

UNLV

**Year One Self-Evaluation Report
February 27, 2019**

**Prepared for the
Northwest Commission on Colleges
and Universities**



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Institutional Overview

The constitution of the State of Nevada authorizes the state legislature to establish institutions of higher education to be controlled by a board of regents. The Nevada Revised Statutes indicate that the institutions are to be administered by the Nevada System of Higher Education (NSHE). The University of Nevada, Las Vegas (UNLV) is one of eight institutions of the Nevada System of Higher Education, which consists of two doctoral-granting universities, one state college, four comprehensive community colleges, and one environmental research institute. The Board of Regents (BOR) governs the system in a manner similar to a corporate board of directors. The board leadership is comprised of a chair and vice chair who are elected by the board's membership. Thirteen board members are elected from districts defined by the Nevada legislature to serve a six-year term and terms are staggered to ensure continuity. The regents set policies and approve budgets for Nevada's entire system of higher education. Working on behalf of the board is Chancellor Dr. Thom Reilly, who serves as NSHE's chief executive officer, develops NSHE strategies, and implements board policy. The institutional presidents report to the chancellor.

UNLV is organized into the following academic units:

- The Colleges of Education, Engineering, Fine Arts, Honors, Hospitality, Liberal Arts, Sciences, Urban Affairs
- The Schools of Business, Law, Dental Medicine, Medicine, Allied Health Sciences, Community Health Sciences, Nursing
- The Graduate College
- The Division of Educational Outreach
- The Academic Success Center
- University Libraries

In addition to the academic units, several other units, including the Office of Diversity Initiatives, Business Affairs, Student Affairs, Research and Economic Development, and Philanthropy and Engagement work cooperatively to support the major functions of the university. The university offers artistic, cultural, health, and technical resources and opportunities to the community it serves and its annual impact to southern Nevada's economy is \$2.51 billion and growing. The addition of the School of Medicine will add an estimated \$800 million a year by 2025 and more than one billion a year by 2030 in economic impact. UNLV promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment.

The institution has more than 30,000 students and offers more than 200 degree and certificate programs through 15 schools and colleges. Under the governance of the NSHE, UNLV is required to have an individual strategic plan, as are the other NSHE institutions. UNLV's strategic plan, referred to as *Top Tier* (appendix 1), must clearly reflect the overarching goals of the system's plan while also establishing more specific goals, targets, and direction based on the institution's overall mission and service area.



UNLV is tied for first place in the U.S. News & World Report's annual *Best Ethnic Diversity* listing of the nation's most diverse universities for undergraduates. The university has placed in the top 10 for the past seven years and continues to show its commitment to serving a diverse population and building the future for Las Vegas and Nevada. In 2012, the University of Nevada, Las Vegas achieved designation from 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 Hispanic Serving Institution (HSI).

As indicated by these designations, UNLV is a diverse institution and this is an area of strength of the university and a source of pride. Based on that diversity, UNLV does not have goals to increase diversity. The Top Tier Strategic Plan (appendix 1, page 19 of the PDF, numbered page 18 in the report) does monitor the enrollment distribution, distribution of degrees, number of students earning degrees, and the graduation rates by race/ethnicity.

Effective July 1, 2018, the NSHE Board of Regents appointed Dr. Marta Meana as acting president. Dr. Meana has been with UNLV since 1997 as a professor of psychology and in 2012 began serving as dean of the Honors College. Dr. Meana has been a vocal advocate for the Top Tier Strategic Plan and the university's core themes. Her appointment as acting president provides continuity in strategic and accreditation efforts. The president reports to the chancellor and through the chancellor to the board of regents. The president has a cabinet that meets weekly. Its mission is to provide advice and counsel to the president on matters regarding policies, procedures, and strategic planning.

The Executive Vice President and Provost (EVP&P), Dr. Diane Z. Chase, and the vice presidents are responsible for assisting the president in administering the university. The EVP&P is the chief academic and budget officer for the campus and is responsible for overseeing and aligning academic and budgetary policy and priorities, ensuring the quality of the faculty and student body, expanding the research enterprise, and assisting in progress toward meeting the BOR goal of increasing institutional quality through measureable improvements in academic programs and accreditation. The position reports to the president and serves interchangeably with her in the capacity of chief academic officer and chief administrative officer. The deans of the academic units report to the EVP&P.



