



I. Institutional Overview and Updates

The University of Nevada, Las Vegas (UNLV) is one of eight institutions of the Nevada System of Higher Education (NSHE), which consists of two doctoral-granting universities, a state college, four comprehensive community colleges, and one environmental research institute. The Board of Regents 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, Finance and Business, Student Affairs, Research and Economic Development, and University Advancement 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 \$2.3 billion and growing. The addition of the School of Medicine will add an estimated \$800 million a year by 2025 and more than a 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 enrolled more than 30,000 students for the fall 2018 semester and offers more than 200 degree and certificate programs through 15 schools and colleges. The university is ranked in the category of "high research activity" by the Carnegie Foundation for the Advancement of Teaching. Governed by 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*, 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 continues to rise in U.S. News & World Report's annual listing of the nation's most diverse universities for undergraduates. The university is tied for first in the publication's annual



Best Ethnic Diversity listing. UNLV has placed in the top 10 for the past six years and continues to show its commitment to serving a wonderfully 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 that 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 18) does monitor the enrollment distribution, distribution of degrees, number of students earning degrees, and the graduation rates by race/ethnicity.

In March 2018 President Len Jessup informed the Chancellor and then the university, that he had accepted a position with an institution in California. At a special meeting on June 4, 2018, the NSHE Board of Regents appointed Dr. Marta Meana as acting president, effective July 1, 2018. 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 our strategic and accreditation efforts.

The remainder of this report will address Recommendation 2 as requested in the Commission's letter dated January 24, 2018, based on the fall 2017 Year Seven Evaluation of the University of Nevada, Las Vegas by the Northwest Commission on Colleges and Universities.

II. Recommendation 2, Mission and Top Tier Strategic Plan, Core Theme Updates

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.

Recommendation 2

Refine its Core Themes indicators so that effective assessment can occur regularly in the future. Although UNLV has outlined a strong set of Core Themes, progress was difficult to evaluate, given that Core Themes and indicators were modified in 2015 and targets were not provided for 2017. The evidence related to assessment and improvement of these Core Themes is still lacking, particularly for the Core Themes related to the Academic Health Center and Community Partnerships. (Standards 1.B.2, 4.A.1, 4.A.4, 4.B.1)



The university has made a significant effort to appropriately integrate the strategic plan, Top Tier, with accreditation so that the strategic plan supports the core themes, has annual goals, and is linked to the mission statement and fulfillment of the institutional mission. Since the 2017 Year Seven Evaluation, the president and executive vice president and provost's offices initiated efforts to reorganize the Top Tier Strategic Plan so that it more clearly indicates the connection to accreditation efforts and assessment to both mission fulfillment and continuous quality improvement. This work involved numerous collaborative committees including the Top Tier committees who reviewed the progress made towards the goals and suggested revisions and the newly formed Academic Health Center committee. Broad consensus was reached across the committees on the key metrics that best meet the university's goals. The reorganization of the Top Tier Strategic Plan report has been completed and is included as appendix one. It is in the process of being disseminated to the campus and broader community. The update includes a clear presentation of the core themes and their metrics at the beginning of the document. Additional objectives and metrics identified in the strategic plan are placed later in the document and are listed as "Secondary Objectives, Key Measures, and Additional Indicators of Success". Data sources for all of the metrics including the core theme metrics are included in the appendices of the plan. The strategies for accomplishment of the Top Tier Strategic Plan are also in its appendices. All of the information from the original Top Tier plan is included in the updated document. The gathering of the data is initiated after the close of each fiscal year, June 30th. It is then compiled and presented by the president's office staff to the campus community in fall and to the NSHE Board of Regents at meetings specific to its five goals: access, success, close the achievement gap, workforce, and research.

The core themes and their metrics have been slightly modified from the Year Seven self-evaluation report in response to Recommendation 2 and in anticipation of the Year One self-evaluation report and the adjustments to the Top Tier Strategic Plan. Those changes include annual goals for each indicator of achievement, or metric, and clearly articulated, meaningful objectives and metrics for the core themes related to the Academic Health Center and Community Partnerships.

Although this ad hoc report is not specifically responding to Recommendation 1, while reorganizing the Top Tier Strategic Plan, the recommendation was kept in mind so that progress on achieving the core theme goals through accurate assessment will demonstrate mission fulfillment.

Recommendation 1

Effectively integrate the current Top Tier strategic effort and the accreditation process so that meaningful assessment of progress and mission fulfillment on the Top Tier initiatives can inform the accreditation process. A robust and detailed accounting of the progress on accreditation core themes should be presented in an organized manner so as to accurately assess and demonstrate mission fulfillment (Standards 1.A.2, 3.A.1, 3.A.3, 5.A.1, 5.A.2).



