantive Interaction (RSI) Program

1.C. Student Learning



1.C.1. Curriculum Content and Rigor of Student Learning Outcomes

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

This section provides evidence of compliance with Eligibility Requirements 5. STUDENT LEARNING and 13. EDUCATIONAL PROGRAMS

Program Structure Requirements

UNLV's unit of academic credit is the semester credit hour, which is ordinarily defined as one 50-minute lecture a week for fifteen weeks. Online classes are expected to have the same overall workload and learning outcomes as face-to-face classes. Although online classes do not typically have "contact hours" per se, they use a variety of learning experiences, such as video lectures, threaded discussions, interactive modules, exams, and writing assignments to create a comparable workload. The university's academic calendars schedule fifteen weeks of instruction for fall and spring semesters, generating 750 contact-minutes per credit hour, plus an additional week of final examinations. The number of contact minutes per week is increased for shorter summer terms.

All UNLV degree programs are described in the [undergraduate \(2024-25\)](#) and [graduate \(2024-25\)](#) catalogs. Each program description must include degree requirements that describe the minimum number of credit hours to be completed, the minimum acceptable overall grade point average, curriculum, both required and elective courses, and any other performance requirements, such as examinations, clinical hours, juried performances, papers, theses, or dissertations, etc. Curriculum requirements must include subject area requirements and the prefix, number, and credit hours of all courses that must be satisfactorily completed. Course descriptions must be included in the catalog for each course offered by the academic unit that administers the degree program.

Undergraduate degrees must meet a 120-semester credit hour standard, a commonly accepted norm for undergraduate degrees, with a minimum cumulative graduating GPA of 2.0 on a 4.0 scale; college and department GPA requirements must also be met. These requirements are documented in the undergraduate catalog (see [Graduation](#)).

A detailed description of UNLV's transfer credit policies as they relate to documented student achievement is provided in [1.C.8](#) for both undergraduate and graduate courses.

The university's [Resident Credit policy](#) states that a candidate for the baccalaureate degree must declare a major prior to enrolling in the last 30 UNLV resident credits, and must complete the last 30 UNLV semester credits in uninterrupted resident credit as a declared major in the degree-granting college or school (e.g., when a student nears the end of their undergraduate career at UNLV, they cannot transfer somewhere else, earn 10 credits, come back to earn their last 15 credits at UNLV, and be awarded a UNLV degree).

Graduate student achievement is documented through transcripts of recorded grades, records of completion of comprehensive and qualifying examinations, a culminating experience results form, and a graduation application. Degrees requiring a thesis or dissertation also require a proposal defense and a final defense. Requirements as applied by the Graduate College and the academic departments, in terms of courses, examination, minimum courses, and semesters in residence, are described in the [Milestone Examinations & Culminating Experience Requirements](#) section of the graduate catalog.

The minimum number of graduate semester credits for master's degrees is 30; beyond that, individual programs determine the number inclusive of coursework and scholarly activity. The minimum number of semester credit hours for doctoral degrees ranges from 40 to 122 credits for post-bachelor's course work, from 30 to 93 credits of formal post-master's course work, and at least 12 credits (usually at least four semesters) of dissertation research. These credit levels reflect generally accepted norms for graduate-level higher education in the United States.

Regarding degrees offered online, course grades, overall GPA requirements, minimum number of credits, transfer credits, and courses required to satisfy curricular requirements, are all identical to requirements for degrees offered in other modes of instruction. At UNLV, degree requirements are identical across all instructional modalities.

To document achievement, students must complete a graduation application that is reviewed at the department-level, college- or school-level, and the Office of the Registrar (for undergraduate degrees) or the Graduate College (for graduate degrees). Review of graduation applications includes a degree audit for all degree requirements, including major requirements and electives, attainment of minimum acceptable course grades and overall GPA, and checks for any other degree performance requirements.

New Programs

The university has multiple processes to maintain the integrity of program content, rigor, and relevance. These procedures begin during the program proposal and construction process and transition into a regular schedule of interaction and assessment once programs are approved. At the institutional level, program creation follows a rigorous path that involves the original proposer (usually faculty members), deans, personnel from the provost's office, academic assessment, graduate college (if applicable), undergraduate education (if applicable), departmental faculty members, online education (if applicable), the registrar, academic programs, and academic assessment. Thus, program construction is a collaborative and comprehensive endeavor that critically analyzes program demand and need in conjunction with the institutional mission, strategic plan, resource allocation, as well as learning outcomes and assessment practices.

Program proposals that successfully navigate the internal process are submitted to the Nevada System of Higher Education (NSHE) Academic Affairs Council by UNLV's Office of Academic Affairs. The final step is approval by the NSHE Board of Regents, the governing body for the NSHE system. Once the program is approved, UNLV notifies the campus community and NWCCU. This constellation of internal and external processes ensures that program faculty have the flexibility to create new programs to address emerging needs, while also being enmeshed within a system of accountability. Information about new program development is also featured in [1.C.2](#), [1.C.5](#), [1.C.9](#).

New Courses

As with new programs, new courses follow a rigorous approval process that spans multiple groups across the institution. New courses are proposed by faculty members through Curriculog, a centralized curriculum management system to control the workflow for new programs, courses, as well as updates and changes. The system is also discussed in sections [1.C.2](#), [1.C.5](#), and [1.C.9](#).

At the undergraduate level, courses are first approved by program faculty within the originating department; after departmental approval they are routed through their college's curriculum committee for consideration; following college-level approval, the Faculty Senate Undergraduate Curriculum Committee ([1.C.1.1](#)) will recommend approval or rejection. This committee identifies and remedies issues with redundancy, course numbering, appropriate course prerequisites/scaffolding, and credit distribution. The committee evaluates the proposed materials including a sample syllabus that contains all minimum requirements and an explanation of how the proposed course fits within the curriculum. If the course is proposed as a new addition to the core General Education or

multicultural and international requirements, it also requires approval from the Faculty Senate [General Education Committee](#).

The Graduate College provides [Graduate Curriculum](#) resources for creating and changing courses, as well as descriptions of the approval process. Curriculum guides for course creation, changes, and deletion processes are available to faculty and staff with UNLV email accounts.

Approved courses move to the registrar where the request is processed, and the course is numbered using NSHE's [Common Course Numbering System](#) which supports course equivalency and transfer articulation across all NSHE state institutions.

Courses that are offered in a distance education modality receive support from the [Office of Online Education](#). Online Education works closely with faculty, program heads, and subject matter experts to develop online and hybrid courses (see: [Teach Online](#)). Each course development team assesses the quality and rigor of the course using the UNLV course inventory ([1.C.1.2](#)) at the end of the development. The course inventory incorporates elements from the Quality Matters Higher Education rubric, the Suny Online Course Quality Review rubric, the Peralta Equity rubric, Universal Design for Learning Principles, and the U.S. Department of Education definitions of regular and substantive interaction (RSI). Online Education regularly offers RSI professional development workshops to faculty through the REBELearn platform. The virtual workshops allow participants to explore RSI and how to implement these strategies in their online course. Examples of courses offered include [Providing Information and Responding to Questions](#), and [Improving Interaction & Engagement Within Your Courses](#), among others.

Faculty preferring to develop the online course independently can use the "by request" services of the office for instructional design consultations, multimedia production assistance and interactive learning asset assistance.

Learning Across the Curriculum

Student learning builds across the curriculum with degree plans that scaffolds General Education (Gen Ed) courses and program courses. All UNLV undergraduates must fulfill the following [General Education Core](#) requirements by successfully completing approved courses to satisfy each of the five requirements: First-Year Seminar (FYS), Second-Year Seminar (SYS), English, Math, and Constitutions. FYS and SYS course proposals are governed by the Faculty Senate [General Education Committee](#) (FSGEC). In addition, the university has a [General Education Distribution Requirement](#) which satisfies 18-19 of the required Gen Ed semester credits. Distribution courses provide attainment of the intellectual breadth and lifelong learning [University Undergraduate Learning Outcome](#) (UULO). By taking courses in multiple disciplines, students develop the intellectual breadth needed to participate fully in today's complex, multicultural and technological global civilization.

The Office of Academic Assessment provides guidance on [how to write high-quality course learning outcomes](#), and also follows a cycle for [assessment of institutional learning outcomes](#) via academic assessment reports, learning outcomes surveys, and Undergraduate Graduating Senior Exit Surveys. Assessment is discussed in greater detail in sections [1.C.5](#), [1.C.6](#), and [1.C.7](#).

All undergraduate students are required to take a FYS course before they reach 30 credit hours. FYS courses are situated within each college, which allows students to select a course that is congruent with their academic interests; however, students are not required to take a FYS within their major area. The UULOs are introduced in FYS courses and define expectations for all UNLV graduates. They are: 1) intellectual breadth and lifelong learning; 2) inquiry and critical thinking; 3)

communication; 4) global/multicultural; and 5) citizenship and ethics. Curricular and co-curricular activities at UNLV incorporate one or more of these UULOs to engage students and help them succeed during and after college; FYS courses reinforce at least one UULO.

Upon completion of their first-year requirements, students take a Second-Year Seminar – a 3-credit course that explores issues relevant to contemporary global society through the reading of original literature from antiquity to the present day. Students study these issues within their larger contexts, which include aspects of literature, history, politics, economics, philosophy, and scientific discovery. All SYS courses must adhere to the [SYS hallmarks \(minimum criteria\)](#) established by the university, which include reinforcing the UULOs introduced in the First-Year Seminar.

As students advance in their educational attainment, they complete a [Milestone Experience](#) (ME) course and [Culminating Experience](#) (CE) course in their major. The ME course reinforces the UULOs, while also acquainting students with the program learning outcomes for their program of study. The CE course is the final review of program learning outcomes and UULOs and is to be successfully completed in conjunction with final coursework in a major area of study prior to graduation.

The FSGEC recently analyzed the inventory of ME and CE courses to understand how programs across campus are structuring their courses. A subcommittee reviewed and revised the criterion for these courses to create consistent standards and verify that the designated courses meet these standards ([2022-23 FSGEC report](#), p. 4). In AY 2023-24 this work continued with the analysis of current ME and CE course syllabi to ensure that all majors on campus are in compliance with this Gen Ed requirement ([2023-2024 FSGEC report](#), p. 7). The four most recent annual FSGEC reports are available on the [FSGEC webpage](#).

Three [Graduate Learning Outcomes](#) (GLOs) define what all UNLV graduate students should know and be able to do when they graduate. Graduate students will engage in 1) research, scholarship, creative expression and/or appropriate high-level professional practice; 2) activities requiring originality, critical analysis, and expertise; and 3) the development of extensive knowledge in the field under study.

In addition to campus learning outcomes, programs have learning outcomes. Learning outcomes are evaluated when new programs are proposed; the director of assessment collaborates with faculty proposers to refine outcomes and enhance their specificity and measurability. Once approved, program learning outcomes are featured in the [Degrees Directory](#), academic [Catalogs](#), as well as [Assessment Reports and Plans](#).

To further help ensure rigor, many large courses have directors or coordinators responsible for overseeing consistency. Gen Ed, FYS, and SYS courses that teach multiple sections have standardized course syllabi, and/or required reading materials. These include Gen Ed courses such as Communications Studies 101 and Psychology 101, FYS courses such as [COLA 100E](#) (College of Liberal Arts) and [COE 103](#) (College of Education), and SYS courses such as PBH 205 (Introduction to Public Health) and SCI 201 (The Scientist in the Anthropogenic World).

Online Courses

The university is committed to its [mission](#) of providing high-quality, accessible education to a diverse student body, fostering innovation, and serving as a catalyst for economic, social, and cultural development in Nevada and beyond. The institution's Distance Education programs are integral to achieving this mission, providing an inclusive and flexible pathway to higher education that aligns closely with the university's core educational objectives. [Accessibility and Equity](#): Distance

Education programs ensure that the university can serve a broader demographic of learners, including working professionals, non-traditional students, and individuals from geographically distant or underserved areas. These programs contribute to the university's mission of inclusivity by removing barriers to education through online modalities. Academic Excellence and Innovation: the university's Distance Education programs are designed with the same rigorous academic standards as their on-campus counterparts. Courses are developed and delivered with support from the [Office of Online Education](#), leveraging advanced instructional design and technology to create engaging, effective learning experiences. This commitment to quality aligns with the institution's objective of fostering academic excellence through innovative practices. Workforce Development and Career Readiness: Distance Education programs support the university's focus on preparing students for career success by offering degrees and credentials in high-demand fields such as cybersecurity, healthcare administration, and business. These programs are tailored to meet the needs of Nevada's workforce, contributing to the state's economic development, and addressing critical skill shortages. Student Success and Support: the university prioritizes student success by providing robust support services for Distance Education learners, including online tutoring, academic advising, career services, and technology support. (Note: This information addresses the [Addenda](#) requirement: "The institution's Distance Education programs are consistent with the mission and educational objectives of the institutions.")

Online courses follow a very similar process to in-person courses. The only slight difference is that Curriculog asks proposers with degree tracks or programs that are 100% online or hybrid to contact the Office of Online Education to discuss program creation and technical requirements for online courses. Academic innovation meetings (discussed in sections [1.C.5](#) and [1.C.7](#)) provide course comparisons by modality by showcasing the standard dashboard available to all faculty, thereby allowing faculty and leadership to pinpoint where student outcomes vary for the same course taught online or face-to-face. Such discrepancies can be examined to determine whether identical courses are delivered with comparable rigor.

NSSE Peer Comparisons

The university administers NSSE (National Survey of Student Engagement) on a three-year cycle. The most recent administrations were in spring 2021; the spring 2024 survey administration was delayed to spring 2025 due to the impact of the events of [December 6, 2023](#) on our campus. A summary table, provided as appendix [1.C.1.3](#), shows engagement indicators for our students in comparison with peers at similar institutions assessed in 2021. Regarding first-year students, 2021 results show that our students have experiences that are congruent with national level peers in five of the ten areas. In the five remaining areas, quantitative reasoning, collaborative learning, discussions with diverse others, student-faculty interaction, and supportive environment, index scores are lower than scores for peer institutions. The effect sizes are generally quite small with collaborative learning and discussions with diverse others showing the largest effect sizes (-0.33 and -0.23 respectively).

Survey results for seniors mirror the findings for first-year students, which suggests a consistent pattern. As with first-year students, the largest difference in effect size was in collaborative learning with UNLV performing below peer institutions. Similarly, seniors had lower index scores than comparison peers in discussions with diverse others, student-faculty interaction, and supportive environment. Context is important for interpreting this finding because the survey was administered

in the spring semester of 2021. During this time, COVID-19 vaccines were being administered to highly vulnerable populations, but they were not yet widely available to the general public. It is likely that the COVID-19 pandemic impacted collaborative learning scores. At UNLV and comparison institutions, collaborative learning scores declined sharply for first-year students with index scores declining by approximately 8 points for both UNLV and comparison institutions (1.C.1.4). For senior students, UNLV had index scores in collaborative learning that were higher than peer institutions in 2018, but these scores declined in the 2021 administration, while peer comparison scores remained stable.

UNLV is a Minority-Serving Institution, and U.S. Census data showed an increase in mortality for American Indian, Black, and Hispanic populations during 2020 and 2021. To protect students and faculty members, UNLV altered instructional formats and gave faculty latitude in adapting to changing circumstances. Masks and social distancing were enacted in on-campus environments, and many courses moved or remained online. Administration made substantial investments in new technology for classrooms to create learning spaces enabled for synchronous instruction of online students and in-person students (e.g., RebelFlex); however, the NSSE results suggest that these investments were not sufficient to outweigh the negative impacts of the COVID-19 pandemic. Consequently, like many peer institutions, UNLV administrators had to balance the connective components of instruction with public health and safety at a diverse campus.



1.C.2. Awarding of Credit, Degrees, Certificates, or Credentials

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

This section provides evidence of compliance with Eligibility Requirement 5. STUDENT LEARNING

Learning Outcomes by Student Category

At the broadest level, UNLV sets forth institutional learning outcomes for students by category: undergraduate, graduate, and professional. First, university undergraduate learning outcomes (UULOs) “articulate clear expectations for what all UNLV students should know and be able to do upon graduation,” as per the [undergraduate catalog](#). For graduate students, the [graduate catalog](#) describes [Graduate Learning Outcomes](#) (GLOs) by way of the primary focus of different types of academic programs, including professional master’s programs, research master’s programs, professional doctoral programs, research doctoral programs, etc. The three GLOs define what all graduate students should know and be able to do when they graduate, stating students will engage in: 1) research, scholarship, creative expression and/or appropriate high-level professional practice; 2) activities requiring originality, critical analysis, and expertise; and 3) the development of extensive knowledge in the field under study. Lastly, our three professional schools use various student- or public-facing resources to convey their learning outcomes. The School of Dental Medicine student learning outcomes are available in the 2022-23 Student Handbook ([1.C.2.1](#), p. 63 & 85). The William S. Boyd School of Law learning outcomes appear in its 2020 strategic plan document ([1.C.2.2](#), p. 14). The Kirk Kerkorian School of Medicine’s description of the M.D. curriculum in the 2024-25 student handbook ([1.C.2.3](#), p.7) describes learning outcomes for each curricular phase.

NSHE and Institutional Requirements

The institutional learning outcomes by student category, as described above, continuously inform the learning outcomes that are specific to courses and programs. NSHE policy requires the review of new and existing academic programs at minimum every ten years, as per the [Board of Regents Handbook](#) (title 4, ch 14, sec 6). The NSHE Academic Program Proposal Form (appendix [1.C.2.4](#)) asks institutions to provide and describe institutionally approved learning outcomes for proposed programs, as well as a plan for assessing those outcomes. The institutional [Program Review](#) process for existing programs includes consideration of student learning outcomes, demand for programs, their relation to the institutional mission, and overall quality, among other factors. Learning outcomes are also incorporated into the institution-based curriculum review processes for course and program review. Faculty members are required to clearly state learning objectives as part of the proposal process in Curriculog. In turn, the proposals undergo extensive review by several academic governance bodies, all of which serve to refine the proposed outcomes. See section [1.C.1](#) and [1.C.5](#) for additional details about curricular development. Upon approval, learning outcomes for courses and programs are articulated throughout their lifecycle. [UNLV Policies For All Instructors](#) require that course syllabi show learning outcomes for that course; both undergraduate and graduate academic [Catalogs](#) as well as the [Degrees Directory](#) display learning outcomes for each academic program.

Ensuring Coherence of Course Offerings with Programs

Program proposal and curricular review processes help to ensure the coherence of courses within academic programs. First, the Office of Academic Affairs provides guidance ([Academic Program Actions & Processes](#)) to departments that propose new academic programs via a course carousel form ([1.C.2.5](#)). This form, which must be submitted to the senior vice provost for academic affairs’ office each time a new program is proposed, serves to map courses to faculty members, to

encourage departments to think about course modality for new programs, and to draft a rotational class schedule showing the sequencing of courses each year.

As part of the curriculum development and review process in Curriculog, reviewers in academic programs, departments, schools/colleges, and university-wide academic governance committees must consider detailed documentation on each proposed action, including course syllabi and in-depth guides to the plans of study for new programs or program changes.

In the review process, reviewers check for logical sequencing of courses (e.g., examining whether introductory-level courses generally precede more advanced courses), how courses required for the program cover discipline-specific content in sufficient breadth and depth, and how coursework ultimately meets program and institutional learning outcomes. Following these steps, the university regularly conducts curriculum complexity analyses for all programs to examine sequencing issues (e.g., bottleneck courses). This effort includes analyzing every degree program's curriculum using [Curricular Analytics](#) which establishes a "curricular complexity score" for each course in a program and for the entire degree program based (generally) on the number of prerequisites required for each course. Courses with high curricular complexity scores can be evaluated to improve sequencing or reduce unnecessary prerequisites, as can degree programs. See section [1.C.1](#) for additional details about curricular development.

Synthesis of Learning by Student Category

Synthesis of student learning is demonstrated in undergraduate majors through satisfactory completion of [milestone and culminating experiences](#). [Milestone Experiences](#) (ME), which students are expected to complete in their sophomore or junior years, serve as a "checkpoint" for students, orienting them toward the learning outcomes for their majors and UULOs. Milestone experiences can consist of one course, several courses, or some other outcome. In addition, [culminating experiences](#) (CE) serve as final reviews, consolidation, and assessment of the UULOs as well as the learning outcomes of the respective major. CEs can include a research project, digital portfolio, or artistic or scholarly work and typically must be completed within the year before students' graduation. As of AY 2024-25, 95% (75/79) of programs have CEs, and 97% (77/79) of programs have MEs in place.

For graduate programs, the standard expectation is that the student will demonstrate synthesis of expected knowledge and skills in the defense of their thesis, dissertation, professional paper/project, or presentation of their final juried exhibition or studio performance.

Professional programs demonstrate synthesis of student learning via methods, examinations, and/or activities that are appropriate to the discipline. The knowledge, skills, and dispositions of student learning for each respective discipline culminates with these methods, examinations, and/or activities. The School of Dental Medicine requires students to pass the Integrated National Board Dental Exam before they are considered eligible to graduate ([1.C.2.6](#), p. 22). The William S. Boyd School of Law includes the completion of a capstone writing requirement, participation in a community service program for free legal education, and experiential coursework among its graduation requirements ([1.C.2.7](#), p. 11-12). The Kirk Kerkorian School of Medicine has a capstone requirement as part of its Phase 3 for the Doctor of Medicine program ([1.C.2.3](#), p. 10-11). This capstone seeks to prepare graduating medical students as they make the transition to residency.

Assessment Practices

[Institutional Learning Outcomes Assessment](#) details how attainment of university learning outcomes is evaluated. This includes the First-Year Seminar Learning Outcomes Survey (LOS), the Second-Year Seminar LOS, the Undergraduate Graduating Senior Exit Survey (GSES), and other methods.

Major/degree programs submit an assessment plan to the Office of Academic Affairs. The plan includes all program learning outcomes, maps these outcomes to the undergraduate or graduate learning outcomes, and describes assessment activities and assessment practices. Plans also include a curriculum map showing where each learning outcome is addressed in the curriculum.

[Academic assessment plans](#) are renewed on a three-year cycle.

Programs execute their assessment plan on a regular basis, submitting their report to the director of assessment. [Academic assessment reports](#) are posted by college/school, followed by specific academic programs. The programs are scored on their required components. Deans receive feedback about the assessment activity in their college/school, and the programs receive their assessment index score as part of the program review and academic innovation meeting. These components are discussed further in [1.C.5](#), [1.C.6](#), and [1.C.7](#).

1.C.3. Publishing of Student Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

This section provides evidence of compliance with Eligibility Requirement 5. STUDENT LEARNING

Program Learning Outcomes

Each major program establishes program learning outcomes (LOs) to adjudicate progress at the program level. These learning outcomes are publicly available in multiple places, including: 1) Colleges/Schools Academic [Assessment Reports and Plans](#), 2) the [Degrees Directory](#), and 3) academic [Catalogs](#) (which pull data from the Degrees Directory). Programs must submit a request to update their LOs to academic assessment staff through one of the request channels. Requests can be made through the curriculum management software Curriculog, or through the Degrees Directory request form link found at the bottom of any degree page. Changes in the LOs are approved by the director of assessment.

A few examples demonstrate the public availability of programmatic LOs to students. The Degrees Directory includes sample syllabi (found in the Documents/Downloads section of each webpage) for a selection of courses offered by the program, thereby providing additional availability of course LOs to students and prospective students: Computer Engineering BSE ([Degrees Directory](#) and [CS 135](#) sample syllabus), Nursing M.S. ([Degrees Directory](#) and [NURS 740R](#) sample syllabus), and Graduate Certificate in Business Administration ([Degrees Directory](#) and [MBA 761](#) sample syllabus).

Some courses satisfy graduation requirements for multiple programs, and course LOs may be mapped to specific programmatic LOs (e.g., the [NURS 740R](#) syllabus course LOs are linked to outcomes for three different nursing programs). Furthermore, when programs are accredited and/or prepare students for a professional licensure exam, other competencies may be provided and mapped to programmatic LOs. For example, the [Master of Public Health](#) program requires students to complete

[EOH 710: Fundamentals of Public Health](#). The syllabus provides the university graduate learning outcome (GLOs), foundational public health knowledge, and public health (CEPH accreditation body) and healthcare (CAHME accreditation body) competencies addressed; finally, the objectives of those outcomes and competencies are mapped and connected to coursework.