Standard 1.A

Eligibility Requirements

1. OPERATIONAL STATUS

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

The University of Nevada, Las Vegas (UNLV) began offering classes in 1957 and was first accredited by the Northwest Association of Secondary and Higher Schools the following year, under the accreditation of the University of Nevada, Reno, and has maintained its accreditation status ever since. UNLV awarded its first degree in June 1964.

1.A Mission

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

As a public institution, the university's goal is to carry out its state-driven mission of education, research, and community service. UNLV's Top Tier mission statement, vision, and strategic plan were made official when approved at the March 2016 Nevada System of Higher Education (NSHE) Board of Regents meeting. Acting President Meana [wholeheartedly supports](#) the Top Tier mission as the strategic plan for the university.

UNLV's Top Tier Mission

UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve.

There is widespread and frequent communication about the Top Tier mission and core themes. A link to the [Top Tier mission](#) and [strategic plan](#) is included at the bottom of all webpages in the university's template. Open campus fora are held annually for students, faculty, staff, alumni, and community members to learn about progress toward the Top Tier strategic planning goals and refinements of this living document. The most recent open forum was held on August 29, 2018.



UNLV attained [Carnegie Very High Research Activity \(R1\) Status](#) in December 2018, achieving one of its Top Tier strategic plan goals ahead of schedule. The university remains committed to its full Top Tier mission and strategic planning goals.

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

UNLV defines mission fulfillment through achievement of its core theme objectives. The four core themes are derived from the mission statement, and are articulated in the [Top Tier strategic plan](#). They are:

- Student Achievement
- Research, Scholarship, and Creative Activity
- Academic Health Center
- Community Partnerships

The Top Tier strategic plan has an additional goal of infrastructure and shared governance. This goal supports the core themes, and while it is considered essential for success, it is not itself a core theme. Each of the four core themes has objectives, indicators, and rationales describing why they are important, and a description of how achievement of the indicators represents acceptable levels of progress toward core theme and mission fulfillment.

The executive committee of the Top Tier Strategic Plan committee, consisting of the President, Executive Vice President and Provost, academic and administrative faculty, and support staff from across campus, gather performance data annually, as mapped by the core theme indicators. Data are input and stored in the software platform AchieveIt, which maintains a database indicating who is responsible for reporting on each core theme indicator or metric. The president's office staff requests for data are sent annually to the appropriate individuals. The leadership team compiles the findings into annual reports, which are shared with the campus, community, NSHE, and the state.

The objectives and metrics defined in each core theme demonstrate success as a Top Tier university. Progress toward those objectives, measured by their metrics, demonstrates mission fulfillment as defined by the institution. Annual goals have been set for each metric to allow the institution to monitor progress and act quickly if goals are not met. Meeting annual goals clearly demonstrates mission fulfillment. Should an annual goal not be met, additional efforts will be concentrated on that goal to evaluate the impediments to progress or understand what environment must occur to make the next goal achievable. The university has established rubrics to evaluate the level of attainment of the 47 individual goals and, wholly, demonstrate mission fulfillment. For individual metrics, the following rubric is used:

Excellent	90-100% of goal met
Good	80-89% of goal met
Fair	79-75% of goal met
Needs Improvement	74% or less of goal met



The same rubric is used to determine the overall level of mission fulfillment for the university based on individual goal attainment:

Excellent	90-100% of goals met
Good	80-89% of goals met
Fair	79-75% of goals met
Needs Improvement	74% or less of goals met

The AchieveIt software assists in the process by identifying underperforming metrics. To address performance, background information is gathered on metrics that did not meet their goal. This information is presented to the executive committee of the Top Tier Strategic Plan committee where priorities for recommendations are developed for the most pressing issues. The priorities are discussed with the president and provost and then delegated to the appropriate individuals, generally vice presidents, vice provosts, etc., on campus. This process is completed by the beginning of the fall semester so that action plans can be developed and implemented for the next academic year.

An example of a metric that did not meet its goal is patent applications in core theme 2, the research objective. The standard was raised for patent applications in order to focus on higher quality applications, which resulted in fewer applications being submitted. However, the number of patents issued continued to rise. Therefore, this was not deemed a concern because it was clear there was a focus on quality not quantity.