The objectives and metrics defined in each Core Theme/Pathway Goal¹ demonstrate success as a leading research university, and progress on those objectives as measured by their metrics demonstrate clear achievement of mission fulfillment. An annual progress report has been, and will continue to be, disseminated to the campus, local community, Nevada System of Higher Education, and the state of Nevada. Meeting the annual goal for each of the metrics will clearly demonstrate 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 individual goals and articulate the level of mission fulfillment. For the individual metrics, this rubric will be 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

There are a total of 47 individual goals and to determine the overall level of mission fulfillment, this rubric will be used:

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

As will be demonstrated in the remainder of this report, UNLV has established clear metrics with subsequent goals and progress indicators that will allow explicit tracking, ensuring continuous achievement towards meeting Top Tier strategic objectives and demonstrating clear fulfillment of the institutional mission.

Objectives, metrics, as well as goal and actual data are presented for each of the core themes in the follow sections. For the majority of metrics, unless the data was not being captured the, the baseline year for the goals is academic year 2014-15. In that case, the first year the data was captured is the baseline number. In some cases there are no data for academic year ending 2016 and 2017 but there is for 2018. In that case the spaces for 2016 and 2017 are marked by a dash, and the baseline number corresponds to the 2018 data.

Although some of the metrics could support multiple core themes, their deliberative placement reflects the best core theme and its objective(s) alignment in light of what the university is seeking to achieve. The majority of metrics for Core Theme 1 are related to undergraduate success. Graduate success, equally important, is inextricably linked to core theme 2, Research, Scholarship, and Creative Activity so it was placed there. Several of the metrics in Core Theme 4, Community Partnerships (such as tech startup and new business starts), could be argued to fit better under Core Theme 2, Research, Scholarship, and Creative Activity; however, the metrics

¹ Pathway Goal is the terminology from the Top Tier Strategic Plan that the campus agreed upon in the original planning meetings.



undeniably support Core Theme 4, by the benefits the local community will derive from their success.

The university believes these changes reflect its commitment to providing an outstanding educational experience to students, becoming a more prominent research institution, providing medical services to the local community and education to future physicians, and interacting with and providing worthwhile volunteers and services to the community.

III. Core Themes and Associated Metrics

Core Theme/Pathway Goal 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.

The first core theme/pathway goal², student achievement, reflects the [mission statement's](#) (also found on page 2) focus on promoting individual achievement through education. The institution recently revised its core themes/pathway goals to measure not only retention, progression, and completion, but also to track student progress toward attainment of UNLV's [University Undergraduate Learning Outcomes](#) (UULOs), appendix two, demonstrating the quality of the educational experience for UNLV's students.

The university identified three objectives to measure progress toward this core theme/pathway goal. 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, and two upper division courses. 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 requirements, demonstrating 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 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 recently in order to align the items that measure student perception of UULO attainment. The scores 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, demonstrating the attainment of these UULOs for the student body

The second objective for the student achievement core theme/pathway 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 is student-to-advisor ratio as a metric of quality of student support services on the campus. The final two metrics are student engagement in research and co-curricular activities demonstrating the richness of the full educational experience at UNLV.

² Pathway Goal is the terminology from the Top Tier Strategic Plan that the campus agreed upon in the original planning meetings.



The third objective is undergraduate graduation rate. The first metric under this objective is the six-year graduation rate as defined by IPEDS, demonstrating 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 UNLV serves to progress toward graduation.

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 ³	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	3.95
		Actual	3.50	3.66	3.65 ²								
	Learning Outcomes Survey UULO Item: Written Comm ¹ [STA M1C]	Goal	-	-	-	3.60	3.63	3.67	3.70	3.74	3.78	3.82	3.85
		Actual	3.40	3.54	3.56 ²								
	Senior Exit Survey UULO Item: Inq/Crit. Thinking ¹ [STA M1D]	Goal	-	-	-	4.11	4.15	4.19	4.24	4.28	4.32	4.36	4.41
		Actual	3.98	4.12	4.07 ²								
	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	4.36
		Actual	3.87	4.05	4.03 ²								
Milestone GPA [STA M1F]	Goal	-	-	-	2.90	2.93	2.94	2.95	2.96	2.97	2.99	3.0	
	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								
	Student To Advisor Ratio [STA M2B]	Goal	-	-	-	568	558	548	538	528	518	508	498
		Actual	620	610	578								
	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								
Undergraduate 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	40.7	41.6									

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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](#).
² Numbers are preliminary.
³ In 2016, the campus hosted the final Presidential Debate, which included a year-long focus on engagement, specialized courses, and encouragement for faculty to incorporate debate-related information in their courses. This may explain the spike in student perception of critical thinking attainment, writing competency, and grades in the Milestone courses.

Core Theme/Pathway Goal 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.

Core Theme/Pathway Goal 2 is divided into three objectives that focus on the individual parts of the mission statement research, scholarly, and creative activity, and how each 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 Top Tier status and strives for the Carnegie Highest: R1 Research Universities designation. 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 publications³, demonstrates the research productivity of the faculty and their work in disseminating that research knowledge. The third metric, research faculty supported by grants, was also selected because of its clear relationship to increased research activity by the institution. The final two metrics in the research 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 of graduate students. As a research institution, UNLV works continually to provide an environment that allows the training of the next set of world-class researchers within graduate programs and post graduate work completion, 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 practices, 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 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 Assistants⁴. 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.