At the undergraduate program level, General Education LOs, called the [university undergraduate learning outcomes](#) (UULOs), identify the skills and knowledge expected of all UNLV undergraduates, regardless of their major program of study. These UULOs are published in the [undergraduate catalog](#). They are intentionally addressed in the university's required First-Year Seminar (FYS), and the Inquiry/Critical Thinking and Communication UULOs are emphasized in the Second-Year Seminar. In the Milestone Experience, students begin to integrate the LOs of their chosen major with the UULOs; in the Culminating Experience, students undertake a final review, reinforcement, and assessment of the UULOs and the LOs of the major.

The graduate catalog also includes the [Graduate Learning Outcomes](#) (GLOs) that all UNLV graduate students need to demonstrate prior to graduation. These GLOs are also posted on the [Institutional Learning Outcomes Assessment](#) website, and they are incorporated into program assessment reports.

Each assessment plan and assessment report requests program faculty to map the UULOs or GLOs to program LOs. This process ensures that faculty are aware of the institutional learning outcomes and allows them to reflect on how these outcomes interact with and reinforce the program learning outcomes. The assessment process is discussed further in [1.C.5](#).

Course Learning Outcomes

Faculty are leaders in the assessment process, and LOs are a collaborative effort among faculty members. Per [UNLV Policies for all Instructors](#), all undergraduate and graduate courses include LOs in the syllabus, thereby ensuring students receive this information. All new course (and course change) proposals in Curriculog must include new LOs (or alterations to LOs) that are scrutinized by the department and college or school curriculum committees as well as the Faculty Senate [Curriculum Committee](#). The Office of Academic Assessment provides a [Quick Guide to Writing High-Quality Course Learning Outcomes](#) and are available to meet with faculty to help develop LOs.

Students commonly access their syllabus through UNLV's LMS, Canvas/WebCampus. Electronic access ensures that students receive detailed course information at the beginning of each course, and it remains available to them throughout the semester.

Tracking Student Learning Outcomes

The School of Public Health has developed Canvas rubrics to embed discipline-specific accreditation competencies within their Master of Healthcare Administration LMS courses. The integration of competencies within Canvas serves the purpose of allowing students to track their own progress and achievement of competencies from their program from start to finish ([1.B.1.11](#)). The school received multi-year funding from the Office of Assessment in the form of [Mission Fulfillment Grant recipient \(2021-23\)](#) to develop and assess the implementation of this initiative. Find past posters from UNLV's Best Teaching Practices Expo for this initiative at [Tapping into Global Competencies Using Canvas "Outcomes"](#) and [Accreditation Woes: Thinking Outside the Box for Program and Course Assessment Design – Competency and Outcome Rubrics in Canvas](#).



1.C.4. Admissions and Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

This section provides evidence of compliance with Eligibility Requirement 5. STUDENT LEARNING

UNLV's academic [Catalogs](#) serve to publicize requirements for both admission and graduation. The university publishes its [undergraduate](#) and [graduate](#) catalogs online and updates both documents on an annual basis with policy revisions and updated course and academic program information. The university's goal is for universal access to such resources, and the catalogs comply with [Web Accessibility](#) standards. Besides current year catalogs, the university also maintains a [catalog archive](#) online. Any catalogs that are not posted online are available via an [online catalog request form](#). The undergraduate catalog includes academic program information for all baccalaureate-level programs, while the graduate catalog contains information for graduate degrees, for-credit certificates, and professional degrees. The [Degrees Directory](#), which contains curriculum data that are fed from the catalogs, serves as another means by which program-level academic requirements for admission and graduation are publicized. [UNLV Admissions](#) provides admission information for a variety of prospective student types (e.g., first-year undergraduate, international, graduate, etc.).

Undergraduate Students

At the undergraduate level, admissions requirements are publicized via the [Admissions Information](#) section of the catalog. This section provides requirements for all undergraduate applicants for admission and also points to the Nevada System of Higher Education Board of Regents (BOR) policy

on admission ([BOR Handbook](#): title 4, ch 16, sec 5). Applications for [Undergraduate Admission](#) begin with students identifying their student status as [first-year](#), [transfer](#), [international](#), [returning](#), or [non-degree](#) students and following individualized instructions to complete their application. Students are then able to check their application status in [MyUNLV](#), the institutional student information system. Requirements for [Graduation](#) are also found in the catalog. Students may [track their degree progress](#) using MyUNLV's Academic Requirements Report. [Advising Centers](#) assist students in constructing a plan for graduation, among other services. Each advising center has a retention, progression & completion (RPC) coordinator who helps achieve the advising center's goals of advising students, retaining existing students, and tracking current students and graduates. The [Rebel Success Hub](#) is the system of engagement for academic advising, student success, and other student services. The Rebel Success Hub is a customized and accessible student-facing hub built in Salesforce to create an extensive campus-wide platform to foster student success by providing academic advisors, staff in most student-facing offices, campus leadership, and faculty and other campus partners with the ability to efficiently manage student communications and services and promote RPC. The platform is robust, customizable, and continually growing. Currently, the Rebel Success Hub offers services such as student chat support, a knowledge base of articles to address common questions, online form submission, a cross-unit referral system, case management capabilities, email to case communication tracking, the ability to schedule appointments with staff, and review summaries of previous meetings.

As required by federal regulation [34 CFR 668.43\(a\)\(5\)\(v\)](#) and in compliance with the State Authorization Reciprocity Agreements, the university actively communicates with prospective students and students in programs that lead to professional licensure. UNLV provides [public disclosures](#) to indicate whether a program's curriculum meets or does not meet the educational requirements for licensure or certification in that state. The executive director of the Office of Educational Compliance works with affected programs to coordinate and maintain the accuracy of this list on an annual basis. For currently enrolled students, a special module in the student information system (MyUNLV) flags all students enrolled in professional licensure disciplines (e.g., Nursing B.S., Doctor of Physical Therapy, etc.); when students in identified disciplines change their address to a different state, move from one licensure program to another, or if the institution updates information on its relevant professional licensure public disclosure webpage, affected student(s) receive an automated individual email disclosure with updated licensure information based upon those changes. Student questions and concerns are also actively addressed by advising professionals.

Certain programs at UNLV have entrance and graduation requirements in addition to the general requirements for all undergraduate students. Departmental websites and the [Degrees Directory](#) include such program-specific information for potential and current students. For example, students interested in the [Criminal Justice B.A.](#) degree are designated as pre-criminal justice majors until they have completed a minimum of 30 college or university credits with a minimum of 2.0 GPA, and the credits must include ENG 101, CRJ 104, and CRJ 270. The [Criminal Justice B.A. page in the Degrees Directory](#) directs readers to the university's graduation requirements in the catalog, shares a recommendation of courses that would meet all degree requirements, and provides notes about graduation requirements such as credit loads.

In the documents/downloads section of all programs of the Degrees Directory, the directory further provides student plans of study (see [Criminal Justice B.A. plan of study](#) example) and degree worksheets (see [Criminal Justice B.A. degree worksheet](#) example) parsed by the most recent

catalog years. These are helpful tools so students may plan their paths to graduation and are utilized in student advising sessions. Additionally, these degree worksheets are updated regularly during advising appointments and are also sent to students proactively so they can monitor progress toward completion and select applicable courses during registration periods. Our goal in the future is to automate the updating of the degree worksheets within the Rebel Success Hub so that every enrolled student has a 24/7 resource available to monitor progress toward degree.

Graduate & Professional Students

The Graduate College presents a number of baseline admissions requirements/standards for graduate programs in the [graduate catalog](#) and on the [Become a Graduate Student](#) webpage. [Academic program pages](#) in the graduate catalog provide admission requirements that are specific to those degree programs. Progression and graduation requirements are also available in the catalog in various sections, including [Information about the Graduate Curriculum](#), a comprehensive list of [Progression and Completion Policies](#), and the [Graduate Student Lifecycle](#).

[Graduate Applications](#) for Nevada residents, current students, and non-degree seeking students are submitted through [Grad Rebel Gateway](#), the institution's graduate student portal for prospective graduate students, applicants, and current graduate students. An "Admissions" tab allows prospective students to track the progress of their application, including an admissions checklist with required documentation (e.g., CV/resume, statement of intent, letters of recommendation, test scores), deadlines, next steps, and contact information. Appendix [1.C.4.1](#) is an example of the Admissions page for a Doctorate of Public Policy student. Out-of-state and international students apply through the [Centralized Application Service](#) (CAS) with separate portals for [business](#) and [engineering](#) students. In 2023, as part of reorganization in the Office of Academic Affairs, the university consolidated graduate admissions into the existing (formerly undergraduate-only) Office of Recruitment and Admissions. Streamlined operations, expanded technology and staff support, and the addition of Liaison CAS for graduate admissions have contributed to significant growth in graduate applications and admissions.

A publicly-available Grad Rebel Gateway [Knowledge Center](#) provides knowledge area articles for [Future Students](#) and [Current Students](#), among other content areas. Examples of articles helpful to students are numerous and cover topics such as admission (e.g., [Graduate Program Admissions Point-of-Contact](#)), progression (e.g., [Accessing New Graduate Student Orientation](#)), and graduation (e.g., [Thesis & Dissertation Deadlines](#)).

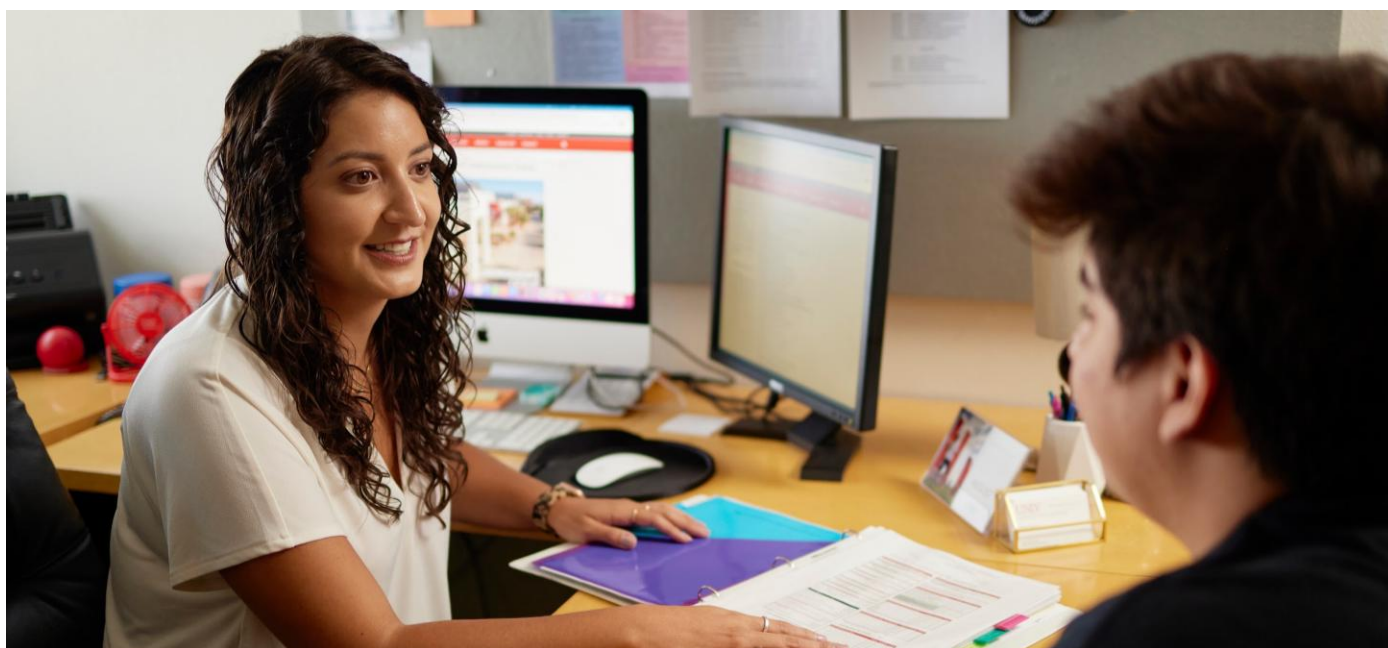
A [Graduate Study Timeline](#) helps students track advancement through their graduate program in the proper sequence. Using this timeline ensures that students meet their necessary requirements for graduation. The process begins after students are admitted to the Graduate College, and it culminates with their degree conferral. Graduate degree program handbooks, available on each program's respective [Degrees Directory](#) page and the [graduate catalog](#) entry for each graduate degree, contain program-specific guidance with regard to admission, course enrollment, and completion requirements.

Each winter break and early spring term, graduate students are required to complete the [Individual Development Plan](#) (IDP) form. The review covers the prior calendar year and assesses student progress and establishes reasonable goals for the year ahead. Faculty advisors/graduate coordinators have the option to provide feedback to each students' submitted IDP and acknowledge that they have reviewed the IDP. Reported student data are shared with students' graduate

coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do to progress successfully through their programs in a timely manner. Students who are graduating are also required to complete the form to record their achievements since the data are also used to track UNLV Top Tier 2.0 metrics related to the annual productivity of graduate students.

Each spring, the university distributes a mandatory [Annual Grad Coordinator Report](#) to share key information and metrics from the past year and provide next year's recruitment, retention, progression, and completion goals.

Admission requirements for the professional schools are described on the websites for the [School of Dental Medicine](#), the [William S. Boyd School of Law](#), and the [Kirk Kerkorian School of Medicine](#). The student handbooks for the School of Dental Medicine ([1.C.2.6](#)), the William S. Boyd School of Law ([1.C.2.7](#)), and the Kirk Kerkorian School of Medicine ([1.C.2.3](#)), are distributed to the students of those schools and also contain information on professional school admission and graduation requirements. Appropriate progress for promotion within professional programs are noted in the respective handbooks.



1.C.5. System of Assessment and the Role of Faculty

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

This section provides evidence of compliance with Eligibility Requirements 5. STUDENT LEARNING, and 13. EDUCATIONAL PROGRAMS

The Office of Academic Assessment supports [improving teaching and learning through assessment](#). The mission of the university calls for individual achievement through education, research, scholarship, creative activities, and clinical services. The university's educational programs are built upon a fundamental set of core principles designed to help students improve their academic knowledge and skills. By providing faculty administrative support and the tools they need to effectively assess student learning, UNLV is approaching its goal of establishing an evidence-based, faculty-driven culture of academic assessment. The office supports UNLV's [Mission](#), and in particular, core area: [Student Achievement](#) by encouraging a culture of continuous improvement focused on the evaluation of student learning.

UNLV programs undergo a rigorous process of development before adoption, continuous curriculum improvement through program review, academic assessment for both courses and degree programs, evaluation through surveys, and additional reviews for the university's institutional and discipline-specific accreditation processes (Nevada System of Higher Education [Planning Reports](#): see 2023-27 report, p. 10).

The Role of Faculty in Student Learning Assessment

The role of university faculty is essential to ensure an effective system of assessment to evaluate the quality of learning in our academic programs. Faculty hold central roles in establishing curricula, assessing student learning, and improving instructional programs.

Creating New Academic Programs

The creation and maintenance of academic programs is governed by the Nevada System of Higher Education (NSHE) Board of Regents (BOR) (see [NSHE BOR Policies](#): the Procedures and Guidelines Manual – ch 6, sec 13; and BOR Handbook – title 4, ch 14, sec 3 & 6). UNLV [Bylaws](#): [ch II, sections 4-6](#) affirm the primacy of faculty members in proposing, designing, and implementing new programs and curriculum changes. As leaders in their area of expertise, faculty members are uniquely positioned to understand the market trends in their area of specialization and adjust curriculum to address the evolution of research and content.

Although academic program creation is initiated by faculty members, the process includes multiple points of contact and cooperation to ensure that newly constituted programs are: 1) aligned with campus goals and the strategic plan, 2) financially sustainable, 3) excellent quality, and 4) support student success and career readiness. Campus leadership publishes [Guidelines for Proposing New Degree Programs](#) to outline the key steps and questions that are vital to include in the program proposal process.

General Education

The Faculty Senate [General Education Committee](#) (FSGEC) reviews policies regarding General Education (Gen Ed). It supports the [University Undergraduate Learning Outcomes](#) (UULOs) as an essential part of the curriculum development process. The FSGEC determines which courses fulfill all Gen Ed core and distribution requirements. Consistent with General Education reform passed by the Faculty Senate in fall 2011, Gen Ed addresses new minimum course criteria by which distribution content area courses (humanities and fine arts; life and physical sciences, and social sciences) are evaluated. It rules on exceptions and waivers to the Gen Ed requirements, and, if necessary, grants

modifications in the core requirements. Section 6.7 of the [Faculty Senate Bylaws \(revised April 2022\)](#) notes the role of the FSGEC to review policy, rule on exceptions and grant modifications where appropriate, review and add/delete courses or content, and monitor the Gen Ed program for appropriate implementation. Meeting monthly during the academic year, the FSGEC serves an important and essential responsibility in faculty's participation in shared governance. Members serve two-year terms.

Online and Hybrid Programs

The [Office of Online Education](#) has resources and expertise in helping faculty [Teach Online](#). Support includes program development, project management, and strategic planning to help academic departments build the capacity to offer a logical sequence of top-tier online, hybrid, and agile courses across the curriculum. Online Education can help colleges/schools and departments look at the bigger picture to plan how to design not just individual classes, but entire programs. They help departments consider the project management aspects of developing an online program, such as strategically planning for new curriculum development with consideration for the program's learning objectives, as well as those for each course, and ensuring that courses are offered in a sequence optimized for enrollment and recruitment.

Soon to be renamed Gen Ed Core, the Online General Education Academy was initially developed in 2021 to consistently provide a set of high-quality Gen Ed asynchronous online courses ([1.C.5.1](#)). The role of faculty in developing and refining these courses is key. Starting in 2021, the academy worked with each college and school to select courses and instructors and assigned more than 35 faculty founders to co-create online course templates, including the mapping of UUOs within their courses. Faculty founders collaborated one-on-one with a team in fall 2021, launched the courses in fall 2022, and implemented revisions and updates which continued through spring 2023. More information about this program is provided in [1.C.7](#).

Establishing Curricula

Curriculog, the university's curriculum management system, ensures relevant personnel are included at specific points in the curriculum development process, improving processual transparency and workflow. Faculty members initiate new programs or program updates, and the information is visible to all personnel involved in the key decision-making process per unit bylaws. The system coordinates communication by generating automatic notifications when approvals are required, and guides faculty through the proposal process. Curriculog establishes a record wherein all information including sample degree program, curriculum schema, Degree Directory information, and catalog information are viewable within the portal.

The Faculty Senate [Curriculum Committee](#) plays a vital role in reviewing curriculum proposals for undergraduate programs. The committee is tasked with evaluating new programs, new courses, and monitoring curriculum changes, including eliminations, additions, or revisions. Additional details about this committee are available as appendix [1.C.1.1](#).

The [Graduate Programs Committee](#) reviews and makes recommendations regarding all new graduate certificates and programs. The committee also reviews and recommends for approval any proposed changes to existing graduate programs. The [Graduate Course Review Committee](#) reviews and recommends approval of graduate-level courses before they are published in the graduate catalog, class schedule, or other lists of course offerings. The committee also reviews proposals for all

changes to new and existing graduate courses, including course deletions. See the [Graduate Curriculum](#) website for details regarding making modifications to the graduate curriculum.

Each committee meets approximately once per month during the fall and spring semesters to discuss Curriculog proposal submissions and vote on approvals. Decisions are logged in the archived minutes as well as in Curriculog. Committee members are drawn from a diverse group of academic units ensuring broad representation in curriculum leadership for program faculty across the institution.

Curriculum is also discussed in section [1.C.1](#).

Assessment

Faculty members drive the assessment process; they are responsible for creating, defining, and developing program-level learning outcomes (LOs) for academic majors that reflect standard expectations for similar degrees at other institutions. In instances where there is discipline-based accreditation, faculty members craft LOs and processes that reflect the program criteria and LOs established by the accrediting agency. At the course level, faculty are responsible for development of course syllabi, including course planning, assignment design, selection of reading materials, and establishment of assignment evaluation rubrics or other grading criteria. Faculty develop assessment plans to collect documents and data that can be used to evaluate student attainment of course and program LOs. Faculty evaluate the information obtained from these instruments and make changes to the program, course, and/or assignment design to improve attainment of LOs as needed.

Assessment is a key component of program creation. Program proposals must include LOs that are measurable and specific. The director of assessment is included in the Curriculog routing, initiating discussions between academic faculty members proposing new courses and/or programs and academic assessment staff. Discussions focus upon calibration of LOs with the goal of producing meaningful information regarding student learning. This structure ensures that faculty members take an active role in assessment planning because programs must provide an outline of assessment activities before they may be approved. These plans typically include key elements such as a curriculum map, assessment activities, criteria for success and/or rubric(s), mapping LOs to [University Undergraduate Learning Outcomes](#) (UULOs) or [Graduate Learning Outcomes](#) (GLOs), and plans to act on assessment results. These plans run on a three-year cycle, and they are available on the [Office of Academic Assessment Reports And Plans webpage](#). Faculty members lead assessment processes by such planning (academic assessment plans), implementing assessment activities, and sharing findings in annual academic assessment reports for programs.

The UULOs are incorporated into assessment by mapping each of the five UULO categories to program LOs in assessment reports. This mapping shows how the UULOs align with ongoing program assessment and clarifies how they align with the curriculum map. This structure creates a process wherein students engage with UULO components in program-level courses.

Assessment reports for graduate programs require assessing three GLOs: 1) student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice; 2) activities requiring originality, critical analysis, and expertise; or 3) the development of extensive knowledge in the field under study.

Section [1.C.7](#) discusses outcomes of assessment efforts.

Ongoing Review Processes

The institution's assessment lifecycle establishes a predictable assessment calendar that shows annual activities over a ten-year cycle, as follows. Year 1: revise and submit assessment plan; Year 2: no reporting requirements, programs focus on implementing their plans; Year 3: assessment report due; Year 4: assessment report due; Year 5: academic innovation meeting (AIM); Year 6: no reporting requirements, programs focus on AIM recommendations; Year 7: assessment report due; Year 8: assessment report due; Year 9: academic innovation meeting; and Year 10: NSHE program review (see [Assessment Reports and Plans](#): Assessment Schedule and Documents).

The years that are designated as "no reporting" may be repositioned in the cycle if there is a need to rebalance workload. Any differences between the standard cycle and individual programs are shown in each program's schedule on the assessment lifecycle webpage. Accredited programs that meet or exceed NSHE guidelines for the detail and rigor of the accreditation process will have a different assessment cycle that reflects their accreditation timeline and activities.

[Assessment Reports and Plans](#) must list all program LOs and specify which are being assessed during each assessment cycle. Assessment plans must include a curriculum map that indicates where in the curriculum the LOs are addressed. Assessment reports and plans must include at least one direct measure of student learning. Assessment reports must provide meaningful analysis of all assessment data. Evidence should be used to explore whether changes led to improved learning.

The Office of Academic Assessment has expanded feedback and individualized communication with departments regarding assessment reports and LOs. For example, the director of assessment created a quantitative metric called the assessment index score (AIS) to evaluate the quality of assessment reports. AIS uses a dichotomous scale to show program success on the expected components of the assessment report. The main items that are scored in the index include: curriculum map, report submission for most recent year, all LOs listed in report, report specifies which LOs are covered, LO verbs are measurable, LOs describe knowledge and abilities, do not use grades as a primary measure, at least one direct measure of student learning, rubric used in assessment, process for faculty review of evidence, faculty review of evidence, address changes needed based on assessment results, and addresses either [UULO](#)s or [GLO](#)s. Appendix [1.C.5.2](#) shows the average AIS for a selection of academic units rated on a 14-point scale for reporting years 2022 and 2023. Increases in average scores are observed year-over-year, indicating greater compliance with report completion and an increase in delivery of required components since the implementation of AIS for several academic units.