The metric freshman retention rate, core theme 1, undergraduate retention objective, did not meet its goal for the third time in four years. The history of performance for this metric, as well as 6-year graduation rates, was traced back 15 years, with that information showing that the performance had not made any significant change over time. Improving this metric was identified as a priority and in order to promote a culture of ownership at all levels, specifically college/school and academic department level, department level data was developed in a dashboard. One step involved creating retention rate graphs. These graphs were created as a way to help unit leadership visually see their data. Another step involved further developing leaders to utilize UNLV Analytics, the online data system with electronic dashboards for a variety of data points, including admission, enrollment, retention/persistence, graduation rates, and degrees. These dashboards provide the ability to drill down to department and academic degree level. Unit leaders are now able to view their data in a multitude of ways, with numerous possibilities for dissecting the data in various manners. This approach was used in order to ensure that leadership has access to data, can analyze the data, and use that data to make decisions and take action.

Additionally, a framework has been shared that makes it clear that student achievement is the foundation of the Top Tier vision, every member of the UNLV community is responsible for student success, and that efforts must address all areas of the student experience. The colleges have been charged with creating or revising strategic plans, aligned with the Top Tier Strategic Plan, that address each of the following student achievement areas:

- Curriculum



- Co-curricular Activities
- Instruction
- Student Support Services

Though some student success initiatives in each of these areas will be managed centrally, the executive committee of the Top Tier Strategic Plan committee believes it is important that each college develop faculty-driven initiatives that align with institutional initiatives, meet the unique needs of their students, and promote accountability at the college level. Efforts have been made to develop a robust plan focused on student achievement, including identification of bottleneck courses and development of a proposal to increase first-year advising and outreach, thus working to improve not only retention and graduation rates, but student success overall.

Following the NWCCU 2017 Year Seven Evaluation the campus worked to thoroughly integrate the Top Tier Strategic Plan and the core themes in accreditation. Each core theme objective has clearly defined metrics that assess the university's growth towards each objective and the university has established baselines and goals for each metric, and for each year in the seven year cycle. Since some of the metrics are newly established and have not been previously tracked, a full evaluation of the university's progress toward mission fulfillment will be made in summer 2019 using the rubric above.

Standard 1.B

Eligibility Requirements

2. AUTHORITY

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

The constitution of the State of Nevada authorizes the state legislature to establish institutions of higher education to be controlled by a Board of Regents. The Nevada Revised Statutes indicate that the institutions are to be administered by the Nevada System of Higher Education. The University of Nevada, Las Vegas is one of eight institutions of NSHE, which consists of two doctoral-granting universities, a state college, four comprehensive community colleges, and an environmental research institute. The Board of Regents governs NSHE in a manner similar to a corporate board of directors. The board leadership is comprised of a chairman and vice chairman who are elected by the board's membership. Thirteen board members who serve a six-year term are elected from districts defined by the Nevada Legislature. The Regents set policies and approve budgets for Nevada's entire public system of higher education.

3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of



its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

UNLV's mission and core themes are clearly defined and adopted by its governing board(s), consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. A key purpose for the institution is to serve the educational interests of its students, and its principal programs lead to recognized degrees. The institution devotes the vast majority of its resources to support its educational mission and core themes including research, scholarship and creative activity, as well as the academic health center, and community partnerships. The current mission statement and strategic plan, Top Tier, was developed with broad input from both the campus and the local community, and was approved by the NSHE Board of Regents in 2016.

1.B Core Themes

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

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

Each of the core themes express an element of the mission statement. Each core theme has objectives that are meaningful and assessable on an annual basis, via a set of verifiable indicators of achievement. Comprehensively, accomplishment of the core theme objectives indicate the level of mission fulfillment for the university. The core themes and their objectives, the indicators of achievement, and the rationale for the selection of the metrics are listed below.

Core Theme 1 – Student Achievement

UNLV recruits, retains, and graduates a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and the vibrant campus community. (mission statement excerpt)

The first core theme, student achievement, reflects the [mission statement's](#) focus on promoting individual achievement through education. The institution recently revised its core themes indicators to measure not only retention, progression, and completion, but also to track student progress toward attainment of UNLV's [University Undergraduate Learning Outcomes \(UULOs\)](#): Intellectual Breadth and Lifelong Learning; Inquiry and Critical Thinking; Communication; Global/Multicultural Knowledge and Awareness; Citizenship and Ethics, which demonstrate the quality of the educational experience for UNLV's students.