³ 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.

⁴ Community Graduate Research Assistants are funded by community partners in the private or public sectors or by nonprofit organizations.



Located in the entertainment capital of the world, UNLV has an established and growing arts culture which prepares students for a variety of successful careers in the arts and associated fields. Objective 3 of this core theme 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 one grouping of creative activity within the arts. Through comprehensive investigation of these metric, UNLV can assess, annually, its impact on innovation and cultural vitality along with the inherent benefits to the students who are studying in artistic disciplines.

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								
	Research Faculty Supported by Grants [RSC M1C]	Goal	-	-	-	122	128	134	141	148	155	163	171
		Actual	114	124	116								
	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								
	Doctoral Degrees Research/ Scholarship [RSC M2B]	Goal	-	-	-	160	166	172	178	184	190	196	200
		Actual	149	166	155								
	Doctoral Degrees Professional Practice [RSC M2C]	Goal	-	-	-	207	209	211	213	215	218	220	222
		Actual	209	189	205								
	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								
	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	15 ³							

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Graduate Exhibitions, Performances, and Public Readings [RSC M3B]	Goal	-	-	-	-	288	293	297	301	306	311	315
	Actual	284	-	-	284							

¹ With the implementation of the new Finance and Human Resources system in Oct. 2017, a number of people were found to be misclassified which accounts for this decrease.
² GA positions include those during the academic year plus summer
³ Jan. 1-Jun. 30, 2018 only

Core Theme/Pathway Goal 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.

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 articulated the issues inherent in their exclusion from the metrics under this goal. To that end, as a part of the re-evaluation process following the 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 last 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 pathway goal and gained approval from 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 service to the community through healthcare delivery and 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. Several additional objectives were defined by the committee and their metrics are considered secondary objectives that the university assesses and uses to further document the success of the Top Tier Strategic Plan. They are listed in appendix one.

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 help meet UNLV's mission of promoting health within the community we serve. 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. In July 2017, the School of Medicine began offering clinics in an assortment of specialties for community members. 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 Marriage 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 & CICFC⁵ 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 and the number of M.D.s that the new UNLV School of Medicine confers. Demonstrated growth in both of these metrics provide direct evidence of an increasing available health care workforce in southern Nevada.

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 ¹ and CICFC ² 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								

⁵ 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)
 CICFC is the Center for Individual, Couple & Family Counseling (training facility for the Marriage and Family Therapy program and provides quality, low- cost therapy to local community residents)

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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							

¹ 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)

² CICFC is the Center for Individual, Couple & Family Counseling (training facility for the Marriage and Family Therapy program and provides quality, low-cost therapy to local community residents)

³ Goal is based on 90% of entering class graduating; entering class number varies.

Core Theme/Pathway Goal 4 – Community Partnerships

UNLV stimulates economic development and diversification, foster a climate of innovation, and enrich the cultural vitality of the communities that we serve.

The university has long been a contributing member of the community through research, education, and service programs and activities. The challenge within this pathway goal 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 department immediately began to collect data on current collaborations, partnerships, and other engagements that faculty and staff have with external entities. This data was 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 Engagement 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 establishing first how broadly the university is connecting with the community and then, as specified in the mission, promoting innovation and economic development in that 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 number of service learning courses offered each year, and the number of service hours performed by students, faculty, and staff in the community. The next metric, cultural activities attendance, is the number of attendees at specific cultural events and 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 had yielded a 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 that UNLV provides within its local community. All benefit the community and contribute to mission fulfillment.

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 ¹ Jobs Created [CMP M2D]	Goal	-	-	111	115	119	124	128	132	137	143	150
		Actual	59	239	111	207							
	SBDC ¹ Clients Served [CMP M2E]	Goal	-	-	248	265	282	300	317	334	352	378	404
		Actual	92	126	248	328							
¹ Nevada Small Business Development Center at UNLV													

IV. Summary

The university believes it has complied with and fulfilled the Northwest Commission on Colleges and Universities' Recommendation 2:

Refine its Core Themes indicators so that effective assessment can occur regularly in the future. Although UNLV has outlined a strong set of Core Themes, progress was difficult to evaluate, given that Core Themes and indicators were modified in 2015 and targets were not provided for 2017. The evidence related to assessment and improvement of these Core Themes is still lacking, particularly for the Core Themes related to the Academic Health Center and Community Partnerships. (Standards 1.B.2, 4.A.1, 4.A.4, 4.B.1)

The campus efforts following the 2017 Year Seven Evaluation have led to a thorough integration of the Top Tier Strategic Plan and the core themes. 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, for each year in the seven year cycle, which will begin for UNLV in 2019 with the Year 1 report.

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 to the campus, local community, Nevada System of Higher Education, and the state of Nevada informing the campus and broad community of 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.

The core theme/pathway goals 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.