Aggregating assessment report criteria in this way allows leadership to identify areas that may benefit from further outreach. Academic innovation meeting participants, which include deans, associate deans, and department chairs, review the AIS for each program, allowing unit leadership to work with programs or departments that may need additional assistance in delivery of all required assessment report components. The AIS allows units to reflect upon their strengths and weaknesses in programmatic assessment, ultimately leading to an improvement in reporting and planning at the university-level. Sharing of AIS is a relatively new process and has only been in place for one year, but early results are promising. For example, based on their score, the undergraduate Theatre program is considering revising their LOs. Other undergraduate programs updated their assessment reports to improve their index score including math, communication studies, and music. The assessment index has been incorporated into the program review process with similar outcomes.

When developing new degree programs, degree plans are submitted to the director of assessment for review, who then offers individualized feedback. If any issues with plans or reports are identified, the Office of Academic Assessment escalates the concern up the chain of command (this may include the academic unit dean) to ask for assistance with completion. The office offers support throughout, with an intentionally flexible approach to assessment. Persistent communication and support help direct programs back into compliance.

Academic Program Accreditations

Degree programs with discipline accreditations are required to submit their self-studies to the Office of Academic Affairs for review prior to sending them to an accrediting agency. The university maintains a list of current [Academic Program Accreditations](#). Accredited programs that meet or exceed NSHE guidelines for the detail and rigor of the accreditation process are incorporated into the assessment lifecycle in a manner that coheres with accreditation timelines and activities. All academic program accreditations are tracked by the campus accreditation coordinator who requests annual confirmation of information, updates, and new accreditations from academic unit leadership (e.g., deans) and program accreditation contacts of record. The coordinator works with the director of assessment to ensure self-study materials are available where appropriate to contribute to completion of the assessment lifecycle.

Many accrediting bodies require mapping of program and course learning outcomes to university learning outcomes and accrediting body outcomes. For example, the Civil Engineering B.S. program is currently accredited by the Accrediting Board for Engineering and Technology (ABET). [University Undergraduate Learning Outcomes](#) (UULOs) are a focus of the College of Engineering's response to ABET Criterion 5 which focuses on program curriculum in their June 2024 self-study report ([1.C.5.3](#), starting p. 119). Table 5-8 of their report, shown on page 133, maps Gen Ed courses and their complementarity and consistency with technical content and program educational objectives, respectively. The role of faculty in the development of curriculum and assessment is reinforced by ABET and affirmed in this report (p. 150). An example of the integration of UULOs in a specific course is provided for PHIL 242: Ethics for Engineers and Scientists (p. 237). The program was re-accredited by ABET through September 2029.

NSHE Program Review

The Nevada System of Higher Education (NSHE) requires an extensive [Program Review](#) process for programs that are not subject to rigorous accreditation processes. These reviews take place approximately every ten years, and they involve a substantial amount of work for faculty, including a self-study process, a survey of program students and faculty, a campus visit and report from external evaluator(s), and a wrap-up meeting with campus leadership to discuss the conclusions and next steps. The university has aligned its assessment lifecycle with this NSHE program review cycle (see [Assessment Reports and Plans](#): Assessment Schedule and Documents).

The [Program Review Committee](#) responsibilities are defined in the [Faculty Senate Bylaws: 6.11](#). This committee helps to maintain the standards of individual programs by its detailed assessment. Because of the in-depth nature of this effort, each college/school has several committee members, each serving a three-year term. [Program Review Committee Bylaws](#) define the authority, membership, operational procedures, general functions, and delegated responsibilities. Provided by

the Office of Academic Affairs, [Program Review FAQs](#) assist programs in preparation of this recurring process.

The template and self-study process were revised in the summer of 2023 to create a data-centric process that asks programs to examine specific data in the context of their program analysis. The Office of Academic Assessment prepares data for each review, providing program retention rates, graduation rates (in starting college and at the university), degrees conferred, and enrollment metrics. Each component is disaggregated into specific categories to identify achievement gaps (e.g., Pell vs. non-Pell, minority vs. non-minority, graduation rates by ethnicity, male vs. female). The reports also include data from the Undergraduate Graduating Senior Exit Survey (students in the program compared to institution-wide data), assessment index score and overview of score components, student earnings in their first year after college, courses with high rates of DFWIC- and courses that vary in their level of DFWIC- by modality. NSHE program review outcomes are discussed in [1.C.7](#).

Academic Innovation Meetings

Campus leaders are always seeking opportunities to engage faculty with data, so the Office of Academic Assessment implemented a new process called academic innovation meetings (AIM). This process was designed to be complementary to the program review process, so it uses the same template that programs receive during the official program review process. The synergy of these processes serves multiple interests: 1) programs see a robust presentation of their data, including disaggregated data, at least once every four years; 2) regular exposure provides a view of trends and changes in data over time; 3) the process is not conceived as a stand-alone task but rather a check-in as they prepare for the ten-year program review required by NSHE; and 4) program leaders and faculty become familiar with their data through regular interaction.

AIM was conceived in summer 2023 with a pilot implementation in spring 2024. The initial pilot included five departments: theatre, geoscience, music, computer science, and mathematics. A second pilot cohort in fall 2024 included english, communication studies, physics and astronomy, teaching and learning, and special education. A pivotal part of the AIM process is identifying areas for follow-up and connecting departments with resources to make improvements. For example, if a department has a poor assessment index score, the director of assessment would conduct outreach and work with the department to improve the score. If department leaders indicate an interest in moving courses online, they would be linked to the Office of Online Education to assist. AIM creates a web of support for programs while also preparing them for the NSHE program review process.

AIM is discussed in other contexts in sections [1.C.6](#), and [1.C.7](#).

Surveys

Since AY 2023-24, university-wide survey administration and management has been centralized under the leadership of the associate director of surveys and data within the Office of Academic Effectiveness. The associate director maintains a master calendar for implementation of campus-wide surveys, including those which recur. Staff aid units in administration, analysis, and reporting of outcomes, where warranted.

Survey staff are responsible for several [University-Wide Student Surveys](#). For example, the National Survey for Student Engagement (NSSE) has an established three-year cycle of administration; the next administration is planned for spring 2025 with additional modules of high-impact practices and

mental health/well-being selected for implementation. To create a more comprehensive data cycle, the university intends to license additional NSSE modules for administration during off-years. This practice will also include questions for students that mirror social justice, equity, and inclusion present on the [Great Colleges to Work For Survey](#), thereby allowing for comparisons between employee and student perceptions on similar topics.

Other surveys internal to the institution are regularly distributed by the Office of Academic Assessment to help evaluate the quality of student learning (see [Academic Surveys](#)).

The First-Year Seminar Learning Outcomes Survey (FYS-LOS) is administered in fall and spring semesters at the end of student modular sessions and assesses perceived exposure to and "growth" in [University Undergraduate Learning Outcomes](#) (UULOs), perceived accomplishment of UNLV FYS hallmarks (see [Criteria for General Education First-Year Seminar requirement](#) section), and student satisfaction. Each year of [FYS-LOS reports](#) are publicly available, dating back to fall 2015; response rates are also provided annually.

First launched in fall 2023, a new Second-Year Seminar Learning Outcomes Survey (SYS-LOS) is administered in fall and spring semesters at the end of student modular sessions. The survey is designed to assess perceived exposure to and "growth" in UULOs, perceived accomplishment of UNLV SYS hallmarks (see [Criteria for General Education Second-Year Seminar requirement](#) section), and student satisfaction. A SYS-LOS report for fall 2023 ([1.C.5.4](#)) and spring 2024 ([1.C.5.5](#)) summarize findings and recommendations for next steps. As this survey is relatively new, distribution methods are being refined to increase response rates. SYS-LOS reporting outcomes will be shared at a planned inaugural SYS Institute in the spring 2025 semester for discussion.

The [Graduating Senior Exit Survey](#) (GSES) for undergraduate students is administered to graduating seniors each semester. The GSES is distributed to university seniors as they file their applications for graduation. Students are sent an email with the link to the survey, with reminder emails throughout the semester. Students are asked to report on the extent to which they agree they have made progress towards reaching a broad range of academic goals during their time at the university. In addition, graduating seniors are asked to report their level of satisfaction with a variety of academic programs and academic support services. Response rates and reports are provided publicly, dating back to AY 2007-08.

Starting in AY 2018-19, students completing graduate programs are required to complete a [Graduate Exit Survey](#) (GES) administered centrally by the Graduate College as part of their graduation procedures in order for the university to assess student outcomes, ascertain campus and degree program experiences from graduating students, and use this information in a proactive manner to fuel a continuous improvement model whereby feedback leads to positive changes that improve future student experiences. The original survey was reviewed and approved by [Graduate Council](#) members; the Graduate College is always open to feedback for improvements.

When students apply for graduation, an automatic trigger in MyUNLV (the student registration and information system) is initiated and students are asked to complete the survey in their To-Do List within their Tasks tile. The GES is also linked to the Survey of Earned Doctorates and the National Association of Colleges and Employers First-Destination Survey. A 2023 graduate student First Destination Survey Campus Results report is available as appendix [1.C.5.6](#), with questions that capture progress of [Graduate Learning Outcomes](#) (GLOs) embedded throughout (e.g., Institutional Additional Questions, starting p. 18). A [First Destination Outcomes and Career Mobility Core dashboard](#) is discussed further in [1.D.3](#).

Typically, each fall, an optional [Graduate Student Life and Climate Survey](#) is distributed for students to complete which allows the university to compare graduate student experiences, satisfaction, and needs, over the years. This is an important annual assessment of graduate student experiences in their programs and on campus, especially, but not exclusively, as they relate to how successful the university and the Graduate College is at fostering a student-centered, supportive, ethical, inclusive, equitable, and just graduate community.

Survey assessment of student learning is discussed further in sections [1.C.6](#) and [1.C.7](#).

Course Evaluations

[Course Evaluations](#) provide students the opportunity to share their learning experiences with their instructors and the university, and are a valuable metric used to ensure that the institution is meeting its mission to serve students. A [course evaluation process document](#) provides an overview of the different stages during the course evaluation cycle. Information about course evaluations are provided to the campus community according to the specific audience: [students](#), [faculty](#), and [administration and staff](#). Availability of data sets varies by audience and may include information such as response rates and course evaluation reports.

As discussed previously in [1.B.1](#), in spring 2023, the university implemented new methods to refine the system for student course evaluations via the implementation of the Blue eXplorance platform (Blue). The purpose of Blue is to increase student response rates with the goal of enhancing the validity of course evaluations; use of such data is one means by which improvements to student quality of learning can be achieved.

Since implementation of Blue and integration with WebCampus, course survey response rates have increased from a baseline of 32% in fall 2022 to a high of 77.5% in spring 2024 (see [1.C.5.7](#)).

Assessment Training

The university's Teaching and Learning Commons [Resources](#) page provides support for faculty and staff to enhance their teaching practice, including a "UNLV Faculty Resources" repository in Canvas which holds a wide range of resources for teaching needs such as assessment ([1.C.5.8](#)). The Office of Academic Assessment provides faculty with a number of assessment [Resources](#), including training opportunities and a [Quick Guide to Writing High-Quality Course Learning Outcomes](#). In addition to these resources, office staff are available to meet with faculty to offer suggestions and provide assistance.

Examples from Academic Units

Assessment of the quality of learning in its programs to support curricular development is ubiquitous at the university. Select examples from various academic units are provided below, demonstrating how an assessment culture is embedded within the university and its various academic units.

Based on assessment data collected by the Ad Hoc Committee on Student Success, which indicated a correlation between ranking in the lower quartile during the first year of law school and inability to pass the bar exam, the faculty of the William S. Boyd School of Law voted to amend student policies to compute and provide class ranks to be provided to the students at the end of each spring semester, and to mandate students ranking in the bottom quartile to enroll in a bar foundations course. Additionally, based on this assessment data, the law school voted to reduce the number of

credits students are permitted to take on a pass/fail basis. Amendments were made to the Student Policy Handbook in January 2024, and are reflected in section 4.01 of the handbook ([1.C.2.7](#)).

The History Department recently changed its curriculum based on the evaluation of anecdotal data from its capstone course, HIST 451: Capstone Research Seminar. After seeing a gradual shift over time in preparedness, the students' experience, and the final product of capstone projects, the department created a new course, HIST 351: History Workshop, which serves as a bridge between the introductory methods course (HIST 251) and the capstone course. HIST 351 provides students with additional instruction and experience with advanced research needed for success in HIST 451. HIST 351 has been offered only a few times in recent years, and departmental assessment of its impact on student learning is ongoing. The department also learned that some students preferred writing a "policy paper" to the more formal "term paper" required in HIST 451, which is now an option for students.

1.C.5 Closing the Loop

Standard Component	Evidence
The institution engages in an effective system of assessment to evaluate the quality of learning in its programs.	<ul style="list-style-type: none"> Assessment lifecycle (see Assessment Reports and Plans: Assessment Schedule and Documents): a predictable assessment calendar that shows annual activities over a ten-year cycle. Includes Assessment Reports and Plans, academic innovation meetings, Academic Program Accreditations, and NSHE Program Review. Surveys and Data: University-Wide Student Surveys, Academic Surveys (see FYS-LOS reports, SYS-LOS reports: 1.C.5.4 and 1.C.5.5), Graduating Senior Exit Survey, Graduate Exit Survey, graduate student First Destination Survey (e.g., 1.C.5.6), First Destination Outcomes and Career Mobility Core dashboard, Graduate Student Life and Climate Survey Course Evaluations: completion rates fall 2022 to spring 2024, 1.C.5.7
The institution recognizes the central role of faculty to: establish curricula, assess student learning, and improve instructional programs	<ul style="list-style-type: none"> Faculty Senate General Education Committee reviews policy regarding General Education Section 6.7 of the Faculty Senate Bylaws (revised April 2022) Faculty Senate Curriculum Committee reviews curriculum proposals Faculty Senate Program Review Committee Graduate Programs Committee reviews and makes recommendations regarding all new graduate certificates and programs Graduate Course Review Committee reviews and recommends approval of graduate-level courses (see Graduate Curriculum) Faculty members lead assessment processes via Academic Assessment Plans, implementing assessment activities, and sharing findings in annual Academic Assessment Reports for degree programs (see Assessment Reports and Plans).



1.C.6. General Education in Undergraduate Education

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

This section provides evidence of compliance with Eligibility Requirements 5. STUDENT LEARNING, and 13. EDUCATIONAL PROGRAMS

University Undergraduate Learning Outcomes

As mentioned in section [1.C.5](#), there are five broad [University Undergraduate Learning Outcomes](#) (UULOs) that constitute the philosophical framework for a vertically-integrated undergraduate General Education (Gen Ed) core curriculum for all baccalaureate programs. Approved by the Faculty Senate in spring 2011, the five UULOs are: 1) intellectual breadth and lifelong learning, 2) inquiry and critical thinking, 3) communication, 4) global and multicultural knowledge and awareness, and 5) citizenship and ethics.

Each UULO is further explicated with six specific ways students might demonstrate achievement of the UULO (sub-UULOs). The UULOs and their outcomes are intentionally designed to address student capabilities and knowledge that are applicable across all undergraduate majors. The UULOs articulate clear expectations for what all UNLV students should know and be able to do upon graduation. The UULOs form the foundation for Gen Ed and extend into the majors.

To ensure that students have opportunities to progress from introduction to mastery of the UULOs, the university has adopted a four-course progressive framework consisting of two lower-division courses, First-Year Seminar (FYS) and Second-Year Seminar (SYS) (see FYS and SYS sections of the [General Education Core](#)), and two designated upper-division courses or learning experiences in the major, [Milestone Experience](#) (ME) and [Culminating Experience](#) (CE). This vertical curricular framework went into effect beginning fall 2012 for students admitted under the 2012-13 undergraduate catalog. Transfer students may be granted a waiver for the FYS requirement if they enter with 30 or more credits and for the SYS if they enter with 60 or more credits. Like all undergraduate students, transfer students must complete the ME and CE in their programs of study.

First-Year Seminar

The First-Year Seminar introduces students to the UULOs through reading, writing, and critical thinking. All FYS courses must adhere to the [FYS hallmarks](#) (see Criteria for General Education First-Year Seminar Requirement section) established by the university. They must use active learning, social interactions and collaboration, self-reflection, and critical thinking to help students develop a foundation for their undergraduate experience. This course introduces students to all five UULOs and demonstrates how these outcomes can be integrated into any major field of study. This course is a lower-division Gen Ed requirement. Freshman students take and must pass a FYS offered by any college, school, or department, regardless of their major.

Second-Year Seminar

The Second-Year Seminar is a lower division Gen Ed requirement that engages students more intensively with the five UULOs through reading, writing, and critical thinking. All SYS courses must adhere to the [SYS hallmarks](#) (see Criteria for General Education Second-Year Seminar Requirement section of webpage) established by the university. It explores issues relevant to contemporary global society through the reading of original literature from antiquity to the present day. Issues are studied within their larger contexts, including, but not limited to, aspects of literature, history, politics, economics, philosophy, and scientific discovery. Sophomore students are required to pass a SYS to complete their core Gen Ed requirements. Multiple departments offer these courses, including biology, education, english, urban affairs, honors college, public health, philosophy, and sciences.

Milestone Experience

The Milestone Experience (ME) integrates LOs for the academic majors with the Gen Ed UULOs, orienting students to the expected LOs of the major and reinforcing the UULOs. The ME is completed in the sophomore or junior year and includes, at a minimum, reinforcement of the inquiry and critical thinking and communication UULOs. Each major program of study identifies and implements a [Milestone Experience](#) (see courses available by Academic Unit) for their majors that can be in the form of one or more subject-relevant course(s), one or more subject-relevant study abroad program(s), and/or one or more subject-relevant project(s) or assignment(s).

One example of an ME is [PSY 240 - Research Methods](#) in the [Psychology B.A. program](#). PSY 240 is an in-depth exploration of the methods and ethical concerns of social science research, which includes a written proposal that addresses a novel research question. This course introduces the LOs of the major (e.g., students will demonstrate an understanding of the methods of psychological research

by proposing research studies and critiquing methods that are used in psychological research studies) and reinforces the university UULOs of inquiry and critical thinking, and communication within the major context.

Another example of an ME comes from the [Journalism and Media Studies B.A. program](#). [Journalism 401 - The First Amendment and Society](#) examines the evolution and contemporary impact of laws relating to communication (see [example syllabus](#)). This course covers the principles of freedom of speech and the press, which also addresses the history of the field and professional ethical principles while sharpening critical thinking skills. This course meets the inquiry and critical thinking, and citizenship and ethics UULOs as well as LOs of the major (e.g., attain theoretical and practical knowledge toward critical thinking and social responsibility as a citizen and professional).

Culminating Experience

The Culminating Experience (CE) integrates LOs for the academic majors with the Gen Ed UULOs. It is a final review, consolidation, and assessment of the UULOs as well as the LOs of the respective major. Each major program of study identifies and implements a [Culminating Experience](#) that is required for their majors. The CE takes a variety of forms, and it must be completed in the year before graduation. A CE might consist of one or more of the following: an original undergraduate research project, a collaborative project that solves problems in other organizations, a design capstone, developing an e-portfolio of artistic or scholarly work completed over a student's college career, a subject-relevant internship with an academic component, and/or a subject-relevant service-learning project with an academic component.

An example of a CE course is the senior design project requirement for [Computer Engineering BSE](#) and [Electrical Engineering BSE](#) majors. Courses [EE 497](#) and [EE 498](#) (Senior Design Project I & II, respectively) teach students the design process from problem definition, team building, to project planning, paper design, and written and oral communications. In these courses, student design teams complete an engineering design project and present the results in oral, written, and graphical formats. This project consolidates the key LOs of the majors (e.g., an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors), integrates them with the UULOs (e.g., intellectual breadth and lifelong learning: to apply the research methods and theoretical models of the natural and health sciences, social sciences, humanities, and fine arts to define, solve, and evaluate problems), and provides an opportunity to assess students' mastery of both sets of LOs. Senior design project courses also touch on the UULOs of inquiry and critical thinking, citizenship and ethics, and communication UULOs.

Course EE 497 requires the proposal to be submitted, allowing students to learn to briefly formulate the design objectives and goals. Courses CEE 307: Engineering Economics and PHIL 242: Ethics for Engineers and Scientists are prerequisites required for understanding the economical and ethical issues of the system/component they design. English composition Gen Ed core requirements ENG 101 and 102 (Composition I & II, respectively) provide sufficient training for preparing the oral presentation and a written report required for completing EE 497 and EE 498.

Core General Education Requirements

In addition to the vertical course progression of FYS and SYS, the university has [General Education Core](#) requirements in English, Math, and Constitutions. The [General Education Distribution Requirement](#)

satisfies 18-19 of the required Gen Ed semester credits. Distribution courses provide attainment of the intellectual breadth and lifelong learning UULO. By taking courses in multiple disciplines, students develop the intellectual breadth needed to participate fully in today's complex, multicultural and technological global civilization. See also [UNLV General Education Distribution Requirements](#) in the undergraduate catalog.

Courses are approved to fulfill the distribution requirements by the Faculty Senate [General Education Committee](#); criteria for each distribution area are available in the faculty/staff section of the webpage. Appendix [1.C.6.1](#) provides core and distribution requirements in alignment with UULOs.

Assessment of UULOs

The foundation of the General Education program is formed by the [University Undergraduate Learning Outcomes](#) (UULOs). As part of those implementation efforts, the faculty and administration previously collaborated to develop an assessment plan around the UULOs. The guiding philosophy for this plan is that high-quality assessment must always include evaluation of student learning with the intent to improve and lead to informed action. The Office of Academic Assessment supports assessment of Gen Ed throughout the university, which includes the efforts of the associate director of surveys and data and the director of assessment.

The associate director of surveys and data oversees administration and initial statistical analysis of the undergraduate Graduating Senior Exit Survey (GSES), the First-Year Seminar Learning Outcomes Survey (FYS-LOS), and the Second-Year Seminar Learning Outcomes Survey (SYS-LOS), among others. Starting in 2015, the GSES asked questions about the attainment of the UULOs. In summer 2023, the GSES was refined to include new questions to measure student feedback on UULOs. For example, students are asked whether their learning experiences improved their critical thinking skills, and global knowledge, among other UULOs assessed. An updated and further refined GSES is being developed to reduce survey redundancies utilizing Cronbach's Alpha testing, with anticipated implementation in AY 2025-26.

The director of assessment oversees the submission, tracking, and review of academic assessment reports and plans. Previously discussed in [1.C.5](#), academic assessment reports and plans are components of the ten-year program review cycle, which also includes academic innovation meetings (AIM) and an intensive program review self-study process that culminates with an evaluation by an external reviewer with significant expertise in the area under review.

Assessment plans (see [plan template](#)) generally deconstruct assessment of learning into a three-year cycle. The Office of Academic Assessment works with submitters to ensure that the plans are specific and address all the required components. For instance, programs must map UULOs to their program learning outcomes (LOs) to show that program LOs are being assessed concurrently with Gen Ed components. Programs are required to map their curriculum to show which courses will address the LOs (see [Curriculum Map Examples](#)). The office assists faculty with assessment plans in a collaborative process to ensure that the plan has enough structure to serve as a framework for assessment reports.

Assessment reports (see [report template](#)) must be submitted in specific years during the assessment cycle. Key assessment information gathered include all student learning outcomes, which required UULO was assessed that year, how outcomes were assessed (noting a requirement to use at least one direct assessment of student learning), the results, how faculty received the data, and the program response to what was learned. For 2022 reports, respondents were asked whether the

program assessed learning outcomes related to workforce outcomes and/or career attainment and, if so, to share any findings. The office supports academic unit leadership in completing these reports by providing relevant survey data from the GSES, FYS-LOS, and SYS-LOS; data are available upon request.

Faculty Senate

The [Faculty Senate](#) is heavily involved in ensuring the [General Education \(Gen Ed\) curriculum](#) serves its purpose of fostering the attainment of knowledge and skills that will enable students to perform better in their academic majors and in their post-graduate careers. UNLV Gen Ed curriculum includes 1) Gen Ed Core (including FYS, SYS, English, Math, and Constitutions), 2) Gen Ed Distribution Areas (including humanities and fine arts; life and physical science, and analytical thinking; and social science), 3) Multicultural and International requirements, and 4) Milestone and Culminating Experience (ME & CE).