The university identified three objectives to measure progress toward this core theme. The first objective is undergraduate student learning outcomes. In 2011, UNLV faculty identified five UULOs that define what students should know and be able to do when they graduate from the

institution. At that time, the general education curriculum was modified to include a four-course progressive vertical framework, consisting of two lower division courses (First and Second Year Seminars), and two upper division courses (The Milestone and the Capstone Experiences). The [Milestone Experience](#) is the first upper division requirement, and is designed to be students' introduction to their major coursework. Milestone Experiences encompass all five UULOs. The first metric under this objective, milestone enrollment, serves as a measure of student progression through the two lower division general education courses, and along with other General Education requirements, demonstrates appropriate attainment of the UULOs to that point in the curriculum. Additionally, the institution tracks the metric of GPA for the Milestone Experience. Satisfactory GPA, above 2.82 with goals for improvement each year, demonstrates an acceptable level of UULO attainment. The university administers surveys to students at two points in their educational careers: in their First Year Seminar ([Learning Outcomes Survey](#)), and when they apply for graduation ([Graduating Senior Exit Survey](#)). These survey instruments were revised in 2015 to align the items that measure student perception of UULO attainment. The mean ratings on the first-year learning outcomes and graduating seniors' measures of Inquiry & Critical Thinking and Written Communication serve as the final metrics in this objective, and demonstrate the attainment of these UULOs by the students.

The second objective for the student achievement core theme goal is undergraduate retention. The first metric under this goal is the traditional first-year retention rate, as reported to the Integrated Postsecondary Educational Survey (IPEDS). This metric demonstrates the students' path towards progression of their degree objectives. The second metric is student-to-advisor ratio, as a metric of quality of student support services on the campus. The final two metrics are co-curricular activities attendance and student engagement in research, which together help demonstrate the richness of the full educational experience at UNLV.

The third objective for the student achievement core theme goal is undergraduate graduation rate. The first metric under this objective is the six-year graduation rate as defined by IPEDS, which demonstrates achievement of degree objectives by the student body. The second metric under this goal is online course enrollment. This metric demonstrates the availability of alternative course paths that will allow the diverse student body that UNLV serves to progress toward graduation.

Table 1. Core Theme 1 – Student Achievement

Objective	Metrics		Base-line 2015	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025
Student Outcomes	Milestone enrollment (measure of progression) [STA M1A]*	Goal	-	-	-	-	7,778	7,934	8,093	8,255	8,420	8,588	8,960
		Actual	6,932	6,932	7,246	7,625							
	Learning Outcomes Survey UULO Item: Inq/Crit. Thinking ¹ [STA M1B]	Goal	-	-	-	-	3.69	3.72	3.76	3.80	3.84	3.87	3.91
		Actual	3.50	3.50	3.66	3.65							
	Learning Outcomes Survey UULO	Goal	-	-	-	-	3.60	3.63	3.67	3.70	3.74	3.78	3.82
		Actual	3.40	3.40	3.54	3.56							

	Item: Written Comm ¹ [STA M1C]												
	Senior Exit Survey UULO Item: Inq/Crit. Thinking ¹ [STA M1D]	Goal	-	-	-	-	3.69	3.72	3.76	3.80	3.84	3.87	3.91
		Actual	3.50	3.50	3.66	3.65							
	Senior Exit Survey UULO Item: Written Comm ¹ [STA M1E]	Goal	-	-	-	-	4.07	4.11	4.15	4.19	4.24	4.28	4.32
		Actual	3.87	3.87	4.05	4.03							
	Milestone GPA [STA M1F]	Goal	-	-	-	-	2.90	2.93	2.94	2.95	2.96	2.97	2.99
		Actual	2.82	2.86	2.83	2.92							
Undergraduate Retention	Freshman Retention Rate (%) [STA M2A]	Goal	-	75.2	76.3	77.4	78.5	79.6	80.7	81.8	82.9	84	85
		Actual	74.1	77.1	74.4	74.4	75.9						
	Student To Advisor Ratio [STA M2B]	Goal	-	-	-	568	558	548	538	528	518	508	498
		Actual	620	610	578	543							
	Co-Curricular Student Engagement Activities Attendance [STA M2C]	Goal	-	-	-	-	125,384	126,600	131,878	135,910	141,622	154,622	153,040
		Actual	106,588	108,614	113,599	122,518							
	Undergraduate Research Participants [STA M2D]	Goal	-	-	-	730	740	750	760	770	780	790	800
		Actual	600	600	442	748							
Under-graduate Graduation Rate	6-Year Graduation Rate (%) [STA M3A]	Goal	-	40.7	41.2	41.7	41.8	41.9	42.1	45.2	46.8	48.3	50
		Actual	40.5	40.5	40.7	41.6	42.9						
	Online Course Enrollment [STA M3B]	Goal	-	-	-	-	49,658	52,858	56,058	59,258	62,458	65,658	68,858
		Actual	34,848	38,719	42,490	46,458							

* [STA M1A] These abbreviations are internal data tracking references for Top Tier Strategic Plan.

¹ Survey items are average scores on a scale of 1 - 5, with 5 being the highest possible score. Inq/Crit.Thinking is Inquiry and Critical Thinking, one of the [University Undergraduate Learning Outcomes](#).

Core Theme 2 – Research, Scholarship, Creative Activity

UNLV fosters a climate of innovation in which faculty and students produce high-quality, widely disseminated, and influential research, scholarship, and creative activities. (mission statement excerpt)

Core Theme 2 is divided into three objectives that focus on the individual parts of the mission statement, namely research, scholarly, and creative activity, and how each objective benefits the local, state, and national communities. The metrics identified for each of the three objectives are discussed below.

Research activity is an important and pertinent objective for UNLV, as the institution aspires to maintain its recent prestigious designation as a Carnegie Very High Research Activity Doctoral



Granting (R1) University (December 2018). The first metric measuring progress towards this goal is total research expenditures. Growth in this metric clearly demonstrates increased research activity on the campus. The second metric, faculty publications¹, demonstrates the research productivity of the faculty and their work in disseminating that research knowledge. The third metric, research faculty supported by grants, was selected because of its clear relationship to increased research activity by the institution. The final two metrics in the research activity objective, patents filed and patents issued, confirm UNLV's contribution to new goods and services based on its research, which will ultimately benefit the local, state, and national communities.

Objective 2, Scholarly Activity, illuminates the achievements that have been attained and the desired growth in the number of graduate students. As a research institution, UNLV works continually to provide an environment within graduate and professional programs and post graduate activities that allows the training of the next set of world-class researchers, and the metrics associated with this objective measure the institution's efforts to do so. The first metric is non-faculty researchers and post-doctorates. Growth in this metric demonstrates that UNLV is expanding opportunities for individuals completing their graduate degrees to continue to produce research at the institution. The next two metrics, doctoral degrees conferred, research/scholarship, and degrees conferred, professional practice, are a direct output measure of efforts to produce more scholars through the graduate and professional programs. The fourth metric, graduate student FTE, is an input measure of the efforts to expand the number of graduate scholars. It provides a leading indicator of whether the university is achieving the goal of increased scholarly activity. The next metric, graduate assistantships, can be one of several types including: Graduate, Research, Teaching, or Community Graduate Research Assistants². Increasing the number of graduate students who are employed by UNLV directly supports the mission statement by aiding graduate students in their academic progression and eventual graduation, helping to ensure a practice ready work force with documented work and research experience. The last two metrics demonstrate research productivity of graduate students and the dissemination of their research knowledge.

Located in the entertainment capital of the world, UNLV has an established and growing arts culture that prepares students for a variety of successful careers in the arts and associated fields. Objective 3 of core theme 2 focuses on continually measuring the contributions of faculty and graduate students to the artistic fields, locally, state-wide, and nationally as stated in the UNLV mission statement. The metric tracks all those efforts in a single category of creative activity within the arts. Through comprehensive investigation of this metric, UNLV can assess, annually, its impact on innovation and cultural vitality.

¹ The faculty publications metric is based on Scopus and Web of Science data. Digital Measures was instituted a number of years ago to track faculty research, scholarship, and creative activity but not all colleges adopted it so it is not presently the system of record for publications. The university is moving to Interfolio for the future.

² Community Graduate Research Assistants are funded by community partners in the private or public sectors, or by nonprofit organizations.