Assessment of [Gen Ed curriculum](#) and [UULOs](#) is key to ensuring the university's Gen Ed curriculum is effective, and students are graduating with both a general broad base of knowledge and skills as well as specific knowledge and skills in their chosen fields of study. The Faculty Senate [General Education Committee](#) holds an important role in UULO assessment efforts, such as determining the specific criteria and classes designated to fulfill the Gen Ed curriculum and monitoring the Gen Ed program to ensure appropriate implementation.

10-Year Review and Annual Surveys

The Faculty Senate General Education Committee (FSGEC) conducted a periodic review of General Education at UNLV and surveyed faculty, students, and advisors on Gen Ed and UULOs. In spring 2022, the FSGEC published a [10-Year Review of General Education at UNLV](#). The report notes the need to review the Gen Ed curriculum 1) to recertify the current Gen Ed curriculum, 2) to clarify and reestablish criteria for areas in the Gen Ed curriculum, and 3) to survey the university community's view on Gen Ed.

Following this 10-Year Review, two surveys were conducted in spring 2023 and spring 2024 to gather the university community's perspectives on the Gen Ed curriculum. The 2023 survey included responses from 43 advisors, 74 professors, 63 associate professors, 27 assistant professors, 34 faculty in residence and lecturers, and 20 other members of the campus community. The results indicated that advisors are more familiar with the Gen Ed curriculum than faculty. There was a general consensus regarding the scope of the Gen Ed curriculum, which spans 40–52 credits. Over 80% of faculty recognized the importance of FYS, ME, CE, and Multicultural and International requirements. However, opinions on the SYS and Distribution Requirements varied among faculty. Additionally, the majority of advisors agreed that it is possible to create a meaningful Gen Ed experience for students and that courses to fulfill the Gen Ed requirements are easy to find.

Based on the findings from the spring 2023 survey, FSGEC intensified its efforts to educate students and faculty about the Gen Ed curriculum. Videos were produced and showcased during [Rebel Ready Week](#) to educate freshmen and new UNLV students about the Gen Ed curriculum.

The 2024 spring survey highlighted the need to revisit the UULOs, suggesting the inclusion of financial and technological literacy, simplifying their language, and improving their measurability and ease of implementation. Additionally, the committee recommended incorporating the UULOs into the syllabi of all Gen Ed courses to increase students' awareness of these learning outcomes.

Development of Criteria for Milestone and Culminating Experiences

Guided by the spring 2022 Faculty Senate General Education Committee (FSGEC) 10-Year Review of General Education at UNLV, the committee intensified its efforts to establish and clarify criteria for key areas of Gen Ed, specifically the Milestone and Culminating Experiences (ME/CE) and Constitution Requirements. The review highlighted the absence of formal standards for Milestone Experience and Culminating Experience classes prior to 2022, which had created challenges in evaluating new and existing course proposals in these areas.

To address this, a subcommittee was formed to develop new standards. The subcommittee reviewed existing ME and CE courses, examined practices at peer institutions such as the University of Nevada, Reno (UNR), and referenced the American Association of Colleges and Universities' description of high-impact practices. Based on this research, the subcommittee proposed new standards, which were unanimously approved by the full FSGEC on November 18, 2022. A summary of the process is available in the [2022-23 annual report](#) (p. 4), and the new standards are published on the [Milestone Experience](#) and [Culminating Experience](#) webpages.

Following the adoption of these criteria, the committee reviewed syllabi for ME and CE courses to ensure compliance with the updated standards formalized in AY 2022-23. In spring 2023, FSGEC and the associate vice provost for undergraduate and high-impact practices collected and reviewed most ME and CE syllabi to assess their alignment with the new course hallmarks. Syllabi were evaluated by subcommittees composed of faculty from relevant academic disciplines, with all evaluations verified by a second subcommittee member. These reviews were completed in September 2024.

As of fall 2024, 37 programs now offer ME and CE courses that fully meet the new standards. However, 38 other programs require additional information to verify compliance for 16 ME courses, 14 CE courses, and eight courses requiring updates for both ME and CE. Additionally, four ME and 14 CE courses currently do not meet the updated standards, primarily due to the absence of a final project or inadequate preparation for students' transitions to the workplace or further academic pursuits. The FSGEC vice-chair is working with these departments to address these issues, with a deadline of May 2025 for responses. The subcommittee is committed to collaborating with departments to identify new courses or improve existing ones to meet the standards.

To enhance faculty and student awareness of ME and CE requirements, the subcommittee also recommended that all ME and CE syllabi include the following statement: "This course satisfies the UNLV General Education requirement for the Milestone [or Culminating] Experience for this degree program," along with a link to the relevant course hallmarks. This statement emphasizes the purpose of ME and CE courses and reinforces their importance within the curriculum.

Development of Criteria for Constitution Requirements

The 2022 FSGEC 10-Year Review of General Education at UNLV identified a shortage of courses meeting constitutional class requirements. To align the university's General Ed program with NSHE expectations while accommodating UNLV's unique circumstances, FSGEC developed new constitutional class requirements in fall 2023.

The criteria were informed by the NSHE Constitution Discipline Committee's best practices recommendations and UNR's description of constitution courses. An FSGEC member with experience teaching constitution classes drafted the new criteria, which were later unanimously

approved by the FSGEC. These [updated requirements](#) emphasize the need to include the U.S. and Nevada Constitution in constitution classes.

Following the development of these criteria, the committee solicited syllabi from departments currently offering constitution courses. A total of 22 syllabi were reviewed by a subcommittee to evaluate their compliance with the new standards. Among these, six courses fulfilled the U.S. Constitution requirements, three fulfilled the Nevada Constitution requirements, and three met both requirements. The remaining courses require minor modifications to fully align with the updated criteria. FSGEC is actively collaborating with the respective departments to address these adjustments.

To increase faculty and student awareness of the constitutional requirements, the subcommittee recommended that all constitution course syllabi include the following statement: "This course satisfies the UNLV General Education requirement for constitution classes," along with the UULOs the course fulfills. Including this statement ensures that students are aware of the role of constitution courses within the Gen Ed curriculum.

Recertification

As per the recommendations by FSGEC's [10-Year Review of General Education at UNLV](#), the committee is working on a comprehensive recertification of all Gen Ed courses in the Gen Ed curriculum. Over the years, many courses have been approved and added to the Gen Ed curriculum. However, as time passed, some courses may no longer be offered or are no longer of relevance. A recertification allows FSGEC to ensure the Gen Ed curriculum is appropriate and up to date.

The committee has developed a general criterion for recertification to include 1) prerequisites (the number of prerequisites the students need to take before the class and the course level of prerequisites), 2) Gen Ed utilization (the number of times a class is being utilized as a Gen Ed class of currently enrolled students, using the record from 2022 spring), and 3) year the class was last offered. The committee decided that a course will be "auto-rejected" if it has too many prerequisite requirements OR if the class is no longer relevant (i.e., the class was not commonly used as Gen Ed AND has not been offered recently). All other classes are "auto approved" for 10 years (i.e., through 2035). Departments are allowed to submit petitions for reconsideration to opt out of approved classes and opt-in of rejected classes.

The committee has recertified the fine arts classes (24 classes approved, five classes rejected, one class pending). It will continue its work on other Gen Ed distribution and core requirements (social science; humanities and fine arts; life and physical sciences, and analytical thinking; FYS; SYS; English Composition; Math; Multicultural; and International) in 2024-25.

U1.C.6 Closing the Loop

Standard Component	Evidence
Consistent with its mission, the institution establishes and assesses, across all... bachelor level programs or within a General	<ul style="list-style-type: none">• University Undergraduate Learning Outcomes (UULOs) - included in Assessment Reports and Plans• Institutional Learning Outcomes Assessment• Faculty Senate General Education Committee: 10-Year Review of General Education at UNLV; establish and/or criteria Gen Ed

Standard Component	Evidence
Education curriculum, institutional learning outcomes and/or core competencies.	<p>Milestone and Culminating Experiences, and Constitution requirements; faculty Gen Ed surveys; assessment and refining of Milestone and Culminating Experience standards – 2022-23 annual report (p. 4); development of criteria for constitution requirements; recertification of Gen Ed courses.</p> <ul style="list-style-type: none"> Undergraduate Graduating Senior Exit Survey includes questions about student attainment of the UUOs



1.C.7. Academic and Learning-Support Planning and Practices

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

This section provides evidence of compliance with Eligibility Requirements 5. STUDENT LEARNING, 6. STUDENT ACHIEVEMENT, and 13. EDUCATIONAL PROGRAMS

As demonstrated throughout this report, assessment is key to achieving the university's [Mission](#), and in particular, the [Student Achievement](#) core area. Assessment is an important practice embedded throughout academic and administrative units at multiple levels and necessary for informed improvements to academic learning-support planning for the purpose of improving student learning outcomes.

General Education

General Education (Gen Ed) fosters student attainment of knowledge and skills that will enable them to perform better in their academic majors and in their post-graduate careers (see [1.C.6](#)). Expected student knowledge and skills are expressed in the [University Undergraduate Learning Outcomes](#) (UULOs) which form the foundation for Gen Ed and extend into the majors.

Gen Ed assessment efforts, outcomes, and implemented changes spearheaded by the Faculty Senate are discussed at length in a subsection of [1.C.6](#). In addition to that coordinated effort, a cross-disciplinary group of lead instructors for First-Year Seminar (FYS) and Second-Year Seminar (SYS) meet quarterly to receive campus level updates on student progress and retention for students that complete seminars. FYS lead instructors also receive information about the profile of the incoming class in terms of size, admit type, and college/major. Appendix [1.C.7.1](#) provides a fall-to-fall retention spreadsheet utilized by FYS leads. Data and reporting from the FYS and SYS Learning Outcomes Surveys, discussed in [1.C.5](#), are provided to course instructors to facilitate discussion and implement changes where warranted.

The [First-Year Experience](#) (FYE) program provides incoming first-year and transfer students with a comprehensive network of engagement and support opportunities that ease the transition to campus, promote success, and student achievement. The FYE program, office, and executive director of the first-year success program were created as a result of aligning with best practices in the field for establishing integrated and comprehensive first-year experience programs for new students to support retention, connection to campus, sense of belonging, sense of community, and transitional support into and through the First-Year and into the Second-Year Experience. FYE was also aligned to work collaboratively with the newly created First-Year Advising Team created in 2019. FYE components include new student onboarding (e.g., admissions events, New Student Orientation, Rebel Ready Week), the FYE Summer Connect Series to support successful onboarding prior to arrival (see [1.C.7.2](#): 2024 summary report), required FYS courses, a [UNLV Common Read](#) experience, [Peer Mentoring Program](#), and the [FYE Connection Award](#) for students who participate in multiple FYE activities during their first year. Of 30 recipients of the FYE Connection Award across three cohorts, two (6.7%) have graduated and 25 (83.3%) are still enrolled at UNLV, for an overall success rate of 90%. First-year students as well as transfer students are included in this integrated program that allows students to build a community of support while promoting academic and social integration. For the fall 2023 first-time, full-time student cohort, FYE participants had a 95.3% fall-to-spring retention rate as compared to the overall university fall-to-spring retention rate of 92.0% ([1.C.7.3](#): Table 1, p. 7).

In March 2023, the university held a FYS Institute consisting of a four-session series of half-day workshops. FYS instructors worked together across academic disciplines to enhance the consistency of the assigned research project to ensure all FYS course sections were meeting key learning outcomes. One of the workshops focused on helping instructors understand how to use their courses to support the Common Read program ([1.C.7.4](#)). The FYS Institute was held because there was a growing interest among FYS leads and instructors in connecting and collaborating with the newly created FYE. Participant feedback from the FYS Institute exit survey highlighted a desire for increased alignment among FYS courses across the institution, as well as enthusiasm for the newly created research project assignment and associated American Association of Colleges and Universities' value rubrics. Participants requested a follow-up institute for the Second-Year Seminar

as well as ongoing collaboration through the FYS/SYS lead instructor quarterly meetings. Informed by this feedback, the university will hold an institute for each phase of the student lifecycle. The FYS Institute was held in 2023 and a Culminating Experience Institute in 2024; a SYS Institute and a Milestone Institute will be held in 2025 and 2026, respectively.

With a fall 2024 inaugural year, the [First- and Second-Year Seminar Symposium](#) showcases final presentations from students enrolled in FYS and SYS across the university. Developed in partnership with the College of Education and inspired by their unit-specific symposium ([COE 2024 Ed Expo](#)), this event showcases high-impact practices that are evidenced to prepare students to participate in other future high-impact practices, such as undergraduate research, internships, and service learning. The inaugural event hosted students from the College of Education, Honors College, Lee Business School, College of Sciences, and College of Liberal Arts. This symposium provides students with opportunities to practice their communication skills and build confidence in presenting their work while highlighting high-impact practices. As the inaugural event only recently occurred, we are just starting to look at student evaluations and faculty surveys which will be used to refine the symposium to further support student learning outcomes.

[FYS-LOS reports](#) are publicly available to be used to refine efforts related to improving student learning outcomes, such as relevant programmatic improvements. Only recently first implemented, SYS-LOS reports for fall 2023 ([1.C.5.4](#)) and spring 2024 ([1.C.5.5](#)) summarize findings and next steps. Of interest, student responses show a strong correlation between exposure to the UULOs and increased attainment of UULO-related skills. The current version of the FYS- and SYS-LOS was implemented in fall 2023 after being revised to focus on UULOs and FYS/SYS hallmarks. Due to lower response rates (following the tragic events of December 6, 2023), survey implementers cautioned programs not to implement changes based on those survey findings. We anticipate more robust results following the fall 2024 implementation. We are hopeful to observe increased participation in career and workforce development exposure and participation in the near future.

The Online General Education Academy was developed in 2021 to consistently provide a set of high-quality Gen Ed asynchronous online courses, and will soon be changing its name to Gen Ed Core ([1.C.5.1](#)). This initiative addressed a critical challenge: students pursuing fully online degrees often faced difficulties meeting Gen Ed requirements due to limited online course offerings. To identify and address these barriers, we consulted with the directors of advising on student preference, examined enrollment data, analyzed DFWI rates, course performance data, and online student feedback surveys from adult learners and fully online learners at the university. These insights informed course development priorities, ensuring alignment with both student needs and institutional goals to support degree completion pathways. Additionally, the utilization of tools such as Canvas Outcomes to refine learning objectives, monitor student performance data, and implement iterative improvements in course design, enhances online student success.

The Online Gen Ed Academy enables all undergraduate programs to consider offering fully online degree options, ensuring student progress is not hindered by the availability of Gen Ed courses. The 36 fully online, asynchronous courses developed through the academy were designed with an “agile” approach; each course includes an instructor manual detailing how to adapt the materials for hybrid or in-person modalities. These manuals provide guidance on in-class activities and recommendations for releasing digital learning materials, ensuring flexibility and instructional support across modalities. This initiative exemplifies the university’s commitment to accessibility, innovation, and continuous improvement in online education.

Student Achievement and Success

Student achievement and success is measured using several indicators, including metrics such as retention and graduation rates (4- and 6-year). Numerous initiatives have been developed to support students and increase graduation rates, such as Rebel Ready Week and Rebel Success Scholars (see additional examples in the [spring 2024 UNLV president periodic review self-assessment](#), p. 7-11).

Launched in 2023, [Rebel Ready Week](#) was designed to help new incoming undergraduate students gain a sense of belonging and prepare them for a less stressful first year and a more successful college experience overall. The Rebel Ready Week program provides a more robust transition for students following New Student Orientation, offering information and insights to help them succeed in their first semester and beyond. The goal is to level the playing field by providing social and cultural capital to all new students so that they can launch their UNLV experience successfully. Other universities provide similar programming to incoming freshmen with an additional fee; however, our university offers this week-long program at no cost to students. All incoming first-year undergraduate students are required to attend. During the inaugural year, approximately 5,000 students and parents attended. Students were introduced to key figures from their academic colleges or schools, including deans, faculty, and academic advisors. The program culminated with [UNLV Creates](#) (convocation) and a campus wide BBQ. Attendee surveys indicated high levels of satisfaction, sense of belonging, preparedness, and understanding of the [Rebel Ready Week learning outcomes](#). Survey results are used to improve the program year-to-year ([1.C.7.5](#)). Findings include a higher rate of retention from first- to second-year after year one (the first cohort). The program intends to analyze metrics such as overall student year-to-year retention, GPA, and graduation rates, but this will not occur until the first cohort reaches their fourth year (AY 2026-27). There are, however, initial findings: since program implementation, the [freshman retention rate](#) has risen from 77.9% in 2023 (baseline prior to implementation) to 79.2% in 2024. The university is excited to track the long-term impact of this program on student achievement and success.

[Rebel Success Scholars](#) (RSS), launched in 2021, is designed to support continued enrollment for students facing financial challenges. The first cohort of 176 first-year students from UNLV's fall 2020 class received one-time grants (average of approximately \$3,000) to clear past-due balances, allowing them to stay enrolled for the fall 2021 semester. In addition to financial support, program participants were connected to a variety of campus resources to support holistic success, including financial literacy workshops, career services, academic success coaching and tutoring, and academic advising. As of fall 2024, 15% of the original cohort has graduated; 36% of these students are still enrolled with an average GPA of 2.98; and 9% have applied for graduation. The estimated impact on the university's overall first-year retention rate for the fall 2020 cohort was an increase of 3%. The RSS program, now run in close partnership with the financial aid office to ensure that the students who stand to benefit most from RSS are supported, has helped more than 293 students. The university continues to build better communication and programming to enhance the RSS program's impact.

Efforts to improve student success are led by teams within Academic Affairs, which oversee initiatives and services to enhance retention, progression, timely degree completion, and equitable outcomes. Programs and services focus on fostering student connection, belonging, leadership development,

and the use of academic resources such as tutoring, advising, major exploration, and tailored student outreach based on academic profiles.

Complementing these efforts, the university's [twelve academic advising centers](#) are also responsible for supporting advising recruitment, hiring, training, professional development, and implementation of standard academic advising practices across the university. Each center has specialized expertise and knowledge to support students' success and timely completion in their majors and academic programs. Post-appointment surveys ask students five questions for students regardless of their advising center, with some centers asking additional questions specific to their academic unit. Data are used for annual reviews but are also used for continuous improvement of segmented care and standardized advising practice. Advising metrics are tracked over time and compared across advising centers – see examples of 2023 metrics for Business ([1.C.7.6](#)) and Education ([1.C.7.7](#)). Findings from these reports aid in data-informed decision-making for improving the advising centers and evaluating student-to-advisor ratios and their operations, including appointment availability, responsiveness to student questions, and ensuring accessibility for students. For example, in fall 2023, a 24/7 self-service case submission system gave students another way to contact their advising center for just-in-time assistance. Through this enhancement, advising offices resolved over 1,800 service cases submitted by students over the past year. Student achievement data include variables such as fall-to-spring and fall-to-fall cohort retention, 6-year graduation rates, students new to academic probation, and student persistence. Rebel Success Hub, powered by Salesforce, is now used to provide a broader picture of student achievement, more efficient advising operations, and more effective student outreach. By using appointment summaries, reviewing cases submitted by students and resolved by staff across campus, and assigning a success team lead (i.e., case owner) for every enrolled degree seeking student, the Rebel Success Hub enables the university to provide a premier student experience through the linking of professional staff, technology, and resources. Please access [1.C.7.8](#) to view a December 2024 presentation 'Advising 2030: Planning for Enrollment Growth and Equitable Student Success' for forward-looking advising plans that support university Top Tier 2.0 goals.

[Peer mentor programs](#) are established in all academic colleges and in other student success units including the Office of Undergraduate Research and The Intersection. Fall 2022 ([1.C.7.9](#)) and fall 2023 ([1.C.7.10](#)) reports summarize program metrics, peer mentor job satisfaction, mentee satisfaction, and programmatic learning outcome alignment. Mentees largely agreed that engaging with a mentor helped them achieve programmatic learning outcomes. The 2022 survey asked mentees what campus resources and opportunities for involvement they learned about, and nearly 70% of respondents stated they utilized listed resources. The 2022 report explores longitudinal trends, showing overall satisfaction by both mentors and mentees from spring 2020 through fall 2022. The 2023 survey shows that the majority of student mentees (N=552) reported their awareness of various student resources (academic: 96.4%, financial: 82.6%, health/wellness: 89.7%, professional development: 91.5%, and diversity/inclusion: 84.1%); of those who reported awareness of available resources, similarly high rates of mentees reported utilizing those resources (academic: 92.8%, financial: 92.3%, health/wellness: 82.0%, professional development: 84.7%, and diversity/inclusion: 85.7%). Of note, participants in peer mentor programs reported the highest participation of past recorded semesters, with 150 peer mentors and 3,381 mentees. Fall 2023 first-time, full-time cohort peer mentoring participation and fall-to-spring retention data show a difference

in retention rates with participants retained at 94.8% vs. non-participants at 89.5% ([1.C.7.3](#): Table 5, p. 12).

Such assessment data are utilized to further refine the program to better serve the educational needs of students. Past survey adjustments include aligning the mentee and mentor survey questions to allow for comparative analyses between groups.

Consistent with Nevada System of Higher Education Board of Regent policy, UNLV requires all new first-year and transfer students to meet with an academic advisor before enrolling in classes. Since 2020, the university has made a major investment in advising to reach the board-mandated 350:1 [student-to-advisor ratio](#) to enhance our capacity to serve students. This goal was met in 2023; measured as of July 2024, the ratio exceeds the minimum at 322:1. In addition, the university tracks and reports the percentage of students who surpass the minimum requirement and meet with an advisor at least twice per academic year. These data are also shared with advising centers and deans. As a result, we have increased the percentage of students in our college cohort who see an advisor at least twice in the first year from 63% to 72% since 2019; efforts continue to work toward a goal of 90%. EAB, an educational consulting firm, notes the importance of having a manageable student-to-advisor ratio to a student's academic success and a program's retention rate; the ratio determines how much help is available to prospective students who need valuable support to succeed in their program.

The [Rebel Success Hub](#) – also discussed in [1.C.4](#) – is the campus system of engagement for student success and is utilized through numerous methods to foster an improved and more inclusive student experience. It includes a wide range of functionality including providing the university with a 360-degree view of student activity with academic advising and campus care units, as well as predictive analytics/student engagement data that can provide insight into identifying and intervening with at-risk and off-path students. The Rebel Success Hub provides advising centers with caseload management functionality that creates increased proactive advising opportunities. Advising centers actively review their caseload advisor assignments to monitor access and availability. See [1.C.7.11](#) for an instructional document which details how the Rebel Success Hub is utilized by advising centers; a summative global advising table on p. 10 shares appointment metrics for September through November 2024 parsed by center. Consistent utilization and reporting within the Rebel Success Hub are required for campus-wide and individual student success metrics reporting, which is used to determine additional staffing resources and guide student success priorities in support of the Top Tier 2.0 student achievement core area. Additionally, the Rebel Success Hub allows students to reference and access their advising-related information, appointment summaries, and submit service requests with various student-facing offices across campus. This information is all shared with them or made visible on their Rebel Success Hub account. The Office of Academic Affairs team regularly meets with college leadership to review and recommend enhanced advising and success practices that further leverage the Rebel Success Hub to meet shared student success goals.

Progress reports are distributed for Math, English, FYS, and some 100- and 200-level courses to bolster student learning support opportunities for students most at-risk. A fall 2022 summary of early alert progress reporting from fall 2019 to fall 2022 is provided as [1.C.7.12](#) and shows two phases of semesterly reporting. Phase I progress reports are distributed at the end of week 2 to instructors of First-Year Seminars, ENG 101/102, and Math <182; alerts are for students who never attended or show no activity on WebCampus. Cases are assigned to a team of trained paraprofessional peer

mentors and academic coaches, and are escalated to academic advisors and retention, progression & completion (RPC) coordinators to complete additional outreach consisting of at least two attempted phone contacts. Phase II progress reports are distributed at the end of week 5 to instructors of most 100- and 200-level courses over a 3-week reporting period; reasons for alerts may be negative (e.g., attendance, class participation or Canvas activity, exam/quiz performance, missing assignments) or positive (e.g., exceptional or satisfactory course performance) in nature. Concerns from instructors about student test taking skills, attendance, and quality of assignments result in outreach to offer students at risk various opportunities for support. To further engage students, the university sponsors targeted events such as Cocoa & Cram, a finals week event featuring de-stressing activities and helpful study habits tips; a General Subjects Tutoring Lab for learning support; and FYE Connection Events featuring tutoring services. Advisors review student course registrations for the upcoming semester; students not yet registered are contacted to encourage enrollment, thereby facilitating progression. This process is conducted several times a year.