Table 2. Core Theme 2 – Research, Scholarship, Creative Activity

Objective	Metrics		Base -line	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025
Research Activity	Research Expenditures (millions) [RSC M1A]	Goal	-	\$45.0	\$49.0	\$55.0	\$61.0	\$73.0	\$85.0	\$100.0	\$115.0	\$133.0	\$150.0
		Actual	\$42	\$62.8	\$66.3								
	Faculty – Publications [RSC M1B]	Goal	-	-	1,188	1,223	1,260	1,298	1,337	1,377	1,418	1,461	1,504
		Actual	1,092	1,153	1,258	1,542							
	Research Faculty Supported by Grants [RSC M1C]	Goal	-	-	-	122	128	134	141	148	155	163	171
		Actual	114	124	116	154							
	Patents Filed [RSC M1D]	Goal	-	-	-	35	38	41	44	48	51	56	60
		Actual	52	64	58	38							
Patents Issued [RSC M1E]	Goal	-	-	-	6	7	8	9	10	12	13	19	
	Actual	1	5	5	8								
Scholarly Activity	Non-faculty Researchers & Postdocs [RSC M2A]	Goal	-	-	54	62	71	79	87	95	104	112	120
		Actual	75	77	54 ¹	93							
	Doctoral Degrees Research/ Scholarship [RSC M2B]	Goal	-	-	-	160	166	172	178	184	190	196	200
		Actual	149	166	155	162							
	Doctoral Degrees Professional Practice [RSC M2C]	Goal	-	-	-	207	209	211	213	215	218	220	222
		Actual	209	189	205	171							
	Graduate FTE Enrollment [RSC M2D]	Goal	-	-	-	2,967	2,997	3,037	3,057	3,088	3,119	3,150	3,181
		Actual	2,738	2,806	2,938	2,898							
	Graduate Assistantships ² [RSC M2E]	Goal	-	-	-	-	1,020	1,030	1,040	1,050	1,060	1,070	1,080
		Actual	931	931	932	1,010							
	Graduate Publications [RSC M2F]	Goal	-	-	-	-	329	333	336	339	343	346	350
		Actual	326	-	-	326							
Graduate Presentations and Poster Presentations [RSC M2G]	Goal	-	-	-	-	953	963	973	982	992	1,002	1,012	
	Actual	944	-	-	944								
Creative Activity	Publications, Presentations, and Innovation in Artistic Disciplines [RSC M3A]	Goal	-	17	20	23	26	30	35	40	46	53	61
		Actual	15	15	23	30							
	Graduate Exhibitions, Performances, and Public Readings [RSC M3B]	Goal	-	-	-	-	288	293	297	301	306	311	315
		Actual	284	-	-	284							



Core Theme 3 – Academic Health Center

The Academic Health Center (AHC) fosters a dynamic, humanistic environment that:

- 1. promotes an innovative curricula that prepares a collaborative, practice-ready workforce;*
- 2. advances a synergistic pathway toward excellence in research and scholarship;*
- 3. fosters collaborative, comprehensive person-centered clinical services; and*
- 4. stimulates reciprocal community engagement that enhances the visibility and demonstrates the value of the Academic Health Center. (vision identified by Academic Health Center Top Tier Strategic Plan committee)*

In the original version of the Top Tier plan, the Academic Health Center goals and metrics all focused on the new School of Medicine. Faculty in other health related programs expressed understandable concerns related to their exclusion from the metrics in this goal. Consequently, as a part of the re-evaluation process following the NWCCU 2017 Year Seven Evaluation, an Academic Health Center Top Tier Strategic Plan committee was formed, which includes representatives from the Schools of Allied Health Sciences, Community Health Sciences, Dental Medicine, Medicine, and Nursing. The committee worked during the 2017-18 academic year to integrate all of the schools that contribute to health related degrees into the strategic plan. Based on the shared vision they defined, the committee updated the objectives and metrics associated with this core theme, a decision wholeheartedly supported by the senior administration of the university. The objectives that emerged for the core themes are: Healthcare Delivery and Community Service, and a Practice Ready Workforce. Metrics were selected that illustrate (i) service to the community through healthcare delivery, and (ii) the substantial number of students who graduate annually with health-related degrees and are ready to enter the workforce and contribute to healthcare in Nevada and other states.

The first objective, providing healthcare delivery and community service, focuses on the many health related services offered by a diverse group of entities at UNLV. These services facilitate UNLV's mission of promoting health within the community. They include efforts by the School of Dental Medicine, such as dental clinics that offer services at reduced rates, and community outreach programs that are no-cost for participants with a focus on underserved populations, including several clinics just for children. Patient satisfaction surveys allow for identification of areas that can be improved.

In July 2017, the School of Medicine began offering a small number of clinics in a variety of specialties such as Internal Medicine, OB/GYN, General Surgery, Pediatrics, etc., for community members. The school continues to expand the clinical areas of specialties to offer a breadth of services.

In the mental health fields, the Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (the PRACTICE) is a community mental health training clinic for Ph.D. students in the Clinical Psychology program. The Center for Individual, Couple & Family



Counseling (CICFC) is a training facility for the Couple and Family Therapy program, and provides quality, low-cost therapy to local community residents.