[Student Outreach Specialists](#) (SOS) are part-time staff with assigned caseloads of undergraduate students who, at the time of admission, have three or more characteristics historically associated with lower retention rates (e.g., ACT/SAT scores below college-readiness benchmarks, first-generation status, Pell recipients, etc.) or are predicted to earn below a 2.5 cumulative GPA in their first semester based on historical modeling completed by the Office of Decision Support. The SOS team calls and emails students at key times during their first year at the university to offer support, provides reminders for important deadlines, answers questions, and directs students to campus resources. Since its inception, the SOS program has helped to improve first-year retention for this student population by over 11% as compared to pre-program rates ([spring 2024 UNLV president periodic review self-assessment](#), p. 8). Furthermore, students served by SOS in their first year continue to show retention benefits in year two and beyond. Students who enter the university with three or more pre-college factors compose approximately 40% of UNLV's first-time-in-college cohort, therefore, this program has a major impact on the university's overall first-year retention rate.

[Student-Athlete Academic Services](#) helps ensure student-athletes have the appropriate support to meet academic goals. As of FY 2023, these students earned a cumulative GPA over 3.0 for twelve consecutive semesters, and graduate rates outpace the regular student population by more than 10% ([UNLV Athletics 2022-23 Annual Report to the NSHE BOR](#), p. 32).

Student retention is an important metric used to track student success throughout Academic Affairs.

For example, students in a College of Liberal Arts First-Year Seminar course, [COLA 100E](#), who used a learning support service (i.e., Tutoring, Supplemental Instruction, Academic Coaching, or the Writing Center) as their choice for a "Connecting to UNLV" assignment demonstrated increased student retention as compared to students who chose a non-learning support option. Appendix [1.C.7.13](#) depicts continued enrollment of COLA 100E students from two cohorts: fall 2021 where student retention was tracked over three subsequent semesters, and fall 2022, where retention was tracked over two subsequent semesters. Learning support users' continued enrollment over time at the university (shown in red) is higher as compared to non-users (shown in gray and black).

The [Supplemental Instruction](#) (SI) program utilizes student outcome data (student average final course GPA) to demonstrate the value of the program, as shown at the link. Prior to the COVID-19 pandemic, the SI program was fully in-person but experienced a dramatic increase of usage facilitated by the new online format, which has continued. Since moving online, usage (both in

unique users and total visits) has continued to increase. For example, during fall 2020 there were 3,600 total visits by 663 students. This increased to 5,439 total visits by 974 students in fall 2023. Student outcomes demonstrate the value of this program, and an online format expands its utilization by students.

For every 100 students who are placed into traditional English and math remedial courses, typically only eight will graduate. Such statistics motivated NSHE and the university to replace remedial courses in favor of corequisite courses beginning fall 2021. Corequisite courses offer students additional instruction in tandem with required classes – courses such as English 101 and Math 120, Math 124, or Math 126, which are known as “gateway” classes – are paired with additional units that are required as a companion or corequisite course that provides additional time on task. Corequisite courses allow students to complete the requirements in one semester, rather than spending a semester in remediation before they can attempt college-level classes (see [December 2020 news article](#)).

The university has gathered and analyzed data on the outcomes of students in corequisite math and English courses (see example [1.C.7.14](#): Fall 2021 English & Math Corequisite Course Review). Such data are used to make changes in new student transition programs, academic advising processes, and the curriculum. As a result of the analysis of corequisite data, multiple efforts have been made to increase early placement engagement with incoming students. These efforts include information sessions during [Rebel Preview](#) and [Admitted Rebel Day](#) programming, in-person ALEKS placement opportunities at local high schools, embedded placement information in First-Year Experience learning modules, and expanded opportunities for on-campus ALEKS placement. When comparing pass rates between students who took ALEKS and those who did not, the pass rates for all three corequisite courses were higher for the ALEKS group (see fall 2022 corequisite math course grades: [1.C.7.15](#)).

During the first year of corequisite implementation, advising centers block-scheduled first-year students into whatever math or English courses they needed in the spring semester. As these courses require consent to drop, it created challenges for students who did not intend to return, resulting in late fees and tuition charges. These issues had to get routed through tuition and fee appeal committees and resulted in frustrations for students and advisors. As a result of this issue, we eliminated block enrollment in the spring term.

Academic Assessment and Evaluation

Efforts from the [Office of Academic Assessment](#) inform academic and learning-support planning and practices to continuously improve student learning outcomes and are discussed in different contexts in sections [1.C.5](#) and [1.C.6](#). Office efforts utilize [UNLV Analytics Student Success Measures](#) for student tracking such as RPC benchmarking, course grade summary, and course grade summary by modality.

Program Review

At the highest level, the Nevada System of Higher Education (NSHE) requires an extensive program review process for programs that are not subject to rigorous accreditation processes, taking place approximately every ten years. The following is a sampling of recent assessments that impacted programmatic efforts to improve student learning.

In response to student suggestions, the Department of Anthropology recently created a new workforce-focused capstone course. Additionally, students can now complete their anthropology degree program completely online, and the program continues to transition courses to increase access for online students. Political science completed a program review in 2024; one of their requests was greater access to STATA for their students. Administrators were able to share that STATA is already provided free of charge for students through the [RebelApps](#) virtual software program. Program reviews are an opportunity to meet with programs, share information, and work through large and small issues.

Assessment Reports and Plans

[Assessment Reports and Plans](#) have a key role in the assessment of degree programs at UNLV.

Programs assess General Education outcomes ([UULOs](#)) and program learning outcomes (LOs) through assessment reports. UULOs are mapped to program LOs so that program assessment and Gen Ed assessment is a concurrent process. The outcomes from this process are diverse and flexible so that programs can identify areas for intervention and prescribe improvements. Programs are not required to assess every program outcome or UULO within a year because they have an established cycle that allows the process to happen over a few years. Appendix [1.C.7.16](#) details the number of undergraduate programs that assessed each Gen Ed component in their 2023 assessment report. Assessments took a variety of forms including research papers, oral presentations, group projects, exams, clinical evaluations, nationally normed exams, internship or employer feedback, and laboratory assignments. The findings informed several curriculum revisions and restructuring, increased support resources, variation in the division of labor (for instance instructor rotation of courses), new assignments, and/or adoption of new text(s). Please note that some programs did not submit assessment reports in 2023 because they completed program review or renewed their assessment plan.

Based on information from the 2023 assessment report, the Political Science B.A. program determined that students needed additional support with data analysis. The program established a graduate assistant position dedicated to student support in analysis and methods. Feedback from faculty and students has been positive because the graduate assistant provides one-on-one support to students in PSC 302 (Research Methods) and PSC 499 (Senior Seminar).

In recent assessment reports, the Lee Business School discovered that students were scoring well in oral presentations regarding organization and content; however, they were lagging in non-verbal communication and professional appearance. Based on these findings, programs embedded additional emphasis on non-verbal communication components such as facial expressions, eye contact with the camera in virtual presentations, appropriate gestures, and coordinated sharing of media content. Preliminary results from forthcoming reports indicate this attention is paying off as recent non-verbal scores have increased.

Academic Innovation Meetings

The UNLV Analytics Course Grade Summary by Modality Dashboard allows users to explore and compare course outcomes (grades) by online education (OE) vs. face-to-face (F2F) modalities. Data can be parsed by semester, and users may explore trends over time. Such data are used by the Office of Academic Assessment and other units to ensure consistency of rigor across modalities. For example, program review and academic innovation meeting (AIM) processes explore grades by

modality and have found differential success rates for courses in the Computer Science B.S. program ([1.C.7.17](#), slide 7). We use the DFWIC- rates to identify different outcomes; if a course has a difference of more than five percentage points in the DFWIC- rate across the two modalities for at least two of the last four semesters, the course is flagged and included in AIM reporting. An example of output from the Course Grade Summary by Modality Dashboard for Computer Science B.S. in spring 2024 is provided as appendix [1.C.7.18](#). Findings are summarized and shared with unit leadership who are subsequently directed to contacts that can help programs begin problem-solving efforts, such as the Office of Online Education, and Undergraduate Education and High-Impact Practices in Academic Affairs. (Note: this information addresses the required [Addenda](#) “*Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities*”)

While still a relatively new process, academic innovation meetings (AIM) have already produced some programmatic changes to support student learning outcomes. AIM has resulted in early successes such as updating plans of study, degree worksheets for the [Degrees Directory](#), and improving assessment plans or reports.

Academic Program Accreditations

Accredited programs are subject to rigorous assessment on a continual basis, a cycle that is tracked by the campus accreditation coordinator and additionally captured in the assessment lifecycle, informing the university’s complementary assessment efforts. Programs are accredited by a number of bodies (see [Academic Program Accreditations](#)) and provide evidence of the use of assessment data to improve student support planning and student learning outcomes.

For example, all degree programs in the Lee Business School are accredited through the Association to Advance Collegiate Schools of Business. The most recent self-study report was submitted in December 2023 and noted several curricular and programmatic improvements based upon the assessment of student learning outcomes. The goal of “knowledge of core business concepts” was assessed using sets of 10 multiple-choice questions embedded in exams of core curriculum introductory courses for six business disciplines. Improvement actions taken included bolstering methods to reinforce graphical analysis skills in economics courses, redoubling emphasis on introducing and reinforcing knowledge of financial accounting, and revising accounting and marketing questions set for currency and relevancy in 2021. These modifications resulted in improved student performance on accounting and economics questions.

The [Construction Management B.S. \(BSCM\) degree](#) within the College of Engineering is accredited through the American Council for Construction Education (ACCE). Part of ACCE reporting requirements, student learning outcome assessment data are provided to the accrediting body by the end of every September and an annual summary report of achievement of student learning outcomes (SLO) and degree program objectives is provided on the [ACCE website page for UNLV’s BSCM program](#) as a supplementary document (Form A-17) and provided here as appendix [1.C.7.19](#). For SLO #7 (analyze methods, materials, and equipment used to construct projects), faculty determined progress would be directly assessed by student performance in CEM 454 – Heavy Construction Methods and Equipment on an identified homework assignment in consideration of low performance in productivity calculations. Corrective actions to improve student learning for CEM 454 include updating course material to give more details on this subject, among other actions taken.

Workforce Development

Beginning in 2022, an annual Southern Nevada Leadership Summit invites key UNLV decision-makers, business and community leaders, and talent management executives to discuss the future of our workforce (see [2022](#) and [2023](#) news articles). Insights from attendees of this roundtable event help the university produce skilled graduates and establish employer partnerships. Regional employers share information about what abilities, knowledge, and experience they would like to see in our graduates, as well as what trends they currently observe. Such data are integrated with data gathered from listening sessions via notetakers, the undergraduate Graduating Senior Exit Survey, and the First Destinations Survey which follows graduate students' career outcomes six months after graduation. There is a 75% success rate for graduates tracking into career positions or continuing advanced degrees. Among the problems that employers are facing in finding qualified candidates are gaps in the basic skills of new graduates. The importance of internships was repeatedly cited as an area needing further development. Conversations explored whether more certificate and specialized trade-style training, mixed in with four-year degree programs, would help strengthen employment pools.

Information gathered from these resources has led to initiatives such as the [Rebel Career Champions Network](#). This program helps guide students from their first days on campus to their first hours clocked professionally. It aims to increase early internship opportunities, offer job shadowing, and introduce microcredentials or certifications to help ensure students are successful in life after college.

A Report on the Southern Nevada Leadership Summit 2023 is provided as appendix [1.B.4.3](#).

1.C.7 Closing the Loop

Standard Component	Evidence
The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.	<ul style="list-style-type: none">• Academic innovation meetings• First-Year Experience: fall 2023 metrics report (1.C.7.3), Summer Connect Series 2024 summary report (1.C.7.2)• FYS LOS reports• SYS LOS reports: fall 2023 (1.C.5.4), spring 2024 (1.C.5.5)• Online General Education Academy provides a set of high-quality General Education asynchronous online courses (1.C.5.1); program analyzes DFWI rates, course performance data, and online student feedback surveys from adult learners and fully online learners• Rebel Ready Week's learning outcomes attainment measured via student surveys• Student and Academic Success: 12 advising centers. Metrics tracked (e.g., business 1.C.7.6 and education 1.C.7.7) used for data-informed decision-making.• Peer mentor programs: fall 2022 (1.C.7.9) and fall 2023 (1.C.7.10) reports.• Rebel Success Hub

Standard Component	Evidence
	<ul style="list-style-type: none"> • Early Alert Progress Reporting from fall 2019 - fall 2022: 1.C.7.12 and use of RPC coordinators to help at-risk students • Student Outreach Specialists for admitted students with 3+ characteristics historically associated with lower retention rates • Student-Athlete Academic Services – graduate rates outpace the regular student population by >10% • COLA 100E Learning Support Service users vs. non-users (1.C.7.13) • Supplemental Instruction utilization • Replacement of remedial courses with corequisites; English & Math Corequisite Course Review (e.g., fall 2021: 1.C.7.14) and the use of ALEKS pre-testing before final placement testing. • Example of outcomes from assessment reports and plans for degree programs: Political Science B.A. program graduate assistant to support students in analysis and methods. • Academic innovation meetings: course grade summary by modality dashboard compares course outcomes (grades) by online education (OE) vs. face-to-face (F2F) modalities. • Academic Program Accreditations assess student learning outcomes and include plans for improvement, set benchmarks, etc. • Southern Nevada Leadership Summit data analysis informs initiatives such as the Rebel Career Champions Network



1.C.8. Transfer of Credit

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

This section provides evidence of compliance with Eligibility Requirement 13. EDUCATIONAL PROGRAMS

Information about acceptance of transfer credit and credit for prior learning is widely published for undergraduate and graduate students in their respective catalogs, as detailed in Standard 2.C.1 of [UNLV's 2023 Policies, Regulations, and Financial Review report](#). For undergraduates, [Nevada System of Higher Education \(NSHE\) Transfer Policies](#) for courses taken at other NSHE Institutions is governed by policies established in the [NSHE Handbook](#), title 4, ch 14, sec 15-19. For example, completion of the associate of arts, associate of science, and associate of business degree at an NSHE community college automatically fulfills the lower-division General Education requirements at any other NSHE institution. All undergraduate courses offered at NSHE institutions must be [common course numbered](#) with equivalent courses offered throughout the System.

Policies for undergraduate student credit transfers are clearly articulated through the university's [Transfer Students](#) website. The university has established [Credit Evaluation Policies](#) for freshmen and transfer applicants for previous college or university course work, certain nationally administered examinations, correspondence and extension work, and military service according to policies established by the university and the NSHE Board of Regents. NSHE transfer agreements

are managed and created by the associate vice provost for undergraduate education and high-impact practices, with participation from content experts within the proposing college.

While NSHE institutions utilize common course numbering to facilitate credit transfer across its institutions, the university uses [Transferology](#) for students transferring from non-NSHE institutions to help them see, via an online platform, how their course work might transfer to UNLV. [Transfer Resources](#) shared by the Office of the Registrar state that transfer courses are evaluated for general transferability by the transfer articulation unit with guidelines from faculty. Accepted courses at the university level may or may not apply toward degree programs. A transfer credit report is generated when an admitted student has transfer courses; this report shows a student's transfer courses and how those courses transfer to UNLV. Academic advisors help transfer students determine how credits earned at other institutions, or for tests or non-traditional experiences, may apply toward UNLV degree programs. Student requests to evaluate any transfer course that is not already articulated to a UNLV course are created by an advisor and routed through the [Transfer Evaluation System](#) to the relevant department/faculty for evaluation. The receiving department faculty member reviews the course information and approves or denies the transfer request based on their judgment of the relevance, appropriateness, content equivalence, alignment with their program's learning outcomes, and academic rigor of the course. Advisors serve as the first point of contact for students who wish to appeal unfavorable decisions on their transfer credits.

Evaluation of transfer courses that do not correspond to specific UNLV courses for General Education credit are conducted by a team reporting to the associate vice provost for undergraduate education and high-impact practices, as a responsibility delegated by the Faculty Senate [General Education Committee](#). Those decisions can be appealed to the committee (see [bylaws](#)). The Faculty Senate [Admissions Committee](#) serves as an appeal board for transfer students denied regular admission to review and approve applications for admission using alternate criteria. The Admissions Committee helps give transfer applicants who do not match usual criteria a chance to enroll and succeed. Committee members serve two-year terms with membership from various academic units.

The [UNLV/CSN Transfer Program](#) is often the first point of contact pre-transfer for a credit review, and are usually the first to identify any system issues (e.g., common course numbering, Transferology) related to transfer credits and work with the department and/or registrar to resolve issues.

Students are able to participate in Concurrent and [Dual Enrollment](#) programs by speaking with their high school counselor and meeting any course prerequisites set by the university. In a July 2023 [NSHE Dual & Concurrent Enrollment Status Update](#), language in the procedures and guidelines manual was updated to ensure high school instructors meet NWCCU faculty requirements (slide 15). All high school instructors must apply to relevant UNLV academic departments to teach. Each high school instructor is paired with a UNLV faculty liaison who helps oversee course rigor and answer discipline-specific questions. Since these are UNLV credits, students do not need to transfer them to the university but can freely do so between NSHE institutions or out-of-state.

In order to promote a seamless system of transfer and student success, NSHE BOR established the [Articulation Coordinating Committee](#) in March 2018 (NSHE Handbook, title 4, ch 14, sec 15). This committee was put into place to review and evaluate current transfer and articulation policies and formulate additional policies to help facilitate the success of transfer students. The committee works to resolve student transfer evaluation concerns and provide oversight to the common course numbering process. UNLV's articulation coordinator is the primary point of contact for students seeking transfer evaluation and articulation information, assistance, and support. The coordinator

also works with deans and department chairs to ensure a timely articulation decision on any course submitted for transfer. This typically occurs when a student has exhausted all institutional appeal options and submits a grievance concerning a course transfer to NSHE for review. At that point, our coordinator reaches out to all relevant parties to gather necessary information, which is then presented to the committee for a timely vote on a transfer credit decision.

In partnership with each academic graduate program, the Graduate College determines the transferability of graduate credit for use toward fulfilling the course requirements of a graduate degree or certificate. The graduate catalog, which is reviewed on an annual basis, displays the policies and procedures for evaluating transfer credits. Transfer credits are subject to the approval of the academic department and the vice provost for graduate education and dean of the Graduate College. With program approval, students may occasionally be allowed to transfer in courses; in these cases, the coursework must be comparable in content, substance, and rigor to the coursework it is replacing in the student's UNLV graduate plan of study. Graduate course credit transfer requests are initiated by the student, and they are reviewed on a regular basis. Faculty advisors, graduate coordinators, and department chairs in students' academic departments can provide information on the applicability of transfer credits toward program requirements (see [Transfer Credit Policy](#)).

The William S. Boyd School of Law accepts transfer applications from prospective students who have completed at least one year of study at an American Bar Association accredited law school. The Kirk Kerkorian School of Medicine and the School of Dental Medicine do not accept transfer requests due to the nature of their curricula.



1.C.9. Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on

student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

This section provides evidence of compliance with Eligibility Requirements 5. STUDENT LEARNING and 13. EDUCATIONAL PROGRAMS

Consistent with the [Top Tier 2.0](#) initiative, the [mission of the Graduate College](#) is to facilitate top tier graduate education, extend educational opportunities to graduate students, ensure the consistent and fair application of policies, and provide support for graduate faculty and programs by cultivating an environment in which the highest quality graduate scholarship and research can thrive.

The university has shown sustained growth in production of terminal doctoral degrees, increasing from 149 degrees in AY 2015 to 241 degrees in AY 2024. Much of this growth is related to the creation of new programs which graduate a predictable number of students on a regular basis. Such programs include, but are not limited to, the interdisciplinary Doctor of Philosophy in Neuroscience, Doctor of Public Policy, and Occupational Therapy Doctorate. The number of Ph.D. degrees increased 61.7% from 2015 to 2024; for the last three years we have exceeded our annual goals (see [Top Tier 2.0 Key Metrics: doctoral degrees for research/scholarship](#)).

The university fosters a climate of innovation in which faculty and students produce high-quality, widely disseminated, and influential research, scholarship, and creative activities. Graduate education is essential to the growth of UNLV's Top Tier 2.0 core area of [Research, Scholarship, and Creative Activity](#). The Graduate College supports the wide range of graduate certificate, master's, specialist, professional, and doctoral degrees offered through the university's many academic departments. It works closely with those departments and the graduate faculty to provide students with the highest quality academic experience, not only through coursework, but also through research, creative activity, and professional development opportunities. Graduate programs are more rigorous than undergraduate programs and require more effort on the part of the student to meet the higher standards.

Graduate Degree Programs

The [graduate catalog](#) shares three graduate learning outcomes (GLOs) that define what all UNLV graduate students should know and be able to do when they graduate. UNLV graduate students will engage in 1) research, scholarship, creative expression and/or appropriate high-level professional practice; 2) activities requiring originality, critical analysis, and expertise; and 3) the development of extensive knowledge in the field under study. Our university offers graduate degrees at the master's, specialist/artist diploma, and doctoral levels. The Graduate School Experience section of the graduate catalog details how graduate degree programs are more rigorous than baccalaureate degrees. [Milestone Examinations & Culminating Experience Requirements](#) further explain the variety of ways students can demonstrate their attainment of university GLOs and programmatic learning outcomes well beyond that required of undergraduate students. While experiences vary according to degree programs, options include milestone exams, professional or scholarly papers or projects, theses, dissertations, peer-reviewed publications, etc.

New Degree Programs

[New graduate program](#) requests are asked to consider a number of factors prior to starting the process (see [Guidelines for Proposing New Degree Programs](#)). The factors that should be considered include: 1) how the program supports the college or school's strategic goals; 2) alignment with the [Top Tier 2.0 mission](#), as well as [Nevada System of Higher Education \(NSHE\) strategic goals](#); 3) consideration of workforce demand, including adequate employment opportunities and unfilled need in local markets; 4) enrollment and graduation projections that are above NSHE's low yield threshold of eight graduate degrees granted within a three year period; and 5) financially sustainable and appropriately resourced. The appropriate academic unit dean submits documentation to the Office of Academic Affairs and to the Graduate College. The executive vice president and provost will determine whether the program should be added to the NSHE planning report.

Once the program is added to the planning report, faculty members construct a more detailed proposal evaluating the resources, strategic importance, and implementation processes. The senior vice provost for academic affairs works with program proposers on the pre-proposal form. Once this step is complete, faculty complete the final proposal, delineating program metrics, learning outcomes, assessment plan, cost estimates, and course carousel proposal.

Proposers need to submit their proposal through the standard Curriculog process to facilitate the campus review process. The path of review for graduate degree programs is as follows: 1) preliminary technical review by the Graduate College; 2) department vote; 3) college/school review and recommendation; 4) Graduate Council Programs Committee; 5) dean of the Graduate College; and 6) executive vice president and provost.

When a program passes the extensive internal review processes, it will be evaluated by NSHE Academic Affairs Council. The final approval comes from the NSHE Board of Regents (BOR) and triggers a campus-wide alert informing the UNLV community about the new program. Thus, program proposals engage in a robust process of systematic review from multiple angles to ensure that the proposed program aligns with the System and the university's mission, the academic unit's strategic goals, and requirements within the discipline. UNLV notifies the NWCCU of new degree programs following approval from the NSHE BOR.