All of the metrics under this objective consider the impact and quality of those services. The metrics consist of patient visits at the School of Dental Medicine, the School of Medicine, the Ackerman Autism Center, and the PRACTICE & CICFC facilities. They also include patient satisfaction with the School of Dental Medicine visits.

The second objective is focused on UNLV’s ability to provide a practice-ready workforce to impact the community’s health. All of the metrics under this objective directly measure the number of practice-ready graduates the university produces. They consist of the number of undergraduate and graduate health care degrees UNLV confers (listed in appendix 2), and the number of M.D.s that the new UNLV School of Medicine will confer. Demonstrated growth in both of these metrics provides direct evidence of an increasing available health care workforce in southern Nevada.

Table 3. Core Theme 3 – Academic Health Center

Objective	Metrics		Base-line	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025	
Healthcare Delivery and Community Service	Patient Visits at School of Dental Medicine [AHC M1A]	Goal	-	58,000	62,000	68,000	69,143	70,286	71,429	72,571	73,714	74,857	76,000	
		Actual	55,285	64,748	69,749	72,214								
	Patient Satisfaction at School of Dental Medicine (%) [AHC M1B]	Goal	-	95	95	95	95	96	96	96	96	97	97	
		Actual	100	100	99	100								
	Patient Visits – School of Medicine Clinics [AHC M1C]	Goal	-	-	-	-	125,979	131,978	134,518	137,107	139,745	142,435	145,176	
		Actual	119,980	-	-	119,980								
	Patient Visits – Ackerman Autism Center [AHC M1D]	Goal	-	-	-	-	14,335	14,752	14,925	15,100	15,277	15,456	15,637	
		Actual	13,917	-	-	13,917								
	PRACTICE ² and CICFC ³ Patient Visits [AHC M1E]	Goal	-	-	-	-	7,078	7,432	7,804	8,194	8,603	9,034	9,485	
		Actual	7,428	6,435	6,111	8,656								
	Practice-Ready Workforce	Health Related Degrees Awarded, Undergraduate [AHC M2A]	Goal	-	-	-	562	586	611	638	665	694	724	755
			Actual	409	480	494	562							
Health Related Degrees Awarded, Graduate [AHC M2B]		Goal	-	-	-	145	156	169	182	197	212	229	247	
		Actual	151	116	135	145								
School of Dental Medicine DDM & DDS Degrees [AHC M2C]		Goal ³	-	-	-	78	74	82	79	81	81	81	81	
		Actual	76	76	75	78								



School Of Medicine MD Degrees Awarded [AHC M2D]	Goal	-	-	-	-	-	-	-	60	60	60	60	60
	Actual	-	-	-	-	-	-	-					
Student and Faculty Diversity and Inclusion Training [AHC M2E]	Goal	-	-	-	274	292	310	328	346	364	382	400	
	Actual	220	228	256	274								

² PRACTICE is the Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (a community mental health training clinic for the Ph.D. Clinical Psychology program)

³ CICFC is the Center for Individual, Couple & Family Counseling (training facility for the Couple and Family Therapy program and provides quality, low-cost therapy to local community residents)

Core Theme 4 – Community Partnerships

*UNLV stimulates economic development and diversification, fosters a climate of innovation, and enriches the cultural vitality of the communities that we serve.
(mission statement excerpt)*

The university has long been a contributing member of the community through research, education, and service programs and activities. The challenge within this core theme was to establish objectives and clear metrics that would help the university advance beyond its current efforts to achieve its strategic vision of Top Tier status and fulfill its mission around economic development, diversification, and enrichment of the cultural vitality of the community the university serves.

The Office of Community Engagement was established in July 2016 to better coordinate UNLV’s efforts around engagement. The office immediately began to collect data on current collaborations, partnerships, and other engagements that faculty and staff have with external entities. These data were critical to capture in order to establish a baseline and assess the impact of UNLV’s efforts with its community partners. The Office of Community Engagement is leading the effort to seek the Carnegie Foundation’s Classification for Community Engagement³ in 2020, to recognize UNLV’s deep commitment to engagement with the community it serves.

The two objectives established for this goal and approved by the campus senior administration are Community Connections and Innovations. The objectives are focused on first establishing how broadly the university is connecting with the community and then, as specified in the mission, promoting innovation and economic development in the community.