Existing Degree Programs

Systematic review processes continue beyond the program creation processes (see the August 2024 [Graduate Faculty Handbook](#), p. 72). Once a program change proposal is received through [Curriculog](#), the Graduate College will complete a technical review of the request to ensure that it conforms to all relevant policies and guidelines. The program change proposal is then automatically routed to the appropriate department and unit for approval. Once the catalog and program changes have been approved by the department and college/school as specified by the unit bylaws, the proposal is added to the next [Graduate Programs Committee](#) agenda. The contact person (proposer) for the proposed change is notified when the agenda is available. The person proposing the change or their proxy must attend the committee meeting to answer any member questions. The committee meets monthly from September through April. Changes must be approved by the committee no later than the April meeting to be included in the new graduate catalog published each summer. Please note that the graduate catalog is the document of record for all UNLV graduate programs. Any changes

to a degree program, including admission requirements, degree requirements, and mode of delivery are required to be submitted as program change proposals in Curriculog.

As discussed in section [1.C.5](#), the Office of Academic Assessment provides collaboration and feedback to programs in assessment (3-year plans and annual reports), academic innovation meetings, academic program accreditations, and the required NSHE 10-year program review. For annual assessment reports, feedback is communicated to deans using a quantitative assessment index score (0-14) that evaluates the contents of annual assessment reports for graduate degree programs along with program-level comments explaining the score.

As compared to undergraduate degree programs, graduate degree programs must demonstrate greater depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; or ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice. Some courses offered to graduate students are [cross-listed](#) and taught in tandem alongside undergraduate students. When graduate courses are cross-listed with undergraduate courses, graduate students are required to complete additional, more advanced work in the course, and they may be required to meet for some limited, additional hours to fulfill course requirements as indicated on the course syllabus. Examples of cross-listed courses demonstrating the additional depth of work completed by graduate students in comparison to undergraduates include Archaeology of South America (ANTH 416/616) where graduate students must lead discussions, complete a research paper, and annotated bibliography ([1.C.9.1](#)); Molecular Biotechnology (BIOL 443/643) where graduate students must create a biotechnology protocol ([1.C.9.2](#)), and Introduction to Biomedical Devices and Instrumentation (EE 424/624) where graduate students are required to engage in additional teamed project work as well as submit a final report in standard professional journal format ([1.C.9.3](#)).

Assessment methods noted in [1.C.5](#) help programs ensure such requirements are being met, in addition to compliance with GLOs. For example, the History Ph.D. program's most recent 3-year assessment plan sets eight program learning outcomes (LOs) including LO #6 where students must demonstrate the ability to formulate a larger original research project in the form of a prospectus and its oral defense which identifies pertinent sources and locates that project within the existing body of scholarship, and LO #7 where students must produce a book-length dissertation that completes the project formulated in the prospectus and defend that work orally ([1.C.9.4](#)).

The 2023 annual report for the Doctor of Physical Therapy program uses pass rates from the National Physical Therapy Exam (NPTE) to measure student success in relation to all ten program LOs. The NPTE is a standardized examination required for all physical therapists who are licensable in any state in the U.S. Outcomes show that students exceeded the benchmark of 85% for the ultimate pass rate on the NPTE with an average ultimate pass rate of 98.4% over the past 3 years at the time of the 2023 annual assessment report ([1.C.9.5](#)). The Doctor of Physical Therapy program also experienced its 10-year program review for the NSHE BOR in AY 2022-23. Findings of interest from the [Doctor of Physical Therapy 2023 NSHE Program Review](#) (p. 22) note the program's greater rigor with students required to complete a capstone project on research or service learning, student success on the NPTE with UNLV graduates performing higher than the national average in all content areas of the exam, and success with employment with employer surveys noting the quality of program graduates prepared to engage in ethical practice, demonstrated professional behaviors, and provided care to underserved populations.

Accreditation

Academic program accreditations are important components of assessment. Recurring systematic assessments conducted by external evaluators help ensure graduate and professional students are receiving an education commensurate with the requirements and expectations of their discipline and professional area of expertise. Numerous UNLV graduate and professional programs are [accredited](#), such as the Master of Science Nursing accredited by the Commission on Collegiate Nursing Education.

[Compliance Information for the Master of Science in Nursing](#) shares student outcome data such as the school pass rates for American Association of Nurse Practitioners Certification. The most recent accreditation self-study submitted in October 2023 notes that the pass rates for the Master of Science in Nursing – Family Nurse Practitioner track for both first-time and all test takers (first-time and repeaters who pass) over the three most recent calendar years. Pass rates for report years 2020-22 consistently exceed the 80% threshold for all takers of both examinations, ranging from 81.25% to 100%. First-time takers of the American Nurses Credentialing Center exam consistently demonstrate pass rate outcomes of 85% to 92.9%. Similarly, the pass rates for first-time takers of the American Academy of Nurse Practitioners exam were 88% and 82% in 2020 and 2021, respectively, but dipped to 75% in 2022; however, the total pass rate for that year remained above the benchmark at 88%.

Programs Supporting Graduate Student Success and Achievement

The university, the Graduate College, and the various academic units which offer graduate degree programs work together to offer a variety of opportunities to support academic and professional experiences of greater depth for UNLV graduate students. Such opportunities provide students with venues to share their culminating work, research projects, creative projects, and more.

[The Grad Academy](#) is the central hub for professional and career development programming for graduate students as well as graduate school preparation for undergraduate students. Through free programs, badges, certifications, workshops, and events, The Grad Academy helps students develop competencies that position them for academic, career, and life success. [The Rebel Grand Slam](#) challenges students to a 3-minute/1-slide presentation to showcase their research to the audience and judges in a condensed and compelling way. The Graduate College offers regular workshops such as Publishing 101: One Day Grad Student Seminar so students may deepen their understanding of the academic publishing process and gain the tools needed to get published.

Many workshops are offered in partnership with University Libraries through their [Rebel+ Workshop Series](#); workshops are catered toward various audiences which include graduate students.

Workshops applicable to graduate students for spring 2025 include fundamentals of Geographic Information Systems, getting started with ORCID, citation management software programs, and a Journal Editors Roundtable about the editorial side of academic publishing.

The [Graduate Student Professional Association](#) (GPSA) supports graduate students through programs such as a [GPSA Graduate Student Open Access Fund](#) to help facilitate our standard of very high research activity among graduate and professional students at the institution. The [GPSA Sponsorship Award Program](#) supports the research, professional development, academic travel, and creative endeavors of UNLV's graduate and professional students. Annual GPSA [Awards](#) recognize a variety of individuals from across disciplines and classifications at the university for their

contributions to the development and continued growth of our institution, such as the Expanding the Knowledge Frontier Award. The purpose of this award is to acknowledge two graduate and professional students who have proven to be outstanding scholars in their field, recognizing those who are innovatively advancing their discipline, and exploring pioneering research topics. The annual Graduate College and [GPSA Research Forum](#) is a conference-style event that highlights the innovative research and creativity of our graduate and professional students, offering a dynamic platform that showcases groundbreaking work from across more than 45 disciplines.

1.C.9 Closing the Loop

Standard Component	Evidence
The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered.	<ul style="list-style-type: none"> • Mission of the Graduate College • Top Tier 2.0 core area: Research, Scholarship, and Creative Activity • Systematic review of degree programs: Graduate Faculty Handbook, p. 72 • Office of Academic Assessment program review processes (see 1.C.5); examples: 1.C.9.4, 1.C.9.5, Doctor of Physical Therapy 2023 NSHE Program Review (p. 22), and accreditation of Master of Science in Nursing • Graduate Programs Committee
The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice	<ul style="list-style-type: none"> • Top Tier 2.0 Key Metrics: Doctoral Degree for Research/Scholarship • Graduate catalog shares three graduate learning outcomes and Milestone Examinations & Culminating Experience Requirements • Cross-listed courses require greater depth of work for graduate vs. undergraduate students (e.g., 1.C.9.1, 1.C.9.2, and 1.C.9.3)

1.D. Student Achievement



1.D.1. Recruitment, Admission, and Orientation

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

This section provides evidence of compliance with Eligibility Requirements 13. EDUCATIONAL PROGRAMS, 17. ADMISSIONS, 18. PUBLIC INFORMATION

The university shares information to help recruit prospective students as well as orient new, current, and graduating students to ensure they understand the requirements of their degree programs.

Academic [Catalogs](#) contain such information and greater detail is provided in the subsections of this standard, as appropriate. Central sources of degree program information is found in the [Degrees Directory](#) as well as the webpages of [academic units](#) (colleges/school, and departments) and the degree programs they offer.

Recruitment

The associate vice provost for enrollment management spearheads recruitment efforts, seeking students that would benefit from our educational programs. Recruitment efforts may differ depending upon the student type: first-year, transfer, and graduate students. Leads are gathered, scored, cultivated, and converted through the levels of the enrollment funnel using three overarching criteria: fit, desirability, and activity.

Recruitment methods for first-year students include strategic searches using set lead criteria from national testing agencies like Encoura and the College Board, and by student generated activity through other lead generation partners such as Niche and PowerSchool; participation in events/fairs in-state, out-of-state, and internationally; financial aid information sessions and FAFSA workshops for students and parents to get direct employee help; and coordination with the [UNLV Center for Academic Enrichment and Outreach](#) which houses pre-college support programs like TRiO and GEAR UP. The university reaches out via direct mail, emails, out-going and in-coming phone calls, office walk-ins, campus tours, coordinated events and bus trips for students to visit campus, large scale recruitment events, high school visits, and college fairs both in- and out-of-state. The associate vice provost for enrollment management's team estimates they communicate with over 250,000 prospective students during recruitment cycles, with additional contact made with students higher up in the funnel, families, high school teachers, high school and transfer counselors, school administrators, and other stakeholders.

Recruitment efforts for transfer students, in addition to those utilized with first-year students, include resources such as the [UNLV/CSN Transfer Program](#) as a number of UNLV students transfer from the College of Southern Nevada (CSN), [UNLV @ Nellis AFB Office](#) which supports transfers for those stationed at the military base, collaboration with the [Military and Veteran Services Center](#), and General Education waivers and articulation agreements with community colleges and systems from which UNLV enrolls a high number of transfer students.

Centralized efforts to recruit graduate students include, but are not limited to, initiatives such as those supported by the [Sloan Centers for Systemic Change](#) to improve the recruitment, retention, and graduation of doctoral students of color in the physical sciences and engineering; the [Grad Rebel Advantage Program](#) which serves as an undergraduate-to-graduate school pipeline, and the [McNair Scholars Institute](#) which prepares and encourages diverse undergraduate students to pursue doctoral studies.

To help in recruitment efforts, the university launched a regional recruitment program where we now have seven regional recruiters that live in key markets for UNLV and recruit first-year, transfer, and graduate students in those markets. As a result of such efforts, we are observing great growth in the areas with regional recruiters who convey to students the value of a UNLV education (see news story [Serving Students: Historic Spring Enrollment Driven by Breaking Barriers](#)).

The university's annual Datapalooza event in spring 2024 included coverage of the admissions funnel and recruitment efforts ([1.D.1.1](#)). The recruitment process begins with student leads; the minimum information required for a student lead includes first and last name and email address. Contacts are

converted leads and require a specific lead score. Leads must have activity points, a high school graduation date, and an expected term of entry to convert to a contact. Contacts are assigned to an admissions counselor to nurture the student through the remainder of the enrollment funnel.

Admissions funnel data from fall 2020 through fall 2024 demonstrate the enormous growth in student leads and contacts, from approximately 55K leads in fall 2020 to nearly 455K in fall 2024. An institution of UNLV's size and with similar goals should have around 500K leads – all prospective (from high school freshman forward) – and we are approaching that figure. While the initial jump in leads is mostly attributed to the purchasing of leads, first-year applications continue to increase because there is a larger pool of leads. The lead pool will continue to increase with more organic leads (e.g., the various recruitment efforts noted previously) which convert at higher rates further down the funnel than purchased leads. Additional recruitment efforts such as community programs like [UNLV Young Rebels](#) and classes offered via [UNLV Educational Outreach](#) help establish community connections with UNLV and contribute to recruitment efforts.

Fall enrollment data from 2020-24 reveal that approximately 30% of students during that period were transfers, compared to first-year students at 64%. The university has General Education waivers and transfer agreements with Nevada System of Higher Education institutions as well as California and Arizona community colleges, discussed in the [Transfer Policies](#) section, which contribute to this rate.

For the Graduate College, [Future Students](#) are encouraged to apply to the university, noting the more than 190 graduate programs, accessible faculty, state-of-the-art facilities, a supportive campus community, career services, and more. The university stresses its status as an R1 institution to potential graduate candidates, millions of dollars in annual student funding, and the *U.S. News and World Report* #1 Campus Ethnic Diversity Ranking. [Events](#) are held for prospective students where they can speak with recruitment or admissions specialists, as well as events for specific graduate degree programs (e.g., Virtual: Grad School 101 and Paying for Grad School, Virtual: Graduate Information Session - DUAL MBA and Cybersecurity, etc.).

From fall 2020 to fall 2024, graduate applications rose by 27%, from 3,074 to 3,916, while new graduate enrollment grew by 7.4%, from 1,394 to 1,497 students. The most significant increases in applications and enrollment have been within the last year – new graduate applications increased by over 32% and new graduate enrollment increased by over 18%. Diversity of graduate students has increased in recent years; in fall 2024, approximately 69.5% of new graduate students were non-white or international, compared to 60.5% in fall 2020. The number of out-of-state applications has increased by 26% in just one year and 31% in the last five years, partly due to expanded recruitment activities beyond Nevada and the introduction of the Grad Centralized Application Service. Refer to [1.D.1.2](#) for graduate admissions funnel data.

The university has three professional schools: the School of Dental Medicine, the William S. Boyd School of Law (Boyd), and the Kirk Kerkorian School of Medicine. Boyd engages in recruitment efforts at other universities such as Emory, Tuskegee, Auburn, and more (see [Upcoming Recruitment Events](#)). Boyd's viewbook ([1.D.1.3](#)) for prospective and newly admitted students includes the school's mission, areas of study, curriculum, specialized programs, co-curricular activities, and career services. Interested students can [register for a tour or class visit](#). The School of Medicine's [Calendar of Events](#) includes building tours, admissions information sessions, and pre-med mentoring sessions for first generation, underrepresented minority, rural, and veteran students, among others. Pre-med advising is also offered by the school.

Outside of the centralized efforts described above, academic units seek to recruit students that would be appropriate for their degree programs. The [Degrees Directory](#) allows prospective students to explore individual degrees or programs and access learning objectives, degree worksheets, plans of study, career guides, and more. Interested potential students can request more information and are directed to the [Rebel Success Hub](#) where they are asked a series of questions that will refer them to an advisor (example provided as [1.D.1.4](#)). Programs also share information targeted at prospective students on their department webpages (e.g., Bachelor of Arts in [Landscape Architecture](#) shares retention rates, degrees earned, and post-graduation status). Faculty and staff from the School of Nursing maintain a database of potential students for recruitment efforts for their nursing programs, such as the Bachelor of Science in Nursing and Master of Science in Nursing.

The School of Public Health has grant-funded recruiters whose purpose is to build a pipeline between public health and the workforce with education. These recruiters are responsible for working in conjunction with the central university Office of Admissions, ensuring there is awareness of market trends, demographic shifts, and recruitment strategies and technologies being utilized by competing institutions, as well as the ability to synthesize this information to make appropriate determinations of strategies to be employed in specific recruitment territories. Recruiters collect, monitor, and analyze student enrollment data and conversion rates at all points of the admission funnel and give periodic reports to college leadership. They are responsible for developing and ensuring the implementation of all recruitment plans for targeted populations, including, but not limited to, underrepresented and/or online students.

Admissions

The Nevada System of Higher Education (NSHE) mandates admission requirements based on the student's admit type, and the university upholds those admission requirements (see [Board of Regents Policies](#): Handbook, title 4, ch 16). Pursuant to the NSHE policy, [First-Year Students](#) seeking admission to the university must have: 1) at least a 3.0 (weighted) grade point average in the required high school core courses for admission, or 2) a combined score from the SAT Evidence-Based Reading and Writing and SAT Math sections of at least 1120 (1600 scale) on SAT tests administered in March 2016 or later, or 3) an ACT composite score of at least 22, or 4) a Nevada Advanced High School Diploma.

Undergraduate students meeting these criteria are admissible if they meet the appropriate deadlines. Students who are not immediately admissible by the board requirements are allowed to [appeal their admission decision](#) to the Faculty Senate Admission Committee or follow another path to admissibility. Appeals are not widely publicized for first-year applicants and are instead used in special circumstances on a case-by-case need and are based on student interest and likelihood of academic success. Conversations regarding support (personal, academic, and financial), often point to the need for some first-year students to enroll elsewhere first and then come back to UNLV as a transfer student.

[Transfer undergraduate students](#) seeking admission must submit all transcripts from any college or university where credit was earned, regardless of transferability or institutional accreditation status. Coursework is articulated prior to admission and admission is based on the GPA of all coursework that is transferable. [Credit by exam](#) for undergraduate students can be used to meet degree requirements but cannot be used toward the transferable GPA.

[International Students](#) must abide by the appropriate admission requirements for their admit type but must also meet the English language proficiency requirements. These requirements vary by career between [undergraduate](#) and [graduate](#) studies.

UNLV admits undergraduate students to the university at the point of entry – not to the full major.

Majors that require additional steps to be taken prior to admission to a full major (most often math requirements, or in some cases additional steps) are evaluated at the program level. However throughout the recruitment cycle, students are communicated with regarding the scores necessary to place immediately into courses that will fulfill graduation requirements. This communication is in the form of presentations both in person and virtual, informational sheets, emails, and is summarized on a [Math Placement](#) website as well as displayed on individual program websites.

Majors with limited entry and large pools of applicants require students to select an additional major from a list of majors with related coursework to not slow progression and time to degree if the student is not admitted to the limited entry major.

Applicants to graduate programs are evaluated by the Office of Admissions for general admissibility to the university in accordance with the requirements set in the graduate catalog (see [Graduate Degree- and Certificate-Seeking Application Information](#)). Once a student has been determined to be admissible by meeting general university admission criteria and the student has submitted all materials required for admission review by the department, the application and materials are sent to be viewed, evaluated, and issued a decision by the program within the application system (Grad Rebel Gateway). Each program has their criteria, processes and deadlines detailed at the program level in the graduate catalog (see [UNLV Graduate Programs](#)) and linked to the [application webpage](#).

Admission information to professional schools is provided to applicants to the [School of Dental Medicine](#) (see their [admissions timeline](#)), the [William S. Boyd School of Law](#), and the [Kirk Kerkorian School of Medicine](#).

Transfer Policies

Undergraduate admissions provides information for [Transfer Students](#), including resources for students transferring from another NSHE two-year institution, students transferring from a California community college, and students transferring from an Arizona community college, as UNLV maintains agreements for credit transfer across those institutions. The undergraduate catalog, updated annually, includes [NSHE transfer policies](#), and [University General Education Requirements and Transfer Students or Students with Prior Undergraduate Degrees](#) which also covers policies for credits earned in California and Arizona community college systems.

[NSHE Transfer Agreements](#) between UNLV and the College of Southern Nevada (CSN) guarantee the transferability of all courses as outlined for the degrees and catalog year specified. To earn a bachelor's degree from UNLV, at least the last 30 credits must be earned as UNLV resident credits as a declared major in a degree-granting college. In addition, a student must have at least 30 upper-division credits in residence taken at any point of the academic history at the university to earn a bachelor's degree. Students earning an associate of arts (A.A.), associate of business (A.B.), or associate of science (A.S.) degree from CSN have fulfilled all lower-division General Education requirements through degree completion. However, they are required to complete the Milestone and Culminating Experiences for their majors at UNLV. Students earning an A.A., A.B., or A.S. degree from CSN are guaranteed admission to UNLV (after applying and submitting official transcripts). Certain programs may have additional requirements for admission to the major.

Advisors from the Academic Success Center and other college advising centers provide students with individualized degree sheets that indicate where transfer credits apply. They also discuss dual-enrollment/IB/AP transfer credits and the importance of providing them to the university. The Honors College Advising Center staff utilize tools such as MyUNLV degree audit report, Transferology, the Transfer Evaluation System database, the undergraduate catalog, and the Honors College Course Equivalencies sheet to guide students on how their transfer credits were evaluated by the Office of the Registrar and the steps they need to take to dispute the transferability of coursework from other institutions.

The transfer credit policy for applicants to graduate programs is covered in the [Early-Career Students](#) section of the graduate catalog. Early-career students are defined as students who are working on completing the first third of the coursework required for their degree. Transfer credit approval is not guaranteed.

The William S. Boyd School of Law (Boyd) accepts transfer applications from prospective students who have completed at least one year of study at an American Bar Association accredited law school. Boyd allows a maximum of 42 hours of law coursework to be transferred for credit toward its Juris Doctor degree. Transfer credit will be subject to the approval of the associate dean for student affairs and will be given only for law courses in which the applicant attained a grade of C (or the numerical equivalent) or better. Transfer students must complete a minimum of 47 credit hours at the Boyd School of Law (see [Transfer Student Information](#)).

The Kirk Kerkorian School of Medicine and the School of Dental Medicine do not accept transfer requests due to the nature of their curricula.

Orienting Students

Onboarding New Students and New Student Orientation

Upon admission, students receive communication that welcomes them to the university and other relevant information regarding their selected academic program and next steps to enrollment. This includes information regarding housing and food, financial aid, and registration to New Student Orientation (NSO). As students accept their offer of admission from UNLV they are provided access to online pre-orientation modules. The modules include relevant and critical information and action items to prepare and set students up for success in advance of attending NSO. The modules reinforce messaging to students regarding math and English placement policies and expose them to information on General Education distribution requirements (see worksheet [1.D.1.5](#)), and campus resources including health and wellness. Additionally, students will receive welcome communications from their college, based on the major they have been admitted to, which provide helpful information to introduce the student to their college and degree information, as well as an introduction to the first-year advisor. UNLV has dedicated first-year advisors for each college, so students will receive information directly from their advisor in advance of attending NSO. Please access examples of presentations given by advisors from the Division of Health Sciences (DHS) Advising Center ([1.D.1.6](#)) as well as targeted presentations for Nutrition Sciences ([1.D.1.7](#)), Pre-Nursing ([1.D.1.8](#)), and all other DHS students ([1.D.1.9](#)).

All new students are required to attend a full day [New Student Orientation](#) (NSO) that includes an academic welcome, introduction to campus resources, and dedicated time to meet with college academic advisors (see NSO presentation for exploring majors: [1.D.1.10](#)). Students receive their

advisor-created fall schedule (and make changes to their schedule if necessary), learn about campus resources, obtain their UNLV identification card (RebelCard), and attend a tabling expo to learn about student organizations. While at orientation, students also learn more about their major and academic college from advising professionals within their assigned academic advising center. The first-year advisor creates a schedule for each student, customized with courses that will help the student to start their first semester successfully (e.g., First-Year Seminar course, Math and/or English, and General Education courses that will satisfy degree requirements for the student's major). At NSO, students receive an advising syllabus that shares academic advising expectations and student/advisor responsibilities. Students also receive an individualized degree plan worksheet (Example: [1.D.1.11](#) Anthropology B.A. degree worksheet), listing their fall schedule courses, either prior to NSO or at their advising session during orientation.

Beginning with the fall 2025 cohort, the structure of NSO will change. Students will attend orientation in two parts. Part one is a virtual group advising session held the week of the student's orientation session. During the virtual advising session, students will receive college-specific, major, and advising information, and will be given their fall schedule. Part two is their NSO session where students will participate in large and small group sessions by major, including sessions on paying for college, campus tours, open lab time, and sessions on community building and college affinity.

Colleges and schools provide their students with information specific to each unit at NSO. For example, the College of Sciences shares information and resources in the form of physical and/or digital documents to educate incoming students on degree requirements. Information includes degree sheets, career guides, advising syllabus, Rebel checklist, 15 to Finish information, resource list, General Education requirements for sciences majors, double dip course listing, sciences advising business card, an elective list (for Biology B.S. majors only), and ALEKS Placement Exam information. A compilation of a selection of resources from the College of Sciences is provided as appendix [1.D.1.12](#). Resources provided include a first-year welcome letter, degree sheet (Biology B.S., pre-professional), career guide (Biology B.S., pre-professional), resource list, Biology B.S. upper division list, social media posts, and a Sciences advising newsletter.

Rebel Ready Week

All new students are invited to attend [Rebel Ready Week](#) (RRW), a free, week-long collection of intentionally curated activities and events that help students connect and engage with the campus community. Students learn about UNLV, our values, how to be successful as a student, opportunities to engage in student life activities, as well as support services and resources. During RRW, students are assigned to a group and paired with RRW leaders where they participate in small and large group sessions, listen to keynote speakers, meet new people and peers, and attend various workshops. Students can attend breakout sessions on topics that are centered around the five RRW pillars: rebel success, rebel life, rebel community, rebel wellness, and rebel forever. [RRW learning outcomes](#) (LOs) include connecting to the university, building relationships, creating opportunities, and successfully transitioning to college life and campus. Each keynote and session offered during RRW is mapped to a curriculum that supports the LOs. Sessions are tagged with particular interest groups that the sessions are best suited for (e.g., transfer, graduate, international, online, adult learner, etc.) as appropriate. Many sessions are provided as live streams or asynchronously for online delivery to students unable to attend in person or that are truly fully online learners. The entire RRW program is

assessed in alignment with the standards in the curriculum and used in enhancing programming in future events. Section [1.C.7](#) discusses RRW assessment efforts to improve programming.

Undergraduate New Student Advising

Advising meetings for first-year and other new undergraduate students are encouraged to occur twice per academic year. The university has developed academic advising baseline expectations ([1.D.1.13](#)) that every student meets with an advisor each semester to prepare for registration. Even if students choose not to meet in person with their advisor, many will receive the degree worksheet through a proactive email from their advising center, so they know how their transfer credits are applying to graduation requirements and what courses are pending completion.

Throughout the remainder of their academic career, it is recommended students meet with their advisor or connect with them through phone, email, and/or quick advising queue at least once per semester prior to registration. Resources and information are shared with students in a various ways, including registration season communication and campaigns for advising prior to registration (see registration lab open hours [1.D.1.14](#)), course visits where advisors provide updated degree worksheets and inform students of the additional requirements needed for their degree, sharing information about [NSHE Transfer Agreements](#) and transfer articulation through initiatives such as the [UNLV/CSN Transfer Program](#), use of WebCampus for sharing the First-Year Experience virtually to provide ongoing updates and resources for students ([1.D.1.15](#)), individualized outreach to students with enough credits to apply for graduation, social media posts associated with key dates within the academic calendar, and outreach to students on the Did Not Graduate list following degrees posted in May, August, and January.

Student Achievement and Success outcomes, including advising efforts, are discussed in [1.C.7](#).

Academic Units

Academic Units are involved in orienting students to their colleges and schools, as they are integrated into New Student Orientation (NSO) and Rebel Ready Week. Efforts from some select academic units follow below.

The [Honors College Advising Center](#) staff work intimately with incoming and continuing students throughout their undergraduate careers. They are committed to ensuring students fully understand the curriculum requirements and benefits of the Honors College and their chosen major. This is achieved through a co-advising model, where students meet with an Honors College advisor and an [advising center](#) academic advisor from their major once a semester. Honors College advisors provide comprehensive onboarding for incoming students including an NSO presentation, informational folders, pre/post NSO emails, an NSO Honors College materials Google folder, and short video guides. Honors College Advising also collaborates with major advising center academic advisors to conduct First-Year joint advising (0-29 credits) appointment campaigns during the fall semester and all grade-level joint advising appointment campaigns in the spring. In addition to advising appointment options (e.g., in person, virtual, phone, or email), Honors College Advising leverages communication outlets such as Honors College Weekly (email newsletter), listserv (one-off emails), mail merge (large-scale email campaigns), and social media to keep students abreast of the graduation requirements for their Honors College academic program(s).

The [Division of Health Sciences \(DHS\) Advising Center](#) understands that dual enrollment students are unique in their academic progression and often require a class schedule that includes upper-division

coursework. For these reasons, advisors work with dual enrollment first-year students prior to their required NSO session, allowing them to schedule advising appointments and participate in drop-in advising before NSO. DHS Advising receives a query of newly admitted transfer students each week, and a detailed degree worksheet is then prepared for each new admit. The advisor then e-mails the degree worksheet to the student with a welcome message and instructions for how to contact the advising center, next steps for enrollment, transfer articulations/evaluations, etc. The outreach is used as an incentive for the transfer student to begin working with DHS Advising so advisors can assist students with a seamless transfer to the university. Such transfer outreach methods allow DHS Advising to work earlier on transfer articulations, which improves the overall experience for transfer students. Instead of rushing transfer course articulations at the last minute, the DHS Advising works with transfer students well ahead of their matriculation date, which gives advisors sufficient time to check existing transfer articulations and submit new transfer articulation requests before the students enroll into courses. This helps to avoid any unnecessary repeats of transfer course work already completed at another institution but in need of a simple articulation update. This also helps to ensure students are completing only the courses necessary to finish their degree and not wasting time or effort on requirements already completed at their previous institution.

Graduate and Professional Students

The Office of Admissions and the Graduate College provide new graduate students with a [Graduate Admitted Student Checklist](#) which outlines the process for all students, and some additional information for international students. Steps include key orienting information and resources such as the Grad Rebel Gateway, how to submit immunization records and proof of health insurance, how to register for classes, life on campus, New Graduate Student Orientation, and more.

[Grad Rebel Gateway](#) is an essential resource for students, and contains information on active program enrollments, professional development, graduate assistantships, scholarships and fellowships, contact information for graduate and RPC coordinators as well as required forms for students' programs. Students access New Graduate Student Orientation via the university's LMS, WebCampus. To prepare for life as a Grad Rebel, students must log in, listen to, and interact with the modules, and complete the assigned tasks.

Every semester the Graduate College hosts the New Graduate Student Orientation (see [fall 2024](#) and [spring 2025](#) announcements) for incoming Grad Rebels. Attendees can meet other graduate students and access resources and information that will help them thrive in graduate school. In this program, students participate in Graduate College Day, a day of graduate student-specific programming held in conjunction with Rebel Ready Week (RRW). Graduate College Day programming for fall 2024 included: 1) a RRW keynote session on Holistic Health and Wellness at the Thomas & Mack Center; 2) lunch with UNLV graduate coordinators and deans; 3) graduate student-specific Passport Sessions on financing education, connecting with faculty on research, and graduate student advising; and 4) a new graduate student orientation welcome mixer. The spring 2025 orientation included events such as How is Advising at the Grad Level?, How to Finance Your Graduate Education, How to Get Involved as a Graduate Student, a New Graduate Student Orientation Welcome Mixer, and a Graduate Student Open House. Students can access a [Graduate College view book](#), schedule an in-person or virtual campus tour, speak directly with a recruiter or the graduate coordinator for their program of interest, etc.

Professional Schools include the School of Dental Medicine, William S. Boyd School of Law, and Kirk Kerkorian School of Medicine. New DS1 dental students attend an orientation week ([1.D.1.16](#)). Students of the Pediatric Dentistry Postgraduate Certificate Program attend orientation seminars, tours, program activities, and social events. Dental residents receive orientation information about the Adult Emergency Department at University Medical Center of Southern Nevada, where they will engage in rotations in the student handbook ([1.C.2.1](#), p. 102); dental resident orientation information for the UNLV Family Medicine Las Vegas Rotation is similarly provided on page 110 of the handbook. The William S. Boyd School of Law requires students attend a one-day orientation before classes start ([1.C.2.7](#), p. 14). The Kirk Kerkorian School of Medicine provides [Incoming Medical Students](#) with essential information such as a student checklist and orientation schedule (see news articles with more information about orientation week for the class of [2027](#) and [2028](#)). The medical student handbook is the official document of policies, procedures, and resources for medical students enrolled in the Doctor of Medicine program at the Kirk Kerkorian School of Medicine at UNLV. Every student enrolled in the Doctor of Medicine program is accountable for reading, understanding, and abiding by the policies and procedures set forth in the Student Handbook ([1.C.2.3](#)). Orienting program information includes an outline of the three curricular phases, resources and partnerships, governance, academic standards, and more.

Graduation Policies

Graduation information for both undergraduate and graduate students are shared via the Office of the Registrar [Graduation](#) page.

The [undergraduate](#) catalog includes information such as choice of catalog to satisfy graduation requirements, resident credit, minimum credits for graduation, minimum GPA for graduation, academic distinction and its criteria, applying for graduation, degree completion, information about the commencement ceremony, degree conferral, and diplomas. The Graduate College shares information on [completing academic programs](#) with graduate students which provides the graduation application instructions, deadlines, as well as regalia for ceremonies and commencement.

Graduation policies specific to professional schools are provided in student handbooks. The School of Dental Medicine's graduation requirements are available on page 21 of the student handbook specific to predoctoral students, and postgraduate students ([1.C.2.6](#)). Student progress and matriculation to graduation is overseen by the school's two medical student progress committees. The graduation policies for the William S. Boyd School of Law include requirements for experiential learning, time limits, class ranks, and academic honors ([1.C.2.7](#)). Graduation policies from the Kirk Kerkorian School of Medicine are available to students in their handbook in the Promotion and Graduation Requirements section ([1.C.2.3](#), p. 75).

Academic units (colleges and schools) also communicate with their students about graduation requirements. For example, the College of Fine Arts communicates graduation requirements to undergraduate students via degree sheets, graduation specific advising appointments, and by sharing the graduation page from the Office of the Registrar. Fine Arts Advising performs outreach to students who apply for graduation and/or are eligible to apply for graduation to encourage them to make an appointment to ensure they are meeting all requirements. Students are invited to attend a virtual question & answer session facilitated by Fine Arts Advising once a semester. For students who are unable to attend, a recording of the question & answer session as well as a slide deck is

shared via email communication. An example of a communication to students who have submitted their application for graduation within the College of Fine Arts from Fine Arts Advising is provided as appendix [1.D.1.17](#).

1.D.1 Closing the Loop

Standard Component	Evidence
Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs.	<ul style="list-style-type: none"> • Rebel Success Hub's referral to advisor: 1.D.1.4 • Board of Regents policies: Handbook, title 4, ch 16. • Admissions for First-Year Students, Transfer Undergraduate Students, and International Students • UNLV/CSN Transfer Program • Serving Students: Historic Spring Enrollment Driven by Breaking Barriers • Datapalooza: admissions funnel and recruitment efforts (1.D.1.1) • Community pipeline: UNLV Young Rebels and classes offered via UNLV Educational Outreach • Graduate catalog: UNLV Graduate Programs; Graduate Degree- and Certificate-Seeking Application Information; Sloan Centers for Systemic Change; Grad Rebel Advantage Program; McNair Scholars Institute • School of Public Health: grant-funded recruiters
It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.	<ul style="list-style-type: none"> • Degrees Directory • Transfer Students • Graduate College: Future Students, Events for prospective students, Boyd law recruitment events, medicine calendar of events, Graduate Admitted Student Checklist, New Graduate Student Orientation (see fall 2024 and spring 2025), professional school orientations, Completing Your Academic Program • New Student Orientation, Rebel Ready Week • Academic advising baseline expectations (1.D.1.13)



1.D.2. Indicators of Student Achievement

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

This section provides evidence of compliance with Eligibility Requirements 6. STUDENT ACHIEVEMENT, and 21. DISCLOSURE

As a minority-serving institution rich with diversity and committed to equity, student achievement is a core area of UNLV's Top Tier 2.0 [Mission](#) to 1) provide access to world-class educational experiences that are responsive to the needs of our students and stakeholders; and 2) engage in groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries.

Peer Institutions

The history and process of selection of [peer institutions](#) is discussed in detail in report section [1.B.2](#). Selecting peers allows the university to submit these peers to the Integrated Postsecondary Education Data System (IPEDS) that are then used in the IPEDS Data Feedback Report. This report is intended to provide institutions with a context for examining the data they submit to IPEDS. The purpose of the report is to provide institutional leaders with a useful resource and to help improve the quality and comparability of IPEDS data.

Peer data are shared with the Nevada System of Higher Education (NSHE) Board of Regents (BOR) as part of our reporting process that aligns UNLV's strategic plan with NSHE's overall strategic goals. The following are presentations for years [2020](#), [2021](#), [2022](#), and [2023](#). Of importance, these annual presentations provide peer institutional comparative data for key student achievement metrics such as 6-year graduation rates, number of degree or certificate recipients, number of degrees parsed by degree type (see 2021 report, slide 17), and first year retention rate (see 2021 report, slide 22). Comparative peers are those who look like UNLV and aspirant peers are those the university wants to be like in the future. Data continually reviewed against peer institutions include, but are not limited to: enrollment; enrollment by race/ethnicity; retention; 4-year and 6-year graduation rates; research expenditures (both science & engineering, and non-science & engineering); research doctorates; instructional staff; faculty (all ranks); enrollment; ratio of students to tenure/tenure-track faculty; revenues from tuition and fees per FTE; revenues from state appropriations per FTE; and revenues from tuition, fees, and state appropriations per FTE.

Indicators of Student Achievement

The [Student Achievement](#) core area of the mission is to recruit, retain, and graduate a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and the vibrant campus community. This core area is broken down further into three areas: 1) undergraduate education, 2) graduate education, and 3) career development and progression. The student achievement core area webpage provides specific objectives for each of the three areas noted above. Each objective has related tasks and metrics by which success is measured. [Progress](#) is shared by focus areas; longitudinal data are paired with benchmarked goals, depicting the institution's progress toward meeting those goals.

The Office of Decision Support shares [Student Success Measures](#) for the campus community to utilize which include an MSI equity dashboard (discussed in [1.D.4](#)), student tracking, RPC benchmarking, course grade summary, and course grade summary by modality. The UNLV data warehouse [UNLV Analytics](#) is a reporting tool that provides a robust web interface for querying and reporting from data that are made available via data marts. Powered by Statistical Analysis System (SAS) software, UNLV Analytics makes student success data available through interactive dashboards and ad hoc querying that include numerous variables of relevance to fulfilling our mission and student achievement. The system offers a repository of data from various systems, including MyUNLV, Rebel Success Hub, and Lightcast Alumni Pathways, allowing users to drill down, filter, and break out key metrics relevant to their units (see [Datapalooza 2024 news article](#)). Users can explore the university profile, undergraduate profile, graduate profile, professional profile, and RPC factors such as degrees conferred, first-year retention, 6-year graduation rate, single cohort persistence, and multi-cohort persistence. Other variables of importance include, but are not limited to admission, enrollment, course DFWI rates, enrollment management, and weighted student credit hours. Student success data are available at program and cohort levels, can be dissected to discrete segments of the student population (e.g., gender, age, first generation student, minority indicators, Pell status, etc.), and may be parsed to the individual student level.

The university recognizes the importance of [Closing the Achievement Gap](#) by publicly sharing disaggregated student achievement (e.g., degrees conferred, graduation rates) data by race and/or ethnicity. Additional efforts have been made to develop dashboards where users can disaggregate

data by race, ethnicity, age, gender, socioeconomic status, first generation, and other categories. These dashboards were launched in fall 2023.

Quarterly Datapalooza Bulletins are distributed to Academic Affairs leaders and share findings from university data dashboards while also encouraging and providing tips for readers to utilize these resources (e.g., October 2024 bulletin [1.B.2.1](#), and December 2024 [1.B.2.2](#)). During summer, new department chairs review the dashboards during New Chair Bootcamp.

There are several additional means by which the university tracks and measures post-graduate success, in addition to UNLV Analytics and the MSI Dashboard. For example, the Graduating Senior Exit Survey (GSES) for undergraduates and the First Destinations Survey for graduates. Some programs collect and track post-graduate data from alumni. For example, the School of Public Health notes in its 2024 Council on Education for Public Health accreditation report that students report employment or continuing education plans on their exit surveys (GSES and First Destinations), which is later verified through the school's alumni student database and alumni surveys. The database is continually updated with information received from students and faculty, UNLV Foundation records, LinkedIn, etc.

The Office of Decision Support prepares a wide variety of static reports and interactive, dynamic reports and dashboards for use in university planning and decision-making. The university participates in the Common Data Set (CDS), of which reports for academic years 2019-20 through 2023-24 are available on the [Reports and Resources](#) webpage. The CDS is a useful tool that allows UNLV to compare its student achievement data to peer institutions. For example, in the [UNLV CDS 2023-24 report](#), data focus on degrees awarded between July 1, 2022 to June 30, 2023 and students who entered the university in the fall 2017 cohort. On page 8, bachelor's degree graduation metrics compare students who receive Pell Grants, Subsidized Stafford Loans only, and non-recipients. Such data can be tracked over time to measure changes, as well as compared to peer institutions that participate in CDS, as demonstrated in appendix [1.D.2.1](#).

Student achievement data are also available through the [NSHE Institutional Research Office](#). The [NSHE Institutions Graduation Rates](#) and [NSHE Institutions Awards Conferred](#) dashboards allow users to compare longitudinal data across NSHE institutions with the additional ability to also parse data by gender and race/ethnicity. The University of Nevada Reno, an institution within NSHE, is one of our identified peer institutions. [NSHE Institutions Outcome Measures](#) has functionality to compare student outcomes such as degrees earned by entering cohort year. The [NSHE Dual Enrollment Data Dashboard](#) provides longitudinal comparisons of high school students in dual enrollment programs across NSHE institutions. An NSHE [Completion and Workforce Report](#) page includes the Student Graduation and Workforce Report; data can be sorted by academic year, NSHE institution, and outputs include CIP code and description, degree type, number of graduates, number of graduates employed in Nevada, and average annual salary. Program Completion and Time to Degree by Program of Study allows users to view the number of students who enter the undergraduate academic program, the percentage of students who complete the academic program, and the average length of time for completion of the academic program to obtain a degree or certificate.

Use of Data

[UNLV Analytics](#) is an integral resource for tracking student achievement data and is utilized regularly by academic and administrative units. All faculty have access to UNLV Analytics and are encouraged to use the tools when preparing planning and outcome reports for various purposes, particularly

program assessment via 3-year program plans, annual assessment reports, 10-year NSHE program review, as well as accreditation reporting and self-studies. The Office of Academic Assessment relies heavily upon the student achievement data tool UNLV Analytics for supporting the assessment efforts noted above as well as academic innovation meetings.

The Office of Academic Affairs utilizes data available from UNLV Analytics, PeopleSoft (our official system of record for students), and Salesforce (our system of engagement), including the Rebel Success Hub, to track student achievement metrics, as highlighted in a December 2024 presentation 'Advising 2030: Planning for Enrollment Growth and Equitable Student Success' ([1.C.7.8](#)). A fall 2023 document outlines the Empirics of Student Attrition, Retention and Completion, noting that understanding these patterns may aid in understanding the interventions that are successful in reducing the number of students that fail to receive the degree ([1.D.2.2](#)). Student demographic, academic, and success data are routinely tracked and disaggregated by variables such as gender, race, ethnicity, first-generation status, and Pell eligibility.

1.D.2 Closing the Loop

Standard Component	Evidence
Indicators of student achievement (e.g., persistence, completion, retention, and postgraduation success, etc.) should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).	<ul style="list-style-type: none"> • Top Tier 2.0 Student Achievement core area progress • Student Success Measures via UNLV Analytics • Data use example: Datapalooza 2024 news article, Datapalooza bulletins 1.B.2.1 and 1.B.2.2 • Closing the Achievement Gap metrics • Student Academic Success: presentation 1.C.7.8, and empirics of student attrition, retention and completion 1.D.2.2
Indicators are established in comparison with regional and national peer institutions.	<ul style="list-style-type: none"> • Peer institution data used to measure student achievement NSHE BOR reports 2020, 2021, 2022, and 2023 • Common Data Set (CDS) 1.D.2.1 • NSHE Institutional Research Office: Graduation Rates, Awards Conferred, Outcome Measures, Dual Enrollment, Completion and Workforce Report



1.D.3. Disaggregated Indicators of Student Achievement

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

This section provides evidence of compliance with Eligibility Requirements 6. STUDENT ACHIEVEMENT and 21. DISCLOSURE

Peer Institutions

Peer comparison data are shared in an annual presentation to the Nevada System of Higher Education (NSHE) Board of Regents (BOR) as part of the university's reporting process that aligns UNLV's strategic plan with NSHE's overall strategic goals. The following are publicly-shared presentations for years [2020](#), [2021](#), [2022](#), and [2023](#).

UNLV's comparative and aspirational [peer institutions](#) were selected to allow the university to engage in benchmarking for relevant goals, objectives, and tasks. Peer institutions serve as the basis of comparison for outcomes in areas such as student retention rates, graduation rates, awards conferred, research productivity, and other relevant metrics – particularly those associated with the university's strategic plan. Aspirational institutions represent the general characteristics of the desired future state of UNLV and its strategic goals. By selecting and tracking peer institutions, the

administration can further understand how the university compares to peers on select benchmarks to not only assess progress, but to also plan for the future. While the comparative and aspirational peer listings are used most often, an expanded peer listing helps provide more options for broader benchmarking when needed. The list of expanded peers is based upon an original list of peers established with the first version of the Top Tier initiative. Institutional peer data used to improve effectiveness include [graduate enrollment](#) and [research & development expenditure](#) comparisons to urban and flagship universities.

Peer institutions are also discussed in different contexts in sections [1.B.2](#) and [1.D.2](#).

Monitoring Progress

The university annually assesses its progress toward achieving mission fulfillment by reviewing data tied to strategic objectives within the strategic plan. UNLV's [Top Tier 2.0](#) mission statement and strategic plan reflect the university's deep ties to its students, the community, and the changing landscape of higher education. For more than a decade, UNLV has been ranked by *U.S. News and World Report* as one of the top ten most diverse campuses and has tied for first rank the past two years. In fall 2024, 70% of undergraduates were minority students (see [Facts and Stats](#)). Through retention, progression, and completion initiative efforts, the retention and graduation rates are increasing. These facts define and express the institution's purpose, characteristics, and expectation for advancing student achievement – one of our core areas. As measured in fall 2024, first-year retention rose to 79.2%, more than one percent increase over the previous fall and near an all-time high; at 50.4%, the university's 6-year graduation rate also reached a new high (see [UNLV Defies National Trends with Record-Breaking Fall Enrollment](#) news article).

Key Metrics help guide university efforts as they inform decision processes and provide insight when determining priorities. While each core area has an articulated list of metrics that provides an overview of performance and overall health of the institution, each core area has additional metrics that dive deeper and provide a more complete picture of the university. A variety of metrics help inform decision-making to ensure the university advances our trajectory and fulfills our mission. Metrics are shared online in a variety of formats (e.g., [Key Metrics](#), [President's Annual Report](#), and [Our Progress](#)).

Annually, metrics are collected, analyzed, and reviewed. Each core area has a senior leader designated as the chair. Complete data sets for all metrics correlated with strategic objectives are distributed to chairs and reviewed with executive leadership. Metrics have set annual projected goals; part of the evaluation process is to determine if projected goals have been met, as well as why or why not.

Data are disseminated to campus and community through progress cards (see [2022](#), [2023](#), and [2024](#)) that are set up according to the university's mission and identify salient metrics for each portion of the mission. In addition, regular metric highlights are distributed across campus, highlighting progress and helping remind constituents of our continued focus toward our goals (e.g., [Focus on Top Tier 2.0](#) infographics, and Datapalooza Bulletins [1.B.2.1](#) and [1.B.2.2](#)).

Success as a leading research university and achievement of mission fulfillment is evaluated by progress in meeting the objectives and the metrics as defined in each Top Tier 2.0 core area. If an annual goal is not met, additional efforts will be concentrated on that goal to meet the next annual goal. These efforts are led by the executive director for strategy and strategic initiatives, with reporting to the president and the provost. This ties directly to the university's work with accreditation standards where efforts are overseen and coordinated by the Office of Academic

Affairs. As reported in a [2023 annual report to the NSHE BOR](#), the 6-year graduation rate of UNLV students (slide 11) and the annual number of graduates (slide 14) are compared to the institution's comparative and aspirational peers.

These processes are part of the university's assessment to determine if satisfactory progress was made toward mission fulfillment, allows for a review of actions for the coming year that support the university's strategic plan, and assists in identifying top priorities that may have been revealed through these data.