The first two metrics under the Community Connections objective directly focus on the number of efforts UNLV is making to connect with its community. Specifically, the university is measuring the number of community partners and the number of projects performed each year with those partners. The next two metrics are focused on measuring how well UNLV promotes the engagement of students with the broader southern Nevada community. They consist of the

³ The Carnegie Community Engagement classification is an elective classification for colleges and universities with an institutional focus on community engagement. The application process is similar to an accreditation self-study.



number of service learning courses offered each year, and the number of service hours that students, faculty, and staff performed in the community. The next metric, cultural activities attendance, is the number of attendees at specific cultural events and certain locations on campus, such as the Barrick Museum of Art, Performing Arts Center, Donna Beam Fine Art Gallery, University Libraries Events, Barrick Lecture Series, and the [Geosymposium](#). The final metric under this objective is the number of arts oriented community engagement projects measured in a community engagement survey of faculty and staff. These metrics allow the university to track activities that enrich the cultural vitality and well-being of the community, a direct link to the mission statement.

The first metric under the Innovation objective is the number of disclosures (research that yielded a noticeable discovery or invention) submitted. These disclosures have the potential to lead to economic development that will directly benefit the local community, the region, and the nation. The metric of the number of clients served by the Nevada Small Business Development Center (SBDC) provides evidence of outreach efforts the university makes to spur local economic development. Four metrics, the number of startup techs, new business startups, SBDC jobs created, and SBDC clients served, are direct measures of the economic development and support that UNLV provides within its local community. All benefit the community and contribute to mission fulfillment.

Table 4. Core Theme 4 – Community Partnerships

Objective	Metrics		Base-line 2015	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025
Community Connections	Community Partners [CMP M1A]	Goal	-	NA	379	381	384	386	388	391	393	396	398
		Actual	379	NA	379	465							
	Community Projects [CMP M1B]	Goal	-	NA	787	792	797	802	806	811	816	821	826
		Actual	787	NA	787	967							
	Service-learning Courses [CMP M1C]	Goal	-	-	-	100	120	130	135	140	145	150	155
		Actual	114	-	-	114							
	Service Hours [CMP M1D]	Goal	-	-	-	25,000	30,000	35,000	40,000	45,000	50,000	55,000	60,000
		Actual	27,428	-	-	27,428							
	Cultural Activities Attendance [CMP M1E]	Goal	-	65,336	65,733	66,131	85,211	85,991	86,778	87,573	88,374	89,184	90,000
		Actual	65,336	65,336	65,434	84,438							
Arts Oriented Community Engagement Projects [CMP M1F]	Goal	-	-	-	90	108	130	156	187	206	216	227	
	Actual	75	-	75	146								
Innovation	Disclosures Submitted [CMP M2A]	Goal	-	-	-	35	38	41	44	48	51	56	60
		Actual	34	57	57	42							
	Startups Techs [CMP M2B]	Goal	-	-	-	5	5	6	7	8	9	10	11
		Actual	2	1	4	0							
	New Business Starts [CMP M2C]	Goal	-	-	30	31	33	35	37	38	40	42	45
		Actual	12	14	30	49							



SBDC ⁴ Jobs Created [CMP M2D]	Goal	-	-	111	115	119	124	128	132	137	143	150
	Actual	59	239	111	207							
SBDC ⁴ Clients Served [CMP M2E]	Goal	-	-	248	265	282	300	317	334	352	378	404
	Actual	92	126	248	328							
⁴ Nevada Small Business Development Center at UNLV												

Conclusion

The campus efforts following the NWCCU 2017 Year Seven Evaluation led to a thorough integration of the Top Tier Strategic Plan and the core themes in accreditation. This has yielded core theme objectives that have clearly defined metrics that assess the university's growth towards each objective. Additionally, the university has established baselines and goals for each metric, and for each year in the seven year cycle.

The metrics are related to the assessment and improvement in each objective of its core themes, and link directly to fulfillment of UNLV's mission. An annual progress report has been developed, and will continue to be disseminated annually to the campus, local community, Nevada System of Higher Education, and the state of Nevada, to inform the campus and broad community about UNLV's progress. The rubrics established to evaluate level of fulfillment of each metric, and the metrics overall will give a clear portrayal of the level of mission fulfillment for the university.

The core themes that UNLV has laid out for itself, along with the objectives and associated metrics, mark a decisive path for the university. Working towards meeting or exceeding the goals laid out in these metrics will clearly demonstrate progress for UNLV on its Top Tier Strategic Plan, its accreditation efforts, and fulfillment of its mission.