University leaders can access student success data through online data systems for a variety of student success data points: [UNLV Analytics](#), PeopleSoft/MyUNLV reports, and [Rebel Success Hub](#) (discussed in section [1.D.2](#)). Additionally, leaders on campus can contact the academic affairs team should they need assistance identifying a needed data point or report related to student success.

Such data are key in measuring progress in the Top Tier 2.0 student achievement core area. Planned actions for AY 2024-25 within undergraduate education is to launch the Advising 2030 initiative and develop robust tracking, student support, and expanded services in the Rebel Success Hub (see [1.C.7.8](#)). College/school and department leadership have access to online data systems tools to view, dissect, and utilize data in a variety of manners.

The university uses other data sources to compare our institution to identified peers as well as other Carnegie R1 universities. Evidence of this is shown in the [Faculty Demographic Comparisons Across Institutions dashboard](#). IPEDS Human Resource Survey data (2012-23) are synthesized by this resource and findings are shared in presentations with institutional stakeholders in relation to progress toward established goals.

For example, as previously noted in the [Social Justice, Equity, and Inclusion](#) section of this report, we are working to address concerns identified within that core area, of which proposed solutions include ensuring a diverse faculty. The faculty demographics dashboard reveals that the university outperforms peers as measured by its minority instructional faculty proportional headcount; compared to baseline 2012 data, UNLV has outperformed other Carnegie R1 institutions since 2017 with 38% of instructional positions in AY 2022-23 held by minority faculty ([1.B.1.9](#)). For example, using the dashboard to make comparisons to identified peers, UNLV regularly outperforms the University of Portland, but consistently falls behind the University of New Mexico. Exploration of all peer institutions for longitudinal trends, deltas (change year-over-year), and proportions can be generated by users of the interactive dashboard. Relevant information is shared in leadership meetings to help with decision-making and monitoring progress toward meeting goals.

The Office of Academic Assessment regularly shares disaggregated student achievement data with departments to help them identify where disparities among students exist, and to address those problems in a targeted manner. Please refer to section [1.C.7](#) for more information about academic innovation meetings, including examples of disaggregated data reporting provided to departments.

The Top Tier 2.0's Student Achievement Annual Plan includes a planned action for [AY 2024-25 to expand participation in First Destinations Survey by 15%](#), as the most recent response rate using 2023 data was 13.6% per the [First Destination Outcomes \(2023\)](#) Lightcast dashboard. An increase in response rate would help more accurately inform the career development and progression component of the student achievement core area. The current dashboard allows users to parse graduate student data by several educational variables including major, graduating term, degree level, and school. Demographic data include gender identity, U.S. geographic region, race, as well as residency, first generation, and veteran status. Outcomes assessed include career outcomes, salary,

category of full-time employment, and more. The career mobility core section of the dashboard queries student perceptions of internships, high-impact career practices, return on investment, career experiences, and economic mobility. Data from the Survey of Earned Doctorates populates the university's publicly available Data Hub website, as seen on the [Urban and Flagship Universities Earned Doctorates](#) page. Users may compare the number of doctorates earned each year at UNLV with urban and flagship peer comparison institutions. Such data offer information to assist with possible hiring decisions at the institutional level, graduate assistantship allocations, and Carnegie R1 metrics reporting.

[University Libraries](#) uses IPEDS and the Association of College and Research Libraries survey data to compare university data against that of peer institution libraries, and against other NSHE institution libraries. Such data help the university ensure that collections, staffing, and budgets are aligned with other R1 institutions (see 2021 ad hoc report [1.D.3.1](#)).

1.D.3 Closing the Loop

Standard Component	Evidence
Results for student achievement are widely published. Disaggregated indicators are aligned and benchmarked against regional and national peers.	<ul style="list-style-type: none"> • NSHE BOR presentations: 2020, 2021, 2022, and 2023. • Institutional peer data: graduate enrollment and research & development expenditure • Facts and Stats: fall 2024, 70% of undergraduates were minority students • Metrics shared publicly: Key Metrics, President's Annual Report, Our Progress, Focus on Top Tier 2.0 infographics, Datapalooza Bulletins 1.B.2.1 and 1.B.2.2 • 2023 annual report to the NSHE BOR, slides 11 & 14 • Faculty Demographic Comparisons Across Institutions dashboard, and 1.B.1.9 • First Destination Outcomes (2023) dashboard • Urban and Flagship Universities Earned Doctorates



1.D.4. Closing Equity Gaps

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

This section provides evidence of compliance with Eligibility Requirements 6. STUDENT ACHIEVEMENT, and 21. DISCLOSURE

Student Achievement Indicators Processes and Methodologies

The institution's processes and methodologies for analyzing indicators of student achievement are informed by institutional-level, system-level, and accreditor policies. In this way, various stakeholders are aware of how student achievement indicators align. Additionally, the institution ensures a high degree of validity.

For construct validity, student achievement indicators and related assessments (e.g., undergraduate Graduating Senior Exit Survey, learning outcomes surveys, etc.) directly reflect established outcomes associated with the institution's [Top Tier 2.0](#) strategic plan as well as [University Level Learning Outcomes](#) (ULLOs). Indicators and related assessments are rigorously developed, revised, and tested primarily by key stakeholders within the institution's [Office of Academic Affairs](#), and in collaboration with colleagues in more targeted units (e.g., [Office of Decision Support](#)), contributing to additional transparency.

For content validity, student achievement indicators and related assessments produced by the Office of the Senior Vice Provost for Academic Affairs are submitted to select, relevant stakeholders to ensure the instrument reflects all relevant parts of the construct(s) intended and purported to

measure. Content validity is an important component of the process/methodologies as it relies on shared governance from subject matter experts across the institution. For example, an assessment regarding student achievement of the adult learner population at the institution is submitted to an [Adult Learner Advisory Board](#) for content validity.

Once validity is ensured, the instrument is deployed, and data are collected primarily through institutional enterprise-level platforms. The deployment of each instrument includes a statement of informed consent which includes purpose, expected time for completion, and contact information for the responsible stakeholder(s). This is conducted with anonymity at the forefront, meaning surveys and assessments can be completed via an anonymous link and that no personal identifiers are collected nor shared to link responses. However, a unique identifier exists for each respondent to aggregate/disaggregate relevant data usually pertaining to demographics such as ethnicity, gender, sexual orientation, income, etc. This is a key aspect that helps to identify, inform, and implement strategies to mitigate perceived gaps in achievement and equity.

Any actions involving the unique identifier outside the scope of the physical survey are done in a blind format in collaboration with the institution's Office of Decision Support. Each of these steps outlined related to deployment and data collection are conducted with transparency in mind. Similar steps extend to the analyses of student achievement indicators and relevant assessments.

The analysis of indicators and assessments is equally as rigorous as the design to ensure transparency throughout. Data are submitted to a variety of diagnostic assessments that include multiple statistical tests of internal consistency (i.e., reliability), distribution (i.e., skewness and kurtosis), time to completion, and response rate. Descriptive statistics (e.g., mean, standard deviation) are also analyzed at the item/indicator level within the context of student achievement as well as other relevant aspects of the institution's strategic plan. Certain limited demographic blocking variables (i.e., groupings) are built into the assessment so that items/indicators can be assessed relative to the blocking variable (e.g., school/college, enrollment plans, anticipated graduation, etc.) Data may be customized for analysis via disaggregation as previously addressed.

Office of Academic Assessment

Efforts by the Office of Academic Assessment are captured in the assessment lifecycle and include program review, assessment reports and plans, academic innovation meetings, and accreditation (see [Assessment Reports and Plans](#): Assessment Schedule and Documents). Such efforts include student data to address equity gaps in areas such as, but not limited to, Pell vs. Non-Pell students, course modality, retention and graduation rates by student type (e.g., transfer students), and minority status (see sections [1.C.5](#), [1.C.6](#), and [1.C.7](#) for additional information, including outcomes).

Closing the Achievement Gap and Use of Data

Longitudinal progress is tracked and shared publicly on the Top Tier 2.0 website, [Closing the Achievement Gap](#). Such data are broken down by demographic characteristics to identify gaps where resources and/or targeted interventions may be implemented. Data visualizations focus upon race and ethnicity breakdowns by undergraduate enrollment, enrollment distribution, degrees conferred, distribution of awards conferred, and graduation rates.

The Office of Decision Support has engaged in efforts to identify students who fit into multiple racial categories, beyond what is required for IPEDS reporting. Such additional demographic information

helps the university better distinguish issues and barriers for students who identify as two or more races. Appendix [1.D.4.1](#) provides enrollment demographic data, including racial identity, from fall 2022 through fall 2024. This work has revealed, for example, that the IPEDS race/ethnicity labels hide over 85% of our enrollment by Native Americans.

While [graduation rates have steadily increased since 2018](#), disparities by ethnicity are being addressed by efforts including enhancing resources for African American and Native American students, specifically updating websites with enhanced and population-targeted resources, and increased staffing in the Center for Social Justice ([spring 2024 UNLV president periodic review self-assessment](#), p. 6). The university's various efforts to close the achievement gap for underserved populations has resulted in degree growth for Hispanic and Black or African American students of 30.8% and 18.8% respectively, as compared to AY 2017-18 (p. 14). Degree conferral data from AY 2019-20 to 2023-24 show an increase among minority students during this period: the proportion of undergraduate degrees conferred increased from 62% to 70%, graduate degrees from 42% to 52%, and professional degrees 39% to 42% ([1.D.4.2](#), source: UNLV Analytics). Efforts to expand equity-based programming and professional development for staff and faculty continue via initiatives such as the [UNLV Equity Institute](#) and the [MSI Student Success Summit](#).

The Minority-Serving Institution (MSI) Equity Dashboard includes student achievement data parsed by minority status; achievement data include [6-year graduation rates](#), [retention rates](#), [course completion rates](#), and the [cumulative sophomore GPA](#). Data queries for the MSI dashboard within UNLV Analytics (only accessible with a UNLV network) allow for parsing of data by variables including academic term, student type (undergraduate vs. graduate), academic level (e.g., freshman, sophomore, etc.), college/school, department, IPEDS race/ethnicity, gender, and indicators of minority, first-generation, and Pell recipient status. This dashboard is presented to department chairs at regular meetings as well as at recurring Associate Deans Council meetings, and was also featured at Datapalooza in April 2024. In March 2024, the dashboard was shared at the annual [MSI Student Success Summit](#). The [Minority-Serving Institution](#) webpage shares initiatives and programs focused on supporting MSI students.

In spring 2024, the university implemented their multi-year funding award from the [Sloan Centers for Systemic Change](#) program to improve the recruitment, retention, and graduation of doctoral students of color in the physical sciences and engineering. This funding aims to close persistent equity gaps and create more effective educational environments, playing a crucial role in promoting diversity, offering research opportunities, encouraging innovation, and creating a more vibrant and inclusive academic environment.

Use of student achievement data to support equity and success is central to the university's strategic efforts to close equity gaps and improve outcomes. These include academic warning assessment ([1.D.4.3](#)), fall-to-spring cohort retention metrics ([1.D.4.4](#)), early alert progress reporting ([1.C.7.12](#) and [1.D.4.5](#)), and English and Math corequisite course outcomes from fall 2021 ([1.D.4.6](#)). Additional reports, such as DFWI rates parsed by course instruction mode as well as utilization of supplemental instruction and tutoring (fall 2020 to fall 2023 tracker: [1.D.4.7](#)), help inform targeted interventions. Examples of data-informed initiatives to support student success include Standardizing Core Advising Practices: The Proposal & Next Steps from fall 2023 ([1.D.4.8](#)) and Advising 2030: Planning for Enrollment Growth and Equitable Student Success ([1.C.7.8](#)).

[Peer Mentoring Program](#) professional development workshops and semester kick-off training topics are informed by peer mentor supervisor feedback. The [Office of Undergraduate Research](#) was added to

the Peer Mentoring Program to align with the university's strategic plan to increase students' involvement in research, specifically among first-year students. The student success peer mentor role was created to provide mentoring for students who may not have a direct connection with a mentor. Some target populations include spring admits, alternate admits, transfers, summer-connected students, students without a First-Year Seminar, or in support of colleges.

The university continues to see remarkable enrollment growth alongside improvements in student success metrics with significant reductions in opportunity gaps for diverse students ([1.D.4.9](#)). Over 12 years, the size of the university's first-time, full-time cohort grew by 50%, with the greatest increases among students with multiple pre-college characteristics associated with attrition: lower family income, test scores below college-readiness benchmarks, and first-generation status. Approximately one quarter of Nevada resident undergraduate students who are enrolled full-time come from households with an adjusted gross income of \$68K or less and attend UNLV for tuition-free. Intentional, equity-minded practices have been critical to achieving these outcomes, despite resource constraints. Future plans include implementing Oracle Student Financial Planning in AY 2025–26, expanding just-in-time messaging across the lifecycle to support students in achieving their goals, and enhancing the Rebel Success Hub to provide more robust resources.

1.D.4 Closing the Loop

Standard Component	Evidence
The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent	<ul style="list-style-type: none"> Construct and content validity testing for campus-wide surveys Adult Learner Advisory Board
Methods are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity	<ul style="list-style-type: none"> Assessment lifecycle: using student demographic data to address equity gaps (see Assessment Reports and Plans: Assessment Schedule and Documents) Closing the Achievement Gap Minority-Serving Institution (MSI) Equity Dashboard: 6-year graduation rates, retention rates, course completion rates, and the cumulative sophomore GPA IPEDS racial identity data: collection of additional data, 1.D.4.1 Increase in degrees awarded to minority students 1.D.4.2 supported by programs like UNLV Equity Institute and the MSI Student Success Summit Sloan Centers for Systemic Change Student and Academic Success: probation assessment (1.D.4.3), Cohort Retention (1.D.4.4), Early Alert Progress Reporting (1.C.7.12 and 1.D.4.5), and English & Math Corequisite Course Review (1.D.4.6), DFWI rates (1.D.4.7)

Standard Component	Evidence
	<ul style="list-style-type: none"> <li data-bbox="639 239 1474 352">• Advising Practices: The Proposal & Next Steps from fall 2023 (1.D.4.8) and Advising 2030: Planning for Enrollment Growth and Equitable Student Success (1.C.7.8) <li data-bbox="639 359 1474 436">• Presentation of improvements that reduce opportunity gaps for diverse students (1.D.4.9)



Conclusion

As a minority-serving Top-Tier R1 research university rich with diversity and committed to equity, UNLV strives to improve the lives of our students and transform our communities. Since the first classes were held in 1957, UNLV has undergone an amazing transformation from a dusty outpost on the south edge of town to a thriving urban research institution. In 1969, with the Board of Regents' approval, the university adopted its current name. By the following year, as Las Vegas' metropolitan population reached 275K, UNLV enrolled more than 5,500 students. Fifty-five years later, and under the leadership of the university's first Black president, that enrollment number skyrocketed to 32,911 students in fall 2024, marking the highest enrollment total in UNLV's history.

Dr. Keith Whitfield became the eleventh president of UNLV on August 24, 2020, beginning his role six months into a global pandemic that brought unprecedented disruptions to the university's operations. The campus rose to the occasion, adapting quickly to ensure a quality education for students during a very unpredictable period. As a self-identified student success president, Dr. Whitfield has focused considerable time on growing and improving student experiences, which include central themes of student achievement, innovation and entrepreneurship (see [President's Innovation Challenge](#)), leadership development, mental health and [wellness](#), and community and workforce connections (see [Initiatives](#) from the Office of the President).

On [December 6, 2023](#) the university experienced another unprecedented event – the tragic deaths of three beloved faculty members, and the critical injury of another, by an active shooter. As with the pandemic, the university administration initiated an immediate response to address the needs and safety of the entire campus community. Measures taken included implementation of alternative plans for finals week, and no on-campus, in-person finals, as well as grading accommodations and alternatives. The university continues the process of healing.

UNLV is resilient – we are [UNLV Strong](#), overcoming difficult times by supporting each other. President Whitfield, in collaboration with university leaders, created the campuswide [Rebel Recovery Program](#) to help the campus community on the road to recovery. Supporting student success during this difficult time included the implementation of several strategic policy interventions to remove barriers for student enrollment in spring 2024, and these efforts have been extended through fall 2025. Following such policy changes, the university experienced record-breaking spring 2024 and fall 2024 enrollment. Student success initiatives have resulted in an increase in [graduation rates](#), exceeding established goals for 4- and 6-year rates.

Organizational restructuring has strengthened the university's ability to affect positive change. In 2022, the senior vice provost for academic affairs position was restructured to oversee the full range of student enrollment and support services, including the development and review of degree programs, academic assessment, accreditation, admissions and recruitment, financial aid, registrar, and more. Initiatives such as Datapalooza, academic innovations meetings, and regular and systematic assessment at all levels – starting with individual course sections rolling all the way up to broad, university-wide assessments – aid in closing the evaluation loop so we may better meet the goals and objectives of our [Top Tier 2.0](#) strategic plan. This reorganization strategically aligns UNLV to a more competitive landscape in higher education and provides greater opportunities for integration of student enrollment and support services. It generates increased collaboration among units dedicated to advancing student learning, allows better integration and coordination of our student success efforts, and offers enhanced services for students.

New student programs such as the [First-Year Experience](#) (FYE) in spring 2022 and [Rebel Ready Week](#) in fall 2023 set the stage for even greater student success and achievement. As we look towards 2030, the university's focus is on building and reinforcing strong teams, bolstering student enrollment, and equitable student success momentum. This will be accomplished through our continued work to offer new and expanded academic programs, microcredentials, certificates, instructional modalities, and course start/end dates, as well as an increased investment in returning students, stop-outs with some credit but no degree, and transfer students.

President Whitfield's priorities for the future of UNLV are to improve the lives of the university's diverse students and transform the Las Vegas community through education and engagement. To do this, he is centered on the [Top Tier 2.0](#) core areas of student achievement; research, scholarship, and creative activity; socio-economic development; academic health; community partnerships; social justice, equity, and inclusion; philanthropy and alumni engagement; and infrastructure and shared governance.

These core areas guide the university to focus on constantly improving the education of our growing student population with experiences and community partnerships, while also utilizing our resources for public good to advance not only the university, but also the community UNLV serves. Current [Community Partnership](#) projects [connect the university to K-12](#) (e.g., [Dual Enrollment](#), [Paraprofessional Pathways Project](#), [Alternative Route to Licensure](#), residency programs, traditional

educator preparation programs in teaching, school counseling, school social work, and educational leadership). To meet the [needs of our community and address its challenges](#), a conceptual model was developed as to how to engage the community with a transdisciplinary approach that ultimately focuses on developing practice-based research networks in the community. Addressing homelessness was the community problem the university chose to address using the Twelve Grand Challenges of Social Work, a science-driven social progress initiative.

President Whitfield will also focus on making UNLV a leader in innovation and [research](#), with [interdisciplinary learning opportunities](#), industry engagement (e.g., [Southern Nevada Leadership Summit](#)), and entrepreneurship (e.g., [Troesh Center for Entrepreneurship and Innovation](#)).

[UNLV Academic Health](#) will continue to be a leader, providing [high-value quality care for the community](#) (see also [Interprofessional Care Progress](#)), while also providing a source of [economic diversity](#) for our economy, as well as [cutting-edge research](#).

Culture is paramount at UNLV, and the president is working to promote and support a culture of [social justice, equity, and inclusion](#) (e.g., EAB Student Equity Audit, Search Advocate Pilot Program).

Through this, the president also focuses on [strengthening the alumni connection](#) (e.g., [Rebels Forever](#)), and with it, philanthropy, [improved infrastructure, and meaningful faculty engagement](#) (e.g., [Infrastructure and Shared Governance](#) workgroup).

The future of UNLV and its students is bright. Using the tools of effective evaluation, we can achieve our vision to improve the lives of our diverse students and transform our communities through education and engagement.



Addenda

Institutions authorized to offer Distance Education must include an addendum to their EIE Self-Evaluation Report. In this addendum, institutions should address and provide evidence of the following:

- *Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.*
- *Policies and procedures that make it clear student privacy is protected.*
- *Notifications to students at the time of registration of any additional charges associated with verification procedures.*
- *Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.*

This section provides evidence of compliance with Eligibility Requirements 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE and 18. PUBLIC INFORMATION

The university adheres to federal requirements for identity verification of students enrolled in distance education courses and programs, as detailed in the [Identity Verification in Online Courses Policy](#). The policy was updated in 2022 to further strengthen the language requiring that graded assignments and assessments in online courses must be hosted in Webcampus, the university learning management system (LMS) or another UNLV-managed platform that requires login through the university identity management system.

The university's identity management system provides secure access to the LMS, the student information system, student online help systems, student email, lecture capture resource, advising

systems, and more. Students are expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), which prohibits sharing university accounts with other persons without authorization. Furthermore, [multifactor authentication](#) (MFA) was implemented during AY 2022-23 to provide a second method of identity verification. MFA is the industry standard for protecting data. Requiring multiple verification methods to log into campus applications helps prevent unauthorized access to credentials, devices, and other information, including data protected by the Family Educational Rights and Privacy Act (FERPA). The [Computer Security Policy](#) helps maintain a safe and secure campus computing environment, meets best practice computer security standards, protects institutional data, and complies with federal and state regulations.

Faculty may require the use of proctoring systems (such as [Respondus Tools](#)) to further validate the identity of remote students during assessment. Respondus Monitor proctoring software is provided by the institution at no charge to the students. The university also utilizes [ProctorU](#) for live remote proctoring of high stakes exams; proctoring costs are charged to students when clearly disclosed in advance. If not disclosed prior to registration, the costs of proctored exams must be borne by the department. UNLV's ProctorU website provides students with guidance on fees, cancellations, and refunds.

The university is committed to protecting the privacy and confidentiality of all students, including those enrolled in online courses and programs. UNLV continually evaluates and updates its privacy protocols to adapt to evolving technologies and regulatory requirements, ensuring a safe and secure online learning environment for all students.

The following policies and procedures ensure the protection of online student privacy and are outlined and available for students to evaluate. [Secure Systems and Data Storage](#): online learning platforms and systems used by the university, such as the LMS, are designed with advanced security protocols to protect sensitive information. [User Authentication](#): students access online courses and materials through secure login credentials, including MFA, where applicable. [Confidentiality in Communication](#): faculty and staff are trained to handle student data responsibly and communicate using secure channels for course-related and administrative matters. [Privacy in Assessment and Feedback](#): all assignments, grades, and feedback are delivered through secure systems to maintain confidentiality. [Monitoring and Compliance](#): regular audits and reviews ensure compliance with privacy policies and the identification of potential vulnerabilities. [Clear Communication](#): policies related to privacy are communicated to students through their course syllabi and are accessible on the institution's website.

The university ensures transparency regarding any additional charges associated with identity verification procedures for students enrolled in distance education courses. At the time of registration, students are informed of any applicable fees through clear and accessible communication methods. These include a [Course Registration System](#): the university's registration portal displays a notification about any additional fees associated with identity verification tools, such as proctoring services or specialized software, before students finalize enrollment; [Course Syllabi](#): faculty include detailed information about any required verification tools and associated costs in course syllabi, ensuring students are aware of these requirements at the start of the course; and [Proactive Communication](#): students receive email notifications that highlight any additional costs tied to their enrolled courses or programs.

According to NSHE policy, students cannot be asked to pay any proctoring fees or be required to attend in-person assessments for online courses, unless they were informed of the stipulation in MyUNLV (the student registration and information system) at the time of registration. For courses which incur extra charges, the following notification is listed in the registration system for students to see prior to enrolling in the course: "This course has Proctored Exam(s). Additional verification of identity and additional charges required." A ProctorU FAQ URL is also provided to students for further information.

[Academic Integrity: UNLV Teach Online Best Practices](#) provides instructors with pedagogical strategies which include the active learning technique of providing opportunities for regular and substantive interaction with the instructor and among students in discussions; a policy for Regular and Substantive Interaction is currently in development.

The Faculty Senate voted to approve the Regular and Substantive Interaction (RSI) in Online Education Policy ([Addendum.1](#)) in November 2023.

Please refer to sections [1.C.1](#) for and [1.C.7](#) for additional evidence required for this Addenda section.

Glossary

A glossary of terms is available at the [Glossary](#) appendix.

Appendix

Please access all appendices in the [NWCCU Standard 1 Appendices folder](#).

